

# Upham/Hardy Elementary School Educational Program

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## ***Introduction***

The Ernest F. Upham and John D. Hardy Elementary Schools are two of seven K-5 schools serving the children of the Wellesley Public Schools. Wellesley prides itself on adhering to a neighborhood schools model, where smaller schools serve defined attendance areas within the broader Wellesley community. Currently, the Upham School serves 225 students across 12 sections and the Hardy school serves 256 students across 13 classes (sections).

The Wellesley Public Schools recently completed the fifth and final year of its most recent strategic plan. Many of the key strategies of this plan are visible at Upham and Hardy. For example, the District began implementing a tuition-free, full-day Kindergarten program in SY2014-15. Each Kindergarten classroom is staffed by a full-time teacher and full-time teaching assistant. The District also began to phase in an elementary World Language Program (Spanish) in SY2015-16 at the Hardy and Sprague Elementary Schools for grades K-3. Hardy added a new grade level in each subsequent year, reaching full implementation during SY2018-19. Upham began phasing in this program in SY2015-16 and will reach full implementation in SY2019-20.

Additionally, as part of the strategic plan, the District has been aligning itself with 21<sup>st</sup> Century Learning competencies. In December 2018, the District adopted its first *Profile of a Graduate* (POG), representing the specific skills the Wellesley Public Schools strives to develop in all of its students:

**WPS aspires to be a school system that develops the heads, hearts, and hands of its students by inspiring them to:**

- **Think Critically & Solve Problems**
- **Create & Innovate**
- **Engage Locally & Globally**
- **Communicate & Collaborate**
- **Respect Human Differences & Challenge Inequities**
- **Attend to their Physical, Social & Emotional Health**

One example of how the District is aligning its programming to this POG is through Project-Based Learning (PBL). To date, approximately 200 teachers throughout the District have been trained in this approach through a partnership with the Buck Institute to develop comprehensive curriculum units that challenge students to engage in real-world problems around complex questions. Students then showcase their work at public exhibitions, which allows them to further articulate their learning. Six teachers at Upham and thirteen teachers at Hardy have been trained on this approach.

Academically, Upham and Hardy are outstanding schools. On the 2019 MCAS, Upham received a 91st percentile accountable ranking. The overall state classification for Upham is *Not Requiring Assistance or Intervention*.

Hardy received a 96th percentile accountability ranking on the 2019 MCAS, with an overall state classification of *Not Requiring Assistance or Intervention*. Additionally, Hardy was recognized by the state for High Achievement and Exceeding targets.

The Upham School is home to the Skills Program, the largest of four in-district Special Education Programs. The Skills Program provides a highly individualized and modified curriculum for students with low incidence disabilities associated with Autism Spectrum Disorders or the need for ABA methodology. This program is serving 32 students in SY2019-20 and currently operates out of four rooms in the existing school.

The Hardy School is one of four schools in the District with an English Learners (EL) Program. The EL Program serves those students who require support as they become fluent in English. The goals of this program include empowering EL students to compete with confidence among all peers in pursuit of the mission and vision of the district and ensuring that all EL students are seamlessly integrated as members of the learning community. Currently at Hardy there are 22 students and two English as a Second Language (ESL) teachers in the program.

Finally, it's impossible to discuss the future of Upham and Hardy without placing these schools in the context of the District's Facilities Master Plan. When WPS began establishing this plan in 2012, several factors at the elementary level began to emerge.

First, the District's elementary enrollment was experiencing a steady decline, a fact further confirmed and projected to continue by two separate demographic studies, as well as the District's annual enrollment forecasts. Between 2008-09 and 2019-20, the District's elementary enrollment has declined by 386 students.

Second, the condition of the District's elementary buildings varied greatly, representing three natural categories. At the top of this list were Sprague and Bates; two schools that had already experienced significant renovations and were in excellent condition. In the next category, Fiske and Schofield represented schools that were structurally and educationally sound but in need of systems renovations. The remaining three schools (Hardy, Hunnewell, and Upham) in the final category were in the most challenging condition and were identified as needing either complete renovation or replacement. Over the next several years, renovations at the Fiske and Schofield Schools were completed and WPS began further investigation and planning to address the Hardy, Hunnewell, and Upham (HHU) schools. Currently, the needs of the Upham and Hardy schools are planned to be addressed through an MSBA project that will first identify which of the schools will be renovated/replaced leading to the other school being closed as part of an overall consolidation from seven to six elementary schools in response to the declining elementary school enrollment. The Hunnewell Elementary School will be addressed as a stand-alone project by the Town.

Third, the capacity of the District's elementary schools also created challenges, particularly when coupled with declining enrollment. Four of the seven elementary schools have 18-19 classroom

capacities. The three HHU schools are substantially smaller with Hardy and Hunnewell having 15 classroom capacities and Upham having only a 12 classroom capacity. As a result, as enrollment has declined, redistricting cannot effectively occur without right-sizing these schools at a similar capacity of 18-19 classrooms. To this end, the Administration is strongly supportive of the Upham/Hardy project being rebuilt as an 18-19 classroom school serving approximately 365 students; the 19th classroom, a STEAM Lab classroom, would serve as “swing” space during higher enrollment years. It is also important to note that the redistricting efforts to leverage the added capacity of a new Hunnewell building will likely not occur until the completion of the Hardy/Upham MSBA project, when a Town-wide redistricting of all elementary schools will occur.

## **2.1. GRADE AND SCHOOL CONFIGURATION POLICIES**

The Wellesley Public Schools is comprised of one preschool, seven elementary schools, one middle school, and one high school. Each of the elementary schools is based on a K-5 grade-level configuration. Additionally, each elementary school serves a designated attendance area that defines its inclusive neighborhood. WPS plans to retain this overall grade-level configuration, although it is likely that a school consolidation due to declining enrollment is to occur in the near future with the District shifting from seven elementary schools to six. These schools will still retain the same K-5 grade level configuration, although this consolidation will require redistricting to redraw the attendance zones around the remaining six schools.

Wellesley is a community in which many residents value their proximity to their local elementary school. With this in mind, the neighborhood schools model employed by WPS is also one that the District intends to continue into the future. In one analysis of likely redistricting options, an overall consolidation from seven to six elementary schools would only result in a one percentage point drop (from 72 percent to 71 percent) in the number of households within a one mile walking distance to their neighborhood school.

While WPS is based on a neighborhood schools model, the District also has an open enrollment policy that allows families to attend a school other than their assigned neighborhood school, subject to space availability. For SY2019-20, the District received 22 open enrollment requests and was able to accommodate 21 of these requests. Often these requests are from families that move within the District and wish to remain at their prior home school or have an older sibling attending a non-neighborhood school for a specialized program and wish their younger child to attend the same school. The open enrollment process allows for some choice to exist while still dedicating most spaces for neighborhood children.

The Upham Elementary School is a 225-student, K-5 elementary school that currently serves two sections at each grade level, or 12 sections in total. The Hardy Elementary School is a 256-student, K-5 elementary school that currently serves two sections at five grade levels and three sections at one grade level, or 13 sections in total. For educational reasons, the Administration and elementary principals strongly support designing the proposed new Upham/Hardy school to accommodate a target student

enrollment of 365 students in a 18-19-classroom building. (A similar-sized Hunnewell project is being designed.) The result of both projects is that all WPS elementary schools will be consistently and equitably sized at 18-19 classroom schools. Accommodating three sections per grade will allow for a critical mass of teachers at each grade level and provide a large enough grade-level cohort of students to be flexibly assigned to classes throughout their K-5 experience.

At the classroom level at both Upham and Hardy, teachers are responsible for most academic instruction, with students also receiving Art, Library, Music, and Physical Education instruction in those separate learning areas within the building. One of the challenges at both schools is that the gym also serves as the cafeteria, significantly limiting the programming of this space to accommodate the three lunches each day. A priority in designing the new Upham/Hardy building is to ensure a separate gymnasium that will allow for full programming regardless of the lunch schedule. The new Upham/Hardy school will follow the MSBA guidelines sizing the “cafetorium” for lunch services each day that will provide for additional school gathering flexibility.

World Language currently pushes into the classroom three days per week. Special Education is comprised of both push-in, inclusion support along with individual and small group pull-out services in school-based learning centers. Additionally, the District supports four, in-district, specialized programs for Autism, Global Disabilities, Language-based Disabilities, and Emotional/Behavioral Disabilities, one of which (the Skills program) is currently housed at the Upham School and is to continue at the proposed school, regardless of which site is selected for construction.

## **2.2. CLASS SIZE POLICIES**

WPS has School Committee-approved class size guidelines for elementary schools. In grades K-2, those guidelines are 18-22 students. In grades 3-5, those guidelines are 22-24 students. These are not absolute limits but do reflect the ranges the District strives to support in order to balance an appropriate educational environment and District resources. All of the classrooms currently meet that guideline.

## **2.3. SCHOOL SCHEDULING METHOD**

The academic schedule at Upham and Hardy, including the commitment to social and emotional learning, is directly linked to the District’s goals and each school’s Improvement Plan for 2019-2020:

*Goal 1: Social and Emotional Learning: Develop a school and district approach to social and emotional learning (SEL) integrated into core curriculum areas.*

*Goal 2: Tiered System of Supports: Develop and refine a tiered system of instructional supports PreK-12 so all students are appropriately challenged and experience continuous growth.*

*Goal 3: 21st Century Learning: Refine and expand opportunities PreK-12 for students to engage in creative, authentic, and collaborative learning experiences that inspire curiosity, encourage innovation, and engage students' imagination.*

*Goal 4: Diversity, Equity, & Inclusion: Establish and implement a coordinated, District-wide approach around cultural proficiency and inclusiveness that promotes a deeper understanding of and commitment to the strengths of diversity.*

The schedule reflects the Elementary Leadership Team's Goals for the Optimum K-5 Schedule, which prioritizes student access to core academic curriculum (literacy, math, science, social studies, and Spanish FLES), considers students' social emotional well-being, and fosters student learning and development in the visual arts, fitness and health, library, and general music. The schedule also ensures that special education services, EL, and Tier II support in literacy and math are delivered consistently and efficiently each day/week. Other priorities include daily activity for children, limiting the number of transitions, allowing for integrated project-based learning and providing common planning time for teachers during the school day.

### ***Upham Schedule***

On Friday mornings at Upham, the staff dedicates 30 minutes for each classroom to partner with a "reading buddy" class on an activity that builds community beyond the classroom walls, and at least one time/month, there is an All-School Meeting that focuses on one or more of the school's CORE values (Community, Acceptance, Respect, Effort, towards Excellence). Upham believes giving this time to build a strong sense of community creates a safe learning environment for students and increases their ability to be successful academically. When in the building, other teachers (special educators and specialists) attend the classroom meetings and buddy meetings on a rotating basis to support classroom teachers. Since the Speech and Language Pathologist, Occupational Therapist, PE, Music, Art, and Library Teacher, are part-time, attendance at these meetings is limited. As these meetings are designed to foster shared expectations and a strong sense of community across all settings in the building, their effectiveness is compromised when all staff members are not present. Currently, when all students and staff are present for all-school meetings, the "cafegymatorium" is at and/or beyond capacity.

With a focus on maximizing human resources and creating a shared responsibility for student achievement, the current Upham schedule prioritizes grade-level teaching of reading, writing, and math during the same block. When reading, writing and math happen at the same time for a grade-level, the service providers (special educators, or literacy and math specialists) are able to push-in or pull-out students who require a double dose or a modified curriculum in that subject area. An example might be that four students in grade 3 receive special education services in math, and those four students are split between two classrooms. When the grade level teaches math at the same time, it allows the special education teacher to push-in to each of those classrooms for a 30 minute block or to pull out all four students to provide specialized instruction in math. When reading, writing, and math are scheduled at the same time across the week, educators have the ability to provide special education services in a

consistent and systematic way. Currently, this is not possible at every grade level or for every subject. One reason is that the Art and Physical Education teachers are shared with other buildings across the district, which limits their availability to the daily/weekly Upham schedule. As mentioned earlier, the “cafetorium,” a shared cafeteria, auditorium, and physical education space requires the gymnasium to close in the middle of the day for lunch service for almost two hours. This directly impacts the number of learning blocks that can be stacked side by side at a grade-level, and/or staggered across grade-levels during each day and across the week.

