DRAFT 4/1/25

Massachusetts School Building Authority School District Educational Profile Questionnaire (the "Questionnaire")

Date _____

Name of School District (the "District") Medfield Public Schools

Name of Priority Statement of Interest School Dale Street School

Author(s) of the Educational Profile Questionnaire (Name, Title) Jeffrey Marsden-Superintendent, Michael La Francesca- Director of Finance & Operations, and Steve Grenham-Principal

As part of the District's invitation into the Eligibility Period, the MSBA is seeking the following information as a way to confirm what the District provided in its 2024 Statement of Interest and discussions during the Senior Study, and to further inform our understanding of the School District's facilities, teaching methodology, and program offerings.

SECTION ONE: District-wide Facilities

A. Please confirm the following pre-populated MSBA 2016 School Survey information for all public schools in the District using a "Y" for accurate and "N" for not accurate. Additionally, please complete any non pre-populated information.

School Name	Grades originally intended to be served in the school facility	Grades currently served in the school facility	Year Founded	Last Add or Reno Year	Total GSF	Y/N
Memorial School	PK-1	PK-1	1951	2003	58,584	Y
Ralph Wheelock School	K-5	2-3	1969	N/A	65,190	Y
Dale Street	**8-12**	**4-5**	**1941**	**1997**	**53,029**	**Y**
Thomas Blake Middle	6-8	6-8	1960	1995	122,819	Y
Medfield Senior High	9-12	9-12	1960	2005	160,473	Y

B. Using the space below, please describe how students progress from grades K to 12 (e.g. students from North Elementary School attend East Middle School, students from South Elementary School attend West Middle School, and students from both middle schools attend ABC High School). Additionally, please update any inaccurate School Survey data that was pre-populated.

The Medfield Public Schools provides educational programs for students in Preschool through Grade 12. We also provide transitional services for some Special Education students up to age 22. The Medfield Public Schools currently educate its Preschool, Kindergarten, and Grade 1 students, at the Memorial School with an enrollment of 424. Students in Grade 2 and Grade 3 students attend the Ralph Wheelock School with an enrollment of 392. Students in Grade 4 and 5 students attend

the Dale Street School with an enrollment of 384. Students in Grade 6-8 students attend the Thomas Blake Middle School with an enrollment of 574. Students in Grade 9-12 students attend Medfield High School with an enrollment of 704. Our total enrollment is 2,478. Our community values the configuration that all grade levels stay together throughout their 13 year education. This was highlighted during a survey of parents and community members during the development of Medfield 2021, our Strategic Plan. Over 80% responded that they would prefer all students attending school together versus a neighborhood school model

SECTION TWO: Current Priority Statement of Interest School, Dale Street Elementary School

A. Please complete the chart below indicating the number of each room type currently in the Dale Street Elementary School. Please use the Comments column to further describe a program, if applicable.

ROOM TYPE	**No. of Rooms** (e.g. N/A, 1, 2, etc.)	**Comments**
CORE ACADEMIC SPACES		
Pre-Kindergarten (indicate full/ half day in the Comments column)		
Kindergarten (indicate full/ half day in the Comments column)		
Grade 1		
Grade 2		
Grade 3		
Grade 4	*8*	
Grade 5	*8*	
Grade 6		
Grade 7		
Grade 8		
Math (Grades 9-12)		
Science/ General Classroom (Grades 9-12)		
Science Lab/ Demonstration (Grades 9-12)		
Social Studies (Grades 9-12)		
English (Grades 9-12)		
World Language (Grades 9-12)		
Other (indicate program in the Comments column)		
SPECIAL EDUCATION	*3*	*7 professionals are sharing 2 offices and 2 classrooms*
ART	*1*	
MUSIC	*5*	*Current space includes foyer, cafeteria, gymnasium and converted locker room*
Practice Rooms		
HEALTH & PHYSICAL EDUCATION	*1*	*We have 1 classroom dedicated to Health*
Adaptive PE Spaces		

ROOM TYPE	No. of Rooms (e.g. N/A, 1, 2, etc.)	Comments
Gymnasium	*1*	
MEDIA CENTER	*1*	*Media Center is located within the library*
DINING & FOOD SERVICE	*1*	
MEDICAL SUITE		
Nurses' Office	1	*I space which doubles as health office for nurse and medical space*
ADMINISTRATION & GUIDANCE	2	*The Principal's office is located inside the Main Office shared by 3 people. The guidance Office was a former storage room converted into a guidance office.*
OUTDOOR LEARNING		
AUDITORIUM		
NATATORIUM		
DESE APPROVED CHPT 74 SPACES		*Indicate which programs are currently offered*
NON-CHPT 74 ENRICHMENT PROGRAM SPACES		*Indicate which programs are currently offered*
NON-SCHOOL DISTRICT SPACES		*e.g. Public Works*
OTHER *(indicate type of program in the Comments column)*		*e.g. project-based learning spaces, common area learning spaces*

B. Describe how 1) core spaces, 2) specialty spaces, and 3) non-traditional spaces described above are *currently* used (e.g. multiple schools operating in a single building, the library also serves as Special Education pull out space, the cafeteria doubles as a gymnasium, etc.).

Current Dale Street School

The existing Dale Street School serves Grades 4 and 5 and the current educational structure has been implemented within a building that was originally built as a Junior-Senior High School in 1941. Therefore, it is not adequately configured to provide the learning structure for a Grades 4 and 5 educational philosophy.

The classroom arrangement and support academic spaces are not arranged to facilitate efficient functionality of the school. The school is lacking in 21st century technological capabilities and in the necessary space to provide the appropriate educational program. There is a variety of instructional groupings including regular education, special education inclusion, and self-contained special education classrooms accommodated within the school but they all lack the appropriate adjacencies and integration. Every effort is made to organize the classrooms by grade

level. There is minimal space for elective classes for art, music and physical education. Due to space restrictions, the capabilities of these programs are limited.

Students are taught by their homeroom teachers for all core content subjects (ELA, Math, Science, and Social Studies) throughout the day. Some teachers are using the 'switch' class model, where one teacher teaches a subject (e.g. Science) to their class as well as the switch class and the other teacher will teach another subject (e.g. Social Studies) to their class and the switch class. The classes are not combined for these lessons but are taught separately during the classroom's scheduled academic block for that subject. These classrooms are not located adjacent to each other which would be ideal

C. Using the space below, provide information about the Dale Street Elementary School's *current* teaching methodology (e.g. technology integration, self-contained classroom, team teaching, project based, departmental, or cluster). Include class size policies and, if applicable, scheduling particulars.

There is a student-centered approach to learning. Teachers facilitate rather than lecture in the classroom. Students are expected to work collaboratively to solve problems and learn from each other. As the teacher facilitates, he/ she is expected to provide support and instruction for student mastery of learning objectives. Formative assessment is used frequently to check for student understanding.

Teachers are expected to develop lessons that promote higher order thinking skills, use various forms of assessment and use data for instructional decisions. Inclusion classrooms use a team teaching approach. Common Planning Time is provided to teachers to allow for lesson planning, conferencing on the needs of students, analysis of performance data and curriculum development.

Students are heterogeneously grouped to maintain high expectations for student performance as well as to allow for role modeling and scaffolding between students. Classes include Special Education students and English Learners who are mainstreamed with support. These classes are sometimes co-taught by two teachers.

There are currently 11 teachers who do not have their own classrooms and use others' classrooms throughout the day. Although they are provided with rolling carts, the ability of those teachers to set up and prepare their classrooms for student- centered work is greatly diminished.

Dale Street has one full time co-taught 5th grade classroom with a general education teacher as well as a Special Education teacher leading the classroom to address the varying needs of students. Students identified with special needs are currently supported both by classroom teachers and by specialists. Most academic intervention and support takes place within the regular education classroom. Special education students that require a distraction-free environment and/or specialized instruction often receive instruction in one of the Special Education support classrooms, including a Special education learning center. For 1:1 Special Education services, additional support is provided in a smaller classroom setting located in the

ACCESS (substantially separate) learning center. Students with special learning needs and who experience challenges within a general education environment require facilities that provide spaces for unique learning and collaborative work. The existing school is not fully accessible which can hinder the ability of teachers to provide students with accessibility issues similar learning opportunities within the Dale Street School educational program.

