

EAST LONGMEADOW HIGH SCHOOL EDUCATIONAL PROGRAM

INTRODUCTION

The East Longmeadow Public District educates its students today for the challenges of tomorrow. In ELPS, we feel that if we strengthen core instruction within a safe, nurturing, and respectful learning environment and develop collaborative leadership across the school district, our students will develop and possess strong Twenty-First Century Skills. ELPS students will graduate with effective communication skills, the ability to work collaboratively, think critically, and problem solve. Throughout a student's journey in ELPS, we have a consistent focus on the whole child supporting children as they grow academically, socially, and emotionally from pre-k through grade twelve.

At East Longmeadow High School (ELHS), our staff strives to create learning experiences and learning environments that are rooted in Universal Design for Learning and Culturally Responsive Teaching practices. Through these learning experiences, our students are supported in developing the knowledge, the skills (academic, social, and emotional), and the mindset to become resilient and culturally proficient citizens.

2.1

GRADE AND SCHOOL CONFIGURATION POLICIES

A. Current grade configuration

East Longmeadow High School serves students in grades nine through twelve. The enrollment for the recently completed 2021 - 2022 school year was 829 students.

B. Proposed grade configurations to be considered

There are no grade configuration changes planned to the existing 9-12 grade structure.

I. Describe District's Approach to Facilitating Student Transitions

All Town eighth graders at the Birchland Park Middle School and at area parochial and private schools are eligible to transition to East Longmeadow High School when they complete the eighth grade. In February of each year, ELHS holds an Eighth Grade Family Night to welcome incoming students and families to the high school. The ELHS guidance staff and administrators also go to Birchland Park Middle School each spring to meet and provide schedules for the eighth grade students. Students are also presented with an overview of ELHS programming and how to begin planning for their whole high school career.

Students transitioning from private or parochial schools as well as new students can call and meet with the ELHS administration and receive information regarding the school as well as receive a tour. Additionally, an orientation for all incoming ninth grade students and new students to ELHS is scheduled each August where current ELHS students,

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administrators, guidance counselors, and class advisors provide information and tours of ELHS.

- II. If a Different Grade Configuration is Proposed Describe the Plans to Facilitate Transitions in the Proposed Configuration - N/A

2.2

CLASS SIZE POLICIES

A. District policies, targets and guidelines by grade

ELPS recognizes that smaller class sizes and student to teacher ratios are the most conducive to student learning and growth. The teacher to student ratio for the School District is 12.3 to 1. Whenever possible, the East Longmeadow School Committee seeks to staff in order to remain below or meet the following class size guidelines:

20 students per classroom	Grades Pre-K - 2
25 students per classroom	Grades 3 - 5
25 students per classroom	Grades 6 - 12

East Longmeadow High School has 63.8 full-time teachers and 13 instructional support staff members in addition to medical support staff assigned to specific special education programs. Class sizes typically range from 12 students to 20 students with a few around 25 or over (Instrumental music, physical education, etc.) ELHS has a teacher to student ratio of 12.8 to 1.

B. Current average class sizes by grade

Class Size Averages by Department/Program:

- Art Department: 20.9
- Business: 20.1
- Drama: N/A
- English as a Second Language (ESL): 4
- English: 21.54
- Family and Consumer Science: 17
- Health: 22.2
- Mathematics: 20.4
- Music:
 - General Band: 35
 - Orchestra, Jazz, Drum Lab: 20.5
 - Chorus: 15
 - General Music: 18.5
- Physical Education: 24.6
- Science: 21
- Social Studies: 20.5



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- World Language: 19.8
- Special Education:
 - Academic Support: 6.3
 - High School Foundations: 10.4
 - ASD/Life Skills: 4

C. Proposed changes and why or statement that no changes are proposed

As ELHS moves its programming forward, it will seek to keep the class size parameters listed above.

2.3 SCHOOL SCHEDULING METHOD

A. Current scheduling methodology including advantages and disadvantages

At East Longmeadow High School, classes meet three times in a four-day rotation. Each block is 55 minutes in length. Four of the eight blocks are always at the same time, which limits the overall rotations for the other four blocks. G and H blocks in the afternoon are the senior programming blocks (8 credits instead of 16 credits), where students participate in off-campus programming like work study, externships, and dual enrollment classes. This schedule is a four-day rotation that is not locked into certain days of the week. Below is the daily schedule at ELHS for the 2022-23 year:

Time	Day 1	Day 2	Day 3	Day 4
7:25 to 8:20	A	A	A	B
8:24 to 9:19	B	B	C	C
9:23 to 10:18	C	D	D	D
10:22 to 11:47 (30 min lunch and 55 min block)	E	E	E	F
11:51 to 12:46	F	F	G	G
12:50 to 1:45	G	H	H	H
DROPPED BLOCK	D and H	C and G	B and F	A and E

Lunches:

First Lunch:
10:22 to 10:47

Second Lunch:
10:52 to 11:17

Third Lunch:
11:22 to 11:47

B. Proposed changes and why or statement that no changes are proposed

East Longmeadow High School is transitioning to a full-year six block schedule for the 2022-2023 school year. Students will have eight classes in their schedule, but will only see six of those classes on any given day for 55 minutes. The classes will meet three times in a four day rotation. This is a departure from a four block, semester structure that has been in place.

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The rationale for this schedule change is as follows:

- Students have more time to learn new material. This is particularly useful for classes like math and languages, where one skill builds on another and students need time to practice and consider the material before proceeding to the next step in the process.
- Students will have more total classes per course over the course of the year as a result of shortened periods. Longer class periods lead to less classes in a given course. In this proposal, students will have approximately 135 classes per course vs. our current model, which offers 90 classes per course.
- Students will not have gaps in learning for sequential courses like math and foreign language, where skills build from one course to the next.
- A full year, rotating schedule allows for a more balanced and accessible scheduling approach for all students.
- A full year, rotating schedule allows for more equitable support programming for struggling students. It also allows us to create teams of teachers/support staff at different grade levels for identified students.
 - Freshmen and sophomore support would focus on skill intervention, MCAS support, and transition programming
 - Junior and senior support would focus on at-risk students and credit recovery where applicable
 - Special education students will have full year academic support when identified in their IEP's
- A full year, rotating schedule also allows us to build in more targeted collaborative time into the staff's schedules, which is both a district and school committee SMART Goal.
- There's less instructional time lost for each individual class as a result of days off, including both days off for weather-related emergencies and sick days for students.

2.4 TEACHING METHODOLOGY AND STRUCTURE

A. Administrative and academic organization/structure

(e.g., academies, departments, houses, grade-based cohorts, teams, room assignment policies etc.)

I. Current Organization

East Longmeadow High School is a public, four-year comprehensive high school with a principal and two assistant principals, and it is organized in a departmental structure for the different academic areas. The principal, assistant principals, and the director of curriculum, instruction, and assessment are responsible for department curricula, professional development, and daily operation of the academic departments. They are

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assisted by department heads with the majority of the academic departments having its own department head with a few smaller departments being combined under a single department head. Academic departments include the following: Mathematics, English Language Arts, Science and Technology, History and Social Sciences, Classical and Modern Languages, Business, Physical Education, Health, Family and Consumer Science, Visual Arts, and Musical Arts.

East Longmeadow High School has academic departments intermixed and spread out throughout the building in order to promote collaboration and interdisciplinary work amongst the teaching staff. In recent years, professional development has focused on increased student-centered collaboration and support structures and the integration of social emotional education into academic content areas. Building and district administrators oversee the supervision, support and evaluation of all department staff members.

Students generally select courses at the following levels for each subject: AP, Honors, or standard. Special attention is now paid to ensure all students are on track to complete a MassCore sequence of courses. In all of our classes, especially at the standard level, there are a wide range of learners. These heterogeneous classrooms create a rich learning environment but are suited to smaller class sizes where students can receive differentiated instruction that helps them to access the curriculum.

Administrative Structure & Student Supports:

East Longmeadow High School currently has a guidance department suite, which houses four guidance counselors, an adjustment counselor, and our guidance secretary. One of the counselors is assigned to the freshman class. The rest of the counselors split sophomores, juniors, and seniors based on alpha order and counselors hold a caseload of between 200-225 students each. Our career counselor and graduation coach, who are part of the counseling department, are located in other parts of the school. Currently, they lack a conference space in the guidance suite, making collaboration between and among different counselors and department members difficult.

In addition, ELHS has a Health Office that provides basic health services during the school day to students and staff from a licensed nurse. ELHS also has created partnerships with community-based organizations (such as River Valley Counseling Services) to provide additional mental health support to students or families received from the services provided by the ELHS Adjustment Counselor and School Psychologist.

With the hiring of a second assistant principal at ELHS, ELHS now has an Administrative/Academic house structure, overseen by the two assistant principals. One assistant principal oversees the Freshman and Sophomore House, and the other oversees the Junior and Senior House. Within that structure, the two administrators work with general academic teachers, special education teachers, counselors, and class advisors to meet the students' needs, provide, support, and coordinate programming.

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The Freshman and Sophomore House also includes a freshman team of educators who all teach standard-level freshmen classes in the core academic departments. Those core teachers work collaboratively with each other, special educators, the freshman counselor, and the assistant principal to meet the freshmen's needs, provide support, and coordinate programming.

II. Proposed Changes and Why or Statement that No Changes are Proposed.

Moving from Isolated Content Areas to Student-Centered Support Structures

Proposed Changes and Why or Statement that No Changes are Proposed.

The House Structure is new at East Longmeadow High School for the 2022-2023 school year. We are making this shift in order to create clear structures for support and clear lines of communication for staff, families and students. This has been a gradual process over the past three years, where we have aimed to bring more structure and clarity to the programming that we offer.

Student Supports in a Central, Collaborative, and Flexible Location

A tighter level of adjacency among the student support functions at the school (i.e., guidance counselors, adjustment counselors, school psychologists, school nurses, a school resource officer) will serve as a central location for student support and allow us to run a more efficient House Structure. This is important because it will provide more opportunities for the sharing of resources, increased access to additional support services available at a centralized location at the high school, and the opportunity for educators who work with many of the same students to more easily collaborate and share professional expertise.

Furthermore, if we had the ability to provide flexible classroom and conference meeting space to accommodate one-to-one or small confidential and non-confidential meetings, as well as larger meetings or professional development workshops of 15-20 people, we would be able to better take advantage of the House structures that we are looking to put into place.

B. Curriculum delivery methods and practices

I. Current Practices

The East Longmeadow High School faculty have been working over the last few years moving from traditional lecture-based teaching to a more student-centered approach. This work has been moving forward through professional development and curriculum revision as departments have moved through the ELPS Curriculum Renewal Process. All content areas are adopting more varied instructional strategies to engage a wide range of learners and to ensure that students are being challenged appropriately.

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Additionally, The East Longmeadow Public School District participated in a collaborative Equity Audit with the Center for Leadership and Educational Equity in 2019 - 2020. Recommendations from this audit included:

- Increase teacher capacity around the implementation of constructivist pedagogy
- Increase critical voice of students by increasing the capacity of teachers to maintain fluid student-teacher relationships in which students have a voice in the construction of their pedagogy.
- Increase teacher capacity to effectively teach students with diverse needs by using research-based strategies (e.g. incorporating UDL pedagogy, culturally responsive/conscious practices, modifying, and accommodating).
- Engage students in relevant, culturally-conscious curricular materials, and rigorous tasks that are aligned to grade-level standards.
- Support diverse students' needs and persistence in AP and honors classes.

As a result of the Equity Audit, instruction across the district and especially at ELHS has been shifting from teacher-focused, lecture based instruction, to a student-centered approach where students engage in productive struggle, effectively doing the “heavy lifting”, resulting in deeper learning and improved problem-solving skills. ELHS focuses on developing students' 21st Century skills, where inquiry-based instruction requires students to collaborate and communicate effectively, think critically and creatively, and take into account multiple perspectives. By including opportunities for self-reflection and assessment, students are encouraged to own their own learning. Recent professional development has supported teachers' ability to universally design instruction, so that all students can access the curriculum, as well as creating culturally responsive classrooms where all students feel supported and all identities are included and celebrated.

II. Current Challenges: Linking Deficiencies in Programming to Space Constraints

Student-centered learning is collaborative in nature. When set up in traditional rows, our classrooms leave little room for moving about. When furniture is moved to create collaborative groups, there is limited room and the separate groups or pairs of students are so close it is challenging to hear and respond to others. It is difficult for teachers to facilitate this learning, as moving amongst groups is nearly impossible due to space constraints. Furthermore, in a culturally responsive, universally designed classroom, student choice is central. At times, students may get to choose to work with groups or alone, read a book silently or listen to an audio recording, design on chart paper or on Canva. This choice requires flexible classroom design.

Proposed Changes and Why, or Statement that No Changes are Proposed

A Large Group Instruction (LGI) space, sized for multiple classes will provide flexibility for a variety of instructional methodologies including co-teaching with other classes both within a single discipline and with interdisciplinary classes; outside guest lecturers, and

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other academic activities. Other uses will include science fairs, art gallery, and teacher professional development. It is anticipated that all areas of study discussed below will make significant use of the LGI.

C. English Language Arts/Literacy

I. How Curriculum is Delivered

Currently, English classes utilize direct instruction, independent work, and some group work (e.g., literature circles).

II. Proposed Changes and Why, or Statement that No Changes are Proposed

As a result of our effort to move towards student-centered instruction, the ELHS English Department has pledged to include more student choice to increase engagement. Therefore, students have had more time to choose books that they want to read independently and in book groups. Additionally, due to shifts in the Massachusetts State Standards, students now have more regular practice with complex text and its academic language, utilize evidence from text, and build knowledge through reading more informational texts. There are now more opportunities for students to engage in close reading of text together and discuss before engaging in writing. However, the classroom furniture is not conducive to small group work; the tiny desks moved together do not allow for students to spread out materials and investigate together. Teachers are not able to move about the room to monitor conversations because there is insufficient room to do so.

D. Mathematics

I. How Curriculum is Delivered

Currently, our math instruction is mostly teacher-directed, utilizing the gradual release of the responsibility model (I do-we do-you do). However, the department recently went through the process of investigating and selecting a new curriculum, which will impact their instruction. Their vision is as follows:

"At East Longmeadow Public Schools, we give students ownership for identifying patterns, structures, and repetition in order to find efficient pathways to solutions and make connections between ideas. We help students see themselves as problem-finders and problem-solvers capable of posing meaningful questions, making productive inquiries, using the tools at their disposal and modeling real-world situations with math. To do this, we create environments where our students can take risks and engage in the standards for mathematical practice:

- *Make sense of problems and persevere in solving them.*
- *Reason abstractly and quantitatively.*
- *Construct viable arguments and critique the reasoning of others.*
- *Model with mathematics.*

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- *Use appropriate tools strategically.*
- *Attend to precision.*
- *Look for and make use of structure.*
- *Look for and express regularity in repeated reasoning.*

Students use multiple strategies to engage in rich tasks that facilitate exploration, critical thinking, and discourse to deepen conceptual understanding. A variety of formative assessment is used to respond to student needs and students self-reflect on their own mathematical learning.”

II. Proposed Changes and Why, or Statement that No Changes are Proposed

Our new curricular materials will assist teachers in utilizing complex tasks with students. These tasks, often approached collaboratively, provide opportunities for productive struggle that lead to a deeper conceptual understanding of mathematics as well as internalizing the Standards of Mathematical Practice. During this time, teachers monitor conversations, ask probing questions, and push for students to construct viable arguments and critique the reasonableness of answers. Teachers then facilitate whole-class discussions based on student strategies for students to deepen their mathematical understanding.

Our current rooms are not sufficient for this type of instruction. The small desks do not provide enough surface area to hold the mathematical tools students need (e.g., white boards, computers, etc). There is not sufficient desk or wall space for students to collaborate with others visibly. And there is little room for a teacher to fluidly move about the space to monitor for understanding. Furthermore, whole-group discussions require students to be vulnerable (e.g., when sharing a strategy that didn't work); in classrooms where there is not enough room for students to see one another's faces, it is challenging to build community and trust to allow for such risk-taking. Larger, flexible classrooms will overcome these barriers. Additionally, we see the need for more small spaces near classrooms and in the media center where students can collaborate with each other within sight of faculty.

E. Science

I. How Curriculum is Delivered

Currently, due to outdated and insufficient lab space and **undersized classrooms**, instruction is often teacher-directed. The 2016 Massachusetts STE standards shifted the goals of teaching to “students analyzing and explaining phenomena and experience” and “inquiry- and design-based learning that involve regular engagement with practices to build, use, and apply knowledge”. The ELHS Science Department has been working on incorporating more instructional practices that are aligned with these goals.

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II. Proposed Changes and Why, or Statement that No Changes are Proposed

ELHS has a goal of student-centered learning, and science teachers would like to incorporate more “hands-on and minds-on activities, laboratories, investigations, and design challenges.” These opportunities would allow for students to apply knowledge and skills and learn problem-solving skills that are crucial for science but also for today’s world. The current organization of science teaching spaces separates science classroom space from science lab space. With science classrooms / labs that meet the MSBA guidelines, students could transition easily and quickly between discussions and hands-on activities. In a new, modernized space, students would be able to conduct investigations, solve problems, and easily engage in discussions with peers. This shift would allow ELHS students to meet the new learning goals outlined in the new learning standards. Unfortunately, the current undersized labs in ELHS makes this shift in instruction and learning more challenging and in some cases a safety concern given that the science classes average 21 students for a class size. Additionally, as the curriculum expands and sharpens focus on project based and environmental learning, access to safe outdoor learning areas and greenhouses becomes more critical to our programs.

F. Business and Instructional Technology

I. How Curriculum is Delivered

The business and technology courses at East Longmeadow High School offer a wide variety of offerings for the students. Between five different teachers, 11 different electives are being offered in the upcoming year. Eight of those courses are business courses and four of those courses are instructional technology courses. These include intro to engineering, professional business applications and others.

The Business and Instructional Technology Department feels that the student, while in high school, can develop a substantial business and technology background for advanced training in the future. In addition, the acquisition of these marketable skills will provide the student the opportunity to enter the workforce following high school. This philosophy is the guideline by which courses and curricula are offered and taught at East Longmeadow High School.

II. Proposed Changes and Why, or Statement that No Changes are Proposed

In planning for new business and instructional technology spaces, there should be flexible workspace in all business classrooms in order to meet the needs of 21st Century learners. In the instructional technology classroom where we house our engineering classes there should be more space to accommodate hands-on learning. They need to be designed so that there is a combination of content teaching space as well as lab space since classes blend content with hands-on experiences. We would like to have rooms, such as a maker’s space, a robotics lab, or an engineering lab that meet today’s safety standards and allow us to deliver a high quality, hands-on, student centered, rigorous and 21st

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Century Skill based curriculum. Space for storage of equipment should be readily available and accessible as well.

Engineering/Robotics/Makerspace: We envision opportunities for hands-on, creative ways to encourage students to design, experiment, build and invent as they deeply engage in both STEM and non-STEM tasks (business and arts in particular). The proposed ELHS makerspace would not be science labs, “shops,” technology labs or art rooms, but would contain elements found in all of these familiar spaces and could be used by all classes and departments. The design must accommodate a wide range of activities, tools and materials and allow for diversity and cross-pollination of ideas. The makerspaces would support proposed academic programming in areas such as: engineering, electronics, robotics, physics, and fine and performing arts. In addition, these spaces could be available for extracurricular activities in engineering and design and would be monitored and supported by adult club advisors. One of the proposed Makerspaces could be located within an academic cluster (i.e. STEM) and one could be developed within the Media Center. These spaces could be viewed as part of the Vocational Technology square footage allocation in MSBA guidelines.

G. History and Social Sciences

I. How Curriculum is Delivered

The Massachusetts History and Social Studies Framework aims to “help students develop the skills to participate in and perhaps lead a society that will be more demographically and culturally diverse than any democracy.” This requires students to communicate and collaborate across diverse perspectives, which is challenging in our current space.

II. Proposed Changes and Why, or Statement that No Changes are Proposed

The ELHS Social Studies department recently investigated and evaluated new curricular materials and chose to utilize materials from the Teachers’ Curriculum Institute (i.e. “History Alive”) and the Choices curriculum from Brown University. Both curricula will provide instructional opportunities that are inquiry-based, highly interactive and hands-on. Students will engage in simulations, debates, and presentations. They will need to collaboratively analyze primary sources, write, and discuss. Our Social Studies/History classrooms will need highly flexible classrooms with sufficient room for this variety of instructional approaches. Currently, the classrooms do not allow for this range of instructional approaches. Additionally, we are looking to include more presentation spaces out of the classroom where students can demonstrate presentation and debate skills in higher stakes settings. We would like to see more informal presentation spaces in the media center, cafeteria or common spaces where students can showcase their presentations or host humanities events.

H. World Classical and Modern Languages

I. How Curriculum is Delivered

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Currently, much of our World and Classical Languages are teacher-directed. However, research has shown that students learn more when they communicate primarily in the target-language. The new World Languages Framework states that “World language education should be conducted almost exclusively (90% or more) in the target language in all language programs and levels by students and teachers alike, with English being used judiciously and sparingly”.

II. Proposed Changes and Why, or Statement that No Changes are Proposed

This past June, all of the teachers in the ELHS World and Classical Language Department attended an intensive, four day Proficiency Academy with the Massachusetts Foreign Language Association. There, they deepened their understanding of the proficiency levels, learned how to set proficiency targets for their courses, and began designing engaging and authentic performance assessments and rubrics. This year, all Spanish teachers will utilize *Adiós* curricular materials, which are all proficiency based. The classrooms will be highly communicative and will require spaces where students can engage in small group conversations effectively without disruption of sound bleed from neighboring spaces.

