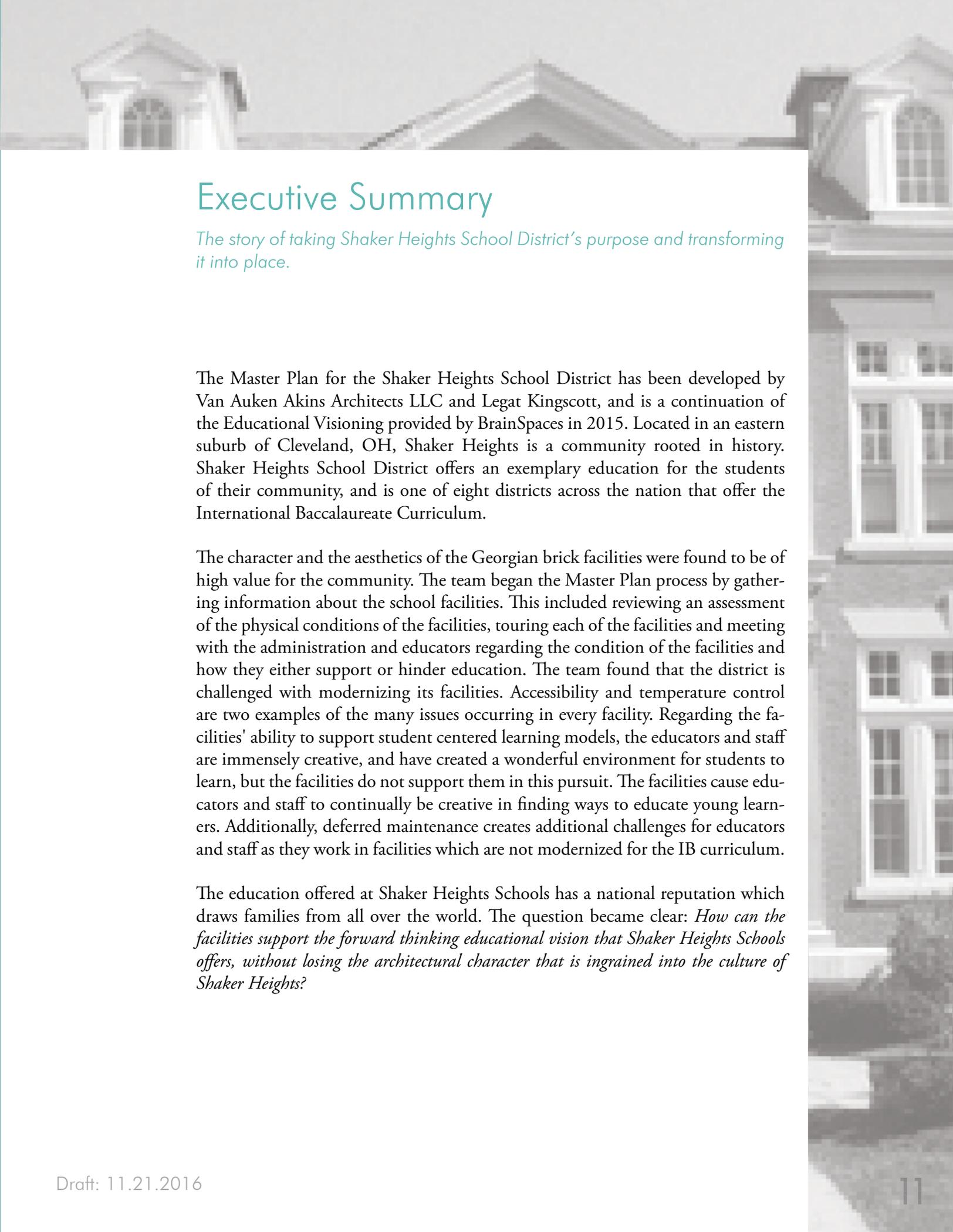




The following question was continually asked throughout the various meetings held: "How can the facilities support the forward thinking educational vision that Shaker Heights School District offers, without losing the architectural character that is ingrained into the culture of Shaker Heights?"





Executive Summary

The story of taking Shaker Heights School District's purpose and transforming it into place.

The Master Plan for the Shaker Heights School District has been developed by Van Auken Akins Architects LLC and Legat Kingscott, and is a continuation of the Educational Visioning provided by BrainSpaces in 2015. Located in an eastern suburb of Cleveland, OH, Shaker Heights is a community rooted in history. Shaker Heights School District offers an exemplary education for the students of their community, and is one of eight districts across the nation that offer the International Baccalaureate Curriculum.

