The Northwest School

EXCERPTS FOR WEB

Educational Specifications

Submitted January 13, 2020

Planning Consultant:
BrainSpaces Inc.
brain SPACES
UNITING EDUCATION & ARCHITECTURE

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CHAPTER 1

The Northwest School

EDUCATIONAL SPECIFICATIONS

Overview & Introduction

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1.0

INTRODUCTION

INTRODUCTION

We believe that **instruction should drive construction**, and any plans to adjust or renovate a school building or campus should undoubtedly result in a facility that can better meet the individual and school-wide goals for teaching and learning, now and into the future.

Educational Specifications (ed specs) offer valuable direction in the planning and design of NWS school facilities. Through the process, visions and goals were established, clarified and translated into tangible facility parameters and characteristics to be used by design team to develop plans for new schools, additions and modernizations of NWS school facilities. Collaboratively developed, the resulting ed specs define both qualitative and quantitative criteria to be used to guide future facilities planning.

These ed specs are intended to apply to the planning and design of the Northwest School campus facilities, regardless of the extent of modernization/renovation, additions or new construction will be required to align campus facilities with the needs of the school.

1.1 EXECUTIVE SUMMARY

Our school facilities are a tangible symbol of our commitment to our youth. The Northwest School (NWS) is at an important milestone in planning for the future. of its facilities. However, responsive school environments are not created by rigidly defined square-footage or construction budgets; more importantly, they make thoughtful connections between learning and space.

Planning environments for learning today offers a remarkable opportunity. More so now than any other time, we have greater understanding about education and the impact of facilities on learning. We can create relationships between academic collaboration and facility organization, the ability leverage individual student strengths, interests and space, and we know more about the benefits of community engagement. Creating facility planning guidelines that capture the specific vision for education at NWS will be transformational. Re-imagining your campus is a powerful opportunity to continue tightening the alignment of your school facilities with your current and future vision for NWS.

The Educational Specifications (ed specs) offer valuable direction in the planning and design of NWS campus facilities. Through the process, visions and goals were established, clarified and translated into tangible facility parameters and characteristics to be used by design team to develop plans for renovations and modernizations, and/or additions and new construction on the campus. Collaboratively developed, the resulting ed specs define both qualitative and quantitative criteria to be used to guide future facilities planning.

Educational Specifications (sd specs) are a written communication from a school to a design professional describing how the educational mission and goals of the school can be supported by physical facilities.

In addition to spatial and quantitative parameters, the ed specs define requirements for parameters such as functional adjacencies and spatial attributes. The appendix contains additional information such as notes, select exhibits used during the visioning process as well as a glossary of useful terminology for school planning and design.

The guidelines in this document are not intended to restrict the effective or efficient design of facilities or the overall campus. Instead, flexibility to allow for minor deviations in spatial requirements is expected. Such flexibility is essential to good design but should not be allowed to become a means of lowering standards.

It should also be understood that images and examples included throughout this document are included as useful tools for communicating ideas. Design teams are encouraged to explore additional concepts and examples during the planning process.

Summary of steps used to develop NWS ed specs:

STEP 1 DISCOVERY / PREPARATIONS
- Fine-tune the process/game-plan, participants, schedule and logistics
- Gather and digest current data, reports, plans, project “givens”, and context

STEP 2 FACILITIES VISIONING
- Envision the future, develop guiding principles for facilities, establish priorities
- Review precedents and exemplars (tours, virtual tours, and other resources)

STEP 3 SYNTHESIS
- Collaborate with NWS faculty to explore various interpretations of data collected
- Explore possibilities, translate NWS vision into benchmarks for facilities

STEP 4 EDUCATIONAL SPECIFICATIONS
- Develop qualitative, quantitative and organizational parameters for your school facilities
- Review, fine-tune and confirm spatial parameters with NWS faculty

NOTE: NWS maintains a strong vision, mission, goals and strategic plan, communicated well through its website (www.northwestschool.org). Ed specs reference information from the NWS website both directly and indirectly. Wherever information is quoted directly in the ed specs, the text is highlighted in the **school color**.

1.1 EXECUTIVE SUMMARY

PLANNING PARARAMETERS

Developing the space parameters for the NWS ed specs required an exploration of key quantitative planning parameters or "toggles" that would drive decision-making. In addition to the quantitative benchmarks, qualitative planning goals were also explored. Both quantitative and qualitative goals support the strategic vision of the school.

Student Capacity (minimal growth)	520-550 students
Average Utilization (reduction from current)	70-75%
Average Class Sizes (maintain current)	18-20 students
Off-Site Facilities	reduce dependence on off-site facilities

Using the above parameters in pure calculations (meaning no accommodations for variations such as actual class sizes or smaller teaching stations), metrics for planning NWS facilities can be established. It is important to note that the calculations provide a hypothetical framework for making decisions, and they are not intended to be absolute planning directives.

Planning Parameter:	Current NWS(1)	Future NWS
Capacity:	513	up to 550
Average Class Size:	18	18
Average Utilization Rate:	90%	70%
# Teaching Stations:	34(2)	40(3)

Notes:

(1) based on 2019-2020 data received from NWS.

(2) Several existing teaching stations are too small to effectively support 18 students. While these classrooms are included in the overall number of existing teaching stations, they are calculated using ½ capacity.

(3) Based on the calculations, a minimum of 40 teaching stations is required while the **ed specs call for 45 teaching stations**. The additional teaching stations serve to balance the proportion of specialty teaching spaces to typical core classroom spaces required to support the desired curriculum.

UTILIZATION RATES

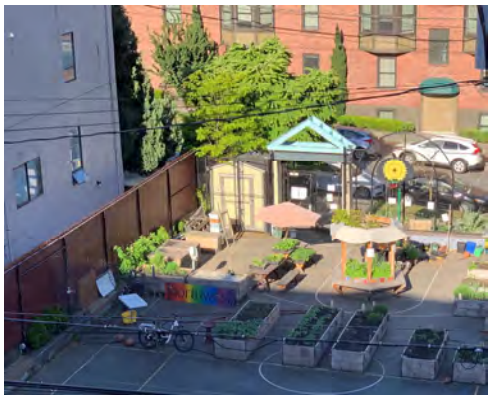
The national average utilization for 7-12 schools is between 70% and 80%. (a bit lower for middle schools, and higher for upper schools).

The current average utilization rate for all teaching stations at NWS is approximately 90%.

This means that only about 10% of existing teaching stations are unscheduled during any given block. Teaching stations with the most unscheduled time tend to include specialty spaces such as the theater and black box, ceramics studio, computer lab, and half-size classrooms.

Calculations which exclude these specialty spaces result in a current **classroom utilization rate of over 95%.**

A lower utilization rate is needed to increase flexibility, program offerings and student choice. Planning parameters in these ed specs propose a **target utilization rate of 70%.**



1.1 EXECUTIVE SUMMARY

1.00 INSTRUCTIONAL CORE	Net S.F.
1.01 Core Learning	17,800
1.02 Learner Supports	3,200
	21,000

2.00 INSTRUCTIONAL ACTIVITIES	Net S.F.
2.01 Media Center	4,000
2.02 Visual Arts	5,000
2.03 Music	5,000
2.04 Dance Arts	4,000
2.05 Theater Arts	6,000
2.06 PE / Athletics	13,500
2.07 Applied & Extended Learning	6,000
	43,500

3.00 STUDENT / COMMUNITY LIFE	Net S.F.
3.01 Student Union	5,100
3.02 Community / Events	8,100
3.03 Food Services	5,300
3.04 Dormitory	11,000
3.05 Outdoor Amenities	0
	29,500

4.00 OFFICES & SUPPORT	Net S.F.
4.01 Central Administration	7,000
4.02 School Offices	1,900
4.03 Student Services	3,000
4.04 Faculty Support	6,000
4.05 Health/Training Office	500
	18,400

5.00 BUILDING / FACILITY (TBD)	ESTIMATE OF NET S.F.
5.01 Facilities Department	2,000
5.02 Building Support	1,000
5.03 Mechanical/Electrical (TBD)	100
5.04 Transportation	0
	3,100

Total Net S.F.
115,500

PROGRAM OF NET SPACES:

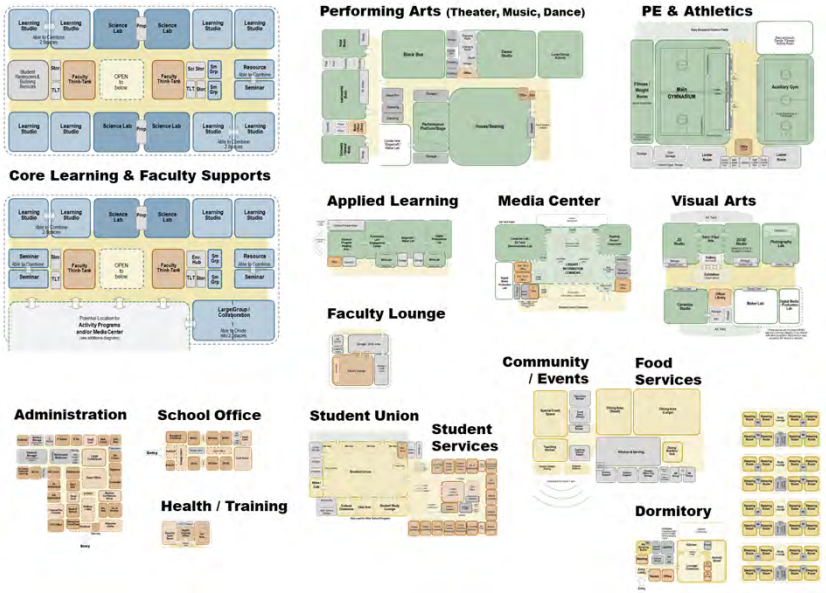
The "Program of Spaces" is a list of all NET interior spaces identified to support NWS programs and activities. **The listing DOES NOT distinguish between existing, renovation, or new construction.**

The program of spaces may include elements that fit well withing existing facilities, and it also includes elements that do not currently exist. It is possible that spaces that do not currently exist on the NWS campus may be accommodated in either new OR renovated space.

Since only NET areas are included in the ed specs, GROSS area for spaces such as mechanical rooms, restrooms, hallways, and the like will be quantified during design and add to the net square-footage shown here.

GRAPHIC SPACE PROGRAM:

A diagram that illustrates all the "puzzle pieces" is included below. A larger version can be found in Section 3 of the ed specs.



1.2 PROCESS OVERVIEW

SUMMARY

The Northwest School is at an important milestone in planning for its future. However, responsive school environments are not created by rigidly defined by square-footage or construction budgets; more importantly, they make thoughtful connections between learning and facilities. Thus, the development of any strategy for addressing facilities must begin with an understanding of the educational goals, strategies and projected future needs that these facilities are intended to support.

Planning environments for learning today offers a remarkable opportunity. More so now than any other time, we have greater understanding about education and the impact of facilities on learning. Re-imagining facilities is a powerful opportunity to align school facilities with current and future visions for education.

The educational specifications define a critical foundation for both existing facilities and potential expansion efforts. Implementing ed specs that capture the specific vision for education in the Northwest School will be transformational, and we look forward to seeing your reimagined future campus facilities come to life.

This section outlines the process used to initiate the development of educational facilities that will meet the changing needs of your school community. Educational specifications are key to addressing educational facility needs, and they represent one step among several important explorations:

Strategic Planning: What do we want our school to be?

Curriculum Design: How do we achieve this vision?

Educational Specifications: How should facilities enable these experiences?

Master Planning & Design: What are the best ways to achieve this? or "What would it look like if we really meant it?"

Steps used to develop NWS ed specs:

STEP 1 DISCOVERY / PREPARATIONS

- Fine-tune the process/game-plan, participants, schedule and logistics
- Gather and digest current data, reports, plans, project "givens", and context

STEP 2 FACILITIES VISIONING

- Envision the future, develop guiding principles for facilities, establish priorities
- Review precedents and exemplars (tours, virtual tours, and other resources)

STEP 3 SYNTHESIS

- Collaborate with NWS faculty to explore various interpretations of data collected
- Explore possibilities, translate NWS vision into benchmarks for facilities

STEP 4 EDUCATIONAL SPECIFICATIONS

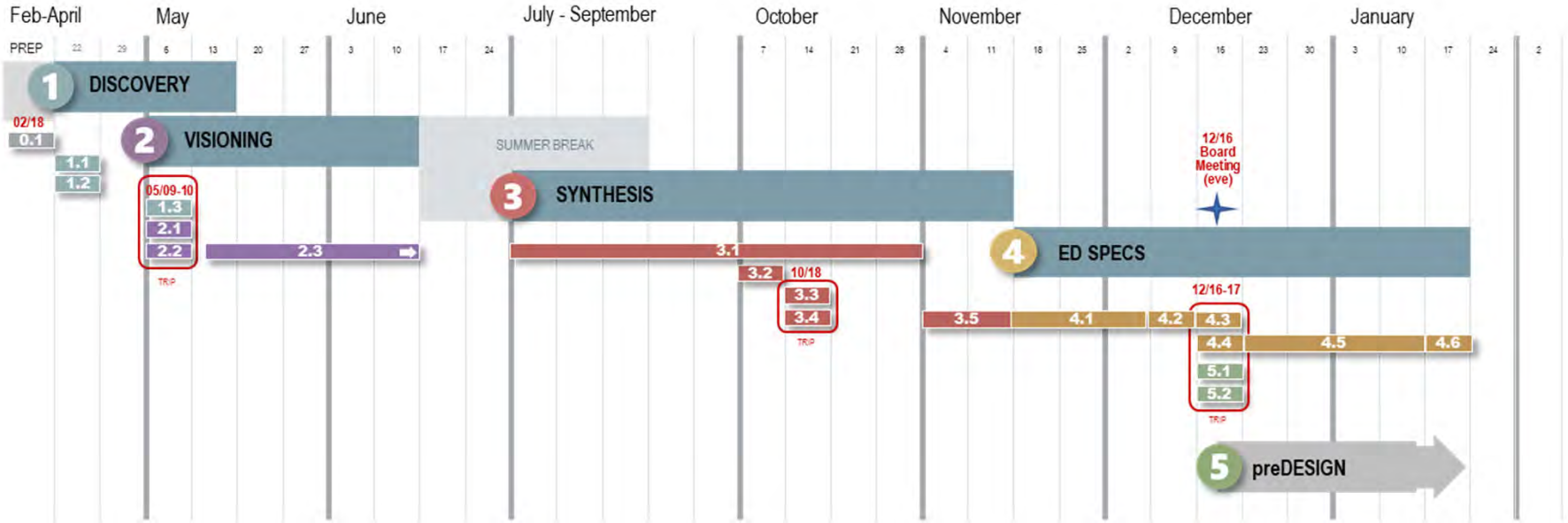
- Develop qualitative, quantitative and organizational parameters for your school facilities
- Review, fine-tune and confirm spatial parameters with NWS faculty

1.2 PROCESS OVERVIEW

SCHEDULE AND ACTIVITIES

The process began in the spring of 2019, with enough time remaining in the school year to engage faculty and gather insights through workshops and focused conversations. A comprehensive tour of the existing campus allowed the planning team to experience NWS faculty and students in action. Both broad and detailed conversations helped clarify current uses and unmet needs. A needs assessment completed by the faculty also provided insights from a wide variety of perspectives.

The graphic schedule below paints a picture of the process, timeline and related activities used to develop the NWS ed specs:



ACTIVITY KEY:

(face-to-face meetings shown in red text)

0.0 Introduction

0.1 BSI meeting with Dana Warren

1.0 Discovery (Understanding your context)

1.1 Draft Game Plan
1.2 Gather/Review Data/Resources
1.3 Project Kick Off Meeting (PLT)

2.0 Visioning (Defining your Future)

2.1 Visioning Workshop (PLT, PAT)
2.2 Working Group Sessions
2.3 Summary / Documentation

3.0 Synthesis

3.1 Draft Quantitative & Organizational Parameters
3.2 Working Group Sessions
3.3 Confirmation of Space Needs (PLT)
3.4 Review / Presentation of Planning Parameters
3.5 Faculty / Departmental Reviews

4.0 Educational Specifications

4.1 Draft Educational Specifications (Ed Specs)
4.2 Leadership Review of Draft, Submit Questions
4.3 Board Presentation
4.4 Meetings: All Staff, Belfour, Constituents/Donors
4.5 Finalize Ed Specs
4.6 Submittal of Final Document

5.0 PRE-DESIGN / MASTER PLANNING

5.1 Transition Workshop 1 (PLT, BSI, Architect)
5.2 Transition Workshop 2 (PLT, BSI, Architect)

Participant Groups:

Project Leadership Team (PLT)
distill information, ed specs approval

Planning Advisory Team (PAT)
generate information for review by PLT

Working Groups
share detailed information for review by PAT

1.3 DOCUMENT NAVIGATION & USE

Educational Specifications (sd specs) are a written communication from a school to a design professional describing how the educational mission and goals of the school can be supported by physical facilities.

Detailed information included herein is intended to document user needs and to assist design team in accommodating these needs during building design phases for both new and renovation components of the campus. The guidelines in this document are not intended to restrict the effective or efficient design of the campus or any individual building on campus. Instead, flexibility to allow for minor deviations in spatial requirements is expected. Such flexibility is essential to good design but should not be allowed to become a means of lowering standards.

The listing of spaces as well as diagrams illustrating potential spatial adjacencies of components are included in the ed specs to capture the desired functionality. Parameters included in the ed specs should not be considered "absolutes", and the design team is encouraged to creatively interpret the needs of the school in its ultimate design of the campus. In other words, slight deviations from the educational specifications are expected. In the event that a multi-year and/or phased solution is used, updates to these educational specifications may be required.

Ed spec information should be used in conjunction with current standards and guidelines such as those for technology, design, and building performance, and with all applicable codes and regulations, including ADA, and is not intended to supersede any such requirements. Where guidelines noted herein are in conflict with these requirements, the applicable guidelines, codes and regulations shall govern. Where guidelines noted herein cannot be or are not planned to be incorporated into a building design, the design team should inform the NWS Project Representative to discuss and/or determine acceptable alternatives.

Goals of this document include:

- To link educational goals and aspirations to the design of NWS facilities;
- To promote the requested functionality while also encouraging creative solutions to addressing facilities challenges;
- To be flexible to adjust to a variety of needs over time;
- To promote a collaborative context for all groups involved in planning and designing, building, managing and using NWS facilities.

1.4 ACKNOWLEDGEMENTS

An educational specification development effort is, by nature, a collaboration among students, faculty, and the wider NWS community. The ed specs represent a synthesis of information gathered, however additional notes and workshop activities are included in the appendix.

Project Leadership Team (PLT)
Mike McGill, Head of School
Meg Goldner Rabinowitz, Assistant Head of School
Michal Allaire, CFO
Chance Sims, Upper School Director
Sue Maul, Middle School Director
Jenny Cooper Director of Environmental Education & Sustainability
Beth Mulvey, Director of Development

Planning Advisory Team (PAT)
Alex Chen, Math Teacher
Amy Berner-Hays, Upper School Associate Director
Anshu Wahi, Director of Diversity, Equity & Inclusion
Britt Atack, Athletics Director
Cecilia Tung, Science Department Chair
Dmitry Sherbakov, Director of Global Outreach & Programs
Harumi LaDuke, US Humanities Teacher
Hillary French, Director of Learning Services
Jo Nardolillo, Art Department Chair
Joe Bisignano, Director of P.E. Health & Wellness
Jonathan Hochberg, Director of Facilities & Financial Aid
Leilani Nussman, Summer Camp and Extended Learning Director
Maria Moses, Middle School Dean of Students
Michele Sanchez, Director of Admissions and Enrollment Management
Shie Benaderet, Educational Technology Coordinator
Susan Kurlinski, Registrar

Working Groups / Focus Groups
Focus Groups of faculty and students were engaged throughout the process using a variety of face-to-face and distance communication methods. Planning Advisory Team members were encouraged to share information from and with peers who may not be directly involved in a committee. We expect that every member of the NWS faculty contributed at some level to the development of the ed specs.

Owner's Consultant
Dana Warren, Warren Company

BrainSpaces Team
Amy Yurko
Kelley Tanner

1.4 ACKNOWLEDGEMENTS

We are pleased to acknowledge the contributions of the following The Northwest School faculty and supporters. Their experience and insights will continue to shape learning environments for NWS.

Abbie Wang, Chinese I, Chinese II, Chinese III, Chinese IV
Alex Chen, Algebra I, Math Modeling, Statistics
Alicia Kalan, Librarian
Allen Wood, 6-8th Grade Physical Education, Residential Life Advisor
Amina Loftin, Accounts Payable and Payroll Coordinator
Amy Berner-Hays, Upper School Associate Director
Amy Krogness, Executive Assistant to the CFO and Director of Development
Annette Galindo, 8th Grade Spanish, Spanish IV
AnQue La, Accounts Receivable Coordinator
Anshu Wahi, Director of Diversity, Equity, and Inclusion
Azucena Ledezma, Spainsh III, Spanish IV
Barbara Pinti, Assistant to the Registrar and Division Directors
Britt Atack, Athletic Director
Cecilia Tung, Physics
Chance Sims, Upper School Director
Chance Wolf Koehnen, Maintenance Lead
Charlotte King-Mills, Director of Library Services
Chelle Whittle, Database Coordinator
Chris Talone, Algebra II, Calculus
Christian Stallworth, Middle School Choir, Middle School Show Choir, Upper School Choir, Broadway Singers Ensemble, Songwriting for Social Justice, Vocal Collective
Christopher Pesce, Pre-Calculus and Advanced Calculus
Clare Prowse, Biology, Chemistry
Clarke Reid, 6th Grade Spanish, Spanish I
Craig Linton, Facilities
Dani Kim, 9th and 10th Grade Humanities
Danny Warner, Senior Network Administrator
David Montero, French II, French III
Dmitry Sherbakov, Director of Global Outreach and Programs
Elizabeth Ann Beemster, Beginning Drawing, Advanced Drawing, Mixed Media, Watercolor & Related Media
Ellen Graham, Acting Intensive, Act Out! Theatre as Communications - ESL, Play Production, Come Play!
Ellie Sandstrom, Jump Into Dance, Performing Dance Ensemble
Elvin Jones, Black Social Dance, Lindy Hop/Partnering Dance
Erica Lloyd Bergamini, 6th Grade General Science
Erikk Hood, 6th and 7th Grade Humanities
Erin Miller, Director of College Counseling
Erin North, School Counselor
Ethan Sobotta, Intro to Strings, Middle School Music Studio, Middle School Orchestra, Performing Music Ensemble, Music Studio/Guitar
Flor Maria Waldner, Spanish III, Spanish V, Advanced Spanish
Frances Tee, Computer Science Principles, Geometry
Francoise Canter, Comparative Literature, French I, French III, French IV
Freddy Gonzalez, Intro to Band, Upper School Concert Band, Upper School Jazz Band, Advanced Band
Gianna Craig, 9th and 12th Grade Humanities, Comparative Literature
Greg Bagdasaryan, Custodial Lead
Greg Hampton, IT Director
Harumi LaDuke, 10th Grade Humanities, 12th Grade Humanities, Writing Seminar: Idnetity, Joy, Justice, and Action
Heather Hall, 8th Grade Humanities
Herb Bergamini, Earth Science
Hillary French, Director of Learning Services
Husayn Carnegie, 7/8th Grade P.E./Health, Spoken Word
Isaac Meyer, 11th and 12th Grade Humanities
Isabel Constanzo, 6-9th Grade P.E./Health
Jack Diedrich, Residential Life Advisor
Jeff Blair, 8th Grade Humanities
Jennifer Ford, 6th Grade Math, 8th Grade Math
Jenny Cooper, Director of Environmental Education and Sustainability
Jeremy DeWitt, Physical Science, Physics
Jeremy Scheuer, 10th Grade Humanities
Jo Nardolillo, Intro to Strings, Middle School Orchestra, Upper School Orchestra, Advanced Orchestra
JoAnna Hanks, Academic Administrative Assistant
Joe Bisignano, Director of PE, Health, and Wellness, 6-8th Grade P.E./Health
Jonathan Hochberg, Director of Financial Aid and Assistant Director of Admissions
John (Jack) Lloyd, Assistant Director of Admission - International
John Calac, Facilities
Julia Freeman, Drawing I, New Media Art, Intro to Visual Art
Julie Kim, 6th Grade Humanities
Julie Lombardo, Assistant Director of Development
Justin Peters, Residential Life Coordinator
Karen Kajiwara, Benefits and Human Resources Coordinator
Kate Boyd, 11th Grade Humanities, 12th Grade Humanities, Comparative Literature
Kathryn Wallace, Physical Science, Biology, Advanced Topics in Biology
Kenton Westerfield, Residential Life Advisor

(list is continued on next page)

1.4 ACKNOWLEDGEMENTS

Kevin Alexander, Dean of Students
Kiara Littlejohn, Executive Assistant to the Assistant Head of School and College Counseling
Leilani Nussman, Summer Camp and Extended Learning Director
Lyn McCracken, Photography
Lynne Feeley, 11th Grade Transitional Humanities, 12th Grade Humanities, Journalism
Maddy Huggins, Algebra I, Algebra II, Geometry
Maggie Ball, Assistant Director of Admissions
Maiensy Sanchez, Spanish III
Maria Mazcorro, Development and Volunteer Coordinator
Maria Moses, Middle School Dean of Students
Margie Combs, Director of Communications
Mary Anne Henderson, 10th Grade Humanities
Maya Soto, Breakdancing, Creative Dance, Contemporary Jazz Dance, Dance for Musical Theatre, Jazz and Theater Dance, Salsa
Meg Goldner Rabinowitz, Assistant Head of School
Megan Reibel, School Counselor
Melissa Trygg, 7-9th Grade P.E./Health
Mercy Hume, ESL, Comparative Literature
Michal Allaire, Chief Financial Officer
Michael Martinez, Residential Life Coordinator
Michele Sanchez, Director of Admissions and Enrollment Management
Mike McGill, Head of School
Monica Van Loon, 7th and 8th Grade Spanish
Nathan Franck, Life Science
Olivia Heeter, Chemistry, Advanced Chemistry
Perry Thiesen, Network Administrator
Peter Woodburn, Website and Digital Media Coordinator
Phong Nguyen, Facilities
Priscilla Lindberg, 9th Grade ESL Humanities, 10th Grade ESL Humanities
Rachel Page, Learning Resources Coordinator
Randy Silver, Middle and Upper School Ceramics
Reena Marston, Receptionist
Richard Ha, 7th Grade Math, Algebra I
Ruth Donohue, Director of Human Resources
Ruth Huang, Residential Life Coordinator
Ryan Griffiths, 7-9th Grade P.E./Health
Sandy Nelson, Animal Art, Design a City, Egyptian Art, Fiber Design, Painting and Printmaking, Middle School Sculpture, Tree Art
Sara Venable, Advanced Theatre, Film, Act Out!
Sarah Porter, 11th grade Humanities, Advanced English Composition
Scott Davis, 12th Grade Humanities, Mask Mime and Improvisation
Shie Benaderet, Educational Technology Coordinator
Solomon Davis, 6th Grade Drama, Act Out!, Improv Theatre, Sketch Comedy
Sophie Daudon, Biology, Outdoor Program Coordinator
Sue Maul, Middle School Director
Susan Kurlinski, Registrar
Suzanne Bottelli, 11th Grade Humanities, Writing Seminar
Svetlana Turetskaya, Alumni Program Coordinator
Tamara Bunnell, 7th Grade Humanities
Tara Linney, Educational Technology Coordinator
Tiffany Lobner, Executive Assistant to the Head of School
Trevor Atwood, Residential Life Advisor
Veronica Leyva, Associate Director of College Counseling
Victoria Dryden, 9th and 10th Grade Humanities
Wain Joseph, Algebra II, Calculus
Zach Humes, Technical Theatre Director, Stagecraft

Additional participants included:

The Northwest School students
NWS Board of Trustees
NWS Facilities Committee
NWS Belleford Committee
NWS Former Board and Committee Members

CHAPTER 2

The Northwest School

EDUCATIONAL SPECIFICATIONS

Context & Vision

EXCERPTS FOR WEB

Submitted January 13, 2020

Planning Consultant:
BrainSpaces Inc.
brain SPACES
UNITING EDUCATION & ARCHITECTURE

2.0

CONTEXT & VISION

INTRODUCTION

Planning educational facilities today offers a remarkable opportunity. More so now than any other time, we have greater understanding about education and the impact of facilities on teaching and learning. We create relationships between academic collaboration and facility organization, the ability leverage individual student strengths, interests and their learning environments. We also know more about the benefits of community engagement in education. Implementing Ed Specs that capture the unique vision of education at NWS will be transformational. A school is not just a facility, it is a mindset, a community, a culture. The continuous quest for powerful learning can drive its evolution, development and innovation over time.

Ideas and insights gathered during visioning activities have been synthesized into a set of guiding principles which will be instrumental in keeping both quantitative and qualitative aspects of the project on track. The NWS design and construction teams must know how requests for physical space fit into the larger scheme of things. What does it mean to the school and its stakeholders (students, parents, faculty, community, etc)? What is the core motivation? All further issues, ideas and decisions can then be evaluated on their ability to support these clear motives. At the completion of school campus renewal project, when faculty and students are using their spaces, the parameters developed from your vision become the measure of a job well done.

