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A. INTRODUCTION AND GRADE AND SCHOOL CONFIGURATION POLICIES

Stoneham High School is located in the Town of Stoneham, Massachusetts, with a total area of 6.7 square miles. The Town of Stoneham is an inner-core suburb, located 10 miles north of Boston at the junction of Interstates 95 and 93. The community is home to many small businesses and is a short distance from many colleges and universities in the Boston area. Stoneham commercial property consists primarily of businesses, professional and semi-professional, and according to 2010 U.S. Census, the Town's population was 21,437. According to the 2014 Stoneham Town Center Strategic Action Plan, the median household income of \$72, 938 and 5.5% of families have earned income below poverty line. The ethnic demographics of the school mirror those of the community where 92% of the students identify as predominantly white; the remaining 8% of the student body identifies as 3% Hispanic, 2% African American, and 3% Asian. 14.6% of the school's population is low income. For most of the students at Stoneham High School, English is their first language with 1.2% of students enrolled in the ELL program.

The Stoneham Public School district comprises three elementary schools, one middle school, and one high school educating a total of 2,204 students. Two of the elementary schools, Robin Hood and Colonial Park, educate students from pre-K to fourth grade. South Elementary School holds grades kindergarten to four, the Central Middle School grades five through eight, and the High School grades nine through twelve. Stoneham High School serves a student body of 640 students in grades 9 through 12.

CORE VALUES

All members of the school community:

- Support a safe, inclusive educational environment
- Foster and hold high expectations for student learning
- Share responsibility for the success of our students

MISSION STATEMENT

Anticipating the challenges and opportunities of a 21st century world, the Stoneham Public Schools develop students who:

- Are creative, critical, and independent thinkers

- Demonstrate respect for and acceptance of self and others
- Know and apply communication and information literacy skills
- Are responsible contributors to the local society

Stoneham High School offers all core subject areas (English, math, science, and social studies) at 5 different instructional levels: Advanced Placement (AP), Honors, Intensive, Comprehensive, and Transitional. 45.3% of 12th grade students take at least 1 of the 10 AP courses offered. Stoneham High School follows an inclusion model for students with IEPs. In order to graduate from Stoneham High School, there are several requirements that must be met. Students must pass four sequential English courses. In social studies, students must pass a minimum of fifteen credits including one year-long class in World History and two sequential year-long courses in U.S. History. In mathematics, students must pass four courses that involve four full years or eight semesters of study, including Algebra I and Geometry. In the science department, students need a minimum of 15 credits, including biology. Students are required to take health education class in tenth grade and one physical education class each year; these classes are heterogeneously grouped. Students must also earn 5 credits in art and/or music and 2.5 credits in an approved technology course.

Stoneham High School also offers three foreign languages: Spanish, Italian, and French. A variety of electives in Fine and Performing Arts, Business & Technology, and Family & Consumer Science disciplines are also available to students in all grade levels. Students are also able to take additional elective courses in the core subject areas. Stoneham High School also offers a Peer Leadership Class for juniors and seniors. There are several local educational opportunities available to students and the community which include online learning for credit recovery and supplementation of course offerings, dual enrollment with community colleges, and a special grant given to the AP Spanish class that encourages service learning outside of the school.

Stoneham High School has a wide variety of programs and initiatives in place to support student success and engage

students. The high school has two programs, Reaching Independence through Structured Environments (RISE) and Students Taking Responsibility in Developing Excellence (STRIDE) to address students with differing educational needs. The Stoneham High School Special Education Department provides the STRIDE program for students who require a structured, self-contained classroom with therapeutic support. The program supports students with emotional disabilities while providing curricula taught by teachers in a small-group setting. The RISE program is for students who require a highly modified academic curriculum with a focus on daily living skills, vocational skills and job skills. Services are provided as indicated on each student's Individualized Educational Plan (IEP). Additional resource courses are available to students with disabilities and an academic support course is available to first- and second-year ELL students.

Stoneham High School also offers both in-school and out-of-school internships and encourages students to become immersed in an occupation or career pathway of their interest. Students explore career interests and find a suitable internship with a local community employer. In addition, there is a work-study program offered to students who are seeking a credit to help in balancing school course loads and part-time work positions outside of school. This program supports students in successfully navigating the working world, managing the responsibilities of holding a job and improving upon transferable skills while strengthening their work-readiness.

Stoneham has a variety of co-curricular clubs including: Math Team, Science Club, Gay Straight Alliance, Substance Abuse Coalition, Foreign Language Club, Model United Nations, Drama Club, school newspaper, and Stoneham Peers Achieving Real Connections (SPARC). The athletic department at the high school has 26 sports including soccer, field hockey, track, cheerleading, swimming, volleyball, golf, lacrosse, ice hockey, tennis, and gymnastics.

There are a number of student recognition programs at Stoneham High School. Academically, students can be selected for the National Honor Society, Student of the

Month, High and Regular Honor roll. As seniors, students are awarded academic medals for high achievement in respective departments. Seniors who have been recognized as varsity scholars all four years are awarded a Lamp of Knowledge. At graduation, a male and female receive the Horton and Nadeau Awards for service to the school community. Stoneham High School also offers the Seal of Biliteracy, an award recognition of students who have studied and obtained proficiency in two or more languages by high school graduation. In its first year of implementation, 23 students were awarded the Seal of Biliteracy.

Annually, two juniors are awarded the Scholarship, Integrity, Leadership, Spirit (SILS) Award, as well as junior book awards for outstanding success in the subject areas. The English Department awards prizes for the Shakespeare Festival and for the Phil Riley Poetry Contest, while the Social Studies Department acknowledges students for National History Day Achievements. The school also recognizes its athletes by giving Varsity Scholar Awards, Freshman Athletic Awards, and Senior Athletic Awards. The school recognizes its musicians and actors with the Tri-M National Music Honor Society and Drama Awards.

Here is a summary of the makeup of the staff at Stoneham High School. The administration includes one principal, one assistant principal, one athletic director, and program supervisors of mathematics, science/health, social studies, and English. The number of full-time teachers in each department is as follows:

English 7.8 (.2 is the supervisor)

Mathematics 8.0 (.2 is the supervisor)

Science/Health 10.6 (.2 is the supervisor)

Social Studies 7.2 (.2 is the supervisor)

Foreign Language 6.8

Physical Education 3.0

Business Education 1.0

Family & Consumer Science 2.0

Art 3.0

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A. INTRODUCTION AND GRADE AND SCHOOL CONFIGURATION POLICIES

- Music/Theater Arts 1.0
- Instructional Technology 1.0
- Instructional Technology Coach 1.0
- Guidance 4.0
- Adjustment Counselor 1.0
- Library Media Specialist 1.0
- Psychologist 1.0
- Special Education 12.0
- ELL 1.0
- Nurse 1.0
- Education Support Professionals (ESP's) 7.6

B. CLASS SIZE POLICIES

There are currently no policies pertaining to class size at the high school. For most classes at Stoneham High School, class size ranges from 15-32 students, depending upon factors related to homogeneous grouping and content specialization. Some classes exceed this range such as physical education if it is co-taught that may have up to 40 students each. Other classes that service substantially separate special education programs are below this range, such as the RISE and STRIDE programs, which also house therapeutic spaces. Average class size in the core academic areas is approximately 22- 26 students. Classes that require the student to have their own station, such as the applied arts, are limited to the number of stations in their room/lab, which average 18 spaces.

C. SCHOOL SCHEDULING

DAY			1	2	3	4	5	6	7	8
PERIOD 1	START	8:15	A	C	B	A	B	A	B	A
	END	9:24								
PERIOD 2	START	9:28	B	A	C	B	C	C	G	C
	END	10:37								
FIRST LUNCH	START	10:41								
	END	11:11								
PERIOD 3	START	10:41	D	G	D	D	G	D	D	G
	END	12:24								
SECOND LUNCH	START	11:54								
	END	12:24								
PERIOD 4	START	12:28	FLEX	E	E	FLEX	E	FLEX	FLEX	E
	END	1:37								
PERIOD 5	START	1:41	F	FLEX	F	G	F	E	F	F
	END	2:50								

The school day begins at 8:15 am and ends at 2:50 pm, with the exception of Day 2 when students are released 35 minutes early at 2:16 pm to allow for common planning time among faculty. The schedule consists of 7 periods plus a FLEX that rotate on an 8-day schedule with each period meeting 5 days per cycle. Within the school day, 5 periods meet. Since we moved from a 6-period day to a 5-period day, students have expressed that the new schedule feels less hectic and allows them more time to focus on the classes that meet within the school day.

Each period is 69-minutes long, allowing more time for students to apply practice of new skills, explore topics and discussions more in-depth, and increase time with peers and teachers to work on project-based activities which in turn build stronger student-teacher connections. There is one exception on Day 2, where the FLEX block meets for 35 minutes before students are released from school at 2:16 pm. This shortened FLEX on Day 2 acts as an advisory where students can check in with their advisors about their progress throughout the school year. The goal of this 35-minute advisory is to foster relationships between

students and faculty and to enhance connections to the school community.

In addition to this advisory, 4 69-minute FLEX blocks are scheduled throughout the 8-day rotation to address the needs of our students and faculty. Prior to the implementation of FLEX, we were faced with conflicts regarding science labs, enrichment opportunities, work-study and internship programs, counseling services, academic interventions and support, as well as overall stress and fatigue. The FLEX block provides opportunities for students to learn to be independent and interdependent, self-initiating learners who strive for excellence and who continue to pursue learning as a lifelong endeavor. This can be achieved when students are given the responsibility and freedom to choose what, how, and why they will learn and the time to practice these skills with the guidance of an advisor. When sufficient time is given, students go beyond initial relationships to create novel relationships, find patterns, and generate ideas for themselves. From the student perspective, "curriculum is almost more 'student-centered' - students are put at

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C. SCHOOL SCHEDULING

the center of their own learning and learn how to better prioritize their time. They may even pursue something new, allowing students to step outside of their comfort zone.” A variety of educational enrichments offered during FLEX include extra help with a teacher or study group, explorations of different hobbies and interests, invitations for guest speakers, enhanced opportunities for clubs to meet and plan events, and physical activities such as yoga, table tennis, and walking clubs.

The lunch period is 103 minutes long, during which students attend class for 69 minutes and lunch for 30 minutes. Lunches have historically been organized by room location (first floor, second floor, gym, etc.).

Common planning is built into the schedule on Day 2 when students are dismissed at 2:16, allowing faculty 45 minutes of common planning time. This time is mostly teacher-directed to work with grade-alike colleagues, departmental planning, and cross-curricular collaboration.

The master schedule is developed mainly by administration with collaboration from school counseling. Counselors organize the course selection process, advise students about their choices, then “clean up” any holes created in the master schedule when classes run concurrently, do not have enough seats to meet demand, or do not run at all. Course offerings include full-year and semester classes. Students request courses for September beginning the preceding March. Course sections are based on the number of student requests in the course request phase.

The advantage of our current scheduling methodology is the involvement and leadership of the process by the guidance counselors. Our counselors have a very good understanding of the individual students and their unique needs, goals and aspirations. A disadvantage to the current scheduling methodology is the way in which classes are determined by the number of students who select a class or have interest in the specific class selection. Students have been faced with not being able to take their top selected course because there may not be enough students who select the class in order for the class to run. Other conflicts arise when classes run concurrently, do not

run at all, or there are not enough seats to accommodate all student requests. In addition, the scheduling is managed solely by administration and the counseling department with limited opportunities for teacher input. In the future, it would be advantageous for us to develop class scheduling teams that are integrated and inclusive of a cross section of departments who share students.

The vision for future collaboration includes opportunities for teachers in all disciplines (including unified arts, PE/ wellness) to continue common planning time and increased time and space for cross-disciplinary engagement and interaction.

D. TEACHING METHODOLOGY AND STRUCTURE

ADMINISTRATIVE AND ACADEMIC ORGANIZATION/STRUCTURE

Stoneham High School is a traditional college-preparatory school that is organized by department. Building layout, available classrooms and classroom assignments allow for all teachers to have their own classroom within proximity to their identified department.

As a result of a two year, grades 5 - 12, 1:1 ChromeBook Initiative Plan all students entering for the 2019-2020 school year were provided an individual device. While the first year of all students having a chromebook resulted in a wide and inconsistent range of use within classrooms the ongoing pandemic has thrust teachers forward. Technology integration with instruction, student work production and assessment as well as classroom management and communication has vastly improved amongst teachers and faculty with raised levels of consistent practices and increasing use of advanced technological applications. We value responsible technology use and integration and view technology as an essential tool in meeting 21st Century College and Career Readiness Goals.

As we continue to provide students and teachers with innovative learning technologies and opportunities to best prepare students for these modern goals, we have initiated resources to expand our curricular offerings with a goal to allow students to explore various careers and build their 21st century skills with hands on engagement, problem based learning and community partnerships.

Through teacher creativity, innovation and commitment we have been able to continue our strong performance and provide rich learning opportunities. Students are provided a wide and diverse course selection supporting individual learning needs and student interests and passions that support their acceptance into postsecondary plans of education or career. However our current facility significantly inhibits our capacity to broaden our courses of study to include courses and programs that allow for project-based learning and career exploration.

Stoneham is currently involved in Project Lead The Way (PLTW) grants in attempt to provide continuity

with the Stoneham Central Middle School PLTW and to enhance and support development of educational and career pathways. Though we have added and are in the first stages of establishing PLTW Computer Science, Engineering and Bio-Engineering pathways, our current facility, classroom use and structure inhibits the students learning experience and the full potential of these programs. Classrooms are limited in size for hands on and problem based learning. Building and classroom layout do not allow cohesion as a program or integration with other disciplines.

Teachers seek to provide students opportunities to engage in authentic learning experiences and student collaboration. Our history department has developed a history lab that provides students with hands-on and first person historical artifacts to assist with historical research. The department also engages in National History Day which promotes historical investigation, student collaboration and culminates with a final project. Our current facilities do not provide activities such as these with adequate space that utilizes technology as a means of presentation, space for collaboration and sharing of ideas and to effectively present and showcase work through a variety of mediums. Large interdisciplinary project-based learning rooms would provide the flexible spaces needed for students to develop and present their projects.

Stoneham students have a wide array of strengths and interests they are able to pursue and explore through our curriculum and courses with an emphasis on Humanities and the Arts, Science, Technology, Engineering and Mathematics. We provide a wide variety of offerings from our career elective programs such as culinary arts and child development to artistic pursuits in Music, drama and our general art, photography and ceramics programs. Students are provided many opportunities for rigorous college preparatory work through our thirteen distinct Advanced Preparatory and nineteen Honors level courses. The current facility and school structure do not foster the opportunity for interdisciplinary and collaborative teaching therefore most of our learning experiences and academic engagement occur within silos neglecting students the opportunity to connect the learning in a

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synergy as experienced in real world applications

In 2019 Stoneham High School introduced a new academic schedule to support students with opportunities for enrichment as well as foster teacher collaboration through common planning time. Currently, there are no specific areas specified for teacher planning and collaboration. This is often done in a classroom and is limited due to size and locations. Therefore, it limits the depth of opportunity to collaborate and plan across departments.

The goal of a new Stoneham High school would be to plan a newly reorganized school that fosters innovation, collaboration and integration of academics and the arts and opportunities to support successful entry for post secondary education and / or career pursuits.

We envision a new school would provide:

- Flexible classroom space
- Spaces for student collaboration, group and independent study and the ability to showcase their work through variety of mediums
- Project rooms to support project-based learning
- Teacher planning rooms for the faculty and staff to collaborate with and across disciplines
- Quiet and private rooms to support the academic and social emotional needs of our students
- Flexible conference rooms to support both individual and small group meetings with students / parents / guardians as well as Team Meetings of various sizes.
- Interdisciplinary Project and Performance Room to support student performance, guest speakers, seminars, interdisciplinary collaborative activities and presentation and showcasing of student work

The new facility would need to support the district's mission statement as well as being reflective and adaptable to our core values:

MISSION STATEMENT

- Are creative, critical and independent thinkers
- Demonstrate respect for and acceptance of

self and others

- Know and apply communication and information literacy skills
- Are responsible contributors to the local community

CORE VALUES

- Support a safe, inclusive educational environment
- Foster and hold high expectations for student learning
- Share responsibility for the success of our students

ENGLISH LANGUAGE ARTS/LITERACY

The English Department follows the Massachusetts Curriculum Frameworks in teaching Reading, Writing, and Language which includes Speaking and Listening Standards. Thinking critically, communicating effectively, and working both independently and collaboratively are essential skills students require to be successful after high school. Understanding how texts are structured in conjunction with multiple learning strategies prepares students for standardized tests as well as accessing challenging work. Class reading lists include relevant and multicultural selections to build engagement and offer global perspectives. Our writing program has students craft a variety of writing for different purposes, including analytical responses to texts, creative narrative, and persuasive arguments. Students also enhance their speaking and listening skills through Socratic discussion, persuasive speeches and debates, and dramatic performances/read alouds of plays and poetry.

We offer full-year ELA courses in grade 9-12 at the college-prep, advanced college-prep, honors, and AP level. Our 12th grade students who opt not to take AP may choose from a variety of multi-level courses defined by theme and genre. These multi-level courses run the length of one semester and seniors are required to take two courses of their choice. In addition to full-year ELA classes we also offer semester long electives such as Film Study and Creative Writing.

We are in the process of revising our curriculum for more enhanced implementation of UDL practices. In the future,

we would like to have more project-based learning, self-directed learning, and collaborative learning experiences in order to develop twenty-first century skills. In our current building we are limited with how we can collaborate and utilize technology and classes often have to spill out into hallways and other makeshift spaces. We need more open spaces that include flexible furniture and technology as well as spaces that support interdisciplinary learning opportunities. We also need to continue our independent reading program by providing shelves to display and store classroom libraries in addition to curriculum texts.

Last school year, we had 8 ELA teachers utilizing 7 ELA classrooms. The utilization rate of these classes was 81% over blocks A, B, C, D, E, F, G, and the flex block. We need to maintain these 7 classrooms in the new building. As we prepare for the future in education at Stoneham High School, we envision these 7 ELA classrooms to be inclusive, flexible, and collaborative. These ELA classrooms would include the following elements:

- Open shelving to display classroom libraries within each classroom to foster student engagement with our independent reading program, known as self-sustained reading (SSR)
- Adequate whiteboard space and bulletin board space to display student work and student-created resources such as anchor charts, graphics organizers, and word walls that are relevant to curriculum and learning standards
- Flexible technology that is seamlessly integrated and meaningful to the instruction in the form of interactive whiteboards and technology hubs for teacher- and student-directed instruction
- Open spaces that can be used as workspaces with possible moveable walls which supports creative and collaborative learning
- Furniture that is flexible and can be easily moved for project-based learning, collaboration, and discussion

Additionally, our classrooms should include spaces that are reflective of the variety of courses within our department to increase student engagement and create a positive learning environment. We currently

have classrooms with bulletin boards to display student created academic resources to enhance engagement and enduring understandings.

- Design response (TBD based on school design)
 - Access to library for extension activities such as research, access to technology, and space for interdisciplinary learning
 - Possible access to black box/theater space for speaking and performance activities
 - Adjacent to other ELA teachers for department collaboration

MATHEMATICS

The Mathematics Department aims to provide students with a solid foundation consistent with the principles and practices outlined in the Massachusetts Curriculum Framework for Mathematics. Through collaborative and independent learning, students will develop and use analytic thinking, critical reasoning skills, and technology to solve problems. Students will be prepared to address complex and challenging real-world problems and succeed in postsecondary education, careers, and everyday life.

In order to graduate from Stoneham High School, there is a requirement to pass four (4) mathematics courses that meet the following conditions: the courses involve four (4) full years or eight (8) semesters of study, including Algebra I and Geometry.

The department offers math classes at various levels including Advanced Placement, Honors, Advanced College Preparatory, and College Preparatory. Math teachers use various methods of instruction including whole group instruction, collaborative groups, and project-based learning. Math instructors use technology such as graphing calculators, document cameras, and SMART boards while presenting lessons.

When planning a new space for math instruction, classrooms should include flexible, large write-on walls where students and/or teachers could work

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simultaneously at multiple places in the room. In order to provide collaborative space for projects or small group discussion of math problems, the new space needs flexible, comfortable seating which can be moved if needed. Also, a breakout space for students to be able to use for small groups so as to not distract learning in the main classroom should be part of the new space. Classrooms should have storage closets for manipulatives and student supplies that are needed throughout the school year including graphing calculators, protractors, compasses, ruler, Cuisenaire rods, 3d figures used in Geometry class, etc.

Last school year, we had 8.2 math teachers utilizing 8 math classrooms. The utilization rate of these classes was 81.25% over blocks A, B, C, D, E, F, G, and the flex block. We need to maintain these 8 classrooms in the new building. Also, math classrooms that are adjacent/connecting with other math classrooms is most desirable as agreed upon by all of the math teachers to help with collaboration.

Other needs in the classrooms:

- Windows
- Phones that can call other classes, the office, the nurse, guidance, with an outside line, etc.
- Multiple electrical outlets for students' Chromebook chargers
- Adjustable temperature controls
- Clocks that are synced throughout the whole school building
- High quality white boards
- Lights that are NOT motion sensed
- Storage for all of the math textbooks that can handle the weight of the heavy textbooks



Above is a picture of a classroom that has large write-on whiteboards.

SCIENCE

SCIENCE DEPARTMENT: CURRENT OFFERINGS AND EXISTING SPACE

The Science Department offers a comprehensive program designed to prepare all students for success as scientists and life-long global citizens. Our science curriculum is designed around relevant, real-world issues to increase student motivation, intellectual engagement and critical thinking. As students progress in their science education at SHS, they will build a solid foundation of scientific and technological knowledge. Students will develop the ability to apply their knowledge to analyze and explain the world around them.

Our science courses will help to prepare students for civic life, postsecondary education and career success. Connections are made throughout a student's journey in their science education, starting with our ninth grade Earth and Space Science courses where students will learn about the Earth's place in the universe, Earth's Systems and the relationships between the Earth and human activity. Sophomore year, as students prepare for the Biology MCAS, they will continue their focus on the environment while adding the interrelationship between organisms and how they function. The standards expect students to understand the four core ideas of biology including ecosystems, structure and function of organisms, heredity and biological evolution.

Junior year, students have a choice to continue the traditional science pathway to Chemistry, (where they will apply their scientific and mathematical skills and knowledge to focus on matter and its interactions, motion and stability as well as energy), and/or branch off to explore our diverse selection of electives, including AP and Project Lead the Way (PLTW) offerings. Senior year students can choose to continue with elective courses, or Physics. Our senior Physics course engages students with science and engineering practices of developing and using models, analyzing and interpreting data, using

mathematics to solve problems and make predictions of a variety of phenomena such as motion, energy and waves.

The SHS Science curriculum is designed so that students develop an understanding of the science and engineering practices as outlined in the Massachusetts Science and Technology/Engineering Curriculum Framework.

Those practices include:

- Asking questions and defining problems
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations and designing solutions
- Engaging in argument from evidence
- Obtaining, evaluating and communicating information

SCIENCE DEPARTMENT: EMERGING PROGRAMS

Stoneham High School is planning to offer a number of Project Lead the Way (PLTW) STEM courses to provide hands on, project-based learning in three primary pathways, Biomedical Science, Engineering, and Computer Science. The PLTW courses follow the same curriculum philosophy and methodology as our middle school PLTW STEM courses.

Biomedical Science - The Biomedical Pathway includes 4 courses. Stoneham High School began providing courses in this pathway in the 2017-2018 school year.

Principles of Biomedical Science, introduced in 2017, is the introductory course for our Biomedical Pathway. Plans to expand offerings in subsequent years are underway.

Engineering -The Pathway to Engineering curriculum includes 8 courses. Stoneham High School has begun by offering the following: Introduction to Engineering Principles, in 2019. This is the first course in the engineering pathway. This course is opened to all students in grades 9-12. Plans to expand offerings in subsequent years are underway.

We expect that our current science program will continue to evolve and be a place where students will voluntarily invest their time. In addition to expanding the STEM offerings from PLTW, we would like to include access to college courses, vocational training through collaboration, career exploration (internships/shadow days), along with the support and space for student-driven extracurricular activities such as robotics club and Science Olympiad. By reaching a larger audience of interested students through new opportunities, we hope to increase student engagement with the program.

SCIENCE PROGRAM: CURRENT SECTIONS FOR 2020-2021

As described above, the current science program at SHS offers both fundamental science courses and applied science/technology electives. Our core foundational courses are: Earth Science (8 sections no lab space), Biology and Ecology (11 sections with lab space), Chemistry (6 sections with lab space), and Physics (4 sections with workspace). These courses are offered at multiple levels (CP, ACP and Honors) along with AP Biology (1 section every other year with lab space), AP Chemistry (1 section with lab space) and AP Physics (1 section with workspace).

The scope of our elective courses is purposefully broad and includes: Earth and Planetary Science - Astronomy (1 section with work space), Planetary Exploration (.5 sections with work space), Cartography + Geographic Information Systems (.5 sections each, totaling 1 section with work space and computer extras), Meteorology (1 section with classroom space), Oceanography (2 sections with classroom space), Geoscience (.5 section with workspace), AP Environmental Science (1 section every other year with lab space), Life Science - Anatomy and Physiology (2 sections with lab space), Genetics (.5 section with lab space) and Forensics (1 section with lab space), BioMedical Science - PLTW:Principles of Biomedical Science (1 section with lab space), In addition, Health (4 sections with classroom space), Health Careers (1 section with classroom space) and Current Health Issues (1 section with classroom space) courses are offered to students at SHS. Engineering - PLTW Introduction to Engineering Design (1 section with workspace).

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D. TEACHING METHODOLOGY AND STRUCTURE

The numbers of course sections being offered and the types of space required are summarized below. To accommodate the emerging programs at SHS, including Project Lead the Way, we would like to add an additional room into the design plan. Based on the projected student population, the new building should include eleven dedicated science and technology classrooms for the core and applied sciences. Please see the summary in the table below.

Science and Engineering Space Request			
	Sections	Room-Type	Total
Life & PLTW Biomedical Sciences	17.5	Laboratory	4
Chemistry	7	Laboratory	2
Physics	5	Workspace	1
Earth and Planetary Science	13.5	Classroom and Workspace with computer add-ons	2
Health	6	Classroom	1
PLTW Engineering	1	Workspace	1

The current science program at SHS is accommodated in nine classrooms. Although the classrooms have been outfitted with the requisite equipment; the antiquated spaces provide varying levels of functionality. Improvements addressing safety, flexibility and student-usage will be requested in the new building.

On a daily basis, SHS science educators offer skill-building activities through their course curriculum. Technology is widely utilized in the science classroom for teaching fundamentals. Laboratory experiments with equipment are designed to complement and illustrate learning goals throughout the course with an emphasis placed on critical thinking and data analysis. Collaborative learning activities, including project-based assignments, are utilized to foster teamwork and provide a holistic view of a problem. Teachers model good laboratory practices for their students daily. Best practices are shared among our teaching community and innovative, new approaches are being discussed and employed regularly. Looking to the future, new instructional spaces that can be programmed to be flexible and better suit the needs of educators and

students will benefit the school community as our science program continues to evolve.

SCIENCE DEPARTMENT: SPECIFICS ON SPACE REQUIREMENTS

In an effort to grow our program to meet current and future applications, the science department is requesting a total of eleven classrooms in the new building. Accessory spaces such as prep rooms, storage areas and educator collaboration areas should be programmed into the design as well. Each of the classroom's requirements will depend upon the type of science that is happening in that space and we have broken it down below:

Life Sciences and Chemistry: The six life science classrooms will need to be fitted with the following laboratory utilities: a dedicated laboratory space around the perimeter of each classroom complete with laboratory grade benches, sinks, plumbed for gas and electricity. Each bench will need to seat at least four students and should have its own local equipment storage area. To support the laboratory activities, the building will need associated prep rooms with fume hoods, a dishwasher for glassware as well as space for a specimen/reagent refrigerator and microwave. Prep space can be shared between 2 or more classrooms. All requisite safety equipment (shower, eye wash, fire blanket, proper ventilation, goggle UV cabinet, etc.) should be in each individual classroom/laboratory space. Note that the Chemistry laboratories may require additional design features.

Storage: flammable storage cabinet and chemical storage area. Glass disposal area,

The classroom portion of the room will have flexible seating - tables and chairs that can be moved and full technology set-ups including charging stations. The separation of laboratory benches from classroom activities is a safety and efficiency design feature that does not currently exist.

Physics and Engineering: These two classrooms work spaces should be designed with ample bench and storage space to accommodate large pieces of equipment. In addition, the layout should be flexible and allow for wide access to technology and electricity throughout the room.

Earth Sciences and Health: The remaining three classrooms will be designed with flexibility in mind. Movable tables for reconfiguration and full technology access are necessary.

A teacher space that can be dedicated or shared with other departments will be useful for common planning.

SOCIAL STUDIES

The core of the history department is the NHD day program which all sophomores and juniors complete. Around 300 sophomores and juniors participate in the project from the beginning of the year to January and in some cases into June. Stoneham is also working to incorporate state mandated civic action projects in Grade 10. Economic students develop business plans and work with local entrepreneurs. As a result, the typical classroom space creates limitations for the project-based learning already built into the social studies curriculum.

On a typical day in the social studies hallway students are spilling out into the hallways to record videos, work on projects, and do research. Social studies teachers also utilize the library consistently, though the distance between the classrooms and the library takes up class time. Locations close to the library would facilitate the in-depth research that is required to complete NHD and other projects.

Social studies is about teaching democracy but currently the classroom set ups are undemocratic, without flexible space and focused on the teachers at the front of the room. Students need the ability to present from all areas of the classroom using technology and whiteboard.

As a result of the above curriculum needs the following spaces are needed.

- History Lab
- Storage space for the history lab and ability to bring at least a full class into the room to have space to bring two full classes to work on traveling parts of the exhibits - for all purpose room. House community panel for civic action projects.

- Classrooms need breakout space for NHD projects
- All purpose room for presentation of History Day work including about 100 annual exhibits and the view of many student documentaries and performances.

WORLD LANGUAGES

The World Language Program at Stoneham High School offers three languages: Spanish, Italian and French. All three languages are offered at the Advanced Placement (AP), Honors, Advanced College Preparatory and College Preparatory levels. Although not currently a graduation requirement, the majority of students take World Language and the courses are considered core academic subjects. Additionally, Stoneham High School offers students the opportunity to earn the Seal of Bilingualism.

The World Language Department at SHS focuses on language acquisition through the specific skills of Speaking, Writing, Reading and Listening. The cultivation and advancement of those skills is promoted through various teaching methods, however, active learning is paramount in our curriculum. Active learning in a typical World Language classroom at SHS includes project-based learning, collaborative group work, student centered activities, independent/self-directed skill building, utilization of numerous technologies, and daily partner/group work, to name a few. While delivering curriculum, it is imperative that our students have a safe, flexible and inclusive environment.