### ***Hardy Schedule***

The current Hardy schedule allows for every K-5 classroom to have a 20-minute morning meeting. The purpose of morning meeting is to develop a strong sense of community where every child is valued and known. Once a month, there is an All-School Meeting that focuses on the Hardy School’s core values RISE (Respect, Include, Safety, and Encourage), Project Based Learning or other school community topics. Hardy believes giving this time to build a strong sense of community creates a safe learning environment for students and increases their ability to be successful academically. Because there is a consistent time dedicated to whole school assemblies, the entire faculty can attend. This supports a strong sense of community across all settings in the building. Due to the limited space in the cafetorium, the school must limit the number of parents who can attend our assemblies. This is unfortunate since the PTO is responsible for funding many of our cultural arts programs. It is unfortunate that parents cannot attend more of the all-school meetings, as tighter home to school connections could be fostered.

Similar to Upham, the current Hardy schedule prioritizes grade-level teaching of reading, writing, and math during the same block. When reading, writing and math happen at the same time for a grade level, the service providers (special educators, or literacy and math specialists) are able to push-in or pull-out students who require a double dose or a modified curriculum in that subject area.

Hardy faces the same challenges as Upham in scheduling “specials” when those teachers are shared with other small elementary schools. By right-sizing these smaller schools, there is an increased likelihood of specials teachers working in single schools, allowing principals to better schedule their time in support of a consistent school schedule.

### ***Common Upham and Hardy Scheduling Elements***

The District is fully committed to student learning and development in the visual arts, health and fitness, library, and general music. The fifth graders also participate in chorus and music lessons and ensembles are available for students in grades 2-5. Students receive opportunities for additional physical activity in the form of a 15-minute recess before lunch and an additional 15-minute morning or afternoon recess.

Grade	Art	Music	Physical Ed.	Library
K	1 x 50 min	2 x 30 min	2 x 30 min	1 x 30 min
1	1 x 50 min	2 x 30 min	2 x 30 min	1 x 30 min
2	1 x 50 min	1 x 50 min	1x 50 min	1 x 50 min
3	1 x 50 min	1 x 50 min	1x 50 min	1 x 50 min
4	1 x 50 min	1 x 50 min	1 x 50 min	1 x 50 min
5	1 x 50 min	2 x 50 min (1 gen. music, 1 chorus)	1 x 50 min	1 x 50 min

Upham and Hardy offer robust programming in the arts, physical education, and library; however, the layout of each building requires lengthy transition times, particularly for the youngest learners. This transition time can add up to over 60 minutes/week. Ideally, the classroom communities would be clustered around specialist spaces to minimize transition time.

Another priority of the building schedule is to provide common planning time for grade-level teachers during the school day. Each week, the kindergarten and first grade teachers have three 30-minute blocks and the second through fifth grade teachers have three to four 50-minute blocks. This time can be used to meet with grade-level colleagues, the math and literacy specialists or the special educators in order to co-plan a lesson and/or a unit. Again, when schools are maximizing professional resources in the classroom with a co-teaching model, they promote a shared responsibility for student learning and increase the opportunity for student growth.

There is one point worth mentioning about the conditions of current planning, and that is all planning occurs in the classroom. Unfortunately, by the time teachers deliver and pickup students from specials, and gather the necessary materials, the block of time for planning is significantly shortened for meaningful collaboration. All planning materials must be gathered up at the end of the planning block to make room for students when they return from specials, recess, and/or lunch. An ideal situation would be to have shared planning/collaboration spaces, stocked with curriculum materials and teacher equipment (copiers, laminators, computers, student data bases). Designated collaboration spaces provide the required level of privacy of student records, as well as space for collaboration that could be left in a “living” condition for ongoing planning within a unit.

#### **2.4. TEACHING METHODOLOGY AND STRUCTURE**

As is true with the scheduling method, the teaching methodology and structure at Upham and Hardy are also directly linked to the WPS Strategic Plan and each school’s Improvement Plan.



Upham and Hardy teachers practice a variety of teaching methods that allow them to differentiate instruction and personalize learning. Most lessons open with a whole-class lesson that sets the stage for learning. The teacher either states a specific objective, strategy or skill to be practiced and mastered or poses an inquiry-based focus question to be explored. After this whole-class launch, students are often broken up into small group or individual work time where teachers provide small-group instruction or individual conferencing or coaching. At the conclusion of the lesson, the students gather back together to share and reflect on their learning. In many cases, a quick exit ticket may be completed by the students in order for the teacher to assess their learning and plan for next steps. The current size and configuration of the classrooms can impact the ease with which students and teachers move around the classroom. In most classrooms, there is no space for a second table for small group instruction when there is a second adult in the classroom to support students. Classrooms designed with current guidelines and options for breakout spaces within a learning common/neighborhood would greatly ease the congestion within a classroom and provide opportunities for a variety of learning environments for small-group instruction.

Aligning to the District's commitment to integrated curriculum units and project-based learning, six of the Upham teachers and thirteen of the Hardy teachers participated in training with the Buck Institute (now called PBL Works) on project-based learning. Student engagement and learning through these projects was maximized. A key component of project-based learning is a public exhibition. There are several reasons for the public exhibition, including sharing the learning with the community, accountability for students and teachers (the idea of making it "real"), and it shines a spotlight on student learning and growth. Currently, Upham and Hardy lack the appropriate size space for such exhibitions. All students, parents and teachers cram into a classroom that is loud and overcrowded. To have learning neighborhoods, which offer the opportunity to house learning commons for public exhibitions or grade-level meetings would allow teachers and students to showcase work and gather together to share new learning. A movable wall between classrooms may enable the staff to accommodate larger assemblies of students or parents.

At both Upham and Hardy, several co-teaching models have been planned and taught with the classroom teacher and the literacy or math specialist or the classroom teacher and a special educator. Co-teaching requires focused collaboration that involves reviewing student work and/or formative assessments and using that data to plan instruction. As mentioned in the *Scheduling Method* section of this document, the only space to collaborate is in the classrooms, which results in at least one or two teachers carrying necessary materials to another space. When this level of collaboration takes place during the day, there is limited time before students return to the classroom, which means all the materials need to be picked up and put away, most likely when teachers are getting to the heart of the work. Having shared and private collaboration space allows for shared storage of materials and a place for confidential materials, such as student work/data to be housed.

All teachers participate in a Professional Learning Community. This year, Upham and Hardy teachers who are working in collaboration with the Buck Institute are using PLC time to hone their projects and plan the Spring projects. Teachers at both schools are collaborating with learning specialists to provide

an integrated curriculum across all areas. K-4 teachers are focused on using the formative and or end-of-unit assessments in the Revised Edition 3 Investigations Math Curriculum. The teachers are taking the assessments prior to the units and then using that experience to anticipate potential confusion or misunderstandings for students. The teachers are then using the curriculum as a tool to plan lessons to meet the needs of their students. Again, having teacher work space with tables and planning materials, student data files, etc, optimizes the time spent collaborating.

As the District continues to develop 21st century competencies, all students K-5 participate in Spanish FLES, 3 x 25/30 minutes/week. The Spanish FLES program is designed to support and reinforce the core curriculum. Currently, Spanish FLES teachers move between classes with materials on a cart. Given the narrow hallways and doors, and the overall size of the classrooms, maneuvering the cart and locating it in a place with good visibility for all students is challenging. This is particularly challenging at Upham, given that the building has no elevator connecting the multiple levels of the school. As a result, the Upham Spanish FLES teacher maintains (with supplies and materials) three different carts. This is less than ideal since the teacher must transfer manipulatives and supplies in between classes, among multiple levels, instead of just transporting her cart.

Another component of the Spanish FLES Program is the large number of visual materials needed to support the students in learning to speak a foreign language. At Upham, the Spanish FLES teacher shares a small space with one of the reading coaches. This space is also used to provide reading services for students. All the Spanish FLES supplies are stored in boxes, one on top of each other and snuggled against the limited space against the wall. As the curriculum continues to grow, so will be the materials. Thus, the storage space must change -grow- to support these changes.

At Hardy, the Spanish FLES teachers store their materials on the lower floor of the school in a shared classroom with the music teacher. Currently the room is subdivided by the various boxes of materials. This space does not allow for private collaboration with teachers, and viable storage space is limited to stacking boxes on the floor. Ideally, these highly specialized faculty members would have office space, large enough to accommodate material storage and promote collegial collaboration.

Over the past four years WPS, under the direction of our K-5 Science and Engineering Director, has reviewed and revised the earth and space, physical, and life science curricula to match 21st Century science practice and learning standards. These are all hands-on units with a variety of materials used. The classrooms at Upham and Hardy do not have adequate storage for these units, and space is constrained when eco-columns, plants, and/or engineering materials need to be used throughout the units. Appropriate counter space with working sinks and adequate storage space would greatly enhance student investigations within the science curriculum.

Finally, Upham houses the Skills Program, the in-district program for students with Autism and related disabilities for which students require Applied Behavioral Analysis (ABA) throughout their day. This program currently houses 32 students with an expected total of 38 students next year. Currently, the Skills program has four special educators, each in their own room, which vary greatly in size. The

program also employs a Board Certified Behavior Analyst (BCBA), who is located in one of the classrooms. These spaces vary in size, and currently cannot be securely subdivided to provide private, quiet spaces or small group spaces. At times, students either lack privacy when experiencing behavior challenges or the rest of the classroom must be removed from their setting. Having flexible spaces, along with individual classrooms that can be subdivided next to or near grade-level communities, eases the need to transport students who are dysregulated down long hallways where privacy can be compromised without calling for a lock-down of all students. Some classrooms have been provided with dividers or cubbies, to allow for quiet work spaces but these partitions are old and easily broken. Students in this program often need toileting instruction and require privacy in the bathroom. This instruction may occupy the nurses bathroom for a period of time or shut down a student bathroom. Placing bathrooms in the Skills classrooms will aid in independent toileting as well as confidentiality in programming.

## **2.5. TEACHER PLANNING AND ROOM ASSIGNMENT POLICIES-**

Currently, teachers at Upham and Hardy are assigned classrooms close to their grade level colleagues. At Upham, adjoining grade level classrooms are connected by a door. At Hardy, in three out of six grade levels, there is a door that adjoins the two rooms.

By contract, teachers work a total of 7 hours/day and are provided a duty-free lunch block equal to that of their students, as well as a 30-50 minute daily preparation block, during which time students take part in Art, Music, PE or Library.

### ***Upham Room Usage***

At Upham, the primary and intermediate special educators share a repurposed storage area. The speech and language pathologist and occupational therapist share a small room in a repurposed closet. The physical therapist is housed in a repurposed space in the gym. The spaces are anything but ideal for staff as well as students. The repurposed spaces do not allow for IDEA privacy and educators have had to make sure scheduling is done in a way that meets all regulations. Providing confidential spaces for children in the new school will be essential to meeting IDEA regulations and IEP accommodations.

Over the past five years, even while enrollment in the Skills program has increased, Upham has experienced declining enrollment. Currently, Upham operates as a 12 section school and there is not adequate space for many of the service providers. For example, the literacy and math specialists share a small alcove in the library. This space is approximately 12' x 12', which was too small to effectively accommodate two people who by their job descriptions provide interventions to small groups of students. To further explain, students who benefit from small group instruction, and a double dose of instruction, received these interventions at the same time, and essentially in the same space where library classes were happening. Additionally, the Spanish FLES teacher and reading interventionist share a common alcove designed for storage.