NOTE: NWS maintains a strong vision, mission, goals and strategic plan, communicated well through its website (www.northwestschool.org). Ed specs reference information from the NWS website both directly and indirectly. Wherever information is quoted directly in the ed specs, the text is highlighted in the **school color**.

2.1 THE NORTHWEST SCHOOL

The Northwest School is "a vibrant, intellectual home. A warm inclusive community. A dynamic liberal arts education for grades 6-12 that prepares students to think critically, act compassionately, and discover their place in the world."

Prior to commencing the Ed Specs effort NWS developed a strategic framework to guide its evolution. This framework as well as the school's vision, mission and goals serves as a foundation for these Ed Specs and should in turn direct the development of plans to address campus facilities. The NWS website includes a wealth of information on the school's vision, some of which is excerpted here for reference.

These values are foundational to The Northwest School and guide our behavior:

- Excellence in education is determined by the quality of the faculty.
- The Humanities, Sciences, and Performing and Fine Arts are the appropriate areas of concentration in secondary education.
- Ethnic, racial, religious, gender, and economic diversity are essential for the highest quality of secondary education.
- The development of a sense of responsibility for the immediate environment and concern for the larger community are fundamental to the education of responsible citizens.
- All interactions in the School community can and should be directed toward the development of courtesy, common sense, mutual support, the creative spirit and independence.

Continually striving towards these goals helps us accomplish our Mission:

- Engagement
  Our commitment to and participation in school life beyond the classroom and office promote individual and community growth.
- Creativity
  The vitality of human work depends upon invention. To see in new ways is fundamental to critical thinking, effective problem solving, and artistic expression.
- Collaboration
  Teamwork and collegiality are guiding principles of our work and are essential skills for responsible, engaged citizens.
- Environmental Stewardship
  We take responsibility for the immediate environment in order to foster active care for the planet.
- Balance
  The health of the community as a whole depends on individuals leading well-balanced lives. Physical, emotional and intellectual well-being, enhanced by self-reflection and evidenced in a sense of comfort in oneself and one's place in the world, are essential to developing each person's potential.

"We believe a successful life is an engaged life—and the key to staying engaged is staying curious. Our faculty inspires students to continually ask questions, to remain open-minded about outcomes, and to see connections in the world at large. In turn, students are prepared not just for college, but to live with meaning and joy—wherever life takes them."

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2.1 THE NORTHWEST SCHOOL

Intentional Community
We believe education is about relationships—with each other and with ideas. Connecting and collaborating play key roles in learning at The Northwest School. We create opportunities for upper and middle schoolers to come together with common goals and a shared purpose. Working side by side with upper schoolers, younger students have the benefit of positive role models, while the older students get the chance to mentor and lead. International and domestic students collaborate on classroom and social service projects. Everyone gains a sense of belonging and responsibility to the community they're building together.

Intellectual Courage
Because real learning happens outside one's comfort zone, we encourage students to be bold. To seek answers in new places. To take a fresh approach, rather than just the next logical step. It's what keeps learning exciting and makes it personal. At The Northwest School, students find a supportive community where they feel safe to take risks—and where mistakes are seen as an important part of learning. Fear of "not doing it right" takes a backseat as a new level of confidence emerges.

Individual Contribution
At the Northwest School, students learn the important life skill of stepping forward and participating in ways that are both personal and meaningful. It starts with a courteous and supportive community, in which students are safe to express opinions, ask questions, and try new skills. It continues with a faculty dedicated to helping each student discover his or her individual learning strengths and style. Students see that intelligence and creativity aren't fixed; they can be nurtured and developed. As students learn more about how they learn, they become strong self-advocates—identifying what they need to continue growing intellectually—and using that self-knowledge to make powerful, personal contributions to their community.

Diversity, Equity, Inclusion
At The Northwest School, students and faculty come from multiple regions and backgrounds. We speak different languages and follow different cultural paths. And through these differences we learn and grow. Since its founding in 1980, we have embraced diversity, equity, and inclusion as essential to a robust and quality education. The Northwest School cultivates an inclusive, authentic, and positive experience for its students, faculty, and extended family. In doing so, we provide a home for academic, social, and personal growth and model our values for the larger community. We believe that the education of responsible citizens happens best when a diverse group of students studies a variety of perspectives in an atmosphere of respect.

(source: northwestschool.org)

Core Values

Respect
We expect and foster interactions within our community based on mutual respect. Valuing the diversity within our community, we are committed to dialogue that allows us to find common ground in developing a school culture based on the principles of courtesy and common sense.

Integrity
We are committed to honesty and authenticity in our words and actions as we seek to improve our community and our world. We believe that our community is strongest when individuals integrate their values into all their words and actions.

Safety
We take measures to protect the physical, emotional and intellectual safety of students and faculty. Recognizing that a good education involves a certain amount of risk, we are committed to teaching students the skills to assess and appropriately respond to those risks.

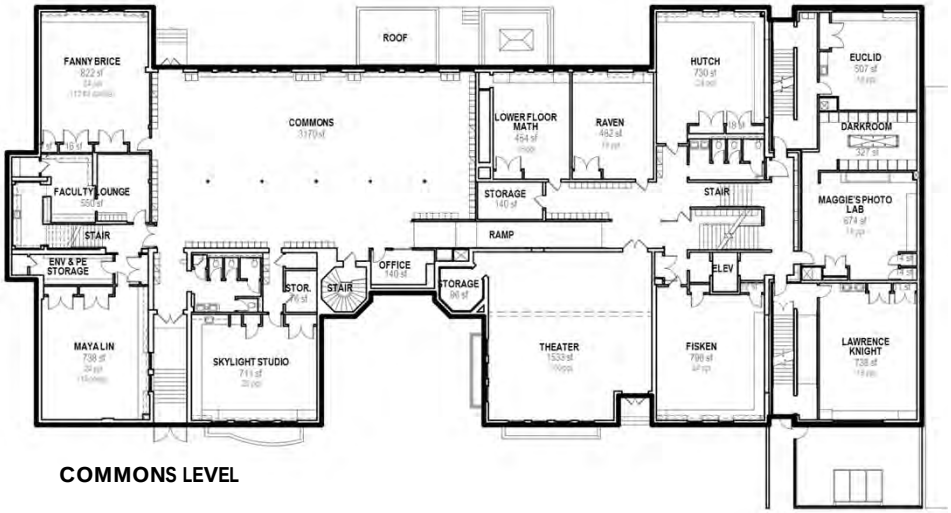
2.2 CURRENT CAMPUS

The Northwest School is an urban campus within the city of Seattle. The current campus is shown below with buildings and amenities located near to eachother, but on separate blocks. The non-contiguous campus causes challenges such as students needing to cross roadways, multiple points of entry, limited collaboration options, and travel distances. There is also a significant lack of parking for both cars and buses. Several off-site facilities are used to support curricular programs, performances and athletics. NWS faculty endeavor to minimize negative impacts of the various challenges, and significant improvements have occurred in recent years. However, the school is perpetually exploring ways to create stronger connections among its campus facilities and outdoor amenities.

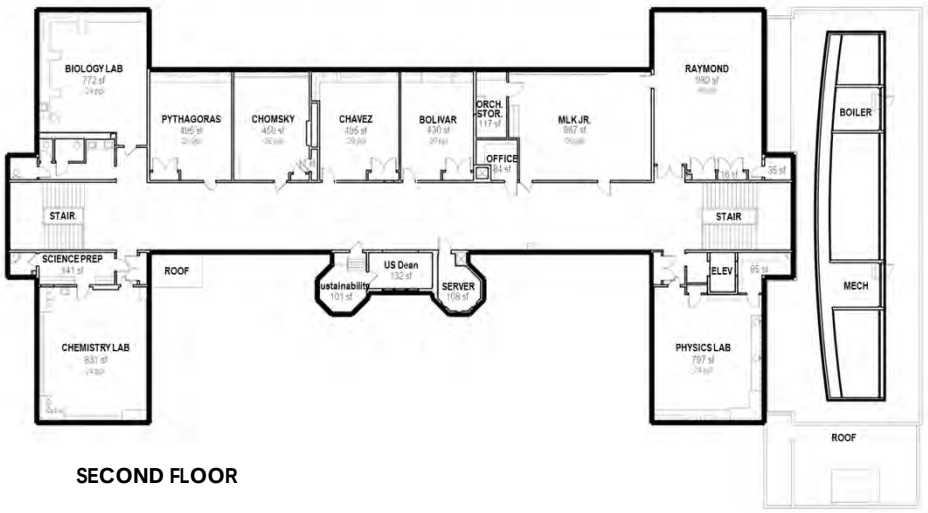
2.2 CURRENT CAMPUS

The current NWS campus includes four distinct buildings. While the Ed Specs are not intended to suggest physical changes to any existing building, floor plans are useful for understanding current space uses and future space needs. Floor plans are included here for reference only. Square footages shown are approximate. (Note that plans for each building are scaled to fit on the pages and are thus not scaled similarly)

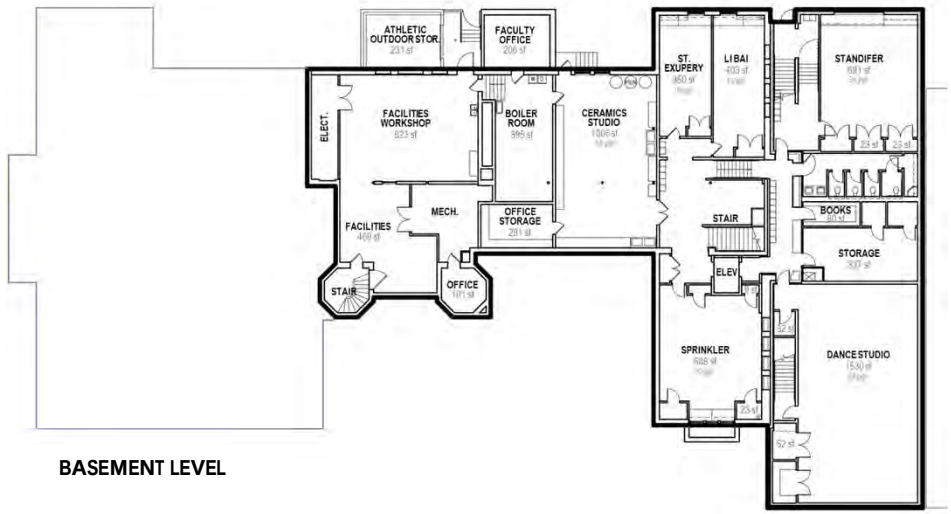
MAIN CLASSROOM BUILDING



COMMONS LEVEL



SECOND FLOOR



BASEMENT LEVEL

FIRST FLOOR

2.3 CURRENT SPACE UTILIZATION

CURRENT BLOCK SCHEDULE

The 2019-2020 schedule includes eight "blocks" of time (A through H) organized into alternating 4-block days. This strategy necessitates an alternating bi-weekly schedule as shown on the right. In addition to the academic blocks, time for lunch, community (grade-level) meetings, organized clean-ups (environment duties), and other activities are accommodated.

The chart below shows the 2019-20 master schedule created by NWS. It shows blocks A-H in rows and grade levels in columns. Cells identify courses, trimesters, and room assignments. The room utilization analysis reorganizes this spreadsheet to focus on spaces used vs open for each block during all three trimesters.

NWS BLOCK SCHEDULE

WEEK 1

Monday	Tuesday	Wednesday	Thursday	Friday
8:10-9:30 **C**	**8:10-9:30** **G**	**8:10-9:10** **A**	**8:10-9:30** **E**	8:10-9:30 **D**
9:35 - 10:05 **FLEX**	**BREAK 9:35-9:45**	**9:15 - 10:00** **Community Meeting**	**BREAK 9:35-9:45**	**9:35 - 10:05** **FLEX**
10:10-11:30 **D**	**9:50 -11:10** **H**	**10:10-11:10** **B**	**9:50 -11:10** **F**	**10:10-11:30** **C**
11:35-1:50 **A** **A1: 11:35- 12:55** Lunch A 11:35 - 12:30 **A2: 12:30 - 1:50** Lunch B 1:00 - 1:50	**11:15 - 1:30** **E** **E1: 11:15 - 12:35** Lunch A: 11:15 - 12:10 **E2: 12:10 - 1:30** Lunch B: 12:40- 1:30	**11:15 - 1:20** **C** **C1: 11:15 - 12:15** Lunch A: 11:15-12:15 **C2: 12:20 - 1:20** Lunch B: 12:20 - 1:20	**11:15 - 1:30** **G** **G1: 11:15 - 12:35** Lunch A: 11:15 - 12:10 **G2: 12:10 - 1:30** Lunch B: 12:40- 1:30	**11:35-1:50** **B** **B1: 11:35- 12:55** Lunch A 11:35 - 12:30 **B2: 12:30 - 1:50** Lunch B 1:00 - 1:50
Environment 1:55-2:05	**1:35 - 2:05** **FLEX**	**Environment 1:25-1:35** **1:40-2:40** **D**	**1:35 - 2:05** **FLEX**	**Environment 1:55-2:05**
2:10-3:30 **B**	**2:10-3:30** **F**	**2:45-3:30** **Office Hours**	**2:10-3:30** **H**	**2:10-3:30** **A**

WEEK 2

Monday	Tuesday	Wednesday	Thursday	Friday
8:10-9:30 **H**	**8:10-9:30** **B**	**8:10-9:10** **H**	**8:10-9:30** **A**	**8:10-9:30** **F**
9:35 - 10:05 **FLEX**	**BREAK 9:35-9:45**	**9:15 - 10:00** **Community Meeting**	**BREAK 9:35-9:45**	**9:35 - 10:05** **FLEX**
10:10-11:30 **G**	**9:50 -11:10** **A**	**10:10-11:10** **E**	**9:50 -11:10** **B**	**10:10-11:30** **E**
11:35-1:50 **F** **F1: 11:35- 12:55** Lunch A 11:35 - 12:30 **F2: 12:30 - 1:50** Lunch B 1:00 - 1:50	**11:15 - 1:30** **C** **C1: 11:15 - 12:35** Lunch A: 11:15 - 12:10 **C2: 12:10 - 1:30** Lunch B: 12:40- 1:30	**11:15 - 1:20** **G** **G1: 11:15 - 12:15** Lunch A: 11:15-12:15 **G2: 12:20 - 1:20** Lunch B: 12:20 - 1:20	**11:15 - 1:30** **D** **D1: 11:15 - 12:35** Lunch A: 11:15 - 12:10 **D2: 12:10 - 1:30** Lunch B: 12:40- 1:30	**11:35-1:50** **H** **H1: 11:35- 12:55** Lunch A 11:35 - 12:30 **H2: 12:30 - 1:50** Lunch B 1:00 - 1:50
Environment 1:55-2:05	**1:35 - 2:05** **FLEX**	**Environment 1:25-1:35** **1:40-2:40** **F**	**1:35 - 2:05** **FLEX**	**Environment 1:55-2:05**
2:10-3:30 **E**	**2:10-3:30** **D**	**2:45-3:30** **Office Hours**	**2:10-3:30** **C**	**2:10-3:30** **G**

NWS COURSE SCHEDULE BY GRADE LEVEL, TRIMESTER AND BLOCK

Schedule 2019-20 FINAL

REVISED 9.6.2019

	6	7	8	9	10	11	12	
A	Span6.1 L Knight Hum6.2 Hutch GenSci.3 Carson	*7/8 Art Block* *VISUAL ARTS:* The Art of Faces T1 Skylight Sculpture T2 Skylight Tree Art T3 Skylight Drawing with Themes T1 DrawStudio Painting/Canvas T2 DrawStudio Print Making 101 T3 DrawStudio Ceramics T1 Ceramics Bookmaking T2 Sprinkler	*7/8 Art Block* *MUSIC:* Adv Band T1-T3 Standifer Adv Orch T1-T3 MLK MS Music Studio T3 Sprinkler *Theater:* Adv Thea T1-T3 401 BBox Improv Theater T1 MBTheater *DANCE:* Adv Dance T1-T3 Dance	Hum9.1 Chavez Hum9.2 Chomsky Hum9.3 Raymond Alg1_9 LF Math Geom.1 Bolivar Alg2_9.1 Euclid	Alg2_10.1 Raven Precal10.1 Fisken Bio.1 Bio Lab Hum10.ESL Brice Span4.1 Maya Lin	Chem.1 Chem Lab Precal11.1 Pythagoras Calc.1 Feynman Fren3.1 Romero	Physics.1 Physics Lab AdvSpan MF Spanish Chin4 Li Bai Fren4 St. Exupery AdvComp Photo Lab	A
B	Hum6.1 Hutch GenSci.2 Carson Span6.3 L Knight	Math7.1 LF Math Hum7.2 Fisken Hum7.3 Raven	Hum8.1 Maya Lin Earth.2 Earth Lab Span8.3 Chavez	Hum9.4 Feynman Hum9.ESL Sprinkler Geom.2 Bolivar Geom.3 Euclid Geom.4 Romero Alg2_9.2 Pythagoras	Hum10.1 MLK Hum10.2 Drawing Studio Hum10.3 Brice Hum10.4 Chomsky	Hum11.1 Photo Lab Hum11.2 Raymond Hum11.3 MF Spanish Hum11.4 Skylight Hum11.ESL St. Exupery	AdvBio Bio Lab AdvChem Chem Lab Physics.2 Physics Lab Stats.1 Computer Lab	B
C	*6th Grade Art Block* Intro Visual T1, T3 Skylight Intro String T1-T3 MLK Drama 6 T2, T3 MBTheater Jump Dance T1, T2 Dance	Hum7.1 Fisken Life.2 Euclid Span7.3 Raven	Earth.1 Earth Lab Hum8.2 Maya Lin Hum8.3 L Knight	PE9.1 Draw Studio PE9.2 Computer Lab Span1 Romero Span3_9.1 MF Spanish PhySci.1 Physics Lab PhySci.2 Feynman	Bio.2 Bio Lab Chin2 Li Bai ESLGram10 Chomsky Span4.2 Chavez	Chem.2 Chem Lab Precal11.2 Sprinkler Precal11.3 Pythagoras Calc.2 LF Math Fren3.2 St. Exupery	Hum12.1 Bolivar Hum12.2 Raymond Hum12.3 Photo Lab Hum12.4 Hutch Hum12.5 Carson Hum12.6 Brice	C
D	GenSci.1 Carson Math6.2 Feynman Hum6.3 Raven	PE7.8.1 Earth Lab PE7.8.2 (XC) Chavez PE7.8.3 (URBAN) Bolivar PE7.8.4 (BSOC) LF Math	PE7.8.5 Euclid PE7.8.6 (VOLLEY) MF Spanish PE7.8.7 (GSOC) Li Bai PE7.8.8 (LIFETIME) St. Exupery	*9-12 Art Block D* Creative Dance Brice PDE Dance Studio Jazz Band Standifer Orch MLK US Choir MB Theater PlayPro1 & 2 401/Summit/Fisken	*9-12 Art Block D* Stagecraft Physics/Shop/Green Ceram.1 Ceramics New Media Art Maya Lin Painting/Printmaking Skylight Photo.1 Photo Lab Sculpture L Knight	*9-12 Art Block D* Watercolor Draw Studio Yearbook & P.D. Sprinkler Journalism Hutch Chem.4 Chem Lab	*9-12 Art Block D - Electives* Hum 12 Electives: CompLit.1 Chomsky CompLit.2 Raymond Write.1 Pythagoras	D
E	Hum6.1 Hutch Span6.2 L Knight Math6.3 Carson	Life.1 Euclid Hum7.2 Fisken Hum7.3 Raven	Hum8.1 Maya Lin Span8.2 Bolivar Earth.3 Earth Lab	Chin1 Li Bai Span3_9.2 Chavez ESLThea9 Theater (MB?) PhySci.3 Feynman PE9.3 Draw Studio PE9.4 LF Math/Dance	Hum10.1 Brice Hum10.2 Chomsky Hum10.3 MLK Hum10.4 Bio Lab Hum10.ESL Sprinkler	Hum11.1 Photo Lab Hum11.2 MF Spanish Hum11.3 Raymond Hum11.4 Skylight Hum11.ESL St. Exupery	Physics.3 Physics Lab Math Modeling Chem Lab Calc.3 Pythagoras CSCoding Computer Lab	E
F	PE6.1 (XC) Skylight PE6.2 L Knight PE6.3 (GSOC) Romero PE6.4 (BSOC) Bolivar	Hum7.1 Fisken Span7.2 Raven Math7.3 LF Math	Alg1_8.1 Euclid Alg1_8.2 Pythagoras Math8 Carson	*9-12 Art Block F* *ESL 9th Academics* ESLGram9 Chomsky Arts/Electives: Jazz, Theater Dance, and I Dance Studio Lindy Hop/Partnering Danc Brice Concert Band Standifer PME/House Band Gay City Theater	*9-12 Art Block F* Vocal Collective MB Theater Act Out 9/10 401 Bbox/MLK Spoken Word Chavez Animation 9/10 Sprinkler Ceramics Ceramics Draw 1 9/10 Draw Studio Drawing 1 Feynman	*9-12 Art Block F* Graphic Design Maya Lin Photo.2 Photo Lab *CSPrinc* Computer Lab *11th Academics:* Chem.3 Chem Lab Span5.1 MF Spanish Precal11.4 Earth Lab	*9-12 Art Block F* Hum 12 Electives: CompLit.3 St. Exupery CompLit.4 Raymond Write.2 Hutch	F
G	Math6.1 Carson Hum6.2 Hutch Hum6.3 Raven	Span7.1 Fisken Math7.2 LF Math Life.3 Euclid	Span8.1 Bolivar Hum8.2 Maya Lin Hum8.3 L Knight	Hum9.1 Chavez Hum9.2 Raymond Hum9.3 Chomsky Hum9.4 MLK Hum9.ESL Feynman	Bio.3 Bio Lab Bio.4 Chem Lab Alg2_10.2 MF Spanish Precal10.2 Pythagoras	*11-12 Art Block G* Black Social Dance Brice Salsa Dance Studio Music Studio/Guitar Earth Lab Songwriting Standifer Film Sprinkler Mime, Mask, & Improv MBTheater	*11-12 Art Block G* Draw 2 Draw Studio Photo.3 Photo Lab *Electives* Peer Mentor Skylight *12th Academics* Stats 2 Physics Lab	G
H	*6/7/8 Art Block* *VISUAL ARTS:* Calligraphy T1 Skylight Design a City T2 Skylight Egyptian Art T3 Skylight Ceramics T1-T3 Ceramics Digital Art T1 Sprinkler 6th Visual Art T2 L Knight *MUSIC:* Intro Band T1-T3 Standifer	*6/7/8 Art Block* MS Choir T1 MB Theater Bridwy Singers T2 MB Theater Show Choir T3 MB Theater *Theater:* Acting Int. 7/8 T1, T2 401 Black Box Come Play T3 401 Black Box 6th Drama T1 Brice Improv Theater T2 Brice	*6/7/8 Art Block* Improv Theater T3 Raymond TBD Theater T3 TBD *DANCE:* Cont Jazz Dance T1 Dance Dance Mus/Thea T2 Dance Breakdancing T3 Brice Jump Dance T3 Dance	PhySci.4 Feynman PhySci.5 Earth Lab PE9.5 Hutch PE9.6 Carson Fren1 St. Exupery	Alg2_10.3 Pythagoras Bio.5 Bio Lab Fren2 Romero Span2 Euclid Span4.3 Chavez	Chem.5 Chem Lab ESLGram11 Chomsky Chin3 Li Bai Span3_11 Bolivar Span5.2 MF Spanish MathAn LF Math	Physics.4 Physics Lab AdvCalc Fisken Calc.4 Raven AdvPhoto Photo Lab Media Draw Studio	H

2.3 CURRENT SPACE UTILIZATION

ROOM USE VISUALIZATION

The charts on the right were created to visualize the extent of time each current teaching station is scheduled for a class of students.

The chart shows each room use per block and per trimester. Blank/white spaces indicate when a room is not scheduled for a class, but it may or may not be used for other activities.

Color coding on the cells loosely indicates departments as identified in the summary chart. Cells also include information on courses and grade levels where applicable.

Note that the spreadsheet is divided into two parts simply to fit on this page.

The summary chart (bottom right) collates room use by category and calculates the utilization rate of all teaching stations per block.

Summary data informs the total number of teaching stations included in the ed specs. In the current schedule, the maximum number of teaching stations in use during any block of time is 30+ (averaging all trimesters), and the schedule shows 34 teaching stations on the NWS campus. **Thus the current utilization rate is approximately 90%.**

ROOM	trimester:	A/1	B/2	C/3	D/4	E/5	F/6	G/7	H/8
Biology Lab	T1	Bio 10	Bio 12	Bio 10		H 10		Bio 10	Bio 10
	T2	Bio 10	Bio 12	Bio 10		H 10		Bio 10	Bio 10
	T3	Bio 10	Bio 12	Bio 10		H 10		Bio 10	Bio 10
Bolivar	T1	Ma 9	Ma 9	H 12	PE 78	WL 8	PE 6	WL 8	WL 11
	T2	Ma 9	Ma 9	H 12	PE 78	WL 8	PE 6	WL 9	WL 11
	T3	Ma 9	Ma 9	H 12	PE 76	WL 8	PE 6	WL 8	WL 11
Carson	T1	GSci 6	GSci 6	H 12	GSci 6	Ma 8	Ma 8	Ma E	PE 9
	T2	GSci 6	GSci 6	H 12	GSci 6	Ma 8	Ma 8	Ma E	PE 9
	T3	GSci 6	GSci 6	H 12	GSci 6	Ma E	Ma 8	Ma E	PE 9
Ceramics	T1	Art 7/8			Art US		Art US		Art MS
	T2				Art US		Art US		Art MS
	T3				Art US		Art US		Art MS
Chavez	T1	H 9	WL 8	WL 10	PE 76	WL 9	TH US	H 9	WL 10
	T2	H 9	WL 8	WL 10	PE 78	WL 9	TH US	H 9	WL 10
	T3	H 9	WL 8	WL 10	PE 78	WL 9	TH US	H 9	WL 10
Chem Lab	T1	Chm 11	Chm 12	Chm 11	Chm 11	Ma 12	Chm 11	Bio 10	Chm 11
	T2	Chm 11	Chm 12	Chm 11	Chm 11	Ma 12	Chm 11	Bio 10	Chm 11
	T3	Chm 11	Chm 12	Chm 11	Chm 11	Ma 12	Chm 11	Bio 10	Chm 11
Chomsky	T1	H 9	H 10	ESL10	H 12	H 10	ESL 9	H 9	ESL11
	T2	H 9	H 10	ESL10	H 12	H 10	ESL 9	H 9	ESL11
	T3	H 9	H 10	ESL10	H 12	H 10	ESL 9	H 9	ESL11
Computer Lab	T1		Ma 12	PE 9		CS12	Art US		
	T2		Ma 12	PE 9		CS12	Art US		
	T3		Ma 12	PE 9		CS12	Art US		
Dance Studio	T1	D 7/8		D 6	D 9	PE 9	D US	D US	D MS
	T2	D 7/8		D 6	D 9	PE 9	D US	D US	D MS
	T3	D 7/8			D 9	PE 9	D US	D US	D MS
Drawing Studio	T1	Art 7/8	H 10	PE 9	Art US	PE 9	Art US	Art US	Art 12
	T2	Art 7/8	H 10	PE 9	Art US	PE 9	Art US	Art US	Art 12
	T3	Art 7/8	H 10	PE 9	Art US	PE 9	Art US	Art US	Art 12
Earth Lab	T1		Erth S 8	Erth S 8	RE 76	Erth S 8	Ma 11	Mus US	PhSci 9
	T2		Erth S 8	Erth S 8	PE 78	Erth S 8	Ma 11	Mus US	PhSci 9
	T3		Erth S 8	Erth S 8	PE 78	Erth S 8	Ma 11	Mus US	PhSci 9
Euclid	T1	Ma 9	Ma 9	LifeS 7	PE 76	LifeS 7	Ma 8	LifeS 7	WL 10
	T2	Ma 9	Ma 9	LifeS 7	PE 78	LifeS 7	Ma 8	LifeS 7	WL 10
	T3	Ma 9	Ma 9	LifeS 7	PE 78	LifeS 7	Ma 8	LifeS 7	WL 10
Fanny Brice	T1	ESL10	H 10	H 12	D US	H 10	D US	D US	TH MS
	T2	ESL10	H 10	H 12	D US	H 10	D US	D US	TH MS
	T3	ESL10	H 10	H 12	D US	H 10	D US	D US	TH MS
Feynman	T1	Ma 11	H 9	PhSci 9	Ma 8	PhSci 9	Art US	H 9	PhSci 9
	T2	Ma 11	H 9	PhSci 9	Ma 8	PhSci 9	Art US	H 9	PhSci 9
	T3	Ma 11	H 9	PhSci 9	Ma E	PhSci 9	Art US	H 9	PhSci 9
Fisken	T1	Ma 10	H 7	H 7	TH US	H 7	H 7	WL 7	Ma 12
	T2	Ma 10	H 7	H 7	TH US	H 7	H 7	WL 7	Ma 12
	T3	Ma 10	H 7	H 7	TH US	H 7	H 7	WL 7	Ma 12
Hutch	T1	H E	H 6	H 12	J US	H 8	H 12	H 8	WL 10
	T2	H E	H 6	H 12	J US	H 8	H 12	H 8	WL 10
	T3	H E	H 6	H 12	J US	H 8	H 12	H 8	WL 10
Lawrence Knight	T1	H E	WL 6	H 8	Art US	WL 8	PE 9	H 8	
	T2	H E	WL 6	H 8	Art US	WL 8	PE 9	H 8	Art 6
	T3	H E	WL 6	H 8	Art US	WL 8	PE 9	H 8	
Li Bai	T1	WL12		WL 10	PE 78	WL 9			WL 11
	T2	WL12		WL 10	PE 78	WL 9			WL 11
	T3	WL12		WL 10	PE 78	WL 9			WL 11
Lower Floor Math	T1	Ma 9	Ma 7	Ma 11	PE 75	PE 9	Ma 7	Ma 7	Ma 11
	T2	Ma 9	Ma 7	Ma 11	PE 78	PE 9	Ma 7	Ma 7	Ma 11
	T3	Ma 9	Ma 7	Ma 11	PE 76	PE 9	Ma 7	Ma 7	Ma 11

