

**MEASURE B HIGH SCHOOL**  
CENTRAL UNIFIED SCHOOL DISTRICT

Programming Document  
05.12.09



**BOARD OF TRUSTEES**

- Mrs. Cindy Berube
- Mrs. Terry Cox
- Mrs. Judith Geringer
- Mrs. Diana Milla
- Mr. William D. Peverill
- Mr. Phil Rusconi
- Mr. George Wilson, Jr.

**DISTRICT CABINET**

- Marilou Ryder, Ed.D.**  
Superintendent
- Michael A. Berg**  
Assistant Superintendent  
Chief Business Officer





## MISSION STATEMENT

---

OUR HIGH SCHOOL FOR THE FUTURE WILL BE A SOURCE OF **PRIDE FOR THE COMMUNITY**. IT WILL ENCOURAGE **COLLABORATION** BETWEEN STUDENTS AND TEACHERS AND WILL STRENGTHEN THE RELATIONSHIP BETWEEN THE SCHOOL AND THE GREATER COMMUNITY. IT WILL BE FLEXIBLE TO ADAPT TO THE CHANGES IN SOCIETY AND PREPARE OUR STUDENTS FOR SUCCESS IN A RAPIDLY EVOLVING **GLOBAL ECONOMY**.



PERKINS  
+ WILL

Measure B High School, Central USD  
Programming Document  
05.12.09

## *COMMON DESIGN THEMES*



**BUILDING TO PROVIDE SPACE AND EXPERIENCES  
THAT MOTIVATE STUDENTS TO LEARN**

---



**PREPARE STUDENTS FOR THEIR FUTURE  
CAREERS, WITH BOTH EDUCATION AND  
VOCATIONAL TRAINING.**

**PLACE FOR TODAY'S GENERATION AND GENERATIONS TO COME  
TO LEARN AND EMBRACE A LIFELONG LEARNING PROCESS**



**THE CONTINUED PURSUIT OF ACADEMIC EXCELLENCE**

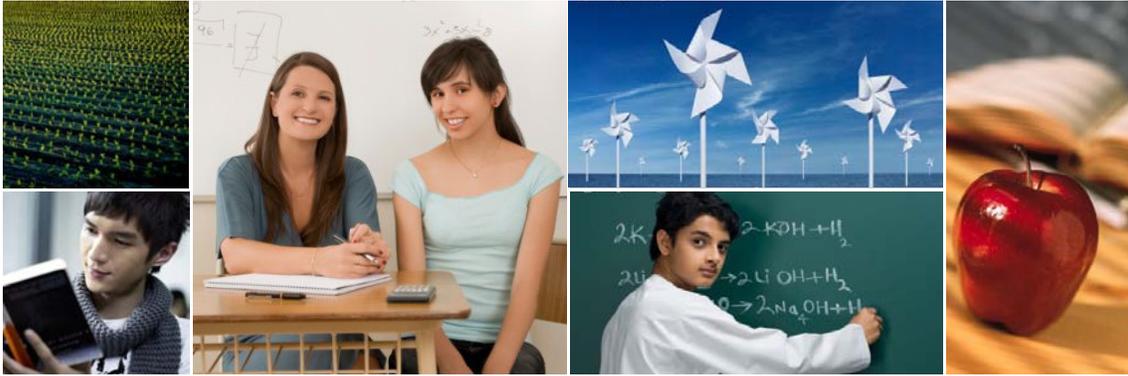
**A LEARNING ENVIRONMENT THAT FOSTERS  
CREATIVITY AND INGENUITY**



**A PLACE FOR YOUNG ADULTS AND THE  
COMMUNITY TO SHARE AND THRIVE**

## Table of Contents - PART I

<b>I.</b>	<b>Project Context</b>	<b>1</b>
	A. What is an Educational Specification?	
	B. Project Overview	
	C. District Goals	
	D. School Quality Design Team Goals	
	E. Educational Needs & Challenges	
<b>II.</b>	<b>Planning Process</b>	<b>6</b>
	A. Process Overview	
	B. Project Team	
	C. Workshops	
<b>III.</b>	<b>Educational Planning Goals</b>	<b>15</b>
	A. Project Mission Statement	
	B. Common Committee Design Themes	
<b>IV.</b>	<b>Program Description</b>	<b>23</b>
	A. Organizational Concepts	
	B. Summary	
	Appendix:	
	Teaching Station Analysis	
	Program Summary	
	Typical Academies & Small Learning Communities	



*Establishing a planning process for a successful high school project.*

### What is an Educational Specification?

An **educational specification** establishes the groundwork for the project and lays out the important information that is needed to design and implement the project. The end result is a preliminary program document that defines educational goals and priorities from extensive discussions with teachers, parents, staff and students. The team arrives at a **draft program** that includes the number of spaces and the area by square foot of each space. This leads to a **program summary** with the number of teaching stations. The process is then continued with the development of details and needs for each space.



