Capacity

This table illustrates how capacity was calculated for these specifications. Each regular teaching station was calculated to have an average of 25 students, while the special needs and resource rooms were calculated at 10 students per teaching station. Our experience would suggest using an average class size of 25 is workable in determining the functional capacity of a building.

CAPACITY CALCULATIONS	Students per	TS	# Students
Regular TS	25	73	1,825
Special Needs TS	10	2	20
Resource Room	10	6	60
SUBTOTAL			1,905
UTILIZATION			85%
CAPACITY			**1,619**

The actual number of students per teaching station could vary depending on the subject taught. For example, a band room might have over 100 students one period but have smaller ensembles of less than 20 other periods. Likewise, some AP classes may have less than 20 students and other Core subjects may have 30.

The number of teaching stations was then multiplied by the students per teaching station to equal the total number of students. A utilization factor of 85% was then applied to this number to equal a total capacity of 1,619 students. Since the school operates on a block schedule, it could be argued that the utilization factor should be ¾ or 75%. However, this would make this building inefficient. Included in the space requirements are teacher planning areas where teachers can handle "office" and preparation type functions during their planning period. At the same time, it is not possible to obtain 100% utilization. Therefore, DeJONG used 85% utilization which is the most common utilization factor used throughout the country.

Overall Building Compilation of Space

Space	Suggested	
	TS	Total
Learning Communities	54	72,600
Decentralized Administration		2,850
Special Needs	2	4,180
Technical / Career Education	12	20,600
Visual Arts	2	3,300
Music/Performing Arts	4	9,000
Gym / Physical Education	5	22,900
JROTC	2	4,500
Large Group Instruction		2,675
Media Center		6,950
Welcome Center/Administration		8,835
Cafeteria / Food Services		11,600
Custodial / Building Services		3,050
Sub Total Programmed Areas		**173,040**
Building Services, Circulation, Restrooms, etc.	42%	72,677
Total	**81**	**245,717**

Net to Gross: 42% of Program Area or 30% of Total is approx. the Same Number

Locally Funded Initiative [without State support]	**TS**	**Total**
Music / Perf Arts		13,200
PE / Gym		18,470

Future Expansion	**TS**	**Total**
Learning Community	9	12,100

Program Areas Compilation of Space
Core Academic Learning Community

Plan A: Centralized Career / Tech Ed

Learning Community Core Academics	Suggested TS	Quantity	SF	Total
Classrooms	6	6	850	5,100
Small Resource Room		1	300	300
Resource Room	1	1	850	850
Science Classroom	2	2	900	1,800
Science Lab - Shared		1	1,200	1,200
Science Prep/Storage		1	300	300
Student Production Center [Decentralized Media]		1	1,500	1,500
Instructional Material Storage		1	150	150
Teacher Prep		1	500	500
Student Restroom (male / female)		2	200	400
Cluster	**9**			**12,100**
Number of Clusters				**6**
Totals Core Academic Area	**54**			**72,600**

Decentralized Admin (3 Areas Shared btwn Clusters)				
Conference Room		1	250	250
Office		2	150	300
Work/Copy		1	300	300
Staff Restrooms		2	50	100
Each Decentralized Area				**950**
Number of Decentralized Areas				**3**
Total Decentralized Administrative Area				**2,850**

Plan B: Integrated Tech Ed Thematic Focus Program Areas

Learning Community Core Academics	Suggested TS	Quantity	SF	Total
Classrooms	6	6	850	5,100
Small Resource Room		1	300	300
Resource Room	1	1	850	850
Science Classroom	2	2	900	1,800
Science Lab - Shared		1	1,200	1,200
Science Prep/Storage		1	300	300
Tech Ed/Thematic Focus Area	2	2	1,200	2,400
Student Production Center [Decentralized Media]		1	1,500	1,500
Instructional Material Storage		1	150	150
Teacher Prep		1	500	500
Student Restroom (male / female)		2	200	400
Cluster	**11**			**14,500**
Number of Clusters				**6**
Totals Core Academic Area	**66**			**87,000**

Decentralized Admin (3 Areas Shared btwn Clusters)				
Conference Room		1	250	250
Office		2	150	300
Work/Copy		1	300	300
Staff Restrooms		2	50	100
Each Decentralized Area				**950**
Number of Decentralized Areas				**3**
Total Decentralized Administrative Area				**2,850**

Technical / Career Education

Plan A: Centralized Career / Tech Ed

Technical / Career Education	Suggested			
	TS	Quantity	SF	Total
Video Production	1	1	1,400	1,400
Computer Lab	1	1	850	850
Media Lab (Yearbook / Newspaper)	1	1	1,400	1,400
Staff Office / Storage		1	850	850
CADD / Web Design	1	1	1,200	1,200
Business / Marketing	3	3	1,000	3,000
Project Lead the Way	1	1	2,000	2,000
Manufacturing	1	1	3,000	3,000
Agriculture	1	1	3,000	3,000
Graphic Arts	1	1	1,500	1,500
Career Tech Ed Program TBD	1	1	2,400	2,400
Total	**12**			**20,600**

