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Minutes

Project Gervais Long Range Facility Plan **Date** Jan 19, 2020

Location Zoom Meeting **Project No** 122481

Subject Long Range Facility Planning Committee Meeting 2

Attendees	Name	Organization
	Dandy Stevens – Superintendent	Gervais School District
	Amanda Braswell	
	Andrew Aman	
	Melissa Ayala	
	Bibiana Salazar	
	Bob Martin	
	Courtney Karns	
	Creighton Helms	
	Gustavo Muñoz	
	Henry Bustamante	
	Isabel Contreras	
	Megan Dilson	
	Melinda Fitz-Henry	
	Michael Mulkerin	
	Mrs. Guzman	
	Toni Johnson	
	Tracy Lewis	
	Vilma Chan Vasquez	
	Renee Willer	Datavision Communications
	Rebecca Stuecker	IBI Group
	Kristine Merkel	
	Mat Braun	
Distribution	Attendees	

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

After a brief introduction, Kristine Merkel (IBI Group) presented the results from the latest teacher survey. The survey had participants prioritize statements to help in developing a set of guiding principles and set long-term goals for the District as it moves through the Long-Range Planning Process. Rebecca Stuecker (IBI Group) continued the presentation with the six guiding principles that were developed based on the survey responses and asked the committee to advise on the order and wording:

1. Our school buildings will provide space for future growth and will be of the quality our students and community deserve.
2. Each school will have all of the spaces it needs to support teaching and learning. Students and teachers will have space at their own school to gather as a community.
3. Each building will provide spaces to support students' social and emotional growth. Students will have spaces to address mental and physical health needs in a dignified way.
4. We have the spaces and tools to create opportunities for students to explore their interests and to advance Gervais's STE(A)M identity.
5. Students and teachers are inspired by and take pride in their academic programs and school buildings.
6. Future development plans will be well thought out and will clearly communicate their value to stakeholders.

Dandy Stevens commented that 'these are what we have been talking about as a group, and this is what I have been hearing in individual conversations.'

The presentation continued with exhibits on *Preparing Students for the Future: STE(A)M, CTE, and Flexible/Adaptable Spaces and Facilities that Support Social and Emotional Learning*. Between the exhibits, the committee participated in a couple of workshops in which the committee divided into three groups for discussion. The following is a summary of the discussion prompts and comments from the committee:

Workshop 1:

1. *What types of spaces would we need to fulfill our identity as a STE(A)M and CTE-focused district? At all grade levels?*
 - a. Elementary and High Schools are in good shape. The Middle School has no STE(A)M spaces, no student spaces.
 - b. The MS needs to have common areas for students, they should be purpose built/designed.
 - c. The pictures in the presentation are inspiring, but that would require rebuilding of facilities.
 - d. The question is: what is wonderful vs. what is needed? A specific space vs. mobile carts?
 - e. At the elementary school the Library could be a central space to create a 21st century learning space, if redesigned. An update could include stations for coding, a 3D printer, etc. Mobile carts that can be shuttled to classrooms and restocked would be nice as a supplement to any centralized space.

- f. Without new spaces, furniture that is more modern and can be reconfigured easily e.g. furniture on wheels or modular components.
 - g. Increase space at the high school and middle school. Provide more CTE including health science.
 - h. Build a career pathways center for middle and high school
 - i. Really like the stair step seating in the images. They provide a good view for all kids.
 - j. We need science labs at the middle school!
 - k. Culinary arts labs need to be revamped. There was a survey of students asking them what extracurriculars they wanted to take. Culinary arts was number 1. Would be great for middle school, too.
 - l. Would be great to have a multipurpose room in each building where we could set up labs or do big projects. A room that's ready for anything. Including in the elementary school.
2. *What changes could be made to increase our sense of pride? In the buildings and programs?*
- a. Common spaces and student spaces needed...especially at the MS.
 - b. The MS is currently too small
 - i. A large Commons is desired
 - ii. STE(A)M spaces adjacent to and with access to the Commons
 - iii. Shared teaching spaces via operable partitions
 - iv. Lots of colors, the tans and greys need to go
 - v. Currently there are no champions for STE(A)M in the MS
 - vi. MS students are very creative, so a multi-purpose room that is flexible and can support a lot of modes of creativity would increase the sense of pride; middle school is prime time to build pride, identity and space itself can create opportunities and inspire creativity.
 - vii. When MS was taught in the elementary building, there were more creative spaces, such as drama, etc. If the MS could get those spaces and programs back, it would be more whole.
 - c. Providing books that are up to date and available in each classroom.
 - d. Creating community in and out of school.
 - e. Other schools, such as Jackson Middle, have a lot of display cases to exhibit student work.
 - f. Our community just drives by. We need to give them a reason to stop, but we need to spend the money on the inside of the schools first.
 - g. The grandstand for the football field is in terrible shape. Every place our students compete has better facilities. That could be something that increases our school pride and gets voter support.
 - h. We need to find ways to get more community members involved in this stage and give their input.
 - i. We can increase pride for students by providing more ways and places for them to showcase their work. Something they can own and manipulate. It should look like a real gallery space so they feel special and their work is highlighted. The cafeteria at the elementary would benefit from a gallery,

