HALL SCHOOL BUILDING COMMITTEE

Date: Wednesday, August 5, 2015

Time: 6:00 p.m.

Location: Hall School Gym

1. Hall School Building Committee Agenda

   Documents: MEETING 1, 8-5-15_1.PDF

2. Review And Approve Meeting Minutes: 4/1/15 & 7/1/15

   Documents: MEETING MINUTES NO. 003 - OPA AND HALL ES BUILDING COMMITTEE_04-01_3.PDF, MEETING MINUTES NO. 004 - OPA AND HALL ES BUILDING COMMITTEE_07-01_3.PDF

3. Preliminary Review Of Educational Specifications

   Documents: ED SPECS DRAFT 070215_2_2.PDF

4. SCHEMSITE 073015

   Documents: 21402.18-SCHEMSITE-073015_1_2.PDF

HALL SCHOOL BUILDING COMMITTEE

Date: Wednesday, August 5, 2015

Time: 6:00 p.m.

Location: Hall School Gym

AGENDA

1. Review and Approve Meeting Minutes: 4/1/15 & 7/1/15
2. Project Update-Department of Education meeting
3. Site Planning Discussion
    a. Review required site elements
    b. Impact of construction on the existing building and relocation of students
    c. Site Access-Connectivity to Lomond/Riggs Streets & Sagamore Village
    d. Preliminary Requirements for Play Areas and Athletics-School and City
4. Site Approval Application update
5. Preliminary review of Educational Specifications
6. Site Approval timeline update and approval process (School Board and City)

Building Committee MEETING MINUTES - No. 003

Meeting: Hall School Building Committee **Date:** April 1, 2015 **Time:** 6:00 PM

Location: Hall School Library, Portland, ME
Project: Hall Elementary School

Notes and observations were made by Allison Towne DiMatteo

The following is a summary of the issues discussed in the order presented:

Meeting Agenda: *Copy of agenda attached*

Action/Date Responsible Party	Item No.	Item
Attendees		*List of Attendees at end of Minutes*
Meeting Minutes		The meeting minutes from March 4, 2015 were brought forward. • Motion to approve the meeting minutes from March 4, 2015. Seconded. (Approved unanimously.)
New Business		
Slideshow presentation is on the Hall Building Committee website ("School Board Presentation 3/17/15")	**1.**	Allison DiMatteo presented a slideshow that provided additional demographic information requested by the Building Committee at its March 4 meeting, and which was previously presented to the Board of Education on March 17, 2015.
	2.	Nick Mavodones asked if the district's "management" plan will be permanent. Sarah Thompson stated that it is currently a year-to-year vote. Craig Worth mentioned that it has been approved to continue for next year and that the plan seems to be working well.
	3.	Many Rivers program is seeing a lot of interest for 2015-2016. The district should have numbers available in one to two weeks.

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Action/Date Responsible Party	Item No.	Item
	4.	Ed Suslovic gave an overview of discussions between the school department and the City of Portland on long-term budget capacity for the remaining Buildings for Our Future (BFOF) projects. Working to establish the amount of money available for locally funded improvements, and then the school department can determine the projects.
	5.	The idea of a regional solution has been brought up by the Dept. of Education (DOE), and the possibility of consolidating Longfellow and Hall Schools since they are close by on the list. What would be available sites? Need to have a contextual discussion of what the options are.
	6.	Oak Point was asked to analyze the Hall School site to determine the maximum capacity of the site. Could the site be expanded into Sagamore Village? Possible land swap? Traffic would be a consideration for expansion but a traffic study has not yet been done.
	7.	State guidelines should be reviewed for minimum site size. Next meeting should feature a presentation of possible sites.
	8.	Planning department information on alternate sites should be sent to building committee members.
	9.	Next meeting scheduled for Wednesday, May 6.
		END OF MEETING MINUTES

The above items are true to the best of the writer's knowledge. If there are any errors or omissions, please notify Allison Towne DiMatteo of Oak Point Associates, at the next scheduled meeting. If no corrections or additions are noted at that time, these minutes will become a permanent record of the preceding. If corrections or additions are made, these changes will be noted in the minutes of the next scheduled meeting.

Meeting Attendees:

Name	***Representing***
Mark B. Adelson	Building Committee, Portland Housing Authority
James Banks Sr.	Building Committee
Joe Carter	Building Committee
Bob Doherty	Building Committee
Sean Kelsey	Building Committee

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Anita LaChance	City of Portland
Katie Lamb	Building Committee
Whitney Letellier	Building Committee
Nick Mavodones	Building Committee, City Councilor
Laura Newman	Building Committee
Pedro Nieves	Building Committee
Cynthia Remick	Hall School Principal
Douglas Ritter Sherwood	Portland Public Schools
Ed Suslovic, *Chair*	Building Committee, City Councilor
Sarah Thompson	Building Committee, School Board Member
Craig Worth	Portland Public Schools
Brian Jackson	Building Committee
Steven Scharf	Public
Ethan Croce	Public
Tyler Barter	Oak Point Associates
Allison Towne DiMatteo	Oak Point Associates
Rob Tillotson	Oak Point Associates

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Building Committee MEETING MINUTES - No. 004

Meeting: Hall School Building Committee **Date:** July 1, 2015 **Time:** 6:00 PM

Location: Hall School Library, Portland, ME
Project: Hall Elementary School

Notes and observations were made by Allison Towne DiMatteo

The following is a summary of the issues discussed in the order presented:

Meeting Agenda: *Copy of agenda attached*

Action/Date Responsible Party	Item No.	Item
Attendees		*List of Attendees at end of Minutes*
New Business		
	1.	Laurie Davis provided an overview of discussions at recent School Board meetings regarding the Hall School project, and the vote on June 16, 2015 to move forward with a proposed 525-student school on the current Hall School site.
	2.	Rob Tillotson gave an overview of the Dept. of Education (DOE) Site and Concept Approval process and next steps.
	3.	Allison DiMatteo gave an overview of the site investigations that are ongoing through the summer, in support of the Site Approval application. These include a traffic study, geotechnical study, and Phase 1 Environmental Site Assessment. Meetings with City staff are also ongoing (Planning, Stormwater, Traffic). Letters are being written to state agencies (MDEP, MDOT, MHPC, IF&W) to determine if there are any red flags.
	4.	Ed Suslovic urged collaboration with the Portland Housing Authority (PHA) to capitalize on mutually

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Action/Date Responsible Party	Item No.	Item
		beneficial opportunities. Mark Adelson said that PHA's master plan is underway; a consultant has been hired.
PPS: come forward with operational pros and cons, consider options for off-site relocation. Oak Point: assess "best fit" of building on site. To be discussed further at August 2, 2015 meeting.	**5.**	The committee discussed the choice to build on the site with the school building occupied, or finding off-site housing for the school during construction. There are pros and cons to both. Nick Mavodones would like Portland Public Schools to weigh in on the educational impact of either option. The possibility of having off-site contractor storage and mobilization was discussed.
Oak Point to develop a detailed timeline for Site and Concept Approval, leading up to the referendum date.	**6.**	The timing of the referendum to approve Concept Design was discussed. Ed Suslovic and Nick Mavodones stated that the City Council would be supportive of a stand-alone referendum (which the state would cover the cost of) at the earliest date possible. The City needs 90 days to prepare referendum documents.
	7.	Allison DiMatteo presented the list of major site program elements, and items which the state either limits funding on, or that are required to be locally funded. Since funding for playground spaces are limited, the committee will need to work closely with the Recreation Department and other interested parties (Portland Trails, parent groups, etc.) to develop a master plan.
	8.	Ed Suslovic asked if a cost-benefit analysis could be done for stormwater management measures. The City might want to locally fund additional stormwater treatment if it saves money long-term on stormwater impact fees (due to take effect on 1/1/16).
	9.	Tyler Barter reviewed the enrollment study and how the population of 525 for the new school was arrived at. He also explained the state formula for determining gross square footage (gsf) for an elementary school. A 525-student elementary school would be allowed roughly 75,075 gsf.
	10.	The BFOF project included a larger (middle school-sized) gym at the City's request. This additional 2,200sf (+/-) would need to be locally funded, if supported. Anita LaChance said that there is little revenue-generating potential in a middle school-sized gym.
PPS will prepare a breakdown of locally funded items at EECS and OAES.	**11.**	Ed Suslovic requested that Portland Public Schools prepare a summary of locally funded measures (and their costs) at East End and Ocean Avenue Elementary Schools. He stated that all local expenses will need to be scrutinized in light of overall C.I.P. constraints.
	12.	Pre-Kindergarten was discussed. The district is thinking that two Pre-K rooms should be provided. To what extent will this impact the state numbers?