I. Academic support programming spaces

I. How Program is Delivered

English Language Learners -

East Longmeadow High School provides English language instruction with an inclusive philosophy, utilizing the academic content from the different subject areas and the grade-level curriculum.

The ELE program is specifically tailored to the proficiency levels of each student and builds upon the language proficiency they possess while encouraging a positive attitude toward cultural differences. Students at the high school are also grouped according to their proficiency levels, with tiers one and two receiving eighty-eight minutes of instruction daily and tiers three and four receiving forty-four minutes on a daily basis. Class assignment is dependent on their proficiency levels and also on ESL and team recommendation.

II. Proposed Changes and Why, or Statement that No Changes are Proposed

English Language Learner Program

The availability of space limits access to one room, so classes meet in different classroom locations. The ELL teacher floats into unused rooms to provide ELL instruction during those specific blocks during the day. Dedicated space for our ELL program is essential both for the academic and social emotional needs of some of our most marginalized students. Not having a dedicated space for some of our most marginalized students undermines our efforts to promote inclusion and positive attitudes towards cultural diversity.

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Afterschool Academic Support

Currently, ELHS academic departments each have a designated day where they provide additional academic support to students for approximately 60 minutes. Informal academic support is provided daily by individual teachers. ELHS teachers also all utilize Google Classroom to post information, assignments, and additional resources for students.

Academic support would be greatly improved if pods of classrooms were created allowing for easier collaboration. Teachers could plan and provide support in a more coordinated and connected way across academic disciplines.

J. Student Guidance and Support Services

I. Current Services and Programs

School Counseling Department

The primary purpose of the high school counseling department is to assist all students in maximizing their potential academically, socially, and personally. The school counseling curriculum aligns with the ELPS district's vision of supporting the whole child- academically, socially, and emotionally. Using the Massachusetts School Counselors Association Model as a guide, the counseling department aims to ensure all students are college and career ready. The three core objectives of college and career readiness are:

- Academic preparation whereby students receive access to high quality learning opportunities in core subject areas that will meet MassCore requirements.
- Workforce readiness whereby students receive career awareness, career exploration, and career immersion activities.
- Personal/social skills whereby students develop the knowledge, skills, and competencies needed to become active and responsible citizens.

Role of the School Counselor:

The school (guidance) counselor works with students to help develop their academic, career, and social/emotional skills. This includes individual and group counseling focusing on creating a 4-year academic plan, assessing strengths and passions in order to determine potential career options, and developing skills to maintain mental health. Counselors communicate and collaborate with families, teachers, and other support personnel to provide the best support possible to our students. Counselors also provide appropriate intervention in crisis situations. Overall, counselors serve as a trusted adult that students can count on to address any needs that they may have.

How Curriculum is Delivered:

Curriculum is delivered both individually and in groups by our counselors pushing into English classes four times a year. Guidance counselors and our career counselor visit classrooms to deliver grade-specific curriculum as well as information on the course

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selection process. Counselors meet with students individually to discuss post-secondary plans and to assist with the overall college application process. The work is documented via students' Naviance accounts and in their Google drives. The department also sends a weekly newsletter to students and families with new information and events.

Current Structure:

ELHS has a guidance department head who oversees three other guidance counselors, one adjustment counselor, one career counselor, and a graduation coach.

Conflict Resolution:

Adjustment counselors, school psychologists, and guidance counselors counsel students who are experiencing conflict with other students, teachers, and/or people outside of school. Counselors work closely with the assistant principals when dealing with conflict between students within the school.

MTSS Team:

Intervention is a process where any staff member can refer a student whom they have emotional, behavioral, and/or academic concerns about. The MTSS Team consists of assistant principals, guidance counselors, the school psychologist, the adjustment counselor, the graduation coach, the career counselor, the math interventionist, and school principal. The MTSS Team reviews the staff member's concerns, any pertinent information that was provided by the staff member and support staff, and interventions that have already been attempted. The team then identifies the goals for the student and determines specific interventions that will take place. The team will then review the student's progress and status over a predetermined amount of time and determine the next steps.

The MTSS Team also reviews school data to determine patterns and identify areas where additional supports may be needed. The Team further reviews current school systems and processes to ensure they are working properly for all students.

Positive School Culture and Anti-bullying Initiatives:

East Longmeadow Public Schools, in accordance with M.G.L. c. 71, §370, endeavor to maintain a safe learning environment where students can achieve the highest academic standard. ELPS is committed to creating an environment in which every student develops emotionally, academically, and physically in a caring and supportive atmosphere free of harassment, intimidation, bullying or cyber-bullying. To that end, bullying, cyberbullying and/or retaliation shall be prohibited. Bullying awareness and prevention is included in the Health curriculum at ELPS.

II. Proposed Changes to Services and Programs and Why, or Statement that No Changes are Proposed

In the 2021-2022 year, the ELHS Guidance Department reviewed and revamped its curriculum with the goal of creating a more comprehensive program. In the 2022-2023 school year, the Guidance Department will start implementation of our version of the

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MyCap, a student-centered, multi-year planning tool designed to provide students with ongoing opportunities to plan for their academic, personal/social and career success.

As we plan for a new school building, we envision a more centralized guidance/student support center that would house guidance counselors, the adjustment counselor, the graduation coach, the career counselor, and a space for college and career services. The office would also include spaces for students experiencing mental health issues to meet privately. Ideally, the space would be adjacent to the ELHS Health Office and School Nurse and the School Resource Officer. Office space for our outside therapy providers, River Valley Counseling Center, would also be necessary.

2.5 TEACHING PLANNING

A. Existing teacher planning spaces and scheduled planning times and how they support delivery of curriculum

In our current schedule where we have eight scheduling blocks, teachers teach five classes, have two preparation blocks, and one duty block. Six out of the eight blocks meet daily, and teachers have at least one preparation block each day. All teachers have their own classroom and are able to utilize their space when they are not teaching.

Teachers are contractually required to stay after school until 2:00 (15 minutes after the final bell) and one day a week until 2:45 for extra help.

Department Heads meet with educators in their departments about once per month after school. The focus of these meetings is curriculum, instruction, and assessment. Early release days also are built in throughout the year for other professional development activities and teacher learning. Additionally, teachers have five collaborative meetings built into their contract, which are one-hour meetings after school on Tuesdays.

B. Proposed changes to planning time and number of spaces and why or statement that no changes are proposed

Teacher spaces and teacher break areas are not currently clustered by department. However, some departments, such as Mathematics and classical and Modern Languages, are located in clusters. There is growing interest in the school to reconsider these spaces and arrangements so that there are more interdisciplinary connections and clusters, while maintaining some proximity to department colleagues to continue collaborative practices and sharing of resources. Such spaces could connect teachers from related disciplines together for work space and planning purposes. With an anticipated 85% of utilization of classrooms, teachers will no longer "own" their classrooms. The teacher planning spaces will be a critical component for individual and collaborative activities. Small meeting spaces near teacher workrooms would allow students to locate faculty and meet with them privately outside of the classroom.

C. Current professional development practices

The ELPS district updates a comprehensive professional development plan each year centered around the District SMART Goals. This process is facilitated by the Superintendent, with guidance and support from the ELPS Leadership Team and School Committee. All five schools, then, implement a building-based plan that reflects the outlined District goals. Teachers also build their own, individual professional development plans utilizing their annual self-assessments. These plans are connected to the building SMART Goals and District SMART Goals. ELPS teachers have time with their colleagues in order to work on their professional development plans during their contractual Collaborative Meeting days and other time as designated by the yearly calendar.

Additionally, ELHS teachers have access to \$650 each year to participate in professional development outside of the District. Finally, each summer, ELPS offers opportunities for professional development and teacher working groups focused on curriculum development and refinements to prepare for the upcoming school year.

Recent professional development has been aligned to our Equity Roadmap, our plan to ensure that *every child gets what they need every day* to thrive:

- The high school leadership team works closely with the Innocent Classroom, an organization that aims to eliminate racial bias in our schools through a child-specific-relationship-based approach that dismantles bias. Last year, teachers worked with Innocent Classroom facilitators to build the foundational skills and practice they require to dismantle racial bias in their classrooms. This coming school year, we will expand the practice to our department team collaborative time to continue dismantling bias in our classrooms, our departments, and our systems
- Department Heads were trained through Research for Better Teaching on how to effectively run student-centered collaborative time (e.g., building strong teams, utilizing formative assessments, looking at student work) with the goal of catalyzing change in educators' beliefs and practices
- East Longmeadow High School also provided professional development in Universal Design for Learning, which is an approach to teaching and learning that gives all students equal opportunity to succeed by proactively eliminating barriers to accessing the curriculum

D. Proposed changes to professional development and why or statement that no changes are proposed

Currently, we do not foresee any dramatic changes to the professional development model and structure in the District in the near future. We do see a need to support the faculty in disseminating acquired professional development knowledge by offering more faculty gatherings and group PD presentation events. Currently there is no appropriate space in the school to support large professional development meetings. The Large Group Instruction space would be ideal for group PD.

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2.6 PRE-KINDERGARTEN - N/A

2.7 SPED (tuition programs, locations, full day, half day, if applicable):

ELHS has had in past years students who have come from other school districts for the Autism program. The sending district did pay tuition for the student.

2.8 SCHOOL MEAL PROGRAM

A. Program Delivery

East Longmeadow Public Schools provide meals to students under the USDA's Child Nutrition Programs and the Massachusetts Department of Elementary and Secondary Education Food and Nutrition Program. Programs must abide by federal and state guidelines promoting the health and nutrition of our students. At ELHS, we currently have a very small combination indoor walk-in refrigerator to freezer at a total approximate size of 1335 cubic feet. We have a double convection oven, one small single three pan steamer, one steam kettle jacket, a tilt skillet, a pizza oven (partially working), a deli slicer, a robo-coupe, and a commercial blender to produce meals for approximately 850 high school students per day. We have two eight-foot preparation stations, a small butcher block, and one ten-foot stainless steel prep table along the exit hallway. The East Longmeadow High School kitchen is also the central kitchen for all our food preparation for two of our three elementary schools. There are approximately 600 additional meals that are made daily and delivered out for service at the elementary schools.

Our serving lines are divided into two separate cafeterias with the kitchen and preparation areas being in the center of the cafeteria space. Our four serving lines run in a u-shape pattern to one another, with two service lines in each of the cafeteria spaces. Students proceed in at one end, follow the short length of the line making required food component selections, and exit to the shared cashier register. We have approximately 1600 square feet in our preparation area. With the time constraints of three serving periods (25 minutes each) to provide meals for up to 850 patrons, the new design model must allow for greater efficiency. Current line lengths waste the precious time of our students and staff and could be reduced by more than half by moving to a open concept scramble style servery model.

B. Proposed changes and why, or statement that no changes are proposed

Nourishing our students is essential in providing academic excellence. We have a tremendous opportunity in building new infrastructure to change variables that allow for expanded options to be produced efficiently in an inviting environment. Designing a new space allows

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school nutrition to not only provide customized programming; but also an adaptive space that students utilize for activities beginning with a healthy meal.

In our current serving area, the physical space is limiting and uninviting to students. Concrete block walls do not allow for the dynamics that our students experience in commercial operations, where their familiarity lies. A new design, with a scramble servery should allow for greater interaction between staff and students. Stations should be marketed to meet the needs of different tastes and preferences: entrée, made to order, grab and go, beverage, etc. Students should easily access the station best suited for them quickly and independently of other options. An open or scramble design allows shortened service wait times while also providing the variation and customization that students desire. Students can easily access a full meal or make a quick purchase in a courtyard or scramble style area. This scramble approach, offering students options that are appealing to them will increase student participation resulting in better academic outcomes.

The barrier between the serving area and preparation should consist of pass-through refrigerators and warmers to be more efficient for staff. In addition, meals served directly from these units stay true to temperature. An open servery with then two or three cashier exit points would allow for maximum efficiency while maintaining meal pattern required guidelines. This would also provide for a more inviting and collegiate atmosphere.

The preparation space could be improved by the consideration of ergonomics and modernization of equipment. Combi-ovens (heat and moisture elements) should be used in addition to convection ovens so that vegetables can be prepared more nutritiously while simultaneously improving taste and texture. Improvements in equipment will enable our program to be more efficient and vastly more energy efficient. This new kitchen space must include adequate freezer and refrigerator capacity along with additional dry storage. ELPS utilizes the USDA Commodity Foods Program and without plentiful storage, food options are limited, more expensive, and subject to availability.

Fresh fruits, vegetables, meat and dairy are essential components requiring refrigerated storage. Ample freezer, refrigerator, and dry storage space equates directly to cost savings and quality food.

Designs reflective of commercial operations should be emulated in our new seating area. Students should feel truly nurtured by their time in the cafeteria. The environment should be open, welcoming, bright, and comfortable, and seating should be flexible and varied, allowing for students meeting in both large and small groups. Seating should be plentiful so students are not forced to find areas outside of the cafeteria to consume their meal. ELPS should be environmentally friendly with options in the cafeteria for reusing, recycling, and composting.

2.9

TECHNOLOGY INSTRUCTION POLICIES AND PROGRAM REQUIREMENTS

Existing Educational Technology

Description of existing educational technology, how it is managed by the district, how it is used in the classroom, and overview of professional support and training offered to staff.

- Ceiling mounted projectors in every classroom used both wireless and wired to deliver content.
- Each classroom also has a corresponding Apple TV to utilize with the projectors.
- Document cameras provided in classrooms that need them, predominantly in the math classes
- iPads in both the special education and math classrooms for the teachers to utilize
- Chromebooks provided to students every student in the school (1:1 district wide)
- Wi-Fi access points in every classroom with sufficient bandwidth for streaming and presenting

Technology is managed and maintained by the district-wide technology team in coordination with the Town Information Technology Department, along with a building-based support person in each building.

Proposed Educational Objectives

East Longmeadow High School is looking to build upon our successes and blend more and diverse technology into the school. Currently, ELPS is a 1:1 district where every student is provided a Chromebook. The Technology Department will continue to manage teacher and student devices along with a robust wireless infrastructure, and work with all school departments to align a curriculum that supports a 1:1 program.

Technology will be used prominently throughout the new ELHS. The expectation is that students will use a wireless device accessible to them throughout the day to access the curricula, to create digital content, and to perform on a variety of assessments. We would like to improve the current instructional technology in our classrooms to allow for presentation of internally and externally generated media content (cable, internet, CATV, document cameras, screen sharing, etc.) and to allow for ceiling speakers to present audio and voice amplification to help all students hear media content throughout the room. Simulated labs, flipped classrooms, virtual classrooms, video conferences, computer science and programming, and digital content creation will be a frequent experience for all students. Much like on a college campus, such activities will take place in classroom spaces, media spaces, common spaces, open spaces, cafeteria spaces etc. Technology both as content and tool will enable, support, and prepare our students with a personalized learning experience and global learning experience.

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The inclusion of the Town IT Department at ELHS combined with our growing use of mobile devices has increased the need for a tech support area where students and staff can take their laptops for service. The IT Dept. is interested in supporting such a space and could employ student interns to provide service-learning experience to interested students.

A. Library

Current Programming and How it is Delivered

Library programming is currently delivered primarily in the library. The librarian is also the teacher for our Yearbook class and three of our High School Foundations classes. Library materials are housed in a centralized location that features an archive, a presentation area, a makerspace, a Zoom room space, an office, and a library work area.

Current Staffing

The library is currently staffed by a certified school librarian.

Current Hours

The library is generally accessible to students between the hours of 7:25 AM to 2:00 PM.

B. Proposed Changes and Why, or Statement that No Changes are Proposed

Educational Vision for the ELHS Library Program

In order to support the ELHS curriculum and our high expectations for student achievement, specifically students' ability to retrieve, evaluate, and use data, and to communicate effectively, to stimulate interest in reading for academic purposes and for personal enjoyment, and to prepare students to be lifelong learners, a renovated or new library space would need to have varied, flexible spaces and spatial adjacencies so that our current library program can continue to redefine education at ELHS. The library is currently separated from the primary public assembly areas of the building which, combined with its current size constraints, has limited its usefulness. It is anticipated that there will be some clean Maker component in the library to provide easy access to all students at any time.

C. Narrative Description of the Types of Educational Activities Anticipated for a Media Center(s) Over the Course of a Typical School Day

I. Librarian will:

- Co-teach lessons with classroom teachers, leading the implementation of technology integration to improve teaching and learning
- Modeling of a new lesson, technology, or device
- Co-teaching a technology with the teacher
- Planning and debriefing with teachers using the technology with students (observations and assistance will be ongoing)
- Assist teachers with meaningful integration that aligns to the ELHS core curriculum

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- Order and process new books
- Oversee library organization, databases, volunteers
- Present book talks to enhance staff and student knowledge of materials
- Provide standards-based instruction on research and information literacy skills as it applies to subject area curriculum projects, such as information retrieval, source evaluation, etc.
- Provide assistance in the planning, instruction, and evaluation of research projects alongside classroom teachers
- Provide one-to-one, group, and full staff professional development to support classroom use of technology and digital resources
- Provide resources for parents to support digital learning
- Work with small groups of students for enrichment purposes in technology and literacy
- Providing bookable blocks of time for teachers to sign up for the librarian's time (this time could be for technology introduction, assistance with current resources, discussion of future project collaboration, etc.)

II. Students will:

- Access the library throughout the course of the day during their free periods
- Support district technology by volunteering at the student help desk
- Use the library as a performance space
- Book the library and subspaces within the library for afterschool clubs and tutoring sessions
- Visit the library with classes and gain assistance with research queries or educational technology
- Benefit from the following services provided by the librarian
- Use embedded small group rooms for collaborative work

2.10

VISUAL ART PROGRAMS

A. How curriculum is delivered, number of periods per academic cycle, and number of students participating in art programs

The current art department offers a variety of classes covering a diverse range of skills and techniques for students at East Longmeadow High School. The art curriculum integrates twenty-first century skills and interdisciplinary subjects to provide a well-rounded visual art education for the vastly diverse student population. The current enrollment of students in our art classes is 220 students. We currently have two different classrooms for our two art teachers to utilize.

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The art department offers a wide range of courses aimed at students of varying abilities and interests. Currently, there is a digital photography class, a phone photo class, and multiple levels of visual arts. All students have the opportunity to explore the visual arts and enrich their academic life experiences. We currently offer six electives for students to take during their four years at ELHS. All our students must satisfy a three-course elective requirement to graduate. All courses offered within the Visual Arts Department can satisfy this requirement.

B. Proposed changes and why, or statement that no changes are proposed

In order to offer students a high-quality program and meet the growing demand for this program of study for students in grades 9-12, visual arts space needs to be designed and equipped to accommodate a wide range of projects and storage. We must maintain the number of current spaces we have, updated for the 21st Century learning environment, large sinks, heavy duty tables, an active storage area, multiple power outlets and better presentation technology. Proximity to a more accessible graphic design studio would also support the art program.

2.11

PERFORMING ART PROGRAMS

Music

A. How curriculum is delivered, number of periods per academic cycle, and number of students participating in music programs

The instrumental music department at ELHS offers a variety of courses designed to inspire students creatively and develop musical skills that promote applied music literacy through the artistic processes of create, perform, and respond. Our department offers a caring, creative and accepting environment where all students are encouraged to participate with the goal of being lifelong music enthusiasts. The ELHS Music Department welcomes all students into their ensembles and general music classes.

Curriculum in the ELHS Music Department is delivered by highly qualified instructors. For the majority of ELHS ensembles, learning is measured through the development of musical skills expressed in elements of effective communication, teamwork, and respect and understanding of diversity of cultural expression in the school community and in the world.

Pre covid, the music department had 220 students enrolled for the 2019-20 academic year- which represented 27% of the school population. All performance ensembles were operating with large numbers (48 choral students, 51 band students, 23 orchestral students). Covid restrictions and the corresponding schedule shifts resulting from those restrictions definitely impacted our performing arts numbers at the middle school and high school for the 2020-21 and 2021-2022 school years. We are working our way back from these issues and any discussion of the future of the department should use the enrollment numbers pre-covid.

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In addition to the individual curriculum classes, the entire band assembles three times in a four-day rotation for practice. The band room needs to support this important activity. Currently, the band can only meet in the auditorium due to a lack of an adequate meeting space.

Our two ensemble rooms, one choral and one instrumental, are used throughout the day, though are small in comparison to the enrollment. We also have a small classroom off of our choral room where we have converted it to a makeshift computer lab in order to accommodate our music technology class. We currently do not have any practice rooms for students to work together in small groups and also as storage of equipment.

The ELHS music department also houses a large extracurricular program. The music spaces are constantly being used after school, during the summer and on the weekends by a variety of select ensembles to include the following: band, orchestra, jazz, a cappella groups, and other choral groups. Their space (the auditorium) also overlaps with the drama department and their need for after school rehearsal space.

Musical concerts for the entire district have always been held in the high school auditorium.

