

REED UNION SCHOOL DISTRICT



Long-Range Facilities Plan

January 2024



Approved by the Board of Trustees:
January 16, 2024

Reed Union School District

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CONTENTS

BACKGROUND	1
PURPOSE OF A LONG-RANGE FACILITIES PLAN	1
THIS LONG-RANGE FACILITIES PLAN	1
DISTRICT DESCRIPTION	2
DISTRICT ENROLLMENT	3
SCHOOL SITES	4
<i>Reed Elementary School</i>	4
<i>Bel Aire Elementary School</i>	7
<i>Del Mar Middle School</i>	10
<i>Other Assets</i>	13
FACILITIES PLANNING COMMITTEE	14
NEEDS ASSESSMENTS	16
<i>Reed Elementary School Needs Assessment Summary</i>	17
<i>Bel Aire Elementary School Needs Assessment Summary</i>	18
<i>Del Mar Middle School Needs Assessment Summary</i>	19
SCHOOL ENHANCEMENTS & IMPROVEMENTS	20
SAFETY AND SECURITY	20
USE OF FLEXIBLE FURNITURE	20
IMPROVEMENTS TO SCHOOL AND INSTRUCTIONAL TECHNOLOGY	21
MODERN SCHOOL LIBRARIES	21
VISUAL AND PERFORMING ARTS	23
CREATION OF MAKERSPACES AND OTHER HANDS-ON LEARNING SPACES	23
OUTDOOR LEARNING ENVIRONMENTS	24
ATHLETIC SPACES	25
FOOD SERVICES	25
SUSTAINABLE SCHOOL DESIGN	25
SCHOOL ENHANCEMENT AND IMPROVEMENT PROJECTS	25
<i>Reed Elementary School Capital Projects</i>	26
<i>Bel Aire Elementary School Capital Projects</i>	26
<i>Del Mar Middle School Capital Projects</i>	26
<i>All Sites</i>	26
PROJECT PRIORITIZATION	27
PARENT AND STAFF SURVEYS	28
FUNDING CAPITAL IMPROVEMENTS	29
STATE SCHOOL FACILITY PROGRAM	29
GENERAL OBLIGATION BONDS	30
DEVELOPER MITIGATION FEES	31
UTILIZATION OF DISTRICT ASSETS	32
GRANT FUNDING	32

PARTNERSHIPS 32
GENERAL FUND 32
RECOMMENDATIONS & IMPLEMENTATION33
FMP COMMITTEE RECOMMENDATIONS 33
ADDITIONAL RECOMMENDATIONS 34
ONGOING UPDATES TO THIS LONG-RANGE FACILITIES PLAN 35
APPENDIX A36
APPENDIX B44

BACKGROUND

Purpose of a Long-Range Facilities Plan

School districts in California have a responsibility to provide a quality learning environment with safe and adequate school facilities. As schools age, a significant investment into the facility is required in order to preserve the asset and provide a suitable learning environment. A long-range facilities plan is a tool to identify the capital needs of school sites and other assets of a district and describe a plan for maintaining and improving the facilities. It is a compilation and analysis of the information needed by a school board, district staff, and the community to make informed decisions about school facilities.

The California Department of Education’s publication, “Guide for the Development of a Long-Range Facilities Plan,” defines a long-range facilities plan as a “compilation of information, policies, and statistical data about a district.” A Long-Range Facilities Plan, or simply a Facilities Plan, is organized to provide a continuous basis for planning educational facilities that will meet the needs of a changing community and provide alternatives in allocating facility resources to achieve the District’s goals and objectives.

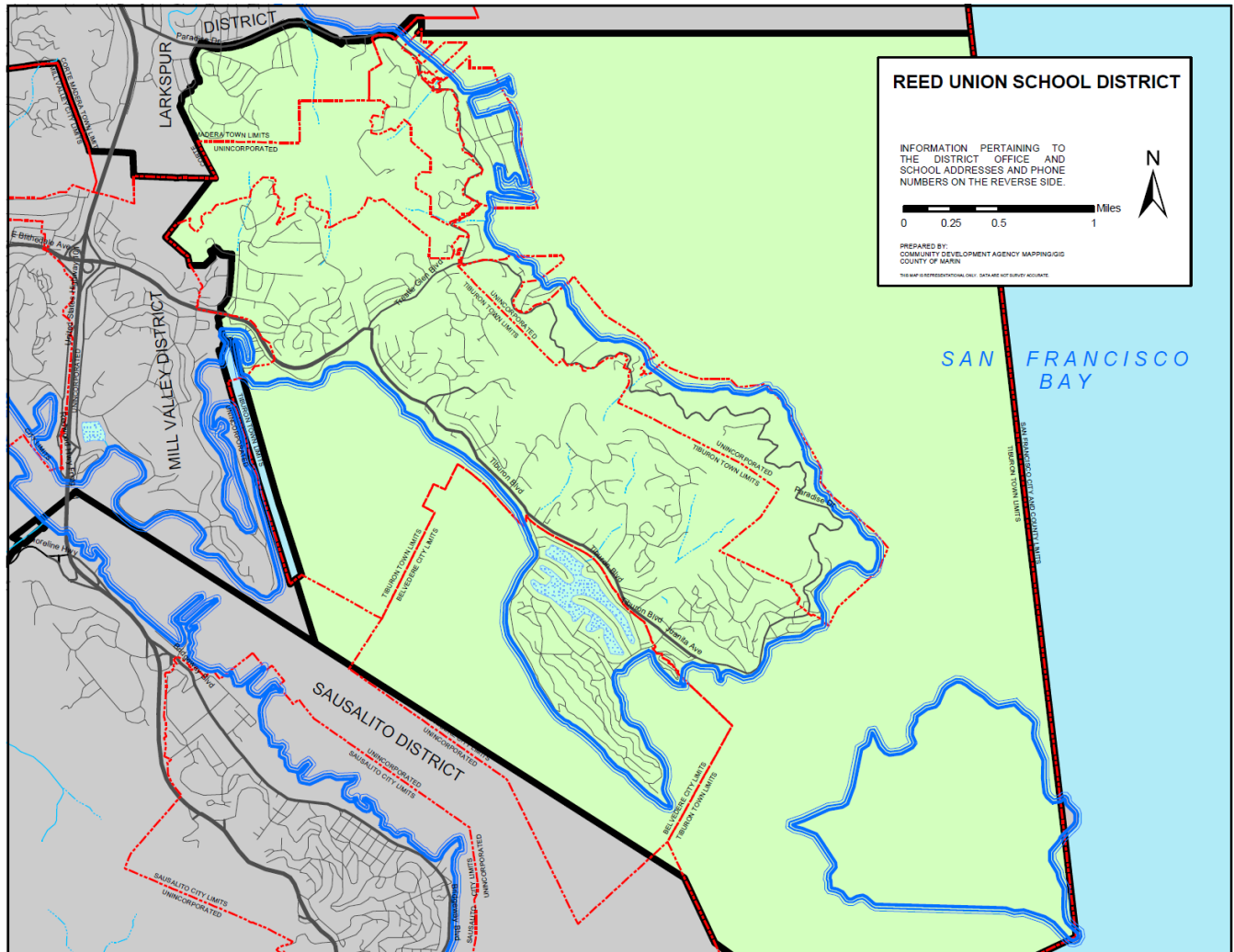
A Facilities Plan is essential in planning for growth expected to occur within a school district’s boundaries over a 10 to 15 year period. A Facilities Plan is intended to be a flexible document that will be revisited and updated regularly to serve as the framework for the construction of facilities necessary to serve as an effective district.

This Long-Range Facilities Plan

In the spring of 2022, the Reed Union School District (“RUSD” or the “District”) embarked on a process to evaluate the facilities needs at each school site, obtain school site and community input on capital needs, and identify potential capital funding sources. Throughout the year-long process, the facilities needs for each campus were identified through visual inspections of each school site completed by contracted facility experts and conversations with school administrators, maintenance, and custodial staff. The District further engaged Board members and school site representatives to determine improvement needs and priorities. The results of these site assessments and input from the Board and school site representatives have been memorialized into this Long-Range Facilities Plan. A Facilities Plan is a working document that should be updated periodically as the needs, priorities, and funding options of the District change and evolve.

District Description

RUSD is an elementary district serving the southern Marin communities of Belvedere, Tiburon, and a portion of east Corte Madera. Its three school sites are located in Tiburon: Reed School - Kindergarten through second grade; Bel Aire School - grades 3, 4 and 5; and Del Mar Middle School - grades 6, 7 and 8. District enrollment is around 1,150 students, with class size averaging approximately 20 students. RUSD graduates attend high school in the Tamalpais Union High School District, as well as private schools in Marin County and San Francisco.