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Action/Date Responsible Party	Item No.	Item
		Would increase student population by about 30.
	13.	Laurie Davis asked that materials being discussed at building committee meetings be distributed to committee members well in advance of meetings.
	14.	The next meeting is scheduled for Wednesday, August 5, 2015 at 6:00pm, at Hall School.
	15.	The meeting was adjourned at 7:40pm.
		END OF MEETING MINUTES

The above items are true to the best of the writer's knowledge. If there are any errors or omissions, please notify Allison Towne DiMatteo of Oak Point Associates, at the next scheduled meeting. If no corrections or additions are noted at that time, these minutes will become a permanent record of the preceding. If corrections or additions are made, these changes will be noted in the minutes of the next scheduled meeting.

Meeting Attendees:

Name	***Representing***
Mark B. Adelson	Building Committee, Portland Housing Authority
James Banks Sr.	Building Committee
Joe Carter	Building Committee
Jeanne Crocker	Portland Public Schools
Laurie J. Davis, *Vice Chair*	Building Committee, School Board Member
Bob Doherty	Building Committee
Dick Farnsworth	Building Committee, State Rep District 37
Sean Kelsey	Building Committee
Anita LaChance	City of Portland
Katie Lamb	Building Committee
Nick Mavodones	Building Committee, City Councilor
Pedro Nieves	Building Committee
Dawn Kenniston	Hall School Principal
Douglas Ritter Sherwood	Portland Public Schools
Ed Suslovic, *Chair*	Building Committee, City Councilor
Sarah Thompson	Building Committee, School Board Member
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Sarah Smith	Oak Point Associates
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Educational Specifications
Portland Public Schools

Learning to Succeed

Draft

Portland Public Schools

_____ _____

Date Approved by School Committee **Vote**

_____ _____

Superintendent's Signature **Date**

Table of Contents

Educational Specifications Committee

Anita Lachance, Director, (Portland) Department of Recreation & Facilities Management
Allison DiMatteo, Oak Point Associates
Christine Fricke, Librarian/Media Specialist, Hall School
Craig Worth, Deputy Chief Operations Officer, Portland Public Schools
Cynthia Remick, Principal, Hall School
Ed Suslovic, Portland City Council
Emmanuel Caulk, Superintendent, Portland Public Schools
Erin Humphrey, Grade 1 teacher, Hall School
Ethan Strimling, CEO, Learning Works
Jeanne Crocker, Director of School Management, Portland Public Schools
Jeanne Whynot-Vickers, Director – Educational Excellence, Learning Works
John Dickerson, Vice-Principal, Hall Elementary School
Karen Seynour, (Portland) Recreation Supervisor
Laura Newman, Parent, Hall School
Laurie Davis, Portland School Board
Maria Taliento-Nelson, Kindergarten teacher, Hall School
Marnie Morrione, Portland School Board
Meghan Prestes, Grade 1, Hall School
Rebecca Walsh, Grade 3 teacher, Hall School
Sally Deluca, Director (Portland) Recreational Division
Sandy Sherry Kindergarten teacher, Hall School
Sarah Smith, Oak Point Associates
Tom Lafavore, Educational Consultant
Tonya Bufano, Grades 3-5 teacher, Many Rivers, Hall School
Valerie Vassar, Grade 5 teacher, Hall School

A Forward-Looking Program for All Learners

Question 1: How does the facility enhance teaching and learning to meet the needs of all learners in 21st Century?

This facility will enhance teaching and learning to meet the needs of each learner in the 21st Century by providing flexible spaces that inspires a collegial community of learners to collaborate in creating a student- and community-centered learning environment. This collaboration will focus on allowing students to own their learning through research-based instructional practices that incorporate facility-based learning and the principles embedded in STEAM (science, technology, engineering, arts and math).

Effective communication, collaboration, creativity, and critical thinking will form the cornerstone of discovering and exchanging knowledge. The facility's design will consider and accommodate the unique and varied learning and physical needs of the community's diverse population. The design will also reflect an understanding that classroom walls do not confine learning, and that a connection to the natural world and the local and global community is essential to a comprehensive education. The facility's design will also reflect the need to continue the high level of collegiality among instructional and administrative staff, accommodate a variety of instructional strategies, and recognize the importance of parental and the Greater Portland community partnerships.

How will the new school:

1. Create equitable opportunities for all students to achieve the Maine Learning Results?

This project recognizes the intent of the knowledge and skills delineated in Maine's Learning Results and Guiding Principles is to prepare learners for career, college, and citizenship. Embedded in that intent is a recognition that as learners, students have individual needs. To better customize learning to meet those learning needs, the facility will provide adequate and flexible spaces for grouping of students in proximity to classrooms. Additionally, the inclusion of adequate common spaces will allow students to demonstrate their learning in a variety of ways (e.g., projects, performances, and group learning).

As noted above, learning can take place outside the classroom. This facility's outdoor spaces will not only provide access to recreational activities, but also facilitate outdoor learning to let students understand the ways in which the environment impacts the community and their lives. The outdoor learning spaces will also accommodate gaining knowledge and skills in connecting how land provides for families and communities (farm-to-table).

2. Offer the skills and tools students need to succeed in a global knowledge-based economy?

By emphasizing the teaching and learning of critical thinking skills, the facility' design will facilitate student understanding success in the 21st Century is dependent on knowledge and skills that extend beyond classroom instruction. To assure this knowledge and those skills, the facility will incorporate a technology infrastructure that allows global connections and distant learning.

3. Be a center of learning for multiple audiences and a partner with the community?

A diverse cultural and socio-economic community surrounds the facility's location. It is important the facility embraces this community by having multi-purpose rooms to enable working community partnerships and a welcoming environment both inside outside the facility. The facility reflects a center for learning that is not dependent on a clock, calendar, or traditional ways of delivering instruction. Without disturbing designated instructional areas, the community partners will be able to utilize the facility by using safe and secure entrances so they might have access to places such as the gymnasium, cafeteria, multimedia learning center/library, and certain meeting rooms. Additionally, members of the community will have access to the outside learning and recreational areas throughout the year.

4. Address the needed improvements based on current and facilityed school data, such as student attendance, anticipated enrollment, academic performance, graduation rate, and college going data?

With an understanding that community populations fluctuate from year to year, the facility's design is flexible enough to accommodate the present student population and any future growth or changes in population. The facility will also include space for pre-school that in not presently offered. The use of space within the facility should be flexible enough for supplemental instruction, customized learning, and the grouping and regrouping of students.

5. Be flexible enough to incorporate a broad repertoire of instructional practices and strategies?

The facility's design should consider that a true community of learners includes both students and adults. Therefore, the facility includes adequate spaces for instructional staff and community professional development that includes a sufficient teacher's room, multi-purpose rooms, and flexible a multi-media learning center/library that can be used for adult learning. Additionally, the design should incorporate the strategic placement of space for students needing specialized instructional and functional needs (e.g., LLI, ELL, OT, PT, speech, psychologist, social work, etc.). The rooms for specialized and functional needs are placed in close proximity to instructional areas so students can easily access the services.

The facility will also include adequate spaces for students to demonstration their learning a result of a variety of instructional and learning practices. Additionally, adequate and appropriate instructional space will be used for students to gain knowledge and skills in science, technology, engineering, arts, and mathematics (STEAM). As noted above, teaching and learning space includes the natural surroundings of the facility. Carefully planned outdoor space will allow students to utilize the natural environment to gain knowledge, and use the natural environment for such learning activities as growing and harvesting plants for food. Consequently, there will be a glassed space within the facility to allow sufficient heat and light for plant growth.

6. Be personalized learning environment that will create an energized educational culture for students and teachers.

In order to continue the existing of strong collaboration and collegiality among staff, administration, students, alumni and the community, the facility will incorporate an inviting, and calming environment that encourages learning at all levels. To facilitate the founded practice of collegiality and collaboration, teacher's meeting space will be large enough to accommodate various sized groupings. Sufficient space will be designated for the presentation of artwork, instructional material, and student work. Presently, a 130-gallon aquarium requiring a cooling system has been a focal point with students for both a place for serene observation, inquiry, instruction, and learning. The facility will include sufficient space for the aquarium in a place that is accessible for viewing by students, staff, and the community.