The character and the aesthetics of the Georgian brick facilities were found to be of high value for the community. The team began the Master Plan process by gathering information about the school facilities. This included reviewing an assessment of the physical conditions of the facilities, touring each of the facilities and meeting with the administration and educators regarding the condition of the facilities and how they either support or hinder education. The team found that the district is challenged with modernizing its facilities. Accessibility and temperature control are two examples of the many issues occurring in every facility. Regarding the facilities' ability to support student centered learning models, the educators and staff are immensely creative, and have created a wonderful environment for students to learn, but the facilities do not support them in this pursuit. The facilities cause educators and staff to continually be creative in finding ways to educate young learners. Additionally, deferred maintenance creates additional challenges for educators and staff as they work in facilities which are not modernized for the IB curriculum.

The education offered at Shaker Heights Schools has a national reputation which draws families from all over the world. The question became clear: *How can the facilities support the forward thinking educational vision that Shaker Heights Schools offers, without losing the architectural character that is ingrained into the culture of Shaker Heights?*

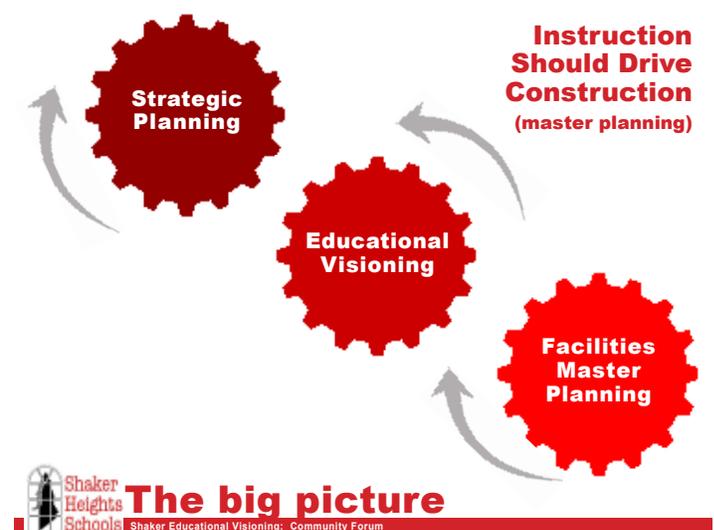
The Master Plan kicked off with the District sharing the 14 guiding principles facilitated by BrainSpaces, and developed by the community during the Visioning Process.

The principles are as follows:

1. *Our schools should support the individual needs of all students.*
2. *Our schools should support active, inquiry based, 21st Century learning.*
3. *Our schools should provide ample space for continuous improvement, collaboration, teacher training, and support.*
4. *Our schools should encourage students to explore the world beyond the walls of their schools and to invite community members to join us.*
5. *Our schools should engage our families and celebrate our diversity.*
6. *Our schools should support a rigorous and challenging curriculum.*
7. *Our schools should be safe and secure.*
8. *Our schools should be equipped with the materials, resources and technology required of 21st Century learners.*
9. *Our schools should include ample space for fine and performing arts.*
10. *Our schools should include ample space for exhibition and display of student creativity.*
11. *Our schools should offer clean, healthy environments with adequate natural light, fresh air, and nutritious food.*
12. *Our schools should include facilities for play and exercise and for social and emotional learning.*
13. *Our schools should include connections to outdoor environments for learning, play, and environmental stewardship.*
14. *Our schools should include connections to the range of resources that exist in the Shaker Heights community.*

The guiding principles served as a pathway to assess how the facilities can be improved to reflect the District's educational vision. The master plan began with a discussion focused on the contradictory nature between expectations for our students and facilities: we ask so much of our students - to be academically high performing, first chair in the orchestra, and state champs in swimming, yet we do not ask the same of our facilities, to be high performing.

The structure of the master plan was a five step process - to initially gather information, and then to have four community meetings. All four community meetings were preceded by an Executive Leadership Committee meeting. The Executive Leadership Committee is formed by the District Leadership to act as a sounding board for the planning of the larger community meetings, and to provide feedback on the process. The core team led the executive committee meetings. The community meetings had excellent attendance, demonstrating the important role the school facilities play in the Shaker Heights community.