ROOM	trimester:	A/1	B/2	C/3	D/4	E/5	F/6	G/7	H/8
Maya Lin	T1	WL 10	H 8	H E	Art US	H 8	Art US	H 8	
	T2	WL 10	H 8	H E	Art US	H 8	Art US	H 8	
	T3	WL 10	H 8	H E	Art US	H 8	Art US	H 8	
MF Spanish	T1	WL 12	H 11	WL 9	PE 78	H 11	WL 11	Ma 10	WL 11
	T2	WL 12	H 11	WL 9	PE 78	H 11	WL 11	Ma 10	WL 11
	T3	WL 12	H 11	WL 9	PE 76	H 11	WL 11	Ma 10	WL 11
MLK - Music	T1	Mus 7/8	H 10	Mus 6	Mus US	H 10	TH US	H 9	Mus MS
	T2	Mus 7/8	H 10	Mus 6	Mus US	H 10	TH US	H 9	Mus MS
	T3	Mus 7/8	H 10	Mus 6	Mus US	H 10	TH US	H 9	Mus MS
Photo Lab	T1	H 12	H 11	H 12	Art US	H 11	Art US	Art US	Art US
	T2	H 12	H 11	H 12	Art US	H 11	Art US	Art US	Art US
	T3	H 12	H 11	H 12	Art US	H 11	Art US	Art US	Art US
Physics Lab	T1	Phys 12	Phys 12	PhSci 9	TH US	Phys 12		Ma 12	Phys 12
	T2	Phys 12	Phys 12	PhSci 9	TH US	Phys 12		Ma 12	Phys 12
	T3	Phys 12	Phys 12	PhSci 9	TH US	Phys 12		Ma 12	Phys 12
Pythagoras	T1	Ma 11	Ma 9	Ma 11	H 12	Ma 12	Ma E	Ma 10	Ma 10
	T2	Ma 11	Ma 9	Ma 11	H 12	Ma 12	Ma E	Ma 10	Ma 10
	T3	Ma 11	Ma 9	Ma 11	H 12	Ma 12	Ma 8	Ma 10	Ma 10
Raven	T1	Ma 10	H 7	WL 7	H E	H 7	WL 7	H 8	Ma 12
	T2	Ma 10	H 7	WL 7	H E	H 7	WL 7	H 8	Ma 12
	T3	Ma 10	H 7	WL 7	H E	H 7	WL 7	H 8	Ma 12
Raymond	T1	H 9	H 11	H 12	H 12	H 11	H 12	H 9	
	T2	H 9	H 11	H 12	H 12	H 11	H 12	H 9	
	T3	H 9	H 11	H 12	H 12	H 11	H 12	H 9	TH MS
Romero	T1	WL 11	Ma 9	WL 9			PE 6		WL10
	T2	WL 11	Ma 9	WL 9			PE 6		WL10
	T3	WL 11	Ma 9	WL 9			PE 8		WL10
Skylight	T1	Art 7/8	H 11	Art 6	Art US	H 11	PE 6	PEER	Art MS
	T2	Art 7/8	H 11		Art US	H 11	PE 6	PEER	Art MS
	T3	Art 7/8	H 11	Art 6	Art US	H 11	PE 6	PEER	Art MS
Sprinkler	T1		H 9	Ma 11	YrBk US	ESL 10	Art US	Art US	Art MS
	T2	Art 7/8	H 9	Ma 11	YrBk US	ESL 10	Art US	Art US	
	T3	Mus 7/8	H 9	Ma 11	YrBk US	ESL 10	Art US	Art US	
St. Exupery	T1	WL12	H 11	WL 11	PE 78	H 11	H 12		WL 9
	T2	WL12	H 11	WL 11	PE 78	H 11	H 12		WL 9
	T3	WL12	H 11	WL 11	PE 78	H 11	H 12		WL 9
Standifer	T1	Mus 7/8			Mus 9		Mus 9	Mus US	Mus MS
	T2	Mus 7/8			Mus 9		Mus 9	Mus US	Mus MS
	T3	Mus 7/8			Mus 9		Mus 9	Mus US	Mus MS
MB Theater	T1	TH 7/8			Mus US	ESL 9	Mus US	TH US	Mus MS
	T2			TH 6	Mus US	ESL 9	Mus US	TH US	Mus MS
	T3			TH 6	Mus US	ESL 9	Mus US	TH US	Mus MS
401 BBox	T1	TH 7/8			TH US		TH US		TH MS
	T2	TH 7/8			TH US		TH US		TH MS
	T3	TH 7/8			TH US		TH US		TH MS

TEACHING STATIONS:	A	B	C	D	E	F	G	H
Number of Rooms Used:	30.3	27.0	29.7	29.0	30.0	31.0	28.0	30.0
% of Rooms Used:	89%	79%	87%	85%	88%	91%	82%	88%
CORE	13.0	20.0	12.0	6.0	16.0	10.0	14.0	3.0
SCIENCE	4.0	5.0	6.0	1.0	5.0	1.0	3.0	5.0
WORLD LANGUAGES	5.0	2.0	6.0	0.0	4.0	2.0	2.0	8.0
ARTS	7.3	0.0	3.0	14.0	0.0	14.0	8.0	11.0
PE	0.0	0.0	1.7	8.0	3.0	3.0	0.0	1.0
ESL / OTHER	1.0	0.0	1.0	0.0	2.0	1.0	1.0	2.0
OPEN	3.7	7.0	4.3	5.0	4.0	3.0	6.0	4.0

2.4 FACILITY PLANNING IDEAS

QUANTITATIVE GOALS

Developing the space parameters for the NWS ed specs required an exploration of key quantitative planning parameters or "toggles" that would drive decision-making. In addition to the quantitative benchmarks, qualitative planning goals were also explored. Both quantitative and qualitative goals support the strategic vision of the school.

Student Capacity (minimal growth)	520-550 students
Average Utilization (reduction from current)	70-75%
Average Class Sizes (maintain current)	18-20 students
Off-Site Facilities	reduce dependence

Using the above parameters in pure calculations (meaning no accommodations for variations such as actual class sizes or smaller teaching stations), metrics for planning NWS facilities can be established. It is important to note that the calculations provide a hypothetical framework for making decisions, and they are not intended to be absolute planning directives.

Planning Parameter:	Current NWS(1)	Future NWS
Capacity:	513	up to 550
Average Class Size:	18	18
Average Utilization Rate:	90%	70%
# Teaching Stations:	34(2)	40(3)

Notes:

(1) based on 2019-2020 data received from NWS.

(2) Several existing teaching stations are too small to effectively support 18 students. While these classrooms are included in the overall number of existing teaching stations, they are calculated using ½ capacity.

(3) Based on the calculations, a minimum of 40 teaching stations is required while the ed specs call for 45. The additional teaching stations serve to balance the proportion of specialty teaching spaces to typical core classroom spaces required to support the desired curriculum.

2.4 FACILITY PLANNING IDEAS

QUALITATIVE GOALS

In addition to considering quantitative requirements, addressing physical facilities for NWS should support the following goals.

Occupants enjoy Safe, Healthy, and Nurturing Environments.

Allow all occupants to BE and FEEL safe, both inside and out.
Be accessible and welcoming while providing control and security.
Foster a culture of wellness including air, water, nutrition, daylighting, and environmental comfort.

The campus is an active Source of Community Pride.

Serve as a hub of activity and place of life-long learning.
Acknowledge and respect racial, social, and cultural diversity.
Include ample space for exhibition and display of student work.
Make effective and efficient use of resources.

Integration of people, programs & spaces promote collaboration.

Provide physical connections between programs and activities.
Create multi-modal, project-based workspaces built for teams and groups.
Connect to a common purpose to build strong, lasting relationships.

Innovative Physical Characteristics inspire learning.

Design to be physically and aesthetically pleasing.
Create spaces and features that are responsive and engaging.
Support curricula offered through hands-on, innovative activities.
Include elements that can be used as teaching tools for authentic learning.

Outdoor Connections reinforce experiential learning.

Connect learners with the environment around them.
Include a range of indoor-outdoor connections, views, and transitions.
Utilize outdoor spaces for exploring, learning, play, and environmental stewardship.

Effective Technology Tools and Resources are readily available.

Promote technical literacy through ubiquitous, robust, and updatable systems.
Leverage existing fiber optic network for advanced district-wide infrastructure.
Equip all learning spaces with enhanced connectivity and devices.
Enable technology to connect multiple geographic areas throughout District.

Adaptable Environments support resiliency of facilities over time.

Adaptability to support future/unknown programs and activities.
Improve building performance and reduce operating costs.
Design to accommodate innovation and change over time.

Diverse Needs & Interests of all occupants are supported and celebrated.

Celebrate diversity and welcome differences.
Recognize and embrace unique learning styles, interests, and abilities.
Employ universal design principles for wayfinding, navigation, and flow of occupants.
















2.4 FACILITY PLANNING IDEAS

CAMPUS AS A LEARNING LAB

Every square foot of a school building and its grounds can be seen as an educational opportunity. Giving students an understanding of how the school building works and how it fits into their broader community can foster their sense of ownership and engagement with their learning environment. The teaching tools listed here are suggested ideas. The intent is for the Design Team to develop a theme/brand that can tie the school, the community, and the educational mission together.

Environmental Learning

The design of a campus and its buildings should incorporate sustainable features to allow for learning opportunities to support its curriculum. For example, establishing a school waste reduction and recycling program provides an excellent opportunity for schools to conserve energy and natural resources, reduces pollution, preserves landfill space and offers a positive, hands-on educational experience for students, teachers and other school personnel. In addition, recycling and waste-reduction programs that actively involve students are educating the next generation on the value of caring for our environment and provide opportunities for leadership within the school and the community.

Another example is to incorporate alternative energy features such as solar and wind energy harvesting which can be used as active learning tools, reinforcing the school community's understanding of the use and wider potential of such resources. As with the recycling and waste-reduction programs, the use of alternative energy sources can actively exhibit the value of caring for our environment.

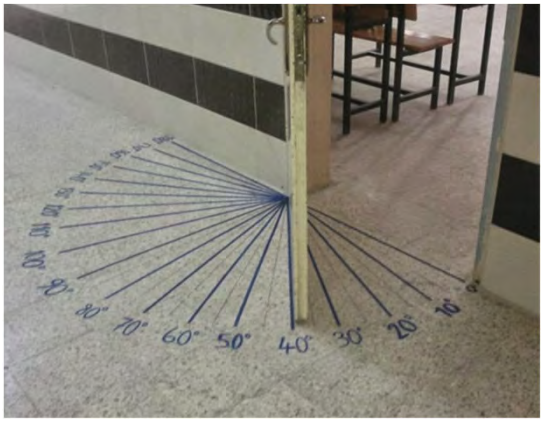
Exposed Systems

Engineering systems should be reinforced as fun learning tools and encourage students' interest in STEM fields.

Include exposed structure or building systems, especially in gathering/assembly areas (i.e. interactive window opening into a mechanical room or building construction demonstration wall cut-out).

Use appropriate exhibitry to relate systems to learning concepts (i.e. label/color code the piping and equipment and provide information on how these systems work with age appropriate concepts).

Environmental learning at Sidwell Friends School



Enhancement idea uses door swing outline as a teaching tool

SAMi Environmental Learning Center, Tacoma WA

2.4 FACILITY PLANNING IDEAS

Exhibitry, Graphics & Signage

The theme/brand for the school may be established through super graphics displayed at strategic locations such as the entrance, the commons, and access to individual neighborhoods. The use of vinyl graphics is a very economical way of producing the effect with ability for later modifications.

The theme/brand should be built into all signage both inside and outside the school.

Use exhibitry to highlight sustainability features, technology and utility systems (i.e. exposed structure/systems, occupancy lighting, LID Bioswales, etc.).

Exhibitry may be used to convey historical information, such as the history and traditions of the school, local heroes, or a timeline of significant events at the school or installation.

Plaques, signage and graphics should be visually appealing to the appropriate age group, relevant, encourage imagination, educational, and fun.

Exhibitry graphics promoting student interaction and understanding of sun angles/time.

Energy Dashboard

An Energy Dashboard collects the real time data from the school's building systems to provide for real world learning opportunities while also providing student awareness of the environmental impact of their school. The dashboard should collect data such as electrical, water, and natural gas usage and then display it in conventional units of measure and/or an age appropriate conversion. The data should be tracked to show how consumption/ production may change over time and/or between other schools.

If an Energy Dashboard is provided for a school, consider locating it within a large gathering area such as the school entry or commons.

Sub-meter different wings, or neighborhoods of the building separately. The design of the Dashboard can have the ability for different neighborhoods to compete and strive for energy savings. This can engage students with sustainability at a new level.

The Dashboard can be connected to demonstration solar panels, wind turbines and weather stations on the school site and/or throughout the district.

Energy Dashboard, Discovery Elementary School in Arlington, Va

2.4 FACILITY PLANNING IDEAS

OUTDOOR LEARNING

School grounds can provide students with hands-on outdoor learning experiences and promote enhanced awareness of the interdependence of the natural and human environments. A school's grounds include potential educational spaces where concepts taught within the school building can come alive to students. Outdoor learning spaces can include pathways; play structures; amphitheaters, gardens; planters; seating areas; dramatic play areas; wooded and natural features; covered pavilions and porches; and of course PE fields. School grounds should also include outdoor spaces that are adaptable to many types of activities. The purpose of these spaces is to connect and engage the learners with the natural environment, further their health and social skills, and increase awareness of natural resources.

Indoor/Outdoor learning opportunities at Academy for Global Citizens

Environmental Learning

Consider incorporating natural habitats, wetlands, and areas of specific vegetation as outdoor learning areas for student instruction. These and other options for outdoor learning can be coordinated to support the educational objectives of the school, including S.T.E.M. programs and activities.

Planter-Bench designed for Lincoln Middle School by BrainSpaces

Outdoor Classroom & Gathering Spaces

Consider including a large exterior space that includes open, maintained green space in combination with secondary hardscape (sidewalks). Outdoor classrooms and gathering spaces can provide some seating and natural shade for small gatherings. Possible solutions for seating could be built-in benches and/or raised planting beds.

Art Patio

Consider including an Art Patio adjacent to the Art Studios. Consider providing an exterior sink to accommodate clean up when the art patio is used. If sink is provided, winterize water supply to avoid freezing and maintenance issues.

Example of an outdoor learning center for a variety of instruction

2.4 FACILITY PLANNING IDEAS

Urban Farm, Community Garden

Gardens provide great learning opportunities for students. The origin of food, plant care, life-cycle, and many other connections can be made with the curriculum. The Urban Farm is an important feature for NWS, and should it be relocated, it should be located/ oriented in an area conducive to the cultivation of plants and with easy access for student interaction. Connections with other outdoor learning areas included in the program will reinforce interdisciplinary educational opportunities. Tools and teaching tools such as rain barrels should be located within the garden/farm area.

Since the NWS urban farm is intended to support both the curriculum and nutritional services, additional amenities are defined in the ed specs. Refer to Chapter 3: Spatial Parameters.

A schematic of Urban Harvest STL's food roof

Rooftop Haven for Urban Agriculture located on the Gary Comer Youth Center

Walking/Running Path/Learning Trail

A running path with an all-weather surface provides opportunities for outdoor movement. Consider providing training and obstacle equipment for the use of OT/PT and/or enhanced physical development. Provide connections to existing sidewalk or trail networks where possible. A path feature can also be a campus feature to share with the neighborhood community.

Other Possible Outdoor Learning Opportunities

Other low maintenance outdoor site features may be considered. Site features such as sundials, themed walkways, nature paths, bioswales, and other elements that make connections to the natural environment can be incorporated to complement the sustainable design features of the building and to provide educational opportunities for the students. Appropriate outdoor signage will help to highlight the site and sustainability features.

Example of urban site development with environmental impact

2.4 FACILITY PLANNING IDEAS

ENVIRONMENTAL ATTRIBUTES

Natural Light and Views

Research suggests that it is wise to provide an adequate amount of natural light and a sense of orientation (to interior and exterior elements) to promote health, well-being and focus for occupants within enclosed learning spaces. The quality and amount of natural light within each space is dependent on the size and configuration of the windows, skylights, and clerestories. These openings should ideally be equipped with shades to enable darkening of the environment for projection equipment or other situations in which substantial glare may interfere with activities. Interior window treatments may also allow some flexibility for privacy when views or overviews are not desired or required. Solar orientation and the impacts of micro-climates should be carefully considered when planning building component placements on a school site.

Borrowed light and views through adjacent spaces allow connectivity and supervision.

Maximizing views and daylighting at Marysville Getchell

Flexibility and Adaptability

School facilities are built to last decades; therefore the relationship and location of individual building components should be carefully coordinated so that each generation of occupants may configure the school to best meet their needs. These components may include the location of corridor and separating walls, plumbing and wiring conduit, heating, cooling and ventilation equipment and controls, and even exterior zones that may accommodate future additions.

Examples of a flexible building system may include movable walls, operable windows, or controlled electric illumination that can be switched for different areas within a space or to adjust lighting levels. The term adaptability applies to longer term or more substantial alterations, such as rearranging or relocating constructed walls, conduits, plumbing, and lighting fixtures without significant cost implications. The design team should ensure that the school building can accommodate necessary changes over time. (Please refer to Section 3.10 Future Proofing Strategies)

Adaptability of learning spaces

Color

Color is an important aspect of interior design and can enhance a child's perception of space. Color should be used judiciously and intentionally to support learning, wayfinding and school spirit.

CHAPTER 3

The Northwest School

EDUCATIONAL SPECIFICATIONS

Spatial Parameters

EXCERPTS FOR WEB

Submitted January 13, 2020

Planning Consultant:
BrainSpaces Inc.
brain SPACES
UNITING EDUCATION & ARCHITECTURE

3.0

SPATIAL PARAMETERS

INTRODUCTION

Educational specifications (ed specs) are intended to define physical parameters for environments to support teaching, learning and school operations. Detailed information included herein is intended to document user needs and to assist design team in accommodating these needs during building design phases for both new and renovation components of the campus.

The listing of spaces as well as diagrams illustrating potential spatial adjacencies of components are included in the ed specs to capture the desired functionality. Parameters included in the ed specs should not be considered "absolutes", and the design team is encouraged to creatively interpret the needs of the school in its ultimate design of the campus. In other words, slight deviations from the educational specifications are expected. In the event that a multi-year and/or phased solution is used, updates to these educational specifications may be required. It should also be understood that images and examples included throughout this document are visual descriptors and should be dissected for attributes that have applicability to individual spaces. The design team is encouraged to explore additional examples during the design process for any portion of the campus that uses these Ed Specs.

Ed spec information should be used in conjunction with current standards and guidelines such as those for technology, design, and building performance, and with all applicable codes and regulations, including ADA, and is not intended to supersede any such requirements. Where guidelines noted herein are in conflict with these requirements, the applicable guidelines, codes and regulations shall govern. Where guidelines noted herein cannot be or are not planned to be incorporated into a building design, the design team should inform the NWS Project Representative to discuss and/or determine acceptable alternatives.

3.1 OVERALL SPACE NEEDS: NUMERICAL SUMMARY

1.00 INSTRUCTIONAL CORE	Net S.F.	# T.S.	100% Capacity
1.01 Core Learning	17,800	22	360
1.02 Learner Supports	3,200	3	36
	21,000	25	396

2.00 INSTRUCTIONAL ACTIVITIES	Net S.F.	# T.S.	100% Capacity
2.01 Media Center	4,000	1	18
2.02 Visual Arts	5,000	4	72
2.03 Music	5,000	3	90
2.04 Dance Arts	4,000	2	36
2.05 Theater Arts	6,000	2	36
2.06 PE / Athletics	13,500	3	54
2.07 Applied & Extended Learning	6,000	3	45
	43,500	18	351

3.00 STUDENT / COMMUNITY LIFE	Net S.F.	# T.S.	100% Capacity
3.01 Student Union	5,100	0	0
3.02 Community / Events	8,100	2	36
3.03 Food Services	5,300	0	0
3.04 Dormitory	11,000	0	0
3.05 Outdoor Amenities	0	0	0
	29,500	2	36

4.00 OFFICES & SUPPORT	Net S.F.		
4.01 Central Administration	7,000		
4.02 School Offices	1,900		
4.03 Student Services	3,000		
4.04 Faculty Support	6,000		
4.05 Health/Training Office	500		
	18,400		

5.00 BUILDING / FACILITY (TBD)	ESTIMATE OF NET S.F.		
5.01 Facilities Department	2,000		
5.02 Building Support	1,000		
5.03 Mechanical/Electrical (TBD)	100		
5.04 Transportation	0		
	3,100		

		capacity
Total Net S.F.	# T.S.	70%
115,500	45	550

PROGRAM OF NET SPACES:

The "Program of Spaces" is a list of all NET interior spaces identified to support NWS programs and activities. The listing DOES NOT distinguish between existing, renovation, or new construction.

The program of spaces may include elements that fit well withing existing facilities, and it also includes elements that do not currently exist. It is possible that spaces that do not currently exist on the NWS campus may be accommodated in either new OR renovated space.

For example, IF the campus plan identifies that the library should be relocated from its current space because alignment with the ed specs cannot be achieved in its current location, then the current library space may be converted into another use.

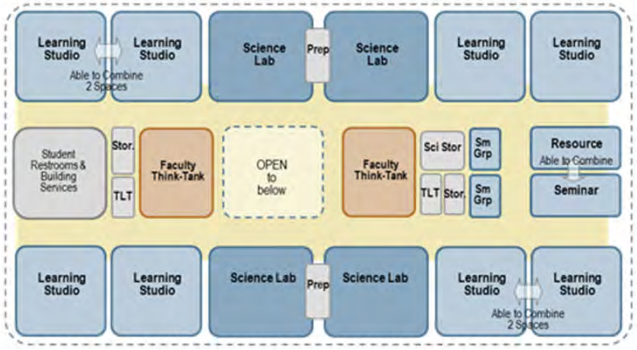
The program of spaces is intended to be used as a "ingredients" or "puzzle-pieces" that need to fit into the campus, but it is up to the design team to assist NWS in determining how the puzzle pieces fit together within existing, renovated and/or new facilities.

Since only NET areas are included in the ed specs, GROSS area for spaces such as mechanical rooms, restrooms, hallways, and the like will be quantified during design and add to the net square-footage shown here.

Capacity at 100% Utilization (hypothetical):
396 + 351 + 36 = 783

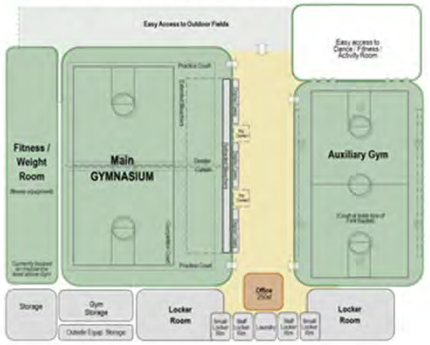
Capacity at 70% Utilization:
783 x 0.7 = 550 students (rounded)

3.1 OVERALL SPACE NEEDS: GRAPHIC SUMMARY

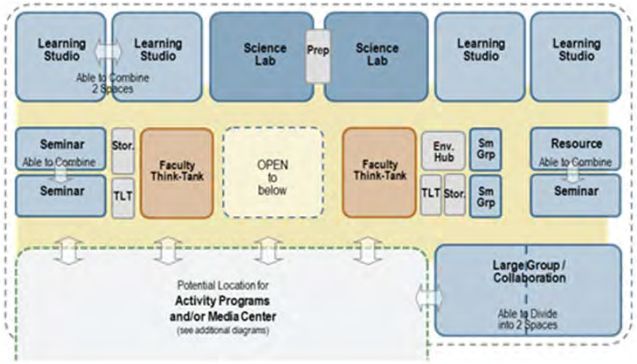


Performing Arts (Theater, Music, Dance)

PE & Athletics

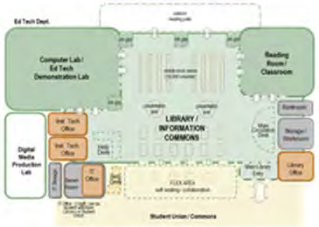


Core Learning & Faculty Supports

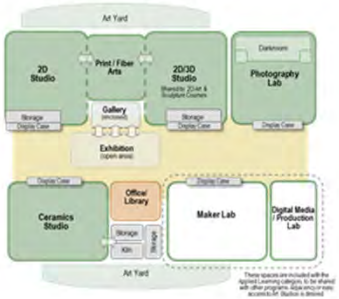


Applied Learning

Media Center



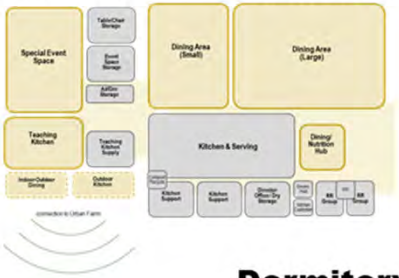
Visual Arts



Faculty Lounge

Community / Events

Food Services



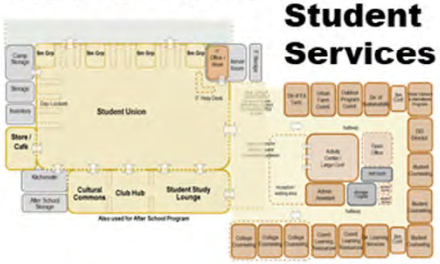
Administration

School Office

Health / Training

Student Union

Student Services



Dormitory

3.1 OVERALL SPACE NEEDS: BY CATEGORY

"T.S." = Teaching Stations

Capacity is shown as an average of 18 students/T.S. However smaller teaching stations (+/- 400 sf), such as seminar and resource rooms, count at ½ capacity of a full-size room.

Quantity x Size

How Big

How Many

Overall Category
Subcategories
Individual Spaces

Capacity at 100% Utilization:
This number is somewhat hypothetical, simply calculating the number of student "seats" that are possible – i.e. capacity IF there were one student in every seat at a given moment in time.

1.0 INSTRUCTIONAL CORE — VERSION 2.4

1.01 Core Learning	Qty.	Net S.F.	Total Net S.F.	# T.S.	100% Capacity	NOTES
.01 Learning Studios (classrooms)	12	800	9,600	12	216	Humanities, Math, Languages. Include several classrooms that can be combined into one larger space - team teaching
.02 Seminar Rooms	4	400	1,600	4	36	Includes ESL (WL program). Paired with operable wall between for use as whole class space, (Harkness Table)
.03 Science Labs	6	1,000	6,000	6	108	prefer pairs dispersed to collaborate with other depts. General (6), Life (7), Earth (8), Physical (9), Biology (10), Chemistry (11
.04 Science Prep	3	150	450		-	1 per 2 labs. teachers "tinker" to develop lessons/activities
.05 Science Storage (Shared)	1	150	150		-	
			17,800	22	360	

1.02 Learner Supports	Qty.	Net S.F.	Total Net S.F.	# T.S.	100% Capacity	NOTES
.01 Small Group (Testing, Tutoring, LSP, etc.)	4	100	400		-	locate for easy access from classrooms, reservation system?
.02 Lecture / Collaboration	1	1,600	1,600	1	18	for 50. requested by Humanities (Lecture Hall, plus space for grade-level gathering, videos, projects, etc.) flat floor. May also
.03 Learning Resources Classrooms	2	400	800	2	18	Study Skills, Math Lab/Writing Lab. LR faculty offices shown in the Admin/Student Services list, but may be located together w
.04 Peer Mentoring Hub / Flex Space	1	400	400		-	may also serve as Writing Center for Humanities, include furniture-based "cubicles" for quiet study
.05 Student Informal Activity Zones			-		-	currently in wide (historic) hallways, needs to be less "cluttered" more deliberate. include musical instruments
			3,200	3	36	

Totals link to Space Program Summary sheet

Totals for INSTRUCTIONAL CORE		Total Net S.F.	# T.S.	Capacity	NOTES
TOTALS		21,000	25	70% 277	

(Teaching Station Names are shown in BOLD text)

Capacity at 70% Utilization:
396 x 0.7 = 277 students

These are miscellaneous reference notes taken during our conversations with staff and/or added to clarify the intent of a given space.