Instructional space will be flexible enough to allow collaborative and team instruction. Therefore, instructional spaces will include movable walls to enable team teaching and group learning both within and across grade levels. To permit multiple modalities of learning, adequate and flexible spaces will be used for visual and performing arts. Those spaces will include, but not be limited to, a performance platform that is accessible by the gymnasium and cafeteria. Furthermore, the technology infrastructure will allow for digital displays of student learning both in the classrooms and hallways.

7. Support relevant learning models and instructional practices that can accommodate current and future student needs.

Instructional models depend on establishing a common language of teaching and learning. Such models need sufficient space for instructional and specialized instructional staff and administrators to collaborate on meeting student-learning needs in professional learning communities. Instruction should include practices that customize learning for each student. To accomplish this individualized and customized approach, sufficient, varied, and flexible spaces will be used for workshop models, as well as, to accommodate large and small groupings of students. To further customize and individualize learning, common spaces will allow for students needing specialized learning.

The facility will provide adequate space for students to learn and demonstrate the knowledge and critical thinking skills associated with STEAM. Instructional spaces, therefore, will allow the integration of content and hands-on and experimental learning. Additionally, a learning kitchen will allow students to gain practical knowledge in cooking as well as become familiar with the concept of farm-to-table through the use of the outdoor learning spaces.

Best Practices in Educational Programming
Ensuring High Achievement and High Aspirations

Question 2: How will the range of programs housed in the facility guarantee equitable access to the essential resources needed to achieve the high expectations of Maine Learning Results? And how will the facility's programs help students to become responsible, and ethical citizens?

For students to have access to equitable resources and achieve high expectations, it is essential the facility's design meets the educational, physical, and social needs of a diverse population. The design will ensure:

- The instructional staff can easily collaborate and learn;
- Administration and support staff are visible and easily accessible;
- Students can be grouped and regrouped effortlessly and in adequate spaces;
- There is room for students to demonstrate their knowledge and skills;
- Learning will take place within and outside the facility;
- The community can have an active role in the students' education, technology is accessible to everyone:
- The specialized needs of each student are met.

The facility's design incorporates an understanding that students learn best when they establish positive habits of mind. The design will allow students to engage in learning within the classrooms, smaller breakout rooms, multi-use spaces, outside, in the hallways, and in the cafeteria and gymnasium. The classrooms' movable walls will allow teachers and students the flexibility to collaborate on meeting learning goals when needed. The cafeteria design allows students to gain knowledge and skills in the proper ways to socially interact. The outdoor spaces allow students to connect and learn about the natural world. The gymnasium will let students understand the importance of teamwork and the confidence gained when one achieves difficult goals.

1. Student-support services that guide students and reinforce high expectations, achievements, and aspirations.

The facility's design will meet the specialized needs of each student by providing best practice support services that are seamless, and contribute to helping students achieve learning goals. To that end, specialized services will be centrally located so students have easy and timely access to the specialized services. Rooms will be designed for specialized services and will sometimes require special considerations to meet special needs. For example, speech therapy rooms will need to be located in a quiet space. Rooms for specialized services will have adequate storage for educational, therapeutic, and personal items.

In addition, the facility's design will include adequate, designated, and secure and safe spaces for students and the community to engage in activities that extend beyond the school day and year (e.g. summer school, after school programs, sports). These spaces, as well as individual classrooms, will have adequate and secure storage spaces. Each classroom will be equipped with a current voice amplification system to enhance both teaching and learning.

2. Administrative services that are organized to support collaborative leadership.

As noted above, administrative and some specialized services' (e.g., social worker and school nurse) will be centrally located and easily accessible through safe and secure means. An adequate amount of meeting space will be used for such collaborative and encompassing leadership events as professional learning community work, general staff meetings, Leadership Team meetings, and community coordination.

3. A rigorous academic program that is aligned with Maine's Learning Results.

Best educational practices dictate that teaching and learning is achieved when administrators, teachers, students, parents, and the community work together to encourage, monitor, and assess growth in learning. To facilitate that tenant, the facility's design will reflect a community theme that extends across grade levels and into the community. In this community of learners, the knowledge and skills embedded in all Maine's Learning Results will be considered. For example, interconnected classrooms, open spaces, and spaces for small groups contribute to using a variety of instructional methods. Designated spaces for visual and performing arts and physical education contribute to ensuring a well-rounded education. An easily accessible safe and secure multimedia learning center/library enhances student knowledge by allowing them to explore the world and cultures through the written word and modern technology. Space designated for pre-kindergarten education recognizes that students receiving early education often perform better in subsequent years. Finally, an established community of learners welcomes, encourages, teaches, and provides school-wide access to university/college students who desire to become teachers.

4. Specialized programs that support and enhance the arts, cultural opportunities, and physical education for students and the community.

Schools should function as an integral part of the community. The facility will be designed to reflect a sense that the community is welcome to participate in the educational process and utilize the spaces inside and outside of the facility. The community interaction can occur both during and after normal school hours and days. For example, the fact that the facility will have designated spaces for music education, visual and performing arts, as well as, foreign languages often encourages community members to share their knowledge and skills and mentor students. Additionally, the gymnasium, cafeteria, presentation platform, and outdoor spaces can be utilized for special community and wellness events. The addition of a walking track outside the facility can be used for physical education as well as community wellness and fitness. Music education (band, strings, chorus) space will be located away from instructional areas and have adequate space for material and equipment. Students in music education will be able to utilize the performance platform to demonstrate their knowledge and skills and entertain a variety of audiences.

5. Embedded programs that will accommodate rich and diverse multigenerational interaction among students, facility, and the community.

Interactions among multi-generational students and adults assist in gaining essential social skills. Such interaction can occur in formal settings, or be embedded in the students' day-to-day educational experience. For example, to foster proper and appropriate conversational skills, the facility will have a cafeteria large enough to accommodate multiple grades levels and seating that

allows students to easily interact with same and different age peers and adults. The same space will be flexible enough to permit utilization by community members of all ages.

The facility will provide adequate and safe spaces for the community's adults to interact with students in a variety of ways (e.g., Foster Grandparent program). Furthermore, adequate and flexible multipurpose rooms will be made available for parent groups to meet. A large, safe and secure multimedia learning center/library welcomes community members of all ages to access a wide range of reading and listening materials and research resources to support the curriculum, as well as, access to modern technology. Flexible indoor and outdoor spaces will allow students and the community to recreate either through established programs or on their own.

6. Programs that support and enhance multigenerational learning within the facility.

As previously noted, student and adult learning can employ many and varied forms. The facility will provide sufficient and flexible space for adult and student learning both during and after school hours and days. Presently, the school welcomes a variety of individuals and groups to offer skills, information, and mentorship (e.g., Maine College of Arts, Audubon, University of New England, Foster Grandparents, volunteers, etc.). The new facility will provide adequate and flexible space for these and other community connections to continue. Both small and large spaces will also be used for continuous, embedded and formal professional development for teachers and community members.

7. Programs that encourage small and personalized learning communities, flexible school structures and practices, and professional learning partnerships among teachers.

The facility will include sufficient and flexible spaces within grade spans to foster a collaborative and integrated learning environment. Large and small spaces will be adequate and flexible enough to allow multi-aged grouping of students. Both small and large spaces will also be used for continuous, collaborative, embedded and formal professional development for teachers through Professional Learning Communities, curriculum committees, and leadership teams. Also, these same spaces can be used for small and large group instruction and presentations. Functional and varied spaces will also be used so students can gain knowledge and skills associated with STEAM. Specialized services will be centrally located so teachers and staff associated with those services can easily collaborate with the instructional staff and administration. The facility will follow the specifications outlined in universal design and follow local, state and federal access requirements.

8. Programs that overcome demographic and economic challenges to give students access to the best teaching and learning available.

Presently, the school values the diverse community in which it serves, recognizes the challenges, and fosters the potential of each student within the community. The new facility will allow that tradition to continue ensuring each student meets her or his learning goals both in classrooms and by employing adequate and flexible spacing for large and small group learning. By providing flexible cafeteria space, each student can receive breakfast to ensure proper nutritional requirements. Additionally, each student will also understand his or her responsibility to the environment through space and equipment associated with recycling and composting. The importance of individual hygiene will be emphasized by adequate hand washing stations in the classrooms, cafeteria, gymnasium and bathrooms. For safety purposes, girls' and boy's

bathrooms will be in close proximity to the cafeteria. When needed, each student will have easy access to specialized services including, but not limited to, the social worker and nurse.

