

The following pages offer a summary of notes taken, and information gathered during the Wakefield Memorial High School (WMHS) Educational Visioning Workshops that took place during the months of October and November 2021. If you have questions about the workshops, or would like to add comments or ideas to this evolving narrative, please contact WMHS Principal, Amy McLeod at [amy.mcleod@wpsk12.org](mailto:amy.mcleod@wpsk12.org).

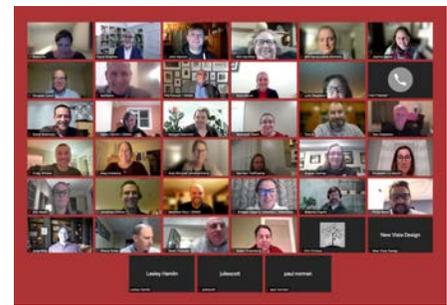
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During the months of October and November 2021, the Wakefield Memorial High School (WMHS) Educational Visioning Group (EVG) – a group of approximately 38 participants that included Wakefield Public Schools leadership, as well as WMHS administrators, teachers, parents, and community partners, participated in four virtual Educational Visioning Workshops run by New Vista Design and SMMA Architects. Additionally, a Public Forum was held on November 10, 2021, in order to provide an overview of highlights from EVG Workshops One and Two, and elicit public feedback. Each workshop was a collaborative session designed to inform the WMHS Massachusetts School Building Authority (MSBA) Feasibility Study and pre-design process. Participants were led through a step-by-step visioning process aimed at capturing their high-level thinking about WMHS’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:

- **October 14, 2021** Leadership Team Kick-Off Meeting
- **October 27, 2021** EVG Workshop One
- **November 2, 2021** EVG Workshop Two
- **November 10, 2021** Public Forum
- **November 16, 2021** EVG Workshop Three
- **November 30, 2021** EVG Workshop Four



## Priorities and Considerations

The following listings of educational, architectural, and community priorities and considerations for the design of the WMHS facility were brainstormed during the Educational Visioning Group Workshops.

### Educational Priorities

- Support for Emerging Practices
- Collaborative & Interdisciplinary
- Student Engagement and Inspiration
- Inclusive School Culture
- Special Education Resources and Services
- Integrated Use of Technology
- STEAM and Maker Programming
- Social Emotional Learning and Support
- Mentorship and Internship Programs
- Career Education
- Arts, Music, and Performance
- Athletics

### Architectural Priorities

- Innovative and Inspiring Building
- Safety and Welcome
- Evolving and Flexible Building
- Visible Learning and Display
- Equal Access and Opportunities
- Support for Inquiry Based Learning and STEAM
- Good Flow and Circulation
- Sustainability
- Ergonomic and Physical Comfort
- Student Learning Commons
- Agile Classrooms and Learning Spaces
- Collaborative and Interdisciplinary Spaces
- Integrated Technology
- Anywhere, Anytime Learning
- Support for Special Education

- Health and Wellness
- Spaces for Clubs
- Student Commons
- Library / Media Center
- Arts, Music, and Performance Spaces
- Indoor/Outdoor Connections
- Fitness and Wellness Spaces
- Bathrooms
- Storage
- Cafeteria
- Summer Programming

### Community Priorities

- A Good Fit for the Community
- Community Use and Access
- Access to Fields and Outdoor Spaces
- Art, Music, and Performance Space
- Parking and Site Circulation

## Future Ready Learning Goals 1.0

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

1. Global Citizenship
2. Inventive Thinking and Problem Solving
3. Self-Directed Learning
4. Social Emotional Intelligence
5. Effective Communication
6. Digital Age Literacy
7. Collaboration and Leadership
8. Mastery of Core Academics



## Desired 21<sup>st</sup> Century Design Patterns

The following set of priority “21<sup>st</sup> Century Design Patterns” for the design of the Wakefield Memorial High School facility was developed during the Educational Working Group (EWG) Visioning Workshops Two and Three.

1. STEM / STEAM Adjacencies and Maker Space
2. Heart of the School/Learning Commons
3. Community Access
4. Universal Design and Accessibility
5. Agile Classrooms
6. Classroom Neighborhoods
7. Display & Exhibition
8. Dining as Social Commons
9. Breakout Quiet Space / Anywhere Learning
10. Extended Learning Spaces
11. Welcoming Arrival
12. Visible Learning & Transparency
13. Professional Work Areas
14. Enrichment Spaces
15. Security and Welcome
16. Indoor/Outdoor Connections
17. Wayfinding and Streetscapes
18. Flexible Science Labs
19. Anywhere, Anytime Learning

### Guiding Principles

The following set of “Guiding Design Principles for design of the Wakefield Memorial High School facility was developed by the Educational Working Group during Workshop Three and Four. Guiding Design Principles offer a framework of educational and architectural priorities.

1. Integration & Synergy
2. STEM & STEAM
3. Visible Learning
4. Adaptability, Flexibility & Utility
5. School as a Community Resource
6. Indoor/Outdoor Connections



**A Leadership Team Kick-Off Meeting took place on Thursday, October 14, 2021, from 1:00-3:00 PM and explored the following topics:**

- **Priority Goals** for the renovated and/or new facility
- **Educational Visioning Priorities and Logistics** for the WMHS Feasibility Study

**Workshop One took place on Wednesday, October 27, 2021, from 6:30-9:00 PM and explored the following topics:**

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

**Workshop Two took place on Tuesday, November 2, 2021, from 6:30-9:00 PM and explored the following topics:**

- **Overview of Key Programs and Initiatives** within WMHS
- **Strengths, Challenges, Opportunities, and Goals (SCOG Analysis)** associated with WMHS's current academic programming as well as the school's vision for its future
- **21<sup>st</sup> Century Design Patterns** that innovative schools throughout the country have put into practice in order to support their forward-thinking learning goals on the level of facility design

**A Public Forum took place on Wednesday, November 10, 2021, from 7:00-9:00 PM and explored the following topics:**

- **Priority Goals** for the renovated and/or new facility
- **Future Forward Learning Goals and Practices** that are now being implemented within, or envisioned for WMHS
- **21<sup>st</sup> Century Design Patterns** that innovative schools throughout the country have put into practice in order to support their forward-thinking learning goals on the level of facility design

**Workshop Three took place on Tuesday, November 16, 2021, from 6:30-9:00 PM and explored the following topics:**

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

**Workshop Four took place on Thursday, November 30, 2021, from 6:30-9:00 PM and explored the following topics:**

- **Bubble Diagramming** of conceptual design ideas for the WMHS facility
- **Key Talking Points** that the group would like to communicate to the Wakefield community
- **Next Steps** for project development

## Educational Visioning Workshop One Notes - 10.27.21

The following list of priorities and considerations for the design of the renovated and/or new Wakefield Memorial High School (WMHS) combines the responses of Wakefield Public Schools (WPS) leadership, during a Kick-Off Meeting that took place on October 13, 2021, with participant responses from the Educational Visioning Group's (EVG) Workshop One that took place on October 27, 2021. The EVG is a group of approximately 38 participants that includes WPS leadership, as well as WMHS administrators, teachers, parents, and community partners. Priorities have been grouped thematically, and also include ideas shared within the Greatest Hopes introductory activity of WS One. If you have additional priorities that you would like to add to the list, please email them to David Stephen at [david@newvistadesign.net](mailto:david@newvistadesign.net).



## WMHS Project Priorities and Considerations

The following Educational, Architectural, and Community Priorities for the renovated and/or new Wakefield Memorial High School program and facility combine the responses of individual workshop participants during the introductory (Greatest Hope) and priority setting activities. Responses have been grouped by like-themes.

### Educational Priorities

#### Support for Emerging Practices

- A learner centered space that is flexible enough to meet emerging teaching methodologies
- A school that enables us, as educators, to successfully implement the best instructional strategies and inclusive strategies we are attempting to do now in restricted spaces
- Teachers input in what is needed to teach
- Opportunities for new and evolving curriculum offerings
- Deliver a building that realizes the vision of our educators, administration, students, and staff with MEP and acoustical support for those visions

#### Collaborative and Interdisciplinary Learning

- We need to grow more interdisciplinary opportunities for connected learning so that students are not learning in silos but learning across content areas to connect, understand, and apply their learning
- A space where teacher interdisciplinary collaboration is a priority and a possibility
- Options for collaboration across departments
- Collaborative spaces for interdisciplinary education
- A blending of classrooms disciplines - not departmental
- Large collaborative spaces

## Educational Priorities *Continued*

### Student Engagement and Inspiration

- Inquiry based learning
- Interdisciplinary, project-based learning. Critical thinking, problem solving, curiosity and creativity
- Inclusive instructional practices that engage students in a variety of inquiry/problem-based learning experiences

### Inclusive School Culture

- Universal Design and access
- Equal access to programming
- Easy to navigate, accessibility for students with disabilities
- For inclusivity to be a goal, it means the needs of each student are considered within the larger classroom and/or school culture and strengths-based instruction and growth-based instructions are highlighted

### Special Education Resources and Services

- Special education and student services
- I am envisioning spaces where Special Education is fully included
- Environment that meets the needs of diverse learners

### Integrated Use of Technology

- Provide proper remote learning capabilities in physical spaces and technology available to teachers and students
- A place that doesn't hold you back because of lack of space or equipment

### STEAM and Maker Programming

- A focus on flexible and project spaces and adjacencies in STEAM would be key
- Creating programming that enables the maker movement- particularly in respect to the sustainable creation of products

### Social Emotional Learning and Support

- To educate students and staff about social/emotional strategies that they can utilize to be healthy and capable of learning daily
- A Counseling Suite that can support student needs
- A full student support services suite that has resources and supports for all students - from academic to social-emotional and other personal supports
- Instructional Practices: Engaging students in the practice of skills and strategies for navigating diverse perspectives and issues with skill, empathy, and comfort
- Social Emotional Learning needs to be central to educational practices and spaces
- Growth mindset
- Empathy, emotional intelligence, adaptability, and leadership

### Mentorship and Internship Programs

- Real world learning, work study program

### Career Education

- College and career readiness
- College and Career center that engages students

### Arts, Music, and Performance

- Support for performing arts programming

### Athletics

- Comprehensive sports programming
- Health and wellness

Please share your top EDUCATIONAL PRIORITIES for the WMHS program.

Collaborative spaces where students and teachers can work together to discuss the topics of their learning.	Space of the past, flexible space for the present and performing arts.	Provisioning for special education students particularly in public spaces like the library.
Inclusivity: Special Education integrated into school Practices: Engaging students in the practice of skills and strategies for navigating diverse perspectives and issues with skill, empathy, and comfort.	A specialized STEAM program that equips students in a variety of science and engineering opportunities.	Science and Engineering Services
Office space for PE staff with wireless and room for group collaboration.	Space for cross-subject collaboration in STEAM.	Collaborative Flow Flexibility for classroom spaces.
Flexibility to be a good fit across the needs of each student and curriculum within the larger classroom context, especially when it comes to strengths-based instruction and growth-based instructions are highlighted.	Collaborative spaces and performing arts spaces where students can engage in activities that meet their industry standards.	There is a "counselor" program and staff who the students can go to for "counseling" options for collaboration across disciplines.
A Counseling Suite that can support student needs.		We need to give more flexible options support for the common learning so that students are not learning in one but learning in a variety of ways to connect and understand through learning.

## Architectural Priorities

### Innovative and Inspiring Building

- A school that excites teaching and learning
- A modern facility that well supports 21st Century/Next Generation teaching and learning
- A space where students don't want to leave and teachers, staff and administrators feel rejuvenated
- More of an open campus feel. Students want to be there and take advantage of the high-quality space they have
- I hope we can create a high school building that gives students a joyful place where they want to come every day - a place that is warm, comforting, and brings them hope and inspiration to learn and grow
- Design a forward-looking space that can deliver what our educators need to feel supported, what students need to collaborate, and a space that the community can embrace as a meeting and learning space for "lifelong learners"... and one that builds on the sense of community by having large gathering areas
- My hope is this building grows with fast spaced needs of learning
- A building that students and teachers are excited to go to and supports 21st Century/Next Generation teaching and learning
- Enabling students to take ownership of their school
- A school that can bring fun and joy to students, teachers, and the community

### Safety and Welcome

- Have an entrance that creates a first impression of inclusivity, acceptance, warm, and engaging environment. The first 30 seconds set the tone of a visitor's experience. Then, ideally, that theme is carried throughout the entire school
- Warm, inviting space
- Relaxed and supportive
- Open and welcoming space, while still maintaining comfortable "nooks" to find a quiet moment
- Safety and security passively and active systems

### Evolving, and Flexible Building

- Flexible spaces for the ever-changing needs
- A building that provides educational spaces that support learning now and into the future
- A facility that grows with our educational needs as they continue to evolve for decades
- I would like the vision for the school design to prioritize educator, administrator, and student needs... and on opening day, the school is fully coordinated and operational built to suit our needs today and flexibility for future educational planning
- Schools age quickly and technology changes, the design should reflect an eye to the future, walls and electrical areas must be easily accessible for future enlargement or renovation
- Learning for all
- Whiteboard walls, bright classrooms, flexible spaces, wayfinding (easily find spaces)
- Revitalized teachers and students with new spaces and technology
- Flexible spaces that several departments can utilize
- I envision a "user-friendly" design with multiple multi-purpose areas that can be used throughout the day
- Variety in class size/project rooms
- Open interconnected spaces
- Try to be mindful of "trendy design"
- Teachers surveyed for their needs

### Visible Learning and Display

- Display and exhibition
- Welcoming and engaging entrance that showcases student work and exudes positivity
- Display spaces to showcase student work
- Local art

## Architectural Priorities *Continued*

### Equal Access and Opportunities

- Universal Design
- Accessible for students with disabilities
- Guidance and counseling areas
- Hope to have an accessible facility that supports the engagement of all students to reach their greatest potential
- Create transformational educational spaces that include academic and extracurricular spaces that can support equitable outcomes for students

