

CHELMSFORD PUBLIC SCHOOLS  
FACILITY ASSESSMENT & EDUCATIONAL VISIONING



## Visioning #3 - Outcomes & Findings

April. 9, 2016, 4:00PM – 8:00PM

### Purpose

This visioning session was the third of four visioning sessions as part of the comprehensive facilities assessment that Dore & Whittier is conducting in the Town of Chelmsford. The session was intended to help the Design team answer the following question: What are the implications of the master plan study issues that impact master plan explorations? The primary goal for the third workshop was for attendees to digest and synthesize the key issues and possible options for the District moving forward.

Welcome and Introductions  
Overview of Visioning #1, #2, agenda, and next steps  
Facilities Assessment Presentation  
Summary of Identified Key Issues  
How can we address the issues uncovered?  
Grade Reconfiguration Exercise  
District-Wide Options Diagramming  
Next Steps

ITEM NO.	NOTES	ACTION BY
1	<p>Introduction of the Facilities Working Group (WG)</p> <ul style="list-style-type: none"> <li>D&amp;W introduced the team and gave a brief presentation addressing the scope of the comprehensive facilities assessment, timeline, and MSBA process.</li> </ul>	
2	<p>Overview of Visioning #1, #2, agenda, and next steps</p> <ul style="list-style-type: none"> <li>D&amp;W shared an overview of the visioning process and the topics covered/ to be covered at each session. <ul style="list-style-type: none"> <li>Visioning 1: What does 21<sup>st</sup> century learning look like in Chelmsford?</li> <li>Visioning 2: What are the key master planning issues?</li> <li>Visioning 3: How can we address the planning issues uncovered?</li> <li>Visioning 4: Presentation of options/ do the options respond to the needs of Chelmsford Public Schools?</li> </ul> </li> <li>D&amp;W recapped major themes uncovered during Visioning #1 and Visioning #2. <ul style="list-style-type: none"> <li>Visioning #1 highlighted the need for: <ul style="list-style-type: none"> <li>Flexible space</li> <li>More variety of instructional environments</li> <li>Professional development</li> </ul> </li> </ul> </li> </ul>	

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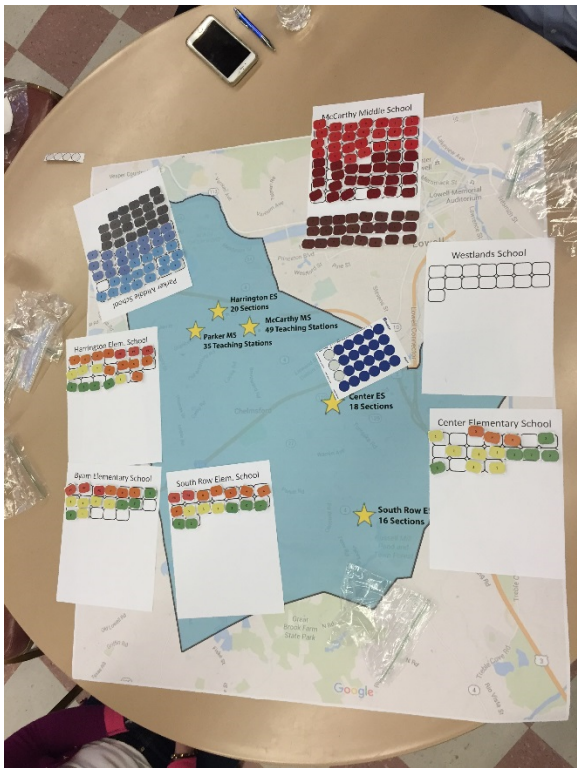
ITEM NO.	NOTES	ACTION BY
	<ul style="list-style-type: none"> <li>▪ Ability to keep up with technology</li> <li>▪ Appropriate space for special education</li> <li>▪ Thought and consideration about Pre-K</li> <li>▪ Responsible, cost effective solutions</li> <li>○ Visioning #2 explored major master planning issues including full day kindergarten, location of pre-kindergarten, grade configuration, school size, school count, and neighborhood schools. Repeated themes included: <ul style="list-style-type: none"> <li>▪ Full day kindergarten has more advantages than disadvantages</li> <li>▪ Neighborhood schools exist and PTOs are strong but it is OK to consider other organizational models</li> <li>▪ Consensus around considering early childhood or early elementary model</li> <li>▪ Generally willing to consider alternative grade configurations</li> <li>▪ There is a strong desire for (programmatic) parity at MSs</li> </ul> </li> </ul>	
3	<p>D&amp;W presented the findings from the facilities assessments.</p> <ul style="list-style-type: none"> <li>• In general, most major building issues were in the categories of accessibility and the fire protection systems throughout the District.</li> <li>• The buildings have been well maintained and many major systems have been replaced. However, most buildings are nearing the end of their expected life and some systems are original, expensive to maintain, and beyond their expected life.</li> </ul>	
4	<p>D&amp;W presented an overview of the analysis shared during Visioning #1 &amp; #2. In additions to the previously shared analysis, D&amp;W shared speculative analysis of the viability of converting the Westlands school into an early childhood center. D&amp;W also presented enrollment targets chosen by the working group for this study.</p> <ul style="list-style-type: none"> <li>• If the Westlands were to be reconfigured to accommodate right-sized classrooms for preschool and kindergarten students, the school may be able to hold 7 sections of pre-k and 5 sections of kindergarten. Should the District adopt full-day K, the District would need 24 sections of kindergarten to accommodate the current population.</li> <li>• The working group chose the highest enrollment projected by NESDEC over the next 10 years. The enrollment targets are as follows: <ul style="list-style-type: none"> <li>○ Pre-K: 142 students, 8 sections</li> <li>○ K-4: 1976, 99 sections</li> <li>○ 5-8: 1580, 97 teaching stations</li> <li>○ 9-12: 1509, 93 teaching stations</li> </ul> </li> </ul>	