Connecting Best Practices in Educational Programming and Facility Design

Question 3: In what ways does the interrelationship of instructional and non-instructional programs and facilities enhance teaching and learning, provide a personalized learning environment, allow for program adaptability and flexibility and maximizes collaboration for the benefit of the students as a group and individually?

One of the foundational and fundamental elements of effective instructional and non-instructional practices to promote growth in student learning is establishing a school climate of collaboration and collegiality. Often the design of many schools built in the last century did not allow for administration and instructional staff to easily collaborate with one another. One of the design themes of this facility is for the administration and instructional staff to more easily continue their collaborative and collegial interactions to better serve the diverse student population. The key to such interactions is to have large and small flexible spaces for instructional and non-instructional uses. Not only do such spaces facilitate professional collaboration, but allows students to enhance their learning through interactions with large, small, and multi-aged groups. Adequate and flexible spaces leads to varied instructional and learning activities, and provide avenues for students to reach their personal potential.

1. Creating programs that provide for collaborative, interdisciplinary teaching models instead of traditional content-driven organization of spaces and programs.

To enable the present established tradition of collegiality and collaboration among administration and staff, classrooms will have movable walls to facilitate interdisciplinary instruction and grouping of students. To instruct various groupings of learners, sufficient and flexible learning spaces will allow teachers across grade spans to form teams both within and out of classrooms. The multimedia learning center/library will be centralized and be a center of learning for classes, groups, and individuals. A modern technology infrastructure will allow teachers to interact with one another and their students, and allow students to interact with teachers, other students, and the world beyond the school walls. Outdoor learning spaces will encourage students of all ages to understand the importance of the natural world. Additionally, students, teachers, parents, and community members will understand the importance of play as they access the indoor and outdoor recreational spaces.

2. Facility's facilities that incorporate personalized work environments for students to work either individually or in small teams.

To better meet the needs of each student, the facility will have adequate large and small spaces that can be used for personalized or group instruction. These spaces will be in and outside the classrooms. Spaces outside the classroom will be conveniently located and easily visible to one or more teacher. Some large spaces (e.g., cafeteria, multimedia learning center/library gymnasium) will be flexible enough to allow large group instruction or presentations, while other spaces can be flexible enough to provide quiet spaces for students needing minimal distractions.

3. Arrange libraries, performing arts spaces, gymnasia, health centers, cafeterias, community education centers, and other multi-use areas to maximize use by student and community.

The facility will reflect the importance of spaces that can be used for multiple purposes and be accessible to a variety of users. As an integral part of the community, the facility will be a center for learning, and in some cases, provide spaces for recreation and entertainment. As noted above, the multimedia learning center/library will be centrally located and easily accessible to students and the community. The cafeteria, gymnasium, art room, music room, and some large and small multi-use rooms will have easy accessibility both during and after school hours and days. After school hours or days access to the gymnasium will be through an external safe and secure entry. The multi-purpose rooms will also serve as centers for learning for staff, administration, and community members. Because these spaces can be used at various times, all of them will have adequate and secure storage facilities for material and equipment. Additionally, to ensure the safety and security of the administration, staff, and students, these spaces will be configured so that there is no after-hour access to secure classrooms and group spaces.

4. Considering the physical and social-developmental stages of youth when designing areas for students to gather (inviting social gathering spaces communicate to students that the school values and respects them).

While multiage grouping and interaction can often lead to both academic and social learning, the developmental stages and individuality of students must also be considered. For example, to promote proper social and hygiene habits, as well as to alleviate safety concerns, bathrooms will be located in each pre-kindergarten and kindergarten classrooms. As noted earlier, the cafeteria arrangement and seating during mealtime can be configured to allow like aged groups to gather and multi-aged groups to interact. To respect individual needs, bathrooms will be conveniently located near the cafeteria. The furniture, gym equipment, and outdoor learning and recreational items will be appropriate for various ages and sizes. Spaces for grouping of students will be welcoming and provide sufficient space for students to demonstrate their learning.

5. Designing spaces that honor student individuality and communicates respect for the diverse interests and social lives of students.

The facility design will provide sufficient and flexible space to both stimulate and customize learning to meet each student's diverse and specialized needs. Open interior spaces will be designed to be welcoming by admitting as much natural light as possible. Both the interior design and outdoor spaces will recognize and celebrate the natural world. Consequently, interior murals or other design features will reflect this connection to the natural world. The entry will be secure and safe, but also reveal a welcoming atmosphere with comfortable seating for adults and children. Digital and other media displays of student work will be easily visible in the entry and throughout the facility. Students in the physical education class will have easy access to outside learning spaces.

6. Addressing the interrelationship of specialized programs, such as special education, with regular academic curricula to help ensure an inclusive, cohesive school program that encourages collaboration among staff.

To facilitate the specialized needs of students, the facility will have spaces large enough for classroom teachers, specialized services staff (e.g., special education, therapists, English Language Learning, social workers, nurse, etc.), and administrators to gather. The spaces for collaboration may be used for multiple purposes. For example, a large teachers' room may be used to collaborate on ways to ensure growth in learning for individual students. The facility design will be flexile enough to enable a model of inclusion throughout. Additionally, space will be dedicated for English Language Learners and students in grades 3-5 learning Spanish or other languages.

Organize People to More Effectively Deliver Programs

Question 4: How does the grouping of people (staff, support, personnel, other) guarantee the support and resources needed for all students to meet or exceed Maine Learning Results?

In a true community of learners, the community's objective is to ensure each student demonstrates growth in learning. To accomplish this objective, instructional, support and specialized service staff, and administration must act in collaboration. Therefore, the facility's design must facilitate ways in which those within the community can easily interact to assist in meeting the objective of ensuring each student is reaching learning goals derived from Maine Learning Results.

1. The potential grouping of professional staff that will enhance opportunities for integrated facility- and community-based learning (as envisioned by the Maine Learning Results).

The facility's design will be flexible enough to include multiple professional learning spaces for staff and community throughout. These rooms will have equitable access to technology and other appropriate resources. Additional flexible and appropriately spaced rooms will allow staff to collaborate on student and instructional-related matters. Included in the design is a teacher's room where professional staff can socialize *and* collaborate on teaching and learning issues. The rooms used for facility- and community-based learning will be arranged in a way to promote frequent interactions, and provide adequate storage for material and equipment. Special programs, such as unified arts, will be centrally located near instructional areas to ensure an easy student transition from one classroom to another.

2. Locating student-support and administrative services in close proximity to classrooms and learning areas in order to encourage professional collaboration and support between guidance, administration, and teaching staff.

The administrative suite will be centrally located to facilitate easy and safe access for students, professional staff, parents and community members. The suite will have adequate and secure space for the storage of files and other materials. Included in the design will be an administrative conference room that will be used for multiple purposes including, but not limited to, space for the professional learning community to meet. Rooms and offices for specialized services (OT, PT, school nurse, social workers, etc.) will also be centrally located to enable easy student movement from classroom to needed services. As with the administrative suite, the specialized services rooms and office will have adequate and secure space for sensitive files.

3. The groupings of professional and support staff that will help ensure the inclusion for all learners.

The facility's design will cluster instructional rooms so the professional staff can easily collaborate on instructional practices to meet the needs of each student. Rooms for specialized services will be located in close proximity to instructional areas clusters. Additionally, the design includes multiple-use spaces of varying sizes to aid the collaboration by professional staff on ways to embed programs for each leaner.

4. Groupings that maximize grade-level and content-driven models of organizing space for teaching and learning.

As noted earlier, the facility's design includes small and large spaces to allow grouping of students for various instructional and assessment purposes. With movable walls between classrooms, the instructional staff can collaborate on and participate in integrated instructional practices. A presentation platform accessible from the cafeteria and gymnasium allows a large space for students to demonstrate knowledge and skills to large and varied audiences.

5. The groupings of personnel (office, food service, security, custodial, etc.) necessary to support healthy and safe environment for youth.

A contemporary security system will ensure a safe learning and community environment. Before entering the open vestibule and the facility proper, entry by persons who are not students or staff will be monitored through a centrally located administrative suite using the security system. To ensure the safety of students and staff, an efficient communication system that includes classroom phones and a public address system will connect personnel. The custodial office will be located in close proximity to a centrally located cafeteria. An adequate and secure loading area will assist in the safe delivery of supplies and equipment. Access to the gymnasium can be gained inside the facility, and after school hours the community can access the gymnasium through a safe and secure external, separate entrance.

