

# **Educational Optimization Committee Meeting**

Friday, January 19, 2024 8:15 AM

Remote Session

## **I. Call to Order, Verification of Quorum**

## **II. Approval of Minutes**

II.A. Approval of minutes from the December 5, 2023 Educational Optimization Committee Meeting.

## **III. Discussion with Tecton Architects**

## **IV. Next scheduled meeting of the Educational Optimization Committee.**

IV.A. The next scheduled meeting of the Educational Optimization Committee Meeting is February 16, 2024. This meeting will be remote.

## **V. Adjournment**

**Educational Optimization Committee Meeting**

Tuesday, December 5, 2023 8:15 AM

Remote Session

**Present:** Steven Ezzes, Peter Gordon, Chad Hoepfner. Present: 3.

I. **Call to Order, Verification of Quorum**

The meeting began at 8:17 AM.

Additional Attendees:

Lisa Barbiero, Superintendent of Schools; Phillip Cross, Director of Finance and Operations

Move that the Educational Optimization Committee meeting begin the December 5, 2023 meeting. Unseconded with a motion by Gordon, Peter.

II. **Superintendent report on EDSpace 2023 conference**

Superintendent Barbiero, along with Phillip Cross, provided an overview of their trip to EDspaces 2023 to the committee. They were joined at the conference by Tracy Edwards and Dan Doak. The attendees at the conference ranged from educators, teachers, principals, superintendents, architects, and firms that specialized in furniture design and design. It was really very well attended. They were there for four days and attended a variety of workshops. The conference focused on reimagining space to meet the evolving student, educator, and administrator needs.

III. **Presentation and discussion on next level of work**

Superintendent Barbiero went through her slideshow presentation. The focus of the presentation being a shared mindset around teaching and learning and a shared mindset around design in schools.

IV. **Adjournment**

Steven Ezzes left the meeting at 8:58 AM. The meeting adjourned at 9:11 AM

Move that the Educational Optimization Committee meeting adjourn the December 5, 2023 meeting. Carried with a motion by Gordon, Peter and a second by Hoepfner, Chad.

Peter Gordon: Yea, Chad Hoepfner: Yea

Yea: 2, Nay: 0

Respectfully submitted by:

Jodi Sacchetta



**Tecton**  
ARCHITECTS

**THINK TANK**  
*WIS & WMS EDUCATORS*

WESTON, CT

January 13, 2022

- 1. Recap the video ~ Impact on Education, Transforming Spaces**
- 2. Discussion of 5-8 Configuration ~ What are the pros & cons?**
- 3. Thinking Big & Small ~ What are the daily needs & broader vision?**

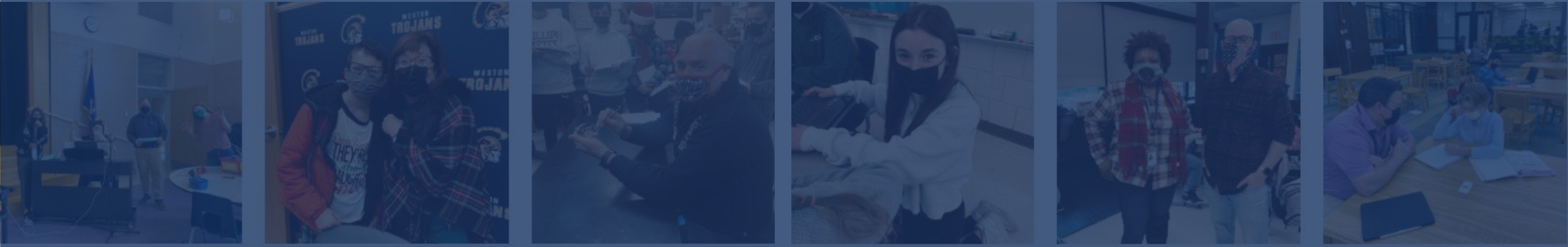
# INTRODUCTIONS ~



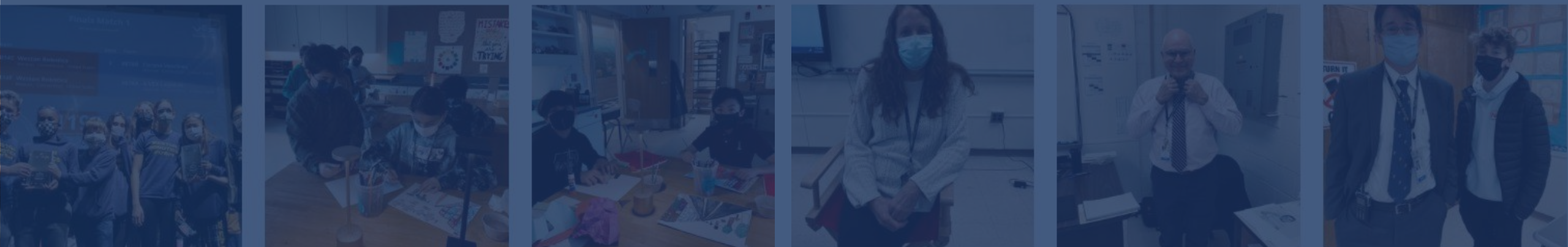
# INTRODUCTIONS ~




Tecton  
ARCHITECTS



**YOU ARE VALUED!**  
**THANK YOU FOR BEING HERE**





***QUALITY OF EDUCATIONAL  
ENVIRONMENTS  
WHY IT MATTERS***

# WHY IT MATTERS ~ QUALITY OF EDUCATIONAL ENVIRONMENTS

COLLABORATION SPACES



ADAPTABLE & RECONFIGURABLE



SPATIAL QUALITY + TECHNOLOGY



OWNERSHIP & PERSONALIZATION



SOCIAL ENRICHMENT



NATURE, INQUIRY & STEWARDSHIP



PLACEMAKING



WHOLE CHILD WELLNESS



## Why It Matters ~

On average, children spend...

# 90%

OF THEIR TIME INDOORS

EPA <https://www.epa.gov/iaq-schools/what-you-can-do-improve-academic-performance>

THE PHYSICAL ENVIRONMENT IMPACTS STUDENT LEARNING PROGRESS BY

# 25%

*Building and Environment Journal*  
<https://www.sciencedirect.com/science/article/abs/pii/S0360132312002582>



Hurlbutt Elementary School

**Collaboration Areas  
& Circulation Zones~  
Daylight...**

**STUDENTS IN CLASSROOMS  
WITH MORE NATURAL  
DAYLIGHT PROGRESSED...**

**20% + 26%**  
**FASTER ON MATH TESTS**      **FASTER ON READING TESTS**

EPA <https://www.epa.gov/iaq-schools/indoor-air-quality-high-performance-schools#how>

# WHY IT MATTERS ~ QUALITY OF EDUCATIONAL ENVIRONMENTS



Tecton  
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Weston Middle School

## Typical Classrooms ~

Flexible space, adaptable & reconfigurable furniture...

