Gervais School District

Long-Range Facility Planning Committee

Gervais School District
January 19, 2021

AGENDA

7:00 Survey Results

7:15 Guiding Principle Statements

7:30 Presentation: Preparing Students for the future: STE(A)M, CTE, and Flexible/Adaptable spaces

7:45 Group Workshop

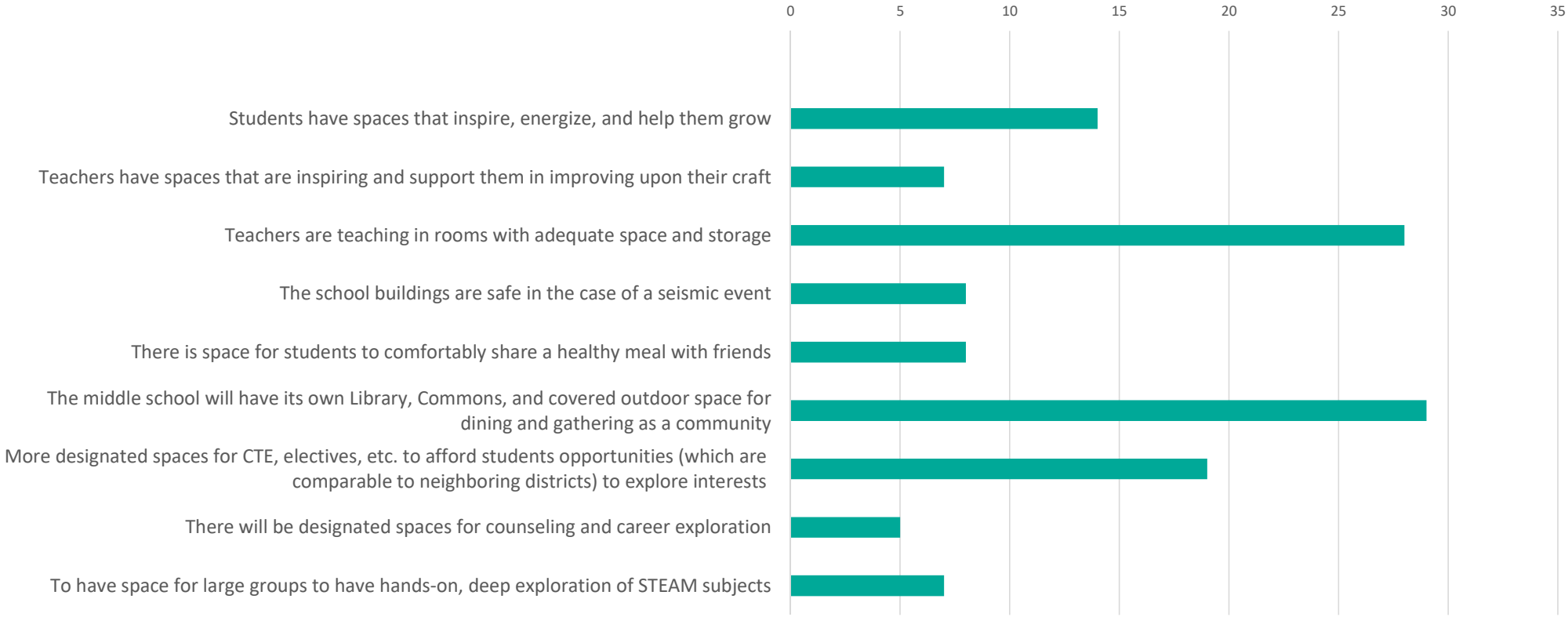
8:00 Presentation: Facilities that support Social and Emotional Learning

8:15 Group Workshop

8:20 Wrap Up & Next Steps

COMMUNITY VISION

What is your greatest ASPIRATION for Gervais Schools?



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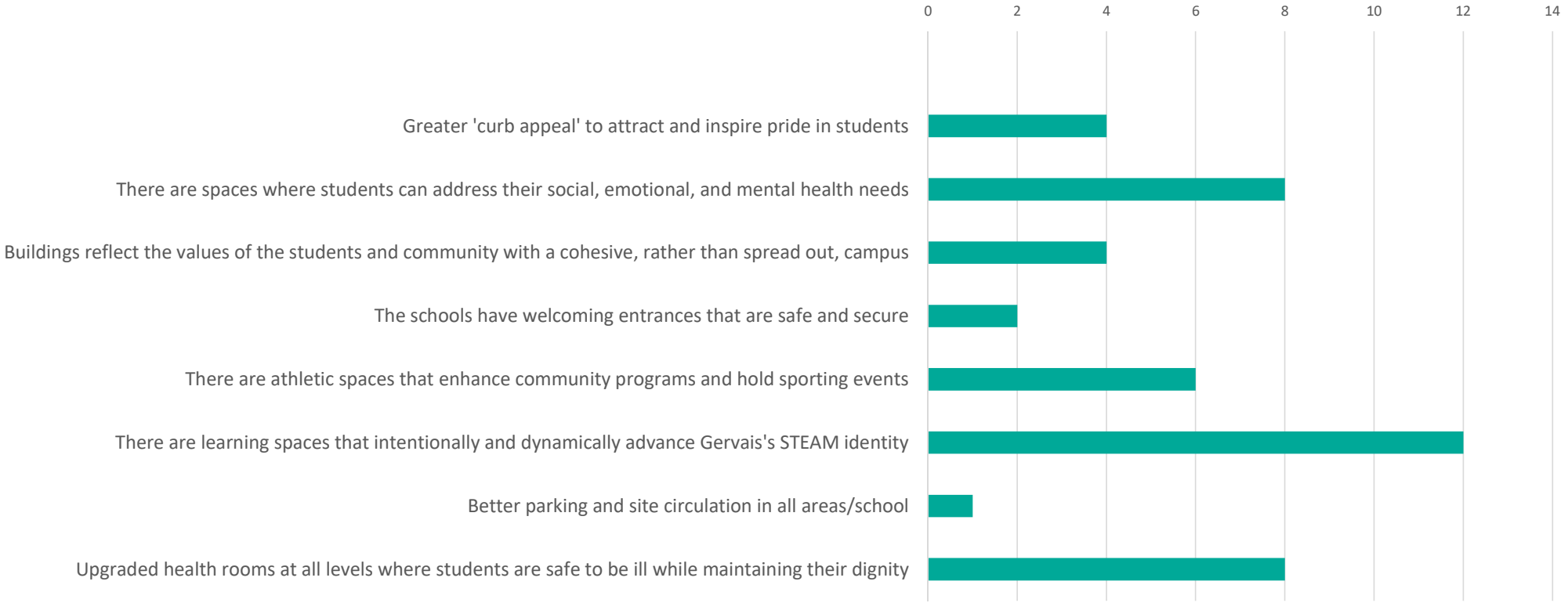
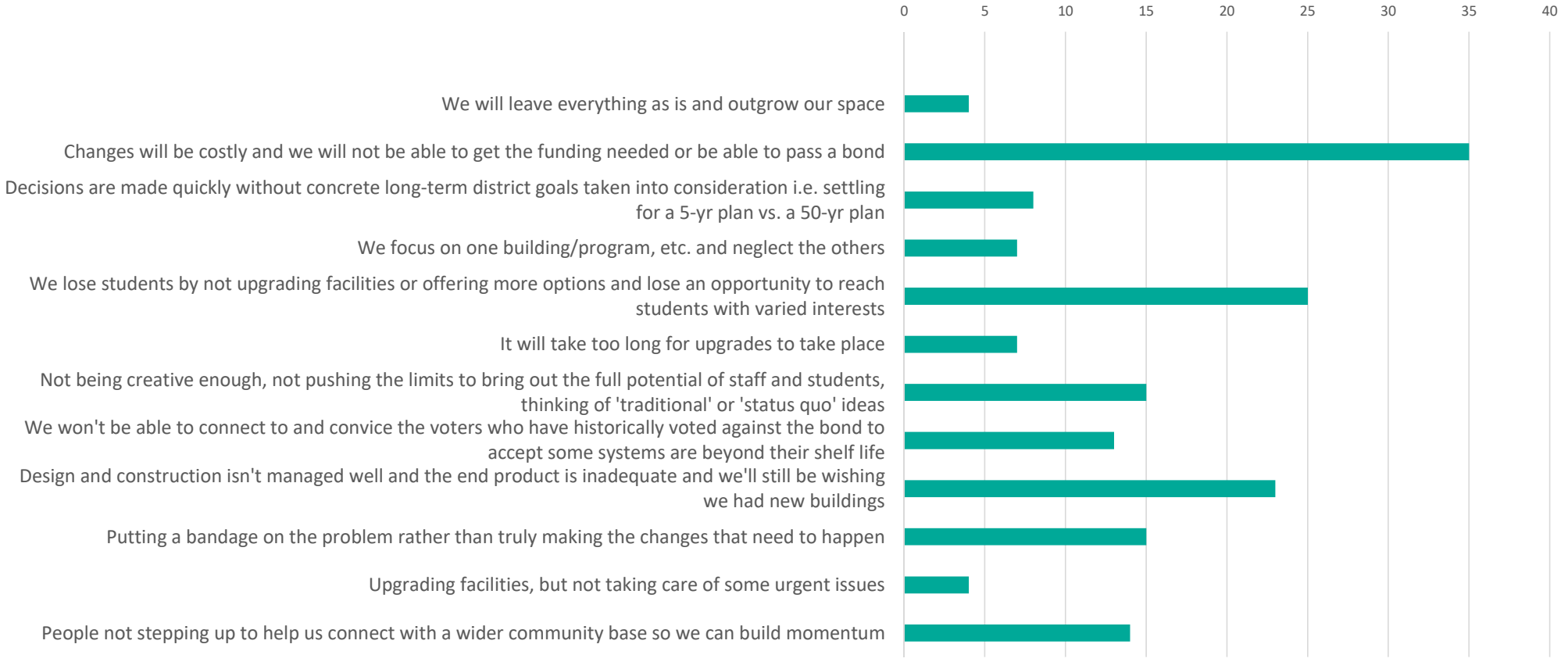