Note: Some of these areas may be incorporated into the Core Academic Areas See Plan B

Plan B: Integrate Tech Ed Areas into Core Academic Areas

Technical / Career Education	Suggested			
	TS	Quantity	SF	Total
Manufacturing	1	1	3,000	3,000
Agriculture	1	1	3,000	3,000
Total	**2**			**6,000**

Special Needs

Special Needs	Suggested			
	TS	Quantity	SF	Total
Self-contained Classroom	2	2	850	1,700
Restroom/Shower		1	100	100
PT / OT / Recreational Therapy		1	300	300
Life Skills		1	500	500
IEP Facilitators		2	120	240
Conference Room		1	300	300
Teacher prep		1	240	240
Office / Reception		1	200	200
Storage		2	150	300
Ancillary Office - Speech Language Pathologists		1	300	300
Special Needs-Sub Total	**2**			**4,180**

Note: There are 6 Special Needs classrooms in the Core

Visual Arts

Visual Arts	Suggested			
	TS	Quantity	SF	Total
Art Lab	2	2	1,300	2,600
Kiln Room		1	100	100
Storage		2	200	400
Office		1	200	200
Digital Art Lab	See Career / Tech Education			
Visual Arts Sub-Total	**2**			**3,300**

Plan B: Move to Core Area

Music and Performing Arts

Music / Performing Arts	Suggested			
	TS	Quantity	SF	Total
Choral Room	1	1	1,600	1,600
Storage (Robes, Music)		1	500	500
Band Room	1	1	2,300	2,300
Band Storage (Instruments, Music)		1	500	500
Practice rooms		4	50	200
Restrooms		2	50	100
Offices		4	150	600
Drama Classroom	1	1	1,600	1,600
Dance Classroom	1	1	1,600	1,600
Music/ Performing Arts Sub-Total	**4**			**9,000**

Locally Funded Initiative [without State support]	TS	Quantity	SF	Total
Auditorium Seating (800 seats)		1	7,200	7,200
Control Booth		1	200	200
Auditorium Stage		1	3,500	3,500
Scene Shop		1	1,200	1,200
Make Up/Dressing		2	300	600
Storage (Costumes, Props)		1	500	500
Locally Funded Initiative Sub-total				**13,200**

Note: PSFA does not fund auditoriums

Gym / Physical Education

Gymnasium / Physical Education	Suggested			
	TS	Quantity	SF	Total
Gymnasium	2	1	12,000	12,000
Seating included in above: 2000 seats				
Storage		Multiple	Varied	1,000
Auxiliary Gym	1	1	7,000	7,000
PE Office/Conference		2	400	800
PE Staff Toilets/Showers		2	100	200
Laundry		1	200	200
Health Classroom	2	2	850	1,700
Physical Education Sub-Total	**5**			**22,900**

Note: Some PE/Athletic facilites will be located in main building. Others located near athletic fields

Locally Funded Initiative [without State support]	TS	Quantity	SF	Total
PE Shower/Locker Room		2	2,000	4,000
Multi-Purpose/Wrestling Room	1	1	2,500	2,500
Weight Room/Fitness Area	1	1	3,000	3,000
Athletics Shower/Locker Room		2	1,000	2,000
Training / Rehabilitation / Cardio Lab		1	500	500
Coaches Offices		2	300	600
Coaches Toilet/Shower		2	100	200
Concessions		1	300	300
Athletic Director's Storage		1	220	220
Athletic Director's Office		1	150	150
Athletic Field Storage		1	2,000	2,000
Public Restrooms		4	600	2,400
Concession		1	600	600
Locally Funded Initiative Physical Education Sub-total				**18,470**

JROTC

JROTC	Suggested			
	TS	Quantity	SF	Total
Indoor Practice Facility / Marksmanship Range	1	1	900	900
Classroom with divider wall	1	1	1,800	1,800
Uniform / Wardrobe Supply / General Storage		1	900	900
Office with divider wall		1	300	300
Secure Armory Storage		1	150	150
Restroom		2	50	100
Cadet work / reception area		1	350	350
JROTC Sub-Total	**2**			**4,500**

Large Group Instruction

Large Group Instruction	Suggested			
	TS	Quantity	SF	Total
LGI [175 seats]		1	2,500	2,500
Storage		1	175	175
LGI Sub-total				**2,675**

Media Center

Media Center	Suggested			
	TS	Quantity	SF	Total
Reading Room/Circulation		1	4,000	4,000
Student Production Centers	In Each Learning Community			
Media Specialist Office		1	150	150
Workroom/Storage		1	400	400
Telecommunications Room		1	300	300
Hub Rooms, distributed thru Bldg		4	25	100
Open Computer Lab		1	1,000	1,000
Project Room		2	500	1,000
Media Center Sub-Total				**6,950**