Our ability to deliver our interactive, dynamic lessons to students is impeded by our space (or lack thereof). Break-out, flexible, collaborative space is essential to advancing our curriculum and successful language acquisition for all our students. Our World Language classrooms and student-centered approach fosters many other skills for students in both academic and real world spaces. Currently, our students use the hallways, floors, tops of stairwells and corners of classrooms for space.

Advancement in technology has allowed teachers and students to mirror the activities that occur in a traditional language laboratory. Virtual Language Lab software is available and students can speak, listen and record

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D. TEACHING METHODOLOGY AND STRUCTURE

directly on their Chromebooks. Although newer labs are state of the art facilities, for our building, the square footage designated for a potential language lab would better serve the community in common areas. For example, space in a Media Center (where WL students record skits with green screens) or small conference areas (where WL students can practice AP and Seal of Biliteracy exams with authentic conversations). These types of spaces will be used by all students, across all disciplines.

SCHOOL COUNSELING, CURRENT SERVICES AND PROGRAMS

Four school counselors provide academic advising, social emotional support, career exploration, and post-secondary planning services to all students at Stoneham High School. One of these counselors also serves as the school counseling department head. Because the department head is responsible for numerous administrative responsibilities and is also an active member of the high school leadership team, her student caseload is reduced. Counselors current caseloads range from 128 students to 183 students.

Upon entering grade nine, students are assigned to a counselor based alphabetically on their last name. This counselor assignment remains consistent from grade nine through grade twelve, to allow counselors and students to develop meaningful relationships, to assist in advising students through the annual course selection process, to counsel them through any academic or personal challenges which arise throughout their years in high school, and to facilitate the post-secondary planning process. The alphabetical split also enables counselors to build stronger relationships with parents and families, as counselors are likely to have siblings from the same families over the years.

In addition to individual support, school counselors provide services for students through the implementation of a developmental counseling program which is in alignment with MASCA (Massachusetts School Counselors Association) and ASCA (American School Counselor Association) standards. Guidance counselors implement this curriculum with all students through structured

classroom lessons and individual 1:1 meetings, beginning with the eighth grade course selection process and continuing through students' high school graduation.

Classroom lesson topics include: mindfulness and stress reduction, goal setting, time management, study skills, annual course selection, understanding grade point average and the high school transcript, career exploration, and the post-secondary planning process (including standardized testing, the college application process, postsecondary alternatives to college, accessing financial aid and applying for scholarships). Because there are currently not adequate large group meeting spaces available, counselors frequently take time out of academic periods in order to meet with students in classroom settings. Counselors have attempted to utilize the cafeteria and the auditorium for these lessons; however, the acoustics and seating arrangements are not conducive to implementation. Counselors have also attempted to offer some of this curriculum to students during flex blocks; however, with various enrichment programs and academic support offerings also offered during flex blocks, it has been a challenge to procure necessary meeting spaces.

To better support our students through the delivery of this developmental counseling curriculum, the department would benefit from a moderate to large sized multipurpose meeting space that contains flexible seating and allows for movement and discussion. It should be wired and equipped with presentation (and amplification?) equipment. Counselors could utilize this space for the implementation of curriculum, rather than taking away from students' academic instruction time, by scheduling these lessons in advance throughout the flex blocks. This would resolve the two current challenges of interfering with academic instructional time and not having sufficient time or space during flex blocks.

The counseling office also hosts approximately 80 college and university admission representatives each year. Representatives meet with as many as forty students at a time, or as few as two or three, depending on students' interest and their availability to participate). Currently, smaller meetings take place in the work/waiting area

of the school counseling suite, and larger meetings take place in the lecture hall. The same multipurpose space that would be used for school counseling curriculum could also be used for these meetings.

E. TEACHER PLANNING AND ROOM ASSIGNMENT POLICIES

Teachers teach 5 of 7 periods in a rotating schedule with at least one 69-minute planning period per day in our current schedule. Common planning time is also built into our schedule for all teachers once a cycle as an early release day to provide ample time for both department and interdisciplinary planning and collaboration.

The purpose of our current schedule is to support ongoing collaboration both departmental and interdisciplinary. The addition of teacher planning rooms and workspaces will enhance planning periods and common planning time for all teachers. We would like to implement more project-based learning and cross-curricular planning with spaces that are flexible and functional for both professional development and quiet planning time. These planning rooms should provide space for teacher materials and tools and be equipped with technology such as charging stations and copiers. These spaces should be located close to instructional classrooms to help facilitate the implementation of this planning within each department.

There are 4 program supervisors who serve grades 5-12 in the following departments: Math, English, Science, and Social Studies. Each program supervisor has an office at the high school building which is used to meet with small groups of teachers, store textbooks and relevant materials, and have confidential conversations and phone calls. These offices are essential for each program supervisor to have a space that supports their work such as planning and reviewing teacher evaluations.

Classrooms are assigned by a program supervisor. Rooms are assigned based upon the idea that rooms serve as the base for instruction and planning periods. Currently almost all teachers have their own classroom with the exception of a few shared spaces. When a teacher's room is being used during their planning period, workspaces are limited and are often not supportive to colleague collaboration or productive planning. Ideally we will continue with 1 teacher assigned to 1 room; however, in the event that a room must be shared, no more than 2 teachers will be assigned to a room and they will be within the same department. This is to foster a more student-centered, student-driven, student-created classroom environment specific to the course that takes place in that

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E. TEACHER PLANNING AND ROOM ASSIGNMENT POLICIES

particular classroom and specific to nurturing the social and emotional needs of those students.

Space needed:

- 7 supervisor/lead teacher office space: Math, English, Science, Social Studies, Fine Arts/music, World Language, and CTE. This space should include square footage for book storage (i.e. the ELA department currently has over 6200 books)
- Teacher Planning/Lunch space

F. PRE-KINDERGARTEN

Currently, the district provides special education services to our Preschool students in programs located in Colonial Park, Robin Hood and South Elementary Schools. Our integrated preschool classrooms are designed to educate children with a variety of disabilities as well as typically developing children. Within the integrated setting, students with disabilities are full participants in all program activities with supports and accommodations. Typically developing children are role models for language, fine and gross motor skills, and social and play activities. Together all children form a community whereby we learn from each other’s strengths and differences. Diversity in our classrooms is appreciated, encouraged, and is an ongoing part of our everyday classroom life. Our preschool classrooms are multi-aged. Tuition students must be three or four years old on the first day of school.

Our preschool classrooms provide individualized programming designed from a developmental point of view and based upon the Massachusetts Curriculum Frameworks for Prekindergarten. The staff seeks to nurture the whole child by giving attention to all areas of development; physical, cognitive, language, social, and emotional. The curriculum emphasizes “hands-on” exploration and concrete experiences. Activities are often open-ended so each child can experience success at his or her own level of development. Play is considered an important aspect of our programming, and learning through play is encouraged through materials such as paint, blocks, sand, water, dramatic play, books, and manipulatives.

The average enrollment for our preschool program is 100 students per year and has been expanding over time. The district is seeking to relocate to the high school campus and provide additional space for its growing preschool program. Preschool services are mandated through state and federal law and are becoming a growing service that most schools provide. These spaces must also include room for role model peers as we seek to provide inclusionary options for our preschool population. These role model students are a vital function of our inclusionary vision for preschool that is currently restricted by our lack of space district-wide. Having all our preschool programs together will allow for shared resources (therapies, materials,

curriculum, staff, etc.), as well as greater opportunities for collaboration as we expand and enrich our programs. We also envision greater curriculum development and alignment amongst the preschool team.

A component we envision adding to the preschool program is before and after school childcare. There is high demand for childcare and our current lack of childcare is a barrier to many families in Stoneham who would otherwise attend preschool. Along with offering childcare, a consolidated preschool space would allow for more programming options for preschool families.

Another important part of our vision for the new preschool space is a merging with the existing FACS Child Development Program at the high school. This program promotes early childhood education to students wishing to go into the vocation. An essential component of the program is an opportunity for third-year students to co-op in the SPS preschool program. Having both programs in the same building will greatly enhance the experience of students in the FACS Child Development Program.

The ideal space for the preschool classrooms would be located on the outer edge of the building’s footprint with an adjacent playground.

This space would include:

- 8 to 10 classrooms spaces designed to be age appropriate for preschool students with BATHROOMS
- Administrative office
- Reception area/ secretary space
- Teacher’s collaborative space
- Teacher lunchroom
- Student lunchroom
- Outdoor Playscape
- Indoor Play area
- Speech and language office
- OT/PT Suite
- Social worker space
- BCBA space

- Nurse space with space for students
- Conference room
- Sensory Room
- Space for the high school child development class nearby.

When designing the space, access for diverse student populations should be considered. This would also include ensuring any playground equipment is inclusive of different abilities, skills and needs. Access to the preschool space for parents/guardians along with convenient drop-off and pick-up spaces should be considered.

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G. LUNCH PROGRAMS

Stoneham High School has a full lunch program that serves the high school population during two to three lunch periods depending on capacity and scheduling serving over 200 plus students each lunch period. The district runs a contracted nutrition services program (currently managed by Aramark Corporation), and students have multiple options each day for lunch. There are hot lunch lines, pre-packaged salads and sandwiches, and an additional short option line for a la carte options. Breakfast is also available for students in the morning.

The high school cafeteria kitchen also works additionally with the elementary schools to provide lunches for those students. The high cafeteria kitchen serves 394 students at Robin Hood Elementary School, 355 students at South Elementary School, and 264 students at Colonial Park Elementary School.

Currently the high school has a 30 x 10 foot freezer adjacent to the building that allows for frozen storage for all 5 schools when large quantities are purchased, as in the other schools there is not enough frozen food storage. This freezer storage needs to be accessible for van loading to be delivered to the other schools on a daily basis. THIS IS A MUST!

The school's cafeteria is in the main level, and is not surrounded by classrooms, it is on one of the far sides of the building. The proximity to the classrooms/lockers can have a negative effect on those students during lunch periods as it has students rushing too much, although it would also not be conducive to be too close to classes as to disrupt. The cafeteria's location also causes it to be underutilized during the remainder of the day, including before and after school. A more central location to the entrance would be more applicable.

Needs for Cafeteria:

- Space for large freezer
- Space for two walk-ins
- Locker and changing room with bathroom
- Laundry area
- Dry Storage area

- Director's office space
- Dishwashing station
- Current line and preparation space is adequate

H. TECHNOLOGY INSTRUCTION POLICIES AND PROGRAM REQUIREMENTS

At Stoneham High School we believe that all students, regardless of their future goals, will need a working knowledge of technology application and use in the world around them. With the implementation of the 1:1 program at the high school, technology is a tool that is embedded into much of the daily work of our students and staff. The district technology goals focus on the following areas:

- Classroom – Digital Citizenship, Creativity, Collaboration, Communication, Instruction, Assessment, Assistive Technology
- Access - Staff and students have access to current technology tools 24/7. Building based technical and instructional supports are available.
- Skills - We provide resources to staff and students in support of their use of technology. A variety of professional development opportunities are offered that are timely, focused, and on-going. Teachers are proficient in supporting student use of technology
- Environment - Policies, Culture, Finances, Security and Data Management

Our goal in how technology is used at SHS is consistent with the goals stated above, that technology is a necessity that holds the potential to enhance teaching and learning in profound ways.

Technology is managed through the Information Technology Department, which consists of one district network administrator, a Data Manager, one Data Specialist, a technical support staff of five, an Instructional Technology Coach at the Middle and High School, and technology teachers at each level. The Assistant Superintendent of Curriculum and Instruction oversees the Information Technology Department. We are a 1:1 district for K-12 students. Currently, Stoneham High School is in its second year of its implementation of 1:1 access of mobile devices for all students and staff. All students in grades 9 through 12 have been issued Chromebooks. All teachers are issued a Windows desktop, laptop or Chromebook device. Students and teachers have limited access to loaner Chromebooks through the library and there are also a few Chromebook carts available for sharing within academic departments. (iPad availability, mac

lab). District-wide we have an upgraded infrastructure to handle up to 4000 wireless devices. The Technology Department has also installed UPS units at all schools and in all tech closets to minimize downtime during power outages and protect equipment. They have repurposed an old video server to host images for all models currently in use in the district and replaced the out-of-date server at HS with a newer version. Other items also need attention to bring our technology up to speed such as new servers and switches to replace older units and older desktops used by teachers need replacing.

Instructionally, the integration of technology and the promotion of best practices are supported by a 1.0 technology coach and the library teacher who are part of the district's Information Technology Department. Teachers use technology in a variety of ways throughout the high school. The 1:1 program has brought with it professional development, new software and apps, and resources to promote a more hands-on, differentiated, innovative environment in the classroom. The use of Google Suite for Education allows teachers to organize, store, and present class materials and assignments electronically, making best use of student access. Additionally, the promotion of digital forms of presentation, assessment, research, communication, and writing have all been emphasized with the 1:1 program. Although a new school schedule was adapted last year to include additional common planning time, more time for teachers to collaborate, share, and explore technologically is always needed.

Teachers participate in technology related professional development at the start of each school year as well as one PD day being set aside mid-year to further explore and practice both new and current technology. Additionally, teachers are encouraged to attend technology classes that are offered in-house or through outside agencies such as the Salem Collaborative Project.

Our proposed education objective in regard to technology is to expand course availability and to offer new and exciting courses and experiences for students. Currently, computer applications, computer science, film editing and photoshop courses are taught in various classrooms

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H. TECHNOLOGY INSTRUCTION POLICIES AND PROGRAM REQUIREMENTS

throughout the building without any cohesiveness and little collaboration. This layout was not created by design and intention but more by the constraints of our current structure. At this point in time, we are not able to expand these courses and programs due to our limited space capacity and limited technological capacity. Our vision for the future is one of connected technology spaces that can be used for multiple purposes that allow us to create various technology pathways for students and be able to support teachers in their need for Professional Development that is technology-centered. We envision a robust environment where teachers and students work collaboratively and have access to state-of-the-art technology that includes topics such as AR/VR, gamification, and data security/analytics.

A cybercafe/student-run help desk area that students staff would integrate their CTE/computer science coursework with hands-on, real-world experience. This cyber cafe/help desk would best be suited to be near the library/commons area as well as in close proximity to the technology area where students can interact with the technology staff for support and continued help. Having updated equipment and classrooms to serve our special populations that offer them the newest assistive technologies are key to providing the highest level of access to the Rise, Stride and EL student populations. Our vision is to have a multipurpose technology area that can support various pathways to create an innovative, sustainable technology program.

Creating a Professional Development Lab/Technology Area for teachers to collaborate or create and test technology for use in the classroom would improve their access to technology training. Having an area to create videos, use green screens, have access to better video and audio recording would help to promote remote readiness and online learning for them.

The current high school structure, with limitations on connectivity, power, storage, collaborative spaces, and open classrooms inhibits teacher creativity and student learning using technology. For technology to be more fully and effectively integrated, teachers need to have more reliable access in spaces that promote collaboration,

creativity, and communication. Increased support through more robust professional development is also key. A new high school with a strong, scalable, and advanced infrastructure, would be beneficial for classroom instruction and teacher training and collaboration.

I. ART PROGRAMS

Stoneham High School recognizes that the arts are a vital component of 21st century learning. The arts prepare our students with the skill set they will need to become successful, well-rounded thinkers. Our philosophy is aligned with the Massachusetts state standards which center around the principles of Creating, Presenting, Responding and Connecting. We offer a program of rigorous, relevant courses that support social and emotional growth, promote family and community engagement, are inclusive, make connections across disciplines, represent diverse cultures, and foster artistic literacy. Strong Arts = Strong Schools = Strong Towns.

Our vision for the Visual Arts Department in the new building is one of an expansive space with room to grow. We are lucky to have so many class offerings in our field, but the types of classes are limited by the physical space. We would like to see a Fine and Performing Arts wing that also includes media and audio/visual spaces. We are fans of the CTE model for the arts, as it enables all stakeholders to see the value of a strong arts program.

Current classrooms in size and number are adequate for our current program enrollment. Our worry, as we visit these newer schools, is that we are going to lose this important space. Art rooms are not like other classrooms - there is constant movement and activity, with students working on large pieces both in groups and independently - we need space to spread out. Our square footage requirements are more akin to a gym class as opposed to an academic classroom. We're not really happy with what we've seen at other schools so far.

Basic Needs for Art Rooms:

- Designated Ceramics room with proper ventilation (see notes on ceramics below)
- Designated Darkroom (see notes on darkroom below)
- At least 3 art rooms
- North light would be lovely. But simply adding windows would be a major improvement
- Adequate storage space for large materials and large works - i.e. 24"x36" flat files and multiple shelving units
- Adequate space for 28 students, unless our union

- negotiates smaller class sizes
- Space for SmartBoards or whatever the current technology will be
- Adequate storage space for supplies - ie a wall of shelving units
- Storage closets
- Adequate outlets and in logical places - maybe even in furniture
- At least 3 sinks per room
- Adequate counter space for things like paper cutters and power tools and such
- Kiln not in the basement

Ceramics Room:

Right now, our ceramics room is also used for Art 1 classes. This is tricky because clay dust gets everywhere, including on projects from other classes. Clay rooms are wet environments, and using them for other purposes is not ideal. Our ceramics program is hugely popular and growing every year, so a designated space just for these classes will allow us to expand appropriately. For example, right now we have 2 throwing wheels in class sizes where 8 wheels should be the norm. We would ideally like one wall of the classroom to be a designated throwing space, as it can get messy. We would like the sinks to have clay traps and we'd like enough floor space to house our large equipment, such as our slab roller, pug mill, clay cages, and glaze buckets. A connecting outdoor space for raku / barrel firing would be great. The kiln should be in its own closet with plenty of shelving for stilts and cones and clay carts. A closet for storing clay and molds is also necessary.

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J. MUSIC AND PERFORMING ARTS PROGRAMS

Stoneham students are confident, creative, and balanced. The arts in our school are central to that developmental goal. The school has a sizable theater arts program and a thriving music program. Presently the performing arts program serves 23% of our student population, but each year that number continues to rise as interest in these programs and classroom numbers grow. Stoneham recognizes that the arts are a vital component of 21st century learning. The arts prepare our students with the skill set they need to become successful, well-rounded thinkers.

Stoneham High School students can currently take courses in art, music and theatre. After school, the students have multiple opportunities for artistic clubs and organizations. The most populated of these organizations is the drama club program. The club currently consists of 70 students annually between our technical theater and acting program. The Stoneham High School theater department consists of an acting ensemble and technical crew. The technical crew includes departments that specialize in theatrical lighting, hair and make-up, sound, construction, stage management, props, and house management. Some students have also assistant directed performances and written short pieces to be performed by students. Students involved in crews work collaboratively with their adult instructors to design and construct multiple uniform theatrical pieces throughout the year. These students plan, build, and take part in three productions a year under the supervision of a technical director, director, assistant director, music director, as well as countless adult volunteers. Productions include a fall play, a winter festival, and a Spring musical. During the winter festival the Stoneham High School Theater Department participates in a state-wide festival hosted by the Massachusetts Educational Theater Guilds (METG). Over the years the club has been very successful in this competition and has won multiple awards at the Semi-Final and State levels. Most recently in 2017 the Theater Department made it to the State Finals with their performance of Kindertransport. The METG presently considers us to be a "tier 2" school (scale is from 1-4). Many of our students who participate in the theater arts program go on to pursue the arts in colleges throughout

the country.

Currently the school offers an introduction to theater arts course. This course enables students to develop acting skills through the study of improvisation, stage movement and character development. Students work on voice production, diction, script analysis and directing, using monologues and short scripted and unscripted scenes. The course may be repeated for more in-depth study and development. The Theater Department works closely with the visual art and music programs to collaborate on performances. During this past year's METG festival, students from the concert band program created and won an award for their original score for the drama club's production of The Veldt. Once a year the theater department and music department collaborate to offer students a musical theater cabaret.

The Stoneham High school Music department consists of three performing arts classes. Classes include jazz band, concert band, and the Spartan Chorale. All classes are offered at the College Prep, Advanced College Prep, and Honors Levels. The Music Department has been steadily growing in the past three years. Since 2018, the program has grown 231%. Individual music students have been accepted to the northeast district music ensemble for band and chorus. The jazz band, concert band, and Spartan Chorale were preparing to perform in their first competition since 2008 this past year, 2019-2020 school year. In the past, the program has performed at Disney, the Trills and Thrills music festival, MICCA, and the UNH Jazz Festival. Jazz band, concert band and chorus perform at the high school football games, Veterans Day Ceremony, Martin Luther King Jr. Celebration, Memorial Day Parade, Carnival Ball, May Arts festival, winter and spring concerts, as well as various school and town community events. All three performing arts groups are always looking for ways to become more involved in community events.

In addition to these performing arts classes there are two general music courses. These courses are music appreciation and 20th century pop. Music appreciation is a course that studies music from its first known creation by the Ancient Greeks to the music of the 1900's. This class

focuses on a more "Classical" tradition of music as well as music from other areas of the world. 20th Century Pop is a course designed to continue instruction from the Music Appreciation course. 20th Century Pop starts with blues and jazz music of the early 1900's. The course discusses music's transformation throughout the decades as a result of historical, social, and cultural reforms.

The physical space inhabited by both the music and theater departments is severely outdated and in dire need of attention. These areas simply do not support the needs of either program adequately. Both programs continue to grow in numbers and enthusiasm, but are capable of much more than the physical space allows for. Currently the theater arts courses are held in the band room, which due to the tiered nature of the room offers no ability for movement, scene work, or performances. The auditorium is an important part of the work that is done by the theater department, but the space and technology are highly outdated. Lighting and sound equipment are extremely outdated and need to be improved in order to function for a 2020 space safety. The stages lighting electric lines and lighting fixtures are all stage pin extensions, which is outdated and does not offer the appropriate amount of yield or performance necessary for an impressive production. The present stage offers only three electric lines, however none of them work properly and lighting is often spotty and lacks color and form. Our current sound system is currently analog and is outdated compared to most digital systems. Currently anyone who needs to focus or work on lights would need to climb a 20-foot completely vertical metal ladder to access the lighting loft. The other option is to access a cherry picker from another part of the building that is shared with the janitorial staff. The sound and light board is currently located in one singular space, rather than two separate areas of the auditorium. This booth includes little room for the massive amount of technology necessary for both departments. The lighting/sound boards placement at the far back of the auditorium and its open construction often makes for some distraction during performances. Acoustics within the auditorium and band room are not conducive to quality performances/rehearsals and the current heating system (when it functions) drowns out

the performers. Due to the current placement of the Theater Departments construction workshop in the mostly inaccessible basement, production crews must take place on the stage which could become a safety and cleanliness concern. The current workshop space is only for heavy construction and therefore there is no adequate space for other crew departments such as the costumes department or hair and make-up to conduct their work effectively. An increase in space is necessary for the lights, sound, and hair and make-up departments to succeed and thrive. A further struggle felt by the theater department is that there is not adequate storage space for technical theater technology and building materials. The program seeks to conduct its technical work in a safe environment. Presently not having a separate space to build sets and run rehearsals makes it impossible to hold both at the same time. Performers run the risk of stepping on a left behind nail or bumping into a partially built set piece. Currently students have no safe or secure place to change their costumes before, during, and after performances. Make-shift dressing rooms have been made available and this space is often difficult to come by. The current space does not offer students a restroom that is within close proximity. In order to move from stage right to stage left (which is often necessary during a performance) students must pass behind a crowded, dark, one-foot channel between the cyc curtain and the auditorium wall. Despite glow tape this is unsafe. Many of the seats in the auditorium are broken and unable to be used for the public. The incline of the seating does not allow for adequate views of the stage, there is also a lack of handicap seating as well as an area for our pit band to play during performances without completely blocking the view of the audience and drowning out much of the action onstage.

The present auditorium and band room accommodates not only for music and theater rehearsals and performances, but also for classes and school/community events. It is a busy and tired space. The addition of a Black Box performance space would drastically improve future performing arts programs by offering more room for alternate courses and more space for community and school usage. This space could also serve as a part time drama classroom during the school

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J. MUSIC AND PERFORMING ARTS PROGRAMS

day. The theater arts and music departments hope that an alternate black box space will help both programs continue to grow successfully with the option for new more intensive courses, new clubs focusing in music, theater, technical theater, improv, and dance. As the school grows it is important that the Performing Arts and the needs of its students also grows and is not only seen as a club but an actual professional area of study that can be pursued after high school. Not only could performing arts departments benefit from such a space, but it could be used by any department. For example, the English department could use it during Shakespeare units and social studies during large group projects or guest speakers. It would be wonderful for debates, assemblies, school organization meetings, public speaking or presentations of any kind [see list below]. Theatre classes would have a more appropriate rehearsal space making their performances more professional. Community organizations could benefit from holding events in both the black box as well as the auditorium. Having an improved auditorium space would no doubt improve the safety of students when using the provided technology.

The new auditorium should have 3 to 4 dmx theater electric lines with a total of 30 channels. It is important that these electric lines be able to be manually dropped down to the floor using a fly system, allowing for students to work on lights rather than using a ladder or cherry picker. A set construction and storage room that is close to the auditorium as well as a loading dock for easy transportation of sets and materials. All theater riggings (curtains legs, Cyc, etc.) should be able to fly in and out using a fly system accessible from both backstage and in the back of house lighting board. Auditorium theater should be raised seating with entrances and exits on the first and second floor. Separate sound and lighting booths with up to date board technology should be located at the back of the house in a boxed in setting. The Band should have a lowered pit at the very front of the house in front of the stage for musical performances. The black box, band room, hair and make-up rooms, and dressing rooms should be located close to one another so that they can be used as green rooms for performances. Stage should include two stage right and stage left leg curtains as well

as a mid-stage full traveler and front proscenium curtain with a proper cyc curtain. A projector at the back of the auditorium should cover the whole cyc for visual effects.

The physical space inhabited by the music and theater department is severely outdated and in dire need of attention. The current band/chorus room does not have a heating system, mounted projector or smart board, limited Wi-Fi connection, no safe or functioning office space (the ceiling is missing and there is no ventilation or windows), lack of storage for large brass instruments (Tubas and Sousaphones), marching percussion (Marching Bass Drums, Snare Drums, Quad Drums), and percussion instruments (ex. Timpani, mallet percussion, etc.), lack of usable piano's as well as appropriate piano storage. In its current form the 1,936 square foot band/chorus room holds all the music equipment, sheet music, and is used for five different curricular classes. If our current growth of 231% over the past 3 years continues, the performing music program would have 117 students annually in five years' time assuming that this trend continues. Currently there are 67 students in the Middle School Concert Band and 50 students in the Middle School Chorus. In the upcoming 2021-2022 school year there is potential for the both the band and choral programs to double in size (26 students in Band and 20 students in Chorus). When designing rehearsal rooms, remember that music is a physical activity. Instrumentalists need space for their instrument and the elbow room to play it. Choir members need space for vocal exercises and choreography. The space must also accommodate equipment and traffic flow.

In addition to performing arts classes, the music room will also be utilized as a classroom. In order to maximize instruction times, the music room must be set up for Band, Jazz Band, Chorus, and elective activities (Theater Arts, Music Appreciation, and/or 20th Century Pop) at all times. General music class sizes range from 10-25 students per class. There are currently 50 students enrolled in these classes in the 2020-2021 school year. More space and appropriate storage would be needed to accommodate the needs of the music program.

Improvements need for music

- No adequate space for band growth

- Band room not appropriate for choral rehearsals
- Too many nonfunctioning and outdated equipment pianos etc.
- Acoustics
- Placement of band room
- No risers or safe risers
- Band uniforms
- Storage

Community Involvement in new spaces				
Greater Boston Stage Company events and performances	Collaboration with Stoneham T.V.	Martin Luther King Jr. Celebration	School Assemblies	Band/ Chorus Concerts
Open Mics	May Arts Festivals	METG Festival	Guest performers and speakers	Dance and Cheerleading competitions
Performance arts Summer camps	Middle school/ elementary school engagements	Town Meetings	Town movie showings	Elections
New Clubs	Dances/shows/ events for Senior Citizens	Adult Workshops	College technical theater internships	Carnival Ball
Sports Banquets	Honor Society Banquets	Senior Tea	Music and Chorus Competitions	Rained out Town Concerts
Fundraisers/ Charity Events	Pageants "Ms. Stoneham, Mass."	Auctions	Senior All-Night Party	Magic Shows/Hypnotist
Poetry Slams	Cabarets	Comedy Shows	Dance classes added to curriculum	

K. PHYSICAL EDUCATION / ATHLETIC PROGRAM

The Physical Education program is an integral part of the total educational experience at Stoneham High School. The curriculum is designed around the concept of fitness education. Healthy bodies are essential to healthy minds; in order to be ready to learn, students must have proper health, nutrition, and exercise. The learning experiences are developed to fulfill the growth, development, and behavior needs of each student, teach students the elements of physical fitness and how they can maintain physical fitness throughout their adult lives. The Physical Education department provides 45 classes over two semesters and are designed to meet the needs of all students.

The gymnasium is utilized year round through school and community use; All PE classes, large school gatherings such as the pep rally, call orientations and rain date graduation, varsity/sub varsity athletics as well as community youth sports' programs. The current gymnasium is very outdated and does not have air conditioning or good ventilation. There are four heaters, but only one works, with repairs being a consistent and temporary remedy. The space is outdated with regard to technology and sound and does not support integration of educational technology or appropriate acoustics.

It is very important to provide SHS students with adequate locker rooms to change into proper athletic wear for their Physical Education classes. Currently there is one large boys locker room that has a large open shower area in the middle splitting the locker room into two spaces. The women's physical education locker room is a large confusing maze. It is made up of lockers on the outside walls, while in the middle of the room is designed with multiple changing rooms attached to showers connecting to the next changing stall which connects to the next shower. Most of these spaces no longer have curtains or have a makeshift curtain to provide privacy. We currently have one office for staff in both locker rooms for teachers to share. This space is important as well. Teachers not only need a home base, but need an opportunity to monitor behaviors in the locker room without awkwardly standing in there making people uncomfortable.

As mentioned above our gymnasium is used for multiple

sports programs. In the fall season it is the home to three levels of volleyball. We currently are able to have our varsity court align within the varsity basketball court, providing a great varsity court with bleachers for spectators. We set up two side courts, one for JV and the other for freshman. During inclement weather the gym will then host every fall teams practice from football to soccer, field hockey and cross country.

Winter is when our gymnasium is at its peak use and capacity. The current space is utilized to provide safe and adequate training and practice space as well as that for competition and spectators. The gym hosts practices for all of our boys and girls winter sports teams excluding boys and girls hockey, however, including our Indoor track teams, which run between both teams approximately one hundred and twenty athletes, and you have many athletes running and training up and down our hallways in the main building, doing whatever they can to find space.

