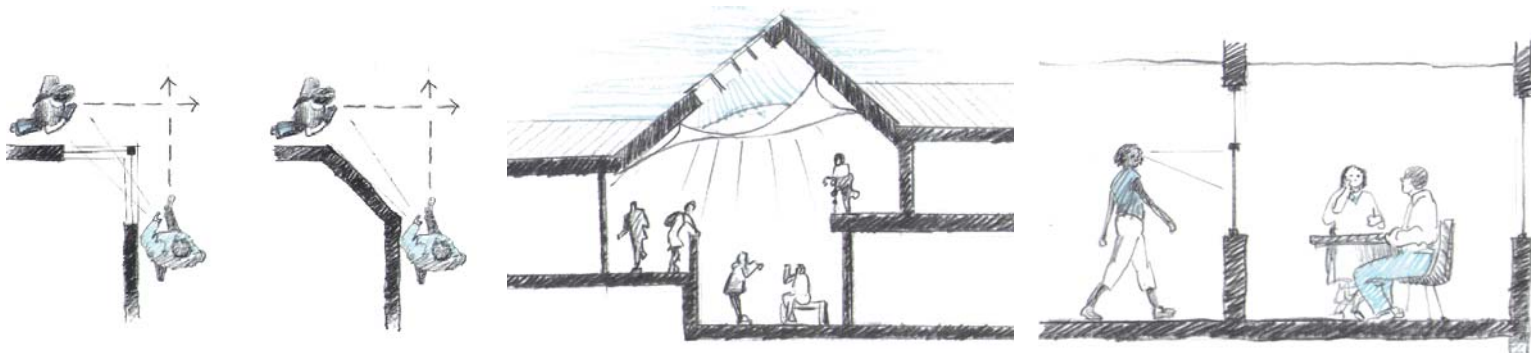


The Learning Center *for the Deaf* Master Plan



September 2013





**Drumme
Rosane
Anderson
Inc.**

235 Bear Hill Road
4th Floor
Waltham, MA
02451

Planning
Architecture
Interior Design

email:
website:

617-964-1700
617-964-1701 Fax
info@draws.com
www.DRAarchitects.com

September 20, 2013

Ms. Judith Vreeland
Executive Director
The Learning Center for the Deaf
848 Central Street
Framingham, MA 01701

Re: Master Planning Services

Drumme Rosane Anderson believes that the building of strong relationships with the leadership, users, and wider community of the institutions we serve is critical to ensure that design and planning services align with the strategic visions, and ultimately lead to solutions that address their specific needs. We thank the Board of Trustees for the opportunity to provide master planning services to The Learning Center for the Deaf and acknowledge all those who contributed time and energy in support of this effort.

The report to follow documents the master planning process and serves as the record of our work. It is our hope that proposals contained within position The Learning Center to achieve its short and long term goals and ultimately contribute, in some small measure, to the continued delivery of exemplary education.

Again, thank you for this opportunity. We look forward to working with you in the future.

Principals

Carl R. Franceschi, AIA
Pao-Chung Chi, AIA
James A. Barrett, AIA
Kenneth C. Best, AIA

Associates

Vladimir Lyubetsky
Scot R. Woodin, AIA
D. Paul Moore, AIA
Carol A. Briggs
Ann-Marie Procopio, NCIDQ

William W. Drumme
1923-1963
Richard C. Rosane
1958-1976
David W. Anderson
1958-1995

Very Truly Yours,

DRUMMEY, ROSANE, ANDERSON, INC.

James A. Barrett, AIA, LEED
Principal in Charge

ACKNOWLEDGEMENTS

BOARD OF TRUSTEES

OFFICERS

Heather Harker; Trustee, Chair

Christopher Needham; Trustee, Treasurer

Glenn Pransky, Trustee, Vice-Chair
TLC Alumni Parent

Warren Schwab, Founder; Emeritus Trustee

TRUSTEES

Robert Badavas; Emeritus Trustee
TLC Alumni Parent

Robin Lualdi; Trustee
TLC Grandparent

Michael Bello; Trustee
Emeritus Executive Director & President

David Mansfield; Trustee
TLC Alumni Parent

Catherine Fagan; Trustee

Dan McManus; Trustee
TLC Alumni Parent

Bill Foley; Trustee
TLC Grandparent

Tavis Morello; Trustee

Jeffrey Freedman; Emeritus Trustee

Sal Perisano; Trustee

Ed Gotgart; Emeritus Trustee

John Pirone, Trustee

Joe Grainger; Trustee
TLC Alumni Parent

Dr. Bobbie Beth Scoggins; Trustee

Ralph Hinkley; Trustee

Judith Vreeland; Executive Director

Val Hollingsworth; Trustee
TLC Alumni Parent

ADMINISTRATION

Judith Vreeland,

Executive Director

Peter Bailey,

Associate Executive Director

Richard Atkind,

Director of Human Resources

Karen Bishop,

Director of Walden School

Peter Costello,

Director of ASL Instruction

Judy Jacobs,

Director of Education

Bob Kulchuk,

Chief Financial Officer

Shelley Reese,

Chief Advancement Officer

DESIGN TEAM

DRA also thanks and acknowledges the contributions of its design team.

James A. Barrett, AIA, LEED
Meryl Lissack, Assoc. AIA, PMP
D. Paul Moore, AIA

Principal-in-Charge
Project Manager
Educational Programmer

Acentech,
The Berkshire Design Group, Inc.,
CES Consulting Engineers
Leach Consulting Company, LLC

Acoustical Consultants
Landscape Architecture, Site
Mechanical, Electrical, Plumbing Engineers
Cost Estimating

TABLE OF CONTENTS

Acknowledgements

Table of Contents

Executive Summary

COLLECTING

- 1 Overview
- 1 Review of Existing Documents
- 2 Summary of Findings

ENGAGING

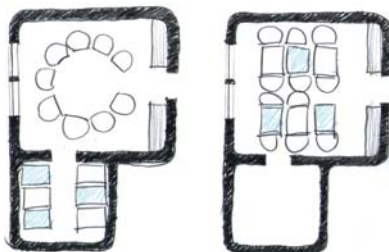
- 1 Overview
- 3 Community Workshop
- 10 Site Observation
- 11 Department Interviews
- 27 Alumni Interview
- 27 Walden Student Interview
- 27 Consultant Interview
- 28 Trustees Interview
- 28 Middle School / High School Student Interview
- 29 Parents Interview
- 30 Summary of Interviews
- 32 Physical Space/Program Analysis

VISIONING

- 1 Overview
- 1 Identified Needs and Recommended Solution
- 7 High School and Middle School
- 11 Master Plan in Phases

Appendix

- 1 Deaf-Friendly Design Considerations
- 5 Community Workshop, Jan 30, 2013 Breakout Group Transcript
- 9 Interviews: full transcripts
- 95 Site Observations
- 99 Master Plan Cost Estimate
- 111 Master Plan Proposed Schedule



EXECUTIVE SUMMARY

INTRODUCTION

In October 2012 The Learning Center for the Deaf (TLC) contracted DRA to develop a campus master plan. TLC, located in Framingham, Massachusetts, is a school for the deaf and hard of hearing comprised of two schools. One is a comprehensive Parent/Infant through High School program and the other is Walden School; a therapeutic, education and residential treatment program for deaf students with severe emotional, behavioral or developmental challenges.

Since its inception in 1970, TLC has been an advocate in the use of sign in addition to spoken English. In 2012, TLC completed work to refine their mission, vision and strategic direction. The Learning Center's decision to engage an architectural firm for master planning services was born out of a desire to develop a phased approach to a long-range plan to ensure that there is sufficient and appropriate space to serve students, families and other stakeholders into the foreseeable future.

The specific scope included:

- the review and incorporation of existing data;
- the verification of known needs;
- the identification of previously unknown needs;
- a prioritization of needs, and;
- the development of a campus plan that best aligns campus facilities with TLC's strategic directions including academic excellence, bilingual competence, life skills programming, commitment to community and 21st century technology.

PROCESS

It was evident to the design team from early campus visits that communication is an important component to The Learning Center culture. Face-to-face interactions occur often as people cross paths outdoors, indoors, and in the classroom; whether social or a learning situation. This is different from other campuses where one might find more inwardly-focused behavior. This excellence at communicating helps facilitate a good master planning process with results that reflect back the needs and character of the users. The plan that follows resulted from a process organized into four major overlapping phases: Collecting, Engaging, Visioning, and Documentation.

The Collecting phase established a baseline understanding for the design team. DRA and our consultants analyzed existing data, reviewed previous studies, and conducted several site visits.

The Engaging phase involved nearly all of TLC's faculty and staff as well as many students. DRA facilitated an all-campus workshop to engage members of TLC's community in the identification and discussion of needs while introducing the master planning process. DRA and our team also interviewed each academic and administrative department in an effort to verify and identify needs.

The Visioning phase translated the information collected and the identified needs into a plan. There were various solutions along the way and each was reviewed with the Leadership team to develop the preferred solution for campus.

The Documentation phase began from the very first moment DRA arrived on campus and ultimately resulted in the production of this master plan report. The document that follows is a complete record of the process and its outcomes.

IDENTIFIED and CRITICAL NEEDS

The listening process produced a wide range of identified needs. These needs ranged in scale from specific needs of a single department to those impacting the whole campus and several buildings. DRA's examination of current campus conditions allowed us to amplify or add to these needs.

Pedestrian & Vehicular Circulation

- Separate vehicular circulation routes from pedestrian paths
- Relocate drop-off & pick-up to avoid crossing pedestrian paths
- Improve and connect pedestrian pathways between buildings
- Make paths H/C accessible and width appropriate for signing
- Add directional signage and building identification
- Separate Audiology parking from pedestrian paths, and drop-off / pick-up.
- Add a campus-wide video monitoring system for emergency & essential communications
- Improve exterior lighting

Parking

- Increase quantity of parking spaces for staff and visitors, consider special events if possible
- Improve access from lots to campus buildings

Gathering

- Increase outdoor gathering areas for teaching, socializing and play
- Create quadrangle

Classrooms

- Building interiors: renovate where possible for h/c accessibility, corridor width, classroom sizes
- Increase capacity via building additions where possible
- Deaf-friendly design of classrooms
- Buildings outgrown
- Gymnasium locker rooms to be enlarged
- Larger campus kitchen
- Consolidate CTE programs
- ASL to be a central function on campus

RECOMMENDATIONS and NEXT STEPS

DRA created a campus master plan to address the identified needs. The plan is developed to be carried out in phases and can be acted on in part or in whole, or expanded depending on resources available. Upon approval of the plan by the Board of Trustees, the next logical step toward implementation would be to conduct a programming study and schematic design for the middle and high school complex. This work would result in a more clearly defined program, a conceptual layout of the buildings and complex, and a more refined cost estimate. Successful completion of this study and accompanying layout best positions TLC to engage an architect for design and construction services.

DRA would like to thank The Learning Center Board of Trustees and the school leadership for the opportunity to prepare this master plan. We look forward to an opportunity to continue building our professional relationship with your campus community.

TLC Campus Plan Future Campus

- 1 Audiology & Wrap-Around
- 2 TLC Dorms & Walden Transitional House
- 3 Pool
- 4 Multi-Purpose Field
- 5 Softball Field
- 6 Running Track
- 7 New Walden School w/ Dorm, Nursing & Counseling
- 8 MS/HS Paved Play Area
- 9 New Middle School, High School, Student Center & Library
- 10 Cafeteria & School Kitchen
- 11 CTE
- 12 New Conference Rooms
- 13 Development
- 14 ASL Center w/ Welcome Center
- 15 Pre-school & Elementary School Playground
- 16 Daycare
- 17 Visitors Cottage
- 18 Keefe House Apartments
- 19 Maintenance
- 20 Campus Connection
- 21 Temporary ASL & Future Classroom Addition
- P Parking
Existing: 254 +/- Spaces
Proposed: 309 +/- Spaces

Scale: 1" = 60'

July 9, 2013



COLLECTING

COLLECTING

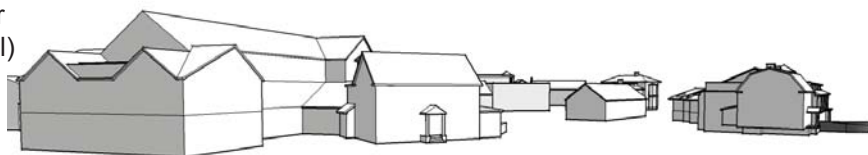
OVERVIEW

At the inception of the master plan process, The Learning Center for the Deaf (TLC) leadership shared existing and relevant documentation with DRA. The documentation was useful as it provided DRA with an understanding of existing conditions and potential issues unique to TLC. What follows is a brief summary of the existing documents provided by TLC and an associated narrative describing the relevance of each.

EXISTING DOCUMENTS AND PREVIOUS STUDIES

1. Construction Drawings for the following buildings:

- Early Childhood Center
- Girls Residence (partial)
- Gym / Cafeteria
- Kellogg House
- Maintenance
- Marie Philip Elementary School
- Middle School /High School /Pine Building /Audiology (partial)



Existing dimensioned documents allows us to engage readily during interviews which began as soon as practical. One of the exchanges we liked to carry out during interviews was to speak specifically about spaces with the users. The drawings also served to enable DRA to quickly calculate space efficiencies.

2. Diagrammatic Floor Plans for:

- 300 House
- Boys Residence
- Brown House
- Early Childhood Center
- Fire House
- Garages
- Girls Residence
- Green House
- Gym / Cafeteria
- Kellogg House
- Maintenance
- Marie Philip
- Middle School /High School
- /Pine Building /Audiology
- Walden School
- White House
- Wrap Around
- Yellow House



In the absence of construction drawings the diagrams helped during interviews and allowed us to explore spatial relationships.

3. Space Utilization Allocation for year ended June 30, 2010
Historical data allowed for comparison to current recommendations.
4. Property Value Report Dated June 25, 2009 by Frank Romano.
An appraisal conducted for financing of the Early Childhood Center building construction. This was used in the campus planning process when looking at capital investments to make in upcoming years.
5. Organization Chart, 2011-2012
Identified the various user groups and established a means of organizing program interviews.
6. Preventive Maintenance Records for Completed & Ongoing Projects
An Excel spreadsheet listing routine building maintenance. Demonstrated the range of projects and their frequency. Assisted with decisions of efficiency of mechanical systems and overall health of buildings. Became part of the campus planning decision of where capital investments should be made.
7. Ph 1 Environmental Site Assessment, June 12, 2009
8. Athletics Program Description
Email and narrative from David Del Pizzo describing existing program and future goals. This was useful for program sizes and interior and exterior space needs for each activity.
9. Commencement 2012 Program Book
10. Named spaces, 2011 & Gift Acceptance Policies June 2011 (Draft)
This list of endowments communicated restrictions that may or may not exist around relocating or altering spaces at TLC. At this time none were found that would affect DRA's recommendations.
11. Homecoming Announcement, October 13, 2012
12. Campus Five Year Enrollment Projections
Provided some comparison information but needed to be updated.
13. Strategic Plan 2012-2017
Helped ensure that the master plan was aligned with school values and strategies.
14. Sample Schedules for High School & Middle School Students
Demonstrated how the day is organized and the transitions required of the students.

SUMMARY OF FINDINGS

Documents provided by The Learning Center were utilized in the master plan effort. All of the shared documents combined with the results of the interviews provided an understanding of the school's operations, goals, educational model and infrastructure. It was a launching point for DRA to apply best practices, their knowledge, and experience in forming a recommendation for the master plan.

ENGAGING

ENGAGING

OVERVIEW

DRA recognized the importance of a well formed and deep understanding of the cultural and educational practices at The Learning Center for the Deaf to a successful master plan. To gain this understanding, DRA incorporated several activities into its process that would directly engage all stakeholders. What follows in this overview is a short description of these activities followed by the actual report.



30 Jan 2013 - Community Workshop

As a component of the Master Plan process, DRA held a community workshop in the Gymnasium. Objectives identified for the workshop included:

1. Permit DRA and its team to begin the relationship-building process with The Learning Center's staff.
2. Begin to understand faculty educational values and their planning implications
3. Document the staff perspective on what works and what can work better relative to the existing facilities and programs

These objectives were achieved through one large group exercise followed by breakout groups where the attendees were encouraged to join the group whose topic interested them most. The groups topics were 1) "Campus" which included issues relating to pedestrian / vehicular circulation, campus safety and all things "flat" (as opposed to built), 2) "Contents" which included program, what goes on inside the buildings, 3) "Container" included physical infrastructure, interior environments and building conditions, 4) "Currents" which included trends and currents in deaf space design, campus life and deaf community.

Jan to April 2013 - Site Observation

Rick Klein of Berkshire Design Group observed day student pick-up and drop-off during peak vehicular traffic times in an effort to better understand the traffic pattern, points of congestion, and the extent of pedestrian and vehicular conflict. Campus parking is often located at pick-up / drop-off nodes contributing to potential conflicts.

Nov 2012 to Mar 2013 - Departmental Interviews

DRA interviewed TLC faculty and staff by department. The attendance was organized by the department leads and most everyone was able to join. Each interview lasted approximately one hour, included an explanation of the master plan process, why their engagement in the process was important, and then a focused discussion about the department, what they do and how they carry out the objective. A walk-thru of the existing spaces was conducted either at the time of the interview or another agreed-upon time as needed. The interviews were intended to provide DRA with an understanding of the programmatic needs and facility concerns within each department.



4 Jan 2013 - Alumni Interview

DRA interviewed TLC alumni to glean full-circle observations. The interview lasted approximately one hour, included an explanation of the master plan process, why their engagement in the process was important, and then some discussion about their experiences at TLC and their vision for the future.

14 Feb 2013 - Walden Student Interview

DRA interviewed students from the Walden School as chosen by the administration. The interview lasted approximately one hour, included an explanation of the master plan process, why their engagement in the process was important, and then some discussion about life at TLC from a students' perspective.

28 Feb 2013 - Consultant Interview

At the School's request, DRA interviewed The Learning Center's ASL consultant, Dr. Bob Hoffmeister. He provided additional insight into the best ways that deaf students learn and teaching methodologies to support them.

20 Mar 2013 - Trustees Interview

DRA interviewed members of the Board of Trustees. The interview lasted approximately one hour, included an explanation of the master plan process, why their engagement in the process was important, and then some discussion about their vision for the future both near- and long-term.

23 April 2013 - Middle School /High School Student Interview

DRA interviewed students from the Middle and High Schools as chosen by the administration. The interview lasted approximately one hour, included an explanation of the master plan process, why their engagement in the process was important, and then some discussion about life at TLC from a students perspective.

25 April 2013 - Parent Interview

The parents of students past and present were interviewed. Understanding the reason why parents chose The Learning Center for their child's education is significant to the campus plan. Attracting and retaining students is as important as providing a solid education and stimulating campus life. This interview lasted an hour, was held in the evening and baby/child-sitting was provided by TLC. Refreshments were served and it was not only an opportunity for DRA to meet with the parents but for the parents to see each other and continue to build their community. It was a stimulating and fruitful session for everyone. DRA explained the master plan process and then began a question and answer session similar to the department interviews.

COMMUNITY WORKSHOP- 30 Jan 2013

INTRODUCTION

As a component of the Master Plan process, DRA held a community workshop Wednesday January 30th in the Gymnasium. Objectives identified for the workshop included:

1. Permit DRA and its team to begin the relationship-building process with The Learning Center's staff.
2. Begin to understand faculty educational values and their planning implications
3. Document the staff perspective on what works and what can work better relative to the existing facilities and programs



More than 100 faculty, staff and administrators volunteered to participate in this workshop. The objectives were achieved in two ways: a freeform group exercise centered around a map of the current Learning Center campus and breakout groups in which different aspects of campus life were discussed.

CAMPUS MAP - IDENTIFY SIGNIFICANT PLACES

This exercise was designed as a warm up, where people could express themselves informally and in a fun way. As attendees entered the gym they were asked to respond to four questions by placing a colored sticky note on a large campus map placed on the floor.

1. FLUORESCENT GREEN NOTE: What is your FAVORITE place at TLC?
2. BLUE NOTE: What is your LEAST favorite place at TLC?
3. PINK NOTE: Where is the HEART of the campus?
4. ORANGE NOTE: What do you see as a common GATHERING PLACE?

After participants identify the key locations we talked about why they were chosen. The quality of the



Campus Map for first exercise



Campus Map with participant responses

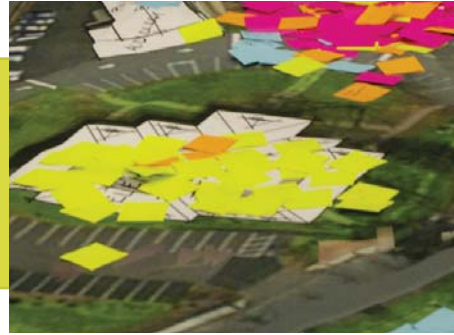
spaces is significant in the development of a master plan. The characteristics of places that are desirable can form the basis for a new design for a similar function or the renovation of an existing space. Equally important is an understanding of why a place is undesirable or not functioning as intended.

Favorite Place

Attendees placed yellow sticky notes on the campus map in locations indicating their favorite place. The predominant favorite places identified by the group were the White House and the ECC.



Favorite Place - ECC



Favorite Place - White House

Least Favorite Place

Many places on campus and all of its buildings with the exception of Marie Philip had votes for least favorite place. The greatest density of votes were for the parking lot and the Kellogg House.



Least Favorite Place - Parking Lot



Least Favorite Place - Kellogg House

Heart of Campus

While several people choose the ECC, Gym/ Cafeteria and parts of Walden, the majority indicated that the White House was the heart of campus.



Heart of Campus - White House



Common Gathering Spot - Gym/Cafeteria

Common Gathering Spot

Marie Philip, ECC, White House, Walden, Middle School/High School and Yellow House all received votes but the greatest appeared to be for the Cafeteria/Gym.

SUMMARY OF RESULTS FROM CAMPUS MAP EXERCISE

The first exercise of the workshop had attendees indicate their preference for key locations on campus. By a majority, the White House was identified as a favorite location and the heart of campus. It represents legacy, leadership, entry point, variety of places, interesting architecture and homey feel. The ECC was also noted as a favorite place on campus; a building designed specifically with the deaf community in mind.

Undesirable locations on campus include the parking lot across Kellogg Street and Kellogg House. The parking lot is remote and requires crossing a street with vehicular traffic thus creating safety issues. Kellogg House is used as the ASL hub and users would prefer a more suitable location for ASL. This building restricts the program.

The final category, common gathering area, showed the gym / cafeteria to be the chosen location. It is suitable for large gatherings so engenders a sense of socialness. It is open so it is easy to see each other.

It is noted that very few people indicated an outdoor location as favorites or significant.

BREAKOUT GROUPS

After the first exercise in which participants engaged with a large campus map there were DRA-led breakout discussion groups where the attendees were encouraged to join the group whose topic interested them most. The groups topics were 1) “Campus” which included issues relating to pedestrian / vehicular circulation, campus safety and all things “flat” (as opposed to built), 2) “Container” included physical infrastructure, interior environments and building conditions, 3) “Contents” which included program, what goes on inside the buildings, 4) “Currents” which included trends and currents in deaf space design, campus life and deaf community.

A summary of the issues raised in each breakout group is presented here. Full transcripts can be found in the Appendix.

Workshop Breakout Group: Campus

The Workshop Breakout Group “Campus” addressed issues of pedestrian/vehicular circulation, campus safety and all things “flat” (as opposed to built).

Staff generally arrive on campus at a parking lot. As there are not enough spaces in predefined lots to accommodate everyone including visitors, some people park on the street. This too is a limited solution as the Town of Framingham has alternate-side-of-the-street parking, itself limiting spaces along the streets. For those parking across Kellogg Street, the crosswalk signals are not adequate and there are cars driving beyond the speed limit.



Breakout Group: Campus

When walking to- and across campus there are some finished paths but not complete. It would be desirable to have extensive and connected paths. The surfaces of the existing ones at times get slippery or icy in inclement weather. Lighting levels along these and throughout campus should be evaluated. There is insufficient lighting found especially at the extremities. This leads to a safety and security issue. Most buildings on campus have electronic access but not all. It is preferable that all have swipe card access.

The teachers like to use outdoor learning spaces. The courtyard and the end of the soccer field are the prime locations and sometimes classes go across the street near the river. There is not, however, enough outdoor space for the secondary department.

In addition to teaching spaces, the older students would benefit by having places to sit outside during the school day.

One of the more problematic situations is the pick up & drop off of the day students. Vehicles currently

line up outside of the White House, adjacent to campus parking, public parking and the Marie Philip Elementary School. It is a confusing and unsafe process and does not support some of the physical limitations of the students. During the day, the traffic is limited in this zone but it is a parking lot. Thus there are still vehicles driving through this location. Most are attentive to the deaf population but it does not eliminate the potential for an accident. Similarly there are deliveries to the White House that pass through this zone also creating a potential hazard.

Workshop Breakout Group: Containers

The following are the items and issues raised in the Workshop Breakout Group “Containers” in which physical infrastructure, interior environments and building conditions were discussed.

One of the larger themes discussed by this group was sound transmission in the buildings. The “right” type of transmission is essential in deaf learning environments. Mechanical equipment that is unbalanced or in an unfavorable location can produce a vibration that is distracting for deaf communication such as sometimes happens in Marie Philip. Alternatively, stomping on the floor is a means for getting attention in a room. If the floor is concrete then stomping won’t be effective whereas with wooden floors it is. However wooden floors create other issues. If objects or equipment are attached to wooden beams they will move about if the floor above is stomped on. In the case of the Middle School projectors are hung from the ceilings and vibrate up and down when the floor above is stomped. If the teacher is showing a video and the projector moves up and down it is disruptive. Wooden framing therefore can be effective but care must be given with surrounding functions and equipment.



Breakout Group: Containers

Switching lights on and off are another way of garnering student’s attention. This asks that each room have its own lights and controls. The Middle & High School building as well as Marie Philip was designed originally as open classrooms. Partition walls have been added but they do not go to the ceiling to allow for sprinkler and mechanical system distribution to be unchanged from the original design. Consequently lights can be seen from one room to the next and in some cases the lighting is also shared between rooms. When the ECC was built, the lights and controls were separated so the option to flicker the lights on and off is successful.

Site lines are another discussion point. No one really cares for obstructions in their field of vision but more important for deaf communication is an unencumbered view such that signing hands can be seen clearly. The ECC conference room and some of the MS/HS classrooms have columns interrupting communication lines. The gym was given as an example of a large, open, bright environment that is comfortable for activities and communication.

For both video phones and conversation, privacy is necessary. Overall there is a lack of space on campus so there are an insufficient number of spaces for private conversation. Some offices have personal records that needs private storage space. And sufficient storage in general is lacking.

Workshop Breakout Group: Contents

The following are the items and issues raised in the Workshop Breakout Group “Contents” in which program and what goes on in the buildings, as well as deaf space being conducive to learning, were discussed.

Study and research has provided more insight into what produces a good learning environment and good teaching methodologies for deaf students. Many of the buildings on campus are older and are outgrown in terms of square footage and support systems. The newer buildings are comfortable and work well.



Breakout Group: Contents

The ECC is successful and the gym / cafeteria, although older, is good for gathering. Even though the White House is an older building; it is a legacy, the heart of campus and good as a meeting place.

Some of the more challenging buildings include the Middle & High School building which is converted from an older open-plan style. The partial height walls, fluorescent lighting, and tight spaces create a challenging learning environment. Kellogg House is not handicapped accessible so students with mobility needs require assistance. It is not suitable for ASL instruction overall. Ideally there would be a new facility.

The Green House is successful in that it is separate and provides privacy for the student. It is however too small for the current and anticipated future users group and would best be replaced. The building is not necessarily ideal in terms of safety.

Workshop Breakout Group: Currents

The following are the items and issues raised in the Workshop Breakout Group “Currents” in which trends, currents, and happenings in deaf space design, campus life and the deaf community were discussed.

There are diverse ways to communicate electronically and serve the deaf community well. TLC has video phones for communicating with people off-campus and could use more, placed in



Breakout Group: Currents

private settings. There is also some teleconferencing on campus but it does not work well. It would be good to remedy and extend its use.

As part of trends, it is becoming more common for students in school to have their own computers/electronic devices. TLC does not have this at this time.

SUMMARY OF RESULTS & POTENTIAL IMPLICATIONS FOR MASTER PLAN

The breakout groups identified many noteworthy aspects to The Learning Center campus. There are buildings and places that work well and others that could work better. Concerns about pickup and drop-off highlight a need for separation of pedestrian and vehicular circulation. Related is improved parking with safer access to campus. To support a variety of teaching modalities and better use of the grounds there could be development of outdoor sites for recreation, teaching or relaxing. When discussing the buildings on campus we find that the newer buildings more successfully support deaf learning and communication while the older ones are not accommodating. Nor are the older buildings large enough for the current programs. Last, technology on campus is moving in the right direction but could be enhanced.

Based on these results, the master plan could consider pedestrian and vehicular circulation for the campus community, parking, right-sizing of buildings or programs and development of outdoor spaces.



Workshop attendees gathering together at the end to summarize results.

SITE OBSERVATIONS

During the period of January to April 2013, Rick Klein of Berkshire Design Group observed day student pick-up and drop-off during peak vehicular traffic times in an effort to better understand the traffic pattern, points of congestion, and the extent of pedestrian and vehicular conflict.

One of the major issues on campus is vehicular circulation and its intersection with pedestrian traffic. The prime point for this occurrence is at the White House where students are picked up and dropped off. The pickup / drop-off loop bisects the path where students enter the elementary school. Also at this location is parking for visitors and the Audiology clinic.

Another significant issue is the number and location of parking spaces. It is both inadequate in number and spread throughout campus. One temporary solution for too few spaces has been reducing the standard width of a space, such as in front of Walden School. The downside is that circulation through the lot is compromised.