TEACHING METHODOLOGY AND STRUCTURE

Curriculum Practices:

Dale Street's core subjects include Mathematics, Science, English Language Arts, and Social Studies. Additional subjects include World Language, Band, Chorus, Art, Health, Physical Education, Makerspace, SEL, MTSS Reading Support, and MTSS Math Support. Currently, Dale Street School is organized by grade level and team. Classroom teachers are organized into two teams per grade level. As mentioned above, with a growing population in the school, there would be an opportunity to split grade levels into three and possibly four teams to create triads/quads with similar special times that could produce similar planning times for teachers outside the weekly grade level common planning time. Scheduling of student pullout services and music lessons are organized by the grade level teams during their daily WIN (What I Need) block.

Educators at Dale Street are encouraged to plan with the needs of the students they serve foremost in mind. They continue to utilize differentiated teaching methodologies to personalize learning in response to student interests, skill gaps, and learning styles. To identify learning needs, assessment practices help inform instructional decisions. Benchmark assessments provide teachers with student learning data are conducted three times each year - at the beginning of the school year (September), at mid-year (January), and at end-of-year (May/June); the data generated and analyzed during these benchmark assessment periods allow staff to identify the skills, for all students at all grade levels, that need enrichment, review, and remediation. The schedule provides the central instructional focus for skill development and intervention efforts.

Because every child is unique, instructional approaches are widely varied. Teachers frequently transition from whole group instruction to small group instruction to peer-assisted interaction. Student learning occurs in a collaborative context. Students sit at tables or their individual desks, then move to create smaller ad hoc "circles" on the rug to participate in discussions or move to "center" groups for planned activities.

English Language Arts/Literacy

Our literacy standards for writing, grammar, and vocabulary are fully aligned with the most recent Massachusetts Curriculum Frameworks for English Language Arts and Literacy. Additionally, our approach is grounded in the Science of Reading philosophy, ensuring that our instruction is

research-based and supports strong, evidence-driven literacy development for all students. Dale Street teachers plan instruction around common themes, providing students with a strong connection between what they are reading and writing about in class with selections from literature anthologies, guided reading books, trade book collections, individual books for independent reading, read-alouds, and other periodical print magazines. Dale Street teachers use a common resource aligned to the state standards to develop lessons and assessments that support the theme or unit. The writing and language standards from the state common core drive the planning of instruction, assignments, and assessments. Students are assessed through individual teacher meetings during Reader's Workshop, the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment, and the QPI (Qualitative Reading Inventory). Trimester benchmark writing pieces are also assessed each semester.

Mathematics

Dale Street (and all elementary classrooms) use the Illustrative Math program, a research-based curriculum designed to build deep mathematical understanding through problem-solving, and real-world applications. Our math curriculum is fully aligned with the most recent Massachusetts Curriculum Framework for Mathematics. Teachers follow a common pacing and alignment guide to ensure consistency in year-long learning goals.

Each classroom is equipped with materials and resources to support instruction, including access to textbooks, digital tools, and online assessments. Technology, such as classroom Chromebooks and LCD projectors, enhances instruction and student engagement. Students are assessed through individual teacher meetings during weekly Math Workshops, trimester benchmark assessments, lesson cool-downs, and the STAR assessments, which are administered three times a year as a progress monitoring tool and screener.

Social Studies

Dale Street's social studies curriculum is aligned with the most recent Massachusetts Curriculum Framework for History and Social Science and follows the MA state "Investigating History" curriculum, developed by DESE. This comprehensive, inquiry-based curriculum is designed to engage students in authentic historical inquiry and foster a deeper understanding of the past and present.

Students explore history through primary sources and web-based research. Teachers participate in both system and site-based professional development to share best practices. Additionally, interdisciplinary units connect history to current events, providing students with opportunities to write persuasive essays and analyze social issues at the community, state, and global levels.

Science

Dale Street's science curriculum is aligned with the most recent Massachusetts Science and Technology/Engineering Framework and utilizes Mystery Science along with FOSS kits to support hands-on, inquiry-based learning.

Across all grade levels, students engage with earth and space sciences, life science, physical science, and technology/engineering. Teachers use FOSS kits and Mystery Science to integrate scientific inquiry with literacy, allowing students to develop critical thinking skills, conduct investigations, and communicate their findings effectively. The addition of STE rooms for each grade level would provide students with dedicated spaces to authentically integrate subject matter and focus on real-world applications of science and engineering concepts.

World Languages:

In the Medfield Public Schools, we believe that all students must have the opportunity to establish the foundations of second language acquisition at an early age. In order to help our students accomplish this goal, we have established an elementary world language program that begins in the second grade at the Wheelock School. Students begin their studies in grades 2-5 by attending classes in either Mandarin or Spanish twice a week for forty minutes. Our ultimate goal is for our students to graduate from Medfield High School with a Seal of Biliteracy.

Our young students begin to acquire language through comprehensible input and engaging activities that are focused on improving their listening comprehension skills in their newly chosen language. These goals are aligned with the ACTFL (American Council of Teaching of Foreign Languages) can-do statements. They will help students attain a foundation for improving their proficiency in a second language as they progress through the World Language program in Medfield. We strongly believe in providing this input for our young learners and we hope to ignite a life-long interest in learning other languages and about the many cultures of the world.

Our program is currently based on a 2x per week model when students receive "specialized" instruction in the target language using activities and themes that are interesting, age-appropriate, and proficiency driven. Our teachers seek to engage students in these activities in order to increase their familiarity with and ability to use a wide variety of phrases, expressions, and words so that they can function at a basic level in a community of their chosen language. Ideally, students would receive input more frequently (guidelines for FLES state at least 3x per week), even if this means shorter meeting periods. Integrating language learning with other units of study in the classroom is also one of the main recommendations from our World Language Study group from 2017.

Language Labs

World language teachers are expected to use best practices for language learning. However, new standards have been developed at the national level, called World Readiness Standards for

Language Learners, and our language teachers are working on ways to incorporate standards in the goal areas of the five "C's" (communication, cultures, connections, comparisons and communities). The incorporation of language labs has become a priority in terms of modernization, but additionally, language labs greatly assist with the teaching of communication standards. Computer labs can be used as language labs.

Technology

Technology is seamlessly integrated into the instructional program at Dale Street School. Teachers incorporate technology daily, using interactive whiteboards, iPads, and 1:1 Chromebooks to engage students and enhance learning across content areas.

Teachers receive training in various educational software tools, and both students and staff utilize Google Classroom for collaborative communication. Students leverage technology to document their learning, gather information, conduct research, and create presentations that demonstrate their understanding.

The use of iPads, Chromebooks, and The Walking Classroom provides flexibility, allowing learning to happen anytime and anywhere students gather.

Health Education

Our health education program is an important part of our students' education and is based on the most recent Massachusetts Health Education Framework. The goal is to help students develop health literacy. Social emotional learning (SEL) is a key focus in our district. SEL teaches important skills for students' emotional and social development. Our health education curriculum is being updated to follow the National Health Education Standards, which focus on both what students should know and the skills they should be able to demonstrate. These standards also align with CASEL's (Collaborative for Academic, Social, and Emotional Learning) SEL Core Competencies, showing how health education and SEL work together.

While health education covers many important topics, we will continue to include SEL as a key part of our curriculum. As SEL is a top priority, we plan to invest in the facilities and staff needed to support it. Our goal is for health education to be taught at least once a week for all grades, with more focus on SEL to help students succeed in both learning and in life.

Social-Emotional

Students are taught CASEL's five core competencies (self-awareness, self-management, responsible decision-making, relationship skills, social awareness) in a variety of ways throughout many settings within the school day. The Sanford Harmony program is utilized

throughout Dale Street to support social skill growth and development. Dale Street's guidance counselor visits each classroom every other week to share lessons highlighting the five core competencies mentioned above. The guidance counselor works collaboratively with the classroom teachers so that information discussed can be integrated into all parts of the school day. In conjunction with the Sanford Harmony program, Dale Street centers our behavioral expectations around our four core values (Inclusivity, Respect, Responsibility, and Continuous Growth). Having these two important pieces in place at Dale Street allows a whole school system of behavioral expectations and provides opportunities to teach and recognize prosocial behaviors. Whole school spirit days, our positive referral program and core value assemblies throughout the year help emphasize the importance of good character and help to foster a sense of community. Movement breaks using GoNoodle are included in teachers' plans to help improve attention and engagement.

