

STAKEHOLDER ENGAGEMENT PLAN

Introduction

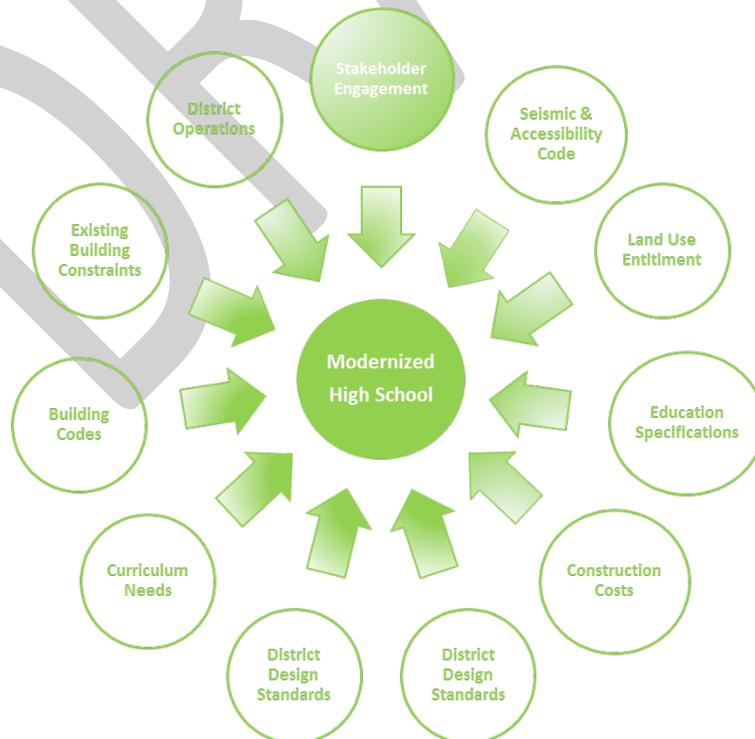
The modernization of a high school campus is a unique opportunity to identify how building design can best support current and future teaching and learning. Participation in the design of a modernized high school process should be seen as more than an opportunity to change paint colors and finishes. It is an opportunity to envision different teaching methods, explore potential collaboration opportunities, community uses and use the construction process as an educational opportunity.

Purpose

The modernization of PPS high schools will be accomplished with a robust stakeholder engagement process that will consult and inform stakeholders throughout the design process as well as building users during the pre and post occupancy of modernized school buildings. The stakeholder planning process outline below provides design teams with guidance on the development of stakeholder engagement processes for modernization projects and expectations for the roles, conduct and level of engagement of all participants in stakeholder engagement.

Intent

It is important that all stakeholders understand their role in the process and how their role fits in the overall design, construction and occupancy of modernized buildings. All stakeholder input will advise District staff and the design team in the building design, furnishings and transitions. It is important to recognize that there are many factors that influence what ultimately gets built in modernization projects and that it can be a challenge to have all stakeholder ideas and requests reflected in a renovated school. It is equally important to provide stakeholders with an understanding of how and why feedback can or cannot be incorporated into the modernization project. The design of a modernized school must balance a number of factors (see below).



Design of the building modernization will continue after the work of stakeholder groups conclude. As the details of the design are finalized and costs of the proposed project are evaluated, it is quite likely there will be elements of the building design that are different from that last significant public input into the design.

To that end, a clearly defined process should be developed for every stakeholder group involved in providing input into the design of a modernization project. The processes described below provides a framework for the development of the stakeholder engagement process for each high school modernization project.

Design teams will be required to submit a stakeholder engagement plan as part of their submission in response to request for proposals for design work to modernize PPS facilities. The successful design team should modify their plan in consultation with the leadership of stakeholder advisory groups (typically the MPC/DAG co-chairs and the project manager) as part of the master planning process for each modernization project. Significant modifications to the outline below need to be approved by the Office of School Modernization in conjunction with the Office of Teaching and Learning.

Plan Elements

Stakeholder Recruitment

A Design Advisory Groups (DAG). A DAG will be formed for every major modernization project and will provide feedback to the design team (architect's team) through the design development phase of a modernization project. Depending on the timing of the master planning phase for each project, a master planning committee (MPC) may also be established to advise District staff at the concept/master planning level of design. District staff will inform the DAG of significant changes in design during the construction drawing phase. Appendix A contains a template for the development of a Design Advisory Group (DAG). The charter provides an overview of the roles, responsibilities and expectations for DAG members.