6. Groupings and facility designs that enhance the professional skills essential to preparing youth for college and work, including skills possessed by existing staff.

As noted above, classrooms and large and small spaces will be used to group students with the intent of ensuring their growth in learning. However, the facility design will also allow students to gain knowledge and skills for future success through various opportunities. To understand how the nature contributes to their lives, a strategically placed glassed area will promote the growth of seeds and young plants. Some outdoor space will be designated as garden space so students can better understand the concept of farm to table. Technology in the centrally located multiple media learning center/library will allow students to better understand the concept of global citizenship as they connect with people and places around the world. Professional staff will model the concept of being a lifelong learner in spaces designed for professional learning communities and community of learners.

7. Other potential uses for the school that broaden the learning experiences of students and the community.

The flexible meeting spaces within the facility allow a proper setting for the Parent/Teacher Organization (PTO) to meet and discuss school and community issues. Additionally, secure, but accessible, spaces (e.g., multimedia learning center/library, meeting rooms, gymnasium, cafeteria) could be used for parent and community professional development. Accessible and secure indoor spaces, as well as, outdoor learning spaces, could potentially be used by community organizations for before and after school learning and recreational activities. Adequate and secure storage for instructional material will be located in areas accessible to the community.

Furnishing as a Key Strategy for Teaching and Learning

Question 5: How will the school's furnishings and equipment enhance its long-term vision for teaching and learning?

To create a climate with a vision that focuses on collaborative teaching and learning that ensures student growth in learning, it is imperative that learners feel comfortable and safe. Therefore, each piece of furniture and equipment must be carefully chosen to guarantee students are learning in a comfortable, yet flexible, environment.

1. The use of tables – and other furnishings – that will maximize student collaboration and minimize isolation.

The facility's classrooms, multi-use spaces for groupings, and the multimedia learning center/library, will have moveable, modular, adjustable height tables of varying sizes that can be configured and reconfigured to maximize collaborative learning and appropriate interactions. The tables can be easily stored and quickly assembled. Classroom flooring should be comfortable so students can gather for multiple learning opportunities. Classrooms and general grouping areas will have ample and appropriate storage for teacher and student items and material.

2. Furnishing and equipment that are easily rearranged and provide for the flexible grouping for multiple uses.

As noted above to maximize student collaborative groups, tables will have casters and be modular so the can be arranged and rearranged to meet specific instructional and learning needs.

3. Furnishings and equipment that foster student "ownership" of space (i.e., they can be personalized by students).

Classroom and group space furniture will be age and size appropriate and easily moveable for a variety of instructional and learning activities. Students will be encouraged to personalize certain furnishings such as lockers and cubbies.

4. Locating lockers, student "cubbies" or similar storage spaces in student work areas.

As noted earlier, the facility's design includes small and large spaces to allow grouping of students for various instructional and assessment purposes. With movable walls between classrooms, the instructional staff can collaborate on and participate in integrated instructional practices. A presentation platform accessible from the cafeteria and gymnasium allows a large space for students to demonstrate knowledge and skills to large and varied audiences.

5. Furnishings in public spaces, including the dining area, that support safe and appropriate social gatherings.

To create a climate that welcomes all who enter the facility, the furnishings will not only provide comfort, but also allow the community and students to easily socially interact. For example, comfortable and visually pleasing furniture will be placed in the entry vestibule. In the cafeteria,

dining tables will be chosen that allow students to interact with same-age peers, and other times interacting with different-aged peers and adults. The cafeteria will also have hand-washing sinks to promote a healthy eating environment.

The outdoor learning space is a place for students and the community to learn about natural spaces, but also enjoy recreational activities. To best accomplish the multi-uses outdoor space, adequate storage is needed for playground equipment, as well as, educational material such as garden equipment and supplies used for the farm-to-table experiences. The playground equipment and natural playscapes will create a visual balance with the sites natural environment. Additionally, a specific covered outdoor space allows a safe and secures play area, in addition to a safe and secure space for students to be dropped off or picked-up in inclement weather.

Grade level teachers and administration will work with the architects to choose what type of comfortable flooring best suites their needs. As noted above, furnishings will serve multi-purposes and some can be moved and arranged for specific meeting or learning purposes. However, it is important that a sufficient number of these furnishings are available to meet administrative, teacher/student, and community needs.

6. Specialized furnishings and equipment essential to specific programs, such as multimedia, science-lab, and special-needs equipment.

To accommodate multiple learning styles, each classroom will have a voice amplification system allowing teachers to deliver lessons in a low voice, ensures students hear the teacher, and permits the teacher to clearly hear the student. The multimedia center/library will have moveable shelving in order to accommodate a variety of group sizes. Additionally, a media production space will be located in close proximity to the multimedia learning center/library. The above-mentioned specialized furnishings, along with many others are dependent on a technology infrastructure that supports current technology (e.g., LCD projectors, LED monitors, document readers, etc.), as well as, any future technologies.

Both the art and music programs will have adequate, safe, and secure storage for their related materials, equipment, and instruments. The art room will have a kiln to promote student and adult learning. A range of students will use a conveniently placed learning kitchen for a variety of educational purposes. Such lessons will include, but not be limited to, lessons on the concept of farm-to-table.

Specialized programs (OT, PT, speech, etc.) will have adequate and safe storage for specialized equipment and furnishings to meet any special needs. Furnishings in the classrooms and group areas will meet the needs people representing a wide-range of ages. The multi-purpose rooms will have adequate and specialized furnishings that support building-based teaching and learning. Furnishings will also meet the needs of persons with disabilities. As noted earlier, classrooms will have moveable walls to accommodate cooperative teaching and learning practices.

7. Furnishings that provide flexible, facility-based work areas for individuals and groups of students.

Moveable and adaptable furnishings in the classrooms, group areas, and multipurpose rooms will serve a variety of educational and community purposes.

8. Furnishings that maximize the use of existing, emerging, and potential technologies.

Educational and community needs will be met with a technology infrastructure that supports current and emerging technologies. The multi-purpose rooms will have adequate and specialized furnishings that facilitate facility-based teaching and learning. Technology equipment such as ceiling-mounted LED projectors and classroom digital display devices (e.g., LED monitors) assist students and teachers to best utilize interactive educational technologies. However, as noted earlier, learning is not confined to the classroom, so digital display devices will be located in the entryway and through out the facility.

To assist inter-communications and communication with parents and the community, the administration and instructional staff will have easily accessible phones in all rooms and offices. The classroom voice amplification system will be properly placed as not to disturb other classes or conversations occurring outside the classroom. The use of a modern public address system will provide important information and announcements that can be heard throughout the facility that includes the gymnasium, cafeteria, and presentation platform. Classrooms and multi-purpose rooms will have adequate electrical outlets for instructional technologies. Because English Language Learners may need some specialized instructional methods, a designated bank of computers will be conveniently located in an assigned room. Laptop computers on a mobile cart will allow equitable access to technology.

9. Furnishings that allow for the display of student work in all areas of the facility, and that provide space for various presentations (artistic, academic, performing) of student work.

Students can gain important knowledge and skills by not only demonstrating their learning, but by observing the learning of others. It is important, therefore, to provide sufficient area and varied ways for students to demonstrate their learning. There will be designated wall space throughout the facility, including hallways and the entryway, so that students of all ages can present their work. Additionally, digital display monitors in the classrooms, hallways, and entry will be used to display student work through technology. Each classroom will have at least one bulletin and dry erase board for instructional and student presentation purposes. Both of these types of board will be mounted to accommodate the reach of different age groups. Students presenting their knowledge and skills to wider audiences will us a presentation platform located so viewing can take place from the cafeteria and/or the gymnasium. The presentation platform will be outfitted with proper lighting, safely located electrical outlets, amplified sound equipment, and ample and convenient storage. The outdoor learning space can be easily adapted for student presentation.

10. Furnishings that allow for large- and small group instruction.

In order to facilitate the important work of various sized groups, some multi-purpose rooms will have bench seating with storage underneath the benches. Furniture will be age and size appropriate and ensure comfort for children and adults. Instructional staff and specialists will determine what type of specialized equipment will also be needed.

