Neighborhood

School Type: Functional

Functional Area Descriptions
One of the major shifts in the 21st Century School is the move from individual classrooms to the grouping of several different size spaces into a Neighborhood. The Neighborhood provides space for a variety of large, medium, and small groups, one-to-one pairings, and individual learning.

Planning Requirements

<table>
<thead>
<tr>
<th>Area Description</th>
<th>SF</th>
<th>M²</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neighborhood</td>
<td></td>
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<tr>
<td>1 Learning Studio—Grades PK to 3</td>
<td>900</td>
<td>83.6</td>
<td></td>
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<tr>
<td>1 Learning Studio—Grades 4 to 12, other</td>
<td>800</td>
<td>74.3</td>
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<tr>
<td>2 Learning Hub Allowance</td>
<td>350</td>
<td>32.5</td>
<td>Area per Learning Studio, Science Lab, and Career Technical Education (CTE)</td>
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<tr>
<td>3 Group Learning</td>
<td>200</td>
<td>18.6</td>
<td>50 SF Allowance per Learning Studio,</td>
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<tr>
<td>4 One to One</td>
<td>100</td>
<td>9.3</td>
<td>25 SF Allowance per Learning Studio</td>
</tr>
<tr>
<td>5 Learning Impaired—Mild/Moderate</td>
<td>400</td>
<td>37.1</td>
<td>Per staff position</td>
</tr>
<tr>
<td>6 Reading Lab</td>
<td>400</td>
<td>37.1</td>
<td>One per school</td>
</tr>
<tr>
<td>7 Academic Support Space—Middle Grades</td>
<td>400</td>
<td>37.1</td>
<td>One for enrollment ≤ 250; Two for enrollment &gt; 250</td>
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<tr>
<td>7 Academic Support Space—Secondary Grades</td>
<td>400</td>
<td>37.1</td>
<td>Per staff position</td>
</tr>
<tr>
<td>8 Staff Collaboration—Workspace &amp; Personal Storage</td>
<td>100</td>
<td>9.3</td>
<td>Per Staff in Collaboration Space</td>
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<tr>
<td>8 Staff Collaboration—Kitchenette Allowance</td>
<td>10</td>
<td>.92</td>
<td>Per Staff in Collaboration Space</td>
</tr>
<tr>
<td>8 Staff Collaboration—Collaboration Area Allowance</td>
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<tr>
<td>8 Staff Collaboration – Shared Storage Allowance</td>
<td>35</td>
<td>3.2</td>
<td>Per Staff in Collaboration Space</td>
</tr>
</tbody>
</table>
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 focus of the Neighborhood spaces is to reinforce collaboration, and project-based learning. Technology will be integrated throughout the spaces.

A Neighborhood includes a hierarchy of different sizes of instructional spaces. The Learning Hub is sized for larger gatherings rather than one single class and is central to the Neighborhood. The Learning Studio is a class sized space designed for 24 students. The Group Learning is sized for up to 12 students. The One-to-One space is sized for up to 4 students. All of these spaces will be shared within the Neighborhood. Using these spaces for more than one purpose will offer opportunities to maximize instructional flexibility.

The separation of spaces within the Neighborhood may include some typical walls and doors but most of the separation should be made with glass or moveable walls and mobile furniture.

A Staff Collaboration area will also be provided within each Neighborhood. This space will include a workstation with personal storage for each teacher, a conference area for collaboration, a small kitchenette and additional shared Neighborhood storage. The shared storage may be combined with the Staff Collaboration area or located in a separate area that is accessible from the Staff Collaboration area or the shared Learning Hub.

In addition to the Neighborhood instructional spaces, additional instructional space for Learning Impaired – Mild/Moderate, Reading Lab, and Academic Support shall be provided. These spaces will serve all students needing these services. Typically there will not be enough of these spaces to include one in each Neighborhood. If they are included in the Neighborhood grouping, they should be positioned so that they can also be accessed from outside the Neighborhood.

