BELMONT HIGH SCHOOL

BUILDING COMMITTEE MEETING

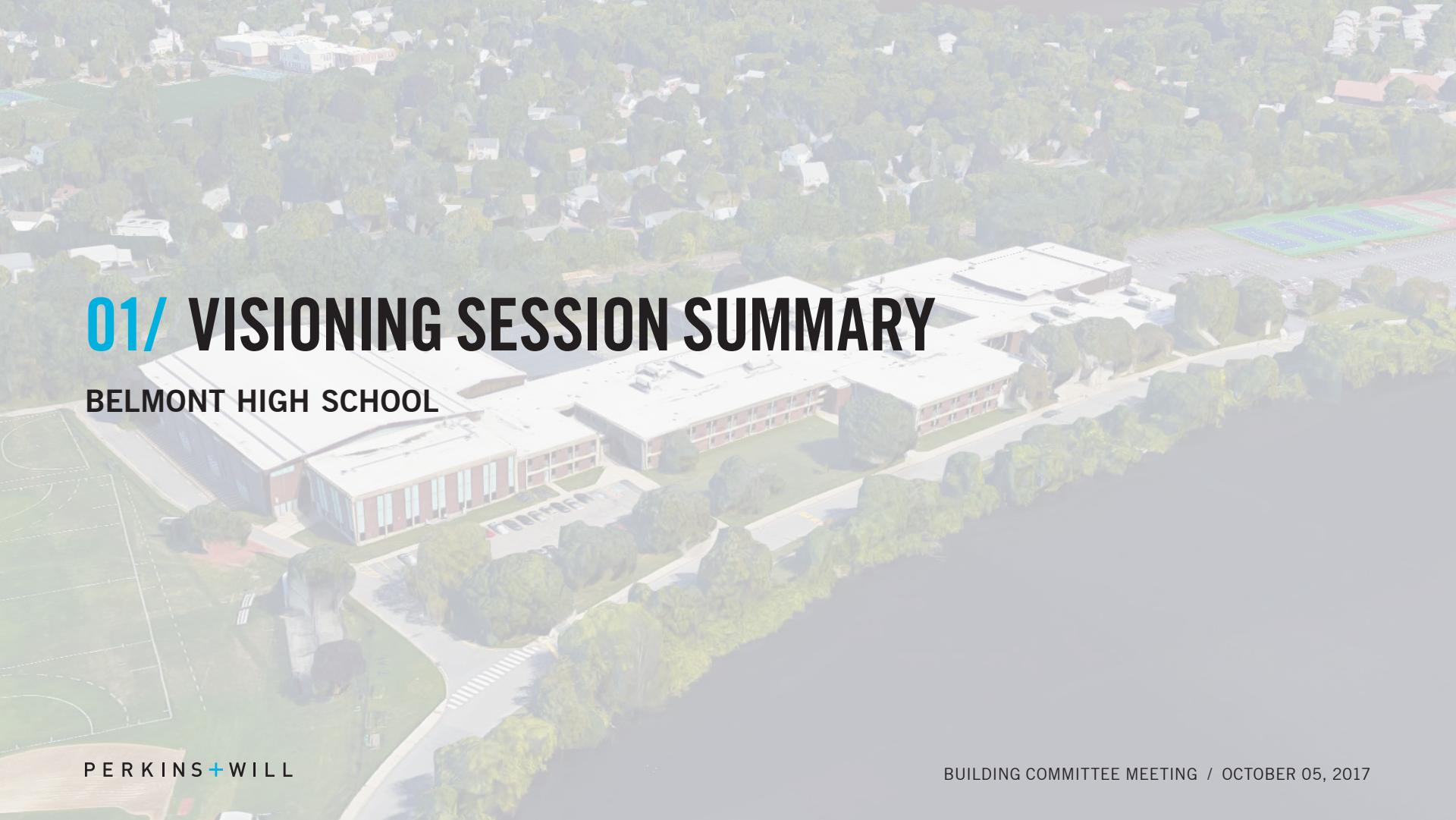
PERKINS+WILL

AGENDA

01 / Visioning Session Summary

02 / Educational Space Summary

03 / BHS Existing Floor Plans



01/ VISIONING SESSION SUMMARY

BELMONT HIGH SCHOOL

PERKINS+WILL

BUILDING COMMITTEE MEETING / OCTOBER 05, 2017

AGENDA

Workshop Day 01

September 19, 2017

01 / Introduction + Welcome

Where We are Headed / *Bill Lovallo*
Purpose and Desired Outcomes / *John Phelan*
Define Rules of Engagement / *Brooke Trivas*
Press Release Exercise / *Group Activity*

02 / Programming Update

Frank Locker Visioning Recap / *John Phelan*
Enrollment Update / *John Phelan*

03 / Learning 01

Workplace / Science / *William Harris (P+W)*
Sports + Recreation / *Stephen Sefton (P+W)*
Health + Wellness / *Jennifer McGrory (P+W)*
Science + Technology / *Jeffrey Zynda (P+W)*

04 / Learning 02

Educational Uses of Technology:
Pushing the Right Buttons / *David Dockterman*

05 / Learning 03

Reinventing Education:
Why Spaces Matter / *Michael Horn*

06 / Activity 01

What will Make BHS Innovative?
What Other 'Partners' Should be Involved?

07 / Wrap-Up

Summary of Events - Looking forward / *John Phelan*

AGENDA

Workshop Day 02

September 20, 2017

01 / Learning 04

Placemaking: Connecting your Stories to your Context / *Keith Curtis, Leo Alvarez, Rick Kuhn*

02 / Activity 02

Discovering Belmont's Sense of Place / *Interactive Session with Keith Curtis*

03 / Learning 05

K-12 Trends Around the World / *Steven Turckes*

Educational Visioning - Table Talk / *John Phelan*

04 / Learning 06

Entrepreneurs + Thought Leaders / *Stephanie Couch, Ann Christensen, Jennifer Fremont-Smith*

Interactive Q+A Session

05 / Activity 03

Defining Priorities of Guiding Principals for Middle School and High School

06 / Learning 07

Innovative and Futurist Thinkers / *Ellen Winner, Rachel Poliner, Janice Darias, Molly Meyer*

Interactive Q+A Session

07 / Activity 04

High School Reunion Statement

08 / Wrap-Up

Summary of Events - Looking forward / *John Phelan*

ACKNOWLEDGEMENTS

Community Visioning Team

Mollica Manandhar *Community Member/Parent*
Kate Rodriguez-Clark *Community Member/Parent*
Christina Marsh *Community Member/Parent*
Erika Meldrim *Community Member/Parent*
Sandi McKinley *Community Member/Parent*
Holly Muson *Community Member/Parent*
Jen McMullin *Community Member/Parent*
Carrie Palmer *Community Member/Parent*
Kelly Papa *Community Member/Parent*
Lei Tang *Community Member/Parent*
Frank Schaeffer *Community Member/Parent*
Zane Walsh *Community Member/Parent*
Denise Steiner *Community Member/Parent*
Ian Watson *Community Member/Parent*
Anne Szymanski *Community Member/Parent*
Dr. Lisa Fiore *School Committee*
Susan Burgess-Cox *School Committee*
Tom Caputo *BHS Building Committee*
Murat Bicer *School Committee*
Jim Williams *Selectman*
Andrea Prestwich *School Committee*

Adam Dash *Selectman*
Nia-Iael Wangia *Student, Chenery MS*
Anjali Ramakrishnan *Student, BHS*
Robyn Wessman *Student, Chenery MS*
Jessica Giorgio *Student, BHS*
Mateo Estrada Donahue *Student, Chenery MS*
Olivia Cella *Student, BHS*
Joshua Houston *Student, Chenery MS*
Joseph Hurley *Student, BHS*
Martha Bloom *English Teacher*
Paul Kitchen *Band Director*
Danette English *Art Teacher*
Ashley Landry *Library Media Specialist*
Ezra Flam *Theater Teacher*
Kate McLeod *Tech Engineering Teacher*
Melissa Glotzbecker *School Psychologist*
Mark Olowinski *Math Teacher*
Dan Richards *Principal, BHS*
Nicolette Foundas *ELA/Social Studies Teacher*
Josh Streit *Social Studies Teacher*
Monica Frender *Health Teacher*

John Sullivan *Special Ed Teacher*
Rebecca Green *Science Teacher*
Leon Dyer *Tech Engineering Teacher*
Denise LaPolla *Special Ed Teacher*
Torrance Lewis *Assistant Principal*
Joe Quinn *School Counselor*
Sarah Libertini *Art Teacher*
Laura Tracey *ELA Teacher*
Jon Marks *Science Teacher*
Arto Asadoorian *Director of Performing Arts*
Joanna Marks *Science Teacher*
Jim Davis *Director of Atheltics and PE*
Ken Kramer *Director of Student Services*
Lindsey Rinder *Director of ELA, Reading, ELE*
Steve Mazzola *Technology Director*
Deb McDevitt *Social Studies Director*
David Arslanian *Community Member/Parent*
Heather Barr *Community Member/Parent*
Gail Mulani *Food Services, BHS*
Rachel Bruno *Community Member/Parent*
David Coleman *Community Member/Parent*

BELMONT, MA / SEPTEMBER 19-20 2017

ACKNOWLEDGEMENTS

Community Visioning Team

Bonnie Friedman *Community Member/Parent*
Katerina Cronstedt *Community Member/Parent*
John Gallagher *Community Member/Parent*
Michael Deng *Community Member/Parent*
Steven Gaziano *Community Member/Parent*
Mary Dolan Falcone *Community Member/Parent*
Leslie Lee *Community Member/Parent*
Erin Lubien *Community Member/Parent*
Sami Baghdady *BHS Building Committee*
William Lovallo *Chair, BHS Building Committee*
Chris Messer *BHS Building Committee*
John Phelan *BHS Building Committee, Superintendent of Schools*
Gerald Boyle *Secretary, BHS Building Committee*
Daniel Richards *BHS Building Committee*
Phyllis Marshall *Treasurer, BHS Building Committee*
Jamie Shea *BHS Building Committee*
Diane Miller *BHS Building Committee*
Robert McLaughlin *BHS Building Committee*
Joel Mooney *BHS Building Committee*
Patricia Brusch *BHS Building Committee*
Joseph DeStefano *BHS Building Committee*
Phillip Ruggiero *BHS Building Committee*

Speakers and Moderators

Steven Turckes *K-12 Principal, P+W*
Brooke Trivas *K-12 Principal, P+W*
Steven Sefton *Sports+Rec Principal, P+W*
William Harris *Science+Tech Principal, P+W*
Jeffrey R. Zynda *Science+Tech Principal, P+W*
Jennifer McGrory *Health+Wellness Advocate, P+W*
David Dockterman *Education Technologist, Harvard*
Michael Horn *Education Futurist, Entangled Ventures*
Keith Curtis *Branding Principal, P+W*
Rick Kuhn *Design Director, Principal, P+W*
Leo Alvarez *Landscape Principal, P+W*
Jennifer Fremont-Smith *Entrepreneur, Happie*
Ann Christensen *Disruptor, Christensen Institute*
Stephanie Couch, PH.D *Innovator in Education, MIT*
Ellen Winner *Studio Thinker, BC Dept. of Psychology*
Rachel Poliner *Emotion Learning, Leaders & Learners*
Molly Meyer *Food Innovator, OMNI Ecosystems*

BELMONT, MA / SEPTEMBER 19-20 2017

DAY 01 /
SEPTEMBER 19, 2017

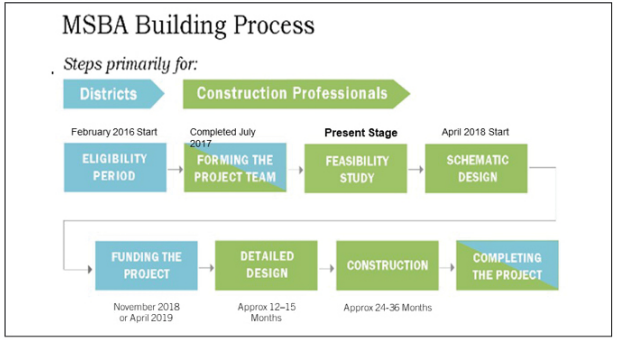
INTRODUCTION + WELCOME

WHERE WE ARE HEADED
BILL LOVALLO, CHAIR OF BHSBC

- February 2016 : Started the MSBA (Massachusetts School Building Authority) process to accept Belmont to their grant program and was accepted 9 months later.
- Early 2017 : Brought on project management firm, Daedalus Projects Inc, to help the committee navigate through the MSBA process
- July 2017 : Interviewed design firms and voted to hire nationally-recognized firm of Perkins+Will
- Present Stage: Feasibility Study - Get ideas flowing, start to form what the solutions are for Belmont community
- Future Stages: Start Schematic Design in early 2018 and funding vote in Belmont community will happen in late 2018/early 2019 - leading to 12-15 months of detailed design documentation.

Community Engagement

- Numerous meetings setup throughout Fall 2017
- Content will evolve every meeting to what Belmont's vision is for this school
- We will only be looking at the Concord Ave. site (current site of high school)



COMMUNITY ENGAGEMENT MEETINGS

Tuesday, September 19th – 7:00 PM, Chenery 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

INTRODUCTION + WELCOME

PURPOSE AND DESIRED OUTCOMES
JOHN PHELAN, SUPERINTENDENT

Purpose of Visioning Session

- To bring together a diverse audience of important Belmont stakeholders to use innovation and future thinking to explore, discuss and influence the best possible solutions for an extraordinary learning campus.
- We're going to do this together over the next two days and it will make a real difference in our building and have a positive impact on teaching and learning.
- Build off of the work that the group accomplished in the Spring of 2017 with Frank Locker

Desired Outcomes

- What are the guiding principles that drive design thinking?
- What are the essential characteristics of a 'new' Belmont High School?
- What are the new behaviors that spaces will support?
- What are the types of spaces that will support learning?
- How does the building engage students? Teachers? Community?

INTRODUCTION + WELCOME

DEFINE RULES OF ENGAGEMENT
BROOKE TRIVAS

Defer Judgement

- The key is to make everyone feel like they can express any ideas on their mind and allow others in the group to build on it.

Encourage Wild Ideas

- Embrace the most out-of-the-box notions and build on those ideas without thinking of the constraints.

Build on Other's Ideas

- Being positive and building on the ideas of others. Use "and" instead of "but". Try to use "I like, I wish, I wonder" when responding.

Stay Focused

- Try to keep the discussion on target, but keep the conversations flowing and think fast!

Be Visual

- Nothing gets an idea across faster than drawing it. Use the available markers to write on Post-Its or on paper.

Go for Quantity

- Aim for as many new ideas as possible. In a good session, up to 100 ideas are generated.

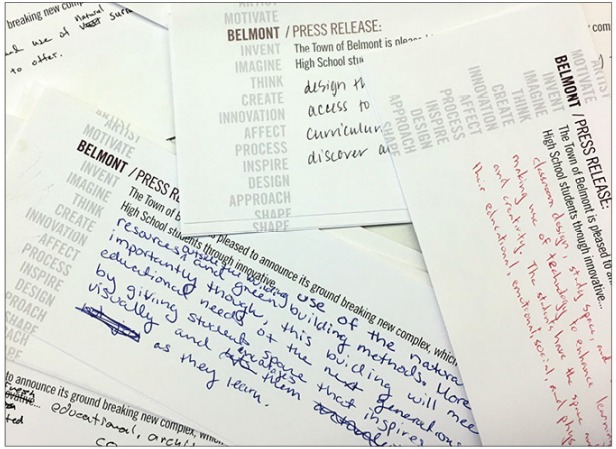
INTRODUCTION + WELCOME

GROUP WARM-UP ACTIVITY
PRESS RELEASE

- **Goal** : Start imagining future and potential strategic achievements of new school.
- **Brainstorm** : Possible future accomplishments (practice, organizational, new business models, etc.).
- **Note** : Draft a press release that finishes "**The Town of Belmont is pleased to announce its ground breaking new complex which serves the High School students through innovative...** "
- **Read** : Some volunteers read and share to group

Common Responses from Group

- *Spaces that support a wide range of teaching methods*
- *Use of natural surroundings, materials, natural light*
- *Multi-purpose / Flexible spaces wired for future technologies - Project-based learning with global communities*
- *Mindful, therapeutic, comfortable workspaces*
- *Classroom design, study space and teacher-student accessibility – making use of technology to enhance learning, collaboration, communication & creativity.*
- *Promote / support Belmont's commitment to community and providing exceptional educational opportunities for our community's youth*



WARM-UP ACTIVITY : 'PRESS RELEASE' SHARED RESPONSES

"THE TOWN OF BELMONT IS PLEASED TO ANNOUNCE ITS GROUND BREAKING NEW COMPLEX, WHICH SERVES THE HIGH SCHOOL STUDENTS THROUGH INNOVATIVE ..."

01 / "...work spaces that encourage inquiry, cooperative lesson design & community building for staff, students and residents."

02 / "...spaces that allow students to utilize their free time in order to focus on their studies and feel comfortable."

03 / "...classrooms that are closely connected with nature - emphasizing peace and tranquility as students learn."

04 / "...spaces that facilitate collaborative learning and sense of communal identity while also allowing for privacy, introspection and reflection that characterizes learning & growth."

