

SPACE TYPES & REQUIREMENTS



Neighborhood

School Type:



Functional Area Descriptions

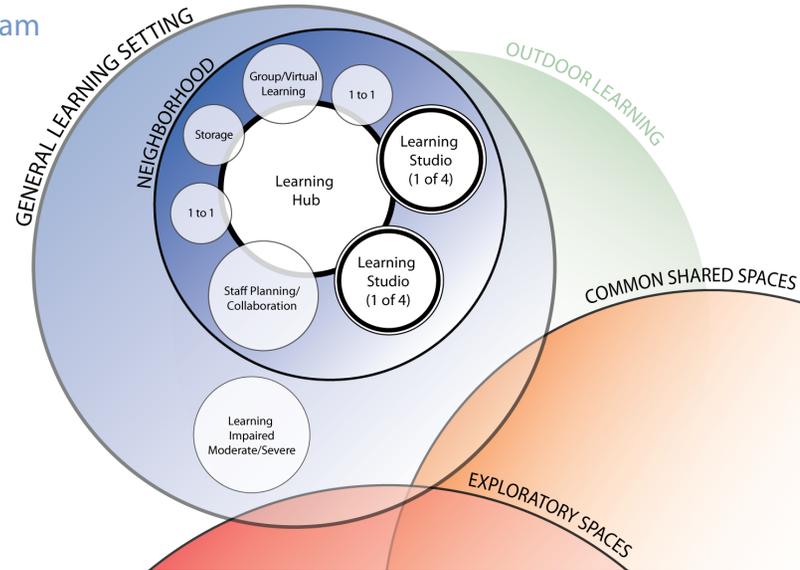
The focus of the neighborhood spaces is to reinforce team, collaboration, and project-based learning. Technology will be integrated throughout.

The neighborhood provides space for a variety of large, medium and small groups, one-to-one pairings, and individual learning. Formal and informal areas are accommodated—ranging from traditional whole class instruction, smaller group project areas, quiet areas, and a casual lounge environment. In addition, support for teachers is provided with staff planning, development and meeting areas.

The neighborhood is organized with several learning studios located adjacent to a centrally located learning hub. It will also contain group learning spaces and one-to-one spaces. This creates four different-size learning spaces within the neighborhood. Easy access should also be provided to the outdoor learning spaces.

There will be extensive flexibility in the space that will be easily supervised from any location within the neighborhood. The separation of spaces within the neighborhood may include some typical walls and doors but most of the separation will be made of glass or moveable walls and mobile furniture.

Adjacency Diagram



Planning Requirements

Area Description	SF	M ²	Notes
Neighborhood - Typical Arrangement			
1 Learning Studio	4 @ 800	4 @ 74	
2 Learning Hub	1 @ 1,800	1 @ 167	
3 Group Learning/Virtual Learning	2 @ 400	2 @ 37	
4 One-to-One	2 @ 150	2 @ 14	
5 Staff Planning/Collaboration Area	6 @ 125	6 @ 12	
6 Instructional Storage	6 @ 100	6 @ 9	
Total	7,450	692	

Because walls in the learning studio are flexible, it will be advantageous to keep the built-in storage to a minimum to allow for maximum flexibility. The majority of the storage provided in the learning studios will be furniture items rather than built in casework. A separate instructional storage area will also be provided within the neighborhood. Each teacher will have a dedicated area for additional storage of resource items

1 Learning Studio

The learning studio will provide an environment to support a variety of learning strategies, differentiated instruction, cooperative learning, and project-based interaction. This space has traditionally been called a classroom, but will have flexible wall configurations to provide for larger group dynamics.

Furnishings within the learning studio should be able to support whole group instruction, small groups and individualized instruction. They should be flexible and provide for easy reconfiguration.

This area should be immediately adjacent to the learning hub and should connect using windows, moveable walls, roll-up garage-style doors, double doors, or other means of connecting spaces.