One of the larger parking lots is located across Kellogg Street. The remote location creates an undesirable situation by people having to cross a street without crossing devices to arrive on campus. The walk is also steep and the pathway can become icy or slippery in inclement weather.

SUMMARY OF FINDINGS & POTENTIAL IMPLICATIONS FOR MASTER PLAN

The Learning Center would benefit from a cohesive parking plan that keeps vehicles away from the center of campus thus allowing pedestrians to circulate freely. A prime pickup and drop-off point not crossing a pedestrian path is needed. As well, the pedestrian circulation paths are to be sized to accommodate signing. For safety and clarity directional signage and building identification needs to be enhanced.



Entrance to The Learning Center from Central Street



Vehicles lined up in the parking area outside the White House to pick up students.



Delivery truck adjacent to playground



Moveable blockage between parking lot outside the White House and pedestrian plaza.

DEPARTMENTAL INTERVIEWS

INTRODUCTION

DRA interviewed TLC faculty and staff by department. The attendance was organized by the department leads and most everyone was able to join. Each interview lasted approximately one hour, included an explanation of the master plan process, why their engagement in the process was important, and then a focused discussion about the department, what they do and how they carry out the objective. A walk-thru of the existing spaces was conducted either at the time of the interview or another agreed-upon time as needed. The interviews were intended to provide DRA with an understanding of the programmatic needs and facility concerns within each department.

ADMINISTRATION

Mission and Role on Campus

The senior administration is responsible for oversight of TLC operations, planning for the future and specific departmental responsibilities in which each administration member is a leader.

Number of Staff and Workstations

The numbers are included within their respective departments.

Types of Activities

Activities include meetings; communications through writing, phone, email, videophone; administrative work; engaging with student activities and public outreach.

Critical Adjacencies

Each member is located within their own specific department. The majority of the members are in the White House and this central location with easy visitor access is preferred.

Identified Needs

- Homey & professional campus feeling
- Maintain house-style for residences
- Green House located with MS/HS but with privacy and soothing environment
- ASL needs testing and tutorial spaces
- Enhanced building identification
- Central socializing space for students
- Better differentiation between HS/MS
- Audiology & Business units to be separate from rest of campus?
- Central quadrangle on campus
- More integration of Walden school students
- Enhanced perception / reputation as an academic community instead of treatment facility
- Elementary School building is too small



White House: Administrative Offices

ASL

Mission and Role on Campus

The ASL department is responsible for the instruction of American Sign Language to students and the community. Night classes are offered for the public.

Number of Staff and Workstations

Currently in the Kellogg House, there are four full-time staff members each with their own workstation. There is also space for an ASL consultant.

Types of Activities

The department carries out student instruction in the Kellogg House and evening instruction to the public in an ECC conference room.

Critical Adjacencies

The current facility is somewhat restricting in size, layout and light control for a strong ASL program. Ideally the program would be located in an independent facility that is central to campus with satellite offices in the schools.

Identified Needs

- Current building not effectively utilized for this program
- Not wheelchair accessible
- Lighting poor for signing
- SOTA video capabilities and studio
- SMART boards



Kellogg House: Location of ASL Offices

ATHLETICS

Mission and Role on Campus

The Athletic department manages physical education for the students, organizes sports teams and schedules play fields for teams and special athletic events.

Number of Staff and Workstations

There are three people on staff and they maintain offices in the gymnasium.

Types of Activities

Physical education, after school sports, interschool competitions.



Campus Athletic Field

The gymnasium is the primary location for physical education classes. It is also used for special school events and interschool competitions. Some events involving visiting teams and referees become too large for the current facilities, locker rooms included, and require the use of facilities at other schools.

Additionally, the gymnasium contains a stage that can be utilized for school presentations and gatherings. The CTE Carpentry program is currently assigned to the stage and therefore limits its use. There is a long-term plan to relocate the program.

There is one outdoor playing field that is used by the athletic department. While adequate for physical education and some team sports it is not a regulation size field.

The lobby at the main entry to the gymnasium has been adopted as a cafeteria. The flow of students from cafeteria to gymnasium is monitored by the staff. Ideally the cafeteria would be separately located. Currently it is important to ensure that the occupants of the cafeteria do not block access to the gymnasium and that occupancy remains within posted limits.

Critical Adjacencies

Gym, lockers, changing facilities for students, changing facilities for visitors, facilities for referees, exercise room, outdoor field(s), laundry.

Identified Needs

- Insufficient storage
- Lack of privacy in offices
- Take the stage back for gym/ auditorium use
- New, easy to use gym divider curtain
- Bleacher space insufficient, old, heavy and not accessible
- Campus housing and athletic facilities cannot accommodate most visitors
- Exercise room not adequate size
- Need laundry
- Insufficient equipment storage
- Group exercise room
- Exterior exercise course/ walking path like a parcourse
- Cafeteria in gym lobby affects circulation and storage of trophies

AUDIOLOGY

Mission and Role on Campus

The audiology department services both the school and the public communities. They administer hearing tests; provide equipment for students, staff and the community from infant to geriatric; and maintain equipment for Framingham State. The proceeds get turned over to the School.

The department also administers the TOPP program and there is one representative who maintains an office within the audiology department. The remaining staff of nine all work off-site.



Testing Apparatus in the Audiology Clinic

To effectively support public access to the clinic, adequate parking and accessible routes are necessary. Currently there is a conflict between parking spaces, access to the clinic and pick-up and drop-off to the school.

Number of Staff and Workstations

There are six people on staff each with their own workstations and in shared space. The majority work part-time as not all functions are needed everyday. However the clinic is busy.

There are also two testing booths and two fitting rooms- one each for school and public. While the staff can utilize the testing booth for the school when not in use it cannot be counted on. As such, an additional testing booth and fitting room is needed.

As this is a medical clinic, privacy must be maintained for both paper and computer records of clients as well as phone conversations. Ideally the Office Manager would have a private office.

Types of Activities

Hearing tests, fitting equipment, marketing, services students in Town of Framingham and houses their equipment

Critical Adjacencies

None but needs specialized test booths

Identified Needs

- Visitors parking including HC
- Additional testing booth and fitting room
- Conference room
- Privacy for counseling sessions
- Mechanical equipment noise interferes with testing

COUNSELING

Mission and Role on Campus

The counseling staff at The Learning Center provides mental health support to students and their families. Modalities include individual and group therapy, physical therapy, behavioral psychotherapy.

(Note: Walden School has a separate staff and the Green House Intensive Program has dedicated staff..)

Number of Staff and Workstations

There are six counselors whose offices are located throughout campus including the ECC, Marie Philip and the High School.

Types of Activities

The counselors engage with students and parents in various ways. One-on-one meetings with students take place in a counselors office as do meetings with parents. There are meetings by staff with outside



Counseling room for children in Marie Philip Elementary School.

professionals that take place off-campus. Other activities include classroom observations; phone and email communications; report writing; reviewing and updating student records. There is a need for more space for physical activities during therapy. The needs by other programs have reduced the available space for this type of therapy.

Critical Adjacencies

Offices throughout campus buildings are desirable so that students have easy access to counselors. Privacy is important in the office itself and the path to it.

Identified Needs

- Appropriate layout for student testing rooms and sensitive to multiple impairments
- More spaces for confidential small group meetings are needed in every school
- More accommodations for intensive students will be needed in each school
- More MS/HS students will have auditory access issues in the future

DAYCARE

Mission and Role on Campus

Daycare is a service provided for teachers and staff of The Learning Center. They admit children that range in age from infants to 2.9 yrs old. Ultimately they would like to offer this service to the public for both outreach and to create revenue for the school. In order to do this more staff is needed as is a larger facility. Daycare for deaf children is a specialty and it is difficult to find qualified people.



Daycare Entrance

Number of Staff and Workstations

There are currently four full-time staff members and one workstation. There is a need for more staff to provide a substitute if someone needs to be out or to be able to attend an adjunct school meeting. It is difficult for the staff to get away even for vacation due to the coverage required at Daycare.

Types of Activities

The staff attends to the needs of the children through play, instruction, putting them down for naps, food preparation, diaper changing, washing as needed, outdoor circulation on campus in a group stroller. There is a washer and dryer that is used to clean bedding and clothing as needed. Play takes place indoors as well as outdoors in a small playground with suitable equipment.

Critical Adjacencies

ECC (desirable), outdoor play area.

Identified Needs

- Parking
- Storage
- Staff
- More outdoor play space
- Larger capacity to add revenue to school
- Teacher's break room

DEVELOPMENT / MARKETING & COMMUNICATIONS

Mission and Role on Campus

The Development office serves as the fundraising office for The Learning Center and manages events and donor relationships.

Number of Staff and Workstations

The current staff is composed of five people each with their own workstation in shared offices.

Types of Activities

Staff members write grants, develop and maintain donor relations, plan fundraising events, coordinate publications and schedules, host tours of campus, communicate regularly with Alumni, strategize, hold meetings & discussions, produce mailings, interface and interact with the public and corporations, host events and private donor meetings, design and producing displays and related material.

Critical Adjacencies

An adjacency to core administration is important due to constant interaction and an easily accessible and evident location for the public.

Identified Needs

- Conference room
- Workroom
- 2 more workstations
- Exterior path continuous and wide enough for group tours and signing
- Parking
- Reception (not in front office)
- Video phones in private setting
- Storage

EARLY CHILDHOOD CENTER

Mission and Role on Campus

The Early Childhood Center (ECC) is a multi-function, multi-purpose facility that serves pre-K students in communication and social skills, and provides family support.

The facility is the newest on campus and serves this component of the community well.

Types of Activities

The ECC serves to teach young children communication skills, signing, story-telling, art, reading/instruction, social skills through play indoors and outdoors, all in an informal setting. The ECC has meeting space and offices for staff. The Family Liaison program has an office in the building. The conference rooms serve public and private functions.



Early Childhood Center: Lower Level entrance from Kellogg Street, after hours library access

Critical Adjacencies

None as long as the facility remains self-contained with a playground, playspace, art supplies, laundry, storage, toilets and a nurse.

Identified Needs

- More durable classroom walls
- Laundry room
- Playground equipment & surfaces get slippery

ELEMENTARY SCHOOL

Mission and Role on Campus

The Elementary School, located in the Marie Philip building provides education for students in grades first through fifth.

This school, built in 2002, was originally an open-style environment. Since then, the school has chosen a different teaching method and constructed partition walls to create individual classrooms. The number of students is high and several rooms have been reprogrammed to accommodate the teaching needs. More space is needed.



Marie Philip Elementary School: View from rear parking lot

Number of Staff and Workstations

There are seventeen teachers with their own workstations and many aides for each room.

Types of Activities

The staff provides academic instruction, communication skills, art, lunch, physical education in the gym, playground time, trips to the library, parent meetings, attend ASL classes, use of pool in good weather, use of nurse in ECC and Firehouse, as necessary.

Critical Adjacencies

Play areas, art rooms; easy access to gym, -nurse, -ASL, -cafeteria, -transportation for pick-up and drop-off.

Identified Needs

- Student gathering space
- Student outdoor play area
- More organized pick-up/drop-off
- Storage
- Curriculum Room
- Right-sized classroom with proper walls
- Parking
- Staff workroom

FOOD SERVICE

Mission and Role on Campus

Meals are provided to students at all Learning Center schools as well as catering for campus events. The service is through an outside group under contract to TLC.

The kitchen in The Walden School is where the meals are produced and distributed from. There is a small kitchen in the gymnasium but this is only utilized for special events or for the CTE program. Distribution of meals from Walden to the main cafeteria located in the gym building is by bicycle.



View of cafeteria from courtyard.

Number of Staff and Workstations

There are seven people on staff who share one small office in The Walden School.

Types of Activities

Food preparation, serving, cleaning and ordering and receipt of food-related supplies.

Critical Adjacencies

Walden School dining room, main cafeteria, access to truck service area and dumpster

Identified Needs

- More storage
- Walk-in refrigerator and freezer
- More kitchen space
- One more oven
- Point of sale system
- A single cafeteria for the whole campus
- A teaching kitchen for Culinary Arts

GREEN HOUSE

Mission and Role on Campus

The Green House Intensive is an adjunct day program for middle and high school students with behavioral issues that are best supported by one-on-one teaching in an environment with controlled stimulation.

Number of Staff

Three teachers, five aides and expected to grow in 2013 to four teachers & six aides



Green House

Types of Activities

The staff provides academic instruction, physical activity, physical therapy, life skills and vocational training.

Critical Adjacencies

The program ideally would be adjacent to the high school but with a sense of privacy for behavioral issues.

Identified Needs

- Impact resistant environment
- Lockdown system
- Calm environment
- Accessibility/safety: ramp, safe walkways even in bad weather, large doorways (walkers & wheelchairs)
- H/C bathroom for instructional hygiene
- Exercise space for mandatory daily physical therapy
- Mock apartment
- Separate from HS/MS for student behavior and pride

HIGH SCHOOL STAFF

Mission and Role on Campus

The high school staff is responsible for the education of students in grades six through twelve.

Number of Staff and Workstations

There are twenty eight staff members each with their own desks.

Types of Activities

The staff provides academic instruction, communication skills, social skills, special education, art, physical education; engages in meetings with students, parents and other staff; teaches vocational skills.



Middle School / High School

Middle and high schools share space in one building. The two schools are separated for the most by floor. The facility is old and not large enough to house both academic and staff functions comfortably. A larger and more modern facility and with clear distinction between the two schools is desirable.

The vocational program (CTE) for high school students is fragmented throughout the campus. It is desirable to consolidate CTE and eventually introduce more training programs.

Critical Adjacencies

None

Identified Needs

- Student gathering space
- Theater & full arts program
- CTE consolidated with its own space
- Green House in larger space
- Small spaces for reading specialists
- Videophones in booths
- Separation of MS & HS
- Central academic core
- Video in classrooms and throughout campus
- Minimize changes to campus and individual spaces so that teachers can plan more effectively for current and future needs, as well as rely on the space still existing
- Staff work room, staff lounge
- Wider circulation for deaf students- no encumbrances



HUMAN RESOURCES

Mission and Role on Campus

The Human Resources department cultivates and facilitates fair and equitable services for TLC employees in terms of benefits, salary and specific job requirements.

Number of Staff and Workstations

There are two staff members each with their own offices located in the White House.

Types of Activities

HR is responsible for the orientation of new hires, administration of employee benefits, staff performance reviews, employer compliance issues, communications, copying and distributing documents and holding various private meetings.

Critical Adjacencies

No specific program adjacencies are required however privacy is important as personal issues are often part of their work.

Identified Needs

- Conference Room
- Visitor parking
- Privacy

INFORMATION TECHNOLOGY

Mission and Role on Campus

The Information Technology (IT) department is responsible for the electronic information technology infrastructure, both hardware and software, throughout campus; training, communication, videoconferencing, projection systems, phones, and repair of related equipment,

Number of Staff and Workstations

There are six people on staff located in the basement of the White House.

Types of Activities

Setup and maintenance of computers, audio-visual equipment, and communication equipment, ordering new equipment and supplies, recycling packaging materials, training users.

Critical Adjacencies

None

Identified Needs

- Need recognized technical center and central server room
- Better wi-fi coverage, with emergency power
- Space for recycling of packaging materials



Information Technology office located in basement of White House

- Computer Science and Engineering education program
- Permanent space for Ed Tech
- Campus-wide charging stations
- Messaging screens across campus

INTERPRETERS

Mission and Role on Campus

The ASL interpreters facilitate communication between hearing and deaf people.

Number of Staff and Workstations

There are twelve interpreters, plus interns. The intern count varies and is currently four.

Types of Activities

Interpreting both at The Learning Center, in community activities and for students mainstreamed in public schools. They also drive students to events, spend time preparing for interpreting and prepare work schedules.

Critical Adjacencies

None but privacy is necessary.

Identified Needs

- Larger group office with privacy and dedicated toilet
- Assigned parking
- Video monitors on campus



Interpreters Office located within Boys Residence

LIBRARY

Mission and Role on Campus

The library is a lending and reference library with study spaces for Middle School and High School students and story-telling for smaller children.

Number of Staff and Workstations

One person maintains the library.

Types of Activities

Reading, storytelling, research, homework, setting up computers.

Critical Adjacencies

None

Identified Needs

- Upgrade visual electronic material (VHS to DVD)



Library entrance

MAINTENANCE

Mission and Role on Campus

The maintenance department is responsible for the repair and maintenance of the campus facilities and grounds year round.

Number of Staff and Workstations

There are five staff members and one workstation located in a central facility.

Types of Activities

Repair, construction, purchasing of goods, responding to both scheduled and on-call needs, receiving deliveries, distributing goods.

Critical Adjacencies

Delivery area, storage for maintenance vehicles & goods

Identified Needs

- More control over their own work (budget, prioritizing jobs) to enable proactive responses
- Parking
- Remove non-maintenance items from building for better storage of related items

NURSE

Mission and Role on Campus

There are several healthcare points on campus with licensed practitioners. Their role is to attend to health needs of students and staff.

Number of Staff and Workstations

Twelve staff members with varying roles.

Types of Activities

There is medical attention available 7 days a week. Nurses are located in the Walden School and in the Early Childhood Center.

They carry out examinations, consultations, distribution of medicine and periodically accompany sports teams to events.

The office in Walden is tight and could benefit with more space.

Critical Adjacencies

None

Identified Needs

- Exterior handicap ramp needs to be rebuilt
- Privacy
- Signage for exterior and interior
- Insulation for nurses suite



Bed in nurse's suite of Walden School

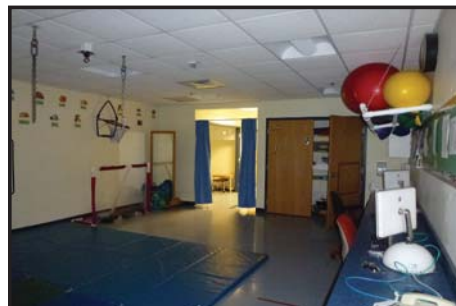
OT/PT

Mission and Role on Campus

Provide occupational therapy and physical therapy (OT/PT) services to students throughout the campus.

Number of Staff and Workstations

There are six people on staff that provide services at several different locations on campus. Base offices and adjunct facilities are in the ECC and Marie Philip. For therapy in the Green House or Walden, staff brings equipment.



OT/PT room in Marie Philip elementary school

Types of Activities

Guiding physical activities of small groups, writing reports, equipment set-up and storage

Critical Adjacencies

Therapy space within each school

Identified Needs

- Need OT/PT space in each school

PRINCIPALS

Mission and Role on Campus

The principals are responsible for educational leadership.

Number of Staff and Workstations

Counted within respective departments

Types of Activities

Meetings, day-to-day administration of schools, projections of needs, planning for future.

Critical Adjacencies

None

Identified Needs

- Intensive program student numbers increasing, Green House no longer accommodates
- Enhance independent living skills program, depth and breadth
- All schools need to accommodate more students and with a wider range of auditory needs
- Expand ASL program throughout the schools
- Centralize CTE
- Educate local education authorities so that towns send more students to TLC

RESIDENCES

Mission and Role on Campus

The student residences provide optional weekday housing for high school students with and without special needs.

Number of Staff

Five day staff and three overnight staff to supervise one boys residence and one girls residence.

Types of Activities

The residences offer sleep and social space. The boys residence is in a house in which Daycare occupies the basement and the Interpreters occupy a portion of the first floor. The girls residence is in a house with no additional occupants.

Critical Adjacencies

None

Identified Needs

- Deaf-friendly residences (space, circulation, communication)
- Dedicated kitchen and dining area for boys residence
- Luggage storage
- Residence for students between 18-22 and for graduates in transition.
- Consolidated co-ed social/recreation space
- WiFi in the residences or internet connections in each bedroom
- Space-friendly furnishings



Girl's Residence

SECRETARIES

Mission and Role on Campus

The secretaries provide administrative assistance to the campus with a prime focus on activities within the White House.

Number of Staff and Workstations

There are three assistance with their own stations, located in the White House.

Types of Activities

The administrative office is the first point of contact for most people to campus therefore it is the welcome office. Services provided include directing visitors; communications with staff, family and visitors; answering questions; scheduling meeting spaces, receipt of deliveries, specific assistance as needed.

Critical Adjacencies

As this is the face-of-campus the office should remain within the White House, near the public entry. It also needs waiting space separate from their offices to ensure privacy of records.

Identified Needs

- Storage space
- More meeting spaces
- Separate waiting room



Administrative Suite in White House

SUPPORT SERVICES

Mission and Role on Campus

Support services provides speech and language assistance for students in the ECC, Elementary School, Middle School, High School, Green House and Walden School.

Number of Staff and Workstations

There are eight people on staff, some part-time), and seven workstations available.

Types of Activities

One-on-one or small group work with students, both speech and signing, play therapy, auditory testing, report writing.

Critical Adjacencies

Ideally suites are located within each of the schools.

Identified Needs

- Two speech therapy rooms in the Middle School
- Classroom acoustic improvements
- More meeting spaces, with better acoustic separation

WALDEN STAFF

Mission and Role on Campus

The Walden School provides an academic education for deaf children ages eight to twenty-two with social and emotional difficulties in a year-round 24/7 campus facility.

Number of Staff and Workstations

There are eighty people on staff, most with their own office.

Types of Activities

As a full service facility, Walden provides academic instruction, psychotherapy for mental and behavioral health needs, food preparation, dining, recreation, dormitories, bathing, medical assistance as needed, life skills training. There are independent living facilities for the older students who are ready to practice their life skills in a more independent setting.

Critical Adjacencies

Walden ideally remains a self-contained facility with classrooms, food preparation and cafeteria, dormitories, staff offices and recreational space.

Identified Needs

- Privacy for therapy sessions (noise, access, safety)
- Parking striping is non-standard and leaves no turn-around space
- Lighting too dim
- Frangible glass in windows needs to be remedied
- Motion detection from bedrooms to staff monitoring station
- More bathtubs
- Outdoor play area
- Storage for residents



Walden School

WRAP AROUND

Mission and Role on Campus

Wrap Around is an independent community outreach program that provides support to families with deaf members.

Number of Staff and Workstations

There are fourteen people on staff with most work being off campus. A weekly meeting brings everyone together. There are four offices in the current building being occupied. Some staff members work part time.

Types of Activities

Family training both in the campus building and in people's homes, support group meetings, report writing.

Critical Adjacencies

It is not necessary to be on The Learning Center campus. However it is a good association and benefits both. There are no critical adjacencies.

Identified Needs

Based on the current Wrap Around facility:

- More space for office growth; handicapped accessibility; larger meeting space, but homey.



Staff of Wrap Around

ALUMNI INTERVIEW

DRA interviewed TLC alumni to glean full-circle observations. The interview lasted approximately one hour, included an explanation of the master plan process, why their engagement in the process was important, and then some discussion about their experiences at TLC and their vision for the future.

Identified Needs

- Campus to be wheelchair accessible
- Walden School isolated from campus, not homey and too disparate (many buildings)
- Central recreation space for students
- No HC accessibility in boy's dorm
- Campus buildings would ideally face inward vs. more current outward face
- Paint schemes need to reduce glare- add contrast for better signing.
- Lighting to be warmer
- MS classrooms too crowded for teacher to sign and be seen

WALDEN STUDENT INTERVIEW

DRA interviewed students from Walden School as chosen by the administration. The interview lasted approximately one hour, included an explanation of the master plan process, why their engagement in the process was important, and then some discussion about life at TLC from a students perspective.

Identified Needs/Observations

Walden building is not deaf-friendly, feels cramped and sterile
Privacy in walking to therapy



300 House: Walden independant living residence

CONSULTANT INTERVIEW

At the School's request, DRA interviewed The Learning Center's ASL consultant, Dr. Bob Hoffmeister. He provided additional insight into the ways that deaf students best learn and teaching methodologies to support them.

Mission and Role on Campus

Understand how deaf students learn so that teaching methods can be better suited to their needs

Number of Staff and Workstations

Five or six

Types of Activities

Writing, research, interviews, meetings, testing, video communications

Critical Adjacencies

None

Identified Needs/Observations

- Research center
- Video capability in classrooms for recording and playing and throughout campus for ASL communication
- Non-rigid room layouts
- Appropriate lighting

TRUSTEES INTERVIEW

DRA interviewed members of the Board of Trustees. The interview lasted approximately one hour, included an explanation of the master plan process, why their engagement in the process was important, and then some discussion about their vision for the future both near- and long-term.

Mission and Role on Campus

To advise and guide on operations, planning and growth of The Learning Center.

Identified Needs

- deaf space
- flexibility
- developed bilingual programs
- attract parents
- excite students to want to remain
- coherent and consistent plan for staff to count on
- off-campus opportunities for the students
- a plan for developing campus including adjacent properties that is flexible, with a long-term vision and responsive to schedule and budget

MS / HS STUDENT INTERVIEW

DRA interviewed students from the Middle and High Schools as chosen by the administration. The interview lasted approximately one hour, included an explanation of the master plan process, why their engagement in the process was important, and then some discussion about life at TLC from a students perspective.

Identified Needs

- “Hang-out” place for high school students and one for middle school students- evoking creativity and adventure like the old wooden playground.
- Improve access into the girls dorms for the residents.
- Unity of color and patterns on campus.
- Different and flexible light schemes dependant on function it serves
- Independent living skills

PARENT INTERVIEW

The parents of student's past and present were interviewed. Understanding the reason why parents chose The Learning Center for their child's education is significant to the campus plan. Attracting and retaining students is as important as providing a solid education and stimulating campus life. This interview lasted an hour, was held in the evening and baby/child-sitting was provided by TLC. Refreshments were served and it was not only an opportunity for DRA to meet with the parents but for the parents to see each other and continue to build their community. It was a stimulating and fruitful session for everyone. DRA explained the master plan process and then began a question and answer session similar to the department interviews.

Identified Needs

- Separate MS & HS but increase interaction through sports, communal organized activity or community/recreation space.
- Socializing for ES students
- Adequate space and environment for all programs, academic, athletic or support services
- More ways to take classes at other schools
- More instruction in independent living skills
- Multi-function community/ recreation center for students and public
- Increase visibility and expand public programs: ASL, Daycare, Audiology



Wooden playground structure adjacent to barn. Both were demolished for the new Early Childhood Center. Design of the structure allowed for a variety of places and interactions to suite different age groups. Cited during the MS/HS interview as a desirable "hang-out" place.

SUMMARY OF INTERVIEW RESULTS & POTENTIAL IMPLICATIONS FOR MASTER PLAN

Upon review and synthesis of the interview results we find the following issues as being common themes.

Campus

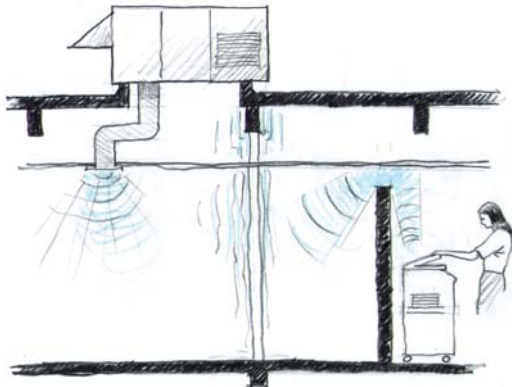
- No deaf-friendly buildings nor grounds
- Almost no accessibility inside/outside
- Distances between pertinent student activities challenging for mobility-impaired
- Pickup/drop off is hazardous
- Parking insufficient
- Circulation both inside and outside not wide enough for deaf communication
- Campus /directional signage missing
- Younger children need more play areas, especially in inclement weather
- Middle and High School students each need their own “hang out areas” evoking creativity and interaction like the old wooden play structure provided
- Campus should have a home-like, village feel with focus inward towards a center (or centers)
- Quadrangle
- Visitor parking function for audiology creates a hazard for students.
- Extensive wi-fi coverage with emergency power



Existing Campus Traffic Conflict

Buildings

- Elementary School, Middle School, High School buildings are outgrown; create new but separate schools with common socializing spaces/options
- Cafeteria too small, ill-sited
- Student hub / needed (gathering)
- No deaf-friendly buildings nor grounds (circulation, light, privacy / sound control, sight lines, communications and alerts)
- Almost no accessibility inside/outside
- Circulation both inside and outside not wide enough for deaf communications
 - Storage insufficient
 - Insufficient video communications – significant for deaf communications and safety, classroom instruction
 - More video phones and with privacy
 - Paint scheme & lighting not signing-friendly
 - Campus housing and athletic facilities (locker rooms) not sufficient for visiting teams
 - Maintenance building to house only maintenance items. Work to consolidate maintenance-related items into same building and not spread out throughout campus unless specific stations
 - Luggage storage for residential students (non-Walden.)
 - Unity of color and patterns on campus
 - Provide more instruction for independent living skills for dormitory students



Acoustic concerns in some older campus buildings create distractions for good deaf communication.

- Larger campus kitchen with increased cold and dry storage
- Computer server room & tech center

Educational & Related Program

- Create more off-campus academic opportunities for students
- Younger children need more play areas, especially in inclement weather
- Develop a reputation as an academic community
- Insufficient video communications – significant for deaf communications and safety, classroom instruction
- ASL building is inefficient for this program and can't serve students effectively
- CTE should be consolidated and better located
- Private circulation for Walden students going to therapy
- Different and flexible light schemes dependant on function it serves
- Increase independent living skills instruction
- Increase visibility to public programs: ASL, Daycare, Audiology

The interview results show a need to separate pedestrian and vehicular circulation, improve parking and locate parking in easily accessible places. The buildings and programs need to be right-sized and located in suitable facilities with regard to function, handicap accessibility and designed for deaf communication. Outdoor space should be developed for both academic instruction, play and safe gathering areas. School-wide campus communication needs to be enhanced. And interaction with other communities in the form of both academic exchanges and public programs should be increased such that The Learning Center is recognized as a diverse resource.