Understanding the social-emotional needs of our students at this developmental level is an important factor in providing high-quality instruction. Ensuring that the building is designed to take this into account will help us continue to foster prosocial behaviors. Attention to natural light, the use of color, movement break space, whole school gathering space, reinforcing graphic displays, and placement of student work displays will all help create a student-centered and inclusive atmosphere.

Planning and Collaboration

Collaboration is a key aspect of the work that Dale Street teachers do every day. The school has designated common planning time where grade-level teams and specialists meet once a week for 40 minutes. This time is used to plan lessons, review student work and data, and discuss teaching strategies with colleagues. In addition to common planning time, each teacher has a 45-minute prep period each day. Teachers typically use their classrooms for planning, unless a specialist needs the space for their class. If needed, teachers will find alternative spaces, such as the corner of the library or the teachers' lunchroom.

Staff also have the opportunity to participate in grade-level or department meetings for 30 minutes after school as part of their contracted schedule. These meetings are generally held in classrooms, though occasionally there may be an after-school intramural event that uses the same space. In such cases, teachers find any available space to hold their meetings. Consultations for students with IEPs, 504 plans, or interventions with the guidance counselor, school administration, and other service providers also take place during this time.

Academic Support Programming Spaces

The Dale Street School EL Specialist delivers EL instruction using a push-in and pull-out model. The amount and method of instruction is based on the English Language Proficiency levels of the

students. This targeted instruction follows DESE EL Guidance recommendations.

Student Guidance and Support Services

Current Services and Programs:
The Dale Street School has:

- 1 Nurse with a very small and inadequate nursing office
- 1 Guidance Counselor/504 Coordinator servicing the entire school
- 1 School Psychologist servicing the entire school
- Office space and conference space is extremely limited or non-existent

TEACHER PLANNING AND ROOM ASSIGNMENT POLICIES

Existing Teacher Planning Spaces, Planning Time and Room Assignments

Currently, core classroom locations are not clustered by grade-level or content area. Each classroom teacher including specialists such as Art, Physical Education, and some Music have their own classroom, but due to space constraints, some specialists such as Health, World Language, and some Music teachers do not have their own classroom or only have limited use of a semi-permanent classroom location.

Dale Street School only has two, small dedicated music rooms. Therefore, many music classes are held in hallways, the foyer, the cafeteria or in multi-purpose classrooms. Orchestra ensembles are held in the cafeteria and band ensembles are held in the gym, preventing any PE classes from being scheduled during this time. Due to scheduling and room limitations, seven of the PE blocks are ‘double PE’s,’ with over 45 students occupying the only gym area.

Support services are spread throughout the building, with the Guidance and Psychologist rooms located on opposite sides of the school. The Nurse’s office is adjacent to the main office, which is convenient for sick student pickups, medication drop-offs, and allows office staff to help cover the nurse’s office when needed. However, the Nurse's office is a small space with minimal privacy and no windows, which can limit its functionality in certain situations.

Reading/Math Support, the SPED Learning Center, the ACCESS Learning Center and other SPED support rooms (Speech, OT, PT, Behavior) are not centrally located, requiring students to travel to different parts of the building depending on which services they are receiving.

When gathering assessment data, there is no dedicated space available for teachers to test students. Testing is often done in a corner of the LMC, in a hallway or in a small closet-like room off the cafeteria. When reviewing assessment data with peers to identify students in need of support, meetings must be held in classrooms or multi-purpose rooms.

By contract, teachers work a total of 7 hours and 15 minutes every day and are given a duty-free lunch block as well as a 45-minute daily prep period and one 60-minute weekly Common Planning Time (CPT) with other grade-level teachers. Grade-level meetings take place in classrooms as Dale Street School does not have any conference rooms.

The Teachers' Room serves as the teacher lunchroom, a location for staff without a classroom (e.g. aides) to store their personal belongings, as well as the main teacher work area (copier, laminator, office supplies, etc.). There are additional copiers located in the office and the LMC. Printer stations are in various locations throughout the building (LMC, office, 2nd floor, 1st floor).

LUNCH PROGRAMS

Dale Street's 18 classrooms are divided into three lunch periods. Each lunch period is 22- minutes long with the first lunch beginning at 11:15 a.m. and the last lunch ending at 12:40p.m. There are between 100-120 students at each lunch. Students have a 23-minute recess block prior to lunch. After recess, staff dismiss the students from the playground to the cafeteria. Students who are purchasing lunch or students who wish to buy a drink or a snack, line up in one of two lunch lines. Approximately 300 lunches are served daily. It would be ideal to have a larger space and some outdoor seating space for outdoor dining.

Food Services also provide breakfast options for students beginning at 8:20 a.m. and snack foods are available for purchase between 9:30-10:30 a.m. In addition to lunches, the cafeteria is also used for school assemblies, orchestra ensembles, music lessons, space for students to work on class projects and a space for pullout services. Most staff eat lunch in the Teachers' Room during their classroom lunchtime. At any given time, there are approximately 15-20 staff members in the Teachers' Room during lunchtimes.

TECHNOLOGY INSTRUCTION POLICIES & REQUIREMENTS

Description of Existing Educational Technology:

Dale Street School uses technology to foster critical thinking, problem-solving, collaboration, and personalized learning experiences, with the goal of equipping students with the skills they need for the 21st century. Dale Street is a 1:1 student-to-Chromebook school, meaning every student has their own Chromebook for classroom use. Wi-Fi access points are available throughout the building, though connectivity issues persist in some areas due to the building's original construction in the early 1940s.

Dale Street has one iPad cart containing a class set of iPads that can be signed out for projects. To further enhance learning, a set of Walking Classroom Walk Kits is available for staff to share. These technologies support a variety of educational activities, helping to create engaging and interactive learning environments for students.

STEAM Programming (Science Technology, Engineering, Arts and Mathematics)

STEAM (Science, Technology, Engineering, Art, and Math) learning is an essential part of our curriculum at Dale Street. Currently, teachers introduce STEAM lessons individually in their own classrooms or in nearby hallways. Classroom teachers develop instructional units based on the standards outlined in the Massachusetts Curriculum Frameworks. However, we recognize the need for a dedicated STEAM room to better integrate technology into the learning process and increase the focus on STEAM education.

In the current model, we encourage students to explore a "passion project," where they conduct in-depth research, analyze findings, and present their work to a larger audience, positioning themselves as topic "experts." Technology plays a key role in this process, with students using various apps to conduct research, organize information, create presentations, and communicate what they have learned.

Currently classes attend the Makerspace, which serves as a space for hands-on exploration of problem-solving and the design process. While this space offers valuable opportunities for creative collaboration, it is not optimal. It lacks running water and sufficient storage space, which makes it difficult for students to leave materials in progress or easily access the tools they need. The addition of a dedicated STEAM room would allow for better storage, organization, and real-world application of skills through a variety of hands-on activities. Ideally, the space would include multiple storage cabinets, 1-2 sinks for water access, safe storage, and a green screen wall to support innovation and project-based learning.

MEDIA CENTER/LIBRARY

Current Programming:
Despite many physical and staffing challenges, the current Dale Street Library Media Center thrives and serves as the heart of our school community. The library and the innovative Makerspace center symbiotically work to embrace innovation, a diverse and empathetic lens to the world, multiple literacies, global awareness, and as an overall future ready hub for students and the entire Dale Street community to demonstrate that they can break through the physical walls of the school.

Our Future Ready Library supports student-centered learning, as well as inspires and supports the reading lives of both students and teachers. It is a priority of our library to create inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. The current program supports Curriculum, instruction, and assessment by curating digital resources, building instructional partnerships, and empowering students to be creators.

Our library also utilizes space and time effectively by providing flexible spaces that promote inquiry, creativity, collaboration, and community. Cultivating community partnerships are important within school, local, and global communities to promote a community of readers and real world problem solvers.

Current Staffing: Our Library Media Center has one full time librarian and a part time library assistant.

Current Hours: Our Library Media Center is open daily from 8:25 a.m. – 2:55 p.m. (these are the school hours for our students). The Library Media Center is used before school for teacher meetings (curriculum/Dale Street Technology team) and is used frequently after school (curriculum meetings, home base for our Daily Dale student-led morning newscast, after school intramurals)

VISUAL ARTS PROGRAM

Visual art classes are offered to all students and are designed to develop the skills of critical thinking and creative problem solving. Students practice technical skills in a cooperative learning environment that enables them to communicate effectively using design skills and expression. Currently, students meet once per week all year long in the Art room. The Medfield Public Schools' Art Department is in a community that values the importance of the visual arts as part of a high quality, comprehensive education. The intent of the Elementary Visual Arts curriculum is to develop observational awareness, nurture memory and imagination, understand art concepts and their application, and to master specific skills and materials. The Visual Arts curriculum is accessible to all students to promote creative problem solving and critical thinking in response to one's own work and the work of others.

