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Minutes

| | | | |
|-----------------|----------------------------------|-------------------|-------------|
| Project | Gervais Long Range Facility Plan | Date | Dec 8, 2020 |
| Location | Zoom Meeting | Project No | 122481 |

Subject Long Range Facility Planning Committee Meeting 1

Present Dandy Stevens – GSD Superintendent, Adelita Ruiz, Andrew Aman, Amanda Braswell, Bibiana Salazar, Bob Martin, Courtney Karns, Creighton Helms, Gustavo Munoz, Henry Bustamante, Isabel Contreras, Megan Dilson, Melinda Fitz-Henry, Melissa Ayala, Michael Mulkerin, Mrs. Guzman, Renee Willer, Susie Marston, Toni Johnson, Tracy Lewis, Vilma Chan Vasquez, Rebecca Stuecker – IBI Group, Kristine Merkel – IBI Group, Mat Braun – IBI Group,

Distribution Attendees

This is a record of the first Long-Range Facility Planning Committee meeting for the Gervais School District.

After a brief introduction, Rebecca Stuecker (IBI Group) presented the findings from the data that has so far been gathered about the District. This data includes Seismic Evaluations of all school buildings, Facility Assessments, Enrollment Projections, Building Capacity, and Educational Adequacy Assessments.

- The approximate total cost for seismic upgrades and facility infrastructure upgrades to the school buildings (not including other buildings on the GSD campus) is approximately \$10,500,000.
- Enrollment projections indicate a slow growth expected over the next 15 years.
- Capacity analysis indicates the Elementary School will be overcapacity in the next few years, the middle school is far under the recommended square-footage for a middle school, and the high school is generally adequate for the current populations (although some spaces like the cafeteria are not large enough to meet current functional needs).

The Key Takeaways from the interviews with each principal, student surveys, and teacher listening sessions and surveys were presented (and are included in the attached presentation). The following is a summary of the comments by the committee.

- Elementary School:
 - Collaboration & STEAM space – if Gervais Elementary is to be a ‘STEAM school’ there needs to be space for a whole grade level, not just one room for STEAM activities and project-based learning.

- Middle School:
 - How are electives working now? How can they be supported without adding rooms to the building?
 - There is the feeling that the school is lacking 'primary, basic needs,' including a space for a school nurse.
 - There are not many social places for students. Middle school-aged students are social and need spaces that allow for exploration, self and social reflection, to be able to ask questions like 'who am I?' and 'who is my friend group' and 'what friends groups even are there?' It is difficult for students to consider these questions without electives.
 - The furniture is too large because the rooms are so small. Teachers and students sometimes have 'just inches' to move from one area to another in a space.
- All Schools:
 - Regarding nutrition, it is difficult to teach and emphasize the importance of proper nutrition and health when the school does provide space for students (and teachers) to eat and enjoy a meal.

The LRFP committee were then asked to participate in a goal-setting workshop in which they responded (via the chat feature) to three questions: What are your aspirations for the future of GSD schools? What are your greatest fears? How will we know we've been successful? A complete account of responses is attached. A survey will be issued to the committee to prioritize the responses in order to develop a set of guiding principles and set long-term goals for the District as it moves through the Long-Range Planning Process.

Next Steps:

January 19th: LRFP Committee Meeting #2

February 16th: LRFP Committee Meeting #3

Time: Dandy asked committee members to provide input on the preferred time for future LRFP Committee meetings.

These meeting notes are a record. If there are any errors and/or omissions in the foregoing notes, please advise our office immediately; otherwise these notes will be considered correct and complete as written.

Submitted by,
IBI Group Architects Inc.

Attachments:

| <u>Item:</u> | <u>Pages:</u> |
|---------------------------------|---------------|
| Presentation | 19 |
| Goal-Setting Workshop Responses | 3 |

What is Your Greatest Aspiration?

Spaces where all kids can find something that connects them to their education

Students and staff have learning spaces that inspire and energize them.

Spaces where teachers find inspiration to connect with each other and improve their craft

Getting the buildings in such a condition that they are seismically sound

More designated spaces for CTE programs, electives, music, etc. so our students have more options to explore greater interests

More room and places for students to connect and grow, as well as areas for staff to plan, prepare, and collaborate.

For students to have space that feels special and feels made specifically for them.

Designated spaces for counseling and college and career explorations.

Spaces where students (middle school) can relax or 'cool down' – a Zen Den if you will

A space for all students to eat their meals with their friends.

To create a space for students to learn premier leadership, achieve personal growth and gain academic success.

Being able to offer programs that are competitive and look like programs in districts that may have higher socio-economic status

To have space for large groups to gather and work together.

Greater 'curb appeal' for our district – looks attractive so people driving by want to send their kids there

Spaces where students can hands-on explore in science labs, technology, STEM, music, art.

Safety upgrades for the building and expanded arts programs like music

Spaces where students can address their social, emotional and mental health needs

More SPACE at all building levels... correlates, IMHO, to safety well-being, comfort, de-stress, belonging

To have the building reflect what is important to the students and community.

Cafeteria spaces for each of the buildings (no shared spaces) this allows each building to create their own experience and community feel.

I really like the idea of bringing arts and music back.

Facilities at middle school so they don't have to share with high school

Welcoming entrances that are safe and secure

That we can provide building space and more rooms for staff and students that will prove a place for growth. Also having a place where a student can feel safe to address their needs to a teacher or staff member

Buildings where staff can build community and connect with one another.