PERKINS+WILL

INTRODUCTION + WELCOME

PROGRAMMING UPDATE
JOHN PHELAN, SUPERINTENDENT

Frank Locker Visioning Recap (Spring 2017)

- 2 days (Educator Planning), 2 days (Educator Visioning), 2 days (Community, Students, Educator Visioning)
- Big Picture Discussions: Learning Modalities, Instructional Models, Key Words in Education and Buildings, Challenges and Opportunities in Belmont
- Grade Configuration Conversation: Application for new Belmont High School project has evolved (with MSBA's permission) to consider 9-12, 8-12, or 7-12 grade configurations - Need to think about how ALL students will be impacted (upper and lower school students).
- 80 page summary, condensed to executive document - can be provided to group and public

Learning Modalities

- The Community identified key terms as the most effective ways for student learning : **Project-Based Learning, Social/Emotional Learning, Thematic Learning, and Small Group Work/Student Collaboration**
- Ideal Student Characteristics coming out of Belmont: **Resiliency, Problem-Solver, Good Human Being and Communicator, Ability to Learn by Yourself and with Others, Collaborative, Creative**

Educational Delivery : Addresses overarching themes required to provide a 21st century high-performing educational experience for all BPS secondary students. Instructional Models include :

- Continue Social/Emotional Learning Initiative
- Employ Project-based Learning on regular basis.
- Group students in small learning teams to differentiate instruction and foster communication, collaboration, improved social skills, and foster differentiated instruction.
- Pilot innovative deliveries, such as making things to learn.
- Organize teachers in teaching teams.
- Create a school and community culture that values flexibility.
- 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 Participants)

- Educator and Community Workshop participants each identified one word/phrase that best represented their individual thoughts about the future Educational Deliveries.
- Most commonly cited words : **Collaborative, Authentic Inquiry / Inquiry-based / Inquiry Provocative, Project-based Learning, Integrated / Interdisciplinary, Evolving Adaptable, Engagement**

Key words grouped by BHS School Level (Educator Workshop)

- **Elementary** : Collaborative
- **Middle School** : Collaboration, Collaborative Synchronous Teaching
- **High School** : Collaborative, More Collaborative, Authentic, Inquiry, Inquiry-based, Inquiry Provocative

INTRODUCTION + WELCOME

PROGRAMMING UPDATE (CONT.)
JOHN PHELAN, SUPERINTENDENT

Key Words for Facilities (Educator Workshop)

- **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 participants were asked same summation challenge : Flexible, Fluid/Open, Inspiring

Enrollment (District-Wide)

- Enrollment Concern: Given the average six year increase is 101 students (net) per year, our current projection of 4,705 may be exceeded
- Short Term Solutions : 5 modular classrooms at BHS (2015), 6 modular classrooms at Chenery (2016), 4 modular classrooms have been requested for Burbank (2018), Many interior spaces have been rehabbed for alternative use as classrooms throughout the district

Grade Configurations (New Belmont HS)

- **9-12 Configuration** : Challenges in Elementary / Middle Schools
- **8-12 Configuration** : Middle School is relieved
- **7-12 Configuration** : Elementary and Middle Schools are relieved
- This has to make sense from a teaching/learning perspective

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*	
				Increase, 2011 to 2017			60+	

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.

BHSBC/ MSBA: Grade Configurations

MSBA Configuration Options	Elementary	Middle School	Notes
9-12 *	☐ K-4	☐ 5-8	MS and Elementary enrollment / space issues not addressed.
8-12 * 8/9…10-12 8… 9-12	☐ K-4	✓ 5-7	HS and MS levels would have space – Elementary level issues not addressed.
7-12 * 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		

INTRODUCTION + WELCOME

PROGRAMMING UPDATE (CONT.)
JOHN PHELAN, SUPERINTENDENT

Connections + Careful Seperations : Community visioning teams identified preferred shared or seperate functions for a co-located high school/middle school

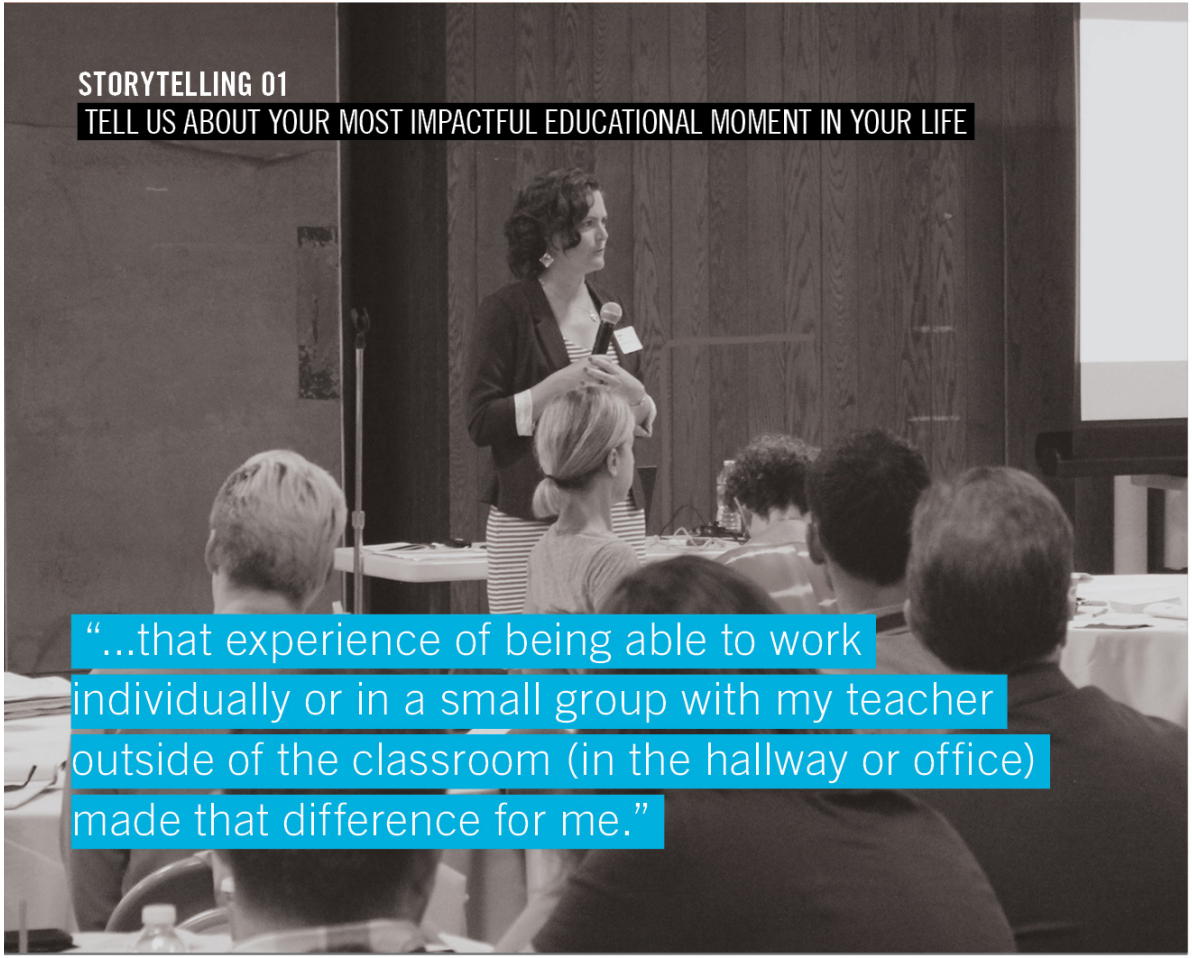
- Seperate Middle School + High School Functions : Core Classrooms, Special Education Spaces, Media Center/Learning Commons, Food Court/Cafeteria
- Same Time Use : English as a second language, Teacher Planning Centers, Food Service Kitchen, Custodial
- Seperate Time Use : IT Labs, Family/Consumer Science

Grade Configuration Vote (Spring 2017) with Frank Locker

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

Questions + Answers

- Grade configurations for K-6 will be determined after High School configuration is settled
- Grade configuration needs to be good for students, not trends. Turn challenges into an opportunity.
- BHSBC members took a tour of four high schools in area to understand best practices / grade configuration


STORYTELLING 01
TELL US ABOUT YOUR MOST IMPACTFUL EDUCATIONAL MOMENT IN YOUR LIFE
"...that experience of being able to work individually or in a small group with my teacher outside of the classroom (in the hallway or office) made that difference for me."

LEARNING 01

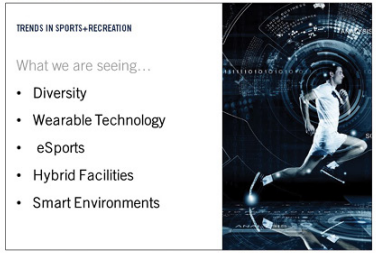
P+W EXPERT : WORKPLACE / SCIENCE
WILLIAM HARRIS

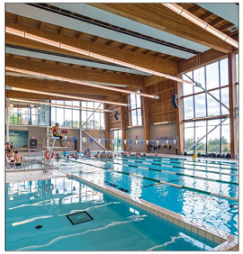
- "Form follows Function" was a manifesto for the modern movement in architecture - abandoning decoration for something more purist that truly expressed function of the built environment.
- Science Labs / Biotech companies are highly technical and dependant on various functions and protocols - so how do you define a function of a lab?
- Function of a lab can best be defined as a place for experimentation - where things can change over time because science changes over time - challenging what function originally meant.
- Now, science labs are places where people connect, exchange ideas, learn, socialize, create + innovate - not just produce.
- Need to challenge what function means - do not limit the definition of function too narrowly because you run the risk of not accommodating the activities/industries that do not exist yet.
- Designing for Interconnected, multiple disciplines are the only way to anticipate the unknown
- We have to define function not based solely on performance, but in terms of behavior as well. We should not be designing forms to follow narrow functions, but to let "Function follow Form".

LEARNING 01

P+W EXPERT : SPORTS+RECREATION
STEPHEN SEFTON

- What we are seeing in **Diversity** : Students and Inclusion, Sports and Activities, Spaces and Programs
- Since 1991, the **racial/gender** gap of students who participated in school athletics has declined in 8-12 graders.
- What does this mean for school sports/activities? We are moving **beyond 'traditional'** sports at a high school level : ultimate frisbee, sled hockey, fishing, quidditch?
- Our approach is that all these sports/activities have to be **inclusive** - when developing spaces that want to have these activities, we want to have flexibility, transparency, and multi-use elements.
- Ideas like gender nuetral-dedicated locker rooms, bathrooms - allow **completely open spaces** that a client can operate as they see fit at a given time.
- Spaces that used to be back-of-house rooms - Training, nutritional, sports medicine spaces - are coming to **the forefront and becoming real educational/ showcase** pieces in buildings.
- Design should aim to provide the setting for students to communicate across cultural boundaries, create new relationships, and foster lifestyle changes that help inspire healthy lives.

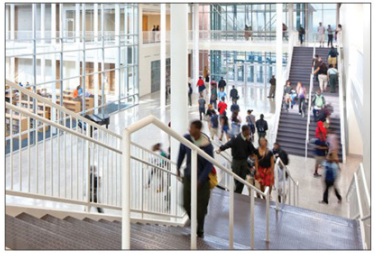




LEARNING 01

P+W EXPERT : HEALTH + WELLNESS
JENNIFER MCGRORY

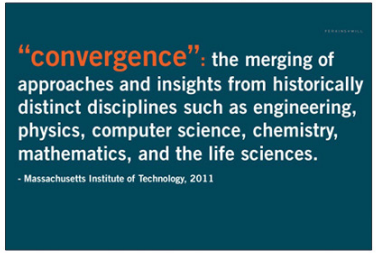
- Americans spend 90% of our time indoors and only 17% of high school students meet current recommended physical activity, with 1/3 of adolescents overweight or obese (3x from a generation ago)
- Wellness is an active process through which people become aware of, and make choices toward, a more successful existence.
- Strategies to Increase Physcial Activity : Solution is combined PE and PA, Quality Physical Education and health assessments, bring physical activity to the classroom, encourage before/after school physcial extracurriculars, limit screen time
- Institute Instant Recess Policy : Include in both classrooms, all school assembly events, and staff meetings
- Improve Nutrition Programs : Increase fruits/vegeatbles, Eat real food, Drop liquid calories, Encourage healthy staff meals, Create enticing cafeterias and staff rooms
- Promote Drinking Water : Change school policies, Increase frequency of bottle fillers, Added filtration
- Focus on Indoor Air Quality, Active Academics to Curriculum, Support Activie Tansportation, Promote Active Design (make you move), Stress Less, Support Emotional Learning, Increase Natural Light

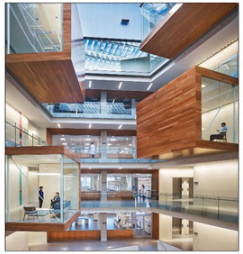


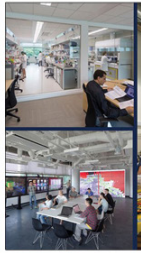
LEARNING 01

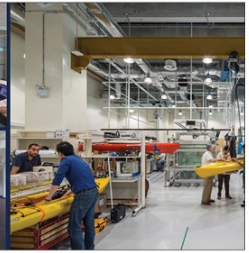
P+W EXPERT : SCIENCE + TECHNOLOGY
JEFF ZYNDA

- **Paradigm Shift** : Moving away from model of singular disciple education / from lectures to participatory education / from passive to active learning
- **"Convergence"** : The merging of approaches and insights from historically distinct disciples such as engineering, physics, computer science, chemistry, mathematics, healthcare and the life sciences.
- **Changing Perspective** : From Interdisciplinary to 'Convergent' - Not an overlap of ideas, but something completely new. Not just about designing for technical requirements ('hard spaces'), but for the spaces in between ('soft spaces') - glues spaces.
- **Flexibility** : Design for the changing nature of the science within the space, as well as the ever-changing curriculum/technology.
- **Adaptability** : Moving beyond flexibility, dealing with a broader set of circumstances in science and education than we've ever have in the past.
- **Science on Display** : Getting kids excited about this 'cool stuff' that going on in and around their institution.
- Industry Partnerships : More collaboration between academic institutions and industries, preparing students for skills they might need, but also tapping into outside knowledge to form greater idea generation.





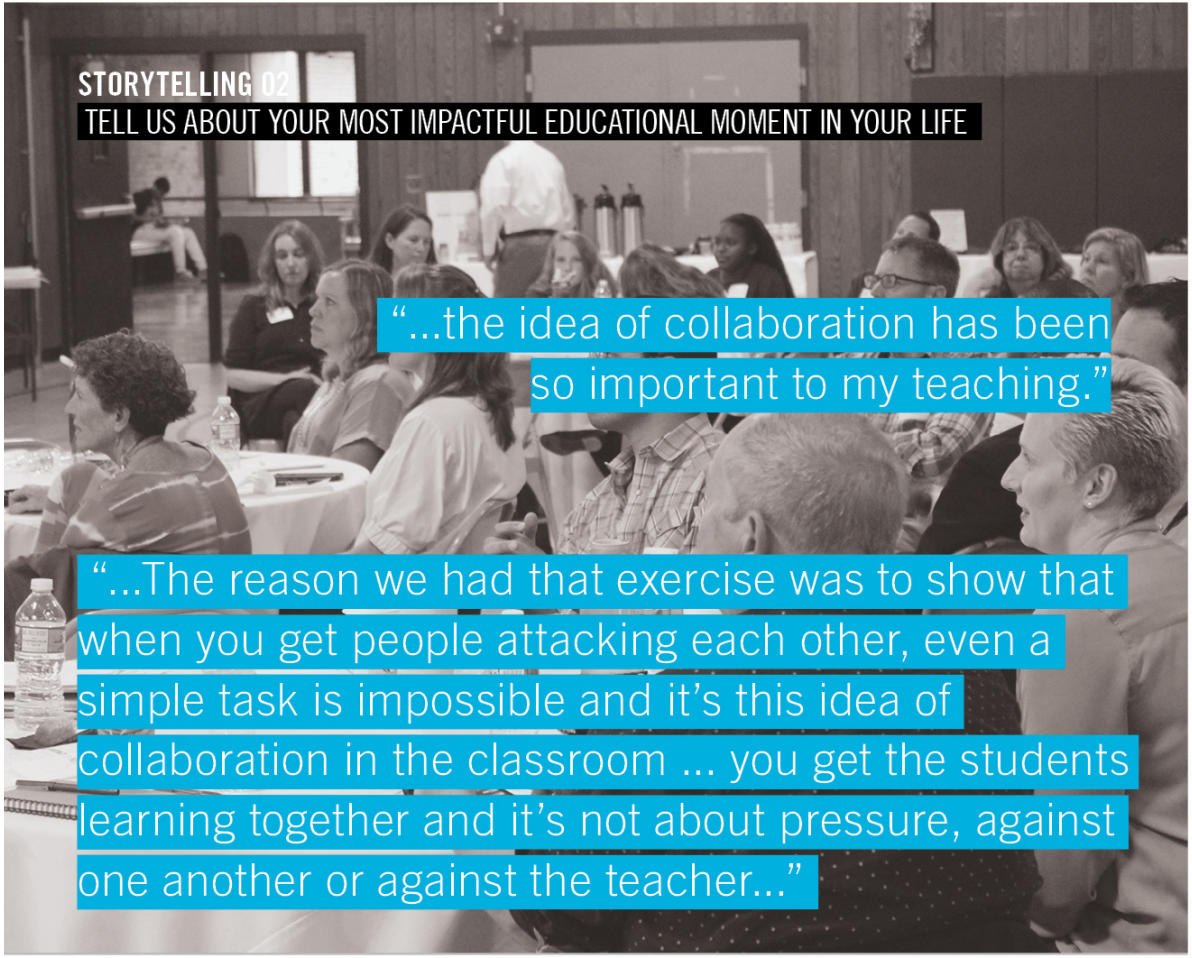




LEARNING 01

QUESTIONS+ANSWERS
P+W SUBJECT MATTER EXPERTS

- Arts/Humanities and Science absolutely need to be linked into educational agenda b/c you cannot accomplish great ideas without the linkages.
- The 'Glue spaces' should be fun, engaging, interactive spaces where learning can happen, as well as socialization.
- Using the roof is a creative way to add square footage to a building/program outside what is allowable by MSBA
- Academic institutions want to know what the corporations are doing and vice-versa. Don't be framed by the precedents in K-12, but get the other perspectives from other spheres. Challenge the assumptions.
- Sustainabilty mandate does not come from MSBA, but from stakeholders / community, but the BHSBC has asked P+W to explore Net-Zero possibilities.
- Deviations from the MSBA space template can occur, but should be supported through educational vision of the superintendent and Building Committee and look at creative ways to use the template to support those goals.
- Libraries/Media Centers transitioned from a place to consume information to a place to create/discuss information
- P+W will provide building options (Renovation, New, etc) and the Belmont community will evaluate what is right


STORYTELLING 02
TELL US ABOUT YOUR MOST IMPACTFUL EDUCATIONAL MOMENT IN YOUR LIFE
"...the idea of collaboration has been so important to my teaching."
"...The reason we had that exercise was to show that when you get people attacking each other, even a simple task is impossible and it's this idea of collaboration in the classroom ... you get the students learning together and it's not about pressure, against one another or against the teacher..."

