Long Range Facilities
Planning Committee

Today. Tomorrow. **Together.**

Spring Branch Independent School District

December 2016

Spring Branch Independent School District
Long Range Facilities
Planning Committee

Meeting #3 Agenda

Bunker Hill Elementary December 6, 2016

Welcome	*Jennifer Blaine, Ed.D.* *Assoc. Superintendent, Talent & Operations*
Review	*Travis Stanford* *Director, Planning & Construction*
Stantec Presentation	*Jennifer Henrikson, AIA* *Principal*
Campus Tour	*Travis Stanford, David Vesling* *Kris Drosche*
AECOM/MGT Presentation *Educational Suitability* *AECOM*	*Kenneth L. English, AIA* *Vice President, PM/Cm, Greater Houston* *Susan Zoller* *Director, PK-12 Division, MGT of America*
Question & Answer	*Jennifer Blaine,* *Travis Stanford, Kenneth English*

Welcome

12/06/2016

Spring Branch Independent School District
Long Range Facilities
Planning Committee

Review

STANTEC

Presentation

Spring Branch Independent School District
Long Range Facilities
Planning Committee

Spring Branch Independent School District

Inspiring minds. Shaping lives.

SBISD 2017 Educational Specifications

Long Range Planning Committee Meeting
12/06/16

Ed Specs – Project Overview

1 Project Goals / Outcome

2 Project Timeline / Milestone Activities

3 Where We Are / Next Steps

4 Organization of Deliverable Document

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1 Project Goals / Outcome

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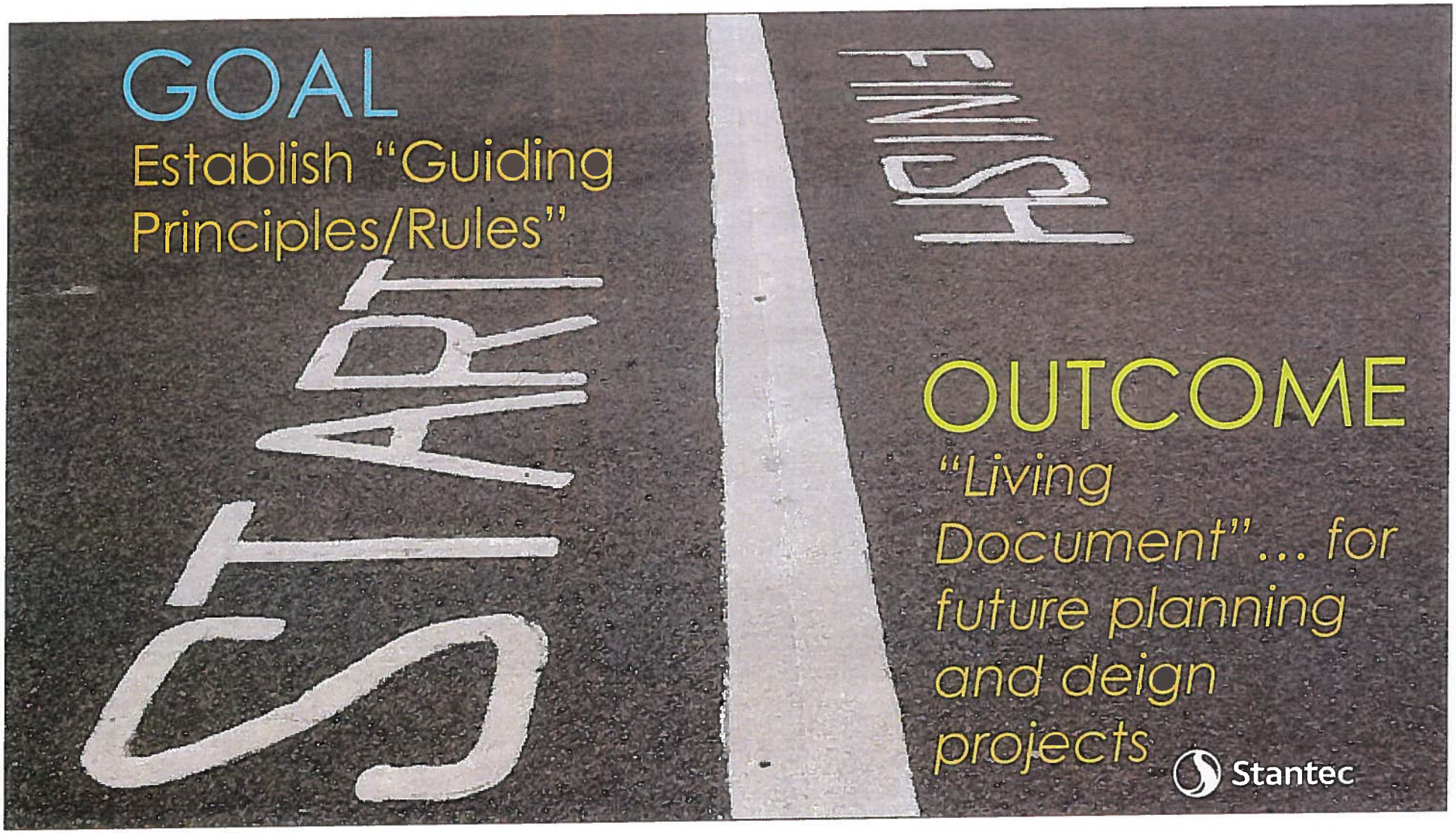
GOAL
Establish "Guiding Principles/Rules"
START
FINISH
OUTCOME
"Living Document"... for future planning and deign projects
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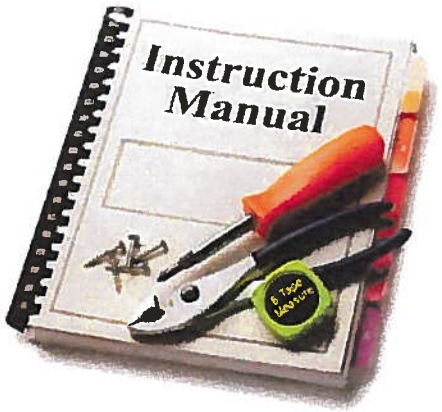
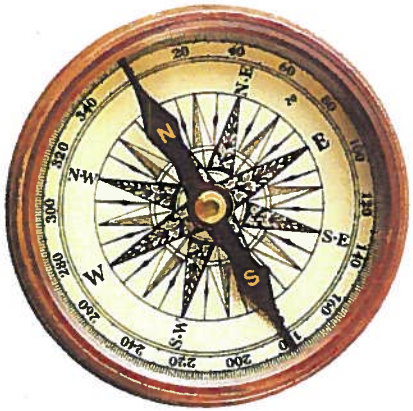
What are we trying to accomplish?

Educational specifications ***communicate the physical requirements of the learning environment*** *between educators, design professionals, and the community.*





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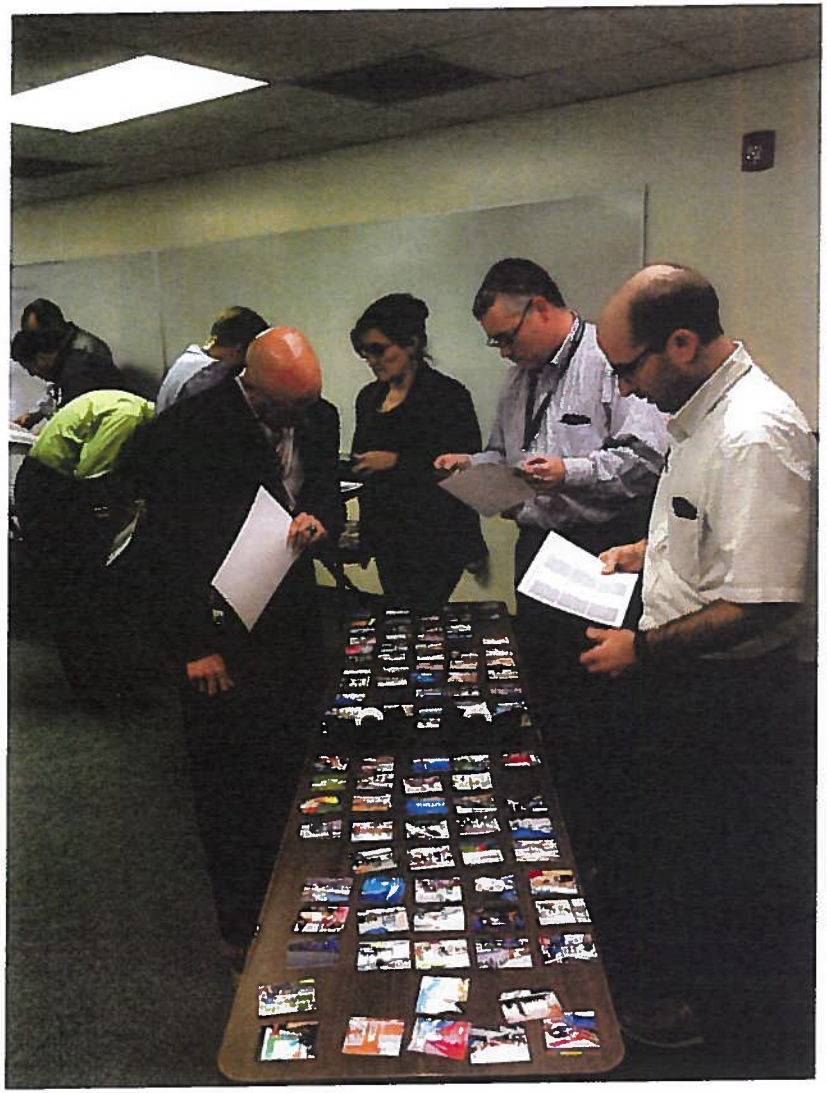

Ed Spec – 3 Objectives

- **Form Educator Consensus**
  District level decisions +
  Campus level decisions
- **Establish Benchmark**
  Future Assessments
  Baseline Consistency across facilities
  Measure alignment of physical environment with educational model
- **Communicate Expectations**
  Parity across educational facilities
  Opportunity for campus individuality
  Beginning expectations for projects

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3 Specific "Ed Spec" Documents:

Written document → future planning and design for new construction + renovation projects

Other Specialty Facility Types can Use these as Reference/Guidelines (PK Centers, WAIS, Guthrie, etc.)