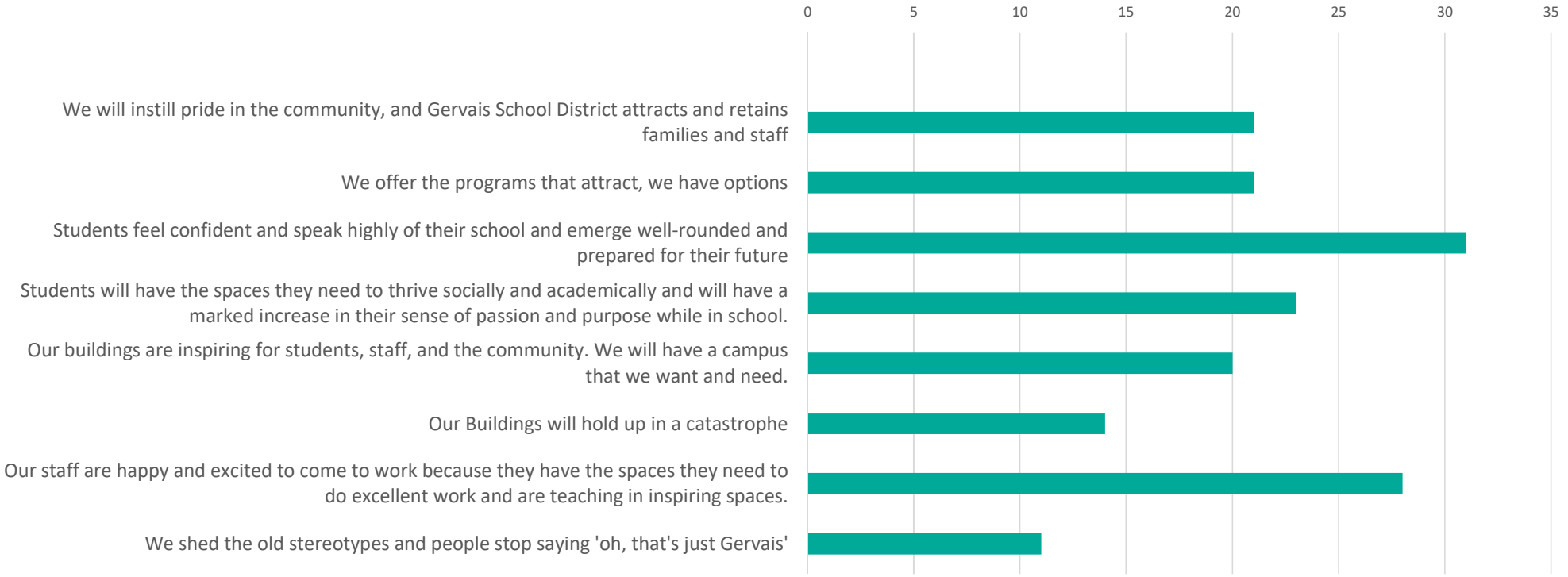
COMMUNITY VISION

What is your greatest FEAR for Gervais Schools?



COMMUNITY VISION

How will we know we've been SUCCESSFUL?



GUIDING PRINCIPLES

Our school buildings will provide space for future growth and will be of the quality our students and community deserve.

Each school will have all of the spaces needed to support teaching and learning. Students and teachers will have places at their own school to gather as a community.

Each building will provide spaces to support students' social and emotional growth. Students will have places to address mental and physical health needs in a dignified way.

GUIDING PRINCIPLES

We have the spaces and tools to create opportunities for students to explore their interests and to advance Gervais's STEAM identity.

Students and teachers are inspired by and take pride in their academic programs and school buildings.

Future development plans will be well thought-out and will clearly communicate their value to stakeholders.