As educators, we cannot overlook the need for students to work in a hands-on environment where students work within and through materials to design and problem solve. The studio environment is a place where the experiential learning is reinforced through deliberate processes and expression.

MUSIC AND PERFORMING ARTS PROGRAMS

The Medfield Public Schools is proud of its history of musical excellence. The lessons that take place at the Dale Street School create the strong foundation that is critical to the success of the Medfield High School Band and Orchestra.

Students in Grades 4 and 5 participate in a variety of musical endeavors. During the 2024-2025 school year we have 22 students participating weekly in a general music curriculum. There are

multiple sections of this class and they meet once a week. We have 86 students participating twice a week with our vocal/chorus program. Our band program has 185 participants that have one pull out lesson and one ensemble practice each week. Our orchestra program has 91 students that also have one pull out lesson and one ensemble practice per week. Due to the building constraints there is only one undersized room dedicated to the music program. Often this room is used for general music classes and vocal practice. Our instrument lessons take place in the hallways, a small room behind the stage and in the vestibule of the originally constructed entrance. Our ensemble practices take place in the gymnasium or in the cafeteria; the only spaces large enough to hold our students. Storage of instruments is a real challenge for our students and teachers.

PHYSICAL EDUCATION PROGRAMS

The Medfield Public Schools Wellness Department provides comprehensive health and physical education programs to all students. Our curriculum is based on the most recent Massachusetts Comprehensive Health Curriculum Frameworks and the National Physical Education Standards. Elementary physical education provides the fundamental motor skills which form the building blocks for game play, physical fitness, and a lifetime of physical activity. Health Education is also focused on skill development. Learning facts about one's health provides a foundation of knowledge, but knowledge alone does not lead to healthy behaviors. Skills-based health education in Medfield includes a planned, sequential, comprehensive and relevant curriculum that relies on participatory methods of student engagement in order for them to practice the skills that will lead to healthy behaviors outside our classroom.

SPECIAL EDUCATION PROGRAMS

Special Education Response to Rubric and Regulations:

Question	Yes/No or
1. Do the facilities and classrooms for eligible students maximize their inclusion into the life of the school?	No, but they will be in any new school.
2. 2. Do all eligible students have access to school facilities including, but not limited to, those areas necessary to implement the student's IEP?	No, but they will be in any new school.
3. Are resource rooms and separate classrooms for students with disabilities given the same priority as general education programs for access to and use of instructional and other space	No, but they will be in any new school.
4. Is the school providing whatever equipment and making whatever physical adaptations are necessary, including acoustical and lighting treatments to remove physical communication barriers for students who are visually impaired, deaf, or hard of hearing?	Yes.
5. Are the facilities and classrooms serving only students with disabilities at least equal in all physical respects to the average standards of general education facilities and classrooms?	No, but they will be in any new school.
6. Specifically, does the plan place a classroom serving only older students with disabilities in a part of the school building in which all the classrooms are occupied by elementary school students? Vice versa? (if yes, it's a violation)	No.
7. Does the plan place all, or a significant proportion, of special education facilities together in one part of a school building? (if yes, it's a violation)	No.
8. During a school construction project, is the plan to move classrooms of students with disabilities to locations apart from the general education program? (if yes, it's a violation)	No.
9. Is the plan to place a sign saying "special class" or "resource room" on the front of a substantially separate classroom? (if yes, it's a violation)	No

Current Special Education Programs Serving & Number of Special Education Each Program:

Learning Center/Inclusion Programming: 55
ACCESS Program: 9
Co-taught General Education Classroom: 9

The Medfield Public Schools offers many programs, support and learning opportunities for our Special Education population. Our Special Education population is 17.2% of our students. The Dale Street School currently has three levels of programming for special education: a co-taught general education classroom, inclusion support with learning center access and the ACCESS program. The co-taught classroom is staffed by a general education teacher and a special education teacher, who share responsibility for the delivery of the instructional program to all students in the class. The general educator and special educator are equally responsible for the planning, teaching and assessing of all students, and both teachers work together to maximize student learning through differentiated instruction. Students receive the majority of their specially designed instruction within the classroom. Inclusion support services provide a variety of targeted individualized and small group instruction. Students are supported academically and socially through classroom accommodations and modifications to the grade level curriculum provided either in-class or in a pull-out setting by special education service providers. The ACCESS classroom provides a more comprehensive approach for students with more significant levels of need. The focus of the curriculum in the ACCESS Program is both academic and functional, including a variety of communication skills, social skills, self-regulation skills, and fine and gross motor skills. These skills are approached in a variety of settings, including the general education classrooms, to promote generalization of skills. These classes provide a highly structured classroom environment utilizing behavior management systems, augmentative communication and assistive technology.

Deficiencies in the Existing Program (identified locally or through state review):

The current space at Dale Street School allows for two shared learning centers, an ACCESS classroom, a co-taught classroom, a speech language room, a psychologist's room, a shared OT/EL programming space, and no dedicated space for the Physical Therapist. There is further no dedicated space for special education meetings and the location of meetings can change each year. The general education classrooms are relatively small and can make provision of services difficult within the classroom as a result. Also, if there is a pull out group, there is no space near most of the classrooms and thus students need to travel down to the learning centers themselves.

Current Specialized Programs and Collaborative Spaces/Programs:

The current space for the ACCESS program is small and does not allow for naturally occurring pull out groupings easily. It does not have the structure to allow for sensory tools to be added into the ceiling and thus some of the sensory needs of the students are difficult to meet. Because there

are no set spaces for physical therapy or occupational therapy, the students are often moved from location to location depending on the schedule within the building

CLASS SIZE POLICIES

The Medfield Public Schools prides itself on delivering small class sizes, and our community has an expectation of small class sizes at the elementary level. The Medfield School Committee sets a target for class sizes with the expectation that class sizes are below the policy guidelines. The Medfield School Committee has approved a policy on class size which reflects numerous factors affecting teaching and learning conditions.

The School Committee expects the Leadership Team to make all reasonable efforts to maintain class size at educationally effective levels, taking into consideration federal and state requirements, availability of qualified staff, existing facilities and budgetary limitations. In determining class size, the Leadership Team should also consider any extenuating circumstances that, in the opinion of the principal and teacher, warrant special attention.

Uniformity in class size is not the goal of the policy since the average class size will vary in different subjects and grade levels. Lower teacher/student ratios enhance the educational process with younger students requiring more individualized attention than older students. Therefore, the recommended class size in the elementary and secondary schools shall be determined by grade level with exceptions made for classes in certain subject areas, the need for specialized instruction, and the availability of classroom space and equipment for the particular course of study.

SCHOOL SCHEDULING METHOD

Academic programming at Dale Street School is centered around the philosophy of a tiered system of supports, which promotes a data-informed instructional response to three instructional tiers - whole-group instruction for all students, skill-specific small group instruction for students not meeting grade-level benchmarks, and intensive instructional support for students identified as academically at-risk.

The academic schedule is designed to provide students with opportunities to extend, enrich, review or remediate skills in academic content areas (English Language Arts, Mathematics, Science and Social Studies) as well as special academic areas (Music, Art, Physical Education, World Language, and Health). Physical Education, Art, Health, World Language and Music are taught by educators that specialize in these content areas.

The school schedule is revisited annually, and adjustments are made based upon enrollment, student and programming needs, staffing levels, and contractual agreements around educator preparation and professional development. The current student day is from 8:25 a.m. to 2:55 p.m. each day, however in 2025-2026, the student day will change to 8:00 to 2:35 to support the district's initiative to provide secondary students a later start time. All classes are heterogeneously grouped by grade level and students begin their day with a 10-minute

homeroom time where morning announcements are given and attendance and lunch count are completed. The current schedule for each student will consist of a 45 - 90 minute period for each class with a 45-minute lunch and recess block. A student schedule consists of taking the four core classes: English Language Arts, Mathematics, Science and Social Studies along with a WIN (What I Need) block and a special subject class. All students take Physical Education and World Language twice a week, and Health and Art one time a week. All of these special subject classes are 40 minutes long. Students in Grades 4 and 5 have the opportunity to participate in a Makerspace lesson every other week and on their off week participate in a Technology Integration class. Students participate in a 30 minute SEL (social-emotional learning) lesson each week. The SEL lesson is taught by the classroom teacher in the students' classroom. Multi-Tiered System of Supports (MTSS) times for students are offered in a variety of ways during the WIN block. These courses include support in Reading, Math and Academic Support and are assigned based upon district-wide assessments. The assessments are designed to screen students in their skills in Mathematics, Reading, and Writing and occur three times per school year per student. Identified students are scheduled into Math or Reading intervention groups. The structure of the MTSS program is to provide students with appropriate intervention and as progress is made, they transition out of the program.