### Support Inquiry-Based Learning, STEM and STEAM

- State-of-the-art STEM/STEAM (Science, Technology, Engineering, Art and Mathematics) spaces, with strong focus on industry standard science labs
- A developed STEM program that provides students with a variety of science and engineering opportunities
- Updated Sciences and Engineering Spaces
- Facility that supports 21st century learning (project/hands-on learning/modern lab spaces/STEAM Spaces)
- Multi-disciplinary project-based learning
- Student-centered inquiry learning
- Space that supports project-based learning with a focus on adjacencies to support STEAM activities
- Engineering, Mechanicals, and the Arts are critical
- Modern lab spaces that foster collaboration and allow for students to have deeper hands-on inquiry learning experiences
- Space for cross-subject collaboration (i.e., STEAM)
- Engaging students in collaborative experiences that support the science and engineering practices
- Creating programming around the maker movement- particularly in respect to sustainable product and design
- Innovative and large science lab spaces that foster collaboration among students

### Good Flow and Circulation

- Inviting entryways
- Easy to navigate
- Better traffic flow around the school
- Improve the flow and layout of the circulation between classrooms
- Logical and use-friendly floorplan and layout
- Distribution of administration's offices around the school - not in one specific area
- Transparency and connectivity
- Transitioning and circulation paths that make it easier to move from one class to another
- Configured for circulation (people)
- Easier circulation between class spaces (shorter walks for students)

### Sustainability

- Greater natural light
- Lots of light, light, light!
- Sustainability/green building with flexible spaces for all the different needs in school
- Zero emissions systems
- Use of red list free materials (IAQ focus)

### Ergonomic and Physical Comfort

- A comfortable building and learning environment (temperature, lighting, etc.)
- Benches in hallways
- Comfortable building regarding lighting, temperature, and seating
- A building that feels warm and not so institutional
- Adequate lighting
- Appropriately sized furniture for teenagers
- Furniture that will last for years to come

### Student Learning Commons

- A Learning Commons that is accessible to all students
- Varied spaces that allow opportunities for collaboration and student presentations
- Spaces that are important, or become important to students

## Architectural Priorities *Continued*

### Agile Classrooms and Learning Spaces

- Large classroom spaces to promote collaborative learning
- Flexible furniture for a variety of learning situations
- Spaces that facilitate discussion Flexible, welcoming spaces for students and teachers
- Flexible classroom spaces: flexible seating options (tables, seats built to nest or cluster), moveable walls that allow classes to integrate for interdisciplinary lessons
- Classrooms that allow for multiple teaching strategies where teachers can go back and forth from lecture to small teams/groups and back with appropriate technology
- Large and small places for students and staff to gather
- Large areas for meeting during large project work
- Design intuitive spaces. There are student and staffing changes annually and spaces need to be intuitive without needing to retrain annually
- Classrooms and learning commons that support multiple learning styles
- Spaces for interdisciplinary work
- A variety of spaces for students to engage in various types of learning
- Classrooms that support collaboration and group work, while providing small breakout spaces for those that need it
- Rooms that are large enough to have break out spaces within the same four walls
- Appropriately sized space for academics and co-curricular activities
- Small breakout spaces
- Multiple small gathering spaces
- Small mindful spaces
- Open classroom space

### Collaborative and Interdisciplinary Spaces

- Cross-curricular collaboration spaces
- Spaces that accommodate groups of various sizes
- Larger learning spaces to promote collaborative learning
- More common spaces where teachers can interact to collaborate and share resources/ideas
- A place where collaboration easily occurs and everyone (students, teachers, etc.) is excited to learn
- Spaces that are functional and comfortable. Where students enjoy spending time and can engage in learning in a setting that promotes participation
- A collaborative space that supports the diverse needs and interests of our students, educators, and community
- Collaborative spaces where students and teachers can work together to deepen the scope of their learning
- Collaborative flow
- I'd like to see spaces that could be collaborative between departments so departments can more readily work together on cross-curricular projects
- Collaborative space for our students and community that is accessible for all
- Flexible collaboration spaces for teachers and students

### Integrated Technology

- Technology available throughout all areas of building
- Flexible technology that can evolve in the future without requiring substantial renovation
- Technology that supports flexible and creative computer science programming
- Ample Technology and power support for learning
- Flexible lab spaces with modern technology
- Infrastructure that allows for projection of student work without relying solely on stationary, forward-facing projectors
- Plugs in the floors for laptops and other equipment

## Architectural Priorities *Continued*

### Anywhere, Anytime Learning

- Student-focused environments where teaching and learning can take place anywhere, anyhow

### Support for Special Education

- Private areas for special education service pullouts (not public spaces like the library)
- Inclusivity: Special Education integration
- Safe spaces for students with disabilities and appropriate educational resources for the teachers
- Flexible Special Educations Spaces
- Creating spaces for students that are free of unnecessary visual and auditory noise

### Health and Wellness

- Health and wellness touch all other disciplines and for the school programming to be successful, health and wellness should be a priority to keep educators and students engaged
- Creating a functional, comfortable facility that both staff and students are excited about and proud to come to everyday
- Wellness space for physical and social-emotional needs
- Cozy
- A student support “Commons” for learning supports, SEL supports, counseling supports etc.
- Spaces that emphasize health, mental wellness
- Understanding of elements that can impact students on the spectrum: color, lighting, texture, acoustics

### Fitness and Wellness Spaces

- Office space for PE staff with windows and room for group collaboration
- Leveraging the recently renovated field house

### Student Commons

- A Learning Commons accessible to all students
- Spaces that allow opportunities for collaboration and student presentation
- Spaces that are important to students

### Library / Media Center

- Central library/media hub
- State of the art library & tech center at the center of the school
- Make sure the library gets designed with the educators
- Libraries are media centers and not necessarily book focused. How does Wakefield strike the right balance?

### Arts, Music, and Performance Spaces

- State-of-the-art, flexible space for the visual and performing arts
- Safe and appropriate visual and performing arts spaces where students can engage in education that meets today's industry standards
- Better learning areas for music, TV, art
- Digital art spaces that are up to date with high ceilings, soundproof walls, flexible technology for small group work and appropriate equipment that is competitive for the current age
- A performing arts center with appropriate adjacent technical theater spaces
- A facility that provides spaces that reflect Wakefield's excellent programs in the visual and performing arts
- Visual and performing arts. To allow students self-expression
- A theater space where all areas can be accessible for ALL students (light trees, catwalks)
- Soundproof walls for visual and performing arts spaces
- Adequate storage in the music department
- Theater space
- Better flow and access of all spaces including music and EC Activities
- Sufficient quality of common student non-academic areas such as cafe, library, gym, athletic training, art, music
- Specialty spaces for things like a photo dark room
- Storage for performing, visual arts, and clubs

## Architectural Priorities *Continued*

### Indoor/Outdoor Connections

- Indoor/outdoor classrooms
- An outdoor area that serves multiple purposes and that does not distract from indoor classroom activities
- Ability to tie in outside space with the inside spaces to take advantage of local landscape/forestry
- Natural spaces, native plants, perennial and vegetable gardens, green roofs, mindfulness gardens and paths, ecological spaces that complement the fire station around us
- Connections between inside and outside -- ease of science classes, for examples, to transition to outside spaces
- Spaces for outdoor gathering and learning
- Bringing in greenery and nature-scapes to soften the space (biophilia)
- Greenhouse and gardens
- More open-air spaces

### Spaces for Clubs

- Spaces for clubs to have offices or meeting spaces that they can take more responsibility for the planning and execution of activities

### Bathrooms

- I would like it to have gender neutral bathrooms but also designed with Wakefield's DEI initiatives fully in mind

### Storage

- Storage/shelves for ELA book collections

### Cafeteria

- State of the art kitchen space
- Culinary arts

### Summer Programming

- Could WMHS host summer camps, classes, and sports for revenue generation, and how could we best plan for that?

## Community Priorities

### A Good Fit for the Community

- A warm and inviting facility that people want to go to and that the community can be proud of
- Aesthetically pleasing structure
- Overall architecture to "fit in" with Wakefield and not be too modern or futuristic looking
- A structure that compliments and adds value to the town
- A building that feels like a space for everyone, NOT just for current students
- Finding ways to deepen our inclusivity as a community and making our work more public to our community
- Wakefield is refining its use of the Warriors. I hope there is opportunity to celebrate the new Warriors in the future building in support of building sense of community
- A sustainable community facility

## Community Priorities *Continued*

### Community Use and Access

- Inviting campus
- Foster a sense of civic engagement
- A building that can be a resource for the community as a whole
- Curbside appeal and easily identified entrances (main office, auditorium, field house)
- Community access area separate from offices and classrooms- separate entrance, no access between, etc.
- Welcoming public usage spaces, dignified and respectful area for military that school is memorialized for
- Clear wayfinding to community used spaces
- Venue for a wide range of community events and gatherings
- Community access to gym and sports fields
- Separate entrances for community events
- Spaces that community members can access after school
- Space for convening groups in the evening
- Ability to host community events
- Meeting spaces (large and small) for community groups to utilize in evening/weekend
- Areas for family events/celebrations
- Need to understand what types of spaces and amenities are important to the larger community. Questionnaire?
- Bank, school store, culinary, theater, gym and performance space that can be accessed easily through an entry to the public
- Safety, considering violence over recent years

### Access to Fields and Outdoor Spaces

- Public access to outdoor spaces (athletic fields and courts, trails)
- COVID showed the necessity of having a large field house for holding Town Meetings and community gatherings

### Art, Music, and Performance Space

- Theater, arts, music
- State-of-the-art theater and music performance space
- Multifunctional theater space
- Community theater/music event space
- Multiple theater spaces needed, there is a large community demand for the current theater and the wait list often leaves public use out, the one theater is not enough, our middle school theater/auditorium is frequently booked so community use is hard
- Gallery art space for community as well as student use
- Educational exhibit space on historical indigenous culture
- An art gallery!

### Parking and Site Circulation

- Sufficient parking lots/spaces
- Student parking off Farm St.
- Traffic patterns need to be adjusted around the HS, Voc, Woodville, etc.
- Better traffic flow around the school when arriving or leaving the school
- Not making parking smaller that it is now, like what happened at the Galvin
- Correcting the intersection at Farm St/Nahant St. and Farm St./Hemlock Rd. Moving Hemlock Road to create a four-way intersection would make it a safer space
- Be thoughtful about the modes of transportation that students/community members use to get to the school... pedestrian flow, bike storage spaces, automobile flow

## WMHS Future Ready Learning Goals 1.0

The following set of “Future Ready Learning Goals 1.0” for Wakefield Memorial High School students was developed by the Educational Visioning Group (EVG) during the Visioning Workshop One that took place on October 27, 2021. The EVG is a group of approximately 38 participants that includes WPS leadership, as well as WMHS administrators, teachers, parents, and community partners. Seven teams of 5 participants worked in small groups to create their own set of WMHS Future Ready Learning Goals for a theoretical poster that will appear in each WMHS classroom. Each team’s list was then grouped by like goals, with each Learning Goal receiving 5 votes for appearing on an original list.

This version of WMHS 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 WMHS school facility.

### Future Ready Warriors: Propelling Learning Forward

- **Global Citizenship** (60 votes)
  - Honesty, Integrity and Caring, Empathy
  - Intercultural Awareness and Competence
  - Empathy, Humility, and Joy
  - Diversity, Equity, and Inclusion
  - Engaged Citizenship
  - Civic-Minded Service
  - Sense of Belonging
- **Inventive Thinking and Problem Solving** (40 votes)
  - Imagination, Creativity, and Curiosity
  - Critical Thinking
  - Hands-On, Experiential Learning
  - Application of Learning to Real World Processes
  - Discovery of New Skills and Interests
- **Self-Directed Learning** (40 votes)
  - Growth Mindset
  - Lifelong Learning
  - Intrinsic Motivation
  - College and/or Career Readiness
  - Developing Self Confidence and Advocacy
  - Commitment
- **Social Emotional Intelligence** (30 votes)
  - Managing Responsibility
  - Interpersonal Skills
  - Adaptability and Managing Complexity
  - Engagement with Others
  - Social Life Skills
- **Effective Communication** (30 votes)
  - Verbal, Non-Verbal, and Social
- **Digital Age Literacy** (20 votes)
  - Information Literacy
- **Collaboration and Leadership** (25 votes)
  - Students and Teachers

## Participant Future Ready Learning Goals 1.0

Individual workshop participants were asked to share their top 6 learning goals, which resulted in the following listing and Word Cloud of priority learning goals



- **Empathy** (27)
  - Cultural Competency
  - Emotional intelligence
  - Global Perspective (6)
  - Diversity, Inclusion, Equity
  - Inclusivity
- **Critical Thinking** (25)
  - Complex Problem-Solving
  - Decision Making
  - Project Management
- **Creative Thinking** (22)
  - Curiosity and Imagination
  - Creativity
  - Joy
- **Growth Mindset** (21)
  - Adaptability and Agility
  - Self-Directed Learning
  - Managing Complexity
  - Initiative and risk taking
  - Entrepreneurship
  - Life Skills
- **Citizenship** (18)
  - Ethical decision-making
  - Community Service
  - Leadership
  - Local Civics
  - Belonging
- **Effective Communication** (13)
- **Collaboration** (11)
- **Digital Literacy** (9)

## WMHS Educational Priorities

When asked about which elements of “Future Ready” educational programming were most important to them with regard to WMHS, workshop participants responded with the following comments.