Preparing Students for their Future: STE(A)M, CTE, and Project-Based Learning

STE(A)M, CTE, & PROJECT-BASED LEARNING

Community

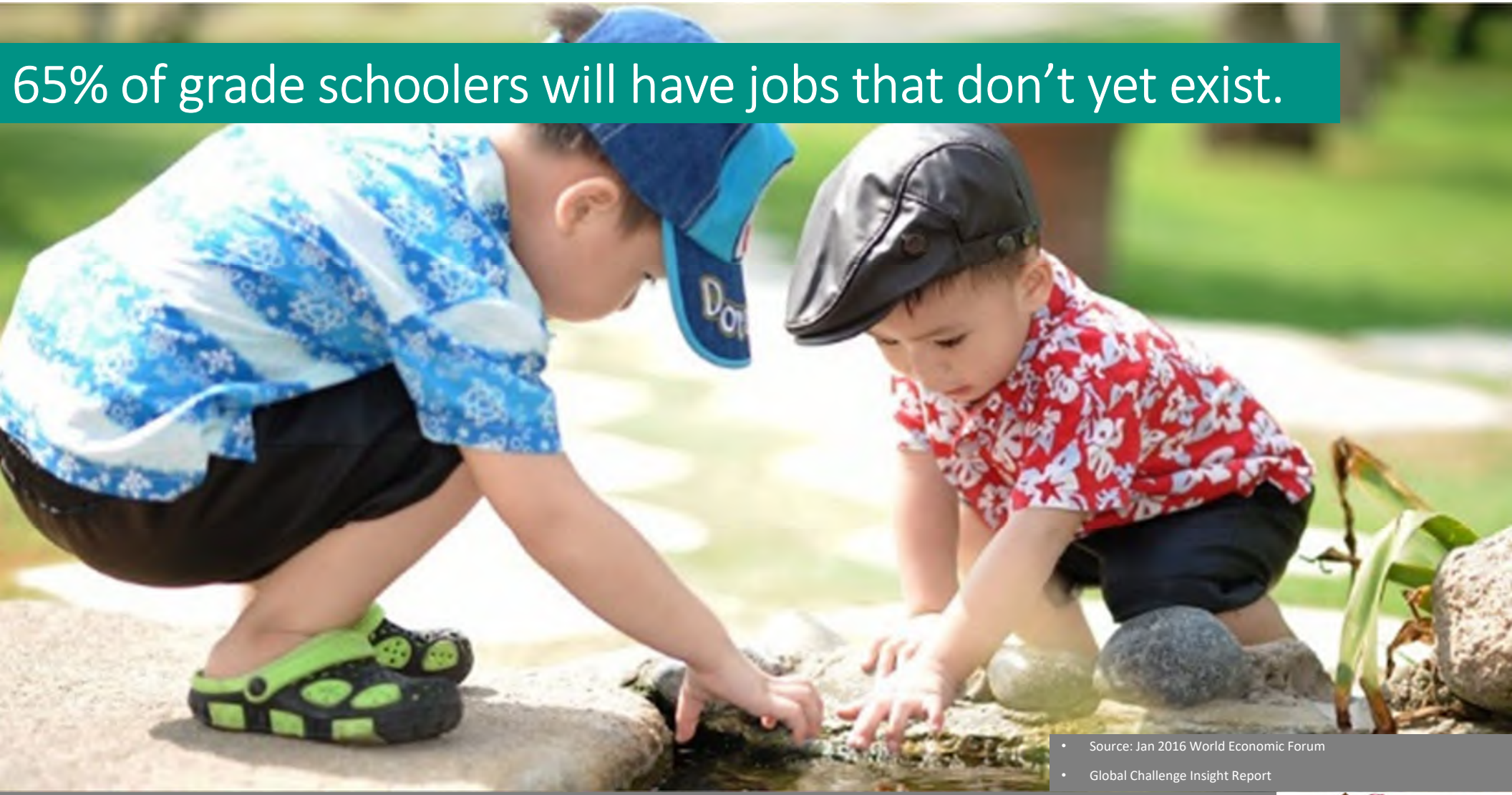
Interdisciplinary

Connections

Problem Solving

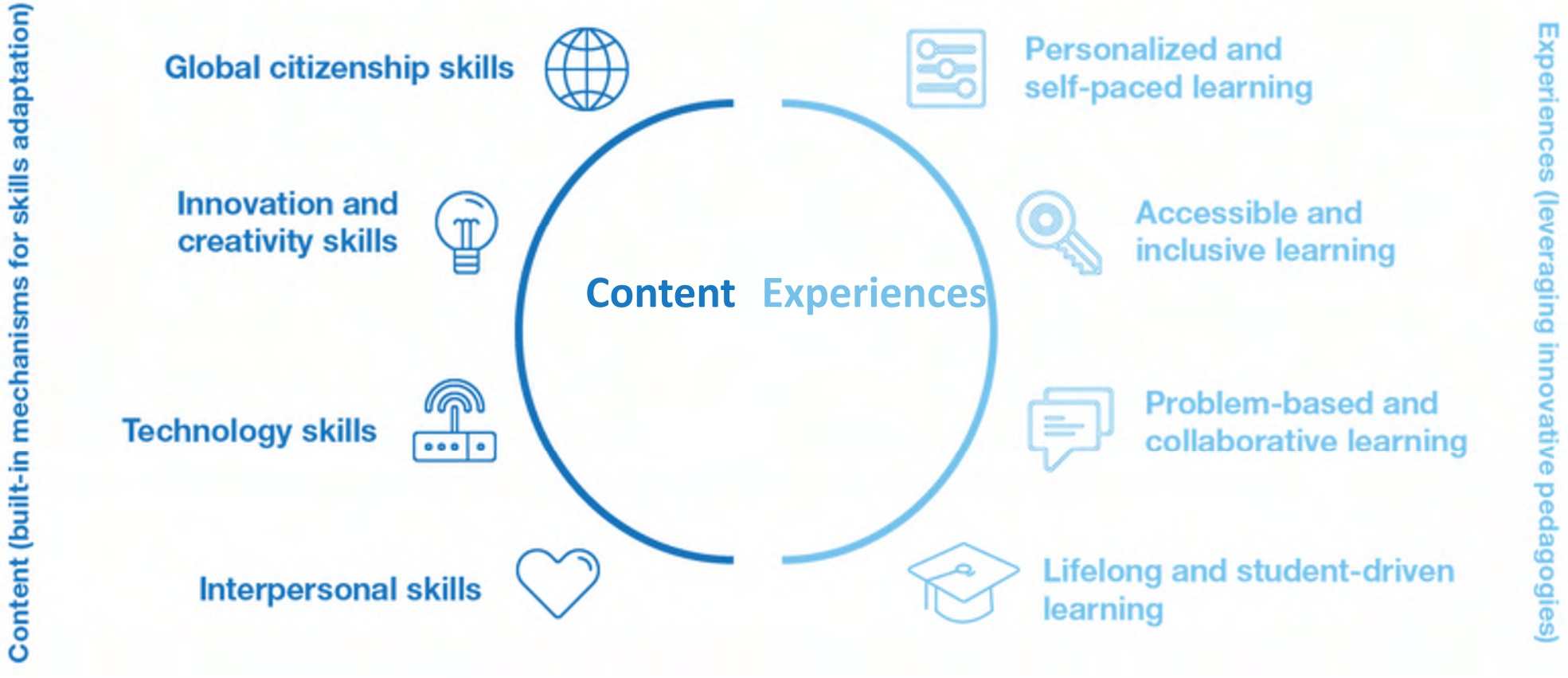
"STEM education is an interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply ***science, technology, engineering, and mathematics*** *in contexts that make connections between school, community, work, and the global enterprise enabling the development of STEM literacy and with it the ability to compete in the new economy."* –Tsupros (2009)

65% of grade schoolers will have jobs that don't yet exist.



- Source: Jan 2016 World Economic Forum
- Global Challenge Insight Report

STE(A)M, CTE, & PROJECT-BASED LEARNING



Schools of the Future: Defining New Models of Education for the Fourth Industrial Revolution
World Economic Forum, January 2020

Agriculture, Food & Natural Resource Systems

Arts, Information & Communications

Health Sciences

Human Resources

Business & Management

Industrial & Engineering Systems

CTE™ Learning that works for Oregon

Oregon's Department of Education has organized its secondary CTE programs into six Career Learning Clusters with 23 Career Pathways **based on state workforce requirements**

OREGON SKILL SETS

Agriculture, Food & Natural Resource Systems

Agriculture, Food & Natural Resources Cluster
Agribusiness Systems
Animal Systems
Environmental Service Systems
Food Products & Processing Systems
Forestry & Forest Products
Natural Resources Systems
Plant Systems
Power, Structural & Technical Systems

Arts, Information & Communications

Arts, A/V Technology & Communications Cluster
Animation & Special Effects
Audio Production
AV Technology & Film: General Design
Film & Video
Journalism & Broadcasting
Performing Arts: General
Performing Arts: Dance
Performing Arts: Music
Performing Arts: Technical Design & Production
Performing Arts: Theatre & Playwriting
Photography
Printing Technology
Telecommunications
Visual Arts

Information & Communications Technology Cluster
Information Support & Services
Network Systems
Programming & Software Development
Web & Digital Communications

Business & Management

Business, Management & Administration Cluster
Administrative Support
Business Information Management
General Management
Human Resources Management
Operations Management

Finance Cluster
Accounting
Banking Services
Business Finance
Insurance
Securities & Investments

Hospitality & Tourism Cluster
Lodging
Recreation, Amusements & Attractions
Restaurants, Food & Beverage Services
Travel & Tourism

Marketing Cluster
Marketing Communications
Marketing Management
Marketing Research
Merchandising
Professional Sales

CTE™ Learning that works for Oregon

Health Sciences

Health Sciences Cluster
Biotechnology Research & Development
Diagnostic Services
Health Informatics
Support Services
Therapeutic Services

Human Resources

Education & Training Cluster
Early Learning
Administration & Administrative Support
Professional Supprt Services
Teaching & Training

Government & Public Administration Cluster
Foreign Service
Governance
National Security
Planning
Public Management & Administration
Regulation
Revenue & Taxation

Human Services Cluster
Consumer Services
Counseling & Mental Health Services
Family & Community Services
Personal Care Services

Law, Public Safety & Security Cluster
Correction Services
Emergency & Fire Management Services
Law Enforcement Services
Legal Services
Security & Protective Services

Industrial & Engineering Systems

Architecture & Construction Cluster
Carpentry
Construction Management
Design/Pre-Construction
Low-Voltage Electrical
Maintenance & Operations
Masonry
Plumbing
Residential Electrical
Sheet Metal & HVAC
Sustainable Building

Automotive & Heavy Equipment Cluster
Automotive Service Technology
Collision Repair & Refinishing
Heavy Equipment Service Technology

