



# 03.22.2018 BUILDING COMMITTEE MTG

BELMONT HIGH SCHOOL



# 01/ VISIONING RECAP

BELMONT HIGH SCHOOL

## VISIONING RECAP

**09.19.2017** 2-DAY BHS VISIONING SESSION

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**12.13.2017** BHS FACULTY WORKSHOP 01

**12.14.2017** COMMUNITY ENGAGEMENT

**01.08.2018** CMS FACULTY WORKSHOP

**01.31.2018** BHS FACULTY WORKSHOP 02

# VISIONING RECAP : COMMON WORKSHOP ACTIVITIES

VISUAL LISTENING	K-12 TRENDS	DEFINE CORE SPACES	ADJACENCY DIAGRAMS
<p>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.</p> <p>Images are grouped into nine key categories :</p> <p><b>Arts, Environmental Stewardship, Outdoor Learning, Personal Reflection, Socialization, Emotional Response, Athletic+Wellness, Group Learning, and Space for Making</b></p>	<p>A short discussion that brings the group up-to-date and summarizes innovative educational thinking through the lenses of educational experts that might redefine how new school space supports and responds to a future ready environment. Desired outcomes include:</p> <ul style="list-style-type: none"> <li>• Develop guiding principles</li> <li>• Move educational thinking</li> <li>• Build consensus around future pedagogy</li> <li>• Support new behaviors</li> </ul>	<p>To brainstorm with stakeholder groups on how to define core academic programs that will inform the new school design. The group is asked to call out attributes, ideas, and innovative thoughts that they would like to see in the new school. Examples:</p> <ul style="list-style-type: none"> <li>• How do you define outdoor learning?</li> <li>• How have we emerged from the traditional library?</li> <li>• How do you see the new cafe commons being used?</li> </ul>	<p>The stakeholder group is prompted to define “How can traditional and non-traditional placement of educational spaces support teaching and learning in new ways?” Participants are broken up into working groups to prepare adjacency diagrams with major educational spaces.</p> <p>Each group arranges printed spaces and tapes to a board to create a diagram, then is asked to present their arrangement and ideas that support their argument.</p>
			





# 09.19.2017 BHS VISIONING SESSION

BELMONT HIGH SCHOOL

# VISIONING RECAP

## 2-Day Belmont High School Visioning Session

09.19.2017

### ASPIRATIONS OF BHS

- **Flexibility:** Spaces that support wide range of teaching/learning
- **Environment:** Use of Natural Surroundings, Light, Utilize Roof
- **Social Emotional Learning:** Mindful, Comfortable, Safe, Empathy
- **Community:** Commitment to Collaboration and Serving/Partnering with surrounding Belmont area
- **Professional Development:** Project-based learning, learn from failure, mentorship, outside influence

### STORYTELLING SYNOPSIS

- **Learning Outside the Classroom**
- **Collaboration in the Classroom**
- **Critical of Conventional Outlooks**
- **Encourage Risk-Taking/Failure**
- **Authentic Learning - Not Fabricated**

### LEARNING POINTS

- **Anticipate Unknown:** Design for Interconnected, Multiple Disciplines
- **Inclusive Design:** Diversity on Display
- **Increase Wellness and Activity**
- **Convergence:** Merging of Approaches and Insights from distinct disciplines
- **Technology:** Determine how technology can support the right pedagogy/ purpose, not other way around.
- **Blended Learning:** Every student has different learning needs - Personalize, build passion.
- **Gen Alpha:** Planning for a generation raised on interactive/interconnected technology - 65% will end up with jobs not yet invented in new economy.
- **Future Student:** Ability to relearn, be creative, be tenacious, be curious, be flexible, take risks and communicate effectively

- **Arts:** 'Studio Thinking' teaches how to Observe, Envision, Critique, Express, Explore, Engage, Improve Emotion, Learn from Others
- **SEL:** Reduces Emotional Distress and Negative Behaviors and develops Interpersonal + Intrapersonal skills

### CREATING A SENSE OF PLACE, PRIDE, AND CULTURE

- **Events:** 'Band-A-Rama', 'String-A-Rama', and 'Sing-A-Rama', Lillian Blacker Prize
- **Environment:** Claypit Pond, Surrounding Area
- **Activities:** School Trips, Pep Rallies, Activity Fairs, Volunteering, Sports
- **Diversity:** Unity March, Community, ELL
- **Art:** Showcase-Murals, HS Musical
- **Freedom:** Free Periods, Open Campus
- **History:** Farming Community



# VISIONING RECAP : MOST POSITIVE VISUAL REACTIONS

09.19.2017

## 2-Day Belmont High School Visioning Session

SOCIALIZATION



PERSONAL REFLECTION



MAKING



OUTDOOR LEARNING



ENVIRONMENTAL



EMOTIONAL RESPONSE



ATHLETIC+WELLNESS



GROUP LEARNING



OUTDOOR LEARNING



SOCIALIZATION



PERSONAL REFLECTION



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# VISIONING RECAP : MOST NEGATIVE VISUAL REACTIONS

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ENVIRONMENTAL







# 12.13.2017 BHS FACULTY WORKSHOP 1

BELMONT HIGH SCHOOL

# PROMPT : PROVIDE FEEDBACK ON THE FOLLOWING SPACES

## Belmont High School Faculty Workshop 01

12.13.2017

### LEARNING COMMONS

- Student Display Space
- Furniture that is flexible in the Learning Commons
- Furniture that allows students to plug in their tech devices
- Availability of books
- Air Conditioning
- Low bookshelves on wheels – Flexible
- Civic Use : Space for community meetings with outside access
- Used by faculty – faculty workspace
- Screen for daily announcements
- Separate quiet spaces for students & teachers
- Natural light
- Diversity of spaces (quiet rooms, small group, large group, etc.)
- Ample & secure storage/lockers for student gear
- Direct connection / easy access to outdoor spaces

### CIVIC COMMONS / CAFE

- Not a 500 seat space in one area
- Includes smaller spaces / breakout spaces
- High ceilings – better natural lighting
- A space used more than just to eat in
- Better recycling
- Available Composting
- Stage in Commons for performances
- More than one entrance for food serverly
- Better ventilation in space
- Multi-use/big corridor with tables out at lunch time, then for other uses
- Growing food – Farm to Table (Roof Gardens?)
- Better traffic patterns

### COLLABORATION SPACE

- Private, but visible to students
- Small private spaces for individual work - quiet spaces (soundproof)
- Some individual area / thinking (me) space
- Mental health spaces that allow for group work
- Confidential / private meetings with students
- Flexible space
- Soft seating furniture available
- Big table space - Space to spread out
- Space where you can leave ongoing projects/work
- Departmental collaborative space with space available for interdisciplinary collaboration between departments
- Music in collaboration space - Bluetooth audio
- Everyone to get “own” desk



# PROMPT : PROVIDE FEEDBACK ON THE FOLLOWING SPACES (CONT.)

12.13.2017

## Belmont High School Faculty Workshop 01

### OUTDOOR SPACES

- Separate teacher bike parking
- Outdoor classroom space
- Places to eat
- Ropes course
- Art rooms opening to the outside
- Greenhouse / Butterfly Garden
- Provide outdoor basketball courts
- Outdoor Amphitheater
- Lighting needed – Practice fields and parking lots
- Large courtyards – Protected spaces
- Marching band practice space
- Sidewalk chalk areas

### CLASSROOM SPACE

- Need bigger rooms / spaces
- Technology in work spaces
- Desks for lefties
- How do we fit the needs of Belmont?

