



INTRODUCTION

The workshops were resumed with a general discussion of the concepts developed and work accomplished in workshops 1 and 2. Among the issues covered were:

- The new building should be LEED certified. If not certified (due to cost), it will be certifiable, per the MSBA standard
- Project Learning
 - Needs support for teachers
- Environmental issues at present school were cited by some as a concern
- New school ideas should start with outliers
 - What is working should be kept
- OUTLIERS
 - That which is effective for outliers is good for many more in mainstream
 - If we do not capture stuff for stronger kids, we missed the opportunity
 - Broaden access to best stuff
 - Encourage kids to stretch
- What are best practices in college?
- By all conventional measures WHS is doing great....but what isn't working
 - Don't talk MCAS, SATS. Talk about overlooked, subpar aspects
 - Outliers
 - Stress levels
 - Not creative thinkers
- If this list is reflective of Wayland community, there will be changes – is school willing to do this?
 - We need to focus on:
 - 21st Century learning
 - NEASC
 - There is a gap between the Futures Team and teachers. How much of teacher response is due to perception that the community wants high test scores?
- Many teachers think the community wants college access success



Futures Team 3+4



- WHS is good. Can it go to great? If stuck on being good, will not be great, and will not be creative.

SCHOOL TRANSFORMATION + DEVELOPMENT MAP

Scoring based on email responses is as follows. The Futures Team desires future education and the facility to be more transformed than the teacher + staff desire.

FUTURES TEAM

WHS EDUCATIONAL PRACTICES AND ORGANIZATION

Current: 2.4

Future: 3.81

WHS FACILITIES:

Current: 2.1

Future: 3.8

32-34 RESPONSES COUNTED

TEACHERS + STAFF

WHS EDUCATIONAL PRACTICES AND ORGANIZATION

Current: 2.14

Future: 3.12

WHS FACILITIES:

Current: 2.24

Future: 3.42

30-35 RESPONSES COUNTED

ROLE MODEL SCHOOLS RESEARCH

Volunteer researchers reported on their chosen schools. A copy of their PowerPoint presentations is included later in the Appendix.

FLINT HILL SCHOOL, ALEXANDRIA, VA

- Simple mission statement
- Full inclusion

Wayland High School Wayland Public Schools Wayland, MA

- Student-teacher relationships – every teacher is advisor
- Arts and athletics
- Teacher training for differentiated learning
- Differentiated instruction is the theme for this school

- WHS does not have a tie that binds us; differentiated instruction would be good for us.

MET SCHOOL, PROVIDENCE, RI

- Salt Test - # in parent involvement and teacher availability and social climate and instruction
- 15:1 advisor (teacher) ratio, with kids 4 years
- Critical thinking skills
- College courses taken in high school
- Portfolio required for graduates
- Wellness model with advisory
- Individualized study plans for all students
- Small schools
- Real excitement here

ARTS: CENTER FOR CREATIVE ARTS, PITTSBURGH

- At Wayland High School:
 - Arts not integrated
 - Not high tech
 - Not about movement
 - All elective
 - Demand exceeds supply
 - Rigorous academics
 - Partners with college
- All partner with community

MINNESOTA NEW COUNTRY SCHOOL, HENDERSON, MN ERIE HIGH SCHOOL, ERIE, KS

- Teachers are advisors
- Generalists first, specialists second
- Students responsible for own learning:
 - Define own projects
 - Students reference State standards



- Hands-on learning
- Hope index
- Could be WSPN (Wayland Student Press Network)

HIGH TECH HIGH, SAN DIEGO, CA

- Blurred line between school and work
- Projects are relevant
 - Identify bacteria in meat; apply to Africa

THOMAS JEFFERSON HIGH, ALEXANDRIA, VA

- Science/technology magnet
- IBET required Freshmen course: integrated bio-engineering, English, and technology; project based learning
- Science and technology research labs
- Mentorship program
- Arts requirement even though science technology school
- Schedule: blended, allows 8th period for student projects
- Fundraising for technology labs through school foundation
- AP & project learning
- How is school structured?
 - Student driven?
 - Teacher directed?
 - Merger of disciplines
 - Music and physics
 - All w/physics philosophy

CHRISTOPHER PROGRAM, COLUMBUS, OH

- Integrated Humanities: history + language arts
- Serves 16+- schools around Columbus
- Project-based learning
- Choice school
- No grades but conversion for sending schools
- Link to kids in China

POLAND HS, POLAND, ME

- Grade level houses
- Advisor/Advisee:
 - Every day ½ hour
 - Round table discussions

- Advisors as generalists
- Wayland Middle School clusters is good model

HIGH SCHOOL ORGANIZATIONAL MODELS

Table teams chose possible school organizations from the following list, and analyzed them by identifying “pros” and “cons”. The choices were:

- A. Departmental High School
- B. Separate 9th Grade Center, 10-12 Other
- C. 9-10 Houses/11-12 Other
- D. 4 Person Teacher Teams 9-10/11-12 Other
- E. Vertical Schools-Within-a-School (9-12)
- F. Thematic Schools-Within-a-School
- G. Senior Year Self Directed Study/Capstone Project
- H. Out of the Box

The results are:

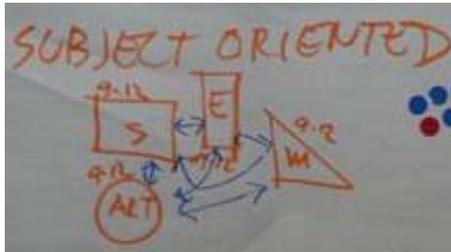
DEPARTMENTAL

Pros:

- Depth of knowledge and specialization
- Fluency across curriculum
- Spiraling curriculum, sequential learning
- Professional development
- Rigor
- Guarantees basic are taught
- Remediation



- Multi-grade classes easier



Cons:

- Isolation
- Difficulty with interdisciplinary
- Do not know the whole child-one dimensional, less personal
- Trouble with holistic assessment
- Students do not see how subjects integrate
- Difficulty with thematic process
- Content over joy of learning and individual styles
- Students can get tracked
- Sharing resources difficult

9TH GRADE CENTER

Pros:

- Ease high school transition
- Better teacher-student relationships
- May aid project-based learning for 9th grade
- Advisor/advisee looping
- Supports interdisciplinary approach in 9th grade

Cons:

- Separates 9th grade – isolation?
- Economy of scale (too expensive)
- Could preclude (flexible) space use

**4-PERSON TEACHER TEAMS FOR 9-10;
11-12 OTHER, PERHAPS MULTI-GRADE OR SAME GRADE
CLUSTERS**

Pros:

- Teachers work closely together
- Know kids better
- Easier to do project based learning
- Better transition to high school
- Integration, multi-disciplinary
- Easier to see the whole child and respond to the “whole child”
- Probably more and easier to do → differentiation
- Broadens teacher perspective
- Common planning time, parent meeting
- Could foster social connections
- Plus if it a multi-age cluster



Cons:

- Difficult to provide a wide range of courses
- Students can be tracked, stigmatized, labeled in a specific cluster
- Can water down curriculum possibly-rigorous enough?
- Could be socially limiting
- Harder to connect with students in other grades
- Would it provide enough niches-individual places for students to grow
- Could it be too similar to middle school model
- Integration of languages, arts and music could be difficult

THEMATIC SCHOOLS

Pros:

- Cover core (3 courses)
- Could be Arts, STEM, Liberal Arts “Schools”
- Individualized studies



- Student interest level up
- Potential for deeper learning
- Adaptive themes

Cons:

- Sub-scale?
- Scheduling
- Cost (new courses, new equipment)
- How do kids know what to choose?

TWO CHARTERS PLUS CORE

Pros:

- Scale
- Financial (revenue opportunity or grade)
- Flexibility with respect to regulators? Contracts?

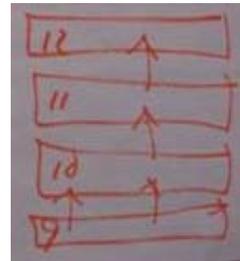
Cons:

- Financial (district shares %)
- Less community based? (different audience/funding mechanism)

GRADE LEVEL HOUSES

Pros:

- Smaller groups of students
- Same group 9-12
- Consistency
- Sense of belonging
- Guidance issues addressed
- Tie in with project based learning
- Allows meeting need of the different grade levels
- Adults more helpful when they know kids
- More parent-teacher interaction
- Community service possibility



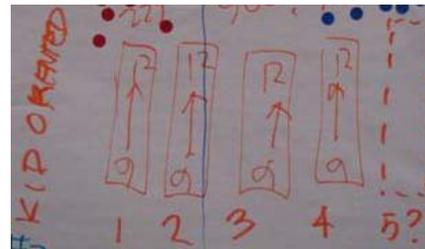
Cons:

- One group better than another?
- Don't know people in other groups
- Doesn't facilitate broad academic offering
- Same teachers must teach same kids
- Restrictive

VERTICAL SCHOOLS WITHIN SCHOOL

Pros:

- More flexible (academics)
- Students can take advanced classes within house
- Get to know students in other grades
- Design: space to call you own



Cons:

- If not happy in one group, then stuck
- May not address grade level needs
- One house "better"?

