

LEARNER-CENTERED ENVIRONMENT

- + The building is designed with students' needs placed first.
- + 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 enables teachers to engage students' attention with creative learning activities and make them active participants.
- + The building provides spaces for student work to be prominently displayed throughout the school.
- + The building provides access and space for parents and community members to collaborate meaningfully as learning partners.
- ***Support the IB program through providing spaces for tutoring, community partnerships, and flex spaces.***
- ***The building provides flexibility through offering a variety of types of spaces so that all types of functions and activities can be accommodated; inside and out.***
- ***The building provides a variety of types of spaces including spaces of gathering as well as spaces of respite and individual learning***
- ***The building reflects the diversity of the school – students should be able to see themselves in the school***
- ***The building is welcoming with entries that are inviting and active***

Additional Information:

- Concerns about how to make sure hands-on learners are actually learning
- Current facility is missing special spaces for students
- Teachers need space to grab a cup of coffee and maybe meet with a student
- No current practice space for dance – only performance space
- Science labs have some recent updates which allow some flexibility
- Oral exams are currently occurring in the hallways
- Film program is currently in the hallways
- Need shared adaptable spaces inside the building and out (noted in Adaptability section)

COLLABORATION

- + The building provides spaces for everyone associated with the school to work collaboratively.
- + 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.
- + The building provides spaces that promote group work and communication.
- + The building provides spaces for students to intercede with each other, listen to their peers, and have a voice in the operation of the school.
- ***The building provides opportunities for students to take ownership over their space***
- ***The building provides spaces for collaboration that allow students to feel comfortable being there***
- ***The building and furniture provide for equitable access for all abilities***
- ***The building provides visual connections between spaces to enhance supervision and increase the use of collaborative spaces***
- ***Open and transparent spaces are desirable for collaboration and supervision***
- ***The building provides resources for a variety of student needs beyond education: food, shelter, laundry, medical, emotional, etc.***

Additional Information:

- Teachers need more spaces in which to collaborate
- IB program needs lots of flexible collaboration spaces
- It is important to have an active entry that is visible and open (noted in Safety section)
- Need entry for homeless students that is near the main entry and provides direct access for resources
- THC entry to be near the main entry
- Social workers don't need to be in admin area and could be spread around. Privacy is key.
- 90% IB for all
- See IB Learner Profile document on SPS website <https://ibo.org/benefits/learner-profile/>

PERSONALIZED ENVIRONMENT

- + The building provides **formal and informal** spaces for students to develop personalized relationships with adults.
- + The building provides spaces for students to work and socialize with peers – **both noisy and quiet**
- + The building design encourages feelings of safety and trust.
- + The building provides spaces for individualized support services for students, including mental, physical, social, and academic support.
- + The building design enables small learning communities to operate within the school.
- + The building contains appropriate spaces to support a wide range of academic subjects, learning opportunities, **and ways of learning**
- **The building is visibly inclusive**
- **The building supports active student leadership**
- **The building inspires students to be their best**

Additional Information:

- Current building environment is so far from this ideal anything would be an improvement
- Teacher planning spaces with windows connecting to hallways would be helpful – need more staff collaboration space (Noted in Collaboration section)
- Plans to group 9th + 10th and 11th+12th - small group discussion was not keen on this organization. Preferred departmental grouping
- Operable windows
- Window shades
- Light and sound control in classrooms
- Sharing classrooms has advantages in terms of teacher collaboration but 5 min. passing periods are too short to make it work.
- Voice enhancement systems desired in teaching spaces
- Taller desks for students would make assisting them easier on teachers' backs
- Little pockets of space outside classrooms can be useful for small group work – differentiated teaching/learning
- Laptop/tech charging is an issue
- Storage behind the whiteboard is desired

SAFETY

- + Spaces within the building promote safety and security.
- + The building contains both individual and group meeting spaces, providing opportunities for each student to be known by adults.
- + The building provides spaces for support services for students, including mental, physical, social, and academic support.
- + The building design contributes to a low incidence of disciplinary actions.
- + The building is well lit and can be easily monitored.
- ***The building entry is visible, open, and has a second means of egress***
- ***The building provides spaces, inside and out, that belong to students and are safe***
- ***The building supports good passive supervision of common areas***