Where learning studios are adjacent to each other it is also desirable to have a moveable partition between them for additional flexibility.

The learning studio should accommodate 18 to 25 students and provide space for the following:

- Flexible furniture
- Comfortable ergonomic student chairs

- Mobile teaching station
- Tackable wall surface/bulletin boards
- Moveable book shelves and storage cabinets
- Interactive white board
- Magnetic marker board
- Cubbies (FF&E) or lockers for student storage

At least one learning studio shall be designed to accommodate technology that facilitates virtual (distance) learning using audio, video and digital collaboration.

2 Learning Hub

This area will serve as an extension of the learning studios. This space will accommodate functions such as grade-level reading resources, parent volunteer space, independent or small group learning environments and space for larger groups to gather. This space is intended to have strategically designed flexible walls that allow the learning studios to expand when necessary.

Ideally, this space should be reconfigurable to accommodate all of the students in the neighborhood for large group meetings and presentations.

Neighborhoods that contain Pre-K, Sure Start, Kindergarten, and pre-school children with disabilities (PSCD) learning studios shall provide a kitchen/exploratory area within the learning hub. This area shall include a sink, range with commercial hood, microwave, refrigerator, and dishwasher. These appliances are intended for adult use and shall be positioned so that they are not accessible to the students when the area is not in use. A counter may



► Learning studio: Yuyu-no-mori Nursery School and Day Nursery, Environment Design Institute, Yokohama City, Kanagawa Prefecture, Japan



► Learning hub: High Tech High School, San Diego, CA

NOTE: Images shown are intended to provide real-world examples and spark design creativity.

be provided where the students may gather to watch a demonstration or work on a project. There must be visual access to the children at all times when this space is in use. If possible, locate this area near the access to the outdoor learning area.

A wet area should be provided in all elementary school learning hubs containing hand washing sinks and water fountains or bubblers. This space may be located outside the restrooms where the restrooms are accessed directly from the learning hub or near the outdoor learning area where access to water and washing hands may be desirable. In the younger grades, the messy centers such as paint, easels, water or sand tables shall be located in this shared area.

This learning hub should accommodate multiple groupings and provide space for the following:

- Project display and presentation area
- Storage for materials (parent area and project area)
- Varied comfortable seating (upholstered, lounge-like): couches, benches and chairs
- Moveable bookshelves and cabinets
- Tables and chairs to support various configuration of group settings

Provide an area for student research in casual atmosphere, with soft, movable seating to facilitate individual or group study.

3 Group Learning

This is a space that allows four to six students to work in small group settings for project-based learning. This space will also be used for pull-out instruction

and should be designed to accommodate up to ten to twelve students. This area should have glass walls, allowing for observation and instructor supervision.

This area should accommodate small group, project-based work while providing space for the following:

- Group table with chairs
- Marker board
- Storage—open and closed
- Countertop work area

At least one group learning space shall be designed to accommodate technology that facilitates virtual (distance) learning using audio, video, and digital collaboration.

4 One-to-One

This space will provide for students to work in “office-like” space for one-to-one learning. This will provide work space for students to interact with an instructor. This area should have glass walls, allowing for observation.

This area should accommodate one to four students with an instructor and provide space for the following:

- Tables with chairs
- Marker board

This space will also provide private space for teacher conferences.

5 Staff Planning/Collaboration

An area for teachers to plan, interact, as well as have an individual private area for planning. The space



► Study Research Lounge: Steelcase “University,” Steelcase, Grand Rapids, MI



► Independent Learning: Australian Technical College, Birrelli Architects, Invermay, Tasmania

NOTE: Images shown are intended to provide real-world examples and spark design creativity.

should provide for collaboration among staff and be technology intensive, allowing staff to readily access information and data.

This space is integral to the neighborhood and should be easily accessible to staff. This area may have a partial glass separation or be partially open to the neighborhood. Consider the security of this office space.