- **Project-Based and Deeper Learning** (9 mentions)
  - I see this as a path toward meeting the needs of students to be successful
  - PBL helps students to apply their learning in various contexts
  - Making connections between content and real world
  - Using multiple ways to solve problems and not stopping when you have the what of the answer, but also finding the why
  - Helps to combat misinformation and also ensures that students own their products and develop academic rigor
  - We know more about how people learn than ever before. We need to leverage this knowledge to develop learners who will not only experience deeper levels of knowledge but the ability to continue learning through life
- **Visual and Performing Arts** (8 mentions)
  - An opportunity to showcase an amazing program
  - Expanding programming to be more focused on creative careers available to them after high school
  - We have a lot of talented students who are interested in these fields as careers however, our current facilities do not give them the proper space and state of the art learning needed
  - It's in the blood of our school culture
- **Real World or Competency-Based Learning** (7 mentions)
  - To increase access and outcomes for students
  - Connects to all the other elements listed
  - Real-world and project-based learning
  - These concepts were not present when we all went to high school. Very exciting!
  - We need to bring all educators, parents, and students along on this ride
- **Anywhere Anytime Learning** (7 mentions)
  - Learning in our own ways - learning styles
  - As COVID has shown us, students benefited from the alternative option
  - Strive to meet the student where they are
  - Encourages immediate thought and is a response to curiosity which encourages lifelong curiosity and learning
- **STEM and STEAM** (6 mentions)
  - I think it's a great opportunity to have students engage in interdisciplinary learning that integrates ideas across disciplines
  - More reflective of real-world and authentic problem-solving (21st century skills)
- **Blended and Individualized Learning** (5 mentions)
  - To allow each student to get the level of learning most appropriate to their skills
  - Allows for more opportunities to differentiate for students and ensures that students can reach mastery over the curriculum that we are teaching
  - Allow for teachers and students to leverage their strengths to help one another, but also to learn collaboratively from others to improve
  - Capturing opportunity to meet unique learning needs
  - Will help with deeper learning, and is congruent with the current world we live in
  - Because it helps students be future ready

## WMHS Educational Priorities *Continued*

- **College and Career Pathways** (5 mentions)
  - I feel these are two areas our school community could really use some advances in moving forward
  - Students seeing themselves with a future
- **Health and Wellness** (4 mentions)
  - So everyone feels safe to be in the school
  - Is very important as it carries outside of school and through life
  - Our kids need to move and drink water and develop the skills they will need as they become adults
- **Collaboration, Critical thinking, and Problem Solving** (4 mentions)
  - If we are doing SEL well, and students are internalizing self-awareness and social awareness strategies, then these are the three areas that most closely connect
- **Professional Learning Communities** (4 mentions)
  - To promote teacher collaboration with a focus on providing equitable experiences for all students
- **Differentiated Instruction** (3 mentions)
  - Providing an opportunity for all learners to demonstrate knowledge and growth
- **NextGen Science Standards** (3 mentions)
  - To keep up with ever-changing technology

Go to [www.menti.com](http://www.menti.com) and use the code 8917 9126

### Please share your Greatest Hope for the WMHS program and facility:

Provide proper remote learning capabilities in physical spaces and technology available to teachers and students.

Teachers want to come every day - a place that is warm, comforting, and brings them hope and inspiration to learn and grow.

Learning for all Teachers input in what is need to teach

Larger learning spaces to promote collaborative learning. A warm and inviting facility that people want to go to and that the community can be proud of.

Natural spaces, native plants, perennial and vegetable gardens, green roofs, mindfulness gardens and paths, ecological spaces that complement the fire station around us.

A school that can bring fun and joy to students, teachers and other

A space where teacher interdisciplinary collaboration is a priority and a possibility



## WMHS Future Ready Learning Goals 2.0

The following set of “Future Ready Learning Goals 2.0” for Wakefield Memorial High School students was developed by the Educational Visioning Group (EVG) during the Visioning Workshop One and further refined during Workshop Two.

This version of WMHS Future Ready Learning Goals Poster 2.0 may 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 WMHS school facility.

### Future Ready Warriors: Propelling Learning Forward

- **Global Citizenship**
  - Honesty, Integrity, Caring, and Empathy
  - Intercultural Awareness and Competence
  - Empathy, Humility, and Joy
  - Diversity, Equity, and Inclusion
  - Engaged Citizenship
  - Civic-Minded Service
  - Sense of Belonging
- **Social Emotional Intelligence**
  - Managing Responsibility
  - Interpersonal Skills
  - Mental Health and Wellness
  - Adaptability and Managing Complexity
  - Engagement with Others
  - Metacognition and Reflection
  - Social Life Skills
- **Inventive Thinking and Problem Solving**
  - Imagination, Creativity, and Curiosity
  - Critical Thinking
  - Hands-On, Experiential Learning
  - Application of Learning to Real World Processes
  - Discovery of New Skills and Interests
  - Focus on Careers of the Future
- **Effective Communication**
  - Verbal, Non-Verbal, and Social
- **Digital Age Literacy**
  - Information Literacy
  - Technological Proficiency
- **Collaboration and Leadership**
  - Students and Teachers
- **Self-Directed Learning**
  - Growth Mindset
  - Lifelong Learning
  - Intrinsic Motivation
  - College and/or Career Readiness
  - Developing Self Confidence and Advocacy
  - Commitment
- **Mastery of Core Academics**
  - College and Career Ready
  - Test Prep

## 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:

- Great reflection of WPS. Very comprehensive list.
- Yes, I feel these goals are a strong reflection of WMHS
- This is an impressive list. I love how our ideas have been grouped thematically, and I think it nicely represents aspirational goals for our school
- Very detailed and thorough. A great list to come back to time and time again
- Reflects my teaching experience...looks good ...agree global citizenship is top
- I think this is really in line with our school mission and vision of our graduates
- I think inventive learning section is more indicative of our true core
- Good reflection of what we value and what we discussed last week
- This appears to be a good reflection of the current goals/values of WPS
- Yes, we want our students to be good global citizens. I think these lists line up well with how we want our students to grow and develop
- Good reflection



## Program Overview

The following slides were created by WMHS faculty to provide an overview of key WMHS programs and initiatives.

### Main office/welcome

Students, families, and visitors are greeted and welcomed to the WMHS community through the main office space. This should be a welcoming area with space for students and visitors to wait for meetings, dismissal pickups, etc.



### Key Program Features

- Open and welcoming space for students, families, and other visitors
- Organized so that students can check in and access needed supports
- Set up to provide working space for 3 administrative assistants and 3 administrators
- Private spaces for students to wait, especially in disciplinary cases

### Key Space Needs

- A reception area where Administrative Assistants can welcome students and families
- Ample office space for Administrators to meet with teachers or small groups (students and families)
- School Resources Officer office
- Area for copying, scanning, and clerical tasks
- Space for fridge, microwave, and water cooler
- Bathroom

### Looking Forward

Flexible meeting space for collaboration, family meetings, student/administrative meetings, etc.

*Educational Visioning WS Two 11.2.21*

### Core Academics

Students enroll in a variety of rich courses in the core academic areas: English Language Arts, Mathematics, Science, Social Studies, and World Languages.



### Key Program Features

- All core academic courses prepare students for post-secondary academic courses of study and employment.
- Courses are offered in all core subjects at college-preparatory, honors, and Advanced Placement levels.
- Courses are offered to all students with a variety of inclusive practices (differentiation, Universal Design for Learning, special education support, etc.) to make sure all students are being met where they are and given the opportunity to develop their academic skills in a rigorous learning environment.

### Key Space Needs

- Students and educators need a variety of comfortable, flexible, and collaborative spaces that promote future-ready teaching and learning.
- Space to infuse new technology as well as a place for students to showcase their work.
- Outdoor classroom spaces as a extension of the learning environment.
- Science laboratory space to support inquiry-based learning

### Looking Forward

- Spaces that provide opportunities for students to think creatively, collaboratively, and critically while engaging in inquiry based activities that will promote the development of skills necessary to be contributing members of their local, national, and global communities.

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## Program Overview

The following slides were created by WMHS faculty to provide an overview of key WMHS programs and initiatives.

### Student Support/Guidance

The Student Support/Guidance department consists of guidance counselors, adjustment counselors, school psychologists, and school nurses.

#### Key Program Features

- Guidance counselors work with students to help develop their academic, career, and social/emotional skills (including individual and group counseling).
- Two adjustment counselors and two school psychologists provide individual and group counseling to students who need Tier 2 or 3 support (higher level). They also play a critical role in providing support in crisis situations.
- School nurses attend to all health related issues that occur within the school day, including health related crises.
- All guidance and support staff communicate and collaborate with families, teachers, and each other to provide the best support possible to our students.

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Insert photo or graphic here if you like....

### Key Space Needs

- Individual offices with privacy and small table for meetings
- Lobby area that includes space for administrative assistant, 3-4 round tables, 2-3 individual desks, copier, and shelving for materials
- Small conference room designated solely for Student Support meetings
- A separate space for a "College & Career Center"
- Closet area for files and supplies
- Small area for fridge, microwave, water cooler

### Looking Forward

- We envision a warm, welcoming, and accepting environment that is designed to meet the academic, career, and social emotional needs of our students.
- A place that feels safe to talk confidentially
- A place that serves as a hub for internships, college and career exploration, and self-discovery

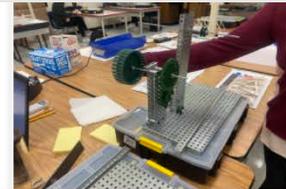
### STEM

Students in engineering and technology classes learn through projects and challenge tasks.

#### Key Program Features

- Uses VEX building materials for open-ended student design
- Problem solving in computer science courses
- Project Lead the Way empowers students to solve real-world challenges
- Engages students in hands-on activities, projects, and problems
- Student-driven collaborative work

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### Key Space Needs

- Engineering labs with work tables, storage, and display spaces
- Computer lab that supports collaborative problem solving
- Easy access to outdoor spaces to support the testing of prototypes and connection to natural spaces

### Looking Forward

The program could expand to include appropriate spaces so that tools for woodworking, robotics, and mechanics are possible. Integration of other content areas would allow for broader project based learning to develop.

## Program Overview

The following slides were created by WMHS faculty to provide an overview of key WMHS programs and initiatives.

### Student Services (Special Education & ELL)

The Special Education Department provides for the needs of student with disabilities at WMHS through a team process of identification, assessment and program development. Special Education students are serviced through IEPs which are designed to meet a student's unique learning needs and assist the student in making effective academic progress. The ELL program serves students whose primary language is not English, concentrating on listening, speaking, reading and writing in English.

#### Key Program Features

- Co-taught and supported classes are designed to provide increased support for special education within the general education classroom through accommodations and modifications
- Learning Support Centers give direct instruction in academic development, including planning, organization and study skills
- School to Life Program offers pre-vocational, activities of daily living, and community awareness
- Program for Alternative Learning provides students with therapeutic supports across educational settings

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Insert photo or graphic here if you like....

### Key Space Needs

- Adequate space to provide students with small group instruction while participating in general education education classes.
- Flexible seating and equipment to accommodate all learners
- Self-contained classroom space, with appropriate resources (space, equipment, etc) to provide varied opportunities for learning

### Looking Forward

Classroom space to meet the needs of diverse learning populations, including students with cognitive delays, Autism Spectrum Disorder, medically fragile, emotional disabilities and those with language based learning disabilities.

### Music

The WMHS Music Department is a diverse and inclusionary program that promotes excellence, teamwork and leadership through student process and performance.

#### Key Program Features

- Offers performance ensemble courses in Band, Chorus and Strings as well as Music Theory (beginning to AP) and Electronic Music Composition and Songwriting.
- With most classes including 9-12 graders, young students have the unique opportunity to interact with students older than them in an academic setting.
- Older students are not only able to improve their musical skills but are able to foster their leadership skills by working with younger students.
- Many students continue on in college as music majors or performing with varied college music ensembles

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### Key Space Needs

- Band/Orchestra ensemble room with secure instrument storage
- Chorus ensemble room
- Classroom with Mac Computers
- Office space for Administrator to meet with parents and students individually and in small groups
- 4-5 practice room/small ensemble rooms for group work, small ensembles and private lessons
- Multiple large storage spaces for electronic gear, marching band uniforms and props and percussion equipment

### Looking Forward

- The Music Department is a leader in the state in performance quality and participation by students in multiple disciplines. Flexible spaces that can change and be used by all disciplines in the department are essential to continuing this level of performance.

## Program Overview

The following slides were created by WMHS faculty to provide an overview of key WMHS programs and initiatives.

### Visual Arts/TV Media

The Visual Arts / TV Media Department is an inclusive program that successfully prepares students for college and careers, as well as provides an avenue for all students, regardless of talent, to express their individuality and creativity.

#### Key Program Features

- We offer multiple disciplines within the Visual Arts
  - Studio Art 1&2
  - Ceramics 1&2
  - Graphic Design
  - Honors Illustration / Drawing & Painting
  - Digital & Darkroom Photography
  - AP Art
  - TV Production 1,2,3 & 4
  - Multimedia
  - Film Studies
- With most classes including 9-12 graders, young students have the unique opportunity to interact with students older than them in an academic setting.
- Many students continue on in college as Visual Art or TV/Media majors.

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#### Key Space Needs

- 3-D workspaces
- 2-D workspaces
- Digital workspaces
- Photography Studios
- Proper Lighting for photographing 2D & 3D work
- Multiple Sinks and Clay traps for sinks
- Ample storage for supplies and student work
- Ample electrical outlets for all work spaces
- Sound / Editing Room
- Green Screen / Sound Stage
- TV Studio with proper Lighting and High ceilings
- Locked storage for equipment

#### Looking Forward

I look forward to our future vision of WMHS Visual Arts / Media Department to have ample space for individual and collaborative work. These spaces need to be flexible in order to be used by a variety of disciplines and media within the department. Display or small gallery in the community space as well as ours.

### Theater

WHS Theater Arts produces 3-4 mainstage productions and offers a variety of classes each year. We use The Savings Bank Theater and the GMS auditorium.

