Perkins Eastman

Photo courtesy of TripAdvisor

DENNIS-YARMOUTH
SCHOOL PROJECT

COMMUNITY FORUM-I
October 5, 2017

BIRCHWOOD DESIGN GROUP

newvistadesign
Envisioning 21st Century Schools

PMA Consultants

Photo courtesy of TripAdvisor

AGENDA:

- **OVERVIEW OF PROCESS** (10 MIN)
- **EXISTING CONDITIONS** (5 MIN)
- **CURRENT TEACHING/LEARNING** (10)
- **THOUGHTS/QUESTIONS ACTIVITY** (30)
- **VISIONING TO BE FUTURE READY** (15)
- **SIZES/CONFIGURATIONS & SITES** (10)
- **CONSIDERATIONS ACTIVITY** (30)
- **NEXT STEPS** (5 MIN)

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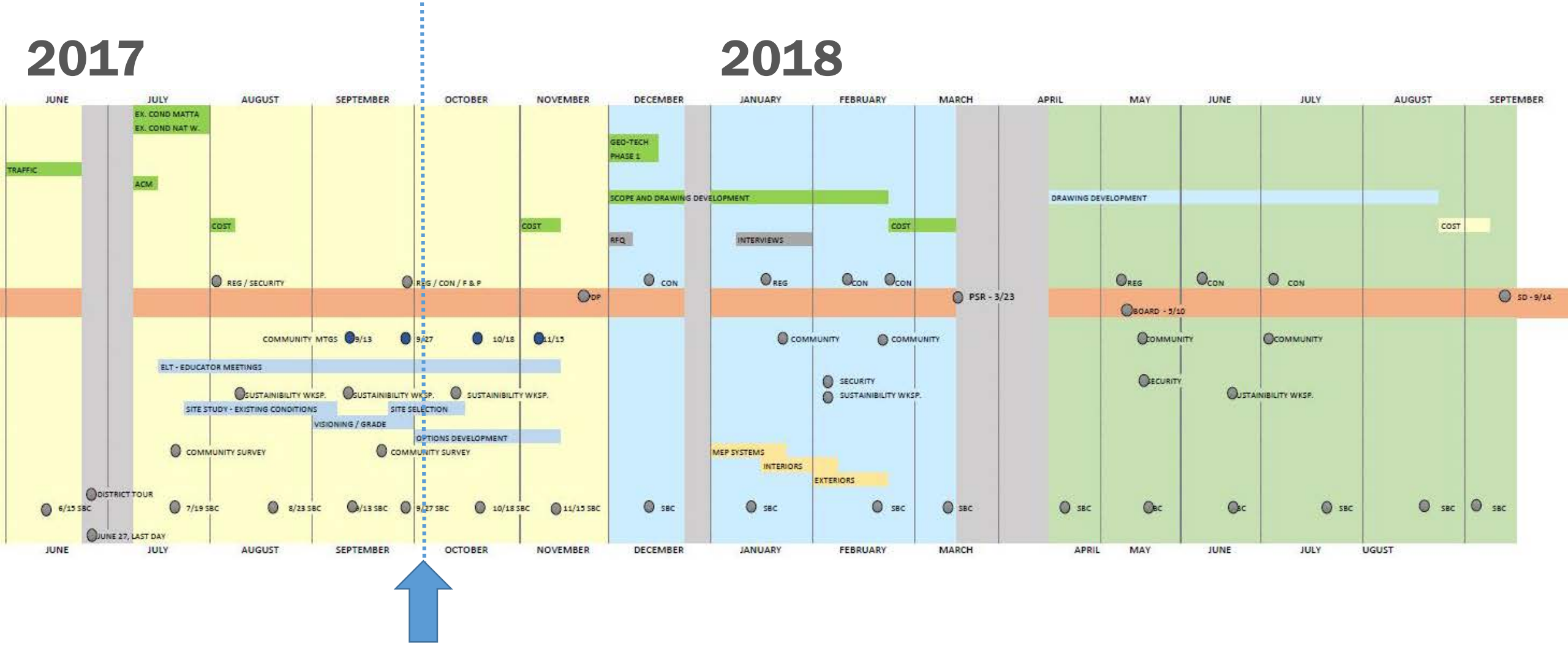
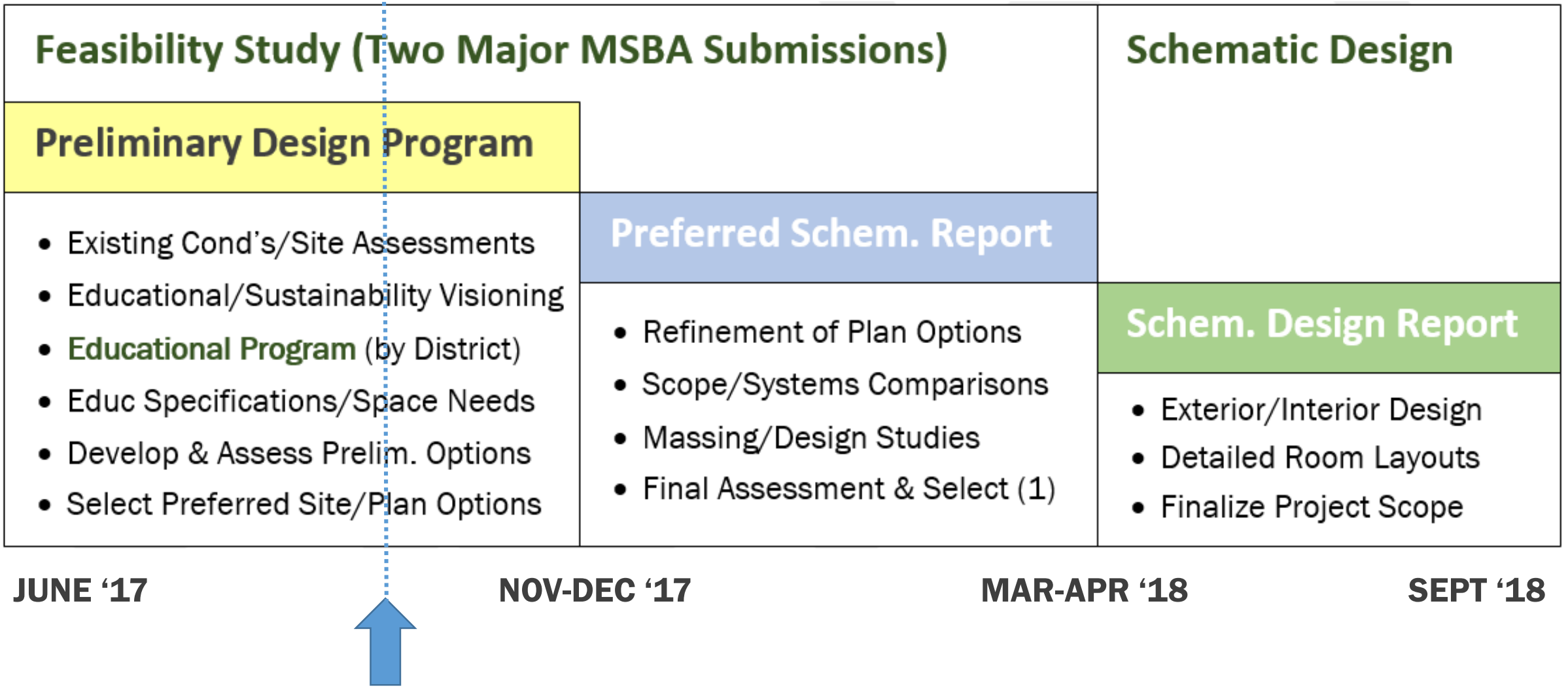
OVERVIEW OF PROCESS



OVERVIEW OF PROCESS



VISIONING PROCESS

DENNIS-YARMOUTH'S CORE EDUCATIONAL LEADERSHIP TEAM

DESIGN WORKING GROUP

DENNIS-YARMOUTH COMMUNITY GROUPS

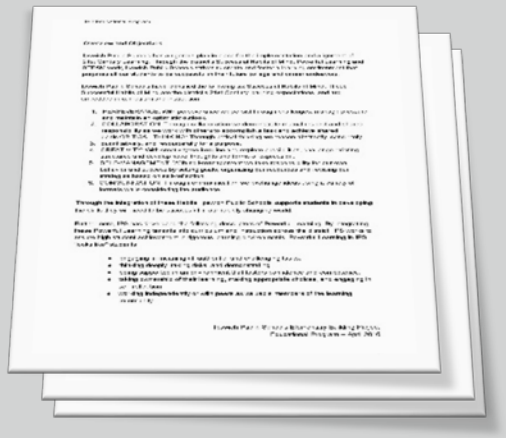
MATTACHEESE MIDDLE SCHOOL

STEAM LEARNING GOALS AND BEST PRACTICES

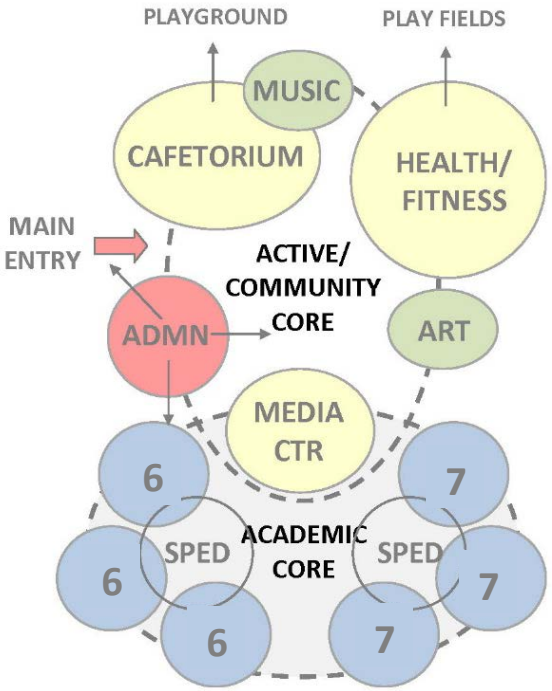
DESIGN PATTERNS AND GUIDING PRINCIPLES

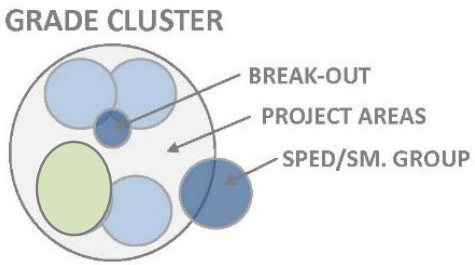
KEY SPACES, ADJACENCIES AND CONCEPTUAL DESIGN DIRECTIONS

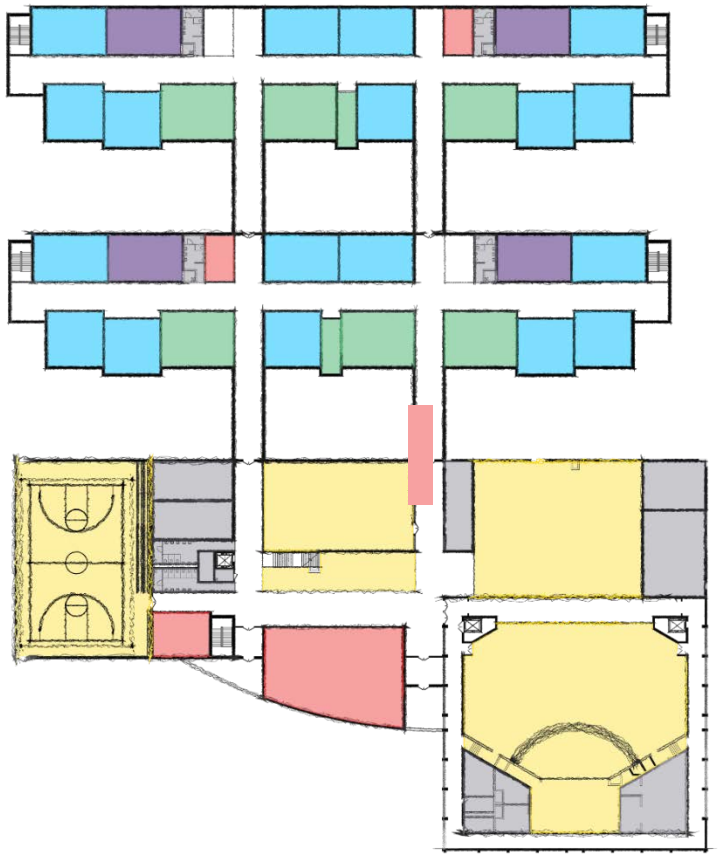
EDUC-PROGRAM DRIVES DESIGN



EDUCATIONAL PROGRAM & SPACE SUMMARY







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- NEXT STEPS

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SITE A - EXISTING MATTACHEESE