PHYSICAL SPACE / PROGRAM ANALYSIS

OVERVIEW

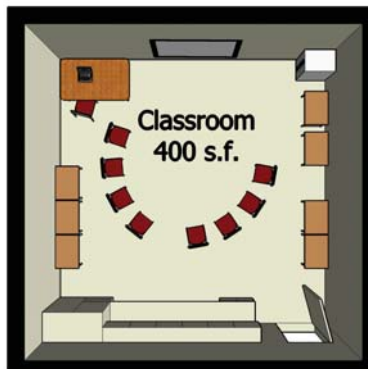
Part of the engagement process is to assess whether the physical space meets the programmatic needs of the school. During the interviews we got an orientation to the issues that are important to the community in terms of physical environment (where we carry out our work) and process (how we carry out our work.) From the dialogue and explorations it can be seen that there are places that work well and support the processes and there are some that are less suitable. In order to concretize the information and be able to recommend physical changes we carried out an analysis of the space needs.

The Learning Center has experienced continued growth over the past 41 years and at a pace that has been a challenge to keep up with in terms of infrastructure. A new elementary school was completed in 2001 and a new Early Childhood Center in 2010. The current middle / high school building is older and no longer meets the needs of the program in terms of size nor layout. The original building was completed around 1890 and an addition added in 1994. The core middle / high school classes remain in this building but the special education program is located in a converted residence as the middle / high school is not large enough to house this program.

PLANNING ASSUMPTIONS

The three school buildings on The Learning Center's campus are very different from one another. The Early Childhood Center (ECC), built in 2010, most closely satisfies the needs of current trends in education. Their classrooms have space for activity centers, and space for the extra adults who may be present to provide services in the classroom. They also offer the infrastructure so important to support classroom technology.

The Marie Philip Elementary School (MP), built in 2001, is feeling the effects of crowding. Some of the classrooms are too narrow to allow for the semi-circular or circular seating pattern that works best for students using ASL. Most classrooms are too small, ranging from 205 to 522 square feet, but averaging 344 square feet. Several walls between classrooms are not able to provide acoustic separation, increasingly important due to the presence of students with cochlear implants. The building lacks a large gathering space where all the students could have a meeting, as it has neither a cafeteria nor gym (these are located elsewhere on campus). Secondary school students come to MP for art class, as they lack art facilities in their building.



Ideal classroom for deaf learning

The Middle School/High School (MS/HS) building (1890, with an addition about 1994) is most in need of updating and expansion. The classrooms are small (see the listing of existing spaces in the table below), and many have part-height walls which fail to provide acoustic separation between rooms. Where columns exist within classrooms, they act as barriers to clear ASL communications. Lighting is inconsistent, and the power and data infrastructure does not support the needs of the middle and high school program. The wood-framed floors tremble and vibrate, causing ceiling-mounted projectors downstairs to vibrate their images.

Middle School/High School

Summary of Existing Spaces

	Number	Size Each	Total Area	Capacity (Students)	Notes
Classrooms:					
General Classrooms					
Grades 6-8	6	296	1,776	36	Based on 6 per CR, using ASL
Grades 9-12	12	279	3,348	72	Based on 6 per CR, using ASL
Bilingual Classroom (ASL)	0	400	0	0	
Science Lab as homeroom	1	550	550	6	Second floor
Science Lab as homeroom	1	280	280	6	First floor
TOTALS:	20		5,954	114	
Specialized Spaces:					
Student Commons	1	500	500		Middle space of second floor
SPED Classroom	4	135	540		In Green House
SPED Resource	1	276	276		In Green House
De-escalation Room	1	45	45		In Green House
SPED Kitchen	1	108	108		In Green House
SPED Offices	2	87	174		In Green House
SPED Storage	1	48	48		In Green House
Front Office	1	112	112		Transaction window, file storage
Principal Office	1	160	160		
Counselor Office	1	160	160		
Office	1	113	113		
Coord Office	1	50	50		
Teachers' Planning	1	205	205		First floor
CTE Classroom	1	263	263		Basement
CTE Classroom	1	342	342		Basement
Book Storage	2	6	12		
General Storage	1	140	140		
Total of net spaces:	42		9,202	60%	
Mech., toil., custod., circul., structure			6,085	40%	
TOTAL Gross Square Feet:			15,287	100%	

The size of an ideal classroom needs to be determined based on the unique program at TLC. Although the class enrollments are small (6-9 students usually), extra classroom space is needed to accommodate adults who may be helping one or more individual students. Also, in consideration of deaf learners who communicate by ASL, an open center in the room allows a circular or semi-circular discussion space in which each student can see all the others at the same time. No columns can interrupt this central space. As illustrated in the plan diagram to the left, a 400 square foot classroom would be ideal, in a shape as close to square as possible.

Since vision is so important in the classroom, the lighting and color choices must support a uniform and comfortable visibility of faces and hands, minimizing glare and eyestrain. Natural light should be provided in each teaching space, as long as it is controlled. The entrance door should be located to avoid distracting the students when they are focused on the teaching wall. When the teacher wants to get the attention of the entire class, they need convenient access to the light controls, to flick the lights off and on.

CONCLUSION

The programmatic assessment provides insight to the current classroom infrastructure. The three school buildings on The Learning Center campus have different programmatic needs. The ECC is newest and programmatically responsive, the elementary school is somewhat crowded which may be alleviated by renovation and addition. The high school / middle school building is older and crowded.

VISIONING

MASTER PLAN RECOMMENDATION

OVERVIEW

At the inception of the master plan DRA was tasked with the goal to undertake "...analysis of the school's existing buildings and open space, projection of future space needs, and creation of a campus plan that includes recommended new buildings, renovations and re-programming of existing buildings and open space improvements" as laid out in the "Request for Proposal."

As an approach to fulfilling this request, DRA examined the issues that were rising to the surface from our meetings, workshop, interviews and evaluations, and considered solutions with the following lenses:

- renovate within existing facilities;
- renovate and place additions at existing facilities;
- relocate programs and services to other existing facilities;
- new construction in an effort to address identified needs,

all while considering the optimum condition for deaf learning and deaf communication.

The result is a plan that addresses the issues raised and allows the school to undertake projects at a controlled pace. The result is contained in this section and shows a phased plan with a suggested schedule that has been vetted by The Learning Center. Accompanying each phase is an explanation of the issues that it addresses and any critical steps for success in that stage. In the Appendix the estimated costs in \$year 2013 is laid out. It is provided for orientation and gross numbers only. As TLC prepares to undertake the work of a particular stage it will be necessary to refine and drill down on the work in order to develop a cost and schedule that is of an appropriate level of accuracy.

We recognize that while there may be other ways to address the issues, DRA believes that this solution responds to the issues raised and reflects the community that is The Learning Center.

IDENTIFIED NEEDS AND RECOMMENDED SOLUTION

A wide range of identified needs resulted from information gathering activities conducted during the engaging phase of the master planning process. These needs ranged in scale from specific needs of a single department to those impacting the whole campus and several buildings. The needs were either amplified or added to by DRA's examination of current campus conditions.

We began to coalesce the needs into categories and hierarchies to make them manageable. From this we developed potential solutions. Regular progress meetings with leadership of The Learning Center served to identify which best addressed the identified needs. These were further developed and eventually became the recommendation included in this section.

The first plan shown in this section is the current campus. There are 16 separate buildings that form the campus and are comprised of academic buildings to converted residential buildings. There is additionally one residence across Kellogg Street that is partially employed for school function. The buildings and

parking lots are peppered within a core island whose center is trisected by a paper street. The buildings range in age from 266 years (Kellogg House) to 3 years (Early Childhood Center) and are of varying physical condition. In the final plan, we have in places recommended the eventual demolition of a building. This is based on its ability to serve a program or function as the Learning Center campus grows and develops as well as its state of health and upkeep based on visual inspection, maintenance records and the property assessment provided to us by TLC.

The newest building works very well in terms of physical condition and design response to deaf culture. The issues that have risen to the top and that we try to address in the master plan relate to the remaining buildings, programs, pedestrian circulation, vehicular circulation and outdoor space. They are as follows:

Pedestrian & Vehicular Circulation

- Vehicular route to be separated from pedestrian path
- Relocate drop-off & pick-up to avoid crossing pedestrian paths
- Improve and connect pedestrian pathways between buildings
- Make paths H/C accessible and width appropriate for signing
- Add directional signage and building identification
- Audiology parking to be separated from pedestrian path and drop-off pick-up.
- Add a campus-wide video monitoring system for emergency & essential communications
- Improve exterior lighting

Parking

- Increase quantity of parking spaces for staff and visitors, consider special events if possible
- Improve access from lots to campus buildings

Gathering

- Increase outdoor gathering areas for teaching, socializing and play
- Create quadrangle

Classrooms

- Building interiors: renovate where possible for h/c accessibility, corridor width, classroom sizes
- Increase capacity via building additions where possible
- Deaf-friendly design of classrooms
- Buildings outgrown
- Gymnasium locker rooms to be enlarged
- Larger campus kitchen
- Consolidate CTE programs
- ASL to be a central function on campus

These issues are identified where possible on the campus map in this section labeled “Critical Issues.”

TLC Campus Plan

Current Campus Conditions



- 1 Marie Philip
- 2 Early Childhood Development
- 3 Kellogg House
- 4 Administration
- 5 Audiology
- 6 Middle & High School
- 7 Gymnasium
- 8 Walden School
- 9 Fire House
- 10 Green House
- 11 Boys Residence & Daycare
- 12 Girls Residence
- 13 Brown House
- 14 300 House
- 15 Wrap Around
- 16 Yellow House
- 17 Garages
- 18 Maintenance
- 19 Soccer Field
- 20 Play Area
- P Parking

Scale: 1" = 60'

July 9, 2013

HIGH SCHOOL & MIDDLE SCHOOL

As laid out previously in the Engaging section, the school buildings are very different from one another. The Early Childhood Center is newest and meets the needs of the program. Marie Philip Elementary School is a newer building experiencing crowding and the high school / middle school building is older and experiencing crowding.



In trying to find a solution for crowding in the elementary school, middle school, and high school, DRA explored building renovations, building additions and moving programs around within the existing buildings. We found that renovations and additions would be useful. From a square footage assessment it also became clear that a new building would be necessary. There are limited expansion zones on campus due to physical space, zoning limitations (paper street), and ownership (not all structures on the triangular plot are owned by The Learning Center.)

From discussion with TLC's Leadership, we determined the best solution for the academic crowding to be an expansion of the elementary school for which there are several viable zones and a new building for the middle and high schools. In order to build new, several preparatory activities will need to take place. The goal is to for TLC to have a contiguous campus and occupy ideally all of the land on the triangle. There could be some holdings across the street for adjunct functions.

DRA then carried out basic programming analyses for a new school to develop an approximate size and cost. The final iteration shows the new building as an addition to the existing gymnasium / cafeteria. Some elements are placed in an expansion on the north side and others on the south. There is complete connection between all parts. We estimate the size of the building to be approximately 64,000 sf, can be built in phases and would include the following major elements.

- Middle School
- High School
- Library
- Student Center
- Space for the Green House Intensive program

This school facility would be built along the south side of the current gymnasium allowing also an expansion of the gym. An addition to the north side of the gym would provide for the following programs:

- Welcome Center
- ASL Center
- Cafeteria
- CTE programs
- Meeting Rooms

In sizing the new school, we started with the assumption that it would house the same functions as now, to generate a core size. Then, we added space for other functions, such as a new library, to create a test-fit size for buildings with different options.

1. The existing Middle School building (first floor) is 5118 gross s.f., without the Audiology Clinic (The basement contains three large classrooms, mostly used by the high school), the existing High School building (second floor & basement) is 8304 gross s.f.
2. TLC lists the current enrollment as 35 middle school students. The average area per student is 146 s.f. for classrooms, offices, toilets, and some storage.
3. High school student enrollment is listed by TLC as 52. The average area per student is then 160 s.f. for classrooms, offices, toilets, and some storage.
4. These school functions are outside of the MS / HS building:
 - Gym and fitness (separate building)
 - Cafeteria and Kitchen (within the Gym building)
 - Library (in the ECC, shared with grades PK-5)
 - Nurse (in Walden School, and in the ECC)
 - Art classroom (in the elementary school, Marie Philip)
 - American Sign Language (ASL) (in the Kellogg House)
5. There is no music program, this being a school for the deaf. There is no auditorium or theater, although there is a stage platform in the gym, it is currently occupied by the wood shop. There is no student center, and no rec center. Many school-wide administrative functions are located in the White House, so the administrative space within the middle school building is minimal.
6. Special Education (SPED) at TLC deserves a closer look. The most intensive students are served at Walden School, which contains classrooms, counseling, and residential spaces. Everybody else is mainstreamed into classes in the elementary, middle, and high school, so there are few SPED spaces in the school buildings. The Green House contains SPED spaces for the middle and high school students. In a more ideal arrangement, the SPED programs for the middle school and high school should be included in the same building as the rest of their classrooms, as long as they offer privacy for students when they are acting out.

The parameters outlined above are presented in tabular form showing the programmatic element, size and a total that factors in non-programmatic components and then a calculated gross square feet value.

LIBRARY and STUDENT CENTER					
Library	1	3000	3,000		Shared with whole campus
Library Support Rooms	3	200	600		
Student Center	1	2500	2,500		Serving whole campus
Total of net spaces:	5		6,100		
Mech., toil., custod., circul., structure			3,100	33.7%	Goal: approx. 33%
TOTAL Gross Square Feet:			9,200	100%	

High School

Program of Spaces

Classrooms:	Number	Size Each	Total Area	Capacity (Students)	Notes
General Classrooms					
Grades 9-12	10	400	4,000	60	Based on 6 per CR, using ASL
Bilingual Classroom (ASL)	1	400	400	6	
Science Lab as homeroom	1	600	600	6	
TOTALS:	12		5,000	72	
Specialized Spaces:	Number	Size Each	Total Area		Notes
Art	1	600	600		Shared with middle school
Art Storage	1	200	200		Shared with middle school
Kiln Room	1	100	100		Shared with middle school
Projects Room	1	600	600		
Small Group Room	4	150	600		
Student Commons	1	1000	1,000		Student gathering space
SPED Classroom	2	400	800		
SPED Resource	1	300	300		
De-escalation Room	1	100	100		
Conference Room	2	240	480		
Administrative Offices	4	600 Total	600		
Teachers' Planning	1	300	300		
Teachers' Workroom	1	150	150		
Supplies & Book Storage	1	150	150		
General Storage	1	300	300		
Total of net spaces:	35		11,280		
Mech., toil., custod., circul., structure			5,720	33.6%	Goal: approx. 33%
TOTAL Gross Square Feet:			17,000	100%	

CTE (Career and Technical Education)

Classrooms:	Number	Size Each	Total Area		Notes
Carpentry Shop	1	800	800		
Carpentry Storage	1	300	300		
Carpentry Classroom	1	400	400		Based on 6 per CR, using ASL
Carpentry Office	1	150	150		
Building Maintenance	1	900	900		Mock apartment
Auto Detailing Garage	1	400	400		Drain required for car washing
Recycling Area	1	400	400		Truck access
Building Maint. Office	1	150	150		
Culinary Arts	1	800	800		Industrial kitchen
Related Classroom	1	400	400		
Culinary Office	1	150	150		
Visual Arts/Broadcasting	2	600	1,200		Project spaces
Related Classroom	2	400	800		
Visual Arts/Broadcasting Office	1	150	150		
Art	*	*	*		*Included in MS area
Driver Education Classroom	1	400	400		3 cars, parking
Total of net spaces:	17		7,400		
Mech., toil., custod., circul., structure			3,600	32.7%	Goal: approx. 33%
TOTAL Gross Square Feet:			11,000	100%	

Middle School

Program of Spaces

Classrooms:	Number	Size Each	Total Area	Capacity (Students)	Notes
General Classrooms					
Grades 6-8	8	400	3,200	48	Based on 6 per CR, using ASL
Bilingual Classroom (ASL)	1	400	400	6	
Science Lab as homeroom	1	600	600	6	
TOTALS:	10		4,200	60	
Specialized Spaces:	Number	Size Each	Total Area		Notes
Art	1	*	*		Shared with high school
Art Storage	1	*	*		Shared with high school
Kiln Room	1	*	*		Shared with high school
Projects Room	1	600	600		
Video Studio	1	400	400		
Video Editing	4	60	240		
SPED Classroom	2	400	800		
SPED Resource	1	300	300		
De-escalation Room	1	100	100		
Administrative Offices	3	400 Total	400		
Teachers' Planning	1	300	300		
Teachers' Workroom	1	150	150		
Supplies & Book Storage	1	150	150		
General Storage	1	300	300		
Total of net spaces:	30		7,940		
Mech., toil., custod., circul., structure			4,060	33.8%	Goal: approx. 33%
TOTAL Gross Square Feet:			12,000	100%	

Other Spaces

Program of Spaces

Name:	Number	Size Each	Total Area	Notes
Cafeteria	1	1500	1,500	15 s.f. per seat
School Kitchen	1	900	900	
New Conference Rooms	6	400	2,400	
Development	1	800	800	
ASL Center	1	3000	3,000	
Welcome Center	1	1200	1,200	
Total of net spaces:	11		9,800	67%
Mech., toil., custod., circul., structure			4,800	33%
TOTAL Gross Square Feet:			14,600	100%

MASTER PLAN PHASED SOLUTION

The master plan is broken down into phases to create manageable packages.

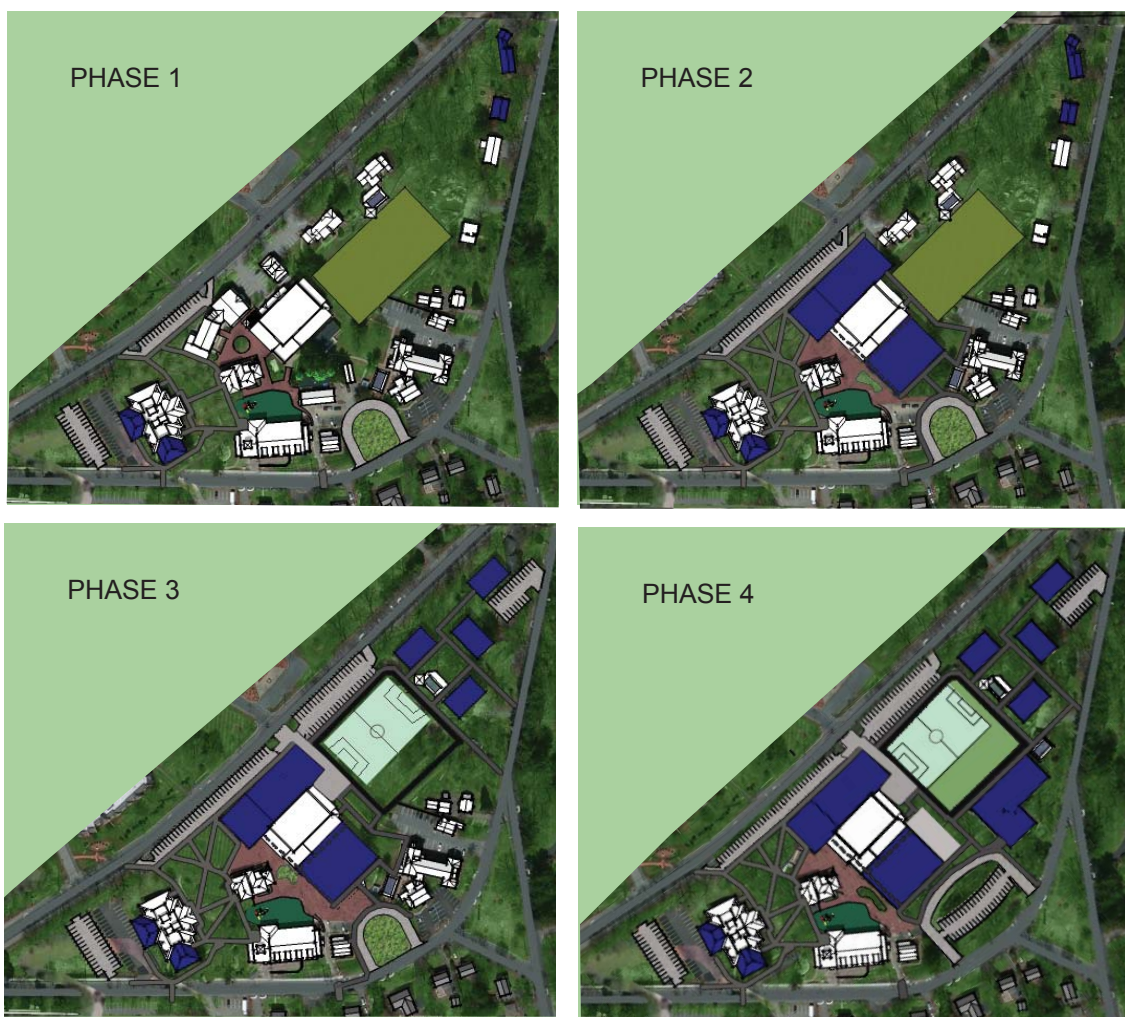
Phase I addresses the foremost circulation concerns and begins to mitigate some of the crowding in the elementary school by additions. It includes converting the paper street to TLC ownership, adding parking to the lot behind Marie Philip and relocating pick-up and drop-off so that it does not cross a pedestrian path. To complete this phase, the school would begin to purchase adjacent property, shift audiology, improve pedestrian pathways and signage.

Phase II is focused on the construction of a new middle / high school complex, ASL center and new face of campus.

Phase III creates new dormitories and playing fields for the students including Walden School.

Phase IV see the construction of a new Walden School as the current building will likely be at end-of-life. This phase also completes the exterior parking loop and repurposes Kellogg House as a residence for visitors and restores the historic structure.

The schedule at the end of this section lays out a likely timeline as discussed with TLC leadership.



TLC Campus Plan

Phase I

- 1 Audiology
- 2 New Entrance Loop
- 3 Temporary ASL & Future Classrooms
- 4 Parking
- 5 Cross-walks

Parking added: 50 +/- spaces



Scale: 1" = 60'

July 9, 2013

TLC Campus Plan Phase II

- 1 Audiology (Phase 1)
- 2 Crosswalks (Phase1)
- 3 Parking (Phase1)
- 4 Temporary ASL & Future Classrooms
- 5 New Middle School, High School, Student Center & Library
- 6 Cafeteria & School Kitchen
- 7 CTE
- 8 Conference Rooms
- 9 Development
- 10 ASL Center w/ Welcome Center
- 11 Keefe House Apartments
- 12 Maintenance
- 13 New Entrance Loop (Phase 1 & 2)
- 14 Campus Connection

Scale: 1"= 60'

July 9, 2013



TLC Campus Plan Future Campus

- 1 Audiology & Wrap-Around
- 2 TLC Dorms & Walden Transitional House
- 3 Pool
- 4 Multi-Purpose Field
- 5 Softball Field
- 6 Running Track
- 7 New Walden School w/ Dorm, Nursing & Counseling
- 8 MS/HS Paved Play Area
- 9 New Middle School, High School, Student Center & Library
- 10 Cafeteria & School Kitchen
- 11 CTE
- 12 New Conference Rooms
- 13 Development
- 14 ASL Center w/ Welcome Center
- 15 Pre-school & Elementary School Playground
- 16 Daycare
- 17 Visitors Cottage
- 18 Keefe House Apartments
- 19 Maintenance
- 20 Campus Connection
- 21 Temporary ASL & Future Classroom Addition
- P Parking
Existing: 254 +/- Spaces
Proposed: 309 +/- Spaces

Scale: 1" = 60'

July 9, 2013

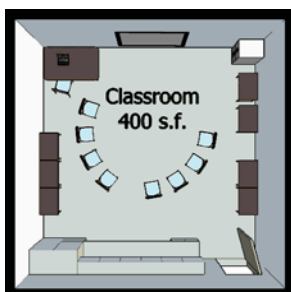


APPENDIX

DEAF-FRIENDLY DESIGN CONSIDERATIONS

The Learning Center for the Deaf is focused on teaching children to be bi-lingual in American Sign Language (ASL) and written English. Toward this end, every person on campus is encouraged to use ASL to the extent they are able in all interactions with others, whether deaf or hearing. Additionally people who are deaf rely on visual cues, making site lines important as they move through spaces.

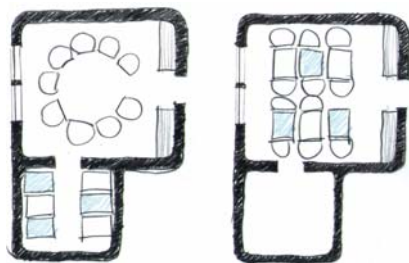
In the context of the schools, some elements of design take on new priorities in order to support people of the deaf community. In order to record our findings so far, and pass on valuable lessons to future design efforts, we offer the following list of "deaf friendly" considerations:



Signing requires more space around people. Rooms need to be a little larger, and pathways need to be a little wider. Groups of people using ASL want to see all of each other's faces at the same time, so a circular arrangement of seats is normal, and long, narrow rooms are not as good as square-ish rooms.

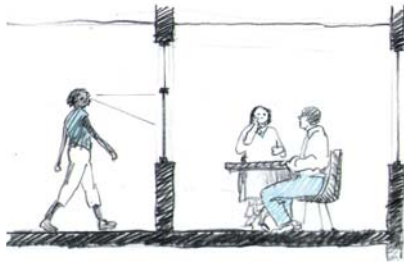


Signing requires good visibility. Ideal lighting should be diffuse and uniform, especially in the area of the face and hands. Eye strain works against people who are intently watching each other sign. Natural lighting is welcome because it renders skin tones so well, as long as it is controlled to reduce glare. Deaf people are very sensitive to their visual environment. Background colors can be tiring if they are too intense, but contrast with skin tones is good.

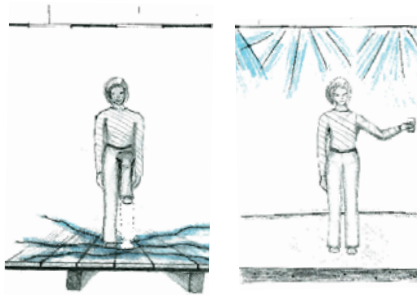


Flexibility in furniture is essential. A group of deaf people feel free to rearrange furniture when they enter a room, anticipating the need to see everybody, especially if there will be interpreters in the gathering. (Interpreters mediate communications between signers and non-signers.)

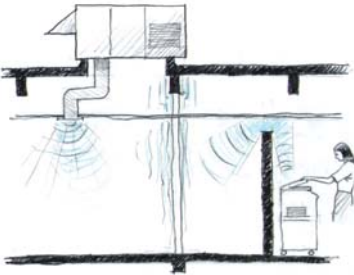
Columns and posts within the room are annoying barriers to smooth ASL communications.



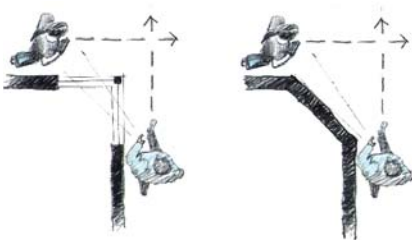
Internal windows would be welcome for allowing natural light deeper into the building, however direct views from the corridor would compromise the privacy of ASL conversations in the rooms, and cause distractions within classrooms. Provide obscure glass, blinds, or curtains in the viewing height, and clear glass above the viewing height.



Teachers sometimes need to get the attention of their students by stomping on the floor, sending vibrations to the feet of the students. This technique works best on a wooden structure (older building), but not so well on a concrete slab (newer building). An alternative technique is to flash the lights (rapidly turning them off and on), if the light switch is conveniently located.



Full height walls are needed to separate the classroom acoustically. Hard of hearing students and students with cochlear implants would be distracted by background noises if the walls are not full height.



Intersections with right angles make it difficult to see another person approaching from a branch. It is better to bevel the corners or have a vision panel at the joint.

COMMUNITY WORKSHOP

COMMUNITY WORKSHOP- 30 Jan 2013

FULL TRANSCRIPT OF BREAKOUT GROUPS

After the first exercise in which participants engaged with a large campus map there were DRA-led breakout discussion groups where the attendees were encouraged to join the group whose topic interested them most. The groups topics were 1) "Campus" which included issues relating to pedestrian / vehicular circulation, campus safety and all things "flat" (as opposed to built), 2) "Container" included physical infrastructure, interior environments and building conditions, 3) "Contents" which included program, what goes on inside the buildings, 4) "Currents" which included trends and currents in deaf space design, campus life and deaf community.

Workshop Breakout Group: Campus

The following are the items and issues raised in the Workshop Breakout Group "Campus" in which pedestrian/vehicular circulation, campus safety and all things "flat" (as opposed to built) were discussed.

- Where do you arrive on campus? Parking lots
- How many more spaces do we need? At least 50 more.
- General shortage of spaces
- If no spaces, staff parks on street
- Not enough guest parking
- Not welcoming for outside visitors during workshop
- Drop off/ pickup time- not enough spaces
- Not safe parking on the street
- Concerns about security and parking lot lighting
- Crosswalk lights are not effective on Kellogg Street: not large enough and don't always flash
- Parking lots are as large as they can legally be
- Daycare parking lot and Kellogg parking lot are too small
- Site lines from lower lot not good
- Cars speed down Kellogg Street, could put in speed bumps
- MP lot is always full
- Framingham has odd/even parking. This year, TLC is all right parking on Kellogg Street. TLC could go before Framingham Board to request waiver
- Examine parking buddy system
- Soccer field parking is a concern- specifically getting up or down the driveway

Security:

- Most buildings have swipe card access; all buildings should have it
- Campus needs better lighting, specifically at 300 House pathway, Brown House pathway, Walden School parking lot, and an evaluation of the lighting throughout campus

Walking Paths About Campus

- Behind the gym to and from Walden School needs a path
- What are we doing with the wooded area at the end of the soccer field (possible parking lot)
- The walkway by MP gets icy- could we have some type of overhang?
- Nice to have a path that connects the entire campus

Outdoor Learning Spaces

- Staff currently use the courtyard and the end of the soccer field for learning spaces- also across the street before the river
- Not enough outdoor space for the secondary department
- Limited outdoor space for older students during the school day

Drop Off – Pick Up

- We need to be sensitive to the physical needs of the students
- Currently very confusing/ not safe
- Possibly 2 different drop off locations
- Difficult to ID vans / students at drop off and pick up times
- Deliveries a problem
- Dumpsters / storage containers are an eyesore

Workshop Breakout Group: Containers

The following are the items and issues raised in the Workshop Breakout Group “Containers” in which physical infrastructure, interior environments and building conditions were discussed.