Gymnastics is an essential component for a gymnasium beyond twelve thousand square feet. Our Gymnastics Team is an established program of over fifty years. Though a specific gymnasium room could be considered, our concern would be that it would be underutilized in times other than Gymnastics season. Therefore a setup similar to our current gymnasium where the gymnastics space is part of the overall space is recommended. It has a 42' x 42' spring floor that goes down and it becomes strictly the gymnastics space and area for all related gymnastic equipment. This arrangement allows us to safely run Gymnastics as well as support our other winter athletic programs. When the season is over we now have much needed extra space in our gymnasium for the other school and community programs, teams and entities that utilize this space for the remaining eight to nine months of the year.

Currently the one issue we have in our gym is that our gymnastics floor, once set up for the season, extends very close to our varsity basketball court. It lies about four - five feet from our out of bounds, and is a possible trip hazard for our athletes or game officials. Consideration for additional footage is required to remedy this concern.

In the spring the gym becomes an indoor practice facility

for boys and girls lacrosse, outdoor track, baseball, softball and boys and girls tennis. Depending on the weather, this use of the gym is typically one to two weeks. We set up an indoor batting cage for basketball and softball in the gymnasium where gymnastics used to be. This cage is hung on cables that are attached from one end wall to the other. And slides in and out when used

A big concern with current and future space is making sure there is appropriate storage for both PE equipment and our athletic programs. Making sure there are locker rooms separate for physical education and athletics. We currently have beyond the boys and girls physical education locker rooms, 2 boys athletic locker rooms and 2 girls athletic locker rooms. These locker rooms function much differently than a physical education locker room as it houses many more students at one time and is utilized to hold individual athletic equipment for extended periods. We currently have 2 team meeting rooms where teams can hold large meetings, watch game film and review game plans, as well as 3 coaches offices shared amongst all of our coaches from one season to the next. Thoughtful placement of Athletic Team Locker Rooms, Team Meetings spaces, Trainers office and Coaches Offices to gymnasium and athletic fields while also eliminating or significantly decreasing access to the Main building and academic classrooms is critical.

Our weight room is a great space, unfortunately, it is not user friendly. As it is now, it is a great strength and conditioning space. Which we need and do not want to lose, but we do think it is important for our PE classes as well as our school community to have a fitness center combined with strength and conditioning. A space that can have a circuit of machines along with cardio options such as treadmill, ellipticals and bikes. The foundation to what we teach in P.E. is the fitness component and having a user friendly room would be tremendously helpful.

In our new gym we hope to see not only these issues addressed, but other improvements as well. The new facility should include separate teaching areas for yoga/mobility exercises. With education leaning towards a universally designed approach as well as a push for social emotional needs, having separate spaces for students to

access and exercise will be vital to their education and well being.

PHYSICAL EDUCATION WISH LIST

Gymnasium - main basketball court for varsity games. Bleachers to pull out for spectators fitting approx. 600-700 spectators or student body for large events such as Pep rally. Would like to have 3 side courts. If we build a 4th side court it would provide enough space for Gymnastics.

Suspended track - This is a great thing to have for many reasons. PE classes that have many students choose to walk for their activity or have a medical and cannot participate in the class activity choose to walk (today they walk around the gym and are constantly benign careful not to interfere with the class. There are many PE activities with fitness as our foundation that would utilize this space. It provides space for many athletic teams to warm up or train while another group might be in the gymnasium, especially our indoor track team that has runners looking for space to safely run and are in our hallways now.

Gymnastics room - if the gymnasium is not big enough to add gymnastics space (which is our first preference) then this room would need to happen. large enough to fit a 42' X 42' spring floor as well as other gymnastics equipment, such as beams and uneven bars, along with a vault (with a runway approx. 70 feet long) and a small area for spectators 50-60 people.

Extra-large storage area for all this gymnastics equipment. We would like to use this room as something else for the remaining 9 months, so we need a very large storage space for gymnastics.

Fitness/strength and conditioning room - user friendly for all - large enough to service a team of about 60 kids at once

1 male PE locker room with Bathrooms - accommodate approx. 50-60 boys

1 female PE locker room with Bathrooms - accommodate approx 50-60 girls. Small lockers as it is just to change for the class. Would like to have changing stalls in both locker rooms. Do not need showers unless it is mandatory. Kids

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do not shower in P.E.

1 male PE instructor office with bathroom - shared with 2 teachers

1 female PE instructor office with bathroom - share with 2 teachers

1 large PE storage

2 extra-large athletic storage (above and beyond what was mentioned above for gymnastics) for all indoor track equipment (hurdles, high jump matts, shot put, etc. basketball scorer's table along with team chairs approx. 40 chairs. Basketball equipment, volleyball nets and poles as well as referee stand etc.)

Male Athletic locker room - enough to accommodate large lockers for individual sports equipment like shoulder pads and helmets. Large enough for during 1 season we have about 170 male athletes participating and needing a locker. Maybe we have 2 rooms. With showers, athletes tend to shower after practice

Female Athletic locker room - enough to accommodate avg size lockers, not very big equipment mostly sticks such as lax and or field hockey. Large enough for approx. 180 female athletes during 1 season needing a locker again maybe 2 locker rooms to accommodate this large number. Need showers as well

2 male athletic coaches offices -with bathroom and shower. 1 office needs to accommodate 3 coaches at once, and the other needs to accommodate 8 at one time

2 female athletic coaches offices - with bathroom and shower - both offices need to accommodate 3 coaches at once

1 officials' room - with bathroom and shower - large enough to accommodate 5-6 refs at once

2 team meeting rooms - large enough to accommodate, teams of 60 kids at once to meet as a team or watch films (this is a very important part for some sports)

1 Athletic Training room with storage

1 Athletic Directors office, shared with a secretary (2 rooms or 1) would like to have a conference table as I do now.

1 equipment room with Laundry service - Need to store all sports equipment during their off season which is ¾ of a year.

Outdoor storage

Outside Facilities

An assessment of our current athletic programs, student-athlete enrollment and community use indicate that three to four turf fields would be recommended. A minimum of three would allow SHS to provide equal opportunities for all teams and genders. Scheduling among the many sports teams we have including all sub varsity teams can force teams to have practices that go well into the evening, especially when you don't have the ability to practice on multiple fields. It would allow us to for the first time ever to bring many of our youth programs up to use our facilities. It also allows some revenue opportunities from outside organizations.

The three turf fields should be in as close proximity to each other as possible. Allowing them to be accessed by all and easily supervised. Current observations and public feedback indicate that the community as well as our students would take full advantage of a walking track around the perimeter of our athletic fields and overall school campus. This would allow people to use the facilities even during our HS events.

Outdoor Building

A field house to provide essential supports and needs for our student-athletes, spectators and other vital athletic program supports is necessary. This building would provide the following: 1) bathrooms 2) concessions 3) storage 4) Two team locker rooms/ meeting room 5) small officials space. This building will enhance the ability to do many things to make the athletic experience much greater for all of our athletes male and female, Fall, spring and summer sports. It provides the ability to keep our school building safer with security by not needing to enter the school whether it is during school hours or outside of school hours.

L. LIBRARY / MEDIA CENTER

The Stoneham High School's library media center's physical space is currently located in one location close to the main entrance of the building and with thoughtful consideration given to layout, allows for maximum flexibility and is a hub of a variety of activities. The library is laid out to accommodate up to 3 individual classes or 80 or more students at a time for academic instruction by the librarian (via a large mobile screen) or for teacher instruction. Teachers can sign up in advance to use the library and can come in last minute if there is room. The library print book collection had been weeded so that books shelves are located only along the outer walls of the room, allowing for the maximum flexibility in the use of the space. EVERYTHING is currently movable with exception of 2 low bookcases that are used as room dividers. The library is also a space for students and teachers to relax with comfy seats, couches, and relaxing music when not being used for academic purposes. Up to 80 or more students can have lunch in the library and also come to the library in the AM for breakfast, to print, do homework, and socialize with their friends. We also have puzzles, chess boards, Legos, coloring books, and board games.

The library is the space where the majority of National History Day work and exhibits are displayed for the week, Shakespeare day takes place in the library, the art department uses the library for displaying students' work and for art night. Once a month we hold "open mike in the morning" and students can come in in the AM and perform under the direction of the music department. We also have "Teacher Tuesday" once a month and the library is closed at lunch to students so teachers can gather and enjoy the space.

We have created a "history learning lab" in one of the rooms off of the library that is an artifact museum filled with objects that are relevant to the curriculum. These objects are on display and are used in classes and by students in independent study projects

There is one classroom and 4 small meeting rooms off of the library.

Unfortunately, the library is closed for several days a year in order to accommodate large testing groups for MCAS and for AP. This has been an ongoing issue as no one else

is allowed to use the space on these days.

The small rooms off the library were used many years ago for storage but have been cleaned out and are now constantly in use for a variety of activities. These are NOT STORAGE ROOMS.

There is one full time licensed library media specialist and until this year a part time paraprofessional.

Until this year the technology coach was also located in a room off the library and held classes there.

The speech pathologist sees students in one of the small rooms off the library.

Guidance holds individual student counseling sessions in one of the rooms off of the library.

Teachers hold professional development meetings in one of the rooms off the library.

VHS students use the rooms off of the library for quiet study.

The rooms off of the library are also frequently used for "green screen" filming by multiple groups of students as part of classroom assignments.

The Library is a constant hub of activity from 7:15AM until 4:00PM on school days and on some evenings for special events.

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M. SPECIAL EDUCATION PROGRAMS

Special Education services at Stoneham High School are delivered in a multitude of ways through various programs designed to meet the needs of our diverse student population. These programs include Resource, STRIDE, RISE, Language Based, and ESL services (ESL is not special education). In addition to these programs, the areas of speech and language pathology, transition planning, counseling, occupational therapy, physical therapy, and adaptive P.E. all fall within this discipline. The district is committed to ensuring that students with disabilities receive a quality education in the least restrictive environment. The spaces designated for special education programs in the new building should maintain the current space allocations for all classrooms currently in existence at a minimum. The spaces, while located amongst the school and academic areas, should also consider the students' auditory, visual, and other related sensitivities. The spaces for future special education students should also ensure easy access to service providers and instructional areas.

RESOURCE PROGRAM:

The inclusion / partnerships program at Stoneham High School offers academic support and instruction in reading, written language, mathematics, study and organizational skills for students with a variety of disabilities. In addition, special education teachers co-teach in a number of general education classes. The inclusion program is for disabled students who require academic remediation through specially designed instruction and classroom accommodations. Classroom materials are used as the context to develop skills of reading comprehension, written expression, and mathematics, as well as study skills such as organizational skills, note taking, outlining, report writing and test preparation. Each student has a liaison who communicates with parents, teachers and counselors in order to meet specific student needs as described in the IEP, including, home-school communication and collaboration with general education teachers and related service providers. The majority of high school students receiving special education services are part of the inclusion program. All disability categories are served in the inclusion program including learning disabilities, physical impairments, emotional

disabilities, health-related disabilities, autism spectrum disorders, physical and sensory disabilities. The students in the inclusion program receive most of their instruction in their general education classroom. They may also receive some academic explicit instruction in a small group setting or a related service outside their classroom to address underdeveloped skills. Specialized small group academic instruction occurs as frequently as other content classes. Given the needs and increased demands of high school students, if needed, instruction is also provided to improve executive functioning skills. Executive functioning instruction will target a student's needs to manage belongings, short- and long-term assignments, and organizational skills. In this educational model, the needs of all students are being met by educating learners with disabilities alongside their non-disabled peers. A critical component of inclusion is to provide students with disabilities access to the curriculum, regardless of the level. Curriculum may be modified as specified in the student's Individualized Education Plan. The mission of the program is to teach learning strategies to students to help them compensate for their area(s) of learning disability. Understanding their own strengths and weaknesses as learners and self-advocacy are components of this teaching model as well. Co-taught classrooms are an effective model of inclusive education. These classrooms are led by a certified content area high school teacher and a special education teacher. Students receiving support through the co-taught classrooms can have a variety of learning and social needs including language-based disabilities. Given direct instruction and with strategies embedded throughout the day, students are working towards meeting grade level benchmarks. Small group instruction outside the general education classroom is available for academic remediation or for related services.

UTILIZATION OF CURRENT SPACE; RESOURCE:

At the present time, students enrolled in a full-inclusion program who receive specialized, direct instruction outside of the general education classroom are serviced through Resource. At the present time, there are 3 classrooms designated for Resource services. These rooms vary in size, location, and proximity to primary academic areas of the school and other service providers. The 3

classroom spaces are shared between 4 educators who provide learning strategies as well as additional services for students with reading or hearing based disabilities. Students with widely varying levels of ability, age, and need are supported within the same space. 2 of these classrooms have, historically, been adjoining rooms for seamless communication/collaboration between educators in the short moments between classes.

Resource spaces have historically been very small, and unable to accommodate more than 8 students at a time. This proves challenging during periods when simultaneous resource blocks are held within shared spaces, as it is not conducive to providing services in a distraction-free environment. Academic testing for 3-year reevaluation meetings also takes place in these classrooms, which leads to overcrowding in the adjoining classrooms. This overcrowding also becomes a factor when students utilize a separate setting for assessments in their general education classrooms. Teachers then become responsible for not only monitoring their students scheduled for class but also monitoring students who are taking assessments. Teachers are also unable to utilize their prep times without distraction due to resource classes being utilized for separate setting accommodations. Students who take frequent breaks and are benefited by flexible seating are unable to utilize these accommodations in our classrooms effectively due to size constraints. Our space is also unsuitable for displaying the necessary resources/ anchor charts for all subject levels/necessary supports across the four grades we support simultaneously. It is very challenging, in our current spaces, for students to de-escalate without distracting their peers. It is also noteworthy that 2 of the 3 classrooms do not have windows, all do not have adequate storage space for materials/manipulatives, and all do not have adequate storage space for general classroom materials. We are unable to effectively communicate with the teacher in the non-adjoining room due to our proximity to each other. We are also unable to effectively communicate with general educators due to our classrooms' locations. Our technology is inconsistent, which means collaboration is more difficult due to an inability to share presentations/ materials. Our space is not conducive to effectively

supporting these needs at the present time.

FUTURE SUGGESTIONS FOR RESOURCE:

- Windows to the outside.
- Adequate wall space to display anchor charts/ resources for all courses and all grade levels
- Availability of an adjoining, common mutual space in order to facilitate large group direct instruction.
- Multiple, small designated quiet spaces for students receiving small-group instruction or students utilizing their separate setting accommodation for assessments.
- Break spaces in proximity to our rooms so not to distract from lessons currently going on would benefit us greatly.
- Designated places for testing, outside of our classrooms, would provide a sufficient environment for students to focus and perform at the best of their ability.
- Technology that provides seamless access to lessons as well as meets the needs of students with visual/motor disabilities is essential to future Resource classes.
- Proximity to gym/weight room/track for quick movement breaks, a green room/garden for calming effects, bathrooms, and guidance/social emotional supports
- Design and creation of a sensory wall/hallway would benefit resource students and the general population.
- Flexible seating (e.g., hammocks/benches that can provide sensory support for dysregulated students) would provide students with an environment with which to attend to their work without discomfort.
- A Learning Center suite in a central location, with general education classes surrounding it, is ultimately our ideal design.
- A designated meeting room for IEP meetings and testing

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STRIDE PROGRAM: STUDENTS TAKING RESPONSIBILITY IN DEVELOPING EXCELLENCE

Students with social-emotional disabilities are serviced through the STRIDE program at Stoneham High School. In the STRIDE program, educators create an academically engaging, safe, and nurturing environment for their students. The 2 stride teachers and 2 clinicians who provide substantially separate services (e.g., academic and counseling services) collaborate with general educators in order to provide meaningful experiences that enhance a student’s life skills and direction for their future goals (e.g., community engagement, core academics, volunteer work, etc.). These educators and clinicians communicate effectively with other service providers such as physical therapy, occupational therapy, reading specialists, and others.

All members of the program are part of a community grounded by four “cornerstones”: respect (for yourself, others, and your environment), responsibility (for your actions), self-control (of your behavior), and repair (the ability to fix things when needed). It is the belief that these cornerstones and a sense of belonging to a caring smaller learning community will help each student build healthy relationships, communicate effectively and develop respect for differences in other people in order to be successful in school. The goal of the STRIDE program is to provide students with the support to build academic competencies, positive relationships, communication skills and a sense of responsibility and community that will foster their success in school. Understanding that learning disabilities often are present along with social/emotional challenges, there is a strong specialized academic component to the program. Most core subjects are co-taught by a content certified high school teacher and a special education teacher. Remedial strategies and instruction are provided in the same manner as students with specific learning disabilities and language-based learning disabilities. Specialized elective classes for the program are available and are supported by program staff. Students have inclusion opportunities to participate in mainstream classes and are supported by a program paraprofessional. In addition to a strong academic component, there is a high degree of therapeutic support.

A positive behavior management system is part of the classroom structure. Individual positive behavioral supports are put in place for students who require additional incentives. A weekly group counseling session conducted by the school psychologist is an important component to the program. Individual counseling is provided to students as needed to assist them in meeting their behavioral, social and emotional needs. Vocational instruction is provided weekly in the program by EMARC.

UTILIZATION OF CURRENT SPACE; STRIDE:

There is one classroom shared between teachers. This space has community access and office spaces for clinicians/teachers to separate grade levels and provide direct instruction in an individualized way. The classroom is on the first floor in close proximity to the musical arts, the auditorium, the guidance office, and has its own entrance/exit for emergency purposes. This set-up is ideal as it allows seamless transition to clinicians/service providers in the case of escalation and further support in the general education setting. While there are bathrooms near the STRIDE classroom presently, they are inoperable. However, in the future it would benefit students to be near a bathroom in order to assuage any anxieties or social concerns. The staff in STRIDE are met with challenges when faced with a student in crisis or a student who requires testing, due to a lack of private space that ensures confidentiality of the student. Many of the challenges in Resource are mirrored within STRIDE as they pertain to testing, separate setting accommodations, flexible seating, and other aforementioned struggles.

FUTURE SUGGESTIONS FOR STRIDE:

- Maintaining the proximity to service providers
- Proximity to private bathrooms
- Proximity to a room designed for movement breaks - treadmill/punching bag
- Proximity to sensory hallway/room/lounge
- Clinicians with private offices for confidentiality
- Location to kitchen-like space/cafeteria
- Private space for quiet lunch

- Multiple classrooms for providing services to students with widely varying needs/levels
- Proximity to gym/weight room/track for quick movement breaks
- Proximity to a green room/garden/aquarium for calming effects and also to allow for career exploration
- Proximity to a therapeutic/social/emotional support space
- Location to hands on opportunities (garden, RISE, pre-K, shop, cosmetology, ATM, chef, etc.) to evoke and foster a sense of purpose and independence
- A designated meeting room for IEP meetings and testing

RISE PROGRAM: REACHING INDEPENDENCE THROUGH STRUCTURED ENVIRONMENTS

Currently, a substantially separate program exists for students with autism spectrum disorder (ASD), social-emotional disabilities, cognitive and/or neurological impairments, and students in transition (18-22). They are served in the RISE program.

The RISE Program offers a substantially separate program for students with more severe disabilities requiring a higher level of support and specialized instruction than in the integrated program. All the students in the RISE program require special education services. As developmentally appropriate, opportunities for inclusion with the integrated preschool are available for all students in the program. The program is staffed with a teacher certified in early childhood special education, a full time ABA specialist, and several paraprofessionals. In addition, a speech/language pathologist, occupational therapist, physical therapist, school psychologist, and Board Certified Behavior Analyst (BCBA) are part of the classroom interdisciplinary team. The BCBA consults with all program staff and provides ongoing training on ABA methodologies. The curriculum is child-centered and offers developmentally appropriate activity-based learning for preschool children. The range of direct services varies widely depending on a student’s

individualized needs. The type and frequency of service are decided at the child’s IEP Team meeting. The school adjustment counselor and psychologist are available to families to provide support and community outreach.

UTILIZATION OF CURRENT SPACE; RISE:

This program was developed in order to service students who would historically have been placed out of district due to the intensity of service needs. Currently, this program is located in an inclusive placement in close proximity to the nurse, general use restrooms, and main office. The two classrooms and their respective teachers are designed in order to accommodate students with a high level of need, which includes flexible seating. One of the classrooms has a number of appliances that allow students to practice lifelong skills such as cooking, cleaning, and organization of materials. The classrooms do not have adequate built-in storage for the innumerable materials utilized by their students and staff. The classrooms also do not allow for appropriate spacing, given the high number of staff and practitioners who push-in in order to support students in the program.

FUTURE SUGGESTIONS FOR RISE:

Due to the skills that students in this program are working on, they require a designated space to work on vocational skills and activities of daily living. A designated space for vocational purposes - including a copier, scanner, computer, printer, and materials to complete clerical tasks, etc. would further improve the RISE program. This space could be used by both teachers and students.

A designated space that is set up similar to an apartment, including a kitchen area, bedroom area, and a dining area is essential for the success of the substantially separate population. Appliances would include a refrigerator, microwave, oven, sink dishwasher, washer and dryer. Within this space, all students can practice daily living skills such as cooking, making a bed, vacuuming, washing clothes, folding clothes, ironing, washing dishes, loading a dishwasher, etc. This multipurpose room should be linked to the RISE classroom although perhaps not necessarily adjoining. This space would foster inclusion and could be located near cooking/“restaurant”/design/fashion class.

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This area would also be improved by the addition of an instructional bathroom used to teach RISE students hygiene and grooming skills (e.g. brushing teeth, washing face, wiping after bowel movements, showering, etc.). In an ideal situation, this would be a “Jack & Jill” bathroom (in the middle of the classes), which would be less accessible to outside students to ensure privacy and reduce anxiety, educational and instructional bathroom. The bathroom should have 2 stalls, a shower, and a grooming area/dressing nook. The bathroom should seamlessly work with the apartment set up the RISE classrooms need.

- Close to exit for fire drills/emergencies
- First floor ideal: physical/mental needs of students
- Wheelchair accessible room
- Space that allows for an entrance/exit to the outdoors
- Location near track/own outdoor space
- Access to a gardening space in order to teach valuable life skills
- Location near other support staff
- Proximity away from gym/cafeteria/music space
- Proximity to sensory room/hallway/quiet spaces
- A sensory lounge or suite
- Location that provides seamless transition to service providers/partnerships in the building (chef)
- Preservation of inclusivity while still providing access to additional spaces
- Resources/rooms that allow students to practice the skills/have valuable experiences in the community
- Vocational opportunities; coffee shop, medical related, inventory tracking, hair salon, pre-K support, etc.
- Sensory resources such as bungee chairs, swing, weighted blankets
- Room/space for de-escalation that allows for confidentiality and safety of students

- In order to continue to ensure an inclusive learning community for all students regardless of need and ability, the sub-separate program classrooms should be located within the primary academic areas of the school
- A designated meeting room for IEP meetings and testing

LANGUAGE BASED PROGRAM

The language based program at Stoneham High School serves students within our population who require specially designed instruction pertaining to language based skills. This includes, but is not limited to, students with reading, listening, and writing based disabilities such as dyslexia and decoding challenges. Language based teachers provide specific, developmentally appropriate support and instruction which pertains to each student’s need in a substantially separate setting. The program supports students in all grade levels, often simultaneously, which provides a challenge to educators when supporting students of widely varying ability. The current program is held within one classroom that supports a varying number of students where multiple teachers and paraprofessionals are giving instruction at once. There is no privacy, which creates challenges for confidentiality purposes. The language based program walks the line between special education and substantially separate.

FUTURE SUGGESTIONS FOR LANGUAGE BASED:

- Space’s ability to allow educators to differentiate instruction seamlessly
- Current space challenging for testing students in an environment that provides confidentiality/student ability to not be distracted
- Proximity to reading services/speech/suite
- Proximity away from loud places (gym/music/etc.)
- Space placement that reduces stigma
- One large room or two adjoining rooms
- Technology; phone, headphones, projector, etc.
- Designated space for testing and confidential phone calls

- Flexible seating arrangements/potential
- Frequent break space - sensory room/hallway (maybe near the gym?)
- A designated meeting room for IEP meetings and testing

ENGLISH LANGUAGE LEARNER (ELL) PROGRAM

The English Language Learner (ELL) Program is designed to meet the linguistic, academic and social needs of English Language Learners who attend Stoneham High School. ELs are students who are learning English as a second or additional language and who are not yet proficient in English at their grade level. The ELL Program creates a welcoming and challenging learning community where students acquire proficiency in both conversational and academic English. Students are enrolled in rigorous ESL courses taught by certified ESL teachers, and learn English in the areas of listening, speaking, reading, and writing. Students are also enrolled in academic courses taught by educators with sheltered English immersion (SEI) endorsement, with methods of teaching that are responsive to the learning needs of students developing English language proficiency. Students are assessed annually using the WIDA-ACCESS test of English language proficiency. This assessment tool is used in many states nationwide which are members of the WIDA consortium. This program’s enrollment has grown 100% since its initial class and continues to grow. Its location has been moved as the students’ enrollment exceeds the space capacity of the room. It is safe to assume that this program will continue to grow, with a minimum of 20 students by the 2021-2022 SY, as we foster an inclusive environment at Stoneham High School. While there is one teacher currently in the program, it is anticipated that there could be as many as three teachers required to fit the student need.

FUTURE SUGGESTIONS FOR ESL SERVICES:

- Inclusive, central room placement that allows ESL students to be part of the fabric of the school ideally in close proximity to the library
- Proximity to general education classes and reading specialists

- Flexible seating options (standing desks, yoga balls, couch, beanbags, etc.)
- Flexible walls for grouping/cloth dividers if possible to allow students to speak/listen without bothering classmates (cloth or cork covered for sound absorption) which will allow for a multi-functional space
- Acoustics to allow for clear, concise language/ instruction to be heard (e.g., carpet, wall tiles, etc.)
- Language lab-like tech or proximity if one exists; green screen, listening tools, speaking tools, recording tools, smartboard etc.
- Adequate wall space/bulletin boards/white boards to display necessary anchor charts/resource materials in both English and other languages
- Non-negotiable proximity AWAY from high noise areas: gym/cafeteria/auditorium/musical arts

SPEECH AND LANGUAGE SERVICES

Speech and Language services are provided through district speech and language pathologists. At the present time, these individuals travel with the hopes of finding open space as it is available. In the past, they have used a shared office in the library at Stoneham High School. The speech and language pathologist provides instruction in regard to articulation, pragmatics, social skills, and other remedial skills for improving an individuals’ expressive/ receptive language. The speech/language pathologists should have a designated office in the school, preferably close to the RISE and LB programs.

READING SERVICES

Reading services are provided through the district of Stoneham’s reading specialist. The current space at the high school is a windowless room suited for a maximum of three people. It is located in proximity to general education classes, a high-traffic stairwell, and lacks the acoustics needed for students to attend to their work and reading skills effectively. The reading teacher should have an office or designated classroom space, preferably near the LB program.

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OCCUPATIONAL THERAPY SERVICES

Occupational therapists push-in to designated classrooms or spaces that are unoccupied to provide services for students with OT needs. The lack of designated space proves challenging for maintaining confidentiality.

PHYSICAL THERAPY SERVICES

Very few students require this service and if needed, can utilize appropriate gymnasium equipment or work in a sub separate classroom space.

ADAPTED P.E. SERVICES

Stoneham High School does not have an adaptive physical education/wellness program. All students participate in a general physical education/wellness class. Accommodations and modifications are provided in the general education class for students who require this service. If required, instructional assistants or outside service providers assist students in their physical education class.

TRANSITION SPECIALIST

IDEA 1997: 300.29 defines Transition Services as:

“a coordinated set of activities for a student with a disability that (a) is designed within an outcome-oriented process, that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and/or community participation, (b) is based on the individual student’s needs, taking into account student’s preferences and interests, and (c) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate the acquisition of daily living skills and functional vocational evaluations.”

All students, including students with disabilities, “deserve a world-class education that prepares them for postsecondary opportunities, career training options, economically viable careers, and healthy productive lives.”¹ As the Board of Elementary and Secondary Education’s Taskforce on Integrating College and Career

Readiness recognized, “every child deserves an education that nurtures their dreams and lays out a navigable pathway to accomplish them. It is no longer viable for our businesses or our educators to under invest in career readiness education; we have a responsibility to provide our children with a well-rounded education that prepares them not just to begin post-secondary education, but access to viable, living-wage, family supporting careers, and lifelong prosperity.”²

As the transition specialist, the roles and responsibilities are ever changing based upon student population and need. Much of the work completed is highly individualized for each student. The transition specialist plays an important role in the education of youth with disabilities and is the person that helps create a bridge to life after high school through assessing, planning and delivering individualized services and supports that prepare youth for their future. Transition specialists coordinate services with adult agencies and community providers to ensure students transition effectively to life after high school.

The transition specialist has a range of knowledge including, but not limited to: conducting individualized transition assessments, creating measurable post-secondary goals, fostering self-determination and self-advocacy skills, and creating and delivering appropriate transition systems/services including employment, community and post-secondary education opportunities, paid employment based on the student’s identified interests, learning independent living skills such as utilizing public transit, or attending college classes or continuing/ adult education.

CURRENT SPACE UTILIZATION AND FUTURE SUGGESTIONS:

At the present time, our transition specialist is located within the guidance suite in a room identified as a closet in the building plans. It does not include windows or adequate space in order to effectively provide assessments for more than one student at a time. A future space should have ample space in order to accommodate for testing, a large amount of materials/resources, and in order to involve small group sessions.

SOCIAL EMOTIONAL SUPPORTS, CURRENT SERVICES AND PROGRAMS:

In addition to the four school counselors, the high school currently offers social emotional support and counseling via one school adjustment counselor and one school psychologist. Both conduct individual and group counseling, including social skills groups which are held during lunch blocks and during flex blocks. In addition, they provide services to students enrolled in our RISE special education program and work closely with the teachers and staff of that program. For students who require more intensive counseling support in order to access their education or remain engaged in school, these counseling supports are available upon referral from their school counselor.

Both the school adjustment counselor and school psychologist are also important members of the special education process, and their direct services are frequently outlined as a required component of students’ Individual Education Plans or 504 Plans. The school psychologist also spends a significant amount of time conducting confidential testing and assessments to determine students’ eligibility for special education services. During the 2019-20 school year, the school adjustment counselor provided services to approximately 25 IEP and 10 non-IEP/504 students, and the school psychologist had a caseload of 23 students for counseling and 40 students for assessment.

Both of these school support professionals currently have offices in the school counseling suite. These office locations are ideal for facilitating collaboration with the four school counselors, as well as providing the necessary discretion and confidentiality for engaging with students, families, and collateral supports such as therapists and social workers from the community. The proximity of these offices is also essential during crisis situations to facilitate clinical collaboration.