Provide dedicated space to provide for on-going job related skills development for required competencies that are correlated to student achievement.

This staff planning/collaboration area should accommodate teaching teams and provide space for the following:

- Conference table
- Staff workstations with lockable storage
- Ergonomic task chairs for comfortable seating
- Staff workstations
- Bookshelves

6 Instructional Storage

Provide dedicated storage areas for each teacher. Suggested cabinetry includes (2) 36-inch wide tall storage cabinets, (2) 36-inch wide base cabinets with counter and wall cabinets above, and some open floor space for file cabinets, mobile carts or other equipment. These storage areas may be grouped together in one location near the staff planning/collaboration area or distributed and placed closer to the learning studios.

Determining the Number of Neighborhoods

The number of neighborhoods will be based on the total number of learning studios that are required. The number of learning studios will be calculated using the Core Academic Spaces, Academic Support Spaces, Small School Allowance, Learning Impaired – Mild/Moderate (LI-MM), Preschool Services for Children with Disabilities (PSCD), and Host Nation (OCONUS) spaces.

A typical neighborhood will include four learning studios. In some cases it may be necessary to reduce or increase the number of learning studios in a neighborhood. Ideally, all of the neighborhoods in a school would be the same for maximum flexibility year to year, considering the constant changes in grade level enrollments. The number of learning studios in a neighborhood cannot be looked at on a grade by grade basis, but must be grouped in the grade ranges listed below.

Grade Ranges

The grades from Pre-K thru 12 can be broken into the following ranges. The neighborhoods within each grade range must be of consistent size.

Preschool (Pre-K, Sure-Start, PSCD)

Early Childhood (K-3)

Elementary Grades (4-5, sometimes 6)

Middle Grades (6-8)

Secondary Grades (9-12)

Preschool consists of three separate programs. The Pre-Kindergarten is a half-day program in the CONUS schools (DoDEA-Americas (DDESS)). The Sure Start program is a full-day program in the OCONUS schools



► Small group room: Canby Applied Technology Center (ATC), Dull Olson Weekes Architects, Canby, OR



► Staff planning/collaboration area: Zeeland West High School, GMB Architects, Zeeland, MI

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(DoDEA-Europe and DoDEA-Pacific (DoDDs). The Preschool Services for Children with Disabilities (PSCD) program serves Pre-K children with learning difficulties and other mental and physical disabilities. All preschool programs should be grouped together in a separate neighborhood for better scheduling.

The DoDEA schools typically have higher enrollments in the lower grades. Grades K-3 are grouped into the Early Childhood program. All of the neighborhoods serving children in this age range should be configured with the same number of learning studios. The only difference in these neighborhoods will be the restroom and kitchen requirements for the kindergarten students which are described in other areas of this section.

The Elementary Grades (4-5, sometimes 6) typically have slightly lower enrollments than K-3. Maximum flexibility will be gained by all neighborhoods having the same number of learning studio's, but because of this lower enrollment it may be advantageous to shift the total number of learning studios provided in the neighborhoods serving these grades.

For the Middle Grades (6-8), these students have traditionally been grouped in grade level teams. While instruction will continue to be more student-centered, a social component is becoming a stronger theme as students become more independent and self confident. If possible, the grouping of these neighborhoods should be a multiple of the number of grades served. The size of the neighborhood should not vary based on one specific grade level, as the enrollment numbers will change from year to year.

The Secondary Grades (9-12), are much less structured by grade level. There will be core requirements for each grade level, but elective subjects will be a matter of interest and may contain multiple grade students. Consider structuring the neighborhoods so that they could serve a departmental or grade level distribution. Again, all neighborhoods in this grouping should contain the same number of learning studios.

Variable Spaces within the Neighborhoods

A typical neighborhood will have four learning studios, two group learning rooms, and two one-to-one rooms. Include one staff space allocation in the staff planning/collaboration and the instructional storage areas for each learning studio and group learning room provided in the neighborhood. So, if the number of learning studios or group learning rooms are increased or decreased the staff areas will change accordingly.