- Display on the walls – student work
- Movable walls - Garage doors
- Acoustically separated spaces - soundproof
- Whiteboard / writing surfaces
- Flexible Furniture - Allow students to move and change spaces
- Stand or sit spaces – students need to move around (wellness)
- Soft flooring
- Large spread out space
- Need backpack storage in class – students barely use corridor lockers
- Centralized storage/locker space in school
- Balance – with screening for privacy
- Provide window shades – views can be distracting to students
- One-on-one spaces
- Special ventilation in art / maker spaces





# VISUAL LISTENING : PLACE A GREEN DOT ON YOUR LIKE & RED DOT ON YOUR DISLIKE

12.13.2017

## Belmont High School Faculty Workshop 01



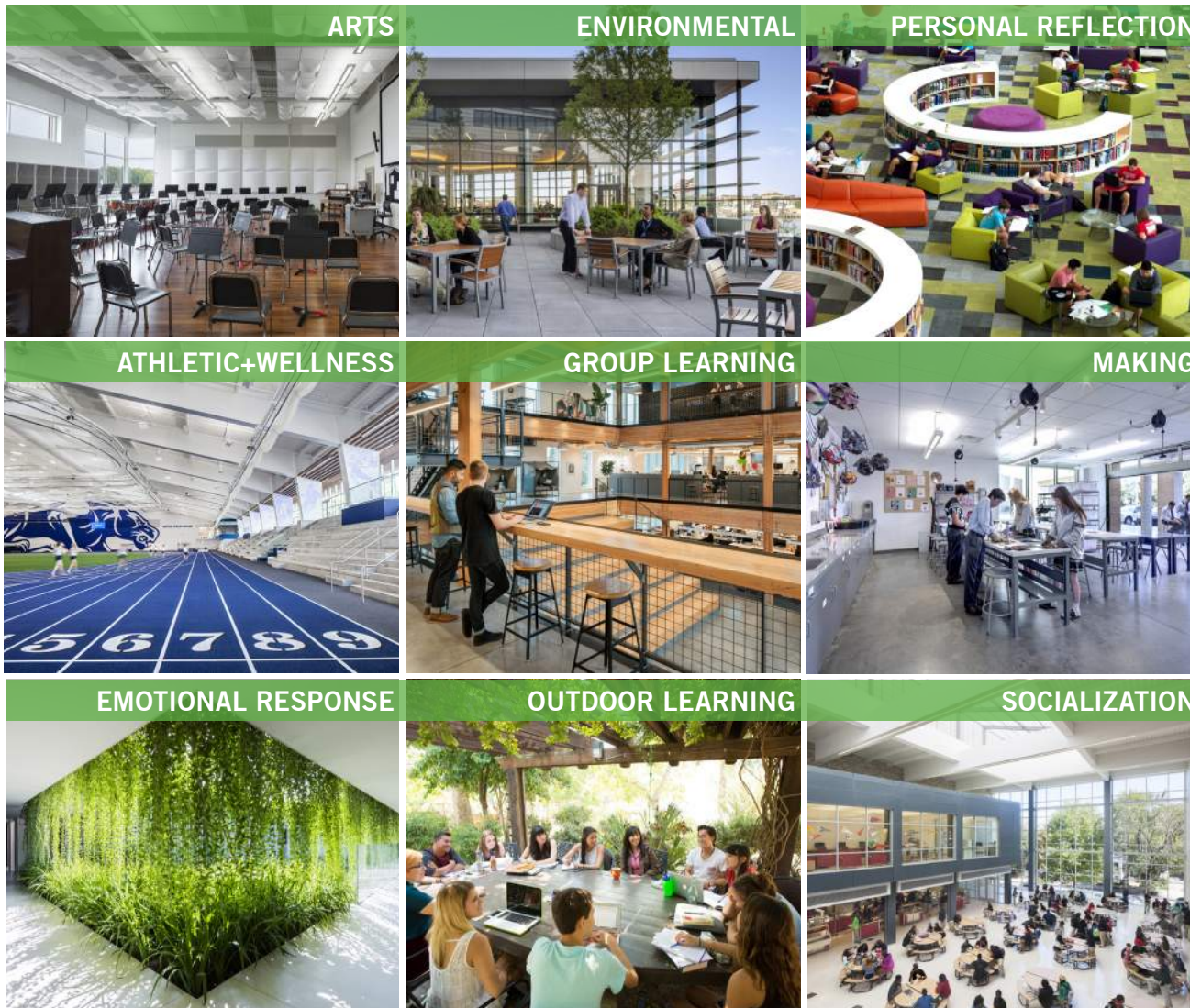


# VISIONING RECAP : MOST POSITIVE VISUAL REACTIONS

## Belmont High School Faculty Workshop 01

12.13.2017

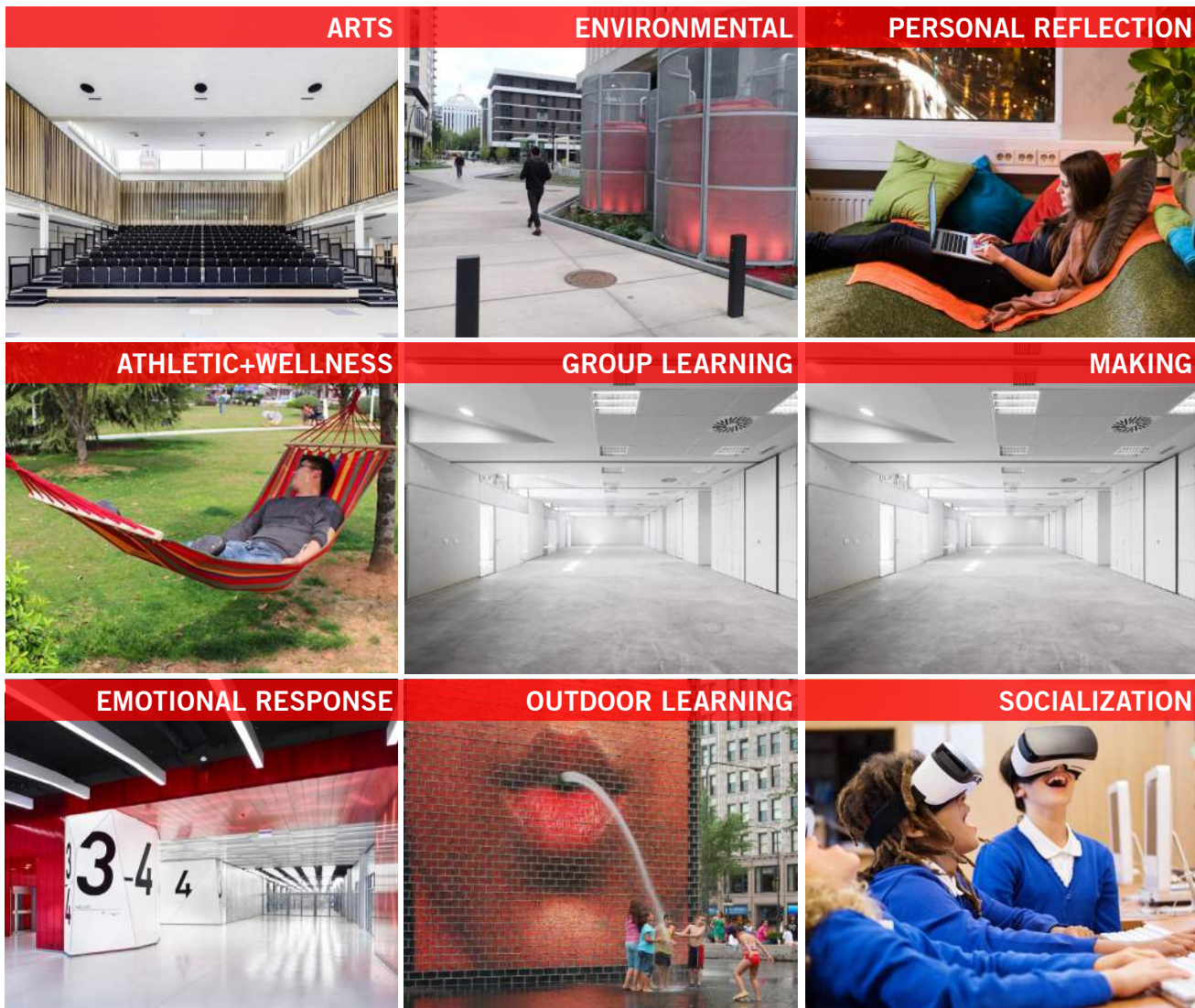
Like



# VISIONING RECAP : MOST NEGATIVE VISUAL REACTIONS

## Belmont High School Faculty Workshop 01

12.13.2017



Dislike





**12.14.2017** COMMUNITY ENGAGEMENT

BELMONT HIGH SCHOOL

# PROMPT : PROVIDE FEEDBACK ON THE FOLLOWING SPACES

## Community Engagement Workshop

12.14.2017

### LEARNING COMMONS

- Ability to connect – Network/Internet connectivity
- No dark spaces
- Some individual spaces / learning spaces
- A diversity of learning spaces
- More collaborative spaces
- Large conference room
- Area for tutoring
- Project team spaces
- Books and variety of other media/ materials
- Variety of media spaces
- Different seating furniture & variety for different learning styles
- Café space
- Media/Editorial spaces and technology
- Movable walls – flexible spaces
- Allow writing on walls
- Lots of natural light
- Extending space to the outside – integrate the outdoors
- Mentoring space
- Not one big space, break-up / distribute areas
- Connectivity to personal devices
- Some space for quiet individual learning
- Some larger collaborative spaces
- Current hours (library): 7:30am – 3:30pm, think about extending hours for afterschool homework, activities
- Project team space with places to make thinking visible – white boards, smart boards
- Include all multimedia: computers, books, cameras, art
- Community space – outside experts and community meetings where students can participate

