



21st Century School Buildings Plan

SCHOOL Mary E. Rodman Elementary School

COMMUNITY MEETING Essential Elements of Design | October 5, 2016

BALTIMORE CITY
PUBLIC SCHOOLS



Introductions

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Agenda

Introductions

21st Century Buildings Overview

- History & Funding
- Partnership & Responsibilities
- Terminology

Engagement, Process & Timeline

Educational Specifications

- Essential Elements,
- Calverton Specific Spaces

Values & Priorities

Next Steps

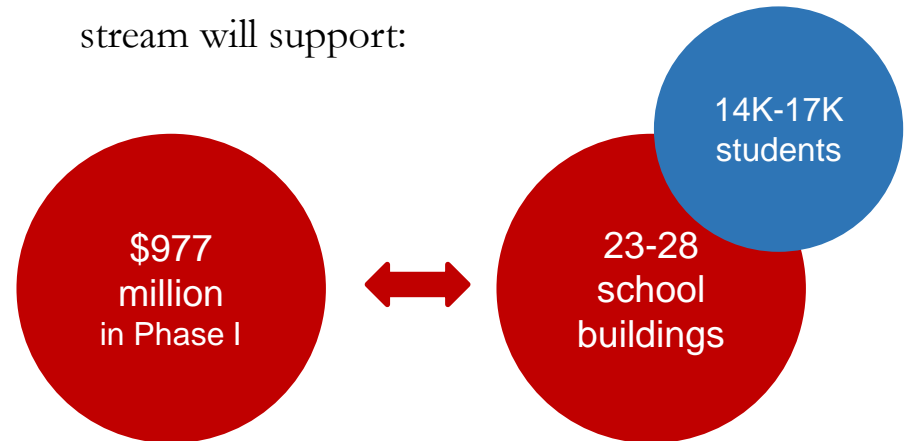
21st Century School Buildings Program Update

The Baltimore City Public School System (City Schools) Construction and Revitalization Act of 2013 resulted in a partnership between:

- The State of Maryland
- Baltimore City
- City Schools

Each contribute \$20 million annually towards the plan.

Current estimates suggest the funding stream will support:



City Schools' Plan is one of the largest public works project in Baltimore City to date.

Investment in buildings, students and communities

Overall school revitalization project has three goals:

- (1) to transform student opportunities and achievement;
- (2) improve engagement and wellbeing of communities;
- (3) help revitalize neighborhoods and communities.

Overview: Partnership Structure



What is an Educational Specification?

Educational Specification (Ed Spec)

- include the *essential elements of design* or required learning environment features, characteristics and overall design goal for *21st Century schools*.
- general guidelines, options and considerations that will guide each school-level planning process.

The site specific Ed Specs take into consideration:

- Decisions regarding the number of classrooms by grade, for certain subjects, the relationship of one space to another, special built-in equipment, and a host of physical features.

Mary E. Rodman - Classrooms and Spaces

3 Pre-Kindergarten and 3 Kindergarten Classrooms	1 Technology Education Lab
6 Grades 1 and 2 Classrooms	1 Gymnasium
9 Grades 3, 4, and 5 Classrooms	1 Media Room
4 Collaborative Learning Areas	1 Dining Area
2 Special Education Classrooms	Health Suite
1 Elementary Science Classroom	Administration
1 Visual Arts Studio	Student Services
2 Music Rehearsal Rooms	Community Spaces

Feasibility Study

A **Feasibility Study** is an analysis of the existing condition of site and building components to include systems, elevations, other planning and design considerations.

The study will produce a minimum of three possible solutions (renovation & replacement options) that address:

Educational Specifications, determine building deficiencies or ability to accomplish goals of the project

Budgets, including Forty-Year Life Cycle, and schedule for all options

Summary of Activities: Timeframe



Planning

Design

Construction

Occupancy

18-24 Months

18-24 Months



Planning: 6-8 Months
December 2016 – July 2017

Dates subject to change

Meeting #1
Orientation

1. Review process
2. Learn key terms
3. Interactive activity

Jan 14th 2014

Meeting #2
Essential Elements

1. Explore essential elements of design

Oct. 5, 2016

Meeting #3
50% Feasibility Study

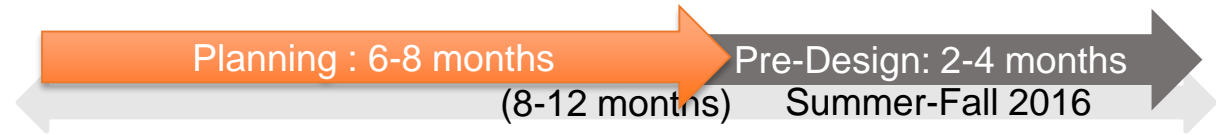
1. Review site & building options
2. Provide feedback

February

Meeting #4
Feasibility Review

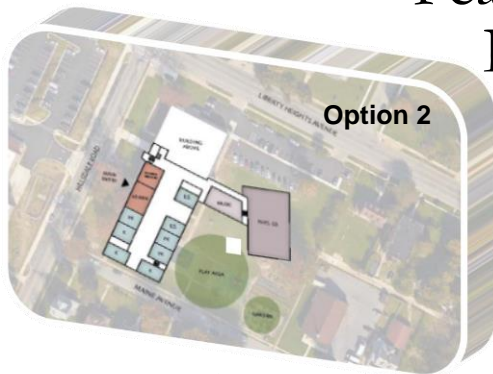
1. Make recommendation on building option

