High School Educational Specifications

2016

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This 346-page document provides the district's educational specifications for high schools as of 2016. This is a districtwide document for use in developing plans for new or renovated high schools. This document defines the programmatic, functional, spatial, and environmental requirements of school facility. These educational specifications are intended to apply generally to the design of high schools.

Seattle Public Schools Educational Specifications for High Schools

May 13, 2016 Final Draft

Every Student. Every Classroom. Every Day.

Three Goals • 50,000 Journeys

SEATTLE PUBLIC SCHOOLS

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Acknowledgements

Seattle Public Schools would like to thank all of the staff, students, consultants, community and business partners who offered their vision, their insights, and their experience to this effort to capture and memorialize everyone's aspirations for creating the best high schools possible. **Thank you for your time, energy, and commitment!**

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These educational specifications were put together by a team comprising of Integrus Architecture, SOJ/BroadView, and Withycombe Scotten Associates: a team of three experienced educational facility planners, each of whom typically approaches the school facility development process from a different perspective – that of an architect, an owner's representative, and an educator.

The process began with four visioning sessions, facilitated by Dick Withycombe, and continued with meetings with department program managers, organized by Cheri Hendricks of SOJ/BroadView, who along with Integrus Architecture provided additional research, imagery and the final compilation of these educational specifications.

A Letter from Michael Tolley, Associate Superintendent for Teaching & Learning (pending)

Executive Summary

An Overview of 2016 Seattle Public Schools Generic High School Education Specifications (pending)

Introduction

"A central and overarching theme is how to make sure that this program and design for new schools emerge in a way that allows ALL students to succeed."

"This discussion reminds me why I got into this field; it's wonderful to see different minds come together around a common goal. The architects create the physical space and conditions where our students can come together, and it's cool to see how that work supports our work as educators. I am simply grateful to be here."
- Visioning Workshop participant

Our Conceptual Framework

We have chosen to frame the information gathered from various sources for this document within a set of four guiding questions to lead from beliefs and desires to outcomes and actions that can be implemented. This has allowed the variety of perspectives represented by a broad group of constituents to be woven together into what we hope will be a comprehensive whole. The four guiding questions, and the key themes each represents, include:

What Do We Believe?
Philosophy, values, guiding principles

What Do We Know?
Current conditions, as well as research, experience, best practice, expert opinion

What Do We Want?
Ideal, ultimate goals

What Do We Do?
Action & implementation

Purpose of Generic Educational Specifications
According to the National School Boards Association:

"The purpose of educational specifications is to define the programmatic, functional, spatial, and environmental requirements of the educational facility, whether new or remodeled, in written and graphic form for review, clarification, and agreement as to scope of work and design requirements by the architect, engineer, and other professionals working on the building design.

Educational specifications must begin with a thorough, in-depth explanation of curriculum goals and instructional activities that occur within the learning environment.

A detailed description of the educational program enables complete and accurate descriptions of functional and spatial needs and – in the end – successful design."[1]

Typically in the development of an Educational Specifications, the dialogue between the educators and the school planners is one of identifying which best practices in instruction the individual school is striving to implement, and the attendant practices in facility design that would best support those instructional methods. Taking into consideration an educational program's current *and long-term future* needs in order to design a facility that will serve well for 30 to 50 years, it endeavors to identify the *ideal* environment to support learning and community within that particular school.

In this instance, these Educational Specifications are intended to apply generally to the design of 1,600-student high schools within Seattle Public Schools. Since there is not one specific school and set of instructional practices to be accommodated, these Educational Specifications take into consideration best practices from a variety of sources and focus on providing a template with flexible spaces that can be adapted for various site-specific Educational Specifications.

Initial Parameters for Generic Educational Specifications for High Schools

Initial parameters provided to the Educational Specifications team by Capital Projects and Planning staff included the following key assumptions:

- High school capacity would be 1,600 students, which is the theoretical cap on enrollment size for Seattle Public School high schools.
- Neighborhood high schools would be planned to be comprehensive rather than "options" schools.
    - The key elements of a comprehensive high school are (1) a heterogeneous adolescent population and (2) a comprehensive curriculum serving the needs of youth who will go on to higher education as well as the needs of those who will enter the world of work upon graduation. The comprehensive curriculum must provide not only for specialized, special interest, exploratory, and enrichment studies, but also for a core of general education shared by all adolescents in deliberately designed heterogeneous classes so as to avoid tracking.[2]
- By 2022, high school enrollment in Seattle Public Schools is expected to increased by ~4,000 students. To address this projected growth, capacity will be increased with the addition of the following projects to which these Generic Educational Specifications would be applied:
    - the re-opening of Lincoln High School in Wallingford at its historic site (additional capacity of 1,600);
    - the addition of classrooms to Ingraham High School to increase its capacity by 500 students from the current enrollment of approximately 1,200 students;
    - a new 1,600-student high school in a downtown location, to be opened by 2022.

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[1] See www.nsba.org/toolkit/EdSpecs.html, November 2015.

[2] Daniel Tanner, "The Comprehensive High School in American Education," *Educational Leadership*, May 1982, p. 613.

Relationship of This Document to Other SPS Planning Documents

Technical Building Standards

These Educational Specifications describe the programmatic requirements for schools within Seattle Public Schools. SPS Technical Building Standards describe the materials and systems that shall be utilized in new and modernized schools. The Technical Buildings Standards, together with the Educational Specifications, describe the district's intent for its school facilities.

Site-Specific Educational Specifications

In development of Site-Specific Educational Specifications from these Generic Educational Specifications, project teams shall submit any modifications proposed for a specific project in writing to the K-12 Planning Coordinator for written approval. No program areas, primary adjacencies, or space features shall be modified without this approval. It is expected that individual program areas in the project design shall not vary from the specified areas by more than 3% without approval. In new facilities, classrooms or other spaces that are required to have a certain minimum area shall be not less than the minimum.

Site-Specific Educational Specifications shall include:

- The enrollment capacity for which the school is being programmed, as directed by Capital Projects and Planning.
- If an existing school, its Continuous School Improvement Plan shall be reviewed for facility implications and the plan shall be included in Site Specific Educational Specifications.
- Description of the specific programs or activities that are unique to a particular school and its community.
- Description of proposed revisions to the Generic Educational Specifications to accommodate those unique programs or activities.
- All approved revisions to the Generic Educational Specifications.
- A modified Program Area Summary, with revised areas, if any, highlighted.
- PDF markups of the pages of the Generic Ed Specs indicating any approved revisions to the adjacencies or Space Features.
- Site-Specific Educational Specifications shall NOT include descriptions of the SDAT process, documentation of the SDAT meetings, or concept designs. While this documentation is an important part of the project record, it is not an appropriate part of the Educational Specifications.

Imagining Seattle's Future High Schools

*"… the beginning of the design process may seem a bit messy, because by including more voices early in the process there is a less direct, more messy, path to a solution. **But it is this very messiness that allows us to end up with learning solutions that are more likely to meet real performance needs in real places.**"*[1] – *Michael Eury*
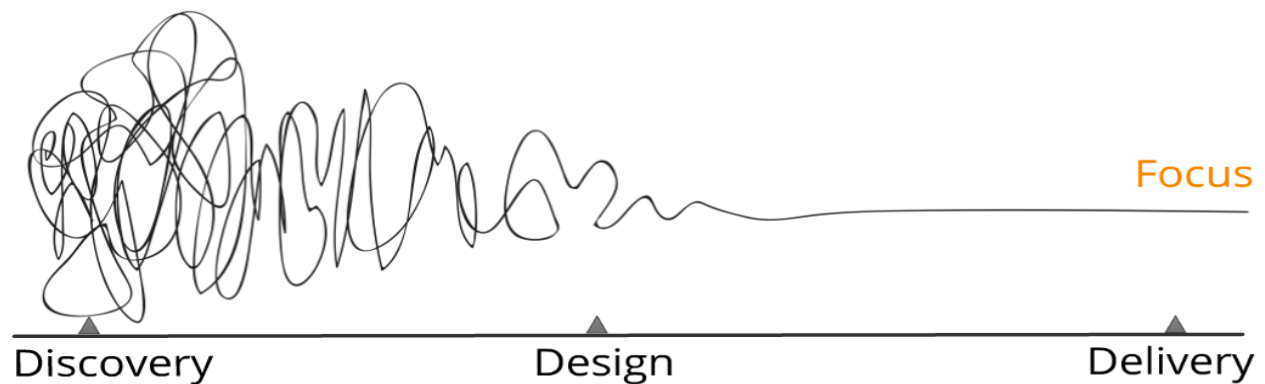
Broad representation from a variety of constituencies was sought for participation in the process of imagining Seattle's future high schools.

- From Teaching & Learning:
    - Executive Directors for Curriculum & Instruction and for Special Education, as well as Executive Directors for Schools in three of the five regions of the City were invited and participated.
    - The Director for School Operations, the Director for STEM, the Program Manager and Specialists for Career and Technical Education, and Program Managers for Libraries & Instructional Technologies, as well as Visual and Performing Arts were invited, and all provided input in the Workshops and/or in Program-Specific meetings discussed below.
    - Teacher and former SPS Director of College and Career Readiness participated.
    - Teacher, Teacher Coordinator, and Ninth Grade Academy Coordinators from Nathan Hale High School, Seattle's most recently renovated high school, were active participants in the process.
    - Principals from six of the nine neighborhood high schools were invited, and four participated in most of the sessions.

- From Facilities & Operations:
    - Associate Superintendent for Facilities & Operations, the Assistant Superintendent for Operations, and various staff from Capital Facilities and Planning participated in various workshops as well as program-specific meetings

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[1] http://www.stickylearning.com.au/stickylearning/2012/06/. Accompanying image my Damien Newman.

- <u>Community Partners</u> – SPS Director of School & Community Partnerships provided contacts from various organizations currently partnering with the district, and invitations were extended to:
    - College Access Now
    - Communities in Schools
    - University Tutors for Seattle Schools
    - Youth Development Executives of King County
    - Southeast Seattle Education Coalition
    - City Year Seattle/King County
    - YMCA of Greater Seattle
    - King County Public Health
    - Seattle Parks & Recreation Dept.

- <u>Business Partners</u> from Microsoft, Boeing, the Associated General Contractors, as well as a representative from the City's Workforce Development Council were included.

- Several of the workshop participants are also current and former <u>parents</u> of students within the District.

Educational Specifications Process Overview

<u>Research Phase:</u>

Between October and December 2015, the Ed Specs team reviewed all of the program, curriculum, and standards information available on the Seattle Public Schools website, including references to state standards on the OSPI website, as well as national standards such as Common Core, the NextGen Science Standards, and others. This background information was used to formulate specific questions for discussion in the workshops as well as the program-specific meetings. This research has also served as the foundation for the section "What Do We Know," which discusses many recent changes in expectations for high schools, ranging from graduation requirements, curriculum standards, schedules, and through instructional technologies.

<u>Kickoff Workshop</u>, held September 24, 2015

This initial discussion established the comprehensive framework for the Education Specification writing process.

- Purpose, Goals & Background of Education Specifications
- Initial Parameters for High Schools

A group activity was facilitated, in which participants identified their aspirations for new high schools. A group of "Words and Phrases" was generated that continued to inform the process throughout the remaining workshops.

A variety of potential themes for exploration were discussed, and participants provided input to the Ed Specs team for further development in subsequent workshops.

The final step of the kickoff meeting was to identify any "missing voices" and expand the circle of participants. Significant work was conducted behind the scenes between October and December 2015 to identify key players from staff as well as community and business representatives to ensure broad representation for the Visioning Workshops.

<u>Visioning Workshops</u>

> *"I am excited about how the group is thinking into the future, and feeling very encouraged."*
> *"What's memorable is the passion from this group…**its clear you have passion about what you believe**."*
> *- Visioning Workshop participants*

Four Visioning workshops were conducted during early months of 2016 with the goal of bringing as many diverse voices as possible to global discussions. The purpose of these workshops was to establish a guiding vision and design priorities for future high schools. All four workshops were skillfully and sensitively facilitated by educator and consultant Richard Withycombe, Ed. D.

Workshop #1, January 11, 2016

After a welcome from Assistant Superintendent for Teaching & Learning Michael Tolley and Capital Projects and Planning Director Richard Best, as well as Introduction of members of the Visioning Team, the following conversations were facilitated:

- Imagining Seattle's Future High Schools
- Character and Culture of the Emergent High School
- School Organization in Future High Schools

Workshop #2, January 26, 2016

After introductions of new participants, discussions were focused around the following themes:

- Overview of Visioning Session #1 and Participant Reflections
- What Do We Mean by Flexibility?
- Building Virtual Learning Opportunities
- Transparency
- Integration
- The Future of Career and Technical Education, and Makerspaces
- Follow up Discussion: Serving All Students

Workshop #3, February 1, 2016

After additional introductions of new participants, as well as reflections on Visioning Workshop #2, discussions were guided to more fully cover these topics:

- Further Development of Virtual Learning Options
- Safety and Security
- Building Entries and Administrative Office Areas
- Library/Media Centers
- Discussion of Design Principles developed from initial Workshops

Workshop #4, April 7, 2016

After group reflections on the conversations in Visioning Workshop #3, discussions were guided around the following:

- Confirming the Design Principles from Previous Workshops
- Personalization
- Further Reflections on Flexibility and Adaptability
- The Lunch Experience
- Performing Arts
- Supporting Community Partnerships
- Closing Discussion: Spaces & Values

Program-Specific "User Group" Meetings

Concurrent with global visioning sessions, meetings were convened to discuss design considerations specific to the program areas within a school. These meetings focused on the recommendations of district-level managers who have broad experience across many schools and who sought input from teachers at individual schools when further detail was needed. In general, two meetings were conducted for each of the following program areas: one to identify initial requirements, and a second to confirm understandings and to clarify any remaining questions. Teams working on Site-specific Ed Specs can seek exceptions to those recommendations via conversations with the Planning Department.

- General Education (Math, English/Language Arts, Social Studies, ELL and Science)
- Special Education
- Career & Technical Education
- Visual & Performing Arts
- Physical Education & Athletics
- Libraries and Instructional Technologies
- Outdoor Learning
- Student Dining & Nutrition Services
- Health Services
- Facility Operations
- Safety & Security, Risk Management
- Transportation & Distribution Services

Student Workshop, held February 9, 2016

The High School Ed Spec team met with the Ingraham High School ASB students to inform them about the current educational specifications process and receive their thoughts on what Seattle's future high schools should be like. The students were broken into small groups, shown a series of school facilities images (many the same as have been used during Visioning Workshops 1-3) and asked to answer the following three questions:

- What is your favorite classroom space and why?
- Where is your favorite place to study outside of class and why?
- Where is your favorite place to socialize at school and why?

<u>Principal's Workshop</u>, held April 25, 2016

The Principal's workshop was conducted in order to gather additional input that administrators are best qualified to provide, to resolve outstanding questions that remained after the Visioning Workshops, and to discuss lessons learned from other recently modernized high schools in Seattle. Key topics included:

- Site specific recommendations for CTE programs appropriate to each of the upcoming high schools
- Personalization: Ensuring sufficient spaces for Student Advisories
- Distributing Administrative and Itinerant Counseling spaces
- Sizing and Locating Staff Planning Areas
- Student Lockers – How many is enough?
- Accommodating Community Partner Spaces
- Supporting a Single Lunch Period for High Schools
- Spaces for PE and Athletics
- Lessons learned from Garfield High School

Putting It All Together

> *"This whole (series) of discussions has been eye-opening. It's very exciting, and I am struck by the challenge inherent in **translating the experiences we're trying to create for students into actionable spaces**."*
> *- Visioning Workshop participant*

Upon completion of each workshop or meeting, detailed minutes were distributed to all participants in order to ensure an accurate record of the discussion. Participants were then encouraged to read and provide feedback before the minutes were made part of the "official" record. In many cases, this helped extend the discussions and created time for reflection and/or reconsideration of statements made during the group meetings.

Once the visioning workshops were complete, the Ed Specs team began to organize and analyze key findings. Issues that required input from Principals and district Administrators were brought to the Principal's Workshop for resolution, and the administrative and operational insights provided in that workshop were woven into the sections. Recurrent themes became the topics of discussions in the "What Do We Want" chapter. At the same time, we found alignments between the global visioning discussions and the more granular information provided during user-group meetings. This information became the foundation for the program area guidelines.

Seattle Public Schools

process outline

2016

JAN   FEB   MAR   APR   MAY

ED SPEC OVERVIEW

CAPITAL PROJECTS MEETINGS
- BIG PICTURE ISSUES & PROGRAM MEETINGS
- DRAFT NARRATIVES & SUMMARIES
- SPS DRAFT REVIEW & FINAL REVISIONS

PM 1/4: Planning
PM 2/1: Debrief & Progress Update
AM 2/22: Progress Update

4/22 draft
4/28 draft

BIG PICTURE EXPLORATIONS/ VISIONING SESSIONS

1 Session #1 1/11
2 Session #2 1/25
3 Session #3 2/1
4 Session #4 3/7
5 Session #5 3/21
6 Session #6 4/4

USER GROUP PROGRAM MEETINGS

AM/PM 1/5: Transportation & Warehouse
AM/PM 1/5: Facilities, Custodial & Conservation
AM 1/8: Special Education
PM 1/8: Nurse & Health Services
2/9: Core & Science
2/9: PE & Health Science
AM/PM 2/8: Bus&Tech/Skills Ctr/Voc Ed (CTE)
PM 2/8: Arts & Music
AM 2/17: Special Education
PM 2/17: Nurse & Health Services
PM 2/18: Risk Management/ Safety & Security
AM 2/10: Library & Classroom Tech
AM 2/11: Outdoor Learning & Site
AM 2/29: Arts & Music
AM 3/8: Bus&Tech/Skills Ctr/Voc Ed (CTE)
AM 4/1: Athletics
PM 3/28: Core & Science
AM 4/4: Core & Science
AM 4/1: PE & Health Science
AM 4/4: Outdoor Learning & Site
AM/PM 3/28: Transportation & Warehouse
PM 3/28: Facilities, Custodial & Conservation
PM 4/11: Athletics
PM 3/31: Library & Classroom Tech
AM 4/18: Arts & Music

COMMUNITY, STUDENTS & PRINCIPALS

C TBD: Community Partners Workshop
S 2/8: Student Workshop
P 4/25: HS Principals Workshop

SCHEMATIC DESIGN

LINCOLN HS DESIGN TEAM

SDAT 1 1/14
WSSP 1/21
SDAT 2 1/28
SDAT 3 2/11
SDAT 4 2/25
SDAT 5 3/10

What Do We Believe?

Our Signature Obligation: **Every Student. Every Classroom. Every Day.**

"We have a deep commitment to every student's journey – to ensure that each one will graduate ready for college, career and life. Our five-year strategic plan for 2013-18 will guide our work as we deliver on that commitment. Our diverse community came together to develop the goals and strategies outlined in the plan. We will focus on these goals, monitor and report on progress, and determine what is working well and what needs to be adjusted. Together we'll work toward the success of every student, in every classroom, every day."[1]

The Mission, Vision, and Core Beliefs expressed in the District's Strategic Plan are included here. These key statements, along with the images shown, served as a visual backdrop and touchstone for all of the Visioning Workshops, from which many aspirations for these Educational Specifications have been drawn.

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[1] 2013 – 2018 Strategic Plan Summary, Seattle Public Schools

Mission

Seattle Public Schools is committed to **ensuring equitable access, closing the opportunity gaps** and **excellence in education** for every student.

Sammamish High School, Bellevue, WA

Core Belief

Our students **come first**.

The Branson School, Ross, CA

Shorecrest High School, Shoreline, WA

Tesla STEM High School, Redmond, WA

Core Belief

High-quality teaching and learning are the keys to student success.

Vision

Every Seattle Public Schools' student recieves high-quality, 21st century education and **graduates prepared for college, career and life.**

Vashon Island High School, Vashon, WA

Core Belief

A **safe and orderly** learning environment supports student success.

Booker T. Washington High School, Dallas, TX

White River High School, Buckley, WA

...We push ourselves to grow, we are involved in our school, we excel in our careers, and we are committed to our community
Shorecrest High School, Shoreline, WA

Core Belief

A **high-performing District** includes effective leadership, accountability, effective organizational systems and an engaged community.

Goal 1

Ensure **educational excellence and equity** for every student.

Tesla STEM High School, Redmond, WA

■ **Challenge and support each student** by providing equitable access to a rigorous and relevant curriculum aligned to Common Core State Standards and 21st century skills.

■ **Elevate professional practice** by investing in effective, culturally responsive teachers, staff and leaders.

■ **Commit to early learning** as the foundation for future academic success.

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languages/dialects are spoken by our students

Gleneagles Community Centre, West Vancouver, BC

Eastside Catholic High School, Sammamish, WA

Chief Sealth International High School, Seattle, WA

Courtesy of Bassetti Architects

What will this mean? From pre-kindergarten through graduation, all students will be held to high expectations. Teachers and staff will receive the tools and professional development they need to support each student's journey.

Goal 2

Improve **systems districtwide** to support academic outcomes and meet students' needs.

Ingraham High School, Seattle, WA

- **Ensure proper stewardship of resources** by evaluating performance and strengthening internal controls.

- **Adopt a sustainable annual budget** aligned with district goals in a manner that assures an equitable distribution of resources that prioritizes the needs of students.

- **Integrate and align operational, business, technology and academic systems** to support the needs of students, teachers and schools.

40% of our students qualify for free or reduced-price lunch

The International School of the Hague, Netherlands

Tesla STEM High School, Redmond, WA

Roosevelt High School, Seattle, WA   *Courtesy of Bassetti Architects*

What will this mean? Everyone and everything in our school district will be focused on helping students. Our resources will be aligned with the goals of the strategic plan to support student achievement.

Goal 3

Strengthen **school, family** and **community engagement**.

Shorecrest High School, Shoreline, WA

- ■ **Ensure each school's culture promotes equitable outcomes in student learning** through a welcoming, supportive, safe and healthy environment.

- ■ **Support proactive and transparent communication** with all stakeholders to foster trust and collaboration.

- ■ **Build partnerships** among students, families, staff, labor partners and the community to support academic success.

12%
of our students are eligible for English Language Learner services

Genhua Youth and Cultural Center, Qinhuangdao, China

Sammamish High School, Bellevue, WA

Chief Sealth International High School, Seattle, WA
Courtesy of Bassetti Architects

What will this mean? Each of us is an important part of a student's journey. We will strengthen and leverage partnerships to support student success.

What Do We Know?
New Standards, New Priorities

The following sections identify relevant background information about Seattle Public Schools and its programs, but more importantly, identify shifts that have been occurring in the adoption of new graduation requirements, new standards, new priorities, new schedules, and new technologies. Public high school education is such a strong shared cultural experience that most people think they understand it, and that little has changed.

In order to avoid assumptions that high schools should be designed just like they always have been, *particular care has been taken to identify the many ways in which expectations have changed.*

Specific themes include:

- Where We Are Now: Current Information on Seattle Public Schools
- A Research-Based Shift in High School Start Times
- 24-Credit Graduation Requirements
- Curriculum Overview
- Recent Adoption of Common Core Standards for Math & Language Arts
- Recent Adoption of NextGen Science Standards
- Integration of Disciplines
- Elevating & Integrating the Arts
- Moving to Promote Lifelong Fitness
- Planning for Tomorrow's Technology Needs

These themes provide the foundation for the program guidelines presented in the subsequent section, **"What Do We Do?"**

<div align="right">

Where We Are Now:
Current Information on Seattle Public Schools

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In his most recent State of the District address[1], Superintendent Nyland offered the following perspective:

> *"Highlights from our year included **another year of enrollment growth, encouraging student performance** on our first ever Smarter Balanced Assessments, **implementation of wireless technology at all school sites, significant improvements in special education,** and initiation of the City of Seattle's universal preschool."*

The broad range of positive outcomes is reflective of a city that is experiencing significant demographic and economic growth, and that continues to offer consistent support for educational initiatives, including the district's levies, as well as funding for universal preschool. In addition, multi-year efforts to align curriculum to state standards and to improve delivery of special education services are beginning to pay off.

Seattle Public Schools Fast Facts[2]

Our Students

Total Enrollment (Oct. 2015)	53,872
Male	51.5%
Female	48.5%
Countries of Origin	148
Languages/Dialects	128
Non-English Speaking Background	24.6%
Bilingual Served	11.4%
Free/Reduced Price Meal Eligible	38.9%
Special Education (Enrolled)	12.4%
Graduation Rate	76.3%

Our Schools

Elementary	60
K-8	10
Middle	10
High	12
Service	6
TOTAL	**98**

Our Staff

Total (FTE)	6,371
Teachers	3,185

Our Budget

General Fund (FY 15-16)	$753.1 million

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[1] 2015 "State of the District" address, Dr. Nyland, November 5, 2015.
[2] 2015-16 Fast Facts, SPS website, https://www.seattleschools.org/district/district_quick_facts, March 2016.

Demographics[3]

Demography is the scientific study of population that focuses on four basic topics: size of the population, its distribution across geographic areas, its composition, and the determinants and consequences of population growth.

The Seattle Public Schools demographer's responsibilities are to:
- Plan, organize, and coordinate analysis of demographic data in the Enrollment Planning department;
- Collect and statistically analyze data about human populations including births, economic situation, employment, and population migration;
- Assist with the development of enrollment projections and long-range demographic/enrollment forecasts by identifying population changes that are likely to impact the capacity of schools;
- Research and analyze technical information;
- Develop materials and reports for decision-makers;
- Make internal and external presentations; and
- Coordinate with other departments in the district and organizations outside of the district on issues related to enrollment planning.

The demographic trends in Seattle suggest that there will be continuous flows of migration into the city by a diverse group of individuals and families. Seattle is considered to be one of the fastest growing big cities in the United States. Young professionals, families (native-born and immigrant), return migrants (people returning home after school or career), and people moving to take advantage of the employment opportunities available here are making Seattle their permanent home. This influx of people has important implications for the labor and housing markets, and the Seattle Public School district.

Enrollment Planning[4]

Enrollment Planning analyzes student enrollment data and works with other teams to respond to district resource questions in an equitable and efficient manner.

Enrollment Planning:
- Calculates enrollment projections,
- Studies the district's demographics,
- Determines class numbers at option schools and choice seats at attendance area schools,
- Changes school boundaries when population trends change, and
- Produces maps using student data.

Enrollment Planning generates several types of data for public use:
- Projections - forecasts of future enrollment
- Reports - current and past enrollment
- Maps - data visualizations, organized by topic

Enrollment projections[5]

Projections are the expected number of students and/or classrooms for a specific time period, based on historical information. Enrollment Planning produces 3 types of projections annually:
- the 10-year resident projection, of all students residing and enrolled in the district, but not based on where in SPS they attend;

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[3] This section excerpted and adapted from SPS website for Demographics, March 2016.
[4] This section excerpted from SPS website for Enrollment Planning, March 2016.
[5] This section excerpted and adapted from SPS website, Enrollment Planning>Projections, March 2016.

- the school projection for October of the upcoming school year; and
- the school projection for October of the next 5 years.

All projections are based on the number of state funded students and created from trending data over past years. In addition, Enrollment Planning takes into consideration housing information, major employers, city planning projects, and other socioeconomic factors in Seattle when calculating projections.

Five Year School Projections: 2015-16 through 2019-20[6]

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Projected Growth, 2015 to 2019
High Schools							
Ballard	1634	1705	1855	1883	1972	1544	-161
Chief Sealth Intl	1212	1174	1094	1028	951	901	-273
Franklin	1336	1300	1325	1396	1395	1455	155
Garfield	1586	1694	1850	2073	2274	2446	752
Ingraham	1203	1214	1235	1227	1187	1227	13
Nathan Hale	1141	1114	1105	1112	1101	1100	-14
Rainier Beach	600	669	653	632	669	597	-72
Roosevelt	1695	1680	1729	1800	1805	1274	-406
West Seattle	998	1004	993	1057	1098	1200	196
Center School	276	279	265	262	247	247	-32
Cleveland	820	850	865	868	894	894	44
Nova	341	321	325	337	353	353	32
Lincoln	0	0	0	0	0	1093	1093
Subtotal	**12842**	**13004**	**13294**	**13675**	**13946**	**14331**	**1327**

Origin of data:
- Five year projections were modeled using 2014-15 October – January enrollment data, using the Projections for October 2015 (as of May 2015) as the first year;
- Area attendance trends come from moderate ten year resident projection, built in late 2014 / early 2015.

Program locations are modeled to continue current program placement:

- Specific program projection assumptions affecting middle and high schools
  - For Special Education: Planned based on 100% filled special education classes based on program placement in 2015. New schools did not assume placement of Special Education programs (Cedar Park, Lincoln, Meany, Eagle Staff).
  - For Full-Time Running Start: Modeled after 11th and 12th grade students who newly headed to Full Time Running Start, at each school. Lincoln is already removed from the Ballard and Roosevelt populations.

Boundaries are modeled on 2015 boundaries, with the exceptions of GeoSplits occurring at Meany Middle School, Eagle Staff Middle School and Lincoln High School. This provides a conservative estimate for boundary changes not triggered

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[6] "Five Year Projections: 2015 to 2019", SPS Website>Enrollment Planning>Enrollment Data>Projections, March 2016.

by new schools, as it assumes that grandfathering occurs at these schools and thus estimates implications on capacity accordingly.

Bringing new buildings online: All new buildings opening (2017 for Meany and Eagle Staff Middle Schools and 2019 for Lincoln High School), were assumed to be filled by residents currently attending their attendance area school, across all grades, on the year the building comes online. Notes by school on modeling:

1. Meany and Eagle Staff general education populations were modeled based upon current makeup of 2015 cohorts, by new middle school geography (i.e. 53.9% of cohorts enrolled at Washington and not enrolled in HCC were from the Meany attendance area). Note that this assumes that incoming classes are made up of similar proportions, by attendance areas, thus growth is distributed evenly.
2. Lincoln High School is based on three year residents at either Ballard or Roosevelt High Schools, as a percentage of each grade. The following 2015 elementary attendance areas were used to approximate the historic Lincoln High School boundary: Green Lake, B.F. Day, West Woodland, Bagley, and Greenwood.

Other notes:
- Students enrolled at service schools are not included within these counts.

How Students Are Assigned in Seattle Public Schools[7]

Elementary, middle, and high school students are initially assigned to a designated attendance area school based on where the student lives.

Option schools offer a variety of approaches and instructional methods. Students must apply to attend an option school. Option schools are available for students at all grade levels.

Several other schools and services are available to meet individual student needs. Students may request assignment to a service school and/or may be referred there and assigned as individually appropriate. Unlike attendance area schools and option schools, students may transition into or out of service schools during the school year.

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[7] This section excerpted from SPS website for Student Assignment, March 2016.

Locations of Seattle Public Schools[8]

High School Attendance Boundaries 2015-16[9]

The current high school attendance area map (before the re-opening of Lincoln High School and development of a new downtown high school) are shown below. Other boundary maps for elementary and middle schools are available on the SPS website, but are not relevant to these High School Educational Specifications.

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[9] From SPS website>Schools>District Boundary Maps>Attendance Area Maps>High Schools, March 2016.

High School Attendance Boundaries 2016-17[10]

The Seattle School Board approved boundary changes for future years that will be implemented over time as BEX construction projects are completed. There are some high school changes for 2016-17 in West Seattle as the high school boundaries match the middle school boundaries. The map below reflects the approved boundary changes for 2016-17. Boundary changes for future years have not been reviewed or approved.
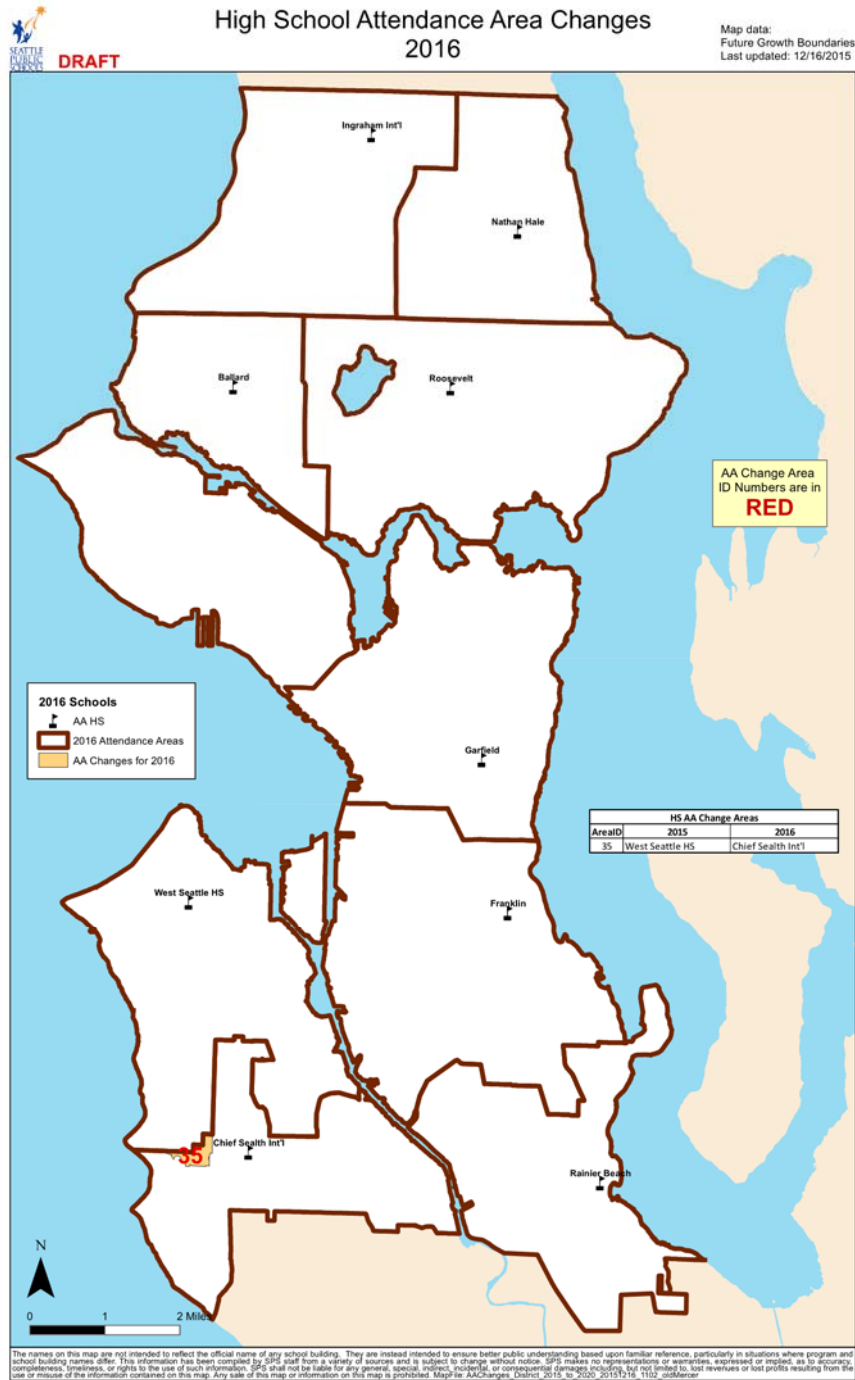
Organization Chart

To provide context as information from different departments is provided within these Educational Specifications, we are including Seattle Public School's overall organization chart here:

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                          Board of
                          Directors
                                          Internal Auditor

                        Superintendent

        Deputy
      Superintendent
                                          General Counsel

  Chief Information    Exec. Dir. of
      Officer          Strategic Planning  Chief Communications
                       & Partnerships          Officer

  Technology          Director of Policy,
   Services           Board Relations &    Director School/Family
                      Special Projects     Partnerships &
  Director of                              Race/Equity
  Continuous          Director of Project
  Improvement         Managment
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Assistant Supt. Learning & Teaching	Assistant Supt. Capital/Facilities & Enrollment Planning	Assistant Superintendent Operations	Assistant Superintendent Human Resources	Assistant Supt. Business & Finance
Executive Director Leadership Development	Executive Director Special Ed	Director Capital Projects & Planning	Executive Director Athletics	Exec. Director Talent Management	Budget Director
Executive Director Curriculum / Instruction	Spec Ed Director(s)	Director Facilities Operations	Executive Director Coordinated School Health	Director HR Employment Services	Accounting Audit Response Contracts Grants Payroll Risk Management & Insurance
Director ELL /International Programs	Executive Directors of Schools (5)	Enrollment Planning	Director of Logistics	Director HR Operations	
Director School Operations P-12	Advanced Lrng Career & Technical Ed Early Learning Literacy Mathmatics Science Visual & Performing Arts	Maintenance Svcs Custodial Svcs Grounds Svcs Environmental Svcs	Enrollment & Customer Service Publishing Svcs Mail Services Transportation Procurement Warehouse & Distribution	Director Labor & Employee Relations	
			Safety & Security		

A Research-Based Shift in High School Start Times

Research has shown that teenagers may benefit from later start times with more sleep, better health, increased academics and improved truancy rates.[1]

In July of 2014 the School Board passed a resolution directing the Superintendent to study the implications and impacts of changing start times to reflect the research. The Bell Times Analysis Task Force was convened to review the research and make recommendations to the Superintendent.

A Review of the Research

The Bell Time Analysis Task Force reviewed research on sleep and behavior in adolescents (abstracts of approximately 20 academic studies reviewed by the task force can be found on the SPS Task Force website)[2]. The most comprehensive study, entitled "School Start Time Change: An In-Depth Examination of School Districts in the United States", states:

> *Many studies have documented that the average adolescent in the United States is chronically sleep deprived and pathologically sleepy. As a result, many high school students are at risk for adverse consequences of insufficient sleep including impairments in mood, affect regulation, attention, memory, behavior control, executive function, and impulse control. In particular, many studies have shown an association between decreased sleep duration and lower academic achievement at the middle school, high school, and college levels, as well as higher rates of absenteeism and tardiness, and decreased motivation to learn…*

> *While a number of factors, including biological changes in sleep, lifestyle choices and academic demands impact upon sleep in students, the evidence strongly supports that early school start times (i.e., before 8:00 am) are a key contributor to sleep loss in high school students. Numerous studies have demonstrated that early start times significantly impede high school students' abilities to obtain sufficient sleep.*

> *From a biological perspective, at about the time of the onset of puberty, adolescents begin to experience a sleep-wake "phase delay" (later sleep onset and wake times), as a result of well- documented changes in circadian rhythms. This is manifested as a shift in the fall-asleep time to about two-hours later relative to middle childhood. At the same time, adolescent sleep needs do not decline significantly from pre-adolescent levels, and optimal sleep amounts remain in the range of 8.5 to 9.5 hours per night for most teens. On a practical level, this means that the average adolescent cannot fall asleep before 11 pm and has significant difficulty in waking before 8 am.*

> *A substantial body of research has now demonstrated that delaying school start times is an effective countermeasure to chronic sleep loss and has a wide range of potential benefits for students in regard to physical and mental health, safety, and academic achievement. Studies comparing high schools with start times even just 30 minutes earlier to those with later start times demonstrate adverse consequences such as shorter sleep duration, increased sleepiness, difficulty concentrating, behavior problems, and more school absences (14-16). Scientific literature has confirmed that delaying high school start times results in increased total sleep time, decreased tardiness rates and absenteeism, improved performance on standardized tests, reduced self-reported depression, and fewer automobile crashes.*[3]

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[1] SPS website on Bell Time Change Implementation, March 2016.

[2] SPS>Families and Communities>Task Forces and Committees>Bell Time, https://www.seattleschools.org/cms/One.aspx?pageId=16309&objectId.2071=16327&contextId.2071=16325 , Nov 2015.

[3] "School Start Time Change: An In-Depth Examination of School Districts in the United States," The Children's National Medical Center's Blueprint for Change Team, April 14, 2014., p. 3 (*citations removed for readability*).

A review of the other posted studies indicates that, for students in schools that had implemented later secondary school start times, outcomes included:

- A significant increase in the percentage of students who were able to get 8 or more hours of sleep per night
- Significant decreases in daytime sleepiness and depressive feelings among students
- Decreased likelihood of injury in athletic activities
- Reductions in sleep/wake behavior issues such as arriving late to class because of oversleeping
- Significant decreases in car crashes for high school age drivers

Responding to the Research

After review of the research and significant engagement with community members on the impacts of changing bell times, the task force recommended an 8:50 a.m. start time for high schools, an 8 a.m. start time for most elementary schools, and a 9:40 a.m. start time for middle and K-8 schools.

 The recommended start times have been modified slightly (5 minutes earlier) to minimize additional transportation costs. In November of 2015 the Seattle School Board adopted new Transportation Service Standards that would revise arrival and departure times for the 2016-17 school year, which, according to the Seattle Times, makes "Seattle one of the largest school districts in the nation where teenagers will start classes later than 8:30 a.m."[4]

According to the SPS website, implications for extended day learning and credit recovery programs, as well as student activities and athletics must be worked through as the plan is implemented.

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[4] "Seattle Public Schools Approves Later School Start Times for Teens, Seattle Times, November 18, 2015.

24-Credit Graduation Requirements

We are raising the bar to prepare all students for college, career and life.

Over the last ten years, the Legislature and the State Board of Education have been working to revise the expectations for high school graduation to more fully prepare students for success. Rules increasing the credit requirements were adopted in 2010, but requirements for implementation were delayed until 2014 when the Legislature also approved funding. Full implementation in Seattle Public Schools is currently planned for the Graduating Class of 2021, i.e. for students entering ninth grade in 2017.

Current Requirements

Currently in Seattle Public Schools, Board Policy[1] requires students to meet the following requirements, in addition to meeting all graduation requirements set forth by the State of Washington, in order to graduate:

- Students must have a minimum of 21 credits in order to graduate. Students are urged to examine their post-high school plans, and to take the appropriate credits that will allow them to achieve their postgraduate goals. Additionally, students are encouraged to gain proficiency in many areas of the curriculum.
- Individual schools may require additional credits for graduation; to do so, the school must receive a written waiver from their Executive Director of Schools, the Assistant Superintendent for Teaching and Learning, and the Superintendent.
- The Board recognizes the importance and is supportive of community service by requiring students to participate in service learning activities, which are jointly developed by the District and school sites. Students are required to complete 60 hours of service learning before graduation.
- In order to graduate, students will be required to have at least a 2.0 or above cumulative GPA and a 2.0 cumulative GPA or above in all courses in English Language Arts, Mathematics, Social Studies, and Science. For purposes of this board-adopted graduation requirement only, the GPA will be calculated in a way that treats an "E" grade the same as an "N" grade.

Requirements for the Class of 2018

Graduation requirements vary slightly depending on the graduation year of the student. Pending adoption of the State's 24-Credit graduation requirements, the requirements that are in effect for the Class of 2018 define graduation requirements for the high schools for which these educational specifications are provided:

To graduate and earn a diploma, the following five criteria must be met: [2]

1. 21 CREDIT MINIMUM: See breakdown of specific credits in the table below. The credit requirements are minimums both in terms of total credits required for graduation and for credits in the various subject areas. In order to ensure both work and college readiness, the district encourages students to exceed the requirements. Some high schools in Seattle Public Schools require more than 21 credits for graduation.

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[1] This section excerpted from SPS Board Policy 2415.
[2] Graduation Requirement Bulletin for the Class of 2018, Seattle Public Schools website, Academics, November 2015.

2. 2.0 GRADE POINT AVERAGE (G.P.A.): Students must have a 2.0 or above cumulative Grade Point Average (G.P.A.) and a 2.0 or above Core G.P.A. (i.e., for all courses in English/Language Arts, Mathematics, Social Studies, and Science), per School Board Policy 2415.

3. STATE TESTS – Certificate of Academic/Individual Achievement: A Certificate of Academic Achievement (CAA) or Certificate of Individual Achievement (CIA) is a required by RCW 28A.655.061, and tells families, schools, businesses, and colleges that a student has mastered a minimum set of skills required for graduation. Students show what they know and can do by passing state tests or state-approved alternatives in reading, writing, math and science. State-approved alternatives or modified assessments for students receiving special education services are available. Once students have passed all required tests they earn a Certificate of Academic Achievement. Students passing a special education alternative assessment will earn a Certificate of Individual Achievement. These documents are in addition to the high school diploma.

4. HIGH SCHOOL AND BEYOND PLAN: The State of Washington requires all students to create a High School and Beyond Plan, which OSPI defines as a collection of written documents designed to help students think about their future and choose coursework that prepares them for their goals after high school. Seattle Public Schools expects students entering the 9th grade to develop a 5-year plan including the 4 years of high school and the following year. School counselors help students develop their individual plans. According to OSPI, students work with their families and school staff starting in middle school to create their plan based upon their own Personalized Pathway Requirement. They continue to revise their plan each year throughout high school as their interests or goals change.

5. SERVICE LEARNING: Seattle Public Schools requires students to complete 60 hours of service learning before graduation. Through service learning students apply their academic skills and knowledge in real-life settings.

Pathways to Postsecondary[3]

Background
The Washington State Board of Education is revising high school graduation requirements to better prepare students for life after high school – in gainful employment, postsecondary education and citizenship. While students need core knowledge to be productive, engaged citizens who can adapt to new challenges and circumstances, they also need the opportunity to pursue postsecondary pathways that align with their interests and passions and lead to careers.

Why Have Graduation Requirements
Equity: State graduation requirements establish credit standards for all Washington students. All our students need the opportunity and the access to choose among a full range of postsecondary pathways, including career and technical certificates and degrees and four-year and post- baccalaureate degrees. Without uniform standards, some students in the state will have access and others will not.

Preparation: Washington is one of the top five states in the percentage of jobs requiring a postsecondary education; if we want our students to be prepared for the jobs in our own workforce, they must be ready for postsecondary education when they exit high school. More than 50 percent of recent high school graduates need to take pre-college math when they attend community or technical colleges. This wastes student time, and wastes student and taxpayer money.

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[3] This section excerpted from "24-Credit Graduation Requirements – Pathways to Postsecondary," Washington State Board of Education, http://www.sbe.wa.gov/documents/GradRequirements/GraduationHandout4.18.2014.pdf .

Competition: Other states and countries have more rigorous credit and course standards. Washington students will be competing for jobs in a global economy; our students should have equal opportunities as students from other states and countries.

Guiding Principles

- All students should earn certain foundational high school course credits to meet the intent of basic education.
- In the 21st century, all students need Science, Technology, Engineering, and Math (STEM) skills. Three credits of math and three credits of science are foundational course credits.
- High school electives are important, allowing choice in course-taking, and providing the opportunity to explore a range of fields of knowledge and pursue particular postsecondary pathways.
- Every student should have a High School and Beyond Plan by ninth grade or earlier, upon which all course-taking decisions will be based; the plan may evolve if the student's interest and goals change.
- All students should be preparing for their lives after high school. Each student's High School and Beyond Plan should identify a postsecondary pathway.

Postsecondary Pathways

Personalized postsecondary pathways are locally determined, but should include, at least, the opportunity to:

- To pursue a professional/technical certificate or degree at a community or technical college.
- To pursue a four-year degree at a college, university, or college transfer program. Students' high school classes should align with the Washington Student Achievement Council's College Admission Standards.

Graduation Requirements

Subject	Requirements for the Classes of 2016, 2017 & 2018	Career- & College-Ready Graduation Requirements for the Class of 2019 & Beyond
English	4	4
Math	3	3
Science	2 (1 lab)	3 (2 lab)
Social Studies	3	3
Career and Technical Education[1]	1	1
Health and Fitness	2	2
Arts	1	2 (1 can be PPR)
General Electives	4	4
World Language (or) Personalized Pathway Requirement (PPR)		2 (Both can be PPR)
Total Credits	**20**	**24[2]**

Personalized Pathway Requirement are related courses that lead to a specific post high school career or educational outcome chosen by the student based on the student's interests and High School and Beyond Plan, that may include Career and Technical Education, and are intended to provide a focus for the student's learning.

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[1] Or 1 Occupational Education credit, as defined in WAC 180-51-067.
[2] Up to 2 credits can be waived locally based on a student's unusual circumstances.

17 + 3 + 4 = 24

17 Core Credits + 3 Personalized Pathway Requirements

- **4** English
- **3** Math
- **3** Science
- **3** Social studies
- **1** Career and Technical Education
- **2** Health and Fitness
- **2** Arts
  - 1 Arts
  - 1 PPR
- **2** World Language
  - 2 PPR

+

4 Elective Credits

=

24 Credit* Career- and College-Ready Graduation Requirements for the Class of 2019 & Beyond

PPR = Personalized Pathway Requirements: Three locally determined courses that lead to a specific post-high school career outcome chosen by the student, based on the student's interest and High school and Beyond Plan.

*For individual students, 2 credits may be waived: A district must adopt a written policy to waive up to 2 credits of the 24, based on the student's 'unusual circumstances.'

A Personalized Pathway Approach to the 24-Credit High School Diploma

Washington State Board of Education

How Much Student Choice?

4 + 3 = 7

4 Elective Credits

Districts may have local requirements.

+

Credits that must be based on a student's High School and Beyond Plan

3 Personalized Pathway Requirement Credits

Courses that lead to a specific post-high school career and educational outcome chosen by the student.

Also, the content of the 3rd credit of math and the 3rd credit of science are student choice, with the agreement of a parent, guardian, counselor or principal.

=

7 Flexible Credits

For students to explore and to pursue a pathway that leads to a post-high school career or educational outcome of their choice.

Highlights:

2 for 1 crediting

Competency-based crediting

CTE course equivalencies

Algebra II no longer default 3rd credit of math

Career and Technical Education courses determined to be equivalent to core requirements and competency-based credits provide additional flexibility for students.

Washington State Board of Education

For districts that need extra time: one or two year extensions to implement the 24 credit graduation requirements granted to districts that apply to the State Board of Education.

Non-credit requirement removed: the Culminating Project is removed as a state requirement for the Class of 2015 and beyond.

Definition of lab science: not all lab science classes need to be taught in a specialized laboratory facility.

"Laboratory experiences provide opportunities for students to interact directly with the material world (or with data drawn from the material world), using the tools, data collection techniques, models and theories of science." The National Research Council. (2006) America's Lab Report: Investigations in High School Science.

This definition allows flexibility in offering lab science classes.

What Flexibility is There for Districts?

Washington State Board of Education

HIGH SCHOOL 24 TASK FORCE

In response to the State's change in graduation requirements, Seattle Public Schools convened a Task Force to make recommendations regarding implementation. The Task Force began meeting in spring of 2015, and was expanded to include additional representatives from the Seattle Education Association in early 2016. Numerous workshops and meetings exploring topics ranging from college and career readiness requirements, schedule models, credit-retrieval, professional development, and others, have been conducted. Recommendations from the task force are anticipated by the end of April, 2016.

Task Force Recommendations

(Placeholder for inclusion of recommendations when they become available.)

Seattle Public Schools is committed to ensuring high expectations and high quality schools for every student. [1]

Curriculum Alignment

As part of a system-wide effort to increase the number of Seattle Public School students who graduate from high school prepared for college and the 21st century workforce, Seattle Public Schools has committed to aligning curriculum in core academic subjects across all high schools. Our mission is to move from saying all students will experience a highly rigorous academic experience, to providing, through our aligned curriculum, that they do.

An aligned curriculum is a coherent and consistent progression of content, instruction and assessment within and across a course of study. In an aligned system, common rigorous expectations for student learning in any one grade level are consistent across the district, grade level expectations build on the prior year's work and feed into the next year, and teachers have the materials and training to teach the content to their students.

Why Alignment is Necessary

Presently, core academic high school courses with the same name do not adhere to the same content, standards or expectations, even in the same school building. As a result, some students have the experience of learning the same content repeatedly in different courses that are designed to participate in a sequence. And some students complete courses with gaps in their learning.

Alignment Among and Across Courses

Each course in the SPS curriculum will be aligned horizontally with identified course outcomes so that courses with the same name across SPS high schools reach established goals and expectations. Content courses will be aligned vertically to ensure students possess the knowledge and skills to be successful in the next course in the sequence. Not only will the high school curriculum be aligned to the college-ready standards but also to the middle school curriculum that precedes the high school educational experience. Future alignment work will include backwards mapping down to Pre-K with the goal of a fully aligned Pre-K-12 school system.

Academics[2]

Our academic program is grounded in standards- based curriculum, with strong, targeted instruction delivered by highly qualified   teachers to ensure that every student graduates ready for college, career and life.

Mathematics

The Seattle Public Schools Mathematics Scope and Sequence, designed by our math educators in 2015, provides an overall learning map for teachers. Based on Common Core math standards, the scope and sequence guides teachers on which standards to emphasize and suggests effective units of study.

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[1] This statement and the following section on Alignment are excerpted and adapted from SPS website on Academics > Curriculum Alignment, November 2015.
[2] This section excerpted and adapted from SPS website on Academics, November 2015, with additions from SPS Program Manager(s).

Mathematics Program Goals in Seattle Public Schools[3]

To be well-informed adults and to have access to desirable jobs, students require a mathematics education that goes beyond what was needed by students in the past. All students must develop, deepen, and sharpen their skills, their understanding of mathematical concepts and processes, their abilities in problem-solving, reasoning, and communication abilities and hone their ability to make sense of and to solve compelling and complex problems. In order for this to occur, rigorous mathematical content must be organized, taught, and assessed in a problem-solving environment. Students' mathematical knowledge must be connected to the ideas and skills found in all grade levels, as well as to real life situations outside the classroom.

The goal is to equip each student with the ability to meet the mathematical demands presented by college and careers, and to carry their mathematical thinking and problem-solving into multiple learning situations.

Conceptual Understanding: Making sense of mathematics

Students who understand a concept can:

- identify examples and non-examples
- describe concepts with words, symbols, drawings, tables or models
- provide a definition of a concept
- use the concept in different ways

Expectations for conceptual understanding ask students to demonstrate, describe, represent, connect, and justify.

Procedural Proficiency: Skills, facts, and procedures

Students who demonstrate procedural proficiency can:

- quickly recall basic facts (addition, multiplication, subtraction, and division)
- use standard algorithms – step-by-step mathematical procedures – to produce a correct solution or answer (might also include multiple algorithms)
- use generalized procedures (such as the steps involved in solving an algebraic equation)
- demonstrate fluency with procedures:
    o   perform the procedure immediately and accurately
    o   know when to use a particular procedure in a problem or situation
    o   use the procedure as a tool that can be applied reflexively, and doesn't distract from the task at hand (procedure is stored in long-term memory)

Problem-solving and Processes: reasoning and thinking to apply mathematical content

Students must be able to:

- reason
- solve problems
- communicate their understanding in effective ways
- solve increasingly complex problems from grade to grade
- use increasingly sophisticated language and symbols to communicate their understanding, from grade to grade

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[3] This section provided by Anna Box, Math Program Manager, Seattle Public Schools, 2/19/16.

English Language Arts

The Seattle Public Schools English Language Arts Scope and Sequence, designed by our language arts educators in 2014, provides an overall learning map for teachers. Based on Common Core standards for reading, writing, speaking and listening, the scope and sequence guides teachers on which standards to emphasize and suggests effective units of study.[4]

According to an OSPI summary of the standards for English Language Arts, "these standards describe what students should know and be able to do in order to be in college and career ready in the 21st century. Students who master the standards will be fluent readers, critical thinkers, informative writers, effective speakers, and engaged listeners. They will effectively comprehend complex informational and literary texts and respond, as warranted by the task, using technology as a source of information and a means of communication."[5]

Science

With support provided by Washington state and the U.S. Department of Education, teachers are learning to implement the recently-adopted Next Generation Science Standards. A scope and sequence aligned to the new standards and recommendations for instructional materials will be completed in 2018. The state continues to assess students in science using the Measurement of Student Progress tests in grades 5 and 8.

Social Studies[6]

According to OSPI, social studies in Washington State contribute to developing responsible citizens in a culturally diverse, democratic society within an interdependent world. Social studies equip learners to make sound judgments and take appropriate actions that will contribute to sustainable development of human society and the physical environment.

Social studies comprise the study of relationships among people, and between people and the environment. Social studies recognize the challenges and benefits of living in a diverse cultural and ideological society. The resulting interactions are contextualized in space and time and have social, political, economic, and geographical dimensions.

Based on appropriate investigations and reflections within social studies, students develop distinctive skills and a critical awareness of the human condition and emerging spatial patterns and the processes and events that shape them.

The social studies curriculum builds the following capacities in young people: disciplinary knowledge; inquiry, interpersonal, and critical thinking skills; respect for the underlying values of a diverse democratic society; interest in public affairs and competencies of self-government. Each capacity contributes uniquely to responsible citizenship.

Social studies provide a remarkable opportunity to engage students in the enduring dilemmas embedded in the study of community, family, and society. Examining these dilemmas makes social studies come alive for students and allows them to explore the role of responsible citizen. Through this learning, students model responsible citizenship and are more committed to enhancing the social fabric in which they live.

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[4] Excerpted from SPS website Academics > Social Studies Curriculum, Nov. 2015.
[5] "Common Core State Standards for Washington, Eleventh-Twelfth Grade Highlights," OSPI, 2011, see
https://www.seattleschools.org/UserFiles/Servers/Server_543/File/Migration/Students/CCSSGrade11-12Highlights.pdf
[6] This section excepted from OSPI Social Studies Curriculum, http://www.k12.wa.us/CurriculumInstruct/SocStudies/default.aspx , Nov 2015.

Social studies provides a unique forum for acquiring historical perspective, practicing respectful processes of engagement, and developing a passion for contributing to the common good of the immediate and larger community.

Updated State Standards Re-emphasize Civics Education
Washington State K-12 Social Studies Learning Standards were updated in 2013 to reflect changes enacted in 2009 that required an increased credit requirement for Social Studies, including the addition of civics as a graduation requirement.[7] The legislature's intent for Civics Instruction was summarized in House Bill 2139 and is worth repeating here:

> *"The legislature finds that although the United States has long exemplified democratic practice to the rest of the world, we ought not to neglect it at home. Two-thirds of our nation's twelfth graders scored below proficient on the last national civics assessment, and fewer than ten percent could list two ways that a democracy benefits from citizen participation. A healthy democracy depends on the participation of citizens. But participation is learned behavior, and in recent years civic learning has been pushed aside. Preparation for citizenship is as important as preparation for college and a career, and should take its place as a requirement for receiving a high school diploma."[8]*

Social Studies in Seattle Public Schools[9]
Social Studies skills are used to build new understanding and utilize background knowledge to construct meaning and share complex ideas in these four areas of History, Economics, Geography, and Civics.

Seattle Public Schools students will engage in authentic intellectual work by researching events from multiple perspectives, analyzing their findings and developing responses to questions in the context of History, Economics, Geography, and Civics. Students will use reading, writing, and communication skills to create papers or presentations that show their ability to think critically and struggle with complex ideas.

State law (RCW 28A.230. 095) requires that "...school districts shall require students in the fourth or fifth grade, seventh or eighth grade and the eleventh or twelfth grade to each complete at least one classroom-based assessment (CBA) in civics." Seattle Public Schools has chosen 5th grade (You Decide CBA), 7th grade (Constitutional Issues CBA), and 12th grade (Constitutional Issues CBA).[10]

- Students can be assigned a topic and informational text or receive support in choosing a topic and researching information. They can collaborate in small groups or whole class learning experiences as they research the CBA topic.
- Students may do a paper or presentation in response to the CBA provided that for either format, there is documentation of this response that someone outside their classroom could easily understand and review using the rubric (e.g., a videotaped presentation, an electronic written document)."
- Students must complete an individual Classroom Based Assessment product which will be scored using the CBA rubric. This will be the score reported to the district and OSPI.

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[7] OSPI, Social Studies Graduation Requirements, http://www.k12.wa.us/SocialStudies/GradRequirements.aspx
[8] Section 1, House Bill 2132, Civics Instruction, 61st Legislature, 2009 Regular Session, State of Washington, Effective Date 7/26/09.
[9] This section excerpted and adapted from SPS website Academics > Social Studies Curriculum, Nov. 2015.
[10] Ibid.

Visual & Performing Arts

The Creative Advantage is Seattle Public Schools' arts plan, with the vision of ensuring every student at every school has the opportunity to learn through the arts, every year. To realize this vision, the Creative Advantage is a public-private partnership that includes Seattle Public Schools, the Seattle Office of Arts and Culture, and The Seattle Foundation. Further detailed information on the Creative Advantage, Seattle's K-12 Arts Plan, may be found in the sections entitled "What Do We Know: Elevation and Integration of the Arts," as well as "Visual and Performing Arts – Program Description."

Physical Education & Health

Seattle Public Schools offers a quality Physical Education program that builds knowledge, fitness, movement skills, social well-being and confidence so all students can enjoy a healthy active lifestyle. The Physical Education and Health Literacy program provides all teachers with a detailed PreK-12 Curriculum Guide aligned to standards and best practices. Further information on the trends in Physical Education as well as detailed standards may be found in the sections entitled "What Do We Know: Moving from Sports-Based PE to Lifelong Fitness" and "Physical Education & Health Literacy: Program Description."

Career & Technical Education

Seattle Public Schools offers a wide range of programs that provide students with a head start on college and careers in high-skill, high-wage and high-demand occupations, and which are coordinated by the Career & Technical Education (CTE) Department. Further information may be found in the section entitled "Career and Technical Education – Program Description."

World Languages

The district offers a variety of world languages, including Chinese, French, Latin, Japanese and Spanish. Students need to earn two high school credits in the same world language in order to apply for admission to a four-year college in our state, and starting with the class of 2021, two credits of world languages will be a graduation requirement in Seattle Public Schools.

Recent Adoption of Common Core State Standards

"While we really don't know what we don't know, we DO know we want our kids to have the skills of ***critical thinking, collaboration, creativity, and communication****…so we have these* ***four pillars and THOSE will last throughout time****…"   – Visioning Workshop participant*

In the past several years, **new standards have been adopted that establish clear and consistent expectations for every student** in substantial portions of the curriculum. The Common Core State Standards for Mathematics and Language Arts form a foundation for this shift that has now been adopted in 46 of the 50 states in the nation.

Common Core State Standards at Seattle Public Schools

Four learning goals provide the foundation for the development of all academic learning standards in Washington state:[1]
- **Read** with comprehension, **write** effectively, and **communicate** successfully in a variety of ways and settings and with a variety of audiences;
- **Know and apply the core concepts and principles** of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
- **Think** analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
- **Understand** the importance of work and finance and how performance, effort, and decisions directly affect **future career and educational opportunities**.

In 2011, the State of Washington adopted the Common Core State Standards (CCSS), which aim to develop common learning expectations in **Mathematics** and **English/Language Arts** for K-12 students across the country. Comparable learning expectations for all students, no matter where they live, promote equity in education, and ensure that all students are prepared to succeed in college and the workforce.[2] As a public school district, Seattle Public Schools is required to teach the adopted state standards. The transition to use of the new standards began during the 2011-12 school year, and full implementation was expected by the 2014-15 school year.[3]

Overview of Washington State Common Core Math Standards for High Schools[4]
The high school standards specify the mathematics that all students should study in order to be college and career ready. The high school standards are listed in conceptual categories:
- Number and Quantity
- Algebra
- Functions
- Modeling

[1] "Washington State K-12 Learning Standards", OSPI website found at http://www.k12.wa.us/CurriculumInstruct/learningstandards.aspx , November 2015.
[2] Excerpted from SPS website "Common Core State Standards at Seattle Public Schools, https://www.seattleschools.org/students/academics/common_core_state_standards/ , Nov 2015.
[3] "Three Year Transition Plan for Common Core State Standards for Mathematics," OSPI, 3/15/12, found at http://www.k12.wa.us/CoreStandards/pubdocs/Three-YearDomainImplementation.pdf.
[4] Excerpted from Common Core State Standards for Mathematics, OSPI website at http://www.k12.wa.us/Mathematics/pubdocs/CCSSI_MathStandards.pdf , November 2015.

- Geometry
- Statistics and Probability

Overviews and details of the standards for each conceptual category can be found at
http://www.corestandards.org/Math/ .

Key Shifts in Mathematics[5]

Introduction

The Common Core State Standards for Mathematics build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life. Understanding how the standards differ from previous standards—and the necessary shifts they call for—is essential to implementing them.

The following are the key shifts called for by the Common Core:

1) Greater focus on fewer topics
The Common Core calls for greater focus in mathematics. Rather than racing to cover many topics in a mile-wide, inch-deep curriculum, the standards ask math teachers to significantly narrow and deepen the way time and energy are spent in the classroom.

This focus will help students gain strong foundations, including a solid understanding of concepts, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the classroom.

2) Coherence: Linking topics and thinking across grades

Mathematics is not a list of disconnected topics, tricks, or mnemonics; it is a coherent body of knowledge made up of interconnected concepts. Therefore, the standards are designed around coherent progressions from grade to grade. Learning is carefully connected across grades so that students can build new understanding onto foundations built in previous years. Coherence is also built into the standards in how they reinforce a major topic in a grade by utilizing supporting, complementary topics.

3) Rigor: Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity

Rigor refers to deep, authentic command of mathematical concepts, not making math harder or introducing topics at earlier grades. To help students meet the standards, educators will need to pursue, with equal intensity, three aspects of rigor in the major work of each grade: conceptual understanding, procedural skills and fluency, and application.

- Conceptual understanding: The standards call for conceptual understanding of key concepts, such as place value and ratios. Students must be able to access concepts from a number of perspectives in order to see math as more than a set of mnemonics or discrete procedures.

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[5] This section excerpted and adapted from the Common Core State Standards: Key Shifts in Mathematics,
http://www.corestandards.org/other-resources/key-shifts-in-mathematics/

- Procedural skills and fluency: The standards call for speed and accuracy in calculation. Students must practice core functions, such as single-digit multiplication, in order to have access to more complex concepts and procedures. Fluency must be addressed in the classroom or through supporting materials, as some students might require more practice than others.

- Application: The standards call for students to use math in situations that require mathematical knowledge. Correctly applying mathematical knowledge depends on students having a solid conceptual understanding and procedural fluency.

Overview of Washington State Common Core English/Language Arts Standards for High Schools[6]

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("the standards") represent the next generation of K–12 standards designed to prepare all students for success in college, career, and life by the time they graduate from high school.

The Common Core asks students to read stories and literature, as well as more complex texts that provide facts and background knowledge in areas such as science and social studies. Students will be challenged and asked questions that push them to refer back to what they've read. This stresses critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life

The standards establish guidelines for English language arts (ELA) as well as for literacy in history/social studies, science, and technical subjects. Because students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, the standards promote the literacy skills and concepts required for college and career readiness in multiple disciplines.

The College and Career Readiness Anchor Standards form the backbone of the ELA/literacy standards by articulating core knowledge and skills, while grade-specific standards provide additional specificity. Beginning in grade 6, the literacy standards allow teachers of ELA, history/social studies, science, and technical subjects to use their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields.

It is important to note that the grade 6–12 literacy standards in history/social studies, science, and technical subjects are meant to supplement content standards in those areas, not replace them. States determine how to incorporate these standards into their existing standards for those subjects or adopt them as content area literacy standards.

The skills and knowledge captured in the ELA/literacy standards are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature. Students will learn to use cogent reasoning and evidence collection skills that are essential for success in college, career, and life. The standards also lay out a vision of what it means to be a literate person who is prepared for success in the 21st century.

The complete standards for English Language Arts, including specific standards for each grade level, can be found at http://www.corestandards.org/ELA-Literacy/.

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[6] Excerpted from "Common Core State Standards for English/Language Arts," http://www.corestandards.org/ELA-Literacy/ .

Key Shifts in English Language Arts[7]

The Common Core State Standards for English Language Arts and Literacy build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life. Understanding how the standards differ from previous standards—and the necessary shifts they call for—is essential to implementing the standards well.

The following are key shifts called for by the Common Core:

1) Regular practice with <u>complex texts</u> and their academic language
Rather than focusing solely on the skills of reading and writing, the ELA/literacy standards highlight the growing complexity of the texts students must read to be ready for the demands of college, career, and life. The standards call for a staircase of increasing complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also outline a progressive development of reading comprehension so that students advancing through the grades are able to gain more from what they read.

Closely related to text complexity and inextricably connected to reading comprehension is a focus on academic vocabulary: words that appear in a variety of content areas (such as ignite and commit). The standards call for students to grow their vocabularies through a mix of conversation, direct instruction, and reading. They ask students to determine word meanings, appreciate the nuances of words, and steadily expand their range of words and phrases. Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation, but because their use extends across reading, writing, speaking, and listening.

Because the standards are the roadmap for successful classrooms, and recognizing that teachers, school districts, and states need to decide on the journey to the destination, they intentionally do not include a required reading list. Instead, they include numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect during the year.

The standards include certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the majority of decisions about what and how to teach to states, districts, schools, and teachers.

2) Reading, writing, and speaking <u>grounded in evidence</u> from texts, both literary and informational
The Common Core emphasizes using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge and experience, the standards call for students to answer questions that depend on their having read the texts with care.

The reading standards focus on students' ability to read carefully and grasp information, arguments, ideas, and details based on evidence in the text. Students should be able to answer a range of text-dependent questions, whose answers require inferences based on careful attention to the text.

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[7] Excerpted from Common Core State Standards: Key Shifts in English/Language Arts, http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/

Frequently, forms of writing in K–12 have drawn heavily from student experience and opinion, which alone will not prepare students for the demands of college, career, and life. Though the standards still expect narrative writing throughout the grades, they also expect a command of sequence and detail that are essential for effective argumentative and informative writing. The standards' focus on evidence-based writing along with the ability to inform and persuade is a significant shift from current practice.

3) <u>Building knowledge</u> through content-rich nonfiction

Students must be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Informational texts play an important part in building students' content knowledge. Further, it is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently.

In K-5, fulfilling the standards requires a 50-50 balance between informational and literary reading. Informational reading includes content-rich nonfiction in history/social studies, sciences, technical studies, and the arts. The K-5 standards strongly recommend that texts—both within and across grades—be selected to support students in systematically developing knowledge about the world.

In grades 6-12, there is much greater attention on the specific category of literary nonfiction, which is a shift from traditional standards. To be clear, the standards pay substantial attention to literature throughout K-12, as it constitutes half of the reading in K-5 and is the core of the work of 6-12 ELA teachers. Also in grades 6-12, the standards for literacy in history/social studies, science, and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing. Reading, writing, speaking, and listening should span the school day from K-12 as integral parts of every subject.

Recent Adoption of NextGen Science Standards

According to OSPI, the Washington State 2009 K-12 Science Learning Standards are being phased out as the State transitions to the newly adopted Washington State 2013 K-12 Science Learning Standards (Next Generation Science Standards). The new standards describe what students should know and be able to do at each grade level.

Next Generation Science Standards[12]

The Next Generation Science Standards (NGSS) are distinct from prior science standards in three essential ways.

1. **Performance**. Prior standards documents listed what students should "know" or "understand." These ideas needed to be translated into performances that could be assessed to determine whether or not students met the standard. Different interpretations sometimes resulted in assessments that were not aligned with curriculum and instruction. The NGSS has avoided this difficulty by developing performance expectations that state what students should be able to do in order to demonstrate that they have met the standard, thus providing the same clear and specific targets for curriculum, instruction, and assessment.
2. **Foundations**. Each performance expectation incorporates all three dimensions from the Framework— a science or engineering practice, a core disciplinary idea, and a crosscutting concept.
3. **Coherence**. Each set of performance expectations lists connections to other ideas within the disciplines of science and engineering, and with Common Core State Standards in Mathematics and English Language Arts.

Conceptual Shifts in the Next Generation Science Standards[3]

The Next Generation Science Standards (NGSS) provide an important opportunity to improve not only science education but also student achievement. Based on the Framework for K–12 Science Education, the NGSS are intended to reflect a new vision for American science education. The following conceptual shifts in the NGSS demonstrate what is new and different about the NGSS:

1. **K-12 Science Education Should Reflect the Interconnected Nature of Science as it is Practiced and Experienced in the Real World**.
    -   *"The framework is designed to help realize a vision for education in the sciences and engineering in which students, over multiple years of school, actively engage in scientific and engineering practices and apply crosscutting concepts to deepen their understanding of the core ideas in these fields."*

    The vision represented in the Framework is new in that students must be engaged at the nexus of the three dimensions:
    *   Science and Engineering Practices,
    *   Crosscutting Concepts, and
    *   Disciplinary Core Ideas.

    Currently, most state and district standards express these dimensions as separate entities, leading to their separation in both instruction and assessment. Given the importance of science and engineering in the 21st century, students require a sense of contextual understanding with regard to scientific knowledge, how it is acquired and applied, and how science is connected through a series of concepts that help further our understanding of the world around us. Student performance expectations have to include a student's ability to apply a practice to content

knowledge. Performance expectations thereby focus on understanding and application as opposed to memorization of facts devoid of context.

2. **The Next Generation Science Standards are student performance expectations – NOT curriculum.**
    Performance expectations simply clarify the expectations of what students will know and be able to do be the end of the grade or grade band. Additional work will be needed to create coherent instructional programs that help students achieve these standards. The goal of the NGSS is to be clear about which practice students are responsible for in terms of assessment, but these practices and crosscutting concepts should occur throughout each school year.

3. **The Science Concepts in the NGSS Build Coherently from K–12.**
    The focus on a few Disciplinary Core Ideas is a key aspect of a coherent science education. The Framework identified a basic set of core ideas that are meant to be understood by the time a student completes high school. There are two key points that are important to understand:

    First, focus and coherence must be a priority. What this means to teachers and   curriculum developers is that the same ideas or details are not covered each year. Rather, a progression of knowledge occurs from grade band to grade band that gives students the opportunity to learn more complex material, leading to an overall understanding of science by the end of high school.

    Second, the progressions in the NGSS automatically assume that previous material has been learned by the student.

4. **The NGSS Focus on Deeper Understanding of Content as well as Application of Content.**
    The Framework identified a smaller set of Disciplinary Core Ideas that students should know by the time they graduate from high school, and the NGSS are written to focus on the core ideas—not necessarily the facts that are associated with them. The facts and details are important evidence, but not the sole focus of instruction.

5. **Science and Engineering are Integrated in the NGSS, from K–12.**
    A significant difference in the Next Generation Science Standards (NGSS) is the integration of engineering and technology into the structure of science education. This integration is achieved by raising engineering design to the same level as scientific inquiry in classroom instruction when teaching science disciplines at all levels and by giving core ideas of engineering and technology the same status as those in other major science disciplines.

6. **The NGSS are designed to prepare students for college, career, and citizenship.**
    All students no matter what their future education and career path must have a solid K–12 science education in order to be prepared for college, careers, and citizenship.

7. **The NGSS and Common Core State Standards (English Language Arts and Mathematics) are Aligned.**
    The NGSS are aligned with the CCSS to ensure a symbiotic pace of learning in all content areas. The three sets of standards overlap in meaningful and substantive ways and offer an opportunity to give all students equitable access to learning standards.

Science and Engineering Practice in the NGSS[4]

In the future, science assessments will not assess students' understanding of core ideas separately from their abilities to use the practices of science and engineering. They will be assessed together, showing students not only "know" science concepts; but also, students can use their understanding to investigate the natural world through the practices of science inquiry, or solve meaningful problems through the practices of engineering design. The Framework uses the term "practices," rather than "science processes" or "inquiry" skills for a specific reason to emphasize that engaging in scientific investigation requires not only skill but also knowledge that is specific to each practice.

The eight practices of science and engineering that the Framework identifies as essential for all students to learn are listed below:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

NGSS - The Three Dimensions of the Framework[5]

The National Research Council's (NRC) Framework describes a vision of what it means to be proficient in science; it rests on a view of science as both a body of knowledge and an evidence-based, model and theory building enterprise that continually extends, refines and revises knowledge. It presents three dimensions that will be combined to form each standard:

1) Scientific and Engineering Practices
   a) Asking questions (for science) and defining problems (for engineering)
   b) Developing and using models
   c) Planning and carrying out investigations
   d) Analyzing and interpreting data
   e) Using mathematics and computational thinking
   f) Construction explanations (for science) and designing solutions (for engineering)
   g) Engaging in argument from evidence
   h) Obtaining, evaluating, and communicating information

2) Crosscutting Concepts
   a) Patterns
   b) Cause and effect: Mechanism and explanation
   c) Scale, proportion, and quantity
   d) Systems and system models
   e) Energy and matter: flows, cycles and conservation
   f) Structure and function
   g) Stability and change

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[4] Excerpted from NGSS Release "Appendix F – Science and Engineering Practices in the NGSS", April 2013.
[5] National Research Council's (NRC) Framework for K-12 Science Education

3) Disciplinary Core Ideas
    Physical Sciences
    a) PS1: Matter and its interactions
    b) PS2: Motion and stability: Forces and interactions
    c) PS3: Energy
    d) PS4: Waves and their applications in technologies for information transfer
    Life Sciences
    e) LS1: From molecules to organisms: Structures and processes
    f) LS2: Ecosystems: Interactions, energy, and dynamics
    g) LS3: Heredity: Inheritance and variation of traits
    h) LS4: Biological evolution: Unity and diversity
    Earth and Space Sciences
    i) ESS1: Earth's place in the universe
    j) ESS2: Earth's systems
    k) ESS3: Earth and human activity
        Engineering, Technology and Applications of Science
    l) ETS1: Engineering design
    m) ETS2: Links among engineering, technology, science and society

Integration of Disciplines

"Although we teach Social Studies, Language Arts & Math, we should be teaching these practices because they focus on who the students are, and what they need. ***Students need integrated experiences*** *that talk about them.* ***And it means we might use spaces differently****." – Visioning Workshop participant*

While current practice in schools involves interdisciplinary integration among sub disciplines such as social studies (history, geography, economics and government), or biology and chemistry in environmental science, integration across disciplines appears to have been the exception rather than the rule. It is apparent from a reading of recently adopted standards that increasing integration across disciplines is intended to make learning more relevant, real-world, and connected to students' interests and future careers. Some examples include:

- Traditionally English/Language Arts has been taught using what was considered to be the canonical Western Literature. The recently adopted Common Core standards for **English/Language Arts** "establish guidelines for literacy in history/social studies, science, and technical subjects. Because students must learn to read, write, speak, listen, and use language effectively **in a variety of content areas**, the standards promote the literacy skills and concepts **required for college and career readiness in multiple disciplines**."[1]

- **"Science and Engineering are Integrated in the NGSS, from K–12.**
  - A significant difference in the Next Generation Science Standards (NGSS) is the integration of engineering and technology into the structure of science education. This integration is achieved by raising engineering design to the same level as scientific inquiry in classroom instruction when teaching science disciplines at all levels and by giving core ideas of engineering and technology the same status as those in other major science disciplines."[2]
  - The practice of engineering requires use of computational thinking and modeling that demands that mathematics are no longer learned in isolation from the sciences.
  - The "Cross-Cutting Concepts" that are a key component of the Next Generation Standards are by nature interdisciplinary: patterns, systems models, stability and change, all are ideas that applicable across a variety of disciplines.

- From the Seattle K-12 Arts Plan: "All schools will rely on core arts classes, **integrated arts instruction**, and school-community arts partnerships with teaching artists and community arts organizations **to engage students, deepen learning in all subjects, and prepare students for participation in the creative, innovation-based economy** of Seattle.

This trend in integration across disciplines is consistent with recommendations made by the National Association of Secondary School Principals in its 1996 and 2004 publications <u>Breaking Ranks: Changing An American Institution</u>, and <u>Breaking Ranks II: Strategies for Leading High School Reform</u>. In its Core Area 3: Making Learning Personal, the authors recommended:

- The high school will **re-organize the traditional department structure** in order to **integrate its curriculum to the extent possible** and emphasize depth over breadth of coverage.[3]

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[1] "Common Core State Standards for English/Language Arts", http://www.corestandards.org/ELA-Literacy/.

[2] Excerpted from NGSS Release "Appendix A – Conceptual Shifts in the Next Generation Science Standards", April 2013.

[3] "Ch. 5: Organization and Time: Restructuring Space and Time for a More Flexible Education," <u>Breaking Ranks: Changing An American Institution</u>, National Association of Secondary School Principals, 1996, p. 45.

- ▪ **The content of the curriculum**, where practical, **should connect to real-life applications** of knowledge and skills **to help students link their education to the future.**[4]

Additional Guidance from Previous Design Standards

In addition to the principles developed in the Visioning Workshops, the previous design standards articulate more specifically how building design should support interdisciplinary instruction over time[5]:

- • **The building and campus provide opportunities for students to explore hypotheses and test ideas.**
- • **The building provides spaces for interdisciplinary learning to occur, as well as spaces for teachers to collaborate.**
- • **Flexibility in building design makes it possible to offer a wide variety of interdisciplinary educational programs**.

Input from SPS Program Managers

According to the SPS Program Manager for Language Arts and Social Studies, some high schools have integrated instruction across Language Arts and Social Studies in a Humanities program where the teachers are paired; others engage in "partnerships" similar to, but less formal, than the Humanities model. Natural pairings occur in sophomore year for World History & World Literature, and again in junior year for American History & American Literature. They see an **operable wall between pairs of classrooms as a great benefit for supporting team teaching**, and would like to see **at least half of the ELA/SS classroom pairings have operable partitions** between them.

Since there are 11 sections of English/Language Arts and 11 sections of Social Studies in a 1,600-student comprehensive high school, this would suggest that **at least one pair of classrooms within six academic neighborhoods should be connected**. There has been significant concern about the effectiveness of operable partitions expressed in the Visioning Workshop, so it is recommended that a large opening providing for teaching and supervision across a pair of classrooms be incorporated. Whether an operable partition or pairs of doors are used for this will be left to individual design teams. It should be noted, however, that acoustical separation must be maintained when the doors or partition are closed.

It has been suggested by some in the Visioning workshops that proximity doesn't matter; that integration can happen regardless of the location of the teaching stations for various disciplines. However, the English/Language Arts and Social Studies teaming discussed above suggests that organizing the high school in academic neighborhoods, where science is distributed among other general education classrooms, can support better integration with instruction of mathematics and other related disciplines. This organizational model was discussed and confirmed in meetings with current SPS Director for Science/Technology/Engineering/Arts and Math (STEAM).

Integration of Science with Technology & Engineering implies that the Career and Technical Education (CTE) spaces should not be isolated in a wing or building of their own, but rather, located where the work in these disciplines can more readily complement one another, and students can move more fluidly between science experimentation within the science labs, and more practical application of science concepts within the engineering and technology labs that are a part of the CTE program.

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[4] "Ch.1: Curriculum: Offering Essential Knowledge, Integrating It, and Making Connections to Real Life," <u>Breaking Ranks: Changing An American Institution</u>, National Association of Secondary School Principals, 1996, p. 11.
[5] School Design Standards, "School Design Process," Seattle School District, January 2002, p. 1-2 of the School Design Checklist.

Great schools have arts.[1]

This statement is so intuitively true that all of us—educators, families, students, and other members of the community—agree without hesitation.

And, there's plenty of research to explain why. Study after study has shown that students who have the opportunity to participate in arts education do better academically, are more engaged in learning, are less likely to drop out of school and go on to college, and as adults are more likely to exhibit pro-social behavior when compared to peers who haven't had an education in the arts (Hines, 2006).

The arts are, simply, a fundamental part of a great public education. The arts are key to students' academic development and just as key to students' growth into creative adults and thoughtful, engaged citizens.

