District-wide Master Planning

Barrington Public Schools
Barrington, RI

May 2022
Frank Locker Educational Planning

Contents + Acknowledgements

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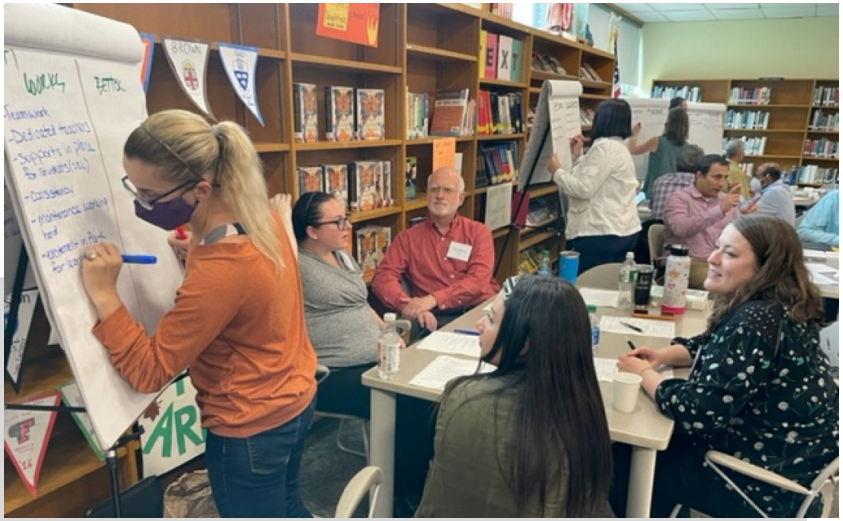


Executive Summary

INTRODUCTION

This Educational Vision reflects the work of a Deep Dive Visioning Team, approximately 50 teachers, school and district administrators, parents, school committee members, community members, a student, the master plan architect. Created in two days of intense facilitated workshops, it is intended to guide the long-term development of both education and facilities master planning for Barrington Public Schools (BPS).

KEY WORDS

Visioning Team members, working independently, articulated Key Words as expressive of facilities in the long term for BPS. The most commonly cited words are shown here. These words could be the basis of an "elevator speech" that will characterize Visioning concepts in the many public meetings expected in the process to improve district facilities.

EDUCATION

- Flexible, doing flexible, flexible thinking (cited 9 times)
- Collaboration, collaborative (5 times)
- Choice, student choice, more student opportunity in learning choices, student-directed (4)
- Future innovation – ready for next decade, innovation, innovative learners (4)

FACILITIES

- Flexible learning spaces, flexibility, flexible spaces that allow access to all, flexible space/buildings, flexibility for the future, flexible/responsive (cited 11 times)
- Accessibility, fully accessible (2)
- Collaborative, collaboration (2)
- Diversity/equity/inclusion, equitable (2)
- Innovating learning space, innovative and effective (2)
- Inspiring, inspire creativity (2)
- Comfortable furniture
- Creativity
- New, new buildings (2)

See Chapters s 3 + 4 as well as Appendix Ch 5.2 for all Key Words

EDUCATIONAL VISION

Guiding Principles

The *Guiding Principles* presented here were created to express the values, beliefs, and concepts developed by the educator and community Visioning Teams which examined educational trends, best practices, and issues affecting the delivery of 21st century education. These *Guiding Principles* present the essence of that inquiry. They are not policy, but they address the overarching themes identified by participants. They are intended to serve as a foundation for future educational deliveries and facility plans. Staff professional development is crucial to the successful implementation of the educational concepts outlined here.

The *Guiding Principles* are:

OVERARCHING PRINCIPLES

- Create a common understanding of this Educational Vision among administrators, faculty, parents, and students to continue shifting the educational model from one still fairly traditional to one that is more transformed, more "21st century"
- This future-oriented Educational Vision articulates of innovative best and next educational practices, some of which are already in operation in some classrooms in the school
- Create a common understanding of this Educational Vision among administrators, faculty, parents, and students to continue shifting the educational model from one that is fairly traditional to one that is more transformed
- Prepare students for success in the 21st century, an emerging world of global competition, uncertain employment prospects simultaneous with unheralded workplace opportunities, infinite access to information, and rapid change in technology
- Teach 21st century skills at the same time as traditional content
- Build relationships with students, families, and communities through school structure and programs
- Aspire beyond the Common Core and beyond the Rhode Island Department of Education (RIDE) guidelines to do what is best for student learning, and to instill a life-long sense of wonder and purpose. Create independent, life-long learners
- Establish a program of staff Professional Development to support the educational deliveries outlined here

The full Guiding Principles are expressed in full in Ch 3, Educational Vision.

Most Important Concepts

Visioning Team members identified the most important issues for education at BPS

The results are outlined here, in order of importance:

EDUCATION

- Social/Emotional Learning
- Student Engagement
- 21st Century Skills
- Pre-Kindergarten Programs

Note that these concepts, collectively, call for a major shift in both educational deliveries and the facilities that support them. Curriculum requirements and standards will remain, but the nature of teacher roles and student activities will change.

See Educational Vision Ch 3 and Appendix Ch 5.1 for all Table Team responses.

Learning Modalities

The Visioning Team members identified these as the most effective ways for students to learn:

MODALITIES

The most cited most effective modalities varied slightly by grade level. This listing characterizes them in order of importance for all grades::

- Social/emotional learning
- Small group work/student collaboration
- Project-based learning, PBL
- Teacher teams/synchronous collaboration
- Interdisciplinary learning
- Making things to learn, prototyping, STEM, STEAM
- Peer tutoring/teaching
- Student presentations

Articulating these Modalities is important, not only as a guide to educational deliveries, but as a guide to designing facilities, as learning spaces should be designed to support these most effective/ preferred practices. The most effective facilities for Barrington would be designed

to support the educational deliveries above, which is considerably different than the traditional approach of primarily supporting lecturing and direct teaching modalities, as exhibited by all elementary and high school buildings

Learning Modalities preferences are expressed in full in Appendix Ch 5.1.

School Organization

Visioning Team members reflected on model school organizational concepts, and determined these to be the most and least appropriate by grade levels:

ORGANIZATION

Elementary School

A variety of approaches based on grade levels served, including:

- Innovative organizations that blend a variety of innovations
- Teacher teaming in two ways:
  - Synchronous teacher teaming, sharing students in real time
  - Teacher teaming, sharing students but not teaching together
- Both multi-grade and grade level classroom groupings

High School

- Interdisciplinary Small Learning Communities (SLCs)
- Thematic interdisciplinary SLCs
- Freshman House
- Synchronous teacher teaming, sharing students in real time

See Appendix Ch 5.2 for the full record.

FACILITY CONCEPTS

Most Important Concepts

Visioning Team members identified the most important issues for facilities at BPS

The results are outlined here, in order of importance:

FACILITIES

- Small Learning Communities
- End of Isolated Teaching
- 21st Century School Planning
- Educational Space Deficiencies
- Safety + Security 21st Century Schools
- Things to Know About Barrington Schools
- End of the Library as We Know it Today
- End of the Classroom as We Know it Today

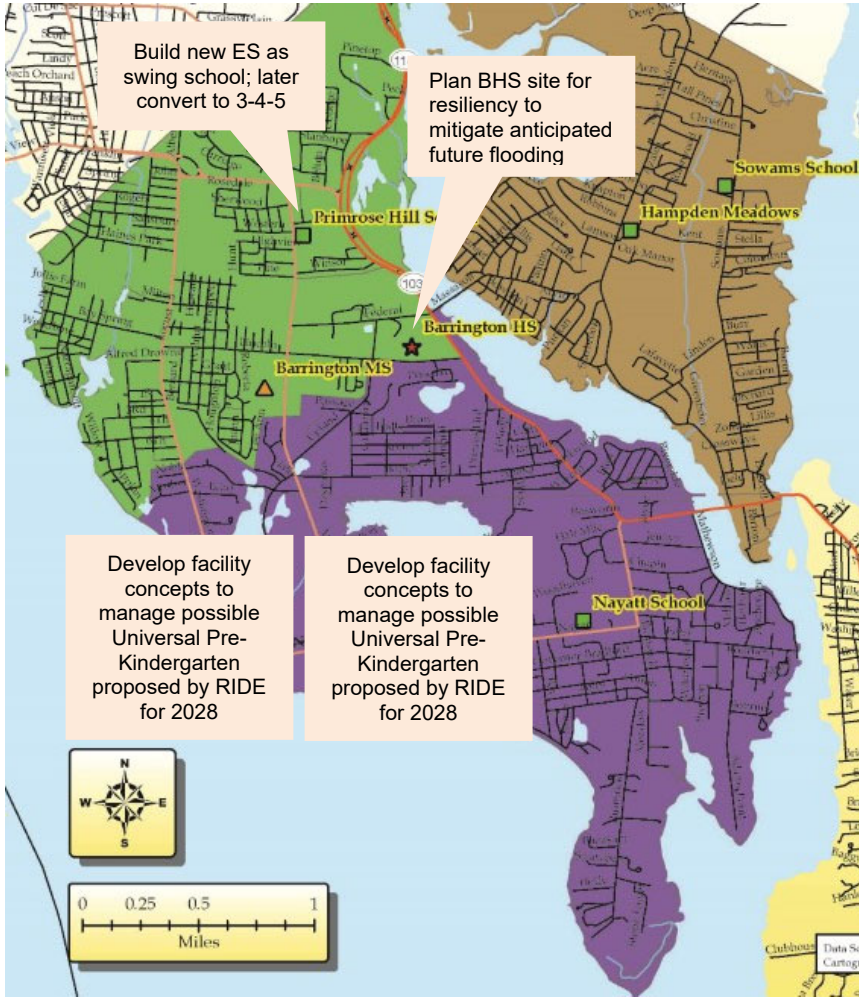
MAPPING FUTURE DISTRICT SCHOOLS

Workshop participants articulated Master Planning concepts that had been developing over the two days of workshops. Theyincluded these critical concepts:

- Rely on existing school properties to avoid land acquisition costs as open land is difficult to find in Barrington
- Shift grade configurations to (Pre)K-2, 3-5, 6-8, and 9-12 to:
- Increase capacity in the existing three (current) (Pre)K-3 schools to restore space for current programs and create more capacity for predicted increased enrollments
- Build a new school building on the Primrose Hill site, the only elementary site large enough to support complete new construction
  - Use this building as a “swing school” to house students temporarily while other buildings are being rebuilt
  - When district-wide construction is complete reassign this building to grades 3-4-5

These concepts will be included in the Master Planning Options to be developed by the architects but may be modified as integrated with other issues.

Diagram on next page.


Build new ES as swing school; later convert to 3-4-5
Plan BHS site for resiliency to mitigate anticipated future flooding
Develop facility concepts to manage possible Universal Pre-Kindergarten proposed by RIDE for 2028
Develop facility concepts to manage possible Universal Pre-Kindergarten proposed by RIDE for 2028
Sowams School
Hampden Meadows
Primrose Hill S
Barrington HS
Barrington MS
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Educational Vision

INTRODUCTION

This Educational Vision reflects the work of a Deep Dive Visioning Team, approximately 50 teachers, school and district administrators, parents, school committee members, community members, a student, the master plan architect. Created in two days of intense facilitated workshops, it is intended to guide the long-term development of both education and facilities master planning for Barrington Public Schools (BPS).

Much of the work was conducted by Table Teams, small groupings of six participants each. They brainstormed, debated, and attempted to reach consensus on most of the defining issues. Each Table Team had educators, students, and community members evenly distributed to the greatest extent possible.

VISION COMPONENTS

The Educational Vision for BPS is described here through several components:

- **Key Words** identified by the Visioning Team to characterize education in the future at BPS
- **Guiding Principles** establish broad parameters for educational delivery, school structure, and facilities
- **Most Important Concepts for the Future** identifies the best and next practices most important for future teaching and learning
- **Learning Modalities** identifies the most effective and appropriate ways for teachers to reach students with curriculum delivery
- **School Organization** defines preferred approaches to the overall relationships of people and programs

KEY WORDS

Visioning Team members, working independently, articulated these words as expressive of desired educational deliveries in the long term for BPS.

EDUCATION

- Flexible, doing flexible, flexible thinking (cited 9 times)
- Collaboration, collaborative (5 times)
- Choice, student choice, more student opportunity in learning choices, student-directed (4)
- Future innovation – ready for next decade, innovation, innovative learners (4)
- Diversity/equity, equity (2)
- Engaging, engagement (2)
- Project-based learning (2)
- Small Learning Communities (2)

These Key Words could form the basis of an elevator speech describing essential Visioning concepts to be stared with Barrington residents.

See Appendix Ch 5.2 for the full listing, and Ch 4 Facility Master Plan Concepts for Key Words related to facilities master planning.

GUIDING PRINCIPLES

The *Guiding Principles* presented here were created to express the values, beliefs, and concepts developed by the educator and community Visioning Teams which examined educational trends, best practices, and issues affecting the delivery of 21st century education. These *Guiding Principles* present the essence of that inquiry. They are not policy but they address the overarching themes identified by participants. They are intended to serve as a foundation for future educational deliveries and facility plans. Staff professional development is crucial to the successful implementation of the educational concepts outlined here.

The *Guiding Principles* are:

Overarching Principles

- Create a common understanding of this Educational Vision among administrators, faculty, parents, and students to continue shifting the educational model from one still fairly traditional to one that is more transformed, more "21st century"
- This future-oriented Educational Vision articulates of innovative best and next educational practices, some of which are already in operation in some classrooms in the school
- Create a common understanding of this Educational Vision among administrators, faculty, parents, and students to continue shifting the educational model from one that is fairly traditional to one that is more transformed
- Prepare students for success in the 21st century, an emerging world of global competition, uncertain employment prospects simultaneous with unheralded workplace opportunities, infinite access to information, and rapid change in technology
- Teach 21st century skills at the same time as traditional content
- Build relationships with students, families, and communities through school structure and programs
- Aspire beyond the Common Core and beyond the Rhode Island Department of Education (RIDE) guidelines to do what is best for student learning, and to instill a life-long sense of wonder and purpose. Create independent, life-long learners
- Establish a program of staff Professional Development to support the educational deliveries outlined here

Educational Delivery

Educational Delivery addresses overarching themes required to provide a 21st century high-performing academic experience for all students PreK-12 at Barrington Public Schools.

INSTRUCTIONAL MODELS

- Develop a social/emotional learning (SEL) initiative at all grade levels, including sanctioning educational deliveries that inherently promote SEL
- Increase student engagement by shifting the teaching model to more active, student-centered learning, with opportunities for student voice in their learning. This is particularly important at the secondary level
- Increase reliance on project-based learning in all grades
- Position students to learn 21st century skills, especially the "four C's", collaboration, communication, creativity, and critical thinking, while simultaneously meeting standard curriculum goals. Continue current district work with the Deeper Learning initiative

- Recognize innovation skills as important for all students; integrate them into curriculum deliveries
- Shift from one-subject curriculum delivery to integrated, interdisciplinary curriculum delivery in all grade levels
- Create school and community cultures that value flexibility for change
- Pilot innovative deliveries such as making things to learn in academic courses for planned future large-scale implementation
- Group students in small learning teams to differentiate instruction and foster communication, collaboration, and improved social skills, and foster differentiated instruction
- Support classroom teachers working in a variety of ways calculated to increase knowing of students by teachers. Among these are:
    - Synchronous teacher teaming, sharing larger cohorts of students in real time
        - Core teachers with core teachers
        - Core teachers with "specials" teachers
    - Thematic Small Learning Communities

These vary by grade grouping. See Appendices 5.1 + 5.2 for details.

TECHNOLOGY INTEGRATION

Our world is dependent on technology implementation in all aspects of life. Students must be provided with the technological skills and knowledge which will enable them to function successfully in a global context. Technology should include:

- Use technology to transform education, not just improve it
- Create places and learning goals for students to learn using new technology, including documentation of oral presentations, and the production of videos, story boards, and apps

Technology must not be viewed as a curriculum add-on, but, rather as an effective tool to be utilized in meaningful instruction that is relevant and rigorous.

Educational Structure

Educational Structure establishes the organizational patterns necessary to group students and teachers in the most effective ways.

ORGANIZATION

- Plan for future expansion of the current Pre-kindergarten program in alignment with anticipated Rhode Island Department of Education (RIDE) mandates and enabling legislation
- Position educators to better know their students through the size and strategic placement of learning spaces. In most cases this means creation of Small Learning Communities

RELATIONSHIPS

- Organize school as Small Learning Communities to support formation of relationships within and between curricular areas
- Foster student collaboration to build social and communication skills, and the ability to work with others
- Create opportunities for students to grow socially and emotionally while working with others in classroom assignments

CURRICULUM

- Build 21st century skills while meeting traditional curriculum goals
- Create regular opportunities for students to improve their oral communication skills
- Integrate the curriculum through a variety of stratregies

See Appendices Ch 5.1 + 5.2 for elaboration. See Ch 3, Facility Master Plan Concepts for related facility concepts.

MOST IMPORTANT CONCEPTS FOR THE FUTURE

Visioning Team members, working in Table Teams, identified the most important issues for education at BPS

The results are outlined here, in order of importance based on frequency of citation in Table Team discussions:

EDUCATION

- Social/Emotional Learning (cited 7 times)
- Student Engagement (5 times)
- 21st Century Skills (5 times)
- Pre-Kindergarten Programs (2 times)

Note that these concepts, collectively, call for a major shift in both educational deliveries and the facilities that support them. Curriculum requirements and standards will remain, but the nature of teacher roles and student activities will change.

See Appendix Ch 5.1 for all Table Team responses. See Ch 4 Facility Master Plan Concepts for related facility concepts.

LEARNING MODALITIES

Visioning Team members each individually considered 24 learning modalities, ranging from traditional lecturing and direct teaching to independent study, and ranked them in order of appropriateness.

The most cited most effective modalities varied slightly by grade level. This listing characterizes them in order of importance for all grades::

MODALITIES

- Social/emotional learning
- Small group work/student collaboration
- Project-based learning, PBL
- Teacher teams/synchronous collaboration
- Interdisciplinary learning
- Making things to learn, prototyping, STEM, STEAM
- Peer tutoring/teaching
- Student presentations

Articulating these Modalities is important, not only as a guide to educational deliveries, but as a guide to designing facilities, as learning spaces should be designed to support these most effective/ preferred practices. The most effective facilities for Barrington would be designed to support the educational deliveries above, which is considerably different than the traditional approach of primarily supporting lecturing and direct teaching modalities, as exhibited by all elementary and high school buildings

See Appendix Ch 5.1 for all responses, including sublte differences across the grade spectrum.

SCHOOL ORGANIZATION

The Table Teams reflected on model school organizations, and determined these to be the most appropriate by grade groupings:

ORGANIZATION

Elementary School

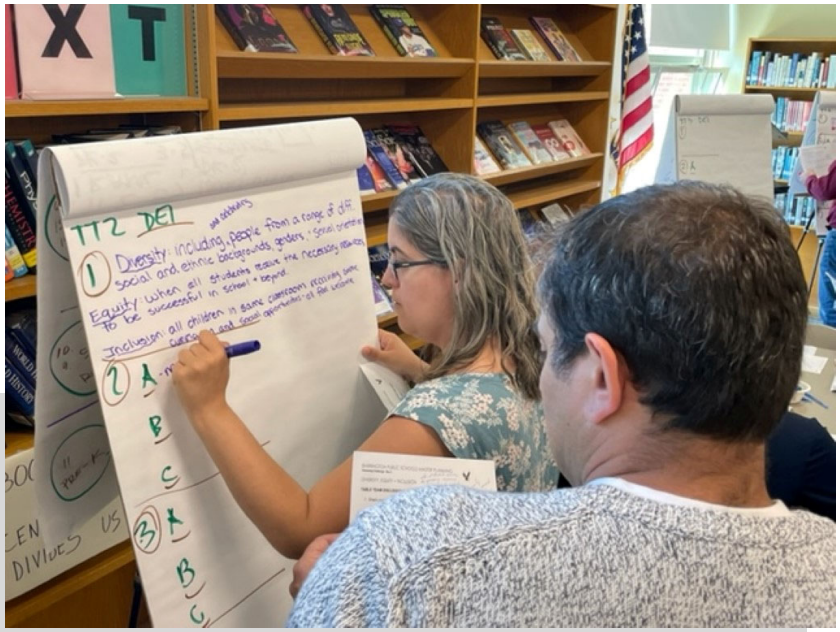
A variety of approaches based on grade levels served, including:

- Innovative organizations that blend a variety of innovations
- Teacher teaming in two ways:
  - Synchronous teacher teaming, sharing students in real time
  - Teacher teaming, sharing students but not teaching together
- Both multi-grade and grade level classroom groupings

High School

- Interdisciplinary Small Learning Communities (SLCs)
- Thematic interdisciplinary SLCs
- Freshman House
- Synchronous teacher teaming, sharing students in real time

See Appendix Ch 5.1 for the full record.



Facility Master Plan Concepts

INTRODUCTION

The Deep Dive Visioning Team developed concepts for Barrington Public Schools' future school facilities. The concepts are defined through:

- **Key Words** identified by the Visioning Team to characterize facilities in the future
- **Facility Implications** identifies physical planning concepts that correlate with the Educational Guiding Principles
- **Most Important Concepts for the Future** identifies the desired future of facilities
- **Master Planning Principles** outlines essential concepts developed by the Deep Dive Visioning Team through two days of collaborative workshops
- **Mapping Future District Schools,** capturing essential facility concepts that had developed in the two days of Visioning

FACILITY IMPLICATIONS

Chapter 3 Educational Vision outlined the essential Guiding Principles for teaching and learning in the future. These are correlated by the following implications for future facilities:

- Support safety and security in new facilities as an integral planning component, not as an "add on" as it has been in the past
- Create building plans that offer security and safety despite constant visitors, many of whom will be active participants in student learning, particularly in technical programs serving customers on a daily basis
- Develop facility planning concepts as platforms for continued change, giving future generations of educators and students the power to easily change the educational model
- Design facilities to be flexible, able to support multiple learning modalities, teaching styles, and program change over time
- Develop Small Learning Communities, learning spaces arranged in clusters
- Support STEM, STEAM, and making things to learn through sufficient and appropriate Lab spaces
- Select furniture that supports collaboration, different learning modalities, and is substantiated by brain research

- Create Teacher Planning Centers to foster collaboration, interdisciplinary teaching, and greater knowing of students by teachers
- Create presentation spaces to honor and encourage frequent student and expert visitor presentations
- Minimize circulation spaces that do not also offer opportunities for learning, such as Extended Learning Areas, Breakout/ Collaboration small group spaces
- Maintain the Media Center/Learning Commons as a central function, easily assessable by from all learning spaces, and possible with satellites in multiple locations within schools

KEY WORDS

Visioning Team members, working independently, articulated these words as expressive of facilities in the long term for BPS. These words could be the basis of an "elevator speech" that will characterize Visioning concepts in the many public meetings expected in the process to improve district facilities.

FACILITIES

- Flexible learning spaces, flexibility, flexible spaces that allow access to all, flexible space/buildings, flexibility for the future, flexible/responsive (cited 11 times)
- Accessibility, fully accessible (2)
- Collaborative, collaboration (2)
- Diversity/equity/inclusion, equitable (2)
- Innovating learning space, innovative and effective (2)
- Inspiring, inspire creativity (2)
- Comfortable furniture
- Creativity
- New, new buildings (2)

See Ch 3 Educational Vision for Key Words related to education and Appendix Ch 5.2 for all facility Key Words.

MOST IMPORTANT CONCEPTS FOR THE FUTURE

Visioning Team members, working in Table Teams, identified the most important issues for facilities at BPS

The results are outlined here, in order of importance based on frequency of citation in Table Team discussions:

FACILITIES

- Small Learning Communities (Cited 5 times)
- End of Isolated Teaching (5 times)
- 21st Century School Planning (4 times)
- Educational Space Deficiencies (4 times)
- Safety + Security 21st Century Schools (3 times)
- Things to Know About Barrington Schools (3 times)
- End of the Library as We Know it Today (2 times)
- End of the Classroom as We Know it Today (2 times)

MASTER PLANNING PRINCIPLES

Through their multiple engagements in two days of working together, the Deep Dive Visioning Team identified these Principles to guide the planning for district schools. The concepts listed first were strongly supported (with more that 50% plurality) by respondents to the Community Survey taken just weeks before the Visioning workshops. They were acknowledged at the outset of Visioning.

COMMUNITY VALUES

- Reduce/eliminate facility condition deficiencies
- Increase student engagement by delivering the required core curriculum in spaces that allow for collaboration, communication, and deep learning
- Improve physical education and sports for students and the community through improved/increased indoor/outdoor activity spaces/places, coordinated with the town
- Equity for all schools across the District: providing equal facility space for instruction and programs

- Reduce/eliminate educational space deficiencies within our school buildings (provide appropriate space sizes aligned with state standards, dedicated enrichment spaces, etc)
- Eliminate severe overcrowding at all elementary schools (please note BMS and BHS are not overcrowded)
- Improve Arts for students and the community through increased/improved visual and performing arts spaces
- Potentially increase the size of school buildings through additions and/or new construction to address overcrowding across the district
- Plan our school buildings improvements to maximize RIDE funding from 35% to 52.5% based on available RIDE incentives
- Plan for the potential of Universal Pre-School in 2028, while providing for the currently mandated IDEA Pre-School program

BASIC UNDERSTANDINGS

- All elementary schools are overcrowded by RIDE standards
- Predicted enrollments for the next 5 and 10 years indicate that the elementary school buildings will become further overcrowded
- The district has met classroom space needs for all-day Kindergarten and increased enrollments in the past by converting spaces intended for arts and Special Education to general classrooms, resorting to stages, carts, alcoves and ad-hoc spaces to serve curricular requirements
- All elementary school buildings were built with combined cafeteria-gymnasium-assembly spaces, thus compromising program deliveries from the outset
- All elementary school buildings need additional space to serve existing programs and projected enrollment increases
- Plan for future Pre-Kindergarten programs aligned with elementary schools for greater continuity for students and parents
- Existing facilities conditions of all elementary schools and the high school range from poor to extremely poor
- The cost of repairing any of the elementary schools to meet current energy codes, Americans with Disabilities Act legislation (ADA), state energy standards, building code requirements and general repair and maintenance exceeds the cost of new construction
- The cost of meeting similar needs at the high school is almost equal to the cost of new construction
- The extent of renovation needed at each of the above schools is so extensive it cannot be achieved over school breaks and summer breaks
- Renovating operational buildings is more disruptive to the occupants if done while occupied
- Finding/designating/building a “swing space/school” as a temporary home for occupants of schools being renovated is less disruptive and often less expensive than renovation while occupied
- Existing elementary school sites are extremely limited. Only Primrose Hill has sufficient land to support construction of a new building (on the playfields) while the school is in operation
- The high school site is extremely vulnerable to flooding and will require significant measures to increase flooding resiliency. The floor level of the single floor school building is lower the projected possible flood level

MASTER PLANNING CONCEPTS

- Shift grade configurations from (Pre)K-3, 4-5, 6-8, 9-12 to (Pre)K-2, 3-5, 6-8, and 9-12 to:
  - Make all schools a minimum of three grade to reduce transition disruptions for students and increase knowing of students by their teachers
  - Align schools with RIDE curriculum standards and RICAS testing
  - Increase capacity in the existing three (current) (Pre)K-3 schools to restore space for current programs and create more capacity for predicted increased enrollments
- Build a new school building on the Primrose Hill site, the only elementary site large enough to support complete new construction
  - Use this building as a “swing school” to house students temporarily while other buildings are being rebuilt
  - When district-wide construction is complete reassign this building to grades 3-4-5
- Analyze the practicality of additions and renovations compared with new construction for all other buildings except the middle school

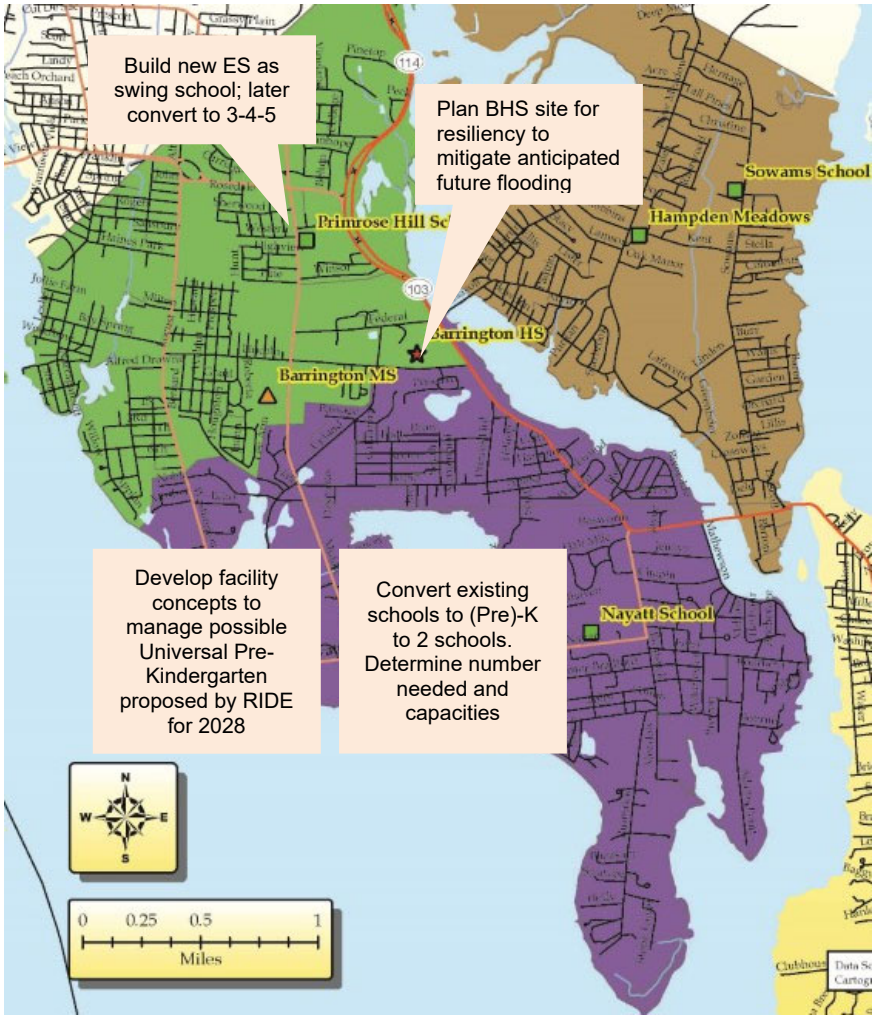
- Planning Options to manage the various possibilities outlined above
- Develop construction and project costs for the Planning Options
- Correlate the Planning Options costs with the reasonable ability to pay for the improvements, including identification of retirement of existing bond notes
- Start planning the implications for Barrington of the state legislative initiative for RIDE to fund Universal Pre-Kindergarten programs by 2028. Develop a comprehensive plan that considers private providers as well as the school district

MAPPING FUTURE DISTRICT SCHOOLS

Workshop participants guided Frank Locker in drawing a map of the district as a summative activity, capturing Master Planning concepts that had been developing over the two days of workshops. The process of mapping stimulated a number of the concepts outlined above. It included these critical concepts:

- Rely on existing school properties to avoid land acquisition costs as open land is difficult to find in Barrington
- Shift grade configurations to (Pre)K-2, 3-5, 6-8, and 9-12 to:
- Increase capacity in the existing three (current) (Pre)K-3 schools to restore space for current programs and create more capacity for predicted increased enrollments
- Build a new school building on the Primrose Hill site, the only elementary site large enough to support complete new construction
    - Use this building as a “swing school” to house students temporarily while other buildings are being rebuilt
    - When district-wide construction is complete reassign this building to grades 3-4-5

These concepts will be included in the Master Planning Options to be developed by the architects but may be modified as integrated with other issues.