WITH SOFT SEATING,  
FLEXIBLE SEATING,  
SEATING CHOICE...

# 5%

BETTER GRADUATION RATE  
THAN THE STATE

# 8%

REDUCTION IN  
DROPOUT RATE

# 10Y

OUTPERFORMED THE STATE IN  
MATH, SCIENCE & READING

Albemarle County Public Schools <https://www.edutopia.org/practice/flexible-classrooms-providing-learning-environment-kids-need>; AND; <https://www.youtube.com/watch?v=4cscJcRKYxA>

# WHY IT MATTERS ~ QUALITY OF EDUCATIONAL ENVIRONMENTS



Tecton  
ARCHITECTS



Weston Middle School

## STEM Classrooms ~

Fully Integrated Technology  
and what it supports...

# 2/3

WANT TO DO ENGINEERING

STARTING AT  
AGE

# 9-15

THEY ARE FASCINATED BY  
SCIENCE

# ~\$100K

GREEN SCHOOL SAVINGS ANNUALLY  
(BUYS 200 NEW COMPUTERS)



Weston Middle School

**Personalization ~**  
Student Work, Neighborhoods,  
& Wayfinding...

# “Do I Belong?”

The Greater Good Science Center at the University of California, Berkeley  
[https://greatergood.berkeley.edu/article/item/how\\_to\\_help\\_students\\_feel\\_a\\_sense\\_of\\_belonging\\_during\\_the\\_pandemic](https://greatergood.berkeley.edu/article/item/how_to_help_students_feel_a_sense_of_belonging_during_the_pandemic)

THE ANSWER IS LINKED TO WHETHER STUDENTS SUCCEED & THRIVE SOCIALLY, EARN HIGHER GRADES AND OPT INTO AND SUCCEED IN MORE DIFFICULT COURSES

# WHY IT MATTERS ~ QUALITY OF EDUCATIONAL ENVIRONMENTS



Tecton  
ARCHITECTS



Weston Middle School

## Nature & Outdoor Learning ~

Nature, natural sounds, natural materials and natural patterns...

REDUCES STRESS LEVELS IN JUST  
**20s**

VIEWS TO NATURE FOR  
**40s**  
LED TO FEWER MISTAKES ON FOCUSED TASKS

  
HAPPINESS & PRO-SOCIAL BEHAVIOR

Welcome to Your World by Sarah Williams Goldhagen

APA <https://www.apa.org/monitor/2020/04/nurtured-nature>

# WHY IT MATTERS ~ QUALITY OF EDUCATIONAL ENVIRONMENTS



Tecton  
ARCHITECTS



Hurlbutt Elementary School

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Welcome to Your World by Sarah Williams Goldhagen

APA <https://www.apa.org/monitor/2020/04/nurtured-nature>



Harvard Schools for Health <https://schools.forhealth.org/>

## Whole Child Wellness~

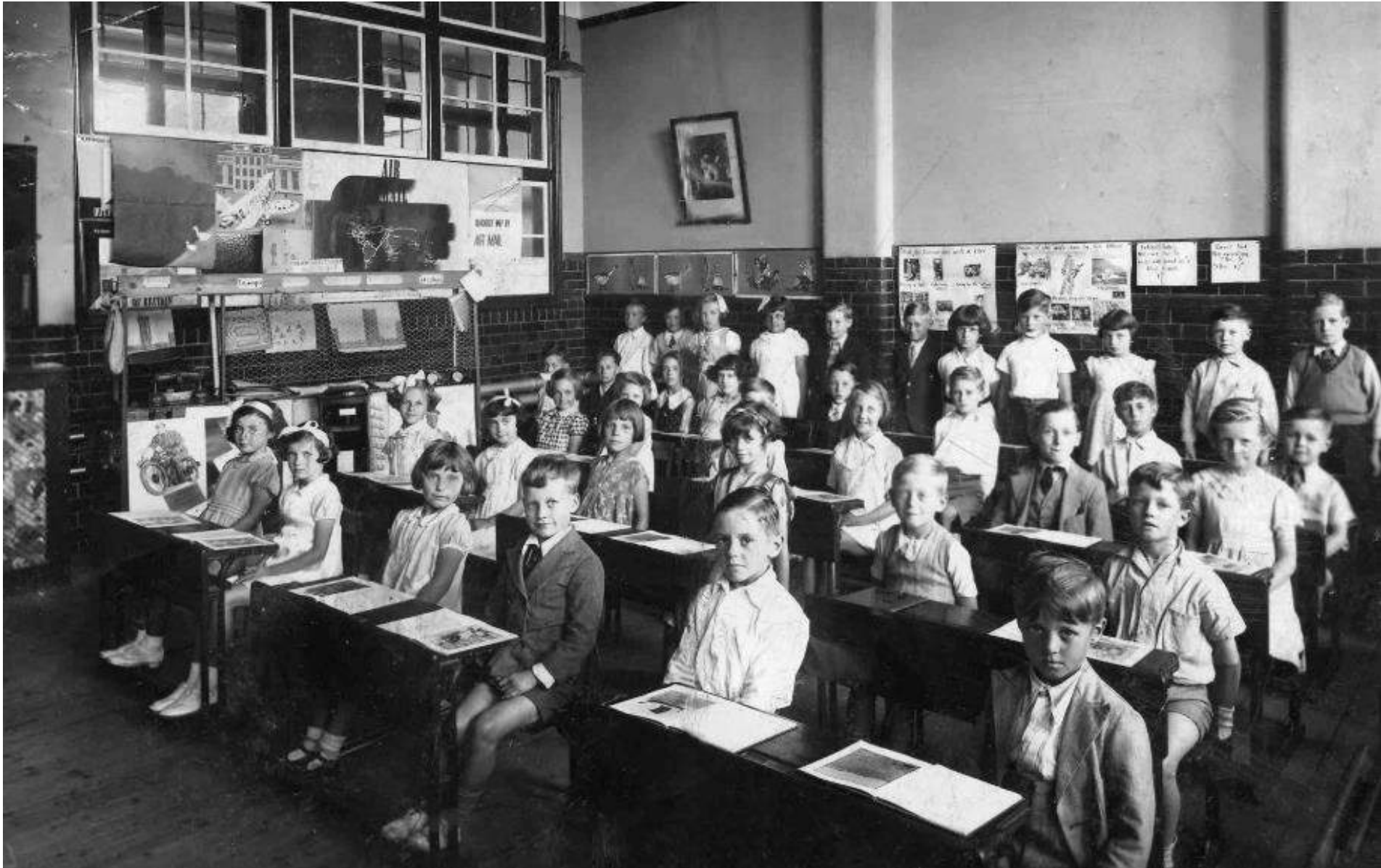
WELL is for people...