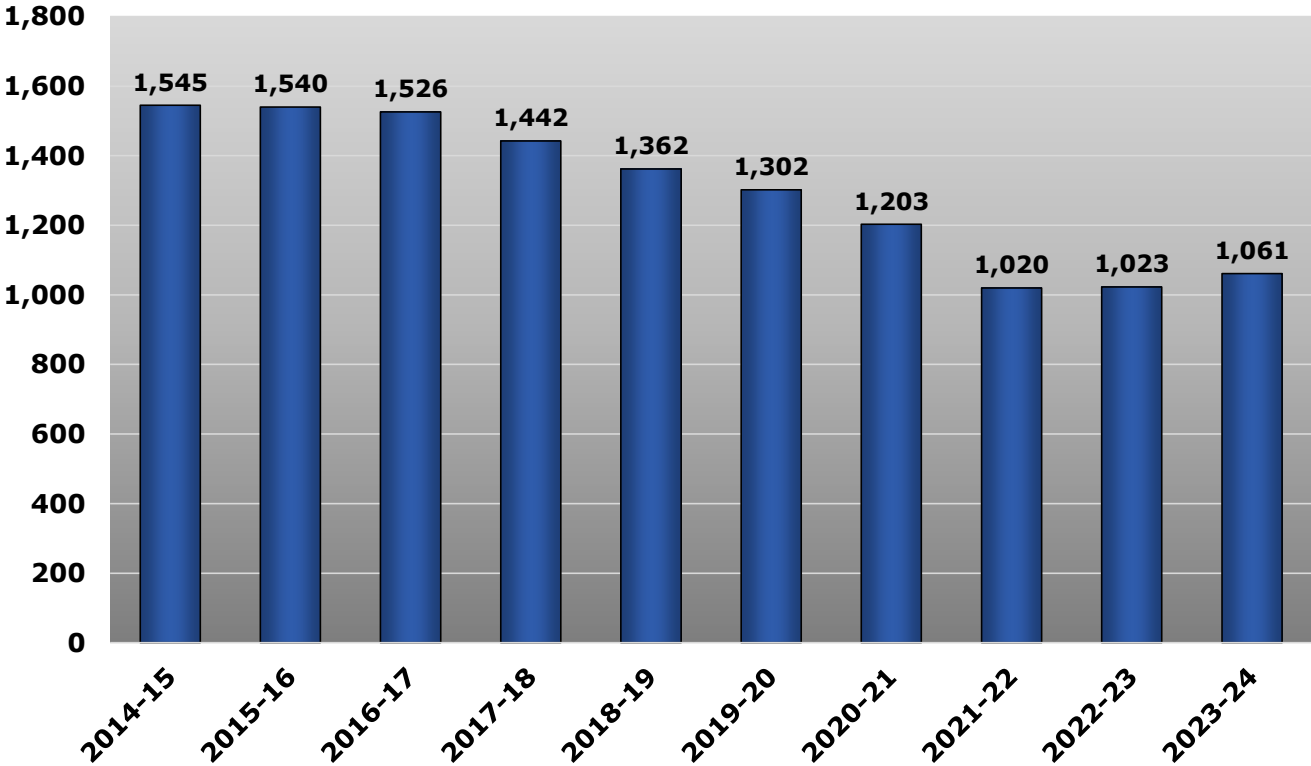


The RUSD community is very active in the schools. Parents participate in PTA-sponsored activities and assist in the classrooms, libraries, and other school site locations. They also serve on the School Site Councils and the Board of Trustees. Parents, community members, and local businesses support schools through a parcel tax that provides for small class size and two bond measures that improved facilities. The parent-led Reed Schools Foundation funds Spanish, technology, art, music, physical education, and site enhancements.

District Enrollment

RUSD has experienced a significant decline in student enrollment over the past 10 years, with a current enrollment of 1,061 students, as shown in **Chart 1**.

CHART 1
Districtwide 10-Year Historical Enrollment



Source: California Department of Education, DataQuest, Reed Union School District 2023-24 First Interim Report.

SCHOOL SITES

REED ELEMENTARY SCHOOL

Reed Elementary School is located at 1199 Tiburon Boulevard and serves students in pre-Kindergarten through 2nd grade. The school was built in the early 1950s and is situated on an 8.06 acre site. It was named a California Distinguished School in 2002, 2009, and 2014.

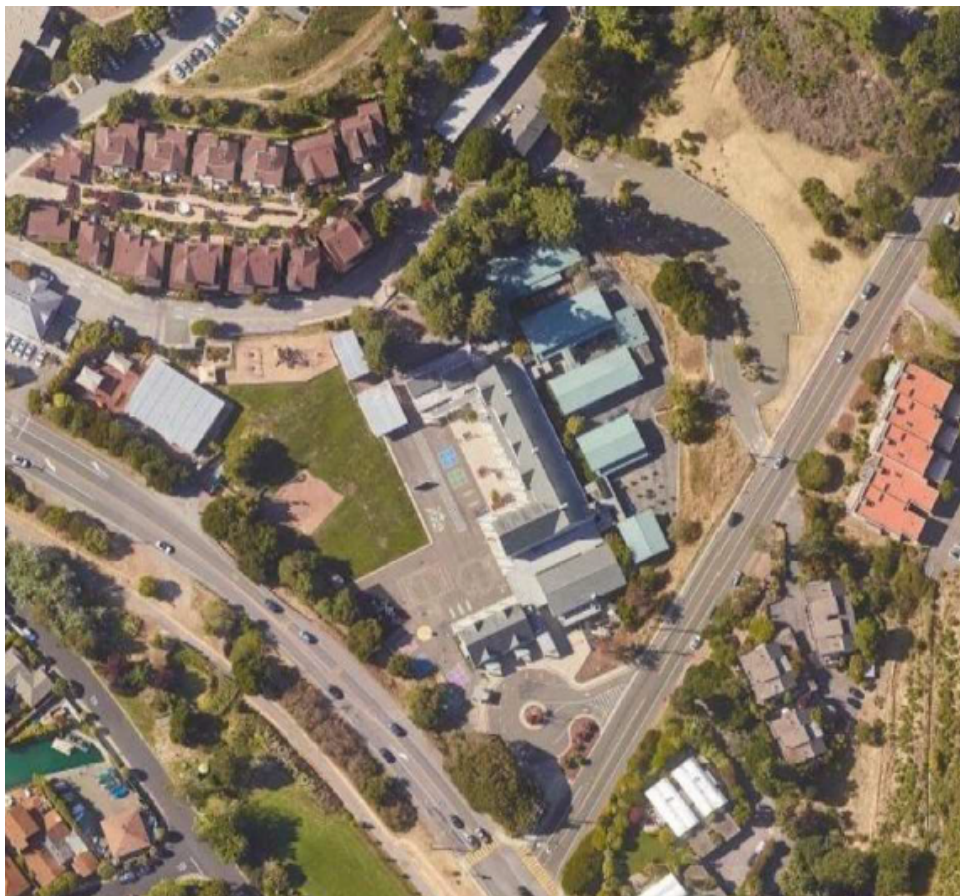


In 2002, a large portion of the Reed School campus was either modernized or rebuilt. Since that time, additional facility improvements have been completed on the site. Below is a summary of the improvements to the Reed Elementary School campus since 2002:

- The school office building, kindergarten and first-grade classrooms and library were replaced with a two-story structure that accommodates eight classrooms, a learning center, library, and art room.
- Additional kindergarten classrooms were added to make it possible to provide a full-day program.
- The first- and second-grade classrooms and the multipurpose room were renovated, and a new playground and athletic field were added.
- An additional building was constructed for the school office and teacher workroom.

- A portable classroom was added in 2011 to address growing student enrollment.
- In 2014, a perimeter security fence was installed around the entire campus.
- A dedicated STEAM Lab was designed and launched in 2016. All students participate in hands-on lessons in engineering, coding, robotics, and circuitry.
- A Builder’s Studio was designed and installed in fall of 2019 to support hands-on learning in engineering design, a component of the Next Generation Science Standards.
- A schoolwide garden was revitalized in spring of 2019 through the generous support of a local community business, Woodland’s Market. The garden is used to support lessons in earth science in grades K-2.
- A large permanent shade structure was installed to the upper portion of the campus in fall of 2020. The structure serves as a protected lunch area, outdoor learning area and meeting/assembly location for the school community.

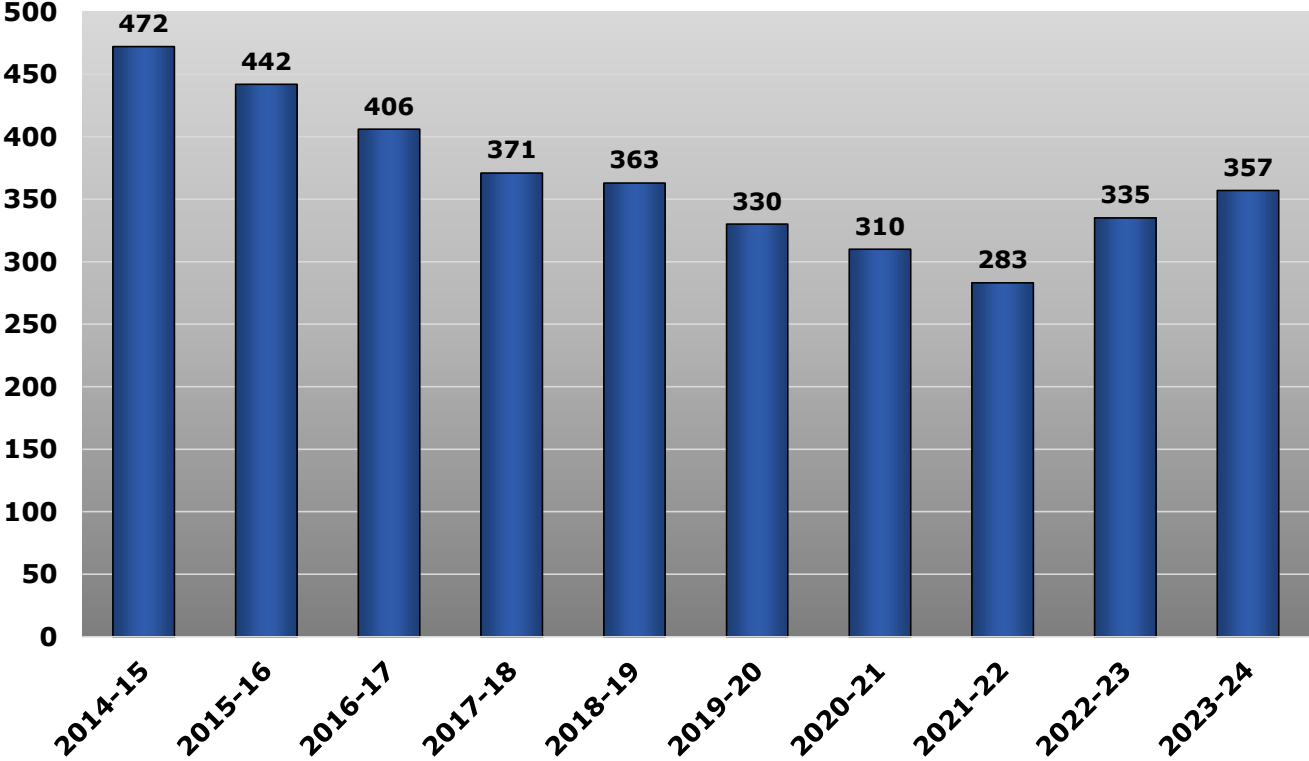
The Belvedere-Tiburon Joint Recreation Department (The Ranch at Dairy Knoll) is allocated space on the school site to run after-school programs. A private nonprofit child-care center is located on the west side of the campus. Approximately 2.9 acres on the north side of the campus remains undeveloped. The District and the Board will carefully consider all potential uses of the property, such as educational facilities, recreational spaces, housing, development, etc. and will comply with all necessary statutes and regulations before committing the property to any particular purpose.