Gather



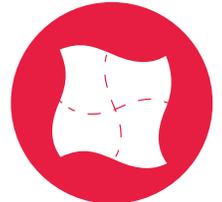
Facility Strategies



Define



Concepts



Refinement

The Five Step Process

User Group Meetings – Gather *(November/December 2015)*

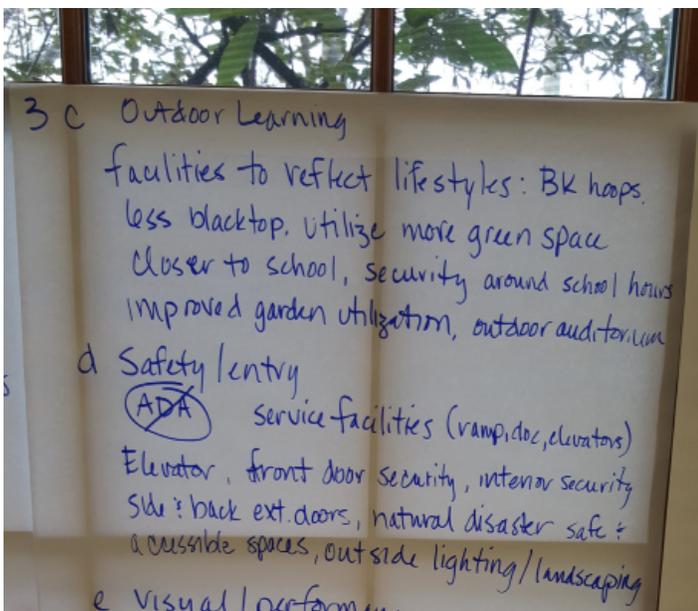
User group meetings were the first step in gathering information on how schools meet or do not meet the needs of educators, staff, students and the community. Over the course of four days, the team gathered information from the users of the facilities to investigate the problems that the buildings posed to them. Through a series of questions the master planning team was able to better understand the condition of the facilities in relation to the delivery of curriculum.

Facilities Strategy Session *(January 2016)*

The Facilities Strategy Session was the bridge between the Educational Visioning and the Master Plan. This session included a report out of the Educational Visioning by BrainSpaces, and then asked the question of how the principles could be applied to facilities. Part of the process for the Educational Visioning was to avoid discussing facilities, and focus on the educational needs, with the intent of the visioning work to be applied spatially during the master plan process. The Executive Committee met before the community meeting to test the workshop, and advise how to run it.

After the presentation of the visioning, conceptual ideas of how the visioning could be applied to facilities was presented. After this the community was asked to break into groups by school and answer “How do you envision your facilities to meet the educational vision guiding principles and the Shaker Experience”?

The Facilities Strategy Session was about framing the challenges that face the educational facilities in the Shaker Heights District. This work session was about problem seeking.



User Group Meeting Notes

Define Session *(February 2016)*

The Define Session, the second community workshop for the Shaker Heights Facilities Master Plan, focused on defining the program, both quantitatively and qualitatively for each of the individual schools and non-school facilities. In listing the spaces that are required for the District, area adjacencies were assigned and a preliminary budget was developed to assist in setting priorities. As in the Facilities Strategy Session, the core leadership team met prior to the large community meeting to test the workshop objective.

This step was crucial in determining the spatial needs and developing consensus for the master plan with the community. Every school was well represented. During the workshop the community was asked to break out into groups by school, and non-school facilities to discuss the programmatic and spatial needs. After the individual school discussions, the community reported back by grade levels to discuss what program pieces Shaker Heights schools need.

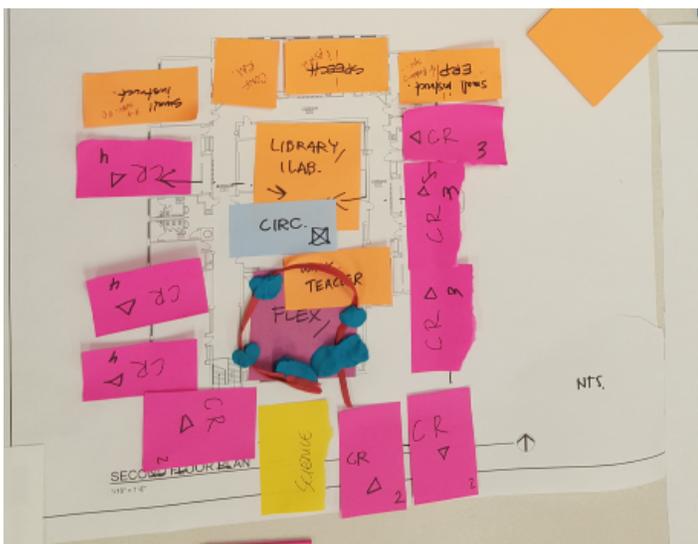
Each step informs the next, and from this workshop we determined what program puzzle pieces were needed for the Concepts Session.