11. Furnishings that enhance the aesthetic appeal of all spaces, making them warm and inviting as well as functional.

As place for both children and adults, it is important to convey a sense of safety, warmth, and welcome throughout the facility. Décor, therefore, should not only be visually appealing, but appeal to tactile senses as well. Seating in the entryway and reading area of the multimedia learning center/library will be soft and comfortable. There will be adequate age and size appropriate desks, chairs, and versatile tables in all instructional areas. As noted above, both 3 dimensional and 2 dimensional display areas will be throughout the facility. Natural material will be used wherever possible throughout the facility, but most importantly in the main entrance area. To minimize learner distraction, adequate and closed storage will be used in classrooms and multipurpose rooms. Researched-based paint and material colors and patterns will be chosen that bring a sense of warmth and create a minimally distracting environment. The internal furnishings (e.g., seating, study areas, lockers, etc.) and facility design will promote slow movement and peaceful transitions by creating curved, rather than linear, passageways.

12. Play and athletic equipment that are safe and durable and can be integrated with student learning.

To accommodate multiple uses, the gymnasium should be larger enough (middle school size) for one physical education class plus one other class. This is especially important when inclement weather leads to indoor recess or large groups need a physical movement break to enhance their learning. The gymnasium will have adequate and secure storage for material and equipment. Retractable bleachers will allow both children and adults to observe any game or activity occurring in the gymnasium. The gymnasium should also have hardwood flooring, sufficient mats hung on the walls to be used when necessary, cargo nets, and ropes. Sufficient water fountains will be placed in and near the gymnasium, Locker rooms, with bathrooms and showers, will be adjacent to the gymnasium. The gymnasium will have adequate basketball hoops for instruction and sport's practice. The hoops will be retractable and height adjustable. The gymnasium sound system will be appropriate to a large open space. There will be a teacher office and meeting space adjacent to the main gymnasium. A walking/running track, with a crushed stone surface, will be on the outdoor learning space and have easy access from the gymnasium. The material and playground equipment in the outdoor learning space will use natural material whenever possible, and will be used for multiple purposes including teaching proper social interaction, physical fitness, and recreational activities.

Recreational activities can occur before, during and after school. To that end, students and community will be able to access the gymnasium from inside the facility and through a safe and secure outside entrance. Students or community members will be able to use the outside learning spaces and certain spaces within the facility. Adequate, safe, and secure storage for recreational equipment and material used before and after school hours will be secure and conveniently located.

Smart, Safe, and Environmentally Sound Construction

Question 6: What special environmental, and/or technological provisions are required to fulfill the school's long-term vision for teaching and learning, including personalized, safe, and aesthetically enhanced environment?

In a teaching and learning facility, it is imperative that administrators, instructional staff, students, parents, and the community function in a safe, clean, and environmentally friendly atmosphere. The use of current and future technology is an important factor in creating a comfortable learning and community environment that embraces the use of environmentally friendly natural resources (e.g., wind, solar, lighting, alternative heat sources, etc.). Additionally, the use of technology opens new and varied resources that accentuate the teaching and learning process. The technology infrastructure of this facility will, therefore, serve multiple purposes. It will allow a safe and secure learning environment and generate the possibility for the use of current and future teaching and learning technology. In the planning and building of this facility, stakeholders will collaborate on ways to use technology that creates an environmentally friendly setting for both comfort and as a means to allow students to understand their connection with the planet.

1. Controlled environments in spaces that are used year-round by the community (library/media areas, tech labs, the arts and performing arts spaces).

Since some parts of this facility will be used by administrators, instructional staff, students and the community both during school hours and days and when school is not in session, the climate in some rooms and spaces will need to adapt to various shifts in weather and temperature (e.g., be warm in winter and cool in summer). To enable effective climate control, potential spaces used year-round will be centrally located. Those spaces will include, but not be limited to, administrative offices, multimedia learning center/library, cafeteria, some multi-use rooms, and technology-related equipment storage rooms (e.g., server rooms), and the gymnasium. Whenever possible, and where the facility budget permits, the facility's committee will work with state, local, and perhaps federal agencies to plan the use of environmentally-friendly climate controlled systems (e.g., photovoltaic/ thermal solar collectors, geothermal, radiant heat etc.) either in the present or in the future. To enhance the learning experience and to purvey a sense of bringing the outdoors in, the use of natural light will be used in all offices, classrooms, specialized service rooms, hallways, meeting areas, multimedia learning center/library, cafeteria, and gymnasium.

2. Controlled environments as required or determined by equipment (e.g., computers, lab instruments).

The following list addresses the need for controlled environments determined by equipment:

- Climate control system that produces cool air for summer use in the administrative offices, cafeteria, gymnasium, multimedia learning center/library and technology storage areas (e.g., server room);
- Motion sensor light switches in all areas;
- Appropriate height sinks, countertops, water fountains and storage in all classrooms;
- Adequate and conveniently placed water and water-fill fountains throughout the facility;
- Back-up power source for safety and saving computer data;

- Washing stations in the cafeteria;
- Student bathrooms in all Pre-K and kindergarten classrooms;
- Student bathrooms conveniently grouped and designed with no entry doors and that considers privacy;
- Adequate and conveniently placed adult bathrooms;
- Rain water collection system to be used for gray-water applications (e.g., toilet flushing);
- Bathroom in nurse's station with handicap accessible shower and adequate sinks and appropriate storage facilities;
- Bathroom in functional life skills (FLS) classroom with handicap accessible shower, appropriate and adequate storage, and an adjustable height changing table;
- Gymnasium with fresh air, adequate drinking and water sources, locker room with bathroom facilities and shower;
- Specialized lighting that minimizes glare for the multimedia learning center/library;
- Window placement that allows as much natural light as possible in all areas.

3. Technical considerations for acoustical equipment as required for various learners and teaching strategies.

The following constitutes a list of needed acoustical needs and equipment:

- Voice amplification system in all classroom;
- Music room will be placed away from instructional areas;
- Speakers, wiring, and microphones available in all spaces that host student and community demonstrations and performances;
- Appropriate acoustical material used in all offices, classrooms, multi-use rooms, and multimedia learning center/library;
- Appropriate acoustical tiles for the music room, performance platform area, cafeteria, and gymnasium;
- Comfortable, quiet flooring conducive to active learning.

4. Increased ventilation in multipurpose rooms, science- and web-lab areas, and enclosed small-group workrooms to maintain air quality.

The facility will include appropriate, adequate, ventilation in all spaces, and wherever needed specialized ventilation in the following areas:

- Art room;
- Separate ventilated room for art room's kiln;
- Project rooms (multi-purpose spaces);
- Bathrooms;
- Science room.

5. Maximized use of daylight and seasonal movements of the sun to enhance teaching and learning environments and public spaces, while also promoting energy efficiency throughout the year.

The following is a list that considers how effective energy use can be used both as an environmental factor and an instructional tool:

- Classroom orientation that maximizes available daylight;
- Non-reflective surfaces where appropriate;

- The use of natural lighting wherever possible;
- A green energy approach to climate control and electrical systems that reduces the dependency on fossil fuels;
- Selective and safe transparency of facility systems so they can be used as an instructional tool;
- Polarized windows in all classrooms to diminish reflection and for safety considerations;

6. Provide wireless Internet access throughout the facility, including some outdoor spaces.

When considering the facility's technology infrastructure there are two considerations. First, there should be effective and equal access Internet access throughout the facility and to the outdoor learning space. This access will include *all* spaces used by administration, teachers, students, and the community. Second, the infrastructure will consider, and be adaptable for, future technologies.

7. Provide staff training in all new technologies and "smart tools" to be used for teaching and learning: digital communications, smart boards; video projectors; wireless and hard-wired technologies, distant learning equipment.

As noted above, the facility will have a technological infrastructure that supports current and future technologies. That infrastructure will support multiple ways to present instructional material, student work and projects, and general information material (LCD projectors, LED monitors, computer-to-monitor wireless devices, etc.). Additionally, a modern phone system will be available in all offices, multi-purpose rooms, classrooms, cafeteria, multi-media center, and gymnasium.

Staff professional development will consider the level of an individual's knowledge on the use of specific technology. Technology professional development will either be embedded (facilitated by school or district personnel familiar with a specific technology), or facilitated by an outside expert on the educational use of specific technology. Professional development on the use of technology will occur prior to the opening of the new facility.