### COLLABORATION SPACE

- Small “low tech” spaces – meeting spaces that are quiet, focused and private - no connectivity with technology
- Informal spaces for people to spontaneously work together, spaces off corridors
- Cross-disciplinary space – large hybrid space for departments to meet/collaborate
- Ability to combine classrooms
- Movable walls
- Flexible & movable furniture
- Places for HS students to work with/ mentor MS students
- Small private spaces for teachers to work one-on-one with students
- Multiple ways to connect spaces and move around the building
- Opportunity for community engagement with students
- Meditative space

# PROMPT : PROVIDE FEEDBACK ON THE FOLLOWING SPACES (CONT.)

12.14.2017

## Community Engagement Workshop

### OUTDOOR SPACE

- Connect the outside to school curriculum – learn about sustainability, science, art, ecosystems, etc.
- Promotes health & wellness with walking paths and meditative retreats
- Integration with the Community Path
- Use and take advantage of the existing pond
- Multiple access points to outdoors, easy accessibility for classes
- Create spaces in environment - Outdoor classrooms
- Greenhouse spaces – learning tool
- Sustainable thinking - View building and site as a complete system
- Beautiful / inspiring landscape design
- Allow students to become stewards of their own environment
- Purposeful gardens – Grow food for Café/Food Pantry, Curriculum
- Recycling and Composting programs

- Expose the utilities – make systems visible for education
- Interior courtyards – protected and allow natural light
- Green roofs

### CIVIC COMMONS / CAFE

- Café / coffee house style for small group collaborations
- Hierarchy of multiple spaces - not one large (massive) space
- Good acoustic treatment – sound absorbing materials
- Social space (throughout the entire day)
- Maybe one large space – Need large space for big events (multi-use space)
- Small (multiple) performance spaces
- Natural light - Lots of windows
- Connection to outdoors - Outdoor space & seating
- Collaborative space
- Exhibit space





## Community Engagement Workshop



# ADJACENCY DIAGRAMS : REPORTING BACK

## Community Engagement Workshop

12.14.2017

### GROUP 01

- Learning Commons - Centrally Located
- Important to keep existing gym and pool
- Mix academic 'only' spaces and core classrooms with art, music, and media
- Multiple locations for Administration and Guidance

### GROUP 02

- Assume keep Fieldhouse and Pool
- Art program adjacent to science labs and courtyards (natural light)
- LABBB near arts and science for academic opportunities
- Music programs near Auditorium
- As much outdoor space as possible between major spaces
- Commons and Auditorium in good position for after school use

### GROUP 03

- Keep Athletics together
- Commons are thought of as "student living lounge" – open late for students that spend 16 hours a day at school.
- Wellness and medical are key programs

- "Lounge Learning" spaces make the physical space as comfortable as possible – can be breakout spaces (along corridors).

### GROUP 04

- LABBB program needs direct access to outdoors / van drop-off access
- Need separation between upper and lower schools
- Art/Music near science labs
- Varying/hierarchy of big spaces/major programs
- Media/Commons are varying spaces that are broken up throughout building.
- Private / focus spaces near classrooms
- Ability to expand Auditorium into Commons
- Guidance more integrated, not adjoined to admin - more distributed
- Distribute Media Center
- Not long corridors in Academic 'pods'

### GROUP 05

- Art is near everything
- Varying Media areas

- Kitchen/Cafeteria connects to greenhouse and outdoors
- Foreign language near commons

### GROUP 06

- Commons and Administration: A more integrated student and admin space relationship – create better relationships, chance encounters. Gives the admin a better chance of getting a pulse of the school.
- Commons are where students are most open and relaxed
- Commons and Academic departments: Creates informal meeting spaces, commons could be green spaces (indoor or outdoor)
- Green space/Commons could be prime connector of upper and lower schools
- Guidance is not a silo, thought of as wellness program, related to Art (art therapy) – but needs some privacy for students
- Outdoor spaces near academic program



# VISUAL LISTENING : PLACE A GREEN DOT ON YOUR LIKE & RED DOT ON YOUR DISLIKE

12.14.2017

## Community Engagement Workshop



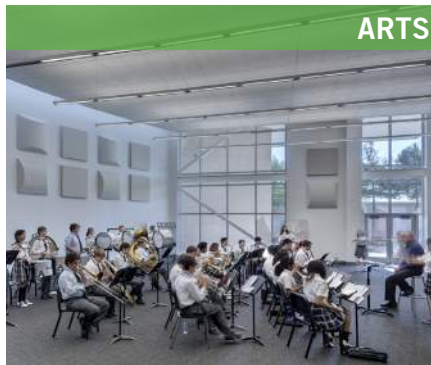


# VISIONING RECAP : MOST POSITIVE VISUAL REACTIONS

## Community Engagement Workshop

12.14.2017

Like



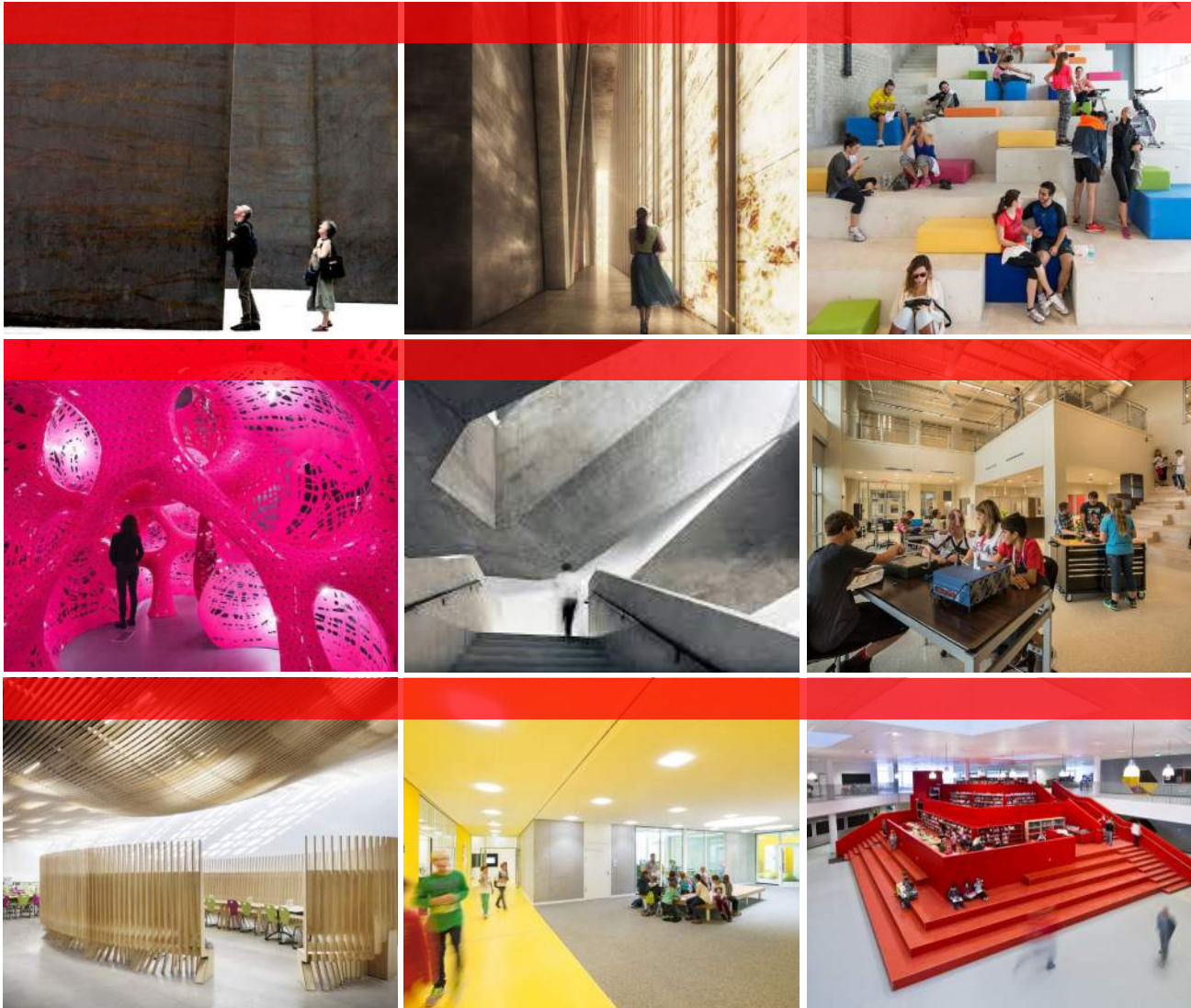
# VISIONING RECAP : MOST NEGATIVE VISUAL REACTIONS