Bathroom and locker room facilities that allow for student privacy and comfort

Welcoming spaces for community members when they do visit our buildings (middle school)

For every teacher to have a large classroom, personal office and storage

Spaces that seem more cohesive rather than spread out.

Places with teachers and students can come together in small and large groups to have discussions, meetings, and activities. It needs to be welcoming and comfortable.

Athletic spaces that enhance community programs

Learning spaces that advance our (GES) STE(A)M identity in intentional and dynamic ways

Space for sporting events

A library and cafeteria for the middle schoolers where they can really meet, work, and socialize.

Facilities that are up to the task of educating our students

State-of-the-art science rooms

More classroom space so students can feel more comfortable and make it easier for them to move around. I would like to see maybe more time for GMS students to have lunch.

Space where students can connect and be able to avoid areas where they feel unsafe. More options for them

Better parking and flow in all areas/schools

For the middle school, a space for students to be ill and have their dignity kept in tact (not a sick bed in the office), but a dedicated nurse's room

Modernization of buildings and athletic facilities

Outside covered areas around the middle school for students to play, meet, and sit around to talk

What is Your Greatest Fear?

Running out of space by leaving everything as is and outgrowing our school

It will cost too much.

Finding the money to pay for everything

We won't think 'outside the box' to make these things happen

That we will have wonderful plans but a bond won't be passed

We make decisions quickly without concrete long-term district goals taken into consideration

Failing bond

It will be voted down by the community

We focus on one building/program, etc. and neglect the others.

Losing students by not upgrading facilities or offering more options

We don't pass a bond and this is all for nothing...

Nothing changes

Not being able to connect to the voters who have historically voted 'no.'

Not enough resources to accomplish these necessary steps.

Not able to pass the bond

We continue to lose students to neighboring districts.

It will take too long for upgrades to take place

Not enough bond money or resources to improve

Not being creative enough, not pushing the limits of what can bring out the full potential of staff and students, thinking of traditional or 'status quo' ideas

Missing the opportunity to branch out and reach more students with different interests

Our facilities are well maintained but are coming to an end of 'shelf life' how do we get voters to accept this?

It will take a lot of effort and cost a lot but not address very much. The fix(es) will be inadequate and we'll still be wishing we had new buildings.

The wrong people are put in charge to facilitate and build new facilities ... it is done wrong.

Another bond being presented to the community and the bond failing

Putting a bandage on the problem rather than truly making the changes that need to happen

Upgrading facilities, but not taking care of the main problem aka roof at high school

People not stepping up to help us connect with a wider community base so we can build momentum. The 18 of us can't do this alone.

Settling for a 5-year-plan and not seeing the longer range

How Do We Know if We Are Successful?

Our ADM grows because people start wanting to come to Gervais.

We look at the feedback and comments and compare those to what we have in place.

Students will have a measurable increase in their sense of passion and purpose while in school

Our buildings are inspiring for students, staff, and the community. We have the spaces we need to do the work we need to do.

Our community will engage again. Students will have school pride.

We have enough space and facilities for students to pursue their interests. People come to Gervais because we have the programs they want to see their kids in...

Staff will feel they have space to teach and students will have spaces to socialize and safe spaces to turn to at each school.

Students around the Gervais area start coming to our district

More students stay in school and want to come to this district because of our changes/additions

You will know by seeing desired results. You'll see it in the results of adding more space for students and teachers, if something catastrophic happens – how did the buildings hold up, etc.

We have well rounded students who speak highly of their school

Staff continues to stay in the district and they have enthusiasm to try new programs

Showing off our facilities to families and students – being proud of what we have to offer students

Occupational satisfaction of staff increases

We ask staff and students how they feel about our facilities and their responses are “feel proud of how far we have gotten” or something along those lines.

Having options – a little something for everyone.

We will have a “campus” that doesn’t feel like we “settled” for 2nd best; that GSD has the campus it wants and needs.

Few district transfer requests

People stop saying, “oh it’s just Gervais.”

Getting rid of stereotypes that Gervais is the poor and old school

An improved morale among staff

Having students come back and say Gervais prepared them for...

When the students have the resources they need to go through all the grades and they feel successful and accomplished.

The customers are happy. We keep kids in district. Teachers flock to GSD. Community pride.

Shed the "old" notions of Gervais; create a new attitude at GSD

Students feeling prepared upon graduation to tackle life after

Kids are leaving confident they were prepared for a good life

Offering various elective opportunities for students to pursue passions. No teacher is teaching from a storage room