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2 Project Timeline / Milestone Activities

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Project Timeline Overview

Framework (Sept) + **Explore** (Oct) + **Content Development** (Oct/Nov/Dec) + **Documentation**

		Mon	Tue	Wed	Thur	Fri
2016	Aug	1	2	3	4	5
		8	9	10	11	12
		15	16	17	18	19
		22	23	24	25	26
		29	30	31		
	Sept				1	2
		5	6	7	8	9
		12	13	14	15	16
		19	20	21	22	23
		26	27	28	29	30
Q4	Oct	3	4	5	6	7
		10	11	12	13	14
		17	18	19	20	21
		24	25	26	27	28
		31				
	Nov		1	2	3	4
		7	8	9	10	11
		14	15	16	17	18
		21	22	23	24	25
		28				
	Dec				1	2
		5	6	7	8	9
		12	13	14	15	16
		19	20	21	22	23
		26	27	28	29	30
2017	Jan	2	3	4	5	6
		9	10	11	12	13
		16	17	18	19	20
		23	24	25	26	27
	Feb	30	31	1	2	3
		6	7	8	9	10
		13	14	15	16	17
		20	21	22	23	24

Phase	Date	Scope Activity	Participants
Planning			
	(Fri) 2:00pm	Initial Mtg w/ Travis (Team Intro)	Travis
	8/22/2016	First Day of School	
	(Wed) 1:30pm	Mtg w/ Tyler+Jennifer+Elliot (1hr-Formalize Plan)	SBISD Adv. Committee: Travis, Elliot, Tyler, Jennifer
Framework			
	(Thur) 1:30pm (8th)	2hr Planning Mtg = Define Framework	SBISD Adv. Committee: Travis, Elliot, Tyler, Jennifer
	(Wed) 2:30pm (21st)	2hr Planning Mtg = Communicate Expectations	SBISD Adv. Comm. Rep + ES/MS/HS Leaders/Champions
	(Mon) 3:00pm (26th)	2hr Planning Mtg = Implications of Strategic Plan/Environment	SBISD Adv. Committee + ES/MS/HS Leaders/Champions
Explore	(Wed) 3:00pm (12th)	Innovative Facility Tours	TBD - SBISD Adv. Committee Rep + Discipline Champions
	TBD = 1 day	Student Shadowing (HS student, MS?)	TBD - SBISD Vanguard Teachers
Content	12:00pm (17th)	2hr Mtg = Download / Strategy Development	SBISD Adv. Comm. Rep + ES/MS/HS Leaders/Champions
	9:00am (21st)	2hr Mtg = Ed Spec Drivers	SBISD Adv. Comm. Rep + ES/MS/HS Leaders/Champions
Content	(Nov 1) + (Nov 1,2)	ES Ed Spec Outline (2hr) + Update/Create Content (2 days)	SBISD Adv. Comm. (2hr) + ES Discipline Champions (2 days)
	(Nov 9) + (Nov 9,10,11)	MS Ed Spec Outline (2hr) + Update/Create Content (3 days)	SBISD Adv. Comm. (2hr) + MS Discipline Champions (2 days)
	(Nov 15)	ES/MS/HS - Safety / Security Meeting	SBISD Adv. Comm. Rep + Discipline Champions
	(Nov 17)	HS - Health Fitness / Athletics	SBISD Adv. Comm. Rep + Discipline Champions
Content	(Dec 1)	ES/MS/HS - Technology Meeting	SBISD Adv. Comm. Rep + Discipline Champions
	(Dec 7) + (Dec 7,8)	HS Ed Spec Outline (2hr) + Update/Create Content (2 days)	SBISD Adv. Comm. (2hr) + HS Discipline Champions (2 days)
	12/16/2016	Last Day of School	
< Break >	2 wks	Winter Break	N/A
< Break >		Winter Break	N/A
DRAFT DOC	1/4/2017	First Day of School	
	2 wks	Assemble Sections into Draft Document	Stantec Team
Review	2 wks	SBISD Review - DRAFT DOC	SBISD Adv. Committee: Travis, Elliot, Tyler, Jennifer
FINAL DOC	1 wk	Update into Final Document	Stantec Team
Review	1wk	SBISD Review - FINAL DOC	SBISD Adv. Committee: Travis, Elliot, Tyler, Jennifer
ISSUE	(Feb 14)	ISSUE/PUBLISH - Final Document	Stantec Team ---> SBISD

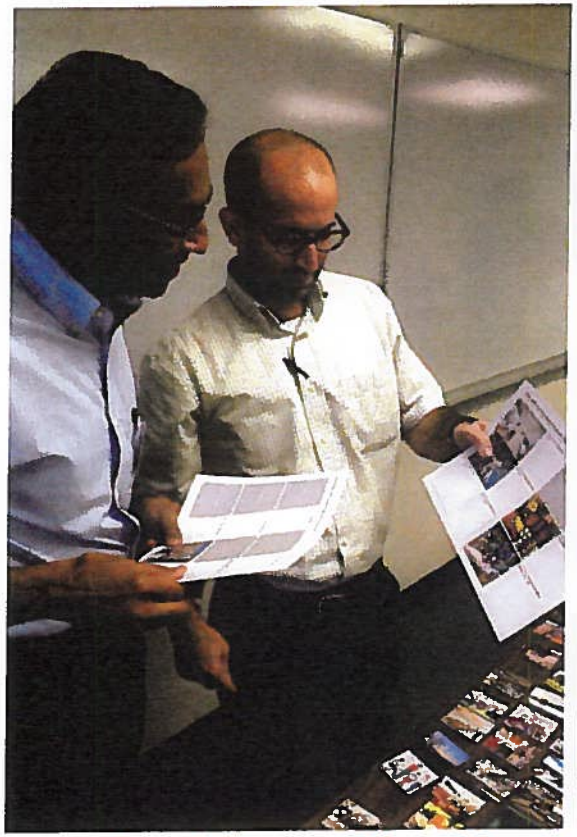
SBISD Participants – "Champions"

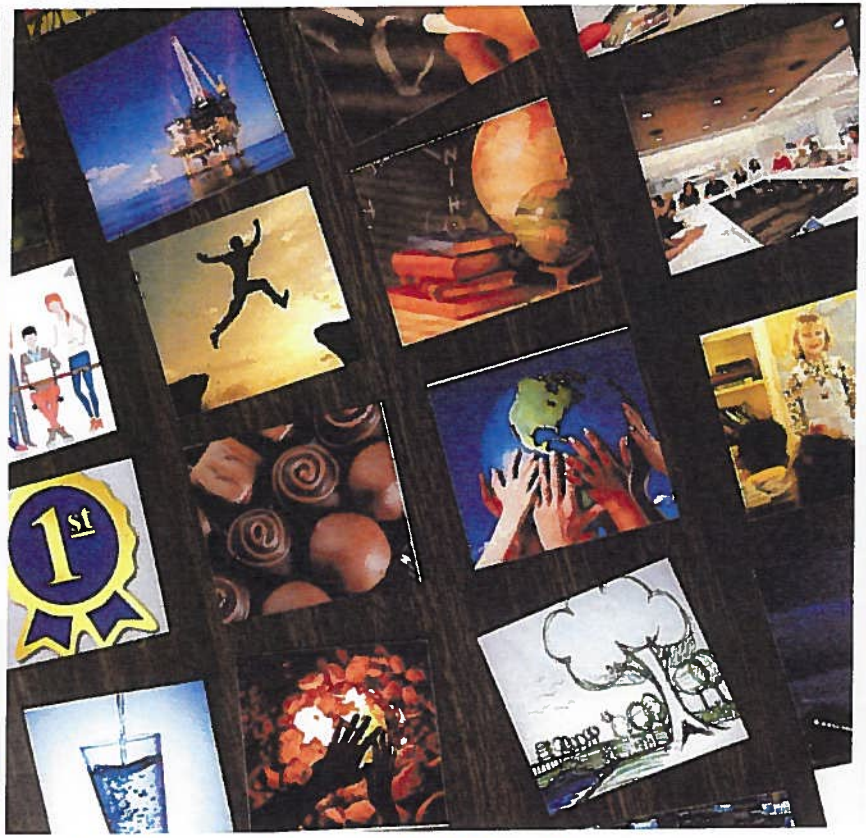
Advisory Committee

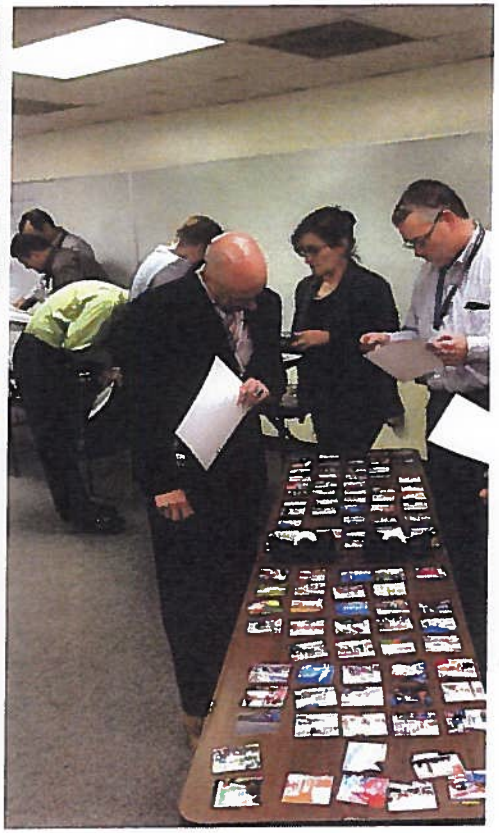
Tyler Ream
Elliot Whitney
Jennifer Blaine
Travis Stanford

Subject	Representative / Champion				
Administration	Steve Shorter	Phuong Tieu	Chris Juntti		
Nurse	Judy Christopherson				
Library/Media Center	JoAnn Conlon	Patricia Kassir	Steve Shorter		
Food Service/Dining	Chris Kamradt	Katie Katner			
Custodial/Maintenance	David Vesling	James Mora			
Science	Donald Burken	Kristin Nash			
Special Education	Joni Warren	Steve Shorter			
Visual & Performing Art	Rusty Hess	Sally Doyle			
CTE	Joe Kolenda	Melissa Sanders	Chris Juntti		
Classroom	Karen Justl	Patricia Kassir	Tyler Ream		
	Vanguard Teachers	Lisa Weir	Chris Juntti		
Classroom PK/K/1	Karen Justl	Patricia Kassir			
Classroom 2nd/3rd	Karen Justl	Patricia Kassir			
Classroom 4th/5th	Karen Justl	Patricia Kassir			
Classroom 6th/7th/8th	Karen Justl	Patricia Kassir	Steve Shorter		
Classroom MS Electives	Karen Justl	Patricia Kassir	Steve Shorter		
Classroom 9th/10th/11th/12th	Karen Justl	Patricia Kassir	Steve Shorter	Chris Juntti	Lisa Weir
Classroom HS Electives	Karen Justl	Patricia Kassir	Steve Shorter	Chris Juntti	Lisa Weir
PE/Athletics	Rebecca Fuchs	Paige Hershey	Cheryl Etlinger		
		Dwayne Eggerman	Mike Stokebrand		
Site/Outdoor Learning	Rebecca Fuchs	Travis Stanford			
Safety / Security	Police Chief (TBD)	Travis Stanford	David Vesling		
Technology	Wes Hargrove	Stephen Johnston	Karen Justl		

Milestone Activities...







What Does the Strategic Plan "Look" Like?