*Planning a High School for the 21st Century.*

**PROJECT OVERVIEW**

To start a successful building project, many people must come together to craft an educational specification that defines a high school suitable for the challenges of educating the students in today's world and generations to come. The **stakeholders, i.e. students, parents, teachers, staff & community members**, are instrumental in forming the goals for the new high school. The result of this first step is a comprehensive program of the elements and spaces that will be built as part of the new High School Project. This list of spaces by size and type is called a program.

Sited on a 43.7-acre portion of the Koligian Educational Center, the 2,500-student 9-12 school will include innovative, **adaptable, programmatic elements which support the process of learning**. Facilities will accommodate the needs of 21st-Century students with collaborative learning experiences supported with flexible and innovative spaces for today and for the future.

Number of Students: 2500  
Grades: 9-12  
Site Area: 43.7 acres  
Building Area: 252,400 s.f.

Central Unified School District, along with Perkins+Will/ S.I.M. Architects, embarked on a planning **process that engaged multiple stake holders** in hopes of finding the answer most appropriate for the new Measure B High School in Fresno, California.



## CENTRAL UNIFIED SCHOOL DISTRICT GOALS

*The school district provided a starting point by establishing the district goals and inspiration for the planning process.*

### WHAT WE BELIEVE

- All children can learn
- Effective Education requires devoted, highly qualified teachers
- We partner with parents and the community in educating our students
- We celebrate our diversity
- We value meaningful extra-curricular learning opportunities for students
- Data drives academic decision making
- Technology will support and enhance the learning experience

### OUR VISION

The Central Unified School District strives to provide a standards-aligned curriculum with innovative instructional strategies to enhance optimal student performance and equip students with skills to lead successful, productive lives.

### OUR MISSION

The Central Unified School District will partner with parents and the community to empower students through education.

### ENDURING GOALS

- Every student will be on grade level in reading and math by the end of third grade.
- Every student will be supported to become academically proficient.
- Every student will have a clean, safe, drug-free school, which promotes a climate conducive to learning.
- Every student will participate in character education and service learning.
- Every student will be encouraged to participate in at least one co-curricular activity to ensure a well-rounded educational experience.
- Every student will graduate from high school.

*Goals already expressed in the Central Unified School District's Mission and Vision need to be taken to heart in the planning and design of the new High School.*



*The School Quality Design Team, led by Dr. Laurel Ashlock, strived to find ways to advance student learning and retention within the District. The results of their work culminated at the end of 2008 with these essential goals to continue to make Central Unified School District the District of Choice:*

### School Quality Design Team Goals

Increase **Student Learning**

Increase **Student Motivation**

Increase **Student Attendance**

*Prepare Students for the World of Work and Post Secondary Education*



### The Desired outcomes will be achieved when students

*Take Risks*

**Solve Problems**

Work **Collaboratively**

**Communicate** Effectively

*Take Responsibility*

*Be Proficient in Literacy and Math*

*Apply New Learning*

### Embracing YOUR Goals

*Enhance Public's Awareness of CUSD as the District of Excellence and Choice*

*Coordinate systems and resources within the District to maximize student and employee potential*

*Coordinate Technology to improve student achievement*

*Implement programs to ensure that every student will learn at grade level and beyond*

### Academy Program Goals

*Support Innovation*

*Promote Equity*

Enhance **Community Partnerships**

Provide **Rigorous** and **Relevant** Programs

*Build a Culture of Excellence in Teaching and Learning*



## What are the educational needs and challenges?



### Central Unified School District-School Quality Design Team Findings

- 22% AP Passing Rates
- 23% Grads with CSU/UC Req's
- Increased numbers of students leaving CUSD
- Similar Schools State ranking 1 on a scale of 10



### High School Survey of Student Engagement (HSSSE), *University of Indiana*

- Only 53% of students indicated teachers work with them to understand
- 56% of students had doubts about their teachers ability to make their subject relevant
- 45% of students were uncertain or disagreed about the availability of an adult to whom they could talk.

### Questions raised by other Statistics

- Are we spending more but providing less for students?
- Where will our children stand in a global society where more people know more WITH MORE information.
- Its not about teaching to the TEST but rather teaching for success.
- We live, learn, work, play, and interact differently but do our schools?
- Are students receiving the same benefits and opportunities at "school" that they encounter away from school?...are they more inspired elsewhere?