### ***Hardy Room Usage***

The three special educators at Hardy, supporting students in grades K to 5, share a classroom using wall dividers to create separate locations for instruction. The speech and language pathologist and school psychologist each have a small office space with very limited room for student groups and parent meetings. The Occupational Therapist shares a small space with the two ELL teachers. The Physical Therapist uses the stage and hallway to provide services. The literacy specialist uses a small closet as an office and cannot consult, meet with teachers or students in that location. The math specialist is in a similar situation; the space she uses is a small section in the back of the library. She cannot meet with teachers or students in that location. Each of these professional service providers should have an office large enough to meet with small groups of students, conduct teacher consults and other types of meetings with faculty or parents. These spaces should be complete with appropriate technology, such as a document camera and projection screen.

Having these spaces scattered across the building requires students to travel to opposite wings to receive services. Creating neighborhood learning communities that house service providers, including coaches/interventionists increases the opportunity to collaborate and develop a shared responsibility for increased student learning.

Hardy does not have a dedicated faculty room where teachers can have their lunch. Because of the extremely limited space, the faculty dining room also holds the copy machine and is used as a space to create instructional materials. There are two storage closets to house all of the school supplies to run the building, including cleaning equipment. The two closets hold materials but also serve as very tight work spaces for teachers since that is where an additional copy machine, laminator, book binder and die cut machine are stored. One of the closets holds the school computer server.

Over the past several years, Hardy has experienced declining enrollment. The number of classroom sections has varied from 17 to the current 13 sections. Because of this, space options for supportive services and specialist classrooms have changed. At times art and music have provided instruction using the "cart" model; bringing a cart equipped with materials into the classrooms. This is difficult to do since they work with a range of six grade levels and their back-to-back classes could require different types of materials. Using the "cart" model means that classroom teachers are displaced during their preparation time since art and music classes are taking place in the classrooms. Currently Hardy has a dedicated art and music room. The PE teacher uses the PE storage closet as his office and as a place to store equipment. The environment is very cramped.

OT and PT office spaces have been located on the school stage with the afterschool program office, after school, PT, OT and PE materials. The school cannot use the stage for school performances since it is filled with equipment, office materials, and furniture. PT services are provided in hallways since the gym is used for PE classes and lunch. OT services were previously provided in hallways and classrooms until this year. This year, a further reduction in enrollment allowed Hardy to free up a classroom and now a classroom is shared with two ELL teachers and the OT teacher. Bookcases and filing cabinets are used to

create separate learning spaces within this larger space. Math and reading intervention continue to be provided in hallways, small sections of classrooms, alcoves and closet spaces. The math and literacy coaches consult and work with teachers in the faculty dining room rather than a math office, literacy office or conference room due to space constraints. The literacy specialist uses a closet as her office and the math specialist is using a small spot in the back of the library. Speech, counseling, and Reading Recovery services are provided in small spaces without windows or ventilation. The Spanish FLES teachers have a small section of the music room to store their materials and to use as a work space. Again, bookcases and filing cabinets attempt to subdivide the space.

### ***Common Room Usage Needs***

In addition to the daily preparation block, teachers at Upham and Hardy also participate in monthly Professional Learning Community (PLC) blocks, which are monthly, after-school opportunities for teachers to work together collaboratively to develop student learning and professional practice goals. Furthermore, teachers consult with special educators during the 25-minute block between 8:05 and 8:30. Other teachers opt for this planning after the school day.

Currently at Upham and Hardy, there is no designated shared planning space with shared teaching materials available. All teachers must transport their own materials should they want to co-plan a lesson or unit. This model decreases the efficiency and effectiveness of collaboration. To address these shortcomings, the new Upham/Hardy school would benefit from teacher planning spaces located within the learning communities. Having teacher planning rooms will enhance professional collaboration and will allow for age and grade specific common planning. These locations will also act as localized copy centers to reduce the time teachers currently need to travel to access a single central location.

## **2.6. SPECIAL EDUCATION PROGRAMS**

Special Education at both Upham and Hardy Elementary School provides a variety of support services for students who have Individualized Education Plans (IEPs). Inclusive of all Special Education services are: Speech and Language services, Occupational Therapy, Physical Therapy, Adaptive Physical Education, Counseling, Social Skills Instruction, and Academic Support, as well as Applied Behavioral Analysis (ABA) services. Within the Learning Center model, Special Education services are provided in an inclusion model, where education specialists provide services within the general classroom setting wherever possible, in keeping with the least restrictive environment philosophy of service delivery. In cases where student needs require services be provided in a setting other than the general education classroom, students may receive these services in the learning center or, as dictated by students' IEPs.

Upham also houses the Skills Program, the in-District program for students with Autism and related disabilities for which students require Applied Behavioral Analysis (ABA) throughout their day. This program currently houses 32 students and has ranged from 24 to 35 students over the past 5 years.

### ***Existing Special Education Conditions at Upham***

#### *Existing Conference Room*

Currently Upham does not have a conference room. All IEP meetings are held in the principal's office, possibly displacing him, or the team has used the teacher's room when two meetings are scheduled at once. The principal's office is small and meetings can include as many as ten people, and often leaves a team trying to find chairs or awkwardly moving around each other. In addition, using the teacher's room impacts the access teachers have to a quiet space and the meeting is more easily interrupted.

#### *Existing Learning Center Academic Support*

Upham's Learning Center provides academic support for approximately 20 students on IEPs in grades Kindergarten through Five. Students who receive services through the Learning Center are seen for inclusion in the general education classroom and in the Learning Center room for pull-out sessions. The current Learning Center is one classroom that both the primary and intermediate special educators share. In addition, the .5 Speech and Language Pathologist shares the space with the special educators. There are two tables and three cubbies in the room with no ability to move the cubbies for larger groups. There are often two groups at one time, possibly first graders and fifth graders, each with a different special educator, learning different content and at different levels. The room is located near the school entrance, creating a long walk for most grade levels, which can take away from time on learning.

#### *Existing Skills Program*

The District-wide Skills program services 32 students from across all seven elementary schools providing inclusion and pull-out support, as well as a sub-separate setting for some students. They occupy four rooms throughout the building. For the purposes of this description, the Skills classrooms will be referred to as Classroom A, B, C, D. Classroom A is a medium sized office with a 'chill out' area and a table. Students in this group are primarily included in the general education classroom for the majority of their day. They utilize this room for academic pull out services and as a place to de-escalate when feeling dysregulated or upset. Classroom B is a small classroom, with multiple tables and no dividers. Students in this group are taught with a mix of inclusion and pull out services from a special educator/BCBA. There are multiple groups working on a variety of tasks/trade-ins, often at the same time. If a student is emotionally dis-regulated, the classroom may need to be cleared while the student is able to calm themselves. Classroom C is for students whose IEP indicates a sub-separate setting for placement purposes and who are in kindergarten and second grade. This classroom has two cubbies, a rug/meeting area, and a few tables, as well as a trade-in/break spot. The BCBA for the Skills Program shares this space, inclusive of a desk and file cabinet as well. Classroom D is for students whose IEP indicate a sub-separate setting for placement purposes in grades two through four. The classroom has three tables, one cubby for quiet work spaces or a break spot, and a portable divider. Classrooms B, C, and D are more likely to be evacuated, disrupting the learning needs of others, due to escalated and/or unsafe behavior. There is no small space in any classroom for teachers to make private, student-oriented phone calls or for a private consultation to happen between staff members.

*Existing Physical Therapy*

Physical Therapy occurs in the large gymnasium, outside, or in a small room in the back of the gymnasium. They have the ability to use big equipment and a swing for students' sensory needs but it is only available at limited times as the students cannot cross the gym while a class is taking place. Students must go through the large gym to access the Physical Therapy space, which can be overwhelming for some.

*Speech and Language/Occupational Therapy*

Speech and Language Therapy for the Skills program and all Occupational Therapy is located in two adjacent offices situated between Classroom B and the hallway. The two spaces are connected by a door. Two different groups are not allowed to take place at the same time so the two therapists must coordinate schedules in order to comply with state regulations. The space is quite small.

Upham has an additional half-time Speech and Language pathologist who works with the Learning Center students and four Skills students. The students receive services in the Learning Center while academic groups may be taking place.

*Counseling/Social Skill Instruction*

Upham has a part time School Psychologist who provides counseling and social skills support to students in a small office located in the back of the library. She provides 1:1 counseling, small social skills groups, testing, and consulting on a daily basis.

***Existing Special Education Conditions at Hardy****Existing Conference Room*

Currently Hardy is using an empty classroom as a conference room. Prior to this year, Hardy did not have a conference room. All IEP meetings were held in either the principal's office, possibly displacing her, or in the Learning Center. Both locations are small for an IEP meeting, which can include as many as ten people, and often leaves a team trying to find chairs or awkwardly moving around each other.

*Existing Learning Center Academic Support*

Hardy's Learning Center provides academic support for approximately 37 students on IEPs in grades Kindergarten through Five. Students who receive services through the Learning Center are seen for inclusion in the general education classroom and in the Learning Center room for pull-out sessions. The current Learning Center is one large classroom that both the primary and intermediate special educator share. The Learning Center space is shared with three special educators. There are 3 large tables and 3 desks in the room with some dividers to prevent noise and visual distraction. There are often two or three groups at one time, possibly first graders and fifth graders, each with a different special educator, learning different content and at different levels. The room is located on the first floor next to the library, creating a long walk for many grade levels, which can take away from time on learning.

### *Existing Occupational/Physical Therapy*

Currently, the Occupational Therapy classroom is shared with the ELL teachers. There is not a designated Physical Therapy classroom. Neither the PT nor OT have the ability to use large equipment for students' sensory needs. While they are both part-time Hardy staff members, they must coordinate schedules based on when the room is available rather than students driving the schedules. Often the Physical Therapist may provide services using the playground equipment, weather permitting. The classroom is located on the bottom floor of Hardy near the first-grade classrooms. This leaves a long walk to the room for services for students in the intermediate grades, decreasing minutes of IEP mandated service delivery.

### *Speech and Language Therapy*

Speech and Language Therapy is located in a small office next to the music room and near the kindergarten classrooms. The room is small and it can be difficult to run even a small group, given the tight space. Furthermore, students may get distracted as a result of being next to the music room. These auditory distractions pose difficulties during speech and language therapy sessions, as much of the work includes careful listening for both the therapist and student. The office is not in a central location, again leaving a long walk for intermediate students, reducing minutes of service.

### *Counseling/Social Skill Instruction*

Hardy has a full-time School Psychologist who provides counseling and social skills support to students in a small office located in a small hallway, located next to a literacy room. She provides 1:1 counseling, small social skills groups, testing, and consulting on a daily basis. Her office has a very loud noise produced by the heating system, which can impact student attention.

### ***Vision for Special Education at Upham/Hardy***

#### *Vision for the New Conference Room*

Two conference rooms would be ideal, to hold IEP and other meetings happening concurrently.

#### *Vision for the New Learning Center Academic Support Space*

Each special educator should have his/her own office space with room for a desk, locked filing cabinets, storage for materials and a table that can accommodate a group of up to six children. This office space should ideally be located within grade-level communities in order to minimize transitions and provide the least restrictive environment for students.

#### *Vision for the New Skills Space*

The new Skills spaces should include four program spaces spread across the grade-level neighborhoods. There is the need for one large K,1, 2 space and one medium-sized K,1,2 space, one large 3,4,5 space and one medium-sized 3,4,5 space. These classrooms should have soundproofing. All but the medium sized 3, 4, 5 space should have individual bathrooms. Bathrooms should also be in visual range of the classrooms. Built-in cabinets that can be locked and flexible seating options are necessary to minimize materials in open shelving. Each classroom should have a separate break/calming space. This space



could be created with a separate room and no door, a space enclosed with walls that are  $\frac{3}{4}$  height, and/or able to be created with a movable wall that is in a track. Within or connected to each classroom there should be an office space that can accommodate one to two desks with filing cabinets and doors that can lock. The program BCBA also needs an office either connected or nearby. The large spaces will need to accommodate approximately four or five cubicles (similar to below, without the desk or storage) for one-on-one work.



