

Facility Design Principles

For Spokane Public Schools

New Middle Schools



Spokane Public Schools
excellence for everyone

“ I want to encourage people to have experiences outside their understanding...

MANDY MANNING, FERRIS HIGH SCHOOL
2018 NATIONAL TEACHER OF THE YEAR



Table of Contents

INTRODUCTION

| | |
|---|----------|
| Prelude | 2 |
| Grade Reconfiguration Conclusions | 6 |
| Designing for the future | 7 |
| Summary of Middle School Educational Program Guiding Principles | 8 |
| Summary: Thinking & Planning Conference..... | 11 |
| Thinking & Planning Conference Common Ground Design Standards..... | 13 |
| Middle School Facility Guiding Principles | 15 |

MIDDLE SCHOOL FACILITY DESIGN PRINCIPLES

| | |
|--|-----------|
| Middle School Facility Design Principles..... | 24 |
|--|-----------|

STUDENT PERSPECTIVE

| | |
|--------------------------|-----------|
| Student View..... | 36 |
|--------------------------|-----------|

DESIGN IMPLICATIONS

| | |
|---|-----------|
| Learning from Glover Middle School | 48 |
| Learning from Sacajawea Middle School..... | 51 |
| Learning from Shaw Middle School | 55 |

ACKNOWLEDGMENTS

| | |
|--|-----------|
| Acknowledgments | 60 |
| Resumes | 64 |
| Community Facilities Design Forum Provocateurs | 64 |
| Design Team Fellows..... | 69 |

“ The skills required for our children today are much different than when I was their age.

JEREMY OCHSE, PRINCIPAL
SACAJAWEA MIDDLE SCHOOL

Introduction

Introduction

Prelude

Spokane Public Schools (SPS)
District located in Spokane
Washington serves almost
30,000 students in grades K-12
with 34 elementary schools, 6
middle schools, 8 high schools
and 5 special schools.

It is the largest school district in eastern Washington and the second largest in the state. SPS offers a portfolio of school options so that families have the freedom to choose the school that is right for their child. The best fit may be their neighborhood school, or one with a certain focus or different way of learning.

In 2016-2017 the school district launched a Grade Configuration Study.

Due to recent student enrollment growth in Spokane Public Schools (SPS), statewide class size reduction legislation for kindergarten through third grade, and implementation of full day kindergarten, SPS began planning for a facility improvement bond to address the need for additional classrooms and schools.

The original long-range plan, developed in 2003, was designed to simply replace or modernize the school district's oldest schools while keeping others well maintained. To address the new facility demands, several broad-based committees made up of staff, parents and community members participated in a long-range facility planning process.

In the fall of 2016, SPS appointed a Grade Configuration Committee that reviewed several possible grade configurations, shared pros and cons of each configuration, and developed conclusions to share with the SPS School Board and Superintendent's Leadership Team.

The Committee, facilitated by the Associate Superintendent, Mark Anderson, and Teater-Crocker facility planning consultants, met monthly through May 2017. In the first meetings, three school grade configurations emerged as those to study in more depth:

- K-6 elementary school, 7-8 middle school, 9-12 high school (the current configuration in SPS)
- K-5 elementary school, 6-8 middle school, 9-12 high school
- K-8 and 9-12 high school

The Committee reviewed research on these three grade configurations, listened to several educational leaders from the SPS and other school systems regarding grade configurations issues, and studied the grade configuration patterns of other Washington school systems. The Committee identified pros and cons of each grade configuration and developed a summary of initial findings. The Committee then sought the opinions and thoughts of all staff and parents in SPS through six community forums and an online engagement process.

Around 100 people attended the forums and nearly 4,000 participated in the online process, sharing 9,243 thoughts about various grade configurations.

Based on its study of various grade configurations and input from parents, staff, and community members, the Committee developed its final findings.

The largest amount of staff and community feedback relative to grade configuration involved discussions in support of changing to a K-5, 6-8, 9-12 configuration. The main findings of this configuration include:

- Additional and broader academic opportunities can be provided for 6th grade students in the core courses, such as math and science as well as in electives like music and foreign language, in a 6-8 middle school configuration.
- This configuration will help better align the District's grade configuration with current curriculum and learning standards for vertical planning and collaboration by 6-8 teachers.
- A 6-8 grade configuration provides opportunities for social growth differently than at the elementary level.
- Most 6th graders are more aligned with 7th and 8th graders in maturity and interests than with lower elementary age students.
- A 6-8 grade configuration extends time between transitions for students, removing the feeling of "always transitioning" which occurs in the current 7-8 middle school configuration.
- Parent involvement and support in middle schools is more likely if students are in a school for three years versus just two years.

- Fewer boundary changes will be required compared to other configuration options.
- From a facilities standpoint, if many of the District's middle schools are nearing the end of their useful life, this may provide an opportunity to refresh/remodel/rebuild these schools specifically for a 6-8 configuration.
- From an economic standpoint, the District will need to build fewer new facilities than with other configuration options.
- Fewer transportation changes may be required compared to other configuration options.
- Fewer land (school site) purchases will be required compared to other configuration options.
- With this configuration, other school choice options will remain in place (e.g., Montessori, TEC, Odyssey, 7-12 IST, etc.).



Community Design Forum

Grade Reconfiguration Conclusions

After reviewing grade configuration research, examining statewide grade configuration patterns, hearing from national experts, reviewing community input from the middle-school forums and the online ThoughtExchange engagement, the SPS Grade Configuration Committee reached the following conclusion:

The K-5, 6-8, 9-12 grade configuration is the preferred school system grade configuration option for the future of SPS for the reasons outlined in the findings.

In June 2017, the SPS Board approved the committee's recommendation to realign to a K-5, 6-8, 9-12 grade configuration when additional middle schools are built to accommodate moving sixth graders into the 6-8 middle school configuration.

The implications of converting from a K-6, 7-8, 9-12 grade configuration to a K-5, 6-8, 9-12 grade alignment required the addition of 3 new middle schools. After consideration the district proposed to replace 3 existing middle schools, build 3 additional new middle schools, replace Joe Albi Stadium, create a new school for the On-Track Academy on the Shaw Campus, provide additional space for option-programs at Libby Center and upgrade safety/technology districtwide.

This also created an opportunity with the City of Spokane who was considering expanding and upgrading its Library System. Through careful analysis with the city opportunities emerged to partner and in November of 2018 the School District and City proposed Capital Bond Measures to expand and upgrade their schools and library system. Voters approved both measures.

Designing for the future

In support of this change the District launched a series of steps to create a student-centered experience for middle schools. The first step was a district wide middle school educational program initiative to develop Guiding Principles that will frame and support a new 6-8 middle school program platform. The second step was to utilize the programming principles and engage in a Community Visioning process to develop Facility Design Principles that all middle schools should incorporate.



Design
Summit

Summary of Middle School Educational Program Guiding Principles

CORE ACADEMIC PRINCIPLES

- Prioritize grouping 6th grade students together for core classes with a limited number of teachers serving each group.
- Develop student-centered schedules that prioritize proximity between classrooms, minimizes the number of transitions, and supports teacher collaboration.
- Support accelerated course options, classroom differentiation, and additional minutes for literacy and math interventions.
- Emphasize classroom experiences that are active, engaging, rigorous, and promote project-based learning opportunities.

ELECTIVE OFFERINGS PRINCIPLES

- Use school-day and after-school extended learning opportunities to support student access to both elective experiences and academic interventions.
- Provide course offerings that reflect a wide variety of elective experiences and are aligned to high school opportunities.
- Focus elective course curriculum design on attributes of healthy lifestyles, college awareness, and career exploration.

SCHOOL CULTURE & ENVIRONMENT PRINCIPLES

- Provide ongoing classroom and school experiences that promote community building, engagement, developmental needs, diversity, civic engagement, and a sense of belonging.
- Support student success by using consistent and engaging structures to teach expectations and encourage positive inclusive, social, and academic behaviors.
- Offer a variety of opportunities in 5th grade and during 6th grade to help students transition and adjust to middle school.
- Encourage parent engagement by providing a wide range of activities for parents to learn about and participate in their student's middle school experience.
- Emphasize social emotional learning and whole-child supports through counseling, wellness services, community partnerships, and staff training specific to the developmental characteristics of middle school students.

ACTIVITIES & ATHLETICS PRINCIPLES

- Offer activities that promote community, leadership, and participation among diverse populations.
- Ensure equitable access by utilizing community partnerships and school support structures to address factors such as transportation, medical assistance, supplies and materials, and equipment.
- Foster activity participation that supports social emotional learning and physical development through an emphasis on teamwork, self-esteem, and grit.
- Promote programming that encourages and welcomes all students to participate in a wide variety of inclusive traditional and nontraditional activities.

In January 2019 the Facility Design Visioning effort was launched.

Over a number of weeks, students, teachers, administrators, parents, and community members met, and developed key physical attributes all new and/or replaced middle schools should embody. These facility Design Principles grow from the school district's 2003 Thinking and Planning Conference that identified common ground design standards all schools in SPS should include.

Summary: Thinking & Planning Conference

On June 17 and 18, 2003, Spokane Public Schools held a conference entitled, “Building Spokane’s Future: A Thinking and Planning Conference for New Schools,” facilitated by internationally respected futurist Glen Hiemstra. The purpose of the conference was to begin the planning effort for the new construction and renovation projects funded in the 2003 Capital Improvements Bond Issue approved by the Spokane voters on March 11, 2003. A report, sent out to conference participants detailing the progress and outcomes of the conference, handed off work done at the conference to various architecture teams and district staff who began a more formal planning effort. The conference developed a list of planning goals and criteria using input from the speakers, who are recognized experts in their fields, and the attendees who were architects, engineers, district staff, parents, students and representatives from area colleges, the City of Spokane and other community organizations.

The conference consisted of presentations by speakers and subsequent group discussions by attendees arranged at tables in groups of 5 to 7 persons, facilitated by futurist Glen Hiemstra. The topics covered by speakers included future technology in schools, the future of teaching and learning, sustainability in building design (“green” buildings), and schools that are integrated into the community. Discussions were interspersed between talks but were primarily concentrated during the last day. Discussions led to design criteria which were used in planning the eventual designs of next generation school facilities in Spokane Public Schools.

The presentations were **designed to inspire users of these facilities to develop common ground design standards and strategic issues in their implementation**. During the conference, groups were asked to consider potential major developments in the District in the next 27 years, to consider preferred future scenarios for the new schools, to develop common ground design standards, and finally to generate a list of strategic issues anticipated in implementing these standards. The group discussions resulted in an initial planning document to be used as the basis for future capital improvements.