Given the frequency of meetings involving parent/guardian visitors that are facilitated by all members of the counseling suite, the current location of the counseling suite near the front of the building is ideal from a safety and security perspective. In addition to hosting parents,

the school adjustment counselor and school psychologist will often invite community providers in the building (ex. outside therapists, MassRehab counselors, Department of Children & Families social workers, mentors, etc.) for collaboration and wrap around student care. Minimizing the travel of these guests throughout the building is a crucial component of student safety.

PROPOSED CHANGES AND WHY, OR STATEMENT THAT NO CHANGES ARE PROPOSED:

Small group counseling sessions facilitated by the school adjustment counselor and school psychologist are currently held in a conference room or small meeting space in the library. Frequently the location of these groups has to be changed at the last minute due to competing needs for the available spaces, such as other meetings in progress, which takes away from the group counseling time. The proposed multipurpose meeting space for the school counseling suite would be ideal for housing these group counseling sessions, in addition to providing a space for the implementation of counseling curriculum and college representative meetings.

A multipurpose space would also allow more flexibility in times of crisis (for crisis evaluations and de-escalation spaces). Additionally, this space could be used when peer social issues arise to conduct mediations (to separate students and then to bring them together in a neutral space/larger space for the actual mediation).

DESIGN RESPONSE:

RESOURCE PROGRAM:

- A learning suite (1 large common mutual space for large-group lessons with adjoining offices)
- (4) Offices for educators; utilized for prep, testing students, utilization by other practitioners as needed
- (4) Classrooms for educational instruction, location TBD
- (8) Small designated quiet spaces for students receiving small-group instruction or utilizing their separate setting accommodation for assessments that does not take away from students receiving Resource instruction/teachers utilizing their prep time

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STRIDE PROGRAM:

- (2) Classrooms in close proximity to support staff/guidance/practitioners
- Private Bathroom
- (4) Offices for clinicians/educators to provide services with confidentiality
- (1) Large meeting room/mutual space/suite

RISE PROGRAM:

- (2) Classrooms for educational instruction; students with severe needs
- Private Jack & Jill bathroom/changing area/grooming station shared between the severe classrooms
- Studio apartment to include kitchenette (stove, sink, dishwasher, refrigerator), bed, dining, storage, stackable washer & dryer
- Vocational space; shared with others such as culinary cafe
- Therapeutic de-escalation room similar to sensory room

LANGUAGE BASED PROGRAM:

- (2) Classrooms for educational instruction, ideally connected/adjoining; equipped with features that benefit students acoustically
- (2) Offices for educators; utilized for prep, testing students, utilization by other practitioners as needed

ESL PROGRAM:

- (1) Classroom for educational instruction; equipped with features that benefit students acoustically
- (1) Office for educators; utilized for prep, testing students, utilization by other practitioners as needed
- Language lab with technology (e.g., green screen, projector, etc.) that allows for seamless integration of lessons to student activity

SPEECH AND LANGUAGE:

- (1) Half-sized classroom for educational instruction; equipped with features that benefit students

acoustically

- (1) Office for educators; utilized for prep, testing students, utilization by other practitioners as needed

READING SERVICES:

- (1) Half-sized classroom for educational instruction; equipped with features that benefit students acoustically
- (1) Office for educators; utilized for prep, testing students, utilization by other practitioners as needed

OT/PT:

- (1) Room specifically designed for OT/PT needs to maintain confidentiality and instruction without distracting peers

N. CAREER AND TECHNICAL EDUCATION PROGRAMS

A current national trend and one that will continue for many years, is career and technical education, or CTE, which exposes students to real-life experiences more directly. These elective courses are where academics are applied. In order to enable students to become “well rounded” individuals, careful attention must be made to the design of the physical environment of these programs. The emergence of CTE is a recognition on the part of school districts that A.) not every high school student is going to college, and B.) students need earlier exposure to different professions so they can determine what they might like to do as an adult and get training for that job while in high school.

CTE is a pathway to success for high school students and offers each student opportunities to personalize his or her education based on their career interests and unique learning needs. CTE refers to courses and programs designed to prepare students for careers in current or emerging professions. At the high school level, CTE provides students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. High school CTE is meant to connect with and lead to postsecondary programs of study or additional training after high school, which may include more specialized technical instruction. These pathways can culminate in postsecondary degrees or certificates, apprenticeships, or employment. Currently the high school has a robust FACS program and has recently begun a Project Lead the Way program, that began at the Middle school.

During the previous comprehensive facilities study, one of the identified goals of design was to increase the quantity and quality of hands-on opportunities available to students at Stoneham High School. Although Stoneham High School does not currently offer any Chapter 74 vocational programs, an area of opportunity exists to create a Chapter 74 program in Early Education and Care, by creating greater coordination between our high school and the two elementary school preschool programs and merge them with the Child Development and Internship program already at the high school level.

CULINARY/FACS

Family and consumer sciences, like other elective departments, allow students to apply academic skills, use creative thinking, practice problem solving, increase fine motor skills by working with their hands and develop communication tools which could lead to a future career, personal achievement and home and family enrichment. Currently in the program we offer to 9th thru 12th graders: Food and Nutrition, Sports Nutrition, International Foods, Fundamentals of Baking, Culinary 1 &2, Adult skills, Fashion/Sewing 1,2,3 and Child Development 1 and 2. Class size in the Food and Fashion Labs are capped at 18 due to Safety and OSHA guidelines. The food lab individual kitchens are equipped for 3 people. We have a waitlist consistently for all food classes, with as many as 350 students signing up for Food and Nutrition alone. The kitchen labs are available for all seven periods of the day and can easily be filled to the maxim for both semesters. Locating the food lab part of the FACS department near the Cafeteria would assist with a possible “Spartys Cafe” (that we currently run out of our classroom space) that is accessible to teachers during the day and events during the evening/weekends. It is the vision that the cafeteria kitchen be on one side of the open designed cafeteria and the Spartys Cafe be on the other side with not only an open space to the cafeteria but a small teacher/administration dining area adjacent, so that students can have more real world experience in the restaurant industry.

The FACS/Culinary foods lab must have easy access to a door to the outside of the building and parking space for the delivery of groceries and supplies. Storage Area with laundry centrally located with shelving for larger items and equipment being used in rotation, along with larger food product items. Laundry will also need a (short) vent to the outside.

Currently, there are 7 home kitchens within the lab space, 6 for students and one for teacher/student demonstrations. The ideal program would have commercial restaurant equipment in the 7th kitchen space as not only a part of the demonstration area but as part of the culinary students workspace for the dining room/cafe, with room

N. CAREER AND TECHNICAL EDUCATION PROGRAMS

for a commercial dishwasher. The 6th student kitchen space should be handicap accessible and adaptable to those with special needs.

The kitchen space lacks storage as current storage is located in another classroom down the hall with the washer and dryer. The ideal plan would be that they are both located within the Food lab space in some capacity, especially the laundry area which is used several times within the day. This food lab space going forward could be used for Community Adult Education in the evening when possible for cooking classes. Going forward the space would need to be bigger than the 1400 sq ft suggested, as we need storage space, laundry, cafe, and special needs accommodations.

- Large kitchen space with 6 residential style kitchens
- One commercial demonstration kitchen towards the front of the room that has access to the cafe
- Laundry and storage area (add 150 sq ft)
- Student storage space for uniforms/bags
- Faculty Sparty's Cafe (add 800 sq ft) Ideally this space would be very similar to the project room space on the 2nd floor of the SPS middle school, a space that has room to accommodate guest for lunch, a copy room area, and be utilized for smaller district events
- Close proximity to the cafe and access to outside door or elevator

CHILD DEVELOPMENT

Currently both Child development classes, 1 and 2, are located in the FCS department right next to the food labs. They run 3 periods during a semester as it is a shared space with fashion/sewing and adult skills. The classroom has adequate space for supplies, and it would be ideal if that continues. The classes themselves are maxed out at 24, with most classes being filled each semester.

The ideal location would be closer to the new Pre-K space being suggested as it would be nice for high school students to have an observational lab within their room, and to bring back the Child Development 3 Internship program, which had an average number of ten students

going out to the Pre-K classes throughout the district for work experience. Having work experience within the building would be ideal because of transportation issues in the past, getting students to their "job" if they did not drive and their classroom teacher being able to easily observe them without leaving the building. Many students throughout the years have shown an interest in post-secondary education, majoring in early childhood or elementary education and child psychology. This would give them a great opportunity to experience real-life scenarios. Having the classroom intermingled within the several early childhood classrooms planned would be a benefit, along with those teachers being used as mentors in the 3rd year program.

- Large classroom space adjacent to the Pre-K Program
- Ability to split the classroom into different areas
- Sink area for project production
- Storage space
- 2-way glass mirror for observation of students

SCHOOL STORE / ENTREPRENEURSHIP

In the past, our school store was a vibrant opportunity for the DECA program's entrepreneurial class, when curriculum and funding changed it left a hole which was filled recently with our RISE program within our special education department, using it as a vocational job training space. Now that the business department has merged with the economics classes there is a need for a robust store that can not only help to train those in the RISE program but also help students wishing to go into some type of business. It will act as an opportunity to learn more about product sales, accounting, purchasing, and marketing, along with a great collaboration with the special education students.

The store is currently open 2 to 3 days a week and staffed by the RISE students only with very selective hours. In the past it was a store run by at least 30 or more students rotating in, consecutively each day before school and during lunch. The space allotment it has now is adequate for what is being taught, however it does not have storage

space for items such as overflow merchandise. Preferably it would be adjacent to the Economic/business classroom which could be near the library or some other populated area giving access to all students throughout the day. However there needs to be added space allocated to storage for merchandise/products, as there is currently no storage at all and housed throughout our current building in various locations.

- 600 sq ft store
- Storage area needs to be added (150 sq ft)
- Near library or cafe for student access

SCENE/WOOD SHOP

Currently there is no woodworking class of this kind, however, there was once a woodworking shop in the basement of our current building, where if classes were run, were easily filled. The need for a real life skill such as woodworking is not only evident now with homeowners doing their own DIY, but it is an opportune time for students to show their creative thinking, problem solving, and fine motor skills by working with their hands and also using engineering skills. Not only would there need to be room for actual equipment, there would need to be a designated space for CAD and printer to print plans.

The ideal location would be between the engineering program for project based learning, and the auditorium as the class could be used for set design for the award winning drama department which used to use the woodworking space that was once located in the current basement of the building and has since been disassembled. The drama department now uses the parking lot, hallways, and student homes to build the items needed for their productions.

The recommended class size for students would be to use OSHA guidelines for safety. This space could also be utilized for Adult education because so many people are DIYers now and looking for opportunities to learn within the community.

- Large space that allows for dual access
- Access to the auditorium

- Access to the outside with garage door for deliveries/project pick-up
- Dust machine will need a higher ceiling

FILM EDITING / PRODUCTION

The film editing classroom currently utilizes a computer lab which is a shared space with art. This lab is actually only utilized 2 to 3 periods a day but in the past was used 4 to 5 times throughout the day. Stoneham has seen in the past decade many students go into film/video production along with electronic music production. The ideal opportunity would be to combine the classroom theory into the lab space in computer science and use the space allocated in the plan to a small soundproof studio that could be used for video production, tv/news studio, or recording studio for the music department. With the excellent opportunities in the Boston area to further their education in film, video, or music production it would be a great training opportunity. We would also like to expand our existing partnership with the local television station that was once housed in our building, to include more student produced material, such as sporting events and productions. Again, this would be utilizing the student's creativity, management, and business skills.

- Large space divided into film editing, green room area
- Small lockable storage area
- Part of this large area should have space for small studio for filming Stoneham TV

MAKER SPACE / ROBOTICS

This space better known as an Innovation Lab would be an open space wired for technology around the room so that it could serve multiple uses and be accessed by all departments for groups and large projects. This lab could also house robotics courses in the future as the school does not currently offer robotics but would like to add it into the PLTW program. We currently do not have an innovation lab but looking to the future and wanting to expand the Project Lead the Way (PLTW) program this would create a great opportunity and best use of shared space. PLTW is currently a very robust class within the 7th and 8th grade curriculum in the Middle School, and as a

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feeder school to the high school it is important to keep the momentum going in such a sought after career field. This space could also house the tech leader program that has in their curriculum computer repair services. We see this as being utilized all periods of the day with the space having a sign-up sheet for open use areas with a possible waiting list to get in. The space will also be available for the open periods the students will have such as the FLEX period. Students will have the opportunity to sign up for a spot in the lab during the FLEX period. We

ENGINEERING LAB

Currently our district is in the second year of implementing the PLTW program of Engineering, by offering 2 periods per semester. The space is located in a computer lab without adequate ventilation and no space for collaboration or possible assembly of project ideas. To accommodate our future expansion goals, a proposed CAD/engineering lab would be wired for various technologies including laptops with ethernet access points throughout the room and possibly a bank of 3D printers. The CAD lab would also have space with open counters and floor space so that students can assemble products and test design solutions. This space would be ideally located between the computer labs and the woodworking area, so that engineering students would be able to make some of their designs come to life in wood or 3-D. With many students going on to further their education in many different engineering programs, this opportunity has been long awaited. We need to advance ourselves into the 21st century and give students opportunities to participate in STEAM programs more. CAD lends itself to future landscape/home architects, innovators, product engineers, and urban planning.

- Expand one 1440 sq ft space to allow for all 3 labs to be merged together (possible 2000+)
- Divide the space into:
- Computer CAD space (Engineering PLTW)
- Work table space
- Robotic space w/storage
- Maker Space with access from hall area

COMPUTER SCIENCE

Through the courses offered in our Technology Department, students have an opportunity to discover the vast career opportunities in the technology field, advance their knowledge of general productivity tools and how these tools may be used for collaboration, creativity, communication and problem solving. The current graduation requirements for all SHS students is one semester of Computer Applications.

For those students who are interested in a deeper understanding of how coding is used in the world around them, our Cybersecurity and Computer Science Essentials will provide them with hands-on development opportunities. Other vocation opportunities include the student Tech Leaders program for those students who want to explore help desk and support roles.

The rooms are adequate, but the technology is aging, and the ventilation is a problem because of the heat the computers give off with only one window air conditioner. It is not currently conducive to simulating a software programmer's project-based work environment, as there is a need for collaboration space. In planning for space for computer science, there needs to be a large, flexible space that can function as a computer lab but can also accommodate collaborative work among students. This would require large/multiscreen workstations throughout the room. As the computer science program continues to evolve in time it would be nice to have it adjacent to the Innovation Lab and Bio-medical rooms as part of Project Lead the Way.

O. TRANSPORTATION

The district's transportation policy provides bus transportation for those special needs students who fall within the guidelines of needing private transportation to their school. The district does not charge a transportation fee for these students. The district contracts the transportation out each year by putting out a bid for the best possible service and price. Approximately 335 student parking spots are available on site, and currently there is now assigned parking for students. It is a first come first serve basis. The teacher's parking lot is closer to the entrance and students are barred from using that area.

The district also owns two of their own small (14 person) busses, which they use for the SPED program during the day and other small group field trips. These busses also allow smaller groups of athletes to be transported to their sporting events. Two or three larger spaces in a well-lit area would be needed to accommodate them in the parking lot.

Needs:

- Ample parking for faculty and staff, currently not enough
- 2 or 3 large bus spaces
- Handicap accessible parking spaces
- Loading Docks

P. FUNCTIONAL AND SPATIAL RELATIONSHIPS

The school's cafeteria is in the main level, and is not surrounded by classrooms, it is on one of the far sides of the school. The proximity to the classrooms/lockers can have a negative effect on those students during lunch periods as it has students rushing too much. The cafeteria's location also causes it to be underutilized during the remainder of the day, including before and after school. A more central location to the entrance would be more applicable for the use of public gatherings and rental space for use of those organizations outside of the school district. Our current cafeteria because of age and location is not being used to its best possible ability, there is opportunity for so much more especially if easy accessibility to the theatre and gymnasium.

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Q. SECURITY AND ACCESS

It is important that the Stoneham School's integrates in the design a balanced and layered approach to safety that begins at the perimeter of the site and integrates Crime Prevention through Environmental Design (CPTED) principals. The idea is that the design overall would seek to deter, detect and delay a threat by looking at three areas related to the built environment: site perimeter, building perimeter and classroom or academic perimeter. These approaches found in the CPTED concepts- natural surveillance, natural access control, territorial reinforcement and maintenance-have proven effective in decreasing incidents of crime while improving the quality of space. Since, we know people follow people we must always make accessible egress available with well-marked pathways.

Despite the limits of the aging building, the Stoneham High School administration has made efforts to establish practices that ensure the highest level of safety and security for students and staff during the school day and for the community use of the facility after school hours. During the school day, all doors, except one main lobby door, are manually locked at 8:15AM. Visitors must sign in at the greeter's desk in the main lobby. Guests must wear a name badge while in the building and must verbally identify themselves and state their business when questioned. In cooperation with the Stoneham Police Department, emergency response plans and lockdown procedures have been established and practiced.

In the past few years, the district has made efforts to upgrade by installing a small number of cameras in various places in the high school and installing a card reader system for high school employees. However still each classroom or labs lack some type of phone system to communicate with other parts of the building and administrators. Teachers are told to use their own cell phones when most of the time the wireless-provider does not work in the building. The current PA system is not installed in every classroom which is unacceptable in case there is an emergency or lock down.

In a newly renovated Stoneham High School, security cameras inside and outside the building would be installed. Proper lighting to ensure safety for evening

events would be installed in all parking and public areas. A PA system would be upgraded so all students and faculty and staff are informed during the event of an emergency. All doors would have the capability to be electronically locked and unlocked and visitors would be required to gain access to the school by the use of a buzzer and enter through a security vestibule. A new school will have clearly defined traffic patterns, entry/egress systems, lines of sight, cameras, and other features. Push button wall phones would be installed in each classroom or lab allowing teachers to communicate with administration/ supervisor in case of an emergency.

R. EDUCATIONAL VISIONING PROCESS

VISIONING OVERVIEW

Prior to the approval to move into the formal Feasibility Stage for the Stoneham High School the MSBA, in collaboration with the Town of Stoneham, put together a Design Summit. The Summit with the Massachusetts School Designers engaged an organization called Reimagine America's Schools. The Team to worked to develop Stoneham's vision, hopes and aspirations to reflect the 21st century needs of their students and communities. Reimagine America's Schools Summit took place over 3 days in May 2019 and included select Stoneham Community members, administration, MSBA, and the reimagine team. The findings became a foundation of thought to be further explored in the virtual Visioning Process in the PDP phase of the study.

The reimagine work included the Town's **VISIONS AND HOPES** for the High School. The goals include:

- Inspiring Curiosity that address the "whole child"
- Safe Spaces
- Prioritizing relationships: students, faculty, and community members
- Embracing and Developing Community Partnerships
- State of the art and vibrant arts facilities
- Natural daylight, views and connection to the environment
- Transforming future instruction/programs
- Enriches Interdisciplinary experiences
- Critical thinking, collaboration, creativity and community
- A BUZZ of activity and excitement

The **ASPIRATIONS** that moved to the forefront for during the summit include:

- Inclusiveness
- Accessibility
- Flexibility
- Forward Thinking
- Building for the long term

- Welcoming and inviting spaces
- The team **IMAGINED** the following:
- Natural lighting
 - Glass and movable walls.
 - Using outdoor spaces for learning
 - Vocational opportunities
 - Secure campus
 - Showcasing student and staff work
 - ZNE goals
 - Spartan Place
 - Nature trails, health stations and ecology stations
 - Community gardens

LEARNING PATHWAYS were discussed around the following programs:

- Assessment Center
- Life Skills Apartment
- Media Commons
- Learning Labs Pathways: Biomedical / Computer Sciences, Engineering, Maker spaces
- Spartan Place: Hospitality Expeditionary Learning, Community Hub
- Child Study, PreK and Daycare Facilities
- Integration of Community Partnerships

The summit looked to many **COMMUNITY CONNECTIONS** to foster internships, partnerships, and collaboration.

The aspirations developed during the Summit carried forward as a base line of understanding but did not fully dictate the outcome of the Visioning process put forward in the PDP.

The Town of Stoneham, Stoneham High School, and the OPM engaged Perkins&Will to conduct a series of online visioning workshops via Zoom. The workshops took place over the course of two weeks from July 20 to July 31, 2020. The eight virtual sessions brought together

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R. EDUCATIONAL VISIONING PROCESS

VISIONING OVERVIEW

students, students’ families, school administration, faculty, community partners and the design team to discuss the educational needs and vision for the new Stoneham High School. There were at least 50 participants who participated and facilitated the sessions to guide the development of both education and facilities for the future of the school. The following document summarizes the topics and content discussed at each workshop.

Virtual Visioning 8 Days:

Day 1- 7/20/2020 - Welcome / Where Have We Been And Where Are We Going?

Day 2- 7/21/2020 - Future Ready

Day 3- 7/23/2020 - Planning Concepts

Day 4- 7/24/2020 - Learning About Exterior Space Needs

Day 5- 7/27/2020 - Critical Adjacencies

Day 6- 7/28/2020 - Learning From Subject Matter Experts

Day 7- 7/30/2020 - Sustainability - Net Zero Energy / Carbon Neutral

Day 8- 7/31/2020 - Hearing From The Community

Many of the concepts discussed during the visioning sessions center around the need for the Stoneham High School project to be agile, flexible and adaptable to respond to the ever-changing deliveries of education. It is understood that the project will serve the Town for the next fifty years which makes the need for preparing for the educational and workplace “unknowns” critical. The district currently delivers teaching and learning in a departmental based structure but will look to a design that can adapt to an interdisciplinary based model. The flexibility of this model is imperative to ensure that deliveries can be project based and include the important Pathways outlined by the District. We are learning that one in three jobs will be converted to software, robots and smart machines so it is imperative that we consider this in our programming and design of the Stoneham High School. These ideas inform the skills that the workplace is looking for around communication, strategic and critical thinking, innovation and problem solving, teamwork and collaboration and the ability to synthesize information.

Learning how the concepts inform spaces and how spaces and teaching and learning has adapted from 20th Century Planning concepts to 21st Century planning and teaching was essential.

Some of the concepts were identified as follows:

20th Century	21st Century
Teacher Directed	Student Choice
Teacher-led	Self-motivated
Classroom	Studio
Passive	Active
Individual	Collaborative
Permission	Empowerment
Consumption	Creation

Discussions around Traditional College and University acceptance criteria such as; grades, class raking, SAT scores, well roundedness (sports, performing arts), and personal essays may be emerging to reflect the tradition but also allowing the ability to show grit and initiative, and showcases what a student creates, makes and impliments, displaying how you are unique, stimulating and complimentary and the ability to show the skills the work place is seeking (creativity, critical thinking, communication, and collaboration).

The importance of project-based learning, interdisciplinary work and pathways supports the rate of retention in different modes of learning. Understanding that active learning, students talking on ownership and responsibility towards their learning, creates the most retention rather than passive learning such as lecturing, reading and audio visual.

Concepts brought forward into the Preliminary Design Alternatives are as follows:

Safety and Security

- Secure entrance at the main entry
- Passive and active design principals for safety and security
- The use of new technologies to aid in safety

Spartan Place/ Enry and Civic Commons

- “Sparty” Café to sell Culinary goods and support business pathways.
- Warm and welcoming
- Community gathering space
- Kitchen, Culinary, Store adjacent
- Display of art
- Connection to an outdoor dining space

Community Access and Use

- Ease of access for larger community spaces: gymnasium, auditorium, cafeteria
- Toilets that are adjacent for ease of use
- Proximity of parking to large public spaces

Neighborhoods

- Six neighborhoods with general classroom and special education
- Break out spaces associated with the neighborhoods
- 2 large Teacher Planning associated with the six neighborhoods
- Hands on spaces such as Engineering, Computer Science, Robotics and Making nearby
- Outdoor space connected to each neighborhood for outdoor learning
- Huddle rooms for quiet planning space
- Science integrated into the neighborhoods as much as possible

Teaching Spaces

- Technology rich and seamless
- Ample storage
- Toilets in close proximity
- Natural Light
- Mobile walls between some spaces to increase capacity

Outdoor Spaces and Connections

- Strong connections to outdoor spaces and nature
- Outdoor gardens
- Natural daylight, views and connection to the environment
- Nature trails, health stations and ecology stations
- Media, Cafeteria, neighborhoods and PreK to have direct connections to the outdoors

Pre-K Program

- Ease of drop off and pick up disconnect to the major HS circulation
- Safe and sensitive scale appropriate for this age of student
- Play area right sized for the PreK students, away from traffic and safe

Athletics

- Accessible parking areas for fields
- Review the reuse or new fields and stadium
- Toilets and changing areas near the fields

General Considerations

- Natural lighting
- Secure campus
- Showcasing student and staff work

Arts Cluster

- Integrating auditorium, music and arts spaces for interdisciplinary projects
- Performance and lecture space

Sustainable Design

- Wellness as a sustainable strategy
- multiple ways to accomplish Zero Net Energy building
- Alternative transportations modes to the HS site
- Incentive programs that could help the school reach aggressive energy conservation goals

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R. EDUCATIONAL VISIONING PROCESS

VISIONING OVERVIEW

Documentation of the discussions, presentations, homework, and thought leadership for the virtual visioning sessions are herein.



R. EDUCATIONAL VISIONING PROCESS

VISIONING SUMMARY

Perkins&Will

TWO WEEKS / 8 DAYS
07.20.2020 – 07.31.2020

Virtual Visioning for Stoneham High School

Virtual Visioning Overview

Purpose

- To virtually bring together a group of important Stoneham High School stakeholders to look to innovations and future thinking to explore, discuss and influence the best possible solutions for an extraordinary future ready new facility.
- This work was done over eight days in order to make a real difference in the planning of the SHS to have a positive impact on teaching and learning!

Desired Outcomes

- What are the guiding principles that drive design thinking?
- What are the essential characteristics of the “new” Stoneham High School?
- What is the educational program that will support teaching, learning and your community?
- How does the new High School support the Community?

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Project Management

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R. EDUCATIONAL VISIONING PROCESS

VISIONING SUMMARY

Means of Communication



Visit the Website:
envisionshs.squarespace.com
 password: Spartan

Email Us:
envisionstoneham@gmail.com

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Recapping Our Two Weeks Together



Session Topics

2 Weeks / 8 days

WEEK 1	Day 1 Where Have We Been and Where Are We Going?	Day 2 Future Ready	Day 3 Planning Concepts	Day 4 Learning about Exterior Space Needs
	Day 5 Critical Adjacencies	Day 6 Learning from Subject Matter Experts	Day 7 Sustainability - Zero Net Energy / Carbon Neutral	Day 8 Hearing from the Community

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 Project Management

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Week 1 Recap: Day 1 / Where have we been and where are we going? / Visual Listening

DAY 1 Welcome / Where Have We Been and Where Are We Going?

MONDAY

AGENDA

- Welcome
 - Project schedule
 - Purpose and desired outcomes / Rules of engagement / Rules for feedback
- Where Have We Been?
- Where Are We Going?
- Activity: Visual Listening

7.20

ACTIVITY: Visual Listening

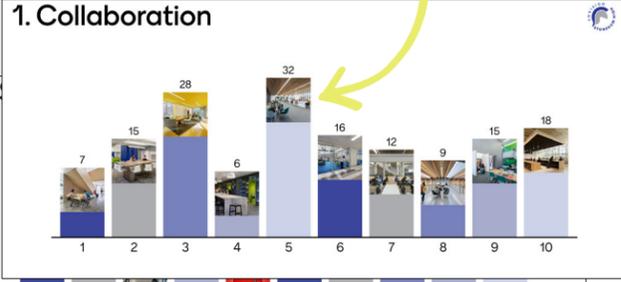
HOMEWORK: Virtual Scavenger Hunt

Presentation Slides

Session Recording

You showed us the spaces you liked!

1. Collaboration



Day	Count
1	7
2	15
3	28
4	6
5	32
6	16
7	12
8	9
9	15
10	18

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Week 1 Recap: Day 1 / Where have we been and where are we going? / Virtual Scavenger Hunt

So much detail!

Thanks for sharing these inspiring images!

Week 1 Recap: Day 2 / Future Ready / Break out Groups – Rank Concepts

Learning about history + programs and facilities

You ranked the important issues around teaching and learning!

Week 1 Recap: Day 1 / Where have we been and where are we going?

WHAT WE LEARNED:

- 1/ Who is Generation Alpha
- 2/ Interdisciplinary, project based, pathways
- 3/ Create meaningful connections
- 4/ Mix programs, technologies, people, spaces, functions
- 5/ Offer choice of activities; spaces adapt to needs
- 6/ Provide opportunities to collaborate
- 7/ For the people and the community

Week 1 Recap: Day 2 / Future Ready

WHAT WE HEARD FROM THE BREAK-OUT GROUPS:

Future-ready school: Programs and Facility

Most important concepts:

- Student Engagement
- Project Based Learning
- 21st Century Skills/Competencies
- Safety + Security
- Teacher Planning Centers
- Integration of Academics

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Week 1 Recap: Day 3 / Planning Concepts / SWOT Analysis

STRENGTHS / What does Stoneham High School do well? Unique resources? What do others see as your strengths?

WEAKNESSES / What could Stoneham High School improve?

OPPORTUNITIES / What technology and educational opportunities are open to you? How can you turn your strengths into opportunities?

THREATS / Are there challenges that create obstacles for Stoneham High School students?

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Week 1 Recap: Day 4 / Learning about Exterior Space Wishes / Activity

DAY 4 Learning about Exterior Space Wishes

FRIDAY 7.24

AGENDA

- Welcome
- Storytelling / Alison Connolly
- Activity: Let's Learn about the Campus
- Week 1 Recap
- Activity: How Are You Feeling about Week 1?

8. When are traffic challenges worst? Rank in order of priority

1st	Drop Off
2nd	Pick Up
3rd	Events
4th	After-hour Activities

14. In addition to the current outdoor fitness activities, which of the following are desirable? (Choose your top 3)

Outdoor Gym Equipment	22
Half Basketball Court	25
Outdoor Volleyball	7
Ping-Pong	15
Expeditionary Table (connected to reduce travel)	32

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Week 1 Recap: Day 3 / Planning Concepts

WHAT WE HEARD DURING OUR SWOT ANALYSIS:

- Strengths**
Culture, community engagement, inclusiveness, staff, students
- Weaknesses**
Life skills, learning environment, curriculum, teacher collaboration
- Opportunities**
Accessible to community, outdoor space, technology, flexibility
- Threats**
Traffic, security, town support, accessibility, funding

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Week 1 Recap: Day 4 / Learning about Exterior Space Wishes / Questionnaire Homework

DAY 4 Learning about Exterior Space Wishes

FRIDAY 7.24

AGENDA

- Welcome
- Storytelling / Alison Connolly
- Activity: Let's Learn about the Campus
- Week 1 Recap
- Activity: How Are You Feeling about Week 1?

Great feedback Stoneham Team!

