

School Committee September 26, 2017 Exhibit A

Belmont High School Building Committee BHSBC

Community Engagement Session

September 19, 2017

MSBA Building Process

Steps primarily for:

Districts

Construction Professionals

February 2016
Start

ELIGIBILITY
PERIOD

Completed July
2017

FORMING THE
PROJECT TEAM

Present
Stage

FEASIBILITY
STUDY

April 2018
Start

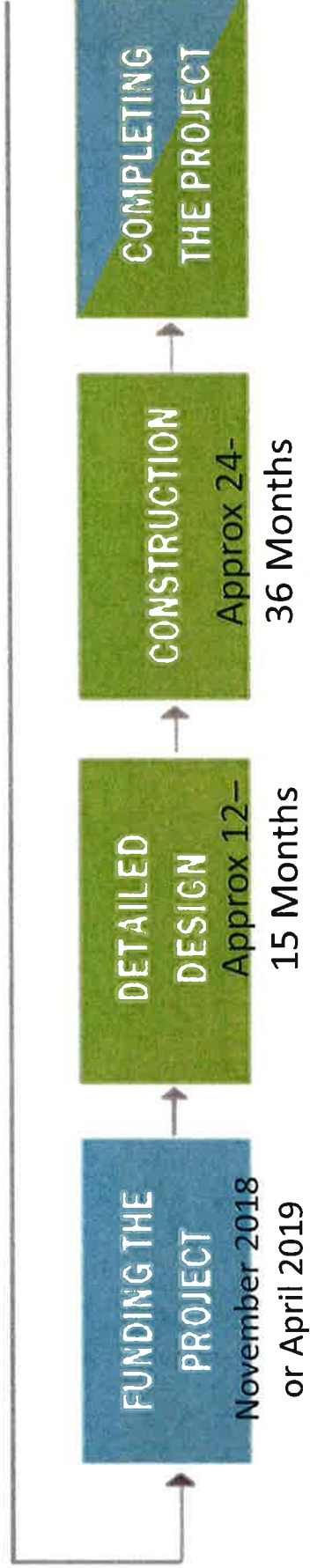
SCHEMATIC
DESIGN

FUNDING THE
PROJECT
November 2018
or April 2019

DETAILED
DESIGN
Approx 12-
15 Months

CONSTRUCTION
Approx 24-
36 Months

COMPLETING
THE PROJECT



BHSBC

COMMUNITY ENGAGEMENT MEETINGS

- Tuesday, September 19th – 7:00 PM, Cheney Middle School
- Friday, October 13th – 1:15 PM, Beech Street Center
- Saturday, October 28th – 10:00 AM, Belmont High School
- Wednesday, November 15th – 7:30 PM, Belmont Town Hall
- Tuesday, December 12th – 7:00 PM, Belmont High School

Two Lens to View the Work

- Educational Vision
- What does the Belmont community believe is important in the future teaching and learning of its students
- How do we construct a school around those educational values and characteristics
- Operations and Logistical Challenges / Opportunities
- Increasing Enrollment and Limited Space

Belmont Public Schools

Initial Visioning Work with Frank Locker
in Spring of 2017

- Two days of Educator Planning
- One day of Educator Visioning
- Two days of Community Members, Students and Educator Visioning

Learning Modalities

The Community Visioning Team members identified these as the most effective ways for students to learn:

- Project-Based Learning
- Social/Emotional Learning
- Thematic Learning
- Small Group Work/Student Collaboration

Educational Delivery

Educational Delivery addresses overarching themes required to provide a 21st century high-performing educational experience for all BPS secondary students.

INSTRUCTIONAL MODELS:

- Continue the social/emotional learning initiative
 - Employ project-based learning on a regular basis
 - Group students in small learning teams to differentiate instruction and foster communication, collaboration, and improved social skills, and foster differentiated instruction
 - Pilot innovative deliveries such as making things to learn
- Organize teachers in teaching teams
 - Explore synchronous, same time-same place
 - teaching with larger student groups
 - Teachers “teaming,” sharing students but separately teaching curriculum specialties
 - Create a school and community culture that values flexibility for change
 - Position students to learn 21st century skills, especially the “four C’s”, collaboration, communication, creativity, and critical thinking, while simultaneously meeting standard curriculum goals

Key Words for Education

Educator and Community Workshop participants each identified one word or two-word phrases that best represented their individual thoughts about the future Educational Deliveries.