Vision for 2020: All Students, All Seattle Engaged in 21st Century Arts Learning

By 2020, all students in all Seattle Public Schools will have opportunities to learn through the arts, helping them be successful in school and in life. Arts education will be valued citywide for student growth in arts skills and techniques, and for student development of the 21st century skills cultivated through artistic practice. All schools will rely on core arts classes, integrated arts instruction, and school-community arts partnerships with teaching artists and community arts organizations to engage students, deepen learning in all subjects, and prepare students for participation in the creative, innovation-based economy of Seattle. All families will know that their children, no matter where they live, will attend an arts-rich school. Schools will coordinate with each other to ensure high-quality, equitable arts education and provide a continuum of learning from kindergarten through high school.

The District central office, with its partners in the Seattle K-12 Arts Learning Collaborative, will have the capacity to provide ongoing arts education support to all teachers, staff, principals, and regional executive directors in Seattle Public Schools. Every principal will be empowered with tools, knowledge, and skills to be an arts champion and an instructional leader for families, teachers, staff, and community arts organizations. Every school will have an arts plan that will be a road map for creating an arts-rich school community and growing and sustaining the arts as an integral component of the school's and region's education plans. Schools from elementary through high school will have made room for the arts as a core subject in all students' schedules and will prioritize equitable access to arts learning opportunities.

The city—from the Chamber of Commerce to the Mayor's Office, from the philanthropic sector to the nonprofit sector—will be engaged in this effort to provide ample, equitable, and quality access to arts education for all Seattle Public Schools students. Ongoing partnerships between schools and community arts organizations will enhance and broaden students' arts experiences; provide professional development to teachers, community arts organizations, and teaching artists; and connect students to Seattle's diverse cultural traditions. At citywide festivals, exhibitions, and performances, communities will come together to celebrate   student work and will be able to see how   learning through the arts has contributed to student success. This collaborative effort in   arts education will stand as a model for other   areas of cooperation and leveraged impact in   the city.

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[1] Excerpted from Seattle K-12 Arts Plan, a collaborative effort of the Seattle Office of Arts & Cultural Affairs and Seattle Public Schools, p. 12-13. Much content in this section is excerpted or adapted from this Plan.

The citizens of Seattle and the state of Washington will support the arts as a core subject in Seattle Public Schools and across the state through sustainable state education funding and targeted local education levies. Seattle will be seen as a national leader for its inclusion of arts as a strategy to address pervasive educational challenges, close the opportunity gap, and meet the needs of all students in all schools.

By 2020, Seattle will be a better place to   live, work, and go to school due to the   contributions of the Seattle K-12 Arts Learning   Collaborative. And when Seattle Public Schools' graduates enter adulthood, they will be   prepared and inspired to participate in the   city's thriving creative economy, engage with the city's diverse cultural communities, and contribute to the city's robust cultural and artistic life.

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Enduring Understandings for SPS Visual and Performing Arts

• The arts reveal who we are.

• The arts are a means of communication.

• The arts foster creativity and critical thinking skills central to life and career.

21st Century Skills to Be Cultivated Through SPS Arts Learning

• **Creative and Critical Thinking:** To create new and useful ideas, innovations, and products; and to elaborate, refine, analyze, and evaluate one's own and others' ideas.

• **Communication:** To articulate thoughts and emotions effectively using oral, written, and nonverbal skills; to listen effectively; to inform, instruct, motivate, and persuade; to negotiate; and to give and receive feedback.

• **Collaboration:** To work effectively and respectfully with diverse teams, which involves flexibility, sharing, responsibility, and being open and responsive to new and diverse perspectives.

• **Perseverance and Growth Mind-set:** A belief that intelligence and ability can be increased with effort; a belief in one's own capabilities and capacity to learn. A growth mind-set is foundational to perseverance: persisting in a task through to completion; remaining focused; and looking for ways to reach one's goal in the face of obstacles.

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Seattle K-12 Arts Plan[2]

The arts are a core component of basic education, and they are uniquely suited to develop 21st century skills such as creative and critical thinking, communication, and perseverance—skills directly linked to student success in school, career, and life (Conley, 2007; Duckworth, Peterson, Matthews, & Kelly, 2007; Hetland, Winner, Veenema, & Sheridan, 2007; National Research Council, 2012).

A lack of adequate funding for arts education, along with three decades of school choice and a tradition of site-based management, has led to inconsistencies in the types of programs, arts disciplines, and amount of instruction provided across the District. Stakeholders engaged during the District's arts planning process described arts education in Seattle as ad hoc, inconsistent, and unpredictable.

Seattle Public Schools (SPS) recently conducted a study of students' arts access across the District (deSoto 2012b). The results of the study show that arts access is low, with 40% of our K- 3 students receiving **no** arts instruction from an arts teacher. In addition, a student's race and ethnicity, and/or English Language Learner and Free and Reduced Lunch status is predictive of arts access.

SPS's return to a neighborhood school model brings to the forefront the need for equity in arts programming across the District. Now that the majority of students are assigned to their neighborhood schools, families should be guaranteed a minimum level of arts access, with clear K-12 pathways of arts learning in every region of the city. This guarantee to families and students will, in turn, drive staffing, resources, and central office supports to schools in a predictable and equitable

2 Ibid, pp. 8-9.

manner.

With support from The Wallace Foundation, SPS partnered with the Seattle Office of Arts & Cultural Affairs and leading Seattle arts education and cultural organizations—Arts Corps, ArtsEd Washington, Arts Impact, and Seattle Art Museum—to create a comprehensive Seattle K-12 Arts Plan focused on increasing access to high-quality arts education for all of the District's 49,000+ students. This Arts Plan calls for an increase in arts staff and enhanced central supports to schools, as well as coordination of school-community arts partnerships in support of the District's goals.

The Seattle K-12 Arts Plan outlines the goals that SPS, our community, the City, and our partners have agreed are critical for our students and the strategies and tactics that will ensure we meet our obligation—**that all students** in **all SPS schools** have the opportunity to learn through the arts.

Seattle K-12 Arts Plan Goals [3]

Every SPS elementary student receives:
- A minimum of 60 minutes per week of visual arts taught by a certified arts teacher
- A minimum of 60 minutes per week of music taught by a certified music teacher
- Instruction from master cultural artists integrated into core arts classrooms and responsive to the school's community

- Integrated arts instruction in every K-5 classroom
- Dance instruction in physical education classes, supported by community arts organizations
- Sequential arts education that leads to participation in secondary arts programs

Every SPS middle school student receives:
- A minimum of two semesters of visual, performing, or media arts classes
- Integrated arts instruction in a sixth-grade language arts, science, or social studies class
- Arts options that are diverse and relevant, and lead to sequential learning opportunities in high school

Every SPS high school student receives:
- A minimum of four semesters of visual, performing, or media arts classes
- Integrated arts instruction in a ninth-grade language arts or social studies class
- Sequential learning opportunities in visual arts, music, theater, and media arts programs
- Opportunities to connect arts to careers at Media Arts Skills Centers, available to juniors and seniors District-wide

Seattle K-12 Arts Plan Strategies

The Seattle K-12 Arts Plan aims to embed the strategies for increased arts education into the very DNA of the District and city, improving student outcomes across a variety of measures by transforming the practices of schools, community arts organizations, funders, and the community at large.

For the purposes of this Educational Specifications, tactics supporting each of the three strategies that are relevant to facilities planning have been excerpted. These are included in the Program Description for Visual and Performing Arts, found in the section "What Do We Do?"

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[3] Ibid, p. 9.

Moving to Promote Lifelong Fitness

Beginning in 2008, the National Center for Chronic Disease Prevention and Health Promotion, a division of the Centers for Disease Control and Prevention, published the first Comprehensive School Physical Activity Program. This program, developed in conjunction with SHAPE America (the Society of Health and Physical Educators), is a "multi-component approach by which school districts and schools use all opportunities for students to be physically active, meet the nationally recommended 60 minutes of physical activity each day, and develop the knowledge, skills, and confidence to be physically active for a lifetime. A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation, physical activity before, during, and after school, staff involvement, and family and community engagement."[1]

Seattle Public Schools adopted the Comprehensive School Physical Activity Program as part of its Physical Education Policy 2185 in June of 2014.[2] See section entitled "Physical Education – Program Description" for further policy language.

The following sections are adapted from the **Centers for Disease Control and Prevention "Healthy Schools" website**.

CSPAP Goals

- To provide a variety of school-based physical activities to enable all students to participate in 60 minutes of moderate-to-vigorous physical activity each day.

- To provide coordination among the CSPAP components to maximize understanding, application, and practice of the knowledge and skills learned in physical education so that all students will be fully physically educated and well equipped for a lifetime of physical activity.

COMPREHENSIVE SCHOOL
PHYSICAL ACTIVITY PROGRAM
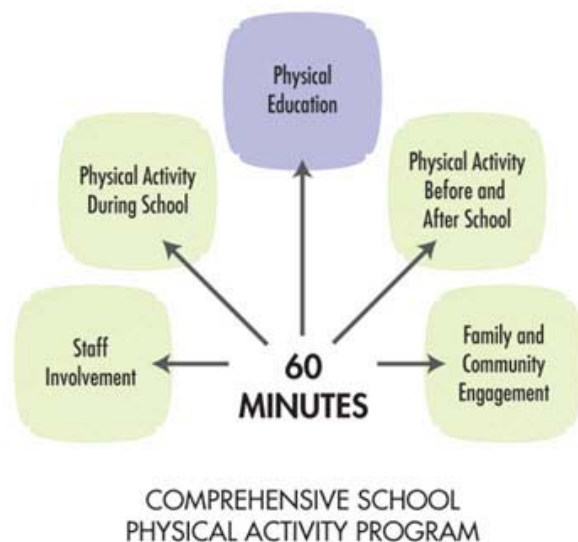
Quality Physical Education
Physical education is an academic subject and serves as the foundation of the CSPAP, by providing the opportunity for students to learn knowledge and skills needed to establish and maintain physically active lifestyles throughout childhood and adolescence and into adulthood. It:

- Meets the needs of all students.
- Is an enjoyable experience for all students.
- Keeps students active for most of physical education class time.
- Teaches self-management.
- Teaches skills to maximize movement proficiency.
- Emphasizes knowledge and skills for a lifetime of physical activity.

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[1] http://www.cdc.gov/healthyschools/physicalactivity/cspap.htm
[2] https://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/Nutrition%20Services/2185.pdf

- Can increase student participation in physical activity, increase physical fitness, and enhance student knowledge and skills about why and how they should be physically active. As defined by SHAPE America, a quality physical education program includes the opportunity to learn, meaningful content, appropriate instruction, and student and program assessment.

Physical Activity Before and After School

Before- and after-school physical activity programs offer students an opportunity to be physically active instead of waiting in a sedentary setting for the school day to begin or end.

Examples

- Walking and biking to school programs.
- Physical activity clubs and intramural programs (e.g., programs that are voluntary, student-centered, and give equal opportunity for all students to participate).
- Informal recreation or play on school grounds.
- Integrating physical activity in homework during out of school hours.
- Interscholastic sports.

Components of Quality Physical Education[15]

Opportunity to Learn

- All students are required to take physical education.
- Instructional periods totaling 150 minutes per week (elementary school) and 225 minutes per week (middle and secondary school).
- Physical education class size is consistent with that of other subject areas.
- Qualified physical education teacher provides a developmentally appropriate program.
- Adequate equipment and facilities.

Appropriate Instruction

- Full inclusion of all students.
- Maximum practice opportunities for class activities.
- Students are physically active for at least 50% of instructional time.
- Well-designed lessons that facilitate student learning.
- Out of school assignments that support learning and practice.
- Physical activity not assigned as or withheld as punishment.
- Regular assessment to monitor and reinforce student learning.

Meaningful Content

- Written, sequential curriculum for grades PK–12, based on state and/or national standards for physical education.
- Instruction in a variety of motor skills designed to enhance the physical, mental, and social/emotional development of every child.
- Fitness education and assessment to help children understand, improve and/or maintain physical well-being.
- Development of cognitive concepts about motor skills, physical activity, and fitness.
- Opportunities to improve emerging social and cooperative skills and gain a multi-cultural perspective.
- Promotion of regular amounts of appropriate physical activity now and throughout life.

Student and Program Assessment

- Assessment is an ongoing, vital part of the physical education program.
- Formative and summative assessment of student progress.
- Student assessments are aligned with state/national physical education standards and the written physical education curriculum.
- Assessment of program elements that support quality physical education.
- Stakeholders periodically evaluate the total physical education program effectiveness.

Before- and after-school physical activity programs can be coordinated with community-based organizations (e.g., YMCAs, community parks and recreation) and delivered in school settings. These programs might provide benefits to the students, families, and community members.

Physical Activity During School

In addition to physical education, schools can offer physical activity in a variety of settings during the school day.

Examples

- Daily school-wide physical activity during morning announcements.
- Mid-morning or mid-afternoon recess breaks.
- Physical activity breaks between class changes.

- Recess before lunch.
- Physical activity breaks during block schedule classes.
- Physical activity offerings as part of exploratory programs, such as drop-in physical activity in a gymnasium or outside during the lunch hour.

Physical Activity Integrated into Classroom Lessons

Integrating physical activity within classrooms as part of planned lessons that teach mathematics, language arts, social studies, and other academic subjects through movement can increase students' overall physical activity and improve time-on-task and attentiveness.

Examples

- Chapter review charades (Science)
- Active Alliteration (Language Arts)
- Jumping Jack Math (Math)

Physical Activity Breaks in the Classroom

Physical activity breaks in the academic classroom allow students to take a mental and physical break from current academic tasks. These breaks can occur at any time during the school day, last from 5–30 minutes, and occur all at one time or several times during the school day.

Examples

- Taking a 5-minute stretch break.
- Jumping with an invisible jump rope.
- Doing semi-squats followed by knee lifts.
- Taking 2–3 laps around or throughout the classroom.

Staff Involvement

School employees play an integral role in a school's CSPAP. School employee wellness programs improve staff health, increase physical activity levels, and are cost effective. When school staff commit to good health practices, they are positive role models for students, and may show increased support for student participation in physical activity. Support for school employee wellness and leadership training contribute to the overall culture of physical activity at a school. Teachers and other school staff members can **integrate physical activity into classroom academic instruction and breaks, and support recess, intramurals, and other physical activity offerings**. Additionally, school employees can be positive role models for students by demonstrating active lifestyle choices in and out of school.

Family and Community Engagement

Family and community engagement in school-based physical activity programs provides numerous benefits. Research shows that youth participation in physical activity is influenced by participation and support of parents and siblings. When families are active together, they spend additional time together and experience health benefits. Parents, guardians, or other **family members can support a CSPAP by participating in evening or weekend special events**, or by serving as physical education or physical activity volunteers. **Community involvement allows maximum use of school and community resources** and creates a connection between school and community-based physical activity opportunities. Community organizations might provide programs before or after school or establish joint-use or shared use agreements with schools.

The Importance of Coordination of the CSPAP

Efforts to maximize physical activity opportunities in schools should be coordinated, well planned, and thoughtfully executed and evaluated, thus **creating a culture of physical activity that is integrated throughout the school environment** and reaches beyond the school and into the community. A CSPAP reflects the social, emotional, and cultural needs of students, their families, and the broader community, thereby establishing a strong social and culturally supportive environment for students, families, and communities to engage in physical activity.

Planning for Tomorrow's Technology Needs

Vision[1]

Technology tools **enhance academic achievement** when combined with sound instructional practices.

Purpose

Instructional Technology supports the fusion of tools and practice in the classroom to provide students with essential experiences and skills needed to be successful in college and life. Instructional technology staff collaborate with teachers, administrators, and students to enrich teaching and learning through the use of technology.

Goals

- **Research:** The Instructional Technology Team (IT) together with Educational Technologists (ETs) work with teachers, administrators and staff to highlight new technologies and best practice in the use of those technologies to enhance academic achievement for all students.

- **Collaboration:** The IT Team works with school staff, content area coaches and managers, and DoTS staff to support the fusion of technology tools in instructional practice aligned with district initiatives.

- **Professional Development:** The IT Team provides professional development to teachers and teacher-librarians to support their growth in technology proficiency and level of technology integration into classroom practice, both measured by required annual Washington State surveys.

- **Planning and Evaluation:** The IT Team works with schools to plan technology use and professional development for schools as well as assisting in the monitoring of student and staff growth in technology proficiency and classroom integration.

Current State Approved Technology Action Plan[2]

Goal 1: Technology Integration Skills of Teachers: 50% of teachers will be able to integrate technology at a tier 2- or tier-3 level, as described in the Tiers of Technology Integration, by June 30, 2013.

Strategies to achieve this goal include:
- **1a:** Move teachers from a focus of using technology as a productivity tool towards having a classroom where students are fully engaged using technology in individual and collaborative learning activities.
- **1b:** Align state technology standards with adopted district instructional curriculum and practice by grade or grade range level.
- **1c:** Provide a classroom technology infrastructure where all students can use technology to build and share knowledge to enhance learning.
- **1d:** Facilitate collaboration and communication among teachers and colleagues by providing current collaboration and communications tools and the professional development to support them.

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[1] Vision, Purpose & Goals are from the Seattle Public Schools website on Instructional Technology, November 2015.
[2] Seattle Public Schools Technology Action Plan – OSPI Submission, Eric Caldwell, April 29, 2011.

Goal 2: Technology Proficiencies of Administrators, Teachers & Teacher-Librarians: Certificated administrators, teachers and teacher-librarians will achieve 15% growth over 2010 results in the basic or proficient level, as described by the technology proficiencies matrix, by June 30, 2013.

The strategy to achieve this goal is: Provide high-quality, relevant professional development for Administrators, Teachers and Teacher-Librarians through scheduled classes and individual support.

Goal 3: Technology Literacy of 8th-Grade Students: 90% of all 8th graders will evaluate at a tier-2 or 3-level on the Tiers of Student Technology Literacy Survey by June 30, 2013.

Strategies to achieve this goal include:
- **3a:** Provide classrooms where teachers move from a focus of using technology as a productivity tool towards having a classroom where students are fully engaged using technology in individual and collaborative learning activities.
- **3b:** Align state technology standards with adopted district instructional curriculum and practice by grade or grade-range level.
- **3c:** Provide a classroom technology infrastructure where all students can use technology to build and share knowledge and to enhance learning.

Tiers of Technology Integration into the Classroom Indicators[3]

	Tier 1: Teacher Focus on Productivity	Tier 2: Instructional Presentation and Student Productivity	Tier 3: Powerful Student-Centered 21st Century Learning Environment
	This tier focuses on the teacher using technology to get their job done.	This tier involves teacher facilitation of large group learning activities and student productivity use of technology.	This tier promotes students to be actively engaged in using technology in individual and collaborative learning activities.
Observable Indicators	Teachers: • Locate standards using electronic tools to align lessons • Find instructional resources on the Internet • Produce, store, and retrieve learning materials electronically • Keep/organize student information, grades more effectively • Communicate information to parents and students via web or e-mail Communicate quickly with e-mail	Teachers: • Conduct one-computer classroom lessons • Deliver presentations with graphics and sound • Lead students in brainstorming and sharing ideas • Represent information visually • Facilitate group discussions and lessons • Have students write papers and reports on assigned topics using computers or "smart keyboards" such as AlphaSmarts • Create scaffolding for student projects • Facilitate students using technology for assessment • Interactively communicate with parents and students	Teachers enable students to: • Create and use online resources to facilitate inquiry • Engage in inquiry-based projects driven by essential questions • Direct their own use of technology • Research, analyze data and problem-solve in a global context • Engage in individual or collaborative project-based learning • Use modeling and simulations • Write, develop and publish individual and collaborative products • Invent products through programming or production • Create scaffolding for their own projects • Are involved with their parents and teachers in the analysis of student data and meeting standards, or participate in developing their own learning plans • Initiate communication with parents, teachers, community members, or other students

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[3] OSPI website on Educational Technology, March 2016. This work is licensed under a Creative Commons Attribution 4.0 International License.

Technology Literacy and Fluency[4]

What is technology literacy?
The ability to use the right technology responsibly, creatively and effectively to:
• Apply technology to real-world experiences.
• Adapt to changing technologies.
• Modify current and create new technologies.
• Personalize technology to meet individual needs, interests and learning styles.

What is technology fluency?
Fluency takes students to the next level.
• Communicate, access, collect, manage, integrate and evaluate information.
• Solve problems.
• Build and share knowledge.
• Improve learning in all subject areas and experiences.

Curriculum Standards

Seattle Public Schools has adopted the State Standards for technology integration into instruction.

About Technology Integration[5]
Technology integration is the use of technology resources – computers, digital cameras, CD-ROMs, software applications, the Internet, handheld devices, etc. – to support teaching and learning across all subject areas and grade level.

Integrated into the classroom, technology becomes a multi-modal way to extend learning. It provides a medium that unpacks the world and opens new channels through which students show what they know and can do. Also, technology can introduce different perspectives on life and culture through the immediacy of videoconferences, email dialogue and interactive webinars. Conversation among learners and experts anywhere enriches learning and provides insight into the creative tangents that lead to expert knowledge. These learning experiences achieve relevancy, as the struggles, limits and potentials of problem-solving in the real world move theory into practice for young learners.Technology integration is achieved when:
▪ It is a seamless part of the learning process.
▪ The use of technology is routine and transparent.
▪ Technology is accessible and readily available for the task at hand.
▪ Technology tools support curricular goals and state standards.
▪ It helps students reach their learning goals.

Educators have reported that integrating technology effectively has three positive potentials for the learner:
1. Technology motivates students to delve deeper into a subject area.
2. Technology has an inexhaustible flexibility – mechanically and creatively. Students create, manipulate and individualize their learning artifacts.
3. Technology increases teachers' ability to meet the individual needs of all learners

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[4] OSPI website on Educational Technology, http://www.k12.wa.us/EdTech/TechLiteracy/TechLit.aspx, March 2016.
[5] This section excerpted from OSPI K-12 Educational Technology Learning Standards, December 2008, pp. 4.

Meeting the Needs of All Students[6]

Culturally Responsive Teaching

Student diversity in the classroom is bringing a greater richness to the American educational setting. Changing demographics, social and economic trends have important implications for education in the 21st century. This culturally and linguistically diverse student population opens new opportunities for greater inclusion and equity. However, uneven access to technology (the digital divide) can hinder success.

Honoring All Cultures

Many areas throughout Washington have seen a tremendous growth in immigration and a corresponding increase in diversity. Technology provides a venue that makes honoring and learning about all cultures easier to do within the confines of a classroom.

Differentiating Instruction with Technology

Teachers must find the instructional balance point between those students who come to school academically and technologically ready to learn, and those who struggle to understand each lesson or have only limited access to technology in daily life. Technology increases the opportunities for teachers to create differentiated content, to address students with different learning styles. One of the great strengths of technology integration lies in its power to create a variety of instructional approaches over the one-size-fits-all lesson plan.

Addressing Special Needs

There is no doubt that technology continues to change the lives of students with special needs. High on the list of the benefits of assistive and adaptive technologies are greater independence and productivity, and expanded opportunities for social inclusion. New and emerging technologies have the power to connect and engage special needs students with 21st century teaching and learning.

Equity, Access and the Essential Conditions

A quality education means every child – with no exceptions – has access to a technology-rich, 21st century skills-based learning environment. Although 99%+ of Washington State classrooms have at least one computer connected to the Internet and many classrooms can take advantage of an LCD projector or document camera, concentration, access and equipment condition varies greatly.

Researchers and educators investigating the many dimensions of technology in education have identified *essential conditions* (see Appendix B) that optimize the likelihood that technology integration will make a positive contribution to teaching and learning. Three of these conditions are critical if schools are to integrate these technology standards successfully:

- Equalized access for every classroom to a high-speed Internet connection, up-to-date computers and a variety of digital teaching and learning technologies.
- Professional development that promotes learner-centered instruction and technology integration.
- Sustainable and sufficient funding to keep the infrastructure of network and classroom technologies current and reliable.

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[6] This section excerpted from OSPI K-12 Educational Technology Learning Standards, December 2008, pp. 5-6.

Educational Technology Essential Academic Learning Requirements[7]

EALR 1 – Integration
Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.

Components
> **1.1: Innovate:** Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
> **1.2: Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.**
> **1.3: Investigate and Think Critically:** Research, manage and evaluate information and solve problems using digital tools and resources.

EALR 2 – Digital Citizenship
Students demonstrate a clear understanding of technology systems and operations and practice safe, legal and ethical behavior.

Components
> 2.1: Practice Safety: **Practice safe, legal and ethical behavior in the use of information and technology.**
> 2.2: Operate Systems: **Understand technology systems and use hardware and networks to support learning.**
> 2.3: Select and Use Applications: **Use productivity tools and common applications effectively and constructively.**
> 2.4: Adapt to Change (Technology Fluency): **Transfer current knowledge to new and emerging technologies. (Grades 6-12 only)**

Technology Equipment Standards for High Schools

Technology Standards for a PC-Based School, Grades 9 - 12[8]

Item	Vendor	Model	Quantity
Teacher Workstation Computer	DELL	7020 CPU w/ 19" Monitor	1
Presentation Station Computer	DELL	7020 CPU w/ 19" Monitor	1
Document Camera	Troxell	AVER AVEM70	1
Interactive Projector & Mount	Troxell	TW3005 & SWM05	1
Student Workstation Computer	DELL	7020 CPU w/ 19" Monitor	6
Classroom Phone		Unknown	1
Additional equipment for any Special Education Classroom at any grade level			
Student iPad Air	Apple	iPad Air with Case	4
Locking Charging Box	K12	Luxor iPad Locking Case	1

(Voice enhancement systems are not currently provided in SPS middle or high schools.)

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[7] EALR's excerpted from OSPI K-12 Educational Technology Learning Standards, December 2008, page 12.
[8] Provided by Crystal Kowsky, Project Coordinator for Capital Projects, SPS Dept. of Technology Services, 11/13/15.

Presentation and Teacher Work Stations

While the above equipment items are the standard in early 2016, discussions with the current SPS Director of Technology Infrastructure[9] indicate that next year SPS will be replacing the teacher presentation stations with equipment that is much more mobile than the current desktop unit with separate monitor. It is envisioned that, rather than providing separate workstation and presentation station computers, a single, more mobile, device such as a Windows 10 laptop or other mobile alternative that can serve both functions, will be provided for each teacher. The district is moving toward use of a Miracast dongle that will allow the transfer of high definition video signals from the laptop or similar device to a display without the use of a cable, which means the presentation station can be anywhere in the room. The presentation station will also have a much smaller document camera than the one currently used.

Student Computing Devices

It is anticipated that by the time the first of the high schools to use these Educational Specifications as the basis of design opens in 2019, the District will be providing computing devices for students on a 1:1 basis. The increasing use of digital textbooks will drive the use of more mobile devices. The old standard for providing 6 desktop stations within each classroom will no longer be applicable. Most student devices will be mobile; either laptops, tablets, or some alternate device yet to be adopted will be provided.

Specific programs may still require the use of dedicated computing devices alongside the 1:1 mobile devices. These are currently anticipated to include:

- Science Labs: each science lab will be equipped with one desktop with monitor or laptop computing device per lab station for the input of data from sensing devices, and for the purpose of students recording experimental data. (Sufficient countertop space shall be provided so that computing devices are convenient for use but far enough from sinks that water does not damage electronic equipment.)

- Career and Technical Education classrooms and labs:

  - Business & Marketing, Computer Networking/Web Design/Video Production, and Engineering Design: Desktops may still be in use for those software programs that require large amounts of working memory and/or student work that requires the use of large displays, at the ratio of one per student.

  - Makerspace: See Appendix for list of equipment to be provided at a future date.

- Visual Arts: Graphic Arts & Digital Photography Lab: Desktops may still be in use for those software programs that require large amounts of working memory and/or student work that requires the use of large displays, at the ratio of one per student.

- Electronic Music Lab: this lab may still utilize dedicated electronic keyboards at the ratio of one per student.

- Library/Information Hub: Twelve networked Online Public Access Computers shall be distributed around the room to provide access to library resources.

Printer & Copier Locations

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[9] 4/4/16 Meeting with David Oestreicher, Director of Technology Infrastructure, SPS Dept of Technology Services.

Copying and printing has typically been accessible by adults, while students have used textbooks and handouts provided to them. The trend toward use of Open Educational Resources (OER) is both increasing the use of documents in their digital rather than print format, though there is also a tendency for students to want to print them because the district is not buying as many "hardcopy" textbooks.

Students are given a printing allocation of a certain number of (black and white) copies, and if they need more than their allocation, they must purchase an additional allocation through the student store.

There are two goals for printer and copier locations:
- There should be easily observable access for students
- There should be privacy for documents

Document privacy can be managed through the use of PIN codes that are input into the printer/copier once the sender is standing by the machine.

High volume printer-copiers (requiring dedicated circuits) should be provided at the following locations:
- Administrative workroom
- Main staff workroom
- Library/information hub near the circulation desk for supervision

Smaller cart-based or countertop printer/copiers should be anticipated in the following locations:
- Staff planning areas for 6 or more staff
- Satellite staff workrooms
- Each learning commons

Technology Infrastructure for General Education Classrooms

Therefore, the updated quantity of data ports for the classrooms shall be provided to support the following:

- Mobile presentation station: 1 data port near the center of the teaching wall
- Wall-mounted projector: 1 data port in the teaching wall
- Telephone (choice of 2 locations): 2 data ports
- Wireless access points: 2 data ports at ceiling
- Other ports for flexibility: two additional data ports located between the ports described above and at least one per long wall, to provide flexibility for connecting computing devices or peripherals.
- TOTAL NUMBER OF PORTS: 8 each.

Visioning Workshop Direction

In the Visioning Workshops, there was significant discussion regarding the use of technology to create more and better opportunities for students. Some examples include:

> "*Whether or not we accept the virtualization of the classroom, down the road it will be the only thing to do. Even though the funding model from the state doesn't support it, **we need to be building virtual learning opportunities for students**. If you ask now: 'How does the Rainier Beach High School student take a class at Nathan Hale if that the only place it's offered,' the answer you get is: 'they take a bus or a taxi.' That model is limiting opportunities for students, and those days need to be history.*"

*"Right now we only use online courses for credit recovery. The High School 24-credit taskforce is currently considering online courses for initial credits. So, in order to support more opportunities for students, we should assume that **new facilities should aggressively support that**."*

*"Especially in low income areas, parents ask why can't the computer areas be accessed in the evenings. And if the building can't be open, **what about nice places to sit outside and use the Wi-Fi**?"*

*"One of the things we've learned from NHHS is **we need adequate secure space for the network analyst to work** if our technology support is to be effective. We also need **storage for the laptop carts** distributed through the building."*

As a result of these discussions, the following design principle was adopted:

> **DESIGN PRINCIPLE: Build virtual learning opportunities for students by incorporating spaces to support distance education** (approximately one classroom per grade level) **as well as remote but synchronous learning** (i.e. small group collaboration spaces that are clustered near the network administrator/tech support space, for example).

The Department of Technology Services proposed that there would be 2 or 3 typical size classrooms that would be outfitted with the technologies, the acoustical treatments, and any other specialties needed to make them effective environments where instruction could be offered to students both within the classroom and those participating remotely, and best serve the synchronous, one-to-few model of distance learning.

It was also suggested that 2 or 3 conference room size spaces be outfitted with the tools necessary for a teacher to instruct remotely without students in the classroom, to serve the synchronous, one-to-many model. They should be comfortable teaching stations that are soundproof so that neither the instructor nor the students participating remotely are distracted. He suggested those spaces be clustered together near the technical support person's workspace so that if a student is having audio problems, the support is readily available and the teacher is not distracted. Those spaces would not be dedicated for virtual learning; they would have the enhancements to support distance learning, but other classes or activities could still be conducted within them.

Technology for Virtual Learning Studios

(4/4/16: Library and Instructional Technology Meeting: Cheri requested information from DOTS on equipment and space features required to support distance learning studios as well as classrooms that extend learning virtually to other locations. Joe will provide technical specifications for these spaces. Once those space features and equipment are identified, they will be included on the space features matrices for selected classrooms and conference rooms.)

After Hours Technology Access (a first pass)

In order to support equitable access for students, a space shall be provided for after-hours internet access via students' mobile devices. The goal is to provide a space that:
- Has strong wifi signals and sufficient bandwidth to support up to 20(?) mobile devices at one time
- Can be accessed when the building is closed
- Provides appropriate lighting for use of both computing devices as well as papers or books
- Provides shelter from the elements though is not necessarily heated
- Is located and configured in a way that meets the CPTED principles of natural surveillance, natural access control, territorial reinforcement, and that supports maintenance and management
- Is visible from one or more inaccessible building-mounted camera(s) for continuous security monitoring

- Provides theft- and vandal-resistant seating and work surfaces

Expansion of one of the building vestibules to support this purpose is an option to be considered, however, it should be sized and configured so that furnishings do not obstruct egress pathways.

Instructional Technology Support

Activities:
- Provide information technology (I/T) support for staff and students.
- Provide on-site computing and peripheral device repair when possible.
- Provide check-out and check-in services for staff and student computing devices.
- Up to 1,600 student devices must be stored and charged during the summer. Heavy duty rolling storage cabinets can be used for this purpose.

Adjacencies:
- The instructional technology support space should be located near a high traffic area such as the commons, the student store, or the library. A location near the library is preferred, though it should not be located within the library.
- Storage of student devices can be in a storage room separate from the I/T Support Space. This space would ideally be located adjacent to the library, because the check-out/check-in process requires a significant amount of "controlled" layout space, and the library tables could be used for this purpose at the beginning and end of the school year.

Features:
- A service window and counter
- Work counter
- One long wall of full-height heavy duty shelving
- Lots of power and a few data outlets.

Teaching Wall Configuration for General Education and Special Education Classrooms and Labs

The typical configuration to be utilized for each teaching wall is indicated below.
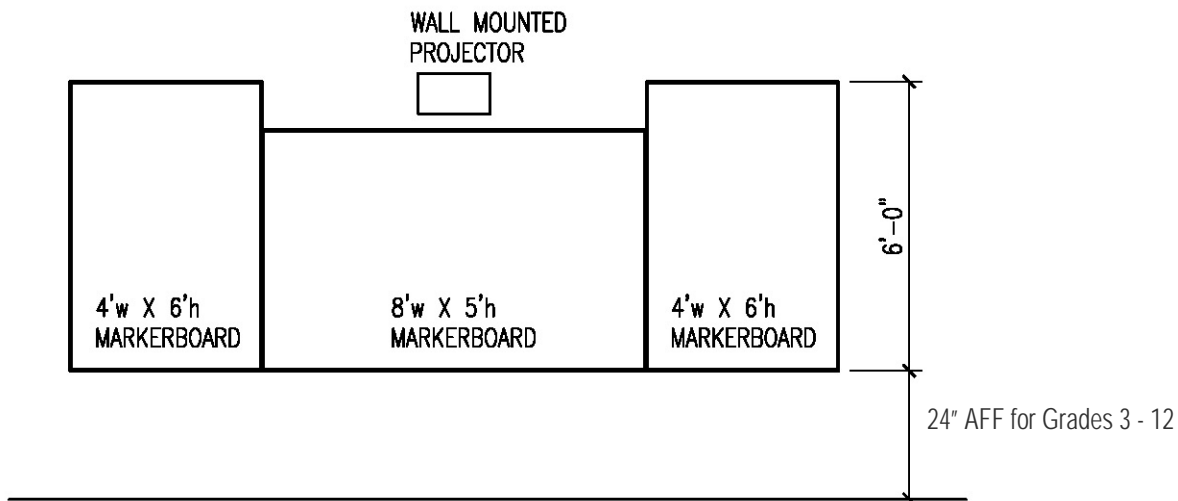
TYPICAL MARKERBOARD CONFIGURATION AT TEACHING WALL
SCALE: 1/4" = 1'-0"

What Do We Want:
Design Principles for Future High Schools

Seventeen design principles emerged from discussions among participants in the Visioning Workshops. These principles were grouped into five broader strategies for organizing future high schools to support learning, which include:

- **Focus on Student Learning**
- **Personalization**
- **Flexibility and Adaptability**
- **Safety and Security**
- **Community & Collaboration**

In each of the following sections, these broader strategies are outlined, portions of the Workshop discussions are shared, and the seventeen design principles envisioned by the workshop participants are identified.

These principles build upon and reinforce those that have been used as Design Standards for Seattle Public Schools projects since late 2001, when the District engaged in a "transformation process for school design" that included educators, administrators and architects.[1] That process started with the seven attributes of high achieving schools that had been identified by the Bill and Melinda Gates Foundation, and which included[2]:

Attribute	Definition
Academic Rigor & High Expectations	All students achieve to standards within an academically rigorous curriculum. All students are challenged to grow and achieve to the maximum of their ability.
Effective Curriculum & Instruction	The school's programs are based on best practices and are tailored to individual student needs and skills. Learning opportunities are authentic and reflect real world situations.
Common Focus	Student learning is the focus of the school, and everyone in the school community articulates a shared vision that guides decisions.
Healthy, Supportive School Culture & Climate	The school is characterized by respect, open communication, celebration of diversity and inclusion. Students, their families and staff feel safe and cared for.
Small, Safe Personalized Learning Community	Each student is known and valued by the adults and other students in the school, and each student's social and academic needs are met.
Flexible Structure	The school community takes advantage of flexibility in building structure, as well as in time, space, and systems. The school's programs are tailored to individual student needs and skills, and change as students change.
Learning Partnerships	With strong, mutually beneficial partnerships between the school and the community, everyone associated with the school works collaboratively to realize students' hopes and dreams.

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[1] School Design Process, Seattle School District, January 2002.
[2] Ibid, p. 8.

The group of educators, administrators and architects then worked to translate these attributes into principles that could be applied more directly to the design of learning environments. They arrived at the following framework[3]:

Theme	Guiding Principle
Learner-Centered Environment	Student learning is at the heart of the school.
Personalizing Environment	Each student is known well and cherished by adults and other students in the school.
Program Adaptability	The school's programs are tailored to individual student needs and talents and make use of a variety of learning tools.
Community Connections	The community is involved, informed, and visible in promoting a rigorous academic learning environment, and in encouraging student use of community resources.
Aesthetics	The school is appealing, warm, and inviting to all, and reflects the school's values and focus.
Safety	Students are safe and cared for in all the important aspects of their lives.
Collaboration	Everyone associated with the school works collaboratively to realize the school's hopes for students.

Further, they developed a rubric which articulated a continuum between "undeveloped," "beginning," "emerging," and "transformational" work in each of the themes, and created a checklist which has continued to be issued to design teams in the most recent BEX IV phase of projects.

We also note that many of the principles articulated by the Visioning Workshop participants align well with recommendations made by the National Association for Secondary School Principals in its publication on improving high schools entitled Breaking Ranks: Changing An American Institution. Where appropriate, related recommendations from Breaking Ranks are shared within each of the "What Do We Want?" sections to demonstrate that alignment.

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[3] Ibid, p. 9

Focus on Student Learning

*"**We need to design spaces where the students come first.** If we design spaces first and foremost for students, then staff will find they have what they need as well." – Visioning Workshop participant*

Throughout the Visioning Workshops, one of the most frequently echoed questions was "how will this support student learning?" This lens was applied at all levels of scale – from site orientation to building organization to length of corridors to selection of finishes. The reason for this commitment is clear: by focusing on student learning, **all spaces** within the school can be reimagined as teaching stations – or better yet, opportunities for intellectual exchange. In other words, student learning is about conceiving of the entire school as a richly textured, holistic educational environment that supports and inspires a culture of learning.

One member of the Visioning team offered a chapter from the book *Beyond Measure* for the group to consider. The importance of focusing on student learning rings clear:

"We must… frame learning as a rich and varied experience, not transactional equation. Ultimately, a school focused on learning… would grow the kind of inventive thinkers and keen communicators that our children's future will demand."[1]

Within the school, the **Library** was cited as the most significant space that focused on student learning. While it will always remain a resource for books and printed resources, a more appropriate title was suggested by another Workshop participant:

"We should move away from the concept of "library" and toward the concept of "information hub," … away from the emphasis on quiet, toward a big open space that's a place of interaction."

While the word "hub" invokes an atmosphere buzzing with activity, "information" reflects the central role of technology and access to digital content that is essential for 21st century learning.

Once the library was identified as the academic heart, the Visioning team proposed that the next step should be to "provide a continuum… from research to analysis to production." This led to the desire to locate a **Makerspace** in close proximity to the Library. This adjacency stakes the claim that creative, hands-on projects will play a key role in the future of student learning in Seattle high schools.

In addition to project work, it was accepted by most participants that the role of **virtual learning** as a subset of student learning will continue to grow. As such, it is one of the most challenging program elements to design for due to its recent, and rapid, adoption within the educational community.

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[1] Abeles, Vicki. *Beyond Measure: Rescuing an Overscheduled, Overtested, Underestimated Generation.* Simon & Shuster, 2014. p. 154

Finally, regardless of the curriculum at hand, Workshop participants agreed that the **aesthetics** of the school have a significant impact on setting the stage for learning. While these impacts may be hard to quantify, the anecdotal evidence in the form of student perception of a school's "value" is inextricably tied to the spatial and material qualities of the building.

In response to the desire to support this primary emphasis, the following principles were adopted by the participants in the Visioning Workshops:

DESIGN PRINCIPLES

- **The library shall be designed as a flexible academic heart** with a focus on technology and community.
- **A large makerspace shall be included** to support a sequence of activities from research through design, engineering, fabrication, testing & presentation; this space may connect to the academic heart.
- **Build in virtual learning opportunities for students** by incorporating spaces to support various distance learning models.
- **Aesthetics, natural light and physical comfort** are of great importance for optimizing learning.

In addition to the principles developed in the Visioning Workshops, the previous design standards articulate more specifically how building design can support this focus as well:

- The building and campus provide opportunities for students to explore hypotheses and test ideas.
- The building provides spaces for student work to be prominently displayed throughout the school.

A richly textured environment with a variety of indoor and outdoor spaces for small group activities will support the first of these two goals, and the inclusion of areas for display of student work within the academic neighborhoods will support the second. Design teams should also be conscious of creating these focal points for display throughout entries and hallways to enliven the environment and celebrate the activities that are occurring within the school community.

The Flexible Academic Heart

According to participants in the Principal's workshop, "We should rethink what a library is meant to be, and it is not a 7am – 2pm space. It is the most heavily used space in our schools and in our communities; it's used by our after school partners, and into the evenings, where the community meetings happen." As a result, **flexibility** within the space is essential to accommodate a wide range of occupant sizes, activities, and desired spatial configurations.

Focus on Technology

While library content will increasingly be accessed via virtual portals (Online Public Access Catalogs (OPAC), internet, student's own personal devices), the academic nature of the activities remains central. As Vicki Abeles explains, "The great realm of granular information is now available at their fingertips. What they will need to succeed as adults in this century is not piles of information in isolation, but rather practice in how to use it well."[2]

Focus on Community

The previous statement underscores the Library's role as a teaching and learning space – not merely a technology access destination. Personal relationships between students and staff are essential to creating a Library that is truly the heart of a school. Ms. Abeles continues: "Digital technology is a tremendous tool, and one that needs ample guidance and practice to use it well. But it's not a panacea, and it doesn't replace the human relationship in education."[3]

For a detailed discussion on the functional and spatial guidelines for the Library, please see section "What Do We Do: Library & Information Services." And for more discussion on the role of community engagement in future high schools, please see "What Do We Want: Community & Collaboration."

Makerspace

Even before the proliferation of curriculum models surrounding 21st century skills, maker education, design thinking and other types of project-based educational experiences, the Seattle school district made a commitment to supporting hands-on learning with the following Design Principle in their transformational thinking in 2002:

The building and campus provide opportunities for students to explore hypotheses and test ideas.[4]

Today, these opportunities have been formalized into a defined program space that, in its highest and best use, can be accessed and enjoyed by all students working across any number of subject areas. The extent of resources available within the Makerspace could range across 3-D printing, electronics and robotics, sewing, and wood and metal fabrication. The final products of learning are no longer limited to paper, and knowledge extends beyond content into the communication of ideas in physical form.

For a detailed discussion of the Makerspace, please see section "What Do We Do: Career & Technical Education."

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[2] Ibid, p. 155
[3] Ibid, p. 164
[4] School Design Standards, "School Design Process," Seattle School District, 2002, p. 15.

The presence of a Makerspace, in turn, creates another opportunity that was foreseen in 2002**: Display of student work**. Based on reports from teachers, students endeavor for a greater depth of research and quality of thoughtfulness when they know work will be displayed. As Ms. Abeles summarized, it is amazing what happens when you "…**turn school work into acts of craftsmanship."[5]**

Virtual Learning Opportunities

"Whether or not we accept virtualization of the classroom, down the road it will be the only thing to do. Even though the state funding model from the state doesn't support it, we need to be building virtual learning opportunities for every student." – Visioning Workshop participant

At the time of this document production, new programs and infrastructure are currently being developed across the District to allow students to access on-demand courses or join a live-stream lecture as part of their daily school routine. But the large scale implementation of these programs is still in its infancy, and lessons learned from high schools who have built a comprehensive virtual learning infrastructure are only beginning to emerge.

For a detailed discussion of Virtual Learning opportunities, please see section "What Do We Know: Planning for Tomorrow's Technology Needs."

Aesthetics, Natural Light, Physical Comfort

While it may seem that aesthetics is a matter of personal taste, there is widespread agreement on many architectural qualities that enhance the experience for everyone within the school environment.

"As designers, we love to use transparency as a means to inspire students, to let them know what's going on in other spaces and programs. It's about creating connections, either visually through glass, or spatially via horizontal and vertical connections." – Visioning Workshop participant

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[5] Ibid, p.171

Given the amount of time students spend inside the building, their experience of proper proportion and scale, ample daylight, comfortable acoustics and sophisticated materials and colors can instill a sense of comfort, connection and pride. The following aesthetic priorities were identified in 2002, and still ring true today:

- **The building conveys a sense of place**.
- **The building is appealing, warm, and inviting.**
- **The building has comfortable, fun spaces that entice kids.**
- **The building has a variety of interesting spatial types that allow for   exploration.**
- **The building provides a stimulating environment, and is pleasing in a tactile way.**

Personalizing the Student Experience

*"There was a strong theme in our discussion that ties everything together, and that theme is **personalization**, as much of our discussion was focused on **creating opportunities for each child's pathway**."*
– Visioning Workshop participant

Nearly every person carries with them a story of a teacher who made a difference in their life.   Now ask any teacher why he or she entered the profession and the most frequent answer is: "To make a difference in the lives of young people."

As enrollment numbers continue to climb and demands on time expand, one of the biggest challenges faced by both students and educators is how to establish and maintain personal relationships with each other. In order for these relationships to be successful, they require an academic program that can respond, support and challenge each student as an individual, while simultaneously connecting them to the whole of the school community.

Research shows that one of the most important factors behind student success in high school, especially that of disadvantaged students, is a **close connection with at least one adult** who demonstrates caring and concern for the student's advancement.[1]

"For more than 50,000 students in Seattle's public schools, no two journeys are alike."– Seattle Public Schools Strategic Plan

Participants in the Visioning Workshops shared:

*"There are a number of basic organizational tools that we need to bring into our schools so kids feel comfortable there: creating niches, eddies in the flow of circulation; making space at appropriate scale**; breaking down the large scale of a typical high school into neighborhoods**."*

*"The conversation about personalization is so important, as the organization of space and **the resulting "spirit of place" can have a profound impact on the relationships that develop within those spaces."***

Large high schools can be impersonal; individual students can get lost in the crowd and not have meaningful relationships with either adults or other students. In a typical six-period schedule, teachers are expected to know 150-students, and that group of students can change every semester as class assignments shift.

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[1] Introduction to the Personalization Workshops, "Changing Systems to Personalize Learning," The Education Alliance at Brown University, 2003, p. 35.

The National Association of Secondary School Principals recognized the impact of this reality on relationships within the high school. In their publication *Breaking Ranks: Changing An American Institution,* one of the seven cornerstone strategies is to "Increase the quantity and improve the quality of interactions between students, teachers, and other school personnel by reducing the number of students for which any adult or group of adults is responsible." Their specific recommendations to support this strategy include:

- High schools will create **small units** in which anonymity is banished.
- Each high school teacher involved in the instructional program on a full-time basis will be responsible for **contact time with no more than 90 students** during a given term so that the teacher can give greater attention to the needs of every student

Additional recommendations address how to personalize the high school experience so **each student can choose among multiple pathways** toward his or her own future.[2]

- Experiences in high school will **acknowledge multiple talents and ways of learning** to help students achieve the meaningful success that leads to further achievement.
- Teachers will know and be able to use a **variety of strategies and settings** that identify and accommodate individual learning styles and engage students.
- The content of the curriculum, where practical, should **connect to real-life applications** of knowledge and skills to help students link their education to the future.

In response to the desire for future schools to support **personalization**, the following principles were adopted by the participants in the Visioning Workshops.

DESIGN PRINCIPLES

- **Make spaces where students feel comfortable:**
    - Benches and platforms where they can sit
    - Niches and small quiet spaces where they can be alone with their thoughts
    - **Smaller neighborhoods where students and staff can know each other well**.
- Career & Technical Education programs in new schools shall be selected to **broaden and diversify the options** for students in each geographic area of the city, and to leverage the resources and potential partnerships in each area.
- To support continued personalization as career choices change, CTE spaces shall be designed flexibly to accommodate a **range of potential programs** over time.

After these Design Principles were established in the Visioning Workshops, additional discussion during the Principal's Workshop identified that supporting adult-student relationships through Advisory programs is a key component of personalization.

- **Advisory programs are one way to strengthen connectedness between adults and students** and foster a personalized and supportive school culture. Provide flexible spaces throughout the school beyond classrooms and offices where advisory groups can meet, and where adult-student and student-student collaboration can occur.

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[2] Changing Systems to Personalize Learning, p. 36

Make Spaces Where Students Feel Comfortable

<u>Informal, Intimate Spaces: Benches, Niches, Small Group Meeting Areas</u>

> *"Not everyone wants a big, loud, open space. Some need niches, benches, small quiet spaces. We need to reimagine hallways, with eddies, as well as ease the flow along the stream. If students come first, [learning] doesn't always need to be in a classroom." – Visioning Workshop participant*

There was widespread agreement that personalization often occurs outside of instructional time and, by extension, outside of the classroom environment. Past design principles acknowledge the important role that spaces for peer-to-peer interactions can play in student learning. Consider a student's remarks during an interview featured in Breaking Ranks:

> *"It's not all just sitting in the classroom listening to the teacher and doing worksheets. It's having a voice with your fellow peers."[3]*

Niches, benches, other small-scale spaces that invite students to have conversations with one or two of their peers, or to simply read and reflect; these are important elements to make a large high school feel like it's designed to fit the needs of individuals rather than simply large groups.

And in order to accommodate and encourage a climate of personalized, student-led learning, **small group collaboration areas should be distributed throughout the school**, specifically within student-occupied areas like the Academic Neighborhoods and along main circulation corridors. These areas should not be isolated at the end of a hallway – transparency for passive supervision is imperative. They should be placed in highly visible areas where they will available for student use, and they should be designed with lots of glazing so that mentors or community partners can work with students while remaining visible. Prominent locations and generous glazing will also reduce the chance these spaces will be re- appropriated as offices for adults.

<u>Connected to the Whole</u>

In addition to small, flexible spaces within the student areas, principals and teachers spoke of the need for large flexible spaces where classes could be brought together.

> *"In the old model, students could have 6 classes per day but remain disconnected and not be known well by any one person; frequently we lost kids and didn't even know why. We need those larger flexible spaces where groups of 30/60/90 students can meet; then students will be with others in those groups larger than in a classroom. In our new building, once we got those spaces designed for multiple groups of students then we became more effective at keeping those students connected." – Visioning Workshop participant*

Typically, these types of gatherings have been accommodated in the Library or the Commons. However, both of these spaces are constrained by competing needs (such as classes on research and information literacy in the library, and the need to serve meals in the Commons) that make scheduling difficult.

So to accommodate this need, these strategies are recommended:

- First, **limited use of operable partitions between pairs of classrooms** in approximately six of the Academic Neighborhoods is proposed to support interdisciplinary instruction and allow groups of 60 to gather.

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[3] Breaking Ranks II, p. 168

- Second, several principals and a teacher expressed a preference for scheduling a single lunch, which allows students to spend time together with staff in clubs and interest groups. **A single lunch period also frees up the Dining Commons for use by larger groups of students** during most periods of the day.

- Third, space that is normally devoted to a large Dining Commons to seat up to 800 students is proposed to be used differently. Principals recommended the Dining Commons be sized to accommodate a single class of 400 students, so that the scale of that space is less institutional. Several expressed a preference for scheduling a single lunch, and having students eat in a variety of smaller spaces in the school, both to strengthen connections among students and staff, and to free up the Dining Commons for other activities during the day. Therefore, the balance of space normally used for the larger-scale Dining Commons is proposed to be **distributed to other spaces that can serve both for mealtimes but also for small group collaboration.** Spaces such as two 100-seat Forums will provide additional gathering places for 60 or 90 students, as well as the added benefit of more Small Group Collaboration spaces. This added variety of spaces will enhance the ability to personalize instruction through connecting students across classrooms and curriculum.

- And fourth, design teams should give consideration to **enhancing the size of some of the Learning Commons areas** by combining them with circulation space to create spaces that can accommodate larger groups. While the scale of these spaces must be carefully considered, this is an option that may be workable in some instances.

Diverse Offerings That Change Readily with Over Time

While core academic courses in Math, Science, Language Arts, Social Sciences and World Languages are the foundation of a high school education, true personalization of a student's experience often comes when they are exposed to expanded programs. Visual art, music, digital fabrication, computer science and other types of programs often spark passions in students and allow them to follow their curiosities and talents into studies and careers that will serve them well into adulthood.

Visioning Workshops focused on Career & Technical Education program offerings as important elements to ensuring personalized learning was available to all students, specifically those who were less engaged in core academic areas. These are also the courses most clearly connected to real-world applications as traditionally they have aligned with skilled trades. *Breaking Ranks* offers support:

> *The content of the curriculum, where practical, should connect to real-life applications of knowledge and skills to help students link their education to the future – Breaking Ranks Recommendation #22*

In order for CTE program to be successful both today and into the future, spaces for those programs need to be flexible and responsive to the rapid changes in technology and infrastructure we see in the real world. For example, a space designed specifically to support woodworking today may be rendered obsolete in several years as industry demands (and student interests) move towards digital fabrication and materials science.

For more discussion on planning for CTE spaces, please see section "What Do We Do: Career & Technical Education."

Advisory Groups and the Adult-Student Relationship

During the Principal's Workshop, much of the discussion was focused on engaging the 25% of students who aren't being well served in today's high schools. Advisory programs were cited as one way to strengthen connectedness between adults and students and to meet students where they are. *Breaking Ranks* offers support for this idea:

The Power of Advisories[4]
- Every high school student will have a Personal Adult Advocate to help him or her personalize the educational experience.
- Teachers will be adept at acting as coaches and facilitators to promote more active student involvement of students in their own learning.
- The school will accord meaningful roles in the decision-making process to students, parents, and members of the staff to promote an atmosphere of participation, responsibility, and ownership.
- Teachers will convey a sense of caring to their students so that their students feel that their teachers share a stake in their learning.

In order for an advisory program to be successful, spaces must be available for students and teachers to meet. It was immediately noted that "If every teaching station, conference room, lab, arts, music, CTE and PE space is used, including the Library, we may be short on spaces to conduct simultaneous advisories."

The idea that a portion of the classrooms might be divisible was rejected, however, the following spaces were identified as potential solutions to accommodating a comprehensive advisory program:

- The library could accommodate several advisory groups if it is sufficiently flexible and furnishings easily movable.
- The small group collaboration spaces provide options for more advisories than the typical high school can fit.
- Spaces created by the model of the "distributed Commons" can provide additional "stations" for advisories.
- Use of the Learning Commons and other large spaces thru use of flexible furniture that is easily re-grouped, and whiteboards on big beefy wheels for partitioning space
- And during some seasons of the year, the outdoor learning areas can provide a pleasant place for these groups to meet.

Breaking Down the Scale: Creating Academic Neighborhoods

High schools will create small units in which anonymity is banished.   *- Breaking Ranks, Recommendation #10*

There are pressures for comprehensive high schools to be large, that is, greater than 1,000 students, in order to offer a full range of courses within disciplines (such as Earth Sciences, Biology, Chemistry, Physics, Environmental Science, AP Science, etc.) and prepare students for college. There are also economic reasons to create large schools, as administrative "overhead" per student is reduced when there are larger numbers, and the cost of providing the full range of facilities and fields is also less. But when student enrollment grows large, the number of people that each person encounters each day grows beyond that with which anyone can form meaningful relationships. And if not thoughtfully scaled, the school building can feel impersonal and institutional.

Small learning communities, schools-within-schools, and other models have addressed this concern. While no single model fits every school, it was agreed that future high schools should be organized in smaller neighborhoods where students and staff can know each other well. Therefore, academic neighborhoods are proposed to consist of a complement of general academic and support spaces, along with select specialized spaces. With proper scheduling, students can spend much of their day within their academic neighborhood, interacting and developing relationships with a smaller, more comprehensible number of people, thus increasing opportunities for connection and personalization.

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[4] Criteria for Aligning High School Systems to Personalized Learning, Derived from Breaking Ranks, "Changing Systems to Personalize Learning," The Education Alliance at Brown University, © 2003 Brown University, p. 37.

So what size should these smaller units / "neighborhoods" be?

Oxford Professor of Evolutionary Psychology Robin Dunbar has written that the:

> *"quantitative relationship between social-group size and neocortex volume... predicts a group size of approximately 150 for humans, which turns out to be the typical size of both social communities in small-scale societies and personal social networks in the modern world. This constraint on the size of social groups is partly cognitive and partly temporal. It gives rise to a layered structure in primate and human social groups that, in humans, reflects both emotional closeness in relationships and the frequency of contact. These findings have potentially important implications for the way in which human organizations are structured."* [5]

These two observations suggest that the size of neighborhoods that would support the development of meaningful relationships among students and staff within the larger high school environment is between 90 and 150 students. While there are other structural drivers for group size within the traditional comprehensive high school (grade-level groupings of ~400, for example, and academic disciplines on the order of 11 sections / 300 students +/-), sizing neighborhoods to acknowledge this cognitive and temporal limit may contribute toward students and staff "feeling comfortable".

Recognizing that the number of students per typical lab or classroom will average approximately 30, it is recommended that classrooms and labs be clustered around learning support spaces (such as the Learning Commons and Small Group Conference/Seminar Rooms) to create spatial boundaries around sub-groups of students in the range of 150, or 6-7 "teaching stations." One of the Visioning Workshop participants noted that when students are grouped in smaller learning communities, then they don't need to move as often or as far during passing periods. This reduces disruption and creates an environment that is more calm and focused.

Neighborhoods also support flexibility of building use. If feasible within the design concept for each site, it is recommended that at least one neighborhood that is most accessible from the main entry have independent zoning for HVAC and other systems so that it may be used for after-hours and summer programs.

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[5] Dunbar, R.I.M, from the abstract for "The Social Brain: Pscyhological Underpinnings and Implications for the Structure of Organizations", University of Oxford Medical Sciences Division, http://www.psy.ox.ac.uk/publications/463013, 2014.

Safety in the Midst of Transparency

It's a conundrum: we want our schools to be **light-filled and open, warm and welcoming to all,** and yet they must **keep intruders at bay and provide protection** when someone threatens harm.

Much of the conversation in the Visioning Workshops was centered around fostering a vibrant culture of inspiration where activities are visible and student work is celebrated, where the school's values are apparent, where social connections are created and community is supported, and where the sense of caring is palpable. And it's not just creating safety from external threats….the right culture and environment establish boundaries for behavior within the school as well.

Culture, Connection and Scale: Building Awareness

There are a variety of ways that the layout and design of the building and site can influence the ways that people interact. The value of physical transparency was expressed over and over again as a means of sustaining connections between students, staff and the community. Visibility of activities inspires shared learning, and it also makes the school a safer place to be, when students and staff can see who is entering and what is happening outside.

Quotes from Visioning Workshop participants include:

*"I'll offer a couple of words: **the entry should be "layered,"** both from the perspective of safety and security, but also to **enhance the sense of arrival.** And it rains here, so it should provide **shelter where you can be protected** while waiting for pickup. And it should be expressive of the beacon, i.e. **soft and warm.**"*

*"A school that looks vibrant, activities are happening and are visible. The day is extended into the afternoon and evening, and the **visibility of those activities contributes to sustaining community, as well as to safety and security.** In our old building, after hours activities would occur in a closed-off room down a closed-off hall and it felt isolating and scary. Now that we (have transparency and) are able to see, the building provides a sense of support for our school community."*

"…having the students know what's happening is an important element of security. Though we should always have a controlled entrance to the building. If everyone can see who and what's coming, that's their first opportunity to stop anything threatening. How do you make that welcoming but also safe and secure?"

"It's always a temptation to build a fortress instead of a community space. The best way to counteract that is to build a space that feels like a community, where kids are collaborating on their own time, where adults can get to know kids, and where there are activities all of the time. How do we bring in the disenfranchised kid? Because that's the one who will become dangerous later. At the heart of it all, it should be "COMMUNITY FIRST." Fundamentally a space that builds community is more important than locks and traps to get through."

"In my experience, there are two levels of security. One is the stuff, like locks and cameras. The other is the people; are we comfortable in our space? We need to make spaces where kids feel comfortable; otherwise all the bells and whistles will just make them feel like they're in prison. If we know one another we are a lot safer; when we have EYES on the street, then we understand who's intruding and who is not."

"Safety and security and health and wellbeing are intimately connected and we have to do a better job of making sure that every young person is well-known, is cared for, & has friends or colleagues surrounding him or her."

In response to the desire to prioritize the development of a positive school culture and community, the following design principles were adopted by the participants in the Visioning Workshops:

DESIGN PRINCIPLES

- The school should be a welcoming beacon with an **entry that is directly connected to the main office**; provides a good sense of orientation & wayfinding; & expresses the culture & values of its community.

- Provide transparency inside and out for **"eyes on the street"** as well as visibility of activities, which increases the perception of safety and security and contributes to sustaining community.

- **Zone the buildings with layers of protection,** while still providing access for after-hours and community use of large public spaces and some classrooms.

The reality is that there is a tension between that transparency and the need for establishing boundaries. Well-known principles of Crime Prevention Through Environmental Design (CPTED) help to address this tension.

Crime Prevention Through Environmental Design (CPTED)

Seattle Public Schools advocates the use of principles of Crime Prevention Through Environmental Design (CPTED). The following CPTED principles are adapted from the Centers for Disease Control & Prevention "Violence Prevention" Guidelines.

1. *Natural surveillance* refers to the placement of physical features that maximize visibility. Example: The strategic use of windows that look out on the school entrance so that students can see into the school and know that others can see them.

2. *Access management* involves guiding people by using signs, well-marked entrances and exits, and landscaping. It may also include limiting access to certain areas by using real or symbolic barriers. Example: Landscaping that reduces access to unsupervised locations on the school grounds.

3. *Territoriality* is defined by a clear delineation of space, expressions of pride or ownership, and the creation of a welcoming environment. Example: Motivational signs, displays of student art, and the use of school colors to create warmth and express pride.

4. *Physical maintenance* includes repair and general upkeep of space. Example: Removing graffiti in restrooms in a timely manner and making the necessary repairs to restrooms, light fixtures, and stairways to maintain safety and comfort.

5. *Order maintenance* involves attending to minor unacceptable acts and providing measures that clearly state acceptable behavior. Example: Maintaining an obvious adult presence during all times that students transition from one location to another.

Refer to section "What Do We Do – Safety, Security & Risk Management" for specific means for integrating these principles into the design of secondary schools.

Flexible Facilities – Futureproofing for Change

"**We should not make decisions that are fixed**, where we can't change our minds or our approaches."

- Visioning Workshop participant

Several discussions in the Visioning Workshops were focused on keeping school facilities flexible to accommodate changes in configuration over days, weeks, or years. High school principals cited examples such as:

- libraries with fixed bookcases that preclude re-arrangement for hosting larger gatherings such as all-staff meetings;
- the constant need for more spaces to accommodate small-group meetings, one-on-ones, and individual and shared offices as student services change over time.
- the need for more classrooms with sinks so that different programs can be scheduled in them as demands change; and
- Career and Technical Education spaces that have been custom-built around the preferences of a particular staff champion and which are too costly to modify once that program changes or the staff person leaves.

Each of the examples above shows how changes in use need to occur daily (the Library and small-group spaces), at each semester (changing assignment of programs to classrooms), or over a period of years (changes in staffing or in CTE program emphasis). Given that schools must serve programs over decades, and rarely do they have the resources to make extensive and costly building changes, providing flexibility must be a design priority.

Other quotes from Visioning Workshop participants include:

"Think universal….don't design for a particular program; specificity is not flexible."

"…**if every classroom needs a sink** to make the building flexible, then let's do that."

"Sometimes Maintenance discourages the use of operable walls because when they break they can't afford to fix them… there are good operable partitions, and there are horrible ones….and a lot of that quality difference comes from how they're installed during construction."

"So in order **to support flexibility, staff planning areas must be provided**, otherwise you can't fully utilize the classrooms when enrollment overwhelms capacity."

"If we agree scalability is important, how many students should we anticipate serving in 20 years? What are the rules that prevent us from instructing students online? Universities augment their capacity with distance education; if that's part of our future, then it will affect the design."

 "…the way that windows are located or the spaces are furnished can **enhance or diminish flexibility**. Looking at all of that is a part of how one effectively designs instructional space."

"We have to **be thoughtful in our universality and flexibility,** so that **the design of spaces doesn't lose something essential."**

In response to the desire for short and long-term flexibility, the following design principles were adopted by the participants in the Visioning Workshops:

DESIGN PRINCIPLES

- **Provide a variety of formal and informal spaces for flexible groupings of students.**

- **Our schools should be designed to be nimble** (to change daily or weekly)**, flexible** (to support a variety of curriculum models and to change over time without substantial cost)**, and scalable** (to accommodate changes in enrollment capacity).

- In order to support collaboration & flexibility**, shared staff planning areas shall be provided.**

In addition to the principles developed in the Visioning Workshops, the previous design standards articulate more specifically how building design can support adaptability over time[1]:

- Flexibility in building design makes it possible to offer a **wide variety of interdisciplinary educational programs**.
- The building provides spaces to **support multiple instructional strategies and program delivery models,** such as individualized instruction, small and large group learning, and independent learning.
- The building provides spaces to **support a range of formats for students to demonstrate their knowledge,** such as exhibitions, projects, portfolios, etc.

Accommodating Flexible Groupings of Students

While we retain a number of traditionally-sized classrooms to accommodate many of the academic disciplines described in the Curriculum Overview, such as Mathematics, English/Language Arts, Social Studies, and World Languages, a greater variety of settings are recommended, distributed among the traditional classrooms, to support break-out learning activities and small group collaboration. So the suite of general learning spaces (as opposed to specialized learning spaces such as labs) is expanded to include:

General Education Classrooms: these have been sized to accommodate 32 students at 2-person worktables and one staff person with a presentation station and a worktable. These spaces are intentionally sized and configured to be interchangeable with Special Education classrooms so that there is flexibility to deliver Special Education services wherever it is most appropriate.

Learning Labs (450 SF, i.e. half of a typical classroom size) to support classroom work for groups of students up to half of a class (i.e. up to 16); these can be used for small group instruction or for smaller sections of World Language programs.

Small Group Collaboration/Conference Rooms in Two Sizes (150 SF & 300 SF) to accommodate groups of 6 to 8 and 10 to 16.

Learning Commons spaces (~600 SF) that are shared between groups of classrooms and labs to provide adjacent space for breakout activities.

More detailed descriptions of each of these types of spaces may be found in the section entitled "General Education."

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[1] School Design Standards, "School Design Process," Seattle School District, January 2002, p. 1-2 of the School Design Checklist.

Nimble, Flexible & Scalable

NIMBLE:

Since staff resources for re-arranging spaces are limited, daily and weekly changes are best supported by the use of flexible furnishings and equipment that can be easily reconfigured. These include examples such as:

- tables that are lightweight (while still durable) or mounted on large casters so they can be readily moved;
- convertible tables that change from a bench-with-a-back to a table-with-attached-seating;
- sparing use of operable partitions or large sliding or swinging doors in selected locations, such as at pairs of small group collaboration spaces or between pairs of classrooms to support teaming and integration.

FLEXIBLE:

In addition to providing variety in program spaces to accommodate differing group sizes, several other strategies are proposed to provide flexibility:

- Locating sinks: In the Visioning Workshops, discussions about changes in program over time emphasized the need for additional classrooms with sinks. Given the recommended sizing of the neighborhoods, it is anticipated that each will have approximately 4 general education classrooms. It is recommended that one General Education Classroom in each neighborhood be provided with a sink and associated base cabinets and countertop, to provide the flexibility to change readily from programs and activities that do not need water, to those that do.
- Locating windows: While floor-to-ceiling windows provide generous daylighting and valued connections to the outdoors, their use should be limited to corridors, common areas and gathering spaces. Wall areas in instructional spaces (classrooms, labs, small group collaboration/conference rooms, the library, etc.) and offices are valuable real estate that is needed for furnishings, casework, visual display spaces, and other purposes. Windowsills in these spaces should be located 38" or more above the finished floor level.
- Sizing the learning spaces on a module supports flexibility within the building's structural system and makes reconfiguration of spaces easier and less costly over time.
- Small group collaboration/conference spaces are 150 SF and 300 SF to accommodate different size groups. Design teams should consider pairing the 150 SF spaces so that they can be opened to one another to provide a 300 SF space when needed. The spaces should be configured so that they serve well in both the 150-SF and 300-SF orientation.
- Resource classrooms for Special Education that accommodate fewer than 10 students have been sized at 450 SF, or half the size of the typical classroom; these spaces should be paired and configured such that they can be combined into a full-size classroom when required.
- The Learning Commons have been sized at 600 SF in keeping with the 150-SF "building block" module.
- The General Education and Special Education classrooms have been sized at 900 SF.
- Labs for Arts, Science, and CTE have been sized at 1.5 (1,350 SF) and 2 times (1,800 SF) the size of the General & Special Education classrooms. It is intended that the structural module of the building(s) will be designed so that classrooms can readily be converted to labs, and labs to classrooms, as needed over the life of the building.
- Structural systems should be designed with an eye toward allowing for change over time. It is preferred if shear walls are located on exterior walls and adjacent to corridors, toilet rooms, mechanical rooms, or other building elements that are less likely to be relocated, allowing interior partitions between classrooms and other learning spaces to be more readily reconfigured.

- Fixed elements such as built-in bookcases should be placed on the perimeter of spaces such as the library, allowing for reconfiguration of mobile elements within the space to support a variety of group sizes and activities.

Accommodating a Variety of Curriculum Models

At the macro-organizational level, one of the most important strategies for long-term flexibility is to <u>accommodate a variety of curriculum models</u> over the 50-plus year life of the building.

In the previous section, clustering of classrooms and labs into academic neighborhoods is proposed in order to break down the scale of the large high school into smaller units that can better support relationships, <u>provided that</u> classes are scheduled in a way that students can spend much of their day within their academic neighborhood.

So how can academic neighborhoods support a variety of curriculum models?

The following diagrams below provide some examples of how different models could be accommodated.

<u>Departmental</u>: In this traditional model, within a 1,600 student high school, each General Education discipline (Math, English/Language Arts, Social Studies) requires 11 teaching stations, and Science requires 10 in order to serve the number of students with sufficient sections for the number of credits required. Typically the classrooms serving each of the subject disciplines would be clustered together with the staff planning area for that discipline, and the science labs would be clustered around shared prep areas. While academic neighborhoods may not serve this model as well as others, a "hybrid" departmental model can still be accommodated by utilizing classrooms across two neighborhoods. In order to provide the flexibility to accommodate other models, however, science labs are necessarily distributed, rather than centralized.

<u>Interdisciplinary</u>: In this model, each neighborhood can accommodate:

- One English/Language Arts class
- One Social Studies class
- One Math Class
- One World Language class
- One Special Education class
- One Science Lab
- One "other" class from any of the above disciplines.

The proximity of these differing disciplines to one another supports staff collaboration, teaming, and sharing of resources and presenters.

<u>Small Learning Communities or Schools-Within-Schools</u>: In these models, each community or school has a degree of autonomy, and will require a variety of classrooms and labs to provide both General and Science Education. Depending on the size of the communities/schools and whether they span across one or two neighborhoods, the location of distributed administration and conference rooms can be critical to the organization of this model, so that autonomy of the communities/schools can be maintained.

<u>Academies</u>:

If a Ninth-Grade Academy were desired, ~14 teaching stations, or the use of two academic neighborhoods of 7 teaching stations each, would support that model (400 students @ ~30 students per class = 13.3 spaces at full utilization.) The Science Lab Type I would be the appropriate type to be included in these neighborhoods, so it is recommended that these labs be co-located with a pair of neighborhoods most likely to be utilized for the younger students.

If a Career or Thematic Academy were desired, these combine the features of small learning communities with student choice and allow students to connect academic programs with their future career interests. In this case, each neighborhood would accommodate a variety of disciplines similar to the Interdisciplinary model, however proximity of Career and Technical Education Labs, the Digital Arts Lab, and/or the Makerspace may be key to supporting this type of academy.

Shared Staff Planning Areas

In Visioning Workshops, it was agreed to provide staff planning areas for all teaching staff. One of the principals mentioned on more than one occasion that "it's a mistake to have each department with its own office, because then there's no intermingling and collaboration." So it is not recommended that the staff planning areas be sized to accommodate traditional departments. There <u>should</u> be a staff planning area on each floor, so they are near where staff members are teaching; they should be sized to accommodate all teaching staff from that area of the building irrespective of the discipline they are teaching. A maximum size of 12 staff within a planning area was identified; keeping the size smaller reduces the distance that teachers have to travel in order to reach their teaching space.

When the schools are at capacity, rooms will not have unscheduled or empty times, so offices adjacent to music or art spaces are not needed. If, for example, the arts and music are in a building together, the staff planning area should be sized to accommodate arts and music staff together. If they are adjacent to other disciplines on a floor, then arts and/or music staff should be accommodated within a larger staff planning area for all disciplines.

More specific information about the staff planning areas may be found in the section "General Education – Program Description."

ACADEMIC NEIGHBORHOOD

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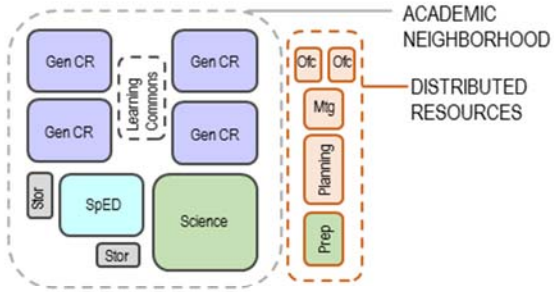
Departmental (Hybrid)

FIRST FLOOR

DEPARTMENTAL NEIGHBORHOODS

CTE NEIGHBORHOOD

PERFORMING ARTS NEIGHBORHOOD

SECOND FLOOR

DEPARTMENTAL NEIGHBORHOODS

VISUAL ARTS NEIGHBORHOOD

ACADEMIC NEIGHBORHOOD

DISTRIBUTED RESOURCES
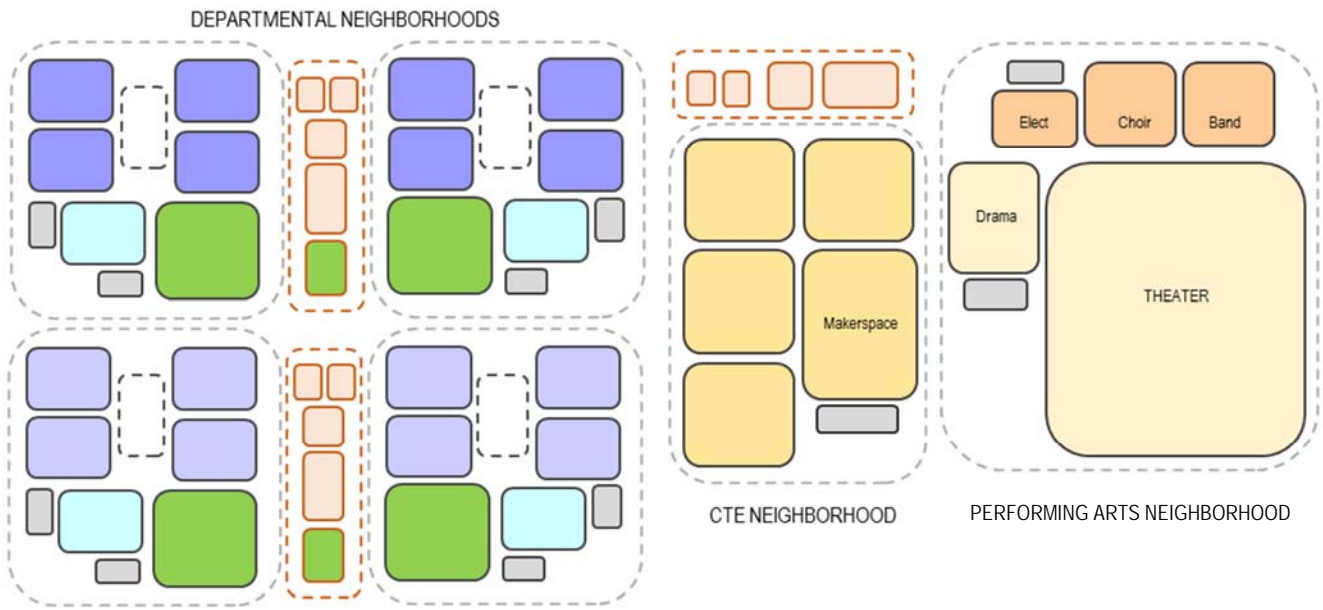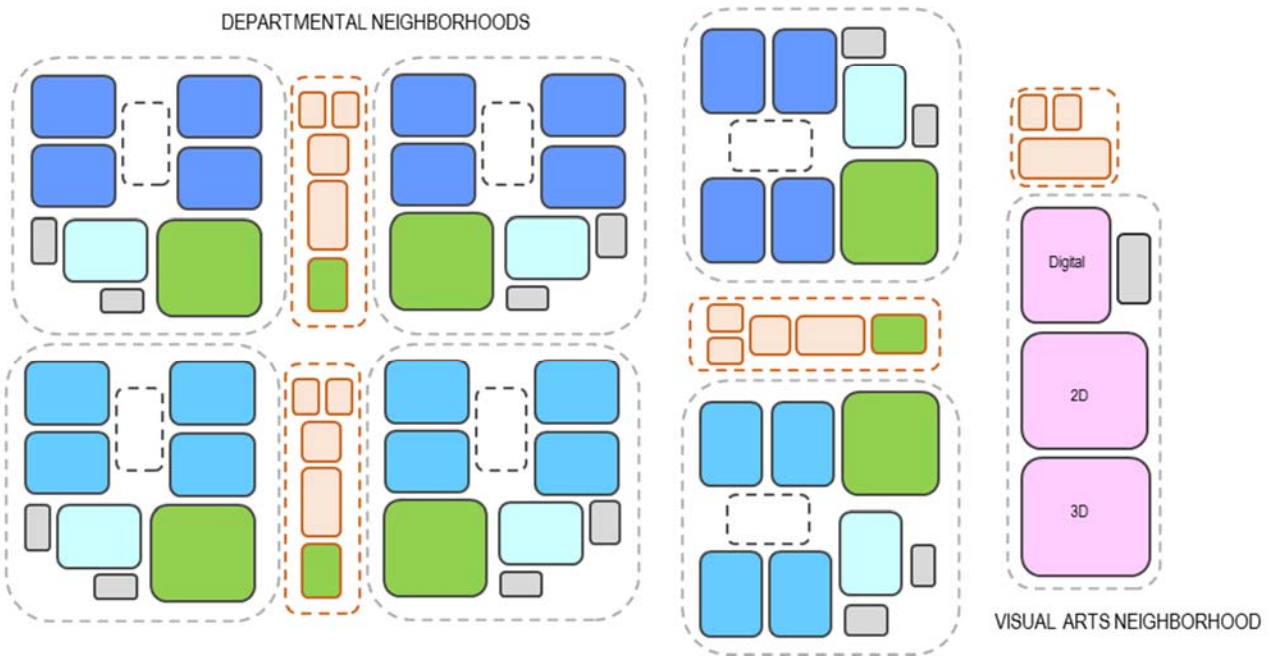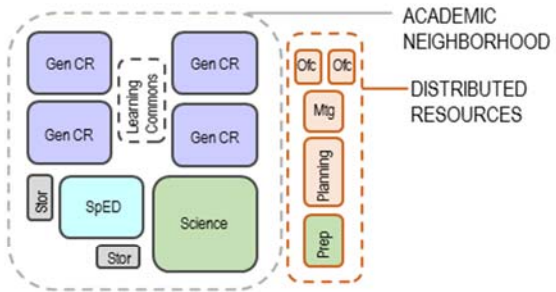
Interdisciplinary

FIRST FLOOR

INTERDISCIPLINARY NEIGHBORHOODS
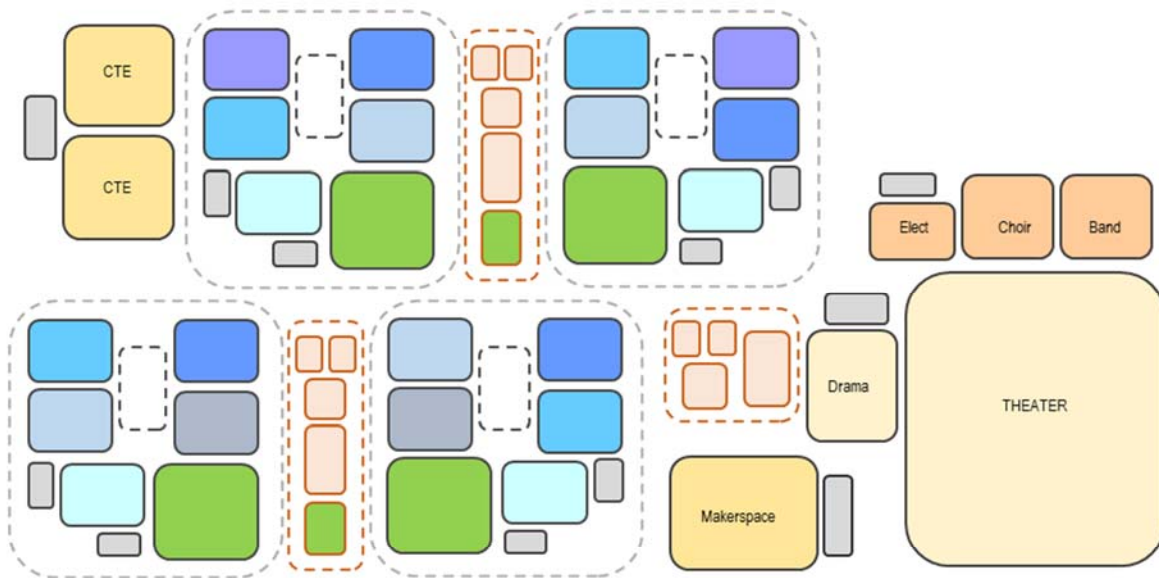
SECOND FLOOR

INTERDISCIPLINARY NEIGHBORHOODS

ACADEMIC NEIGHBORHOOD

DISTRIBUTED RESOURCES
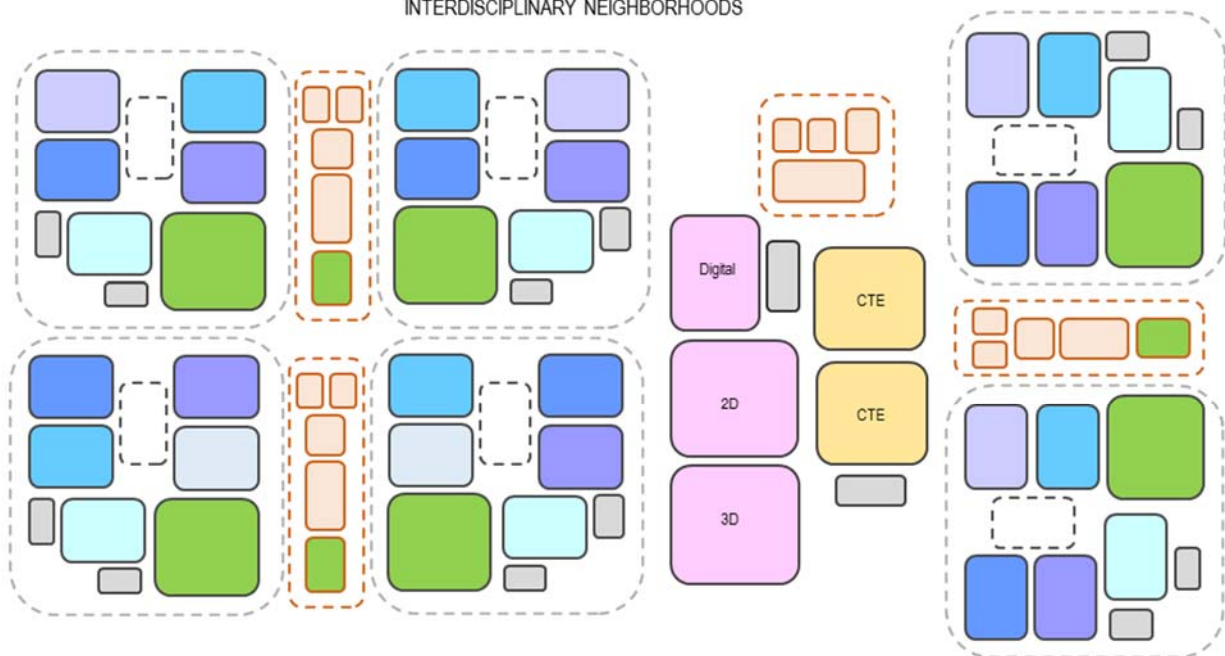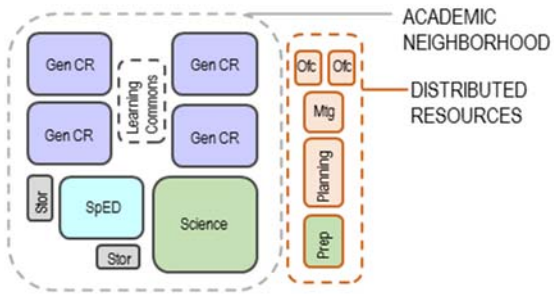
Academy

ACADEMY

FIRST FLOOR

CTE

CTE

Elect   Choir   Band

Drama

THEATER

Makerspace

SECOND FLOOR

INTERDISCIPLINARY NEIGHBORHOODS

Digital

CTE

2D

CTE

3D
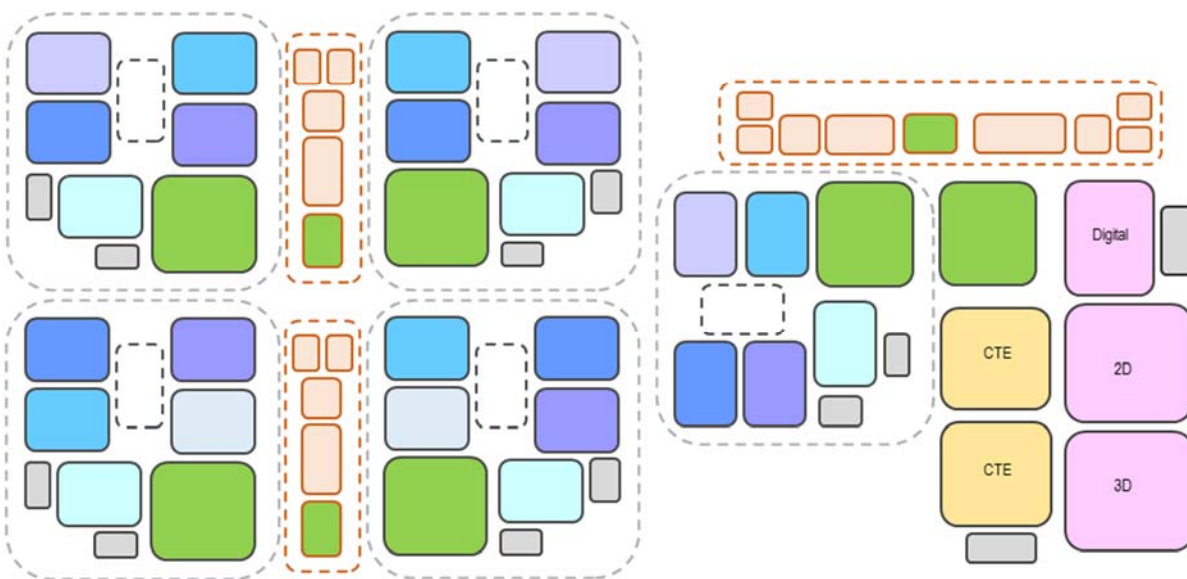
Strengthening Community & Collaboration

When exploring ideas about how to strengthen community in the high school setting, Visioning Workshop participants spoke interchangeably about **both the people and the places**: community as the students, staff, parents and affiliated partners who are invested in the school as well as community spaces within the school that are open and available to everyone.   These concepts are synergistic; corresponding elements of a whole. One cannot exist without the other.