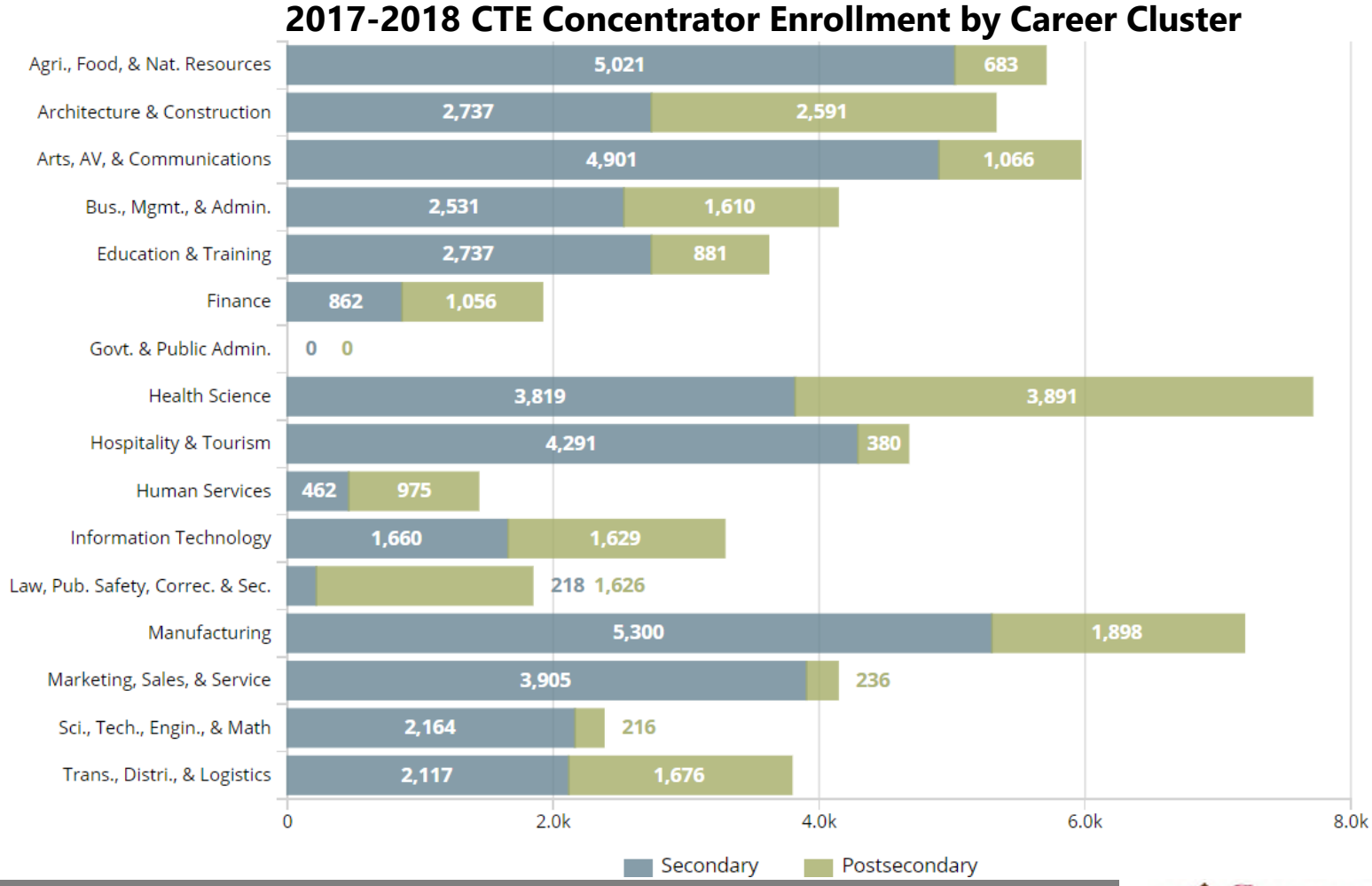
Engineering Technology Cluster
Chemical Systems
Civil & Infrastructure Systems
Electrical Systems
Manufacturing Systems
Mechanical Systems

Manufacturing Cluster
Health, Safety & Environmental Assurance
Logistics & Inventory Control (Archived?)
Machining & Metalforming
Maintenance, Installation & Repair
Manufacturing Production Process Development
Mechanical CAD/Drafting
Production
Quality Assurance
Secondary Wood Products
Welding

Transportation Cluster
Facility & Mobile Equipment Maintenance
Health, Safety & Environmental Management
Logistics, Planning & Management Services
Sales & Service
Transportation Operations
Transportation Systems
Warehousing & Distribution Center Operations

CTE™
Learning that works for Oregon

CTE: OREGON TRENDS



SOURCE: ACTE 2017-2018 Consolidated Annual Report. Data last updated on August 5, 2019.

CTE: NATIONAL TRENDS

81% of dropouts say relevant, real-world learning opportunities would have kept them in high school.

The average high school graduation rate for students concentrating in CTE programs is 93 percent, compared to an average national freshman graduation rate of 80 percent.

Source: Association for Career and Technical Education (ACTE), based on data from the National Center for Education Statistics, the Office of Career, Technical and Adult Education, the American Association of Community Colleges, and publications from RTI International and MPR Associates.

RS1

WHAT DO STUDENTS SAY?

HIGH SCHOOL STUDENT SURVEY RESULTS WHEN ASKED: "WHY HAVE YOU CHOSEN TO ENROLL IN A CTE CLASS?"

27% Aligns with Long-Term Career Goals

Slide 18

RS1 Rebecca Stuecker, 2020-05-19

RS1

WHAT DO STUDENTS SAY?

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17% Want to learn something useful in life (cooking)

27% Aligns with Long-Term Career Goals

Slide 19

RS1 Rebecca Stuecker, 2020-05-19

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22% Want to be away from lecture-style classrooms

17% Want to learn something useful in life (cooking)

27% Aligns with Long-Term Career Goals

Slide 20

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"WHY HAVE YOU CHOSEN TO ENROLL IN A CTE CLASS?"

22% Want to be away from lecture-style classrooms

17% Want to learn something useful in life (cooking)

34% Just Wanted to Try It Out

27% Aligns with Long-Term Career Goals

Slide 21

RS1 Rebecca Stuecker, 2020-05-19

STE(A)M, CTE, & PROJECT-BASED LEARNING

How can school facilities support STE(A)M?

Provide spaces that support collaboration and inquiry-based hands-on learning.

1. **Include spaces that are formal:** designed specifically for the activity (ex. wood shop)
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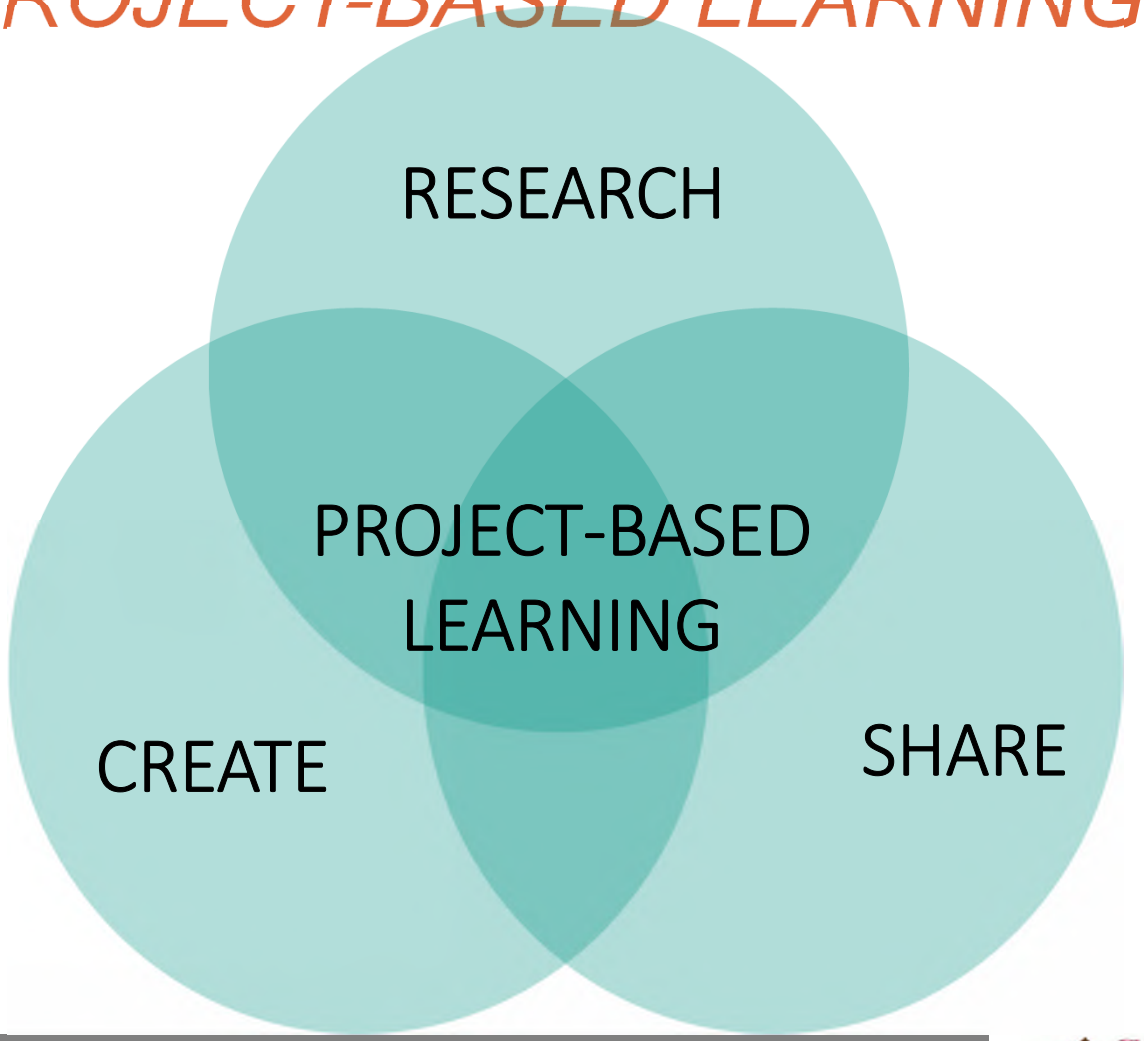
3. Ensure these spaces are at a crossroads or **centralized zone so that they incite inspiration** and are seen by all members of the school community.