April



Feasibility Review

- School stakeholders provide feedback on building recommendation, May
- City Schools staff review stakeholder recommendation and other criteria
- 21st Century staff work with MOU partners to finalize recommendation



Selection

- Board of School Commissioners Approval, July
- Notification to Maryland Stadium Authority
- Interagency on School Construction Approval
- Design Architect/Engineer Request for Proposal
- Award A/E and construction managers



Design

Planning : 6-8 months

Pre-Design: 2-4 months
18-24 months

Design: 10-12 months
Winter 2017



Design: 10-12 Months

Meeting #5 Concept



Meeting #6 Schematic



Meeting #7 Design Development



Meeting #8 Final Drawings



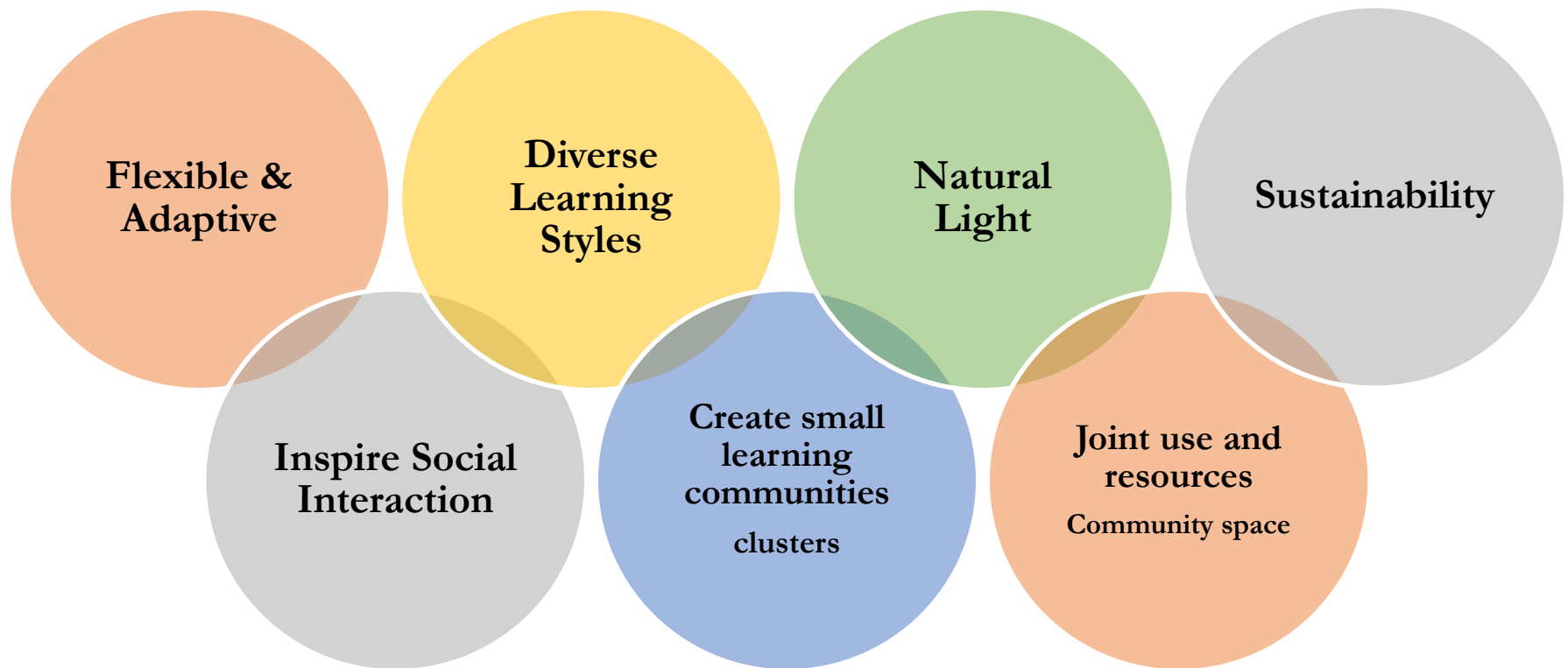
Transform student opportunities and achievement;



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Educational specifications that support innovative,
high-quality teaching and learning...

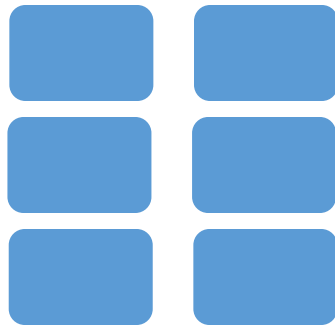


Learning Environments

Where in the spectrum should City Schools be?

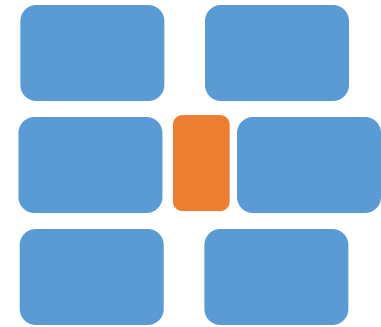
1. Traditional rows of classrooms

All private spaces with no shared space.



