

Hunnewell Elementary School Educational Program

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Introduction

The Horatio H. Hunnewell Elementary School is one 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 Hunnewell school serves 260 elementary-aged students across 12 classes. Approximately 80 percent of students live within a one-mile walking distance to the school.

The Wellesley Public Schools is in the final year of a five-year strategic plan. Many of the key strategies of this plan are visible at Hunnewell. For example, the District began implementing a tuition-free, full-day Kindergarten program in SY 2014-15. Each Kindergarten classroom is staffed by a full-time teacher and full-time teaching assistant. Hunnewell currently has two Kindergarten classes. The District also began to phase-in an elementary world-language program (Spanish) in SY 2015-16 at two elementary schools. This program came to Hunnewell grades K and 1 in SY 2016-217 and has added a new grade level in each subsequent year.

Additionally, as part of the strategic plan, the District has been aligning itself with 21st Century Learning competencies. Most recently, the District adopted its first *Profile of a Graduate* (POG) outrepresenting the specific skills the Wellesley community hopes 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 striving to align its programming to this POG is through Project-Based Learning (PBL). To date, 105 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. Four teachers at Hunnewell have been trained on this approach.

Academically, Hunnewell is an outstanding school. On the 2018 MCAS Assessment, 97 percent of students were identified as meeting state targets and the school received a 98 percentile accountability ranking. The overall state classification for Hunnewell is *Not Requiring Assistance or Intervention*.

The Hunnewell school is also home to the Therapeutic Learning Center (TLC), one of four in-district Special Education Programs. The TLC program serves students with average to above-average cognitive profiles who present with emotional/behavioral challenges. This program is serving 18 students in SY 2018-19 and currently operates out of two classrooms in the existing school.

Finally, it's impossible to discuss the future of the Hunnewell Elementary School without placing it within 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. In the ten-year period between 2008 and 2018, the District's elementary enrollment declined by 305 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 Hardy and Upham 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. 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 new Hunnewell Elementary School is slated to be a 18-19 classroom school serving approximately 365 students; the 19th classroom, a STEAM Lab classroom is slated to serve as "swing" space during higher enrollment years. It is

also important to note that the redistricting efforts to maximize 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.

A. 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.

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 1 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 SY 2018-19, the District received 35 open enrollment requests and was able to approve 26 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 that same school. The open enrollment process allows for some choice to exist while still dedicating most spaces for neighborhood children. For example, in the past year, two Hunnewell families were approved for open enrollment placements elsewhere the District, while two non-Hunnewell families were approved to attend Hunnewell beginning in SY 2018-19.

The Horatio H. Hunnewell Elementary School is a 260-student, K-5 elementary school that currently serves two sections at each grade level, or 12 sections in total. The proposed new Hunnewell school will be larger and is being designed to accommodate a target student enrollment of 365 students in a 18-19-classroom building. With a similar sized Hardy/Upham project being designed, the result is that all WPS elementary schools will be consistently and equitably sized at 18-19 classroom schools.

At the classroom level, 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 the Hunnewell school 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 Hunnewell building is to ensure a separate gymnasium that will allow for full programming regardless of the lunch schedule. The new Hunnewell school will follow the MSBA guidelines sizing the cafetorium for two lunch servings per day 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 TLC program) is housed at the Hunnewell School currently and is to continue at the proposed school.

B. 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 Districts strives to support in order to balance an appropriate educational environment and District resources. Currently, only one of Hunnewells' 12 sections is over guideline and, in that case, it is by a single student.

C. SCHOOL SCHEDULING METHOD

The academic schedule, including the commitment to social and emotional learning at Hunnewell Elementary School, is directly linked to the District's goals and the Hunnewell School Improvement Plan for 2018-2019:

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: Cultural Proficiency and Inclusiveness: 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 also reflects the Elementary Leadership Team's Goals for the Optimum K-5 Schedule, which prioritizes student access to core academic curriculum, considers students' social emotional well-being, and fosters student learning and development in visual arts, fitness and health, library, and general music. The schedule also ensures that special education services, ESL, 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.