> *"**Caring about kids' social and emotional wellbeing has to be at the core** of what we do all day… taking care of ones' self, and others, and **then that extends to the physical space as well.**"*

> *"We should be conscious of the character of those '**third spaces' that support community,** and that can be a means of getting kids excited about school. There should be spaces for partners to use at all scales."*
>
> *- Visioning Workshop participants*

One of the defining comments made during the opening Visioning Session was that our high schools need **"authentic spaces for community** partners to be included in our planning."** This idea was returned to again and again – from the Principal's Workshop to specific program space discussions with user groups. Creating spaces to support and strengthen community involvement in our high schools is seen as a top priority by all.

This desire to strengthen community aligns with the National Association of Secondary School Principals recommendations outlined in *Breaking Ranks II*:

> *A high school will regard itself as a **community** in which members of the staff **collaborate** to develop and implement the school's learning goals.*[1]

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[1] Executive Summary: *Breaking Ranks II: Strategies for Leading High School Reform.* National Association of Secondary School Principals, http://www.ashland.k12.or.us/files/BreakingRanks_executive_summary.pdf

The following principles were articulated by the participants in the Visioning Workshops as specific strategies to **Strengthen Community and Collaboration**:

DESIGN PRINCIPLES

- Create spaces that **enhance social connections** and build a sense of community.
- Provide **small groupings of administrators and counseling offices located in key areas** that enhance adult interactions with students. Maintain a core administration area near the main entry.
- The main office/reception area shall be designed so that all the secretarial and office staff **share one open office** and are all oriented toward the reception counter.
- Create **authentic spaces for community partners** to strengthen school, family and community engagement.

In addition to the principles developed in the Visioning Workshops, previous design standards articulate more specifically how building design can support **Community & Collaboration**:

- The building design incorporates and **helps convey the school's mission to the community**.
- The building provides **access and spaces for parents to participate** in decision- making and curricular activities at the school, and to gain a better understanding of their **role in helping students meet academic expectations**.
- The building design incorporates elements that emphasize the purpose of the school and how each person contributes to the school's success.
- The school's vision and focus are apparent in the building design and shared by staff, students, parents, and the community.

Social Connections

The beauty of community spaces is they blur the lines between academic and **social spaces**. Coffee shops were frequently invoked as the model for a space that fosters both community and collaboration.

Activities of all types occur in these places: from individual work or personal reflection to small groups socializing or working on a project together. This range of activities and variety of social dynamics at play reveal a level of comfort that people feel in such spaces. With comfort comes connection.

Throughout this document are recommendations to substantially increase the number of spaces for informal collaboration; prioritizing resources to make these spaces available will be key to fostering more of the social connections that will help all students feel engaged in school.

According to the National Education Association:

> *Understanding how the child operates allows the teacher to further individualize their curriculum.* ***"The more we know about the child the more we can build learning environments and curriculums that are going to work for them."***[2]

Changing Administrative Spaces to Enhance Adult-Student Connections

Distributed Administrative & Itinerant Offices

Several principals felt that student-adult relationships would benefit from enhanced opportunities for administrators to be out among students. By breaking up the traditionally centralized administrative block and distributing some of the adult offices into the student academic areas, staff will be able " to meet kids where they are."[3] And by breaking down barriers of space, we can help reduce barriers to relationships.

According to the National Education Association's 2015 Accountability Task Force report, one of the measures of school success is the degree to which students and adults have forged meaningful relationships. They believe a successful student will:

> *Connect with educators in the school who know and advocate for them. Students will have opportunities to communicate with and make strong connections with individual school staff.*
>
> *Staff will have time to collaborate with colleagues and share insights about student assets, challenges, motivators, and growth areas so all educators in the school can better engage individual students.*[4]

Open Offices and Shared Reception Areas

Administrative offices located near the Main Entry should be reconsidered to allow for more openness and connection. Considerable attention was paid to the importance of first impressions and the role the front office staff plays in projecting the culture and values of the school. By ensuring an open office floor plan in which staff members are oriented towards the reception area, they can ensure visitors receive personalized greetings while still carrying on with their workplace tasks.

Further, traditional high schools have often separated office staff and reception areas for administration and counseling. This redundancy utilizes precious space that can better serve the school community as areas for collaboration. It is therefore recommended that the reception area be shared among office staff for administration and counseling, while

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[2] Sears, Nina. "Building Relationships with Students." Excerpted from National Education Association website, http://www.nea.org/tools/29469.htm

[3] Visioning Workshop #3

[4] National Education Association report "2015- A New Vision for Student Success," published September 2015, from website https://www.nea.org/assets/docs/122096_NEA_V01_LowRes.pdf

maintaining sensitivity to the personal issues that are being addressed when students meet with counselors. Consideration should be given to the reception area having a more public side to address administrative and community issues, and a more private, internally focused side that would allow students to arrive and to leave without being on display.

Please see section "What Do We Do: Administration and Counseling Services" for more specific ideas about the Main Administration/Reception area configuration.

Authentic Spaces for Community & Family Partners

Several community partners provided insight into how flexible meeting spaces enhance their ability to engage with students. It was noted during the Visioning Workshop that "… you from the community are clearly talking about how to provide spaces that are central to your mission in ways that **both invite you in and allow you to use your talents**."

To this end, the District currently has a robust Schools and Community Partnership Program that maintains relationships with numerous public and private organizations active on our high school campuses today. This program aligns with Breaking Ranks Core Value #8:

High schools will develop political and financial relationships with individuals, organizations, and businesses to support and supplement educational programs and policies[5]

Schools and Community Partnerships (SCP)[6]
The Vision of the School and Community Partnerships Program is: "In collaboration with community partners and Seattle Public Schools leadership, the SCP Department ensures that the needs and strengths of every student are known and partner services are differentiated to support students' academic and social-emotional growth, acceleration, and success."

SCP has three main areas of focus:

- Align and Integrate Partner Services to Meet School and District Goals
  Seattle has a wealth of extremely effective community partners. But not all students, schools and regions have the same access to community partners' expertise and services. Through the creation of partnership tools,

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[5] Executive Summary: Breaking Ranks II: Strategies for Leading High School Reform. National Association of Secondary School Principals, http://www.ashland.k12.or.us/files/BreakingRanks_executive_summary.pdf
[6] SPS website, District > Departments > Community Partnerships. https://www.seattleschools.org/cms/one.aspx?pageId=14760

partnership models, and accountability structures we will better align and leverage partner supports to meet school and District goals and improve student outcomes.

- Improve Community Partnership Infrastructure and Data Systems
  In order to fully implement Multi-Tiered Systems of Support (MTSS) and improve students' academic and social/emotional outcomes we need to know all of the supports each student is receiving. This will require both refinement of our current student data management system and support to community partners in using student data to improve their programs, services and instructional practice.

- Build the Capacity of District, School, and Partner Organization Staff to Collaboratively Meet the Needs of Students
  In order to meet the first two department goals, professional learning opportunities need to be provided to both community partners and school staff responsible for supporting partnerships. Our department is committed to creating and offering supports that build the capacity of schools and community based organizations to effectively and authentically partner. In addition, we will build systems to better match schools and partners, to support principals to effectively select partners that will meet their students' needs, and to support both schools and community based organizations to align services and work through challenges.

Sample List of Community Partners 2015/2016

- Seattle Parks & Recreation
- King County Public Health
- University Tutors for Seattle Schools
- Urban Impact
- College Access Now
- University Tutors for Seattle Schools

- Seattle Public Library
- YMCA
- Boys & Girls Club
- Treehouse
- Experience Music Project
- Jack Straw Productions

The number of Community-Based organizations active on any given high school campus can range from a few to dozens. They operate before, during and after school hours and provide a wide variety of services. In the Visioning Workshops it was recommended these spaces be located for easy supervision, but be independent of the existing conference and meeting spaces because the partners need space for extended periods of time. As was explained in the Principal's Workshop:

> *"With programs like Treehouse, folks come out and meet with their caseload and need smaller spaces for a period of three hours or so. It would be important that these are **located so that their work is supervised and not isolated,** but the spaces should be **different from the main counseling conference room,** so that it is not unavailable for long periods of time."*

School-Family Partnerships

Equally important to strengthening community is the role of the family in supporting the student's learning.

From the SPS website: "At Seattle Public Schools, we recognize that when families are engaged in their children's education they achieve higher grades, have better attendance and behavior, complete more homework, and demonstrate a more positive attitude toward education... We believe that building meaningful, authentic and culturally-inclusive partnerships with our families and their communities is the best way to ensure our students' success in school, careers, and life." [7]

School Family Partnerships Framework[8]
Our *Excellence for All Strategic Plan* states that "SPS, like all urban school districts, must be creative and relentless in its commitment to engage all families. We have a strong, research-based model for family engagement in the School-Family Partnership Plan, which we plan to implement district-wide." (Excellence for All, p.39)

At Seattle Public Schools we recognize that when families are engaged in their children's education they achieve higher grades, have better attendance and behavior, complete more homework, and demonstrate a more positive attitude toward education.

What is Family Engagement?
Family engagement in education is defined as the active participation of parents, family members or other caring adults in the education of children through: academic support, advocacy, and partnerships in the school system. The ultimate goal of family engagement is to effectively contribute to preparing students to graduate ready for college, careers and life.

What Research Says
Researchers and educators have long acknowledged a strong link between family engagement and children's success in school. Studies have shown that school-family-community partnership programs enjoy improved student achievement, attendance, and fewer discipline problems.

> *"The evidence is consistent, positive, and convincing: many forms of family and community involvement influence student achievement at all ages. Programs and interventions that engage families in supporting their children's learning at home are linked to improved student achievement."*

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[7] From SPS website http://www.seattleschools.org/cms/One.aspx?portalId=627&pageId=15749
[8] This section excerpted from SPS website http://www.seattleschools.org/cms/One.aspx?portalId=627&pageId=16482.

"Family and community involvement that is linked to student learning has a greater effect on achievement than more general forms of involvement."

Implications for High School Design
Supporting relationships between schools and families is yet another reason for prioritizing resources for small group meeting and collaboration spaces. Teacher-family meetings have often occurred in classrooms, but it is no longer being proposed that teachers will "own" their classrooms. So additional spaces for teachers and administrators to meet with family members and students are important to building these relationships.

Partnerships with Higher Education

In addition to family and community partnerships, Seattle high schools have well established connections with local colleges and universities. This aligns with the following core principle from Breaking Ranks:

High schools will build partnerships **with institutions of higher education** to provide teachers and administrators at both levels with ideas and opportunities to enhance the education, performance, and evaluation of educators[9]

Running Start[10]
Running Start is intended to provide students a program option consisting of attendance at certain institutions of higher education and the simultaneous earning of high school and college/university credit. Running Start was initiated by the Legislature as a component of the 1990 parent and student Learning by Choice Law.
Students in grades 11 and 12 are allowed to take college courses at Washington's community and technical colleges, and at Central Washington University, Eastern Washington University, Washington State University, and Northwest Indian College.

Tech Prep[11]
A Tech Prep course contains a signed articulation agreement between Seattle Public Schools (Career and Technical Education) and at least one community/technical college. A student earning a Tech Prep Completer has completed 360 hours in any single CTE program area. The student must have passing grades in all courses within the program area for the courses to be counted for completer status. Tech Prep is the 'AP' of CTE. This program enables high school students to complete college-level courses while still in high school.

Tech Prep Seattle[12]
Tech Prep is a partnership between Seattle Colleges and local high school districts to ensure high school students have access to the opportunity to earn college credit while still in high school, as well as the opportunity to engage in career exploration. Since 2001, approximately 16,000 high school students have earned at least one Tech Prep eligible course totaling over 105,000 credits through Tech Prep Seattle.
Seattle Colleges offer a workforce education and training, professional-technical programs, bachelor's degrees in career areas and transfer degree programs to nearly 50,000 students each year. We are committed to endless possibilities and strong support for student success because we all benefit when everyone has a lifetime of opportunity.

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[9] Executive Summary: Breaking Ranks II: Strategies for Leading High School Reform. National Association of Secondary School Principals, http://www.ashland.k12.or.us/files/BreakingRanks_executive_summary.pdf
[10] http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/RunningStart.aspx
[11] https://www.seattleschools.org/students/college_career_readiness/academic_preparation/
[12] http://www.techprepseattle.org/about/

Our Program for Neighborhood High Schools

I don't think we should let the rules determine our vision; **let's figure out the vision, and then work to change the rules to support it.** *–Visioning Workshop participant*

Introduction to the Format

In this chapter detailed Educational Specifications are provided for each of the individual programs, including:

- A description including the type of activities conducted in the program;
- A program area table indicating the number of students served and the proposed quantities and sizes of spaces to serve the program;
- A description of functional relationships (adjacencies);
- Adjacency diagrams indicating primary and secondary adjacencies;
- Space features, including environmental characteristics as well as furniture and equipment required to support the program; and,
- Where applicable, diagrams indicating the size and layout of furniture and equipment.

These specifications are organized following the order in which they are listed in the Program Space Summary included herein, which in general outline is:

General Academic Neighborhoods
- General Education
- Science
- Special Education

Specialized Academic Neighborhoods
- Career & Technical Education
- Visual & Performing Arts
- Physical Education & Athletics

Learning Support
- Library & Information Services
- Student Commons & Dining
- Health Services
- Administration & Counseling

Building Support
- Facility Operations

Building Capacity and Program Area Summary

This section includes two key documents:

The Generic High School Program Capacity calculation is based upon the proposed number of large group (full class size) teaching stations. The assumed capacity for each teaching station is 28 students, though typically classrooms and labs have been sized to accommodate up to 32 students and 1 staff person within each space, because that is the maximum number of students that current teaching contracts allow for academic classes. The calculation demonstrates that at 100% utilization a theoretical maximum of ~1,900 students could be accommodated within the proposed model. With the provision of staff planning areas for all teaching staff, a more realistic utilization rate of ~ 90% is more likely to be achieved. For the purposes of this calculation, a utilization factor of 85% has been used to demonstrate that the proposed areas provide sufficient flexibility to accommodate the preferred maximum enrollment of 1,600 students.

The Generic High School Program Area Summary identifies all program-specific spaces, as well as the majority of learning support and building support spaces necessary to provide a complete high school facility.

Proposed program areas have generally been determined as follows:

A comparison of program areas for the following Seattle Public Schools high schools was prepared:

High School	Construction Type	Capacity	Ed Specs Date	Opened
Ballard	New in lieu of modernization	1,600	1993	1999
Roosevelt	Modernization with new addition	1,600	2002	2006 or 7
Garfield	Modernization with new addition	1,600	2004	2008
Sealth	Modernization with new addition	1,600	2008	2010
Nathan Hale	Modernization with new addition	1,100	2008	2012

In addition, a comparison of program areas from Educational Specifications for high schools of comparable size in the Pacific Northwest was also prepared. These included:

High School	Construction Type	Capacity	Ed Specs Date	Opened
Lynnwood	New in lieu of modernization	1,600	2005	2009
Snohomish	Unknown	1,500	2005	2012
Ferris, Spokane	Unknown	1,600	2010	2014
Shorecrest	New in lieu of modernization	1,600	?	2014
Sammamish	New in lieu of modernization	1,600	2010	2017 TBD
Portland	Generic High School Ed Specs	1,500	2014	Future

Where there was general consistency among areas for the SPS High Schools, the average of areas for SPS schools was used. Where there was inconsistency, or a trend toward larger or smaller spaces, or elimination of spaces typically seen ten or twenty years ago, then the program areas from other high schools were taken into consideration as indicators of the regional trends.

In some cases, sizes of spaces were tested with plan diagrams to confirm that they are adequate to accommodate the anticipated group sizes and activities. These diagrams are included at the end of each program section when it has been deemed that they would add value to the design team's understanding.

General Guidelines

This section presents considerations and guidelines for planning and design that apply to the site, the school building as a whole, or to elements of the building that are not program-specific. These considerations and guidelines are offered for the following areas of attention:

- Engaging the Site for Socialization & Learning
- Site Circulation, Transportation, and Distribution Services
- Safety, Security & Risk Management
- Identity, Entry & Wayfinding
- Student Lockers

GENERIC HIGH SCHOOL PROGRAM AREA SUMMARY

Nbhd Program Area	# Staff	# Students	# T.S.	# Rooms	Unit SF	Total SF		Comment
ACADEMIC DISCIPLINES								
General Academic Neighborhoods								
General Education								
Language Arts, Social Studies, Math, World Languages	1	28	40	40	900	36,000		
Learning Labs	Up to 2	Up to 15	2	2	450	900		Confirm with S Kokx (2 here + 2 in Dist Commons)
Neighborhood Learning Commons				8	600	4,800		
Small Group Conference/Seminar				4	300	1,200		
Small Group Conference/Seminar				8	150	1,200		
Display				4	100	400		
Book & Technology Storage				8	100	800		
Arts Integration Supply Storage				8	50	400		
Science: Type 1 - Physics & Earth Science	1	32	2	2	1,350	2,700		
Science: Type II - Biology, Environmental Science	1	32	5	5	1,350	6,750		
Science: Type III - Chemistry	1	32	3	3	1,350	4,050		
Science: Prep & Storage	2	-		5	300	1,500		
Staff Planning for General Education incl Science	Up to 8	-		7	620	4,340		Includes small copier / worktable ; confirm if sufficient #'s for IA's
General Education - Subtotal							65,040	
Special Education								
Classroom: Resource Services	1 T + 2 IA	Up to 23	2	2	900	1,800		
Classroom: Access Services	1 T + 3 IA	Up to 13	2	2	900	1,800		
Classroom: Focus Services	1 T + 2 IA	Up to 10	2	2	900	1,800		
Classroom: Social/Emotional Services	1 T + 2 IA	Up to 10	2	2	900	1,800		
Classroom: Distinct Services	1 T + 2 IA	Up to 7	2	2	450	900		Ttl staff is 32 SpEd; confirm
Teaching Kitchen	1 T	Up to 6		0	0	0		Share with CTE: Cooking Lab
Toilet Room with Changing Table	1	1		1	150	150		
OT/PT Room	1	1		1	450	450		
OT/PT Equipment Storage Room	-	-		1	150	150		
Psychologist & SLP Offices	1	2		2	120	240		
Staff Planning for Special Education	Up to 8	-		4	620	2,480		Ttl staff is 32 SpEd+ OT/PT; confirm
Special Education - Subtotal							11,570	Note: Ingraham may req 1 CR Transitions
General Academic Neighborhoods - Subtotal							76,610	
Specialized Academic Neighborhoods								
Career & Technical Education								
CTE: Cooking & Nutrition Lab (Residential)	1	32	1	1	1,350	1,350		
CTE: Business, Advertising & Marketing	1	32	1	1	1,350	1,350		
CTE: Student Store	1			1	200	200		
CTE: Computer Science/Web Design	1	32	1	1	1,350	1,350		
CTE: Site-specific Skills Center Lab incl support spaces and storag	2	32	2	2	1,800	3,600		
School-wide Makerspace	Up to 2	Up to 40	1	1	2,500	2,500		
Career & Technical Education - Subtotal							10,350	
Visual & Performing Arts								
Arts, 3-D, incl kiln/supply storage/project storage	1	32	1	1	1,800	1,800		
Arts, 2-D, incl supply storage/project storage	1	32	1	1	1,800	1,800		
Arts, Digital: Graphics/Photography, incl storage	1	32	1	1	1,350	1,350		
Music, Band Practice Room	1	Up to 90	1	1	2,000	2,000		
Instrument Storage for Band & Orchestra				2	450	900		
Music, Orchestra/Choral Practice Room	1	Up to 70	1	1	1,800	1,800		
Music, Electronic Keyboard Practice	1	32	1	1	900	900		
Music, Practice Room, Ensemble		Up to 10		1	300	300		
Music, Practice Room, Small		Up to 4		5	75	375		
Music, Library (shared)				1	300	300		
Music, Band Uniform & Choir Robe Storage				2	150	300		
Music, Choir Riser Storage				1	150	150		
Music, Sound Equipment Storage				1	150	150		
Performing Arts, Main Theater	1			1	5,000	5,000		
Performing Arts, Stage				1	3,000	3,000		
Performing Arts, Orchestra Pit				1	500	500		
Performing Arts, Black Box Theater/Drama Class	1		1	1	2,000	2,000		
Performing Arts, Dressing / Makeup / Toilets				2	400	800		
Performing Arts, Scene Shop				1	1,000	1,000		Share of Makerspace
Performing Arts, Props Storage				1	230	230		
Performing Arts, Costume Storage				1	200	200		
Performing Arts, Lighting Control Booth				1	200	200		
Performing Arts, General Storage incl Grand Piano				1	200	200		
Performing Arts, Lobby/Foyer				1	1,000	1,000		
Visual & Performing Arts - Subtotal							26,255	

Physical Education & Athletics

Physical Education, Main Gym	2	Up to 32		2	6,750	13,500		Bleachers for 1600
Physical Education, Auxiliary Gym	1	Up to 32		1	5,640	5,640		
Physical Education, Multipurpose	1	Up to 32		1	2,400	2,400		
Physical Education, Fitness/Weight Room	1	Up to 32		1	1,800	1,800		
Physical Education, Student Locker/Shower/Tlts				2	1,960	3,920		
Physical Education, Equipment Storage				1	1,200	1,200		
Physical Education, Technology Equip Storage				1	40	40		
Physical Education, Staff Office & Locker	Up to 3			2	240	480		3 workstations per side
Physical Education & Athletics, Staff Toilet/Shower				2	200	400		
Classroom, Health Education	1	Up to 32	1	1	900	900		
Athletics, Student Locker/Shower/Toilets				2	1,200	2,400		
Athletic Director Office				1	150	150		
Athletics, Coach Office & Locker				2	240	480		One W.S. per sport per season
Athletics, Uniform Drying				1	500	500		
Athletics, Training Room				1	400	400		
Athletics, Team Room				0	0	0		Use Health Education Classroom
Athletics, Equipment Storage				3	200	600		3 seasons
Athletics, Outdoor Equipment Storage				1	300	150		Count outdoors space @ half
Physical Education - Subtotal							**34,960**	
Staff Planning for Specialized Academic Nbhds	Up to 8	-		2	620	1,240	1,240	14 staff for CTE, Visual & Perf Arts (PE staff adj to locker rms for supv)
Specialized Academic Neighborhoods - Subtotal							**72,805**	

Library & Information Services

Library - Group Instruction/Reading/ Circulation/Stacks	Up to 3	Up to 64		1	6,000	6,000		
Workroom	1			1	200	200		
Conference Room, Large		Up to 16		1	300	300		Access from within Library
Conference Room, Small		Up to 8		4	150	600		Access from within Library
Conference Room, Large (Distance Learning)		Up to 16		1	300	300		Access from adjacent corridor
Conference Room, Small (Distance Learning)		Up to 8		4	150	600		Access from adjacent corridor
I/T Support & Computer Storage/Checkout	Up to 2			1	250	250		Locate with service window to corridor, adjacent to library so can use worktables for computer check-in/check out at beginning & end of year
Library & Information Services - Subtotal							**8,250**	

Student Commons & Dining

Student Commons / Dining Area (to seat ~400 dining at rectangular convertible bench tables)		Up to 400		1	4,000	4,000		Up to 400 for dining or assembly
Distributed Commons: Forum		Up to 100		2	1,088	2,176		
Distributed Commons: Learning Lab		Up to 20		2	450	900		
Distributed Commons: Small Group Collaboration		Up to 20		3	300	900		
ASB Office & Workroom		Up to 20		1	450	450		
Student Activities Coordinator Office	1			1	120	120		
Commons Chair & Table Storage				1	400	400		
Kitchen: including all areas				1	2,500	2,500		
Servery				1	1,200	1,200		
Vending machine/Grab'n'Go Cart niches				2	25	50		
Staff Toilet/Locker, Unisex				1	50	50		Accessed from corridor
Student Commons & Dining - Subtotal							**12,746**	

Health Services

Reception / Waiting (shared by both providers)	1	Up to 4		1	160	160		
School Nurse (School District Provider)								
School Nurse Office / Treatment Room	1	1		1	180	180		
Cot Room (2 cots)		Up to 2		1	120	120		
Restroom / Shower / Washer / Dryer		1		1	120	120		
School-Based Healt Center (Outside Provider)								
Health Care Provider Office	1	Up to 2		1	120	120		
Mental Health Counselor Office	1	Up to 2		1	120	120		
Itinerant / Shared Provider Offices	Up to 2	Up to 2		2	120	240		
Exam Rooms	1	1		2	100	200		
Lab	1			1	80	80		
Toilet Room		1		1	50	50		
Conference Room	Up to 8			1	150	150		
Health Services - Subtotal							**1,540**	

Administration & Counseling

Centralized Admin near Main Entry

Public Reception & Waiting		Up to 6	1	500	500	
Secretary/Office Manager/Support (open area)	Up to 3		1	300	300	
Attendance Office	1		1	150	150	
Registrar Office	1		1	150	150	
Principal, Ass't Principal, Busn Mgr Office - central	1	Up to 3	3	180	540	Sized same for flexibility
Conference Room, Medium	Up to 12		1	180	180	
Admin Workroom / Copy / Mail / Kitchenette	Up to 3		1	300	300	Shared with Counseling
Records / Secure Storage			1	180	180	
Closet / General Storage			1	100	100	
PTA/Alumni Volunteer Workroom/Storage			1	150	150	
Staff Toilets			2	60	120	Shared with Counseling

Centralized Counseling / Student Services

Reception / Secretary & Waiting	Up to 2	Up to 4	1	300	300	
Guidance Counselor Offices	1	1	4	120	480	
Conference Room - Small			2	120	240	For mtgs > 2
Career Resource Center	Up to 28		1	900	900	Locate for flexible classrm use

Distributed to Other Floors or Buildings for Supervision

Reception / Waiting for distributed offices		Up to 2	3	30	90	
Ass't Principal / Dean of Students offices	1	Up to 3	2	180	360	Sized same for flexibility
Itinerant Offices - distributed	1	Up to 2	6	120	720	Cluster 2 or more w/ waiting area
Security Office	3		1	240	240	

Distributed to Other Floors or Buildings for Convenient Access

Staff Lounge	Up to 30		1	900	900	Classroom size for flexibility
Distributed Workrooms	Up to 3		2	150	300	Supplemntl to Staff Planning areas

Administration & Counseling - Subtotal	7,200
Learning Support - Subtotal	29,736

BUILDING SUPPORT

Facility Operations

Central Receiving/Workroom/Storage	Up to 3		1	800	800	
Lead Custodian Office	1		1	100	100	
Conference/Staff Break Room	Up to 8		1	200	200	
Staff Locker & Shower	1		1	50	50	
Staff Toilet, Unisex	1		2	50	100	
Custodial Closets			7	80	560	
Equipment Storage* (allowance)			1	800	800	*Shape of rm as close to square as possible to accommodate stored items
Furniture Storage*			1	400	400	*Same as above
Facilities & Grounds Equipment Storage*			1	150	150	*Same as above

Facility Operations - Subtotal	3,160

NET ASSIGNABLE AREA	182,311

UNASSIGNABLE AREAS

Toilet Rooms

Student Toilets other than special purpose above	12	300	3,600	
Student Toilets, large, near Gym+Commons+PAC	2	500	1,000	
Gender Neutral Toilet + Shower	2	125	250	SPS to confirm
Adult/Public Toilet near Gym+Commons+PAC	4	300	1,200	
Adult/Staff Toilets, other than special purpose above, distributed throughout	8	60	480	

Toilet Rooms - Subtotal	6,530

Mechanical & Electrical

Mechanical Rooms at any level, allowance @ 1,000 SF per 10,000 SF of gross bldg area	1	26,000	13,000	At least half shall be allocated to less costly areas such as attics, basements; therefore half allocated at full cost.
Sprinkler Riser Room	1	80	80	
Electrical Rooms, allowance, excluding telecom	1	1200	1,200	
MDF, allowance	1	500	500	
IDF, allowance	6	60	360	
Elevator & Machine Room - 1st level only	1	150	150	
			15,290	

Horizontal Circulation, Stairs, Structure/Walls/Shafts	At 30% of Assignable, Based on Averages of SPS & Other HS	54,693

SUBTOTAL UNASSIGNABLE AREAS	76,513

TOTAL ASSIGNABLE + UNASSIGNABLE AREAS	258,824

Engaging the Site for Socialization and Learning

Site Opportunities

Natural and designed site features offer multiple benefits to a school campus beyond aesthetic enhancement. The site anchors a school within the greater context of natural, social and cultural histories of its place. Site features such as trees, vegetation, and outdoor amenities are the first visual and physical contact students, staff and visitors have with the school each day. **The respect and attention given to the outdoor environment sets the tone and expectations for the indoor environment.**

The social and emotional benefits of a robust, ecologically diverse site cannot be understated - especially given the rapidly decreasing access to the natural environment faced by many students in urban neighborhoods. Outdoor areas where students hang out, have lunch, wait for pick up may be the only encounters with the natural world that some students experience on a regular basis. Therefore, a rich outdoor environment that engages all of the senses is more important than ever. The more you engage all of your senses, the more you are engaged.

Goals of Site & Outdoor Learning Design

1. **Defines a school's "sense of place" within the natural environment**
   - Enhances awareness of nature and encourages a culture of stewardship
   - Fosters community pride and sense of belonging
     - Can be strengthened with student/community ownership of designated areas
     - Opportunities for work parties and student service hours
   - Includes both formal and informal outdoor spaces

2. **Provides venues for active, hands-on learning experiences**
   - Outdoor "classroom" space with seating for minimum one class size (32 students)
     - Lecture, performance or presentation area
     - Outdoor science lab or maker space
       - Provide water access
       - Provide Wi-Fi access
       - Tables could be brought outside from inside.
     - Every school site should have an outdoor classroom space.
   - Outdoor Learning Gardens (see "School Learning Gardens" section)
     - Identify location and plan early rather than waiting until after the building is complete
     - If a greenhouse is desired, it should accommodate at least one classroom (32 students)
     - Gardens evolve – design for flexibility
       - Containers can help manage landscaping/garden amenities when fallow and can be relocated to places where they work best.
     - Every school site should have a space reserved where a Learning Garden could be implemented; care should be taken during construction that soils in that area are not compacted, that debris is not left, and 6" of compost and topsoil should be tilled into the soil in preparation for a future garden.
     - Only those with a clear "champion" for developing, maintaining, and connecting the garden to learning shall have a fully developed Learning Garden with fencing and raised beds provided.
   - Not every outdoor learning opportunity needs to be on the school site – map the school neighborhood for additional opportunities.

3. **Supports unstructured, informal activities**
   - Provide a variety of gathering/hang out spaces
     - Consider locations of building overhangs
     - Consider locations of site lighting, especially near after-hours use areas.
     - Landscape bed edges as possible seating.
   - Offer moments of refuge for quiet contemplation, relaxation and retreat
   - Consider places to study within a natural landscape
   - Allow for places to have experiences – observe and learn from the outdoors

School Learning Gardens (Outdoor Classrooms)

The following is adopted from guidelines from the Seattle Public School District – Self Help Projects Program "Draft Guidelines for School Learning Gardens (Outdoor Classrooms)," updated 9/15/2015.

School learning gardens are one of the recognized hands-on teaching tools for a variety of disciplines such as Science, Environmental Education, Reading, Art, Language, Math, Health and Nutrition, Stewardship and more. The opportunities to implement lessons outdoors are endless.

Location, Features, Design Considerations

District staff from the Self Help Projects office and from Grounds will meet with school and design team staff on-site to help you select an appropriate location at your school grounds to avoid conflicts with maintaining and operating the school and grounds. Since this is "adapted" I think pronouns should be changed from "you" to third-person.

- Consider an existing landscape area or transforming an abandoned garden spot. Can =efforts be used to beautify a current area? We recommend that outdoor classroom features are consolidated into a single area on the school grounds, so if there are multiple (non-landscape-type) gardens scattered around the school site and/or some have been abandoned, think about how to combine them into a cohesive area.

- Sun: Direction and hours of sun or shade is of utmost importance for the type of garden you choose. For many garden types, you'll want a sunny location, but preferably not too hot to avoid heavy water consumption (or sweltering gardeners).

- Visibility: Think about placing the garden in a highly visible place for all to enjoy (and to nudge you into good maintenance practices.) However, we try to avoid placing school gardens at the front of the school, because school gardens sometimes tend to be untidy, which detracts from the overall appearance of the school. If there's no other option, the front of school will be considered, with an increased expectation of a high level of maintenance of your garden.

- Water: A nearby source of water is imperative; otherwise you'll need to include the cost of extending a water line or another creative watering method in your budgeting. A small water meter may be required for your hose bib to monitor the quantity of water you are using for the garden. This can be a great learning tool for water lessons.

- Safety and security: gardens should not create attractive-nuisance places to hide or congregate. Consider plant materials' and garden elements' sizes and shapes and locations.

- Rodents: Critters such as raccoons, rats, mice, and squirrels are ubiquitous in Seattle's neighborhoods. It is important for your garden, as well as the future for all schools' gardens, that your garden does not earn notoriety for harboring rodents. We will stress best practices to avoid rodent habitat.

- Stinging insects: Gardens can provide a sanctuary for beneficial insects including important pollinators. However, plan carefully where certain plants that may attract stinging insects are located, since many students and adults are seriously allergic to bee stings.

- Pest control: We require that no plant material (at maturity) or garden features are placed within two feet of the building walls to avoid habitats that foster rodent activity. Mulching along the building wall will keep weeds down and provide access around the garden. Fruit trees are not permitted, except at the few learning gardens that have a long history of a paid Garden Educator who can monitor and manage timely harvesting in order to avoid attracting rodents and stinging insects.

- Exposure: You'll want to be sure your school garden is not too exposed to wind.

- Outdoor classroom size: Minimum 32 students. However, size may vary per school depending on specific requirements of each program. Considerations – other elements that need to fit on the site such as play areas; resource conservation (water use); capacity of volunteers for on-going attention and care.

- Fences, gates: Where feasible, a fence enclosure is desirable to provide a sense of ownership, containment of students working in the garden, security of the garden, and protection from playground activities. Fence material must be consistent with District's standards for chain link (may be black vinyl coated). Artistic elements on fence and gate may be considered through Self Help Application for Project Approval.

- Conflicts: Observe playground patterns and avoid locating your school garden where trampling and bouncing balls could damage your garden.

- Garden beds: Weigh the pros and cons (including costs, soil viability, flexibility, and resources) for raised garden beds versus in-ground beds. Be sure some beds are accessible to students and adults using wheelchairs or with mobility constraints. If you decide to use raised beds, the beds must be constructed of durable materials that will hold up for many years, and that are non-toxic to plants and people.

    o   How many beds do you want as start up? How much room do you have? How many can you afford?

    o   The width of garden beds usually should not exceed 48" so children can easily reach into the beds while standing on adjacent paths.

- Soil, compost: With advice from District Grounds and or Self Help Projects staff, select appropriate types of soil and compost to add to your garden based on what you are going to grow.

- Mulch: Use of mulch is important to help retain water in the soil and to help control weeds. Many materials can be used as mulch, such as leaves, arborist mulch (chipped tree branches) and compost. Arborist mulch or ADA-appropriate playground chips are often used for path material to avoid mud as well as keep weeds at bay (more info below under "Paths").

- Irrigation: We encourage students to use watering cans and measure the amount of water they are applying to the garden to fully understand the concepts of measurement and water use for various crops in varying weather conditions.

    o   Prior District approval is required when using supplemental irrigation systems. Only water-conserving irrigation methods will be permitted, such as soaker hoses and/or drip lines and/or high-conservation spray stems.

Automatic timers ARE NOT allowed, because it is too easy for gardens to be forgotten or irrigation failures to be unnoticed – leading to shriveled plants or expensive water bills.

o A small meter device at the hose bib may be required for a new garden to measure water used. In this case, the school garden contact will be expected to report monthly the amount of water used.

o For landscape renovation gardens, perennial plants may be watered regularly through establishment (the first two to three years), and then afterwards only occasionally as weather dictates.

o The District practices water conservation. In some summers the city may declare a drought. If so, it may be necessary for the District to impose a ban on summer watering.

- Garden paths: In some cases, there will already be existing asphalt next to your garden beds. Otherwise, plan for suitable material to avoid muddy paths, as well as accessibility to those using wheelchairs. Woodchips are often a good option; Engineered Wood Fiber (a specific type of wood chips) should be applied to some paths in order to be navigable by wheelchair users.

- Seating: It is a good idea to include some form of seating to allow up to one classroom of students to be seated while an instructor engages students in a lesson. Seating may also be used while writing, drawing, and socializing. Use of clipboards as a writing/drawing base is a great tool. Usually seating is fixed in place; otherwise, it must be stable and difficult to steal or vandalize. You might take advantage of nearby seat-height retaining walls or extend an edge on your garden beds.

- Signage: A sign should be displayed at your garden, saying something to the effect, "Please respect our school's Learning Garden, created and being maintained by _____".
    o Other friendly signs can provide a good way of communicating what's happening in your garden, or specific school garden rules. *[Add photos of some ideas on fun signs at various schools.]*
    o Bulletin boards can be a good way of sharing upcoming garden events or special seasonal features in your garden.

- Compost bin:
It is desirable to include a two-bin compost system to manage a small amount of yard-waste generated from your garden to demonstrate composting and soil lessons to students. However, you might wait until your garden is underway and you have more time to devote to setting up compost systems. Be sure to designate a space for it when you start your school garden. Utilize assistance from Seattle Tilth's Master Composter/Master Soil Builder program to advise as you get started.

The compost system likely will not be large enough to fully accommodate your garden's yard-waste in all seasons. As of September 2015, it is mandatory for all schools to collect cafeteria food-waste for composting through Cedar Grove. Therefore, all schools now have food-waste bins on site which can be used for small amounts of your school garden's yard-waste. For large garden cleanups, we can assist you in ordering a temporary large yard-waste container.

Design and operate your compost system to avoid rodents. Absolutely NO FOOD WASTE is allowed in open compost systems.

- Worm bin: Consider including a worm bin (closed container) in your school garden to demonstrate and teach recycling of food waste scraps. You will need prior review by the Self Help Team and specific approval and training to install an appropriately designed worm bin.

- Other elements you might place in your garden: weather station, rain gauge, …

- Tools storage: We have established a design standard and maximum size for garden sheds. *Info provided upon request. Will add to this document in the near future.(Let's see if we can get this from Gretchen now, rather than asking each design team to get it).* Storage units require Self Help Project Application for Approval.

- Materials used in your garden: Prior review and approval must be secured for any salvaged materials proposed for use so we can screen for hazardous materials, appropriateness, installation methods, etc.

Grounds Maintenance Considerations

- Currently 1 District gardener visits a school every 2 weeks for grounds maintenance.

- Grounds Maintenance uses 72" mowers for cutting grass. Site boulders can be difficult to mow around.

- Consider shade control for weed management – District does not use pesticides.

See SPS Technical Building Standards for other important considerations for making outdoor learning areas and site designs sustainable over time.

Site Circulation, Transportation & Distribution

This section provides guidance for the safe, efficient movement of people, goods and services to, from and through the site as it relates to District and school operations as well as surrounding urban transportation networks.

Site Planning & Design

The smooth and efficient movement of people – on foot, on bike, in cars – in and around the school site is essential. Provide hard surface walkways throughout the school grounds to accommodate people with disabilities and to facilitate site maintenance. The site must provide adequate areas for entering and leaving, parent pick-up and drop-off, parking, and play fields. Consider a multi-story structure to achieve these objectives.

The site should remain as natural as possible while still considering the safety for children walking to and from school and playing on the school grounds. Whenever possible, trees shall be left as a visual and sound screen between the school and the neighborhood. Steep banks shall be avoided whenever possible. Gentle berms (slope 1:4) can be used in grassy play areas to provide areas for socialization and play. Raised planting beds can incorporate seating for outdoor gathering areas.

Special Site Considerations
- Identify an area of the site for future placement of up to five (or more) classrooms in portables (total area below 5,000 square feet). Extend all utilities including water (potable and fire), sanitary sewer, electrical power, intercom, data, and fire alarm to utility vaults to allow for future connections to the portables. Assume gravity sanitary sewer system, size site sanitary sewer system pipe to accept additional portable sanitary sewer load.
- Provide a designated location for an 8'x 10' container or shed to house natural disaster / emergency supplies on a hard surface at least 30' from building (preference). This area should be easily accessible in an emergency. In a new building designed to current seismic codes, this storage area may be part of the building if accessible by exterior doors.
- Provide area for potential installation of solar panels when feasible.
- Provide concrete pads for placement of bicycle racks, trash receptacles and portable toilets to be used during special events.
- Provide designated locations for community use and upgrade facilities to meet identified requirements (if feasible) such as concessions and restrooms.

In order to confirm the integration of the design of the site with that of the building, at each review phase, design teams shall provide an integrated site and floor plan showing the relationship between building interior and exterior. At Design Development and subsequent phases, the site plan shall include improvements and amenities.

Circulation Overview

Consider how vehicular traffic will most likely approach the site when planning bus/car/service drives. It is preferred that the site be accessible from at least two streets. It is imperative that traffic on the site be managed for safe separation of pedestrian and the various types of vehicular traffic.

GENERAL
- Car and bus traffic must be separated.
- Car, bicycle, and pedestrian traffic must be separated from service traffic.
- Consider access by fire department emergency vehicles when planning site circulation.
- Security lights need to be provided for access and egress for early morning, after school and evening activities. Lights should be on a timer and equipped with continuous dimming technology for specific light levels. Security lights should be independent from other building lighting, with switching that allows use only in needed areas." For example, if only parking lot and front door lighting is needed one evening, switching does not include all hallways and rear exterior doors. Further, lighting should be zoned per the Technical Building Standards.

PEDESTRIANS

Activities
- Walking to and from school.
- Walking to and from play fields.
- Fire/safety drills.

Space Requirements
- Consider volume of traffic when planning sidewalk widths.

Spatial Relationships
- Separate all pedestrian traffic from vehicular traffic.

Electrical, Plumbing & Mechanical Needs
- Provide adequate lighting of sidewalks and stairs for use during night activities.
- Provide photocell and timer tied to energy management system for all exterior lights.
- Provide a minimum of five exterior lighting circuits/zones (not all exterior lighting on one circuit).

Special Considerations
- Analyze likely access paths to determine sidewalk locations.
- All walks should be level with adjacent surface and minimally 5' wide.
- Covered walkways from car and bus drop-off/pick-up points are desirable.
- Widen sidewalks at intersections to prevent students from "short- cutting" and forming their own paths.
- ADA access to all facilities is required.
- Sidewalk edges to be level with ground for handicapped/wheelchair use
- Minimize attractiveness for skateboarders.
- Provide adequate signage for way finding (perhaps multi-lingual signage).

BICYCLES

Activities
- Bicycling to and from school.

Space Requirements
- Provide designated area for storing and locking bicycles.

Spatial Relationships
- Bike racks near entrances for student and staff bicycles, in extremely visible location, and accessible by bike riders.
- Bike racks should NOT be located under breezeways necessary for making deliveries

Electrical, Plumbing & Mechanical Needs
- Provide adequate lighting of bike accessible routes for use during night activities.

Special Considerations
- Provide adequate covered bike parking spaces to meet zoning code.
- Provide safe access to site and on site for bicycle riding and parking.
- Provide hard surfaces, asphalt or concrete, to access and store bikes.

VEHICLE DROP OFF & PICK UP

Activities
- Drop-off and pick-up students by car.

Space Requirements
- Size drop-off/pick-up zone for 4 vehicles at one time.
- Queuing typically happens off-site.

Spatial Relationships
- Separate bus and car entrances.

Electrical, Plumbing & Mechanical Needs
- Provide adequate lighting for safety.

Special Considerations
- Arrange site circulation so drop-off/pick-up activity doesn't stop all car traffic [for example, provide 2 lanes of one-way traffic at drop-off zone].
- Avoid "short cuts" or "by passes" to parent pick-up and drop-off areas.
- Provide curb cuts for handicapped accessibility.
- Provide signage to direct traffic.

VEHICLE PARKING

<u>Activities</u>

- Parking for students, staff, parents, volunteers.

<u>Space Requirements</u>
- Number of parking spaces required by code, as modified by City of Seattle Departures process.
- It is acceptable to seek "departures" from zoning code requirements for the quantity of on-site parking spaces to be provided.

<u>Spatial Relationships</u>
- Locate parking near front entrance of school, or as agreed with project-specific School Design Advisory Team (SDAT).
- Focus site automobile traffic toward main entrance of building.
- Parking location should be sensitive to the surrounding neighborhoods.
- Locate parking easily accessible for shared use for areas such as Gymnasium, Dining Commons, and Library/Media Center.
- Locate parking away from ball fields to prevent damage to vehicles.

<u>Electrical, Plumbing & Mechanical Needs</u>
- Provide adequate site lighting for safety.

<u>Special Considerations</u>
- Separate parking for staff and visitors, when feasible.
- Provide zone of parking designated for Child Care parent drop-off and pickup, located.
- Consider perimeter access control to manage parking during off-hours. Where feasible, provide gate at parking lot entries.

ACCESSIBILITY

All indoor and outdoor spaces on the school campus must be handicapped accessible. All facilities shall be in accordance with the Americans with Disabilities Act (ADA). Special attention to ADA accessibility may be necessary while planning the following areas:
- Entries and exits
- Corridors and stairways/elevators
- Restrooms
- Outdoor play areas
- Bus loading/unloading
- Car loading/unloading

Changes in grade should be accommodated with ramps for accessibility. Slope preference not to exceed 1:20; if steeper than 1:20, provide hand rails. Provide visitor parking area, with required handicapped stalls, convenient to main building entrance.

Transportation Services[1]

The Seattle Public Schools Transportation Department provides safe, efficient transportation to a variety of students attending our schools and Head Start programs. Transportation is provided via yellow bus, Metro, door-to-door, and cab service. For students who are not eligible for transportation, information on safe walk-zones is provided

Eligibility for High School Students: High School students who live within the boundaries of the Seattle Public School District and who live more than 2.0 miles from their assigned school are eligible for an ORCA card. District arranged transportation will not be provided for those students that by parent/student choice have enrolled in a school other than their assigned school. Exceptions are allowed in the following areas:

1. Students who require specialized transportation services as determined by their Individualized Education Program (I.E.P.).
2. Students requiring medical transportation as approved by District Health Services.

Minimum Ridership Standard for High Schools: Yellow school bus service will be provided to grades 9-12 only when there is a lack of Metro seat capacity.

Arrival & Departure Times: With the Board's approval of changing school start times, Arrival/Start/End/Departure times for the 2016-2017 and following school years are still being finalized.

Bus Drop-Off/Pick-Up Area

Activities
- Drop-off and pick-up students by school buses.

Space Requirements
- Accommodate drop-off/pick-up for at least 3 standard 72-passenger buses, 3 small buses, as well as vans used by private service providers.
- Coordinate site-specific site planning work with Enrollment Planning and Special Education staff.
- Site requirements will vary according to student assignment and program placement policies.

Spatial Relationships
- Separate entrances for cars, buses and service vehicles when feasible.
- Bus traffic must remain separate from other vehicular and pedestrian traffic.
- If necessary, bus traffic can be combined with service traffic.

Electrical, Plumbing & Mechanical Needs
- Provide adequate lighting for safety.

Special Considerations
- Provide clear area around bus for maneuvering.
- Provide concrete walkway wide enough to accommodate loading and unloading of all buses at one time [+/- 10' wide].
- Provide end-to-end queuing for loading and unloading (confirm preference with Transportation).

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[1] Seattle Public Schools website: https://www.seattleschools.org/students/transportation

- Provide "Buses Only" signage to direct traffic or "Buses Only during the following times xx to xx" (may vary from school to school).

Future Projects - Specific Requirements

- Ingraham High School: Due to less than complete transit coverage in the north end of the city, Ingraham has four large (full-size school bus) "shuttle" routes that load on the north side of the school. For Special Education students, assume (6) each 26' small shuttles and (2) each 35' – 40' school buses with lifts.
- Lincoln High School: Since this location has excellent transit service, it can be assumed that only Special Education shuttles must be accommodated.
- Downtown High School: Since this location has excellent transit service, it can be assumed that only Special Education shuttles must be accommodated.
- Rainier Beach High School: similarly, it should be assumed that only Special Education shuttles must be accommodated.

Distribution Services

SPS Distribution Services provides deliveries of:
- Equipment, materials and supplies from the District Warehouse
- Food service from the central kitchen
- Intra-district mail

Deliveries are made between the hours of 6:30 a.m. and 4:00 pm. At a 1,600 student high school, the schedule of deliveries is typically:
- General freight deliveries: 3 times per week
- Prepared food deliveries: daily
- Milk deliveries: 3 times per week
- Produce deliveries: 2 times per week
- Frozen food deliveries: once per week

There are 3 times more deliveries made for the kitchens than are made for other types of deliveries, as food is delivered every day. These are the only deliveries with a deadline, i.e. the food must be delivered to all of the schools each morning in sufficient time to allow the kitchen staff to prepare it before the first lunch. They bring in cold food in tall insulated boxes on casters each day. Therefore, it is beneficial if those delivery paths can be short and efficient. **However, the location of the loading dock should not be driving the location of the Kitchen/Servery/Dining Commons.** The functional needs of Commons and spatial configurations that best support the school are the most important considerations. Service access and loading dock shall be adjusted as needed to support these primary spaces.

The quantity of dry storage to be accommodated has varied drastically over the years, and is dependent upon the demographics of the school. With higher quantities of students receiving free and reduced lunch, the quantity of dry storage needed increases. For example, at Denny/Sealth, 8 to 12 pallets are delivered each week (note: this is combined quantity for the middle and high schools). At Nathan Hale, 1.5 to 2 pallets are delivered each week**. Lincoln High School, Ingraham High School, and a new downtown high school are likely to be similar to Nathan Hale, however, flexibility must be allowed for changes in the food delivery model over time.**

Truck drivers work solo, so ensure the grade is level at the truck parking area adjacent to the loading dock. Otherwise, when the drivers release the palletized materials (which weigh up to 400 lbs) from the straps securing them during transport, the freight rolls down toward the loading dock and one person can't stop it.

The amount of time that an individual delivery requires varies from a few minutes up to an hour, depending on where and to how many locations within the building that the delivered items must be distributed. For efficiency, it is preferable if storage areas for materials and supplies such as books, office supplies, custodial supplies, extra furniture, and similar items, be located as close to the loading dock/receiving area as possible, as long as programmatic priorities do not require locations in others parts of the building.

Except for intra-district mail, the above deliveries must be accommodated at a service drive/loading dock. This shall be designed to accommodate a delivery vehicle that is 35' from front bumper to extended lift gate. Whenever possible, the area shall be designed to accommodate two such vehicles at one time.

Semi-trucks are typically used primarily for initial furniture and equipment deliveries to the building. Designing the service court/loading dock area to accommodate these would be designing for the worst-case scenario, which is unnecessary.

In addition to the deliveries identified above, garbage, recycling and compost dumpsters must be accommodated at the service court/loading dock area. At a high school, pickup frequency for the standard 8 cubic yard dumpsters is typically:
- Garbage: 3 times per week
- Recycling: 2 times per week
- Compost: 2 times per week.

Other delivery providers will also be accommodated, including:
- UPS, FedEx, and other commercial delivery providers
- United States Postal Service
- Intra-district mail delivery

These deliveries are typically made through the school's main entrance. It is desirable if a small load/unload zone is provided near the main entry for these daily deliveries.

Service Court/Loading Court/Loading Dock/Dumpster Access

Activities
- Deliveries to Food Service and General Receiving.
- Filling and emptying of dumpsters, trash, recycling and food waste/compost.
- Access to recycling dumpsters, trash dumpsters, and food waste/ compost dumpsters.

Space Requirements
- Adequate space for trucks making deliveries, including turning area.

Spatial Relationships
- Locate away from all pedestrian traffic and play fields.
- Receiving entry – double doors leading to hallway: it is preferred if kitchen is on one side of that hallway, and receiving on the other. OR provide direct access to kitchen from loading dock.
- Lawn equipment storage building should be located near service area.

Electrical, Plumbing & Mechanical Needs
- Provide lockable, freeze-proof hose bib for washing down loading dock and area around dumpsters.
- Provide hot and cold water in lockable can wash. Connect can wash waste piping to sanitary sewer system.

- Mechanical equipment.
- Electrical transformers.
- Drainage at dock should be at a level that does not require a lift station.
- Lighting for night use and security.

Special Considerations
- With increasing awareness of building security, more receiving areas are being kept locked. The card access and security camera systems are not integrated, so it poses a challenge for distribution services.
- Parking for food service/maintenance staff panel trucks (4 spaces).
- Loading dock should be raised for ease of access, provide ramp as well as steps and lift.
- Loading dock should have cover for deliveries during inclement weather.
- Trash compactors may become district-standard at the time of implementation of new education specifications. Designer to verify future location and rough-in power for compactor.
- Door swings for food service deliveries: preferred that the strike side of door is approached; particularly on walk-in refrigerator and freezer doors, this must be coordinated with preferences for food preparation in the kitchen.

Safety, Security & Risk Management

"We don't need more metal detectors, we need more kid detectors."[1] – Laurel Bear

Building Safety & Security

Many guidelines have been published on ways to design passive safety and protection measures into a building. Crime Prevention through Environmental Design (CPTED) strategies, which are introduced in the **previous section "What Do We Want: Safety in the Midst of Transparency,"** aim to foster a culture of awareness that can "influence offender decisions that precede criminal acts by affecting the built, social and administrative environment."[2]

The principles of CPTED can benefit schools by:[3]

- creating a warm and welcoming environment
- fostering a sense of physical and social order
- creating a sense of ownership by students
- sending positive messages to students
- maximizing the presence of authority figures
- minimizing opportunities for out-of-sight activities
- managing access to all school areas

Changes to Guidelines for an Active Threat Response

In addition to principles of CPTED, a recent change in federal guidelines on responses to an active threat also influence decisions about the design of the school environment. In June of 2013, the federal Departments of Education, Homeland Security, FEMA, Justice, and Health & Human Services jointly issued a new **"Guide for Developing High Quality School Emergency Operations Plans"** which identifies Run-Hide-Fight as the best practice for school response to acts of violence such as an active shooter.[4] This is a shift from the more passive "lockdown and shelter-in-place" strategy that schools have practiced for the previous decades.

> **Run** - If it is safe to do so for yourself and those in your care, the first course of action that should be taken is to run out of the building and far away until you are in a safe location.
>
> **Hide** - If running is not a safe option, hide in as safe a place as possible. Students and staff should be trained to hide in a location where the walls might be thicker and have fewer windows.
>
> **Fight** - If neither running nor hiding is a safe option, as a last resort when confronted by the threat, adults in immediate danger should consider trying to disrupt or incapacitate the threat by using aggressive force and items in their environment, such as fire extinguishers, and chairs.

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[1] Laurel Bear, Director of the Alhambra Unified School District student safety and services program, as quoted in EdSource article "Run Hide Fight is the new Mantra." by Jane Meredith Adams, July 26, 2013. Web: http://edsource.org/2013/run-hide-fight-new-mantra-for-schools-in-post-newtown-environment/36539

[2] International CPTED Association website, http://www.cpted.net/

[3] Centers for Disease Control & Prevention website, CDC > Violence Prevention > Youth Violence > Environmental Design. http://www.cdc.gov/violenceprevention/youthviolence/cpted.html

[4] Federal Emergency Management Agency website, https://www.fema.gov/media-library/assets/documents/33599

So while providing the building systems and elements for lockdowns is still an important strategy for protecting students and staff, the new guidelines recognize that leaving the site may be the safest action that can be taken.

Layers of Protection

Consideration should be given to using building elements, circulation paths and sightlines to create "layers of protection" within the school environment.

The first layers of protection are the site perimeter fencing, surveillance from inside to outside, a secure entry vestibule, and access management.

Site Perimeter and Secure Entry Vestibule

- Fencing and/or landscaping is intended to maintain a secure perimeter around the student-occupied portion of the site, and to direct everyone to the main entry.
- No fencing is required or desired at the front of the school where it is preferred to present a welcoming presence, and where supervision of the main entry is maintained by central office staff.
- Field fencing is primarily to keep balls on the site and to manage crowds during sporting events, by keeping them either in or out as appropriate to the event.
- With the new emphasis on running from an active threat rather than only sheltering-in-place, perimeter fencing should either have turnstiles that allow exiting but not re-entry to the site, or where protected from weather, gates with panic hardware.
- A secure entry vestibule shall be provided at the main entry; it shall be configured in a manner that requires site visitors to enter the main office and check in prior to accessing the school.

Sample Secure Entry Vestibule

External Surveillance and Supervision
- The placement of site elements such as parking, pathways, landscaping, lighting, the flagpole, and signage should all work together to lead visitors to the main entrance that is monitored by the Administrative Office staff when school is in session.
- Doors and windows should be placed to optimize sightlines for students and staff to see visitors approaching and activities occurring outside, and to provide supervision of student activities outside the building.
- Roller shades shall be provided on all exterior windows where occupants may be viewed from outside.
- Specify plantings that do not allow for concealment (see SPS Technical Standards).
- When views are impeded, supplement with cameras.
- Cameras
  - Primarily for after-hours building surveillance; also provide at "dead zones" and stairways.
  - Use low light cameras and motion sensor lighting (see SPS Technical Standards).

Access Management
- To internal classrooms and from exterior
- Card Readers
  - Provide (2) located at: (1) Custodial entry and (2) main teacher entry for after hours access.
- AiPhone
  - Provide (1) at main building entrance to call in for entry into building.
  - Provide (1) at custodial entry for delivery services to gain access to Receiving.
  - Other possible AI phone location is at a secondary entrance serving a child care center, which is typically located only at alternative high schools. The district is not currently planning for teen parent child care facilities at neighborhood high schools.

- Locks
  - District has not specified classroom-side locks before but would like to, in order to enable locking down spaces from the inside so that staff are not exposed to a threat while securing their spaces.
  - Review with District locksmith.

Internal Surveillance and Supervision
- Inside the building, design corridors with good sight lines for ease of supervision.
- Provide generous amounts of interior windows (relites) connecting all student-occupied spaces to provide the transparency emphasized in the section entitled "What Do We Want – Safety in the Midst of Transparency."
- It is strongly preferred that relites are placed above 36" so that wall space for casework, bookcases, and other educational furnishings and equipment is optimized.
- Roller shades shall be provided on all internal windows where occupants may be viewed from common areas that would be accessible to an intruder.
- Cameras
  - Primarily for after-hours building surveillance; also provide at "dead zones" and stairways.
  - Use low light cameras and motion sensor lighting (see SPS Technical Standards).

Protection for Large Gathering Spaces

In many incidents of school violence, students have been targeted in the school's central gathering place, i.e. the student dining area/commons. While students may be "locked down" in classrooms, students in the dining area and other commons areas may not be able to get to classrooms before they are locked. First and foremost, sufficient exit pathways must be provided so students can quickly exit the space/building to escape the threat. Secondly, provide opportunities for sheltering-in-place in a concealed area.

Other examples of measures include:
- Orient the student commons/dining area so it is not directly visible from the main entry to the school.
- The commons could be designed to be a space that can be secured, with lockable doors.
- The servery next to the commons could provide an area for students to hide if it can be secured (i.e. with a solid roll-down door)
- Consider spaces adjacent to the commons that could shelter a significant number of students and be secured, provided that space had sufficient egress that students could exit if needed.

In addition to creating passive layers of protection, there are other more active security features that can be incorporated into the design of the building:

<u>Lighting</u>
- Providing adequate lighting throughout the building.
- Providing security lights for access and egress during early morning, after school and evening activities. Lights should be on a photocell and timer and equipped with continuous dimming technology for specific light levels.
- Security lights should be independent from other building lighting, with switching that allows use only in needed areas. Example: If only parking lot and front door lighting is needed one evening, switching does not include all hallways and rear exterior doors.

<u>Security Office</u>

- Typically have (3) security officers at every neighborhood high school.
- Security office should be centrally located within building, or if a multi-story building, on a floor other than the main floor where Administration is located, in order to provide additional supervision; in this instance location near a significant secondary entry may be preferred.
- Need to be able to pull in witnesses in an anonymous way.
- Need to be able to separate people into different rooms. Could use nearby shared use conference rooms.
- Need a window to monitor activity outside of school; a location at the back of the school may help officers monitor activity in both the back and the front.

<u>Theft/Vandalism</u>
- Bicycles and electronics are most commonly stolen items.
- Provide bike racks in a visible location near one or more main entries.

Personal Safety & Security

Seattle Public Schools will be physically and emotionally, safe and secure for all students, staff and visitors. Seattle Public Schools has a no tolerance policy towards weapons on its campuses and at District-sponsored activities.[5]

<u>Bullying</u>
Bullying includes direct or indirect electronic, written, oral or physical acts which physically harm a student, substantially interfere with a student's education, threaten the overall educational environment and/or substantially disrupt the operation of school. Bullying most often occurs during transition times in hallways and stairways. Deterrents to bullying include:
- Natural/passive surveillance
- Active surveillance such as cameras in stairways.

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[5] SPS website on "Safety & Security at Seattle Public Schools", April 2016.

Emergency Preparedness

In the event of either a natural disaster or human-caused incident, it is the responsibility of the District, and individual schools/sites to provide the emergency organization and resources to minimize student, staff, and school community loss of life, protect school district property, continue essential functions, and return to the business of education in a timely manner.

Policy 3432 directs all schools to develop a comprehensive all hazard emergency management plan. It is the principal's responsibility to submit a School Site Emergency Management Plan document to the District Safety and Security Office each fall. This includes plans for student/family reunification, a listing of staff assignments and responsibilities during an emergency, location of disaster supplies, verification of principal's completion of FEMA training, and more.

All schools are required to comply with emergency drill requirements per RCW 28A.320.125 which include

- 3 Fire Evacuation drills
- 3 Lockdown drills
- 1 Shelter in Place drill
- Earthquake drill.

Emergency Response Program Requirements

1. 8' x 10' Emergency storage area with double door
    - Should be well-ventilated, protected from rain, and have wide doors.
    - Limit size so other items don't get stored inside.
    - Prefer location near the large spaces where people would be, for example, the Red Cross would use the gym space.
    - Do not locate near main gas shut off.

    Storage area should be sized as follows: Provide sufficient water and supplies for full student population for 3 days, based on this guideline: at end of each 24 hours, half of the students will remain on site. So for a 1600 student high school, end of day one: 800 students, end of day two: 400 students; end of day 3: 200 students. So water and supplies for (800+400+200) students for a single day's worth of water. Also consider designing the hot water system to gravity feed a spigot, as there will not be circulation pumps operating. Depending on the capacity of the hot water system, this could provide a substantial portion of the required water supply and avoid the need for storing water where it might be subject to freezing.

2. Single backpack kits are provided within classrooms.

3. Back-up generator (All high schools required to have an emergency back-up generator.)

4. First Responder Vehicle Queueing
    - Flag pole is the point of reference for all first responders.
    - Need easy access to rallying point, with ability to line up vehicles.

5. Elevator/Areas of Refuge
    - Elevator should be sized to fit a gurney.
    - Evacu-Trac system located at areas of refuge for carrying people down stairs.

6. Emergency Medical Equipment
    Provide location(s) for mounting defibrillators centrally within each building where an assembly occupancy is located, where they can be accessed at any time. Defibrillators to be provided from furniture & equipment budget.

Risk Management[6]

Risk Management identifies risks to the achievement of Seattle Public Schools' strategic objectives and assists district leaders at all levels to develop effective strategies for mitigating the risks they own. Risk Management partners with schools to assist in improving safety for students, staff and visitors. Each school has an assigned Safety Partner based on the region in which it is located.

The District works with the school based safety committees to help them address hazards they identify and provide access to safety training resources, and participate if requested in conducting their periodic safety inspections.

Team members also serve as resources in areas of environmental health and safety (indoor air quality, drinking water quality, lead, asbestos, and hazardous chemicals). Our team includes a Certified Playground Safety Inspector and an ergonomics specialist.

The District's Risk Manager advises that very few claims over the years have been as a result of facilities. Until these issues are integrated into the updated SPS Technical Building Standards, priorities for design team attention would be:

- Site design: good sightlines and clear separation of bus, vehicle and pedestrian zones minimizes issues.

- Secluded Areas: The layout of spaces should not set up situations wherein 2 or more students, or a student and staff member, can easily be together in an unsupervised space, such as a storage room accessed only from inside a classroom, or a custodial closet accessed only from inside a toilet room.

- Stairwells: Bullying incidents can be encouraged by areas that are not easily supervised; interior open stairwells support better supervision.

- Seismic reinforcing: All bookcases, wardrobes, and other non-permanent casework to be secured for earthquake prevention with appropriate clips, brackets and/or straps as needed. Provide blocking at any locations where such items might reasonably be anticipated.

- Career and Technical Education equipment placement: CTE areas that require supervision by a single staff person should not be segregated into sub-areas that are difficult to supervise. The placement of equipment must provide for safety zones around each piece of equipment.

- "Climbing" walls: SPS allows the use of horizontal traverse walls not greater than 8' in height. They must incorporate a means of securing them from use when not actively supervised. The preferred means of protection is padding that, in the "open" configuration, is providing fall protection on the floor, and in the "closed" configuration is securing the wall.

- Bleachers should have covers on the sides to prevent people from accessing underneath them when they are open.

- Gymnasiums: No control boxes or other devices that can cause injury should protrude from the walls.

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[6] Language in first three paragraphs of this section excerpted from SPS website on Risk Management, November 2015.

Identity, Entry & Wayfinding

"A school…should be a beacon on a hill, where the community feels welcome and families can come."
– Visioning Workshop participant

Visioning Workshop Direction

As the gateway from the community into the school, the point of transition between outside and inside, the entryway has the potential to convey substantial meaning about the school's identity and culture, as well as the significance of the work happening there. Visioning Workshop participants had a lot to say about the look and feel of that experience:

> *"We should consider first the type of **culture** we want to be created, and the **experience** when arriving at the school, before moving into the more tangible elements of a building."*

> *"The main entry needs to say "this is a really important place **and there are important things happening here**," and it needs to support a sense of engagement and interaction and connection."*

> *"…entries (should) create a **welcoming beacon** for the community, so whether revitalizing an existing school or designing a new one, really think of them as beacons guiding people to the hub of the community."*

> *"The entry should be clear, with excellent signage that says "you are here" and "come in, please, you are welcome." And for after-hours and community use: "here is where you can go." The entry should face the areas where kids will flow from, and it should say "**You are welcome regardless of who you are, and we are here for you.**"*

> *"I'll offer a couple of words: the entry should be "layered", both from the perspective of safety and security, but also to **enhance the sense of arrival**. And it rains here, so it should provide **shelter where you can be protected** while waiting for pickup. And it should be expressive of the beacon, i.e. **soft and warm.**"*

> *"Regarding the entry sequence, **orientation and wayfinding** are very important; otherwise kids feel lost and intimidated."*

So placement, scale, sightlines, lighting, signage, all are important considerations for making the place of entry a welcoming experience, and for orienting the visitor to the school as a whole.

There was discussion about whether entries should be grand in scale to express the importance of the role of a school within its community, or whether that grandeur would be intimidating to students and families, particularly immigrants from other cultures for whom the unfamiliar institution is already a bit threatening. It was generally agreed that on an historic high school building with a 3-to-4-story presence along a street, such as Lincoln High School, a grand entry would be in scale with and appropriate to that neighborhood and school. However, for a new school in a different location, the entry should be in scale with the surrounding context and appropriate to the identity of the school.

There was also discussion about whether entry locations for historic buildings were "sacred" and should be maintained, or whether they could be relocated. While it is preferred that important historic entries remain in place, the reality is that making them physically accessible to all may require so much reconfiguration they would not be recognizable.

Further, school entries must now have secure vestibules to allow staff time to ensure that the visitor intends no harm. These locked glass boxes can create a hard-edged institutional feel which conflicts with the desire for the entry to tell another story, one of welcoming community and creating connections.

To offset this, it will be important to include materials that project a sense of warmth, benches that invite one to sit and talk, and in particular, places to display items that have meaning to the school community.

> *"The entry should also have the **Mission and Guiding Principles** for the school."*

> *"We should give the kids a place where they can **put up what they're proud of**."*

> *"**Student work is really important**. There should be places where students can display their own work, where they decide what gets displayed, and where it rotates regularly to reflect what's current."*

> *"School pride can be greatly influenced **by aesthetics, so that should be an important design principle**."*

> *"Many of these schools have a long history; even though Lincoln hasn't been a high school for a long time, I still read about people who say they went to Lincoln, and I see that people are proud of their schools. In order **to honor those tie**s and encourage continued community support, **we need to provide something that they can connect to**, that they remember from their past."*

DESIGN PRINCIPLE

The school should be a welcoming beacon with an entry that:
- **is directly connected to the main office**
- **provides a good sense of orientation and wayfinding, and**
- **expresses the culture and values of its community.**

Student Lockers

Visioning Workshop Direction

In the era when students were provided textbooks for each subject discipline, lockers have typically been provided as a place to store those textbooks, as well as lunches, coats, sports gear, and other personal items. On suburban campuses with plenty of parking, students keep their books and personal items in their cars; however with increasing urbanization within the city, fewer parking spaces are being provided and students are increasingly encouraged to commute via other means. There can also be significant downsides to providing lockers, such as:

- providing a place for hiding contraband such as illegal substances and/or weapons;
- generating noise and disruption (particularly true for metal lockers);
- fostering class interruptions when students leave to get something they forgot in their locker; &
- creating a significant management burden for school staff.

Over the past several decades, students have increasingly carried books and other items with them all day in backpacks. With the advent of digital textbooks, the heavy load of hardbound textbooks has been substantially reduced, and the need for lockers diminished. Some high schools, such as those in the Edmonds School District, have eliminated general purpose lockers altogether; others, such as Lake Sammamish High in Bellevue, have reduced the total available to 10% of the student population. Some students still require them for securing personal electronics such as laptops, for sports gear, musical instruments, or other items.

While lockers for PE clothes and street clothes will still be provided within the PE and Athletics lockers rooms, and storage for larger musical instruments will be provided within the dedicated Band Instrument and Orchestra Instrument Storage Rooms, some general purpose lockers will be provided in hallways and common areas of the school. After discussions with executive directors of schools and high school principals, an agreement to use a mix of locker sizes was reached:

Locker quantity: lockers totaling about half of the enrollment capacity will be provided (i.e. 800 total lockers for a 1,600 student high school).

Locker size: Sufficient depth is critical (minimum 15" clear). The "standard" size should be ~ 15" wide and stack four high. Provide some half height lockers for students who have sports gear, and some large enough to fit lacrosse sticks. Approximate mix of sizes should be 100 full height, 300 half height, and 400 at the "standard" size that stack four high.

Locker Locations: Some lockers should be provided for personal musical instruments by the Band room, and some for sports gear near PE, but a mix of sizes should be distributed throughout in smaller groupings that reduce the acoustic impact and the institutional impression created by long walls of lockers.

General Education – Program Description

A primary consideration for participants in the Visioning Workshops was the desire to better serve students by providing a greater variety of spaces and places for both formal and informal learning activities.

Quotes from participants include:

> "Why does the unit have to be a classroom? They may work for 75% of kids, but what about the 25% for which they don't? For them, one-on-one is more appropriate, and that type of interaction is better supported by offices, libraries, computer labs, and other types of spaces. **Let's go beyond the classroom as the one unit of delivery!"**

> "We need to **create a wide range of opportunities to reach each of our 53,500 students.**"

> "*We need to design spaces where students come first. If we design spaces first and foremost for students, then staff will find they have what they need as well…*"

> "*How can we build more collaborative workspaces, where students can get together in small groups to work on something outside of class without having to be silent, like a traditional library?*"

> "*We should be conscious of the character of those "third spaces" that support community, and that can be a means of getting kids excited about school… how do we provide places where kids can also be alone with their thoughts?*"

> "*Not everyone wants a big, open, loud space. Some need niches, benches, small quiet spaces. We need to reimagine hallways, with eddies, as well as ease of flow along the stream.*"

> "*…we need to remember to include places for student presentation, as well as display of student work.*"

> "*Think about the staff who are in our schools for years, perhaps spending an entire career in one building. We need to hire and retain the best and the brightest staff, so we need places that will foster collaboration, create pride and ownership, and work well for them.*"

Activity & Spatial Descriptions for Instructional Spaces

While a number of traditionally-sized classrooms is retained to accommodate many of the academic disciplines described in the Curriculum Overview, a greater variety of settings to accommodate smaller groups sizes is recommended. These should be distributed among the traditional classrooms to support break-out learning activities and small group collaboration.

As noted in a Roundtable on Reimagining High Schools at the MIT Media Lab last year, "The vast majority of jobs are requiring postsecondary skills, not necessarily four-year college, and people to be collaborative problem solvers and creators. And our schools are not doing that now," Raimondo said. "We need to be teaching relevant skills, we need to be bringing corporate partners and mentors with practical experiences and people into the classroom, and we need to be relentlessly hands-on [and] collaborative."[1]

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[1] Rhode Island Governor Gina Raimondo, roundtable discussion Oct. 9, 2015, http://news.mit.edu/2015/solve-event-transform-american-high-school-1009

So the suite of general learning spaces (as opposed to specialized learning spaces such as labs) is expanded to include a variety of spaces that support collaboration among students, as well as among students and staff, adult mentors, and community partners:

▪ **General Education Classrooms**: these have been sized to accommodate 32 students at 2-person worktables and one staff person with a presentation station and a worktable. These spaces are intentionally sized and configured to be interchangeable with Special Education classrooms so that there is flexibility to deliver Special Education services wherever it is most appropriate. Activities include lectures or presentations for the whole group, small groups working on projects, or individuals reading and working at tables. It is preferred if the teaching wall is located on the longest wall. With many textbooks available digitally, minimal storage is needed in classrooms; full height cabinets 4' wide x 2' deep are adequate for math and English/Language Arts per meetings with Program Managers. With staff planning areas, no teacher wardrobe cabinet is required in classrooms or labs; a coat hook would be nice.

▪ **Learning Labs:** these spaces accommodate students working one-on-one with teachers or in smaller groups when they need more time with instructional content, so they are sized at 450 SF to accommodate groups of 15 or less working in a classroom setting with a teaching wall.

▪ **Small Group Collaboration Rooms** in two sizes: the smaller size to accommodate groups of up to 8, and the larger size to accommodate groups of up to half of a class, or 16 students. These enclosed spaces are intended to accommodate small group activities that require acoustical separation for confidentiality (such as meeting with teachers or mentors), or to minimize distraction to others (such as students preparing for a presentation). They should, however, have generous interior windows facing the learning commons or hallways so that passive supervision from a variety of directions can occur. It was noted that the "glass boxes" at Nathan Hale High School are particularly desirable spaces that also allow for great supervision.

▪ **Learning Commons spaces** that are sized to accommodate a few small breakout groups at one time, spaced sufficiently apart that students are not a distraction to one another. These open, flexible spaces will be located so they can be a shared resource to a neighborhood of classrooms and are intentionally sized so that they are not likely to be converted to dedicated classrooms, which would remove this important shared resource. It is critical that these are located directly adjacent to the classrooms where adults in those classrooms can provide supervision of the shared spaces.

▪ **Display Spaces** specifically dedicated to celebrating student work within the academic neighborhoods, so that this important element of supporting achievement and a positive culture is not forgotten.

▪ **Staff Planning Areas** that are sized as appropriate to the area of the building being served, so that staff do not have far to go to access their teaching spaces. While each staff person only occupies this space for one period per day, they should be designed to provide a calm and professional working environment, with supporting elements such as a shared countertop printer/copier, as well as a sink with undercounter refrigerator, and microwave for beverage preparation and meal warming.

It should be noted that there are requirements in the current teachers' contract for staff planning. For reference, the language is included here. All of the requirements can be accommodated with FF&E and the purchase of adequate curriculum materials.

- Adequate storage in each classroom in which the employee works, e.g., file and desk drawer, table with drawers, or a section of a cabinet;
- Equipment and materials located within each room, e.g., books, basic laboratory equipment, and audio-visual equipment so only the employee must move;
- A private desk and file cabinet for the "floating employee" away from students, not necessarily in an individual office, but some place where only building staff members are admitted.

Further, consideration should be given to areas typically not considered as "learning environments." A substantial quantity of building area is typically given over to circulation; hallways that have less traffic can provide opportunities for small niches and benches where students can be away from the largest crowds. Too often, spaces in schools are only scaled for large groups; however, the learning commons, portions of the library, and other spaces can be configured to create small-scale places for one or two students to talk or just to think.

General Education – Program Area Summary

Space Description	# Staff	# Students	# T.S.	# Rooms	Unit SF	Total SF
General Education Classrooms Includes: Language Arts, Social Studies, Math, World Languages, Health)	1	Up to 28	40	40	900	36,000
Learning Labs	Up to 2	Up to 20	2	2	450	900
Neighborhood Learning Commons	-	varies	-	8	600	4,800
Small Group Conference/Seminar Rooms	-	Up to 16	-	4	300	1,200
Small Group Conference/Seminar Rooms	-	Up to 8	-	8	150	1,200
Display	-	-	-	4	100	400
Book & Technology Storage	-	-	-	8	100	800
Arts Integration Storage	-	-	-	8	50	400
Staff Planning for General Education	Up to 8	-	-	7	620	4,340
Required Subtotal			44			50,040

T.S. = Teaching Station

SF allowances for staff planning for other disciplines have been included with the learning spaces for those disciplines. This does not imply that those planning areas should be separate from the areas identified above. The placement of staff planning areas will be specific to individual building configurations, and should follow the guidelines above.

