

**CARMEL UNIFIED SCHOOL DISTRICT**  
**Board Facilities Committee Meeting**

Wednesday, May 16, 2018

10:45 am – 11:45 am

District Office

**\*\*LARGE CONFERENCE ROOM\*\***

4380 Carmel Valley Road, Carmel, CA 93923

**PLEASE NOTE:** The CUSD Policy Committee is convened to review and discuss proposed policy language and no action will be taken. Designated times for the agenda are estimates and the committee reserves the right to change the order of items being discussed.

In compliance with the Americans with Disabilities Act those requiring special assistance to access the Committee/Board meeting room, to access written documents being discussed at the Committee/Board meeting, or to otherwise participate at Committee/Board meetings, please contact the Superintendent's Office at 831-624-1546 Ext. 2021. Notification at least 72 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Committee/Board meeting and to provide any required accommodations, auxiliary aids, or services.

**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 charette, student design charette, parent interview and discussion, Salon Dinner with CAC, technology group charette, tour of MEarth, presentation to district leadership on initial insights, and a survey to assess beta design drivers.

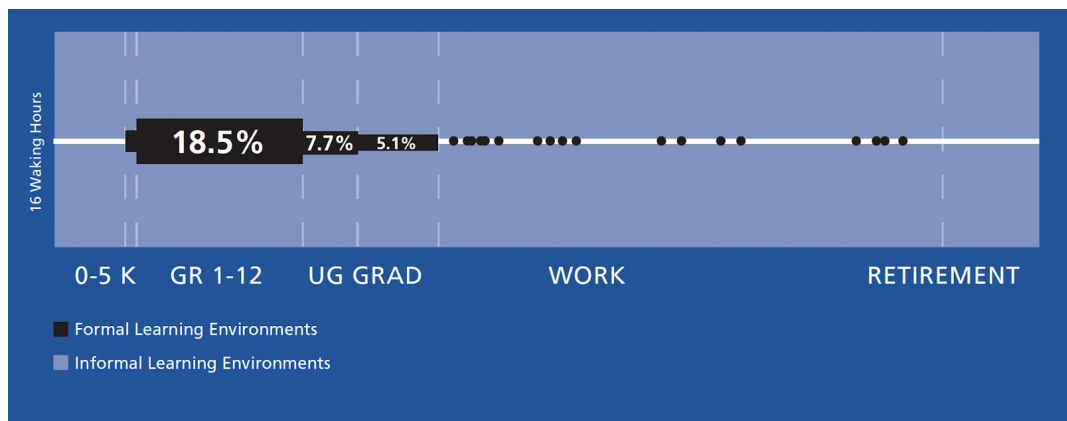
## What guides the work moving forward?

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 in 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.



The LIFE Center Lifelong and Lifewide Learning Diagram

LIFE Center's Lifelong and Lifewide Diagram by LIFE Center is licensed under a [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:**

Banks, James A (2007). *Learning In and Out of School in Diverse Environments*. LIFE Learning in Informal and Formal Environments, The Life Center, [life-slc.org/docs/Banks\\_etal-LIFE-Diversity-Report.pdf](http://life-slc.org/docs/Banks_etal-LIFE-Diversity-Report.pdf).

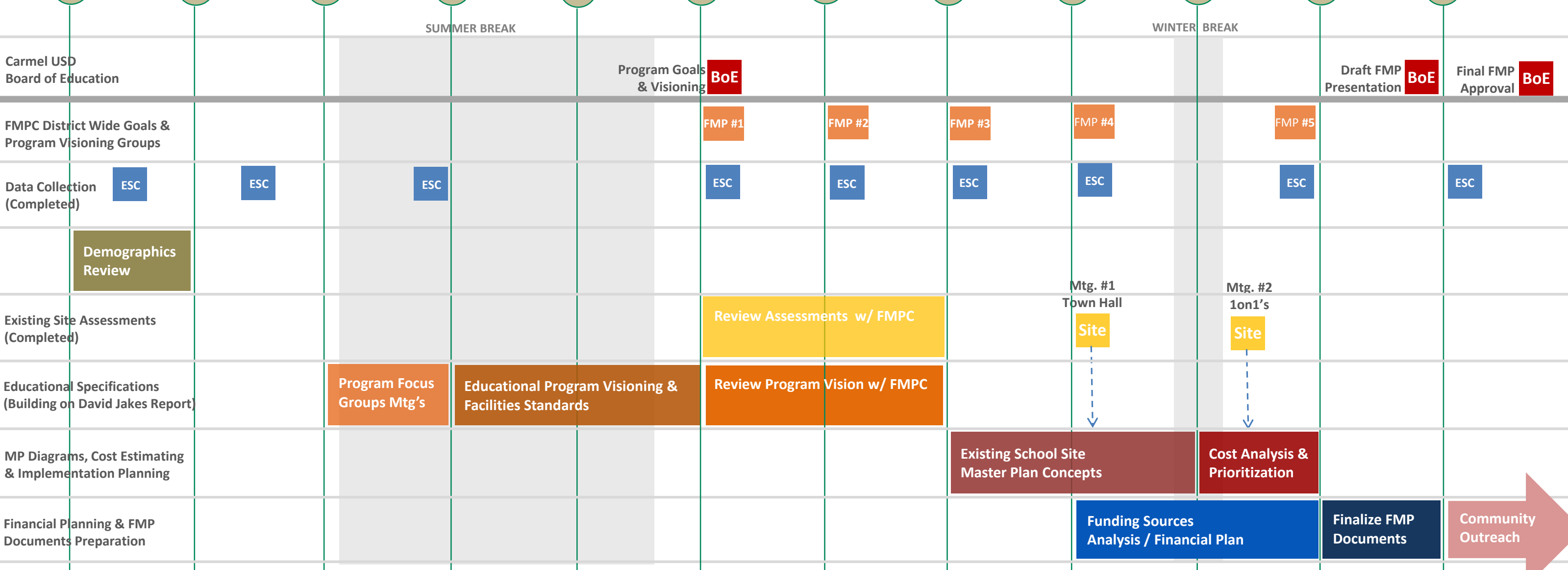
National Research Council (2009). *Learning Science in Informal Environments: People, Places and Pursuits*. Committee on Learning Science in Informal Environments. Phillip Bell, Bruce Lewenstein, Andrew W. Shouse, and Michael A. Feder, Editors. Board on Science Education, Center for Education, Division of Behavioral and Social Sciences and Education.

Reischmann, Jost (2014). *Lifelong and Lifewide Learning - a Perspective*. In: Suwithida Charungkaittikul (ed): Lifelong Education and Lifelong Learning in Thailand. Bangkok, p. 286-309.

# Carmel Unified School District

## Facilities Master Plan – Proposed Program Schedule

(April 2018 – March 2019 Timeline)



**KEY**

- FMP** Facilities Master Plan Committee
- ESC** Executive Steering Committee
- BoE** Carmel USD Board of Education
- Site** School Site Committees

**Board of Education**  
 FMP Process  
 Program Goals & Visioning  
 Draft FMP  
 Final FMP Approval  
**4 TOTAL Meetings**

**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**

**PROPOSED FMP GROUPS MEETINGS**

**SSC Town Hall / Mtg's**

Mtg. #1 – Process Overview & Draft Master Plans  
 Mtg. #2 – 1on1 Mtg. w/ SSC's Representatives