

## School Design Advisory Team

Presentation - May 28, 2020

Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.

While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

For questions and more information about this document, please visit:

https://rainierbeachhs.seattleschools.org/about/r-b-h-s-replacement-project/

Rainier Beach High School Replacement Project Construction on the new Rainier Beach High School is scheduled to begin Summer 2022

# **RAINIER BEACH HIGH SCHOOL /** SDAT MEETING #2 MAY 28, 2020







- + PRESENTER INTRODUCTIONS (5 MIN) Lorne, Curt, Jordan, Jonathan
- + SDAT #1 REVIEW (20 MIN) Jonathan
- + VISUAL OF ACADEMIC NEIGHBORHOODS (35 MIN) Lorne, Curt, Jordan, Jonathan
- + MAKING CONNECTIONS WITH SPACE PLANNING (10 MIN)
  - Jakiel
- + Q + A (10 MIN)
- + NEXT STEPS (5 MIN) Jonathan

# **MEETING AGENDA**



# PRESENTER INTRODUCTIONS JORDAN, LORNE, CURT, JONATHAN



# SDAT #1 REVIEW



# reflectsflexibility ffering Supportation



# + LEARNER CENTERED DESIGN

- + 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







# space collaboratio beyond collaborative equitable



# + COLLABORATION

- + 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.

# inspires leadership personalized Supports



- + 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 is visibly inclusive
- + The building supports active student leadership
- The building inspires students to be their best ╉









# + SAFETY

- + 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



# Learning adaptable S Dojona



# + PROGRAM ADAPTABILITY

- + 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 +



# biophilic **na** spaces opportunities naturalhardscapestudents strongelementsgarden hands-on



# + SUSTAINABILITY

- + 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







# + COMMUNITY CONNECTIONS

+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



# **campus conveys** collegiate career display ense



# + AESTHETICS

- + Art is boldly displayed throughout the campus
- + The building conveys a sense of high expectations preparing students for career and/or college

# VISUAL INTRODUCTION OF ACADEMIC NEIGHBORHOODS LORNE, CURT, JORDAN, JONATHAN



## 20TH CENTURY LINEAR MODEL





## 21ST CENTURY CLUSTER MODEL







- Time-based
- Focus: memorization of discretefacts and details
- Textbook-driven (recounting information)
- Teacher-centered
- Fragmented curriculum not taking into account diversity of student learning or interdiscplinary connections
- Students working in isolation
- Passive learning
- Lessons focus knowledge, comprehension and application for standardized testing.

- Outcome-based
- Focus: what students Know, Can Do and Are Like after all the details are forgotten.
- Research-driven (discovery)
- Student-centered: teacher is facilitator/coach
- Integrated and Interdisciplinary curriculum with Self, Peer, Public audience, and authenticassessments.
- Curriculumis connected to students'interests, experiences, talents and the real world. Instruction addresses student diversity
- Active Learning
- Performances, projects and multiple forms of media are used for learning and assessment of usable life skills

# 20TH AND 21ST CENTURY LEARNING







# + CLASSROOMS ARRANGED AROUND A CENTRAL LEARNING STAIR



CASE STUDY 1 ALEXANDRIA AREA HIGH SCHOOL











# CASE STUDY 1 FLEXIBLE CLASSROOM







# CASE STUDY 1 LEARNING COMMONS









# + CLASSROOMS ARRANGED IN FLEXIBLE STAGGERED PODS WITH STRONG OUTDOOR CONNECTIONS



# CASE STUDY 2 BRAEMAR COLLEGE

















CASE STUDY 2 LAB







# CASE STUDY 2 COLLABORATION SPACES









# CASE STUDY 2 FLEXIBLE CLASSROOM







# ON COLLABORATIVE ENVIRONMENTS



CASE STUDY 3 CAULFIELD GRAMMAR SCHOOL









# CASE STUDY 3 FLEXIBLE CLASSROOM





# CASE STUDY 3 COLLABORATION SPACES





# CASE STUDY 3 LAB





# + CLASSROOMS ARRANGED FOR EXTENSIVE USE OF OUTDOOR SPACE WITH PASSIVE ADMINISTRATIVE SUPERVISION



# CASE STUDY 4 NUEVA SCHOOL AT BAY MEADOWS





![](_page_33_Picture_1.jpeg)

# CASE STUDY 4 LAB

![](_page_33_Picture_3.jpeg)

![](_page_34_Picture_0.jpeg)

![](_page_34_Picture_1.jpeg)