Gervais School District Long-Range Facility Planning Committee



Gervais School District
December 15, 2020



AGENDA

7:00 Welcome & Introductions

7:15 Seismic Evaluation & Facility Assessment Recap

7:30 Enrollment Projections & Building Capacity

7:45 What We've Heard – Interviews & Listening Sessions

8:10 **WORKSHOP** Long-Range Goals

8:20 Wrap Up & Next Steps

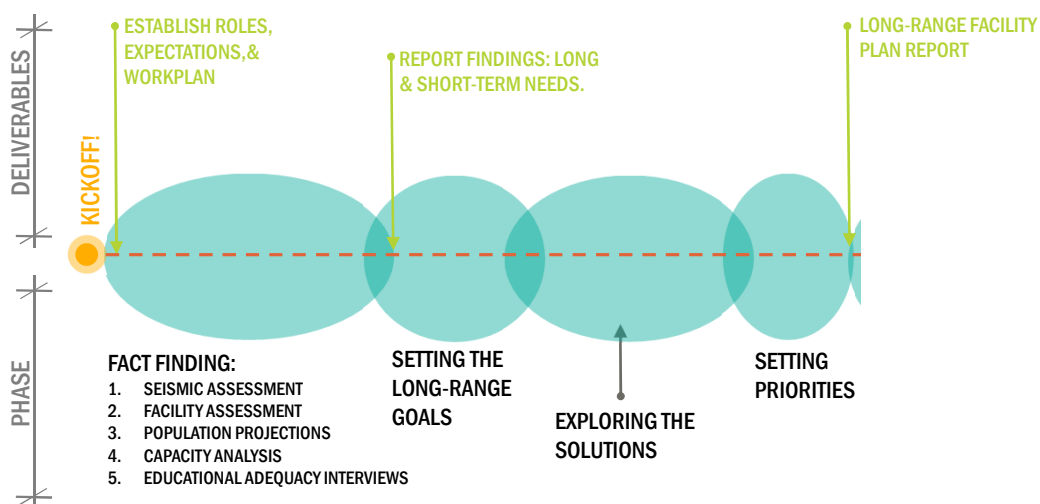


Gervais School District – Long-Range Facility Planning Committee

December 15, 2020



KEY MILESTONES: THE PLANNING PROCESS

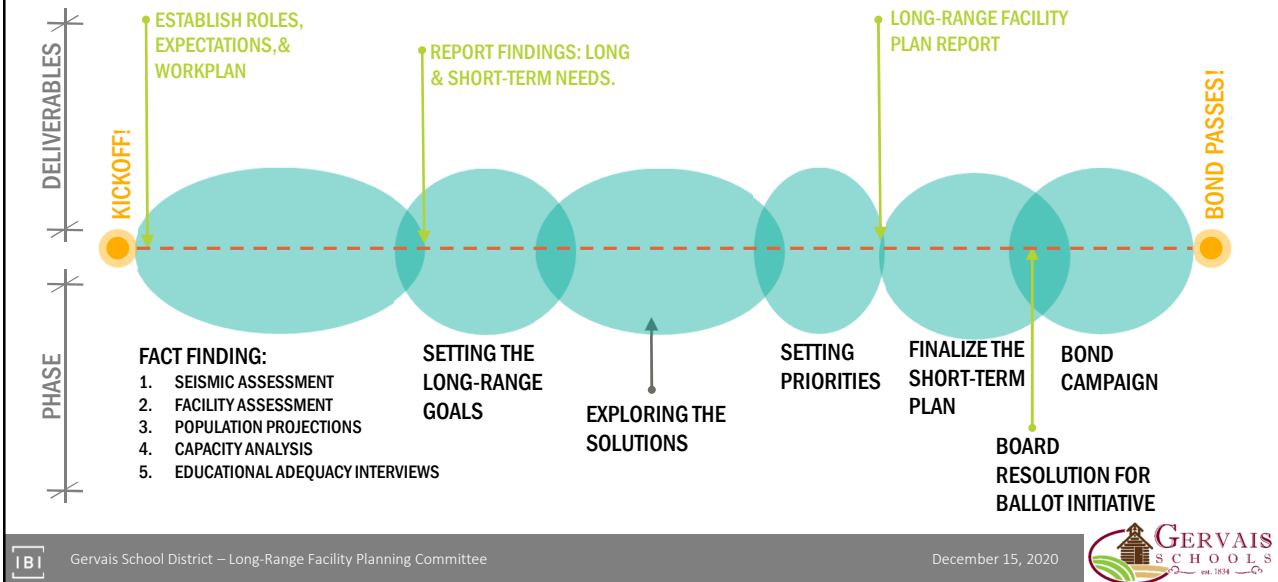


Gervais School District – Long-Range Facility Planning Committee

December 15, 2020



KEY MILESTONES: THE PLANNING PROCESS



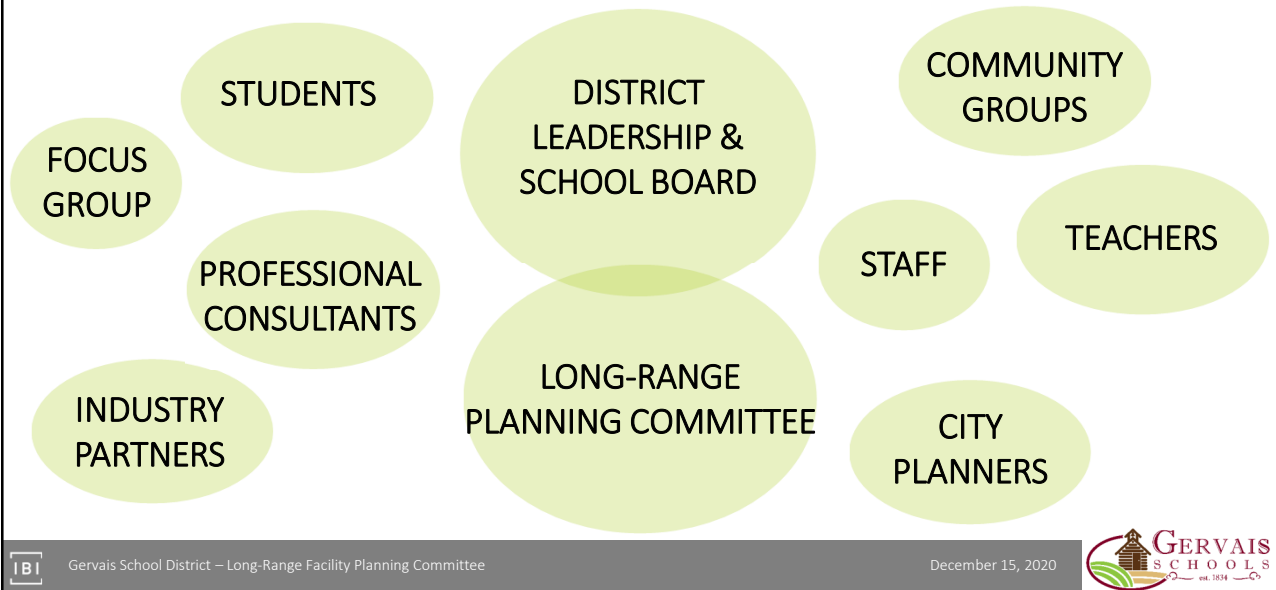
ROLES, RESPONSIBILITIES, AND A PROCESS FOR DECISION-MAKING



The Committee's Charge:

- To represent all stakeholder groups.
- To balance individual vision with what is best for the entire community.