Notes
Workshop Day 1

AGENDA

The first Visioning Workshop was held on 16th May 2022. Notes of all activities follow:

- Pre-workshop Videos + Reading
- Community Questionnaires
- 21st Century Schools
- 21st Century Schools Most Important Issues
- Collaboration
- What Works? What Could be Improved?
- School Organization: Internal

COMMUNITY QUESTIONNAIRES

The School Building Committee working with the master plan architects developed an on-line questionnaire to solicit community residents' thoughts on critical issues related to master planning of school facilities. X00 people responded. The following statements all had more than 50% plurality in the combined "Supported" and "Strongly Supported" categories:

- Reduce/eliminate facility condition deficiencies
- Increase student engagement by delivering the required core curriculum in spaces that allow for collaboration, communication, and deep learning
- Improve physical education and sports for students and the community through improved/increased indoor/outdoor activity spaces/places, coordinated with the town
- Equity for all schools across the District: providing equal facility space for instruction and programs
- Reduce/eliminate educational space deficiencies within our school buildings (provide appropriate space sizes aligned with state standards, dedicated enrichment spaces, etc)
- Eliminate severe overcrowding at all elementary schools (please note BMS and BHS are not overcrowded)
- Improve Arts for students and the community through increased/improved visual and performing arts spaces
- Potentially increase the size of school buildings through additions and/or new construction to address overcrowding across the district

- Plan our school buildings improvements to maximize RIDE funding from 35% to 52.5% based on available RIDE incentives
- Plan for the potential of Universal Pre-School in 2028, while providing for the currently mandated IDEA Pre-School program

PRE-WORKSHOP VIDEOS

Workshop participants had watched several videos before coming together, in the spirit of blended learning. The videos included:

- Ken Robinson, *Changing the Educational Paradigm*
- *Transformation: Renovation of the Shelburne Community School*
- Wired Magazine: *A Radical Way of Unleashing a Generation of Geniuses*

Visioning Team thoughts included:

- Sir Ken
  - As kids age in school years, the body is increasingly thought of as just to carry brains
  - Need to move
- Power of student choice and flexibility
  - Students lead the way
    - Technology
- Space that kids can own choices
- Teacher centered – student centered
- What does extraordinary environment do?
- Wired
  - How can you unleash kids in early grades – future success
    - Slum kids
    - Kids from dump
  - Perception of worth
- Make physical space no longer an obstacle – renovation
- Collaborative
  - Kid-kid
  - Teacher-teacher
- Technology in future education
- Videos are not research papers

21st CENTURY SCHOOLS PRESENTATION

Frank Locker presented on the changing values, goals, and deliveries that characterize the most progressive thinking about schools in the United States, and worldwide, today. Key points included:

- 20th vs 21st century schools:
  - The 20th century was a century of creating efficient schools; the 21st century has been a century of looking for effectiveness in schools
  - 20th century was the century of the teacher; 21st century is the century of the learner
  - The teacher used to hold all the information; now the teacher is the guide
- Research in learning informs us of many effective educational practices
  - Some are gaining popularity
  - Others are not yet in general practice
- Learning is more effective when students apply their learning immediately
- 21st Century Skills Framework offers a clear concept of skills students need for success in our rapidly changing global economy. It establishes:
  - Core, subject-based learning is not sufficient any more
  - Learning relevant 21st century survival skills is just as important, perhaps more important. These include:
    - ✓ Learning and innovation skills
    - ✓ Life and career skills
    - ✓ Information, media, and technology skills
- Learning should be interdisciplinary, bridging the gaps between subject areas, and looking more like the real world
- Learning should be infused with 21st century themes
- Learning is a social activity. Students learn better when they are in strong relationships with teachers and peers
- Teachers' work is supported through strong relationships with other professionals
- Schools are looking for more community connections to improve student learning
- Flexible furniture is needed to bring the student the support to learn in a variety of modalities

- In a sequence called "Things to Know About Barrington Schools" critical aspects of enrollments, school building size, capacity, and conditions were made visible

Individual Responses

Visioning Team members scored the importance of the different issues outlined while Frank was presenting. Here is a compilation of their scores. Individual comments follow:

21st Century Schools PART 1 Responses to issues as presented	Very Important	Important	Don't Know	Maybe	Not Important		Scary to Me	
1 History Work + School	7	19	2	3	7		5	130
2 Student Engagement	31	6					5	179
3 The Future	11	18	3	1	2		7	140
4 20th vs 21st Century Learning	16	16	2	2	1		1	155
5 Measures of Success	7	14	6	9	1		1	128
6 Creating Innovators	22	13		2			1	166
7 Learning Pyramid	11	13	9	3	1			141
8 Series: School Organization Can Improve Learning								
8a Thematic Learning	7	18	7	7			2	142
8b Teacher Teaming	11	20	4	2	1			152
9 Series: Building Relationships								
9a Magic of 150	8	9	12	4	3			123
9b Multi-Age	2	13	9	11	1		2	112
9c Teacher Looping	3	10	11	11			1	110
9d Core Teacher Teaming	12	16	3	8				149
10 Social/Emotional Learning	27	10	1	2			1	182
11 Pre-Kindergarten Programs	22	9	1	3	1			156
12 Series: Interdisciplinary								
12a STEM/STEAM	15	20	1	1	1			161
12b Core Learning	13	22	3	1			1	164
12c Arts + Academics	15	16	3	3				154
13 21st Century Skills	28	7	1	1	2		1	175
14 Project Based Learning:Café Paresien	22	16		1				176
15 Design Thinking: Making Things to Learn	20	16		2				168

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8 Series: School Organization Can Improve Learning								
9 Series: Building Relationships								
12 Series: Interdisciplinary								

21st Century Schools PART 2 Responses to issues as presented	Very Important	Important	Don't Know	Maybe	Not Important		Scary to Me	
1 21st Century School Planning	18	18	1					165
2 Small Learning Communities	19	16	3	1				170
3 Extended Learning Areas	13	24	2					167
4 Safety + Security 21st Century Schools	26	9	4				1	178
5 Series: School Organization Can Improve Learning								
5a Facts of Life	6	27	4	1			1	152
5b Grade Grouping Strategies	11	19	2	5				147
5c Teacher Autonomy	15	16	5	1				156
6 Series: Things to Know About Barrington Schools								
6a Educational Space Deficiencies	31	8					2	187
6b School Overcrowding	27	10	1				1	178
6c Walking to School	1	22	3	7	5		1	121
6d Facility Conditions	26	11		1				176
6e School Playfield Conditions	10	21	4	2				150
7 Teacher Planning Centers	12	18	5	3				153
8 Flexible, Varied, Brain-Based Furniture	19	15	2	3				167
9 End of the Library as We Know It Today	9	12	6	8	1		2	128
10 End of the Cafeteria as We Know it Today	3	15	6	9	2			113
11 End of Isolated Teaching	17	10	6	1				145
12 Series: End of the Classroom as We Know it Today								
12a Wooranna Park Primary School	5	20	1	5				118
12b Milan HS Center Innovative Studies	3	20	2	5				111

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Individual Comments

Comments from individual Visioning Team members in response to the presentation issues are as follows:

Part 1

ISSUE

ISSUE

1 History Work + School

- Teaching teachers to change and deliver curriculum
- Similar over the years
- Don't repeat the past
- We want our schools to provide practical education that is applicable to life
- Important to understand how past educational settings can set a path for future
- Spaces don't fit learning goal
- We need to prepare students for types of work/careers that might not even exist
- Google offices moving toward what they want in school
- We haven't moved education space forward enough
- Historic approach doesn't match the careers of today
- Can help to better design the building
- How we started to where we need to go
- Accessibility!
- Prefer "if we blew it up"
- Are we considering post-Covid era?
- Our HS processes have changed in some areas but not all
- Changes in work environments in work outcomes of education
- We know better and can do better
- Time has changed; need for future not history
- We haven't changed in 120+ years
- Work environment is progressing – education is not
- Except to not repeat mistakes and to be conscious of needs of parents
- Is the argument that we need our schools to reflect the work environment?
- Better facilities or better teachers?
- Kids need to learn about work/jobs outside of school
- Think what our goal is…and how we get there
- Past does not determine our future
- You will need to know the past to effect change
- Need to be able to look ahead not back
- Need to know where we were in order to know where to go

2 Student Engagement

- Inclusive engagement
- Unengaged students will not learn
- Engaged students likely are more successful
- Our goal: provide engagement and promote learning
- Engagement = motivation
- We need engagement to increase!
- We want students to enjoy school
- Pre/post data similar pre pandemic
- As work is more challenging, engagement stops
- Increased engagement, increased ownership, increased transference
- Data shows engagement declines over time
- #2 is connected to #1 …way schools are designed can contribute to level of engagement

- Personal interest
- The reason for all of this!
- Increased engagement = lifelong learners
- How does it look post-pandemic?
- School must be a place kids love
- If not only facility
- Engagement is taught
- As ownership of learning increases, engagement
- This is what it's all about
- Keeping students engaged helps them learn better
- Family dynamics
- Parenting – demanding schedules
- Without it we have nothing
- Without engagement (in anything) it will fail
- To maximize the limited time available
- Scary due to students seeming to be more distracted throughout the day

3 The Future

- Prepare future work force
- Concerned about loss of jobs
- Education must be nimble and broad
- The future is necessary to consider and plan for
- Need to prepare kids for future
- Future doesn't matter if we prep our kids to be creative and flexible
- We need to prepare students for types of work/careers that might not even exist
- Teach "habits of character"
- More opportunity for multi-disciplinary and new ideas
- If students aren't prepared for the future, they aren't prepared
- "Robot proof" our kids
- Will help students to transition to post-secondary education life
- We don't know what we're preparing kids for
- Rewarding
- Changing in economics and what the unknowns are
- Many unknowns
- Jobs disappearing and unclear future jobs
- What will jobs look like in 10 years?
- Are we preparing our students correctly?
- What hope do our students have?
- Stability and future stability of jobs is frightening!
- Flexibility, grit, risk takers!
- Our goal is preparing them for their future
- This is just incorrect. When truck drivers are being offered $150K. Not a good example
- It's good to know where we're going so we can help students better plan for their future
- Resiliency/internet
- Related to #1
- Have students design their future
- Skills emphasize flexibility

4 20th vs 21st Century Learning

- Interpersonal – develop leadership skills
- Collaboration – important for future jobs
- Frank said this is good in many courses but not all
- 21st century skills
- We already do a lot of this
- Shift in school culture, teachers need training
- More training needed
- PBL works – curriculum shifts – or opportunities for PBL or lab to try out new ideas
- If students aren't prepared for the future, they aren't prepared
- Student center – matches DL
- Times are shifting much more rapidly
- Hybrid model? Interdisciplinary
- Sage on the stage to guides on the side
- Ownership of learning
- Student centered
- Creating experience where teachers guide this
- Schools have to shift
- Students return information better when they arrive at conclusions on their own
- Interdisciplinary learning is a goal but changing this can be difficult
- Ties to engagement
- Student centered is important, but engagement is…
- Skills emphasize flexibility S/B

5 Measures of Success

- Success can look different for different kids – so standardizing testing may not be for all
- Some measures of success are important
- How do we measure soft skills
- Standardize it to DL
- Lies, darn lies, statistics
- What is determining "success"?
- There's too much context for these to me
- No universal achievements
- This has stayed conventional
- Measures changes, adapt to these
- "What kids want to talk about after school"
- What do students talk about at home?
- How are we measuring this success?
- Student data is crucial!
- The old standards stress students out
- Measures should be realistic and take into account what the world is like and how it impacts students, which can impact the measures
- Know how it works
- Talk about
- Ask student what they are talking about
- Need standards

6 Creating Innovators

- What are they learning online?
- Prepares students for the future work
- "Students should be doers"
- You have to live it to learn it
- How can we inspire "do-ers"? How to help students take risks, deal with failure and persevere
- Space and tools to allow
- Information is less important than ability
- Innovators are greatly needed for the future – develop learning
- Problem solving must be more important
- Our world is changing so much. We need to teach how to innovate
- I'd like to redefine this
- Being doers
- Continued learning
- Doers and learning and learn to fail
- Quote is 100%
- Learning how to fail
- What you DO is important
- How to fail
- But to be doers they need foundation
- Students need to learn how to…to succeed
- Short sighted; poor enough
- Need students to be creative, think on their feet. Provide them with that to succeed. Resilient student
- Problem solvers
- TEACH FAILURE
- Enhance student learning

7 Learning Pyramid

- Retention application important – learn what you want
- Need for hands on
- Would need to be universal across district/buildings
- Active learning = engagement
- Students need to use learned lessons
- Strong practices needed for teachers
- Unclear what is asked here
- Reality – college professors lecture
- Higher engagement
- How faculty can help?
- Delivery battle
- Active learning and responsibility
- The more students do, the more they remember/know
  - Ties with student engagement
- But want data by age
- In support of engagement

8 Series: School Organization Can Improve Learning
8a Thematic Learning

- No experience – mixed review
- Will students learn the basics
- Thematic learning can be very effective to kids that cannot learn in a standard classroom
- Requires restructuring building/schedule
- Engage all types of learners
- Interpersonal skills, collaboration, student choice

- I'm not sold on this; choices is good but kids still need to do things they don't like
- Facilities and resources
- Choice schools
- Application based (how to choose one theme)
- Integrating arts
- Soft skills/communication and collaboration skills
- Hit different learning modalities
- We can no longer teach in silos
- MI and integration!
- Can have dangerous side effects?
- Don't have capacity here
- Design with OUTCOME based model

8b Teacher Teaming

- Shows expertise
- No elementary schools
- It seems like teachers would benefit from this
- Need more collaboration and interdisciplinary work/teaching
- My success in the classroom always improves with colleague collaboration
- Shared ownership of students improves outcomes for learners
- Better teacher knowledge of students
- What do teachers think
- Kids need to be seen and known to succeed
- Elementary??
- Collaboration
- More collaborative style
- Freshman academy
- Teacher teaming (like MS)
- Curious how it works
- Expecting more in teaching than currently used to
- Extremely important for success of 21st century teaching
- Turns high school into middle school
- Interdisciplinary learning
- Depends on teacher training, Loops etc clusters
- Not for all grades
- What did they do with PE, music, art, foreign language etc?

9 Series: Building Relationships

9a Magic of 150

- One room schoolhouse model
- Typical caseload of a teacher +about 25 – I know my kids very well
- Increase belonging
- Schools are based on relationships
- Maybe small group/retained
- Podding kids is huge
- Dunbar's #
- Knowledgeable adults and each other
- Relationships important
- If you teach them how to build relationships

9b Multi-Age

- Need to see good models
- Not sure for this district?
- We used to do this, independence, creativity has declined since we lost it
- Teacher/student relationship strengthens
- Students take leadership role
- Not sure age based hierarchy
- Need great Montessori teachers for this
- "Not right" for all kids
- Teaching others
- Differentiation
- Cool concept and stability/Montessori
- If not having to be so grade specific
- Great for good teachers but bad…
- Depends which grades
- Mentoring is very important
- I believe different teaching styles are important for students

9c Teacher Looping

- Works well for some
- Depends on teacher
- If the teachers would like to do it, then ok with me
- We used to do this but curriculum became too much
- I've seen this be successful
- Teachers know kids better
- Longer relationship

- Relationship building
- My kids both benefited from looping!
- Teachers had difficulties with changes year to year
- Depends on teacher
- Could be an interesting way of doing things. It would help build better connections
- Specific to teachers

9d Core Teacher Teaming

- Need to see what it looks like
- If the teachers would like to do it, then ok with me
- Kids learn by observation – model collaboration
- Teachers model collaboration
- Teach by doing
- Quote is a fallacy; poor unclear case
- It takes a village
- Observation
- Collaboration
- Great quote
- Kids see more teachers
- Multi-age classroom – collaboration
- Really get to know student
- Shows collaboration
- Observe adults working together
- Great quote about teachers teaching alone

10 Social/ Emotional Learning

- Sense of belonging
- Support for Elementary
- Making spaces comfortable for kids to learn is greatly important
- SEL and reflection in classroom
- We need trauma-informed practices that support social/emotional well-being
- #'s are increasing with SEL needs and special education
- Too broad for
- SEL is key to support our students
- Safe and comfortable learning spaces
- Supports metacognitive work
- Need teachers equipped for this
- Don't know how to do this better
- Our society can heal if we prioritize this
- EQ, but how?

11 Pre-Kindergarten Programs

- Prepare skills, common skill sets learning to play together
- Will need space
- Public/private partnership
- Pre-k programs are available for our kids that are not public. I don't think public funding should be focused here as much as other grades – considering the needs of other grades
- Full time Pre-K / K programs
- We already need trailers to accommodate our growing programs
- We have the greatest impact on students trajectory in the pre-k years
- Start strong
- Strong early child program = strong elementary/MS/HS program
- Possible RI bill
- Achievement gap is evident in Kindergarten
- If you mold students young – best outcome
- It's coming, we need to prep for it
- R.O.I is highest
- Pandemic has shown the struggles of those who didn't go to preschool
- Helps with socialization of kids
- Keep out of our elementary schools
- What % already
- Play based
- More for family support
- Having kids out of house helps parents' emotions too
- Need to prepare for future requirements

12 Series: Interdisciplinary

12a STEM/STEAM

- STEAM
- But I do think this should be broader
- Make the destination in
- Adapt to new jobs/tech
- Most visible in recent past
- #12 – #15 – all of these go with each other
- STEAM = school
- Not always applicable

12b Core Learning

- Co-teaching is good to share content knowledge
- Great in theory
- If the teachers would like to do it, then ok with me
- Collaborative/team teaching
- Engagement, collaboration, teacher teams
- Increases SEL outcomes
- If kids need help, they need to feel safe to ask
- It is important to see how it all works together
- Multiple…
- AM studies is one of our best programs
- Human experience – 4 teachers synchronous – yes
- #12 – #15 – all of these go with each other
- This would affect what is expected of knowing. That can be a lot, especially with higher level teachers
- Going to speak to ¼ of the teachers! Are we teaching them the right skills of communication? Need to be able to have discussions with people you do not like or are comfortable with?
- Requires outside the box
- Not always applicable

12c Arts + Academics

- Appeals to diverse learners
- If the teachers would like to do it, then ok with me
- Collaboration
- In line with above (example is limited – all teachers can do this through varied assignment choice
- Lots struggle with art
- Storyboards, not papers
- #12 – #15 – all of these go with each other
- Requires outside the box
- Not always applicable

13 21st Century Skills

- Prepare for future
- What about 10 years/20/30, etc
- Preparation
- Need to prepare students for post high school
- These are the basis of the ALA Library Standards
- Relevant to students' lives, skills needed for success
- Needed for both the general and specialized populations
- Too vague: Rebrand
- Make school like the real world
- I just think these are silly
- We still aren't there yet
- Integrated/overlapping skills
- 6 C's
- #12 – #15 – all of these go with each other
- Innovative and work with others
- Teacher dependent
- Life and career skills!

14 Project Based Learning: Café Paresien

- Help reinforce learning
- Makes learning more interesting and memorable
- Would need a restructuring of time and physical class space
- Highly engaging – but teachers need training
- Learn by doing
- Collaborate
- Covers 4 C's
- Memorable experience
- Needs excellent teachers
- Interdisciplinary project based
- Great for most
- Tied learning to practice
- Like to add a service component
- #12 – #15 – all of these go with each other
- Excessive out of schoolwork
- Great way for student driven learning within teacher's parameters
- Teacher dependent
- Solving for the problem
- "She had purpose"

15 Design Thinking, Making Things to Learn

- Creative problem solving
- Makes learning more interesting and memorable
- There is a huge value for kids to engage and retain when they are active in learning
- How utilized is the current maker space?
- Much more "hands on" learning

- Innovation, creating things
- Learn by doing
- Human centered design
- Very important for innovation
- Innovation not technology, but make viable opportunity
- Stresses making things – high engagement
- #12 – #15 – all of these go with each other
- Design process can be applied to all areas
- Great way for student driven learning within teacher's parameters
- Teacher dependent
- Solving for what the problem actually is!

Part 2

ISSUE

1 21st Century School Planning

- What was good for us does not mean it's good for the future.
- It makes sense to have more compact clusters rather than long and drawn out
- The building having a vision, the teachers and the students will have a vision
- More collaboration and connection
- Relationship building prioritized
- Facility is important but #2 is most
- Feeling safe without feeling locked in
- Prepare for future workforce
- Breakout ad whole group spaces
- Inter-connected learning spaces
- Clusters of collaborative spaces
- Not long hallways with rooms on side
- Flexibility, choice
- Collaboration
- Comfort
- Don't make a "big" small learning community
- Clearly, we are using outdated designs

2 Small Learning Communities

- More connection and meaningful
- Small group academic/SPED
- Especially important for those who love neighborhood schools
- In support of building stronger relationships
- Like common area – by grade level?
- Tied to #3
- Teacher collaboration
- Communication of learners
- Learning is social
- #2 and #3 seem to be connected
- Reinforce collaboration and SEL

3 Extended Learning Areas

- It think it's important to have flex space where kids can hang out together in school because we don't have that space outside of schools in this town except maybe the library
- Does it get utilized?
- Flexibility – colorful – short and wide
- Movable furniture
- In support of building stronger relationships
- Allows students to expand learning outside the classes
- Collaborative places
- Good collaborative space conducive for learning
- Make learning flexible
- Common, collaborative learning space
- Right now we do this occasionally
- Allowing accessibility for different styles, movement
- "social space learning"

4 Safety + Security in 21st Century Schools

- Safety is paramount
- Controlled access should be considered but not primary focus
- Important because of current situation
- It's a necessity
- Discouraging we have to change building design instead of regulate guns
- If you feel unsafe you won't engage properly = learn
- Accessibility for ADA exits
- Safety #1 priority
- Gate keys, observation of hallways
- Grants for this?

5 SERIES: SCHOOL ORGANIZATION CAN IMPROVE LEARNING

5a Facts of Life

- I don't believe kindergarteners should be exposed to grade 8 kids daily
- Solution to some SEL
- Fewer transitions
- Recommend re-organizing to keep engaged
- ? Impact on community feeling
    - Community members talk about the importance of small community schools in forming and supporting communities
- Equitable services, interactions between grade levels
- 4-5 does not work
- More collaborations among teachers
- Fewer transitions to new buildings for kids
- Is there a benefit of having 4 year-olds with 13 year-olds
- More economical, better services
- Would be very interested to see how education changed if this style of structure was adopted

5b Grade Grouping Strategies

- K-4 or even K-5 but not K-8
- Challenges in this town
- Less transition and stay longer
- Helps with logistics
- Upsides for families/parents
- Not sure…
- Gr 4-5 at HMS is not good
- Transition affects kids, you lose experience, resources by moving around
- Knowledge of students by teachers and specialists
- Operation costs
- Available facilities
- What about out of towners? Isolating
- More equitable, students know 1 building
- Would be very interested to see how education changed if this style of structure was adopted

5c Teacher Autonomy

- What would the teachers like?
- Teacher teams and empowered
- Research to see what works
- Empowerment
- Teachers control
- We need to focus on buildings that will recruit the very best teachers
- Collaboration, empowering teachers
- Please
- As long as teachers are given autonomy – nice cut down on transitions and…
- Allows benefit of teacher knowledge – equity!
- Relies on consistent, excellent teachers so a system of accountability is key
- Small learning community promotes teacher autonomy
- No bell schedule
- One teacher can do a big group, 4 can work among small groups
- Teacher teams
- Does this create inconsistent student experience? Luck of the draw?
- But also need accountability
- Would be very interested to see how education changed if this style of structure was adopted

6 SERIES: THINGS TO KNOW ABOUT BARRINGTON SCHOOLS

6a Educational Space Deficiencies

- Can't do what we already are
- Need space to learn
- Need gyms/arts spaces
- Spaces have multiple purposes – not enough space!!
- Art, music – some use carts

6b K-4 School Overcrowding

- Can't let trend continue
- Growing enrollments
- Prefer smaller class sizes
- Numbers projected to increase
- Multi-use classroom
- Classrooms are currently too small
- Multi-use spaces (gym/café/music)
- Growing enrollment

6c Walking to School

- If there is only one elementary school then getting all kids in this town to one building would be very stressful on town traffic if the school is in a certain part of town
- Data is lacking here
- Don't get rid of community schools
- What would be the estimated time on buses if we eliminate neighborhood schools
- Transportation planning is very important to this discussion
- So many students driven at all levels

6d Facility Conditions

- Numbers are bad
- Important to the community
- Must keep up
- 50% ADA violation

6e School Playfield Conditions

- Very important for elementary schools
- We have some of the worst
- Important to the community
- Less priority
- Terrible current condition
- Important to integrate outdoor learning spaces

7 Teacher Planning Centers

- Will we utilize it?
- Already have it
- Change from break room – hub of teacher communication and collaboration
- If separate from other areas
- Collaboration breeds innovation
- Collaborative
- Separate places to eat, to know other teachers
- Separate from a break room
- Printer or copier should be in there!
- Promotes collaboration – model for kids

8 Flexible, Varied Brain Based Furniture

- Allows for collaborative learning
- Would have been good for Dyson
- Proper movement is but could be other ways
- Brain based
- Posture
- I see the benefit as long as it isn't treated like a toy and safety does not become an issue
- Quiet spaces
- Kids need to move!
- Flexible seating is key!
- Needs to be ADA compliant
- Ability to move around
- Permanent contrasting on stairs, central room areas must have clear walking spaces for disabled kids
- Teachers hate chairs with wheels
- And – we do need kids to be able to sit still

9 End of the Library as We Know It Today

- Library/media centers are important
- More interaction with books and magazines
- Do we need these?
- Cool concept – best practices
- I LOVE library space
- Appreciate the general incorporation into the day – instead of a carve out
- Center of the school
- Good ideas!!
- Expose kids to…resources
- Quiet spaces
- Kids with large group issues
- Allow collaboration between teachers and media specialists
- Adapt structure for modern need
- Like the idea of a decentralized/auxiliary library space that change out to accommodate needs, interests
- Should still be intentional and valued
- Strongly disagree
- Not safe haven for kids; strongly impacts librarians; makes it less personal
- Id like to hear a librarian comment on this (my kids like a cozy reading experience)
- Sensory issues/safe haven/quiet

10 End of the Cafeteria as We Know It Today
- Flow between cafeteria and media center
- I'm neither against or for this idea – need more data on engagement
- Where is the food service are?
- Have there been any studies on improvement in # of kids eating?
- Good ideas!
- Like flexibility – learning commons?
- Café can also be a large group meeting space
- Make more use of that space
- Important to provide variety of dining/seating options

11 End of Isolated Teaching
- If teachers want this then I support it
- Movement built into day
- Teachers working together
- All for more teacher engagement but not sure
- Great ideas!!
- So important!
- Safety concerns for disabled with moving furniture
- What about teacher choice?
- Renovation for teacher teams and collaborative space

12 SERIES: END OF THE CLASSROOM AS WE KNOW IT TODAY

12a Wooranna Park Primary School
- These help make 13/14 doable
- More opportunities for collaboration and resources and fosters project-based learning
- I'm for end of classroom, not sure about these
- School culture!!
- But! Requires teachers
- Activity zones, teacher teams, PBL, theatre space
- We learn so much from each other
- Students also make connections with different teachers

12b Milan HS Center for Innovative Studies
- These help make 13/14 doable
- More opportunities for collaboration and resources and fosters project-based learning
- I'm for end of classroom, not sure about these
- Willing, able and trained in team teaching
- STEAM lab
- Teachers sharing spaces
- We learn so much from each other
- Students also make connections with different teachers

Additional notes
- Teaching teacher's skills to improve student's learning
- Crime prevention through environmental design
- Challenge: teachers will need more planning time within the school day to plan for collaborative activities
- #'s 2, 3, 11 all focus on meeting spaces, collaboration, multi-age, interaction/collaboration, movement
- Point of emphasis: to design spaces with students with disabilities in mind
- These categories have a lot of overlap

21ST CENTURY LEARNING MOST IMPORTANT ISSUES

Workshop participants, working as Table Teams, were asked to reach consensus on the three most important (effective) ideas for future Shaker schools, and identify why they believed as they did.