The comments generated resulted in a set of planning directions, listed on the next page.



**Community
Design Forum**

Thinking & Planning Conference

Common Ground Design Standards

INTEGRATED BETWEEN SCHOOL AND COMMUNITY

This represents an expansion of education in people's lives and a greater sharing between educational and other community facilities such as libraries, health centers, parks and recreation, etc.

FLEXIBILITY

Schools must accommodate current programs and future changes in the educational program. Infrastructure and the physical configuration of space in a school should be able to be rearranged to accommodate those programs. Flexibility allows greater integration into community activities.

TECHNOLOGY

We know live in the Information Age and technology is the driver. The pace of change in technology makes lifelong education mandatory for success in the workplace. Schools must accommodate technology as a teaching tool and ensure that a robust and adaptable infrastructure is incorporated into school facilities.

IDENTITY/DESIGN

The physical appearance of the new schools should provide an identity for students and the neighborhood. They should embody an image of the culture of the neighborhood and serve as a community icon.

SOCIAL

Students, parents and others should feel welcome in the schools. Socialization is also a part of the educational process. There should be spaces both inside and outside the school which facilitate large and small group social interaction.

SUSTAINABILITY

The schools' design should incorporate green building technology. In a larger sense, sustainable design also means buildings which last. Buildings which last embody many qualities listed above. They have worth to students, staff, and the entire community. They embody timeless design.

SAFETY/SECURITY

Design to ensure a safe working and learning environment for students and staff.

“ You can’t expect children to learn 21st century skills in buildings from the 1950s. We need schools designed for 21st century success.

CHAD WICK, PRESIDENT/CEO
KNOWLEDGEWORKS FOUNDATION



Middle School Facility Guiding Principles

In January of 2019, Spokane Public Schools commenced a community visioning process to identify Facility Guiding Principles that should be embedded in the designs of all new middle school buildings. Organized and facilitated by architect John Weekes, FAIA, with support from Dr. Mark Anderson, Associate Superintendent, these “Principles” are intended to augment the Common Ground Design Standards that were developed in 2003 at the Thinking & Planning Conference for all schools within the district. The distinction being that the Community Visioning Process which commenced in 2019 focused on key facility planning and design characteristics for middle schools within the district.

The process involved four steps:

- Student Voice
- School Visitations
- Community Facility Design Forum
- Design Summit

STEP 1: STUDENT VOICE

The Student Voice initiative gathered representatives of all Spokane's existing middle schools and current 9th graders who have recently been students at the middle school level. In a facilitated format, these students focused on their experiences at school; their likes, dislikes, and interests. They defined for themselves what success entails and key learning attributes they would like to see emerge as Spokane moves to a 6-8 middle school model.

Additionally, these students spent time identifying physical characteristics they collectively felt should be incorporated into the new middle schools for Spokane. Reviewing over 60 images of current schools located throughout the world, they consolidated and edited down to 20 spaces and places that represented key facility design attributes from a student lens. These became the foundation on which future visioning activities proceeded.

STEP 2: SCHOOL VISITATIONS

The second activity involved a group of Spokane Public School staff visiting contemporary school facilities that were recently opened. Located in the Portland, Oregon Metropolitan areas, these facilities were selected to provide a cross-section of design and planning ideas and concepts from which Spokane could draw as it began the design process for its schools.

STEP 3: COMMUNITY FACILITY DESIGN FORUM

The third step was a Community Facility Design Forum facilitated by John Weekes, FAIA. This gathering took place over two days and consisted of more than 90 community members, parents, district staff, administrators and students. The forum was organized to create a series of planning concepts (Facility Design Principles) desired for Spokane's new middle schools. Four provocateurs challenged participants to envision the school of the future. District administrators and students augmented the presentations with concepts and ideas they identified through the Student Voice process and school visitations.

Through table discussions, group design exercises and large group discussions, the participants in the Community Facility Design Forum identified nine Facility Design Principles future middle schools designs should include. These principles are aspirational in nature and are intended to provide a framework for future planning efforts, along with the outcomes of the 2003 Thinking & Planning Conference. They are intended to encourage schools to think through a future lens and develop compelling design and planning responses that represent the highest ideals of each school and the District at large. While each "Principle" speaks to a specific outcome, they are related and interrelated to one another and each are envisioned to be implemented throughout the whole school.

Facility Design Principles:

- Wholeness
- Community
- Connectivity
- Creativity, Curiosity, Variety
- Multiplicity
- Plugged / Unplugged
- Outside / Inside
- Comfort
- Center

STEP 4: DESIGN SUMMIT

The last step in the process was to test the Facility Design Principles at three existing school sites: Glover, Sacajawea, and Shaw Middle Schools. The National Design Alliance—funded by the Schmidt Futures Foundation—through its Reimagine Schools initiative, brought six leading educational design and planning professionals to Spokane for a two-day charrette to develop design schemes based on the Facility Guiding Principles developed at the Community Facility Design Forum. Teams of 8-10 teachers, students, parents, administrators, and Design Fellows (from Reimagine Schools), developed conceptual ideas for each school site. These concepts confirmed that the Facility Design Principles provide a strong foundation on which new middle school designs could be created as Spokane Public Schools begins to develop its Middle School Educational Program and new school designs.

The rest of this document outlines the outcomes from the Student Voice process, Facilities Design Principles, and the nature and implications for future new school designs developed at the charrette.

SUMMARY

Subsequent to the Design Summit, information gathered from the Student Voice, School Visitations, Community Facility Design Forum, and Design Summit was collected. Over 1,000 ideas, desires, and possibilities were consolidated, organized, and synthesized. This information became the basis of the Facility Design Principles Report, dated March 20, 2019.

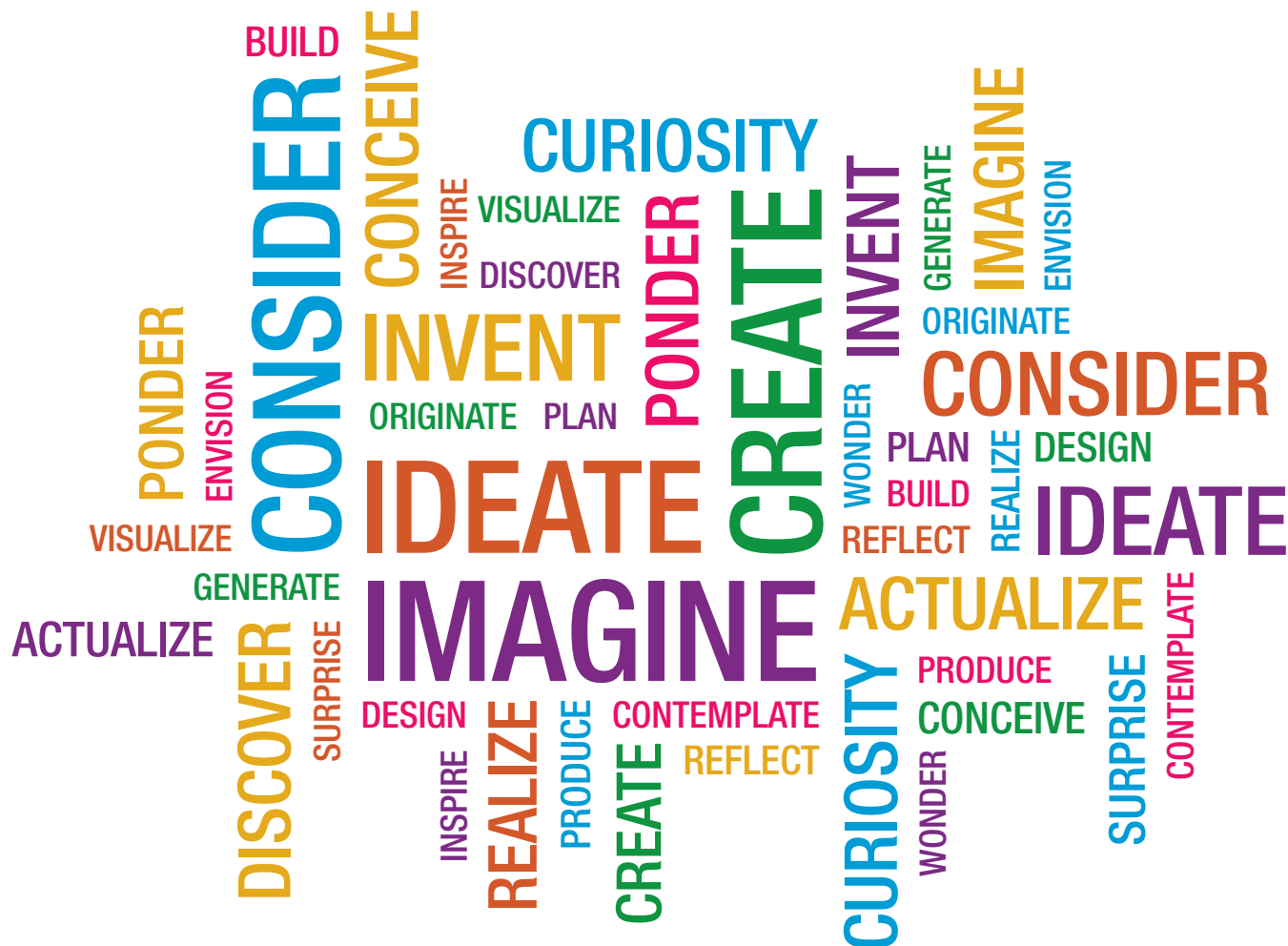
The rest of this document summarizes that work and the nature and physical implications for new middle school facilities to be designed.

It represents beliefs and expectations that are foundational to future new middle school designs for Spokane Public Schools.

“ When you stretch...and
keep stretching...amazing
things happen.

GLOVER DESIGN TEAM





“ This is a once in a lifetime
opportunity to serve our community.

MARK LUND, PRINCIPAL
GLOVER MIDDLE SCHOOL

“ We have a unique opportunity to step away from “what was,” avoid hanging on to “what is” and consider “what should be.”

AUTHOR UNKNOWN

Middle School Facility Design Principles

Middle School Facility Design Principles

The following are Facility Design Principles to guide the design and construction of Spokane Public Schools new Middle Schools. They are intended to be applied to all replacement and/or new Middle Schools envisioned to be developed in the next six years.