# CASE STUDY 4 OUTDOOR LEARNING

![](_page_35_Picture_0.jpeg)

![](_page_35_Picture_1.jpeg)

# CASE STUDY 4 COLLABORATION SPACES

![](_page_35_Picture_3.jpeg)




#### CASE STUDY 4 LEARNING COMMONS







#### CASE STUDY 4 VISIBLE CENTRAL LOCKERS







#### CASE STUDY 4 FLEXIBLE CLASSROOM









#### + CLASSROOMS ARRANGED FOR EXTENSIVE USE OF LEARNING COMMONS STACKED CLUSTER NEIGHBORHOODS



#### CASE STUDY 5 DWIGHT-ENGLEWOOD HAJJAR STEM SCHOOL







#### CASE STUDY 5 LEARNING LAB





#### CASE STUDY 5 LAB





#### CASE STUDY 5 FLEXIBLE CLASSROOM









#### CASE STUDY 5 COLLABORATION SPACES











#### LEARNING COMMONS (PERSONALIZED **ENVIRONMENT**)

- + Provide spaces for students to develop personalized relationships with adults
- + Provide spaces for students to **work and** socialize with peers
- + Encourage feelings of **safety and trust**
- + Provide spaces for **individualized support** services for students, including mental, physical, social, and academic support
- + Enable small learning communities to operate within the school
- + Provide appropriate spaces to **support a wide** range of academic subjects and learning opportunities

## BASSETTI/LINCOLN HIGH SCHOOL





# LIVE POLL #1











#### LEARNING COMMONS







## CLASSROOMS (PROGRAM ADAPTABILITY)

- + Flexible spaces to offer a wide variety of interdisciplinary educational programs
- + Incorporate technology to support programs that help **personalize education and** maximize student learning
- + Provide spaces to **support multiple** instructional strategies and program **delivery models**: individualized instruction, small and large group learning, and independent learning
- + Enable learning in a variety of sizes and spaces
- + Provide spaces to support a range of formats for students to demonstrate their **knowledge**: exhibitions, projects, portfolios, etc.

# MOODY NOLAN/CLEVELAND SCHOOL OF THE ARTS





# LIVE POLL #2

















#### LABS (LEARNER-CENTERED ENVIRONMENT)

- + Designed with **students' needs placed first**
- + Provide opportunities for **students to explore** hypotheses and test ideas
- + Provide spaces for **interdisciplinary learning** and space for **teacher collaboration**
- + Provide flexibility to engage students' attention with **creative learning activities** and as **active** participants
- + Provide spaces to **prominently display** student work
- + Provide access and space for **parents** and community members to collaborate meaningfully as learning partners

## BASSETTI/THE EVERGREEN SCHOOL





# LIVE POLL #3



















### COLLABORATION SPACES (COLLABORATION)

- + Space for everyone associated with the school to work collaboratively
- + Incorporate elements that **emphasize purpose** and how each person contributes to success
- + Make the vision and focus apparent in the **building**; shared by staff, students, parents, and the community
- + Provide spaces that promote group work and communication
- + Provide spaces for **students to intercede with** each other, listen to peers, and have a voice in the operation of the school
- + Take ownership of the building and pride in its appearance; work actively to minimize graffiti and litter

# MOODY NOLAN/DUNBAR HIGH SCHOOL











# LIVE POLL #4









# MAKING CONNECTIONS WITH SPACE PLANNING









#### MEDIA CENTER



#### COMPONENTS OF ACADEMIC NEIGHBORHOODS



- + Classrooms 900 SF
- + 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.
- + Small Group Collaboration/Conference Rooms 150 SF 300 SF
- + Intended to accomodate small group activites that require acoustical seperation or to minimize distraction. Two sizes to accommodate groups of 6 to 8 and 10 to 16.
- + Neighborhood Learning Commons 600 SF
- + Open flexible spaces that are shared between groups of classrooms and labs to provide adjacent space for breakout activities.
- + Staff Planning Area- 300 SF
- + Designed to provide a calm and professional working environment for staff.



- + Science Lab 1350 SF
- + 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
- + Science Prep 300 SF
- + 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.
- + Career & Technical Education (CTE) Room 1350 SF
- + Classroom/lab environment that supports courses and learning experiences that begin with exploration of career options, supports academic and life skills, and enables achievement of high academic standards, leadership and prepration for career and college.
- + Art Room 1800 SF
- + A lab/sudio environment where students can learn about and create 2D, 3-D, or digital artwork such as photography, digital graphic arts, and film and video.