Some of the notes are cut-off in this section, but notes are (or will be) accommodated in the ed specs as part of the detail sheets for each space. These detail sheets can be reviewed by opening the corresponding files in the Google Drive folders.

3.1 OVERALL SPACE NEEDS: BY CATEGORY

2.0 INSTRUCTIONAL ACTIVITIES

VERSION 2.4

2.01 Media Center	Qty.	Net S.F.	Total Net S.F.	# T.S.	100% Capacity	NOTES
.01 Library / Information Commons	1	1,500	1,500		-	combination of quiet and "noisy" areas, 16,000 volumes
.02 Media Specialist / Circulation	1	100	100		-	
.03 Reading Room	1	600	600		-	more quiet, conference-like space
.04 Workroom/Storage	1	150	150		-	
.05 Computer Lab / Ed Tech Demonstration	1	800	800	1	18	Also for Demonstration of Ed Technology, Also used by ART dept. (digital media)
.06 Media Production Studio			-		-	see Applied Learning
.07 Educational Technology Offices	2	120	240		-	inspirational / demonstration space, support teachers, need uninterruptable time/space (Director located with Student Serv
.08 Ed Tech Storage Room	1	50	50		-	
.09 Conf Room	1	120	120		-	
.10 Small Group Rooms	4	50	200		-	
.11 Help Desks	2	20	40		-	
.12 Media Server Room	1	100	100		-	verify existing
.13 Restrooms	2	50	100		-	
.14 IT Office (2 staff)			-		-	May be located with/near Media Center or Student Union - TBD
			4,000	1	18	

2.02 Visual Arts	Qty.	Net S.F.	Total Net S.F.	# T.S.	100% Capacity	NOTES (students currently leave campus for some art classes)
.01 Art Studios (2D + 2D/3D)	2	900	1,800	2	36	(Current rooms are shared) 1 2D + 1 2D/3D. If equipped similarly, could be scheduled interchangeably
.02 Printmaking / Fiber Arts Lab	1	400	400		-	connected to 2D Studio, space for paper-making, presses, etc.
.03 Ceramics Studio	1	1,000	1,000	1	18	Request is for separate 3D and Ceramics Studios (current Ceramics facility is working well)
.04 Photography Lab	1	650	650	1	18	would like to combine with Journalism, current Photo Lab facilities are working well
.05 Darkroom	1	300	300		-	
.06 Film Booth	2	25	50		-	
.07 Storage Rooms	3	100	300		-	one storage per art room
.08 Clay Mixing / Storage	1	50	50		-	
.09 Kiln Room	1	50	50		-	
.10 Gallery / Exhibition	1	200	200		-	may be in/near student union/commons
.11 Art Office/Library/Resources	1	200	200		-	visibility to art studios
.12 Art Plaza (secured outdoor space)	1	400	ext.		-	outdoor maker area, sculpture garden, etc.
.13 Digital Media Lab			-		-	*(see Applied Learning: Media Production Lab AND Media Center Computer Lab)*
			5,000	4	72	

2.03 Music	Qty.	Net S.F.	Total Net S.F.	# T.S.	100% Capacity	NOTES
.01 Music: Vocal	1	1,000	1,000	1	30	up to 100 vocalists. movable risers, full-size piano
.02 Music: Instrumental/Band	1	1,500	1,500	1	30	60 band, 25 orchestra (45 minimum). space for grand piano, need manipulatable acoustic options/sound control (art block
.03 Music: Orchestra/Flex	1	1,000	1,000	1	30	can be dedicated Orchestra room OR larger orchestra rehearsals may use the Band room
.04 Instrument Storage	2	200	400		-	+/- 200 instruments, sink, music stands, etc. Also include open storage and instrument racks within music classrooms
.05 Music Office / Library	2	150	300		-	3-4 workstations plus high-density storage, can be combined into one space
.06 Practice Rooms: Regular	4	75	300		-	
.07 Practice Rooms: Ensemble	2	200	400		-	rock band, jazz band
.08 Recording Studio	1	100	100		-	Soundproofed ensemble room with an attached sound booth
			5,000	3	90	

3.1 OVERALL SPACE NEEDS: BY CATEGORY

2.04 Dance Arts	Qty.	Net S.F.	Total Net S.F.	# T.S.	100% Capacity	NOTES (average 30 performances/year)
.01 Dance Studio	1	1,800	1,800	1	18	up to 30 dancers, able to transfporm into performance space, mirror, curtain, barres *fixed + movable), sprung wood floor,
.02 Large Group Activity Area	1	1,600	1,600	1	18	open floor space shared with PE for activities such as yoga, kickboxing, Qi Gong, etc.
.03 Changing Rooms	2	150	300		-	
.04 Dance Office	1	100	100		-	
.05 Control Booth	1	50	50		-	
.06 Prop Storage	1	150	150		-	
.07 Storage			-		-	existing facility > small dressing?
			4,000	2	36	

2.05 Theater Arts	Qty.	Net S.F.	Total Net S.F.	# T.S.	100% Capacity	NOTES (average 30 performances/year)
.01 Performing Arts Stage	1	1,600	1,600	1	18	40' x 40', wood floors, attached storage (20' x 20' min), suitable for both acoustic and amplified performance with enough sl
.02 Large Group Space (Theater Audience)			-		-	Included with Community Commons list
.03 Green Room	1	300	300		-	
.04 Theater Office	1	150	150		-	
.05 Stagecraft / Scene / Prop Shop			-	0	-	Use Project/Maker Lab, requires easy access to stage and loading area
.06 Storage	1	400	400		-	storage for sets plus stage furniture/equipment allowing for a completely empty stage for dance
.07 Dressing Rooms - Group	2	200	400		-	
.08 Dressing Rooms - Single	2	75	150		-	
.09 Costume / Makeup	1	100	100		-	
.10 Drama / Black Box	1	2,600	2,600	1	18	currently in 401 building, lower level. needs cross-over space/backstage, consider acoustics (current is too dry)
.11 Storage	1	100	100		-	
.12 Control Booth	2	75	150		-	one for black box, one for theater
.13 Box Office	1	50	50		-	
			6,000	2	36	

2.06 PE / Athletics	Qty.	Net S.F.	Total Net S.F.	# T.S.	100% Capacity	NOTES (include "nudges" throughout facility for healthy lifestyle learning)
.01 Gymnasium	1	6,200	6,200	1	18	bleachers (+/- 100 seats)
.02 Fitness Area	1	1,000	1,000	1	18	equipment space (would like larger space if new facility is planned)
.03 Large Group Activity Area			-		-	(included with the Dance Dept.)
.04 Aux Gym	1	4,200	4,200	1	18	smaller than current gym, could include climbing wall
.05 Locker Rooms - Group	2	250	500		-	
.06 Locker Rooms - Single	2	75	150		-	also for faculty use
.07 PE / Athletics Office	1	300	300		-	currently 8 PE faculty, 3 full-time (Note: website has 6 faculty)
.08 Faculty Lockers / Restrooms	2	150	300		-	shower, changing facilities open to all faculty
.09 Laundry	1	100	100		-	
.10 Storage	2	250	500		-	may be combined
.11 Re-Center Alcoves	2	25	50		-	semi-private quiet alcoves where a student can re-center, calm
.12 Outdoor Equipment Storage	1	200	200		-	may be divided into multiple spaces
.12 Outdoor Practice Field	1	6,290	ext.		-	(current is on the roof)
.13 Outdoor Game Field	1	8,000	ext.		-	full-size for competitions/games (currently go off-site) this is a PRIORITY of the PE/Athletics faculty
.14 Climbing Wall / Ropes	1	200	ext.		-	could be within gym or fitness space(requested by PE & environmental ed & outdoor program)
.15 Parkour Area	1	1,000	ext.		-	*(see Outdoor Amenities)*
.16 Shared Playful Greenspace	1	400	ext.		-	*(see Outdoor Amenities)*
			13,500	3	54	

3.1 OVERALL SPACE NEEDS: BY CATEGORY

2.07 Applied & Extended Learning	Qty.	Net S.F.	Total Net S.F.	# T.S.	100% Capacity	NOTES:
.01 Project / Maker Lab / Stagecraft	1	1,400	1,400	1	18	Tech-heavy maker space: Environmental (EIG), Robotics, Nutrition, etc. serves all departments, also space for IT to test ne
.02 Digital Media Production / Recording Lab	1	500	500	1	9	Green Screen, digital production/editing, etc.
.03 Partnership Lab / Engagement Center	1	500	500	0	-	extension of / open to outdoor program staging area and project labs, independent study, projects, etc.
.04 Mini-Labs	2	250	500	0	-	Open onto Labs, for supplies, student projects, tools, etc.
.05 Storage Rooms	3	100	300	0	-	
.06 Offices	2	150	300	0	-	
.07 Outdoor Program Staging Area	1	500	500	1	18	staging area for student trips. ground level with overhead doors to the outside, for gear, tent drying, easy access for vehicl
.08 Laundry Area	1	50	50	0	-	easy access for Outdoor Program use
.09 Outdoor Program Gear Storage	1	350	350	0	-	
.10 Environment Hubs	4	150	600	0	-	dispersed throughout campus facilities (one existing is shared with Athletics)
.11 Mini Environment Hubs	12	25	300	0	-	dispersed throughout campus facilities, easily accessible for students and faculty
.12 Environmental Lab (outdoor)	1	2,000	ext.	0	-	Must be adjacent to/combined with Urban Farm. benches/gathering space, wind turbine, solar panels, rainwater collection,
.13 Urban Farm & Garden (outdoor)	1	5,000	ext.	0	-	Central NODE, best located "on the beaten path". garden able to Provide 25% of Dining Hall Produce Needs by Weight, be
.14 Tool Storage	1	100	100	0	-	
.15 Greenhouse	1	400	400	0	-	
.16 Chicken Coop	1	100	100	0	-	for 5-10 chickens
.17 Skylab (outdoor - may be able to be repurposed)	1	940	ext.	0	-	(current is underutilized, too out of the way, gets forgotten)
.18 CSA Staging Area	1	100	100	0	-	prep/cleaning station, adjacent to outdoor area for deliveries/pickup
.19 After School Programs *(see Student Commons)*			-	0	-	
.20 Summits (use on-site and off-site facilities and supports)			-	0	-	
			6,000	3	45	
		PROPOSED: 550			70%	

Totals for INSTRUCTIONAL ACTIVITIES	Total Net S.F.	# T.S.	Capacity	NOTES
TOTALS	43,500	18	246	

3.1 OVERALL SPACE NEEDS: BY CATEGORY

3.0 STUDENT / COMMUNITY LIFE

VERSION 2.4

3.01 Student Union	Qty.	Net S.F.	Total Net S.F.	# T.S.	100% Capacity	NOTES
.01 Student Union / Open Space	1	2,500	2,500		-	centralized with easy access for students and parent pick-up. comfy /mobile furniture, "down-time" games/activit
.02 Student Study Lounge	1	500	500		-	easy/direct access to college counseling, information boards, hang-out space plus work space for essays, meeti
.03 School Store / Café	1	150	150		-	need mobile cart for "pop-up" store at various locations/events
.04 Store Inventory/ Storage	1	100	100		-	need storage for store inventory, sales typically via on-line store (current SF is shared with summer program)
.05 Club Hub / Student Council	1	200	200		-	
.06 Cultural Commons Area	1	200	200		-	open floor for dance and other activities, access to kitchenette
.07 Kitchenette	1	120	120		-	alcove available for student use during/after school (microwaves, sink, fridge)
.08 Small Group Areas / Alcoves / Tutoring	4	100	400		-	room reservation system?
.09 Student Union Storage Room	1	100	100		-	for furniture, equipment, supplies, etc.
.10 Summer Camp Storage	1	150	150		-	easy access to outside
.11 After School Programs Storage	1	100	100		-	for furniture, games, craft supplies, etc.
.12 Student Day-Lockers	300	1	300		-	daily or seasonal check-out/use
.13 IT - Technology Coord. Office/Workroom	1	150	150		-	2 staff, (currently in Haus West),
.14 Technology Help Desk	1	50	50		-	may be located with Library / Media Center
.15 IT Storage	1	50	50		-	may be combined with server room
.16 Energy Dashboard	1	30	30		-	interactive teaching/learning tool
.17 Educational Technology Office/Workroom			-		-	2 staff *(see Library Media Center)*
.18 After School Program (Middle School)			-		-	Use Study Lounge, +/- 12 students. Need easy access for parent pickup
.19 Gallery *(see Visual Arts)*			-		-	
.20 Restrooms (gross area)			-		-	
			5,100	0	0	

3.02 Community / Events	Qty.	Net S.F.	Total Net S.F.	# T.S.	100% Capacity	NOTES
.01 Large Group Space (Theater Audience)	1	5,000	5,000		-	Audience space for Theater. Optimal is 500-550 seats (space for entire school, plus community use), may be fla
.02 Special Event / Large Group Space	1	1,600	1,600	1	18	food and non-food events, enclosed/private space, space for events without disrupting dining/lunch
.03 Event Space Storage	1	150	150		-	tables/chairs & other equipment
.04 Storage (Admissions, Development, etc.)	1	100	100		-	currently share storage under 401 stairwell, optimally located near event space.
.05 Teaching Kitchen (also for Catering)	1	1,000	1,000	1	18	optimally connected to dining and/or outside, also used for summer camp activities. may be an expansion of the
.06 Teaching Kitchen Supply Closet	1	200	200		-	cooking classes/cooking camp supplies, catering supplies, erc.
.07 Outdoor Kitchen	1	200	ext.		-	opens to Teaching Kitchen
.08 Indoor-Outdoor Dining Area	1	200	ext.		-	opens to Teaching Kitchen
.09 Environment Hub	1	50	50		-	
.10 Restrooms (gross area)			-		-	
			8,100	2	36	

3.03 Food Services	Qty.	Net S.F.	Total Net S.F.	# T.S.	Capacity	NOTES
.01 Dining/Nutrition Hub	1	100	100		-	growing wall feature, interactive technology for students to explore nutrition, cooking, menu, etc.
.02 Dining Area - Large	1	2,450	2,450		-	2 lunches during school day - COULD BE DIVIDABE (stand-up reception needs open space 70-80 people, too lar
.03 Dining Area - Small	1	900	900		-	3 meals/day for dorm students. this space is also used for meetings/events
.04 Kitchen & Serving	1	900	900		-	school lunches, dorm meals, events. would like to add large community meals (homeless outreach?)
.05 Kitchen Support Spaces	2	200	400		-	(additional storage space under the stair, shared by facilities, development, etc.)
.06 Cafeteria Director Office / Dry Storage	1	200	200		-	currently shared with dry storage
.07 Kitchen Custodian	1	50	50		-	also used by facilities dept.
.08 Environment Hub	1	50	50		-	currently supplies are out in the open, near elevator. some supplies are shared with kitchen supplies/equipment
.09 Table/Chair Storage	1	200	200		-	currently use "lobby" space or dining space
.10 Compost & Recycle Center	1	50	50		-	assistance from Environment Team, currently with trash enclosure
.11 Restrooms - Group	2		0		-	(SF counted as Gross area)
.12 Restrooms - Single	1		0		-	(SF counted as Gross area)
			5,300	0	0	

3.1 OVERALL SPACE NEEDS: BY CATEGORY

3.04 Dormitory	Qty.	Net S.F.	Total Net S.F.	# T.S.	Capacity	NOTES (2-4 floors)
.01 Entry Lobby, Welcome Center	1	125	125		-	security
.02 Reception / Office	1	150	150		-	walk-up window, visibility to lobby and front entry, supervision of commons if possible
.03 Administrative Office	1	150	150		-	current space has 3 workstations, meet with students & each other, "family kitchen table" adult-student interactic
.04 Workroom/Storage	1	100	100		-	copier, files, etc.
.05 Meeting Room	1	100	100		-	privacy, counseling, adult meetings
.06 Sleeping Rooms - Boarding	32	175	5,600		-	50-60 students currently in dorm, organized by gender-floors, but need more flexibility
.07 Sleeping Room - Adult/RA	1	125	125		-	Sleeping room for 1 adult with restroom within room, 2 adults at night (one asleep, one awake). May not be neec
.08 Bathroom/Shower - Single	16	100	1,600		-	Include restroom/showers between pairs of sleeping rooms in lieu pf group restrooms/showers.
.09 Bathrooms/Showers - Group	0	250	-		-	OPTION: Include 2 group restroom/showers per 8 sleeping rooms.
.10 Reading/Study Lounges	4	150	600		-	one per 8 sleeping rooms, with kitchenette, sink/dishwashing
.11 Living Room / Commons	1	600	600		-	communal space, comfortable, connected to kitchen & outdoors (if possible), events, etc.
.12 Kitchen & "Kitchen Table"	1	350	350		-	
.13 Laundry Room(s)	1	200	200		-	OPTIONAL: can be divided into multiple rooms and dispersed among clusters of sleeping rooms
.14 Storage Rooms	4	100	400		-	1 per 8 sleeping rooms
.15 Environment Closets (Custodial Supplies)	4	50	200		-	1 per 8 sleeping rooms
.16 Outdoor Patio / Activity Deck	1	500	ext.		-	communal space, garden, picnic tables, etc.
.17 Shared General Storage	2	100	200		-	can be combined into one larger space
.18 Activity/Learning Room	1	400	400		-	computers, tinkering, music practice, etc. connected/open to commons
.19 Small Group Rooms	2	50	100		-	Quiet study areas for 1-2 students, visibility for supervision
.20 *Dorm Parent Apartments - Optional/TBD*			-		-	*OPTION: 1B/1Ba Apartments (if included, then no need for RA sleeping room)*
			11,000	0	0	

3.05 Outdoor Amenities	Qty.	Net S.F.	Total Net S.F.	# T.S.	Capacity	NOTES - VERIFY ALL EXTERIOR REQUIREMENTS
.01 Drop-Off / Pick-Up			ext.		-	
.02 Faculty Parking			ext.		-	5-10 charging stations
.03 Bus Parking			ext.		-	currently 10 buses, keep 8 on-campus (2 stored off-campus), 5 CDL (large + medium)
.04 Visitor Parking			ext.		-	
.05 Dorm Parking			ext.		-	
.06 Electronic Vehicle Charging Stations			ext.		-	
.07 Bicycle Parking & Repair Space			ext.		-	60 bicycles min (or +/- 10% of school population), protected from weather
.08 Electric Bicycle Racks			ext.		-	
.09 Skateboard Racks			ext.		-	
.10 Community Outdoor Event Space			ext.		-	
.11 Playful Greenspace	1	400	ext.		-	Park-like space shared with academics, setting for bringing out a kid's best, campus-wide physical and mental h
			0	0	0	

PROPOSED: 550	=

Totals for STUDENT / COMMUNITY LIFE	Total Net S.F.	# T.S.	Capacity	NOTES
TOTALS	29,500	2	25	

3.1 OVERALL SPACE NEEDS: BY CATEGORY

4.0 OFFICES & SUPPORT

VERSION 2.4

4.01 Central Administration	Qty.	Net S.F.	Total Net S.F.	NOTES
.01 Security Vestibule	1	100	100	security features needed at entries to all campus facilities
.02 Lobby / Check-In / Waiting Area	1	300	300	check-in/waiting areas needed at entries to all campus buildings
.03 Receptionst / "Front Desk"	1	150	150	check-in station and/or receptionist needed at entries to all campus buildings
.04 Security Office	1	100	100	
.05 Welcome Center	1	300	300	reception area for families and other groups
.06 Head of School	1	200	200	
.07 Assistant HOS	1	120	120	
.08 Director of Admissions	1	120	120	Near Welcome Center, near student activities
.09 Admissions/Financial Aid Coordinator	1	150	150	
.10 International Admissions	1	120	120	works closely with Dir. of Global Programs, also international student advising (visas, travel, etc.) best to be located near students, accessible dro
.11 Registrar	1	200	200	2 workstations, dedicated confidential printer, 4 filing cabinets, easy access to student waiting area
.12 Controller	1	120	120	
.13 Director of Communications	1	120	120	near Admissions, Development, Global Recruitment, Registrar
.14 Communications Assistant	1	120	120	possibly open office workstation adjacent to Director
.15 Web Coordinator	1	120	120	
.16 Publications Area	1	50	50	with color printer, need for publications storage area central to Devlopment, Admissions, Global Recruitment
.17 Director of HR	1	120	120	serve employee population (currently near Bus. office), better to be in a location with easy access to other services that employees access freque
.18 HR Coordinator	1	150	150	orientations, benefits, meetings / first line of communication, employee files (separate small conference table), easy access to conference rooms
.19 Secure Storage / Confidential Files	1	50	50	HR lockable files
.20 Director of Development	1	200	200	
.21 Ass't Director of Development	1	120	120	
.22 CFO Office	1	200	200	
.23 Assistant Cubicles: Finance & Dev.	1	300	300	
.24 Director of Summer Camp	1	120	120	
.25 Open Office Co-working Space (Cubicles)	1	600	600	6-8 workstations, one for HR Intern position (easy access to HR)
.26 Large Conference / Classroom	1	500	500	also used for Admissions
.27 Medium Conference Room	1	250	250	
.28 Small Conference / Private Workrooms	2	120	240	
.29 Workroom / Mailroom	1	300	300	
.30 Kitchenette	1	100	100	
.31 Archivist Work Area	1	100	100	connected to archive storage room, include semi-private work area for visitors/researchers/public
.32 Archive Exhibit Space	1	50	50	locate in a visable/active area to increase visibility
.33 Archive Storage Room	1	200	200	secured space, requires environmental controls for preservation of collections (200lf of shelving), consider high-density storage (weight load), no
.34 Director of IT	1	150	150	1 workstation
.35 IT Network/Database Administrators	1	200	200	need 3 workstations
.36 IT Archive	1	100	100	
.37 General Storage	2	200	400	can be combined into one space
.38 Restrooms	2	50	100	TBD by code
.39 Phone Rooms	2	30	60	
			7,000	

3.1 OVERALL SPACE NEEDS: BY CATEGORY

4.02 School Offices	Qty.	Net S.F.	Total Net S.F.	NOTES
.01 Security Vestibule	1	100	100	security features needed at entries to all campus facilities
.02 Check-In / Waiting Area	1	100	100	
.03 Receptionst / "Front Desk"	1	100	100	
.04 Security Office	1	100	100	
.05 Director Offices (MS & US)	2	150	300	often host parent meetings (privacy issue)
.06 Assoc. Director Offices (MS & US)	2	120	240	one office, shared?
.07 Dean of Students (MS & US)	1	120	120	near but not within the student services suite (no need for adjacent MS/US Deans), MS DoS needs easy access for students (currently shares sp
.08 Student Alcoves	2	25	50	
.09 Open Office Cubicles	1	100	100	2-3 cubicles for itinerant or visiting faculty
.10 Main Conference Room	1	400	400	
.11 Small Conference Room	1	120	120	
.12 Storage / Workroom	1	120	120	
.13 Restroom	1	50	50	
			1,900	

4.03 Student Services	Qty.	Net S.F.	Total Net S.F.	NOTES
.01 Check-In / Waiting Area	1	100	100	info / materials / displays, places for students to complete applications
.02 Reception / Admin. Assistant	1	100	100	2 admin assistants
.03 College Counseling Offices	3	120	360	locate near student traffic (commoms?), 1 additional office to accommodate growth, may be used as small group / conf space until FTE added, ne
.04 Student Counseling Offices	3	120	360	
.05 Director of Learning Services	1	120	120	
.06 Learning Resource Coordinators	2	120	240	
.07 Student Services Activity Center	1	400	400	activities, meetings, visiting college reps (up to 16 people), practice interviews, good flexibility, near traffic flow
.08 Director of Educational Technology	1	120	120	may be clustered with Ed Tech staff offices
.09 Director of Sustainability	1	120	120	
.10 DEI Director Office	1	120	120	
.11 Director of Global Outreach / Programs	1	120	120	works closely with International Admissions, but prefer to be located with Student Services
.12 Open Office Co-working Space	1	150	150	open area for 3-4 workstations
.13 Student Alcoves	2	20	40	
.14 Small Conf. Testing Rooms	2	80	160	
.15 Storage / Workroom / Copier	1	80	80	can be an open space
.16 Restroom	1	50	50	
.17 Outdoor Program Coordinator	2	120	240	1 for Urban Farm/Enviro. Lab, 1 for Outdoor Prog Coord/Dir.
.18 Urban Farm Coordinator	1	120	120	may be combined with above
			3,000	

3.1 OVERALL SPACE NEEDS: BY CATEGORY

4.04 Faculty Support	Qty.	Net S.F.	Total Net S.F.	NOTES
.01 Faculty Think Tanks / Group Offices	5	800	4,000	Up to 20 workstations. could be per department). Square-footage may be able to be divided differently to recognize various sized departments.
.02 Storage Rooms	6	100	600	could be per department
.03 Faculty Restrooms (dispersed)	8	50	400	
.04 Shared Storage/Book Room	1	200	200	
.05 Faculty Lounge w/Kitchenette	1	400	400	
.06 Faculty Work Area	1	200	200	
.07 Faculty Lounge Restrooms	2	50	100	
.08 Mother's Room	1	50	50	
.09 Private Phone Rooms	2	25	50	
			6,000	

(May be add-alternate?)

4.05 Health/Training Office	Qty.	Net S.F.	Total Net S.F.	NOTES
.01 Waiting Area	1	50	50	
.02 Health Tech. Office	1	100	100	with ice machine, secure storage for meds, files, etc.
.03 Cot Areas	1	100	100	2-3 cots
.04 Restroom / Changing / Shower	1	75	75	
.05 Quiet Room (Meditation/Sensory)	1	150	150	
.06 Laundry	1	25	25	
			500	

Totals for OFFICES & SUPPORT	Total Net S.F.	NOTES
TOTALS	18,400	

3.1 OVERALL SPACE NEEDS: BY CATEGORY

ALL SQUARE FOOTAGES INCLUDED IN THIS CATEGORY ARE ESTIMATED - TBD THROUGH DESIGN AND SYSTEMS SELECTION

5.0 BUILDING / FACILITY (TBD) VERSION 2.4

5.01 Facilities Department	Qty.	Net S.F.	Total Net S.F.	NOTES
.01 Facilities Director Office	1	120	120	
.02 Facilities Office	1	700	700	
.03 Facilities Operations Center	1	800	800	moving to more digital/technology-based system.
.04 Storage	1	150	150	dedicate space to store furniture, paint, tables, equipment, etc.
.05 Transportation Office	1	120	120	locate to overlook/supervise Crawford and Union
.06 Security Office			-	*see Central Administration*
.07 Sleep Room for On-Call program	1	110	110	24-hour coverage of facilities and grounds
			2,000	

5.02 Building Support	Qty.	Net S.F.	Total Net S.F.	NOTES
.01 Environment Hubs			-	*see Applied Learning*
.02 Deliveries/Receiving	1	150	150	loading dock
.03 Building Supply Storage	1	200	200	
.04 Loading Dock	1	100	ext.	
.05 Custodial Closets	4	75	300	custodian use only (no students)
.06 Custodial Staff Lockers/Restroom	1	100	100	
.07 Recycling Center	1	50	50	
.08 Dumpster Yard	1	100	100	
.09 Landscape/Maintenance Equipment	1	100	100	
.10 Cistern / Water Storage			-	emergency water rations, irrigation, garden water, etc. (accessible vs underground)
			1,000	

5.03 Mechanical/Electrical (TBD)	Qty.	Net S.F.	Total Net S.F.	NOTES
.01 Electrical/Telecom	TBD			infrastructure/equipment must be easily accessible for maintenance and operation
.02 Server / Data Distribution	1	100	100	verify need for expansion
.03 Mechanical Rooms	TBD			
.04 Dimmer Room	TBD			
.05 Elevator & Machine Room	TBD			
.06 Mechanical / Utility Yard	TBD			
.07			-	
.08 NET ZERO Requested by Env/Sustainability team			-	
			100	

5.04 Transportation	Qty.	Net S.F.	Total Net S.F.	NOTES
.01 Bus Garage	1	TBD		
.02 Bus Washing Facility	1	TBD		
			0	

Totals for BUILDING / FACILITY (TBD)	Total Net S.F.	NOTES
TOTALS	3,100	

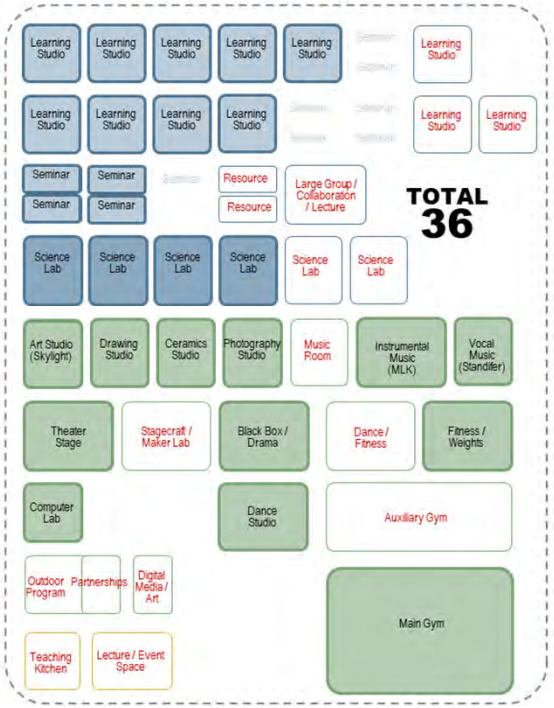
3.2 TEACHING STATIONS

Spaces that are scheduled to support classes/students are identified as "teaching stations". These are typically classrooms, but also include other spaces where classes are held, such as the gym and theater. When calculating utilization, only teaching stations are considered. Spaces such as offices, commons, library/media center, hallways and restrooms, etc. are excluded. Exterior spaces are also excluded.