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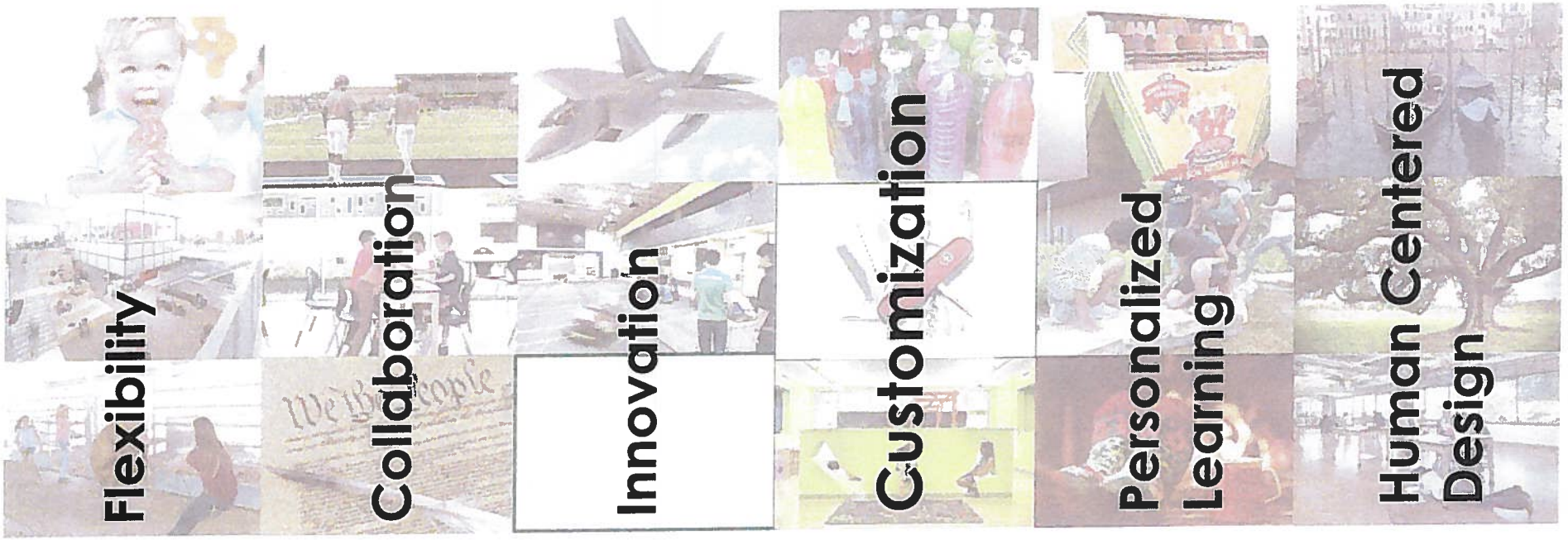

- ✓ Adaptable
- ✓ Choice

- ✓ Working Together
- ✓ Different Types of Space

- ✓ Willing to Take a Chance
- ✓ Designing for the Unknown

- ✓ Options
- ✓ Individualization

- ✓ Many Pathways
- ✓ Unique for Every Child

- ✓ Environment Impacts Outcomes
- ✓ Strength of Others

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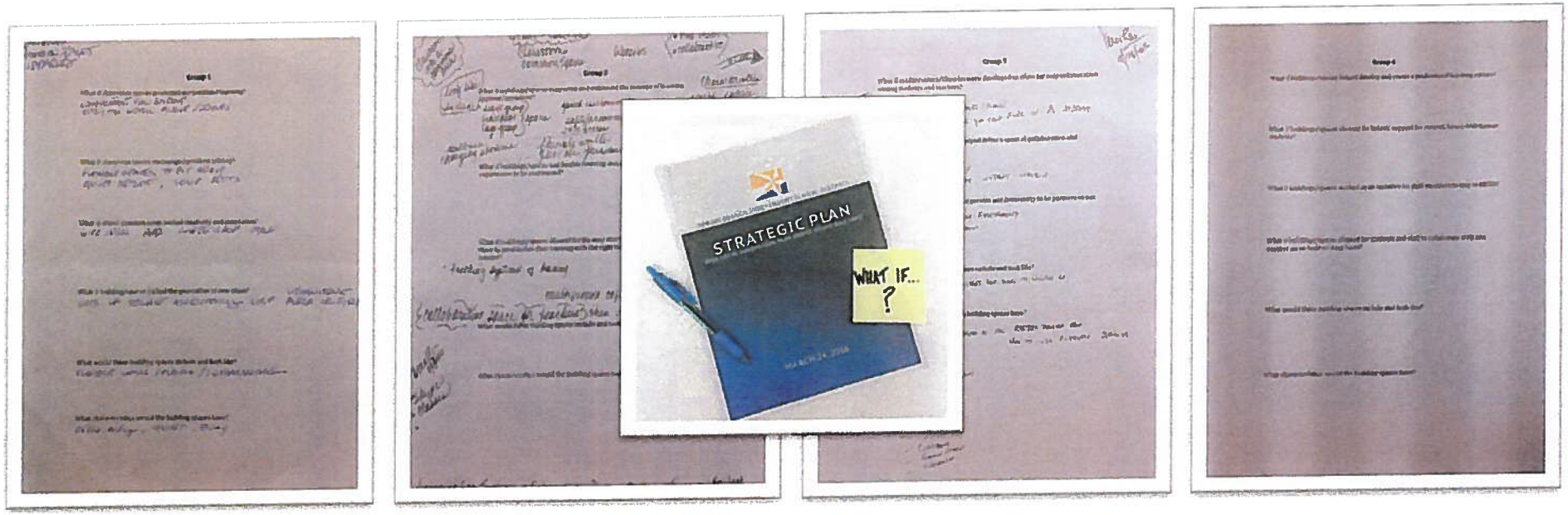
What If?



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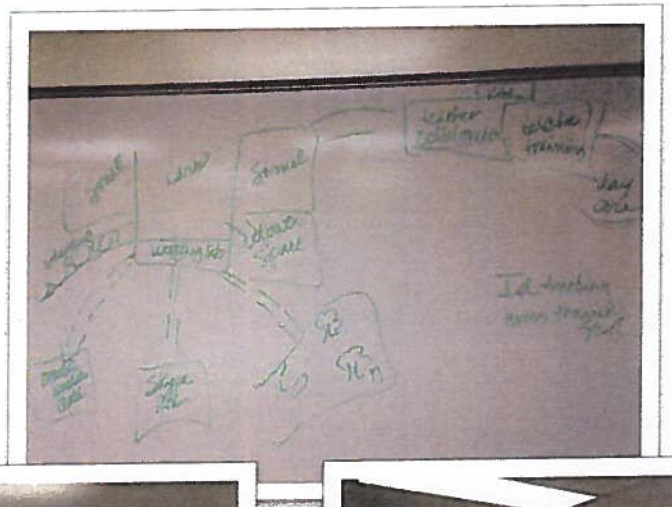
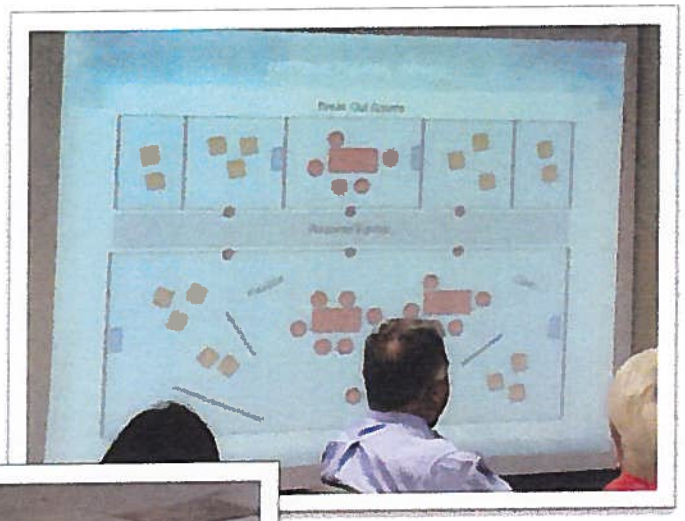
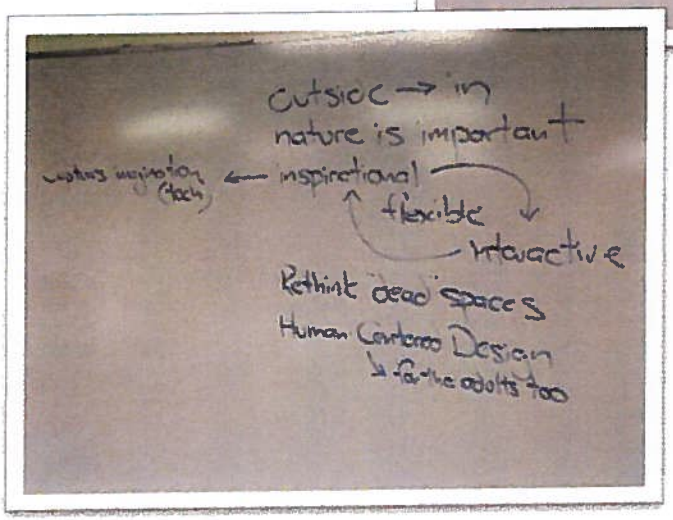
What If?

- ✓ Classrooms
- ✓ Common Spaces
- ✓ Libraries







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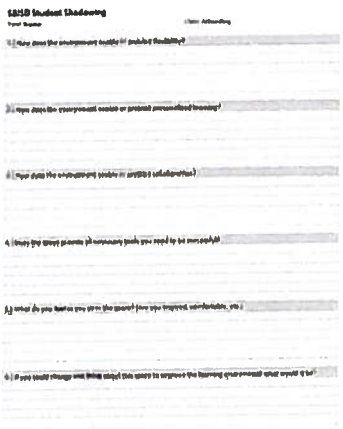

Student Shadowing – SBISD Vanguard Teachers

1. How does the environment enable/prohibit **flexibility**?
2. How does the environment enable/prohibit **personalized learning?**
3. How does the environment enable/prohibit **collaboration**?
4. Does space provide the **necessary tools** you need to be successful?
5. What do you **feel** as you sit in the space? (Are you inspired, comfortable, etc.)
6. If you could **change one thing** about this space to improve the learning environment what would it be?

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Stantec Virtual Tour → SBISD "Non Negotiable" Categories

	Non Negotiable Feedback		Image in PowerPoint Associated
1	Windows	Windows, Walls, Transparency, Sight Lines	Twain Reading Nook w/Window
2	Lots of Glass Walls		Salyards Exterior 1
3	Open Walls, Glass, Movable		Salyards Classroom
4	Flex /Clear Walls to Open Spaces		Lytle Interior 1
5	Transparency of Space/Walls		Belton New Tech Clear Classroom
6	Glass Walls Flexible Open Line of Sight		Salyards collaboration space
7	Sliding Glass / Dividers to Combine / Space Shared Commons		Lytle Shared Commons
8	Flexible Spaces Walls Glass		Salyards Classroom
9	Glass Walls and Natural Light	Natural Light, Outdoor Connection	Gilliam Learning Stair
10	Natural Light and Transparent Walls		Salyards Library
11	Natural Lighting		UT Dallas School Of Management Collaboration Space
12	Exterior Lighting Throughout		Twain Library
13	Inside Out/Flex Space Natural Light		Lytle Exterior 1
14	Ability to Connect to Outdoors		Gilliam Outdoor Balcony and Indoor Transparent Meeting Space
15	Outdoor Learning Spaces to Bring Students Staff Into Different Environments		Salyards Outdoor Courtyard
16	Bring the Outdoors In. Collaborative Outdoor Space That Flows Into Outside Instructional Spaces. Visual Line of Sight From Inside Outside		Salyards Outdoor Courtyard
17	Collaborative Space	Collaboration Space, Variation, Flexibility	Belton New Tech Collaboration Space
18	Think Capsules /Common Collaboration Spaces /Lots of Natural Light in Capsules		Lytle Think Capsule
19	Multiple Meeting Rooms		Shadow Creek Glass Meeting Rooms
20	Adjustable and Flexible -Everything. Walls, Floors, Etc.		Plano STEAM Floor Plan
21	Customizable Spaces		Gilliam Learning Stair under the Perch
22	Varied Thinking Spaces		Lytle Shared Commons
23	Think Space (Idea Paint)		Lytle Dry Erase Board
24	Maximum Practical Flexibility that Allows Totally Different School Experiences With In the Same School Space		Gilliam Go center and Collaboration Space
25	Interdisciplinary (Multipurpose) Classroom. No Assigned Teacher		Belton New Tech Floor Plan
26	Stacked Architecture Such As Salyards		Salyards Floor Plan
27	Technology Capabilities Throughout the Building	Technology	Salyards Art Space
28	Movable Storage Areas for Teachers and Class Supplies	Other	Lee hallway/classroom
29	Ensuring That All of the Elements of Schooling are Considered Fully in any Decision That is Made		Elements of Schooling Diagram
30	Avenues to the World		Avenues to the world intro slide; Fluent in 2nd language, Writers and Speakers, Passion
31	Snow		Zoo School

Education Specification Drivers...