General Education – Adjacency Descriptions

<u>General – Location</u>

1) In order for the building as a whole to support different curriculum models over time, General Education and Special Education Classrooms should be located within learning neighborhoods of six to seven classrooms and labs.

2) Learning Labs should be located centrally between pairs of neighborhoods to serve as a resource.

3) Each neighborhood should be grouped around a Neighborhood Learning Commons, and include 2 or more Small Group Conference/Seminar Rooms.

4) The Neighborhood Learning Commons shall be configured to:
   a) support individual and small group activities, as well as occasional large group presentations;
   b) accommodate approximately 2 classes for an occasional shared presentation;
   c) have optimum sightlines from classrooms associated with it to support supervision of student activities;
   d) have an exterior wall to provide daylighting and views that encourage the use of the space for breakout learning;
   e) have direct access to the outdoors when feasible.

5) Small Group Conference/Seminar Rooms shall be located adjacent to high-traffic hallways where activities can be supervised, and the wall adjacent to the hallway shall have large interior windows.

6) Book & Technology Storage should be located for convenient daily access, storage and charging of laptop/tablet carts.

7) Arts Integration Storage should not be shared with Book & Technology Storage.

8) Display area should be placed where student work can best be shared and celebrated.

9) Staff planning areas should be in general proximity to the classrooms and labs in easy-to-access locations near adult restrooms.

General Education – Adjacency Diagram

GENERAL ACADEMIC NEIGHBORHOOD

GEN CLASSROOM

GEN CLASSROOM

SpED CLASSROOM

OUTDOOR LEARNING AREA

LEARNING COMMONS

SCIENCE

GEN CLASSROOM

GEN CLASSROOM

SCI PREP

SMALL GROUP

BOOK/TECH STOR

ARTS INTG STOR

STAFF PLANNING

DISP

SMALL GROUP

DISTRIBUTED NEIGHBORHOOD RESOURCES
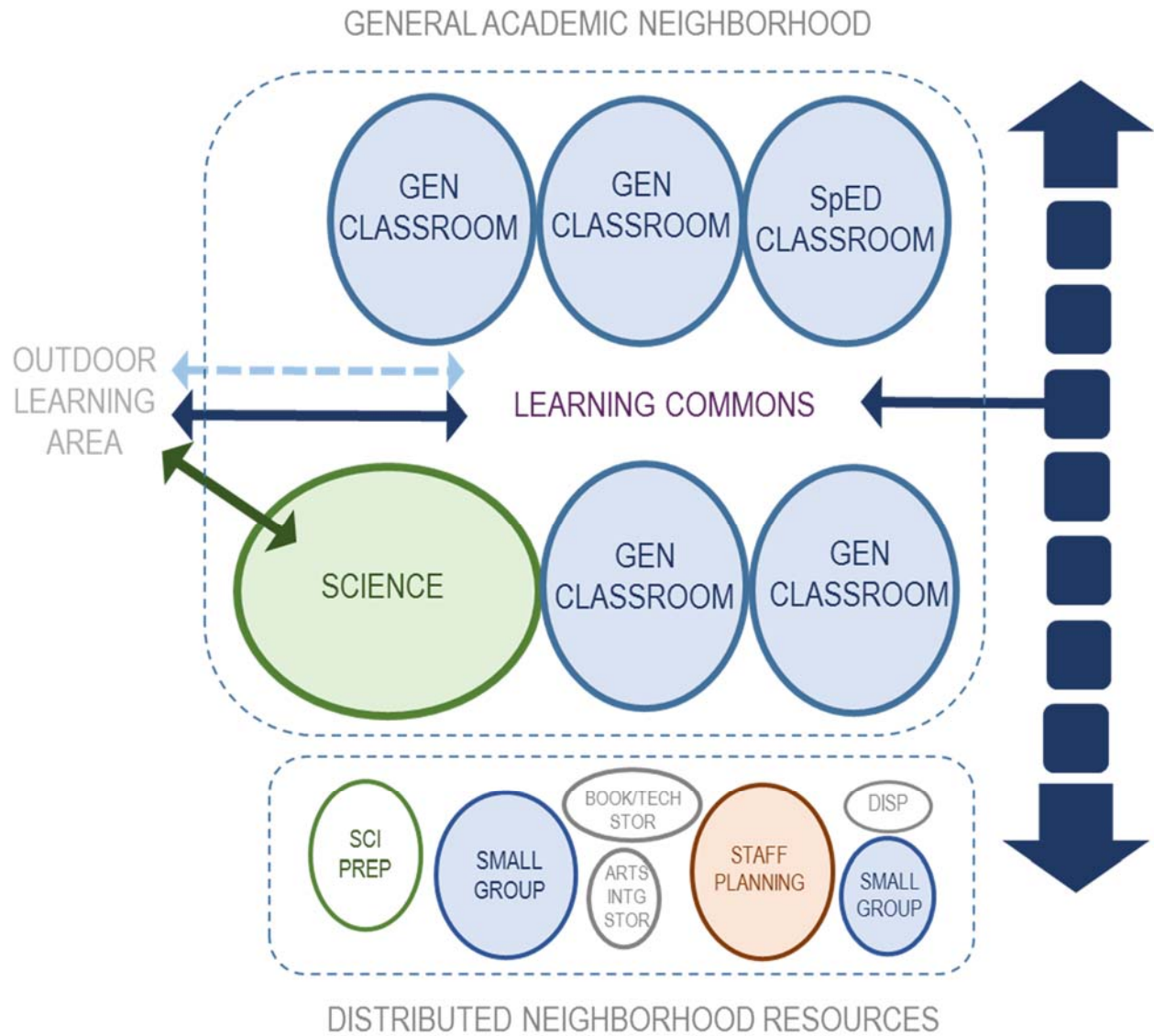
Our Goal is for all our students to be scientifically literate.[1]

Our mission is to help all students investigate scientifically in order to construct and acquire conceptual understanding of their world, develop positive scientific attitudes, and become scientifically literate. This is accomplished through a collaborative, interactive, rigorous science program responsive to the needs of diverse learners.

Next Generation Science Standards[2]

The Next Generation Science Standards are a new set of standards that provide consistent science education through all grades, with an emphasis on engineering and technology. Superintendent Randy Dorn formally adopted the NGSS on October 1, 2013, and announced the adoption with Governor Jay Inslee on October 4. Washington is the eighth state to adopt the Next Generation Science Standards. The NGSS will be called Washington State 2013 Science Learning Standards.

The NGSS describe -- at each grade from kindergarten through fifth grade, at middle school and at high school -- what each student should know in the four domains of science: physical science; life science; earth and space science; and engineering, technology and science application.

The new standards will help students become literate in science. They will have the skills and knowledge to tackle issues like water and energy conservation. The NGSS are aligned to the Washington State Mathematics and English Language Arts Learning Standards (Common Core State Standards). When students are learning about science, they are also enhancing their skills in reading, writing and math.

> *"The key thing to remember about the Next Gen Science Standards is that they articulate learning goals, but they are not a curriculum for instruction. It also important to keep in mind that the practices, disciplinary core ideas, and cross-cutting concepts are interrelated strands that work together."[3]*

With support provided by Washington state and the U.S. Department of Education, teachers are learning to implement the recently-adopted Next Generation Science Standards. A scope and sequence aligned to the new standards and recommendations for instructional materials will be completed in 2018. **Please refer to previous section "What Do We Know – Recent Adoption of NextGen Science Standards" for a complete overview.**

Examples of the Next Gen Science Standards for High School

The following examples demonstrate how the Next Gen Standards weave together broad ideas within the disciplines of science and engineering, and with Common Core State Standards in Mathematics and English Language Arts. Furthermore, they illustrate the importance of integrating the Science labs, as well as Science Teacher Planning Areas, alongside General Education spaces within the Academic Neighborhoods of the school.

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[1] From Seattle Public Schools website: Academics > Curriculum & Instructional Support > Science.

[2] From OSPI website: http://www.k12.wa.us/Science/NGSS.aspx

[3] Lee, Tiffany. "An Insider Look at the Next Generation Science Classroom." https://www.teachingchannel.org/blog/2013/04/22/next-generation-science-classroom/. Teaching Channel, TCher Voice. Web. 22 April 2013.

<u>Physical Science[4]</u>

- Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
- Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
- Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.
- Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.

<u>Earth-Space Science[5]</u>

- Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.
- Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.
- Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth's systems
- Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

<u>Life Science[6]</u>

- Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.
- Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
- Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.
- Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

Activity & Spatial Descriptions for Instructional Spaces

<u>Activities Common to Lab Types I, II & III</u>

A classroom/lab environment where students can:

- Listen to lectures, presentations and observe demonstrations by teachers and students, in large and small groups
- Participate in large and small group discussions
- Conduct investigations and testing, individually and in small groups
- Develop models and simulations, individually, in small groups, or in large groups
- Engineering and testing design
- Clean, dry, small-scale fabrication, including electronics, robotics or similar types of fabrication activities
- Perform analysis and calculations, as individuals or in small groups

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[4] Excerpted from Next Generation Science Standards website, December 2015.
[5] Ibid
[6] Ibid

- Write observations and conclusions

Layouts should be flexible to support a variety of large and small group configurations.

Lab – Type I: Least Specialized, to Support Physics, Earth Science and Basic Biological Science Instruction

A classroom/lab environment where investigations and experimentation does not require the use of chemicals, significant wet materials, or sinks for cleanup of activities.

Lab – Type II: Moderately Specialized, to Support Biology, Environmental Science

A classroom/lab environment where investigations and experimentation require the use of significant wet materials as well as sinks for cleanup of activities, but do not require the use of corrosive chemicals.

Lab – Type III: Significantly Specialized, to Support Chemistry

A classroom/lab environment where investigations and experimentation require the use of limited amounts of corrosive chemicals.

Science Prep/Storage:

A lab & storage environment where materials and equipment for student investigations and experimentation can be prepared, and where those materials and equipment are stored when not in use. Since separate staff planning areas are being provided, this space is not intended to provide for planning & preparation other than for student projects and investigations.

Science – Program Area Summary

Space Description	# Staff	# Students	# T.S.	# Rooms	Unit SF	Total SF
Science Lab – Type I – Physics & Earth Science	1	Up to 32	2	2	1,350	2,700
Science Lab – Type II – Biology, Envir Science	1	Up to 32	5	5	1,350	6,750
Science Lab – Type III - Chemistry	1	Up to 32	3	3	1,350	4,050
Science Prep & Storage	2	-	-	5	300	1,500
Science – Teacher Planning	6-8	-	-	**	**	**
Required Subtotal			10			15,000

T.S. = Teaching Station

** = Accounted for in General Academic - Teacher Planning space allotment

Science – Adjacency Descriptions

General - Location

1. In order for the building as a whole to support different curriculum models over time, science labs should not all be grouped together in one location. They should be located within or adjacent to academic neighborhoods, i.e. distributed in different wings and/or on different floors, in groupings with General and Special Education classrooms.

2. Science labs should generally be grouped in pairs or trios of similar Lab Type adjacent to a shared prep area.

3. At least one pair of science labs should have direct access to an outdoor learning area of sufficient size that an entire class can work outside.

4. The outdoor learning area should be located to have sun exposure at least three hours of the day.

5. A direct door between labs and prep areas is not necessary. The priority for prep areas is to have a door to the hallway. It is preferable to have greater wall space in the prep area rather than doors with a direct connection to each lab, however, if teachers prefer the direct access then that can be provided in addition to the hallway door.

6. Science labs should be located in reasonable proximity to staff planning areas, group collaboration rooms, and the Learning Commons.

Notes for Furniture

1. Mobile tables shall be sized for seating two students (~24in deep x 60 – 72in long). If lab tables are any larger, they are too difficult to move. In "lab mode" two tables can be pushed together to provide a 48in x 60-72in lab station for four students.

2. Providing two sets of tables for each lab was discussed, but it was rejected in favor of having more room to move around.

3. For lab work, students are supposed to be standing, so it is preferred if tables could be adjustable height. If the budget does not allow for that, then fixed height tables should be set at 29 in. Tables can be banked against the perimeter casework even though there may be a difference in height.

4. Provide only chairs - no stools.

Science – Adjacency Diagram

Science classrooms & support spaces are distributed throughout the General Academic Neighborhoods.
Please refer to General Education section for combined Adjacency Diagram.

Special Education – Program Description

Every Student is a general education student.[1]

Currently, approximately 13% of Seattle Public School students receive special education services. But, 100% of students are general education students. In Seattle Public Schools, special education is a service, not a place. At any given time from age 3 to 21, a student can qualify for special education services.

Every Student in Seattle Public Schools deserves membership, challenge, support and achievement.

It is the Special Education department's goal to work collaboratively with school and district leaders, teachers, students and families to provide the tools, guidance, supports and services needed to ensure access and success for students with disabilities.

> *"I am excited that schools are acknowledging that there is more than one path to the same end. Not everyone has to go the same direction to be successful in life, especially with respect to Special Education students. We continue to need spaces that do not separate them from the general education population."*
>
> *– Visioning Workshop Participant*

Approach to Special Education

Individual Education Plan (IEP) and IEP Team

Every special education student has their own Individual Education Plan (IEP) with content that is uniquely tailored to their areas of qualification, present levels of performance, supplemental aids, accommodations and related services. The IEP is created by a team that at a minimum consists of a parent or guardian, a general education teacher, a special education teacher (Case Manager) and an administrative designee. The Case Manager, who is based on the student's placement, coordinates the Service Delivery Team, facilitating the IEP Team meetings, the IEP and the delivery of services. The Service Delivery Team may include additional general or special education teachers, related service providers and instructional assistants in addition to the IEP Team. The student is the focus and teamwork is at the heart of the work, where every participant's voice matters.

Least Restrictive Environment (LRE)

Every student should learn in their Least Restrictive Environment (LRE), meaning that students with disabilities should be educated with students without disabilities to the maximum extent that they are allowed by their disability and learning needs. A student's LRE will vary across instructional content and settings throughout the school day, resulting in a development of skills and understandings needed to access post-secondary education, vocational training, employment, and independent living. *Assignment*, or the specific school a student attends, is a District decision and will be aligned with the District's Board Adopted Student Assignment Plan that places students at their neighborhood schools. *Placement* defines the setting, intensity and instructional content of each student's services and is always an IEP Team decision.

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[1] Opening slide – Seattle Public Schools' presentation "A New Continuum of Services for Special Education Students (Draft Document)" dated January 2016. Much content in this section is derived from the referenced presentation and Seattle Public Schools website.

<u>Five Primary Placements</u>

The District currently has defined Five Primary Placements across the Special Education Services Continuum. They do not "define" the student but instead "define" the personnel coordinating that student's IEP. The current Five Primary Placements are Resource, Access, Focus, Social/Emotional and Distinct. Descriptions of the current Five Primary Placements are:

1. **Resource** – Provides specially designed instruction to students:
    A. With <u>mild to moderate intensity</u> in their special education instructional needs
    B. Who benefit from spending most of their instructional time <u>in general education settings</u> with targeted support; other instructional time is spent in a smaller group setting (Resource Classroom)
    C. Instructional content varies, based on each student's IEP

2. **Access** – Provides specially designed instruction to students:
    A. With <u>more intensive academic and functional</u> special education needs
    B. Who are able to make progress on their IEP goals while spending most of their instructional time, including specially designed instruction, <u>in general education settings</u> with a range of supports; other instructional time is spent in a smaller group setting (Access Classroom)
    C. Instructional content varies, based on each student's IEP

3. **Focus** – Provides specially designed instruction to students:
    A. With <u>more intensive academic and functional</u> special education needs
    B. Who benefit from spending most of their instructional time, including specially designed instruction, <u>in a smaller group setting</u> (Focus Self-Contained Classroom) as their Least Restrictive Environment (LRE)
    C. Instructional content varies, based on each student's IEP, and provides students <u>opportunities to participate in general education curriculum</u> through specially designed instruction at their present level of performance

4. **Social/Emotional (S/E)** – Provides specially designed instruction to students:
    A. With <u>more intensive academic and functional</u> special education needs
    B. Who benefit from spending most of their instructional time, including specially designed instruction, <u>in a smaller group setting</u> (Social/Emotional Self-Contained Classroom) as their Least Restrictive Environment (LRE)
    C. Instructional content varies, based on each student's IEP, and <u>supports development of the student's social/emotional skills, function and understanding</u>

5. **Distinct** – Provides specially designed instruction to students:
    A. With <u>intensive academic and functional</u> special education needs
    B. Who benefit from spending most of their instructional time <u>in a smaller group setting</u> (Distinct Self-Contained Classroom) as their Least Restrictive Environment (LRE)
    C. Instructional content varies, based on each student's IEP, but <u>includes a curriculum that significantly differs from the general education curriculum</u> and may include academic, communication, life and functional skill components

As part of the Service Continuum's flexible approach, individual student services may span more than one placement description during their school day or overall weekly schedule. A student's services, placement and Case Manager can change over time through re-evaluation and IEP Team determination. **The District's goal is for all Assignment High Schools to offer the full Continuum, consistent in quality and availability across the District.**

Unique Placements

A small percentage of students will have a unique placement and assignment if their needs fall outside of the current Five Primary Placements. Descriptions of four current unique placements are:

1. **Medically Fragile** – Provides specially designed instruction to students:
   A. Who need <u>intensive support for medical care needs</u> throughout the day
   B. Who benefit from spending most of their instructional time, including specially designed instruction, <u>in a smaller group setting</u> (Medically Fragile Classroom) as their least restrictive environment (LRE)
   C. Instructional content provides students <u>opportunities to participate in general education curriculum</u> through specially designed instruction at their present level of performance
   D. <u>Program Locations</u> – Since there are very few medically fragile students, they may be assigned to a different site with appropriate services. It is preferred to have Medically Fragile Classroom locations spread throughout the District, with two north, one south and one central.
      - Current locations including Nathan Hale (north and newly remodeled), Chief Sealth (south) and Ingraham
      - A possible future location may be at the new Downtown High School in order to provide a central location

2. **BRIDGES Transition Program** – Provides specially designed instruction to students:
   A. <u>18-21</u> years of age with <u>intensive functional</u> special education needs
   B. Who benefit from spending most of their instructional time <u>in a smaller group setting</u> as their least restrictive environment (LRE), with a <u>majority of their time spent in the community</u> which is considered a general education setting
   C. Instructional content <u>includes a curriculum that significantly differs from the general education curriculum</u> and may include functional academic, communication, life and other functional skill components
   D. <u>Program Locations</u> – During the 2015-16 school year, there were 11 different classes/programs at seven different sites around the city (four north of the Lake Washington ship canal and three south of it). With the exception of at Ingraham, BRIDGES students are not part of daily high school schedules, routines, and events. Each site/class is staffed by a Seattle Public Schools certificated teacher and at least two instructional assistants.
      - Would like to retain the (3) programs active at Lincoln during construction.
      - Plan to add second Transition Classroom to Ingraham when 500 student classroom addition is built.
      - Plan for the (2) Transition Classrooms currently located at the Old Van Asselt Building on Beacon Hill to relocate to the new Downtown High School when it opens.

3. **Deaf and Hard of Hearing** – Provides specially designed instruction to students:
   A. Who are deaf and hard of hearing
   B. Who benefit from spending some to all of their instructional time, including specially designed instruction, <u>in a smaller group setting</u> as their least restrictive environment (LRE)
   C. Instructional content provides students opportunities to participate in general education curriculum through specially designed instruction <u>with accommodations, modifications and interpreter services</u>
   D. <u>Program Location</u> – At the high school level, there is currently one Deaf and Hard of Hearing program based at Roosevelt High School. No changes to or additional locations are anticipated for this program in the foreseeable future.

4. **Blind and Visually Impaired** – Provides specially designed instruction to students:
   A. Who are blind and visually impaired
   B. Who benefit from spending some to all of their instructional time, including specially designed instruction, <u>in a smaller group setting</u> as their least restrictive environment (LRE)
   C. Instructional content provides students opportunities to participate in general education curriculum through specially designed instruction <u>with accommodations and modifications</u>
   D. <u>Program Locations</u> – Vision services are provided on an itinerant basis.

<u>Support Services</u>

As needed per their Individual Education Plans (IEPs), special education students also work with the school-based therapists and specialists noted below, either within their primary learning environment or "pulled in" to the specialist's office or therapy room. These therapists and specialists include:

1. **Occupational and Physical Therapists (OT/PT)** – Occupational therapists at schools help students participate in the things they want and need to do through the therapeutic use of everyday activities (occupations). Common occupational therapy interventions include helping children with disabilities to participate fully in school and social situations.[2] A school-based physical therapist promotes motor development and the student's participation in everyday routines and activities that are part of the educational program.[3] In the District, an occupational or physical therapist is typically working with one student at a time in the OT/PT Room or inside the student's classroom. They are moving away from using large equipment and "pushing out" a lot more services into the general education environment rather than "pulling in" students into OT/PT Room.

2. **Speech-Language Pathologist (SLP)** – SLPs work with students who have a variety of disabilities including language, voice, fluency or stuttering, articulation, and swallowing (also called dysphagia).[4] In the District, SLP's typically work with one or two students at a time at separate table inside their office.

3. **School Psychologists** – Every school has access to the services of a school psychologist. Within the District, their primary role is to <u>aid in the identification and evaluation</u> of students with suspected disabilities by conducting individual psychological and academic assessments, determining a student's eligibility and need for special education services. Their activities are typically conducted on a one-to-one basis, one student at a time. In addition, they also:
   A. Provide <u>direct support and interventions</u> to students
   B. Consult with teachers, families, and other school-employed mental health professionals (i.e., school counselors, school social workers) to <u>improve support strategies</u>
   C. Work with <u>school administrators</u> to improve school-wide practices and policies
   D. Collaborate with <u>community providers</u> to coordinate needed services

Visioning Workshops Guidance

- Prioritize the **integration & distribution** of Special Education classrooms and resources into the General Academic neighborhoods.

- Plan for sharing of resources, such as psychologist office, with the entire school. Provide access to these flexible/shared office spaces from main hallways.

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[2] From the American Occupational Therapy Association website www.aota.org "About Occupational Therapy".
[3] From the American Physical Therapy Association website www.apta.org PDF "Physical Therapy in School Settings".
[4] From the American Speech-Language-Hearing Association website www.asha.org presentation "The Role of the SLP in Schools".

Special Education – Program Area Summary

Required (at all Attendance Area high schools)

Space Description	# Staff	# Students	# T.S.	# Rooms	Unit SF	Total SF
Classroom – Resource Services	1 T+2 IA	Up to 23	2	2	900	1,800
Classroom – Access Services	1 T+3 IA	Up to 13	2	2	900	1,800
Classroom – Focus Services	1 T+2 IA	Up to 10	2	2	900	1,800
Classroom - Social/Emotional Services	1 T+2 IA	Up to 10	2	2	900	1,800
Classroom – Distinct Services	1 T+2 IA	Up to 7	2	2	450	900
Teaching Kitchen	1 T	Up to 6	-	Zone	**	**
Toilet Room with Changing Table	1	1	-	1	150	150
OT/PT Room	1	1	-	1	450	450
OT/PT Equipment Storage Room	-	-	-	1	150	150
SLP, Psychologist Office	1	2	-	2	120	240
Staff Planning - SpEd	Up to 8	-	-	4	620	2,480
Required Subtotal			10			11,570

T.S. = Teaching Station

Staff: T = Teacher and IA = Instructional Assistant

**= Teaching kitchen share space within CTE – Cooking & Nutrition Lab

Optional (location as determined by District)

Space Description	# Staff	# Students	# T.S.	# Rooms	Unit SF	Total SF
Medically Fragile Classroom	1 T+2 IA	Up to 6	1	1	900	900
Add Shower/Washer/Dryer to Toilet Room	-	-		1	25	25
BRIDGES Transition Program Classroom	1 T+2 IA**	Up to 10	varies	varies	900	varies
Teaching Kitchen (for Transition Program)	1	Up to 5		1	200	200
Optional Subtotal			varies			varies

**Transition Program also includes job coaches in addition to (1) teacher + (2) instructional assistants inside the classroom.

Note:

Even though the service model supports the ability for special education students to be in the general education environment whenever possible, these students also need to be able to return to their self-contained classrooms whenever needed. (For example, if an emotional behavior disorder (EBD) student has an event in a general education classroom, he/she needs to be able to return to their designated self-contained classroom.) Therefore, increased participation of special education students in general education classrooms does not reduce the size or quantity needed for self-contained classrooms.

Special Education – Adjacency Descriptions

General - Location

1. Special education facilities should be integrated throughout the school to support the concept of inclusion and because special education classrooms need access to the general education environment
   - Do not locate in separate buildings or anywhere they would be seen as separate or unequal
   - Each special education classroom supports students at multiple age/grade levels; therefore, consider how locations do not contribute to student stigmatization, either by proximity to a grade level wing/cluster or by grouping all special education classrooms together
     - Example: An eighth grade student in a special education classroom should not feel like he/she is in a sixth grade area or in a special education wing

2. Special attention should be given to accessibility; consider which program spaces should be located on the ground or main floor or near bus or parent pick-up and drop-off

3. Pairing of special education classrooms can sometimes help aid flexibility of use.

Five Primary Placements

1. Dividable Classrooms – **Resource/Access** and Self-Contained Classroom – **Focus:**
   - <u>Disperse</u> throughout the building

2. Self-Contained Classroom – **Social/Emotional:**
   - Benefit to be <u>near Main Office/Administration</u> for additional support
   - However, needs to be <u>away from school entrances/exits</u> because students can be runners
   - Room layout needs to accommodate a "de-escalation zone" in one corner

3. Self-Contained Classroom – **Distinct:**
   - Near buses/parent drop-off & pick-up and elevator (ADA access), as well as near elective classes like Art and PE for easy access to programs not taught within their classroom (less likely to go to Science classrooms)
   - Consider <u>proximity to Teaching Kitchen</u>, if provided, or
   - <u>Proximity to Family Consumer Science kitchen</u> if being used instead during teacher's planning period

Unique Placements

1. **Medically Fragile Classroom:**
   - Benefit to be <u>near Main Office/Administration</u> for additional support, near buses/parent drop-off & pick up.
   - Avoid placing on second floor.
   - Direct adjacency to Medically Fragile Toilet Room with Changing Table

2. **BRIDGES Transition Program:**
   - Majority of time spent in the community
     - When located on a high school campus, they need use of high school amenities like lunch program, Library and Student Based Health Center. However, students need to feel separate, whether located in a separate building on campus like a portable or at an end of a classroom wing.

3. **Deaf & Hard of Hearing Program**
    - Only one program, located at Roosevelt.

<u>Support Services</u>

1. **OT/PT Room:**
    - Benefit to be <u>near self-contained classrooms</u> because they "push out" to them more
    - Location on the main floor is preferred for ease of access
    - Direct adjacency to OT/PT Equipment Storage Room

2. **Speech-Language Pathologist Office:**
    - For a 1,600 student high school – (1) Part-time staff
    - Can be anywhere in building; may be located near self-contained classrooms for nearby access to services
    - May be near Psychologist Office or other offices so space can be used by other staff

3. **Psychologist Office:**
    - For a 1,600 student high school – (1) Full-time staff + (1) part-time staff
    - Can be anywhere in building; may be located near self-contained classrooms for nearby access to services
    - May be near Speech-Language Pathologist Office or other itinerant offices for use of those spaces by the part-time psychologist

<u>Accessory Spaces:</u>

1. **OT/PT Equipment Storage Room:**
    - Direct adjacency to <u>OT/PT Room</u>

2. **Toilet Room with Changing Table:**
    - Direct adjacency to <u>Medically Fragile Classroom</u>

3. **Shower/Washer/Dryer:**
    - Not required – can share use of shower, washer and dryer at School Nurse.
    - If provided, would be inside Medically Fragile Classroom's <u>Toilet Room with Changing Table</u>

4. **Teaching Kitchen:**
    - If provided, used by Distinct placement students for life skills
    - Consider proximity to <u>Distinct self-contained classroom</u>

Special Education – Adjacency Diagram

RESOURCE CLASSROOM

ACCESS CLASSROOM

SPED STAFF PLANNING

SPED STAFF PLANNING

OT/PT ROOM

OT/PT STOR

RESOURCE CLASSROOM

GENERAL ACADEMIC NEIGHBORHOOD

GENERAL ACADEMIC NEIGHBORHOOD

FOCUS CLASSROOM

TOILET RM W/ CHG TBL

FOCUS CLASSROOM

SPED STAFF PLANNING

SLP

RECEP

PSYCH

SOCIAL-EMOTIONAL CLASSROOM

DISTINCT CR

ACCESS CLASSROOM

SOCIAL-EMOTIONAL CLASSROOM

SPED STAFF PLANNING

CTE FOODS LAB

DISTINCT CR

GENERAL ACADEMIC NEIGHBORHOOD

ADMINISTRATION

LOCATE PER DISTRICT/SCHOOL DIRECTION

BRIDGES CLASSROOM

MEDICALLY FRAGILE CLASSROOM

ADMINISTRATION & ADA LOADING

TOILET CHG TBL SHWR
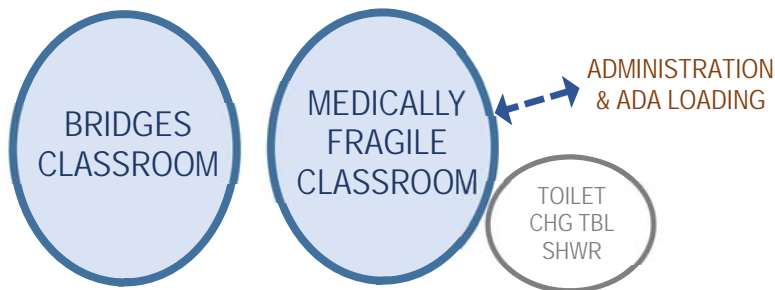
Career & Technical Education – Program Description

Our Vision is that Career and Technical Education is where all students imagine, design and craft their future.[1]

Our mission is to broaden career choices for students, to support and promote quality instruction, and ensure that every secondary school has a range of CTE offerings for every student, including skill center options.

Career and Technical Education (CTE) is a planned program of courses and learning experiences that begins with exploration of career options, supports academic and life skills, and enables achievement of high academic standards, leadership, and preparation for career and college. The program and its courses are included as part of the regular curriculum of the district.

The district establishes local Career and Technical Advisory Committees to assist in the design and delivery of the district's Career and Technical Education program. Committees advise the district on current labor market needs and the programs necessary to meet those needs. The district's Career and Technical Education program is related to employment demands, current and future, and to the needs and interests of students.

The Board annually reviews and approves the district's plan for the design and delivery of its career and technical education program. Equitable access to all programs in middle schools, high schools, and the Seattle Skills Center will be reviewed. The plan will ensure academic rigor, establish program performance targets, address the skill gaps of Washington's economy and provide opportunities for dual credit.

The Career & Technical Education Program[2]

In Seattle Public Schools, CTE is organized into the following areas, with Specialists to support current programs, research new programs and initiatives, and work with industry partners for advice in keeping our programs current and what industry is telling us it needs for now and in the future:

- Arts, Communications, and Media
- Business, Marketing, Information Technology and Computer Science
- Environmental Science and Agriculture
- Health & Human Services, and Family & Consumer Science
- Science, Engineering, and Industry

Strong programs are offered in most pathways, and the district is moving to a Program of Study model for all course offerings. Programs of Study are detailed guides for students, mapping out specific course options for a chosen career path from high school through postsecondary education. Programs of Study show how to smoothly transition into postsecondary education from high school CTE.

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[1] This section adapted from Seattle Public Schools website: Career and Technical Education and Board policy 2170.
[2] Excerpted and adapted from the most recent SPS Career & Technical Education Annual Board Report, 2013-14, on SPS CTE website, as well as phone conversations with Program Manager Mary Davison in December 2015.

Program Quality
According to the SPS Annual Board Report on Career and Technical Education, SPS is continuing to offer students some of the finest Career and Technical Education experiences in the nation. Research indicates that programs are being delivered in ways that are aligned to industry standards and best practices.

The 2011 Pathways to Prosperity report from the Harvard School of Education cited Career Academies and Project-Lead-the Way (PLTW) engineering programs as best practices and bellwethers of quality. SPS was the first district in Washington State to implement Project Lead the Way (PLTW).

Seattle Public Schools is also one of the only Washington school districts to sustain Career Academies, and the district has done so since 1987. Academies include:

> **National Academy Foundation (NAF)**
> The NAF Academies established in 1982 have been a part of Seattle Public Schools since 1987.
> Academy of Finance
> Academy of Hospitality & Tourism
>
> **Career Academies**
> Ballard Maritime Academy
> Biotechnology Academy at Ballard
> CREATE Academy at Franklin
> John Stanford Public Service Academy at Franklin
>
> **Cleveland High School STEM Career Academies**
> The STEM Program at Cleveland High School gives students the opportunity for rigorous and advanced study in Science, Technology, Engineering and Math. The two academies that students can choose from are:
> - School of Life Sciences which includes PLTW
> - Biomedical Engineering and Design which includes Computer Science and PLTW Engineering

Other high-quality, award-winning, and high-profile programs include:
- C89.5 radio station at Nathan Hale
- ProStart culinary at Rainier Beach, Ingraham, Roosevelt, and West Seattle
- Project Lead the Way (PLTW) Biomedical, and Engineering at Cleveland
- Photography at Garfield
- Automotive Tech at Ingraham, West Seattle, and City Campus
- Marketing at Ballard, Garfield, Hale, Roosevelt, and West Seattle
- The Graduation, Reality And Dual-Role Skills (GRADS) Teen Parent Program at South Lake
- Microsoft IT Academy at Sealth and Ingraham
- Video at Ballard, Center School, Cleveland, Hale, and Franklin
- Biotech at Ballard.

CTE programs are using the Microsoft sponsored TEALS (Technology Education and Literacy in Schools) program for computer science at Ballard, Franklin, Hale, and Rainier Beach, and have been able to hire highly qualified computer science teachers at Cleveland, Garfield, and Roosevelt and sustain our International Baccalaureate computer science program at Ingraham.

Skills Centers

Skill Center programs are half-day programs for students over 16. Students attend their assigned high school and then travel to the Skill Center for 2-½ hour sessions of their school day. This can occur during the regular school day or after the regular school day. The following are current Seattle Skills Center programs as of January 2014:

Academy of Interactive Entertainment (AIE) Animation and Gaming – Armory at the Seattle Center - 2 sessions
- Aerospace Science and Engineering – Rainier Beach – 1 session
- Culinary Arts – Rainier Beach – 1 session
- Fire Science – Franklin – 1 session
- IT CISCO Networking – Rainier Beach – 1 session
- Medical Careers – West Seattle – 2 sessions
- Medical Services – Wilson Pacific – 2 sessions

Additional programs that are planned offerings:
- Multimedia Broadcasting – KNHC, Nathan Hale – 1 session
- Microsoft Technology Associate (MTA) – Ingraham – 1 session
- Maritime Science and Engineering – Ballard – 1 session
- Auto – Shop behind Washington Middle School – 2 sessions

Locating facilities north of the ship canal has been a major challenge. The goal is to determine offerings that afford access and equity across the district for all interested students. Planning for future expansion includes program quality, industry projection needs now and in the future, and facility availability.

Expanding and Strengthening CTE Programs

Many initiatives and programs are being researched and examined to expand and strengthen offerings, especially in the Green Technology, and Science, Technology, and Engineering (STEM) fields.

Most new programs are currently initiated in Skills Centers though other best practice examples are being considered. An agreement with code.org will include professional development for teachers and result in additional computer science offerings in the middle and high schools.

The Makerspace as a School-Wide Resource

According to the author of a comparative case study on three types of makerspaces, they are "informal sites for creative production in art, science, and engineering where people…blend digital and physical technologies to explore ideas, learn technical skills, and create new products." [3]

In their comparative study of makerspaces in community and museum environments, the authors noted that:

> "…research in schools tends to create disciplinary boundaries for curriculum, standards, and assessments. Our work in these (maker)spaces suggests that these disciplinary boundaries are inauthentic to makerspace practice….Makerspaces seem to break down disciplinary boundaries in ways that facilitate process- and product-

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[3] Sheridan, K. M., Halverson, E.R., Litts, B.K., Brahms, L, Jacobs-Priebe, L, Owens, T., "Learning in the Making: A Comparative Case Study of Three Makerspaces," Harvard Educational Review, Winter 2014, p. 505.

oriented practices, leading to innovative work with a range of tools, materials and processes."[4] They further observe that: "…makerspaces support making in disciplines that are traditionally separate. Sewing occurs alongside electronics; computer programming occurs in the same space as woodworking, welding, electronic music, and bike repair. This blending of traditional and digital skills, arts and engineering creates a learning environment in which there are multiple entry points to participation and leads to innovative combinations, juxtapositions, and uses of disciplinary knowledge and skill."[5]

In their research project maker-centered learning called Agency by Design, Project Zero, a research organization at the Harvard Graduate School of Education, pursued interviews and site visits with leading maker educators over the course of two years, as well as a literature review and action research. They report their "Big Takeaway" from this work as follows:

" …the most important benefits of maker education are neither STEM skills nor technical preparation for the next industrial revolution. Though these benefits may accrue along the way, the most salient benefits of maker-centered learning for young people have to do with developing a sense of self and a sense of community that empower them to engage with and shape the designed dimension of the world."[6]

Career and Technical Education Program Standards[7]

The Career and Technical Education (CTE) Program Standards are designed to empower students to live, learn and work as productive citizens in a global society. Career and Technical Education programs must meet standards established by the Office of Superintendent of Public Instruction. These CTE standards are designed to ensure high quality, consistent, and relevant CTE programs as essential components of educational and career pathways. These standards provide OSPI approval guidelines for CTE courses and guide the development and continuous improvement of CTE programs in local school districts.

Career and Technical Education is a planned program of courses and learning experiences that begin with the exploration of career options, supports basic academic and life skills, and enables achievement of high academic standards, leadership, options for high skill, high wage employment preparation, and advanced and continuing education. (RCW 28C.04.100)

Washington Career and Technical Education Foundations
1. Students will demonstrate occupationally specific skills and competencies including the application of current state and national core content standards using a contextual approach.
2. CTE programs are an integral part of the K-20 education system and are coordinated with other workforce development programs.
3. Students that participate in CTE programs develop and apply skills and knowledge needed to live, learn and work in an increasingly diverse society. These skills include an appreciation for all aspects of diversity, respectful interaction with diverse cultures, and recognition and elimination of harassment, bias, and stereotyping.
4. Leadership skills are integrated throughout the content of each course. Students are encouraged to participate in

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[4] Ibid, p. 527.
[5] Ibid, p. 526-7.
[6] "Maker-Centered Learning and the Development of Self: Preliminary Findings of the Agency By Design Project," Project Zero, Harvard Graduate School of Education, January 2015, pg. 7.
[7] Excerpted and adapted from "Career and Technical Education Program Standards 2011", published on the OSPI website November 2015.

career and technical student leadership organizations related to the program.

5. Employability skills are integrated throughout the content of each course, and students in CTE programs apply these skills in each program.
6. CTE programs of study assist students with career planning, career development, and/or transition to employment and post-secondary options
7. CTE instructional equipment, facilities and environment are comparable to those used in the workplace.
8. The instructor holds a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned.
9. CTE programs are provided resources to connect student learning with work, home, and community.
10. CTE programs are structured so that supervision, safety and the number of training stations determine the maximum number of students per classroom.
11. Program specific advisory committees guide the relevance and continuous improvement of the program. Advisory committees must include balanced representation from business/industry and labor reflecting the diversity of the community.
12. CTE programs are reviewed annually and the results are used for continuous program improvement.

Exploratory and Preparatory Courses

The Career and Technical Education Standards document is organized into two areas: Exploratory and Preparatory.

CAREER AND TECHNICAL EDUCATION PROGRAM STANDARDS – Exploratory

Exploratory courses will meet the following regulations:

1. Demonstrate application of the state and national core content standards in the context of preparing for living, learning and working.
2. Demonstrate foundational and career cluster specific skills required to meet current industry or nationally defined standards.
3. Demonstrate knowledge of career options within the related career clusters.
4. Demonstrate leadership skills and employability skills.

CAREER AND TECHNICAL EDUCATION PROGRAM STANDARDS – Preparatory

Preparatory courses expand upon exploratory course characteristics in specific and complex ways as regulated below:

1. Demonstrate industry identified competencies while integrating state and national core standards comprised of a sequenced progression of multiple courses that are technically intensive and rigorous.
2. Demonstrate leadership skills and employability skills.
3. Demonstrate employment readiness and/or preparation for postsecondary options using state and local programs of study.

CORE LEADERSHIP SKILLS

The leadership skills listed in the three categories below are the core leadership skills that students should be able to demonstrate prior to their completion of a Career and Technical Education program. These core leadership skills are common to all of the recognized Washington Career and Technical Student Organizations.

Leadership: Individual Skills

1. The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.
2. The student will identify and analyze the characteristics of family, community, business, and industry leaders.
3. The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.

4. The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.
5. The student will demonstrate self-advocacy skills by achieving planned, individual goals.
6. The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies.

Leadership: Group Skills
1. The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups to reach common goals.
2. The student will demonstrate knowledge of conflict resolution and challenge management.
3. The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.
4. The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.
5. The student will demonstrate a working knowledge of parliamentary procedure.
6. The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.
7. The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations.
8. The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.

Leadership: Community and Career Skills
1. The student will analyze the roles and responsibilities of citizenship.
2. The student will demonstrate social responsibility in family,   Community, and business and industry.
3. The student will understand their role, participate in and evaluate community service and service learning activities.
4. The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life.
5. The student will understand and utilize organizational systems to advocate for issues on the local, state, and international level.
6. The student will understand the importance of and utilize the components and structure of community-based organizations.
7. The student will participate in the development of a program of work or strategic plan and will work to implement the organization's goals.

Activity & Spatial Descriptions for Instructional Spaces

During the Visioning and Principal's Workshops, much of the discussion centered upon the historical tendency for CTE spaces to be built to serve dedicated programs with customized features. While this may serve well during the period of time when a particular staff person is teaching courses in those dedicated programs, when there are changes in staffing or in program emphases, those spaces are expensive to retrofit and therefore fall into disuse. It was agreed that a better model for development of CTE spaces is to provide "Universal" Labs with adjacent storage areas that can serve a variety of programs over time.

A review of the Master Schedules of the current SPS 1,600-plus student schools indicate that the programs generating the most interest and participation are:

- Engineering Design and Project Management
- Computer Science and Website Design
- Business, Advertising and Marketing

Subsequent meetings with SPS Skills Center and STEM leadership resulted in a decision to include the following spaces in high schools.

Universal Lab, including Storage

A classroom/lab environment where students can:

- learn principles and practices of Engineering Design and Project Management OR
- learn principles and practices of Computer Science and Website Design OR
- learn principles and practices of Business, Advertising and Marketing
- utilize large robust computer workstations with large monitors, at a ratio of one workstation for each student, plus peripherals such as printers
- learn visual communications skills through the practice of conveying ideas through 2-dimensional media
- learn the technical skills to create their own work
- evaluate their work through individual and group critiques
- prepare a portfolio of their work

Since none of the currently anticipated activities requires the use of water, these labs shall be "dry" labs without sinks. For flexibility, it is preferred if storage of materials, supplies, or peripheral equipment is configured in a separate but directly adjacent lockable storage room rather than built into the universal lab with shelving or casework.

Student Store

A secure space for students to practice business and marketing skills, and engage in sales of school supplies and small food items. The store cannot compete with food service offerings per Board policy; therefore the store is a more like a "deli" because no cooking is taking place.

Specialized (Foods) Lab

It is the intent of the school district to assist family and societal efforts in optimizing student health by offering nutrition education in line with best available practices. Adopting this nutrition education policy will assist in decreasing the student achievement-gap by providing them with the knowledge and skill base to make healthy choices and increase their opportunities for success.

Acknowledging the relationship between nutrition, lifelong health and academic performance, it is the policy of the Seattle School Board that nutrition education and nutrition promotion opportunities are provided to all students with the goal of improving attitude and behavior regarding healthy food choices.

Within the budgetary limitations of the district, nutrition education and nutrition promotion opportunities will:

- Be provided as part of a sequential, comprehensive, standards-based Health Education program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Be incorporated into health & physical education classes and other relevant subjects;
- Include developmentally-appropriate, culturally relevant, participatory activities that may include contests, promotions, taste tests and school gardens.

A classroom/lab environment where students can:
- learn principles and practices of Family & Consumer Sciences
- learn principles and practices of Nutrition & Wellness
- work in small groups to prepare healthy and nutritious meals

To maintain flexibility, this classroom lab environment shall be configured with ranges and sinks for food preparation built into perimeter casework, with movable tables that provide for sufficient surfaces for other student work activities.

<u>Makerspace, Including Storage</u>
The "universal lab" spaces offer the opportunity for formal, structured, whole class instruction, where all students are engaged in one type of activity at the same time.

We believe that the purpose of the school makerspace is to provide an informal learning environment where students can work on individual and group projects with "just-in-time" instruction offered by one or more teachers or mentors. In this type of environment, there can be a wide variety of types of making and fabrication activities occurring at one time.

To support the complete process of ideation, design and making, we believe the makerspace should be configured to include a variety of zones that encompass a range of activities. These include:
- a zone for research (this could be accommodated in the library, or a Learning Commons if nearby)
- a zone for design (this could be accommodated within the makerspace, or in an adjacent space that supports that activity, such as the Universal Lab for Engineering/Design, or the Digital Arts Lab)
- a zone for various types of fabrication that can be partitioned into "clean" (sewing, model building) and "messy" (woodworking, painting) areas depending on the type of projects. The "messy" zone should have large door(s) that open to outdoor work areas. The "messy" project zone shall also serve as the Scene Shop for the Theater as needed.
- a zone for material and supply storage.

As of the writing of this draft, and pending further input from a new CTE manager, the types of fabrication and material storage to be accommodated at this point are unknown.

Visioning Workshop Guidance

A theme that arose in the very first workshop, and that continued to weave through all of the discussions in the Educational Specifications development process, is that a substantial percentage of students (some say 25% or more) are disengaged from the traditional learning activities that are offered in high schools. Meaningful CTE classes have been cited as being a critical means of offering real-world experiences that can engage those students; one participant stated:

"We need to figure out how to create good CTE spaces for those kids because that's what will keep them engaged. I see a spark in kids when they are in these programs – they graduate on time, with internships in place, sometimes heading for college, and they are already set up in an adult-type environment."

Because of changing career opportunities and student interests, a shift in how schools provide spaces for CTE needs to occur. The old model of providing customized spaces that are difficult and expensive to reconfigure no longer serves the school's interests; instead, flexible "universal" labs should be the priority.

The importance of CTE in discussions can be demonstrated by the fact that three out of seventeen "Design Principles" focused on establishing new parameters for CTE. These include:

- Career & Technical Education (CTE) programs in new schools shall be selected to broaden & diversify the options for students in each geographical area of the city, & to leverage the resources & potential partnerships in each area.
- To support continued personalization as career choices change, CTE spaces shall be designed flexibly to accommodate a range of potential programs over time.
- A large makerspace shall be included to support a sequence of activities from research through design, engineering, fabrication, testing & presentation; this space may connect to the academic heart.

Skills Center Program Options for SPS Upcoming High Schools

Discussions in Visioning Workshops provided indications of potential programs for Lincoln High School and for the downtown high school. While Executive Directors and Principals provided compelling suggestions, it is our understanding that, until the new Career and Technical Education Program Manager is able to make decisions about which programs will be developed, design teams can only plan for flexible lab spaces located within each school where it may make sense to accommodate the programs recommended by principals.

Lincoln High School recommendations:

1. An program on <u>Sustainability/Ecology &/or Horticulture</u> would support the need to teach students more sustainable behaviors, particularly those related to alternate modes of transportation that will be necessary to make the re-opening of Lincoln a success within the context of its Wallingford neighborhood. This type of program can readily engage community members in hands-on activities with students, and could provide a good foundation for the re-integration of Lincoln into its neighborhood.
2. An <u>Information Literacy</u> program that could leverage the resources of the nearby University of Washington, as well as numerous others that are present in the Puget Sound region, which is known as a global center for information technology and innovation,[8] and prepare students for careers in almost any of the professions that work within this region with its high expectations for information literacy.
3. A <u>Culinary Arts</u> program could serve as a bridge builder between Lincoln and the Wallingford community, which especially values the small restaurants along 45th Street that serve as the neighborhood's economic engine and identity.[9]

At the writing of this draft, the design team working on developing master plan options for Lincoln is endeavoring to determine how much space, if any, may be available to accommodate a Skills Center program beyond the Bio-Medical/Medical Assistance program already located at that site, and assumed to remain.

Downtown High School recommendations:

For a downtown high school located at Seattle Center, the opportunities for partnerships with business, industry and cultural organizations is even further enriched. Business Services, Life Sciences and Global Health, Clean Technologies, as well as Information Technologies and Transportation and Logistics, are key industry sectors with a strong presence nearby. In one workshop it was suggested that, given that a district stadium will be integrated on that site all of the other activities of a high school, introducing substantially increased logistics challenges, a program focused on building and event operations would be a natural fit. However, significant further work will need to be done with regard to developing these opportunities, so for now it has been agreed to include placeholder program areas entitled "Skills Center Labs" to accommodate these potential programs.

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[8] Regional Economic Strategy for the Central Puget Sound Region, Puget Sound Regional Council, July 2012, p. 9.
[9] According to Garfield Principal Theodore Howard, speaking from his experience in leadership of Garfield at the Lincoln site when Garfield was under renovation.

Career & Technical Education – Program Area Summary

Space Description	# Staff	# Students	# T.S.	# Rooms	Unit SF	Total SF
Cooking & Nutrition Lab (Residential)	1	Up to 32	1	1	1,350	1,350
Business, Advertising & Marketing	1	Up to 32	1	1	1,350	1,350
Student Store	1	Up to 6	-	1	200	200
Computer Science/Web Design	1	Up to 32	1	1	1,350	1,350
Skills Center Lab, including Support Spaces, Storage	1	Up to 32	1	2	1,800*	3,600*
School-wide Makerspace	1-2	Up to 40	1	1	2,500	2,500
Staff Planning	6-8	-	0	1	**	**
Required Subtotal			10			10,350

T.S. = Teaching Station

* = Can be redistributed as 2,000sf and 1,600sf as needed

** = Area for Staff Planning is accounted for in Specialized Neighborhood - Overall Program Area Summary. It is shown here for illustrative purposes.

Career & Technical Education – Adjacency Descriptions

General - Location

1. Universal Labs: one or more should be located in proximity to the Makerspace so that design activities can occur in the Universal Lab, leaving the Makerspace available for fabrication and testing. One should be located in proximity to the Digital Graphics Lab.

2. The Specialized (Foods) Lab should be located directly adjacent to the school's Kitchen with an interior window between them so that students can watch food preparation in the Kitchen. It should also have direct adjacency to the Student Dining/Commons so that food prepared in the Lab can be served in the Commons.

3. Student Store: visibility is key to productive sales, so locate adjacent to a high-traffic area of the school. Proximity to the commons is preferred, provided that Board policy about the required distance from school food sales is maintained.

4. The Makerspace:
    a. The "design" zone of the makerspace should be located adjacent to the library/information hub, which provides ready access to research materials, and/or to the Universal Lab for Engineering Design, and/or to the Digital Arts labs where related programs are offered.
    b. Proximity of the makerspace to a primary or secondary school entrance will facilitate "outside of school hours" use with mentors and community partners.
    c. The "fabrication and testing" zones of the makerspace should be located where engaging activities can be observed by other students; though it is preferred if noisy activities do not disturb quieter learning activities in the school. This zone will also accommodate scene & prop building activities as needed to support the theater productions.
    d. The materials storage zone should also be located near an outdoor loading area where materials and supplies can be readily brought into the building.
    e. It is preferred if the fabrication space can extend through large doors to an outdoor area where larger and messier projects could be conducted.
    f. It is preferred if a Learning Commons or other space that can support presentations of student work is nearby.

5. Skills Center Labs with Support Spaces and Storage should be located depending upon the nature of the program. For example, if the program requires outdoor access, or significant loading and unloading of materials, that will require certain placement on the site. Design teams should seek guidance on which site-specific Skills Center programs are selected for each site

Career & Technical Education – Adjacency Diagram

LOADING

THEATER

OUTDOOR WORK AREA

LIBRARY (RESEARCH ZONE)

STORAGE

STORAGE

UNIVERSAL LAB (COMP SCI/WEB)

DESIGN ZONE

CLEAN | MESSY

FABRICATION + TESTING ZONE

MAKERSPACE

SCENE SHOP

SHARED STAFF PLANNING

ACADEMIC NEIGHBORHOODS

DINING COMMONS

STUDENT STORE

DIGITAL GRAPHICS

STORAGE

UNIVERSAL LAB (BUSINESS/MKTG)

SPECIALIZED LAB (COOKING & NUTRITION)

STORAGE
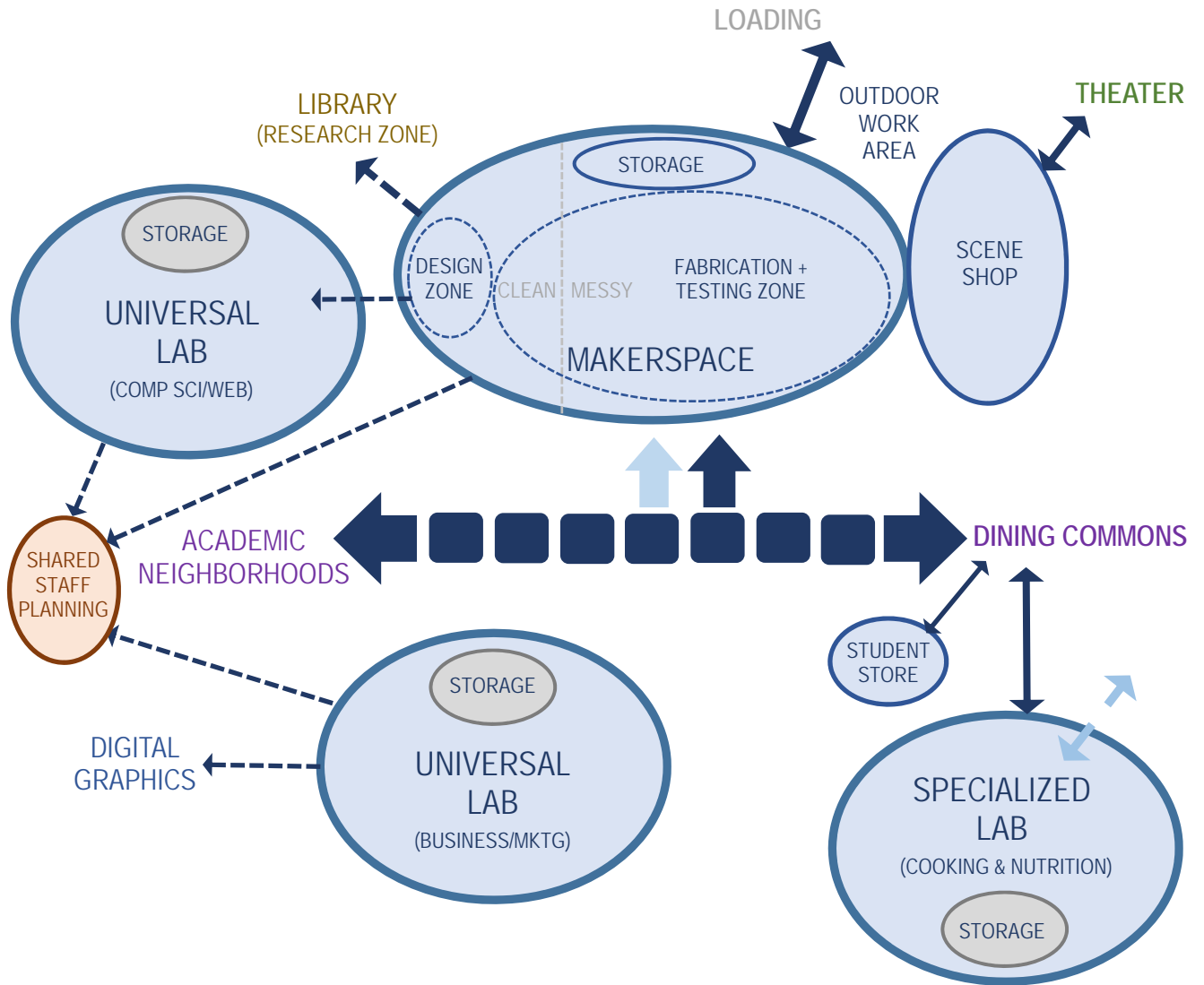
LOCATE PER SCHOOL DIRECTION

SUPPORT SPACES

SKILLS CENTER LAB

STORAGE

SUPPORT SPACES

SKILLS CENTER LAB

STORAGE
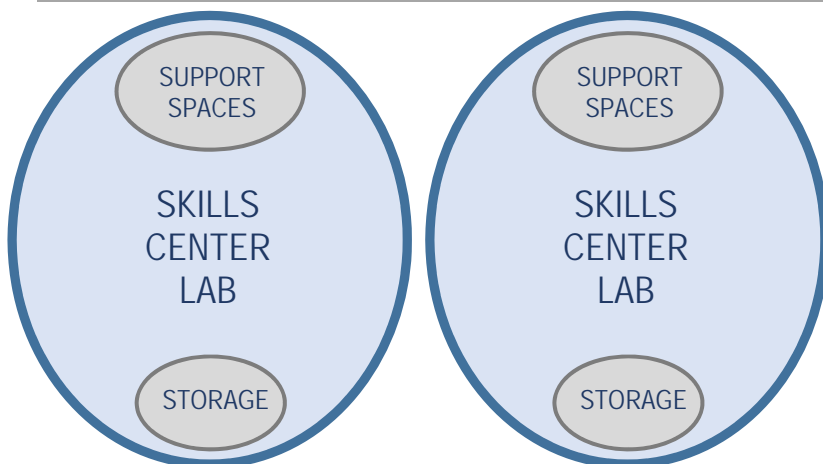
Visual & Performing Arts – Program Description

Seattle K-12 Arts Plan Goals[1]

As described in "What Do We Know: Elevating and Integrating the Arts", the Seattle K-12 Arts Plan identifies the goal for every high student as:

> **Every SPS high school student receives:**
> - A minimum of four semesters of visual, performing, or media arts classes
> - Integrated arts instruction in a ninth-grade language arts or social studies class
> - Sequential learning opportunities in visual arts, music, theater, and media arts programs
> - Opportunities to connect arts to careers at Media Arts Skills Centers, available to juniors and seniors District-wide

Seattle K-12 Arts Plan Strategies

The Seattle K-12 Arts Plan identifies strategies for increased arts education in Seattle Public Schools. For the purposes of this Educational Specifications, tactics supporting each of the three strategies that <u>are relevant to facilities planning</u> have been excerpted. These include:

Strategy 1: Transform the District central office in support of schools and regional K-12 arts learning pathways *(with clarifications per Arts Meetings in italics)*

- Development of arts demonstration sites[2] *(i.e. with enhanced staffing)*
- Build central systems to ensure provision of school arts facilities and resources.[3] The following actions will begin creating central office systems of support for arts materials and teaching space:
  - Include and standardize provision of arts facilities and resources in response to Arts Academic Assurances as part of the BEX IV capital levy, for the 17 schools that will be built or undergo major renovations in the next six years.[4]   *(as included in these Educational Specifications)*
  - In preparation for BTA and as part of Year 1 regional arts planning (2013–14), hire a contract staff person at the central office level to review arts learning spaces and develop a report and estimated budget for each region. *(To be conducted when funding for staffing is available)*
  - Develop a central lending library of nonconsumable arts resources, supporting all four arts disciplines (for example, costly musical instruments; brayers for printing; and music, costumes, and props for dance and theater). This Arts Resource Library will be created in conjunction with the Physical Education, Science, and Math Departments, with funding sources and staffing to be determined by Year 4 of implementation. An initial inventory will be taken to identify resources and gaps. Supplies will be purchased and a system for ongoing inventory will be purchased or developed. This system will support resource sharing across the District and ensure that arts assets are well maintained and managed. *(See addition of Arts Storage Supply Rooms distributed through the Neighborhoods)*

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[1] Excerpted from Seattle K-12 Arts Plan, a collaborative effort of the Seattle Office of Arts & Cultural Affairs and Seattle Public Schools, p. 12-13. Much content in this section is excerpted or adapted from this Plan.
[2] Ibid, p. 10
[3] Ibid, p. 36
[4] Ibid, p. 46

- Develop a regional staffing formula that helps central office determine how many FTE of arts teachers are required to provide adequate arts education to all students, as well as helping regional executive directors and school principals determine, based on specialists' areas of strength, the best ways to build out K-12 arts programming in their region. It is expected **that at least 60 arts teachers will need to be hired in the next eight years to join the 189 employed by SPS in 2012–13**. *(Primarily elementary level staff)*

Strategy 2: Provide culturally relevant K-12 arts curricula and instruction that   emphasizes development and assessment of 21st century skills

The intentional development of 21st century skills will be a focus of all arts learning in Seattle Public Schools—across providers and settings. 21st century skills will be developed in core arts courses, through school-community arts partnerships, in courses that integrate arts with other disciplines, and in Career and Technical Education courses. SPS arts teachers in partnership with Arts Corps, a community arts education organization, are leading the redesign of the arts curricula. Shared professional development and evaluation will support the implementation and refinement of arts instruction and programs.

- **Tactic A: Enhance Arts Curricula and Student Assessments to Include 21st Century Skills and Enduring Understandings[5]**
  The new Common Core standards in language arts and mathematics have brought a greater focus on habits of mind or 21st century skills—higher-order thinking skills that young people will need to participate in a creative and innovation-based economy. As these standards are implemented in Seattle Public Schools, teachers in all subjects have to develop instructional practices that meaningfully develop these skills, as well as classroom-based assessments to measure student growth in these areas.

  While for many, 21st century skills such as creativity and imagination might seem synonymous with arts learning, they would not have gotten that impression from reading the National or Washington State Arts Standards. Until recently, arts standards have heavily emphasized the development of discrete techniques and skills in specific arts forms, not the higher-order thinking skills or processes involved in creative expression. The historical approach to arts education in the United States, as reflected in the National Arts Standards, is one based on the conservatory tradition of arts education—a system of education designed to produce a creative elite of technically advanced artists who will become the producers of art for the economic elite, performing in the symphony hall or hanging work in galleries. As such, school-based arts education has not been well designed as central to the education of *all* students.

  Through an emphasis on teaching the 21st century skills developed through creative practice, SPS principals, teachers, and families will recognize the benefits of arts education for all young people. All SPS arts curricula and assessments will be redesigned to explicitly include 21st century skill development framed by enduring understandings—important ideas that have lasting value beyond the classroom. At the high school level, students will be able to directly connect arts to careers through the creation of Media Arts Skills Centers that are available to all SPS juniors and seniors and provide preparatory curricula that will prepare students for entry into further study or a career.

- **Tactic D: Connect arts and careers for secondary students through Media Arts Centers focused on 21st century skill development.[6]**
  The current skills centers include aerospace, IT, digital animation/game programming, and medical careers. In focus groups of secondary SPS students conducted by the Seattle K-12 Arts Learning Collaborative in April 2012,

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[5] Ibid, pp. 48-9
[6] Ibid, p. 55

students said that they wanted more opportunities to make connections between arts and careers, specifically animation, gaming, fashion, and music.

While some high schools already have strong programs, such as Theater Technology at Roosevelt High School and Film and Video Production at Ballard High School, under the new neighborhood Student Assignment Plan these programs are available only to students enrolled in those schools.

In response, the Visual and Performing Arts and Career and Technical Education Departments will partner to create Media Arts Skills Centers that are accessible to ALL Seattle Public Schools junior and senior students interested in pursuing arts-related careers in the following industries:

- Music Production and Distribution
- Theater Technology
- Film and Video Production
- Graphic Design

Digital animation and game design already exists, but in the first year, they have found that students are entering the program without the necessary foundational arts skills. The Visual and Performing Arts Department will coordinate with the Career and Technical Education Department to identify prerequisite foundational arts courses and work with school leaders to ensure they are available at our comprehensive high schools. Skills centers will be created by the SPS Career and Technical Education Department with support from the Visual and Performing Arts Manager. The CTE department, with support from Visual and Performing Arts will hire an Arts CTE Pathway Specialist who will support arts- focused CTE teachers as well as coordinate the launch of the Media Arts Skills Centers. During the implementation phase the Visual and Performing Arts and Career and Technical Education Departments will also develop requirements, timeline, and budget for the Graphic Design, Film and Video Production, and Theater Technology Media Arts Skills Centers. *(As of 4/2016, discussions about the fit between individual programs and schools have not been conducted. At Lincoln, it is anticipated that the current Bio-medical program will be retained. At Ingraham, a Photography program expansion was suggested by the Arts Program Manager. And while all of the arts programs mentioned above would be well located at a new downtown high school, the Theater Technology program would be especially well-suited to a Seattle Center location, given the proximity of several theatrical arts companies and venues.)*

- **Tactic F: Include Dance in Every Physical Education Course**[7]
  While the priority of the Seattle K-12 Arts Plan focuses on music and visual arts instruction, we know from student and community focus groups that opportunities to learn through dance are important to our community. A number of elementary schools in the District have recently opted to hire dance teachers instead of visual arts or music teachers. Many elementary and secondary physical education (PE) teachers are already incorporating dance into their courses. However, there is currently little support for ensuring that the dance offered is of **high artistic** quality. The Arts Plan will ensure that over time, every PE course will incorporate a high quality dance unit. This will occur through development of a dance curriculum with the PE Department in Year 2 of implementation, development of dance cornerstone assessments in Year 3, and partnering with community dance partners to provide residencies and professional development of PE teachers to provide dance instruction. *(It has been agreed that dance can be accommodate within the Multipurpose PE space, with one wall of acrylic mirrors, a rubber floor, and portable barres.)*

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[7] Ibid, p. 57

- **Tactic G: Build a Theater Program in Every High School[8]**
  In surveys and focus groups, both students and community members said that theater should be available to all SPS students, especially at the secondary level.

  Integrating theater into the elementary curriculum will be presented as an option during school arts planning. Seattle has numerous theater programs that focus on professional development for classroom teachers and that provide residencies that bring theater into the classroom.

  At the high school level, there are currently three schools that do not have a theater program. During regional arts planning, the possibility of sharing teaching staff across these schools will be explored and the Visual and Performing Arts Department will provide seed funds to build a theater program in each school. Implementation of Common Core also presents a unique opportunity to increase K-12 theater and will be explored further in Year 1 of Arts Plan implementation.

Strategy 3: Implement a Coordinated Citywide Support Structure for Partnerships, Governance, and Evaluation
(*No facilities planning implications found.*)

Activity & Spatial Descriptions for Instructional Spaces

2-D Arts Lab
A lab/studio environment where students can:
- learn about two-dimensional artwork through lectures, viewing slides and presentations, reading and writing
- learn visual communications skills through the practice of conveying ideas through 2-dimensional media
- learn the technical skills to create their own work through the practice of drawing, painting, printmaking, calligraphy, and similar 2-D arts
- evaluate their work through individual and group critiques
- prepare a portfolio of their work

3-D Arts Lab
A lab/studio environment where students can:
- learn about three-dimensional artwork through lectures, viewing slides and presentations, reading and writing
- learn visual communications skills through the practice of conveying ideas through 3-dimensional media
- learn the technical skills to create their own work through the practice of tilemaking, pottery, sculpture and similar 3-D arts
- evaluate their work through individual and group critiques
- prepare a portfolio of their work

Digital Arts Lab
A lab/studio environment where students can:
- learn about photography, digital graphic arts, film and video through through lectures, viewing presentations, reading and writing
- learn visual communications skills through the practice of conveying ideas through digital media
- learn the technical skills to create their own work through the practice of photography, digital graphic arts, computer animation, and video production and editing
- evaluate their work through individual and group critiques
- prepare a portfolio of their work

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[8] Ibid, p. 57

Band Practice Room
A lab/studio environment where students can:
- learn about and develop appreciation for various genres of instrumental music
- learn the technical skills to play a band instrument properly and with musicality
- collaborate with others in the playing of band music
- practice music performance

Typical classes offered in SPS high schools may include:
- Concert Band
- Symphonic Band
- Jazz Band
- Percussion Ensemble

Orchestra/Choral Practice Room
A lab/studio environment where students can:
- learn about and develop appreciation for various genres of instrumental and choral music
- learn the technical skills to play an orchestral instrument properly and with musicality
- collaborate with others in singing or the playing of orchestral music
- practice music performance

Typical classes offered in SPS high schools may include:
- Chamber Orchestra
- Concert Orchestra
- Symphonic Orchestra
- Wind Ensemble
- Concert Choir
- Vocal Jazz

Electronic Keyboard Classroom
A classroom environment where students can:
- learn about and develop appreciation for various genres of keyboard music
- learn the technical skills to play a keyboard instrument properly and with musicality

Typical classes offered in SPS high schools may include:
- Piano Lab

Main Theater
A quality environment for the purposes of:
- Student and community theatrical performances
- Instrumental and choral music performances
- Student assemblies
- Large group presentations
- Proctored examinations (potentially)
- The house should have multiple aisles for quick egress (center and 2 side aisles preferred).
- The stage should have wings on the sides.
- The flyloft should be "3/4" based upon Visioning Workshop discussion.

- Catwalks should be provided over the house as well as the stage so that lighting can be directed from each of those locations.
- It should have an orchestra pit, which should be covered to accommodate other types of performances, though it should be noted that the pit at Nathan Hale is shallow without a cover, which allows parents to see their students while playing music, and that has its advantages.
- The acoustics should be designed for live performance.
- There should be a lighting & sound booth, with systems for communication between the "house" and the booth.

Black Box Theater
A flexible classroom environment where students can:
- learn about and develop appreciation for various genres of dramatic performance through lectures and readings, and viewing presentations and performances
- learn communications skills through the practice of conveying ideas through dramatic performance
- learn the technical skills necessary for dramatic performance and/or for the lighting, costume design, set design, sound design, and other aspects of creating dramatic performances
- collaborate with others in practicing, rehearsing and performing dramatic productions
- Flexible/movable seating on risers for up to 75 people

Scene Shop (may be combined with Makerspace)
A flexible fabrication space where students can:
- Perform light carpentry for building sets
- Paint sets using non-toxic paints
- Provide sawdust collection system and other space features as listed

In addition, based upon the Seattle K-12 Arts Plan, arts integration with other disciplines can be anticipated to occur in the following spaces:

Learning Commons and Small Group Collaboration Spaces
- Integration with English/Language Arts, including activities such as two to three small groups of 2 – 5 students practicing dramatic parts, or movement or dance;
- Visual Arts integration activities, such as drawing, painting, collage, etc, which will be supported by the immediate presence of arts supplies within each neighborhood in the Arts Storage Supply spaces.

Outdoor Learning Areas
- Similar to the variety of English/Language Arts integration activities identified above, whole-class and small groups of 2 – 5 students may be practicing dramatic parts, or movement or dance in the outdoor learning area when weather allows.

"Distributed" Dining Commons
In discussions in Visioning and Principals Workshops, a single large (8,000 SF or so), "industrial size" Dining Commons area is not a preferred option; rather, principals expressed a preference that the Commons area accommodate approximately 400 students at one time. We are currently studying how many additional spaces of what size might be created by this re-allocation.

Additional spaces for mid-size student presentations and performances are desirable. If the schools are on a single lunch, then of course the Dining Commons will be available more periods of the day to support that kind of activity, and a smaller size commons would be a better fit. However, even a 400-student space is out of scale with the anticipated need, which is:

- A performance area of ~ 18' x 28' feet
- Availability of power and data for presentations
- Seating area for up to three classes, or ~ 90-100 students at one time.

It would be preferred if one or two "forum" type spaces could be created to support these mid-size student presentations/performances. If sufficient space for the "performance area" cannot be allocated from circulation, then consider locating this forum space adjacent to a 450-SF Group Collaboration Area, and use an operable glass wall to allow that space to function as the performance area when needed.

Visioning Workshop Direction

In order to address the conflict between student use of the library as a resource, and the need for providing a venue for test taking, workshop participants suggested the use of tablet arms for seating in the main theater so that testing can be conducted in the space.

It was agreed to look at the specifications for testing and confirm if the dimensions between students seated in every other seat would comply, as well as confirming the size of the tablet arms would be sufficient. The use of offset seating design so that people can see between the people ahead of them was also encouraged.

Administrators suggested that testing of approximately 250 students at one time would be workable.

Visual & Performing Arts – Program Area Summary

Space Description	# Staff	# Students	# T.S.	# Rooms	Unit SF	Total SF
Arts, Lab 3-D Includes: Kiln, Supply Stor, Project Stor	1	32	1	1	1,800	1,800
Arts, Lab 2-D Includes: Supply Stor, Project Stor	1	32	1	1	1,800	1,800
Arts, Lab – Digital (Graphics, Photography) Includes: Storage	1	32	1	1	1,350	1,350
Music, Band Practice Room	1	Up to 90	1	1	2,000	2,000
Instrument Storage Room - Band & Orchestra	-	-	-	2	450	900
Music, Orchestra & Choral Practice Room	1	Up to 70	1	1	1,800	1,800
Music, Electronic Keyboard Practice Room	1	Up to 32	1	1	900	900
Music, Practice Room - Ensemble	-	Up to 10	-	1	300	300
Music, Practice Room - Small	-	Up to 4	-	5	75	375
Music, Shared Library	-	-	-	1	300	300
Music, Band Uniform & Choir Robe Storage	-	-	-	2	150	300
Music, Choir Riser Storage	-	-	-	1	150	150
Music, Sound Equipment Storage	-	-	-	1	150	150
Perf Arts, Main Theater – 550 seats	1	Up to 550	-	1	5,000	5,000
Perf Arts, Stage	0	As needed	-	1	3,000	3,000
Perf Arts, Orchestra Pit	0	As needed	-	1	500	500
Perf Arts, Black Box Theater – 75 seats Includes: Drama Classroom	1	Up to 60	1	1	2,000	2,000
Perf Arts, Dressing/Makeup/Toilet	-	As needed	-	2	400	800
Perf Arts, Scene Shop (share of Makerspace)	-	As needed	-	1	1,000	1,000
Perf Arts, Props Storage	-	-	-	1	230	230
Perf Arts, Costume Storage	-	-	-	1	200	200
Perf Arts, Lighting Control Booth	-	-	-	1	200	200
Perf Arts, General Storage – incl grand piano	-	-	-	1	200	200
Perf Arts, Lobby/Foyer	-	-	-	1	1,000	1,000
Staff Planning (Shared Neighborhood)	6-8	-	-	1	**	**
Subtotal						26,255

T.S. – Teaching Station

** = Area for Staff Planning is accounted for the Overall Program summary table at the beginning of this section. Space is shown here for illustrative purposes.

Visual & Performing Arts – Adjacency Descriptions

Main Instructional Spaces

1. **Visual Arts Labs**
   - It is preferred if 2-D and 3-D Visual Arts Labs are located together, with shared Staff Planning, Art Supply and Art Project Storage located between the two classrooms.
   - It is also preferred if the 2-D and 3-D Labs have generous daylight, preferably with northern exposure.
   - It is preferred if one or both of the Visual Arts Labs are located adjacent to an outdoor arts patio that allows for large projects.
   - The Digital Arts Lab should be located nearby; daylight is not as critical for this lab.

2. **Music Rooms**
   - The music spaces should have some separation from the quieter areas of the school such as the library and main academic classrooms.
   - It is preferred if the Band Practice and Orchestra/Choir Practice Rooms are located adjacent to one another with the shared Staff Planning and shared Music Library between them.
   - It is also preferred if they are located near the Main Theater to provide ease of access for performances.

3. **Electronic Keyboard Classroom** should be located near the other music rooms

4. **The Main Theater and its Lobby/Foyer** should be easily identifiable and located near a public entry, or otherwise be accessible for after hours events. If adequate on-site parking for events is provided, it is preferable if it is located near that parking. In order to support back-to-back performances, It is also preferred that the Lobby/Foyer area be configured so that guests leaving can exit in one direction and guests arriving for the next performance can be efficiently seated with minimal turnaround time.

5. **The Black Box Theater** should be located off of a hallway shared with the Stage for the Main Theater so that the hallway can be used as an informal "green room."

Learning Support Spaces

1. **Ensemble/Mixing Room and Practice Rooms** may be located between the Band and Orchestra Practice Rooms, with some accessible from each, or off of a hallway near both Practice Rooms.

2. **Instrument Storage Rooms for Band** & **Orchestra** shall have direct adjacencies to their respective practice rooms.
   - It is preferred if Instrument Storage Rooms have both an "in" door and an "out" door to allow one-way circulation when students are picking up/dropping off instruments.

3. **Band Uniform & Choir Robe Storage Rooms** shall be located in the vicinity of their respective practice rooms.

4. **Riser Storage** shall be located in the vicinity of the Orchestra/Choral Practice Room

5. **Sound Equipment Storage** shall be located in the vicinity of the Band and Orchestra Practice Rooms.

6. **The Scene Shop** may be an extended zone of the Makerspace, provided the location offers sufficient access to an outside loading area for bringing materials into the Scene Shop, as well as sufficient access to bring completed sets into the Theater(s).

7. **The Dressing/Makeup Rooms** shall be directly adjacent to the hallway that will serve as an informal "Green Room."
   - Directly adjacent to the Toilet Rooms for each gender.
   - Individual Toilet Rooms shall be dedicated for use while preparing for performances and so shall not be counted on to serve students during the school day.
   - The entire suite of Makeup/Dressing & Toilet Rooms shall be configured so that it can be locked off when performances are not occurring and students are not left unsupervised.

8. The **Lighting/Sound Control Booth** should be placed where recommended by the design team's Theater Consultant.

9. **The Props Storage Room** and the **Costume Storage Room** shall be located in proximity to the Theater(s).

10. **Shared Staff Planning:** It is preferred that staff planning for all visual and performing arts staff be located in a single combined staff planning area, provided that the arts instruction spaces are within reasonable proximity to one another.

    - If that is not the case, then there can be separate staff planning areas for visual arts and performing arts, but the locations should not be such that staff must pass thru the instructional spaces in order to get to staff planning areas, nor should they be positioned so that staff visually "own" the instructional spaces. It is intended that supervision of the instructional spaces shall be performed by the instructor who is teaching the class period, from within the classroom.

    - It is anticipated that instructional spaces will be occupied all periods of the day, so spaces will not be unsupervised. Therefore, it is not necessary for staff planning areas for music or arts to be located in direct proximity to the instructional spaces.

Visual & Performing Arts – Adjacency Diagram

MAIN SCHOOL ENTRANCE

THEATER ENTRANCE

FOYER

TOILET RM

ACADEMIC NEIGHBORHOODS

MAIN THEATER

STAGE

ORCH PIT

CONTROL

PROPS STOR

COST STOR

DRESS MAKEUP

W

M

STOR

ARTS LAB (DIGITAL)

STOR

ARTS LAB (2D)

STAFF PLANNING

DRAMA CLASSROOM

BLACK BOX

MAKERSPACE SCENE SHOP

ARTS LAB (3D)

KILN

STOR

MUSIC LIBRARY

BAND

BAND INSTRUMT STORAGE

KEYBOARD

ORCH INSTRUMT STORAGE

UNIFORM STORAGE

ENSEMBLE

ORCHESTRA+ CHORUS

ROBES STORAGE

PRACTICE

PRACTICE

PRACTICE

RISER STORAGE

TO ATHLETIC FIELDS

PRACTICE

PRACTICE

Physical Education & Athletics – Program Description

Excellence in Physical Education, Everyday for All Students[1]

<u>Mission</u>

Seattle Public Schools is committed to providing a quality Physical Education program that builds knowledge, fitness, movement skills, social well-being and confidence so all students can enjoy a healthy active lifestyle.

Student Wellness Policy[2]

The Seattle School Board is committed to the optimal development of every student. The Board believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year. Research clearly indicates tremendous inequities in access to healthy food and opportunities for physical activity in our community. It is the imperative and intention of Seattle Public Schools to mitigate these disparities by providing equitable access to healthy food and physical activity across all Seattle schools, and to mitigate these health and educational disparities by acknowledging where disparities exist within the district and devising plans of action to address, prevent and thus reverse those disparities. **Children who** eat well-balanced meals and **engage in physical activity throughout the school day are generally healthier and more likely to be academically successfu**l. To clarify the district's role in supporting students, the following core wellness beliefs are adopted (*only those relating to physical education and activity are excerpted here*):

- Students receive quality evidence-based health education, physical education, and nutrition education allowing them to develop lifelong healthy behaviors;
- Students have adequate opportunities to be physically active before, during, and after school, including adequate recess and regular physical activity breaks;
- Students are provided equitable opportunities for physical activity with appropriate accommodations and modifications to school meals, nutrition education, physical education and physical activity;
- School staff are encouraged to promote healthy nutrition and support physical activity; including not using food as a reward, scheduling recess before lunch, and practicing healthy celebrations;
- Each school should incorporate a Wellness Goal in their Comprehensive School Improvement Plan (CSIP).

Physical Education Policy[3]

It is the policy of the Seattle School Board that physical education is a core component of a school environment that promotes students' health, well-being, and ability to learn, as well as mitigates education and health disparities. Therefore, all students shall experience a Comprehensive School Physical Activity Program (CSPAP) including:

1. The opportunity to learn the knowledge and skills needed to establish and maintain physically active lifestyles throughout childhood and adolescence and into adulthood;
2. Opportunities to be physically active;
3. Staff involvement;
4. Family and community engagement; and
5. A culture of health and wellness in every school.

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[1] From Seattle Public Schools website, https://www.seattleschools.org/cms/one.aspx?portalId=627&pageId=15372

[2] Seattle Public Schools Policy No. 3405, "Student Wellness," October 7, 2015 at http://www.seattleschools.org/UserFiles/Servers/ Server_543/ File/District/Departments/School%20Board/15-16agendas/081915agenda/20150819_Policy3405.pdf

[3] Seattle Public Schools Policy No. 2185, "Physical Education," June 4, 2014 at: https://www.seattleschools.org/UserFiles/Servers/ Server_543/File/District/Departments/Nutrition%20Services/2185.pdf

The CSPAP program shall:
- Be taught by teachers who are certificated in Physical Education;
- Meet or exceed state Physical Education standards;
- Use a Board-adopted curricula;
- Include strong oversight at the school and district level;
- Conduct on-going assessments of the program, teachers and students to assure the positive impact of the program.

Adapted physical education will be included as part of individual education plans for students with chronic health problems, other disabling conditions, or other special needs that preclude such student's participation in regular physical education instruction or activities.

For more detailed background information and implementation strategies for CSPAP, see previous section "What Do We Know – Comprehensive School Physical Activity Program Overview"

Seattle Public Schools – Physical Education Program

VISION STATEMENTS[4]
Seattle Public Schools is committed to providing a daily, quality Physical Education program that builds knowledge, fitness, movement skills, social well-being and confidence so all students can enjoy a healthy active lifestyle. The program goals will be accomplished by:

Knowledge
- A K-12 articulated written curriculum aligned with state standards

Physical Fitness
- Progressive physical fitness skills articulated from K-12
- Fitness measurements are used to track students' fitness
- Implementation of personal fitness plans at middle and high school

Fundamental Movement Skills
- Developmentally appropriate progressive motor skills K-12
- Team, individual and lifetime activities that build the habit of an active lifestyle
- Social Well-being o Improving social relationships, and emotional well-being through active engagement in physical activity

The educational community will support student learning by providing:
- Community and parents modeling healthy physical and nutritional behaviors
- School board members, administrators, classroom teachers, nutritional services, counselors, nurses, and social services supporting coordinated school wide involvement in improving students' fitness and health
- Maintaining clean, safe and adequate equipment and facilities for all students.
- All students the opportunity to reach our Physical Education program goals by not allowing compromised scheduling, substitutions, or inadequate time.