*The United States Labor Department estimates that today's learners will have 10 to 14 jobs before their 38th birthday.*

*Many of today's college majors didn't exist 10 years ago. More than 70% of four year olds in the United States use computers.*

*In 1984 there were 1,000 internet devices. In 1992 there were 1,000,000 and in 2006 600,000,000*

*We are currently preparing students for jobs and technologies that don't yet exist in order to solve problems we don't even know are problems yet.*

*Source: Karl Fisch, Arapahoe High School, Centennial, CO "Did you know.."*

### Planning Priorities supported by Central Unified SD Stakeholders

- Increase interaction and collaboration with Students/Teachers
- Create Active Students Social Center (Media Center, Food etc..)
- Flexibility to support Interdepartmental Instruction
- Student Owned Spaces (Student Collaboration Spaces)
- Provide Choices for Students
- Support Student's College and Work preparation needs
- Prepare for future vocational success



*Everyone's input is important to consider in any design process.*

## PROCESS OVERVIEW

**Stakeholder's Workshops** are vital to a comprehensive and collaborative programming process. The process serves to reinforce the district goals and provide a **forum for visioning, discussion and inspiration**. Working with the Steering committee provided a solid framework of leadership from which we reached out to the larger community. Many played a part in this process. Below is a list of meetings held to build the programming process.

11/10/08	District Leadership Cabinet Meeting
01/26/09	District Leadership Cabinet Meeting
<b>02/04/09</b>	<b>Stakeholders Workshop #1</b>
02/05/09	Facilities Steering Committee Meeting
<b>02/18/09</b>	<b>Student Workshop</b>
<b>02/18/09</b>	<b>Stakeholders Workshop #2</b>
03/26/09	Facilities Steering Committee
03/26/09	Community Forum



## VISIONING AND PLANNING TEAM

The names listed below represent some of the many people involved in making the visioning and planning process so successful. We thank everyone for their important contributions.

### BOARD OF TRUSTEES

Mr. Phil Rusconi    Mr. William D. Peverill    Mrs. Cindy Berube    Mrs. Diana Milla  
 Mrs. Judith Geringer    Mr. George Wilson, Jr.    Mrs. Terry Cox

### DISTRICT CABINET

<b>Michael A. Berg</b> Assistant Superintendent Chief Business Officer	<b>Marilou Ryder, Ed.D.</b> Superintendent	<b>Laurel Ashlock, Ed.D.</b> Assistant Superintendent Chief Academic Officer
<b>Chad Wood</b> Administrator Informational Technology	<b>Chris P. Williams</b> Assistant Superintendent Human Resources	<b>Kevin Wagner</b> Administrator Personnel/CWA

### BOND OVERSIGHT COMMITTEE

Cherie Smith    John Banks  
 Curtis Rindlisbacher    Julia Shields  
 David Jessen    Roni Jorgensen  
 Fritz Stiftinger    Steve Amaro  
 Jeff Harrington

### STUDENTS

### TEACHERS & STAFF

### COMMUNITY

### ARCHITECTS

**Wendell Vaughn, AIA**    **David M. Iwanaga, AIA**    **John Smith, AIA**    **Eric Brossy de Dios, AIA**    **Tinka Rogic**  
 Principal, LEED AP    Principal    Principal    Project Manager, LEED AP    Project Architect

### CONSULTANT TEAM

**Educational Visioning**    **Civil**    **Structural**    **Mechanical**    **Plumbing**  
 Jacqueline DeGarmo    Blair Church & Flynn    Advanced Structural Design    LP Consulting Engineers    LP Consulting Engineers  
**Electrical**    **Landscaping**  
 Hardin Engineering Group    Broussard Associates



*The community met to discuss issues important to Central Unified School District.*

### STAKEHOLDER'S WORKSHOP #1

*FEBRUARY 4, 2009. Central High School East, Fresno CA*

The purpose of the meeting was to give the stakeholders and the design team an opportunity to discuss goals and considerations for the design of the new High School. Key discussion points were

- "District of Excellence and Choice"
- Attracting students to the new High School
- Relevant Learning Experiences
- Safety and Supervision
- Multi-use of spaces
- Community accessibility
- Technology
- Quality Design Team