B. Proposed changes and why, or statement that no changes are proposed

- A dedicated instrumental ensemble room, big enough for a 75-member band to rehearse with a full percussion ensemble set up in the back of the room. This room should also have double doors for moving of equipment.
- A dedicated choral ensemble room big enough for a 50-member chorus and baby grand piano. This room should also have double doors for moving of equipment.
- Multi-purpose classroom equipped that also serves as a 25-station mac lab with keyboards for electronic classes and also movable desks for music theory classes. This may or may not be associated with the Choral room. Currently keyboard is taught by the same instructor as choral.
- Create small practice rooms for small ensemble rehearsals and small group lessons and student collaboration.
- A dedicated space for instrument storage lockers and other storage options connected or adjacent to the instrumental room for all instruments that are NOT percussion. This room should also have double doors for moving of equipment.
- A large stage in the auditorium is needed for music concerts

Theater

A. How curriculum is delivered, number of periods per academic cycle, and number of students participating in music programs

The majority of the theater offerings take place after schools where the theater department produces a minimum of two productions per year, including a full musical production. We

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also have a variety show each spring called Spartanum, which is put on in collaboration with the music department. This variety show typically has up to 200 students performing or participating in the event.

B. Proposed changes and why, or statement that no changes are proposed

Existing Auditorium

The construction of an auditorium at ELHS will allow for the theater department and Spartanum to offer courses in lighting, sound, set building and enhance the offerings in acting and directing. The auditorium, multiple storage spaces for theater props and music suite should be constructed together to create a Performing Arts wing of the new building.

2.12

PHYSICAL EDUCATION PROGRAMS

A. How Curriculum is Delivered

Physical Education Programs

The East Longmeadow Memorial High School physical education program focuses on whole student wellness. All students in grades 9-12 are required to take and pass three years of physical education and one year of health. in order to fulfill their graduation requirements. We currently have a large gymnasium, a small gymnasium, a weight room, and a pool, which are all utilized at different times for classes. Students in the ninth grade have swimming as an integral part of their PE program. The current pool, which has been in use for almost the entire 62 years that the school has existed, is used consistently by physical education classes. The swimming semester has become part of the culture of ELHS.

ELHS has made major improvements to our health and physical education courses in the district, and we have also made significant improvements to our physical education offerings. Recently, we had all of our physical education staff yoga certified and lifeguard certified, to expand the type of wellness units and activities we can teach in our classes.

Health

Classes meet 3 times per 4-day rotation for the year and focus on increasing knowledge, developing skills, and connecting course content to real-life situations. Health classes are dedicated to helping students increase their overall health and level of success – both during and after high school. All courses offered include skills-based hands-on-learning and the integration of technology with the goal of engaging the student and enhancing their learning experience in the classroom.

Current Structure

There are two to three physical education classes scheduled per period during the course of a week. We currently have four full-time staff. We had five full-time staff members, but one of the positions was cut a few years ago. Now, we only have four. One teacher also serves as the

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Department Coordinator and teaches only 4 sections (rather than 5). Current space available consists of one field house, one weight room/wrestling room, 3 classrooms and one mini gym. The larger gymnasium is split up into separate courts and can provide separate teaching stations. The mini gym and weight room can be used for small group instruction when a smaller, more intimate space is needed or when there are classes scheduled at the same time.

Proposed Changes and Why

Improvements are required, in order to take our Athletics and Health and Wellness programs to maintain a high level of excellence in both our physical education classes and athletic programs. It is imperative that the new building supports the successes of our programming.

Upgrades are also needed for the weight room and locker room facilities in order to service all of our teams and physical education courses. More space and equipment is needed in order to provide our students with what they need. Most of the current equipment is donated, used, and outdated.

Large and Small Gymnasium

It is not uncommon to have three physical education classes running simultaneously in the large and small gyms at once. It is important to note that these courses might be different with students from different grades. A facility that continues to allow us to run three physical education courses simultaneously is imperative in any new building. A smaller area would put constraints upon the curriculum. Furthermore, large number of athletic teams use our gymnasiums for practices and competitions, including but not limited to:

Varsity Volleyball, JV Volleyball, Freshman Volleyball, Varsity Boys Basketball, JV Boys Basketball, Freshman Boys Basketball, Varsity Girls Basketball, JV Girls Basketball, Freshman Girls Basketball, Boys Indoor Track, Girls Indoor Track, Wrestling, Varsity Softball, JV Softball, Freshman Softball, Varsity Baseball, JV Baseball, Freshman Baseball, and more.

Many teams utilize the area. It is not uncommon for two teams to be practicing there simultaneously.

Fitness Center / Weight Room

These spaces are critically important in support of the goals of fitness for life for all students. They provide physical education alternatives for students who choose to not participate in group or team gym activities. A weight room and fitness center is needed to support the curriculum and the athletic teams. Strength and conditioning is a key component to any successful health and wellness program as well as athletics. Our athletic teams use the weight room on a daily basis. The weight room / fitness center is also a key component of the physical education curriculum. Personal Fitness is a unit with the eleventh and twelfth grade curriculum. During these fitness classes, the students are introduced to the weight room and learn how to use the equipment.

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Pool

The PE Department will continue to have swimming as part of its program and part of its culture. The PE staff as stated above has all become lifeguard certified. Providing courses in lifeguard certification to students in grades 10, 11, and 12 would be an area for curriculum expansion in a new facility.

Locker Rooms

Major upgrades to the locker rooms are needed. There are currently two outdated locker room spaces located next to the large gymnasium. Each space has a number of lockers for student usage and also houses the physical education staff offices, showers, and a bathroom. The current locker room setup is not conducive to a team environment and does not allow for proper supervision. They also do not provide for appropriate student privacy for showers. The current set up is also not conducive to students who want to shower after physical education class and/or sports practices. The design of the new locker rooms would also make accommodations for transgender students.

Physical Therapy and Athletic Training Treatment Space

The current athletic training area size is not conducive to supporting the needs of our students. An upgraded athletic training facility, complete with training tables, ice machines, game ready machines, etc., would allow our full-time athletic trainer to work with student athletes from all teams.

Outdoor Space

Outdoor spaces will be needed for both physical education and athletics. Our physical education classes go outside as much as possible in the early fall and late spring, when the weather is nice enough to be outside.

Technology

Advancements in technology will be needed to include a variety of technology including heart rate monitors, Apple TV, teacher iPads, and student data-tracking software that can be used in physical education classes. We plan to expand our technology use in the department and need a robust technology infrastructure, both inside the building and in outdoor physical education areas, to support that. Access to WIFI connections will be required.

Storage Areas and Equipment Rooms

Storage Rooms: The new gymnasium will require large storage areas. All of our physical education equipment, sports equipment, and sports uniforms get stored on-site at the school. A large storage area will be required to store all of the equipment and uniforms.

Team Rooms: will be worked into the locker rooms prescribed.

Coaches Rooms: Coaches rooms will be needed, so that our coaches and teachers can store their supplies, shower, and change into appropriate clothing.

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Multi-Purpose Room

A multi-purpose room would be ideal to support our newly created wellness units, including yoga, and activities that require floor space for stretching work. This would also be an ideal space for adapted physical education classes to service our students with disabling conditions. This space can also be used for wrestling.

2.13 SPECIAL EDUCATION PROGRAMS

The Special Education Department provides for the needs of students with disabilities at East Longmeadow High School through a team process by identification, assessment, and program development as required by both state and federal law. Special Education students are serviced through Individualized Education Programs (IEPs) which are developed to meet a student's unique learning needs and assist the student in making effective academic progress. Each special education student is assigned a special education liaison who oversees the development and implementation of the student's IEP. A student and team, including the student, teachers, guidance counselor and parents, meet at least once during the school year to review the student's progress and develop a plan for future supports and services, including transitional planning needs. A variety of support and programming options are provided through both special and general education classrooms.

A. Current Special Education Programs

East Longmeadow High School has the following special education programs:

Vocational and Life Skills Program: (15 to 18 and 19 to 22)

This program focuses on the introduction to topics surrounding job skills, activities of daily living and community awareness. The pre-vocational content includes school related job opportunities where students can sample a wide variety of potential interest areas. Skills surrounding functional academics, self-identification, hygiene, interpersonal relations, and community awareness, with concentration on the school community as a whole, is included within the curriculum. Controlled, real world application will occur throughout the course. Instruction reflects a systematic, multi-sensory approach. Subjects and curricula are modified according to individual abilities and goals but are addressed in accordance with Massachusetts Curriculum Frameworks. Opportunities for students to participate in less restrictive settings are available based on student readiness.

BEST Program:

The BEST Program at East Longmeadow High School provides a therapeutic setting and interventions for special education students with social, emotional, or behavioral challenges that impede learning in the traditional classroom setting. The program is therapeutically based with a low student to teacher ratio that allows for the needed support. Student

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schedules are generated in a personalized manner as they enter into the program to meet their academic needs for ELHS's graduation requirements.

The Learning Center Program:

The Learning Center program is designed to support students and give direct instruction in academic skill development, including planning, organization, and study skills. Learning support also offers opportunities for academic preview, review and re-teaching. Students are explicitly taught a number of different strategies and receive ongoing support in the application of these strategies in their individual academic assignments. Teaching within these classes provides direct instruction in the individual goals and objectives within each student's IEP. Many of the students in this program have core classes either taught or co-taught by a special education teacher.

The Inclusion Program:

Inclusion classes are designed to provide extra support to students who have exhibited deficiencies with executive functioning and behavioral skills. This would include assistance with organizational, self-monitoring, planning, prioritization, task initiation and completion skills. Inclusion classrooms may also include small group instruction and various other types of remedial teaching practices to ensure that all students are meeting the class objectives. Inclusion classes take place in various core content classrooms to allow students with disabilities to learn alongside their peers. These classrooms include a general education teacher, a special education teacher or a paraprofessional. These services are offered via a special education team approach at grades 9 and 10 and then again at grades 11 and 12.

B. List Deficiencies in the Existing Program that have been Identified Locally or Through State Review:

ELHS special education programming is negatively impacted by the current building. Special education areas are under current MSBA guidelines by 50+%. The ELHS undersized classrooms quickly become overcrowded with students and staff when adding in paraprofessionals and student health aides. These undersized classrooms limit the ability to have productive small group and individual instruction. This can be very challenging as ELHS seeks to increase its support for students experiencing social and emotional issues.

Additionally, for many special education students, the antiquated electrical system, which is at its capacity, presents a challenge for ELHS to meet students' IEP requirements for assistive technology or climate control. The equipment in the Life Skills program cannot be expanded due to the electrical system despite an increasing student enrollment and need.

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C. List Specialized Programs and Collaborative Spaces/Program Located in the Current School:

1. Life Skills/Vocational Space: We have a converted conference room functioning as our life skills and vocational space. In this space, we have a kitchenette and other vocational resources for our students to work with.
2. Autism Spectrum Disorder Space: We have an ASD classroom for our ASD students who need a substantially separate setting.
3. Medically Fragile Space: We have a classroom serving students with severe disabilities (including students that are cognitively limited and/or nonverbal and/or non-ambulatory). This room is also a converted conference space that was not originally designed to meet the needs of students with significant disabilities.
4. Occupational Therapy/Physical Therapy Space: We have a converted classroom space where we provide our services to students who need either occupational therapy, physical therapy, speech, or other related services. This room shares space with the ASD space.
5. Willie Ross Space: For the past 35 years, the East Longmeadow Public Schools have partnered with the Willie Ross School for the Deaf. This partnership has integrated Willie Ross students with their hearing peers in the East Longmeadow Public Schools, known as WRSD's Partnership Campus. This partnership has offered many deaf students who are able to learn in a public school environment the opportunity to be mainstreamed at Mountain View Elementary School, Birchland Park Middle School and East Longmeadow High School. At ELHS, Willie Ross leases two classrooms for their homerooms, where specialized services are offered by Willie Ross staff. Willie Ross students also work with the ELHS guidance department to develop full schedules where they can engage in many of the ELHS elective classes along higher level academic courses that the WRSD staff cannot offer. The partnership allows deaf and hard of hearing students to have access to the services offered and managed by both a school for the deaf, and access to the public school opportunities ranging from academic opportunities through inclusion to extra-curricular participation.

D. List Proposed Programs Any Program/Service Needs that the District Hopes to Address in the Proposed Project:

1. Life Skills/Vocational Space: A space life/skills and vocational space designed specifically for the needs of students with intellectual disabilities and students with ASD would bring to fruition a program we have spent the last few years trying to get off the ground. The program focus will be on life skills, post-secondary employment, independent living, travel training, vocational training and adaptive living skills. If possible, we would love to see the addition of "School to Life" apartment models will make a significant difference in the students' ability to apply skills learned in a natural setting that simulates a daily living environment. This may or may not also accommodate the 9-12 grade students and the

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18-22 year old students in the same space. ELHS is just now beginning to address the needs of the 18-22 year old group.

2. Autism Spectrum Disorder Space: While we currently have an ASD classroom, we would like to see an updated space with appropriate resources and equipment to meet the needs of students with ASD. In this space, we would also like to see a separate bathroom for the students in this program.
3. Medically Fragile Space: Our current space is not well-fit to meet the needs of our medically fragile population. We need a space that is specifically designed to meet their needs from the ground up. It will be necessary to add medical equipment including a large wheelchair access toilet room with space for adult assistance, a ceiling built lift for moving, changing and lifting multiple physically handicapped non-ambulatory students. There will need to be space for gait trainers, standers, and other PT equipment.
4. Occupational Therapy/Physical Therapy Space: Adequate therapy spaces to provide related services of OT/PT/Adaptive PE/Speech Therapy/Reading, with appropriate equipment to meet the needs of students. In this new school, we would hope to be able to separate the OT/PT space from speech services and from adaptive PE.

E. List programs/services that will continue

All programs will continue to be offered.

F. List programs that will be eliminated

No programs will be eliminated.

G. List programs that will be added or enhanced as a result of the proposed project

Please see Section D above.

H. List programs or services that will be moved from within the district (from which school they are being moved) as a result of the proposed project:

At this time, there are no proposed moves to any programs.

I. Previous coordinated review

Provide the Date of the Last Coordinated Review Program and List Any Issues and/or Problems Identified in that Review

The East Longmeadow Public Schools had its last Coordinated Review, now known as Tiered Focused Monitoring, during the 2020 - 2021 school year. The visiting team found the District to be fully in compliance with all that was reviewed. The first two paragraphs of the resulting report are copied below:

During the 2020-2021 school year, East Longmeadow Public Schools participated in a Tiered Focused Monitoring Review conducted by the Department's Office of Public School

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Monitoring. The purpose of the Tiered Focused Monitoring Review is to monitor compliance with regulatory requirements focusing on special education and civil rights. The Department is pleased to report that the district was found to be in compliance with all criteria reviewed; no corrective action is required at this time.

School districts and charter schools are reviewed every three years through Tiered Focused Monitoring. This review process emphasizes elements most tied to student outcomes and alternates the focus of each review on either Group A Universal Standards or Group B Universal Standards.

Provide the Current Status and/or Remedy of Those Issues Identified as Part of the Review

No issues were found.

2.14

VOCATIONS AND TECHNOLOGY PROGRAMS

A. Current offerings

East Longmeadow High School offers a variety of career or vocational preparatory courses at the High School. The East Longmeadow Public School District also is a member of the Lower Pioneer Educational Collaborative. Chapter 74 Career Vocational and Technical Educational programming for ELHS students comes through the LPVEC. Currently, the ELHS student population has a limited number of students enrolled in the Lower Pioneer Valley Educational Cooperative, the regional career and technical high school. Students attending LPVEC programs are all required academic classes at ELHS and attend LPVEC for elective offerings.

At ELHS, students can enroll in culinary arts courses, child development and care courses, and graphic design courses.

B. Non-Chapter 74 Programming Vocational / Technical / Enrichment / STEM Programming

- I. Describe Program (Design, Robotics, Maker Spaces, etc.), Activities, and how it is Coordinated with Other Curriculum as Applicable.

In the culinary arts program students explore how to prepare, cook, and present different foods in various ways in a lab environment. The course provides students with an understanding of kitchen safety & sanitation, various kitchen equipment and their uses, how to read and adapt recipes, basic cookery principles, food preparation with nutritional exploration, and balanced meal planning. The student will learn the fundamentals of what should be consumed through exploring the nutritional values and health benefits of different foods through the USDA MyPlate. Ultimately, students can progress to running a small cafe called, Cafe East, a few times a month. Cafe East provides a variety of food choices for the ELHS community.

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Students enrolled in the Child Development and Child and Nursery Management courses help operate the Little Big Kids Nursery Program at ELHS that operates a few hours each day providing programming for three and four-year old children from the community. Students help develop weekly and daily plans and implement them with the teacher.

In the Graphic Communications courses, ELHS students learn a variety of topics related to the role of graphic design and technology in general to our daily lives. The course emphasizes visualization, creation, and graphic expression of ideas. The courses are devoted to hands-on learning with students predominantly set-up in a lab environment working collaboratively.

The Instructional Technology courses are offered through the Business electives track currently, but could be viewed as a Vocational Technology program. As noted previously, this STEM/STEAM space would serve Intro to Engineering, Robotics Club and could host the academic Makerspace resource.

Additionally, ELHS has a strong Career Center where students can explore potential career fields and enroll in internships and externships. The ELHS Career Center since 2009 has partnered with the East Longmeadow Community Access Television (ELCAT) to provide programming in television production and media for ELHS students. The ELCAT studio is located in ELHS, and the programs provided for students are tailored to meet the interests of individual students and provide the greatest flexibility for individual or collaborative projects, creative experimentation and the development of self-directed learning.

Since 2009, those opportunities have included:

- Evening production class for credit, up to 12 students per semester (2008-2017)
- School-day production class for credit, up to 15 students per semester
- Independent Study blocks for Juniors/Seniors 1-2 students per semester
- After-school Media Club, 8-10 students for the school year (2014-2018)
- Volunteer/Community Service opportunities (filming meetings, school and community events) for Gr 7-12
- In- depth broadcasting/communications opportunities in community news & high school sports production, including: video journalism, sports broadcasting, local news reporting, editing, anchoring and announcing.
- Instruction, assistance and support across the curriculum for class projects in civics, culinary arts, journalism, social studies, English, Sports Literature, special education, art and music.
- Assistance with the development of a news/media program at Mapleshade School

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- Collaboration with, and support for, the TV Studio program at Birchland Park Middle School.
- Summer Video Camps
- ELCAT Film School, for small groups interested in using our equipment, facilities and guidance to create short documentary, dramatic, or comedy films.
- Podcast Studio, a newly organized opportunity for students and staff to create/host podcasts in a professional studio setting with immediate access to ELCAT's 3,000 online subscribers.

II. How Curriculum is Delivered, Number of Periods per Academic Cycle, and Number of Students Participating in Program

The culinary arts courses, child development and care courses, and graphic design courses are scheduled similarly to all other courses at ELHS. The ELCAT Television Production programming has been scheduled in a variety of ways as described above.

III. Proposed Changes and Why, or Statement that No Changes are Proposed

All of the vocational programming currently being offered at ELHS would like to expand and provide the students with more 21st Century learning opportunities. The cramped classroom spaces and the electrical system being at capacity has made this impossible.

IV. Describe General Program Requirements Including Equipment, Practices, Safety Measures, Training, Partnerships and Support.

Culinary Arts and Graphic Design have not purchased new equipment in a number of years due the electrical system prohibiting newer equipment being added. Increased electrical capacity and classroom spaces that are designed for these programs will be needed to provide students with opportunities to learn in a more modern setting.

The Television Production Programming in the future would like to build on the exploratory programming ELPS students experience in their specials program at Birchland Park Middle School, which has a full television studio. Presently, The ELCAT studio coordinates the high school instructional programs and community access functions without conflicts. The size of student groups is limited, so we have adequate room, equipment, and workstations to meet the needs of students and manage our daily public access responsibilities. The curriculum plan outlined below suggests that a new studio should allow for more separation of those functions, with dedicated space configured for student instructional and independent study activities, with distinct areas for community access staff and functions removed, at least somewhat, from student areas.

One of the goals is to make the strength of our programs more available to more students, and to have it supported more directly within the framework of the school day. This would necessitate additional staff and presumably require licensure of any staff providing direct instruction to students in school.

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Course Descriptions

Basic Media Production

A unit-based course covering knowledge and skills through project-based instruction.

Principles of photography and image capture; Camera controls and operations; lighting and exposure; support and manipulation; camera technique; editing in Adobe Premiere Pro; basics of audio and audio production for video; broadcasting and live streaming; sports production including announcing for broadcast; event production (school concerts and events); media literacy

Advanced Media Production

This course allows students to develop individualized areas of interest based on successfully completing the Basic Media Production class. Semester 1 will be a unit-based exploration of technique, editing, audio production, lighting, and the role of visual media in contemporary culture. Semester 2 will be dedicated to planning and execution of an individualized or small group project or production for public broadcast on ELCAT.

Film Production

The film production course provides an opportunity to learn about and create more focused and complex narrative or documentary projects for students with a strong interest in visual storytelling. Some individual or small group projects in term 1 allow students to learn and experiment with the array of forms and techniques required for effective storytelling. The second semester provides a framework for a longer, class film project. While BMP and AMP students with interest in film are encouraged to take the Film Production class, it is open to any student interested in acting, writing, scenic design, or documentary journalism.

Continuing Relationship with ELCAT

This plan alters, but does not forsake, the high educational and community value arising from the integration of ELCAT's community broadcasting and instructional roles. It provides a more robust framework and greater opportunities for more students to explore interest in media production through electives, while working in a professional setting, on projects and in the context of meaningful content creation for the larger community.

The public access facility will still provide volunteer, internship, and externship opportunities, as well as peer mentoring and independent work by students who, by virtue of their residency, have access to ELCAT's facilities and equipment at any time.