Student enrollment at Reed Elementary has declined over the past 10 years but increased by 52 students in the 2022-23 school year and an additional 22 students in the 2023-24 school year to a current enrolment of 357 students, as shown in **Chart 2**.

CHART 2

Reed Elementary School 10-Year Historical Enrollment



Source: California Department of Education, DataQuest, Reed Union School District 2023-24 CBEDS Report.

BEL AIRE ELEMENTARY SCHOOL

Bel Aire Elementary School is located at 277 Karen Way and serves students in grades 3 through 5. The school was built in the 1950s and is situated on a 10 acre site. It was recognized as a California Distinguished School in 2001, 2010, 2013, 2014, and 2023, and has received both the National Blue Ribbon and National Technology awards.



Since 2004 most of the facilities have been modernized or rebuilt, as summarized below:

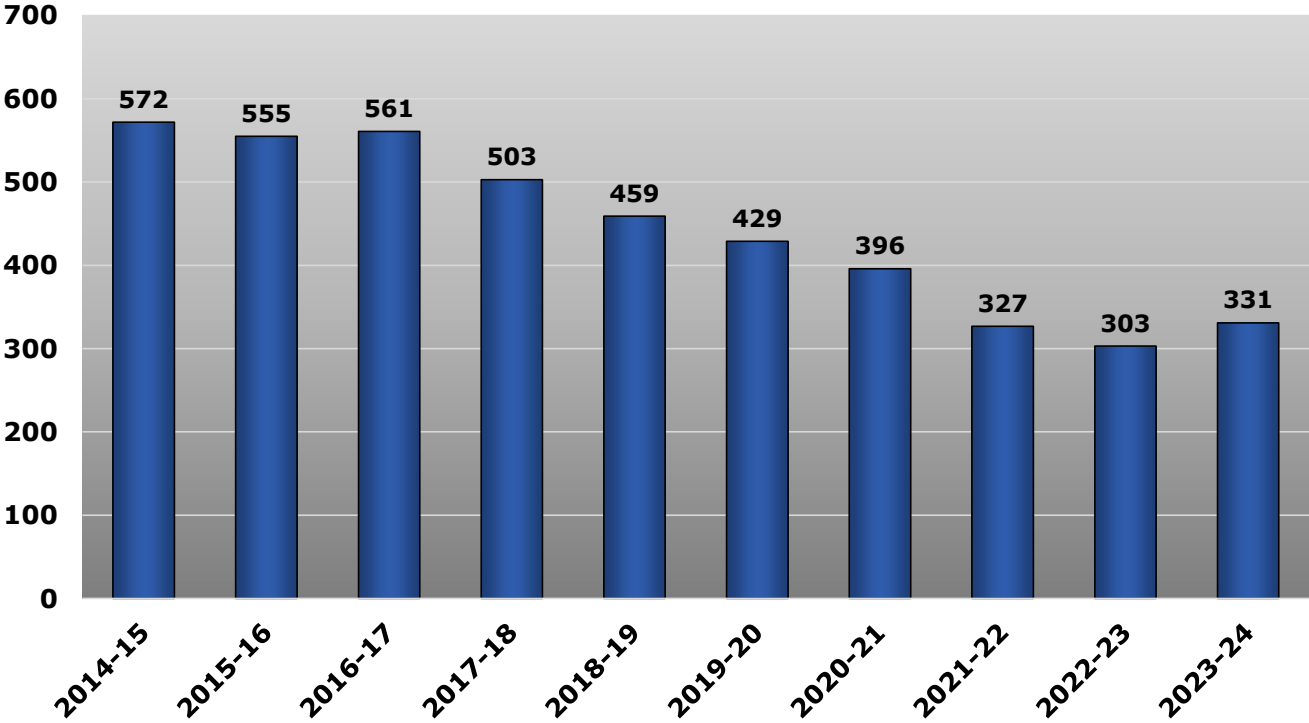
- All 12 original regular classrooms and all restrooms were modernized.
- A new multipurpose room, staff lounge, kitchen, school library, staff development room, covered lunch area, media center, learning center, learning academy and seven new classrooms were added to the campus.
- Asbestos was removed and new roofs installed on all campus buildings.
- New athletic fields were added in 2007-08.

The District Administrative offices are located on this school site.



Student enrollment at Bel Aire Elementary has declined over the past 10 years but increased by 28 students in the current school year to an enrolment of 331 students, as shown in **Chart 3**.

CHART 3
Bel Aire Elementary School 10-Year Historical Enrollment



Source: California Department of Education, DataQuest, Reed Union School District 2023-24 CBEDS Report.

DEL MAR MIDDLE SCHOOL

Del Mar Middle School is located at 105 Avenida Miraflores and serves students in grades 6 through 8. The school was built in the 1960s and is situated on a 9.8 acre site. It was recognized as a California Distinguished School in 2003, 2009, and 2013. In 2017 Del Mar Middle received the California Gold Ribbon Award based on its students' digital portfolios and showcased exhibitions of student work. It was also recognized as a School to Watch in 2022.



Since 2004, several modernizations and improvements have been completed on the campus, as summarized below:

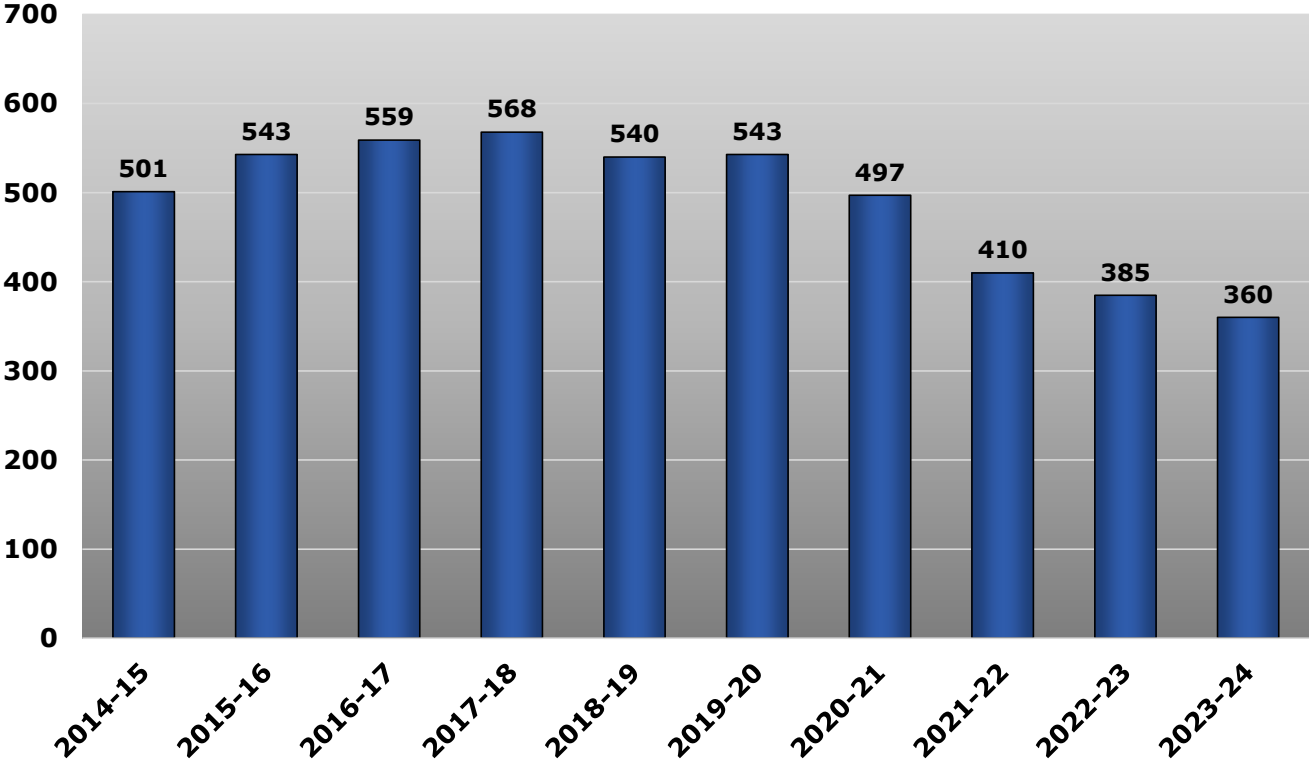
- All classrooms, the library, and school offices were modernized.
- A cyber lounge classroom and new gym were built in 2007.
- The office building and library building were connected, creating space for an expanded teacher workroom.
- A learning center and technology office were added.
- New athletic fields were created in 2007-08.
- In 2008, the quad outdoor area was renovated.
- A portable classroom was added to the campus in the summer of 2014, as well as two additional portable classrooms in 2017.