*"Space should not limit ."*

*"Physical structure that supports student & teacher collaboration"*

*"Recognize that students are learning differently due to technology"*

*"If we keep students interested they will want to come."*

*"Interdepartmental collaboration projects"*

*"Music and arts programs are important ."*

*"Make the school community accessible"*



**STAKEHOLDER'S WORKSHOP #1 PARTICIPANTS**  
*FEBRUARY 4, 2009. Central High School East, Fresno CA*



- |                       |   |
|-----------------------|---|
| Jeff Harrington       | Executive Director, Highway City Com. Dev.  |
| Fritz Stiftinger      | Bond Oversight Committee                    |
| Brett Wolfe           | Director, K-12 Education                    |
| Randy Rocca           | Parent/CUSD Aquatic Complex                 |
| Kerrie Kezirian       | West Campus/SQDT Member                     |
| Valerie Johnson       | Director, Special Education                 |
| Katie Elwood          | East Campus Junior                          |
| Sandi Morehead        | Teacher/Polk (6th grade)                    |
| Rae Swiger            | Supervisor, Library Services                |
| Jerri Anna Billington | Coordinator, Gifted & Talented Education    |
| Tami Boatright        | Supervisor, Assessment/Technology           |
| Robert Griffith       | Principal, Central East Campus              |
| Paul Birrell          | ROP Coordinator                             |
| Joe Casarez           | Director, Secondary Education               |
| Whitney Godfirnon     | Guidance Director, Central West Campus      |
| Lynda Labendeira      | Teacher/ Steinbeck                          |
| Mike Berg             | Asst. Superintendent Chief Business Officer |
| Laurel Ashlock, Ed.D. | Asst. Superintendent Chief Academic Officer |
| Bert Contreras        | Director, Operational Services              |
| Wendell Vaughn        | Principal, Perkins+Will Architects          |
| David Iwanaga         | Principal, S.I.M. Architects                |
| Eric Brossy de Dios   | Project Manager, Perkins+Will Architects    |
| Jacqueline DeGarmo    | Educational Visioning                       |



*How can the new high school best serve student needs?*

### STUDENTS WORKSHOP #1

*FEBRUARY 18, 2009. Central High School East, Fresno CA*

Students from East and West Campuses discussed their likes and dislikes about their current school environment with the design team. With their creativity and positive energy, the students provided important input into the programming process. Their numerous ideas about what the **Future High School** should be can be summarized in the following recurring themes:

- strong identity
- technologically advanced classrooms
- enjoyable spaces for teacher and student collaboration
- spaces to meet and connect
- place for independent learning
- community feeling similar to college campus
- freedom

*"We want the ability to express ourselves."*

*"We need **technologically advanced classrooms.**"*

*"We don't want it to feel like a High School."*

*"You cannot shape every classroom the same; it is not a tract home. You can live in a tract home, but you cannot teach in a tract classroom."*

*"College makes you feel like you can live. It makes you feel like you can reach your goals."*

*"We need **places to hang out** with friends."*

*Inviting spaces will make teachers passionate as well."*

*"P.E. needs more room."*

*"We want more choices."*



**STUDENTS WORKSHOP #1 PARTICIPANTS**

*FEBRUARY 18, 2009. Central High School East, Fresno CA*

D'Paul Rockett  
Sid Bose  
Hanita Dhillon  
Taylor Johnson  
Minami Espiritu  
Menna Eshete  
Kainoa Louie  
Teilor Kaiser Clarey  
Stephanie Chan  
Nicole Maul  
Julianna Foglio  
Jeffrey Duggan  
Vincent Yovino  
Angela Mendoza  
Alexa Beyelia-Hope  
Amanda Rolle  
Tatiana Hajou  
Tyler Swobe  
Alexxa Pritchett

Shaylene Ontverio  
Cassie Smith  
Yocelin Gallardo  
Ashlie Day  
Breanna Swobe  
Leslie Hohenbrink  
Ezereli Ledesma  
Leslie Zarate  
Kao Shoua Thao  
Carl Binger  
Marco Foglio  
Hannah Brotsis  
Danielle Grijalva  
Elaura Castro  
Kylie Rodriguez  
Alicia Mendez  
Sarah Allen  
Aaron Graef  
Kaitlyn Matsubara

Mike Berg  
Laurel Ashlock, Ed.D.  
Bert Contreras  
Robert Griffith  
Wendell Vaughn  
David Iwanaga  
Eric Brossy de Dios  
Tinka Rogic  
Ashley Stoner

Asst. Superintendent Chief Business Officer  
Asst. Superintendent Chief Academic Officer  
Director, Operational Services  
Principal, Central East Campus  
Principal, Perkins+Will Architects  
Principal, S.I.M. Architects  
Project Manager, Perkins+Will Architects  
Project Architect, Perkins+Will Architects  
Designer, Perkins+Will Architects



*In the second meeting, the stakeholders expressed and established the project goals.*

## STAKEHOLDER'S WORKSHOP #2

*FEBRUARY 18, 2009. Central High School East, Fresno CA*

The purpose of the meeting was to engage **teachers, parents, administrators and members of the community** in a discussion about the new High School. The following key discussion points informed the programming process:

- **Adequate classroom spaces (thermal and visual comfort)**
- **Advanced technology**
- **Collaboration spaces for teachers and students**
- **Preparation for the future**
- **Providing more career paths and opportunities for the students**
- **Sustainable and safe buildings**
- **Providing a place for the community**