Their thoughts are:

Part 1

TABLE TEAM 1

Three Most Important
- #2 Student Engagement
  - Lack of engagement leads to lower learning
  - Spaces that allow flexibility
  - Spaces that are accessible to ALL students
- #10 Social/Emotional Learning
  - Help ID thoughts/feelings behaviors and problem solve what to do
  - Ties back to student engagement; being able to process emotional and its affects on being engaged

- 15 Design Thinking: Making Things to Learn
  - Learn best from hands on
  - Ties well into 21st learning

TABLE TEAM 2
Three Most important
- #14 Project Based Learning: Café Paresien
  - To provide opportunities for students to solve novel problems, apply skills and transfer across disciplines
  - Robot proof/future prepare
- # 9 Building Relationships and #10 Social/Emotional Learning
  - Relationships matter
  - Developing the life skills to strengthen SEL and well being
- #11 Pre-Kindergarten Programs
  - Engage early and impact strong foundations of the rest

TABLE TEAM 3
Three Most important
- #13 21st Century Skills
  - 4 C's – encompasses many of the others
- #8 School Organization Can Improve Learning and # 12 Interdisciplinary
  - Collaboration
  - Integration
- #10 Social/Emotional Learning (8/9)
  - Important to build sustainable society

TABLE TEAM 5
Three Most Important
- #13 21st Century Skills
  - Engagement of students
  - Core competencies
  - Deep learning
  - Employability
- #10 Social/Emotional Learning
  - Building strong relationships
- Professional Development
  - To make it all happen

TABLE TEAM 6
Three Most Important
- #2 Student Engagement (7/9?)
  - Keystone for a lot of the other skills
- #10 Social/Emotional Learning
  - Connects to engagement
  - Helps build positive adult relationships
- #13 21st Century Skills
  - To be able to adapt and overcome challenges they may face outside of school

TABLE TEAM 7
Three Most Important
- #10 Social/Emotional Learning
  - Serve students to meet life-long challenges
- #13 21st Century Skills
  - Feeds into many of the other models and facilitates flexible life-long learners
- #2 Student Engagement
  - Learning doesn't happen without this

TABLE TEAM 8
Three Most important
- #2 Student Engagement
  - Engaged students tend to be happier and more successful
- #13 21st Century Skills (7/9)
  - Transferrable skills for after high school whatever that may be
- #6 Creating Innovators
  - Teaching resiliency, providing opportunity to fail "safely"
  - Teaching grit

TABLE TEAM 9
Three Most important
- #2 Student Engagement
  - #14 Project Based Learning: Café Paresien, #15 Design Thinking, Making Things to Learn and #12 Interdisciplinary series
  - Personal investment
- #10 Social/Emotional Learning
- #11 Pre-Kindergarten Programs

Part 2

TABLE TEAM 1
Three Most Important

- #11 End of Isolated Teaching (5+/9)
  - Communication
  - More teachers to support and make connections with students
- #6b School Overcrowding (8/9)
  - Growing enrollment
- #8 Flexible, Varied, Brain-Based Furniture
  - Flexible/ADA

TABLE TEAM 2
Three Most important

- #6 a Educational Space Deficiencies, #6b School Overcrowding and #6d Facility Conditions
  - Address immediate needs
  - Space conditions
- #12 End of the Classroom as We Know it Today, #2 Small Learning Communities and #11 End of Isolated Teaching
  - Collaborative, flexible and innovative learning space
- #1 21st Century School Planning (4/9)
  - Schools that support deep learning

TABLE TEAM 3
Three Most important

- #5 School Organization Can Improve Learning
  - Important to Barrington community
- #2 Small Learning Communities
  - "Neighborhood" feel
- #12 End of the Classroom as We Know it Today
  - Changes to support learning

TABLE TEAM 4
Three Most Important

- #6a Educational Space Deficiencies and #6b School Overcrowding
  - How can you teach with too many kids/different facilities?
- #4 Safety + Security in 21st Century Schools (3/9)
  - Safety/feeling safe 100% essential
- #1+ 21st Century School Planning(11 End of Isolated Teaching , 2 Small Learning Communities, 9 End of the Library as We Know it Today, 10 End of the Cafeteria as We Know it Today, etc)
  - All the future proofing required

TABLE TEAM 5
Three Most Important

- #2 Small Learning Communities (6+/9)
  - Building committee
  - Engagement
  - Relationships
  - Shared resources/students
- #11 End of Isolated Teaching
  - Integration
  - Collaboration
  - Shared students
- #6 Things to Know About Barrington Schools
  - Deficiencies
  - Overcrowding
  - Barriers to 21st outcomes

TABLE TEAM 6
Three Most Important

- #1 21st Century School Planning
  - Updates to facilities, teaching styles, etc
- #6 Things to Know About Barrington Schools series
- #7 Teacher Planning Centers and #11 End of Isolated Teaching
  - More collaboration

TABLE TEAM 7
Three Most important

- #2 Small Learning Communities
  - Collaboration spaces
  - Learning spaces to fit all students' needs
- #4 Safety + Security 21st Century Schools
  - Students and staff should feel safe
  - Reduces stress levels
- #6a Educational Space Deficiencies and School Overcrowding

- Enrollment numbers are projected to increase
- We are using spaces for too many purposes
- Running out of room!

TABLE TEAM 9
Three Most important

- #6a Educational Space Deficiencies
  - Having adequate spaces whether shared or not important for education
- #4 Safety + Security 21st Century Schools
  - No explanation necessary
- #1 21st Century School Planning and #11 End of Isolated Teaching
  - This planning would benefit many other factors including removal of isolating teaching, new furniture, open spaces

TABLE TEAM 3
Three Most important

- #7 Teacher Planning Centers
- #6 Things to Know About Barrington School series
  - Flexibility
- #9 End of the Library as We Know it Today
  - #2 Small Learning Communities, #3 Extended Learning Centers, #11 End of Isolated Teaching, #12 End of the Classroom as We Know it Today series

Summary

Several issues were cited as Most Important by more than one Table Team. They were:

PART 1:

- #10 Social/Emotional Learning (cited 7 times
- #2 Student Engagement (5 times)
- #13 21st Century Skills (5 times)
- #11 Pre-Kindergarten Programs (2 times)

PART 2:

- #2 Small Learning Communities (Cited 5 times)
- #11 End of Isolated Teaching (5 times)
- #1 21st Century School Planning (4 times)
- #6a Educational Space Deficiencies (4 times)
- #4 Safety + Security 21st Century Schools (3 times)
- #6 Series: Things to Know About Barrington Schools (3 times)
- #9 End of the Library as We Know it Today (2 times)
- #12 Series: End of the Classroom as We Know it Today (2 times)

COLLABORATION

The Visioning Team have viewed the Edutopia video of Randy Nelson, then Dean of Pixar University, addressing the topic *Living and Learning in the Collaborative Age.*

In a whole group discussion, Visioning Team members had these thoughts:

- Perspective taking others' points of view
- Mastery of anything could be indication of mastery of others
- Instead of shut down – build up amplification
- Not failure avoidance but error recovery
- Interested more important than learning
- Cooperation not same as collaboration
- How to apply CBPS?
- Ok to fail
- Has to align with homes lots of pressure
- Get kids to be overt about metrics for success
- How much does Barrington culture align 2%
  - BPS is grade based
- How to teach kids above
  - Move to more open ended questions
  - Too much homework
- Introduce failure frequently and often at early years
  - Learn from it
- When engaged in problem solving
  - Multiple ways
  - Failure is a learning process
- Choose terms carefully
- To do
  - Part of strategic plan

WHAT WORKS? WHAT COULD BE IMPROVED?

The Table Teams brainstormed concepts that characterize the current district status. Here are their thoughts:

- _____ = shared with all as most important
- * = others shared similar concepts

Works

Table Team 1

- Teamwork
- Dedicated teachers
- Supports in place for students (SEL)
- Consistency
- Maintenance working hard *
- Excitement in Pre-K for learning

Table Team 2

- Elementary coaching
- High quality teachers
- Elementary culture
- Standardized testing
- Inclusivity
- Vision of a student
- Culture of acceptance
- Higher student engagement in extra-curriculars*

Table Team 3

- Extra-curricular *
- Pre-school *
- Standards-based education
- Teachers and administrators invested in students
- Town funds schools per pupil cost low – high R.O.I

Table Team 4

- Dedicated time with proficiency development
- Special education push-in
- Prepare kids well for college

Table Team 5

- Senior Project
- Faculty/staff dedicated, hard-working
- Extra PD days

Table Team 6

- ES math enrichment *
- Highly dedicated teachers
- Shared goals

Table Team 7

- People – good staff/students/community
- Hands on work – students
- Access to technology

Table Team 8

- SEL at lower grades than HS
- Deep learning
- Retention (don't count 2021-2022)
- Student leadership
- Pathways/internships

Table Team 9

- Teachers
- Community involvement
- Leadership commitment – support*
- Human element personable
- HS extra-curricular
- Support staff

Could be Improved

Table Team 1

- Improve outdoor/learning spaces
- Equitable spaces for all spaces
- Fully accessible spaces (playgrounds)
- More staff needed in order to meet needs of students *
- More SEL supports for teachers *
- Walkability/bussing communications *
- One all-inclusive email from schools rather than multiple schools

Table Team 2
- Secondary coaching
- Secondary transition programs (IEP's)
- School period schedules
- Increase electives
- Interdisciplinary opportunities
- H/S/D collaboration to increase communication
- Integration of deep learning
- Implementation of new vision PK-12

Table Team 3
- Pre-school could be bigger
- Fewer school transitions *
- Athletic facilities
- Climate control
- Increase staff student ratio *

Table Team 4
- High school elective choices
- Hampden Meadows transition 4th and 5th grades
- Idea: move 3rd grade to Hampden Meadows
- Inclusion could be better across the board
- No/little sense of belonging

Table Team 5
- But still need to help students find their passion
- Assessments should reflect mastery, not just skills
- Focuses on our initiatives without adding more

Table Team 6
- Athletic programs
  - Integration with ES
- More resources and support for teachers and administration *
- More arts resources for ES
- More collaboration between the arts and the community
- Communication

Table Team 7
- Need more people
  - More SEL staff
- More resources

Table Team 8
- Strategic FTE's at ES and HS
- HS daily school schedule
  - Time length
  - Quantity of electives
  - Quantity of offerings
- SEL
- Communication

Table Team 9
- SEL wellness
- Space
  - Gym
  - Art*
  - Music
- Flexible learning space
- Funding for classroom resources
- Playing fields/outdoor learning*
- Using town resources
- What is success
  - Mean?
- Full time special staff (SEL)*
- Dismissal
- Sidewalks

SCHOOL ORGANIZATION: INTERNAL

This was the challenge:

SCHOOL ORGANIZATIONAL STRUCTURE 1: INTERNAL
Identify a focus: __Lower ES __Upper ES __All Elementary __MS __HS
Table Team discussion and report out.

DEVELOP A DETAILED ORGANIZATIONAL CONCEPT
CREATE THE MOST APPROPRIATE CONCEPT FOR THE FUTURE FROM AN EDUCATIONAL POINT OF VIEW

1. Rank the following, from (1=) most appropriate to least appropriate
2. Analyze your most appropriate one:
   a. Elaborate on the structure to give it more definition
   b. Combine possibilities if desired
   c. Identify the Pros and Cons
   d. What would you do to mitigate the Cons?

ELEMENTARY SCHOOL ORGANIZATIONAL MODELS

A. Grade-level classroom groupings
B. Multi-grade classroom groupings
C. Multi-age classrooms
D. Teachers "teaming," sharing students but teaching separately
E. Thematic multi-grade Small Learning Communities (SLCs)
F. Any of above with teachers looping
G. Any of above with synchronous teacher teaming, sharing students in real time
H. Other

MIDDLE SCHOOL ORGANIZATIONAL MODELS

A. Departmental model
B. Grade-level classroom groupings in Small Learning Communities (SLCs)
C. As "B" but multi-grade SLCs
D. As "C" but thematic multi-grade SLCs
E. Any of above with teachers looping
F. Any of above with synchronous teacher teaming, sharing students in real time
G. Other

HIGH SCHOOL ORGANIZATIONAL MODELS

A. Departmental model
B. Freshman House
C. Interdisciplinary Small Learning Communities (SLCs)
D. As "C" but thematic SLCs
E. Any of above with teachers looping
F. Any of above with synchronous teacher teaming, sharing students in real time
G. Other

Table Team responses to the questions were:

Table Team 1
School Organization
Focus: Lower Elementary School

- **Rank the following, from (1=) most appropriate to least appropriate**
  - A. _1_ Grade-level classroom groupings
  - B. _5_ Multi-grade classroom groupings
  - C. _6_ Multi-age classrooms
  - D. _2_ Teachers "teaming", sharing students but teaching separately
  - E. _7_ Thematic multi-grade Small Learning Communities (SLC's)
  - F. _4_ Any of above with teachers looping
  - G. _4_ Any of above with synchronous teacher teaming, sharing students in real time
  - H. ___1 Other A and H

Analyze your most appropriate one:

- **Elaborate on the structure to give it more definition**
  - Grade level classroom grouping
  - Small learning community but per grade
  - Developmental basis
  - See JPG 2635 for drawing

- **Identify the Pros and Cons**
  - **Pros**
    - ✓ Consistency across staffing
    - ✓ SEL support
    - ✓ Quick access to variety of developmentally appropriate spaces
    - ✓ Blends staff to support 1:1
    - ✓ Kids develop relationships with peers
    - ✓ Teacher collaboration
  - **Cons**
    - ✓ Silo grades
    - ✓ Diverse age interactions
    - ✓ Blend OT/PT specialties so kids not singled out!
- **What would you do to mitigate the Cons?**
  - Create mentoring programming for students (higher grades work with lower grades)
  - Teacher looping

TABLE TEAM 2
School Organization
Focus: Lower and Upper Elementary

- **Rank the following, from (1=) most appropriate to least appropriate – PK-2**
  - A. _6_ Grade-level classroom groupings
  - B. _3_ Multi-grade classroom groupings
  - C. _7_ Multi-age classrooms
  - D. _5_ Teachers "teaming", sharing students but teaching separately
  - E. _8_ Thematic multi-grade Small Learning Communities (SLC's)
  - F. _4_ Any of above with teachers looping
  - G. _2_ Any of above with synchronous teacher teaming, sharing students in real time
  - H. _1__ Other G plus B

Analyze your most appropriate one:

- **Elaborate on the structure to give it more definition**
  - Reconfigured to Pk-2 and stressed teacher teaming and student sharing
- **Identify the Pros and Cons**
  - **Pros**
    - ✓ Certification/sharing across building
    - ✓ Continuity of relationships
    - ✓ Students get what they need
  - **Cons**
    - ✓ Change requiring PD
    - ✓ Change requiring lots of communication
- **What would you do to mitigate the Cons?**
  - Instructional coaching
  - Families as partner/ co-construct at school

- **Rank the following, from (1=) most appropriate to least appropriate – 3-5**
  - A. _6_ Grade-level classroom groupings
  - B. _3_ Multi-grade classroom groupings
  - C. _7_ Multi-age classrooms
  - D. _4_ Teachers "teaming", sharing students but teaching separately
  - E. _8_ Thematic multi-grade Small Learning Communities (SLC's)
  - F. _5_ Any of above with teachers looping
  - G. _2_ Any of above with synchronous teacher teaming, sharing students in real time
  - H. _1__ Other G plus B

Analyze your most appropriate one:

- **Elaborate on the structure to give it more definition**
  - Reconfigured to 3-5 and stressed teacher teaming and student sharing
- **Identify the Pros and Cons**
  - **Pros**
    - ✓ Certification/sharing across building
    - ✓ Continuity of relationships
    - ✓ Students get what they need
  - **Cons**

- ✓ Change requiring PD
- ✓ Change requiring lots of communication

- **What would you do to mitigate the Cons?**
  - Instructional coaching
  - Families as partner/ co-construct at school

TABLE TEAM 3
School Organization
Focus: No response

- **Rank the following, from (1=) most appropriate to least appropriate**

  - A. _6_ Departmental model
  - B. _3_ Grade-level classroom groupings in small learning communities (SLCs)
  - C. _1_ As "B" but multi-grade SLCs
  - D. _4_ As "C" but thematic multi-grade SLCs
  - E. _5_ Any of above with teachers looping
  - F. _2_ Any of above with synchronous teacher teaming, sharing students in real time
  - G. _n/a_Other

Analyze your most appropriate one:

- **Elaborate on the structure to give it more definition**
  - SLC with some team teaching
    - ✓ Especially humanities
- **Identify the Pros and Cons**
  - **Pros**
    - ✓ Strong relationships
    - ✓ High collaboration
    - ✓ Depth of learning for humanities
    - ✓ Process > content
    - ✓ More wrap-around to identify challenges to students
  - **Cons**
    - ✓ Depth of learning for science – perhaps
    - ✓ Larger student groups
- **What would you do to mitigate the Cons?**
  - Small group work
  - Project-based learning

TABLE TEAM 4
School Organization
Focus: High School

- **Rank the following, from (1=) most appropriate to least appropriate**

  - A. _5_ Departmental model
  - B. _4_ Grade-level classroom groupings in small learning communities (SLCs)
  - C. _1_ As "B" but multi-grade SLCs
  - D. _2_ As "C" but thematic multi-grade SLCs
  - E. _6_ Any of above with teachers looping
  - F. _3_ Any of above with synchronous teacher teaming, sharing students in real time
  - G. _n/a_Other

Analyze your most appropriate one:

- **Elaborate on the structure to give it more definition**
  - Ideas don't stand alone
  - All disciplines working together in support of student engagement through achievement of goals
  - PBL/Design Learning/Inclusion (Multi-Grade)
- **Identify the Pros and Cons**
  - **Pros**
    - ✓ Break down walls/cross pollination
    - ✓ Improve school culture (faculty)
    - ✓ Enhance collaboration and sense of belonging (engagement)
  - **Cons**
    - ✓ Scheduling
    - ✓ Currently have to exclude math
    - ✓ Change management – against 100+ years of norms
- **What would you do to mitigate the Cons?**
  - Expand time frames eg. Up to 4 hours to mitigate scheduling

- Workshop visioning with math department stakeholders to SOLVE for inclusion
- Build out comprehensive 3-6-9-12-18 months
  - ✓ Change management plan (Katter Model)

TABLE TEAM 5
School Organization
Focus: High School

- **Rank the following, from (1=) most appropriate to least appropriate**
  - A. _6_ Departmental model
  - B. _2_ Grade-level classroom groupings in small learning communities (SLCs)
  - C. _3_ As "B" but multi-grade SLCs
  - D. _1_ As "C" but thematic multi-grade SLCs
  - E. _5_ Any of above with teachers looping
  - F. _4_ Any of above with synchronous teacher teaming, sharing students in real time
  - G. _n/a_Other

Analyze your most appropriate one:

- **Elaborate on the structure to give it more definition**
  - B, C, D connected – Transition to HS
    - ✓ Successful, social emotional, skills, exec functioning, provide support!
- **Identify the Pros and Cons**
  - **Pros**
    - ✓ Teachers know kids well
    - ✓ Collaboration – no isolation
    - ✓ Students can make connection and prepare for 21st century workforce
  - **Cons**
    - ✓ Scheduling
    - ✓ Staffing
    - ✓ Space
- **What would you do to mitigate the Cons?**
  - PD
  - Freshman Academy dedicated faculty
  - Dedicated teacher time for planning

TABLE TEAM 6
School Organization
Focus: Elementary School

- **Rank the following, from (1=) most appropriate to least appropriate**
  - A. _6_ Grade-level classroom groupings
  - B. _7_ Multi-grade classroom groupings
  - C. _8_ Multi-age classrooms
  - D. _2_ Teachers "teaming", sharing students but teaching separately
  - E. _3_ Thematic multi-grade Small Learning Communities (SLC's)
  - F. _5_ Any of above with teachers looping
  - G. _4_ Any of above with synchronous teacher teaming, sharing students in real time
  - H. __1_ Other A and H

Analyze your most appropriate one:

- **Elaborate on the structure to give it more definition**
  - Pods of 100 or so kids with 4-5 teachers assigned who build classes based on case load in September (grade pods feed to next level)
    - ✓ 4a pod goes to 5a pod goes to 5b pod
  - Teachers reassess groups in December but also flexible re: group with needs in common space
  - Meanwhile these pods are built by admin with some variability for parent choice i.e. 1 pod allows for multi-age /looping based on what kids need
    - ✓ Not necessarily all the same
- **Identify the Pros and Cons**
  - **Pros**
    - ✓ Meets kids needs
    - ✓ Relationships
    - ✓ Teacher autonomy

- **Cons**
  - ✓ Logistical nightmare

- **What would you do to mitigate the Cons?**
  - Advance planning
  - Teacher planning

TABLE TEAM 7
School Organization
Focus: Elementary School

- **Rank the following, from (1=) most appropriate to least appropriate**
  - A. _4_ Grade-level classroom groupings
  - B. _6_ Multi-grade classroom groupings
  - C. _7_ Multi-age classrooms
  - D. _3_ Teachers "teaming", sharing students but teaching separately
  - E. _2_ Thematic multi-grade Small Learning Communities (SLC's)
  - F. _No/8_ Any of above with teachers looping
  - G. _5_ Any of above with synchronous teacher teaming, sharing students in real time
  - H. _1__ Other: Thematic grade level small learning communities with multi-age options

Analyze your most appropriate one:

- **Elaborate on the structure to give it more definition**
  - Like subject specific teacher experts
  - Thematic grade level small learning communities with multi-age options
- **Identify the Pros and Cons**
  - **Pros**
    - ✓ Creates positive culture
    - ✓ Fosters collaboration
    - ✓ Builds leadership
    - ✓ Deeper in curriculum (deep learning)
  - **Cons**
    - ✓ Teaming hard with odd # classrooms
    - ✓ Might not work with current staff/staffing
- **What would you do to mitigate the Cons?**
  - Hire specially trained people i.e. elementary teacher with math background

TABLE TEAM 8
School Organization
Focus: High School

- **Rank the following, from (1=) most appropriate to least appropriate**
  - A. _5_ Departmental model
  - B. _1_ Grade-level classroom groupings in small learning communities (SLCs)
  - C. _3_ As "B" but multi-grade SLCs
  - D. _2_ As "C" but thematic multi-grade SLCs
  - E. _6_ Any of above with teachers looping
  - F. _4_ Any of above with synchronous teacher teaming, sharing students in real time
  - G. _n/a_Other

Analyze your most appropriate one:

- **Elaborate on the structure to give it more definition**
  - Set student and organization expectations for students in the most difficult educational transition year
- **Identify the Pros and Cons**
  - **Pros**
    - ✓ Advisory time
    - ✓ Common language
    - ✓ Removes/reduces anxiety
    - ✓ Helps with transition and organization
    - ✓ Interdisciplinary CPT
    - ✓ Interdisciplinary teaching
  - **Cons**
    - ✓ Daily schedule
    - ✓ Facilities
    - ✓ Student scheduling
- **What would you do to mitigate the Cons?**
  - Scheduling committee

- Knock down walls
- More than 4 in common

TABLE TEAM 9
School Organization
Focus: High School

- **Rank the following, from (1=) most appropriate to least appropriate**

  - A. _5_ Departmental model
  - B. _3_ Grade-level classroom groupings in small learning communities (SLCs)
  - C. _2_ As "B" but multi-grade SLCs
  - D. _4_ As "C" but thematic multi-grade SLCs
  - E. _6_ Any of above with teachers looping
  - F. _1_ Any of above with synchronous teacher teaming, sharing students in real time
  - G. _n/a_Other

Analyze your most appropriate one:

- **Elaborate on the structure to give it more definition**
  - What we have now
    - ✓ C = among top 3
    - ✓ D = high
    - ✓ F = high and low
  - Pair F with C
  - Sharing real time knowledge transfer
- **Identify the Pros and Cons**
  - **Pros**
    - ✓ Real world experience
    - ✓ Seeing real time
  - **Cons**
    - ✓ Teacher challenge
    - ✓ Scheduling
    - ✓ Expensive
    - ✓ Homogenous grouping
- **What would you do to mitigate the Cons?**
  - Freshmen based?
  - More $

Lower Elementary School Ranked										
Option	RANK	TT1	TT2	TT3	TT4	TT5	TT6	TT7	TT8	TT9
H. Other	1	1	1							
G. Any of above with synchronous teacher teaming, sharing students in real time	2	3	2							
D. Teachers "teaming," sharing students but separately teaching curriculum specialties	3	2	4							
A. Grade level classroom groupings	4	1	6							
B. Multi-grade classroom groupings	5	5	3							
F. Any of above with teachers looping	6	4	5							
C. Multi-age classrooms	7	6	7							
E. Thematic Multi-grade Small Learning Communities (SLC's)	8	7	8							

Upper Elementary School Ranked										
Option	RANK	TT1	TT2	TT3	TT4	TT5	TT6	TT7	TT8	TT9
H. Other	1		1							
G. Any of above with synchronous teacher teaming, sharing students in real time	2		2							
B. Multi-grade classroom groupings	3		3							
D. Teachers "teaming," sharing students but separately teaching curriculum specialties	4		4							
F. Any of above with teachers looping	5		5							
A. Grade level classroom groupings	6		6							
C. Multi-age classrooms	7		7							
E. Thematic Multi-grade Small Learning Communities (SLC's)	8		8							

All Elementary School Ranked										
Option	RANK	TT1	TT2	TT3	TT4	TT5	TT6	TT7	TT8	TT9
H. Other	1						1	1		
D. Teachers "teaming," sharing students but separately teaching curriculum specialties	2						2	3		
E. Thematic Multi-grade Small Learning Communities (SLC's)	2						3	2		
G. Any of above with synchronous teacher teaming, sharing students in real time	4						4	5		
A. Grade level classroom groupings	5						6	4		
B. Multi-grade classroom groupings	6						7	6		
F. Any of above with teachers looping	6						5	8		
C. Multi-age classrooms	8						8	7		

High School Ranked										
Option	RANK	TT1	TT2	TT3	TT4	TT5	TT6	TT7	TT8	TT9
C. Interdisciplinary Small Learning Communities (SLCs)	**1**			1	1	3				3
D. As "C" above but thematic SLCs	**2**			4	2	1				2
B. Freshman House	**3**			3	4	2				1
F. Any of the above with synchronous teacher teaming, sharing students in real time	**4**			2	3	4				4
A. Departmental model	**5**			6	5	6				5
E. Any of the above with intentional teacher looping	**5**			5	6	5				6
G. Other				na	na	na				NA

Notes
Workshop Day 2

AGENDA

The first Visioning Workshop was held on 17th May 2022. Notes of all activities follow:

- School in 2042
- Learning Modalities
- Diversity, Equity + Inclusion
- School Organization Overall
- Larry Rosenstock on High Tech High
- Who is in Charge Here?
- Mapping Future District Schools
- Key Words
- Next Steps

SCHOOL IN 2042

Visioning Team participants had looked into the long-term future as homework. This was the challenge:

DEFINE SCHOOL IN 20 YEARS

Answer as many of these questions as needed to create your concept of future school.

1. What will students at our school be doing in 20 years?
    a. What is “a day in the life of a student?”
    b. If they can learn content through the internet, why come to school?
2. What will faculty/staff at our school be doing in 20 years?
    a. What is “a day in the life of a teacher?”
    b. What is the teacher role?
3. Community?
    a. How will the community be involved in our school? How will community use our school?

   b. How will our school be involved in the community? Will learning happen there? How?
4. Facilities: What does this imply for facilities?

Visioning Team members shared their thoughts, their big realizations, about school in 20 years in a whole group discussion.

Whole Group Discussion

- Community
  - Get kids more engaged in town
  - Projects sourced in community
- Coordination on communication
  - See www.heppell.net
- More kids choosing pathways and passions at earlier age, like elementary school
  - Kids will be "doing school" not just learning at school

TWO DIVERGENT THOUGHTS WERE EXPRESSED:

- 1. Will not have schools like now
  - More internet
  - Kids take courses anywhere in world
  - Will still we need space at school due to childcare needs
  - What does building look like?
  - AR, headsets
  - Teacher role becomes social/emotional
- 2. Maybe not that radical
  - Covid points out all the barriers
  - Evolution of school has been beyond slow

A STRAW POLL WAS TAKEN, WITH EYES CLOSED AND RAISED HANDS

- 8 people believed school will be like Opinion 1
- 10 people believed school will be like Opinion 2
- 21 people believed school will be somewhere between the two, Opinion 2.5

- Connect retired experts to schools
  - School = community center
- Practical thoughts:
  - Classroom
  - Signage poor
  - Safety and accessibility problems
- Flexibility – school buildings

- We need an ideological shift in how we grade students
  - From "ABCD"
  - To Standards Based

Here is a record of their individual thoughts:

SCHOOL IN 2042

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   a. How will the community be involved in our school? How will community use our school?
   b. How will our school be involved in the community? Will learning happen there? How?
4. Facilities: What does this imply for facilities?

Visioning Team members shared their thoughts about school in 20 years in a whole group discussion.