SENIOR YEAR SELF-DIRECTED STUDY/CAPSTONE

Pros:

- Seniors engaged and occupied



- Doesn't conflict with or override State mandated testing or SAT prep.
- Community interaction
- Each student gets to focus on own interest
- Stretches students to use technology
- Allows other students to realize that individuality counts
- Can be expanded to lower grades as program grows

Cons:

- Students with AP exams
- Initial implementation
- Taxing for faculty, especially with mixed CWRS
- Need to get community on board

TABLE 3 "H"

Description: Transition Program for 9th graders
 Adventure: 10th grade Adventure Series (rotation through different subjects)
 Pathways: Second half decided on pathway 11th grade courses inside chosen pathway
 Senior Project: 12th grade senior project. Service to school/community i.e. mentoring 9th graders, possible internships with work study during second half.

Pros:

- See 9th Grade Center, above
- Rigor and relevance
- Foster creativity
- Life skills and academics
- Teamwork
- Foster community
- Personally engaged learning

Cons:

- Implementation takes time (but could be done in stages)
- Kids specialize too early

TABLE 1 "H"

Description:
 9th grade experience
 10-12 (starting in 9th continuing advisor/advisee)

Pros:

- Allows for 9th orientation with team building (i.e. rope course, adventure program, etc.)
- Adult on campus who knows kids
- Less outliers
- Provides access to social, emotional and life skills curriculum
- Social emotional curriculum

Cons:

- How to integrate 9th into larger school atmosphere
- Transition between 9th to 10th-12th advisors or do you have non-9th grade teachers as advisors to follow through 10th-12th
- Advisor needing contact with all kids; teachers to know kid
- Concern-teacher training...
- Re-organizational challenge to promote communication
- Scheduling challenge to make sure meeting happens on regular basis

PREFERENCES

After table team presentations, futures team members voted individually for their preferred organizational concepts. The voting method was as follows:

Blue Dots = #1 Preferred for Wayland High School

Red Dots = #2 for Wayland High School

A ranking of the organizational concepts, from most to least favored, with votes, is as follows:

TABLE 3 "H"

Transition Program for 9th grade; 10th grade Adventure Series; 11th Pathways; 12th grade senior project
 21 votes (19 blue, 2 red)

VERTICAL SCHOOLS WITHIN SCHOOL



16 votes (7 blue, 9 red)

DEPARTMENTAL

11 votes (5 blue, 6 red)

TWO CHARTERS PLUS CORE

**Combined with
THEMATIC SCHOOLS**

10 votes (4 blue, 6 red)

9TH GRADE CENTER

7 votes (5 blue, 2 red)

GRADE LEVEL HOUSES

6 votes (6 red)

TABLE 1 “H”

9th grade experience; 10-12 (starting in 9th continuing advisor/advisee)

5 votes (5 red)

SENIOR YEAR SELF-DIRECTED STUDY/CAPSTONE

3 votes (3 red)

**4-PERSON TEACHER TEAMS FOR 9-10;
11-12 OTHER, PERHAPS MULTI-GRADE OR SAME GRADE
CLUSTERS**

1 vote (1 red)

REFLECTIONS ON THIS VOTE

Why H#3 and E (vertical schools)

- H#3 and E are easy to overlay on existing
- A (departmental) is what we know – provide lots of subject offerings
- Teachers have specialized knowledge

The Futures Team analyzed places for learning by identifying “pros” and “cons”. Following presentations and discussion, table teams established preferences the most favored places for learning for the new Wayland High School. The preferences were established with the following format:

PREFERRED OPTIONS

MOST APPROPRIATE FOR ADULTS

Choice #1

Choice #2

Choice #3

MOST APPROPRIATE FOR STUDENTS

Choice #1

Choice #2

Choice #3

SUMMARY OF PLACES FOR LEARNING PREFERENCES

ADULTS

OPTION	VOTES	
A	0	
B	2	#3 preferred
C	1	
D	6	#1 preferred
E	2	
F	4	#2 preferred
G	1	
H	1	

STUDENTS

OPTION	VOTES	
A	0	
B	2	#3 preferred
C	1	
D	4	#1 preferred
E	1	
F	3	#2 preferred

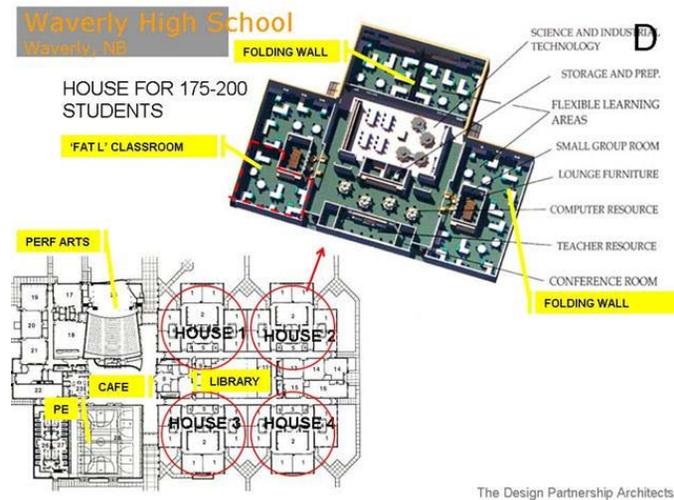
PLACES FOR LEARNING



G 0
H 1

For both adults and students, Option D was the first preference, Option F was the second, and Option B was the third.