The descriptions of the programs that will be provided in the neighborhoods are shown below grouped by learning studios and group learning rooms. The intent of the neighborhood is to provide different sizes of spaces so that the appropriate space can be used for the specific activity. This will allow the spaces to be used for more than one purpose, offering additional instructional flexibility. In order to be sure that enough spaces are being provided, we have used the traditional list of programs to determine the number of neighborhoods. The intent is not to single purpose all of these spaces, but to make sure that adequate space is provided.



► *Medium group/conference: Balnaves Multitmedia Learning Centre at Bond University, Wilson Architects, Gold Coast, Australia*



► *Instructional storage: Mason Early Childhood Center, VSWC Architects, Mason, OH*

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The number of programs that are currently associated with the group learning rooms will not be a one to one correlation. We prefer to have two group learning rooms in each neighborhood for the overall function of the neighborhood in providing multiple sized spaces. If area is limited and the number of group learning rooms is reduced to one, then adequate space for the programs listed will need to be verified. Each neighborhood will always have a learning hub and a minimum of one, one-to-one room, although two would be preferred.

Description of Programs (Learning Studios)

The number of Core Academic Spaces (grade level teachers), Academic Support Spaces and Small School Allowance will be based on the staffing numbers provided by the DoDDS/DDESS School Level Staffing Standards. In addition to these spaces, the following programs will also be included in determining the number of learning studios to be provided.

Learning Impaired – Mild/Moderate (LI-MM)

This program serves children with mild to moderate learning or emotional difficulties. These students will spend less than 50% of their day in this room. However, space must be available to support students who may require more time for special instruction. This space has no special built-in requirements, but may require specialized furniture. All furniture must be ADA compliant. Having this program within a neighborhood offers convenient access to mainstream education with peers of similar ages. Where multiple special education spaces are provided, they should be distributed throughout the building, not grouped together in one area.

Host Nation (OCONUS – DoDEA-Europe and DoDEA-Pacific)

The Host Nation program provides students with an introduction to host nation languages, taught by host nation teachers, as an essential experience of the DoDEA curriculum. With host nation teachers as guides, students also participate in activities that build appreciation and understanding of the culture of the country in which they are located. The Host Nation Classroom shall include amenities for specialized cultural activities and light preparation of host nation foods. DoDEA-Pacific schools located in Japan and Okinawa will also have a Tatami Room and kitchenette. This specialized cultural area shall be provided in conjunction with the Commons, rather than associated with an individual neighborhood.

Pre-Kindergarten/Sure Start/Kindergarten

The Pre-Kindergarten is a half-day program in the CONUS schools (DoDEA-Americas (DDESS)). The Sure Start program is a full-day program in the OCONUS schools (DoDEA-Europe and DoDEA-Pacific (DoDDs)). The Kindergarten is a full day program in all the DoDEA schools.

There is a healthy component to the Sure Start program which calls for two snacks and family style lunch to be served in the classroom. Lunch is provided by the food service vendor. Space for preparation and storage of food for snacks must be provided for this program.

Preschool Services for Children with Disabilities (PSCD)

The PSCD program serves Pre-K children with

learning difficulties and other mental and physical disabilities.

Description of Programs (Group Learning Rooms)

The neighborhoods will accommodate not only the core academic spaces, but also the more specialized programs such as Gifted, English as a Second Language (ESL), Speech, Hearing, Vision, Read 180, School Support Specialist (formerly Language Arts/Reading Specialist (LARS), Compensatory Ed, and Reading Recovery), and Distance Learning. A variety of these programs are found in each school. Desk space for these teachers will be provided within the staff planning and collaboration area in the individual neighborhoods. These programs may function as pull-out, or push-in programs as the curriculum changes to be more student centered.