* 6 Student Production Centers. One in each Learning Community

Welcome Center / Administration

Welcome Center / Administration	Suggested			
Administration	**TS**	**Quantity**	**SF**	**Total**
Reception		1	600	600
Student Waiting Area		1	600	600
Executive Secretary		1	200	200
Secretarial Area		3	80	240
Principal's Office/Rest Room		1	225	225
Assistant Principal's Office		3	150	450
Conference Room		1	500	500
Mail/Work Room		1	300	300
Storage		1	150	150
Staff Restrooms		2	50	100
Resource Officer		1	150	150
Bookkeeper		1	120	120
Other Offices		3	100	300
Kitchen Area		1	120	120
Health Clinic		1	700	700
Copy Center		1	400	400
Book Room		1	600	600
Records Room		1	80	80
Total Administration				**5,835**
Guidance	**TS**	**Quantity**	**SF**	**Total**
Reception		1	300	300
Career Center		1	700	700
Counselors' Offices		5	150	750
Secretarial Area		1	100	100
Lobby Area		1	200	200
Student File room		1	250	250
Work Room		1	250	250
Restrooms		2	50	100
Testing packet / storage		1	100	100
Conference Room		1	250	250
Total Guidance				**3,000**
Total Welcome Center				**8,835**

Cafeteria / Food Service

Cafeteria / Food Service	Suggested			
	TS	Quantity	SF	Total
Kitchen		1	3,500	3,500
Preparation Area				
Serving Area				
Dry Food Storage				
Cooler/Freezer				
Ware Washing				
Kitchen Mgr Office				
Restroom				
Lockers				
Cafeteria / Student Union		1	6,000	6,000
Table & Chair Storage		1	300	300
Staff Dining w/Vending		1	600	600
School Store		1	700	700
Club Areas		1	500	500
Cafeteria break room		1	300	300
Commons		1	4,000	4,000
Food Service Sub-Total				**11,600**

Custodial / Building Services

Custodial / Building Services	Suggested			
	TS	Quantity	SF	Total
Receiving/Storage		1	1,000	1,000
Maintenance/Repair Area		1	600	600
Office/Planning/Meeting Area/Break Room		1	300	300
Locker Room/Toilets		2	200	400
Lawn/Maintenance Equipment (Outdoor Storage)		1	750	750
Loading Area	Outside			
Custodial / Building Services Sub-Total				**3,050**

Program Area Overview

Listed below is an overview of each program area to be included Special features of the school, such as furniture, equipment, technology, and site are also described.

- **Learning Community**

The learning community cluster concept accommodates a variety of instructional strategies and student-grouping approaches. This concept also provides a learning environment that is characterized by flexibility, a sense of community for the students and teachers working in a cluster or community, and a safe/well-supervised environment. Teachers will have the option and flexibility within a cluster to create and organize learning environments that work for students and their learning styles.

The basic organizational unit for this school will be the cluster, consisting of general-purpose learning labs or classrooms, teachers' center, classrooms for intervention, accommodation, or transition, resource rooms, and science labs.

The learning communities can be organized based on academies, small learning communities, grade groupings, or departmental grouping. The learning communities should be located near the Media Center and away from noisy spaces like the Gymnasium and Cafeteria. Special attention should be given to accessibility of all educational and support spaces and an integrated learning program.

- **Special Needs**

To ensure that students with special needs are integrated into the high school, it is important to provide various types of learning environments to best their needs. A learning cluster for special needs students will be developed for students who benefit by learning in self-contained classrooms. The cluster will also provide space for special needs teacher offices, a teacher prep area, conference room, restrooms, a shower, and related support services such as speech therapy. Resource rooms will also be located within each of the Core Academic Learning Communities for students to have access for small group learning and assistance. The core classrooms will also provide inclusion for students within each learning community.

- **Technical and Career Education**

Workers of today may change occupations five to seven times in their lifetimes. In order to better prepare students for this trend, technical and career education courses are now organized into career clusters. Courses within the cluster areas provide for career exploration, pursuit of career interests, preparation for the changing demands of life roles, study of the principles and practical experiences of technology and science, and application of academic learning in the world of work.

Students seeking employment after graduation from high school, as well as students seeking employment after the completion of college, may choose from a wide variety of technical and career courses.

