



AGENDA

**Wednesday, September 12, 2018 6:00 p.m.-8:00 p.m.
Berkeley SD 87 – Long Range Planning
Committee Meeting**

1. Introduction
 - a. Committee Purpose
 - b. Course of Action & Timeline
 - c. Committee Guidelines

2. Suggested Committee Organization & Roles
 - a. Co-chairs: Position to coordinate any changes in schedule or findings between Architect and Committee membership.
 - b. Sub-committee opportunities

3. Presentation of Data
 - a. Current District Capital Improvement Plan (Infrastructure)
 - b. Educational Adequacy Summary (Curricular Support)
 - 1)Preliminary Space Improvement Recommendations

4. Next Meeting – Wednesday, September 26, 2018, 6:00 p.m -8:00 p.m
 - a. Agenda Items
 - 1)Guiding Principles
 - 2)Design Criteria
 - b. Items to Consider for Next meeting (Handout)



Committee Activities

1. Committee Purpose

- A. *Prioritize District Facility Needs*: Review information and recommendations compiled by the District's architect, including building capacity, educational program support, and long-term facility maintenance needs, and identify priorities for use of District resources.
- B. *Evaluate Facility Improvement Options*: Review concepts developed by the District's architect to respond to identified facility priorities, and make suggestions to assist the architects with refinement of the options. Recommend the most appropriate options.
- C. *Consider cost information* developed by the architects and financial projections compiled by the District Administration in evaluating options.
- D. *Develop an action plan* for community outreach to build support for District objectives
- E. *Report to the Board of Education* on recommendations for facility improvements and community outreach.

2. Course of Action and Timeline

- A. 9/12 Overview, Organization, Data Presentation
 - 1) Committee debriefed on prior studies and information as background for all future discussion regarding district and facility needs
- B. 9/26 Discuss Priorities & Criteria
 - 1) Committee to create Guiding Principles and specific Design Criteria for District Long Range Plan
- C. 10/3 Consensus on Priorities
 - 1) Committee to review, discuss, and refine previously outlined Principles and Criteria to be used by Architects in creating Master Plan Options.
- D. 10/25 Review and Feedback on Presented Options
 - 1) Possible design solutions presented and discussed based on Guiding Principles and Design Criteria.
- E. 11/14 Review and Select Refined Options
 - 1) Select among refined Master Plan options presented by Architects
 - 2) Finalize Committee Recommendations
- F. 11/28 Hold for Additional Working Session (if needed)
 - 1) Possible work session for preparation of BOE presentation by Committee Members
- G. 12/17 BOE Presentation

3. Guidelines and Goals

- A. Develop a Community Driven Process
- B. Understand and develop an approach to prioritizing and addressing the most critical needs
- C. There are no preconceptions! Everyone needs to remain open-minded
- D. To be respectful of each other's opinions, time and participation



Capital Plan Items - Examples

1. URGENT (Items presenting an imminent danger to life or limb)
 - None

2. REQUIRED (by Code or regulation):
 - Mechanical room exits directly into stairwell. Add pair of fire doors to separate stairwell from horizontal portion of egress pathway JP – Mech).
 - Inadequate emergency lighting units along path of egress. Provide new emergency lighting unit. (MM –various))
 - Windowless rooms lack emergency lighting. Provide emergency lighting in windowless rooms. (NM - various)
 - No fire separation between floors at Gym return vents to locker rooms. Provide fire dampers.
 - Abandoned plumbing fixtures result in sections of unused piping ("dead ends"). Remove abandoned fixture and remove unused sections of piping back to mains.
 - .Exterior wall hydrants do not have vacuum breakers. Provide new wall hydrant with integral vacuum breaker.