- Don't like column in conference room area of ECC
- White boards in ECC conf. rooms are too low, rooms are not soundproof when partitioned and partitions are hard to use- they sway.
- Need storage for ECC tables
- Like the gym- it's big and bright
- Don't like stage as woodshop (old woodshop had to become classrooms)
- Need more comfortable seating in the gym
- HS sound a problem- walls not to ceiling
- HS & MS stamping on floor- projector goes up and down in MS
- MS has hard floor- stamping for attention doesn't work
- WS – same problems with sound and projectors – even walking causes it
- Kellogg – old and has wood floors that can break from stomping, leaks and mold
- Auditory access- need walls and AC vibrates is a problem
- Would love to have an auditorium
- Build classrooms above the gym
- Cafeteria is too small- transition time is crazy, clean up a problem, room and doorways too narrow (door width)
- Concession stand for sporting and other events
- Boys dorm kitchen for Daycare- boys can't cook
- Rec room for dorms
- ECC building – lights go off if you aren't moving (sensors)
- ECC floors vibrate
- Entrance to MS/HS building- cold air get in as people come and go
- Don't need downstairs kitchen in ECC
- Chemical storage for HS science – not proper temp. control
- Great to have separate space for MS/HS Intensive Program (Green House)
- Green House is too small for the students in Time Out, flashing light system is missing
- Current wood shop (stage) is too small and shared with athletic storage, it lacks air circulation

and needs a big door to get lumber in and out. Old space was in the basement of MS/HS building and was worse

- Gym storage is a problem, no space and fitness is too small
- Gym has no AC and is too hot for graduation, poor sound quality, balls get caught in the sound baffles
- HS/MS secretarial area- sliding window has glare- can't see
- HS gathering area at top of stairs is not safe – kids congregate each morning
- The small staff room in the MS/HS secondary department is nice
- HS has no confidential meeting space- people sometimes meet in bathrooms, doors to classrooms do not lock and many walls are partial height
- MS/HS equipment is stored in rooms with windows so it is actually visible when it should not be
- MS/HS secretary area is so narrow the files can't be opened without someone moving
- Phone conversations lack privacy
- One MS/HS counseling space has walls that don't go all the way up
- Kellogg House is not handicapped accessible
- Vocational Program (CTE) needs its own building; it is scattered all over campus
- Space for 18-22 year old program needed
- Need an indoor pool

Workshop Breakout Group: Contents

The following are the items and issues raised in the Workshop Breakout Group "Contents" in which program and what goes on in the buildings, as well as deaf space being conducive to learning, were discussed.

- Gym / cafeteria gathering as in the Great hall in Beowulf
- ECC doesn't gather in gym/cafe
- Teardown Green House – rebuild/ expand space for students with needs
- Kellogg House – significant needs – not suitable for educating students. Need a central building for ASL department
- Need for indoor pool/ tennis court
- HS has outgrown the building – plus need access to teaching space equipped for independent living skills
- Need to focus on MS / HS building
- White House is the heart of campus – meeting place
- CTE classrooms – column in middle of classroom blocks view. Need open visual spaces
- Need more bathrooms in MS / HS. Nice to have unisex bathrooms(s) and staff bathrooms
- Some of us don't know what goes on in all of the buildings
- Opening quote, "What good does it do to teach a child to speak...." Education is the main point.
- Closing of the stage for space issues gives a bad message to students about the importance of stage-related endeavors
- Would be nice to have an auditorium- accessible seating/ viewing
- Would be nice for black box theater- creative endeavors would thrive
- Classroom space are not deaf friendly. Need more lighting, need open visually accessible places
- Interpreters office – need easier access for TLC campus and off campus needs/ transportation considerations. Also difficult to keep moving your home
- Heat / AC in many buildings is awful, costly, important to be green
- Caf/ gym is not a place motivated to go to- it smells, mural isn't accessible, not a true community

center

- Health issue – dust and other allergens are in many buildings
- Green House- positive is that it is separate. Would like that to continue. Having the rooms / equipment labeled, etc. For safety considerations, need to ensure windows etc. are safe.
- Need to prepare ahead of time to ensure we have building spaces that fit the students with additional needs for years to come.
- HS – need more storage space for both students and staff, including needs for personal storage area and special events.
- Gallaudet University has resources/ examples on the design of Deaf Space.

Workshop Breakout Group: Currents

The following are the items and issues raised in the Workshop Breakout Group “Currents” in which trends, currents, and happenings in deaf space design, campus life and the deaf community were discussed.

- Phone booths with video phone (for on- and off-campus),(private space and more- there are a limited number on campus)
- Private place for voice calls as well
- Teleconferencing (with other classrooms and other agencies) what(Echo 360?) currently exists is not enough and not working well (ideal would be all classrooms) – include equipment for the business end of the school – phone conference meetings are nearly impossible with deaf participants
- Spaces to support the growing CTE program
- Create additional “work environments” using current spaces (i.e. garden space)
- Spaces created for the increase in CTE for IT fields
- Efforts to become a green school – not just about recycling paper and plastics
- Look at some wasted spaced, i.e. the courtyard
- Efficient use of current space?
- Current trend in schools is each student has his/her own device – we don’t have that at TLC
- Create a nice space for staff to socialize, see people from other departments (living room type space); common gathering space to learn and collaborate
- The need to layer space so it can be multi-purpose
- More complex students – some spaces are not easy to navigate i.e. brick walkways (hard to push carts)
- Do the residential spaces meet the needs of the number of residents? (ex. Enough washer/ dryers in each building?)
- Storage space – not enough and current use of storage space needs to be evaluated
- Classroom space needs to be more user friendly
- Need a place for families to gather socially and space for Deaf Community events

END OF COMMUNITY WORKSHOP, BREAKOUT GROUP TRANSCRIPTS

INTERVIEW NOTES

The Learning Center
Interview Notes: Alumni
January 4, 2013

Attendees:

Approximately 20 alumni of TLC

Paul Moore, DRA

Two Interpreters

- Walden School has many problems. It's not homey, not a good building. Heating doesn't work well. Parking is not safe. Three houses are separate, with difficult pathways back to Walden School building.
- Walden School has very good staff. There are day staff and overnight staff.
- It feels isolated from the rest of campus.
- A central rec area would help, as a place for students to gather and interact.
- The boys' dorm is not big enough. It contains not only the boys, but also the Interpreter's Office and the Daycare.
- The boys' kitchen is in the Daycare area, in the basement, not available.
- There is no handicapped bathroom and no elevator.
- The girls' dorm is crowded, too.
- Could boys and girls be in the same dorm, if there were a new one?
- Girls' dorm is more like a home; boys' dorm is like a holding cell.
- Sports: need a track or sidewalk around campus.
- Soccer field is great, but needs a track around it.
- Campus buildings face outward, away from each other. In more of a village setup, they would face inward.
- Need a central location for social events.
- Stage was taken away in the gym. Carpentry class is using it now. Gym is overused.
- Need a place to show movies and plays. Need separate auditorium, not in gym.
- Need a technology center. They do video in HS. Computer lab is on a cart. Need a home for all this technology.
- Cafeteria is full of history with the pictures all around. Need to preserve the history, the timeline, the White House. Need both a modern feel and the history, feeling more like a home. Cafeteria should be separate from the gym, change it to a rec area.
- Middle/High School (MS/HS) is on two separate floors, but in the same building. They need to be more separated. HS is on the second floor, with some space in the basement, too.
- School needs to be wheelchair accessible.
- There's a lot of glare from the white walls, makes the eyes tired when watching signing. Contrast of colors is important. HS south wing is dimmer, blue, with a darker floor—it's better.
- Need warmer color in the lights.
- At a stage, remember to add lights for interpreters, too.
- HS needs more computer access. MS has 20 computers. Used during academic support.
- HS classrooms have been changed since some of the alumni were there.
- HS is full now, it's packed.
- Like the flexibility of moveable walls.
- HS classrooms are shared between teachers.
- Some classrooms are using rooms that were not originally classrooms.
- MS classrooms seem too small, crowded. They vary in size, there's no standard.
- Typical classroom layout should allow a semicircle of seats; see them in operation.



- MS teacher is too close to the students for good signing. Students feel crowded together.
- Deaf people will reconfigure the room as soon as they come in.

SUMMARY

Identified Needs

Campus to be wheelchair accessible

Walden School isolated from campus, not homey and too disparate (many buildings)

Central recreation space for students

No HC accessibility in boy's dorm

Campus buildings would ideally face inward vs. more current outward face

Paint schemes need to reduce glare- add contrast for better signing.

Lighting to be warmer

MS classrooms too crowded for teacher to sign and be seen

The Learning Center

Interview Notes: ASL

February 7, 2013

Attendees:

Patrick Costello, Director of ASL Instruction

Lana Cook, ASL Teacher

Jillian Forester, ASL Teacher

Stella Keltz, ASL Teacher

Laura Prickett, Interpreter

Anna Gauthier, Interpreter

Rachel Heller, Intern Interpreter

Luke Baer, Intern Interpreter

Paul Moore, DRA

Meryl Lissack, DRA

- Building is a registered historic building, the oldest house in Framingham, from 1747. It contains 8 fireplaces, but none are used. Floors are uneven. Exterior walls have no insulation, and windows leak.
- Doorbell malfunctions- light blinks for 65 seconds instead of just a few causing a distraction.
- Students can only be on 1st floor as 2nd floor does not have second egress. Toilets are only on the 2nd floor. First floor has two classrooms and a computer lab, used as an ASL language lab. Building with small rooms and lots of windows is not appropriate for videos. Need neutral background in rooms to avoid distraction behind signers and circulation space for teacher such that s/he is not seen in the student videos when passing behind. "Like blind people have good auditory cues, deaf people need good visual cues."
- Second floor has 4 rooms, not classrooms, although they can be used for staff instruction.
- The classrooms can have up to 14 students and 6 adults in one room at a time and current rooms are small and they cannot easily accommodate this and signing.
- Lighting is uneven and too dim for good signing.
- Heating system malfunctions and air conditioning is poor.
- Mold in basement; concerns about asbestos. Carpeting is seen as contributing to air quality concerns.
- Facility is not accessible and there are wheelchair-bound students. Must be lifted up over threshold to enter building. Also, some students use walkers.
- Students have negative attitudes toward ASL classes in this building, because of the building.
- Entrance is through the back door; front door faces the street, and is rarely used.
- Would like a central campus location and good public face to match the importance of ASL. The ASL program is renowned, working on ASL standards to use around the country. There are visitors who come to see the ASL program and would be best served by an appropriate facility. They would love to have an ASL center at TLC. Facility could then have age-appropriate graphics on the walls, since they are serving students of all grades. Need a dedicated high tech facility and not to share space. Facility would have: video studio, tutoring rooms, classrooms, offices, an ASL language lab, and be visitor-friendly.
- There is high video content to the program. ASL is preserved through video, not written.
- With a good video studio, students could broadcast a news program and general announcements to rest of campus, keeping all connected with monitors throughout. This would also allow better communications during a lockdown situation.
- Teachers would love to have a smart board in the ASL classroom.

- Parking is insufficient at the Kellogg House.
- Lockdown area in current building is too small for capacity of building and doesn't have enough room for signing. Lockdown notification lights are not visible enough here.
- No storage for students (coats, etc.)
- Rhode Island School for the Deaf has a \$16mil building and only 70 students. Layout includes pod-style teaching.
- TLC provides ASL for adults in the community- nighttime classes. Current winter class has 83 people and is held in ECC.
- The future of ASL would include more staff and more visitors, bicultural-bilingual conferences, advanced technology, adequate space.
- The cloud is used a lot for storing material so don't need a lot of hard storage.
- ASL is different from sign language in other countries but there is an international sign language although not everyone knows or uses it.
- Suggest a different name for the school as current one does not reflect its business or pride. Perhaps the school should be named for a deaf person, to recognize her/his accomplishments.

SUMMARY

Mission and Role on Campus

ASL instruction to campus and community

Number of Staff and Workstations

Four of each

Types of Activities

Instruction, video recording

Critical Adjacencies

Independent facility that is central to campus, satellite offices in the schools

Identified Needs

Current building not effectively utilized for this program

Not wheelchair accessible

Lighting poor for signing

SOTA video capabilities and studio

SMART boards

The Learning Center
Interview Notes: Athletic Program
February 7, 2013

Attendees:

David Del Pizzo, Athletic Director

Laura Prickett, Interpreter

Brad Kroll

Amanda Reimer, Interpreter

Amanda Stevens

Paul Moore, DRA

Rickie Suiter, Director of Student Life

Meryl Lissack, DRA

Bruce Balthazar, Interpreter

- Athletics uses the gym, two locker rooms, an exercise room, an office shared by both Athletic and Physical Education (PE) staff, and several storage areas.
- Athletic program includes PE and sports. Runs almost all day beginning at 8 a.m. and going until 2:30 p.m. after which sports program takes over until 7p.m. Two teachers usually accompany the class.
- Walden School gets use of the gym after 7 p.m.
- Gym is not generally rented out although there is some on weekends.
- Insufficient storage and lack of office privacy are issues.
- Stage was to have been lent to woodshop but has been 3 years. Athletics previously used the stage as swing space for exercise.
- Gym is a good size. It was built in 1991.
- Gym curtain is awkward and difficult to use. It is motorized to pull up and gets stuck often. Would like to have a simple, manual curtain that can easily be drawn across the gym to open or close.
- TLC takes part in various competitions. One coming up is ESDAA, Eastern Schools for the Deaf that includes basketball and cheerleading.
- TLC campus cannot accommodate most of the competition so one day is hosted at TLC and the remaining is at Framingham High School. All tournaments require use of other gyms, primarily to accommodate fan base. Hotels are rented for visiting teams because dorms are not sufficient. Cost is covered partly by ESDAA and the rest by TLC.
- All-school gatherings cannot be accommodated by the bleacher capacity. Bleachers are also aging, heavy and damage the floor.
- Exercise room is not adequate in size; not sufficient space around equipment for safety. Can only hold 8-10 students at a time.
- Currently some storage is in the office in an area formerly used as a concession stand. One closet in gym that is share by other functions and in a series of closets at the end of the stage. Must pass through woodworking shop to access the closets. There is not enough closet space to hang up uniforms, so they are stored in plastic bins.
- Need laundry- currently using White House facilities.
- Need for separate offices. The Athletic Director should have an office with windows to the gym, into the exercise room, and the outside soccer field.
- Outdoor parking needed for visitors, events and staff.
- Could store some equipment outdoors in an enclosure. Outdoor equipment is stored in the dorms now.
- Would like a group exercise/classroom to teach health, Zumba, and to hold meetings, et al. They use classroom space in the MS/HS building now.

- PE is limited due to space; for example, would like to have gymnastics.
- Need for an indoor pool? Would be nice but is costly and may not be worth it. If there was one, Framingham HS would likely rent it. Better to consolidate the two outdoor pools into a single, better one, still outdoors. Eliminate the pool next to the soccer field so it can be enlarged to regulation width and shift to eliminate balls impacting gym building. Modify the gym locker rooms to allow access to/from the pool.
- 300 House limits size of the field. Is it needed?
- Improved pool could accommodate adaptive PE. A zero-entry pool would allow wheelchair access. Heated pool would extend the season.
- Would like outdoor spaces for exercise, like a parcourse. A rope course has been discussed, too.
- Want a continuous walking path all around the campus perimeter. Need a jogging path around the soccer field.
- Would like a small locker room for visiting referees. Currently using the team/student locker room. Not comfortable situation. Also visitors use same.
- Staff must lock and unlock doors constantly for students.
- Vans take students to away games. Loading point is at Maintenance shed.
- No basketball or tennis courts but would like them; not able to get use of public athletic facilities (Framingham Parks & Rec) as there is a queue.
- Cafeteria in gym lobby is small and deserves to be a separate space. There isn't enough space for the trophies, many are not on display. Concession stand is needed.
- Four square is played in the gym courtyard. More courts are needed.
- This coming spring (2013), they are planning to add golf to their after-school sports.

SUMMARY

Mission and Role on Campus

Physical education and sports for the students

Number of Staff and Workstations

Three

Types of Activities

Phys. ed, after school sports, interschool competitions

Critical Adjacencies

Gym, lockers, changing facilities for students, changing facilities for visitors, facilities for referees, exercise room, outdoor field(s)

Identified Needs

Insufficient storage

Lack of privacy in offices
Take the stage back for gym/ auditorium use
New easy to use gym divider curtain
Bleacher space insufficient, old, heavy and not accessible
Campus housing and athletic facilities cannot accommodate most visitors
Exercise room not adequate size
Need laundry
Insufficient equipment storage
Group exercise room
Exterior exercise course/ walking path like a parcourse
Cafeteria in gym lobby affects circulation and storage of trophies



The Learning Center
Interview Notes: Audiology
February 13, 2013

Attendees:

Leslie McAllum; Director, Audiology Clinic Paul Moore, DRA
Anne Daniels; Office Manager, Audiology Clinic Meryl Lissack, DRA
Michelle Blanchard; Audiologist
Monique McKee; Audiologist
Jo-Ann Whitman; Audiologist
Kym Meyer; Director, The Outreach Partnership
Program (TOPP)

- Audiology is part of TLC and the function is to serve the community-at-large and the school campus. Originally served only the campus then began to reach out to community. This clinic is more trusted than typical as it is part of a deaf community – gives credibility.
- One staff member serves campus and the rest serve the community
- All proceeds from clinic go back to TLC
- Service includes hearing test and hearing equipment for age range infants to geriatric
- Marketing is necessary as many will say that they were unaware that testing was available for adults
- Parking for 1 visitor and 1 staff member, so insufficient
- Hours are 9-5 and by appointment so can extend from 8 a.m. to early evening
- With parking and entry shared with school, cannot have patients come between 2 and 2:45/3 pm
- HC parking is not entirely accessible- difficult to get to the ramp
- Audiology is often a part-time pursuit and staff here work 2,3,4 days
- 1 test booth and 1 fitting room for the community: not enough to keep a patents flowing through. Demand is greater than equipment can support. Would need at least one more booth and one more fitting room. (See ASHA, IEC and AAA for national standards and Grason & Stadlet for equipment.) Currently the staff can take 3 patients at one. Walk-ins are common.
- There is a second booth and fitting room for the campus and it may be used when free but there is an impromptu use of these facilities by Megan who often has to get the students at irregular and unscheduled times. Second booth cannot be counted on as “swing equipment”
- Process is: meet patient, test, council, made a product. Best if family member accompanies patient so need to accommodate 2 visitors at a time.
- Computers are a requirement of the work
- There is some extra space in the clinic for speech pathology but it is not used often
- Kym administers the TOPP program and has been at TLC for 19 years starting as the school audiologist. Currently has a staff of 9, all off-site. They consult and support students in public schools. They will go and visit the student and classrooms, and communicate via email, Skype and phone. Involved with classroom acoustics, personal FM systems on children, hearing aids and assisted listening systems in the classroom
- Ideally the clinic should maintain and office for TOPP as it is related and should remain connected
- Conference space is necessary
- The clinic services the students in the Town of Framingham (40+) and houses their equipment

- Need space for student files- will eventually be all electronic but is many years away due to record storage requirements. Many paper files are now in basement of White House
- Privacy is required for counseling (“patient care room”) and when Annie (admin) is taking down personal info on the phone
- Since 1991 all newborns are tested for hearing (electronic method)
- Would like a new design that allows for a waiting room and reception at the entry. Entry would be both conventional and accessible
- Mechanical systems in building are noisy and interfere with testing

SUMMARY

Mission and Role on Campus

Hearing tests and equipment for students, staff and community from infant to geriatric

Number of Staff and Workstations

Six people and workstations

Types of Activities

Hearing tests, fitting equipment, marketing, services students in Town of Framingham and houses their equipment

Critical Adjacencies

None but needs specialized test booths

Identified Needs

Visitors parking including HC

Additional testing booth and fitting room

Conference room

Privacy for counseling sessions

Mechanical equipment noise interferes with testing



The Learning Center
Interview Notes: Counseling
February 27, 2013

Attendees:

Allison Sones

Paul Moore, DRA

Doug Slomite

Two interpreters, Laura and Lena

Judy Jacobs

Toni Gennero-Oliver

Jill Grenon

Amy Collins

Carolyn Watson-Peters

- School Psychologist, records on paper, re-evaluations and recommendations every 3 years, for each student on IEP (individual educational plan)
- Additional services for students with IEP: OT/PT, Language services, etc.
- Observing in classrooms, meetings with parents and others, student testing (need rectangular table), survey teachers, IEP meetings.
- Follow up in classrooms
- Consult with outside professionals
- Home office is in ECC, near nurse, and OT/PT room.
- Amy Collins is a Behavioral Analyst in the elementary school (ES), near the teachers' room
- She makes observations in classrooms across campus, all grades and Walden School.
- She writes her reports on the computer
- She has been at TLC 6 Years
- Carolyn Watson-Peters: Counseling, ES, and some younger (ages 1-5), in office usually, in ES
- Meet with parents in office, too.
- 2 rooms - meeting space for students with book area, toys, and drums, and a back room for files
- Computer work - part time, 3 days a week
- Toni - was preschool teacher, counseling, trained psychologist
- Runs the parent group, support
- PIP (Parent-Infant) program - Funded by public health
- ES students - Sometimes ECC students
- Office - Dehumidifier is noisy, scary for younger kids
- Some computer work
- Small group in office, up to 5 kids
- Also student intern in office
- One overlap day with Carolyn
- Room set up for ES kids, need to modify for ECC students
- Amy in hall for timeout, quiet room of floor 1
- (Side note: This conference room not deaf friendly, table shape makes it hard to see signers)
- HS-MS students
- 20 years here; worked with prisoners before that
- Individual counseling, some groups



planning ☐ architecture ☐ interior design

- Not enough space for group meetings. Types of meetings:
- Family meetings, IEPs, external agencies, other counselors, residential meetings with dorm personnel, and with students talking about issues around living together
- Doug's office; in HS, next to Principal and Allison in MS
- Can't have group meeting in office over 4 people
- Cold in Allison's office, hot in Doug's
- Lighting is terrible in office
- No lockdown signal light
- Not satisfied with office. Need to accommodate deaf students who are also visually impaired.
- Computer work, writing reports every day
- Doug - Same meetings, new here
- HS not deaf friendly. Hallways have twists and turns, hard to watch signing while walking along. Doors to the school don't have windows, so you might hit somebody coming on the other side.
- Fire Alarms, lights look same as lockdown
- Can't see secretary at reception window
- No place for students to hang out
- No Seminar room
- Can't stomp on floor to get student attention, it's too loud for others
- Have used bathroom as a quiet room
- Building not designed for intensive deaf students
- No room for play therapy
- Feels like a prison over there
- MS feels so dark, HS has more light
- Need emergency response system in each room
- Need unisex bathrooms
- Pine building was nun's residence once, 2nd floor was added. Addition built by TLC forces.
- Reserving meeting space is difficult
- MS students come to Doug's office on 2nd floor
- Psychologist – spends about half time on computer/laptop
- Allison prefers the secondary department, but should the counselors all be in a common area? It needs to be considered.
- Need to preserve student privacy
- Like to be located in ECC
- School uses change spaces a lot, but the wide variety of rooms don't make it easy
- Infrastructure systems don't accommodate change easily.
- Don't have voicemail, 2 people share one room
- Secondary department needs video phone room for privacy
- Student files should be separate from secretary's office, because it's too small to sit and review them
- Future;
- Special needs student population will continue to grow.
- Intensive students, projections show TLC will require more capacity than Green house can provide.
- We will need more counselors in the future; could have other behavior specialists.
- Predict there will be more hearing/talking kids in the future who may need spoken English classrooms.
- Current building not auditory accessible (distracting noises easily affect the classrooms).
- This issue needs to be discussed by staff.
- Students now have programs for Elementary School audio access, ELA classes supported with

ASL.

- Physical layout not the best at ES
- Auditory accessibility is stronger in lower grades, growing need for it in MS/HS for future
- Auditory accessibility is a problem now
- Counseling interns: need one in ES, one in secondary dept.
- Nice to become a counseling center, provide services to the community - state or regional level
- Need vocational training for young adults
- Counselors for deaf students, there's a shortage outside of TLC, because that service is not insurance supported
- MA health funds could be available here
- Parking is an issue at TLC.

SUMMARY

Mission and Role on Campus

Offering counseling services to students and their families

Number of Staff and Workstations

6

Types of Activities

Meetings with students, parents, outside professionals, and/or staff; classroom observations; phone and email communications; report writing; reviewing and updating student records.

Critical Adjacencies

Accessible to students

Identified Needs

Appropriate layout for student testing rooms and sensitive to multiple impairments

More spaces for confidential small group meetings are needed in every school

More accommodations for intensive students will be needed in each school

More MS/HS students will have auditory access issues in the future

The Learning Center
Interview Notes: Daycare
February 1, 2013

Attendees: Paul Moore, DRA
Karen LaFrance, Director of Childcare Services Meryl Lissack, DRA
Jenn Pillot, Childcare Center Teacher
Stephanie Borges, Administrative Assistance
Nora Stakus, Childcare Center Teacher
Ishrat Alam, Childcare Center Aide

- Karen has been with TLC since 1982 and in Daycare capacity
- Daycare is currently housed in the basement of the boys residence, 820 Central Street
- Parents drop off children and have to sign them in, writing pertinent notes about how the evening /sleep was, any issues.
- There are two main rooms, toilet for the children, a kitchen and fenced-in yard. The grassy portion of play area floods in inclement weather
- Childcare is a benefit for teachers and staff and cares for children that range in age from infants to 2.9 yrs old.
- After meeting teacher/staff needs, if space permits they will accept babies of: 1) parents, 2) outside deaf community, 3) outside community, all.
- Currently there are no deaf children in daycare but there has been in the past
- Maximum number of children is 16 per day; 7 infants and 9 toddlers. More can be enrolled but this is the daily numbers limit based on space and number of qualified daycare workers.
- Hours are 7:30 a.m. to 4:30 p.m. with parents picking up by 4:15 p.m.
- Daycare does not operate during the August shutdown nor holidays
- The current staff is stretched thin- vacation is difficult to take and they cannot get to any of the staff activities. They would like at least one full-time substitute daycare worker. There is currently one who can only work until 1 p.m.
- TLC students have worked in the Daycare center but has not been so successful. In some cases the children were afraid of the students and in other cases the students were unable to actively engage with the children.
- Lunch is included and provided by the parents
- Karen would like to expand to preschool age children. If 10 children attended they could make money. As of now it is carried in overhead budgets.
- Parking is an issue for staff- long walk from the parking lot and bad surfaces create a hazardous condition in winter. Spaces adjacent to the Boys residence/Daycare are for staff with children in daycare and the Interpreters who have an office upstairs.
- Storage is insufficient/nil. A whole room has to be utilized for storing toys which reduces both play area and break/breast-feeding room for staff.
- There is a need to have more running around/play space for the children, especially in bad weather. It is desirable to have some time in the library but there are no free time slots. Also access to the gym would be useful for the children.
- The staff would like to be in ECC to be more connected with related activities and for more cross-interaction with other children.



- In an ideal situation, Karen would like to have a teachers' break room, a food prep area for the children (currently in classroom and closets), more windows, separate indoor play area, sufficient storage (car seats, toys, personal items.)

SUMMARY

Mission and Role on Campus

Childcare for teachers and staff for children that range in age from infants to 2.9 yrs old

Number of Staff and Workstations

Four full-time staff and one workstation

Types of Activities

Play, instruction, sleep, food preparation, diaper changing & washing as needed, laundry

Critical Adjacencies

ECC (desirable)

Identified Needs

Parking

Storage

Staff

More outdoor play space

Larger capacity to add revenue to school

Teacher's break room

The Learning Center
Interview Notes: Development/Marketing & Communications
November 19, 2012

Attendees:

Shelley Reese, Director	Donnie Gibbons, Interpreter
Erin Sweeny, Fundraising Events/Foundation & Corporate Relations	Bruce Balthazar, Interpreter
Carla Del Pizzo, Marketing and Communications	Paul Moore, DRA
Judi Broderick, Administrative Assistant	
Cynthia Nelson	

- This group has two offices in the White House, the Director and a shared office.
- 5 people in this department.
- Storage is located in the attic of the White House, and of the Kellogg House.
- Administrative assistant is part-time, and her desk is located in the main office on the entrance floor of the White House.
- Newest position filled two months ago: Annual Fund and Donor Database. She meets with a donor privately, conducts a tour of the campus, and gets to know them. She maintains the donor database.
- Erin, Fundraising Events and Foundation & Corporate Relations. She writes grants, and organizes two major off-campus events each year: Spring Gala (at the Westin in Waltham), and the Fall Golf Tournament (at the Charter Oak in Hudson). Phone and mailings are used to communicate. Some mailings are done through outside vendors, but when they do it in-house, there is no space to work in their office. People need to be displaced when a mailing is being prepared. She makes displays for auctions (computer-printed, board-mounted).
- Meetings of up to 4 people are held in Shelley's office. If more seats are needed, they need to go to another meeting room.
- Future, might add more fundraising events, if we can get more sponsors. Would like to add another person to focus on marketing and PR, along with Carla. Looking further ahead, Erin's two functions would be two positions, one on Fundraising Events, and one on Foundation & Corporate Relations.
- No space to add anyone now, which is limiting their growth.
- Director (Shelley Cornish) oversees both groups, sets strategy and goals, works with administrative team, works day-to-day with the department team doing a wide variety of activities. The director's office has her desk and a small table for meetings, 6 people maximum, including interpreters, so the department needs to meet outside the office when they are all in the meeting. Shelley's office is L-shaped in plan.
- No room for volunteers to work. There are tasks they could help with, but they don't have the space to do it. They could help with database management, research, event planning, and collating.
- Storage: Files stored in the office now, but not enough space. Types of files include donor files, event files, letterhead, and brochures. Much is stored in the attic, but hard to get because of the steep, narrow staircase. The attic is shared with the accounting department.
- Printing is done with a color laser printer. They don't have a copier. A nearby scanner is shared when needed.