The target enrollment for the Skills program is no more than 36 students total. One or two additional students may be accommodated, depending on the student profile. If the enrollment of the program increases to require more space, the District will look to add a second program site at another elementary school in order to meet the needs of the district.

#### *Vision for the New Occupational/Physical Therapy Space*

The Occupational/Physical Therapy space should be located centrally in the school. It should be able to house suspended equipment with enough space around it that the apparatus cannot come in contact with the walls. As there are often large pieces of equipment, the space should have adequate storage and ideally an office within the space for quiet work and testing. A sink is necessary for handwashing and clean-up after messy projects.

#### *Vision for the New Speech and Language Space*

Two spaces should be provided for Speech and Language Services. The Skills SLP should have a room and the Learning Center SLP should have a large office space. This space should be centrally located in the building as students in K-5 are serviced. The office space should be large enough for a desk, locked filing cabinets, storage for testing and teaching materials and a table that can seat up to six children.

#### *Vision for the New Psychology/Social Emotional Learning Space*

The psychologist requires an office space located in the administrative wing that is large enough to accommodate a desk, locked filing cabinets, storage for testing and teaching materials and a table that can seat up to six children. There is also a need for several settings within the school for small group and individualized instruction to be located in close proximity to general education classrooms, which will allow for greater inclusion of students with disabilities. These spaces should be flexible and include students in the Learning Center and the Skills program, as well as intervention groups within grade

levels.

## **2.7. ENGLISH LEARNERS (EL) PROGRAM**

Hardy is currently one of four schools in the Wellesley Public Schools to offer an English Learners Program. Students who are identified by an initial screening as requiring additional support to acquire English are included in the program. There are two main components of our program model:

Core academic classes – taught by licensed classroom teachers who are specially trained to differentiate or shelter the language of the content for English learners AND English as a Second Language (ESL) class – a separate content class taught by a teacher licensed in second language acquisition.

### *Existing English Learner Conditions*

Students receive services in both a push-in and pull-out model. Currently, the two ESL teachers share a pull-out classroom space with the Occupational Therapist. This space is located on the lower level of Hardy, and students who are working with the ESL teachers must walk to this area for their classes, many of which are 20-40 minutes in duration; minutes of instructional time are often lost in transitions. The space is used by three teachers, at times simultaneously, due to scheduling constraints. Partitions are used to divide the two ESL areas from each other and from the Occupational Therapy area. This layout and arrangement are not ideal for promoting student focus and avoidance of distractions.

### *Vision for English Learners at Upham/Hardy*

A separate space for English Learners, not shared with the Special Education Department, would be ideal. English Learners need room to move around and learn kinesthetically and the ability to use their voices freely to practice their oral language without worrying about distracting other students. Likewise, when they are writing or reading, students work best when there are no distractions from other parts of the room. In addition, the ESL teachers support students in Grades K-5 ranging from beginners to transitional students. As such, they have many materials: books, games, charts and supplies. Display and storage spaces are necessary so students and teachers can access needed materials easily. A large magnetic whiteboard and a Smartboard will give the teachers the ability to display visuals and offer multimedia support for students. To avoid lengthy transitions and for reasons of equity and inclusion, it would also be helpful for ESL teachers to be able to pull small groups of students out of the classroom to areas located near the grade level commons/neighborhood.

## **2.8. PRE-KINDERGARTEN / KINDERGARTEN PROGRAM**

Several WPS elementary schools have hosted a satellite classroom from the District's PAWS program in the past, including Upham, but currently there is no Pre-K program at Upham nor is any program planned for the future at the new Upham/Hardy school.

Upham and Hardy offer two sections of tuition-free, full-day Kindergarten. Each classroom is staffed with a full-time teacher and full-time teaching assistant. The new Upham/Hardy school will host three K

classes based on the same class size guidelines of 18-22 students per section.

## 2.9. LUNCH PROGRAM

The Wellesley Public Schools employs a “hub and spokes” approach to elementary lunches. All elementary lunches are prepared at Wellesley Middle School and then transported to each of the seven elementary schools, where warming/cooling equipment maintains these prepared foods at the appropriate temperature. On a typical day, 85-100 students purchase lunch at an elementary school with another 25-30 students purchasing milk alone.

### *Existing Lunch Program at Upham*

Upham runs two lunch periods for grade level pairings:

#### Upham Lunch Schedule

Lunch Set-up	11:25-11:45 AM
Grades 3, 4, 5	11:45-12:05 AM
Grades K,1, 2	12:20-12:40 AM
Lunch Clean-up	12:40-1:00 PM

As previously noted, one of Upham’s building limitations is the degree to which the single cafetorium limits programming during lunch. More specifically, from 11:25AM - 1:00PM, no programming other than lunch can occur in this space. Prior to lunch, 20 minutes needs to be set aside for set-up and 20 minutes needs to be used at the end of lunch for clean-up which requires tables to be pushed to the back of the gym and stored.

### *Existing Lunch Program at Hardy*

Hardy runs three lunch periods for grade level pairings:

#### Hardy Lunch Schedule

Lunch Set-up	11:25-11:45 AM
Grades K & 5	11:45-12:05 AM
Grades 2 & 3	12:15-12:30 AM
Grades 1& 4	12:35-12:55 AM
Lunch Clean-up	12:55-1:15 PM

As previously noted, one of Hardy's building limitations is the degree to which the single cafegymatorium limits programming during lunch. More specifically, from 11:25AM - 1:15PM, no programming other than lunch can occur in this space. Prior to lunch 20 minutes needs to be set aside for set-up and 20 minutes needs to be used at the end of lunch for clean-up, which requires tables to be pushed down the hallway to be stored in the janitor's office and to run the wet vacuum.

#### *Vision for New Cafeteria/Lunch Program*

A priority in a new Upham/Hardy building is to design separate cafeteria and gym spaces. The cafeteria should be large enough to accommodate seating for approximately 150 students. As a large cafeteria can be overwhelming for some students, it would be ideal to be able to divide the space into smaller sections when needed. The cafeteria should also be located adjacent to the gymnasium and ideally would have a movable wall between the two, so that a space can be made available for large school and community events.

With a target student enrollment of 365 students, the District is interested in a kitchen design similar to what is in place currently at Sprague and Bates. More specifically, this would not be a full-sized kitchen designed for onsite food preparation and cooking. Meals will continue to be prepared at the Wellesley Middle School and transported to the Upham/Hardy school, where new warming/cooling equipment will maintain food at constant temperatures. When contemplating the design of a kitchen in the new building, it will be critical for architects to work closely with the District's Food Service Manager.

#### **2.10. RECESS SPACE**

##### *Existing Recess Program at Upham*

All students at Upham and Hardy participate in two recesses per day. At Upham, playground equipment is located on the west side of the building, including slides, swings, gliders, and a climbing structure. There is also a blacktopped surface that is large enough to accommodate a four-square court, and two hopscotch games. The south side of the building has a blacktop area that accommodates two four-square courts, and eight basketball hoops positioned to accommodate a game of basketball. Beyond the blacktop and on the northeast is a field with swings and a baseball diamond. The fields are used for games of soccer or kickball.

During the recess periods that occur between 10:00 and 10:15, 11:00 and 12:00, and 1:45 and 2:00, the students and teachers inside the building are subjected to the noise that occurs during recess, including bouncing balls, loud voices, and whistles that happen to signal the end of recess. The sight lines for supervision have been rated as poor due to the terraced approach to the playground. The large blacktop located in front of the building is subject to sporadic use due to the traffic patterns for arrival and dismissal. There is an inherent safety issue due to children wanting to cross the pathway for vehicular traffic and the need to cross to different playground areas.

### *Existing Recess Program at Hardy*

All students at Hardy participate in two recesses per day. Playground equipment is located on the south side of the building, including slides, swings, gliders, and a climbing structure. There is also a blacktopped surface that is large enough to accommodate basketball hoops, four-square courts, and hopscotch games. Beyond the blacktop area is a small baseball diamond, primarily used for kickball games. Directly adjacent to the blacktop area is a field. The fields are used for games of soccer or flag football.

The two first grade classrooms, two grade five classrooms, art room and shared OT/ELL classroom border the blacktop and playground area. During the recess periods that occur between 10:00 and 10:15, 11:00 and 12:00, and 1:45 and 2:00, the first graders and teachers inside the building are subjected to visual distractions of play and the noise, albeit happy, that occurs during recess, including bouncing balls, loud voices, and the bells that happen to signal the end of recess.

### *Vision for Recess Program*

Great care should be given to “active” sides of the new building to help ensure that recess activities do not disrupt “quiet” sides of the building immediately adjacent to classrooms. Additionally, there is great interest in connecting indoor and outdoor learning to take advantage of environmental features of the exterior building site.

Ideally the cafetorium would run adjacent to the recess yard for easy access between the two spaces. Having direct access between the cafeteria and recess field minimizes traffic flow past classrooms inside the building and minimizes transition between the two activities.

Finally, attention needs to be given to the safety of students during recess and other outdoor activities, with particular attention to the students in the Skills program. Staff require clear site lines to and from the building along with appropriate structural and landscape barriers that may provide additional security elements for managing and monitoring students.

## **2.11. TECHNOLOGY POLICIES/PROGRAM REQUIREMENTS**

### *Wellesley Public Schools Technology Vision*

*Technology is changing the way we live and work, and will continue to evolve. As digital citizens with a global focus, students and staff should understand and be comfortable using technology in today’s world. We will prepare students and staff to utilize technology as a catalyst to: enhance the teaching and learning process; stimulate creativity and innovation; foster more effective communication and collaboration; develop executive functioning; enable access and analysis of information; and promote critical thinking and problem solving.*

*Existing Conditions of Technology at Upham and Hardy*

Both Upham and Hardy have benefitted from the Wellesley Public Schools' Technology Vision and Plan for providing our students and staff with the skills and every day access to be comfortable using technology in today's world. Technology is used across disciplines to promote critical thinking, problem solving, and stimulate creativity and innovation as part of their ongoing education.

Currently, each K-5 classroom at both schools is equipped with a projector, interactive whiteboard, Apple TV for wireless projecting, document camera, and sound system with a teacher microphone and a student microphone. Every teacher has a Macbook laptop and an iPad for instruction. In the early elementary grades of K-2, our youngest learners share a grade level cart of iPads (4-8 iPads per class). These students are dependent learners and are often working in small groups in the classroom learning to read, solve math problems and investigate science and social studies. iPads are primarily used in learning centers to provide a new dimension to early learning. They can be scheduled with grade-level teachers for whole class use in a 1:1 environment for special projects. In primary elementary grades 3-5, students begin reading to learn, have more independence in the classroom, and are developing skills in different subject areas. During this time while they still spend most of their time in their homeroom, they have a class set of iPads that are accessible at any point in time. The data is always available to them on their designated device.

Technology is a part of the fabric of instruction in each classroom at both Upham and Hardy and students are learning technology norms through their homeroom teacher. Online MCAS testing is completed using these devices. Google Apps for Education is our learning platform and students receive an account beginning in grade 3. All K-5 student devices stay in school and are managed and protected by the Firewall on the network and filters on the network as well as on the devices. Centralized printers are available in shared locations throughout the schools, mostly in classrooms now. Each piece of equipment is tracked through an asset database and is replaced on a scheduled life-cycle rotation.

The libraries at Upham and Hardy include a small Instructional technology space housing 1 Apple presentation desktop and 5 Chrome desktops, a shared cart of 24 Apple laptops and a shared cart of 24 chromebooks that are used for both direct instruction in research skills, applications, digital citizenship, and coding and robotics activities by the library/media specialist. There is no computer lab for dedicated instructional technology space within either school.

There are wireless access points in every classroom and multiple access points in larger areas such as the Upham and Hardy libraries. Switches are 1 Gbps, 48 port managed Alcatel Lucent devices with the capability of 10 Gbps uplinks that provide both data and POE. The fiber uplink between Upham and the Middle School are currently two redundant 10 Gbps connections.