These Principles emerged from a series of activities, community conversations, and input. Activities included:

- Thinking and Planning Conference
- SPS Middle School Educational Program Principles
- Student Voice Gathering
- Visitations to relevant existing school facilities
- Community Facilities Design Forum for Middle Schools
- Design Summit

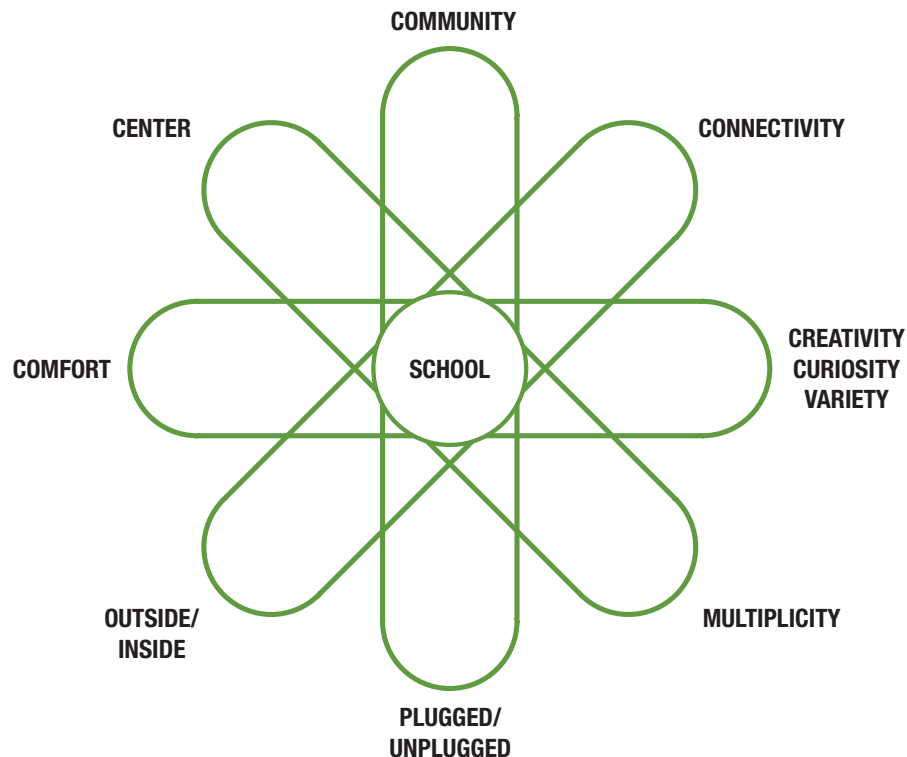
The following pages describe these Facility Design Principles.

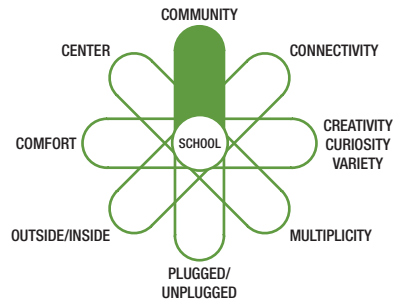
“ Logic will get you from A to B. Imagination will take you everywhere.

ALBERT EINSTEIN, THEORETICAL PHYSICIST

Wholeness

New Middle Schools Facility Design Principles are related and interrelated. Rather than stand alone, they should be applied throughout the entire facility. Creating an environment that accommodates, supports, and reinforces the future culture of learning.

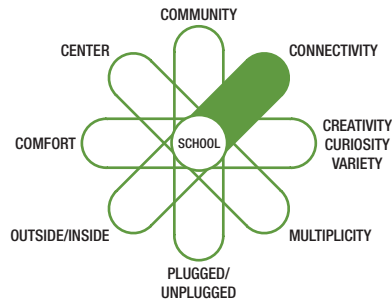




Community

The new middle school facilities should support a variety of community layers. They should support the greater needs of the entire Spokane community through programs, access, and support. They should support the specific needs of the neighborhood in which they reside. Reinforcing its unique characteristics and needs.

They should create a strong sense of community within. The facility should be organized and arranged to support a feeling of safety and belonging for all. The facility should support a strong sense of place and cohesion.



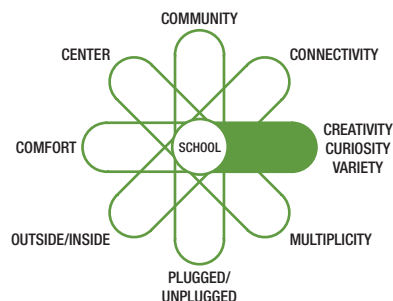
Connectivity

New middle schools should be internally connected through views, transparency, spatial arrangements, and excitement.

By supporting close proximity of all within the facility travel distances should be minimized, space size should support a variety of learning modalities, and all should encourage collaboration between students, between teachers, and between teachers and students.

“ Unless you have the most amazing schools it doesn't matter what else you do.

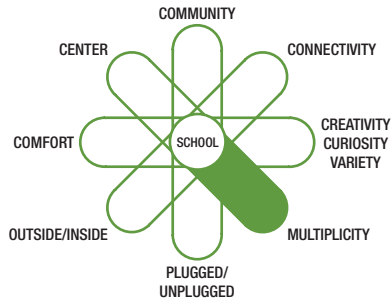
MAYOR DAVID CONDON



Creativity | Curiosity | Variety

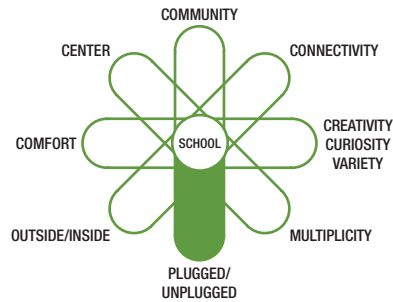
New middle school facilities should support a culture of creativity. All spaces should have a multitude of learning possibilities and inspire students and teachers to explore and create. They should avoid traditional names. Rather, they should represent their possibilities.

New middle school facilities should have a variety of spatial shapes, arrangements, and use. All surfaces, places, and spaces should be used for learning activities. They should encourage curiosity, be active, engaging, and promote exploration, problem solving, and project-based learning.



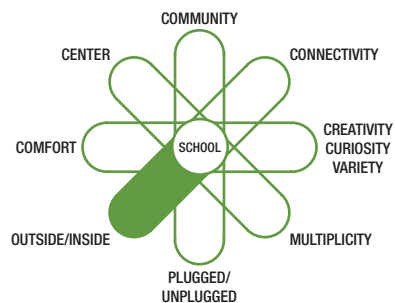
Multiplicity

New middle school facilities should support the unique needs of all students. Careful attention to these needs should be accommodated and diversity supported.



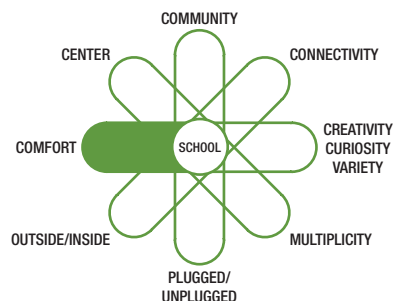
Plugged / Unplugged

New middle school facilities should be sensitive to how students learn and provide for diverse learning and teaching styles. They should be student-focused from formal to casual; large to small group; active to static; they should provide for the learning community as a whole; and/or the unique learning needs of the individual.



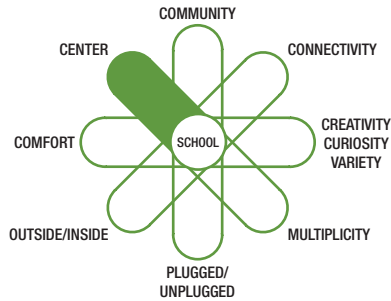
Outside / Inside

New middle school facilities should bring the outside in. They should be healthy, light-filled, acoustically appropriate, colorful, open, and spacious. Views should be encouraged. Access to fresh air should be abundant. They should be arranged to allow easy and safe access to the exterior to expand the learning environment and to support outdoor learning.



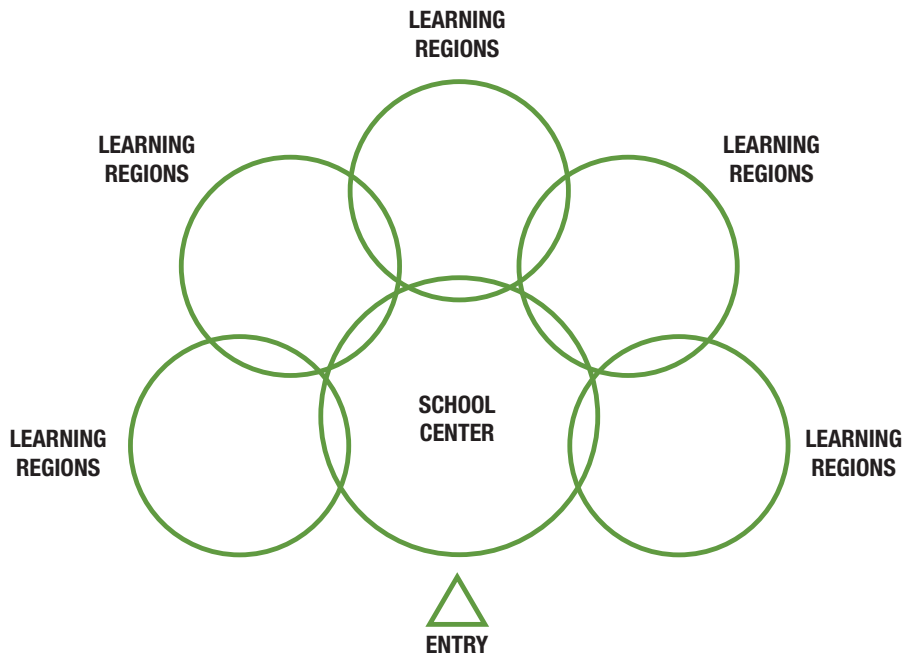
Comfort

New Middle School facilities should be home like. Drawing from the amenities and feeling often most familiar to students. Facilities should create a sense of home through scale, furniture, placemaking, multi-use, and special arrangements. They should also reflect the neighborhood in which they reside drawing references from other places, spaces, organization, and institutions nearby.



Center

New middle school facilities should have a center or group of centers interconnected. They should be those functions that are used by all. Open and accessible, the center(s) should represent the school's highest ideals, support all the school's needs, and connect the school at large.



“ When have we ever had a time to do something like this in Spokane. To celebrate our kids, with all the potential of who they are and what they can become.