*"Natural lighting with windows high up ."*

*"Kids are attached to whatever they can push a button on."*

*"Create opportunities for interdisciplinary study and practice."*

*"Encourage better interaction between students and teacher."*

*"We are trying to prepare our kids for the future."*

*"Keep safety in mind."*

*"Buildings that inspire collaboration."*



**STAKEHOLDER'S WORKSHOP #2 PARTICIPANTS**

*FEBRUARY 18, 2009. Central High School East, Fresno CA*

John Wells	CUTA/Teacher-Government/East
Barrie Burnham	Teacher-Arts/West
Donna Green	Teacher-Home Economics/East
Sarah Vogt	Teacher-Drama/East
Stephanie San Sebastian	Teacher-Home Economics/East
Katie Elwood	East Campus Junior
Jerri Anna Billington	GATE Coordinator
Cherie Smith	Parent/Bond Oversight Committee
Leonard Ingrande	Teacher-Music/East
Katy Mc Ilhargey	Teacher-Ceramics/East
Marcy Ruona	Teacher-Art/East
Lynn Thurston	Teacher-Home Economics/East
Rosa Gonzalez	Teacher-Spanish/Dance
Chris Williams	Teacher-Agriculture/West
Edward Robinson	Principal/Central HS West
Fritz Stiftinger	Bond Oversight Committee
Patricia Laughlin	Teacher-Language Arts/West
Sandi Morehead	Teacher/Polk
Kerrie Kezirian	Finance/West
Steve Weil	Springboard/SQDT
Paul Birrel	ROP Coordinator
Whitney Godfirnon	Head Counselor/West
Megan Chaney	Head Counselor/East
Robert Griffith	Principal/Central HS East
Janeen Worland	Director, Curriculum
Brett Wolfe	Director, K-12 Education
Ramona Cheek	Teacher, Librarian/West
Annie Lokrantz	Teacher, Librarian/East
Joe Casarez	Director, Secondary Education
Charlene Graham	Teacher/Saroyan
Chad Wood	Administrator, Informational Technology
John Banks	Parent/Bond Oversight Committee
Mike Berg	Asst. Superintendent Chief Business Officer
Laurel Ashlock, Ed.D.	Asst. Superintendent Chief Academic Officer
Bert Contreras	Director, Operational Services
Wendell Vaughn	Principal, Perkins+Will Architects
David Iwanaga	Principal, S.I.M. Architects
Eric Brossy de Dios	Project Manager, Perkins+Will Architects
Tinka Rogic	Project Architect, Perkins+Will Architects
Ashley Stoner	Designer, Perkins+Will Architects



*Students, Teachers, Staff, Parents and Community members contributed to the discussion to identify the goals of the New High School.*

#### **CONCLUSIONS & NEXT STEPS.**

All of the input is compiled from the meetings. A mission statement is written to drive the rest of the design process. Goals begin to define the core elements that the high school needs. The workshops are invaluable to moving the project forward.





## MISSION STATEMENT

### Collaborative Learning

### Small Learning Communities

### School of Choice

### Central Community

OUR HIGH SCHOOL FOR THE FUTURE WILL BE A SOURCE OF **PRIDE FOR THE COMMUNITY**. IT WILL ENCOURAGE **COLLABORATION** BETWEEN STUDENTS AND TEACHERS AND WILL STRENGTHEN THE RELATIONSHIP BETWEEN THE SCHOOL AND THE GREATER COMMUNITY. IT WILL BE FLEXIBLE TO ADAPT TO THE CHANGES IN SOCIETY AND PREPARE OUR STUDENTS FOR SUCCESS IN A RAPIDLY EVOLVING **GLOBAL ECONOMY**.

### COMMON COMMITTEE DESIGN THEMES

*SCHOOL OF CHOICE(S)*

*COLLABORATIVE LEARNING*

*STUDENT CENTERED LEARNING*

*PROJECT BASED LEARNING*

*INTEGRATED CURRICULUM*

*FLEXIBILITY*

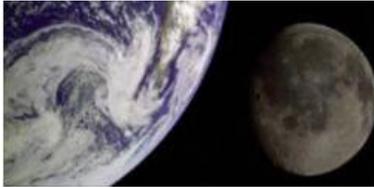
*COMMUNITY INVOLVEMENT*

*EXTRA CURRICULAR ACTIVITIES*

*SUSTAINABLE STRATEGIES*

*TECHNOLOGY DRIVEN PLANNING*

*CAREER AND EMPLOYMENT PREPARATION*



### SCHOOL OF CHOICE(S)

The New Measure B High School will offer experiences that promote a sense of community and **offer more choices** and opportunities for its students. The school will have a strong connection to the **community** and provide facilities that enable learning for all. A Visual and Performing Arts Complex along with excellent sports facilities support these goals. Central Unified School District will continue to be **a unique district of choice** in the Fresno Area.



