

involved. This suggests dedicated meeting space for Student Council, for other various small club meetings (to include sufficient storage), and a school store.

Careful consideration should be given to the type of furniture chosen for the student dining area. Round tables promote conversation and a friendlier, less institutionalized environment. Other furniture in the perimeter or adjoining areas could include benches, small tables, and comfortable seating. The atmosphere becomes one of a "student union".

Students also need to hear speakers and attend larger club meetings. A large group instruction area would work well for this purpose and could be used by the staff and community as well.

Looking to the future, it is very possible that some or many students would function well in a virtual high school setting, spending perhaps, every other day at home, connected through technology, still learning and still contributing as a member of their school.



(Photograph used for illustration purposes only)

Student Spaces

From the time students arrive in the morning to the time they leave in the afternoon, they move through the building performing many tasks and visiting many spaces. Adhering to the principle that learning can and should take place anywhere and anytime, we need to look beyond the classroom at other "student spaces". Students need places to work with peers on projects in a small group setting to collaborate, discuss, research, create, edit, organize, and prepare for presentation. The core cluster concept was developed with to support these concepts.

Students need spaces to support their social involvement, leadership skills, and the various activities in which they are

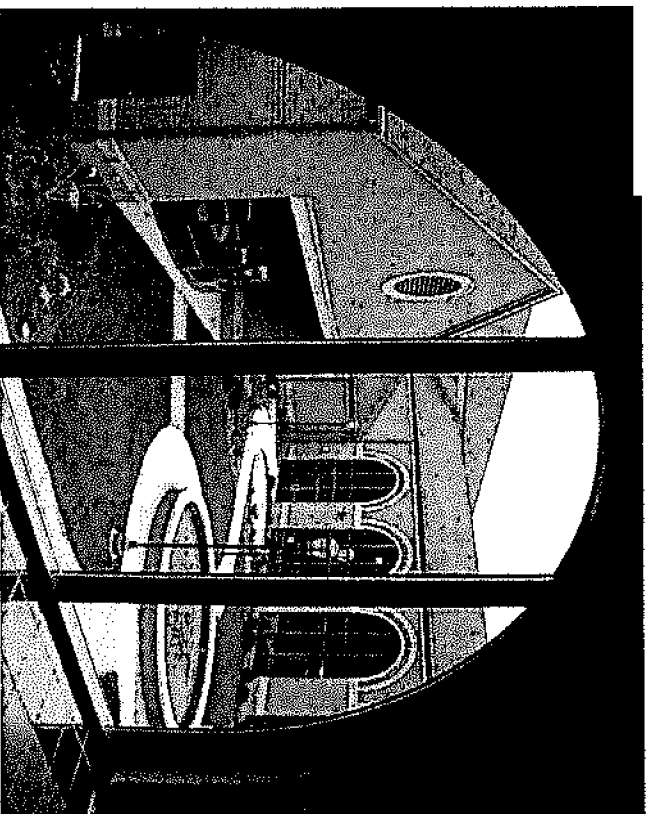


Other more visible components, such as choice of colors, display and showcase areas, durable yet comfortable furnishings, use of glass, and lockers that do not block the view, make the school more inviting and appealing.

Still other components, such as appropriate interior and exterior signage, ensure good wayfinding for students, staff, and visitors. Electronic screens are also helpful in communicating current news and announcements to anyone in the building. Appropriate sidewalks and pathways should be designed on the site to provide logical pedestrian traffic patterns. Parking should be strategically located to provide separation for staff, students, and visitors, and to provide convenient event parking for off hours.

Along with wayfinding, comes the need for security and safety. This can be achieved in many ways through the arrangement and adjacencies of the various types of spaces to the intentional use of cameras, swipe cards, motion detectors, and security gates for off hours.

These components, some obviously more visible and more tangible than others, provide a sense of belonging, a sense of comfort, a sense of security, and a sense of welcoming to all who enter the school.



(Photograph used for illustration purposes only)

Public Spaces

There are many components of the school which could be considered public as they affect all who enter. Some of these, such as natural lighting, good air quality, good acoustics, and good heating and cooling systems are essential to provide comfort and a healthy environment.



The following is a partial list of potential community**uses:**

- Mentoring Programs.
- After School Youth Enrichment.
- Speech/Debate Clubs.
- Pageants.
- Child care (staff, community).
- Recreation Programs.
- Outdoor Festivals.
- Intramural Sports Programs.
- Dance Recitals.
- Open House Activities.
- Adult Education.
- Community Meetings and public hearings.
- School Board Meetings.
- School/Business Partnerships.
- Health Screening.
- Special Seminars.
- Voting.
- Teacher Training.
- Professional Development.
- Testing.
- Rental space for churches, local arts groups, sporting events.

**Community Use**

It is anticipated that high schools will be used for a variety of community uses. Community involvement in education can take a variety of forms before, during, and after the school day. Additionally the school district would not have to pay for space elsewhere for banquets, PTA events, retirement events, student recognition events, if these types of spaces were available.



High School Educational Specifications

The areas in schools that have the greatest possibility for community usage include:

- Gymnasium
- Large Group Instruction
- Cafeteria
- Media Center
- Foyer/Entrance
- Playfields/Stadium
- Parking Lots

Special considerations include:

- Configure and zone facility and site to enhance parking and circulation, security, and energy conservation.
- Adequate signage to assist community members.
- Layout of community use areas should be of a "user friendly" design.
- Storage for community functions –gym; auditorium; community use.
- After-hours lighting for parking areas.
- Extended hours – (6 am – 3pm typical day vs. 7 am – 11pm for all)
- Joint use.

Community Use concerns as expressed by lab participants:

- The building should remain secure while outside groups have access, with only access to the parts of the facility necessary to their function
- Technology should be readily available to community uses
- Method for ensuring facilities are secure if used over weekend
- Access to portable seating & tables for various uses
- Classrooms available for UNMVC or tutoring
- Restroom access
- Method for monitoring activities
- Method for community groups to absorb some costs of use of the facility and outdoor fields



Learning Community Cluster Concept

The Learning Community concept has been developed nationally as a way of achieving many of the advantages of small schools while maintaining many of the advantages of larger schools. When properly organized and supported through facilities the Cluster concept can deliver:

- **Small School Advantages:** Greater administrative flexibility, collective professional decision-making, smaller learning communities, greater personalization, less anonymity for students and teachers, possibility of thematic, focused instruction.
- **Large School Advantages:** Economies of scale, availability of facilities, such as media centers and gymnasiums, only affordable in large schools, greater range of competitive sports and extracurricular activities, shared special services and specialized instructional programs.

Additionally, in the Learning Community concept allows the continued use of existing, large high school buildings when many of the educational and social values support small high schools.

This concept takes a total building capacity of 1,400 students and breaks it down into six smaller Learning Communities. These communities have their own core academic spaces, special needs spaces, administration spaces, student spaces, and technology education spaces within their cluster.

Potential Types of Learning Communities:

- A. Traditional Departmental
- B. Themes
- C. Tech Focused [i.e. Engineering, Communications, Business]
- D. Combination of approaches

Shared between each community would be the self-contained special needs, cafeteria, media center, art, music and performing arts area, the physical education area and some administrative spaces.