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[4] From Seattle Public Schools website > Students > Academics > Physical Education.
https://www.seattleschools.org/cms/one.aspx?portalId=627&pageId=15372

The overall purpose of the physical education program is to create an exemplary program that sets the benchmark for excellence in physical education.

HIGH SCHOOL GRADUATION REQUIREMENT: The two-credit graduation requirement in health and physical education. The fitness portion of the requirement shall be met by course work in fitness education. In order for a student to graduate from a Seattle Public School 2.0 Health/Fitness (.5 Health, 1.5 Physical Education) semester credits are needed for graduation, each .5 Physical Education semester course should include the equivalent of 80 contact activity hours within that course timeline.

CURRICULUM: Starting with the Class of 2012, a student must show that they have taken the Classroom Based Assessment (CBA) "CONCEPTS OF HEALTH AND FITNESS" High School for physical education and noted on their transcript that they have taken this assessment. This content knowledge is delivered, learned, and assessed in the .5 Personal Fitness course HPE2364.

In 2007 Seattle Public Schools Physical Education Program adopted the Five for Life Curriculum and WELNET Software for PreK-12th grades. This curriculum includes:
- Five for Life Basic, Intermediate & Advanced Curriculum
- Nutrition Kit
- Circuit Training Kit
- Dynamic Workout and Intensity DVD's
- WELNET Software

"Five for Life" is a research-driven, standards-based curriculum designed to teach the principles of health and fitness while continually improving students' fitness levels. Based on the five components of fitness—cardiovascular endurance, muscle strength, muscle endurance, body composition and flexibility—it incorporates fitness-related activities and motor-skill development with academic content. Students are taught meaningful fitness concepts and vocabulary which empower them to make healthier choices.

The basic curriculum introduces students to the skeletal and muscular systems while stressing the importance of nutrition and physical activity. Students learn how to set and achieve goals, and to measure their improved fitness levels with technology such as heart-rate monitors and pedometers. Units and lessons are designed to blend health and fitness concepts into activity time.

Unlike traditional PE programs that emphasize group or team competition, in "Five for Life" students compete against their own past performances to reach their fitness goals. Each student performs pre-fitness measurements in the fall, sets goals for improvement, and performs post-fitness measurements in the spring.

The advanced program continues the goal setting and fitness measurements while adding a record-keeping element to analyze personal behavior. Through the use of diet, sleep, activity, and hydration logs, students are able to see how their nutrition choices and daily habits affect their health, performance and appearance.

The program can be customized to meet individual students' personal needs, and includes a Web-based component that provides students the opportunity to track and assess their results throughout their tenure in the district.

CURRICULUM STANDARDS

NATIONAL STANDARDS FOR K-12 PHYSICAL EDUCATION

The Goal

The Goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

The Standards

The physically literate individual:

1. Demonstrates competency in a variety of motor skills & movement patterns.
2. Applies knowledge of concepts, principles, strategies & tactics related to movement & performance.
3. Demonstrates the knowledge & skills to achieve & maintain a health-enhancing level of physical activity & fitness.
4. Exhibits responsible personal & social behavior that respects self and others.
5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

WASHINGTON STATE STANDARDS

Fitness – Year One – High School

In year one of fitness education, students complete the transition from modified versions of movement forms to more complex applications across all types of physical activities. Students demonstrate more specialized knowledge in identifying and applying key movement motor skills and movement concepts. They assess their skill performance and develop a personal health and fitness plan. Students demonstrate the ability to plan for and improve components of health-related fitness to achieve and maintain a health- enhancing level of personal fitness.

EALR 1: The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.

- Component 1.1: Develops motor skills and movement concepts as developmentally appropriate.
- Component 1.2: Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.
- Component 1.3: Understands the components of health-related fitness and interprets information from feedback, evaluation and self-assessment in order to improve performance.
- Component 1.4: Understands the components of skill-related fitness and interprets information from feedback, evaluation and self-assessment in order to improve performance.
- Component 1.5: Understands relationship of nutrition and food nutrients to body composition and physical performance.

EALR 4: The student effectively analyzes personal information to develop individualized health and fitness plans.

- Component 4.1: Analyzes personal health and fitness information.
- Component 4.2: Develops and monitors a health and fitness plan.

Fitness – Year Two – High School
Students in year two of fitness education are proficient in all fundamental movement skills and skill combinations and are competent in self-selected physical activities that they are likely to be involved with throughout life. They understand and apply key movement and fitness concepts for all activities in which they demonstrate competence. Students are good leaders and good followers, respect others, and anticipate and avoid unsafe physical activity situations. They develop the ability to understand and anticipate how physical activity interests and abilities change across a lifetime. Students demonstrate competency to plan, implement, self-assess, and modify a personal health and fitness plan. Students are prepared to lead a physically active lifestyle and practice health-enhancing behaviors that promote wellness throughout life.

EALR 1: The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.
- Component 1.1: Develops motor skills and movement concepts as developmentally appropriate.
- Component 1.2: Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.
- Component 1.3: Understands the components of health-related fitness and interprets information from feedback, evaluation and self-assessment in order to improve performance.
- Component 1.4: Understands the components of skill-related fitness and interprets information from feedback, evaluation and self-assessment in order to improve performance.
- Component 1.5: Understands relationship of nutrition and food nutrients to body composition and physical performance.

EALR 4: The student effectively analyzes personal information to develop individualized health and fitness plans.
- Component 4.2: Develops and monitors a health and fitness plan.

Interscholastic Activities[5]
The Board recognizes the value of a program of interscholastic athletic activities as an integral part of the total school experience to all students of the district and to the community. The program of interscholastic athletic activities shall include all activities relating to competitive sport contests, games or events, or exhibitions involving individual students or teams of students of this district when such events occur between separate schools within this district or with any schools outside this district. The Board expects that:

A. All students (grade 9-12) participating in interscholastic activities maintain a 2.0 grade-point average in all subjects; be enrolled in courses that ensure normal progress towards graduation; and maintain the number of credits necessary for advancement to the next grade level.

B. All interscholastic activities and events shall be in compliance with the rules and regulations of the Washington Interscholastic Activities Association (WIAA). The schools of the district shall not participate in any out-of-season athletics that are not sanctioned by the WIAA. The district shall not be responsible or liable for nonschool-sponsored programs or for programs that are organized, promoted or participated in by staff members without school approval. The district shall not be responsible for or control and incur liability for summer and/or out-of-season activities unless specifically sponsored by the school district. The Superintendent or his or her designee shall establish rules defining the circumstances under which school facilities may be used and under which

[5] Excerpt from p.1 of Seattle Public Schools Policy No. 2151, "Insterscholastic Activites," June 4, 2014, as published on website: https://www.seattleschools.org/UserFiles/Servers/Server_543/File/Migration/Departments/HR/2151.pdf

announcements of summer sports leagues and/or clinics may be channeled to students.

C.   An athletic coach must be properly trained and qualified for an assignment as described in the coach's job description.

Athletics[6]

Studies show that students participating in athletics have higher GPA's, better attendance, lower dropout rates, fewer disciplinary problems, higher graduation rates, and better success in college than non-participants. Providing healthy, supervised after-school activities for students does this. Athletic participation teaches teamwork, goal setting, discipline, sportsmanship, leadership, and other valuable life-skills, helping students become contributing members of their school and community as well as providing an important alternative to anti-social behaviors. The Athletics department coordinates with schools to provide programs for this valuable portion of a student's extra-curricular life.

Goals

Our vision is excellence in academics and athletics by connecting students to academics through an exceptional athletic program. To meet this vision our mission and goals are:

- Transform: Providing an exemplary athletic program with maximum student participation.
- Enable: Utilizing the individual and group skills and knowledge of our athletic coaches, teaching staff, and community to encourage excellence both in the classroom and on the playing field.
- Operate: Coordination of operating an all-encompassing athletic program in both the middle school and high school levels.
- Productivity: Encourage academic and athletic excellence for all participating students.

Current Initiatives

In order to create an encouraging program for athletic and academic excellence for all student athletes. Athletics partners with all the high schools & middle schools within Seattle Public Schools. Outside of Seattle Public Schools we partner with Seattle Parks and Recreation in providing a developmental participation program in the middle school athletic level. For the high school level, we partner and coordinate with the Metro (3A) Athletic League, SeaKing District 2, and the Washington Interscholastic Athletic Association (WIAA) to provide a well-rounded and excellent program. For the 2015-16 school year, the following high school sports activities are scheduled:

Fall	Winter	Spring
Cross Country (Co-Ed)	Basketball (Boys)	Baseball
Football	Basketball (Girls)	Soccer (Boys)
Golf (Co-Ed)	Gymnastics	Softball
Soccer (Girls)	Swimming (Boys)	Tennis (Co-Ed)
Volleyball	Wrestling	Track (Boys)
Swimming (Girls)		Track (Girls)

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[6] From Seattle Public Schools website > Students > Extra Curricular Activities > Athletics.
https://www.seattleschools.org/cms/One.aspx?portalId=627&pageId=14742

Activity & Spatial Descriptions for Instructional Spaces

1. Main Gymnasium
   - Primary space for PE instruction including games, dance, gymnastics, fitness, assessment, lecture, demonstration and use of instructional technology and equipment.
   - Primary space for athletics (Basketball, Volleyball) practice and competitions
   - Primary space for large, all-school assemblies and rallies.
   - Bleacher size: 1600 seat capacity

2. Auxiliary Gymnasium
   - Secondary space for PE instruction including games, dance, gymnastics, fitness, assessment, lecture, demonstration and use of instructional technology and equipment.
   - Primary space for Wrestling competitions.
   - Secondary space for athletics (Basketball, Volleyball, Gymnastics) practice and competitions.
   - Bleacher size: TBD

3. Multipurpose Room
   - Secondary space for PE instruction including games, dance, gymnastics, fitness, assessment, lecture, demonstration and use of instructional technology and equipment.
   - Primary space for Wrestling team practice (winter)

4. Fitness/Weight Room
   - Secondary space for PE instruction including fitness, demonstration and use of equipment.

5. Classroom – Health
   - Primary space for Health & Wellness lecture and assessments
   - Secondary space for Athletic team meetings.

Physical Education & Athletics – Program Area Summary

Space Description	# Staff	# Students	# T.S.	# Rooms	Unit SF	Total SF
Main Gymnasium	2	Up to 32	2	2 sides	6,750	13,500
Auxiliary Gymnasium	1	Up to 32	1	1	5,640	5,640
Multipurpose Room	1	Up to 32	-	1	2,400	2,400
Fitness/Weight Room	-	Up to 32	-	1	1,800	1,800
PE, Student Lockers/Showers/Toilet	-	Up to 32	-	2	1,960	3,920
PE, Equipment Storage	-	-	-	1	1,200	1,200
Storage – Technology Equipment	-	-	-	1	40	40
PE, Staff Office & Lockers	Up to 3	0	0	2	240	480
PE & Athletics Staff Showers/Toilet	0	0	0	2	200	400
Classroom, Health Education	1	Up to 32	1	1	900	900
Athletics, Student Lockers/Showers/Toilet	0	??	0	2	1,200	2,400
Athletic Director Office	1	0	0	1	150	150
Athletics, Coaches Office & Lockers	Up to 3	0	0	2	240	480
Athletics, Training Room	1	Up to 2	0	1	400	400
Athletics, Uniform Drying Room	0	0	0	1	500	500
Athletics, Team Room	0	Varies	0	1	**	**
Athletics, Equipment Storage	0	0	0	3	200	600
Athletics, Outdoor Equipment Storage	0	0	0	1	300	150*
Required Subtotal			4			34,960

T.S. = Teaching Station

* = Outdoor space counts for half total SF

** = Athletics teams use Health classroom for team meetings.

Physical Education & Athletics – Adjacency Descriptions

<u>General – Overview</u>

To support the physical education program, a variety of indoor and outdoor areas are required. Most high schools offer 13 different PE courses as well as support up to 18 different athletic teams. Typical sports activities include basketball, volleyball, gymnastics, badminton and wrestling. Outdoor physical education teaching areas will be located near the indoor multi-purpose room. Physical education facilities must be designed and constructed with a focus on community use during non-school hours, since there is a high demand for both indoor and outdoor facilities.

1. Main Gymnasium
   - Direct connection to main corridor servicing locker rooms, staff & coaching offices
   - Direct access to outdoor athletic facilities
   - Direct access to storage rooms.
   - Bleacher size: min 1600 student capacity

2. Auxiliary Gymnasium
   - Direct access to Multipurpose room, preferably with large doors to accommodate moving wrestling mats into space for competitions.
   - Direct access to outdoor athletic facilities.
   - Direct access to storage rooms.
   - Bleacher size: TBD

3. Multipurpose Room
   - All new schools will have a horizontal traverse wall, portable dance bar and full-height acrylic mirrors.

4. Fitness/Weight Room
   - Six stations of cardio equipment to include: treadmill, elliptical, stationary bikes.

5. Team Room
   - Serves as Health Classroom during school hours, then can be used by teams during after- hours. Ensure proper zoning to support after-hours access.
   - Prefer if located close to PE spaces – does not require direct adjacency

6. PE Staff Office & Lockers
   - Direct physical and visual connection to student locker rooms for security.
   - Provide three workstations in each office.

7. Athletics Coach Office & Lockers
   - Direct physical and visual connection to student locker rooms for security.
   - Assume 3 male/3 female staff
   - Provide one workstation per sport per season

8. PE/Athletics Staff Showers & Toilet Room
   - Shared facility that is directly connected to respective offices, but can be zoned/locked for after-hours use by either group without accessing the others.

9. Student PE Locker Room & Showers/Toilet
   - Provide one way in and one way out to help monitor who is in the locker room.
   - Provide locker room access from a main hallway, not from within a gym space.
   - No direct access to/from the outside is desired.
   - Provide mix of full size and basket size lockers – between 100-120 for PE
   - 8 showers should be private with a curtain that allows seeing a student's feet.

10. Student Athletic Locker Room & Showers/Toilet
    - Direct connection with PE locker rooms for security
    - Showers & toilets are shared with PE
    - Lockers should be larger to accommodate gear

11. Training/First Aid Room
    - Exterior access so students in outdoor sports with cleats/dirt can access?
    - Close to Main gym so athletes can taped up before games?

12. Uniform Drying Room
    - Separate room intended for football gear only?
    - Can be shared/integrated into athletic locker rooms?

13. Storage – PE equipment
    - Large storage room with high bay storage and (1) key is ideal.
    - If needed, provide separate PE storage rooms for easy adjacent access to multiple PE spaces, esp. if on different floors.
    - Need to be able to inventory PE team sports equipment (basketball, volleyball, etc. – PE use, not athletics equipment)
    - Nets for therapy ball storage is ideal in high bay storage rooms.
    - For PE, prefer volleyball standards on wheels for easy set up/breakdown between classes. For Athletics, prefer in floor standards for volleyball
    - Should be divisible with fencing or similar material to support separating equipment for different sports or fitness programs.

14. Storage – Athletic equipment
    - Distribute rooms near Main Gym, Auxiliary Gym, Multipurpose rooms.

15. Storage – Tech Equipment
    - Adjacent to Main Gym
    - Location of sound system and A/V controls

Physical Education & Athletics – Adjacency Diagram

GYM ENTRANCE

PUBLIC TOILET RM

PUBLIC TOILET RM

TECH STOR

ATHL STOR

AUXILIARY GYMNASIUM

MAIN GYMNASIUM

MULTI PURPOSE ROOM

PE STORAGE

ATHL STORAGE

HEALTH CLASSROOM/ TEAM ROOM

FITNESS ROOM

ATHL STOR

TRAINING RM

DRYING RM

ATHLETIC DIR

BOYS ATHLETIC LOCKERS

COACH LOCKERS

COACH LOCKERS

GIRLS ATHLETIC LOCKERS

SHWRS+TLT

SHWRS+TLT

SHWRS

TOILETS

TOILETS

SHWRS

PE STAFF LOCKERS

PE STAFF LOCKERS

BOYS PE LOCKERS

GIRLS PE LOCKERS

Library & Information Services – Program Description

"A **library** is not a luxury but one of the **necessities of life**." **–** Henry Ward Beecher

District Goals[1]

Library Services strives to promote the exploration of ideas, the power of information and the love of reading and learning.

- Provide students and staff seamless access to the information resources they need, when and where they need them.
- Build strong libraries in every school that foster lifelong readers and effective users of information.

Library Media Center Policy[2]

The Seattle School District library/media centers will be used to support and extend the classroom program of instruction. Each center will provide a broad range of instructional equipment and learning resources to support the school curriculum and meet the unique needs of students.

Each district library/media center will be appropriately staffed to assist teachers and students in the use of the collection, as well as in the completion of teacher and/or student assignments. The Teacher-Librarian and the library media staff will assist students and teachers in securing a variety of resources which support student mastery of the essential academic learning requirements and the implementation of the district's school improvement plan. Additionally, the Teacher-Librarian, through the school library media program, will collaborate as an instructional partner and information specialist to help all students meet the content goals in all subject areas, provide information, technology literacy instruction and assist high school students completing the culminating project and high school and beyond plans.

The Changing Role of Libraries

The library serves multiple roles within a school – its traditional role as a place for research and learning, and new roles as a technological information hub, an instructional space for large and small groups, a creative collaboration zone for hands-on projects, and a meeting/gathering place for staff and members of the larger school community. No longer is the library simply a repository of books. The modern high school library - its resources and especially its staff - is the academic heart of the high school and its extended community.

> *"Libraries are responding to the ever-changing needs of children and teens. Summer reading, a longstanding campaign in public libraries, is evolving into summer learning. Summer programs have flourished in recent years; they now integrate traditional reading activities with others that explore such special interests as the arts, STEM (science, technology, engineering, and math), and digital learning."*[3]

[1] "Library Services- Overview." *Seattle Public Schools: District: Departments: Library Services*. Seattle Public Schools, 2016. Web. 2016.
[2] Seattle Public Schools Policy No. 2021, "Library Media Centers," December 7, 2011. Published online
http://www.seattleschools.org/UserFiles/Servers/Server_543/File/Migration/Departments/HR/2021.pdf
[3] Wang, Yizhu. "School Libraries Are Transforming into Digital Hubs." EdScoop. Scoop News Group, 11 Apr. 2016. Web. 11 Apr. 2016.

Flexibility

Educators and administrators desire libraries to be comfortable gathering spaces that support multiple functions throughout the day. Design for flexibility whenever possible. Many students arrive early to campus and stay late each day. The library is often a place of refuge for these students; a safe space where they can access technology, work independently or simply indulge in pleasure reading.

During school hours, the library must accommodate both individuals and groups, as well as two full classes of 32 students at the same time. For students with limited technology resources at home, internet access during these hours is critical for keeping pace academically and socially with their peers After school hours, the library may shift roles again to support an all-staff meeting which may run upwards of 100 staff members. Any number of events could follow thereafter – a community open house, a club meeting.

To support flexibility, the library must be strategically located within the school so it can be zoned to support extended use. Ideally the library is visible from the exterior of the school, if not immediately from the main entrance. Not only does this accessible, prominent location facilitate extended use, it reinforces the academic mission of the school as a whole.

Character

The character of a library should reflect the culture of the community it serves. While national trends are pushing towards increased digitization of materials, many Seattle high school libraries maintain extensive hard-copy collections that have been thoughtfully curated over the course of decades. For example, Nathan Hale High School has over 17,000 volumes. Yet even at schools with limited collections, the presence and visibility of the stacks is a key signifier that imparts a distinctive, respectful quality to the space. Ample display opportunities should be integrated near the entrance, circulation desk and other key areas to showcase items from the collections and spark curiosity.

To this end, the stacks serve an important role in both setting the tone and defining spatial boundaries within the library. For example, tall stacks at Roosevelt High School create a more formal research space. Ballard High School's low, mobile stacks create hives of activity – zones for tablets & desktop computers, large and small group gathering areas. Based on recommendations from the Library Services manager, at least 50% of full height stacks should be located on perimeter walls and the balance should be accommodated in medium height, mobile stacks that can be reconfigured in the open floor area, and over which sight lines are maintained for supervision.

Supervision

Libraries also need to have maximum access with minimum supervision. Consider the "monitor-ability" of the space. It is not uncommon for a single staff member to have several dozen independently working students using the library at a given time. Unlike a classroom setting where students are typically engaged in similar activities within a common subject area, students in a library setting are working across all ranges of topics, grade levels and learning modalities. In order to effectively manage such a broad spectrum of needs across such a large physical volume of space, library staff must have clear sightlines from the main circulation desk and their work area across the entire space. While the activity zones may be physically separate for acoustical reasons, they should still be visually connected for supervision.

Another key consideration is the location of restrooms. Restrooms should not be directly accessible from the library due to supervision concerns. Restrooms should be located near the library, accessible from a main hallway, and preferably within a "Library Zone" that could be accessible after hours, while other unoccupied spaces would be inaccessible.

The Social Dimension

The image of the stern librarian "shushing" students who speak above a whisper is a relic of the past. Just as classroom teachers have shifted to collaborative group assignments, so have librarians embraced what Scott Bennett refers to as the "social aspect" of learning. He writes that current library models have arrived at "… a recognition of the essential

social dimension of knowledge, and learning is the primary activity, and where the focus is on facilitating the social exchanges through which information is transformed into the knowledge of some person or group of persons."[4] While the need to provide areas for quiet, concentrated study is still present, balanced attention should be paid to areas that support social interactions within the context of learning.

Information Services

Digital Equity

As larger percentages of economic, social and civic exchanges occur online, the need to expand access to information technology across socio-economic classes has become critical. As larger percentages of homework and student-teacher-parent communication happen online, many education leaders are calling digital equity "today's equal educational opportunity." Schools provide important points of access for students, and in some cases, their extended families. According to a recent eSchool News report, "82 percent of school district technology leaders report that they do not have strategies to address off-campus access."[5] This is compounded by concurrent findings that over 70% of teachers require internet use for homework.

> *Our communities will miss a critical opportunity if the digital inequities persist beyond the schoolhouse door. We risk leaving behind children living in our most impoverished and remote neighborhoods. Without thoughtful and intentional strategies and policies, the inequities will only grow as digital learning expands.*[6]

Expanding library hours as well as the times students have access to information technology services and support is critical. Incorporate an after-hours "Hot Spot" that provides internet access via students' mobile devices. This space does not necessarily need to be adjacent to the library – consider an expanded entrance vestibule or other sheltered location that can be easily accessed, monitored and maintained.

Instructional Technology Support

Simply providing technology hardware is not enough: students and staff must have adequate access to technology support in order to reap the full benefits of digital services. Consider a walk-up help desk model that is located in a high traffic area. This office should be accessible from within the Library building security zone, but not directly from the Library space itself.

Activities:
- Provide information technology (I/T) support for staff and students.
- Provide on-site computing and peripheral device repair when possible – 10 to 15 loaner devices available.
- Provide check-out and check-in services for staff and student computing devices.
- Up to 1,600 student devices must be stored and charged during the summer. Heavy duty rolling storage cabinets can be used for this purpose.

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[4] Bennett, Scott. "Libraries Designed for Learning." Editorial. *Http://www.clir.org/pubs/reports/pub122/pub122web.pdf.* Council on Library and Information Resources, Nov. 2003. Web. 14 Apr. 2016.
[5] Krueger, Keith. "Why We Must Address Digital Equity Right Now." *Http://www.eschoolnews.com/2015/09/09/digital-equity-452/.* ESchoolNews, 9 Sept. 2015. Web. 16 Apr. 2016.
[6] Ibid

Information literacy and lifelong learning[7]

Information literacy is a "set of skills" that can be learned. That set of skills includes a certain attitude toward learning itself, the use of tools, such as online tutorials, the use of techniques, such as working with groups, and the use of methods, such as a reliance on mentors, coaches and ombudspersons. In contrast, lifelong learning is a good habit that must be acquired and accompanied by the adoption of a positive frame of mind. The willingness to change and a curiosity or thirst for knowledge are very helpful pre-conditions to lifelong learning. For more discussion on Information literacy, refer to previous section "What Do We Know – Planning for Tomorrow's Technology Needs."

Harnessed together, information literacy and lifelong learning substantially improve the:
- Set of personal choices and options opened up for, and offered to, an individual in the context of personal, family and societal matters.
- Quality and utility of education and training in both formal school settings preceding entry into the workforce, and later in informal vocational or on-the-job training settings.
- Prospects of finding and keeping a satisfying job and moving up the career ladder rapidly and with appropriate rewards, and making cost-effective and wise economic and business decisions.
- Participation of the individual effectively in social, cultural and political contexts, both at the local community level and at higher levels, and in identifying and fulfilling professional goals and aspirations.

Visioning Workshop Direction

- "Research Zone" of the Makerspace: In recent years, the Seattle Public School District has started to integrate the concept of "design thinking" into curriculum delivery models, particularly those aligned with STEM subjects. A recent article on trends in school library spaces summarizes this movement:

    "Design thinking is a formal, creative method to solve problems and stimulate innovation. Critical components of design thinking are desirability, feasibility, and viability. Another fundamental element is that it always places people first. People's experience, in this case with libraries, is the primary focus. Libraries are using design thinking to reimagine services and spaces for teen patrons, and they are also experimenting with ways to help teens apply design thinking to their own learning experiences. Opportunities for teen creativity include dedicated makerspaces, tinker labs, and other reconfigurations of the library's space."[8]

    As classes shift from passive listening to active making, adjacencies between the library and the Makerspace can provide a learning continuum from research to creation to construction. Consider a location for a 3D printer in an adjacent flexible meeting room or even within the library itself. Students also need places to collaborate and "white board" – on a wall or on a table - where they can write down, rearrange and synthesize ideas in large format. Another possibility are "teaming tables" – areas where their personal or school-provided small-screen technology can be displayed for the benefit of the group. Not only does technology facilitate access to information, it allows students to collect, visualize, synthesize and share this information in countless different modalities.

    This wide range of uses, activities and hours of operation underscores the necessity for the library, and designated support spaces like small meeting rooms and restrooms, to be properly zoned for before and after-hours access. Visitors should not be directed through classroom corridors in order to access the library. While a dedicated entrance may not be desired, a controlled path from the main entrance adjacent to/through the front office is preferred.

[7] Lau, Jesus. "Guidelines on Information Literacy for Lifelong Learning." *Http://www.ifla.org/publications/guidelines-on-information-literacy-for-lifelong-learning.* International Federation of Library Associations and Institutions, July 2006. Web. 15 Apr. 2016.
[8]

- "Hot Spots"
  In order to support digital equity for students, a space shall be provided for after-hours internet access via students' mobile devices. The goal is to provide a space that:

  o Has strong wifi signals and sufficient bandwidth to support up to 20 mobile devices at one time
  o Can be accessed when the building is closed
  o Provides appropriate lighting for use of both computing devices as well as papers or books
  o Provides shelter from the elements though is not necessarily heated
  o Is located and configured in a way that meets the CPTED principles of natural surveillance, natural access control, territorial reinforcement, and that supports maintenance and management
  o Is visible from one or more inaccessible building-mounted camera(s) for continuous security monitoring
  o Provides theft- and vandal-resistant seating and work surfaces

  Expansion of one of the building vestibules to support this purpose is an option to be considered, however, it should be sized and configured so that furnishings do not obstruct egress pathways.

- Online/Distance/Virtual Learning Opportunities

It is the policy of the Seattle School Board that a variety of learning options, including online courses and programs, are critical for 21st Century learners. The Board recognizes that the online learning environment provides students with unique opportunities to become self-disciplined learners with life-long learning skills. Further, the Board believes that online learning provides broad opportunities for students to access curriculum and specialized courses in a flexible learning environment that might not otherwise be available.[9]

Technology presents a huge opportunity to expand the course offerings available to students across the district. While there are many free, web-based courses available online, such as Apple University and Kahn Academy, these do not offer curricular alignment with Washington State and Seattle Public School goals. In order to maximize flexibility of course delivery, consider the following scenarios outlined in Visioning Workshops[10]:

1. Asynchronous, aka "on-demand" - Teachers record their lessons and post online for students to access at any time from any computer. Similar to the University of Phoenix model.

2. Synchronous – Teachers live stream their lesson in real time. Students must log in at a specific time, similar to a web-ex seminar. In this scenario, there are two variations:

- One-to-many: Teacher presents a lesson in a studio-type environment outfitted with proper lighting, acoustics, tech support and materials. All students attend remotely. Single camera allows remote students to interact with teacher only.
- One-to-few: Teacher presents a lesson in an enhanced classroom environment where students are both online and in the room. Multiple cameras allow remote students to interact with both teacher and other students.

The design considerations for these models range from 2-3 soundproof, recording studios for teachers to mobile microphone and recording devices for use in any classroom. Tech support must be available for teachers who are recording/live-streaming lectures as well as for students who are linked into the lessons. Consider utilizing small conference rooms adjacent to the library, or perhaps designated workstations within the library for students engaged in distance learning.

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[9]

[10] As described by Carmen Rahm, Chief Information Officer for SPS, during Visioning Session #4 held Feb 1, 2016.

Library & Information Services – Program Area Summary

Space Description	# Staff	# Students	# T.S.	# Rooms	Unit SF	Total SF
Library: Group Instruction, Reading, Circulation, Stacks	Up to 3	Up to 64	1	1	6,000	6,000
Workroom	1	-	-	1	200	200
Conference Room, Large	-	Up to 16	-	1	300	300
Conference Room, Medium	-	Up to 8	-	4	150	600
Conference Room, Large – Distance Learning	-	Up to 16	-	1	300	300
Conference Room, Medium – Distance Learning	-	Up to 8	-	4	150	600
IT Support, Computer Checkout & Repair	Up to 2	-	-	1	250	250
Required Subtotal			2	7		8,250

T.S. = Teaching Station

Library & Information Services – Adjacency Descriptions

<u>General - Location</u>

The library is both an educational space and a public meeting area. It should form a "node" in the organizational structure of the school, creating a recognizable place for learning. It should be centrally located with easy access from the main entrance. Community access and extended after-hours use of resources will require proper zoning in the building design to minimize the impact on hours and staff.

The following spaces provide key support functions for the Library and should be located within the same building security zone. They should <u>not</u> be directly connected to the Library itself.
- Conference Rooms for Distance Learning
- Instructional Technology Support Center
- Restrooms

1. Main Library Space
   - Design shelving for 15,000 volumes (ratio of 10 volumes/student).
   - Prefer a mix of perimeter shelving located against the walls, and moveable shelving in the main floor area. Verify size is appropriate so 1-2 people can easily move a fully loaded shelf.
   - Ensure single source specification for both fixed shelving and the moveable shelves in floor area.
   - Provide multiple "points of opportunity" to OPAC database throughout the library. These may be touchscreens for quick interaction while standing.
   - Ample power and data access points at perimeter as well as in open floor area and seating zones. Prefer open areas to access power from the perimeter rather than floor outlets.
   - Low, mobile shelving can be used to create activity centers.
   - Prefer adjacent outdoor space with strong WiFi access for meeting, study.
   - Provide integrated writing surfaces and digital display opportunities for student use.
   - Provide display/marketing space for books, either in glass cases or in wall niches.

2. Circulation Desk
   - Prefer zone in direct/close proximity to main library entrance
   - Prefer modular furniture so it can be reconfigured
   - Clear sightlines to student work areas
   - Space for two work stations

3. Conference Rooms
   - Direct adjacency to Main Library space
   - Ensure transparency for supervision by Library staff

4. Library Workroom
   - Provides a secure location for anything.
   - Need a deep table for book processing.
   - Librarian desk could be at a counter or in the workroom.
   - Maintain transparency for sightlines into Main Library space - most important is that the librarian is available.

5. Conference Rooms, Distance Learning
    - Direct adjacency to public corridor near Library entry.
    - Locate in proximity to IT Support Office.
    - Rooms may require enhances IT and acoustical treatment.

6. I/T Support
    - Locate in public corridor near Library entry and in proximity to distance learning conference rooms.
    - Provide lockable service window with transaction counter

Library & Information Services – Adjacency Diagram

MAIN SCHOOL
ENTRANCE

ADMINISTRATION

I/T
SUPPORT

TOILET RM

TOILET RM

DIST LRNG
LRG CONF

DIST LRNG
SM CONF

DIST LRNG
SM CONF

DIST LRNG
SM CONF

DIST LRNG
SM CONF

WORKROOM

CIRCULATION
DESK

TEACHING
STATION

LIBRARY

OUTDOOR
LEARNING
AREA

LARGE
CONFERENCE

SMALL
CONFERENCE

SMALL
CONFERENCE

SMALL
CONFERENCE

SMALL
CONFERENCE

CTE MAKERSPACE
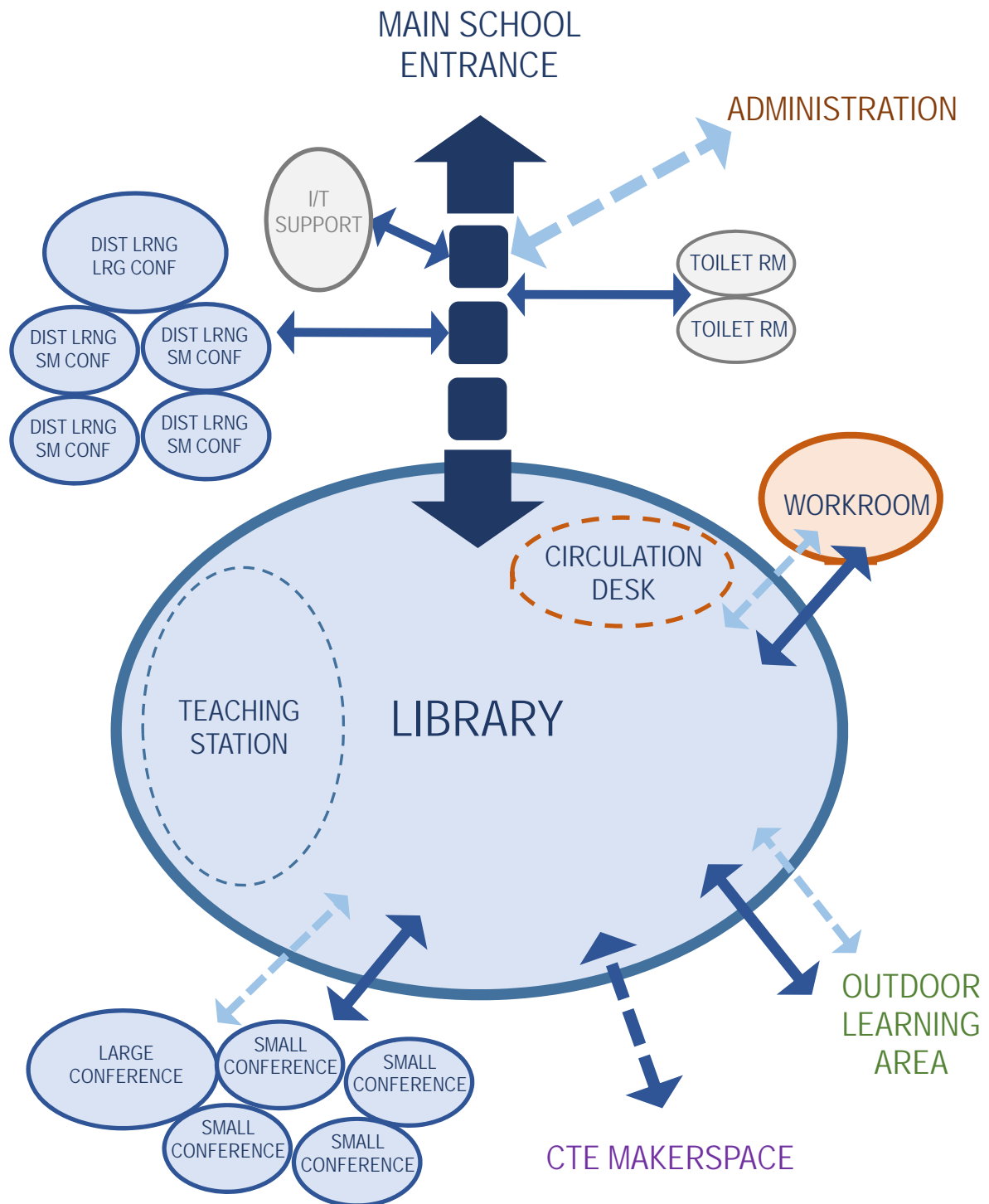
Student Commons & Dining – Program Description

"There is something profoundly satisfying about **sharing a meal**. Eating together, breaking bread, is one of the oldest and most fundamentally **unifying of human experiences**."[1] - Barbara Coloroso

The Student Dining Experience

The Seattle Public School District recognizes that community is created when individuals gather over food. Furthermore, the design, functionality and character of the Dining Commons has a large impact on a student's decision to participate in nutrition services programs. Currently, it is district policy that all 9th graders at neighborhood highs schools remain on campus during lunch. Many older students prefer to leave campus and purchase food at commercial establishments in the community. The District is currently reviewing and reimagining the full range of the student dining experience, from menu options to delivery methods to a variety of seating arrangements.

Despite increasing enrollment and limited seating capacity in designated Dining Commons, three high schools operate with a single lunch period. Supporters claim the spatial challenges are far outweighed by the school-wide community that is fostered when all students are available at the same time each day to meet for a club, seek advice from a teacher, or simply gather as friends. Additionally, if instructional trends move towards smaller class sizes and asynchronous learning, there may be a need to serve more meals throughout a longer school day. (See section "Library & Information Center" for further discussion on asynchronous learning.)

Many students are more comfortable eating in smaller, more private settings like a classroom or hallway niche than they are in a large, high volume, high noise common space. In some cases, a single lunch period combined with a variety of dining options has helped increase participation rates. By designing a Dining Commons that offers a variety of ambiences, ranging from lively and spirited to quieter and more subdued, more students may find a place where they feel safe, comfortable and connected to their school community during meal times. As on Visioning Workshop participant explained:

> "[The Commons is about] supporting community. We should never build a lunch experience based on the lunch participation rate. We have kids in clubs and we want them meeting in those shared interest groups with their friends and staff… Kids will use all the nooks and crannies throughout the school [during lunch.]"

Beyond Meal Times

Assembly & Presentations

In addition to serving as the primary space for eating, the Dining Commons also provides a key assembly space for presentations, project work and large group instruction throughout the school day. To support these important academic functions, the Dining Commons should be prominently located and connected to primary circulation routes. It should be equipped with appropriate audio/visual equipment, lighting and network access.   It should also have a strong outdoor connection with associated gathering spaces. Café-style seating options encourage a wide range of activities, from eating to studying to informal socialization. Ample, accessible storage is critical so tables and chairs can be readily deployed or stowed as needed with minimal transition time.

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[1] Barbara Coloroso, author of *Kids Are Worth It!* and *Parenting Through Crisis.* From website: http://kidsareworthit.com/

<u>Community Events</u>

The Dining Commons is also increasingly used for family and community related events after the school day is over. As noted during Visioning Workshop #3, "We should consider changing the notion of a 6-hour [school] day to a 16-hour day. Does the Commons become the equivalent of a Starbucks, with drop-in meals? And we should consider their use as adult and community learning centers."

These types of services and events open up many opportunities to reimagine the Commons. Taken one step further, the ability for users to prepare, serve and clean up from meals has been cited as a highly-desirable space feature. Currently the District supports the after-hours use of kitchens for school-related functions, but groups must obtain and pay for a permit, which includes costs for both food procurement and staff labor for preparation and clean-up.[2] However, providing limited features like a self-service alcove or securable kitchenette with hot and cold water, hand washing sinks, and a microwave would dramatically increase the flexibility and programming opportunities of the space for after-hours use. The goal is not to enable full meal preparation, but rather to support limited food warming and staging. At the same time, some schools expressed interest in allowing students to use these amenities during the day as another way to expand meal offerings and encourage students to remain on campus during lunch.

Nutrition Services[3]

The Nutrition Services Department recognizes the important connection between a healthy diet and a student's ability to learn effectively in school. To this end, Nutrition Services serves over 17,250 student lunches and 6,400 breakfasts each day. They adhere to the highest level of national nutrition standards and strive to provide locally sourced fruits, vegetables and beans daily.

Student Wellness Policy [4]

Research clearly indicates tremendous inequities in access to healthy food and opportunities for physical activity in our community. It is the imperative and intention of Seattle Public Schools to mitigate these disparities by providing equitable access to healthy food and physical activity across all Seattle schools, and to mitigate these health and educational disparities by acknowledging where disparities exist within the district and devising plans of action to address, prevent and thus reverse those disparities. Children who eat well-balanced meals and engage in physical activity throughout the school day are generally healthier and more likely to be academically successful.

To clarify the district's role in supporting students, the following core wellness beliefs applicable to Nutrition Services have been adopted (*only those related to Nutrition have been excerpted here*):

- Students have equitable access to healthy foods and potable water throughout the school day—both through reimbursable school meals and other foods available throughout the school campus that meet or exceed Federal and state nutrition standards;

- Students are given adequate time to obtain and consume meals in an environment that encourages healthy eating;

- Foods that do not meet USDA Smart Snacks standards are not marketed or sold on school grounds during the school day;

- School staff are encouraged to promote healthy nutrition and support physical activity; including not using food

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[2] SPS Policy H65.01 Revised June 1984, "Food Services for School Functions."
http://www.seattleschools.org/UserFiles/Servers/Server_543/File/Migration/Departments/HR/H65.01.pdf?sessionid=d249654e54f9ae0807a5cf8a160886eb
[3] From Seattle Public Schools website: www.seattleschools.org > Students > Nutrition Services
[4] Excerpt from Seattle Public Schools Student Wellness Policy No. 3405, draft pp. 1-2.

as a reward, scheduling recess before lunch, and practicing healthy celebrations;

• Each school should incorporate a Wellness Goal in their Comprehensive School Improvement Plan (CSIP)

Special Nutritional Services Programs and Initiatives[5]

• <u>Interactive School Menu</u>
This web-based, interactive menu presents upcoming breakfast and lunch offerings at Seattle Public Schools. The site provides menu descriptions, nutritional facts and other useful information. Additionally, students and families may download a free smartphone app from this website to conveniently view menus and post comments on menu items.

• <u>Breakfast to Go (2014-15 pilot at Rainier Beach)</u>
Two grants funded program at school already participating in universal breakfast. We know students perform better in the classroom when they have eaten breakfast. We wanted to figure out a way to get more kids eating breakfast at our two pilot schools. Our high school program occurs during the "nutrition break", which is after 2nd period and is 15 minutes in length. A kiosk was placed at upper level of building, with hopes that it would stop kids from going downstairs and leaving the building.

• <u>Harvest of the Month</u>
The Seattle Public Schools Nutrition Services & Health Education departments collaborated on the development of materials for Washington Grown, a Harvest of the Month program. Washington Grown highlights local produce, whole grains and dairy on a monthly basis in 35 schools in the district. The materials created are transferable to districts throughout Washington since the program highlights foods grown in the state. Support our local farmers by buying lunch on the *Washington Grown, Harvest of the Month* menu days. Foods grown within Washington State are regularly served on the menu.

Visioning Workshop Guidance

• To the extent that the school is able to provide a variety of spaces in which students can eat, including access to classrooms, the preference is for a **single lunch period**. The Commons has more flexibility and adaptability when you don't use the space for so many lunch periods.

• It was agreed in the Principal's Workshop that a Commons sized to seat **400 students** could accommodate a single lunch period, provided other spaces throughout the school were made available to eat. This means finishes in other spaces must be more durable, and there needs to be **strategically located garbage and recycling** containers designed into niches in the hallways.

• Sizing the main Commons for 400 students frees up space typically devoted to this larger room, and allows the development of **"Distributed Commons"** areas that can serve for dining but also provide a more meaningful resource for learning activities throughout the rest of the day. These "Distributed Commons" areas include:
  o Two each 100-seat, 1,088 SF Forum spaces.
  o Two each 20-seat, 450 SF Learning Labs.
  o Three each 20-seat, 300 SF Small Group Collaboration (Conference/Seminar) spaces.

• The Commons should also support a variety of activities, such as presentations and demonstrations. These activities can be supported by including a sound system, A/V system, acoustical treatments to limit the noise

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[5] Excerpts from Seattle Public Schools website: www.seattleschools.org > Students > Nutrition Services

from the kitchen, perhaps a connection to the outdoors to allow a secondary point of entry. It could also serve as a location for an all staff meeting.

- Flexible furniture that can be configured to support large groups, smaller groups, seating only, or stored entirely (or stacked on edges) to open up maximum floor area.

- Flexibility of product offerings as well as the time of day when meals and snacks are offered, such as
    - Carts for "grab & go" meals that could be located in the Commons but also in areas convenient to students, such as in a niche near the main entry so students could pick up breakfast in the morning.
    - Vending machines with healthy options that meet the school lunch requirements and are available to students throughout the day

- Provide a variety of seating & gathering options
    - Small niches around the edges of the main space
    - Small flexible conference rooms near the Commons that are available for clubs/groups during lunch.
    - Attractive outdoor seating areas

- Additional amenities to support after- hours staff, family and community gatherings that feature on food.
    - Hot & cold water, hand washing sinks
    - Microwaves
    - Small kitchenette that can be locked during the day and opened up as needed.

- Explore trends in the "food movement" such as USDA "Farm-to-School" program.[6]
    - Students gain access to healthy, local foods as well as education opportunities such as school gardens, cooking lessons and farm field trips. Farm to school empowers children and their families to make informed food choices while strengthening the local economy and contributing to vibrant communities.

- Farm to school implementation differs by location but always includes one or more of the following:
    - Procurement: Local foods are purchased, promoted and served in the cafeteria or as a snack or taste-test;
    - Education: Students participate in education activities related to agriculture, food, health or nutrition; and
    - School gardens: Students engage in hands-on learning through gardening. Please see prior section "What Do We Know - Engaging the Site for Socialization & Learning" for more detailed description of gardening programs.

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[6] USDA Website, http://www.fns.usda.gov/farmtoschool/fact-sheets

Student Commons & Dining – Program Area Summary

Space Description	# Staff	# Students	# T.S.	# Rooms	Unit SF	Total SF
Student Commons/Dining Area	2-3	Up to 400	-	1	4,000	4,000
Distributed Commons: Forum	-	Up to 100	-	2	1,088	2,176
Distributed Commons: Learning Labs	-	Up to 20	-	2	450	900
Distributed Commons: Small Group Collab	-	Up to 20	-	3	300	900
ASB Office & Workroom	-	Up to 20	-	1	450	450
Student Activities Coordinator Wkrm	1	-	-	1	120	120
Chair & Table Storage	-	-	-	1	400	400
Kitchen						
Receiving	1-2	-	-	1	250	
Food Prep	1-2	-	-	zone	330	
Scullery	1-2	-	-	zone	350	
Walk-in cooler/freezer	-	-	-	2	200	
Dry storage	-	-	-	1	345	
Kitchen subtotal						2,500
Servery	Up to 3	-	-	1	1,200	1,200
Vending/Grab-n-go niches	1	-	-	2	25	50
Staff toilet/lockers	1	-	-	1	50	50
Required Subtotal			0			12,746

T.S. = Teaching Station

Student Commons & Dining – Adjacency Descriptions

<u>General - Location</u>

Locate the commons in an area that promotes engagement — near the Main Entry and/or adjacent to other popular destinations, including a strong outdoor connection. In addition to traditional serving lines and cash registers, Grab-and-Go kiosks and A-la-Carte carts with dedicated point-of-sale capability can be useful for distributing popular pre-prepared items and helping to reduce long wait times. It should offers comfortable breakout spaces where groups of students can congregate and include a robust wireless system that allows for the use of digital devices and strategically located power outlets to allow students to charge their devices.

Student Commons

1. Dining Commons

- <u>Direct connection</u> to the servery
- <u>Direct connection</u> to outdoor seating
- Provide at a minimum enough seats for all qualifying free & reduced lunch participants, as recommended by the USDA.
- Prefer using hard trays but can be a challenge at high schools with eating throughout campus.
- Student and staff recycling process needs to be quick and efficient.
- Two each student forum(s) (up to 100 students per forum for total of 200 students dining in these spaces)
- Two each additional learning labs (up to 20 students each for total of 40 students dining in these spaces)
- Three each small group collaboration (conference/seminar) spaces (up to 20 students per space for total of 60 students dining in these spaces)
- See test diagrams at end of section.

2. Distributed Commons
- Two each student forum(s) (up to 100 students per forum for total of 200 students dining in these spaces)
- Two each additional learning labs (up to 20 students each for total of 40 students dining in these spaces)
- Three each small group collaboration (conference/seminar) spaces (up to 20 students per space for total of 60 students dining in these spaces)
- See test diagrams at end of section.

3. Table and Chair Storage
- <u>Directly adjacent</u> to dining commons
- Accommodate fold-up tables, chairs, industrial shelving for supplies

4. Servery
- Student time in serving line needs to be less than 10 minutes.
- Provide at least (2) registers for double-sided lines (3 registers preferred)
- Registers always at the end of the serving line.
- Half of serving line is typically open at breakfast.
- Prefer using hard trays but can be a challenge at high schools with eating throughout campus.
- Student and staff recycling process needs to be quick and efficient.

5. Vending/Grab-n-go
- Existing A la Carte is integrated into the serving line.
- Provide grab & go items in strategic areas for breakfast only now.

6. ASB Office & Workroom
- Prefer access from public corridor or Commons for after-hours access.
- Ensure transparency for passive supervision

7. Student Activities Coordinator Office
- Prefer access from public corridor or Commons for after-hours access.
- Ensure transparency for passive supervision

Kitchen

Up to 5 staff members may be working at any given time, so special attention should be paid to functional work zones and circulation paths.

1. Kitchen
- Includes following functional spaces and associated equipment: Food prep area, Scullery, Dry Storage, Cooler & Freezer, Receiving.
- Direct adjacency to staging area & Loading Dock
- Direct adjacency to CTE Foods Lab via large window for student observation
- Do not need custodial closet directly within Kitchen; will use mop bucket inside Kitchen for spills.
- Garbage removal and floor cleaning by Custodial, not Kitchen staff.

2. Staff Toilet/Laundry
- Toilet Room can be across the hall from the Kitchen; does not have to be inside of the Kitchen.
- Most kitchen staff change clothes at work.
- Provide stacked washer/dryer and laundry storage rack in Kitchen area.
- Wash multiple loads of towels and aprons each day.
- Do not share washer/dryer with others at school.

Student Commons & Dining – Adjacency Diagram
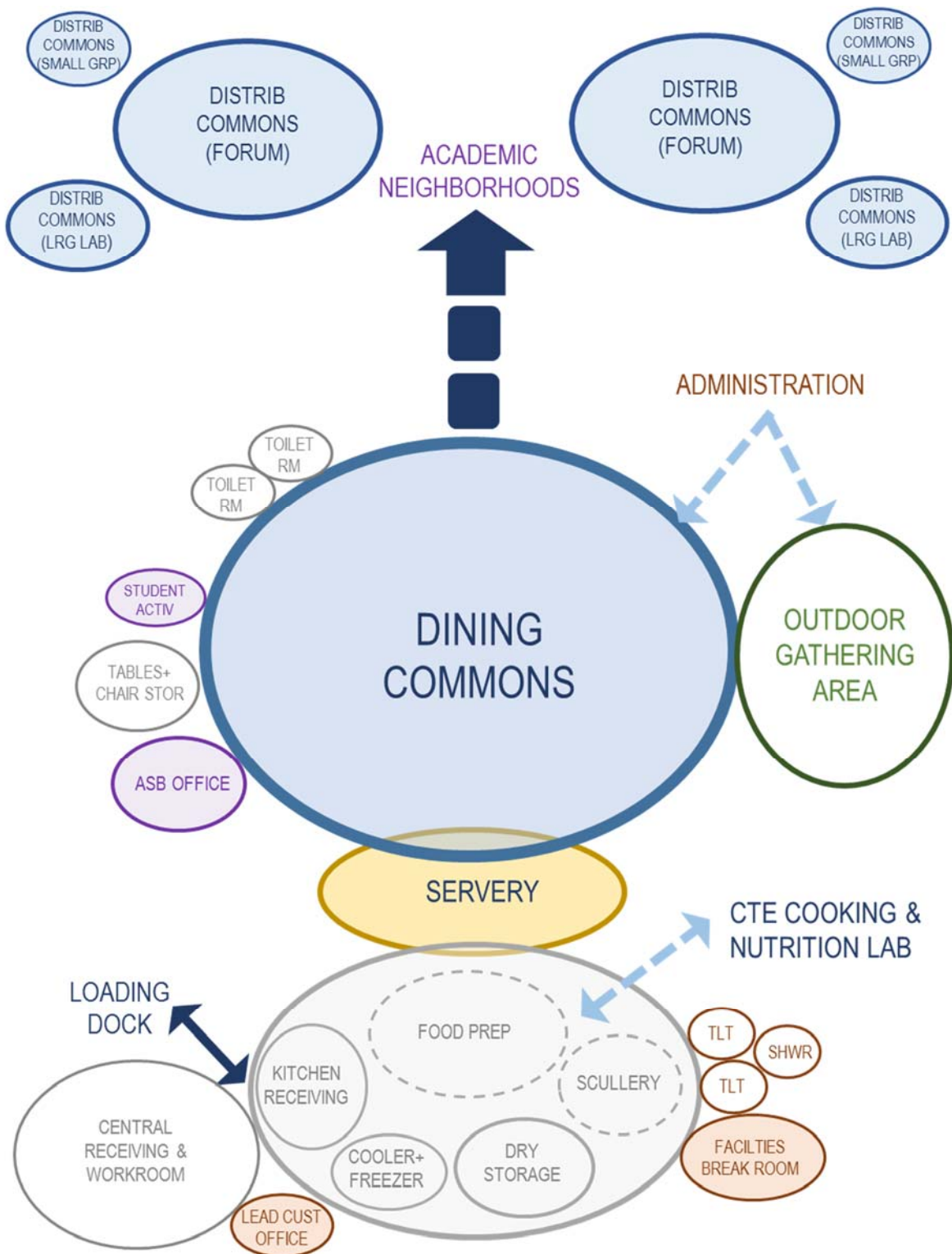
Student Commons & Dining – Seating Studies
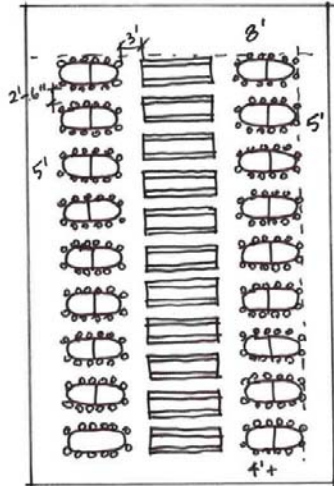
4000 SF BOX
1/16"=1'-0".

QTY
(11) ▭ 12' TABLE = 12 STUDENTS = 132
(18) ⬭ 10' TABLE = 12 STUDENTS = 216
348 STUDENTS

450 SF

QTY:
(10) ▭ = 2 STUDENTS = 20 STUDENTS.
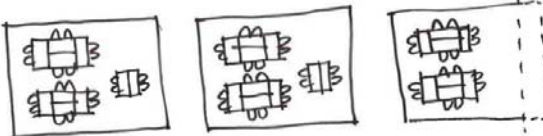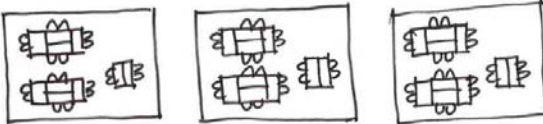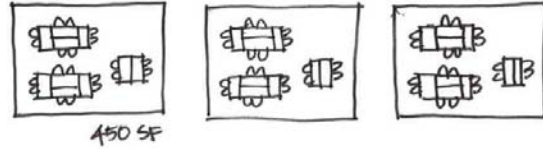
4000 SF ALLOCATED IN 450 SF AREAS
= 8.8 SPACES / 176 STUDENTS

STAGE
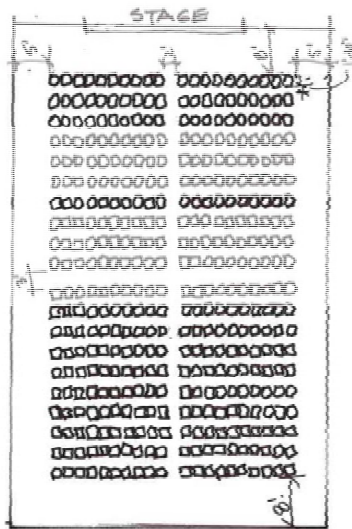
4000 SF
PERFORMANCE SEATING
1/16"=1'-0".
400 PEOPLE.

4000 SF BOX
1/16"=1'-0"
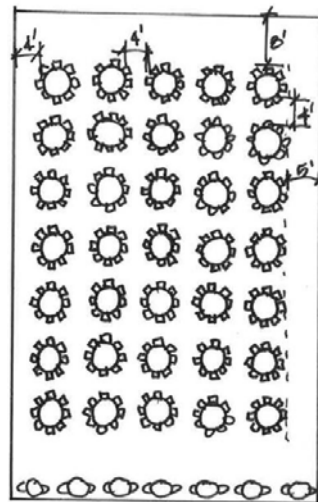
QTY
(35) ⚙ 60" D. TABLE = 8 STUDENTS = 280
(7) ⬭ 30"Ø. TABLE = 2 STUDENTS = 14
294 STUDENTS

Health Services – Program Description

Healthy Students are Better Learners[1]

Health-related factors such as hunger, physical and emotional abuse, and chronic illness can lead to poor school performance. Health-risk behaviors such as early sexual initiation, violence, and physical inactivity are consistently linked to poor grades and test scores and lower educational attainment.

In turn, academic success is an excellent indicator for the overall well-being of youth and a primary predictor and determinant of adult health outcomes. Leading national education organizations recognize the close relationship between health and education, as well as the need to foster health and well-being within the educational environment for all students.

Schools are the Right Place for a Healthy Start

Scientific reviews have documented that school health programs can have positive effects on educational outcomes, as well as health-risk behaviors and health outcomes. Similarly, programs that are primarily designed to improve academic performance are increasingly recognized as important public health interventions.

Schools play a critical role in promoting the health and safety of young people and helping them establish lifelong healthy behaviors. Research also has shown that school health programs can reduce the prevalence of health risk behaviors among young people and have a positive effect on academic performance

Health Services & Nursing

<u>Health services</u> consists of a staff of dedicated certificated registered school nurses, RNs, LPNs, and other support staff are experts in student health in the educational environment. School nurses in Seattle Public Schools have a minimum of a BSN and hold an ESA from the Office of Superintendent of Public Instruction, which requires post-graduate coursework specific to nursing in the education setting. Many have masters or doctoral degrees and are nationally certified in school nursing.

In middle and high schools, health services are provided by both school nurses as well as outside providers in school-based health centers. All students can access those services provided by school nurses, but families must provide written consent for their students to access services from external providers.

<u>School Nurses</u> serve all students enrolled in Seattle Public Schools. Nurses work with students, families, and school staff to assure that all children participate fully in Seattle Public Schools educational programs. This begins with daily attendance, being well-rested, well-fed, and ready to learn. **Our goal is that all children are successful in school.**

The nurse's role is to assure that students receive required screenings, are compliant with immunization laws, have required individual health plans (IHPs) in place, and that school staff are trained on the essential and individual needs of students with chronic health conditions. They support a positive safe school climate, assist the school team in disability

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[1] Excerpts from Centers for Disease Control & Prevention Website > Adolescent & School Health > Health & Academics: http://www.cdc.gov/healthyyouth/health_and_academics/

accommodations, provide direct nursing care, delegate safe medication administration to school staff, and participate in school health education.

Level B - Full Time Nursing Service: Seattle Public Schools also offers regionally placed schools with full time nursing services for students who require professional nursing on a regular basis

School Based Health Centers (SBHC) [2]

The City of Seattle, via its Families and Education Levy, invests in School-Based Health Centers to keep children who aren't performing well academically healthy and in school. **SBHCs** are available at most Seattle public middle and high schools. They are operated by community health agencies and are typically staffed with coordinators, nurse practitioners, and mental health counselors. To the extent possible, staff at the centers reflect the diverse ethnic, language, and cultural backgrounds of the students and families served. Interpretation and translation materials are provided as needed, including language support for non-English-speaking families so they can access health services without asking their children to interpret.

SBHCs provide:
- Sports physicals
- Preventative health care
- Evaluation and treatment of common health problems
- Immunizations
- Individual and group therapy
- Counseling for depression, trauma, stress, and problem-solving

The following high schools have a School Based Health Center (SBHC) and associated sponsors:

Group Health Cooperative	Franklin High School Nathan Hale High School
International Community Health Services	Seattle World School/NOVA HighSchool
Neighborcare Health	Chief Sealth High School Roosevelt High School West Seattle High School
Odessa Brown Children's Clinic, a clinic of Seattle Children's Hospital	Garfield High School
Public Health – Seattle & King County	Cleveland High School Ingraham High School Rainier Beach High School
Swedish Medical Center	Ballard High School

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[2] From City of Seattle website, http://www.seattle.gov/education/health/school-based-health-centers

High School Health Curriculum Standards

High school health integrates a variety of health concepts, skills, and behaviors to plan for personal and lifelong health goals. Students develop skills that will make them health-literate adults. These include awareness and consequences of risky behaviors, disease prevention, overall wellness, and identification of community health resources. Students are taught how to access accurate information that they can use to promote health for themselves and others. Their behaviors reflect a conceptual understanding of the issues associated with maintaining good personal health. Students demonstrate comprehensive health and wellness knowledge and skills. They use problem solving, research, goal- setting and communication skills to protect their health and that of the community.

EALR 2: The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.
- Component 2.1: Understands foundations of health.
- Component 2.2: Understands stages of growth and development.
- Component 2.3: Understands the concepts of prevention and control of disease.
- Component 2.4: Acquires skills to live safely and reduce health risks.

EALR 3: The student analyzes and evaluates the impact of real-life influences on health.
- Component 3.1: Understands how family, culture, and environmental factors affect personal health.
- Component 3.2: Evaluates health and fitness information.
- Component 3.3: Evaluates the impact of social skills on health.

Activity & Spatial Descriptions

General
- Health services from internal (SPS) as well as external providers are co-located, and share a reception/waiting area in the Health Services suite.
- The reception/waiting area is staffed by the clinic coordinator, who spends part time at the reception workstation but also significant time coordinating services and providing health education in other parts of the school. Students are checked in for services with either the school nurse or the SBHC. A full office workstation with reception counter, worksurface, a small countertop printer/copier, and files is needed at this location.
- A waiting area for up to 4 students should be provided, though it does not need to be generous because there is typically very little waiting time.

Nurse's Area
- It is preferred that the nurse's office and treatment area are combined in one space. The cot room can then be a quiet space where students can rest. In order to allow for gender separation for students who need to rest, there should be a third cot in the Office/Treatment Room to provide an alternative. (*In the past, when two separate cot rooms have been provided, the second one gets used for storage.*)
- Access to natural daylight is strongly preferred to support staff retention; high windows that bring in light without compromising privacy are preferred.
- Since toileting is not a nursing responsibility, no changing table should be provided in this space. If necessary, changing shall occur in the dedicated toilet room adjacent to the Self-Contained Special Education classroom(s).

School Based Health Center (SBHC)

- The health care provider/nurse practitioner sees students in the exam rooms.
- In the lab, point-of-care testing (such as blood and pregnancy tests) is conducted. The lab should be located so that a pass-thru window can allow specimens to be transferred from the exam rooms into the lab.
- The Shared Office provides space for itinerant service providers such as Drug & Alcohol specialists, dieticians, and others. Students will be seen in this space.
- Dental services are provided several times per year, utilizing a portable dental chair. Furnishings in the conference room should be re-configurable to allow for this activity.

Health Services – Program Area Summary

Space Description	# Staff	# Students	# T.S.	# Rooms	Unit SF	Total SF
Waiting/Reception (shared)	1	Up to 4	-	1	160	160
School Nurse (District provider)						
School Nurse Office & Treatment Room	1	1	-	1	180	180
Cot Room (2 cots)	-	Up to 2	-	1	120	120
Toilet Room w/ shower, washer & dryer	1	-	-	1	120	120
School Based Health Center (Outside Provider)						
Health Care Provider Office	1	1	-	1	120	120
Counselor Office - Mental Health	1	1	-	1	120	120
Itinerant/Shared Provider Office	Up to 2	-	-	2	120	240
Exam Room	1	1	-	2	100	200
Lab	-	-	-	1	80	80
Toilet Room	-	1	-	1	50	50
Conference Room	Up to 8	-	-	1	150	150
Required Subtotal			0			1,540

T.S. = Teaching Station

Health Services – Adjacency Descriptions

General – Location

Due to the need for confidentiality, the Health Services suite must have an entrance and waiting area that are acoustically separated from other areas of the school. The Health Services suite must also have a separate outside entrance, and should be able to be separately secured from the other areas of the school so the SBHC can operated independently after hours.

It is preferable if the Health Services suite is somewhat removed from the administrative and other public areas so that students who wish to obtain services may do so discreetly. It is preferred that there is clear separation between the school nurse's area and the SBHC, i.e. while the areas can share a common hallway, there should be no circulation through one of the areas to get to the other. Student privacy should be maintained, i.e. sightlines from common hallways should preclude views into areas where students are resting or where services are being provided

1. Waiting/Reception/Clinic Coordinator
   - Directly adjacent to both School Nurse and SBHC suite.

School Based Health Center

2. Provider's Office
   - Directly adjacent to at least one exam room.

3. Exam Room
   - Direct adjacency via pass-through window to Lab so specimens can be transferred securely

School Nurse

4. Nurse's Office & Treatment Room

   - Direct sightline into the cot room in order to supervise any students who are resting there.
   - Within space or directly adjacent to adequate storage for both office and medical supplies, equivalent to a full height cabinet 3' wide x 2' deep.

5. Conference Room
   - Can be reconfigured to provide dental exams

6. Toilet Room w/ shower, washer & dryer
   - Directly adjacent to the treatment room, however, since students who need the shower must be able to access the restroom, it should be accessed via a common hallway rather than directly through the treatment room. This also allows for the washer and dryer to be shared by both programs.

Health Services – Adjacency Diagram

MAIN ENTRY

SECONDARY ENTRY

SCHOOL BASED HEALTH CENTER (SBHC)

SCHOOL NURSE

WAITING RECEPTION CLINIC COORD

PROVIDER OFFICE

NURSE & TREATMENT RM

TOILET SHWR W/D

COT

EXAM RM

EXAM RM

MENTAL HEALTH

LAB

TOILET RM

CONF RM

IT/SP OFFICE

IT/SP OFFICE

ACADEMIC NEIGHBORHOODS
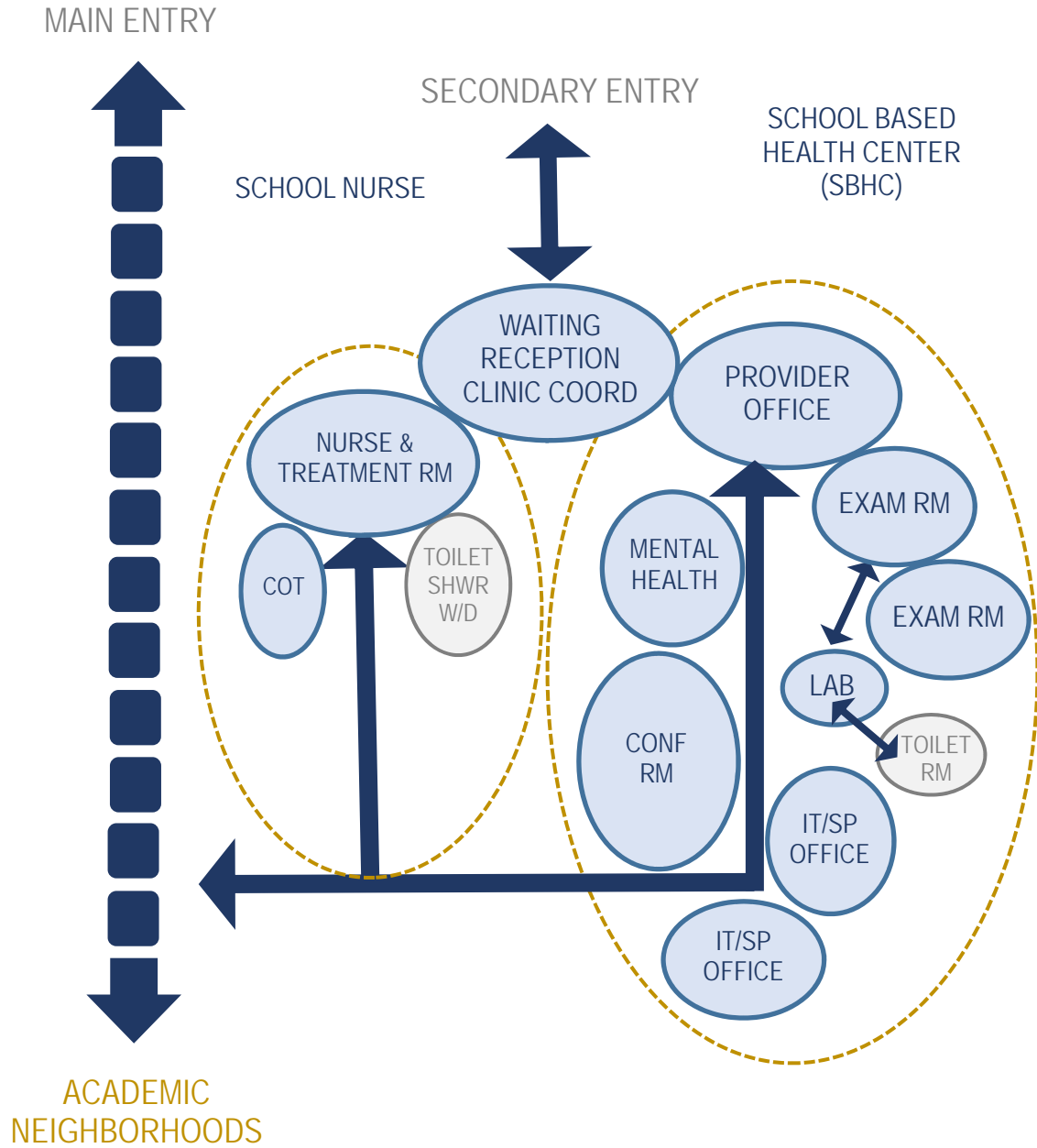
Administration & Counseling Services
Program Description

"Leadership and learning are indispensable to each other" - John F Kennedy[1]

Administration Overview

The Administration area serves as a home base for the school's core leadership. Along with the main entry areas, it should include expressions of the vision and values of the school community. Evidence of school pride, culture and history should be on display and notable achievements of students and staff should be featured. It should also project a tone of respect and academic professionalism, as it is the headquarters for coordinating and monitoring educational programs and addressing the daily operational aspects of the school.

At the same time, the Administration area is the first point of contact that visitors have with the school. It is connected to the **Main Entry** and as such, it projects the values of the school into the larger community. As discussed in the previous section, "Entries & Interior Circulation," this area should serve as a welcoming beacon that provides a clear sense of orientation and wayfinding within the school.

Administrative office staff are involved in record keeping, accounting, as well as a great deal of interpersonal interaction with students, staff and visitors. Teachers use the administrative spaces as a communication center and receive mail and notices here. Office staff has access to the administrative workroom, which has copying machines and supplies. Essential office and administrative tasks must be performed in conjunction with the reception and welcoming duties.

Visioning Workshop Direction

The role of the Administrators have been changing; they are spending less time in their offices and more time engaged in building relationships with students, staff, parents and other service partners. In the Visioning Workshops, it was recommended that provision be made for some of the administrative and itinerant counseling offices to be distributed on different floors or in different wings from the main administrative area. Not only does this help build relationships between students and school leadership, it increases the amount of passive supervision throughout the school, which contributes to an overall climate of safety and security. It promotes proactive rather than reactive interactions with students where adults can meet students "on their terms" in corridors or common areas rather than in formal office spaces. As summarized in Visioning Workshop #3, "It's about the relationship and connection with the students… being out there with the students. But also, as an administrative team, you need to be able to connect with one another."

Specific input included:

- The reception area should be a **warm and inviting** place that gives visitors and students a sense of calmness and professionalism. It should be **linked to the Main Entry** and provide a welcoming beacon to the school.

- The **entry sequence should be layered** to support safety and security through monitoring access. Visitors should pass through a vestibule, then through the reception area before they enter the main school building.

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[1] Trade Mart Speech (Kennedy's Last Speech). The president was scheduled to deliver this speech to the annual meeting of the Dallas Citizens Council the day he was assassinated, November 22, 1963.

- Administration & Counseling can share a common waiting area, but each side **prefers a separate entrance** so students can enter and leave confidentially.

- An **open office configuration** should be utilized in the reception/secretarial area; the workstations should be configured so that all members of the office team face visitors when they enter, and any of them can look up and greet whomever has arrived.

- While some members of the core leadership team will be based in the main Administration area, others of the administrators should be out among the students. It is preferred to **distribute interchangeable offices in pairs** with a small waiting area on each of the floors. This creates opportunities for enhanced adult - student interactions and increases supervision throughout the school. Within this distribution, there should be a mix of offices and small group collaboration/conference spaces.

- Principal's recommended locating a **conference room near the Principal's office**. It was noted that some people may feel intimidated by the main office setting, so with an adjacent conference room, student and/or parent meetings can be held in a more "neutral" space.

- **Privacy of information and conversation** is also important. Offices and conference rooms should be easily converted to more secure, intimate spaces so students, staff and outside support professionals can discuss sensitive, personal information.

Key Administration Functions

- Greets and screens visitors to the school.
- Serves as a central location and office work areas for administrative (Principal, Ass't Principal) and office staff.
- Provides registration space for the development and maintenance of student class schedules, records, enrollment data, and other related information.
- Provides areas for conferencing with students, parents, staff, and community and serves as the connection between the school and the greater community.
- Associated with the computerized school based management system for student registration, budgeting, enrollment data, and all required forms and information.
- Serves as a centralized location for secretarial services.
- Provides the opportunity for interpersonal communication through group meetings/conference areas.
- Provides a location for school based and community based meetings.
- Serves as the command and control center in the event of emergencies

Counseling & Support Services [2]

Mission Statement

Seattle Public Schools counseling program will provide comprehensive, developmental counseling services that address the academic, career and social/emotional development of all students. School counselors, in partnership with other school staff, families and the community, will facilitate support systems to ensure that all students in Seattle Public Schools have access to and are prepared with the knowledge and skills necessary for college, careers and post-secondary life choices.

Guidance & Counseling Beliefs

The Seattle Public School Counselors believe a Comprehensive Guidance and Counseling Program will:

- Keep the development of the whole child at the forefront, stemming from the belief that social/emotional development is of equal importance to academic development and therefore should be given equal priority;
- Be comprehensive in design and systematically delivered to all students by full-time ESA Certified Professional School Counselors who have formal training in mental health and education, and who are uniquely prepared to meet the academic, social/emotional and career development needs of students.
- Benefit all students (including all racial, ethnic and cultural backgrounds, sexual orientations, gender differences, academic abilities and special needs).

They also believe that the SPS Guidance and Counseling Program should:

- Provide services and support for students, families and staff.
- Be systematically planned, designed and implemented, and coordinated by a school counseling team in coordination with other school staff, families/guardians and the greater community.
- Be based on specified academic, social/emotional and career development goals and student competencies.
- Utilize a unified data collection and analysis system that measures academic, social/emotional and career development and college readiness for program improvement.

Program Delivery

Curriculum Component

The Seattle Public Schools Comprehensive Guidance and Counseling Program includes a series of structured experiences that are presented to all students in a systematic and sequential manner. The curriculum component is delivered through large and small group presentations and/or through classrooms. These activities may include a variety of resources and materials. The curriculum is organized around three major developmental domains: knowledge of self and others, educational development, and career planning and exploration.

The purpose of the Seattle Public School Guidance and Counseling Curriculum is:
- to provide students with knowledge of normal growth and development,
- to promote positive personal growth, and
- to assist them to acquire and use skills necessary for fulfillment in their many life roles.

While the counselor's responsibility includes the organization of the counseling curriculum, other school staff participate

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[2] This and the following section on Program Delivery excerpted and adapted from SPS Superintendent Procedure 2140SP Guidance, Counseling & Support Services, December 14, 2011.

in its implementation.

Individual Student Planning

Individual student planning consists of school counselors coordinating ongoing systemic activities designed to help students establish personal goals and develop future plans. School counselors coordinate activities that help all students plan, monitor and manage their own learning as well as meet competencies in the areas of academic, career and social/emotional development. Within this component, students develop the capacity to evaluate their educational, occupational and personal goals. School counselors help students make the transition between successive levels of schooling, from school to the workplace, and from school to higher education or career/technical training. These activities are generally delivered on an individual basis or by working with small groups in and out of the classroom. Families and other school staff are often included in these activities.

Individual planning with students is implemented through:

- **Individual or small group advisement**: School counselors work with students to analyze and evaluate their abilities, interests, skills and achievement. Test information and other data are often used as the basis for helping students develop immediate and long-range plans. In high school, counselors should meet with students yearly to develop and revise students' academic plans.

Responsive Services

The responsive services of the Seattle Public Schools Guidance and Counseling Program exist along a continuum from prevention activities to crisis management and are designed to address students' immediate and/or urgent needs. Programs are implemented to assist students with relationship difficulties, personal concerns, normal developmental challenges issues, and other conditions adversely impacting students in the realm of academics, social/emotional development, or career development. Students may self-refer for services. Teachers, other staff members, or families/guardians may also refer a student to a school counselor. The counselor responds to students' needs in the form of individual counseling, small group counseling, classroom counseling programs, crisis counseling. Consultation and collaboration with school personnel, families, and community mental health providers are also a regular part of responsive services. The nature of individual and group counseling provided by school counselors is generally short term and psychoeducational. That is, the school counselor does not provide therapy. When students present a need for services beyond the scope of the school counselor's role, the counselor will make a referral to the appropriate community providers.

System Support

System support consists of management activities that establish, maintain and enhance the comprehensive school guidance and counseling program. These activities include:

- Program evaluation and assessment
- Professional development
- School staff and community public relations
- Community outreach
- Materials development
- Program operations and management

Administration & Counseling Services
Program Area Summary

Space Description	# Staff	# Students	# T.S.	# Rooms	Unit SF	Total SF
Administration - Centralized						
Public Reception & Waiting	Up to 6	0	0	1	500	500
Office Manager/Secretary/Support	Up to 3	0	0	1	300	300
Attendance Office	1	0	0	1	150	150
Registrar Office	1	0	0	1	150	150
Principal, Asst Principal, Business Mgr Office	1	0	0	3	180	540
Conference Room, Medium	Up to 12	0	0	1	180	180
Administration Workroom Includes: Copy, Mail, Kitchenette	Up to 3	0	0	1	300	300
Records/Secure Storage	0	0	0	1	180	180
Closet/Storage	0	0	0	1	100	100
PTA/Alumni Volunteer Workroom & Storage	Up to 4	0	0	1	150	150
Staff Toilets	0	0	0	2	60	120
Counseling/Student Services - Centralized						
Reception/Secretary & Waiting	0	0	0	1	300	300
Guidance Counselor Offices	1	1	0	4	120	480
Conference Room, Small	Up to 6	0	0	2	120	240
Career Resource Center	1	varies	0	1	900	900
Distributed Resources - Supervision						
Reception/Waiting	Up to 3	0	0	3	30	90
Asst Principal, Dean of Students	Up to 3	0	0	2	180	360
Itinerant Offices (locate in pairs)	Up to 2	0	0	6	120	720
Security Office	3	0	0	1	240	240
Distributed Resources - Access						
Staff Lounge	Up to 30	0	0	1	900	900
Staff Workrooms	Up to 3	0	0	2	150	300
Combined Total						7,200

T.S. = Teaching Station

Administration & Counseling Services
Adjacency Descriptions

ADMINISTRATION

General – Location

Locate administrative offices, specifically the reception area and the principal's office, with clear sight lines to the parking lots and building main entry for proper supervision. The main entry sequence should direct visitors through a secure vestibule, then into the reception area before they can proceed into the school. It should be possible to quickly and effectively lock down the main office to ensure the safety of the office staff and to establish an emergency communications and command post.

Centralized Adminstration

1. Main Entry Vestibule
   - Direct connection to the main office
   - Provides shelter while waiting for pickup
   - Ensure secondary entries have signage to direct visitors to the main entry.

2. Reception/Waiting Area – serves both Administration and Counseling
   - Inviting, welcoming character
   - Seating for 6 guests
   - Provides eyes on the front of the building & main student areas
   - A covered bulletin board should be provided for notices and messages
   - Provides display opportunities - specifically to honor alumni

3. Office Manager/Secretary
   - Open area instead of individual rooms
   - Desk/service counter and (2) workstations

4. Attendance & Business Offices
   - Transaction window that opens directly to to main corridor

5. Registrar
   - Secure records storage – lockable file cabinets

6. Principal
   - Direct connection to Waiting/Reception
   - Visual connection to Main Entry/exterior/drop off area
   - Meeting table for up to 4 people

7. Conference Room, Medium
   - Close proximity to Principal's office

8. Assistant Principal
   - Proximity to Counseling/Student Services

- Student waiting area outside door with visual connection to Reception

9. Administrative Workroom

- Prefer visual connection to reception/Principal
- 120 mail slots accessible from Admin hallway
- Two entries and/or semi-open plan for efficient flow
- Copy machine, counter space for collating & assembly, storage for supplies.
- Kitchenette with sink, microwave, small refrigerator for Admin staff use

Distributed Administration

10. Staff Lounge

- Can be distributed within the school
- Provide kitchenette with full size refrigerator, range, range hood, microwave, dishwasher and garbage disposal (appliances per SPS Technical Building Standards)
- Provide variety of tables and soft seating options

12. Security/Resource Officer

- Direct physical & visual connection to Secondary Entrance
- Location of security camera monitors

13. Staff Workroom

- Prefer proximity to staff toilet rooms

COUNSELING / STUDENT SERVICES

General - Location

The counseling program helps students develop their personal social, emotional and intellectual awareness. Counselors meet with individuals and groups, including parents, teachers and other agency professionals. The guidance function involves coordinating much of the school's testing program which requires space to temporarily store testing materials and prepare testing packets prior to administration.