#### Key Program Features

- Program of Studies offerings include Acting, Directing, History of Theater
- Student leadership opportunities
- Student-driven opportunities in costume design, props coordination, lighting design, sound design, set design and construction, hair and makeup design, and scenic painting
- Master classes featuring theater professionals from actors to technicians
- Community use, including the Sweetser Lecture Series
- Statewide and nationwide competitions in acting and musical theater
- Community outreach for sponsorships and collaborations

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#### Key Space Needs

Safe, accessible spaces for all students to participate in educational learning opportunities in 21st century technical theater

A true performing arts center that allows students to practice their craft both on the stage and behind the scenes, including rehearsal space

#### Looking Forward

Students will be able to create fully realized productions in their own theater using creativity, collaboration, and critical thinking skills

Safe, appropriate spaces for technical theater creation

Opportunities for technical theater classes during the day

## Program Overview

The following slides were created by WMHS faculty to provide an overview of key WMHS programs and initiatives.

### Library/Media

The Gov. John A. Volpe library provides students with essential 21st century research skills and access to a robust academic and recreational resources.



#### Key Program Features

- Enables access to high-end, cutting-edge resource databases through the Boston Public Library and beyond
- Fosters independent thinking through research skills and media development
- Provides a diverse and robust library collection befitting 21st century students
- Supports the WMHS curriculum and our high expectations for student achievement, specifically students' ability to retrieve, evaluate, and use data, and to communicate effectively
- Stimulates interest in reading for academic purposes and for personal enjoyment
- Prepares students to be lifelong learners and engaged citizens via the utilization of civic resources like libraries

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#### Key Space Needs

- Centrality; sunlight; flexible seating and furniture
- Adequate storage space for collection
- Varied and dynamic use of space (small group space, presentation space, space for individual study, reading nooks)
- Furniture and designated areas to highlight new reading materials with digital signage, computer stations for printing, etc.

#### Looking Forward

The library will continue to predict and respond to student academic and educational technology needs as educational trends change. This will include: (1) Increasing usage of emerging online resources; (2) Providing guidance to use accurate, academic resources in a world of information overload; (3) Purchasing educational technology and equipment that allows students to create real world products; (4) Continuing to curate reading materials that reflect our student population and facilitating their self-edification.

### Community Connections

These hands-on, experiential programs support students to connect with the school and the larger Wakefield community. The non-traditional learning in these programs requires creative and flexible spaces.

#### Key Program Features

- Educational Savings Bank branch- active bank branch within the school (a collaboration with the Savings Bank of Wakefield)
- School store- an extension of the school business/marketing courses.
- Culinary - a working culinary program, connected to classes, where students prepare and sell lunches as well as seasonal desserts and small catered events.
- The Savings Bank Theater - a community resource for speakers series, community theater, and community performances.
- WCAT - Wakefield Cable Access Television has their studio and offices in the high school

*Educational Visioning WS Two 11.2.21*



#### Key Space Needs

These program spaces should be accessible to students, faculty, and staff during the day as well as the public during after hours/weekends.

These programs need flexible space to support classroom learning as well as application of the learning in retail, production, and performance space.

#### Looking Forward

We envision that these spaces will provide better understanding and collaboration between the school and the community, allowing these programs to be better understood, supported, and utilized by everyone in the community. We also need an auditorium where more than one grade level can gather for performances, speakers, celebrations, and the many other events that take place in a high school.

## Program Overview

The following slides were created by WMHS faculty to provide an overview of key WMHS programs and initiatives.

### Athletics, Health & Wellness

The WMHS Athletics, Health & Wellness Department plays an integral role in supporting students' physical, mental, social, and emotional health and wellness.

### Key Program Features

- WMHS Athletics offers 30 Varsity Sports
- Majority of students participate in extracurriculars
- Recently expanded Health & Wellness offerings
- New evidence-based health curriculum (Michigan model)
- Emphasis on Social Emotional Learning (SEL)
- Emphasis on Personal Fitness
- New Adventure Education Course & Curriculum
- New Unified Sports Programming
- Prepare student-athletes to continue on to college athletics

*Educational Visioning WS Two 11.2.21*



### Key Space Needs

- Field House w/ basketball courts, indoor track, and bleachers
- Wrestling Room
- Gymnastics Room
- Fitness Center / Weight Room
- Locker Rooms and Team Rooms
- Athletic Training Room / Sports Medicine Area
- Coaches / Staff Rooms
- Athletic Department Office
- Health & Wellness Classrooms
- Project Adventure Course (outdoor)

### Looking Forward

Post-pandemic, our Athletics, Health & Wellness offerings will be more important to our students than ever before. Data shows that our students need healthy opportunities and outlets to deal with high levels of stress, anxiety, and depression. Making an investment in our Athletics, Health & Wellness facilities will have positive impacts on our students' health and well-being.

## Strengths, Challenges, Opportunities and Goals

The following list of Strengths, Challenges, Opportunities & Goals with regard to Wakefield Memorial High School's programming and facilities was brainstormed by members of the Educational Visioning Group (EVG) during Workshop Two. The EVG is a group of approximately 38 participants that includes WPS leadership, as well as WMHS administrators, teachers, parents, and community partners.



### WMHS EDUCATIONAL STRENGTHS

#### Dedicated Teachers

- Teachers care about and connect with students
- Excellent teachers with strong curriculum and professional development support
- Educators that routinely seek out continuing education and improvement to their practice
- Teacher autonomy

#### Student Engagement and Support

- Support for student interests
- Student-driven learning
- Creating communities and student support systems
- Student/staff/admin connection

#### Varied and Rich Programming for All

- Variety of educational options beyond the core academic subjects
- Rich and challenging curriculum with many elective opportunities
- Provide lots of access points for students at different levels

- Wide range of courses and learning tracks for all learners
- Well-rounded multi modal programs that cater to all learning styles
- Variety of learning tracks including music theater arts
- Inclusive electives
- Moving toward more learner-centered strategies
- Meeting the needs of all learners in inclusive classrooms
- Enthusiasm for growth of programs

#### School Mission

- There is a connection between the school's mission of inspiring the love of learning and fostering life learning

#### Art, Music, and Performance

- Visual and Performing Arts is very strong at WMHS
- The AP Art program
- Community outreach through the arts
- Showcasing the outside in philosophy



### WMHS FACILITY STRENGTHS

#### Custodial Support

- Strong custodial/facilities staff who takes great care of the building

#### Varied Educational Spaces

- Large square footage
- Variety of classroom sizes, some large
- Science classrooms with large lab spaces
- Large cafeteria
- Love my room, has a lot of windows
- Innovative use of antiquated spaces

#### Storage

- Space for costume storage and set building

#### Community Connections and Partnerships

- Civic engagement
- The field house is used for many public and internal events
- WCAT (Wakefield Cable Access Television)
- While the Savings Bank Theater is inadequate as a fully functional theater, it is a decent black-Box space for lecture-type events
- Bank in school

#### Outdoor Spaces

- Opportunity for outdoor sports areas and public use
- Large Field House
- Proximity to Breakheart Reservation

## Strengths, Challenges, Opportunities and Goals *Continued*



### WMHS FACILITY CHALLENGES

#### Lack of Connections

- Educational silos
- Disconnect between departments
- Sprawling building does not allow for collaboration between classes/disciplines
- No common faculty lounge or space
- Lack of collaborative space
- No administrators housed on ground or top floor

#### Inflexible Learning Spaces

- Too separated
- Inability to accommodate larger class sizes
- Not enough break-out spaces or flexible learning spaces
- Lack of flexible spaces to meet the needs of students
- Not using space effectively
- Inflexible spaces

#### Insufficient Support Spaces

- Spread out resources
- Guidance Suite
- Insufficient student support suites
- No privacy in main office for challenging situations
- Learning curve for staff

#### Lack of Accessibility

- ADA Accessibility
- No ability to accommodate medically fragile students or students with disabilities

#### Poor Flow and Circulation

- Lack of flow
- Room numbers- hard to locate rooms
- Layout is not intuitive, if you are a parent there for back-to-school night or anything else you wander to much finding the rooms you need to go to

#### Lack of Thermal Comfort

- HVAC, temperature control
- Heating and cooling issues
- Energy Conservation
- Need more intuitive building controls

#### Poor Acoustics

- Poor sound control

#### Poor Ventilation

- Poor air quality
- Ventilation and filtration
- Rooms with no windows
- HVAC in conjunction with chemical storage spaces

#### Poor Lighting

- Lighting is poor
- Lack of natural light
- Comfort Lighting
- Terrible lighting

#### Insufficient Technology

- Limited technological capabilities
- Not being as technological advances as the middle school
- Limited outlets for electricity
- Inability to use latest tech

#### Insufficient STEM and Science Spaces

- Antiquated science and technology facilities limit programming
- Inadequate STEM Spaces

#### Insufficient Art, Music, and Performing Arts Spaces

- Space does not support performing arts programs
- Limited storage space for band
- Art classrooms and workspaces much too small
- Not enough sinks in art rooms
- Need better performing art spaces
- Lack of integrated technology
- More outlets needed, charging stations
- Need larger projection monitors



## WMHS FACILITY CHALLENGES *Continued*

### Insufficient Areas for Student Gathering

- Limited collaborative spaces
- Lack of centralized hub for student gathering
- Comfortable furniture for group conversation

### Lack of Sustainability

- Not a very green building
- Building that incorporates reduction in carbon footprint without increasing operating cost (and learning curve for staff to use and operate)

### Older Building

- Poorly constructed building that is showing its age

### Maintenance of Memorial Area

- Lack of clarity and upkeep of Memorial area for the 3 soldiers memorialized in the name of WMHS

### Restrooms

- Inadequate restrooms for faculty and staff

### Parking and Traffic Flow

- Parking and traffic flow with elementary and tech school shared roads/timing
- Circulation in and around the property

### Unclear Public Access

- Need better public access
- Hard for various town groups to sign up for lecture areas

### Display and Exhibition

- Lack of areas for showcasing student work



## EDUCATIONAL AND ARCHITECTURAL OPPORTUNITIES & GOALS

### Increased Connectivity

- Spaces and places for collaborative work in and between departments
- Better adjacencies within and across departments
- Flexible space that can support collaboration
- Collaboration among departments for more interdisciplinary learning
- Create spaces that foster community

### Improved Learning Outcomes

- Greater variety of course options facilitated by modern and flexible spaces
- Preparing all students at every level for their future- whatever that may be
- Even greater learning outcomes as evidenced in test scores, college admissions, work opportunities, etc.
- Ensuring that students will leave WMHS future ready - be that college or career

### Improved Equity and Access

- Ability to educate learners of all abilities
- Following Universal Design principles
- Easier handicapped design for public

### Inspiring, Flexible and Innovative Spaces

- Spaces that make learner-centered pedagogies possible
- Flexibility for collaboration, fully supported spaces for teaching and learning
- More flexible spaces for students to engage in many types of learning
- Make our work more public and encourage and promote interdisciplinary work!
- Modern and inspiring space
- Building that inspires teachers and students
- Open space

### Support for Social and Emotional Learning

- Guidance and SEL Spaces

### Improved STEM and STEAM

- Development of a stronger STEM program
- State-of-the-art STEM spaces
- STEM lab spaces that can support innovative technologies that promote student inquiry and collaboration
- Increased technology applications



## EDUCATIONAL AND ARCHITECTURAL OPPORTUNITIES & GOALS

*Continued*

### Increased Hands-On and Vocational Programming

- Incorporating vocational aspects into all curricula
- Proximity to the Vocational-tech for possible sharing of program access for students
- Programming that connects students with authentic experiences

### Improved Art, Music, and Performance Programming

- Improved performing arts spaces
- Connecting arts and STEM
- Improved space for WCAT (Wakefield Cable Access Television)

### Athletic Spaces

- Modern Athletic Spaces

### Improved Community Connections and Use

- Engagement of community in lifelong learning opportunities
- Connection to community needs and opportunities for partnering
- Space that honors the indigenous people that preceded European settlers
- Enough square footage to accommodate the growth of the community
- Efficiently uses space and provides opportunities for district income by creating rentable space

### Sustainability

- Net zero
- Solar generation
- Minimized environmental impact
- Design and building materials that minimize the environmental footprint over the life of the building
- Use natural materials to better plan in environment/location of school
- Integration of sustainable features that can be integrated into curriculum

### Improved Lighting and Air Quality

- Bright, light-filled, joyful spaces
- Focus on indoor air quality with material selection
- Outside lighting

### Outdoor Spaces and Connections

- Outdoor spaces that account for New England weather
- Easy access to outdoor spaces/nearby woods/Breakheart

### Welcoming School Culture

- Open, welcoming space that will survive design trends
- Warm and welcoming
- Inviting front facing school to community
- Respectful area that showcases why and who WMHS is memorialized for

### Traffic Flow and Parking

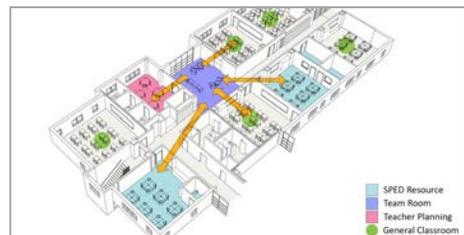
- Location - improving traffic flow, availability for public access and appropriate parking for public-access events

## Desired 21<sup>st</sup> Century Design Patterns 1.0

The following set of priority “21<sup>st</sup> Century Design Patterns” for the design of the renovated and/or Wakefield Memorial High School was developed by the Educational Visioning Group (EVG) during Workshop Two. The EVG is a group of approximately 38 participants that includes WPS leadership, as well as WMHS administrators, teachers, parents, and community partners. Workshop participants were introduced to 37 “Design Patterns” that represent varied architectural design features of, and approaches to 21<sup>st</sup> 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.