Student enrollment at Del Mar Middle peaked at 568 students in 2017-18 but has declined to a current enrolment of 360 students, as shown in **Chart 4**.

CHART 4

Del Mar Middle School 10-Year Historical Enrollment



Source: California Department of Education, DataQuest, Reed Union School District 2023-24 CBEDS Report.

OTHER ASSETS

Granada School Site

In addition to the active school sites, the District owns an approximately 16 acre site located at 50 El Camino Drive in Corte Madera. This site was formerly a school that closed in the 1980s. It currently houses the District Maintenance and Operations Department as well as a pre-school. Additionally, the fields are used for Tiburon Little League and other youth sports.



FACILITIES PLANNING COMMITTEE

The District Board and staff believe that the school site and community input is essential in developing a comprehensive Long-Range Plan. As such, in the Spring of 2022, the District formed a Facilities Planning Committee ("Facilities Committee") that was tasked with four main objectives:

- Provide input on the capital facilities needs at each school site, including improvements needed to school buildings and grounds, and the integration of educational program with facilities improvements.
- Develop an awareness of the school facility construction process, costs, and funding options and provide input.
- Provide input on how the District's facilities align with the community's goals and make recommendations to the Board.
- Examine site by site improvements to develop an overall District-wide capital improvement project list and prioritization of those improvements.

From March to November of 2022, the Facilities Committee met six times to:

- Brainstorm on ideas
- Receive information on Needs Assessment and provide feedback
- Discuss educational vision and how facilities can support this vision
- Understand the cost of school construction and process for delivering facilities improvements
- Understand funding options for school facilities improvements
- Provide feedback on project priorities and potential funding sources
- Make recommendations to the Board

Facilities Planning Committee Members

Afseneh Zolfaghari, Board Member
Allison O'Brien, Teacher Del Mar Middle
Annie Defesche, Foundation for Reed Schools
Chad Stuart, Principal Del Mar Middle
Bryan Nielsen, Teacher Del Mar Middle
Carl Krawitt, Community Member
Carlos Estrella, District Chief Business Official
Chuck Hornbrook, Community Member
Crystal Duran, Town Librarian
Daniel Arauz, District Information Technology
David Wade, Instructional Aid Del Mar Middle
Eduardo Munoz, District Maintenance & Operations
Eric Kaiser, PE Teacher Reed Elementary
Evan McKay, District Information Technology
Heather Johnson, Teacher Del Mar Middle
Jacob Riley, Community Member
James Erwig, Community Member
Jeff Toepfer, District Maintenance & Operations
John DiCosmo, Principal Bel Aire Elementary
Dr. Kim McGrath, District Superintendent
Lara Dellarocca, Community Member
Laura Kristy, School Secretary
Maggie Jackson, Community Member
Mary Niesyn, Principal Reed Elementary
Melissa Daymond, Teacher Reed Elementary
Nathan Grebil, Teacher Bel Aire Elementary
Paul Devoto, Teacher Bel Aire Elementary
Rekha Subbarao, Instructional Aid
Rezvan Jorshary, Community Member
Suzanne Kim, Community Member

The Committee was empowered to seek input from colleagues, friends, and neighbors to ensure the District's FMP is aligned with the community's vision.

The work and recommendations of the Facilities Committee have been reflected in the content of this Facilities Plan, with the recommendations described on **page 31**.

NEEDS ASSESSMENTS

School Facility Needs Assessments are an identification of the improvements needed to existing school buildings and grounds in order to adequately preserve and maintain the building structures and property. These assessments typically consider the useful life of building systems and structures and recommend replacements, upgrades, and modernizations needed.

The District's Maintenance and Operations staff as well as an independent facilities consultant conducted site walks and completed a Needs Assessment on each school campus. The Needs Assessments took into consideration the current condition of buildings and grounds, without consideration for how buildings may need to be improved to better support educational programs. These Needs Assessments can be used to provide guidance as to the improvements needed for each campus. Ultimately, capital projects will be implemented based on Needs Assessments combined with improvements identified to support educational program and the future student population of the District.

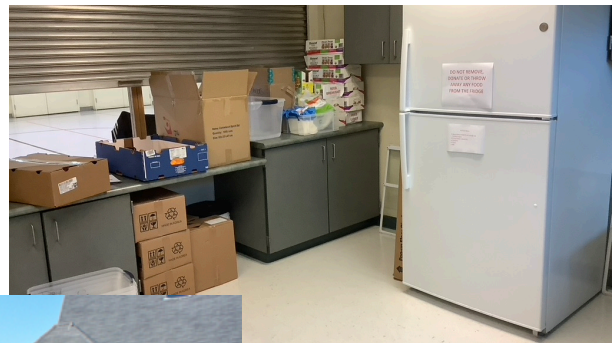
The Needs Assessments were presented to the FMP Committee to obtain input and identify high priority needs. The following provides a summary of the Needs Assessment for each school site, including input provided by the FMP Committee, and identifies the FMP Committee's suggested high-priority needs.

Overall, Reed Schools are very well-maintained and are generally in good condition. All three schools were modernized between 2002 and 2005. Most indoor and outdoor spaces need a refresh and/or updating. Portable classrooms on all three campuses are outdated and could be replaced. In order to support modern technology in the classrooms and throughout campuses, technology infrastructure upgrades will be needed. Additionally, many buildings do not have air conditioning, which was identified as a high priority need throughout the District.

REED ELEMENTARY SCHOOL NEEDS ASSESSMENT SUMMARY

* Air conditioning for all rooms	* ADA ramp from upper to lower
* Heaters in rooms 1, 2, and 17	Light for play area
* Lighting timers and controls	Interior and exterior painting
* Roof above gym heater	New fence along Tiburon Blvd.
* Roof above administration building and building 1	Add fully equipped server room
* Roof above rooms 1 and 2	Improve school entry sequence
* New play structure	Finish lighting upgrade
* New wood for pergola	Seal playground
* Covered lunch area	Redo landscaping throughout campus
* Replace old walkways	Improve library
* Upper walkways need new wood	

* - High priority improvements as identified by the Facilities Committee.



BEL AIRE ELEMENTARY SCHOOL NEEDS ASSESSMENT SUMMARY

* Replace portables	Improve school entry sequence
* Air conditioning for all classrooms	Repair top of stairs from upper lot
* Heaters in A, B, and C buildings	New stairs around A, B, and C buildings
* Repave lower playground	Replace stairs from field to upper playgrounds
* Shade for lunch area	Walkway next to driveway
* Track improvements	Handrail and new concrete at bus stop
* Replace wooden stairs from Corto Palos Verdes	Signage for school/office/district office
Skylights on A, B, C, and E buildings	Property line survey
Tile in lower hallway of E building	Remove old gas meter walls
Upgrade theatrical lights in gym	Fix storm drain behind office
Finish lighting upgrade	Repair upper drainage ditch
Interior and exterior painting	Relocate dumpster area
Replace play structure & retaining wall	Fix garbage entrance/fire hydrant/gate
Lighting timers and controls	Emergency storage
Redo landscaping throughout campus	More records storage

* - High priority improvements as identified by the Facilities Committee.



DEL MAR MIDDLE SCHOOL NEEDS ASSESSMENT SUMMARY

* Air conditioning for all rooms	Interior and exterior painting
* Separate heater for room 17	Bigger sinks in room 15
* Replace locker rooms/music/design lab	Finish interior lighting upgrade
* Windows for kitchen	Improve roof drains in A and B buildings
* Repave playground	Finish perimeter fence
* Fix concrete by room 15	Redo landscaping throughout campus
* Replace asphalt behind design lab	Lights for dumpster area
* Re-pipe water for field bathroom and lockers	Repave parking lot/improve drainage
* Replace stairs from field to street	Repave ramp by room 14
* Replace path from Virginia to field	Fully equipped server room
* Repair roof above Room 10	Lighting timers and controls
* Redo track	ADA ramp to lunch area
Remove portable classrooms	Improve school entry sequence
Repair/replace restrooms by field	Improve lunch and gathering spaces
Improve Wi-Fi throughout campus	

* - High priority improvements as identified by the Facilities Committee.



SCHOOL ENHANCEMENTS & IMPROVEMENTS

In addition to Facility Needs Assessments, the current and future educational program offerings of the District will drive improvements to capital needs of the District. Further, Board policy and areas of concern could result in capital improvement needs at school sites. Several concepts are analyzed in order to identify school enhancement projects and facilities improvements to support educational programs. These include:

- Safety and Security
- Use of flexible furniture
- Improvements to school and instructional technology
- Modern school libraries
- Visual and Performing Arts
- Creation of makerspaces or other hand-on learning spaces
- Outdoor learning environments
- Athletic Spaces
- Food services
- Sustainable school design

The Facilities Committee reviewed several school enhancement concepts to provide input and guidance on areas of interest to the school sites and community. A summary of the results of the Facilities Committee discussions are included as **Appendix A**.