Their most commonly cited words are:

- Collaborative
- Authentic inquiry, inquiry-based, inquiry provocative
- Project based learning
- Integrated/interdisciplinary
- Evolving adaptable
- Engagement

KEY WORDS FOR FACILITIES

As closure to the Educator Workshop, participants were asked to identify one word or a two-word phrase that best represented their personal thoughts about the future facilities.

Their most commonly cited key words are, in order of frequency are:

Elementary School

- Flexible, (space, chairs, teachers, etc)

Middle School

- Flexible, elastic/flexible, flexible spaces

High School

- Flexible, flexibility, flexible spaces, large flexible learning spaces, flexible grouping
- Bright open spaces
- Inspiring

Community Workshop participants were asked to do the same as a summation challenge. Their words are:

- **Flexible**

- **Fluid/open**

- **Inspiring**

Visioning Session: Phase Two September 19 & 20, 2017

Feedback from Educators, Students and Community



Expert Presenters

- Steve Turckes
 - K-12 Global Practice Leader
 - Perkins and Will A
- Michael Horn
 - Reinventing Education
 - Chief Strategy Officer
- David Dockterman
 - Education Use of Technology
 - Harvard School of Education

Visioning Session: Phase Two September 19 & 20, 2017

Feedback from Educators, Students and Community

- ✓ Our design team “Perkins and Will” will incorporate the feedback and data from the recent 2 day session with the Frank Locker spring session findings.

Visioning Outcomes

- ✓ The outcome of these sessions was to produce some initial Guiding Principles for the design team.
- ✓ The feedback and the guiding principles will be utilized in the drafting of the Educational Program document that will be submitted to the MSBA.

Enrollment – District Wide

Increase over 6 Year Period & Projection over the next 2 Year Period

	Oct. 1, 2011	Oct. 1, 2012	Oct. 1, 2013	Oct. 1, 2014	Oct. 1, 2015	Oct. 1, 2016	Sept. 1, 2017*	Oct. 1, 2019
BPS K-12 Enrollment	3900	3994	4136	4222	4303	4408	4540*	4705
		94	142	86	81	105	132*	
			<i>Increase, 2011 to 2017</i>				604	

Given the average six year increase is 101 students per year our current projection of 4705 may be exceeded. * September 1 enrollment is an unofficial.