- To help communicate the LRFP process to the community
- To contribute to the vision and goals of the LRFP

ROLES, RESPONSIBILITIES, AND A PROCESS FOR DECISION-MAKING



FACT FINDING

1. SEISMIC ASSESSMENTS
2. FACILITY ASSESSMENTS
3. POPULATION PROJECTIONS
4. BUILDING CAPACITY
5. EDUCATIONAL ADEQUACY

tk1sc
COLLABORATIVE

FACT FINDING

- REMOVE GYP AND INSTALL NEW PLYWOOD SHEATHING DIRECTLY TO WOOD STUDS. PROVIDE PLATE CONNECTION BETWEEN WALL TOP PLATE AND ROOF DIAPHRAGM. PROVIDE STRAP CONNECTION BETWEEN SILL PLATE AND CONCRETE STEM WALL.
- PROVIDE PLATE CONNECTION BETWEEN WALL TOP PLATE AND ROOF DIAPHRAGM. PROVIDE STRAP CONNECTION BETWEEN SILL PLATE AND CONCRETE STEM WALL.
- PROVIDE HOLD DOWN CONNECTORS AND POST INSTALLED ANCHORS TO CONCRETE WALL AT LEDGER CONNECTIONS TO ELIMINATE CROSS GRAIN BENDING
- PROVIDE PLYWOOD OVERLAYMENT AND BLOCKING AT PANEL EDGES IN AREAS OF STRAIGHT AND GAP SHEATHING.

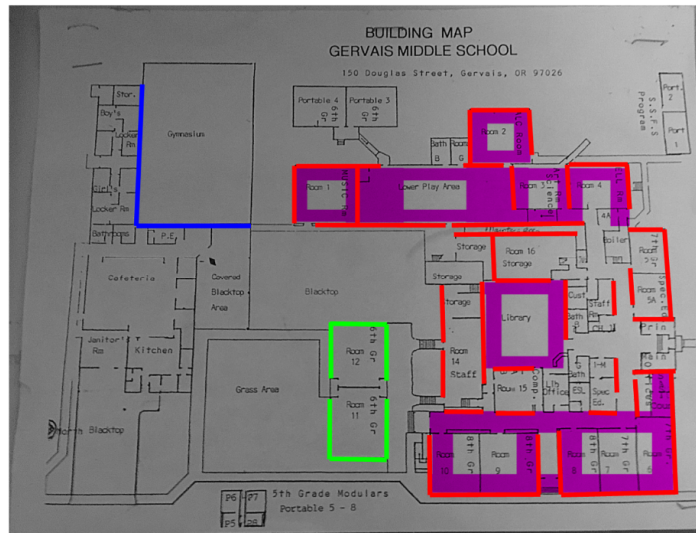
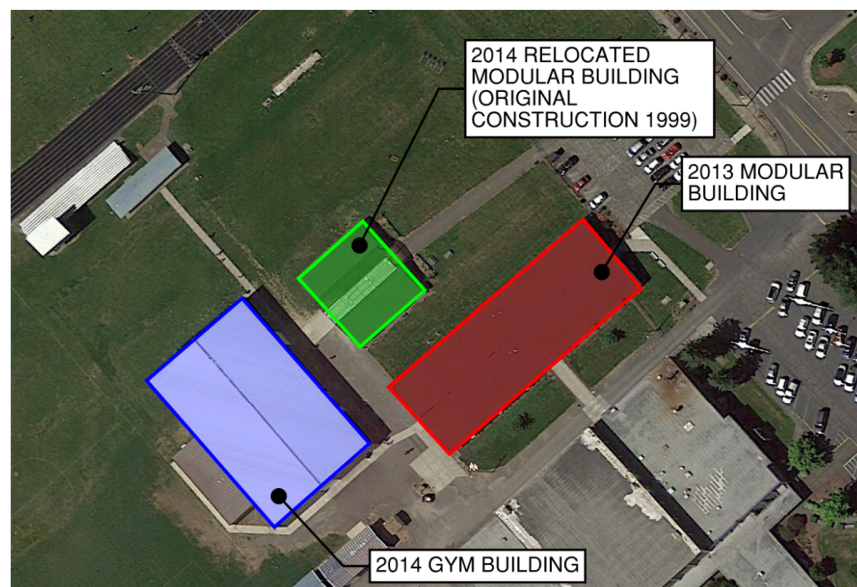