SHAW DESIGN TEAM

Student Perspective

Student View

The following pages summarize input and discussions by middle school students. This section outlines student views of the current middle school experience and possibilities for the future. Pictures selected by these students—and corresponding explanations—suggest physical attributes they would like included in new middle school designs.

BE SENSITIVE TO HOW WE LEARN

We are not the same, we are kinetic, visual and auditory. We are introverts and extroverts. The spaces we learn best in have variety and support us all.

BE SENSITIVE TO HOW WE WORK

For most of us we do not like sitting in rows of desks. We work best in teams and collaboratively. We find that at times, doing is helpful. That creating, discovering and learning requires appropriate space and time to accommodate.

WE HOPE THE SCHOOL IS OURS

If you ask we will tell you the only thing we “own” in a school is our backpack. We should feel that all areas of a school belong to us. That we have ownership in the school at large and pride in the place.

WE LIKE VARIETY

One size does not fit all. We like variety in our spaces and places. From small areas where one can be individually. To large places that have multiple uses and functions.

WE WANT TO BELONG

We find comfort and satisfaction in belonging. Being welcomed and supported.

WE ARE CONNECTED

We enjoy our friends, colleges and teachers. We want to socialize and interact. The facility should create and support those needs. We also recognize that what we learn and how we learn and where we learn are connected. Learning flows from one activity to the next and that interconnection should be supported by how our schools are physically arranged.

WE LIKE THE OUTSIDE

The natural environment should be inside. Fresh air, abundance of natural light, views and color should be predominant in the school.

SUCCESS

For us success is personal. For some it comes through sports, the arts, music, solving problems, helping others, or being valued. My school should physically support these and find a way to represent that success.

EVERY SPACE

We use all places in school: some call them classroom, science labs, gym, cafeteria, corridors, library, etc, in a variety of ways all spaces are used for all activities. They should be useable, multiuse, a variety of shapes and sizes to support our learning.



“ I learn best in
a collaborative
environment.

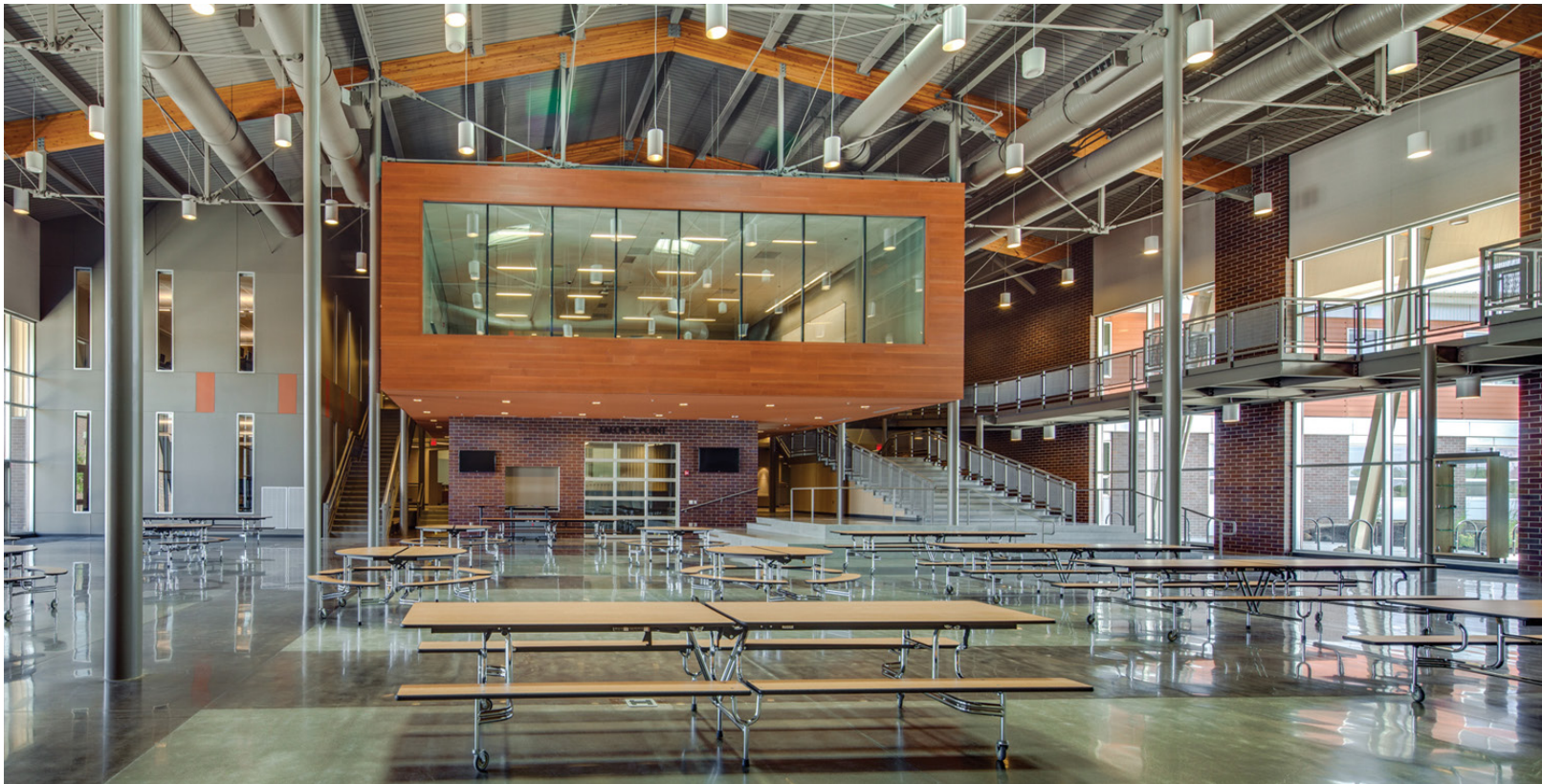
STUDENT
SPOKANE PUBLIC SCHOOLS





“ I am a visual learner.
I like variety and
interesting places.

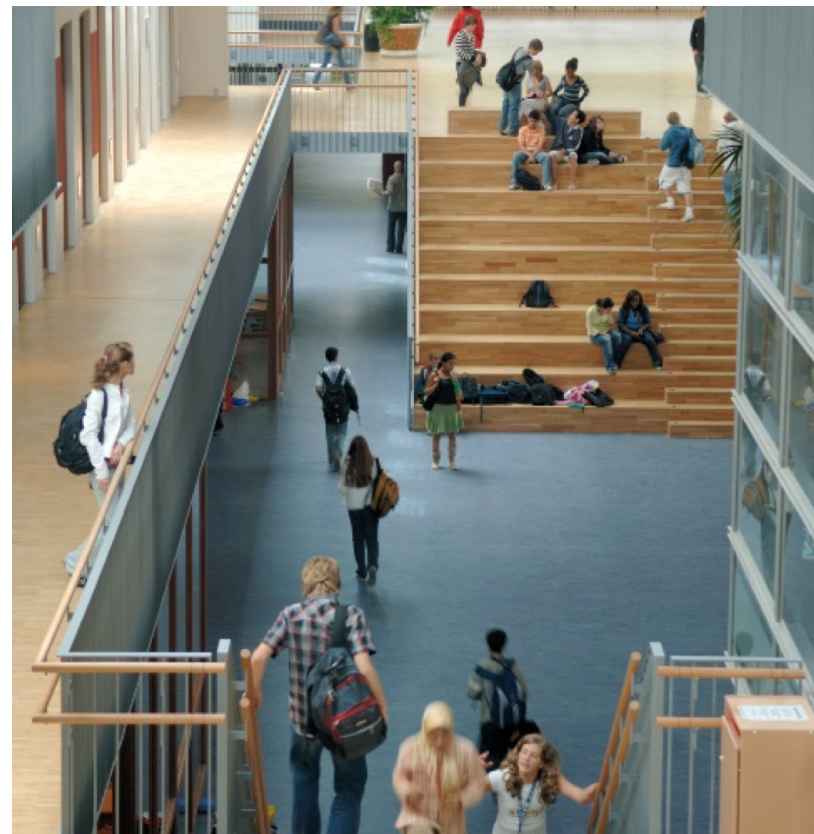
STUDENT
SPOKANE PUBLIC SCHOOLS





“ I learn best in a comfortable environment with sunlight and different areas to gather and sit.

STUDENT, SPOKANE PUBLIC SCHOOLS





“ I learn best
in a big open
environment with
lots of windows
and natural light.

STUDENT, SPOKANE PUBLIC SCHOOLS



“ I like color.

STUDENT
SPOKANE PUBLIC SCHOOLS

Student Perspective 41



“ I learn best by seeing what I’m learning...using my brain and hands.

STUDENT, SPOKANE PUBLIC SCHOOLS



“ I feel most successful when I’m involved in sports or doing hands on activities.