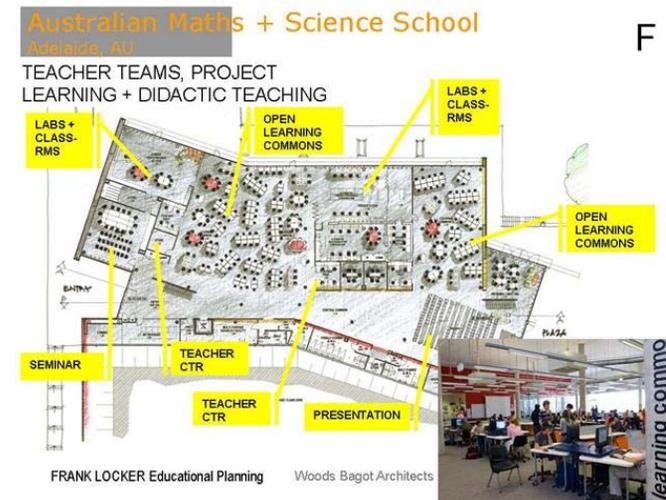
OPTION D



COMMENTS ABOUT D

- There is a lot you can do with a pod. Could mix pods and limited resources (arts, science)
- Could be on two floors and open up center as two stories
- Could be grade based or vertical
- Library should be learning support
- Pod notion could be:
 - Traditional houses
 - Departmental
 - Themed school

OPTION F

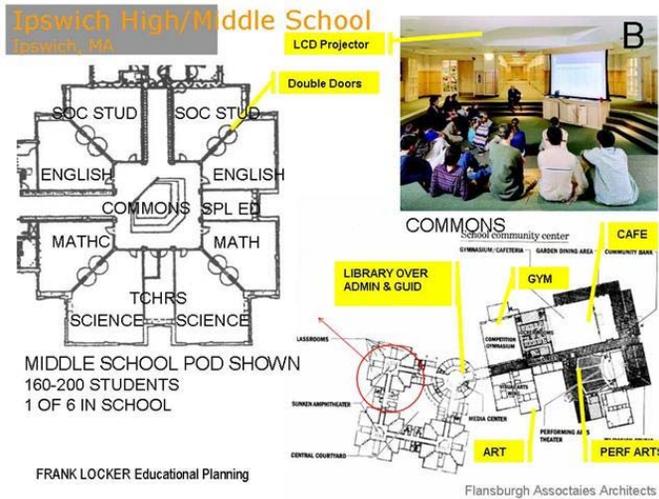


COMMENTS ABOUT F

- Access to facility and friends and technology
- Most open criteria
- Commons spaces
 - Flexibility
 - Tables and chairs
 - Group meetings
- Greatest opportunity for interaction of teachers and students within learning environment
- Seems designed for one style of teaching – got burned once with WHS



OPTION B



COMMENTS ABOUT B

- Sunken area!! but self-contained
- Commons with classrooms is like what worked in language building
- Very much like we have in middle school now
- Redefinition of self in transition from MS to HS
- B - like movement through
- Principle defined learning areas but not exclusive

SUMMARY DISCUSSION OF D, F, AND B

- Flexible Spaces/Agile Spaces
- B & D: Ability to go outside
- Science in all but could go out for other
- More work/social spaces for kids in D
- Modular-could be rented if enrollment drops or adds

PREFERENCES BY TABLE TEAM

TABLE TEAM 1

Most Appropriate for Students

1. F
 - Open learning commons-interaction with each other and teachers
 - “Least traditional” school
2. E
 - Close to F
3. B
 - Common center space for socializing
 - “Pod” identity (+ and -)
 - Accessible to teacher?