- **Visual Arts**

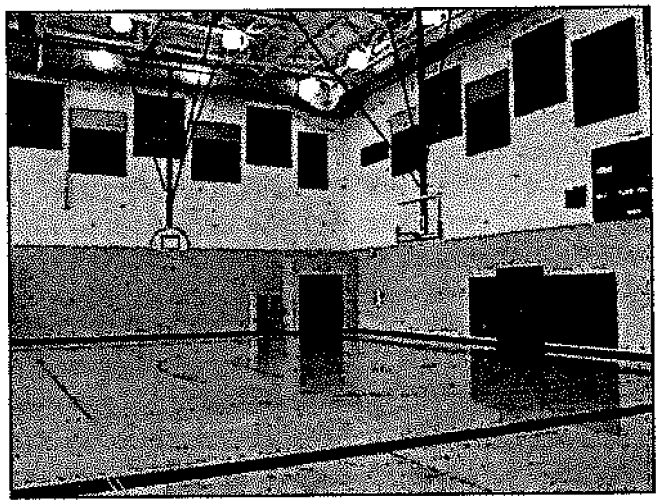
Visual Arts is an integral component of the high school curriculum and these spaces should be designed to accommodate both 2-D and 3-D instruction.
Adequate storage, display cases (in the art labs and throughout the building), natural lighting, durable work surfaces, appropriate cabinetry and furnishings, need to be given strong consideration when planning these labs. Access to an outdoor space is also desirable.

- **Music & Performing Arts**

Music and performing arts should be accommodated in teaching spaces specifically designed for this curriculum. Vocal and instrumental music and performing arts are a dynamic part of any curriculum, providing students with an opportunity to improve their creative skills.
Design, size, and shape of room, flexibility, ceiling heights, acoustics, storage, and room adjacencies should be especially considered when planning these spaces. Further, since the community may use these spaces, the location should be strategically placed within close proximity to an exterior entrance.

- **Physical Education**

To support school physical education programs, a variety of indoor and outdoor areas are required. Outdoor physical education teaching areas should be located near the indoor gymnasium.
Physical education facilities should 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.



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- **Media Center / Student Production Center**

The Media Center serves a dual role. Its traditional role is a library and a place to conduct research. Its new role is to serve as a technology and information base center. In this new role, the Media Center houses a transparent voice/video/data network, which runs throughout the entire building. This network enables the transmission of media services to the desktops of teachers and students without them physically entering the Media Center. This area is changing from a "depository of books" to a "technology information distribution center." It is not projected that the library functions will discontinue; rather digital technology will enhance voice, video, and data communications within the school, among district facilities, and with distance learning resources. In addition to the traditional Media Center spaces, each Learning Community will house a Student Production Center.

- **Welcome Center / Administration**

Immediately upon entry, visitors will be greeted in the administration "welcome area." The school principal office, support staff offices, guidance, and health services should be located in a centralized area at the main entrance of the school. Additional offices will be housed in the Learning Communities to offer a decentralized approach for administration and/or guidance if desired. These offices can be used for itinerant staff as well.

- **Cafeteria / Food Service**

This area is planned as a flexible room that can accommodate student dining, assemblies, and community meetings. It is proposed, through creative design, that this area will effectively house multiple functions with seating space for all uses.

- **JROTC**

The mission of the JROTC program is to instill in students the values of citizenship, service to the United States, personal responsibility and a sense of accomplishment. This fun, family-like, part indoor, part outdoor, life-skills, elective program introduces high school students to proper citizen involvement in the American system of government and in our society.

- **Custodial / Building Services**

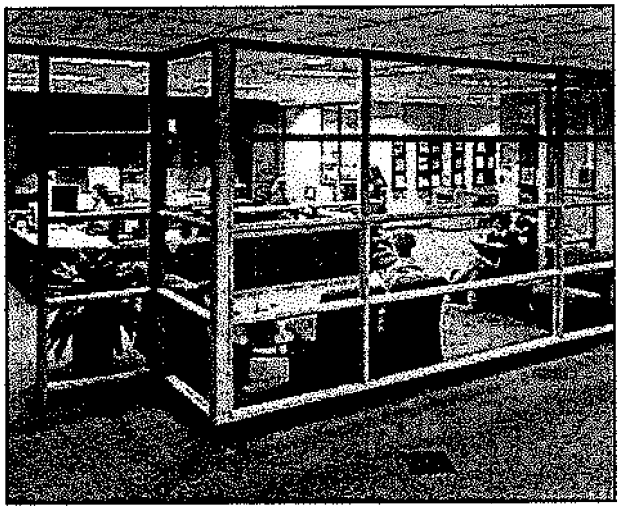
The diversity of the work provided by the Custodial and Building Services staff requires certain spaces (custodial office, locker room, storage) to be located near food services while other custodial spaces (equipment and supply closets with floor drains and sinks) will need to be conveniently located throughout the building. Oversized doors are needed for all custodial equipment spaces. Provisions for outdoor storage with water and electricity are required as well. Careful consideration must be given to the location of loading docks, providing separate service roads with access for deliveries, and separate parking for custodial and food service staff and for school owned vehicles. Additionally, the custodial staff is concerned about the ease of cleaning. Wall and floor surfaces must be appropriate for the type of use expected and must be durable and easily cleaned.

Special Features

Listed below is an overview of special features to be included in . Special features of the school, such as furniture, equipment, technology, and site are also described.

- **Corridors and Commons Spaces**

The front entry lobby should be welcoming and inviting for students, staff, and visitors. Extensive display areas should be provided for two-dimensional and three-dimensional student work and awards. Finishes should be durable and easy to maintain. The scale of all spaces should be student-friendly. Colors, artificial lighting, and natural day lighting should be managed artfully to create an environment that communicates that school is a very special place.