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VISIONING SUMMARY

Week 1 Recap: Day 4 / Learning about Exterior Space Wishes / Activity

WHAT WE HEARD ABOUT THE EXTERIOR :

1/ Traffic/Parking Wishes/Issues

Congestion at dismissal, conflicts at Franklin St, dedicated parking

2/ Outdoor Activity Wishes

Shade, media connections, amphitheater, turf fields, lighting, seating

3/ Community Connection Wishes

Open space, walking trails, exercise station, outdoor basketball

4/ Pre-K Wishes

Inclusive, creative, safe, nature play, promote motor skills

How are you feeling about the first week of Virtual Visioning for Stoneham High School?



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How are you feeling about the first week of Envision Stoneham High School?



Week 2 Recap: Day 5 / Critical Adjacencies / Live Sketching

DAY 5 Critical Adjacencies

MONDAY

AGENDA

- Welcome
- Storytelling / Maria Lofredo
- Critical Adjacencies Homework Reporting Back

7.27

Presentation Slides

Session Recording

Teacher-Planning - Centered

Collaboration-Centered

Auditorium-Centered

Project-Based-Learning-Centered

Outdoor-Learning-Centered

Technology Centered

We reviewed the diagrams together

Designers in the making!

R. EDUCATIONAL VISIONING PROCESS

VISIONING SUMMARY

Week 2 Recap: Day 5 / Critical Adjacency

WHAT WE HEARD ABOUT ADJACENCIES:

- 1/ Flexibility of rooms
- 2/ Interdisciplinary collaboration spaces
- 3/ Organization strategies
- 4/ Teacher planning in Pod
- 5/ Safety and accessibility
- 6/ Outdoor learning spaces
- 7/ Spaces shared by school and community
- 8/ Spaces for individuals and groups - different learners

Week 2 Recap: Day 6 / Learning from Subject Matter Experts

WHAT WE HEARD FROM THE EXPERTS:

- 1/ How science and technology can be integrated in the current curriculum?
- 2/ How a facility can promote health, wellness, versatility and diversity?
- 3/ How can we be prepared for the trends in higher education?
- 4/ How can branding help elevate the spirit of school/community?

Week 2 Recap: Day 6 / Learning from Subject Matter Experts

Inspiring speakers!

Hearing from Experts:
 Science + Technology
 Sports + Recreation
 Higher Education
 Branded Environment

Week 2 Recap: Day 7 / Learning about Sustainability & Stewardship / TED Talks

Learning about sustainability

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VISIONING DAY 1 - WELCOME / WHERE HAVE WE BEEN AND WHERE ARE WE GOING?

Perkins&Will

MONDAY 07.20.2020



Welcome

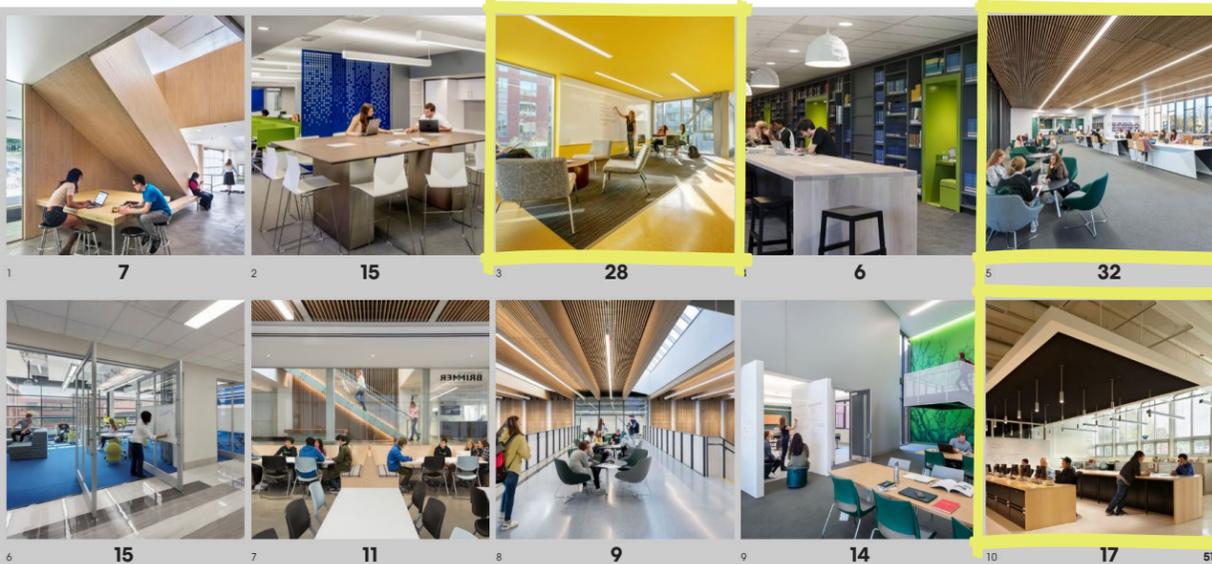
Virtual Visioning for Stoneham High School

Day 1 Welcome / Where Have We Been and Where Are We Going?

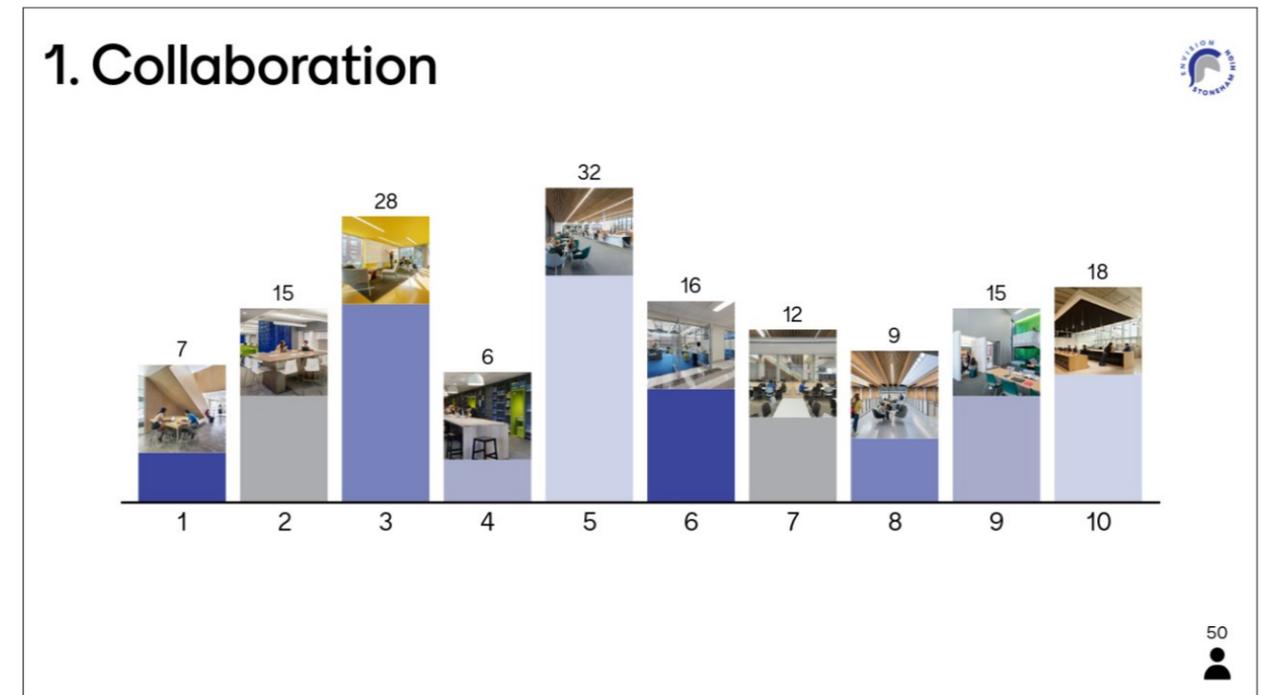
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VISIONING DAY 1 / THOUGHTS ON EDUCATIONAL SPACES

Collaboration



1 7 2 15 3 28 4 6 5 32 6 15 7 11 8 9 9 14 10 17 51



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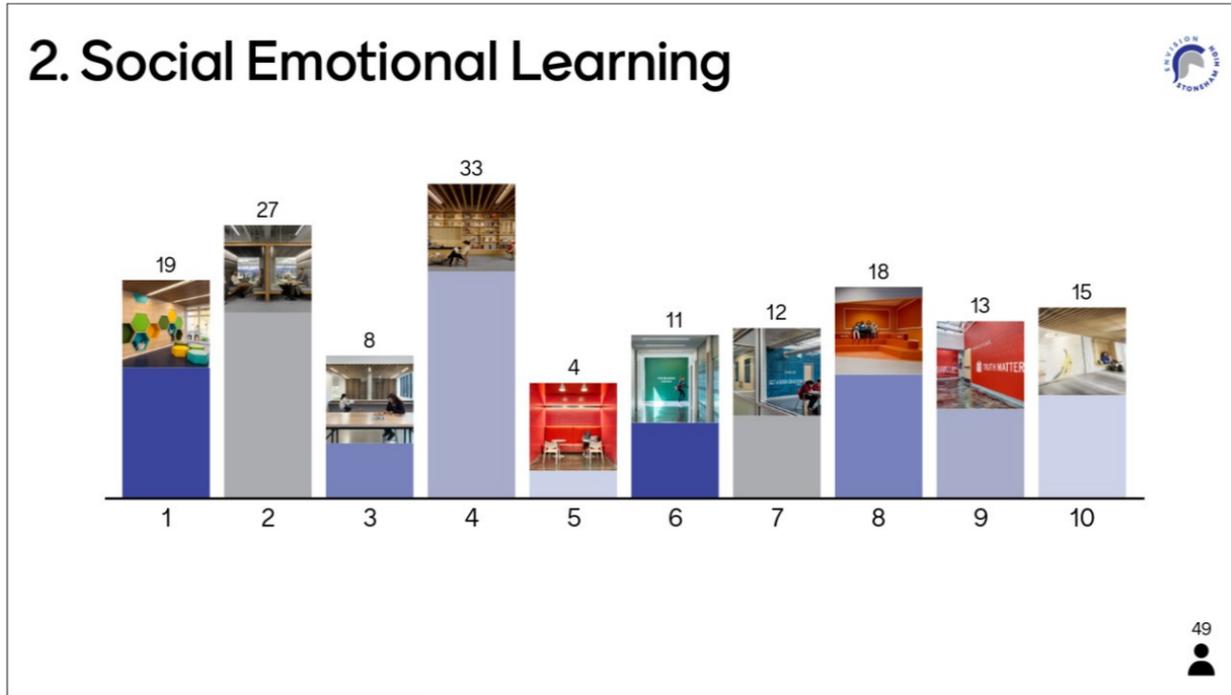
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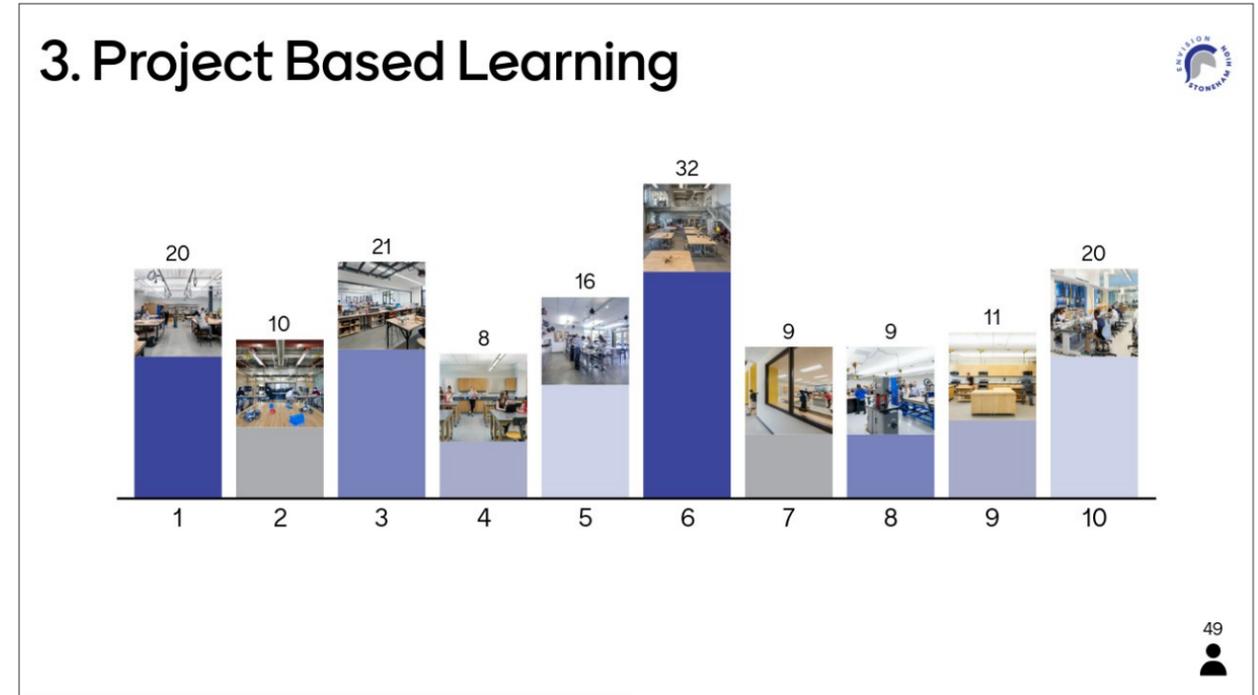
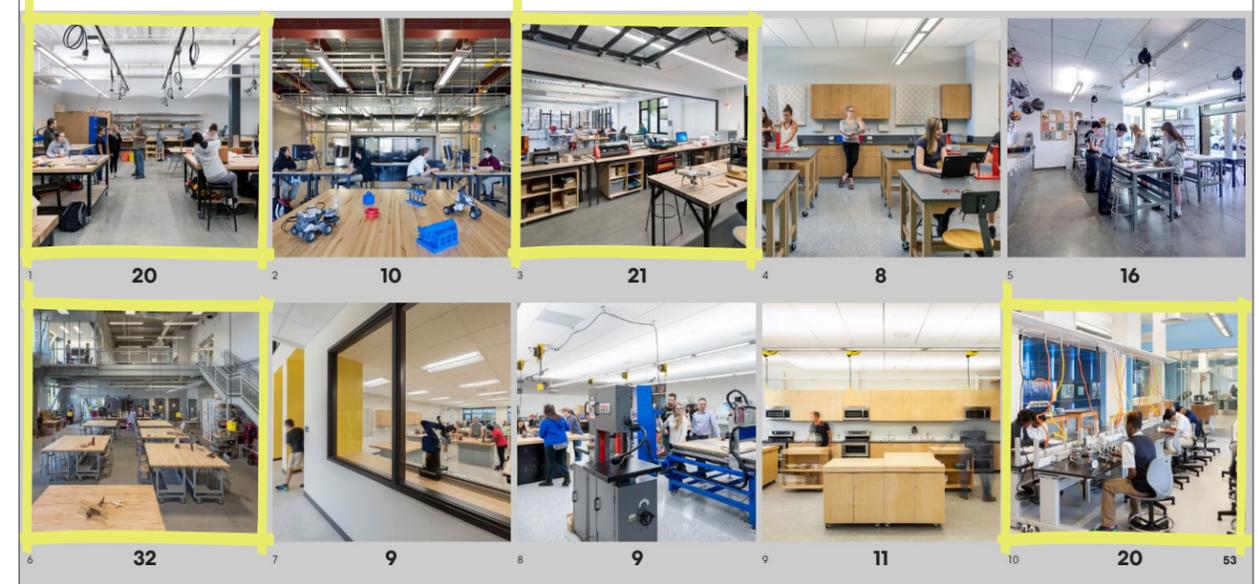
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Social Emotional Learning



Project Based Learning



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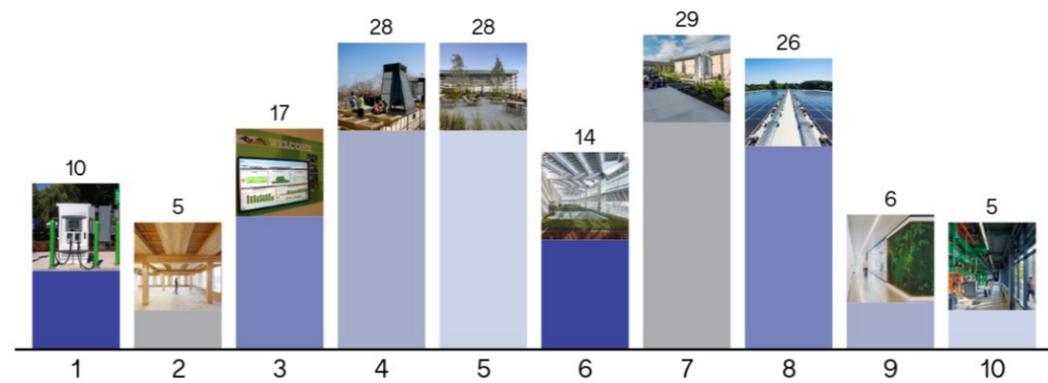
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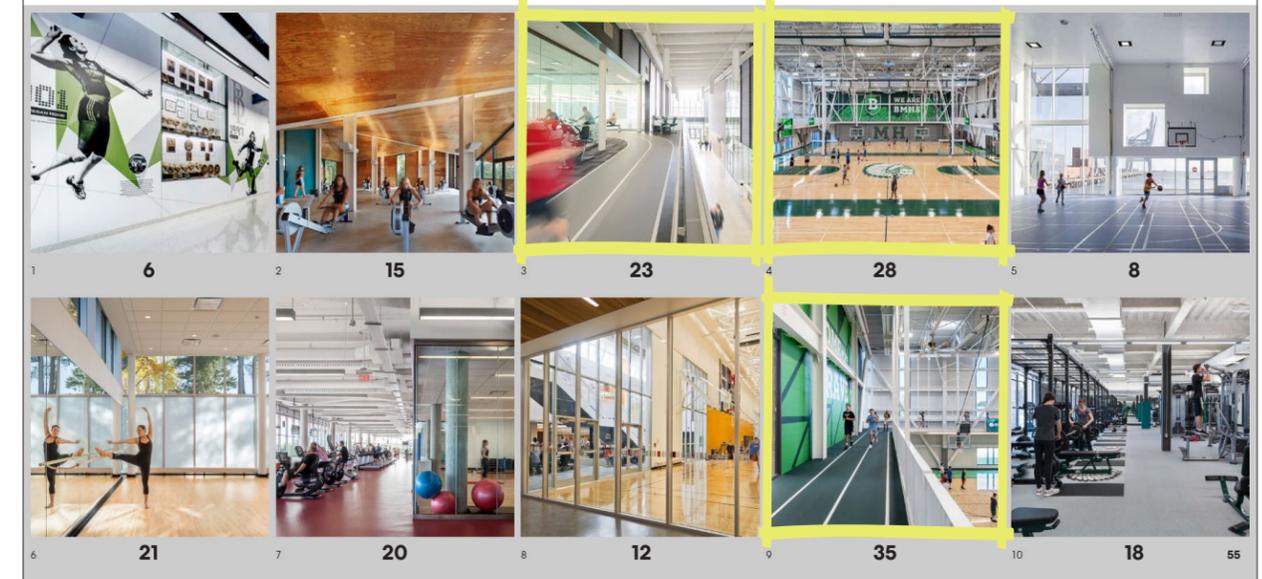
Environmental Stewardship



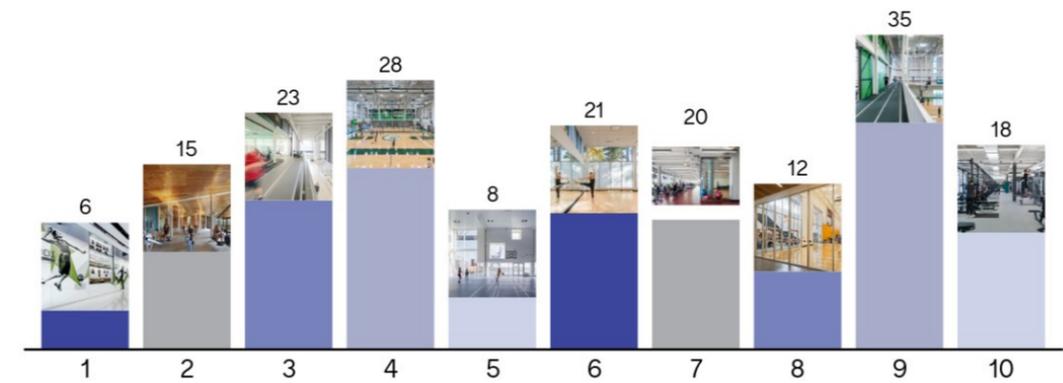
4. Environmental Stewardship



Athletics + Wellness



5. Athletics + Wellness



R. EDUCATIONAL VISIONING PROCESS

VISIONING DAY 2 - FUTURE READY

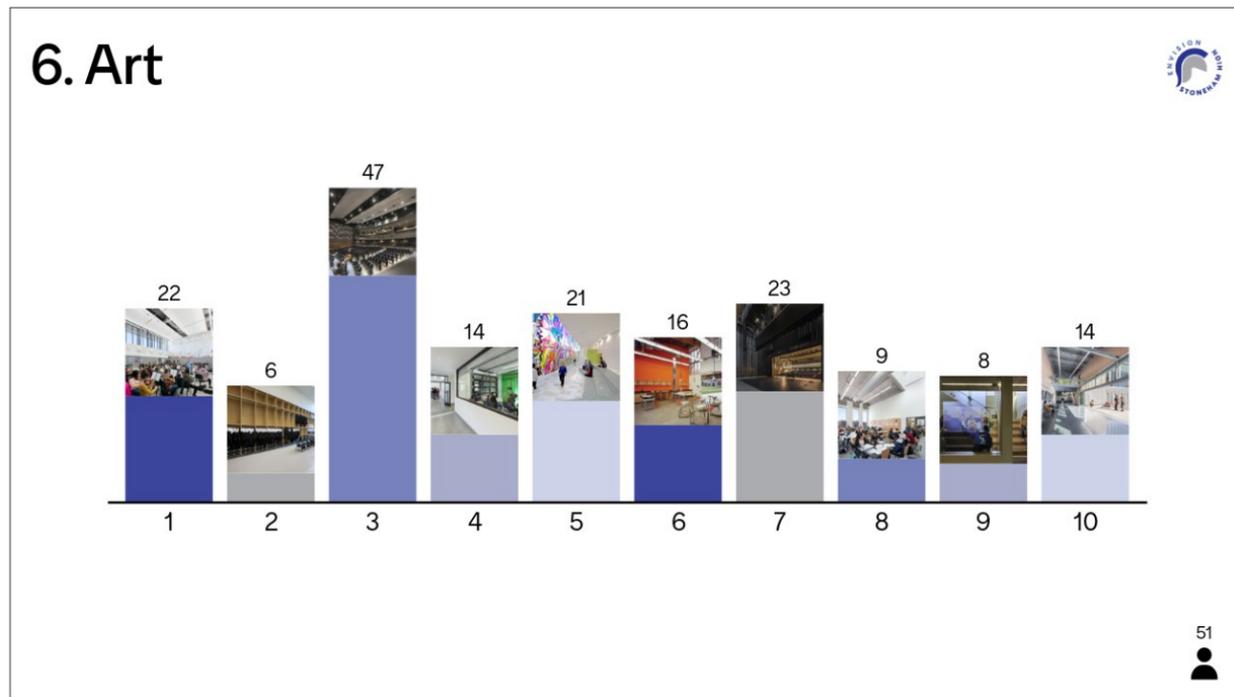
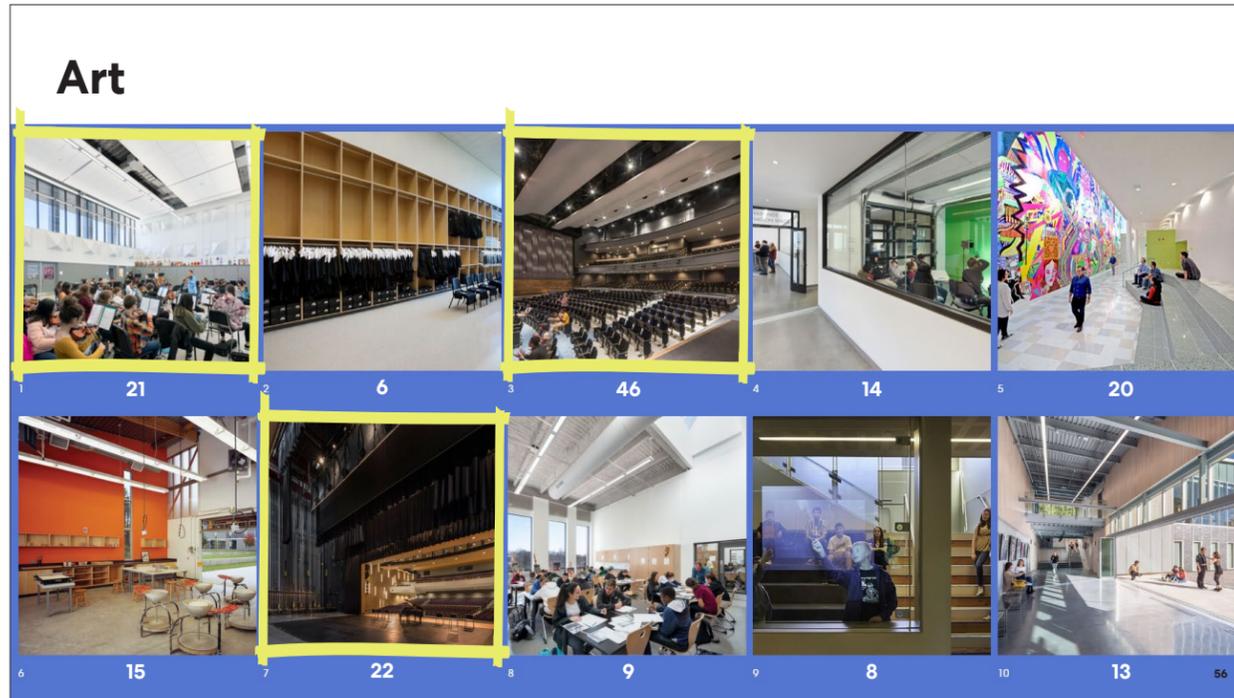


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R. EDUCATIONAL VISIONING PROCESS

VISIONING DAY 2 / WHAT ARE MOST IMPORTANT TO TEACHING AND LEARNING AT OUR FUTURE SCHOOL

Perkins&Will

What is most important to teaching and learning at our future school?

Pick THREE most important issues, NO ORDER.

GROUP NAME:

PART 1: HISTORY + PROGRAMS

NAME OF ISSUE	WHY?
1. History Work + School	why?
2. Student Engagement	why?
3. Futurist Thoughts	why?

DIFFERENT LEARNING STYLES

1. History Work + School
2. Student Engagement
3. Futurist Thoughts
4. Changing University Acceptance Criteria
5. 21st Century Skills/Competencies
6. Learning Pyramid
7. Social/ Emotional Learning
8. Relationships: Dunbar's Law, Magic of 150
9. Project Based Learning
10. Design Thinking, Making Things to Learn

NOTES:

note

PART 2: FACILITIES

NAME OF ISSUE	WHY?
16. Safety + Security	Transforming hallways into useful spaces and spaces that people can move. Have exits well lighted and have systems that are lined with polices and fire stations. Need to have a plan for different security issues. Making sure everyone feels safe when they enter the building.
15. 21st Century School Planning	Transform hallways. Give students options and let them see other students work throughout the school.
17. Teacher Planning Centers	Teachers need to work together on different settings and get ideas from other teachers. Teachers need their own spaces. Can have these planned and can always be a fluid part of the building.

11. Can School Organization Improve Learning?
12. Integration: Arts + Academics
13. Integration: Academics

NOTES:

note

14. Integration: Academics + C-TE
15. 21st Century School Planning
16. Safety + Security
17. Teacher Planning Centers

Perkins&Will

What is most important to teaching and learning at our future school?

Pick THREE most important issues, NO ORDER.

GROUP NAME:

PART 1: HISTORY + PROGRAMS

NAME OF ISSUE	WHY?
2. Student Engagement	If you don't have students engaged than the "building is a hat to put on your head". Serve the future needs of the students to make them a "whole person".
9. Project Based Learning	How to build a space that encourages PBL. Create an environment to communicate.
6. 21st Century Skills/Competencies	Students deal with a lot of stressors. Adding technology into their lives- create more stress. Advocating for themselves and presenting is important to teach the students. COLLABORATION is critical. Feeling and touching.

1. History Work + School
2. Student Engagement
3. Futurist Thoughts
4. Changing University Acceptance Criteria
5. 21st Century Skills/Competencies
6. Learning Pyramid
7. Social/ Emotional Learning
8. Relationships: Dunbar's Law, Magic of 150
9. Project Based Learning
10. Design Thinking, Making Things to Learn

NOTES:

note

PART 2: FACILITIES

NAME OF ISSUE	WHY?
16. Safety + Security	Making sure that everyone in the building feels safe is important for the entire community. Knowing who is in the building makes it safe.
12. Integration: Arts + Academics	If you build something and integrate the security into the plan but is not the plan. What you want to do first and security integrates into the design. Students see value when they see how things relate to the whole. Natural Light feeds the mind.
11. Can School Organization Improve Learning?	Important for students to be mobile. Send students around the building to collaborate. Send students to intentional spaces to learn. MOBILITY. The better the facility the more excited students are! Student Engagement. Help increase STUDENT ENGAGEMENT.

11. Can School Organization Improve Learning?
12. Integration: Arts + Academics
13. Integration: Academics
14. Integration: Academics + C-TE
15. 21st Century School Planning
16. Safety + Security
17. Teacher Planning Centers

NOTES:

note

17. TEACHER PLANNING SESSIONS Promote collaboration. Support teachers who support students.

Perkins&Will

What is most important to teaching and learning at our future school?

Pick THREE most important issues, NO ORDER.

GROUP NAME: 3

PART 1: HISTORY + PROGRAMS

NAME OF ISSUE	WHY?
2. Student Engagement	At all Levels (constant) Requires variety Needs to be flexible for each student
7. Social/ Emotional Learning	Foundational to all learning Fundamental work skill well beyond school
5. 21st Century Skills/Competencies	Design thinking as a 21st skill Media Literacy Creativity, collab, communication make project based learning effective

1. History Work + School
2. Student Engagement
3. Futurist Thoughts
4. Changing University Acceptance Criteria
5. 21st Century Skills/Competencies
6. Learning Pyramid
7. Social/ Emotional Learning
8. Relationships: Dunbar's Law, Magic of 150
9. Project Based Learning
10. Design Thinking, Making Things to Learn

NOTES:

note

PART 2: FACILITIES

NAME OF ISSUE	WHY?
13. Integration: Academics	Int. Spec Ed within the learning cluster and smaller communities
17. Teacher Planning Centers	where is the personal and creative work of the students and teachers, can it still be on display? Where are learning tools held? How is the learning environment made special helping to form connections, owned space does help form student-teacher connections
16. Safety + Security	Safe but feels open Safe in a pandemic as well as safe in a security event (how do strategies work together?)