# BUILDING COMPONENTS

AND THEIR  
EFFECTS  
ON

# HUMAN HEALTH

# 21<sup>ST</sup> CENTURY LEARNING / THEN AND NOW



# PROGRESSIVE LEARNING ENVIRONMENTS

COLLABORATION SPACES



ADAPTABLE & RECONFIGURABLE



SPATIAL QUALITY + TECHNOLOGY



OWNERSHIP & PERSONALIZATION



SOCIAL ENRICHMENT



NATURE, INQUIRY & STEWARDSHIP



PLACEMAKING



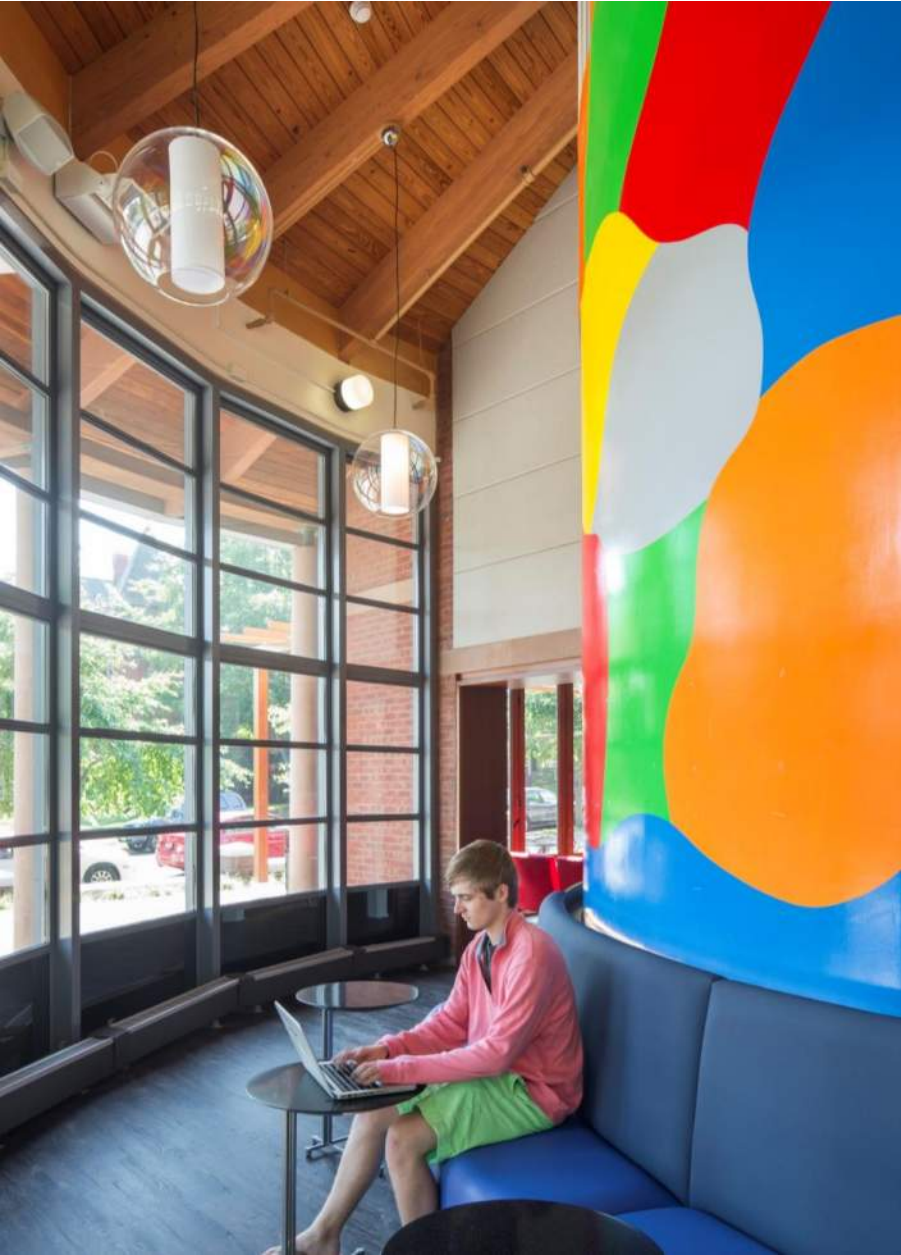
WHOLE CHILD WELLNESS



# PROGRESSIVE LEARNING / SOCIAL, COLLABORATIVE SPACES



# PROGRESSIVE LEARNING / FOCUSED, QUIET SPACES



# PROGRESSIVE LEARNING / OUTDOOR ACTIVITY ZONES



# PROGRESSIVE LEARNING / DAYLIGHTING



# PROGRESSIVE LEARNING / ACTIVE CIRCULATION ZONES



PRECEDENT EXAMPLE

# PROGRESSIVE LEARNING / PUBLIC & PRIVATE LEARNING AREAS



PRECEDENT EXAMPLE



PRECEDENT EXAMPLE



PRECEDENT EXAMPLE



PRECEDENT EXAMPLE

# PROGRESSIVE LEARNING / FLEXIBLE & EXPANDABLE SPACES



PRECEDENT EXAMPLE



PRECEDENT EXAMPLE



PRECEDENT EXAMPLE



PRECEDENT EXAMPLE

# PROGRESSIVE LEARNING / FLEXIBLE CLASSROOMS



# PROGRESSIVE LEARNING / COMMUNICATION & CONNECTIVITY



# PROGRESSIVE LEARNING / MINDFULNESS



PRECEDENT EXAMPLE



PRECEDENT EXAMPLE



PRECEDENT EXAMPLE

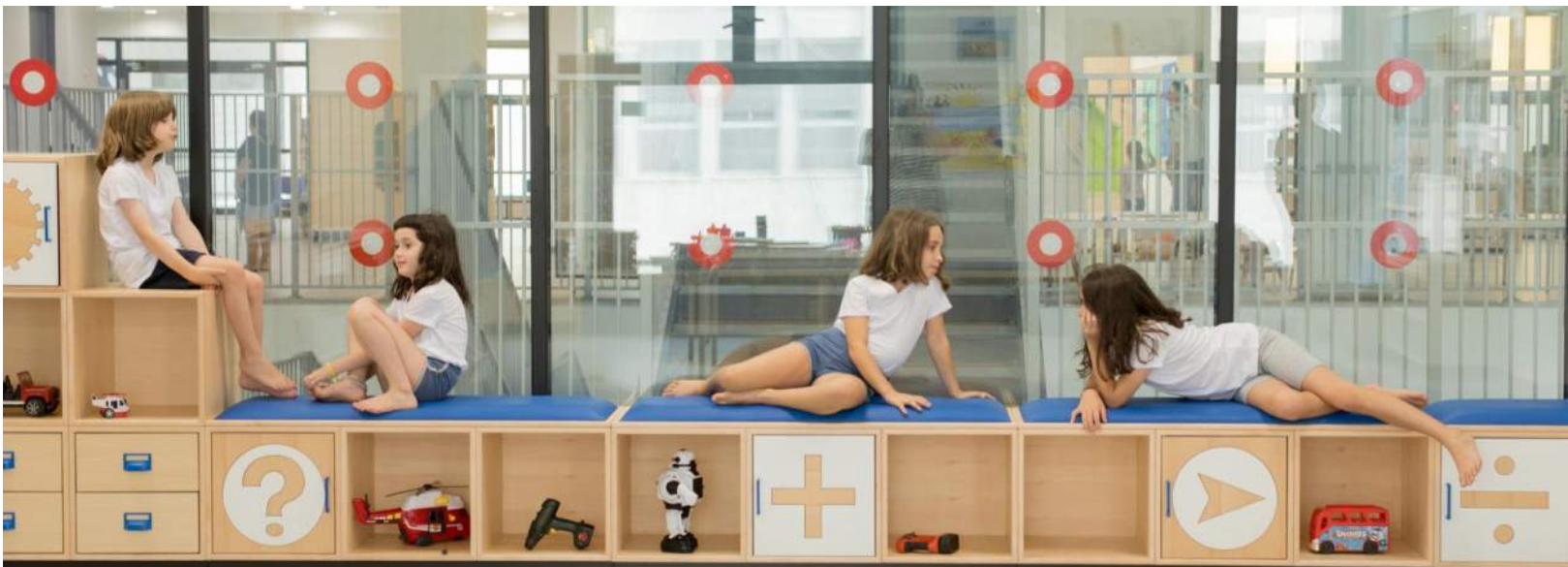
# PROGRESSIVE LEARNING / PERSONALIZATION & BELONGING