The current 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. On Wednesday mornings, the staff dedicates 30 minutes for each classroom to partner with a "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 CARE values (Community, Acceptance, Respect, Effort, towards Excellence). Hunnewell 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. As 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. Due to the limited space in the cafeteria, the school is also unable to invite parents to all-school meetings, and/or other grade-level creative arts and science experiences generously provided by the PTO. Currently, when all students and staff are present for all-school meetings, the "cafegymnasium" is at and/or beyond capacity. It is unfortunate that parents cannot attend more of the all-school meetings, as tighter home to school connections could be fostered.

With a focus on maximizing human resources and creating a shared responsibility for student achievement, the current Hunnewell schedule prioritizes grade-level teaching of reading, writing, 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 we are able to schedule reading, writing, and math at the same time across the week, we are able 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, Spanish FLES, and Physical Education teachers are shared with other buildings across the district, which limits their availability to the daily/weekly Hunnewell schedule. As mentioned earlier, the “cafegymatorium,” 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.

The district is also committed to student learning and development in 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 min. afternoon or morning 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 50 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

Hunnewell offers robust programming in the arts and physical education, and library; however, the layout of the building in the shape of an “H” around a central courtyard, makes transition time between specials and classroom learning as long as 5 -10 minutes, especially 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. The kindergarten and first grade teachers have two 30 minute blocks and the second through fifth grade teachers have at least two 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 we are maximizing our professional resources in the classroom with a co-teaching model, we 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 pick-up 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.

D. TEACHING METHODOLOGY AND STRUCTURE

As is true with the scheduling method, the teaching methodology and structure at Hunnewell are also directly linked to the WPS Strategic Plan and the Hunnewell School Improvement Plan.

Hunnewell School 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.

Increasing our commitment to integrated curriculum units and project-based learning, four of the Hunnewell teachers participated in training with the Buck Institute on project-based learning. This past Fall, two fifth grade teachers taught an area and volume unit through the creation of blueprints and 3-D Models of tiny houses. Research on energy efficient heating and cooling

systems was also integrated into the unit. Our music and art teachers created stop-motion videos with the fifth graders around the 7 Habits for Happy Kids. 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, Hunnewell lacks the appropriate size space for such exhibitions. All students, parents and teachers cram into a classroom that is loud and overcrowded. To have learning communities/neighborhoods, which offer the opportunity to house a larger 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 would enable the staff to accommodate larger assemblies of students or parents.

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, Hunnewell teachers who are working in collaboration with Buck Institute are using PLC time to hone their projects and plan the Spring projects. This Spring our fifth grade teachers are collaborating with the specialists to provide an integrated curriculum across all areas with a focus on civics. Our 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-4 participate in Spanish FLES, 3 x 25/30 minutes/week and next year this will happen K-5. The Spanish FLES program is designed to support and reinforce the core curriculum. Currently, the Spanish FLES teacher moves 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.

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. Currently, the Spanish FLES teacher stores the materials at the far end of the building in a shared classroom with the math coach, literacy specialist and reading interventionist with their respective materials. 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, each of these highly specialized service providers and coaches would have office space, large enough to accommodate material storage. In the case of the literacy and math specialist, office space that is large enough to meet with groups of teachers when providing professional development would be ideal. This space should be complete with appropriate technology, such as a document camera and projection screen.

Over the past three years, WPS under the direction of our K-5 Science and Engineering Director has reviewed and revised our earth and space, physical, and life science curriculum to match 21st century science practice and learning standards. These are all hands-on units with a variety of materials used. The classrooms 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, Hunnewell houses the in-district program for students with social and/or emotional disabilities, the Therapeutic Learning Center (TLC). This program currently houses 18 students with an expected total of 21 students next year. Currently, the TLC psychologist has a private office. The other four professional staff members (the Board Certified Behavior Analyst (BCBA), the Crisis Interventionist, and the primary and intermediate special educators) share office space within two classrooms at opposite ends of the building. These spaces are full-size classroom spaces, and currently cannot be securely subdivided to provide private, quiet spaces or small group spaces. Large, cavernous spaces can feel overwhelming for students who are emotionally vulnerable. Again, having flexible spaces 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. While this program has done an excellent job in recent years of having students participate in classroom activities 80%-90% of the time, students still require specialized spaces for learning and emotional stability.