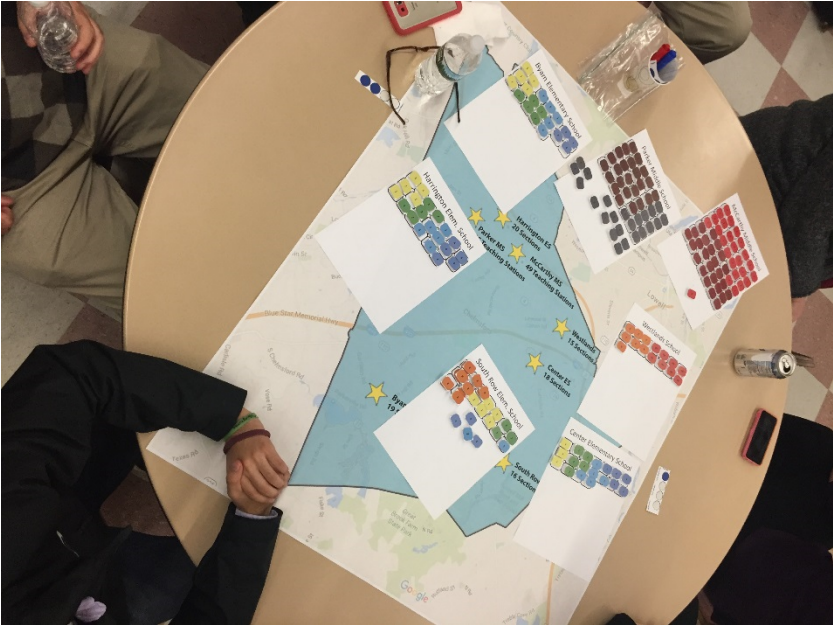
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5.	<p>D&amp;W summarized the key issues uncovered during visioning 1, visioning 2, facilities review, and the working group meetings and to be addressed during this master planning process to include the following:</p> <ul style="list-style-type: none"> <li>• Accommodate full day kindergarten</li> <li>• Consider alternate PK location</li> <li>• Overcrowding conditions exist at the elementary, middle, and high schools</li> <li>• Special education space and inappropriate space use exist at all schools</li> <li>• Temporary construction exists at South Row, Parker, and McCarthy</li> <li>• Physical building conditions are satisfactory but will need investment</li> </ul>	
6	<p>D&amp;W discussed ways to address key identified issues to include:</p> <ul style="list-style-type: none"> <li>• New building construction</li> <li>• Addition(s)</li> <li>• Renovation(s)</li> <li>• Grade reconfiguration</li> <li>• Redistricting</li> <li>• Schedule change</li> <li>• Modular construction</li> </ul>	
7	<p>Grade Reconfiguration Exercise: Participants were asked to place a dot sticker between the grades where he or she felt a natural developmental break occurs. D&amp;W provided a board showing all of the grades within the District. Results were as follows:</p> <ul style="list-style-type: none"> <li>• Pre-K – Kindergarten: 9 votes</li> <li>• Kindergarten – Grade 1: 24 votes</li> <li>• Grade 1 – Grade 2: 4 votes</li> <li>• Grade 2 – Grade 3: 20 votes</li> <li>• Grade 3 – Grade 4: 14 votes</li> <li>• Grade 4 – Grade 5: 12 votes</li> <li>• Grade 5 – Grade 6: 31 votes</li> <li>• Grade 6 – Grade 7: 25 votes</li> <li>• Grade 8 – Grade 9: 39 votes</li> <li>• Grade 9 – Grade 10: 6 votes</li> <li>• Grade 10 – Grade 11: 3 votes</li> </ul>	