*"The school should reflect school's identity....*

*We want the ability to express ourselves."*

*- Central East HS student*



**"Sense of Family"**

-Central East HS teacher

***"We want more choices."***

***-Central West HS student***



**"Places for the community"**

-Central HS parent



#### INTEREST-BASED ACADEMIES WILL:

- PROVIDE INNOVATION
- PROMOTE EQUITY
- FORGE COMMUNITY PARTNERSHIPS
- PROVIDE RIGOROUS AND RELEVANT PROGRAMS
- BUILD A CULTURE OF HIGH-QUALITY TEACHING AND LEARNING

*\*Central Unified SD School Quality Design Team Goals*



## COLLABORATIVE LEARNING

The need to collaborate is not only a social element in the high school of the future but also a necessity for job adaptability and success. **Project-Based learning** spaces enable that interaction with Tech Labs, open multi-purpose spaces and interest-based academies. Rooms for student and faculty collaboration enhance the interactions with students and teachers at the school. Spaces for **student-centered learning** support an **integrated curriculum** designed to meet the future needs of high school students in the collaborative world outside of school.



**"We are *young*, we are *social*."**  
- Central West HS student

**"Encourage better interaction between students and teacher."**

-Central HS teacher



**"Create opportunities and spaces for interdisciplinary study and practice."**  
-Central HS teacher

**"The relationship between teachers and students needs to be better for us to enjoy learning."**  
-Central East HS student

EVIDENCE SHOWS THAT MAJOR GAINS IN ENTERPRISE PERFORMANCE ONLY OCCUR WHERE USE OF THE NEW TECHNOLOGY HAS BEEN COMBINED WITH CHANGES IN WORK ORGANIZATION.

TRANSFORMATION OF ENTERPRISE, RESULTING IN CHANGES IN THE ORGANIZATIONS TOWARD PROJECT-BASED TEAMS.

-(WORLD EMPLOYMENT REPORT: LIFE AT WORK IN THE INFORMATION ECONOMY)



## FLEXIBILITY

*A High School for 21st Century Learning needs to be flexible enough to meet current curriculum & teaching methods and adapt to changes in educational models and coursework we haven't imagined yet. Classrooms spill out to open common space; teachers change teaching environments with ease; and the organization suits small communities as well as a comprehensive high school. The school will meet current needs as well as future needs.*



*"Better classroom, better atmosphere."  
- Central West HS student*

**"Provide support and meet student needs."**

-Central HS teacher



*"The teachers need more space to **move around** within a lab or classroom..  
-Central West HS student*

**"Visually inviting space that looks cool; you want to be there. A space that does not look like a classroom."**

-Central East HS Student

**"Get rid of desks"**

-Central HS teacher

Learning is NOT confined by  
PLACE.  
TIME.  
a SINGLE PERSON.  
a HUMAN TEACHER.  
MEMORIZATION.  
PAPER-BASED.  
INFORMATION.  
LINEAR LEARNING.  
INTELLECTUAL ELITE.  
CHILDHOOD.  
CONTROLLING LEARNERS.

*Skate to where the puck is going, not to where it's been.  
- Wayne Gretzky*



## COMMUNITY INVOLVEMENT

*The New Central Unified School District High School will be an asset to the community. By providing a place of gathering, not just for school but for a variety of after-school and community activities, it will encourage collaboration with parents, teachers and students to provide the best education possible for the area.*

"Big open common rooms with large windows"  
- Central West HS Student

"School should reflect school's identity"  
- Central East HS Student

"Inviting"  
-Central HS teacher

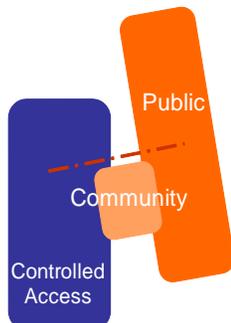
School will be there for the  
community  
-Central HS teacher

"Provide places for students to hang out."  
-Central East HS Student

Places for the community  
-Central HS teacher

"Agriculture drove this  
community."  
-Central HS teacher

PM tutorial services with food service  
-Central HS teacher





## SUSTAINABILITY

With every new school, sustainability plays an important part in three ways:

1. **Enhancing the educational environment and promote learning through light, clean air and views,**
2. **Operational Efficiency & Reducing Costs and**
3. **Promoting Environmental Stewardship.**

It is the architects intent to pursue high performance funding, alternative energies, and efficient systems throughout the site. It will recognize the important role that water, light and air plays in the Central valley.