E. TEACHER PLANNING AND ROOM ASSIGNMENT POLICIES-

Currently, teachers at Hunnewell are assigned classrooms next door to their grade-level colleague. In every case 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 minute daily preparation block, during which time students take part in Art, Music, PE or Library.

The primary and intermediate special educators share a classroom in the primary wing. The speech and language pathologist has a small room in the primary wing, and the Occupational Therapist and the Physical Therapist share a classroom space in the intermediate wing. 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.

In addition to the daily preparation block, teachers also participate in monthly Professional Learning Community (PLC) blocks: a monthly, after-school PLC block enables teachers to work together collaboratively developed 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.

While there is a common room for teachers to make photocopies, this room is housed in a former supply closet that is also used for some custodial, PTO and science supply storage. Currently 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, Hunnewell 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.

Over the past five years, Hunnewell has experienced declining enrollment. When the current Hunnewell operated as a 16 section school, there was not adequate space for many of the service providers. For example, the literacy and math specialists shared a small alcove in the library with the reading interventionist. This space is approximately 14' x 16', which was too small to effectively accommodate three 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 special education teachers shared a small office space that barely fit two desks and one table that could only sit four students. The teachers had to alternate who could use the space for pull-out services, as it was impossible to service two separate groups in this small space. The occupational therapist and physical therapist shared what is now the janitor's office, a windowless room that is 9' x 16'.

This space was not sufficient to support children who require gross motor therapy. Therefore, when the gymnasium was in use, the physical therapist used the hallway to service students. The occupational therapist could provide some services in this small space; however, when working on fine motor skills that incorporate gross motor skills, the occupational therapist also used the hallway. Finally the current music room, also served as a storage and planning space for the art teacher who had to travel to classrooms with a cart full of the necessary supplies. Also occurring when Hunnewell operated as 16, 15, and 14 section school, students worked in the hallways with service providers, because there was not adequate office, intervention or special education space. When students receive services in public and shared spaces, their confidentiality is compromised. As enrollment declined, each of the four classrooms was repurposed. The art room was restored to its original use. The primary and intermediate special educators received a classroom that serves as the learning center. Bookcases and filing cabinets are used to create separate learning spaces within this larger space. The literacy and math specialist, with the reading interventionist moved into a classroom. When Spanish FLES was added to the curriculum, the Spanish teacher moved into this space, as well. Again, bookcases and filing cabinets attempt to subdivide the space. Finally the occupational and physical therapist were given a classroom, although it is not outfitted with the necessary suspension equipment. Current enrollment projections indicate that in the near future, Hunnewell will remain a 12 section school; however, enrollment is fluid and we do have a district program that continues to grow, which can impact enrollment.

As a 12 section school, there are still times when a student will receive services in the hallway. An example includes a student who may need to complete a quick fluency read, which can take less than five minutes. It does not make sense for this child to spend five minutes transitioning between the classroom and the special education room for a five minute check-in.

F. SPECIAL EDUCATION PROGRAMS

Special Education at Hunnewell Elementary School, provides a variety of support services for students who have Individualized Education Plans (IEPs). In addition, Hunnewell houses the in-district program for students with social and/or emotional disabilities, the Therapeutic Learning Center (TLC). This program currently houses 18 students with an expected increase to 21 students next year. Inclusive of all Special Education services at Hunnewell 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 both the Learning Center model and the TLC program, 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 classroom, students may receive these services in the learning center or, as dictated by students' IEPs, within a substantially separate classroom setting (TLC).