Safety and Security

The Facilities Committee agreed that in general, Reed Schools are safe. However, there were measures at each campus that could be considered in order to further improve safety and security. Parking and drop-off areas were identified as a concern at all three school sites. Additionally, school entrances could be improved at each campus to better monitor access to campus and create a more welcoming entrance. Other safety improvements identified include additional fencing at some sites, ADA improvements, fill potholes in athletic fields, installation of cameras and outdoor lighting, improved campus communications systems.

Use of Flexible Furniture

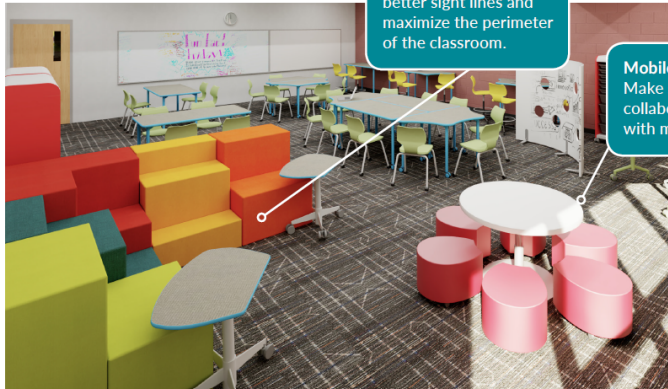
Flexible furniture is being incorporated into classrooms throughout the country to provide improved learning environments that support student learning by creating collaborative spaces and furniture more conducive to a variety of learning styles. The Facilities Committee considered how flexible furniture could enhance existing learning environments without requiring any structural building upgrades. Modern seating options can improve student focus and improve academic performance;

mobile seating and tables allow for improved collaboration; a variety of seating and work surface options help keep students engaged.

Anatomy of a Flexible Seating Learning Space



Stools: Promote better focus and higher academic achievement with active seating.



Tiered seating: Gain better sight lines and maximize the perimeter of the classroom.

Mobile seating: Make spontaneous collaboration easy with mobile seating.



Height-adjustable desks: Allow students to quickly switch between seated use and standing use with height-adjustable work surfaces.



Desks: Mobile desks or tables make it easy to quickly rearrange groups.

Improvements to School and Instructional Technology

Instructional technology could impact capital improvements as it relates to classroom design and technology infrastructure needs. The Facilities Committee recommended that technology incorporated into the District’s educational program be done so with intentionality. But agreed that school should be improved to support future technology.

Modern School Libraries

Modern libraries are designed to connect students, information, and ideas. Large circulation desks are being replaced with smaller, mobile service desks. Flexible spaces throughout the library can be used for group learning, makerspaces, or reading spaces. Libraries are becoming less about materials and more about the experience of connecting and collaborating. Book collections are still important,

but as libraries acquire more digital materials, they are devoting less space to housing physical items. Instead, they are creating flexible, multi-use spaces for students to gather, interact, and learn new skills. Further, modern libraries are using outdoor space to enhance the learning opportunities available to students.

The Committee agreed that school libraries should be updated with flexible furniture and spaces to encourage student collaboration and improved instructional spaces. They believe that there is still a need to have space to find and check out books, but large circulation desks may no longer be necessary. That space could be better utilized with flexibility and collaboration in mind.



Visual and Performing Arts

The Facilities Committee indicated that visual and performing arts spaces should enable cross subject creativity and growth. These facilities could be designed for multiple purposes, and in conjunction with other agencies/entities, such as the Town of Tiburon. Classrooms used for the arts should include additional storage, be acoustically sound, and located on campuses where they will not disturb other classes.

Creation of Makerspaces and Other Hands-On Learning Spaces

Makerspaces and hand-on learning spaces are already incorporated into the educational environment at all of the District's school sites. The Facilities Committee felt that additional spaces should be provided as they provide enhanced learning opportunities and will better prepare students for high school, college, and the workforce. These spaces could incorporate both indoor and outdoor learning spaces. The school sites have done their best to create hands-on learning spaces in existing classrooms, but the District should consider opportunities to design specialty classrooms for this purpose.



Outdoor Learning Environments

Learning occurs both indoors and outdoors. An outdoor learning environment can support classroom instruction and provide students with an alternative educational setting. Classrooms can be designed to improve access to the outdoors. Campus landscaping can be designed for student collaboration.

The Facilities Committee acknowledged the importance of improving the outdoor learning environments available to Reed students. They considered opening up classrooms to the outdoors when possible, refurbishing landscaping to create additional learning areas, adding shade structures to make outdoor environments more comfortable, and using gardens to enhance school curriculum.



Athletic Spaces

The Facilities Committee indicated that the athletic spaces at all three campuses need improvements. There are concerns with potholes on athletic fields/surfaces, insufficient locker rooms, and asphalt surfaces. A modernization and/or refresh of the athletic facilities at all three campuses would be beneficial.

Food Services

The Facilities Committee felt that eating areas at all three campuses could be improved. The addition of shade structures would greatly enhance the eating areas for students. The biggest concern with food services was at Reed Elementary School. Their multi-purpose room is small for the campus and the kitchen is inadequate. The Committee wanted to see student participation in cooking and meal preparation to the extent possible.

The Federal School Lunch Program is impacting the quality of meals for students. The Committee encouraged the District to consider whether preparing meals in-house rather than contracting for this service could be done given the available facilities. With the size of the kitchen at Bel Aire Elementary, the District could evaluate whether meal preparation is feasible.

Sustainable School Design

Sustainable school design can not only protect the environment but also provide an enhanced learning environment for students. The Facilities Committee wants the District to be creative when improving school sites and consider opportunities to “green” buildings and grounds. The Committee discussed ideas related to energy generation, water collection, charging stations, composting, water reduction, waste management, among other concepts.

School Enhancement and Improvement Projects

Based on the Committee discussions and feedback from the school site principals, the following school enhancement and improvement projects were identified.

REED ELEMENTARY SCHOOL CAPITAL PROJECTS

- Create outdoor learning areas behind makerspace/builder's studio
- Improve parking/drop-off area
- Modernization projects identified in campus Needs Assessment
- Modernize and expand multi-purpose room
- Reconstruct the interior of the "bowling alley" and loft above library
- Replace portables with permanent building
- Transform interior of library
- Upgrade communications systems

BEL AIRE ELEMENTARY SCHOOL CAPITAL PROJECTS

- Improve driveway and pick-up/drop-off area
- Modernization projects identified in campus needs assessment
- Replace portable classrooms with permanent building
- Replace track
- Shade structures for lunch area
- Transform library into more flexible space
- Transform staff room to allow for collaborative spaces, eating area, and workroom space

DEL MAR MIDDLE SCHOOL CAPITAL PROJECTS

- Create a clear and welcoming entrance to campus
- Improve ramp down to lunch area
- Improve staff workroom/conference room spaces
- Modernization projects identified in campus needs assessment
- Re-do landscaping throughout campus and create outdoor learning environments and student gathering spaces
- Replace portables and lockers with permanent building
- Replace track
- Shade structure for amphitheater

ALL SITES

- Classrooms transformations to include forward thinking technology, flexible furniture, collaborative spaces, and access to outdoor learning areas (where possible and practical)
- Create dedicated IT rooms with appropriate security
- Vehicle charging stations
- Improvements to "green" all campuses

Project Prioritization

The District may not have the resources to complete all projects identified in this Long-Range Facilities Plan. As such, it will be important to prioritize capital improvements. Preliminarily, the projects identified for each school site were ranked by the Board based on input from the Facilities Committee and District staff, as shown in **Table 1**.

TABLE 1

PRELIMINARY PROJECT PRIORITIZATION	
1. Replace portables at all three school sites with permanent buildings	13. Improve staff workroom/conference room space at Del Mar Middle
2. Modernize and expand multi-purpose room at Reed Elementary	14. Re-do landscaping and create outdoor learning environments and student gathering spaces at Del Mar Middle
3. Create a clear and welcoming entrance at Del Mar Middle	15. Shade structures for lunch area at Bel Aire Elementary
4. Modernization projects identified in Facility Needs Assessment at Reed Elementary	16. Transform staff room at Bel Aire Elementary
5. Transform library into more flexible space at Bel Aire Elementary	17. Improve driveway and pick-up/drop-off area at Bel Aire Elementary
6. Create dedicated IT rooms with appropriate security at all three school sites	18. Shade structure for amphitheater at Del Mar Middle
7. Modernization projects identified in Facility Needs Assessment at Del Mar Middle	19. Improve ramp down to lunch area at Del Mar Middle
8. Classroom transformations at all three school sites	20. Create outdoor learning areas behind makerspace/builder's studio at Reed Elementary
9. Transform interior of library at Reed Elementary	21. Reconstruct the interior of the "bowling alley" and loft above library at Reed Elementary
10. Modernization projects identified in Facilities Needs Assessment at Bel Aire Elementary	22. Replace the track at Bel Aire Elementary
11. Upgrade communications system at Reed Elementary	23. Improve parking/drop-off area at Reed Elementary
12. Replace track at Del Mar Middle	

Parent and Staff Surveys

The District surveyed school site staff and parents to advise on whether the projects and priorities set forth by the Facilities Committee and the Board resonated with interested parties at the school site level. Key findings from the survey are identified below. A detailed summary of the survey results are included as **Exhibit B**.

Overall, parents and staff are satisfied with the appearance of Reed school sites and think they are generally safe. Most respondents believe that improving school facilities would improve the performance of students. Respondents generally did not believe that additional technology would enhance student learning opportunities but did think that improved outdoor learning environments would create additional learning opportunities for students.