Note that the current NWS campus includes 26 teaching stations (even though the schedule shows 34, we are counting the gymnasium and weight room as teaching stations in order to present an "apples-to-apples" comparison in this document).

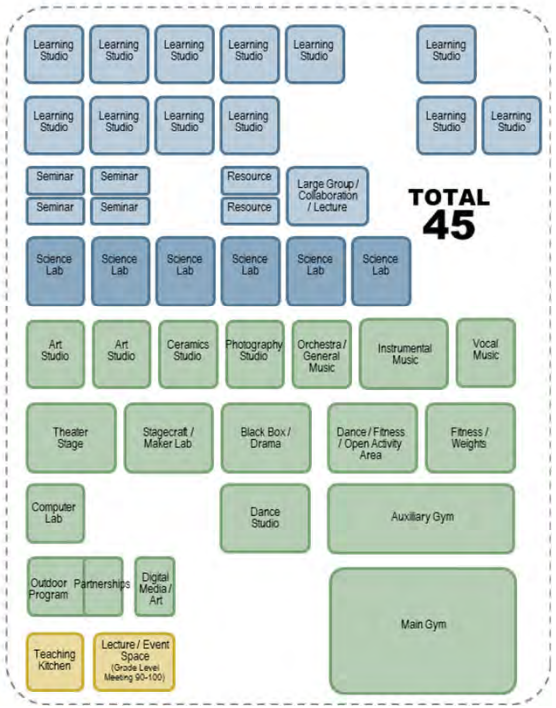
The diagrams below illustrate an overview comparison between the **numbers and types** of current teaching stations and those proposed in the ed specs. Note that the current campus includes a plethora of small classrooms (we are calling these "Seminar" rooms). While we agree that seminar rooms are important to the NWS program, the ed specs suggest an enhanced balance of small to regular sized classroom spaces. Since many classrooms are currently shared by multiple "departments" the "current" spaces/labels may vary slightly from block to block. (Note that the diagrams only loosely represent the relative scale of rooms to each other.)

CURRENT
TEACHING STATIONS:



36
⇨
-7
+16
⇨
=45

PROPOSED
TEACHING STATIONS:



RED TEXT indicates spaces proposed in the ed specs that do not currently exist on the current campus.

Sixteen "new" spaces replace seven small "seminar" classrooms in the current facilities - for a proposed total of 45 teaching stations.

Proposed new spaces may be located in renovated areas of the existing campus AND/OR in new construction / additions.

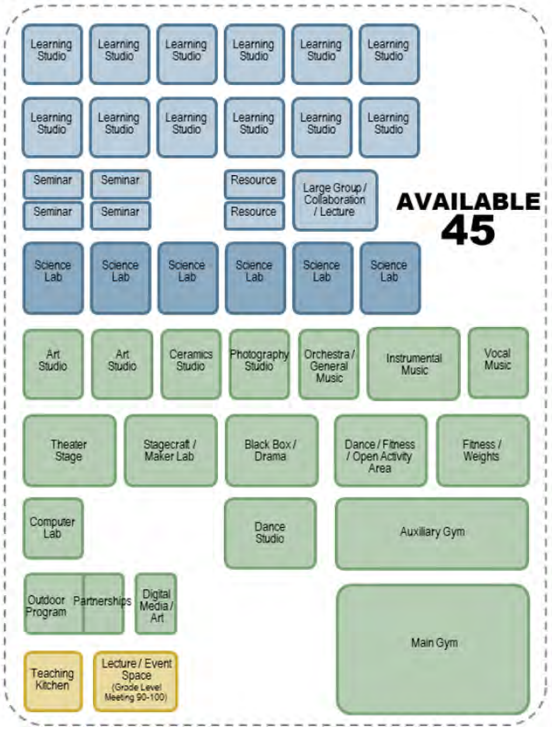
3.3 ROOM USE ANALYSIS

The ROOM USE ANALYSIS was generated to ensure that the ed specs defined correct quantities of teaching stations for NWS. The following pages show a hypothetical "WHAT-IF" scenario to test proposed quantities.

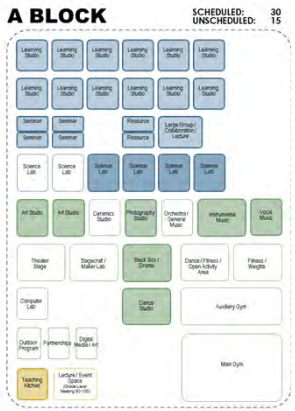
The "WHAT-IF" series of diagrams illustrate what would happen IF the NWS CURRENT classroom use (2019-20 schedule) were to be applied to the PROPOSED number of teaching stations shown in the ed specs. For each block, scheduled teaching stations are shown with color and unscheduled teaching stations are shown as outline only.

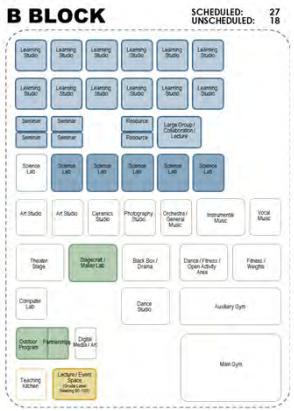
Of course, this is a hypothetical scenario, as it is expected that the schedule of courses will differ in the future from what is currently offered. However, it was a useful tool for determining and verifying that the ed specs represent quantities of teaching stations that will be realistically workable for NWS in the future.

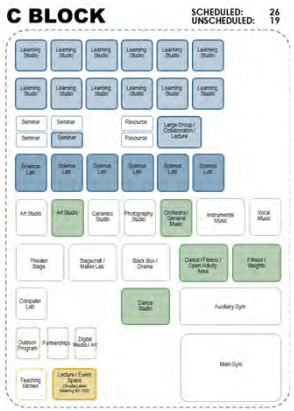
AVAILABLE TEACHING STATIONS:

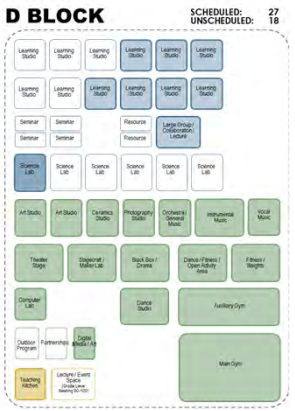


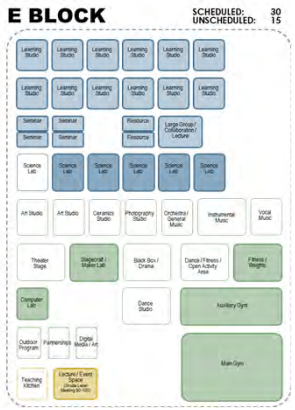
"WHAT-IF" diagrams showing scheduled and unscheduled rooms by block:

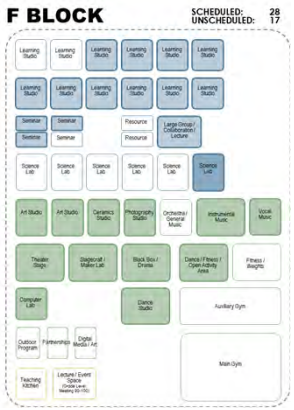


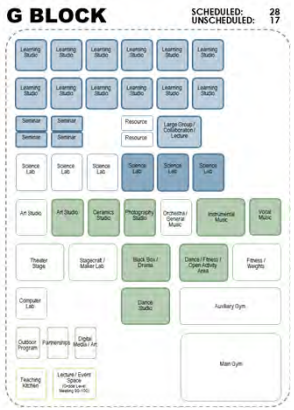


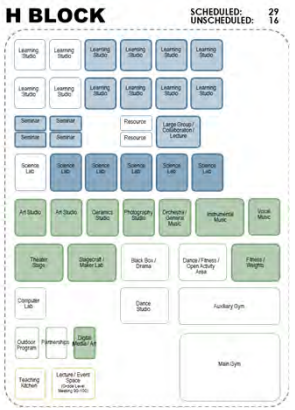












3.4 SPACE PARAMETERS

INTRODUCTION

This section of the ed specs includes a range of both broad and detailed planning and design parameters organized by component (often referred to as "department"). In addition to square-footages for all interior components of the campus, this section includes adjacency parameters and detailed spatial attributes.

Each component of the program is represented and includes four types of information which will direct the development of facilities strategies to expand the NWS campus.

1) Space Needs

Numerical : the portion of the program spreadsheet that represents the specific component/department

Graphic : a visual representation of the types, quantities, and relative sizes of all spaces listed in the numerical program ("puzzle pieces")

2) Adjacency Parameters

a visual representation of the spatial relationships and adjacencies that are needed to support the functions of each space

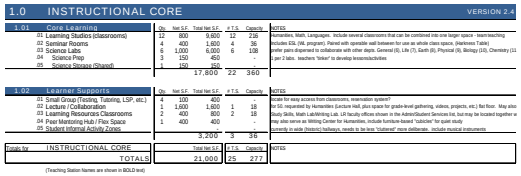
3) Spatial Attributes

detailed parameters for the interior design of select spaces

4) Examples

photographs and diagrams that represent built spaces with attributes that are similar to those requested and identified in the spatial attribute charts

NUMERICAL PROGRAM OF SPACE NEEDS



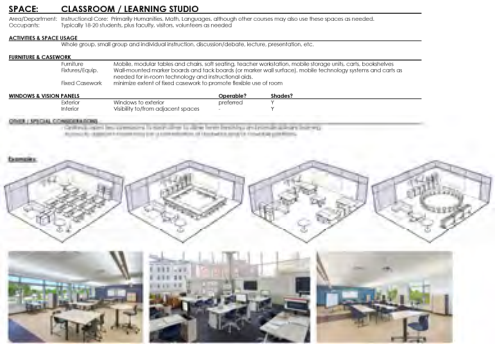
1.0 INSTRUCTIONAL CORE					VERSION 2.4
1.01 Core Learning	Qty.	Net S.F.	Total Net S.F.	# T.S.	Capacity	NOTES
01 Learning Studios (classrooms)	12	800	9,600	12	216	Humanities, Math, Languages. Include several classrooms that can be combined into one larger space - team teaching
02 Seminar Rooms	4	400	1,600	4	36	Includes ESL (ML program). Paired with operable wall between for use as whole class space. (Harkness Table)
03 Science Labs	6	1,000	6,000	6	108	Some pairs dispersed to collaborate with other depts. General (6), Life (?), Earth (8), Physical (8), Biology (10), Chemistry (11
04 Science Prep	3	150	450		-	1 per 2 labs. teachers "tinker" to develop lessons/activities
05 Science Storage (Shared)	1	150	150		-	
			17,800	22	360	
1.02 Learner Supports	Qty.	Net S.F.	Total Net S.F.	# T.S.	Capacity	NOTES
01 Small Group (Testing, Tutoring, LSP, etc.)	4	100	400		-	Divide for easy access from classrooms, reservation system?
02 Lecture / Collaboration	1	1,600	1,600	1	18	No SC requested by Humanities (Lecture Hall, plus space for grade-level gathering, videos, projects, etc.) flat floor. May also
03 Learning Resources Classrooms	2	400	800	2	18	Study Skills, Math Lab/Writing Lab. LR faculty offices shown in the Admin/Student Services list, but may be located together w
04 Peer Mentoring Hub / Flex Space	1	400	400		-	may also serve as Writing Center for Humanities, include furniture-based "cubicles" for quiet study
05 Student Informal Activity Zones					-	Currently in wide (historic) hallways, needs to be more "Darkened" more deliberate. Include musical instruments
			3,200	3	36	
Totals for: INSTRUCTIONAL CORE			Total Net S.F.	# T.S.	Capacity	NOTES
TOTALS			21,000	25	277	

(Teaching Station Names are shown in BOLD text)

GRAPHIC ILLUSTRATION OF SPACE NEEDS

ADJACENCY PARAMETERS

SPATIAL ATTRIBUTES & EXAMPLES



3.4.1 SPACE PARAMETERS: INSTRUCTIONAL CORE

INSTRUCTIONAL CORE

The category of "Instructional Core" includes spaces that support the core departments: Humanities, Math, Science, and World Languages. Additional spaces are included to support student services such as learning resources, ESL, tutoring and the like.

Learning Studios can be thought of as regular classrooms, however the design team is encouraged to explore a combination of ways this square-footage may be used to meet the NWS flexibility goals. For example, several Learning Studios should be able to be easily combined to accommodate larger groupings of students (community meetings, humanities lectures, interdisciplinary teaming, etc.). Seminar Rooms are essentially half-sized classrooms, intended for smaller groups of students, Harkness Table, classes enrolling 10 or fewer students, etc. A strategy for flexibility may be to pair Seminar Rooms so that if full-sized learning studios become necessary, 2 seminar rooms can be combined into one space. Learning Resource classrooms are identical in size to Seminar Rooms, and may be used interchangeably.

Science Labs are intended to each have access to a prep space. If labs are grouped in pairs, then one prep space can serve two labs. If science labs are not paired, then additional prep rooms may be needed. In addition to prep rooms, one shared science storage room is allocated to include equipment and chemicals that can be shared by all science.

Informal Activity zones are important to the culture of NWS, and currently exist throughout the wide hallways of the main classroom building. A multitude of activities take place in these zones, so designing for flexibility is key.

PROGRAM OF SPACE NEEDS

1.0 INSTRUCTIONAL CORE — VERSION 2.4

1.01 Core Learning	Qty.	Net S.F.	Total Net S.F.	# T.S.	100% Capacity	NOTES
.01 Learning Studios (classrooms)	12	800	9,600	12	216	Humanities, Math, Languages. Include several classrooms that can be combined into one larger space - team teaching
.02 Seminar Rooms	4	400	1,600	4	36	Includes ESL (WL program). Paired with operable wall between for use as whole class space, (Harkness Table)
.03 Science Labs	6	1,000	6,000	6	108	prefer pairs dispersed to collaborate with other depts. General (6), Life (7), Earth (8), Physical (9), Biology (10), Chemistry (11
.04 Science Prep	3	150	450		-	1 per 2 labs. teachers "tinker" to develop lessons/activities
.05 Science Storage (Shared)	1	150	150		-	
			17,800	22	360	

1.02 Learner Supports	Qty.	Net S.F.	Total Net S.F.	# T.S.	100% Capacity	NOTES
.01 Small Group (Testing, Tutoring, LSP, etc.)	4	100	400		-	locate for easy access from classrooms, reservation system?
.02 Lecture / Collaboration	1	1,600	1,600	1	18	for 50. requested by Humanities (Lecture Hall, plus space for grade-level gathering, videos, projects, etc.) flat floor. May also
.03 Learning Resources Classrooms	2	400	800	2	18	Study Skills, Math Lab/Writing Lab. LR faculty offices shown in the Admin/Student Services list, but may be located together w
.04 Peer Mentoring Hub / Flex Space	1	400	400		-	may also serve as Writing Center for Humanities, include furniture-based "cubicles" for quiet study
.05 Student Informal Activity Zones			-		-	currently in wide (historic) hallways, needs to be less "cluttered" more deliberate. include musical instruments
			3,200	3	36	

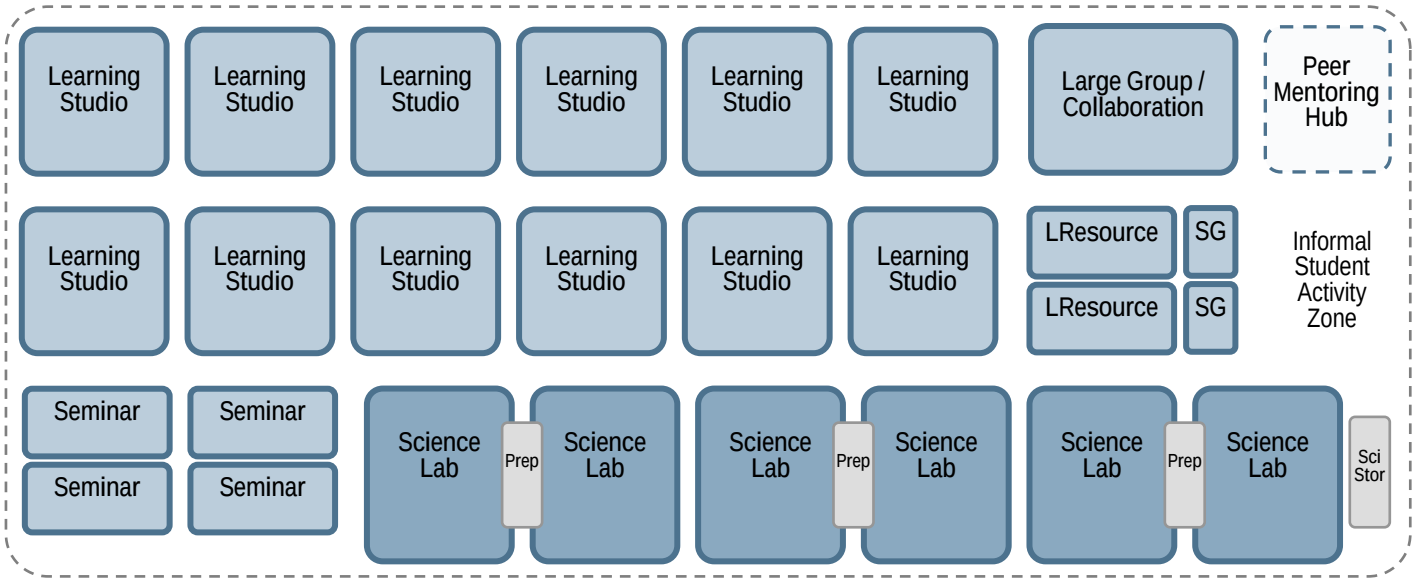
Totals for INSTRUCTIONAL CORE		Total Net S.F.	# T.S.	70% Capacity	NOTES
TOTALS		21,000	25	277	

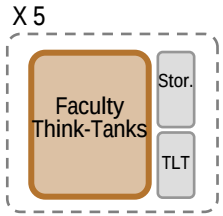
(Teaching Station Names are shown in **BOLD** text)

3.4.1 SPACE PARAMETERS: INSTRUCTIONAL CORE

GRAPHIC ILLUSTRATION OF SPACE NEEDS

This is a graphic list of spaces proposed in the Program of Space Needs. See the following pages for illustrations of "optimal" adjacencies.





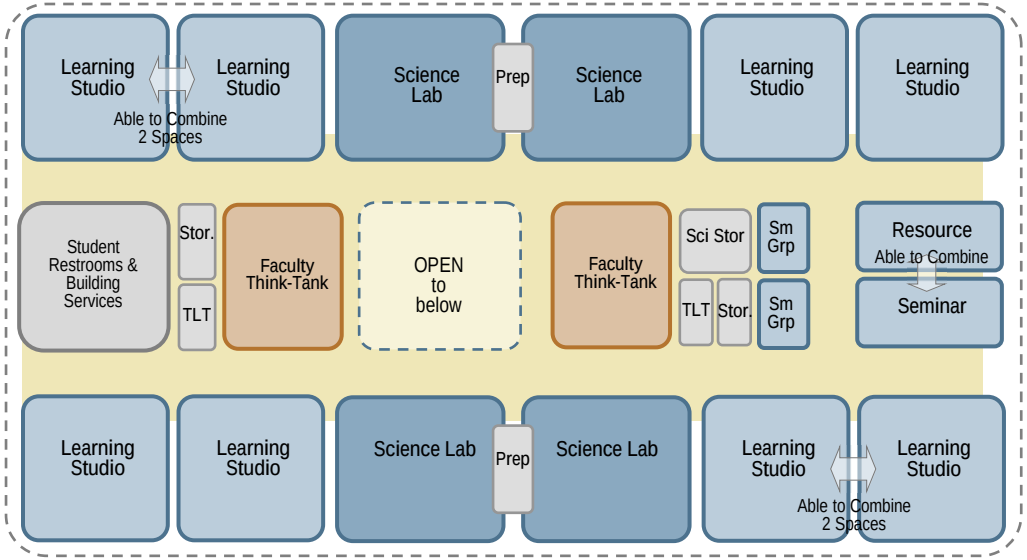
Faculty Offices / Work areas should be located with easy access to academic core areas.

NOTE:
Faculty spaces are listed in the 4.0 Offices & Support category. "Think Tanks" are shown here because of their interdependence with the learning studios (classrooms).

3.4.1 SPACE PARAMETERS: INSTRUCTIONAL CORE

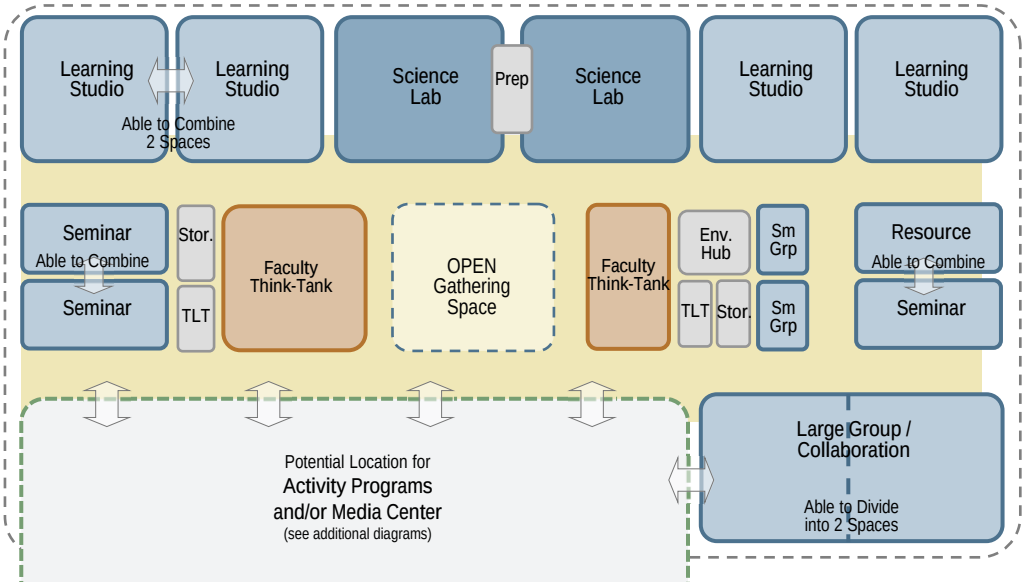
SUGGESTED ADJACENCY PARAMETERS

The adjacencies shown below suggest a multi-story layout, in recognition of the current main building as well as the need to minimize a building's footprint due to the small availability of land. Please keep in mid that these diagrams are NOT intended to be floor plans.



IDEAS:

- Classrooms have easy access to/from faculty support areas.
- Science Labs are located to promote collaboration with other disciplines.
- Maker Lab can serve as one additional science lab as needed.
- Seminar and Learning Resource Classrooms are interchangeable.
- Small classrooms may be combined when larger space is needed.
- Support spaces and circulation (stairs, etc.) are not shown, and will be determined through conceptual design.
- Several pairs of Learning Studios should be able to be combined into larger spaces for interdisciplinary and collaborative teaching and learning.



3.4.1 SPACE PARAMETERS: INSTRUCTIONAL CORE

SPATIAL ATTRIBUTES

SPACE: CLASSROOM / LEARNING STUDIO

Area/Department: Instructional Core: Primarily Humanities, Math, Languages, although other courses may also use these spaces as needed.
Occupants: Typically 18-20 students, plus faculty, visitors, volunteers as needed

ACTIVITIES & SPACE USAGE

Whole group, small group and individual instruction, discussion/debate, lecture, presentation, etc.

FURNITURE & CASEWORK

Furniture	Mobile, modular tables and chairs, soft seating, teacher workstation, mobile storage units, carts, bookshelves
Fixtures/Equip.	Wall-mounted marker boards and tack boards (or marker wall surface), mobile technology systems and carts as needed for in-room technology and instructional aids.
Fixed Casework	minimize extent of fixed casework to promote flexible use of room

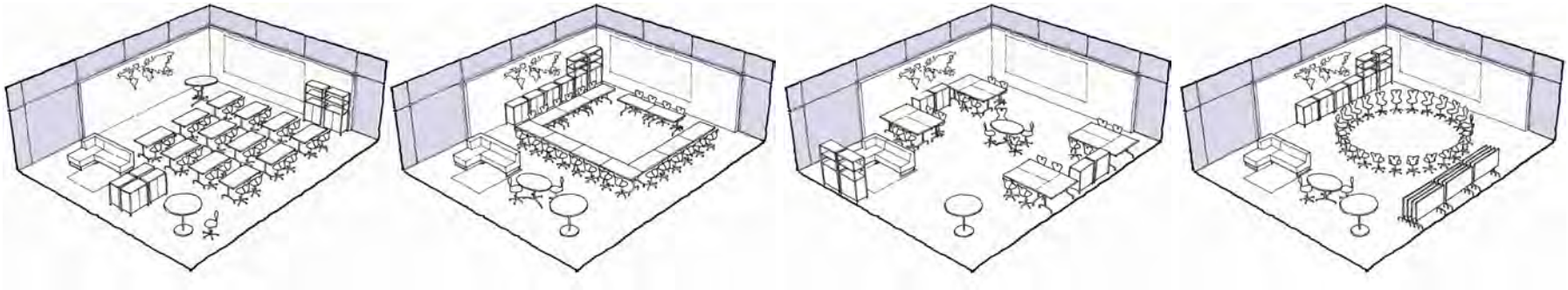
WINDOWS & VISION PANELS

		Operable?	Shades?
Exterior	Windows to exterior	preferred	Y
Interior	Visibility to/from adjacent spaces	-	Y

OTHER / SPECIAL CONSIDERATIONS

- Optional: open two classrooms to each other to allow team-teaching and interdisciplinary teaming
- Access to adjacent rooms may be a combination of doorways and/or movable partitions.

Examples:



3.4.1 SPACE PARAMETERS: INSTRUCTIONAL CORE

SPATIAL ATTRIBUTES

SPACE: LARGE GROUP / COLLABORATION

Area/Department: Instructional Core: Core Learning
Occupants: Up to 40 students, plus faculty, visitors, volunteers as needed

ACTIVITIES & SPACE USAGE

Whole group and multiple group collaboration, activities and interdisciplinary work, presentation, demonstration, hands-on projects, etc.

FURNITURE & CASEWORK

Furniture	Student work tables and chairs and/or stools, teacher workstation, mobile storage units, bookshelves
Fixtures/Equip.	Mobile marker and tack boards, supply storage carts, work benches, etc.
Fixed Casework	Fixed marker boards and tack boards

WINDOWS & VISION PANELS		**Operable?**	**Shades?**
Exterior	Windows to exterior	preferred	Y
Interior	Visibility to/from adjacent spaces	-	Y

OTHER / SPECIAL CONSIDERATIONS

- _ Additional power outlets per equipment/tech and for flexibility of room arrangements & activities
- _ Durable/impervious floor surfaces, countertops and table surfaces
- _ Ceiling grid for hanging displays and exhibits
- _ Direct/indirect lighting, multiple zone controls for various activities/technologies

Examples:

Example: A larger space for large group activities, presentations, projects, grade-level meetings, interdisciplinary courses, team teaching, etc.

Example: Movable room dividers with whiteboards

3.4.1 SPACE PARAMETERS: INSTRUCTIONAL CORE

SPATIAL ATTRIBUTES

SPACE: SMALL GROUP / CONFERENCE

Area/Department: Instructional Activities: Media Center
Occupants: 2-4 people

ACTIVITIES & SPACE

Small group and individual workspace, meetings, private discussions

FURNITURE & CASEWORK

Furniture	table and task chairs
Fixtures/Equip.	-
Fixed Casework	Fixed marker boards and tack boards

WINDOWS & VISION PANELS		Operable?	Shades?
Exterior	Windows to exterior or borrowed light ok	-	Y
Interior	Visibility to/from adjacent spaces	-	Y

OTHER / SPECIAL CONSIDERATIONS

- cozy atmosphere for small group engagement
- flexible furniture
- these may be enclosed and/or open to the library

Examples:








3.4.2 SPACE PARAMETERS: INSTRUCTIONAL ACTIVITIES

VISUAL ARTS

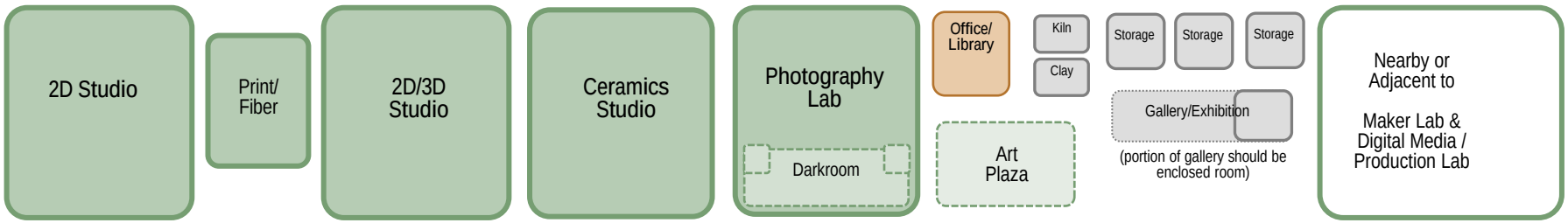
Learning in the arts enables learners to develop the critical thinking, collaborative, and creative skills necessary to succeed in today's ever-changing world. Research has also shown impressive benefits of arts education on school culture, including student motivation, attitudes, and attendance. The visual arts teach students to express themselves creatively in form and space. Student works are exhibited throughout the year in the hallways and are featured in ArtsFest, our yearly celebration of the arts in Seattle's Town Hall. At NWS, classes are taught by professional sculptors, painters, graphic designers, ceramicists, illustrators and photographers. (source: northwestschool.org)

Art Studios included in this document vary in size to accommodate a range of possible programs such as painting, drawing, printmaking, sculpture, jewelry, ceramics, digital design, photography, etc. Art studios are accompanied by support spaces such as storage rooms, staff space, kiln/clay space, and exhibition space. It is recommended that art rooms connect to the outdoors to enable outdoor projects and processes as well as ease of deliveries of clay and other art supplies.