- Need a staging area for Erin's work when preparing for an event. Right now it's all out in the open, visible to any visitors.
- Would like the office to be welcoming for visitors, especially donors. Doesn't have to be flashy, but should feel welcoming. Ideally, there should be a small conference room to meet with them without interrupting the work of the others.
- Shared office space makes it hard when one person is taking an online webinar, learning about database work, or grant opportunities.
- Phone calls are interrupted by shredding machine noise.
- Marketing and Communications coordinates the publications is the webmaster, schedules and hosts tours of the campus, coordinates all the display booths and give-away materials, coordinates internal calendar and schedules school events. As well corresponds with the alumni community, doing monthly VLOG (video log, similar to BLOGging, sign language on video, distributed through YouTube).
- Video Studio is not here on campus, but needed. ASL has a small one, but it's not often available.
- Storage needed: pens, brochures, notepads, and other give-away materials. Billboards and banners.
- There is a rebranding study going on now. It could mean more storage required than ever before.
- Judy Broderick, administrative support (full-time on campus, but part-time with this department), located at a desk in the main office downstairs.
- Judy works with Cynthia on the Annual Fund, database and donor relations, stewardship functions (small dinners and receptions). Uses phone, computer, access to the department, meetings with department. She helps with mailings, calendar coordination, projects and events. Shared with Wraparound program, she has a desk there, too.
- Need videophone connections for some people, which may require another console on their desk. Sorenson and Purple are two manufacturers of vp, Purple is software-based and uses the computer.
- Adjacency to core administration is important to this department. That's why they moved from the Kellogg House to the White House just over one year ago. (Interpreters department was moved out of the White House to make room.)
- Hosted events on campus lead to huge parking problems. They sometimes have to park on the soccer field.
- Hard for guests to find where to go because they don't have good signage on campus. Nobody is working on this at the moment, that's why they hired DRA.
- Campus map is another great need, should be available for guests who are taking a tour, and to put up on their website. They could use one now, if DRA could provide a temporary one based on the materials they have available so far.
- Event spaces: Conference Center at the lower level of the ECC, upper level lobby of the ECC, the Cafeteria and Gym in the Schwab Building.
- The Kitchen at the ECC Conference Center is in an awkward location, exposed to the corridor on the way to the meeting rooms lobby. It feels wrong for guests to walk past the kitchen (being used by the caterers) on their way to the conference entrance.
- Pedestrian access pathways are too narrow for signing as you walk, and not well lighted at night. Tours find part of the pathway is not paved at the end of the soccer field. Paved areas are needed for places to pause on the walking tour. Groups can be as large as 20 people.
- For pickup, some of the parking spaces should be made into waiting space for the students, maybe by changing the material to brick.
- Would like the campus to be a friendly and welcoming place for visitors.
- White House has only one conference room, there is no informal reception space now. Waiting is in the active office area now, right in front of the staff mailboxes, leading to privacy concerns.

SUMMARY

Mission and Role on Campus

Fundraising, management of events, donor development.

Number of Staff and Workstations

5 people, 5 computers

Types of Activities

Planning & strategy discussions, fundraising, meetings, mailings, interfacing and interacting with the public and corporations, hosting events, private donor meetings, designing and producing displays and related material

Critical Adjacencies

Fundraising & Core administration

Identified Needs

Conference room

Workroom

2 more workstations

Exterior path continuous and wide enough for group tours and signing

Parking

Reception (not in front office)

Video phones in private setting

Storage

Copier

Scanner

Video studio

Videophones



The Learning Center
Interview Notes: Early Childhood Center (ECC) First Meeting
January 9, 2013

Attendees:

Carol Nelson, Director ECC teachers Mary Jane 2 Interpreters
Huru, Family Liason Paul Moore, DRA

- Family Liaison program helps to forge relationships between family and school. Mary helps run the parent advisory council meetings, held in the ECC conference room, 3-4 times a year.
- Each class is a little different. Might start the morning with a classroom meeting, in a semi-circle of chairs. Often, video is shown. Some rooms have Smartboard, others use a projector on a whiteboard. After the morning meeting, they have centers, the kids move to various activity centers around the classroom. These are explorations. Some centers are on the hard surface part of the room, better for messy activities. The students are learning through play. Some are art-oriented, some language-based. Some at tables, some on the floor.
- Some activities are held in the upstairs kitchen, or in the hallway. Sometimes the parent/infant space is available, so a class may go in there for an activity. The PIP (Parent/Infant Program) uses the room only Monday, Wednesday, and Friday mornings, so others have the flexibility to use it at other times for other purposes.
- Library: a class may go to the Library, but they can't attend to a story, so the librarian may use story props to tell them about books, or they may use a game on the computers.
- Technology in the classroom: Teacher has a laptop, can connect to the projector or smart board. Some classrooms have older desktop computers the students use, or iPads in protective cases.
- Goals for ECC students: Learn to play; learn to explore the classroom materials; learn to share; learn life skills; learn to become citizens of earth; and learn communication skills. There is no prescribed curriculum, per se.
- Toilets are shared between pairs of classrooms.
- Use the gym, and K goes to the elementary school building for art.
- Playground: the kids love it. Adaptive swing is great for kids with movement issues. Scheduled around lunchtime: PK first, then K, 1 and 2; after them, the older kids play.
- Snow and ice cause slipping problems on the playground. Salt cannot be used on the synthetic surface. Some of the climbing equipment gets slippery, so the kids can't use them sometimes.
- Storage in classrooms is good.
- Classroom wall surfaces are not durable enough, and tape can pull off the paint. Washing can destroy the paint. The bulletin board is poorly placed. When the communicating door is open, it covers bulletin board space. Additional bulletin boards would be very expensive to add.
- Need copy machine upstairs.
- Faculty conference is good for staff meetings. For bigger staff meetings, they use the conference rooms downstairs. When all four rooms are opened into one big room, the central column is in the way for signing.
- Laundry room is needed in the ECC with a washer and dryer. They need to wash blankets, children's clothes, and dishtowels. They use the old washer and dryer in the basement of the White House.
- Middle School students come to ECC sometimes to share stories or books with the younger children.
- PK goes to the gym once a week; K goes to the gym twice a week. Teacher takes them over

there, and stays with them. Gym teacher runs the activities.

- There is no indoor play space in the ECC. The OT/PT space downstairs is only available when the therapist is there.
- Rainbow room was designed as a common room, but it soon was eaten up as a classroom.
- Would like to have an art studio in the ECC.
- Communications are in two offices in ECC. Time is lost when an ECC student travels to the elementary school for a Communications session in their space.
- Pick-up: Mostly buses and vans, parent pick-up is rare. Students come from all different towns. Vans do not have assigned parking spaces, although they try to park in the same places as much as possible. Two administrators supervise the traffic for safety in both the morning and afternoon: cab duty. They do a good job, it seems to work better than before. However, it still feels dangerous to have vans passing through the tight space, with children and teachers walking between the parked vehicles.
- Enrollments fluctuate greatly; numbers are up now, so they feel crowded. Numbers go down again in the fall, when the students move on to the elementary school. There seem to be more special needs students every year. Program ratio in the day program is 5:1 (5 students to one teacher) plus an aide, so it's 5:2. Intensive level program is 3:2. Some classes are combined, such as 3 classes in 2 spaces, making 11 students with 6 staff.
- Shared toilet rooms are appreciated by teachers; however, they can be an escape route for students who wander away from the classroom.
- Having Nursing at ECC is fantastic. Some kids have mobility problems, and they used to have to go across campus to get to the nurse, but now they are in the same building, with an elevator—much better. Two nurses stationed here, serving the ECC and elementary school, and another nurse suite in Walden School for the older students.
- There is a safety assessment going on now, with a security expert from Gallaudet University.
- Signage is missing on the buildings on campus. TLC is working on a coordinated signage program, but it's not ready yet. The Early Childhood Center needs a temporary sign now.

SUMMARY (Includes issues from Meeting #2 held on Jan 15th, 2013)

Mission and Role on Campus

ECC is a multi-function, multi-purpose facility that serves pre-K students in communication and social skills, and provides family support.

Types of Activities

Teaching young children communication skills, signing, story-telling, art, reading/instruction, play indoors and outdoors all in a loose setting. Meeting space and offices for staff. Family liaison program has office here.

Critical Adjacencies

None as long as self-contained with playground, playspace, art supplies, laundry, storage, toilets, nurse





Identified Needs

More durable classroom walls

Laundry room

Playground equipment & surfaces get slippery

The Learning Center
Interview Notes: ECC Second Meeting
January 15, 2013

Attendees:

PreSchool teachers

2 Interpreters

Aides

Paul Moore, DRA

- Typical morning meeting occurs within each classroom, students sitting in chairs.
- Classrooms have either a Smartboard or a projector and white board. Students don't use computers in the classroom. They use iPads with rubber bumpers.
- The classroom is organized into activity centers. There is a hard floor area in each classroom, where messy explorations can happen. Some activities occur on the floor, on tables, on iPads, or on easels. They don't use student desks.
- Language-based activities can include both ASL and English.
- Kitchen (upstairs) is used for cooking activities.
- Hallway is also used at times for class activities.
- Parent Infant space is scheduled for use Monday, Wednesday, Friday. It's available for others to use at other times.
- Preschool students use the library to listen to stories, use the technology, look at picture books.
- Students learn communication skills. Some deaf/hard of hearing children at this age need to learn to communicate with their parents.
- Independent life skills (ILS) are also being taught to some preschool students.
- Students use the art room in the elementary school building.
- They use the campus gym building. Preschool goes once a week; Kindergarten goes twice a week.
- Playground is new, accessible, the kids love it. The old playground had wood chips which the kids used in play, but made it less accessible for kids with mobility problems. It is also used by the elementary school at scheduled times. Snow and ice can make some of the playground equipment and the ground slippery. It can't be salted.
- Lunch is eaten in classrooms, food is delivered from the kitchen in Walden School.
- Storage quantity is good in the ECC.
- Wall surface is not durable enough when posting materials on the walls. Tape will pull the paint off.
- Need laundry room in ECC, for washing blankets, clothes, and dish towels. Currently they need to go to the basement of the White House.
- Middle School students come to ECC sometimes for activities with the younger children.
- The Rainbow Room was originally intended to be a common area for all the classes to use. It very quickly became another classroom, however.
- Communication staff offices (what would be called "Speech" in a hearing school)—they have only two offices in the ECC, but students may go to the other offices in the elementary school for one-on-one work. The transition time reduces the therapy time for the student.
- Pick up time—vans come from many towns to pick up the students. They don't have assigned parking spots, so the teacher may have trouble finding the right one. TLC has two administrators on "cab duty" so that has helped keep things orderly.
- Enrollment numbers fluctuate greatly, the ECC can feel very crowded. There seem to be more special needs students every year.



- Program ratio is 5:1 for the day program (plus aide, so really 5:2); 3:2 in intensive program. In some cases, the classes are combined, so 11 students for 6 staff.
- Nursing is located in the ECC, which is great. We have 2 nurses here serving the ECC and Elementary School. There is another nursing location in Walden School for the older students.
- TLC is conducting a safety study now.
- Signage is missing on the buildings.

SUMMARY

(See Summary in Interview Notes from January 15th, 2013 meeting.)

The Learning Center
Interview Notes: Elementary School
February 4, 2013

Attendees:

Toni Ammirati, Principal	Donnie Gibbons, Interpreter
Karen Leet Manello, Assistant Principal	Anna Gauthier, Interpreter
May-lin Eu, Teacher	
Jennifer Jones, Teacher	Paul Moore, DRA
Laura Novotny, Teacher	Meryl Lissack, DRA
Sara Pattison, Teacher	• There are 62 students in the elementary
Katie Richard, Teacher	
Taichi Takeda, Classroom Assistant	
Amelia Wilson, Classroom Assistant	

school and projected to grow to 72 within 2 years. First and second grades are on the upper floor of the Marie Phillip Building (850 Central) and the third through fifth graders are on the first floor.

- The classrooms are not subject specific
- Students arrive at 7:55 a.m. and enter the building at 8:00 a.m. There are multiple entrances/exits that are used.
- Older students (MS/HS) arrive at 7:45 and enter the elementary school to attend art class around 7:55 a.m. This creates a bottleneck at the entrance/vestibule.
- Student pickup is 2:30 - 2:35, with vehicles arriving as early as 2 p.m. Teachers and assistants supervise getting the children on bus/van/cab/car.
- There are 2 Framingham buses; the rest are cabs, vans or sedans with school signs on them.
- It is ideal to have the same vehicle and driver each day and to show up in the same location for the safety of the children. If there is a substitute driver, they are supposed to be given specific instructions for location and process for safety.
- Some teachers have assigned parking behind the building; others do not and park in the lot
- Students go to the cafeteria for lunch - all at once. If a half-day and the cafeteria is not serving a meal, the students eat in their rooms of a lunch provided by a service.
- Lunch time is 25 minutes beginning at 11:45 a.m. The 25 mins includes lining up, walking to the cafeteria together, eating and returning. This is tight, timewise.
- The bathrooms in the cafeteria are locked due to prior misuse by the student body. Hand sanitizers are available but more empty than full.
- There is one M & F student bathroom per floor in Marie Phillip. There are separate toilets for the staff.
- Students use the playground in groups. The lower elementary plays before lunch and the upper elementary plays after lunch. The lower elementary overlap with kindergarten who plays during their lunch hour.
- The playground is not sufficient to accommodate all of the students. Separate play times does help and there are fewer injuries.
- ES could use a fenced-in green area for play.
- Play space for inclement weather is not available. There is some gym time on Tuesdays and Thursdays.
- Entry to the gym from the cafeteria is congested so students tend to use the side corridors and

- coats are hung up here diminishing the clearance
- The library is used at scheduled times and students are allowed to borrow books. Teachers do not have to stay.
- There is no place for all of the ES to get together like for an assembly or play because there is no gathering space. There are parties that are held in the classrooms and sometimes in ECC if it is available. Would like to have a gathering space.
- Graduation is called "Moving Up" and there is a ceremony for all transitions: ES to MS, MS to HS. It is held in the gym.
- Parents nights are held in the classrooms and sometimes in ECC or gym. Parking is generally not an issue.
- ES students make use of: pools, Kellogg House for ASL classes, nurse, ECC rooms if reserved for special occasions, Fire House for backup nursing
- Storage is insufficient and almost non-existent.
- Would like to have a curriculum room to share all the materials. As of now it is spread all over the building
- ES does not use the athletic field
- Q: How would 72 students change the school? A: it depends on the students and their needs.
- Are the classrooms deaf-friendly?
 - No - enter into center of room creating disruption as students have to look, the rooms are narrow so circles / semi-circles are hard to form for good visuals
 - The ES was not built to plan and has been cut up more to create more classrooms.
 - Most walls do not go to ceiling creating interference and disruptions to neighboring rooms.
 - Ground floor is slab so stamping on floor to get attention is not possible.
 - Light switches are recessed/not easy to reach for flashing on and off.

SUMMARY

Mission and Role on Campus

Education for students in grades first through fifth.

Number of Staff and Workstations

Seventeen teachers and workstations

Types of Activities

Academic instruction, communication, art, lunch, gym, playground, library, parent meetings, attend ASL classes, use of pool in good weather, use of nurse in ECC and Firehouse, as necessary.

Critical Adjacencies

Play areas, art rooms; easy access to gym, -nurse, -ASL, -cafeteria, -transportation for pick-up and drop-off.

Identified Needs

Student gathering space

Student outdoor play area

More organized pick-up/drop-off

Storage

Curriculum Room

Right-sized classroom with proper walls

Parking

Staff workroom



The Learning Center
Interview Notes: Food Service Equipment
March 03, 2013

Attendees:

Susan Stanley, Director

Bruce Balthazar, Interpreter

Kevin McKenna

Paul Moore, DRA

Carl Calandra, Cook

- Kitchen equipment includes steam tables, ovens, grill, refrigerator, and milk refrigerator
- Basement storage is located in Walden School
- Work hours are 5:30 - 2:00 pm Monday through Friday
- Breakfast: 35-40 meals, Walden: 35, High school students in Cafeteria: 20
- Lunch is 140-150 meals, and up to 170, in 3 buildings (Walden, PK at ECC, Cafeteria)
- 214 students total
- Kevin delivers hot food on tricycle
- Space needs:
 - Not enough storage
 - Bigger Kitchen
 - Need walk-in refrigerator and freezer
- 3 Ovens (have 2 now)
- Need regular style grill
- Serving area at Walden School cafeteria is small
- Salads are on a separate cart now, needs to be inline with hot food
- Steam Plates
- Trash
- Food Service uses the dumpster in Walden's parking lot
- Workers in Kitchen - 7
- Need rack to hang pots and utensils
- Using trays and dishes, not disposables (dish washing)
- Bucket for dirty dishes
- Food is prepared at the kitchen in Walden School, and all truck deliveries come here.
- Monday Pizza
- Culinary Arts class meets 3 times per week, using the main kitchen (in the Gym building). It's a small group. The School of Fish program is taught by Fitz Vogt Associates company - 10 weeks
- 4 students 1 day/ week Monday. Use main kitchen
- Staff - Small number buy lunch, less than 10
- Students pay in cash, point of sale system is in discussion, maybe next year
- Cart - Fans Loud
- Exhaust hood at Walden, vibrations can be felt 2nd and 3rd floor
- Deliveries 2/week
- Also housekeeping supplies 1/month
- There is no storage at drop off area
- Kevin orders food online
- Kitchen office
- Walden school staff comes main cafeteria to clean-up, trash to dumpster at main building
- Food on half days: transport to Elementary School, bag lunches are eaten in classrooms
- 30 minutes lunch for students



planning ☐ architecture ☐ interior design

- Dinner: 2 seatings served at Walden school. Another Cook comes in.
- 4:50 - 5:20 pm
- 5:30 - 5:50 pm
- Vision
- 1 Large cafeteria for all
- Only professionals have access to the kitchen (now at Walden, staff people have access to kitchen)
- Set continental breakfast by staff
- Catering by Fitz Vogt
- Small event
- Larger Event
- ECC small kitchen is only used as a staging area
- Transportation Issues - Pavers shake the food up, need pneumatic wheels
- Outside Grills - End of school year BBQ, insufficient equipment
- Food service company has been at TLC less than a year
- Pre-prepared food tried, but fresh food is better
- Storage is key
- Elevator is convenient
- Milk cooler is waste of space in kitchen at Walden, ware washing also takes alot of space
- Tile floor is cracking on wood floor
- Serving line is small
- Salad Bar on wheels, can't store outside the cafeteria, some students can't reach the food
- Kevin: prep, planning, transportation, Chef/ manager
- Modern equipment would use hood space more efficiently
- Gas with pilots
- Central cafeteria
- Would like to offer more variety in food
- Walden students would walk over to cafeteria
- In August, only Walden students are on campus
- Walden school needs an emergency generator
- Existing kitchen could be used by students
- Capacity in dining room? 50? we exceed that
- Lock down procedures, not automatic locking serving windows
- Emergency food storage in Walden basement
- Need file cabinet, lockable, for records of free meal/reduced students, claims, lunch orders, bills, and invoices
- Dining room carpet should be removed
- Bigger kitchen at Walden, could allow staff kitchen area, more protection for food

SUMMARY

Mission and Role on Campus

Provide meals to students at all TLC schools; offer catering for campus events (This is an outside group under contract to TLC)





Number of Staff and Workstations

7 staff, one small office

Types of Activities

Food preparation and serving, cleaning, ordering supplies

Critical Adjacencies

Walden School dining room, main cafeteria, access to truck service area and dumpster

Identified Needs

More storage

Walk-in refrigerator and freezer

More kitchen space

One more oven

Point of sale system

A single cafeteria for the whole campus

A teaching kitchen for Culinary Arts

The Learning Center
Interview Notes: Dr. Bob Hoffmeister
February 28, 2013

Attendees:

Dr. Bob Hoffmeister, Consultant, Director Paul Moore, DRA
Center for the Study of Communication & the Deaf Meryl Lissack, DRA

- Bob is a professor of deaf studies at BU, conducting research at TLC regarding whether deaf students think differently. He also trains teachers to work with deaf students.
- Ideal teaching setup, and especially important in youngest grades, is in-classroom video capability- up until 4th grade deaf students are still learning English. (Signing is their first language.) So students are taught extensively through storytelling and visuals at this time with lots of repetition- almost no paper as Sign Language is not written. In this model, students learn through repetition. Also important is manipulation of objects like moving blocks around. Videotaping a lesson or material in ASL would allow the students to review outside of class.
- Seating for teaching should be semicircular to see each other signing; rectangular tables don't work. Through 4th grade, classrooms could have loose seating with no tables at all. After 4th grade tables could be introduced. Bob also suggests the use of lights on students desks as a means of getting attention during a lesson.
- After 4th grade students can start "distance learning" as they have learned English and can take-in information. MS/HS students begin some form of note taking but generally not like with hearing students and they always must look up at the signer and away from notepad or laptop. College students often have found a way to type a certain amount of notes on a laptop to help them retain the gist of a lecture while still looking up at the teacher/signer.
- Class/room doors should have lights in them with shades that could be pulled down for privacy. Important to see into and out of the room. Glass block walls are another acceptable option- seeing forms on each side without seeing detail allows privacy.
- Bob's research grants help cover some costs at TLC. (State does not support deaf schools). They would like to have a dedicated research center which would require a studio, staff room, work room (desks, computers, interactive media) for 5-6 people, conference room, windows and good natural light for direct and indirect lighting. Ultimately the Center could charge a fee for services (testing students) thus also bringing in some revenue.
- Colorwise, harsh colors are distracting.
- 90% of students have hearing parents
- Believes in the need for a cultural center primarily to educate the parents of deaf children. A deaf child needs as much grounding and sense of belonging to a community as any other child – deaf children do better in deaf community. (The cultural center could also be used to educate the public.)
- See Adam Stone/ apps for deaf students (UCSD), and Dawn Sign Press for ASL videos.
- Bob suggests observing both a deaf teacher and a hearing teacher in a classroom as they will teach differently.
- Students all hear something – the sound interpretation is a process problem.
- A student who can hear some sound like a bell going off will move first and all others will then follow them. This is why unnecessary intrusions into a classroom creates distractions



SUMMARY

Mission and Role on Campus

Understand how deaf students learn so that teaching methods can be better suited to their needs

Number of Staff and Workstations

Five or six

Types of Activities

Writing, research, interviews, meetings, testing, video communications

Critical Adjacencies

None

Identified Needs

Research center

Video capability in classrooms for recording and playing and throughout campus for ASL communication

Non-rigid room layouts

Appropriate lighting

The Learning Center
Interview Notes: Human Resources (HR)
January 9, 2013

Attendees:

Richard Atkind, Director

Paul Moore, DRA

Christen Tagman, Assistant

- Human Resources (HR) department has two people, located in the White House, 2nd floor in the back, two offices.
- They manage over 300 employees at TLC. They handle staff performance reviews, employer compliance issues, and orientation for employees, especially in September for new hires.
- Confidentiality is essential to their work. White sound generators are necessary, the walls are thin.
- The current layout has some “wasted” space. Could it be redesigned to be more useful?
- They store personnel files in hard copy form, in one large cabinet. Archive files are stored in the basement of the White House. A closet is used for benefit papers (collateral). If benefits management were increased, they would need 20% more space.
- Small meetings can be held in Richard’s office, about 4 people including an interpreter.
- HR does not offer employee training, other than orientation.
- Location: they communicate with CFO a lot, they handle benefits. They work with Shelly Cornish and her Development department. The White House is the right location for HR.
- Interpreter interns are usually volunteers, not paid by TLC.
- There is no interview space available, they use the office or rooms of other people, if available. They do not need a testing room.
- Visitor parking can be a problem during the pick-up time in the afternoon, because the circular drive is full of vans.
- HR was not a separate department in the past, so this change is evidence of TLC growth.
- Growth of HR is not expected.
- Orientation: Judy Jacobs (Director of Education) does what’s required by the state. HR would like to meet with each new employee on day one to orient them to the school. They do not have that now. Orientation is once a month, they wait to have a group (usually about 5 people, 30 in September). A new employee could be here several weeks before they receive orientation. Running orientation at least once a week would be better.
- A meeting room dedicated to HR is needed. It would help maintain confidentiality in the HR offices, provide orientation space, and allow more comfortable interviews. They could keep it busy.

SUMMARY

Mission and Role on Campus

Cultivate and facilitate fair and equitable services for TLC employees in terms of benefits, salary and specific job requirements.



planning ☐ architecture ☐ interior design



Number of Staff and Workstations

Two

Types of Activities

Orient new hires, administer employee benefits, staff performance reviews, employer compliance issues, communications, copying, private meetings

Critical Adjacencies

None

Identified Needs

Conference Room

Visitor parking

Privacy

The Learning Center
Interview Notes: High School Staff
February 28, 2013

Attendees:

Approximately 20 staff members of the high school Paul Moore, DRA
Veronica Barry, Interpreter Meryl Lissack, DRA
Bruce Balthazar, Interpreter
Luke Baer, Interpreter Intern

- Need a variety of small spaces such as for reading specialists
- HS building had modular walls but the setup didn't look good compared to other schools so were made permanent
- Need space for a drama department and video capability, like black box theater which could also be used as a dedicated gathering space
- Social studies is in the basement because there was no space left on the 1st and 2nd floors
- Historically CTE / shop was at Keith Technical School then budget was cut and the classes were brought back to campus. CTE classes are now all over campus which is not good for students with mobility issues.
- Chris Kaftan cites the following as lacking:
 - Central area for CTE programs
 - Academic core environment
 - Better location for the Green House program (will be expanding next year)
 - Separation of MS & HS
 - His office should be on first floor and visible so parents can access him easily
- Biology teacher has no lab
- Storage lacking
- Every new idea yields a change; good to be resourceful, difficult for planning and forward-thinking.
- Need a plan for future assistant principal
- Window in reception office is too small. Staff mailboxes are here and it is very crowded
- Better lockers for students/ too small and in the middle of circulation. Locks are hard to use for some students
- Circulation for people's needs must be bigger – deaf circ is different from hearing circ.
- Central meeting place for students
- Delaware School for the Deaf is good model for circulation and lockers
- "High School Middle Area" (2nd floor of HS) is currently underutilized, was a good gathering space until population got too large. Approx. 55 students in HS, including those from Walden. Staff count is at 28
- Have videophones but no privacy- need more phones and with privacy (see Gallaudet for this)
- Teaching is done with laptops and Smartboards, teacher uses Wikis for resources and minimizes paper for students- great need for visuals. Teachers create wikis almost more than using textbooks
- Need better video capability, broadcasting, video broadcasting
- Not all students have laptops; they use the schools during lessons and have jump drive or Dropbox. Laptops are used during classes for exercises. Not sufficient outlets for laptops in classrooms.

- Sight lines are important for teaching. During teaching tables are moved outward.
- Some teachers like individual desks; others prefer group tables
- Typical number of students in a class is 3,4 with a range of 2-9
- Carpentry needs storage
- Building maintenance and bike repair CTE are limited in what they can do. No exterior drain for car washing/detailing curtails program (adjacent to Wrap Around.) Overall if CTE had dedicated space they could expand the programs. Kitchen is needed in HS for class- currently room too much. Suggest a model apartment to practice "life activities." Could CTE inhabit the maintenance building? Could CTE use the Green House?
- Student organizations need meeting space
- How does the HS use the library? Sometimes can bring a whole class over and must notify the librarian ahead of time to prepare stations.
- HS could use a research room
- Library as separate building or within HS- both models are o.k. Some staff like interaction across the grades, others don't.
- Need a teachers lounge for both gathering and working
- Green House has 18 staff and students (MS & HS) and will grow to 22 next year with continued expected growth (estimates from the students currently in elementary school.) The like being in a separate building for privacy, especially when students are having behavioral issues/tantrums.
- The school would like more unisex bathrooms as opposed to dedicated gender. Some believe that single bathrooms help diminish bullying (vs. gang bathrooms)- drawback may be playing with phones in the toilet.

SUMMARY

Mission and Role on Campus

Education of students in grades 6 through 12.