The ELCAT Director will work in close partnership with the Media Production instructor to facilitate those opportunities and guide students with genuine interest in post-secondary study or careers in media, journalism, or film. We have a substantial number of alumni

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dedicated to supporting current students with insight, advice, and networking opportunities. This plan will only enhance and extend them.

C. Chapter 74 Programming

I. Existing Programming, Current Enrollment, and Capacity per Program

Through the Lower Pioneer Valley Educational Collaborative, ELHS students are able to participate in 11 Chapter 74 programs which include the following: Advanced Manufacturing Technology, Automotive Technology, Building/Property Maintenance and Management, Carpentry, Cosmetology, Culinary Arts, Early Education and Care, Graphic and Visual Design, Health Assisting, Information Support Services and Networking, and Landscaping and Horticulture Technology.

These programs are half-day programs and meet at another facility operated by the Lower Pioneer Valley Educational Collaborative. Students participate in their academic classes for half of the day at ELHS, and they travel to the LPVEC for their vocational program for half of the day. As students move through their program to their junior and senior years, internships are set-up through the LPVEC. Some LPVEC programs are certificate programs where students are able to graduate and move directly into the field after high school.

II. If the District is maintaining the Same Curriculum and Offerings a Statement Confirming the District's Intentions.

The ELHS Guidance Department has worked closely with the Guidance Department at the LPVEC to expand vocational programming and allow it to begin during a student's ninth grade year. This will allow students to move through their exploratory earlier in their high school career and select a vocational program on which to concentrate. The earlier selection of the program opens up more internship opportunities for students in the later years.

III. Schedule of Implementation for the Proposed Programming Regarding Staffing, Curriculum Development and Project Program Enrollment from Start to Full Implementation.

The Lower Pioneer Valley expands programming and increases staffing based on the interest and needs of the students from the seven-member school districts.

2.16

NARRATIVE DESCRIPTION OF THE TYPES OF EDUCATIONAL ACTIVITIES INTENDED FOR CORE ACADEMIC SPACES OVER THE COURSE OF A TYPICAL SCHOOL DAY

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A. Narrative description of core academic educational activities intended inside the general classrooms. Include how the activities support delivery of the educational program

As stated above, ELHS is moving its curriculum and instructional practices to a student-centered approach within a 21st Century learning environment. Our curriculum emphasizes depth of understanding through inquiry, problem-solving, and higher order thinking skills. Moving forward, project-based, and problem-based learning will become infused across all program areas; student presentations and cooperative projects will be included in all content areas.

In order to achieve this, ELHS classrooms will be student-centered and engaging. Instructional practices will change frequently throughout class. At the start of class, a teacher may demonstrate a concept or skill by using direct instruction or by using an online, blended model. During this time, the teacher or projection is the focus of the lesson and the configuration of the class reflects that. Then, the teacher differentiates and personalizes learning by splitting the class into pairs and/or small groups. The furniture shifts quickly. Students collaborate and explore the task by sitting in small groups with their peers. Students are free to access and utilize the whiteboards and technology in the room as needed to accomplish their tasks. At the end of class, the teacher brings the class back together for a whole class debrief and the space shifts once again. Flexibility and adaptability within the classroom are key, and ample space is needed in the room to allow for multiple configurations throughout a lesson and the course of the day.

B. Narrative description of core academic educational activities intended outside of the general classrooms (including outdoor learning area)

I. Include Spaces Needed to Support that Activity, how the Activities Support Delivery of the Educational Program, how the Spaces would be Used by Students and Scheduled and Monitored by Staff and Desired Spatial Relationships and Adjacencies.

The most efficient design for a building would allow for learning to happen in all areas of the school building. All building spaces should be utilized as learning environments, including presentation/lecture halls, the auditorium, hallways, common spaces, the cafeteria, the learning commons, and outdoor spaces.

The consistent collaboration of teachers within and among departments is a continued goal. A Large Group Instructional space that accommodates at least two classes will help accomplish this goal. This LGI space will allow for the multiple classes to work together, host guest speakers, schedule presentations, and have performances.

Hallways and common spaces throughout the school can become places to inspire learning and creativity. Exhibition spaces and venues should be located in those areas to showcase student work. Hallways and common areas also should be flexible so that they can be utilized for collaborative work both during and outside of class time. Students who

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would like a small nook or “quiet” space to reflect on their own learning or complete a self-directed learning task should be able to find multiple spaces to do so throughout the building. Sufficient transparency should be provided to allow for views in and out of classrooms so that teachers can monitor students as they work independently and in small groups when outside of, but in close proximity of classrooms. Additional collaborative spaces and quiet learning spaces should be located in the library/media center. Students would be able to access these spaces along with additional support and technology available in the library/media center.

Outdoor spaces should be available for multiple uses extending upon the work in the academic classroom. The outdoor spaces may be connected through the greenhouses, classroom pods, the cafeteria, and the physical education area.

2.17

TRANSPORTATION POLICIES

A. Current services and practices

ELHS Students arrive by bus, van, parent drop-off, personal cars, bicycle, and on foot. The school is located on Maple Street between the East Longmeadow center Rotary and Dwight Road. Maple Street is a main road exiting and entering East Longmeadow, so traffic becomes heavy during both arrival and dismissal at ELHS. Site circulation is ineffective, and clearly delineated traffic patterns do not exist for pedestrians and vehicular traffic. Buses enter and leave using a horseshoe in front of the school, but it often is clogged with personal vehicles entering and exiting.

B. Proposed changes and why, or statement that no changes are proposed

There are no proposed changes at this time.

2.18

FUNCTIONAL AND SPATIAL RELATIONSHIPS

A. List and describe desired educational adjacencies and why

The high school was built in 1960. Through its 62-year history, there were two building additions: one addition was completed in 1965, providing additional classrooms and approximately 39,000 square feet; and a second addition was completed in 1975, adding a second, smaller gymnasium along with an industrial arts area. The second addition provided slightly more than 40,000 square feet. The total square footage of the building is 204,000 gross square feet. The net square footage is approximately 129,200. Due to the number of corridors, there is a large amount of inefficient space for programming and instruction. The circulation space that exists is inflexible and provides no useful space for students to work independently. The library is located on the second floor of the building and is antiquated, prohibiting it from becoming a 21st Century instructional support center. Even with some

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recent renovations opening up the space and providing newer furniture to make collaboration easier, it is not truly able to be transformed into a 21st Century learning center. It is not well located to be able to be a focal point and support center for the school and the community. The proposed school would ideally connect the media center to a primary circulation area and would include more student centered, comfortable gathering areas, informal presentation area for teaching and student performance, and small interior rooms with lots of windows to the media center where students can meet after school, as student clubs or as study groups.

Most classrooms and all science labs are well below MSBA guidelines. Most required science lab classes for ELHS students, including some honors or AP science classes, are overcrowded due to the science labs' small sizes and casework configurations. This results in student safety issues in lab situations. The labs and classrooms are not structured for the flexibility needs required of 21st Century learning environments. Classrooms are not currently located in the building to allow for true interdepartmental collaboration. The building, in general, has ADA accessibility challenges and the traditional classroom spaces do not allow for a true 21st Century learning environment. The proposed school would ideally provide larger, equipped science labs with biology and environmental studies near outdoor learning spaces and all science labs adjacent to prep rooms.

The current layout responded to an older educational model with a vocational wing, a science wing, etc. Ideally, spaces and resources would be more integrated with well-equipped vocational technology spaces located near academic classrooms, teacher planning rooms and resource rooms for students with disabilities or need for academic support. While our academic departments are important communities for educators, we would like to encourage more collaboration between departments by placing more teacher workrooms throughout the school and re-establishing school conference rooms.

Although the ELHS campus is set-up with a public park atmosphere, ELHS rarely uses much of the outdoor spaces. The two interior courtyards have been updated with more functional furniture over the last few years, and classes do use the courtyard near the science labs and the greenhouse. The courtyard located near the cafeteria is utilized in good weather by students at lunch.

Ideally, the proposed school would provide a secure main entrance that leads to a comfortable gathering space where students and faculty can connect, wait and catch up. This entry zone could be a student Commons within the site of the administrative offices and near to the cafeteria and auditorium.

A large group instructional space would strongly benefit the school as a space where several classes or an entire academic department could meet. If this space were central and on the first floor then it could also support the guidance department and District Offices as a community room and as an overflow of our cafeteria or green room to the auditorium.

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The Physical Education wing of the school needs to remain closer to the athletic turf field because of the need to support the athletic programs, with storage and locker room access. The pool is also a significant space in the school currently. It is accessed by the community after hours. It is a security concern that access to the pool does not have any administrative supervision. Locating the District Offices, ELCAT, IT or all three near the pool would be helpful to provide more oversight of community access through a separate entrance. Community concerns about the overuse of the Norden Street access road might also be addressed by moving all the spaces that are regularly accessed by the community, (auditorium, pool, District Offices, ELCAT, District IT and gymnasium) closer to Maple Street.

Likewise, student use of the outdoors for educational purposes could be improved by oriented classrooms towards the south, away from Maple Street, and placing the service road on either the east or west sides of the building rather than the south side where students would ideally enjoy views, outdoor learning spaces and informal connections to the wetlands and woodland.

B. List and describe desired site adjacencies and why

2.19

SECURITY AND VISUAL ACCESS REQUIREMENTS

A. Describe the local process for the collaboration, coordination, and review required to update emergency response plans for the proposed school and to establish physical and operational requirements regarding security and access for the proposed project

Physical and Operational Requirements

Security procedures for ELHS are as follows: the two main entry doors and the rear door by the cafeteria are manually unlocked by custodians at 6:45AM Monday thru Friday. Students are able to access the building between 6:45AM and 7:25AM. The exterior doors are locked beginning at 7:25AM at which time a custodian manually locks those entry doors. After 7:30AM, students and visitors must ring the bell at the main office and be buzzed in electronically while in full view of a security camera, then sign in with the main office before entering the building. All employees and visitors are required to carry identification at all times. School personnel are able to enter the building at doors outfitted with badge readers, which are located on all sides of the building. All entry ways are well lit and outfitted with cameras. Interior corridors are also outfitted with cameras. ELHS has a School Resource Officer in the building throughout the school year. The School Resource Officer meets regularly with the ELPS Leadership Team to plan, schedule drills, and debrief after drills. The East Longmeadow Public Schools also partners with the East Longmeadow Police Department and Fire Department to ensure that all safety procedures and processes are current and effective.



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ELPS is part of the Town Emergency Planning Committee that reviews and coordinates the Town's emergency plans and procedures. The Committee updates emergency response plans for the Town and advises ELPS on our safety plans. This same group will help establish physical and operational requirements regarding security and access for the proposed project.

B. Most recent medical emergency response plan that was submitted:

ELPS Comprehensive Medical Emergency Response Plan for the 2022 - 2023 School Year was submitted to DESE in early August.



The following pages offer a summary of notes taken, and information gathered during the East Longmeadow High School Educational Visioning Workshops that took place during the months of May and June 2022. If you have questions about the workshops, or would like to add comments or ideas to this evolving narrative, please contact Project Manager Helen Fantini at hfantini@smma.com.

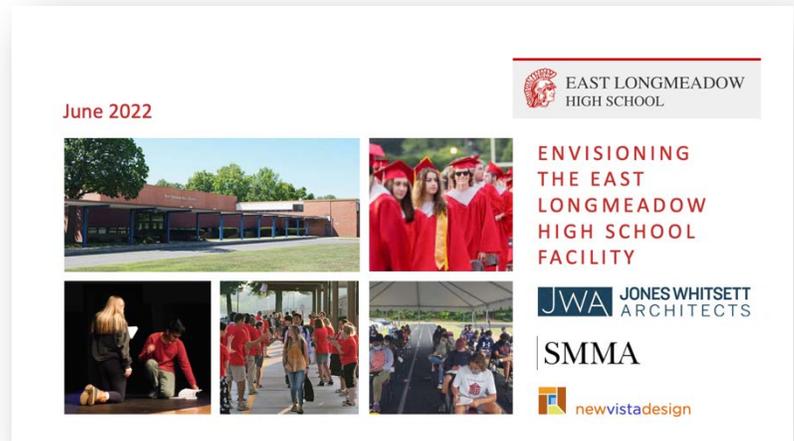


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During the month of June 2022, the East Longmeadow High School Educational Visioning Group (EVG) – a group of approximately 17 participants that includes East Longmeadow Public Schools (ELPS) leadership, ELHS administrators, and town department heads, participated in three virtual Educational Visioning Workshops run by New Vista Design, Jones Whitsett Architects, and SMMA. Additionally, a Kick-Off Meeting with ELPS leadership was held on May 5, 2022, and a Public Forum was held on June 16, 2022. Each workshop was a collaborative session designed to inform the East Longmeadow High School MSBA Feasibility Study and pre-design process. During the EVG workshops, participants were led through a step-by-step visioning process aimed at capturing their high-level thinking about East Longmeadow High School’s current and future educational goals and priorities, and connecting them to best practices and possibilities in innovative school facility design. The following two-page executive summary offers key workshop findings. A more in-depth recording of participant feedback can be found in the notes that follow.

Workshop Schedule:

- **May 5, 2022** Leadership Team Kick-Off Meeting
- **June 13, 2022** EVG (Educational Visioning Group) Workshop One
- **June 16, 2022** Public Forum One
- **June 22, 2022** EVG Workshop Two
- **June 29, 2022** EVG Workshop Three



Priorities and Considerations

The following list of educational, architectural, and community priorities and considerations for the design of the renovated and/or new East Longmeadow High School were shared during the Educational Visioning Group and Kick-Off Workshops.

Educational Priorities

- Rigorous and Rich Curriculum
- Culture of Excitement About Learning
- Student Centered Learning
- Diversity and Inclusion
- Social Emotional Learning
- Ease of Access to Student Support Services
- Hands-On Learning and Real-World Learning
- Collaborative and Interdisciplinary Learning
- Robust and Integrated Use of Technology
- Athletics
- Whole Child Approach

Architectural Priorities

- Maximized Use of Space
- Agile and Varied Learning Spaces
- Universal Design
- Innovation and Inspiration
- Passive and Active Safety Measures
- Healthy and Sustainable Building
- Hands-on and Career Tech (CTE)
- Outdoor Spaces and Connections
- Biophilia
- Auditorium and Cafeteria
- Gathering Spaces
- Athletics Spaces
- Storage Space
- Thoughtful Siting of Building
- Appropriate Aesthetic
- Updated Science Classrooms
- Updated Performance and Music Spaces

- Community Connections
- Library
- Science Labs
- STEM Learning
- Cafeteria
- Transparency

Community Priorities

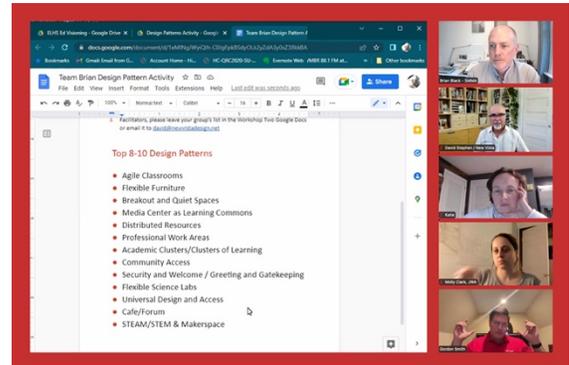
- Community Use and Access
- Sustainability
- Space for Community Partners
- Resource for REC Department
- Resource for Seniors
- Athletic Spaces
- Special Resources Access
- Outdoor Space
- Potential Central Office Space
- Secure Parking and Safer Traffic Patterns



Future Ready Learning Goals 1.0

The following set of priority “Future Ready Learning Goals 1.0” for East Longmeadow High School students was developed by the Educational Visioning Group during Visioning Workshop One.

1. Civic and Personal Responsibility
2. Communication and Collaboration
3. Curiosity and Imagination
4. Critical Thinking
5. Real World Tools
6. Growth Mindset



Desired 21st Century Design Patterns 1

The following set of priority “21st Century Design Patterns” for the design of the renovated and/or new East Longmeadow High School was developed during the Educational Visioning Group (EVG) Visioning Workshop Two.

1. Breakout and Quiet Spaces
2. Dining as Social Commons
3. Media Center as Learning Commons
4. STEM/STEAM Adjacencies
5. Makerspaces
6. Display and Exhibition
7. Wayfinding and Streetscapes
8. Clusters of Learning
9. Flexible Modular Furniture
10. Agile Classrooms
11. Indoor/Outdoor Connections
12. Welcoming and Safe Arrival
13. Varied Performance Spaces
14. Universal Design for Learning
15. Flexible Science Labs

Guiding Principles 1.0

The following set of “Guiding Design Principles 1.0” for design of the renovated and/or new East Longmeadow High School facility was developed by the Educational Visioning Group during Workshop Three. Guiding Design Principles offer a framework of educational and architectural priorities.

1. Student Centric
2. Flexible Learning
3. STEM/STEAM
4. Collaboration and Connection
5. Outdoor Connections
6. School as Community Resource



Educational Visioning Schedule and Agendas

A Leadership Team Kick-Off Meeting took place on May 5, 2022 and explored the following topics:

- **Priority Goals** for the renovated and/or new facility and educational program
- **Educational Visioning Priorities and Logistics** for the East Longmeadow High School Feasibility Study

WS One took place on Monday, June 13, 2022, from 6:00-7:30 PM and explored the following topics:

- **Priority Educational, Architectural and Community Goals** for the ELHS facility
- **Future Forward Learning Goals and Practices** that are now being implemented within, or envisioned for ELHS

A Public Forum took place on June 15, 2022 and explored the following topics:

- **Priority Goals** for the renovated and/or new facility and educational program
- **Future Forward Learning Goals and Practices** that are now being implemented within, or envisioned for ELHS
- **Educational Visioning Priorities and Logistics** for the East Longmeadow High School Feasibility Study

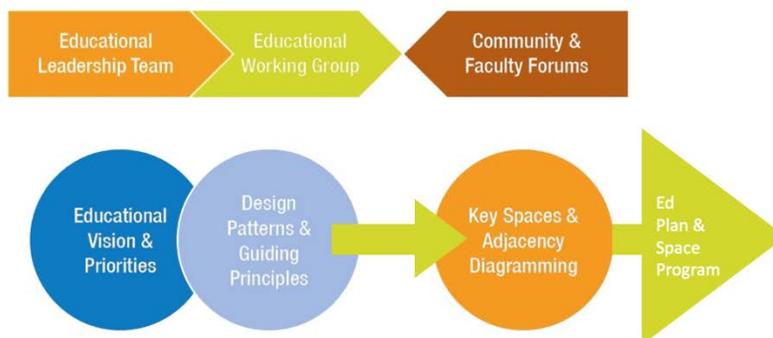
WS Two took place on Wednesday, June 22, 2022, from 6:00-8:00 PM and explored the following topics:

- **Strengths, Challenges, Opportunities, and Goals (SCOG Analysis)** associated with ELHS's current academic programming as well as the school's vision for its future
- **21st Century Design Patterns** that support future-ready teaching and learning practices

WS Three took place on Wednesday, June 29, 2022, from 6:00-8:00 PM and explored the following topics:

- **Guiding Principles** and priorities for the design of the ELHS facility
- **Blue Sky Ideas** that participants would like to see realized within the ELHS facility
- **Key Spaces and Adjacencies** for the ELHS facility

The Visioning Process





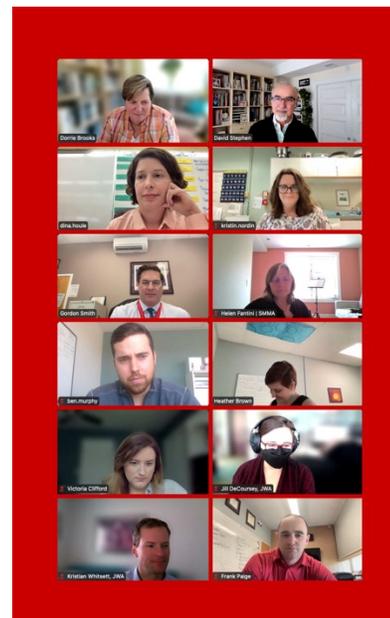
East Longmeadow High School Educational Leadership Team

A group of East Longmeadow Public Schools and East Long Meadow High School leadership participated in a two-hour Educational Visioning Kick-Off Meeting on May 5, 2022. The purpose of the meeting was to present an overview of the educational visioning process, discuss overarching priorities for East Longmeadow High School facility design, and establish a framework and schedule for visioning workshops. The following notes highlight information gathered during the meeting.

Virtual Attendees

- **Heather Brown** Director of Curriculum, ELPS
- **Dina Houle** Bio & Anatomy Teacher, ELHS
- **Kristin Nordin** Health Education Teacher, ELHS
- **Frank Paige** Principal, ELHS
- **Gordon Smith** Superintendent, ELPS
- **Gary Wright** Assistant Principal, ELHS

- **Helen Fantini** Architect, Project Manager, SMMA
- **Dorrie Brooks** Principal Architect, JWA
- **Kristian Whitsett** Principal Architect, JWA
- **Jillian DeCoursey** Architect, JWA
- **John Benzinger** Project Director, Skanska
- **Victoria Clifford** Assistant Project Manager, Skanska
- **Ben Murphy** Project Manager, Skanska,
- **David Stephen** Educational Programmer, New Vista



Project Priorities

The following Educational, Architectural, and Community Priorities for the renovated and/or new East Longmeadow High School were brainstormed by workshop participants. Responses have been grouped by like-themes. This list will continue to develop throughout the upcoming Educational Visioning workshops.