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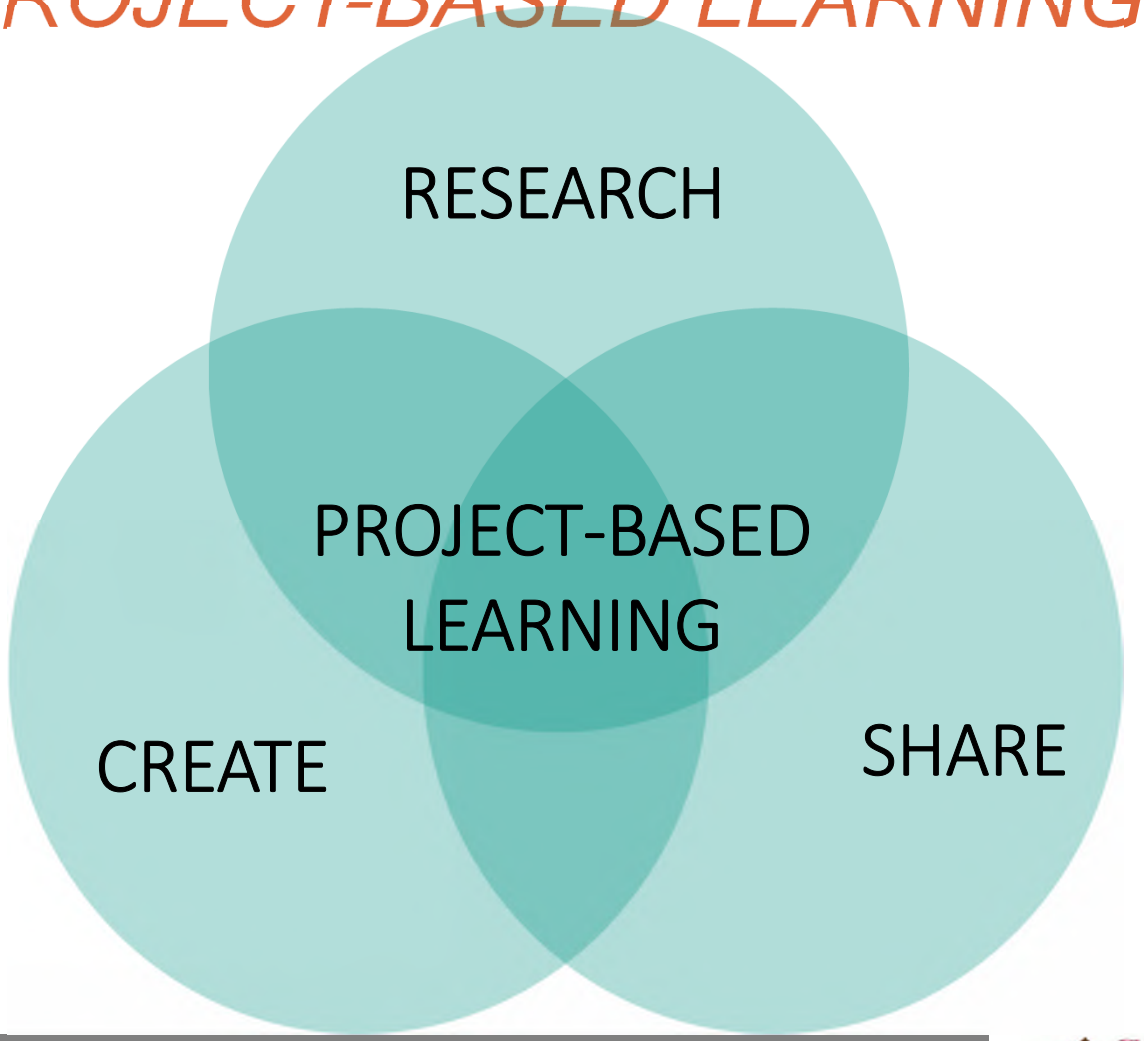

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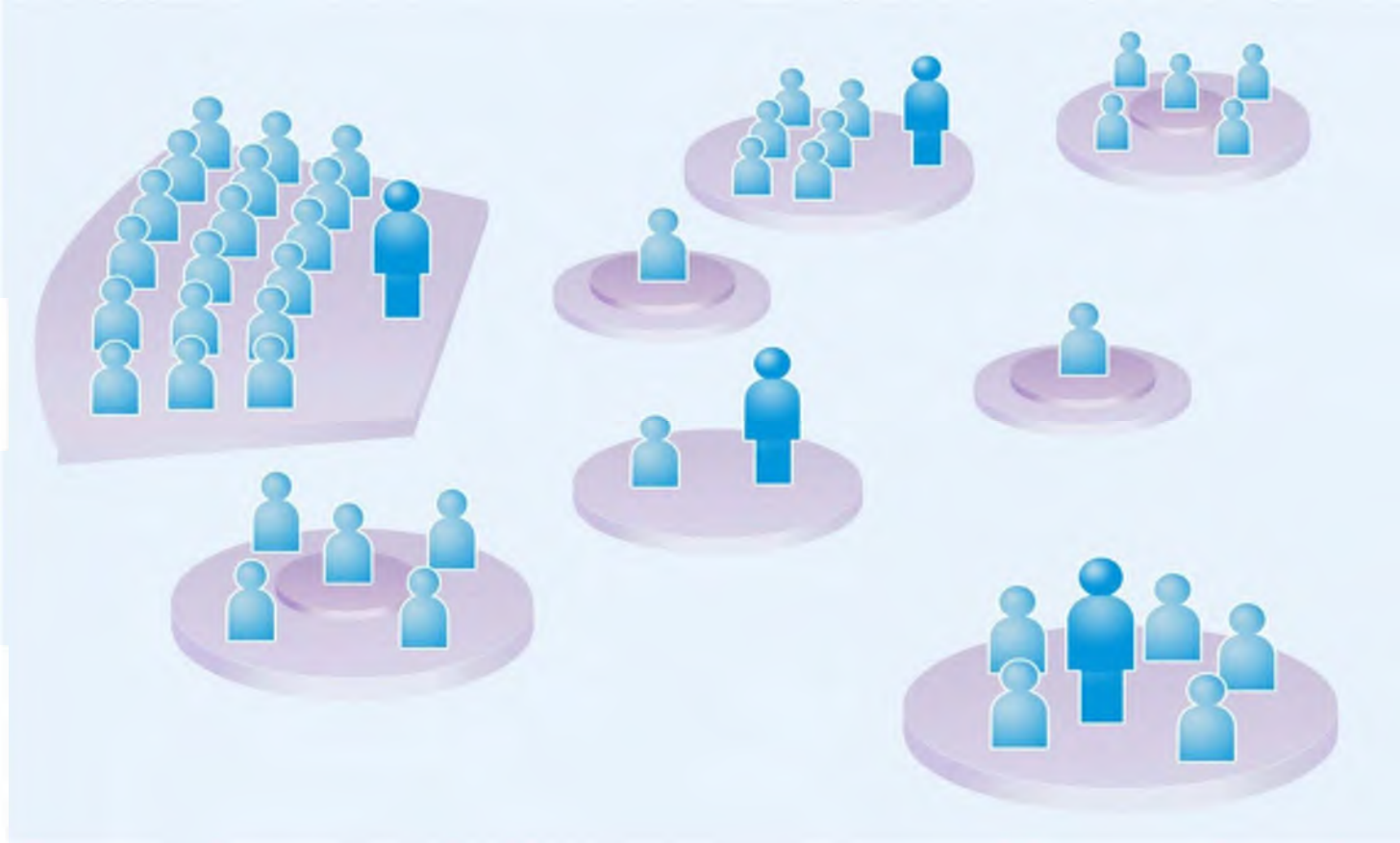