Texas Education Agency (TEA) *What Does this mean?*

- Issued by State of Texas
- Facility Standards/Rules
- All new facilities must meet standards in order to be eligible to be financed with state or local tax monies

SBISD Strategic Plan

What does this mean?

- SBISD School Board approved
- T-2-4 success for every student through personalization

District of Innovation

What does this mean?

- Texas Education Code
- District will be exempt from certain sections of the TEC that inhibit the goals of the district
- Locally adopted innovation plan **Approved by board 4/25/16*
- Term may not exceed 5 yrs

The Learner's JOURNEY

Believe. Discover. Journey.
Spring Branch Independent School District

3 Where We Are / Next Steps

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Content Development Meetings...

800 students

Admin Area / Clinic

Media Center

PK/K thru 5th Classrooms

Instructional Support

Special Ed

Science

Music / Art

PE + Gym

Cafeteria/Dining

Site Elements

1200 students

Admin Area / Clinic

Guidance/Counseling

Media Center

6th thru 8th Classrooms

Electives + CTE

Instructional Support

Special Ed

Science

Visual/Performing Arts

PE / Athletics + Gym

Cafeteria/Dining

Site Elements

Outdoor Sports

2400 students

Admin Area / Clinic

Guidance/Counseling

Media Center

6th thru 8th Classrooms

Electives + CTE

Instructional Support

Special Ed

Science

Visual/Performing Arts

PE / Athletics + Gym

Cafeteria/Dining

Site Elements

Outdoor Sports

	ACTIVITIES	• What type of activities/events occur in the space? • Instruction - Collaborative/Hands-on/Direct • Describe group sizes – Large /Small /Individual? • Establish functional capacity (# students) for space
	TOOLS	• What types of tools/ technology needed in space? • White boards/ tack boards/ display? • Projectors/ monitors? • Furnishings - flexible/ fixed?
	DESIGN	• Interior finish requirements – Ceiling, Wall, Floor? • How much transparency is desired? natural light(external) and visibility(internal)? • Adjacency requirements? • Any special requirements?

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4 Organization of Deliverable Document

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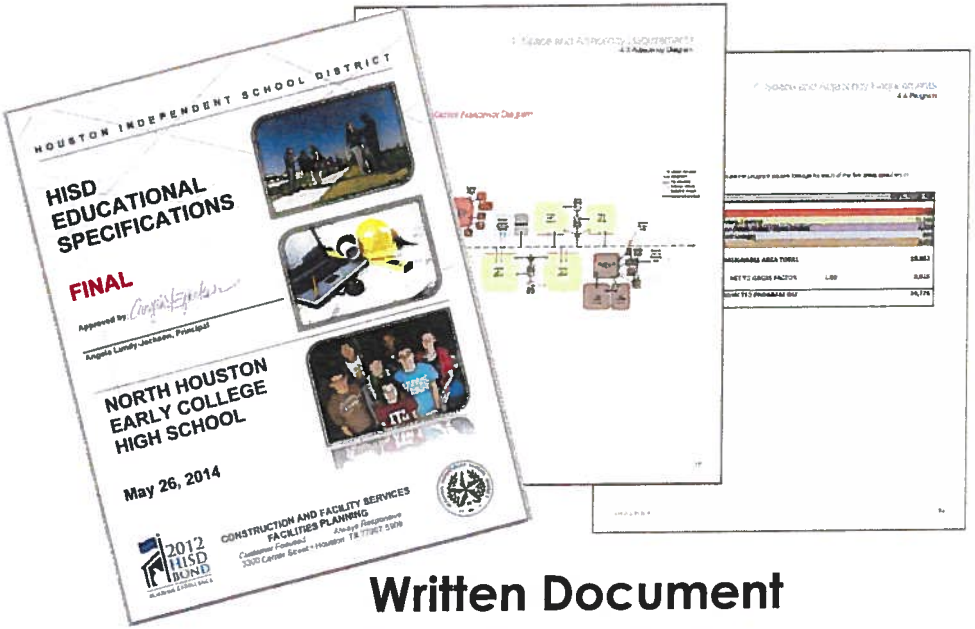
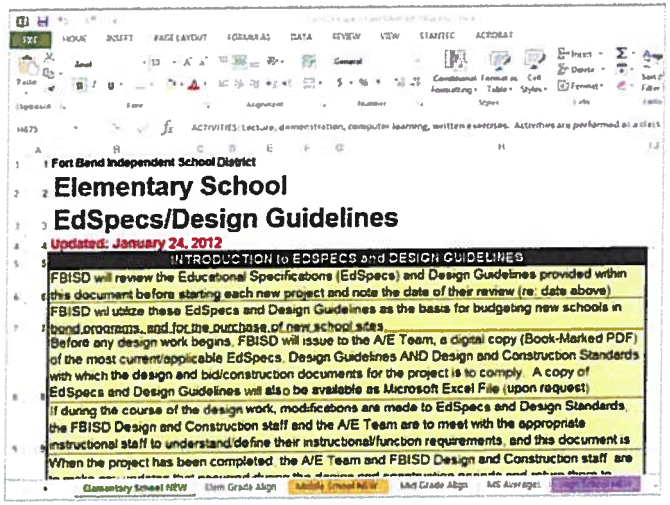
What will be produced?



Written Document

Executive Summary
Program Area Detailed Info
Strategic Plan Impact



Program / Space List

Grade Level Alignment
Classroom Quantity / Capacity

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Executive Summary - Outline

- Overview (Process / Objective of Document)
- TEA Standards (Baseline)
- Strategic Plan Impact on Space

  ** Flowchart = Process to follow for future projects*
- District of Innovation (SBISD Policy for Change)
- Organizational Concept
  - Grade Level Groupings
  - Content Groupings (SLC)
  - Other?

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Program Area Overview

- Administration + Guidance (Admin/Counsel/Clinic)
- Media Center (TEA Standards + SBISD)
- Instructional Spaces (Core Content, Planning/Collaboration, Support)
  MS/HS (Same + Electives, CTE @ Campus)
- Special Programs (Music, Art, Science) + (Multipurpose; MS/HS-Auditorium)
- Special Education
  (Life Skills, Adaptive Behavior) + (Apple, PPCD, Med. Fragile) + (Resource, Speech, Diagnosis)
- Physical Education (Gym, Covered Play) MS/HS - (PE + Athletics + Outdoors)
- Food Service (Kitchen/Serving) + (Dining/Cafeteria/Stage) + (Support)
- Building Support (Common Space + Bldg. Support – RR, Mech., Elect, Custodial)

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Other Considerations

- Regulatory/Code (City/Village, Accessibility)
- Technology (District Stds.: Classroom, COWs, Student Devices, etc.)

Strategic Plan Impact

- Flexibility (Multi-Use Spaces, Easy to Reconfigure/Repurpose)
- Aesthetics (Human Centered Design)
- Customization (Within Instructional Spaces, Flexible/Moveable Furniture)
- *Outcome: Collaboration/Personalized Learning*

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Program / Space List – Elementary Sample

SBISD Educational Specifications

Space/Function	Qty.	Area: Unit Area	Area: Total Area	Student Capacity	
ADMINISTRATION					
Main Administration	Nov 1st = Reviewed Content				TEA Std = No specific space guidelines
Security Vestibule	1	500	500		Main entry to the building
Reception Area	1	450	450		Requires "clear line of sight" to Front door + Doors to Main corridor
Principal's Office	1	300	300		
Conference Room	1	200	200		
Assistant Principal's Office	2	180	360		
Secretary's / Financial Office	1	180	180		
Registrar/Attendance Clerk - "ADA Clerk"	1	170	170		
File/Records Room	1	150	150		
I.S.S. - Student Area	1	100	100		
Counselor's office	1	170	170		
Student Success Initiative (SIS / CIS - Itenerant Office Area)	1	1000	1,000		
ESOL office	1	150	150		
Subtotal Main Administration			3,730	SF	0

SPECIAL PROGRAMS					
Music	Nov 2nd = Reviewed Content				TEA Std = No specific space guidelines
Music Classroom	2	750	1,500		Provide direct access to Main corridor
Music Storage	1	130	130		Provide direct access to both Music Classrooms
Subtotal Music			1,630	SF	0
Art	Nov 2nd = Reviewed Content				TEA Std = No specific space guidelines
Art - Classroom	1	990	990		Provide direct access to Main corridor
Art - Kiln Room	1	100	100		Provide direct access from Art classroom
Art - Storage Room	1	100	100		Direct access/Ajacent room to Art classroom
Art - Outdoor Patio	*1*	*0*	*0*		*Size based on design/layout - Conrete pad w/in fenced outdoor area*
Subtotal Art			1,190	SF	0
Science	Nov 2nd = Reviewed Content				TEA Std = 700 SF (<22 stu); 900 SF (22 stu). Basis = 41 SF/Stu
Science Class/Lab	1	1000	1,000	<-- TEA Calc: 24.39 stu	<-- Updated to 1000 SF (previous = 900sf)
Science Storage	1	215	215		<-- Updated to 215 SF to match FWE (previous = 200sf)
Subtotal Science			1,215	SF	0
Multi-purpose / PTA Room	Nov 2nd = Reviewed Content				
Multi-purpose / PTA Room	1	900	900		<-- Updated to 900 SF (previous = 800sf) (PSE=755sf, VOE=845sf; FEW=1100sf)
Subtotal Multi-purpose / PTA			900	SF	0
Special Programs - Building Support Areas					TEA Std = No specific space guidelines
Student Restrooms	2	190	380		(Qty/Location depends on building design/layout)
Faculty Toilets	1	65	65		(Qty/Location depends on building design/layout)
Janitor Closets	1	50	50		(Qty/Location depends on building design/layout)
AHU/Fan Rooms	1	200	200		(Qty/Location depends on building design/layout)
Electrical Closets	1	110	110		(Qty/Location depends on building design/layout)
MDF Room	1	350	350		(Qty/Location depends on building design/layout)
Subtotal S.Programs - Bldg Support			1,155	SF	0
	Total Special Programs		6,090	SF	0

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Room Data Sheet – ES Sample

Elementary Instruction

Draft: Nov 7, 2016

ES Classroom/Learning Room

3rd + 4th + 5th grade

USERS:

- Teacher(s)
- 19-24 Students (768 SF)
  - 3rd-4th (20 stu) or (24 stu)
  - 5th (23 stu) or (24/27 stu)

ACTIVITIES:

- Mastering the core curriculum
- Mastering 21st centur
- Project-based learning
- Technology-based inst
- Activities that simulat
- Collaborative relation
- Working individually,

DESIGN CONSIDERATIONS:

- If 2-story: PK/K + 1st grade (floor 1). 2nd grade (floor 2 if needed
- Provide sufficient clear space within room for flexible arrangemer
- Room Layout Considerations:
  - *Corridor Wall - Base cabinet storage w/ counter top (prefer to mo*
  - Presentation Wall - Writeable + Projection surface (center) + Tack
  - Exterior Wall - Base cabinet storage w/ counter top
  - Opposite Presentation Wall - Tall Cabinets + Base cabinets w/ sin
- Interior Finish Material Considerations:
  - Floor - Carpet
  - Walls - Gypsum Board: Marker/Projection presentation wall, Pain
  - Ceiling - Acoustical lay-in ceiling tiles w/ grid