Existing Special Education Conditions at Hunnewell

Existing Conference Room

Currently Hunnewell does not have a conference room. All IEP meetings are held in either the principal's office, possibly displacing her, or the team will meet in the one of the small School Psychologist offices. 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

Hunnewell's Learning Center provides academic support for approximately 23 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. There are two large tables and two desks in the room with no ability to set up dividers to prevent noise and visual distraction. 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 in the primary wing, creating a long walk for upper grade students, which can take away from time on learning.

Existing Therapeutic Learning Center

The district-wide TLC program services 18 students from across all seven elementary schools providing both inclusion and pull-out support. They occupy two large classrooms on opposite sides of the building. The primary TLC is located near the K-2 classrooms and diagonal from the gym/cafeteria. The intermediate TLC is located near the fourth and fifth grade classrooms. The large TLC classrooms can be overwhelming when a student is feeling emotionally dysregulated and at times, other students must be evacuated from the classroom. While students are often included in the general education setting, when students require a private setting due to dysregulation, other students may need to leave the TLC classroom to continue their level of support in the other TLC classroom. TLC students in third grade or who are located in the art or library rooms and become dysregulated have a lengthy walk to either TLC classroom, reducing privacy and decreasing safety. The TLC School Psychologist has her own small office for small groups, 1:1 counseling, testing, and phone calls/consultation. The BCBA has a desk in the intermediate TLC room and the Crisis Interventionist has a desk in the primary TLC classroom,

and frequently move throughout the school based on student need. There is no private space in either classroom for teachers to make private, student-oriented phone calls or for a smaller group of students to receive direct instruction, while others may be finishing up a classroom assignment.

Existing Occupational/Physical Therapy

Occupational Therapy and Physical Therapy share a classroom. They do not have the ability to use large equipment for students' sensory needs. While they are both part time Hunnewell staff members, they must coordinate schedules based on when the room is available rather than students driving the schedules. The classroom is located in the intermediate wing of the building, close to the fourth and fifth grade classrooms. This leaves a long walk to the room for services and for our youngest learners, may result in reducing minutes of IEP mandated service delivery.

Speech and Language Therapy

Speech and Language Therapy is located in a small office situated between the cafeteria, which is often loud during food preparation and lunches, and a staff bathroom, where the flushing is quite loud. In addition, there are loud noises that come from the heat in the office. 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 in the primary wing of the building, again leaving a long walk for intermediate students, reducing minutes of services.

Counseling/Social Skill Instruction

Hunnewell has a part time School Psychologist who provides counseling and social skills support to students in a small office located next to the TLC School Psychologist's office. 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 Hunnewell:

Vision for the New Conference Room

Two conference rooms would be ideal, as we have IEP and other meetings happening concurrently.

Vision for the New Learning Center Academic Support Space

Each special educator should have their 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 Therapeutic Learning Center Space

The new TLC space should have a classroom in each community neighborhood (EX: one in each of the grade-level corridors: K-1, 2-3, 4-5) These classrooms should have soundproofing.

Bathrooms should 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 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 each classroom there should be an office space that can accommodate one to two desks with filing cabinets and doors that can lock.

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

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 Hunnewell 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 TLC program, as well as intervention groups within grade levels.

G. PREKINDERGARTEN PROGRAM

Hunnewell has hosted a satellite classroom from the District's PAWS program in the past, but currently there is no Pre-K program at Hunnewell nor is any program planned for the future.

H. KINDERGARTEN PROGRAM

Hunnewell offers two sections of tuition-free, full-day Kindergarten. Each classroom is staffed with a full-time teacher and full-time teaching assistant. Both sections of Kindergarten are housed in the attached 1993 portables. Neither of these rooms is as large as the District would like for Kindergarten instruction and a priority in the new building is for larger Kindergarten spaces. Ideally, Kindergarten classrooms will be located close together to build synergy between the classes and to potentially allow for future flexible grouping options. Kindergarten classrooms also should have self-contained restrooms and washing stations.