Most Appropriate for Adults

1. D
 - Flexibility-different structures and organization
2. B
 - Flow-forces interaction
 - Encourages interdisciplinary
 - Accessible to kids
3. D
 - Variety of teaching and learning spaces

TABLE TEAM 2

Most Appreciated

Adults

- #1 D
- #2 F
- #3 C

Why

Flexibility/access to all faculty and resources
Open and closed spaces

Students

- #1 F
- #2 D

Why

Variety of spaces
Access to faculty



#3 C Access to technology
Access to friends

TABLE TEAM 3
Most Appropriate for Adults

Why

#1 B/D Flexible space
#2 B/D Flexible space
#3 F Lends itself to elements of 21st century learning, lots of adult space

*What is good for adults is good for the kids”

Most Appropriate for Students

Why

#1 B/D Common spaces
#2 D/B Interdisciplinary
#3 F

TABLE TEAM 4
Most Appropriate for Adults

#1 F 8/9 too radical?
#2 E 7/9 flexible
#3 D 5/9 practical, flexible for learning/original models
G 5/9 too radical

Criteria Table Team 4:

- Storage/lab materials
- Teacher prep./advisory
- Small breakout rooms
- Flexible training
- Corridors “open” as learning spaces
- Centrally located lavatories
- Lockers
- Technology everywhere
- Movement
- Light, air

TABLE TEAM 5
Most Appropriate for Adults

1. D with amphitheatre area
 - Flexible: houses or departments or mix
 - Central around library
 - Student work/social spaces
 - Teacher resource area by library

Most Appropriate for Students

1. D with amphitheatre area
 - Concerns: get outside somehow/a flow-not confined
 - Built in work spaces for kids in D
 - Multiple gathering spaces
 - “Houses”/library separated further so you “must” go outside for a little

TABLE TEAM 6
Adults

#1 D Flexible
Works for macro and micro
#2 H Scalable
Ease of collaboration
Ease of interdisciplinary teams

Students

#1 D Collaborative space
Individual and small spaces
Workspaces
Free time space
#2 H Quiet/study space

REFLECTIONS

The Futures Team discussed the following as a whole group:

- What is the status of pool or library with high school?
- Charter schools at Wayland High School?
 - Allowed by MSBA?
 - Could present some constitutional opportunities
 - Would there be a 15% cap on seats?
 - Heather to look into State registrations
 - Thematic Charters-much more creative



- Pilot school, such as have been done in Boston and Cambridge, as alternate way of achieving innovation
 - Semi-autonomous entity within WHS

SCHOOL ORGANIZATIONAL CONCEPTS

The Futures Team extended its earlier work of assessing “pros” and “cons” of school organizational models to further development of selected options. Starting with Options prepared by the consultants, table teams selected, refined and detailed the concepts. The Options were:

1. Departmental
2. Freshman House/Departmental Upper Years
3. 1 or 2 Year Houses/2 or 3 Year Themed Learning
4. 2 Year House/Departments
5. 2 Year House/Career Clusters
6. Vertical Small Learning Communities
7. Grade Level Small Learning Communities
8. Other

Table teams developed their ideas in graphic form. All teams were requested to incorporate the table 3-H concept established earlier (above).

Futures Team members voted as individuals for their most preferred Options. Each member had two votes, which could be applied with no restrictions. The results, from most to least favored, with the votes, were:

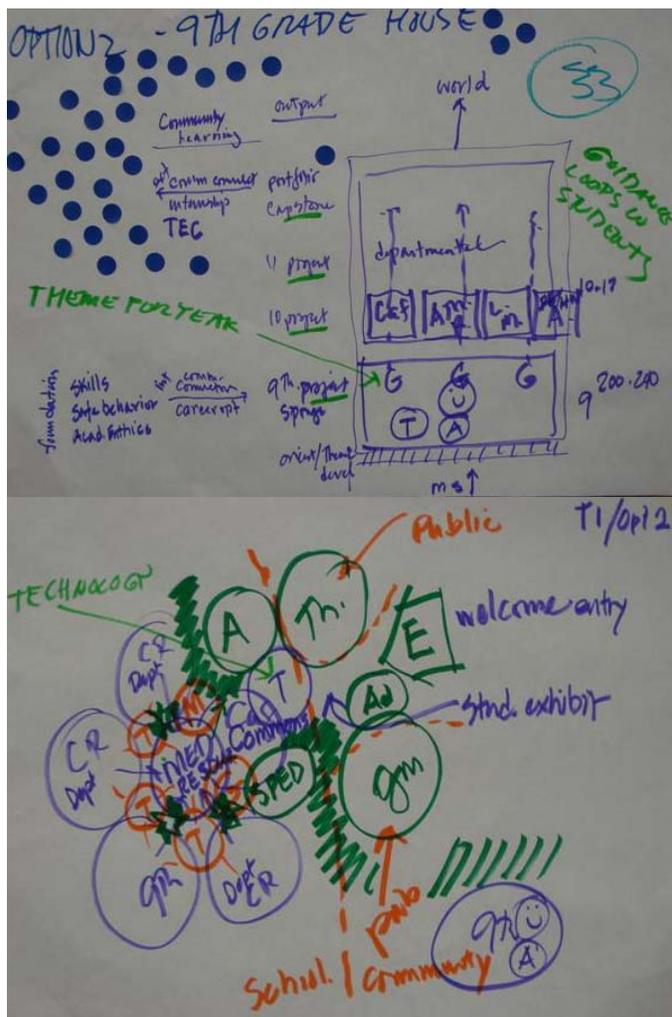
- OPTION 2: Freshman House With Departmental Upper Years, 33 votes
- OPTION 8: Table 3 “H” Visualized, 19 votes
- OPTION 3: Freshman Houses With Thematic Grades 10-12; Advisor/Advisee In Home Rooms, 16 votes
- OPTION 1: Departmental, 15 votes
- OPTION 8: Other (9th Grade House With Pathways In Grades 10-12), 6 votes
- OPTION 6: Vertical Small Learning Communities, 0 votes