## Community Engagement Workshop

12.14.2017

*\* Not enough information to separate by categories*

Dislike







# 01.08.2018 CMS FACULTY WORKSHOP

BELMONT HIGH SCHOOL

# PROMPT : PROVIDE FEEDBACK ON THE FOLLOWING SPACES

## Chenery Middle School Faculty Workshop

01.08.2018

### LEARNING COMMONS

- Still need Books, E-Books
- Use Carts, Mobile (currently)
- Teach small groups/classes 4-5 people (quiet) - Collaborate
- Not too much glass – distracting
- Audio Recording, Writing by Audio/ Speaking
- Video Production, Green Screen
- More Small Spaces – Safe place for 7-8 people

#### Classrooms, Small Group Spaces, Diversity of Space

- Comfy Furniture, Standing Desks, Variety
- Monitor of Space? Dedicated Staff? Supervised? After Hours? Secure
- Space for Books
- Tech Spaces with Acoustic Separation
- Video Production Room
- More Small Spaces for MS Students

### CIVIC COMMONS / CAFE

- Too Big, Too Loud (currently)
- No Corridors, Need Acoustic Treatment
- Variety of Space to Serve Food
- Cozy Areas, Monitored/Supervised
- Flex Seating/ Bench, Booth Seating
- Recycling programs needed
- Smaller spaces to focus
- Better Accessibility

### OUTDOOR SPACE

- Garage Doors – Art ok, Not great otherwise – distracting in classroom
- One Outdoor Space Per Team, Access to Outside
- Courtyard – Outdoor, Secure
- Roof Garden – Not ideal, Danger, Need Enough Protection – Greenhouse Better with Weather
- Working Space Defined – To Write, Think, etc.

- Better Protection for Roofs
- Greenhouse on Roof

### CLASSROOMS

- Less Glass in Class for MS Students – Distracting!
- Diversity of Organization of Classroom – Flex of Use, Furniture
- Merge Classrooms Together a Possibility
- Moving Partitions that are Acoustic
- Natural Light, Operable Windows, A/C
- Can't Think When it's Too Hot
- Need Control of Natural Light – Glare (Movies, etc.)
- Safe, Efficient Emergency Exit / Process
- Connecting Doors Between Classes
- Differences in Team Classrooms for Flexibility
- Operable Walls
- Window Treatments for Less Distraction