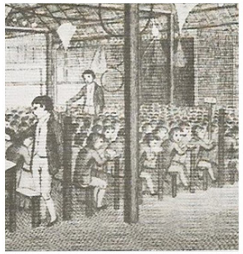
LEARNING 02

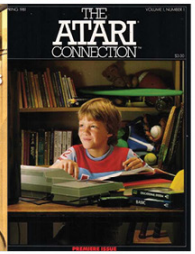
EDUCATIONAL USES OF TECHNOLOGY

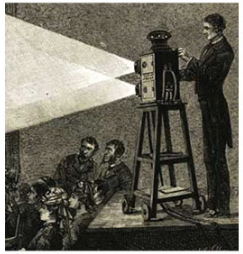
DAVID DOCKTERMAN

LECTURER, HARVARD GRADUATE SCHOOL OF EDUCATION

- There is a long history of technology use in our history, but "Those who cannot remember the past are condemned to repeat it." - *George Santayana*
- Magic Latern, Motion Picture Projector, Radio, Television, Computers, Video Games - all devices that claimed to have unlimited educational potential that would solve school's problems, later to be replaced by yet another 'technology solution'.
- Huge investments for schools in funds, spaces and training, but the magic never fulfills the promise.
- The Chalkboard : Huge investments in putting these in every classroom, but teachers could not teach with them in a typical classroom. You had this technology that was fabulous for teaching in large groups at once in a place that wasn't designed for it.
- Pedagogy is driven by Purpose : People will not use technology, if it doesn't support the way they teach. If you want true innovation, you have to change the way you teach.
- **Wrong Question**: How do we get people to use this technology?, **Right Question**: What's the educational problem or opportunity? How can technology help?
- The most important thing will be learning to relearn, rather than learning how to do one thing well. We want tenacious, curious learners, intellectual humility.







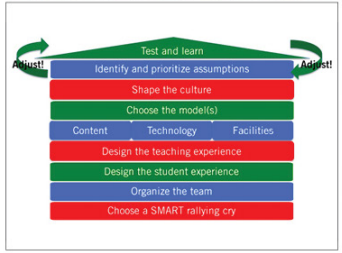
LEARNING 03

WHY SPACE MATTERS: REINVENTING EDUCATION

MICHAEL HORN

CHIEF STRATEGY OFFICER, ENTANGLED VENTURES

- Schools were not built to optimize learning - both physical environment and educational system itself
- Learning environments modeled upon factories - grouped by age, same lessons, same schedule. Fixed-time, variable learning - Deliver, Test, Progress
- Different learning needs at different times : We all have different working memory capacities - varies by person
- Disruptive innovation: Online learning has opportunity to transform how we teach and learn. Blended learning is growing in classrooms, but online learning has to connect with offline learning.
- Why innovate? So that Every Student Succeeds - to build passions and then fulfill that potential.
- Why Blend? To Personalize. Every student has different learning needs at different times.
- Competency-based Learning : Learning is fixed and time is variable. Real-time interactive freq. feedback.
- Best use of Physical Space : Safe, Clean, Inspiring, Available, Flexible
- What does the future of schooling look like? What is right for Belmont. There is no one size fits all strategy. Do not replicate historical precedents and use technology to reinforce schools as pillars of the community.



ACTIVITY 01

GROUP ACTIVITY
STEVEN TURCKES

- The group watched TED talk **"Where good ideas come from" by Steven Johnson**
- Drives the value of different perspectives and feedback from the group discussions

Discuss

Divided participants into 7 separate teams to discuss and answer two questions:

1. *What will it take to make Belmont High School innovative?*
2. *What other "partners" should be involved? (Business, Industry, Community, Health, Arts, Civic, Etc.)*

Break-Out

- Teams were given work areas, markers, Post-Its and boards to discuss and document their thoughts.

Share

- After time expired, each team had to share their thoughts with entire group

ACTIVITY 01 : COMMON THOUGHTS

WHAT WILL IT TAKE TO MAKE BELMONT HIGH SCHOOL INNOVATIVE?

- Flexible, Transparency, Variety, Integration, Scale, Thoughtful Adjacencies, Balance, Sustainability
- Student Experience/Passion, Recognize range of grades
- Professional Development, Project-Based Learning, Focus on Skills, VoTech Programs, Research-Based Design, Innovation on Display, Team Teaching
- Current Technologies, Arts/Humanities, Creative, SEL
- Comfortable Learning, Atrium, Community, Collaborative, Open Space, Natural Light, Freedom, Culture

WHAT OTHER "PARTNERS" SHOULD BE INVOLVED?

- Social/Emotional Experts, McLean Hospital, Emotional Support Animals
- MBTA, Police, Local Government, Food Experts
- Universities in Area, Library, Pool, Cultural Groups
- Local Entrepreneurs, Alumni, Mentors, Parents
- Community, Senior Citizens, Veterans, Job Fairs

ACTIVITY 01 : SHARING

WHAT WILL IT TAKE TO MAKE BELMONT HIGH SCHOOL INNOVATIVE ?

TEAM 01 / Variety of Spaces/Furniture, Gender Neutral Facilities, Transparency, Professional Development, Project-Based Learning

TEAM 02 / Accessible, Big School-Small Feel, Reliable Technology, Keep Simple, Food Education, Skills Training, Comfortable, Integration

TEAM 03 / Volunteer Space, Arts as Vehicle, Thoughtful Adjacencies, Open Environment, Research-based Design, Mentor Space, Community

TEAM 04 / Courage, Creativity, Trust, Leadership, Communication, Balance

TEAM 05 / SEL Programs, Meaningful Free-Time, Pedagogy, Collaboration, Student Engagement and Passions, Wellness Spaces (Yoga, Dance)

TEAM 06 / Flexible Schedule, Interdisciplinary Space, Student Center

TEAM 07 / Longer Lunch, No Car Policy, Physcial Activty, Open Space

PERKINS+WILL

ACTIVITY 01 : SHARING

WHAT OTHER "PARTNERS" SHOULD BE INVOLVED ?

TEAM 01 / Social-Emotional Experts, MBTA/Police, McLean Hospital, Universities, Cultural Experts, Town Meeting Members

TEAM 02 / Senior Citizens, Local Businesses, Chinese Ed, Energy Providers

TEAM 03 / Public Library, Parents of Students, Young Alumni, Veterans, Lions Club, Boosters, Local Artists, Diverse Community Members

TEAM 04 / Food Pantry, Town Pool, Higher Ed Experts, Industry Experts

TEAM 05 / Experts in Technology, League of Women, Job Fairs

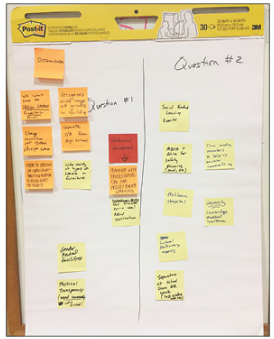
TEAM 06 / Local Internships, Foundation for Belmont Education (FBE)

TEAM 07 / Emotional Support Animals, Educational Leaders

PERKINS+WILL

ACTIVITY 01 : BOARDS

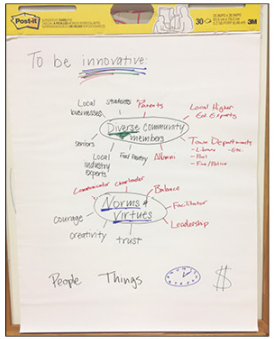
Team 01



Team 02

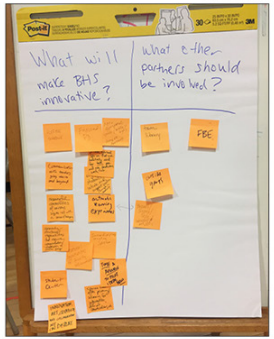
Team 03

Team 04



Team 05

Team 06



Team 07

DAY 02 / SEPTEMBER 20, 2017

LEARNING 04

PLACEMAKING: CONNECTING YOUR STORIES TO YOUR CONTEXT
KEITH CURTIS, LEO ALVAREZ + RICK KUHN

What is Placemaking? How do we develop a sense of place? How do we best connect to it?

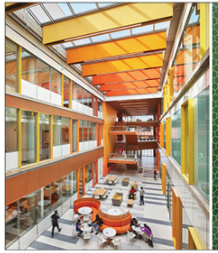
- A Sense of Pride, Place, Identity, and Culture.
- Three primary influences in achieving a successful design : **Context + Client + Designer**

Branded Environments

- **Storytelling**: Taking your stories and allowing them to live in multiple ways, in real environments. Should communicate a mission, culture, community, and ideals - your unique DNA.
- **Wayfinding**: Helping people find their way - relieves anxiety and confusion
- **Research-based**: Creative strategies that leverages design as an asset to the stakeholders
- **Emotion**: Stories spark emotional human connections, triggers pride and motivation, and creates a sense of belonging, excitement, engagement and ownership

Case Studies

- Clemson Watt Innovation Center, Spectrum, Haworth Showrooms, Savannah Harbor, One Miami, U of



INTERACTIVE SESSION

DISCOVER BELMONT'S SENSE OF PLACE
KEITH CURTIS

- You have a different culture, you have different stories, you have unique people - with new people continuing to come into the school and contribute to the stories.
- **Community, Academics, Athletics, People (Students, Teachers, Staff) -** all should be expressed.

Open Conversation: We Need to Hear Your Stories

- Share a memory that best represents a positive moment from your Belmont High School experiences.
- Share an experience that best represents a memorable place within the existing Belmont High School campus
- Assemble a list of the three most important stories that you would like to see represented in the new Belmont HS facilities.
- Share three images that best describe the desired physical attributes of the future Belmont High School campus.

INTERACTIVE SESSION

DISCOVER BELMONT'S SENSE OF PLACE / YOUR STORIES
KEITH CURTIS

OPEN CONVERSATION: WE NEED TO HEAR YOUR STORIES

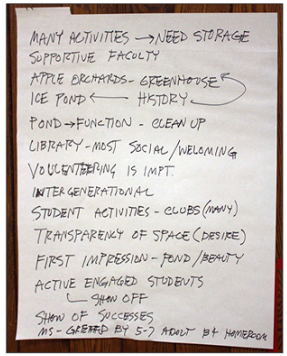
- **Collaboration Teamwork** with faculty and staff at BHS. Every member is part of a family - comes together, shares materials, lifts each other up.
- **Pep Rally** have improved over the years - brought in more games/spirit into the school, as well as introducing a new Marauder logo about 4 years ago, which gave a sense of identity (old logo was a clip art image from a business) within the school and community.
- Very **welcoming** and **friendly** environment to new students/ family members.
- **'Band-o-rama'** is a huge event inside the BHS Fieldhouse run by music department - big event for school and community.
- Annual **Lillian Blacker Prize** in Writing - Value in the love of writing
- **School Trips** (week-long) form strong bonds between students that last throughout the rest of school year.
- **Claypit Pond** has continuous activity throughout the day and is a great amenity to school and community.
- **"String-A-Rama'** and **'Sing-A-Rama'** run by Orchestra and Chorus departments - another great event supported by community.
- School is very welcoming to **diversity**, ELL classes were very diverse and welcoming, school very good at integrating students form anywhere in the world into the BHS culture - huge difference in learning English (for non-speakers). Belmont is incredibly international town - 25% of population was born in another country. Global and Cosmopolitan population.
- Reinforce the **natural settings** surrounding the school for outdoor learning, activities, engagement
- **Unity March** held last year - families and students walked around pond in unity
- There is a strong awareness in Belmont in how we build our environment - **volunteer** community learning project for Pond area/gardens.
- There is a lot of **Freedom** (Frieze) at BHS - Students use their freetime in many different ways. Need a variety of spaces to do work or socialize. (Library and Cafeteria were biggest spaces to gather)
- **Community** uses the BHS Pool (kids - senior citizens)
- Close to Public Library and Public Outdoor Pool
- Lots of **murals/art** within school - strong culture
- **HIgh School Musical** - Combination visual art, music and theater - a compelte student run event and part of curriculum.

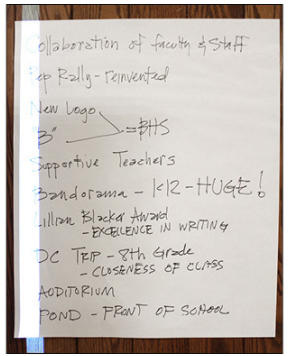
INTERACTIVE SESSION

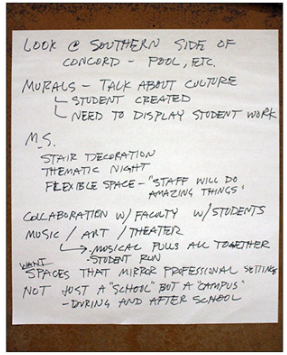
DISCOVER BELMONT'S SENSE OF PLACE (CONT.)
KEITH CURTIS

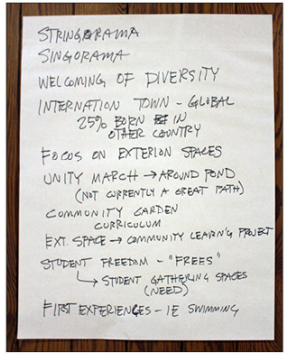
- Very **active** student body (during and after school hours), lots of sports teams with little space - very much a campus environment
- Belmont was historically a **farming community** - known for apple orchids and commercial greenhouses. Also known for incorporation of Fresh Pond - used to chop ice off pond to deliver to Boston.
- **Volunteerism** in the school and city are incredible with a lot of participation
- **Activities Fair** : Whole gym is crowded with different/ diverse groups. You can meet people outside the class-room and bond with like-minded people. Being able to explore passions or even start your own group.
- Not a lot of **transprancey** within the building (both interior and exterior) - cannot see what the students are working on / how they are being active
- Students body and faculty are incredibly **motivated** and driven. Every accomplishment is celebrated. Community mentality within school.
- **Person-to-person** connections, intimate spaces / arrival

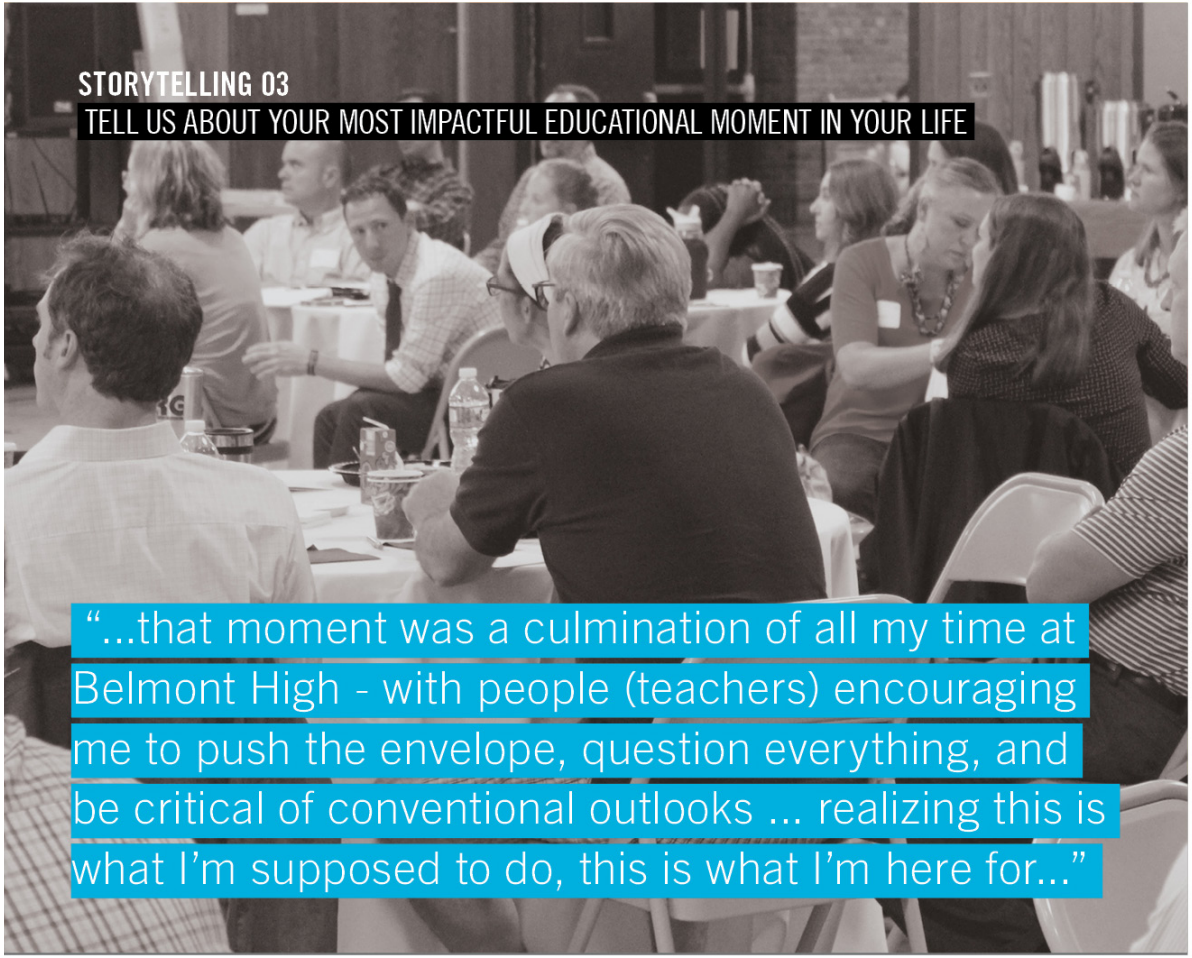
INTERACTIVE SESSION : NOTES







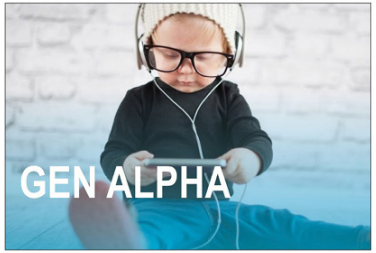


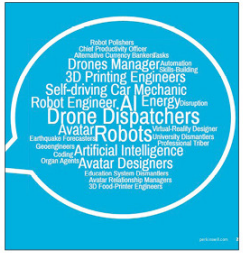

STORYTELLING 03
TELL US ABOUT YOUR MOST IMPACTFUL EDUCATIONAL MOMENT IN YOUR LIFE
"...that moment was a culmination of all my time at Belmont High - with people (teachers) encouraging me to push the envelope, question everything, and be critical of conventional outlooks ... realizing this is what I'm supposed to do, this is what I'm here for..."