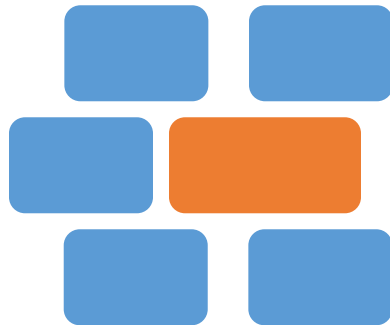
2. Corridor breakout space

Private classrooms with small group work area.



3. Collaborative space

Classroom area designated as shared space.



Teacher “owned” classroom.

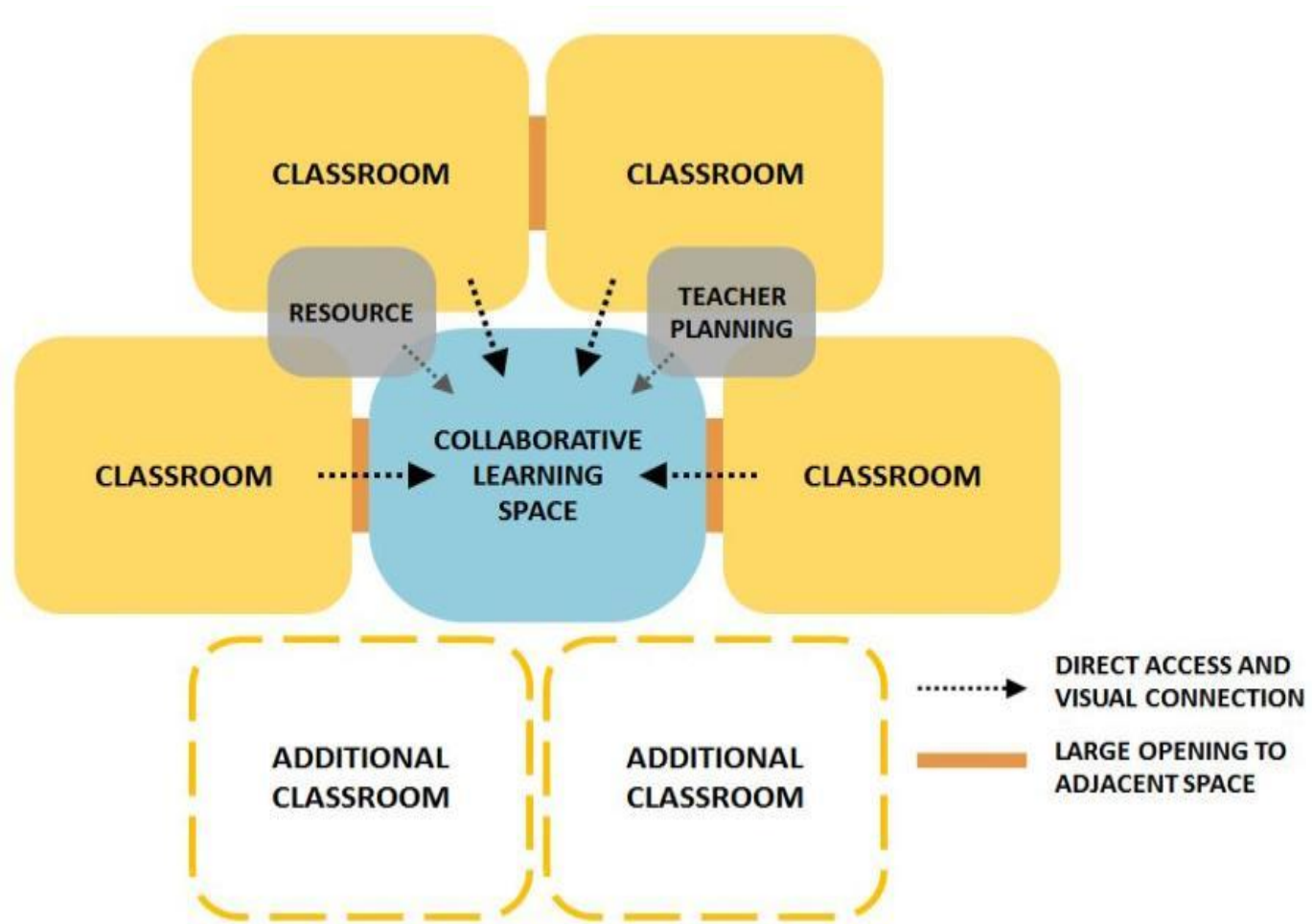
4. Shared spaces

Variety of space types all for shared use.

