



## Meeting Minutes

<b>Date:</b> October 14, 2019	<b>Meeting Date:</b> October 10, 2019
<b>Subject:</b> Newhall SD (NSD)	<b>Meeting Location:</b> Newhall – District Office
<b>Attendees:</b> (see below)	<b>Meeting Time:</b> 1:00-2:30 pm

**Ed Specs Core Team (Present):**

Jeff Pelzel, NSD	Fred Palmer, NSD	Alex Parslow, PBK
Deo Persaud, NSD	Ken McGaffee, NSD	Marco Eacrett, PBK
Dee Jamison, NSD	Becky Colling, NSD	John Van Winkle, PBK
Sue Solomon, NSD	Sarah Johnson, NSD	Suzette Lovely, PBK-REDi
Kim Howe, NSD	Kelly Ferko, NSD	

**Distribution:**

All Attendees		
---------------	--	--

**This meeting provided the launch point for the development of Newhall’s Educational Specifications for the Facilities Master Plan (FMP). The following items were shared and discussed:**

1. NSD Participants along with PBK architects and their education support team members were introduced.
2. PBK relayed why a Facilities Master Plan is needed and highlighted the holistic approach the firm uses to ensure instruction, learning, and design is in alignment. An overview of the process was also reviewed - beginning with the October 3<sup>rd</sup> kick-off meeting, to site and community outreach strategies, to the Board’s final adoption of the plan. When completed, NSD’s Facilities Master Plan will provide a roadmap that includes:
  - a. Standards and educational specifications.
  - b. An evaluation of existing facilities (10 schools, District Office, M & O yard, Newhall Theater, Newhall Annex).
  - c. Identification and prioritization of projects (internally and externally).
  - d. Discussion and review of sustainable energy saving opportunities.
  - e. Review of potential funding sources from district, state, and developers.
  - f. Completion of a FMP that illustrates needs, estimated costs, and scope of work for projects.
3. **Defining Educational Specifications and their Importance:** Educational Specifications, as defined by the CDE, are required to receive state facilities funding. Ed Specs represent interrelated statements that communicate to the architect, stakeholders, and other interested parties what educators believe are required for a facility to compliment/support specific educational programs. This document will:
  - a. Link instructional frameworks to educational outcomes.
  - b. Guide the design of facilities for renovation, modernization, and new construction.
  - c. Incorporate NSD’s vision and goals for learning in all spaces regardless if these spaces are new or existing.
4. **Role of the Ed Spec Subject Area Expert Group:** PBK explained that members of this group represent ‘subject area experts’ who possess first-hand knowledge of the various programs and services throughout NSD. The role of this group is to serve as a link between current/future programs and school facilities by helping to translate curricular priorities into architectural concepts that support Newhall’s learning goals.
5. **Outcomes for Today’s Meeting:**

- a. To discuss the “ideal state” for district facilities that support Newhall’s mission to COLLABORATE, INNOVATE, PERSEVERE, EXCEL
  - b. To identify the district’s highest priority instructional needs/programs
  - c. To establish guiding principles that will drive facility improvement projects
  - d. Outline next steps
6. **Current State/Ideal State of District Facilities:** Participants met in small groups to identify what people might see if they visited NSD’s facilities today and what the “ideal state” might look like if money were no object. The following themes emerged from the discussions:

**Current State Themes**

- i. Clean
- ii. Functional
- iii. Furniture doesn’t support student learning environment
- iv. Lack of expanded space/maker spaces
- v. Lack of inclusive space
- vi. Lack of exterior night lighting
- vii. Lack of natural light
- viii. Lack of parking
- ix. MPRs different sizes
- x. Old equipment
- xi. Playground equipment/outdoor spaces inconsistent (including Preschool)
- xii. Safety issues (doors, cameras, single points of entry, access to office)
- xiii. Shortage of space (meeting rooms, PD, music, art, theater, performances, DO, kitchens)
- xiv. Science Labs – functional, but not standardized based on enrollment
- xv. Sound devices (e.g. IDF boxes) sometimes too loud
- xvi. Technology present, but not always functional (e.g. SmartBoards; devices on carts)
- xvii. Traditional