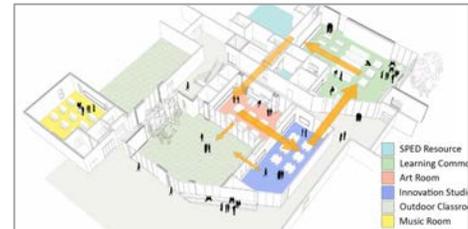
### Top 20

1. **Universal Design Access** (51 votes)
2. **Extended Learning Spaces** (49 votes)
3. **Breakout and Quiet Spaces** (48 votes)
4. **STEM/STEAM and Makerspaces** (48 votes)
5. **STEM/STEAM Adjacencies** (47 votes)
6. **Classroom Neighborhoods** (45 votes)
7. **Welcoming Arrival** (44 votes)
8. **Wayfinding and Streetscapes** (44 votes)
9. **Dining as Social Commons** (44 votes)
10. **Professional Work Areas** (44 votes)
11. **Heart of the School** (44 votes)
12. **Clusters of Learning** (43 votes)
13. **Flexible Science Labs** (43 votes)
14. **Anywhere Anytime Learning** (43 votes)
15. **Media Center as Learning Commons** (41 votes)
16. **Enrichment Spaces** (38 votes)
17. **Display and Exhibition** (35 votes)
18. **Café/Forum** (34 votes)
19. **Visible Learning and Transparency** (33 votes)
20. **Spatial Synergy** (38 votes)



## Desired 21<sup>st</sup> Century Design Patterns 1.0 *Continued*

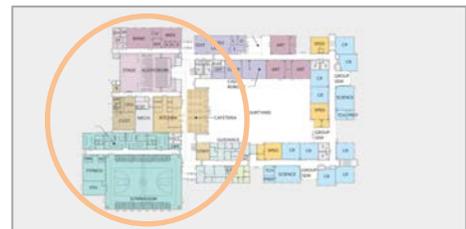
21. **Innovation Hub** (31 votes)
22. **Greeting and Gate Keeping** (24 votes)
23. **Indoor Outdoor Connections** (24 votes)
24. **Teacher Teaming** (23 votes)
25. **Effective Storage** (22 votes)
26. **Story Telling and History** (21 votes)
27. **Varied Performance Venues** (20 votes)
28. **Outdoor Gathering Spaces** (20 votes)
29. **Branding and Identity** (19 votes)
30. **Distributed Resources** (18 votes)
31. **Building as Teacher** (17 votes)



### Givens

The following set of priority “21<sup>st</sup> Century Design Patterns” for the design of the renovated and/or new Wakefield Memorial High School have been placed in a separate category of “Givens,” in that any renovated and/or new school building that goes through the MSBA Feasibility Study process will be sure to address them.

- **Agile Classrooms** (50 votes)
- **Community Access** (42 votes)
- **Push-In Special Education** (37 votes)
- **Flexible Modular Furniture** (28 votes)
- **Security and Welcome** (26 votes)
- **Sustainability** (23 votes)



## Design Patterns 2.0

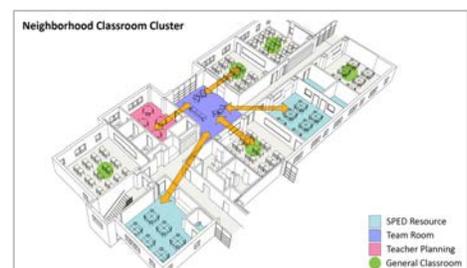
The following set of priority “21<sup>st</sup> Century Design Patterns 2.0” for the design of the Wakefield Memorial High School was developed by the Educational Visioning Group (EVG) during Workshop Three. Working in small groups, participants were given the opportunity to interact further with the Design Patterns that they had been introduced to during Workshop Two. Seven teams of 4-6 participants each worked to create their own set of 8-10 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 5 votes for every time that it appeared on a team’s list.

- **STEM / STEAM Adjacencies and Maker Space** (45 votes)
  - By design, STEAM ties together departmental areas
  - Engineering Lab/Robotics Lab
    - Proximity to the outdoors
    - Rockets, robots, etc.
    - Glass garage doors to open up to outdoor space
  - WCAT Studio Synergy between TV curricula and CAT - makes build more viable
  
- **Heart of the School/Learning Commons** (35 votes)
  - Collaborative learning spaces, comfortable seating, lots of light
  - Heart of the school, open, access from this hub to all other parts of the school
  - Welcoming arrival
  - The notion that there is a space that functions as a central gathering place and also directly supports the goals around community access through its adjacency to those spaces
  - Storytelling and history
  - Heart of the building
  - Centrality to main doors
  - Multiple hearts so that different student groups can have their own welcoming space
  - Counseling Suite adjacency
  - STEAM adjacency
  - Library Media Center / Learning Commons
    - Pushback to manage student expectations of quiet in the library or media center as an academic space



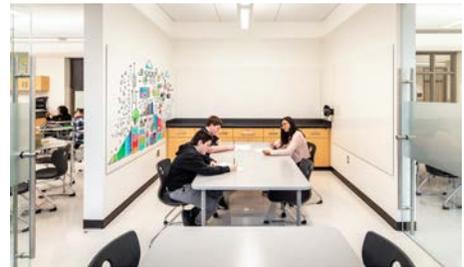
## Design Patterns 2.0 *Continued*

- **Community Access** (30 votes)
  - The community is able to use the shared spaces. Easy access locked off to the rest of the building.
  
- **Universal Design and Accessibility** (25 votes)
  - Lack of barriers/obstacles
  - ADA accessibility - more ramps
    - Special Education/Diversity, Equity and Inclusion (DEI)
    - Ensuring that appropriate technologies exist in the space
  - Signage and wayfinding
    - Using architectural elements to define identity
    - Increase visibility
    - Signage in multiple languages - imagery and wording is understood on all levels
  - Spaces should have the ability to have more than one use - current and future needs
  - Good use of color to make things understandable
  - Easy to navigate between different areas of the building
  - Options for single stall bathrooms
  - Standing spaces for students who cannot sit an entire period
  - Good acoustics
  - Various heights for counters
  - Use of world languages - welcoming for all student populations (building as teacher)
  
- **Agile Classrooms** (25 votes)
- **Classroom Neighborhoods** (20 votes)
  - STEM/STEAM, possibly Humanities, specifics to be defined by what would best support educational programming and objectives.
  - The notion that the physical space is oriented to not only support adjacencies, but is a combination of different types of spaces that are flexible.
  
- **Display & Exhibition** (20 votes)



## Design Patterns 2.0 *Continued*

- **Dining as Social Commons** (20 votes)
  - Learning Commons/Dining Commons
  - Cafe / Forum
  - Foodservice options near the library (cafe)
    - Alternative eating spaces
  
- **Breakout Quiet Space / Anywhere Learning** (20 votes)
  - Small group rooms (glass, visible) for conferencing and student groups
  - Smaller conference spaces near library or a supervised space
  - Gives students a level of controlled autonomy
  - Quiet spaces for students and teachers
  - Counseling Suite - center for student services could serve this need
  - Special Education meeting spaces
  - Sensory spaces/therapeutic spaces
  - Smaller breakout rooms to self-regulate / deescalate
  
- **Extended Learning Spaces** (15 votes)
  - Would support project-based learning. The combination of these spaces with Anywhere, Anytime Learning spaces would support small groups as well as classes
  - Anytime learning area
  - Flexible furniture
  
- **Welcoming Arrival** (15 votes)
  - Soft furniture (colors hardness/softness of materials)
  - Comfort features
  - Lighting
  
- **Visible Learning & Transparency** (15 votes)
- **Professional Work Areas** (10 votes)
- **Enrichment Spaces** (10 votes)
  - Auditorium space insufficient at the GMS
- **Security and Welcome** (10 votes)
- **Indoor/Outdoor Connections** (10 votes)
- **Wayfinding and Streetscapes** (10 votes)
- **Flexible Science Labs** (5 votes)
  - Likely a given due to MSBA standards
- **Anywhere, Anytime Learning** (5 votes)



## Guiding Principles 1.0

The following set of “Guiding Principles 1.0” for design of the Wakefield Memorial High School facility was developed by the Educational Visioning Group (EVG) during Workshop Three. The EVG is a group of approximately 38 participants that includes WPS leadership, as well as WMHS administrators, teachers, parents, and community partners. Seven teams of 4-5 participants each worked to create their own set of priority Guiding Principles which were then grouped by like themes. These are listed below, with each Guiding Principle given five votes for appearing on one of the original team lists.

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.

### 1. **Integration & Synergy** (35 votes)

- Collaboration and Community
- Inclusive Environment
- Relationship Building
- Student Centered Spaces

### 2. **STEM & STEAM** (35 votes)

- Art Integration
- Mastery- and Competency-Based Learning
- Project-Based and Autonomous Work
- Real Connections to 21<sup>st</sup> Century Learning

### 3. **Visible Learning** (20 votes)

- The Joy of Learning
- Controlled Transparency
- Celebration of Student Work
- Students Instructing Students

### 4. **Adaptability, Flexibility & Utility** (20 votes)

- Evolution
- Seamless Technology
- Supporting Current Learning Model But Adaptable to Future Models (e.g., Interdisciplinary)
- Rooms With Purpose

### 5. **Small Learning Communities, Large School Pride** (25 votes)

- School as Community
- Sense of Belonging and Ownership
- Placemaking at Center of Building Identity
- Heart of School

### 6. **School as a Community Resource** (15 votes)

- Safe Community Use
- Elements that Connect Directly to the Community: Culinary and Bank
- Outdoor Connections, Collaboration, and Community

## Guiding Principles 2.0

The following set of “Guiding Principles 2.0” for design of the Wakefield Memorial High School facility was developed by the Educational Visioning Group (EVG) during Workshop Three and further refined during Workshop Four. The EVG is a group of approximately 38 participants that includes WPS leadership, as well as WMHS administrators, teachers, parents, and community partners. Seven teams of 4-5 participants each worked to create their own set of priority Guiding Principles which were then grouped by like themes.

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.

### WMHS Guiding Principles for Design

#### 1. Integration & Synergy

- Collaboration and Community
- Inclusive Environment
- Relationship Building
- Heart of School
- Learning Neighborhoods, Pods, and Co-located Disciplines
- Sense of Belonging and Ownership

#### 2. STEM & STEAM

- Future Ready Learning STEM/STEAM Space
- Breaking Down of Academic Silos
- Mastery and Competency-Based Learning
- Project-Based and Autonomous Work
- Adjacency to and Integration with Language, Art, and Performing Arts

#### 3. Visible Learning

- The Joy of Learning
- Controlled Transparency
- Celebration of Student Work
- Student Centered Spaces
- Visibility of Faculty Learning and Collaboration

#### 4. Adaptability, Flexibility & Utility

- Evolution
- Seamless Technology
- Supporting Current Learning Model but Adaptable to Future Models (e.g., Interdisciplinary)
- Rooms with Purpose
- Professional Workspaces

#### 5. School as a Community Resource

- Promote Safe Community Use of Communal Spaces After Hours
- Elements that Connect Directly to the Community: Culinary and Bank
- Celebration of Wakefield's Historic Legacy
- Communal Spaces as Rental Opportunity

#### 6. Indoor/Outdoor Connections

- Outdoor Connections, Collaboration and Community
- Maximization of Site Resources and Connections
- Generous Natural Light

## Blue Sky Ideas

The following “Blue Sky” ideas for the design of the Wakefield Memorial High School facility were developed by the Educational Visioning Group (EVG) during Workshop Four. The EVG is a group of approximately 38 participants that includes WPS leadership, as well as WMHS administrators, teachers, parents, and community partners. Individual participants brainstormed Blue-Sky Ideas, which have been grouped thematically and listed 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.

### Grand Entrance

- I would like to see a grand entrance that makes a statement about both the school and our community

### Transparency and Visible Learning

- Lots of glass, but need it tinted so glare is not too strong
- Controlled transparency
- No huge glass walls

### Display of Student Work

- Space to showcase artwork, both 3D and 2D work
- Monitors in the building showcasing student work
- Outdoor technology and displays that show student work
- Art Gallery
- Murals on walls in hallways inspired or painted by the students

### STEM Spaces

- Engineering spaces
- Large engineering rooms with access to a shared woodworking area and computer labs

### Quiet Spaces

- Nooks: our students are desperate for comfortable, safe, small spaces to learn and relax

### School as Community Resource

- Community use of auditorium, cafeteria, outdoor fields, field house and cafeteria
- Permanent community art display
- A showcase to feature the indigenous history of Wakefield
- Art gallery for community use as well as student

### Sustainability

- Net zero carbon use
- Solar power
- Recycling programs integrated into the building to encourage occupants to participate
- It would be great if the climate impacts of the building materials and mechanical systems are minimized to the extent possible and the building would help to educate and raise awareness of climate impacts of the built environment
- Architectural features that tie into local earth i.e., natural stone
- Low maintenance landscaping
- The building as a teacher for sustainability
- Transparency in building structure and operations to learn about energy use, sustainability, engineering design, etc.
- Dimmable lighting on sensors

### Indoor and Outdoor Learning Spaces and Connections

- Outdoor, secure learning spaces (e.g., an atrium in the library or a balcony off the library with cafe seating)
- Stone plaza with seating
- Outdoor space that allows for science outside
- Outdoor usable space - for classrooms or where students could go for lunch
- Indoor/outdoor access (garage doors) for the art classes
- I would like to see a usable courtyard with grass, stone, possibly small greens, and sitting areas. This sitting area could be made of stone
- A space with high tops mixed in coffee tables with lounge chairs, short walls to sit on, greenery, big awnings/umbrellas and a partially covered space where some cushioned chairs could be set up
- Space or an outdoor band practice area

## Blue Sky Ideas *Continued*

### Greenhouse and Gardens

- Garden, solar, etc.
- Greenhouses
- I'd love to see a greenhouse for students to grow organic vegetables that they can sell to the community
- Sculpture Park

### Rooftop Garden

- Outdoor roof top cafeteria area
- Green rooftop
- My company added a seating area to our rooftop at our Santa Clara office and despite the dreary office buildings, the rooftop was an oasis that made us forget we were in the middle of an office park. People would bring their lunch or just bring their computers to get work done, have small meetings, etc. It felt like a cool area to go outside and get away from the indoor hallways and cubicles (now open work areas!)