Number of Staff and Workstations

28

Types of Activities

Teaching, gathering, planning, art, physical education, meals, communication skills, social skills, special education

Critical Adjacencies

None

Identified Needs

Student gathering space

Theater & full arts program

CTE consolidated with its own space

Green House in larger space

Small spaces for reading specialists

Videophones in booths

Separation of MS & HS

Central academic core

Video in classrooms and throughout campus

Minimize changes to campus and individual spaces so that teachers can plan more effectively for current and future needs, as well as rely on the space still existing

Staff work room, staff lounge

Wider circulation for deaf students- no encumbrances

Safety

- Safe windows – great for natural light, but can be distracting and dangerous if hit. Lower part frosted upper part clear?
- Lock down system
- Door bell with lights and sound
- Safe “calming” rooms – soft walls, no windows, protected lights (inset lights)
- Lighting – inset lights
- Railings for stairs
- Ramp in the front of the building
- Accessible entrances to building
- Accessible and safe walk ways – flooding, ice, uneven paths
- Inset or protected alarms and lights
- Fire extinguisher in a box
- Larger doorways/walk ways (students with walker/wheelchair)
- Phone jacks in all rooms

Staffing

- 2012-2013 - 18
- 3 teachers
- 5 aides
- 10 students
- 2013-2014 - 22
- 4 teachers
- 6 aides
- 12 students

Classroom

- High School
- 1- 2 rooms for individual work areas
- 1 handicap bathrooms room for teaching hygiene
- Calming room
- 1-2 rooms for group work
- 1 sensory room
-
- Middle school
- 1- 2 rooms for individual work areas
- 1 handicap bathrooms room for teaching hygiene
- Calming room
- 1-2 rooms for group work
- 1 sensory room
-
- Shared rooms

- Group exercise room – Many students have Physical therapy and have exercises they need to practice daily. Students use exercise breaks throughout the day.
- Rec room shared with secondary department – students can practice leisure skills
- 1 full kitchen – life skills, vocational training
- 1 staff bathroom
- Laundry facilities – life skills
- Mock bedroom – life skills

Items to consider:

- Separate building from middle school and high school due to student behavior and pride
- Kitchen
- Accessible kitchen- counters, cabinets
- Kitchen with work area for students and island (for instruction)
- Accessible appliances (microwave)
- Handicap accessible bathroom – keep shower, large closet to store student hygiene products
- 2 sinks for modeling
- lower hooks for towels
- large counter with sink
- Group work office for teachers and aides
- closet for aides coats, bags etc.
- storage for curriculum materials (hands on activities, games, resources)
- Classroom
- Classroom space for individual desks with dividers/cubicle (movable)
- Classroom space for group work up to five students – smart boards
- Spacious locker area for students
- Technology
- Space on wall for smart board/eno board/projector
- computer/laptop area

From: [Jennifer Blasko](#)
To: [Christopher Huggins](#)
Cc: [Jim Barrett](#); [Meryl Lissack](#); [Paul Moore](#); [Chris Kaftan](#)
Subject: Re: Further Meeting
Date: Wednesday, March 06, 2013 4:35:07 PM

Currently we have four main tracks for CTE:

Carpentry:

Carpentry I
Carpentry II
Adv Carpentry

Need a space that is ground level with there appropriate square footage to meet the vocational standards. Need to add more storage and driveway access for dropping off and moving equipment outside for projects. Ideally it would be nice to have an attached classroom separate from the woodshop

Building Maintenance

Bike Repair/Auto Detailing
Building Maintenance(general facilities maintenance training)
Building Maintenance: Recycling
Building Maintenance: Cleaning

This part of the program I would like to expand. For the auto detailing, I would like to expand this to a potentially outside business where students wash vehicles from the community to fund the program. We would need to have a space that can handle the water use and disposal of detergents following town rules/ environmental regs.

For the Recyling area: I would like a centrally located schoolwide recycling area that has a concrete base and is easily accessible for students with mobility issues. It needs to also have acces to a driveway so our recycling contractors can back into it and easily get the large recycle cans. I would love to have an indoor area where students could do two things with recycling: wash recyclable materials that need it as well as as storage area for cans we could use to earn back the \$0.05 deposit. I would also like to see if we can get a contract at some point for taking apart computer materials that are recycled or something of that nature.

For cleaning: I would like several areas around campus that can store the necessary equipment for students to use to clean some areas of the campus with better lighting and better storage for garbage bags, cleaning supplies, and various types of vaccums. In addition to that I would like a campus wide laundry mat where students could do laundry for the inside and outside of the school community. I would like this program to potentially evolve into a cleaning service business where we sent crews similar to "Minute Maids" to local homes to give our students work experience.

This particular program needs to have easy access on the floor level so that if they are transporting materials via a dolly it is safe and easily assessible to students with mobility issues.

Culinary Arts

Functional Cooking

Culinary Arts I

Culinary Art II

(I would like to add Advance Culinary Arts)

For this program I would like to have two settings. One setting to mimic apartment kitchen so that students develop independent living skills. If it is a share space, then additional locked food/equipment storage for the class. The other setting would be an industrial kitchen such as the cafeteria that we have but something that is more visually accessible. It would be nice to have an attached classroom to a industrial kitchen similar to the idea for the Carpentry program. Storage is a critical component of this class if we continue to share the space with the food service company that the school uses. Having space within the kitchen to hang materials for students to reference while working and at the same time not conflict with fire regulations such as hanging Ipads with info or small LED TVs that are attached to a computer that the teacher could link to her laptop and project different references or videos etc at different areas around the kitchen.

Visual Arts/Broadcasting

Office Skills

Intro to Graphic Design

Graphic Design

Broadcasting

Digital Photography

For this program, I would like to see this expand to have classes such as Computer Animation, Illustration, Commercial Arts, IT Networking, Networking Repair, CAD, Broadcasting II, Advertising, Intro to Marketing, Intro to Architecture, Intro to Business, and Entrepreneurship. This program needs space to store the papers needed for printing as well as needs more space to add machines such as an electronic paper cutter. Ideally if we had new computers, equipment with the necessary software for all of the above classes, then we need an area that allows students to work at a computer with space for their belongings. Whether operating the copiers or using the computers, the room or rooms needs to have up to date electrical and digital access for the addition and removal of various technologies. In the current CTE computer lab, the students work on the computers and the teacher can view what they are doing from the teacher's desk however, students are facing the wall opposite of the smartboard. It would be ideal to have two linked smartboards on each side of the classroom so that when the teacher is done with the initial presentation or demonstration, he/she could post on the opposing smartboard for a reference. For photography and broadcasting we need to add a studio space that has photographic/filming lighting. Right now there is a bathroom in the CTE computer lab that services the entire basement floor. Having a centrally located bathroom would be better. Currently students from other classes are constantly walking through the space to use the facilities. The edges of the ramps to the current CTE basement floor are not level with the pavement in the courtyard and need to be fixed so that when students are using a dolly, they can push the cart over that area with ease. Same goes for the ramp into the secondary dept. The elevator in the Secondary dept needs updating or something so that it can be used to transport paper to the second floor of the Secondary building.

Art

Art History class(rotating theme in a 4 year cycle)

Drawing/Painting

Ceramics/Sculpture

Printmaking/Multimedia Design



I would like to see add, ceramics II and possible some more advance drawing and painting classes For this area there are two rooms in the Elementary Building that services the entire school. Ideally it would be nice to have one room in the Secondary building for both Middle School and High School students and one room in the Elementary Building to service the Elementary and ECC students. The Secondary Art room should have enough space for a kiln and at least two pottery wheels for students. There needs to be space to leave projects and store the many materials necessary for the variety of art forms taught to students. The Elementary Art room needs space that would include an area with easels could be left up for students to use when working on various art projects. Storage is a critical element for the art room in general, the more storage the better. Across campus it would ideal to have a gallery area for the Art Program to be used not only for the Annual School Wide Art show but also to invite guest artists from both the Deaf and Local Art community to exhibit their work.

Driver Education Program

We current provide a RMV approved Driver Education school program for our students. This program could potentially expand into a community at large program that is offered to Deaf High School students in the MetroWest area as well as Deaf adults. We would need a classroom area as well as parking for one or three cars to support this program that is used solely for this program.

Overall we also need office space for each teacher working in the CTE program. Currently three teachers share a space in the two CTE computer lab and office skills area. It is not designed well to give teachers privacy to work on IEPs, progress reports, grading etc. Students working in the area can see what the teacher if they look.

Best world scenario would be to have one building to house all of these vocational programs with a store front for community members at large to enter and access various services that our program could charge and earn monies to support our program and at the same time provide students with authentic work experience.

We are currently researching industries that are growing and will need workers. One current industry is PetCare. If we had one building for CTE this could be a space within that building that could accommodate animals and what they need. I would like to add Chid Care/Medical Care programming at some point 5-10 years from now if it is still a growing market. I would like us to expand our program to include horticulture and use the campus gardens and areas to provide that experience. We have a growing group of students who are very interested in farming. This kind of program would need a greenhouse as well as a large composting area that could be used campuswide but CTE manages. I would love to see us use rainwater to feed our gardens campus wide and have all surfaces more level for moving equipment from building to building.

If you have any questions, please feel free to contact me.

Jennifer Blasko
CTE Department Chair
The Learning Center for the Deaf
V-(508)879-5110 ext.368
VP: 774-999-0939
jennifer_blasko@tlcdeaf.org

The Learning Center
Interview Notes: Interpreters
January 8, 2013

Attendees:

Approximately 10 interpreters of TLC

Paul Moore, DRA

- The interpreters work with all people at TLC. They cover every shift, weekends, overnights. Sometimes they work off-campus, too. Some work with deaf students who are mainstreamed in public schools.
- They are the only department to bring food to share at the interview so far.
- They have 12 people on staff, plus occasional others, such as interns. Donnie Gibbons is the director. Betty is their coordinator.
- In the future, they will also market their services outside TLC, generating income.
- They could also offer video remote interpreting sessions. The deaf person would sign to the interpreter over a video phone, who then speaks to the hearing person over the phone. This service would require space and equipment at TLC.
- The interpreters' office has been moved twice in two years. It is now located in the boys' dorm building. Their office space is short.
- They have parking problems, they come and go at different times throughout the day. Other staff already fill the parking spots, so it's hard to find a space when they come back to campus. They start about 7:20 to 8:00 am. They joked about paving the soccer field for parking.
- Interpreters keep in touch through email messages on phones, getting scheduling updates, using Google calendar. They depend on wi-fi hotspots for web connections.
- The interpreters drive the vans for student field trips. Vans are parked outside, across the street from the campus. It's hard to scrape the ice off the windshields because they are so tall. It would be better for the students if the vans could be parked on campus.
- Space needs: office for (currently) 12 people and 4 interns. They now use two rooms in the boys' dorm. A video studio is needed, cubicle size spaces with sound treatment to provide auditory separation. Storage required for ASL materials and DVD's, a bookcase-sized space, plus a coat closet. A bathroom not shared with the boys would be better.
- Computers: 4 shared computers are in the interpreters' office. They have a letter-size printer and a shredder.
- When they work at Framingham High School, they need space to store their notes. They could be stored electronically, but they don't have a scanner.
- Office location: central in campus to serve all locations. Interpreters go to IEP meetings in the White House, and the conference rooms in the ECC (Early Childhood Center).
- Privacy: As a group, the interpreters get loud with each other. Much of their work involves confidentiality, too, so their office should provide privacy.
- The larger interpreting community needs a central hub, which TLC could be. Community interpreters are on their own. A place like this could help them to support them, giving them a place to meet other interpreters and share techniques. Drop-in visits are a little difficult now with the sign-in procedures at the White House. TLC is a teaching institute, hosting interns from across the country. Internships are tough, we can't offer them housing on campus.
- The deaf community has changed a lot in 20 years. TLC is like a foreign country, with its own language and culture. A larger deaf gathering place is needed for after school socializing. Residential schools for the deaf are rare now. That part of the program has been neglected here.
- Why have interpreters? They respect both English and ASL equally. Their role is important.

- Interpreters can go into the community to teach people to communicate with the deaf child living among them.
- People love being at The Learning Center now. Is further growth at TLC good or bad? Hominess and a family feeling has been lost in growth.
- Upgrading the MS/HS is needed. TLC loses the best students every year. Newton North has a deaf cluster, very attractive. A bigger HS facility would help keep more older students here, give them more opportunities.
- There should be more video monitors around campus for better communications. Plasma screens have been seen as impulse purchases, not planned. They need a vocational program for video production.
- The four conference rooms at the ECC are great. They are able to project all the way around, which is good for interpreting.
- In setting up a large meeting in a flat floor space, the interpreter needs a raised platform to be easily seen. Good lighting is also important.
- The ASL classrooms in the Kellogg House do not have good lighting, and the background is too distracting.
- Comment on the Daycare facility: they need a mother's room. Parking for Daycare is insufficient.
- Walking from the lower parking lot is difficult up the steep hill when it's icy.

SUMMARY

Mission and Role on Campus

Facilitate communications between hearing and deaf persons.

Number of Staff and Workstations

12, plus interns (varies; 4 currently)

Types of Activities

Interpreting both in TLC and in community, driving, prep for interpreting, maintaining schedule

Critical Adjacencies

None

Identified Needs

Larger group office with privacy and dedicated toilet

Assigned parking

Video monitors on campus

The Learning Center

Interview Notes: IT

February 26, 2013

Attendees:

Toma Chamberlain

Jeff Neable, Network

Peter Bailey

Paul Heurich, Director

Sandie Bleecker

Beth Filipkowski, Interpreter

Amanda Reimer, Interpreter

Kayla Schnautz, Intern

Paul Moore, DRA

- This department is responsible for projectors, CR's, computers, training, communications between buildings, phones, and wires
- Sandie - Ed Tech person, does training. Her challenge is to see the need, but show how to use technology to support education
- Space use is fluid here, which can be facilitated using devices
- Attic room (in White House) is seen as starting space for Ed Tech program
- Strategic technology plan is being created, but it's not in place at HS yet. Sandie would like to see Computer Science and Engineering offered to the students.
- Paul Heurich - System Admin, managing accounts, servers, email system, and staff support
- In the future, IT department needs a place, a recognized staff technology area on campus
- IT workshops happen in ECC conference, but it's a temporary set up
- Lab vs. Personal devices
- Toma is a computer support tech
- Running around on campus as a trouble shooter, applying computer updates, making repairs, setting up LCD for meetings, iPhone setup, making purchases from Apple Store
- Where is storage? Located in many buildings.
- Gym - No permanent sound system, portable setup is used
- White House; video conferencing available in conference room
- IT storage in basement, served by steep, narrow stairs
- Cart hard to move up/down
- Server Spaces, not air conditioned, are all over campus--in Gym, in White House basement. No Raised Floor
- Teachers, many have their own laptops in Walden School and the upper grades. About half have them in ECC, and the ES. All are Macintoshes.
- Mix of desktops and laptops, looking to lease. May be budget issue
- Some laptops at home become damaged or dirtied
- iMac vs. laptops
- Loaner laptops, not easy with the IT office at the White House
- Storage in use by Sandie:
- Sensor boards, robotics, document cameras
- Paul - iPad becoming more common. More mobile devices in use; smart phone and iPad, both can text
- Charging issues more critical on campus
- Carts in MS/HS in the way, no place to store, both student and staff use
- 2 types of carts: one holds multiple laptops; other is in each classroom to hold tech for that



planning ☐ architecture ☐ interior design

classroom.

- iPads are in use in the ASL lab
- Greenhouse: each student has the apps that work for that student
- ECC uses shared iPads
- CTE program; 10 iPads provided to teachers to use with students
- Need to have either iPad cases or soft floors
- Computer repair parts stored in White House basement
- Recycling packaging and computer parts, need storage for that
- Need space to test equipment
- Space in basement used by others, filing cabinets
- IT works on desk spaces
- Bad lighting for deaf communications in basement
- Need space for 6 people
- 2 different kind of spaces - Ed tech in academic building and IT support space
- Consolidating servers in future
- Virtualized servers
- Machines are loud, and need to be in a separate space from the workshop
- All the wires in basement, not safe
- Some UPS units now, but no emergency power; so Wi-Fi would be lost in emergency
- Need another place for back up data
- They use email and texting for emergency notifications to TLC staff
- Each room should have TV for messaging whole campus
- Colored lights in use for alerts, but coverage is not complete
- Message net to be seen at Galluadet
- Tech space, projectors
- Communications to other schools
- Very flexible
- ECC made mistakes, no Wi-Fi, too few outlets

SUMMARY

Mission and Role on Campus

Providing IT (Information Technology) services on campus

Number of Staff and Workstations

6 people

Types of Activities

Setup and maintenance of computers, audio-visual equipment, and communication equipment, ordering new equipment and supplies, recycling packaging materials, training users

Critical Adjacencies

N/A

Identified Needs

Need recognized tech center and central server room
Better wi-fi coverage, with emergency power
Space for recycling of packaging materials
Computer Science and Engineering education program
Permanent space for Ed Tech
Campus-wide charging stations
Messaging screens across campus



The Learning Center
Interview Notes: Support Services: Library
November 19, 2012

(Support Services also includes OT/PT and SLP, who were all interviewed separately)

Attendees:

Celeste Gauthier, Librarian

Paul Moore, DRA

Meryl Lissack, DRA

- Curtained group area in Library - 14 people max.
- All grades use the library
 - Every PK, Every ES, Every MS
 - Once a week 3-10 people at time
 - Teacher or aid comes with them
 - Pre-K stay 1/2 hour
 - ES, MS 45-50 minutes
 - Coat hooks in hallway
 - Shoes on
- Floor Chairs
- Story-telling stage
- Some students need more support, individual seats
- Drop-in groups come
- Call ahead if need to use the computers
- Walden School uses the library, too
- High school students may come unsupervised
- Originally on this site was a barn from 1800's with structural issues, so replaced with a new building. Size of the new library is the same as before, but more workable
- Growth Concerns
 - Many schools have two separate libraries
 - Collection is shared here
 - Celeste discussed how to make it inviting for all ages, and not too childish for the older students
- Closed Randolph program, materials from 2 libraries have been combined; some being held in work room.
- Estimated shelving needs, but low budget reduced the amount purchased. Waiting for 2 new shelving units
- Biography section in office now
- Chairs can be used in 3 positions, one is rocking (11 years old holding up well)
- Residential high school students come to the library at night, working on homework and receiving tutoring in library
- Chairs work for 95% of students
- Soft chairs are 11 years old, also look to be in good shape
- HS athletic programs 1:00 pm to 4 pm homework in library for girls (boys use the cafeteria)
- Walden school, ask them if they use library at night (librarian leaves at 4:30 pm)
- ASL classes in evenings sometimes use the 4 conference rooms
- Security not a problem usually
- Hallway used by ECC, lunch, registration for workshops, overflow groups, reception area, linked



planning ☐ architecture ☐ interior design

to patio outdoors

- Library entrance is a little hard to find at first
- Views from office are good for supervising library
- Storage is available in several closets
- Story-telling presentation area has a magnetic board and projector
 - Large easel with wheels in closet, surplus now
 - Kids like to come here
 - Special projects with teachers happen here
- Professional Collection, needs a better arrangement
- 6 computer stations are available in the library
- Parents use library too
- Wi-Fi is available in library
- Future? Would like to offer more technology in the library.
 - No digital resources now
 - No ipads now
- Have 5-6 laptops to loan- Librarian is keeper now
- Maybe IT should take over the laptops
- Many request for visual presentation materials using ASL: DVD's & VHS
- Visual materials need to move away from outdated VHS format
- Need a grant to buy DVD's
- If there were an expansion for the library? Would like to offer more books and activity areas
- Book donations are welcome
- This year thankfully no packing/unpacking happened
- Book sale is held in multipurpose spaces
- There is no library in Walden School

SUMMARY

Mission and Role on Campus

Lending and reference library with study spaces for MS/HS students and story-telling area for smaller children.

Number of Staff and Workstations

1

Types of Activities

Reading, storytelling, research, homework

Critical Adjacencies

None

Identified Needs

Upgrade visual electronic material (VHS to DVD)



The Learning Center
Interview Notes: Maintenance
February 4, 2013

Attendees:

Ken McGrath, Maintenance Supervisor
Paul Bratica
Dave Dasan-Smith
Ron Richard
Matt Stuart

Donnie Gibbons, Interpreter
Anna Gauthier, Interpreter
Amanda Reimer, Interpreter
Paul Moore, DRA
Meryl Lissack, DRA

- Maintenance is an outsourced contract with UGL services. It had been integrated with the school operations until 2009.
- Four maintenance employees cover the needs of 14 buildings and small exterior projects. Large jobs go out for bid.
- Tools and equipment are supplied by TLC
- School Dude software allows anyone on campus to submit a work order to the maintenance department. Can come via email as well. This adds to the projects already in queue, making it difficult to schedule or control the process.
- Maintenance building at center of campus houses non-maintenance items as storage is insufficient for campus needs. Vehicles can no longer be stored within. 320 Prospect St has a garage that maintenance uses for seasonal storage. Walden School basement houses paint.
- Parking for campus vehicles and maintenance employee vehicles is insufficient. There are some assigned spaces but not enough.
- Two temporary trailers contain surplus furnishings but have been in a state of deterioration due to uncontrolled interior environment.
- Paper goods are stored in bulk at the Walden School and maintenance delivers items directly to each building as they are needed
- Home Depot, et al, deliver directly to the maintenance garage
- Current maintenance building is constructed on the site of the previous building
- The central location is beneficial to the extensive responsibilities they have. Also to set up and break down work areas /moving quickly it aids as they cannot leave any in-process work in the buildings for student safety and especially true of special needs students.
- Typical work schedule is in shifts, M-S: 7-3, 8-4, 9-5, Sun: 9-5 and one evening per week each one takes a 1:30 - 9 pm shift. This is year-round with August being the most productive and busy as the school is closed.
- Maintenance must be available for special events.
- Lunch is 12-1, not provided by the School.
- Q: What changes may occur over time? More work
- Electrical/mechanical system in the buildings is not bad except for the Elementary School in which the mechanical system is obsolete. Parts are hard to come by if at all.
- They text each other to stay in touch/communicate
- Christopher keeps the budget and used to share status but has changed the process such that maintenance no longer controls the spending. Ken can authorize up to \$600.
- Believe lead paint has been completely abated
- Central location is optimum but if maintenance is moved elsewhere, suggest a small working shed centrally located.

SUMMARY

Mission and Role on Campus

Provide repair and maintenance needs of the entire campus community year round.

Number of Staff and Workstations

Five staff, one workstation

Types of Activities

Repair, construct, purchase goods, respond to both scheduled and on-call needs.

Critical Adjacencies

Delivery area, storage for maintenance vehicles & goods

Identified Needs

More control over their own work (budget, prioritizing jobs) to enable them to be proactive rather than reactive (being able to value buildings)

Parking

Remove non-maintenance items from building for better storage of related items



The Learning Center
Interview Notes: Middle & High School Students
April 23, 2013

Attendees:

Michael Aponte, Senior+
Jackie Blanchard, Junior
Bryce Callahan, 8th grade
Kayla Labruzzo, 8th grade
Jessica Lambert, Senior
Marissa McBride, Junior
Wesley Silva, 7th grade
Emily Zurengue, 7th grade

Meryl Lissack, DRA
Laura Prickett, Interpreter
Anna Gauthier, Interpreter

DRA opened the conversation with the question of how long each of the students have been at TLC.

- Bryce: transferred in 6th grade from the Austin School for the Deaf
- Wesley: has attended since pre-school
- Kayla: transferred in 6th grade
- Emily: has attended since Parent-Infant-Program (PIP)
- Michael: has been at TLC for 4 years transferring in from Lawrence High School
- Marissa: transferred in 6th grade from the Randolph campus of TLC and had been there since PIP.
- Jackie: transferred in 2003 from the All School in Worcester
- Jessica: began TLC in kindergarten

For those who transferred, how long did it take to feel comfortable on campus?

- Jackie came for a day to shadow a student and also sit in a class but was not comfortable and wanted to stay with her parents. But once she transferred she was comfortable the first day. She did notice a difference in that when she was mainstreamed she was in one classroom but at TLC she changed classrooms. (DRA note: From the conversation it seems to give the feeling that TLC is large and is a little overwhelming initially.)
- Jessica: There we so many deaf people that it only took an hour to fit in. She also remembers the barn and remarks that every time there is a new building, there is a period of adjustment.
- Marissa: there is more technology (ECC). The Barn was nice and more natural. Now there are Smart Boards and technology and misses the old simpler ways. She also misses the wooden playground and sliding down the hill (now where Marie Philip/ES is located.)
- Emily: the Barn was interesting and the wooden playground was fun. It had a huge tree with footprints around it and a memorial. What happened to the memorial?
- Bryce: when I first transferred there was a lot of collaboration, many buildings and technology and fewer students.

What is your day like? (Describe a typical day.)

- Wesley: Commutes so arrives at 7:45 a.m. and waits until 8 a.m. to enter the building. He collects all his things and then goes to class. There are 7 periods: 1,2,3,4 then lunch, 5,6,7. Sixth period is academic planning.
- Jessica: MS all does the same thing, HS has mixed classes. MS has the first lunch and HS has the third lunch.

- Michael: has finished high school in 4 years but continues to take classes. First, 2nd, 3rd are heavy academic classes and 4th, 5th, 6th are less so. Wishes he could choose what he does. (Michael is a “super senior” and continues to take classes until he passes the MCAS.)

What is your favorite place on campus?

- Jessica: Wooden playground because it has hiding places where you could watch people including teachers walk by. The new playground may be good for younger kids but the older ones like the wooden structure
- We need hiding places
- Jackie: HS elevator room
- Kayla: no favorite places
- Jessica: likes the library because you can get lost in books. They take you to a different world
- Emily: Class is stressful and there is not enough time, opening and closing lockers is sometimes difficult and adds to the stress. There are only 2 minutes between classes and this is not always enough time.

What do you notice about the colors on campus? Do you have a favorite? Is there a room or colors that are better for signing?

- HS has light blue and some purple and pink - all different colors but they don't go together. They aren't even the schools colors. Why are they there? Doesn't make sense.
- Variety is good.
- Emily: Scoreboard in the gym has a sound that's very loud and hurts her. (Emily can hear some sounds.) Wishes it didn't have to be so loud.
- Jessica: this is a deaf campus and you should just “suck-it-up.”
- (We discussed that this is a bicultural campus and we would like to support the needs of both hearing and deaf folks.)
- Emily: the fire alarm and the bell have the same colors- they should be different colors so we know what the alarm is for.
- Poles in the basement classroom block views
- When projectors are on we have to dim the lights but then we can't see each other signing
- (Some students went to Gallaudet the previous weekend for a special function.) At Gallaudet, there is a variety of lights. The uplighting was very good.
- In the TLC classrooms teachers often close the blinds but we miss the natural light and seeing outside.

When do you do your homework?

- Michael: From 7-9 pm. There is tutoring Monday's and Wednesdays beginning at 7pm and in HS we do our homework at 4-6 pm. Homework is tiring; I'd rather do it all in school.
- Marissa: does all her homework in the 1-1/2 car ride.
- Emily: Academic support time is not enough. I do my homework until it is finished- not until a particular time.
- Jessica: in MS you don't think you have enough time to do all of your homework but you have to work smarter. In HS you don't have academic support.

Some students left at this point to catch their rides home. Those students who live in the dorms spent

some more time at this interview. The students in dorms are Jackie, Marissa, Michael, Jessica and Emily stayed although it is not clear that she lives in the dorms.

- Curfew at 10 pm
- Like the dorms but would like new furniture
- Independent living skills are not fully taught so some students feel too dependent on staff and it is boring.
- After dinner the girls socialize with the boys.
- They like the Western Pennsylvania (School for the Deaf) dorms. The girls are in one wing and the boys in another and they both can socialize in a common area.
- Jackie feels isolated
- Michael: there are fewer boys than girls.
- They like to hang out but it feels like a hospital because they can't do anything for themselves. They go to the cafeteria for meals. The boys can't really use their kitchen and the girls can't really go shopping. They cannot bring food from home because they have to bring their clothes and then the suitcases sit out for a while. They would like to have a stipend or some food in the houses to cook for themselves. During the school year they may use the kitchen five times.
- Jessica: getting into the dorm is hard. The doorbell doesn't work properly and sometimes the girls inside are lazy and won't come to the door. Often we waiting outside in the cold. We need a different way to get into our dorms.

SUMMARY

Identified Needs

"Hang-out" place for high school students and one for middle school students- evoking creativity and adventure like the old wooden playground.

Improve access into the girls dorms for the residents.

Unity of color and patterns on campus.