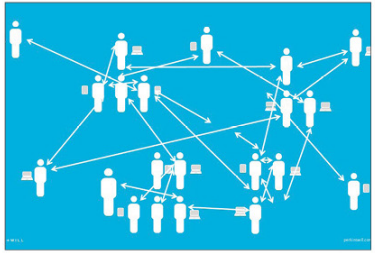
LEARNING 05

K-12 TRENDS AROUND THE WORLD
STEVEN TURCKES

- Context today is really important : Need to prepare for **Gen Alpha (born after 2010)** and they do not know a world without an interactive/interconnected device.
- Students will have to be prepared for this type of landscape: **Relentless Change, Ferocious Competition, Unstoppable Innovation, Rapid Globalization**
- **The Medici Effect** : When you step into an intersection of multiple disciples, interesting things happen.... most major advancements involve multiple disciplines.
- Education is now the number one **economic priority** in today's global economy
- Survey of 1500 CEOs : Identify '**creativity**' as the number one leadership competency of the successful enterprise of the future.
- Moving away from 'factory-model schools' : **Group/ Collaborative learning, personalized learning**
- **65% of today's grade school kids will end up at jobs that haven't been invented yet** (*U.S. Dept. of Labor*)
- What matters most in our increasingly innovation-driven economy is **not what you know, but what you can do with what you know**







LEARNING 05

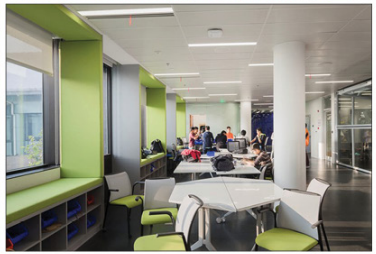
K-12 TRENDS AROUND THE WORLD
STEVEN TURCKES

Future Ready Schools

- Student-Centered, Adapt to Change
- Safe and Secure
- Support Community Use
- Flexible, Collaborative - informal (Focus)
- Social Emotional Learning
- Sustainable
- Support Interdisciplinary Projects
- Encourage Exploration - Support Collaboration & Innovation
- Improve Student Performance (Physical/Mental Activity)
- Provides Professional Space
- Redefine our Relationship to Food

Case Studies

- CAP Accelerator
- PBL Shanghai American School
- Blythewood High School
- Laramie High School



LEARNING 05 : TABLE TALK

EDUCATIONAL VISIONING RECAP
JOHN PHELAN / STEVEN TURCKES

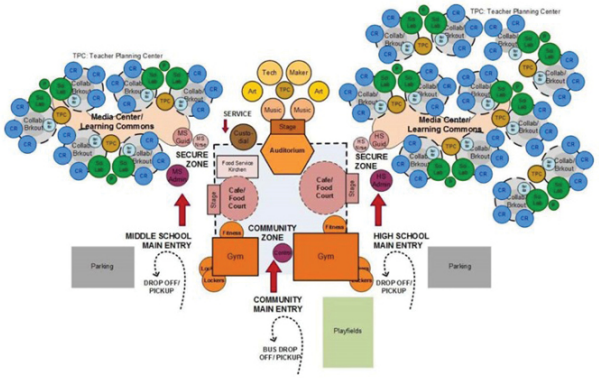
Recap from Frank Locker Session (Spring 2017)

- **Overall Diagram** : There are a lot of things that are separate with shared spaces in the middle - connecting spaces (gym, community entrance, one kitchen, theater)
- **Small Learning Communities** : Identical in both Middle School and High School. Contains 3 core Instructional classroom spaces, a science lab imbedded (with shared prep), Teaching planning (Shared with another community), and Special Ed is embedded (inclusive model).

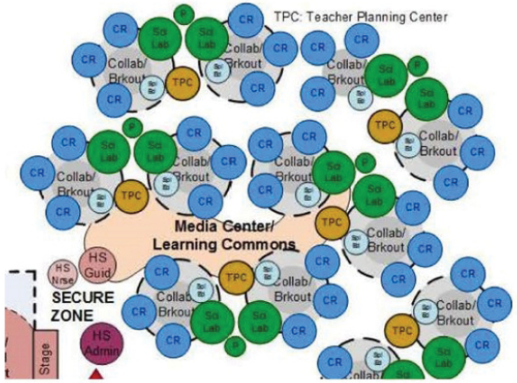
Table Talk Questions

1. Do we can to continue with the Middle School Modeling as an over arching structure to organize the new school?
2. What do Departments look like at a High School?
3. What should be happening in the Small Learning Communities?

Overall Diagram



Small Learning Communities



LEARNING 05 : TABLE TALK

EDUCATIONAL VISIONING RECAP
JOHN PHELAN

Do we continue with the Middle School Modeling as an over arching structure to organize the new school?

- Vote : Team Model vote is unanimous

Follow-up Question: Need to determine what are the components of the Middle School teams.

1. Do we continue around 4 core academic subjects with an inclusive Special Ed/or support-type class in each team?
2. How do you incorporate Art / Music / World Language into that mix?
3. Capacity of a team is 100-125, varies based on certain circumstances.
4. Teacher planning spaces should be consider to be more centralized (by grade).

What do Departments look like at a High School? Departmental? Interdisciplinary (No Dept.)? Flex for Both?

- Feedback Not Definitive - Departments are beneficial (easy to share information-collaborate, but not outside dept.), Experiment with flexible spaces to mix subjects?
- Each Departments host a special event ('food day", etc.), create gathering spaces where faculty can mix, it is essential department faculty to be together and collaborate.
- Importance of Department collaboration time, we need clearly marked quite space for teacher/student work
- Departments are important, Interdisciplinary option - Innovation lab?, Horizontal Mentoring
- Departments with Shared Spaces, think Grocery Store - maintain departments with some mixing
- Need Hybrid Model. Current Department setup is isolating. We don't know what the opportunities of breaking out of departments are b/c we are stuck in a system. Needs to be some type of organization, larger corridors/breakout spaces?
- Hybrid Scheme. Idea of Neuron - Need overlap in departments.
- Departments existing because of efficiency and curriculum
- Hybrid Model would be best - Need to figure out now, not after building is built.

Summary Statement :

- This will be ongoing set of conversations with educators and high school faculty to determine goals for layout and curriculum.

LEARNING 06

ENTREPRENEURS + THOUGHT LEADERS

STEPHANIE COUCH, PH.D

EXECUTIVE DIRECTOR, LEMELSON-MIT PROGRAM

- MIT Program celebrates outstanding inventors and inspires young people to pursue creative lives and careers through invention
- For the last 14 years, the program has worked with 15 high school teams per year and each of those student teams have found a problem in their local community to solve and have invented a technical solution for the problem. (6 of those teams have received patents for their work).
- Omaha North Magnet School : We see these teams in a variety of spaces - Students and teachers designed/ built new Engineering Lab for school with support of school committee (rasied funds through community outreach).
- When we are inventing, we are talking about Project-based learning, where student learn from failure and are taught to be persisitent, etc.
- We have a problem with teaching students to be creative/inventive: Statistics of leading inventors are not great (10% are women, 5% from diverse backgrounds).

LEARNING 06

ENTREPRENEURS + THOUGHT LEADERS
ANN CHRISTENSEN
PRESIDENT, CHRISTENSEN INSTITUTE & FORMER BELMONT STUDENT

- Emphasis on Flexibility around the new learning models that are emerging (similar to Michael Horn's discussion)
- Flexibility for the Educators : Teacher education programs are still very siloed today and we are asking our teachers to be interdisciplinary overnight. We need to create flexibility to train ours teachers, to use the new technology, and execute the emerging educational programs that we are seeing
- Flexibility for the Students : We need to teach our students how to be flexible in their learning and development of multiple skills in their careers - we no longer live in a world that needs to teach students to learn specific things for tests (SATs) on a linear track.
- 'New Economy' Employers: Now find it very hard to find recent graduates/employees that can think on their feet and make common sense decisions.
- Today's Students will have multiple careers throughout their life (not a singular-track, one-company mentality anymore). School need to teach students how to be flexible/nimble for new economy of the future.

ENTREPRENEURS + THOUGHT LEADERS
JENNIFER FREMONT-SMITH
FOUNDER AND CEO, HAPPIE

- A lifelong Serial Entrepreneur (on her 7th start-up business - CEO of Happie)
- Grew up without worry of risk - need to be risk-averse
- Driven by her personal congenital allergy to wasted talent - Most of her businesses are focused on the need to unlock human potential, helping get people in the right place to live up to that potential, and unleash their talents.
- While you will have many successes throughout your career, you will also have painful failures along the way that are costly, horrible and humiliating - all a big part of Entrepreneurship
- What are the attitudes/mindsets our students need to have to be our future's innovators and creators? Skills and aptitude are a given, but they also need an attitude to not be afraid of failure. Failure is a core part of the innovation/entrepreneurs process - need to develop a space/program that teaches students that is OK to fail.
- Entrepreneurship is about developing a hypothesis, a market, a customer set, a product, and getting that product to market and testing it - having little failures along the way, but learn from them and iterate.
- Love to see a concept of a phycological space created, staffed with mentors /advisors that teach and support process - learn from failure and successes.

LEARNING 06

ENTREPRENEURS + THOUGHT LEADERS
INTERACTIVE SESSION (Q+A)

Q1. WHAT IS YOUR VISION ON HOW A SCHOOL BUILDING IS STRUCTURED / HOW CLASSROOMS WORK (INTERDISCIPLINARY LEARNING WITH CORE SUBJECTS)?

- Learning programs that are valuable tend to focus on solving problems that are ill-defined and the nature of those problems are transdisciplinary, but they have to bring with them a person with deep knowledge in a certain subject/discipline. See a need for both - a strong department structure and an interdisciplinary support team of teachers for students - and I see the need for them to do project-based work across multiple years, not just a one shot deal. Teachers and students need to bring all their knowledge and skills together as a team to solve complicated/ill-defined problems. Even design public spaces where local business/venture capitalists can come in, define the challenges and provide materials (pay for costs), and 'co-work' with the teachers and students to create a prototype/solution.
- Exiciting thing about the future of EdTech is that it helps 'offload' some of the teacher's time. Assits with more time for supervision and interaction with students to solve problems - less on lectures. More cushion for teachers to have 'creative time' and develop interdiciplanry projects for student teams.

Q2. COULD WE EXPAND OUR THINKING AND CONSIDER PROJECT-BASED LEARNING THAT ALSO TEACHES OUR STUDENTS TO FOCUS ON THEIR COMMUNICATION ABILITIES, SOCIAL JUSTICE, POWER OF PERSUASION, ABILITY TO LISTEN AND COMPREHEND, AND DEVELOP EMPATHY (ALL IMPORTANT TO BHS COMMUNITY) ?

- Not all businesses are for profit. I imagine creating a project where students can create a social business (non-profit organization) that deals with persuasive writing and speaking, creating a cohesive problem and solution statement, getting other stakeholders (from school and community) on board with the project and dealing with objections to their points of view.
- In team-based learning, each student specializes in a role - one being communications. Social media training is helpful in teaching communication skills. Mid-year/final reviews can involve inviting community leaders into the class to present ideas to these leaders. Research has shown that students value the adult conversations and it helps them realize the significance of what they are doing/trying to achieve - leading to a commitment of communication with the community. Also, these teams are also not given a problem - they have to go out in the community, talk with people and find a problem to solve - creates engagement and understanding of day-to-day struggles.
- Strong asset in Belmont community are the parents - can teach life experiences and get students thinking on what they should learn/ focus on for the future. Mentorship is important.

LEARNING 06

ENTREPRENEURS + THOUGHT LEADERS
INTERACTIVE SESSION (Q+A)

Q3. WHAT DO YOU THINK A BUILDING/CLASSROOM LOOKS LIKE THAT WOULD FACILITATE THE TYPE OF LEARNING THAT YOU ARE INTERESTED IN SEEING?

- Focus on Flexibility : Creating a lot of modular space. Learn our lessons from open classroom movement 40 years ago and develop open space that allows students to quietly learn, interactive group learn and lecture learn. Moveable elements (walls, furniture) that support Project and Individual work.
- School becoming more of a Community Center : Invite community members and parents to be part of projects/lessons.
- School within a School : Create an 'Innovation Strand' within school education structure, Ability to 'Co-Locate' teachers with differential knowledge to support that strand.
- Common Space is Important : Can facilitate large group discussions and smaller, team discussion. Creates a flow and 'crashing' of ideas and individual expertise - 'chance encounters'. Intermingling of work spaces and common spaces help create relationships that would not occur otherwise.

Q4. WHEN AND HOW CAN iNTERDISCIPLINARY LEARNING BE INCORPORATED IN OUR SCHOOL?

- Already being seen as after school, elective programs. I would love to see a dual-credit option for high school students - where they would be earning college credits for inventive work programs (similar to an AP class).
- A lot of students at Belmont HS are involved in sports, clubs and activities after school, that makes doing a group project after school a little tricky. Doing core learning lectures online allows the student to educate themselves during a time they see fit and allows the student to free up some time in school to focus on these group/interdisciplinary projects - in a controlled environment, when everyone is in the same place.

Q5. IMAGINE TELLING US WHAT TO DO HERE AND NOW, HOW WOULD YOU IMAGINE PUTTING US (TEACHERS) TOGETHER?

- Pilot Project: If we could do anything we wanted, I would love spending a couple of days with you and bring my team (MIT) together to talk about all the ways we've seen it done and understand what already exists here (Belmont HS). It would be a visioning session and we would do it pro bono. Also, we have a grant program that allows teachers to come to MIT, meet other teachers from previous year's program, donate $10,000 for materials, and develop a program for Belmont HS as a prototype (need this stepping stone before moving school-wide) - becomes more visible
- Reach out to Startup Community: Entrepreneurs are incredibly generous with their time and very willing to participate in all kinds of initiatives that help facilitate entrepreneurship in schools. Mentorship and talks discussing with students their work and careers, successes and failures - would be incredibly helpful to students.

STORYTELLING 04
TELL US ABOUT YOUR MOST IMPACTFUL EDUCATIONAL MOMENT IN YOUR LIFE
"...I'm a serial entrepreneur and I've always been risk-adverse...my first venture was in (Belmont) high school and I would love to see space that encourages that type of thinking... a space to think outside of the traditional walls of a school and be part of the community..."