Upham and Hardy currently use Primex wireless clocks, Telecore PA Systems with individual call buttons and volume control in each classroom. This system is tied to the Avaya IP Office phone system so paging

can be accomplished through the VoIP phone. The classroom sound system has a PA interrupt to ensure any PA messages or alarms take priority. Currently we have a Genetec security system with Aiphone Intercoms, Axis Security Cameras, HID EVO door hardware and encrypted card readers. The security servers will need to be specified by Wellesley Technology at the time of ordering. Video distribution is currently using CCTV to each instructional space.

The current data closets at each school are air conditioned, supplied with uninterruptible power and extended batteries. Currently at Upham the data closet is used for multiple purposes which is not conducive to health and safety. At Hardy, one of the data closets is used to store cafeteria tables, which is also not conducive to health and safety.

#### *Vision for Technology at Upham/Hardy School*

As part of the District goal of introducing project-based learning, students are instructed in solving problems and sharing their learning to a broader audience through presentations, or products often created using technology. The use of video editing software and tools such as green screens and padcasters (cameras, mics and teleprompters) are an essential part of this learning process, particularly for students in Grades 4 and 5 in preparation for the middle school. Additionally, makerspaces and tools for invention, robotics, coding/programming, and digital and non-digital fabrication are a key part of 21st Century learning. Upham/Hardy should be equipped with a project room/makerspace with high tech and low tech tools affording opportunities for instruction and creation of video productions and other products showcasing student learning, possibly located near the library. See Library section for additional information.

The WPS Instructional Technology Department provides robust technology support for teachers and students including technical support and professional development. A dedicated office with room for 2 technology staff members to work in with an additional area to provide small group training and professional development is needed in the new school.

In each classroom of the renovated school, the Technology Department would need 2 ethernet drops in the ceiling for access points, and 3 drops at the teacher workstation for phone and data access. Throughout the school there would need to be areas for centralized printers in a common space outside of the classrooms. These common spaces would need 3 ethernet drops. It is assumed that all ethernet connections would be the latest Telecommunications Industry Association (TIA) standard and a minimum of Cat 6A. There should be four 8-ohm speakers in the ceiling with a speak-on wall plate termination. The AV wall plate should include a minimum HDMI over ethernet transmitter, VGA, and 3.5mm audio, audio return, tri-RCA, and USB connections. The new standard for Interactive projection should include touch screen TV's mounted on the wall. Currently we have 86" wide-screen smart boards so the equivalent size would be needed. All audio/video equipment should be on wall-mounted racks just above desk height, near the AV wall plate to avoid the need to disconnect every summer. Library, Cafeteria, Gymnasium, and Auditorium AV equipment should be specified by the Technology Department at the time of ordering.

The school will require Primex wireless clocks and Telecore PA Systems with individual call buttons and volume control in each classroom. This system should be tied to the Avaya IP Office phone system so paging can be accomplished through the VoIP phone. The classroom sound system should have a PA interrupt to ensure any PA messages or alarms take priority. Currently, the District standards are Genetec security system with Aiphone Intercoms, Axis Security Cameras, HID EVO door hardware and encrypted card readers. The security servers will need to be specified by Wellesley Technology at the time of ordering. Video distribution is currently using CCTV to each instructional space. This functionality would need to continue with a digital video distribution system. Electronic signage should be available with an electronic marquee LED signs for outside the school and a digital signage system for the school lobby.

Closets should be air-conditioned and sized appropriately so they cannot be shared, should have adequate signage, and should have security card access. The wiring between data closets in the building should include Multimode and Singlemode fiber. The school would need a minimum of 12 strands of OM4 Multi-mode and 12 strands of Single-mode fiber between MDF and IDF, and MDF and Building Demarcation room. The renovated school should include upgraded WAN connections to both WMS and WHS of 10 Gbps with growing room to 40Gbps. Further consideration to provide all technology to accommodate the interim location will be required.

## **2.12. MEDIA CENTER/LIBRARY**

*Effective school libraries are dynamic learning environments that bridge the gap between access and opportunity for all K–12 learners. Under the leadership of the school librarian, the school library provides students access to resources and technology, connecting classroom learning to real-world events and activities. By providing access to an array of well-managed resources, school libraries enable academic knowledge to be linked to deeper, personalized learning. The expanded learning environment of the school library ensures the unique interests and needs of individual students are met. In this way, effective school library programs prepare students for college, career, and community.*

American Association of School Librarians. 2016. Position Statement: “Definition of an Effective School Library.” Retrieved 10 January 2019 from [http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/positionstatements/ASL\\_Position%20Statement\\_Effective\\_SLP\\_2016-06-25.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/positionstatements/ASL_Position%20Statement_Effective_SLP_2016-06-25.pdf)

### *Library Mission and Curriculum Standards*

The Wellesley Public Schools Library Department helps all students become curious, creative, independent problem-solvers and responsible global citizens. We ensure that all students and staff have access to information, tools, and skills to solve problems, explore ideas, and grow. The Library Department fosters a life-long love of learning and reading. Library lessons encourage students to develop collaboration, critical thinking, media literacy, digital literacy and digital citizenship skills and to engage ethically in the global community. The library provides diverse, differentiated resources for



academic and recreational learning. Librarians support students and teachers in finding information and teach them how to evaluate information, synthesize ideas, create meaning, and communicate their knowledge to the world. Librarians collaborate with teachers to help all students become critical thinkers and problem-solvers in an ever-changing global environment.

The existing four primary curriculum standards of the WPS Library Department state that all students will:

1. Access information efficiently, resourcefully, and proficiently
2. Evaluate and use data and information to create new products and ideas--critically and competently
3. Understand and use data and information ethically and legally
4. Appreciate literature and become competent and self-motivated readers, library users, and information seekers.

#### *Existing Library at Upham School*

The library at Upham School is a user-centered hub of learning. It is busy three days a week with scheduled classes and students. When classes are not scheduled, it is used throughout the day by other groups including whole-grade projects, meetings and testing. The librarian works part time, three days per week and teaches weekly classes to grades 1-5. There is one instructional library assistant who works four days per week and teaches the two kindergarten classes.

The library collection contains 10,000 high-quality, high-interest books that are aligned to the curriculum and also provide means to help students become lifelong readers. The library circulates approximately 10,500 books per year, and approximately 110 books per day, to 335 student and staff library users. Students are encouraged to come in outside of class time to select books.

The librarian also hosts special programs such as Read Across America and the Hour of Code, and participates in Imagineering Day, a day where students build a solution to community problems. Online resources are available 24/7 for students, staff, and parents through the library website.

Many groups use the library as a gathering space during and after school hours. The staff gathers there for meetings, special events, and celebrations. Various WPS groups and departments also use the space for meetings and professional development sessions. Some of the activities held in the library before or after school hours include parent, faculty and other administrative meetings.

This year, one quarter of the library has been sectioned off and is in use as a planning space for music teachers. Due to space constraints in the school, many other staff members use the library to work, sometimes with groups of students. These staff members include teaching assistants and reading and math intervention specialists. Other activities taking place in the library during school hours include MCAS testing and BAS Sweeps, although the principal typically schedules these around library class times.

The library gets very hot during the fall and spring, which causes excessive heat in the space for students and staff. This is also not good for the collection of books. Temperatures can climb in excess of 80° F.

#### *Existing Library at Hardy School*

The library at Hardy School is a user-centered hub of learning. It is always busy as classes, students, and teachers visit frequently during the day. The librarian works three and a half days per week and teaches weekly classes to grades 1-5. The library instructional assistant works four days per week and teaches kindergarten classes.

The library collection contains 11,000 high-quality, high-interest books that are aligned to the curriculum and also provide the means to help students become lifelong readers. The library circulates approximately 16,000 books per year, and 1100 a month, to 261 student and staff library users. Students are encouraged to come in outside of class time to select books.

The librarian also hosts special programs such as author visits arranged through Wellesley Books, the Hour of Code, the Library of Congress program: Letters about Literature, a mock Caldecott Award program and a media literacy unit in grade 5. Online resources are available 24/7 for students, staff, and parents through the library website.

Many groups use the library as a gathering space during and after school hours. Before-school care meets in the library every morning with 30 students. The staff gathers there for meetings, special events, and celebrations. The after-school program is in the library every day after school. Various WPS groups and departments also use the space for meetings and professional development sessions. Brownies, coding classes, parent meetings, and Hardy Helps events are also housed in the library.

Due to space constraints in the school, two professionals also use this space as their office, the math specialist and the technology specialist. Many other staff members use the library to work, often with groups of students. These staff members include teaching assistants, reading and math intervention specialists, and members of the Technology Department. Other activities taking place in the library during school hours include MCAS testing and BAS Sweeps. Library classes are relocated during MCAS testing.

Currently the library has windows that span the entire west side. This results in excessive heat at times in the space, which is challenging for the longevity of books and other resources as well as for students and staff who use this space. Temperatures can climb in excess of 80° F. Some windows are broken and cannot be opened.

The doors to the library were once the main entrance to the school and still appear to be the main entrance. People often try to enter the building through the library. There are few to no working electrical outlets in the library. They are uncovered and located in the floor and have been covered with a rug by the librarian because students were putting their fingers into the sockets. Additionally, there is

no storage area. Often, the library is the students' last class of the day and as a result, they are dismissed from the library. They bring backpacks and winter gear and must store these in front of the book stacks as there is no other area available. No display areas exist because all the walls are taken up by bookshelves.

*Vision for the New Library & STEAM Lab at the Upham/Hardy School*

The new library media center will be a warm, inviting, and flexible space. Ideally it should be located in the center of the school for easy access by all. It will have practical areas for instruction, research, creating, reading, and collaboration.

The space will be air-conditioned and carpeted, with good acoustics and clear sight lines. We envision a space with plenty of natural light. However, it is critical that the librarian can dim the lighting and shade windows to use the projector and SmartBoard.

The library will have an area for large group instruction. The dedicated teaching and learning space will include enough tables for an entire class of at least 25 students to be able to sit comfortably and see a presentation screen and work collaboratively together. There will also be a designated area where classes can gather to share read-alouds. Adjacent to the library should be a STEAM Lab where librarians, classroom teachers and the art teacher can help students explore their world using 21st century digital tools and hands on physical materials. (See STEAM Lab description later in the report)

There will be a dedicated storage space for the librarian within the library. This area will include enough space for existing and new equipment when not in use, materials for repair, items that need repair, adequate storage for library supplies, and a sink.

The library should have several small group breakout areas for collaboration and creation. These spaces should have doors and sound isolation for audio and video recording. There will also be visibility into the main library space to allow for proper supervision.

Public printers will be located in an alcove outside the library to avoid disrupting library activities, with storage for paper underneath.

Power and data outlets will be plentiful and located in floor boxes that are easily accessible but safe for students throughout the space to provide maximum flexibility. Ceiling mounted hanging/ drop down outlets should also be considered.

Equipment and furniture for the library space include bookshelves at a reachable height for elementary students and arranged such that they do not obstruct sight lines for supervision or limit opportunities for group work. There should be several scanners throughout the library for easy check out. A circulation desk with space for at least one computer, a barcode scanner, and circulation material storage is also necessary. There should be a place to temporarily store recently returned books, ideally near the main entrance of the library and the circulation desk. Flexible furniture including tables and chairs that can be

folded and stacked, are comfortable, easy to move with wheels, and all the same height will allow schools to reorganize the space based on need. There should be adequate storage, including some lockable storage, for library books and materials. Display space is also important in order to showcase books and/or student work.

#### *Potential Changes to Library Curriculum*

Realizing that the world is changing and as a result, more critical thinking, problem solving, creating, collaboration, and communication skills are essential with Project-Based Learning (PBL) being one method to incorporate these, the librarians are collaborating with classroom teachers to design and teach library skills within the PBL framework. The librarians will support classroom learning, will embed library skills instruction in PBL projects and use library resources to support the projects.