Figure 2-Shear Wall and Diaphragm Improvement Plan

FACT FINDING



FACT FINDING

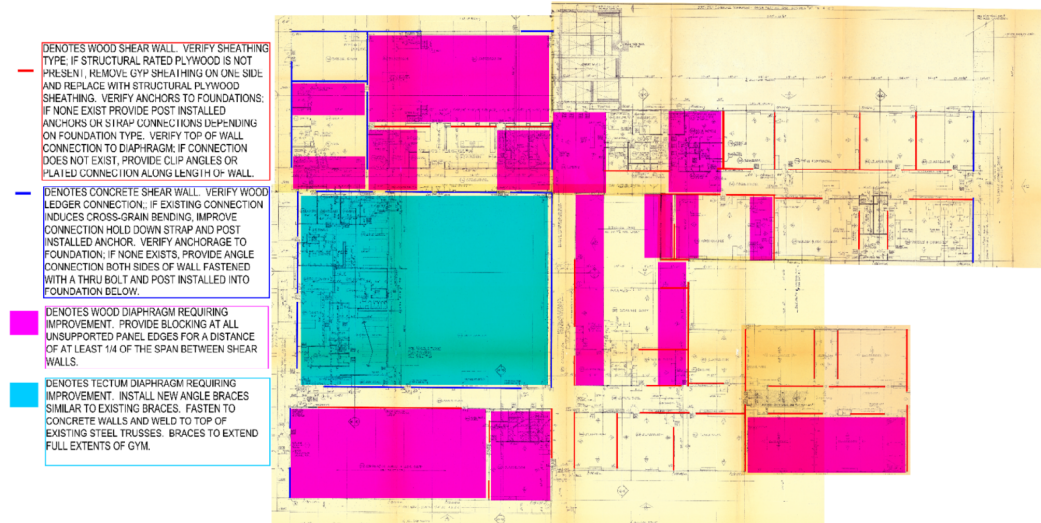


Figure 2-Shear Wall and Diaphragm Improvement Plan



Gervais School District – Long-Range Facility Planning Committee

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FACT FINDING

1. SEISMIC ASSESSMENTS
2. FACILITY ASSESSMENTS
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EVALUATION TOPICS

- BUILDING SHELL (ROOF, EXTERIOR WALLS, WINDOWS)
- INTERIOR MATERIALS, DOORS, STAIRS
- ELECTRICAL, HVAC, PLUMBING, TECHNOLOGY, FIRE SUPPRESSION
- EQUIPMENT AND FURNISHINGS
- BUILDING SITE WORK (PARKING LOTS, LANDSCAPING, UTILITIES)



Gervais School District – Long-Range Facility Planning Committee

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FACT FINDING

1. SEISMIC ASSESSMENTS
2. **FACILITY ASSESSMENTS**
3. POPULATION PROJECTIONS
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2019 Facility Assessment: Gervais School District



Gervais School District – Long-Range Facility Planning Committee

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FACT FINDING

1. SEISMIC ASSESSMENTS
2. **FACILITY ASSESSMENTS**
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MAJOR TAKEAWAYS

- The facilities have been well cared-for
- Some building systems are beyond their expected life
- The roof at the main high school building is in need of replacement
- Exterior materials and windows are a high need at both high school and elementary buildings
- Mechanical upgrades to the elementary school main building is a high need.
- Resurfacing and restriping driveways and parking lots was the greatest exterior expense



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FACT FINDING

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ESTIMATED COSTS*

SEISMIC UPGRADES:

ELEMENTARY: \$1,691,000
 MIDDLE SCHOOL: \$0
 HIGH SCHOOL: \$2,349,000

FACILITY INFRASTRUCTURE IMPROVEMENTS:

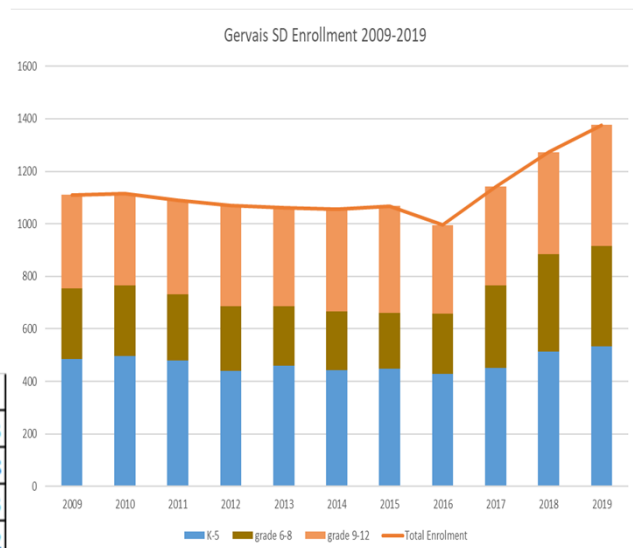
ELEMENTARY: \$1,546,000
 MIDDLE SCHOOL: \$275,000
 HIGH SCHOOL: \$3,898,000
 SITE WORK: \$789,665

*All costs based on 2019 assessments and include development or “soft” costs but do NOT include construction market escalation costs. A full breakdown of costs are included in the seismic and facility assessment reports.

