I. OPENING BUSINESS
   I.a. Call Public Session to Order
   I.b. Adopt Agenda
   I.c. Pledge of Allegiance

II. OPEN FORUM
    Members of the public may address the committee on items relevant to the subject matter jurisdiction of the committee and any item on the agenda.

III. DISCUSSION/INFORMATION ITEMS
    III.a. An Invitation Into the Design of Learning Spaces - Executive Summary
    III.b. Discussion of Master Planning Process and Timeline

IV. ADJOURNMENT
An Invitation Into the Design of Learning Spaces
Carmel Unified School District

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Introductions

Today:
A discussion about a plausible future for the learning experience in the Carmel Unified School District and what that means for spaces.

Purpose of this work:
- Identify the perspectives and beliefs associated with the educational experience at the Carmel Unified School District.
- Identify the current reality of the educational experience in the district’s schools.
- From this, create a guiding framework for the future educational experience in the district that can inform the facilities master plan.
- Make recommendations for spatial redesign that can inform the facilities master plan.

A fundamental focus:
- Health and wellness
- Environmental and human stewardship
- Educating the whole child

Overview:
- Insight Week
- Educational design drivers
- Spatial implications
- Recommendations and strategies

Pathway
Fundamental Focus > Insights > Design Drivers of the Educational Experience <pivot> Spatial Implications > Typologies, Recommendations and Strategies <pivot> Architectural Response

Insight Week: Engagements
Pre-visitation survey, leadership meetings, campus visitations at all schools, school tours (administrators, teachers, and students at the high school), classroom visitations, teacher design charrette, student design charrette, parent interview and discussion, Salon Dinner with CAC, technology group charrette, tour of MEarth, presentation to district leadership on initial insights, and a survey to assess beta design drivers.
What guides the work moving forward?

Educational Design Drivers: page 15-18

The future of learning in the Carmel Unified School District is:

- Life-long, life-wide, life-deep

  - **Long**: Life-long learning focuses on the duration of learning over the course of a lifetime and is dynamic and continuous. A portion of this occurs within a formal context (school) and serves to develop the skills and dispositions of a learner. Life-long learning can vary over a lifespan in response to developmental needs and can be motivated by pleasure, interests, and curiosity.

  ![LIFE Center Lifelong and Lifewide Learning Diagram](Creative Commons Attribution-NonCommercial-NoDerivs 3.0)

  - **Wide**: Life-wide learning occurs across a broad spectrum of locations, providing opportunities for experiential learning. A focus on life-wide learning encourages the belief that learning can and should occur beyond formally-recognized locations (school, home, church). This type of learning is supported by a breadth of learning experiences that provide learners with a range of opportunities to build an understanding of the world and their role in it.

  - **Deep**: Life-deep learning provides opportunities to develop the qualities of the self and of being human. This type of learning occurs within the context of a culture and is associated with the development of the beliefs and values that guide actions.

*Life-long, life-wide, life-deep ideas adapted from a variety of resources, please see literature cited.*
• **Connected**: Connections are created and developed between all participants in the school district, between the schools of the district, between the schools and their larger community, between beliefs and actions of the participants in the learning experience, between learner’s empathy and intellect, and between places and spaces and experience.

• **Experiential**: Immerse students in a variety of diverse opportunities that enable them to build learning skills and dispositions. Use these same opportunities to help students explore their interests and passions while helping them to interact with each other as learners and as people.

• **In motion**: The requirements of being a capable learner in today’s world are constantly shifting and changing. The best schools have the capacity to meet this fluid condition through the ability to engage in innovative thought and practice. This requires a focus on developing and supporting the conditions required to be responsive to a dynamic landscape for learning.

**Suggested spatial design drivers:**

1. **Diversity**: Create a diverse assemblage of spaces that are heterogeneous, elastic and inspirational.
2. **Adjacencies and proximities**: Create an ecology of spaces that promote connectedness.
3. **Capability and equity**: Create spaces that provide a capacity for a wide range of experiences for all learners.
4. **Capacity for Innovation**: Create spaces that are generative and encourage the capacity for innovation.

**Typologies**: page 23-24

**Core Learning Spaces**: classrooms, libraries, cafeterias, learning pavilion, labs, studios/ateliers, gymnasiums/athletics, transitional, adult, advisory, administrative, performance, and assembly.

**Associated Learning Spaces**: individualized/personal, collaborative/team, respite, focus, maker/tinker, presentations, coworking, fabrication, play, incubator/accelerator, co-creative, celebratory, forum, cafe, workshop or project space.

**Core Characteristics of Spaces**: invitation, colorful, comfortable, transparent, connected, adaptable, flexible, agile, expressive, adjustable and capable of creating interactions, intersections, and collisions.
Recommendations and Strategies: see page 18-23 in Executive Report

- Invitation
- Safety
- Equity
- Experiential
- Adjacencies
- Campus centering locations
- Areas for health and wellness
- Adult spaces
- Design spaces/studios
- Outdoor spaces
- Classrooms (with learning spaces pilot program)
- Wayfinding
- Re-imagined food service/cafeterias
- Assembly spaces
- Digital spaces
- Libraries
- Environmental education spaces
- Athletic spaces
- Activity spaces

Literature Cited:


Carmel Unified School District
Facilities Master Plan – Proposed Program Schedule
(April 2018 – March 2019 Timeline)

**SUMMER BREAK**

**2018**

**Carmel USD Board of Education**

**FMPC District Wide Goals & Program Visioning Groups**

**Data Collection (Completed)**

**Demographics Review**

**Existing Site Assessments (Completed)**

**Educational Specifications (Building on David Jakes Report)**

**MP Diagrams, Cost Estimating & Implementation Planning**

**Financial Planning & FMP Documents Preparation**

**BoE**

**KEY**

**BOARD OF EDUCATION**

**FMP Process**

Program Goals & Visioning

Draft FMP

Final FMP Approval

4 TOTAL Meetings

**PROPOSED FMP GROUPS MEETINGS**

**ESC**

Executive Steering Committee

**Carmel USD Board of Education**

**Site**

School Site Committees

**FACILITIES MASTER PLAN COMMITTEE (FMPC)**

(Meets Every Month During the FMP Planning Process)

5 TOTAL Meetings

**SCHOOL SITE COMMITTEES (SSC)**

2 Elementary Schools

1 Middle School

1 High School

2 Cont. HS & Adult School

6 SITES Total

**2019**

**WINTER BREAK**

**Draft FMP Presentation**

**BoE**

**Final FMP Approval**

**EXECUTIVE STEERING COMMITTEE**

**ESC**

FMP #1

ESC

FMP #2

ESC

FMP #3

ESC

FMP #4

ESC

FMP #5

ESC

**4 TOTAL Meetings**

**COMMUNITY OUTREACH**

**ESC**

Site Mtg. #1

Town Hall

Site

ESC

Site Mtg. #2

1on1’s

ESC