	Req.	Exist.
Zone	R-40	Educ.
Setbacks:		
- Front	30ft	257ft
- Side	20ft	325ft
- Rear	20ft	50ft
Max Ht	35 Ft	<35ft

Aquifer Protection Overlay (migratory birds, long eared bat)

PROPERTY LINE & SETBACK

EXISTING BUILDINGS

EXISTING FIELDS

EXISTING PARKING

SOLAR FIELD

VEHICULAR CIRCULATION

WETLANDS

50' WETLAND BUFFER

100' WETLAND BUFFER

0' 300' 600' 900'

EXISTING CONDITIONS - MMS

CONSTRUCTED – 1969

CONSTRUCTION TYPE – 2B

SQUARE FOOTAGE – 127,200

ASSESSED VALUE - $17,198,000

- YARMOUTH EQUALIZED RATE .95
- EV = $16,338,100
- 30% = $4,901,430

BASE RENOVATION

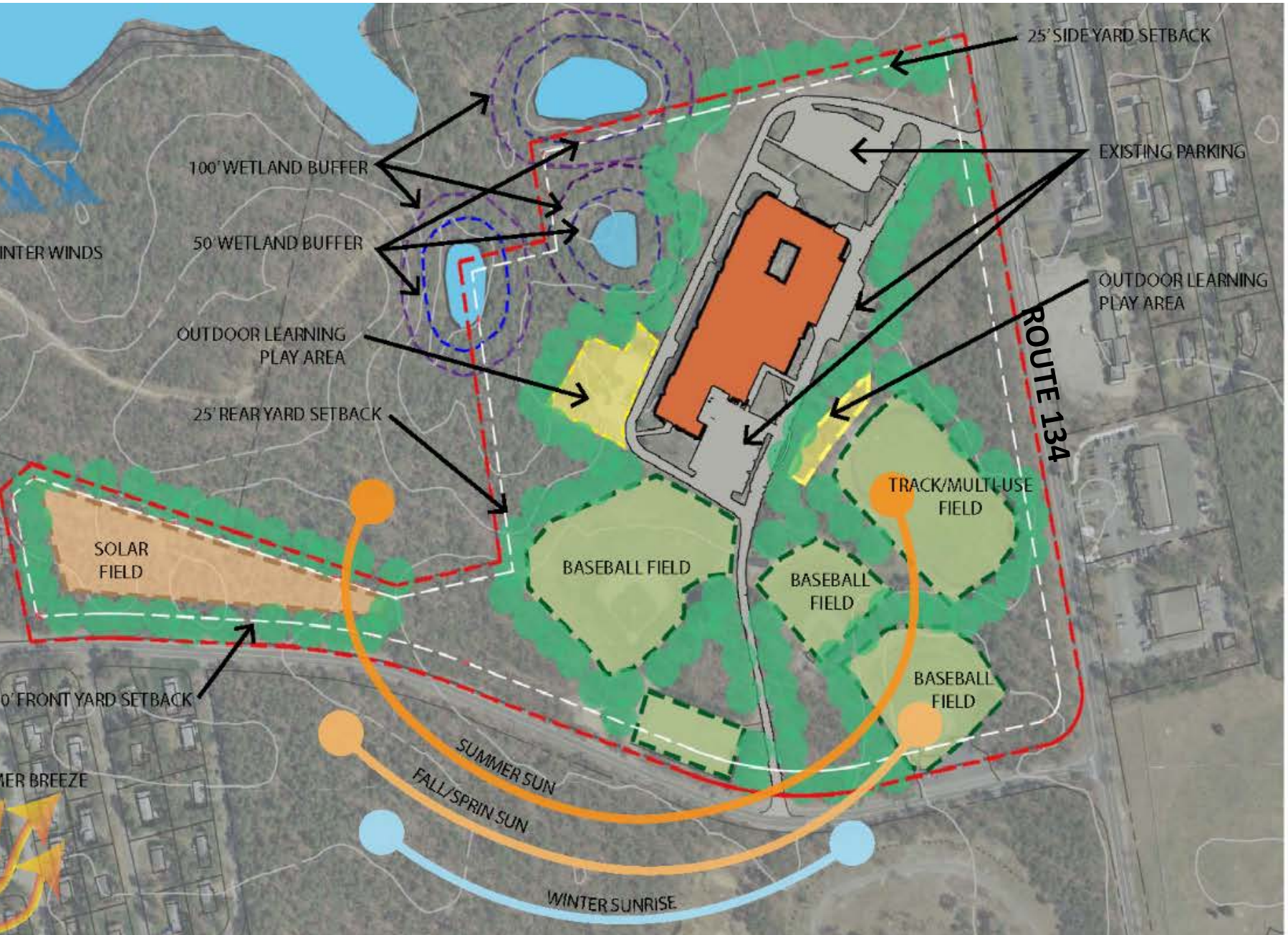
- REPLACE HVAC SYSTEM – CURRENTLY UV AND FAN @ EACH ROOM
- REPLACE ROOF
- ADD SPRINKLER SYSTEM
- REPLACE PLUMBING SYSTEMS
- REPLACE ELECTRICAL SYSTEMS
- REPLACE ALL WINDOW – CURRENT SYSTEM NON-THERMALLY BROKEN SINGLE PANE STEEL WINDOWS
- CURRENT WALL SYSTEM IS MASS WALL – BRICK AND BLOCK (U-VALUE = .08)
- REPLACE EXTERIOR DOORS
- ADDRESS SECURITY (PASSIVE AND ACTIVE)

EXISTING CONDITIONS - MMS

MAJOR ISSUES – INTERIOR

- 80% OF ENTRY DOORS TO CLASSROOMS NOT ACCESSIBLE
- RESTROOMS NOT ACCESSIBLE
- FLR TO FLR AT 8’-8” – CURRENT SYSTEM
  UV WITH EXHAUST FAN
- LOCKER ROOMS NOT ACCESSIBLE
- GYM BLEACHERS NOT ACCESSIBLE
- NO ACCESSIBLE SEATING AT AUDITORIUM
- STAGE / PLATFORM NOT ACCESSIBLE
- HAZARDOUS MATERIALS
- EXIT STAIRS
  - NOT RATED / ENCLOSED
  - HANDRAILS AND GUARDS
  - OPEN TREADS

SITE B - EXISTING WIXON



	Req.	Exist.
Zone	R-40	Educ.
Setbacks:		
- Front	50ft	-
- Side	25ft	-
- Rear	25ft	-
Max Ht	42 Ft	<42ft

Med Wind Facility Overlay
Wellhead Protection (N+W Side)
Old King Hgwy Historic Overlay

PROPERTY LINE & SETBACK

EXISTING BUILDINGS

EXISTING FIELDS

EXISTING PARKING

OUTDOOR LEARNING/PLAY AREA

SOLAR FIELD

VEHICULAR CIRCULATION

EXISTING CONDITIONS - WIXON

BUILT – 1969 / ADDITION & RENOVATION 1990

CONSTRUCTION TYPE – 2B

SQUARE FOOTAGE – 117,901

ASSESSED VALUE - $10,878,200

- DENNIS EQUALIZED RATE .92
- EV = $10,007,944
- 30% = $3,002,383

BASE RENOVATION

- REPLACE HVAC SYSTEM – CURRENTLY UV AND FAN @ EACH ROOM
- REPLACE PLUMBING SYSTEMS
- REPLACE ELECTRICAL SYSTEMS
- REPLACE ROOF
- ADD SPRINKLER SYSTEM
- REPLACE ALL WINDOW SYSTEMS
- CURRENT WALL SYSTEM IS MASS WALL – BRICK AND BLOCK (U-VALUE = .08)
- ADDRESS SECURITY (PASSIVE AND ACTIVE)
- STRUCTURAL REINFORCEMENT

EXISTING CONDITIONS - WIXON

MAJOR ISSUES – INTERIOR

- 80% OF ENTRY DOORS TO CLASSROOMS NOT ACCESSIBLE
- RESTROOMS NOT ACCESSIBLE
- LOCKER ROOMS NOT ACCESSIBLE
- GYM BLEACHERS NOT ACCESSIBLE
- NO ACCESSIBLE SEATING AT AUDITORIUM
- STAGE / PLATFORM NOT ACCESSIBLE
- LIBRARY RAMPS
- EXIT STAIRS
  - HANDRAILS AND GUARDS
  - TREADS AT ORIGINAL BUILDING – NON-COMPLIANT NOSINGS

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Photo courtesy of TripAdvisor

AGENDA:

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- NEXT STEPS

BIRCHWOOD DESIGN GROUP

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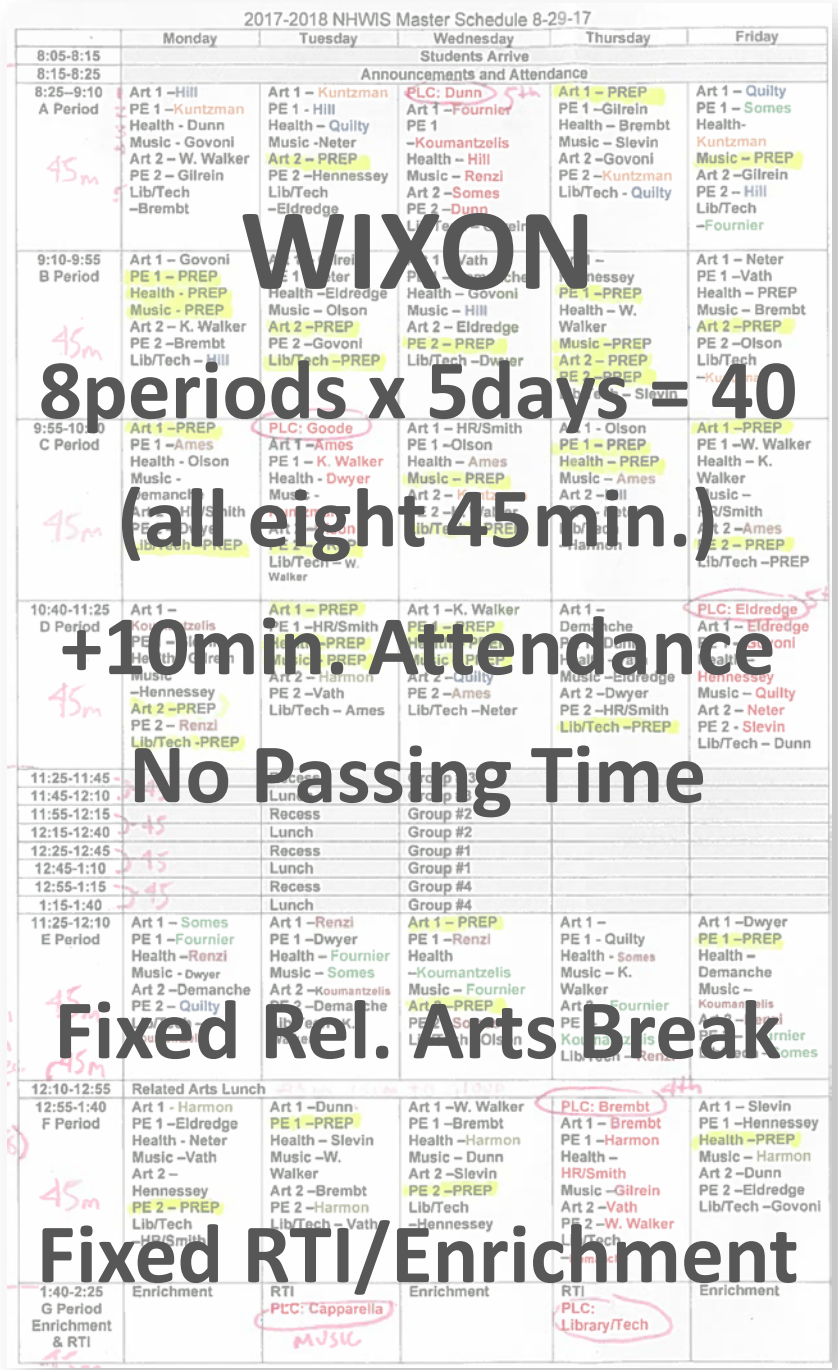
WIXON INNOVATION SCHOOL

- **Grades 4 & 5** (approx. 270 students/grade)
- **High Support Needs** (19% IEP's, 54% FRL)
- **Elementary Model of 1 Room Teams**
- **Innovation School** (extnd-day/enrichment) remediation/acceleration/promote passion
- **Robust Performing Arts** (introducing WL)
- **Maker Space, 2 Gyms, Aud.** (463 seat)

MATTACHEESE MIDDLE SCHOOL

- **Grades 6 & 7** (approx. 230 students/grade)
- **High Support Needs** (21% IEP's, 56% FRL)
- **Individualized Model of Travel to Classes**
- **Organized by Content Areas** (for PLC's) professional learning communities
- **Robust Performing Arts + W. Language**
- **21st C. Skills Lab, Aud.** (734 seat)

PROGRAMMING HIGHLIGHTS



2017-2018 NHWIS Master Schedule 8-29-17

	Monday	Tuesday	Wednesday	Thursday	Friday
8:05-8:15	Students Arrive				
8:15-8:25	Announcements and Attendance				
8:25–9:10 A Period	Art 1 –Hill PE 1 –Kuntzman Health - Dunn Music - Govoni Art 2 – W. Walker PE 2 – Gilrein Lib/Tech –Brembt	Art 1 – Kuntzman PE 1 - Hill Health – Quilty Music -Neter Art 2 – PREP PE 2 –Hennessey Lib/Tech –Eldredge	PLC: Dunn Art 1 –Fournier PE 1 –Koumantzelis Health – Hill Music – Renzi Art 2 –Somes PE 2 –Dunn	Art 1 – PREP PE 1 –Gilrein Health – Brembt Music – Slevin Art 2 –Govoni PE 2 –Kuntzman Lib/Tech - Quilty	Art 1 – Quilty PE 1 – Somes Health- Kuntzman Music – PREP Art 2 –Gilrein PE 2 – Hill Lib/Tech –Fournier
9:10-9:55 B Period	Art 1 – Govoni PE 1 – PREP Health - PREP Music - PREP Art 2 – K. Walker PE 2 –Brembt Lib/Tech – Hill	Art 1 – [illegible] PE 1 – Neter Health –Eldredge Music – Olson Art 2 –PREP PE 2 –Govoni Lib/Tech –PREP	Art 1 – [illegible] PE 1 – [illegible] Health – Govoni Music – Hill Art 2 – Eldredge PE 2 – PREP Lib/Tech –Dwyer	[illegible] [illegible] Health – W. Walker Music –PREP Art 2 – PREP PE 2 –PREP Lib/Tech – Slevin	Art 1 – Neter PE 1 –Vath Health – PREP Music – Brembt Art 2 –PREP PE 2 –Olson Lib/Tech –[illegible]
9:55-10:40 C Period	Art 1 –PREP PE 1 –Ames Health - Olson Music - [illegible] [illegible] Lib/Tech – PREP	PLC: Goode Art 1 –Ames PE 1 – K. Walker Health - Dwyer Music - [illegible] Lib/Tech – w. Walker	Art 1 – HR/Smith PE 1 –Olson Health – Ames Music – PREP Art 2 – [illegible] [illegible]	Art 1 - Olson PE 1 – PREP Health – PREP Music – Ames Art 2 – [illegible] [illegible] –Harmon	Art 1 –PREP PE 1 –W. Walker Health – K. Walker Music – HR/Smith Art 2 –Ames PE 2 – PREP Lib/Tech –PREP
10:40-11:25 D Period	Art 1 – [illegible] [illegible] [illegible] –Hennessey Art 2 –PREP PE 2 – Renzi Lib/Tech -PREP	Art 1 – PREP PE 1 –HR/Smith Health – PREP Music – PREP Art 2 – Harmon PE 2 –Vath Lib/Tech – Ames	Art 1 –K. Walker PE 1 – PREP Health – Music – PREP Art 2 –Quilty PE 2 –Ames Lib/Tech –Neter	Art 1 – Demanche [illegible] [illegible] Music –Eldredge Art 2 –Dwyer PE 2 –HR/Smith Lib/Tech –PREP	PLC: Eldredge Art 1 – Eldredge [illegible] [illegible] Hennessey Music – Quilty Art 2 – Neter PE 2 - Slevin Lib/Tech – Dunn
11:25-11:45		Recess	Group #3		
11:45-12:10		Lunch	Group #3		
11:55-12:15		Recess	Group #2		
12:15-12:40		Lunch	Group #2		
12:25-12:45		Recess	Group #1		
12:45-1:10		Lunch	Group #1		
12:55-1:15		Recess	Group #4		
1:15-1:40		Lunch	Group #4		
11:25-12:10 E Period	Art 1 – Somes PE 1 –Fournier Health –Renzi Music - Dwyer Art 2 –Demanche PE 2 – Quilty [illegible]	Art 1 –Renzi PE 1 –Dwyer Health – Fournier Music – Somes Art 2 –Koumantzelis [illegible] [illegible]	Art 1 – PREP PE 1 –Renzi Health –Koumantzelis Music – Fournier Art 2 –PREP [illegible] [illegible]	Art 1 – PE 1 - Quilty Health - Somes Music – K. Walker Art 2 – Fournier [illegible] [illegible]	Art 1 –Dwyer PE 1 –PREP Health – Demanche Music – Koumantzelis [illegible] [illegible]
12:10-12:55	Related Arts Lunch				
12:55-1:40 F Period	Art 1 - Harmon PE 1 –Eldredge Health - Neter Music –Vath Art 2 – Hennessey PE 2 – PREP Lib/Tech –HR/Smith	Art 1 –Dunn PE 1 –PREP Health – Slevin Music –W. Walker Art 2 –Brembt PE 2 –Harmon Lib/Tech – Vath	Art 1 –W. Walker PE 1 –Brembt Health –Harmon Music – Dunn Art 2 –Slevin PE 2 –PREP Lib/Tech –Hennessey	PLC: Brembt Art 1 – Brembt PE 1 –Harmon Health – HR/Smith Music –Gilrein Art 2 –Vath PE 2 –W. Walker Lib/Tech –[illegible]	Art 1 – Slevin PE 1 –Hennessey Health –PREP Music – Harmon Art 2 –Dunn PE 2 –Eldredge Lib/Tech –Govoni
1:40-2:25 G Period Enrichment & RTI	Enrichment	RTI PLC: Capparella MUSIC	Enrichment	RTI PLC: Library/Tech	Enrichment

WIXON

8periods x 5days = 40

(all eight 45min.)

+10min Attendance

No Passing Time

Fixed Rel. Arts Break

Fixed RTI/Enrichment

Daily Time Schedule 2017-2018

8:25 – 8:35	Advisory	10 minutes	
	Passing	2 minutes	8:35-8:37
8:37-9:24	FIRST PERIOD	47 minutes	
	Passing	2 minutes	9:24 – 9:26
9:26 – 10:13	SECOND PERIOD	47 Minutes	
	Passing	2 minutes	10:13-10:15
10:15 – 11:02	THIRD PERIOD	47 minutes	
	Passing	2 minutes	11:02 – 11:04
11:04-12:21	FOURTH PERIOD 6TH GRADE	6th Grade LUNCH 30 minutes	11:04-11:34
		Passing	
		6th Grade CLASS 47 minutes	11:34-12:21
	FOURTH PERIOD 7TH GRADE	7th Grade CLASS 47 minutes	11:04-11:51
		Passing	
		7th Grade LUNCH 30 minutes	11:51-12:21
	Passing	2 minutes	12:21-12:23
12:23-1:10	FIFTH PERIOD	47 minutes	
	Passing	2 minutes	1:10-1:12
1:12 – 1:59	SIXTH PERIOD	47 minutes	
	Passing	2 minutes	1:59-2:01
2:01-2:40	SEVENTH PERIOD	39 minutes	Will not rotate
2:50-3:50	Extra Help, Make-Up		
	Detention, After School Activities, Faculty Meetings, Athletic Times as Posted		
3:55	Late Buses		

MATTACHEESE

7periods x 6days = 42

(six 47min./one 39)

+10 min. Advisory

+2min. Passing(s)