especially where kids are lining up to get their food. They can see things and talk about them. Some installations can be permanent, others not.

Workshop 2:

3. *What kind of spaces are needed to support the level of excellent teaching & learning that our community deserves? At each school building?*
 - a. The HS has decent spaces, might be adequate for STE(A)M.
 - b. HS Science classrooms seem adequate, though they may not be completely equal, and they are currently overcrowded.
 - c. What is being asked to be taught and what is possible to teach...it is difficult to think outside of the traditional box. Space limitations limit the ability to imagine.
 - d. MS science and art are really lacking – there is no storage for art projects.
 - e. MS students like hands-on learning, and those programs are only options for MS students if there is availability at the high school.
4. *What kind of spaces are needed to best support a student's social emotional growth that aren't currently present?*
 - a. Common areas needed in all schools, especially in the MS
 - i. There are currently no small group spaces
 - ii. There are currently no student-owned spaces
 - iii. There are currently no display spaces
 - b. There needs to be greater parity amongst ES classrooms
 - c. The HS Library is too small, underused and not the center of the school
 - i. A bigger conversation needs to occur to envision “what a library is and how is it used?”
 - ii. Can the library be multi-purpose as maker space and even science space?
 - d. The MS Library is too small.
 - e. The library as a community space, to create/support community
 - f. Colors can help create a sense of belonging, as can positive messaging in the classroom.
 - g. ‘Calming corners’ in classrooms would be nice, but we do not have space.
 - h. Space for kids to gather in small and large groups; crowding causes stress, need to be able to pull-away.
 - i. More lighting and plants in classrooms – make it feel like a place where kids can relax.
 - j. We need to be more flexible, have group breakout spaces and larger group areas.
 - k. The colors in the buildings are too institutional. Dingy and uninspiring. White hallways look antiseptic. Would love to remodel rooms for better color and furniture at the least.
 - l. Kids don't think the school is “a place for me”. We really want a school that says “look what we've made for you! It's awesome! Let's learn together!”
 - m. Counseling should be taken away from the main office. It should be placed somewhere students gather.
 - n. At the elementary school we had a de-escalation room, but don't use it because there's no adult to be in there with them.

- o. How can we keep the cool old (historic) parts of our schools but modernize the rest?

5. *What are some ways we could communicate these needs to our voters?*

- a. Just seeing pictures of kids in classrooms and hallways and how crowded these spaces are.
- b. Knock on people's doors – communicate struggles to the community and bring major stakeholders into the schools.
- c. Talk to the rest of the community, even those without students attending these schools. Communicate the direct value to them because they use, and can use, the spaces too.
- d. Adding better counseling and health services could be an interest and gain support from our community.
- e. Increasing elective choices, especially those that help advertise industry partnerships and career pathways would be supported by the community.
- f. We need to give them inspirational images of what we are aspiring to. Could we modernize one classroom in each building and stage it for people to see what we want to do?

These five questions from the workshops will also be distributed in the form of an online survey to elicit additional responses and ideas.

The group noted that there will be a new regional CTE High School that will offer six program areas: Technology, Diesel Mechanics, Construction, Manufacturing, Health Sciences, and Cosmetology. To maximize offerings, there is a desire to prioritize programs at Gervais schools that will not be offered at the new CTE school. At the middle school level, introducing CTE subject areas would be beneficial to students who may be able to attend the CTE focused high school.

Next Steps:

February 16th: LRFP Committee Meeting #3

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:

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Presentation

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