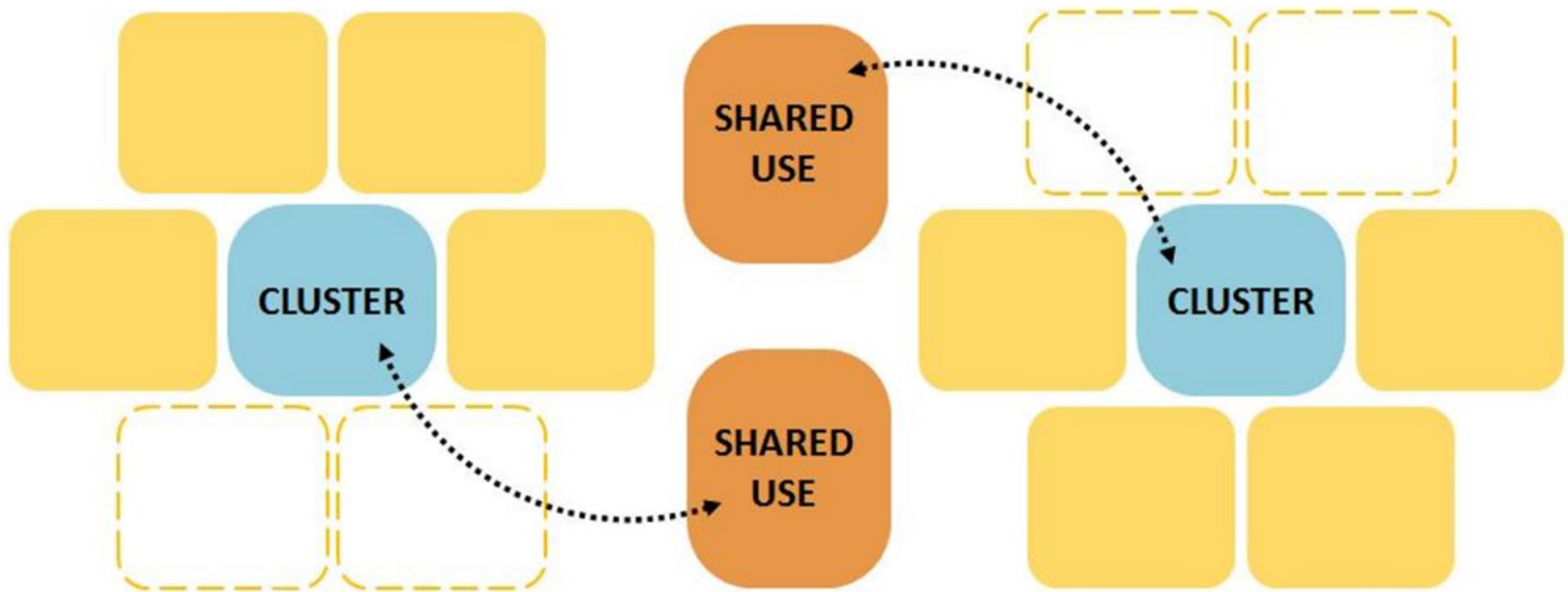


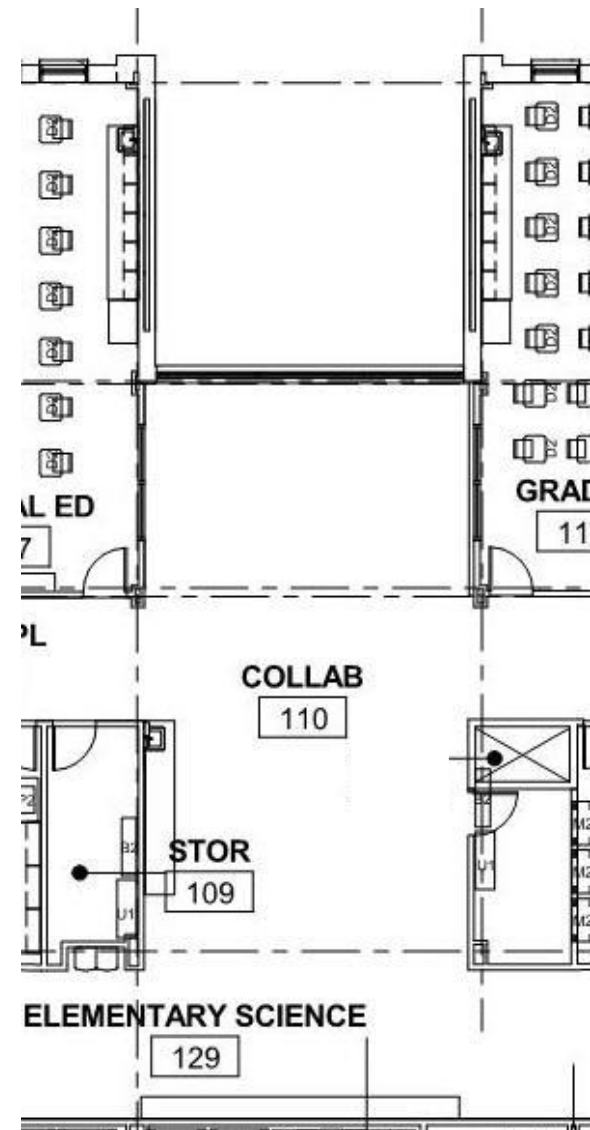
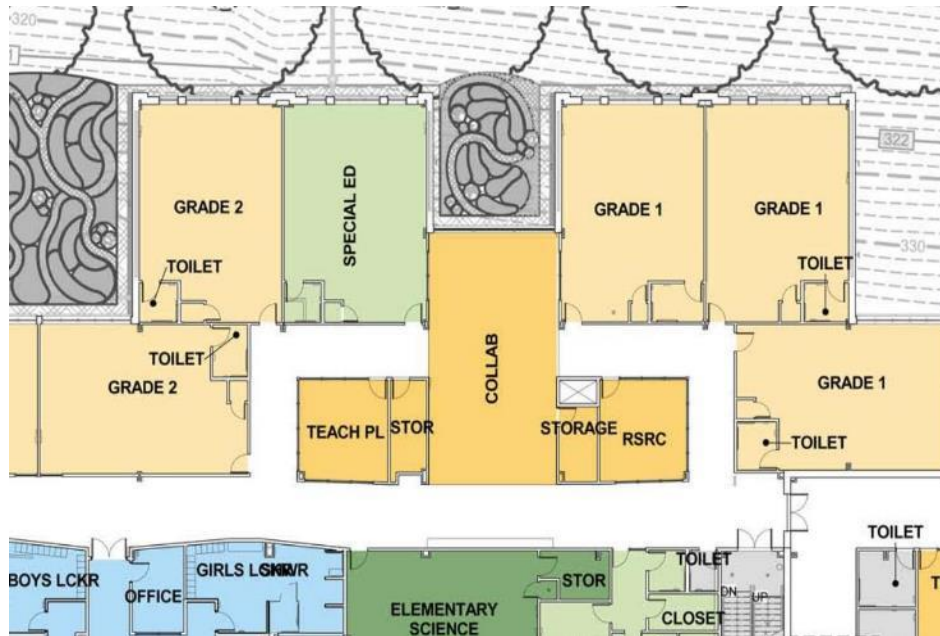
Teachers move and share classrooms