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8	<p>As a table top exercise, attendees discussed the pros and cons of the grade configurations that emerged out of the previous exercise. Configurations included:</p> <ul style="list-style-type: none"> <li>• PreK, K-4, 5-8, 9-12</li> <li>• PreK, 1-5, 6-8, 9-12</li> <li>• PreK-2, 3-5, 6-8, 9-12</li> </ul> <p><b>Table 1</b> <u>Pk-2, 3-5, 6-8, 9-12</u> Pros:</p> <ul style="list-style-type: none"> <li>• True early childhood model</li> <li>• K-2 licensure</li> <li>• Heavy early literacy focus for K-2</li> </ul> <p>Cons</p> <ul style="list-style-type: none"> <li>• There is a split between 6&amp;7...</li> </ul> <p><u>Pk-K, 1-5, 6-8, 9-12</u> Pros:</p> <ul style="list-style-type: none"> <li>• Easier transitions</li> </ul> <p>Cons</p> <ul style="list-style-type: none"> <li>• 1-5 is a nightmare</li> </ul> <p><u>PK, K-4, 5-8, 9-12</u> Pros:</p> <ul style="list-style-type: none"> <li>• Long time in each building allows staff to know students well</li> <li>• Limited transitions</li> <li>• True middle school model</li> </ul> <p>Cons</p> <ul style="list-style-type: none"> <li>• PK is isolated</li> <li>• Difficult transition to K-4</li> <li>• 5-8 can be difficult years as a whole</li> </ul> <p><b>Table 2</b> <u>Pk-2, 3-5, 6-8, 9-12</u> Pros:</p> <ul style="list-style-type: none"> <li>• Our favorite</li> <li>• Less transitions</li> <li>• Learning to read up to grade 2</li> <li>• Reading to learn grades 3-12</li> </ul> <p>Cons</p> <ul style="list-style-type: none"> <li>• There is a split between 6&amp;7...</li> </ul> <p><u>Pk-K, 1-5, 6-8, 9-12</u> Pros:</p> <ul style="list-style-type: none"> <li>• Recognizes the break between K &amp; 1</li> <li>• 6<sup>th</sup>-8<sup>th</sup> graders are great together</li> <li>• Like 5<sup>th</sup> grade being the oldest</li> </ul>	