In 21st Century education, virtual learning will expand to make additional content available within existing curriculum areas. Virtual learning can give students the ability to take classes that are not offered at their school or collaborate with peers in other geographic areas. Both hard wired and wireless infrastructure will be provided in all instructional spaces within the Neighborhood. This will allow virtual learning using audio, video, and digital collaboration to be set up in any of the instructional spaces.

**Area Allowances and Planning Requirements—Staff Calculations**

The area allowances for the Neighborhood spaces along with the number of Learning Studios will be calculated in the Program for Design (PFD) based upon the DoDEA Headquarters approved Staffing Document for each school project. The designers will work with educators and facility personnel at the local, district, and area levels to develop the number of Neighborhoods and distribution of spaces within the Neighborhoods.

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

NOTE: Images shown are intended to provide real-world examples and spark design creativity.
The spaces within the neighborhood shall be designed for maximum flexibility, considering the constant changes in grade level enrollments from year to year. Specific designations for grade level, curriculum areas, or special programs will not be indicated. Spaces within the neighborhood will be labeled as Learning Hub, Learning Studio, Group Learning and One-to-One spaces based on their functional sizes. With the inclusion of separate Staff Collaboration space, the Learning Studios are intended to be shared Neighborhood resources, rather than being assigned solely to one staff member. Operationally, the district/administration will have the flexibility to assign locations for all programs each year based upon the needs of the school. The 21st Century model is moving toward multi-use spaces rather than single purpose rooms, so interchangeability, flexibility and adaptability of spaces is necessary.

The number of core academic spaces (grade level teachers) and other academic support spaces will be based on the staffing calculations provided by the DoDSS/DDESS School Level Staffing Standards. Additionally, more specialized programs will also be accommodated within the Neighborhoods. Following is a brief description of some of the specialized programs that use the instructional spaces within the Neighborhood. For a complete list of the staff positions used in the neighborhood space calculations, refer to the Program for Design (PFD) for the specific school.

General DoDEA Grade Distribution
• Preschool (Pre-K, Sure-Start, PSCD)
• Early childhood (Kindergarten – Grade 3)

• Elementary grades (Grades 4-5, sometimes 6)
• Middle grades (Grades 6-8)
• Secondary grades (Grades 9-12)

Sure Start (OCONUS)
The Sure Start program is a full-day program in the OCONUS schools (DoDEA-Europe (DoDDS-E) and DoDEA-Pacific (DoDDS-P)). There is a healthy component to the Sure Start program which calls for two snacks and family style lunch to be served in the Studio. Lunch is provided by the food service vendor. Space for preparation and storage of food for snacks must be provided for this program.

Pre-Kindergarten (CONUS)
The Pre-Kindergarten program is a half-day program in the CONUS schools (DoDEA-Americas (DDESS)).

Kindergarten
The kindergarten program is a full-day program in all the DoDEA schools.

Preschool Services for Children with Disabilities (PSCD)
The PSCD program serves preschool age children (3 to 6 years) with an Individual Education Plan (IEP).

Host Nation (OCONUS)
The Host Nation Program provides students with an introduction to Host Nation languages 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 space shall include amenities for

NOTE: Images shown are intended to provide real-world examples and spark design creativity.
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 a kitchenette. The Tatami room and kitchenette area shall be centrally located rather than associated with an individual Neighborhood. This area may be provided in conjunction with the Commons to highlight the specific culture of this region.

English as a Second Language (ESL)
The English as a Second Language (ESL) program provides specialized instruction in English language development in four domain areas: listening, speaking, writing, and comprehension. Cultural competencies, along with proficiency skills in the four domain areas are developed through core content experiences and language development strategies. Instructional space should accommodate teaching methodologies that include a variety of the multiple modalities of learning such as cooperative learning activities and physical demonstrations that are aligned with grade level content.

Foreign Language in Elementary Schools (FLES)
The FLES program provides Foreign Language instruction at the elementary level.

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

Speech/Language Services (SLP)
Speech/language services provide specialized instruction and/or testing to improve expressive, receptive, or information processing skills based upon a student’s IEP. The SLP 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. Students may also work in small groups, as well as on-on-one assistance with the teacher. There may be up to eight students per instructional session.