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- **Furniture & Equipment**

Classrooms vary in shape and size; therefore, the furniture should be flexible to accommodate a variety of classroom formats for both individual and group activities. Teachers and students should have storage space for personal belongings, papers, and books as well as storage for supplies and materials. Work areas exist with direct access to copiers, multi-media equipment, and telephones. Teacher preparation areas should be located in close proximity to classrooms to permit, encourage, and enhance student and teacher interaction.

- **Technology**

The facility should contain the latest in technology and be configured with wireless access points throughout the facility. It should also be wired for voice, video, and data throughout the building. The program design is intended to bring information to the desk of the student, and computer technology will be distributed in every classroom. It is intended that access to technology will be seamless and pervasive throughout the building. The Media Center should serve as the hub for technology distribution. Closets will be required for routers and telephone equipment.

- **Handicapped Accessibility**

The entire facility should be accessible for all students, staff, and visitors. This should be accomplished through judicious use of ramping and elevators where necessary, sufficient internal clearances for circulation, convenient bus/van loading and unloading, and nearby handicapped parking spaces. All elements of the Americans with Disabilities Act must be complied with, including way-finding and signage, appropriate use of textures, and universal accessibility of all indoor and outdoor school facilities.

Flexibility of the Learning Environment

Constructing the indoor and outdoor structures and spaces where students go to school today must meet many challenges and expectations. The aesthetics should reflect, first and foremost, the high academic aspirations of the school. It should have community visibility and presence. Creating a community landmark will establish a recognizable identity that will instill pride in its students and community and also express the value that the community has for its children. Areas within the school should be developed to have clear organization and internal identity.

The facility should be inviting to students, making them feel that the space is special, and therefore infer that each individual is special. Aesthetics that affirm the value of the individual must be emphasized, with spaces for the admiration of the accomplishments of self and others. The school should resemble a place for academic success, high self-esteem, social interaction, and physical safety. The facility layout should be especially easy to comprehend and reflect how classes relate to one another. Spaces should be provided for positive socialization among students and with teachers.

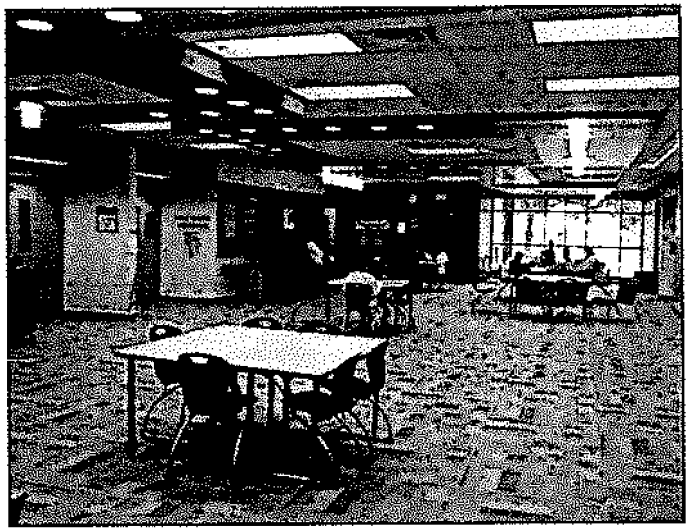
- **Variety of Instructional/Learning Spaces**

Space needs for ongoing student assessments and emerging, more active learning methods results in a greater variety of spaces to support learning. These include Teacher Planning Areas and Instructional Materials Storage Rooms.

Spaces should be designed to allow for flexibility in educational delivery, size of student grouping, noisy collaborative student activities, and increasingly intensive reliance on computer technology. Spaces should allow students to work independently and collaboratively, give and/or receive tutoring, as well as accept instruction.

- **Facility Change Should Be the Norm**

Configurations of multiple, isolated classrooms make changes and additions cost-prohibitive and, once a building is constructed, often difficult to accomplish. Facilities should be constructed in a manner in which change and flexibility is the norm, not the exception. Building materials, systems, and furniture should be selected to support these concepts as well.



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- **Indoor and Outdoor Learning Environments**