OPTION 1: DEPARTMENTAL

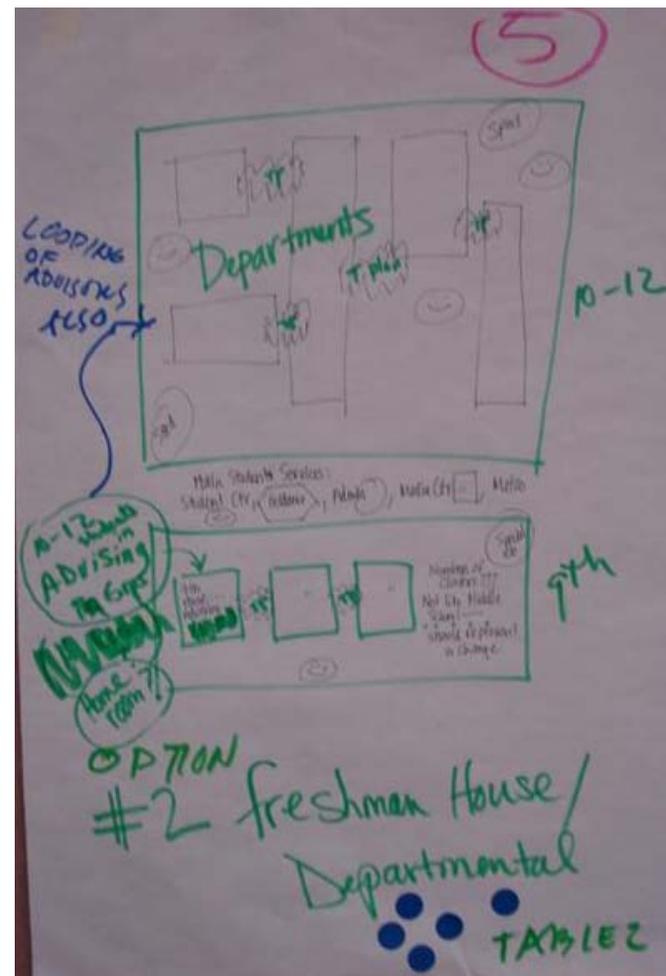




**OPTION 2: FRESHMAN HOUSE WITH DEPARTMENTAL UPPER YEARS
TABLE TEAM 1**

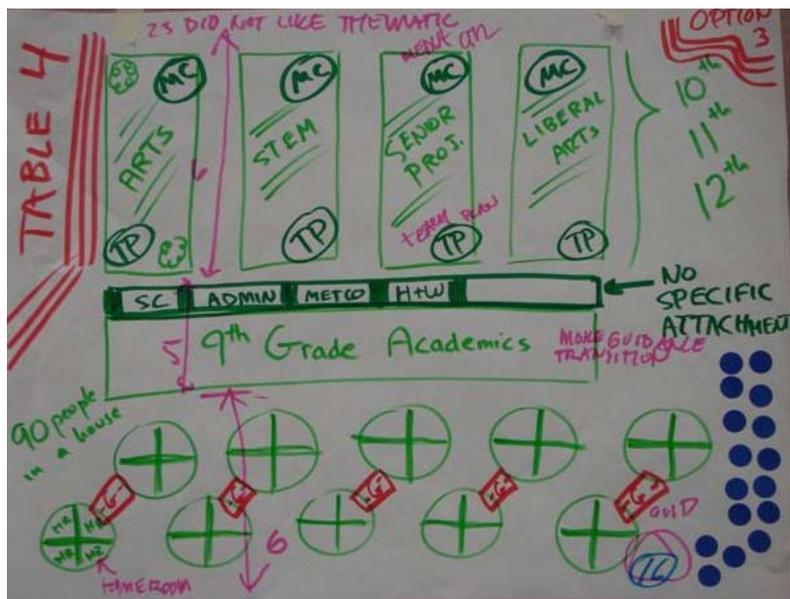


OPTION 2: TABLE TEAM 2

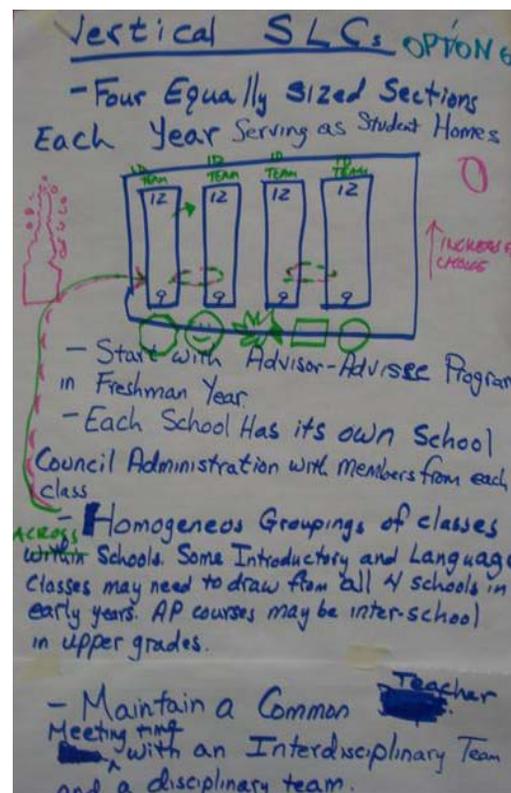




OPTION 3: FRESHMAN HOUSES WITH THEMATIC GRADES 10-12; ADVISOR/ADVISEE IN HOME ROOMS



OPTION 6: VERTICAL SMALL LEARNING COMMUNITIES



- Four equally sized sections each year serving as student homes
- Start with advisor/advisee program in freshman year
- Each school has its own school council administration with members for each class
- Homogeneous groupings of classes across schools. Some introductory and language classes may need to draw from all four schools in early years. AP courses may be inter-school in upper grades
- Maintain a common teacher meeting time with interdisciplinary team and a disciplinary team



COMMUNITY CONNECTIONS

The Futures team was asked to identify places for learning outside of school and useful roles for the public in the school. Here are their suggestions:

PLACES IN THE COMMUNITY

For student learning out of the school building (internship possibilities, sites for learning, institutions, business, etc.

- Before 9/11, we were able to have some students do internships at the Army's research laboratory in Natick but this has not been pursued since they put more of their facilities under high security protocols. Raytheon used to permit some students to work there when they had a facility in Wayland. They haven't been open to students coming to their plants in Sudbury and Marlborough. They will occasionally send engineers to do presentations at the school.
 - Moodz Day Spa
 - Foreign Motors West Natick BMW dealership
 - Mahoney's Garden Shop
 - Russell's Garden Shop
 - Buddy Dog
 - Bright Horizon's
 - Our elementary and middle schools
 - Starbucks
 - Park and Rec
 - Longfellow's
 - Luigi's Restaurant
 - Mel's Diner
 - Dudley Pond
 - Aqueduct
 - Sudbury River
 - The New "Mall" or shopping/mixed use project for the old Raytheon complex
 - dump/recycle center