PRECEDENT EXAMPLE



PRECEDENT EXAMPLE



PRECEDENT EXAMPLE

# WHOLE CHILD WELLNESS / SENSORY IMPACT ON LEARNING



**PRE-K**  
Ponds

**K**  
Forests

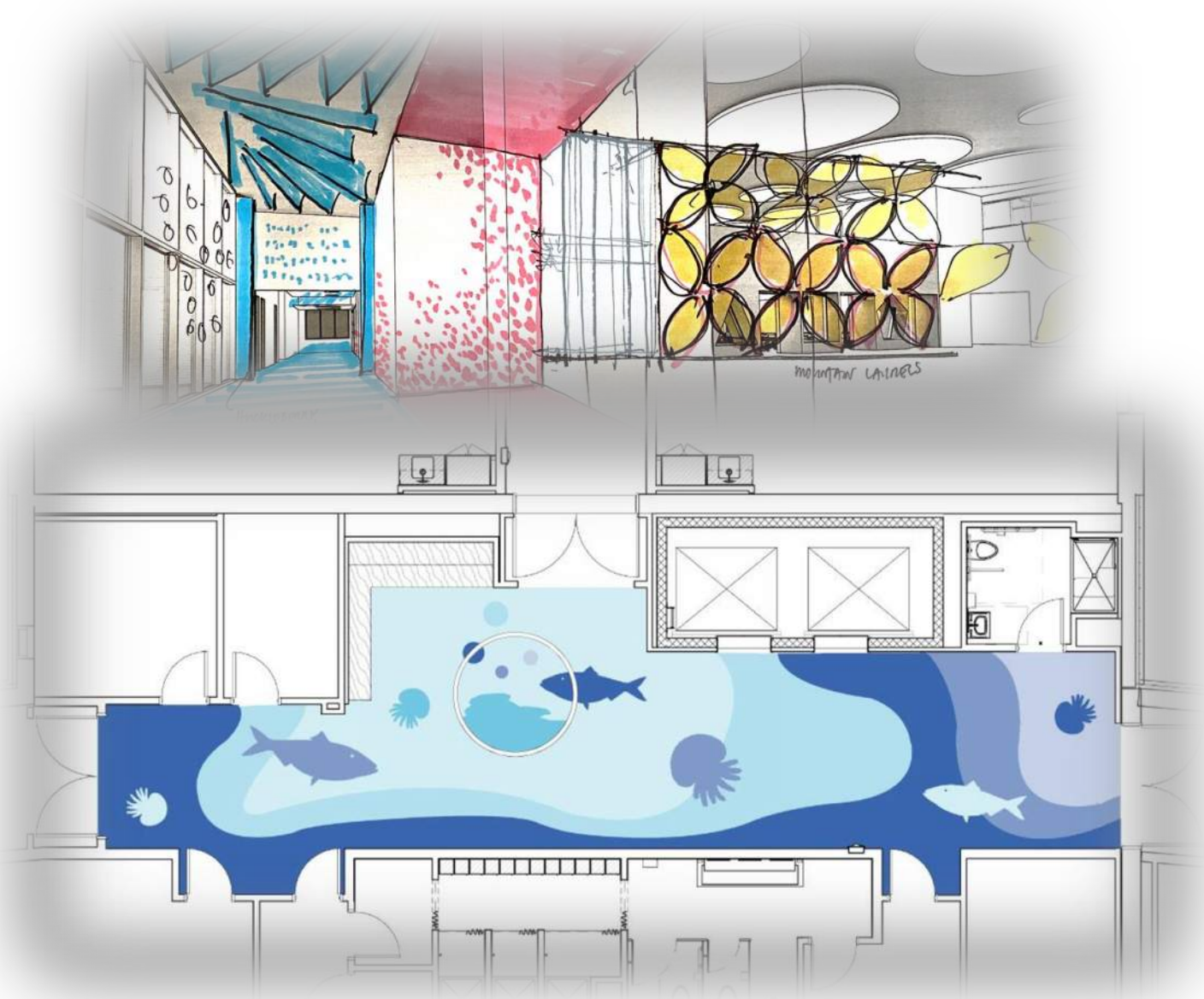
**1**  
Oceans

**2**  
Grasslands

**3**  
Rainforests

**4**  
Coral Reef

**5**  
Tundra



# WHOLE CHILD WELLNESS / SENSORY IMPACT ON LEARNING

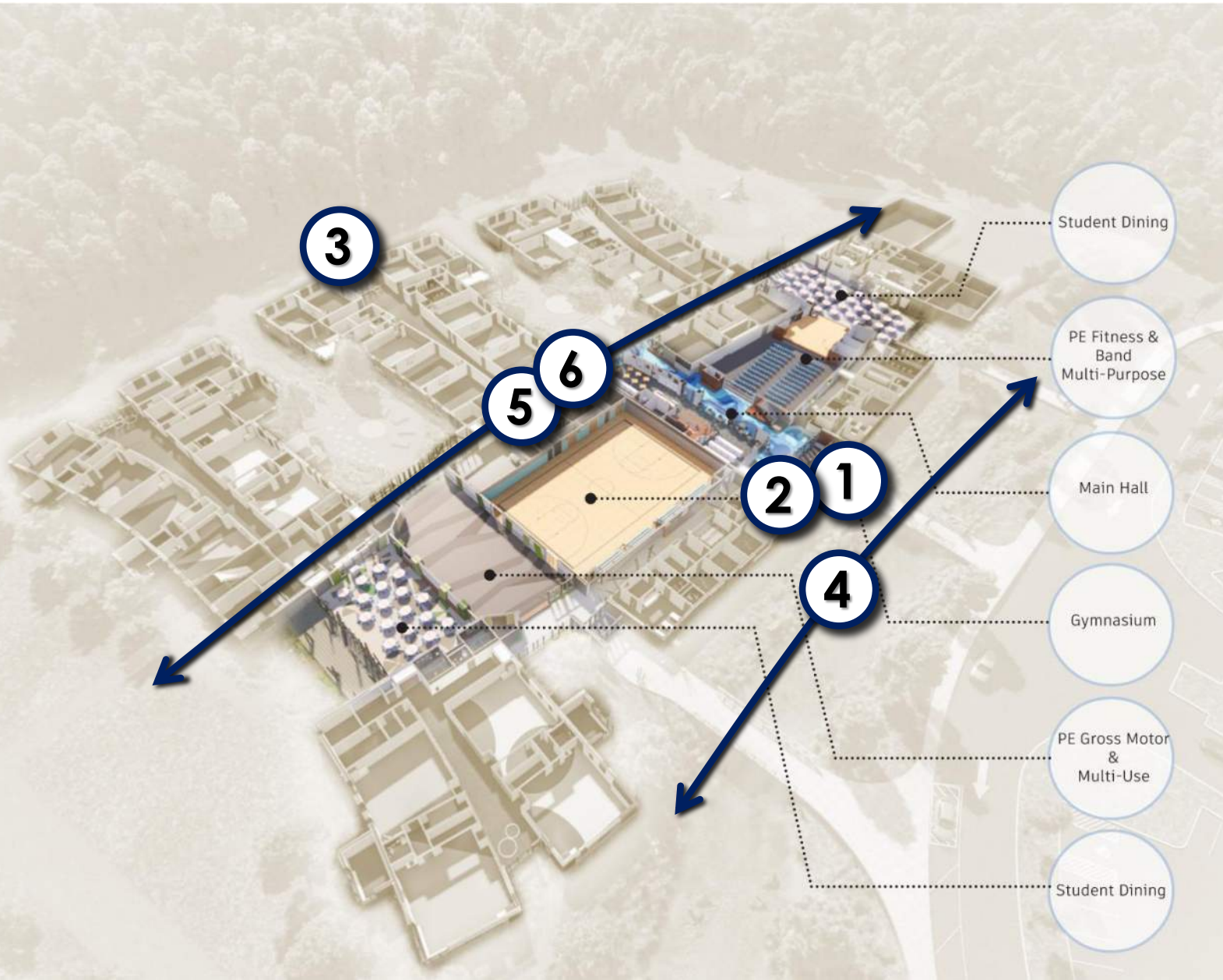


# INCORPORATING SECURITY / EXTERIOR STRATEGIES

- CPTED principles
- Natural surveillance – entry visible
- Securing/controlling the site access
- Separation of bus/ parent circulation, parking placement
- Increased buffer or “safe zone”



# INCORPORATING SECURITY / INTERIOR STRATEGIES



## SAFETY IN PLAN

1. Secure entrance lobby visible from Admin
2. Admin controls physical & visual access to building and site
3. No classrooms at “front” of building
4. Layers of security/access control
5. Separation of “public” areas from classroom space
6. Creation of “Main Street” for shared specialty classrooms
7. Natural daylighting throughout