With the current schedule, the administration can create a schedule that offers teachers a 40-minute preparatory period each day as well as a common planning time once a week for one hour. Teachers use this time to plan lessons within their grade level, review student work, and data as well as discuss best educational practices with their colleagues. Well-planned instruction and assessment is a priority of the Dale Street staff and all stakeholders benefit from the time to meet and develop the differentiated learning criteria needed to present the highest quality of education to all of our students. Students that are in a music ensemble (band, orchestra, chorus) have music lessons 30 minutes/week, 1 time/week and music ensemble 45 minutes/week, 1 time/week. Students that are not part of a music ensemble participate in a general music class 30 minutes/week, 1 time/week and a Plus class rotation for 45 minutes/week, 1 time/week

At the Elementary level, each instructional block is 45 - 90-minutes in length. Program guidelines encourage teachers to attend to specific curriculum guides by content area as outlined by the Department of Elementary and Secondary Education.

SECTION THREE: Proposed Priority Statement of Interest School, Dale Street Elementary School

A. Please complete the chart below indicating the number of each room type proposed, if known at this time. The District should modify the included grades in the 'Room Type' column to reflect any grade configuration(s) the District is interested in studying during Feasibility Study, as already presented to the MSBA in the 2024 Statement of Interest and as discussed during the District's Senior Study. In a case where the District is considering multiple grade configurations, the widest grade span should be included (i.e. if the District is interested in studying their current 1-4 configuration, a K-5 configuration, and a K-8 configuration, the 'Room Type' column should include all grades between Grade K and Grade 8).

ROOM TYPE	**No. of Rooms** (e.g. N/A, 1, 2, etc.)	**Comments**
CORE ACADEMIC SPACES		
Pre-Kindergarten (indicate full/ half day in the Comments column)	*0*	
Kindergarten (indicate full/ half day in the Comments column)	*0*	
Grade 1	*0*	
Grade 2	*0*	
Grade 3	*0*	
Grade 4	*10*	*based on enrollment*
Grade 5	*10*	*based on enrollment*
Grade 6	*0*	
Grade 7	*0*	
Grade 8	*0*	
Math (Grades 9-12)	*0*	
Science Instructional Space (Grades 9-12)	*0*	
Social Studies (Grades 9-12)	*0*	
English (Grades 9-12)	*0*	
World Language (Grades 9-12)	*0*	
Other (indicate program in the Comments column)		
SPECIAL EDUCATION	*8*	
ART	*1*	
MUSIC	*1*	
Practice Rooms	*2*	
HEALTH & PHYSICAL EDUCATION	*1*	
Adaptive PE Spaces	*1*	
Gymnasium	*1*	
MEDIA CENTER	*1*	
DINING & FOOD SERVICE	*1*	
MEDICAL SUITE	1	
Nurses' Office	1	

ROOM TYPE	**No. of Rooms** (e.g. N/A, 1, 2, etc.)	**Comments**
ADMINISTRATION & GUIDANCE	2	
OUTDOOR LEARNING	1	
AUDITORIUM	1	(cafetorium)
NATATORIUM	0	
DESE APPROVED CHPT 74 SPACES	0	
NON-CHPT 74 ENRICHMENT PROGRAM SPACES	0	
NON-SCHOOL DISTRICT SPACES	0	
OTHER *(indicate type of program in the Comments column)*	6	STEAM rooms, reading, math, SEL breakout spaces

B. Describe how 1) core spaces, 2) specialty spaces, and 3) non-traditional spaces described above are *proposed* to be used, if known at this time. Additionally, if there are proposed changes, indicate how they will impact space needs and what training to support teaching staff will/ may be provided.

The ideal school design would ensure that core content subjects continue to be taught within the core classrooms; however, with the addition of STEAM Labs, Science would have the opportunity to use these spaces on a regular basis for longer-term investigation projects co-led by the classroom teacher and Innovation teacher. Additional classes (World Language, Band, Orchestra, Chorus, Health) would be centrally located. Space for administrative offices and guidance services would be centrally located to facilitate collaboration efforts and services provided for the students. Common planning and collaboration time will continue for classroom teachers, once a week for professional collaboration, consults, analysis of performance and curriculum data. Common planning time for specialized teachers will continue at least once a month which is sometimes attended by the guidance staff. This practice has allowed for open communication among all teachers and is the core of the Dale Street School's practice. To this end, planning rooms have been proposed for each grade level area and are designed for this specific purpose. Proper use of collaborative time has been proven an effective way in which to improve instruction and increase student achievement. For these reasons, time for teacher collaboration and planning is a goal of both federal and state education agencies. These teacher planning spaces will be used by teachers who share classroom space and will provide them with a work area during their planning period.

Ultimately, Medfield Public School's philosophy of education with the concepts and framework of the Universal Design for Learning and will be striving to create a school that supports this framework.

Universal Design for Learning (UDL) an extension of the architectural concept of Universal Design where curriculum is adapted: "UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs." http://www.udlcenter.org/aboutudl/whatisudl. Consistent with this concept is the plan that all students with special needs have classes that are in no way segregated or isolated.

Our philosophy of education greatly influenced our educational visioning and programming where dedicated spaces and essential provisioning provide students with dedicated, adequate spaces for art, instrumental music, vocal music, STEAM project areas, world language and technology. All subjects will be available to all students regardless of disability or language proficiency which influence the design and construction of the new school. Our philosophy of education will also influence the actual room placements for classes to support students with special needs and students for whom English is not their first language. Classes for those students will be placed in the main part of the building where all general education classrooms are located.

C. Using the space below, provide information about the Dale Street Elementary School's *proposed* teaching methodology, if known at this time (e.g. technology integration, self-contained classroom, team teaching, project based, departmental, or cluster). Include any changes to class size policies, if applicable.

TEACHING METHODOLOGY AND STRUCTURE

Curriculum Delivery Methods and Practices

Proposed

English Language Arts/Literacy/ Math

While the overall vision and goals for ELA and mathematics instruction remain the same, physical and technical improvements together with additional STEAM Labs/Project Room opportunities will facilitate and expand upon ways in which all students have access to real life experiences to support their learning.

Teachers have long been working together to provide students with simulations that use the concepts being taught in their classrooms. But hypothetical simulations do not provide students with hands-on opportunities to actually understand the use of concepts and skills. In addition, the new Dale Street School will provide opportunities for interdisciplinary collaboration among math, ELA and specialty teachers.

The expansion of curriculum opportunities at the new Dale Street School will magnify students' understanding and use of concepts defined in the Massachusetts Curriculum Frameworks. They will open their minds to a whole new set of opportunities.

Proposed

Social Studies/ Science/ World Languages

In regard to staffing, the number of teachers needed varies with the choices of students and would be different than the current Dale Street structure, if we were to add a grade of students. Ideally, language learning classes are on the smaller side, but certainly no larger than 24. In regard to teaching spaces, larger flexible spaces are ideal for language learning. Desk free spaces equipped with clipboards for occasional writing and space to create would be ideal. If there could be some space for tables when needed this might also be beneficial. Movement, music, and storytelling are key elements to an input-based, proficiency driven classroom. Ideally, there would be adequate spaces so that languages and teachers could have their own spaces. With separate space in place, teachers could employ labels, authentic products, and references to practices that are pertinent to the target language and cultures. These could be displayed as added input for the students. These classrooms should be equipped with internet accessibility and a large screen for virtual visits and guests. Also, because music and listening are frequent components of a World Language class, good sound quality is important.

Because speaking is such an important element of World Language learning, we should consider including some kind of language lab facility in the building. In order for teachers to give feedback to a large group of students, it is important for the individuals in the group to be able to record simultaneously without distractions from their surroundings. This capacity could be achieved through portable language lab technology and could be employed in the space described above as long as they are not being shared during the same time frame.