Concepts Session *(March 2016)*

The Concepts Session, the third community workshop, began to solve the problem of what each school will become once the master plan is implemented with the pieces from the Define Session. Once the Define Session was documented, and the facilities analyzed to determine how much space was quantitatively needed for each school, the community had a comprehensive analysis of the qualitative and quantitative programmatic needs.

With all the information gathered from the previous two community meetings, the District could begin to solve the problem, through design. The community was asked to design their ideal school using post-its to represent classrooms, sustainable and outdoor learning spaces, athletic spaces, resource spaces, science spaces, arts and music, and gathering spaces; Play-Doh to represent global learning nodes; and ribbon to represent IB exhibition space. The elements of IB exhibition space and global learning nodes were unique to the Shaker Experience. With these tools, and the information from the previous sessions, the community had the foundation to represent their ideal school.

The community was also asked to examine the District as a whole, discussing how the grade levels are structured.



Concepts Session Plan



Concepts Session Participation



Fernway Elementary School Concept

Refinement Session (April 2016)

The final community session was a part of the consensus building, in determining the District needs in terms of a master plan. The community’s first task was to develop pros and cons for the overall District Master Plan concepts. There were four concepts evaluated:

Concept 1:

- Repurpose Woodbury School for other District needs.
- Renovate the existing elementary facilities for grades 1 to 4.
- Build a new Middle School, for grades 5 to 8 on existing Middle School site.
- Renovate the High School for grades 9 to 12.

Concept 2:

- Repurpose Woodbury School for other District needs.
- Renovate the existing elementary facilities for grades 1 to 4.
- Move Middle School and Woodbury students to current High School, combine grades 5 to 8.
- Build a new High School for grades 9 to 12 on Middle School site

Concept 3:

- Renovate all facilities, current grade levels remain the same.

Concept 4:

- Renovate the existing elementary facilities for grades PreK to 4.
- Renovate Woodbury School for grades 5 to 6.
- Build a new Middle School, grades 7 to 8 at existing Middle School site
- Renovate the High School for grades 9 to 12.
- Current grade levels remain the same.
- Maintain current non-school buildings and offices.

After the community evaluated all the options, they were given 3 colors of dots to indicate their preferred option.

The community then worked in their individual school groups to discuss the merits of the concepts developed for their respective schools.

Ohio Facilities Construction Commission:

All Ohio Public School Districts have the option to work with the Ohio Facilities Construction Commission (OFCC). The Ohio School Facilities Commission (OSFC) is a sub-set of the OFCC that focuses on K-12 education facilities. The OSFC partners with the school district and provides a percentage of the project cost based on the districts Ohio Department of Education equity ranking. In order to receive this funding source, the district has to follow the guidelines established for design and construction of school facilities in the state of Ohio.

OFCC Facility Assessment Program:

This program is provided at the request of the school district to assess the existing school facilities prior to receiving any financial assistance for an addition or renovation project. The assessment is issued as a document separated into 23 categories for all of the systems and components within and around the school facility. The assessment is prepared in accordance with the standards established in the Ohio School Design Manual (OSDM). At the end of the assessment, the District is provided with a comprehensive list of facility needs, enrollment projections, an early cost estimate and an initial master plan.

Through the Facilities Assessment program, School Districts have the opportunity to request that OFCC assess the facility needs of the district prior to their eligibility for state assistance. OFCC provides an on-site evaluation, enrollment projections and an initial master plan with an estimate of project cost. The information provided does not constitute any agreement to proceed with a project.

The Commission will report the results of the facilities assessment to the school district. This assessment process does not constitute any agreement between the Commission and the School District as to the basic project cost of the school

district's classroom facilities need.