### Potential Sustainable Strategies:

- Passive Solar
- Water Efficiency
- Alternative Energy
- Efficient Building Systems
- Natural Ventilation
- Rapidly Renewable Materials

### "Good acoustics & Better airflow"

-Central HS teacher

Connection to the land  
-Central HS teacher

### "Natural Lighting with Windows"

-Central HS teacher

**"We need shaded spaces - protected from the elements"**  
-Central East HS student

**"We are always too warm or too cold"**  
-Central East HS student

### RESPONSIVE DESIGN THAT MOTIVATES STUDENTS TO LEARN

**DAYLIGHTING** -better performance on standardized tests – as much as 20% in math and 26% in reading. <sup>1</sup>

**ACOUSTICS** -students in quieter schools score 20% higher on word recognition tests. <sup>2</sup>

<sup>1</sup> Pacific Gas and Electric report, [www.h-m-g.com](http://www.h-m-g.com)  
<sup>2</sup> John Lyons citing a Cornell University study, [www.coe.uga.edu](http://www.coe.uga.edu)



## TECHNOLOGY DRIVEN PLANNING

Technology changes, but it can lead to new exciting and compelling ways of teaching. A new high school should embrace technology, let it be flexible and adapt to each learning environment seamlessly.



Skills our students will need to compete in the changing world market:

- Information skills
- Interpersonal skills / effective communication
- Critical thinking skills
- Creativity and innovation
- Systems skills
- Technology skills
- Problem solving skills
- Service oriented mindset
- Learning skills so learning can be continuous



**"Specialized classes in generic classrooms prevent proper setup- it is an immature way to teach."**  
 - Central East HS student

**"New technology excites students"**  
 -Central HS teacher

**"Best place to study?"**  
 -Where information is available  
 (computer, textbooks)."  
 -Central West HS student



**"-Kids are attached to whatever they can push a button on"** -Central HS teacher

WE ARE CURRENTLY PREPARING STUDENTS FOR JOBS AND TECHNOLOGIES THAT DON'T YET EXIST IN ORDER TO SOLVE PROBLEMS WE DON'T EVEN KNOW ARE PROBLEMS YET.

Source: Karl Fisch, Arapahoe High School, Centennial, CO "Did you know.."



## CAREER AND EMPLOYMENT PREPARATION

*Students need to be prepared for their educational and vocational futures. Learning about subjects that they could see a future in motivates them to succeed. Making education applicable to a future employment or career helps students pursue their goals in whatever fields they choose. The Interest-based academies create an educational framework and a supportive community for vocational opportunities, college advancement and career focus. Central HS students will have the skills to become active and productive members of the workforce.*



**"College makes you feel like you can live. It makes you feel like you can reach your goals."**

-Central East HS student



**"Counseling center that is accessible to the kids"**  
 -Central HS teacher

College campus as a model  
**-Big open common rooms with large windows**  
 -Central West HS student



**"We need hands-on experience, not just sitting in the classroom."**  
 -Central West HS student

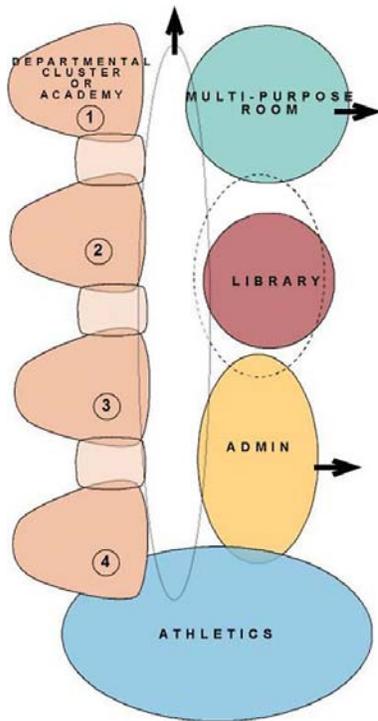
**"More independent work"**

-Central HS student

**"We are trying to prepare our kids for the future"**  
 -Central HS teacher

**TODAY'S STUDENTS ARE LIKELY TO CHANGE CAREERS 14-15 TIMES DURING THEIR LIFETIMES.**

*Source: Karl Fisch, Arapahoe High School, Centennial, CO "Did you know.."*



## *translating core goals into organizational design concepts:*

### **INTEREST-BASED ACADEMIES**

*Small Learning communities that are geared toward a interest or career subject where all of the curriculum supports the student's chosen interests*

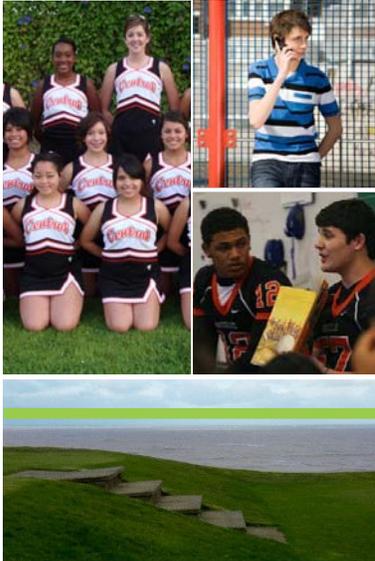
#### **Benefits:**

- “Coaching” and Mentoring by Instructors
- Building better Student Relationships
- Meeting Diverse needs of individual Student Needs
- Integrating Curriculum
- “Focused Areas” of Curriculum
- Student Centered Learning
- Student and Teacher Collaboration
- Project Based Learning
- Personal Administrative Services
- Increased Student awareness of Career Opportunities