PROGRAM OF SPACE NEEDS

2.02 Visual Arts	Qty.	Net S.F.	Total Net S.F.	# T.S.	100% Capacity	NOTES (students currently leave campus for some art classes)
.01 Art Studios (2D + 2D/3D)	2	900	1,800	2	36	(Current rooms are shared) 1 2D + 1 2D/3D. If equipped similarly, could be scheduled interchangeably
.02 Printmaking / Fiber Arts Lab	1	400	400		-	connected to 2D Studio, space for paper-making, presses, etc.
.03 Ceramics Studio	1	1,000	1,000	1	18	Request is for separate 3D and Ceramics Studios (current Ceramics facility is working well)
.04 Photography Lab	1	650	650	1	18	would like to combine with Journalism, current Photo Lab facilities are working well
.05 Darkroom	1	300	300		-	
.06 Film Booth	2	25	50		-	
.07 Storage Rooms	3	100	300		-	one storage per art room
.08 Clay Mixing / Storage	1	50	50		-	
.09 Kiln Room	1	50	50		-	
.10 Gallery / Exhibition	1	200	200		-	may be in/near student union/commons
.11 Art Office/Library/Resources	1	200	200		-	visibility to art studios
.12 Art Plaza (secured outdoor space)	1	400	ext.		-	outdoor maker area, sculpture garden, etc.
.13 Digital Media Lab			-		-	*(see Applied Learning: Media Production Lab AND Media Center Computer Lab)*
			5,000	4	72	

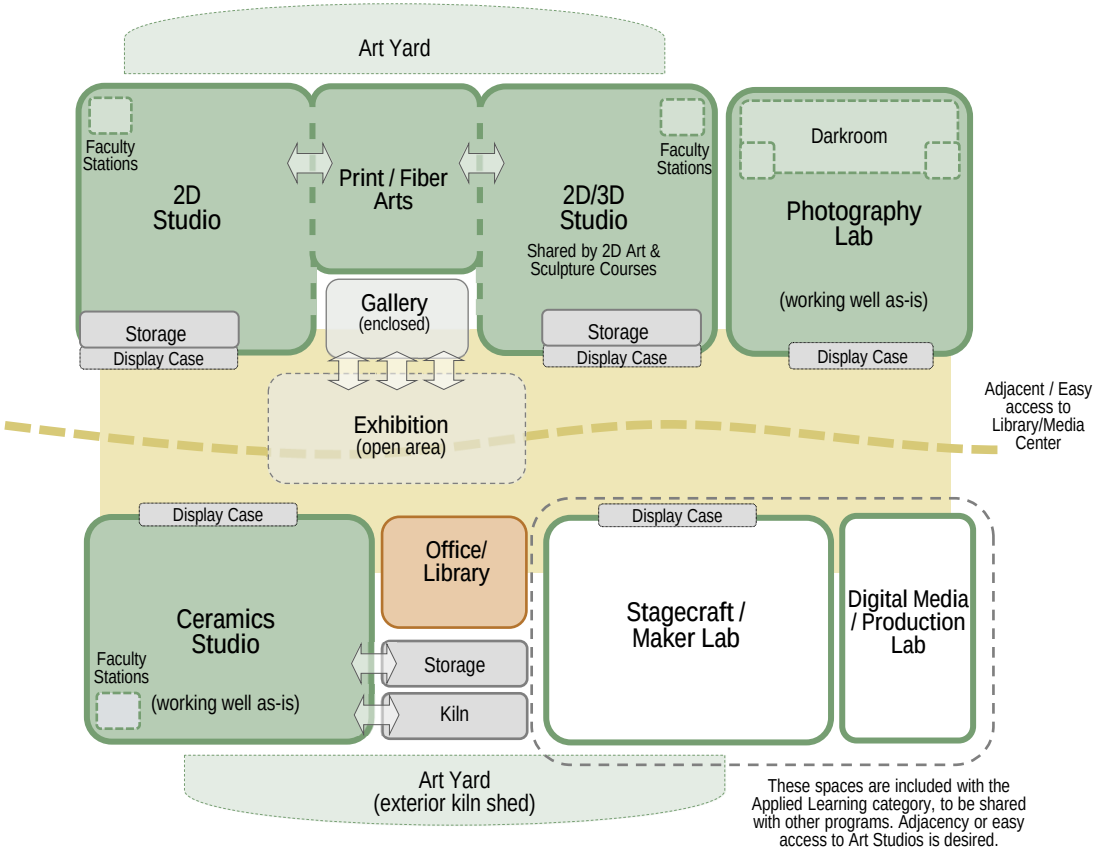
GRAPHIC ILLUSTRATION OF SPACE NEEDS



3.4.2 SPACE PARAMETERS: INSTRUCTIONAL ACTIVITIES

SUGGESTED ADJACENCY PARAMETERS

The adjacencies shown below suggest art spaces clustered together and also with good proximity to the Maker Lab and Digital Media Production Lab. Since the NWS existing Photography Lab and Ceramics Studio are currently working well, these adjacencies may not be necessary or possible. The diagram below represents an optimal adjacency relationships in the event that Photo and/or Ceramics programs are relocated to another area of the building or campus. Note that the gallery and exhibition spaces should be located in an area that allows good exposure and interaction.



IDEAS:

- Printmaking / Fiber Arts area is proposed as an extension of adjacent art studios.
- Photography Lab may remain as-is in the existing school, in which case the adjacencies may need to be adjusted/interpreted differently.
- The gallery space may be a combination of open and secured areas.
- The Art offices/library may be combined into one larger shared space, or art office and art library may be separated.
- Display cases should be able to be "loaded" from within the classrooms.
- Art studios should have direct, if not easy access to outdoor art areas.
- Studios should be located for easy access for materials deliveries.
- Locate for community engagement, traffic, visibility

3.4.2 SPACE PARAMETERS: INSTRUCTIONAL ACTIVITIES

SPATIAL ATTRIBUTES

SPACE: 2D ART STUDIO

Area/Department: Instructional Activities: Visual Arts
Occupants: Up to 20 students, plus faculty, visitors, volunteers as needed

ACTIVITIES & SPACE USAGE

Whole group, small group and individual instruction, discussion, lecture, presentation, art explorations, hands-on projects, research, interdisciplinary work, guest facilitators, etc. Primarily 2-D (drawing, painting, collage, printmaking, etc.), but some 3-D art techniques, explorations, projects, demonstrations, discussions, presentations, group and individual activities.

FURNITURE & CASEWORK

Furniture	Worktables, stools, easels, carts, demonstration station
Fixtures/Equip.	Display space and tackable surfaces, marker surfaces, drying racks, mobile lighting, open shelving with adjustable-height shelves, projection surface/screen or display monitor, safety equipment cabinets, additional equipment per programs/faculty
Fixed Casework	Portfolio racks and/or student lockers, supply storage cabinets, clean-up sinks and tool drying areas

WINDOWS & VISION PANELS

		Operable?	Shades?
Exterior	Windows to exterior	preferred	Y
Interior	Visibility to/from adjacent spaces	-	Y

OTHER / SPECIAL CONSIDERATIONS

- Walls that are easily tackable for displays (could be tack surface, could be magnetic, etc.)
- Direct access to Fiber Arts Lab
- Easy access to other visual arts instructional area(s)
- Easy access to outdoor learning/project area(s) is desired.
- Provide art display near art instructional areas and throughout the campus
- Easy access to art office
- Deep clean-up sinks with drain traps, floor drains in room
- Track/repositionable lighting
- North-facing windows preferred
- Acoustical isolation from adjacent spaces

Examples:

3.4.2 SPACE PARAMETERS: INSTRUCTIONAL ACTIVITIES

MUSIC

Creative arts are a fundamental component of education and NWS promotes artistic excellence through self-discovery, creative expression, and collaboration. The program builds confidence and discipline in students by encouraging creative risk-taking and the application of technical skills while also promoting empathy and an appreciation for the artistic contributions of others. Music activities foster joy in making and listening to music as well as serve to develop a working knowledge of aspects of music theory and practice.

Middle School students may select from a variety of courses that vary in length from 1-3 trimesters. All 6th graders have the opportunity to learn a beginning string or wind instrument. Instrumentalists with previous experience in 6th, 7th or 8th grade may enroll in Concert Band or String Ensemble. All students may enroll in Chorus classes or Digital Music in the Media.

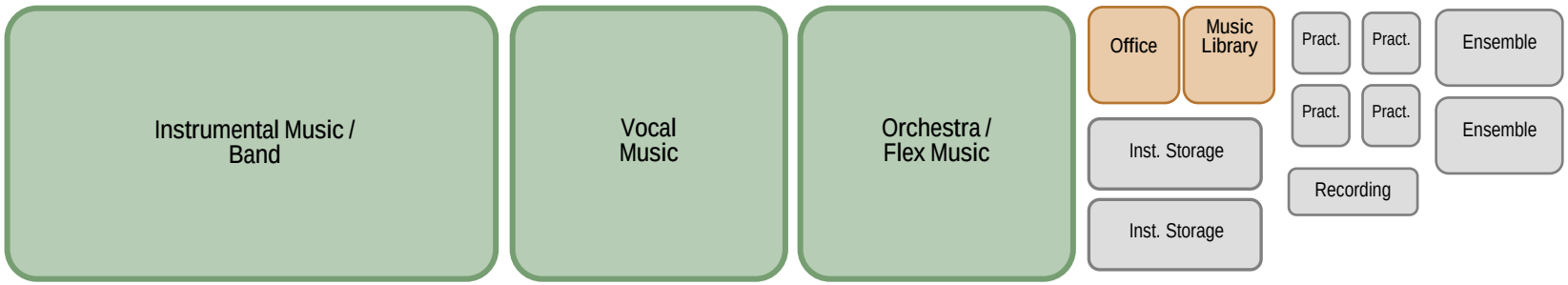
Upper School students have an array of year-long music classes to choose from. Advanced instrumentalists may audition for the Jazz Ensemble or Concert Band. Advanced singers may audition for the Vocal Collective. Upper School students without prior musical training may take Chorus or Music Studio. Musical Theatre does a large musical theatre production every other year. (source: northwestschool.org)

The program of space needs for NWS music programs include 3 large rehearsal spaces for vocal and instrumental music. These rehearsal spaces are supplemented with ensemble music rooms and practice rooms. Supports include storage rooms faculty areas and a recording studio.

PROGRAM OF SPACE NEEDS

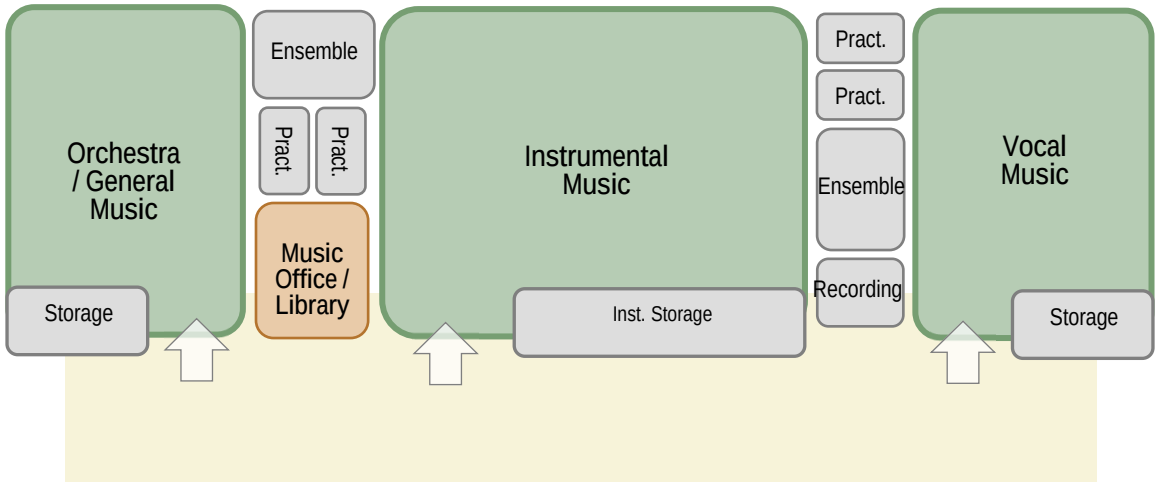
2.03 Music	Qty.	Net S.F.	Total Net S.F.	# T.S.	100% Capacity	NOTES
.01 Music: Vocal	1	1,000	1,000	1	30	up to 100 vocalists. movable risers, full-size piano
.02 Music: Instrumental/Band	1	1,500	1,500	1	30	60 band, 25 orchestra (45 minimum). space for grand piano, need manipulatable acoustic options/sound control (art block
.03 Music: Orchestra/Flex	1	1,000	1,000	1	30	can be dedicated Orchestra room OR larger orchestra rehearsals may use the Band room
.04 Instrument Storage	2	200	400		-	+/- 200 instruments, sink, music stands, etc. Also include open storage and instrument racks within music classrooms
.05 Music Office / Library	2	150	300		-	3-4 workstations plus high-density storage, can be combined into one space
.06 Practice Rooms: Regular	4	75	300		-	
.07 Practice Rooms: Ensemble	2	200	400		-	rock band, jazz band
.08 Recording Studio	1	100	100		-	Soundproofed ensemble room with an attached sound booth
			5,000	3	90	Capacity Note: For the Music Department, class sizes vary from core. While spaces are sized for more students, average class sizes are estimated here.

GRAPHIC ILLUSTRATION OF SPACE NEEDS



3.4.2 SPACE PARAMETERS: INSTRUCTIONAL ACTIVITIES

SUGGESTED ADJACENCY PARAMETERS



IDEAS:

- The music office and library may be combined into one space or divided into two smaller spaces.
- locating ensemble and practice rooms between large rehearsal spaces can aid in acoustical separation.
- consider the flow of students retrieving instruments and music binders as they enter and exit large rehearsal spaces

3.4.2 SPACE PARAMETERS: INSTRUCTIONAL ACTIVITIES

DANCE ARTS

NWS dance teachers believe that by engaging the brain, body and personality, dance heightens kinesthetic and musical intelligence, promotes civility and community, and relieves stress. Classes in contemporary dance styles are offered at various grade levels. Courses focus on dances from many cultures, enriched by the frequent participation of guest artists. Contemporary dance classes allow students to experience a variety of modern and social dance forms, from the past and the present. (source: northwestschool.org)

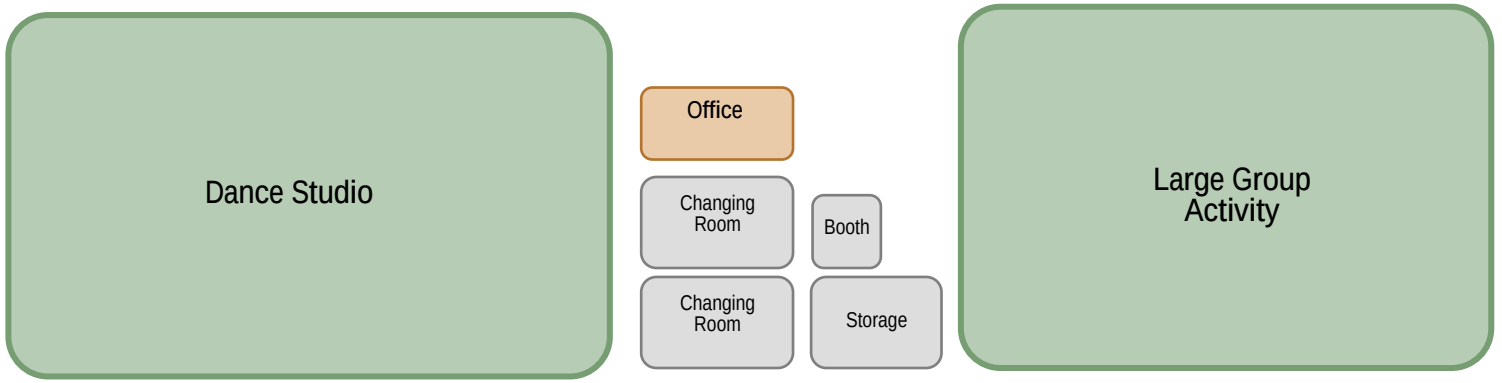
The ed specs identify one dedicated and one shared dance studio. The shared space is expected to used for open-floor fitness activities such as yoga, aerobics, etc. so that it can easily transition between used without moving furniture or equipment. Support spaces such as faculty areas, storage and changing rooms are also included.

If the dance studio is located adjacent to a performing arts space (such as a black box or theater), then changing rooms may be shared.

PROGRAM OF SPACE NEEDS

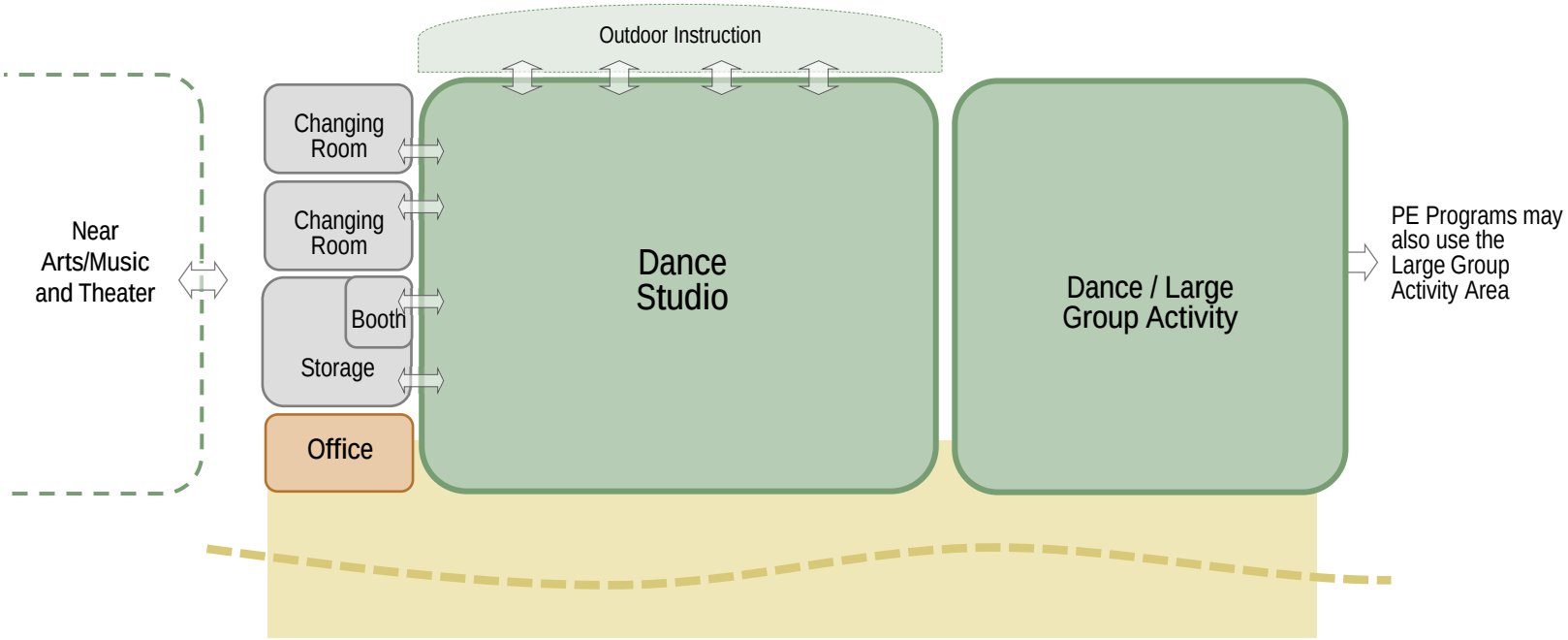
2.04 Dance Arts	Qty.	Net S.F.	Total Net S.F.	# T.S.	100% Capacity	NOTES (average 30 performances/year)
.01 Dance Studio	1	1,800	1,800	1	18	up to 30 dancers, able to transfporm into performance space, mirror, curtain, barres *fixed + movable), sprung wood floor,
.02 Large Group Activity Area	1	1,600	1,600	1	18	open floor space shared with PE for activities such as yoga, kickboxing, Qi Gong, etc.
.03 Changing Rooms	2	150	300		-	
.04 Dance Office	1	100	100		-	
.05 Control Booth	1	50	50		-	
.06 Prop Storage	1	150	150		-	
.07			-		-	
			4,000	2	36	

GRAPHIC ILLUSTRATION OF SPACE NEEDS



3.4.2 SPACE PARAMETERS: INSTRUCTIONAL ACTIVITIES

SUGGESTED ADJACENCY PARAMETERS



3.4.2 SPACE PARAMETERS: INSTRUCTIONAL ACTIVITIES

SPATIAL ATTRIBUTES

SPACE: DANCE STUDIO

Area/Department: Instructional Activities: Dance Arts
Occupants: Up to 50 students, plus faculty, visitors, volunteers as needed

ACTIVITIES & SPACE USAGE

Dance and fitness instruction used for dance/movement, rehearsal, performances, fitness and cardio. Space to be multi-functional for variety of movement and physical activity

FURNITURE & CASEWORK

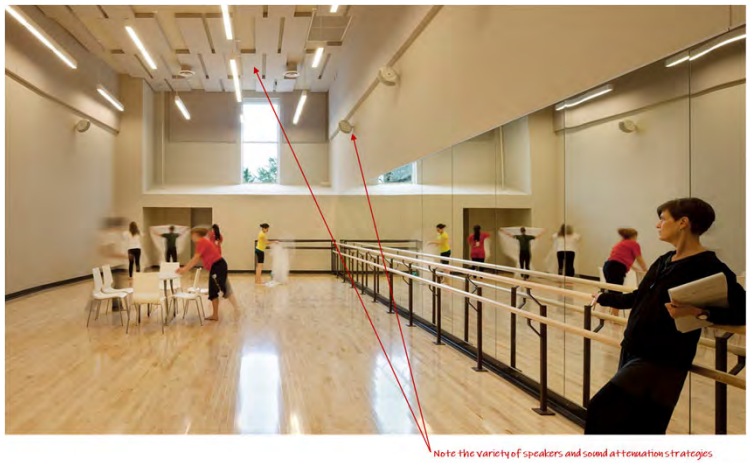
Furniture	Trainer station
Fixtures/Equip.	Tack and marker surfaces, full-height wall mirrors, movable floor mats, sound system and speaker mounts, dance flooring system (non-slip surface and shock absorbent sprung floor system), other fitness equipment per Dance, Arts and PE/Athletics faculty
Fixed Casework	Wall mirrors, ballet barre

WINDOWS & VISION PANELS

		Operable?	Shades?
Exterior	Windows to exterior	preferred	Y
Interior	Visibility to/from adjacent spaces	-	Y

OTHER / SPECIAL CONSIDERATIONS

- _ Drinking fountain(s)
- _ Direct access to storage and changing rooms
- _ Easy access to Arts, PE offices, gymnasium
- _ Zoned access and controls for after-hours use
- _ Color and graphics for school spirit
- _ Acoustically separate from adjacent learning spaces
- _ Easy access to outdoor activity areas
- _ Double doors for ease of moving equipment
- _ Visibility from adjacent space(s) for supervision
- _ Additional power outlets per equipment & technology and for flexibility of room arrangements & activities
- _ May use specialized floor materials



3.4.2 SPACE PARAMETERS: INSTRUCTIONAL ACTIVITIES

SPATIAL ATTRIBUTES

SPACE: LARGE GROUP / ACTIVITY ROOM

Area/Department: Instructional Activities: Dance (shared with PE/Athletics)
Occupants: Up to 40 students, plus faculty, visitors, volunteers as needed

ACTIVITIES & SPACE USAGE

Fitness instruction used for cardio, conditioning, yoga, individual and team movement and training activities. Space to be multi-functional for variety of movement and physical activity. This is intended as a space with "open floor" activities vs equipment-based activities. This space may serve as an overflow space for the dance and/or theater departments.

FURNITURE & CASEWORK

Furniture	Trainer station
Fixtures/Equip.	Tack and marker surfaces, full-height wall mirrors, floor mats, sound system and speaker mounts, other fitness equipment per Arts and PE/Athletics faculty
Fixed Casework	-

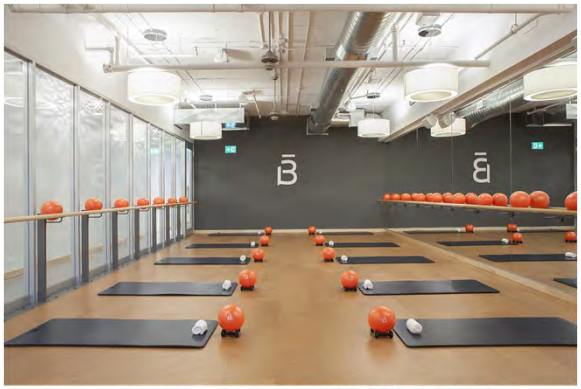
WINDOWS & VISION PANELS

		Operable?	Shades?
Exterior	Windows to exterior	preferred	Y
Interior	Visibility to/from adjacent spaces	-	Y

OTHER / SPECIAL CONSIDERATIONS

- Drinking fountain(s)
- Easy access to storage, locker rooms, PE and coach offices, fitness and health rooms
- Zoned access and controls for after-hours and community use
- Color and graphics for school spirit
- Double doors for ease of moving equipment
- Acoustically separate from adjacent learning spaces
- Provide natural daylighting
- Additional power outlets per equipment & technology and for flexibility of room arrangements & activities
- May use specialized floor materials / systems such as non-slip or spring flooring
- Include wall mirrors for possible use as a yoga, dance, fitness studio

Examples:



3.4.2 SPACE PARAMETERS: INSTRUCTIONAL ACTIVITIES

THEATER ARTS

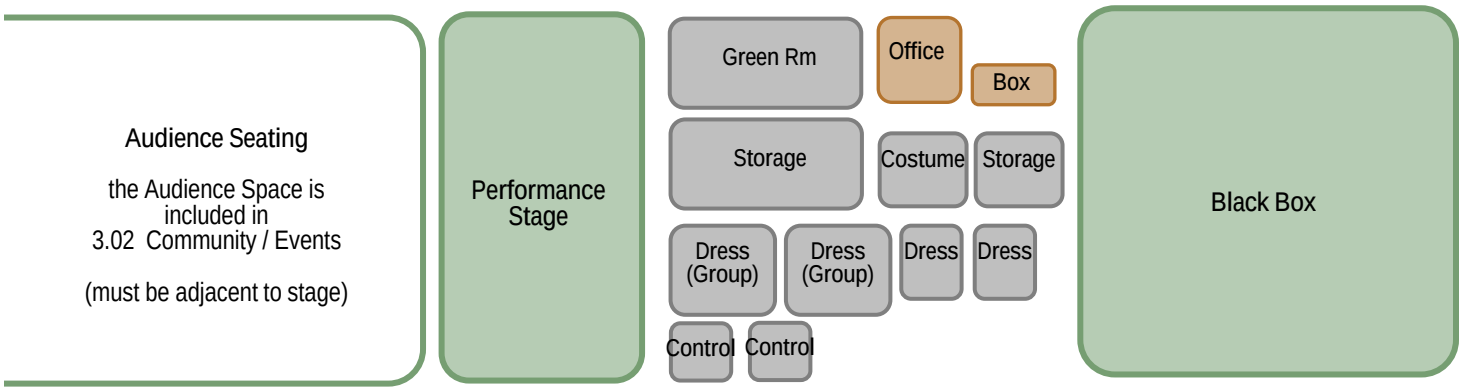
Through classes in improvisation, mime, scene study and play production, students develop the skills of vocal and physical expression which make them effective communicators. At NWS, rehearsal and performance of classic and contemporary plays, along with student-generated and original scripts, provide students with the opportunity to develop additional skills of collaboration and cooperation.

The ed specs include two key spaces for theater arts, a stage and a black box, in addition to a variety of support spaces. While the stage should be designed as a dedicated theater space, the "house" or audience seating area should be designed to be used for other activities when not needed for performances.