FACT FINDING

1. SEISMIC ASSESSMENTS
2. FACILITY ASSESSMENTS
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| Year | Total Enrollment | K-5 | 6-8 | 9-12 |
|------|------------------|-----|-----|------|
| 2020 | 1,132 | 479 | 260 | 393 |
| 2025 | 1,167 | 502 | 257 | 408 |
| 2030 | 1,190 | 518 | 269 | 403 |
| 2035 | 1,232 | 533 | 277 | 422 |



FACT FINDING

1. SEISMIC ASSESSMENTS
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TEACHING STATION CAPACITY

TEACHING STATIONS x STUDENT:TEACHER RATIO x PREP FACTOR

BUILDING SQUARE-FOOTAGE CAPACITY

| | |
|------------------|-------------------------------|
| Pre-K – 5th | 125 gross square feet/student |
| 6th – 8th grade | 151 gross square feet/student |
| 9th – 12th grade | 180 gross square feet/student |

*sf/student values based on Oregon Department of Education Proposed Recommendations



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FACT FINDING

GERVAIS ELEMENTARY

| | | Enrollment Year | | |
|--|------------|-----------------|------------|------------|
| | | 2020 | 2025 | 2035 |
| Summary | | 479 | 502 | 533 |
| Teaching Station Capacity - Main Building and Out Buildings | 465 | 14 | 37 | 68 |
| Building Overall Square Footage Capacity (97.295sf/125sf per student) | 778 | 299 | 276 | 245 |

| Teaching Stations | Quantity | Class Size Goals (3) | Capacity at 100% Use | Current Utilization (4) | Adjusted Capacity | Location |
|-----------------------------------|-----------|----------------------|----------------------|-------------------------|-------------------|---|
| General Classrooms (1) | 18 | 25 | 450 | 1.00 | 450 | K-2 in outbuilding, 3-5 in main building, two 5th grade in portable |
| SPED (Functional Learning Center) | 1 | 15 | 15 | 1.00 | 15 | Main Building |
| TOTAL | 19 | | 465 | | 465 | |

| Special Use: CRs spaces for support or pullout programs | Quantity | Notes |
|---|----------|-------|
| Pull-out services (reading & math support, counseling, resource, ELD) | 4 | |
| P.E. Main Gym, Library, Music | 3 | |
| TOTAL | 7 | |



Gervais School District – Long-Range Facility Planning Committee

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FACT FINDING

GERVAIS MIDDLE SCHOOL

| | | Enrollment Year | | |
|--|--|-----------------|------------|------------|
| | | 2020 | 2025 | 2035 |
| Summary | | 260 | 257 | 277 |
| Teaching Station Capacity - Main Building and Out Buildings | | 233 | 27 | 44 |
| Building Overall Square Footage Capacity (30,424sf/151sf per student) | | 201 | 59 | 76 |

| Teaching Stations | Quantity | Class Size Goals (3) | Capacity at 100% Use | Current Utilization (6) | Adjusted Capacity | Location |
|------------------------|-----------|----------------------|----------------------|-------------------------|-------------------|--|
| General Classrooms (1) | 10 | 25 | 250 | 0.83 | 208 | 6 in Main Building, 4 in 5th grade building |
| SPED | 0 | | 0 | | 0 | Middle Schoolers go to the Functional Learning Center at the High School |
| Science Labs | 0 | | 0 | | 0 | |
| Music (Band & Choir) | 0 | | 0 | | 0 | |
| Art Classrooms | 0 | | 0 | | 0 | |
| CTE Labs | 0 | | 0 | | 0 | |
| P.E. Gymnasium | 1 | 25 | 25 | 1.00 | 25 | Activities Center Outbuilding |
| TOTAL | 11 | | 275 | | 233 | |

| Special Use: CRs spaces for support or pullout programs | Quantity | Notes |
|---|----------|-------|
| ELD/Resource rooms | 2 | |
| TOTAL | 2 | |

FACT FINDING

GERVAIS HIGH SCHOOL

| | | Enrollment Year | | |
|--|--|-----------------|------------|------------|
| | | 2020 | 2025 | 2035 |
| Summary | | 393 | 408 | 422 |
| Teaching Station Capacity - Main Building and Out Buildings | | 392 | 1 | 30 |
| Building Overall Square Footage Capacity (78,790sf/180sf per student) | | 437 | 44 | 29 |

| Teaching Stations | Quantity | Class Size Goals (3) | Capacity at 100% Use | Current Utilization (6) | Adjusted Capacity | Location |
|--|-----------|----------------------|----------------------|-------------------------|-------------------|--|
| General Classrooms (1) | 11 | 25 | 275 | 0.83 | 229 | Main Building |
| SPED Classroom (Functional Learning Center) | 1 | 15 | 15 | 0.83 | 12 | Main Building |
| Science Labs | 2 | 25 | 50 | 0.83 | 42 | Main Building |
| Music & Performing Arts | 0 | | | | 0 | |
| Art Classrooms | 1 | 25 | 25 | 0.83 | 21 | Main Building |
| CTE Labs (Ag. Construction Tech, Health Science) | 3 | 25 | 75 | 0.83 | 62 | Classroom in main, Lab in outbuilding |
| P.E. Gymnasium / Wrestling | 1 | 25 | 25 | 1.00 | 25 | Mezzaning-level Wrestling not included, is not accessible. |
| TOTAL | 19 | | 465 | | 392 | |

| Special Use: CRs spaces for support or pullout programs | Quantity | Notes |
|---|----------|-------|
| Academic Assistance Resource Room | 1 | |
| TOTAL | 1 | |

FACT FINDING

1. SEISMIC ASSESSMENTS
2. FACILITY ASSESSMENTS
3. POPULATION PROJECTIONS
4. BUILDING CAPACITY

5. **EDUCATIONAL ADEQUACY**

How do the physical aspects of the building and site support teaching, learning, and wellbeing.