DAG members typically include:

- School principal
- Students
- High school parents
- School community members
- Alumni association
- Local business/neighborhood representatives
- Board of Education liaison

It is important to reiterate the role of the DAG members in the process of the design of a modernized school building. This DAG charter template should be modified as necessary to accommodate the needs of each DAG. Stakeholder group participants should be provided with ethics and expectation of committee members and have a clear understanding of the process role as a community spokesperson.

The project team (architects and Office School Modernization project director/manager) should consult with school administration, teachers and regular users of the school building for suggestions for

representatives to the DAG and other stakeholder groups. School partners and other community organizations or service providers such as IRCO, Latino Network, Black Parent Initiative, NAYA, and neighborhood associations may be consulted for representation to stakeholder groups.

Additional Stakeholder Groups

While teachers and students will be represented in the MPC and/or DAG, separate engagement efforts are needed to address issues specific to the building users.

1. Teachers

Teacher engagement should include a broad cross section of teachers including general education teachers, science teachers, fine and performing arts, CTE, physical education and Special Education teachers and teacher/librarian. It is also important to engage staff based on the teaching model employed by the school (subject, academy, etc.).

It is also important to engage the Office of Teaching Learning to advise the process on current and future curriculum delivery expectations and methods and discuss professional development support that can be provided by the District.

2. Staff

In addition to teachers, the design team should engage other staff in the building including athletics, security/campus monitors, custodial, counseling, career counseling and administrative to assess issues and concerns as well as how these elements of the program can support students overall.

3. Students

Student engagement should seek as wide an audience as possible and should give particular focus to students typically underrepresented in PPS engagement efforts. Student representation could come from: Leadership class, drama, fine arts, athletes, CTE, as well as students in after school programs such as SUN. School clubs or affinity groups should also be interviewed.

Engagement of students should strive to hear from those who use all portions of the building: classrooms, specialty spaces, gym, cafeteria and sports fields.

4. Community Groups, Service Providers and Partnerships

PPS high schools are used by a wide variety of community groups and organizations and service providers that include a services to students and families. Representatives from these groups should be interviewed and their allowed uses of school facilities factored into a schedule analysis.

5. Central Office Departments

A number of District wide departments have responsibilities for providing services in each PPS building and should therefore be interviewed as to their design and operational needs:

- Facilities
- Maintenance
- Custodial
- Nutrition Services
- Transportation
- Security Services

- Information Technology
- Library Services

As noted above, the Office of Teaching and Learning should also be involved as part of the Design Advisory Group and available for questions related to curriculum needs and plans.

Interview questions/themes:

- Generally, interviews of stakeholders should endeavor to gain the following information:
 - Current use of the space? How often is it used?
 - What currently works in the space? What doesn't?
 - What other program or educational opportunities could also be served by improvements to the space in question. Interview participants should be encouraged to "dream big" with this question.

Meeting Intent:

- Stakeholder groups should be informed of the design and construction process and what portion of the building design their input can provide guidance on. To the extent possible, stakeholder group members should be made aware of the context their issues and concerns have in the design of the entire building throughout the design process. While stakeholder groups should be encouraged to dream big, they should also be provided with realistic expectations of what can be done within the project budget and constraints presented by the existing building and site.
- While stakeholder group members do not make decisions, speak on behalf of or represent the school district, every effort should be made by the District staff and design team to hear and understand questions, concerns and suggestions made by stakeholder group participants and demonstrate how feedback is incorporated into design efforts and if not, provide information as to why not.

Meeting Format:

- DAG meetings and interviews with individuals will be scheduled by the Project Manager based on greatest availability by stakeholder group members.
- Meeting times with stakeholder groups should be convenient to the greatest number participants.
- Meetings should be scheduled at the school being modernized on an iterative basis allowing sufficient time for the design team to consider and reflect feedback from stakeholders.
- Project should, to the extent possible, identify how stakeholder input is reflected and if not, why not.
- Open communication should be provided between stakeholder groups and District staff.
- Opportunity for public input should be provided.
- Meeting minutes should be prepared and available and sent to the project manager within three business days.