Educational Priorities

Student Centered Learning

- Students thinking critically, problem solving, and designing solutions
- Programming needs to shift more to a partnership where students and teachers are working together in the instructional setting and gradually building students ability to become fully independent
- Opportunities for students to explore curricula and activities they are passionate about
- Students able to read critically and compose arguments based on factual information
- Math classes – more problem and inquiry based – more collaboration between students



Educational Priorities *Continued*

Rigorous and Rich Curriculum

- Continue offering a rigorous core curriculum
- Continued support for our unique elective programming outside of the core
- Meeting the needs of curriculum for core subjects as well as elective courses (Health/FACS, Business, Tech Ed, Fine Arts, PE)

Diversity and Inclusion

- Co-teaching and utilizing Universal Design for Learning (UDL) so that all students access grade level skills together by removing barriers to access curriculum
- Meeting the needs of our special education programming across the board
- Students communicating and collaborating in culturally proficient ways

Architectural Priorities

Flexible Learning Venues

- Flexible spaces that allow for collaboration, direct instruction, and project-based learning

Universal Design

- Gender neutral toilet rooms that are easily accessible

Modern Career Tech Spaces

- Modern space for our Culinary Arts classes (kitchen), storage, etc.
- Space for the PreK program that includes space for the students and classroom for instruction, bathrooms for early childhood students, and a playground
- We need to continue to have meeting spaces and way for ELCAT (East Longmeadow Cable Access Television) to continue their work with us

Updated Science Classrooms

- Ample space for laboratory work

Updated Performance and Music Spaces

STEM Learning

- There is a growing number of students interested in robotics and coding
 - Currently there is limited space – more of a robotics office
 - Tech Ed lab – not sized for a full class; currently can only accommodate 10-15 students

Hands-On and Career Technical Education

- Providing opportunities for students to work on hands-on activities
- Retain or expand on the existing Chapter 74 programs
- Would like to see the Culinary Arts program and the Early Education (Child Nursery Management) / PreK programs expand and become more efficient and effective
- There could be issues with some Chapter 74 programs overlapping with similar programs offered regionally, but navigating these concerns is easier when programs already exist and it is preferred that they remain
 - A culinary program and a student run PreK program already exist

- Updated auditorium for the theater and music programs

Biophilia

- Bringing nature in and close to the building to help students feel calm

Passive and Active Safety Measures

- No open second floor balcony (Principal concerned about safety and liability issues)

Community Connections

- We need to connect with the Senior Center and Recreation Department throughout this process and strengthen the partnership

Athletics

- MSBA does not pay for pools, but the community values the use of the current HS pool



Community Priorities

Community Spaces

- More community meeting space
- A community room with access for all for social events with the families

Space for Community Partners

- Senior Center and REC department
- Community access TV (ELCAT) is currently located nearby the district central offices. Students work with ELCAT. Important to engage ELCAT and students in the project/process. Currently ELCAT works with students as an independent study program

Outdoor Space

- Outdoor space for student learning

Potential Central Office Space

- District Central Offices are currently located at the HS. This location needs review by the community

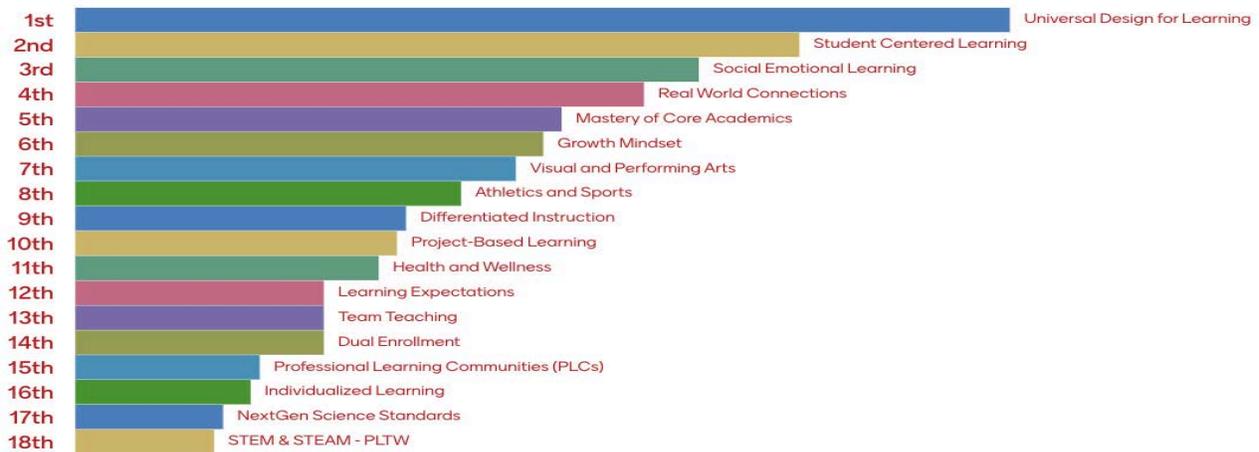
Athletic Spaces

- Basketball courts outside/Recreation department tie-in
- MSBA does not reimburse for a pool, but the existing pool is heavily used by the community
- A plan that lends itself sharing the facilities with recreation department programming

East Longmeadow High School Priority Educational Focus Areas

The following listing of priority educational focus areas was created by the East Long Meadow High School Leadership Team during the Kick-Off Meeting. These focus areas will be further explored during Workshop One.

- | | | |
|----------------------------------|-------------------------------|---------------------------------------|
| 1. Universal Design for Learning | 7. Visual and Performing Arts | 13. Team Teaching |
| 2. Student Centered Learning | 8. Athletics and Sports | 14. Dual Enrollment |
| 3. Social Emotional Learning | 9. Differentiated Instruction | 15. Professional Learning Communities |
| 4. Real World Connections | 10. Project-Based Learning | 16. Individualized Learning |
| 5. Mastery of Core Academics | 11. Health and Wellness | 17. Next Gen Science Standards |
| 6. Growth Mindset | 12. Learning Expectations | 18. STEM & STEAM - PLTW |





Priority Educational Focus Areas *Continued*

- Next year ELHS will be transitioning to a 4-year Career and Technical Education Center (CTEC) program, which will add on a freshman exploratory year
- The school’s Dual Enrollment Program allows students to enroll simultaneously in colleges. It is one of the more popular programs for seniors, typically attracting 20-40 students. During the pandemic, numbers have been reduced to approximately 10 students
- The East Longmeadow High School Learning Expectations are noted on report cards and are useful language to reinforce
- Additional programs include MTSS programming (Multi-Tiered Systems of Support) which focus on differentiated instruction and supporting equity and inclusion
- Universal Design means that students have different strengths and weaknesses but we want them to get to the same place by supporting neuro-diversity and differentiating instruction (i.e. reading a book vs. listening to a book)
- Forming a community that everyone feels part of – students of all different abilities, learning styles, backgrounds

Visioning Process Logistics

The following logistics for the Educational Visioning workshop process were discussed during the meeting.

- Because this is an otherwise very busy time of year, workshops should be held remotely so as to make it easier and less time consuming for participants to attend
- Working virtually – all small groups need a moderator – someone from the school leadership group to be part of each breakout group
- Ideally participants will be able to attend all three Visioning sessions
- A group of 30-50 people would be ideal, with half of the group being comprised of school and district staff and the other half including parents, students, and community partners
- Middle school students and parents, as well as high school students and parents should be involved
- All workshops should take place after school graduation occurs, on June 3
- A Community Meeting will be held after the visioning workshops have taken place. Highlights and priorities from the visioning process will be reviewed for community feedback and input
- A Faculty Review will be scheduled in August after visioning and community meetings have happened to review findings of earlier visioning sessions
- Community discussion -- What do we see as the Community Goals? How to strengthen our relationship with the Recreation Department and Senior Center
- Gordon will set up a list of potential attendees. The district may solicit volunteers by sending out a Google form. The following are people who will likely be invited:
 - Recreation Director
 - Senior Center Director
 - School Building Committee (SBC)
 - ELCAT Director
 - PTO president
 - Students
 - Teachers – through Frank
 - Town Council Meeting
 - A few representatives from the School Building Committee



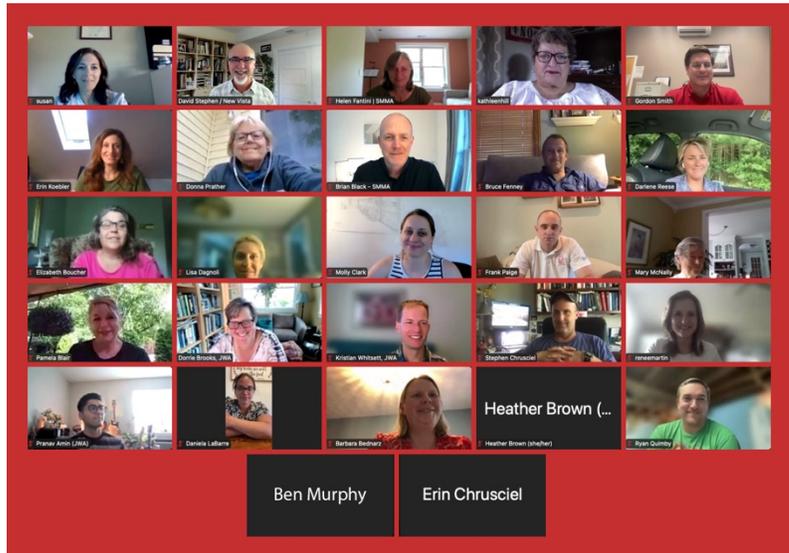
Visioning Process Logistics *Continued*

- Visioning workshops will take place on the following dates at the following times:
 - WS One will take place on Wednesday, June 8, 2022, from 6:00-8:00 PM and will explore the following topics:
 - **Priority Educational, Architectural, and Community Goals** for the ELHS facility
 - **Future Forward Learning Goals and Practices** that are now being implemented within, or envisioned for ELHS
 - WS Two will take place on Wednesday, June 15, 2022, from 6:00-8:00 PM and will explore the following topics:
 - **Strengths, Challenges, Opportunities, and Goals (SCOG Analysis)** associated with ELHS's current academic programming as well as the school's vision for its future
 - **21st Century Design Patterns** that support future-ready teaching and learning practices
 - WS Three will take place on Wednesday, June 22, 2022, from 6:00-8:00 PM and will explore the following topics:
 - **Guiding Principles** and priorities for the design of the ELHS facility
 - **Blue Sky Ideas** that participants would like to see realized within the ELHS facility
 - **Key Spaces and Adjacencies** for the ELHS facility
- All Visioning Workshops will take place at the following Zoom link:
 - <https://us02web.zoom.us/j/89456252503>
- A Community Forum will take place on the following date:
 - Community Forum One will take place on Wednesday, June 29, 2022, from 6:00-8:00 PM and will explore the following topics:
 - **Priority Educational, Architectural, and Community Goals** for the ELHS facility
 - **21st Century Design Patterns** that support future-ready teaching and learning practices
- Programming discussions and meetings will take place on June 6th or May 23rd based on what the school schedule allows:
 - Phil, Dorrie, and Jill will be at the High School in a conference room to meet with faculty
 - The Design Team will follow-up with a specific list of needs to share with Gordon/Frank
 - Dorrie will share a letter that can be sent to faculty who want to participate



East Longmeadow Educational Visioning Workshop One Notes 6.13.22

The East Longmeadow High School (ELHS) Educational Visioning Group (EVG) met for the first of three virtual Educational Visioning Workshops from 6:00 – 7:30 PM on Monday, June 13, 2022. The EVG is a group of approximately 17 participants that includes East Longmeadow Public Schools (ELPS) leadership, ELHS administrators, and town department heads. Visioning Workshops are being facilitated by New Vista Design, Jones Whitsett Architects, and SMMA, with the goal of leading participants through a step-by-step visioning process aimed at capturing their best thinking about ELHS’s current and future educational goals and priorities, and connecting them to best practices and possibilities in future-thinking school facility design. If you have questions about the workshops, or would like to add additional priorities to the list below, please email them to Project Manager Helen Fantini at hfantini@smma.com.



ELHS Priorities

The following list of priorities and considerations for the design of the renovated and/or new East Longmeadow High School (ELHS) facility combines the responses of ELPS leadership, during a Kick-Off Meeting that took place on May 5, 2022, with participant responses from the Educational Visioning Group’s (EVG) Workshop One. Priorities have been grouped by like-themes.

Educational Priorities

Rigorous and Rich Curriculum

- Continue to offer a rigorous core curriculum
- Continued support for our unique elective programming outside of the core
- Meeting the needs of curriculum for core subjects as well as elective courses (Health/FACS, Business, Tech Ed, Fine Arts, PE)
- Sustainable educational plans
- Global competitive international languages

Culture of Excitement About Learning

- Joy and excitement
- Students are excited and engaged
- Visibility of student work
- Display and exhibition



Educational Priorities *Continued*

Student Centered Learning

- Students thinking critically, problem solving, and designing solutions
- Programming needs to shift more to a partnership where students and teachers are working together in the instructional setting and gradually building students ability to become fully independent
- Allowing high school students to gradually become the person who directs their own learning based on their own interests and skills
- Opportunities for students to explore curricula and activities they are passionate about
- Students able to read critically and compose arguments based on factual information
- Math classes – more problem and inquiry based – more collaboration between students

Diversity and Inclusion

- All learners get equal access to all levels of curricula
- Co-teaching and utilizing Universal Design for Learning (UDL) so that all students access grade level skills together by removing barriers to access curriculum
- Students communicating and collaborating in culturally proficient ways
- Difference is valued and inclusivity is a norm
- Students of all identities feel like they can succeed

Social Emotional Learning

- ALL students get what they need, academically and social-emotionally, —every day —to thrive
- Safety and welcome
- SEL space
- A building that supports Student centered learning, social emotional learning, in this mental health crisis - a place to “reset” “, meditate?”
- Safe space for all

Ease of Access to Student Support Services

- Meeting the needs of our special education programming across the board
- Students need to feel a part of everything
- Proximity of student supports
- More accessibility to student support services

Hands-On Learning and Real-World Learning

- Opportunities for problem solving in real world scenarios
- Students have opportunities for productive struggle. They believe they can, as do teachers, and adults facilitate rather than dictate learning
- Project-Based Learning
- Visual learning
- STEM and STEAM
- Teamwork and interactive learning

Collaborative and Interdisciplinary Learning

- More collaborative spaces for students to move from the main class to a quiet space for testing, re- and pre-teaching
- Opportunities for interdisciplinary Work
- Opportunities for collaboration
- In today's world, it is important for a collaborative workspace that encourages strong communication, good citizenship and learning to be good humans
- Peer to peer learning
- Student shared spaces

Robust and Integrated Use of Technology

- Modern technology and extra access to future technology learning options
- Competitive enriched advanced mathematics involving technology

Athletics

- New pool!
- Great opportunity for movement in sports and daily activities
- New BIG pool more than 6 lanes to be community shared space

Whole Child Approach

- Strong Music and Art programming
- Performing Arts programming and space



Architectural Priorities

Maximized Use of Space

- Maximize use of space
- “Lean” type setup
- Utilization of all space... no dead space
- Maximize room usage

Agile and Varied Learning Spaces

- Multiuse and open spaces
- Flexible shared classroom spaces
- Future proofed as reasonable
- Modern facility with appropriate infrastructure for learning
- Flexible spaces that allow for collaboration, direct instruction, and project-based learning
- Ability for classrooms to flex quickly into small groups
- Spaces that can be adapted easily into the future
- Small learning spaces that are open and bright close to main classrooms for small student collaboration, quiet space, etc.

Universal Design

- Logical layout and clear wayfinding
- Gender neutral toilet rooms that are easily accessible

Innovation and Inspiration

- Flexibility for current and future evolution of educational delivery
- Maybe have impactful colors to give a modern look be used with paint and not with hard materials such as tile mounding etc.

Passive and Active Safety Measures

- No open second floor balcony (Principal concerned about safety and liability issues)

Healthy and Sustainable Building

- Lots of light but flexible so teachers can project information and students can see screens if necessary
- Use of LEED certification, solar, natural light, windows that open
- How crazy would geothermal be? It would be interesting see a cost savings analysis
- Air quality

Hands-On and Career Technical Education (CTE)

- Providing opportunities for students to work on hands-on activities
- Spaces for problem solving and design
- Hands on workspace
- Retain or expand on the existing Chapter 74 programs
- Possible vocational space
- Would like to see the Culinary Arts program and the Early Education (Child Nursery Management) / PreK programs expand and become more efficient and effective
- There could be issues with some Chapter 74 programs overlapping with similar programs offered regionally, but navigating these concerns is easier when programs already exist and it is preferred that they remain
 - A culinary program and a student run PreK program already exist
- Modern space for our Culinary Arts classes (kitchen), storage, etc.
- Space for the PreK program that includes space for the students and classroom for instruction, bathrooms for early childhood students, and a playground
- We need to continue to have meeting spaces and way for ELCAT (East Longmeadow Cable Access Television) to continue their work with us

What are your top ARCHITECTURAL PRIORITIES for the renovated and/or new ELHS facility?

Smart use of all space	Multiple spaces	Open spaces
Future proofed as reasonable	Lots of light but flexible so teachers can project information and students can see screens if necessary	Separate space for auditorium and confab
Ability for current and future evolution of educational delivery	Maximize use of space	Transparency and liability
I would like to see if the design could include classrooms that wrap either side of the auditorium and might be used to "increase" the size of the auditorium	Ability for classrooms to flex quickly into small groups	Open and athletic area accessible from academic area and from exterior for after hours use
An active social and functional "center" of the school	Use of LEED certification, solar, natural light, windows that open	Logical layout & wayfinding
I don't think the building should be too modern looking... I guess what I'm saying is it needs to fit the RedFox town modern looking. It needs to fit the look of East Longmeadow... small town feel	Spaces for problem solving and design	Quiet space
High-quality common space throughout the school	How crazy would geothermal be? It would be interesting see a cost savings analysis	Places where kids can talk to each other socially and small spaces for small groups
Community use... for athletics... for our senior population	Hands-on work space	I think a traditional space that is timeless might be a thought. We don't want excessive green of the future
Thoughtful orientation of the building to the community	Appropriate storage space	Maybe have impactful colors to give a modern look be used with paint and not with hard materials such as tile mounding etc.
Lunch room... more user friendly to help expedite the lunch process	Outdoor plenty sports and athletic space	Art and performance practice spaces
Space for after hours support group meetings to parent groups etc.	Easy access to bathrooms for camps and sporting / community events that might not need to go into the main building	A space where off feel welcome—folks of different generations and/or cultural backgrounds to learn with and from each other, workshops, etc.
	Module flex combined with central office to make room at senior center	



Architectural Priorities *Continued*

Outdoor Spaces and Connections

- I think the need for proper outdoor spaces that are covered but near the building for east and safe access
- Students have really enjoyed the freedom they feel outdoors
- Use outdoor space that adjoins the school
- Outdoor reading spaces
- Garden space

Biophilia

- Bringing nature in and close to the building to help students feel calm

Auditorium and Cafeteria

- Separate space for auditorium and cafeteria
- I would like to see if the design could include classroom wings on either side of the auditorium and might be used to "increase" the size of the auditorium

Gathering Spaces

- An active social and functional "center" of the school
- Places where kids can talk to each other socially and small spaces for small groups
- High quality common space throughout the school

Athletics

- Gym and athletic area accessible from academic area and from exterior for after-hours use
- Plenty of outdoor sports and athletic space
- Easy access to bathrooms for camps and sporting / community events that might not need to go into the main building
- MSBA does not pay for pools, but the community values the use of the current HS pool
- Athletic fields expansion and upgrade
- Athletic after school options too like basketball courts and new lax wall

Storage Space

- Appropriate storage space

Thoughtful Siting

- Thoughtful orientation of the building to the community

Appropriate Aesthetic

- I don't think the building should be too modern looking ... it needs to fit in
- Not too modern looking. It needs to fit the look of East Longmeadow.... small town feel
- I think a traditional space that is timeless might be a thought. We don't want avocado green of the future

Updated Science Classrooms

- Ample space for laboratory work

Updated Performance and Music Spaces

- Updated auditorium for the theater and music programs
- Ease of access to auditorium and gym
- Art and performance practice spaces

Community Connections

- We need to connect with the Senior Center and Recreation Department throughout this process and strengthen the partnership

Library

- Enriched library with workspaces
- Yes, centralize the library and auditorium

Science Labs

- Advanced laboratories
- Multifunctional labs for adaptive science and technology shared spaces

STEM Learning

- There is a growing number of students interested in robotics and coding
 - Currently there is limited space – more of a robotics office
 - Tech Ed lab – not sized for a full class; currently can only accommodate 10-15 students

Cafeteria

- Lunchroommore user friendly to help expedite the lunch process

Transparency

- Transparency and Visibility



Community Priorities

Community Use and Access

- Community asset
- Welcome community to share the space
- A space where all folks feel welcome of different generations and/or cultural backgrounds to learn with and from each other, celebrate, etc.
- Make school more accessible to all ages in the community, not just students
- Place for cross-generational, cross-cultural learning and celebration
- Use of building by various town groups, REC, COA, etc.
- Space for expanded learning from outside community members
- More community meeting space
- A community room with access for all for social events with the families
- Community use for athletics and for our senior population
- Space for after-hours support group meetings - i.e. parent groups, etc.
- After hours space for support groups
- Meeting spaces that can be used while school is in session, and not in session
- Game room

Sustainability

- Energy efficiency and sustainability

Space for Community Partners

- Senior Center and REC department
- Community access TV (ELCAT) is currently located nearby the district central offices. Students work with ELCAT. Important to engage ELCAT and students in the project/process. Currently ELCAT works with students as an independent study program
- Creating a space that connects ELCAT with the media center for more community access and other programming

Resource for REC Department

- Isolate Rec Area
- Maybe Rec combined with central office to make room at Senior Center
- Move the administrators to community Rec building. Relocate the rec dept & council and aging to new center hub of town at high school

Resource for Seniors

- Share gym, auditorium, pool, and indoor events space with Counsel of Aging
- New community center with gym space to share with Senior Center for The Council on Aging, shared programming space
- Technology - space for our senior community to come and learn

Athletic Spaces

- Basketball courts outside/Recreation department tie-in
- MSBA does not reimburse for a pool, but the existing pool is heavily used by the community
- A plan that lends itself sharing the facilities with recreation department programming

Special Resources Access

- Accessible sensory room for students

Outdoor Space

- Outdoor space for student learning

Potential Central Office Space

- District Central Offices are currently located at the HS. This location needs review by the community

Secure Parking and Safer Traffic Patterns

- Logical traffic and parking patterns
- Safer traffic pattern
- Appropriate parking for the sports that occur on the fields and in the building
- Access for security (town police sub-station)



ELHS Culture of Teaching and Learning

When asked to share three words that best describe ELHS's culture of teaching and learning, workshop participants created the following Word Cloud.