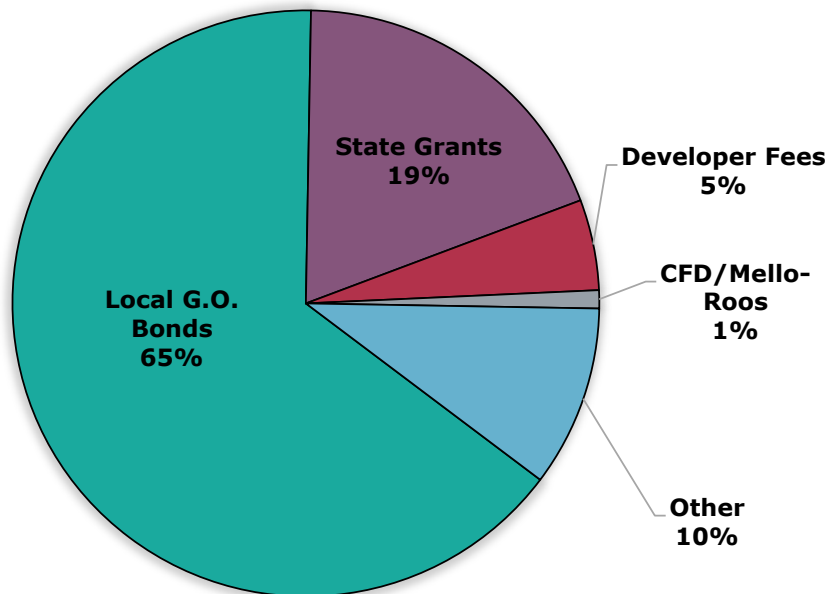
When considering the projects identified by the Facilities Committee, respondents generally agreed with the projects identified. Below is an identification of the highest priority projects identified by each group of respondents.

- At Reed Elementary School, the highest priority projects identified by staff were: (1) Replacing portables with permanent buildings, (2) adding air conditioning to all rooms and replacing heaters where needed, and (3) modernize, expand, and reconfigure gymnasium/multi-purpose room. The highest priority projects identified by parents were: (1) add shade structure for lunch area, (2) add air conditioning to all rooms and replace heaters where needed, and (3) modernize, expand, and reconfigure gymnasium/multi-purpose room. Parents also felt that replacing portables with permanent classrooms and creating outdoor learning environments were important.
- At Bel Aire Elementary School, the highest priority projects identified by staff were: (1) add air conditioning to all rooms and replace heaters where needed, and (2) replace portables and locker room with permanent building for locker rooms, visual and performing arts, science, robotics, etc. The highest priority projects identified by parents were: (1) add air conditioning to all rooms and replace heaters where needed, (2) add shade structure for lunch area, and (3) replace portable classrooms with a new permanent classroom wing.
- At Del Mar Middle School, the highest priority projects identified by staff were: (1) add air conditioning to all rooms and replace heaters where needed, (2) replace portables and locker room with permanent building for locker rooms, visual and performing arts, science, robotics, etc. The highest priority projects identified by parents were: (1) replace portables and locker room with permanent building for locker rooms, visual and performing arts, science, robotics, etc., (2) add air conditioning to all rooms and replace heaters where needed, and (3) add shade structure for amphitheater. Parents also felt that classroom transformations were important as well as creating outdoor learning environments.

FUNDING CAPITAL IMPROVEMENTS

School facility improvements in California are traditionally funded from a combination of State and local sources. As shown in **Chart 5**, school improvements are predominately funded by local General Obligation Bonds, with some assistance from the State. Other funding sources make up approximately 16% of the funding used for school facility improvements.

CHART 5
HOW CAPITAL IMPROVEMENTS ARE TYPICALLY FUNDED BY CALIFORNIA SCHOOL DISTRICTS



Source: Financing School Facilities in California: A 10-Year Perspective, September 2018. Study conducted by PACE (Policy Analysis for California Education).

The following provides a summary of some of the funding sources available to school districts.

State School Facility Program

The State School Facility Program ("SFP") is a funding program whereby the State provides grant funds to school districts embarking on eligible construction projects. The SFP is funded through statewide general obligation bonds.

In 2016, voters passed Proposition 51 which supplemented the State's bonding authority for school facilities by an additional \$9 Billion; \$3 Billion of which was designated for TK-12th grade new construction, and another \$3 Billion for modernization. Currently all funding from Proposition 51 has

been allocated to projects. In lieu of a new State school bond measure, the State has allocated funding from its General Fund to continue the SFP. For 2022-23, \$1.3 billion was allocated with an anticipated funding amount of \$2.06 billion in 2023-24 and \$875 million in 2024-25 (although, no guarantee). A new State school bond measure is anticipated in 2024. In order to access any State funding, the District would have to have local “matching” funds.

Modernization Funding

The State has historically provided funding assistance to school districts for the modernization of school facilities. The assistance is in the form of grants and requires a 40 percent District funding contribution. A district is eligible for modernization grants when students are housed in permanent buildings that are 25 years old or older and relocatable classrooms that are 20 years old or older, and the buildings have not been previously modernized with State Funds. In order to receive funding, the district must also show that there are pupils assigned to the site who will use the facilities to be modernized. If the facility is currently unused, such as a closed school, it may also be eligible for modernization funding if the district intends to reopen it for students immediately.

The modernization grant can be used to fund a variety of work at an eligible school site. Air conditioning, insulation, roof replacement, as well as the purchase of new furniture and equipment, are just a few of the eligible expenditures of modernization grants. A district may even use the grants to demolish and replace existing facilities of like kind. However, modernization funding may not be spent for construction of a new facility.

Assuming the State continues to provide modernization funding and the funding allocation is similar to the way funding has previously been allocated, the District may target modernization funding for any eligible improvements that need to be made on current sites. The District received approximately \$3.1 million in State funding for modernization projects at all three active school sites from 2001 through 2006. Schools will become eligible for additional modernization funding beginning in 2026. Based on current per pupil grant amounts, the District could be eligible for approximately \$2.1 million for Reed Elementary, \$2.4 million for Bel Aire Elementary, and \$3.2 million for Del Mar Middle in 2026. Matching funds would be needed to access any State grants.

New Construction Funding

New construction funding may be available for school districts whose existing capacity is insufficient to house the existing students or those students anticipated within the district, based on a five-year enrollment projection. Given the District’s declining enrollment, it is unlikely that the District will qualify for any new construction funding.

General Obligation Bonds

General Obligation Bonds (“GO Bonds”) are loans issued by a school district and repaid from an *ad valorem* tax levy on property within the District’s boundaries. The maximum amount of GO Bonds that can be outstanding at any one time is limited to 1.25% of a union school district’s assessed property value. This is referred to as a district’s “bonding capacity”. GO Bonds must be approved by

voters within the District. The timing of the elections for GO Bonds depends upon the authority under which the bonds are to be approved.

In 2001, voters in California approved an amendment to the State Constitution (Proposition 39) allowing school districts to obtain authorization to issue GO Bonds with approval from 55% of the district's registered voters voting in an election. GO Bonds may be used for construction, rehabilitation, equipping of school facilities, the acquisition or lease of real property for school facilities, and furniture and equipment. A bond measure requires a specific list of school projects to be funded and certification that the school board has evaluated safety, class size reduction, and information technology needs in developing the list. Finally, there is a requirement that an oversight committee review expenditures and the school board conduct annual, independent financial and performance audits until all bond funds have been spent to ensure that the bond funds have been used only for the projects listed in the measure.

In addition to the bonding capacity restriction, the tax rate levied as the result of any single election can be no more than \$30 per \$100,000 of assessed value, for a union school district.

Election dates for a Bond measure are limited to: (1) statewide primary or general elections; (2) regularly scheduled local elections; or (3) statewide special elections. Statewide election dates only occur in June and November in even-numbered years. Therefore, except in the case of a special statewide election (which can only be called by the Governor), districts may only hold GO Bond elections on regularly scheduled local election dates and statewide elections held in March and November of even-numbered years, unless they have districtwide board member elections during odd-numbered years.

It is likely that the District will need to ask the community for bond authorization in order to fund the improvement projects identified in this Facilities Plan. Based on the District's current tax base, if the District were to maximize tax rates at \$30 per \$100,000 of assessed value as authorized under Proposition 39, the District could reasonably issue an estimated \$80-\$90 million of GO Bonds.

Developer Mitigation Fees

California law allows for the levy of assessments on new construction projects where a school district will be impacted. This is called a developer fee. Fees levied on new residential and commercial construction may be used to construct or reconstruct school facilities for the students generated or anticipated to be generated as a result of this development.

Development fees are based on a formula defined by the State and capped by the State. Currently, the District is authorized to collect the State statutory maximum developer fees of \$4.79 per square foot of residential construction and \$0.78 per square foot of commercial/industrial construction. As an elementary district, the District must split these fees with Tamalpais Union High School District. The District currently charges \$2.38 per square foot for residential construction and \$0.54 per square foot for non-residential construction. The District received approximately \$90,000 in developer fees last fiscal year.

Utilization of District Assets

Existing District assets can be utilized to generate income or funding for capital improvements. The District currently has two pieces of property that could generate income or funding – the Granada School site and 3 acres on the north side of the Reed Elementary School campus. The District can conduct a study to determine the best utilization of these assets given their current use, future capital needs, potential for ongoing income, and/or value for sale. This information can be incorporated into the Facilities Plan and used to determine whether any capital funding can be generated from these assets.

Grant Funding

Although typically only a small portion of a school district’s capital funding plan, as grants become available, the District could actively apply for opportunities. Grants are most commonly available for “green” schools (e.g., electric vehicle charging stations, photovoltaic systems, lighting upgrades, etc.). It is often the case that grants require projects to be “shovel ready”, meaning already designed and approved, and may require matching funds.