*LOOKING PAST WHAT IS  
IN FRONT OF YOU*

# TRANSFORMING SPACES / ANNIE FISHER MONTESSORI AND STEM - BEFORE



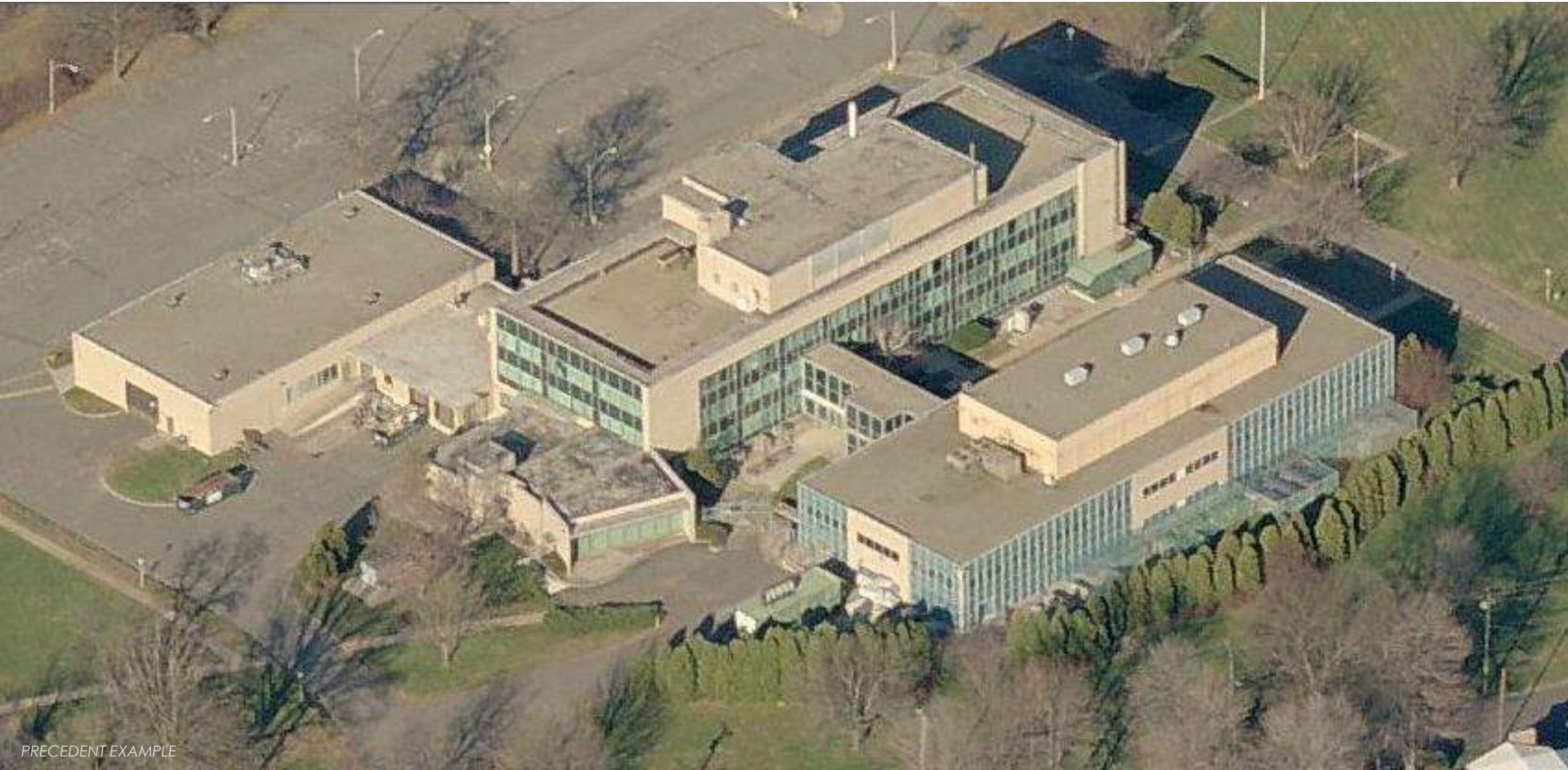
PRECEDENT EXAMPLE

# TRANSFORMING SPACES / ANNIE FISHER MONTESSORI AND STEM - AFTER



PRECEDENT EXAMPLE

# TRANSFORMING SPACES / CREC DISCOVERY ACADEMY- BEFORE



PRECEDENT EXAMPLE

# TRANSFORMING SPACES / CREC DISCOVERY ACADEMY- AFTER





NOAH WEBSTER MICROSOCIETY MAGNET SCHOOL



NOAH WEBSTER MICROSOCIETY MAGNET SCHOOL





# TRANSFORMING SPACES / WILLIAM J. JOHNSTON MIDDLE SCHOOL - BEFORE



# TRANSFORMING SPACES / WILLIAM J. JOHNSTON MIDDLE SCHOOL - AFTER



# TRANSFORMING SPACES / WILLIAM J. JOHNSTON MIDDLE SCHOOL - BEFORE



# TRANSFORMING SPACES / WILLIAM J. JOHNSTON MIDDLE SCHOOL - AFTER



# TRANSFORMING SPACES / ASNUNTUCK COMMUNITY COLLEGE - BEFORE



# TRANSFORMING SPACES / ASNUNTUCK COMMUNITY COLLEGE - AFTER



# TRANSFORMING SPACES / TRINITY COLLEGE – VERNON SOCIAL CENTER - BEFORE



# TRANSFORMING SPACES / TRINITY COLLEGE – VERNON SOCIAL CENTER - AFTER



# TRANSFORMING SPACES / NORWICH FREE ACADEMY - BEFORE



SLATER MEMORIAL, NORWICH, CONN.



# TRANSFORMING SPACES / NORWICH FREE ACADEMY - AFTER



# TRANSFORMING SPACES / SUFFIELD ACADEMY - BEFORE



# TRANSFORMING SPACES / SUFFIELD ACADEMY - AFTER



# TRANSFORMING SPACES / SUFFIELD ACADEMY - BEFORE



# TRANSFORMING SPACES / SUFFIELD ACADEMY - AFTER





*TIME TO BRAINSTORM...*

# QUESTIONS / PROS & CONS OF 5-8 GRADE CONFIGURATION

**What are the advantages?**

**What are the challenges?**

**Are there precedents that have worked well?**

**What infrastructure is required that might not currently exist, if any?**

**What infrastructure that currently exists could be shared?**

**What would programmatically need to change to make this successful?**

**Discuss “Neighborhoods”, “Pods”, “School within a School” – what does this look like?**

**If a 5-8 program was implemented, what would this allow for educationally?  
New programs? New outdoor spaces? Collaboration? Buddy programs?**