I. 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 with another 25-30 students purchasing milk alone.

Existing Lunch Program at Hunnewell

Hunnewell runs three lunch periods for grade level pairings:

Hunnewell Lunch Schedule

Lunch Set-up	11:30-11:45 AM
Grades 2 & 4	11:45-12:05 AM
Grades 1 & 5	12:05-12:25 AM
Grades K & 3	12:25-12:45 AM
Lunch Clean-up	12:45-1:00 PM

As previously noted, one of Hunnewell’s building limitations is the degree to which the single cafegymnasium limits programming during lunch. More specifically, from 11:30AM - 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 30 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, which is stored approximately 50 yards down the hall.

Vision for New Cafeteria/Lunch Program

A priority in a new building is to design separate cafeteria and gym spaces. The cafeteria should be large enough to accommodate seating for 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 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 on site food preparation and cooking. Meals will still be prepared

at the Wellesley Middle School and transported to the Hunnewell, where new warming/cooling equipment will maintain food at constant temperatures. When contemplating the design of a kitchen in the Hunnewell building, it will be critical for architects to work closely with the District's Food Service Manager.

J. RECESS SPACE

Existing Recess Program

All students at Hunnewell 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 one basketball hoop, a four-square court, and two hopscotch games. The east side of the building has a blacktop area that accommodate two four-square courts, and two basketball hoops positioned to accommodate a game of basketball. Beyond the blacktop and on the northeast corner of the space is a volleyball net set inside a wood-chipped area. Behind the volleyball 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 are located on the east side of the building. 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 are subjected to the noise, albeit happy, that occurs during recess, including bouncing balls, loud voices, and the whistles that happen to signal the end of recess. The fourth grade classrooms located on the south side of the 1956 wing also are subjected to hearing the noises of recess. These two classrooms have somewhat of a bird's eye view of the east side of the playground, which creates an additional visual distraction..

Vision for Recess Program

The Fuller Brook and its path are located on south side of the building. Ideally classrooms would be located on this side of the building to capture natural light. While the green space on the south side of the building needs to be used for recess, it is preferred to have this be space that accommodates quieter play. The east side of the building should be used for the active, noisier part of recess, when perhaps the additional field adjacent to the library could also be used.

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.

K. 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 communications and collaboration; develop executive functioning; enable access and analysis of information; and promote critical thinking and problem-solving.

Existing Conditions of Technology

Horatio H. Hunnewell Elementary School has 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 classroom K-5 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 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 library includes 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 or dedicated instructional technology space within the school.

There are wireless access point in every classroom and multiple access points in larger areas such as the Hunnewell library. Switches are 1 Gbps, 48 port managed Alcatel Lucent devices with the capability of 10 Gbps uplinks that provide both data and POE. Switches are located in two data closets on opposite sides of the building providing access for the daily use of portable and nonportable devices. The fiber uplink between Hunnewell and the Middle school are currently two redundant 1 Gbps connections.

WPS currently uses 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 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 are air conditioned, supplied with uninterruptible power and extended batteries. Currently one of the closets is used to store cafeteria tables, which is not conducive to health and safety.

Vision for Technology

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. 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 Grade 4 and Grade 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. Hunnewell should be equipped with a seperate 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.

The program 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 in the renovated school we would need 2 ethernet drops in the ceiling for access points, 3 drops at the teacher workstation for phone and data access. Throughout the school we would need to provide an area for our 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 smartboards 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 time of ordering.

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 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 a electronic marquee LED signs for outside the school and a digital signage system for the school lobby.

The closets should be air-conditioned and sized appropriately so it cannot be shared, have adequate signage, and should have security card access. The wiring between data closets in the building includes Multimode and Singlemode fiber. We would need a minimum of 12 strands 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.