ACTIVITY 03

GROUP ACTIVITY : GUIDING PRINCIPALS
JOHN PHELAN AND STEVE TURCKES

Group Exercise

- Explore the 10 Guiding Principles (as a card stack): *Small Learning Communities, Interdisciplinary, Innovative Deliveries, Relationships (Social/Emotional), Innovative Deliveries, Project Based Learning, Flexibility, 4 Cs , Making, and Safe*
- Add words not found in your card stack, if necessary
- Rank order of priority for grades 7-9 AND 10-12
- Report Back - Present to Group

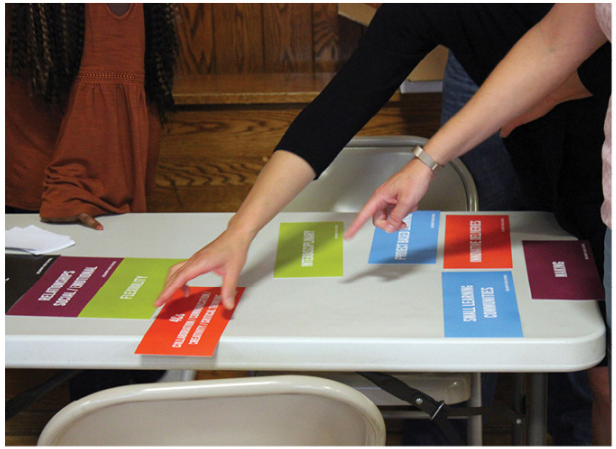
Review the Guiding Principals

- We want to think about this project by level (Middle School v. High School)
- After Frank Locker session, 7-12 grade configuration was overwhelming choice amongst participants. (Exercises also determined that participants saw similarities among grade 7-9 and 10-12 student groups)

Straw Poll

- New Straw Poll of Preferred Grade Configuration :

9-12 (6 votes) , 8-12 (2 votes) , 7-12 (Remainder of Participants)



ACTIVITY 03 : COMMON THOUGHTS

WHAT ARE THE MOST IMPORTANT GUIDING PRINCIPLES?

- 'Safety' is top priority (MS & HS) - which means security in the schools and students needing to feel safe emotionally, socially, and physically (also environmental - good air quality). Students feel safe to take risks.
- 'Relationships (social and emotional)' - relationships students need to have with their teachers, guidance counselors, administration. Without that trust, learning cannot take place. Need to add 'Wellness' to HS due to stress and full work schedules.
- 'Innovative Deliveries', 'Interdisciplinary', 'Project-based learning', 'Making' - all interchangeable / work together
- Need to add 'curious' - ability to gain confidence by teaching themselves, taking risks.
- To get to 4 Cs - You MUST need SEL (relationships), small communities, flexibility and making (doing/active)
- In HS, students are doing the 4 Cs in an environment that has more 'Flexibility' (in thinking, activities, places)
- Flexibility, Small Learning Communities, and Interdisciplinary are tied together in HS.
- Interlocking Spheres : Environment (Security/Safety), Strategies (4 Cs/Skills), Application (Making, Learning)
- In Middle School, kids might need a more physical sense of 'safety' because they have less control around them.

ACTIVITY 03 : SHARING

WHAT ARE THE MOST IMPORTANT GUIDING PRINCIPLES?

TEAM 01 / Both Middle School and High School sequencing are about the same - with 'Security' and 'Relationships' being at the top.

TEAM 02 / Safety is #1; added 'Curious', 'Personalized Learning' for HS

TEAM 03 / 'Safety' and 'Wellness' is a given for everyone, '4 Cs' is an outcome in Middle School to enter HS - defines experience (with Flex)

TEAM 04 / Small Learning Groups (HS/MS) #1, but with Flex in HS

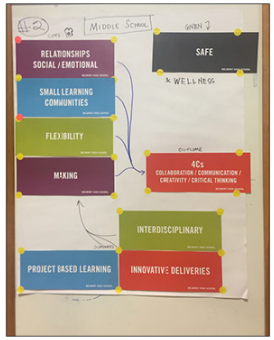
TEAM 05 / Interlocking Spheres (Environment, Strategies, Application)

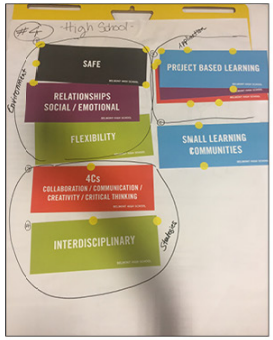
TEAM 06 / Relationships / Safe #1 (MS); 4 Cs / Flexability #1 (HS)

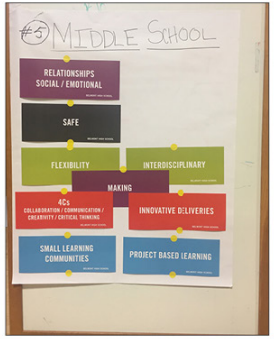
TEAM 07 / Safe / SEL #1 (MS/HS); 4 Cs / Project Learning top in HS

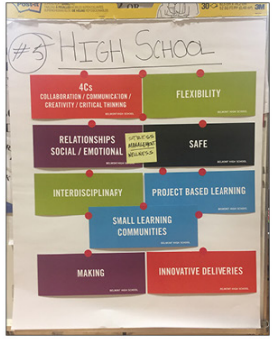
PERKINS+WILL

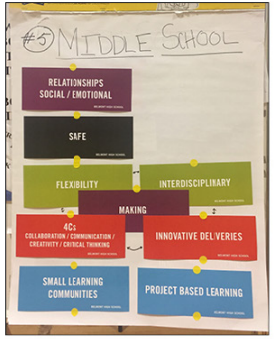
ACTIVITY 03 : BOARDS

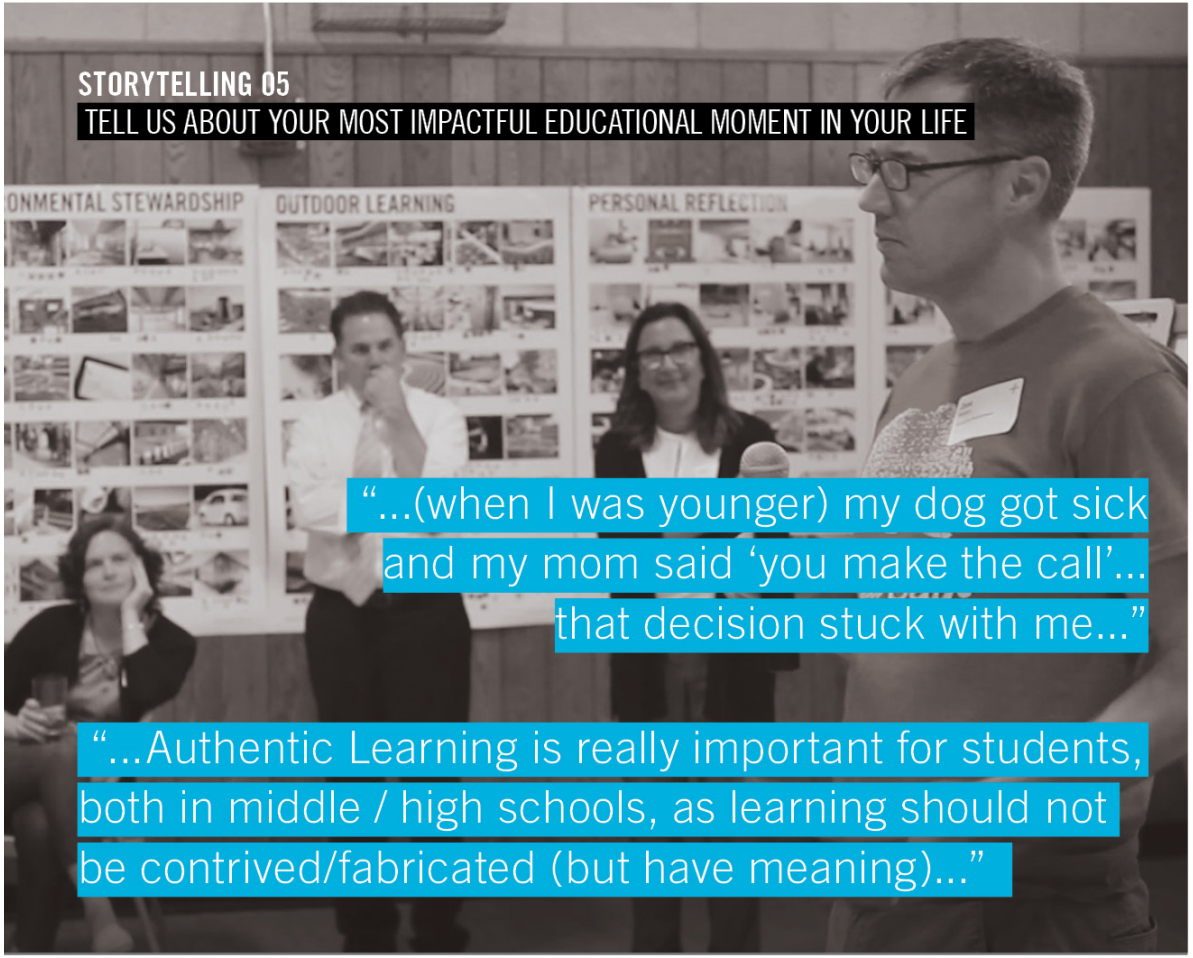











STORYTELLING 05
TELL US ABOUT YOUR MOST IMPACTFUL EDUCATIONAL MOMENT IN YOUR LIFE
ONMENTAL STEWARDSHIP
OUTDOOR LEARNING
PERSONAL REFLECTION
"...(when I was younger) my dog got sick and my mom said 'you make the call'... that decision stuck with me..."
"...Authentic Learning is really important for students, both in middle / high schools, as learning should not be contrived/fabricated (but have meaning)..."

LEARNING 07

INNOVATIVE AND FUTURIST THINKERS

ELLEN WINNER

CHAIR, DEPT. OF PSYCHOLOGY - BOSTON COLLEGE

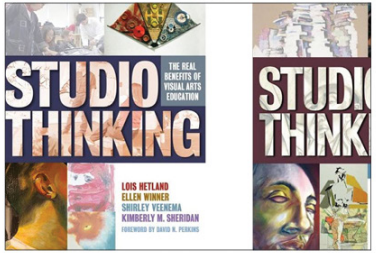
- Arts and Mind Lab (Boston College): Study teaching and learning in the arts, How people think about philosophical questions around the arts

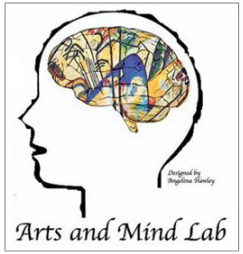
Why Should we have the Arts?

- 80% of Americans believe learning a musical instrument improves math/science skills, but there is no evidence to support that claim (False Claim)
- Arts are typically treated as a Frill, a Feeling (not thinking), Doing (not thinking), Always the first subject to be cut - Convey the feeling that the Arts are unimportant
- Need to change the conversation: Big / broad ways of thinking that are potentially useful outside the art room.

Studio Thinking

- **Teaching Observations** (notice abnormalities), **Envisioning** (images you cannot see), **Evaluate and Critique** (what is working?), **Express** (personal voice), **Stretch and Explore** (experiment), **Engage and Persist** (project based), **Emotional** (improves mood), **Habits of Mind** (learn from other arts)
- Arts are about feelings AND thinking
- Kind of thinking learned in the arts has potential benefits in all areas of the curriculum and in life.





LEARNING 07

INNOVATIVE AND FUTURIST THINKERS

RACHEL POLINER / JANICE DARIAS

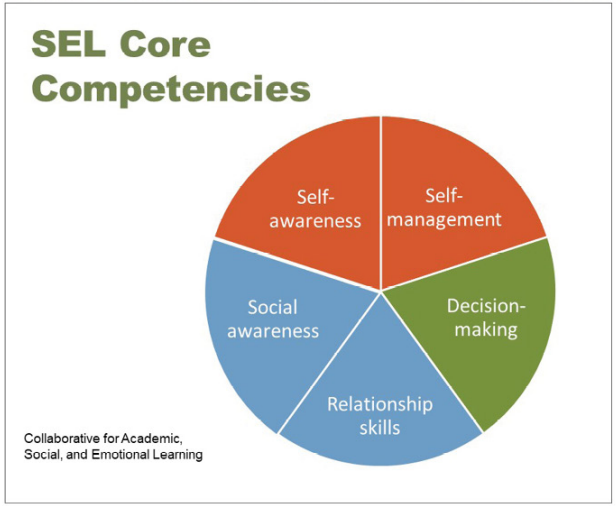
FOUNDING PARTNER, LEADERS & LEARNERS CONSULTING

SEL (Social and Emotional Learning)

- Process through which students acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy, establish and maintain positive relationships, make responsible decisions.
- SEL is for everyone, every class - emotions drive learning
- Involves interpersonal & intrapersonal skills and development - connection, belonging, having voice, engagement
- SEL in Action: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Decision-Making
- Implementation: Direct Instruction, Infusion into curriculum, Practice in Classroom/School, Family Engagement

Research Findings

- Better Academic Performance: Scores increased 11% higher on average with SEL Instruction
- Improved attitudes and behaviors: Greater motivation to learn, deeper commitment, increased devotion to school
- Fewer negative behaviors: Decreased disruptive behavior
- Reduced emotional distress: Reduced depression, anxiety, stress, and social withdrawal



LEARNING 07

INNOVATIVE AND FUTURIST THINKERS

MOLLY MEYER

FOUNDER AND CEO, OMNI ECOSYSTEMS

- OMNI: Living Infrastructure Company - 'We invent soils'
- What kind of ecosystems can you create on your roof? Possible to create living laboratories that recreate multiple ecosystems native to this region.

How can you interact with your roof?

- Harvest foods from various vegetations
- Indoor kitchen to clean, dry and pack produce - sell to stores/markets
- Harvest biomass to create fuel/energy
- Harvest plants to create paper material for projects
- Harvest flowers to create arrangements for boutiques design and use for photography
- Weather stations to acquire temperature data
- Build robots for roof planting and harvest

Wheat Field on Roof (Chicago)

- Harvested wheat roof with group of local students, threshed and winnowed the wheat - creating over 60lbs of grain, a miller milled the grain, students baked cookies and bread and sold it for after school program
- 50 sqft = 1 lb of flower

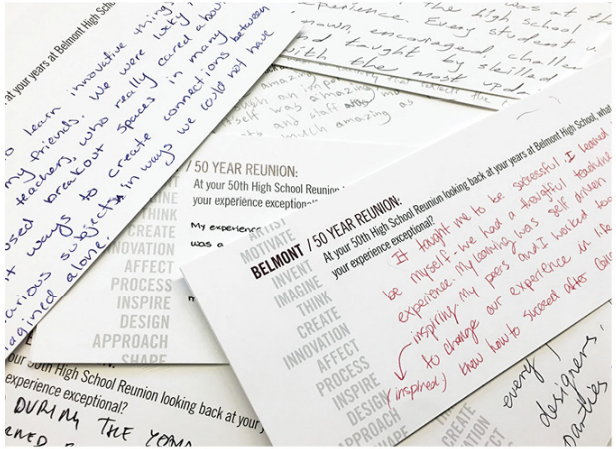
ACTIVITY 04

GROUP ACTIVITY
HIGH SCHOOL REUNION STATEMENT

- **Goal** : Start imagining future and potential strategic achievements of new school
- **Brainstorm** : Possible future accomplishments (practice, organizational, new business models, etc.)
- **Note** : Answer the following question - "**At your 50th High School Reunion looking back at your years at Belmont High School, what made your experience exceptional?**"
- **Discuss** : Some volunteers read and share to group

Common Responses from Group

- *The people and relationships, being part of a community, strong and lasting friendships, mentorships, caring & inspiring teachers*
- *Learning how to be divergent, flexible thinker, creative problem-solver and lifelong learner, take risks*
- *The hands-on experiences, the collaboration, dynamic and inspiring culture, superior interdisciplinary approach, extracurricular activities, wonderful arts & music programs*
- *A flexible and supportive physical campus, well-lit environment, farm-to-table roofs, access to technology*



ACTIVITY 04 : 'HIGH SCHOOL REUNION' SHARED RESPONSES

"AT YOUR 50TH HIGH SCHOOL REUNION LOOKING BACK AT YOUR YEARS AT BELMONT HIGH SCHOOL, WHAT MADE YOUR EXPERIENCE EXCEPTIONAL?"

01 / "... the teachers taught me how to engage with the community, how to contribute to my home town, and how to enhance my life."

02 / "... encouraged students to take risks and to be creative. The building made learning accessible to all students. "

03 / "... taught me to be myself, to be self-driven, allowed myself and my peers to work together, ability to change our space, and succeed after college."

04 / "...the exceptional teachers, the social environment, the students and friends I've met along the way, preparing myself for the 'real world'."