BUILDING PROGRAM DEVELOPMENT

INTRODUCTION

The current average age of PPS high school facilities (after the modernization of Franklin, Grant, and Roosevelt high schools) is 54 years. While teaching methodologies have changed over that time, teachers have made use of the space available to them. The intent of the Ed Specs is to provide spaces for teaching to occur in the 21st century while providing flexibility to adapt to future changes.

The District-wide Education Specifications (Ed Specs) specify a number of spaces not currently seen in District high schools including a maker space, black box theater, auxiliary gym, provision for wrap around services (including dedicated classrooms space for use by service providers). These spaces are included to provide greater opportunities to deliver educational programming in the 21st century. The project and design teams should discuss with the Office of Teaching and Learning during the engagement process how these spaces can be used to further educational programming.

Development of the program for a modernized high school needs to consider the area program for comprehensive high schools below and develop an area program to meet the program needs of each high school. The discussion below provides an overview of the area program and program development process. The design process should note variations from the area program and what the program needs that required the variations.

AREA PROGRAM

The area program below identifies the quantity and size of spaces within a comprehensive high school needed to deliver the District's educational program for 1,700 students. The use of 1,700 students as the target enrollment for the Ed Spec is based on the "planning capacity" identified in the Board of Education Resolution No. 4840 and factors in the current District-wide credit load taken by students and the schedule in comprehensive high schools. Application of the area program applies to the new construction and full modernization of District comprehensive high schools.

The District's High School System Design strives to provide parity of program at each comprehensive high school, however there will always be a certain amount of variability in student enrollment and programming between District comprehensive high schools and therefore the need to modify the elements of the area program to suit the needs of each individual school.

While the area program identifies the number and size of required spaces, **these numbers will and should be adapted to meet site specific building and site constraints as well as program needs.** The area program is meant to provide district-wide guidance to design teams for the delivery of high school curriculum and should be seen as a point of departure for design teams working on the modernization or replacement of comprehensive high schools. It is expected that room sizes, adjacencies, and layout will vary depending on the constraints of existing buildings.

Required, Preferred and Optional

Spaces identified as required in the area program need to be provided. The number and type of instructional spaces may be altered depending on the programmatic need of a particular school, however the overall area for a category of spaces (e.g. general education classrooms or specialized classrooms) should remain the same.

A number of spaces in the area program are identified as preferred or optional. Preferred areas state a preference for an area different (often greater) than the identified required areas. Optional spaces are identified should the design process of an individual school identify the need for these spaces. Most optional spaces identified in the area program do not have corresponding room information sheets.

The intent of including preferred and optional spaces in the area program is to provide flexibility in the design process for individual schools to specify the number, type and size of spaces that best meet programmatic needs of each school. The use of preferred and/or optional spaces within the design process needs to be done within the context of the overall limits of the area program. These spaces are not part of the overall required area and should be considered for inclusion by design teams into the program for each school as site, building and budget allow.

The area program contains specifications for instructional and educational support spaces in support of the District's core academic program. Instructional spaces include, but are not limited to:

- General education classrooms,
- Labs
- Art room(s),
- Music and theater spaces
- Gymnasium(s)
- Career preparation
- Electives

Educational support areas include, but are not limited to:

- Computer labs
- Library/Media center
- Office areas
- Kitchen and student commons (cafeteria)
- Custodial areas

Teacher offices provide teaching staff with office space for lesson preparation and collaboration with peers. The use of teacher offices also allows classrooms to be shared by more than one teacher over the course of a teaching day. The size and location of teacher offices allow their conversion to classrooms over time when enrollment or school program requires it. The shared use of labs and specialty classrooms needs to be determined on a school by case basis. Shared use of instructional spaces need to ensure all teachers have storage for and access to instructional and classroom materials within the instructional space.

Computer labs are identified as both educational support spaces and specialty classrooms. Non-specialized computer labs provide student and teachers access to technology in support of core academic programs. Specialized computer labs provide technology access and support for career preparation or elective courses that require specialized hardware or software beyond the requirements of core program requirements.