## COMPONENTS OF ACADEMIC NEIGHBORHOODS











# SPACE PLANNING EXERCISE DEMONSTRATION



CLASSROOM 900 SF		CLASSROOM 900 SF		CLASSROOM 900 SF	CLASSROOM 900 SF	CLASSROOM 900 SF
STORAGE 600		) SF	RESTROOMS 600 SF			
COLLAB/ CONF 300 SF		SCIENCE PREP 300 SF	NE	IGHBORHOOD LEARNING COMMONS 600 SF	1800 SF	
0 SF 150 SF	STAFF PLANNING 300 SF		CIENCE LAB 1350 SF		CTE ROOM 1350 SF	
	300 SF					







#### SPACE PLANNING EXERCISE EXAMPLE





# Q + A



# NEXT STEPS







+ Look for a link to a platform that will help keep the ATTRIBUTES OF HIGH ACHIEVING SCHOOLS discussion going

+ Watch for an invite and agenda for the next SDAT meeting

#### NEXT STEPS



THANK YOU.





## POLL #1 LEARNING COMMONS













## NEIGHBORHOODS























#### + Safety + Passive Security



## CONNECTING TO ATTRIBUTES OF HIGH ACHIEVING SCHOOLS






## LEARNING COMMONS

- + Number of Votes
- + Positive Attributes of Image

## POLL #1 LEARNING COMMONS







## LABS

- + Number of Votes
- + Positive Attributes of Image

### POLL #2 LABS









## CLASSROOMS

- + Number of Votes
- + Positive Attributes of Image

## POLL #3 CLASSROOMS









FUTURE ORIGHT

## COLLABORATION SPACES

- + Number of Votes
- + Positive Attributes of Image

## POLL #4 COLLABORATION SPACES



### POLL #1 LEARNING COMMONS LORNE, CURT, JORDAN, JONATHAN

















# NEIGHBORHOODS







# LINEAR SCHOOL EXAMPLE





### POLL #3 CLASSROOMS LORNE, CURT, JORDAN, JONATHAN



#### POLL #4 COLLABORATION SPACES LORNE, CURT, JORDAN, JONATHAN







#### 0000 VEST 145.5 MP RM. 102 RECP SE STUDIO 104 501 SF 1048 89 SF STUDIO 107 111 783 SF 104D 110 871 SF STUDIO STUDIO 762 SF 728 SF SE 106 S.E.T.R. PERFORM LAB 108 104E 99.5F STUDIO OFF 104C 86 SF 505A 96 SF 106A 851 SF 130 13 0 523 SF 109 1365 SF COLLAB CLINIC 105 305 SF 104F 98 SF 842 SF FD SERV 101 928 SF OFFICE 129A WK RM 104G 443 SF STAIR-C 8100 OLLAS GIRL'S T.R. T-502 BOY'S T.R. GIRL'S T.R. T-104 BOY'S T.R. 0 1018 1.103 T-101 A ELEV E100 STUDIO 112 841 SF CORR-A SERV. COMMONS CORR-C C104 1223 SF C100 1201 SF 100 COMMONS C101 STOR 145A COLLAB 121 121 SF 2378 SF STOR 126A 52 SF 6690 SF T.R. TOR-C STOR 147 STUDIO 10.57 113 ART 126 836 SF T. COLLAB 124 586 SF ART 124E FLEX 148 149 ELEC 125A FLEX 795 SF 794 SF 828 SF CAFE 127 128 2582 SF STUDIO 828 SF 114 871 SF COLLAB 122 120 SF FLEX LAB FLEX LAB 150 153 542 SF COLLAB 541 SF 123 249 SF CORR C108 FLEX LAB FLEX LAB 154 151 STUDIO STUDIO 691 SF 692 SF 118 117 835 SF 887 SF STUDIO FLEX LAB FLEX LAB STUDIO 119 155 152 \_\_\_\_ 116 873 SF 875 SF 715 SF 716 SF



## CLUSTER SCHOOL EXAMPLE









## NEIGHBORHOOD SCHOOL EXAMPLE

### POLL #1 LEARNING COMMONS LORNE, CURT, JORDAN, JONATHAN







### POLL #3 CLASSROOMS LORNE, CURT, JORDAN, JONATHAN



#### POLL #4 COLLABORATION SPACES LORNE, CURT, JORDAN, JONATHAN







































## **COLLABORATION SPACES**