Proposed

Language Labs/Technology

A 21st-century elementary school classroom will provide the space and access to technology that students and teachers crave. Devices, access to Wi-Fi, space to collaborate and create are all-necessary.

In addition to the technology in the classroom, a separate space for STEAM instruction is needed. These spaces should encourage and support students to engage in hands-on activities, projects, and problems; empower them to solve real-world challenges, and inspire them to reimagine how they see themselves. The STEAM classrooms should provide space for instruction to be delivered to whole classes and small groups and have enough space for groups of students to plan, create, build and test their creations.

All classrooms and educational spaces should have access to:

- A robust wireless network that is easily maintained and can be built-upon and rebuilt over time.

- A modern wired network that ties each classroom neighborhood and floor together with fiber.
- A modern voice network.
- A modern security network that allows for quick access and retrieval of images and video on or off-site.
- An FM system that enables those hard of hearing to interact with all classroom activities.
- Wireless, interactive projection equipment.
- A robust sound system.
- Ample space and capacity to store and charge student devices.

A dedicated space, with adjacencies to each other to serve the needs of the building and the District would include:

- An air-conditioned head-end room to serve as the hub of the MPS network and store additional tools and equipment.
- A workshop to maintain student and teacher devices, as well as the networking equipment.
- Office space for the technology staff.
- Storage space for technology equipment

Proposed

Health Education:

The vision is for all students to have a wellness period every day, which would provide them the learning and practice opportunities to be best prepared for managing their lives both in school and with their families. The length of these periods could be flexible depending on the grade and wellness lesson being taught. Maintaining scheduling flexibility will be important, as a 40- minute period does not always make the most sense for all lessons or for all students.

Proposed

Social-Emotional:

In each academic area, there is a desire to expand learning opportunities that encourage creativity and hands-on experiences. Additional storage and more flexible spaces will be needed to support these efforts. In a new building, multiple STE classrooms would help support and expand opportunities for students to engage in innovative, hands-on learning experiences.

Proposed

Planning and Collaboration

Medfield Public Schools believes in enhancing a collaborative learning culture of continuous improvement for students and staff. This includes supporting and developing the health and social/emotional well-being of students and staff; developing the whole child, recognizing the

unique contributions and needs of all students; and reinforcing our contribution to the broader Medfield community by fostering a collaborative, communicative, and consistent educational experience for all students. Critical to this strategic vision is the continual investment in our facilities and equipment to optimize student learning.

Key elements of a collaborative learning culture include the time and intention to support teachers in professional development and collaboration through scheduling common planning time. This also includes a blended learning environment to engage all learning styles through multiple learning opportunities through small-group work, individualized self-directed learning, guided instruction, hands-on activities, and research. A classroom needs to support this menu of differentiated growth experiences by providing zones--areas that are clearly defined, viewable and monitorable--and flexibility--with the ability to be reconfigured based on educational units. Core classrooms spaces need to have areas where dedicated 1-on-1 instruction or assessment can be conducted without interruption to the larger class. These spaces will fit the needs of the students and staff by promoting social interactions, academic investigation, and students' individual needs. This is also in line with Medfield Strategic Plan to develop targeted support and instructional support responses to close achievement gaps, as well as implement appropriate differentiated interventions/enrichment. Each classroom should have furniture that is flexible, ergonomically varied, and movable to allow students to redefine the space based on the task at hand. Dale Street students actively use whiteboard space on the wall and on tables.

The Library Media Center (LMC) should be at the heart of the school, easily accessible to classrooms. Students have the ability to access the LMC during their WIN block, before and after school and it serves as a gathering space socially through hosting school clubs and academically through its collections. The STEAM labs should be distributed throughout school to have easy access and connection to the core classrooms as they will extend and enhance learning opportunities.

Integral to the desire to connect with the larger Medfield community, the school will need to have gathering spaces to support guest speakers from the community to provide perspective on units of study to positively impact students. Ideally, these are spaces where an entire grade can assemble or a group of up to five classrooms.

Proposed:

Academic Support Programming Spaces

It is proposed that we maintain the current program delivery and create rooms where small group ESL instruction can occur and where District/Title III supplemental materials can be stored and utilized and where ACCESS testing materials and a setting for ACCESS small group testing.

Proposed Changes:

Student Guidance and Support Services

We hope to increase the number of Guidance Counselors for a ratio of approximately 275 students

to one counselor, add a full-time School Adjustment Counselor, add conference rooms for meetings with IEP Teams and families, and add office space for all personnel who need time and space to counsel students. Social/emotional work is a top priority for our District. The design for any new school will include space and resources to service our students.

TEACHER PLANNING AND ROOM ASSIGNMENT POLICIES

Proposed Changes:

The new school will need to have space to accommodate professional development, grade level meetings, presentations by district personnel, whole school faculty meetings, IEP Team meetings and meetings with parents, families and support staff. We expect no additional changes to staff but will allow for more opportunity and time for teacher common planning. The new physical layout of the school will have professional development spaces shared by each grade level to allow for collaboration and planning.

Professional development for both individually pursued activities and school-based, job-embedded approaches are planned using student achievement data (MCAS, DIBELS, End-of Unit and Benchmark assessments), School/District Improvement Plans, Educator Evaluation data, Learning Walks/Site Visits, and staff surveys.

Professional Development offerings are centered on five basic areas:

1. Curriculum & Instruction
2. Assessment
3. Student Support
4. Family and Community Engagement
5. Mentor/Induction/Licensure

LUNCH PROGRAMS

Proposed

Dale Street proposes a cafetorium. The proposed student dining area should be located and designed in a manner that provides easy access. The cafetorium should include student work presentation spaces, indoor/outdoor connections, and a full-size stage for musical and theatrical presentations during non-lunch hours. This space should be in close enough proximity to remaining building program areas to promote their use throughout the day. Outdoor connections to an elementary playground are necessary. Consideration should be given to creating these areas as flexible space with multi-use potential; locating them close enough to the classroom clusters to promote their high utilization while taking precautions to ensure that their functions do not compromise the use of surrounding areas.

We envision a single room that includes movable wall partitions so students who attend lunch

bunch or those with sensory challenges would have a place to eat comfortably. In an effort to support our wonderful music program, the moveable wall partitions would create break out spaces where teachers could teach instrumental lessons at times when the cafetorium is not in use. During the dining hours, this room will be divided with acoustically treated walls. Currently, students with sensory difficulties and students who participate in a lunch bunch with the School Psychologist or Guidance Counselor have to leave the lunchroom once they purchase their lunch and travel down the hallway to where they will participate in the lunch bunch. The layout should promote ease of meal distribution from the kitchen ensuring that they are able to purchase their meals and be seated within a reasonable and efficient timeframe. We require outdoor seating for approximately 25% of each of the dining rooms at a time. Providing students the opportunity to dine outside will create connections to the community as well as highlight the outdoor learning spaces. We would expect that the sightlines between the staff supervision of the cafetorium and the outside to allow supervision of both locations simultaneously. In addition to the items listed above, we would like technology access and performance capabilities in the cafetorium because we will continue to host assemblies and guest speakers in this space. We would also like to continue to grow and improve our wildly popular "Friday Lunchtime Student DJ" program allowing students to build community, self-expression, and initiative.

TECHNOLOGY INSTRUCTION POLICIES & REQUIREMENTS

Proposed

Dale Street School is currently a 1:1 Chromebook school for Grades 4-5, with supporting iPads assigned to a community class cart. Medfield students in Grades 2-12 are also 1:1 with Chromebooks. Our vision is to create an elementary model for meaningful and sustained technology integration, where students not only use devices in their classrooms but also have access to additional technology in the Learning Media Center (LMC). This model supports the development of critical skills for the 21st century.

The new Instructional Technology space in the LMC will be wired and configured to provide a dynamic, flexible, multi-functioning space for both instruction and project design. The school will house computers that are used for both direct instruction in the use of application programs as well as for web-based assessments.

Classroom teachers will utilize this space as a place to conduct some elements of project-based learning connected to the content. Students can explore, research, collaborate as they learn from one another through technology. The hope is to have a "green wall" to help with video production of presentations that are an integral part of the skills necessary to produce quality work at the upper elementary level. All classrooms are equipped with overhead-mounted LCD projectors and Epson Boards.