21st Century Learning Spaces: *Cluster Approach*



21st Century Learning Spaces: *Cluster Approach*





Lyndhurst Sample Classroom and Collaborative Space Cluster

Flexible and adaptive space so learning can happen anywhere:
collaborative spaces, movable walls, display boards



Interactive social areas that incorporate technology



Interactive social areas that incorporate technology



21st Century Characteristics

Engaging spaces that support diverse instructional delivery: interactive learning labs, outdoor classrooms



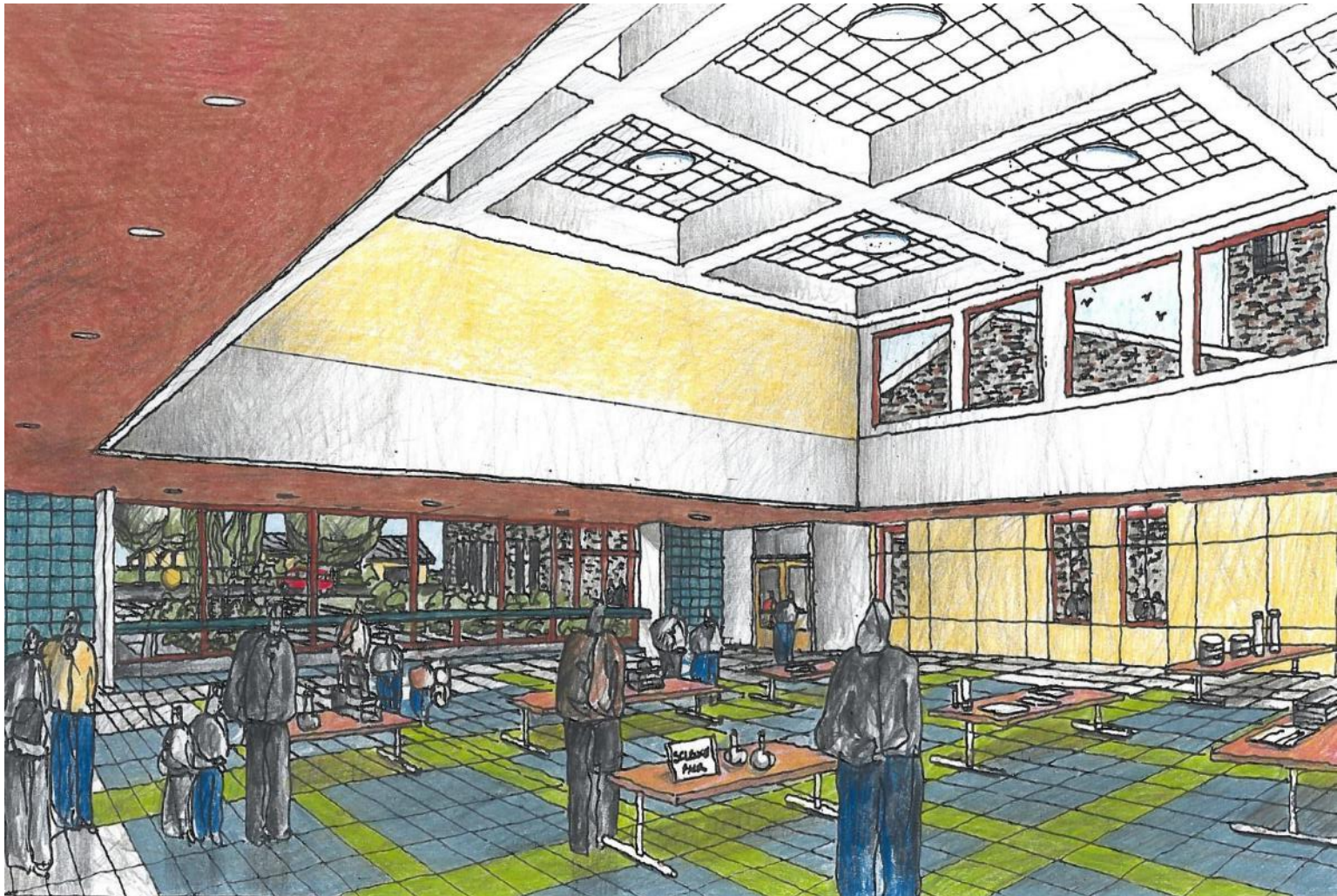
Spaces that encourage student and teacher collaboration: team-based learning, live streaming, collaborative teaching,



Natural Lighting



Multifunctional spaces designed for joint partner, community & parent use



Improve engagement and wellbeing of communities



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City Schools holds as a core belief that ...