Gifted

The gifted program provides supplementary and/or intensified instruction for those students who benefit from challenges.

English as a Second Language (ESL)

The English as a Second Language (ESL) program provides specialized instruction and practice to improve English reading, writing, and verbal skills for those students having limited or no English proficiency. The room should accommodate teaching methodologies that include physical demonstrations and cooperative games.

Speech/Language Therapy

Speech/Language Therapy provides specialized instruction and testing to improve verbal skills. This program requires a quiet environment for individual



and small group instruction. The specialist may work closely with one or two students while others are doing independent work. The room should include a space for students to work in small groups, as well as one-on-one with a teacher. The room should accommodate an enrollment of up to eight students per instructional session.

Hearing Impaired

The Hearing Impaired program serves students who require environmental and/or academic modifications to access their academic and school program. Sign language interpreters work with the students in both small settings as well as in the general instruction. Include space for students to work in small groups as well as one-on-one with a sign language interpreter. The Individuals with Disabilities Education Act Amendments of 1997 provides for "Assistive Technology Devices." This is any item, piece of equipment or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. For example, the Hearing Impaired program needs a sound-field system to support the needs of students with hearing impairments. DoDEA shall determine any such assistive technology devices in the planning and design phase of each project.

Visually Impaired

The Visually Impaired program assesses vision, evaluates orientation and mobility skills, and provides instruction and training in those areas. The program also consults with school personnel on program and

classroom modifications. Provide additional shelving for Braille textbooks, as required. The Individuals with Disabilities Education Act Amendments of 1997 provides for "assistive technology devices," meaning any item, piece of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. DoDEA shall determine any such assistive technology devices in the planning and design phase of each project.

School Support Specialist/Read 180

This program serves students who need extra help in language arts, reading or math. This instruction requires a quiet environment for individual and small group work. Sub-grouping of the students is common; the specialist may work closely with one or two students, while the remaining students are reading or working independently.

Virtual/Distance Learning

Virtual/Distance Learning has been a program more typically used with middle and high school students. The virtual/distance learning program has been more typically used with middle and high school students to offer classes not available at their local school using audio, video, and computer technology. In 21st Century education this virtual learning will expand to making content available within existing curriculum areas. For instance, hands on science lab time will still be an integral part of the science curriculum, but it can be augmented with virtual labs that provide a wider variety of experiences to the students. Technology shall be available for virtual learning in at

least one learning studio and one group learning room in each neighborhood.