Centralized Counseling

1. Career Resource Center

- Prefer distributed location so it could be converted to a classroom if needed
- Prefer direct connection to Commons
- Accommodate (4) desks with computers, 2 meeting tables, display & shelving for materials

Distributed Counseling

2. Itinerant Offices

- Locate (6) in distributed pairs with small, shared waiting area

3. Conference Rooms, small

- Locate near Counseling, but available as a school-wide resource
- Seating for up to 15

Administration & Counseling Services
Adjacency Diagram

PICK UP - DROP OFF - PARKING   PICK UP - DROP OFF - PARKING

SECURE VESTIBULE

ADMIN WORKROOM

K

RECEPTION+WAITING

OFFICE MANAGER+ ADMIN STAFF

PRINCIPAL

TOILET RM

CLOSET & STORAGE

RECORDS STORAGE

ATTENDANCE

CSLR OFF

CSLR OFF

CAREER RESOURCE CENTER

BUSINESS OFFICE

REGISTRAR

CONF RM

CONF RM

ASST PRINCIPAL

PTA/ALUMNI OFFICE

CSLR OFF

CSLR OFF

ACADEMIC NEIGHBORHOODS
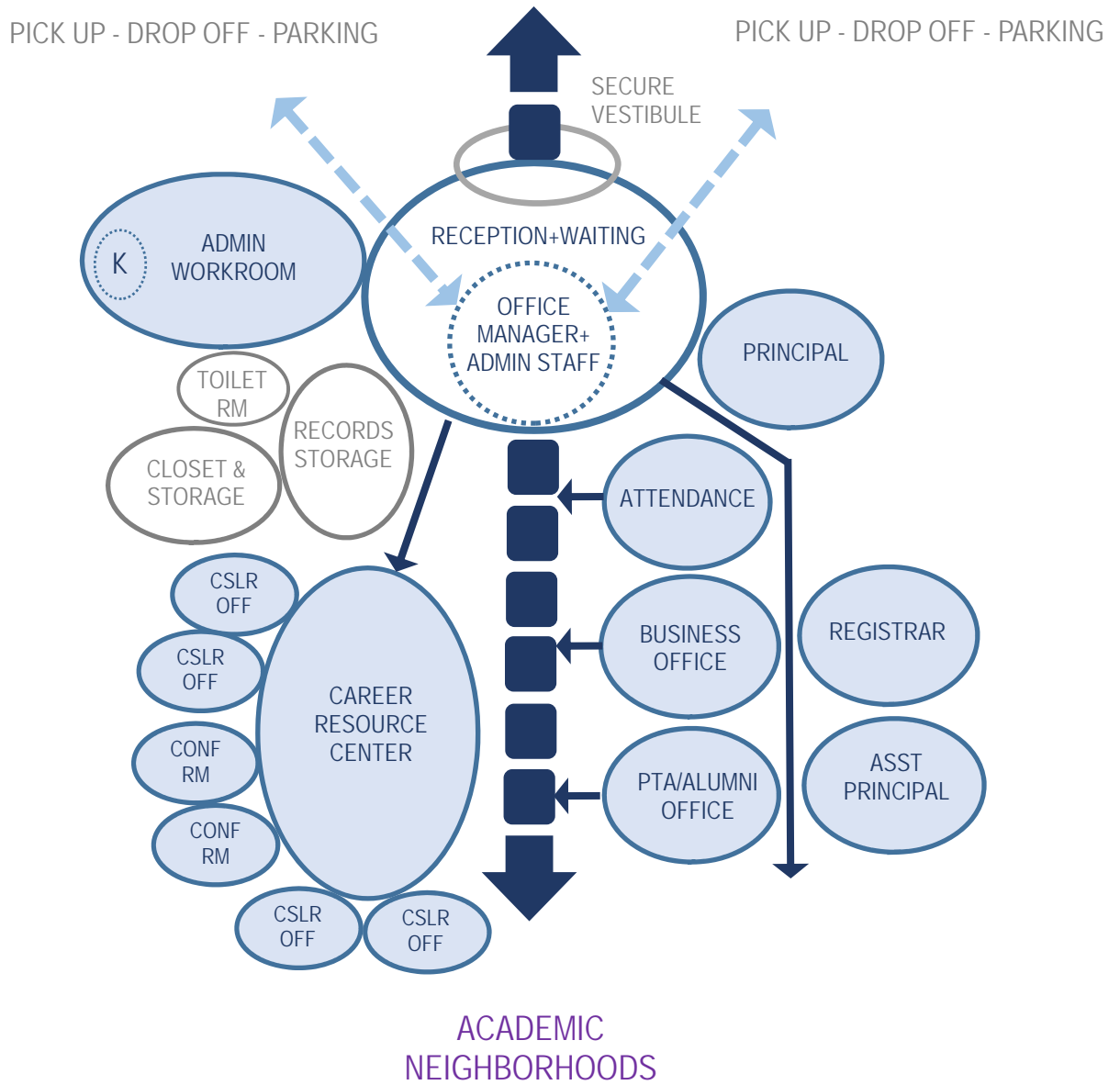
Facility Operations – Program Description

Maintenance employees are **"guardians of the school environment"** for students, staff and the community, and their workloads continue to grow as new technology and equipment requires new skills, increased duties and responsibilities.[1]

Facility Operations consists of Custodial Services, Maintenance Services, Environmental Services, Grounds, Self-Help Projects, and Property Management.[2]

Custodial Services support day-to-day operations and cleaning of approximately 7,500,000 square feet of schools buildings across the district.

Maintenance Services provides a dependable, comfortable and safe environment that fosters increased student achievement.

Environmental Services support Resource Conservation, Utilities, and all building automation systems in the Seattle Public Schools.

Grounds Services support the learning process by promoting and maintaining a safe and healthy outdoor environment for students and community

Departmental Goals

- Customer Service: Provide excellent customer service by proactively giving our customers what they need.
- Quality: Provide quality products and services the first time, every time, with efficient use of available resources.
- Financial Stewardship: Collaborative, responsible, effective and efficient use of funds, accountable to the taxpayers.
- Employee Satisfaction: Empowered, highly skilled, motivated and valued employees working together to create superior schools.
- Community: Provide buildings that are designed, constructed and maintained in collaboration with our neighbors to enhance our communities.

On-site Building Operations Engineers

It is Board policy that as many building operations and maintenance activities as possible be accomplished by on-site staff. As a result, custodial staff are typically trained building operating engineers, and responsible for operating the building's systems and performing light maintenance activities, such as carpentry and lighting projects.

In addition, they provide cleaning services such as regular sweeping, mopping, dusting, scrubbing and trash collection. In addition to hand tools, they utilize larger cleaning equipment such as floor scrubbers that require additional storage space. Custodial services are provided both during the school day and after school hours. Typically, maintenance work is performed after school hours, with larger tasks occurring during school breaks when students are not present

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[1] National Education Association website > Our members > Education Support Professionals > Custodial & Maintenance Professionals. http://www.nea.org/home/18513.htm

[2] From Seattle Public Schools website > District > Departments > Facility Operations http://www.seattleschools.org/district/departments/facility_operations

Visioning Workshop Direction

- Since custodians generally leave late at night, particular attention should be given to the exterior entry adjacent to their area. The egress way and surrounding area should be visible from inside the building so that a person can safely leave alone. Exterior lighting for the pathway to the nearest parking area should be on a motion sensor.

Facility Operations – Program Area Summary

Space Description	# Staff	# Students	# T.S.	# Rooms	Unit SF	Total SF
Central Receiving/Storage/Workroom	Up to 3	-	-	1	800	800
Lead Custodian Office	1	-	-	1	100	100
Conference/Staff Break Room	Up to 8	-	-	1	200	200
Staff Lockers & Shower	1	-	-	1	50	50
Staff Toilet (unisex)	1	-	-	2	50	100
Custodial Closet	-	-	-	7	80	560
Equipment Storage* (allowance)	-	-	-	1	800	800
Furniture Storage* (allowance)	-	-	-	1	400	400
Facilities & Grounds Storage* (allowance)	-	-	-	1	150	150
Required Subtotal			0			3,160

T.S. = Teaching Station

Facility Operations – Adjacency Descriptions

General - Location

Maintenance and custodial areas should be located where convenient to the operations staff while creating minimal impact on the school community.

- Custodial services are provided both during the school day and after school hours. Typically maintenance work is performed after school hours, with larger tasks occurring during school breaks when students are not present.
- Since custodians generally leave late at night, particular attention should be given to the exterior entry adjacent to their area. The egress way and surrounding area should be visible from inside the building so that a person can safely leave alone. Exterior lighting for the pathway to the nearest parking area should be on a motion sensor

1. Central Receiving/Workroom/Storage Room
   - Directly adjacent to the loading dock to enable ease of deliveries and staging of supplies before they can be distributed throughout the building.
   - Receiving Area should have space for 4 to 5 pallets to be staged
   - Located at a distance from student areas to minimize disruption from noise and exposure to exhaust fumes. Building supply air intakes shall also be located at a distance from the service drive/loading dock to eliminate fumes from being brought into the building.
   - Same floor as Kitchen. It is preferred that the kitchen and dining/commons are near the service entrance for ease of access for deliveries as well as for convenience of daily trash removal and recycling.

2. Loading Docks
   - Dumpsters and recycling containers shall be adjacent to loading docks

3. Lead Custodian Office
   - Near the boiler room and the main HVAC controls for the building.
   - It must be a secure space, with a wall-mounted keybox, small service window and counter for key distribution, and built-in keydrop for key return

4. Conference/Staff Break Room
   - Near the Lead Custodian Office and can be open to adjacent areas.

2. Staff Toilet/Locker Area
   - Locate in proximity to Food Service. Lockers shall be provided for both custodial and food service staff.

3. Custodial Closets
   - Directly adjacent to each pair of large toilet rooms as well as the PE locker rooms. Access should be from corridor, not through toilet rooms.
   - Hazardous chemicals are no longer used, so no special ventilation is required.

4. Furniture Storage Room
   - Centralized to main classroom area to accommodate additional classroom furniture to allow enrollment flexibility without overcrowding classrooms.

5. Service Courtyard Storage
   - Enclosed room, and is for storage of large maintenance equipment and flammable materials.

System Head End Locations

The "head-ends" for building systems are typically located as follows:

1. Card access system: Lead Custodian Office
2. DDC controls system: Boiler room or main mechanical room
3. Intercom system: Reception/secretary, occasionally at service entry
4. Security camera viewing station (web-based): Security office when provided.

Facility Operations – Adjacency Diagram

Please refer to Student Commons & Dining - Adjacency Diagram.

GENERAL | **DOORS & HARDWARE, WINDOWS & FINISHES**

ACADEMIC DISCIPLINES

Space Description	Interior: No special req.	Keyless locking entry	Door w/ vision panel & sidelite	Solid Door, no sidelite	Coat hook	Separation, but no door	Windows: No special req.	Windows - exterior/operable	Interior window	Ceiling: No special req.	Acoustical ceiling	Moisture resistant ceiling/GWB
General Academic Neighborhoods												
General Education												
General Classroom, incl. Health			•		•			•	•		•	
Learning Labs			•					•	•		•	
Neighborhood Learning Commons						•		•	•		•	
Small Group Conference/Seminar (300 SF)			•						•		•	
Small Group Conference/Seminar (150 SF)			•						•		•	
Display	•						•			•		
Book & Technology Storage				•			•			•		
Arts Integration Supply Storage				•			•			•		
Staff Planning - All Neighborhoods			•					•			•	
Subtotal												
Science												
Science Lab - Type I - Physics & Earth Science			•		•			•	•		•	
Science Lab - Type II - Biology, Envir Science			•		•			•	•		•	
Science Lab - Type III - Chemistry			•		•			•	•		•	
Prep & Storage - Adj to Type I			•				•				•	
Prep & Storage - Adj to Type II			•				•				•	
Prep & Storage - Adj to Type III			•				•				•	
Subtotal												
Special Education												
Required												
Classroom: Resource Services			•					•	•		•	
Classroom: Access Services			•					•	•		•	
Classroom: Focus Services			•					•	•		•	
Classroom: Social/Emotional Services			•					•	•		•	
Classroom: Distinct Services			•					•	•		•	
Toilet Room with Changing Table				•				•				•
OT/PT Room			•					•			•	
OT/PT Equipment Storage Room				•			•				•	
Psychologist & SLP Offices			•					•			•	
Required Subtotal												

SPACE FEATURES TABLE - FINAL DRAFT

GENERAL — DOORS & HARDWARE, WINDOWS & FINISHES

Room / Space Description	Doors & Hardware — EXTERIOR				Doors & Hardware — INTERIOR															Windows			Ceiling					
	Door w/ vision panel & sidelite	Double doors w/ vision panel & sidelite	Solid Door, no sidelite	Double solid Door, no sidelite	No special requirements	One door in, one door out	42" wide door, open 180 degrees	Door w/ sliding window & key return slot	Keyless locking entry	Door w/ vision panel and sidelite	Door w/ vision panel, no sidelite	Double doors w/ vision panel & sidelite	Double doors w/ vision panel, no sidelite	Solid Door, no sidelite	Double Solid Door, no sidelite	Coat hook	Separation, but no door	Roll-down counter door	Roll-down door	No special requirements	Windows - exterior/operable	Interior window	No special requirements	Acoustical ceiling	Moisture resistant ceiling/GWB	Acoustical treatment may be needed	Painted exposed struct only, not MEP/FP	Painted exposed structure and MEP/FP
Specialized Academic Neighborhoods																												
Career & Technical Education																												
Cooking & Nutrition Lab (Residential)										•						•					•			•				
Business, Advertising & Marketing										•						•					•			•				
Student Store																		•		•				•				
Computer Science/Web Design										•						•					•			•				
Site-specific Skills Center Lab (incl. all areas)										•						•					•			•				
School-wide Makerspace													•								•					•		•
Subtotal																												
Visual & Performing Arts																												
Art																												
3-D, incl kiln/supply storage/project storage	•									•						•					•					•		•
2-D, incl supply storage/project storage	•									•						•					•					•		•
Digital: Graphics/Photography, incl storage					•															•								
Music																												
Band Practice Classroom												•				•					•			•				
Instrument Storage for Band & Orchestra											•			•						•			•					
Orchestra/Choral Practice Classroom												•				•					•					•		•
Electronic Keyboard Practice Classroom										•											•			•				
Practice Room, Ensemble										•				•						•				•				
Practice Room, Small										•				•						•				•				
Music Library (shared)										•				•						•				•				
Band Uniform & Choir Robe Storage														•						•			•					
Choir Riser Storage														•						•			•					
Sound Equipment Storage														•						•			•					
Performing Arts																												
Main Theater (seat 500)															•					•						•		•
Stage															•					•						•		•
Orchestra Pit									•											•								
Black Box Theater/Drama Class (seat 75)															•					•				•		•		•
Dressing / Makeup (6 stations) / Toilets														•						•					•			
Scene Shop													•						•	•								•
Props Storage													•							•			•					•
Costume Storage														•						•			•					•
Lighting Control Booth											•											•	•					
General Storage incl Grand Piano															•					•			•					
Lobby/Foyer/Tickets		•																			•			•				
Subtotal																												

SPACE FEATURES TABLE - FINAL DRAFT

DOORS & HARDWARE, WINDOWS & FINISHES

SPACE FEATURES TABLE - FINAL DRAFT

Room / Space Description	Door with vision panel and sidelite (EXT)	Double doors with vision panel & sidelite (EXT)	Solid Door, no sidelite (EXT)	Double solid Door, no sidelite (EXT)	No special requirements (INT)	One door in, one door out	42" wide door, open 180 degrees	Door with sliding window & key return slot	Keyless locking entry	Door with vision panel and sidelite (INT)	Door with vision panel, no sidelite	Double doors with vision panel & sidelite (INT)	Double doors with vision panel, no sidelite	Solid Door, no sidelite (INT)	Double solid Door, no sidelite (INT)	Coat hook	Separation, but no door	Roll-down counter door	Roll-down door	Windows: No special requirements	Windows - exterior/operable	Interior window	Ceiling: No special requirements	Acoustical ceiling	Moisture resistant ceiling/GWB	Acoustical treatment may be needed	Painted exposed struct only, not MEP/FP	Painted exposed structure and MEP/FP
Physical Education & Athletics																												
Physical Education																												
Main Gym												●									●					●		●
Auxiliary Gym												●									●					●		●
Multipurpose												●									●					●		●
Fitness/Weight Room												●									●					●		●
Student Locker/Shower/Tlts						●														●					●			
Equipment Storage														●						●			●					
Technology Equip Storage														●						●			●					
Staff Office & Locker														●								●		●				
Staff Toilet/Shower (shared with Athletics Coach)										●												●			●			
Athletics																												
Student Locker/Shower/Toilets						●								●						●					●			
Athletic Director Office										●												●		●				
Coach Office & Locker										●												●		●				
Uniform Drying														●						●			●					
Training Room											●									●			●					
Equipment Storage														●						●			●					
Outdoor Equipment Storage															●					●			●					
Subtotal																												
LEARNING SUPPORT																												
Library & Information Services																												
Library - Group Instr/Reading/Circulation/Stacks										●											●	●		●				
Workroom										●		●										●		●				
Conference Room, Large										●												●		●				
Conference Room, Small										●												●		●				
Conference Room, Large (Distance Learning)										●														●				
Conference Room, Small (Distance Learning)										●														●				
IT Support & Computer Storage/Checkout										●														●				
Subtotal																												
Student Commons & Dining																												
Student Commons / Dining Area (Dining: 400)		●																			●			●				
Community Kitchenette (within Commons)																	●						●					
Distributed Commons: Forum																	●				●					●		●
Distributed Commons: Learning Lab										●											●			●				
Distributed Commons: Small Group Collaboration										●											●	●		●		●		●
ASB Office & Workroom										●												●		●				
Student Activities Coordinator Office										●										●				●				

SPACE FEATURES TABLE - FINAL DRAFT

DOORS & HARDWARE, WINDOWS & FINISHES

Legend of columns (left to right):

Doors & Hardware — EXTERIOR: Door with vision panel and sidelite · Double doors with vision panel & sidelite · Solid Door, no sidelite · Double solid Door, no sidelite

Doors & Hardware — INTERIOR: No special requirements · One door in, one door out · 42" wide door, open 180 degrees · Door with sliding window & key return slot · Keyless locking entry · Door with vision panel and sidelite · Door with vision panel, no sidelite · Double doors with vision panel & sidelite · Double doors with vision panel, no sidelite · Solid Door, no sidelite · Double solid Door, no sidelite · Coat hook · Separation, but no door · Roll-down counter door · Roll-down door

Windows: No special requirements · Windows - exterior/operable · Interior window

Ceiling: No special requirements · Acoustical ceiling · Moisture resistant ceiling/GWB · Acoustical treatment may be needed · Painted exposed struct only, not MEP/FP · Painted exposed structure and MEP/FP

Room / Space Description	EXT: Door w/ vision panel & sidelite	EXT: Dbl doors vision panel & sidelite	EXT: Solid Door, no sidelite	EXT: Dbl solid Door, no sidelite	INT: No special req	INT: One door in, one door out	INT: 42" wide door, open 180°	INT: Door w/ sliding window & key return slot	INT: Keyless locking entry	INT: Door w/ vision panel & sidelite	INT: Door w/ vision panel, no sidelite	INT: Dbl doors vision panel & sidelite	INT: Dbl doors vision panel, no sidelite	INT: Solid Door, no sidelite	INT: Dbl solid Door, no sidelite	INT: Coat hook	INT: Separation, but no door	INT: Roll-down counter door	INT: Roll-down door	Win: No special req	Win: exterior/operable	Win: Interior window	Ceil: No special req	Ceil: Acoustical ceiling	Ceil: Moisture resistant/GWB	Ceil: Acoustical treatment may be needed	Ceil: Painted exposed struct only, not MEP/FP	Ceil: Painted exposed structure and MEP/FP
GENERAL																												
Commons Chair & Table Storage							●							●						●			●					
Kitchen: including all areas										●											●				●			
Servery																			●					●				
Vending machine/Grab'n'Go Cart niches																	●			●			●					
Staff Toilet/Locker, Unisex														●						●			●					
Subtotal																												
Health Services																												
Reception / Waiting (shared by both providers)										●										●				●				
School Nurse (School District Provider)																												
School Nurse Office / Treatment Room										●										●				●				
Cot Room (2 cots)										●										●				●				
Restroom / Shower / Washer / Dryer														●						●					●			
School-Based Health Center (Outside Provider)																												
Health Care Provider Office										●										●				●				
Mental Health Counselor Office										●										●				●				
Itinerant / Shared Provider Offices										●										●				●				
Exam Rooms														●			●			●				●				
Lab														●						●				●				
Toilet Room																				●					●			
Conference Room										●												●		●				
Subtotal																												
Administration & Counseling																												
Centralized Admin near Main Entry																												
Main Entry Vestibule		●																										
Public Reception & Waiting												●										●		●				
Secretary/Office Manager/Support (open area)																	●					●		●				
Attendance Office										●												●		●				
Registrar Office										●												●		●				
Principal, Asst Principal, Busn Mgr Office										●											●	●		●				
Conference Room, Medium										●												●		●				
Admin Workroom / Copy / Mail / Kitchenette										●												●		●				
Records / Secure Storage														●						●				●				
Closet / General Storage														●						●				●				
PTA/Alumni Volunteer Workroom/Storage										●										●				●				
Staff Toilets														●						●					●			

SPACE FEATURES TABLE - FINAL DRAFT

GENERAL	DOORS & HARDWARE, WINDOWS & FINISHES																													
	Doors & Hardware																			Windows			Ceiling					
	EXTERIOR				INTERIOR																							
Room / Space Description	Door with vision panel and sidelite	Double doors with vision panel & sidelite	Solid Door, no sidelite	Double solid Door, no sidelite	No special requirements	One door in, one door out	42" wide door, open 180 degrees	Door with sliding window & key return slot	Keyless locking entry	Door with vision panel and sidelite	Door with vision panel, no sidelite	Double doors with vision panel & sidelite	Double doors with vision panel, no sidelite	Solid Door, no sidelite	Double solid Door, no sidelite	Coat hook	Separation, but no door	Roll-down counter door	Roll-down door	No special requirements	Windows - exterior/operable	Interior window	No special requirements	Acoustical ceiling	Moisture resistant ceiling/GWB	Acoustical treatment may be needed	Painted exposed struct only, not MEP/FP	Painted exposed structure and MEP/FP
Centralized Counseling / Student Services																												
Reception / Secretary & Waiting										•										•				•				
Guidance Counselor Offices										•											•			•				
Conference Room - Small										•												•		•				
Career Resource Center										•											•	•		•				
Distributed for Supervision																												
Reception / Waiting for Distributed Offices										•										•				•				
Ass't Principal / Dean of Students Offices										•											•			•				
Itinerant Offices - distributed										•										•				•				
Security Office										•											•			•				
Distributed for Convenient Access																												
Staff Lounge										•											•			•				
Distributed Workrooms										•										•				•				
Subtotal																												
BUILDING SUPPORT																												
Facility Operations																												
Central Receiving/Workroom/Storage		•							•				•							•			•					
Loading Dock													•							•			•					
Lead Custodian Office								•													•	•		•				
Conference/Staff Break Room										•											•	•		•				
Staff Locker & Shower														•						•					•			
Staff Toilet, Unisex														•						•					•			
Custodial Closets									•					•						•			•					
Equipment Storage														•						•							•	
Furniture Storage														•						•							•	
Facilities & Grounds Equipment Storage				•																•							•	
Subtotal																												

SPACE FEATURES TABLE - FINAL DRAFT

Column groups: **GENERAL** | **FINISHES (CONT.)** (Floors, Walls) | **CASEWORK**

Space Description	Floors	Walls	Casework
ACADEMIC DISCIPLINES			
General Academic Neighborhoods			
General Education			
General Classroom, incl. Health	Carpet •	Paint •	4 ft wide tall cabinets •
Learning Labs	Carpet •	Paint •	No special requirements •
Neighborhood Learning Commons	Carpet •	Paint •	No special requirements •
Small Group Conference/Seminar (300 SF)	Carpet •	Paint •	No special requirements •
Small Group Conference/Seminar (150 SF)	Carpet •	Paint •	No special requirements •
Display	No special requirements •	No special requirements •	Per program requirements •
Book & Technology Storage	Concrete - sealed •	Paint •	Max LF full height heavy duty shelving •
Arts Integration Supply Storage	Concrete - sealed •	Paint •	Max LF full height heavy duty shelving •
Staff Planning - All Neighborhoods	Carpet •	Paint •	Plastic laminate countertop 8; Lower cabinets 8; Upper cabinets 8
Subtotal			
Science			
Science Lab - Type I - Physics & Earth Science	Concrete - polished •	Paint •	Chemical resistant p-lam countertop 40; Lower cabinets 40; Upper cabinets 20
Science Lab - Type II - Biology, Envir Science	Concrete - polished •	Paint •	Chemical resistant p-lam countertop 40; Lower cabinets 40; Upper cabinets 20
Science Lab - Type III - Chemistry	Concrete - polished •	Paint •	Epoxy countertops 40; Fixed lab stations/tables for 4 people •; Lower cabinets 40; Upper cabinets 20
Prep & Storage - Adj to Type I	Concrete - polished •	Paint •	4 ft wide tall cabinets 2; Chemical resistant p-lam countertop •; Lower cabinets •; Upper cabinets •; Open base cabinets 25; Open shelving 12" 25; Open shelving 24" 75
Prep & Storage - Adj to Type II	Concrete - polished •	Paint •	Chemical resistant p-lam countertop •; Lower cabinets •; Upper cabinets •; Open base cabinets 25; Open shelving 12" 25; Open shelving 24" 75
Prep & Storage - Adj to Type III	Concrete - polished •	Paint •	Chemical resistant p-lam countertop •; Lower cabinets •; Upper cabinets •; Open base cabinets 25; Open shelving 12" 25; Open shelving 24" 75
Subtotal			
Special Education			
Required			
Classroom: Resource Services	Carpet •	Paint •	4 ft wide tall cabinets •
Classroom: Access Services	Carpet •	Paint •	4 ft wide tall cabinets •
Classroom: Focus Services	Carpet •	Paint •	4 ft wide tall cabinets •
Classroom: Social/Emotional Services	Carpet •	Paint •	4 ft wide tall cabinets •; Half height lockers or cubbies 8
Classroom: Distinct Services	Carpet •		4 ft wide tall cabinets •
Toilet Room with Changing Table	Tile type per Technical Standards •	Ceramic tile •; Tile backsplash •; Moisture resistant surfaces •	
OT/PT Room	Carpet •	Paint •	No special requirements •
OT/PT Equipment Storage Room	Concrete - sealed •		No special requirements •; Max LF full height heavy duty shelving •
Psychologist & SLP Offices	Carpet •	Paint •	No special requirements •
Required Subtotal			

SPACE FEATURES TABLE - FINAL DRAFT

Room / Space Description	Floors: No special requirements	Floors: Per program requirements	Floors: Carpet	Floors: Resilient flooring	Floors: Concrete - polished	Floors: Concrete - sealed	Floors: Tile type per Technical Standards	Floors: Wood	Floors: Walk-off carpet or mats	Floors: Rubberized mats	Walls: No special requirements	Walls: Paint	Walls: Avoid paint on walls - natural finishes	Walls: Ceramic tile per Technical Standards	Walls: Tile backsplash per Technical Standards	Walls: Moisture resistant surfaces	Walls: Wall-mounted acoustical panels (above 8 ft)	Walls: Full height mirrors on one wall	Casework: No special requirements	Casework: Per program requirements	Casework: 4 ft wide tall cabinets	Casework: Plastic laminate (p-lam) countertop (# LF)	Casework: Chemical resistant p-lam countertop (# LF)	Casework: Epoxy countertops (# LF)	Casework: Heavy duty workcounter	Casework: 30"d x8'-0" l workbench	Casework: Fixed lab stations/tables for 4 people	Casework: Lower cabinets (# LF)	Casework: Upper cabinets (# LF)	Casework: Lockable cabinets	Casework: Open base cabinets w/1" lip (# LF shelf)	Casework: Open shelving w/1" lip, 12" deep (# LF shelf)	Casework: Open shelving w/1" lip, 24" deep (# LF shelf)	Casework: Transaction counter with ADA height area	Casework: Worksurface for 2 staff; storage below	Casework: Mailboxes w/ deep shelving below	Casework: Library shelving system	Casework: Instrument Storage Casework	Casework: Max LF - Full height heavy duty shelving	Casework: Storage hooks	Casework: Closet rod with shelving above	Casework: Half height lockers or cubbies
Specialized Academic Neighborhoods																																										
Career & Technical Education																																										
Cooking & Nutrition Lab (Residential)		●										●								●																						
Business, Advertising & Marketing			●									●								●																						
Student Store				●								●								●																						
Computer Science/Web Design			●									●								●																						
Site-specific Skills Center Lab (incl. all areas)		●										●								●																						
School-wide Makerspace					●							●								●																						
Subtotal																																										
Visual & Performing Arts																																										
Art																																										
3-D, incl kiln/supply storage/project storage					●							●				●	●					40						40	20										●			
2-D, incl supply storage/project storage					●							●				●	●					40						40	20										●			
Digital: Graphics/Photography, incl storage			●									●							●																				●			
Music																																										
Band Practice Classroom			●									●					●		●			8						8	8										●			
Instrument Storage for Band & Orchestra						●																																	●	●			
Orchestra/Choral Practice Classroom						●						●					●		●			8						8	8										●			
Electronic Keyboard Practice Classroom						●						●					●		●																							
Practice Room, Ensemble						●						●					●		●																							
Practice Room, Small			●									●					●		●																							
Music Library (shared)	●																			●																						
Band Uniform & Choir Robe Storage																																									●	
Choir Riser Storage																																								●		
Sound Equipment Storage																			●																					●		
Performing Arts																																										
Main Theater (seat 500)			●									●					●		●																							
Stage	●							●			●								●																							
Orchestra Pit											●								●																							
Black Box Theater/Drama Class (seat 75)		●										●					●		●																							
Dressing / Makeup (6 stations) / Toilets							●					●		●								16																				
Scene Shop												●													●																	
Props Storage						●						●							●																					●		
Costume Storage						●						●							●			12																		●	●	
Lighting Control Booth						●						●																														
General Storage incl Grand Piano						●						●							●									10	10										●			
Lobby/Foyer/Tickets						●						●										10						10	10													
Subtotal																																										

SPACE FEATURES TABLE - FINAL DRAFT

GENERAL / FINISHES (CONT.) / CASEWORK

Physical Education & Athletics

Physical Education

Room	Floors	Walls	Casework
Main Gym	Wood	Avoid paint on walls - natural finishes; Wall-mounted acoustical panels (above 8 ft)	—
Auxiliary Gym	Wood	Avoid paint on walls - natural finishes; Wall-mounted acoustical panels (above 8 ft)	No special requirements
Multipurpose	Rubberized mats	Paint; Wall-mounted acoustical panels (above 8 ft); Full height mirrors on one wall	No special requirements
Fitness/Weight Room	Rubberized mats	Paint; Wall-mounted acoustical panels (above 8 ft); Full height mirrors on one wall	No special requirements
Student Locker/Shower/Tlts	Tile type per Technical Standards	Paint; Ceramic tile per Technical Standards; Moisture resistant surfaces	No special requirements
Equipment Storage	Concrete - sealed	Paint	No special requirements
Technology Equip Storage	Concrete - sealed	Paint	No special requirements
Staff Office & Locker	Concrete - sealed	Paint	No special requirements
Staff Toilet/Shower (shared with Athletics Coach)	Tile type per Technical Standards	Ceramic tile per Technical Standards; Moisture resistant surfaces	No special requirements

Athletics

Room	Floors	Walls	Casework
Student Locker/Shower/Toilets	Tile type per Technical Standards	Paint; Ceramic tile per Technical Standards; Moisture resistant surfaces	No special requirements
Athletic Director Office	Concrete - sealed	Paint	No special requirements
Coach Office & Locker	Concrete - sealed	Paint	No special requirements
Uniform Drying	Concrete - sealed	Paint	Per program requirements
Training Room	Concrete - sealed	Paint	Per program requirements
Equipment Storage	Concrete - sealed	Paint	Max LF Full height heavy duty shelving
Outdoor Equipment Storage	Concrete - sealed	Avoid paint on walls - natural finishes	Max LF Full height heavy duty shelving
Subtotal			

LEARNING SUPPORT

Library & Information Services

Room	Floors	Walls	Casework
Library - Group Instr/Reading/Circulation/Stacks	Carpet	Paint	Plastic laminate (p-lam) countertop; Lower cabinets; Upper cabinets; Transaction counter with ADA height area; Library shelving system
Workroom	Carpet	Paint	Plastic laminate (p-lam) countertop; Lower cabinets; Upper cabinets
Conference Room, Large	Carpet	Paint; Wall-mounted acoustical panels (above 8 ft)	No special requirements
Conference Room, Small	Carpet	Paint	No special requirements
Conference Room, Large (Distance Learning)	Carpet	Paint; Wall-mounted acoustical panels (above 8 ft)	No special requirements
Conference Room, Small (Distance Learning)	Carpet	Paint	No special requirements
IT Support & Computer Storage/Checkout	Resilient flooring	Paint	No special requirements
Subtotal			

Student Commons & Dining

Room	Floors	Walls	Casework
Student Commons / Dining Area (Dining: 400)	Concrete - polished	Paint; Walk-off carpet or mats	No special requirements
Community Kitchenette (within Commons)	Concrete - polished; Per program requirements	—	—
Distributed Commons: Forum	Carpet	Paint	No special requirements
Distributed Commons: Learning Lab	Carpet	Paint	Plastic laminate (p-lam) countertop: 8; Lower cabinets: 8; Upper cabinets: 8; No special requirements
Distributed Commons: Small Group Collaboration	Carpet	Paint	No special requirements
ASB Office & Workroom	Carpet	Paint	Plastic laminate (p-lam) countertop; Lower cabinets; Max LF Full height heavy duty shelving
Student Activities Coordinator Office	Carpet	Paint	No special requirements

SPACE FEATURES TABLE - FINAL DRAFT

GENERAL	GENERAL	FINISHES (CONT.) — Floors										FINISHES (CONT.) — Walls								CASEWORK																							
Room	Space Description	No special requirements	Per program requirements	Carpet	Resilient flooring	Concrete - polished	Concrete - sealed	Tile type per Technical Standards	Wood	Walk-off carpet or mats	Rubberized mats	No special requirements	Paint	Avoid paint on walls - natural finishes	Ceramic tile per Technical Standards	Tile backsplash per Technical Standards	Moisture resistant surfaces	Wall-mounted acoustical panels (above 8 ft)	Full height mirrors on one wall	No special requirements	Per program requirements	4 ft wide tall cabinets	Plastic laminate (p-lam) countertop (# LF)	Chemical resistant p-lam countertop (# LF)	Epoxy countertops (# LF)	Heavy duty workcounter	30"d x8'-0" l workbench	Fixed lab stations/tables for 4 people	Lower cabinets (# LF)	Upper cabinets (# LF)	Lockable cabinets	Open base cabinets w/1" lip (# LF shelf)	Open shelving w/1" lip, 12" deep (# LF shelf)	Open shelving w/1" lip, 24" deep (# LF shelf)	Transaction counter with ADA height area	Worksurface for 2 staff; storage below	Mailboxes w/ deep shelving below	Library shelving system	Instrument Storage Casework	Max LF-Full height heavy duty shelving	Storage hooks	Closet rod with shelving above	Half height lockers or cubbies
	Commons Chair & Table Storage						●						●							●																							
	Kitchen: including all areas							●					●				●																							●			
	Servery					●							●				●			●																							
	Vending machine/Grab'n'Go Cart niches					●							●				●			●																							
	Staff Toilet/Locker, Unisex							●					●							●																							
	Subtotal																																										
Health Services																																											
	Reception / Waiting (shared by both providers)			●									●							●																●								
School Nurse (School District Provider)																																											
	School Nurse Office / Treatment Room				●								●										●						●	●	●												
	Cot Room (2 cots)				●								●							●																							
	Restroom / Shower / Washer / Dryer														●					●																							
School-Based Health Center (Outside Provider)																																											
	Health Care Provider Office			●									●							●																							
	Mental Health Counselor Office			●									●							●																							
	Itinerant / Shared Provider Offices			●									●							●																							
	Exam Rooms				●												●						●						●	●													
	Lab				●								●										●						●	●													
	Toilet Room							●							●					●																							
	Conference Room			●									●							●																							
	Subtotal																																										
Administration & Counseling																																											
Centralized Admin near Main Entry																																											
	Main Entry Vestibule									●										●																							
	Public Reception & Waiting			●									●																						●								
	Secretary/Office Manager/Support (open area)			●									●																		●					●							
	Attendance Office			●									●							●																							
	Registrar Office			●									●							●																							
	Principal, Asst Principal, Busn Mgr Office			●									●							●																							
	Conference Room, Medium			●									●							●																							
	Admin Workroom / Copy / Mail / Kitchenette				●								●										●						●	●	●												
	Records / Secure Storage						●						●							●											●												
	Closet / General Storage						●						●							●																							
	PTA/Alumni Volunteer Workroom/Storage			●									●																								●						
	Staff Toilets							●							●		●			●																							

SPACE FEATURES TABLE - FINAL DRAFT

Categories: **GENERAL** (Room / Space Description) · **FINISHES (CONT.)** (Floors, Walls) · **CASEWORK** (Casework)

Column key — F = Floors, W = Walls, C = Casework.

Space Description	F: No special req	F: Per program req	F: Carpet	F: Resilient flooring	F: Concrete - polished	F: Concrete - sealed	F: Tile type per Technical Standards	F: Wood	F: Walk-off carpet or mats	F: Rubberized mats	W: No special req	W: Paint	W: Avoid paint on walls - natural finishes	W: Ceramic tile per Technical Standards	W: Tile backsplash per Technical Standards	W: Moisture resistant surfaces	W: Wall-mounted acoustical panels (above 8 ft)	W: Full height mirrors on one wall	C: No special req	C: Per program req	C: 4 ft wide tall cabinets	C: Plastic laminate (p-lam) countertop (# LF)	C: Chemical resistant p-lam countertop (# LF)	C: Epoxy countertops (# LF)	C: Heavy duty workcounter	C: 30"d x8'-0" I workbench	C: Fixed lab stations/tables for 4 people	C: Lower cabinets (# LF)	C: Upper cabinets (# LF)	C: Lockable cabinets	C: Open base cabinets w/1" lip (# LF shelf)	C: Open shelving w/1" lip, 12" deep (# LF shelf)	C: Open shelving w/1" lip, 24" deep (# LF shelf)	C: Transaction counter with ADA height area	C: Worksurface for 2 staff; storage below	C: Mailboxes w/ deep shelving below	C: Library shelving system	C: Instrument Storage Casework	C: Max LF Full height heavy duty shelving	C: Storage hooks	C: Closet rod with shelving above	C: Half height lockers or cubbies
Centralized Counseling / Student Services																																											
Reception / Secretary & Waiting			●									●							●																							
Guidance Counselor Offices			●									●							●																							
Conference Room - Small			●									●							●																							
Career Resource Center			●									●																														
Distributed for Supervision																																										
Reception / Waiting for Distributed Offices			●									●							●																							
Ass't Principal / Dean of Students Offices			●									●							●																							
Itinerant Offices - distributed			●									●							●																							
Security Office			●									●							●																							
Distributed for Convenient Access																																										
Staff Lounge			●	●								●										●						●	●													
Distributed Workrooms				●								●										●						●	●													
Subtotal																																										
BUILDING SUPPORT																																										
Facility Operations																																										
Central Receiving/Workroom/Storage						●							●			●						●				●		●	●										●	●		
Loading Dock						●							●						●																							
Lead Custodian Office						●						●							●																							
Conference/Staff Break Room				●								●				●						8						8	8													
Staff Locker & Shower							●							●		●			●																							
Staff Toilet, Unisex							●								●	●			●																							
Custodial Closets						●						●																														
Equipment Storage						●						●																											●	●		
Furniture Storage						●						●																											●			
Facilities & Grounds Equipment Storage						●							●						●																							
Subtotal																																										

SPACE FEATURES TABLE - FINAL DRAFT

GENERAL | SPECIALTIES & EQUIPMENT

Space Description	WB: No special req.	WB: 4'x4', # req.	WB: 4'x6', # req.	WB: 4'x8' w/ music staff lines, # req.	WB: 4'x8', # req.	WB: 4'x8', # req., marker rail at top	TB: No special req.	TB: 4'x4', # req.	TB: 4'x6', # req.	TB: 4'x8', # req.	No special req.	No special req.	Per program req.	Lockers	Wall padding behind basketball hoops	Climbing wall with security cage	Ceiling mounted divider curtain	Retractable basketball goals	Scoreboards and shot clocks	Complete flyloft w/ rigging & curtains	Flying acoustical shell	Cots	Privacy curtains around each cot	Under-counter safe	Specimen cabinet (to Lab)	Chemical material storage cabinet	Flammable material storage cabinet	Key Locker	Stainless steel shelf & mop catcher	Bleacher seating for 1,600 students	Refrigerator w/ freezer, undercounter	Refrigerator w/ freezer, full size	Icemaker, undercounter (CFCI)	Range (CFCI)	Range Hood (CFCI)	Microwave oven	Dishwasher - 140F sanitation capable (CFCI)	Stackable Washer/Dryer (CFCI)	Kiln (CFCI): 6 Pottery wheels	Wall Mounted Key Cabinet (provide blocking)	"Brute" trash barrels on wheels	Cleaning cart	Kaivac Floor Cleaner 24"w x 32" l x 51" h	Future Trash Compactor
ACADEMIC DISCIPLINES																																												
General Academic Neighborhoods																																												
General Education																																												
General Classroom, incl. Health					2			1		1	X	•																																
Learning Labs					1			1			X	•																																
Neighborhood Learning Commons					2			1		1	X	•																			•					•								
Small Group Conference/Seminar (300 SF)					1			1			X	•																																
Small Group Conference/Seminar (150 SF)					1			1			X	•																																
Display	•							1			X	•																																
Book & Technology Storage		1									X	•																																
Arts Integration Supply Storage		1					•				X	•																																
Staff Planning - All Neighborhoods		1						1			X	•																																
Subtotal																																												
Science																																												
Science Lab - Type I - Physics & Earth Science					2			1		1	X			•																														
Science Lab - Type II - Biology, Envir Science					2			1		1	X			•																														
Science Lab - Type III - Chemistry					2			1		1	X			•																														
Prep & Storage - Adj to Type I	•							1		1	X			•																														
Prep & Storage - Adj to Type II	•							1		1	X			•																		•					•							
Prep & Storage - Adj to Type III	•							1		1	X			•												•	•					•					•							
Subtotal																																												
Special Education																																												
Required																																												
Classroom: Resource Services					2			1		1	X	•																																
Classroom: Access Services					2			1		1	X	•																																
Classroom: Focus Services					2			1		1	X	•																																
Classroom: Social/Emotional Services					2			1		1	X	•																																
Classroom: Distinct Services					2			1		1	X	•																																
Toilet Room with Changing Table	•						•					•																																
OT/PT Room		1						1			X	•																																
OT/PT Equipment Storage Room	•						•					•																																
Psychologist & SLP Offices		1						1				•																																
Required Subtotal																																												

SPECIALTIES & EQUIPMENT

Column groups (left to right): **Whiteboard (Quantity)** — No special requirements · 4'x4', # required · 4'x6', # required · 4'x8' with music staff lines, # required · 4'x8', # required · 4'x8', # required, marker rail at top; **Tackboard (Quantity)** — No special requirements · 4'x4', # required · 4'x6', # required · 4'x8', # required · No special requirements · No special requirements · Per program requirements; **Other Specialties** — Lockers · Wall padding behind basketball hoops · Climbing wall with security cage · Ceiling mounted divider curtain · Retractable basketball goals · Scoreboards and shot clocks · Complete flyloft w/ rigging & curtains · Flying acoustical shell · Cots · Privacy curtains around each cot · Under-counter safe · Specimen cabinet (to Lab) · Chemical material storage cabinet · Flammable material storage cabinet · Key Locker · Stainless steel shelf & mop catcher · Bleacher seating for 1,600 students; **Appliances** — Refrigerator with freezer, undercounter · Refrigerator with freezer, full size · Icemaker, undercounter (CFCI) · Range (CFCI) · Range Hood (CFCI) · Microwave oven · Dishwasher - 140F sanitation capable (CFCI) · Stackable Washer/Dryer (CFCI) · Kiln (CFCI); 6 Pottery wheels; **Special Purpose (OFOI)** — Wall Mounted Key Cabinet (provide blocking) · "Brute" trash barrels on wheels · Cleaning cart · Kaivac Floor Cleaner 24"w x 32" l x 51" h · Future Trash Compactor

Room / Space Description	WB 4'x4'	WB 4'x8' music staff	WB 4'x8'	WB No special	TB 4'x4'	TB 4'x8'	TB No special	No special req.	Per program req.	Other
Specialized Academic Neighborhoods										
Career & Technical Education										
Cooking & Nutrition Lab (Residential)	1		2		1	1		X	•	
Business, Advertising & Marketing	1		2		1	1		X	•	
Student Store	1				1	1		X	•	
Computer Science/Web Design	1		2		1	1		X	•	
Site-specific Skills Center Lab (incl. all areas)			•	•	•	•			•	
School-wide Makerspace			•	•		•		X	•	
Subtotal										
Visual & Performing Arts										
Art										
3-D, incl kiln/supply storage/project storage	1		2		1	2		X	•	Kiln •
2-D, incl supply storage/project storage	1		2		1	2		X	•	
Digital: Graphics/Photography, incl storage	1		2		1	2		X	•	
Music										
Band Practice Classroom	1	2	2			1		X	•	
Instrument Storage for Band & Orchestra				•	1			X	•	
Orchestra/Choral Practice Classroom		2	2		1			X	•	
Electronic Keyboard Practice Classroom		2	2			1		X	•	
Practice Room, Ensemble	1					1		X	•	
Practice Room, Small	1					1		X	•	
Music Library (shared)	1					1		X	•	
Band Uniform & Choir Robe Storage				•		1		X	•	
Choir Riser Storage				•		1		X	•	
Sound Equipment Storage				•			•	X	•	
Performing Arts										
Main Theater (seat 500)				•			•		•	
Stage				•			•		•	Complete flyloft •
Orchestra Pit				•			•		•	Flying acoustical shell ?
Black Box Theater/Drama Class (seat 75)	1		2		1	1			•	
Dressing / Makeup (6 stations) / Toilets	1				1	1			•	
Scene Shop	1		2		1	2			•	
Props Storage				•			•		•	
Costume Storage				•			•		•	
Lighting Control Booth				•			•		•	
General Storage incl Grand Piano				•		1	•		•	
Lobby/Foyer/Tickets				•			•		•	
Subtotal										

SPACE FEATURES TABLE - FINAL DRAFT

SPACE FEATURES TABLE - FINAL DRAFT

Space Description	WB No spec	WB 4'x4'	WB 4'x6'	WB 4'x8' music staff	WB 4'x8'	WB 4'x8' marker rail at top	TB No spec	TB 4'x4'	TB 4'x6'	TB 4'x8'	OS No spec (X)	OS No spec (●)	Per program req	Lockers	Wall padding behind bball hoops	Climbing wall w/ security cage	Ceiling mounted divider curtain	Retractable basketball goals	Scoreboards & shot clocks	Complete flyloft	Flying acoustical shell	Cots	Privacy curtains	Under-counter safe	Specimen cabinet	Chemical storage cab	Flammable storage cab	Key Locker	SS shelf & mop catcher	Bleacher seating 1,600	Refrig undercounter	Refrig full size	Icemaker	Range	Range Hood	Microwave	Dishwasher	Stackable W/D	Kiln/6 Pottery wheels	Wall Mtd Key Cabinet	Brute trash barrels	Cleaning cart	Kaivac Floor Cleaner	Future Trash Compactor
GENERAL — Physical Education & Athletics																																												
Physical Education																																												
Main Gym						2				2					●		●	●	●											●														
Auxiliary Gym						1				1					●			●	●																									
Multipurpose					1	1	●			1	X					●																												
Fitness/Weight Room	●						●				X	●																																
Student Locker/Shower/Tlts								1			X			●																														
Equipment Storage	●										X	●																																
Technology Equip Storage	●											●																																
Staff Office & Locker	●						●				X			●																														
Staff Toilet/Shower (shared with Athletics Coach)	●										X	●																																
Athletics																																												
Student Locker/Shower/Toilets	●						●				X	●		●																														
Athletic Director Office												●																																
Coach Office & Locker	●							1			X			●																														
Uniform Drying	●						●				X	●																																
Training Room							●					●																																
Equipment Storage	●						●				X	●																																
Outdoor Equipment Storage	●						●					●																																
Subtotal																																												
LEARNING SUPPORT																																												
Library & Information Services																																												
Library - Group Instr/Reading/Circulation/Stacks										2																																		
Workroom		1						1			X	●																																
Conference Room, Large					2			1			X	●																																
Conference Room, Small					1			1			X	●																																
Conference Room, Large (Distance Learning)					1			1			X	●																																
Conference Room, Small (Distance Learning)					1			1			X	●																																
IT Support & Computer Storage/Checkout		1						1			X	●																																
Subtotal																																												
Student Commons & Dining																																												
Student Commons / Dining Area (Dining: 400)	●									2	X	●																																
Community Kitchenette (within Commons)	●						●					●																																
Distributed Commons: Forum					2					1	X	●																																
Distributed Commons: Learning Lab					1			1				●																																
Distributed Commons: Small Group Collaboration					1			1				●																																
ASB Office & Workroom		1						1				●																							●								
Student Activities Coordinator Office		1						1				●																																

SPACE FEATURES TABLE - FINAL DRAFT

Column groups: **SPECIALTIES & EQUIPMENT** — Special Purpose (OFOI); Appliances; Other Specialties; Tackboard (Quantity); Whiteboard (Quantity). **GENERAL** — Room / Space Description.

Section / Room	Space Description	Future Trash Compactor	Kaivac Floor Cleaner 24"w x 32"l x 51"h	Cleaning cart	"Brute" trash barrels on wheels	Wall Mounted Key Cabinet (provide blocking)	Kiln (CFCI): 6 Pottery wheels	Stackable Washer/Dryer (CFCI)	Dishwasher - 140F sanitation capable (CFCI)	Microwave oven	Range Hood (CFCI)	Range (CFCI)	Icemaker, undercounter (CFCI)	Refrigerator with freezer, full size	Refrigerator with freezer, undercounter	Bleacher seating for 1,600 students	Stainless steel shelf & mop catcher	Key Locker	Flammable material storage cabinet	Chemical material storage cabinet	Specimen cabinet (to Lab)	Under-counter safe	Privacy curtains around each cot	Cots	Flying acoustical shell	Complete flyoft w/ rigging & curtains	Scoreboards and shot clocks	Retractable basketball goals	Ceiling mounted divider curtain	Climbing wall with security cage	Wall padding behind basketball hoops	Lockers	Per program requirements	No special requirements (Other Specialties)	No special requirements (Tackboard)	Tackboard 4'x4', # required	Tackboard 4'x6', # required	Tackboard 4'x8', # required	No special requirements (Whiteboard)	Whiteboard 4'x4', # required	Whiteboard 4'x6', # required	Whiteboard 4'x8' with music staff lines, # required	Whiteboard 4'x8', # required	Whiteboard 4'x8', # required, marker rail at top
	Commons Chair & Table Storage																																	•	•				•					
	Kitchen: including all areas							•																												1				1	1			
	Servery																																	•	X				•					
	Vending machine/Grab'n'Go Cart niches																																	•	X				•					
	Staff Toilet/Locker, Unisex																															•			•				•					
	Subtotal																																											
Health Services																																												
	Reception / Waiting (shared by both providers)																																	•	X	1			•					
School Nurse (School District Provider)																																												
	School Nurse Office / Treatment Room												•		•								•	1											X	1				1				
	Cot Room (2 cots)																						•	2												1								
	Restroom / Shower / Washer / Dryer							•																										•	X				•					
School-Based Health Center (Outside Provider)																																												
	Health Care Provider Office																																	•	X	1				1				
	Mental Health Counselor Office																																	•	X	1				1				
	Itinerant / Shared Provider Offices																																	•	X	1				1				
	Exam Rooms																						X											•		1				1				
	Lab																				•		X											•	X				•					
	Toilet Room																																	•	X				•					
	Conference Room																																	•		1							1	
	Subtotal																																											
Administration & Counseling																																												
Centralized Admin near Main Entry																																												
	Main Entry Vestibule																																	•	X				•					
	Public Reception & Waiting																																	•	X				•					
	Secretary/Office Manager/Support (open area)																																	•	X	1				1				
	Attendance Office																																	•	X	1				1				
	Registrar Office																																	•		1				1				
	Principal, Asst Principal, Busn Mgr Office																																	•	X	1				1				
	Conference Room, Medium																																	•	X								1	
	Admin Workroom / Copy / Mail / Kitchenette									•					•							•													X	1				1				
	Records / Secure Storage																																	•	X				•					
	Closet / General Storage																																	•	X				•					
	PTA/Alumni Volunteer Workroom/Storage																																	•		1			•					
	Staff Toilets																																	•	X				•					

SPACE FEATURES TABLE - FINAL DRAFT

SPECIALTIES & EQUIPMENT

Whiteboard (Quantity) and **Tackboard (Quantity)**

Room / Space Description	WB No special req.	WB 4'x4'	WB 4'x8'	TB No special req.	TB 4'x4'	TB 4'x8'	Other Spec. No special (X)	Other Spec. No special (●)	Lockers	Microwave oven	Range (CFCI)	Range Hood (CFCI)	Dishwasher (CFCI)	Refrigerator, full size	Key Locker	Stainless steel shelf & mop catcher	Flammable material storage cabinet	Wall Mtd Key Cabinet	"Brute" trash barrels	Cleaning cart	Kaivac Floor Cleaner	Future Trash Compactor
Centralized Counseling / Student Services																						
Reception / Secretary & Waiting	●				1			●														
Guidance Counselor Offices		1			1		X															
Conference Room - Small			1		1		X															
Career Resource Center			2		1	1	X															
Distributed for Supervision																						
Reception / Waiting for Distributed Offices	●				1			●														
Ass't Principal / Dean of Students Offices		1			1		X															
Itinerant Offices - distributed		1			1		X															
Security Office		1			1		X															
Distributed for Convenient Access																						
Staff Lounge			1		1	1	X	●		2	●	●	●	●								
Distributed Workrooms		1	1		1	1	X	●														
Subtotal																						
BUILDING SUPPORT																						
Facility Operations																						
Central Receiving/Workroom/Storage	●				1		X	●														
Loading Dock	●			●				●														●
Lead Custodian Office		1			1		X	●							●			●				
Conference/Staff Break Room		1			1			●		●				●								
Staff Locker & Shower	●			●				●	8													
Staff Toilet, Unisex	●			●				●														
Custodial Closets		1			1		X	●								●			●	●	●	
Equipment Storage	●			●			X	●														
Furniture Storage	●			●			X	●														
Facilities & Grounds Equipment Storage	●			●			X	●									●					
Subtotal																						

SPACE FEATURES TABLE - FINAL DRAFT

GENERAL | ELECTRICAL

Space Description	Lighting: No special requirements	Natural lighting	Shatterproof lighting (w/ protective cover)	Stage lighting	Electrical: No special requirements	Per program requirements	Wall-mid interactive projector elect/data/video	Wall-mounted digital information screen	Overhead retractable reel	Dedicated circuit for large volume copier	Power for two laptop charging stations	220 V power for appliance	220V power with emergency shutoff	Rough-in for trash compactor	Connections for scoreboard and time clocks	Book Security System	Tech/Comms: No special requirements	Data Ports at wall per Tech Standards	Data ports in floor for point-of-sale	Intercom w/ speaker & volume ctrl	Telephone	Connection for PA system w/ wireless mics	Card access system	Security cameras per site-specific layout	Security camera system viewing station	Push-button lockdown system	See comments	Staff Workstation Computer (portable)	Presentation Station Computer (portable)	Presentation Station Cart	LED projector: wall mid	LED projector: cart mounted	Document camera	Printer	Large volume copier/printer	Online Public Access Catalog (OPAC) Stations	Scanner	Portable mobile computing devices (1 lot)	Portable sound system	POS workstation carts with cash drawer	POS Keypad - NED	Defibrillator	Vestibule security camera/intercom Alphone	Security cameras per site-specific layout
ACADEMIC DISCIPLINES																																												
General Academic Neighborhoods																																												
General Education																																												
General Classroom, incl. Health		●					●											●		●	●							1	1	1	1		1	1										
Learning Labs		●					●											●		●	●							1	1	1	1		1	1										
Neighborhood Learning Commons		●					●											●		●																								
Small Group Conference/Seminar (300 SF)	●						●													●	●																							
Small Group Conference/Seminar (150 SF)	●						●													●	●																							
Display	●				●												●																											
Book & Technology Storage	●										●																																	
Arts Integration Supply Storage	●				●																																							
Staff Planning - All Neighborhoods		●			●													●		●	●													1										
Subtotal																																												
Science																																												
Science Lab - Type I - Physics & Earth Science		●					●		4									●		●	●							1	1	1	1		1										
Science Lab - Type II - Biology, Envir Science		●					●											●		●	●							1	1	1	1		1										
Science Lab - Type III - Chemistry		●					●											●		●	●							1	1	1	1		1										
Prep & Storage - Adj to Type I	●				●												●																											
Prep & Storage - Adj to Type II	●				●												●																											
Prep & Storage - Adj to Type III	●				●												●																											
Subtotal																																												
Special Education																																												
Required																																												
Classroom: Resource Services		●					●											●		●	●							1	1	1	1		1										
Classroom: Access Services		●					●											●		●	●							1	1	1	1		1										
Classroom: Focus Services		●					●											●		●	●							1	1	1	1		1										
Classroom: Social/Emotional Services		●					●											●		●	●							1	1	1	1		1										
Classroom: Distinct Services		●					●											●		●	●							1	1	1	1		1										
Toilet Room with Changing Table	●																●																											
OT/PT Room		●					●											●		●	●																							
OT/PT Equipment Storage Room	●				●												●																											
Psychologist & SLP Offices		●																●		●	●																							
Required Subtotal																																												

SPACE FEATURES TABLE - FINAL DRAFT

The table below lists spaces (rooms) against their required features. Columns are grouped under **GENERAL** (Lighting; Electrical) and **ELECTRICAL** (Technology/Communications Infrastructure; Technology Devices — Owner-Furnished Owner Installed). A value of "1" or "●" indicates the feature applies to that room.

Room / Space Description	Lighting: No special requirements	Lighting: Natural lighting	Lighting: Shatterproof lighting (w/ protective cover)	Lighting: Stage lighting	Elec: No special requirements	Elec: Per program requirements	Elec: Wall-mtd interactive projector elect/data/video	Elec: Wall-mounted digital information screen	Elec: Overhead retractable reel	Elec: Dedicated circuit for large volume copier	Elec: Power for two laptop charging stations	Elec: 220 V power for appliance	Elec: 220V power with emergency shutoff	Elec: Rough-in for trash compactor	Elec: Connections for scoreboard and time clocks	Elec: Book Security System	Tech: No special requirements	Tech: Data Ports at wall per Tech Standards	Tech: Data ports in floor for point-of-sale	Tech: Intercom w/ speaker & volume ctrl	Tech: Telephone	Tech: Connection for PA system w/ wireless mics	Tech: Card access system	Tech: Security cameras per site-specific layout	Tech: Security camera system viewing station	Tech: Push-button lockdown system	Tech: See comments	Dev: Staff Workstation Computer (portable)	Dev: Presentation Station Computer (portable)	Dev: Presentation Station Cart	Dev: LED projector: wall mtd	Dev: LED projector: cart mounted	Dev: Document camera	Dev: Printer	Dev: Large volume copier/printer	Dev: Online Public Access Catalog (OPAC) Stations	Dev: Scanner	Dev: Portable mobile computing devices (1 lot)	Dev: Portable sound system	Dev: POS workstation carts with cash drawer	Dev: POS Keypad - NED	Dev: Defibrillator	Dev: Vestibule security camera/intercom Aiphone	Dev: Security cameras per site-specific layout
Specialized Academic Neighborhoods																																													
Career & Technical Education																																													
Cooking & Nutrition Lab (Residential)		●				●																						1	1	1	1		1											
Business, Advertising & Marketing		●				●																						1	1	1	1		1											
Student Store	●					●																																						
Computer Science/Web Design		●				●																						1	1	1	1		1											
Site-specific Skills Center Lab (incl. all areas)		●			●	●											●											●	●		●		●											
School-wide Makerspace		●				●																																						
Subtotal																																												
Visual & Performing Arts																																												
Art																																												
3-D, incl kiln/supply storage/project storage		●					●											●		●	●							1	1	1	1		1											
2-D, incl supply storage/project storage		●					●											●		●	●							1	1	1	1		1											
Digital: Graphics/Photography, incl storage		●					●											●		●	●							1	1	1	1		1											
Music																																												
Band Practice Classroom		●					●											●		●	●							1	1	1	1		1											
Instrument Storage for Band & Orchestra	●				●												●																											
Orchestra/Choral Practice Classroom		●					●											●		●	●							1	1	1	1		1											
Electronic Keyboard Practice Classroom		●					●											●		●	●							1	1	1	1		1											
Practice Room, Ensemble	●				●															●																								
Practice Room, Small	●				●															●																								
Music Library (shared)	●				●																																							
Band Uniform & Choir Robe Storage	●				●																																							
Choir Riser Storage	●				●																																							
Sound Equipment Storage	●				●																																							
Performing Arts																																												
Main Theater (seat 500)	●				●																																							
Stage				●	●																																							
Orchestra Pit	●				●																																							
Black Box Theater/Drama Class (seat 75)				●	●																																							
Dressing / Makeup (6 stations) / Toilets	●				●																																							
Scene Shop	●												●																															
Props Storage	●				●																																							
Costume Storage	●				●																																							
Lighting Control Booth	●				●																																							
General Storage incl Grand Piano	●				●																																							
Lobby/Foyer/Tickets		●			●																																							
Subtotal																																												

SPACE FEATURES TABLE - FINAL DRAFT

GENERAL — Room / Space Description

ELECTRICAL column groups:

- **Lighting:** No special requirements | Natural lighting | Shatterproof lighting (w/ protective cover) | Stage lighting
- **Electrical:** No special requirements | Per program requirements | Wall-mtd interactive projector elect/data/video | Wall-mounted digital information screen | Overhead retractable reel | Dedicated circuit for large volume copier | Power for two laptop charging stations | 220 V power for appliance | 220V power with emergency shutoff | Rough-in for trash compactor | Connections for scoreboard and time clocks | Book Security System
- **Technology/Communications Infrastructure:** No special requirements | Data Ports at wall per Tech Standards | Data ports in floor for point-of-sale | Intercom w/ speaker & volume ctrl | Telephone | Connection for PA system w/ wireless mics | Card access system | Security cameras per site-specific layout | Security camera system viewing station | Push-button lockdown system | See comments
- **Technology Devices (Owner-Furnished Owner Installed):** Staff Workstation Computer (portable) | Presentation Station Computer (portable) | Presentation Station Cart | LED projector: wall mtd | LED projector: cart mounted | Document camera | Printer | Large volume copier/printer | Online Public Access Catalog (OPAC) Stations | Scanner | Portable mobile computing devices (1 lot) | Portable sound system | POS workstation carts with cash drawer | POS Keypad - NED | Defibrillator | Vestibule security camera/intercom Alphone | Security cameras per site-specific layout

PHYSICAL EDUCATION & ATHLETICS

Physical Education

Space Description	Lighting	Electrical	Tech/Comms	Technology Devices
Main Gym	Natural lighting ●	Connections for scoreboard ●	Data Ports at wall ●; Intercom ●; Connection for PA ●	Staff Workstation Computer 2; Presentation Station Computer 2; Presentation Station Cart 2; LED projector cart mounted 2; Document camera 2
Auxiliary Gym	Natural lighting ●	Connections for scoreboard ●	Data Ports at wall ●; Intercom ●; Connection for PA ●	Staff Workstation Computer 1; Presentation Station Computer 2; Presentation Station Cart 2; LED projector cart mounted 1; Document camera 2; Portable sound system 2
Multipurpose	Natural lighting ●	No special requirements ●	Data Ports at wall ●; Intercom ●	Presentation Station Computer 1; Presentation Station Cart 1; LED projector cart mounted 1; Document camera 1; Portable sound system 1
Fitness/Weight Room	Natural lighting ●	No special requirements ●	Data Ports at wall ●; Intercom ●	
Student Locker/Shower/Tlts	No special requirements ●	No special requirements ●	Intercom ●	
Equipment Storage	No special requirements ●	No special requirements ●	Data Ports at wall ●	
Technology Equip Storage	No special requirements ●	No special requirements ●	Data Ports at wall ●	
Staff Office & Locker	No special requirements ●	No special requirements ●	Intercom ●	
Staff Toilet/Shower (shared with Athletics Coach)	No special requirements ●	No special requirements ●	No special requirements ●	

Athletics

Space Description	Lighting	Electrical	Tech/Comms	Technology Devices
Student Locker/Shower/Toilets	No special requirements ●	No special requirements ●	Intercom ●	
Athletic Director Office	No special requirements ●	No special requirements ●	Data Ports at wall ●; Intercom ●; Telephone ●	
Coach Office & Locker	No special requirements ●	No special requirements ●	Data Ports at wall ●; Intercom ●; Telephone ●	
Uniform Drying	No special requirements ●	No special requirements ●	No special requirements ●	
Training Room	No special requirements ●	No special requirements ●	Intercom ●	
Equipment Storage	No special requirements ●	No special requirements ●	No special requirements ●	
Outdoor Equipment Storage	No special requirements ●	No special requirements ●	No special requirements ●	
Subtotal				

LEARNING SUPPORT

Library & Information Services

Space Description	Lighting	Electrical	Tech/Comms	Technology Devices
Library - Group Instr/Reading/Circulation/Stacks	Natural lighting ●	Wall-mtd interactive projector ●; Book Security System ●	Data Ports at wall ●; Intercom ●; Telephone ●	Staff Workstation Computer 1; Presentation Station Computer 1; Presentation Station Cart 1; LED projector wall mtd 1; Document camera 1; Printer 1; Large volume copier/printer 1; OPAC Stations ●; Scanner 1; Portable mobile computing devices Opt
Workroom	No special requirements ●		Data Ports at wall ●; Intercom ●; Telephone ●	
Conference Room, Large	No special requirements ●	Wall-mtd interactive projector ●	Data Ports at wall ●; Intercom ●; Telephone ●	
Conference Room, Small	No special requirements ●	Wall-mtd interactive projector ●	Data Ports at wall ●; Intercom ●; Telephone ●	
Conference Room, Large (Distance Learning)	No special requirements ●	Wall-mtd interactive projector ●	Data Ports at wall ●; Intercom ●; Telephone ●	
Conference Room, Small (Distance Learning)	No special requirements ●	Wall-mtd interactive projector ●	Data Ports at wall ●; Intercom ●; Telephone ●	
IT Support & Computer Storage/Checkout	No special requirements ●		Data Ports at wall ●; Intercom ●; Telephone ●	
Subtotal				

Student Commons & Dining

Space Description	Lighting	Electrical	Tech/Comms	Technology Devices
Student Commons / Dining Area (Dining: 400)	Natural lighting ●	Wall-mtd interactive projector ●	Data Ports at wall ●; Connection for PA ●	
Community Kitchenette (within Commons)	No special requirements ●	Dedicated circuit for large volume copier ●	No special requirements ●	
Distributed Commons: Forum	Natural lighting ●	Wall-mtd interactive projector ●	Data Ports at wall ●; Intercom ●	
Distributed Commons: Learning Lab	Natural lighting ●	Wall-mtd interactive projector ●	Data Ports at wall ●; Intercom ●; Telephone ●	
Distributed Commons: Small Group Collaboration	No special requirements ●	Wall-mtd interactive projector ●	Data Ports at wall ●; Intercom ●; Telephone ●	
ASB Office & Workroom	No special requirements ●	Per program requirements ●	Data Ports at wall ●; Intercom ●; Telephone ●	
Student Activities Coordinator Office	Natural lighting ●	Per program requirements ●	Data Ports at wall ●; Intercom ●; Telephone ●	

SPACE FEATURES TABLE - FINAL DRAFT

GENERAL / ELECTRICAL

Column groups — Lighting: (L1) No special requirements, (L2) Natural lighting, (L3) Shatterproof lighting (w/ protective cover), (L4) Stage lighting. Electrical: (E1) No special requirements, (E2) Per program requirements, (E3) Wall-mtd interactive projector elect/data/video, (E4) Wall-mounted digital information screen, (E5) Overhead retractable reel, (E6) Dedicated circuit for large volume copier, (E7) Power for two laptop charging stations, (E8) 220 V power for appliance, (E9) 220V power with emergency shutoff, (E10) Rough-in for trash compactor, (E11) Connections for scoreboard and time clocks, (E12) Book Security System. Technology/Communications Infrastructure: (T1) No special requirements, (T2) Data Ports at wall per Tech Standards, (T3) Data ports in floor for point-of-sale, (T4) Intercom w/ speaker & volume ctrl, (T5) Telephone, (T6) Connection for PA system w/ wireless mics, (T7) Card access system, (T8) Security cameras per site-specific layout, (T9) Security camera system viewing station, (T10) Push-button lockdown system, (T11) See comments. Technology Devices (Owner-Furnished Owner Installed): (D1) Staff Workstation Computer (portable), (D2) Presentation Station Computer (portable), (D3) Presentation Station Cart, (D4) LED projector: wall mtd, (D5) LED projector: cart mounted, (D6) Document camera, (D7) Printer, (D8) Large volume copier/printer, (D9) Online Public Access Catalog (OPAC) Stations, (D10) Scanner, (D11) Portable mobile computing devices (1 lot), (D12) Portable sound system, (D13) POS workstation carts with cash drawer, (D14) POS Keypad - NED, (D15) Defibrillator, (D16) Vestibule security camera/intercom Alphone, (D17) Security cameras per site-specific layout.

Room / Space Description	L1	L2	L3	E1	E3	E4	E6	E8	T1	T2	T3	T4	T5	T7	T8	T9	T10	T11	D13	D14	D15	D16	D17
Commons Chair & Table Storage	•			•					•														
Kitchen: including all areas			•					•		•		•	•										
Servery	•			•							•								1	1			
Vending machine/Grab'n'Go Cart niches	•			•					•														
Staff Toilet/Locker, Unisex	•			•																			
Subtotal																							
Health Services																							
Reception / Waiting (shared by both providers)	•			•						•		•	•										
School Nurse (School District Provider)																							
School Nurse Office / Treatment Room		•		•						•		•	•										
Cot Room (2 cots)	•			•					•														
Restroom / Shower / Washer / Dryer	•							•	•														
School-Based Health Center (Outside Provider)																							
Health Care Provider Office		•		•						•		•	•										
Mental Health Counselor Office		•		•						•		•	•										
Itinerant / Shared Provider Offices		•		•						•		•	•										
Exam Rooms	•			•						•		•	•										
Lab	•			•					•														
Toilet Room	•			•					•														
Conference Room	•				•					•		•	•										
Subtotal																							
Administration & Counseling																							
Centralized Admin near Main Entry																							
Main Entry Vestibule		•		•										•	•	•	•					•	•
Public Reception & Waiting		•				•												•			•		
Secretary/Office Manager/Support (open area)		•		•						•		•	•										
Attendance Office		•		•						•		•	•										
Registrar Office		•		•						•		•	•										
Principal, Asst Principal, Busn Mgr Office		•		•						•		•	•										
Conference Room, Medium	•				•					•		•	•										
Admin Workroom / Copy / Mail / Kitchenette	•						•			•			•										
Records / Secure Storage	•			•																			
Closet / General Storage	•			•					•														
PTA/Alumni Volunteer Workroom/Storage	•			•						•		•	•										
Staff Toilets	•			•					•														

GENERAL / **ELECTRICAL**

Space Description	Lighting – No special requirements	Natural lighting	Shatterproof lighting (w/ protective cover)	Stage lighting	Electrical – No special requirements	Per program requirements	Wall-mid interactive projector elect/data/video	Wall-mounted digital information screen	Overhead retractable reel	Dedicated circuit for large volume copier	Power for two laptop charging stations	220 V power for appliance	220V power with emergency shutoff	Rough-in for trash compactor	Connections for scoreboard and time clocks	Book Security System	Tech/Comm – No special requirements	Data Ports at wall per Tech Standards	Data ports in floor for point-of-sale	Intercom w/ speaker & volume ctrl	Telephone	Connection for PA system w/ wireless mics	Card access system	Security cameras per site-specific layout	Security camera system viewing station	Push-button lockdown system	See comments	Staff Workstation Computer (portable)	Presentation Station Computer (portable)	Presentation Station Cart	LED projector: wall mid	LED projector: cart mounted	Document camera	Printer	Large volume copier/printer	Online Public Access Catalog (OPAC) Stations	Scanner	Portable mobile computing devices (1 lot)	Portable sound system	POS workstation carts with cash drawer	POS Keypad - NED	Defibrillator	Vestibule security camera/intercom Aiphone	Security cameras per site-specific layout
Centralized Counseling / Student Services																																													
Reception / Secretary & Waiting	●				●													●		●	●																							
Guidance Counselor Offices	●				●													●		●	●																							
Conference Room - Small	●				●													●		●	●																							
Career Resource Center		●			●													●		●	●																							
Distributed for Supervision																																												
Reception / Waiting for Distributed Offices	●				●													●		●	●																							
Ass't Principal / Dean of Students Offices		●			●													●		●	●																							
Itinerant Offices - distributed		●			●													●		●	●																							
Security Office		●										●						●		●	●				●																			
Distributed for Convenient Access																																												
Staff Lounge		●																●		●	●																							
Distributed Workrooms	●				●													●		●	●																							
Subtotal																																												
BUILDING SUPPORT																																												
Facility Operations																																												
Central Receiving/Workroom/Storage			●						●				●					●		●	●		●																				●	
Loading Dock	●													●			●							●																				●
Lead Custodian Office		●																●		●	●							1						1										
Conference/Staff Break Room	●											●						●		●	●																							
Staff Locker & Shower	●																●																											
Staff Toilet, Unisex	●																●																											
Custodial Closets	●																●																											
Equipment Storage	●																●																											
Furniture Storage	●																●																											
Facilities & Grounds Equipment Storage			●														●																											
Subtotal																																												

SPACE FEATURES TABLE - FINAL DRAFT

GENERAL | **PLUMBING & HVAC/MECHANICAL**

Plumbing columns and HVAC/Mechanical columns:

Space Description	Plumbing: No special requirements	Acid resistant piping	Gas piping	Sink without bubbler	2 compartment sink	3 compartment sink	Single wall mounted handwashing sink	Large deep art sink, no bubbler	Large deep art sink with clay trap	Deep utility sink	Floor sink with 8" integral rim	Drinking fountain with bottle filler (2 ea)	Connected restroom w/ sink/toilet	Toilet	Shower	Connection for washer	Connection for dishwasher	Connection for icemaker	Floor drain	Eyewash at sink	Eyewash/shower	Hose bibb	See comments	HVAC: No special requirements	Exhaust hood for cooking	Venting for kiln	Ventilation for copier	Ventilation for flammable storage cabinet	Unconditioned space with space ventilation	Connection for dryer venting	Exhaust all air to exterior	Individual ventilation system with A/C	Independent zoning for after-hours use	See comments	In-wall dust collection system	Air compressor	Fume Hood
ACADEMIC DISCIPLINES																																					
General Academic Neighborhoods																																					
General Education																																					
General Classroom, incl. Health																							●	●													
Learning Labs	●																							●													
Neighborhood Learning Commons	●																							●													
Small Group Conference/Seminar (300 SF)	●																							●													
Small Group Conference/Seminar (150 SF)	●																							●													
Display	●																							●													
Book & Technology Storage	●																							●													
Arts Integration Supply Storage	●																							●													
Staff Planning - All Neighborhoods				●																				●													
Subtotal																																					
Science																																					
Science Lab - Type I - Physics & Earth Science				3																●			●											●			
Science Lab - Type II - Biology, Envir Science			●	8																●			●											●			
Science Lab - Type III - Chemistry		●	●	8																	●		●											●			●
Prep & Storage - Adj to Type I				●																●								●						●			
Prep & Storage - Adj to Type II				●													●			●								●						●			
Prep & Storage - Adj to Type III		●		●													●			●								●						●			
Subtotal																																					
Special Education																																					
Required																																					
Classroom: Resource Services				●																				●													
Classroom: Access Services				●																				●													
Classroom: Focus Services				●																				●													
Classroom: Social/Emotional Services				●																				●													
Classroom: Distinct Services				●									●											●													
Toilet Room with Changing Table				●										●					●					●													
OT/PT Room	●																							●													
OT/PT Equipment Storage Room	●																							●													
Psychologist & SLP Offices	●																							●													
Required Subtotal																																					

Space Description	Plumbing: No special requirements	Acid resistant piping	Gas piping	Sink without bubbler	2 compartment sink	3 compartment sink	Single wall mounted handwashing sink	Large deep art sink, no bubbler	Large deep art sink with clay trap	Deep utility sink	Floor sink with 8" integral rim	Drinking fountain with bottle filler (2 ea)	Connected restroom w/ sink/toilet	Toilet	Shower	Connection for washer	Connection for dishwasher	Connection for icemaker	Floor drain	Eyewash at sink	Eyewash/shower	Hose bibb	See comments	HVAC: No special requirements	Exhaust hood for cooking	Venting for kiln	Ventilation for copier	Ventilation for flammable storage cabinet	Unconditioned space with ventilation	Connection for dryer venting	Exhaust all air to exterior	Individual ventilation system with A/C	Independent zoning for after-hours use	See comments	In-wall dust collection system	Air compressor	Fume Hood
Specialized Academic Neighborhoods																																					
Career & Technical Education																																					
Cooking & Nutrition Lab (Residential)																																					
Business, Advertising & Marketing																																					
Student Store																																					
Computer Science/Web Design																																					
Site-specific Skills Center Lab (incl. all areas)																																					
School-wide Makerspace																																					
Subtotal																																					
Visual & Performing Arts																																					
Art																																					
3-D, incl kiln/supply storage/project storage				●					2										●	●						●											
2-D, incl supply storage/project storage								2												●																	
Digital: Graphics/Photography, incl storage	●			●																				●										●			
Music																																					
Band Practice Classroom				1																				●													
Instrument Storage for Band & Orchestra	●																							●													
Orchestra/Choral Practice Classroom	●			1																				●													
Electronic Keyboard Practice Classroom	●																							●													
Practice Room, Ensemble	●																							●													
Practice Room, Small	●																							●													
Music Library (shared)	●																							●													
Band Uniform & Choir Robe Storage	●																							●													
Choir Riser Storage	●																							●													
Sound Equipment Storage	●																							●													
Performing Arts																																					
Main Theater (seat 500)	●																							●													
Stage	●																																	●			
Orchestra Pit	●																							●													
Black Box Theater/Drama Class (seat 75)	●																							●													
Dressing / Makeup (6 stations) / Toilets														●										●													
Scene Shop				●						●																								●			
Props Storage	●																							●													
Costume Storage	●																							●													
Lighting Control Booth	●																							●													
General Storage incl Grand Piano	●																							●													
Lobby/Foyer/Tickets	●																							●													
Subtotal																																					

SPACE FEATURES TABLE - FINAL DRAFT

SPACE FEATURES TABLE - FINAL DRAFT

PLUMBING & HVAC/MECHANICAL

Space Description	No special requirements (P)	Acid resistant piping	Gas piping	Sink without bubbler	2 compartment sink	3 compartment sink	Single wall mounted handwashing sink	Large deep art sink, no bubbler	Large deep art sink with clay trap	Deep utility sink	Floor sink with 8" integral rim	Drinking fountain with bottle filler (2 ea)	Connected restroom w/ sink/toilet	Toilet	Shower	Connection for washer	Connection for dishwasher	Connection for icemaker	Floor drain	Eyewash at sink	Eyewash/shower	Hose bibb	See comments (P)	No special requirements (H)	Exhaust hood for cooking	Venting for kiln	Ventilation for copier	Ventilation for flammable storage cabinet	Unconditioned space with ventilation	Connection for dryer venting	Exhaust all air to exterior	Individual ventilation system with A/C	Independent zoning for after-hours use	See comments (H)	In-wall dust collection system	Air compressor	Fume Hood
Physical Education & Athletics																																						
Physical Education																																						
Main Gym																																	●	●			
Auxiliary Gym																																	●	●			
Multipurpose																																					
Fitness/Weight Room																																					
Student Locker/Shower/Tlts				●										●	●				●																		
Equipment Storage																								●													
Technology Equip Storage																																					
Staff Office & Locker	●																							●													
Staff Toilet/Shower (shared with Athletics Coach)				●										●	●				●																		
Athletics																																						
Student Locker/Shower/Toilets				●										●	●				●					●													
Athletic Director Office																								●													
Coach Office & Locker																								●													
Uniform Drying																								●													
Training Room																								●													
Equipment Storage																								●													
Outdoor Equipment Storage																								●													
Subtotal																																					
LEARNING SUPPORT																																					
Library & Information Services																																					
Library - Group Instr/Reading/Circulation/Stacks	●																																●				
Workroom				●																							●										
Conference Room, Large	●																							●													
Conference Room, Small	●																							●													
Conference Room, Large (Distance Learning)	●																							●													
Conference Room, Small (Distance Learning)	●																							●													
IT Support & Computer Storage/Checkout	●																							●													
Subtotal																																					
Student Commons & Dining																																					
Student Commons / Dining Area (Dining: 400)												●																					●				
Community Kitchenette (within Commons)				●																																	
Distributed Commons: Forum	●																							●													
Distributed Commons: Learning Lab	●																							●													
Distributed Commons: Small Group Collaboration	●																							●													
ASB Office & Workroom	●																							●													
Student Activities Coordinator Office	●																							●													

PLUMBING & HVAC/MECHANICAL

SPACE FEATURES TABLE - FINAL DRAFT

Room	Space Description	No special requirements	Acid resistant piping	Gas piping	Sink without bubbler	2 compartment sink	3 compartment sink	Single wall mounted handwashing sink	Large deep art sink, no bubbler	Large deep art sink with clay trap	Deep utility sink	Floor sink with 8" integral rim	Drinking fountain with bottle filler (2 ea)	Connected restroom w/ sink/toilet	Toilet	Shower	Connection for washer	Connection for dishwasher	Connection for icemaker	Floor drain	Eyewash at sink	Eyewash/shower	Hose bibb	See comments	No special requirements	Exhaust hood for cooking	Venting for kiln	Ventilation for copier	Ventilation for flammable storage cabinet	Unconditioned space with ventilation	Connection for dryer venting	Exhaust all air to exterior	Individual ventilation system with A/C	Independent zoning for after-hours use	See comments	In-wall dust collection system	Air compressor	Fume Hood
	Commons Chair & Table Storage	●																							●													
	Kitchen: including all areas						●	●				●						●		●						●					●	●						
	Servery	●																							●													
	Vending machine/Grab'n'Go Cart niches	●																							●													
	Staff Toilet/Locker, Unisex				●										●					●												●						
Subtotal																																						
Health Services	Reception / Waiting (shared by both providers)	●																							●													
School Nurse (School District Provider)	School Nurse Office / Treatment Room				●														●						●													
	Cot Room (2 cots)	●																							●													
	Restroom / Shower / Washer / Dryer														●	●	●			●											●	●						
School-Based Health Center (Outside Provider)	Health Care Provider Office	●																							●													
	Mental Health Counselor Office	●																							●													
	Itinerant / Shared Provider Offices	●																							●													
	Exam Rooms				●																				●													
	Lab				●																				●													
	Toilet Room														●	●				●												●						
	Conference Room	●																							●													
Subtotal																																						
Administration & Counseling																																						
Centralized Admin near Main Entry	Main Entry Vestibule	●																							●													
	Public Reception & Waiting	●																							●													
	Secretary/Office Manager/Support (open area)	●																							●													
	Attendance Office	●																							●													
	Registrar Office	●																							●													
	Principal, Asst Principal, Busn Mgr Office	●																							●													
	Conference Room, Medium	●																							●													
	Admin Workroom / Copy / Mail / Kitchenette				●																							●									●	
	Records / Secure Storage	●																							●													
	Closet / General Storage	●																							●													
	PTA/Alumni Volunteer Workroom/Storage	●																							●													
	Staff Toilets														●					●											●							

SPACE FEATURES TABLE - FINAL DRAFT

PLUMBING & HVAC/MECHANICAL

Room / Space Description	Plumbing: No special requirements	Acid resistant piping	Gas piping	Sink without bubbler	2 compartment sink	3 compartment sink	Single wall mounted handwashing sink	Large deep art sink, no bubbler	Large deep art sink with clay trap	Deep utility sink	Floor sink with 8" integral rim	Drinking fountain with bottle filler (2 ea)	Connected restroom w/ sink/toilet	Toilet	Shower	Connection for washer	Connection for dishwasher	Connection for icemaker	Floor drain	Eyewash at sink	Eyewash/shower	Hose bibb	See comments	HVAC: No special requirements	Exhaust hood for cooking	Venting for kiln	Ventilation for copier	Ventilation for flammable storage cabinet	Unconditioned space with ventilation	Connection for dryer venting	Exhaust all air to exterior	Individual ventilation system with A/C	Independent zoning for after-hours use	See comments	In-wall dust collection system	Air compressor	Fume Hood
GENERAL																																					
Centralized Counseling / Student Services																																					
Reception / Secretary & Waiting	●																							●													
Guidance Counselor Offices	●																							●													
Conference Room - Small	●																							●													
Career Resource Center	●																							●													
Distributed for Supervision																																					
Reception / Waiting for Distributed Offices	●																							●													
Ass't Principal / Dean of Students Offices	●																							●													
Itinerant Offices - distributed	●																							●													
Security Office	●																							●													
Distributed for Convenient Access																																					
Staff Lounge					●												●								●												
Distributed Workrooms				●																							●										
Subtotal																																					
BUILDING SUPPORT																																					
Facility Operations																																					
Central Receiving/Workroom/Storage										●														●													
Loading Dock																			●		●	●	●										●	●			
Lead Custodian Office	●																							●													
Conference/Staff Break Room				●																				●													
Staff Locker & Shower				●											●				●					●													
Staff Toilet, Unisex														●										●													
Custodial Closets											●													●													
Equipment Storage	●																							●													
Furniture Storage	●																							●													
Facilities & Grounds Equipment Storage	●																		●			●						●	●								
Subtotal																																					

VISIONING SESSION #1
GENERIC EDUCATIONAL SPECIFICATIONS FOR HIGH SCHOOLS

Held Monday, January 11, 2016
1:00 PM – 4:00 PM
Room 2700, John Stanford Center for Educational Excellence

Attendees (alphabetical by last name):

Michelle Bammert, Special Education Program Specialist - Northeast	Lucy Morello, Capital Projects
Eric Becker, Capital Projects	Carmen Rahm, Dept of Technology Services, Chief Information Officer
Richard Best, Director of Capital Projects and Planning	Loretta Sachs, Project Manager, Integrus Architecture
Janet Blanford, Former SPS Director, College & Careers Readiness	Gail Sehlhorst, Visual & Performing Arts Program Manager
George Breland, Cleveland STEM High School Principal	Michael Skutack, Capital Projects
Brian Carter, Principal & Planner, Integrus Architecture	David Standaart, Capital Projects
Martin Floe, Ingraham High School Principal	Carl Sweetland, Microsoft Technical Strategist
Jon Halfaker, Executive Director of Schools – Northwest	Michael Tolley, Associate Superintendent, Teaching & Learning
Cheri Hendricks, Planner & Project Manager, SOJ/Broadview	Roxanne Trees, CTE Specialist
Flip Herndon, Jr., Associate Superintendent, Facilities & Operations	Tina-Marie Tudor, Ninth Grade Academy Coordinator, Nathan Hale
Jill Hudson, Nathan Hale HS Principal, former Madison HS Principal	Brian Vance, Roosevelt High School Principal
Diane Kocer, Associated General Contractors Education Foundation	Tingyu Wang, Capital Projects Planning Analyst
Sherri Kokx, School Operations Manager	Jessica Werner, Youth Development Executives of King County
Lorne McConachie, Principal, Bassetti Architects	Kim Whitworth, Executive Director of Schools - Northeast
Pegi McEvoy, Assistant Superintendent, Operations	Dick Withycombe, Ed Planner, Withycombe Scotten & Associates
Jennifer Moore, College Access Now	Joe Wolf, Capital Projects K-12 Planning Coordinator

Distribution (alphabetical by last name):

Attendees, and other invitees noted below

Robert Austin, CTE Specialist: AG, Arts, Media, Science & Engineering	Shauna Heath, Executive Director, Curriculum & Instruction
Eric Caldwell, Library & Instructional Technology Manager	Matthew Houghton, City Workforce Development Council
Carri Campbell, SPS Director of School & Community Partnerships	Wyeth Jessee, Executive Director, Special Education
Daisy Catague, Seattle Parks & Recreation	Harvard Jones, Athletic Director
Lori Chisholm, Seattle Parks & Recreation	Taylor Kao, Microsoft SPS Account Manager
Erin Lawrence Cook, City Year Seattle	Ruth Medsker, West Seattle High School Principal
Shannon Conner, McClure MS Principal	Erin Okuno, Southeast Seattle Education Coalition
Jane Broom Davidson, Microsoft Corp., External & Legal Affairs	Tony Renouard, Nathan Hale HS Teacher Coordinator
Mary Davison, CTE Program Manager	Sara Rigel, King County Public Health
Greg Fritzberg, University Tutors for Seattle Schools	Shira Rosen, Communities in Schools of Seattle
Daniel Gallagher, STEM Director & former Science Program Manager	Princess Shareef, former Principal Cleveland HS & Meany MS
Robert B. Gilbertson Jr., YMCA	Mary Smith, Ingraham High School Office Manager
Kacey Guin, Department of Education & Early Learning	Israel Vela, Executive Director of Schools – West Seattle

I. WELCOME & PROJECT OVERVIEW

Capital Projects Director Richard Best welcomed the group. He shared that the Educational Specifications are a document that captures the owner's values, philosophy, and pedagogy, and help the building design teams to translate the educational program into facilities that serve the educational program well. He challenged the group to envision what our future high schools should become if "Every Student, Every Classroom, Every Day" is our signature obligation. He advised the group that this effort to identify how future high school facilities in Seattle should look would serve as a foundation for the re-opening of Lincoln High School, a 500-student addition to Ingraham High School, improvements to Rainier Beach High School, and a future 1,600-student high school. He also shared that, in addition to these four workshops, intense conversations will be conducted with curriculum directors and program managers, with high school principals who have opened new facilities in the last several years, and with groups of students, whose insights will then be brought back to this visioning group.