The assessment will include the following:

- *On-site evaluation of all classroom facilities*
- *A summary of the assessment in narrative form*
- *An initial Master Plan**
- *An estimate of the basic project cost**

** Any provided master facility plans and estimated basic project cost is not a final product. The intent of the facility assessment program is simply to provide data related to facility needs. Once a School District is eligible for a Commission program (Classroom Facilities Assistance, Exceptional Needs or the Expedited Local Partnership), the Commission and the school district will collaborate to agree upon a final master facility plan. Upon completion of the final master facility plan, the Commission will determine the basic project cost of the School District's classroom facilities need. ¹*

¹ <http://ofcc.ohio.gov>



Building Components Reviewed during the Facilities Assessment Program (FAP) ¹

- A. Heating System*** - Evaluation of the HVAC system.
- B. Roofing*** - Evaluation of the existing roof system.
- C. Ventilation/Air Conditioning*** - Verification if the building has an air conditioning system.
- D. Electrical System*** - Verification if the electrical system is adequate.
- E. Plumbing and Fixtures*** - Evaluation of the plumbing system.
- F. Windows*** - Evaluation of the windows.
- G. Structure: Foundation*** - Evaluation of the building's foundation and sub-grade walls.
- H. Structure: Walls and Chimneys*** - Evaluation of the buildings walls and chimneys (if applicable).
- I. Structure: Floors and Roofs*** - Evaluation of the building's floors and roofs.
- J. General Finishes*** - Evaluation of the existing finishes and fixed casework.
- K. Interior Lighting*** - Evaluation of the existing interior lighting systems.
- L. Security Systems*** - Verification if the building has a security system.
- M. Emergency/Egress Lighting*** - Evaluation of the existing emergency/egress lighting.
- N. Fire Alarm*** - Evaluation of the fire alarm system.
- O. Handicapped Access*** - Verification if the building is handicapped accessible.
- P. Site Condition*** - Evaluation of the school site.
- Q. Sewerage System*** - Evaluation of the buildings sewer system.
- R. Water Supply*** - Evaluation of the buildings water supply.
- S. Exterior Doors*** - Evaluation of the exterior doors.
- T. Hazardous Materials*** - Verification if the building has any hazardous materials.
- U. Life Safety*** - Evaluation of the buildings life safety system.
- V. Loose Furnishings*** - Evaluation of the buildings loose furnishings.
- W. Technology - Verification*** if the buildings technology is adequate.

After the facility assessment was completed, Van Auken Akins Architects LLC completed a thorough review of the assessment items, for both the school and non-school facilities along with an updated project cost that was prepared by OFCC's Master Planning Consultant, Hammond Construction to improve all school facilities to the standards defined in the OSDM. As the Master Planning process was underway, each building was analyzed to see what modifications would need to occur in order to serve Shaker Heights' educational delivery model more efficiently. Reprogramming involves taking existing space and renovating it to serve a new purpose.

The design team compiled a set of drawings that reflect the Consideration Community Engagement session. These were then submitted to the OFCC for cost estimating and a revised master plan.

Now that all of the assessments are complete and the estimates and enrollment projections are under review, the School District is eligible for participation in the OFCC Classroom Facilities Assistance Program (CFAP). This program provides partial funding to the district to complete the assessment Master Plan. CFAP funding is based on the assessed property valuation per student. The property wealth factor determines the OFCC's portion of funding to complete the Master Plan. When entering a CFAP agreement, the school district is using state funding to build or renovate school facilities to the standards established within the OSDM. When a school District is eligible to receive funding through CFAP, participation is completely voluntary. At this time, Shaker Heights is reviewing the financial aspects of participating in CFAP.

Conclusion

The strength of the District is informed by the diversity of cultures, learning styles, and thinking that is present. The community celebrates their global connectivity, it is a part of their mission statement:

The District will nurture, educate, and graduate students who are civic-minded and prepared to make ethical decisions; who are confident, competent communicators, skillful in problem solving, capable of creative thinking; who have a career motivation and a knowledge of our global and multicultural society.

The goal of the Master Plan for Shaker Heights is to create a road map for the future of facilities that will reflect and reinforce their educational vision, mission, and overall character of the community the District chose Concept 4.

Concept 4 included the following:

- **Renovate and use existing elementary facilities for grades PreK to 4**
- **Renovate and use existing Woodbury School for grades 5 to 6**
- **Build a new Middle School for grades 7-8 on the existing Middle School site. The new school needs to have the ability to expand in the event grades 5 to 6 are relocated to the Middle School.**
- **Renovate and use existing High School for grades 9-12**
- **Current grade levels remain the same.**
- **Maintain current non-school buildings and offices.**

See shaker.org for full [process](#), [meeting minutes](#), and [information about their schools](#).