The complete academic program offerings for comprehensive high schools will vary from school to school based on student interest, District identified programs of study for career technical education (CTE), staffing ratios and the average number of credits taken by students. The number of general education and specialized classrooms to meet core program requirements is based on a typical

classroom allocation for 1,700 students. The number of classrooms devoted to each subject within the core academic program will vary from school to school. However, the total number of general education and specialized classrooms identified should remain within the total area specified within the area program.

The room data sheets describe the requirements, functions, relationships, equipment and size for each space. The information provided in the room data sheets should be used in conjunction with the District's Design Guidelines and Standards which provide a greater level of detail for the mechanical, electrical, plumbing, and communication requirements for new construction.

Partner/Community Use and Wrap-Around Service Providers

This portion of the area program outlines the spaces requirements of community and partner organizations in comprehensive high schools as well as the needs of wrap around service providers. The tier levels shown in this portion of the area program refer to a process to be used during the master planning process for each school undergoing capital bond work to determine how much space to provide for partners and service providers in each school. See Appendix B for more details on this process.

DRAFT

PROGRAM DEVELOPMENT PROCESS

While the program development process should size spaces appropriate to the school program based on the factors identified above, the intent of designing a building to the area program is to ensure buildings are sized adequately to ensure program for 1,700 students. Adjustments to the Ed Specs for individual school programs are expected and encouraged. The master planning and/or schematic design process for each school undergoing modernization should document the adjustments to the area program. The assumptions for use and number of occupants for each space should be passed down to future administrators.

The program development process below identifies how school community should be involved in the design process to ensure these guidelines are incorporated.

PROGRAM DEVELOPMENT PROCESS

1. Preparation - Information Needs:

In an effort to understand the current program needs for a school that is to undergo modernization, the design team will likely want to the following information:

- Student forecasting – past and present
- Current class schedule
- Teacher room assignments
- Total staffing: teaching, support; PPS and support organizations
- Teachers by subject; FTEs for each subject
- Number of students assigned to each class
- Extra-curricular programs
- Service providers: who they are, what rooms they use, schedule, number of students served
- Teaching model: academy or subject based? CTE classes – what supports are needed
- School generated events: athletic schedule; theater schedule;
- Community events: PTSA, community organizations; affinity groups (from CUB)
- Student government/clubs – what spaces do they use?

2. Schedule Analysis

The Ed Specs attempt to provide spaces sized and equipped to deliver current and future educational programming in an efficient manner. The design team will likely want to examine the school's master schedule and ask about space needs for subject areas and opportunities to provide spaces for subjects with varying class sizes. The design team should also discuss with the Office of Teaching and Learning the current and future direction of curriculum for all subject areas including career technical education. The OTL is available to support school administrative staff in the development of master schedules that accommodate the ability of new building spaces to support the overall educational program of the building.

The schedule analysis should also identify program needs that are not currently being met by the current facility (e.g. classes with smaller enrollment; CTE access to maker space equipment).

School leadership should select/appoint staff that represents staff/teacher interests and who can meaningfully engage in the discussion of how the many program needs can be represented in a modernized building. All elements of the school program should be represented in this discussion. Once

all desired program elements have been identified, the staff team should develop and test schedules that can accommodate the program.

In addition to providing representation to the design team, teachers and staff should also be available for input on shared spaces; new instructional spaces and different location of rooms. **Development of a master schedule that incorporates the use of shared classrooms should be tested against the guidelines identified above for program development.** The master schedule can identify opportunities for teachers of similar subjects to share classrooms. It may also identify adjacency opportunities that could improve teaching. Schedule adjustments and building design elements should be presented to staff for feedback and refinements.

Examples of issues that may come up though this exercise include:

- Teachers assigned to classrooms without course specific materials available
- Teachers moving to a different classroom during passing time
- What classrooms do part time or itinerate staff use?
- How is equipment and storage for more than one teacher accounted for in a classroom?

It is important that any needs and issues developed during the schedule analysis be identified early and brought to the attention of the project manager.

3. School Visits & Peer Observation

The modernization of a high school provides a great opportunity to tour other modernized or new high school buildings in the area to see how new building design accommodates teaching and learning. This can provide inspiration for discussions during the design process. A tour can also provide an opportunity for peer observation (likely in a separate visit) of different teaching models including the use of shared classroom and teacher planning areas.