“Spaces in the school should be designed to support community partnering and involvement. After-hours use should be both a goal and a reality for each building, as the resources community institutions bring to students after school hours can support school success and the school can provide much needed space for community programs that help build community success.”

Examples of community resources and partnerships in schools...

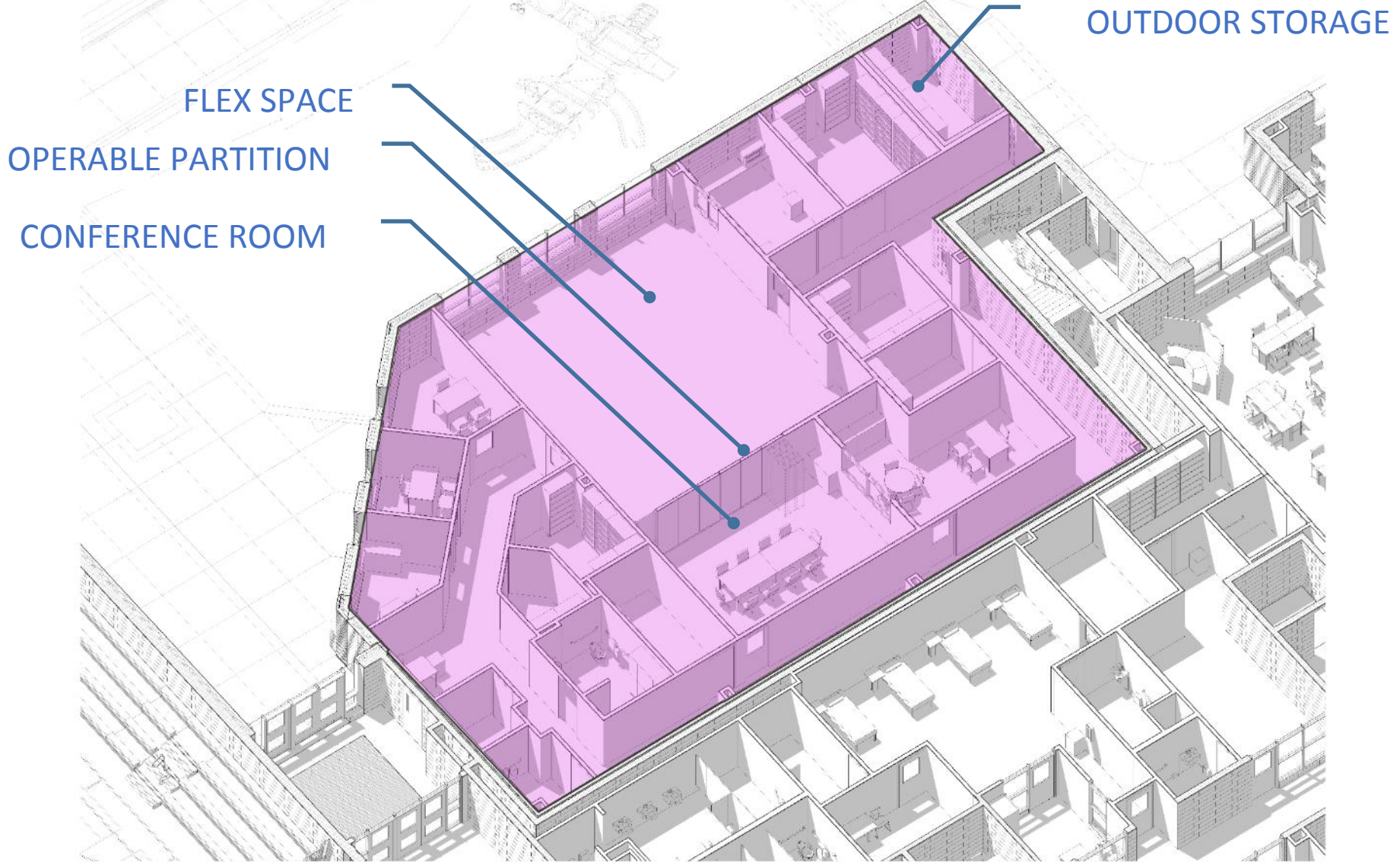
**Non-City run
Daycare or Pre-
School Programs**