Different and flexible light schemes dependant on function it serves

Independent living skills

The Learning Center
Interview Notes: Nursing
February 05, 2013

Attendees:

Mary Rapa
Mia Williams
Grace Lew
Alan Rodrigues
Michelle
Linda Hampton

Donnie Gibbons, Interpreter
Amanda Reimer, Interpreter
Paul Moore, DRA

- Total Department 12 - Open on weekends
- Weekday shift is from 7am- 8:30 pm
- Weekend coverage 8-2 and 5-9, medication times
- Medications are dispensed from two department settings; Firehouse (Walden School offices) and ECC
- ECC serves PK-5; 2 people
- Walden and MS/HS at FH; 4 people
- Students come to nurse for meds
- Main Floor in Firehouse is too small, a former porch, not heated.
- No HC toilet there, bi-fold door on the toilet room
- Most injuries come from the playground. They now tape off the most dangerous equipment because it's slippery when it's wet
- 2nd most injuries come from the gym, when they have afterschool sports such as basketball, soccer, volleyball, and cheerleading
- Walden School sometimes uses restraints. Many students with syndromes.
- 2 pools, sunburns, ear problems, fence climbing, seizures.
- Alarm system, signal lights in Walden School work better.
- Fire pull stations protected by covers
- Nursing office at Walden school is in a key location, although it's too tight
- Office Waiting area (was kitchen) has only 2 seats; half door, kids line up for meds
- Meds cart is used to control the meds
- Dorm Students come in the back door (since Walden is locked) 40 minutes before school
- They have counted 359 visits/week, many come with staff
- Nurses check vital signs
- In the case of a van accident – nurses would see students
- HC Ramp - door is blocked in winter by heave in brick paving. Wheelchair student will have problem
- Firehouse basement is old and musty, not handicapped accessible
- Medical supplies are kept in Walden basement
- Medical records are stored in Firehouse in boiler room
- Lack of confidential exam room in Firehouse
- The whole building is not good for acoustic privacy
- Med on Time system is used now, with blister-packed medications
- On field trips - Nurse goes with students, happens weekly or daily
- ECC nurses meet with sports coaches, bring meds, etc. for competitors

- Supply OSHA kits to whole campus
- Future?
- If Walden grows, nurse suite not large enough
- Need space for IEP (Individual Educational Plan) meetings
- Need computer space
- Secretary would help to complete paperwork
- They have no break room
- Signage problems make it hard to direct ambulance to right building
- Track needed outdoors, around the field, or around the campus
- Nurse office locations, currently too far from MS/HS to serve them well
- Hard to walk from girls' residence to Walden for meds

SUMMARY

Mission and Role on Campus

Attends to health needs of students and staff

Number of Staff and Workstations

12

Types of Activities

Examination, consultations, distribution of medicine, periodically accompanying sports teams

Critical Adjacencies

None

Identified Needs

Exterior handicap ramp needs to be rebuilt

Privacy

Signage for exterior and interior

Insulation for nurses suite

The Learning Center
Interview Notes: Support Services: OT/PT
January 29, 2013

(Support Services also includes SLP and the Librarian, who were all interviewed separately)

Attendees:

Nicole Salamy, Supervisor

Donnie Gibbons, Interpreter

Therapists

Amanda Reimer, Interpreter

Paul Moore, DRA

- PT gross Motor Skills all ages
- Both ECC & Elem, Offices
- OT Fine motor skills share PT space
- Also Walden School Students no sensory space
- Sensory Work , textures, body pressure, handwriting, reading, ASL
- At elementary school, room is windowless
- Room is not designed as needed
- 5 people in department (plus Nicole, supervisor)
- Usually 3-4 students at a time
- Sometimes 1 on 1
- 5-6 Pre School at a time, early morning
- Sometimes 2 students at the same time
- At Walden, bring equipment every time, they use the room with the glass block
- Work at the MS and the Green House every day
- We bring students to the OT/PT spaces in the ES or ECC
- Treatment time is reduced by time for student transition
- Need OT/PT space in each school
- Hard to work on paperwork, suffer distractions due to no door on office in ECC
- Different in ES
- Parking issue requires coming to work early to get a space
- Buses - Seems too chaotic
- Hard to find specific van
- Lock down procedure discussed. Can't in therapy room, because it's too open
- Swings can injure child, stored on hooks against wall, but still too tempting for kids to leave alone
- Orange light (used for alerts) not bright enough to notice
- Add sound - suggestion to Huggins
- Trend is toward providing more functional education, such as cooking, life skills, etc.
- Some students require special chairs, walkers, wheelchairs
- Building identifications are not clear
- Handicapped access to Green House is difficult. Ramp comes to back corner.
- Have to knock to gain entrance, there is no key card reader.
- Older students need more services now



SUMMARY

Mission and Role on Campus

Providing occupational therapy and physical therapy (OT/PT) services to students

Number of Staff and Workstations

6

Types of Activities

Guiding physical activities of small groups, writing reports, equipment set-up and storage

Critical Adjacencies

Therapy space within each school

Identified Needs

OT/PT space in each school

More life skills training

More privacy for paperwork

The Learning Center
Interview Notes: Parents
April 25, 2013

Attendees:

12 families (18 people)

Meryl Lissack, DRA

Bruce Balthazer, Interpreter

Paul Moore, DRA

Amanda Reimer, Interpreter

The parents attending this interview represented students in ECC, ES, MS, HS and alumni.

Q. What do you like about TLC? (following are round-the-room responses by different parents)

- MS & HS share space. Concern about the proximity in terms of peer pressure. On the other hand visibility and some interaction is important but should be at appropriate times like a student union, sports, social events. Request separate schools in the future.
- Daughter went to TLC MS/HS and graduated in 2010. There was peer pressure. Parent felt that was o.k.
- Son in MS and all classes are on one floor separate from HS. Children meet at sports but son would like more opportunity to interact with HS students. Parent is glad he cannot.
- In spring, the after school activities expanded but there is not enough space. Another gym may be helpful, especially in winter.
- There's a large number of students in the elementary school and they need after school activities. It's a chance to socialize.

Q. How would students get home if there were more after school activities?

- Parents can pick the students up but it would be preferable to have a bus, at least to a specified drop off point.
- Need to educate towns; they could pay for buses to TLC.
- Parents in Methuen - town sends as many buses as necessary each day up until 6pm. It's a wonderful town.
- Could TLC hold the children until a certain time like 5:30 pm when parents could get here to pick them up.

Q. Why did you choose TLC for your child? (goes around the room to each family)

- Wanted a bilingual program and it's strong at TLC.
- We wanted an environment where our child is the same as others
- We did not want an oral environment
- TLC has a great language plan and is oppression-free. Other schools don't support bilingual education. Some schools teach only one language. If you take off a child's implant they should still be who they are (their own person and not dependant on it to communicate/ engage/ express themselves.)
- There is a clear language plan an philosophy - we moved to be able to access TLC. They have a good reputation.



- We moved for TLC- wanted ASL vs. a sign-supported environment which is not real. Our child needs a place where he can be himself. I like that the children can see each other.
- We moved from the Maryland School for the Deaf because the quality of teaching is better at TLC. It focuses on the child and her needs. We have a child who has partial hearing and likes to speak as well as sign. Here she can do both.
- TLC brings the family into the process. There is also lots of sunlight and play and the audiology clinic. The clinic helps attend to my son's implant. (The idea is of full service at the school.)
- The campus seems large but has a small and intimate environment. Son is deaf with a reading and writing disability but shines in communicating by sign language so the school helps to strengthen his sense of self. He can understand and balance his strengths and weaknesses and then recognizes others needs and likes to help.
- We were greeted at the White House where everyone is friendly and happy and this made us happy. Then we went to ECC and it was so beautiful. We didn't want our daughter to be a "deaf child" but rather to be herself, a child.
- Teacher/student ratio is great. The campus is cozy with a nurturing staff and parents. This school focuses on the child. The child is immediately addressed and engaged from the first moment / visit and the parents are "put off to the side." At other schools only the parents are engaged; the student isn't spoken to. At TLC the students develop their identity and cultivates peers.
- We lived 5 minutes from Horace Mann but moved to go to TLC. ECC is an attraction and there is a strong base for ASL.
- Parents support.
- Teachers are well-educated which doesn't always happen
- TLC has a great reputation.

Q. Some HS students want to mainstream for more choices. What are your thoughts about this?

- My son took a class at another school and TLC sent an interpreter with him. He had the best of both worlds by being able to go back and forth. Could the TLC curriculum have the same schedule as Framingham HS to have a smoother exchange of classes?
- My daughter was here then left to go to the Maryland School for the Deaf because she felt like she had a lack of choice. It lasted 2 weeks and she came back to TLC and wound up taking more classes at Framingham HS.

General Discussion

- A parent expresses concern that TLC is ignoring ASL. Currently in the Kellogg house, ASL doesn't work in this location and the School is not using ASL as much as they should. ASL representation should be at least in every school/building. TLC has to demonstrate more that it is a bilingual school.
- One parent says that there is no ASL grammar for HS senior.
- PIP takes ASL
- Another parent says Pat C. is trying to develop the ASL program but it needs the right space for an effective program
- TLC interpreters are the best in the area.
- If sufficient space was dedicated to ASL more outside students would come to take classes, like a reverse exchange with Framingham HS.
- One parent taught a cooking class to younger children and it was very successful. Would like to be able to repeat this by having more available kitchen space. Children learned measurements and counting while making and eating good food and learning home skills.

- Would like more independent living skills taught to the students.
- A Community Center for students. The Center could host ASL classes and film and be open also to the local community. Summer events in the Center as well.
- Green House for students to learn how to grow plants/ vegetables, compost, food for the cafeteria
- Walden needs a different building- less institutional looking
- Would like a place for parents to stay who live too far yet want to attend a meeting such as this or another event.
- Implement solar collection
- Create more (physical) visibility for audiology and ASL
- Summer camp at TLC for all children in the community
- Parking needs to be improved for visitors especially during events
- Expand Daycare to the community deaf or not and all children could learn ASL because the staff uses it.
- Babysitting for deaf children is very attractive- it helps to accommodate family needs as parents of deaf children have a harder time finding babysitters.

Identified Needs

Separate MS & HS but increased interaction through sports, communal organized activity or community/ recreation space.

Socializing for ES students

Adequate space and environment for all programs, academic, athletic or support services

More ways to take classes at other schools

More instruction in independent living skills

Multi-function community/ recreation center for students and public

Increase visibility and expand public programs: ASL, Daycare, Audiology



The Learning Center
Interview Notes: Principals (Ed Leaders)
January 29, 2013

Attendees:

Nicole Salamy, Support Services Coordinator Paul Moore, DRA
Nancy Evangelista, Transition Coordinator
Carol Nelson, ECC Director
Cathy Bennett, Secondary School
Patrick Costello, Director of ASL Instruction
Richard Suiter, Director of Student life
Judy Jacobs, Director of Education
Toni Ammirati, Elementary School Principal
Kelly Skeuse, Interpreter
Veronica Barry, Interpreter
Denise Loranger, WS Educational Director

- Secondary Department will be getting more intensive students
- HS does not have enough space
- Losing MS/HS Students to mainstream public school programs
- Some students do not like facilities at the HS level. This leads to a retention problem.
- HS intense students may stay at TLC until age out (22 years old max.)
- Independent living skills (ILS): for the intensive students ILS is important
- Toni - Some intense level kids must come from outside programs
- Auditory Access: lots of students are coming with a wide range of needs. There will be a big herd in MS/HS, ES has them now. Requires more space and equipment
- Audio Access need flexibility, sound proofing. We'll need better testing space for them.
- Older students need an apartment-type space for ILS
- Also, we see a need for ILS for some older adults, we could draw from the whole state
- Intensive level students need more support services and more treatment space
- More students need ASL when they transfer into TLC
- Green House is facing major challenges to make use of their upstairs
- In August, there will be last min changes to take over the offices
- Space assignment priorities keep changing
- Enrollment numbers hard to predict
- TLC doesn't want to turn any kid away for lack of space
- ECC crowded. They accept students starting at 3 years old
- More deaf families move into the area, and more stay to send their child to TLC
- Trends: MS/HS referrals to TLS are typically few. Most growth is at the lower grades.
- CTE (Career Technical Education) HS voc program is spread around the campus, and needs to be centralized
- Want to offer culinary and video vocational programs
- Voc programs are needed to keep students at TLC
- CTE wants to expand at the MS level too, but don't have the staff

- Keefe, Tech HS collaboration tried, didn't work well, schedule was based on week on/week off so it was hard to coordinate with TLC classes, and there was a lot of time lost in transport.
- Have lost students to Newton North collaboration program.
- Newton North, compared to Keefe, is more deaf-friendly
- Need cooking area in ES too
- Upper elementary needs some ILS, too
- Budget causes cuts. Tuition runs the school
- Focus on the size of CR's, technology cost issue
- Change/growth: don't see big increase coming
- 2nd floor HS seen as having problems by MS students
- Staff is shared between the MS and HS
- Should MS/HS be separate instead of a combined secondary department?
- Dorms relationship to HS--More students need that, apt-style living
- Shift is coming to more intensive students in the dorms
- Feel 15 boys plus 15 girls would be OK.
- Not homey in dorms, can lead to leaving school
- Referrals come from towns, and they pay tuition and transport costs, not the parents.
- TLC sees themselves as the least restrictive environment for deaf students
- Student in IEP can request to be in the dorm
- Part of role is to better educate Local Educational Authorities (LEA) too through IEP's
- Central recreation area, with kitchen, would benefit the whole school
- Program offered by TLS is not voc, more pre-voc
- "School of Fish" program (culinary) is provided by food company, in gym café kitchen
- A greenhouse – idea for students to grow plants
- Farm animals as a therapeutic program
- Cooking class seen in California: 3 students on u-shape counters, serving food in a dining room for staff like holiday treats, bake sale
- Process of study is exciting

SUMMARY

Mission and Role on Campus

Educational leadership

Number of Staff and Workstations

Counted within respective departments

Types of Activities

Meetings, day-to-day administration of schools, projections of needs, planning for future

Critical Adjacencies

N/A



Identified Needs

Intensive program student numbers increasing, Green House no longer accommodates

Enhance independent living skills program, depth and breadth

All schools need to accommodate more students and with a wider range of auditory needs

Expand ASL program throughout the schools

Centralize CTE

Educate local education authorities so that towns send more students to TLC

The Learning Center
Interview Notes: Student Residences
January 15, 2013

Attendees:

Richard Suiter, Dir. of Student Life

2 Interpreters

David Del Pizzo, Residential Supervisor

Paul Moore, DRA

- In the residences on campus: 5 day staff, 2 for boys and 3 for girls. 3 overnight staff, 1 for boys and 1 for girls plus one floater. There are two residences with a total capacity of 29, 14 for boys, and 15 for girls. The students go home for the weekend and return to TLC on Monday, so the dorms are not open on weekends. Luggage is stored in the gym until the dorms open up on Monday.
- Currently, the boys' residence does not have 14 because the Interpreters are using one of the bedrooms as their department office. That reduces the capacity to 10. Also, Daycare is using the basement, so the boys are using much less space.
- They are all high school students. They don't accept middle school students. They would be willing to consider housing a middle school student if there is a good reason, such as a student who is older than usual for the middle school.
- The students eat meals in the cafeteria. Some girls cook their own meals in the residence. The boys do not have access to the kitchen in their residence, because it is in the basement, which is used by Daycare. The residences do not have dining rooms, so if they do cook, they have to find a place to eat, such as the living room.
- In the masterplan, it would be better to have access to a kitchen and dining room in each residence, so the students can practice independent living skills (ILS).
- There are two categories of students living in the residences: academic (high functioning) and special needs (low functioning). The number of special ed students is too low to warrant having an independent residence for them. Some academic students need to live here because their town is so far away from TLC; they are not special needs students. However, not all towns are willing to pay for a student to live on campus, so they have to commute every day.
- We need a place for students 18 years or older who have not yet graduated. Students can be educated up to the age of 22. They will be going to an independent living situation after they graduate. They need to learn living skills to prepare them to succeed after graduation. Their needs could be better met by offering them a separate program. It could be a co-ed dorm, then there would be a high school boys' dorm, a high school girls' dorm, and an 18+ dorm. How big? Up to 10 boys and 10 girls possibly, 5 double bedrooms each.
- Some students, once they graduate, still need a transition program to work on their independent living skills and vocational skills.
- Thinking of the future, it would be good to have a place for all the residents to get together for recreation time. Right now, there is no recreation center, no snack bar, and no social space.
- Rec center—We would get more students coming to TLC if we had that. We have been talking about it for 10 years. One was seen at the New Jersey School for the Deaf. It had a ping pong table, a pool table, foursquare, foosball, and included a kitchen facility. They served breakfast there. Western Pennsylvania School for the Deaf has the nicest facility. They have the Lions Den plus a rec center. Culinary Arts is taught in the Lions Den, and food is available to those using the rec center.
- Better coordination of student activities would result from having the residential supervisor, the

athletic director, and the after-school program director located close to each other, in one unified office. Now, they are scattered around campus, making it hard for parents to contact all three.

- Parking is needed for residential staff. Also, parking is needed for visiting parents.
- Basketball—some of the students would like to play basketball on the parking lot, but there are no basketball hoops installed at the residence. There is a basketball court at Walden School that they use. Maybe there could be one for everybody to share, in a central location.
- Parking at the soccer field—during a game the ball can go into the parking area at the end of the field. Maybe there should be a fence to protect the parking and houses beyond the field.
- Deaf friendly facilities—dorm design needs more open space than a house, and better lighting with dimming for the night, so it can feel cozy, too. One big hallway with dorm rooms off of it would be better for signing between friends. Do not have columns in the middle of a room.
- Current residence does not feel like a home. There are no pictures on the walls, the furniture is shabby, and colors overall are too plain. They would like it to be more colorful. There is 1 TV for 11 girls, can you imagine?
- Bedrooms now do not have TV's or connections to the Internet. In the future, students could have a laptop and work on it in their bedroom, so they would need network connections.
- Tech room—some kind of computer room would be a good place to do homework. The girls have none. The boys have a place with computers, but it is in a high traffic area with lots of distractions. Maybe a place to do homework on video would be needed. We also need a room for the videophone, giving much more privacy than they have now.
- Bedrooms now are used for sleeping, changing clothes, and reading books. There is no lockable storage, and the room doors do not lock. They do not have locking desks. It's hard to stop a thief. It would be good to simulate an apartment by having a door that locks, but maybe not all the furniture inside the room would need to lock.
- There isn't enough space to have a desk and chair for each student in the bedrooms. It would be more ideal for each bedroom to have 2 students, with 2 beds, 2 desks, 2 chairs, and 2 bureaus, so each could have their own. Now there are 3 students in a room with 2 desks. And the desks are too large and outdated, not designed to support today's technology. Bureaus take up too much space. At Western Pennsylvania School for the Deaf, they had a built-in closet instead. The girls don't even use the bureaus here.
- Most girl's rooms have 2 students, although they could hold 3 if the dorm were full. One room is larger, and houses 4 girls.
- When the bedrooms are not full, you would like to take out the extra furniture, but there is no space to store them.
- There is no staff office in the girls' dorm; they are using a bedroom because it's available. If we were full, they would not have a staff room at all.
- Discussed building a new dorm, as opposed to renovating the existing houses. Where could we locate a dorm? Would the houses be torn down? Can't say now, we're gathering information first.
- If a new building, consider a single floor dorm. It would be more open, with no stairs and no elevator, easier to supervise, and handicapped accessible. On the other hand, the campus may not have enough space to build the dorm if we put everything on one floor. Also, consider the resale value, a two-story building would be more useful. On the lower floor could be middle school students, and on the upper floor, the high school students. It could be made handicapped accessible.
- If we had a nice residential facility, we could attract more deaf students.
- We should separate the dorm from Daycare, and Interpreters.
- Living room activities—video games (Wii), watch TV, lounging, talking, homework. Room is too small for up to 14 girls. It gets too crowded to watch a movie. Boys come here to visit, too. Girls go visit the boys in their dorm. It would be more comfortable to meet in a rec center, rather than in

their living room.

- Recreation center would be a shared space where they could come together if they wanted to, but they would have their own living room where they could sit back in their pj's and watch a movie if they want to. Ideal vision: Rec center should have an outside patio with picnic tables and a cooking grill, a place to watch the game on the soccer field and buy refreshments. We want to see a lot of glass, so we can communicate with each other through it.
- Everything in the residence should be energy efficient.
- Laundry room should contain more than one washer and dryer. The students need to learn how to do their own laundry. They need to wash their sports uniforms.
- Showers in the girls' dorm: 3 for up to 15 girls. They need more showers, and more privacy in the clothes changing areas.
- Bedrooms should be a standard size, not a wide variety of sizes like now.
- Need doorbells that flash lights, so visitors will be able to make themselves known to the house. Also needed on doors to bedrooms. Without that, you can go into a room and unexpectedly encounter somebody changing clothes.
- Schedule: Breakfast is served at the cafeteria at 7:30 a.m. School starts at 7:55. The students are responsible for doing chores after school; they are marked on a communications board.
- Communications: Bedrooms should be numbered, and outside each door there should be a whiteboard for messages, like in college.
- Need a master light switch, to enforce "lights out" at bed time.
- Students need an ID card to get into the dorm on their own, not needing to rely on staff for access. How about having a security camera at the entrance. (The office is not at the door.)

SUMMARY

Mission and Role on Campus

Optional weekday housing for high school students with and without special needs.

Number of Staff

Five day staff, three overnight staff.

Types of Activities

Sleep and social space.

Critical Adjacencies

None

Identified Needs

Deaf-friendly residences (space, circulation, communication)

Dedicated kitchen and dining area for boys residence

Luggage storage





Residence for students between 18-22 and for graduates in transition.

Consolidated co-ed social/recreation space

WiFi in the residences or internet connections in each bedroom

Space-friendly furnishings

The Learning Center
Interview Notes: Senior Administration
February 25, 2013

Attendees:

Judy Vreeland, TLC Executive Director	Donnie Gibbons, Interpreter
Peter Bailey, Associate Exec. Director	Amanda Reimer, Interpreter
Patrick Costello, Director of ASL Instruction	Paul Moore, DRA
Bob Kulchuk, CFO	
Christopher Huggins, Dir. of Business & Oper.	
Shelly Cornish, Chief Advancement Officer	
Judy Jacobs, Director of Education	

- Christopher Huggins marked up the floor plan to identify the White House offices. The attic is used by Sandie Bleecker of the IT department, temporarily.
- Fundraising for capital projects—TLC used non-profit bond issuance to finance the ECC project. Support comes from parents, but they are not able to make big donations. Last campaign gathered funds for 10+ years, but they are still servicing the debt. The board would hope to raise more money in advance of the next project. They are reluctant to take on more debt.
- All of TLC students are from public school districts. The funding for those students is a mixture of town money and state money, and the amount is set by them. The money is not to be used for capital expenses. Funding for capital projects must be raised from private sources such as parents, foundations, and corporations.
- ECC project was reduced from 3 floors to 2 floors early in the process. TLC worked with a contractor who was able to run numbers (Chapman Construction), and they saw they couldn't afford the additional space. They also wanted to have the whole ECC program on one floor, so the building got stretched to the 10,000 square feet footprint to accomplish that.
- Future fundraising targets would be TLC board members, other friends of TLC, and top donors.
- Naming opportunities for donors should be part of the next fundraising campaign. Right now they have only a few named places on campus, and most of them are honorary or memorial, not related to large donations. Most donations just aren't at the level to warrant naming. One example, however, is the Davis Family Parent Infant Program (PIP), which has a space in the ECC.
- TLC is in transition in their fundraising strategy. Shelly Cornish has been here a year and a half, after a gap of 4-5 months in which the position was open. TLC worked with outside consultants before that. Conversations about naming spaces after donors are new, within the last 2 years.
- Next discussion question: Where do you want the student experience at TLC to be on the range between Institutional and Homey? This sparked a wide-ranging discussion summarized below:
- Historically, TLC was known for its homey feeling, with houses instead of dorms, multiple small buildings, a green campus, and no fences or gates.
- TLC would like to be seen as homey, but add to that Professional, rather than Institutional.
- Secondary department (MS/HS) is too often forced to interact with the elementary and pre-school/kindergarten, because they are too close. They would like to have the choice to interact, and foster a more professional secondary department. Don't want to lose the friendly, warm,

comfortable feeling on campus. The buildings don't look institutional, and the new ECC and playground makes a good impression. Parents that came to Academic Bowl last week commented how beautiful the campus looked (in spite of all the snow).

- Children's experience at ECC is spot on (matching what the school desires for them), and also for elementary students. However, secondary students may feel like second-class citizens, because of the space. They probably don't feel as good about their school as they could if they were in a nice, educationally appropriate space. Comments from TLC students that have mainstreamed back into a Framingham public school, they said it felt more like a school to them.
- Boys' dorm students don't feel that it's right they have to share their space with daycare. It doesn't feel like a home to them. The Girls' dorm feels more like a home to them, although there is still room for improvement. It would not be as good to have a traditional dorm on campus; there is something quite nice about having houses.
- Intensive level students in the Green House would be better served if they could be in the same building as the MS/HS, as long as their classrooms are larger than our typical classrooms. We also need to think carefully about how to provide them access and at the same time the calm space that they need to work without the chaos created by class changes, and so on.
- CTE (Career Technology Education) program should be accessible to both middle school and high school students, including the intensive level students.
- Most residential schools for the deaf are designed as institutional red brick buildings on fenced-in campuses. So TLC is very attractive to professionals in the deaf education community, because we are very different. Sometimes visitors from out of town mistakenly pull into St. Patrick's Manor (across the street), because that's what schools for the deaf look like.
- From Pat Costello, ASL Instruction Director: There's a research team working with TLC. We have a reputation on the national level, because of our school's philosophy of being bilingual and bicultural; we have a very unique educational approach. The research team has a reputation on the national and world level. Research papers and articles have been published about TLC. To serve these research projects, we desperately need testing space. We also need more tutorial space for one-on-one sessions, being driven by the IEP process (Individual Educational Plan).
- The environment is homey and aesthetically pleasing, but the identification of buildings is not clear. Visitors drive all over campus looking for buildings. Love having the White House as the central building. The arrangement of the White House, ECC, and Marie Philips (elementary school) is good. We have seen referrals to the ECC increase since we built the new building. We need to do the same with the high school.
- I like the homey look to the dorms, but we need a central socializing space, like a recreation center.
- The cafeteria is in the way of people going to the gym. It doesn't belong there.
- The daycare should move out of the boys' dorm, so they can use the lower floor kitchen and have space to relax, like a lounge.
- High School and Middle School have one entrance. They should have separate entrances. Kids leave TLC at the high school level. It doesn't feel like enough change when they graduate from the middle school, they just go upstairs to the high school.
- Shelly Cornish, as a non-educator, has comments on the school buildings. The elementary school is starting to feel "shabby" and needs some cosmetic work. Also, it feels dark inside, needs more lighting. The lobby has been reduced to create more office and classroom space. There isn't much natural light inside, so it feels "heavy." Enrollment numbers are up, and it is starting to feel too small. The art room is used by students from the MS/HS, leading to that interaction that's been mentioned by Judy Jacobs.
- Audiology attracts a lot of visitors to TLC campus (about 3,000 a year), but we're not serving that population well in terms of signage, parking, and arrival on campus. We need to talk about

whether we need to separate our other business units, to improve our campus environment, and give a better experience to those visitors. Maybe we need to separate campus visitors who need a reception space from those who just need to check in.

- The visitor experience needs improvements. The campus buildings need to be connected with better walkways; they need better signage to identify them for visitors; and they need more obvious building entrances. A clear campus map is needed, a guide to hand out to visitors.
- Create a “quad” or central space on campus, to help the buildings to relate to the whole better. Maybe some campus elements currently in or near the center don’t belong there, such as audiology, with its traffic, and maintenance, with the storage containers.
- A general comment needs to be made about furniture. It gets moved around a lot, reconfigured within the room, so the rooms need to be bigger to accommodate that, and the furniture need to be durable to survive all the moving. So, for instance, a conference room that has the square footage for 15 people, in the deaf community could only accommodate 10 people. In some cases (residence living rooms, for example), this consideration works against having “homey” spaces.
- Judy Vreeland: Looking at the campus from the point of view of student experience, we hear a strong sense of community. This feeling is very critical to having a good experience at TLC. The warm and homey environment contributes to that, but recently a big issue has arisen over security on campus. To increase security, it may be in conflict with the homey feeling of the campus, but it needs to be considered.
- In the past, TLC looked into moving Audiology to free up space for the high school, but it was too expensive to relocate the testing booths.
- How can Walden School students interact with the rest of TLC community? It is important that the Walden students are part of this community. They do attend campus-wide activities, such as athletic events, and the recent Academic Bowl. As they improve, it is possible for them to “mainstream” into TLC middle school or high school. However, we still need to think about how we can have the two programs work together.
- Marketing strategy is looking at the Walden School, and some of this is a language issue. Students talk about “coming over to TLC,” as if the Walden School is a separate place. Shelly is looking into a term to call the Walden School to make it clear that it is an integral part of TLC. Maybe the students should have more classes outside of their building.
- Historically, the program started as a house, Walden House, which had 6 students. It was located where the boys’ dorm is now. Then they added a high school component with classrooms in the loft. Students in this program started to be spread around campus. Next a similar Boston program began shutting down and asked if TLC could take their students, a big increase for the Walden School, with about a 6-month notice. We decided to quickly build a new building to consolidate and integrate all the Walden School students. It was rushed, and the building has been a disaster. Some students would be OK taking classes outside the building, but others would have problems with too many transitions (moving between buildings). We need to find a happy medium.
- Talking about the perception of the campus by the local community, Framingham police and fire departments know TLC very well, but mostly only the Walden School program, as a place for troubled kids. We are viewed by members of the town as a treatment program instead of an academic community.
- What do you see as the future of the Kellogg House? Patrick Costello would like to have an ASL presence within each academic building. However, the outside ASL community is fascinated with the concept of having an ASL Center, with space for research and classrooms. Judy Vreeland agrees, feels that’s important. She would also like to have an ASL Research Center, but not in the Kellogg House. What to do with the house? Don’t know. It’s a lovely, historic house, but does not serve the ASL department well. Maybe it should be a museum of some sort. It could be expensive to restore as a historic structure.

- Elementary School has very little “wiggle room” left. It’s crowded and still looking to create more classrooms as they continue to see growth. The art room is possible, but it’s a windowless space on the lower floor. Upstairs, there is an office used by a person who works with older kids, not ES students. Maybe it could be a small ASL classroom. But there’s not a lot of space available for growth.
- TLC growth vs. setting a cap on student capacity? Local Educational Agency (LEA) decides to send students to TLC. If we say we’re full, the LEA may decide in the future not to come back to TLC. Numbers can greatly fluctuate, causing the budget to fluctuate. Advance notice of additional students coming to TLC could be as short as 2 weeks.