PERKINS+WILL

GROUP ACTIVITY

IMAGE FEEDBACK
VISUAL LISTENING

Purpose of 'Visioning Listening'

- To gauge feedback from key stakeholders through a selection of varying graphic images intended to describe certain feelings/spacial constructs that could describe potential educational space for this new project.
- This process is intended to begin to clarify who they are and what they are attracted to.
- Images are grouped into eight key categories : **Environmental Stewardship, Outdoor Learning, Personal Reflection, Socialization, Emotional Response, Athletic+Wellness, Group Learning, and Space for Making**

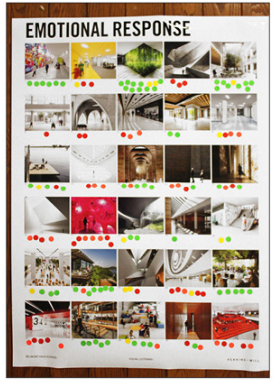
Rules of Engagement

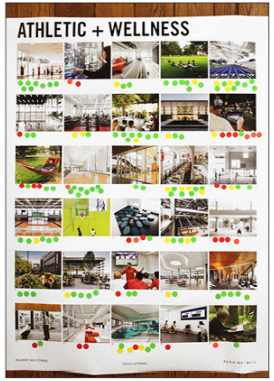
- Grab some Dots :

  Adults : Green (positive) and Red (negative)

  Students : Yellow (positive) and Orange (negative)
- React and pick your favorite (and least favorite) images from each of the eight categories
- P+W will collect data from stakeholder feedback

VISUAL LISTENING : BOARDS

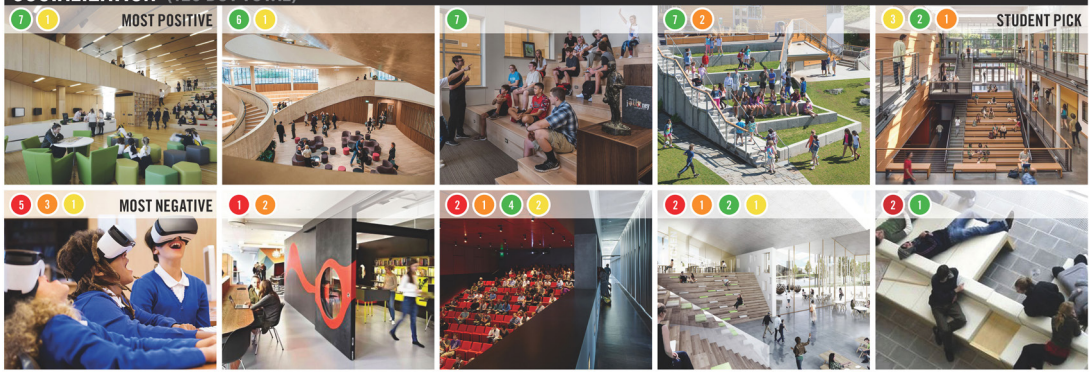




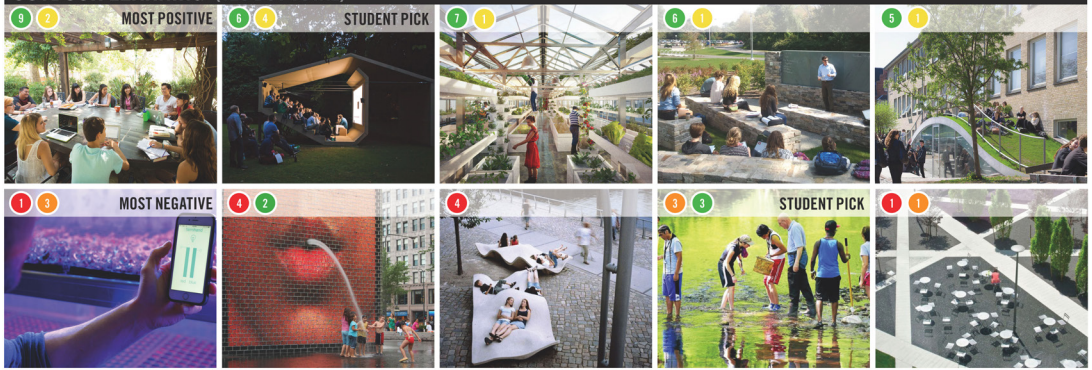
VISUAL LISTENING : SUMMARY

TOP FIVE / BOTTOM FIVE FROM EACH CATEGORY

SOCIALIZATION (128 DOT TOTAL)



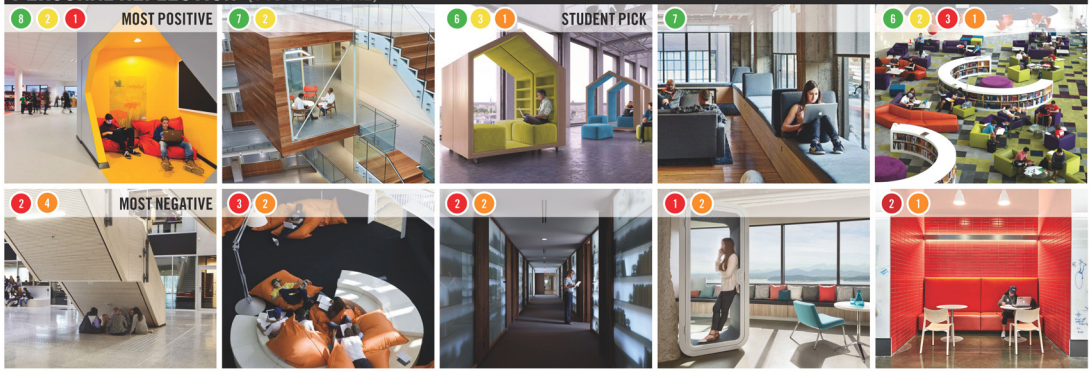
OUTDOOR LEARNING (125 DOT TOTAL)



VISUAL LISTENING : SUMMARY

TOP FIVE / BOTTOM FIVE FROM EACH CATEGORY

PERSONAL REFLECTION (146 DOT TOTAL)



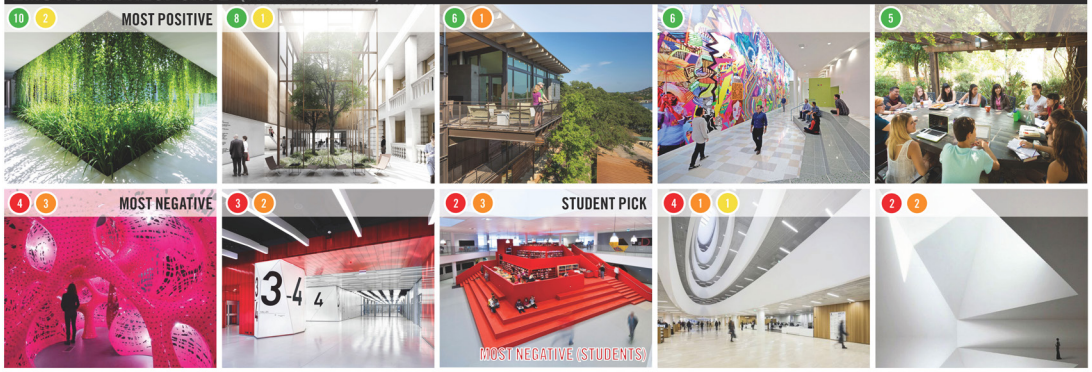
SPACE FOR MAKING (131 DOTS TOTAL)

VISUAL LISTENING : SUMMARY

TOP FIVE / BOTTOM FIVE FROM EACH CATEGORY

ENVIRONMENTAL STEWARDSHIP (136 DOTS TOTAL)

EMOTIONAL RESPONSE (132 DOTS TOTAL)

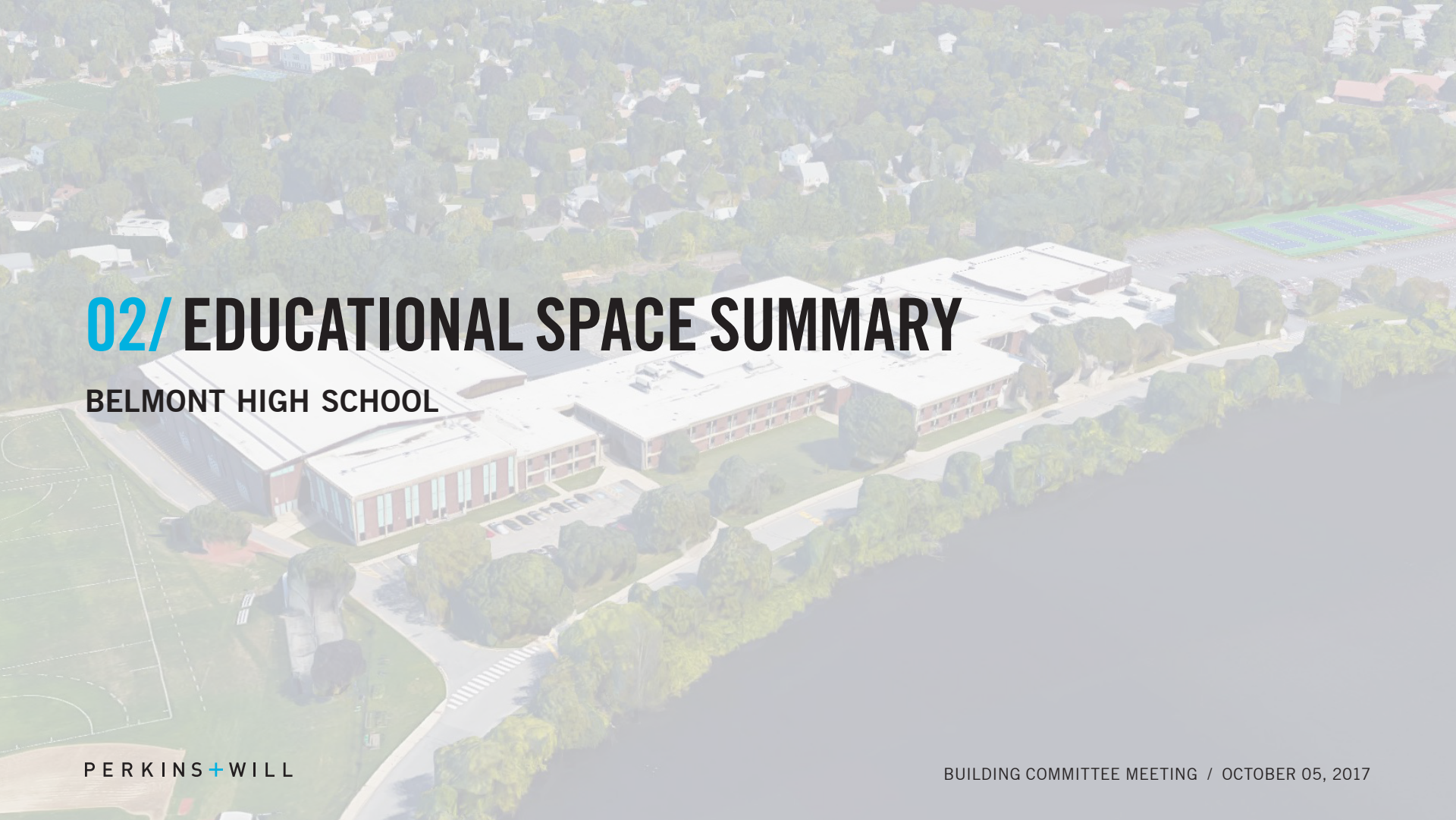


VISUAL LISTENING : SUMMARY

TOP FIVE / BOTTOM FIVE FROM EACH CATEGORY

ATHLETIC + WELLNESS (139 DOTS TOTAL)

GROUP LEARNING (103 DOTS TOTAL)



02/ EDUCATIONAL SPACE SUMMARY

BELMONT HIGH SCHOOL

Belmont High School Educational Program / PDP
Grades: 7-12
Total Population: 2,215
LABBB Program / 22 Total Student Population

10.4.2017

IN PROGRESS / 7-12

BELMONT HIGH SCHOOL	Existing Conditions			PROPOSED 7-12						MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
				Existing to Remain/Renovated			New			Total			
ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES			**62,291**			**0**			**105,110**			**105,110**	
(List classrooms of different sizes separately)													
Classroom - General* (Includes Modular Classrooms)	690	53	36,571				850	75	63,750			63,750	625 SF min - 950 SF max
Teacher Planning / Collaboration	423	12	5,072				100	75	7,500			7,500	
Small Group Seminar (20-30 seats)							500	5	2,500			2,500	
Science Classroom / Lab	1,075	10	10,750				1,440	19	27,360			27,360	30 x 48 ft. w/ 28 Seats: 1 per Aby/student
Prep Room	184	6	1,101				200	19	3,800			3,800	
Central Chemical Storage Rm							200	1	200			200	
Math Department Planning (1 @ 504 SF)	*SF Included in Teacher Planning*												
Math Collaboration (1 @ 362 SF)	*SF Included in Teacher Planning*												
Language Department Planning (1 @ 508 SF)	*SF Included in Teacher Planning*												
Language Collaboration (1 @ 370 SF)	*SF Included in Teacher Planning*												
Language Teacher Workspace (1 @ 130 SF)	*SF Included in Teacher Planning*												
Social Studies Department Planning (1 @ 638 SF)	*SF Included in Teacher Planning*												
Social Studies Collaboration (1 @ 352 SF)	*SF Included in Teacher Planning*												
English Department Planning (1 @ 668 SF)	*SF Included in Teacher Planning*												
English Collaboration (1 @ 359 SF)	*SF Included in Teacher Planning*												
English Department Copy (1 @ 106 SF)	*SF Included in Teacher Planning*												
Science Department Planning (1 @ 700 SF)	*SF Included in Teacher Planning*												
Science Department Collaboration (1 @ 375 SF)	*SF Included in Teacher Planning*												
English Department Director Office	*90*	*1*	*90*										
Social Studies Department Director Office	*90*	*1*	*90*										
Science Department Director Office	*105*	*1*	*105*										
Language Department Director Office	*76*	*1*	*76*										
Math Department Director Office	*87*	*1*	*87*										
Physics Computer Lab	*1,022*	*1*	*1,022*										
Language Computer Lab	*869*	*1*	*869*										
English Writing Lab	*883*	*1*	*883*										
Growing Room	*172*	*1*	*172*										
Science Storage	*223*	*2*	*446*										
Animal Storage	*133*	*1*	*133*										
Science Computer Lab	*709*	*2*	*1,417*										
Math Project Room	*441*	*1*	*441*										
Lecture Hall	*2,100*	*1*	*2,100*										
ELL Classroom	*770*	*1*	*770*										
ELL Storage	*106*	*1*	*106*										
MODULAR HIGH SCHOOL													
*Classroom (6 @ 807 SF)**	*SF Included in Classroom - General*												
MIDDLE SCHOOL													
Classroom		*3f*											
ELL Classroom		*2*											
Key 7-8		*2*											
SPECIAL EDUCATION			**6,072**			**0**			**24,450**			**22,150**	
(List classrooms of different sizes separately)													
Self-Contained SPED	794	4	3,176				950	15	14,250			950	15	14,250	assumed 8% of pop. in self-contained SPED
Self-Contained SPED Toilet							60	15	900			60	15	900	
Resource Room							500	7	3,500			500	7	3,500	1/2 size Gen'l. Clrm.
Small Group Room							500	7	3,500			500	7	3,500	1/2 size Gen'l. Clrm.
Campus Program Classroom	*521*	*3*	*1,563*										
Campus Program Office	*67*	*1*	*67*										
Speech Pathologist	*87*	*1*	*87*										
LABBB													
Classroom with Lifeskills	*814*	*1*	*814*				1,400	1	1,400				
Offices	*125*	*1*	*125*				150	6	900				
Work Room	*240*	*1*	*240*										
MIDDLE SCHOOL													
Self-Contained SPED		*4*											

Belmont High School Educational Program / PDP
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10.4.2017

IN PROGRESS / 7-12

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ART & MUSIC			**13,576**			**0**			**9,925**			**9,925**	
Art Classroom - 25 seats	1,573	4	6,292				1,200	4	4,800				
Art Workroom w/ Storage & kiln	219	1	219				150	4	600				
Band - 50 - 100 seats	1,910	1	1,910				1,500	1	1,500				
Chorus - 50 - 100 seats	1,733	1	1,733				1,500	1	1,500				
Ensemble							200	1	200				
Music Practice	98	5	492				75	11	825				
Music Storage	220	4	878				500	1	500				
Dark Room	*247*	*1*	*247*										
Electronic Music Classroom	*770*	*1*	*770*										
Fine Arts Collaboration	*479*	*1*	*479*										
Fine Arts Conference Room	*369*	*1*	*369*										
Performing Arts Office	*189*	*1*	*189*										
MIDDLE SCHOOL													
Art Classroom		*4*											
Band		*1*											
Chorus		*1*											
Orchestra		*1*											
General Music Classroom		*1*											
VOCATIONS & TECHNOLOGY			**0**			**0**			**25,600**			**25,600**	
Tech Clrm. - (E.G. Drafting, Business)							1,200	1	1,200				
Tech Clrm. - (E.G. Drafting, Business)							1,200	1	1,200				
Tech Clrm. - (E.G. Drafting, Business)							1,200	1	1,200				
Tech Clrm. - (E.G. Drafting, Business)							1,200	1	1,200				
Tech Clrm. - (E.G. Drafting, Business)							1,200	1	1,200				
Tech Clrm. - (E.G. Drafting, Business)							1,200	1	1,200				
Tech Clrm. - (E.G. Drafting, Business)							1,200	1	1,200				
Tech Clrm. - (E.G. Drafting, Business)							1,200	1	1,200				
Tech Shop - (E.G. Consumer, Wood)							2,000	1	2,000				
Tech Shop - (E.G. Consumer, Wood)							2,000	1	2,000				
Tech Shop - (E.G. Consumer, Wood)							2,000	1	2,000				
Tech Shop - (E.G. Consumer, Wood)							2,000	1	2,000				
Tech Shop - (E.G. Consumer, Wood)							2,000	1	2,000				
Tech Shop - (E.G. Consumer, Wood)							2,000	1	2,000				
Tech Shop - (E.G. Consumer, Wood)							2,000	1	2,000				
Tech Shop - (E.G. Consumer, Wood)							2,000	1	2,000				
MIDDLE SCHOOL													
Tech Ed		*2*											
HEALTH & PHYSICAL EDUCATION			**65,106**			**37,630**			**16,604**			**54,234**	
Gymnasium	30,183	1	30,183	30,183	1	30,183			-	30,183	1	30,183	
PE Alternatives (Weight Room)	1,632	1	1,632				3,000	1	3,000				
Gym Storeroom	465	4	1,860				300	1	300				
Locker Rooms - Boys / Girls w/ Toilets	5,396	2	10,792				12,404	1	12,404				
Phys. Ed. Storage	157	11	1,730				500	1	500				
Athletic Director's Office	467	1	467				150	1	150				
Health Instructor's Office w/ Shower & Toilet	209	3	628				250	1	250				
Pool/ Pump Room	*7,447*	*1*	*7,447*	7,447	1	7,447			-	7,447	1	7,447	
Locker Room/ Pool	*810*	*2*	*1,620*										
First Aid Office / Pool	*71*	*1*	*71*										
Small Gym	*5,704*	*1*	*5,704*										
Trainer	*228*	*1*	*228*										
Wellness Classroom	*905*	*2*	*1,809*										
Team Uniforms	*555*	*1*	*555*										
Equipment Storage	*380*	*1*	*380*										