Health Suites

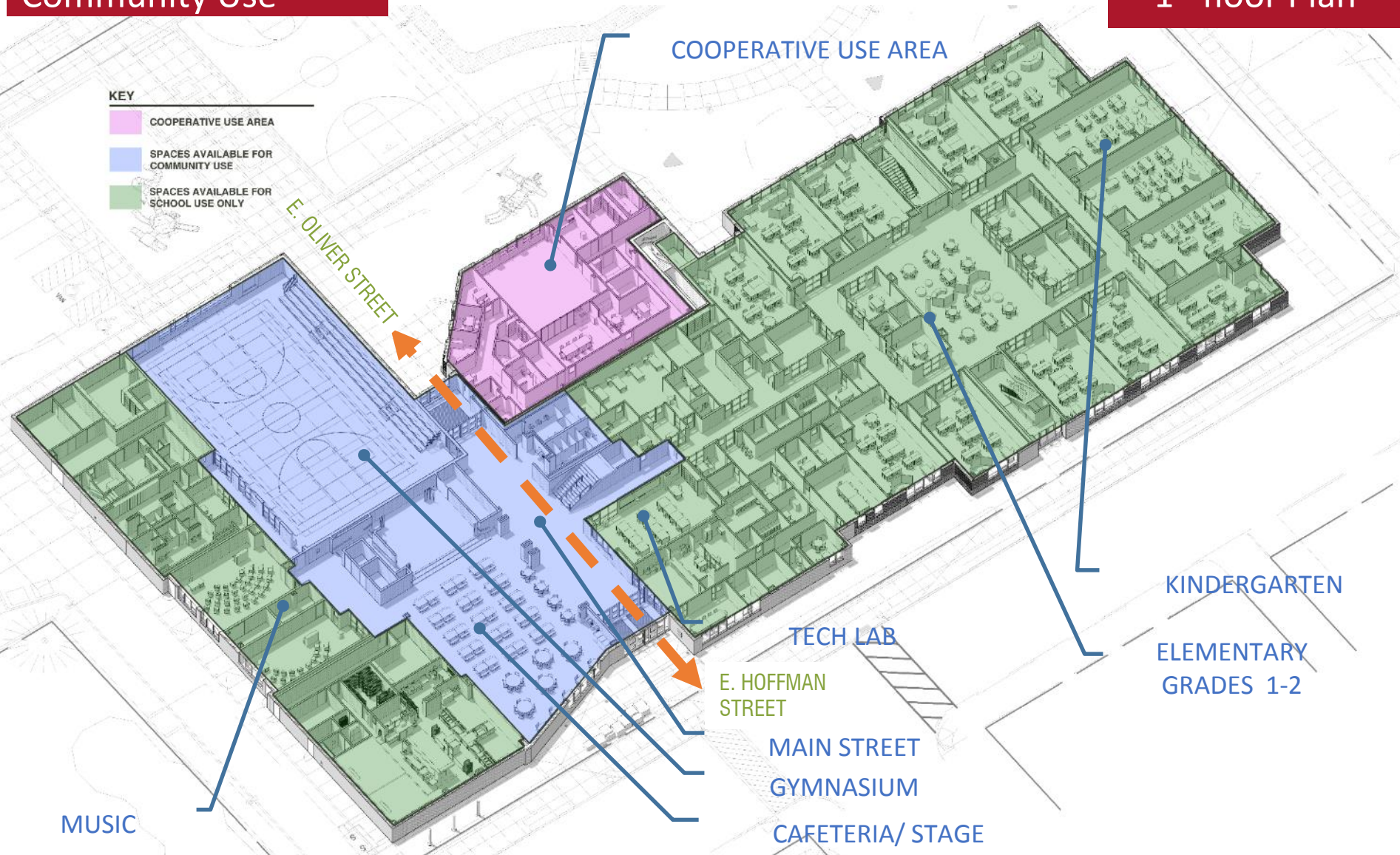
Food Pantry

**Mental Health
Services**

**Family
Support
Services**



Fort Worthington Sample Community/Partnership Space



Buildings Community School Planning Process: Facilities Phase

1. Building the Planning Team
2. Data Review and Planning
3. Surveying Stakeholders
4. Community Forums
5. Review Priority Areas

Building the Community School Planning Team

- The Community School Planning Team should be comprised of families, staff, community members and school partners who can represent their stakeholder groups and provide assistance with the planning and implementation of the community school engagement strategies.
- A common vision and understanding around the logistics and expectations of team members should be discussed and agreed upon to ensure effective functioning.



Community School Planning Team Data Review and Planning

- Planning team will review asset maps, climate survey and BNIA data, as well as other sources available to identify preliminary areas to assess.
- Team will make determination of what indicators will be included in facilities-focused survey for stakeholders.

Surveying Stakeholders

- Survey structure developed by Family League with detailed areas of interest identified by Community School Planning Team.
- Survey distributed to families, staff, community representatives and school partners.
- Survey data entered into database created by Family League.



Community Forums

- School community's opportunity to complete additional surveys and facilitate smaller focus-groups and discussion opportunities will deepen the exploration of areas identified through High-level Survey.
- School community will create a list of priority areas to be explored as possible community-use space in the design process.

Community School Planning Team and Family League Review Priority Areas

- With the assistance of Family League, Community School Planning Team will review the priority areas identified by the school community to determine areas that have facilities impact.
- Family League and Community School Planning Team complete a decision-making matrix that will help identify gaps in services and partners that impact the formal recommendations to the School Design Team.



Following the facilities-focused activities, Community School Planning Teams will use the information gathered to begin planning and designing a comprehensive community school strategy.