2042 Group Discussion

- AH.HAS
- Community
- Get kids more engaged in town
- Projects sourced in community
- Coordination on communication heppell.net
- More kids choosing pathways and passions at earlier age – ES
  - Doing school
- Will not have schools like now
  - More internet
- Kids take courses anywhere in world
- Space at school – yes due to child care
- What does building look like?
- AR, headsets
- Teacher role becomes social/emotional
- Flexibility – school buildings
- Maybe not that radical
  - Covid points out all the barriers
- Evolution of school has been beyond slow
- Connect retired experts to schools
  - School = community center
- Need ideological shift in how we grade students
  - ABCD
  - Standards based

Here is a record of their individual thoughts:

1. **WHAT WILL STUDENTS AT OUR SCHOOL BE DOING IN 20 YEARS?**
   - **A. WHAT IS "A DAY IN THE LIFE OF A STUDENT?"**
     - Depends on the age group put I think ES will be much like today with more digital literature. SS will have a bit more voice and choice but still stuck in the same structural confines we have today
     - More ownership of learning – choice and voice
     - Project-based and group work learning
     - Flexibility; doing more than receiving knowledge
     - Expose students to different challenges by use of multiple avenues of instruction and diverse curricula opportunities
     - It should reflect what "work" will be like with many going to work and new school from 9am-5pm with breaks for all "study periods" and collaborative project work with overtly stated outcomes
     - Hybrid day – some online – some in person
     - I think it will be very different – more hybrid
     - Flexible, choice-driven, real-world problems, collaborative
     - More students working together collaboratively
     - Skills taught over content.
     - Curriculum will be…contrast…
     - More tech-based learning – fit… of careers
     - Students will work on a project of their interest preparing them for the future they want
     - Working with students at other schools on similar topics/projects via technology
     - Increase of tech use from today
     - Students will attend school and focus on an academic area(s) of their choice
     - Students will have a greater say in what they learn and do
     - Socializing with peers
     - Access to many modes of accessing learning
     - More movement and ability to choose seating/areas where they can do their best work
     - 3D virtual worlds?
       - ✓ Virtual hands-on simulators
       - ✓ Simulated physical environments
       - ✓ Interactive virtual worlds
     - If not VR then maybe AR glasses that decode and explain
     - Interconnected continental virtual partnerships?
     - Learning computers that instantly DI learning
     - Working in groups, student led learning and activities
     - Students work in bright, cheerful rooms. They are given time to work and learn in groups, independently and with teachers. They are also given time to play, have fun and just be children

- It's important for there to be a balance of work and play
- Similar schedule with more options in curriculum/I to match the demands of workforce/society
- Traditional multi-period day with customized enrichments for classes
- Will be different for HS, MS vs ES?
- More problem-based learning and choice
- 1:1 devices
- SEL throughout the day
- Small group breakouts – students getting what they need (intervention enrichment)
- Learning foundational skills and habits of mind through the lens of their own passions
- Emails and calls before school with project groups
- Check-in over breakfast and lunch w/groups and/or teacher advisors
- Class throughout the day comprised of on-line and university level courses, diverse enrichment with how-to videos and spaces to prototype and share ideas
- After school sports/enrichment in diverse interest areas, project/interest area development activities
- Students in each grade will meet in open classrooms furnished in a way to provide collaborative learning, except for PE, library, music and art. They will stay in this room. Teachers will travel to the classrooms. Much of the curriculum will be project based
- Having a flexible schedule (accomplishing certain subjects each day), deep learning projects and multiple opportunities to be productive during the school day with outside experiences or internships
- Not as scheduled/routine
- Open campus with experiential learning
- Maybe "houses" for content areas/specializations?
- More tech, individual learning
- Hopefully more creative arts
- Choosing their own pathway/passion
- Learning by doing
- Connecting learning to self, family, community, world
- Connection problem solving, social dynamics
- Learn by listening, doing, reflecting and showing
- More project-based learning "self taught/self fail"
- More group projects, learning and collaboration
- I hope it is more interest-based learning.
- Focus on individual learning experiences – hands on
- Students will learn in a more collaborative setting with more opportunities to be creative.
- Lots of flow and room to be flexible
- Project based learning
- Problem solving
- Open concept
- A mix of experiences and educational opportunities that provide essential skills and support but are also (age-appropriately) largely student-led
- Collaboration, creative/free lay time, project work, occasional lectures and traditional class time
- Lots of movement
- Opportunities for diverse course loads options
- Flexible
- Collaborative
- SEL focus
- It depends upon grades: some (time space) for personal organization
- Between classes do some project (learn by doing)
- Extracurricular activities
- Arrive and see what subject teacher has prepared to research today
- Making use of better technology and facilities
- Higher mix of hands-on and technology aspects of learning
- Blended learning. Between traditional school days and internship or exploration learning
- Student voice and choice
- Probably close to what it is now
- Ideally there will be more integrated learning
- Ideally also more personal investment
- Everything they do will be based in the 6 C's

B. IF THEY CAN LEARN CONTENT THROUGH THE INTERNET, WHY COME TO SCHOOL?

- Some won't need to. Others aren't as self-directed – others need the soft skills. I think Covid taught us learning can't be done in a silo

- To work with others
- To learn communication, executive functioning skills, social/emotional skills, collaboration
- An "in-person" facilitator is required to address the students' questions and observations based on ther internet experience
- To be guided through expert facilitation in the understanding of the content in how it relates to their current and future lives. As well as to learn how to interact with each other and succeed together
- Because they might need coaching, problem-solving, experiential
- Supervision for children whose parents' work
- Support for academics – maybe assessment
- Study skills development
- Social emotional skills
- Athletics
- Socialization
- Technology is a tool it cannot replace engaging with a teacher. In person inspires students
- Some skills can't be taught on the internet
- Internet can't replace an exceptional teacher
- Working with others
- Some skills can't be taught online
- Students will still require the daily structure and opportunity for support when needed (not all students but some)
- Relationship building and social skills are a must
- Teacher must facilitate and guide students through their learning
- Peer and social connections
- Child safety
- Parent freedom
- Access to supplies not at a house
- Collaboration, application of learning to real life challenges
- Human interaction will be removed and that element is important to human nature. Students should be able to interact with peers, adults and their environment. This will benefit their social-emotional growth. Technology should be utilized but never the main teaching tool
- Social interaction – relationship development
- Group work/projects
- Superior teachers, superior environment, superior classmates
- To be guided and supported in areas of need
- Socialization
- Students need to be guided in content areas
- To hit grade level milestones
- Connection, collaboration with others
- Building interpersonal skills, communication skills
- To learn how to learn and how to contribute positively to our global community
- Human interaction, collaboration in-person and virtually, exchange of ideas, hands-on implementation/prototyping individually or in teams with some specialized equipment and software
- Access to advice from teacher, mentors, teammates. Place to share and showcase ideas
- Students need guidance to evaluate information sources and learn how to synthesize the information
- They will mis out on relationships, communication with adults. They would miss a lot on having somebody there during difficult times or lack of motivation
- Collaboration and critical thinking (6 C's)
- Interaction/socialization
- Community collaboration; connections with people outside of home bubble
- 6 C's – community, creativity, collaboration, critical thinking, creativity, citizenship, character
- Relationships!
- Identity development
- Collaboration
- Civility
- Exposure to content they might not choose
- Insights and opinions other than their own
- Global awareness
- Navigating good and bad social interactions
- Combination of both home/school learning
- Increase learning from other students and teachers – collaboration is key
- Helping lower/slower learners

- It is so important to foster relationships with! SEL is best when people are together to create connections
- To be guided
- Social interaction
- Movement
- Socialization, support, mentorship, developing critical thinking and other skills best learned with groups and interaction
- Also accountability and direct when and how it is needed
- Learn about reputable sources on internet and how to identify them
- Social interactions and connection to community
- Ability to do hands-on learning
- Relationships
- Thought partners
- Collaboration
- Deeper learning
- Better collaboration
- Real life learning
- Body language and in room learning makes a lot of difference
- Physical proximities
- Because not everything on the internet is true. Need to know how to use to best advantage and be safe
- Other skills that are not as effectively transferred through the web
- Teachers can…learning. Teachers are people who can amplify learning
- To learn what to do with the content and do so responsibly

2. WHAT WILL FACULTY/STAFF AT OUR SCHOOL BE DOING IN 20 YEARS?

A. WHAT IS "A DAY IN THE LIFE OF A TEACHER?"

- Hopefully less of a pressure cooker. Sadly the connected life will play a greater impact in teacher burnout
- Organizing opportunities
- Collaborating with colleagues and students
- A "teacher" will become more of a guider and facilitator to ensure that a student exhibits and demonstrates proficiency in educational quests
- Having prepped the three things their students will have learned today and building an engaging agenda with overt objectives that is reinforced throughout the day with students' input
- Facilitating learning
- I picture bigger rooms with several teachers as moderators, supervisors, advisors – kids on laptops – more like big study halls with kids taking classes
- Facilitating
- Acquiring resources
- Nudging/questioning
- Learning centered classrooms
- Global opportunities for cultural collaborative opportunities
- We will be more like facilitators. Students will choose own projects with teachers only being guide
- Working in groups with students, collaborate with other educators
- Teachers will support their students through ideas, suggestions, and further exploration
- Same as we do now – although structure of lessons may look and sound different
- See below (starts with "guiding kids") but if 30-40 years from now kids learn on the cloud could 1 stellar teacher teach kids around the country
- Teacher as guide, setting up scene for application of concepts, resource for reinforcement/support of learning concepts
- Teachers will arrive to brightly lit, cleaned buildings, with walls displaying student work and creativity. When not teaching in a large classroom, teachers are in meeting rooms, or a lounge with comfortable seating for prep work, lunch, etc
- Depending on grade level- teacher will be a guiding force for interpreting the changing world and help students develop skills that are based in critical thinking, problem solving and socialization

- Focused tutorial-style where teachers focus on specific students and small groups while technology handles basic instruction and grading
- More time for collaborative planning and team teaching – need PD to plan activities (curriculum has labs)
- Shared ownership of students
- Facilitating the intersection of student passion, learning targets and real world/community resources and challenges
- Responding to emails, messages, texts
- Meeting with peers, project teams, individuals over breakfast
- Working on collaboration and curriculum development ideas with peers, advocates, outside providers
- Helping students find information
- Remove barriers to exploration (60 Motivate) individuals and teams
- Provide opportunities for students to discover talent, develop and express
- Teaching a project-based curriculum, teachers of different subjects will work on a project in tandem – offering their expertise when appropriate
- Teachers will guide students in non-teacher-centered environment. They will follow a flexible schedule and help students accomplish project based on the topic. Each teacher will be a member of the internship program
- More planning time/more discussion of students
- Small learning communities where teachers fully know their students
- Facilitating learning, giving more individual help to those who need it
- Facilitator of knowledge
- Reflection and collaboration to keep students at the center of their mission
- Growth, iteration, connections
- Planning and executing multiple modalities of learning
- Teachers will be more facilitator or guide to learning base/project-based learning
- Keeping student on track
- A teacher role will shift with new technology. I think teachers will be building more relationships peer to peer and teacher to student
- Prepping to guide
- Developing strategies for diverse learning
- Welcoming and setting the plan/goals for the day. Asking questions and answering student questions
- Providing support, direction, mentorship and oversight, leading with moderating discussions, and holding students accountable when necessary
- Facilitator – collaboration; working in teams, planning project based learning
- It again depends upon grade/school level. Personal organization, interdisciplinary planning
- More one-on one with student
- More group activities
- Unsure. Probably more prep is involved to do research on today's topic
- Learning technology and knowledge to become more effective/efficient
- Be the activator of the content
- Blended learning
- Similar, hopefully more ability to tailor learning to particular classes
- Facilitating learning – listening – creating a space to collaborate

B. WHAT IS THE TEACHER ROLE?

- A guide, role model, internationalist, SEL coach, instructor and attendance keeper. Much of the same as today but in a slightly different way with whatever the educational buzz word is
- Monitor, guide, opportunity offeror, safe space, mentor, collaborator, facilitators
- A teacher becomes a facilitator and guide and role model to ensure a student's success in the academic arena

- Expert facilitator to help guide the next generation through engaging discussions and applications of materials in the real world
- Facilitating learning
- Checking in
- Supervision for children whose parents' work
- Support for academics – maybe assessment
- Study skills development
- Social emotional skills
- Athletics
- Facilitating
- Acquiring resources
- Nudging/questioning
- Students as…
- Facilitator of learning
- Guide student projects and challenge students' ideas to make them dive deeper into their learning
- Facilitator, guide the student
- Teachers will support their students through ideas, suggestions and further exploration
- To be a mentor and facilitator to access info
- Guiding kids to the right learning materials, social well-being and SEL coaching, making sure the tech works, student advocate
- Teacher as guide
- A teacher is seen as a support system for students. They are trusted to do their jobs that allow students to flourish and grow. Teachers also have a balanced schedule with time built in to properly prep, have meetings and access resources to benefit student growth
- Guide/mentor
- Deep expert in their subject matter and human development
- Facilitator, guider, supporter, leader
- SEL
- Guide, facilitator
- Help students think more critically
- Coach/guide/connector/trusted adult/co-learner
- Facilitating learning, clarifying pathways
- Updating knowledge base to interact with students and student teams
- Advocate for spaces, equipment, programs and collaboration opportunities
- Create atmosphere conducive to exploration, presentation, collaboration, innovating, research, etc
- Get involved in enticement/interest areas when possible
- Teachers act as fac
- ilitators and guides on projects. They will monitor students' progress but won't micro-manage
- Letting students make mistakes they can learn from
- A motivator, a guide to deal with adversity and lack of success. They will impart their knowledge without teaching by Google.... They will teach them aspects of life.
- Coach, role model, someone to bounce ideas off of and receive feedback from – not necessarily "graders" and "lecturerers"
- Guidance safety, helping promote community and foster collaboration. Help organize performance events, field trips, monitor progress of students
- Facilitator of learning experiences
- Champion of all students
- Creating pathways of student success
- Guide/facilitator
- No standardized testing/more proficiency
- To support students with their individual learning experience. We are a guide
- Knowledge
- Support
- Mentor, instructor, guide confidante, barometer, creative spark, collaborator
- To support students – educationally/emotionally
- To encourage diversity of approaches to problem-solving
- Collaborate and coordinate with other teachers to find ways to support individual needs/strengths
- Facilitator
- Inspiring and teaching life skills

- Teach how to observe and absorb information
- Project planning teaching by solving real life issue
- To guide students independently in subject area
- Lead
- Mentor
- Deliver the curriculum with fidelity at the same time creating opportunities to use it in meaningful ways

3. COMMUNITY?

a. **HOW WILL THE COMMUNITY BE INVOLVED IN OUR SCHOOLS?**

- They'll continue to be a limiting factor that dictates the operational order and innovation or lack thereof that schools can have
- Community spaces within schools – community center
- Community members as mentors – retired experts
- The community is required to ensure students' proficiency by providing the necessary resources
- Community will be working to identify how we can create "success" – this term needs to be refined by parents/students
- Support experiential learning
- IDK – parents will want input in course selection, scope and sequence
- Mentors
- Experts
- Providing internships
- …schools with community learning
- Civic engagement – social interaction
- Very involved. Local businesses looking for student to run projects in the schools are partnering with them
- Partnerships, use the building
- Changing demographics could put different programs in school in Barrington – health clinics, English classes
- Community will provide support and outlets for students to learn and share their own ideas
- Come in for exhibitions, offer work study opportunities, volunteer, be special guests
- Volunteering/offering and educating teachers on problems they face that could be addressed via PBL
- Parents as partners, utilize professionals and experts in community to share knowledge and experience
- The community will have a fully transparent relationship with schools. They will be involved in decision making while also allowing schools to have the most impact. Events to support student community engagement will also be held to raise funds and show support
- Sports
- Theatrical activities
- Performance
- Shared key resources (athletics, auditoriums)
- Integrate adult learning and access to maker spaces
- Fairly similar to now. Sports and Parent Associations primarily
- Parents as partners in learning
- Mentoring, more volunteering
- As experts for students to collaborate with, as partners in the learning process
- Support learning community
- Mentor
- Provide job shadowing and internship opportunities
- Be supporters/investors in their work
- Support opportunities and spaces that help students develop
- Create opportunities for multi-age engagement with retired experts and professionals
- Real world experiences can come from outside the school. Internships, volunteering or reaching for information needed on a project
- They will act as mentors and resources. They will be more involved with imparting knowledge/guide…inviting to business. They will help with the internship
- Internships, experiential learning
- Sports, plays, mentors, guest presenters
- Merge the two – spill the school into the community
  - ✓ Ex: Pre-K partners? Business models?
- Hopefully integrated, offerings for internships, town council planning/committees
- Participation
- With boundaries – do they trust or not?

- Schools remain welcoming and parents respect the educators' expertise
- Are there prerequisites to serve on the school committee?
- Providing opportunities for "real life" experiences/internships
- I think we need to involve the community to build real world learning experiences for our students
- Community learning center
- Meeting spaces
- Volunteer opportunities, sharing skills and expertise as mentors, teachers and guides
- Providing support and resources, celebrating successes
- Volunteering – in class and at events
- Committees
- Teach skills such as gardening
- Community input
- Collaborating on projects
- Consulting when needed
- Industry participants – get involved in some real life project
- Initiating some extracurricular at school
- Coach
- I am unsure. Hopefully more positive help for the children
- Similar oversight and guidance
- Ideally high involvement
- Parents can/should be part of school guidance
- Community taps into our schools to help meet their needs
- Place for parents (adults) to learn alongside their child

b. **HOW WILL OUR SCHOOLS BE INVOLVED IN THE COMMUNITY?**
   - Students in community internships
   - Students working on community problems (e.g. climate change) as projects
   - The school will provide the students through their rigorous and sustained commitment to ensure they can contribute to a well based community
   - The projects (at least 80%) will be for the betterment of the community to increase engagement and pride with the work they are accomplishing
   - Community projects to improve community
   - Hopefully volunteering and internships
   - Mentors
   - Experts
   - Providing internships
   - Community based to provide…and community service
   - The student will be focused on bettering their community and how to make it the best possible
   - Service learning
   - Students/schools will help and support the community with current /future issues (using learning inventions, etc created by students/staff)
   - Community service projects use facility space for community events, etc
   - Problem solving and community outreach
   - Availability of public space
   - Town resources for public – i.e. how can a weight room at the HS benefit all
   - Hub of activity, community gatherings
   - Schools will hold events where the community can be involved. There will also be spaces for students to showcase work to be displayed inside and outside the buildings, as well as in town
   - Events
   - More internships and after school activities. Kids encouraged to take a semester off/foreign exchange/internship
   - HS tends to be a community focal point through athletes
   - Tour of the town – I worked in a district where 3rd grade students had a day where they visited town hall, met with town leaders and visited historical sites
   - Students participating in PBL that solves a problem in the community
   - A place for all to gather in the pursuit of personal and community growth
   - Support businesses and organizations in community
   - Develop more public/private pathways

- Open more specialized resources to public after school so families, groups can brainstorm, innovate and prototype ideas
- Enrichment opportunities for individuals as well as families
- Real world experiences can come from outside the school. Internships, volunteering or reaching for information needed on a project
- The internships and many projects will involve the community
- Hopefully more involved, trade-like connections, opportunities for a community center, including festivals, performances, senior center type events
- Bridging partnerships – entrepreneurs, internships
- Leadership examples – bring in the community to connect and inspire
- Providing opportunities for community-based learning. Students and teacher continuing education
- We will be sending our students to get involved in community programs
- Provide space for learners
- Students engaged in community
- Providing service and expanded learning opportunities
- Support and education for young children
- Sharing facilities and resources in ways that make sense
- Events to encourage connections, family engagement, and to provide opportunities to try new things
- Communication between parents/teachers/students
- Contributing to community
- Productive members
- Giving back – some community volunteering
- Nature conservation – putting up science fair
- Cultural activism
- Recycling of as much as it can.
- A model of how to run a well-functioning school
- Continued source of pride and focus
- …on…to be a key part of Barrington
- People here value education
- Schools learn about the community and what their needs are

4. FACILITIES: WHAT DOES THIS IMPLY FOR FACILITIES?

- The vision of the schools and community at large greatly impact the operation of our schools. We need far better athletics facilities for the town and school. We need more education space for growing community
- Flexibility
- Multi-use
- Facilities are a "tool" by which the students can achieve success in contributing towards the well-being of society
- Yes, we need to remove any infrastructure barriers that do not empower the above model, specifically around small learning communities
- Facilities need to have space for team meetings (students/staff)
- Open spaces
- Space for experiential learning
- Yes and no – maybe!
- Flexible spaces
- Redesign of facility to have safe, secure environment
- Space allows for collaboration – setting to be group and independent work - place where students and staff are excited to come to school
- Facilities need to change, to become more like campus rather than a set building
- Making sure facilities can handle new technologies; area for students to collaborate with each other
- Facilities will have to be updated with the new technologies. They will also be designed (need to) to allow for creative thinking and exploration
- State of the art, up-to-date tech.
- Flexible and ease in reconfiguration
- Electricity and adaptability
- Efficient ways to remove and upgrade existing technology/space for movement
- Flexible spacing to be used for variety of purposes – most importantly connection – with students, staff, parents/guardians, community members
- Facilities will be updated and expanded so there is proper room sizes and rooms for all students and

teachers. Outdoor spaces will allow students to run around and play, while also offering additional spaces for learning. School building will have proper air and heating systems, storage and room sizes

- The facilities will need to mimic the needs of the school community for future. The environment will need to be flexible and adapt to changes in enrollment, programming and the physical environment/climate
- Need to be open to community but with security
- Technology everywhere
- Flexibility is key
- Ability to pivot technology use and access on new developments
- Outdoor gathering spaces
- Indoor gathering spaces
- Areas that support student interests (arts, garden design, solar)
- More flexibility, space to spread out in, storage for a variety of maker projects and supplies
- Spaces to support every type of learner (including those who need an independent/quite break, to reflect, recharge
- Facilities should support community ideas on how to support student life, teacher life, family life and community life
- Yes. Classrooms need to be collaborative spaces allowing for project-based learning. Common areas exist outside the classroom day double as workspaces, lunchrooms and social spaces
- The facility will be open with common spaces, comfortable furniture, inviting…layout of the building that will make it a place where all departments work together
- Technology increase, new machinery and facilities
- Heating/cooling
- Redesign schools for the 6 C's of (especially collaboration and critical thinking)
- 21st century skills
- It needs to be flexible, changeable, and have enough space for whatever offerings may arise
- Open concept – with space for quiet reflection
- We must consider what will remain true for the next 50 years … FLEXIBILITY! (Don't build tech into rooms)
- Space must remain agile and relevant for the future
  - ✓ Still with safety and security measures
- Need to be flexible, adequate in space. Sustainable, comfortable and exciting to learn
- We need to create more open spaces for students to engage with each other
- Meeting needs for community schools
- Town meetings
- Outdoor spaces for activity and programs
- Modular opportunities – to be able to move/expand, gather in whatever ways make sense for a need or use
- Up-to-date tools and technology
- Space for non-traditional (academic) skills building
- Access – better communication channels and transportation options
- Also full accessibility that does not just meet ADA standards but surpasses them, placing Barrington as a leader in this space
- Accessibility – clear pathways for kids using wheelchairs or other assistive tools or blind kids
- Safety for all
  - ✓ Contrasting stairs
  - ✓ Braille on lockers and placed at hand level to average student height
- Flexible spaces
- More welcoming for parents to get involved
- Space for collaboration with student, teacher
- Maker space and functional laboratories
- Facilities need to adapt to allow the sharing of ideas more freely
- More flexible re: space to share
- Flexibility… to…needs so…
- More smaller/medium work spaces with technology to communicate globally
- And also spaces for real life applications to learning

LEARNING MODALITIES

This was the challenge:

Identify your focus: elementary __ middle ___ high ___ all grades___

Here is a list of learning modalities. Which are most appropriate for **core learning**? Which ones should we be using most at our future schools? Which ones the least?

Personal reflection:

- Personally rank them in order of appropriateness for learning
- Focus on the **4 most and the 2 least appropriate** (and extensive application)
- Place (4) Xs in the "Most" column, and (2) Xs in the "Least" column

Group consensus discussion:

- Then debate with your Table Team members. Persuade them if you can

Then ready your submission:

- No need to pay attention to your table mates
- But change your ranking if you want with cross-outs

Then share your choices in a guided all group discussion.

		4 Most	**2 Least**
A.	Direct teaching	_____	_____
B.	Lecture (sustained direct teaching)	_____	_____
C.	Book Work	_____	_____
D.	Seminar instruction	_____	_____
E.	Social/emotional learning	_____	_____
F.	Project-based learning PBL	_____	_____
G.	STEM, STEAM, making things, prototyping	_____	_____
H.	Interdisciplinary learning	_____	_____
I.	Thematic/integrated learning	_____	_____
J.	Integrated arts learning	_____	_____
K.	Teacher team/synchronous collaboration	_____	_____
L.	Independent study	_____	_____
M.	Small group work/student collaboration	_____	_____
N.	Peer tutoring/teaching	_____	_____
O.	Internships	_____	_____
P.	Service learning	_____	_____
Q.	Student presentations	_____	_____
R.	Blended learning/flipped classroom	_____	_____
S.	Computer-based: games, learning programs	_____	_____
T.	Virtual learning in lieu of classroom seat time	_____	_____
U.	Skype/Zoom/GoogleMeets conversations learning around the world	_____	_____
V.	Technology with any mobile device	_____	_____
W.	Technology with desktop devices	_____	_____
X.	Other	_____	_____

Learning Modalities Responses RANKED ELEMENTARY	SCORE	RANK
E. Social/Emotional Learning	10	1
F. Project-based learning PBL	10	1
A. Direct teaching	6	3
M. Small group work/student collaboration	6	4
K. Teacher teams/synchronous collaboration	5	5
H. Interdisciplinary Learning	4	6
J. Integrated arts learning	4	6
G. STEM, STEAM, Making Things, Prototyping	2	8
I. Thematic/integrated learning	2	8
N. Peer tutoring/teaching	2	8
S. Computer-based; games, learning programs	2	8
V. Technology with any mobile device	2	8
P. Service learning	1	13
Q. Student presentations	1	13
Reading	1	13
D. Seminar Instruction	0	16
U. Skype/Zoom/Google Meets conversations le	0	16
X. Other	0	16
L. Independent study	-1	19
R. Blended learning/flipped classroom	-1	19
O. Internships	-2	21
W. Technology with desktop devices	-2	21
T. Virtual learning in lieu of classroom seat tim	-4	23
C. Book Work	-8	24
B. Lecture (sustained direct teaching)	-10	25

Learning Modalities Responses RANKED MIDDLE	SCORE	RANK
F. Project-based learning PBL	2	1
M. Small group work/student collaboration	2	1
K. Teacher teams/synchronous collaboration	2	1
G. STEM, STEAM, Making Things, Prototyping	2	1
E. Social/Emotional Learning	1	5
H. Interdisciplinary Learning	1	5
S. Computer-based; games, learning programs	1	5
Q. Student presentations	1	5
A. Direct teaching	0	9
J. Integrated arts learning	0	9
I. Thematic/integrated learning	0	9
N. Peer tutoring/teaching	0	9
V. Technology with any mobile device	0	9
P. Service learning	0	9
Reading	0	9
D. Seminar Instruction	0	9
U. Skype/Zoom/Google Meets conversations le	0	9
X. Other	0	9
R. Blended learning/flipped classroom	0	9
O. Internships	0	9
W. Technology with desktop devices	0	9
L. Independent study	-1	22
T. Virtual learning in lieu of classroom seat tim	-1	22
B. Lecture (sustained direct teaching)	-1	22
C. Book Work	-2	25

Learning Modalities Responses RANKED HIGH	SCORE	RANK
F. Project-based learning PBL	6	1
E. Social/Emotional Learning	6	1
O. Internships	5	3
M. Small group work/student collaboration	4	4
H. Interdisciplinary Learning	4	4
G. STEM, STEAM, Making Things, Prototyping	2	6
I. Thematic/integrated learning	2	6
K. Teacher teams/synchronous collaboration	1	8
Q. Student presentations	1	8
A. Direct teaching	1	8
J. Integrated arts learning	1	8
P. Service learning	1	8
R. Blended learning/flipped classroom	1	8
N. Peer tutoring/teaching	0	14
V. Technology with any mobile device	0	14
Reading	0	14
D. Seminar Instruction	0	14
U. Skype/Zoom/Google Meets conversations le	0	14
X. Other	0	14
L. Independent study	0	14
S. Computer-based; games, learning programs	-1	21
W. Technology with desktop devices	-1	21
T. Virtual learning in lieu of classroom seat tim	-3	23
B. Lecture (sustained direct teaching)	-6	24
C. Book Work	-6	24

Learning Modalities Responses RANKED ALL GRADES	SCORE	RANK
F. Project-based learning PBL	8	1
E. Social/Emotional Learning	8	1
K. Teacher teams/synchronous collaboration	8	1
H. Interdisciplinary Learning	7	4
M. Small group work/student collaboration	6	5
G. STEM, STEAM, Making Things, Prototyping	4	6
I. Thematic/integrated learning	3	7
P. Service learning	3	7
O. Internships	2	9
Q. Student presentations	2	9
Reading	2	9
A. Direct teaching	1	12
J. Integrated arts learning	1	13
N. Peer tutoring/teaching	1	12
V. Technology with any mobile device	1	12
U. Skype/Zoom/Google Meets conversations le	1	12
S. Computer-based; games, learning programs	1	12
W. Technology with desktop devices	1	12
R. Blended learning/flipped classroom	0	19
X. Other	0	19
L. Independent study	-1	21
T. Virtual learning in lieu of classroom seat tim	-2	22
D. Seminar Instruction	-3	23
B. Lecture (sustained direct teaching)	-11	24
C. Book Work	-11	24

DIVERSITY, EQUITY + INCLUSION

This was the challenge:

TABLE TEAM DISCUSSIONS FOLLOWED BY REPORTING OUT:

1. Share your definition of Diversity, Equity + Inclusion
    a. Consider peoples, places, programs + services
2. How do we:
    a. Honor Diversity in schools, the district and across the town
    b. Achieve Equity
    c. Achieve Inclusion
3. For each, identify the most chronic shortcomings/violations to a, b, and c above
4. For each, identify strategies to correct current situations
    a. Programs + services
    b. Facilities

Record your thought on flipcharts. Then get ready to report out.