L. 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. 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/AASL_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, 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 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 knowledge--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 Hunnewell School

The library at Hunnewell School is a user-centered hub of learning. It is always busy as classes, students, and teachers visit frequently during the day. The librarian is Roxanne Scott, who holds a Masters in Library and Information Science from an American Library Association-accredited program. Mrs. Scott works three and a half days per week and teaches weekly classes to grades 1-5. Her assistant, Holly Holmes, works four days per week and teaches the kindergarten classes.

The library collection contains 12,052 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 11,000 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, author visits, and the Hour of Code. 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 the Hunnewell Hive (school newspaper), Brownies, coding classes, parent meetings, and Hunnewell Helps events and the before school student care program.

Due to space constraints in the school, 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, which is not beneficial for student learning or student access to books.

Currently the library has windows on three sides and skylights which result in high levels of solar glare, and can damage the collection. It also results in a greenhouse effect during the fall and spring, which causes excessive heat in the space, also not good for the collection or for students and staff who use this space. Temperatures can climb in excess of 80° F.

Vision for the New Library

The new library media center will be a warm, inviting, and flexible space. It will be located with an easy path to the main entrance to facilitate use as a gathering space, yet near enough the classroom neighborhoods to provide for easy access for students and staff. It will have inviting areas for instruction, research, 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 and sufficient other space for another class to use library resources for research or small group work. 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. There will be a designated area where classes can gather to share read-alouds.

There will be dedicated office space for the librarian within the library, with clear sight lines to the main library space. This office space will include a large table or counter for processing new library materials, adequate storage for library supplies, and a sink.

The library will have several small group breakout rooms for collaboration and quiet spaces for students. These spaces must have doors and sound isolation for audio 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 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, book shelves 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. A circulation desk with space for at least one computer, a barcode scanner, and circulation material storage is also necessary. There needs to 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 are comfortable, easy to move, and all the same height allows us 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

As the district focuses more on Project-Based Learning (PBL), the librarians are collaborating with classroom teachers to design and teach library skills within the PBL framework. The librarians may embed library skill instruction in PBL projects and use library resources to support the projects.

As work shifts to a more collaborative nature, the library will make more use of the quiet, small group spaces for collaborating or creating 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 Hunnewell Elementary School. It should be located near the Art room to take advantage of STEAM or Maker-Space learning opportunities.

M. SPANISH FLES (Foreign Language For Elementary Schools)

Mission

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

Goals

The 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 comfortable and safe 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.

Program Model & Current Implementation

The Spanish FLES program began at two pilot schools (Hardy and Sprague) during FY16.

2018-2019 School Year:

Hardy & Sprague Year 4 of implementation = Grades K-5

Bates Fiske Hunnewell Schofield Upham Year 3 of implementation = Grades K-4

FTE for Spanish FLES at Hunnewell

SY18-19 .8 FTE

SY19-20 1.0 FTE

Where does the teacher sit? Storage for cart and Spanish FLES materials

In grades K and 1, students participate in Spanish three times per week; each class is 25 minutes long. In grades 2 - 5, students participate in Spanish three times week; twice for 25 minutes and once for 30 minutes. In all cases, the Spanish FLES teacher utilizes a “push-in” model of instruction (teaching within the general education classrooms).

Spanish FLES Curriculum

The WPS Spanish FLES curriculum combines Wellesley’s core content at each grade level with the national foreign language standards put forth by the Academic Council on the Teaching of Foreign Languages. Thus, Spanish language is acquired in a meaningful context. This program provides an interactive and stimulating learning environment that uses theoretically sound methodologies, creative instructional practices, and an array of authentic resources. The Spanish FLES program follows the natural sequence of language learning: understanding → speaking → reading → writing.

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 are 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

Hunnewell Art Room is a retrofitted classroom space that has an exterior wall of windows that lets in great light; however, in the fall and spring this room can get extremely uncomfortable as the windows do create a greenhouse effect. Temperatures can rise in excess of 80° F. The Art Room is used by all students in Kindergarten through Grade 5, and used after school hours by several community groups. The Art room itself contains six tables with 4 to 5 stools for project-based work, multiple above the sink counter storage cabinets and two sinks. 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 enlarging a closet and venting the kiln through the roof. 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.