### **COMMON/SHARED SPACES :**

*For connections within the school and the greater Central Community.*

All of the support spaces for the school: Library, Multi-Use Spaces, Gymnasium and Community Arts Center, are not simply stand alone pieces but actually connect the campus together and reach out to the community. The shared spaces join the small academic communities by enabling communication, collaboration and an exchange of ideas.



## SUMMARY

### Collaborative Learning

### Small Learning Communities

### School of Choice

### Central Community

The design of the new school will reflect the common design themes as defined in the workshops and meetings. Spaces for **collaborative and student centered learning** will enable the students to focus on their goals and to ultimately develop independent citizens who can compete in a changing global economy. As the **school of choice(s)** it will allow for **project based learning** within an **integrated curriculum**. It will be **flexible** to adapt to the constant changes in education and the society as a whole.

Small learning communities link multiple larger flexible spaces that will become a forum for the students to express themselves and a new center for the **community** at large. The buildings will become a window into the future not only on an educational level, but also in a wider sense by including new developments in **technology** and **sustainable designs**. It strives to go beyond being a “container” for teaching and becomes a teaching tool itself that inspires students and teachers to benefit from shared learning. By providing enhanced athletic, music, and visual arts facilities, the community is strengthened by an exchange of student talent and community participation. The school will express the wealth of activity inside to the greater community and encourage the population to share **educational, vocational, and social pursuits**.

Creating the educational specification with input from all the stakeholders proved to be an inspiring and exciting process. We thank the visioning and planning team for their valuable and passionate voices and look forward to a continued dialogue. The design team will further engage the stakeholders, teachers, students and community during the design of the high school.



## Teaching Station Analysis Summary

### Minimum of Teaching Stations required at 85% Efficiency at District Loading

	Loading		Students	TS
PE	50	Students/ TS	300	6
Severe Special Ed	9	Special Ed Students/ TS	18	2
Non-severe Special Ed	13	Non-severe Special Ed/ TS	78	6
Subtotal:			396	14
Standard Teaching Stations	32	Standard Students/ TS	2,104	66
Total at 100% Efficiency:			2,500	80

### Minimum of Teaching Stations @ 85% Efficiency 95

### Minimum of Teaching Stations required at 100% Efficiency at CDE Loading

	Loading		Students	TS
PE	27	Students/ TS	297	11
Severe Special Ed	9	Special Ed Students/ TS	18	2
Non-severe Special Ed	13	Non-severe Special Ed/ TS	78	6
Subtotal:			393	19
Standard Teaching Stations	27	Standard Students/ TS	2,107	79
Total @100% Efficiency:			2,500	98

### Minimum of Teaching Stations required for Funding 98

**Program Summary per District Loading @ 85% Efficiency**

<b>Program</b>	<b>Teaching Stations</b>	<b>Gross Area</b>
Student Support Centers	0	9,455
Physical Education	6	40,515
Interest-Based Academies	31	52,802
General Instructional Area	57	114,432
Library/ Media Center	0	3,952
Multi-Use/ Flex Space	4	10,150
Mechanical/ Electrical/ Custodial	0	21,087
<b>Subtotal</b>	<b>98</b>	<b>252,393</b>

**TYPICAL ACADEMIES AND GENERAL INSTRUCTIONAL CLUSTERS**

<p><b>Typical Academy</b></p>	
<p><b>(8) Teaching Stations</b></p>	
<p><b>approx. 240 Students</b></p>	
	<ul style="list-style-type: none"> <li>(3) Standard Classrooms</li> <li>(1) Special Ed Classroom</li> <li>(1) Flex Classroom</li> <li>(1) Science Lab</li> <li>(1) Tech Project Lab</li> <li>(1) Student Collaboration Space</li> </ul>

<p><b>Typical General Instructional Cluster</b></p>	
<p><b>(7-8) Teaching Stations</b></p>	
<p><b>approx. 220 Students</b></p>	
	<ul style="list-style-type: none"> <li>(3) Standard Classrooms</li> <li>(1) Special Ed Classrooms</li> <li>Shared Flex Classroom</li> <li>(1) Science Labs</li> <li>(1) Tech Project Labs</li> <li>(1) Student Collaboration Spaces</li> </ul>

PERKINS  
+ WILL