# VISUAL LISTENING : PLACE A GREEN DOT ON YOUR LIKE & RED DOT ON YOUR DISLIKE

01.08.2018

## Chenery Middle School Faculty Workshop





# KEY TAKEAWAYS : VISUAL LISTENING

## Chenery Middle School Faculty Workshop

01.08.2018

Like





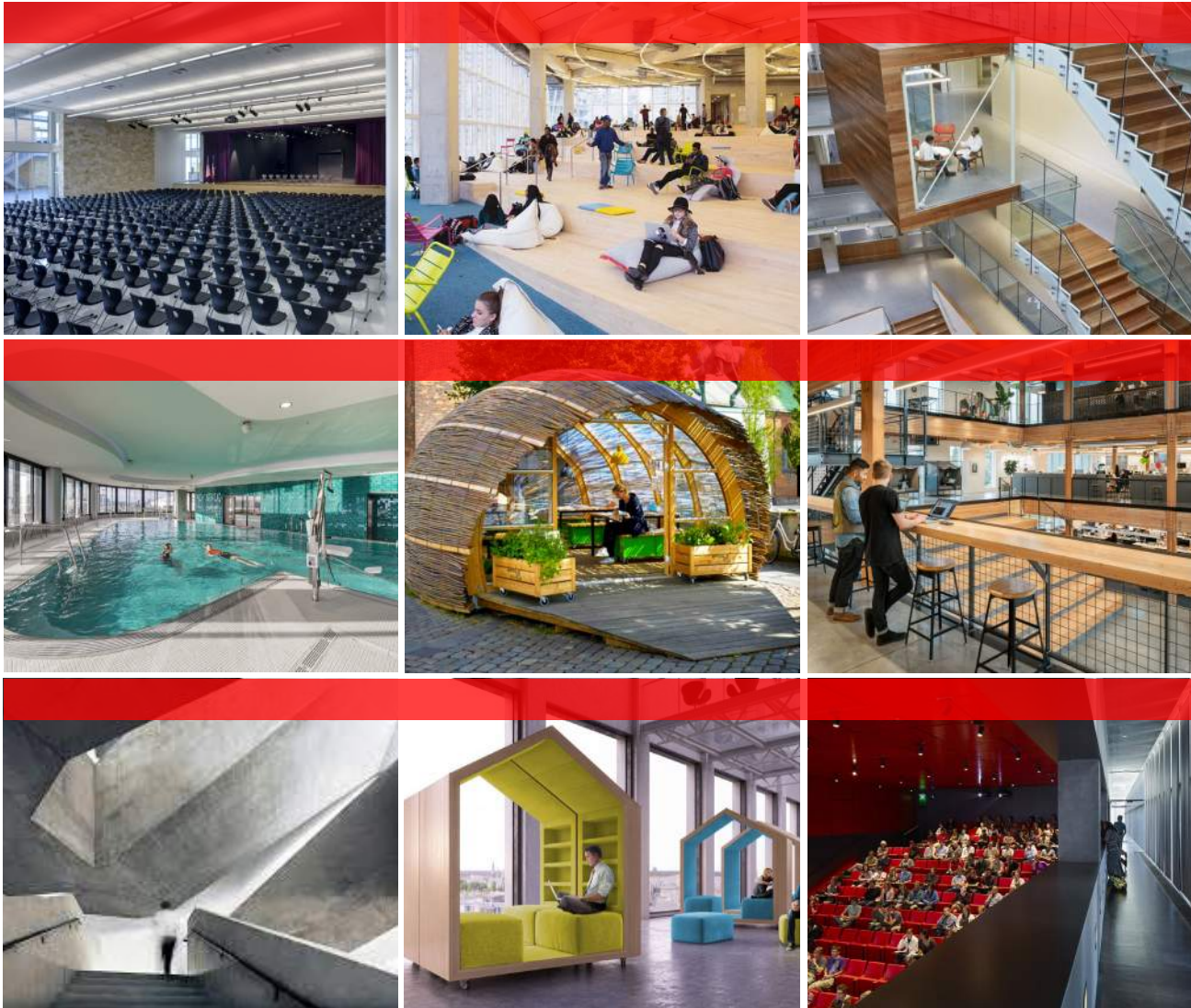
# KEY TAKEAWAYS : VISUAL LISTENING

## Chenery Middle School Faculty Workshop

01.08.2018

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Dislike





# 01.31.2018 BHS FACULTY WORKSHOP

BELMONT HIGH SCHOOL



# PROMPT : CREATE AN ASPIRATIONAL ADJACENCY DIAGRAM TO ENHANCE EDUCATION

01.31.2018

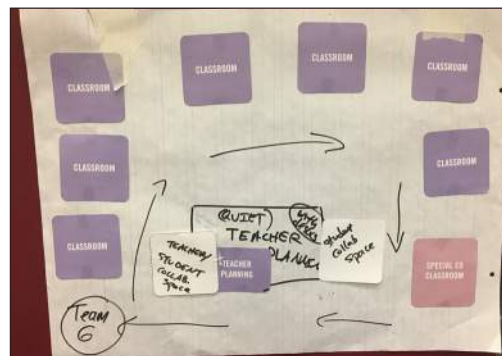
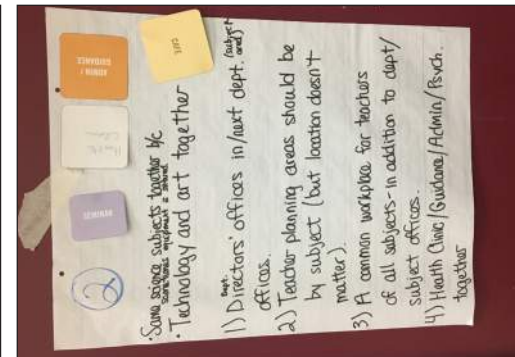
## Belmont High School Faculty Workshop



# PROMPT : CREATE AN ASPIRATIONAL ADJACENCY DIAGRAM TO ENHANCE EDUCATION

01.31.2018

## Belmont High School Faculty Workshop





# ADJACENCY DIAGRAMS : REPORTING BACK

## Belmont High School Faculty Workshop

01.31.2018

### GROUP 01

- Classrooms should be surrounded by teacher planning spaces.
- Administration and Library Common spaces centrally located in school

### GROUP 02

- Department Directors' offices should be in/next to department offices (same subject)
- Teacher planning areas should be by subject (location does not matter)
- A common workplace for teachers of all subjects (in addition to dept. / subject offices)
- Interdisciplinary work / Innovation space should be open to surrounding school.
- Administration spaces should be near health/wellness/medical/psych. spaces.
- Technology spaces near Art spaces could create interesting projects and ideas.
- Science of same subject should be located together - to share resources / equipment

### GROUP 03

- U-shaped classroom configuration
- Science and Art facing pond/nature
- Cafeteria commons has connection to pond
- Quiet spaces for students to focus
- Kiln needed for Arts programs
- Protected Bike racks
- More space for restrooms and teacher planning

### GROUP 04

- Art spaces near Robotics could create dynamic projects
- Buffer the acoustics of Art spaces with surrounding school
- Have nurse space near the outdoors - access to athletics
- Administration and Guidance do not need to be together - spread out throughout the school

### GROUP 05

- Maintain current departmental system for academic spaces
- Need Tennis Courts, Daycare
- Administration spaces should be near Guidance and Medical spaces.
- PE spaces should be located near outdoors
- Science Labs to be located together

### GROUP 06

- Keep current academic Departmental Model
- Teachers need desks/storage in classrooms
- Integrate Science Labs with the Arts

## ADJACENCY DIAGRAMS : REPORTING BACK

### Belmont High School Faculty Workshop

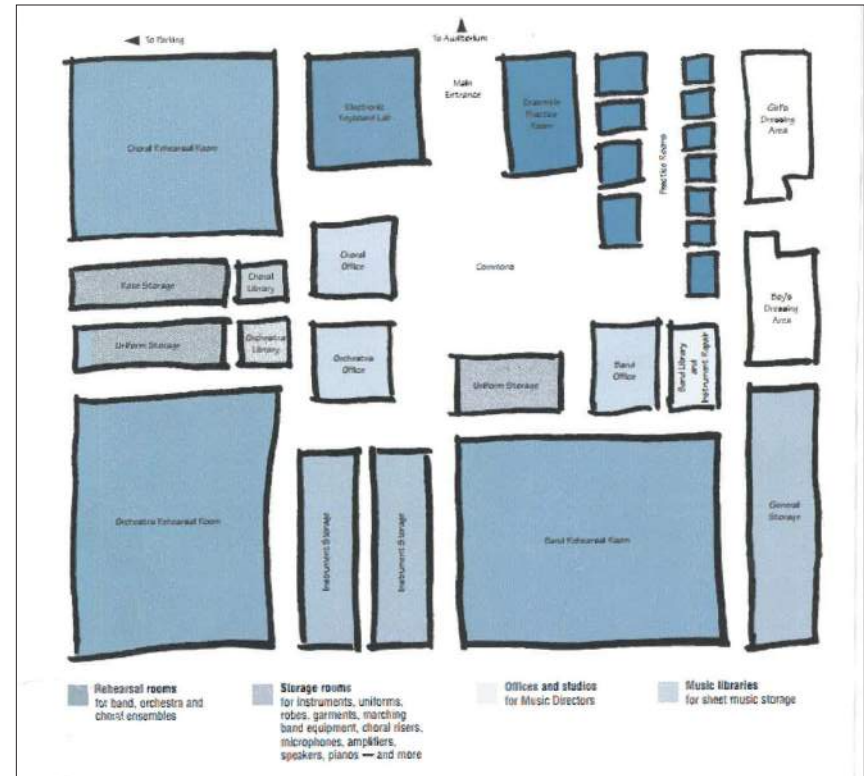
01.31.2018

## GROUP 07

- Cafeteria Commons can mix with the Learning Commons
- Have event spaces near parking for high volume outside participation / visiting
- Create 'fun' display spaces
- Need a highly flexible / multi-functional space in core of the school
- Recreational space (golf?) on roof terraces
- What recreational do we not have? Outdoor Basketball

## GROUP 08

- Create an ideal / dynamic theater area (see diagram to right)
- Need more storage / changing rooms for Music spaces
- Create a shared Common space on ground level
- Devote one building level to Science / Labs



Idea theater / Arts area layout (provided by group 08)





# SUMMARY OF WORKSHOPS

BELMONT HIGH SCHOOL

## SUMMARY CHENERY MIDDLE SCHOOL WORKSHOP

“Middle-level learners need more than just a “watered-down” version of a high school (the philosophy behind a ‘junior high’ model); they need a building that is crafted around the unique needs of students at this age (the philosophy behind a ‘middle school’ model)”. Those needs include :

1. **Teams** academic organization (over departments)
2. **Safety** (especially the ability to easily supervise the spaces)
3. **Functionality** (giving teachers - if possible - the ability to have control over light, sound, heating/cooling, etc)
  - + Prioritizing functionality of the building over beauty, when given the choice
4. **Limited Distractions** (less stimuli overall; especially when it comes to large glass walls)
  - + A sensitivity to the social awkwardness and anxiety of middle-level learners (open spaces and a lot of glass in spaces like bathrooms, hallways, recording studios, etc may make them feel like they are ‘on display’)
5. **Limited Mixing** with the high school students



## **SUMMARY** BELMONT HIGH SCHOOL WORKSHOP

The High School should have its own identity, own entry and environment reflective of the age group. Flexible spaces to learn, think and create. The Big Ideas from the Workshops include :

1. **Flexibility** : Furniture, Classrooms, Movable Walls, Sit/Stand Desks
2. **Connection to Outdoors** : Pond, Roof Gardens, Outdoor Classrooms, Promenade
3. **Teacher Planning Rooms** : Central to Classrooms, Open to Seminar Rooms, Collaboration, Private
4. **Art Integration** : Student Art / Display Space throughout Building
5. **Technology Accessibility** : Seamless Technology throughout Building
6. **Environmental Stewards** : Natural Light, NZE Attitude, Recycling/Compost Programs, Vegetable Gardens
7. **Media Center** : Central locations, Area for MS and HS, Books, Project Rooms, Variety of Seating
8. **Multiple Learning Styles** : Spaces for Collaboration, 'Me' Space, Groups, Private Meeting
9. **Distribution of Faculty** : Distribute Director offices, Assistant Principals, Guidance offices
10. **Hybrid Planning Model** : Allow for Departmental or Interdisciplinary Approach