Building tours will generally be arranged by the project manager. Tours for peer observation should be arranged by the school principal or administration and should include teachers and staff who can evaluate how and whether the observed teaching model could be implemented in the modernized school. It is important this evaluation of the visit occur shortly after the school visit and any questions for the school being observed be asked soon thereafter.

Evaluation questions should include:

- Similarities/differences:
 - Schedule
 - Curriculum
 - Length of school day
- Collaboration opportunities
- Ability of students and parents to find staff
- Ability for unique room arrangement

Stakeholder Responsibilities

Stakeholder	Stakeholder Recruitment	Schedule Analysis	Curriculum Dev./Analysis	Meeting Participation	Information Prep.	Constituent Communication	School Visits	Professional Development
Project Manager	X	X		X	X	X	X	
School Administration	X	X	X	X	X	X	X	X
Teachers				X	X		X	
Design Team		X		X	X		X	
Office of Teaching and Learning		X	X	X				X

4. Classroom Utilization

Classroom utilization refers to the number of periods a teacher uses a classroom out of the potential number of periods the classroom is available during a teaching day.

Planning the utilization of classrooms should use some working assumptions:

- *Planning capacity enrollment*: number of students providing comprehensive high school programming: currently 1,700 students
- *Class size*: The average number of students assigned to a classroom. Classrooms should maintain the ability to accommodate variations in class sizes throughout the school day as the master schedule will likely have staffing levels above and below the average
- PE/Athletics, Special Education and smaller instructional spaces may have lower utilization rate than general education classrooms
- *Student to teacher ratio*: the maximum number of students assigned to a teacher under contract agreement

Program development considerations

The design process should strive to maximize teaching and learning opportunities by:

- Providing easy access for students to teachers
- Minimizing travel time for teachers
- Allowing teachers ample opportunity to customize their classrooms
- Providing teachers access to curriculum and teaching supplies

To ensure these opportunities are considered, the design process needs to ensure the following issues are thoroughly explored:

1. Switching classrooms during passing time

The school's schedule should play a prominent role in determining the number and location of instructional spaces. Teachers making use of shared classrooms switching between classrooms during passing times is strongly discouraged.

2. Teaching in more than one classrooms

To the greatest extent possible, teachers should not be scheduled to teach in more than two classrooms. If a teacher is in more than one classroom, proximity of these classrooms to each other or to the teacher planning area is critically important.

3. Student supervision

Student supervision is critical. The layout and exiting of library media centers, student commons, classrooms, extended learning areas, hallways and student gathering areas should identify how student supervision is maintained.

The existing utilization rate of instructional spaces should be identified for all instructional spaces. The programmatic needs expressed through the master schedule should be used as a starting place for determining the number of instructional spaces. The design team working with stakeholder groups should model scenarios (see page 11) varying utilization rates and classroom areas to identify the number and size of classrooms to meet the current programmatic delivery for the average number of credits taken by students.

4. Adjustments to the Educational Specifications

The Ed Specs also strongly encourage flexibility in design to allow for changing program needs (and program delivery methods) and fluctuations in student enrollment and staffing. Sizing and locating smaller instructional spaces and teacher planning areas adjacent to each other will allow conversion of these spaces to classrooms at a later date if need be.

Classrooms

The number of classrooms programmed for individual schools will be dependent on current District diploma and credit requirements, District adopted student to teacher ratio, as well as a historic and future assessment of students enrollments based on student forecasting.

Program needs, enrollment history and projections and staffing ratios for each school, regardless of proposed enrollment capacity, should be the primary determinants of the number and types of classrooms needed.

“General education classrooms” should accommodate core academic subjects including English, Math, Social Studies, Health and World Language. “Specialized” classrooms include science labs, art rooms, drama spaces and other elective courses. Teacher offices are intended to provide space for teacher planning, collaboration and storage. A combination of general education classrooms and specialized classrooms are needed to deliver a complete academic program at every comprehensive high school. While it is acceptable to vary the number and size of classrooms, the instructional needs and methodologies for each classroom should be identified and provide sufficient space to be successful.

For the purposes of determining the number of classrooms needed to address changes in enrollment size or teaching staff, general education classrooms should be identified as having the potential to be shared. As teachers do not teach all periods, more than one teacher will have the ability to use general education classrooms in a day.

PE spaces generally will not share spaces with other instructors.