EVALUATION TOPICS

- SUPPORT FOR EDUCATIONAL DELIVERY
- ACOUSTICS, LIGHTING, AIR QUALITY, & TEMPERATURE
- FURNITURE, EQUIPMENT & STORAGE
- FLEXIBILITY & ADAPTIBILITY
- VISUAL CONNECTIONS & SIGHT LINES
- CONNECTION TO THE OUTDOORS
- ADJACENCY OF PROGRAMS AND SPACES
- SAFETY, SECURITY, & WELCOMING
- COLORS AND MATERIALS
- TECHNOLOGY
- STUDENT & TEACHER WELLNESS



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FACT FINDING

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5. **EDUCATIONAL ADEQUACY**

How do the physical aspects of the building and site support teaching, learning, and wellbeing.

EVALUATION METHODOLOGY

PRINCIPAL INTERVIEWS

BUILDING TOURS

STUDENT SURVEYS

4TH – 12TH GRADERS

127 PARTICIPANTS

TEACHER & STAFF LISTENING SESSIONS
AND SURVEYS

ALL SCHOOLS REPRESENTED

70 PARTICIPANTS



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FACT FINDING

Gervais Elementary Current Use:

Gervais Elementary School is a one-story, four structure facility that serves kindergarten through fifth grade.

- K-2nd are taught in the western most building
- 3rd-5th are taught in the main building with a couple of the fifth grade classes in the modular structure between the main and gymnasium buildings
- The gymnasium and cafeteria are located in the southern most building



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FACT FINDING



Gervais School District – Long-Range Facility Planning Committee

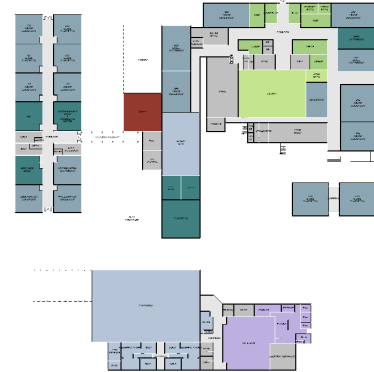
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FACT FINDING

PRINCIPAL INTERVIEW: KEY TAKEAWAYS

- K-2 building safety: bolters can run straight to the street
- Staff are in separate buildings, making professional collaboration and culture difficult
- Inadequate covered outdoor play, gym is used on rainy days & conflicts with PE
- Working to create a STEAM identity and increase hands-on learning. Would like to repurpose the library to support a makerspace and projects.
- Some classrooms are very large, some very small
- Furniture is old and inflexible
- Cafeteria and Library are large and highly utilized
- Wheelchair access is not great (lift at the main entry)
- No security vestibule or automatic door locks
- Nurse and health room facilities are lacking



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FACT FINDING

KEY TAKEAWAYS FROM ELEMENTARY SCHOOL STUDENT & TEACHER LISTENING SESSIONS

1. SEISMIC ASSESSMENTS
2. FACILITY ASSESSMENTS
3. POPULATION PROJECTIONS
4. BUILDING CAPACITY
5. EDUCATIONAL ADEQUACY

How do the physical aspects of the building and site support teaching, learning, and wellbeing.

Students feel crowded in the gym, in the cafeteria, in the hallways, during assemblies, the playground, in the library, the music room

The goal board at the Library entrance excites and inspires students to complete their goals and 'see what is possible'

'If I won the lottery I would get the Fab Five to make the large staff room somewhere we want to be'

Teachers want the school to be a place where students are 'hungrier to learn. A place where students believe that learning and being smart is cool. Where students congratulate each other for doing well academically.'

'Would like better acoustics in the classrooms' and 'a window facing the hallway'



Gervais School District – Long-Range Facility Planning Committee

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FACT FINDING

PRINCIPAL INTERVIEW: KEY TAKEAWAYS

- 625sf classrooms are VERY small. Teachers have taken storage out of rooms to make space for kids. (a typical middle school classroom is approx. 940sf). Cannot complete or store projects in these rooms “teaching in a sardine can”.
- There are no spaces for teachers to meet for professional development or collaboration
- No science labs, band, choir, art, CTE, electives in general
- No cafeteria, students go to the High School for lunch. The HS cafeteria is undersized for the number of students.
- 8th grade is separated, no drinking fountains or toilets available
- The gym is the only gathering space for students. The hallway is very crowded, especially with lockers on either side.
- Entrance doesn't feel welcoming, difficult to know you're at a main entrance of the school.
- No health room, the cot is in the admin office with no privacy.