Partnerships

The District could explore partnerships with other local agencies to share in the cost of school facility improvements. For example, the District could explore joint-use opportunities with the Town of Tiburon or Tamalpais Union High School District with regards to fields and grounds or multi-purpose spaces. The two agencies could work together to improve and/or develop desired joint use facilities and share in either capital improvement costs, ongoing operational costs, or both. School districts may also partner with towns, cities, and counties to share in voter approved sales tax revenues or property transfer tax revenues that can be used for capital improvement.

In addition to partnering with other local agencies, school districts can partner with non-profits, businesses, or school site organizations. Non-profits or local businesses could partner with the District and assist in constructing school facilities that support their common purpose. School site organizations can lead fundraising efforts for high priority improvements at their site.

General Fund

Although General Fund money can be used for school facilities, due to other demands on this budget, such as salaries and benefits for employees, this is not a substantial revenue source for facilities projects. However, the District does make annual budgetary allocations towards maintaining and improving its capital facilities.

RECOMMENDATIONS & IMPLEMENTATION

FMP Committee Recommendations

The Facilities Committee developed a series of recommendations for the Board to consider when implementing this Facilities Plan. These recommendations were based on the entirety of the work completed by the Committee, including information presented at Committee meetings, site walks of each campus, and discussions with school site principals and staff.

Specifically, the Facilities Committee's recommendations are:

1. A facility needs list was established for each school site with high priority improvements identified by the Committee. Consider the Committee's recommendations for high priority improvements when implementing the Facilities Plan.
2. The District's school sites contain aging portable classrooms that could be replaced with permanent classroom buildings. These new classroom buildings could include multi-use classroom facilities that support educational programs.
 - At Del Mar Middle School, the District could replace the portable classroom buildings with a permanent classroom 2-story classroom building to support visual and performing arts programs, technology labs, science labs, and a new locker room.
 - At Bel Aire Elementary School, the District could replace the M-Wing portable classrooms with a permanent classroom wing to support music, technology labs, science labs, and other specialized programs.
 - At Reed Elementary School, the District could replace the portable classrooms with a permanent building to address the space needs of pre-Kindergarten and Kindergarten students and include a meeting space.
3. Build new facilities and complete classroom transformations at all sites to include forward thinking technology, collaborative spaces, flexible walls, pull-out classroom spaces, flexible furniture, and open up back of classrooms to outdoors (when possible).
4. When improving each campus consider how outdoor education and community use could be incorporated into the campus design. Add shade structures and improve the landscaping at each site to be more conducive to outdoor education opportunities and activities.
5. When improving all three campuses, consider opportunities to "green" buildings and school grounds for sustainability. This could include solar panels in parking areas/roofs, charging stations, water collection, use of efficient materials, waste management, etc. This concept should apply to facility improvements for health and safety, including HVAC and emergency power sources.

6. Parking areas and pick-up/drop-off areas should be evaluated and potentially redesigned at each site. Consider the location of administrative offices and student supervision when redesigning these areas to create clear and welcoming and safe entrances to campuses.
7. Transform libraries to more modern, interactive spaces. Continue to have space for physical books but create group learning spaces and nooks for reading. Libraries should have flexible furniture.
8. Kitchens and eating areas should be re-designed with the new mandates regarding breakfast and lunch in mind. Redesign eating areas so students have appropriate, safe, comfortable spaces. Redesign kitchens to improve serving and preparation of meals.
9. Create dedicated classrooms for visual and performing arts (with appropriate acoustics) at campuses, considering availability of storage and noise levels that may impact other learning areas. A performing arts building could be developed in a centrally located area of the District in partnership with other local agencies or non-profits. Consider upgrading multi-purpose spaces for flexible use rather than creating dedicated visual and performing arts spaces.
10. Evaluate the use of the Granada site as an asset that can both provide an ongoing revenue stream for District operations and reinvest in large-scale capital improvements. Conduct a study that analyses how the District can maximize the value of the asset, considering the potential return from leasing the site versus selling the site. The evaluation should include an assessment of family, community, and student needs and of local and neighboring residents. Consider uses such as community center, affordable housing, special education services, etc. Move maintenance facilities closer to active campuses.
11. Consider a 2024 General Obligation Bond measure to fund high priority improvements and transformation projects at each school site. Maximize State grants and other available grants to leverage local dollars.
12. Consider shared facilities/maintenance operations facility with the Town's Public Works Department, or other joint use options. Consider efficiencies in facilities for facilities, maintenance, storage, and warehouse spaces.

Additional Recommendations

In addition to the recommendations provided by the Facilities Committee, it is recommended that the following recommendations are considered in order to implement this Facilities Plan.

- Conduct an analysis of District assets to consider the best utilization of the District's assets given the operational and capital needs of the District. Engage a local real estate broker to provide guidance and advice on the development options related to the Granada site. Consider future utilization of the property adjacent to the Reed Elementary campus in light of the facilities improvement designs. The analysis of the utilization of the Reed Elementary site can be conducted at a later date.

- Assess the feasibility of a General Obligation Bond measure to fund high priority capital improvements. This can be accomplished through a formal public opinion survey, similar to the survey the District conducted prior to the recent Parcel Tax election. This type of survey can provide input on the capital improvements supported by the community and their tolerance for assisting in funding these improvements. The results of this survey will guide the Board on funding the District’s capital needs and provide input on the prioritization of projects that can be incorporated into this Facilities Plan. Although November 2024 was an election date recommended by the Facilities Committee, given the timing of the finalization of this Facilities Plan, November 2026 is a more likely target election date.
- Evaluate options for delivering healthy and tasty meals to students. Update this Facilities Plan, as needed, to improve food services facilities at school sites to respond to these options.
- Update Developer Fee study to impose the maximum allowable fee.
- Engage an architect to better define scope of high priority projects. The design should reflect the vision of the Facilities Committee and Board.

Ongoing Updates to this Long-Range Facilities Plan

Facilities planning occurs on an ongoing basis. The District has taken the first step in developing a comprehensive Facilities Plan that can be used to guide future facilities improvements. However, as additional analysis and research is conducted, the results can be incorporated into the Facilities Plan and used to more thoroughly develop the improvement plan. Additionally, as circumstances change, this Facilities Plan should be updated to best guide staff recommendations and Board decisions.

APPENDIX A

Facilities Planning Committee Group Discussion Notes

Please discuss and provide input on the topics listed below. Discussions may include the importance of the capital needs identified; how parents, the community, and/or school site staff may feel about the topic; any concerns about the topic; alternative ideas about the topic; and other relevant input that your discussion group feels is important to consider.

1. How do you feel about the general appearance of Reed school sites? What could be improved?

- Obvious entrances at each campus
- Portables at Bel Aire could be better integrated in school design
- Better use of light (library @ Del Mar is dark), utilize outdoor spaces better, more amphitheaters
- Less traditional classrooms, more flexible furniture
- Space to collaborate with other classes: math and science overlapping
- Tables for many students instead of individual desks, multiple issues
- Creating a culture of making ongoing improvements rather than being re-active
- They look great
- Some space could be improved or repurposed, like the kitchen spaces
- At Del Mar, the front office area is strangely designed
- The portables could be replaced with permanent rooms and large flexible spaces that could be used for performance arts spaces
- Staff and student bathrooms in DM locker room are small and outdated
- General appearance = good, clean, relatively new, look well-maintained
- General updates needed i.e., paint
- Appearance of "private school"
- Concerns with accessibility and ease of parking, no cross walks, in flood zone, not walkable/bikeable
- Opportunity to "green" buildings for sustainability, however concern of building architecture not compatible with "green" elements
 - LEED
- Beautiful campuses – but cracks behind the surfaces
- Not consistent
 - Reed – good shape
 - Bel Aire – new/old wing
 - Del Mar – old except gym
- Maintenance does a good job keeping up external appearance
- Clean, well maintained
- Gardens at all three sites need attention to maintenance
 - Staffing
- Nice character at Reed and Bel Aire
 - Need stronger identity at Del Mar
- Entrances need identifying characteristics

2. Do you think that Reed school facilities and grounds are safe? What could be improved?

- Entrance to all 3 campuses, clearly marked and identifiable
- Control who comes in and goes out
- Improve/develop Pick-up and Drop off areas at Bel Aire and Del Mar
 - Must consider bus and car drop off in this plan
- Dangerous activity on campus after hours
 - Kids hopping on top of the roof
 - Weekend skateboarders
- Security cameras
 - TPD recommendation: Cameras at all entrances
 - Keycards to access doors and use as identification?
- Fencing needed at some sites
- Reed seems secure – not too easy to get in to
- Improvements could be made for student with disabilities (specifically the top left corner of the Del Mar campus)
- Access for pedestrians, cars, bikes = not the best
- Drop-off and pick-up access has issues
- Play structure at Reed seems outdated, dangerous, doesn't meet safety/ADA compliance
- Safety concerns with portable class structure; concerns if earthquake
- Need fire suppression in older buildings
- Potholes in play fields
- Outdoor lighting – walkways, parking
- PA system outside
- External threats – Bel Aire safe
 - Lots of entry points
 - Good to be able to get out, so fences not perfect
- Generally feels safe
- A mixed bag
- Traffic flow/crossing guards
- Busses
- Walk and roll
- Fencing
- Cameras/purpose/security
- Reconfigure campuses
 - Reed: TK-4
 - Bel Aire: TK-4
 - Del Mar: 5-8