STUDENT
SPOKANE PUBLIC SCHOOLS



Be sensitive to **how we learn**



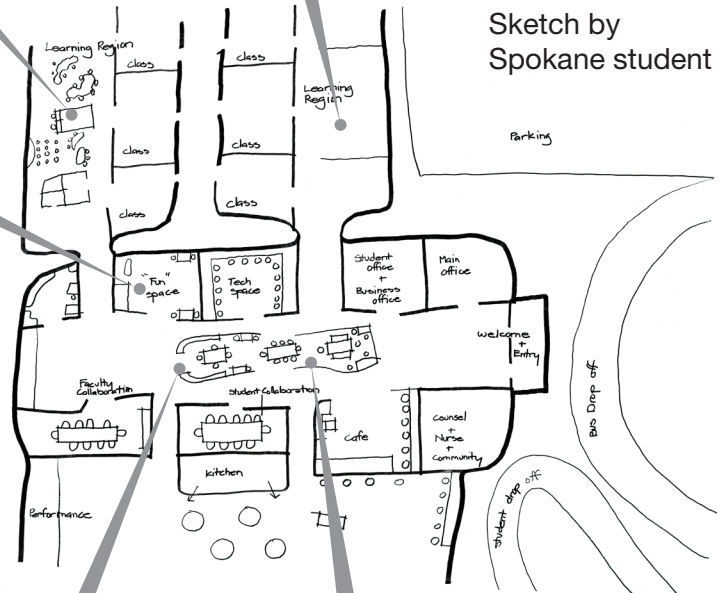
We find **comfort** in belonging



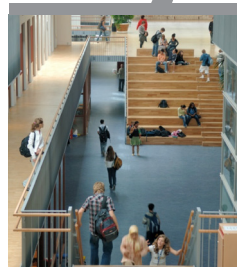
We are **connected**

I want to own **my school**

Create a **sense of place**

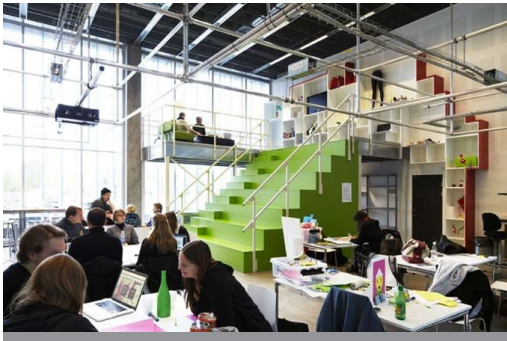


Sketch by
Spokane student

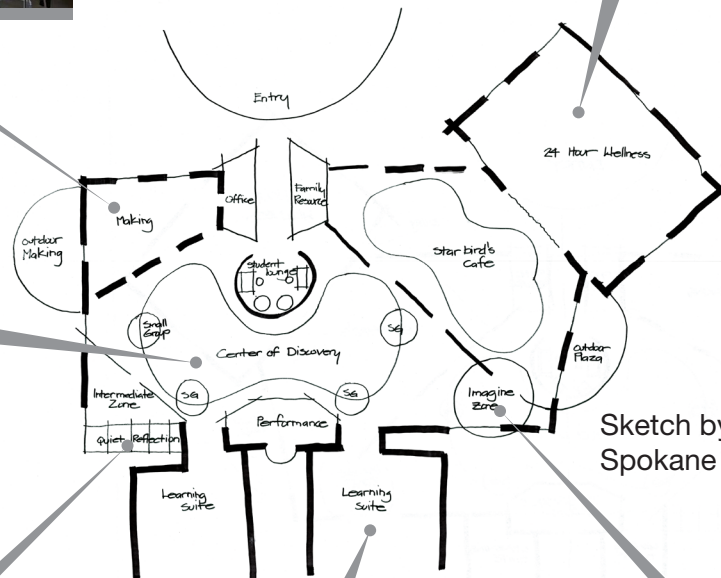


I like to **socialize**

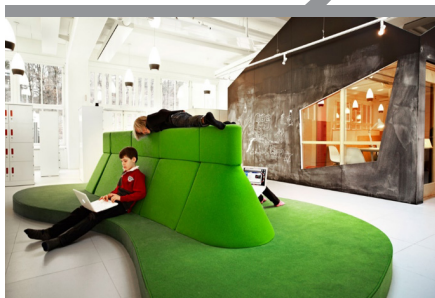
We like **variety**



For us, **success** is **personal**



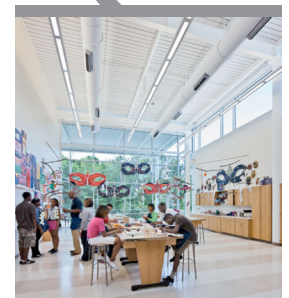
Sketch by
Spokane student



Every space is
a learning space



We like to be
connected



We like **doing**

“ I have been so encouraged
by the work we have done.
It has been truly inspiring
to work with a variety
of people that agree we
can serve middle school
scholars better.

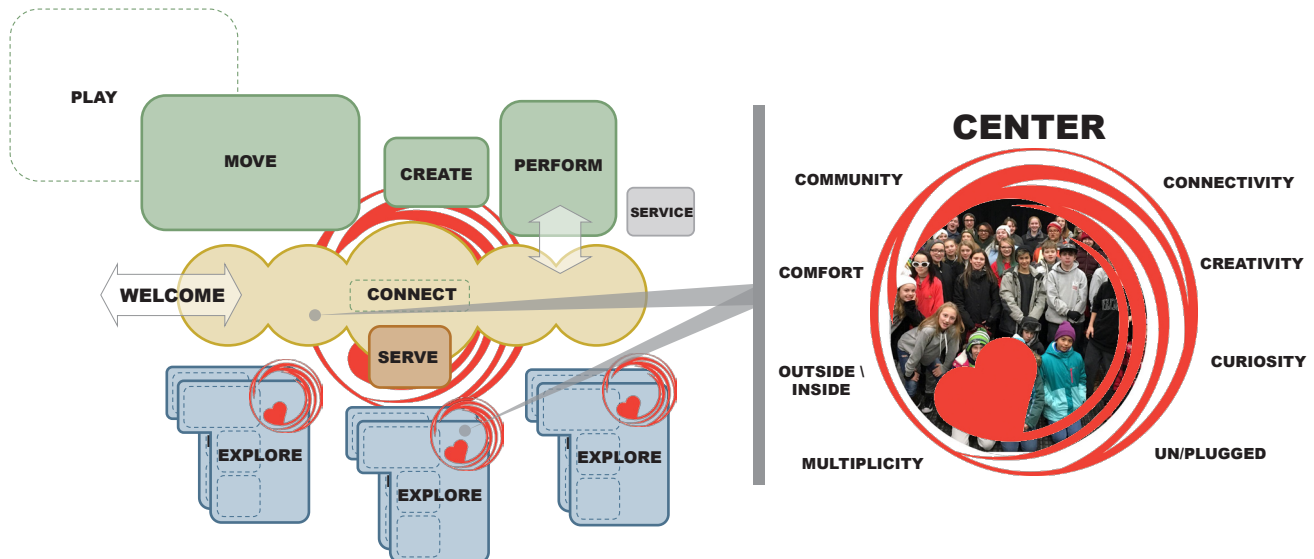
HEATHER KALUZA, TEACHER
SHAW MIDDLE SCHOOL

Design Implications

Design Implications

The following sketches and diagrams tested the Facility Design Principles at three sites: Glover, Sacajawea, and Shaw Middle Schools. They were developed by teams of parents, students, teachers, administrators, and architects. Pictures were provided by the Design Fellows (architects) and/or the information developed at the Student Voice gathering and are included to reinforce the concepts that each team developed.

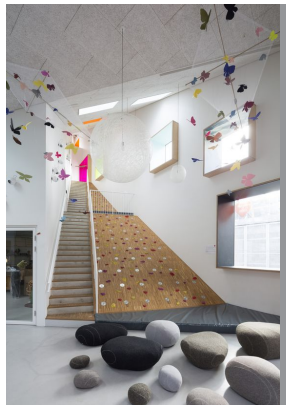
Learning from Glover Middle School



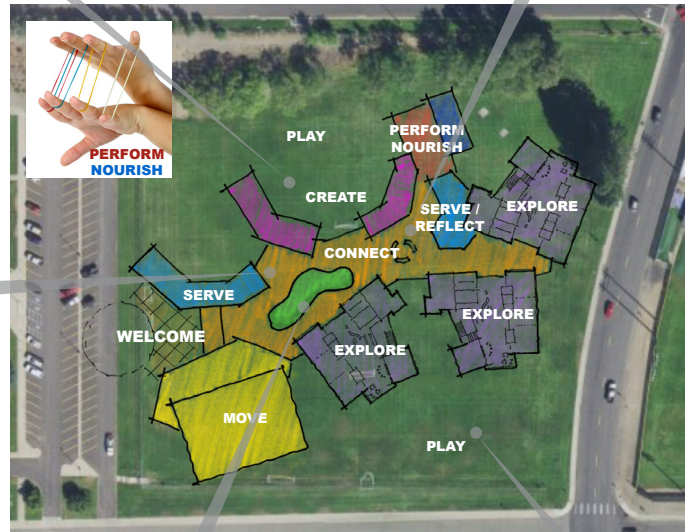
Creativity
Curiosity



Center



Variety



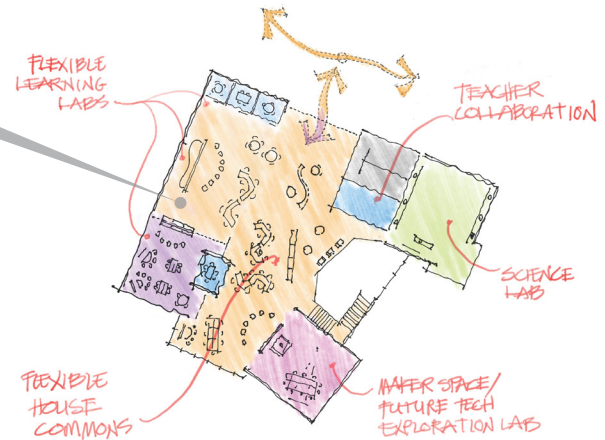
Outside/Inside



Discover



INTERNATIONAL SCHOOL OF INDIANA
Indianapolis
Common Design



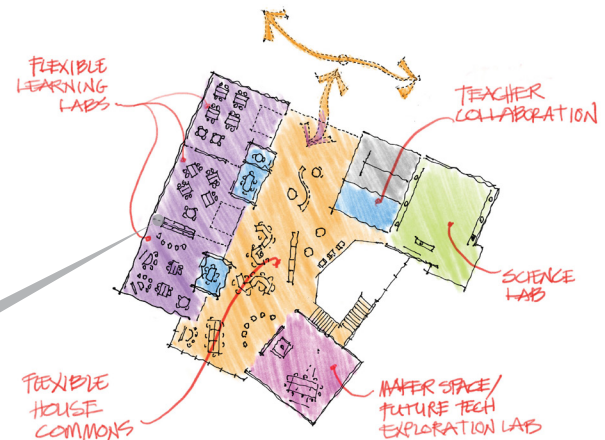
“ We shape our buildings and they forever shape us.

WINSTON CHURCHILL, UK PRIME MINISTER

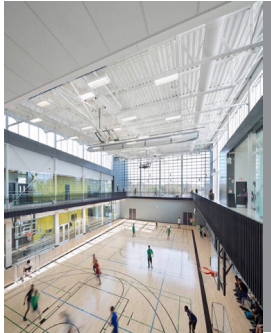
Ability to **reconfigure** space



INTERNATIONAL SCHOOL OF INDIANA
Indianapolis
Common Design



Learning from Sacajawea Middle School



Community
and
Wellness



Center
“The Hub”

Neighborhoods



Community

A center for families and community to connect and access resources and look into options to volunteer. This zone also promotes multiplicity as it meets the needs of all students and our community through a variety of offerings.

A place to keep families and the community plugged in to events, staff, student body, and all things related. Promoting diversity, while embracing individualism help the Community Engagement Zone gain popularity.