PROGRAMMING HIGHLIGHTS

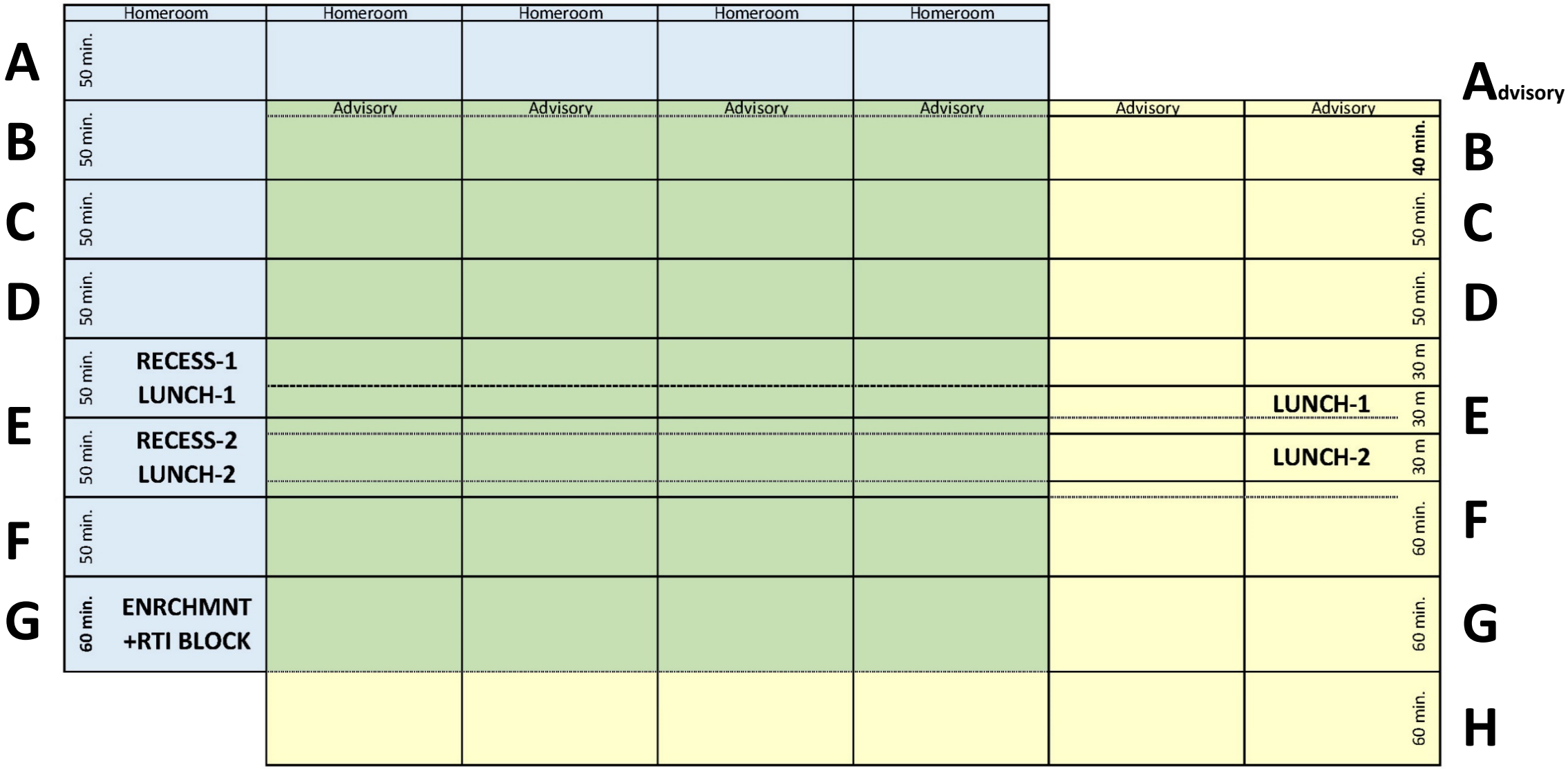


Photo courtesy of TripAdvisor

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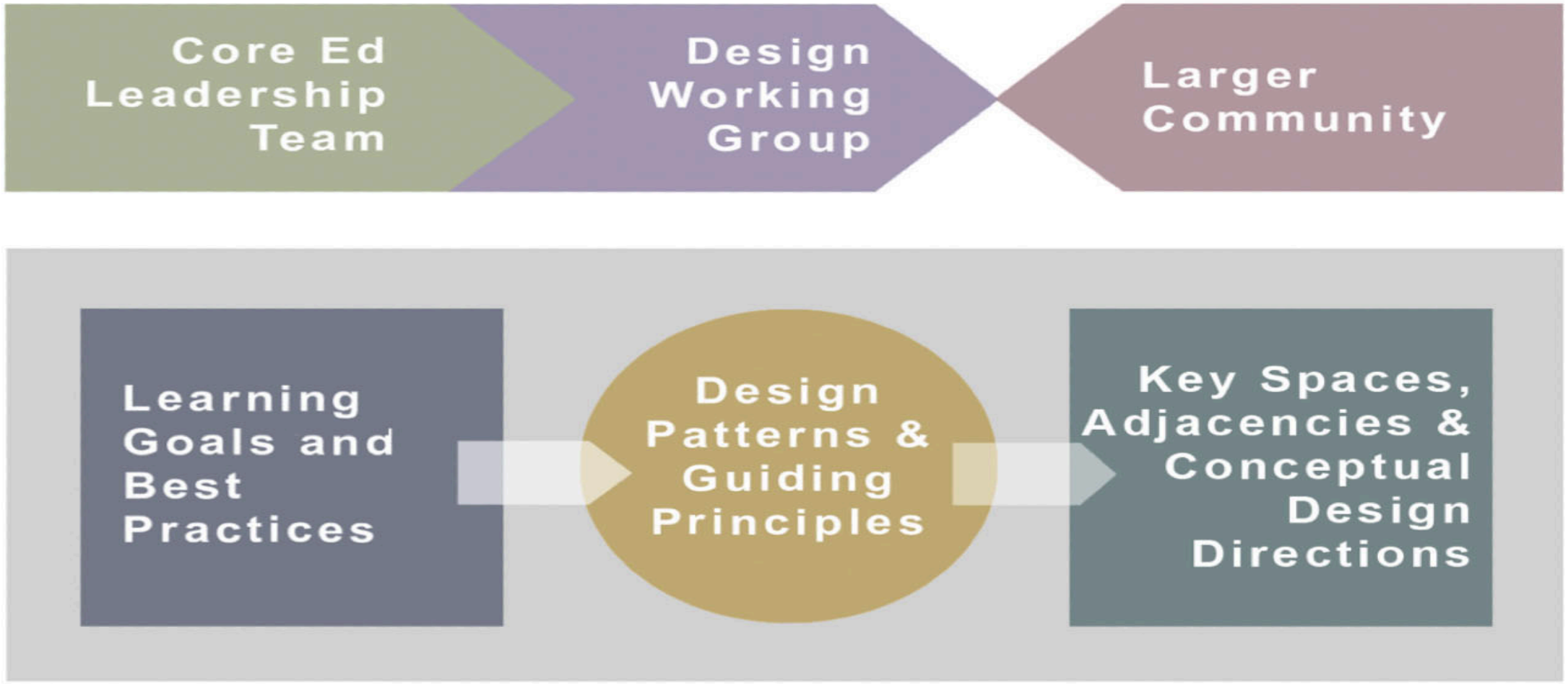
The Visioning Process



Day One Agenda

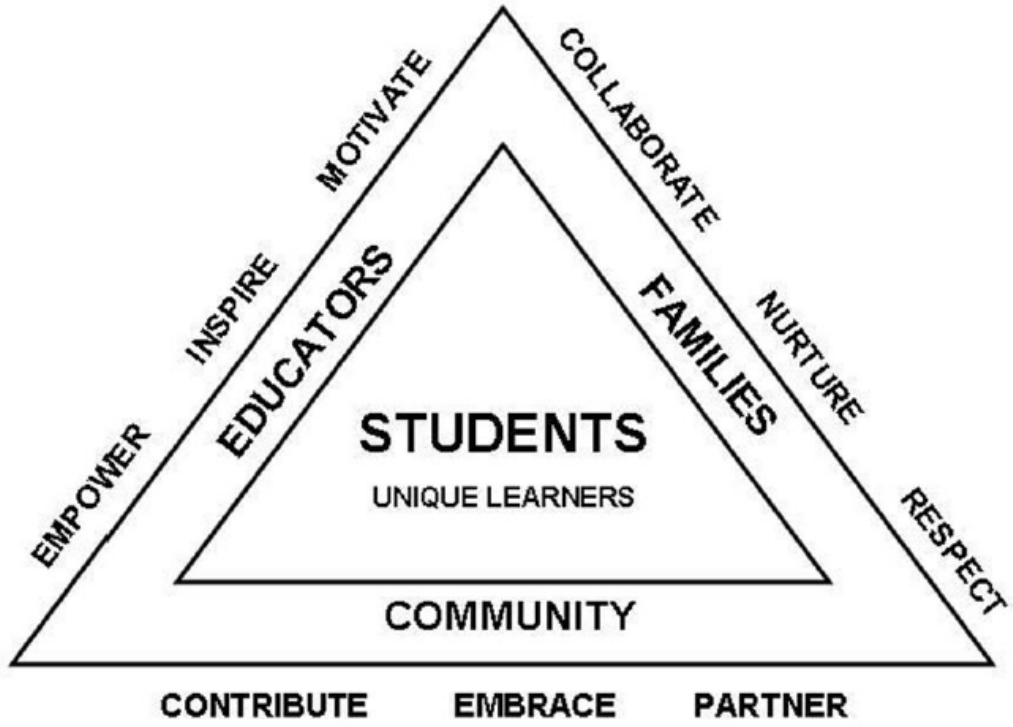
- Introductions and Overview
- Community Priorities
- Future Ready Schools
- Current and Future DYIMS Programs and Priorities
- Grade Configuration, School Size and Sites
- DYIMS SCOG Analysis

Day Two Agenda

- Guiding Principles for Design
- Educational Design Patterns
- Adjacency Diagramming