- Collaborative (9 mentions)
- Student-Centered (6)
- Technology (5)
- Diverse (3)
- Inclusive (3)
- Supportive (2)
- Caring (2)
- Adaptive (2)
- Rigorous
- Community
- Respectful
- Optimize
- Engaging
- Friendly
- Integrity
- Safe
- STEAM

What 3 words best describe the culture of teaching and learning at ELHS?



East Longmeadow High School Priority Educational Focus Areas

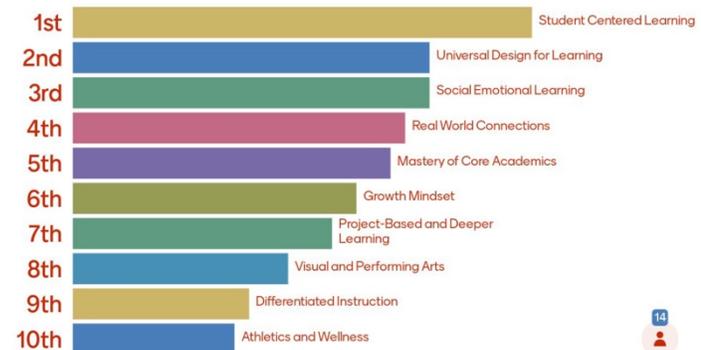
A set of priority educational focus areas were introduced to the EVG during Workshop One as being of key importance to ELPS leadership. Workshop participants then rated them in order based on their own priorities, resulting in the following listing which, notably, is almost identical to the order established by district leadership.

1. Student Centered Learning
2. Universal Design for Learning
3. Social Emotional Learning
4. Real World Connections
5. Mastery of Core Academics
6. Growth Mindset
7. Project-Based and Deeper Learning
8. Visual and Performing Arts
9. Differentiated Instruction
10. Athletics and Wellness

Other Key Educational Focus Areas include:

Safety Mindset; Life Skills Learning; Equity and Inclusion; Technology Free Learning; Enrichment; and Respectful Community.

Rank these focus areas in order of importance to ELHS:





ELHS Future Ready Learning Goals 1.0

The following set of "Future Ready Learning Goals 1.0" for East Longmeadow High School students was developed by the Educational Visioning Group (EVG) during the Visioning Workshop One that took place on June 13, 2022. The EVG is a group of approximately 17 participants that includes East Longmeadow Public Schools (ELPS) leadership, ELHS administrators, and town department heads. Six teams of 3-4 participants worked in small groups to create their own set of ELHS Future Ready Learning Goals for a theoretical poster that would appear in each ELHS classroom. Each team's list was then grouped by like goals, with each Learning Goal receiving 4 votes for appearing on an original list.

This version of ELHS Future Ready Learning Goals Poster 1.0 will likely continue to evolve, and will serve to inform the EVG's conversations about the teaching and learning practices and priorities that should be supported by the renovated and/or new ELHS school facility.

7. Civic and Personal Responsibility

(44 votes)

- Ethical Mind
- Empathy and Caring
- Personal and Social Responsibility
- Service and Compassion
- Global Awareness

8. Communication and Collaboration

(32 votes)

- Multicultural Literacy
- Social Emotional Intel
- Respect for Diversity
- People Management

9. Curiosity and Imagination

(32 votes)

- Joy and Play
- Creative Mind
- Inventive Thinking
- Innovation Thinking

10. Critical Thinking

(28 votes)

- Complex Problem Solving
- Cognitive Flexibility
- Decision Making Skills
- Disciplined Mind

11. Real World Tools

(20 votes)

- Mastery of Core Academics
- Synthesizing Mind
- Productivity
- Digital Age Literacy

12. Growth Mindset

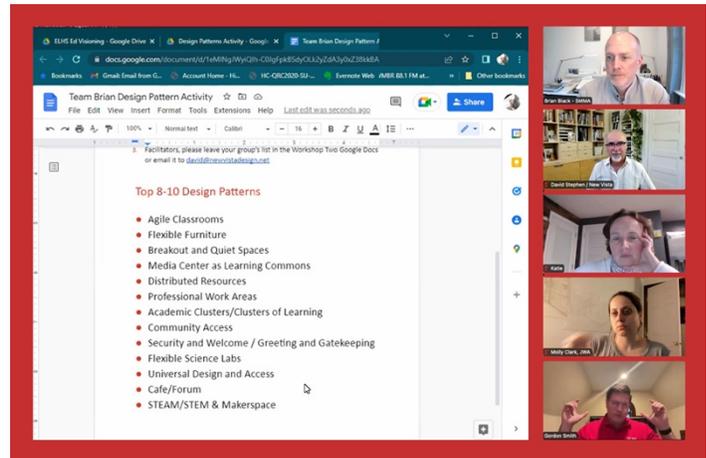
(16 votes)

- Success and Failure
- Whole Brain Thinking
- Mind Body Connection



East Longmeadow Educational Visioning Workshop Two Notes 6.22.22

The East Longmeadow High School (ELHS) Educational Visioning Group (EVG) met for the second of three virtual Educational Visioning Workshops from 6:00 – 8:00 PM on Wednesday, June 22, 2022. The EVG is a group of approximately 17 participants that includes East Longmeadow Public Schools (ELPS) leadership, ELHS administrators, and town department heads. Visioning Workshops are being facilitated by New Vista Design, Jones Whitsett Architects, and SMMA, with the goal of leading participants through a step-by-step visioning process aimed at capturing their best thinking about ELHS’s current and future educational goals and priorities, and connecting them to best practices and possibilities in future-thinking school facility design. If you have questions about the workshops, or would like to add additional priorities to the list below, please email them to Project Manager Helen Fantini at hfantini@smma.com.



Reflections on Future Ready Learning Goals

After reviewing the set of Future Ready Learning Goals 1.0, Workshop Two participants shared the following reflections and comments with regard to what strikes them about the list, or what is missing.

What Strikes You About the List?

Great List

- If I recall correctly, the first 4 were very close-number wise- it looks like a great list to me!

Community Pride

- Proud of our community
- Proud of our town, community, and educational facilities. Attracts best teachers and admin
- Capable instructors who are content knowledgeable and understand the adolescent learner

<ol style="list-style-type: none">1. Civic and Personal Responsibility<ul style="list-style-type: none">o Ethical Mindo Empathy and Caringo Personal and Social Responsibilityo Service and Compassiono Global Awareness2. Communication and Collaboration<ul style="list-style-type: none">o Multicultural Literacyo Social Emotional Intelligenceo Respect for Diversityo People Management3. Curiosity and Imagination<ul style="list-style-type: none">o Joy and Playo Creative Mindo Inventive Thinkingo Innovation Thinking	<ol style="list-style-type: none">4. Critical Thinking<ul style="list-style-type: none">o Complex Problem Solvingo Cognitive Flexibilityo Decision Making Skillso Disciplined Mind5. Real World Tools<ul style="list-style-type: none">o Mastery of Core Academicso Synthesizing Mindo Productivityo Digital Age Literacy6. Growth Mindset<ul style="list-style-type: none">o Success and Failureo Whole Brain Thinkingo Mind Body Connection
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What Strikes You About the List? *Continued*

Being Good Humans

- What strikes me is that education is about a whole lot more than academic content. It's about teaching students how to use what they learn in productive and ethical ways
- Good place to start. I like seeing that we want to build good humans
- Deeper understanding of the discoveries our ancestors have given us about what it means to be human

Growth Mindset

- I think growth mindset is critical. I think not enough folks understand what it means so it doesn't appear prominently. But kids believing they can learn, grow, and overcome challenges is central to academic success
- Mental health awareness
- Being adaptive is missing
- Joy and play

What Could Change or Be Added to the List?

- Interdisciplinary curriculum and pedagogy
- Flexible and collaborative approach to teaching
- Individualized relationships between teachers, staff, and students
- The critical thinking category could be divided into the first three categories

Strengths, Challenges, Opportunities, and Goals

The following list of Strengths, Challenges, Opportunities & Goals with regard to East Longmeadow High School's programming and facilities was brainstormed by members of the Educational Visioning Group (EVG) during Workshop Two. Participant responses have been grouped thematically.



ELHS EDUCATIONAL STRENGTHS

Strong Community of Educators

- Great teachers throughout our system
- Caring teachers willing to meet students where they are at, make accommodations, and be flexible
- We strive to meet the needs of every student and continue to learn, implement, and refine new understandings about teaching and learning. We are committed to continuous improvement
- Dedicated and forward-thinking teachers and administrators that are willing to be flexible to changing needs of all kids
- Supportive staff in the central office and counselors

Curriculum and Programming

- Flexible and collaborative approach to instruction
- Teamwork & collaboration
- Curriculum renewal on a regular basis
- Extensive elective opportunities

Project-Based Learning

- Professional Development for Project-Based Learning (PBL)
- PBL provides opportunities for better head-to-hand learning

Community Pride

- Pride in the school and reputation



ELHS EDUCATIONAL CHALLENGES

Inflexible Learning Spaces

- Classroom setup for team type learning or communication
- Creating spaces for student-centered learning—teachers facilitating and students doing the intellectual “heavy lifting”

Curriculum and Programming

- Scheduling - not able to take music/ arts to fit in core classes
- New class options
- Other districts offer more foreign languages at the HS level
- Not enough Gifted and Talented opportunities
- Some of the ways of teaching are not research based and don’t meet the needs of all kids (e.g., lecture based)

Double-Edged Sword of Technology

- Cell phones/ chrome books overused

Community Engagement

- Need greater community engagement

What do you consider the GREATEST CHALLENGES of your existing educational program?

Age of building. Over capacity infrastructure	I have heard it doesn't meet the needs for science labs.	restricted ability to support infrastructure
Electrical system at capacity prohibits use of more technology in classrooms	Library media center	Cannot handle the advanced technology that has been implemented
Outdated electrical unable to meet current needs	Leaking roof	Some of the ways of teaching are not research based and do not meet the needs of all students



ELHS FACILITY STRENGTHS

Durable

- Clean and well-maintained facility

Adequately Sized

- Campus is a decent size
- Large size although not best use of space
- Classroom space

Performance Spaces

- Large auditorium
- We have performance spaces

Athletic Spaces

- We have a pool
- Good athletic fields and football/track arena
- Turf/field, tennis courts

Outdoor Spaces

- Courtyards and green spaces

Community Partnerships

- Community TV incorporated into the building

STEM (Science, Technology, Engineering, and Math)

- Chemistry labs

Technology

Safety and Security

- Safety



ELHS FACILITY CHALLENGES

Outdated Building

- Leaking roof
- Electrical system at capacity prohibits use of more technology in classrooms
- Outdated electrical unable to meet current needs
- Cannot handle the advancement of technology that has happened since the school was built

Lack of Handicapped Access

- Not accessible to all students with physical needs

Outdated Technology Infrastructure

- Infrastructure that is under capacity
- Restricted ability to support new infrastructure
- Innovation limited

STEM / Science Labs

- STEM
- Chemistry Labs
- It doesn't meet the needs for science labs
- Undersized labs and classrooms

Media Center

- Library media center



ELHS GOALS AND OPPORTUNITIES

A Place You Want to Be

- Joy for Learning
- Safe learning

Purposeful Design

- A facility that is purposefully designed and organized around the broader educational plan
- Utilization of more open space and maximizing building use and function

Innovation

- Just having no more boundaries or limitations
- Inspiration
- Adaptability
- An opportunity to design an educational program that aligns with current research on teaching and forming small communities of learners
- Student-centered learning—teachers facilitating and students doing intellectual heavy lifting
- More interdisciplinary teaching
- Creative thinking explored

Robust Technology

- New learning technology
- Technology and new age learning support
- STEM

Collaboration and Work Spaces

- Team learning
- Meeting spaces for students, teachers, community members, etc.
- Promotion of social connection

Community Support and Pride

- Community connection is exciting
- Pride in our school
- Feeling of pride in learning spaces



Desired 21st Century Design Patterns 1.0

The following set of priority “21st Century Design Patterns” for the design of the renovated and/or new East Longmeadow High School was developed by the Educational Visioning Group (EVG) during Workshop Two. Workshop participants were introduced to 37 “Design Patterns” that represent varied architectural design features of, and approaches to 21st century school facility design. Individual participants first rated each Design Pattern with a heart, thumbs up, or thumbs down, and were then given the opportunity to rate Design Patterns collectively in order of importance. The resulting list of Design Patterns has been placed in priority order based on the cumulative total of hearts, thumbs up, and priority ratings that each received.

Top 10 Design Patterns

1. **Breakout and Quiet Spaces** (25 votes)
2. **Dining as Social Commons** (23 votes)
3. **Media Center as Learning Commons** (23 votes)
4. **STEM/STEAM Adjacencies** (23 votes)
5. **STEM/STEAM & Makerspaces** (22 votes)
6. **Display and Exhibition** (22 votes)
7. **Wayfinding and Streetscapes** (21 votes)
8. **Clusters of Learning** (21 votes)
9. **Flexible Modular Furniture** (21 votes)
10. **Agile Classrooms** (20 votes)



Next 15 Design Patterns

11. **Welcoming Arrival** (19 votes)
12. **Security and Welcome** (19 votes)
13. **Community Access** (19 votes)
14. **Push-In Special Education** (19 votes)
15. **Extended Learning Spaces** (19 votes)
16. **Enrichment Spaces** (19 votes)
17. **Effective Storage** (19 votes)





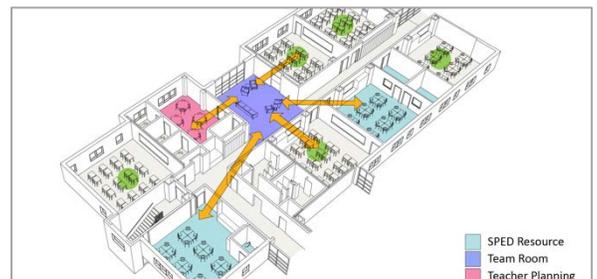
Next 15 Design Patterns *Continued*

- 18. Sustainability (19 votes)
- 19. Greeting and Gatekeeping (18 votes)
- 20. Indoor/Outdoor Connections (18 votes)
- 21. Academic Clusters (18 votes)
- 22. Universal Design and Access (18 votes)
- 23. Flexible Science Labs (18 votes)
- 24. Professional Work Areas (17 votes)
- 25. Café Forum (17 votes)



Remaining Design Patterns

- 26. Branding and Identity (16 votes)
- 27. Distributed Resources (16 votes)
- 28. Heart of School (15 votes)
- 29. Spatial Synergy (14 votes)
- 30. Teacher Teaming (14 votes)
- 31. Innovation Hub (14 votes)
- 32. Outdoor Learning and Gathering (14 votes)
- 33. Varied Performance Venues (13 votes)
- 34. Visible Learning and Transparency (11 votes)
- 35. Building as Teacher (11 votes)
- 36. Anywhere, Anytime Learning (10 votes)
- 37. Storytelling (9 votes)





Desired 21st Century Design Patterns 2.0

The following set of priority “21st Century Design Patterns 2.0” for the design of the renovated and/or new East Longmeadow High School was developed by the Educational Visioning Group (EVG) during Workshop Two. Working in small groups, participants were given the opportunity to interact further with the Design Patterns that they had been introduced to. Four teams of 4-5 participants each worked to create their own set of 8-12 priority Design Patterns and attributes, which were later grouped by like themes and are listed below in order of the number of “votes” they received, with each pattern given 4 votes for every time that it appeared on a team’s list.

- **Breakout and Quiet Spaces** (20 votes)
 - Differently Scaled Spaces
 - Spaces the Don’t Feel Stigmatized
- **Indoor/Outdoor Connections** (20 votes)
 - Outdoor Learning
 - Daylighting
 - Natural Elements
- **Welcoming and Safe Arrival** (12 votes)
 - Greeting and Gatekeeping
 - Security and Welcome
- **Wayfinding and Streetscapes** (12 votes)
 - Welcoming and easy to navigate
 - Dispersed Adult Connections and Resources
- **Varied Performance Spaces** (12 votes)
- **Display and Exhibition** (12 votes)
- **Flexible Furniture** (12 votes)
- **Clusters of Learning** (8 votes)
 - Academic Clusters
 - Integration of Varied Space Sizes (including SPED)
- **Universal Design for Learning** (8 votes)
- **Flexible Science Labs** (8 votes)
- **Media Center as Learning Commons** (8 votes)





- **Heart of the School/Café Forum** (8 votes)
 - Educational Stair for Seating
 - Places for Student to Feel Connected
- **Dining as Social Commons** (8 votes)
- **Community Access** (8 votes)
 - Community Centered



Desired 21st Century Design Pattern Themes

Two small breakout groups decided to organize their priority Design Patterns thematically. The lists below contain the same Design Patterns as those prioritized above, but organized into thematic groups.

Agile Design

- Breakout and Quiet Spaces (20 votes)
 - Differently Scaled Spaces
 - Spaces the Don't Feel Stigmatized
- Flexible Furniture (12 votes)
- Flexible Science Labs (8 votes)
- Agile Design (4 votes)
- Push-In Services (4 votes)
- Disbursed Library (4 votes)
- Extended Learning Areas (4 votes)
- Anywhere, Anytime Learning (4 votes)

Community Building

- Clusters of Learning (8 votes)
 - Academic Clusters
 - Integration of Varied Space Sizes (incl. SPED)
- Media Center as Learning Commons (8 votes)
- Heart of the School/Café Forum (8 votes)
 - Educational Stair for Seating
 - Places for Student to Feel Connected
Throughout the Day
- Dining as Social Commons (8 votes)
- Community Access (8 votes)
 - Community Centered
- Professional Work Areas (4 votes)

Safety and Welcome

- Welcoming and Safe Arrival (12 votes)
 - Greeting and Gatekeeping
 - Security and Welcome
- Wayfinding and Streetscapes (12 votes)
 - Welcoming and easy to navigate
 - Dispersed Adult Connections and Resources
- Universal Design for Learning (8 votes)

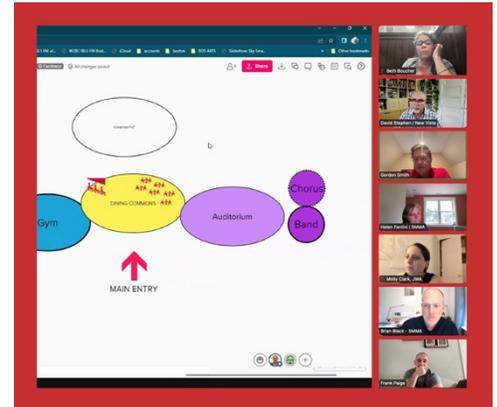
Inspiration and Engagement

- Indoor/Outdoor Connections (20 votes)
 - Outdoor Learning
 - Daylighting
 - Natural Elements
- Varied Performance Spaces (12 votes)
- Display and Exhibition (12 votes)
- Joyful and Purposeful (4 votes)
- Enrichment Areas (4 votes)
- STEAM/STEM & Makerspace (4 votes)



East Longmeadow Educational Visioning Workshop Three Notes 6.29.22

The East Longmeadow High School (ELHS) Educational Visioning Group (EVG) met for the third of three virtual Educational Visioning Workshops from 6:00 – 8:00 PM on Wednesday, June 29, 2022. The EVG is a group of approximately 17 participants that includes East Longmeadow Public Schools (ELPS) leadership, ELHS administrators, and town department heads. Visioning Workshops are being facilitated by New Vista Design, Jones Whitsett Architects, and SMMA, with the goal of leading participants through a step-by-step visioning process aimed at capturing their best thinking about ELHS’s current and future educational goals and priorities, and connecting them to best practices and possibilities in future-thinking school facility design. If you have questions about the workshops, or would like to add additional priorities to the list below, please email them to Project Manager Helen Fantini at hfantini@smma.com.