MAKING CONNECTIONS. IMPROVING LIVES

Help revitalize neighborhoods and communities.



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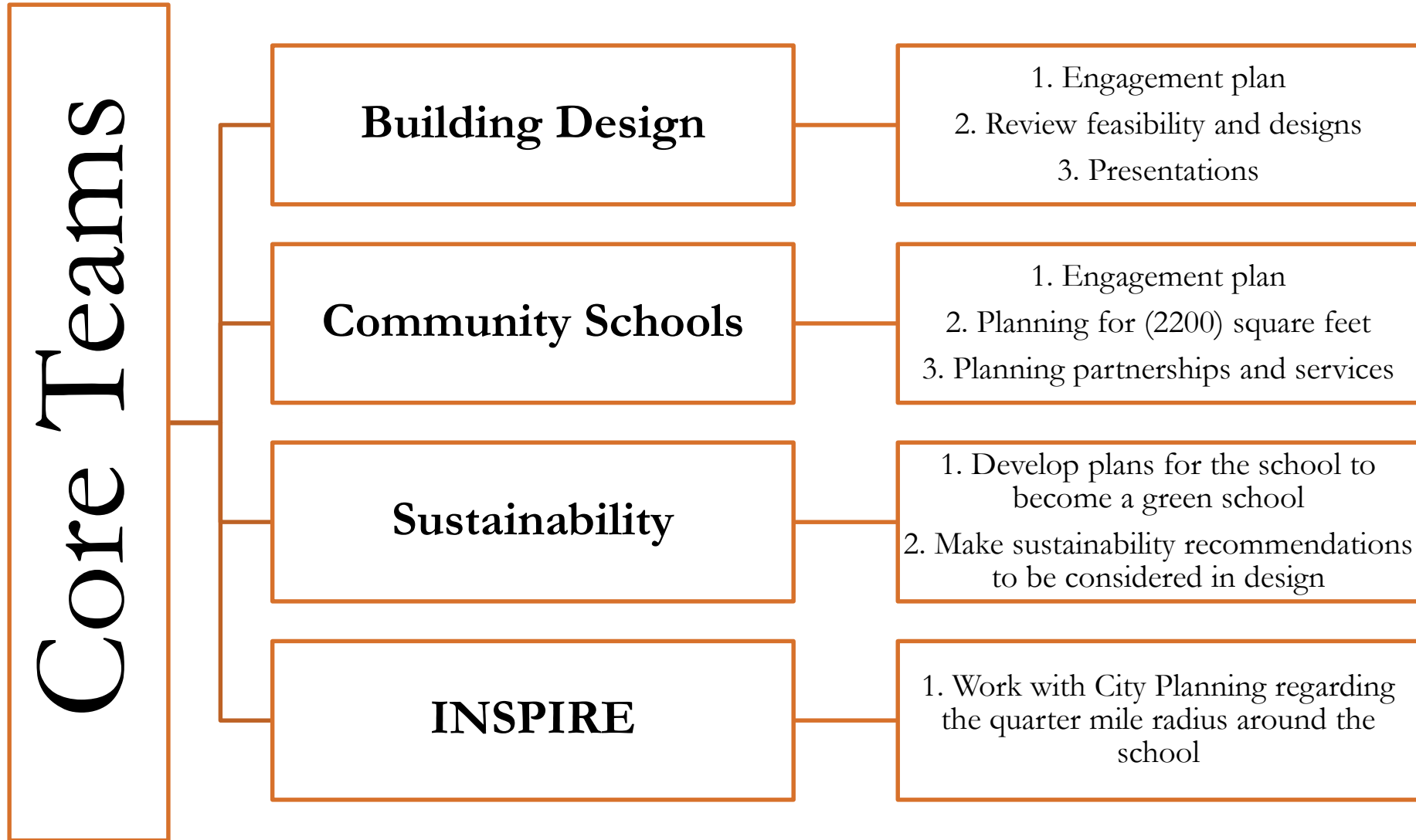
B A L T I M O R E



INSPIRE

Investing in Neighborhoods and Schools to Promote
Improvement, Revitalization, and Excellence

- **Through INSPIRE, Baltimore City Department of Planning is leading planning processes for the ¼ mile area surrounding each of the 21st Century Schools.**
- **INSPIRE aims to create a supportive environment for local students and residents by strengthening the connection between the renovated school and the surrounding neighborhood.**
- **Each plan will express the community's vision and strategy for investment in their neighborhood including specific, implementable public projects in areas such as transportation, housing, and open space.**
- **All stakeholders are welcome to participate in the planning process. To learn more about the process or how you can become involved visit the **INSPIRE** page of the Department of Planning's website (<http://www.baltimorecity.gov/Government/AgenciesDepartments/Planning>)**



Timeline & Next Steps

January

- Establish and host core team meeting

February

- Core team meeting
- Core team host school-wide meeting with all stakeholders, review 50% submission

March

- Core team meeting, review 50% Feasibility Study survey results

April

- Final Feasibility Study Review

May

- Core team host school-wide meeting, review Feasibility Study
- Core team make recommendation to 21st Century Buildings Office

Thank You!



This presentation is brought to you by the
21st Century School Buildings Program.

www.baltimore21stcenturyschools.org

21st Century School Buildings Program

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