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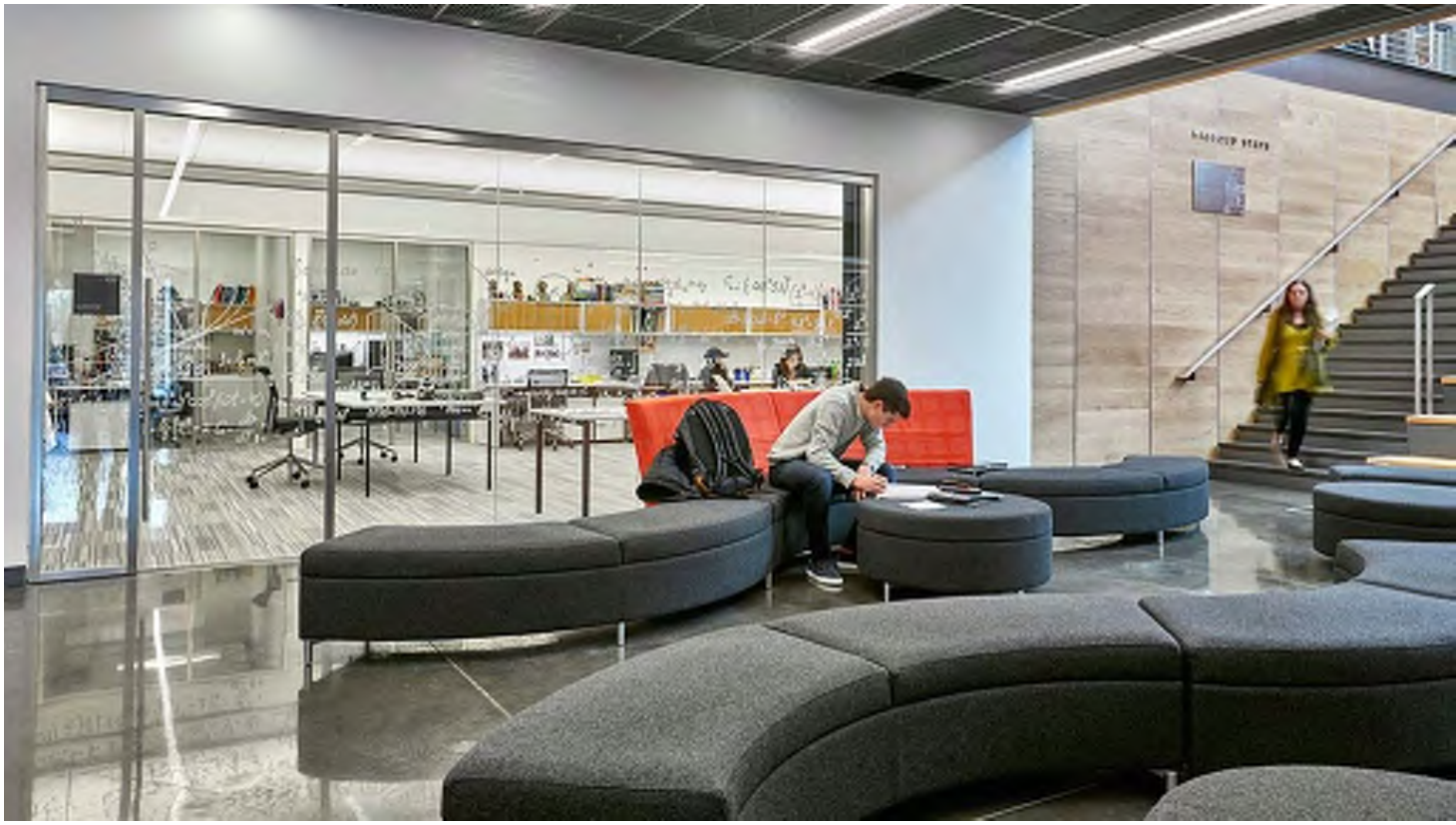

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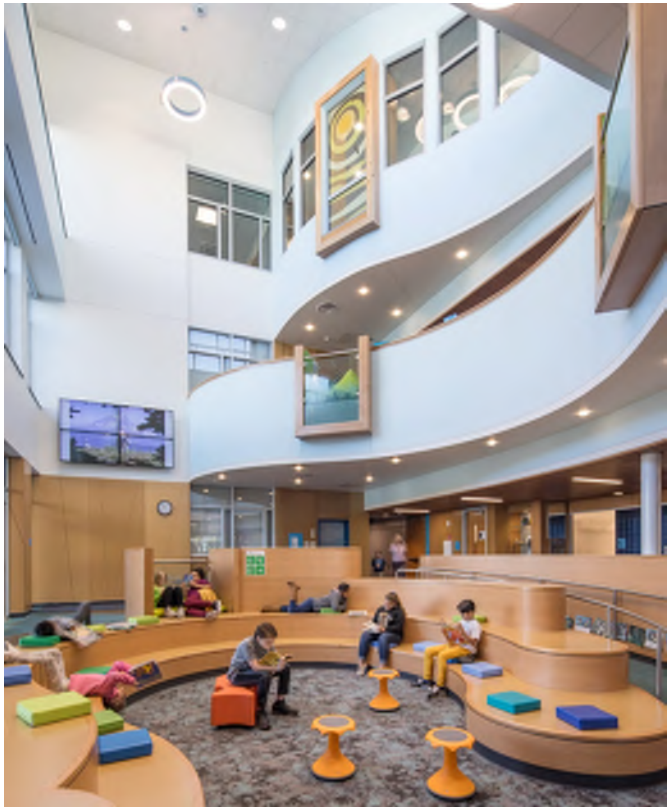


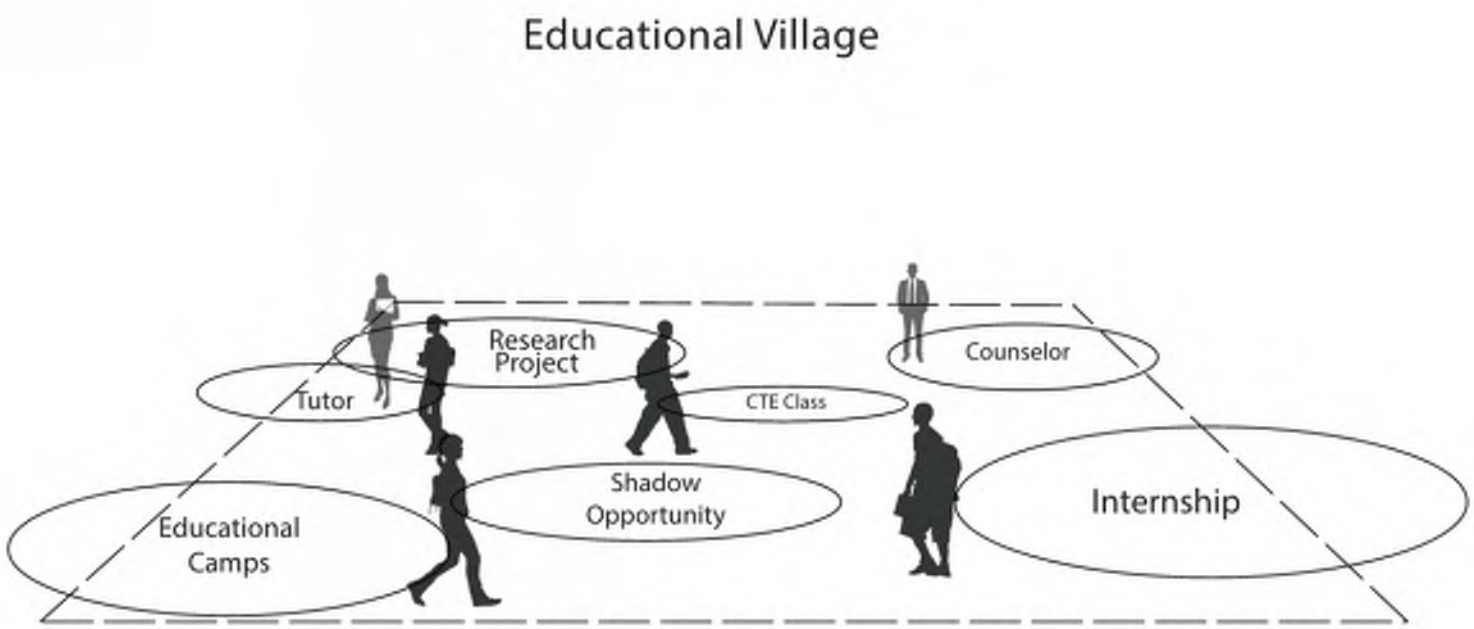
STE(A)M, CTE, & PROJECT-BASED LEARNING

How can school facilities support STE(A)M offsite?

1. Take advantage of **Community Resources**

2. **Expand opportunities** and exposure to Postsecondary and Business Partnerships

3. Prepare students for what awaits.



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the Willamette Promise
Student-centered. Future-focused.

Willamette
EDUCATION SERVICE DISTRICT

STE(A)M, CTE, & PROJECT-BASED LEARNING

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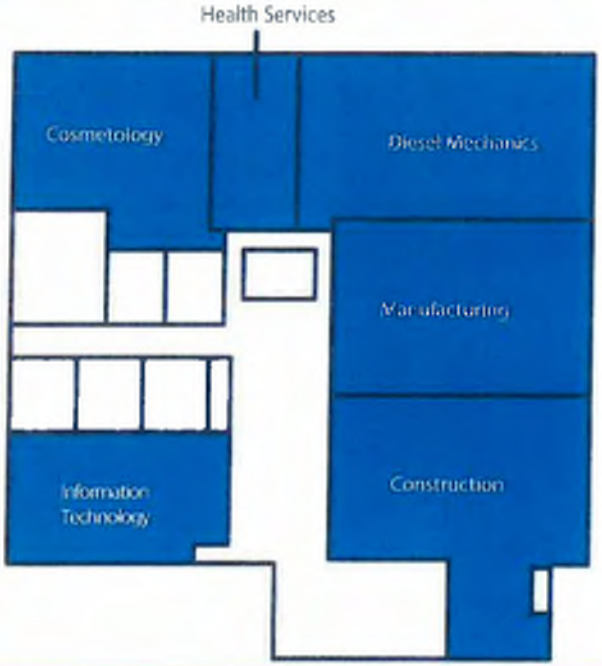
1. Take advantage of **Community Resources**
2. **Expand opportunities** and exposure to Postsecondary and Business Partnerships
3. Prepare students for what awaits.