Restrooms in the Neighborhoods

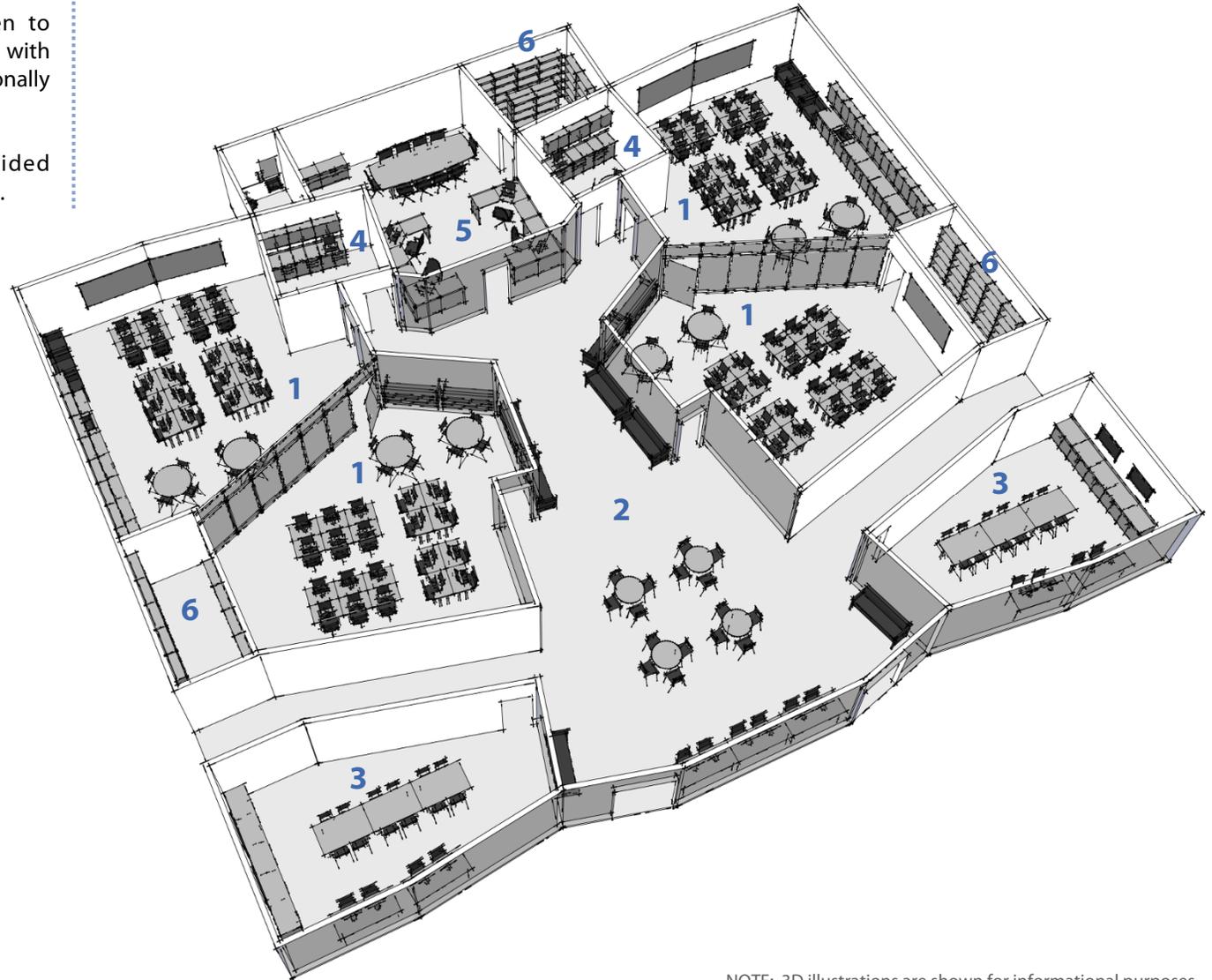
Neighborhoods that contain Pre-K, Sure Start, PSCD and Kindergarten rooms shall have individual ADA compliant restrooms, one per learning studio, each containing a child height toilet. Where possible, group these restrooms in pairs for efficiency of plumbing. Provide 54" high doors on the restroom to allow for supervision. The lavatories for these restrooms shall be placed outside the enclosed space and visible to the instruction area. These lavatories should be child height and should also include a bubbler. Be sure to position the soap and paper towel dispensers where small children will be able to reach them.

Neighborhoods containing the PSCD program shall have, in addition to the preschool restroom, a changing/shower room. This room shall contain a shower with fold down seat, lavatory, and space for a changing table with hydraulic lift. Provide power for hydraulic lift. Include storage for diapering and hygiene supplies. Be sure that these supplies are within easy reach of the caregiver, but will not present a hazard to the child.

Restrooms in all other neighborhoods shall be designed based on plumbing codes. Access to the restroom should be convenient to the Neighborhood and may be within the neighborhood or between neighborhoods. Efficiency of plumbing runs and reduction of the total number of fixtures required are considerations in addition to convenient access to the

neighborhoods. Consideration may be given to individual restrooms rather than gang toilets with multiple fixtures if efficiencies are gained functionally or operationally.

Separate staff toilets shall also be provided conveniently accessible from the neighborhoods.



Neighborhood Concept Perspective

NOTE: 3D illustrations are shown for informational purposes and are not intended to limit design options.