Associate Superintendent Lester "Flip" Herndon extended a further welcome and shared that the district has already reviewed and revised its Elementary Educational Specifications to reflect anticipated K-3 class size reductions which will drive the need for additional elementary capacity. He advised that by 2025 an additional 4,000 high school students is projected, and that is driving the timeline for the re-opening of Lincoln as well as Ingraham and the downtown school. The remodel at Rainier Beach, however, is not necessarily to increase capacity but to look at how we best serve our students instructionally in that school.

Associate Superintendent Michael Tolley asked the group to keep in mind that moving forward there is a different kind of accountability: over the last eight or nine years we have seen a significant shift in expectations for high school students. This shift includes a change from a 10th grade state assessment examination (the WASL) toward an expectation that, at graduation, students will be both college and career ready. The required number of high school credits has increased from 19, to 21 currently, and soon, to 24 credits, which will require a different schedule than the typical 6-period day in order to enable students to earn that number of credits in 4 years. Further, the number of language arts credits has increased from three to four, and the number of lab science classes students must complete has also increased, so additional science labs will be required at all high schools. So we ask you not only to help us envision what we should anticipate as we move forward, but also to support the flexibility that will be required to adapt to further changes over time.

II. INTRODUCTIONS

Project team members were introduced to the group:

- Facilitator Dick Withycombe, from Withycombe Scotten & Associates in Portland, has previously worked on Educational Specifications with Capital Projects Director Richard Best. He worked with Seattle Public Schools on various projects for years, going back as far as Superintendent Moberly. He has been a high school social studies teacher and department chair, a Director of Teacher Education, an Assistant Professor in the School of Education at a university, and for the last 30+ years has worked with dozens of school districts in the northwest on visioning, strategic planning, facilities planning, educational specifications, and a variety of related issues.

- Brian Carter is the principal of Integrus Architecture and has been working in the capacity of a certified education facilities planner for the past 10 years. He is currently working on ed specs for Port Townsend School District, and is also facilitating a discussion in Bozeman, MT on whether or not to build a second new high school or expand their current one. Brian emphasized that the work the group is about to undertake is very impactful, with one example being that schools are designed to be at least 50 year buildings and that we need to be thinking that far out when planning for future flexibility and adaptability to change.

- Loretta Sachs is an architectural project manager, also with Integrus, who comes from a family of teachers and who has been involved in ed spec development for the last 8 years. She noted that the ed specs should serve as a living document, reflecting everyone's goals and aspirations.

- Cheri Hendricks is an educational planner and project manager who has worked most recently with Seattle Public Schools on refining their elementary educational specifications.

Facilitator Dick Withycombe then invited participants to introduce themselves, asking them to include not only their role/ responsibility/length of time associated with the school district, but also something about their passion and why they are here today.

(We have endeavored to capture the essence of each introduction, and if we have missed anything you would like included, please let us know.)

- *Diane Kocer is a business partner that represents the AGC Education Foundation, which promotes construction careers and career readiness. She noted that in the next 20 to 30 years, there will be a plethora of jobs to be filled.*

- *Sherry Kokx has been a middle school principal and is currently Director of Operations for the school district. She is also a current parent of a Seattle high school student, and has been acting as a liaison between Capital Projects and Teaching & Learning.*

- *Janet Blanford has been involved in high school reform initiatives in Seattle for more than 20 years, and has focused substantially on college and career readiness. As a result she continues thinking about the 20 to 25% of students that are not well served by the current school model. She asked: What should we do differently to serve all students well?*

- *Carmen Rahm is the Chief Information Officer for the district and has also been involved in university capital planning. He encourages us to think in terms similar to what they do in the IT business, i.e. focus on being scalable (grow with time), flexible (change with time), and nimble (do so quickly and expeditiously).*

- *Michael Tolley shared that he is has been a high school principal, was high school director in Seattle for three years, has been an executive director of schools, and is current Associate Superintendent for Teaching and Learning. He has also been involved during the design phase for two high schools in a previous school district. He noted that high schools have to serve our students well.*

- *Lorne McConachie is a principal at Bassetti Architects and shared that he has been responsible for designing schools for more than 30 years. His firm is the current project architect for Lincoln high school, and his passion comes from a sense of social justice, asking: How do we empower all students to excel?*

- *Jennifer Moore represents College Access Now, has a background/degree in social work, and works with low income students on issues of equity. Her focus is on how to place additional services within a high school and how to provide equity within a school.*

- *Michelle Bammert represents Special Education and has recently worked on the design of new high schools in the Shoreline School District. She is interested in helping make schools academically and physically accessible for all students.*

- *Roxanne Trees is the Health & Human Services pathway coordinator for Career and Technical Education, and has worked in development of the Skills Centers programs. She noted that at SPS 9-12% of the staff are CTE and by comparison, at some other schools it is as high as 20%. She has a background in Family & Consumer Science, and also taught in Germany for two years. In addition she is the parent of a student at Garfield high school, and participated in the design process for Garfield and Roosevelt High Schools. Her passion is to see that schools are well-designed, function well beyond the original opening years, and serve well for taxpayers too.*

- *David Standaart is a project manager for Capital Projects, was involved with the high school ed spec RFP, and is currently working on early planning for the downtown school.*

- *Carl Sweetland is a technical strategist at Microsoft and is former Chief Information Officer for the Bellevue School District. In addition, he is a current parent of a 3rd grade student in SPS.*

- *Pegi McEvoy is Assistant Superintendent. for Operations, and is also a nurse. She has a passion both for making things right for students as well as partnering with the community and parents.*

- *Kim Whitworth is an Executive Director of Schools for the NE Region, as well as mother of an 8th grader at Hamilton, and a 10th grader at Ballard High School. She has taught 7th thru 9th grade math and debate, has been a principal both inside and outside the school district, and her interest is in what high schools should look like in the future so all of our kids are successful. She feels the process needs to reflect how we are evolving. She would like high schools to be nimble, believing we shouldn't say "We can't do that because…"*

- *Jon Halfaker has also been an Executive Director of Schools for the NW Region for three years; next week is his 22nd anniversary with Seattle Public Schools (30 years if you count time as a student). He is trained in elementary education, has also been a middle school principal, and has been the planning principal for Robert Eagle Staff Middle School. He brings a Pre-K thru 12 lens, is very interested in flexibility, and is also interested in how to bridge from 12th grade and beyond.*

- *Eric Becker is a senior project manager for Capital Projects, has worked in K-12 design for over 28 years, and is interested in how to address the challenge of flexibility.*

- *Jessica Werner leads a coalition of Youth Development Executives of King County. She is interested in how community partnerships can better serve students after school and on weekends. She's interested in how to elevate and measure skills. She's currently addressing with how to deal with spaces in elementary schools that need to be converted from community partner spaces back into elementary school spaces. Because of this, she's thinking about where do these programs go – perhaps there can be child care spaces in high schools? Ideally, schools would be looked at as the community's buildings, not just the school district's buildings, in terms of the value they bring to the community. She also encourages the group to make sure we have the parent voice represented.*

- *Brian Vance is the current principal of Roosevelt High School, is a former assistant principal at the Center School, and also was at Skyline High School in Issaquah.   While he has never been involved in the planning and design stages of a school facility project, he has on more than one occasion been on the receiving end of recently completed high school facilities, so has perspective to offer from those experiences.*

- *George Breland is current principal of Cleveland STEM High School, was a student in Seattle Public Schools, and has been a parent of 2 students in SPS who are currently attending WSU. His mother graduated from Garfield in 1956. He is a product of and definitely believes in public education. He noted that there were so many people in the room that our students could become. Dick noted that maybe there is a way to integrate student experience that is more tangible, not just conceptual.*

- *Tina-Marie Tudor is the 9th grade coordinator at Nathan Hale High School, and was project liaison for a multi-year occupied-campus high school modernization, from design through commissioning phases. She is a third-generation member of a family working within SPS, her mother and grandmother graduated from Lincoln and that is where she started high school before graduating from Roosevelt. She's excited to see students doing things in spaces not envisioned during design.*

- *Jill Hudson is current principal of Nathan Hale High School. She opened Jackson High School in the Everett School District a number of years ago, followed by the modernization of Madison Middle School in SPS over ten years ago, followed by the recent modernization of Nathan Hale High School. She is passionate about making our buildings function in a flexible way, and feels we need to be even more progressive than we've been in the past.*

- *Martin Floe is current principal of Ingraham High School, has been with SPS for 25 years, has worked on the development of a new athletic complex as well as a new classroom wing at Ingraham. He assures everyone he is a joy to work with, and he particularly wants the new high schools to be nimble.*

- *Mike Skutack has a construction management background, was hired by Lucy Morello and has been with SPS for 15 years. He was in the Peace Corps in Bolivia. His goal is to better understand the educational perspective, as he is one of the people ultimately responsible for translating the ed specs into their site-specific application.*

- *Lucy Morello has been a licensed architect for 26 years and has been with SPS for 28. She has worked for a number of firms before that, including on designing schools. She oversaw the re-opening of Lincoln High School in 1997 as an interim facility, and is currently the senior PM on the Lincoln modernization project, so that work is coming full circle. She is involved in re-purposing Meany MS, as well as Jane Addams MS, and is overseeing the reconstruction of Arbor Heights Elementary.*

- *Tingyu Wang is a planning analyst and has been with SPS for 16 years, working on capacity planning and on 6 capital levies.*

- *Richard Best is not an architect, but rather an industrial designer who graduated from Western Washington University. He has worked in the architectural field for 30 years, however, initially in health care, including Fred Hutchinson Cancer Research Center's Phase I Relocation to South Lake Union, Harborview Medical Center, and others. He also worked for Bainbridge Island SD, and Central Kitsap SD. He has 4 kids, all of whom have diverse interests, and believes that education is the great equalizer. He wants to make sure that everyone is engaged, and that, like Carmen, our buildings are flexible, scalable, and nimble. He wants to make sure that we serve the 100%, not just the 75%, and expects the facility to be in the background, not the forefront. He also wants to make a difference, and loves coming to work every day.*

- *Joe Wolf is the K-12 Planning Coordinator. He has a background in economics and urban planning, and has worked in school planning since the late 1980's when he was with the Clark County School District. He subsequently worked for San Diego Unified, and has worked as a demographer, and a space planner. He believes schools need to be important spaces, is*

particularly interested in how our schools can fit into their neighborhoods, and believes that we can be smart about design without overthinking it.

- *Gail Sehlhorst is the manager for Visual and Performing Arts, and a graduate of Roosevelt HS. She is a teaching artist, and has worked a lot on arts integration. She has also done a lot of recent site visits, and found there is a broad range in what secondary schools offer in terms of the arts and arts facilities. She is passionate about both formal and informal learning environments. She urged the group to think about the end user – the student – and encouraged student participation in this group.*

Dick asked if we had all the people we need in the room, and someone responded they would like to see partnerships with community colleges.

III.   OPENING CONVERSATION: IMAGINING SEATTLE'S FUTURE HIGH SCHOOLS

Dick kicked off the conversation, asking people for their best thinking. He suggested they consider the Mission, Vision, Core Values and Goals posted on the boards around the room, and to offer their recommendations for future high schools in light of those if these are considered to be the District's signature obligation. What implications do these have as we design the next generation of Seattle high schools?

He asked that everyone listen carefully to one another and don't worry about taking notes, as the project team will take responsibility for recording. He noted how extraordinary the ed specs might become, given the talents, diversity and experience around the table.

He asked the participants to help by raising their hand in order to offer a comment; if at any point the process is not meeting expectations, to please let us know. He noted that well-designed groups produce extraordinary outcomes, and we will not waste your time. We want this outcome to be exceptional – to match the talent that's in the room. Our intent is to facilitate this work to meet or exceed the thoughtfulness of the best high schools being done in this state in our region.

Comments made during the conversation have been recorded as follows:

- We are burdening every generation with the good and bad decisions we make when we don't know what the future holds.

- We want to build on goal three of the strategic plan which is to build partnerships. We need authentic spaces for community partners to be included in our planning.

- If we agree scalability is important, how many students should we anticipate serving in 20 years? What are the rules that prevent us from instructing students online? Universities augment their capacity with distance education; if that's part of our future, then it will affect the design.

- The buildings should include appropriate amounts of low voltage conduit to support that; buildings should be nimble, which doesn't mean changing what is on the wall but changing what the classroom is used for throughout the day.

- We should ask "what does that student of the future look like?" 20 years from now the cultural differences are likely to be even greater as our region grows ever more diverse.

- We know our city will grow more ethnically and economically diverse, and Seattle is likely to become even wealthier. The projection for the future is that many more students will identify themselves as mixed race because they do not identify with just any one race.

- 75% of career skills necessary now will be obsolete within "x" years. As an example of being agile, we should consider incorporating the public library system into the high schools… what if they ran the libraries, and if their libraries we're also our learning spaces.

- In school facilities, it basically boils down to classrooms with water, and classrooms without. The school should have enough smaller rooms to serve a diverse set of groups and functions, including offices, community partner meetings, alumni groups, etc., etc., etc. Specialized spaces are often not used beyond the time when an individual who is championing a special program leaves the school, so we should be cautious about dedicating spaces to special programs.

- Thinking of the drama program at Roosevelt high school, do we want to think what should be emphasized at Ingraham or a downtown high school?

- We should be conscious of the character of those "third spaces" that support community, and that can be a means of getting kids excited about school. There should be spaces for partners use at all scales, not just the Commons. Often those more public spaces support large groups, but how do we provide places where kids can also be alone with their thoughts? During a recent visit to Union City High School in New Jersey, we were struck by the beautiful garden they had provided and that the students used daily to study or hang out alone or in small groups.

- 12% of our students are in special education. How will students access those services in the future? Within one year of opening the new Shorewood high school they had to convert spaces right away to serve new students with different space needs. How do we provide spaces for that level of need?

- A comprehensive high school might be an outdated concept. Is it necessary to have all of the brick-and-mortar in one place? Can partnering with others provide learning opportunities that don't look like a typical high school? I can't see us continuing to build big schools.

- Examples like Aviation High School offer partnerships so rich that every kid has a mentor, and the relationships there challenge the notion of where the classroom is.

- Maybe the classroom is "in the cloud"…

- Yet how do we make that personal for kids…

- Our business partners tell us kids are getting the knowledge, but the skills aren't there. They need far more soft skills to be successful after graduation. What is the school like that will really help students develop those skills? Employers want to have confidence in our school district.

- We should look at the model of Big Picture Schools, that have a lot of outside connections with students outside of the schools and into the community.

- Think about the staff who are in our schools for years, perhaps spending an entire career in one building. We need to hire and retain the best and the brightest staff, so we need places that will foster collaboration, create pride and ownership, and work well for them.

- We should consider teacher ownership of space. Is there a parallel conversation we can have about how a building can be flexible and nimble if each classroom is owned by a teacher, and it's "my space"? How do we navigate that tension with how personal teaching is? It may require a paradigm shift in how adults think of what it means for a space to be one's own.

- That shift in thinking could have a drastic effect on how many classrooms actually need to be provided, as a higher utilization rate could significantly diminish the total quantity required.

- When they opened up Jackson High School they used a 4 x 4 block schedule and set up rooms, not for teachers, but for content. In that case, you have to think about which activities are wet, and which are dry. It's more than that, of course; it's important for them to be beautiful, and light, with furniture that really works. We need to design spaces where students come first. If we design spaces first and foremost for students, then staff will find they have what they need as well…if the spaces are pleasant, staff will collaborate there.

- Another consideration we should pay attention to is that in the north end of Seattle there are no "heavy" technical education spaces.

- And not everyone wants a big, open, loud space. Some need niches, benches, small quiet spaces. We need to reimagine hallways, with eddies, as well as ease of flow along the stream. If students come first, it doesn't always need to be a classroom.

- We need to help staff change their practice, to use spaces the way they were envisioned; perhaps there are ways to provide training and other resources that will help them move beyond what they know.

- A caution was offered with regard to unintended consequences… we should not put in separate offices within departments, as those can support isolation. Rather, we want to see common areas because those can dramatically change culture.

Dick shared an example of a high school that took out their central corridor, which been a "main street" where people connected with one another. When that when away, it completely changed the dynamic, and staff moved into small groups that didn't see each other.

- Please remember that aesthetics and natural light are of great importance.

- Recent climate surveys for middle and high school students might be helpful, though those findings may have more to do with the interactions of the people rather than influence of the spaces.

- There may be lessons that can be learned from the post occupancy evaluation for Nathan Hale High School.

- Perhaps the ed specs should have an appendix, a sort of playbook for how to use the spaces in "new building" ways. How do the rest of our students, who don't get to be in these new spaces, 'hack' their existing schools to meet the needs of all kids?

- We should consider utilizing scenario planning to evaluate how we realign spaces to "future-test" ideas.

- Without much transparency, a building reinforces the sense that teachers are in their own little world and contributes to that strong sense of individual ownership of the classroom.

- It should be our gold standard that teachers have their own classrooms but we should also ensure that we have nice common areas to build a sense of community and collaboration. And maybe half should have sinks, to provide enough flexibility for CTE or health or ….

- So then we should think about unassigned classrooms…

- Having been "raised on a cart," I don't think staff need to own their own classroom, it just comes down to what teachers are accustomed to.

- The idea that teachers having their own classroom should be the gold standard was challenged. Most professionals don't work in isolation. We are also moving away from the idea that "I'm teaching 30 kids" towards more flexible groupings of students. The 1:30 classroom is becoming outdated. We should think about teachers having an office with a station for files and work. Then perhaps the classrooms have doors or sliding walls, where one can do a lesson for a large group, then pull back and work with smaller groups.

- There should be spaces of various sizes (S/M/L?). At some point we might not have classrooms, with online learning. For certain, none should be built around dedicated uses (like at Ingraham where all the science labs are tiered). We should not make decisions that are fixed, where we can't change our minds or our approaches. We can't assume classes will be 32 kids, maybe they'll be 40.

- Every project is different and they change rapidly, so perhaps the ed specs should be more of a design guideline that tells us how we deal with the changes. How can the dynamic process be incorporated?

- Why does the unit have to be a classroom? They may work for 75% of kids, but what about the 25% for which they don't? For them, one-on-one is more appropriate, and that type of interaction is better supported by offices, libraries, computer labs, and other types of spaces. Let's go beyond the classroom as the one unit of delivery!

- We also need to think about the "when." With the requirement for more credits, the six-period day will no longer work. Further, the USDA is pushing us to serve dinner for students. With a further extended day, how do we provide access control without making schools feel like a prison?

- The Union City High School example has a very low-income demographic, and school is open from 6:30 am to 9 pm. The CBO's helped with keeping the building open and operating in the a.m. and p.m. before and after school hours.

- Especially in low income areas, parents ask why can't the computer areas be accessed in the evenings. And if the building can't be open, what about nice places to sit outside and use the Wi-Fi? A quote was offered: "The computer is the classroom

and the world is the campus." I can see a scenario in which students will be telecommuting in from all over; we will have classes of 200 students, like the universities do now… there's no magic transformation at the college level; we have to be able to support that.

- One of the unintended consequences of design can be creating silos in terms of organization. Are we designing beyond departments? Are we designing for neighborhoods? For _____? Is there another conceptual image we should be considering?

- We should also consider: Where is education going to go legally and financially? How will our state fund special education? These questions matter. Personally, I love the comprehensive high school because what kids in the North end and the South end experience is the same. What's fair and equitable across the city?

- We should consider how to support the critical 21st century skills known as the 4 C's:
  – Critical thinking
  – Collaboration
  – Creativity
  – Communication

- Although we teach Social Studies, Language Arts & Math, we should be teaching these practices because they focus on who the students are, and what they need. Students need integrated experiences that talk about them. And it means we might use spaces differently.

- Perhaps we might learn from community & technical colleges, such as Cascadia, which was based on a national college student survey that could be shared with us. This school acknowledged students' cultural needs by providing a prayer room and a meditation room, for example. What are students asking for?

- Comprehensive high schools are obsolete; they never met the needs of all kids and they never will. Technology means more and more kids will find other things to pay attention to. We are moving away from seat time, toward mastery of standards.

- Kids who are older have different interests and want different areas of focus. I loved working with Dr. Goodloe-Johnson, but she took away choice from high schools. I want us to think about what we can do to provide flexibility within the city about choices of focus. And also provide choices about how long it takes to get through high school, because comprehensive high schools don't work for the Highly Capable Cohort either.

- If we think about this kind of flexibility, what is the biggest space we would need? What is the most 'tricked out' space?

- Maybe there could be mobile, modular resources that can be moved from place to place, OR we could share resources with the community building next door.

- We should consider one of those big maker spaces, which Nathan Hale High School would love to have but didn't get because they used the space for a specialized program (the radio station).

- This is important because there are disengaged students who are tanking, and who don't want to sit in rows and 'wait for it.'

IV. CLOSING THOUGHTS: WHAT DID WE HEAR THAT WE NEED TO HANG ON TO?

At this point, Dick thanked the group for their provocative and thoughtful comments, and asked "What did you hear that's really significant, that we need to hang on to?" The group responded:

- How do we serve the 25% that are not being served?

- Revisit John Hattie's meta-analysis about what we should be doing to address the 25%.

- Perhaps we should contemplate that seat time doesn't matter… or maybe it matters, and what we will need is more program choice.

- How can we build more collaborative workspaces, and where do people get together in small groups to work on something outside of class without having to be silent, like in a traditional library?

- Be equally thoughtful about spaces that support learning outside of the classroom…maybe there should be a different ratio of formal to informal learning spaces…so that students don't need to go far to find comfortable space.

- Encouragement for communication and transparency around this planning, including student and parent involvement, otherwise good work can be diminished…

- How might school capacity be different if we take these potential changes into consideration?

- What are the 'basic elements' needed in a classroom? Water, daylight, the right furniture.

- With all of these unknowns, admit we're going to make mistakes here and there, and have a process to grow the model over time, of providing a living document that can be translated into each site-specific application.

- Let's not lose the moment; this can be a unique opportunity to have the larger conversation about the educational model, a conversation that may be difficult and take a lot of time…

- This process has the potential to drive the program and the pedagogy…

- While we really don't know what we don't know, we DO know we want our kids to have the skills of critical thinking, collaboration, creativity, and communication…so we have these four pillars and THOSE will last throughout time…

- Think universal….don't design for a particular program; specificity is not flexible.

- As we think about how different things need to be, strive to keep in context with the community in order for the changes to be sustainable.

V. NEXT STEPS

Thank you for joining us today. Please join us again for Visioning Session #2 on January 25, 2016 from 1 – 4 PM in JSCEE Room 2750.

ATTACHMENTS

Seattle Public Schools Mission, Vision, Core Values and Goal statements

Mission

Seattle Public Schools is committed to **ensuring equitable access, closing the opportunity gaps** and **excellence in education** for every student.

Sammamish High School, Bellevue, WA

Core Belief

Our students **come first.**

The Branson School, Ross, CA

Shorecrest High School, Shoreline, WA

Tesla STEM High School, Redmond, WA

Core Belief

High-quality teaching and learning are the keys to student success.

Vision

Every Seattle Public Schools' student recieves high-quality, 21st century education and **graduates prepared for college, career and life.**

Vashon Island High School, Vashon, WA

Core Belief

A **safe and orderly** learning environment supports student success.

Booker T. Washington High School, Dallas, TX

White River High School, Buckley, WA

Shorecrest High School, Shoreline, WA

Core Belief

A **high-performing District** includes effective leadership, accountability, effective organizational systems and an engaged community.

Goal 1

Ensure **educational excellence and equity** for every student.

Tesla STEM High School, Redmond, WA

- **Challenge and support each student** by providing equitable access to a rigorous and relevant curriculum aligned to Common Core State Standards and 21st century skills.

- **Elevate professional practice** by investing in effective, culturally responsive teachers, staff and leaders.

- **Commit to early learning** as the foundation for future academic success.

121

languages/dialects are spoken by our students

Gleneagles Community Centre, West Vancouver, BC

Eastside Catholic High School, Sammamish, WA

Chief Sealth International High School, Seattle, WA   *Courtesy of Bassetti Architects*

What will this mean? From pre-kindergarten through graduation, all students will be held to high expectations. Teachers and staff will receive the tools and professional development they need to support each student's journey.

Goal 2

Improve **systems districtwide** to support academic outcomes and meet students' needs.

- **Ensure proper stewardship of resources** by evaluating performance and strengthening internal controls.

- **Adopt a sustainable annual budget** aligned with district goals in a manner that assures an equitable distribution of resources that prioritizes the needs of students.

- **Integrate and align operational, business, technology and academic systems** to support the needs of students, teachers and schools.

Ingraham High School, Seattle, WA

40%
of our students qualify for free or reduced-price lunch

The International School of the Hague, Netherlands

Tesla STEM High School, Redmond, WA

What will this mean? Everyone and everything in our school district will be focused on helping students. Our resources will be aligned with the goals of the strategic plan to support student achievement.

Roosevelt High School, Seattle, WA   Courtesy of Bassetti Architects

Goal 3

Strengthen **school**, **family** and **community engagement**.

Shorecrest High School, Shoreline, WA

■ **Ensure each school's culture promotes equitable outcomes in student learning** through a welcoming, supportive, safe and healthy environment.

■ **Support proactive and transparent communication** with all stakeholders to foster trust and collaboration.

■ **Build partnerships** among students, families, staff, labor partners and the community to support academic success.

12%

of our students are eligible for English Language Learner services

Genhua Youth and Cultural Center, Qinhuangdao, China

Sammamish High School, Bellevue, WA

Chief Sealth International High School, Seattle, WA   *Courtesy of Bassetti Architects*

What will this mean? Each of us is an important part of a student's journey. We will strengthen and leverage partnerships to support student success.

VISIONING SESSION #2
GENERIC EDUCATIONAL SPECIFICATIONS FOR HIGH SCHOOLS

Held Monday, January 25, 2016
1:00 PM – 4:00 PM
Room 2750, John Stanford Center for Educational Excellence

Attendees (alphabetical by last name):

Michelle Bammert, Special Education Program Specialist - Northeast

Eric Becker, Capital Projects

Richard Best, Director of Capital Projects and Planning

Janet Blanford, Former SPS Director, College & Careers Readiness

George Breland, Cleveland STEM High School Principal

Brian Carter, Principal & Planner, Integrus Architecture

Lori Chisholm, Seattle Parks & Recreation

Jon Halfaker, Executive Director of Schools – Northwest

Cheri Hendricks, Planner & Project Manager, SOJ/Broadview

Jill Hudson, Nathan Hale HS Principal, former Madison HS Principal

Diane Kocer, Associated General Contractors Education Foundation

Sherri Kokx, School Operations Manager

Caroline Lemay, Principal, Bassetti Architects

Pegi McEvoy, Assistant Superintendent, Operations

Jennifer Moore, College Access Now

Lucy Morello, Capital Projects

Carmen Rahm, Dept of Technology Services, Chief Information Officer

Loretta Sachs, Project Manager, Integrus Architecture

Gail Sehlhorst, Visual & Performing Arts Program Manager

David Standaart, Capital Projects

Roxanne Trees, CTE Specialist

Tina-Marie Tudor, Ninth Grade Academy Coordinator, Nathan Hale

Brian Vance, Roosevelt High School Principal

Tingyu Wang, Capital Projects Planning Analyst

Dick Withycombe, Ed Planner, Withycombe Scotten & Associates

Distribution (alphabetical by last name):

Attendees, and other invitees noted below

Robert Austin, CTE Specialist: AG, Arts, Media, Science & Engineering

Eric Caldwell, Library & Instructional Technology Manager

Carri Campbell, SPS Director of School & Community Partnerships

Daisy Catague, Seattle Parks & Recreation

Erin Lawrence Cook, City Year Seattle

Shannon Conner, McClure MS Principal

Jane Broom Davidson, Microsoft Corp., External & Legal Affairs

Mary Davison, CTE Program Manager

Martin Floe, Ingraham High School Principal

Greg Fritzberg, University Tutors for Seattle Schools

Daniel Gallagher, STEM Director & former Science Program Manager

Robert B. Gilbertson Jr., YMCA

Kacey Guin, Department of Education & Early Learning

Shauna Heath, Executive Director, Curriculum & Instruction

Flip Herndon, Jr., Associate Superintendent, Facilities & Operations

Wyeth Jessee, Executive Director, Special Education

Harvard Jones, Athletic Director

Taylor Kao, Microsoft SPS Account Manager

Lorne McConachie, Principal, Bassetti Architects

Ruth Medsker, West Seattle High School Principal

Erin Okuno, Southeast Seattle Education Coalition

Tony Renouard, Nathan Hale HS Teacher Coordinator

Sara Rigel, King County Public Health

Shira Rosen, Communities in Schools of Seattle

Princess Shareef, former Principal Cleveland HS & Meany MS

Michael Skutack, Capital Projects

Mary Smith, Ingraham High School Office Manager

Carl Sweetland, Microsoft Technical Strategist

Michael Tolley, Associate Superintendent, Teaching & Learning

Israel Vela, Executive Director of Schools – West Seattle

Jessica Werner, Youth Development Executives of King County

Kim Whitworth, Executive Director of Schools – Northeast

Joe Wolf, Capital Projects K-12 Planning Coordinator

I. WELCOME

Capital Projects Director Richard Best welcomed the group, and reiterated the high school projects for which planning is starting: Lincoln, Ingraham, a new downtown HS, and improvements at Rainier Beach. SPS has hired 3 firms to help us with the educational specifications effort: Integrus Architecture (Brian Carter and Loretta Sachs), BroadView Associates Planning & Construction Management (Cheri Hendricks), and Withycombe Scotten Educational Planning (Dick Withycombe). He then turned the meeting over to Dick Withycombe for facilitation.

Dick welcomed everyone. He then described how various themes and insights gathered from these visioning sessions will be woven into the Educational Specifications documents, along with information gathered from the various programs and departments from interviews and website materials, as well from separate workshops with principals and students.

II. NEW INTRODUCTIONS

New team members in attendance included:

- Lori Chisholm, Out of School Time Manager, Seattle Dept of Parks and Recreation.

- Caroline Lemay is a principal at Bassetti Architects, the project architect for Lincoln High School.

III. OVERVIEW OF VISIONING SESSION #1 AND PARTICIPANT REFLECTIONS

Dick then remarked upon how thoughtful, provocative and forward thinking the comments from Workshop #1 were, and asked that group members offer the insights that emerged for them, or the ideas that we should hold onto as they have reflected upon the initial discussions. Remarks from the group included:

- Surprised by how much the concept of **flexibility** has been emphasized; how can we avoid building things in a way that is static and make spaces that thrive throughout changes in program.

- Dick suggested that since the word flexibility has become such a critical element of this conversation, we will talk more specifically today about what that means.

- If we're currently not meeting 25% of the students' needs, then what are we going to do differently, and what does that look like in terms of space?

- It's not just 25%; we're actually not serving MANY of our students. We're not serving the 25% in ways that we currently measure….but there are more students that are becoming increasingly disengaged. There HAVE to be ways to engage more of our students, and this is a good way to start that process.

- When last time Carmen suggested those 3 words: scalable, flexible, and nimble, those may be great for technology, but for facilities I would say **flexible, maintainable, and sustainable**. Ultimately it has to be sustainable for the long term…is that 10 or 50 years? I don't know, but given the amount of the investment we're going to make, it should probably be longer than 10 years.

- I found it fascinating that in discussions during the break, when I was saying flexible and nimble I was coming from the standpoint of technology, but others were thinking how those terms apply to curriculum and to teaching models. So the definitions I left with evolved… scalable means it can grow, and is not so hard to build on to. Flexible, means IF you have to change it, you can, i.e., not every wall is a structural wall. Flexible doesn't mean it changes every 5 minutes…that's nimble.

- A comment that stuck with me was that once a school meets or exceeds its design capacity you can no longer use the flexible spaces and you can no longer use the building in ways the design intended for it to be used. Enrollment growth is a problem you WANT to have, so how do we plan ahead for it?

- What we didn't talk about was safety and security…addressing those issues can have a big impact on how the building is organized.

- I was encouraged that we discussed some of the typically sacred cows like comprehensive high schools, like choice in areas of focus, like whether teachers own their own classrooms. I would like to see the group **continue to challenge**

conventional notions and continue those conversations, whether they happen in these workshops or outside of them. In whatever forum they are conducted, they have potentially substantial implications for organization of our schools.

- Another question about security is should we have campuses that are interior-focused or exterior-focused, and would they be different depending on their location, like Lincoln or the downtown school.

Dick shared that he was interested in **the 4 C's** and the implications of those for school design.

- I am sharing the article I was referencing last time and the 4 C's are a bit different from what was quoted; **the article will be distributed to attendees and it is suggested everyone read that for next time.**

- He is also interested in the point of view of whether seat time would continue to be a relevant construct…and wonders if the issue is seat, or time, or both.

- What I heard last time is that it should be neither seat nor time, but demonstration of mastery.

- However, the reality is that current funding is based upon seat time, so the funding model would need to change if we move away from seat time as the standard.

- That shift is already happening within the schools, but the state hasn't figured out the funding yet.

Dick suggested the group consider the nature of the traditional classroom and whether it's a viable entity going forward, OR whether we should think of instructional spaces in ways that are more expansive and less constraining than they have been in the past.

He also commented that it's interesting that some of you from the community are talking clearly about how to provide spaces that are central to your mission in ways that both invite you in and allow you to use your talents. That whole **community connection** is an important theme we need to revisit to as well.

- Whether or not we accept the virtualization of the classroom, down the road it will be the only thing to do. Even though the funding model from the state doesn't support it, **we need to be building virtual learning opportunities for students**. If you ask now: "How does the Rainier Beach HS student take a class at Nathan Hale if that the only place it's offered," the answer you get is: "they take a bus or a taxi." That model is limiting opportunities for students, and those days need to be history.

Dick asked the group: Based on that perspective, what are the implications for design of space?

- At the university level, there are several models in common practice. In the **remote but synchronous** model, we built small studios where teachers would present without any students in the room, and using the Blackboard Connect software application, with dedicated technical support to ensure that the technology worked and students could communicate with teachers. OR there's the University of Phoenix model, which is r**emote and asynchronous**, and students can choose to view online presentations whenever they choose. OR there's the **remote distributed classroom**, where a teacher is presenting to and working with students in the classroom, but other students are also logged in in real time, with visual interaction. With enrollment growth, the shortage of qualified teachers, and the opportunity gap, we HAVE to begin using some of these models to address the needs of students.

- What comes first – the design of the space, or the program? We could design those spaces Carmen is talking about, but if that's not the vision of the program then they'll be cool spaces without anyone using them. Where does this discussion go? It is the superintendent's vision for the program? Or the principals' vision? **How will we decide what kind of resources should be devoted to supporting one or more of these models?**

- Some of the things Carmen is talking about are already happening in our district, though it's difficult for them to grow because teachers don't have access to the equipment and the technical support to make it easy. In a perfect world, we would have the program first. But without sufficient funding for hiring the principal first, we get to be creative here. Further, we have to be prepared for the pending 24- credit requirement that the state has mandated. We have to think ahead, envision what high schools will be like in 20 years. We have to be unconstrained by the present. We should **read some literature** about what the future of high schools holds for us.

- Some students who have taken online courses are better prepared for college than those who have not. It's excellent to be looking ahead at what students are experiencing in universities.

- Martin wasn't able to be here and delegated dominating the meeting to me…. I'm proud to share that a year ago we had a technology visioning event at Cleveland in which we considered how technology could support learning in the future. There was a lot of discussion about supporting the flipped classroom, as well as extending the classroom, including bringing learning to students that can't get to school due to a disability, or extending the classroom in other ways. I'm embarrassed to say the video of that event has taken a year to produce and isn't out yet, but will be in the near future….

- To tag on Brian's comment: what excites me as an architect is to respond to the educational program…I've been designing schools since 1991, with a few hospitals in between. I like to challenge folks to have a vision as to where they want to take the educational program. While there is a fiscal reality to that vision, it's still a wonderful opportunity to dream big about what a transformational high school could look like, and **great things happen when we dream big**.

Dick noted that you can see great things happening within schools even when they don't have the best of facilities; this demonstrates that space doesn't necessarily need to be a hindrance, even though it would have been better if the space aligned more clearly with the instructional intent.

IV. OPENING DISCUSSION: WORDS AND PHRASES

At this point, Dick shifted the conversation toward a deeper exploration of the key words and phrases that emerged from the first workshop.

Dick noted that **transparency** was a theme a number of participants talked about last time. What do you mean by that? As you think about spatial relationships, what are the implications of transparency? Where should it find its way into the design, and what ought we be doing with respect to it in our design thinking?

- I think about transparency of the process. When we started our last meeting, I felt hopeful because of the number and diversity of people in the room; it wasn't just a committee of 4 or 5 people. While there were not many parents, and no one who's currently in the role of teacher, we need to make sure all of those voices are represented, or the process can be undermined.

- I would add that this is an iterative process, and others can add to it. Maybe we should articulate the communications plan to affirm that this will be a good process. We want to aim high, and at some point, someone has to say, this is the decision; enough people looked at it and are comfortable with it, so we are OK to go forward with it.

Dick reiterated that, from his experience, it is critical to open high schools successfully, then asked, "What are the features of transparency?"

- A school that looks vibrant, activities are happening and are visible. The day is extended into the afternoon and evening, and the **visibility of those activities contributes to sustaining community, as well as to safety and security**. In our old building, after hours activities would occur in a closed-off room down a closed-off hall and it felt isolating and scary. Now that we are able to see, the building provides a sense of support for our school community.

- As designers we love to use **transparency as a means to inspire students**, to let them know what's going on in other spaces and programs. It's also about creating connections, either visual through glass, or spatially via horizontal and vertical openings.

- A school like Cleveland should be a beacon on a hill, where the community feels welcome and families can come. Something is going on from 8 AM to 8 PM. And of course the building needs to be aesthetically pleasing. Allows the community and families to know that something is going on and changing, and that needs to be readily visible and that's supported by transparency. Need to sense that something of **substance** is going on.

Dick emphasized that the main entry of a school needs lots of attention. It needs to say "this is a really important place and there are important things happening here," and it needs to support a sense of engagement and interaction and connection.

- When I think about transparency, I think about students and their self-efficacy. Students should feel they are in a space that they own and can welcome others into; that they can be seen and be happy being seen.

- When you walk around, it should be visible that students have a space for them. Students should be able to see learning happening. Lots of open windows…so that if you're a parent you're not closed off and can see what is really happening. I

have previously worked in mental health services, so I understand that sometimes confidential space is needed, however the larger message should be: we are here for the whole school, wanting to be accessible and visible.

At this point, Dick shifted the focus… Last time there were conversations about breaking down silos, and about creating **neighborhoods** and **flexible groupings** within the school. When you think about organizational structure, and how space that supports that, what are you imagining this next generation of high school spaces need to look like with respect to organizational structure that supports teaching and learning?

- I can't answer that without knowing the priorities for program. If everyone needs to know everything about biotech, for example, then that's a different building from one that's focused on something else.

- When this school opens, I think there will be some traditional classrooms and some traditional science labs. In middle schools, it's helpful to have clusters of classrooms, but in high schools, sometimes it's important to have access to the science equipment, with teacher support spaces like storage and prep in the center. We can have flexible spaces all over the school, but we will still need some standard science labs, at least for some disciplines. Though of course, the more interesting the architecture is, the happier the physics teacher will be, because they like to drop things between floors and use openings in creative ways…

- I'd like to push back on that; are you saying that for the lack of several thousand dollars worth of equipment we would let that dictate the design of the high school?

- I would love high schools to be more like middle schools, but integration at high schools is more intense at times. Right now my integrated 10th grade teachers are doing labs in different spaces with laptop carts everywhere, but if they were doing something that required dedicated equipment, they would want a classroom that's equipped with everything.

- I would suggest that instead of building in that kind of rigidity, **if every classroom needs a sink to make the building flexible, then let's do that.**

- I have read all of the curriculum materials on the district website in preparation for this effort, and much of the language talks about the integration of science with technology, and with engineering, and with math, and the integration of arts with everything else. Integration is a major focus of the Next Generation Science Standards (recently adopted by the Board.) **If you are serious about integration**, **that will change the way schools are organized.**

- You're always going to be teaching content; the change is that, rather than leaving with content, it's more important that students leave able to discover their own content.

Dick suggested a recently designed high school that worked well, was organized into neighborhoods, with science labs distributed among the neighborhoods. The science labs were paired and each pair had a storage area that was shared, as you've suggested.

- I've worked with both models, and it's a bit harder when the labs are on different floors. But let me stick with Cheri's point **– is there an intended relationship between the materials on the website and defining future programs, or is it just part of a public record**? The high schools are all over the map on whether they're doing integration or not, some do Language Arts and Social Studies well. Nathan Hale does language arts, social studies, and biology. In SPS, you can't say there's just one way, as we recently came from a culture of competition in which those differences were key to attracting students. Most classrooms can do integration wherever they are, without being located somewhere in particular.

- Our teams that were doing integration did need the performing arts center to gather together and kick off their efforts. When you are integrative and creative you want your building to be very efficient, because the work on integration itself takes lots of time and energy. So the design needs to be as flexible as possible. People will collaborate in the nearest space rather than the designated place across the building where you are supposed to be going for collaboration. If things are too proscribed, buildings become obsolete when things evolve. A **universality** is to be argued for.

- Compartmentalization is particularly detrimental for special education.

- Integration is a word that we can't generalize; it depends on what it is you're integrating. If you're integrating with a content area that does have certain physical or equipment requirements, like PE, arts, science, that kind of integration is going to

look different because we still want students to have access to the specialized spaces or equipment that supports specific activities. **Integration means something very specific depending on what's being integrated.**

- The big idea that's arising is the dance between instruction and space. And also, **how does the work that Curriculum and Instruction is doing relate to what individual schools are doing at their sites?**

- Teachers need the space and time to collaborate, that's more important than being departmental. Our content areas are put in close proximity so they can collaborate and integrate instruction. And Critical Friends are so important. At Cleveland, we have science in both buildings. They collaborate but not as much as in grade level teams.

- **What about integrating the operations of the schools with the curriculum**? At the university, we utilized a lot of students to do technology work and gave them credit for it. It would be great if within the schools we could do the same….does that fit in with this mixture? Students are working on Cisco equipment that been donated for that purpose, but why not have them working on OUR equipment, doing real work such as loading the new operating systems…. It can be part of a win-win.

- One of the things that CTE faces, you have to find the instructor that has 6000 hours practice in the field, and it has to be an approved program that the state has adopted, it has to integrate all the grade requirements and the benchmarks, and then you need the space for it. Can students do things like Carmen has suggested? Yes, with the caveat that some are limited by union rules, so you have to consider the culture of your community. In Seattle, students are not allowed to serve food during the day because it would take customers away from the school lunch program. But in Vancouver BC their entire lunch program was provided by the culinary arts students and everyone loved it.

- I don't think we should let the rules determine our vision; **let's figure out the vision, and then work to change the rules to support it.**

Dick then suggested: There are significant issues that have to do with large Career and Technical Education (CTE) spaces, the need for heavy tech ed spaces, and/ or maker spaces. And at the same time, if you've been around for years, you've seen a number of those large specialized spaces closed down. **Where are we going with respect to this whole broad theme of CTE and makerspaces**? These have a significant impact on the design of the school in part because they can be such a large component of the total available square footage. And when you talk about the dance between instruction and space, for so long these spaces have been so teacher-specific, so personality-specific, that when that particular program champion moves on, the space becomes obsolete.

- If we talk about educating our kids from K to beyond, we recognize the need for CTE because their pathway may not lead to college immediately, and CTE creates avenues for opportunity. We have to think about kids who love to cook, or are interested in architecture or whatever. **We need to figure out how to create good CTE spaces for those kids because that's what will keep them engaged.** I see a spark in kids when they are in these programs -- they graduate on time, with internships in place, sometimes heading for college, and they are already set up in an adult type environment.

Dick suggested that the Generic Ed Spec needs to speak conceptually about a range of possibilities without getting tied to specific program in THIS document. Rather, it should be an expression of values that these spaces need to express, with a charge that the individual project teams develop detailed requirements in each Site-Specific Ed Specs. So perhaps there's a combination of larger spaces. Another alternative is suggested by work in a different district, where they were not so much interested in maker spaces; rather they were interested in the entire school becoming a makers' culture.

- I am struggling between the theoretical and the concrete…I have been looking at the pictures on the boards around the room and am amazed at how our work has been reflected thus far. For example, in the middle top photo, the folding wall with expandable space, the ability to make smaller rooms from one that's bigger, with big whiteboards, all of those things suggest that a great deal of creative flexibility is possible. Though I will remind us that across the hall from us, the room with the divisible wall is a disaster because no one knows how to operate it and make the acoustical separation work. So if there are new materials options, we need someone to teach us about what those are.

- **What it boils down to is we need sinks, moving walls, outlets and storage.** We need some classroom spaces and then we need some larger gathering spaces. Those are givens, regardless of the particular offering of content.

- Dick would add **they need good lighting, sound enhancement, windows that open, data ports, and tackable surface**s. Also, for teachers in general, **a thoughtfully designed instructional area** so that plenty of wall space is available in every

classrooms…it's not divided up and used for something else.. It is so difficult to teach in a classroom where sound bounces, or where the HVAC system is so loud you can't hear, it makes teaching so exhausting.

- And I would add **a door that goes outside**…..

- (In a separate conversation, a participant who comes from a science teaching background suggested that, in order to support flexibility, science labs should use carts with locking wheels for the teacher's demonstration station. Heavy epoxy demonstration tables are unnecessary and get in the way, given the types of activities and the minimal amount of time those heavy materials are even useful. The carts would have work surfaces on top, with a cabinet underneath; teachers could conduct a lab, or put a laptop on it and work, using a stool. They could be nimble storage.)

- Sometimes Maintenance discourages the use of operable walls because when they break they can't afford to fix them.

- There are good operable partitions, and there are horrible ones….and a lot of that quality difference comes from how they're installed during construction.

- In the design of Madison, we just used big doors to connect classrooms.

- I recommend we **do a survey of the CTE spaces and ADD at the north end what we don't have**. Most high schools have robotics teams now, so we need larger spaces with lots of power. Health as well as Family and Consumer Science are important because the health issues our students are experiencing are big and traumatic. There's one skill center class in the north end. The beauty of Lincoln HS is it's fairly centrally located in the north end. We should have some programs that complement the ones in the south end of the city.

- I'd like to challenge us to think differently around CTE. There are at least 2 models. One has individual programs at different schools. Other districts have a dedicated skills center that students attend. I don't know that either is a better model looking ahead. Programs can get very specific in their needs; should students access those more specific activities within industry rather than in the school's spaces? Thinking 50 years down the road, will they be learning engineering in a high school classroom, or with a mentor down at Boeing? **Should we be thinking about how to deliver more specialized CTE instruction outside of our schools?**

- There is often a failure to sustain the program because of a personality that doesn't sustain their interest, or a change in staffing…

- Isn't it really a comment about how the educational program has failed because we haven't put the next leadership for that program in place? If the program doesn't spark student interest, the staffing reality is that we can't make a change after one year of low enrollment; it will take 5 years of low enrollment before you can ask a staff person to leave.

- At a recent State School Board meeting, a nationwide study conducted by 18 experts recognized that the student's interest in a particular career comes from his/her introduction to it. They developed 3 recommendations about career, college and civic readiness. 1) Build knowledge of post-secondary work opportunities. 2) Engage with a broad range of stakeholders to define career readiness. And 3) Ensure that the state board follows thru with policies that support career readiness.

- **So it's not just wet and dry spaces, it's "how do you encourage students' interests in certain careers?"**

Dick asked if we are doing the kind of assessment about where there are significant gaps.

- We have people who know the answer to that.

Dick followed up with: so what would you recommend be included in this document for high schools?

- We should think about schools as a series of concentric circles. Each circle represents the school size. Within each circle there could be 4 quadrants, each of which represents a grouping of the pathways. In each school you can offer Business/Marketing/IT, Health and Human Services, Arts, Communications and Media, Science, Engineering and Industry/Agriculture & Environmental Sciences. More options within each quadrant can be offered as the size of school is larger, but nothing is left out, so that opportunities for students are maximized.

- I suggest that another overlay would be that location matters….what opportunities are present in each location. The proximity of Lincoln to the UW, for example, suggests options that might not be present on a campus further from the university.

- Another aspect of determining what the focus should be: From the community I would want a study on where the jobs are going to be. We are talking about losing the middle class; if we want to increase the middle class, we should be focused on those pathways that lead into good paying jobs for our kids and for the state economy.

Dick suggested that several years ago there was a debate about whether to design high schools with clean or dirty spaces…has that been resolved? Where is the future leading us with respect to that theme?

- We do more of a high tech CTE; it's messy but not dirty. For that we need power, and LOTS of storage.

- Students going into a technical field need more math than those going into the university. We still act like think there are thinkers, and there are doers. So we have an opportunity to update ourselves.

- Lincoln is within walking distance of Adobe. We used to have PIPE: Partners in Public Education, where schools were matched with local industry partners. **What would the next generation look like when our students could go within the work setting rather than being removed from them?** What can we do to establish classrooms within the businesses?

Dick asked **how does all of this fit with in the expanded 24-credit requirements**?

- Students get to choose a pathway, which can include CTE, or if they're college-bound, would include world languages. So this is an integral part of helping to achieve those credits.

- CTE programs really do push the 4 C's.

- To Tina's point, kids in CTE need third year math, but might need to learn it in construction lab, which is a terrific place for them to learn it because it's relevant and they're interested. Unfortunately, the state is not presently recognizing that as a math class. That becomes the obstacle to the student, and that's where they fail, right there.

- Years ago, when West Seattle HS had a block schedule, the students could accomplish SO much and they had the flexibility to do fields trips, job shadows. From a CTE standpoint, they could fit 4 classes within a year. I really see the advantage of the block schedule.

- I heard Michael Tolley say that when students are required to achieve 24-credits, the 6-period day no longer works.

- If we can afford it, he wants to **move to an 8-period day**. That certainly has implications, you don't run kids thru 8 periods per day, you do 4 and 4. You can no longer give teachers their classrooms for their planning periods, because you certainly can't put 25% of classrooms offline for teacher planning periods. So there has to be spaces for teachers to work during those class periods.

Dick: So in order **to support flexibility, staff planning areas must be provided**, otherwise you can't fully utilize the classrooms when enrollment overwhelms capacity.

- So we will need to make provisions to accommodate teachers in some other place than the classrooms.

- In addition, high schools have 45 other staff members who are NOT teachers and therefore don't have a classroom, but need to make a phone call, or have a space to work as well.

- That will also mean other technology challenges, as teachers will need to be able to set up their workstation both within the classroom as well as in their planning area. Laptops and tablets support this mobility, but that's not a shift that everyone has made yet.

- The Task Force working on how high schools must change to accommodate the 24-credit requirement will have recommendations for the superintendent in March.

Dick reflected that we have a diverse mix of other folks in the high schools and have not always done a good job of providing support for them. They too should have some way to collaborate with others, placement near the work they're doing, small conference spaces (have become very critical in schools), and places to simply gather, including some that can be open and some enclosed. Hallways, for example, that typically only serve for getting people to and from other spaces, can be modified and expanded and can serve some of those other needs.

Dick asked: Is there anything more that those of you who are particularly knowledgeable about CTE would recommend? Are makerspaces part of the conversation here?

For clarification, a makerspace is one where students design things and then create them; it could be a wood or metal shop, an art room, or involve more technology such as robotics or a 3-d printer.

Dick suggested one successful model is where spaces flow from fairly clean to quasi-dirty to fairly clean thru a pattern of connections. It can support collaboration and partnerships, and is probably interdisciplinary.

- The typical sequence of activities is: research, design, engineer, fabricate, test and present.

- I like to think of CTE as the people, idea and things group. Some activities are traditional, such as pattern development, culinary arts, gardening. Challenges include issues of student safety, as well as security of projects. Can one teacher manage the size of the group? Or a saw in a wood shop? Some types of programs can be combined in one space, but others are incompatible.

- I think **we are creating makerspaces at some of the new elementary schools**, such as the STEM program at Boren, at Hazel Wolf, and **we will have an audience that's looking for those spaces at the high schools because they are accustomed to using them** at the elementaries.

- An important aspect is that the scale of projects can be substantially larger than in the typical arts room, for example, i.e. students can build a boat rather than a ceramics piece, and the work can be more collaborative. It's important to test and implement ideas, because one doesn't really know until one "does."

- Music programs are a makerspace of a different kind….which is related to a makers culture, with the student as creator and implementer.

- Also "presenting" those ideas, and displaying them. Areas for display, where student and staff work could be displayed and shared with the broader community, as part of how you pull kids into these experiences. Can be part of recruitment.

- So we need to remember to include those places for student presentation, as well as display of student work.

- A great example is at Aviation High School, where they have collaborated so successfully with industry. In that building, they chose to install a wind tunnel for testing aerodynamics. Sometimes you need those specialized static things that anchor particular spaces.

- Yes, but as technology improves, what things can be simulated with software, and what things do kids need to experience physically in order to fully understand them?

SUMMARY: At this point, Dick asked the group: from our conversations today, what is particularly memorable?

- **Transparency means the values of the school and the community are visible**.

- The discussions around CTE and the challenge of arts integration.

- The entire CTE conversation will be **a big issue for Lincoln: how will partnership opportunities will be developed**, and what will that mean for how the building is to be designed.

- In Europe, students' pathway into college or career are determined earlier and are less fluid than they are in the US, where it seems we have an obligation to our kids to not establish their pathways too early, so they have time to explore and to change their minds. What does that mean in terms of how flexible our CTE programs and spaces should be? And it's surprising how important math is, because without it, your choices are limited.

- Some of this comes down to the practical side of great ideas, to the products and materials that function well and are sustainable.

- I am excited about how the group is thinking into the future, and feeling very encouraged.

- As interim Skills Center Principal, I am aware of how far SPS has swung toward nurturing students who will go to college, and we need to think about other pathways that will give students career choices, and may also end up being alternate routes to college.
- I have also spent a lot of time in Lincoln, and am concerned how will we take this old structure and accommodate new programs…

- Dick responded that there are a lot of schools that start out looking like Lincoln, like they are unaccommodating to any new programs or opportunities, but brilliant things can be done, and something that is just extraordinary can be created.

- As a principal, I can't help but think about school safety, which is the issue I'm trying to deal with today even while in this workshop.

- What's memorable is the passion from this group…its clear you have passion about what you believe. And I really like the word makerspaces.

- I agree with **the importance of makerspaces, and support for CTE** and the economy of the state.

- Dick affirmed: especially in terms of how to improve the numbers of students who DO succeed. Keep in mind that **a central and overarching theme is how to make sure that this design and program and new schools emerge in a way that allows ALL students to succeed.**

- I am new to the workshops this time, and as a representative for Parks, I work with schools on many levels. What's interesting to me is the vision to design with the speed of change that's happening in our world, in a way that remains flexible and usable enough over time. Also integration, not just within the school hours and day, but also how the broader community integrates within the design and the school; how can the design of the building work outside of school hours to create better options for the community.

- I appreciate comments about teacher collaboration, ease of collaboration, and also about schools being a beacon in their neighborhoods.

- The discussion about makerspaces, and about humanities programs doing a lot of project learning, and the wonderful products that these students are making, though there's never enough storage for those. As we design space with more flexibility, storage becomes even more essential.

- I am very excited about the outlook for CTE programs and the types of spaces in which we design them.

- My favorite word from these discussions is flexibility. I am excited that schools are acknowledging that there is more than one path to the same end, not everyone has to go the same way to be successful in life, especially with respect to students in SpEd. We continue to need spaces that don't separate them from the general education population.

- Cheri's comments about curriculum integration, and what the implications are for facility design. I have 4 children; 3 took a traditional route, and 1 took a CTE route. All 4 were successful, but it illustrates that even within one family, there is diversity of need and interest. We need to create & support a wide range of opportunities to reach each of our 53,500 students.

- One word stands out: universality for a classroom. If the main elements of a classroom are there, you can teach…if it's light, comfortable, has elements of technology…that has some longevity into the future. Also liked the discussion about tech/career skills, those skills being taught at a high school, those types of spaces are helpful, but in their traditional configurations have been pushed out sometimes. Can they be adaptable so that diverse options can continue to be offered in the schools?

Dick reminded that we have to be **thoughtful in our universality and flexibility, so that the design of spaces doesn't lose something essential.**

- Pegi and I recently attended a training for the extended cabinet, and a person from Connecticut presented a national survey of high school students in which they were asked: What describes your current state in schools now. They had 3 words:, tired, stressed, and bored. How do we deal with bored, tired and stressed students?

- On LinkedIn it was asked: if you could give a new employee 4 words of advice, what would that be? It would be: "Challenge all of the rules." We tended to start squashing ideas because the state doesn't allow this or that….**we need a vision, then let's change the rules.**

V. NEXT STEPS

Dick suggested that at our next meeting, we have a lot of ground to cover, and will address safety and security, the entry, the admin center, the library/media area, arts and music, special ed, fields and grounds, gyms, etc.

It was also suggested we also need to talk about the lunch experience…how we design for the delivery of food, and what is nature of the space and where is it located. And since policies about open vs closed campuses can change over time, how can it be adaptable to those changes.

HOMEWORK: Think about the application of our Words and Phrases to the design of spaces above, in preparation for our discussion next week.

Please join us again for Visioning Session #3 on February 1, 2016 from 1 – 4 PM in JSCEE Room 2750.

ATTACHMENTS

Words & Phrases and 21st Century Skills board images

Words & Phrases

Stanford d.School, Stanford, CA

formal and informal learning spaces

scalable, flexible, nimble

Vashon High School, Vashon, WA

Educational Park of Venecia, Venecia, Columbia

Booker T. Washington High School, Dallas, TX
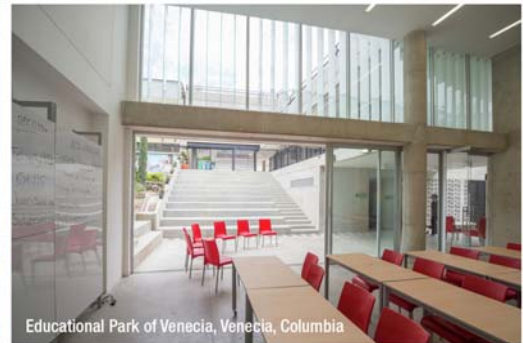
community & business partnerships

distance education

Seattle Public Schools

Words & Phrases

Wenatchee Valley College Music & Fine Arts Building, Wenatchee, WA

extended day

neighborhoods

choices

Swing Time, Boston, MA

LUX Lund University, Lund, Sweden

City Campus Aalborg, Denmark
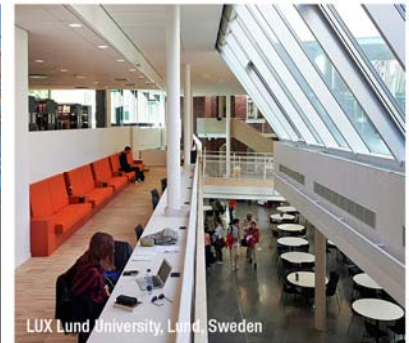
mastery of
standards

maker spaces

Words & Phrases

Wenatchee Valley College Music & Fine Arts Building, Wenatchee, WA

"heavy" tech ed spaces

transparency

Gehua Youth and Cultural Center, ...

Ringsted Upper Secondary School
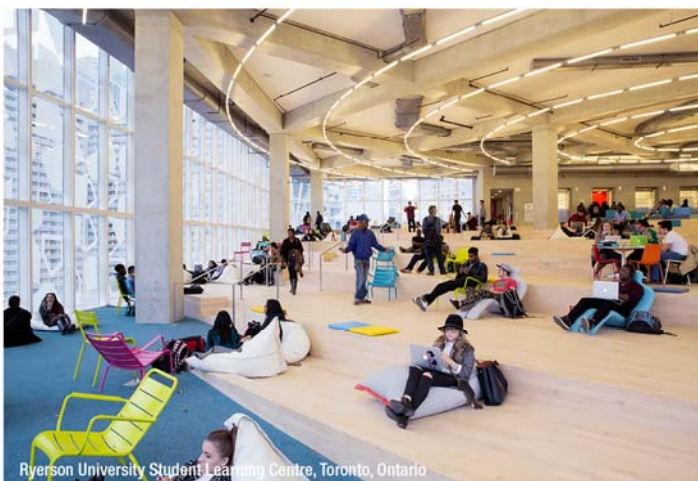
Ryerson University Student Learning Centre, Toronto, Ontario

sense of community and collaboration

flexible groupings

Seattle Public Schools

21st Century Skills

Lorain County Community College iLOFT, Elyria, OH

critical thinking

collaboration

Blue Valley CAPS, Overland Park, KS

High Tech High Chula Vista, Chula Vista, CA

Logan Center for the Arts, University of Chicago, Chicago, IL

creativity

communication

VISIONING SESSION #3
GENERIC EDUCATIONAL SPECIFICATIONS FOR HIGH SCHOOLS
Held Monday, February 1, 2016
1:00 PM – 4:00 PM
Room 2750, John Stanford Center for Educational Excellence

Attendees (alphabetical by last name):

Michelle Bammert, Special Education Program Specialist - Northeast	Lucy Morello, Capital Projects
Eric Becker, Capital Projects	Carmen Rahm, Dept of Technology Services, Chief Information Officer
Richard Best, Director of Capital Projects and Planning	Tony Renouard, Nathan Hale HS Teacher Coordinator
Janet Blanford, Former SPS Director, College & Careers Readiness	Loretta Sachs, Project Manager, Integrus Architecture
George Breland, Cleveland STEM High School Principal	Michael Skutack, Capital Projects
Brian Carter, Principal & Planner, Integrus Architecture	David Standaart, Capital Projects
Martin Floe, Ingraham High School Principal	Roxanne Trees, CTE Specialist
Jon Halfaker, Executive Director of Schools – Northwest	Tina-Marie Tudor, Ninth Grade Academy Coordinator, Nathan Hale
Cheri Hendricks, Planner & Project Manager, SOJ/Broadview	Brian Vance, Roosevelt High School Principal
Jill Hudson, Nathan Hale HS Principal, former Madison HS Principal	Kim Whitworth, Executive Director of Schools – Northeast
Sherri Kokx, School Operations Manager	Dick Withycombe, Ed Planner, Withycombe Scotten & Associates
Lorne McConachie, Principal, Bassetti Architects	Joe Wolf, Capital Projects K-12 Planning Coordinator
Jennifer Moore, College Access Now	

Distribution (alphabetical by last name):

Attendees, and other invitees noted below

Robert Austin, CTE Specialist: AG, Arts, Media, Science & Engineering	
Eric Caldwell, Library & Instructional Technology Manager	Diane Kocer, Associated General Contractors Education Foundation
Carri Campbell, SPS Director of School & Community Partnerships	Taylor Kao, Microsoft SPS Account Manager
Daisy Catague, Seattle Parks & Recreation	Pegi McEvoy, Assistant Superintendent, Operations
Lori Chisholm, Seattle Parks & Recreation	Ruth Medsker, West Seattle High School Principal
Erin Lawrence Cook, City Year Seattle	Erin Okuno, Southeast Seattle Education Coalition
Shannon Conner, McClure MS Principal	Sara Rigel, King County Public Health
Jane Broom Davidson, Microsoft Corp., External & Legal Affairs	Shira Rosen, Communities in Schools of Seattle
Greg Fritzberg, University Tutors for Seattle Schools	Princess Shareef, former Principal Cleveland HS & Meany MS
Daniel Gallagher, STEM Director & former Science Program Manager	Mary Smith, Ingraham High School Office Manager
Robert B. Gilbertson Jr., YMCA	Carl Sweetland, Microsoft Technical Strategist
Kacey Guin, Department of Education & Early Learning	Michael Tolley, Associate Superintendent, Teaching & Learning
Shauna Heath, Executive Director, Curriculum & Instruction	Israel Vela, Executive Director of Schools – West Seattle
Flip Herndon, Jr., Associate Superintendent, Facilities & Operations	Tingyu Wang, Capital Projects Planning Analyst
Wyeth Jessee, Executive Director, Special Education	Jessica Werner, Youth Development Executives of King County

I. WELCOME

Capital Projects Director Richard Best welcomed the group again, and reiterated the high school projects for which planning is starting: Lincoln, Ingraham, a new downtown HS, and improvements at Rainier Beach. He then turned the meeting over to Dick Withycombe for facilitation.

Dick welcomed everyone. He then described how various themes and insights gathered from these visioning sessions will be woven into the Educational Specifications documents, along with information gathered from the various programs and departments from interviews and website materials, as well from separate workshops with principals and students.

II. NEW INTRODUCTIONS & RESOURCES

New team members in attendance included:

- Tony Renouard – is a teacher coordinator at Nathan Hale High School, where he spent his entire career, teaching social studies and government. He mentioned that NHHS is designed to be student focused and he is here to offer viewpoints as an end user that will hopefully be of value.

- Dick referred back to Chapter 6 on Teaching and Learning from the book Beyond Measure that was sent to everyone in advance of this discussion. Jill mentioned that Page 169 provides a list of the 21st century skills students should have.

- Dick also called everyone's attention to the handout where some of the references to the integration of curriculum on the district's website are provided. This is relevant to last week's discussion on how the integration of disciplines may influence the organization of a high school.

- Loretta briefly reviewed the Ed Specs Process Outline posted on the wall for reference. It includes:

  o   the 4 Visioning Workshops in which this group has been engaged;
  o a series of user group meetings on academic programs such as science and CTE as well as supporting programs such as Health Services and Facility Operations;
  o a principals workshop in which executive directors and principals will review what's working and not working in the more recently modernized high schools;
  o a pair of student workshops to seek their input; and
  o a community partnerships workshop to develop understanding of their needs.

- User groups meetings for the Generic Ed Specs are focused on the recommendations of district-level managers who have broad experience across many schools and can seek input from each of their sites when needed. The teams working on Site-Specific Ed Specs can seek exceptions to those recommendations via conversations with the Planning Department.

- The Process Outline also includes the schedule for the Lincoln High School Design Advisory Team meetings since their work is dependent upon the conclusions reached in this Visioning Group.

III. OVERVIEW OF VISIONING SESSION #2 AND PARTICIPANT REFLECTIONS

Dick began by asking group members to share thoughts that had emerged from last week's discussion that should frame our work this week as we begin.

The conversation we had, regarding the benefits of effective Career and Technical Education and how it meets the needs of a population that typically feels disenfranchised, was reiterated almost precisely on PBS Newshour on Tuesday evening *(in the first of a new weekly series entitled "Making the Grade" that will focus on education issues. - CH)*

From our discussion on proximity of certain classrooms, and not having to go far for a breakout room, we need to pay attention to how circulation is used.

Upon reflection, I believe there was a strong theme in our discussion that ties everything together, and that theme is **personalization**, as much of our discussion was focused on creating opportunities for each child's pathway.

I am reminded of the survey in Connecticut where 75% of students reported negative feelings of being bored, tired and stressed. Since we are observing that more and more students are disengaged, we need to keep this in mind as we go forward.

I've been surprised we haven't talked more about **online learning**….it's been brought up but no one has run with it very far.

I was shocked when I came here that a district the size of SPS doesn't have web-based learning. While there are state laws that make that difficult in terms of special certifications, we are missing opportunities for students when we don't offer those options.

Right now we only use online courses for credit recovery. The High School 24-credit taskforce is currently considering online courses for initial credits.

Some savvy parents sign their students up for university classes over the summer, and other online opportunities, so some people are doing so in spite of the lack of offerings by SPS.

So, in order to support more opportunities for students, we should assume that new facilities should aggressively support that.

Yes, we don't know what's going to be out there and we're doing our students a disservice if we don't help them know about those choices. Those options are certainly part of the design for the High School 24-credit model.

Perhaps the reason the conversation in this room hasn't gone in that direction is maybe you don't need special spaces for that to happen. At least, when I've seen online classes, there have been no special needs for that. We should not build a bunch of computer labs just because online learning may be happening a lot within 5 years.

It depends on what kind of online learning we are talking about. There are three basic types, and we need to be prepared for all three:
- Distance education: In what I referred to last time as the **remote distributed classroom**, where a teacher is presenting to and working with students in the classroom and other students are logged in from other locations, with visual interaction in real time, you <u>do</u> need a special room, with acoustical treatments and special equipment.
- In the **remote but synchronous** model, where teachers present without any students in the room, at the university we built small studios that provided a comfortable environment for teaching, and also provided tech support that was dedicated to 2 or 3 of these studios at any one time, so that students that were having difficulty connection would have immediate support or whatever was needed. In this model, students can connect from anywhere they have a computer and no typical classroom is needed.
- The **remote and asynchronous** model is not interactive in real time, students view presentations whenever they choose and interact with teachers via email or other asynchronous technologies. This is the University of Phoenix model.

We also need to be prepared for other models, such as online courses in small groups. We also need to consider how to support "whitespace", i.e. opportunities and time for students to read and reflect.

> **DESIGN PRINCIPLE:**
> - **Build virtual learning opportunities for students by incorporating spaces to support distance education** (shall we say one classroom per grade level?) **as well as remote but synchronous learning** (i.e. small group collaboration spaces that are clustered near the network administrator/tech support space, for example)

We're not going to have classrooms that hold 30 kids any more…we're going to be getting away from that. And I will also say that it's hard for this conversation to go further because we don't have the Associate Superintendent for Teaching & Learning in the room….it will be very difficult to convey the quality, content, and character of these conversations to him.

Michael Tolley selected who would be in this room; many of you are the educational leaders for this district, and you should consider yourself empowered to make the decisions that are needed to move forward in the best interests of the students.

Returning to the discussion on online learning: we can accommodate it if we want to, we shouldn't be saying it's inconsequential.

There are a lot of models to consider, such as the flipped classroom and others.

One of the things we've learned from NHHS is we need adequate secure space for the network analyst to work if our technology support is to be effective. We also need storage for the laptop carts distributed through the building.

This reminds me of another book I'd recommend, which is The End of College. The online portion of education will be so much greater than it is these days. We have to rethink, and to live the 4 C's ourselves. We need to STAY CURRENT. I would also suggest reading Chapter 7 of the book Beyond Measure.

Dick suggested that in reflecting on what we heard, George's description of Cleveland as "a beacon on the hill" is a really powerful image. And I hope in these next 4 high schools that this work can enable us to talk about each of these future schools in a similar way. That they are genuinely beacons in their respective communities, with their capacity to draw in students, to draw in community, and to reflect that they are exciting, enormously engaging places.

IV.   OPENING DISCUSSION: WORDS AND PHRASES

At this point, Dick shifted the conversation toward the first of several topics on the day's agenda, and asked the group to consider **safety and security**, as that has been a theme, like personalization, that's run through many of the discussions thus far. He suggested the conversation start about the experience at the street, then to the entry, and then deeply inside the school. Cheri suggested we consider first the type of **culture** we want to be created, and the **experience** when arriving at the school, before moving into the more tangible elements of a building.

Caring about kids' social and emotional wellbeing has to be at the core of what we do all day. That's key to what they do at Nathan Hale High School: taking care of ones' self, and others, and then that extends to the physical space as well.

Student work is really important. There should be places where students can display their own work, where they decide what gets displayed, and where it rotates regularly to reflect what's current.

We want to create spaces that welcome them, and where they feel like they have control over their space. It should provide good orientation, with clear signage in several languages so they have the support they need to navigate.

As we think about moving from the street into the school, we still need to think about physical accessibility for special needs students, because this is an aspect of inclusion and civil rights issues still come up. Second, having enough space in active labs such as CTE is also a safety consideration. Third, I think of lockdowns where teachers have to go outside to lock the door, and wonder if that can be done differently. Fourth, visibility within the building can be important so you can see who's out there.

The high school I attended was a long 2-story building with a central atrium, and even though it was tall it was not intimidating because everyone can see everyone. No one felt lost, and it was easy to supervise.

Still, there's no way 2 security people and 3 administrators can supervise the entire student body in a high school. So we emphasize "INTEL", we share information as the way to keep it safe. At NHHS, we have numerous large relites, which are important for visibility and for everyone's protection, i.e. especially after school when a student might be alone with a teacher in a classroom. I would hate to see interior windows being removed due to security concerns. Further, the latest advice for a security threat is: First – get out and away from the school, and if that's not possible, then lock down and hide.

Regarding the entry sequence, orientation and wayfinding are very important; otherwise kids feel lost and intimidated. By contrast, the JSCEE that we're in right now is a good example of one that is frustrating and unwelcoming.

We need to base our decisions on data. Does the data support that someone shooting thru a window should be a concern? Many things are counterintuitive. At Marysville-Pilchuck they concluded that pulling the fire alarm made it less safe. What is the next best thing to security guards? Security cameras…I can spend more time on instruction because I have "an eye in the sky."

When we talk about student safety, is there data that going outside the door and locking it is the best thing? Can we add hardware to the door so that a teacher can lock it without going outside? We can't just assume that hiding in a classroom is the most safe…getting away may be the most appropriate.

In my experience, there are two levels of security. One is the stuff, like locks and cameras. The other is the people; are we comfortable in our space? We need to make spaces where kids feel comfortable; otherwise all the bells and whistles will just make them feel like they're in prison. If we know one another we are a lot safer; when we have EYES on the street, then we understand who's intruding and who is not. Further I think we should consider the aspects of prospect and refuge. There are a number of basic organizational tools that we need to bring into our schools so kids feel comfortable there: creating niches, eddies in the flow of circulation; making space at appropriate scale; breaking down the large scale of a typical high school into neighborhoods.

When I visited the Julia Richmond Center in NYC, a large old high school that's being used now by several smaller schools, a young lady took me into the office graciously and immediately upon arrival, and I thought "this is the best security system ever." It's got to be a people place first and foremost.

There should also be raised levels for people to sit, inside and outside, to start building that sense of safety and security.

What does getting away mean? Does that apply to all grade levels and all situations? Pegi will know. Most schools have partner schools for them to get away to.

And if hunkering down in place isn't the best strategy, then maybe glass-walled classrooms don't matter.

We recently saw a presentation on a new high school with a lot of transparency, and when I asked about that, I was encouraged to hear the perspective that **having the students know what's happening is an important element of security**. Though we should always have a controlled entrance to the building. If everyone can see who and what's coming, that's their first opportunity to stop anything threatening. How do you make that welcoming but also safe and secure?

That's already been addressed: with window blinds you can have both transparency and security. Some parents want all kids to go through a metal detector, or they want them to have a badge, but the data doesn't support that, because typically the gunman has a badge.

Sandy Hook had a secure entry, and the administrative assistant had the sense to push a button to the open the PA system to all of the classrooms to alert them.

At a recent conference on safety I heard that one in five of our children are bullied, and one in 2.3 million have been shot. So I would suggest that bullying is a far greater issue than the gunman. How do we create the positive environment that will support all of our children?

That's a programmatic issue more than a facilities issue.

But sometimes we create spaces that allow bullying, so we need to **make sure we create spaces that enhance those social connections.**

Safety and security and health and wellbeing are intimately connected and we have to do a better job of making sure that every young person is well-known, is cared for, & has friends or colleagues surrounding him or her.

Would the entry be better if it were not just a place to pass thru, but a place to stop and talk?

It should be grand, and a gathering space, especially for Lincoln.

It's always a temptation to build a fortress instead of a community space. The best way to counteract that is to build a space that feels like a community, where kids are collaborating on their own time, where adults can get to know kids, and where there are activities all of the time. How do we bring in the disenfranchised kid? Because that's the one who will become dangerous later. At the heart of it all, it should be "COMMUNITY FIRST." **Fundamentally a space that builds community is more important than locks and traps to get through.**

High schools are particularly challenging due to their size. At NHHS, we have 5 unlocked entries all day, for various reasons… enter from the parking lots, some from the bus area. Every time we have an incident we talk about locking up the whole building, but then we don't, in order to keep the culture good and strong and open and the way you want it.

I really appreciate the comment about culture. If you lock up the whole building, it may take 10 minutes longer for some kids to get where they need to be.

Yes, though I came from 15 years in a district with 3 high schools, all of which were locked, and that can work too.

I am not sure that the data would suggest that the locked school is safer. And if the kid can't get in the building when there's a threat, it could be LESS safe. Safety isn't just about the handgun, it's about bullying, about all of the other things that make the kids feel secure.

We also need to consider community and after-hours use; with people leaving late at night, it can feel scary. Another challenge is addressing those realities in order to make our schools accessible to all.