FURNITURE, FIXTURES & EQUIPMENT:

Contractor Furnished - Contractor Installed:

- Blinds for windows
- **Presentation Wall:**
  - Dry-Erase Wall Covering = Projection Surface for Activ Board. (Total Dim = Approx. 22ft wide x 6.5ft tall)
  - Projection Surface for Activ Board. (Dim = Approx. 7 ft wide x 4.33 ft tall... top is 7 ft AFF)
  - 2 Flag holders and map hooks
  - Tackable surface surrounding the Markable/Projection surface
- **Opposite Presentation Wall:**
  - 1 - tall instructor/teacher storage cabinet with adjustable shelving
  - 1 - tall storage cabinets with adjustable shelving
  - 1 - computer charging station (open area/under counter)
  - 1 - sink w/ knee space under counter
  - Tackable surface = above counter top / under wall cabinet
  - 24 -Student Open Shelving Storage for Totes (base cabinet under count (Base cabinet = 4 modules @36" wide x 30" tall x 24" deep = 2 compart
  - 7 - Storage cabinets (wall mounted, with 2 doors and adjustable shelf, (Wall cabinet = 6 modules @36" wide x 24" tall x 14" deep)
  - 2 - Storage cabinets (open storage under counter, no locks) (Base cabinet = 1 modules @36" wide x 30" tall x 16" deep)
- **Corridor Wall:** Prefer to provide mobile storage furniture in needed on
  - ~~10 - Storage cabinets (open storage/cubbies under counter) (Base cabinet = 5 modules @36" wide x 30" tall x 16" deep)~~
  - Writable surface = above counter top
- **Exterior Wall:** Prefer to locate student cubbies at exterior wall to provi
  - 12 - Storage cabinets (open storage under counter) (Base cabinet = 6 modules @36" wide x 30" tall x 16" deep)
  - ~~4 - Storage cabinets (open storage/cubbies under counter) (Base cabinet = 4 modules @36" wide x 30" tall x 14" deep)~~

Owner Furnished - Contractor Installed:

- Paper towel dispenser (locate near/above sink)
- Soap dispenser (locate near/above sink)

Owner Furnished - Owner Installed:

- Instructor Desk/Presentation Cart
- Instructor Chair/Stool
- Technology Tools:
  - Interactive Projection System (Activ Board)
  - Instructor Computer/Laptop

Owner Furnished - Contractor Installed:

- Paper towel dispenser (locate near/above sink)
- Soap dispenser (locate near/above sink)

Owner Furnished - Owner Installed:

- Instructor Desk/Presentation Cart
- Instructor Chair/Stool
- Technology Tools:
  - Interactive Projection System (Activ Board)
  - Instructor Computer/Laptop
  - Student Laptops (to be housed in computer charging station)
- Student Area:
  - 24 - Student tables/desk
  - 24 - Student chairs
- 12" Face Walll Mounted Clock (located on presentation wall)

SBISD STRATEGIC PLAN - IMPLICATIONS/CONSIDERATIONS

Flexibility:

- Adjustable table and chairs
- Movable table and chairs (prefer casters on legs for chairs + tables)
- Variety of writable surfaces (walls, table tops, etc.)
- Multiple power outlets

Transparency: (Select One <or> Define criteria)

- Window(s) between hall / classroom
  - Corridor wall, adjacent to classroom door = 1-2 Full height large window(s) for view into corridor
  - Exterior wall = Ribbon/Punched opening window(s) for view to exterior
- View to outside
- Natural light

Customization:

- Variety of furniture (moblie, adjustable)
- Personalized learing = Multi-age students in each classroom
- *Operable walls to be considered for: Seleted areas - open classroom into corridor (Define quantity w/in grade level pod)*

1 Data Sheet/Room

- Users/Activities
- Design Considerations
- FF&E (GC, Owner)
- Strategic Plan Impact
  - Flexibility
  - Transparency
  - Customization

Thank You SBISD!

.....Questions?

Stantec

Spring Branch Independent School District

Inspiring minds. Shaping lives.

Educational Specifications

Campus Tour

Spring Branch Independent School District
Long Range Facilities
Planning Committee

AECOM/MGT

Presentation

Spring Branch Independent School District
Long Range Facilities
Planning Committee

Model Assessment Status & Summary of Findings

Susan Zoller
MGT of America Consulting, LLC.
December 2016

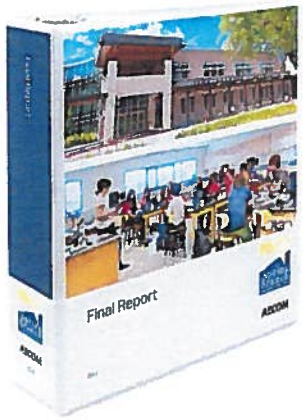
AECOM

MGT
CONSULTING GROUP

WHY CONDUCT AN ASSESSMENT EFFORT?

Critical to answer fundamental questions expeditiously and accurately:

- What condition are our assets in?
- Do our facilities meet facility/educational goals & requirements?
- What is the level of effort to correct deficiencies?
- What will the corrections cost?
- Which are the most urgent needs?



Collecting key information enables SBISD to:

- Establish a baseline condition of facilities
- Prioritize findings based on predetermined standardized ratings
- Make Decisions based on the analysis of collected data and related costs to repair
- Justify Investments in facilities

MODEL ASSESSMENT STATUS UPDATE (PERFORMED NOVEMBER 16,17,18)

- Performed model assessments at Terrace ES, Memorial MS, Spring Woods HS
- Model Assessment Intent is to:
  - Test and refine process to ensure expectations are met
  - Obtain District approval of the report template & contents
  - Report Submittal on December 9th

The output of the model assessment is the agreed upon path forward for the remainder of the project

DATA ANALYSIS – EXAMINING OUR FINDINGS

- Integrate Facility Findings and Educational Suitability results
- Perform data sampling and quality control
- Identify and resolve duplicated and/or missing information
- Reconcile data
- Review findings with stakeholders

Provide quality, accurate information

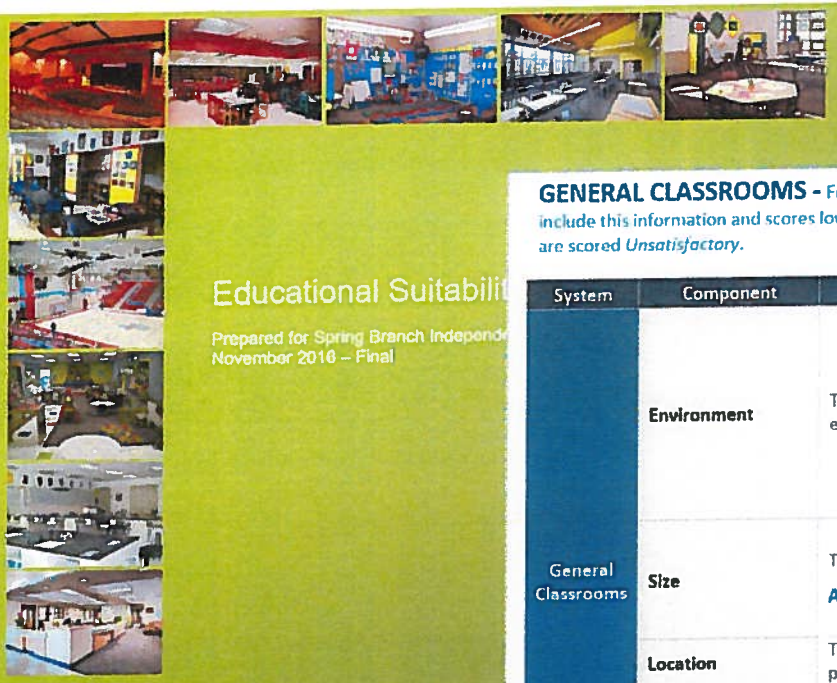
DEFICIENCY ANALYSIS AND COST ESTIMATING

- Standardized Ratings of Deficiencies
- Breakdown by campus
- Deficiencies are estimated using RS Means to determine investments required to meet standards
- Review/validate results with Spring Branch ISD
- Present preliminary report

90+	**Excellent:** The space meets 90-100% of standards.
80-89	**Good:** The space meets 80-89 % of standards.
70-79	**Fair:** The space meets 70 – 79% of standards.
60-69	**Poor:** The space meets 60 – 69% of standards.
BELOW 60	**Unsatisfactory:** The space meets less than 60% of standards.

Concise relevant reporting

EDUCATIONAL SUITABILITY GUIDE



Educational Suitabilit

Prepared for Spring Branch Independe
November 2016 – Final

GENERAL CLASSROOMS - For suitability purposes, if some general classrooms are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all general classrooms are in portables, all four components are scored *Unsatisfactory*.

System	Component	Description	What to Look For
General Classrooms	**Environment**	The rooms should provide an inviting and stimulating environment for learning.	**Spatial Configuration (Immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels? Clerestory windows OK. **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Is it an inviting learning environment?
	Size	The rooms should meet the square footage standards. **All Levels: 900 SF**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The rooms should be appropriately located for the program.	A room that is appropriately located and shielded from noise-producing activities or functions.
	Storage/Fixed Equip	The rooms should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Permanent casework and space for teaching materials and records. **Fixed Equipment:** Grades 1-6: one wall of cabinets, counters at age-appropriate height, and sink with fountain. Grades 7-12: locked wardrobe cabinet. Classrooms should have flexible spaces for group learning. There should be technology equipment appropriate to the program at all levels.

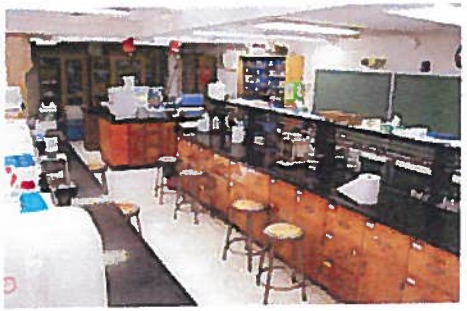
Examples of general classrooms:

EDUCATIONAL SUITABILITY GUIDE - SCIENCE

SCIENCE - Required space at every level, score all four components *Unsatisfactory* if none exists. For educational suitability purposes, if all the science rooms are located in a portable, all four components should be scored *Unsatisfactory*. The secondary schools should include both classrooms and lab spaces.

System	Component	Description	What to Look For
Science	**Environment**	The room should provide an inviting/stimulating environment for learning.	**Spatial Configuration (immovable):** Classrooms are flexibly designed to insure full student access to laboratory stations and lecture areas. **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Is it an inviting learning environment?
	Size	The room should meet the square footage standards. **1000 SF (ES)** **1200 SF (JHS)** **1400 SF (HS)**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The science classroom should be shielded from noise-producing activities or functions.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Space for teaching materials and adequate permanent casework. There should be separate secured storage areas area provided for volatile, flammable, and corrosive chemicals and cleaning agents. **Fixed Equipment –** There should be a science classroom with wet flooring, appropriate science storage and extra sinks as well as safety equipment (FE, shower, eyewash) and supplies. **JHS/HS only:** A separate 100 SF room for storage and prep area. Fume hoods in 50% of the rooms, water and gas in all spaces (no gas at JHS level), chemical storage, prep room. Shared labs meet the standard.