 - There are a variety of colleges close by that may have courses/opportunities for students. Many students have
- employment in local businesses and I assume these businesses would be open to arranging internships
 - Several students I know have volunteered at Boston Children's Hospital.
 - Sudbury Library has flexible hours and space and a lot of students meet there for peer tutoring and group work
 - We have students who sign up for (and pay for) "extended internships" through the TEC Collaborative.
 - We have also partnered up with Minuteman Regional Technical HS for kids who are interested in learning about specific careers/skills that we don't specifically address at WHS (carpentry, plumbing, electrician, etc.).
 - Pat is currently exploring partnering up with a college or university in the area, and has had some nibbles
 - More coordination with Minuteman and possibly Keefe Tech on classes.
 - Possibly even Mass Bay CC on certification programs. (Thinking in terms of the current economic climate.)
 - Students are encouraged to volunteer in programs at institutions such as hospitals, elementary schools, libraries, American Cancer Society, etc. Possibly expand these opportunities and other experiences into project oriented HS credits using community advisors or mentors – maybe senior thesis or portfolio reviewed by a varied "team of experts."
 - Wayland Business Network, working with MA DEP/Local Con commission on environmental wetlands impacts, etc.
 - Working with developers/New Wayland Town Center.
 - Town Hall/most depts., Planning Board, etc
 - Helping local retailers, businesses with marketing, technology, etc
 - Elementary and Middle schools,
 - Natural areas,
 - Library
 - Graphic Design: for job skills with Printing company (software usage, i.e. Quark, Photoshop, Illustrator, InDesign, Large Format Graphic. Jewelry manufacturing (i.e. casting) model making/for jewelry production Bench Jeweler skills
 - There is a wonderful resource available to Wayland students by TEC . . . many kids don't take advantage of it, but my



personal experience (with 2 kids having done a TEC internship) is that opens the world of possibilities to kids