11. Can School Organization Improve Learning?
12. Integration: Arts + Academics
13. Integration: Academics
14. Integration: Academics + C-TE
15. 21st Century School Planning
16. Safety + Security
17. Teacher Planning Centers

NOTES:

note

Perkins&Will

What is most important to teaching and learning at our future school?

Pick THREE most important issues, NO ORDER.

GROUP NAME:

PART 1: HISTORY + PROGRAMS

NAME OF ISSUE	WHY?
8. Relationships: Dunbar's Law, Magic of 150	- If you walk into Stoneham right now, it's like a prison - very little interaction. We need spaces that foster more student engagement and discussion, ready for the Real World, able to discuss ideas to large groups. 150 people seems like a large number. It is important that the space is designed towards relationships
10. Design Thinking, Making Things to Learn	As an employer, it seems like something that would help get students out of academics and into real life, give them a sense of accomplishment, geared toward 21st century competencies....As an engineer, there is a value in conceiving and designing something (new)....Some kids are very visual learners. How would special ed students be integrated in this type of learning?
5. 21st Century Skills/Competencies	- as a parent, a lot of students are reliant on their phones to communicate and don't communicate well face-to-face or verbally; working collaboratively

1. History Work + School
2. Student Engagement
3. Futurist Thoughts
4. Changing University Acceptance Criteria
5. 21st Century Skills/Competencies

NOTES:

The 10 concepts seem interchangeable
We are at a pivotal time when thinking about school buildings

was difficult because no one was prepared for remote learning and remote working simultaneously. Remote working will likely be in one place

Self-directed learning: how do we foster that?
How could remedial or additional work be available to students at home/online/remotely?

PART 2: FACILITIES

NAME OF ISSUE	WHY?
15. 21st Century School Planning	Educational Paradigm: What are our desired outcomes as a district vs what colleges & universities are looking for, vs students who want to go straight into the working world? Flexibility will be critical. How learning evolves over time....Really like the new MS design where there are different pods.
16. Safety + Security	Also considering how after school events could be locked down if needed, blocking off certain parts of the school...Given the times, it's important. We want to be safe and protected but not have visual reminders of safety risks. You can't focus on school/learning if you're worried about your safety.
12. Integration: Arts + Academics	Having students be able to express themselves, talk to each other, is a basic tenant of learning. The idea of "How to survive being an artist" is fabulous, as currently some groups of students are ostracized....This also ties into 21st century curriculum design
BONUS: #17, 13, & 14	Can't truly be separated. In order for #13 and 14 to happen, we need to reorganize the school around these priorities. Teachers need to have common time together, not just time with students, and the Union needs to support that.

11. Can School Organization Improve Learning?
12. Integration: Arts + Academics
13. Integration: Academics
14. Integration: Academics + C-TE
15. 21st Century School Planning
16. Safety + Security
17. Teacher Planning Centers

NOTES:

Teacher Planning Centers integrates academics, allows teachers to share ideas and work together in one place

When MCAS starts again, everyone becomes overconcerned with their own curriculum and the time constraints. There is too much emphasis on the MCAS right now. Students need basic knowledge and to be tested on those, but it has hurt group work.

Josephine has critical insights as a teacher
#s 17, 13 and 14 can't really be separated

R. EDUCATIONAL VISIONING PROCESS

VISIONING DAY 3 - PLANNING CONCEPTS

Perkins&Will

What is most important to teaching and learning at our future school?

Pick THREE most important issues, NO ORDER.

GROUP NAME:

PART 1: HISTORY + PROGRAMS

NAME OF ISSUE	WHY?
9. Project Based Learning	teamwork real life skills verbal communication skills
2. Student Engagement	establish relationships elevating student voices students drive their own educational experience
3. Futurist Thoughts	use information accessed at fingertips cell phone world - what's next? less boundaries and borders

- 1. History Work + School
- 2. Student Engagement
- 3. Futurist Thoughts
- 4. Changing University Acceptance Criteria
- 5. 21st Century Skills/Competencies
- 6. Learning Pyramid
- 7. Social/ Emotional Learning
- 8. Relationships: Dunbar's Law, Magic of 150
- 9. Project Based Learning
- 10. Design Thinking, Making Things to Learn

NOTES:

mindset and environment of our students
cell phone world; getting info at fingertips
less boundaries and borders
they know better than anyone what they are ready to do
elevating student voices, set objectives for selves
student engagement helps build relationships
real life skills is important; allow for development of competencies; good co-workers
verbal communication skills are important; sociability
soft skills/ social skills - need to learn themselves
project group learning is important; teamwork

7. social emotional learning, individual human resilience

added a bonus #4 because we are rule breakers

PART 2: FACILITIES

NAME OF ISSUE	WHY?
16. Safety + Security	high/ highest priority
11. Can School Organization Improve Learning?	restructuring the organization allows for a new way of teaching and learning, more collaborative, etc critical thinking, problem solving is not in isolated classrooms
15. 21st Century School Planning	non linear thinking is the way of apples and googles and we are preparing students for this kind of world.

- 11. Can School Organization Improve Learning?
- 12. Integration: Arts + Academics
- 13. Integration: Academics
- 14. Integration: Academics + C-TE
- 15. 21st Century School Planning
- 16. Safety + Security
- 17. Teacher Planning Centers

NOTES:

safety and security highest priority; help the students feel secure
breaking down silos, departments, long corridors
integrating teachers and students in smaller cohorts; overlapping content
bring arts/ creativity into foundational learning
safety as seamless instead of controlling (psychological impact)
integration of special education into planning
can everything be integrated (arts, academics, and tech)
how does all of this align with standardized testing?

what are the skills that are being developed that are transferrable as they move up educationally
critical thinking, problem solvers

Brian Lombardi
Thomas Dalton
Josephine
Sharon Iovanni
Kathy Hudson
Megan Samborski
Marie Christie
Mandy

Perkins&Will

What is most important to teaching and learning at our future school?

Pick THREE most important issues, NO ORDER.

GROUP NAME:

PART 1: HISTORY + PROGRAMS

Allison, Celeste, David P. John, Joel, Kelly, Maria, Meghan, Nicole

NAME OF ISSUE	WHY?
9. Project Based Learning	Maria more engaged with all hands-on need to focus a little more
6. Learning Pyramid	Nicole
10. Design Thinking, Making Things to Learn	Joel creative, analytical mind, 3d modeling

- 1. History Work + School
- 2. Student Engagement
- 3. Futurist Thoughts
- 4. Changing University Acceptance Criteria
- 5. 21st Century Skills/Competencies
- 6. Learning Pyramid
- 7. Social/ Emotional Learning
- 8. Relationships: Dunbar's Law, Magic of 150
- 9. Project Based Learning
- 10. Design Thinking, Making Things to Learn

NOTES:

note

PART 2: FACILITIES

NAME OF ISSUE	WHY?
16. Safety + Security	students need to feel it is a safe zone, make sure staff and faculty feel safe as well as students. security can be double edged sword, check-in process in a welcome center, express own opinion freely.
14. Integration: Academics + C-TE	very separate now, business will be more integrated, integrating will be great
17. Teacher Planning Centers	more learning spaces avoid wasting spaces.

- 11. Can School Organization Improve Learning?
- 12. Integration: Arts + Academics
- 13. Integration: Academics
- 14. Integration: Academics + C-TE
- 15. 21st Century School Planning
- 16. Safety + Security
- 17. Teacher Planning Centers

NOTES:

note
sounds great

very separate now, business will be more integrated.
integrating will be great

Dave: are we shifting the way we teach? safety and security, make sure staff and faculty feel safe as well as students. security can be double edged sword.

John: we will need to look at different concepts, building for the kids for collaboration, need to make sure we do it as a district, students need to feel it is a safe zone, avoid wasting spaces.
Kelly: breakroom to force collaboration and conversation, check-in process in a welcome center.
Maria: dance studio feels like a safe space, i can express my opinion freely.
Nicole: more learning spaces

Perkins&Will

THURSDAY 07.23.2020

Welcome
Virtual Visioning for Stoneham High School
Day 3 Planning Concepts



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R. EDUCATIONAL VISIONING PROCESS

VISIONING DAY 3 / SWOT ANALYSIS

STRENGTHS / What does Stoneham High School do well?
Unique resources? What do others see as your strengths?



Inclusive	School culture.	Community engagement
Academics	Inclusion in all areas	Staff
Killer at National History Day	Community	Sense of Community
The staff is great!	School spirit	A lot of parents want to be involved.
quality instruction	Close knit community.	Staff
teachers!	Inclusive. Supportive staff.	Admin truly works as a team. They listen to each other as well as faculty
Theater, arts, music	Their student	Supports diversity
Community involvement	Opportunities for collaboration	Inclusive
Collaboration of student	School spirit	Sharing facilities with other grade level schools: art show, etc.
National History Day	Parent involvement	lot of pride
Community involvement	School community	Staff
Small engaged community	Inclusive	Professional
Community, Student talents;	Close knit community	Superintendent is great and involved.
Represents the town of Stoneham well in academics/ theater / athletics	Stoneham High School maintains an inclusive environment for students to be who they are.	Great teachers. Can tell they really care.
National history day Im class discussions and debates The library's history lab	community	Lot of success despite the facilities.

People care about students	Sense of community	Faculty and staff who are dedicated and provide good instruction
Arts	Lots of land for the school	Parental support
The community	Strong faculty	The faculty and students who make up the school
Sense of Community	Lots of space, opportunities for trail connectivity,	guidance counselors are always accessible and such great people.
Theater and the arts	Great weight room	Students are invested in learning
Great supporting staff and Super	Supportive teachers and staff.	Their students
Special education teachers/resoucee	Our people! Staff, students, families—everyone is so supportive of one another, always willing to learn and try new things. Our teachers are eager to embrace new practices to help students.	Drama
Sports	Helpful and amazing teachers!	Community involvement
Involved students	Kids are great, faculty and staff are the best.	Community, inclusive, supportive, involved faculty
Drama club & their shows	Strong teacher	School spirit
Spartan spirit	Comprehensive co-curricular activities. Something for everyone	Faculty supportive of each other
Art and drama programs	Easily accessible for community	Build true relationship among staff teachers and students
Teachers and coaches are very engaged.	Parental support.	Teachers and students, community
Inspiring and supportive faculty, community connections and partnerships!	When first moved to town was surprised at how well the schools performed in statewide testing - up there with a lot more affluent towns	Support of students by staff
Great new principal who engages with students.	Students	Parent involvement

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Responsive administration	Pride through involvement in activities. Sports as well as the arts	Library
Engaged leadership	Theater programs.	Their drama club's productions
Great sense of community.	Tiered social emotional support as well as academic	Their theatre
Drama club and opportunities for the arts to flourish	Wonderful student art.	We're lucky to have so much space/land for our school
Community sports dinner ran by great Booster Club	Leadership that is well to flexible	Listen to concerns
on the small side of high schools	hockey	High school has an amazing feeling of family... very inclusive when my children attended... Faculty outstanding. Drama and arts were never lost at SHS... always appreciated
Great special ed program. Great student support.	Strong admin team	That Stoneham is a supportive community unified by positivity
Booster Club ❤️❤️	Administration that connects the school with greater community	Supportive staff who are willing to go the extra mile for students and families.
School leadership is invested in the school community	lots of land to build a school and fields for all gender sports	Accessibility to parents. Having superintendent's office there feels welcoming.
Superintendent is very involved.	How supportive our students are of each other. This is coming from the perspective of being at drama fest and at sporting events	Build strong relationships with faculty
A Principal who is willing to try new things and give students leadership opportunities and have a voice to share their opinions	diverse student body that go on to a variety of life paths	Their drama department
Fire and police chief are both stoneham grads and love this community	Drama Club In spite of the limitations of the facility, they do an amazing job.	Cooking classes

Amazing athletic teams despite our small size.	Staff Dedication	The variety of different leveled unique classes students are able to take
GreT dept. Heads	Willing to think outside the box and try new things	Community support
The facility period end of story.	Science labs could be more spacious	Outside relationships with community /businesses/community groups
Need better llab space.	Turf field	Need more light. The school is so dark.
Interest groups for students---more clubs	Flexible classrooms/spaces (enhances opportunity for collaborative learning)	Class room flexible.. to work in group.
Better athletic fields. Turf fields in New England are almost a necessityBeing back shop and home ec.	More connections with local companies for job/intern opportunities	Better gym and fields with lights. We can rent out our fields and gyms if done right
Learning to be part of the new environmentally aware society. Learn eco planning, growing etc. have it become your "lifestyle" for your entire future. All of this through labs and relaxing areas	Good point on supporting mental health	

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VISIONING DAY 3 / SWOT ANALYSIS

WEAKNESSES / What could Stoneham High School improve?



New building	Facility	Facility is antiquated
campus	Facilities	The building
Better facility	Building	Labs
traffic flow	Air conditioning needed	Open spaces
More inclusion for special education students.	Technology	More connections with community for internship opportunities
traffic	energy efficiency	Flexibility
More collaboration spaces	Natural light	Leaky ceilings
Better ventilation	Usage of Partnerships for our students	Staff diversity; students gain from a lot from seeing role models and mentors that also look like them.
School flow	Facility, hvac, sports fields.	Technology
Better and inviting arts spaces	vocational skill	Better designed classrooms/ learning spaces
Spaces for students that support collaboration and communication	UDL progress	Bringing natural light to the art room
Up to date lab facilities.	actual space for large student groups/clubs	More vocational opportunities like woodshop, auto, etc
Science labs could be more spacious	Library need windows that open and air circulation	Storage
Recruitment of faculty and staff that represent the changing population of our students (black, brown, Latino) etc	Community spaces. Adult Ed space	Proper dressing rooms, maker space for drama club, full sound and light board room. Better band room for acoustics and storage.
Natural light	More space for alternative pathways	Needs real science STEM labs and facilities and take advantage of being 10 miles from Boston / Cambridge and all those companies

More spaces for students to learn vocational skills	Sunlight	Need more natural light. Too dark
Open space for collaboration -project based learning	Better facility leads to better health of our students which leads to better outcomes. Views, air quality, water quality. The building is holding our kids back.	Touchless bathrooms and more
Athletic fields	Opportunities for work within school environment – classroom store, cafe	Spaces that can be adapted to needs - size, seating
Skill class space ❤️❤️	Brighter classrooms.	Lack of vocational classes/ opportunities
up to date theater with room for band/chorus	Updated teaching spaces	Strong internet connection
Ability to grow and enhance technology and advancements	Yep natural light would be helpful	Better STEAM labs – creative spaces for STEM, the arts
Updated facility, natural light everywhere.	Need to upgrade programmatic offerings, such as certification programs	Need better lab space. Would help to build a STEM program
Natural light! Get rid of the fluorescent lighting.	Natural light in MANY rooms would brighten our moods	Radio station I School more opportunities with stoneham tv
Athletic fields that support a high level of performance	Athletic facility- turf fields And a high end auditorium can be shared for community use- and increase sense of pride in Town	more arts/music teachers and class options
Reinstating the automotive and woodworking program	Wood working shop	Improved Technology A safer school Even MORE leadership opportunities Leveled Theatre Acting classes A new garden A new auditorium with better acoustics and ample backstage areas
STEM labs and space	Building layout that flows smoothly Library in a central location	Better acoustics and seating in theatre.
Flexible teaching environments.	Play spaces for preschool students	Water bottle fill stations

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CTE programs- health, Culinary, Technology	Not just prepping kids for college but also ensuring that kids that don't want that could get good jobs for things such as lab techs. Could we partner with the Broad, Google, Amazon, Genzyme, etc.	Traffic/integration with wetlands/environment/energy efficiency
Woodworking, automotive, real life business skills	Updated science labs.	Vocational: Business development, hospitality, Retail work.
Need better science labs	A roof that doesn't leak!	Fresh air
Handicap accessible	Gender neutral bathrooms	Efficient, reliable mechanical systems
Open shelves to display books and student work	Vocational pathways: shop, business management, Life skills: financing and saving	PreK, Culinary restaurant, Film studio, Woodshop
Gender Neutral facilities	Ability to Steam Live from every classroom	Sanitizer stations throughout school
arts classrooms that are all in close proximity to one another	Improve emergency access. There is currently only one way in and out to the site	More natural light throughout the building
Good security system	Technology.	Sinks that work
carpentry, electrical, mechanical, getting kids touching and using these mediums to prepare for owning own business and getting into the trades, or perhaps going into those fields to get a degree.	Spaces for students who want some distance to study or just be	Vocational, such as hospitality, early childhood, computer science, more STEM options needed
Accessibility – a library without stairs, friendly welcoming accessible front office	Places to showcase art and hold the arts in the same level of importance as athletics	Once upon a time we had a tv studio - I'd like to see more spaces for specific activities like that- maybe a yearbook/printing room, things like that
Hands-on learning spaces for movement and different types of learning	Athletic facilities, despite best efforts, are not up to standards of other schools. Turf fields will allow for more use - school and community- and allow student athlete to compete with others	Culinary program?
Specialized Broadcast Studio	Climate control—not just temperatures of rooms but lighting as well. Hard to see screen when glare from windows.	Flexible classroom/spaces (opportunity to foster collaborative learning)

Booster club facilities hut / for athletes and families	Storage space for arts/drama	Special Education services and programs.
. More bleacher seats for family and friends.	Multi generational space	Indoor tennis court is just an idea but would be nice to grow our teams
Turf fields	Autoshop where you can repair cars	Poor lighting, Need for more natural lighting.
Enhanced athletic spaces that could be open to the community as well	vocational options- space for youth who want to pursue a non traditional 4 year college route	Early Education and Care program with different influences (beyond the ABC)
Media space for a broadcast program within the school	Need better physical security	Health programs like CNA training
Diversity in staff.	Space for growing their own food. Rooftop gardens? Composting!	Solar and other green tech to cut costs and support the school moving forward
Areas to combine vocational use combined with community.	Outdoor class areas	Organic learning opportunities
vocations also including healthcare, life sciences, nursing, hands on practical project based learning in those areas.	Creative arts wing	Day care for teachers.
Cafe for our culinary program to grow	Life skill and career oriented programs	Enhanced Distance Learning to access curriculum not available in Stoneham
Preschool wing	Admin offices in interior of building vs exterior	Opportunities for outdoor learning
Connection to community - school as a Stoneham amenity	Need to model energy and "green" footprint	Outdoor learning spaces
space for both groups and also quiet spaces. Not all kids are outgoing and need a break to recharge.	No collaborative community spaces ---- ie. student led café, community center, wall art galleries, fitness or sports areas, theater etc)-- these encourage the display of both school and larger Stoneham community art, projects, advocacy.	wifi
More inviting green space outdoors- walkways, benches	sustainability	A visual arts wing, and a music wing.
Need a "community center" at SHS	Health Computer, Technology, Skills	Non-binary inclusive spaces
Small cafes	Connection to the outdoors.	Very few group project spaces

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Opportunities to work in the kitchen	Multi lingual signage needed	More voc skills for those who want them - woodworking, some basic business skills, etc.
Environmental bathrooms: NOT automatic/sensor triggered	Improving access to the building so there is more than one way in and out and help congestion on Franklin street.	Windows that allow for ventilation and escape, fire escapes
Sanitizer stations, HOT water in bathrooms, touchless soap dispensers	Stronger safety enhancements without being overwhelming to students	turf field
Strong focus on mental health	more natural light, flexible classrooms	Welcoing entryway. Light, colorful. Information center.
Sensory spacES	Stop the bleed stations	making the multi-purpose areas - theatre, art gallery, sports complex- have access from the outside so that they can be used as revenue generating centers while keeping classrooms secure
media space, maker space,	Needs to take advantage of space- put parking underground?	Special education spaces that are conducive to different types of learning.
Minority staff	pool?	Community Garden, maybe host a CSA?
Social emotional curriculum that is and is a required class	More spaces for the community that could be used for things like continuing ed, cooking, language whatever it is.	Even MORE opportunities for the theatre department. New stage, lights, sound board, costumes for the actors, storage space, theatre INTERNSHIPS and opportunities for college. EVEN MORE theatre classes 🍷 a stage that can be multi-utilized
Ramps and multiple elevators	Charging stations	Better traffic flow.
Spaces for teacher collaboration. Conference spaces for outside meetings.	Need to integrate special needs programs more into hands-on opportunities- school store, Garden, cafe, life skills center or apartment	Art filled spaces - student work, well-designed facility that integrates public art naturally
More opportunities for our drama including an orchestra pit and chances to see Broadway performances	Better accessibility for people with disabilities	Internship opportunities
Better temperature control in the building.	Athletic facilities - the lighting in the basketball court is tough. Some of the grass fields don't drain well and flood easily (boys lacrosse field). The staff does a great job keeping them in the best shape possible, but they need some love.	Fire sprinkler system

space for art, drama	training for "soft" skills that companies are looking for,	more multi-disciplinary curriculum
STEAM program.	Workshops with Broadway performers and people in the industry for drama club students opportunities for them to further the skills in theatre after high school	Education for all students on supporting special education students. Awareness.
Classes that will be able to help drama students prepare for the performances during school and a new and improved band instruments, uniforms, room, and opportunities for the band to play the music they work so hard on	Teach life skills	Indoor track.
Separate cafeteria/eating space for preschool students	Sensory rooms.	Larger classrooms for flexibility of spaces
much more accessible space, both in the ADA sense, but also welcoming in general.	More opportunities for the drama department to perform for the best community and town! Cabaret, restaurants, town common, gives the future students of Stoneham High School chances to succeed in theatre careers after high school and in college	Connection to community history
Lots of collaborations space, writable walls, break out spaces for small groups	Area for students to recognize veterans that came through the Stoneham School system.	A room for drama students to work on their dance numbers that isn't on stage. Like a dance room
More internships and opportunities for students to help build the resume for colleges	Air conditioning.	A green room for actors in the drama department during shows.
Metco	And woodworking program for drama students to help them build their sets for their performances. Being able to have students interested in theatre to take classes (acting, set design, musical theatre, costume design) that will help them grow	Student-based learning centers
Partnerships with local businesses to help get jobs for students after high school	Bringing back shops	A high school that can be used not only for students but for community members
Ice rink. Would bring in income to the town & home town rink for Youth Hockey too	make sure kids are equipped with life skills, - cooking, banking, etc.	Testing space
many diverse technology companies in area and healthcare providers also	Versatile labs for all Sciences	

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OPPORTUNITIES / What technology and educational opportunities are open to you? How can you turn your strengths into opportunities?



Facilities	Security of staff and students	Need a facility that can assist all populations such a disabilities and every student.
Space for labs /stem	Facilities for all sports in the high school so we dont have to share spaces with other community.	Need classrooms that can lock during a shooter drill or a real situation.
Excepting all students of different races and cultural. Have a facility that can show off everyones culture backgrounds	We are ten miles from Boston and major tech companies, and some of the best hospitals in the world	1:1 has opened so many wonderful opportunities!
I think we tended to cover most of this earlier.	Every student has a chrome book	thriving Peer leaders program that helps improve school climate
We don't even begin to know what kinds if technology we will have available to us. We should be technically prepared for anything.	Biotech	Proximity to greater Boston area - biotech, media, etc
Lots of interest in new community/ recreational space. What if we had a community garden run by students? A cafe, daycare, pool, weight room, etc with student employees?	Partner with Technology companies	Open -Technology in that every student has a device.
having sponsors from major and small corporations	Each student in every grade level is given a chromebook and charger to bring home and use at home and school. This helps students who might not have a computer to get work done electronically from home	AP classes
Chrome books	Biomedical and Hospitals close by to tap into resources.	Inviting people from within the community into the space to share experiences and offer additional learning opportunities.
Better technology equipment.	Proximity to Boston	Proximity to numerous universities and colleges.
The drama department is able to use a sound and light board	Health Sciences and Computer Science is a huge industry in our area - we are literally in the heart of this industry!	Being a small and tight knit town we have many community partners to collaborate with and share technologies, internships, career prep-- stoneham TV, community groups like the coalition, chamber, boys and girls club.
Daylighting drainage, creating nature/educational opportunities	the SHS site is rather large, It'd be great to design a school, athletic fields, etc for the immediate future. but it's also be great to have a master plan for future expansion/adjacent programs.	having technology in place for remote learning for the whole district
Develop and/ or strengthen relationships with 128 companies- tech/medical/ industrial- student internships!	We are fortunate to be 1:1 with devices for all students. Is there a way to ensure that all students always have internet access at home for times when remote learning is necessary?	As you mentioned on day 1, the students are digital natives. Giving them the tech platform to create and use technology and bring ideas to us!

Stormwater storage	There is a large physical space available, which can be utilized to provide any and all needs.	Proximity to the Boston area - being about 10 miles away gives us potential opportunities for internships, work study, etc.
Indoor track or field house	Get our general community more on involved With the school community -- mentorships, internships, use the new building for community (adult skills classes, cooking classes, walking groups, book clubs, etc).	1:1 Chromebooks allow for students sharing work with class easily if infrastructure allows.
Technology opportunities/ training for faculty (especially now being 1:1)	Take advantage of the amount of land on SHS site	Use diverse technology companies and healthcare institutions in area. Take advantage
We have many highly educated parents with jobs in industries from which they can share their expertise	Accessibility to community nature spots, reservation area, fells, spot pond. learning in nature opportunities	Places like stoneham theater and stone zoo offer opportunities for mentoring and learning
opportunity for theater/arts students to engage in METG competitions with other drama clubs and share their work	Optimize use of campus for high school and community use.	broadening our flexibility with 'work study' and internships as credited courses.
Making sure that when we teach "technical skills" that it is not narrowly focused on today's technology, computer language, health but skills that allow and make students want to keep learning as the needs for different skills appear.	Combines radio and tv center at high school for town /high school use. ie Andover high	Finding a way to ensure that all students have connectivity from their place of residence would be ideal.
We are a small community with committed families. Because we are a small town, that lends to greater flexibility in facility and learning opportunities.	Library should be in central location and large enough for multiple activities/collaboration space and quiet/ thoughtful space	larger library
Opportunities to explore how skills learned in school can be used in military service	Take advantage of resources in our community.	Career Day
Dedicated professional development for staff with technology	Space for large testing groups	Can we turn some of this new equipment into space opportunity for continuing ed or community education
Use a smaller footprint for the new school to allow for space if the town needs to build another elementary school in the future.	Adult education in the evening.	Build an auditorium that can be rented out to theaters, dance academies, shows etc.
Support staff dedication with more integrative technology	Outdoor space for the library	Opportunity to have a space for students to learn about our veterans and their stories especially those who have served from Stoneham
Need to be excepting to all populations. Special Ed, cultural, and gender.	Space limitations for almost everything	

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VISIONING DAY 3 / SWOT ANALYSIS

THREATS / Are there challenges that create obstacles for Stoneham High School students?



Traffic on Franklin Street	Funding	Need for a second exit
Funding	congestion on franklin street now and in the future	Educating the Town so they vote in favor of the New High School.
Parking at events	More lighting outside	There is only one way in and out to the high school.
Traffic/getting to the site	getting the votes!	Traffic
Security	We need better accessibility for people with disabilities	traffic
Town support	cutting funding to our arts programs	Security
The layout and age of building makes it difficult to secure the building.	We are planning a school size that doesn't allow for growth-people move into communities with great schools and we won't be able to fit them all	Traffic and entry and exit points.
Traffic	Would be good to have more than one driveway in and out	being flexible for changes unknown at time of approval
Need to be more excepting of all population such as cultures, language, disability, age, gender.	Building security	Driveway doesn't need to be as long better use of space
Facility limitations.	Accessibility	Larger library space
being big enough for GROWTH	Do not want to get into "nickel and diming" such an important project	Franklin St traffic!
Student safety during construction	Utilization of space	green space vs building/facility needs

Getting the community to vote to support the cost of the new building	Emergency call stations on campus	Lighting!
Limited flexibility/adaptability in the existing space.	how our current budget cuts may put pressure on this decision	being inclusive to everyone
Space for growth	Is the current site the best site?	traffic
supporting programs that may not be large, but show progress and have potential if given the opportunity	Current furniture such as desks create challenge in structure of classrooms to support collaboration and communication	florescent lighting (need less)sensory overload (loud bathrooms, screens everywhere)
having leadership reflect student population and community	Lack of public transportation	Not knowing what education will look like and what student needs will be in 40-50 years
Creating a true 50 year old able space that can grow with tomorrow's needs and technology	Green space	Classrooms being versatile as for use and size
No buses - walking paths needed or public bus route?	Funding for..new programs to be offered .Arts,.Special Education.	Not necessarily a facility issue, but teaching to the MCAS and limitations that may impose on our creative educators.
inclusivity	Need for better building maintenance so new building will last well into the future	Need to be green! Let's make this building net zero emissions!
Support for students that fall in the middle of the learning curve	Town support is not a given - needs constant support from all of these participants in order to pass town meeting.	Natural lighting
Accessible facilities for persons with the full spectrum of disabilities		

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R. EDUCATIONAL VISIONING PROCESS

VISIONING DAY 4 / LEARNING ABOUT EXTERIOR SPACE WISHES



FRIDAY 07.24.2020



Welcome
Virtual Visioning for Stoneham High School
Day 4 Learning about Exterior Space Wishes



Campus Program Survey Topics

- Circulation/Parking/Entrance Plaza
- Outdoor Learning
- Health & Wellness
- Community Connections
- Pre-K Program
- Landscape Sustainability & Stewardship

2



1. Who are you? (Choose all that apply)

Category	Count
Student	3
Alumni	6
Parent	18
Staff	14
Neighbor	5
Community Partners	7
Stoneham Committees	11

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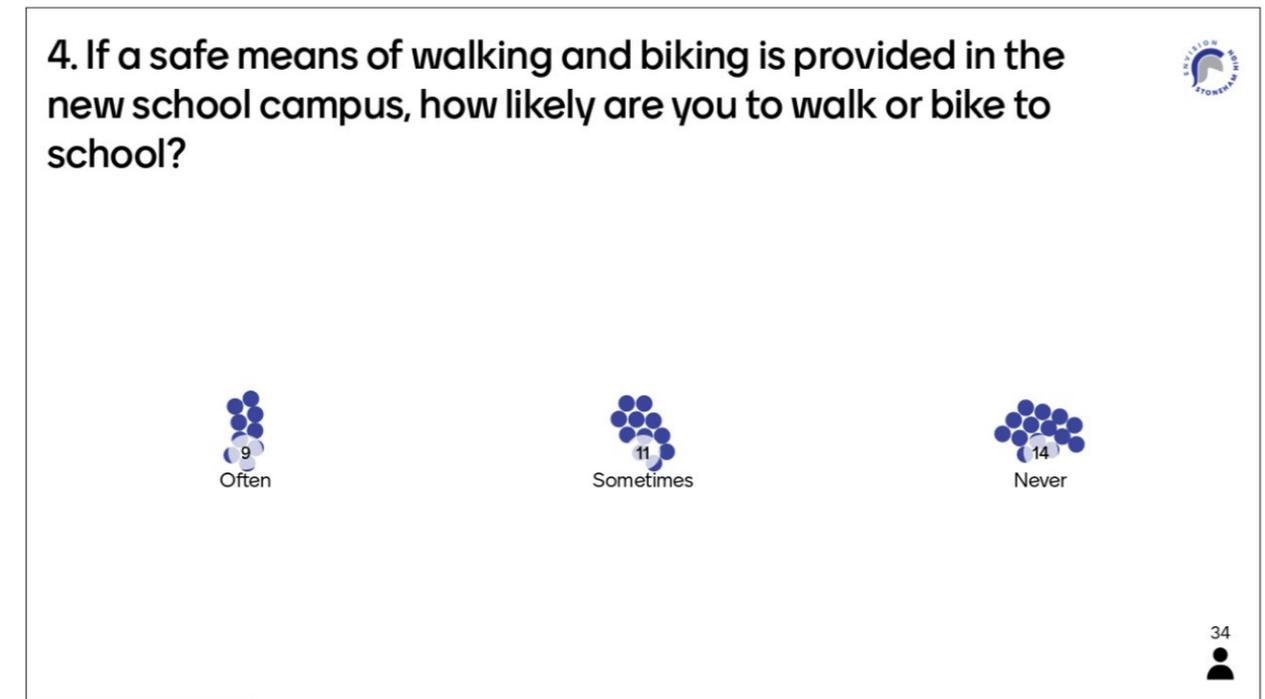
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Circulation, Parking & Entrance Plazas



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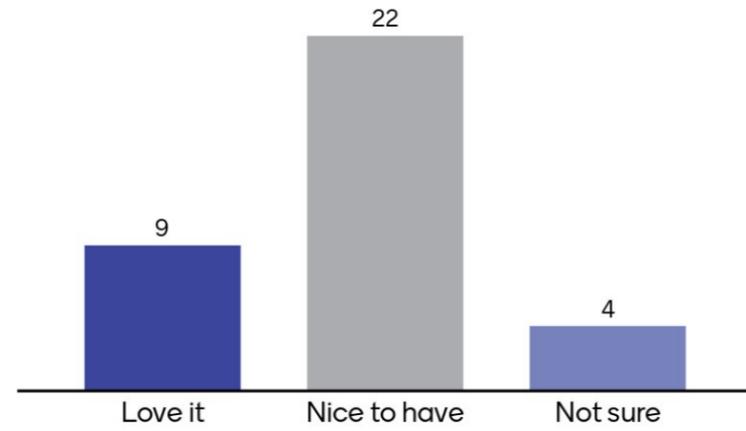
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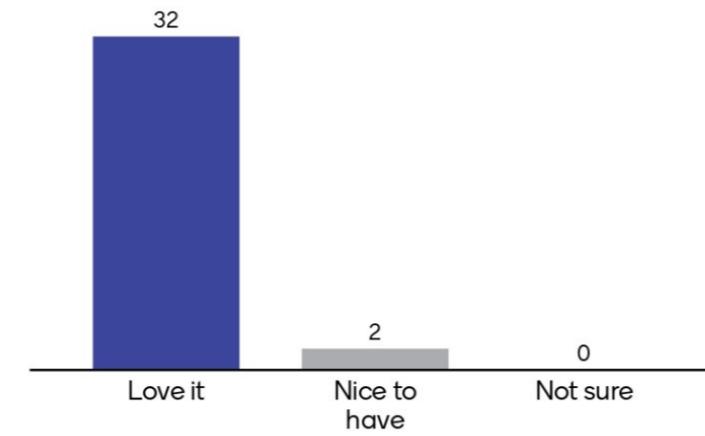
5. How desirable is sheltered bike parking?