STEAM Programming (Science Technology, Engineering, Arts and Mathematics)

STEAM learning is a large part of our curriculum. When teachers try lessons, they do so individually in their own classrooms or in hallways nearby. Currently, classroom teachers develop instructional units using the standards in the Massachusetts Curriculum Framework documents as a guide. We would like a dedicated STEAM room to integrate technology into the classroom through the use of mobile devices while at the same time increasing the focus of the curriculum towards STEAM education via the use of a STEAM room.

We encourage students to identify a "passion project" that is deeply researched, analyzed, and communicated out to a larger audience, with the presenter serving as a topic "expert". For this purpose, technology is used for conducting personal research, gathering and quantifying information, organizing findings using a variety of apps, creating a final presentation, and communicating information learned.

STEAM room/STEAM labs (previously the Makerspace) will continue to provide students with a designated area to explore problem solving and the design process in greater collaborative depth. Student materials can be left intact while under construction, or quickly moved to one of the storage spaces for easy access. Equipment necessary to promote innovation would include multiple storage cabinets along the walls (for materials and storage of student projects in progress) and 1 or 2 sinks (for water access), Safe storage will be available as well as green screen walls.

MEDIA CENTER/LIBRARY

Proposed

Student agency should drive our overall future vision. Specifically, the design of our new library space should take these key items into consideration:

- Cultural proficiency and sensitivity
- Inquiry-based research
- Student- responsibility of check in/ out of books/ materials
- Book choice and ability to access books
- Student devices located throughout the library for card catalog/ database use
- Library OPAC stands
- Ample technology

The facility will be a welcoming environment for all students and staff with the circulation desk having open access on at least 2 sides and is central to the space, but not a barrier to students. Flexible furniture and workspaces for both students and faculty. Book drop access both inside the library and outside (thinking of future library access during summer/ vacations) Comfortable furniture that has flexibility, but also easy to keep clean. A Library Media Center that supports current and future mobile technology with flexibility to adapt to the unknown innovations of the next 50 years. Flexible lighting options and multiple display choices (Epson projector/ TV, etc.)

Narrative Description of Educational Activities:

On a typical day, students will use the computers to do research or class assignments, reading and checking out magazines and books to take home, and using the computers for creative writing. Before and after school, the center will be a meeting place for students to work cooperatively on school assignments or a quiet place to do homework or read.

VISUAL ARTS PROGRAM

Proposed

The vision of our elementary art program is to provide a collaborative, flexible workspace that will elevate the profile of the visual arts within the school. The arts are in themselves an essential part of the community and are also used to support and reinforce the learning in traditional classrooms.

The location of the art studio, the student work display area, and the location of art class in a student's schedule is a direct communication to students of how a community values the importance of an art education. The Art studio/classroom should be viewed as a conduit for collaborative learning for students and staff and should therefore be accessed by and central to everyone in the building. The need for complex and varied stimulation, multiple answers to our questions, and the ability to communicate that which cannot be translated by words and numbers is essential to our students' academic, social, and emotional well-being and will always be relevant.

Lighting that is appropriate for general classrooms is sometimes not ideal for the Art studio. Shading, shadows, and highlights are not visible under the harsh, general lighting that might be beneficial in the traditional classroom. For the Art Studio, natural lighting is ideal. Large windows can provide direct lighting options for observational work.

Darkening: When using the projector to show examples from Art History, it is best to view artwork on the white board with a projector in a room that has no ambient light from a hallway or windows. Shades with complete opacity are recommended to darken the room in order to view work with any detail and for students to see highlight, texture, and shadow.

Electrical: Power is needed for projector, speakers, computers, and charging units for digital equipment. Outlets are necessary for appliances like pencil sharpeners, pottery wheels, hot glue guns,

and fans. It is therefore recommended that there be 4 outlets placed every 6-8 feet along the perimeter of the room, with more hanging above tables that can 'telescope' in when not in use.

Kiln room: Clay is an excellent, engaging, and inexpensive medium for students to understand the visual language of form. A separate kiln room with a door is needed for safe kiln firing and ventilation. To meet safety codes, ventilation for the kiln room must go directly outside, not mixed in with the existing ventilation system. A new kiln is needed for the new building, as the one that currently exists is not cost effective to move and to continue to upkeep and repair. It is recommended that a Skutt Kiln Model KM1027 is ordered or its equivalent. An outlet for the kiln room with 240V is necessary for the proper function of the kiln and its ventilation.

Sinks: Studio clean up and preparation of materials should be efficient and collaborative. There should be three sinks in the Art studio to service 25 students at a time. In each Art studio, two sinks should be designated for student use and one for teacher use. Students would use the sinks during studio time but also for clean -up at the end of class. For this reason, it is ideal that the sinks be located on an island or a peninsula counter so that many can access them at the same time. They should have separate drainage systems in case of clogs. They should also be appropriate in size/height to accommodate various needs of the art room. One sink would be reserved for the teacher to use to prepare materials, clean-up, and for clay. All sinks should have minimum measurements of 15"depth x 22"wide with a 10" height basin. The countertops that surround sink areas should be made from epoxy resin, which will withstand heavy-duty use and can withstand consistent water and moisture exposure.

Display space: Students are motivated by recognition of their hard work and successes. There should be multiple display areas both inside and outside of the art studio for public viewing. These should include white or neutral tack boards and also cases for 3D work. Location should be in a central location to get maximum exposure.

Storage: An Art program that serves upwards of 600 students in a week produces a significant amount of work, which needs to be preserved and out of the way. With so many students in a shared space, it is necessary to provide adequate storage for works in progress as well as finished works. Creating artwork requires a number of tools and materials, which need to be taken care of and stored correctly. It is recommended that an adjacent storage space with glass walls is designed so a teacher can quickly retrieve materials without losing sight of the classroom. Storage within the art studio should include both cabinets with doors as well as open shelving that is 12" deep. Flat file storage that is at least 24"x36" for the storage of paper and teacher resources is needed. Slotted vertical file storage space for 36 classrooms of student portfolios is also necessary. Drying racks for wet media for four classes with at least 25 shelves each should be in the art room, so that artwork can be dried before putting it away.

Classroom layout and design: It is predicted that there will be at least 30 classes of students using the art room on a weekly basis. Therefore, it is recommended that there be two separate classrooms for Art. Ideally, they would share a storage space and a kiln room located between them. One of the spaces could be a flexible space, used for 3D, clay, and other sculptural needs. Placement in the

building should be centrally located within the building, so that all students can access equally. Other specialized classes, such as LMC and Music should be nearby to encourage collaboration, planning, and shared space.

Furnishings: Seating in the art studio should provide ample space to create various types and sizes of artwork. There should be six large tables of a minimum size of 5'x3' with four chairs (with backs) at each to accommodate both collaborative and individual work... There should also be a demonstration table so the teacher can show the proper use of materials and techniques. Tables and countertops should be constructed of a durable material that is easy to maintain and clean, such as epoxy resin, which is the material used in science labs. The teacher work area/desk should be provided for planning and assessment of curriculum. Flooring throughout the entire Art studio there should be a sealed surface to ease with cleaning and prevent damage.

Technology: A 'Smartboard' is used to present each lesson and display exemplars for discussion. A document camera is used regularly to demonstrate technique and show student work. These should be placed in an area that can be seen by all students at once in the room. A teacher computer with speakers for the classroom is needed to show video and play music. Wireless access for all students is required.

MUSIC AND PERFORMING ARTS PROGRAMS

Proposed

It is critical for our new building to have space to support our music program. The music area should contain a performance space, such as a modern cafetorium that is capable of holding up to 150 band students at full enrollment and also has acoustics to support a concert and could be used for orchestra ensemble practice on a weekly basis. In addition, dedicated general music rooms – one of which is large enough to hold the band for weekly ensemble practice- and several small ensemble spaces suitable for a 30-45 student chorus and various group lessons. These rooms would allow our students and teachers to have appropriate space for instruction and learning, without disturbing neighboring classes. Another important feature would be appropriate storage for general music equipment along with band and orchestra instruments. At full enrollment there will be up to approximately 270 instruments that will need a place to be stored.

PHYSICAL EDUCATION PROGRAMS

Proposed

The goal of our physical education program is for all students to develop physical literacy. Many factors influence student learning, some of which include skill competency, student engagement, and the instructional environment. Skilled children tend to be active children, who tend to become physically active adults. The fundamental motor skills and movement patterns learned in elementary

school are considered by experts to be the highest priority of all of the K-12 grade level outcomes. We are very proud of the high standards so many of our students are able to demonstrate as a result of their instruction and practice opportunities through physical education.