# SUMMARY VISUAL LISTENING : MOST POSITIVE







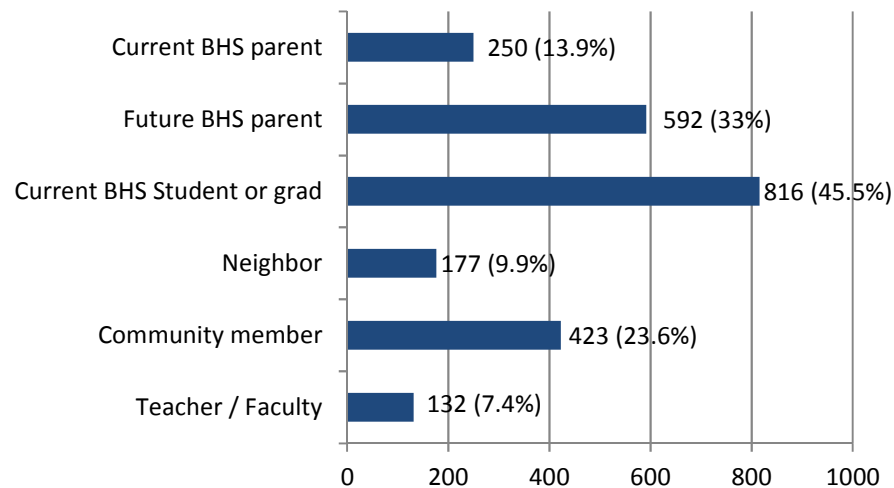
# Community Input Survey

Online Survey for 8 weeks

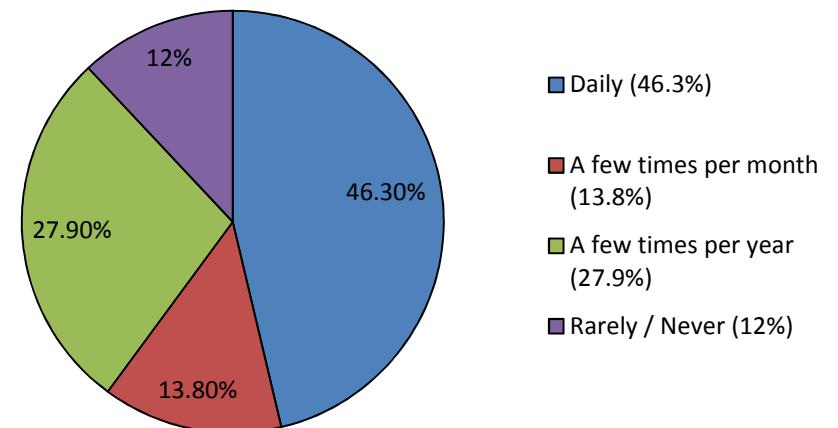
1,794 Respondents

Largest groups: Students 45.5%  
and Future BHS Parents 33%

What is your connection with the high school?



How frequently are you in the current high school building?





Q1: What are your biggest concerns about the current high school?

Most frequent themes:

- Physical deterioration**
- Space Issues**
- Inflexibility**
- Aesthetics of current space**
- Safety and security**
- Bad traffic**

Q2: What are your hopes or expectations for the future high school?

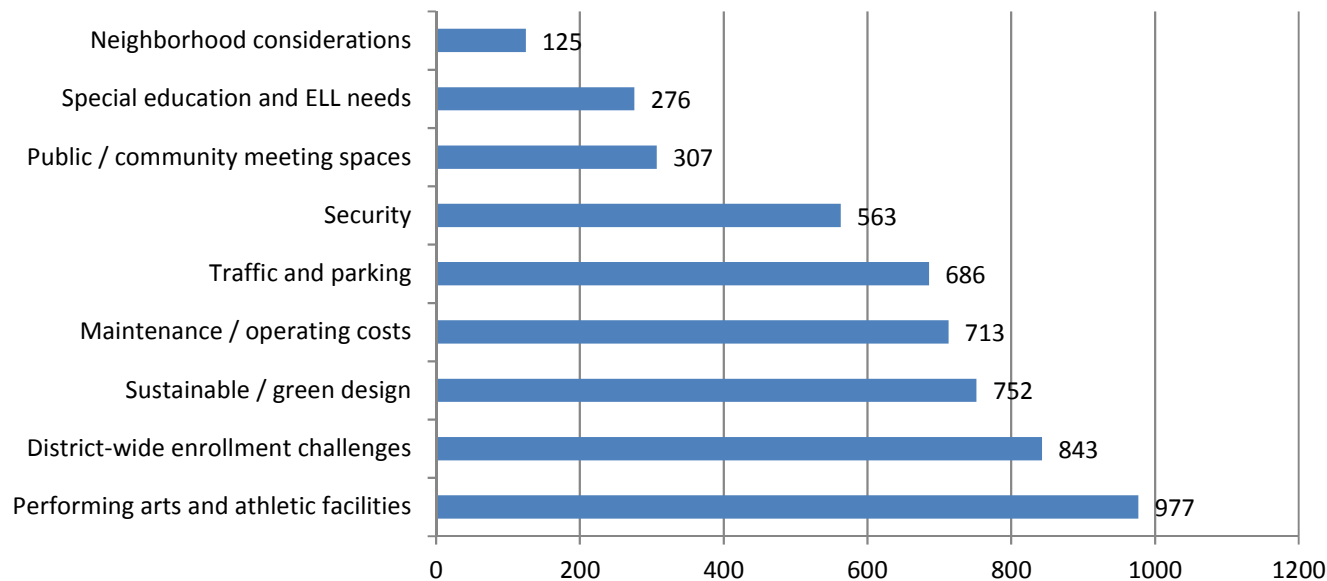
Most frequent themes:

- Size – more space**
- Sustainability**
- Flexible/inspiring spaces**
- Cost-Effective**
- Traffic**
- Community Use**
- More books**





## Q3: What are your top priorities regarding the future facility?

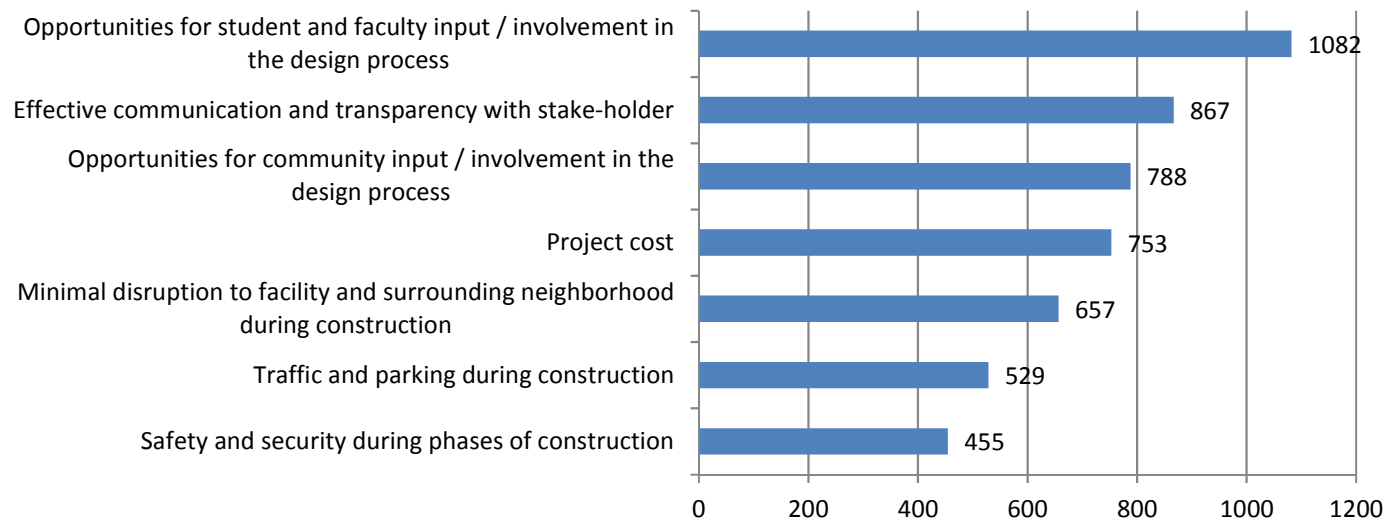


### Notes:

1. 76% of future BHS parents and 82% of teachers / faculty identified **district-wide enrollment challenges** as the top priority
2. 64% of students identified **performing arts and athletic facilities** as a top priority.
3. 42% of all respondents identified **sustainability / green design** as a top priority.