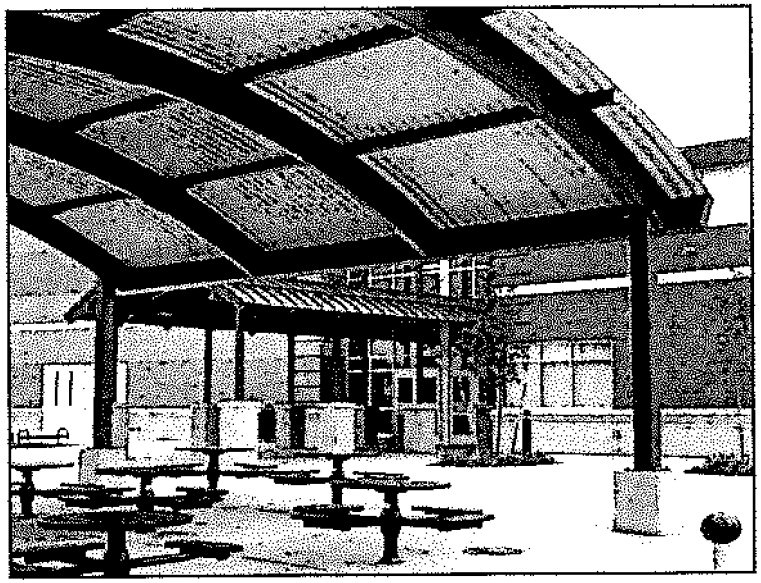
By rethinking all spaces, better use of the facilities and site can occur. One way to accomplish this is to use windows and outside areas to make rooms "feel" larger as well as utilizing outdoor areas for teaching environments.

Common and shared use areas should be considered to provide spaces for positive interaction and orientation within the school. All learning environments should be developed to foster a sense of belonging and pride. The use of the building system/design as an actual teaching model and example of technology and environmentally conscious design should be considered. Creativity and functionality should work hand in hand. Color, building materials, furniture, and landscaping should be selected carefully to develop a pleasing and inviting atmosphere.

The learning environment should be student-centered and designed for "hands-on learning," promoting student autonomy and independence. Space for active participation should be incorporated, with classrooms providing opportunities for integrating disciplines and easy access to tools of exploration. The outdoor site should serve as a pro-active learning environment as well. In summary, the school should be a teaching tool, not merely a structure to house students.

- **New versus Existing Buildings**

The concepts found herein can be applied to new construction as well as the renovation of existing facilities. It is important to point out that achieving the educational and facility concepts should be the primary goal, which may result in the need to modify some of the square footage or other guidelines. The final determination for modifications should be: Does the space meet the academic needs of the students?



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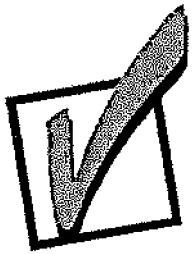


Best Practice

21st Century Best Practices

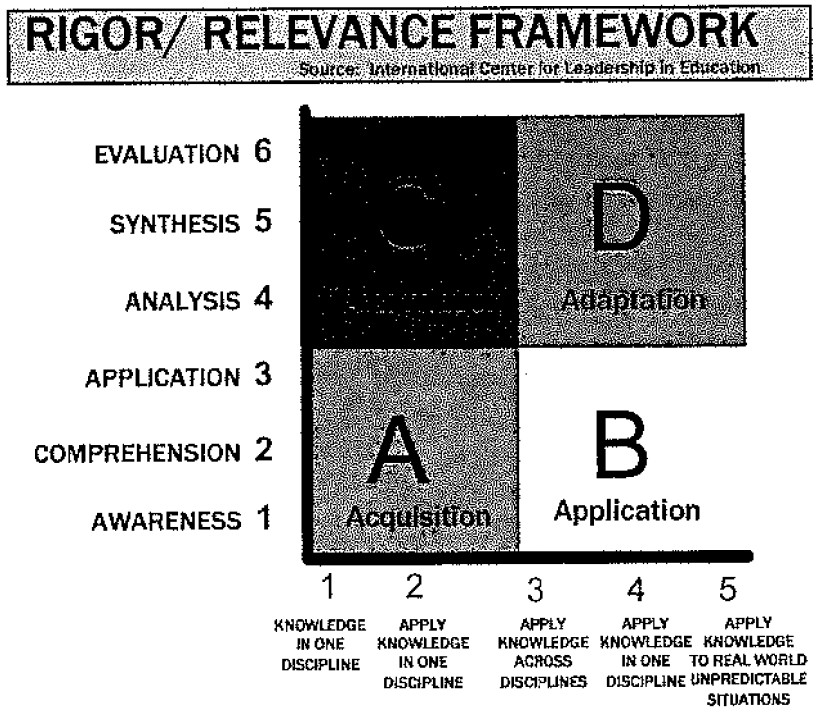
Public education is at a critical point in history. We have transitioned from the industrial age to the information age, and as most organizations have already done, school districts across the country are considering changing the way they do business. School districts are investigating governance, curricula, organizational models, current and emerging technologies, the role of administration and their local communities, to determine the effect each of these has on student performance.

These investigations have resulted in a series of educational "best practices" intended to provide students with the greatest opportunity for success. Implementing educational best practices can have a significant impact on facilities and should drive the design of the building. It is important to realize that buildings need to be designed for the future and that constant change requires flexibility to meet the ever changing demands of best practices, technology, instruction, delivery and learning. The following describes a few educational best practices, cites examples where they have been implemented, and expresses the impact each has on facilities.