# QUESTIONS / THINKING SMALL AND BIG

**What works well, what doesn't?**

**What is missing?**

**What affects quality of education of a daily basis?**

**What limits/reduces educational time?**

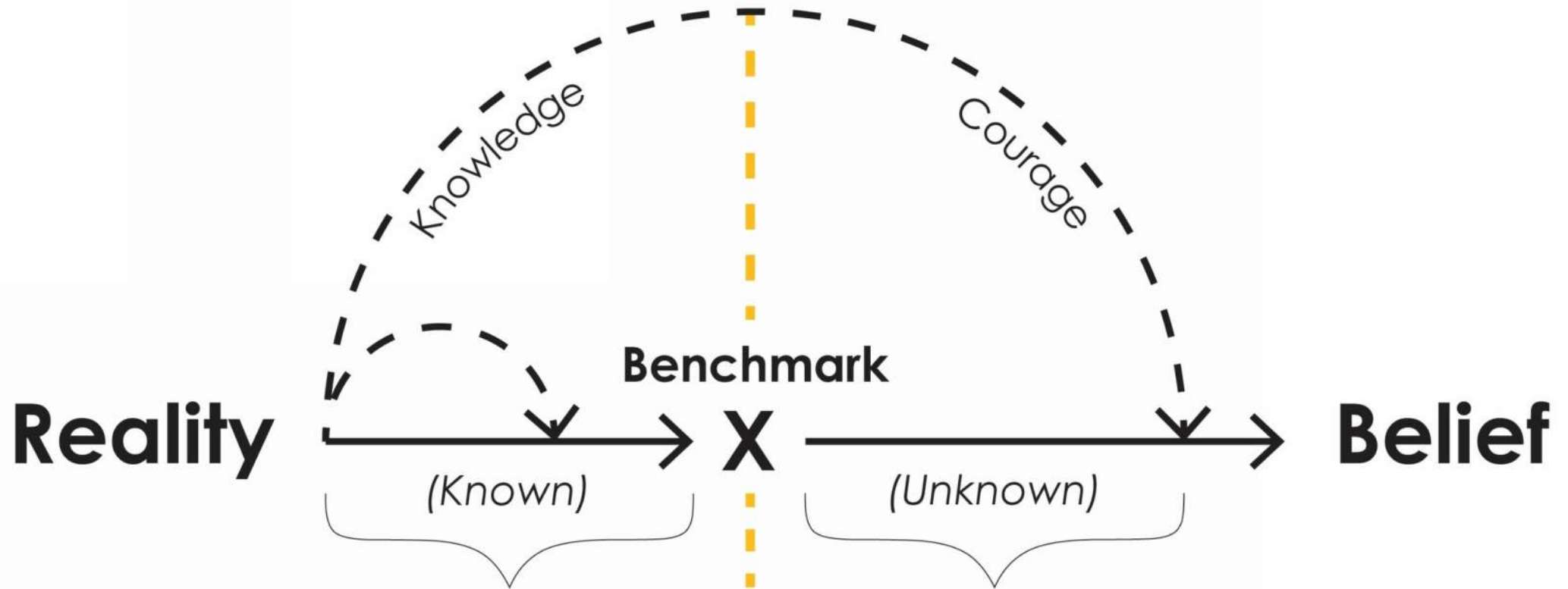
**Biggest day to day challenge?**

**If only...**

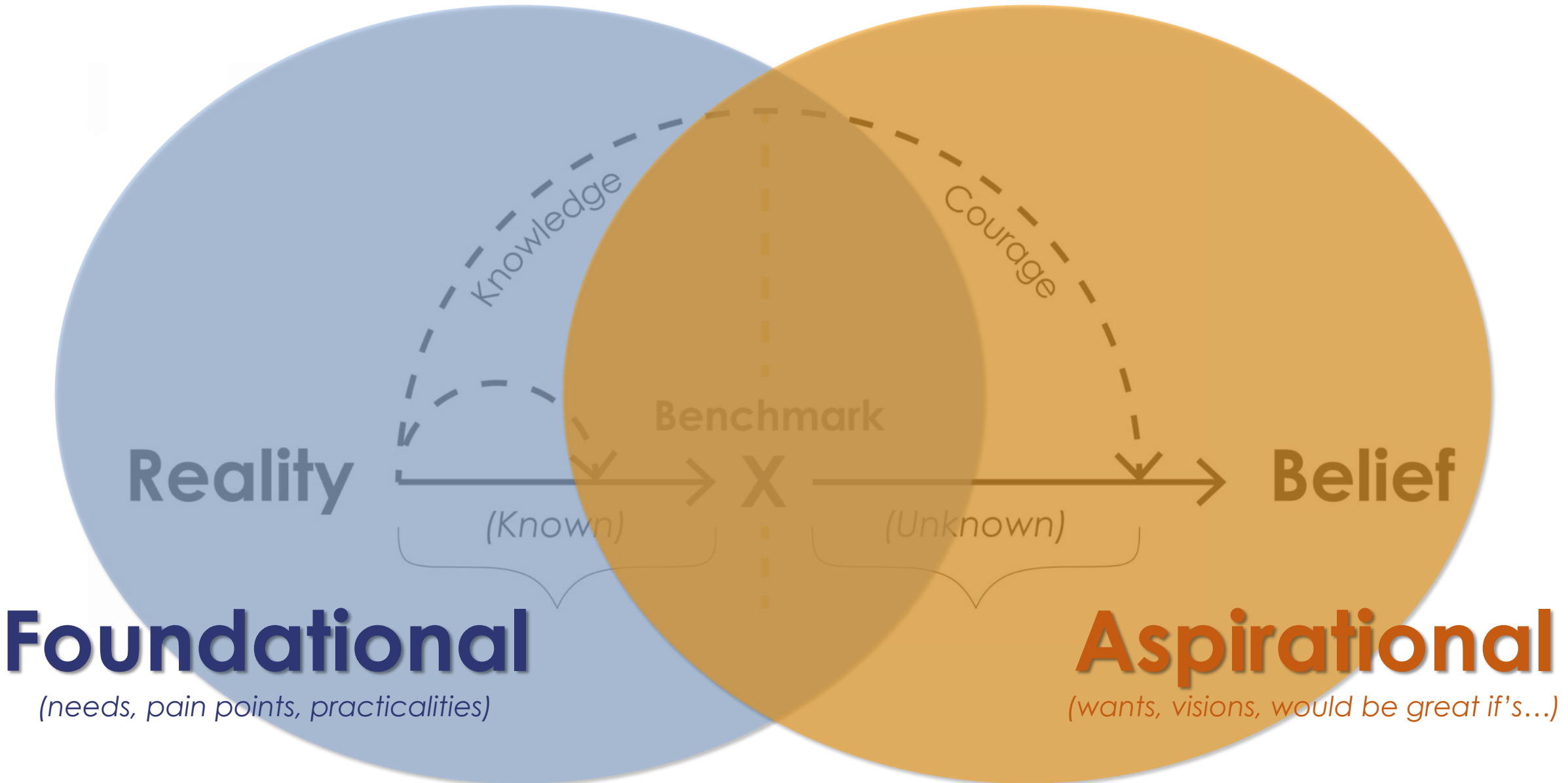
**What aspects of our building impede your students' ability to access the curriculum?**