## Q4: What are your top priorities regarding the design phase and construction process?



Note:

1. Top 3 priorities all fundamentally represent **transparency and engagement** throughout the process



# THE ROLE OF SCHOOLS



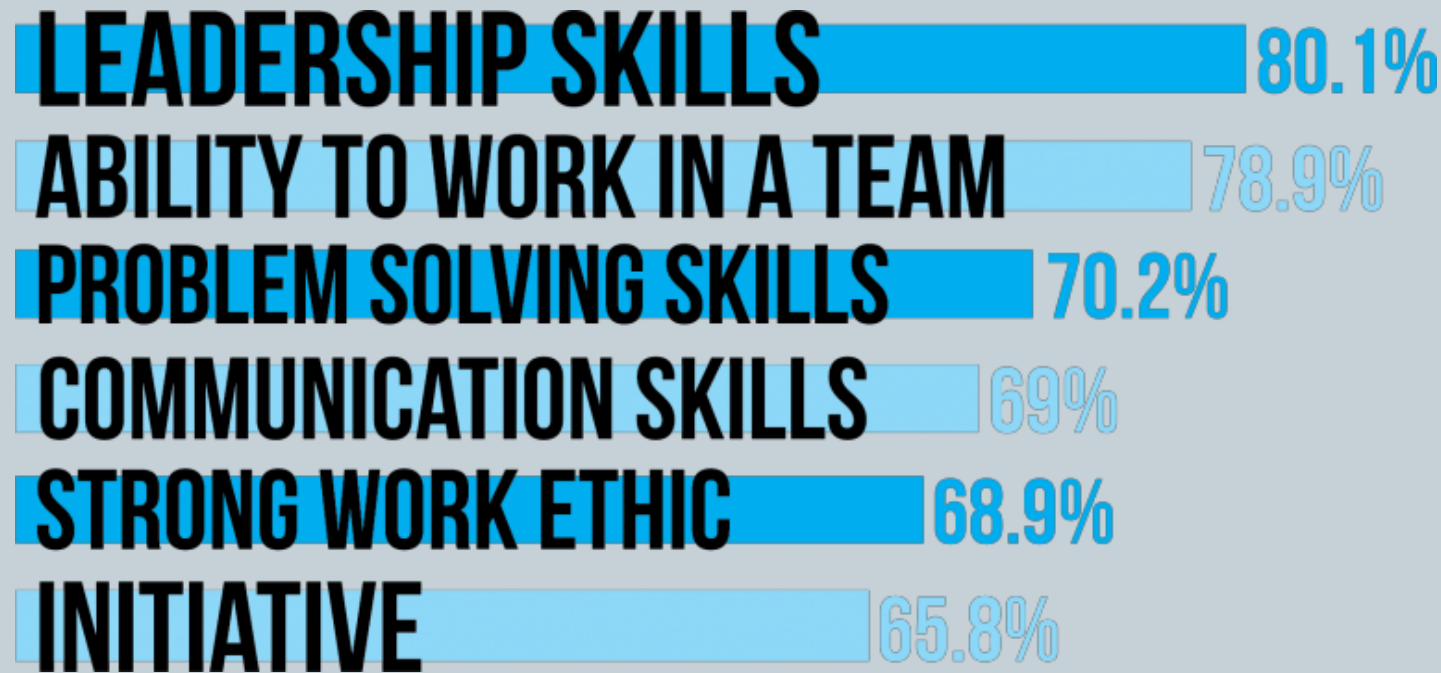
**To prepare children for  
their future jobs and lives**

*60% of kindergarteners will hold  
jobs that don't exist today*

# THE FUTURE OF WORK



**The top six skills employers want to see in employees:**





# BELMONT VISION FOR TEACHING LEARNING

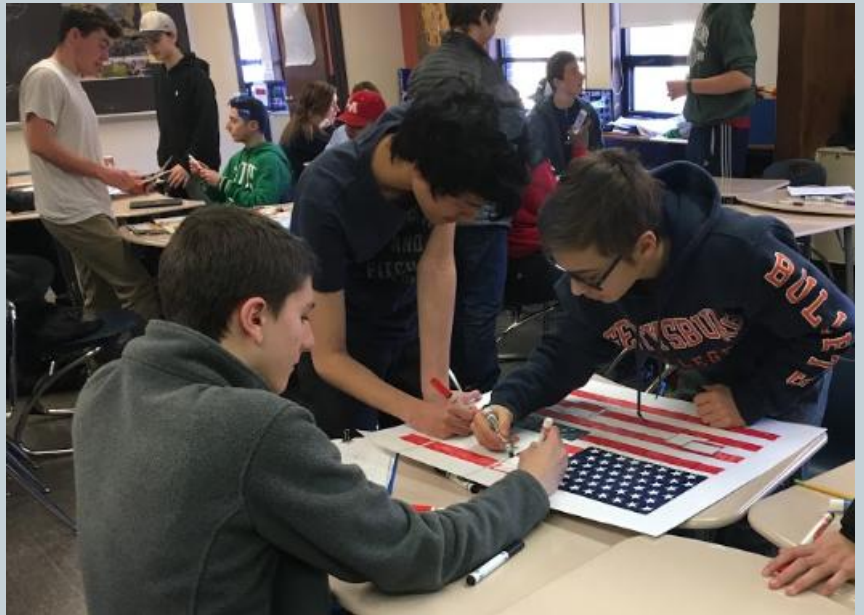


- **Rigorous academic content** through which students develop the skills of **communication, collaboration, creativity, and critical thinking**
- Opportunities for students to grapple with ideas as they **design, create, synthesize, and make meaning of content** that is both meaningful and relevant to curious and engaged students
- School communities and learning environments that support the **social and emotional development** of each student

# SUPPORTING THE EDUCATIONAL VISION



- Student-centered, interdisciplinary learning
- Real world applications
- Student learning is structured and assessed according to content standards and skills acquisition
- Skills and content knowledge are mastered through:
  - a meaningful question to explore
  - an engaging real world problem to solve
  - a challenge to design or create something



# WHAT DOES THE RESEARCH SAY



## Research shows this type of learning:

- Decreases achievement gap
- Improves students' ability to gain social and emotional competencies
- Increases students' understanding of concepts and their ability to apply knowledge in real-life situations
- Improves student motivation
- Builds critical thinking, collaboration and problem solving skills
- Improvement in standardized test scores





# TEACHING ALIGNED WITH BPS VISION: SOCIAL STUDIES



## International Economic Summit

An interactive simulation where students negotiate deals while managing trade barriers, tariffs, and financial limitations to execute a pre determined list of imports

## Current building constraints

- No suitable space available during school day; inequity in terms of participation when moved to a weekend
- No suitable space with AV hook-ups

# CHALLENGES OF CURRENT BUILDING



# NEW BUILDING PROJECT ROOM





# TEACHING ALIGNED WITH BPS VISION: SCIENCE



## **Computer Assisted Design (CAD) and Robotics**

**Students employ design thinking and use content knowledge to complete several design challenges**

### **Current building constraints**

- **Significant space limitations for students working with tools, working with partners and displaying student work**
- **Significant power limitations for necessary tools and significant limitations for storage of tools and supplies**

# CHALLENGES OF CURRENT BUILDING





# CHALLENGES OF CURRENT BUILDING





# NEW BUILDING MAKER SPACE



# TEACHING ALIGNED WITH BPS VISION: ENGLISH



## **Inquiry Circles**

**An interactive stations activity where students move through the stations in groups to work toward answering a driving question**