Examples of science classrooms & labs



DEFINITIONS

- **"Deficiency"** – Denotes an element that does not meet District standards or does not exist. This reference does not denote a failure or an error by the District.
- **"Not Applicable"** – Means that type of space is not required at that grade level or for that program.
- **"T-Buildings"** – Spaces that are not part of the permanent building at the site; not on a permanent foundation.
- **"Capacity"** – A school's capacity is the number of students which can be accommodated, given the specific educational programs, the class schedules, the student-teacher ratios, and the size of the rooms.
- **"Utilization"** – The utilization rate is used to determine if the facility has excess space or if it is lacking sufficient space for the given enrollment. It is calculated by dividing the current or projected enrollment of the educational facility by the capacity.

BASYS Report

SAMPLE FACILITY ASSESSMENT SCORE	
Educational Suitability Score	63

BASYS
Building Assessment System

Building Condition Assessment Full Report

Project: 3221 RCAS Condition Assessments
County: Pennington Region: 51 Site #: 004 Building #: 004.a
Site: Canyon Lake ES Building: Canyon Lake

Systems	Components	% of System	Rating	Score	Possible Score	Percent Score
Structural						
Foundation/Structure	Single Component	100.00	Good	11.49	12.77	90.00
Exterior Walls	Single Component	100.00	Good	4.71	5.24	90.00
Roof	Single Component	100.00	Poor	1.55	5.16	30.00
Exterior Windows	Single Component	100.00	Good	2.12	2.35	90.00
Exterior Doors	Single Component	100.00	Poor	0.17	0.56	30.00
Interior Floors	Single Component	100.00	Good	6.69	7.43	90.00
Interior Walls	Single Component	100.00	Good	7.82	8.68	90.00
Interior Doors	Single Component	100.00	Fair	0.67	1.11	60.00
Ceiling	Single Component	100.00	Good	4.82	5.35	90.00
Fixed Equipment	Single Component	100.00	Fair	1.42	2.37	60.00
Mechanical						
Electrical						
Main Service	Single Component	100.00	Good	2.90	3.22	90.00
Distribution	Single Component	100.00	Fair	1.93	3.22	60.00
Plumbing						
Supply	Single Component	100.00	Good	1.73	1.92	90.00
Fixtures	Single Component	100.00	Good	1.73	1.92	90.00
Waste	Single Component	100.00	Good	1.73	1.92	90.00
HVAC						
Energy Generation	Boilers	50.00	Poor	1.61	5.39	30.00
	AC	50.00	Unsat	0.00	5.39	0.00
		System Total:		1.61	10.76	15.00
Distribution	Single Component	100.00	Poor	1.94	6.46	30.00
Controls	Single Component	100.00	Good	3.87	4.30	90.00
Lighting	Single Component	100.00	Fair	3.05	5.09	60.00
Special Lab	Single Component		(N/A)	0.00	0.00	0.00
Connectivity	Single Component	100.00	Poor	0.58	1.93	30.00
Safety\Fire Protection						
Means of Exit						
Exit Operation	Single Component	100.00	Good	0.65	0.72	90.00
Exit Safety	Single Component	100.00	Good	0.65	0.72	90.00
Fire Control Capability						

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SUITABILITY COMPONENTS FOR ELEMENTARY SCHOOLS

What is Assessed?	Components
Art Classrooms	Classroom with appropriate work spaces and storage
Computer Labs	Classroom
Early Childhood Education	Classrooms suitable for ages served
General Classrooms	Classrooms
Instructional Resource Rooms	Spaces for resource specialists, therapist, psychologist, ELL, other.
Kindergarten	Classrooms suitable for ages served
Learning Environment	Indoor and outdoor learning environments, flexible spaces
Media Center	Centrally located for support access
Music	Music space adequate for the programs served
Non-Instructional	Administrative workspaces, multiuse rooms, cafeteria, food prep, clinics, counseling, custodial, restrooms, faculty lounges and storage
Outside Spaces	Traffic and parking, and play areas
Performing Arts	Cafeteria with stage and lights
Physical Education	Gym space appropriate for age-related activities
Safety & Security	Fencing, signage, supervision
Self-Contained Special Education	Life Skills, AIM, Behavior
Science	Classroom with appropriate fixtures and work spaces

SUITABILITY COMPONENTS FOR MIDDLE SCHOOLS

What is Assessed?	Components
Art Classrooms	Classroom with appropriate work spaces and storage
Career & Technical Education	Classrooms for various simulations of job-related work spaces
Computer Labs	Classrooms
Early Childhood Education	Classrooms suitable for ages served
General Classrooms	Classrooms based on grade level served
Instructional Resource Rooms	Spaces for resource specialists, therapist, psychologist, ELL, other.
Learning Environment	Indoor and outdoor learning environments, flexible spaces
Media Center	Centrally located for support access
Music	Music space adequate for the programs served
Non-Instructional	Administrative workspaces, multiuse rooms, cafeteria, food prep, clinics, counseling, custodial, restrooms, faculty lounges and storage
Outside Spaces	Traffic and parking, play areas and athletic fields
Performing Arts	Cafeteria with stage and lights or auditorium with seating
Physical Education	Gym space appropriate for age-related activities
Safety & Security	Fencing, signage, supervision
Self-Contained Special Education	Life Skills, AIM, Behavior
Science	Classroom with appropriate fixtures and work spaces

SUITABILITY COMPONENTS FOR HIGH SCHOOLS

What is Assessed?	Components
Art Classrooms	Classroom with appropriate work spaces and storage
Career & Technical Education	Classrooms for various simulations of job-related work spaces
Computer Labs	Classrooms
General Classrooms	Classrooms
Instructional Resource Rooms	Spaces for resource specialists, therapist, psychologist, ELL, other.
Learning Environment	Indoor and outdoor learning environments, flexible spaces
Media Center	Centrally located for support access
Music	Music space adequate for the programs served
Non-Instructional	Administrative workspaces, multiuse rooms, cafeteria, food prep, clinics, counseling, custodial, restrooms, faculty lounges and storage
Outside Spaces	Traffic and parking, play areas and athletic fields
Performing Arts	Cafeteria with stage and lights
Physical Education	Gym space appropriate for age-related activities
Safety & Security	Fencing, signage, supervision
Self-Contained Special Education	Life Skills, AIM, Behavior
Science	Classroom with appropriate fixtures and work spaces

CAMPUS ASSESSMENT PROCESS

- Initial interview with Principal, other key campus staff, assessment team.
- Facility Condition team assesses campus with Facility and Maintenance staff
- Educational Suitability Assessor tours campus with Principal or key campus staff member
- Child Nutrition team assesses kitchen and support facilities with CNS manager
- Technology team assesses campus with IT manager for campus

TERRACE ES

74,349 sf

TERRACE ES - SUMMARY OF FINDINGS

Exterior Learning Environment

- Few designed spaces for outdoor learning or social gatherings.
- Area outside media center has tables to seat a class, but lacks any sun shade
- No science or environmental learning areas.

Interior Learning Environment

- The HVAC system in the school is not reliable and balanced
- General classrooms lack walls for acoustic separation
- Many classroom white boards have been covered by Smart boards
- Some classrooms require access through another classroom
- Some classroom furniture/casework is old, mismatched, and worn

TERRACE ES - SUMMARY OF FINDINGS

Other Spaces

- **Media Center** is large, well-equipped, including "Maker Space"
- **Art** and **Music** rooms are located in T-buildings
- **Science** room is carpeted and lacks storage for science
- **Performing Arts** space does not have ADA-accessible entrance
- **PE** area is large and has adequate storage

Site Issues

- Parent loading area is problematic – no cover
- Play areas are not ADA-accessible
- Covered play area gets flooded with heavy rains
- Traffic signs do not direct the public to parking or are unreadable

MEMORIAL MS

188,852 SF

MEMORIAL MIDDLE SCHOOL – SUMMARY OF FINDINGS

Exterior Learning Environment

- Few designed spaces for outdoor learning or social gatherings.
- Large central courtyard, but no developed spaces
- No science or environmental learning areas.

Interior Learning Environment

- The HVAC system in the school is not reliable and is noisy
- Many classroom white boards have been covered by Smart boards
- Some general classrooms are small
- Most classrooms have limited casework for teacher and student storage

MEMORIAL MIDDLE SCHOOL – SUMMARY OF FINDINGS

Other Spaces

- New **classroom addition** has large **CR** and **science labs; old science rooms** are small and casework is dated/worn
- **Art rooms** have dated/worn casework, but good kiln area
- **Performing Arts** space does not have ADA-accessible entrance ramp
- **Old gym** lacks HVAC capacity and **competition gym** is not large enough for entire student body. Not enough lockers.
- The **cafeteria** is large enough, but supervision is difficult
- **Student restrooms** have dated fixtures and stained floors

Site Issues

- Delivery area for cafeteria crosses the bus loading zone
- Good, new access-controlling fencing around the perimeter provides improved safety

SPRING WOODS HS

336,366 SF

SPRING WOODS HIGH SCHOOL – SUMMARY OF FINDINGS

Exterior Learning Environment

- No spaces designed for large or small group work
- Some courtyard and covered spaces for social gatherings/eating, but no developed science or environmental learning areas.

Interior Learning Environment

- The HVAC system in the school is not uniform and is noisy
- Few rooms have dual-switched lighting
- Many classrooms have limited casework for teacher and student storage
- There are 7 general classrooms located in T-buildings
- Some classroom doors are located in hard-to-find vestibules
- Core teachers have adequate technology

SPRING WOODS HIGH SCHOOL – SUMMARY OF FINDINGS

Other Spaces

- **Self-contained, special education rooms** need support spaces
- **Music** library is well-located, but has no lockable storage or a large conditioned space for instruments
- Old **science** rooms are small and casework is dated/worn
- **Art rooms** are crowded. One lacks windows and one does not meet the size standard. The gallery is a wonderful space.
- **Career programs** too small or poorly configured, lacks adequate HVAC system, needs new technology
- **Performing Arts** lacks storage. The ADA-accessible ramp creates a significant barrier from the audience. Spaces are dated/worn.
- The **main gym** is not large enough for student body. Cannot separate the gyms for after school events.
- The **cafeteria** is not large enough for the current lunch schedule

SPRING WOODS HIGH SCHOOL – SUMMARY OF FINDINGS

Site Issues

- Locker bay areas in the courtyard make supervision difficult
- Driveway patterns are not well-defined or signed for visitors
- There are many gates into the school (30 doors and/or gates) which raises supervision issues
- New fencing provides perimeter control, but some gates can be opened from the outside

Questions?

MGT
CONSULTING GROUP

Questions &

Answers

Thank you.

Long Range Facilities Planning Committee Meeting

Wednesday, November 30, 2016

Meeting # 2

Landrum Middle School

Attendees Dr. Scott Muri, Jennifer Blaine, Linda Buchman, Travis Stanford, Facility Committee Members (please see attached list)

Welcome Jennifer Blaine welcomed the group, made introductions, reiterated the objectives outlined in the charge for the Long Range Facility Committee members. Noted the time frame designated for committee members to be presented with the facility data; learn how it was collected and formulate a packaged recommendation to present to the Board in May.

.

Review Travis Stanford reviewed the information that was presented in the first meeting i.e. a recap of the accomplishments in the 2007 Bond Program as well as the assessments that AECOM will be conducting in the District to help determine the current conditions of the District facilities.

Fact Finding Exercise

Committee members were given the questions listed below, 9 questions with the questions divided into 3 questions per table for the committee members to individually respond in a pen and paper exercise.