MSBA Guidelines			
ROOM NFA[1]	# OF RMS	area totals	Comments
		9,925	
1,200	4	4,800	Assumed use - 25% Population - 5 times/week
150	4	600	
1,500	1	1,500	Assumed use - 25% Population - 5 times/week
1,500	1	1,500	
200	1	200	
75	11	825	
500	1	500	
		25,600	
1,200	8	9,600	Assumed use - 50% Population - 5 times/week
2,000	8	16,000	Assumed use - 50% Population - 5 times/week
		28,604	
12,000	1	12,000	
3,000	1	3,000	
300	1	300	
12,404	1	12,404	6.6 st/student total
500	1	500	
150	1	150	
250	1	250	
		-	

Belmont High School Educational Program / PDP
Grades: 7-12
Total Population: 2,215
LABBB Program / 22 Total Student Population

10.4.2017

IN PROGRESS / 7-12

BELMONT HIGH SCHOOL	Existing Conditions			PROPOSED 7-12: Existing to Remain/Renovated			PROPOSED 7-12: New			PROPOSED 7-12: Total			MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	Comments
MIDDLE SCHOOL																
Health Classroom		2														
MEDIA CENTER			6,641			0			13,744			13,744			13,744	
Media Center / Reading Room / Project Room / Offices	6,184	1	6,184				13,744	1	13,744				13,744	1	13,744	
Computer Lab	457	1	457													
AUDITORIUM / DRAMA			11,447			0			10,400			10,400			10,400	
Auditorium	7,898	1	7,898				7,500	1	7,500				7,500	1	7,500	2.0 Enrollment @ 10 SF/Seat - 750 seats MAX
Stage	2,762	1	2,762				1,600	1	1,600				1,600	1	1,600	
Auditorium Storage							500	1	500				500	1	500	
Make-up / Dressing Rooms	385	1	385				300	2	600				300	2	600	
Controls / Lighting / Projection	27	1	27				200	1	200				200	1	200	
Auditorium Workshop	375	1	375													
DINING & FOOD SERVICE			11,748			0			16,698			16,698			16,698	
Cafeteria / Student Lounge / Break-out	7,193	1	7,193				11,075	1	11,075				11,075	1	11,075	3 seatings - 15SF per seat
Chair / Table Storage							704	1	704				704	1	704	
Scramble Serving Area	1,259	1	1,259				600	1	600				600	1	600	
Kitchen	2,495	1	2,495				3,515	1	3,515				3,515	1	3,515	6600 SF for first 300 + 1 SF/student Add'l
Staff Lunch Room	740	1	740				804	1	804				804	1	804	30 SF/occupant
School Store	61	1	61													
MEDICAL			738			0			1,710			1,710			1,710	
Medical Suite Toilet	20	2	39				60	1	60				60	1	60	
Nurses' Office / Waiting Room	103	2	205				250	1	250				250	1	250	
Interview Room							100	5	500				100	5	500	
Examination Room / Resting	494	1	494				100	9	900				100	9	900	
ADMINISTRATION & GUIDANCE			5,399			0			7,541			7,541			7,541	
General Office / Waiting Room / Toilet	945	1	945				1,108	1	1,108				1,108	1	1,108	
Teachers' Mail and Time Room	135	1	135				100	1	100				100	1	100	
Duplicating Room							200	1	200				200	1	200	
Records Room							200	1	200				200	1	200	
Principal's Office w/ Conference Area	627	1	627				375	1	375				375	1	375	
Principal's Secretary / Waiting							125	1	125				125	1	125	
Assistant Principal's Office - AP1	148	1	148				150	1	150				150	1	150	
Assistant Principal's Office - AP2	176	1	176				150	4	600				150	4	600	
Supervisory / Spare Office							120	1	120				120	1	120	
Conference Room	131	1	131				450	1	450				450	1	450	
Guidance Office	184	6	1,101				150	12	1,800				150	12	1,800	
Guidance Waiting Room	780	1	780				100	1	100				100	1	100	
Guidance Storeroom							100	1	100				100	1	100	
Career Center							704	1	704				704	1	704	
Records Room	163	1	163				302	1	302				302	1	302	
Teachers' Work Room							1,108	1	1,108				1,108	1	1,108	
School Psychologist	*133*	*2*	*266*													
Assistant Principal's Office - AP3	*139*	*1*	*139*													
Visual Performing Arts Director	*135*	*1*	*135*													
Vault	*113*	*1*	*113*													
School Resource Office	*117*	*1*	*117*													
Director Secretary Office	*118*	*1*	*118*													
Storage	*58*	*2*	*116*													
MODULAR HIGH SCHOOL																
Break / Copy Room	*190*	*1*	*190*													
MIDDLE SCHOOL																
Guidance Office		2														

Belmont High School Educational Program / PDP

Grades: 7-12
Total Population: 2,215
LABBB Program / 22 Total Student Population

10.4.2017

IN PROGRESS / 7-12

BELMONT HIGH SCHOOL	Existing Conditions			PROPOSED 7-12: Existing to Remain/Renovated			PROPOSED 7-12: New			PROPOSED 7-12: Total			MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	Comments
CUSTODIAL & MAINTENANCE			2,508			0			3,206			3,206			3,206	
Custodian's Office	695	1	695				150	1	150				150	1	150	
Custodian's Workshop							250	1	250				250	1	250	
Custodian's Storage	315	1	315				375	1	375				375	1	375	
Recycling Room / Trash							400	1	400				400	1	400	
Receiving and General Supply	138	1	138				704	1	704				704	1	704	
Storeroom							1,208	1	1,208				1,208	1	1,208	
Network / Telecom Room							200	1	200				200	1	200	
Janitor Closet	*41*	*7*	*286*													
Storage	*262*	*3*	*785*													
Custodial Office / Storage	*289*	*1*	*289*													
OTHER			7,052			0			0			0			0	
Technology Offices	*413*	*3*	*1,240*													
Technology Director Office	*303*	*1*	*303*													
Technology Conf Room	*235*	*1*	*235*													
Technology Server Room	*262*	*2*	*523*													
A/V Coordinator	*215*	*1*	*215*													
Metco Classroom / Office	*375*	*1*	*375*													
BEA Office	*133*	*2*	*266*													
Lexington Chinese School	*423*	*1*	*423*													
Wood Shop / Office / Storage	*2,015*	*1*	*2,015*													
Maintenance Equipment	*152*	*1*	*152*													
SPED Secretary	*266*	*1*	*266*													
Food Service Director	*100*	*1*	*100*													
Accounting	*113*	*1*	*113*													
MODULAR HIGH SCHOOL																
Town Maintenance Office / Storage	*206*	*2*	*412*													
Belmont Office / Storage	*206*	*2*	*412*													
[1] Total Building Net Floor Area (NFA)			192,576			37,630			235,067			272,697			244,767	NOTE: Using 1.5 Allowable multiplier 244,767
Proposed Student Capacity / Enrollment									2,215			2,215			2,215	157
[2] Total Building Gross Floor Area without modular (GFA)			258,840						352,601			409,046			347,755	367,151
[2] Total Modular High School Gross Floor Area (GFA)			7,848													
[2] Total Building Gross Floor Area with Modular Building (GFA)			266,688													
Grossing factor: GFA (267,839) / NFA (193,730)			1.38						1.50			1.50			1.42	1.50

SHIPPING CONTAINER STORAGE			1,152
Fine Arts Storage	160	1	160
Storage	267	3	800
Recycling Room / Trash	64	3	192

[1] **Individual Room Net Floor Area (NFA)** — Includes the net square footage measured from the inside face of the perimeter walls and includes all specific spaces assigned to a particular program area including such spaces as non-communal toilets and storage rooms.

[2] **Total Building Gross Floor Area (GFA)** — Includes the entire building gross square footage measured from the outside face of exterior walls

Belmont High School Educational Program / PDP
Grades: 8-12
Total Population: 1,845
LABBB Program / 22 Total Student Population

10.4.2017

IN PROGRESS / 8-12

BELMONT HIGH SCHOOL	Existing Conditions			PROPOSED 8-12						MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
				Existing to Remain/Renovated			New			Total			
ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES			62,291			0			88,290			88,290	
(List classrooms of different sizes separately)													
Classroom - General* (Includes Modular Classrooms)	690	53	36,571				850	63	53,550				825 SF min - 950 SF max
Teacher Planning / Collaboration	423	12	5,072				100	63	6,300				
Small Group Seminar (20-30 seats)							500	4	2,000				
Science Classroom / Lab	1,075	10	10,750				1,440	16	23,040				1,440	16	23,040	1 x 685 sf+28 Seats= 1 per Aby/student
Prep Room	184	6	1,101				200	16	3,200				200	16	3,200	
Central Chemical Storage Rm							200	1	200				200	1	200	
Math Department Planning (1 @ 504 SF)	*SF Included in Teacher Planning*												
Math Collaboration (1 @ 362 SF)	*SF Included in Teacher Planning*												
Language Department Planning (1 @ 508 SF)	*SF Included in Teacher Planning*												
Language Collaboration (1 @ 370 SF)	*SF Included in Teacher Planning*												
Language Teacher Workspace (1 @ 130 SF)	*SF Included in Teacher Planning*												
Social Studies Department Planning (1 @ 638 SF)	*SF Included in Teacher Planning*												
Social Studies Collaboration (1 @ 352 SF)	*SF Included in Teacher Planning*												
English Department Planning (1 @ 668 SF)	*SF Included in Teacher Planning*												
English Collaboration (1 @ 359 SF)	*SF Included in Teacher Planning*												
English Department Copy (1 @ 106 SF)	*SF Included in Teacher Planning*												
Science Department Planning (1 @ 700 SF)	*SF Included in Teacher Planning*												
Science Department Collaboration (1 @ 375 SF)	*SF Included in Teacher Planning*												
English Department Director Office	*90*	*1*	*90*										
Social Studies Department Director Office	*90*	*1*	*90*										
Science Department Director Office	*105*	*1*	*105*										
Language Department Director Office	*76*	*1*	*76*										
Math Department Director Office	*87*	*1*	*87*										
Physics Computer Lab	*1,022*	*1*	*1,022*										
Language Computer Lab	*869*	*1*	*869*										
English Writing Lab	*883*	*1*	*883*										
Growing Room	*172*	*1*	*172*										
Science Storage	*223*	*2*	*446*										
Animal Storage	*133*	*1*	*133*										
Science Computer Lab	*709*	*2*	*1,417*										
Math Project Room	*441*	*1*	*441*										
Lecture Hall	*2,100*	*1*	*2,100*										
ELL Classroom	*770*	*1*	*770*										
ELL Storage	*106*	*1*	*106*										
MODULAR HIGH SCHOOL													
*Classroom (6 @ 807 SF)**	*SF Included in Classroom - General*												
SPECIAL EDUCATION			6,072			0			21,430			19,130	
(List classrooms of different sizes separately)													
Self-Contained SPED	794	4	3,176				950	13	12,350				950	13	12,350	assumed 8% of pop. in self-contained SPED
Self-Contained SPED Toilet							60	13	780				60	13	780	
Resource Room							500	6	3,000				500	6	3,000	1/2 size Gen'l. Clrm.
Small Group Room							500	6	3,000				500	6	3,000	1/2 size Gen'l. Clrm.
Campus Program Classroom	*521*	*3*	*1,563*										
Campus Program Office	*67*	*1*	*67*				1,400	1	1,400				
Speech Pathologist	*87*	*1*	*87*				150	6	900				
LABBB													
Classroom with Lifeskills	*814*	*1*	*814*										
Offices	*125*	*1*	*125*										
Work Room	*240*	*1*	*240*										
ART & MUSIC			13,576			0			9,775			9,775	
Art Classroom - 25 seats	1,573	4	6,290				1,200	4	4,800				1,200	4	4,800	Assumed size - 25% Population - 5 times/week
Art Workroom w/ Storage & kiln	219	1	219				150	4	600				150	4	600	
Band - 50 - 100 seats	1,910	1	1,910				1,500	1	1,500				1,500	1	1,500	Assumed size - 25% Population - 5 times/week
Chorus - 50 - 100 seats	1,733	1	1,733				1,500	1	1,500				1,500	1	1,500	
Ensemble							200	1	200				200	1	200	
Music Practice	98	5	492				75	9	675				75	9	675	
Music Storage	220	4	878				500	1	500				500	1	500	

Belmont High School Educational Program / PDP
Grades: 8-12
Total Population: 1,845
LABBB Program / 22 Total Student Population

10.4.2017

IN PROGRESS / 8-12

BELMONT HIGH SCHOOL	Existing Conditions			PROPOSED 8-12: Existing to Remain/Renovated			PROPOSED 8-12: New			PROPOSED 8-12: Total			MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	Comments
Dark Room	*247*	*1*	*247*													
Electronic Music Classroom	*770*	*1*	*770*													
Fine Arts Collaboration	*479*	*1*	*479*													
Fine Arts Conference Room	*369*	*1*	*369*													
Performing Arts Office	*189*	*1*	*189*													
VOCATIONS & TECHNOLOGY			**0**			**0**			**19,200**			**19,200**			**19,200**	
Tech Clrm. - (E.G. Drafting, Business)							1,200	1	1,200				1,200	6	7,200	Assumed size - 50% Population - 5 times/week
Tech Clrm. - (E.G. Drafting, Business)							1,200	1	1,200							
Tech Clrm. - (E.G. Drafting, Business)							1,200	1	1,200							
Tech Clrm. - (E.G. Drafting, Business)							1,200	1	1,200							
Tech Clrm. - (E.G. Drafting, Business)							1,200	1	1,200							
Tech Clrm. - (E.G. Drafting, Business)							1,200	1	1,200							
Tech Shop - (E.G. Consumer, Wood)							2,000	1	2,000				2,000	6	12,000	Assumed size - 50% Population - 5 times/week
Tech Shop - (E.G. Consumer, Wood)							2,000	1	2,000							
Tech Shop - (E.G. Consumer, Wood)							2,000	1	2,000							
Tech Shop - (E.G. Consumer, Wood)							2,000	1	2,000							
Tech Shop - (E.G. Consumer, Wood)							2,000	1	2,000							
Tech Shop - (E.G. Consumer, Wood)							2,000	1	2,000							
HEALTH & PHYSICAL EDUCATION			**65,106**			**37,630**			**14,532**			**52,162**			**26,532**	
Gymnasium	30,183	1	30,183	30,183	1	30,183			-	30,183	1	30,183	12,000	1	12,000	
PE Alternatives (Weight Room)	1,632	1	1,632				3,000	1	3,000				3,000	1	3,000	
Gym Storeroom	465	4	1,860				300	1	300				300	1	300	
Locker Rooms - Boys / Girls w/ Toilets	5,396	2	10,792				10,332	1	10,332				10,332	1	10,332	5.6 st/student total
Phys. Ed. Storage	157	11	1,730				500	1	500				500	1	500	
Athletic Director's Office	467	1	467				150	1	150				150	1	150	
Health Instructor's Office w/ Shower & Toilet	209	3	628				250	1	250				250	1	250	
Pool/ Pump Room	*7,447*	*1*	*7,447*	7,447	1	7,447			-	7,447	1	7,447			-	
Locker Room / Pool	*810*	*2*	*1,620*													
First Aid Office / Pool	*71*	*1*	*71*													
Small Gym	*5,704*	*1*	*5,704*													
Trainer	*228*	*1*	*228*													
Wellness Classroom	*905*	*2*	*1,809*													
Team Uniforms	*555*	*1*	*555*													
Equipment Storage	*380*	*1*	*380*													
MEDIA CENTER			**6,641**			**0**			**11,431**			**11,431**			**11,431**	
Media Center / Reading Room / Project Room / Offices	6,184	1	6,184				11,431	1	11,431				11,431	1	11,431	
Computer Lab	457	1	457													
AUDITORIUM / DRAMA			**11,447**			**0**			**10,400**			**10,400**			**10,400**	
Auditorium	7,898	1	7,898				7,500	1	7,500				7,500	1	7,500	E.G. Enrollment @ 18 SF/Seat - 750 seats MAX
Stage	2,762	1	2,762				1,600	1	1,600				1,600	1	1,600	
Auditorium Storage							500	1	500				500	1	500	
Make-up / Dressing Rooms	385	1	385				300	2	600				300	2	600	
Controls / Lighting / Projection	27	1	27				200	1	200				200	1	200	
Auditorium Workshop	*375*	*1*	*375*													
DINING & FOOD SERVICE			**11,748**			**0**			**14,292**			**14,292**			**14,292**	
Cafeteria / Student Lounge / Break-out	7,193	1	7,193				9,225	1	9,225				9,225	1	9,225	3 seatings - 15 SF per seat
Chair / Table Storage							611	1	611				611	1	611	
Scramble Serving Area	1,259	1	1,259				600	1	600				600	1	600	
Kitchen	2,495	1	2,495				3,145	1	3,145				3,145	1	3,145	1000 SF for first 300 + 1 SF/student Add'l
Staff Lunch Room	740	1	740				711	1	711				711	1	711	20 SF/Occupant
School Store	*61*	*1*	*61*													