SUMMARY

Mission and Role on Campus

Overview of TLC operations, planning for the future, departmental responsibilities

Number of Staff and Workstations

Counted within their respective departments

Types of Activities

Meetings; communications through writing, phone, email, videophone; administrative work

Critical Adjacencies

Central location, accessible to visitors

Identified Needs

ASL research testing space

ASL Center and ASL space in each school

CTE program improvements

Better visitor experience

Accommodate growth in TLC schools, relieve crowding

Better facilities for intensive students in the upper grades

The Learning Center
Interview Notes: Support Services-SLP
February 12, 2013

(Support Services also includes OT/PT and the Librarian, who were all interviewed separately)

Attendees:

Nicole Salamy, Supervisor
Megan Vargo, Educational Audiology
Christina Smith
Caitlin Mullins
Geta Fuxman
Katherine Lopez
Claire Miller

Donnie Gibbons, Interpreter
Amanda Reimer, Interpreter
Paul Moore, DRA

- 8 SLP (Speech/Language Pathology) people
- SLP work with all ages on campus
- 30 minute sessions with students
- 4 offices in Elementary School
- 2 offices in ECC
- 1 office in Middle School, plus table in hallway
- 7 spaces for 8 people- some part-time
- Pull Students out of classroom for services
- Voice work
- Language development
- Language remediation
- 1 on 1 usually, some small groups, pairs
- Acoustics are an issue: "Office on the stair well is noisy," Laurie (located in ECC); MS is noisy (Triangle Room), next to audiology; ES offices, also noisy from stair & hallway
- Megan is located in the Audiology Clinic; she uses the test booth
- Audiologist tests hearing aids, cochlear implants. She works with students, not out patients.
- She shares equipment with audiologists
- She would like to be closer to the rest of the department, but can't
- SLP work with toys, play dough, books, computers
- They use several materials closets
- Therapist stays at same room, transports kids to the office
- Walden School student comes with staff to office
- Green house kids, transition times can be long, so services are given in the Green House, but it's not a good space to use
- Some students get weaned off SLP
- Ideal for SLP:
- One big suite, shared materials, older kids rooms and younger kids rooms
- or space in each school building
- Seek increased collaboration
- Like the access to teachers in ES (because offices are there)

- SLP departmental meetings are held weekly; everyone once a month, meetings held in ECC
- Meeting rooms have to be booked way ahead, much in demand
- I EP (Individual Educational Plan) meetings held in an ECC conference are not nice, because voices can be heard through the moveable walls
- Audiologist - Test booth is not wheelchair accessible (step up)
- Classroom acoustics issues
- FM systems are used with portable speakers, walls not all the way to ceiling
- Need set auditory access classrooms in each grade.
- Ceiling panel FM would be best
- Carpeting to reduce reverberation in classroom
- No FM system is available in ECC conference rooms
- Gym is awful as large meeting space, there are fumes from the floor maintenance, and the lighting is glaring
- Gym is used for student presentations, pep rally, staff meetings, whole school meetings
- Need to project a large image of the signer for a large group presentation
- Future - More auditory access kids are coming, and more special needs will increase at the upper grades
- MS needs 2 speech therapy rooms
- Department is growing
- 3 times per week, see most kids
- VP (video phone) space in MS, could we use that?
- Priority for MS walls going full height, so when auditory access kids come from ES into MS, noise will be less of a problem for them

SUMMARY

Mission and Role on Campus

Speech and language support for students

Number of Staff and Workstations

8 people (some part-time), 7 workstations

Types of Activities

One-on-one or small group work with students, both speech and signing, play therapy, auditory testing, report writing

Critical Adjacencies

Within the schools

Identified Needs

Two speech therapy rooms at MS

Classroom acoustic improvements

More meeting spaces, with better acoustic separation

The Learning Center
Interview Notes: Board of Trustees
March 20, 2013

Attendees

Board Members:

Glenn Pransky, Vice-Chair

Bill Foley

Ralph Hinkley

Val Hollingsworth

Robin Lualdi

Tavis Morello

David Mansfield

Sal Perisano

John Pirone

Judy Vreeland

Working Group

Christopher Huggins

Shelley Reese-Cornish

Donnie Gibbon, Interpreter

Crista DeBenedictis, Interpreter

Paul Moore, DRA

Meryl Lissack, DRA

Orientation was provided by DRA for the Trustees to understand scope and intent of the master plan as well as progress to-date. The trustees were asked how they see the school and any upcoming issues along with a vision for the future.

Glenn: TLC made a transition to accommodate more special needs children. There is still a need for smaller, contained flexible spaces.

John: deaf now means bilingual and there are different categories of deaf people that need to be accommodated based on hearing status and how they identify themselves. We want to model a deaf-friendly environment. This helps to raise a healthy and well-developed child. Deaf education is bilingual and TLC has this reputation and wants to build on it using ASL and English. English instruction used to be written only, now it's spoken (cochlear implants.) The school needs a space conducive to this type of instruction.

Shelley asks: You have children that have gone to other schools. How do we compare?

John: (worked in college administration) It's typical that a school will expand and change in order to recruit. TLC is attractive but could be improved. Parents should be attracted.

Robin: (worked 30 years in special education) Has seen a range of programs and schools from poor and located in a basement to luxurious like Duxbury. Attractiveness is comforting to parents and the school cares about the staff. A more welcoming environment would be helpful.

Robin attended the Academic Bowl and saw the students from Newton North EDCO program which





is a rival to TLC. Three of four students had attended TLC but their parents removed them preferring mainstream. The deaf experience at TLC is high and we must help parents understand how it helps.

John: Newton North is a top 10 school which is a big allure to prepare students for college.

David(?): Teachers contribute a lot and they want a coherent plan for the school and of the campus.

Tavis: We recognized the need to purchase adjacent properties but we didn't know the basis for purchasing. We need a plan and one with flexibility.

Paul Moore introduced the desire by some on campus for a sense of "hominess" with a fear of a sense of institutionalization for the future projects. He also explained that the recent new buildings accomplished the programmatic requirements while maintaining the desired feel.

John: Deaf space and the concept of it needs to be brought in and teacher comfort and motivation.

Glenn: Students at RIT design spaces for the deaf as part of their school program and consider sight lines, adequate space. Hominess is not significant.

John: hominess is not just physical but is part of the culture.

Val: The masterplan will help the Board understand two main demographics to target: high school retention and survey the growing need for students with cochlear implants.

Glenn: consider how the interaction with Framingham HS influences and can influence this campus.

Robin: TLC students should be able to take courses at Framingham HS and wonders if this influences the space at TLC- wants to use FHS more.

Glenn: mentions a conversation with Robin's grandson who thinks it is important to get experience taking classes and being involved at other campuses to have experience outside.

Bill: TLC is hard to master plan compared to other schools due to various and changing needs. There is more consistency with students remaining - a stable population- at other schools. And TLC relies on government funding.

John: create an environment that excites students so they want to move on from one school to another within the TLC campus (ES to MS to HS.)

Ralph: desires flexibility

John: do we need to consider Walden and its internal safety needs?

SUMMARY

Mission and Role on Campus

To advise and guide on operations, planning and growth of The Learning Center.

Identified Needs

deaf space

flexibility

developed bilingual programs

attract parents

excite students to want to remain

coherent and consistent plan for staff to count on

off-campus opportunities for the students

a plan for developing campus including adjacent properties that is flexible, with a long-term vision and responsive to schedule and budget

The Learning Center
Interview Notes: Walden Students
February 14, 2013

Attendees:

Bianca Hoffmeister, Junior at Walden School Paul Moore, DRA
Manny Avila, Senior at Walden School Meryl Lissack, DRA
Laura Prickett, Interpreter
Kelley Sceuse, Interpreter

- They live at Walden 365 days/year.
- There are indoor and outdoor activities and classes run M-F from 8:00 a.m. to 2:30 p.m. Classes are in the Walden School and on the TLC campus. A typical day is classes, after school sports, tutoring. They have chores and must get an o.k. from the staff before they are officially finished with the chore. There are special weekend activities that include field trips. Manny has shopping trips for groceries with staff
- Dorms are in same building as classes unless moved to a transition house. Bianca is in the dorms and Manny is in 300 House.
- Building is not deaf-friendly: lots of walls/not open, natural light is uncontrolled. Also is heavily used so needs constant maintenance.
- Building feels cramped, is also sterile/ does not feel like home and should: want an open plan, separation of dorm and classes, with a "village feel" to the Walden complex. Now it is boxy and feels small and different from other buildings. Use school colors in the design
- Manny has been at Walden for 8 years and says it has changed a lot so it is more interesting as far as community and activities
- Bianca has been at Walden for 4-5 years (was 13 when she arrived) and sees some improvement but not a lot. Would like more space for "living."
- Have a rec room but is small
- Wheelchairs can only move vertically in the elevator- would like ramps as well to make it easier
- Lunch outside would be nice
- Families can come and visit; not all students have visitors
- Staff room is cramped so only 1 person can access it at a time
- Study in dorm rooms or library
- Would like a greener environment, even a veg garden or greenhouse
- Bianca goes to Fire House for therapy; does not feel there is enough privacy walking to therapy- must pass many people. Finds colors uninteresting/boring and would prefer a more stimulating environment to move through

SUMMARY

Identified Needs

Walden building is not deaf-friendly, feels cramped and sterile

Privacy in walking to therapy

The Learning Center
Interview Notes: Walden School
February 7, 2013

Attendees:

Karen Bishop, Walden School Director	Bruce Balthazer, Interpreter
Michelle Dunn, Director of Residential Services	Betty Filipkowski
Nicole Garrison, Childcare Supervisor	Rachel Heller, Intern Interpreter
Stephanie Hakulin, Childcare Supervisor	
Chris Hollins, Childcare Supervisor	
Mary Rapa, Nurse	Paul Moore, DRA
Justine Stohl, Clinical Director	Meryl Lissack, DRA
Linda Sutton, Director of WS Development & Training	

- Walden School is a complex of buildings: Walden School building, the Fire House, the Yellow House, 300 House, and 320 House (Brown House).
- Main administration is in the Fire House. It contains a basement, two floors and an attic. There is no elevator.
- Basement level of Fire House is referred to as Garden Level. Mold and mechanical smells in basement- concerning and not tolerable to some. Door at top of stairs has non-safety glass.
- Karen's office in Fire House is too vulnerable to interruptions due to location right inside the front door.
- No vestibule in the Fire House.
- Therapists are located on the second floor of the Fire House. Therapy sessions are in ASL but voices can be heard from outside the offices. Therapy offices were located linearly in the Main building but interruptions by students banging on the doors or flashing office lights necessitated a move to a less visible spot- now in Fire House.
- Waiting areas in the buildings are not nice looking and have old furnishings.
- Most bathrooms in the Fire House have bathtubs, which are not needed.
- Mechanical systems are not functioning properly and windows are old and leaky.
- Fire House conducts interview and training such as of new staff.
- Consultants need to use space in Fire House each Thursday.
- Three therapists are located on the third floor (attic). Offices feel crowded by the sloping ceiling under the eaves. Desk will fit in only one place. There is an outdoor fire escape.
- Third floor has a small food preparation area, and a very dated bathroom. Sometimes parents come up to use it when the second floor bathroom is busy.
- Children in therapy may have outbursts. Location on upper floor in Fire House makes it a possible safety issue. Staff is well-trained and can ask for help but both allowing the student the proper space as well as being able to alert others to the outburst in case of real violence is challenging for this location. There is no space for a "Time Out" room.
- Parking is inadequate and spaces have become too small due to "customized" striping. The sign is obscured by vegetation.
- In the main Walden School building, children have time-out rooms to help mitigate outbursts.
- Walden School proper had 40 bedrooms originally but many have been converted to other purposes.

- Lighting is poor (dim) in offices and corridors, and bulbs are difficult to change out due to enclosure of fixture to prevent damage by students. May not be zoned enough either. Maintenance does not change light bulbs. These may be the wrong type of lights to use.
- When windows break, the shards are jagged and dangerous. Could tempered glass be used?
- The building is comprised of prefabricated modules, constructed in 1995. The as-built condition is not adherent to the design as cost-cutting measures were taken mostly by the contractor. TLC attempted to get the non-conforming conditions fixed but contractor went bankrupt. The building was never right.
- The building suffers a lot of wear-and-tear as it never closes, year round. The regular maintenance schedule may not be adequate.
- Colored lights on wall panels are used when needed to alert staff.
- Springtime always brings a period of sewer smells within the building.
- Interior finishes and furnishings are not durable enough for the hard use received from the children. Budget so far has not allowed more durable items. All the adult furniture is second hand.
- The building has 9 bathrooms. Mostly showers in the facility and at times need baths for the students- may need more bathtubs than they currently have (one).
- Dorm rooms are checked by staff during the night at 15-minute intervals. Parents are concerned about in-between time. Explore a way for a sensor in the room to relay motion to the staff on duty via lights or such.
- Keying is not organized. There is no master key. There is a different key for almost every door and all/most doors are locked. Staff must unlock doors constantly for students. When keyholes wear out, locks are reused from other places, so keys may open unrelated doors in different parts of the building.
- Floors are uneven in places.
- Heat is hard to regulate, some places too hot while others are too cold. Thermostats seem to be in the wrong places.
- Need for an outdoor play area.
- Pool is now shared with rest of school during July. Not kept up well and is July before it is ready (unheated). Some staff feels it may not be a welcoming environment for the students. It is an important place for learning social skills.
- 300 House residences has had mold in the basement. It has been fixed.
- Walden School needs storage for students who live there which may be for years.

SUMMARY

Mission and Role on Campus

Serve deaf children with social and emotional difficulties

Number of Staff and Workstations

80 Staff

Types of Activities

Education, year-round care for children 8 to 22, food preparation, dining, recreation, dormitories, bathing, therapy

Critical Adjacencies

Should remain a self-contained facility: classrooms-cafeteria-dormitories-staff offices-rec space

Identified Needs

Privacy for therapy sessions (noise, access, safety)

Parking striping is non-standard and leaves no turn-around space

Lighting too dim

Frangible glass in windows needs to be remedied

Motion detection from bedrooms to staff monitoring station

More bathtubs

Outdoor play area

Storage for residents



The Learning Center
Interview Notes: White House Secretaries
February 12, 2013

Attendees: Paul Moore, DRA
Lynn Marshall, Exec. Asst.
April Corl, Receptionist
Judy MacKinnon, Admin. Asst. for PK, K, ES

- At Reception, visitors to TLC sign in and out. Walden School has its own sign-in there.
- Reception has 2 chairs for waiting. It also has the mail slots for the campus, so it's a busy area. Package deliveries are received here as well, although there is no place for them. There are many confidential papers in this office, leading to concerns about privacy.
- Formerly, the room across the hall (Peter Bailey) was the living room, used as a waiting area.
- Cab drivers, waiting for student pick-up, hang out here, too.
- Lynn's office is the entrance to the Director's office (Judy Vreeland).
- Sometimes the secretaries cover for each other, since they are conveniently close to one another.
- Storage is a problem for office supplies. The closet is small and cluttered. Files are stored in the basement, where IT is working. Types of files: accounting, Audiology, former student files, overflow. The attic room is clean mostly.
- Copier is down the hall.
- Hours of operation are 7:30 am to 4:30 pm. The office is locked up then.
- The White House kitchen is not used by students. There is a laundry in the basement, used by the ECC, who gain access by the outside door.
- Former staff files (locked) will be added to the laundry area.
- During a campus security lock-down, the campus-wide flashing lights (both indoors and outdoors) are controlled in this office. Pagers are also used for alerts, accessed through the computer.
- The White House has no quiet space for an employee to go if they are not feeling well. The building is crowded, all parts are used.
- It seems as though whenever they expand a building at TLC, as soon as it's open it's full. It's hard to predict how many students will come next fall.
- There are not enough meeting spaces on campus. Secretary schedules them, and it's a constant problem. She uses a scheduling book for this, it's not electronic. An example, every Thursday from 1:00 to 4:00, Walden School books the White House Conference Room, for 20 people. They should be able to meet at Walden School, but can't. Some meeting spill into the hallway, because there's not enough chairs in the Conference Room. Wednesdays from 1:00 to 4:00, staff meetings take up two conference rooms at the ECC. Sometimes, when there are too many meetings at the same time, they use space off-campus at the MetroWest Foundation, on route 9.
- In two weeks, the Academic Bowl will be coming to TLC campus, using all the meeting rooms, displacing the regular meetings. This will be during the vacation week.
- ECC conference rooms C & D are preferred to A & B because the whiteboards are both on the same wall, giving them more writing space for a large meeting. In A & B, the whiteboards are on opposite ends of the room, which would make people sit back-to-back to see them.
- We could use twice the amount of meeting space as we have now.
- Meeting space at Walden School would help relieve pressure on other buildings.
- Phone calls come to the reception area to be redirected. Most videophone (VP) calls go directly to the person with the VP. Today a deaf person called TLC using Relay. In that case, an interpreter

is between the caller and us, but it takes more time because of that.

- There are more than one type of VP. Purple is like Skype, in that it uses a computer with camera, and makes connections through the Internet. Videophones on campus don't have enough privacy.
- Discussed changes that could happen in the future: more video screens around campus that could be used for campus-produced news, alerts, and other communications.
- Need an outdoor electronic sign to announce things like half days and events to parents, like other high schools have.
- Audiology visitors often come into the White House, looking for the Audiology Clinic, even though it's well marked. Elderly people drive into the campus not knowing where to go, sometimes even drive into the pedestrian walk. That's why they have that bench to separate the drive from the walking area.
- Cab parking (right outside the office, so we see it): there isn't enough space to assign a parking location for each one, so they back up on the street. They are not allowed to come onto campus until 2:00, then pick-up time is 2:20 for ES and 2:30 for HS. It takes two people to direct traffic every day. Parent cars are sometimes mixed in with the cabs, too. Drivers can't leave the vehicle.
- When parking is all full, extra cars park on the soccer field.
- The campus is becoming more business-like as it continues to grow.

SUMMARY

Mission and Role on Campus

Administrative assistants

Number of Staff and Workstations

3

Types of Activities

Directing communications, welcoming visitors, answering questions, scheduling meeting spaces.

Critical Adjacencies

White House offices, front door, waiting space

Identified Needs

Storage space, more meeting spaces on campus, separate waiting room





The Learning Center
Interview Notes: Wrap Around
February 26, 2013

Attendees:

Andrea Wohl, Director

William LaPlant

2 others

Paul Moore, DRA

- 420 Prospect St - 3 story house

- Parking is not a problem here
- Friday staff meeting
- Community program – little interaction with the school
- People:
 - 14 Staff, Some Pt. Time
- Lots of coming and going, so location at edge of campus is good
- Administrative assistant is part time
- Administrative assistant is shared with TLC
- 3 ICC (intensive care coordinators)
 - Full time in office
- Family partner - new position, full time, 3 part time
- Therapeutic mentors - 5 part time
 - Come to office to write progress notes, about 30 minutes, use conference tables
- Work in community
- Wants to feel like a community center, have families come here, eat, support groups
- Homey look is the goal
- Problem: HIPAA compliant, files out in offices
- Work with families
- Serve child, some deaf access
- Goal is to keep child in home
- Not necessarily student at TLC
- Serves whole state
- Family drives the service plan, not professionals
- Some Walden School graduates
- Most children hearing, parents are deaf
- Office space is rented from TLC
- Can't borrow from TLC, but they borrow from us
- Paid by Medicaid, Mass Health
- Director 7 years
- Enclosed porch unusable, asbestos, unheated
- Love being in home together, support one another
- Like to be on edge of campus, accessible to community
- Family training in safe, confidential location
- Visitors don't check in at TLC office
- Like warm and friendly atmosphere
- Don't use fireplace – not sure whether it works or not
- Lighting not good for signing communications



planning ☐ architecture ☐ interior design

- Conference table is big, could move to another place for larger meeting
- Don't use small conference room, not enough security
- Put food in small room for big meeting - 10-12 people, sometimes more
- Only 1 bathroom, not handicapped accessible
- Stairs up to second floor are steep and narrow
- Bothers director that building is not accessible
- Doorbell on light, no sound
- Videophone not well lighted either
- Double office has no division, but they don't want cubicle feel
- Printer in double office, people come and go, contributes to lack of privacy
- Need back office room for supplies and printer, plan not efficient now
- May need to expand, sharing family partner position with Walden school, location not settled
- on strategic plan for TLC, supposed to expand
- Expect to add more programs and more staff, behavioral therapist
- Basement – could it be reading room, play room? (Storage, laundry, boiler now)
- Car Wash - By CTE (career tech ed), vocational students. Use laundry, only ones.
- Air circulation is poor, heat varieties by room, window AC units
- Files - Hold for years (medical records rules)
- Electronic files? Delayed, talked with IT about it.
- Families, both day and night, use kitchen
- Work with other organizations: Our Deaf Sisters Center, MSAD (Massachusetts State Association of the Deaf)
- Trainings
- Want to have several families come together, with the ability to care for their children separate from the adults
- Don't like ECC Feeling, not homey
- Need separate access to the office area while meeting is in session
- Need better signage, and outside lighting
- Walkway needs repairs and railing
- Picnic table should be in yard
- Beautiful arbor is not used
- More deaf friendly: motion-activated lights
- Need projection screen for meetings
- Colors - white and cream, very boring
- Pathway seems random, walk on street
- Campus path from daycare and gym is not paved, so it's a long walk around
- Duct tape on front door
- Need panic button in building to call police

SUMMARY

Mission and Role on Campus

Community outreach program, supporting families with deafness

Number of Staff and Workstations

14 staff (some part time), 4 workstations





Types of Activities

Family training both in Wraparound and in homes, support group meetings, writing reports

Critical Adjacencies

Good access to off-campus visitors

Identified Needs

More space for office growth; handicapped accessibility; larger meeting space, but homey.

END OF INTERVIEWS, FULL TRANSCRIPTS

SITE OBSERVATIONS



SITE OBSERVATIONS

During the period of January to April 2013, Rick Klein of Berkshire Design Group observed day student pick-up and drop-off during peak vehicular traffic times in an effort to better understand the traffic pattern, points of congestion, and the extent of pedestrian and vehicular conflict.

- Parking across the street is dangerous – many people crossing the street
- Parking lots are often full during pick up or drop off, but you can generally find a spot at any other time
- Ideally, parking would be on the same side of the street as campus, but on the periphery of campus
- Interior parking lots are poorly configured, and overflowing with vehicles
- 163 cars on campus
- 76 parking across the street
- 15 on street max
- 254 total cars on campus during pickup
- The walk from the parking lot across Kellogg Street is too steep up the hill
- It is difficult while driving to find the front door of the school
- It is difficult after parking to find the front door of the school
- Drop off and pick up are chaotic at best, and seemingly dangerous, with children and vehicles all in the same place
- Need an overall cohesive parking plan
- Pedestrian walks are too narrow, and there is not a connected walkway system throughout the campus

END OF SITE OBSERVATIONS, FULL LIST



MASTER PLAN COST ESTIMATE



The Learning Center Master Plan Cost & Sequence: Phase I

Phase I Safety

The intent of this phase is to make the existing campus safe for pedestrians and to create expansion spaces in existing buildings that will not need to be further altered for the Master Plan.

		Nominal Area SF	Material	Cost/ SF \$	Total Cost (\$Year 2013)
Part 1	Circulation & Academic				
1	Convert paper streets to TLC holdings	-	-	-	-
2	Construct Marie Philip lower parking	9,050	-	-	\$200,000
3	Remove current entrance loop in front of White House & construct first part of new entry drive parallel to Central St	-	-	-	\$288,000
4	Classroom addition #1 at Marie Philip, 1 story	1,800	wood frame with clapboard	\$415	\$746,460
5	HS / MS Programming and Schematic Design Study	-	-	-	\$6,500
Total range of costs Ph.I Part 1			\$1,178,912	to	\$1,303,008

Part 2	Circulation & Academic				
6	Purchase property at 330 Prospect St (28,750sf lot; 1296sf house)	1,296	wood frame, clapboards or vinyl ext.	-	\$303,000
7	Move Audiology to plot at 330 Prospect	-	-	-	-
	Demolish 330 Prospect	1,176	wood frame, clapboards or vinyl ext.	\$8	\$9,379
	Renovate for Audiology & Wrap Around	5,000	wood frame with clapboard	\$290	\$1,450,000
8	Purchase property at 328 Prospect St (20,038sf lot; 1176sf house)		wood frame, clapboards or vinyl ext.	-	\$250,000
9	Classroom addition #2 at Marie Philip, 2 stories	3,200	wood frame with clapboard	\$415	\$1,327,040
10	Improve 2 crosswalks	-	-	-	\$35,000
11	Campus / wayfinding signage	-	-	-	\$40,000
12	Other Site Improvements - Walks & Drives	30,000	-	-	\$130,000
Total range of costs Ph.I Part 2			\$3,367,198	to	\$3,721,640

The Learning Center Master Plan Cost & Sequence: Phase II

Phase II Academic

The intent of this phase is to create a Middle School and High School academic facility that is right-sized and similar in spirit to the recently added academic buildings.

Part 1	Middle School / High School Complex	Nominal Area SF	Material	Cost/ SF \$	Total Cost (\$Year 2013)
	1 Purchase Keefe House, 59 Kellogg St (36155 sf lot, 1872 sf house)	1,872	wood frame, clapboards or vinyl ext.	-	\$310,000
	2 Move maintenance to new location behind Keefe	4,000	-	-	-
	Construct new maintenance facility	3,600	cmu & brick	\$326	\$1,174,500
	Demolish maintenance building	3,640	wood frame, ext. shingles	\$8	\$29,029
	3 Build part 1 of MS/HS complex:High School	16,000	steel frame, lgmf & shingle or clapboard exterior	\$479	\$7,656,000
Total Range of Costs Ph.II Part 1			\$8,711,053	to	\$9,628,005

Part 2	Middle School / High School Complex				
	1 Build part 2 of MS/HS complex: Middle School	11,000	steel frame, with clapboard exterior	\$479	\$5,263,500
Total Range of Costs Ph.II Part 2			\$5,000,325	to	\$5,526,675

Part 3	Middle School / High School Complex				
	1 Build part 3 of MS/HS complex: Library & Student Center	9,000	steel frame, with clapboard exterior	\$479	\$4,306,500
Total Range of Costs Ph.II Part 3			\$4,091,175	to	\$4,521,825

Part 4	Middle School / High School Complex				
	1 Demolish Pine-MS/HS Bldg & Green House	15,430	wood frame, vinyl exterior	\$8	\$123,054
	2 Construct new face of campus: Welcome Center /ASL Center / Conference Rms / CTE / Cafeteria & Kitchen	25,000	steel frame, with clapboard exterior	\$471	\$11,781,250
	3 Complete entrance loop	57,500	-	-	\$422,000
Total Range of Costs Ph.II Part 4			\$11,709,989	to	\$12,942,619

The Learning Center Master Plan Cost & Sequence

		Nominal Area SF	Material	Cost/ SF \$	Total Cost (\$Year 2013)
Phase I	Safety				
Part 1	Circulation & Academic				
1	Convert paper streets to TLC holdings	-	-	-	-
2	Construct Marie Philip lower parking	9,050	-	-	\$200,000
3	Remove current entrance loop in front of White House & construct first part of new entry drive parallel to Central St	-	-	-	\$288,000
4	Classroom addition #1 at Marie Philip, 1 story	1,800	wood frame with clapboard	414.7	\$746,460
5	HS / MS Programming and Schematic Design Study	-	-	-	\$6,500
	Total range of costs Ph.I Part 1		\$1,178,912	to	\$1,303,008
Part 2	Circulation & Academic				
5	Purchase property at 330 Prospect St (28,750sf lot; 1296sf house)	1,296	wood frame, clapboards or vinyl ext.	-	\$303,000
6	Move Audiology to plot at 330 Prospect	-	-	-	-
	Demolish 330 Prospect	1,176	wood frame, clapboards or vinyl ext.	\$8	\$9,379
	Renovate for Audiology & Wrap Around	5,000	wood frame with clapboard	\$290	\$1,450,000
7	Purchase property at 328 Prospect St (20,038sf lot; 1176sf house)		wood frame, clapboards or vinyl ext.	-	\$250,000
8	Classroom addition #2 at Marie Philip, 2 stories	3,200	wood frame with clapboard	\$415	\$1,327,040
9	Improve 2 crosswalks	-	-	-	\$35,000
10	Campus / wayfinding signage	-	-	-	\$40,000
11	Other Site Improvements - Walks & Drives	30,000	-	-	\$130,000
	Total range of costs Ph.I Part 2		\$3,367,198	to	\$3,721,640
Phase II	Academic				
Part 1	Middle School / High School Complex				
1	Purchase Keefe House, 59 Kellogg St (36155 sf lot, 1872 sf house)	1,872	wood frame, clapboards or vinyl ext.	-	\$310,000
2	Move maintenance to new location behind Keefe	4,000	-	-	-
	Construct new maintenance facility	3,600	cmu & brick	\$326	\$1,174,500
	Demolish maintenance building	3,640	wood frame, ext. shingles	\$8	\$29,029
3	Build part 1 of MS/HS complex:High School	16,000	steel frame, lgmf & shingle or clapboard exterior	\$479	\$7,656,000
	Total Range of Costs Ph.II Part 1		\$8,711,053	to	\$9,628,005
Part 2	Middle School / High School Complex				
1	Build part 2 of MS/HS complex: Middle School	11,000	steel frame, with clapboard exterior	\$479	\$5,263,500
	Total Range of Costs Ph.II Part 2		\$5,000,325	to	\$5,526,675
Part 3	Middle School / High School Complex				
1	Build part 3 of MS/HS complex: Library & Student Center	9,000	steel frame, with clapboard exterior	\$479	\$4,306,500
	Total Range of Costs Ph.II Part 3		\$4,091,175	to	\$4,521,825
Part 4	Middle School / High School Complex				
1	Demolish Pine-MS/HS Bldg & Green House	15,430	wood frame, vinyl exterior	\$8	\$123,054
2	Construct new face of campus: Welcome Center /ASL Center / Conference Rms / CTE / Cafeteria & Kitchen	25,000	steel frame, with clapboard exterior	\$471	\$11,781,250
3	Complete entrance loop	57,500	-	-	\$422,000
	Total Range of Costs Ph.II Part 4		\$11,709,989	to	\$12,942,619