**Ideal State Themes**

- i. Adequate infrastructure
- ii. Classroom spaces connected for student flow
- iii. Comfortable/flexible seating – relevant to needs
- iv. District office space (secure, adequate parking, Board room, technology)
- v. Electronic marques
- vi. Elimination of portables
- vii. Emergency supplies
- viii. Functional
- ix. HVAC in all classrooms
- x. Kitchens updated
- xi. Innovation Lab/Makerspace
- xii. MPRs - updated sound systems, screens, eating areas
- xiii. Natural lighting
- xiv. Outdoors spaces for learning, gathering, physical activity
- xv. Parent welcome centers – community space
- xvi. Parking – functional drop off and pick up; ample
- xvii. Performance spaces – art, music, theater, dance, office, storage
- xviii. Professional development spaces for teachers
- xix. Safety and security – cameras, single point of entry, immediate lockdown, exterior lighting
- xx. Storage
- xxi. Support services spaces (psychologists, counseling, speech)
- xxii. Technology (movable; consistent devices, hardware, software)
- xxiii. Workspaces

7. **Transforming School Facilities:** The PBK team shared four elements deemed by scholars to be important considerations in the transformation of school facilities. These research findings can be used to assist NSD as future design projects/renovations are contemplated:
- a. Physical activity and movement is linked to increased student engagement, performance, and behavior.
  - b. Most classroom space is organized with the interest and convenience of the teacher in mind rather than the interest and learning style of the student.

- c. Adding more technology as a 'cool new thing' has no effect on achievement unless the pedagogy in using it is transformative.
- d. Classroom space that utilizes a seats-per-square foot mindset may be efficient, but does little to enhance NextGen teaching and learning.

8. **Identifying NSD's Curriculum HUB:** The group was asked to identify the signature programs/practices beyond the core subject areas that are central or unique to NSD's educational program. The following list was created:

- a. Center for Education Leadership – Instructional Frameworks
- b. Data Analysis – IO Education
- c. Dual Immersion
- d. Early Childhood Education (ECE)
- e. Instructional Coaches
- f. Next Generation Science Standards (NGSS)
- g. On-line Platforms (RAZ Kids, Dreambox, Stemscope, Type to Learn, Benchmark Advance, CPM)
- h. Performing Arts Program
- i. Positive Behavior Intervention Support (PBIS)
- j. Professional Learning Communities (PLCs)
- k. Special Education Inclusion Model
- l. Standards-based
- m. Technology to empower, inspire educate
- n. What I Need (WIN)

9. **Guiding Principles for Facilities Improvement:** Guiding principles shape the development of a Facilities Master Plan and convey the essential elements to manage and prioritize facility projects. Working in teams, the group drafted guiding principle statements that will help the District make decisions surrounding future modernization and/or new construction projects. After reviewing samples from other school districts, the teams came up with five draft statements. These statements will be reviewed and refined by Cabinet in the upcoming week:

- a. **Empower Student Success** by ensuring that all learning environments are safe, inclusive, innovative, equitable, and collaborative.
- b. **Create a Collaborative, Student-Centered Learning Environment** to inspire students for a limitless future.
- c. **Student Learning:** Invest in facility and infrastructure upgrades that are student-centric and demonstrate a forward thinking design.
- d. **Invest in Facilities and Infrastructure** to enhance accessibility and collaborative learning environments that maximize student success.
- e. **Demonstrate Fiscal Responsibility, Sustainability and Transparency** by aligning resources to meet the diverse and dynamic needs of our students, staff and community.

10. **Next Steps:** The Ed Spec Subject Area Expert Group will meet again Tuesday, November 12, 2010 from 1:00-2:30 pm to affirm "ideal state" themes, solidify the Guiding Principles, finalize the signature programs in NSD's Curriculum Hub, and identify universal design features for facility improvements.

---

The preceding summation is our interpretation of the items discussed at the referenced meeting. Any persons desiring to add to or otherwise correct the minutes are requested to put their comments in writing to the project manager on or before the next meeting. Otherwise, the minutes will stand as written.



Alex Parslow  
Principal

**END OF MINUTES**