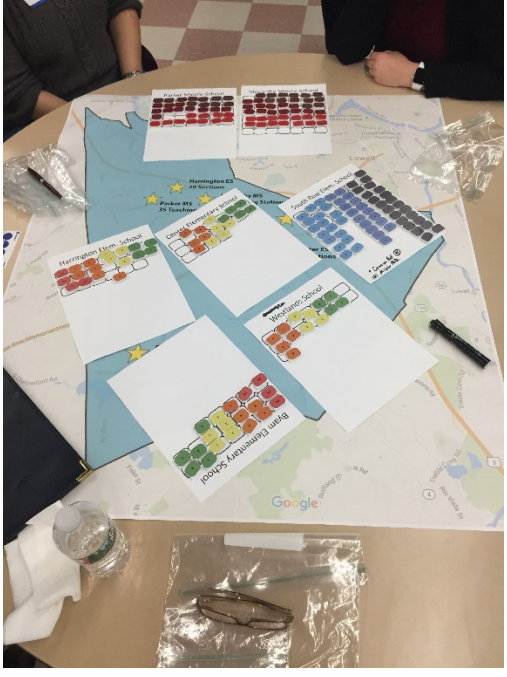
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	<p>Cons</p> <ul style="list-style-type: none"> <li>• Large range of grades in a 1-5 school</li> </ul> <p><u>PK, K-4, 5-8, 9-12</u></p> <p>Pros:</p> <ul style="list-style-type: none"> <li>• PK resources are together</li> </ul> <p>Cons</p> <ul style="list-style-type: none"> <li>• PK is isolated</li> <li>• 5<sup>th</sup> grade with 8<sup>th</sup> grade</li> </ul> <p><b>Table 3</b> <u>Pk-2, 3-5, 6-8, 9-12</u></p> <p>Pros:</p> <ul style="list-style-type: none"> <li>• Provides the best peer mentoring and role models</li> <li>• Teacher collaboration</li> <li>• Brackets have smaller age ranges</li> </ul> <p><u>Pk-K, 1-5, 6-8, 9-12</u></p> <p>Pros:</p> <ul style="list-style-type: none"> <li>• Age appropriate beginning</li> <li>• Sense of school community</li> <li>• Socialization</li> <li>• Incremental emotional development</li> </ul> <p><u>PK, K-4, 5-8, 9-12</u></p> <p>Cons</p> <ul style="list-style-type: none"> <li>• 5<sup>th</sup> grade exposed to mature themes too early</li> <li>• PK is isolated</li> </ul> <p><b>Table 4</b> <u>Pk-2, 3-5, 6-8, 9-12</u></p> <p>Pros:</p> <ul style="list-style-type: none"> <li>• Age appropriate</li> <li>• Smaller community</li> <li>• May be able to develop “neighborhood schools”</li> <li>• Common grade level schedules for all grades</li> </ul> <p><u>Pk-K, 1-5, 6-8, 9-12</u></p> <p>Pros:</p> <ul style="list-style-type: none"> <li>• Provides PreK – K collaboration</li> <li>• No transition between Pre-K and K</li> </ul> <p><u>PK, K-4, 5-8, 9-12</u></p> <p>Pros</p> <ul style="list-style-type: none"> <li>• HS appropriate</li> <li>• Remain at each school for several years</li> </ul> <p>Cons</p> <ul style="list-style-type: none"> <li>• PK is isolated</li> <li>• No teacher collaboration</li> <li>• No role models</li> </ul>	