Vision for the new Art Room

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 that contains 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 a ample counter space for project storage, provisioning of supplies, and to serve as additional work area. 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 and 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, It is not anticipated that there will be any significant changes in the art program.

N. MUSIC AND PERFORMING ARTS PROGRAMS

Music classes at the Hunnewell Elementary School are taught by one Music Educator who currently works four days per week. All students at the Hunnewell 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 addition 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 before and after school—this is an optional program for students and is directed by the Hunnewell Music Educator as well as a Districtwide Elementary Orchestra director. The 5th Grade Chorus (all 5th grade students) performs at least twice a year for family, friends and the students at Hunnewell in the winter and spring with the Hunnewell Band and Orchestra. These performances take place in the current gym/cafeteria where the ensembles set up on the floor due to the small stage which will not accommodate the groups.

The Music Curriculum at Hunnewell 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

Educator at Hunnewell uses a variety of music theories and techniques within each grade level which include Orff, Kodaly, and Feierabend.

Existing Music Room

The current music room at Hunnewell is a large space which is able to accommodate a set of choral risers, an area for a large rug for the students to sit and an area for folk dancing and movement activities. The music room is currently only used for music classes but is used after school for band/orchestra rehearsals and at times for faculty meetings or other meetings when the music educators is not in the room.

Vision for Music Room

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 we would have a large enough stage and performance space to accommodate these groups and performances

O. PHYSICAL EDUCATION PROGRAMS

In the Wellesley Public Schools, the ultimate goal of our 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 and Curriculum Frameworks, our 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. Our program provides an opportunity for *all* students to develop the skills, knowledge and attitudes necessary to participate in a lifetime of healthy physical activity.

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 the Hunnewell Elementary School, Physical Education classes are taught by one certified Physical Education teacher, who is currently a .8 FTE, spread out over 5 days. All students at the Hunnewell Elementary School 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. Hunnewell Elementary School participates 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 the Hunnewell Elementary School 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 these developmentally appropriate motor skills, social skills and knowledge.

Existing Physical Education Space

The current instructional space for Physical Education at the Hunnewell Elementary School is less than half of 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 both 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 an alcove off to the side that he shares with four cafeteria tables that need to be stored after lunch. Most of the equipment is stored on the stage in random bins and small storage cupboards, some of which are difficult to access as they are overhead compartments.

Vision for new Physical Education Space

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. We want 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 lessons. Additionally, the classroom sections for the Hunnewell Elementary School are slated to go up to 3 for each grade level. This increases the need and desire for a regulation-sized gymnasium. 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.

School-based and community-based activities are offered beyond the school day to enhance the learning in Physical Education classes. The Hunnewell Elementary School is the closest Elementary School to the High School. As such, this provides a big opportunity to have a shared, community space that can be used by both the High School and the Town of Wellesley in general. If that were to be considered, adding pull-out bleachers as well as a sufficient sound system is recommended. If so, providing the capacity to close off the gymnasium space to other areas of the school would also be suggested.

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.

P. 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, providing health education and is an integral part of the educational team.

The Hunnewell School has an enrollment of 270 students in grades K - 5. During the 2017-2018 school year there were 4,500 visits to the Health Office with 97% 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

The current health office is very inadequate in every aspect. It consists of one small room that is able to house one bed (without 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. Also, 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 one small locked cabinet and counter that at best is able to handle a few containers for band-aids and gauze. The locked medication cabinet does not meet MDPH guidelines for the safety and storage of medications. 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

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.

Q. 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. Currently there is limited bus ridership at Hunnewell with one bus providing service to eight students. The fee for the bus is \$521 per student annually, with a family cap of \$1,142. The bus typically starts picking up students in neighborhoods at 7:50AM and drops off students at Hunnewell at approximately 8:15AM.