As work shifts to a more collaborative nature, the library will more frequently use small-group spaces for collaborating or creating engineering and technology-based projects. The Library Media Space should be flexible and suitable for supporting learning for whole classes and small groups, as well as providing a space for events at the Upham/Hardy Elementary School. Ideally, it would be located near the Art room with the STEAM or Maker-Space adjacent to both areas for integrated learning opportunities.

### **2.13. SPANISH FLES (Foreign Language For Elementary Schools)**

#### *Spanish FLES Mission*

The mission of the WPS Spanish FLES Program is *“To give our students the necessary tools to become proficient Spanish-speaking learners, culturally competent, and respectful citizens in a global changing world.”*

#### *Spanish FLES Goals*

The goals for the Spanish FLES Program are based on current research for effective language acquisition and the nationally established standards for foreign language education. These goals support and promote the WPS mission, values, and belief that “all of our students deserve a world-class education that will prepare them for success in college, career, and life” (WPS Strategic Plan 2013-2019).

WPS Spanish for Elementary Schools has the following program goals:

- To develop functional proficiency skills in Spanish at an early stage of language acquisition by reinforcing listening, speaking, reading, and writing skills.
- To support content area instruction at each grade level by providing meaningful context for developing communication skills in Spanish.
- To cultivate a nurturing environment where students feel socially and emotionally supported while learning Spanish.
- To foster openness and appreciation for other cultures by promoting global awareness and cross-cultural understanding.

- To ensure that all elementary school students have access to high quality Spanish instruction; regardless of learning styles, achievement levels, race/ethnic origin, socioeconomic status, home language, or future academic goals.

*Spanish FLES: Program Model & Current Implementation*

Wellesley Public Schools began the Spanish FLES program at two pilot schools, Hardy and Sprague, during FY16. For FY20, the program will be fully rolled out at all elementary schools as follows:

2019-2020 School Year			
Hardy Sprague	Year 5 of implementation	Grades K-5	<u>Kindergarten and Grade 1</u> 3 classes a week: 25 minutes each class
Bates Fiske Hunnewell Schofield Upham	Year 4 of implementation		<u>Grades 2, 3, 4 &amp; 5</u> 3 classes a week: (2) 25 minute classes & (1) 30 minute class

*Spanish FLES: FTE Allocations (at full implementation)*

- SY19-20 1.2 FTEs Hardy
- SY19-20 1.0 FTEs Upham

*Spanish FLES Curriculum*

The WPS Spanish FLES program provides an interactive and stimulating learning environment. The program uses theoretically sound methodologies, creative instructional practices, and an array of authentic resources that promote engaging experiences for students. All learning experiences are carefully aligned with WPS Elementary Core Curriculum and performance indicators -[Can Do Statements](#)- as established by the National Standards for 21st Century Language Learning (NCSSFL) and the Academic Council on the Teaching of Foreign Languages (ACTFL). The Spanish FLES model develops students’ language proficiency by a content-connected and standards-based program that uses an interdisciplinary approach to deliver both language and content-rich instruction through communication.

The NCSSFL-ACTFL Can-Do Statements describe the specific language tasks that learners are likely to perform at various levels of proficiency at the appropriate age and grade level. These tasks assess what students “can do” with language in the following modes of communication:

- Interpretive Communication
- Interpersonal Communication
- Presentational Communication
- Intercultural Communication

*Spanish FLES: Vision for Upham/Hardy School*

Since the Spanish FLES program is interactive and relies heavily on the use of realia and manipulatives, there is a large number of visual materials needed to support the students in learning to speak a foreign language. Currently, the Spanish FLES teacher at Upham shares a small space with one of the reading coaches. This space is also used to provide reading services for students. All the Spanish FLES supplies are stored in boxes, one on top of each other and snuggled against the limited space against the wall. Equally, the Spanish FLES teachers at Hardy have a small section of the music room to store their materials and to use as a work space. Bookcases and filing cabinets attempt to subdivide the space. This space does not allow for private collaboration with teachers, and viable storage space is limited to stacking boxes on the floor. As the curriculum continues to grow, so will be the materials and manipulatives. Thus, the storage space must change -grow- to support these changes. Additionally, Spanish FLES teachers at Upham and Hardy store their carts in their space as well. As the curriculum for the program is fully implemented, matching years of language acquisition to each grade level, some of the FTEs will be consolidated into one location. Thus, instead of needing 2.2 FTEs to service Upham and Hardy individually, the new school will need 1.4 FTEs (with an 18 section load). Consequently, the Spanish FLES teachers will each require an office space large enough for their individual and collaborative work. Additionally, these teachers will need appropriate space to store their curriculum materials safely, which can also be easily accessed along with their traveling carts.

**2.14. ART PROGRAM**

The K-5 WPS Visual Arts program provides a rich, multimedia, Project Based Learning (PBL) environment where students can creatively problem solve and use visual thinking to create unique answers to the given prompt.

The art curriculum provides students with both 3-D and 2-D projects that have students practicing Studio Habits of Mind: stretch and explore, express, develop craft, envision, observe, engage and persist, and reflect and extend to new design thinking possibilities. All students in Kindergarten through Grade 5 take a 50-minute Visual Art class each week. Classes are designed to be both project and technique based with a finished product realized at the end of an instructional unit.

Students have a wide range of materials in which to express their creativity. Materials may include, but are not limited to: ceramic clay, plasticine clay, paper, paint (acrylic, tempera, and watercolor,) markers, crayons, yarn, fabric, papier mache, cardboard, and wood. Students create digital animations on their iPads, and have used a circuit laser cutter for multi-media collages. Student creativity is celebrated in displays outside the Art room and in display cases located within the school building.

*Existing Art Room at Upham*

The Upham Art Room is a retrofitted classroom space that has an exterior wall of windows that let in great light. The Art Room is used by all students in Kindergarten through Grade 5 and is used after school hours by several community groups. The Art room itself contains six tables with 5 to 6 stools for

project-based work, one sink and limited materials and student project storage space. Technology is integrated through the use of a document camera that projects modeling of Art techniques for students onto a large flat screen monitor as well as allowing students to use their iPads for artwork, research, process videos, and self-reflections. A SMART Board allows the Art teacher to access the Internet for in-the-moment research, videos and interactive digital skills that enhance classroom learning as well as showcasing students' digital animations.

Currently, the Art room houses a kiln that was retrofitted into the classroom space by creating a kiln closet and venting the kiln through the roof.

#### *Existing Art Room at Hardy*

The Hardy Art Room is a retrofitted classroom space in the portables that has one exterior window. The Art Room is used by all students in Kindergarten through Grade 5 and is used after school hours by several community groups. The Art room itself contains 6 tables with 4 to 5 chairs for project-based work, and 1 sink, and limited storage cabinets and counters. Technology is integrated through the use of a document camera that projects modeling of Art techniques for students onto a large flat screen monitor as well as allowing students to use their iPads for artwork, research, process videos, and self-reflections. A SMARTboard allows the Art teacher to access the Internet for in-the-moment research, videos and interactive digital skills that enhance classroom learning as well as showcasing students' digital animations.

Currently, the kiln is in a retrofitted, enlarged closet in the music classroom and the kiln is vented through the side of the building.

#### *Vision for the New Art Room at the Upham/Hardy School*

Ideally, the new Art Room contains a whole-group learning area for instruction that is centered around a SMARTboard or SMART Projector and document camera for demonstration and modeling, and a large-screen display, as well as a whiteboard and bulletin board. The project-based area would contain storage for ongoing projects and a ceramics area, with multiple sinks (4), for use of mixed media materials. The kiln is housed in a separate accessible area to the instructional space and is able to be secured to avoid potential danger when firing and cooling. The room would also have ample counter space for project storage, provisioning of supplies, and to serve as an additional work area. A large storage space for materials and student projects-under-construction, is essential for adequate storage in the Art room for all 3-D work, not just ceramic creations.

There are portable display screens that can be used for displaying student work throughout the building, as well as movable display cases that the teacher can use for exhibitions of student projects. A large materials storage room accessed from the art room area should provide adequate storage for art materials. Natural light should be from windows as well as skylights.

Adjacent to the Art room, ideally a Makerspace area / Project Based Learning area would be housed and have access directly into the Art Room. A separate room next to the Art Room would be beneficial

to the entire school as the system adopts both of these teaching methods into their curricula. ideally the Art room should be centrally located and near the Library Media Center

Other than Makerspace and PBL curricula, it is not anticipated that there will be any significant changes in the Art Program.

As part of our District goal of introducing project-based learning, students are instructed in solving problems and sharing their learning to a broader audience through presentations, or products often created using technology. Thus, the new art room should include a large 'clean space' with tables and counters with electrical outlets for the use of photo/video equipment and editing software, charging stations for iPads and tools are an essential part of this learning process, particularly for students in Grades 3 through 5.

One or two large screen monitors, one near the entrance of the school and the other outside of the art room, would be needed to showcase PBL as well as individual student artwork.

## **2.15. AND PERFORMING ARTS PROGRAMS**

### *Upham and Hardy Music Program*

Music classes at Upham are taught by two music educators who currently work four days per week. Music classes at Hardy are taught by one music educator who currently works three days per week. All students at Upham and Hardy receive at least one music class per week with the lower grades receiving music class twice per week. The breakdown is as follows:

Kindergarten and Grade 1:	Two 30-minute music classes per week
Grades 2 through Grade 5:	One 50-minute music class per week

In addition, all students in Grade 5 participate in the Grade 5 Chorus program which meets an additional 50 minutes per week in a more traditional Choral rehearsal experience. Students who would like to pursue instrumental music can enroll in the district Lesson Program which is a fee-based program taking place after school, an optional program for students run by the District. Students who enroll in the lesson program can also participate in the Band or Orchestra Programs at Upham and Hardy, which are directed by the Upham and Hardy music educators as well as a District-wide Elementary Orchestra director. At each school, the 5<sup>th</sup> Grade Chorus (all 5<sup>th</sup> grade students) performs at least twice a year for family, friends and the students in the winter and spring with the school's Band and Orchestra. These performances take place in the current gym/cafeteria where the ensembles set up on the floor. At Upham, there is no stage or auditorium. At Hardy, the small stage will not accommodate the groups.

The Music Curriculum at both Upham and Hardy is coordinated with all seven of the elementary schools in Wellesley. The curriculum is a sequential program of studies which builds from Kindergarten to Grade 5. All of the units and lessons taught in the music classes are connected to the Massachusetts State Music Frameworks which include Singing, Playing Instruments, Improvisation and Composition, Reading



and Notation and Critical Response. The music educators at Upham and Hardy use a variety of music theories and techniques within each grade level which include Orff, Kodaly, and Feierabend.

#### *Existing Music Room at Upham*

Unfortunately, during the 2019-2020 school year there is no dedicated Music Room due to space being used for the Skills Program at the Upham School. Therefore, the music teachers travel to each classroom and teach music within the regular classroom setting. This has changed the curriculum possibilities for the students at Upham. Previously, the music room was a regular-sized classroom with a set of choral risers and an area with a rug for students to sit on and use for movement activities. Chorus now takes place in the gym instead of a music room.

#### *Existing Music Room at Hardy*

The current music room at Hardy is a good-sized space that is also shared with the Spanish FLES teachers/office. There is an area for a large rug for the students to sit and an area for folk dancing and movement activities. The music room is also used before school for band/orchestra rehearsals and is used for the 5th grade chorus rehearsals during the school day. The current music room is not acoustically designed as a music room but originally designed as a regular classroom space.

#### *Vision for Music Room at the Upham/Hardy School*

Moving forward with a design for a new music room, essential elements should include a large, flexible space so that students can transition from risers to a large instructional area during a music class. Currently there is not sufficient storage space to store classroom instruments so a storage room with shelving is needed. There are no dedicated “practice rooms” but additional small rooms that are acoustically designed would be practical and a much needed “next step” for the program. The room also is a space for before-school band and orchestra rehearsals, so enough space is needed for these rehearsals and space to store chairs and music stands. As mentioned above, the current stage is not suitable for performances of the Chorus, Band and Orchestra. It is hoped that in a new building there would be a large enough stage and performance space with A/V capabilities to accommodate these groups and performances. Please consult with WPS Technology and Performing Arts departments at the time of ordering for A/V equipment.