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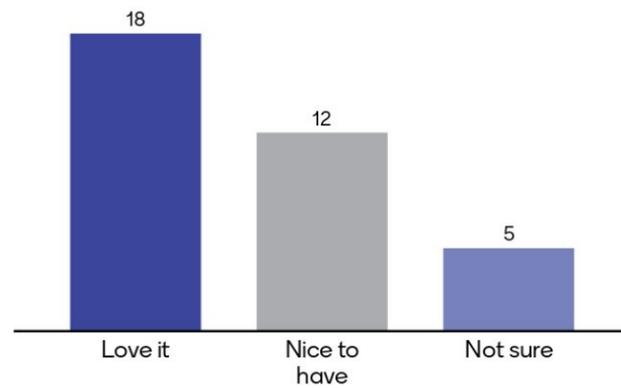
7. Would you like to see an interconnected biking network from the school to the town center and beyond?



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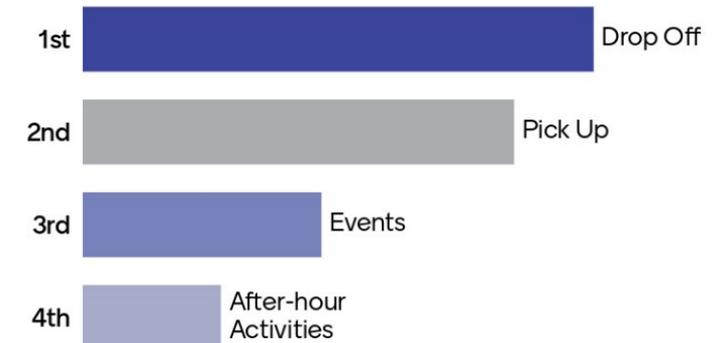
6. Do you support preferred parking for electric vehicles, car-pool vehicles, and compact vehicles to help reduce carbon emissions?



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8. When are traffic challenges worst? Rank in order of priority



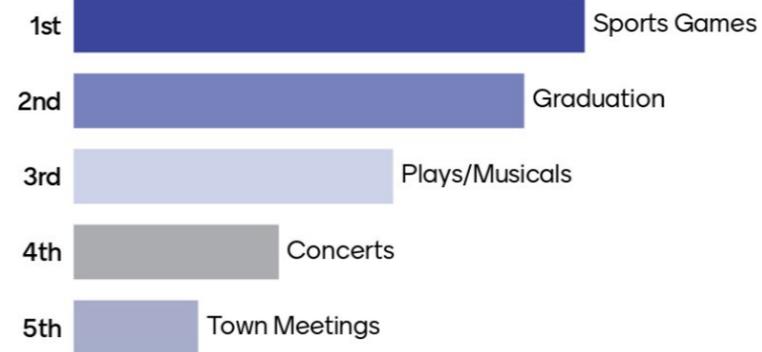
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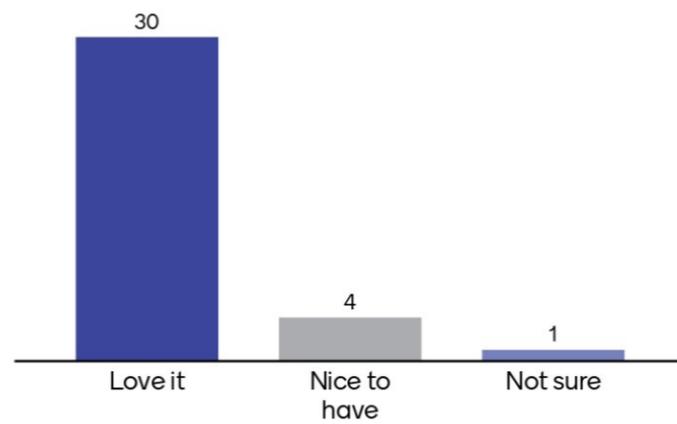
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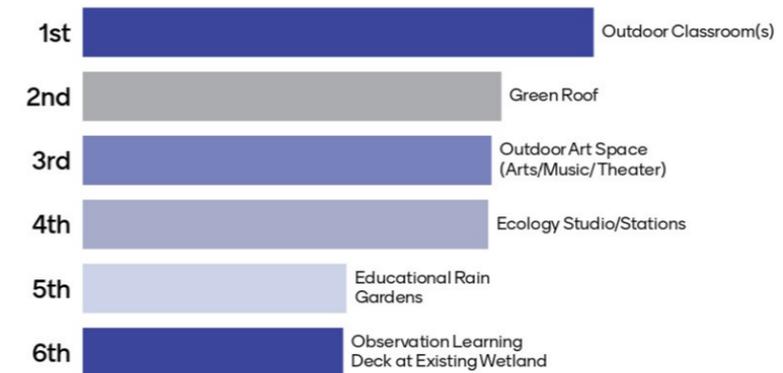
9. Please rank the events that cause the worst traffic challenges:



10. How important are social gathering spaces outside the school entrances?



11. Which outdoor learning spaces are desired? (Rank in order of preference)



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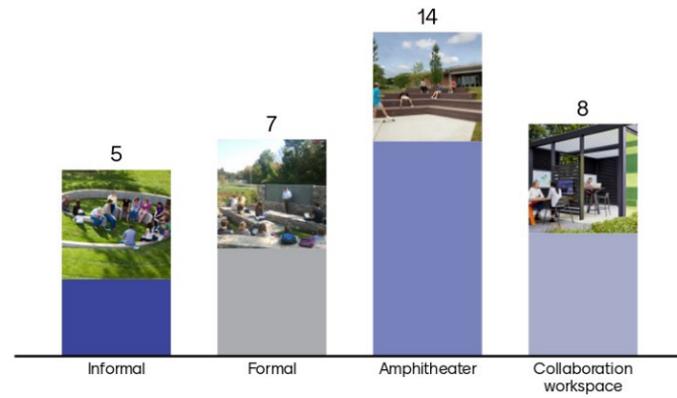
3.1.4

3.1.3

3.1.2

3.1.1

12. Please select the image that reflects your idea of an outdoor classroom:



34

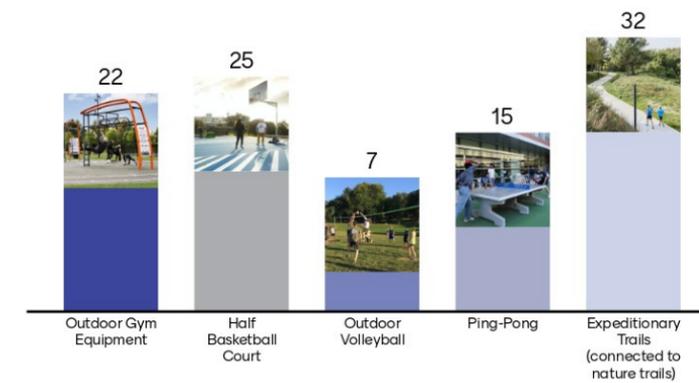
13. What type of outdoor learning space do you think is best for Special Education?



35



14. In addition to the current outdoor fitness activities, which of the following are desirable? (Choose your top 3)



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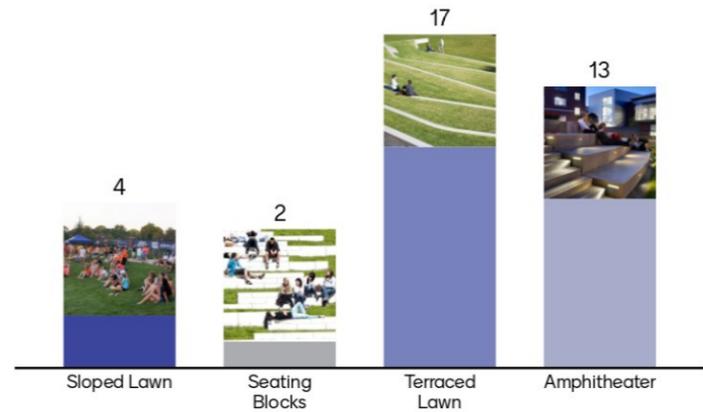
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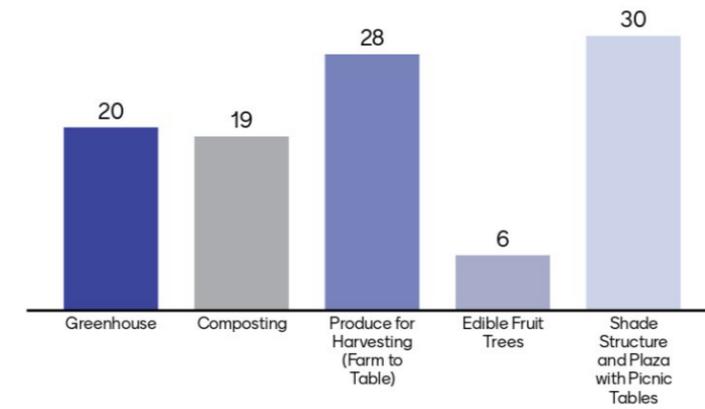
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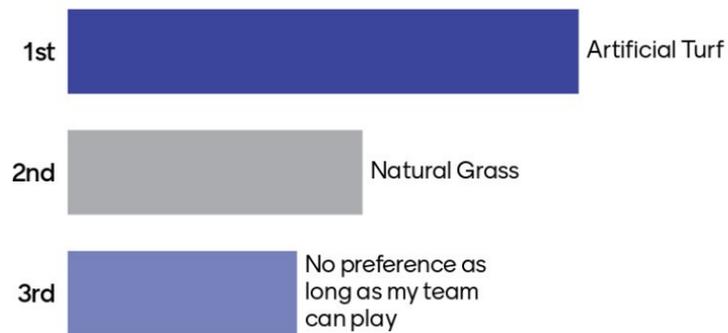
15. Besides standard bleachers, please select your preference for informal spectator seating:



17. Please select your top 3 preferences for the following elements in urban gardens:



16. For field sports, what is your preferred playing surface?

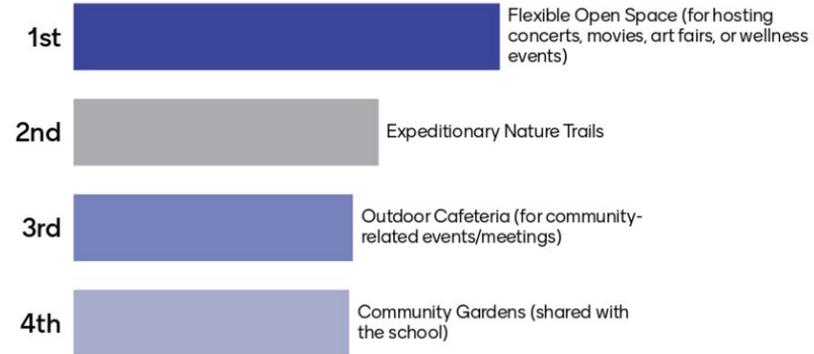


Community Connections

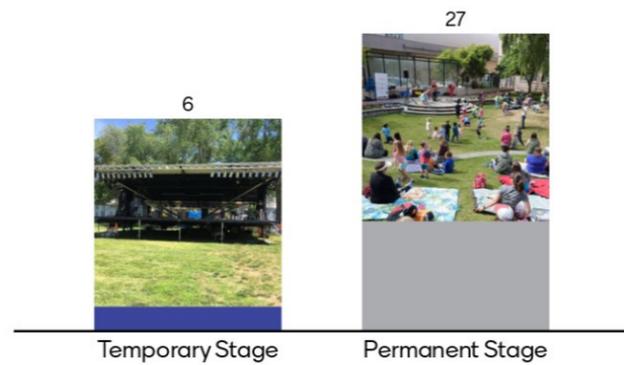
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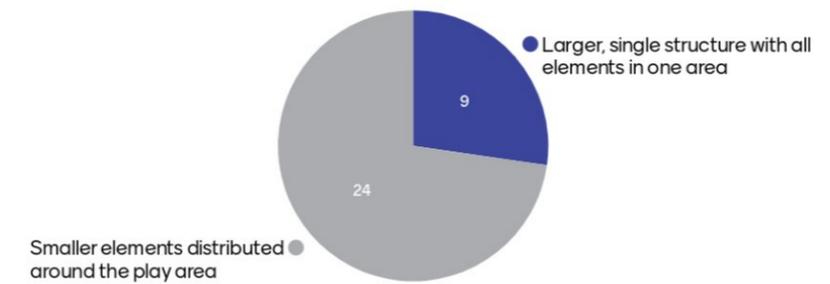
18. Please rank the outdoor COMMUNITY spaces that you desire in order of preference:



19. If you had an "Exterior Commons" for hosting events, would you prefer a permanent outdoor stage or space for a temporary stage



20. Please select your preference for the main play element



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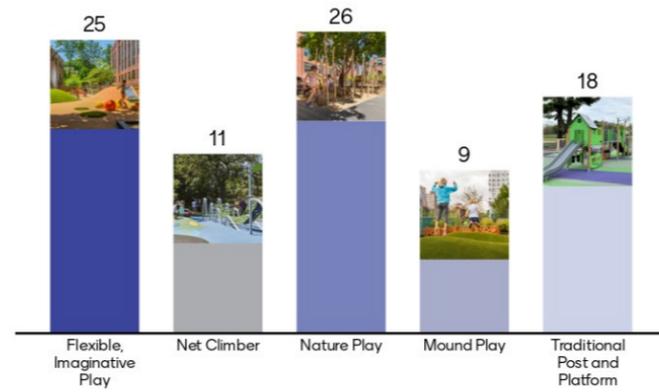
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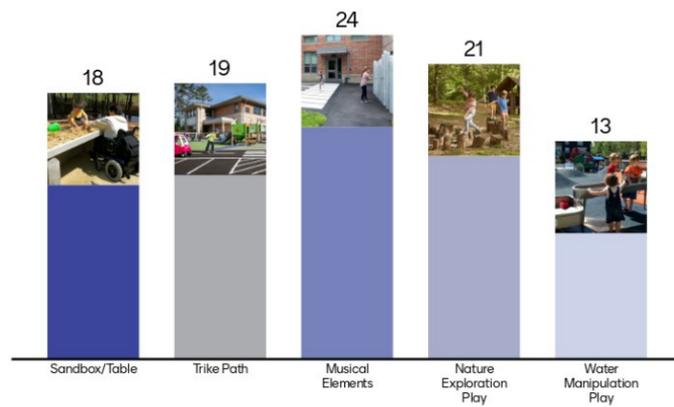
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21. Please select your 3 favorite images for play:

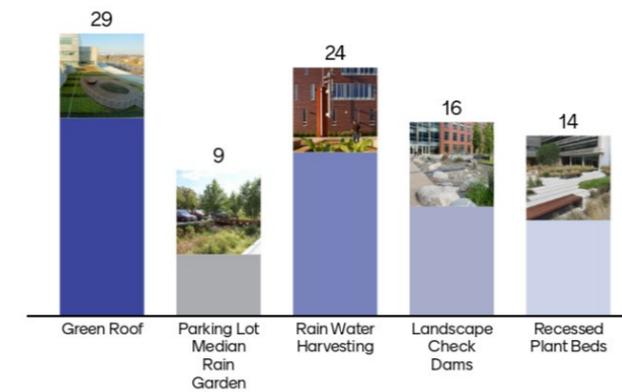


22. Please select your 3 favorite images for supplemental play elements:



Landscape Sustainability & Stewardship

23. Stormwater management is critical to this site due to its proximity to the wetlands. Select your top 3 preferred images:



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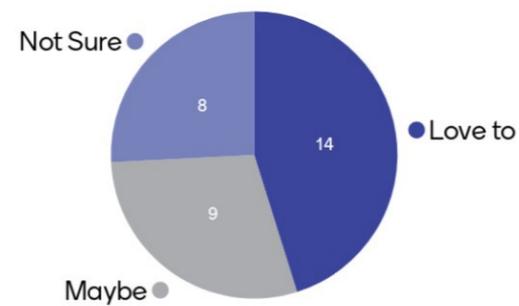
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24. Do you prefer more sustainable landscaping (native shrubs/grasses) in the new campus or lawn and trees?



25. Would you be interested in volunteering to help with maintaining the school/community garden?



What have we missed or any general comments?

- I would like to see emergency call stations and options for lighting.
- Sustainable energy, community trails, rooftop garden
- Solar?
- Difference in costs
- If you are thinking of including seniors, then raised beds would be helpful - they have some at the senior center but not many. Overall just want to see sustainable grounds, not a lot of grass that needs chemicals to stay looking decent.
- Solar panels, parking lot
- How about tiered entry to school building via courtyard or leveled layers of security using natural landscaping.
- Using the exterior for learning is a great idea - rainwater harvesting, green roof, trails, etc - all with signage to explain the "why" so the students understand the impact on the planet.
- I love the idea of outdoor learning spaces but have heard faculty's concerns about disruption to indoor classes. Joe is that managed?



What have we missed or any general comments?

- Just want to make sure we tie everything together. Green, fields, community, LEED points.
- Sustainable energy and suitable lighting for evening use.
- Excited to see the end result of all this fabulous brainstorming! Love trails and gardens to bring community to campus after hours
- These are all great ideas and wish lists but we also have to remember we are in New England and we need to keep that in mind. I would prefer a greenhouse over an outdoor garden as I believe it would actually be used.
- Which ideas are cost-efficient and also practical for our space. Love all the ideas for outdoor learning areas.
- Provide for sufficient parking, and safe vehicular and pedestrian circulation and drop-off areas.
- SHADE
- Additional access to the campus other than Franklin street
- Shade, outdoor lighting, solar panels.

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VISIONING DAY 5 / CRITICAL ADJACENCIES

Perkins&Will

MONDAY 07.27.2020

Welcome

Virtual Visioning for Stoneham High School

Day 5 Critical Adjacencies

Homework: Instructions

Perkins&Will

Instructions

STEP 1: PRINT & CUT Print out each space block along dashed lines from the template.

STEP 2: ARRANGE Arrange the spaces on the placement in a way that creates adjacencies that make sense to you. Focus on as many spaces as you would like. Small spaces need to be next to each other.

STEP 3: USE Blank shapes to write in additional program needs. Feel free to group spaces together and add your own notes. **WRITE DOWN** three points you feel are the most important anywhere on your placement.

STEP 4: PHOTOGRAPH Photograph your adjacency diagram and email it to perkinswill@stoneham.org by **noon on July 26, 2020**.

FEEL FREE TO ADD NOTES: such as "This site should be a priority" or "This site should be a priority for the next 10 years."

Perkins&Will

Adjacency Plan Diagram

Space Blocks

Entry & Lobby	Classroom	Classroom	Classroom	Classroom
Kitchen	Classroom	Classroom	SPED	SPED
Collegiate	Media Reading Room	Science/Lab	Science/Lab	
Musik Room	Musik Room	Vocational	Technology	
Art Room	District Offices	Pre-School	Outdoor Learning	
Medical Suite	Staff Lounge	Teacher Planning	Conf. Room	Work Room
		Center Office	Pre-School Office	Dept. Office
			Guid. Office/Office	Office

Perkins&Will Adjacency Plan Diagram

Homework: Reports

Perkins&Will

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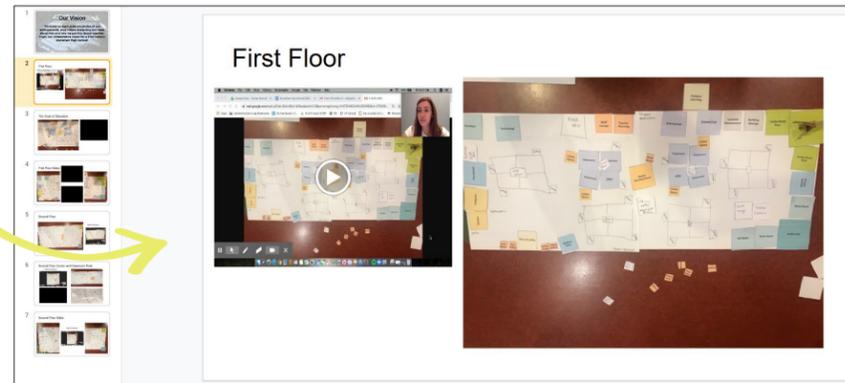
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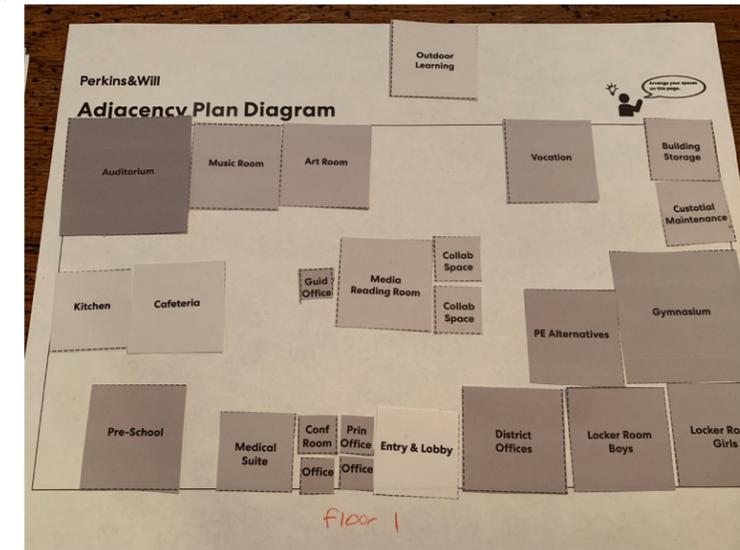
Homework: Reports

Rebekah & Sarah:
diagrams with
VIDEO
explanations!



Perkins&Will

Homework: Reports
Katie Haahesy



Perkins&Will

Homework: Reports

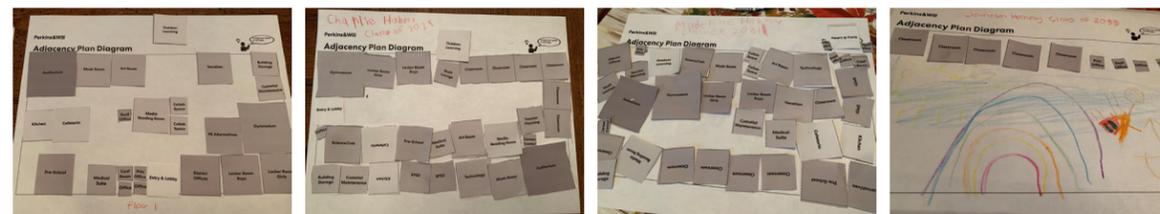
Katie and future
Stoneham High
grads!