DEI
Table Team 1

1. **Share your definition of Diversity, Equity + Inclusion**
    - Diversity: embrace differences
    - Learning to ask questions with respect and understanding
    - Representation in people and materials
    - Equity: level the playing field/equal materials and experiences
    - Inclusion: emotional/cognitive acceptance and understanding
2. **How do we:**
    - **Honor Diversity?**
        - ✓ Grant for more diverse books
        - ✓ Town has DEI committee, SEAC (Special Education Advisory Committee), school clubs
    - **Achieve Equity?**
        - ✓ Hampton M events (TT)
    - **Achieve Inclusion?**
        - ✓ Exposure to inclusive materials and experiences
3. **For each, identify the most chronic shortcomings/violations to a, b, and c above**
    - **Chronic shortcomings/violations**
        - ✓ A: Need diverse staff
        - ✓ B: Lack of space/resources
        - ✓ C: Lack of communication among schools (playgrounds)
4. **For each, identify, identify strategies to correct current situations**
    a. **Programs + services**
        - ✓ Hire diverse staff
        - ✓ Share resources among schools for teachers
        - ✓ Committee to address the problems
    b. **Facilities**
        - ✓ No response

Table Team 2

1. **Share your definition of Diversity, Equity + Inclusion**
   - Diversity
     - ✓ Including and celebrating people from a range of different social and ethnic backgrounds, genders, and sexual orientation
   - Equity
     - ✓ When all students receive the necessary resources to be successful in school and beyond
   - Inclusion
     - ✓ All children in same classroom receiving same curriculum and social opportunities – all feel welcome
2. **How do we:**
   - **Honor Diversity?**
     - ✓ Multicultural celebrations
     - ✓ Diverse book library
     - ✓ Several options for clubs
   - **Achieve Equity?**
     - ✓ Providing necessary resources to all students
       - RTI, etc
   - **Achieve Inclusion?**
     - ✓ Co-taught classes
     - ✓ Push-in services
     - ✓ Celebrate differences
     - ✓ Several options for clubs
3. **For each, identify the most chronic shortcomings/violations to a, b, and c above**
   - **Chronic shortcomings/violations**
     - ✓ A
       - Does it happen consistently across classrooms/schools?
     - ✓ B
       - Staffing issues
       - Time to implement with fidelity
       - Budget constraints
     - ✓ C
       - Pushback from parents re: special ed placement, not wanting students placed in general ed setting
4. **For each, identify, identify strategies to correct current situations**
   - **c. Programs + services**
     - ✓ Events to educate families/staff/community members to educate on DEI
     - ✓ PD for teachers
   - **d. Facilities**
     - ✓ Be creative in the space we have
     - ✓ Think outside of the box

Table Team 3

1. **Share your definition of Diversity, Equity + Inclusion**
   - Regardless of who you are, you have access to what you need and are a valuable and integral member of the learning community
2. **How do we:**
   - **Honor Diversity?**
     - ✓ Culturally-relevant curriculum raising awareness of the need for DEI focus
   - **Achieve Equity?**
     - ✓ Creating opportunities for accessing resources
   - **Achieve Inclusion?**
     - ✓ Creating opportunities to be valued – embodied participant/unified opportunities
3. **For each, identify the most chronic shortcomings/violations to a, b, and c above**
   - **Chronic shortcomings/violations**
     - ✓ For all:
       - Lack of awareness, diversity among leaders/educators?
       - Pushback from vocal members of public on culturally relevant curriculum
4. **For each, identify, identify strategies to correct current situations**
   - **a. Programs + services**
     - ✓ Not letting financial considerations dictate resources and personnel

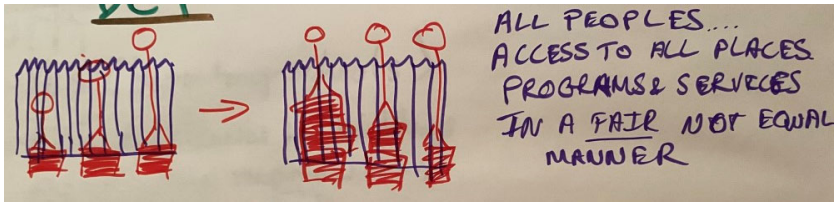
- ✓ Public-private partnerships to raise awareness in community

b. Facilities

- ✓ No response

Table Team 4

1. **Share your definition of Diversity, Equity + Inclusion**
   - All peoples…access to all places, programs and services in a fair not equal manner



2. **How do we:**
   - **Honor Diversity?**
     - ✓ Recognize, celebrate, educate and engage
   - **Achieve Equity?**
     - ✓ Identify barriers and either
       - Remove them or
       - Provide support to achieve fairness/NOT equal
   - **Achieve Inclusion?**
     - ✓ Provide choices e.g. Unified Teams
     - ✓ Ask overtly "what students want to be included?"
3. **For each, identify the most chronic shortcomings/violations to a, b, and c above**
   - **Chronic shortcomings/violations**
     - ✓ A - Ada deficiencies in infrastructure
     - ✓ B – educational program deficiencies
     - ✓ C DEI participation
4. **For each, identify, identify strategies to correct current situations**
   - **a. Programs + services**
     - ✓ Include more kids
   - **b. Facilities**
     - ✓ Meet ADA guidelines

Table Team 5

1. **Share your definition of Diversity, Equity + Inclusion**
   - Diversity
     - ✓ Diversity is BIG encompassing:
       - Skin color
       - Socioeconomic
       - Academic needs
       - LBGTQ
       - Religion
   - Equity:
     - ✓ Access for all
   - Inclusion:
     - ✓ Opening doors for all and teaching sensitivity and respect
2. **How do we:**
   - **Honor Diversity?**
     - ✓ Cultural responsive curriculum!
   - **Achieve Equity?**
     - ✓ Coach – increase perspective
     - ✓ Any student can select Honors or AP courses
   - **Achieve Inclusion?**
     - ✓ Chain Reaction Club
     - ✓ SMS system and registration available and reflects pronouns
3. **For each, identify the most chronic shortcomings/violations to a, b, and c above**
   - **Chronic shortcomings/violations**
     - ✓ Need better/more data disaggregation
     - ✓ ADA compliance
4. **For each, identify, identify strategies to correct current situations**
   - **a. Programs + services**
     - ✓ DEI committees
     - ✓ Calendar changes to include not exclude
   - **b. Facilities**
     - ✓ Adjusted bathrooms

Table Team 6

1. **Share your definition of Diversity, Equity + Inclusion**
   - Valuing differences

- Ensuring accessibility for ALL (facilities, services) so that everyone feels welcome and that they belong

2. **How do we:**
   - **Honor Diversity?**
     - ✓ Representation – invite people from community
       - Ideas, books, adult role models, diverse spaces
   - **Achieve Equity?**
     - ✓ ADA
     - ✓ Multi-modal access to learning supports so everyone gets what they need
   - **Achieve Inclusion?**
     - ✓ Inviting community experts
     - ✓ Value differences
     - ✓ Extracurricular options at HS level
3. **For each, identify the most chronic shortcomings/violations to a, b, and c above**
   - **Chronic shortcomings/violations**
     - ✓ A:
       - Lack of representation
       - Fear of change
     - ✓ B:
       - Lack of resources
     - ✓ C:
       - Need to find ways to amplify voices of those who might go unheard
4. **For each, identify, identify strategies to correct current situations**
   a. **Programs + services**
     - ✓ More programs for students to explore interest/passions
     - ✓ Diverse adult role models

   b. **Facilities**
     - ✓ UDL Universal design

Table Team 7

1. **Share your definition of Diversity, Equity + Inclusion**
   - Diversity
     - ✓ Wide range – race, socioeconomic, religion, able-bodied, gender identity, etc
     - ✓ Helpful to narrow focus yet incorporate intersectionality
   - Equity:
     - ✓ Everyone gets what they need
     - ✓ Removal of barriers to enable access
   - Inclusion:
     - ✓ Culture that lends itself to enabling access
2. **How do we:**
   - **Honor Diversity?**
     - ✓ We're very good at superficial things
   - **Achieve Equity?**
     - ✓ Have an awareness (better help with what is needed)
   - **Achieve Inclusion?**
     - ✓ Best Buddies (work in progress)
3. **For each, identify the most chronic shortcomings/violations to a, b, and c above**
   - **Chronic shortcomings/violations**
     - ✓ A: More diverse staff
     - ✓ B: Lack of resources
     - ✓ C: Need buildings and events more accessible
4. **For each, identify, identify strategies to correct current situations**
   c. **Programs + services**
     - ✓ Staff and faculty training

   d. **Facilities**
     - ✓ Better built facilities across the district

Table Team 8

1. **Share your definition of Diversity, Equity + Inclusion**
   - Recognition, inclusion and celebration of ALL stakeholders especially in regards to respect for differences
2. **How do we:**
   - **Honor Diversity?**
     - ✓ IEP, PLP, ILP, gender support plan, GSA, Eagle of the Month
   - **Achieve Equity?**
     - ✓ Differentiated instruction, SEL, DEI and CRC communities
   - **Achieve Inclusion?**

- ✓ Unified sports, theater/safe learning spaces, CRC club, Best Buddies

3. **For each, identify the most chronic shortcomings/violations to a, b, and c above**
   - **Chronic shortcomings/violations**
     - ✓ A: Lack of diverse applicants – hiring process?
     - ✓ B: Ada compliant buildings
     - ✓ C: Further develop SEL programs/training
4. **For each, identify, identify strategies to correct current situations**
   a. **Programs + services**
     - ✓ PD on implicit bias
     - ✓ Increase in school psychology and social workers
     - ✓ Communication on DEI and seat(s) on town DEI committee

   b. **Facilities**
     - ✓ No response

Table Team 9

1. **Share your definition of Diversity, Equity + Inclusion**
   - Differ/equal/sharing of empower and under represented groups
2. **How do we:**
   - **Honor Diversity?**
     - ✓ Providing students what they need when they need it
   - **Achieve Equity?**
     - ✓ Highlighting abilities not failures or short comings
   - **Achieve Inclusion?**
     - ✓ Defer to experts
3. **For each, identify the most chronic shortcomings/violations to a, b, and c above**
   - **Chronic shortcomings/violations**
     - ✓ A
       - Age appropriate
     - ✓ B
       - Free lunch/provided lunch
       - Funding for science/robotics/technology based fair/competitions
     - ✓ C
       - Providing books in library
4. **For each, identify, identify strategies to correct current situations**
   a. **Programs + services**
     - ✓ Speech reinforcement
     - ✓ Special needs/specialist space
       - Part of school community
     - ✓ Non-gendered anything

   b. **Facilities**
     - ✓ Climate friendly building

LARRY ROSENSTOCK ON HIGH TECH HIGH

Larry Rosenstock, Chief Executive Officer of High Tech High (HTH), San Diego, shared concepts and images in a video of this highly successful 21st century school, one of the Deeper Learning schools cited in the Deeper Learning research by the Hewlett Foundation.

Workshop participants were asked "What from this video applies to our future schools?"

Their responses were:

- Kids will rise to the occasion
  - Our expectations of them may be the real limits
    - ➢ Lots agreement
- Diversity
  - Learn styles
- We cannot throw out arts
  - Part of equity in school
- Lots student engagement
  - Student voice
  - Student knowledge
- Greater engagement – better behaviors
- Rigor: not more content
- Flexibility of spaces
  - All SF is for learning

WHO IS IN CHARGE HERE?

This was the challenge:

WHOLE GROUP DISCUSSION BASED ON THE FOLLOWING PROMPTS:

Consider these higher authorities/standards:

- Rhode Island Dept of Education (RIDE) guidelines/standards
- RIDE curriculum prescriptions for math, science + ELA
- Annual RICAS state testing
- Common Core guidelines + structure
- Advanced Placement
- Parents
- School Board
- Culture/climate (across the district/within each school)
- Understandings/assumptions about university acceptance
- Other

1. Do the any of these **explicitly** stop us from delivering the kind of education we said we wanted on DAY 1 + DAY2?

2. Do any **implicitly** stop us?

3. Which, if any, has the most influence over what we do?

4. Do they present roadblocks, making it difficult or impossible to do so?

5. If "yes," what are they?

6. What is our action plan?

DEFINE OUR STRATEGY TO ACHIEVE WHAT WE SAID WE WANT FOR OUR STUDENTS + TEACHERS!

Table Team responses follow (some changed their categorizations, shown as strikeouts).

Table Team 1

Explicit

- RIDE standards
- RIDE – math, science, ELA
- State testing
- Budgets **

Implicit

- Culture/climate/assumptions (Higher EDU)
- Pressure on students to test well and go to a good college
- Grading complacency

Other notes

- RIDE/state guidelines
- Culture/expectations
- Budgets, RIDE
- Helpful standards and hurtful at same time
- Pressure on students to test well (state test) and for college, grading system
- Edu, communication, advocacy $

Table Team 2

Explicit

- RIDE guidelines
- RIDE curriculum
- Common core
- School board
- Advanced placement
- Budgets
- Action plan:

- Community/parent forum focused on the style of education

Implicit
- Parents
- Culture climate
- Understanding/assumptions about university acceptance
- RICAS state testing
- RIDE guidelines
- RIDE curriculum
- Common core
- School board
- Advanced placement

Table Team 4
Explicit
- Resources (time/money/training)
- Mandate from District (superintendent/principals)
- Stakeholders buy-in or pain lack of engagement
- Mandate/teacher evals/resources/political backlash (parents)

Implicit
- No response

Other notes
- Deliver small learning environment classroom
- Short term win: principals
- Action plan (Kotter Model +)
  - Define, socialize, adopt the problem
    - Low engagement rate of students
  - Create urgency
  - Build your guiding team
  - Develop vision – TODAY!
  - Communicate buy –in (school board)
  - Empower action
  - Short term wins
  - Don't let up
  - Continuous improvements (Evergreen)

Table Team 5
Explicit
- ~~RIDE curriculum program choices~~
- ~~Test scores/rankings~~
- ~~Parents/grades~~
- ~~"Assumptions" about university acceptance~~
- ~~RIDE guidelines/standards (Elementary!)~~
- ~~School committee~~
- Budget – biggest
  - Most influence
    - Redeploy
    - Reallocate$
    - Impact on any construction
- Flooding

Implicit
- Drives some "equity"
- AP program
- Parents/grades
- School committee
- Culture/climate
- "Assumptions" about university acceptance
- RIDE curriculum program choices
- Test scores
- RIDE Guidelines/standards (Elementary!)

Table Team 6
Explicit
- RIDE
- Curriculum prescriptions
- Parents
- School board
- COVID and security

Implicit
- Advanced placement
- Culture/climate
- PBL and small groups and learning communities

Other notes
- Roadblocks
  - Budget/funding and resources
- Action plan

- Continue to work with Paula on collaboration
- What do we want from RIDE and how to do it

Table Team 7
Explicit
- Time
- Money

Implicit
- Everything else is some smaller manner, including district admin

Other notes:
- What we want
  - Flexible spaces
  - Team teaching
  - Student-directed project based learning
  - Nurturing SEL and empowering diversity
- Action plan:
  - Leverage community values - $?
  - Nurture teacher buy-in
  - Professional development
  - Rethinking priorities in schedules/time

Table Team 8
Explicit
- ~~Ride~~
  - ~~Guidelines/Standards~~
  - ~~Curriculum~~
- School board? – culture/climate
- Parents?
- ~~University acceptance assumptions~~
- ~~Unions (other)~~
- Budget (other)
- Facilities (other)
- ~~Technology (other)~~
- State/federal legislation or funding (other)

Implicit
- ~~RICAS/testing~~
- ~~Common core~~
- ~~AP~~
- School board? – culture/climate

Table Team 9
Explicit
- RIDE curriculum
- AP
- Prescribed
- Project based learning

Implicit
- Parents
- School board
- College acceptance
- Culture
- RICAS
- Common Core
- RIDE guidelines
- Teacher buy-in

SCHOOL ORGANIZATION OVERALL

This was the challenge:

Focus on students and education. Discuss these issues:

1. EQUITY:

A Is equity across the district important? YES or NO

B Identify inequities that currently exist in Barrington Public Schools (consider programs, staffing, demographics, facilities etc)

C Identify strategies to achieve equity

2. GRADE LEVELS:

What is the minimum number of grades that should be in a school? Why?

3. K-4 ELEMENTARY ENROLLMENT CAPACITY (complete this chart):

Which has more advantages? WHY?

	Smaller Schools	Larger Schools	Why?
A. Educational	_____	_____	_____
B. Social (w/l school)	_____	_____	_____
C. Operational (management and cost)	_____	_____	_____
D. Community Context	_____	_____	_____

(Assume 21st century practices in all above)

4. THE BARRINGTON EXPERIENCE:

A Is there an advantage to having all of our students at each grade level have the same school experience (ie, same school)? YES or NO

B Why?

C If "YES," how do we achieve this?

5. GROUPINGS

A Identify any natural developmental breaks in the PK-12 continuity

PK K 1 2 3 4 5 6 7 8 9 10 11 12

B Identify curricular grade groupings

PK K 1 2 3 4 5 6 7 8 9 10 11 12

C Identify ideal grade groupings

PK K 1 2 3 4 5 6 7 8 9 10 11 12

NOTE: use "/" to mean soft break; use "//" to mean emphatic break.

5. CHOOSE THE MOST APPROPRIATE:

A PRE-K

1. Pre-K alone in its own building
   vs
2. Pre-K alone in multiple buildings
   vs
3. Pre-K integrated with other grades, like K-1-2
   - Curriculum continuity?
   - Parental continuity
   - Positioned with other grades is a contingency for possible growth in number of students

WHY?

B ELEMENTARY YEARS

1. Multiple (Pre)K-3 and one 4-5 (Current)
   vs
2. Multiple (Pre)K-2, 3-5 with larger attendance catchment areas
   vs
3. Multiple (Pre)K-5
   vs
4. One PreK-5 serving entire district

WHY?

C ALL GRADES K-12

1. Traditional learning focused on required curriculum content with all teaching/learning at each grade level the same
   vs

2. Thematic, choice learning teaching required curriculum content in different ways for different intelligences/interests of teachers as well as students
   vs
3. Support experimentation in educational deliveries with sharing of outcomes so schools become continuous research platforms

WHY?

Table Team responses were:

TABLE TEAM 1

1. EQUITY:

A Is equity across the district important? YES or NO

- Yes

B Identify inequities that currently exist in Barrington Public Schools (BPS) (consider programs, staffing, demographics, facilities etc)

- Need for more facilities, materials, support

C Identify strategies to achieve equity

- More space/facilities

2. GRADE LEVELS:

What is the minimum number of grades that should be in a school? Why?

- 3-4

- **Why?**
  - No response

3. ELEMENTARY ENROLLMENT CAPACITY (complete this chart):

Which has more advantages? WHY?

	Smaller Schools	School w/1 school	Larger Schools	Why
A. **Educational**	_____	__x____	_____	_____
B. **Social (w/l school)**	____	__x____	_____	_____
C. **Operational (management and cost)**	_____	_____	____x___	_____
D. **Community Context**	_____	_____	____x___	_____

(Assume 21st century practices in all above)

4. THE BARRINGTON EXPERIENCE:

A Is there an advantage to having all of our students at each grade level have the same school experience (ie, same school)? YES or No

- Yes

B Why?

- Shared curriculum/communication through schools

C If "YES," how do we achieve this?

- Shared curriculum/communication through schools

5. GROUPINGS

A Identify any natural developmental breaks in the elementary school continuity

PK / K 1 2 / 3 4 5 / 6 7 8 / 9 10 / 11 12

B Identify curricular grade groupings

PK K 1 2 / 3 4 5 6 / 7 8 9 10 11 12

C Identify ideal grade groupings

PK / K 1 2 // 3 4 5 // 6 7 8 / 9 10 11 12

6. CHOOSE THE MOST APPROPRIATE:

6. A PRE-K

1. **Pre-K alone in its own building**
   vs
2. **Pre-K alone in multiple buildings**
   vs
3. **Pre-K integrated with other grades, like K-1-2**
   - **Curriculum continuity?**
   - **Parental continuity**

- **Positioned with other grades is a contingency for possible growth in number of students**
- #3

WHY?

- Mentorship
- Parent resources
- Building community

B ELEMENTARY YEARS

1. **Multiple (Pre)K-3 and one 4-5 (Current)**
   vs
2. **Multiple (Pre)K-2, 3-5 with larger attendance catchment areas**
   vs
3. **Multiple (Pre)K-5**
   vs
4. **One PreK-5 serving entire district**
   - #'s 2 and 4

WHY?

- #2
  - ✓ Developmentally appropriate, teacher cert.
- #4
  - ✓ Building a school with in a school
  - ✓ Shared resources
  - ✓ Around 1,800 students

C ALL GRADES K-12

1. **Traditional learning focused on required curriculum content with all teaching/learning at each grade level the same**
   vs
2. **Thematic, choice learning teaching required curriculum content in different ways for different intelligences/interests of teachers as well as students**
   vs
3. **Support experimentation in educational deliveries with sharing of outcomes so schools become continuous research platforms**
   - #3

WHY?

- Best practices
- Flexible

TABLE TEAM 2

1. **EQUITY:**

A Is equity across the district important? YES or NO

- Yes

B Identify inequities that currently exist in Barrington Public Schools (BPS) (consider programs, staffing, demographics, facilities etc)

- Facilities
- Demographics

C Identify strategies to achieve equity

- Opportunities

2. GRADE LEVELS:

What is the minimum number of grades that should be in a school? Why?

- 3
- **Why?**
  - Consistency
  - Sense of belonging and ownership

3. ELEMENTARY ENROLLMENT CAPACITY (complete this chart):

Which has more advantages? WHY?

	Smaller Schools	Schools w/1 School	Larger Schools	Why
A. **Educational**	_____	_ __x__	___x__	____
B. **Social (w/l school)**	__x__	_____	_____	____

C. Operational (management and cost)

_____ _____ _____

__x__

D. Community Context

___x____ ___x___ ____ _____

(Assume 21st century practices in all above)

Why

A. No response
B. Smaller cohort of teachers/students/space to know each other
C. Only one facility to maintain instead of 3
D. Live close by or have sense of community/belonging in small school

5. THE BARRINGTON EXPERIENCE:

A Is there an advantage to having all of our students at each grade level have the same school experience (ie, same school)? YES or No

- Yes

B Why?

- Same opportunities

C If "YES," how do we achieve this?

- Sharing of teaching practices across district

5. GROUPINGS

A Identify any natural developmental breaks in the elementary school continuity

PK K 1 / 2 3 4 / 5 6 7 / 8 9 10 11 12

B Identify curricular grade groupings

[PK K 1 2] 3 4 5 / 6 7 8 / 9 10 11 12

C Identify ideal grade groupings

[PK K 1 2 3 4 5] [6 7 8] [9 10 11 12]

6. CHOOSE THE MOST APPROPRIATE:

6. A PRE-K

1. Pre-K alone in its own building

vs

4. Pre-K alone in multiple buildings

vs

5. Pre-K integrated with other grades, like K-1-2

- **Curriculum continuity?**
- **Parental continuity**
- **Positioned with other grades is a contingency for possible growth in number of students**
- 3

WHY?

- Flexible
- Families feel established
- Less transitions

B ELEMENTARY YEARS

5. Multiple (Pre)K-3 and one 4-5 (Current)

vs

6. Multiple (Pre)K-2, 3-5 with larger attendance catchment areas

vs

7. Multiple (Pre)K-5

vs

8. One PreK-5 serving entire district

- 3

WHY?

- Allows for foundations, relationships, consistency to be established

C ALL GRADES K-12

4. Traditional learning focused on required curriculum content with all teaching/learning at each grade level the same

vs

5. Thematic, choice learning teaching required curriculum content in different ways for different intelligences/interests of teachers as well as students

vs

6. **Support experimentation in educational deliveries with sharing of outcomes so schools become continuous research platforms**
   - 1 and 3

WHY?
- 1 is working but need to have flexibility to pilot new ideas and share out success to keep evolving

TABLE TEAM 3

1. EQUITY:

A Is equity across the district important? YES or NO
- Yes

B Identify inequities that currently exist in Barrington Public Schools (BPS) (consider programs, staffing, demographics, facilities etc)
- No response

C Identify strategies to achieve equity
- No response

2. GRADE LEVELS:

What is the minimum number of grades that should be in a school? Why?
- 3 minimum
- **Why?**
  - No response

3. ELEMENTARY ENROLLMENT CAPACITY (complete this chart):

Which has more advantages? WHY?

	Smaller Schools	Schools w/1 School	Larger Schools	Why
A. **Educational**	_____	___x___	____	_____
B. **Social (w/l school)**	____	___x___	____	_____
C. **Operational (management and cost)**	_____	_____	__x__	_____
D. **Community Context**	_____	_____	__x__	_____

(Assume 21st century practices in all above)

Why: Flexibility

6. THE BARRINGTON EXPERIENCE:

A Is there an advantage to having all of our students at each grade level have the same school experience (ie, same school)? YES or No
- Yes (3 out of 4)

B Why?
- Promotes equity

C If "YES," how do we achieve this?
- Fewer and newer

5. GROUPINGS

A Identify any natural developmental breaks in the elementary school continuity

PK K 1 2 3 / 4 5 6 / 7 8 9 / 10 11 12

B Identify curricular grade groupings

PK K 1 2 3 4 5 6 7 8 9 10 11 12

C Identify ideal grade groupings

PK K 1 2 / 3 4 5 // 6 7 8 // 9 10 11 12

6. CHOOSE THE MOST APPROPRIATE:

6. A PRE-K

1. **Pre-K alone in its own building**

   vs
2. **Pre-K alone in multiple buildings**

   vs
3. **Pre-K integrated with other grades, like K-1-2**
   - **Curriculum continuity?**
   - **Parental continuity**
   - **Positioned with other grades is a contingency for possible growth in number of students**
   - #3

WHY?

- No response

B ELEMENTARY YEARS

1. **Multiple (Pre)K-3 and one 4-5 (Current)**
   vs
2. **Multiple (Pre)K-2, 3-5 with larger attendance catchment areas**
   vs
3. **Multiple (Pre)K-5**
   vs
4. **One PreK-5 serving entire district**
   - #2

WHY?

- No response

C ALL GRADES K-12

1. **Traditional learning focused on required curriculum content with all teaching/learning at each grade level the same**
   vs
2. **Thematic, choice learning teaching required curriculum content in different ways for different intelligences/interests of teachers as well as students**
   vs
3. **Support experimentation in educational deliveries with sharing of outcomes so schools become continuous research platforms**
   - Combination of 2 and 3

WHY?

- No response

TABLE TEAM 4

4. EQUITY:

A Is equity across the district important? YES or NO

- Yes (elementary schools)

B Identify inequities that currently exist in Barrington Public Schools (BPS) (consider programs, staffing, demographics, facilities etc)

- ADA deficiencies in buildings

C Identify strategies to achieve equity

- Infrastructure improvements

2. GRADE LEVELS:

What is the minimum number of grades that should be in a school? Why?

- 3
- **Why?**
  - No response

3. ELEMENTARY ENROLLMENT CAPACITY (complete this chart):

Which has more advantages? WHY?

	Smaller Schools	Schools w/1 school	Larger Schools	Why
E. **Educational**	_____	__x____	_____	_____
F. **Social (w/l school)**	____	__x____	_____	____
G. Operational (management and cost)	_____	_____ x	_____	_____
H. Community Context	___x____	_____	_____	_____

(Assume 21st century practices in all above)

WHY RESPONSES

A. Educational – Faculty support
B. Social – Separation for ages
C. Operations – Maybe save for both
D. Community – Build greater engagement

7. THE BARRINGTON EXPERIENCE:

A Is there an advantage to having all of our students at each grade level have the same school experience (ie, same school)? YES or No
- Yes

B Why?
- Less friction and more consistent with rest of experience

C If "YES," how do we achieve this?
- One school centrally located in town

5. GROUPINGS

A Identify any natural developmental breaks in the elementary school continuity

PK K 1 2 3 / 4 5 6 / 7 8 9 / 10 11 12

B Identify curricular grade groupings

PK / K 1 2 / 3 4 5 / 6 7 8 / 9 10 11 12

C Identify ideal grade groupings

PK K 1 2 // 3 4 5 6 // 7 8 9 // 10 11 12

6. CHOOSE THE MOST APPROPRIATE:

6. A PRE-K

1. Pre-K alone in its own building

vs

5. Pre-K alone in multiple buildings

vs

6. Pre-K integrated with other grades, like K-1-2
- **Curriculum continuity?**
- **Parental continuity**
- **Positioned with other grades is a contingency for possible growth in number of students**
- 3

WHY?
- Logistically makes sense

B ELEMENTARY YEARS

1. Multiple (Pre)K-3 and one 4-5 (Current)

vs

2. Multiple (Pre)K-2, 3-5 with larger attendance catchment areas

vs

3. Multiple (Pre)K-5

vs

4. One PreK-5 serving entire district
- 2

WHY?
- 3-6 and MS 7-9

C ALL GRADES K-12

1. Traditional learning focused on required curriculum content with all teaching/learning at each grade level the same

vs

2. Thematic, choice learning teaching required curriculum content in different ways for different intelligences/interests of teachers as well as students

vs

3. Support experimentation in educational deliveries with sharing of outcomes so schools become continuous research platforms
- 1

WHY?
- No response

TABLE TEAM 5

7. EQUITY:

A Is equity across the district important? YES or NO
- Yes!!

B Identify inequities that currently exist in Barrington Public Schools (BPS) (consider programs, staffing, demographics, facilities etc)
- ADA compliance

- Diversity on staff

C Identify strategies to achieve equity
- DEI committees and sub-committees
- Culturally responsive curriculum/decisions

2. GRADE LEVELS:

What is the minimum number of grades that should be in a school? Why?
- 3

- **Why?**
  - No response

3. ELEMENTARY ENROLLMENT CAPACITY (complete this chart):

Which has more advantages? WHY?

	Smaller Schools	Schools w/1 school	Larger Schools	Why
A. **Educational**	_____	___x__	_____	_____
B. **Social (w/l school)**	____	___x___	_____	____
C. Operational (management and cost)	_____	_____	___x___	____
D. Community Context	____x__	_____	_____	____

(Assume 21st century practices in all above)

WHY RESPONSES

E. Educational – Magic 150 resources
F. Social – Personalization
G. Operations – Cheaper
H. Community – Builds community

8. THE BARRINGTON EXPERIENCE:

A Is there an advantage to having all of our students at each grade level have the same school experience (ie, same school)? YES or No
- Yes

B Why?
- Programming
- Facilities
- Resources
- ADA compliance

C If "YES," how do we achieve this?
- $$
- Planning

5. GROUPINGS

A Identify any natural developmental breaks in the elementary school continuity

PK K 1 2 / 3 4 5 / 6 7 8 / 9 10 11 12

B Identify curricular grade groupings

PK K 1 2 / 3 4 5 / 6 7 8 / 9 10 11 12

C Identify ideal grade groupings

PK K 1 2 / 3 4 5 / 6 7 8 / 9 10 11 12

6. CHOOSE THE MOST APPROPRIATE:

6. A PRE-K

1. Pre-K alone in its own building

vs

8. Pre-K alone in multiple buildings

vs

9. Pre-K integrated with other grades, like K-1-2
- **Curriculum continuity?**
- **Parental continuity**
- **Positioned with other grades is a contingency for possible growth in number of students**
- 3

WHY?
- Family, SEL, Bussing, curriculum, parent continuity

B ELEMENTARY YEARS

1. **Multiple (Pre)K-3 and one 4-5 (Current)**

vs

2. **Multiple (Pre)K-2, 3-5 with larger attendance catchment areas**

vs

3. **Multiple (Pre)K-5**

vs

4. **One PreK-5 serving entire district**
   - 2

WHY?
- No response

C ALL GRADES K-12

1. **Traditional learning focused on required curriculum content with all teaching/learning at each grade level the same**

vs

2. **Thematic, choice learning teaching required curriculum content in different ways for different intelligences/interests of teachers as well as students**

vs

3. **Support experimentation in educational deliveries with sharing of outcomes so schools become continuous research platforms**
   - 2

WHY?
- Community support, educational flexibility

TABLE TEAM 6

10. EQUITY:

A Is equity across the district important? YES or NO
- Yes

B Identify inequities that currently exist in Barrington Public Schools (BPS) (consider programs, staffing, demographics, facilities etc)
- No response

C Identify strategies to achieve equity
- No response

2. GRADE LEVELS:

What is the minimum number of grades that should be in a school? Why?
- 3

- **Why?**
  - No response

3. ELEMENTARY ENROLLMENT CAPACITY (complete this chart):

Which has more advantages? WHY?

	Smaller Schools	Schools w/1 school	Larger Schools	Why
I. **Educational**	___x___	_____	_____	_____
J. **Social (w/l school)**	__x__	_____	_____	_____
K. Operational (management and cost)	_____	_____	__x___	_____
L. Community Context	___x____	_____	_____	

(Assume 21st century practices in all above)

9. THE BARRINGTON EXPERIENCE:

A Is there an advantage to having all of our students at each grade level have the same school experience (ie, same school)? YES or No
- Yes

B Why?
- Yes but the same experience means learning with the same core knowledge and flexibility to how it's taught

C If "YES," how do we achieve this?
- No response

5. GROUPINGS

A Identify any natural developmental breaks in the elementary school continuity

PK K 1 2 / 3 4 5 / 6 7 8 / 9 10 11 12

B Identify curricular grade groupings

PK K 1 2 / 3 4 5 / 6 7 8 / 9 10 11 12

C Identify ideal grade groupings

PK K 1 2 // 3 4 5 // 6 7 8 // 9 10 11 12

6. CHOOSE THE MOST APPROPRIATE:

6. A PRE-K

1. **Pre-K alone in its own building**

vs

11. **Pre-K alone in multiple buildings**

vs

12. **Pre-K integrated with other grades, like K-1-2**
    - **Curriculum continuity?**
    - **Parental continuity**
    - **Positioned with other grades is a contingency for possible growth in number of students**
    - 1

WHY?

- A building that caters to the Pre-K age group and necessary resources

B ELEMENTARY YEARS

1. **Multiple (Pre)K-3 and one 4-5 (Current)**

vs

2. **Multiple (Pre)K-2, 3-5 with larger attendance catchment areas**

vs

3. **Multiple (Pre)K-5**

vs

4. **One PreK-5 serving entire district**
   - 2

WHY?

- With multiple K-2 schools that feed into 1, 3, 5 build

C ALL GRADES K-12

1. **Traditional learning focused on required curriculum content with all teaching/learning at each grade level the same**

vs

2. **Thematic, choice learning teaching required curriculum content in different ways for different intelligences/interests of teachers as well as students**

vs

3. **Support experimentation in educational deliveries with sharing of outcomes so schools become continuous research platforms**
   - 2

WHY?

- Allows for flexibility that best fits the students

TABLE TEAM 7

13. EQUITY:

A Is equity across the district important? YES or NO

- Yes

B Identify inequities that currently exist in Barrington Public Schools (BPS) (consider programs, staffing, demographics, facilities etc)

- Success
- PTO's

C Identify strategies to achieve equity

- New building/spaces

2. GRADE LEVELS:

What is the minimum number of grades that should be in a school? Why?