## **2.16. PHYSICAL EDUCATION PROGRAMS**

In the Wellesley Public Schools, the ultimate goal of the Fitness and Health programming at the elementary level is to teach students about the important health benefits of enjoying an active and healthy lifestyle, including adopting a routine of daily movement. Triangulating the National Standards in Physical Education, the SHAPE America National Guidelines, and the Massachusetts Comprehensive Health Curriculum Frameworks, Physical Education programming K-5 encompasses a skills-based learning approach through a spiraling curriculum that guides students in introductory skill exposure, and provides them with opportunities to practice these skills. The WPS program provides an opportunity for *all* students to develop the skills, knowledge and attitudes necessary to participate in a lifetime of healthy physical activity.

### *Physical Education at Upham and Hardy*

Fitness and Health Education, in combination with the provided opportunities for physical activity are *essential* elements of each Wellesley Public Schools Elementary School's instructional program. At Upham, Physical Education classes are taught by one certified Physical Education teacher, who is currently a .8 FTE, spread out over 4 days. At Hardy, Physical Education classes are taught by one certified Physical Education teacher who is currently a 1.0FTE spread out over 5 days. All students at the Upham and Hardy receive at least **one** P.E. class each week, with the two lowest grades attending P.E. class **twice** each week. The breakdown is as follows:

Kindergarten and Grade 1: Two 30-minute classes per week  
Grades 2 through Grades 5: One 50-minute class per week.

In addition, Nutrition Education is provided and promoted in Fitness and Health classes. The components of healthy nutritional practices are taught through game play and physical activity. Upham and Hardy participate in the system-wide elementary initiative, "**Strive for 5**", which promotes healthy eating both at school and at home. Finally, each spring, all Wellesley Public School students in Grade 5 receive education in a supplemental unit on "Puberty and Development". This Unit is delivered by the Grade 5 classroom teachers.

The Physical Education curriculum at Upham and Hardy is coordinated with all six of the other elementary schools in Wellesley. The curriculum is a sequential program of studies which builds from Kindergarten up to Grade 5. All of the units and lessons taught in the P.E. classes are connected to three main skills and themes: *locomotor* skills, *manipulative* skills and *social-emotional learning* skills. Locomotor skills are any of those that assist students in moving purposefully from place to place with balance and agility, such as skipping, galloping and jumping. Manipulative skills enable students to move objects from place to place. Examples of these include catching, dribbling, and striking. Social-emotional skills include those that teach the students how to work well with others. Examples include group work, demonstrating how to be helpful and showing empathy towards others. The environment in P.E. classes is one where students learn, practice and are assessed on developmentally appropriate motor skills, social skills and knowledge.

### *Existing Physical Education Space at Upham*

The current instructional space for Physical Education at Upham is just officially a regulation-sized gymnasium. Even with that delineation, there is not much space to move around on the sides. This is a concern when students are running and moving at full-speed. The space is also utilized for two hours each day as the school's cafeteria, and the stage is used for both Physical Therapy equipment and instruction, as well as storage for the WCCC program. At present, the space is the only space in the building where the entire school can gather indoors. For Physical Education classes, there is currently limited functionality due to its size, lack of storage space, and additional usage during the day. There is no dedicated office for the P.E. teacher, so she has a desk in a technology warehouse office, across the

hall from the library. Most of the equipment is stored on the left-hand side of the stage in a small storage closet.

#### *Existing Physical Education Space at Hardy*

The current indoor instructional space for Physical Education at the Hardy Elementary School is a regulation-sized gymnasium. It is utilized for two hours each day as the school's cafeteria, and the stage is often used for presentations and assemblies. The P.E. teacher works in collaboration with the custodial staff each day to set up and take down tables for lunch service. At present, the space is the only space in the building where the entire school can gather indoors. For Physical Education classes, there is currently limited functionality, due to its size, lack of storage space, and additional usage during the day. There is no dedicated office for the P.E. teacher, so he has a desk in a closet, where his Physical Education equipment is stored.

#### *Vision for new Physical Education Space at the Upham/Hardy School*

Moving forward with a new design for instructional space, essential elements should include a large, regulation-sized gymnasium where students can move freely, safely and without restriction. The District wants to provide a physical and social environment that encourages safe and enjoyable activities, lessons and movement opportunities for all of our students. An adequate storage room with appropriate shelving for the many types of equipment is necessary. The PE teacher also needs an office space to plan his or her lessons. The new school should host a regulation-sized gymnasium. In addition to the value of such a space to WPS, a larger gymnasium will be an important asset to the Town, providing additional indoor court space for youth and community activities. With this in mind, providing the ability to close off the gymnasium space to other areas of the school is a requirement. School-based and community-based activities are offered beyond the school day to enhance the learning in Physical Education classes. Ideally, a separate space off of the gymnasium to house and teach the mandated classes of Adapted Physical Education (A.P.E.), Physical Therapy (P.T.) and Occupational Therapy (O.T.) would be welcomed.

Some suggestions for outdoor and outside spaces include size and proximity of the teaching space. The proximity of an instructional playing field or a playground to the gymnasium entrance should be considered; this includes providing a storage facility that is indoors and an additional one outdoors. In whatever way is chosen, the storage space should be near to the field for easy access to the equipment for the teacher and students.

### **2.17. HEALTH OFFICE**

The focus of the school health office is to maintain the health and safety of the students as well as the faculty and staff within the building with a goal of illness prevention and early detection of health issues. The health office is staffed by a DESE licensed school nurse in a full-time position. The scope of nursing practice encompasses evaluating student health needs, triaging immediate illnesses and injuries, providing emergency care, communicating with families and other health care providers, completing mandated screening programs, administering medications, developing individualized health care plans,

contributing to the development of 504s and IEPs when appropriate, and providing health education, and is an integral part of the educational team.

#### *Health Services at Upham*

The Upham School has an enrollment of 225 students in grades K-5. During the 2018-2019 school year there were 6,034 visits to the Health Office (5,014 visits /1,020 medication administration) with 96% of the student population accessing the health office at least once during the school year. The health office also provides first aid, illness assessment and emergency care to the adult population within the school.

#### *Existing Health Office at Upham*

The current health office is inadequate in every aspect. Due to its location between the faculty lounge and the Main Office, it is used as a “cut through” often compromising student confidentiality. It consists of one small room that is able to house one bed which is located next to the nurse’s desk/telephone area. It is difficult to provide privacy, ensure confidentiality, separate ill children from others seeking care and assistance, and provide mandated screenings. Upham School offers specific programming for students with significant educational / social / emotional needs. Often, students access the health office for a physical complaint intertwined with an emotional and/or behavioral issue.

The bathroom, which opens directly into the office, does not provide privacy for ill students or for students requiring use due to health and behavioral concerns. The bathroom does not meet ADA guidelines for wheelchair accessibility. The treatment area for providing first aid, completing a nursing assessment, consulting with students, and dispensing medications consists of a counter and several cabinets. The locked medication cabinet is concealed behind an upper cabinet. Students, parents, and/or staff members seeking medical assistance often express feelings of emotional discomfort due to a lack of privacy in this space.

#### *Health Services at Hardy*

The Hardy School has a current enrollment of 256 students in grades K- 5. During the 2018-2019 school year there were 6,930 visits to the Health Office (5,771 visits / 1,159 medication administration visits). 96% of the student population accessed the health office at least once during the school year. The health office also provides first aid, illness assessment and emergency care to the adult population within the school as well.

#### *Existing Health Office at Hardy*

The current health office is inadequate. It consists of one room that is often used as a “cut-thru” to the office and teachers room. Student/ parent/ staff confidentiality is extremely difficult to maintain. There is one bed with a privacy curtain which is located directly in front of the nurse’s desk/telephone area. It is very difficult to provide privacy, ensure confidentiality, separate ill children from others seeking care and assistance, and provide mandated screenings. The bathroom, which opens directly into the office, does not provide privacy for ill students or for students requiring use due to health and behavioral concerns. There are only two adult bathrooms for staff to use at Hardy. As a result, the bathroom in the

health office is often used by staff. Frequently, this causes the student to wait to use the bathroom if they are ill or need a clothing change. The treatment area for providing first aid, completing a nursing assessment, consulting with students, and dispensing medications consists of one locked cabinet, under cabinet drawers and space under the sink. The locked medication cabinet does not meet MDPH guidelines for the safety and storage of medications (one lock). Students, parents, and/or staff members seeking medical assistance often express feelings of emotional discomfort due to a lack of privacy in this space.

#### *Vision for the new Health Office at the Upham/Hardy School*

The facility's physical layout should address students' psychological and social need for privacy. The waiting area should not be visible from an external corridor, the examination room should be secluded from the rest of the health office by walls or movable partitions, and the phone should be in a private or semi-private enclosure. In general, all private spaces and rooms should provide as much physical and acoustical seclusion as possible for consultations. It is, nevertheless, important for the school nurse to be able to supervise the key areas in the health center to ensure safety and security.

The design of the health office should support the school nurse in providing safe and efficient care. It should be comfortable, emotionally supportive, stress reducing, focusing on students and accommodating their needs. The lighting and color should create a space that is warm, caring, friendly, supportive, dignified and technically proficient. There should be designated spaces within the space. There should be a treatment area with a sink, ample counter space, storage shelves for first aid supplies, a large clock with a second hand, a refrigerator with ice-making capabilities and electrical outlets. There should be a resting area separated from the rest of the health office with three cots with privacy partitions and lighting that can be adjusted. There should be a private office space needed for private conversations. The office should have a window that oversees the entire health office to ensure safety and be equipped with a desk, filing cabinets and cupboards that can be locked to hold medications and necessary supplies. There should also be a waiting room for students waiting to be assessed or dismissed with chairs and a small table. It should have a bulletin board and a pamphlet rack, as well as a small bookcase. There should be two bathrooms as a bathroom can be tied up for a period of time. The bathrooms should have storage space for supplies needed for toilet training and cleaning. Finally, there should be a storage closet to accommodate large pieces such as vision and hearing machines, extra supplies and a scale.

Physically the space should be located near the Main Office and close to other support services such as school psychologists. The space should have easy access for emergency transportation vehicles. The physical layout should address student privacy.

#### **2.18. STEAM LAB**

The addition of a **STEAM** lab to Upham/Hardy would be an essential way for allowing students the opportunity to learn programming, engineering and design using 21st century digital tools as well as

analog physical tools for creating and applying knowledge. This space could also be used as a makerspace, as mentioned in the Art section, ideally with access to both the art room and the library. The STEAM lab should be equipped with digital, 21<sup>st</sup> Century tools that promote coding and computational thinking and design as well analog, hands on materials for engineering and design thinking. There would need to be storage space and shelves for science, engineering and other physical materials in the STEAM lab. The space would have flexible seating and enough room for whole group discussions. The space should be easily cleanable for ease of use by students.

## **2.19. TRANSPORTATION POLICIES**

Students who attend any Wellesley Elementary School are eligible for free transportation to and from school if they live beyond two miles from the school. Student living less than two miles may seek fee-based transportation, but this availability is not guaranteed. The fee for the bus in the 2019-20 school year is \$521 per student annually, with a family cap of \$1,142.

### *Upham*

Currently there is no neighborhood bus ridership at Upham. One bus does serve the school for Boston-resident students who attend the school through the METCO program.

### *Hardy*

Currently there is limited bus ridership at Hardy with one neighborhood bus providing service to 26 students. The bus typically starts picking up students in neighborhoods at 7:50AM and drops off students at Hardy at approximately 8:15AM. A second bus also serves the school for Boston-resident students attending Hardy through the METCO program.