Learning Impaired/Emotionally Impaired – Mild/Moderate
This program serves children with mild to moderate learning or emotional difficulties. Typically, these students will spend less than 50 percent of their day in this room. However, space must be available to support students who may require more time (up to 100% of the school day) for special instruction as determined by their Individual Education Plan (IEP).

Hearing Impaired Services
The Hearing Impaired program assesses a student’s hearing abilities in the educational environment and serves students who require environmental and/or academic modifications to access their educational program. Sign language interpreters may be required (on a case-by-case basis) to work with the students in both small group and large group settings. Include space for students to work in small groups as well as one-on-one with a sign language interpreter. The Individuals with Disabilities Act Amendments of 1997 provides for “assistive technology devices” as necessary for individual student needs, to include a sound-field system to support the needs of students with hearing impairments. The inclusion of hearing aid devices is determined by the SLP/IEP team.
devices in the school setting is made on an individual student basis as determined by their Individual Education Plan (IEP).

Visually Impaired Services
The Visually Impaired program assesses a student’s vision abilities in the educational environment, evaluates orientation and mobility skills, and provides instruction and training in those areas identified for students per the IEP. The Visually Impaired service includes consultation with school staff. Additional shelving may be required for Braille textbooks, assistive technology materials and devices.

School Support Specialist
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.

Neighborhood – Instructional Spaces
A Neighborhood includes four different sizes of instructional spaces: the Learning Hub, the Learning Studio, the Group Learning space, and the One-to-One space. Additional instructional spaces are also provided for Learning Impaired – Mild/Moderate, Reading Lab, and Academic Support. These differently sized spaces are provided so that the appropriately sized space can be used for each learning activity.

1 Learning Hub
The Learning Hub is a shared area at the center of the Neighborhood. 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 operable/movable partitions that allow the Learning Studios to expand when necessary. Ideally, this space should be reconfigurable to accommodate large group meetings and presentations. The Learning Hub shall be visible from all areas of the Neighborhood to facilitate supervision and shall also provide access to Outdoor Learning spaces.

Neighborhoods that will contain Pre-K, Sure Start, Kindergarten, and Preschool Services for Children with Disabilities (PSCD) shall provide a Kitchen/Exploratory area within the Learning Hub. This area will include a sink, range with hood, microwave, refrigerator, and dishwasher. These appliances are intended for adult use and shall be positioned so that they are not readily accessible to the students when the area is not in use. There must be visual access to the children at all times when this space is in use.

If the restrooms are located within the Neighborhood, the Exploratory space may be adjacent to them, or may be located near the Outdoor Learning area where access to water and hand-washing sinks may be desirable. In the younger grades, the Discovery Areas with paint, easels, water and sand tables may be located in the Learning Hub, as access to hand washing sinks is desirable.

The Learning Hubs in all Elementary Schools will be
outfitted to be able to function as a STEM lab. A juvenile height wash fountain shall be provided for student cleanup. A sink with gooseneck faucet shall be provided at adult height. In Pre-K/K neighborhoods, this sink will be part of the Kitchen/Exploratory area. Provide enough counter space and a dedicated circuit for a microwave/hot plate because hot water will be needed for some STEM experiments. Provide lockable cabinets for the storage of household chemicals. A mobile cart shall be provided for “ready resources” in the Learning Hub. Consider a cart that can also be used as a demo station. Provide a ceiling grid with hooks for hanging student work. Wherever possible, provide a magnetic surface for display. Rectangular tables work well in this area to maximize surface area for projects when pushed together. Provide durable tabletops that can handle wet and messy projects.

The Learning Hubs in middle and high schools should provide flexible furniture to accommodate variable size student gatherings, project teams, student presentation, and casual study space.

The Learning Hub should accommodate multiple groupings and provide space for the following:
• An instructional wall, either fixed or mobile with an interactive white board and projection capabilities for the large groups
• 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 configurations of group settings

2 Learning Studio
The Learning Studios will provide an environment to support a variety of learning strategies including 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. The Learning Studios should be immediately adjacent to the Learning Hub and should connect using moveable/operable walls. Garage style doors are not permitted. Furnishings within the Learning Studio should support whole group instruction, small groups, and individualized instruction. Furnishings should be flexible and provide for easy reconfiguration. Where Learning Studios are adjacent to each other, they shall be paired and have a moveable/operable partition between them for additional flexibility.