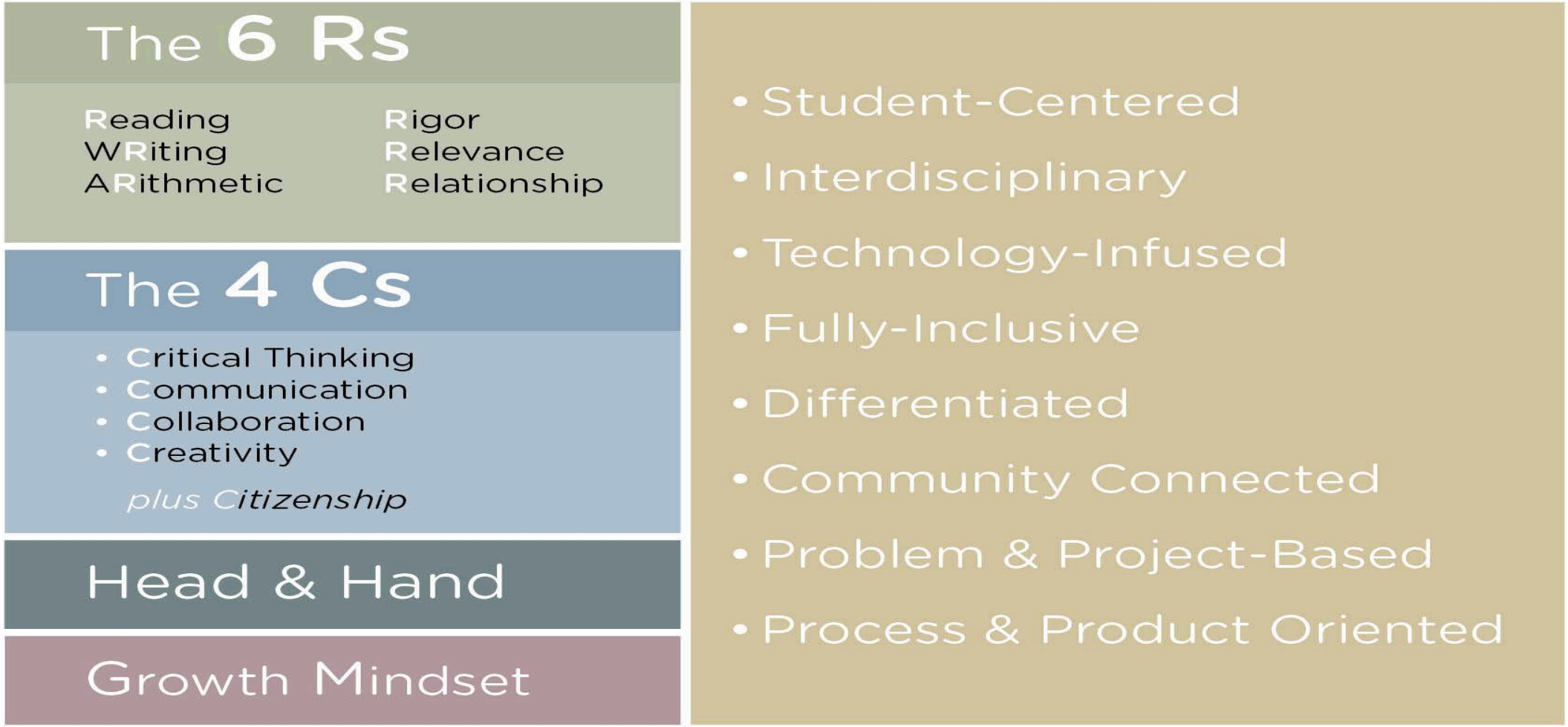
Honoring DYIMS's Vision and Core Values

The Dennis-Yarmouth Regional School District, a community of learners, will be an innovative leader in preparing each student to be college, career, and civic ready, with the capacity to seek new challenges and make a positive difference.

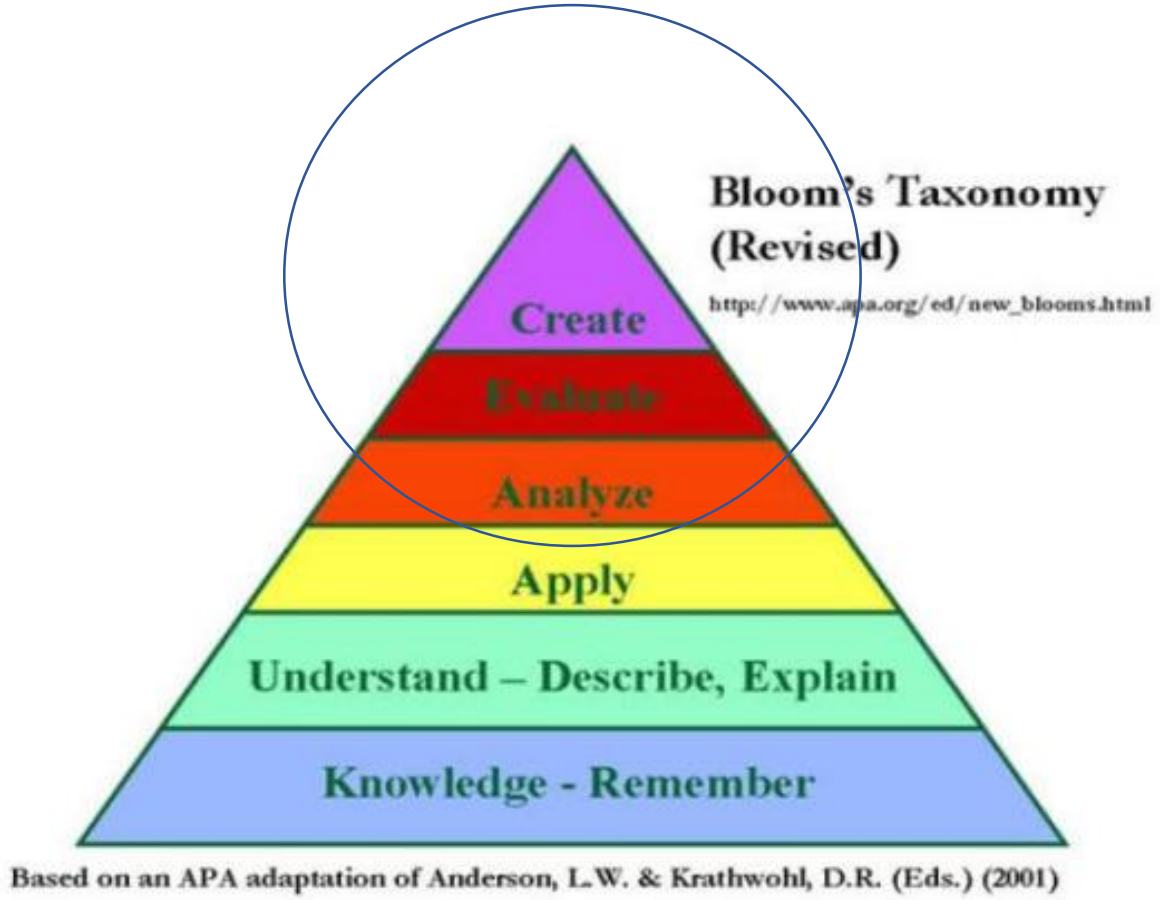


Themes and Best Practices in Teaching and Learning

Future Ready Schools



Bloom's Taxonomy (Revised)



Common Core ELA Shifts

Common Core Shifts for English Language Arts/Literacy

1. Regular practice with **complex text** and its **academic language**	Rather than focusing solely on the skills of reading and writing, the Standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. The Standards build a staircase of text complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. Closely related to text complexity—and inextricably connected to reading comprehension—is a focus on academic vocabulary: words that appear in a variety of content areas (such as *ignite* and *commit*).
2. Reading, writing and speaking grounded in **evidence from text**, both literary and informational	The Standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge or experience, the Standards expect students to answer questions that depend on their having read the text or texts with care. The Standards also require the cultivation of narrative writing throughout the grades, and in later grades a command of sequence and detail will be essential for effective argumentative and informational writing. Likewise, the reading standards focus on students' ability to read carefully and grasp information, arguments, ideas and details based on text evidence. Students should be able to answer a range of *text-dependent* questions, questions in which the answers require inferences based on careful attention to the text.
3. **Building knowledge** through **content-rich nonfiction**	Building knowledge through content rich non-fiction plays an essential role in literacy and in the Standards. In K–5, fulfilling the standards requires a 50–50 balance between informational and literary reading. Informational reading primarily includes content rich non-fiction in history/social studies, science and the arts; the K–5 Standards strongly recommend that students build coherent general knowledge both within each year and across years. In 6–12, ELA classes place much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. In grades 6–12, the Standards for literacy in history/social studies, science and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing.

- Complex Text
- Academic Language
- Evidence from Text
- Building Knowledge
- Content-Rich Nonfiction