With a new, larger Hunnewell 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 serviced 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.

R. AFTER SCHOOL PROGRAM

The Wellesley Community Children's Center (WCCC) supports the main after-school program at Wellesley 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.

Hunnewell is not one of the venues for the program, primarily due to storage and space constraints. As a result, the 41 students from Hunnewell that do participate in the program are bused to either Bates or Upham to join the WCCC programs at those schools.

Moving forward with a new 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.

S. FUNCTIONAL AND SPATIAL RELATIONSHIPS-

The current Hunnewell footprint is that of an H. The building is comprised of the original 1938 wing, and two subsequent additions in 1956 and 1994, which frame a central courtyard. The exterior hallway walls that frame the courtyard are comprised of windows that cover the top

half of the walls and are primarily inoperable. The result of this design creates a security risk as students and staff are visible as if in a fishbowl. The amount of glass combined with no way to move the air also results in a greenhouse effect during the spring and summer months. While classroom fans were installed to counter this effect, additional portable fans are needed to circulate the stifling air. The combination of the heat and the noise generated by the fans creates an uncomfortable, distracting and challenging learning environment.

While grade-level classrooms are adjacent to one another and the primary classrooms are located in the south end of the building and the intermediate classrooms are located in the north end of the building, the specialist spaces and all other service providers are dispersed throughout the building, which results in long-transitions between classrooms and specials and students and other service providers to take long walks to respectively receive or provide additional services. The impact of this layout suggests that each classroom, office, learning center is its own entity and not connected to a larger support system. At the current time there are no break-out spaces for small-group instruction near the classrooms nor are there any designated collaboration spaces. The Literacy and Math coach share a space with the Spanish FLES teacher and the reading interventionist, negating the possibility for privacy or noise-free space when any of these professionals are working with students or teachers. The current gymnasium is less than half of the recommended size for an elementary gymnasium and as already stated in this documents 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 that does not allow for proper air circulation or heat regulation despite Facility Maintenance Department's efforts to clean and calibrate it.

T. SECURITY AND VISUAL ACCESS REQUIREMENTS

The Hunnewell School wants to be known as a welcoming environment for students, staff, and families; however 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 1956 and 1978 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.

The entrance to the 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.

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.

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.

U. Vision of the New Elementary School Design

The Wellesley Public Schools looks forward to fully leveraging the renovation of the Hunnewell Elementary School facility so as to best support the realization of its five-year strategic plan, curricular alignment with 21st Century Learning competencies and cultivation of students who fulfill the aspirations of its newly adopted Profile of a Graduate. To these ends, WPS participated in two elementary visioning sessions facilitated by SMMA and the educational planning firm of New Vista Design in the fall of 2018.

The first meeting was held on October 4th and was attended by approximately 70 people, including WPS administrators, educators, parents, and community partners. The purpose of this session was to think collectively about our vision for 21st 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 our commitment to the WPS District Mission and Core Values and our in keeping with our recently drafted Profile of a Graduate. The second session was held on November 26th at Hunnewell. The purpose of this session was to inform the Hunnewell teachers and staff of the October 4th outcomes and to further capture the goals and priorities specific to Hunnewell.

The following Design Patterns for the new Hunnewell school facility were identified by participants from both visioning groups as priority design approaches and features that would best help us move toward our programmatic vision.

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 at grade-levels. 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, there is 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, fully capitalizing on the proximity to Fuller Brook and Cold Spring Brook. 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 included capturing opportunities for natural light and placing learning communities on the quiet side (Fuller Brook) 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

Wellesley has a strong commitment to sustainability and the Massachusetts Department of Energy has designated Wellesley as a green community. In addition to having abundant natural light, passive solar design features, and good 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 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 for Hunnewell students 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. For large school and community wide events, the immediate adjacency between the cafeteria and the gymnasium provides the opportunity to put a wall between the gymnasium and the cafetorium should be considered. 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 around 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.