### Art Rooms

- Large rectangular rooms with windows to exterior
- Glass walls to showcase artwork
- Oversized monitor to display computer screen
- Lockable storage and cubbies
- 2-3 sinks per room
- Tall tables with stools
- Controlled, directional and soft lighting
- Small comfort space for quiet discussion
- 3D room and 2D room
- Soft neutral colors

### Circular Spaces

- A circular space that allows students to see everyone in the room and is a discussion space; allows for strong acoustics and strongly encourages inquiry and discussion-based activities

### Fitness and Health

- Yoga room
- Meditation rooms
- Indoor track
- Outdoor fitness track/installations

### Visual and Performing Arts

- The building as a teacher for art, music, and creativity
- A large auditorium
- In addition to a traditional auditorium, small, flexible performance spaces scattered throughout the building
- While the school will have a traditional auditorium, it also would be great to have a smaller "black box" space similar to The Savings Bank Theater
- Could we have "performance corners" in a couple of random places in the building? As we're talking about the building's "streetscape", I'd think of these as places as similar to a street corner where you might see a performer. These shouldn't require a huge amount of space -- maybe a small platform (6x6) with a couple of comfy couches or café chairs/tables around it
- Performance corners also could serve as places for art displays, even sculptural work on a rotating basis. Could we think about an outdoor performance space as well, such as a small amphitheater? Or even a garage door for the black box space that could allow it to extend to an outdoor space?
- Dedicated space large enough for the band to practice so they are not competing with other programs for space
- Small black box theaters [50 or less people] for presentations, critiquing and meetings
- Dance room
- WCAT station that students and the community can access
- Photography studio with high ceilings and darkroom

### Pool and Ice Hockey Rink

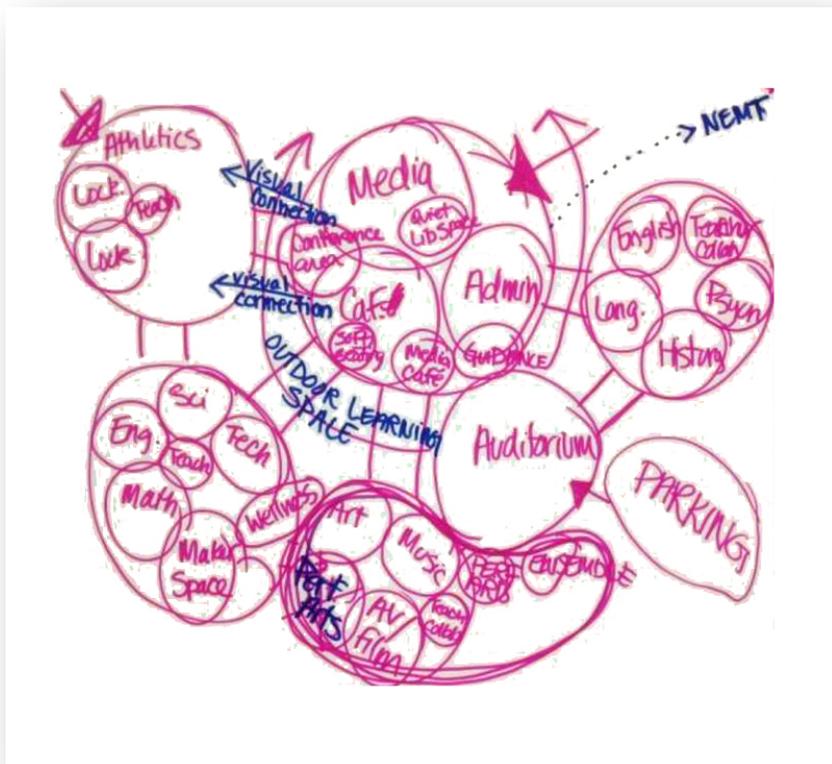
- Both teams pay other communities [and drive far, so there are most likely neighboring communities that would rent from us]

### Thoughtful Colors

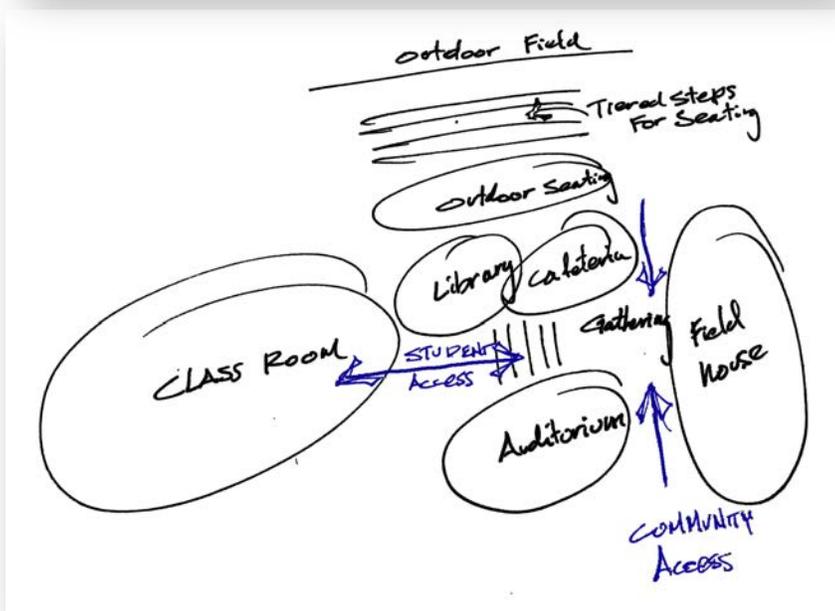
- Bright bold colors in hallways
- Relaxing colors in classrooms

## Blue Sky Ideas *Continued*

The following diagrams were created (and images provided) by workshop participants to illustrate their Blue Sky Ideas.