- 3
- **Why?**
  - No response

3. ELEMENTARY ENROLLMENT CAPACITY (complete this chart):

Which has more advantages? WHY?

	Smaller Schools	Schools w/1 school	Larger Schools	Why
A. **Educational**	_____	__x___	_____	_____
B. **Social (w/l school)**	____	__x___	____	_____
C. **Operational (management and cost)**	_____	_____	__x___	_____
D. **Community Context**	___x___	_____	_____	_____

(Assume 21st century practices in all above)

10. THE BARRINGTON EXPERIENCE:

A Is there an advantage to having all of our students at each grade level have the same school experience (ie, same school)? YES or No

- Ye

B Why?

- Equity

C If "YES," how do we achieve this?

- Ensure some programs across grade levels

5. GROUPINGS

A Identify any natural developmental breaks in the elementary school continuity

PK / K 1 / 2 / 3 4 5 / 6 7 8 / 9 10 11 12

B Identify curricular grade groupings

PK / K 1 2 / 3 4 5 / 6 7 8 9 / 10 11 12

C Identify ideal grade groupings

PK / K 1 2 // 3 4 / 5 // 6 7 8 // 9 10 11 12

PK with 9-12?

6. CHOOSE THE MOST APPROPRIATE:

6. A PRE-K

1. Pre-K alone in its own building

vs

1. Pre-K alone in multiple buildings

vs

2. Pre-K integrated with other grades, like K-1-2

- **Curriculum continuity?**
- **Parental continuity**
- **Positioned with other grades is a contingency for possible growth in number of students**
- 3

WHY?

- No response

B ELEMENTARY YEARS

1. **Multiple (Pre)K-3 and one 4-5 (Current)**

vs

2. **Multiple (Pre)K-2, 3-5 with larger attendance catchment areas**

vs

3. **Multiple (Pre)K-5**

vs

4. **One PreK-5 serving entire district**
   - 3

WHY?

- With small learning communities PK-2, 3-5
- Less transitions
- continuity

C ALL GRADES K-12

1. **Traditional learning focused on required curriculum content with all teaching/learning at each grade level the same**

vs

2. **Thematic, choice learning teaching required curriculum content in different ways for different intelligences/interests of teachers as well as students**

vs

3. **Support experimentation in educational deliveries with sharing of outcomes so schools become continuous research platforms**
   - 3

WHY?
- No response

TABLE TEAM 8

1. EQUITY:

A Is equity across the district important? YES or NO
- Yes

B Identify inequities that currently exist in Barrington Public Schools (BPS) (consider programs, staffing, demographics, facilities etc)
- BHS class size
- BMS teaming
- Demographics of neighborhood schools

C Identify strategies to achieve equity
- Student scheduling
- Building codes

2. GRADE LEVELS:

What is the minimum number of grades that should be in a school? Why?
- 3

- **Why?**
  - No response

3. ELEMENTARY ENROLLMENT CAPACITY (complete this chart):

Which has more advantages? WHY?

	Smaller Schools	Larger Schools	Why
A. **Educational**	_____	___x__	_____
B. **Social (w/l school)**	__x_	_____	_____
C. **Operational (management and cost)**	_____	___x__	_____
D. **Community Context**	___x___	_____	_____

(Assume 21st century practices in all above)

11. THE BARRINGTON EXPERIENCE:

A Is there an advantage to having all of our students at each grade level have the same school experience (ie, same school)? YES or No
- Yes

B Why?
- Equity of resources
- School culture
- Easier transitions

C If "YES," how do we achieve this?
- 1 school per grade grouping
- Removal of neighborhood schools
- Budget process

5. GROUPINGS

A Identify any natural developmental breaks in the elementary school continuity

PK K 1 / 2 3 // 4 5 6 // 7 8 9 // 10 11 12

B Identify curricular grade groupings

PK // K 1 2 / 3 4 5 // 6 7 8 // 9 10 11 12

C Identify ideal grade groupings

~~PK~~ K 1 2 / 3 4 5 // 6 7 8 // 9 10 11 12

6. CHOOSE THE MOST APPROPRIATE:

6. A PRE-K

1. **Pre-K alone in its own building**

vs

2. **Pre-K alone in multiple buildings**

vs

3. **Pre-K integrated with other**

grades, like K-1-2
- **Curriculum continuity?**
- **Parental continuity**
- **Positioned with other grades is a contingency for possible growth in number of students**
- #3

WHY?
- Experiential pathways

B ELEMENTARY YEARS

1. **Multiple (Pre)K-3 and one 4-5 (Current)**
   vs
2. **Multiple (Pre)K-2, 3-5 with larger attendance catchment areas**
   vs
3. **Multiple (Pre)K-5**
   vs
4. **One PreK-5 serving entire district**
   - #2

WHY?
- RIDE still drives certification

C ALL GRADES K-12

1. **Traditional learning focused on required curriculum content with all teaching/learning at each grade level the same**
   vs
2. **Thematic, choice learning teaching required curriculum content in different ways for different intelligences/interests of teachers as well as students**
   vs
3. **Support experimentation in educational deliveries with sharing of outcomes so schools become continuous research platforms**
   - #'s 2 and 3

WHY?
- No response

TABLE TEAM 9

4. **EQUITY:**

A Is equity across the district important? YES or NO
- Yes

B Identify inequities that currently exist in Barrington Public Schools (BPS) (consider programs, staffing, demographics, facilities etc)
- Diversity staff

C Identify strategies to achieve equity
- New facility

2. GRADE LEVELS:
What is the minimum number of grades that should be in a school? Why?
- +/- 3 ish
- **Why?**
  - No response

3. ELEMENTARY ENROLLMENT CAPACITY (complete this chart):
Which has more advantages? WHY?

	Smaller Schools	Larger Schools	Why
A. **Educational**	_____	__S w/1____	_____
B. **Social (w/l school)**	__x__	_S w/1_____	_____
C. **Operational (management and cost)**	_____	_____	___x____
D. **Community Context**	_____	__S w/1____	_____

(Assume 21st century practices in all above)

4. THE BARRINGTON EXPERIENCE:

A Is there an advantage to having all of our students at each grade level have the same school experience (ie, same school)? YES or No

- Yes – built on equity

B Why?

- Providing same experiences

C If "YES," how do we achieve this?

- No response

5. GROUPINGS

A Identify any natural developmental breaks in the elementary school continuity

PK K // 1 2 // 3 4 5 / 6 // 7 8 / 9 // 10 11 12

B Identify curricular grade groupings

PK K / 1 2 3 4 5 6 / 7 8 9 10 11 12

C Identify ideal grade groupings

PK K 1 2 / 3 4 5 / 6 7 8 / 9 10 11 12

PK with High School

6. CHOOSE THE MOST APPROPRIATE:

6. A PRE-K

1. Pre-K alone in its own building

vs

1. Pre-K alone in multiple buildings

vs

2. Pre-K integrated with other grades, like K-1-2

- **Curriculum continuity?**
- **Parental continuity**
- **Positioned with other grades is a contingency for possible growth in number of students**
- 2 and 3

WHY?

- Focused resources

B ELEMENTARY YEARS

1. **Multiple (Pre)K-3 and one 4-5 (Current)**

vs

2. **Multiple (Pre)K-2, 3-5 with larger attendance catchment areas**

vs

3. **Multiple (Pre)K-5**

vs

4. **One PreK-5 serving entire district**
   - 2 and 3

WHY?

- No response

C ALL GRADES K-12

4. **Traditional learning focused on required curriculum content with all teaching/learning at each grade level the same**

vs

5. **Thematic, choice learning teaching required curriculum content in different ways for different intelligences/interests of teachers as well as students**

vs

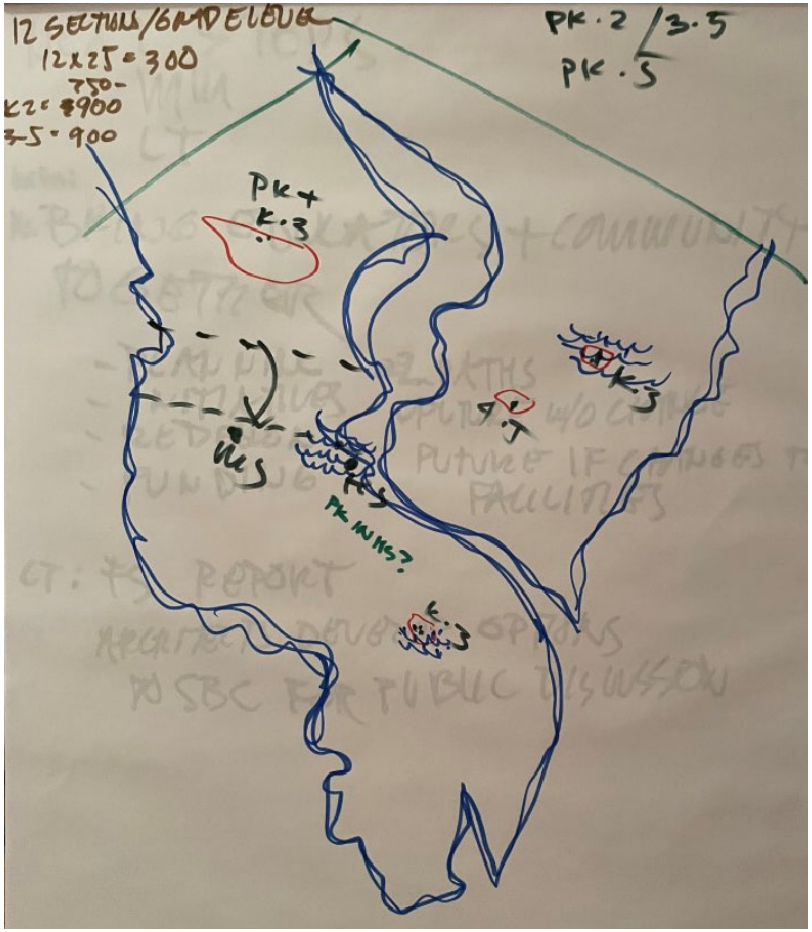
6. **Support experimentation in educational deliveries with sharing of outcomes so schools become continuous research platforms**
   - 3

WHY?

- No response

MAPPING FUTURE DISTRICT SCHOOLS

The Visioning Team developed concepts for Master Planning Barrington's future schools. Workshop participants guided Frank Locker in drawing a town map identifying school buildings.



Concepts and constraints included:

- Plan the elementary schools as (Pre)K-2/3-5 schools to:
  - Better align with RIDE certifications, RICAS testing
  - Reduce the number of grade levels and therefore students at Sowames ES and Nayatt ES, both of which have very small sites
  - The high school is in a flood plane and is increasingly vulnerable to rising water with climate change
  - Locate Pre-K at the high school or keep it at Primrose Hill
  - Create a three-year 3-5 school on the Primrose Hill site
  - ✓ This is the only elementary school site large enough to support new construction (on the playfields) while the current building is in use

KEY WORDS

As closure to the three days of workshops, participants were asked to identify one word or a two-word phrase that best represented their individual thoughts about the Educational Deliveries and Facilities Concepts for their future schools. These words could be the basis of the "elevator speech" describing them.

Their key words are:

EDUCATION

- Flexible, doing flexible, flexible thinking (cited 9 times)
- Collaboration, collaborative (5 times)
- Choice, student choice, more student opportunity in learning choices, student-directed (4)
- Future innovation – ready for next decade, innovation, innovative learners (4)
- Diversity/equity, equity (2)
- Engaging, engagement (2)
- Project-based learning (2)
- Small Learning Communities (2)

- 21st Century
- Accessible, relevant, civil discourse
- Adaptability
- Authentic
- Connected Learning Communities
- Dynamic team-teaching
- FIAT (Latin for "let it be done"),
- Functional, Innovative, Adaptability, Timely
- Integrated
- Less teacher-centered
- Life-long doers
- Long-term
- Outside opportunities
- Resilient

- Social/emotional learning
- Space

FACILITIES/MASTER PLAN

- Flexible learning spaces, flexibility, flexible spaces that allow access to all, flexible space/buildings, flexibility for the future, flexible/responsive (cited 11 times)
- Accessibility, fully accessible (2)
- Collaborative, collaboration (2)
- Diversity/equity/inclusion, equitable (2)
- Innovating learning space, innovative and effective (2)
- Inspiring, inspire creativity (2)
- Comfortable furniture
- Creativity
- New, new buildings (2)

- Everyone welcome
- Expansive
- Inclusive
- Inviting
- Less departmentalized
- Long-term, world-class education
- Modernize
- More space
- Prepared for future
- Small – multi-grade groups
- Smart growth
- Student-centered
- Updated

- Architects develop options to present to the School Building Committee for public discussion and decision
  - Two possible paths
    - ✓ Future without significant facilities changes
    - ✓ Future if changes to facilities

NEXT STEPS

Superintendent Michael Messore and architect Larry Trim outlined next steps for the process and for Visioning Team members:

- Bring educators and community together
- Continue planning
- Create initiatives
- Redesign facilities
- Seek funding

21st Century Schools

Frank Locker PhD
fl@franklocker.com

7

The History of Work + School

1

100 YEARS AGO

75 YEARS AGO

50 YEARS AGO

TODAY

8

The History of Work + School

1

100 YEARS AGO

9

The History of Work + School

1

TODAY

10

The History of Work + School

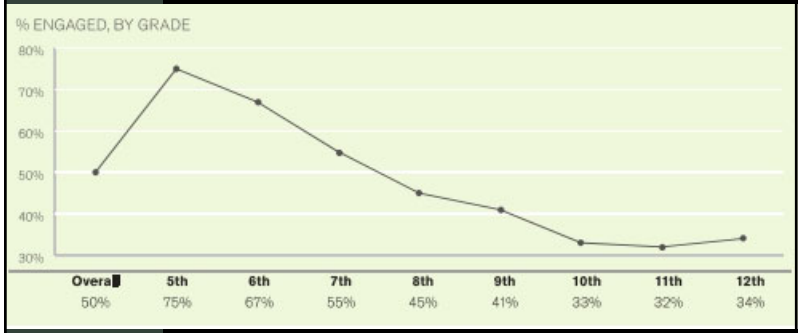
1

TODAY

11

Student Engagement

2



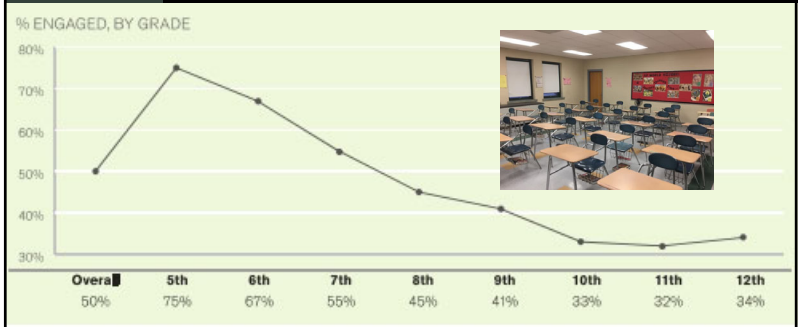
ENGAGEMENT:
The involvement in and enthusiasm for school.
Engaged students are excited about what's happening at their school and what they're learning.
These students contribute to the learning environment, and they are psychologically committed to their school.

Gallup Poll 2015

12

Student Engagement

2



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Gallup Poll 2015

13

Student Engagement

2

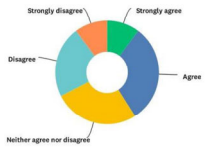
BARRINGTON PUBLIC SCHOOLS

What does the data tell us?

Middle School: 53%
High School: 33%

Why does this value decrease from middle to high school?

Q5 I feel engaged in my education and enjoy going to school every day.



ANSWER CHOICES	RESPONSES	
Strongly agree	10.24%	17
Agree	30.72%	51

STUDENT VISIONING

Kaestle Boos Associates 2022

14

Student Engagement

2

Gallup Poll, Public School Student Engagement 2015

15

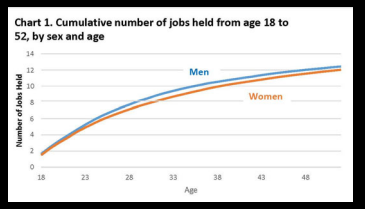
The Future

3

Future of Work

Over 2 billion jobs will disappear by 2030

Students in school today will have had 10 different jobs by age 38



As a rule of thumb, 60% of the jobs 10 years from now haven't been invented yet

16

The Future

3

FUTURE OF FAMILY

- Changing family composition
- Changing family economics
  - All adults working but not enough money
  - Housing not affordable
- The challenge of making time for parenting
  - Busy schedules
- Reliance on technology

FUTURE OF CIVIC LIFE

- Internet discourse
- Human rights
- Community vs individual
- Impact of climate change

17

The Future

3

FUTURE OF SCHOOL

18

20th vs 21st Century Learning

4

20th CENTURY TEACHER CENTERED	21st CENTURY STUDENT CENTERED
•Focus on teaching efficiency	Student centered learning
•Rudimentary math + English skills	"Deeper Learning"
•Content knowledge	Self knowledge, content managemet
•Broadcast teaching	Personalized learning
•Students work alone	Small group collaboration
•Content is abstracted	Real application
•Teacher is holder of knowledge	Teacher is guide
•Teacher works alone	Teaming, co-teaching, collaboration
•Subjects taught separately	Interdisciplinary learning
•Mostly direct instruction, lecture + papers	Project-based learning

19

Measures of Success

HOW DO WE KNOW WE ARE DOING THE RIGHT THING?

- Standardized testing

- Course failure rates
- Attendance rates
- Graduation rates
- Student behavior
- Parent involvement
- College/post-secondary admission
- College/post-secondary graduation
- Others?

20

Measures of Success: Student Talk

5

HOW DO WE KNOW WE ARE DOING THE RIGHT THING?

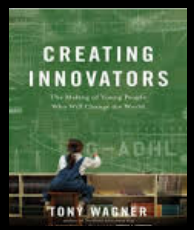
What do students want to talk about when they get home from school?

21

Creating Innovators

6

Tony Wagner
Creating Innovators



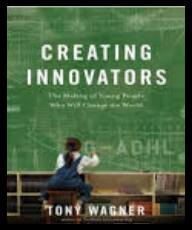
"When a student can learn everything they need to know from the internet, the curriculum is no longer important.
The school experience is."

22

Creating Innovators

6

Tony Wagner
Creating Innovators



"What you know is not important.
What you do is."

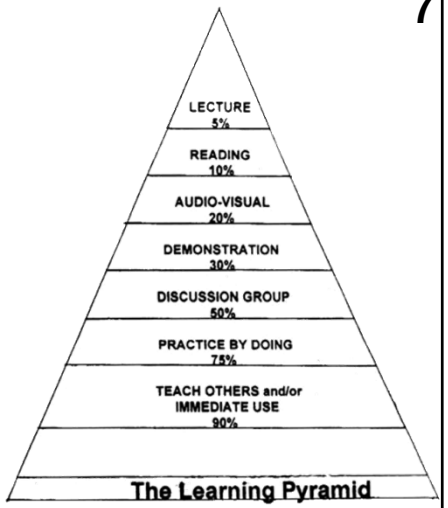
23

Learning Pyramid

7

Rate of retention of different modes of learning

ACTIVE LEARNING + RESPONSIBILITY CREATES MORE RETENTION THAN PASSIVE LEARNING



NTL Institute for Applied Behavioral Science

24

Learning Pyramid

7

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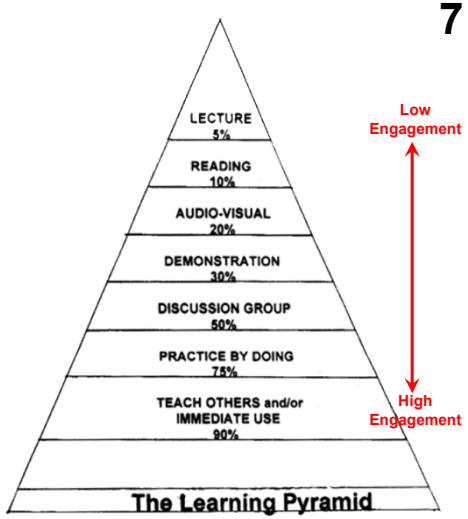


NTL Institute for Applied Behavioral Science

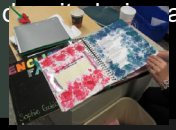
25

School Organization Can Improve Learning

8a

THEMATIC LEARNING

- Franklin HS, Franklin, MA
  - 1700 students
  - Within the departmental HS are thematic Small Learning Communities (SLCs)
    - Integrated Arts (right brained learning
    - STEM (left brained learning)
  - Daily deliveries are different
  - Where else would you find a course called "How to survive [illegible] an artist?"



26

School Organization Can Improve Learning 8a

THEMATIC (MAGNET) LEARNING

Sustainable Living Elementary School, Burlington, VT

Very relevant in 2012

More relevant today

Integrated Arts Elementary School, Burlington, VT

Core learning goes up when arts are integrated in core classrooms, especially for English language learners

Frank Locker Educational Planning

27

School Organization Can Improve Learning 8a

THEMATIC (MAGNET) LEARNING

Sustainable Living Elementary School, Burlington, VT

Integrated Arts Elementary School, Burlington, VT

IMMEDIATE IMPACT

- Charter + private school students returned to the district to attend these thematic (magnet) schools
- Before almost 100% of the higher income families in the attendance area applied for variances into the other 4 schools; now almost none do

10 YEAR IMPACT IMPACT

- MS teacher comments:
  - "Its obvious which students come from the magnet schools as they are so comfortable speaking up and being leaders
  - They keep me on my toes as I cannot just teach the way I used to; they expect more than traditional teaching."

Frank Locker Educational Planning

28

School Organization Can Improve Learning 8b

TEACHER TEAMING

- HIGH SCHOOL
  - 1200 students
  - Shifted Grades 9 + 10 from departmental organization to four-teacher teams (ELA, math, social studies, science)
  - Course failure rate dropped by 50% w/i 18 months
  - "We know our students better. Teachers who share the same students talk to each other + share knowledge about the students. This leads to early interventions, and our success." -School Principal

Oxford Hills Comprehensive HS, S Paris, ME

29

Building Relationships 9a

MAGIC OF 150

Dunbar's Number

The theoretical cognitive limit to the number of people with whom one can maintain stable social relationships. These are relationships in which an individual knows who each person is, and how each person relates to every other person.

150 is really 100 to 225

GOOGLE THE "MAGIC OF 150"

30

Building Relationships: Multi-Age 9b

MONTESSORI SCHOOLS (PUBLIC)

- Three-year multi-age groupings (K-2, 3-5 and variations)
  - Same teacher three years
  - Each year 1/3 move up
  - In a 6-to-8-year elementary sequence each child has 2 to 3 teachers
  - Oldest students are ambassadors, teach younger students
  - Then they become the younger students

31

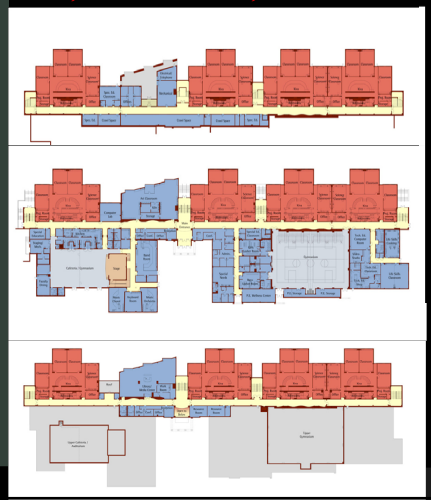
Building Relationships: Multi-Age + Looping 9c

EAST LYME MS, EAST LYME, CT

Floor G

Floor 1

Floor 2



900 students

Grades 5-8

- Single Grade w/ Looping
- Multi-age
- ~~Grade level~~

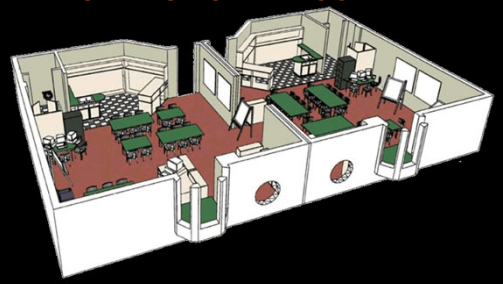
Friar Associates Architects

32

Building Relationships: Core Teacher Teaming 9d

BLUE POINT ELEMENTARY SCHOOL, Scarborough, ME

K-2 MULTI-AGE CLASSROOMS



"How can we teach children collaboration if every adult they see in the building is working alone?"

PDT Architects

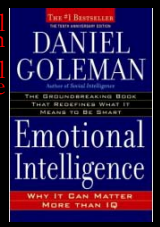
33

Social/ Emotional Learning 10

SUCCESS IN LIFE

Emotional Intelligences

Daniel Goleman Emotional Intelligence



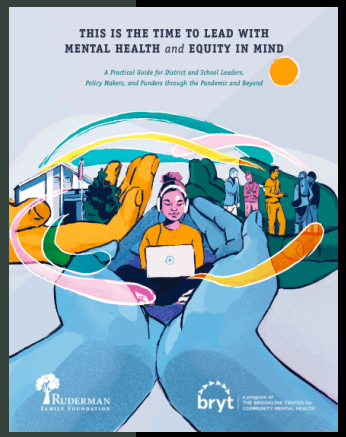
"85% of success is based on your EQ, not your IQ"

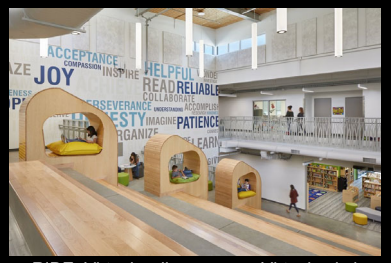
34

Social/ Emotional Learning

10

SUCCESS IN SCHOOL + LIFE





- RIDE: Virtual wellness room, Virtual calming room
- RIDE: Social Emotional Learning Standards
- BYRT Bridge for Resilient Youth in Transition classroom
- Center for Academic, Social + Emotional Learning (CASEL) framework
- A4LE Trauma-Informed School Design

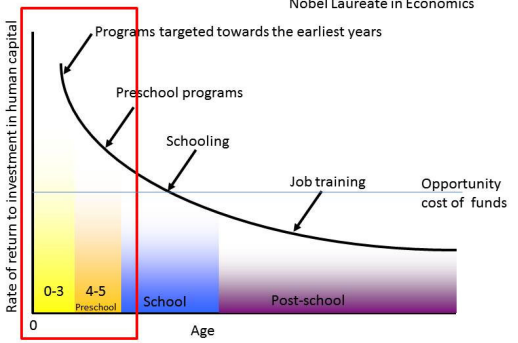
35

Pre-Kindergarten Programs

11

We have the greatest impact on the trajectory of student lives during the preschool years.

James Heckman, University of Chicago
Nobel Laureate in Economics



Return to an Extra Dollar Investment at Various Ages

36

Pre-Kindergarten Programs

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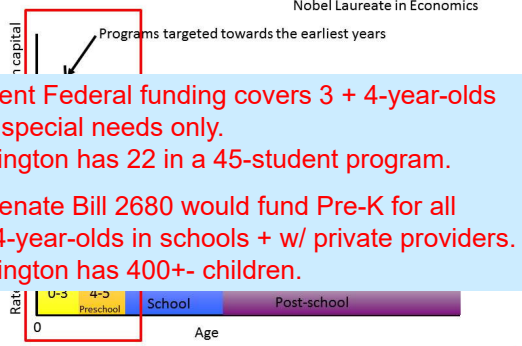


Current Federal funding covers 3 + 4-year-olds with special needs only.
Barrington has 22 in a 45-student program.

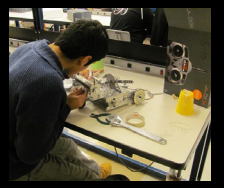
RI Senate Bill 2680 would fund Pre-K for all 3 + 4-year-olds in schools + w/ private providers.
Barrington has 400+- children.

Return to an Extra Dollar Investment at Various Ages

37

Interdisciplinary: STEM/ STEAM

12a



STEM Program, Newton North High School, Frank Locker Educational Planning

High Tech Elementary, San Remos, CA

38

Interdisciplinary: Core Learning

12b

OXFORD HILLS COMPREHENSIVE HS, S. PARIS, ME

- HUMEX
  - Four teachers (ELA, math, social studies, science) created HUMEX (Human Experience)
  - 4 teachers synchronous, 100 students
  - Sequential PBL projects all year
  - Students needing teacher help sought the teacher they felt most comfortable with, not the one credentialed in the curriculum area
- TEACHER TEAMING
  - 1200 students
  - Shifted from departmental organization to four-teacher teams (ELA, math, social studies, science)
  - Course failure rate dropped by 50% w/i 18 months

39

Interdisciplinary: Arts + Academics

12c

HIGH TECH HIGH, SAN DIEGO, CA

Art teacher co-teaches with ELA teacher

Storyboards not papers

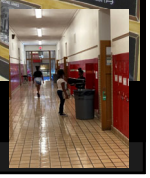
40

Interdisciplinary: Arts + Academics

12c

HIGH TECH HIGH, SAN DIEGO, CA

Art teacher co-teaches with ELA teacher



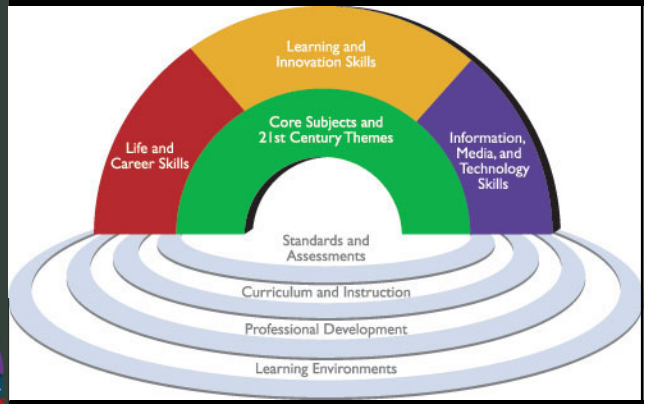
Storyboards not papers

41

21st Century Skills

13

PARTNERSHIP FOR 21ST CENTURY LEARNING



BATTELLE FOR KIDS

42

21st Century Skills

13

PARTNERSHIP FOR 21ST CENTURY LEARNING
THE FOUR 'Cs"

- Creativity + innovation
- Critical thinking + problem solving
- Communication
- Collaboration

43

Project-Based Learning
Africa Discovery

14

MANCHESTER, MA, MEMORIAL SCHOOL

21st Century Skills in Action: Manchester Memorial School, Gr. 6

A social studies unit on Africa was used to teach global awareness, technology skills, music and art at this Manchester-Essex school. Each student chose an African country to study in depth, did their research online, created their final projects using Powerpoint and presented them using SMART Boards. While this project was ongoing, students discussed and constructed African masks in art class, and learned about and practiced African drumming in Music class. More on this program: http://www.doe.mass.edu/edtech/practices/manchester/intro.htm.