Each Learning Studio shall accommodate 18 to 24 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
• Coat cubbies for student storage in the younger grades
• Virtual learning

3 Group Learning

The Group Learning space will be used for pull-out instructions or to provide space for students to work in small group settings for project-based learning. Special programs that will use these spaces include Speech/Language Therapy, Hearing Impaired, Visually Impaired, Gifted, English as a Second Language, and other School Support Specialists. This area should have windows or glass walls, to allow for observation and instructor supervision.

The Group Learning area should accommodate 10 to 12 students and provide space for the following:
• Group table with chairs
• Interactive white board
• Open and closed storage
• Countertop work area

4 One-to-One
The One-to-One area will provide space for students to work in an private setting for One-to-One learning. This will allow students to interact with an instructor. This area should have windows or glass walls to allow for observation. This space may also be used as teacher conference space if the conference space is not available in the Staff Collaboration area.

The One-to-One area should accommodate 1 to 4 students and provide space for the following:
• Group table with chairs

5 Learning Impaired – Mild/Moderate (LI-MM)
The LI-MM space is provided based on the LI-MM population at the school. This program serves children with mild to moderate learning or emotional difficulties. This space will be available for special instruction as determined by the students Individual Education Plan (IEP). This space has no special built-in requirements but may require specialized ADA compliant furniture. Having this program within a Neighborhood offers convenient access to mainstream education with peers of similar ages. This space will serve all students needing these services, so the LI-MM spaces should be distributed throughout the building and positioned where they can be used without disrupting activities within an Neighborhood. Where multiple special education spaces are provided, they should not be grouped together in one area.

6 Reading Lab
One Reading Lab will be provided in each school to serve students who need extra help in reading. This space will be designed to serve up to 18 students and will have tables for group work, casual seating for individual study, and six computer stations to support the Reading Intervention program.

7 Academic Support (MS/HS)
The Academic Support space will serve programs such as math lab, gifted, and Advancement Via Individual Determination (AVID). Academic Support spaces should be located for access without disturbing activities in the Neighborhood. If more than one Academic Support space is provided, they may be paired with a movable partition between for additional flexibility.

8 Neighborhood – Staff Collaboration/Storage
A Staff Collaboration space will be provided in each Neighborhood. All staff, including grade level teachers and more specialized programs such as FLES or Gifted, will have workspace within the Staff Collaboration areas. The distribution of the staff for the specialized programs throughout all the Neighborhoods will allow the district/administration the flexibility to assign locations for these programs each year based upon the needs of the school.

8 Staff Collaboration
The Staff Collaboration area provides individual teacher work spaces as well as a conference area for teachers to interact and collaborate. This space will provide a dedicated area for on-going job related skills development for required competencies that are correlated to student achievement. A small kitchenette should be provided within the collaboration area. An area for shared neighborhood storage should also be provided within or near the Staff Collaboration area. If located in a separate area, the shared neighborhood storage shall be accessible from the Staff Collaboration area or the Learning Hub, not individual studios. The use of high density storage is encouraged to maximize the space allowed. In elementary schools a portion of the shared storage shall be suitable for storage of materials in support of STEM instruction (cotton swabs, paper plates, string, pipe cleaners, measuring tapes, etc.) and larger items such as a grow lights or other equipment.

The Staff Collaboration area may have visibility to the rest of the Neighborhood and possibly even to the Commons. The use of window treatments such as adjustable blinds and shades shall provide staff privacy when desired. This space will be technology intensive, allowing staff to readily access information and data so the security of this office space must also be considered.

Because of the relatively small number of teacher’s desks in any one area, DoDEA prefers the use of a “desking system” with cable management using the standard data and power receptacles on the walls rather than a systems furniture solution with power and data running in the systems furniture panels.