Guiding Principles 1.0

The following set of “Guiding Principles 1.0” for design of the renovated and/or new East Longmeadow High School facility was developed by the Educational Visioning Group (EVG) during Workshop Three. The EVG was introduced to five Case Studies of recent high school projects, four of them MSBA, in which the Guiding Principles for each school were reviewed as connected to design decisions that were made for the project. Using the Mentimeter platform, participants then brainstormed their own individual lists of Guiding Principles for the ELHS project. These have been grouped thematically and listed below, with each receiving one “vote” for every time it appeared on a participant list.

Guiding Design Principles offer a framework of educational priorities that prove invaluable in helping stakeholders and design team members to set design goals and focus their work. This first iteration of Guiding Principles may continue to develop as the design process unfolds.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Student Centric (6 votes) <ul style="list-style-type: none"> • Feeling Welcomed and Excited (1 vote) • Social Emotional Wellness (1 vote) • Small Learning Communities/Pods (4 votes) • Visible Learning (2 votes) • Personalization (1 vote) 2. Flexible Learning (5 votes) <ul style="list-style-type: none"> • Adaptability and Evolution (4 votes) | <ol style="list-style-type: none"> 3. STEM/STEAM (6 votes) <ul style="list-style-type: none"> • Art Integration (3 votes) 4. Collaboration and Connection (5 votes) 5. Outdoor Connections (5 votes) <ul style="list-style-type: none"> • Covered Outdoor Environments (1 vote) • Roof Top Gardens (1 vote) 6. School as a Community Resource (6 votes) |
|--|--|



June 29, 2022

Blue Sky Ideas

The following “Blue Sky” ideas for the design of the renovated and/or new East Longmeadow Elementary School were developed by the Educational Visioning Group (EVG) during Workshop Three. Individual participants brainstormed Blue-Sky Ideas, which have been recorded below. Blue Sky Ideas, though sometimes not feasible due to budget or design constraints, often hold the seeds of aspirational ideas and design approaches that can be implemented on some level within the design.

- **Interdisciplinary teacher planning rooms** where interdisciplinary projects can be launched
- **Roof top garden!** Studies have been done to show how they are good to promote good social emotional well being. They are also good for the environment and can be used as a learning space
- **STEAM Lab** where science, math, robotics and the arts can come together. Maker spaces available for all departments.
- Spaces where **real world learning** and ideas are all around the students
- I would really love to see a **beautiful outdoor learning space** but it really needs to be connected to the school, covered but with seating that is usable. Rocks are not conducive to learning!
- A **central library** with fiction books/media and group space
- I thought the **large courtyard area** was wonderful. It will keep the kids safe and social. The perfect spot for covered learning space.
- Environments that students want to be **before and after school**

Share your Blue Sky aspirational ideas for the renovated and/or new ELHS facility here:

Interdisciplinary teacher planning rooms where interdisciplinary projects can be launched

Roof top garden! Studies have been done to show how they are good to promote good social emotional well being. They are also good for the environment and can be used as a learning space

STEAM Lab where science, math, robotics and the arts can come together. Maker spaces available for all departments.

Spaces where real world learning and ideas are all around the students

I would really love to see a beautiful outdoor learning space but it really needs to be connected to the school, covered but with seating that is usable. Rocks are not conducive to learning! A central library with fiction books/media and group space

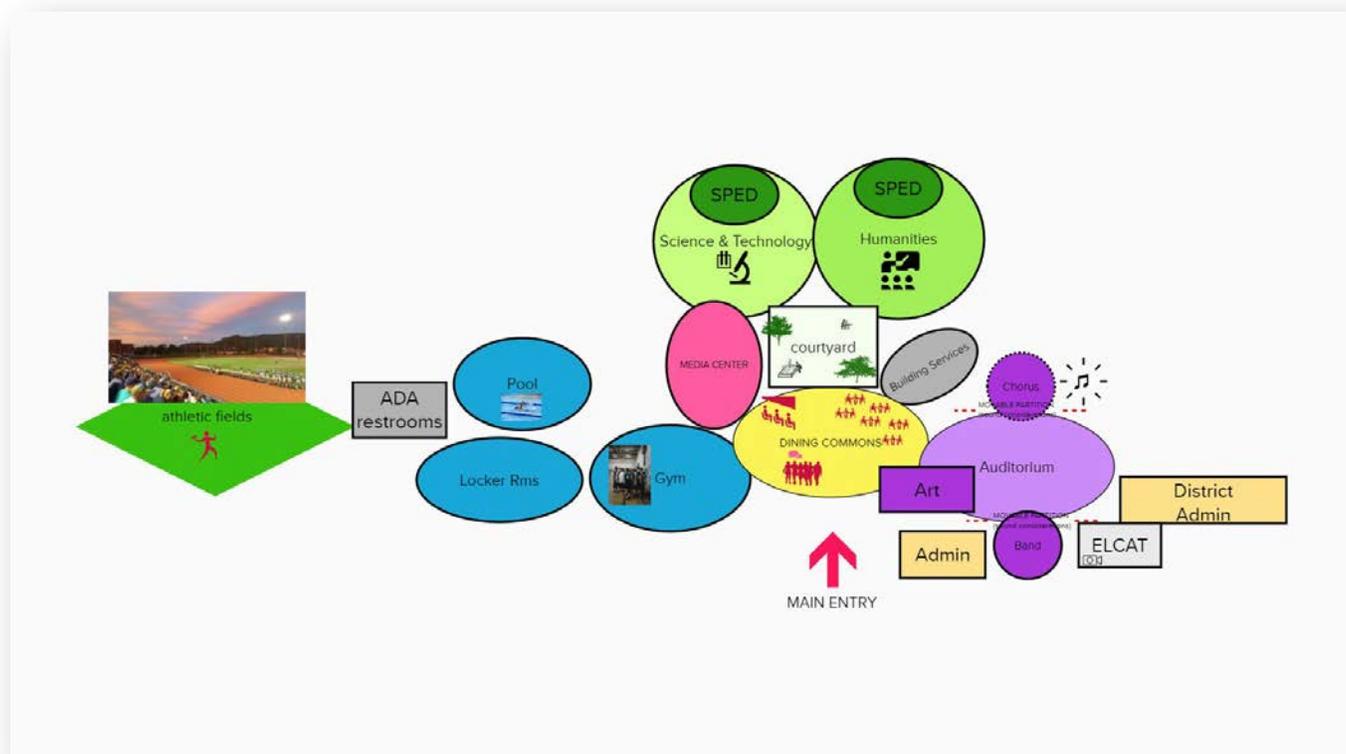
I thought the large courtyard area was wonderful. It will keep the kids safe and social. The perfect spot for covered learning space.

Environments that students want to be before and after school



Whole School Diagram

This Whole School adjacency diagram was created by a small group of workshop participants with the assistance of a member of the architectural design team in order to communicate their ideas about spatial adjacencies for the renovated and/or new East Longmeadow High School facility.





Classroom Neighborhood Diagram

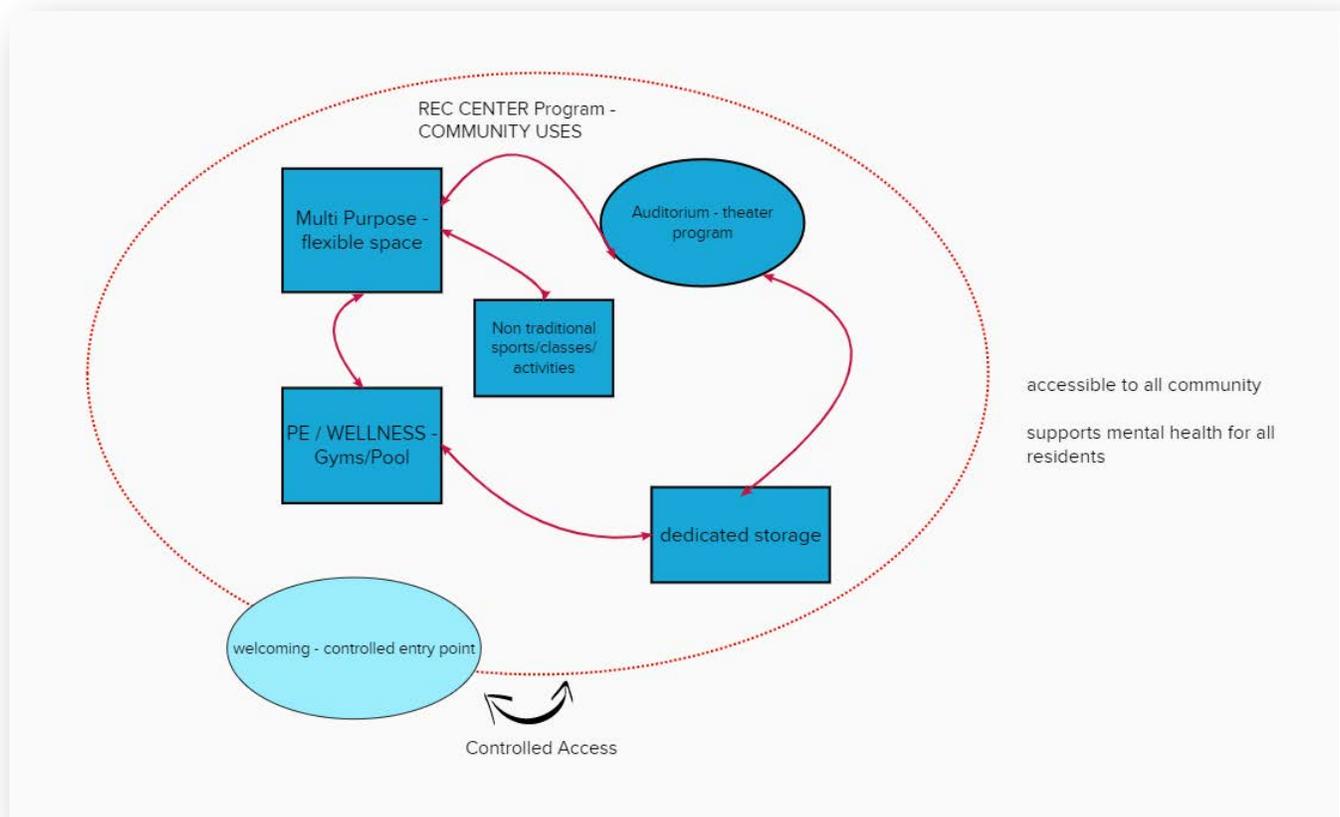
This Classroom Neighborhood adjacency diagram was created by a small group of workshop participants with the assistance of a member of the architectural design team in order to communicate their ideas about spatial adjacencies for the renovated and/or new East Longmeadow High School facility.





Community Use Diagram

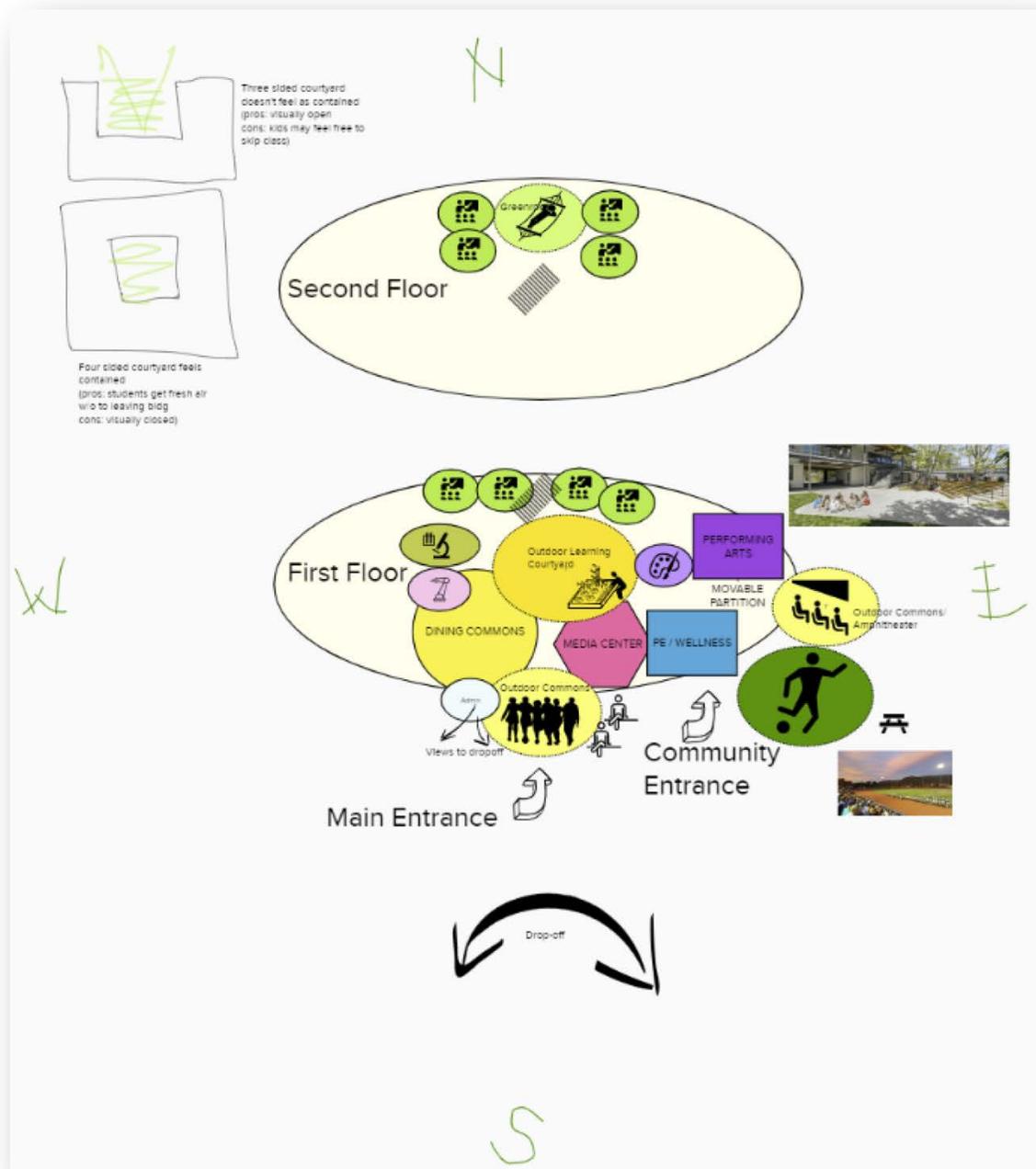
This Community Use adjacency diagram was created by a small group of workshop participants with the assistance of a member of the architectural design team in order to communicate their ideas about spatial adjacencies for the renovated and/or new East Longmeadow High School facility.





Indoor/Outdoor Connections Diagram

This Indoor/Outdoor Connections adjacency diagram was created by a small group of workshop participants with the assistance of a member of the architectural design team in order to communicate their ideas about spatial adjacencies for the renovated and/or new East Longmeadow High School facility.





The first of a series of Public Forums to inform the East Longmeadow community of progress on the ELHS Feasibility Study was held on June 16, 2022, from 6:00-8:00 PM. Approximately 30 community members attended the meeting in person at the East Longmeadow High School auditorium, and 49 community members participated remotely via Zoom. A panel of 5 people, including ELPS Superintendent Gordon Smith, Owner’s Project Manager Ben Murphy (Skanska), Project Architects Dorrie Brookes (Jones Whitsett Architects) and Helen Fantini (Symmes, Maini, and McKee Associates), and Educational Programmer David Stephen (New Vista Design) presented a range of information about the project. Topics covered in the forum included:

- An overview of the MSBA (Massachusetts School Building Authority) process
- An overview of the Project Schedule
- A discussion of parameters of the MSBA Feasibility Study
- An overview of the Educational Visioning Process and schedule
- Next Steps within the project timeline.



Time for participant questions was allotted after each topic was introduced. An online polling platform called Mentimeter was used to garner participant feedback on, and questions about, the information being presented by the design team. The following meeting notes present the community feedback collected with regard to participant priorities and questions.

Project Priorities

The following list of priorities and considerations for the design of the renovated and/or new East Longmeadow High School (ELHS) was collected during the Public Forum. Priorities have been grouped thematically. If you have additional priorities that you would like to add to the list, please email them to Project Manager Helen Fantini at hfantini@smma.com.

Educational Priorities

Student Centered Programming

- Offer multiple ways to learn/access curriculum based on individual learning style
- Inclusion availability in all classrooms
- Inclusive but not limited students with special needs
- Balancing traditional academics with existing programs like culinary arts along with new programs relevant to life after high school
- Access to art programs



Educational Priorities *Continued*

Real World Connections and Hands on Learning

- Understanding and application of knowledge, hands on learning applications, job skills, social skills outside of technology, joy for learning, curiosity, and interest in learning
- Emphasis on real world application whether in STEAM, vocational areas, or the arts
- Opportunities for students to learn life skills for independent living post high school
- Providing guidance to career paths beyond high school (Trade and university equally)
- Culinary arts, autobody, childcare, beautician, electrician/plumbing, and trades
- Access to options that recognize variety of post-high school plans
- Real world knowledge

College and Career Prep

- College preparation
- To prepare our students to compete in a global space that is increasingly being challenged by other countries such as China

Social Emotional Learning

- Prioritizing proactive positive mental health

STEM Learning

- STEM / STEAM / Project Based Learning
- Inclusive

Interpersonal Communication

- Include time away from technology

Foreign Languages

Architectural Priorities

Safety and Welcome

- School safety and security
- Beautiful, welcoming, comfortable. A place anyone would love to be

Innovative and Flexible Learning Spaces

- Innovative and inspirational
- Flexible classrooms
- More open spaces for learning
- Flexible learning environments
- Space for students to move about during learning
- Ability to continue in-person teaching even if social distancing is required

Universal Access

- Accessible classrooms/safe spaces for ALL kids of every ability
- Accessibility for disabled students
- Accessibility for students and facility

Hands-On and STEM/STEAM Learning

- STEM labs
- STEAM friendly classrooms
- Better classroom spaces, in particular STEM labs
- Interactive labs
- Updated science labs
- Spaces for didactic, hands-on learning
- Interactive learning areas
- I would like to see investment in STEM spaces and increased use of technology
- Career Tech spaces
- Spaces for preparing students for more than pursuing higher education, as there are plenty of other options in life

Robust Student Support Services

- More cohesive and robust mental health facilities/counseling given current mental health crisis
- More space for academic support



Architectural Priorities *Continued*

Meeting and Collaboration Spaces

- Student Commons
- Flexible spaces for classes to join for collaboration
- Space for teachers to collaborate
- Collaborative and flexible space with more of a college campus layout

Healthy and Sustainable Building

- Secure and sustainable structure
- Proper ventilation
- A building that will be taken care of

Outdoor Learning Spaces

- Outdoor spaces for learning and recreation

Community Connections

- Communications center Radio/TV/Film/Podcasts

Sustainability

Arts / Music / Performance Spaces

- Music and art spaces
- Investment in art, theater, music

Enhanced Athletic Facilities

- Outdoor space
- SOFTBALL FIELDS!
- Keeping multiple gyms
- New pool
- Community use - Specifically a new 8 lane pool
- New pool with 6 lanes

Community Priorities

Community Use and Access

- Community based building
- Community use spaces

Community Resource and Meeting Spaces

- Large enough meeting room for all public open meetings and potential alternate voting/polling site
- Other community rooms/space available -Community Theater, Senior Center, Adult Education, Apprenticeship programs (helps build sense of community & buy-in from the community)
- Community rooms available for support groups/private area comfortable chairs etc.
- Pillar of community or central location for gathering activities of all sorts, bring outdoor in
- Community food pantry
- Introducing a farm to table option for food. Culinary programs can help expose kids to new foods and culture

A 21st Century Building

- Provide curriculum and facilities that enhance 21st century learning and technologies

Safety and Security

- Safe sheltering
- I'm concerned about what systems can be incorporated for school safety
- Being sure to keep all access to new building, athletic fields or facilities building is limited to Maple Street, but excludes Barrie and Norden Streets. We are simply looking out for the safety of the young children in that neighborhood

Thermal Comfort

- Heating/cooling center

Sustainability

- Cost effective
- Energy efficient
- Limit carbon footprint
- Charging stations for electric cars

Teen Center Space

- A teen center space for kids to be together safely outside of school hours



Community Priorities *Continued*

Mental Health Services

Appropriate Aesthetics

- Addresses the look and feel of East Longmeadow

Parking

- Safety of vehicles entering school property - access from main road only
- Limit access roads to the school campus. Direct traffic away from residential neighborhoods and keep access points to main roads

Athletics

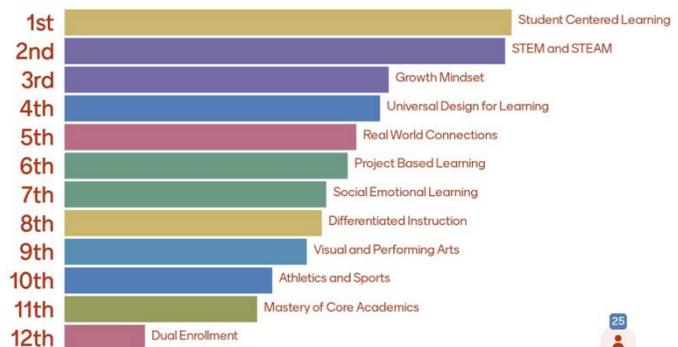
- Enhanced sports facilities that properly provide for all students
- Year-round athletic fields for all ages/abilities
- A bathroom available for athletic events
- Updated on site athletic facilities
- Updated and well-maintained athletic spaces for the community
- Room for outdoor basketball courts on campus
- Community access to gym/co-ed sports for adults and teens (separately) after school hours
- Skatepark

Community Priority Educational Focus Areas

During the Public Forum, the design team introduced a variety of educational focus areas that have been identified by the district as being of key importance with regard to programming within East Longmeadow High School. Participants (both in-person and virtually) then had the opportunity to rate these focus areas based on their own priorities, resulting in the following priority listing.