PROGRAM OF SPACE NEEDS

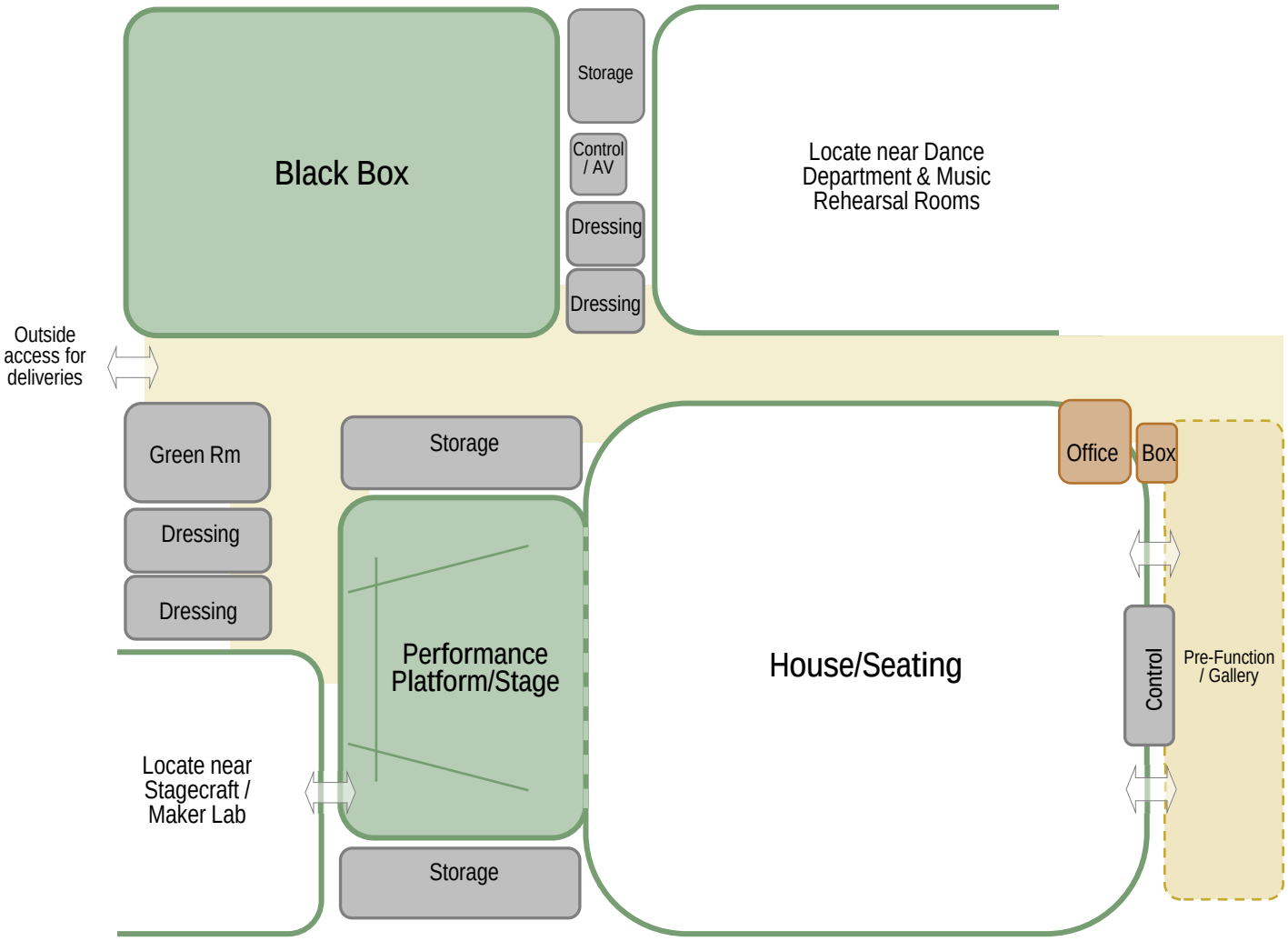
2.05 Theater Arts	Qty.	Net S.F.	Total Net S.F.	# T.S.	100% Capacity	NOTES (average 30 performances/year)
.01 Performing Arts Stage	1	1,600	1,600	1	18	40' x 40', wood floors, attached storage (20' x 20' min), suitable for both acoustic and amplified performance with enough st
.02 Large Group Space (Theater Audience)			-		-	Included with Community Commons list
.03 Green Room	1	300	300		-	
.04 Theater Office	1	150	150		-	
.05 Stagecraft / Scene / Prop Shop			-	0	-	Use Project/Maker Lab, requires easy access to stage and loading area
.06 Storage	1	400	400		-	storage for sets plus stage furniture/equipment allowing for a completely empty stage for dance
.07 Dressing Rooms - Group	2	200	400		-	
.08 Dressing Rooms - Single	2	75	150		-	
.09 Costume / Makeup	1	100	100		-	
.10 Drama / Black Box	1	2,600	2,600	1	18	currently in 401 building, lower level. needs cross-over space/backstage, consider acoustics (current is too dry)
.11 Storage	1	100	100		-	
.12 Control Booth	2	75	150		-	one for black box, one for theater
.13 Box Office	1	50	50		-	
			6,000	2	36	

GRAPHIC ILLUSTRATION OF SPACE NEEDS



3.4.2 SPACE PARAMETERS: INSTRUCTIONAL ACTIVITIES

SUGGESTED ADJACENCY PARAMETERS



3.4.2 SPACE PARAMETERS: INSTRUCTIONAL ACTIVITIES

SPATIAL ATTRIBUTES

SPACE: PERFORMING ARTS STAGE

Area/Department: Instructional Activities: Theater Arts
Occupants: Varies

ACTIVITIES & SPACE USAGE

The performance platform is intended to serve the theater department; however, the audience area is also intended to support whole-school and community uses.
Theatrical and musical performance and concerts, stage craft, production, drama, dance, presentations, ceremonies/celebrations, lectures, assemblies, community events, etc.

FURNITURE & CASEWORK

Furniture	varies per use
Fixtures/Equip.	Stagecraft & rigging equipment, lighting and sound systems, fly rigging systems, motorized pit/thrust stage, motorized stage curtain, additional equipment per faculty
Fixed Casework	Fixed theater seating

WINDOWS & VISION PANELS

		Operable?	Shades?
Exterior	Windows to exterior	-	-
Interior	Visibility to/from adjacent spaces	-	-

OTHER / SPECIAL CONSIDERATIONS

- _ Stage: black walls and floor
- _ Double or wider doors for moving sets, equipment, instruments onto stage
- _ Electrical service to accommodate specialized equipment, pit lift, A/V, theatrical lighting, controls, sets, etc.
- _ Theatrical lighting and technology, sound system, recording technology, mobile control board(s)
- _ Easy access to stage from storage rooms, dressing/makeup areas, scene shop, deliveries, music department spaces, restrooms, green room, etc.
- _ Easy access from visitor/event parking and pre-function area
- _ Easy access to Blackbox Theater, Dance and Arts/Music
- _ Listening assistance system (technology)
- _ ADA/accessible seating
- _ Zoned for community use
- _ Option: open backstage to outside amphitheater.
- _ Option:

Examples:

Note simple design and layout of theater with 400 seating, extended stage apron and elevated control booth

3.4.2 SPACE PARAMETERS: INSTRUCTIONAL ACTIVITIES

SPATIAL ATTRIBUTES

SPACE: BLACKBOX

Area/Department: Instructional Activities: Theater Arts
Occupants: Up to 50 students, plus faculty/staff, audience seating for up to 175

ACTIVITIES & SPACE USAGE

Theater space for drama classes, experimental theater, performances, meetings, presentations, etc.

FURNITURE & CASEWORK

Furniture	tables, stools, director chair, others per instructor
Fixtures/Equip.	Movable/retractable theater seating units (4), portable stage platform, ceiling grid for lighting/sound systems, additional equipment per faculty
Fixed Casework	-

WINDOWS & VISION PANELS

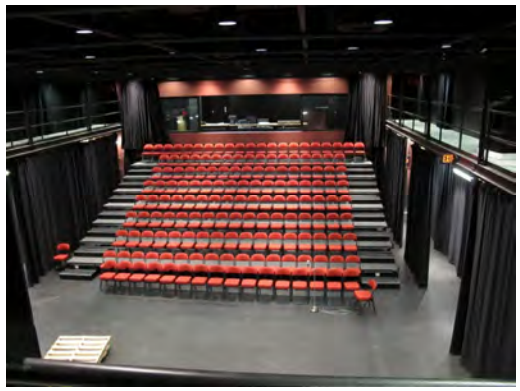
		Operable?	Shades?
Exterior	Windows to exterior	-	-
Interior	Visibility to/from adjacent spaces	-	-

OTHER / SPECIAL CONSIDERATIONS

- _ Optional: include windows to adjacent space(s) with black-out shades for use as necessary
- _ High ceiling space, include catwalks for lighting and theatrical equipment if possible
- _ Acoustical separation from adjacent spaces
- _ Theatrical lighting and technology, sound system, recording technology, mobile control board(s)
- _ Easy access from music and other performance spaces
- _ Easy access to storage room and Stagecraft/Scene/Prop Shop
- _ Easy access to Dance
- _ Theatrical lighting and technology, sound system, recording technology, mobile control board(s)
- _ Easy access to stage from storage rooms, dressing/makeup areas, scene shop, deliveries, music department spaces, restrooms, green room, etc.

- _ Double doorways with no or removable mullion for ease of moving sets, instruments and equipment
- _ Zoned for community use

Examples:


3.4.2 SPACE PARAMETERS: INSTRUCTIONAL ACTIVITIES

PE / ATHLETICS

At the Northwest School, healthy competition goes hand in hand with a focus on teamwork, dedication, discipline and sportsmanship. That balance of skills has led NWS student athletes to win more than 40 tournament, league, state, and national championships, while also preparing them to be leaders now and later in life.

Starting in 6th grade and extending through the 12th grade, students engage in a comprehensive health and wellness program. In addition to physical activity, they learn about good nutrition, the importance of adequate sleep, the elements of healthy relationships, and the value of practicing both mindfulness and gratitude.

Athletic opportunities for all students include varsity and junior varsity opportunities in the following sports: Basketball, Cross Country, Soccer, Track and Field, Volleyball, Ultimate. The school also encourages and supports highly competitive athletes on extramural city and regional teams in other sports, including golf, crew, kayaking, baseball, and lacrosse. (source: northwestschool.org)

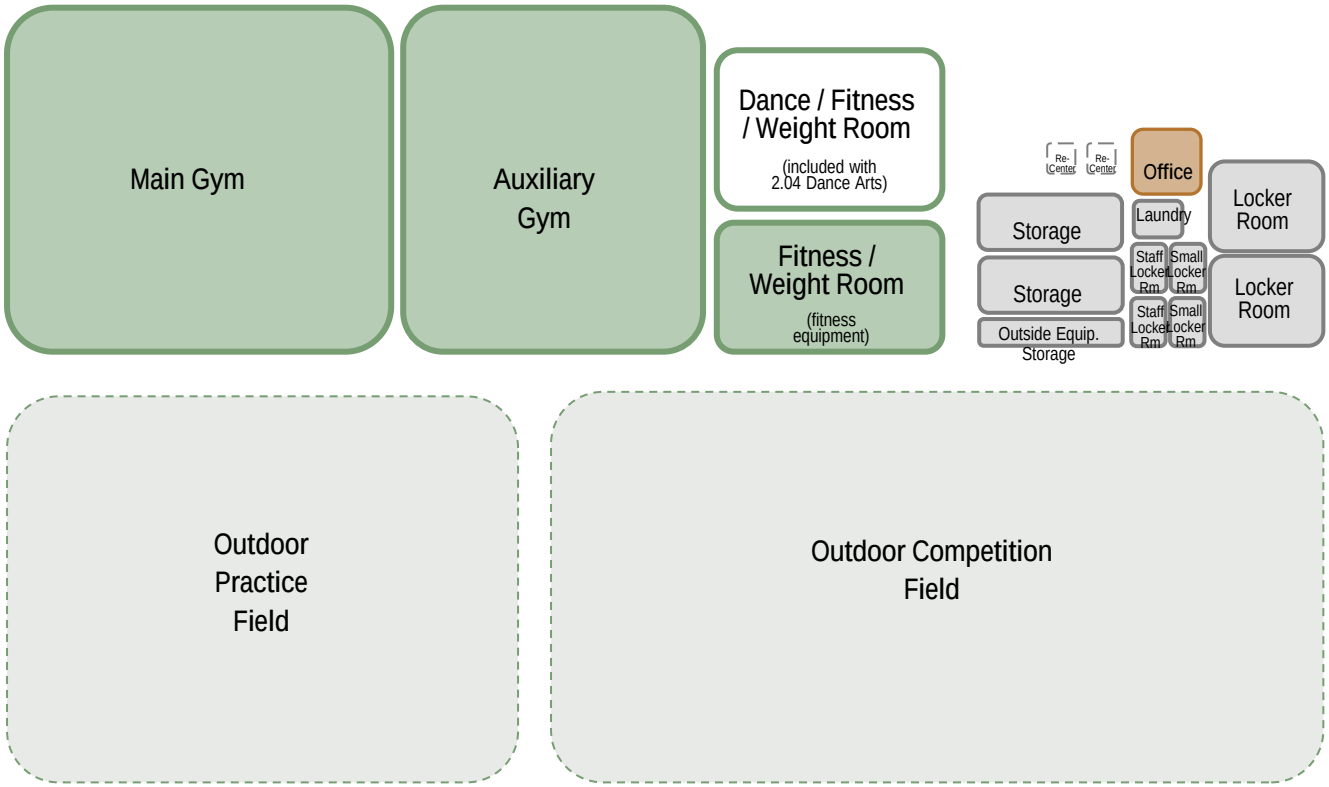
PROGRAM OF SPACE NEEDS

2.06 PE / Athletics	Qty.	Net S.F.	Total Net S.F.	# T.S.	100% Capacity	NOTES (include "nudges" throughout facility for healthy lifestyle learning)
.01 Gymnasium	1	6,200	6,200	1	18	bleachers (+/- 100 seats)
.02 Fitness Area	1	1,000	1,000	1	18	equipment space (would like larger space if new facility is planned)
.03 Large Group Activity Area			-		-	(included with the Dance Dept.)
.04 Aux Gym	1	4,200	4,200	1	18	smaller than current gym, could include climbing wall
.05 Locker Rooms - Group	2	250	500		-	
.06 Locker Rooms - Single	2	75	150		-	also for faculty use
.07 PE / Athletics Office	1	300	300		-	currently 8 PE faculty, 3 full-time (Note: website has 6 faculty)
.08 Faculty Lockers / Restrooms	2	150	300		-	shower, changing facilities open to all faculty
.09 Laundry	1	100	100		-	
.10 Storage	2	250	500		-	may be combined
.11 Re-Center Alcoves	2	25	50		-	semi-private quiet alcoves where a student can re-center, calm
.12 Outdoor Equipment Storage	1	200	200		-	may be divided into multiple spaces
.12 Outdoor Practice Field	1	6,290	ext.		-	(current is on the roof)
.13 Outdoor Game Field	1	8,000	ext.		-	full-size for competitions/games (currently go off-site) this is a PRIORITY of the PE/Athletics faculty
.14 Climbing Wall / Ropes	1	200	ext.		-	could be within gym or fitness space(requested by PE & environmental ed & outdoor program)
.15 Parkour Area	1	1,000	ext.		-	*(see Outdoor Amenities)*
.16 Shared Playful Greenspace	1	400	ext.		-	*(see Outdoor Amenities)*
			13,500	3	54	

3.4.2 SPACE PARAMETERS: INSTRUCTIONAL ACTIVITIES

GRAPHIC ILLUSTRATION OF SPACE NEEDS

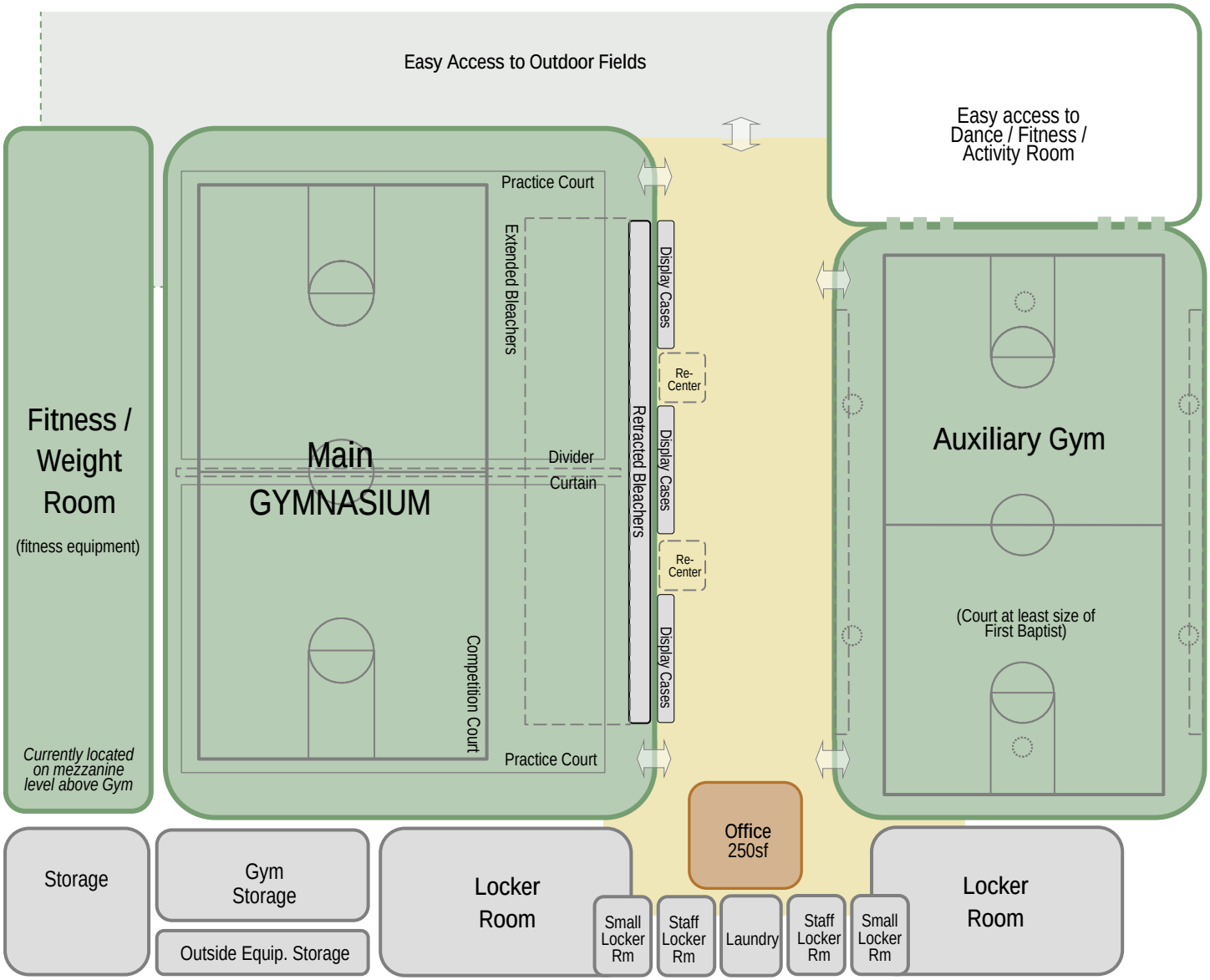
This is a graphic list of spaces proposed in the Program of Space Needs. See the following pages for illustrations of "optimal" adjacencies.



3.4.2 SPACE PARAMETERS: INSTRUCTIONAL ACTIVITIES

SUGGESTED ADJACENCY PARAMETERS

The diagram indicates that the dance / fitness room should be near or even connected to the auxiliary gym. In the event that the Dance program is relocated from its current room on campus, then the Dance Studio and Dance/Fitness rooms should be located adjacent. Refer to the adjacency diagram for Dance.



3.4.2 SPACE PARAMETERS: INSTRUCTIONAL ACTIVITIES

SPATIAL ATTRIBUTES

SPACE: MAIN GYMNASIUM

Area/Department: Instructional Activities: PE / Athletics
Occupants: Up to 50 students, plus faculty/staff, bleacher seating for up to 100

ACTIVITIES & SPACE USAGE

Physical education, athletics, fitness, training, sportsmanship, leadership, competitions, community practices, leagues and events, etc.
Main court is for competition basketball, additional striping on floor for other sports and activities.

FURNITURE & CASEWORK

Furniture	mobile furniture to support various uses, such as score/judges' tables, chairs, benches, etc.
Fixtures/Equip.	Motorized ceiling-mounted backboards/goals, scoreboards, volleyball & badminton standards, retractable bleacher seating, motorized retractable projection screen, tack boards, other equipment per PE/Athletics faculty
Fixed Casework	-

WINDOWS & VISION PANELS

		Operable?	Shades?
Exterior	Windows to exterior	preferred	Y
Interior	Visibility to/from adjacent spaces	-	Y

OTHER / SPECIAL CONSIDERATIONS

- _ Height clearance for volleyball
- _ Recessed drinking fountain(s)
- _ Easy access to storage, locker rooms, PE and coach offices, fitness and health rooms
- _ Optional: divider curtain track
- _ Zoned access and controls for after-hours and community use
- _ Color and graphics for school spirit
- _ Acoustically separate from adjacent learning spaces
- _ Easy access to fitness and large group activity areas
- _ Easy access to outdoor activity areas
- _ Easy access from event/visitor parking
- _ Easily supervised space
- _ Provide natural daylighting

Existing Gym:

3.4.2 SPACE PARAMETERS: INSTRUCTIONAL ACTIVITIES

APPLIED & EXTENDED LEARNING

Applied learning refers to an educational approach whereby students learn by engaging in direct application of skills, theories and models. Students apply knowledge and skills gained from traditional classroom learning to hands-on and/or real-world settings, creative projects or independent or directed research, and in turn apply what is gained from the applied experience to academic learning. Applied learning activities can occur outside of the traditional classroom experience and/or be embedded as part of a course.

NWS includes a variety of opportunities for applied learning, however activities can be limited by space. The ed specs include several spaces to support both current and desired future programs and activities. Many of the proposed spaces are envisioned to be shared among multiple "departments", as applied learning activities can support any subject. Programs and activities currently offered at NWS, such as the urban farm, theater stagecraft, outdoor and extended learning, as well as Summits, after school programs and summer camps are accommodated in this category of spaces. This extensive list of activities requires that spaces are designed with maximum flexibility.

Note that outdoor learning is fundamental to NWS, and outdoor open-air space is identified in the ed specs even though its square footages do not add into the overall (interior) building area of the campus. With the current site and land parameters of the existing NWS campus, current outdoor spaces may need to be relocated, possibly to above-ground or roof areas. However, NWS faculty caution that locating these key amenities "on the beaten path" will help students engage with them on a consistent basis. One example exists on the rooftop of the 401 building – the "Skylab" (which is adjacent to the rooftop field). The skylab is underutilized because it is "too far out of the way, and gets forgotten". Thus the location/re-location of elements such as the outdoor Environmental Lab and the Urban Farm should be carefully considered.

PROGRAM OF SPACE NEEDS

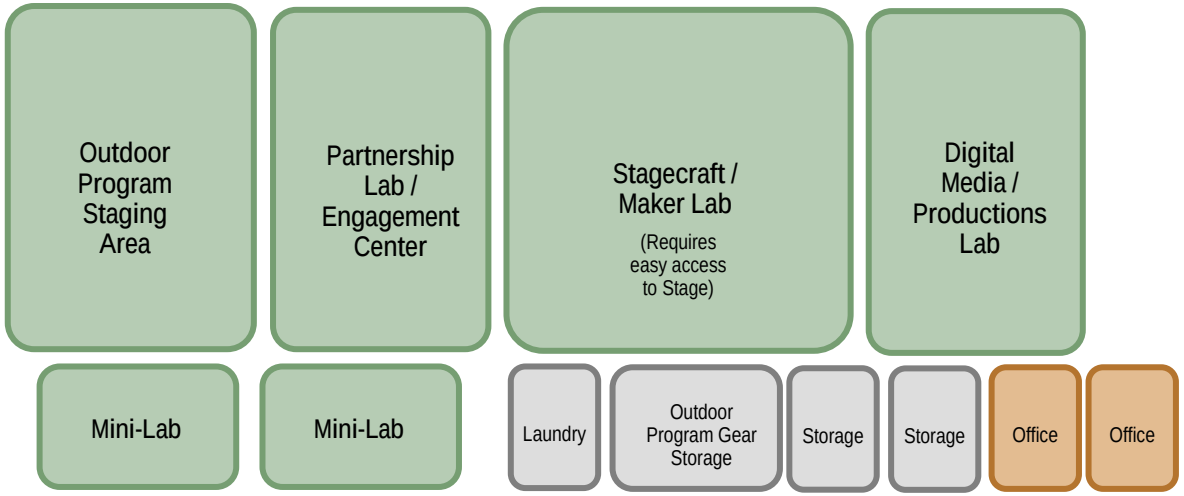
2.07 Applied & Extended Learning	Qty.	Net S.F.	Total Net S.F.	# T.S.	100% Capacity	NOTES:
.01 Project / Maker Lab / Stagecraft	1	1,400	1,400	1	18	Tech-heavy maker space: Environmental (EIG), Robotics, Nutrition, etc. serves all departments, also space for IT to test ne
.02 Digital Media Production / Recording Lab	1	500	500	1	9	Green Screen, digital production/editing, etc.
.03 Partnership Lab / Engagement Center	1	500	500	0	-	extension of / open to outdoor program staging area and project labs, independent study, projects, etc.
.04 Mini-Labs	2	250	500	0	-	Open onto Labs, for supplies, student projects, tools, etc.
.05 Storage Rooms	3	100	300	0	-	
.06 Offices	2	150	300	0	-	
.07 Outdoor Program Staging Area	1	500	500	1	18	staging area for student trips. ground level with overhead doors to the outside, for gear, tent drying, easy access for vehicl
.08 Laundry Area	1	50	50	0	-	easy access for Outdoor Program use
.09 Outdoor Program Gear Storage	1	350	350	0	-	
.10 Environment Hubs	4	150	600	0	-	dispersed throughout campus facilities (one existing is shared with Athletics)
.11 Mini Environment Hubs	12	25	300	0	-	dispersed throughout campus facilities, easily accessible for students and faculty
.12 Environmental Lab (outdoor)	1	2,000	ext.	0	-	Must be adjacent to/combined with Urban Farm. benches/gathering space, wind turbine, solar panels, rainwater collection,
.13 Urban Farm & Garden (outdoor)	1	5,000	ext.	0	-	Central NODE, best located "on the beaten path". garden able to Provide 25% of Dining Hall Produce Needs by Weight, be
.14 Tool Storage	1	100	100	0	-	
.15 Greenhouse	1	400	400	0	-	
.16 Chicken Coop	1	100	100	0	-	for 5-10 chickens
.17 Skylab (outdoor - may be able to be repurposed)	1	940	ext.	0	-	(current is underutilized, too out of the way, gets forgotten)
.18 CSA Staging Area	1	100	100	0	-	prep/cleaning station, adjacent to outdoor area for deliveries/pickup
.19 After School Programs *(see Student Commons)*			-	0	-	
.20 Summits (use on-site and off-site facilities and supports)			-	0	-	
			6,000	3	45	

3.4.2 SPACE PARAMETERS: INSTRUCTIONAL ACTIVITIES

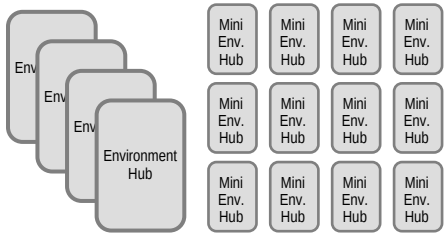
GRAPHIC ILLUSTRATION OF SPACE NEEDS

This is a graphic list of spaces proposed in the Program of Space Needs. See the following pages for illustrations of "optimal" adjacencies.

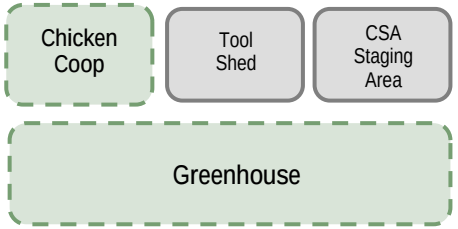
Applied Learning:

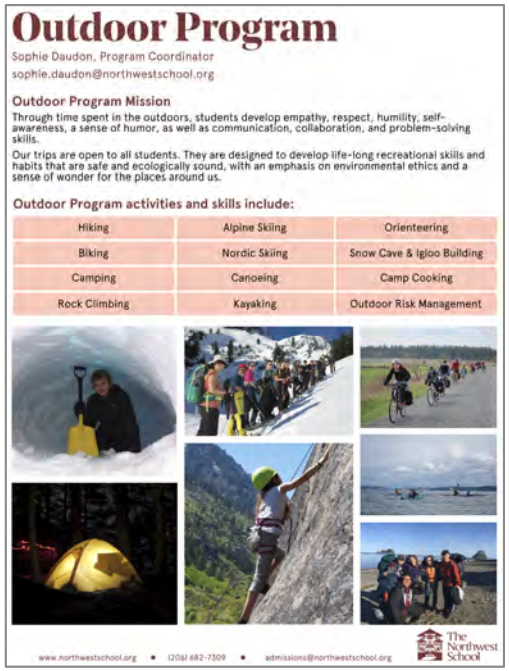


Environment Hubs:



Urban Farm:





Outdoor Program

Sophie Daudon, Program Coordinator
sophie.daudon@northwestschool.org

Outdoor Program Mission

Through time spent in the outdoors, students develop empathy, respect, humility, self-awareness, a sense of humor, as well as communication, collaboration, and problem-solving skills.