Curriculum: Offer essential knowledge, integrate it, and make connections to real life

- Based on federal and state content standards
- Require content areas to be linked to one another
- Accommodate multiple-intelligences and learning styles
- Demand critical thinking and problem-solving
- Incorporate pervasive technology
- Utilize multiple performance assessments

Best Practice: Best practices suggest that the core of the school curriculum must offer both the substance and the practicality to prepare students for an uncertain future. The curriculum should strive to meet individual needs without compromising larger goals. Dr. Willard Daggett, President of the International Center for Leadership in Education and a national expert on education, claims that schools should "make education rigorous and relevant for all students." Daggett uses a Rigor and Relevance Matrix to categorize curricula into one of four quadrants. Daggett defines rigor as the level of Bloom's Taxonomy achieved in any given lesson. He defines relevance as a continuum ranging from "knowledge in one discipline" to "applications to real-world unpredictable situations."



Facilities Impact: Adopting curricula that offer essential knowledge, integrated approaches, and connections to real life can have a significant impact on facilities. Facilities may require student production spaces for the creation of projects, small group rooms for collaboration, and large group presentation spaces for students to show their work.

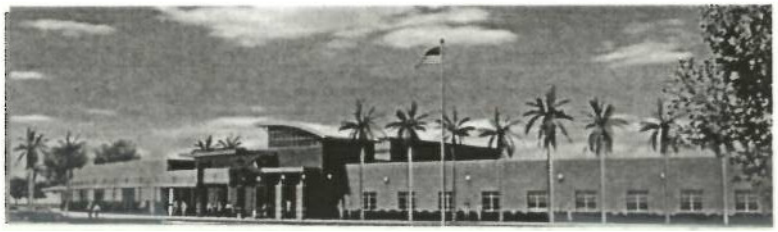
Organizational Models: Provide student-centered cluster approach

Best Practice: Student-centered approaches provide students with a variety of opportunities to learn and develop skills and competencies based on their individual needs. Organizational models such as grade-level teaming, schools-with-in-a-school, and thematic approaches often characterize these student-centered approaches.

Best practices might suggest that facilities be organized into clusters, instructional units comprised of classroom spaces, student production spaces, and teacher preparation areas. Best practices might also suggest that double-loaded corridor designs cannot provide the flexibility necessary to accommodate multiple organizational models nor can they foster the same level of cooperation, teaming, and sharing of professional resources as house designs.

Facilities Impact: Implementing these organizational models, specifically the cluster concept, offers significant advantages to the delivery of curriculum and observation of students. While the impact implementing the cluster concept has on facilities is continually being evaluated in terms of major systems, it typically should not outweigh the educational advantages.

Examples of Organizational Models



- **Grade-Level Teaming:**

Grade-level teaming is based on organizing the building into separate grade-level units. Grade-level teams typically utilize an interdisciplinary approach. Each cluster contains learning centers, regular classrooms, for each of the core academic content areas (i.e. mathematics, science, English, social studies). Students in each respective grade-level take their core academics in their cluster leaving only for specialty areas such as physical education, visual and performing arts, and technology education.

- **Schools-Within-A-School/Small Learning Communities:**

Smaller schools or learning communities are housed in the same facility, but having separate governing bodies. Thus, a large school can be divided into smaller, more personalized units.

The school-within-a-school model provides an opportunity for more interaction between students and administrators and between administrators and staff. This allows the teachers to work cooperatively to best meet the needs of the students on their team.

- **Academies & Thematic Teaming:**

Thematic teaming is based on delivering curriculum within the context of a specific theme. Themes may include Science and Math, Fine and Performing Arts, or Foreign Language and Literature. A given school may have multiple themes or different themes for separate learning communities.

Technology: Create pervasive and integrated systems

- Access to voice, video, data, and electrical outlets provided in every instructional space
- Proficiencies incorporated into other content areas
- Utilize distance-learning opportunities
- Staff development

Best Practice: Technology continues to evolve and influence education. Technology has traditionally been perceived as a stand-alone content area with its own dedicated spaces. Best practices, however, suggest that technology should be incorporated into every learning space and into all curricula. Incorporating technology can accomplish two basic goals of education: linking traditionally isolated content areas and providing teachers with tools to explore more of Howard Gardner's multiple intelligences in their lessons.

Howard Gardner has indicated in "Frames of Mind" that there are several different types of intelligences (linguistic, mathematical, musical, kinesthetic, spatial, intrapersonal, interpersonal, and natural intelligence). Each person has strengths in some intelligences and weaknesses in others. Experts have indicated that students retain more information when several intelligences are involved in the learning process. For example, The NTL Institute for Behavior Science reports that students retain only 10% of what they read, but retain 90% of what they read, see, hear, experience, and teach.

Facilities Impact: Incorporating technology into all learning spaces and into all curricula can have a significant impact on facilities. First, all learning spaces would require access to voice, video, data ports, and electrical outlets. Second, infrastructure must be designed in such a way to allow access for maintenance and upgrades as technology continues to evolve.