- Town Fire, Police
- Wayland currently has an eager parent and business community ready to volunteer when asked. There are so many dedicated, interested people in town that would love a vehicle to become regular participants whether with internships, modeling, visits to the school, etc
- Russell's Garden Center is (and as far as I know, will continue) hiring High School youth to work summers. Perhaps they would consider hiring during the school year?
- Genzyme is also interested in internships for young folk, not only for science but for related interface, such as computer technology, business, etc.
- Sudbury River: Sudbury River Trustees/Conservation land: Wayland Conservation
- Town Library
- Council on Aging
- Wayland Historic Preservation Committee (Grout Heard House)
- Realtors
- Wayland Housing Authority (affordable housing)
- Wayland Clergy Association
- Many of the business would take interns – grocery stores, insurance, architects, garden centers, a couple of restaurants, health clubs, banks – Wayland Business Association
- Library
- Russell's Landfill
- Brandeis University, Wellesley College, Regis College, Framingham State College, Bentley College, Babson College
- Banks/Financial Institutions
- Retail
- Shaws/Stop & Shop
- Biotech
- Engineering
- Businesses
- Parmenter
- Audubon-Drumlin
- Farms
 - Drumlin
 - Food project
 - Land sales
- Conservation
 - Sudbury Valley trustees
 - Walden Pond
 - Broadmoor Audubon – trustees
- Sports
 - Bay State Games
 - Broomstones
 - Longfellow
- Community organizations
 - Park & Rec
 - Wayland Cable
 - Schools
 - Library
- Natick Mall
- Local banks, stores
- Train from Lincoln connects to Boston colleges, hospitals
- Local hospitals
- Local non-profits
- Town Crier newspaper
- Children's Way
- Russell's
- Farms – in Weston, Natick, Lincoln
- News Stations – newspapers – Middlesex News
- Banks/Financial Institutions
- Health Facilities

PEOPLE IN THE COMMUNITY

Who might be interested in sharing expertise related to student projects (as outside experts, as project participants or in authentic evaluations). NOTE: Names suggested here may have been suggested without the knowledge of the person identified.

- Grant Frieling, Insurance
- Cindy Lombardo & family Owners: Lombardo's Function Hall & Sweetlife Foods
- Rob Starr Potter; owner of Harelooms in Concord, MA



- I am confident that many community members would welcome the opportunity to come into the school to do authentic evaluations and be outside experts
- We have a number of supportive, wonderful people in the community who I'm sure would sign up for any help we need.
- Susan Foster, Artist/Jeweler/Graphic Designer
- The parents of Wayland are eager to help . . . we can now send electronic messages out to parents inquiring about such opportunities/possibilities and will get an eager response. I know that when teachers have asked for help from the community of parents or the community at large, there is good response. Just have to plan ahead
- Fred Turkington, Wayland Town Administrator
- I don't know specific names – I have some ideas but would want to talk to people before giving their names. But many local businesses already support the schools and might be willing to work with interns, have a hands-on project for kids, come in for authentic evaluations, etc
- Professors from Brandeis, Wellesley, Regis, Framingham State, Bentley, and Babson, who live locally could serve as experts on project evaluation, etc
- Kent E. George, Entrepreneur, Start-ups, Turnarounds, Small Business Consulting
- For history: Foster Wright (Vietnam vet)
- And many others we have invited in for the Wayland High History Project (whshistoryproject.org)
- For history projects: John Turchinetz (Wayland Veteran's Agent)
- Musicians
- Artists
- Lawyers
- Doctors
- Business People
- Professors
- Researches
- High tech
- Authors
- Film makers

- Betsey Moyer, Wayland resident, cable television producer of "That's Art." Contact for students who want to connect with people doing art in the community
- David Long, Wayland resident, Retired Director of Fine Arts, Middlesex School, photographer – will speak on portrait photography

PILOT PROJECTS + STUDY GROUPS

STUDY TEAMS

- Scary virtual/Internet 24-7
- Good → great
- Don't rely on what is working
- Individual learning plans (MET)
- Arts + Core = Humanities
- Examine how to have Fine Arts components for graduation
- How do we measure success?
- High school schedule – open time for PBL's and access to teachers
- Broad exploration that PBL is more than senior project
- Houses for each year
- Advisor/advisee with all staff (and community)
- Tutorials like math
- Coordinate with university (Brandeis) live match

PILOT PROJECTS

- Differentiated instruction commonly and deeply held instructional principal
- MET-Senior project or junior year – Advisor/advisee
- Change schedule for time for PBL