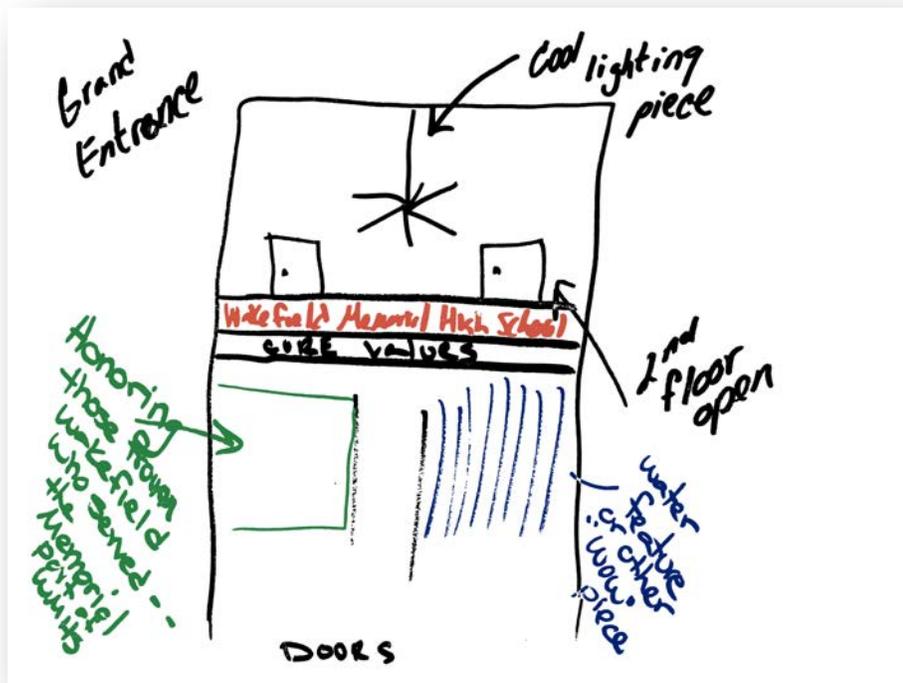


Whole School Layout



Whole School Layout

Blue Sky Ideas *Continued*

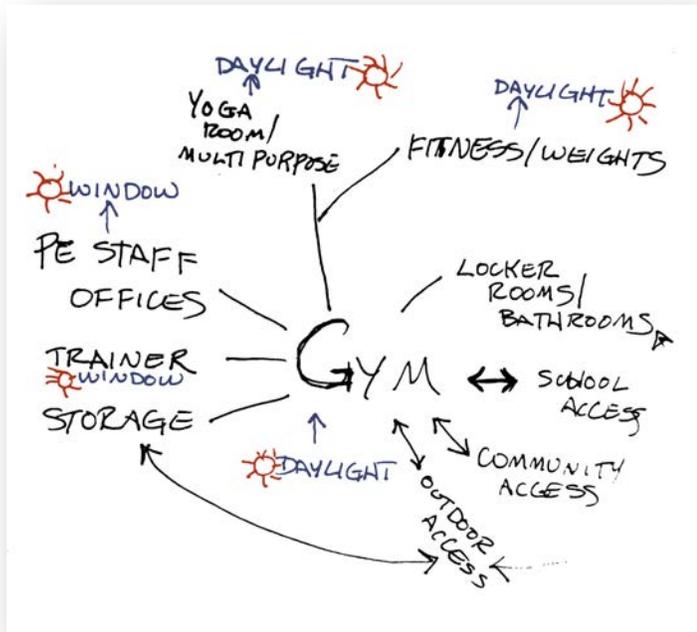


Grand Entrance



Cafeteria

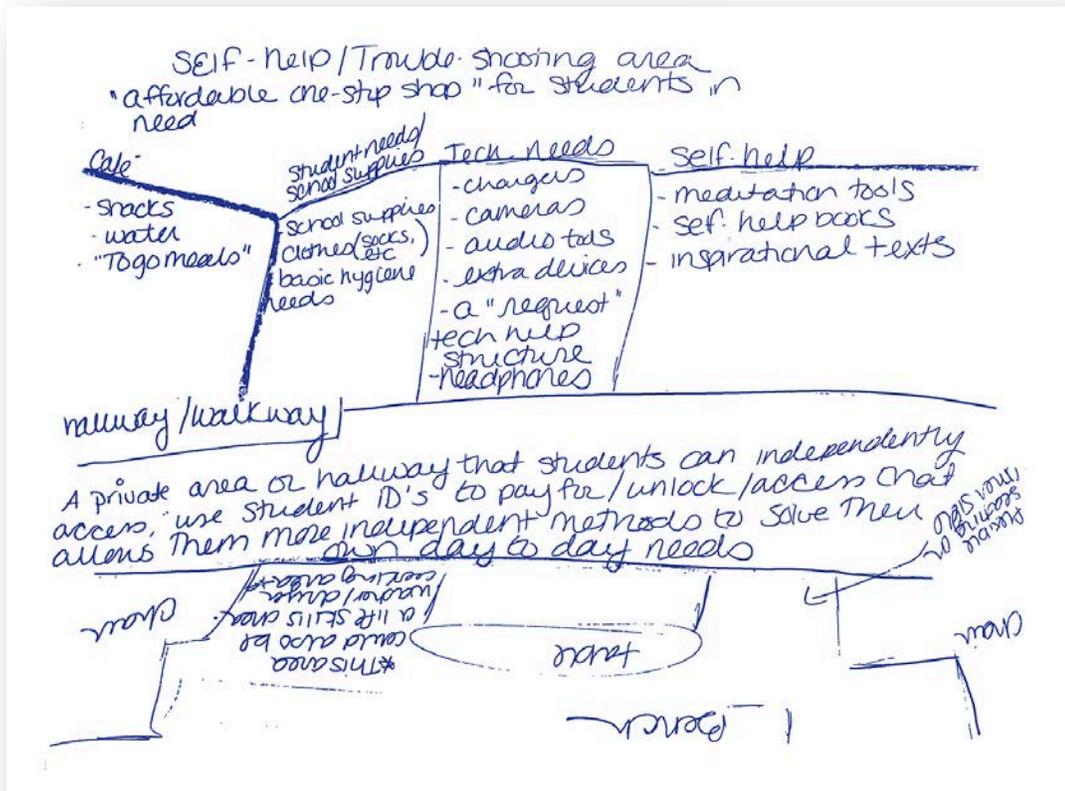
Blue Sky Ideas *Continued*



Gym

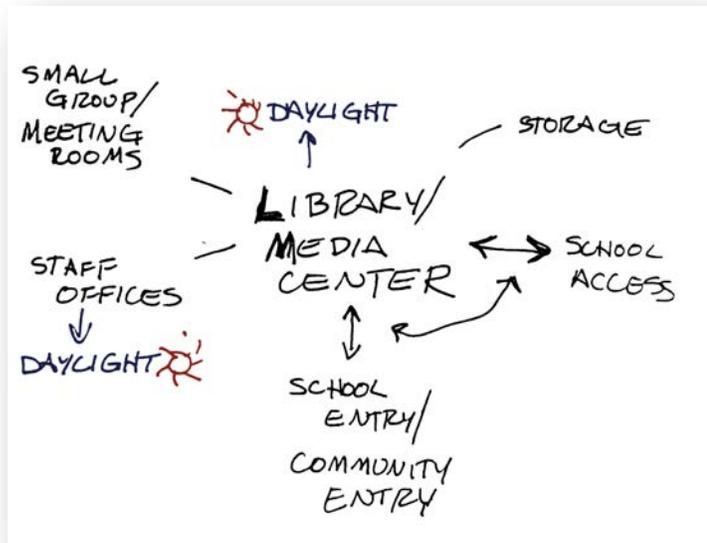


Greenhouse

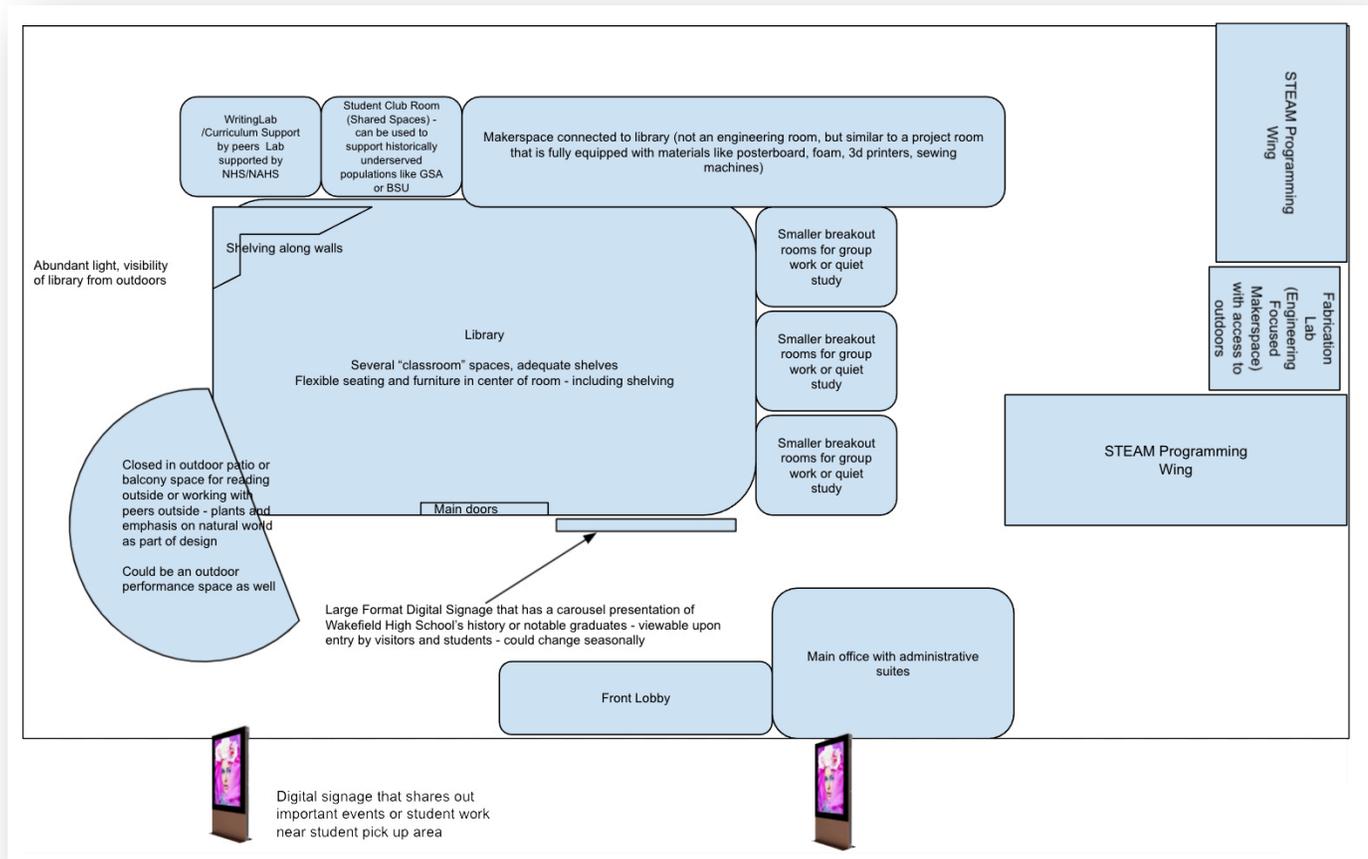


One Stop Shop Area

## Blue Sky Ideas *Continued*

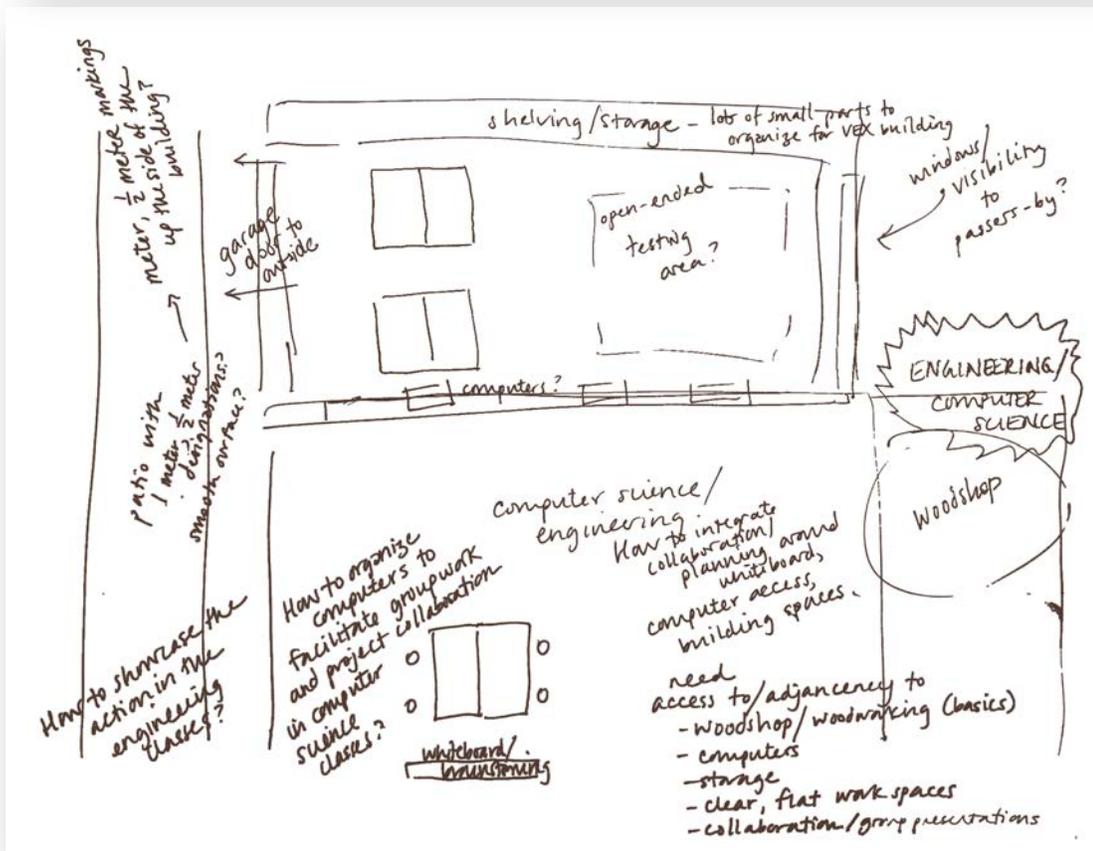
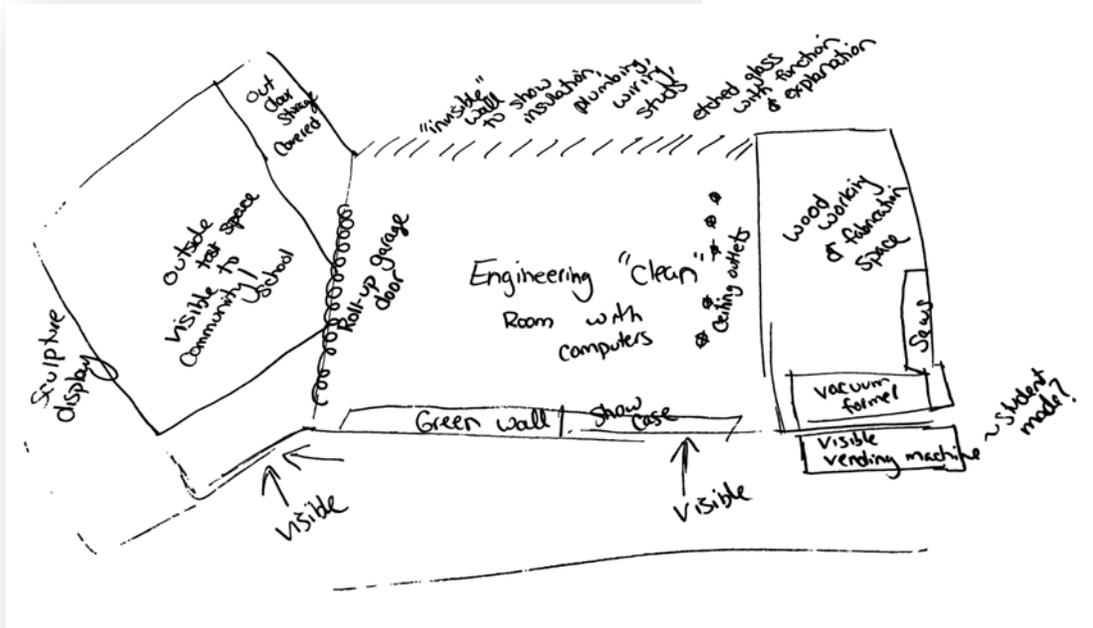


Library Media Center



Blue Sky Ideas *Continued*

Engineering Lab



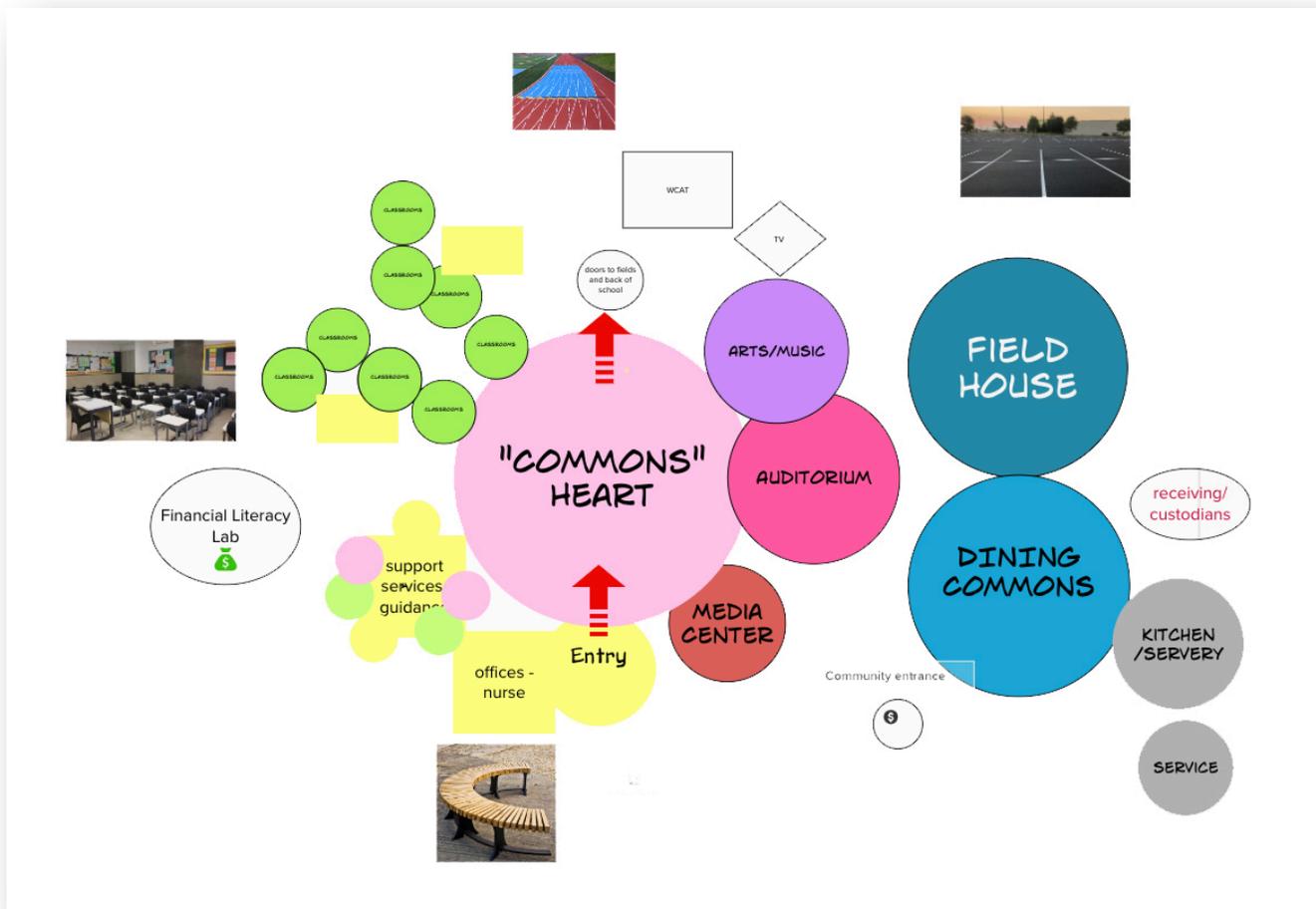
## Whole School Diagram One

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 Wakefield Memorial High School facility.