21st century skills used in this project: global awareness, creativity, technology, collaboration, communication, problem solving

Massachusetts Dept Education 21st Century Skills Task Force

44

Project Based Learning

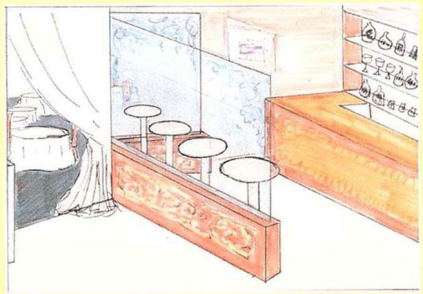
14

CAFE PARETEN, ARLINGTON, MA, HIGH SCHOOL

21st Century Skills in Action: Arlington High School, Gr. 11

Honors French students were divided into small groups and asked to **create a restaurant in France**. Students used the Internet to research real estate listings, learned about the Euro to consider price options, selected a financial planning method based on interest rates and incentive programs, and used professional software to create a business and marketing plan aimed at their target clientele. Once the plans were complete students developed and priced their menus, sketched out the interior design and used architectural software to lay out the furniture. The project ended with oral presentations done in both English and French. Local restaurant designers and architects were invited in to hear the English presentations. The project lasted the entire year, and was conducted entirely in French.

More on this project: http://www.doe.mass.edu/edtech/practices/arl/intro.htm.



21st century skills used in this project: technology; collaboration; global awareness; media literacy; creativity; financial, economic, business and entrepreneurial literacy.

45

Project Based Learning

14

CAFE PARETEN, ARLINGTON, MA, HIGH SCHOOL

PROJECT REQUIREMENTS

- Business plan
- Real estate analysis (in Paris)
- Café name
- Café space design
- Café menu design
- Nutrition analysis
- Set prices for menu (Euros)
- Correlation of location-market demographics-menu-space design
- Speak French
- Outside experts
- Talk to students in France
- Location mapping
- Business plan spreadsheets
- Menu graphics
- Model of design
- Presentation to "jury"

Arlington HS 11th Grade French Class

46

Project Based Learning 14

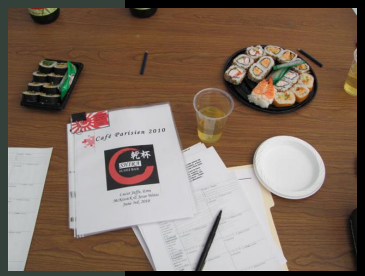
CAFE PARETEN, ARLINGTON, MA, HIGH SCHOOL

Arlington HS 11th Grade French Class

47

Project Based Learning 14

CAFE PARETEN, ARLINGTON, MA, HIGH SCHOOL



Arlington HS 11th Grade French Class

48

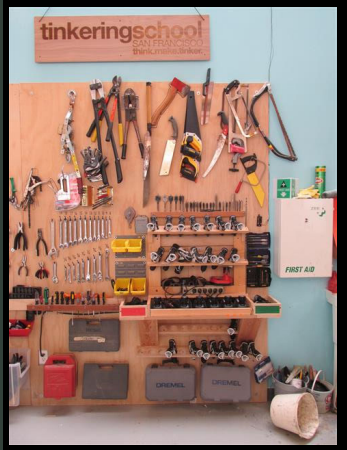
Design Thinking Making Things to Learn 15

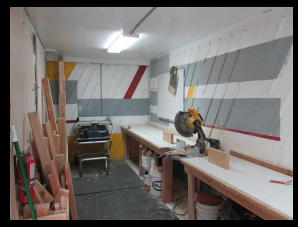
BRIGHTWORKS SCHOOL, San Francisco, CA

49

Design Thinking Making Things to Learn 15

BRIGHTWORKS SCHOOL, San Francisco, CA





50

Design Thinking
Making Things to Learn
15
NU VU STUDIO, Cambridge, MA

51

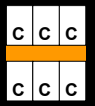
Design Thinking
Making Things to Learn
15
NU VU STUDIO, Cambridge, MA

52

Break

53

20th Century Schools Planning



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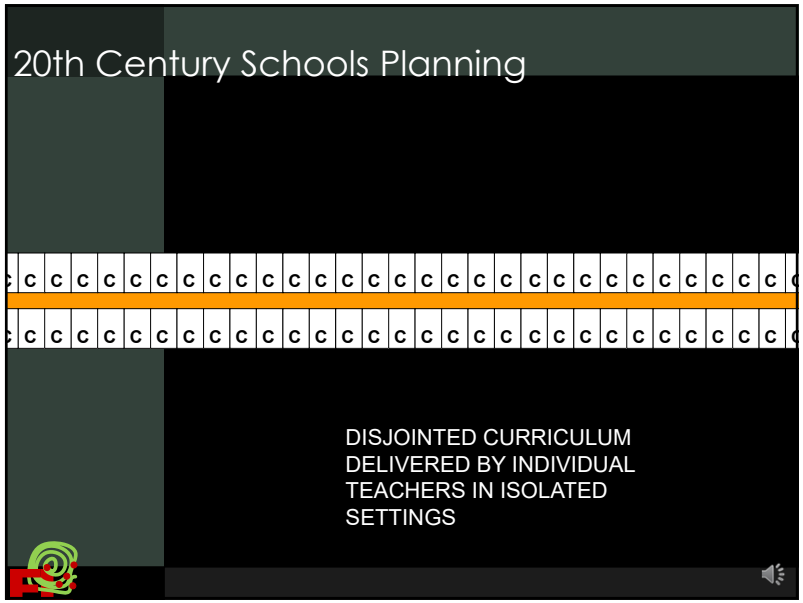
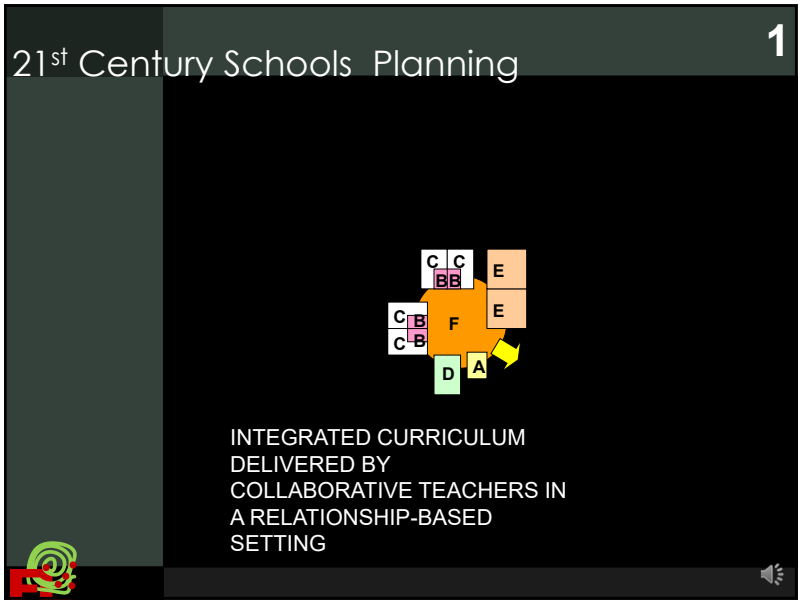
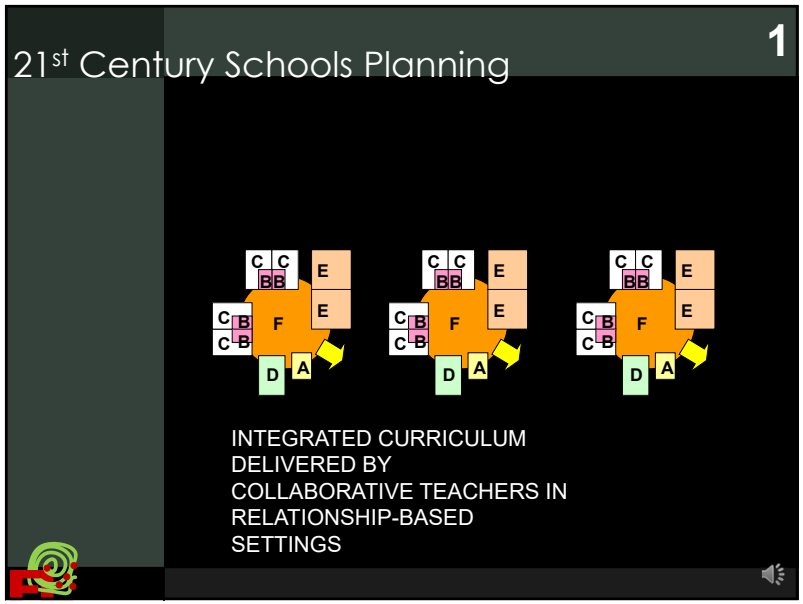

20th Century Schools Planning
DISJOINTED CURRICULUM DELIVERED BY INDIVIDUAL TEACHERS IN ISOLATED SETTINGS

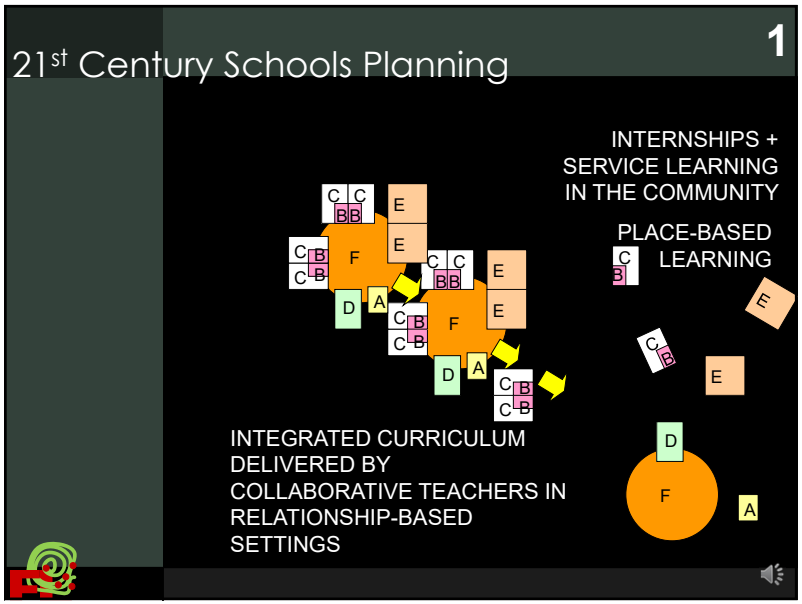
55


21st Century Schools Planning
1
INTEGRATED CURRICULUM DELIVERED BY COLLABORATIVE TEACHERS IN A RELATIONSHIP-BASED SETTING

56


21st Century Schools Planning
1
INTEGRATED CURRICULUM DELIVERED BY COLLABORATIVE TEACHERS IN RELATIONSHIP-BASED SETTINGS

57

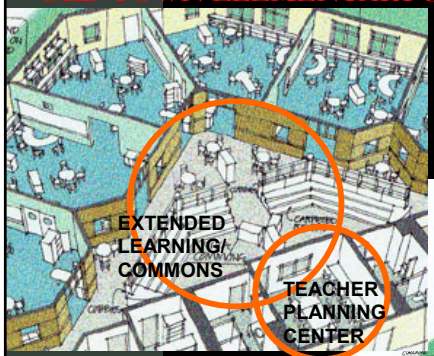

21st Century Schools Planning
1
INTERNSHIPS + SERVICE LEARNING IN THE COMMUNITY
PLACE-BASED LEARNING
INTEGRATED CURRICULUM DELIVERED BY COLLABORATIVE TEACHERS IN RELATIONSHIP-BASED SETTINGS

58

Small Learning Communities 2

OLD TOWN ELEMENTARY SCHOOL, Old Town ME

- Teacher Collaboration
- Community of Learners
- Authentic Assessments



Frank Locker educational planner PDT Architects

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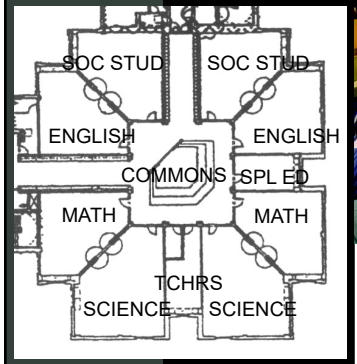
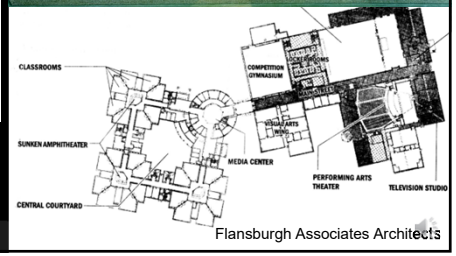
Small Learning Communities 2

IPSWICH MS/HS, Ipswich, MA



STEPS NOT ADA COMPLIANT

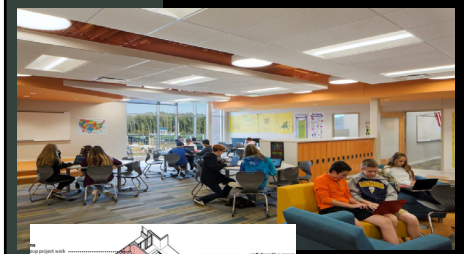


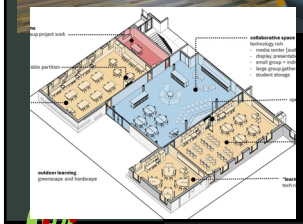
Flansburgh Associates Architects

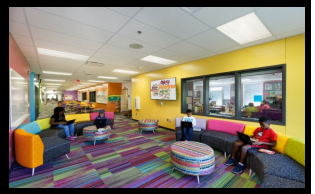
60

Extended Learning Areas 3

MAKE LEARNING FLEXIBLE



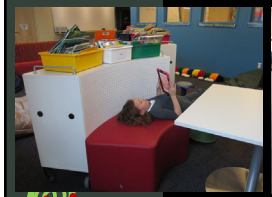


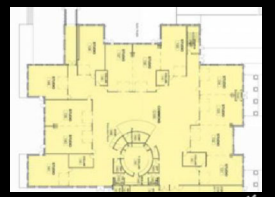


61

Extended Learning Areas 3

LEARNING IS A SOCIAL ACTIVITY



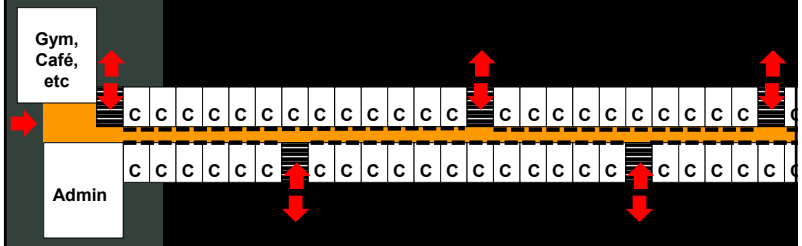


Moody Nolan Architects

62

Safety + Security in 20th Century Schools

4

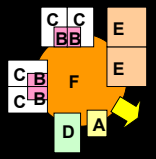


- NO ENTRY PROTECTION
- NO OBSERVATION OF CORRIDORS
- LOCKDOWN BY CLASSROOM
- NO ESCAPE

63

(21st Century Schools)

(1)

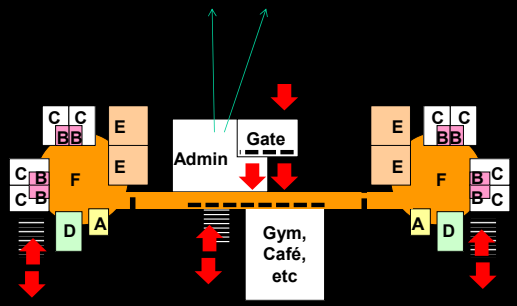


INTEGRATED CURRICULUM
DELIVERED BY
COLLABORATIVE TEACHERS IN
A RELATIONSHIP-BASED
SETTING

64

Safety + Security in 21st Century Schools

4



- VISTA OVER ENTRY + SITE
- CONTROLLED ENTRY: GATEKEEPER
- OBSERVATION OF CORRIDORS
- LOCKDOWN BY SUITES OF SPACES
- PLANNED ESCAPE ROUTES

65

School Organization Can Improve Learning

5a

FACTS OF LIFE ABOUT SCHOOL OPERATIONS

- Larger buildings cost less $/student to operate
- Larger buildings offer services more consistently + equitably
- More grade levels/building offer more continuity for students (fewer transitions) +
  more convenience for parents
- More classrooms/grade level offer teachers more opportunities to collaborate with, teach + learn from peers
- Smaller buildings sometimes feel better, but big buildings can feel small if designed correctly

Small ES = <450 students

66

School Organization Can Improve Learning 5b

GRADE GROUPING STRATEGIES

GRADE GROUPINGS IN USA

1. K-5 / 6-8 /9-12
   - PK / K-5 / 6-8 / 9-12
2. K-2 / 3-5 / 6-8 / 9-12
   - PK / K-2 / 3-5 / 6-8 / 9-12
3. K-3 / 4-5 / 6-8 / 9-12
   - PK / K-3 / 4-5 / 6-8 / 9-12
4. K-4 / 5-8 / 9-12
   - PK / K-4 / 5-8 / 9-12
5. K-6 / 7-8 / 9-12
   - PK / K -6 / 7-8 / 9-12
6. K-8 / 9-12
   - PK / K-8 / 9-12
7. K-6/ 7-12
   - PK / K-6 / 7-12
8. PK-12
9. 3-8

CONSIDERATIONS

1. Curriculum continuity
2. Teacher certifications
3. State testing
4. Number of transitions
5. Knowing of students by teachers + specialists
6. School enrollment size
   - Critical mass of teachers + specialists
   - Operational costs
   - Educational effectiveness
   - Equity
7. Available facilities
8. Siblings helping each other
9. Convenience for parents

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School Organization Can Improve Learning 5b

GRADE GROUPING STRATEGIES

GRADE GROUPINGS IN USA

1. K-5 / 6-8 /9-12
   - PK / K-5 / 6-8 / 9-12
2. K-2 / 3-5 / 6-8 / 9-12
   - PK / K-2 / 3-5 / 6-8 / 9-12
3. K-3 / 4-5 / 6-8 / 9-12
   - PK / K-3 / 4-5 / 6-8 / 9-12
4. K-4 / 5-8 / 9-12
   - PK / K-4 / 5-8 / 9-12
5. K-6 / 7-8 / 9-12
   - PK / K -6 / 7-8 / 9-12
6. K-8 / 9-12
   - PK / K-8 / 9-12
7. K-6/ 7-12
   - PK / K-6 / 7-12
8. PK-12
9. 3-8

CONSIDERATIONS

1. Curriculum continuity
2. Teacher certifications
3. State testing
4. Number of transitions
5. Knowing of students by teachers + specialists
6. School enrollment size
   - Critical mass of teachers + specialists
   - Operational costs
   - Educational effectiveness
   - Equity
7. Available facilities
8. Siblings helping each other
9. Convenience for parents

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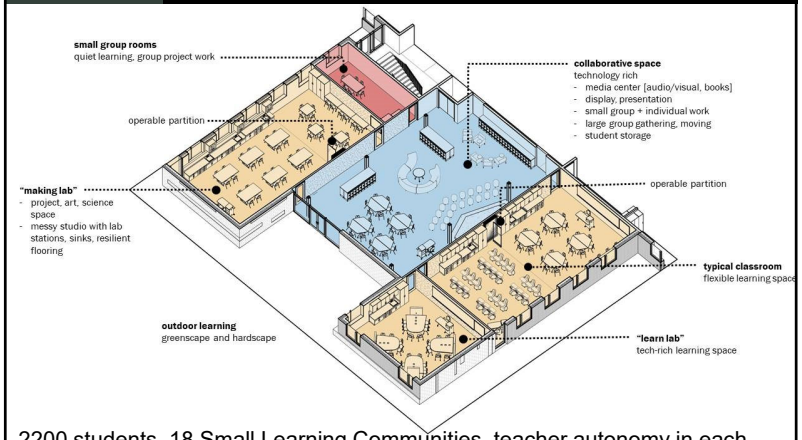
School Organization Can Improve Learning 5c

TEACHER AUTONOMY



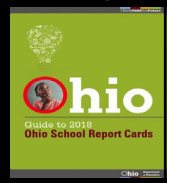
2200 students, 18 Small Learning Communities, teacher autonomy in each

Frank Locker Educational Planning ThenDesign Architecture

69

School Organization Can Improve Learning 5c

TEACHER AUTONOMY



The 2014 Educational Visioning led to educational practice changes and concepts for the new building.

- Teacher teams
- Teacher autonomy for schedules + room use
- Bell schedule eliminated

After one year in the building:

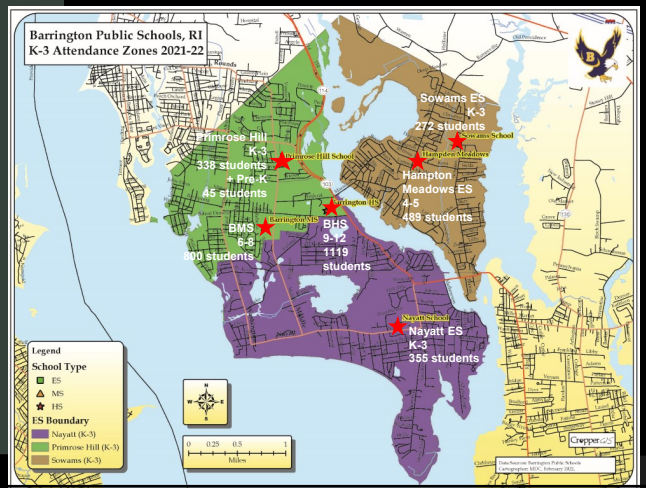
- Performance **up one letter full letter grade**
- **Gifted students** from a **C to an A**
- **Lowest 20%** in achievement increased from a **D to a C**
- **Gap Closing:** highest score ever, from an **F to a B**
  - (Each following year showed incremental improvements)

Frank Locker Educational Planning

70

Things to Know About Barrington Schools

SCHOOL GRADE LEVELS + ENROLLMENTS



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Things to Know About Barrington Schools

6a

EDUCATIONAL SPACE DEFICIENCIES

1. PE compromised: no Gyms in ESs, just MPR Cafeteria/Gym combos
2. 75% of ES Libraries undersized; 100% of ES MPRs undersized
3. Arts compromised: ES Art + Music taught from carts.
   Adaptive PE on repurposed Stages. No performance areas in ESs
4. Special Education taught in stairwells + in closets
5. 34% of ES + 61% of HS Classrooms undersized by 15%+
6. Pre-K needs not met: insufficient Classrooms

Kaestle Boos Associates presentation to School Building Committee July 2021

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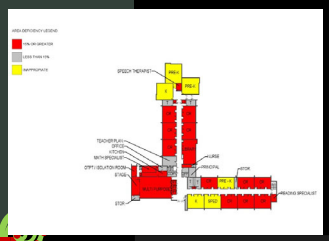
Things to Know About Barrington Schools

6a

EDUCATIONAL SPACE DEFICIENCIES

SCHOOL	TOTAL # Gen Ed Classrms	# Defcient	%	TOTAL # SpEd Classrms	# Defcient	%
ELEMENTARY SCHOOLS						
Nayatt	18	6	33%	1	0	0%
Primrose	18	13	72%	2	1	50%
Sowams	13	11	85%	3	2	67%
Hampton Meadows	24	3	13%	3	1	33%
	73	33	45%	9	4	44%
BARRINGTON HIGH HIGH						
	54	31	57%	5	5	100%



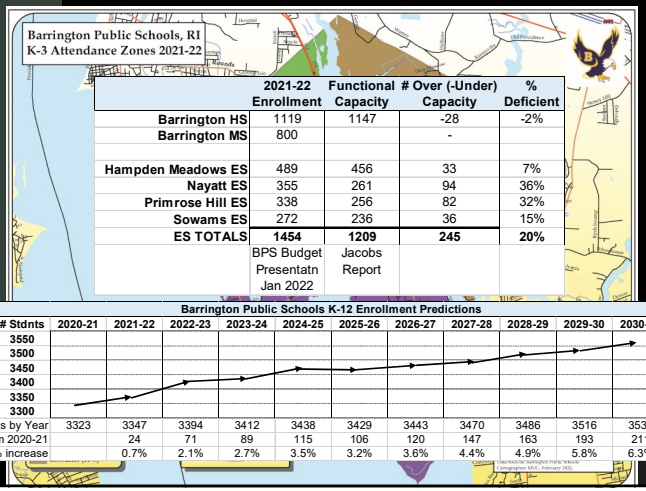
Source: Kaestle Boos Associates

73

Things to Know About Barrington Schools

6b

SCHOOL OVERCROWDING



	2021-22 Enrollment	Functional Capacity	# Over (-Under) Capacity	% Deficient
Barrington HS	1119	1147	-28	-2%
Barrington MS	800		-	
Hampden Meadows ES	489	456	33	7%
Nayatt ES	355	261	94	36%
Primrose Hill ES	338	256	82	32%
Sowams ES	272	236	36	15%
ES TOTALS	1454	1209	245	20%
	BPS Budget Presentatn Jan 2022	Jacobs Report		

Barrington Public Schools K-12 Enrollment Predictions

# Stdnts	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
3550											
3500											
3450											
3400											
3350											
3300											
Totals by Year	3323	3347	3394	3412	3438	3429	3443	3470	3486	3516	3534
Increase from 2020-21		24	71	89	115	106	120	147	163	193	211
% increase		0.7%	2.1%	2.7%	3.5%	3.2%	3.6%	4.4%	4.9%	5.8%	6.3%

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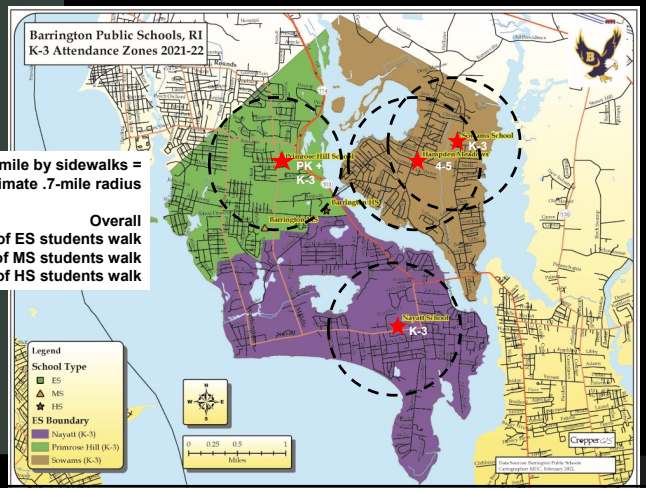
Things to Know About Barrington Schools 6c

WALKING TO SCHOOL



75

Things to Know Barrington Schools 6d

FACILITY CONDITIONS

1. ADA violations in 50% buildings
2. HVAC dated, needing component upgrades/replacement
3. Windows at the end-of-life expectancy
4. Technology dated
5. Cost of repairing existing:
   - ESs exceeds cost of replacement new construction
   - HS almost equals cost of replacement new construction

Barrington Facility Conditions
ESs FCIs = 112% average
HS FCI = 97%

Source: Kaestle Boos Associates presentation to School Building Committee July 2021

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Things to Know About Barrington Schools 6e

SCHOOL PLAYFIELD CONDITIONS

Overall Condition: fair to poor

•Barrington HS : Fields uneven + hold water. Football field is worn
•Barrington MS: Very good, almost brand new
•Nayatt ES: Softball field mostly dust + weeds
•Primrose ES: Field is flat with weeds. Pitches to the softball infield
•Sowams ES: Parking lot drains to this field behind the school, which can be wet
•Hampden Meadows ES: No field to speak of. Lawn behind swing sets is worn down

Source: Kaestle Boos Associates'

•Insufficient large multi-use fields. Need at least 2 more
•Too much demand + too little maintenance

Artificial Turf Work Group

•Exploring adding 1 artificial turf field

Source: Ad-Hoc Fields Advisory Committee

77

Teacher Planning Centers 7

CEDAR SPRINGS MIDDLE SCHOOL, Cedar Springs, MI

Frank Locker DeJONG Educational Planners BetaDesign Architects

78

Flexible, Varied, Brain-based Furniture

8

79

Flexible, Varied, Brain-based Furniture

8

STAND UP DESKS

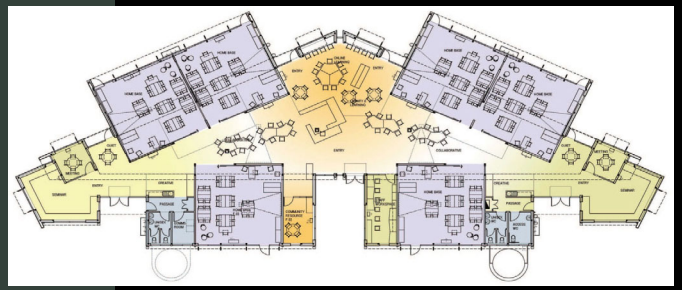
Safco AlphaBetter

80

End of the Library as We Know it Today

9

VICTORIA, AUSTRALIA DEPT EDUCATION

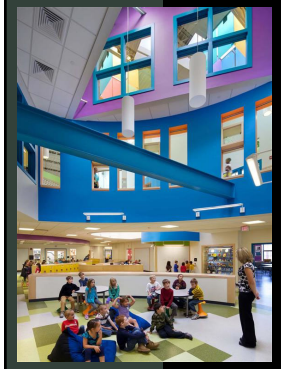


81

End of the Library as We Know it Today

9

CONCORD, NH ELEMENTARY SCHOOLS



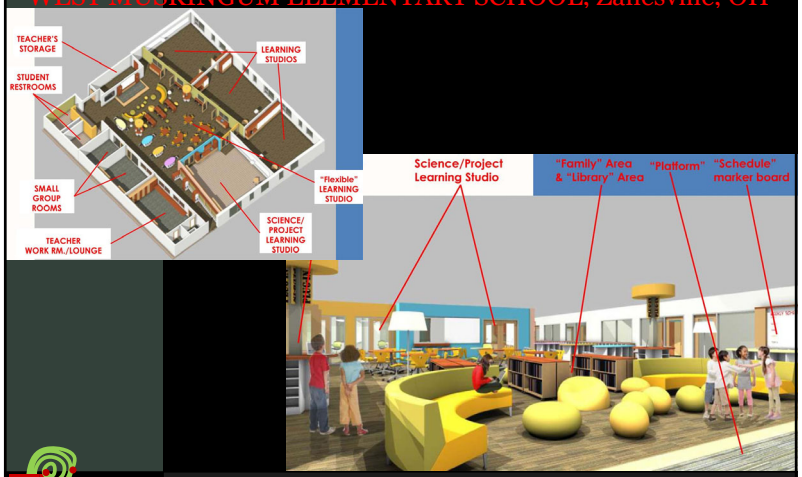
HMFH Architects

82

End of the Library as We Know it Today

9

WEST MUSKINGUM ELEMENTARY SCHOOL, Zanesville, OH



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End of the Cafeteria as We Know it Today