### *Vision for Upham/Hardy Transportation*

With a new, larger Upham/Hardy school that will draw students from a larger attendance zone, it is anticipated that bus ridership will increase, although it is not anticipated that the school will be served by more than one or two buses. It will be important for the design of the new site to accommodate safe bus drop-off and pick-up that can be safely and effectively managed by school staff separately from student walker and staff/parent car circulation.

## **2.20. AFTER-SCHOOL PROGRAM**

The Wellesley Community Children's Center (WCCC) supports the main after-school program for Wellesley's elementary schools, with a total of 284 students participating. The program runs from 3:05-6:00 PM on Monday, Tuesday, Thursday, and Friday. On Wednesday, the elementary half-day, the program runs from 12:00-6:00 PM.

### *Existing After School Program at Upham*

Upham is one of the venues for the program and shares students from Bates, Sprague, and Hunnewell.

There are approximately 20 students from Hunnewell, 8 from Sprague, and 4 from Bates. Upham also sends 10 primary students to Bates for their after-school program. The students are transported by bus to their respective programs.

#### *Existing After School Program at Hardy*

Hardy also serves as one of the venues for the program and provides after school care for Hardy students. There is very limited space for storage or meeting space for the WCCC program and staff. The stage is used as their site office, meeting space and storage location. This is not ideal since the Hardy students do not have access or use of the stage for school assemblies and performances. The curtain is closed at all times to provide an enclosed space for WCCC and to reduce the distraction of the materials on the stage during PE classes and lunch periods.

#### *Vision for After School Program at Upham*

Moving forward with a new Upham/Hardy school, the District wants to ensure that the design will accommodate the school hosting the WCCC after-school program. With both a larger building and school population, it is anticipated that more students are likely to participate. Critical to housing this program will be dedicated storage space located very close to the gym and cafeteria. Ideally a storage closet with an approximate size of 5x8 space should meet this need.

## **2.21. FUNCTIONAL AND SPATIAL RELATIONSHIPS**

### ***Upham***

The current Upham footprint is in the shape of a U. The building is comprised of the original 1957 wing and an upstairs addition added in 1967. There were four portable classrooms added in 1996. Two of those portable classrooms were dismantled in 2010 due to dilapidated exterior and flooring. The courtyard that exists inside the U is multilevel and presents many challenges due to the structure. The courtyard does have a paved pathway leading to the building but due to the differing levels cannot be used as a playspace for children.

The primary classrooms (K-2) are located in the original 1957 wing or lower floor. The upper classrooms (3-5) are located on the upper level of the 1967 wing. The specialist spaces and all other service providers are dispersed throughout the building, which results in long transitions between classrooms and specials; students and other service providers often must take long walks to respectively receive or provide additional services. The impact of this layout suggests that each classroom, office, and learning center is its own entity and not connected to a larger support system. At the current time there are no breakout spaces for small group instruction near the classrooms, nor are there any designated collaboration spaces. The Literacy and Math coaches share a space, and Spanish FLES teacher and the reading interventionist share a space. This negates the possibility for privacy or noise-free space when any of these professionals are working with students or teachers. The current gymnasium is approximately half of the recommended size for an elementary gymnasium, and as already stated in this document, serves as the cafeteria for almost two hours a day, and as the only all-school meeting place.

The current heating system is a univent system that exceeds decibel regulations required in classrooms for students with hearing loss, and does not allow for proper air circulation or heat regulation despite the Facilities Management Department's efforts to clean and calibrate it.

### ***Hardy***

The original Hardy was completed in 1923 and housed 4 classrooms, a playroom and a café. Three classrooms were added in 1924, and another addition in 1956 included 8 classrooms and a gym. As enrollment increased, portable classrooms were added to support 4 more classrooms. Two spaces from the original 1923 building were combined to form the library. The classrooms are clustered together by grade level. Specialists and support staff are located at various points across the school resulting in long transitions to those locations by some classes. Given the various stages that the school was built, the flow of space is challenging and does not enhance the learning environment. Some classrooms are very small and do not support current approaches and methodologies. There are not enough office and therapy rooms so closets have been converted into spaces to support instruction and office space.

The current heating system is a univent system that exceeds decibel regulations required in classrooms for students with hearing loss and that does not allow for proper air circulation or heat regulation despite the Facilities Management Department's efforts to clean and calibrate it.

## **2.22. SECURITY AND VISUAL ACCESS REQUIREMENTS**

### ***Upham***

The Upham School strives to be a welcoming environment for students, staff, and families. In the current building, the front walkway is not visible by the school secretary. There is also a tremendous amount of glass surrounding the interior courtyard and the northern walls of the 1957 and 1967 wing. In addition to creating a greenhouse effect during the fall and spring months, there is a high degree of vulnerability to outside threats with the amount of ground level glass exposure.

Currently, in the principal's office there is a single monitor that provides visual access to all doorways into the building. Inside the building, strategically placed cameras monitor movement and activities in hallways that connect to outside doors, further providing monitoring of building safety. Digital cameras provide 24:7 safety monitoring. See technology section for more details.

Play areas adjacent to the Early Learning Community are fenced in to keep young children safe and to discourage wandering. Signs are posted at fence openings to remind pedestrians that the school grounds are off-limits during school hours.

### ***Hardy***

The Hardy School also strives to provide a welcoming environment for students, staff, and families. In the current building, the front walkway is not visible by the school secretary. The main doors open to



three classrooms and visitors need to follow signs to the main office which is located well into the original building structure. Having the main entrance so far away from the main office is viewed as an unsafe design layout. Parents often express their concern that there are three classrooms right inside the main door.

Currently, in the principal's office there is a single monitor that provides visual access to all doorways into the building. Inside the building, strategically placed cameras monitor movement and activities in hallways that connect to outside doors, further providing monitoring of building safety. Digital cameras provide 24:7 safety monitoring. See technology section for more details.

Signs are posted at fence openings to remind pedestrians that the school grounds are off-limits during school hours.

#### *Vision for Security in the Upham/Hardy School*

The District has established a security template now in place at all schools that should serve as the model for the new Upham/Hardy school. This includes attention to:

- **Access Control** (AI Phones, Prox card entry, door hardware with keyless locking from interior spaces)
- **Communications** (integrated PA systems that allow for all-calls, integration of police radios)
- **Monitoring of Key Internal/External Areas** (Video cameras)

Additionally, the entrance to the new school should be designed to include a vestibule that doubles as a safety check in, where visitors to the school are welcomed, screened and buzzed into the building.

### **2.23. VISION OF THE NEW ELEMENTARY SCHOOL DESIGN**

The Wellesley Public Schools looks forward to fully leveraging a new Upham/Hardy Elementary School facility to further support the realization of its strategic plan, curricular alignment with 21<sup>st</sup> Century learning competencies, and cultivation of students who fulfill the aspirations of its newly adopted Profile of a Graduate.

In order to match the design elements needed to support this emerging education plan, the District began visioning sessions to inform the development of both the Hunnewell and Upham/Hardy projects with a desire to have a consistent set of core principles at the heart of each school's specific design.

To these ends, WPS participated in an elementary visioning session facilitated by SMMA and the educational planning firm of New Vista Design in the fall of 2018.

This meeting was held on October 4th, 2018 and was attended by approximately 70 people, including WPS administrators, educators, parents, Town officials, and community partners. The purpose of this

session was to think collectively about the District's vision for 21<sup>st</sup> Century learning and then determine goals and priorities for a school building design that aligns with and supports that vision. The design patterns and priority goals listed below reflect the District's commitment to the WPS Mission and Core Values, along with the recently drafted Profile of a Graduate.

### **1. Neighborhood Learning Communities/Flexible Space**

Given Wellesley's commitment to neighborhood schools, it is not surprising that the participants in this visioning session want to see the neighborhood concept brought into the schools with learning communities established for each grade level. Grade-level neighborhoods will also house other service providers including a literacy or math specialist and a special educator or other service providers such as an OT, PT or ELL teacher. Within these communities, flexible space is able to be opened to create larger grade-level meeting and/or public exhibition spaces and can also be segregated into whole class or smaller group instruction spaces. Each learning community should also have office, collaboration, and small-group learning spaces. The neighborhood will also provide opportunities for quiet space. Of course, flexible furniture will enhance the flexibility of the space. This model of neighborhood learning communities supports educators coming together to create a shared responsibility for student learning and modeling collaboration, innovation, communication, and critical thinking for their students. Additionally, it breaks down the scale of the school for young children by creating smaller orbits of activity, thus facilitating a greater sense of ownership and belonging.

### **2. Indoor/Outdoor Connectivity**

Believing in opportunities for experiential and exploratory learning, the new building should provide ample opportunity for outdoor learning experiences. The outdoor space should be easily accessible and portions should be covered for use during inclement weather. The play space should be accessible to the community during non-school hours and offer a combination of dynamic play and quiet reflective spaces. The priorities also include capturing opportunities for natural light and placing learning communities on the quiet side of the building.

### **3. Safety and Security**

Another priority goal for a new building is one that maintains a welcoming environment while providing the necessary safety and security measures, which might include a secured vestibule off the administrative area to allow for easy monitoring of the arrival and dismissal of students, staff and visitors. The administrative area would also house the nursing suite, a conference room, secured student records, and other administrative office space. The vision also prioritizes safe pick-up and drop-off areas, and the ability to secure the learning spaces from the larger community spaces that will be used off-hours.

#### **4. Sustainability**

The Town of Wellesley and its schools have a strong commitment to sustainability. In the fall of 2019, the Wellesley Public Schools was one of 14 districts nationwide honored with a “Green Ribbon” award by the U.S. Department of Education. The Massachusetts Department of Energy has also designated Wellesley as a “green community”. In addition to having abundant natural light, passive solar design features, and indoor/outdoor connectivity, the building should integrate efficient and “green” heating and cooling systems in such a way as to serve as an interactive teaching tool for students. Consider ways in which the building can promote experiential learning opportunities for students and teachers as they develop an awareness of the natural resources employed in its construction, maintenance and daily use. These may include a school-wide recycling program, rainwater collection, gardening and outdoor maintenance programs, wind and solar power generation and the monitoring of building systems.

#### **5. Community Use and Access**

In addition to providing an independent cafeteria and gymnasium that are centrally located and serve as hubs for the school community, the design should consider opportunities for these spaces to be used by community partners, and therefore should be easily accessed by the community outside of school hours. An immediate adjacency between the cafeteria and the gymnasium would also provide an opportunity to put a movable wall between the two spaces to provide a larger space for school- and community-wide events.

While the school building should be used as a community resource, the scale of the building should reflect the age and size of elementary age students. The facade and exterior walls should be welcoming to elementary age students and all community members, which indicates a need for windows to break the impact of a large, solid wall.

#### **6. Compact Design**

An educational program that minimizes transitions and creates neighborhood learning communities, centrally located around the cafeteria, gymnasium, art, music, library and administration wing calls for a design that is compact and efficient. Minimizing corridor space and travel distances saves valuable square footage, while also increasing teaching and learning by cutting down on travel time.

##### *Upham/Hardy Project*

The District and SMMA applied the same approach as had been used with the Hunnewell project to faculty engagement with the educators at Upham and Hardy. This began with a joint faculty kickoff meeting on September 12, 2019, in which the participants reviewed the overall elementary design principles established in the prior year. That meeting was followed by a joint visioning session facilitated by David Stephen from New Vista on October 3rd. At this meeting, the combined staff of Upham and Hardy reviewed many examples of new school design elements in the process of further refining their own design preferences.

The next step in the Upham/Hardy design process was for individual leadership team meetings at each school. At these meetings, SMMA solicited feedback on specific space questions and building needs in areas such as Special Education, teacher collaboration needs, and the layout of learning commons.

Another joint faculty meeting was scheduled on October 23rd, to provide an update on how all of the aggregated feedback is informing an emerging space layout and education plan.

Once a draft conceptual design is created by SMMA for each site, the staff at each school will again be engaged for their feedback on the layout to ensure that the design continues to be driven by the needs of the educators.