3. RECOMMENDED (Compliance with new standards or non-retroactive codes, or by functional need)
 - Knob-type locksets on doors are not accessible. Replace knob-type locksets with lever-type. (NM – General)
 - Existing galvanized piping is deteriorating and has excessive amount of rust. Hot and cold galvanized piping is deteriorating and is no longer capable of sustaining potable water at required pressures. Replace old piping with copper piping and provide new ball valves for adequate shut-off.
 - Existing rooftop unit is located within 10'-0" from a roof edge which has a drop of over 30" (Fall-Protection issue). Provide a portable guard rail system that can be moved to areas where equipment is being serviced.(SI – Roof)
 - Exterior exit path does not comply with accessibility requirements for change in floor level. Change in floor level at doorway does not meet current standards and could be considered unsafe. Provide a floor-level landing with either ramp to grade or 'Area of Rescue Assistance'. (SI-Gym)
 -

4. OTHER RECOMMENDED IMPROVEMENTS (Professional Opinion)
 - Exterior hollow metal door frames are corroded. Replace frames. (JP Gym 116, 117, 118)
 - Floor cracks. Patch concrete slab and replace floor tile (JP139, 234)
 - No handrails at MP Room platform with 4 risers. Provide handrails. (JP 118)
 - Play structure lacks ground-level play activities to meet accessibility guidelines. Add ground-level play events to existing play structure (JP Site)
 - Operable partition between the Cafeteria & Stage operates poorly. Replace partition. (NM Stage)
 - Doors in poor condition. Replace doors. (NM - various)
 - Older ceiling tiles are deteriorated and sagging. Replace ceiling tiles. (NM General)
 - Roof is at the end of its expected useful life (20 - 25 years). Replace roof. (NM Roof)
 - Existing air handling units and air-cooled chiller are nearing their useful service life according to ASHRAE. Replace old equipment with new. (NM Roof).



Executive Summary

The study team observed a number of characteristics common to the District 87 schools:

1. Most District 87 classrooms are small by today's standards. Typical classroom size within the District is approximately 680 – 700 Square Feet while today 900 square feet is recommended to support a class size of up to 25 students. The smaller rooms can still provide a good learning environment when class sizes are small, 17 to 20 students, but as class sizes increase the smaller spaces cannot support a diversity of learning modalities and student groupings as well. The disadvantage of smaller classrooms can be offset to some degree if separate small-group spaces are available nearby, but the schools do not have these spaces either.
2. Generally, the schools lack small-group learning spaces. Such spaces would typically be used for interventions and other small-group instruction, but few such spaces exist in District 87 schools. Full-size classrooms are used for these activities instead, which is viable as long as sufficient space is available. District 87 favors push-in intervention whenever possible which reduces reliance on small-group spaces, but increases the importance of adequate size in the regular classrooms. Small-group spaces also support collaborative learning and, in higher grades, independent learning activities, when properly located within the regular classroom groupings. The lack of small-group learning spaces is a disadvantage.
3. The schools have limited specialized learning spaces, particularly at the primary and intermediate grades. Dedicated properly-sized and equipped rooms for art, music, STEM and other specialized spaces are highly desirable. District 87 primary and intermediate schools generally have a single space shared for Music and Art, and the curriculum is rotated on a semester basis. Specialized learning spaces such as these generally require larger rooms to accommodate the appropriate equipment and storage, so use of a regular-sized classroom for STEM, for example, compromises capabilities, particularly if the regular classroom is small to begin.
4. The smaller size of most classrooms and traditional desk and chair student furniture limit classroom flexibility. Teachers compensate by clustering desks within the classrooms and use tables, where available, instead of desks to foster group-learning activities, but this is less than optimal. Unused desks already consume most of the limited storage space available in the schools. Flexible furniture can better support diverse learning activities within the classroom.
5. Gymnasiums in the primary and intermediate schools all have hard surface flooring which does not provide the level of resilience that is recommended for physical education and activity.



6. In the primary schools, the Early Childhood classrooms lack space for storage of equipment and lack indoor large motor activity space. Limited availability of the gyms and lack of dedicated storage for EC equipment adjacent to the gyms limit the effectiveness of this function.
7. All school sites are relatively small, as is typical of many schools in the older suburbs where most students originally walked to school. The small sites suffer from significant traffic congestion and lack of separation between bus, parent and pedestrian traffic. The District compensates for the inherent hazards by aggressive staff supervision of student arrival and dismissal. The sites also allow limited opportunity for outdoor recreation and athletic activities.
8. Enrollment at each school exceeds the Instructional Capacity, but is less than Rated Capacity (you can think of Instructional Capacity as the capacity at which the school still meets recommended standards for space per student in the regular education classrooms, and Rated Capacity as the capacity based on 25 students per full-sized classroom space.) For middle schools the calculation includes the utilization rate which accounts for the fact that rooms are not used every period of the day. Utilization rate is affected by staffing and room assignment practices so the capacity of a middle school is influenced by those decisions.
9. The roll-out of STEM curriculum in the schools will be enhanced if spaces can be adapted to better support hands-on project-based learning. Adequate space for storage of equipment and student project materials are key considerations.