Arrange Learning Studios
into Learning Suites to
support **collaboration,**
connectivity, and proximity



Create space that is **comfortable**

Create place that is
active and engaging

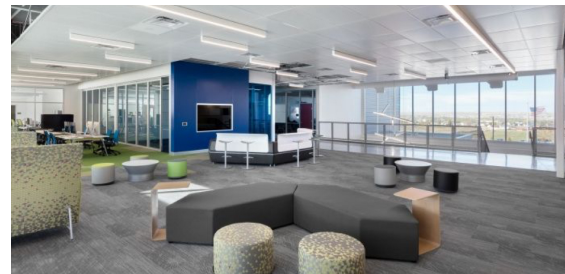
Encourage
transparency



Create **spatial variety**
and connectivity



Minimize corridors - all space
should be **learning space**

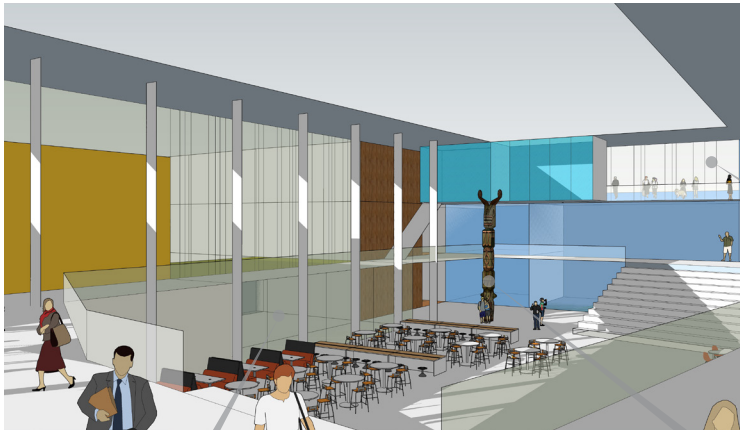


The Center “The Hub”



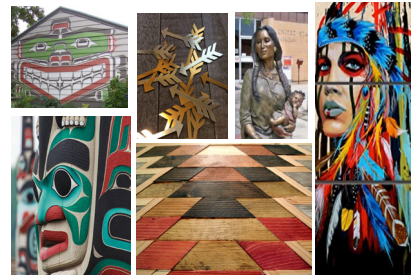
A sense of the whole

I'm **excited** to go here



Curiosity:
What's
happening here

I **respect** the past



Creativity:

I can see the maker
and music spaces and
want to participate

Natural light, native materials, intentional colors and layout. The Community Engagement Zone effortlessly promotes creativity between community, staff, and students.

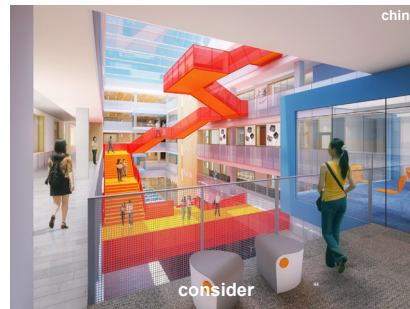
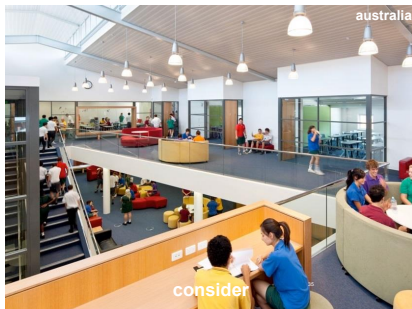


Outside /
Inside



Variety

More than one “thing” happens here. Performance, socialization, nourishment, community, comfort.



Learning from Shaw Middle School



Design Principles: Creativity

- Transparency
- **Exploratory**
- Unique multiuse spaces
- Exploring new terminology
 - Design Studio
 - Exploration Zones
 - Discovery Zones
 - Commons
 - Discover, Explore, Creativity Anywhere (DECA)
- **Visibility** and access
- Spaces / surfaces for expression
- Name and cultural identity to the neighborhoods

Exploratory Cluster(s) OR STEM / STEAM Center + Wellness Center

Creating a Place For Experiences

- Fitness / wellness / gym
- Music / band / choral
- Performance arts
- Visual arts
- CCLR (career, college, and life readiness)
- Robotics and engineering
- Computer sciences



Design Principles: Center & Connectivity

- Welcoming entry full of light
- Create a **sense of ownership**
 - Visual identity that is student driven
 - **"This is MY school!"**
- Welcome space for creative expression
- Glitter wall (sensory input)
- Passive control and supervision
- Options and incentives
- More than one center
- Multifunctional circulation uses / economize spaces
- Spaces for a mix of group sizes
- Flexible spaces

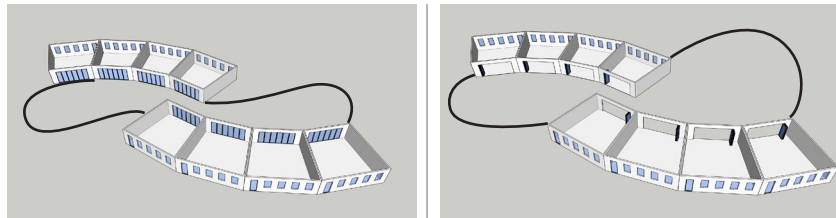
The Community Cluster OR Neighborhood Greeting and Engagement

- Library
 - Dedicated Shaw Library
 - New Spokane Public Library
 - **Shared spaces**
 - Feels like a Neighborhood cluster
 - Place to spread out
 - Public face of the school
 - A **destination**
 - **Available** for other events
 - Spaces for kids of all ages
- Commons
 - More than a cafeteria
 - Inviting and **flexible space**
 - Caves, nooks, levels, and stages
 - Heart of the community cluster
- Administration AND Student Services
 - Separate but related and equally important
 - Works together to serve students





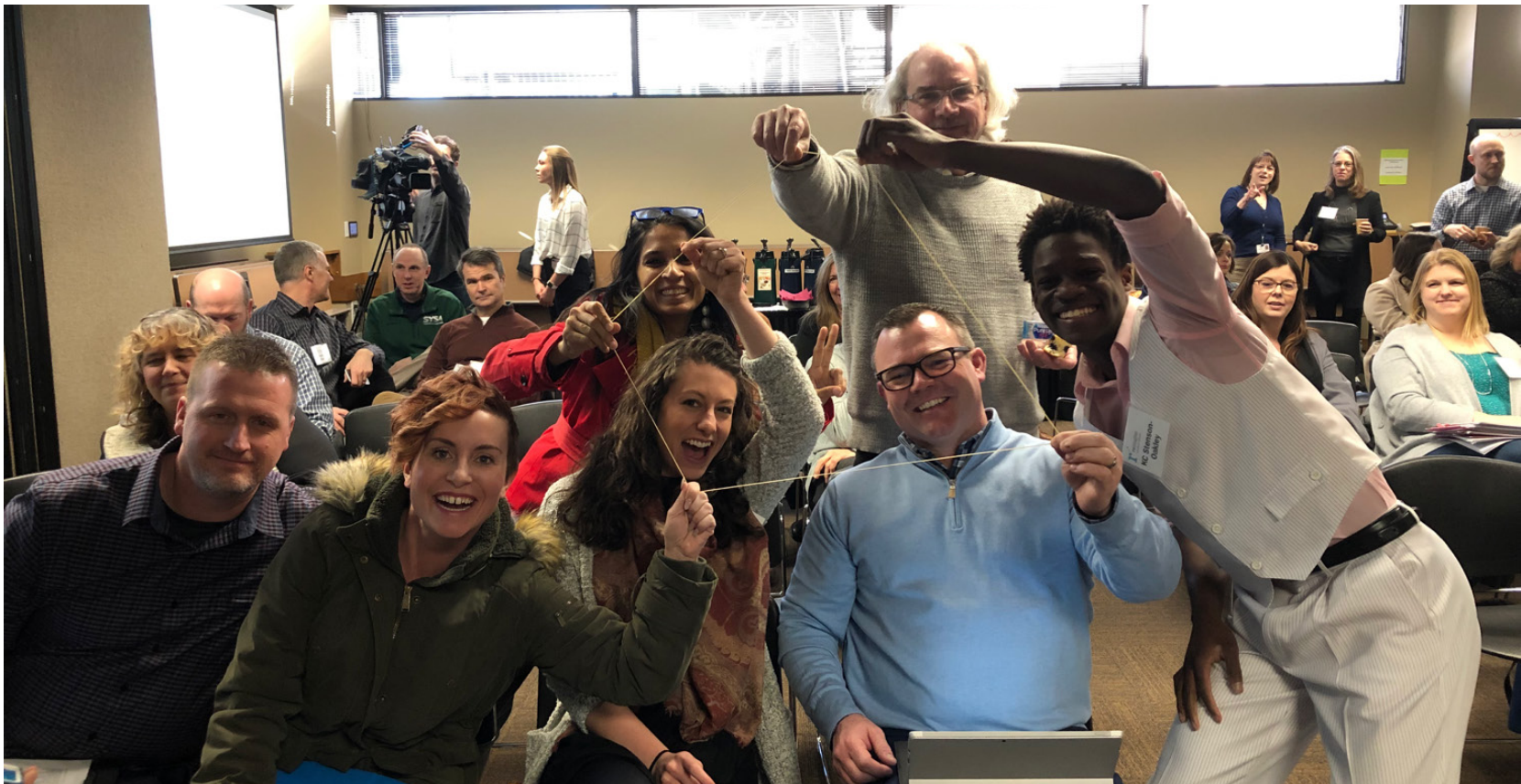
- A community with a **unique identity**
- **Sense of Ownership** and Belonging
- Co-curricular but maintain departmental relationships
- A **dynamic space** for Science, Math, English, and Social Studies
 - Only limited by the creativity of the team
- Spaces for small group **collaboration**
- Accommodations for **interventions**



The Unique Cluster
OR
Neighborhood of
Celebrated
Opportunity

- Focused on English language learners
 - Accommodate **12 languages** or more
 - An exploratory space for world languages
- Focused on special education
 - Self contained
 - ABLE (autistic programs)
 - Multiple **sensory spaces**
 - Design instruction
 - Developmental support
 - Meeting space for OT, Speech, PSYL, IEP, 504
- Focused on supporting **unique populations**
 - Near administration and counseling
 - But within sight of their goal
- Accommodations for intervention
- Spaces for social services and counseling
- Near bussing and **easy access** for parents