Gervais School District – Long-Range Facility Planning Committee

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FACT FINDING

KEY TAKEAWAYS FROM MIDDLE SCHOOL STUDENT & TEACHER LISTENING SESSIONS

1. SEISMIC ASSESSMENTS
2. FACILITY ASSESSMENTS
3. POPULATION PROJECTIONS
4. BUILDING CAPACITY
5. EDUCATIONAL ADEQUACY

How do the physical aspects of the building and site support teaching, learning, and wellbeing.

The students 'feel safe' throughout the school

An additional too to be successful: 'A space to calm down with music and an understanding counselor'

'when I feel vulnerable I do not want my coworkers to see.'

'An outside covered area for the students to spread out and get fresh air is great for social/emotional learning.'

Regarding the separate 8th grade building: **'being separated creates some logistical issues and can hinder community growth among students and staff.'**



Gervais School District – Long-Range Facility Planning Committee

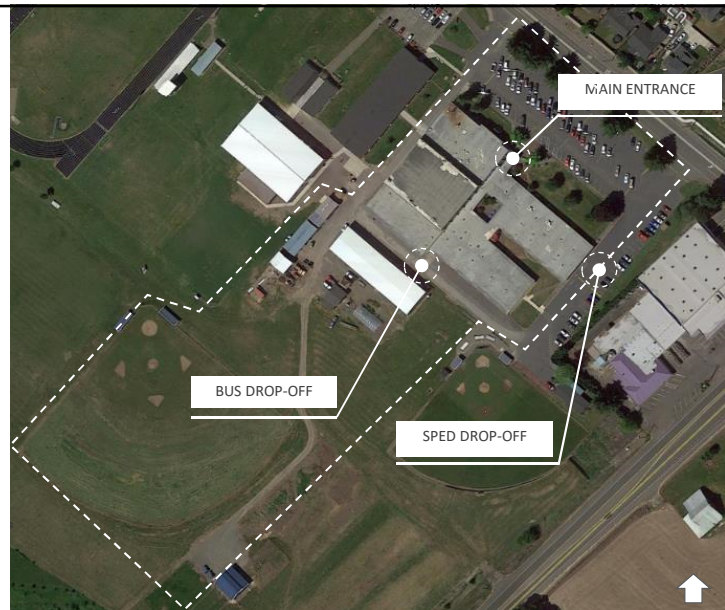
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FACT FINDING

Gervais High Current Use:

Gervais High School is a one-story, multi-structure facility. The school offers core and Special Education courses in the main building. The large shop to the south supports CTE courses including Agriculture, Building Tech, Welding, etc. Students from the middle school walk to the high school for electives and to eat lunch in the cafeteria.



Gervais School District – Long-Range Facility Planning Committee

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FACT FINDING



Gervais School District – Long-Range Facility Planning Committee

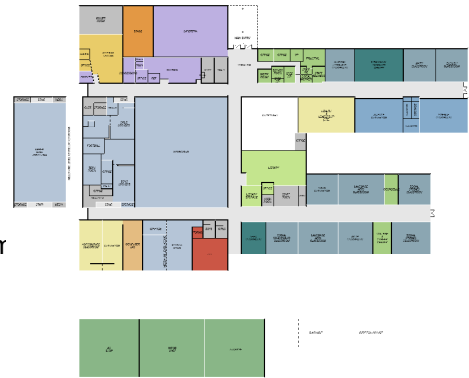
December 15, 2020



FACT FINDING

PRINCIPAL INTERVIEW: KEY TAKEAWAYS

- ADA access (mezzanine levels)
- Cafeteria is greatly undersized. Students eat throughout building, but there are not many spaces for them to gather, so they often sit on the hallway floors
- Community entrance to the school feels “back of house”
- There are no music programs
- Science lab ventilation issues and storage safety issues. room layouts are dated and inflexible
- Need a career center
- It would be nice for homeless youth to be able to access the things they need independently (clothing, toiletries, etc.)
- More student mental health & wellness support spaces are needed



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FACT FINDING

KEY TAKEAWAYS FROM HIGH SCHOOL STUDENT & TEACHER LISTENING SESSIONS

1. SEISMIC ASSESSMENTS
2. FACILITY ASSESSMENTS
3. POPULATION PROJECTIONS
4. BUILDING CAPACITY
5. EDUCATIONAL ADEQUACY

How do the physical aspects of the building and site support teaching, learning, and wellbeing.

Students who are bullied feel unsafe in the Locker Rooms, South Hall and Restrooms

Students feel motivated and inspired by classes that are ‘challenging and engaging’ and by their teachers who ‘help each student be better’

Would like more comfortable furniture and flexible seating for group work

‘More time for the students to express their feelings.’

‘It is frustrating not having a go-to space to conversations about sensitive issues.’

Students would like to see more college-preparation and leadership programs



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SETTING LONG-RANGE GOALS

WHAT IS YOUR GREATEST ASPIRATION?



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SETTING LONG-RANGE GOALS

WHAT IS YOUR GREATEST ASPIRATION?

WHAT IS YOUR GREATEST FEAR?



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SETTING LONG-RANGE GOALS

WHAT IS YOUR GREATEST ASPIRATION?

WHAT IS YOUR GREATEST FEAR?

HOW WILL WE KNOW IF WE HAVE BEEN
SUCCESSFUL?



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Next Steps

January 19th LRFPC Meeting #2
Developing Solutions

February 16th LRFPC Meeting #3
Prioritizing Solutions & Planning for the Future

7:00? - confirm



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