Generally changes to the ratio of students to teachers or classrooms to teachers will only affect the number of general education classrooms. With exception of science labs, changes to the number of staff that make use of specialized classrooms will generally not result in an increase in the number of spaces.

Specialty Classrooms. The number of specialty (non-general education classrooms) instructional spaces in the area program should be informed both by the number of credit requirements for the classes offered in the spaces for comprehensive high schools and the number and type of classes offered.

Similarly, the number and type of courses comprehensive high schools offer for career preparation and career technical education (CTE) will vary by school and is dependent on student interest, staffing, CTE credit requirements for graduation and current programs of study offered by each school. As these course offerings will be unique to each school, the area program does not specify the number of type of instructional spaces to be devoted to this part of the comprehensive high school program. The career preparation and CTE portion of the area program identifies the number and type of spaces needed for the CTE programs of study currently offered by PPS. The specialty spaces related to programs of study identify relationships, equipment and size for each space. The information provided in the room data sheets at the individual school level, therefore room data sheets for these spaces are not included in the Ed Spec.

DRAFT

Classroom Utilization Comparison Example

Ed Spec (1,700 Students)												
	Total SF	÷	SF/TS	=	TS	*	Util	*	Students per			
									Classroom Range	=	Stud - low	Stud - high
General Classroom	34,300		980		35		95%		20	30	665	998
Science	16,500		1,500		11		95%		20	30	209	314
Specialized Instruction			<i>varies</i>		18		90%		20	30	324	486
PE/Athletics			<i>varies</i>		4		75%		20	30	60	90
Special Education			<i>varies</i>		2		70%		20	30	28	42
Small Instructional	5,000		500		10		70%		20	30	140	210
Total	281,370				80						1,426	2,139

Proposed Program at 85% (1,700 Students)												
	Total SF	÷	SF/TS	=	TS	*	Util	*	Students per			
									Classroom Range	=	Stud - low	Stud - high
General Classroom	33,750		850		40		85%		20	30	675	1,013
Science	16,800		1,500		11		85%		20	30	190	286
Specialized Instruction			<i>varies</i>		20		75%		20	30	300	450
PE/Athletics			<i>varies</i>		5		50%		20	30	50	75
Special Education			<i>varies</i>		3		70%		20	30	42	63
Small Instructional	5,000		500		10		0%		20	30	0	0
Total	281,370				89						1,257	1,886

Proposed Program at 75% (1,700 Students)												
	Total SF	÷	SF/TS	=	TS	*	Util	*	Students per			
									Classroom Range	=	Stud - low	Stud - high
General Classroom	33,750		850		40		75%		20	30	596	893
Science	16,800		1,500		11		75%		20	30	168	252
Specialized Instruction			<i>varies</i>		20		75%		20	30	300	450
PE/Athletics			<i>varies</i>		5		50%		20	30	50	75
Special Education			<i>varies</i>		3		70%		20	30	42	63
Small Instructional	5,000		500		10		0%		20	30	0	0
Total	281,370				89						1,156	1,733

Yellow cells denotes variables

Arts. Areas identified for performing arts, band/orchestra, and choir should be sufficient to accommodate the percentage of student enrollment taking these classes. Credit requirements will likely not require the need for additional spaces beyond what is identified in the area program.

Special Education. Special education classrooms include learning resource centers (LRC), behavioral classrooms, and medically fragile classrooms. The number of special education classrooms within each high school will be dependent on the number of students requiring special education instruction. The number of classrooms specified in the area program for 1,700 students is based on a District-wide average of SPED students. The threshold for changing the number of learning centers should be about +/- 30 students receiving special education.

Smaller Instructional Spaces. The number of smaller instructional spaces should be adjusted with every 375 students.

Teacher Office Spaces. The number of teachers in a high school can be very dynamic depending on budget allocation and the certifications of teachers assigned to a school at any given time. The threshold for including an additional office/planning areas for teachers should be approximately one office area per additional 10 teaching staff. The office areas for staff include 80 SF of office per staff and 180 SF of space for kitchenette, and circulation for a total area of 980 SF to accommodate 10 staff.

Implementation of teacher offices allows greater utilization of classrooms during the school day although one period of planning time may need to be assumed (increasing the number of classrooms needed). The use of general education classrooms for instructional purposes that under-utilize the capacity of classroom will increase the need for additional classrooms or provide less overall school capacity. See classroom utilization above.