10

Glacier High School, Kalispell, MT
CTA Architects

Fairfield, OH Freshman School
SHP Leading Design Architects

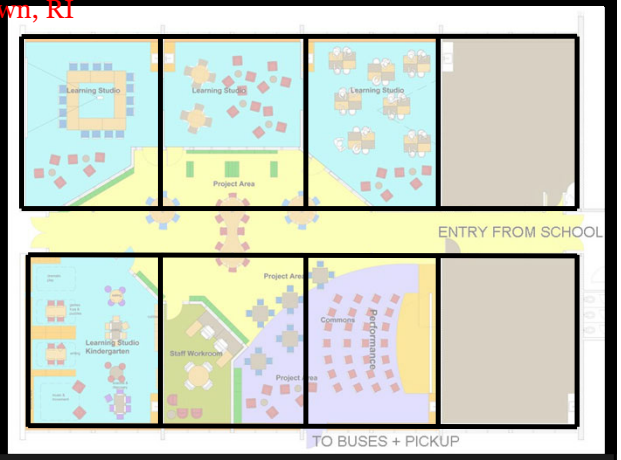
84

The End of Isolated Teaching

11

K-2 CENTER, FOREST AVENUE ELEMENTARY SCHOOL, Middletown, RI

Teacher Teams, Multi-Age, Flexible Student Groups



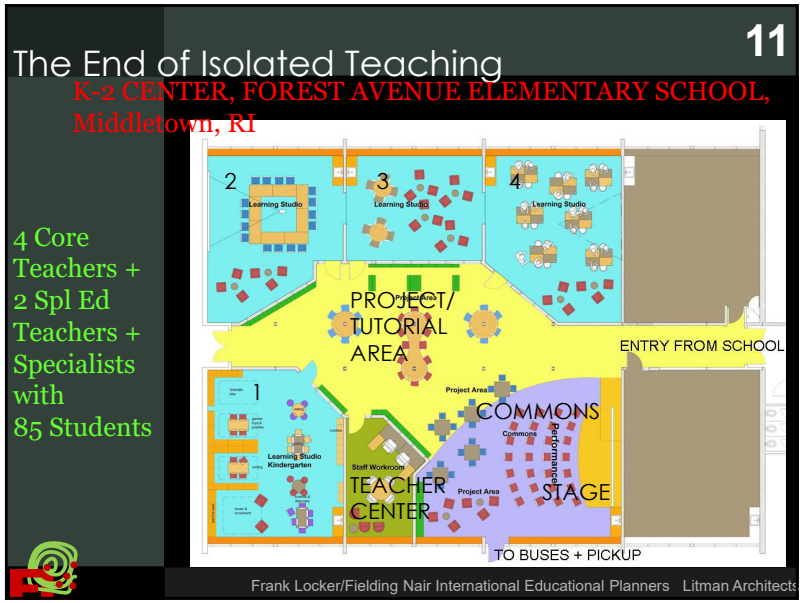
85

The End of Isolated Teaching

11

K-2 CENTER, FOREST AVENUE ELEMENTARY SCHOOL, Middletown, RI

86


The End of Isolated Teaching
11
K-2 CENTER, FOREST AVENUE ELEMENTARY SCHOOL, Middletown, RI
4 Core Teachers + 2 Spl Ed Teachers + Specialists with 85 Students
2
3
4
1
PROJECT/ TUTORIAL AREA
ENTRY FROM SCHOOL
COMMONS
TEACHER CENTER
STAGE
TO BUSES + PICKUP
Frank Locker/Fielding Nair International Educational Planners Litman Architects

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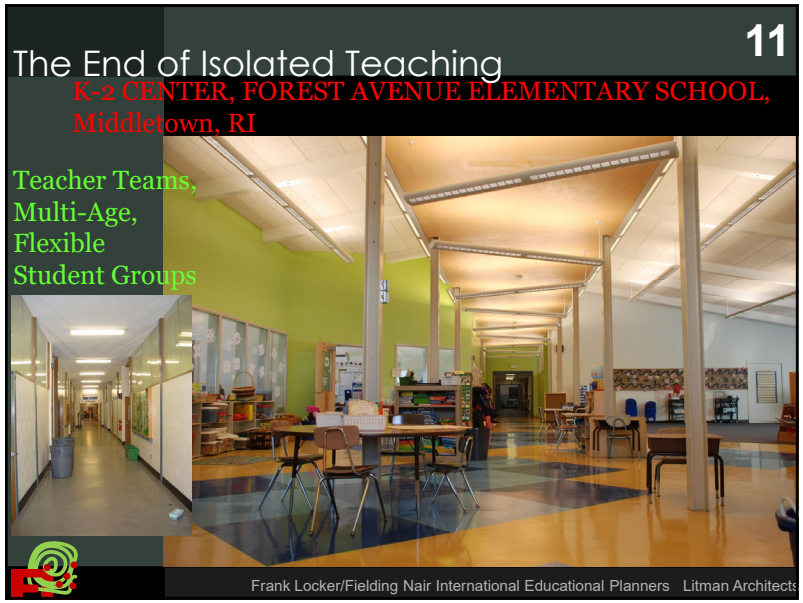
The End of Isolated Teaching
11
K-2 CENTER, FOREST AVENUE ELEMENTARY SCHOOL, Middletown, RI
Teacher Teams, Multi-Age, Flexible Student Groups
Frank Locker/Fielding Nair International Educational Planners Litman Architects

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The End of Isolated Teaching
11
K-2 CENTER, FOREST AVENUE ELEMENTARY SCHOOL, Middletown, RI
COMMONS
TEACHER CENTER
STAGE
Frank Locker/Fielding Nair International Educational Planners Litman Architects

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The End of Isolated Teaching
11
K-2 CENTER, FOREST AVENUE ELEMENTARY SCHOOL, Middletown, RI
Nair International Educational Planners Litman Architects

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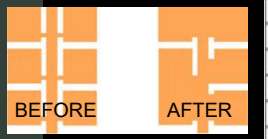
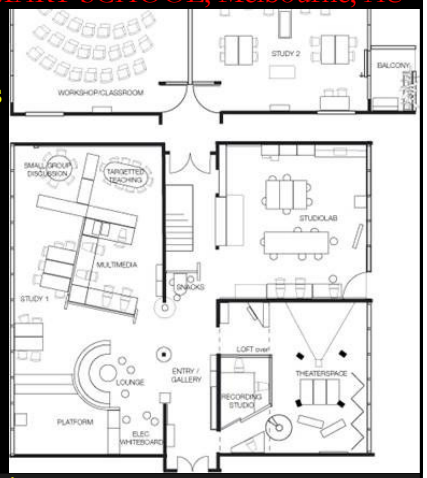
End of the Classroom as We Know it Today 12a

WOORANNA PARK PRIMARY SCHOOL, Melbourne, AU

- Year 5 + 6
- 110 Students
- Teacher Teams
- Activity Zones
- Project-Based Learning



- High Poverty
- Test Scores at 36% - 73% vs 12% Expected per Student Family Occupation



Mary Featherston Designer

91

End of the Classroom as We Know it Today 12a

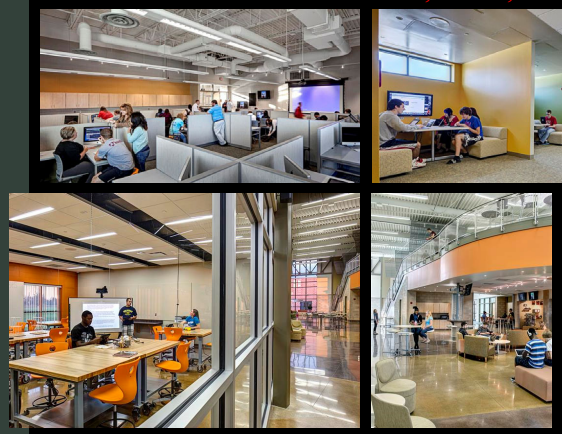
WOORANNA PARK PRIMARY SCHOOL, Melbourne, AU

Mary Featherston Designer

92

End of the Classroom as We Know it Today 12b

CENTER FOR INNOVATIVE STUDIES, Milan, MI



Fanning/Howey Associates Architects

93

End of the Classroom as We Know it Today 12b

CENTER FOR INNOVATIVE STUDIES, Milan, MI

Fanning/Howey Associates Architects

94

Community Questionnaire Responses

	Community Questionnaire Responses to issues as presented		Do Not Support	Maybe	Don't Know	Important	Strongly Support	
1	Equity for all schools across the District: providing equal facility space for instruction and programs.		10.5	8.5	19.7	14.1	47.2	
2	Increasing student engagement by delivering the required curriculum in spaces that allow for collaboration, communication, and deep learning.		7.5	8.5	16.7	19	48.2	
3	Preparing for the potential for Universal Pre-School in 2028, while providing the currently mandated IDEA preschool program.		19	8.2	21.3	20	31.5	
4	Potentially reconfiguring the grade levels to address increased enrollment and align with best practice teaching models and idealized student support services.		20.7	9.2	23.9	18.7	27.5	
5	Potentially increasing the size of the school buildings through additions and/or new construction to address overcrowding across the District.		18	5.6	13.1	25.2	38	
6	Explore innovative ways to organize our schools with a thematic focus such as Arts-based or STEM-focused.		22.3	13.4	18.7	19.3	26.2	
7	Planning our school facilities improvements to maximize RIDE funding from 35% to 52-1/2% based on available RIDE incentives		13.4	10.2	21	22.3	33.1	
8	Reducing/eliminating educational space deficiencies within our school buildings (provide appropriate space sizes aligned with state standards, dedicated enrichment space, etc.).		11.5	5.9	18.7	26.2	37.7	
9	Reducing/eliminating facility condition deficiencies.		4.9	4.9	14.8	28.9	46.6	
10	Eliminating severe overcrowding at all elementary schools (Please note BMS and BHS are not overcrowded).		13.8	8.2	13.8	22.3	42	
11	Improving Arts for students and the community through increased/improved visual and performing arts spaces.		10.2	10.5	18.4	21.3	39.7	
12	Improving physical education and sports for students and the community through increased/improved indoor/outdoor activity spaces/places, coordinated with the Town.		8.2	10.8	15.1	22.3	43.6	

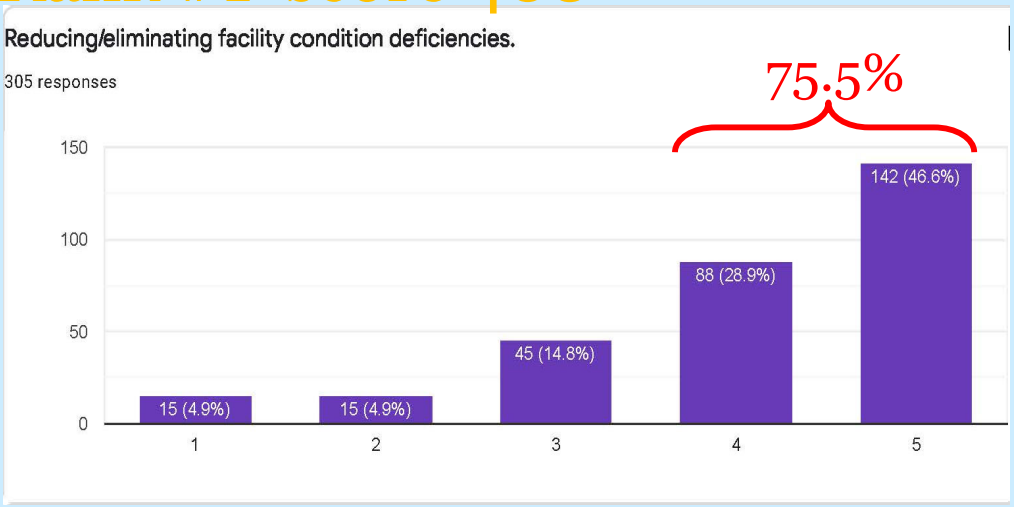
Community Questionnaire Responses

	Community Questionnaire Responses to issues RANKED	RANK	Do Not Support	Maybe	Don't Know	Important	Strongly Support	SCORE
9	Reducing/eliminating facility condition deficiencies.	1	4.9	4.9	14.8	28.9	46.6	408
2	Increasing student engagement by delivering the required curriculum in spaces that allow for collaboration, communication, and deep learning.	2	7.5	8.5	16.7	19	48.2	392
12	Improving physical education and sports for students and the community through increased/improved indoor/outdoor activity spaces/places, coordinated with the Town.	3	8.2	10.8	15.1	22.3	43.6	382
1	Equity for all schools across the District: providing equal facility space for instruction and programs.	4	10.5	8.5	19.7	14.1	47.2	379
8	Reducing/eliminating educational space deficiencies within our school buildings (provide appropriate space sizes aligned with state standards, dedicated enrichment space, etc.).	5	11.5	5.9	18.7	26.2	37.7	373
10	Eliminating severe overcrowding at all elementary schools (Please note BMS and BHS are not overcrowded).	6	13.8	8.2	13.8	22.3	42	371
11	Improving Arts for students and the community through increased/improved visual and performing arts spaces.	7	10.2	10.5	18.4	21.3	39.7	370
5	Potentially increasing the size of the school buildings through additions and/or new construction to address overcrowding across the District.	8	18	5.6	13.1	25.2	38	359
7	Planning our school facilities improvements to maximize RIDE funding from 35% to 52-1/2% based on available RIDE incentives	9	13.4	10.2	21	22.3	33.1	352
3	Preparing for the potential for Universal Pre-School in 2028, while providing the currently mandated IDEA preschool program.	10	19	8.2	21.3	20	31.5	337
4	Potentially reconfiguring the grade levels to address increased enrollment and align with best practice teaching models and idealized student support services.	11	20.7	9.2	23.9	18.7	27.5	323
6	Explore innovative ways to organize our schools with a thematic focus such as Arts-based or STEM-focused.	12	22.3	13.4	18.7	19.3	26.2	313

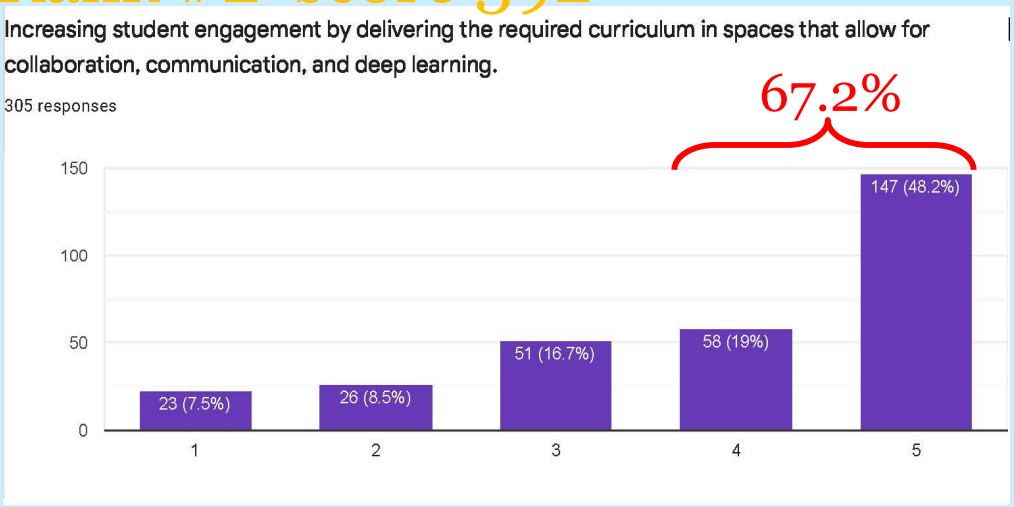
Community Questionnaire Responses

IN ORDER OF PRIORITY

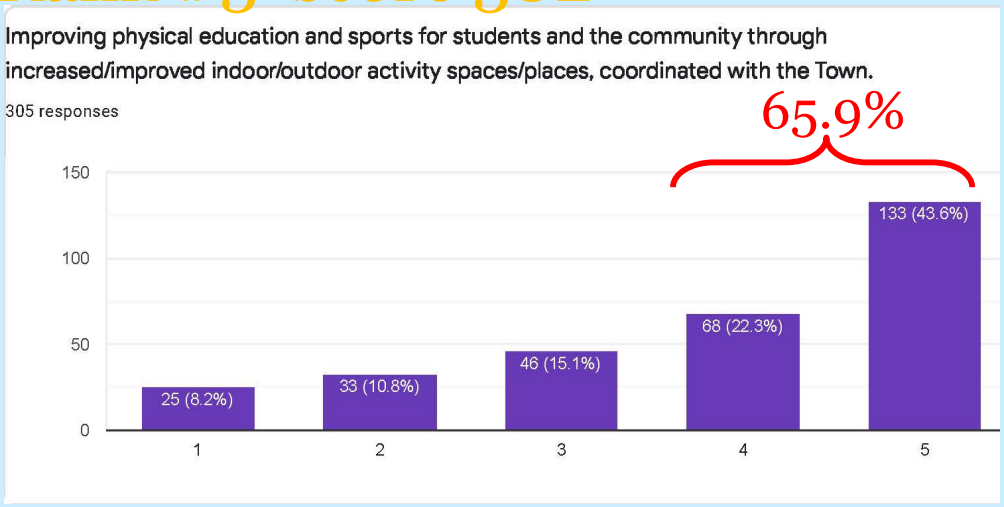
Rank #1 score 408



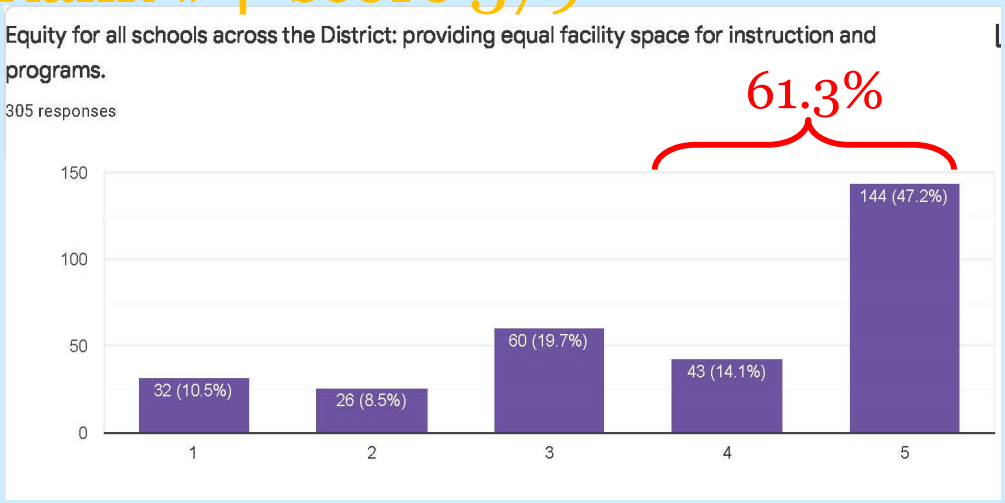
Rank #2 score 392



Rank #3 score 382



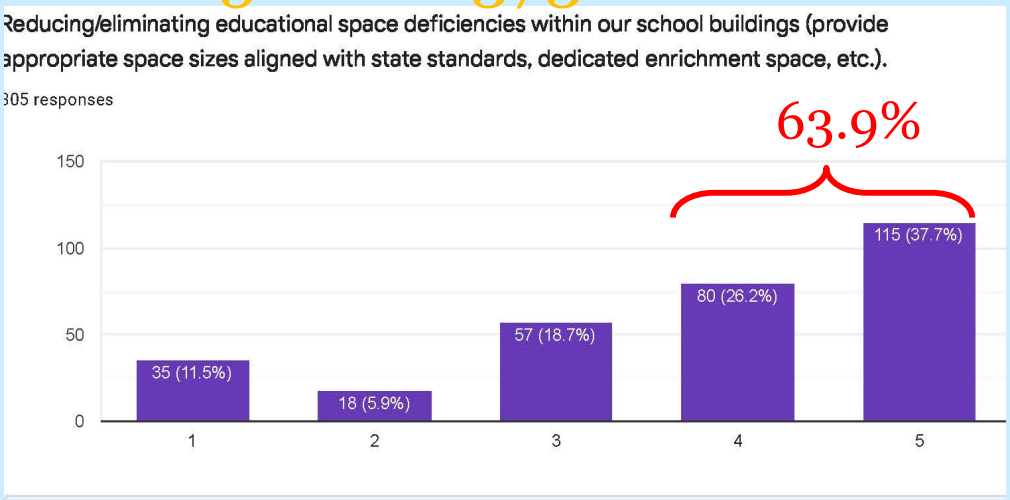
Rank #4 score 379



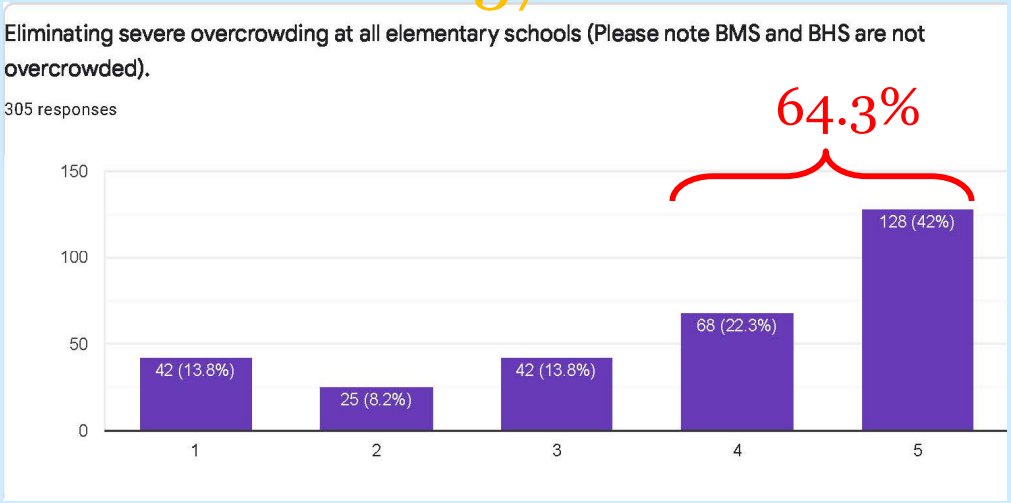
Community Questionnaire Responses

IN ORDER OF PRIORITY

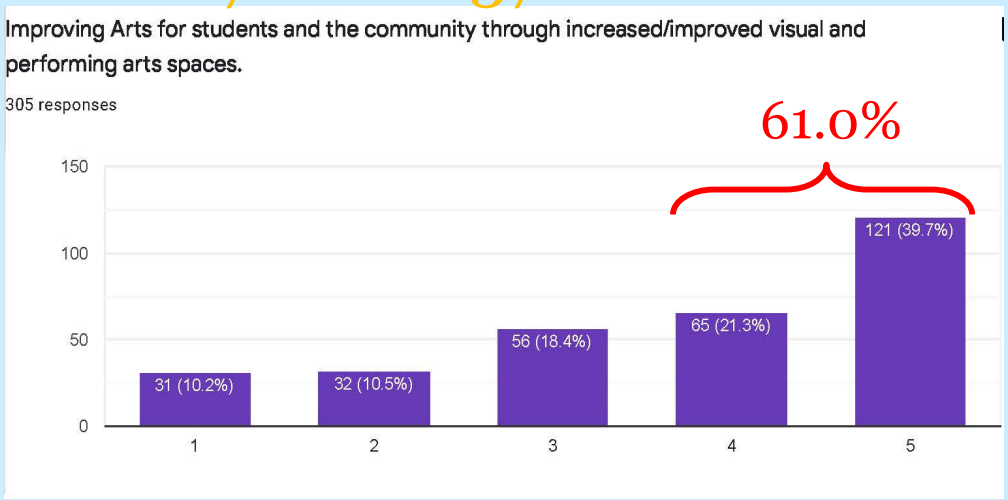
Rank #5 score 373



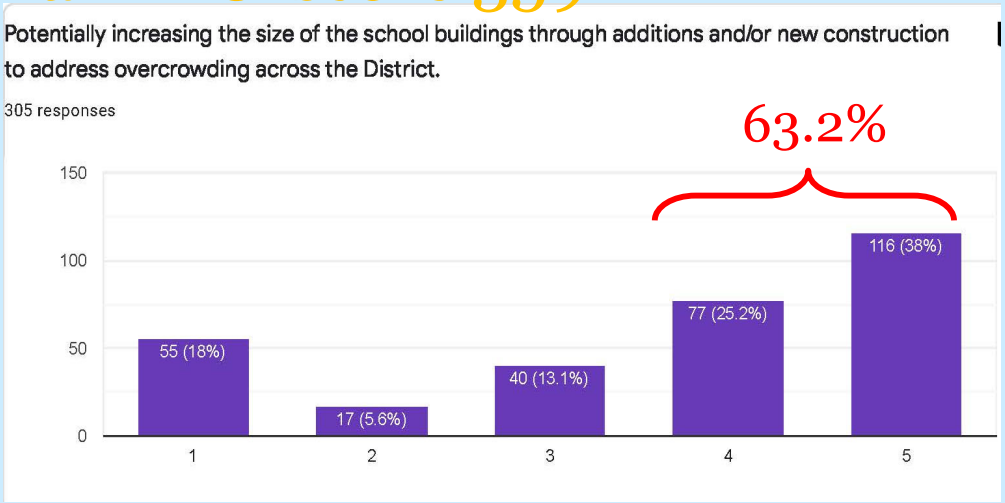
Rank #6 score 371



Rank #7 score 370



Rank #8 score 359



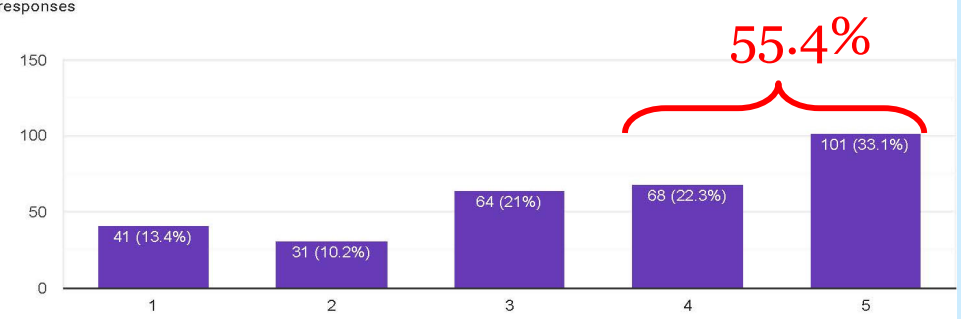
Community Questionnaire Responses

IN ORDER OF PRIORITY

Rank #9 score 352

Planning our school facilities improvements to maximize RIDE funding from 35% to 52-1/2% based on available RIDE incentives (link to incentives available): https://www.ride.ri.gov/Portals/0/Uploads/Documents/Funding-and-Finance-Wise-Investments/SchoolBuildingAuthority/Facilities-Funding.pdf

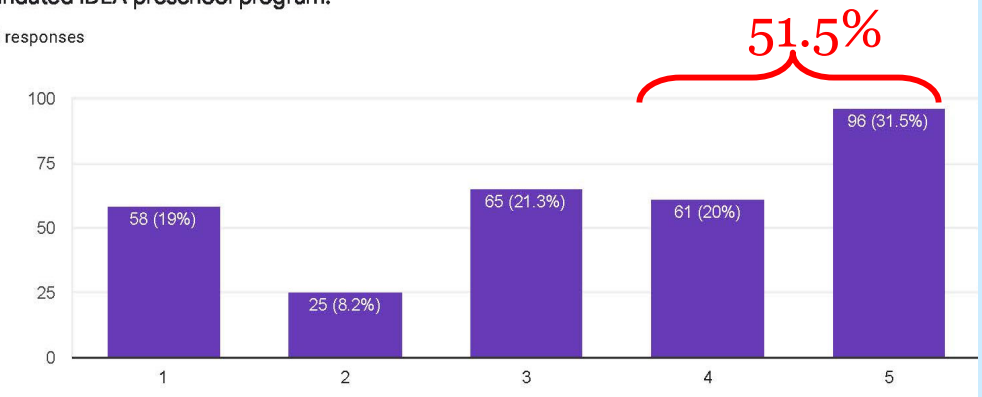
305 responses



Rank #10 score 337

Preparing for the potential for Universal Pre-School in 2028, while providing the currently mandated IDEA preschool program.

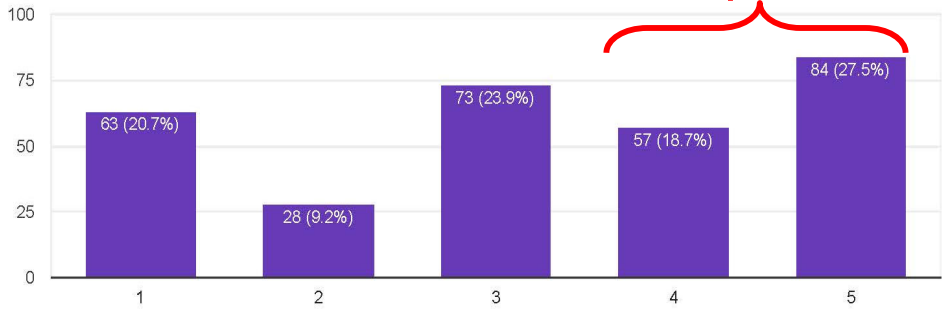
305 responses



Rank #11 score 323

Potentially reconfiguring the grade levels to address increased enrollment and align with best practice teaching models and idealized student support services.

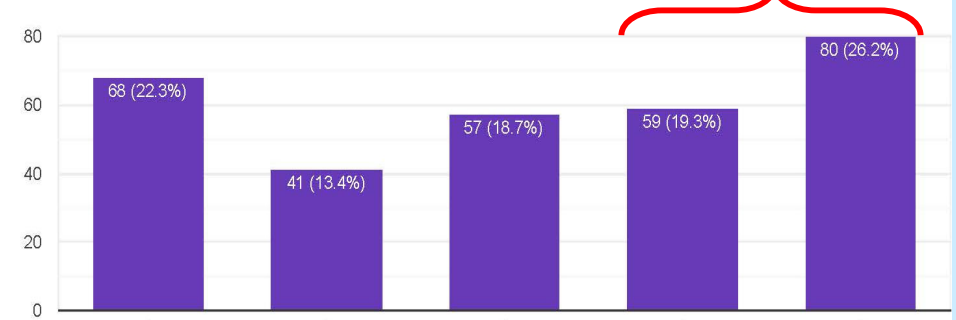
305 responses



Rank #12 score 313

Explore innovative ways to organize our schools with a thematic focus such as Arts-based or STEM-focused.

305 responses



Late Breaking News 2022 data

CONFIRMED FACILITY CONDITION INDICES (FCIs)

FCI = Cost of repair/upgrades to bring existing buildings up to current standards

FCI of 1% = great condition, almost new

FCI of 100% = poor condition

reno = cost of new construction

Barrington Facility Conditions

ESs FCIs = 112% average

HS FCI = 97%