19. Student Centered Learning
20. STEM and STEAM
21. Growth Mindset
22. Universal Design for Learning
23. Real World Connections
24. Project-Based and Deeper Learning
25. Social Emotional Learning
26. Differentiated Instruction
27. Visual and Performing Arts
28. Athletics and Wellness
29. Mastery of Core Academics
30. Dual Enrollment

Which educational focus areas are most important to you?





Community Questions and Answers

During the Public Forum, the following questions were asked by in-person and virtual meeting participants.

Q: As part of the evaluation process, what is needed to push for a new school instead of addition/renovation? What are the key factors to differentiate which type of project is submitted to the state?

A: As part of the PDP process, we are required to explore each option; renovation to code, addition/renovation, and new construction. Once we get thru this initial phase, the SBC, with input from the community, will narrow down the options based on findings. The evaluations are based on cost, district needs, which option best supports the educational plan, and which option responds best to the community needs.

The MSBA does not decide which option goes forward for the Town-wide vote. The School Building Committee will decide which option to pursue.

A cost assessment will be done to show the cost of doing nothing. This assessment aims to show the price of maintenance for the existing school if a project is not approved.

Q: Have any schools gone the path of LEED or other similar energy-neutral or positive solutions?

A: MSBA has a base requirement for LEED or CHPS minimum certification requirements. Anything above or beyond the base certification requirements that the community is interested in exploring, the design team will include and evaluate throughout the design process.

The MSBA also includes an additional two reimbursement points for schools that receive a 20% energy code improvement.

Q: Has the athletic field design been finalized?

A: No. Any current design renderings are very preliminary conceptual diagrams that have not yet been developed to include the District's input.



Educational Visioning Group Workshop Participants

1. Barbara Bednarz Speical Education Teacher
2. Elizabeth Boucher
3. Heather Brown Director of Curriculum, ELHS
4. Karoline Butler
5. Erin Chrusciel
6. Stephen Chrusciel School Building Committee Chair
7. Lisa Dagnoli Parent
8. Carla Forbes
9. Erin Koebler
10. Daniela LaBarre
11. Susan Manton School Committee
12. Renee Martin
13. Frank Paige Principal, ELHS
14. Donna Prather
15. Darlene Reese
16. Marilyn Richards
17. Gordon Smith Superintendent, ELPS

Design Team Participants

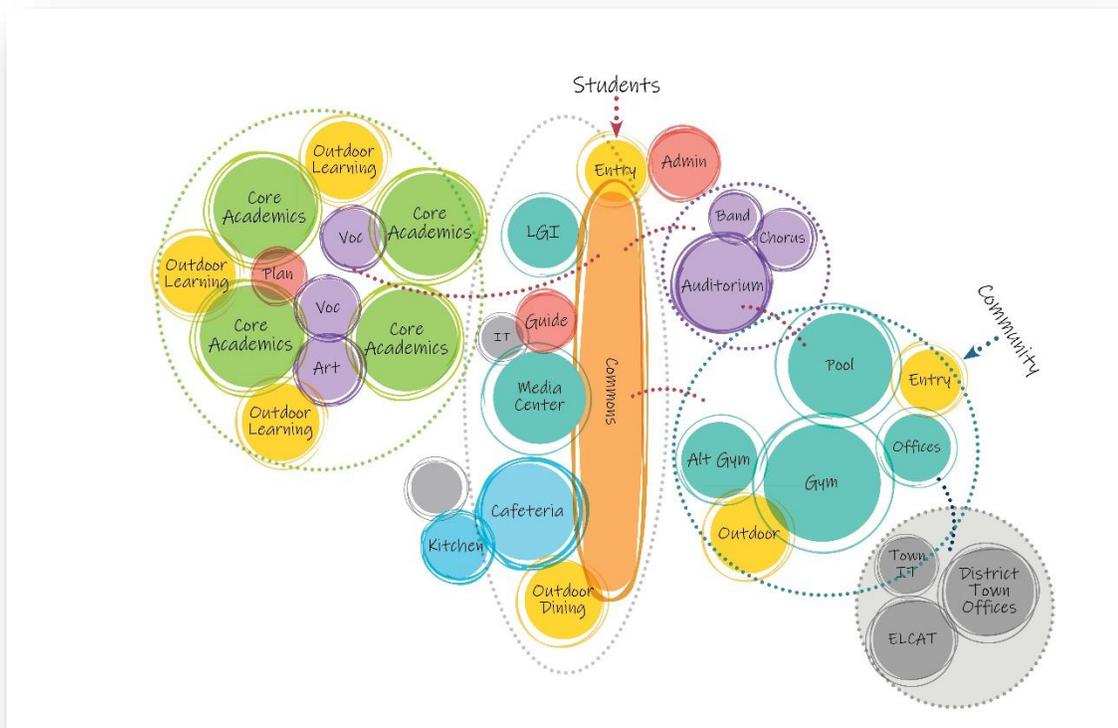
- Helen Fantini Architect, Project Manager, SMMA
- Dorrie Brooks Principal Architect, JWA
- Kristian Whitsett Principal Architect, JWA
- Jillian DeCoursey Architect, JWA
- Brian Black Architect, SMMA
- Samantha Farrell Architect, SMMA
- Phil Poinelli Architect, SMMA
- John Benzinger Project Manager, Skanska
- Victoria Clifford OPM, Skanska
- Ben Murphy OPM, Skanska
- David Stephen Educational Programmer, New Vista

2.C
SPACE PLANNING DIAGRAMS

“Common Axis”

A central spine running north-south connects a secure entrance and Administration to a Cafeteria. The commons is an enlarged circulation axis bordered by a Media Center providing a pleasant student study and social space. The LGI space connects the commons to the academic wings, creating a useful public space for large meetings and display events. Opposing this important shared space is a new auditorium and music wing.

The common axis is balanced by a two-story academic wing and a PE wing. The PE wing includes an alternate entrance for the public overseen by the District Offices, ELCAT and IT. The Academic Wing mixes flexible classrooms and labs with Voc Tech studios, support spaces and teacher work rooms. Small group rooms and SPED resource rooms are integrated within the academic wings.



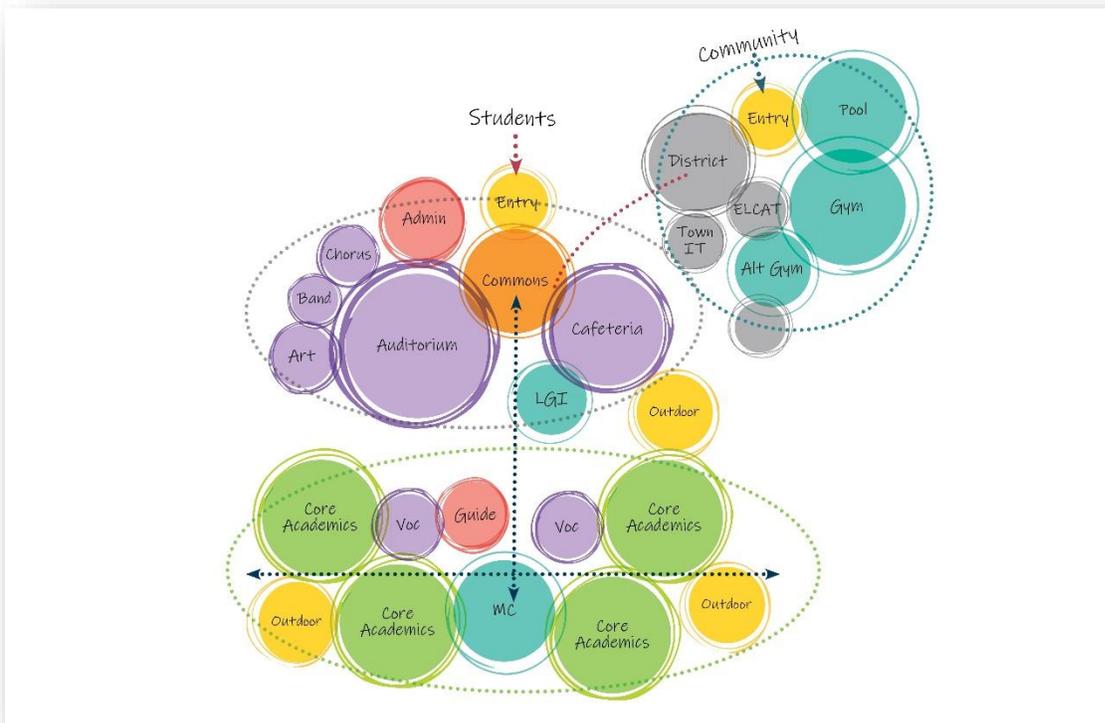
“Flying J”

A student commons greets arriving students and connects the admin, Auditorium Cafeteria and LGI. This front and center community hall is separated by circulation from the academic wing and the community wing.

The Media Center anchors the center of the academic wing between the four academic communities and preserves this important space for student use. This celebrated space could face towards the southern woods and outdoor learning spaces.

Guidance, planning, SPED and vocational spaces are blended into the academic wing to bring support to students where they are learning, reflecting the District’s interest in inclusivity and Universal Design for Learning. Each academic pod has its own outdoor access, as does the cafeteria.

The PE wing is oriented closer to the game field and includes District offices and ELCAT. Town IT bridges the community and school program, aiding student need for IT support.



“Central Commons”

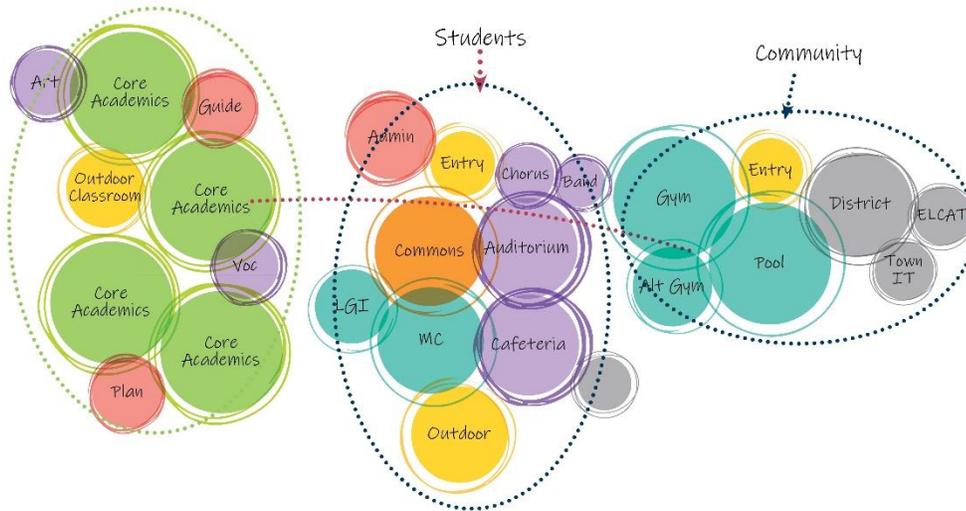
The academic wing of the school is separated from the community wing by a central mass that contains the large public spaces of the high school, the Auditorium, the Cafeteria, the Media Center, a Large Group Instruction space and the Commons (technically part of Media Center).

This concept suggests an energetic central zone of the school where arts and student social learning are on display and where afterschool event for students and community can be made available. This option enables the reduction of overall square footage by sharing these assembly

spaces with the community while still elevating student use.

The academic wing is intentionally separated from the large assembly spaces to support student learning and to maintain security after hours. Again, it is designed to include arts, guidance, SPED and planning throughout each academic community.

The PE wing is oriented closer to the game field and includes District offices and ELCAT. Town IT bridges the community and school program, aiding student need for IT support.



2.D

EDUCATIONAL DESIGN THEMES

Over the course of three days in early June, 2022 three architects from the Design Team met with 28 staff and faculty of ELHS for one hour, open-ended interviews to become familiar with the strengths, weaknesses, challenges and opportunities associated with educational operations of ELHS. The 28 individuals represent the different departments and academic disciplines of the high school. Each interview was recorded, transcribed and summarized. The summary notes are attached.

While the proposed high school will aim to meet the very specific programmatic needs outlined in the proposed space summary and educational plan, the design should also seek to support learning by responding to organizational, environmental, academic and social deficiencies identified by members of the school community.

The following design themes stood out to the Design Team as critical and exciting ideas around which future design decisions should be made as the project progresses:

1. Design to Motivate Student Agency in Learning

Interviews revealed a broad effort on the part of faculty to inspire curiosity in students by offering a wide range of electives, and by working to vary the method of delivery of content to meet different learning styles, needs and abilities. This broadly held attitude reflects the District's on-going professional development emphasis on Universal Design for Learning and 21st Century teaching. It also reflects the stability of the faculty and their awareness of the changing needs of the local student population. Teachers spoke proudly of the history of ELHS as a caring, tight-knit community and expressed concern for the harm that the recent pandemic and the overuse of social/digital media has had on student motivation. Teachers were clear in their desire to "meet students where they are" and were generally enthusiastic about the rich program of electives that are meant to help students achieve a growth mindset, but they expressed concern about their ability to flex their own teaching strategies within the confines of existing, undersized classrooms and adjacency relationships.

The following ideas were discussed with the architects as ways the design might encourage a more motivated, self-directed community of learners.

More consideration of Social/Emotional Learning– In response to the recent Pandemic ELHS has provided additional resources to support students struggling with anxiety and depression through intervention efforts led by the Guidance Department. The proposed school should retain this commitment and look for ways to make support more accessible.

Proposals:

- A. Make guidance/school psychologist offices more central and accessible or adjacent to academic areas.
- B. Provide a half-size classroom near guidance to support individualized learning for student in academic or emotional crisis (perhaps shared with the ELL Classroom)
- C. Increase spatial separation between medical and guidance to reduce the stigma associated with mental health support.
- D. Maintain the role and space associated with the Graduation Coach, a dedicated staff position that provides critical support to students at risk of failing to meet graduation requirements because of academic/emotional crisis.
- E. Respond to student and staff aspirations for a student centric building with comfortable environments that use daylight, materials, colors that engender the “Joy of Learning”

More Flexible Teaching Spaces – *It was frequently noted by faculty that teachers currently struggle to vary their teaching methods because of the constraints of the existing classrooms.*

Proposals:

- A. Provide larger core academic classrooms.
- B. Provide flexible furnishings, integrated IT, abundant electrical outlets and numerous marker boards to enable peer to peer learning and flexible use of the classrooms.
- C. Incorporate a Large Group Instruction Room (1800sf – 2100sf) to support interdisciplinary collaboration and thematic instruction, guidance department grade level meetings, college guidance presentations and faculty professional development needs.
- D. Incorporate breakout spaces near to classrooms to enable small group work and student independent work near to classrooms. Such spaces would also support SEL and SPED intervention support for students with specific needs while enabling those students to remain closer to their core instructional spaces while being assisted.

Provide Student Centered Space in Circulation –Provide commitments of space in the academic wing, along hallways or in academic commons areas to enable students to work independent of faculty while being safely observed by faculty.

Student Presentation Spaces- Create wall display areas to display student work in arts, academics and performance. Rather than the primary performance space being a large auditorium, teachers preferred the idea of pop-up presentation spaces in the media center, academic commons or cafeteria to encourage less formal performance showcases, TED talks, poetry readings or even interactive, technology events.

2. Design to Build Greater Inclusion

Many teachers expressed concern that the school was socially comfortable for some students but less so for others in a way that reflected broader cultural dynamics, social media dependence and generalized anxiety about the future. Teachers report that many students, particularly students from socially marginalized groups, are not comfortable eating in the cafeteria. These students seek refuge in specific classrooms and offices or meet in bathrooms which faculty feel is a problem that may grow as the population of East Longmeadow grows increasingly diverse economically, linguistically, racially and culturally.

Teachers are proud of the SPED inclusion program and SEL programs but identified a need for more student-centered spaces to allow students to build their own communities, and more effort across the school to show appreciation for the full diversity of the student body.

Proposals:

- A. Create a welcoming central commons that all ELHS can be proud of. Consider combining a commons with a cafeteria, ideally adjacent to the media center and to the administration and guidance offices, in order to provide for more adult supervision of a key social heart of the school.
- B. Provide varied seating areas within the proposed commons that include warmer, calmer finishes that are not overstimulating.
- C. Outfit the commons and and/or the media center to support a broader range of learning, social and community events. Include a small performance area, digital presentation technologies and an acoustic system to allow for student/teacher performances and meetings.
- D. Provide centrally located small meeting spaces with a high degree of transparency to allow student affinity groups to meet in visible, student shared spaces. (ex. Key Club, gaming clubs, LGBTQIA, arts groups, drumming circle, student government, racial justice alliance.)
- E. Provide prominent and refreshable display areas for student artwork in common spaces and corridors.

- F. Explore a cafeteria of “stations” that reflects a more varied approach to dining choices and less institutional approach.
- G. Provide access to the outdoors from the cafeteria to provide less overstimulating space for students during lunch.
-
- H. Provide multiple zones for dining that have differing special characteristics.
- I. Utilize the proposed Large Group Instruction area to showcase student work and host thematic events like science fairs, robotics competitions, art shows, etc.
- J. Create more distinct thematic academic clusters of teaching spaces that are not grade specific in order to establish a stronger sense of belonging to academic cohorts.
- K. Design bathrooms that discourage bullying, do not allow for isolation, and that do not require adult monitoring.

Design to Model Collaboration

Interviews revealed that faculty value peer collaboration and use email effectively to communicate but lack space to support face-to-face collaboration. Teachers acknowledged that this does not demonstrate the kind of working relations and learning methods that they aim to demonstrate to students. At the same time, teachers felt strongly about the need to maintain strong ties/adjacency between instructors of the same discipline.

Teachers also acknowledged that paras, SPED instructors, ELL instructors lack personal storage space or planning space because they are not assigned to a single dedicated classroom.

The design should address this concern with a commitment to professional planning and meetings spaces and to break out spaces where students can practice collaboration and social learning.

Proposals:

- A. Eliminate the faculty dining room in favor of a faculty planning/workrooms per each POD or academic cluster.
- B. Outfit proposed faculty planning/workrooms with dedicated area for meeting, eating, prep, a call/nursing room, and personal storage for staff.
- C. Provide more conference room space (1 SPED, 1 Core/Admin) to support the need for staff meetings and meetings with parents.

- D. Provide a Large Instructional Group room to support larger collaborative, interdisciplinary teaching events.
- E. Organize classrooms into communities that encourage more cross pollination of content and methods, making sure to outfit each cluster with more varied types of teaching spaces and a distinct identifiable common area, break out space and SPED resource room.
- F. Locate a small group space near teacher workrooms to enable students to seek out teachers in the faculty workrooms for one-on-one conferences.

3. Design to Allow Learning to Happen Everywhere

ELHS has a history of supporting learning beyond the classroom via community service, dual enrollment, internships, and vocational education courses at CTEC. Typically, these real-world learning opportunities happen off school grounds. Some faculty feel that the off-campus programs limit the number of students who might explore career/future learning for non-participating students, while providing a less well-rounded experience of high school for the students who leave to attend CTEC classes before lunch, impacting their ability to participate in afternoon classes or afterschool activities.

Faculty were interested in seeing more opportunities for career exploration on campus. They spoke positively about the Early Education and Care program, the ELCAT internships, the Culinary Arts and Business classes that are taught on campus. ELCAT, for example, is co-located at ELHS and supports the school by documenting sports and performance events. Students participate in ELCAT internships learn to write, produce, direct, and edit in narrative and documentary genres for podcasts and video. ELCAT has a history of graduates pursuing television journalism because of the strong ties between the school and the cable tv channel. Expansion of engineering and technology studies could also open career exploration on campus.

Faculty expressed an interest in seeing interior and exterior space programmed to provide more opportunities for real world/out of the classroom learning. The design should plan for the possibility of more self-directed, digitally-augmented and hands-on experiences.

Proposals:

- A. Establish varied types of teaching spaces in courtyards and exterior sectors of the campus to support student hands-on learning. Provide WIFI, water, drainage, power, seating and shading in multiple locations to support educational use of outdoor spaces.
- B. Establish strong internet connectivity between major public spaces and the ELCAT/digital media spaces in order to allow more hosting and documenting of student and community performances.

- C. Establish a large teaching classroom for digital media as a part of the school's vocational square footage (what is vocational SF?) and establish additional electives in media for students, essentially absorbing ELCAT studios into the ELHS elective track and hiring a teacher to support these additional electives.
- D. Engage students in creating content and curating content for the digital signage systems, in conjunction with art, music, language and journalism classes.
- E. Design service areas of the school with consideration to their potential to be educationally useful to students. For example, explore the potential of the culinary arts program to use the kitchen/caf, and the potential of environmental studies students to study the mechanical room, energy harvesting technology, and the storm water management systems.
- F. Explore broader use of recreational facilities by students as teaching spaces for community afterschool youth programs in dance, exercise, mindfulness, swimming, sports and "fitness for life."
- G. While the large auditorium is a valuable community space because of its size, a smaller, more flexible multipurpose auditorium could be more advantageous to the school overall. The current auditorium does not promote engagement or interactive performances and lacks the technology or lighting for high quality lumen video projection.