Beyond the common characteristics, there are some particular conditions, which are worth noting:

10. Sunnyside Intermediate School has several serious short-comings, although it is not apparent from the capacity numbers alone. Sunnyside has a serious lack of specialized learning spaces. All full-sized classrooms are used for the core curriculum. Sunnyside depends on shared use of MacArthur facilities for art, music and special activities. As the offerings of specials in the middle school is expanded the ability of MacArthur to support Sunnyside needs will be limited. Gym space is very limited, the cafeteria is undersized and student dining is split between multiple spaces. Office space is inadequate, with the principal and assistant principal sharing a small office. Small-group instruction spaces are nearly non-existent. Pull-out interventions use whatever spaces are available, including corridors. Access to play fields crosses the visitor vehicle traffic path. Managing the vehicle traffic hazards to students requires aggressive staff supervision.



11. The middle schools operate in a very structured way, due in part to the design of the buildings, with little opportunity for student collaboration and independent learning, both of which are key elements of 21st century education. Learning commons with break-out spaces for small-groups of students are an example of a feature that can promote the collaboration and independence which are hallmarks of 21st century education. The middle school cafeterias rely on traditional rectangular tables, while round tables can foster the social interaction, which is so important at this age, and provide another opportunity for promotion of independent student activity.
12. The primary and middle schools have good library facilities which are underutilized. The role of the Library or Media Center in schools is evolving as 1:1 technology transforms education. The libraries can evolve to support independent inquiry, collaboration and various forms of digital media and expression. The existing library facilities in the intermediate schools are much more limited due to the smaller size in these older buildings and may not support the transition without additional space.

Specific characteristics of each school are discussed in more detail in the individual analyses.

What are the next steps? In some cases, alteration of may allow better utilization of existing space. It may also be appropriate to begin considering how to augment existing facilities whether through remodeling, additions or replacement of existing facilities.



Guiding Principles: *Over-arching qualities and characteristics that the long-range plan needs to embody.*

1. Sample Guiding Principles:

- Creating environments for technology enabled learning
- Accommodate enrollment growth
- Promote the unique identity of each school.
- Furniture choices should support flexibility and diversity of spaces.
- Optimize operational efficiencies through improved systems.
- Environments must allow for advancement of next generation skills.
- Create places to promote collaboration for students and educators.
- Develop spaces which can be scalable and reconfigurable (flexibility).
- Promote environmental awareness inside and out.
- Accommodate gross motor skill activity inside and out.
- Allow for the evolution of technology needs.
- Social Emotional Learning should be supported by allowing space for specific activities.
- Develop spaces to support project-based learning and STEM/STEAM initiatives.
- Maximize daylight opportunities into learning environments.
- Acoustic strategies are necessary to minimize distractions.

Design Criteria: *Specific instructions or parameters for elements or solutions within the long-range plan.*

2. Sample Design Criteria:

- More Small Group Rooms to promote Social/Emotional well-being of students.
- Multiple Media points in all learning spaces.
- Improved Health/Nursing Area at Middle School
- Large group flex space for Music (Band/Choir/Orchestra)
- Social/Psychologist group space distributed (push-ins/pull-outs)
- The Cafeteria must act as a lobby space for the gym, and be directly adjacent to it
- The staff shall share a common office in the middle of the Special Education suite
- Science should be distributed equally on each floor, but be paired together based on function (Physics, Chemistry, Biology)
- General gym refresh
- Administration distributed throughout facility
- Distribute shared group rooms equally.
- Learning commons spaces should accommodate a whole grade for presentation purposes. Solutions for grade level learning materials should allow space to remain flexible. Accommodate small group interaction.
- Corridor walls in existing classrooms should prioritize visibility to Learning Commons.
- Makerspace program added near IMC.