Belmont High School Educational Program / PDP

Grades: 8-12
Total Population: 1,845
LABBB Program / 22 Total Student Population

10.4.2017

IN PROGRESS / 8-12

BELMONT HIGH SCHOOL	Existing Conditions			PROPOSED 8-12											
				Existing to Remain/Renovated			New			Total			MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	Comments
MEDICAL			730			0			1,510			1,510			1,510	
Medical Suite Toilet	20	2	39				60	1	60				60	1	60	
Nurses' Office / Waiting Room	103	2	205				250	1	250				250	1	250	
Interview Room							100	4	400				100	4	400	
Examination Room / Resting	494	1	494				100	8	800				100	8	800	
ADMINISTRATION & GUIDANCE			5,390			0			6,582			6,582			6,582	
General Office / Waiting Room / Toilet	945	1	945				923	1	923				923	1	923	
Teachers' Mail and Time Room	135	1	135				100	1	100				100	1	100	
Duplicating Room							200	1	200				200	1	200	
Records Room							200	1	200				200	1	200	
Principal's Office w/ Conference Area	627	1	627				375	1	375				375	1	375	
Principal's Secretary / Waiting							125	1	125				125	1	125	
Assistant Principal's Office - AP1	148	1	148				150	1	150				150	1	150	
Assistant Principal's Office - AP2	176	1	176				150	3	450				150	3	450	
Supervisory / Spare Office							120	1	120				120	1	120	
Conference Room	131	1	131				450	1	450				450	1	450	
Guidance Office	184	6	1,101				150	10	1,500				150	10	1,500	
Guidance Waiting Room	780	1	780				100	1	100				100	1	100	
Guidance Storeroom							100	1	100				100	1	100	
Career Center							611	1	611				611	1	611	
Records Room	163	1	163				256	1	256				256	1	256	
Teachers' Work Room							923	1	923				923	1	923	
School Psychologist	*133*	*2*	*265*													
Assistant Principal's Office - AP3	*139*	*1*	*139*													
Visual Performing Arts Director	*135*	*1*	*135*													
Vault	*113*	*1*	*113*													
School Resource Office	*117*	*1*	*117*													
Director Secretary Office	*118*	*1*	*118*													
Storage	*58*	*2*	*116*													
MODULAR HIGH SCHOOL																
Break / Copy Room	*190*	*1*	*190*													
CUSTODIAL & MAINTENANCE			2,508			0			3,009			3,009			3,009	
Custodian's Office	695	1	695				150	1	150				150	1	150	
Custodian's Workshop							250	1	250				250	1	250	
Custodian's Storage	315	1	315				375	1	375				375	1	375	
Recycling Room / Trash							400	1	400				400	1	400	
Receiving and General Supply	138	1	138				611	1	611				611	1	611	
Storeroom							1,023	1	1,023				1,023	1	1,023	
Network / Telecom Room							200	1	200				200	1	200	
Janitor Closet	*41*	*7*	*286*													
Storage	*262*	*3*	*786*													
Custodial Office / Storage	*289*	*1*	*289*													
OTHER			7,052			0			0			0			0	
Technology Offices	*413*	*3*	*1,240*													
Technology Director Office	*303*	*1*	*303*													
Technology Conf. Room	*235*	*1*	*235*													
Technology Server Room	*262*	*2*	*523*													
A/V Coordinator	*215*	*1*	*215*													
Metco Classroom/ Office	*375*	*1*	*375*													
BEA Office	*133*	*2*	*265*													
Lexington Chinese School	*423*	*1*	*423*													
Wood Shop / Office / Storage	*2,015*	*1*	*2,015*													
Maintenance Equipment	*152*	*1*	*152*													
SPED Secretary	*266*	*1*	*266*													
Food Service Director	*100*	*1*	*100*													
Accounting	*113*	*1*	*113*													

Belmont High School Educational Program / PDP

Grades: 8-12
Total Population: 1,845
LABBB Program / 22 Total Student Population

10.4.2017

IN PROGRESS / 8-12

BELMONT HIGH SCHOOL	Existing Conditions			PROPOSED 8-12									MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
				Existing to Remain/Renovated			New			Total						
ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	Comments
MODULAR HIGH SCHOOL																
Town Maintenance Office / Storage	*206*	*2*	*412*													
Belmont Office / Storage	*208*	*2*	*416*													
																NOTE: Using 1.5 Allowable multiplier
[1] Total Building Net Floor Area (NFA)			**192,576**			**37,630**			**200,451**			**238,081**			**210,151**	210,151
Proposed Student Capacity / Enrollment									**1,845**			**1,845**			**1,845**	159
[2] Total Building Gross Floor Area without modular (GFA)			**258,840**						**300,677**			**357,122**			**293,355**	315,227
[2] Total Modular High School Gross Floor Area (GFA)			*7,848*													
[2] Total Building Gross Floor Area with Modular Building (GFA)			**266,688**													
Grossing factor: GFA (267,839) / NFA (193,730)			**1.38**						**1.50**			**1.50**			**1.40**	1.50

[1] **Individual Room Net Floor Area (NFA)** — Includes the net square footage measured from the inside face of the perimeter walls and includes all specific spaces assigned to a particular program area including such spaces as non-communal toilets and storage rooms.
[2] **Total Building Gross Floor Area (GFA)** — Includes the entire building gross square footage measured from the outside face of exterior walls.

SHIPPING CONTAINER STORAGE			1,152
Fine Arts Storage	160	1	160
Storage	267	3	800
Recycling Room / Trash	64	3	192

Belmont High School Educational Program / PDP
Grades: 9-12
Total Population: 1,470
LABBB Program / 22 Total Student Population

10.4.2017

IN PROGRESS / 9-12

BELMONT HIGH SCHOOL	Existing Conditions			PROPOSED 9-12						MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
				Existing to Remain/Renovated			New			Total			
ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES			62,291			0			70,520			70,520	
(List classrooms of different sizes separately)													
Classroom - General* (Includes Modular Classrooms)	690	53	36,571				850	50	42,500				
Teacher Planning / Collaboration	423	12	5,072				100	50	5,000				
Small Group Seminar (20-30 seats)							500	3	1,500				
Science Classroom / Lab	1,075	10	10,750				1,440	13	18,720				
Prep Room	184	6	1,101				200	13	2,600				
Central Chemical Storage Rm							200	1	200				
Math Department Planning (1 @ 504 SF)	*SF Included in Teacher Planning*												
Math Collaboration (1 @ 362 SF)	*SF Included in Teacher Planning*												
Language Department Planning (1 @ 508 SF)	*SF Included in Teacher Planning*												
Language Collaboration (1 @ 370 SF)	*SF Included in Teacher Planning*												
Language Teacher Workspace (1 @ 130 SF)	*SF Included in Teacher Planning*												
Social Studies Department Planning (1 @ 638 SF)	*SF Included in Teacher Planning*												
Social Studies Collaboration (1 @ 352 SF)	*SF Included in Teacher Planning*												
English Department Planning (1 @ 668 SF)	*SF Included in Teacher Planning*												
English Collaboration (1 @ 359 SF)	*SF Included in Teacher Planning*												
English Department Copy (1 @ 106 SF)	*SF Included in Teacher Planning*												
Science Department Planning (1 @ 700 SF)	*SF Included in Teacher Planning*												
Science Department Collaboration (1 @ 375 SF)	*SF Included in Teacher Planning*												
English Department Director Office	*90*	*1*	*90*										
Social Studies Department Director Office	*90*	*1*	*90*										
Science Department Director Office	*105*	*1*	*105*										
Language Department Director Office	*76*	*1*	*76*										
Math Department Director Office	*87*	*1*	*87*										
Physics Computer Lab	*1,022*	*1*	*1,022*										
Language Computer Lab	*869*	*1*	*869*										
English Writing Lab	*883*	*1*	*883*										
Growing Room	*172*	*1*	*172*										
Science Storage	*223*	*2*	*446*										
Animal Storage	*133*	*1*	*133*										
Science Computer Lab	*709*	*2*	*1,417*										
Math Project Room	*441*	*1*	*441*										
Lecture Hall	*2,100*	*1*	*2,100*										
ELL Classroom	*770*	*1*	*770*										
ELL Storage	*106*	*1*	*106*										
MODULAR HIGH SCHOOL													
*Classroom (6 @ 807 SF)**	*SF Included in Classroom - General*												
SPECIAL EDUCATION			6,872			0			17,400			15,100	
(List classrooms of different sizes separately)													
Self-Contained SPED	794	4	3,176				950	10	9,500				
Self-Contained SPED Toilet							60	10	600				
Resource Room							500	5	2,500				
Small Group Room							500	5	2,500				
Campus Program Classroom	*521*	*3*	*1,563*										
Campus Program Office	*67*	*1*	*67*				1,400	1	1,400				
Speech Pathologist	*87*	*1*	*87*				150	6	900				
LABBB													
Classroom with Lifeskills	*814*	*1*	*814*										
Offices	*125*	*1*	*125*										
Work Room	*240*	*1*	*240*										
ART & MUSIC			13,576			0			8,275			8,275	
Art Classroom - 25 seats	1,573	4	6,290				1,200	3	3,600				
Art Workroom w/ Storage & kiln	219	1	219				150	3	450				
Band - 50 - 100 seats	1,910	1	1,910				1,500	1	1,500				
Chorus - 50 - 100 seats	1,733	1	1,733				1,500	1	1,500				
Ensemble							200	1	200				
Music Practice	98	5	492				75	7	525				
Music Storage	220	4	878				500	1	500				

MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM NFA[1]	# OF RMS	area totals	Comments
850	50	42,500	825 SF min - 950 SF max
100	50	5,000	
500	3	1,500	
1,440	13	18,720	9 x 16 ft 5 x 18 Seats: 1 per Aby/student
200	13	2,600	
200	1	200	
950	10	9,500	assumed 8% of pop. in self-contained SPED
60	10	600	
500	5	2,500	1/2 size Gen'l. Clrm.
500	5	2,500	1/2 size Gen'l. Clrm.
1,200	3	3,600	Assumed size - 25% Population - 5 times/week
150	3	450	
1,500	1	1,500	Assumed size - 25% Population - 5 times/week
1,500	1	1,500	
200	1	200	
75	7	525	
500	1	500	

Belmont High School Educational Program / PDP
Grades: 9-12
Total Population: 1,470
LABBB Program / 22 Total Student Population

10.4.2017

IN PROGRESS / 9-12

BELMONT HIGH SCHOOL	Existing Conditions			PROPOSED 9-12									MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
				Existing to Remain/Renovated			New			Total						
ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	Comments
Dark Room	*247*	*1*	*247*													
Electronic Music Classroom	*770*	*1*	*770*													
Fine Arts Collaboration	*479*	*1*	*479*													
Fine Arts Conference Room	*369*	*1*	*369*													
Performing Arts Office	*189*	*1*	*189*													
VOCATIONS & TECHNOLOGY			**0**			**0**			**16,000**			**16,000**			**16,000**	
Tech Clrm. - (E.G. Drafting, Business)							1,200	1	1,200				1,200	5	6,000	Assumed size - 50% Population - 5 times/week
Tech Clrm. - (E.G. Drafting, Business)							1,200	1	1,200							
Tech Clrm. - (E.G. Drafting, Business)							1,200	1	1,200							
Tech Clrm. - (E.G. Drafting, Business)							1,200	1	1,200							
Tech Clrm. - (E.G. Drafting, Business)							1,200	1	1,200							
Tech Shop - (E.G. Consumer, Wood)							2,000	1	2,000				2,000	5	10,000	Assumed size - 50% Population - 5 times/week
Tech Shop - (E.G. Consumer, Wood)							2,000	1	2,000							
Tech Shop - (E.G. Consumer, Wood)							2,000	1	2,000							
Tech Shop - (E.G. Consumer, Wood)							2,000	1	2,000							
Tech Shop - (E.G. Consumer, Wood)							2,000	1	2,000							
HEALTH & PHYSICAL EDUCATION			**65,108**			**37,630**			**12,432**			**50,062**			**24,432**	
Gymnasium	30,183	1	30,183	30,183	1	30,183			-	30,183	1	30,183	12,000	1	12,000	
PE Alternatives (Weight Room)	1,632	1	1,632				3,000	1	3,000				3,000	1	3,000	
Gym Storeroom	465	4	1,860				300	1	300				300	1	300	
Locker Rooms - Boys / Girls w/ Toilets	5,396	2	10,792				8,232	1	8,232				8,232	1	8,232	8.6 sf/student total
Phys. Ed. Storage	157	11	1,730				500	1	500				500	1	500	
Athletic Director's Office	467	1	467				150	1	150				150	1	150	
Health Instructor's Office w/ Shower & Toilet	209	3	628				250	1	250				250	1	250	
Pool Pump Room	*7,447*	*1*	*7,447*	7,447	1	7,447			-	7,447	1	7,447			-	
Locker Room / Pool	*810*	*2*	*1,620*													
First Aid Office / Pool	*71*	*1*	*71*													
Small Gym	*5,704*	*1*	*5,704*													
Trainer	*228*	*1*	*228*													
Wellness Classroom	*905*	*2*	*1,809*													
Team Uniforms	*555*	*1*	*555*													
Equipment Storage	*380*	*1*	*380*													
MEDIA CENTER			**6,641**			**0**			**9,088**			**9,088**			**9,088**	
Media Center / Reading Room / Project Room / Offices	6,184	1	6,184				9,088	1	9,088				9,088	1	9,088	
Computer Lab	457	1	457													
AUDITORIUM / DRAMA			**11,447**			**0**			**10,400**			**10,400**			**10,400**	
Auditorium	7,898	1	7,898				7,500	1	7,500				7,500	1	7,500	5% Enrollment @ 10 SF/Seat - 750 seats MAX
Stage	2,762	1	2,762				1,600	1	1,600				1,600	1	1,600	
Auditorium Storage							500	1	500				500	1	500	
Make-up / Dressing Rooms	395	1	395				300	2	600				300	2	600	
Controls / Lighting / Projection	27	1	27				200	1	200				200	1	200	
Auditorium Workshop	*375*	*1*	*375*													
DINING & FOOD SERVICE			**11,749**			**0**			**11,850**			**11,850**			**11,850**	
Cafeteria / Student Lounge / Break-out	7,193	1	7,193				7,350	1	7,350				7,350	1	7,350	3 seatings - 15SF per seat
Chair / Table Storage							518	1	518				518	1	518	
Scramble Serving Area	1,259	1	1,259				600	1	600				600	1	600	
Kitchen	2,495	1	2,495				2,770	1	2,770				2,770	1	2,770	2000 SF for first 300 + 1 SF/student Add'l
Staff Lunch Room	740	1	740				618	1	618				618	1	618	20 SF/Occupant
School Store	*61*	*1*	*61*													

Belmont High School Educational Program / PDP

Grades: 9-12
Total Population: 1,470
LABBB Program / 22 Total Student Population

10.4.2017

IN PROGRESS / 9-12

BELMONT HIGH SCHOOL	Existing Conditions			PROPOSED 9-12											
				Existing to Remain/Renovated			New			Total			MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	Comments
MEDICAL			730			0			1,210			1,210			1,210	
Medical Suite Toilet	20	2	39				60	1	60				60	1	60	
Nurses' Office / Waiting Room	103	2	205				250	1	250				250	1	250	
Interview Room							100	3	300				100	3	300	
Examination Room / Resting	494	1	494				100	6	600				100	6	600	
ADMINISTRATION & GUIDANCE			5,390			0			5,610			5,610			5,610	
General Office / Waiting Room / Toilet	945	1	945				735	1	735				735	1	735	
Teachers' Mail and Time Room	135	1	135				100	1	100				100	1	100	
Duplicating Room							200	1	200				200	1	200	
Records Room							200	1	200				200	1	200	
Principal's Office w/ Conference Area	627	1	627				375	1	375				375	1	375	
Principal's Secretary / Waiting							125	1	125				125	1	125	
Assistant Principal's Office - AP1	148	1	148				150	1	150				150	1	150	
Assistant Principal's Office - AP2	176	1	176				150	2	300				150	2	300	
Supervisory / Spare Office							120	1	120				120	1	120	
Conference Room	131	1	131				450	1	450				450	1	450	
Guidance Office	184	6	1,101				150	8	1,200				150	8	1,200	
Guidance Waiting Room	780	1	780				100	1	100				100	1	100	
Guidance Storeroom							100	1	100				100	1	100	
Career Center							518	1	518				518	1	518	
Records Room	163	1	163				209	1	209				209	1	209	
Teachers' Work Room							735	1	735				735	1	735	
School Psychologist	*133*	*2*	*265*													
Assistant Principal's Office - AP3	*139*	*1*	*139*													
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Custodian's Storage	315	1	315				375	1	375				375	1	375	
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Technology Offices	*413*	*3*	*1,240*													
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Belmont High School Educational Program / PDP

Grades: 9-12
Total Population: 1,470
LABBB Program / 22 Total Student Population

10.4.2017

IN PROGRESS / 9-12

BELMONT HIGH SCHOOL	Existing Conditions			PROPOSED 9-12									MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
				Existing to Remain/Renovated			New			Total						
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Proposed Student Capacity / Enrollment									**1,470**			**1,470**			**1,470**	167
[2] Total Building Gross Floor Area without modular (GFA)			**258,840**						**248,286**			**304,731**			**245,490**	262,836
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SHIPPING CONTAINER STORAGE			1,152
Fine Arts Storage	160	1	160
Storage	267	3	800
Recycling Room / Trash	64	3	192

03/ EXISTING FLOOR PLANS

BELMONT HIGH SCHOOL

PERKINS+WILL

03/ LEVEL 01 FLOOR PLAN

03/ LEVEL 02 FLOOR PLAN