Acknowledgments

Acknowledgments

Spokane Public Schools Board of Directors

Susan Chapin - President

Jerrall Haynes - Vice President

Michael Wiser - Co-Legislative Liaison

Deana Brower - Board Member

Brian Newberry - Co-Legislative Liaison

Cheyenne Jones - student advisor

Dylan Pearson - student advisor

Spokane Public Schools Leadership Team

Dr. Shelley Redinger - Superintendent

Dr. Mark Anderson - Associate Superintendent, Capital Projects and Planning

Dr. Linda McDermott - Associate Superintendent, School Support Services

Dr. Adam Swinyard - Associate Superintendent, Teaching and Learning

Rona Williams - Director of Elementary Schools

Jennifer Keck - Director of Elementary Schools

Shawn Jordan - Supervising Director of Secondary Programs and Special Services

Gwen Harris - Director, Option Schools & Program Support

Brian Coddington - Director, Community Relations and Communications

Ramon Alvarez - Executive Director, Human Resources

Kevin Morrison - Acting Director, Safety/Security/Transportation

FACILITIES/OPERATIONS

Phil Wright - Executive Director, Facilities and Planning

Greg Forsyth - Director, Capital Projects and Planning

Terri LeFors - Executive Assistant, School Support Services

Student Voice

CHASE MIDDLE SCHOOL

KC Stenson-Oakely
Cadence Peroff

GARRY MIDDLE SCHOOL

Tucker Holmes
Nwannediya Kalu

GLOVER MIDDLE SCHOOL

Damien Jackson
Nur Khetijah Binti Mohammad Salim
(known as Khetijah Mohammad Salim)

SACAJAWEA MIDDLE SCHOOL

Nathan Cochran
Piper Warren

SALK MIDDLE SCHOOL

Ava Casteal
Spencer Zuidema

SHAW MIDDLE SCHOOL

Zhontay Davis
Draven Carter

FERRIS HIGH SCHOOL

Mark Mueller
Kacey Spink

LEWIS & CLARK HIGH SCHOOL

Noah Paulson
Angelica Huerta

NORTH CENTRAL HIGH SCHOOL

Jacob Gannon
Emily Richardson

ROGERS HIGH SCHOOL

Gabby Harkness
Anthony Giron

SHADLE PARK HIGH SCHOOL

Cameron Picicci
Annie Lindsey

THE COMMUNITY SCHOOL

Samantha Dickens
Lydia Miller

MS Facility Design Community Forum

TABLE 1

- 1. Shelley Redinger
- 2. Mark Lund
- 3. Khetijah
Mohammad Salim
- 4. Lorri Slauson
- 5. Phil Helean
- 6. Ken Murphy

TABLE 2

- 1. Gwen Harris
- 2. Alexis Orellana
- 3. Tyler Troutman
- 4. Chuck Horgan
- 5. Julie Ancona-Shepard
- 6. Kelly Fukai

TABLE 3

- 1. Jennifer Keck
- 2. John O'Dell
- 3. KC Stenson-Oakley
- 4. Tommi Palm
- 5. Lacie Magin
- 6. Margee Chambers

TABLE 4

- 1. Shawn Jordan
- 2. Lisa Kaiser
- 3. Marian Evenson
- 4. Caris O'Malley
- 5. Tay Vue
- 6. Tami Palmquist

TABLE 5

- 1. Stephanie Splater
- 2. Jon Swett
- 3. Draven Carter
- 4. Ashley Coulson
- 5. Molly Merkel
- 6. Tim Kestell

TABLE 6

- 1. Rona Williams
- 2. Janet Van Gundy
- 3. Dana Harbaugh
- 4. Alicia Benson
- 5. Francell Daubert

TABLE 7

- 1. Dean Gunderson
- 2. Matthew Henshaw
- 3. Angela Smith
- 4. Jennifer Papich
- 5. Cassie Morgan
- 6. Susan
Vandergriend

TABLE 8

- 1. Linda McDermott
- 2. Cheryl McLean
- 3. Katy Henry
- 4. Kelly Hendrickson
- 5. Ryan Lund

TABLE 9

- 1. Becky Ramsey
- 2. Sue Unruh
- 3. Heather Kaluza
- 4. John Traynor
- 5. Charles Gartner
- 6. Trena Wanless

TABLE 10

- 1. Kevin Morrison
- 2. Melissa Perier
- 3. Doug Joslyn
- 4. Al Vorderbrueggen
- 5. Heather Bybee
- 6. Ambur Anderson

TABLE 11

- 1. Adam Swinyard
- 2. Kevin Selland
- 3. Josh Reynolds
- 4. Michelle Widner
- 5. Rhiannon Nilson
- 6. Kris Jeske

TABLE 12

- 1. Greg Forsyth
- 2. Wendy Watson
- 3. Nwannediya Kalu
- 4. Steven Clark
- 5. Karissa Silva
- 6. Amanda Johnson

TABLE 13

- 1. Phil Wright
- 2. Karen Krantz
- 3. Jodi Kittel
- 4. Dave Stenersen
- 5. Jessica Silvernail
- 6. Brian Coddington

TABLE 14

- 1. Jeremy Ochse
- 2. Piper Warren
- 3. Ty Miller
- 4. Brandi Horton

TABLE 15

- 1. Aubrie Christensen
- 2. Corina Fletcher
- 3. Matt McFarland
- 4. Emily Richardson
- 5. Cliff Hansen

SUPPORT

Mark Anderson, Host
Terri LeFors, Host
Jonathan Steel,
Technical

Middle School Design Summit Teams

TEAM 1

1. Amy Yurko
2. Leo Gonzales
3. Mark Anderson
4. Heather Bybee
5. Mark Lund
6. Laura Treece
7. Angela Smith
8. Melissa Perier
9. Emily Richardson
10. Margee Chambers
11. Trena Wanless

TEAM 2

1. John Pfluger
2. Caroline Lobo
3. Shawn Jordan
4. Phil Wright
5. Ashley Coulson
6. Jeremy Ochse
7. Heather Kaluza
8. Jessica Silvernail
9. Tim Kestell
10. KC Stenson-Oakley

TEAM 3

1. Gaylaird Christopher
2. Jason Meyering
3. Gwen Harris
4. Greg Forsyth
5. Janet Van Gundy
6. Cheryl McLean
7. Jon Swett
8. Nwannediya Kalu
9. Molly Merkle
10. Tami Palmquist



Design
Summit

OBSERVERS/PARTICIPANTS

Deana Brower
Brian Newberry
Michael Wiser
Shelley Reddinger
Adam Swinyard

ARCHITECTS/OBSERVERS

Marian Evenson
Mark Dailey
Dana Harbaugh
Indy Dahl
Chuck Horgan

DESIGN TEAM ADVISORS

Ron Boyle
Kerry Leonard
John Weekes

Resumes

Community Facilities Design Forum Provocateurs

AITHAN SHAPIRA MFA PHD, FOUNDER + CEO, MAKING TO THINK

Aithan advises Fortune 100s on how to ‘lead by seeing and listening differently. His work using the arts to accelerate people and the processes in uncertainty has guided international governments’ innovation and entrepreneurship initiatives, business and arts education curricula, and global corporate cultures in the shift from building tools to creating cultures of innovation as their competitive advantage in a rapidly changing world. Aithan has supported NASA’s future mission teams with creative strategies, developed empathy workshops for Google using sculpture, and directed long-developed initiatives for developing cultures of innovation in the business and academic sectors for the US embassy in New Zealand. He is currently leading three international university initiatives integrating their business schools and arts colleges and is pioneering progressive curricula at the edge of leadership and future of work for MIT Sloan’s Innovation Period, Harvard iLab, Stanford d School, and Berklee Institute for Creative Leadership.

Aithan began his career as a professional artist exhibiting and collected at museums internationally, spending 10-hour days, 6 days a week working in his studio, for 15 years. His painting mentor was a student of Picasso. He pioneered PhD research on the creative process at the Royal College of Art & Design, lived for three years with Aboriginal Australians studying innovation in cultures of survival, has directed world-class creative teams in music and visual art, and served as a visiting critic/professor at the Royal College of Art, RISD, Berklee College of Music, and Yale-NUS.

MAKING TO THINK is an innovation consulting firm that helps leading global organizations develop cultures of innovation in an increasingly changing, fast-paced, competitive, and complex world. Its global network of people and process experts believe in human potential to unblock the limits and barriers to innovation and collaboration and work with clients to transform their organizations into the most powerful incubators possible for the development of talent.

RACHEL DEWITT, M.ED., IBI GROUP, LEARNING+

Rachel leads Learning+. An interdisciplinary collaboration of educators, planners, and architects focusing on learning and the built environment.

A former 5th & 6th grade teacher, nominated for Teacher of the Year in South Carolina Ms. DeWitt is particularly interested in the impact space and place has on student cognition.

Passionate about the future of education and the relationship between instruction and construction, Rachel is serving as the Global Education Lead for IBI Group, a multi-disciplinary design and consulting firm. As an award winning educator, Ms. DeWitt brings a firsthand experience in the classroom, coupled with a M.Ed. specializing in cognition, creativity, instruction, and development, which has led her to be a key facilitator in district visioning sessions.

Adamant about research, Rachel believes that evidence-based design can drive change in today's shifting education market.

Rachel is a national speaker with experience in leading workshops on design thinking and creative problem solving for both architects and educators alike. Her particular skillset lies within facilitating these workshops alongside local communities. Known for pushing the boundaries of learning, Rachel believes that each community is unique and should be treated as such when planning and designing a new learning facility to impact the next generation.

BOB STEWART, MPA, SUPERINTENDENT, GLADSTONE SCHOOLS DISTRICT

Bob has been superintendent of Gladstone School district since 1999. Prior to 1999, he held a variety of positions in Gladstone School District since 1980. Overall, he has been in education for 44 years.

He graduated from Warner Pacific College and completed a Masters of Public Administration at Portland State University.

He serves in multiple leadership capacities. He is Past-President of the non-profit “Family Stepping Stones” which is the first Relief Nursery in Clackamas County; he is also a former member of the Clackamas County Commission for Children and Families; he was a member of Governor Kitzhaber’s Early Learning Transition Team, and a member of the Early Learning Design Team; he is chairman of the Warner Pacific College Board of Directors and a CareOregon board member; Secretary of the Gladstone Education Foundation, a member (past president) of the Gladstone/Oak Grove Rotary Club and a member of the Oregon Educators Benefit Board. He is a former president of the Oregon Association of School Executives (public School superintendents).

Bob has been married to Diana since 1973 and they have five children and nine grandchildren.