The new school would have a much larger gym, one that could accommodate multiple classes at a time and allow for students to take gym twice a week for the entire year. We do not plan to add a fitness room to the new school but would rather increase the overall gym size. As we build the new Dale Street School, we are strongly advocating for physical education as intended by MassCore and as adapted by Medfield. The new Dale Street School will have a gymnasium that will accommodate two teachers and four teaching stations.

Staff wellness is an important consideration. Space and equipment should be provided for staff to develop and maintain their best health before or after school. This area should include access to drinking water and bathrooms, including at least one private shower for use by all school employees.

Outdoor spaces should be easily accessible from the other wellness teaching stations and should include both paved and grassy areas for teaching and learning. These should be separate from areas being used simultaneously for recess and should provide for outdoor access to drinking water and a bathroom.

A bike trail around the perimeter of the outdoor space aligns with Town planning initiatives such as pedestrian/bike infrastructure to provide a safe space for our younger students to develop their biking skills safely. This has been cited in the public forums for the forthcoming Vision for Medfield's Future Town Wide Master Plan.

Considerations should be made for the many groups who will want to use the wellness areas in addition to the health and physical education classes. Before and after school programs, youth sports groups, adult recreation groups and others will all need access and their own storage areas. Restroom and drinking water access will also be needed for these groups without allowing access to the rest of the wellness areas or other parts of the school.

Gymnasium flooring should be forgiving and good for multipurpose activities. The largest gymnasium should be designed to accommodate competitive youth basketball, and so flooring and baskets should be planned accordingly.

Natural light in the gymnasiums is great, but can interfere with projection for wellness classes, school wide programs, parent or community events. Motorized room darkening shades should allow for the effective use of projectors. A north light is not direct lighting and would be a good place for natural light.

Office space should be provided for up to four staff members, also in close proximity to the teaching spaces.

A significant amount of storage will be required to provide for all three grades, and the main storage area for physical education equipment should be accessible from both indoors and out, so that outdoor equipment does not need to come into the gymnasium but can go directly out to the outdoor teaching spaces.

All considerations should be made for universal design to provide for equity and risk management to provide for safety. OT, PT, and adapted PE should have dedicated space for both in-school and before/after school use for the same purposes.

SPECIAL EDUCATION PROGRAMS

Proposed Programs/Services Needs:

- 3 Learning Centers
- 1 Access Program
- 1 OT/PT treatment space and office space
- 1 Speech treatment space and office space
- 1 Psychologist space
- 1 Dedicated conference room

In regard to staff structure and physical plant layout in the new building, it would be ideal to have a three learning centers that are differentiated based off of student needs (e.g. language based, executive functioning, etc.), an ACCESS classroom, a speech room with attached office, an OT/PT room with an attached office, a psychologist's room with an attached office and a special education conference room. This conference room would have enough room for 10-15 people, a short-throw projector, a photocopier and a wipe board/smart board. This space would allow for all necessary IEP and progress meetings as well as departmental meetings. The new building would also allow for two sensory rooms per grade: one that will allow students to expend energy and one that affords them the opportunity to regulate in less physically stimulating ways. The learning centers are classrooms for pull out, skill focused special education groups. These differ from the Math and Reading support rooms in that those spaces offer tiered interventions that are available to all students while the learning centers are only available to those students that are on an Individualized Education Program (IEP). Students that receive EL services are also currently supported at the Dale Street School in a shared space with the team chair and occupational therapist. Allowing a space for each of these providers in a new building, would allow for more comprehensive and student centered approaches for all.

The goal of the department is to increase meaningful inclusion within services as well. To support this, a few key components could be added into the building. Each classroom would need to be equipped with flexible seating and furniture that allows for easy manipulation to increase or decrease, depending on group size. It would be ideal to have small break out areas off of the classroom that allow educators to pull a few students without going all the way to the learning centers. Oftentimes, students need to work in small closed off areas within the classroom. It would be a goal to have dividers in the walls that could be pulled out for this purpose when needed and slide away when not

necessary. The rooms and space would also need to have consideration for students with visual impairments. For these students, stairs need to have clear contrast on each step. Doorways also need to have different colors so there is visual evidence of the hallway ending. It would be ideal to have these naturally built into the building design rather than only temporarily placed in a classroom based on a student's needs.

Within the physical space of each classroom, staff need comprehensive storage to allow for a less cluttered (physically and visually) environment as well as to increase student independence and organization. The furniture also needs to have a consideration for noise buffering. The noise of chairs on the floor can impact a student's ability to focus for many students with a disability. If the room took this into consideration with the furniture, flooring, etc. More students would succeed with less need for individualized adaptation.

There will be dedicated spaces for the occupational therapist, physical therapist, speech pathologist and psychologist as well as a dedicated conference room that will allow for ample opportunities to offer meetings for families and staff.

Previous Tiered Focused Monitoring Review: For Group B Universal Standards

- Dates of Onsite Visit: January 3-4, 2022
- Date of Final Report: March 21, 2022

	Universal Standards **Special Education**	**Universal Standards** **Civil Rights and Other General Education Requirements**
IMPLEMENTED	SE 15, SE 32, SE 35, SE 36, SE 50, SE 51, SE 52, SE 54, SE 55, SE 56	CR 3, CR 7, CR 7A, CR 7B, CR 7C, CR 8, CR 10A, CR 10C, CR 12A, CR 16, CR 17A, CR 20, CR 21, CR 22, CR 23, CR 24, CR 25
PARTIALLY IMPLEMENTED		CR 10B
NOT IMPLEMENTED	None	
NOT APPLICABLE	SE 52A	

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SECTION FOUR: Community Engagement

A. Describe the community outreach that has occurred to this point, and any future plans and goals related to engaging the community on the Dale Street Elementary School project. If considering grade reconfiguration, consolidation of facilities, and/or a change to the current teaching methodology, describe the outreach and discussions that have occurred to this point and any future plans to engage the community on the proposed changes. Additionally, indicate whether the District has determined whether or not an override or debt exclusion might be required for full project funding.

The Dale Street Elementary School project in Medfield, Massachusetts, has involved extensive community outreach to ensure public engagement and transparency. Initial efforts included community visioning workshops on December 9, 2019, and February 4, 2020, to inform the public and gather input. Educational visioning workshops were also held on January 7, 28, and February 4, 2020, involving teachers, administrators, and select community members. A subsequent community visioning workshop took place on March 9, 2020, at the Dale Street School.

In June 2021, a community forum addressed concerns such as traffic patterns and the proximity of multiple schools within a short distance.

Regarding grade reconfiguration, the School Committee voted unanimously on August 27, 2020, to adopt a 4-5 grade configuration for the new school, considering it the most viable option given the economic climate.

In the fall of 2024, the Medfield School Building Committee (MSBC) held a community forum to discuss the location preferences of the new project. After conducting a survey and feedback from the community, the MSBC voted the new project would take place at the existing Dale St. School site.

As of December 2024, the Massachusetts School Building Authority (MSBA) invited the Dale Street Elementary School into the Eligibility Period, marking a step forward in addressing the school's infrastructure needs.

The MSBC continues to send out monthly newsletters, post meeting recap videos on social media, provides the Select Board updates and recently kicked off a “neighborhood captains” initiative to engage even more citizens in the process. The MSBC also plans to once again partner with the Medfield Energy Committee to ensure the Town’s goals are a component of the project.

Future plans for community engagement include continued periodic forums /workshops to involve residents in the decision-making process, particularly concerning funding strategies, community visioning and project priorities.

SECTION FIVE: Attachments

A. Please attach to this completed Questionnaire any Executive Reports or Conclusions of reports or studies related to: Coordinated Program Review, Master Plan/ Facilities Plan (if not already on file), and NESDEC/NEASC reports (if not already on file). Below, list all documents attached (as applicable).

Documents attached:

NESDEC Enrollment: Will be attached once covered to a PDF

Futures Think Enrollment Study: Will be attached once covered to a PDF

Town Wide Capital Master Plan: Will be attached once covered to a PDF

Should you have any questions as you complete this document,
please contact your Project Coordinator, Carley Belfield, at:

Massachusetts School Building Authority
617-720-4466
Carley.Belfield@massschoolbuildings.org