At Ballard High School, the auditorium and gym are zoned for after-hours and community use, and the classroom areas can be locked off. The office and commons areas can also be used independently from the other areas of the building, and this is good.

As more of our schools are used for partnerships, we also need to think about how to zone the building such that some classrooms can be open, but not all.

> **DESIGN PRINCIPLES:**
> - **Provide transparency inside and out for "eyes on the street" as well as visibility of activities, which increases the perception of safety and security and contributes to sustaining community.**
>
> - **Create spaces that enhance social connections and build a sense of community.**
>
> - **Make spaces where kids feel comfortable: benches and platforms where they can sit; niches and small quiet spaces where they can be alone with their thoughts; neighborhoods within the larger scale of the school.**
>
> - **Zone the buildings with layers of protection, while still providing access after-hours and community use of large public spaces and some classrooms.**

At this point Dick asked to group to shift their attention to ENTRIES. What is the nature of them, and the spatial relationships between them and the rest of the school?

For Lincoln, I think we should celebrate the grandeur of the terrazzo floors, the marble countertops, and the scale of the existing entry. And to make them feel welcoming, we should consider something like the flags of all the countries represented by the students, like they have at Denny/Sealth. And a wall of pictures of our students – in ACTION – learning.

That should be dynamic, interactive, easy to change, like interactive digital displays….

Yes, but no one provides technical support for those pieces of equipment, so they usually end up not working.

I understand that's been true in the past, but the district has typically cut the technology budget in the levy by 50%, and they didn't do that this time. So, assuming it passes, we'll have double the funding on this one and can use it for operational support.

The entry should also have the Mission and Guiding Principles for the school.

We should give the kids a place where they can put up what they're proud of.

This discussion is also about other buildings beyond Lincoln. I think about the entry being a clear entry with excellent signage that says "you are here" and "come in, please, you are welcome." And for after-hours and community use: "here is where you can go." The entry should face the areas where kids will flow from, and it should say "You are welcome regardless of who you are, and we are here for you."

The idea of a wall of photographs makes me think of the Living Wall that Hazel Wolf is using to express their environmental focus, which consists of plants that use the recycled water from the rooftop.

I have a question about the main entrance from our SDAT discussions at the elementaries we are re-opening. Do you relocate the main entrance at Lincoln, or do you leave it where it is because the community knows that it's there.

We have to consider the Landmarks requirements, of course, but if you're not going to radically change the front of that building, then yes, leave the main entry in place.

One of the challenges at Lincoln is the main floor is, to use the Italian term, the piano nobile; it is grand and raised high above the street. Part of the balancing act will be to create a welcoming sense for all, while still reinforcing that grand entry.

I'll offer another couple of words: the entry should be "layered", both from the perspective of safety and security, but also to enhance the sense of arrival. And it rains here, so it should provide shelter where you can be protected while waiting for pickup. And it should be expressive of the beacon, i.e. soft and warm.

I can't help but think about the immigrant family fresh off the boat that may not understand that dominant cultural sensibility, and I struggle with how important the sense of entry should be. Does it swallow kids, or welcome them?

It can't be a grand entrance if no one uses it, so it depends on where one enters. In many cases one can read where the school office is because it's typically the entry closest to the flagpole. At Lincoln, if you want everyone coming in the front door, provide the sidewalks that lead them there. And it's likely to need "mini-grand entrances" for those other entries in proximity to parking.

So the secondary entries also need the signage that's associated with the main entry.

Many of these schools have a long history; even though Lincoln hasn't been a high school for a long time, I still read about people who say they went to Lincoln, and I see that people are proud of their schools. In order to honor those ties and encourage continued community support, we need to provide something that they can connect to, that they remember from their past.

> **DESIGN PRINCIPLE:**
> - **The school should be a welcoming beacon with an entry that:**
>   - **is directly connected to the main office**
>   - **provides a good sense of orientation and wayfinding, and**
>   - **expresses the culture and values of its community.**

ADMINISTRATIVE OFFICE AREAS

Dick: there are various thoughts about how to design administrative office areas, from a centralized office center, with or without counselors, to a distributed set of offices. What are you thinking about the appropriate organization for these high schools?

This is a real challenge. To support the current schools at Lincoln, we cleared a space on the third floor, but then we have the challenge of how we stay connected. If it's about relationship and connection to students, then being out where the students are is a key piece. But also, as an administrative team, you need to be able to connect with one another.

And are our partners and alumni associations connected with our administrative teams, or are they out and about?

When we think about the social/emotional climate we're trying to create, and yes, there should be administrators out among the students. The very traditional part of my brain wants to put it all in one central spot, but when we did that at Meany, it was a nightmare to administer. So I can't see continuing with the "they're all up there by the flagpole" model.

It should be more like we did in the design of Eagle Staff Middle School, where we distributed interchangeable offices in pairs with a small waiting area on each of the other floors. This provides the option for counselors and/or administrators to be out with the students and supervising more of the building, while still maintaining a core administration area near the front door.

To clarify, at Eagle Staff the main set of offices is still clustered near the front door and adjacent to the health center and other student services, but there is the option for administrators or counselors to be located in other areas. Those can also provide spaces for professional development that are better than using the last closet that no one moved into, which is what we do now. We need to make sure they are just as tech friendly as everywhere else so they can function for any/all of those purposes.

Another of the questions we wrestled with was whether the community wellness center needs a separate entrance. We should be thinking about those areas that need to be administered after hours, so we can restrict access to the other parts of the school.

At Roosevelt, we have assistant principals in offices that have windows on the hallway, and the amount of informal contact with students is great. I would not want to be in a building where I couldn't have that connection.

Also at Roosevelt, it's a beautiful entrance, but you wouldn't know where the main office is due to the big wood wall (that's historic), so more transparency would be helpful.

Can you have both the communication with the administrative team while also having the connection with the students? And I can't imagine moving away from the counselors all being in one space, but then I've been in one place a long time.

I would have that same fear if I didn't live a different experience. It purposely gets me out more than I would otherwise.

If the design could offer the option of either configuration, that would be preferable.

So many specialists would be glad to go to a building where they have more than a closet. Itinerants need adjacency to the counseling staff. They have very little time in the building and need to be as efficient as possible. We would want the flexibility to have as many offices as possible, as they will never go unused.

I would argue one stop shopping makes a lot of sense. There is some value to having some concentration…for example, yesterday I needed to see 4 people to deal with a student, and I could quickly get the team assembled that I needed.

It also depends on the design of the building. At Cleveland, the Life Science administrator is in one building, and the principal is in another. We have to spread our administrators out. I would also say it is imperative to have a conference room right next to the principal's office; I do a lot of meetings there because some people are intimidated by my office.

It's important that we have welcoming staff there to greet people at the main entry, so that the first encounter they have is a welcoming person; that should set the tone.

I think the role of Administration is changing and no longer does an administrator need an office. One of the things I appreciate about having them throughout the building is it's more proactive, rather than re-active. It provides an opportunity for them to watch what's happening. I definitely think there's a lot to be said about being decentralized.

Rarely are administrators in their offices, so hopefully no one is sitting in there anyway.

And further, telling a kid that "You need to go the to office" will continue to have a negative connotation.

Referring to what George is mentioning, when we talk about warm and inviting, the entire secretarial/office management staff should be in that open office area at the main entry, not in private offices. Their workspaces should be configured so that that entire team faces where visitors enter, and any of them can look up and greet whoever has arrived. All of us have to be able to multitask in our roles these days, so their spaces should be configured to so that any of them can welcome and attend to the needs of whoever visits the office.

What does the role of technology with relation to parents look like in the future? Will the way we communicate with the parent change in the future? Does the parent have to come on site for the parent conference?

Should parents have the ability to access information about a student's records?

Should we have keycard access tracking of the students?

When I was visiting a site to see the Schoology learning system at the Monroe Correctional Complex, a prisoner asked: "why can't I connect with my daughter in school? If I was in Afghanistan I could make that connection." Why can't we make that happen, if we want to break that school-to-prison pipeline?

That's not a design element of the building, it's a technology systems issue. But as far as interacting with parents: as a principal, for each parent that I see face to face, I probably interact with 15 or 20 on email. And the asynchronous nature of email is very helpful so you don't have to be sitting at your desk all day in order to communicate with them.

> **DESIGN PRINCIPLES:**
> - **Provide small groupings of administration & counseling offices located in key areas that enhance adult interactions with students while maintaining a core administration area near the main entry.**
>
> - **The main office/reception area shall be designed so that all secretarial and office management staff share one open office area oriented toward the reception counter.**

LIBRARY/MEDIA CENTERS

At this point Dick shifted the discussion toward Library/Media Centers, and asked: Is this space the heart of the school? Is it centralized or decentralized? Is there a professional library component to it? Is there a makerspace connected to it? Does it have one or more teaching classrooms in it?

From an outside CBO's perspective, meeting in the library is a great neutral space, so connecting those office/ conference/meeting spaces to the library space makes sense to me.

When I was a principal at Eckstein, we had a great librarian and I saw how important it is to teach information science to kids; with the ever-growing access to information, that probably won't change. So we should have someone who is a practicing secondary librarian come in and talk about this, especially when kids are accessing so much information from technology.

From my experience as principal at Roosevelt, I can share that one lesson is flexibility. Our current library is beautiful, but it has some grand bookshelves permanent secured to the floor right in the middle of the space, and it prevents us from using it in ways we would like to now. If I could, I would make it more of a meeting space with access to technology; we're envisioning a big screen in there for big presentations. But it's very difficult to make it different, both for funding and political reasons. Looking ahead, being able to move things without large cost would be ideal. I think the library space has to move more towards a focus on technology and a community space, and not focus so much on access to books. I would even quit using the word library.

Most places now call it a Learning Commons or a Learning Resource Center.

I agree, we should move away from the concept of "library" toward the concept of "information hub," and away from the emphasis on quiet, toward a big open space that's a place of interaction. I have recently visited a lot of colleges with my kid, and every one of the libraries today is a big open space with a lot of smaller enclosed spaces around it for small groups and interactive technology. We should re-think what the library is meant to be, and it is NOT a 7 am to 2 pm space. It's the most heavily used space in our schools and in our communities; it's used by our after school partners, and into the evenings, where the community meetings happen.

At Ingraham, we had some fixed bookcases too, and realized that being able to move them around would totally change how we could use the space, so we put industrial wheels on them. We ended up opening up the space for huge meetings and we have the fireplace there. And the number of books we're accommodating is going down too, so then we transitioned into not having the bookcases at all. We do have small meeting spaces off to the side with whiteboards. So having classroom sized spaces, as well as spaces smaller than that, and smaller still (large, medium & small), seems the right approach.

We also had a Staff Library for the Ingraham staff, that the librarian insisted we have, and it's now an office.

Dick then asked: Should the perimeter be closed, or open, or fluid?

There is stuff that can be stolen, so I would prefer not to have it open. Maybe it should have one or two entrances.

At Ingraham, we provided an outdoor courtyard with a fireplace, and the first year it opened with a traditional librarian, the doors were locked so the students couldn't access the courtyard.

So how much closure should it have? We're doing a new high school in Wyoming, and it includes a learning commons more than a library, and it has both an upper and lower level. We created a series of niches to store stuff, but the vast majority of the space is open. It includes the notion of a production space, so that it's certainly getting away from checking out a book and moving toward a relatively clean makers lab. That's where the technological things happen.

On the 2nd floor of the new wing at Ingraham, there's a cutout in the floor and a balcony that looks over it, and that changed everything. It let us say to students: "Why don't you three go out there and work?" We also added a small conference area for every classroom, and that's totally changed how students work in that wing.

Furnishings can make a huge difference as well.

In the modernization of Nathan Hale, we changed the library from a large "indoor football field" size space to a much smaller space, which doesn't have walls or doors. I wish we did have a library science teacher here. I think we do need some resources in print to support literacy. We have quite a few exams administered in our building, and the library needs to be sealed off and used for testing for at least 40 days per year.

It pains me to hear that the design of the central gathering/productivity center should be driven by 40 days of testing.

I hope we envision moving away from all that testing anyway. The library should never have been taken over for that.

How many students are taking tests at one time?

Typically from 30 to 70, though in a few cases it might be 300. At NHHS we have flex spaces that we can't secure in terms of testing so we can't use those.

We have to test entire grade levels that include up to 450 students. We literally have 350 students taking the AP test at one time. At Roosevelt, the theater isn't a good space for that because it's awkward with tests on your lap.

By the time any of these high schools are built, we will have a 1:1 ratio of devices to students, at least at the middle & high schools. We won't need these dedicated testing rooms any more. If we still have those, I won't, and probably shouldn't be here.

> **DESIGN PRINCIPLE:**
> - **The library shall be designed as a flexible academic heart with a focus on technology and community.**

FINAL THOUGHTS: At this point, Dick asked the group: from our conversations today, what is particularly memorable?

The conversation about using entries to create a welcoming beacon for the community, so whether revitalizing an existing school or designing a new one, really think of them as beacons guiding people to the hub of the community.

I think about circulation, simplifying adjacencies and what form works for efficiencies.

It's fascinating to hear the perspective from teaching and learning. I think a key discussion was whether the administrative center should be dispersed or centralized, and hearing how testing compromises what the library is supposed to do.

During our discussion on safety & security, as one who has been in situations where I've had to come into the building to secure it, and in those situations people will ask "Why not build a castle with a moat?" But you're not safe if the students inside don't feel safe and don't connect with the adults. While we should install the current technologies, we also need to make sure that the design supports the connections and relationships, because the biggest threat will be someone on the inside that snaps one day.

Aesthetics are incredibly important, too, as they make people feel proud of their school and community. We should have design simplicity as well, which probably relates to central administration.

The chapter from Beyond Measure that we read for this week was focused on project-based learning. While we didn't discuss that this week, I hope we do in another meeting, because we are losing a lot of kids that want to learn through doing.

I was encouraged by the discussion on how the library should be flexible. I know from direct experience with the Elementary Ed Specs that there's been a lot of shelving on the interior of the space, and we've moved some of that out recently in some of our projects. Also the discussion regarding safety and security, which can and should be a guiding principle, but the emphasis on transparency and solving the problem from within the school community is very positive.

My favorite discussion was about the library, how much it's used for meetings, and I'd like to emphasize how welcoming the one at Ingraham is.

This discussion reminds me why I got into this field; it's wonderful to see different minds come together around a common goal. The architects create the physical space and conditions where our students can come together, and it's cool to see how that work supports our work as educators. I am simply grateful to be here.

I have been listening carefully, and it's difficult to select just one idea. From an architect's perspective, I heard the inherent dichotomy in what we're trying to accomplish, and that's a challenge. We need to define an entry that is both grand and welcoming. That has a proximal relationship to every place people might come from, and once inside, to have great wayfinding. Not possible to do it all. We've had lots of thoughtful discussion about safety and security, including a recognition of the statistics and how those put into context the threat of the single point shooter that drives so much of our discussion. And the different ways of distance learning… as we move next into user group meetings, how do we resist the temptation to do it the same way it's always been done?

V. DESIGN PRINCIPLES from Workshops I and II

Similar to the manner in which design principles have been proposed from the discussions above, the following principles are proposed from the discussions in Workshops I and II:

- **Provide a variety of formal and informal spaces for flexible groupings of students.**

- **Aesthetics, natural light, and physical comfort are of great importance for optimizing learning.**

- **Our schools should be designed to be nimble** (to change daily or weekly)**, flexible** (to support a variety of curriculum models and to change over time without substantial cost), **and scalable** (to accommodate changes in enrollment capacity).

- **Create authentic spaces for community partners to support Goal Three of the Strategic Plan.**

- **Planning Principle: Career and Technical Education (CTE) programs in new schools shall be selected to broaden and diversify the options for students in each geographical area of the city, and to leverage the resources and potential partnerships in each area.**

- **To support continued personalization as career choices change, CTE spaces shall be designed flexibly to accommodate a range of potential programs over time.**

- **A large makerspace shall be included to support a sequence of activities from research through design, engineering, fabrication, testing and presentation; this space may connect to the information hub.**

- **In order to support collaboration & flexibility, shared staff planning areas shall be provided.**

VI. NEXT STEPS

Please join us again for Visioning Session #4 on March 7, 2016 from 1 – 4 PM in JSCEE Room 2750.

ATTACHMENTS

Process Outline and Spaces & Values board images

Spaces & Values

Shorecrest High School, Shoreline, WA

safety and security

entry

administrative center

Vashon High School, Vashon, WA

Atlanta University Center Woodruff Library, Atlanta, GA

White River High School, Buckley, WA

library

lunch time

Spaces & Values

Vashon Island High School, Vashon, WA

special education

arts and music

auditorium

Umea University School of Architecture, Umea Sweden

White River High School, Buckley, WA

Everett Community College Fitness Center, Everett, WA

gymnasiums

fields and grounds

VISIONING SESSION #4
GENERIC EDUCATIONAL SPECIFICATIONS FOR HIGH SCHOOLS
Held Monday, March 7, 2016
1:00 PM – 4:00 PM
Room 2750, John Stanford Center for Educational Excellence

Attendees (alphabetical by last name):

Michelle Bammert, Special Education Program Specialist - Northeast

Eric Becker, Capital Projects

Richard Best, Director of Capital Projects and Planning

Janet Blanford, Former SPS Director, College & Careers Readiness

Jennifer Butler, Integrus Architecture

Brian Carter, Principal & Planner, Integrus Architecture

Martin Floe, Ingraham High School Principal

Cheri Hendricks, Planner & Project Manager, SOJ/Broadview

Sherri Kokx, School Operations Manager

Lorne McConachie, Principal, Bassetti Architects

Pegi McEvoy, Assistant Superintendent, Operations

Jennifer Moore, College Access Now

Carmen Rahm, Dept of Technology Services, Chief Information Officer

Tony Renouard, Nathan Hale HS Teacher Coordinator

Michael Skutack, Capital Projects

Carl Sweetland, Microsoft Technical Strategist

Roxanne Trees, CTE Specialist

Tina-Marie Tudor, Ninth Grade Academy Coordinator, Nathan Hale

Israel Vela, Executive Director of Schools – West Seattle

Dick Withycombe, Ed Planner, Withycombe Scotten & Associates

Joe Wolf, Capital Projects K-12 Planning Coordinator

Distribution (alphabetical by last name):

Attendees, and other invitees noted below

Robert Austin, CTE Specialist: AG, Arts, Media, Science & Engineering

George Breland, Cleveland STEM High School Principal

Eric Caldwell, Library & Instructional Technology Manager

Carri Campbell, SPS Director of School & Community Partnerships

Daisy Catague, Seattle Parks & Recreation

Lori Chisholm, Seattle Parks & Recreation

Erin Lawrence Cook, City Year Seattle

Jane Broom Davidson, Microsoft Corp., External & Legal Affairs

Greg Fritzberg, University Tutors for Seattle Schools

Daniel Gallagher, STEM Director & former Science Program Manager

Robert B. Gilbertson Jr., YMCA

Kacey Guin, Department of Education & Early Learning

Jon Halfaker, Executive Director of Schools – Northwest

Shauna Heath, Executive Director, Curriculum & Instruction

Wyeth Jessee, Executive Director, Special Education

Flip Herndon, Jr., Associate Superintendent, Facilities & Operations

Jill Hudson, Nathan Hale HS Principal, former Madison HS Principal

Diane Kocer, Associated General Contractors Education Foundation

Taylor Kao, Microsoft SPS Account Manager

Ruth Medsker, West Seattle High School Principal

Lucy Morello, Capital Projects

Erin Okuno, Southeast Seattle Education Coalition

Sara Rigel, King County Public Health

Shira Rosen, Communities in Schools of Seattle

Loretta Sachs, Project Manager, Integrus Architecture

Princess Shareef, former Principal Cleveland HS & Meany MS

Mary Smith, Ingraham High School Office Manager

David Standaart, Capital Projects

Michael Tolley, Associate Superintendent, Teaching & Learning

Brian Vance, Roosevelt High School Principal

Tingyu Wang, Capital Projects Planning Analyst

Kim Whitworth, Executive Director of Schools – Northeast

Jessica Werner, Youth Development Executives of King County

I. WELCOME

Facilitator Dick Withycombe welcomed everyone to this last of four visioning workshops. He thanked them for their participation thus far, and provided a brief overview of the day's agenda.

Capital Projects and Planning Director Richard Best also welcomed everyone. He was pleased to report that, since our last meeting, the Buildings, Technology, & Academics/Athletics (BTA IV) Capital Levy passed. The reality associated with that is SPS will have more funding for the Lincoln High School modernization and for the Ingraham addition.

This added that this levy did not provide funding for the downtown high school, in case anyone asks. BEX IV did set aside $5M for planning, which would include hiring an architect for preliminary design and cost estimating for a future BEX V levy.

Joe advised there would be about $90M total for Lincoln in today's dollars. For reference, Roosevelt's full renovation was accomplished for about that ten years ago. With cost escalation over the last ten years, it cannot be expected that the money available for Lincoln will allow a full renovation to be completed; there will be work that will not fit within the budget that will have to wait for future phases.

II. NEW INTRODUCTIONS & RESOURCES

New team members in attendance were acknowledged and welcomed; these included:

- Israel Vela, Executive Director of Schools (Southwest Region)
- Jennifer Butler from Integrus Architecture.

III. OVERVIEW OF VISIONING SESSION #3 AND PARTICIPANT REFLECTIONS

Dick asked the group if anyone wanted to offer their reflections on discussions from the last meetings, or if they had any comments on the meeting notes that had been distributed.

Pegi offered a couple of comments about the discussion on safety and security. She really liked the group's focus on prevention of incidents, on building community and relationships. She offered that another set of principles that the district uses are the Crime Prevention Through Environmental Design (CPTED) principles, which include three big ideas she would like included in the workshop notes:

- Natural Surveillance (and in areas where that is not possible, then use of security cameras)
- Natural Access Control. She noted there was not as much conversation about that in previous workshops but she encourages thinking about designing layers of protection at entries, including measures such as secure vestibules.
- Natural Territorial Reinforcement, which includes maintenance and making sure it looks like we own it and take care of it well.

She also clarified the discussion regarding lockdowns. The national recommendation is still to be able to do a lockdown, including locking doors from the inside of spaces where people will hide.

Further, she encouraged designing to provide cover and concealment during an active shooter situation, particularly for students in the commons, because those spaces are where many of the incidents have occurred.

IV. OPENING DISCUSSION: REVIEW OF DESIGN PRINCIPLES

Dick advised that the agenda for this workshop is to review and confirm the design principles that were distilled from conversations in the first three workshops, and which are proposed to establish the foundation for the Educational Specifications.

In addition, the group will continue discussions with this week's focus on:

- the lunch experience
- performing arts
- supporting community partnerships
- and, if there's time, the design of the site.

Dick asked everyone to review the design principles, which were included in the notes issued from Workshop III and which were provided as part of the agenda for this workshop. He requested everyone offer their feedback, and asked the group:

1) Are the statements accurate with respect to your reflections?

2) Are there any modifications to the language needed to make them more clear?

3) Is there any design principle that's missing and that should be added?

Regarding virtual learning opportunities:

- Cheri asked Carmen to articulate more specifically how the goal to build virtual learning opportunities should be translated into space requirements.

- Carmen reiterated an overview of two types of distance learning scenarios:
  1. Asynchronous, aka "on-demand": Teachers record their lessons and post online for students to access at any time from any computer. Similar to the University of Phoenix model.
  2. Synchronous: Teachers live stream their lesson in real time. Students must log in at a specific time, similar to a web-ex seminar. In this scenario, there are two variations:
     a. One-to-many: Teacher presents a lesson in a studio-type environment outfitted with proper lighting, acoustics, tech support and materials. All students attend remotely. Single camera allows remote students to interact with teacher only.
     b. One-to-few: Teacher presents a lesson in an enhanced classroom environment where students are both online and in the room. Multiple cameras allow remote students to interact with both teacher and other students.

- He proposed there would be 2 or 3 typical size classrooms that would be outfitted with the technologies, the acoustical treatments, and any other specialties needed to make them effective environments where instruction could be offered to students both within the classroom and those participating remotely, and best serve the synchronous, one-to-few model.

- He also suggested that 2 or 3 conference room size spaces be outfitted with the tools necessary for a teacher to instruct remotely without students in the classroom, to serve the synchronous, one-to-many model. They should be comfortable teaching stations that are soundproof so that neither the instructor nor the students participating remotely are distracted. He suggested those spaces be clustered together near the technical support person's workspace so that if a student is having audio problems, the support is readily available and the teacher is not distracted.

- Martin would prefer not spending the money to reduce sound levels. The background HVAC noise we can hear in this room shouldn't be present. He also prefers the spaces be distributed around the school rather than clustered together.

- Israel asked about whether those spaces would be dedicated for virtual learning.

- Cheri advised the intent would be they would have enhancements that would not preclude other classes or activities being conducted within them.

- Carl suggested a proof of concept be conducted before investments are made. He also suggested the building could be designed so that those enhancements could be added later to preserve options.

- Lorne advised that the buildings need infrastructure installed in order to provide those services later. Having completed several spaces of this type, he advised they must be heavily wired and miked and acoustically tuned in order to be effective. He suggested that at least one conference room and classroom should be built out in the initial construction.

- Eric suggested that if technical support were to be provided by students, the conference rooms could be distributed.

- Martin suggested that if teachers are instructing remotely, they should be prepared to handle their own tech support. For the next 10 or 15 years these rooms are going to be used as conference rooms, which he would prefer be spread out.

Regarding Safety and Security:

- Martin wanted to reiterate that no building should be built without security cameras.

- Cheri advised that that is captured in the Technical Building Standards so it's not necessary to include in design principles.

Regarding Personalization:

- Lorne offered that 15 or 20 years ago, with research provided by the Gates Foundation, many schools were being built such that smaller learning communities could be accommodated. While that may be controversial, the research has shown those smaller communities are an effective strategy in successful schools, though of course that strategy, used alone, is not sufficient. Where are we on accommodating these smaller communities as a means of scaling down the large 1,600-student high school?

- Tina advised that vertically aligned (i.e. across all four grade levels) autonomous communities have been difficult to sustain. She gets concerned when that gets tied to facilities, as it did at Cleveland, where they subsequently didn't get sufficient funding to support that model. At NHHS, we are horizontally aligned by grade levels (i.e. with a 9th grade academy.) However, she suggested we include language that the building should not get in the way of accommodating those small learning communities.

- Janet offered that Franklin HS has small learning communities that have been in place for 10 years. They are heterogeneous at 9th grade and then students select into the community of their choice. Cleveland is the closest we have to a small schools model.

- Lorne suggested that we include a design principle that schools be able to support multiple options for how they are organized.

- Brian said we are looking for those foundational aspects or organizational principles that support personalization.

- Martin said whatever supports the interaction and relationships between students and teachers; I have seen teachers collaborate when they work next to each other, as well as 100 yards away.

- Lorne suggested we know from our communities that some patterns in the built environment support collaboration and community and others do not.

- Martin suggested that maybe we need to change our focus from student-to-staff relationships, and think about how to support staff-to-staff interaction. For example, it's a mistake to have each department with its own office, because then there's no intermingling and collaboration.

- Janet: The personalization goals seem too CTE-focused; why are we defining personalization via CTE, when it's much broader than that? I think that it could be combined with the flexible and adaptable category. And the first bullet point under personalization should include staff.

- Pegi suggested that the goals under Personalization could be distributed into other categories. For example, point 1 could become part of Safety & Security because it describes how to make students feel comfortable, connected and safe. Points 2 and 3 could become part of Focus on Student Learning because they address how to support diverse program options and community partnerships.

- Carl also suggested that personalization could be with flexibility. The classrooms have to be agile enough so they're adjustable to any model, and the overall building design should allow for that flexibility.

- Richard reiterated that personalization is really important. The superintendent is focused on the 10% of kids who don't graduate. I don't want to lose this category, because ultimately it's about the connection with students.

- Tina agreed that Personalization should remain a category, because it has its design impacts. For example, teachers need small, intermediate, large, and flex spaces in order to effectively engage with a variety of student group sizes. She said that in the old model, students could have 6 classes per day but remain disconnected and not be known well by any one person; frequently we lost kids and didn't even know why. She suggested you need those larger flexible spaces where groups of 30/60/90 students can meet; then students will be with others in those groups larger than in a classroom. In our new

building, once we got those spaces designed for multiple groups of students then we became more effective at keeping those students connected.

▪ Dick suggested that there are also small spaces that support personalization, so we should not limit ourselves to any one type of space for that, but rather include a variety of types that support that kind of interaction.

Regarding Flexibility & Adaptability:

▪ Martin asked if we should include details such as "a third of the classrooms should have sinks?"

▪ Cheri advised that the team is working toward a flexible modular approach and will make a recommendation that some portion of classrooms will have sinks, but she is not sure if 1/3 is the right proportion yet.

▪ Michelle asked: Who defines what flexible means? In Special Education, it's all about flexible….so what does that mean?

▪ Dick commented that, in the context of these workshops, there have been a broad range of perspectives on that topic, and those are not being shortchanged.

▪ Carl asked about spaces that outside experts can come into.   Cheri suggested we can discuss that when we consider the topic of community partner spaces.

▪ Martin suggested that the team should err on the side of providing larger sizes. While we need some of the smaller spaces, we also need to make sure we have enough of the larger ones.

▪ Tony suggested that smaller classrooms limit one's flexibility.

▪ Carl asked about partition wall spaces, i.e. divisible classrooms where two smaller can be merged into one larger one.

▪ Martin: if I could extend each classroom in Ingraham's new wing at by 3 feet it would totally change how we can use them. Kids could have a beanbag in the corner, there would be space for some computers, or small groups.

▪ Richard asked that Martin send Cheri the optimum size classroom based on adding that three feet.

▪ Dick added that the way that windows are located or the spaces are furnished can enhance or diminish flexibility. Looking at all of that is a part of how one effectively designs instructional space.

▪ Richard: Last week when we met with architects about Lincoln, we learned we may not be able to provide a capacity of 1,600 students in the modernized building. Back in the 1960's there were up to 2,200 students there.

▪ Cheri: Yes, but the plans from that era show that those classrooms were in the 500-600 SF range.

▪ Martin: And people forget that Ingraham had 20 portables when it was at 2,000 students.

▪ Dick: So perhaps the idea that more space is helpful should be part of one of the guiding principles.

▪ Lorne commented: Yes, but we are talking $30-40,000 for each additional 3' of classroom length. And if we are moving 1,600 students through the corridors then those can't get too small either. Of course, if we create smaller learning communities, then kids don't have to move as often or as far during passing periods.

Regarding Community & Collaboration:

▪ Sherri offered that she likes the fact that Community and Collaboration is its own category.

Dick summarized by advising the group that these discussions will find their way into the Educational Specifications, along with information from the smaller group meetings also conducted by the team.

After a short break, Dick asked about an issue from last session, i.e. losing 40 days per year of library use for testing. Is there a solution?

Tina: There's a follow-up, 2 teachers about laptop carts, location and number. Usually we say that at some point we'll be testing in the classrooms using laptops and carts. But where is that ideal laptop cart that functions as it's meant to?

Carl: In five years that technology will be different from what it looks like now, so I would be very cautious about saying laptop carts. It may be that every student has every device they need with them, because soon those devices will be $100 - 200 each.

Israel: It is important to think about the why vs the what. What are all of the assessments required? That's changed over time. Most recently, for example, the English Language Proficiency Assessment (ELPA) for English Language Learners (ELL students), which is dependent on the technology. Look at those testing requirements that lead to a one-on-one requirement. Shawn Cook, Assessment Development Manager, can help with that.

Carl: But I want to keep calling that out, because it will be an entirely different conversation in 4 years when the first of these high schools open.

Israel: What we know is that most testing being done is with technology. The technology will be different, but it takes people and space to support that.

Tina: Part of the challenge is added tests and added requirements. Students used to go out of the building to take these AP tests, but now it's required they be conducted within their school. The college boards prescribe "X" number of feet between test takers. That's how our larger spaces like libraries and gyms became co-opted.

Janet: Yes, SPS was advised we were out of compliance with college testing specifications.

Carl: I recommend the technology portion of the Ed Specs be written as an addendum that can be easily updated, rather than built into the permanent document. But having a proctored space should be a part of the space list, regardless of the method of test delivery.

At this point, Dick shifted the conversation toward the first of several topics on the day's agenda, and asked the group to consider the LUNCH EXPERIENCE. He asked: are high schools open campus or not? How many lunches would be most desirable? What kind of experience are we looking for on behalf of students?

First, for context, Cheri reported that in a separate meeting with Pegi, the team learned that the district had recently hired a consultant to review the current practices for Nutrition Services and make recommendations for how the district might increase participation in school meals. That work will not be available until at least the end of May. Since the Lincoln High School team needs the information sooner than that, Pegi shared that San Francisco Schools had conducted a similar study, though with a different consultant. In an effort to understand what the implications of that study might be, Cheri has been reviewing that, and reported trends include:

The "Mess Hall" look is waning across the US. To enhance a sense of community:
- massive dining areas should be avoided in favor of smaller, zoned areas, since students have only the breakfast and lunch periods to meet with their friends;
- dining spaces should consist of a variety of ambiences, ranging from lively and spirited to subdued;
- a variety of table and seating types should be provided, including booths, cluster seating, and pedestal tables, and space dividers should be used to create more comfortable areas for small groups;
- lighting and acoustics should be designed purposefully to create a welcoming and attractive atmosphere for students.

Further, in researching this study, she located recommendations made by design firm IDEO, who were also retained by the San Francisco schools to design a truly student-centered school lunch. Sketches and photos from their website at https://www.ideo.com/stories/a-cafeteria-designed-for-me/ were shown to provide images for starting the conversation. In addition to zoned dining areas with a variety of furnishing types as identified in the trends above, the images included:

- Carts for "grab and go" meals that could be located in the commons and also in areas convenient to students, such as a niche near the entry from buses, so that students can easily pick up breakfast in the morning, for example;
- Vending machines with healthy options that meet school lunch requirements and are available to students throughout the day;
- And attractive outdoor seating areas.

Pegi confirmed that the District's school lunch participation rate has dropped about 2% per year over the last 7 years. It's a combination of the food quality, cafeteria wait times, and the open campus approach where many students purchase their lunch

off site. We are thinking about how to get away from the mess hall concept, and are looking at multiple points of sale and at kids being able to pick meals up at different times during the day.

Dick asked: Will the high schools have open campus?

Pegi: Typically our campuses are closed for 9th graders, and open for the rest. Several schools have talked about closing campus, but they haven't done it, and we probably won't see that as a trend.

Someone asked what type of food service kitchens the district has. Pegi shared it's a combination of bulk and prepared food kitchens. We will probably keep a central kitchen but also try to do more cooking at the schools themselves, and we are looking at how we balance those things.

Dick asked: what should we be describing going forward?

Pegi: More flexibility in how and when we do meal service, though I am not sure what that will look like. If we have smaller class sizes and asynchronous learning, perhaps we will need to serve more meals during the day.

Richard: With the issuance of the USDA's new guidelines, we saw continuing to curtail options (to healthier items rather than the "fast food" French fries and other similar foods that kids liked but that aren't good for them.)

Pegi: There's been big pushback to USDA so some requirements have changed or been put in abeyance, and there are continuing conversations about attaining the right balance between what kids will eat and what's good for them.

Richard: So the emphasis will be on flexibility of product offerings, as well as the time of day when meals and snacks are offered.

Carl: Have we defined what the problems are at each level? I have a student in elementary school as well as one in secondary. From what I hear from my kids, at the elementary level, the milk line is so long. At the higher grade levels, my daughter doesn't like the food options, and has simply stopped eating any school food whatsoever.

Pegi: One of the concerns is number of students being served. For example, at Garfield we have 1700 students, one cafeteria that seats only about 200 students, and only one lunch. How do we create the seating capacity so all kids can get thru the line and have somewhere to eat during the lunch period?

Dick asked: Should it be one lunch?

Pegi: Ted, the Garfield principal, is trying to create more collaboration time among his teachers, and if there's only one lunch, there's more time for that.

Tina: At NHHS we went to one lunch to settle our school down. Before that, there were many kids passing in the hallway. Students can eat in our forum spaces, so the lunchroom doesn't seat even half of our population. All of our clubs take place at lunchtime, so lots of students eat in classrooms so they can participate in their clubs. How does that relate to building design? The placement of full height tackable wall surfaces in classrooms means we have them behind the recycling bins, where they get trashed by food, so right now the finishes don't support eating in classrooms.

Cheri asked if that means that the floor surfaces in classrooms should not be carpet?

Martin: We should keep the carpets in the classrooms. We have one lunch at Ingraham. It supports the kind of culture that we want, and even if we go up to 1700 students we will figure out how to stay with one lunch. We have small groups eating in the hallways to accommodate that, but it's fine. Initially there's a long line for food, but when I get complaints I I time it, and it's not that long.

Pegi: We will be looking at how we can serve them quickly enough.

Martin: The reduction in food sales is due to the restriction in the kinds of foods we can sell.

Dick: Dick summarized that, to the extent you can have a variety of spaces available in which students can eat, including access to classrooms, the preference is a single lunch period. He also reiterated that the design of the cafeteria and commons space should not just focus on food service, as we need to consider multiple uses throughout the day and support other functions.

Martin: Sometimes food service will say that if you have one lunch period you'll have fewer sales. So if you have more lunch periods that are shorter, it may prevent kids going off campus for lunch.

Tony: But in terms of supporting community, we should never build a lunch experience based on the lunch participation rate. We have kids in clubs and we want them meeting in those shared interest groups with their friends and staff. Shorewood does a single lunch with 2,200 students, and has done that forever. Kids will use all of the nooks and crannies throughout the school.

Pegi: This effort is not focused on increasing the number of student we're feeding, EXCEPT for those that are qualify for free and reduced price lunch. And the more we can bring in paid students, the better it is for those kids who qualify for "free and reduced" so that they're not stigmatized.

Cheri: High schools with a single lunch period are not that rare: Shorecrest and Sammamish High Schools are in the same size range and have a single lunch. And Vashon HS, though smaller, has chosen that as well.

Dick: And the Commons has more flexibility and adaptability when you don't need to use that space for so many lunch periods.

Tina: We can use our Commons for all kinds of presentations because its use is not dominated by several lunch periods.

Pegi: We have also used some acoustical partitions that seal off the noise of the kitchen, but at NHHS it's just a rolling screen doesn't shut off the noise.

Lorne: I think we should change notion of a 6-hour day to a 16-hour day. Do these Commons spaces become the equivalent of Starbucks, with drop-in meals. And we should consider their use as adult or community learning facilities. These spaces should serve a variety of purposes, with a sound system and AV capabilities, and chair and table storage to enhance flexibility. A connection to the outdoors would be even better, and maybe it could become a secondary entry point for bringing students into that venue.

How would that work if the space is zoned with lots of different seating types and booths and divider partitions; it can take a lot of time to set up and take down all of those options.

Tina: One alternative is to provide those alternate seating types in forum type spaces like at NHHS.

Interestingly, our old cafeteria was all about controlling student access, traffic and behavior, all within a single rectangular space with locking doors. Now our commons can NOT be sealed off because it's also serving as circulation. We now have exactly the opposite type of commons and the students feel very comfortable in the space; it's owned by all.

Carl: That's what Bellevue HS did as well; the commons is a causeway in the middle of the school.   It felt "food- circus-ish."

Janet: As a parent, I've been thinking about how those spaces are used beyond lunchtime, for example, in the evenings for family gatherings that are sometimes food related. If the doors are locked, you don't use it after hours. Something that could support those adult and community uses is to have hot and cold running water in the space, hand washing sinks, for example, and then you can wash tables when you're done using it in the evening.

Carl: Or the ability to microwave food.

Pegi: That would be a wonderful thing to have a kitchenette that could be opened up for service.

Janet: Yes, a little area that could be opened up would really support that family and community use.

At this point, Dick shifted the conversation and asked Cheri to provide some context for a discussion on PERFORMING ARTS.

Cheri explained that we had met with Gail, the Arts Program Manager, and others to determine the specific requirements to support the arts programs. This discussion confirmed that the right size for a high school theater performance space is in the 500-seat range. Some of the SPS high schools have larger audience seating because they were large spaces before they were modernized. The last high school auditorium built in the 1,000 seat range was Ingraham in 1959 (the last middle school with an auditorium that large was built in 1949.) Garfield is 600, Nathan Hale is less than 500. The reason we are discussing this in the larger group is to gain consensus that the size that's being proposed for arts program needs is appropriate.

Gail: After talking to teachers, the consensus is the right size is 500-600 seats. The rake is a critical issue for intimacy for live performances. In the professional industry you would not find a 1000-seat venue very often, which is a mid-range facility. When you're a performer, it certainly feels better to be playing in front of a house that is full than one that is ¼ full.

Dick: Does it have a flyloft, or not? Does it have a green room or support stagecraft? Is it aligned with a music program? Is there a black box theater, which is often used more than the main house?

Gail: The main house shoud be a multiuse space for theater, music concerts, and assemblies, as well as to provide a venue for community use. It will be used as a classroom and for performance space. It should have wings on the sides so that action can be happening on the side as well as on the stage. All theater teachers felt it should have some type of flyloft. Catwalks over the house as well as over the stage are needed so that lighting can be directed from both of those locations. Dressing rooms and restrooms should be easily accessible, and the scene shop should be nearby, with access to both the stage and a load/unload zone. There should be a lighting/sound booth back of house with ability to communicate between the booth and the house, and the acoustics should be designed for live performance.

In addition, it should have an orchestra pit, which should be covered to accommodate other types of performances.

And yes, there should be a black box that seats 75, with flexible seating on risers.

Lorne: steeper spaces provide for more intimacy.

Gail: The rake is low at Ingraham, which is a large, wide house with some sense of intimacy. So it depends on the size and configuration of the house.

Martin: I was a music major rather than theater. Ingraham seats 997 and is unique. If it is ever re-done, I would like it to feel smaller but also retain that all-school capacity in for Parent Nights and assemblies. There are some ways of doing it right, like the mid-sound booth at Sealth. We have an argument with the music dept who wants to make the space smaller for acoustics. The black box takes some concern away about the size issue. Some music events are large, which means you need quality space. I do agree it should have an orchestra pit.

Martin: If I was designing a new school, I would go smaller in order to buy the other support spaces, even though it's great to be able to have an all-school cultural assembly.

Dick: Should it have a center aisle or access from both sides?

Lorne: Most school theaters need more aisles.

Tina: We need to be able to readily access any students who are not behaving appropriately and exit them out, so the continental seating model with no center aisles does not work for schools. NHHS house is about 450, which is about half of the students on any one day due to Running Start and other reasons kids are out of the building.

Also, our site had groundwater issues, so we have an orchestra "pitlet" rather than a full depth pit. The orchestra students can be seen as they perform, and so the parents really like it.

Janet: Relevant to the earlier assessment discussion: we were piloting SAT test taking at Sealth. What about using tablet arms so that student testing can be conducted in this space?

Carl: Yes, I think we should consider those. We should look at the specifications for testing and confirm if the dimensions between students seated in every other seat would comply, as well as confirming the size of the tablet arms would be sufficient.

Janet and Tina: Testing approximately 250 students at one time would be workable.

Carl: In addition, I would encourage offset seating design so that people can see between the people ahead of them.

Eric: What are the economics of providing a flyloft in a high school theater?

Lorne: The full flyloft is required for opera, but I've never seen a high school need that. We've been using ¾ flylofts in all the high schools, including at Roosevelt with its popular and successful theater program, and that's been workable.

Tina: In addition, at NHHS we have a lobby space configured so that one can exit half of the school out of the house and bring in the other half in less than 8 minutes; that's helpful for accommodating two back-to-back performances.

Also, at NHHS our space does not have the infrastructure to support people bringing a laptop and give a talk, so it should be planned with that presentation technology.

Dick: Should there be access to parking as well? Tina: yes, that's orientation and wayfinding.

Eric: is the seating convertible? Lorne: The smaller black box can use flexible seating, but the main house is typically a highly tuned acoustic space, so flexibility is a big challenge, particularly if one is designing for both drama and music in the same space.

At this point, the conversation shifted toward how the schools should accommodate COMMUNITY PARTNERSHIPS.

Lorne: Working with Aviation HS changed my whole perspective of what partnerships are about, with businesses actively engaged all the time and mentors for each student. It's intense.

Carl: How do you open up part of the building for robotics? Our new careers are going to be in 3-d printing, robotics, and similar fields, and bringing in community members to help with that is a huge part of making it successful.

Lorne: Creating layers within the building that can be open or closed for community access is achievable; it's building the robust partnerships that is the challenge.

Martin: Can robotics use the makerspace without shutting down the security system for the entire building, for example? My challenge is always around managing keys; so perhaps keycard access for that?

Tina: We have groups all the time in our libraries or lunchrooms. It's about zoning the security alarm system. Currently the space is not a limitation.

Israel: Looking at the big picture: we need to make sure that any partnerships we have are authentic and aligned with the strategic plan, taking us where we need to go with school improvement or college & career pathways. Carri Campbell should be able to help with which partnerships are in alignment with our goals.

During the school day, we have preschool partnerships with Head Start. We should understand where the city is going with pre-school, because while that might mostly be for elementaries, there may be some applicability to high schools. I suggest checking with Cashel Toner.

Lorne: At Aviation HS, one of the biggest changes is that the lunchroom is convertible to a serious presentation space for aeronautical presentations. And there are a number of small spaces that accommodate 1 4 people that support day-to-day mentoring.

Jennifer: Some partnerships use space during the day and also after school. While some student-provider conversations can happen in a niche or outside on a bench, others may need a small enclosed space for confidentiality.

I'm also thinking about the Importance of family gatherings and serving food and clean up thereafter, all in accord with regulations. Also, partners need to be able to use classrooms and the performing arts center after school. And another piece is that, with integrated services, the various providers need a place for 5 to 25 adults to gather.

Also to support relationships with Parks where they are sharing gyms, they need storage and access.

And of course Health Services. Cheri noted that separate meetings are being conducted with King County Health and the SPS School Nurse Coordinator to integrate requirements for supporting those programs.

Martin? With programs like Treehouse, folks come out and meet with their caseload, and need smaller spaces for a period of 3 hours or so. It would be important that these are located so that that work is supervised and not isolated, but the spaces should be different from the main counseling conference room, for example, so that it is not unavailable for large segments of time.

Jennifer: Those small spaces might also be used by mental health organizations, so it would be nice if there were a way to personalize them.

V. FINAL REFLECTIONS

At this point Dick shifted the discussion and asked participants for their final thoughts.

Eric: I am still wondering about the discussion on safety and security discussion. We talked a lot about transparency, about providing eyes on the street, and how the buildings should be transparent from the outside and on the inside. So I am wondering how to bring in these layers of protection into these large open spaces.

Mike: I was intrigued by the cafeteria as a large open space, rather than one that's enclosed and locked up, with its focus on learning and personalization, as well as pushing that square footage out into other spaces so that meals can happen throughout the school.

Tony: Much like Michael said, the idea that the cafeteria would not be a space locked (by specific seating) into a number of butts-in-seats, but rather a hub where lots of activities can occur. I also really like the idea of a single lunch.

Tina: Our lunch line would look very similar to one from 70 years ago, so I loved Cheri's examples of grab and go carts to change that experience.

Jennifer: I love that we have had some conversation about working with CBO's (community & business organizations), and would like to participate more.

Martin: School pride can be greatly influenced by aesthetics, so that should be an important design principle.

Cheri: Some of you have expressed that you are encouraged by the depth and thoughtfulness of the conversations we have been having. I have observed that, given the substantial nature of the financial and time investment involved in school facilities, this type of conversations can transform an organization. So even though we have reached our final visioning workshop for this purpose, I encourage you to find ways to continue these conversations that have the power to move us all toward that which inspires us and will make a difference.

Brian: The conversation about personalization is so important, as the organization of space and the resulting "spirit of place" can have a profound impact on the relationships that develop within those spaces.

Gail: I have three thoughts: 1) Yes for personalization and pride, those are two ideas that really stand out. Second, I am aware of this tension between something that is static and moving toward flexible spaces. What are the things that <u>do</u> need to stay static? And third: Community partnerships are tricky; some are site specific, others are flexible and ebb and flow. How do we touch on both of those realities?

Israel: The workshop notes were great, and these discussions have caused me to think differently, for example, one-to-many and one-to-few in terms of space. To follow up on the topic of flexibility; we continue to think about innovation; a lot of times flexibility is not the same thing to all.

I also want to say that I have been involved in a lot of things in the last three districts I've been with, and this was a pleasure to be a part of.

Lorne: How to vision forward, to get beyond thinking about how school is today. I like the visioning about flexibility, the transformational thinking….what if in ten years it doesn't look at all like what we're doing today. Learning could be a lot different because we have these technology devices with us all the time now.

Michelle: I appreciate the thinking about flexibility in regards to space, but also we should think about flexibility in terms of how students will access their education down the road. There will no longer be just one path to the goal.

Jennifer: This whole discussion has been eye-opening. It's very exciting, and I am struck by the challenge inherent in translating the experiences we're trying to create for students into actionable spaces.

ATTACHMENTS

Updated Design Principles

HIGH SCHOOL EDUCATIONAL SPECIFICATIONS
DESIGN PRINCIPLES

FOCUS ON STUDENT LEARNING

- The library shall be designed as a flexible academic heart with a focus on technology & community.
- A large makerspace shall be included to support a sequence of activities from research through design, engineering, fabrication, testing & presentation; this space may connect to the academic heart.
- Build virtual learning opportunities for students by incorporating spaces that support various distance learning models.
- Aesthetics, natural light, & physical comfort are of great importance for optimizing learning.

PERSONALIZATION

- Make spaces where students and staff feel comfortable: benches & platforms where they can sit; niches & small quiet spaces where they can be alone with their thoughts; as well as creating smaller neighborhoods where students and staff can know each other well.
- Career & Technical Education (CTE) programs in new schools shall be selected to broaden & diversify the options for students in each geographical area of the city, & to leverage the resources & potential partnerships in each area.
- To support continued personalization as career choices change, CTE spaces shall be designed flexibly to accommodate a range of potential programs over time. In order to support flexibility & collaboration, shared staff planning areas shall be provided.

FLEXIBILITY & ADAPTABILITY

- Provide a variety of small, medium, and large as well as formal & informal spaces for flexible groupings of students.
- Our schools should be designed to be nimble (to change daily or weekly), flexible (to support a variety of curriculum models & to change over time without substantial cost), & scalable (to accommodate changes in enrollment capacity).
- In order to support staff collaboration & program flexibility, shared staff planning areas shall be provided.

SAFETY & SECURITY

- The school should be a welcoming beacon with an entry that is directly connected to the main office; provides a good sense of orientation & wayfinding; & expresses the culture & values of its community.
- Provide transparency inside & out for "eyes on the street" as well as visibility of activities, which increases the perception of safety & security & contributes to sustaining community.
- Zone the buildings with layers of protection, while still providing for after-hours & community use of large public spaces & some classrooms.

COMMUNITY & COLLABORATION

- Create spaces that enhance social connections & build a sense of community.
- Provide small groupings of administration & counseling offices located in key areas that enhance adult interactions with students while maintaining a core administration area near the main entry.
- The main office/reception area shall be designed so that all secretarial & office management staff share one open office area oriented toward the reception counter.
- Create authentic spaces for community partners to support Goal Three of the Strategic Plan to strengthen school, family & community engagement.

PRINCIPALS WORKSHOP
GENERIC EDUCATIONAL SPECIFICATIONS FOR HIGH SCHOOLS
Friday March 25, 2016

Attendees (alphabetical by last name):

Eric Becker, Capital Projects	Jill Hudson, Nathan Hale HS Principal, former Madison HS Principal
Richard Best, Director of Capital Projects and Planning	Lorne McConachie, Principal, Bassetti Architects
Martin Floe, Ingraham High School Principal	Lucy Morello, Capital Projects
Jon Halfaker, Executive Director of Schools – Northwest	Loretta Sachs, Project Manager, Integrus Architecture
Cheri Hendricks, Planner & Project Manager, SOJ/Broadview	Michael Skutack, Capital Projects
Flip Herndon, Jr., Associate Superintendent, Facilities & Operations	Kim Whitworth, Executive Director of Schools – Northeast
Ted Howard, Garfield High School Principal	Joe Wolf, Capital Projects K-12 Planning Coordinator

Distribution (alphabetical by last name):

Other invitees noted below

George Breland, Cleveland STEM High School Principal	Sherri Kokx, School Operations Manager
Ivory Brooks, Rainier Beach High School Interim Principal	Brian Vance, Roosevelt High School Principal
Aida Fraser-Hammer, Chief Sealth High School Principal	Tingyu Wang, Capital Projects Planning Analyst

I. PURPOSE & GOALS for our Work

- Gather additional input that administrators are best qualified to provide
- Resolve key issues for high schools remaining after the Visioning Workshops
- Gather any additional lessons learned from other recently modernized high schools (Garfield, Sealth)
- Confirm how those lessons should inform an Ed Specs for future high school projects, *(i.e. a re-opened Lincoln HS, a 500-student expansion at Ingraham, improvements at Rainier Beach, and a new downtown High School)*

II. INTRODUCTION

Welcome and Review of Purpose & Goals

- Richard welcomed everyone, and shared good news that the Lincoln High School project had just been approved by the Capital Projects Advisory Review Board for the General Contractor/Construction Manager delivery method, which typically results in a better quality building by reducing incentives for the contractor to cut costs.

- For new participants, Cheri reviewed the Ed Specs Process Outline and asked those present to review the Design Goals from Visioning Workshops.

- She also introduced the framework for our work today, i.e. "What Do We Know?" which is information we have already gathered/confirmed from our other workshops and meetings, and "What Do We Do?" which is the platform for today's discussion.

- She also explained that after discussion of issues, we will ask principals who have not participated in the Visioning Workshops to advise us of additional lessons that can be learned from their recently modernized high schools.

III. PART 1 – KEY ISSUES FOR DISCUSSION

1) Career and Technical Education

What Do We Know?

- From the Visioning Workshops:
  - We are losing a lot of kids who want to learn through doing.
  - Specialized spaces are not used beyond when an individual champion leaves, so we need to make spaces that can thrive throughout changes in program.
  - Location matters; partnerships are best developed in schools that are near their partners.
  - We don't have any "heavy tech" in the north end schools.
  - The entire CTE conversation will be a big issue for Lincoln: how will partnerships be developed?
- In meeting with CTE Specialists, we were asked to provide specialized spaces that were typical of high schools 30 or more years ago.
- We studied the master schedules for the other 1,600+ student high schools to determine what courses students are really signing up for.
- In followup discussions with Sherri Kokx, Dan Gallagher and others, we have arrived at programming flexible labs with plenty of power and data that will initially be used for these purposes:
  - Engineering Design and Project Management (1)
  - Computer Science & Web Design (1)
  - Business, Marketing & Advertising with Student Store (1)
  - Foods Lab with sinks and appliances around the perimeter and peninsulas that are movable (1)
  - A Makerspace as a school-wide resource, maybe combined with area allocated for a Scene Shop
- In addition, space will be allocated for two site-specific "Skills Center programs" yet to be assigned.
- There is unlikely to be sufficient space at Lincoln for a Skills Center program beyond the Bio-Med program already there.

What Do We Do?

- Beyond the above, what CTE programs would be most engaging for students?
- Are there specific programs that are an obvious fit for Ingraham or a downtown High School?
- How might partnerships for Lincoln programs be jump-started?

Discussion

- Joe suggested that a program focusing on building operations and maintenance would make sense at the stadium site.
- Jill: A new principal will need to teach kids more sustainable behaviors, such as bicycling to school and using alternate modes of transportation, due to the constraints that are inherent at that site; in particular, there will be even more limited parking in order to accommodate a playfield. An emphasis on Horticulture, Ecology, and/or Sustainability would support that need. Horticulture is certainly the most popular CTE program at Nathan Hale, but one needs the facilities to provide that. It's also a good hands-on program with community members. Given that Lincoln will be a comprehensive high school, that would have to be scaled appropriately.
- Martin: What I heard about CTE is a need to be nimble to fit current and future industry careers. Though I agree that horticulture/ecology could be a great program at Lincoln.
- Kim: It's good to have a focus but we don't know yet what kids will be interested in. I recently attended a great UW Computer Science/Engineering conference. They had interesting data on what kids are choosing for their major: particularly social sciences and other sciences. However, in our region there is even greater career opportunity in Computer Sciences due to the technical community here, but there appears to be less interest. Lincoln would not need to be a Computer Science focused school; if we offer Information Literacy they could be doctors, lawyers, engineers, ecologists; it would set them up to be successful in whatever.
- Joe asked if we could integrate coding into typical common core classes, or disciplines such as economics or psychology.
- Jon: Dan Gallagher just got a grant for integration like that. In addition, a new principal was recently named for the Skills Center, and there is now a manager for the CTE program.

- Jill: Don't all HS have a TEALS (Technology Education and Literacy in schools) partner with Microsoft? Now that many kids are coming to school with their personal devices, we may not need a dedicated lab anymore.
- And the Foods Lab is not just for classes, but also for community events and after school programming, such as Robotics. And there might be more Foods classes if there was sufficient FTE for that.
- Cheri: What drives the amount of FTE for that?
- Kim: The master schedule and FTE are typically built around what students sign up for.
- Jill suggested that it would be best if the Foods Lab were to be located near the Commons so it could support those community events and after school programming.
- Ted: for the Culinary Arts programs (a Skills Center program), SPS has been partnering with the Community Colleges, though some of the SPS high schools would like to take that back. Students want a skill set to walk out the door with when they're taking Culinary Arts. And it could connect to Horticulture as well: we could do the rooftop gardens like local restaurants are doing, though we would need to make sure it's safe on the roof.
- From his experience while Garfield was at Lincoln, Ted offered some history: The Wallingford community did not accept the idea of remodeling and reopening the school. That community wanted to convert Lincoln into the type of center that the Wallingford Center has been, and the Speaker of the House was involved. John Stanford made a lot of promises and the Community Council has a lot of documentation. It would be good to invite that community in for partnering ideas. In particular, Wallingford values their small restaurants as the "heartthrob" of their business community; the fast food places that would be attracted to open on 45th to serve high school students would be in conflict with the community's interest in supporting the current businesses. The community came with job descriptions for kids, so building partnerships around culinary job experiences could be a benefit to all.
- Richard asked Lucy to have Heery review their project files for documentation of what promises were made.
- Flip shared that when touring the high school that's in a public library in San Diego, the residential foods lab was a part of the regular prep kitchen, though a bit sectioned off. It opened to the prep kitchen (with an interior window) so that students could observe the food prep there. So we don't need to break out another lab space, just have a smaller classroom attached to the regular kitchen.
- Ted: CTE programs in other districts invite people to share food.
- Jill: Yes, but this is an issue with 609 (one of the unions); they don't want us taking away people's jobs.
- Flip: yes, but we hear from them about apprentice utilization.
- Kim: perhaps we could partner with them so students could learn to be prep chefs.
- Lorne: but when that type of opportunity is offered, we hear about potential Health Dept issues.
- Ted: 609 wouldn't allow a seamless transition of the student kitchen to the commons; it's the same issue they have with the student store. It took 6-7 months of negotiations and we had to put the wall up at the student kitchen. I hated having 609 decide what the future was for our kids.
- Jill: they are making decisions that are counterproductive for education.
- Flip: that's why we need the student kitchen to be proximal to the school's kitchen, not a shared space. 609 should not get to decide what's best for kids. I will talk to Pegi, and will carry the message. Let's do what's best for students then work out the details later. 609 needs to argue how their view is better for students.
- Cheri noted that, in the SDAT meetings, the Community Council's only focus seems to be parking.
- Flip: Partnerships will be part of the conversation about the boundaries we are going to have shortly; that will get started in the fall and require about a year.
- Kim: we also need to partner with the city for appropriate transportation for Lincoln. There are currently not enough buses or bike lanes. Richard agreed he will take on that discussion with the City.
- Flip: with federal funding they may not be able to create new routes just for high schools.
- Richard noted that Lincoln has both a geographical community as well as the historical community, i.e. the alumni.
- Jill noted that representatives from both are on the SDAT committee currently. It's been a positive experience so far, except for a few.
- Lorne suggested having a big conversation about all of the opportunities at Lincoln so that the community doesn't focus solely on parking.
- Flip: It will be interesting to temper the perspective the alumni have; their experience was a long time ago and school is very different now.

- Richard noted that staff and the principal love the proposed design for Loyal Heights, but a small group of about 6 people showed up for a candlelight vigil for the playground, because the new building will significantly reduce its size.
- At the break, someone suggested that one of the high schools (perhaps the downtown school) might have a Transportation emphasis.
- It was also suggested that Lincoln might have one or more electric bike charging stations to support another transportation option that will help with the parking challenge.

2) Personalization

What Do We Know?
- We have talked a lot about engaging the 25% of students who aren't being well served in today's high schools.
- Advisory programs are one way to strengthen connectedness between adults and students and foster a personalized and supportive school culture.
- How many high schools currently have advisories? When are they scheduled?
- Do effective advisories need acoustically private spaces? Can the library, for example, accommodate 3 or 4? Can an open flexible area accommodate an advisory?

What Do We Do?
- Spaces available for Advisories:
  - If every teaching station, conference room, lab, arts, music, CTE and PE space is used, including the Library, we may be short on spaces to conduct simultaneous advisories
  - Should some portion of the classrooms be divisible to accommodate more advisories?

Discussion
- Jill: NHHS & Sealth have advisories of 15–20 students. Hale meets 2-3 times per week, but does not have enough classrooms to accommodate all, so they meet in the ASB, 2-3 in the library, and 2-3 in the commons.
- Cheri: Don't these sessions need confidentiality? If there are not enough spaces, should we use operable walls to divide some of the classrooms?
- Jill & Ted: No operable partitions; it's too much work to change the room around. Use whiteboards on big beefy wheels and flexible furniture you can move around.
- Ted: Staff meetings need a confidential space where we can do some community building. Maybe that room could double as a multipurpose space, with a kitchenette. It should be large enough to hold 200 people. Could break that up with operable partitions. In a couple of their schools, Tacoma divided their auditorium (with turntables) into three or four classroom spaces with whiteboards; it was fantastic.
- Cheri suggested that if the library were sufficiently flexible, it could accommodate that type of gathering.
- Ted agreed; if there's a computer lab in the middle like at Garfield, it gets in the way of using it like that. However, we need to be able to have food in the space where staff are meeting.
- Jill: we moved our staff meetings to our commons so we could have food.
- Flip: the problem with eating in rooms that have carpet is the current funding level only supports cleaning every three days.
- Martin: I am certainly a fan of carpets; at Ingraham it seems to have worked out with sweepers.
- Joe: The new Marmoleum linoleum product is not as effective at reducing noise as carpet but it's resilient and has the benefit of being easier to clean.
- On a related topic, Richard mentioned that he is planning a furniture fair for this summer, so asked principals to send him names of staff members who would be interested in providing input.

3) Administration and Counseling

What Do We Know?
- From Visioning Workshops: Provide small groupings of administration and counseling offices located in key areas that enhance adult interactions with students while maintaining a core admin area near the entry.
- Project budgets cannot accommodate duplicating administrative offices in both places.

- In order to afford additional requested conference and seminar rooms, we need to find efficiencies.

What Do We Do?

- Locate "X" number of offices in a core admin area along with reception, secretary/office manager, workroom, records, a conference room, etc.
- If some offices are "satellite," can Counseling/Student Services be located in the same suite so that redundant reception and waiting areas are reduced or eliminated?
- Will career centers still be relevant when so many resources are available online and the increasing focus on CTE will provide other avenues for students to explore options? If they are to be retained, can this space be located with the other general education classrooms so that long-term flexibility is retained?
- With School-Based Health Centers co-located with the School Nurse Treatment Area, is it still important to have the Cot Room observable from the secretary's workstation?
- What is the best location for I/T support? How does that really work in the schools?

Discussion

- Cheri: If small groups of 2 or 3 offices are distributed in the building, who is out there? In the Visioning Workshops, I heard it was assistant principals and counselors. And who stays in the "main" office near the entry? And, as noted above, can Admin and Counseling share a central reception area, so that we can save space to use for collaboration areas?
- Martin: there are certainly two camps. I'm a "central office" guy.
- Jill: yes, but Ingraham is a single-floor building. It makes a difference when there are multiple floors like at Lincoln.
- Jill: Intervention specialists would want to be out among the students, but counselors want to be together with the registrar. And further, administrators are the "meanies" and you want the counselors to be the "friendlies" so it's hard if they're all together.
- Ted: People need support and collaboration; the departments at Garfield moved back together because they felt they couldn't communicate because they were too separate. When you don't know your co-workers well, it's hard to put something vulnerable in an email.
- Richard: What I heard from Brian Vance was that "I'm connecting with the kids when I walk down the hall to talk to other AP's." The question is: "What's best for kids?"
- Kim: Can't this be a "both/and" solution?
- Cheri: Yes, that's the intent, with Admin on one side and Counseling on the other, there could be enough separation they could be perceived differently while still sharing a reception area and clerical support.
- Eric: Rather than assuming that kids meet with them in their private offices, why can't counselors have 60 SF cubicles like other staff in the district, and then leave their cubicles and meet with students in a confidential space in the students' area?
- Kim: We should consider that the adult space is also kid space. With today's technology, people don't need an office. I have seen principals clearing out their offices to be conference rooms, because they are spending their time out in the classrooms. We should be providing just enough space for a "homebase" that could be centrally located, but they can go to a conference room for meetings.
- Jill: We don't have enough conference rooms for that at Hale.
- Cheri: Yes, but one of our goals is to re-prioritize space so there is more for those shared conference and collaboration rooms.
- Martin: I believe they need central offices.
- Jill: I think there is a need for some people to have offices because some have too much physical stuff that supports them. Plus no matter how many offices you build, there won't be enough.
- Kim: We're talking about CREATING a CULTURE, and setting precedents for how staff work with each other and with students.
- Agreements:
  - Admin and Counseling can share a common waiting area, but each side would need separate entries so students can enter and leave confidentially.
  - Each floor of the schools needs 1 or 2 offices for supervision; redundancy of offices between the core and the satellite areas is not necessary.
  - There should be a mix of some offices and some flexible spaces.

4) **Staff Planning Areas**

What Do We Know?

- From the Visioning Workshops:
  - In order to support the new graduation requirement for 24 credits, the 6-period day no longer works. In the potential 8-period day, you can no longer give teachers their classrooms for their planning periods, because you can't put 25% of classrooms offline.
  - We are moving away from the idea that "I'm teaching 30 kids" towards more flexible groupings of students. Most professionals don't work in isolation, so teachers should have an office with a station for files and work.
  - We should not put in separate offices within departments, as those support isolation. Rather, we want to see common areas because those can dramatically change culture.
  - We should consider teacher ownership of space. How can a building be flexible and nimble if each classroom is owned by a teacher, and it's "my space"?
  - We need to help staff change their practice…to provide training and other resources that will help them move beyond what they know.
- From the teaching contract:
  - "Movement of Employees Within the Program
    - In assigning classrooms and teaching stations, an employee shall not be assigned to more than two (2) teaching station assignments nor be required to "float" for two (2) consecutive years without agreement by the employee and the building principal/program manager.
    - Assignment to more than one (1) teaching station shall be made in accordance with the following conditions:
      - 1) For educationally sound reasons, such as implementation of flexibility in programming;
      - 2) With as little disruption to the instructional program and personnel as possible.
    - With classrooms between which the employee must travel to be located as conveniently near one another as possible. Whenever possible, the SPS shall make the following provisions for the "floating employee":
      - 1) Adequate storage in each classroom in which the employee works, e.g., file and desk drawer, table with drawers, or a section of a cabinet;
      - 2) Equipment and materials located within each room, e.g., books, basic laboratory equipment, and audio-visual equipment so only the employee must move;
      - 3) A private desk and file cabinet for the "floating employee" away from students, not necessarily in an individual office, but some place where only building staff members are admitted. "
- Staff planning areas in other SPS HS have sometimes remained unused.

What Do We Do?

- To support flexibility, provide staff planning areas so that classrooms can be fully utilized.
- Is there a "right size" for the number of staff within a staff planning area?
- How can we all assure that staff planning areas will be used as intended?
- What would staff training and resources to change their practice look like?

Discussion

- Jon: More and more of our staff are accustomed to the staff planning model now. I think we can successfully make that shift happen. Since we'll be hiring for most of these schools, we can have the "the classroom is not yours" conversation when they start. Flip and others need to have the conversation with SEA about flipped classrooms and the fact that staff can no longer be tethered to a classroom. The ability to "plug and play" is what it takes. In the core classrooms, most materials are digital now; the science labs are the challenging ones because of the need for physical set up of labs.
- Cheri: Yes, but it's not desirable for most teachers to be in staff planning areas but then have science in their own world. So aren't we assuming that staff from all disciplines should be in the staff planning areas together? Then the question is: what's the right number of folks in each planning area?
- Jon: Yes. We should do the math about how many are in each planning period.
- Cheri: the master schedules for the 6-period 1,600 student high schools indicate it's around 12.

- Martin: What hasn't worked is a department-specific area, so I am uncomfortable with that. Within each planning areas, teacher carrels would work, and each should have a kitchenette and a space to be collaborative.
- Ted: you want everyone from all departments in those spaces, including Music & PE, because you are creating the collaborative environment. Again, we need to hire for the culture we want.
- Lorne: Is there a staff development process to help with this transition?
- Ted: It happened naturally at Garfield, because we ran out of room, and eventually staff saw pluses over minuses.
- Jill: the beauty of shared classrooms is you get to watch someone else teach.
- Jon: You need places you're driven to by your subject areas.
- Jill: There should be a staff planning area on each floor so they are near where staff members are teaching. So the sizes of planning areas will vary based on how many learning environments are nearby.
- Cheri: So to confirm: we will not be providing for teacher desks in each classroom.
- Cheri: And to confirm, music students tend to hang out in the music classrooms during other periods of the day, so since they need supervision, should Music staff planning be located adjacent to the Music Rooms?
- Jon: those rooms will not have unscheduled/empty times, so you don't need offices adjacent for supervision.
- Cheri: What about a planning space for arts and music together?
- It was agreed that if arts and music spaces are near one another that would be a good approach.

5) Student Lockers

What Do We Know?
- Lockers can foster discipline problems such as theft, student violence and tardies.
- Metal lockers create noise and disruption and can detrimentally affect the environment.
- Lockers create a significant management burden for school staff.
- They allow class interruptions when students must leave to get something they forgot in their locker.
- Electronic versions of textbooks reduce the need for students to carry & store them.
- 1600 standard SPS lockers (15 x 15 x 60) would require a minimum of an additional 6,500 SF, which is equivalent to 7 classrooms or a dozen seminar rooms, and require as much as $2.5 - $3 million of a budget.
- Online versions of textbook adoptions expire after 7 years, but capital projects could purchase extensions as new schools open (per Pegi).

What Do We Do?
- Continue to install lockers because some parents or students may object to the deletion of them?
- Install them for 10% or so of the student population with unique needs who can obtain one by application (as did rebuilt Sammamish HS)?
- Eliminate them entirely and create an environment organized similar to higher education environments?

Discussion
- Jill: I discussed this with some students and those that have sports after school have a lot of gear.
- Martin: If they don't have lockers, they have to carry that gear around. It's also a financial decision, as we then have to have books in every classroom.
- Jon: They can't get their sports gear in the hallway lockers anyway.
- Jill: In the NHHS modernization, we made ours wider at 15".
- Ted: At Garfield, the 9th and 10th graders want lockers. We only have lockers for half of the students, so we have conditioned the students not to have them.
- Jill: At Madison we used them to enhance safety; i.e. kids were required to put their coats and hats in their lockers. Then if you see a kid with a coat on, you know it's not your kid.
- Jill: At Lincoln, with no student parking, then students can't keep their stuff in their cars. Same for students who ride the bus.
- Lorne: What if we used the "bus station" model, with a variety of sizes, and had a checkout system?
- Jill: Custodians check out the lockers anyway.
- Jill: Not having any lockers would be going too far, but having some by the music rooms or some by PE would be OK.

- Martin: can we provide one for every student, but smaller, like PE basket size for laptop storage?
- Jon: They need to be deep enough; if you create locker flexibility, they will use them.
- Jill: I confirmed with my custodian that only 50% of Hale students use them.
- Martin: I could live with that.
- Ted: make sure there are lockers for SpEd kids and those with accessibility challenges.
- Agreement: A quantity of lockers totaling about half of the enrollment capacity will be provided. Sufficient depth is critical. The "standard" size should fit a laptop. Consider some half size lockers for kids who have sports gear, and some large enough to fit lacrosse sticks. Some should be provided by the Band room, and some near PE, but others should be distributed throughout. The really large instruments should go in the Band Room or dedicated Instrument Storage room, with a security camera in there.

6) **Community Partners Spaces**

What Do We Know?
- From the Visioning Workshops:
  - In order to build on Goal Three of SPS Strategic Plan, "authentic spaces" for community partners should be included in our planning.
  - There should be spaces for partners' use at all scales, not just the Commons.
  - Parks asked: how can the design of the buildings work outside of school hours to create better options for the community?
- We have been unsuccessful in our attempts to schedule a partnerships-focused workshop and/or to gather information from partners via a survey.

What Do We Do?
- What types of partnerships are currently supported in the high schools?
- How might opportunities for student mentorships and internships be increased?
- What types of spaces would support a variety of partnerships? Offices? Workrooms? Storage near large spaces such as the Commons? Would they share conference, seminar and/or small group collaboration spaces?
- In order to be "authentic," we assume they would need to be dedicated to partnership use.
- Where should these spaces be located within the school?

Discussion
- Ted: the "glass box" conference room examples will create opportunities. They should be open and visible.
- Cheri: So we should plan a handful of small offices paired with conference rooms?
- Ted: Yes, they should be located in high traffic areas so that these other adults are not isolated with students.
- Jill: Make sure there's a space near the gym for equipment.
- Cheri: yes, there's a community partner storage room near the gym for that purpose.
- Cheri: What about the School-Based Health Centers? Do we need to plan their locations for after-hours access?
- Jon: That has been part of conversations with the City around the Families and Education Levy, but they have never actually been open after hours except maybe for one-off health fairs. The only other reason to have an outside door is the bus for dental care. It's a conversation to have with Pegi.

7) **Single Student Lunch Period**

What Do We Know?
- There was consensus among principals in the last Visioning Workshop that a single lunch period is preferable.
- With already declining lunch participation rates, transitioning to a single lunch may create further shortfalls.
- If students eat in classrooms, they must be cleaned every day, which creates greater custodial expense.

What Do We Do?
- How can the transition be made while minimizing additional costs at the district level?

Discussion

- Jon: It's the right thing to do as an educational decision.
- Martin: We have one 30 min lunch period at Ingraham. My perspective is that longer lunches promote kids going off-site, since they have more time. The students eat in the commons, then they leave; they don't sit for 30 minutes.
- Joe: So what is the right number of students to be accommodated in the Commons?
- Jill: 200 – 300 is a nice size space that fits other uses as well.
- Ted: No one ate in the commons when we are at Lincoln; they were all eating on 45th Street. Tacoma and Shoreline bring vendors in. Of course, if we put in 4 or 5 kiosks, you might need more eating space. I'd like to see spaces in the parking lot created for food trucks, but 609 won't allow them.
- It was agreed that sizing the commons for 400 kids to eat at one time was the right size.
- Then students can go to the classrooms to meet in clubs.
- Richard: what do we do to make the surfaces serve the ability to eat in the classrooms?
- Principals: Wainscoting. And strategically locating garbage and recycling containers around the hallways.   They should be designed into the hallways in niches.
- Jon: There should be something like one for every four classrooms.
- Jill: there should also be self healing linoleum in the hallways so students can put work up.
- Ted: And around the water fountains too. It has to be able to get wet.

8) **Physical Education**

What Do We Know?
- 4 teaching spaces are needed for PE.
- Most SPS high schools have a full-size (50' x 84' court plus runout space) double gym, a smaller auxiliary gym or fitness room, and a weight room, (tho some have up to 6 teaching stations.)

What Do We Do?
- Is the weight room for athletics or is it a teaching station?
- What's more important, a flexible room that can accommodate wrestling or gymnastics or dance, or a weight room? Which programs have the most appeal?

Discussion
- Cheri: A review of the master schedules for Garfield, Roosevelt and Ballard indicate that 80 to 90% of students are opting out of PE.
- Ted: It's the afternoon use that drives the need for these spaces. Gymnastics and wrestling activities are scheduled during the same season, and the wrestling mats are difficult to move. Pins are needed in the floors for gymnastics. Batting cages for softball and baseball go in the auxiliary gym.
- Jill: The weight room is a resource for Athletics programs.
- Jon: It's also teaching station for lifelong fitness.
- Jill: The Ed Specs need a gymnastics space.
- Jill: A space for dance would be good, with (non-breakable) mirrors; portable barres are fine.

IV. PART 2: LESSONS LEARNED FROM OTHER HIGH SCHOOLS (Garfield, Sealth, others)

1. **With respect to the design of your new or modernized facility, what worked?**
2. **What didn't?**
3. **Are there best practices that are not currently being supported?** *(examples may include: more personalized instruction, team teaching, outdoor learning, etc)*
4. **Are there elements of your Continuous School Improvement Plans that could be better supported?**

5. What's the best way for your "lessons learned" to be shared with the principals for upcoming high school projects?

Since the principal from Sealth was unable to attend, and principals from Roosevelt, Nathan Hale, Cleveland and Ingraham have given feedback in the Visioning Workshops, Ted was asked to provide lessons learned from opening Garfield. His comments include:

- The building was designed one way and due to changes in need and enrollment, we have had to adapt to using it differently.
    - o The building needed more math and science spaces right away.
    - o We don't have enough multi-purpose space including outlets for computers and wi-fi.
- Planning principal and myself were never on the same page about what GHS needed. The person who will be the principal needs to be part of the conversation about the school of the future before it's built, not after.
- We need to be able to cool those spaces that are used heavily.
- We have poor acoustics in the high bay spaces; we can't have any meetings in those because conversations aren't private.
- Faucets weren't kid-proof and have broken quickly.
- The light fixtures must have been outdated, because they don't make them anymore, and the building is dark because custodians don't change the lights.
- The bleachers can only be repaired by one person in the state so it's difficult to keep them maintained.
- Elevator space is insufficient.
- It would be nice if we had the technology that would allow us to both control access and take attendance electronically from student ID's. Instead, we use more people when we could use technology. We have an issue about how to keep disgruntled people out of the building near where tickets are sold by the gym.
- Regarding the process, I would say: when you are planning a high school, you are building a community, and the more people that can be part of that, the better, even if it takes longer. They are more likely to be part of it and support it because they have "some skin in the game."

Jon added that when Hamilton was being designed an underground parking garage was discussed, but the community fought that idea. Many community members now regret that opposition.

Lucy to have Heery provide minutes from those meetings as a resource for the Lincoln team.

Jill: Community relationships with the new principal really need to start now.

Jon: If it's an internal candidate that could start sooner rather than later.

Jill: While we like to think Lincoln will have a new staff, the fact is that displaced teachers from Roosevelt and Ballard will end up at Lincoln.

Jon: It's a new program for Lincoln, and we should be looking at this from the perspective of the 9 principles of high performance schools and the 10 principles of the Coalition of Essential Schools.

Focus on Student Learning

UW Odegaard Library, Seattle, WA

James Cook University, Townsville Campus, Austrailia

■ **The library shall be designed as a flexible academic heart** with a focus on technology & community.

■ **A large makerspace shall be included** to support a sequence of activities from research through design, engineering, fabrication, testing & presentation; this space may connect to the academic heart.

■ **Build virtual learning opportunities for students** by incorporating spaces to support various distance learning models.

■ **Aesthetics, natural light, & physical comfort** are of great importance for optimizing learning.

Every **Student**.

SEATTLE PUBLIC SCHOOLS

Personalization

Ingraham High School, Seattle, WA

NYU Lab for Molecular Nanoscience & Biomedical Chemistry, NY, NY

■ **Make spaces where students feel comfortable:** benches & platforms where they can sit; niches & small quiet spaces where they can be alone with their thoughts; as well as creating smaller neighborhoods where students and staff can know each other well.

■ **Career & Technical Education (CTE) programs in new schools** shall be selected to broaden & diversify the options for students in each geographical area of the city, & to leverage the resources & potential partnerships in each area.

■ **To support continued personalization as career choices change**, CTE spaces shall be designed flexibly to accommodate a range of potential programs over time. In order to support flexibility & collaboration, shared staff planning areas shall be provided.

Every **Classroom.**

Flexibility & Adaptability

University of Florida College of Design, Gainesville, FL

Lorain County Community College iLOFT, Elyria, OH

■ Provide a **variety of small medium & large as well as formal & informal spaces** for flexible groupings of students.

■ **Our schools should be** designed to be **nimble** (to change daily or weekly), **flexible** (to support a variety of curriculum models & to change over time without substantial cost), & **scalable** (to accommodate changes in enrollment capacity).

■ In order to support collaboration & program flexibility, **shared staff planning areas shall be provided.**
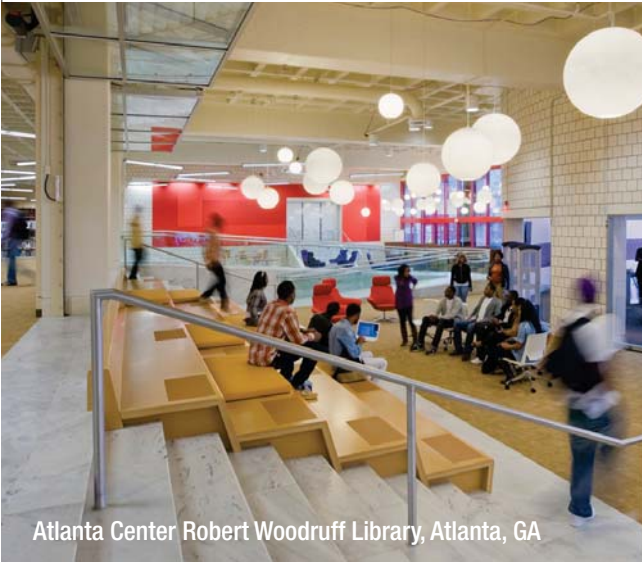
Every Day.

SEATTLE PUBLIC SCHOOLS

Safety & Security

Vashon Island High School, Vashon, WA

James Cook University, Townsville Campus, Austrailia

■ **The school should be a welcoming beacon** with an entry that is directly connected to the main office; provides a good sense of orientation & wayfinding; & expresses the culture & values of its community.

■ **Provide transparency inside & out** for "eyes on the street" as well as visibility of activities, which increases the perception of safety & security & contributes to sustaining community.

■ **Zone the buildings with layers of protection**, while still providing for after-hours & community use of large public spaces & some classrooms.

Three Goals

SEATTLE PUBLIC SCHOOLS

Community & Collaboration

Atlanta Center Robert Woodruff Library, Atlanta, GA

One Workplace, Santa Clara, CA

■ **Create spaces that enhance social connections** & build a sense of community.

■ **Provide small groupings of administration & counseling offices** located in key areas that enhance adult interactions with students while maintaining a core administration area near the main entry.

■ **The main office/reception area** shall be designed so that all secretarial & office management staff share one open office area oriented toward the reception counter.

■ **Create authentic spaces for community partners** to support Goal Three of the Strategic Plan to strengthen school, family & community engagement.

50,000 Journeys

SEATTLE PUBLIC SCHOOLS