

CHELMSFORD PUBLIC SCHOOLS
FACILITY ASSESSMENT & EDUCATIONAL VISIONING



Visioning #1 - Outcomes & Findings

Feb. 10, 2016, 4:00PM – 8:00PM

Purpose

This visioning session will introduce the process of the comprehensive facilities assessment that Dore & Whittier is conducting in the Town of Chelmsford and dig deeper into the educational vision for the District. The team will present comparative analysis data for each school, discuss global and national trends in 21st Century Learning, and solicit feedback on major educational issues and long-term educational goals in Chelmsford

- Intro
- Overview of Educational Visioning Process
- Reporting Out MSBA Comparative Analysis
- Key Issues & Considerations
- Ed21 Presentation – 21st Century Learning Practices
- Long Range Educational Goals Exercise
- Homework & Next Steps

ITEM NO.	NOTES	ACTION BY
1	Introduction of the Facilities Working Group (WG) a. D&W introduced the team and gave a brief presentation addressing the scope of the comprehensive facilities assessment.	
2	MSBA Comparative Analysis a. D&W shared analysis for the enrollment capacity of each school in the District excluding the Westlands School based on gross square feet. b. D&W shared analysis comparing classroom size and other programmed spaces against MSBA guidelines for room sizes. Analysis was shared for all of the elementary schools and the high school.	
3	Key Issues and Considerations – D&W asked participants to name key issues and topics to be considered throughout the course of this study. Responses are below: a. Grade Configuration b. The Westlands School c. Full-day Kindergarten d. Traffic implications e. Neighborhood Schools f. Extended school year and day g. Class Size h. Parity across schools i. Parking and Site Circulation j. Accessibility	

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	<ul style="list-style-type: none"> k. Specialty spaces/ spaces for specialists/ address spaces that are shared by special education functions l. In-district special education program growth m. Thermal Comfort n. Building Systems: Electric/ HVAC/ Plumbing/ Kitchen o. Storage needs p. Administrative space/ district offices q. Athletic facilities r. Full-day/ ½ day pre-K s. ASD program space at the middle school and high school t. ELL program space <p>D&W asked participants to identify considerations that would mark a successful study:</p> <ul style="list-style-type: none"> a. Inclusive and actionable solution b. Robust communication to the community c. Road map for the next 10 years d. Programmatic offerings and delivery e. Cost effective and fiscally responsible 	
4	<p>D&W presented national and global trends in education. Issues included a shifting economy, technology, project based learning, the maker movement, and a focus on 21st century ideas such as collaboration, communication, creativity, and critical thinking. The presentation included video soundbites that demonstrated how educational spaces can help address and support 21st Century educational needs.</p>	
5.	<p>D&W asked participants to respond to the following questions to help understand the long range educational goals in Chelmsford:</p> <ul style="list-style-type: none"> 1. What questions do you have about the educational trends? 2. What, if anything, from the presentation sparked excitement? 3. Describe some advantages/ disadvantages of: <ul style="list-style-type: none"> a. Student collaboration b. Experiential/ hands-on learning 4. How might these student experiences manifest themselves in Chelmsford? <p>Participants responded to each question in small groups of 5- 8 people. The following responses are organized by table. Numbered answers correspond to each question number.</p> <p><u>Table 6</u></p> <ul style="list-style-type: none"> 1. What is PBL? How do existing facilities align with the trends? How does technology align with the trends/ how do we keep up? 2. Flexible Space 	

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	<p>Multi-age grouping/ spaces Collaborative designs Students teaching other students</p> <p>3. <u>Advantages</u> The workforce is collaborative Interpersonal skills Problem solving Multi-sensory Deeper learning</p> <p><u>Disadvantages</u> Longer process Less structured Standardized testing is structured and independent</p> <p>4. These experiences are happening now in Chelmsford. They would be enhanced if the space met the needs of the students and staff</p> <p><u>Table 5</u></p> <p>1. How do you deal with special education? Class size Keeping up with current technology and the ability to support it Professional development concerns</p> <p>2. Seeing renovated projects, especially open concept educational rooms How the concept of education is changing</p> <p>3. <u>Advantages</u> This method works well for some students Draws out different ideas</p> <p><u>Disadvantages</u> Proven method of learning This method doesn't work for all students</p> <p>4. Students may like to mentor other students Involve local businesses to support the educational process</p> <p><u>Table 1 (General Responses)</u></p> <p>Flexible space Educators have to learn multiple teaching methods/ never have time to do one thing well Education methodology/ what can be done in these new spaces PC's for every student Increased electricity bill Bring from home: liability/ support/ out of date Space for hands on learning Technology education Applied skills Online classrooms/ Flip Classrooms/ Virtual Classes</p>	

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	<p>Dual Enrollment (HS/ College) Partnership with other towns (teacher share for high Ed classes)</p> <p><u>Table 4</u></p> <ol style="list-style-type: none"> 1. Is teacher prep/ professional development evolving with trends? What happens when kids move back to traditional educational environments that have not yet been updated? How do we prioritize needs vs. wants? Cost with trends and keeping up with trends as they change Class size with more "open" concept 2. Hands-on learning Collaborative spaces 3. <u>Advantages (experiential / hands-on learning)</u> Unique work and learning experiences <u>Disadvantages</u> Difficult to relate to state standards <p><u>Table 3</u></p> <ol style="list-style-type: none"> 1. Will these designs/ educational trends last the expected lifespan of the buildings? Are there supervisonal needs with supplemental learning spaces? 2. We are excited about... We don't need new construction to accommodate 21st Century learning Having spaces beyond our classrooms Increasing our use of technology Being able to offer opportunities to learn in multiple ways and environments 3. <u>Advantages</u> Allows all children a moment to shine ESL students learn from peer interaction Develops skills they with need in life Kids who need to move can move <u>Disadvantages</u> Not all students are comfortable Hard to assess an individual student's performance What happens with students with low executive function skills or those who need more structure? What happens to those who are hearing impaired or needing acoustically regulated environments? 4. Pilot it at Westlands and Byam's full-day K <p><u>Table 2</u></p> <ol style="list-style-type: none"> 1. What are the educational trends? 	

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	<p>How do we deliver education and meet the individual learning styles? How do we define success? Test scores? Parents concern about their child's achievements How do we provide the support for the changing paradigm? Can we afford this? Teachers are key to any change.</p> <p>2. Movement around the school Collaborative approach vs. cheating Sitting on the floor in library Multi-age classrooms</p>	
6	<p>D&W assigned homework to all participants. D&W will send a link to Jay Lang to be posted on the school's website. Participants were asked to fill out a School Transformation Development Map and an Educational Effectiveness Evaluation. Results will be reviewed at Visioning Workshop #2.</p>	