Katie

Charlie
Class of 2029

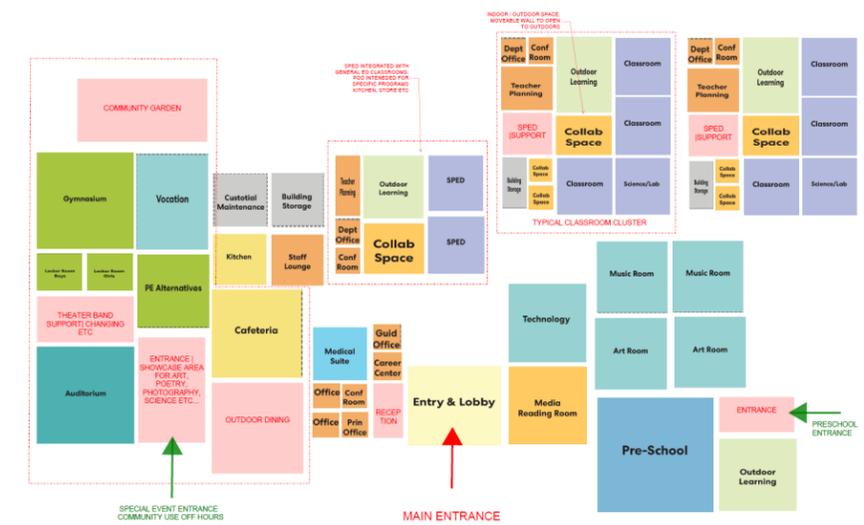
Maddie
Class of 2031

Jameson
Class of 2033



Perkins&Will

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Tara Dirrane
Tara Lawler



Perkins&Will

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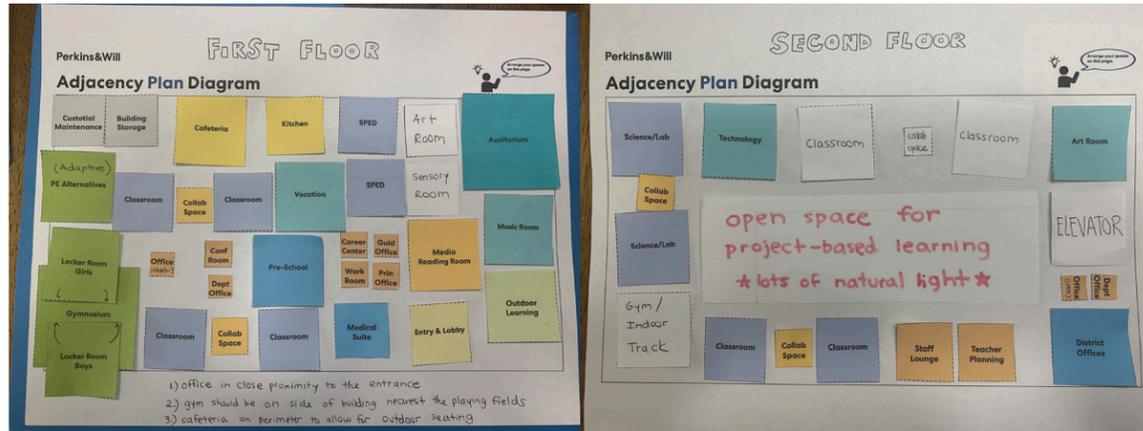
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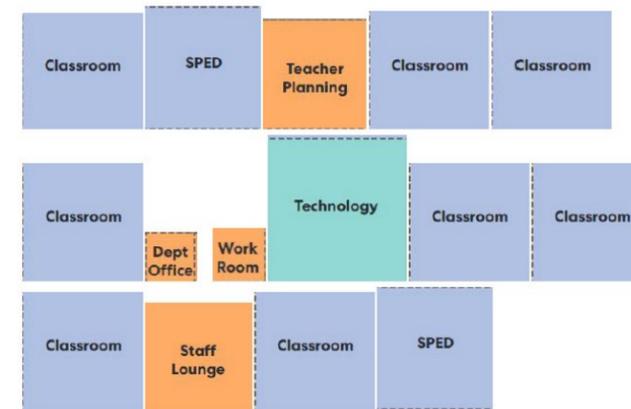
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Maria LaTerza



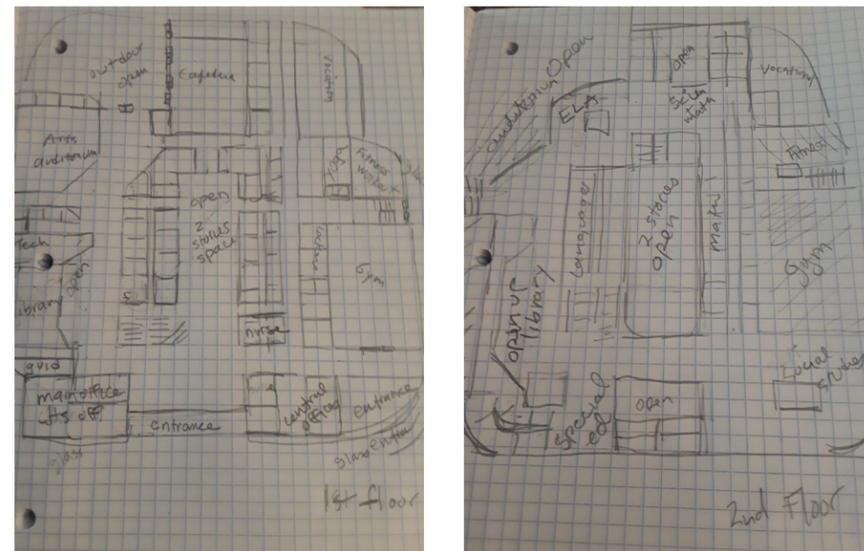
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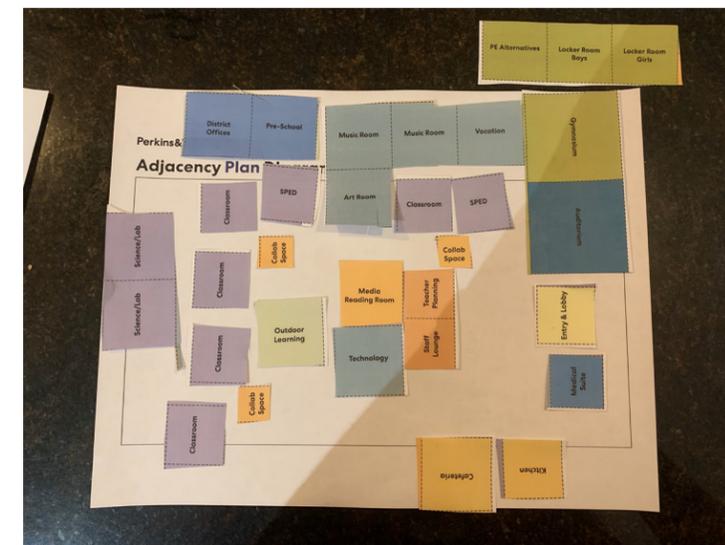
Perkins&Will

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Perkins&Will

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Alison Connelly



Perkins&Will

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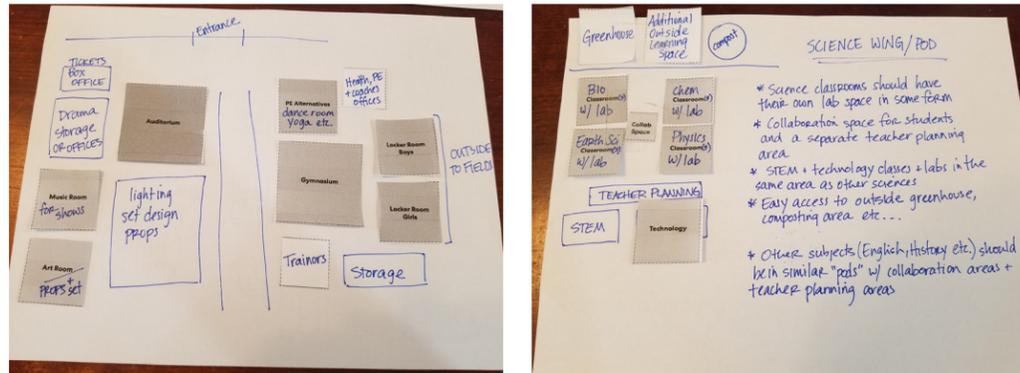
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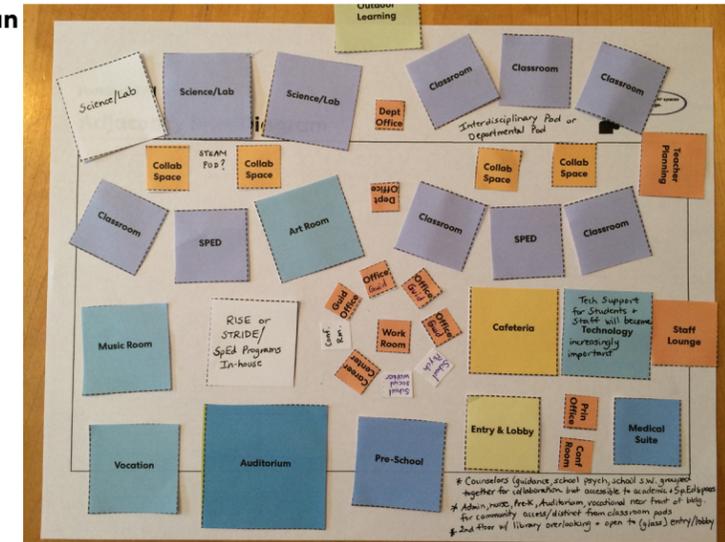
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Alison Connelly



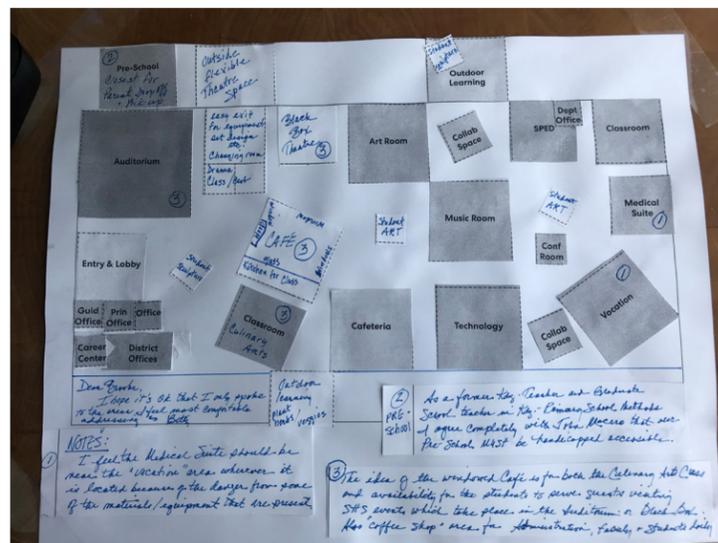
Perkins&Will

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Celeste Vaughan



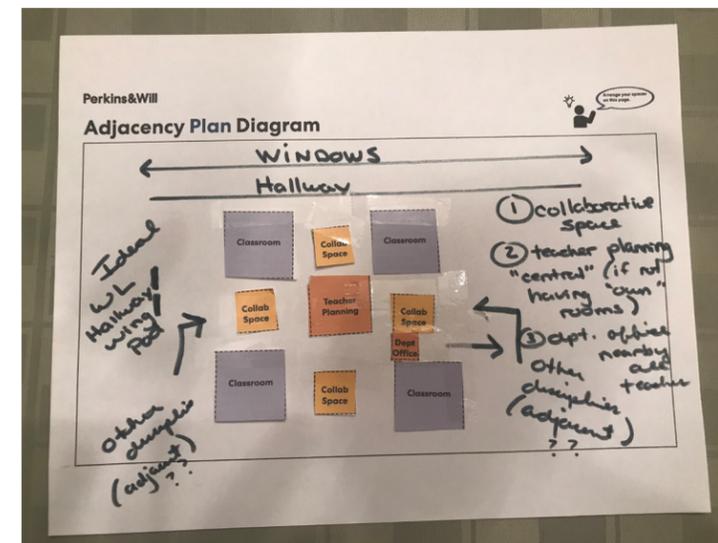
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Betty Connelly



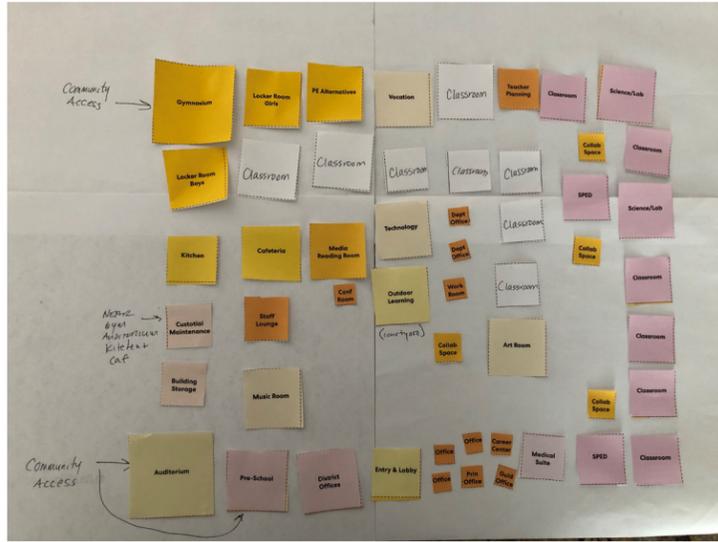
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Homework: Reports
Jennifer Christopher



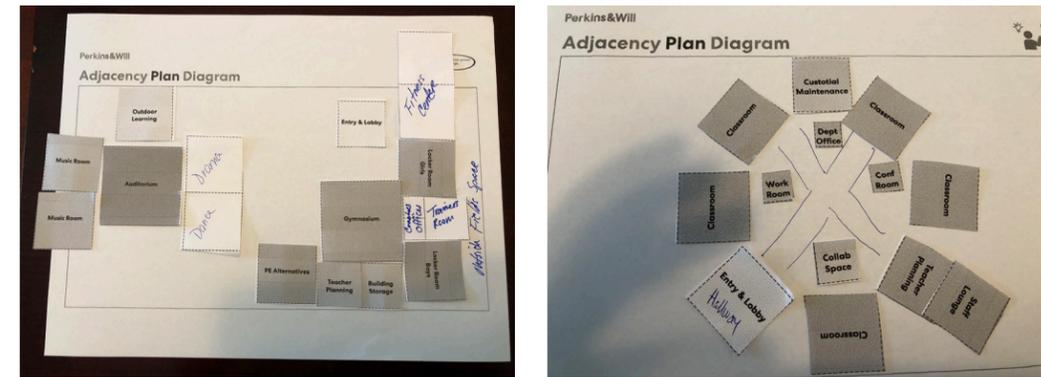
Perkins&Will

Homework: Reports
Michael Quigley



Perkins&Will

Homework: Reports
Robert Bardell



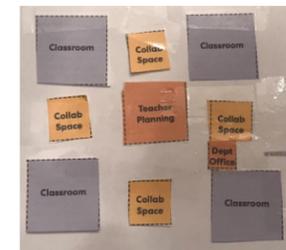
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Homework: Reports
Robert Bardell

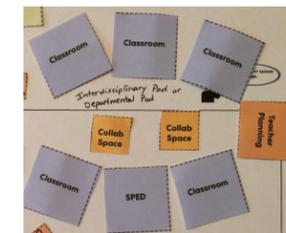


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Homework: Reports



Teacher-Planning - Centered



Collaboration-Centered



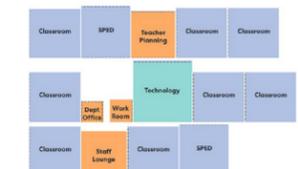
Auditorium-Centered



Project-Based-Learning-Centered



Outdoor-Learning-Centered



Technology-Centered

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R. EDUCATIONAL VISIONING PROCESS

VISIONING DAY 5 / LEARNING FROM SUBJECT MATTER EXPERTS



TUESDAY 07.28.2020



Welcome
Virtual Visioning for Stoneham High School
Day 6 Learning from Subject Matter Experts

Let's Hear from the Experts



Meet the Experts



Jeff Zynda Science and Technology Practice Leader, Principal Perkins and Will	Stephen Sefton Sports and Recreation Practice Leader, Principal Perkins and Will	David Damon Higher Education Practice Leader, Principal Perkins and Will	Keith Curtis Branded Environments Principal Perkins and Will
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Jeff Zynda: Science and Technology



David Damon: Higher Education



Stephen Sefton: Sports and Recreation



Keith Curtis: Branded Environment



R. EDUCATIONAL VISIONING PROCESS

VISIONING DAY 7 / SUSTAINABILITY - NET ZERO ENERGY

Perkins&Will

THURSDAY 07.30.2020



Welcome
Virtual Visioning for Stoneham High School
Day 7 Sustainability – Net Zero Energy

Part I: Sustainability Knowledgebase

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What does sustainability mean to you?



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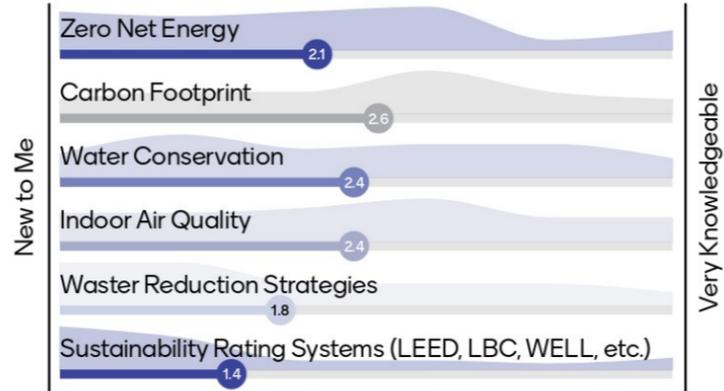
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How familiar are you with the following subjects?

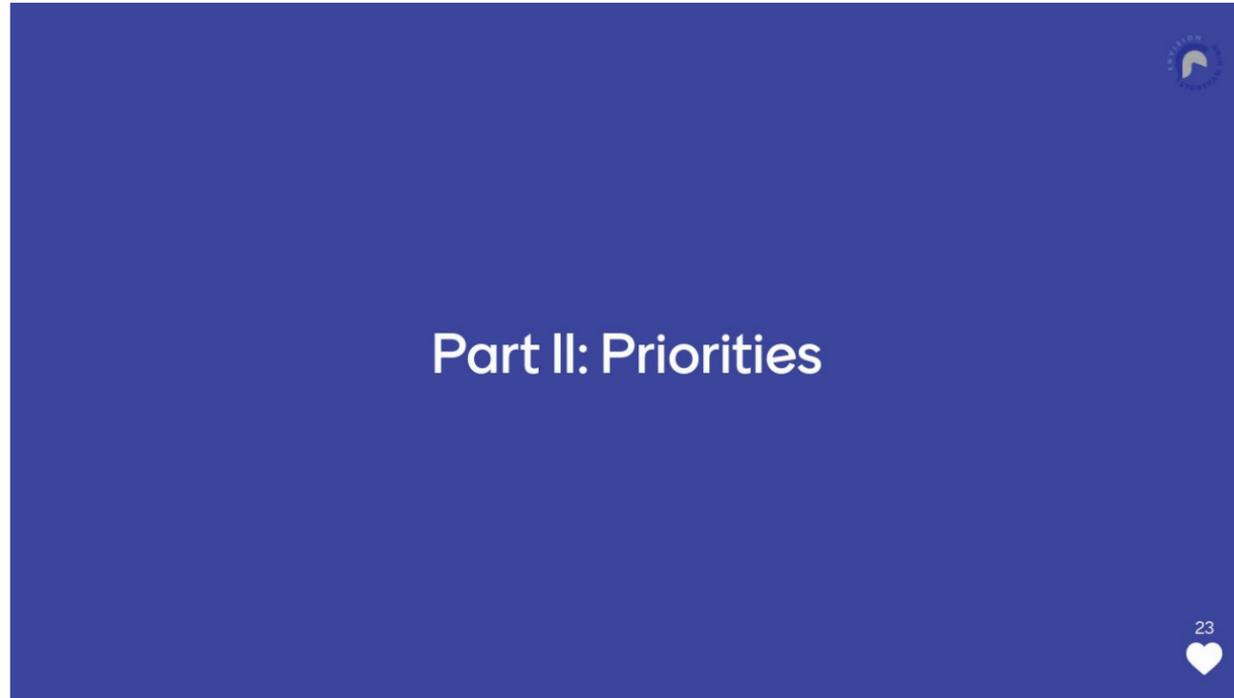


What issues are most important to the Stoneham community?



Wise use of resources and replenishment of resources to save resources and money	Zero net energy	Diversity
Happy People	Safety in our schools	protecting our green spaces- fells, MDC areas
Save money	Affordability, future savings	Equitable spaces
Maximize use of campus for all/Minimize traffic	Play to live and grow to the future	Accessibility of use for all
Keeping youth active and making healthy choices	Inclusion	efficiency
Spaces that are multi use / multi purpose.	Cost effective and fiscally responsible solutions ;	being inclusive

Children	Reducing traffic	Convenience of local
being inclusive	Giving tools, and setting the right example for the next generation	Budget.
being inclusive	Safety	Budget-affordability
Equity	Inclusion	Stronger Ceilings
Wise use of all the resources that are available on the high school site	long lasting space	savings
Responsibility- fiscally, environmentally, etc	Inclusivity	Fiscal responsibility
Inclusivity	pride in the town	Fostering an environment that teaches students and the community about inclusive, eco-friendly, sustainable, and responsible practices.
Improving traffic gridlocks	Air quality	Affordable, environmentally friendly, community oriented,
Building flow.	Multi modal access	Reducing traffic
traffic	costs	Strong community
history	Children	Opportunies for students to get involved
Climate control	Leaving the smallest impact on the environment as possible	safety
Maybe students can start a sustainability club?	Safety, equality, green, education	Community
Providing an amazing school that provides best education. And keep up w surrounding towns	Educating students on how they can help	community
Healthy environments	Community involvement	Improving traffic efficiency



How can a culture of conservation be integrated into Stoneham's student community?

Education!!	Education	Student led projects
part of curriculum	Community garden	A sustainability club for students
Temperature settings in classrooms	By educating	Speakers that come to classes or the school
Visibility on the site through tech and Dashboards	Conservation club for students and perhaps the greater community	Education
Real world practice	Guest speakers on topics	Incorporate into the curriculum
explaining the why (not just financial!)	Loved Alison's idea of the sustainable club	Environmental science classes and clubs

Education	Through stem studies	Maybe a tv show on Stoneham TV
lead by example - adult leaders have to show why it's important	Beginning with the preschool right through to high school.	Education and inclusion-include people in the conservation!
Community garden	Speakers that come to speak to students	Administration leads the way.
Regular feedback to students and staff about energy consumption, carbon footprint, etc	Conservation based projects in biology classes	Education of design of building
show the effects - education	Composting bins	Flyers to educate
Out door learning, hands on for students to help learn and lead the way for conservation	Live tours and Q &A	Reduce, reuse, recycle. With focus being reduce and reuse. Composting, etc
Include as part of the curriculum	Get students involved in process	Around table and how it feed into their lives
Focus on recycling, composting etc	Include them in the conversations.	Hands on practices
Graphic displays re: energy and water consumption.	Stats each day	Sustainability Club could be neat
visibility on site of impact of energy the school consumes - gamification make it a contest to save more	Visibility of energy use	Brings the school community together for a common goal
Building relationship with businesses/students educate businesses on ways to be energy efficient	Greenhouse at school	Sustainability club
Year long project to monitor and track	Love the idea of adding to the curriculum.	Student activities.

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Bring in great speakers on the subject	Making it a schoolwide habit to turn off lights in classrooms and spaces when not in use	Bringing student from the younger grades to participate in hands-on programs
Field trips to see models and examples of successful conservation	Interdisciplinary learning with social courses or math courses(calculating \$ savings or watts, etc)	Have education for students on the sustainability within the building. Using the features in this new building to help learn
School garden to be used in culinary arts class	Recycle, compost	Student engagement/involvement with eco-friendly tech (eg, shop classes, composting, etc)
Love having different types of meters around the school so students/staff/public can see the benefits in real time	Provide education and means throughout school-recycling, meters in building, composting.	Speakers visiting classrooms.
Focus on one thing in every grade level PreK-12	Districtwide composting!!!!	composting - let's make dirt!
Yes, must be a bigger focus at home too. So it's a community issue not just a high school issue	A garden at the school which can then support the kitchen/lunch program	Expand to outside school , local community sustainability projects for club
Involvement And educational curriculum of the new pre school at the high school Site	Integrate concepts into STEM curriculum	Composting at each school
incentives and challenges	Have students get involved with maintaining the building	composting through to community gardens
Love the idea of students deciding where to spend excess savings from energy created by school	contests, awards	Lead by example
Have adult classes in conservation	Composting. Black Earth Compost	Student led recycling committee
Great interdisciplinary opportunity	Ask the students how we're doing!	I echo utilizing black earth compost. They might even be willing to do some collaborative programming
Water bottle refilling stations rather than typical water fountains	i love the idea of using the data for other types of learning - data scientist is a growing field	Farmer's market! Sustainability club and students could learn to grow food in the greenhouse and garden spaces. All community members would be welcomed to this event!

Save money	Supplying energy	To be a pillar/model of eco friendly practice
Be a leader	A leader since it'll be the newest building	Self sustainable, serve as an example
To set the standard for renewable energy	It should model a good carbon footprint.	Should be consistent with Town's commitment to reduce energy use by 20% (and more)
Modeling the impact of green energy	Community garden/involvement	Not add to it - be an example of ways to reduce consumption
Save money	It would be great if we produce energy to use for our other town properties.	The school should be carbon negative and provide a deficit to then help the town as a whole be more carbon neutral
Educate everyone	Self-sustainable	Educate the public about what is possible and lead by example
set the tone for all future public spaces	Education across the entire community	As probably the biggest building in town, it could be a flagship.
Good example for the community	Save money	A model for 21st century thinking about energy consumption and sustainability
Ease their financial burden by sharing solar energy	This will be the town's largest investment to date, and should reflect our priorities	Save energy
Within budget, we should have a goal of being carbon neutral	Demonstrate multiple green energy sources	Educate generations of future Stoneham citizens on the importance of saving energy
hopefully if it's more than carbon neutral it could fund energy consumption in other town buildings and save the town money	Partnerships to better town programs in the area	Set a standard for future builds both publicly and privately
Start to move Stoneham in the direction of all buildings being net zero	Explain to community why and how we are working toward zero carbon footprint	let the building be a learning experience for all- plenty of events and communication about the reason this is being built this way

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VISIONING DAY 8 / HEARING FROM THE COMMUNITY

model the way	I'd love for this building to be a starting point for our students to begin a lifetime of energy efficiency so that it's carbon footprint ends up reducing itself exponentially	saving the taxpayers who are helping fund this
Serve as a truly educational leader in this area for the entire town	increasing property values!!	If we can save money the community will get more behind it as well
Hub of technological in the field thru education and program	Can the property incorporate a solar panel area to feed back to town, in addition to powering the school?	could it be more than carbon neutral - add plants or other options that suck in carbon.
Showing the community we can be better		

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FRIDAY 07.31.2020

Welcome

Virtual Visioning for Stoneham High School

Day 8 Hearing from the Community

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Exterior Space Questionnaire: Reporting Back



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Parking: Wishes/Issues

- Signage improvements
- Dedicated visitor/staff parking
- Parking shortage only during events

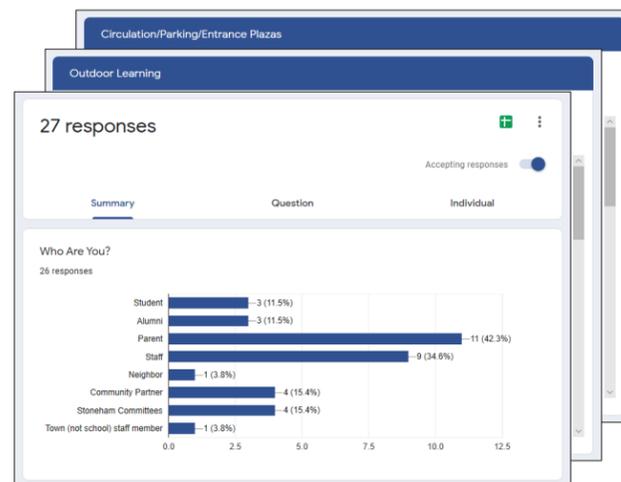
Traffic: Issues

- Congestion at dismissal
- Conflicts between vehicles and pedestrians at Franklin Street

Outdoor Classrooms: Wishes

- Amphitheater
- Shade
- WI-FI/media connections
- Reflective quiet space

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Homework: Reports

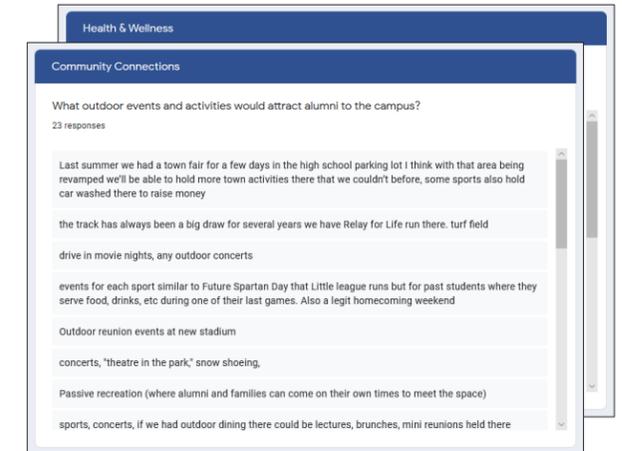
Field/Turfs and Amenities: Wishes/ Issues

- Wear and tear on fields, poor drainage, maintenance
- Lighting, concessions, seating, restrooms

Community/Alumni Connections: Wishes

- Open space for town events: fairs, concerts, movies, lectures, farmers' markets, homecoming and relay races, etc.
- Walking trails with environmental signage, exercise station, outdoor basketball

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Homework: Reports

Pre-K: Wishes

- Inclusive, creative, safe space (enclosed), nature play, promote motor skills

Precedents: Likes

- Billerica HS – campus feel and event spaces
- Lynnfield HS – Several turf fields

Potential Collaborations

- Collaborate with: Stoneham Theater, Senior Center, Youth Athletic Groups, Chamber of Commerce, Boys and Girls Club, Greater Boston Stage Company, etc.

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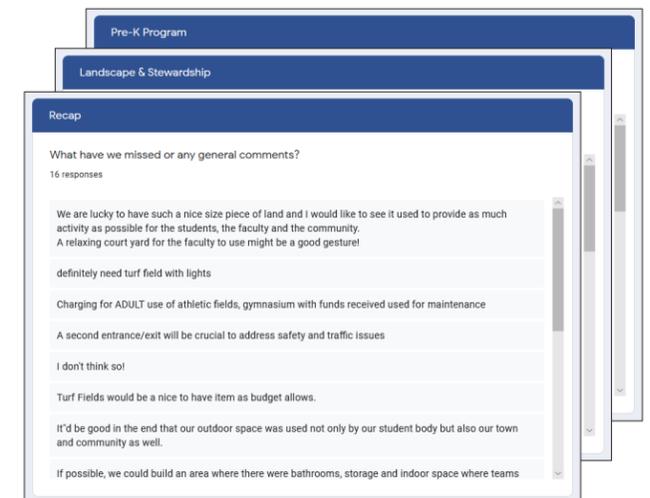


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2024: The ribbon was cut for the new Stoneham High School. It is so wonderful that we can support the needs of our students in ways such as:

State of the art labs and workspaces	Providing the healthiest, most sustainable high school in the country.	Working to create an inclusive culture for all students and faculty to thrive and succeed
being inclusive to all students and making sure that all students get an equal educational life.	A safe and inviting learning environment.	Performing Arts
Inclusive design	a light-filled innovative learning space that meets the needs of training kids to meet the future.	An inviting place to feel safe and learn!
Inclusion and safe spaces for special education students.	Taking some financial stress off their families by sharing the electricity created by our solar panels	Assistive devices for those who may need them including language translation boards at all entrances
Innovated spaces which showcase student career and technical skills for the future	Accessible and inclusive state of the art facilities	having ways that they can follow their dreams and aspirations.
A safe and welcoming space for every student to find their purpose and their "why".	Instilling in them a sense of responsibility and stewardship for our incredibly interconnected world	recognizing different personalities and learning styles and needs for all students.
Providing a connection to the community through our organizations and corporations.	Preparing them for their next step and connecting them to their hometown	Welcoming to all. Reduced stimulation in common areas
Being a green safe and inclusive and welcoming environment with a diverse well-educated group of teachers	Providing spaces for creative and innovative education	Making the school a safe and positive environment for all students and the community as a whole
Technology, hands on work, sports, theater	Teaching all students PreK-12 about sustainability and caring for our environment.	Welcoming entrance, indoor and outdoor gathering spaces, and areas for quiet reflection and recharging
Providing a safe, welcoming and inclusive facility	Providing a positive example of best practices in harvesting and relying upon green energy sources	It was done on time! State of art labs & workspaces, amazing preschool and theatre & gym are top notch.
Building a school that will the community can use for the next 50 years.	The large, bright and airy library space with it's adjacent courtyard! Students, staff and faculty all welcome and using the space in a variety of ways ?	Clear flow. Library centralised.
All state of the art facilities, bring inclusion to all who are a part of the community. Giving our children and adults and opportunity to grow and become educated in ways we never thought possible! #bettertogether	Providing Healthy, sustainable spaces, that inspire students and the community at large.	Sense of safety and community

Wonderful new An inviting place for all... students, community Everyone!	Creating spaces for all types of learners, so each student has a place where they feel comfortable enough to focus on their work	including all students and not just the popular ones
Providing both large and individual spaces for varied opportunities and abilities	A theatre and performing arts department the will CHANGE your life	reflects the history and ethos of Stoneham and showcases art and student skills.
Equal support for the arts and athletics.	Providing a space that speaks to each and every Stoneham student's academic and extra curricular passions	Connecting the rich history to the exciting future of the Stoneham community!
Giving them a facility that is flexible to meet their needs and allows them to maximize their potential	Connections to the Stoneham community	Beautiful, safe, innovative space that is accessible to all students and the community
Collaboration at all levels and disciplines	Providing a state of the art educational facility, which effectively engages students in flexible And adaptive learning spaces. There are amazing resources not only accessible to students but the entire Town community.	Inclusive, open and safe spaces. State of the art equipment. Preparing students for their future.
enriching the whole student... academically, physically, socially and spiritually.	Fine arts!	Providing state of the art Fine and Performing Arts facilities because as we all know Strong Arts =Strong Schools =Strong Towns
a building that is easy to heat, light and maintain, especially due to its sustainable zero sum energy design.	Understanding and love of a community who supports them in the future	Providing a state of the art theater arts, music and visual arts center...
Having spaces that incorporate different learn styles	Equal support for the arts and academics.	Enhanced and adaptive technology
In house museum with artifacts that connect to the town' history and are integrated into the curriculum.	Good theatre makes good people	A dedicated space for the implementation of career exploration and social/emotional curriculum
building for a healthier planet; actively embracing sustainability measures that can positively impact the environment	Providing a state of the art, sustainable and community focused educational facility	A state of the art school focused on sustainability