Administration: Increase student contact and flexibility

Best Practice: As a result of recent violent crimes occurring in school facilities, school districts across the country are searching for both active and passive means of security. While not the only reason, best practices suggest that decentralizing administration serves this purpose. The decentralization of administrative services also provides the flexibility and opportunity for increased student contact, decreased student anonymity, and opportunities for passive supervision.
In addition, assistant principals, deans, and counselors form teams, are closer to the student and teacher, and can more efficiently use their time, expertise, and resources because their offices are located in the academic clusters. Communication between administrators is no longer an issue as access to instructional information and student records and maintaining a positive and secure school environment can be achieved through the effective use of technology.

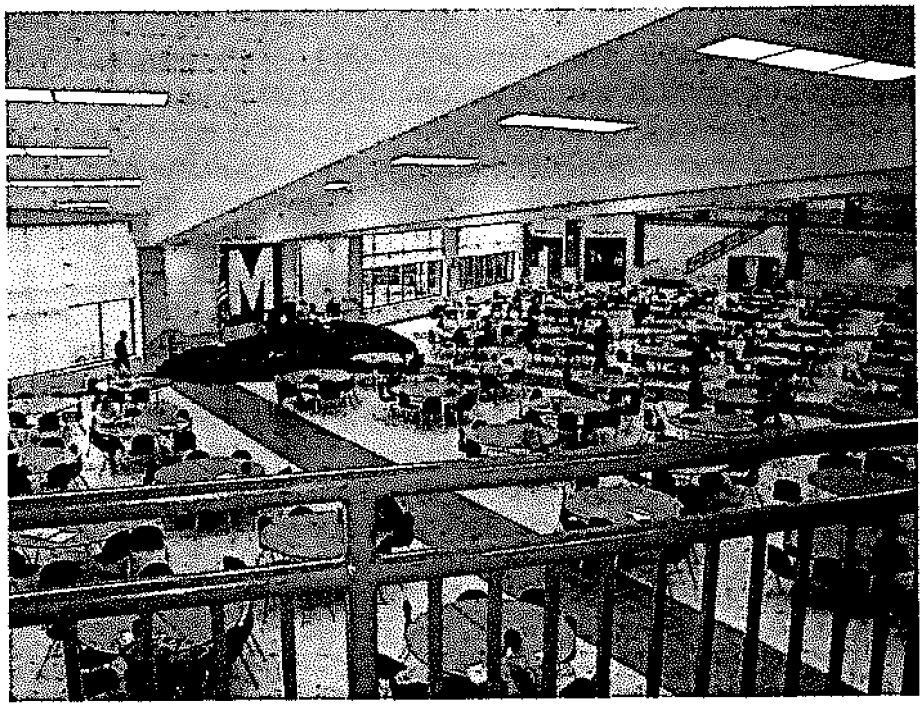
Facilities Impact: Decentralizing administration affects facilities only by the necessity to relocate offices and support spaces within each learning community and/or other areas.

Community Use: Instill a sense of participation, ownership, and pride

- Cooperative Alliances
- Youth Services
- Shared Decision-Making
- Community Service Volunteers
- Parent Involvement
- School/College Partnerships
- Polling places for elections

Best Practice: Best practices suggest that facilities should serve not only as an instructional centers for students, but also as user-friendly centers of the communities. Facilities should provide programs and access to resources for adults, businesses, and other community organizations. Community/school partnerships are playing an increasing role in secondary school facilities. These partnerships provide students with expanded learning opportunities, professional development opportunities for staff, and a venue for community activities.

Facilities Impact: Providing access to and forming partnerships with the community can have a significant impact on facilities. Additional spaces such as parent or community volunteer rooms, community locker rooms, and storage spaces may be necessary. In addition, for security purposes, community access may require careful attention to the organization of the facility. Community accessible portions of the facility may need to be located in areas that permit the remainder of the facility to be secure before, during, and after school hours.



(Photograph used for illustration purposes only)

Schools of the Future [2030]

The first task of the participants in Lab # 1 was to focus on the future of education. Although facilities are anticipated to have life expectancies of 50 years or more, we can be sure that education models will change during the life of the facility. The exercise was conducted to try to anticipate what the facility should be able to accommodate. The following are some of the brainstormed ideas that were developed by the groups. It is not the intent for the design to reflect all of these ideas but provides the architects and other readers with an understanding of the various ideas that were generated.
Participants worked in groups focused on these topics:

1. What will STUDENTS be doing in 2030?
2. What will STAFF be doing in 2030?
3. What will LEARNING ENVIRONMENTS look like in the year 2030?
4. How will COMMUNITY and SCHOOLS collaborate in the year 2030?
5. What will be the impact of TECHNOLOGY on education in the year 2030?
6. How do you create FLEXIBILITY IN LEARNING ENVIRONMENTS in the year 2030?
7. Out of the Box
8. What is the Vision for Los Lunas High School in 2030?
9. What environment would encourage students to attend school?