- What is your level of interaction with district campuses/facilities? Do you visit one campus/facility on a regular or daily basis? Do you visit multiple campuses/facilities on a regular or daily basis? Do you visit a campus/facility infrequently? Do you only see the exterior of district campuses/facilities? Do you only visit the district's sports facilities?
- Taking into consideration your level of interaction with district campuses/facilities, what are your initial thoughts or impressions of our campuses/facilities?
- How do you think that our community views our district campuses/facilities?
- How successful do you think our district campuses/facilities support or provide for our students?
- What is important or a priority to you in or on district campuses/facilities?
- If you could see one major physical change in or on our district campuses/facilities, what change would that be?
- What do you want your district campuses/facilities to represent or say about Spring Branch ISD?

- What items have you seen accomplished during the 2007 Bond Program that you would like to see duplicated in future renovations or new construction?
- From your perspective, what should a priority be when developing a long range facility plan for our district campuses/facilities?

See attached sheets for individual responses to each question.

AECOM Presentation

Ken English with AECOM explained that the primary focus of this meeting was to discuss facility condition assessment and he presented the model assessment status of the three selected campuses: Terrace Elementary School, Memorial Middle School and Spring Woods High School, as well as the summary of findings.

Question & Answer

Q How are high schools, middle schools and elementary schools assessed as they relate to other schools?

A *Mr. English explained that although there are trends among age related campuses, the facility/campus assessment process is not a comparative analysis, it is an assessment against certain standards. The model assessments allow a baseline and each campus is evaluated on the same standards to determine the cost to correct and/or replace.*

Q In reference to Educational Suitability, I want to know more about the Educational Suitability assessment; how it is performed and what it means to the District?

A *It was explained that the Educational Suitability portion of the assessment will be addressed at the next meeting (December 6th) with the individual that is leading that part of the assessment.*

Q How are we going to prioritize and where is the money coming from?

A *The committee's charge is to take all of the assessment information, prioritize the areas of most concern and create a recommended plan of action as to how to correct these deficiencies.*

Q What are you doing about principals that are new to the schools?

A *It was noted that two of the campuses in the model assessment had new principals; however, the campuses are notified in advance the date of the assessment and asked if they could provide individuals that were most familiar with the campus to meet with their team for a one-on-one.*

Q Are you going to be able to help us as to how to prioritize? How do we establish prioritization standards? What should we do first?

A *It was explained over the next several meetings, there will be a wealth of information presented to the committee from the assessments and the committee will be involved in discussion as to what should be a (added a space) priority in determining how to move forward.*

Q Will the track, tennis courts and bleachers be assessed?

A *Yes, all of these items will be included and rated accordingly.*

Q Is the same team of assessors going to be doing all of the assessments at each facility?

A *AECOM will be utilizing two teams of professionals to conduct the assessment and assess consistently.*

Q The model assessment seems to be somewhat subjective. . how will it be determined which priority is mandatory versus discretionary?

A *In some areas, it will be a judgement decision as to what is in greater need of being repaired and/or replaced. In other areas, it may be necessary to make certain corrections to keep it to current standards. This will be the committee's focus as to the priority of the concerns once presented with the data provided.*

Q How long will the assessment be?

A *The process will finish at the end of April providing the information (deficiencies and cost) to allow the Long Range Facility Planning Committee to develop and recommend a long range plan.*

Committee was asked if they would like to tour the next campus where the next meeting will be held.

Committee was thanked for attending and reminded that feedback is always welcome and if there are questions, comments and/or concerns before the next meeting, encouraged to call or send an email.

Next meeting scheduled for Tuesday, December 6th in the Cafeteria at Bunker Hill Elementary School.

What is your level of interaction with district campuses/facilities? Do you visit one campus/facility on a regular or daily basis? Do you visit multiple campuses/facilities on a regular or daily basis? Do you visit a campus/facility infrequently? Do you only see the exterior of district campuses/facilities? Do you only visit the district's sports facilities?

- Teacher, visit daily!
- Attend many workshops & training at other campuses often
- Visit campuses often
- 10 year old @ Hunters Creek
- I visit one elementary school almost daily and another one weekly.
- Primary interaction is with Meadow Wood Elementary School; visit it once every six weeks or so. I've been to multiple campuses and am relatively familiar with 10 to 15 campuses (interior and exterior)
- I visit one campus on a daily basis as well as other district facilities infrequently.
- I visit several campuses but by no means more than 8 – 10 facilities. I also visit several sports facilities and including those used primarily by SBMSA. I do not visit the interior of campuses on a regular basis.
- Since 2010, I visited the campus of Westchester regularly as a parent and volunteer with collegiate challenge.
- I have daughters at Memorial HS and Westchester Academy. I visit those schools for most parent events, awards presentations, etc. . . . I also attend MHS sports events.
- I am a choir/theatre teacher at Stratford High School. I go to SHS daily (weekends included). I attend MHS and SWHS often. I have seen the exterior of several new elementary schools. I have been to the sports facilities.
- Bunker Hill Elementary – regularly; Memorial High school – occasionally; Memorial Middle School – occasionally; Westchester Academy – occasionally; SBEC – regularly; Tully Stadium – occasionally
- I'm a parent. I used to frequent our children's schools as a volunteer approximately 1 – 4 times per month. Now I rarely visit campuses (we have 1 child left in high school).
- Visit one campus on a regular basis
- Sherwood Elementary, daily; Drive by Valley Oaks, Cornerstone, Edgewood, Spring Shadows and Spring Woods often. I like the schools that have all students in one building instead of those where students must travel to different buildings.
- I'm @ 5 schools. I visit BWE, CSA, NHS weekly – sometimes daily. SBAI and Stratford not @ all, exterior only. For BWE, CSA and NHE, I am in classrooms, libraries, offices, cafeteria, and grounds. I have been inside the gyms of BHE,

MWE and MDE for sports. I have attended meetings in SFMS, SBMS, MMS, FWE, MDE, WCE, WAIS, SHS, West Transition and admin bldg.

- Visit frequently outside and inside and also visit district sports facilities; do some work in the district and have kids at two different schools
- I have visited all facilities at least once this year.
- High level of interaction. Yes, daily basis. Yes, visit them on a regular basis. I visit a variety of facilities including sports facilities.
- I am a student at the Academy of Choice. As such, I do not visit other campuses.
- I visit several campuses infrequently . . . Spring Woods HS, Shadow Oaks ES, etc . . . . living and working in SBISD Community, I pass by several facilities often. New facilities look great!!! Other facilities appear very mediocre. Sports venues are great!

Taking into consideration, your level of interaction with district campuses/facilities what are your initial thoughts or impressions of our campuses/facilities?

- Need updating
- Run down some
- Need to be more current with facilities and educational standards; what we expect for our children to gain at the facility
- Well maintained
- Big Ticket Maintenance needs
- Many need updates due to age of the facilities
- The facilities/campuses I visit are excellent areas for learning.
- Playground repairs and maintenance, both track and equipment
- Exterior in excellent condition
- Generally very good; even older campuses are well maintained.
- The campus I am in daily is in poor shape both to the eye and internally, including plumbing, HVAC, electrical and the fire alarm system. We turn in at least 1 and usually more than 1 work order per day. There are not enough adult restrooms and those we have frequently are out of order. The gutters are falling off or don't operate well. AND MORE.
- Many middle schools and high schools are dated but appear functional.
- Westchester is unique; with quality staff and talented student body. However, campus is older and lacks diversity among staff members, students and core teachers. Contemporary technology and positive interactions between staff and students.
- For the ones I visit, the word would be "dated". MHS is a hodge-podge of buildings bursting at the seams with students. Westchester is an odd facility with plenty of room for students. The new campuses look great but I have only seen them from the outside.
- SHS is a great campus, well laid out. My focus is with the fine arts mostly. The SHS auditorium was not built/designed with the intent of proper acoustics for a choir/band/orchestra event. An audience member could sit in one chair and simply hear a totally different performance than an audience member sitting somewhere else. The auditorium is also not set up with sufficient theatrical technical elements for the playhouse performances.
- Age of some of the facilities
- Overcrowding at certain facilities
- Some are better than others. We do not have the most updated sports facilities. Some schools are too small for the number of students attending. I would rate our campuses overall as a "B-".
- Need exterior upgrades – pavement, sidewalks, landscape
- Interior upgrades – paint, energy saving lights, ventilation

- New schools from the outside are attractive and welcoming.
- Sherwood's circle design is unique. I do not like how Pre-K and 1st grade are in outside buildings. Inside classrooms have no windows; cafeteria is too small; dangerous roads before and after school; more parking.
- Too varied. It's like the "girl with a curl in the middle of her forehead" – when it is good, it is very, very good; but when it is bad, it is horrid. Leaking A/C units, rain leaks, moldy-smelling rooms, cracked sidewalks, pot-hole filled parking lots, rodents, LEAD in water fountains. Disparity between what some campuses have and what some are lacking. Over-crowded rooms and rooms too small for number of students.
- We have above average facilities compared with other school districts in the area. New facilities and additions are very nice and above average; good decision to have different designs for each facility and not a cookie cutter design.
- Some need repair now! Some very bad. Others outstanding.
- Wide variance of age of facilities. Well-kept. I think they're surprised some of our north side middle schools are as nice as they are.
- I have had very little interaction with other campuses, but those I have seen seem to be in very good shape.
- Except for the newest schools, there seems to be very little common appearance between the various campuses. Grounds are generally well kept, but many facilities seem very outdated.

How do you think that our community views our district campuses/facilities?

- Some better than others
- We need to match the facility to the amazing education and name we have in SBISD!
- Good functional
- I have limited interaction with the wider SB community. However, the community around Meadow Wood has a general positive view of the school facilities.
- Community views SBISD facilities/campuses very well.
- My community would agree with my thoughts. They love the footprint of our building – being open to the outside, lots of grass and trees right outside classrooms. I have heard comments about the smell, the undependable and either too hot or too cold A/C, the condition of the restrooms and security. They frequently comment on rust and mildew on bricks and roofs.
- Overall, I think parents view our District campuses as adequate but probably in need of updating or replacing.
- Positive views but depending on the location, perspectives are mixed among parents and former students.
- I think if you are a parent, it depends on which school your child attends. Some are new and very good. Others are very old and crowded.
- The Stratford community with students who participate in the arts truly value the growth of the auditorium simply for the educational growth but also the entertainment factor. The students can benefit from an auditorium designed based on the consideration of the arts.
- Sense of pride
- I think the community would rate our district facilities as an "A" based on the assumption that SBISD is a property rich district.
- Not sure
- I think there is some jealousy that is not necessarily based on fact. How to improve campuses that don't have PTA funds? How to assess facility repairs of add-ons at elementary campuses when other campuses are lacking those items – need to repair tracks for safety pushed to PTA because not all schools have tracks. Technology roll-out seems unbalanced to actual need.
- I think our community views our facilities in a positive light but understand many facilities still need some improvements. We are perceived as a rich district but have to give a lot of our tax revenue away back to the state (Robinhood!!)
- Good but need repair.
- Public does not see behind the scene.
- I think they are excited by our new facilities.
- Pleased with renovation and integrity of renovated facilities.
- I think many students appreciate the conditions of the campuses.
- Not sure how to say this, but I generally feel there is any interest in schools directly affecting my immediate needs. . .i.e. the schools my kids would go to, etc. . .(maybe I'm a little apathetic about community engagement)

How successful do you think our district campuses/facilities support or provide for our students?