This Staff Collaboration area should accommodate 5 to 7 teachers and provide space for the following:
- Conference table
- Staff workstations with lockable storage
- Ergonomic task chairs for comfortable seating
- Interactive White Board
- Bookshelves
- Shared Storage

The kitchenette shall include:
- Cabinets and countertop with power and space for a microwave and coffee pot
- Small sink
- Under-counter refrigerator

The Staff Collaboration spaces for Art, Music, PE, LIMS, Science, JROTC and CTE are calculated in their respective instructional areas in the PFD. These teachers should also be grouped into Staff Collaboration spaces. For instance, if Art and Music are
near each other, the teachers could be grouped in a Visual and Performing Arts Staff Collaboration area. Or, if the Art Room is near a Neighborhood, the Art teacher may be grouped with the Neighborhood staff collaboration.

Restrooms
Preschool Restroom - Neighborhoods that contain Pre-K, Sure Start, PSCD, and Kindergarten rooms shall have individual ADA compliant restrooms, one per Studio, located within the Studio, each containing an age appropriate child height toilet. Where possible, group these restrooms in pairs for efficiency of plumbing. Provide 54 inch (137 cm) high doors on the restroom stalls to allow for supervision. The lavatories for these restrooms shall be placed outside the restroom and be visible to the instructional area. This allows teachers to monitor that the children have washed their hands and also allows the lavatories to be used for general hand washing in the instructional area. These lavatories should be an age appropriate child height and should also include a sink bubbler. Provide the soap and paper towel dispensers where small children will be able to reach them.

PSCD Changing/Shower Room - Neighborhoods that contain the PSCD program shall have a changing/shower room in addition to the preschool restroom. This room shall contain a shower with fold down seat, lavatory (handicap height) and space for a changing table with hydraulic lift. Provide power for the 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.

General Student Restrooms – Quantities of restrooms to serve all other Neighborhoods shall be determined based on plumbing codes. Access to the restrooms should be convenient to the Neighborhoods, either within or between the Neighborhoods. Efficiency of plumbing runs and reduction of the total number of plumbing fixtures required are considerations in addition to convenient access to the Neighborhoods. Consideration may be given to individual toilet rooms, rather than group toilets with multiple fixtures, if efficiencies are gained functionally or operationally. Restrooms for students above the Kindergarten level should be accessed from shred spaces such as the Learning Hub or general building circulation.

Staff Restrooms - Staff restrooms, separate from the students, should be conveniently accessible from the Neighborhood. Staff restrooms may not be located within the Staff Collaboration areas. Consider overall distribution of staff restrooms throughout the school facility.

The space allocations for all the restroom facilities are calculated as part of the net-to-gross factor to encourage efficiency in the provision of these spaces.
MANDATORY

A. NEIGHBORHOODS

1) All Neighborhoods shall consist of Learning Studios organized around a Learning Hub which has at least one Group Learning and one “One-to-One” space.

2) The number of Learning Studios in a Neighborhood may vary between four and six, based on site constraints, desired groupings, and the total Learning Studios allocated to the school. The Group Learning and One-to-One spaces in each Neighborhood are intended to be shared resources and shall not be assigned to a specific function on a permanent basis. These spaces shall be scheduled to maximize school-wide accessibility.

3) Middle schools and high schools have dedicated lab spaces (not incorporated into the Learning Hub).

4) Reducing the size of any educational space is a last resort. Every other possibility shall be considered first to include looking at common spaces or use of the net-to-gross square footage.

5) Variations of up to plus or minus five percent are permissible if needed to account for common construction material sizes or to avoid the need for special fabrication or custom sizes.

6) Both One-to-One and Group Learning are provided a sf allocation based on the number of learning studios in the neighborhood. Neighborhoods shall have a minimum of one One-to-One and one Group Learning spaces at the specified sf size. If the space allocation permits, additional One-to-One or Group Learning spaces may be provided but shall meet the sf size requirement.

6) Grouping of more than two neighborhoods is not permitted. If you elect to group two Neighborhoods to maximize flexibility for collaboration, they shall be paired with a movable partition and provisions shall be made so that each of the two Neighborhoods is able to function independently.