**What would make your ability to meet your students' needs more successful?**

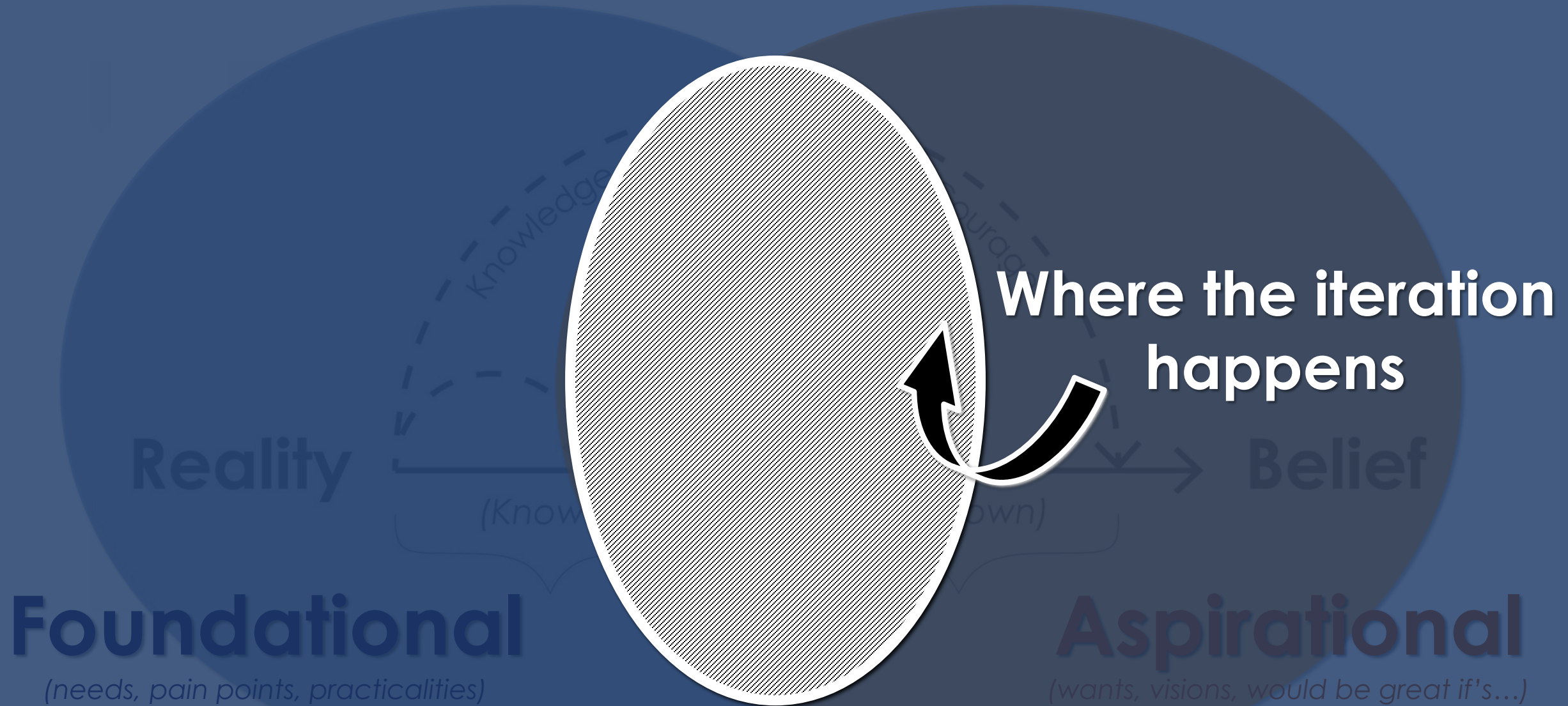
# FRAMEWORK / THINKING SMALL AND BIG



# FRAMEWORK / THINKING SMALL AND BIG



# FRAMEWORK / THINKING SMALL AND BIG





**Tecton**  
ARCHITECTS

**THANK YOU!**

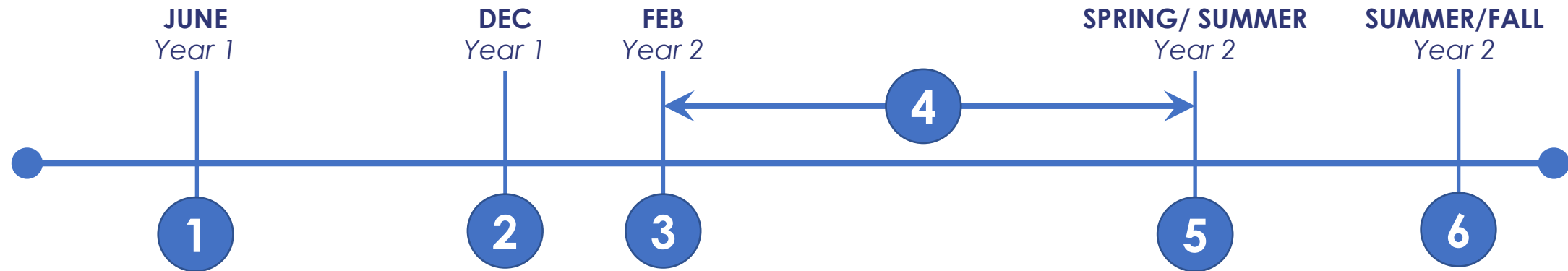
WESTON, CT

January 13, 2022

# Goals

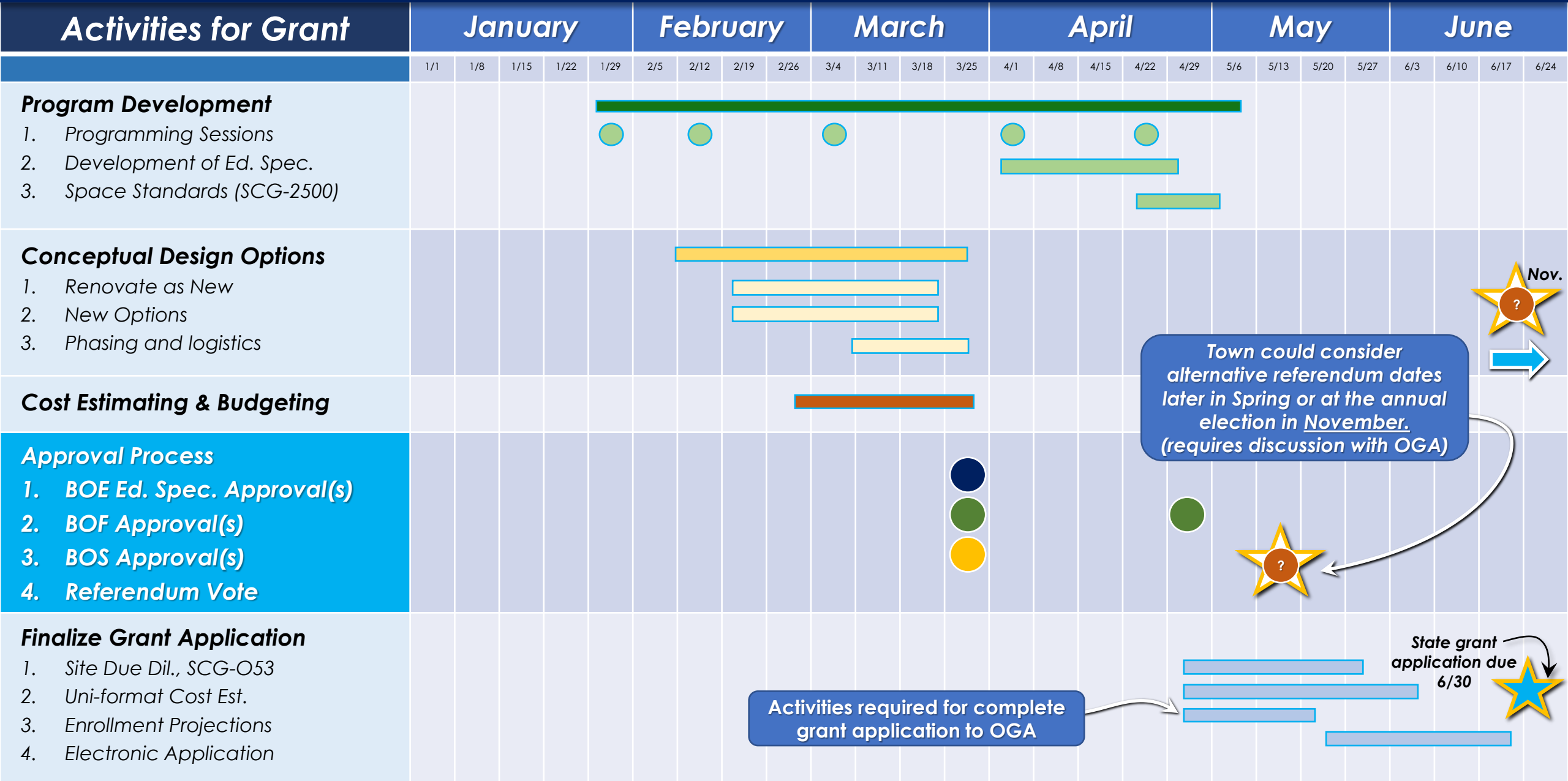
1. *Maintain the 4-building campus and really look at creative reimagination of the educational spaces*
2. *To enable some new curriculum, healthy spaces, best use of spaces*
3. *All student centric (educational conference)*
4. *Operational expenses, security, in word and action can be more sustainable*
5. *Hurlbut and MS need the most attention +short term work and how do we get the most mileage now*

# State Grant Application Process ~ Major Components



1. **June 30th** – Annual Application Deadline (\*requires funding in place)
2. **December 15th** – DAS submits Priority List to Governor and Education Committee
3. **February 1st** – Education Committee submits approved or modified Priority List to Governor and General Assembly
4. **Spring/Summer** – General Assembly authorizes the Commissioner of DAS to enter into grant commitments on behalf of the State. DAS notifies applicants of grant commitments.
5. **Grant Letter received** – send packages out to bid
6. **Commence Construction**

# Proposed Milestone Schedule ~ State Grant Application



# Putting It Into Perspective ~ Milestone Schedule

**RNV**