WILLAMETTE
CAREER ACADEMY

Floor Plan & Programs

The six programs of study will occupy the building as designed below. We will implment the first three programs (health services, diesel mechanics and cosmetology) for opening in fall of 2021, and the next three programs (manufacturing, construction and information technology) for fall of 2022.



Program Design

Course offerings were identified based on local, regional, and state labor market information, and considered industry needs and projections. Program design included the following considerations:

- Program location, schedule and model will afford access to school districts in Marion, Polk and Yamhill counties.
- Course offerings will enhance and complement existing CTE programs in school districts.
- Participating students will retain their school identity in their home district.
- Program design incorporates innovation, direct input from industry partners, and access to industry certifications.
- Program opportunities are in high demand by area students.

Location

Centralized location to serve students in Marion, Polk & Yamhill Counties.

1200 Lancaster DR NE
Salem, OR 97301
(Former Toys-R-Us store)

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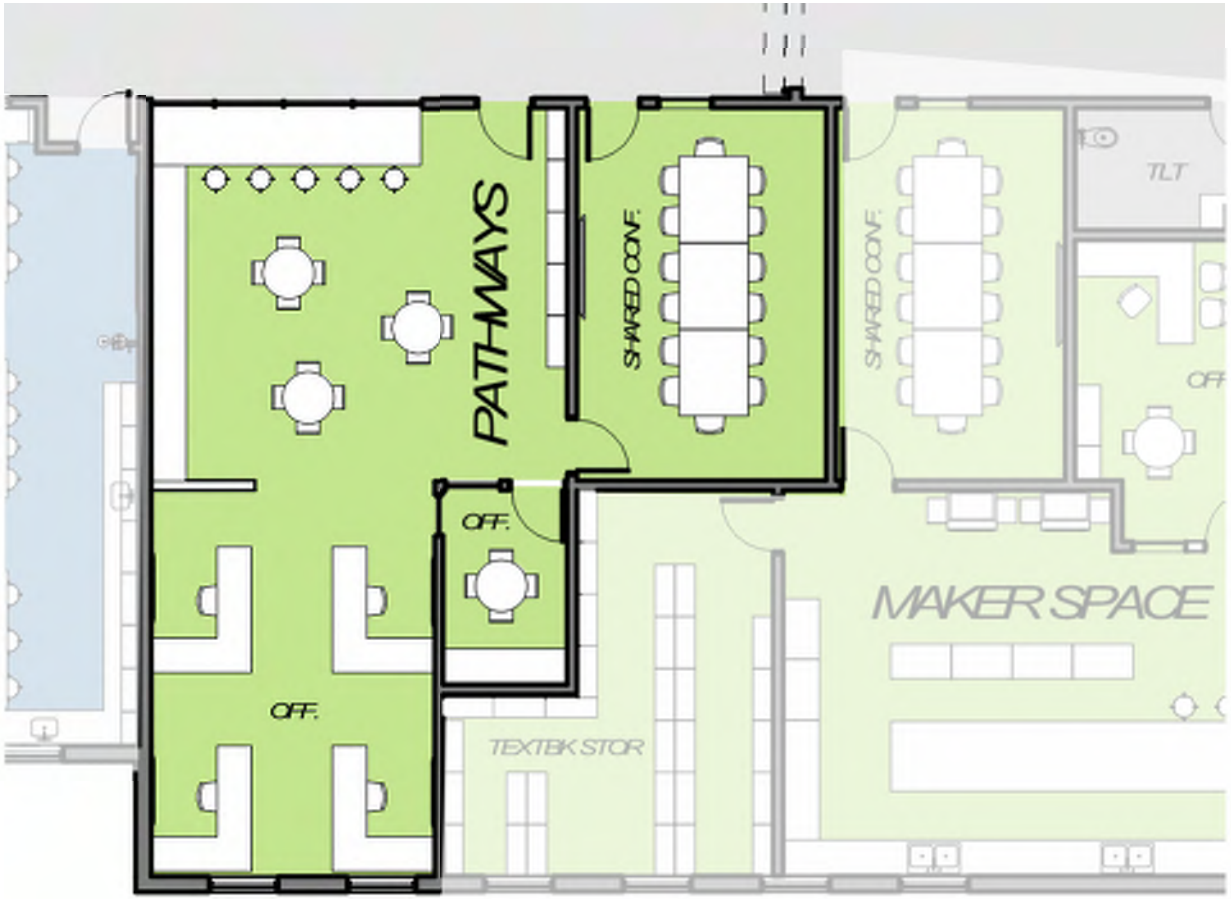


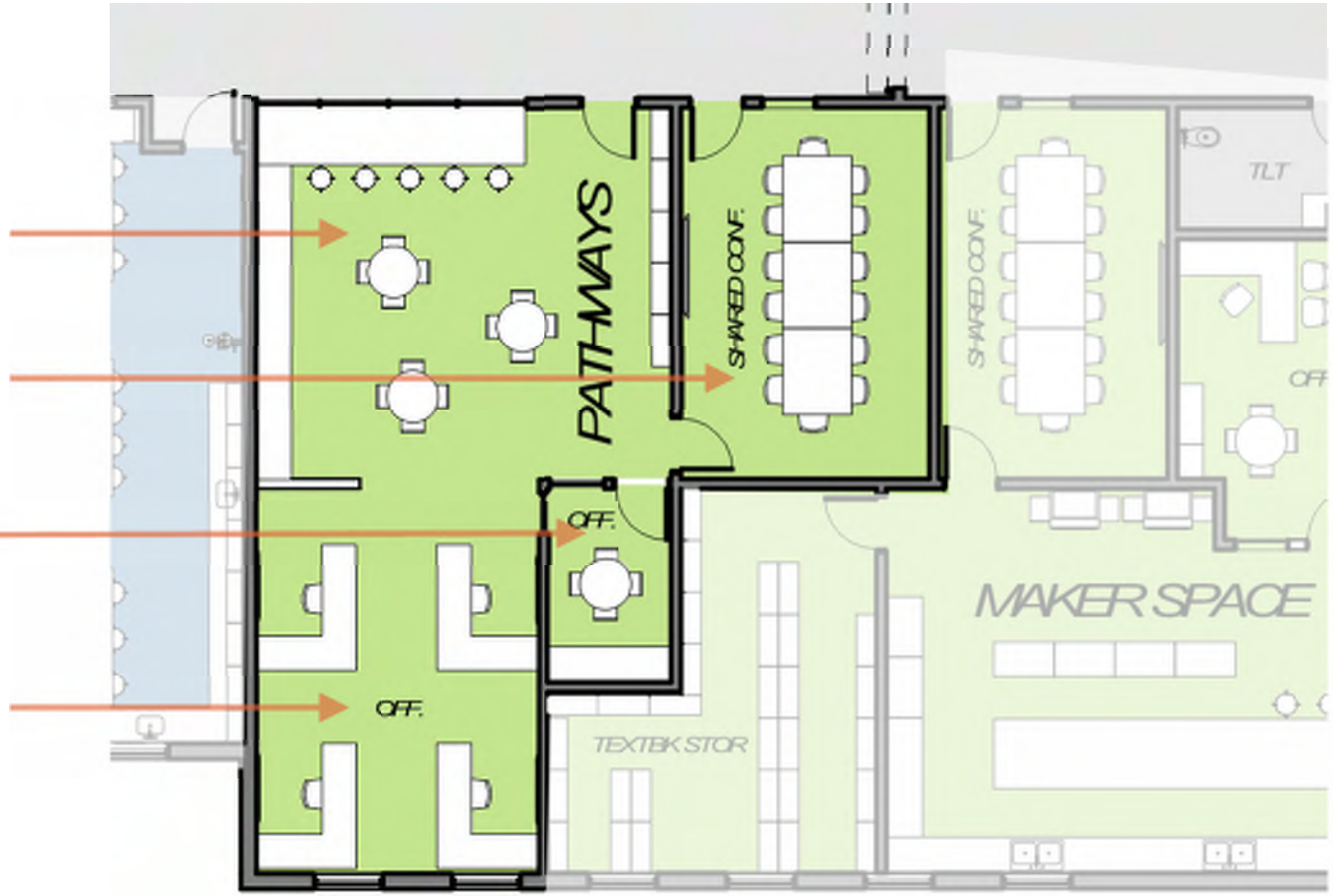
STE(A)M, CTE, & PROJECT-BASED LEARNING

Student Research & Form Completion

Recruiter Meetings

Interviews

Career & College Counselors



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NUMBER 1 JOB SKILLS EMPLOYERS ARE LOOKING FOR

Complex Problem Solving
Critical Thinking
Creativity
Collaboration
Emotional Intelligence

"I can train them on the technical skills. What I need is someone who is reliable, works well with the team, and shows up each day ready to learn."