- MDE, where my children attend, is physically adequate in its present form. I have observed, over the last five years, consumption of nearly all of the school's excess classroom capacity. If the census increases further, the physical size of the school will be inadequate. I also note that the MDE facility was constructed in 1949, and is the oldest structure in SBISD.
- Regarding MHS, which I have toured recently, the facility seems inadequate from 1) a student flow perspective (it's pretty disaggregated) and 2) a systems perspective. I think investment is needed here.
- Finally, I would point out that each of these two schools receives material capital and operating support from outside the SBISD budget (PTAs, other community interests). That private investment should be supported by the district.
- I don't have many data points for comparison but generally believe SBISD does very well with the old facilities. I have not seen the learning spaces of the new facilities.
- Limited to my experience with schools, BHE, MMS, MHS, Guthrie, Ag Center: Safety – good; Learning environment – good; Layouts – need updating – same design as I had in rural LA in 70s
- Mixed. New facilities are fabulous. Others are dated and in some areas, not safe.
- Many of our facilities have features that are outdated to today's educational purposes. The new or newer schools seem to meet today's standards for what we need at least short term.
- I think the majority of campuses are very successful. Very proud of Spring Branch district
- They are adequate for the results we are getting. They are not adequate for IT purposes, the band width is sorely lacking. Most facilities could be rearranged for better foot traffic; student comfort (A/C, Heating) varies from room to room.
- At Memorial, the District is very successful in supporting the students.
- The new campuses provide great support for teacher planning and areas for storage and work space. The older campuses do not have adequate space for teacher planning and many facilities have A/C or plumbing issues.
- I believe that SBISD faculty and staff make use of facilities in such a way as to ensure that students receive the support that they <u>need</u>. My aspiration for the District long term is for the facilities to more easily support innovation, collaboration and learning.
- I believe that our buildings are sufficient for our current program. Yes, some are old and need more work but that shouldn't affect the learning.
- I'm coming from a school that I went to, taught at and now my child goes to. Over the years, I have seen so many changes. I feel like at an elementary level, the schools that I have been to have provided a lot for our students.

- Like anything, there is variability amongst all the facilities. The new schools appear to be positioned to be very supportive for our students. There are certainly older facilities that do not support the students nearly as well and in some cases are probably more costly from an operational standpoint. Examples include modular buildings, inefficient or outdated design. The sports facilities (Tully and Coliseum) seem very good and Natatorium is workable. Admin Building is aligned with putting students/schools first.
- Think parts are successful; NHS safety is successful; food service not successful – lines; doesn't feel like a bright place – feels like a prison; gym area confusing.

What is important or a priority to you in or on district campuses/facilities?

- Providing a safe and welcoming learning environment for students, taking particular care to balance operating (staff) and capital (facilities) budgets and revenues.
- Incorporate leading practices in learning facility design into any new spaces SBISD develops. Example: 1) No student should be more than 6X screen height away from screen or closer than 2X screen height in tech enabled rooms. 2) Students should have views to the outside (not just natural light)
- Technology
- Access to computers
- Safety – limited access
- Prep for T-2-4 (Academic settings and technical training settings)
- Providing quality learning environments that are safe and innovative.
- Best for instruction
- The choosing of what school to attend – no zoned school
- Clean
- Ratio
- That our facilities reflect the status of our District. If the facility looks or feels rundown or lacks the state of the art technology or each school has different equipment based on the economic location of the facility, it reflects poorly on the District overall.
- Comfortable chairs in classrooms
- Demonstration space
- Easy drop-off
- Accessibility to outdoors
- Space for extra-curricular
- Library usage
- High energy vibe
- Collaborative Space
- Science labs
- Durability
- Flexible Space
- Infrastructure that is safe (doesn't have to be "nice") and an atmosphere promoting strong education
- Equity for teachers and students. The teachers and students need space to work and that space needs to have adequate technology.
- Equity of campus; Quality across the geography of the District and school levels
- Parking should not have been an after thought
- Efficiency – Bldgs. should be green – saving energy will save money
- New furniture
- Adequate storage for teachers
- The flow of the building to make sense.

- Have up to date technology and hands on learning
- Learning space where a teacher can go to teach that is not in their everyday classroom
- Serves the needs of the students and faculty.
- Provides appropriate space for all learning needs
- Safety and security are important priorities.
- Do we need to be gold standard on facilities? No, but it should not be different either – design guidelines should be very important in answering this question.
- Space for learning
- Bathrooms
- Kids have space that they take ownership of
- Easy for them to get food

If you could see one major physical change in or on our district campuses/facilities, what change would that be?

- Adding capacity where needed and improving the environment in the classroom.
- Good classroom design; I see students crammed into rooms and pointed in three directions to fit . . . not facilitating learning.
- Facilities that are flexible enough to accommodate the evolving role of technology (distance learning, virtual reality).
- All are brought to similar state – not identical . . . but similar.
- More parking for Back to School Night!!
- More consistency in terms of minimum standards across the District.
- I would love to see our high schools and middle schools updated to meet our need for today's instruction and future instruction.
- Not much, all schools to be at the same level.
- Equality in Equipment (i.e. theatre equipment, printers, 3D technology)
- IT band width
- Update Guthrie Center
- Green space
- Lighting
- Collaborative space
- Floor replacement at old schools and HVAC replacement where it is necessary. I see and have heard a lot about issues with A/C in SBISD schools.
- Increased technology and flexible space for students to work.
- Campuses should be a welcoming place for all students, prospective employees, parents, community partners and volunteers.
- A new natatorium
- Do something about overcrowding of MHS
- Security of the campuses to be updated such as making it very hard to pass the front door or even have receptionist behind glass.
- Learning space
- Removal of modular buildings that is outdated and ineffective.
- Clean appropriate facilities.
- Natural light
- Place where kids are proud of
- Spaces for group meetings/co-teaching

What do you want your district campuses/facilities to represent or say about Spring Branch ISD?

- Warm, welcoming
- Easily accessible for all
- Present, progressive, durable
- Safety and security of kids and adults is important.
- A progressive, sustainable district for generations to come
- A caring, up to date district that strives to better the education for the students, the environment for both students and employees and keep up with the generational changes and improvements.
- Represent pride for the district that draws people to come
- I think our District needs to reflect the needs/demands of the future. Our students will face a variety of very different challenges and demands so our schools need to reflect that. As we are moving towards personalized learning for all students, our facilities need to be flexible and support the learning needs of each student.
- Quality education
- Safe environment
- Technologically advanced
- That we are student/family centered
- We prioritize learning experiences and the student experience.
- That we value every child – equitable facilities
- That we are on a journey – facilities reflect flexibility for teaching and learning.
- Forward thinking design that is flexible
- Low maintenance
- LEED/Sustainability elements
- Collaborative spaces
- I want the facilities to show that SBISD really cares about providing the BEST possible learning environment for all of its students.
- Safe
- Child focused
- Accessible to the community
- We are committed to providing our students and teacher with the best tools to help personalize the relevancy of their learning and safety.
- High caliber, high quality District
- We believe learning is social – student collaboration.
- We believe learning is fun – students play.
- We believe learning takes place everywhere and that our facilities should be flexible, open, fun and accessible for all.
- We value our children.
- We believe they are worth our best.
- They are available as community centers – welcoming to all our community – and can serve as community hubs.

- Excellence
- Commitment to education
- Students first
- Sustainability
- Thoughtful design with the latest technology
- Exemplify the highest quality of building design to encourage learning in a better environment.
- Buildings should reflect the high standards that the district is trying to encourage with its students.
- They are as innovative as a mission says we are as a district.
- Meet the needs for specific campuses.
- A safe place for students to grow academically as well as develop soft skills needed to be successful.
- Inviting
- Inspiring
- We value education.
- SBISD is ready to prepare our children to be successful beyond high school.
- We are prepared for the technology requirements as educational methods evolve.
- I would hope that a visitor to any of the above would be impressed visually by the campus grounds and buildings (not outdated) and technology used to teach our students (current/State-of-the-art).

What items have you seen accomplished during the 2007 Bond Program that you would like to see duplicated in future renovations or new construction?

- A unique aspect to each campus.
- New schools designed to accommodate the needs of a changing educational environment.
- Wise financial decisions that allowed for an extra campus to benefit from the bond
- Having child-friendly inviting spaces for all our students is crucial. Some of the new schools reflect that.
- Supporting the technology needs of our District is also essential.
- Ensuring environmentally friendly, green spaces is also important.
- I have not been in any campuses other than RCE.
- Keep trees on campus!
- Update of technology
- Openness made
- Safety features
- I would like to see technologies that are useful to all students with learning continue to be updated and improved in all campuses.
- Enclosed and safe
- Traffic flow
- Customized for the community
- Current technology upgrades
- We need a technology assessment that will allow us the flexibility to adapt to the latest technological advances.
- Practical; high quality structures, but not luxurious, that will last a long time.
- Technology investment
- New facilities
- Community access to facilities
- Occur throughout the District
- Matched character of neighborhood/surrounding community
- Financial (responsibility) success to point of going beyond what was planned/ we didn't end up in the Houston Chronicle like HISD.
- Attention to campus needs
- Focus on the students
- Better facilities for learning
- Schools are not cookie cutter images of each other.
- Schools are look/feel beautiful and inspiring.
- Schools on the north side were valued as much as south side schools.
- New campus facilities
- Improve the campus grounds and buildings and technology in the classrooms.

From your perspective, what should a priority be when developing a long range facility plan for our district campuses/facilities?

- How can we meet the needs of all of our students, not only now, but 10, 20, 30 years down the road?
- Is it best to maintain a facility or best to figure out a way to make it new?
- Predicting and planning for growth in the district.
- How can all of the facilities benefit so that the children and the employees all benefit?
- There should be flexibility in our schools. In order for schools to accommodate the various learning needs of individuals and groups, it would be beneficial to keep that as a top priority.
- Also, ensuring equity and educational opportunities are to be kept in mind. Some stakeholders, especially disadvantaged ones, aren't always vocal or advocating for themselves. We should make sure that we are advocating for all.
- Priority should first be given to campuses where the PTA has not funded improvement. Many older schools that have PTA funding are able to wait longer in the bond years and they should be completed later.
- Equity
- Design that can accommodate personalized learning practices.
- Safety – Ability to manage access to the campuses.
- Flexibility in regard to use the latest technology available to educate students.
- Energy efficient design
- One priority should be to improve technology, food service, and other parts of the facilities that aid students in their learning.
- Educational Specs
- Efficiencies
- Sustainable
- Build facilities with future educational ideas, not from traditional perspectives from the past.
- Suitable for personalized instruction.
- Plan for plenty of usable space (more that TEA requires) with easy access to all needed supplies
- Do our campuses prepare for the workforce?
- Parking at secondary campuses – plenty of it for hosting events and community gatherings
- Less maze like campuses – more intuitive "flow"
- Thoughtful consideration of who could use the campus/facility but may not because of layout/look perception.
- Community willingness to assist with playground, outdoor areas to fund (vs. PTAs that may/may not exist)
- Stewardship (students, teachers/admin, resources (financial and otherwise)
- Focus on potential growth to avoid instant overcrowding.
- Be mindful in building design that allows for easier expansion.

- Focus on future classroom technologies so things aren't out of date so quickly.
- Do/will the facilities meet the educational goals that the specific campuses have?
- If not, what fail safes can be added so that changes/builds of the future don't progress without these goals in mind?
- Understanding and meeting the needs of the Spring Branch community – growth and attendance; updated campus facilities; technologically advanced facilities and safe and easy to navigate
- To provide every student at each campus the best environment for learning so that each student is proud of their campus and its technology for learning.

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