8. To the extent affordable, utilize the principles of "green-facility-design."

The concept of "green design" not only considers our responsibility to protect the environment, but can act as powerful instructional tool to help future generations continue the responsibility. When possible, the new facility's stakeholders will work with local, state, and federal agencies to integrate green energy technologies. The following are considerations for a green facility:

- Windows with screens that lets fresh air into the facility;
- The use of natural light whenever possible;
- Motion-sensor lights that will shut off when rooms are not in use;
- Carpeting that is hypoallergenic and non-permeable;
- Ability to zone climate control system to save energy when sections of the facility's are not in use;
- Climate control system that uses alternative energy sources (e.g., photovoltaic/thermal solar collectors; geo-thermal energy system, wind energy, etc.);
- Green roof that has the ability to capture and use rain water for gray water uses;
- Ability to audit energy use for the purpose of conserving energy throughout the facility;

- Outdoor garden spaces.

9. Safety considerations for "lock-down" management:

The need for facility's personnel and especially students to feel safe and secure is a fundamental aspect of an effective learning environment. Considering safety and security needs to be balanced with having a facility used by the community during and after school hours. The following list of the management of safety and security attempts to reach that balance.

- A main entry locking system with an intercom that is controlled by main office personnel so a visitor's intent can be determined. If the intent is consider legitimate and safe, the visitor can be "buzzed" in. A panic button that alerts others will be included in this locking system.
- A modern security system throughout the facility's that allows access to areas after school hours
- Windows with projectile-resistant glass
- Easily controlled window coverings for classroom windows and classroom door windows
- Classroom and multi-purpose room design that allows safe and easy movement from one room to another (e.g., movable walls)

10. Outside landscaping that serves as an extension of the learning environment or that provides for additional outdoor educational programs.

The facility's outdoor environment will serve as a learning space and a place for recreational activities. The landscape will become an extension of student learning that also promotes cooperative play and exploration. The natural landscape reflects the understanding that as children progress through pre-k to fifth grade they learn through play and need a variety of environments to support their physical, social, emotional, collaborative, creative, and sensory needs. Therefore, the outdoor learning space will include the following:

- A variety of integrated play/learning areas to meet student needs;
- Easy access to facilitate use by staff, students, and the community;
- Designated performance space;
- Access to drinking water;
- Equipment that supports gross motor and musculoskeletal development and vestibular and proprioceptive activity;
- Paths for running and walking;
- Athletic fields for organized sports;
- Garden space and accessible glassed area for plant growth, garden equipment and storage for the equipment, a water source (farm-to-table instruction);
- Comfortable outdoor reading/reflection space directly adjacent to multimedia learning center;
- Adequate shaded areas;
- Play areas with loose parts that support creative play
- Play areas with both natural and manufactured structures that encourage motor skill development (e.g., climbing, lifting pulling, jumping and sliding);
- Established safety measure protocols for the use of the outdoor learning space will be understood and followed by staff, students and the community;

- Varied seating choices that support solitary or group use and can be used by children of various ages, staff, and multigenerational community members;
- A sheltered space with seating;
- Accessible connections to the organized trail system on both sides of the facility's projected site and to Capisic Brook;
- Landscape design that connects with the site's natural environs;
- Varied terrain that includes elevation changes (e.g., small hills);
- An adjacent safe gathering areas for parents who are picking-up students and have non-school age children with them. The area will be used for the younger children to play and parents to socialize with other parents;
- Smaller play area for Pre-K students when that program launches

Designing a Facility's for the Future

Question 7: What will the future require learning spaces for public-school youth?

Designing a teaching and learning facility must contemplate the needs of today's diverse learning community, and look toward the future of educating youth. Certainly, ever-changing technology will play an important role in both design and teaching and learning practices. Equally important is considering flexible designs that embrace researched-based and effective teaching and prospective learning trends that prepare learners for their future. Most imperative a future design must ensure a student-centric environment.

1. Flexibility in the size, number, and configurations of rooms to accommodate changes in teaching and learning strategies.

The facility's classroom will be designed with flexibility as to meet the needs of changing demographics. Since a student's education should encompass a wide range of instructional and learning practices, adequate and spacious facility areas will be placed throughout the facility and be clearly visible from classrooms. Specific specialized instruction rooms, such as the functional live skills (FLS) room will be large enough to effectively meet the need of learners needing specialized instruction. Future needs may require rearrangements; therefore, rooms used for delivering specialized services (OT, PT, speech, etc.) should be the same size as the 1-5 classrooms. However, these rooms should also have adjacent smaller rooms for students needing individual specialized services. Kindergarten students need enough space for group work, reading, and for one-on-one instruction. Therefore, kindergarten classes should be large enough to accommodate a wide spectrum of instructional practices.

2. New and varied uses for public spaces (library/media centers, gymnasium, arts and performing arts, dining areas, etc.) to build a strong connection between the school and community.

The present spirit of collaboration and collegiality will be extended to the new facility. However, that spirit is not just confined to administration and staff, but to the local and extended community. The design incorporates the need for the community to have access to designated areas of the facility during and after school hours and days. A safe and secure separate outside entrance to the gymnasium will allow community access to the gymnasium and, when needed, certain other areas (e.g., multimedia learning center/library, cafeteria, and certain multipurpose rooms, etc.) within the facility. The community could use these spaces for a variety of specific needs. For example, after-school athletic events could take place in the gymnasium. Local visual and performing arts community groups may wish to use the cafeteria and multimedia learning center/library to display visual art, and the performance platform to perform in front of school-based or community audiences. Depending on specific needs, community and business groups may wish to use large or smaller spaces for meetings or presentations. The design will include adult and younger people's bathrooms in close proximity to the public access spaces. The separate kiln room, adjacent to the art room, could potentially be used as a site for adult education.

3. Classrooms designed to be spacious, bright, and multi-use, and accommodate diverse teaching methods and varied class size.

As noted earlier, the facility's flexible design considers present and future uses for learning spaces. Whenever possible, natural light will keep classrooms, multipurpose rooms, cafeteria, multimedia learning center/library, gymnasium, specialized services room, and administrative offices bright. Researched-based paint colors will not only brighten the facility, but also enhance the learning experience. To ensure a learning environment that minimizes visual distractions, adequate storage spaces will be incorporated in all learning areas.

4. The use of space for independent work and year-round use beyond the traditional school day, including open, 24-7 access to specific areas.

The use of specific, easily accessible space by a variety of community groups is addressed above (number 2). However, other spaces have potential use for the school and community. For example, community groups could use the learning kitchen for a variety of purposes. The outdoor learning space offers a wide-range of potential teaching and learning uses, but also serves as a place for the community to gather for recreational or athletic activities. The facility design incorporates the flexible use of spaces for a variety of purposes both during and after school hours and days. An aquarium will be centrally and conveniently located for teaching and learning practices, and to be enjoyed by staff, students, and the community.

5. Spaces that provide work and social areas for students beyond the context of their school programs

An important part of growth and development is gaining knowledge and skills in how to interact with others. Presently, the staff and administration at Hall School demonstrate a high level of collegiality and cooperation. By designing the new facility so that classrooms, multipurpose rooms, and workspaces are clustered and visible, students can observe the staff as they continue to model cooperation and collegiality.

In addition, the effective location of instructional spaces and other areas with comfortable furnishings will allow students to socially interact. The facility's cafeteria tables will allow quiet social interaction with like-aged peers and those of different ages (including adults). The outdoor learning space will not only be used for instructional purposes, but allow students to recreate and socialize in a variety of ways. Students will learn proper observational behavior when watching presentations on the performance platform. The learning kitchen will not only provide a means to gain important life skills, but allow students to experience cooperative learning and interaction. The gymnasium will offer ways for students to understand the importance of cooperation and teamwork, as well as, sportsperson-like conduct. The multimedia learning center/library will offer ways for students to collaborate and cooperate on creating media projects, and for quiet reading time.

6. Spaces that can be used by entrepreneurs, private businesses, and other ventures that may enhance student opportunities, such as student internships, community health care, family agencies, higher education, etc.

The flexible space design allows a variety of innovate and community-based educational experiences to occur. A variety of activities may occur by community and educational entities in the multipurpose rooms, cafeteria, gymnasium, multimedia learning center/library, outdoor learning spaces, and group spaces. These activities may include, but are not limited to:

- Presentations by business or other community groups to members of their group;
- Presentation by community organizations to students and/or staff;
- A place for student interns (university students) to meet and discuss their experiences with instruction;
- Community health organizations providing services to students;
- Parent/Teacher Organization (PTO) meetings;
- Professional development activities for staff, parents, or community members.

7. Spaces used to enhance student opportunities, such as pre-school, childcare, Head Start, community-based learning, internships, community college or university partnerships, etc.