-Conversation with a local general contractor

IDEA GENERATING WORKSHOP: PART I

IDEA GENERATING WORKSHOP

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?

2. What changes could be made to increase our sense of pride? In the buildings and programs?

Facilities that Support Social & Emotional Learning

SUPPORTING SOCIAL & EMOTIONAL LEARNING

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How can school facilities support SEL?

1. Design **differentiated environments** that support a variety of learning styles and teaching methods. Allow for individualization.

2. Consider **distributed services** to bring the multi-tiered system of supports to the students and teachers where they're needed.

3. Connect students to services **outside the school walls**.

4. Provide a **welcoming, healthy** environment. Places to cool down, regulate, reason.

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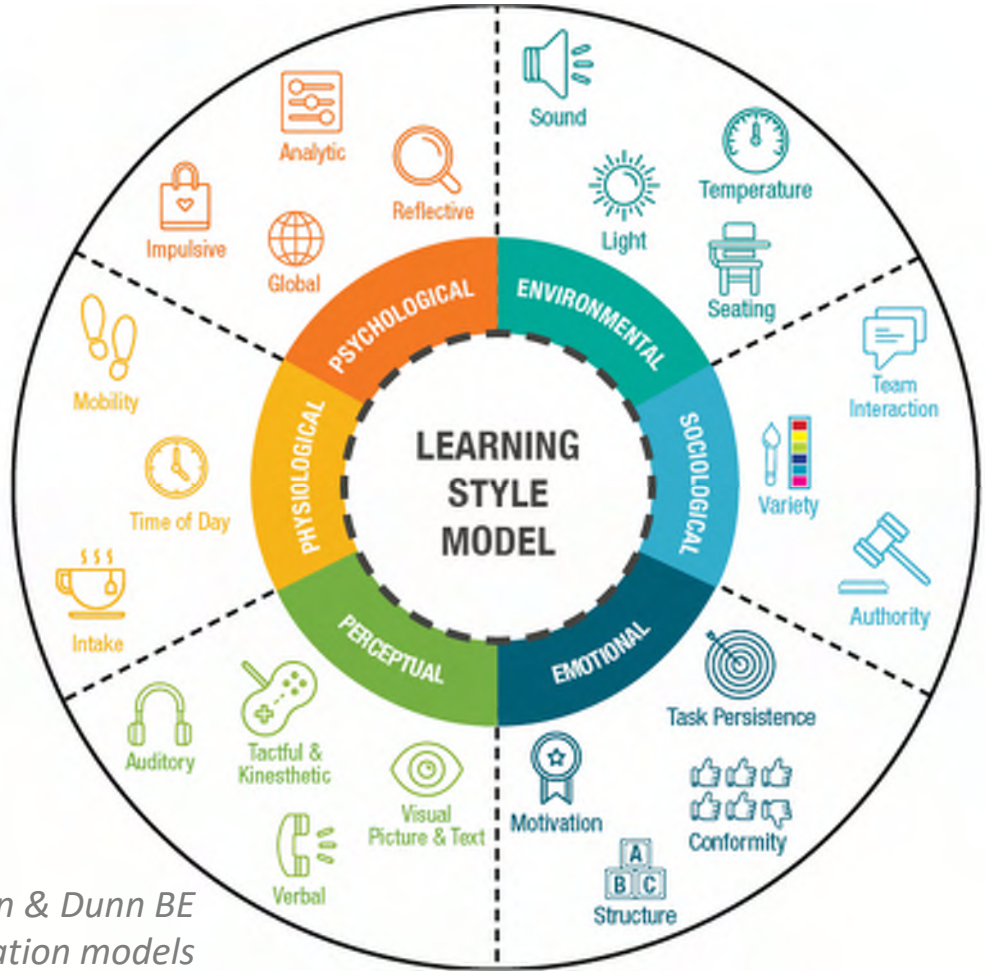

Image adapted from Dunn & Dunn BE learning education models

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WELLNESS CENTERS

A safe, supportive space on school grounds.

Where students can access counseling and therapeutic support in a free and confidential location. Often co-located with a school-based health clinic.

Can accommodate one-on-one and large group interventions.

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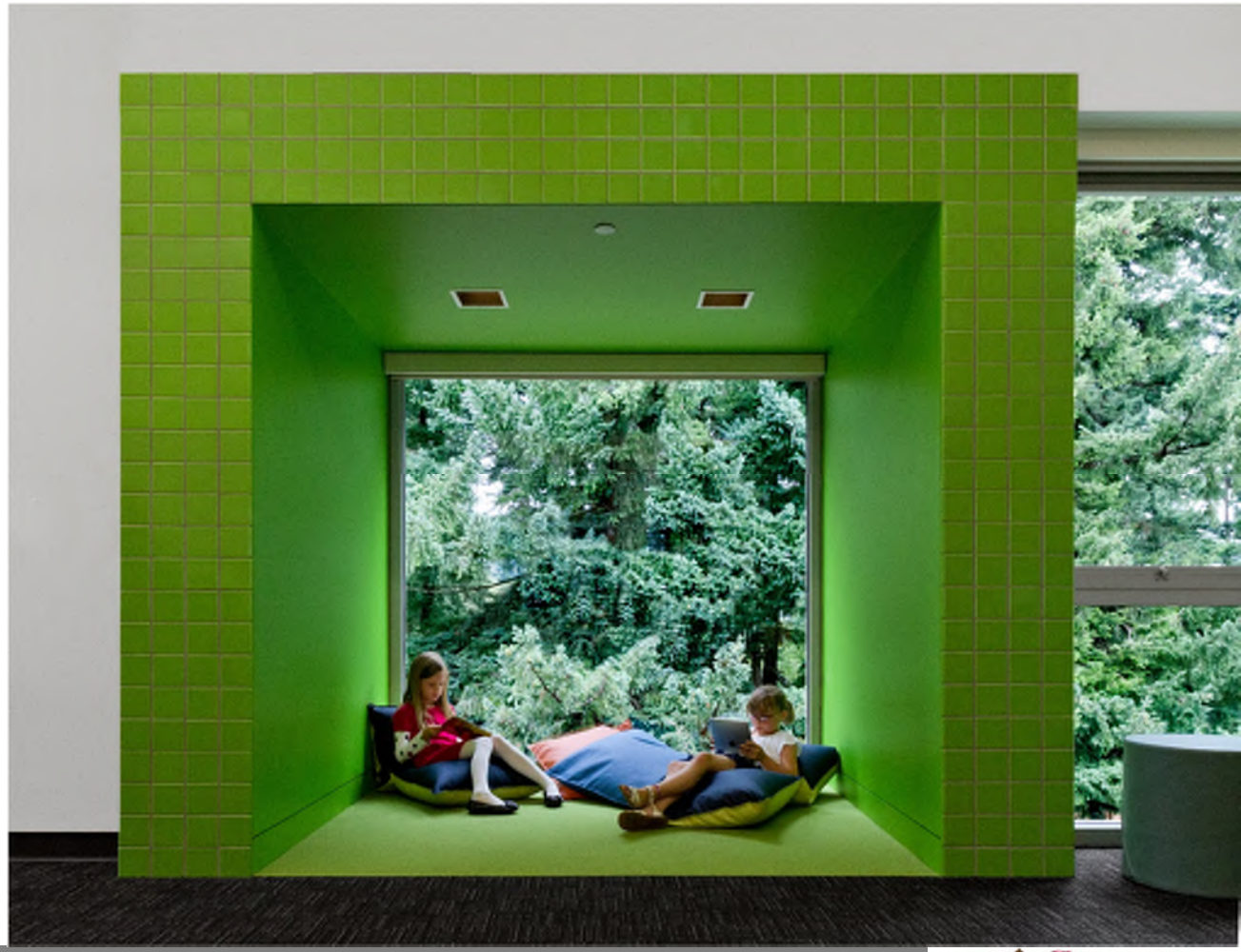

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Daylighting and Human Performance: Latest Findings

Lisa Heschong, Heschong Mahone Group
Roger L. Wright, RLW Analytics

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IDEA GENERATING WORKSHOP: PART II

IDEA GENERATING WORKSHOP

3. What kind of spaces are needed to support the level of excellent teaching & learning that our community deserves? At each school building?

4. What kind of spaces are needed to best support a student's social emotional growth that aren't currently present?

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

WHAT ELSE?

Take time to review the ideas that have been generated.

Is there anything we missed?

Next Steps

~~December 15 Meeting 1~~
~~January 19 Meeting 2~~
February 16 Meeting 3