Design
Summit

RON BOGLE, FOUNDER & CEO, NATIONAL DESIGN ALLIANCE

A native of Oklahoma City, Ron started his career in education, serving as the President of the Oklahoma City Board of Education before becoming the President & CEO of the American Architectural Foundation, a position he held for 16 years.

At the Foundation, Ron launched Design for Learning, and with funding for the Bill & Melinda Gates Foundation, worked directly with school districts across the country to examine how the learning environment can be reimagined to support personalized learning and improved student achievement. With generous support from the Schmidt Futures Foundation. Ron founded the National Design Alliance and Reimagine Americas Schools Initiative in 2018 to support design professionals and educators as they create a new model for learning environments in American public schools that support progressive educators and learners as they move forward in the 21st Century!

Ron's experience has included but not limited to:

- Director, National Commission for the United Nations Education, Science and Cultural Organization (UNESCO). Initial appointment by Secretary of State Colin Powell.
- Richard Morris Hunt Fellowship for Historic Preservation
- National Summit on School Design, Chair (Washington DC, 2005 & Chicago 2015)
National Mayors Summit on City Design, Co-Chair, 2011
- National Summit on Green Schools, Chair, 2009
- White House Summit on Next Generation Schools, Speaker
- Civic Leadership Design Initiative for City Managers, Chair, Dallas 2015

JOHN M WEEKES, FAIA, PRINCIPAL EMERITUS, DOWA

A native of Spokane, Washington (Adams ES, Sacajawea MS, Ferris HS) John graduated from Washington State University, Summa Cum Laude where he received the American Institute of Architects (AIA) Gold Metal for Educational Excellence. He began his professional career with Skidmore Owings & Merrill Architects, Portland Oregon's office, before forming his own firm, DOWA, in 1986.

DOWA grew to become regionally, nationally & internationally recognized for educational facility planning & design excellence. John's educational design and planning work has received every national design award multiple times including the James McConnell Award for Planning & the AIAs Honor Award for Educational Design. He has served on over 15 regional & national design juries, and had his work published in books and in regional and national publications.

He has lectured and keynoted multiple conferences including the British Council of School Environments National Summit, The National School Boards Annual Convention, The State of Montana's Energy Summit and Virginia's Educational Facility Planners Annual Conference.

He consulted with the US Department of Defense Education Activity (DODEA) to develop guidelines to redevelop, their 130 school facilities, New York City's Public Schools School of One, the Australian International School in Indonesia and Jilin University's K-12 Campus Development in Changchun, China.

He serves as President for two nonprofit organizations and is the father of two great young women who are educators. In 2015 John began teaching design at the University of Oregon's Graduate School of Architecture. That same year he was elevated to the College of Fellows by the American Institute of architects.

Design Team Fellows

AMY YURKO, AIA

Amy is the founder and President of BrainSpaces, Inc. As both a licensed architect and educator, she applies brain-based strategies to the planning and design of learning environments. Incorporating a growing body of research, her firm's unique approach blends education and architecture, promoting the allocation of physical resources where they will yield the maximum educational value. Through an extensive body of work, Amy had earned recognition as expert in her field, and is consistently invited to teach, speak, write and participate in design juries. Amy has a keen understanding of the challenges in education today, reinforced through faculty positions held at Harvard University, the University of Southern California, Illinois Institute of Technology, and within Chicago Public Schools.

Amy is known for a straightforward style and no-nonsense approach and has a proven talent for bringing people and ideas together in new ways. She is accomplished at leading school systems and their teams, groups, committees and communities through innovative, inclusive and consensus-building processes. Insightful, fun, and challenging, these processes are designed to ensure that investments in school facilities are meaningful for diverse interest groups, to incorporate proven strategies for supporting brain-based learning, and to embrace change with agility and grace.



**Design Fellow
Caroline Lobo**

LEONARDO GONZALES

Over the last fifteen years, Leonardo has dedicated his career to the design of educational environments in both the K-12 and Higher Education realms. Grounded in his belief that educational spaces are of paramount importance in the successful future of our society, he has worked passionately to create unique learning environments that are memorable for the students and teachers who experience them. As a talented conceptual thinker, he is able to analyze big-picture parameters and make connections amongst seemingly unrelated notions to uncover hidden potential in project challenges. In his role of regional design director of Education at HKS, Leonardo leads project teams in the conceptualization and implementation of design for a wide range of projects. From this role, he has also partnered with clients to go beyond the status quo, and design with a vision for the future of the industry. Whether it is imagining Personalized Learning labs or building community through connective student commons; Leonardo's efforts are aimed at advancing the building typology in education and creating spaces that enable new pedagogies and support progressive educational opportunities. Leonardo has been a speaker on these topics most notably at the Association for Learning Environments winter conference in 2015, at the 2017 Florida Educational Facilities Planners Association and ACN Conference in London, England.

CAROLINE LOBO, AIA, PHD

Caroline is the founding Principal of suoLL architects. Her firm practices a design sensibility that transcends time, is experimental, experiential, sustainable and well rooted in its local environment. Caroline brings over twenty years of experience in architecture with a project portfolio that includes Residential, Healthcare and Educational projects in the US & India. She has led and designed a wide range of public and private projects, keenly interested in the role of design in shaping communities. Over the years, she has led several workshops and research initiatives that have informed the design of learning environments. She is an avid hiker and traveler, having traveled to over 60 countries, using travel opportunities to research and understand the complexity of natural, man-made and culture rich environments that continues to inform her firm's work. She has served on several City of Phoenix Boards and Commissions, Environmental and Community organizations. She is the Past-President of AIA-Arizona and Past-Chair of AIA's National Committee on Architecture for Education. She has been a speaker at local, national and international conferences, has chaired design juries and has been widely published.

JOHN PFLUGER, AIA, NCARB, LEED AP

John is a Principal at Cuningham Group Architecture, Inc. and serves as a Design Principal in the firm's education studio. Central to John's design approach is his personal commitment to achieving creative, sustainable design results that enhance our clients' goals through a highly inclusive process. John is a skilled collaborator and believes strongly that creativity and innovation are better served through a collaborative process of design—a model that welcomes clients, consultants, and contractors to the creative table. This is especially true regarding educational design where John has been instrumental in creating exceptional learning environments that enhance the educational process and break ground for new methods of educational delivery.

John's reputation as a designer has led him to national recognition in school design including the award-winning Pathways Innovation Center in Casper, Wyoming and the Alexandria Area High School in Alexandria, Minnesota. John also helped author the book, *Schools That Fit*, which tells the story of Cuningham Group's philosophy and process of tailoring the design of educational projects to uniquely fit the communities they serve.

GAYLAIRD CHRISTOPHER, FAIA

Founding Principal Architecture for Education, Gaylaird is a recognized innovator in the planning and design of educational facilities. A founding Principal of the firm Wolff/Lang/Christopher (WLC) Architects, he served as President & leader of the Education practice. He opened Perkins & Will's first Southern California office and served as national leader of their K-12 Education Studio. His practice experience includes the design/renovation of individual buildings and campuses, and institutional master plans that delineate strategies for future change and growth. Foundational to his work is a passion to inspire learning, through the educational facilities designed under his direction.

Mr. Christopher lectures regularly to numerous educational/architectural organizations; he has authored many papers highlighting innovations in educational facilities architecture and the creative funding strategies necessary to build them. As a member of the State Allocation Board of the Legislative Implementation Committee, he played a major role in developing California's regulations concerning school funding distribution. Familiar with the latest educational technologies, Mr. Christopher is always prepared to assist clients in selecting technology systems and upgrades, appropriate to their school needs. He taught a class at the University of California, Riverside, entitled "Schools for the Future" for twenty years.

JASON MEYERING, AIA, IIDA, LEED AP BD+C

Jason began his career initially working in healthcare and having the opportunity to develop an understanding of the intricacy, complexity, and detail required for those types of projects, Jason transitioned to educational design which became an intense area of study. Leveraging this interest, and applying the knowledge and skills learned in healthcare, Jason's practice focused exclusively on education projects and the opportunity to immerse himself in the rapidly changing world of education and educational design. Over a 14-year career, Jason has had the opportunity to be a valued member of several world-renowned educational architecture firms, including OWP/P Architects, Cannon Design, and DLR Group. Jason's passion for architecture is reflected in his designs at every scale, from the campus to the smallest construction detail. This enables him to create designs that are highly functional, simple, and beautiful. Craftsmanship and sustainability are additional core expressions of his work, supporting designs that will be relevant into the future.

In 2018, Jason launched his own studio named Jason Meyering Architecture. Jason believes that through the support of professional connections, a new economy connecting individual thinkers, designers, and makers in new and collaborative ways, he will be able to apply his unique skill set to educational architecture and design. Jason's goal for his new practice is always to seek and create harmony between living, working, and learning with architecture.

RON BOGLE, HON AIA

Reimagining America's Schools is led by Ron Bogle, Founder & CEO of the National Design Alliance.

A native of Oklahoma City, Ron started his career in education, serving as the President of the Oklahoma City Board of Education for ten years before becoming the President and CEO of the American Architectural Foundation, a position he held for 16 years.

At the Foundation, Ron launched Design for Learning, and with funding from the Bill and Melinda Gates Foundation, worked directly with school districts across the country to examine how the learning environment can be reimagined to support personalized learning and improved student achievement.

KERRY LEONARD, AIA

Kerry is the Architectural Consultant to the Reimagine America's Schools program. For over ten years he served as a Senior Fellow and Architectural Advisor to the American Architectural Foundation on the Design for Learning program. Kerry is a past chair of the AIA Committee on Architecture for Education (CAE) and a founding board member of the CAE Foundation.

For over 35 years Kerry worked for Chicago based K-12 design firms. Since 2016, as an Educational Facility Adviser, he provides facility planning and architectural consulting services to schools, architects, and organizations. Kerry advances a culture of continual improvement to create, maintain, improve, and enhance educational facilities in the service of students, staff, and the community.

In addition to speaking and teaching activities, Kerry participated in the planning and creation of the book "The Third Teacher - 79 Ways You Can Use Design To Transform Teaching & Learning" a collaborative project of OWP/P Architects, VS Furniture, and Bruce Mau Design. He is also a contributor and reviewer of the publication "Good School Maintenance" published by Illinois Association of School Boards (IASB).

Kerry believes we have the responsibility to make better places of learning through design. He is an expert in creating leading edge places of learning using inclusive and inventive planning techniques.



Community Design Forum



This publication was produced in association with IBI Group.