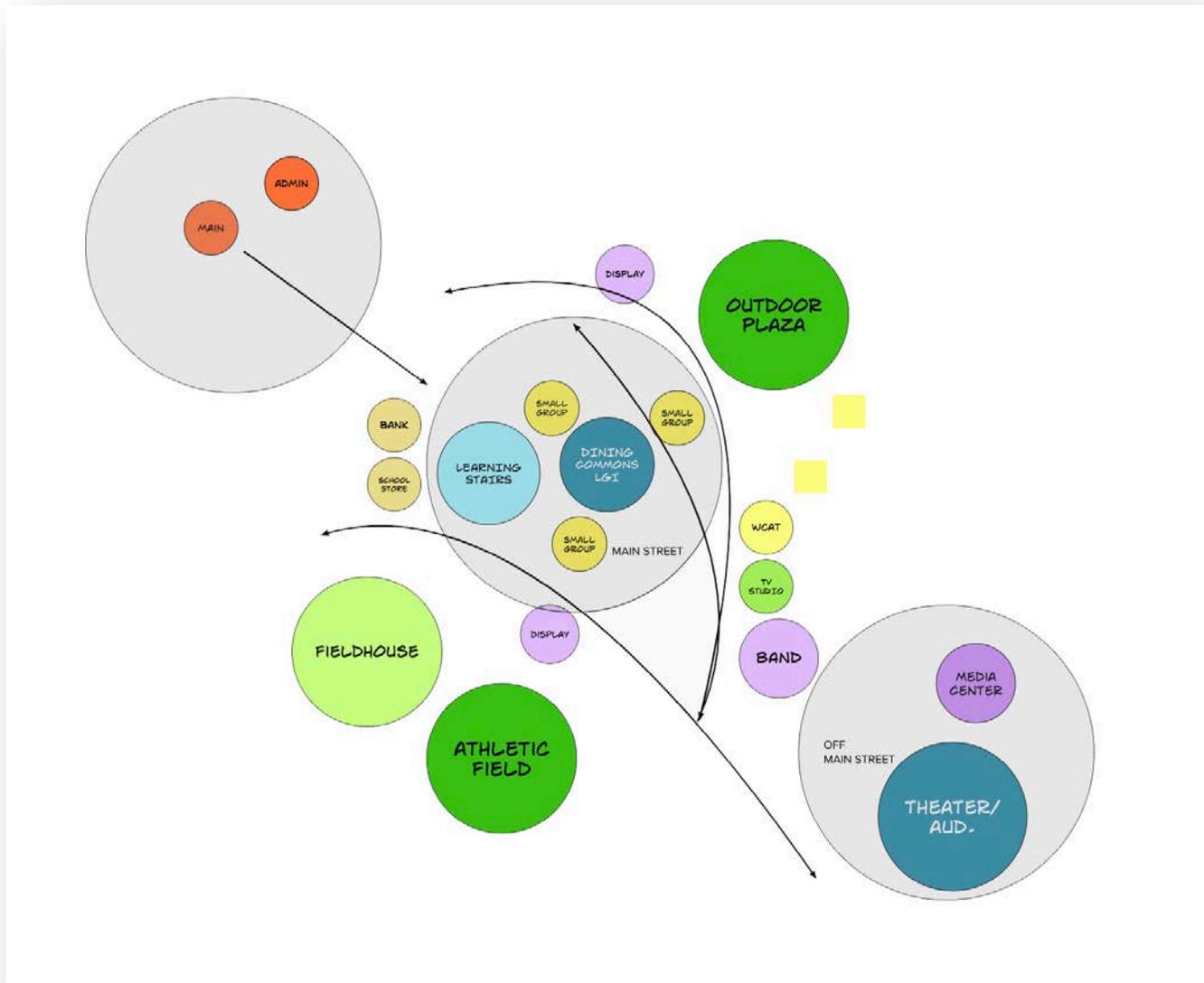
## Whole School Diagram Two

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 Wakefield Memorial High School facility.



## Community Core Diagram

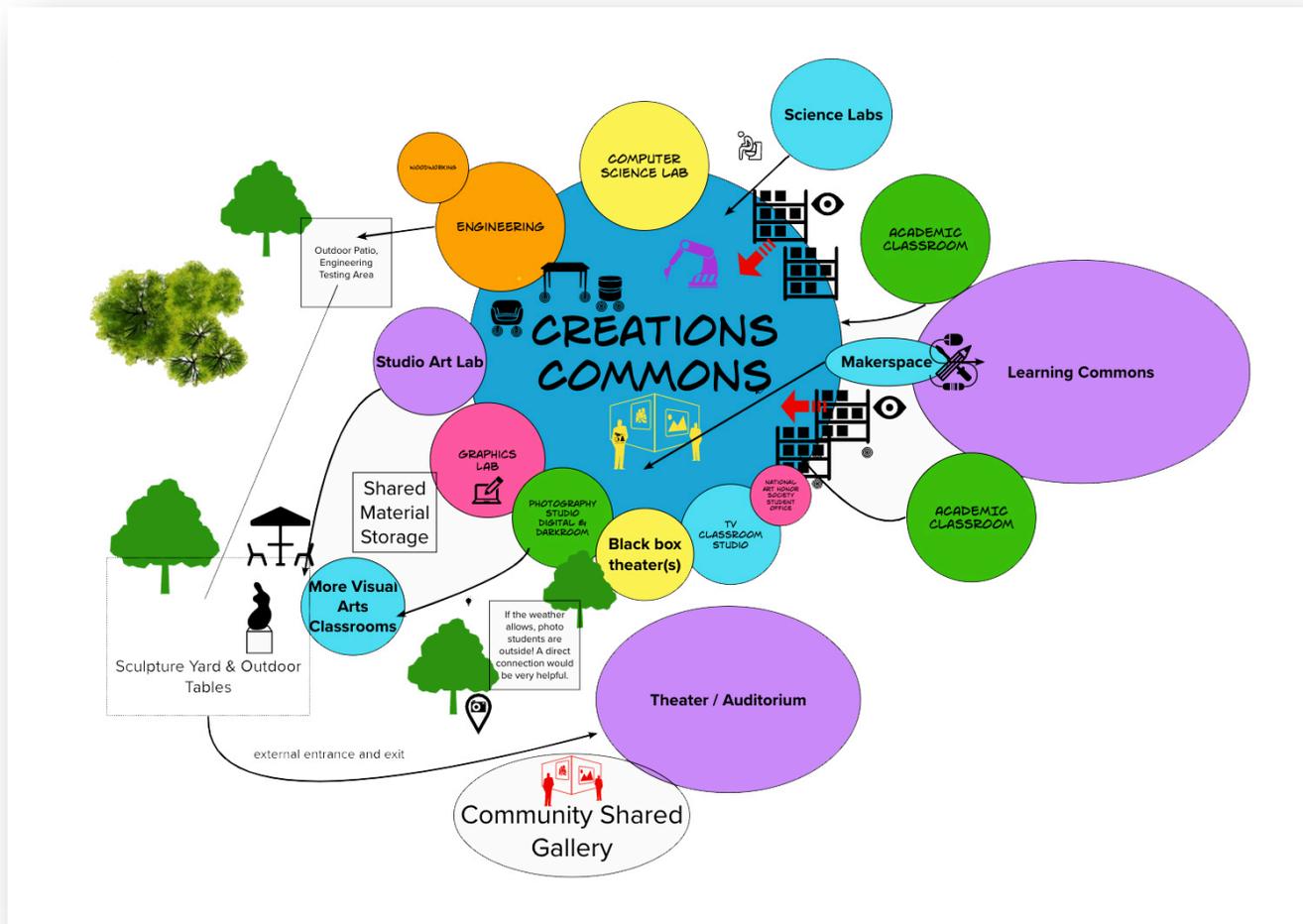
This Community Core adjacency diagram was created by a small group of workshop participants with the assistance of a member of the architectural design team in order to communicate their ideas about spatial adjacencies for the renovated and/or new Wakefield Memorial High School facility.





## Creative Commons Diagram

This Creative Commons 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 Wakefield Memorial High School facility.



## Talking Points

The follow Talking Points were brainstormed by workshop participants during Workshop Four in order to communicate to the larger Wakefield community the key priorities and drivers for the WMHS project.

### Building for Wakefield's Future

- Wakefield has a strong history of investing in education and the future of our students. It is time to re-invest in the high school and take advantage of the state's willingness to engage in the project with us and cost-share.
- We need a space that both honors our history and prepares us for our future.
- We must support the growth of new Wakefield residents with state-of-the-art facility for educating and interacting with community.
- This project will unlock the incredible potential of the whole community.
- This is a shared space that can benefit all ages.

### Support for Future Ready Teaching and Learning

- The current facility does not support the educational objectives of 21st Century/Next Generation teaching and learning
- The transition from a state-of-the-art middle school to the current high school is a step backwards for our students.
- The facility should provide a technology infrastructure that meets the needs of students' present and future lives and allows them to engage in future-ready learning.
- The building will encourage students to feel a sense of connection to and ownership of the school.
- Our students need a future ready school that is responsive to their vocational and emotional needs.
- The current school facility has had a good life, but it is time to move on to an update new school where the public can see the learning and education that goes on in a high school with the right tools and environment.
- Our current curricula are stagnated by facility inflexibility.
- Increased opportunities for collaboration, creation and engagement with teaching and learning.
- Our curriculum can grow in a new building; the opportunities are endless!
- Larger workspaces are imperative in the new school.
- We need to improve student circulation to classrooms.
- We need better organization of student spaces and community spaces.

### An Accessible and Inclusive Building

- The current facility is not accessible (ADA).
- All are welcome at WMHS. Come learn and grow with us!
- WMHS will be a place where all are welcome.
- If inclusive and culturally responsive teaching, and the development of 21st century learning practices are important to the community, then the structure of the building needs to allow for interdisciplinary work and real-world application of skills.
- It will be invigorating for the community to see the building as accessible to all.
- Accessibility will include the provision of easy entrances for wheelchair access, gender neutral bathrooms, and breakout spaces for those that need quiet and focus.

### The Need for a Sustainable Building

- Our goals must go beyond 21st century thinking and learning. Sustainability, future-thinking, and flexibility are important priorities for the town of Wakefield.
- The poor existing performing envelope needs to be addressed to make space comfortable, save money on heating/cooling.

## Talking Points *Continued*

### Providing a Resource for the Community

- A renovated and/or new WMHS facility is key to building for Wakefield's future.
- The facility will be a beautiful centerpiece of town and provide an architectural approach and aesthetic that fits in with community.
- The building will be beautiful and inspiring.
- The new high school will be a place that brings our entire community together for events and activities. It will become a showcase of what makes Wakefield special.
- The new facility will improve the spaces available for the community, neighborhoods, commuters, teachers, and students.
- Currently space is being used for things that do not directly impact student learning such as the TV station. There either needs to be an educational connection or they need to rent this space because it is taking away from classrooms.

### Collaborative and Future Ready Learning Environments

- To prepare students for the future we need connections to forward-thinking planning. We want our building to reflect the values, talent, and potential of our students.
- A new WMHS building would foster increased communication and collaboration amongst all students and staff.
- The building should promote the integration of all students, as well as increased opportunities for collaboration between students and teachers.
- Collaboration between students and faculty, as well as with the community is important to us. There will be lots of opportunities to partner now and in the future!
- This will be a space that supports and showcases the amazing creative work being done by WMHS students.
- Next Generation learning will be reflected in the organizational diagram.
- STEM/STEAM are important in school and will require new spaces to support them.

### An Evolving, Flexible, and Adaptable Building

- The plan is for this to be a flexible building that evolves with the school community.
- The new facility would be designed to be flexible to adapt as teaching and learning adapts over time.
- We are designing a building that will meet the educational needs for our students, not just today but with flexibility for the future.
- We must be smart about this building. Wakefield is rapidly growing. Spaces will need to be flexible on the day of opening and in twenty years, without running out of space to have innovative learning and support for our students and staff.

### Promoting Student Engagement and Excitement

- Students need a space they are excited to enter every day for opportunity for learning and growth.
- Creating a joy of learning and a much-needed student centric approach.
- The new building will provide better opportunities for engagement.
- We want the faculty and staff to be invigorated and excited to come to work just as much as we want the students to feel the same.

## Community Priorities and Considerations

A Virtual Public Forum was held on November 10, 2021, from 7:00 – 9:00 PM, in order to provide an overview of the visioning process, share educational and architectural priorities that had been developed thus far during the visioning workshops, and elicit public feedback and opinion. Approximately 12 community members participated in the workshop and shared the following priorities and considerations for the design of the Wakefield Memorial High School.

### Educational Priorities

- Equity
- Collaboration
- Universal design
- Flexible classroom spaces to be adaptable over time for new educational needs
- Classes that prepare students for colleges as well as for life
- Spaces for student agency
- Outdoor learning spaces
- Open spaces for group work/activities
- Transparency

### Architectural Priorities

- Daylighting
- Easy navigation
- Potential for separation of community spaces and school

### Community Priorities

- Net zero emissions (no gas heat)
- Shared community spaces - Theater, Field House, Maker spaces
- Access to recreational spaces during non-school time
- Multi modal transportation plan
- Community access to recreational spaces during off time



## Workshop Participant List

- |                           |                                 |
|---------------------------|---------------------------------|
| 1. Andy Bray              | Parent                          |
| 2. Catherine Cameron      | WMHS Physics & Engineering      |
| 3. Sharon Carney          | Math Department Coordinator     |
| 4. Erin Chrisos           | Social Studies Department Chair |
| 5. Jonathan Chines        | SBC Member                      |
| 6. Caitlin Conway-Torelli | Teacher                         |
| 7. Catherine Dhingra      | Health Dept                     |
| 8. Marybeth Ebert         | Special Education Department    |
| 9. Rosie Galvin           | Director SPED                   |
| 10. Tom Galvin            | PBC/SBC Member                  |
| 11. Morgan Giannotti      | WMHS Art                        |
| 12. Robin Greenberg       | Community Member                |
| 13. Diana M. Ho           | Librarian/Media Specialist      |
| 14. Bridget Hagerty       | Teacher                         |
| 15. Lesley Hamlin         | Parent, Community Member        |
| 16. John Hanron           | Science Dept Coordinator        |
| 17. Kim Hartman           | SBC Member                      |
| 18. Stephen Ingalls       | School Committee                |
| 19. William Karvouniaris  | SBC Member, SPED Teacher        |
| 20. Doug Lyons            | Superintendent                  |
| 21. Erin Manzi            | Teacher                         |
| 22. JoAnne Marks          | WPS Science                     |
| 23. Liz Martin            | SBC Member                      |
| 24. Kara Mauro            | Asst, Superintendent            |
| 25. Margaret McKenna      | Visual Arts: Dept Coordinator   |
| 26. Amy McLeod            | Wakefield MHS Principal         |
| 27. Elizabeth Liz Martin  | SBC Member                      |
| 28. Paul Norman           | WCAT                            |
| 29. Tim O'Brien           | Facilities Director             |
| 30. Jason Pavey           | Social Studies Teacher          |
| 31. Kevin Piskadlo        | School Committee                |
| 32. Philip Renzi          | PBC/SBC member                  |
| 33. David Robinson        | Director of Guidance            |
| 34. Julie Scott,          | Community Member                |
| 35. Tom Stapleton         | SBC Member                      |
| 36. Gerrilyn Trafficante  | WMHS Assistant Principal        |
| 37. Jeff Weiner           | WPS Technology Director         |
| 38. Craig Winkler         | Art Teacher                     |
| • Shane Nolan             | Leftfield                       |
| • Lorraine Finnegan       | SMMA                            |
| • Helen Fantini           | SMMA                            |
| • Ben Williams            | SMMA                            |
| • David Stephen           | New Vista Design                |