Enrollment Short Term Solutions

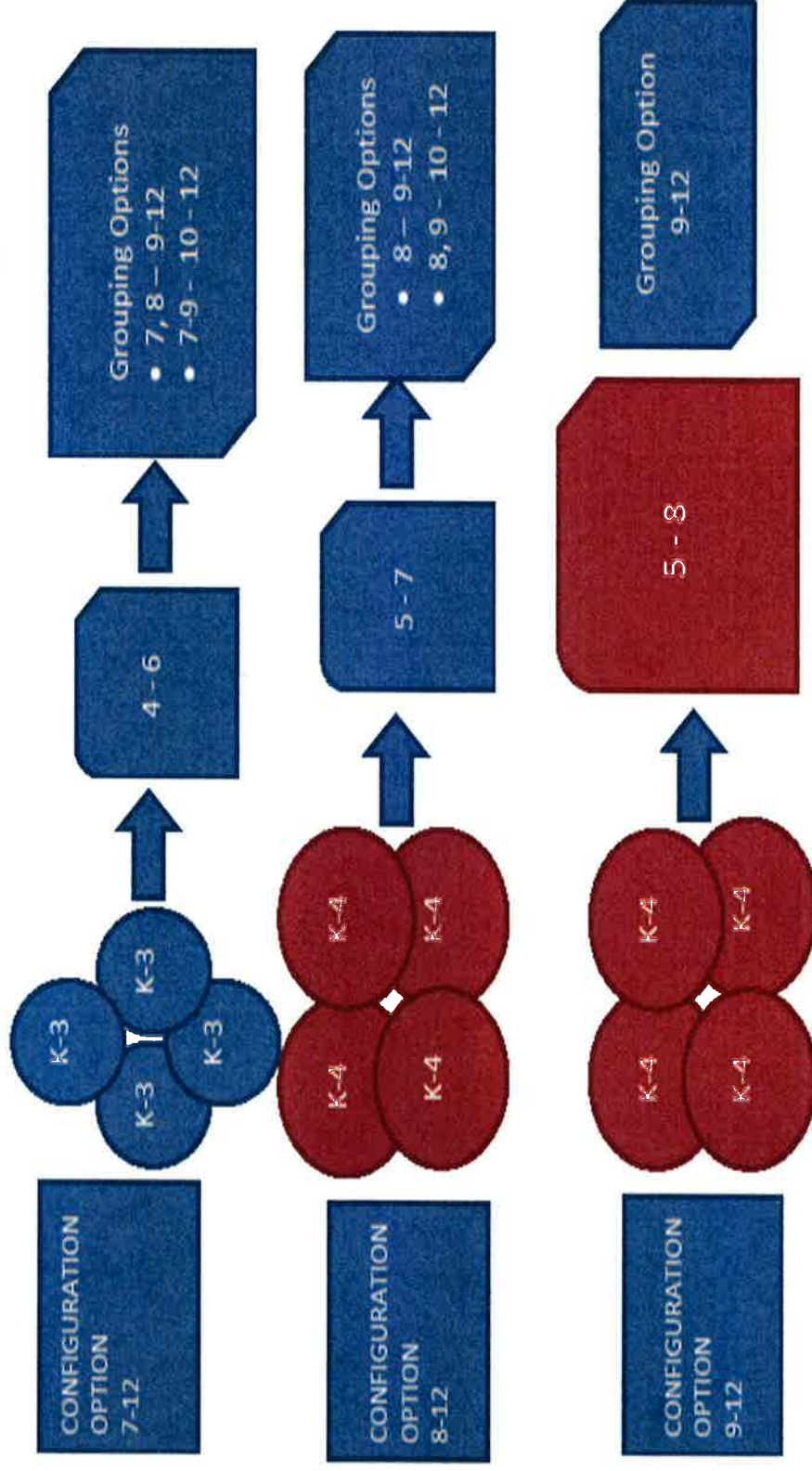
- 6 modular classrooms at BHS - 2015
- 6 modular classrooms at Chenery -2016
- 4 modular classrooms have be requested for Burbank in 2017 for use in 2018
- Many interior spaces have been rehabbed for alternative use as classrooms throughout the district

BHSBC / MSBA: Grade Configurations

MSBA Configuration Options	Elementary	Middle School	Notes
<u>9-12 *</u>	<input type="checkbox"/> K-4	<input type="checkbox"/> 5-8	MS and Elementary enrollment / space issues not addressed.
<u>8-12 *</u> 8/9... 10-12 8... 9-12	<input type="checkbox"/> K-4	✓ 5-7	HS and MS levels would have space – Elementary level issues not addressed.
<u>7-12 *</u> 7/8... 9-12 7-9 ... 10-12	✓ K-3	✓ 4-6	All levels would be provided space to accommodate increased enrollment.

* MSBA / BHSBC Space Issues Still to be Resolved by Town

Belmont Public Schools Configurations Flow Chart



CONNECTIONS + SEPARATIONS

Community Visioning Team participants, working as Table Teams identified preferred shared or separate functions for a co-located high school/middle school. Here is a summary of commonly held opinions:

SEPARATE MIDDLE SCHOOL + HIGH SCHOOL FUNCTIONS

- Core Classrooms
- Special Education spaces
- Media Center/Learning Commons
- Food Court/cafeteria

SAME TIME USE

- English as a second language
- Teacher Planning Centers
- Food Service Kitchen
- Custodial

SEPARATE TIME USE

- IT Labs (if any)
- Family/Consumer Science (if any)

Visioning Committees

Grade Configuration Straw Poll

Visioning Session #1

Spring 2017

Participants identified preferred grade groupings in the next building:

- Grade 9-12: 0 votes
- Grade 8-12: 4 votes
- Grade 7-12 school: 26 votes
- Abstentions: 3

Visioning Session #2

Fall 2017

Participants identified preferred grade groupings in the next building:

- Grade 9-12: 1 votes
- Grade 8-12: 4 votes
- Grade 7-12: 50 votes

Decision and Roles on Configuration Options