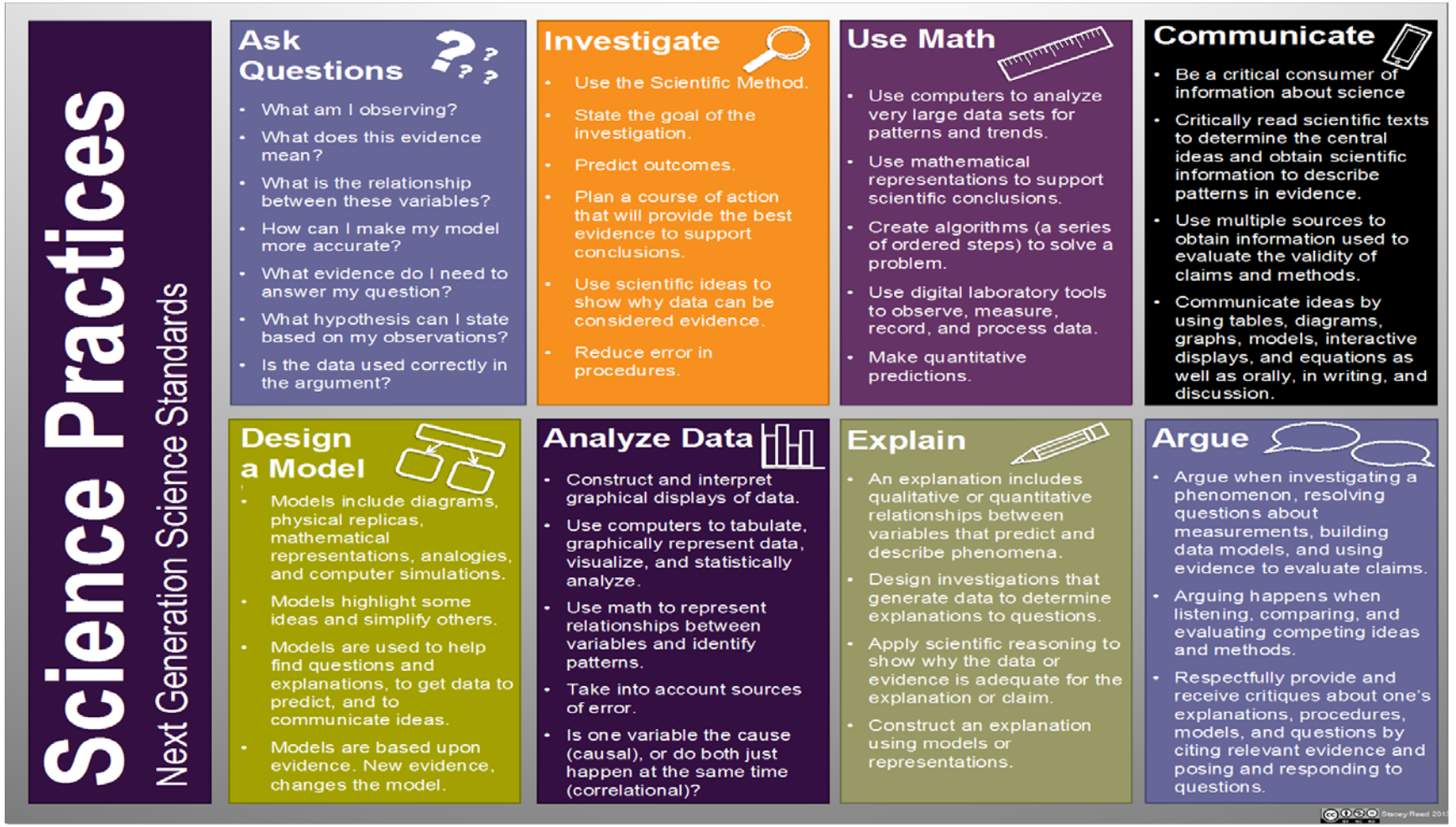
Common Core Math Shifts

Common Core State Standards Shifts in Mathematics

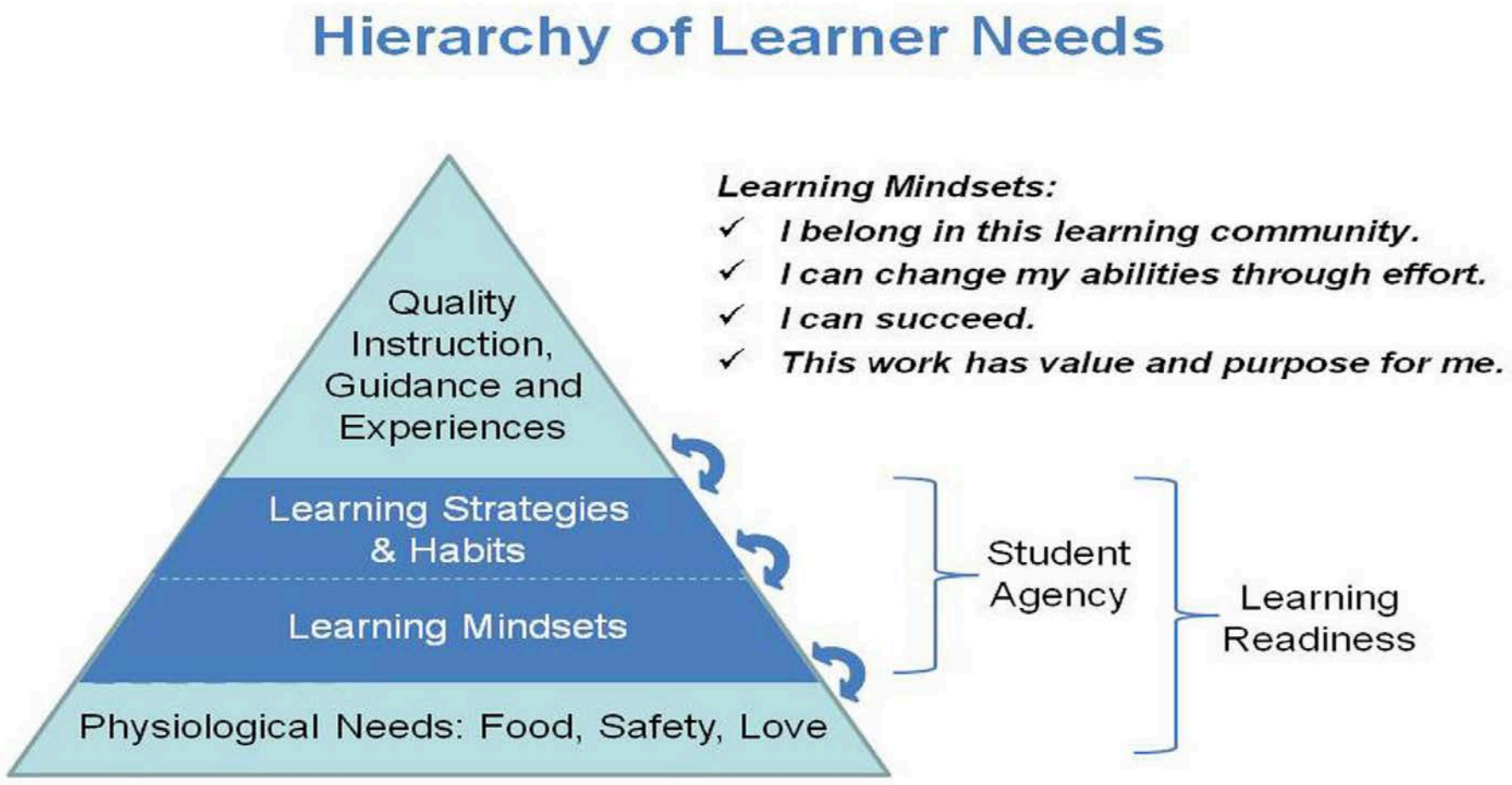
1. **Focus** strongly where the Standards focus	**Focus**: The Standards call for a greater focus in mathematics. Rather than racing to cover topics in a mile-wide, inch-deep curriculum, the Standards require us to significantly narrow and deepen the way time and energy is spent in the math classroom. We focus deeply on the major work* of each grade so that students can gain strong foundations: solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom.
2. **Coherence**: **think** across grades, and **link** to major topics within grades	**Thinking across grades**: The Standards are designed around coherent progressions from grade to grade. Learning is carefully connected across grades so that students can build new understanding onto foundations built in previous years. Each standard is not a new event, but an extension of previous learning. **Linking to major topics**: Instead of allowing additional or supporting topics to detract from the focus of the grade, these concepts serve the grade level focus. For example, instead of data displays as an end in themselves, they are an opportunity to do grade-level word problems.
3. **Rigor**: in major topics* pursue: • **conceptual understanding**, • procedural skill and **fluency**, and • **application** with equal intensity.	**Conceptual understanding:** The Standards call for conceptual understanding of key concepts, such as place value and ratios. Students must be able to access concepts from a number of perspectives so that they are able to see math as more than a set of mnemonics or discrete procedures. **Procedural skill and fluency:** The Standards call for speed and accuracy in calculation. Students are given opportunities to practice core functions such as single-digit multiplication so that they have access to more complex concepts and procedures. **Application:** The Standards call for students to use math flexibly for applications in problem-solving contexts. In content areas outside of math, particularly science, students are given the opportunity to use math to make meaning of and access content.

- Concepts and Skills
- Problem Solving
- Thinking Across Grades
- Conceptual Understanding
- Fluency
- Application

Next Gen Science Standards



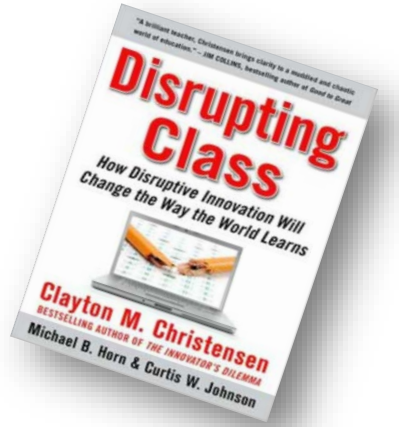
Academic/Growth Mindset



… Integrity, responsibility and Perseverance…

Blended Learning

- Seamless Technology Integration
- Online and Virtual Delivery
- Production of Technology and Information



Differentiated Instruction

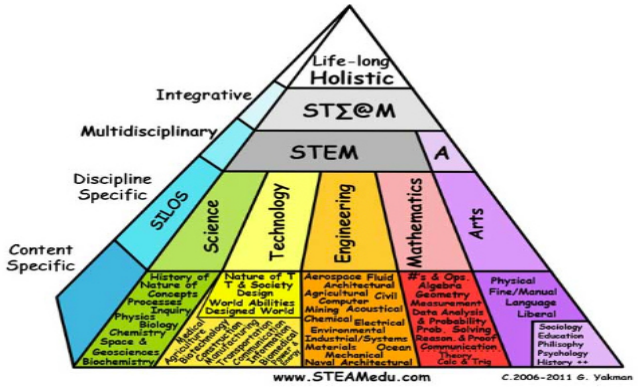
- Student Choice
- Personalization
- Self-Paced and Small Group
- Full Inclusion

Teaming and Collaboration

- Meaningful Integration of Disciplines
- Cohort Groupings / Reduced Student Load
- Teacher and Student Collaboration

STEM and STEAM

- STEM as meta-discipline
- Art and Humanities as Glue
- Design Thinking Process



Head and Hand

- Project and Problem-Based Learning
- Career and Technical Education
- Authentic and Community Contexts for Learning

Arts Integration

- Creative expression and communication
- Active and varied display venues
- Synthesis of disciplines
- Design and Maker Thinking

Community Partnerships

- Permeable School Walls
- Adult-World Connections / Internships
- Leveraged Resources

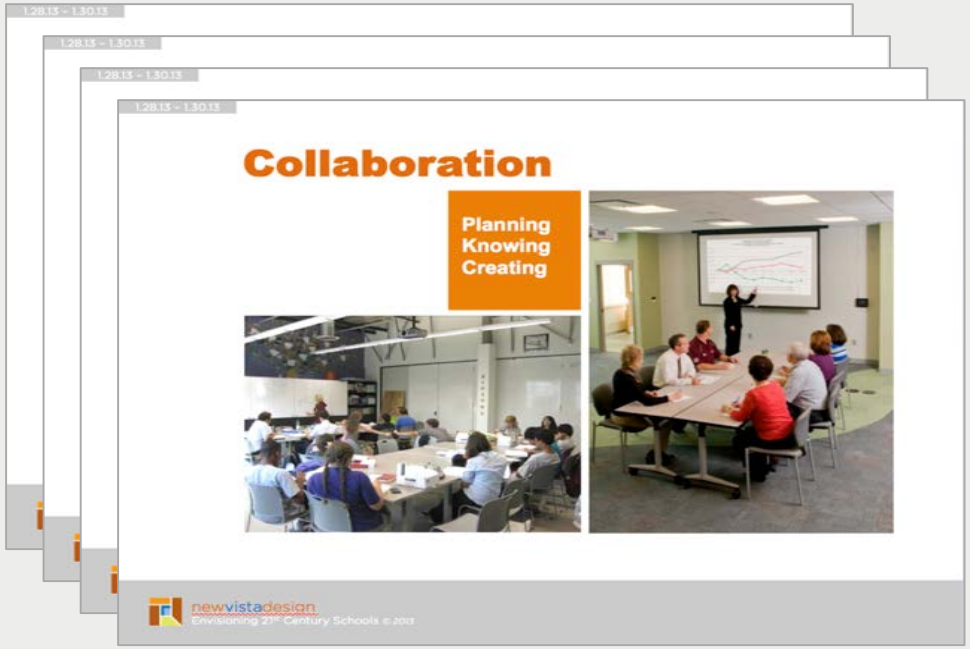
Engaging Students in Work That Matters Video

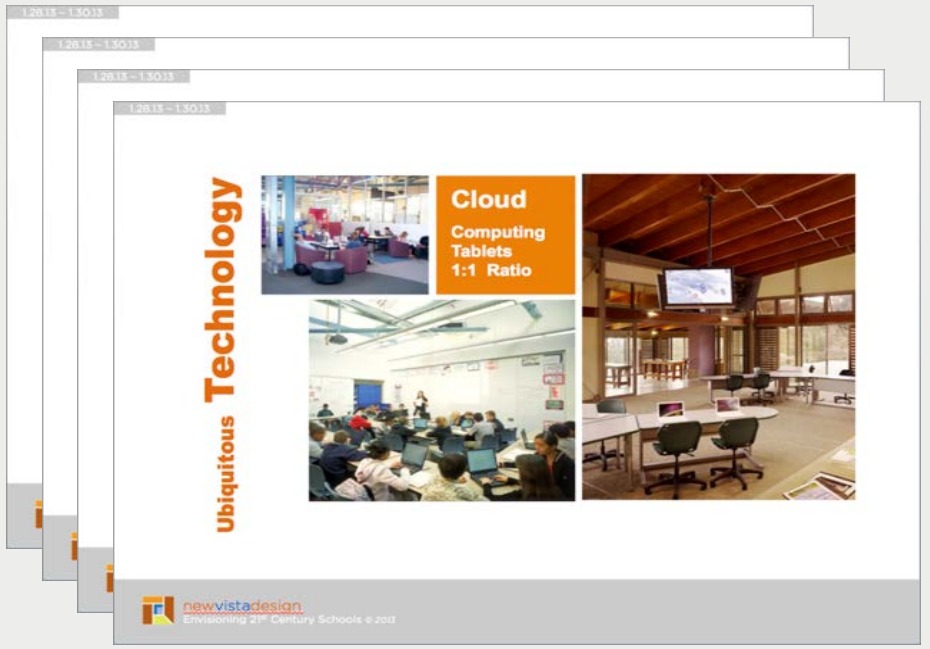
https://www.youtube.com/watch?v= Monzbv_Ej6k