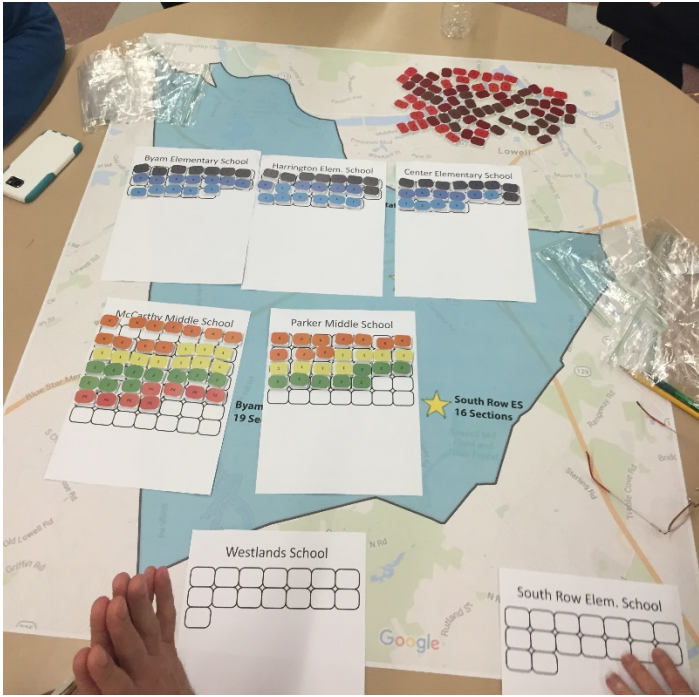
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	<p><b>Table 5</b> <u>Pk-2, 3-6, 7-8, 9-12**</u> Pros:</p> <ul style="list-style-type: none"> <li>• 7-8 &amp; 9-12 groups are together</li> <li>• Groups are developmentally closer</li> <li>• Smaller span in each group</li> <li>• More teacher collaboration by grade</li> </ul> <p><u>Pk-K, 1-5, 6-8, 9-12</u> Pros:</p> <ul style="list-style-type: none"> <li>• PK and K are developmentally close</li> <li>• 6-8 busses and socialization</li> <li>• Grade 6 could be with 1-5 or 6-8</li> </ul> <p>Cons:</p> <ul style="list-style-type: none"> <li>• Spacing – school / classroom</li> <li>• Physical differences</li> <li>• Change in scheduling</li> </ul> <p><b>Table 6</b> <u>Pk-2, 3-5, 6-8, 9-12</u> Pros:</p> <ul style="list-style-type: none"> <li>• Developmentally more appropriate</li> <li>• Less transitions</li> <li>• More time in each building</li> <li>• 5<sup>th</sup> not with 8<sup>th</sup></li> <li>• Age appropriate groupings</li> <li>• Better sharing of resources (materials and humans)</li> </ul> <p><u>Pk-K, 1-5, 6-8, 9-12</u> Pros:</p> <ul style="list-style-type: none"> <li>• Better transition to K for students who go to Pre-K</li> <li>• Cons</li> <li>• K will have to transition just after one year</li> <li>• K will have less peer (older student) helpers and less likely to have siblings in school to help</li> </ul> <p><u>PK, K-4, 5-8, 9-12</u> Pros:</p> <ul style="list-style-type: none"> <li>• Enough time in each building (less transitions)</li> <li>• No change if we stay (comfort level)</li> </ul> <p>Cons:</p> <ul style="list-style-type: none"> <li>• Bus incidents (K with 4, 5<sup>th</sup> with 8)</li> <li>• Overcrowding</li> </ul>	
9	Grade Configuration Preference: based on the outcomes of the grade reconfiguration exercise, participants were asked to place a dot sticker on	

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	<p>his or her preferred configuration. Participants were asked to choose between the following:</p> <ul style="list-style-type: none"> <li>• PreK, K-4, 5-8, 9-12: 1 vote</li> <li>• PreK, 1-5, 6-8, 9-12: 7 votes</li> <li>• <b>PreK-2, 3-5, 6-8, 9-12: 34 votes</b></li> <li>• PreK-2, 3-6, 7-8, 9-12: 8 votes</li> </ul>	
10	<p>District-wide Options Diagramming</p> <p>Working in small groups of 6-8, attendees were asked to explore what the potential district-wide options might be. Each table was given a district map with facility locations and capacity as well as the appropriate number of pieces to represent the number of classrooms needed at each grade level to serve Chelmsford's school population. Participants were asked to place what they felt was the appropriate number of each grade level at whichever school location they felt was most appropriate. Results are as follows:</p> <p>Table 1:</p> 	

ITEM NO.	NOTES	ACTION BY
	<p>Table 2:</p> 	
	<p>Table 3:</p> 	



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	<p data-bbox="347 331 435 361">Table 4:</p>  <p data-bbox="347 1100 435 1129">Table 5:</p> 	

ITEM NO.	NOTES	ACTION BY
	<p>Table 6:</p> 	
11	<p>Key Take-aways</p> <ul style="list-style-type: none"> <li>• There are lots of solutions and none are perfect</li> <li>• A significant intervention may be needed in the next 10 years</li> <li>• Grade reconfiguration is on the table</li> <li>• Consensus is building around an early elementary model</li> </ul>	