## **Current building constraints**

**Significant space constraints in the classroom that required several stations to be set up in the hallways**

# CHALLENGES OF CURRENT BUILDING





# TEACHING ALIGNED WITH BPS VISION: FOREIGN LANGUAGE



## **Authentic Resources**

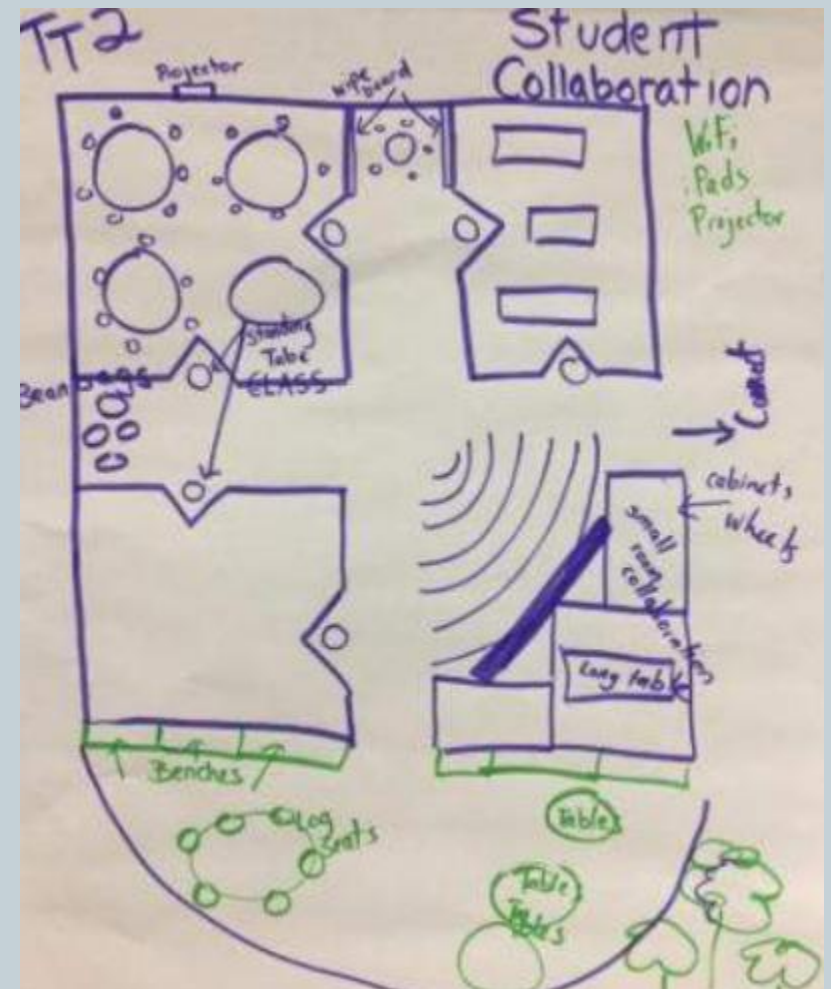
**Use of native resources to improve students' interpersonal, interpretive and presentational communication skills.**

**Students work in pairs or groups to practice authentic communication through creating videos, having conversations, presenting information**

## **Current building constraints**

**Lack of quiet space for students to work together**

# NEW BUILDING BREAK OUT SPACES



## PROJECTED CMR TIMELINE & SCHEDULE



03/07/18	Submitted CM-R Application to Office of Inspector General
03/14/18	CM-R RFQ available for interested Firms
03/20/18	Informational Session/Walk Through with interested Firms
03/27/18 7:30am	CM-R Selection Committee Meeting #1
04/04/18 2:00pm	Statement of Qualification due from interested firms
04/10/18 3:00pm	CM-R Selection Committee Meeting #2 – Prequalification
04/11/18	CM-R RFP available top Prequalified CMR Firms
04/25/18 2:00pm	Non Priced & Priced Proposals due back from Prequalified CM-R Firms
04/30/18 4:30pm	CM-R Selection Committee #3 - Review CM-R Non Price Proposals
05/07/18 TBD	Interview shortlisted CM-R firms
05/08/18 7:00pm	BHS Building Committee meeting #45 – CM-R Selection Committee recommendation of CM-R firm
05/09/18	Issue Notice of Award to CM-R
05/16/18 7:00pm	BHS Building Committee meeting #46 – Introduction of CM-R



## **CM-R Selection is a Two-Part Process**

A CM-R Selection Committee (CMRSC) is appointed by the BHSBC, consisting of the OPM, the Designer and persons designated by the BHSBC (minimum of 2).

- **Part 1.** Request for Qualifications (“RFQ”) phase
  - Interested Firms submit a Statement of Qualifications (“SOQ”)
  - SOQ is reviewed by the CMRSC against a pre-set group of criteria.
  - The CMRSC must identify at least three CM firms that it deems qualified.
  - Only firms deemed qualified during Part One will be permitted to participate in Part Two (“RFP”).
- **Part 2.** Request for Proposals (“RFP”) Phase
  - Participation is limited to firms deemed qualified in the RFQ phase.
  - Prequalified firms submit Non Priced Proposals and Priced Proposals
  - Non Priced Proposal is reviewed by the CMRSC against a pre-set group of criteria
  - The CMRSC may (will) interview shortlisted CM-R firms
  - **Interviews are tentatively scheduled for May 7<sup>th</sup>, 2018**
  - CMRSC rank the CM-R firms from highest to lowest
  - Price Proposals is reviewed by the CMRSC
  - CMRSC then has an opportunity to re-rank the CM-R firms from highest to lowest and commence non-fee negotiations with the highest ranked firm

## **BELMONT HIGH SCHOOL BUILDING COMMITTEE**

### Schematic Design Traffic Solutions Work Plan

1. Building Committee schedules meets with “Belmont Safe Routes to Schools” and “Walk Boston “  
March 2018
2. Attend Traffic Advisory Meetings to gather public comments and TAC comments  
March 8<sup>th</sup> and April 12<sup>th</sup>
3. Meet with Goden Street neighborhood to hear their comments and suggestions  
Week of April 9<sup>th</sup>
4. Meet with Hittinger Street neighborhood to hear their comments and suggestions  
Week of April 17<sup>th</sup>
5. Design team prepares site plan design options with mitigation strategies summarizing pros and cons  
April 2018
6. Building Committee meeting with Planning Board  
April 24<sup>th</sup>
7. TAC staff meeting to review High School traffic design options  
May 1<sup>st</sup>
8. Building Committee public presentation to TAC on High School design options and solutions  
May 10<sup>th</sup>
9. Building Committee Meeting with presentation on High School traffic design options and solutions  
May 16<sup>th</sup>
10. Building Committee presentation to Planning Board  
June 5<sup>th</sup>

March 19, 2018

## **BELMONT HIGH SCHOOL BUILDING COMMITTEE**

### Schematic Design Public Meeting Summary

- Construction Procurement  
March 6<sup>th</sup> 7:30 a.m.  
Homer Municipal Building, 3<sup>rd</sup> Floor Gallery  
Discussion of construction contract procurement options
- Visioning Summary and Design Update  
March 22<sup>nd</sup> 7:00 p.m.  
Beech Street Center  
School visioning summary of District outreach and building design update with public comment
- Interior Design Update Decisions  
March 28<sup>th</sup> 7:30 a.m.  
Homer Municipal Building, 3<sup>rd</sup> Floor Gallery  
Review interior design update options and discuss preferred options and specific interior spaces
- Design Update  
April 11<sup>th</sup> 7:30 a.m.  
Homer Municipal Building, 3<sup>rd</sup> Floor Gallery  
Review and comment on progress of building design
- Design Update and Design Workshop  
April 26<sup>th</sup> 7:00 p.m.  
Wellington Elementary School, Cafeteria  
Design update and public comment followed by design workshop at breakout tables
- Design Update with Virtual Reality (VR) Presentation – Joint Meeting  
May 8<sup>th</sup> 7:00 p.m. – Joint Meeting SC and BOS  
Chenery Middle School, Community Room  
Design update with exterior renderings and modeling including public comment and VR presentation
- Discussion of Traffic Solutions  
May 16<sup>th</sup> 7:00 p.m.  
Wellington Elementary School, Cafeteria  
Presentation of traffic design options with discussion of pros and cons followed by public comment
- Design Update with Security, Zero Net Energy, and Technology  
June 7<sup>th</sup> 7:30 a.m.  
Homer Municipal Building, 3<sup>rd</sup> Floor Gallery  
Building design update with summary of building security, zero net energy, and technology designs
- Schematic Design Review and Approval– Joint Meeting  
June 28<sup>th</sup> 7:00 p.m. – Joint Meeting with SC and BOS  
Chenery Middle School, Community Room  
Presentation of Schematic Design including costs, schedule, and phasing, followed by public comment and approval for MSBA Board review