New School
Design Patterns

In Support 21st Century Teaching and Learning

- Facilitate inquiry-based learning – now and tomorrow
- View school as varied, evolving, and high performance environment
- Provide seamless technology integration





Selected Design Patterns

- Clusters of Learning
- Differentiated Instruction
- Distributed Resources
- Professional Workspaces
- Shared Use
- Flexible Furniture
- Comfort and Play
- Sustainable Design
- Building as Teacher
- Branding and Identity
- Greeting and Gatekeeping
- Safety
- Streetscapes
- Wayfinding
- Flexible Use
- High-Performance
- Ubiquitous Technology
- Varied Spaces
- Collaboration
- Gathering
- Multi-Use Classrooms
- Multi-Purpose Spaces
- Teaming
- Hubs of Activity

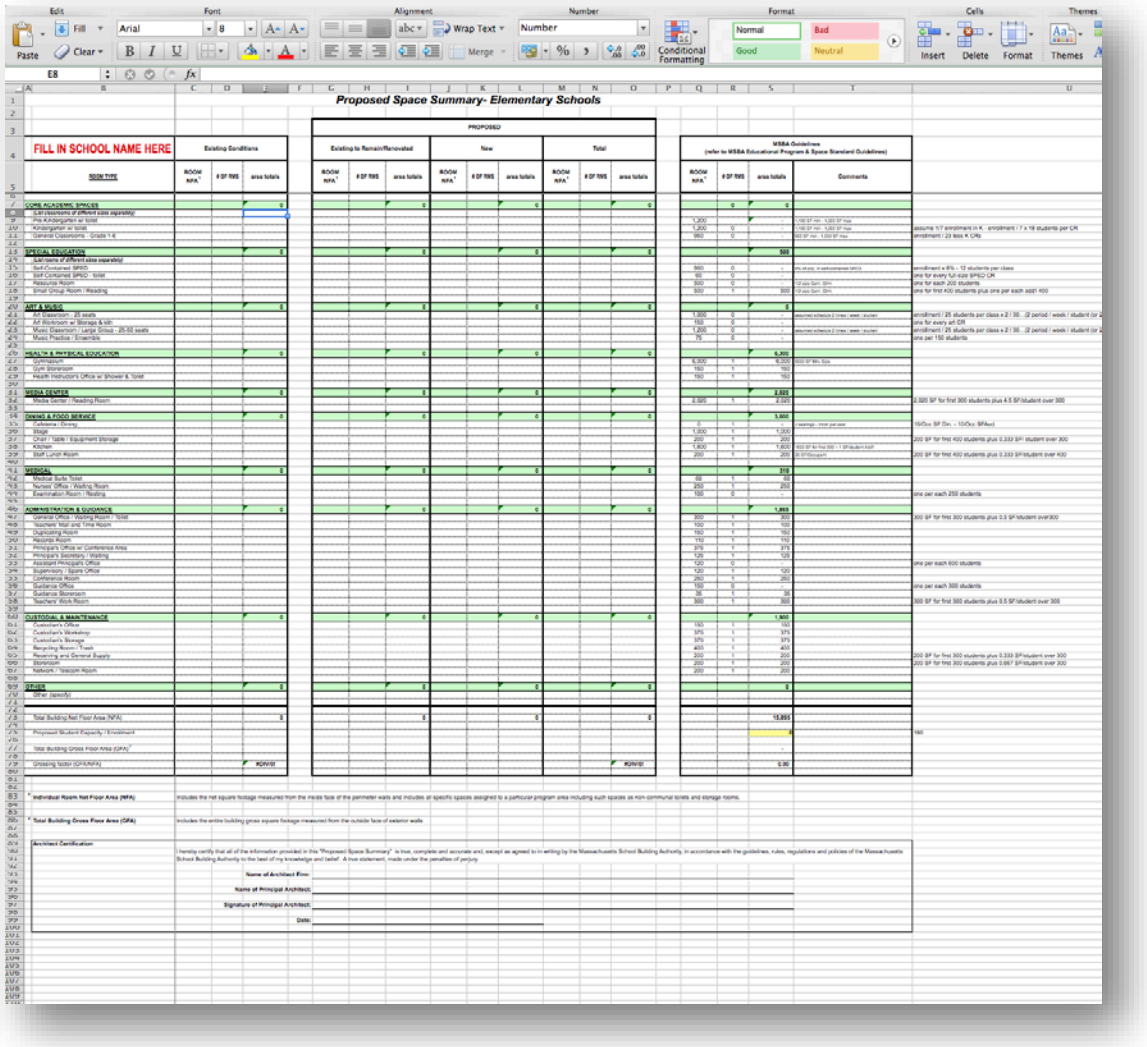
- Transparency
- Display and Exhibition
- Aesthetics
- Lifelong Fitness
- Community Connections
- Maker Spaces
- Design Thinking
- Indoor/Outdoor Connections
- Community Access
- Between Spaces
- Breakout Spaces
- Distributed Dining
- Cyber Dining
- Curb Appeal
- Universal Design
- Athletics and Wellness
- Campus Feel
- Inclusion
- Arts Integration
- Movable Walls
- Permeable Walls
- Extended Learning
- Alternative Storage
- Nooks

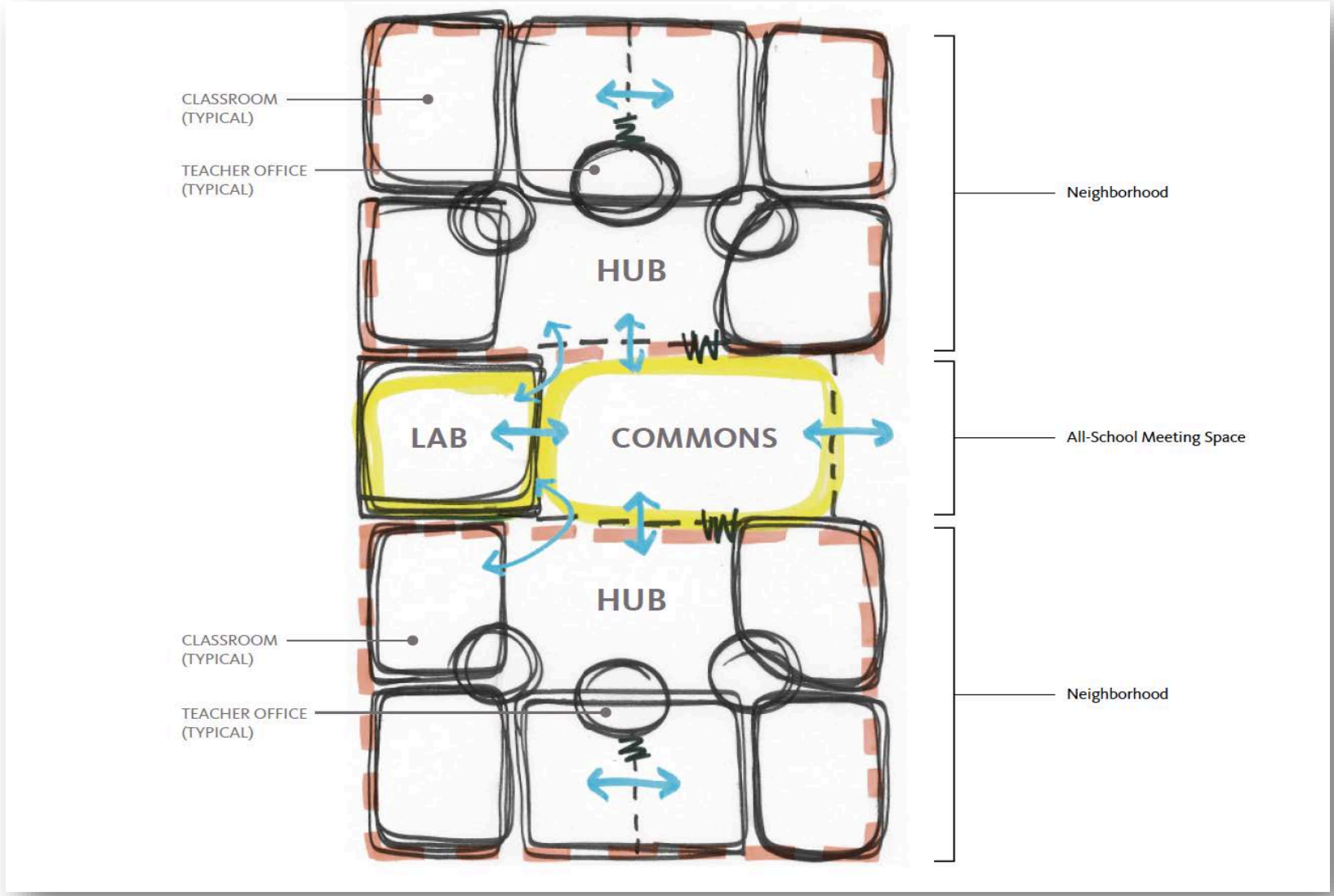
BRISO MIDDLE SCHOOL

1. School Without Walls
2. Ever Evolving
3. Belonging and Ownership
4. Small School Feel, Large School Pride
5. Growth Mindset

Key Spaces and Adjacencies

(Working with the MSBA template)




CLASSROOM
(TYPICAL)
TEACHER OFFICE
(TYPICAL)
HUB
LAB
COMMONS
HUB
CLASSROOM
(TYPICAL)
TEACHER OFFICE
(TYPICAL)
Neighborhood
All-School Meeting Space
Neighborhood

GUIDING PRINCIPLES V1

1. School and Community Learning Center (82 votes)
   - Professional Feel for Students, Staff, Families and Community
   - Integration of Community Partnerships and Outreach
   - Community Building
   - Community Resource
   - Integration of Local Geography
   - Community Use of Designated Zones
   - Staff Workrooms in Each Wing/Pod
2. Whole Child (51 votes)
   - STEAM-Rich
   - STEAM Integration with Humanities
   - Art Integration
   - Centralized Related Arts Areas
   - Responsive to Diverse Learners
   - Learning by Thinking and Doing
   - Unique spaces (i.e. Kitchen lab, Recording/TV Studio
   - Collaborative Inquiry
3. Adaptability and Evolution (43 votes)
   - Adaptable and Flexible
   - Flexible Learning Spaces
   - Adaptable Spaces
   - Adaptable Windows
4. Sustainability (52 votes)
   - Green Facility and Learning Environment
   - Outdoor Connections
   - Outdoor Learning Access (Smart So as Not to Disturb Other Learners)
   - Net Zero Building
5. Small School Feel, Large School Pride (31 votes)
6. Safety (20 votes)
   - Safety with Transparency in Mind
   - Color Scheme to Direct Traffic and Designate Communities