B. LEARNING STUDIOS

1) All four or six Learning Studios neighborhoods shall have paired Learning Studios in groups of two with a movable partition between adjacent Learning Studios. In a five learning studio neighborhood one studio is not required to have a movable partition with the adjacent studio.

2) The preference is to maximize frontage between the Learning Studio and Hub to ensure maximum and unobstructed access.

3) All Learning Studios shall have a minimum of two fixed walls. One fixed wall shall be the instructional wall and the other fixed wall is typically the exterior wall.

4) Instructional walls shall enable the use of interactive white board, allow access to electrical power, provide data if required, or other ways to support the use of technology for instruction.

5) Learning Studios shall have exterior windows to maximized natural daylighting and views. Where there are limitations due to the building configuration or site constraints, an interior Learning Studio is acceptable as long as the opportunity for indirect natural lighting from adjacent spaces is maximized.

E. MOBILE PARTITIONS

1) Movable partitions between pairs of Learning Studios, pairs of Group Learning Rooms, pairs of Learning Hubs shall be solid and have a minimum sound transmission class (STC) rating of 40 to match the surrounding wall construction.

2) The design shall provide for high quality movable partitions that can be easily operated by teachers and will ensure student and staff safety. Vertical rising garage doors style with horizontal tracks shall not be used. If possible, partitions may provide a writable surface or display option. Use of the partition wall to display items must not impede the ability for the partition to easily open and close.

F. TRANSPARENCY TO THE LEARNING HUB

1) Partitions (movable or fixed) between the Learning Hub and its associated Learning Studios, Group Learning Rooms, and One-to-One spaces shall be made of materials that provide at least 70 percent transparency. The partition must allow for visual monitoring of activities that may extend from the instructional spaces to the shared learning area.

2) The partition between the Learning Studios and Learning Hub must be moveable to open to the Hub. Vertical rising garage door style partition with horizontal tracks shall not be used.

3) Moveable partitions between Learning Studios and the Learning Hub for PK through third grade
must be transparent to the floor to ensure full line of sight.

G. STUDENT STORAGE

1) **PK and Kindergarten** — Open cubbies shall be located in the Learning Studios. Providing cubbies as furniture offers more flexibility in placement.

2) **Grades First Through Fifth or Grades One Through Six in Elementary Schools** — Open lockers may be located in the Learning Hub or at the entrance to the Neighborhood. Providing open lockers as furniture offers more flexibility in placement.

3) **Sixth Through Twelfth Grade** - For flexibility, lockers shall be located in the commons or in transition areas either at the entrance to the Neighborhood or to the Commons. Two-tier lockers are appropriate in wall locations, single tier lockers should be used in central areas for better visibility. The single tier lockers also offer the opportunity to provide a counter above for additional workspace. Lockers may be built-in or furniture based. Caution should be exercised when selecting a locker style and determining locker locations.

H. STAFF INSTRUCTIONAL FURNITURE

1) All Learning Studios shall have lockable, mobile teaching stations.

2) Staff instructional furniture should include secure storage for mobile technology, studio resources, or personal items required for the duration of instruction.

3) Staff instructional furniture is intended to be used for instruction and not as a permanent personal workspace or storage location.

I. NEIGHBORHOOD STAFF COLLABORATION AREA

1) Every Neighborhood has a Staff Collaboration Area.

2) While there is no requirement for visibility between the Staff Collaboration Area and the Neighborhood, in the event a window is requested at the local level, there must be a provision for professional-looking blinds in order to close off visibility when necessary. Curtains or "make-shift" type window coverings are not permitted.

3) All instructional staff will be provided a dedicated, personal, and professional work space with lockable storage within a Staff Collaboration Area.

4) There shall be no private offices in a Staff Collaboration Area.

5) The Neighborhood Staff Collaboration Area shall have an open collaboration area in addition to the individual work spaces.

6) If instructional staffs are not co-located, consideration should be given to deliberate and intentional pairings for collaboration purposes.

7) No personal workspace will be provided in functional areas intended to be multi-use or scheduled (Learning Studio, Group Learning, and/or One-to-One Room).

8) Instructional storage for staff will be included in the Staff Collaboration Area.