Additional Information:

- Baer Sheva Park is an outdoor hang out spot for students – would prefer they stay onsite
- Need to be able to react to violence in the outside community

PROGRAM ADAPTABILITY

- + Flexibility in building design makes it possible to offer a wide variety of interdisciplinary educational programs.
- + The building incorporates technology to support programs that help personalize education and maximize student learning.
- + 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.
- + Learning is enabled at the school with a variety of sizes and spaces.
- + The building provides spaces to support a range of formats for students to demonstrate their knowledge, such as exhibitions, projects, portfolios, etc.
- ***Learning spaces are sized appropriately to accommodate a variety of teaching configurations***
- ***The building will provide a social place that is for the students (push beyond just a cafeteria) that can also be used for a range of student activities***
- ***Exterior spaces are adaptable***

Additional Information:

- Visible connection to small group work spaces is important (noted in Collaboration section)
- How do we ensure small group spaces aren't used as offices?
- Need adequate storage
- Furniture should be easily movable (furniture will be purchased later in the process)
- Outdoor space should be located at ground level
- Use digital bulletins for student work (note in Personalization section)
- Drama program would make use of many small meeting rooms organized around a practice theater
- Incorporate technology in a way that allows multiple spaces in the building to be used to study and help provide a seamless transition from studying at home to studying at school.
- Ensure that layout of classrooms and group spaces are designed around the the way teachers work.

SUSTAINABILITY

- + The building incorporates features that make the building healthier, cleaner and less costly.
- + The building incorporates features that “show” resource utilization and conservation.
- + Building incorporates features that allow students and teachers to affect their environment in an “eco-friendly” manner (resource use / recycling).
- + The building incorporates sustainable priority features as identified in the Washington Sustainable Schools Protocol (see attachment “c”)
- ***The site accommodates opportunities for hands-on connections to nature (community garden etc.)***
- ***The building has strong interior/exterior connections***
- ***The building incorporates biophilic elements***
- ***The project includes great exterior spaces that offer connections to nature for students, staff and community. (not just hardscape)***
- ***The building finishes and colors are natural feeling and support learning***

Additional Information:

- Consider LEED certification for the project
- Desire for non-gendered bathrooms
- Water bottle fillers are desired
- Make use of views to the lake
- Daylight is really important (strategy to support first bullet above)
- Provide effective natural and artificial light control
- Strong desire for site visits for other schools if/when possible
- Provide active as well as meditative outdoor spaces that attend to the social emotional needs of students.

COMMUNITY CONNECTIONS

- + 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 provides spaces for the community to be actively involved and visible in promoting a rigorous academic environment at the school.
- + Community resources and spaces help support and supplement the school's educational programs.
- + The building provides spaces for students to be mentored by community members.
- ***The building reflects the community and engenders pride***
- ***The building faces the community (Henderson)***
- ***The campus sets collegiate/career expectations and prepares students to be comfortable in those settings***

Additional Information:

- Front door to be close and accessible. Need a second exit for safety (noted in Safety section)
- Mental health counselors need space
- Are auto shop and metal shop programs coming back?
- Cultural art hub
- World-class athletic and arts facilities
- Support local community partnerships
 - o THC
 - o Asian Referral Service
 - o Community in Schools
 - o CIS
 - o Teen Health Center
 - o Black Business Men Breakfast Group
 - o Skills Center
 - o CTE programs (aviation)
 - o TEALS (Microsoft volunteers)

AESTHETICS

- + 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 facilities and landscaping are well maintained.
- + The building is pleasing in a tactile way.
- + The building provides a stimulating environment.
- + The building conveys a sense of place, *pride*, and *identity*.
- ***Art is boldly displayed throughout the campus***
- ***The building conveys a sense of high expectations preparing students for career and/or college***

Additional Information:

- Lots of natural light (noted in Sustainability)
- Include “soft spots” casual spaces to congregate, learning steps, spaces for students to congregate and study
- RBHS to be leading campus that prepares students and attracts employers
- Bring out the brand of RBHS
- The building should celebrate noted community members who have made significant contributions to the school’s success