VISIONING HIGHLIGHTS

DESIGN PATTERNS V1

- Academic Neighborhoods (25 votes)
  - Neighborhood Pods
  - Functional Team Spaces
- Outdoor Learning Spaces (20 votes)
  - Outdoor Connections
  - Welcoming Outdoor Spaces
  - Outdoor Learning
  - Community Gathering
- Community Access (20 votes)
  - Community Integration
- Flexible and Agile Spaces (15 votes)
  - Adaptable Spaces
  - Modular Furniture
- Seamless Technology (15 votes)
- Common Spaces (15 votes)
  - Breakout Sapces
  - Kids and Adults
  - Eddies
- Transparency (10 votes)
  - Subtle Security
- Multi-Use Performance Spaces (10 votes)
- Distributed Dining (10 votes)
  - Flexible Café
- Good Storage (10 votes)
  - Alternative Storage
  - Storage "Palooza"
- Agile Classrooms (10 votes)
  - Extended Learning Beyond Classrooms
- Branding and Identity (10 votes)
- Arts Integration (5 votes)
  - Design Thinking
- Welcoming and Gatekeeping (5 votes)
  - Text
- Professional Work Environment (10 votes)
  - Nearby Teacher Work Spaces
- Push in Special Ed (10 votes)
  - Text
- Maker Spaces (10 votes)
- Common Spaces (5 votes)
- Auditorium (5 votes)
- Library (5 votes)
  - Seamless Technology
- Enrichment (5 votes)
  - Art, Music, PE Health
- Science Lab (5 votes)
- Heart of the School (5 votes)
- Sustainable Design (5 votes)
- Eclectic Design (5 votes)
- Learning on Display (5 votes)

VISIONING HIGHLIGHTS

FACULTY FORUM HIGHLIGHTS

WHOLE BUILDING

(4) Separate 4/5 and 6/7

(4) Sustainable School

(4) Classroom Flexibility

PROGRAM & SPACE NEEDS

(9) Aud./Performance Space

(7) Larger Classrooms

(5) Natural Daylight

(4) More Restrms +Gend. Neutral

(4) Indoor Fitness (track?)

SYSTEMS & PERFORMANCE

(17+7+5) Thermal + Air + Acoustics

(8+7) Robust Technology + WiFi

(4) No Carpeted Classrooms

FURNITURE/EQUIPMENT

(7) Flexible/Adjustable Furniture

(4) Stand-Up Desks (student + tchr)

SITE & OUTDOOR

(5) Gardens (inside/out)

(4+4) Outdoor CR + Greenhouse

Development and Alignment of Educational Program

Perkins Eastman

Photo courtesy of TripAdvisor

AGENDA:

- OVERVIEW OF PROCESS
- EXISTING CONDITIONS
- CURRENT TEACHING/LEARNING
- THOUGHTS/QUESTIONS ACTIVITY
- VISIONING TO BE FUTURE READY
- SIZES/CONFIGURATIONS & SITES
- CONSIDERATIONS ACTIVITY
- NEXT STEPS

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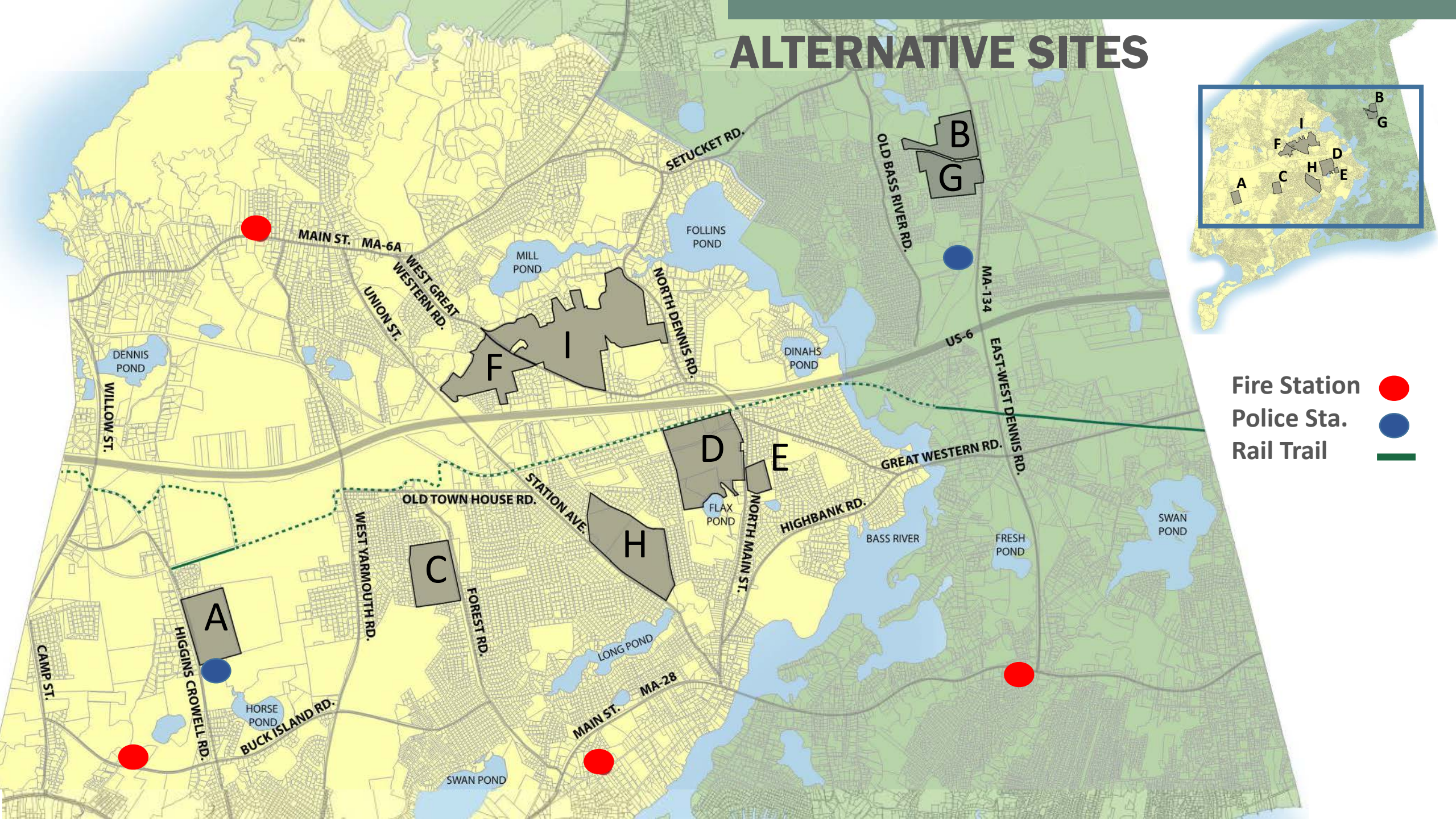
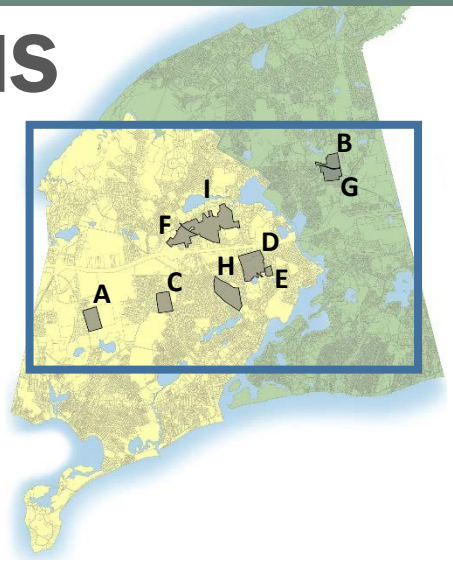
ALTERNATIVE SITES



SITE CONSIDERATIONS



	CONSIDERATIONS	A Existing Site (Mattacheese)	B Wixon Site	C 450 Forest Rd	D Flax Pond Recreation Area	E 340 North Main St	F 245 W Great Western Rd	G 815 Route 134	H 286 Station Ave (Elem/High)	I 200-236 W Great W Rd
	SITE / LOCATION	Y	D	Y	Y	Y	Y	D	Y	Y
1	Available + Town/Distr. Owned	T	T	T	T	T	T	T	T/D	X
2	Legal Restrictions, Park etc.				X			X		
3	Wellfield Sites (Restricted)	N	N	X	X	X	N	N	N	N
4	Overall Size of Site (acres)	70.0	34.4	61.4	117.7	114.2	67.6	40.0	147.9	215.5
5	Buildable Area (acres)	TBD	TBD				TBD		TBD	
6	Shape of Site (fits all program)	TBD	TBD				TBD		TBD	
7	Remoteness (miles to Distr Ctr)	6.1	4.3	3.2	1.0	0.5	1.5	3.5	2.2	1.5
8	Time from District Center (minutes)	11	8	7	3	1	3	8	5	3
9	Proximity to Police/Fire*	0.4/1.4	0.9/3.6	1.7/3.0	5.9/3.6	4.8/2.1	5.4/1.9	0.6/3.2	4.4/2.0	5.4/1.9
10	Proximity to C.C. Rail Trail	0.4	1.8	0.6	0.1	0.5	0.7	1.6	0.7	0.7
11	Walkable (sidewalks leading)	N	Y	Y	Y/N	N	N	Y	Y	N
11	Range of Travel Time on Buses	TBD	TBD				TBD		TBD	
13	Traffic Impact	TBD	TBD				TBD		TBD	
	COST FACTORS									
14	Site Development	TBD	TBD				TBD		TBD	
15	Site Remediation	TBD	TBD				TBD		TBD	
16	Access to Utilities	TBD	TBD				TBD		TBD	
17	Phasing/Swing Space Required	TBD	TBD				TBD		TBD	
18	Busing Increase	TBD	TBD				TBD		TBD	
	RECREATIONAL IMPACT									
19	Field Replication Required	TBD	TBD				TBD		TBD	
20	Temporary Loss of Use	TBD	TBD				TBD		TBD	

* per respective town

SIZE/CONFIG. CONSIDERATIONS

Separate Schools (w/ Focus on MMS Now)

Combined School (addresses MMS+WIS now)

SIZE/CONFIG. CONSIDERATIONS

Separate Schools (w/ Focus on MMS Now)

- **Maintains Small School Experience**
- **Keeps 2 Auditoriums + More Gym Space** (accommodates separate town venues)
- **Less Cost Now, More Later**
- **More Transitions for Students**
- **Short-Term Inequity** (both schools in need)
- **Operationally Inefficient**

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- **Operationally Inefficient**

Combined School (addresses MMS+WIS now)

- **Larger School** (would need scaled feel)
- **Age Range May Warrant Separate Zones**
- **Potential for Student Mentoring**
- **Longer Span for Student/Teacher/Parent Familiarity, Relationships & Involvement**
- **Fosters Continuity of Curriculum**
- **Improved Access to Support/Services**
- **May Include Staggered Schedules/Busing**




9
year old

TO




13
year old




Perkins Eastman

Photo courtesy of TripAdvisor

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NEXT STEPS

Within the Next Few Weeks:

- **ESTABLISH PROJECT GOALS / VISION**

Within a Month:

- **REFINE EDUCATIONAL PLAN (PROGRAM)**
- **DEFINE SPACE NEEDS (PROGRAM)**
- **DEVELOP PLAN OPTIONS**

By Early November:

- **SELECT PREFERRED OPTIONS**