Other Considerations

Gross to Net Area. This is a measure of the area devoted to circulation, support spaces and wall thickness within a building. The area is added to the net building area as an estimate of overall gross building area. For the purposes of estimating gross area, 36 percent is used as the gross to net area ratio for new construction. This ratio will vary in modernization projects. Wall thickness in existing buildings may cause this ratio to be higher.

The quantity of outdoor recreational fields may need to increase depending on the number of teams practicing, scheduled games, and CUB use.

“Core” Space. “Core” space is defined as non-classroom spaces within a high school required to fully deliver and support the educational program of the school. These spaces include:

- Student Center/Commons
- Kitchen
- Media Center/Library
- Gymnasium(s)
- Toilet rooms
- Office space
- Boiler/mechanical room

Generally, any planning for target enrollments below 1,700 students should not decrease the sizes of core spaces identified in the area program for 1,700 students. The following should be considered when sizing core spaces for target enrollments above 1,700 students:

Gymnasium. The gymnasiums identified in the Ed Specs are designed for physical education instruction, competitions, and full student assembly of 1,700 students. Seating for a different target enrollment would need to be scaled at a one to one ratio. Alternatively, chairs placed on the gym floor could be used for additional student seating but would be dependent on assembly program needs.

Student Commons and Media Centers. Planning for student capacity changes greater than 500 students should have a corresponding change in area of 25%. Planning capacity adjustments less than 500

students should assess the ability of the student commons to move to two lunches and the media center's ability to accommodate study hall.

Offices. The ratio of vice principals and counselors will fluctuate with budget availability. At the time of this Ed Spec, the ratio of students to vice principals is 1:500. The ratio of students to counselors is 1:300. Office space for this staff should be added/subtracted at these increments. This ratio should be sufficient for students up to an additional 500. Target enrollments below 1,700 students should not cut office spaces below what is specified for 1,700 students.

Custodial Rooms. Custodial rooms are currently specified at one per 150 students. The location of custodial rooms is as important as the number of rooms. Programmatic needs in consultation with District maintenance staff should be the final determinant for the number and location of custodial rooms.

DRAFT

BUILDING OCCUPANCY PLANNING

Moving Out

Significant modernization projects usually begin construction at the end of the school calendar. A significant amount of preparation will occur to prepare the building undergoing modernization. This preparation will usually begin several months before construction begins. Building administrators should be prepared to:

- Provide project management staff with schedule of classes and events for spring semester
- Convene staff as necessary to discuss schedules, identify issues and concerns and establish protocols for resolving issues
- Provide staff time to:
 - Participate in furniture survey
 - Meet with District staff and/or design team to discuss packing, moving, classroom setup. This may require multiple meetings as a group and/or individually depending on the equipment and furniture to be considered.
 - Identify what furniture needs to be moved
 - Pack classroom and/or office space – personal items only – not curriculum
 - Set up temporary classrooms in new location
 - Participate in PLCs to identify and resolve issues as they arise
 - Ask for details; expect unknown details

Project Meetings

Modernization project staff (project manager, project coordinator, central office staff, and design team) will likely want to set up frequent meeting with school administration to discuss construction and move schedules as well as how to communicate with staff throughout the process. Notes of these meetings will be prepared by the design team or project manager.

Moving In

Moving into a modernized school building or a swing site during construction will take some adjustment. In addition to new types of spaces (maker space, science labs, black box theater, and CTE spaces) there will likely be new equipment and furniture in classrooms, building systems, and different configuration of the school layout. Staff, students, and other users of the building should be made aware of these changes. Building administrators along with the building modernization design team should design an orientation for staff and community partners in the building before the end of the school year allowing sufficient time for teachers and staff to develop room layouts. This orientation should include:

- Building layout
- Room tours
 - General education classrooms
 - Science labs
 - Core spaces
- Security systems
- Building evacuation protocols and emergency response procedures
- Integrated technologies
- New spaces:

- Maker space
- Black box theater
- Student commons

Development or augmentation of professional learning communities (PLCs) to include building use, collaboration opportunities, problems of practice and protocol for addressing issues as they arise is highly encouraged.

DRAFT