School Design Advisory Team
Presentation - May 28, 2020

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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
+ 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
PRESENTER INTRODUCTIONS
JORDAN, LORNE, CURT, JONATHAN
SDAT #1 REVIEW

JONATHAN
+ **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.
+ 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.
+ 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
+ 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
+ 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
+ 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

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

21ST CENTURY CLUSTER MODEL

- 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 authentic assessments.
- Curriculum is 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
+ Classrooms arranged around a central learning stair

Case Study 1: Alexandria Area High School
CASE STUDY 1 FLEXIBLE CLASSROOM
CLASSROOMS ARRANGED IN FLEXIBLE STAGGERED PODS WITH STRONG OUTDOOR CONNECTIONS

CASE STUDY 2 BRAEMAR COLLEGE
CASE STUDY 2 OUTDOOR LEARNING
CASE STUDY 2 COLLABORATION SPACES
ENTRY DECK MEETING NOOK
PAPER ROLL
OUTDOOR GATHERING
PROJECT DECK
MEDIA CUBBY
SETDOWN
PRINT STATION
STORE
WORKSHOP
STORAGE + DISPLAY
PRESENTATION SPACE
GREENHOUSE
CLASSROOM UNITS WITH STRONG FOCUS ON COLLABORATIVE ENVIRONMENTS

+ CLASSROOMS UNITS WITH STRONG FOCUS ON COLLABORATIVE ENVIRONMENTS

CASE STUDY 3 CAULFIELD GRAMMAR SCHOOL
CLASSROOMS ARRANGED FOR EXTENSIVE USE OF OUTDOOR SPACE WITH PASSIVE ADMINISTRATIVE SUPERVISION

CASE STUDY 4 NUEVA SCHOOL AT BAY MEADOWS
CASE STUDY 5 FLEXIBLE CLASSROOM
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
LIVE POLL #1
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.
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
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

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**MOODY NOLAN/DUNBAR HIGH SCHOOL**
LIVE POLL #4
MAKING CONNECTIONS WITH SPACE PLANNING

JAKIEL
+ 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 accommodate small group activities that require acoustical separation 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 preparation for career and college.

+ Art Room – 1800 SF
+ A lab/studio 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

JAKIEL
CLASSROOM 900 SF
CLASSROOM 900 SF
CLASSROOM 900 SF
CLASSROOM 900 SF
CLASSROOM 900 SF
CLASSROOM 900 SF

NEIGHBORHOOD LEARNING COMMONS 600 SF
RESTROOMS 600 SF

VISUAL ART ROOM 1800 SF
SCIENCE LAB 1350 SF
CTE ROOM 1350 SF

SOFT CONNECTIONS
STRONG CONNECTIONS

SPACE PLANNING EXERCISE EXAMPLE
Q + A
NEXT STEPS
+ Look for a survey so we can improve this digital format
+ 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
THANK YOU.
POLL #4 COLLABORATION SPACES
CONNECTING TO ATTRIBUTES OF HIGH ACHIEVING SCHOOLS

+ Safety
+ Passive Security
LEARNING COMMONS

+ Number of Votes

+ Positive Attributes of Image

POLL #1 LEARNING COMMONS
LABS

+ Number of Votes

+ Positive Attributes of Image
CLASSROOMS

+ Number of Votes

+ Positive Attributes of Image
COLLABORATION SPACES

+ Number of Votes

+ Positive Attributes of Image
POLL #1 LEARNING COMMONS
LORNE, CURT, JORDAN, JONATHAN
POLL #2 LABS
LORNE, CURT, JORDAN, JONATHAN
POLL #3 CLASSROOMS
LORNE, CURT, JORDAN, JONATHAN
POLL #4 COLLABORATION SPACES
LORNE, CURT, JORDAN, JONATHAN
POLL #1 LEARNING COMMONS
LORNE, CURT, JORDAN, JONATHAN
POLL #2 LABS
LORNE, CURT, JORDAN, JONATHAN
POLL #3 CLASSROOMS
LORNE, CURT, JORDAN, JONATHAN
POLL #4 COLLABORATION SPACES
LORNE, CURT, JORDAN, JONATHAN