3. What does a modern classroom look like? What are important features that could be incorporated into Reed schools?

- Flexible seating, outdoor learning areas
- Sound system more than coming out of the TV
 - Guest speakers
 - Virtual field trips
- Dedicated outdoor space for each classroom at Reed
- Flexible furniture
- Shade/sun cover at Reed
- Performing Art Space
 - Acting, AV, design, lighting, Fashion

- Could serve as the town theater
 - Bring in greater community
 - Increased access to funds
- Flexible spacing
 - Flexible furniture
 - Movable whiteboards
 - Open/close doors
 - Wireless
 - Flexible walls
 - Larger classrooms that could support multiple classrooms
 - Pull-out rooms
- Air conditioning
- Flexible space, outlets, quiet space, classrooms that are adaptable to create open space
- Wireless functions
- Child ergonomics in relation to furniture
- Sound proofing classrooms
- Gender-neutral facilities
- Flexibility
- Visual displays
- Classrooms designed for specific functions i.e., bond
- O&M – long lasting classrooms
- Move away from central focal point in classrooms
- Design classroom that can be taught from any angle
- Flexible seating and furniture
- Modern – indoor/outdoor floor
- HVAC needs updating
- Future-proofing bandwidth
- Personal screens vs. community touch screens
- Flexible seating
- Moveable walls

4. How can technology be better incorporated into the classroom?

- Be forward thinking in designing power outlet placement and developing infrastructure that can grow as technology improves
- Wifi access – better reach to some DM classrooms
- Plenty of electrical outlets for student and classroom tech
- Speakers – sound systems that are accessible to all
- Presentation spaces
- Schools already adequately addressing technology issues
- Need lies more with personnel and maintenance
- Technology changes quickly
- Physical use of technology
 - How incorporate into curriculum
 - Teacher training
 - Solid replenishment and recycle plans
 - When to sell and buy new
 - Lots of planning
- Just because we have it doesn't mean we need it
- Sensors in classrooms
 - Make room energy efficient or sensors to keep track of student productivity
- Use technology to make schools more efficient

- Monitoring sensors
- Virtual reality
- Touchscreen monitors/desks
- Digital paper

5. What types of learning support spaces would you like to see at Reed schools? What improvements can be made to existing support spaces? What types of support spaces should be added to school campuses?

a. Libraries

- Reed is beautiful but not practical. Loft area is unusable because of noise.
- Mini conference rooms with tech?
- Indoor and outdoor spaces
- Small tutoring rooms
- Bright colors
- Beware of using colors that will become outdated
- Del Mar Library
 - Teen lounge
 - More natural light
- Update/modernize libraries
- Empower kids to find books on their own
- Support spaces for student learning
- Still need a space for finding and checking out physical books
- Lots of flexible seating
- Need larger, more interactive library spaces
- Libraries are limited in use because of space
- Updated furniture, more flexibility
- Libraries as classroom/teaching space
- Del Mar – old facility
 - Libraries open to outside
 - May need to start over
- Bel Aire – not dynamic, very static
 - San Ramon – hexagon with central area
- Nooks built in

b. Multi-purpose rooms

- Does it need to be multipurpose?
- Why is the Reed stage not used?
- Need more
- Del Mar – one for student needs and teacher needs
- Necessary
- Ease of use to change from open space to seating
- Reed – gym and kitchen are old
- Rent out community spaces
- What else could it be used for?
- Small groups - dividers

c. Cafeterias

- Do we need a commercial kitchen at Bel Aire?
- Del Mar kitchen is also large
- Reed kitchen is very small, in the gym

- Would love a modern cafeteria where students could learn about food prep
- No indoor eating spaces
- Better kitchens, kitchens for students to participate in cooking/meal prep
- Shade structures
- Anticipate future pandemics – eat outside
- Del Mar seated area needs tables
- If outside, need quality environment aesthetic
 - Art/landscape/natural beauty
- Food service facilities
- Effective spaces for new mandates around breakfast and lunch

d. Science labs

- More spacious is preferred at Del Mar
 - Remove some excess storage spaces
- A science lab for Reed and Bel Aire
 - For experiments
 - For science lessons
 - Flooring easy to clean/maintain
- We turn classrooms into science labs instead of starting with science lab
- Built-in sinks – purpose built
- Outdoor space with tech ability for labs

e. Makerspaces/Builders studios

- Del Mar in a permanent space
 - Tool wall
 - Easy to maintain
- Some interaction of makerspaces/studios at all schools
- HVAC improvements
- More dedicated spaces; high demand
- Del Mar - need to be purpose-built
- Bel Aire – there was intentionality in their design lab (new)
- Additional designated space
- Designated space that is flexible to indoor and outdoor

f. Athletic spaces

- Request feedback from PE teachers at each campus
- Del Mar Locker room: Enable staff/support access without having to walk thru locker room area
- Del Mar – track and field to appropriate size
 - Turf vs. grass
 - Gym is fine
- Reed – new structures for TK
- Bel Aire – small gym, preferably bigger
 - Track needs to be resurfaced
 - New playground
- Not enough storage
- Need gender-neutral
- Updating fields, increasing fields
- Room for improvement – synthetic fields
- Sustainability
- Modernize local rooms/PE facilities
- Gender nonspecific facilities

g. Outdoor learning environments

- Outdoor learning spaces with awnings/shade
- Flexible seats that don't require storage
- Outdoor garden – possible without attracting animals
- Bel Aire has outdoor classrooms
- All-weather furniture
- Need more of them
- Piggybacked to connect with classrooms
- Can add a classroom if there is a space
- Difficult to do at scale (need to knock down and start over)
- Del Mar quad – can do hardscape to allow nooks and reasonable privacy
- Del Mar garden – incorporate seating spaces for reading, etc.
- Learning/playground interaction
- Amphitheater at Reed where the shade structure is by room 25/26
- Natural shade on all three campuses
- Outdoor learning space/eating that is rain proof
- Gathering spaces that provide both indoor/outdoor

h. Visual and performing arts

- Dedicated art studio
- Storage specialized for supplies
- Combine with builders' studio
- Flow from Art to Steam
- Enables cross subject creativity and growth
- Del Mar – could be used for music/theater, staff meetings
 - One nice center for the district?
 - Debate?
- Purposeful design
- Del Mar – old
- Need more storage
- Music portable – replace with building acoustically sound
- State of the art performing arts theater

i. Other

- Ensure that any and all improvements are ADA compliant
- Teacher's Lounge
 - Reed: Lounge shares level reading (move that out)
 - Need dedicated space to unwind
- Dedicated Data center
 - Space for technology equipment, a datacenter
 - Make portables at Bel Aire two story to accommodate?
- Dedicated Nurse's Office at each campus
- Air conditioning
- DM: Flip entrance to main office to parking lot side
- Sun exposure
 - Teachers moving to corners of classroom to avoid sun but then have no electric outlets
 - Lunch area at BA has direct sun at lunch time...sun shade?
 - Add Air Conditioning - Heat in classrooms on hot days effects learning and attention
- Proper storage of emergency supplies

- More flexible spaces – MPRs
- Makerspaces, visual/performing arts, outdoors spaces should all be integrated together more
- Concern of expanding spaces without specialized personnel to run the spaces
- Sound booths in classroom for privacy
- Affordable housing for teachers and staff
- Look at what is possible now
- Staff development space that opens to outdoor space with garage doors
- Classrooms i.e., art that extend outdoors

6. Sustainable school design can not only protect the environment but also provide an enhanced learning environment for students. How important is sustainable school design in the Reed community? How can sustainable building design be incorporated into Reed schools? What types of sustainable improvements should the Reed School District make as a priority?

- Parking Lot
 - Covered parking with solar panels
 - \$\$ SAVINGS: Break-even financially if you have subsidies.
 - Sustainability, green
- Solar
- Water collection
- Power generator
- Maintenance shop at one of the three main school sites (hill of Bel Aire and behind Reed parking lot)
- Solar covered parking spaces
- Solar and green roofs
- Agrivoltaics
- Bioswales
- Permeable surfaces on playgrounds
- Sustainable composting in food service
- Charging stations
- Natural lights
- Use wind power
- Drought and heat mitigating efforts
- Solar powered parking lots
- Incorporate solar, wind?
- Classroom roof
- Use more efficient materials, better insulation when rebuild
- HVAC – shoot for carbon-neutral solutions
- Bring design into the curriculum – tangible, sustainable items
- Water – reduce use
 - On a boat – black water, gray water, potable water
- Design classrooms and building to facilitate recycling, composting
 - Student involvement
- Important
- Solar panels (covered)
- Turf?
- Waste management
- Food management
- Garden and landscape water systems
- Solar panels installed on parking lot

- Cover structures

7. Other thoughts and ideas.

- Invite students to join discussion as they have firsthand knowledge of what they need and want on campus
- Trees – keep existing and add shade/sustainability
- Wellness room
- Nurse station
- Staff room
 - Bel Aire – closer to classrooms
- Nursing mothers' room
- If rebuilding – mentally friendly tranquil spaces
 - Lots of color
- Playgrounds
 - Bel Aire needs a redo
 - Return of ga-ga?
 - Del Mar remove portables to get more space
 - Basketball hoop re-do
- Pull out room for interventions with line of sight
 - Testing
 - Speech/OT/PT/APE
- Movement based spaces
- Larger room for students with learning challenges
- TK and UPK classrooms and playgrounds
- TK and UPK drop-off and pick-up
- Parking
- Reed campus
 - Look at reconfiguring the land available above current staff parking lot
 - Possibly reconfigure pick-up/drop-off from Lyford and incorporate current staff parking lot into the campus

APPENDIX B

School Site Staff and Parent Survey Results