Presently, university student interns are a welcome addition to the educational experience of students and staff. The new facility will provide flexible space for interns to improve instructional practice and meet with teachers and/or each other for professional development. While pre-school is not presently offered in Portland, a forward looking facility design will include rooms for pre-school. The use of spaces for other community members is addressed above (number 6). Community-based organizations like Portland Recreation and Learning Works presently utilize spaces for recreational and teaching/learning activities. The new facility will ensure flexible outdoor and indoor space continues to be available.

8. Spaces that enhance alternative-instructional and learning opportunities, such as distant learning or early college options.

It is important that the flexible design of spaces also permits a variety of effective learning opportunities. Adequate and convenient group spaces and multipurpose rooms allow students to engage in project-based learning and an effective way to customize student learning. An effective technology infrastructure permits instructional staff and students to learn from the world beyond school walls. Additionally, the technology infrastructure allows students to continue their learning after the school day is over (e.g., on-line lessons, teacher feedback on work, flip lessons, etc.). The multimedia learning center/library provides access to a wealth of written and digital information that encourages critical thinking skills.

9. Design and organize the cafeteria and performing arts spaces to ensure maximum educational utilization.

A presentation platform will be located between the cafeteria and gymnasium with viewing and physical access to the platform from both areas. The platform's flexible design and structures allows multiple uses and can be used for presentations by and to small or large groups. Retractable bleachers in the gymnasium allow staff, students, and community member to watch

athletic or performing arts events. Access to the outdoor learning space will be conveniently located in the cafeteria and gymnasium.

10. Best use of current and emerging learning technologies to enhance instructional strategies.

To ensure students are gaining knowledge and skills for success in the 21st Century, the technology infrastructure in and outside the facility will allow the use of present and future advancements in communication and instructional technologies. As noted above, wireless service will be accessible throughout the facility and in the outdoor learning spaces. The classrooms will be pre-wired for ceiling-mounted LCD projectors that swivel, digital monitors, and power stations (e.g., auditory centers and equipment, computer banks, laptop carts, etc.). To assist in creating an extended learning environment, present and emerging technologies will be available to after school learning and community groups (e.g., Learning Works, Portland Recreation, etc.)

A Facility's Designed for Multiple Generations

Question 8: How will the school 1) be an attraction to people of all ages, 2) honor community partnerships, and 3) encourage year-round use of the community?

The importance of a school as central part of the community cannot be understated. Any new facility design needs to consider such an important role. This facility's inherent flexible design fully embraces the role a school plays in the community, and generates a sense of welcome for staff, students, parents, and the community as a whole.

1. The full range of services provided to the community, such as day-care, pre-school, library, health, and social services.

The flexible room design and outdoor learning space will have the capability to serve a variety of community and social services. As noted above, the facility will include classrooms in anticipation of a district pre-school program. This, and other classrooms, could be adapted to offer day-care services. The facility design will take into consideration the need to provide adequate indoor and outdoor space, storage, and security for before and after school programs. These programs could be community based (e.g., Girl and Boy Scouts), services that provide extended learning services (e.g., Odyssey of the Mind, Learning Works), athletic and recreational activities (e.g., sports, Portland Recreation), and health and wellness services. The facility's flexible design will allow opportunities for growth and new opportunities. These opportunities could include, but not be limited to, educational and recreation opportunities with the university and agencies that offer specialized services to young people.

2. The facility's design must accommodate many hours or use and extended school days.

In order to become community centered, the facility will be aesthetically appealing to multi-generations. Areas used by the community after school hours or days for extended learning opportunities and recreational activities (e.g., gymnasium, cafeteria, multimedia learning center, art room, music room, and multi-purpose rooms) will be centrally located with access through a secure separate gymnasium entrance. Classrooms and group learning spaces will be safely secured and located away from the community spaces. Since some extended learning opportunities, community use, and recreational activities might occur during the summer, a modern and energy efficient climate controlled system will provide a comfortable environment.

3. Community use of technological tools in the facility (computer and science labs, on-line libraries, media technology, etc.).

The facility will welcome and promote the use of technology by community members and extended learning and recreational staff and participants. The facility's staff will consult with Portland Public Schools' administration and technology department to ensure the district's use of technology policy is understood and followed by staff and community members.

4. The potential integration and availability for adults and youth in the school's program, including child-care, senior citizens, community health centers, distant-learning, and adult-educational programs and services.

The facility's flexible design encourages and conveys a sense of welcome to community members and service providers. As noted above, the facility's design will make areas available to community members and services during and after school. The location of rooms and spaces will promote community use for profit and non-profit groups. Group learning spaces and multipurpose rooms will allow mentorship by senior citizens, high school/college students, parents, and other community members. Adult education class will have access to some multipurpose rooms, the cafeteria, gymnasium, and art room. The multimedia learning center/library will offer a comfortable environment for distant learning.

5. The potential use and availability of gymnasium, fitness facilities, athletic fields, meeting rooms, computer labs, and performance spaces to the community.

The outdoor learning space will include athletic fields that will be used by students and a natural ground covered running/walking track, but could potentially be used by community athletic or recreational groups (e.g., Little League, Girls on the Run, Portland Recreation, Recess Runners program, etc.). Following an established usage protocol, community members, and recreational and extended learning participants will have access to some athletic, fitness, and recreational equipment. To ensure a safe and secure learning and recreational space, energy efficient external lighting will illuminate the most used outdoor learning areas. In essence, the outdoor learning space will offer multiple opportunities for student and extended learning events, but also serve as a community "park" for a variety of activities. A performance platform, with viewing access from the middle school sized gymnasium and cafeteria, allows for various sized student and community performances and presentations to large and small audiences.

The oversized gymnasium (middle school size) with dividers will allow for two simultaneous Physical Education classes during school hours. The flexibility of the gymnasium's size will also allow after school hours and days activities by teams and extended learning and recreational groups. Having flexible and abundant gymnasium space correspondences with health-related initiatives outlined by local, state, and federal agencies.

6. The availability of meal programs and other community-based services.

The flexibility of the cafeteria design allows students access to meals prior to the opening of school. Recreation and extended learning groups will have after-school access to the learning kitchen for educational purposes. Community groups will have after school access to the same kitchen for a variety of group related purposes

7. Spaces designed to support community mentorship, internship, or early college programs for students.

The facility's multipurpose rooms, group-learning spaces, multimedia learning center/library, and classrooms will be purposely designed for easy access to mentors, parent volunteers, community outreach persons, and interns.

8. Spaces that may be made available for private business, entrepreneurs, service agencies, etc. that could enhance student-learning opportunities (banking, marketing, media, communications, etc.) including local-media needs (television, video production).

As with space provided for mentors, volunteers, and interns, multipurpose rooms, the cafeteria, the gymnasium, and multimedia learning center/library will be made available to members of the business community. The spaces may be used for meetings specific to the particular business, or for members of the business community to conduct age-appropriate presentations to the students.

The multimedia learning center/library will have a video production space so students can create, edit, and present learning-related productions. Community members or adult education classes related to technology could use the same space for video production.

9. The use of facility to promote local and culture and history.

The interior design's theme will reflect the natural world that surrounds the facility's site. Interior and outside spaces (including digital display monitors) will be made available for community members and groups to present historical and cultural information. The site's surrounding area includes portions of Portland (nature) Trails leading to nearby Capisic Pond Park and the Fore River Sanctuary.

10. Educational and recreational use by multigenerational members that takes into consideration potential changes in use and demographics.

As noted above, the facility's flexible interior and exterior spaces are purposefully designed to be for educational and community uses and can easily adapt to future changes. The outdoor learning space is intentionally designed for educational or recreational uses for all ages and at all times.

Appendix A

Educational Specification Committee Schedule

January 12, 2015 – Educational Specification Committee meeting at Hall School

January 29, 2015 – Visit to Ocean Avenue School Portland, Maine

January 29, 2015 – Educational Specifications Writing Group meeting (Virtual visit to Christa McAulliffe Elementary School)

February 4, 2015 – Public Forum Hall School, Portland, Maine

February 5, 2015 - Educational Specifications Writing Group visits Falmouth Elementary School

February 5, 2015 - Educational Specifications Writing Group meets

February 11, 2015 - Educational Specifications Writing Group meets

February 11, 2015 – Draft of Educational Specifications Writing Group's work sent to Educational Specifications Committee members

FRED P. HALL ELEMENTARY SCHOOL

Portland, Maine

Schematic Site Plan

1"=60' 60' 30' 0 60' 120'

OAK POINT ASSOCIATES

ARCHITECTURE ■ ENGINEERING ■ PLANNING