Our trips are open to all students. They are designed to develop life-long recreational skills and habits that are safe and ecologically sound, with an emphasis on environmental ethics and a sense of wonder for the places around us.

Outdoor Program activities and skills include:

Hiking	Alpine Skiing	Orienteering
Biking	Nordic Skiing	Snow Cave & Igloo Building
Camping	Canoeing	Camp Cooking
Rock Climbing	Kayaking	Outdoor Risk Management

www.northwestschool.org • (206) 682-7309 • admissions@northwestschool.org

Farm & Garden

Jenny Cooper, Director of Environmental Education and Sustainability
Jenny.cooper@northwestschool.org

Over the past three years, students at The Northwest School have designed and built a 3,000+ square foot campus farm and garden, adjacent to the school, including 30 planter boxes, a chicken op with 8 chickens, a greenhouse, composting systems, treezeebo, picnic tables, and a covered seating area.

This space is ever-evolving and is intended to be a student-managed outdoor lab, creative space, demonstration area for sustainable urban agriculture practices, food producing space, and place of joy on campus.

At a glance:

- Student managed
- Summer internship program for high school and college students
- 3,000+ square feet of growing and garden space
- 30 planter boxes; 20+ types of fruits and vegetables; 8 egg-laying chickens
- 300+ students actively helped to design and build the farm/garden
- Curricular space for many classes (e.g., science, visual arts, humanities, Summits)
- Currently provides produce to students, faculty, the Dining Hall, and area food banks.

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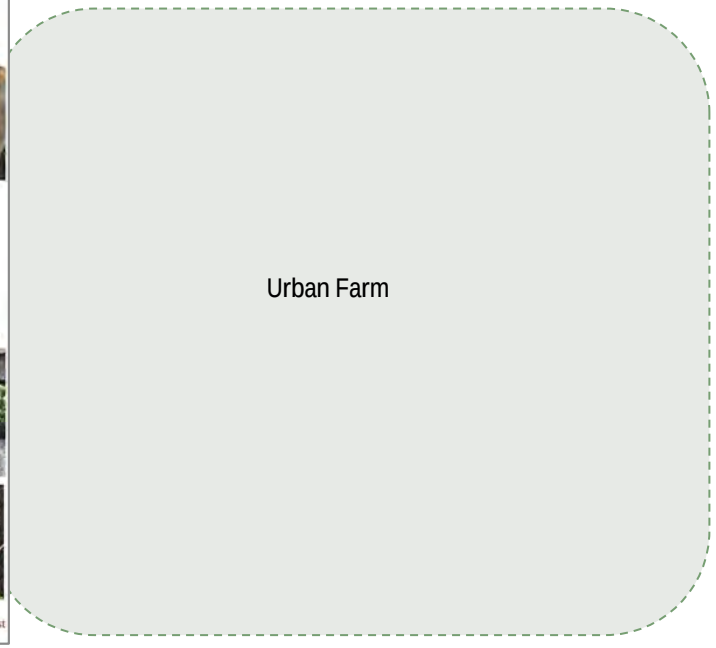
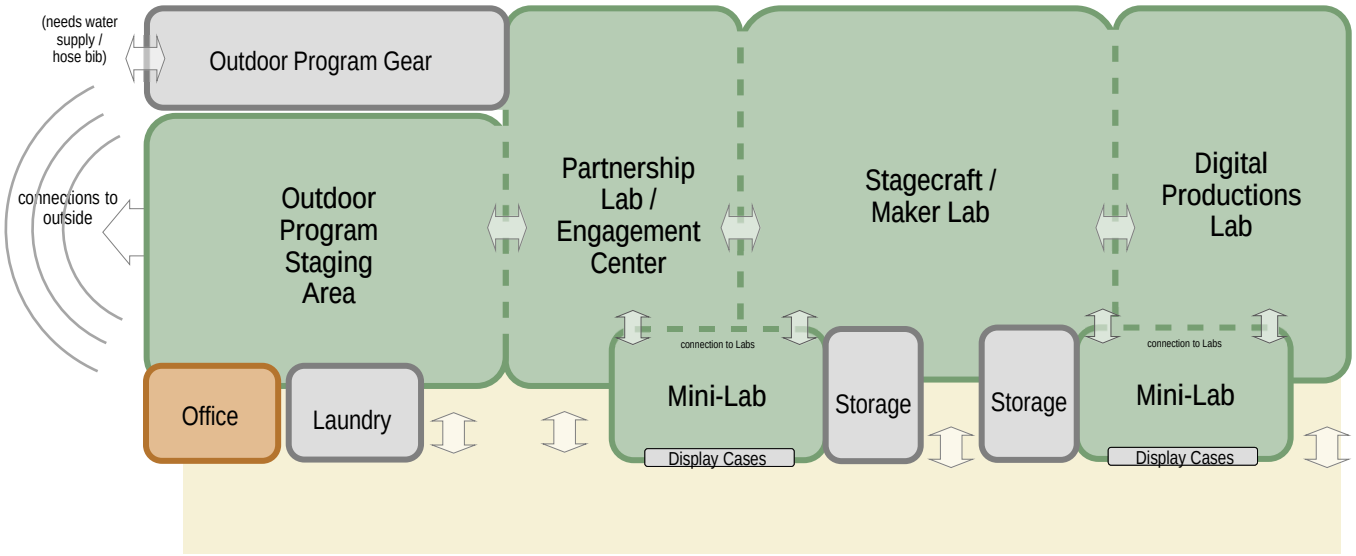


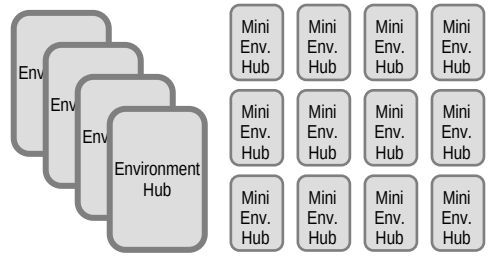
3.4.2 SPACE PARAMETERS: INSTRUCTIONAL ACTIVITIES

SUGGESTED ADJACENCY PARAMETERS

Applied Learning & Outdoor Program:



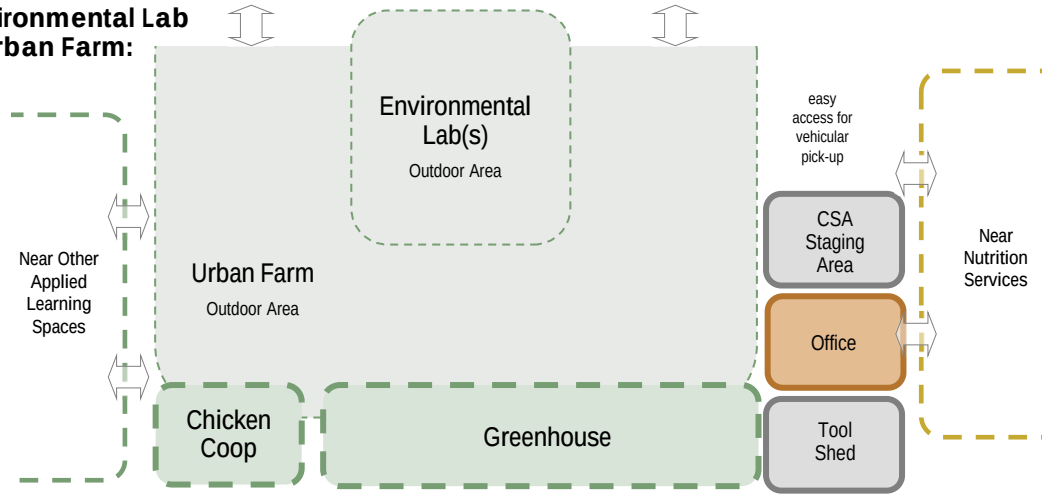
Environment Hubs:



4 Hubs + 12 Mini Hubs

to be distributed throughout the campus

Environmental Lab & Urban Farm:



3.4.2 SPACE PARAMETERS: INSTRUCTIONAL ACTIVITIES

SPATIAL ATTRIBUTES

SPACE: PROJECT / MAKER LAB / STAGECRAFT

Area/Department: Instructional Activities: Applied & Extended Learning (shared with Theater for Stagecraft & Scene Shop)
Occupants: VARIES - Up to 20 students, plus faculty/staff, volunteers as needed

ACTIVITIES & SPACE USAGE

Technology-heavy makerspace: Whole group, small group and individual instruction, discussion, presentation, designing, creating, etc. to support student projects and hands-on curriculum, including Environmental (EIG), Robotics, Nutrition, etc. and/or cross-curricular team teaching.

FURNITURE & CASEWORK

Furniture	Student tables and stools, teacher workstation, mobile storage units and racks, carts, mobile marker boards, easels. Mobile furniture to be determined by program function
Fixtures/Equip.	System of marker boards and tack boards, may be fixed and/or movable. Open shelving for storage and easy access of materials, supplies and projects., other equipment per faculty
Fixed Casework	Clean-up sink(s). Minimize fixed casework to promote flexible use and reconfiguration of space for various activities.

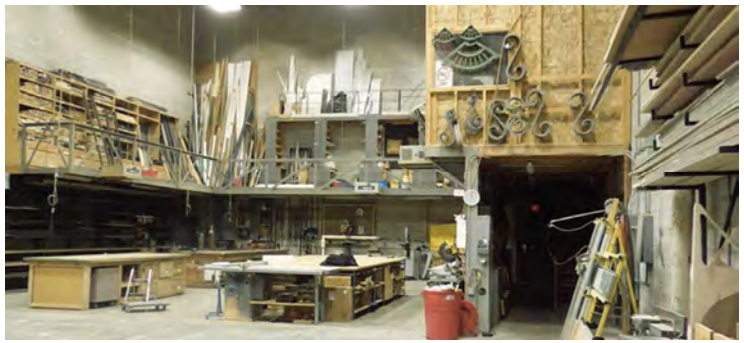
WINDOWS & VISION PANELS

		Operable?	Shades?
Exterior	Windows to exterior	Y	Y
Interior	Visibility to/from adjacent spaces	-	Y

OTHER / SPECIAL CONSIDERATIONS

- Acoustical isolation from adjacent spaces
- Ventilation requirements may exceed those of other classrooms
- Visibility from hallway to reinforce “Learning on Display”
- Durable finishes for ease of cleaning, floor drain if possible
- Power and data wiring, ventilation, and lighting systems need to be easily reconfigured
- Enhanced power service and electrical connections/outlets for fixed and movable equipment and technology
- Adjacent to supply storage room
- Direct access to Mini-Labs
- Connection to outside project area is desired (optional)
- Include project display areas throughout the school campus
- Emergency and safety equipment, eye-wash stations, as needed per program function.

Examples:



3.4.2 SPACE PARAMETERS: INSTRUCTIONAL ACTIVITIES

SPATIAL ATTRIBUTES

SPACE: OUTDOOR PROGRAM STAGING AREA

Area/Department: Instructional Activities: Applied & Extended Learning
Occupants: up to 50

ACTIVITIES & SPACE USAGE

Staging area for outdoor program activities, gear checks and distribution, pre-trip meetings, skills education/training, gear cleaning/repair, map skills, trip planning (small library, computer station), food processing/distribution, etc.

The Outdoor Program provides a range of opportunities for students to understand, interact with, and care for themselves, each other, and the natural world. Through time spent in the outdoors, students develop empathy, respect, humility, self-awareness, a sense of humor, as well as communication, collaboration, and problem-solving skills. To facilitate and support the participation of all interested students, we have a wide array of gear that we can loan out (packs, tents, sleeping bags and pads, stoves, etc.) and we include a detailed equipment list for each trip with the pre-trip form. We meet before each trip to provide any necessary training for a specific trip and help students gather into food, tent, and hiking groups when appropriate for the trip.

FURNITURE & CASEWORK

Furniture	stackable stools, folding/flip top tables, everything on casters, (may share/coordinate furniture with adjacent partnership space)
Fixtures/Equip.	System of marker boards and tack boards, may be fixed and/or movable. Open shelving for storage and easy access of materials, supplies and projects, similar technology to core learning studios (may be mobile for flexibility)
Fixed Casework	Large sinks and mop basins for washing gear, countertop workspace, perimeter storage

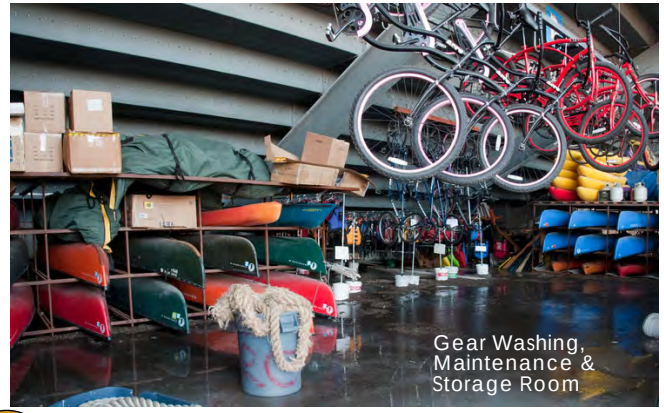
WINDOWS & VISION PANELS

		Operable?	Shades?
Exterior	Windows to exterior	Y	Y
Interior	Visibility to/from adjacent spaces	-	Y

OTHER / SPECIAL CONSIDERATIONS

Examples:

- Visibility from hallway to reinforce “Learning on Display”
- Durable finishes for ease of cleaning, floor drain if possible
- Power and data wiring, ventilation, and lighting systems need to be easily reconfigured
- Easy access to storage & laundry
- Direct access to outside for transportation and activities
- hose-bib outside of space
- “If we’re Dreamin’ – include floor pattern map of Washington state”



Gear Washing, Maintenance & Storage Room

3.4.2 SPACE PARAMETERS: INSTRUCTIONAL ACTIVITIES

SPATIAL ATTRIBUTES

SPACE: ENVIRONMENTAL LAB

Area/Department: Instructional Activities: Applied & Extended Learning
Occupants: up to 50

ACTIVITIES & SPACE USAGE

Outdoor learning and gathering area, associated with the Urban Farm, but also able to server other outdoor activities and classes. Include elements for environmental learning such as rain-water collection, solar collectors, beehives, etc.

FURNITURE & CASEWORK

Furniture	outdoor benches and other natural features that can accommodate gathering, seating, projects, and collaboration. additional equipment may be stored nearby with easy access to outdoor lab space.
Fixtures/Equip.	include features that support environmental learning such as rain-water collectors, solar panels, wind turbines, water features, etc.
Fixed Casework	-

WINDOWS & VISION PANELS

		Operable?	Shades?
Exterior	Windows to exterior	na	na
Interior	Visibility to/from adjacent spaces	na	na

OTHER / SPECIAL CONSIDERATIONS

- Visibility from other areas of the campus to reinforce “Learning on Display”
- part of and/or embedded within urban farm outdoor area
- access to hose-bib

Examples:

3.4.3 SPACE PARAMETERS: STUDENT / COMMUNITY LIFE

STUDENT UNION

The student union area is a welcoming and flexible space where students, faculty, and others connect to eachother, the campus, and the community. It serves as a campus center for daily activities and a gathering place for students. It should be designed as a hub of student activities with good access to student amenities and supports such as counseling, learning resources, study lounge, club hub, cultural commons, the school store and possibly IT support. The Student Union space (or a portion thereof) may support after school programs for the middle school, it and should have good access for parent pick-up. NWS activities such as grade level (community) meetings may occur here, as well as various events, celebrations, meetings and trainings. It may also be used for group/club meetings, and summer camp activities, with access to snack bar/vending station and storage. Due to the multi-use of the open space, furniture should be mobile and reconfigurable, and the space should have easy access to storage. The space should be equipped with AV systems for various events and activities.

While the ed specs call for a 2,500 square-foot space, it is expected that auxiliary spaces such as the study lounge, club hub, and cultural commons area will be designed to open up to the student union open space to allow it to expand in size up to **4,000 square feet** (including lockers and small group areas). Physical and visual connections to the outdoors is also desirable.

IT support spaces may be located with the student union and/or near the media center.

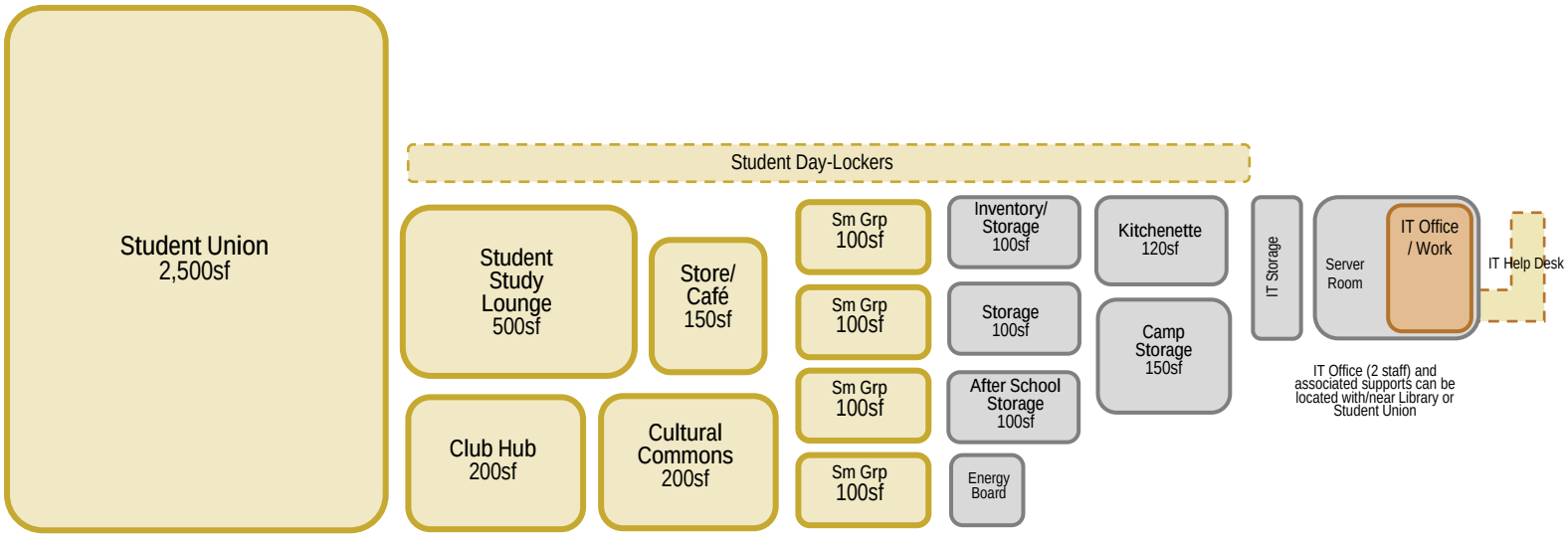
PROGRAM OF SPACE NEEDS

3.01 Student Union	Qty.	Net S.F.	Total Net S.F.	# T.S.	Capacity	NOTES
.01 Student Union / Open Space	1	2,500	2,500		-	centralized with easy access for students and parent pick-up. comfy /mobile furniture, "down-time" games/activit
.02 Student Study Lounge	1	500	500		-	easy/direct access to college counseling, information boards, hang-out space plus work space for essays, meeti
.03 School Store / Café	1	150	150		-	need mobile cart for "pop-up" store at various locations/events
.04 Store Inventory/ Storage	1	100	100		-	need storage for store inventory, sales typically via on-line store (current SF is shared with summer program)
.05 Club Hub / Student Council	1	200	200		-	
.06 Cultural Commons Area	1	200	200		-	open floor for dance and other activities, access to kitchenette
.07 Kitchenette	1	120	120		-	alcove available for student use during/after school (microwaves, sink, fridge)
.08 Small Group Areas / Alcoves / Tutoring	4	100	400		-	room reservation system?
.09 Student Union Storage Room	1	100	100		-	for furniture, equipment, supplies, etc.
.10 Summer Camp Storage	1	150	150		-	easy access to outside
.11 After School Programs Storage	1	100	100		-	for furniture, games, craft supplies, etc.
.12 Student Day-Lockers	300	1	300		-	daily or seasonal check-out/use
.13 IT - Technology Coord. Office/Workroom	1	150	150		-	2 staff, (currently in Haus West),
.14 Technology Help Desk	1	50	50		-	may be located with Library / Media Center
.15 IT Storage	1	50	50		-	may be combined with server room
.16 Energy Dashboard	1	30	30		-	interactive teaching/learning tool
.17 Educational Technology Office/Workroom			-		-	2 staff *(see Library Media Center)*
.18 After School Program (Middle School)			-		-	Use Study Lounge, +/- 12 students. Need easy access for parent pickup
.19 Gallery *(see Visual Arts)*			-		-	
.20 Restrooms (gross area)			-		-	
			5,100	0	0	NOTE: since this area includes no Teaching Stations, its enrollment capacity is 0.

3.4.3 SPACE PARAMETERS: STUDENT / COMMUNITY LIFE

GRAPHIC ILLUSTRATION OF SPACE NEEDS

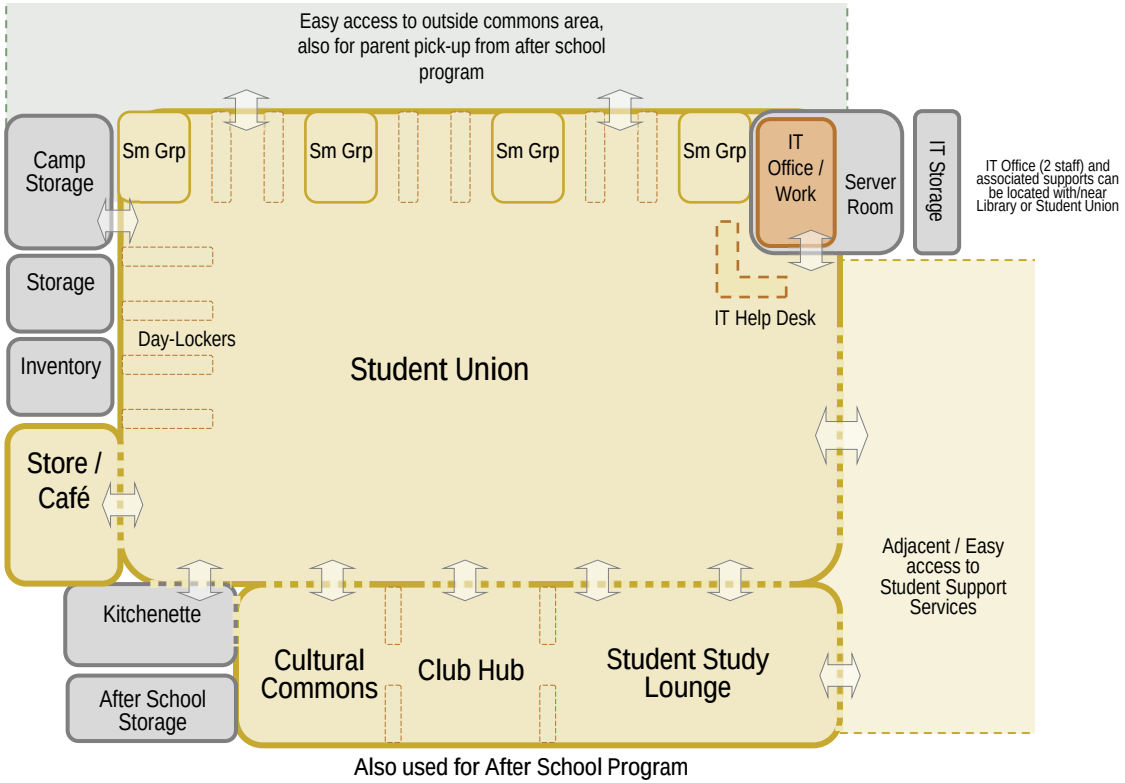
This is a graphic list of spaces proposed in the Program of Space Needs. See the following pages for illustrations of "optimal" adjacencies.



3.4.3 SPACE PARAMETERS: STUDENT / COMMUNITY LIFE

SUGGESTED ADJACENCY PARAMETERS

The adjacencies shown below suggest a multi-story layout, in recognition of the current main building as well as the need to minimize a building's footprint due to the small availability of land. Please keep in mid that these diagrams are NOT intended to be floor plans.



3.4.3 SPACE PARAMETERS: STUDENT / COMMUNITY LIFE

SPATIAL ATTRIBUTES

SPACE: STUDENT UNION

Area/Department: Instructional Activities: Student Union
Occupants: Up to 300 students depending on activity, plus faculty, volunteers as needed

ACTIVITIES & SPACE USAGE

Heart of student learning and social activities. Supports Informal learning space for individual, small and large group study and collaboration, meeting, gatherings, lectures, presentations, tutoring, advising, etc. primarily for students. Also could be used by faculty and community for similar activities. After hours use.

FURNITURE & CASEWORK

Furniture	Reading/collaboration tables, chairs, stools, soft seating, movable bookshelves, student lockers/cubbies. Gaming seating and technology. Diversity of furnishings that support various learners considering comfort, noise level, and task. Moveable help desk. Maximize flexibility
Fixtures/Equip.	System of marker boards and tack boards, may be fixed and/or movable. Lockers, student display. Other equipment per faculty
Fixed Casework	Minimize fixed casework to promote flexible use and reconfiguration of space for various activities.

WINDOWS & VISION PANELS

		Operable?	Shades?
Exterior	Windows to exterior	Y	Y
Interior	Visibility to/from adjacent spaces	-	Y

OTHER / SPECIAL CONSIDERATIONS

- _ Large space with high ceiling, durable finishes
- _ Soft surfaces for students sitting on furniture and floors
- _ Exterior access to outdoor commons areas and community access
- _ Visibility to/from adjacent spaces for supervision
- _ Color and graphics for school culture and spirit by students
- _ Comfortable, colorful, pleasant aesthetics
- _ Variable zone lighting controls for various uses
- _ Zoned for potential after-hours use
- _ Additional power outlets per equipment/tech and for flexibility of room arrangements & activities
- _ Direct access to Student Store and Club Hub
- _ Direct access to Cultural Commons and Senior Commons/Lounge
- _ Easy/direct access to Student Services
- _ Easy access to Media Center
- _ Easy access to Learning Studios
- _ Allow for individual study and group collaboration

Examples:


3.4.3 SPACE PARAMETERS: STUDENT / COMMUNITY LIFE

SPATIAL ATTRIBUTES

SPACE: STUDENT STUDY LOUNGE

Area/Department: Instructional Activities: Student Union
Occupants: Up to 50 students

ACTIVITIES & SPACE USAGE

Informal learning space for individual and small group study and collaboration, meetings, presentations, advisory, tutoring, meeting with college representatives, gatherings, general hangout, etc.

FURNITURE & CASEWORK

Furniture	Reading/collaboration tables, chairs, stools, soft seating. Gaming seating and technology. Diversity of furnishings that support various learners considering comfort, noise level, and task. Mobile storage. Maximize flexibility
Fixtures/Equip.	Tack boards, tech and student display. Presentation capabilities. Other equipment per faculty
Fixed Casework	-

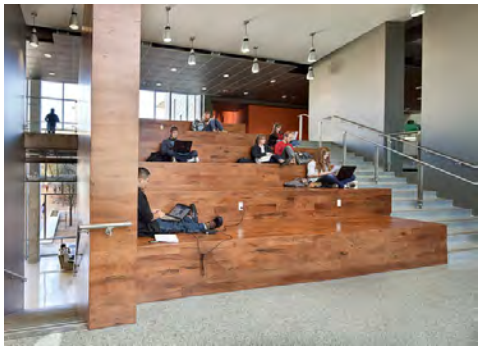
WINDOWS & VISION PANELS

		Operable?	Shades?
Exterior	Windows to exterior	-	-
Interior	Visibility to/from adjacent spaces	Y	Y

OTHER / SPECIAL CONSIDERATIONS

- _ Comfortable and durable finishes
- _ Soft surfaces for students sitting on floors
- _ Visibility to/from adjacent spaces for supervision
- _ Color and graphics for school culture and spirit by students
- _ Comfortable, colorful, pleasant aesthetics
- _ Variable zone lighting controls for various uses
- _ Additional power outlets per equipment/tech and for flexibility of room arrangements & activities
- _ Direct access to Student Union
- _ Easy/direct access to Student Services
- _ Easy access to/from Media Center

Examples:



3.4.3 SPACE PARAMETERS: STUDENT / COMMUNITY LIFE

SPATIAL ATTRIBUTES

SPACE: CLUB HUB

Area/Department: Instructional Activities: Student Union
Occupants: VARIES

ACTIVITIES & SPACE USAGE

Support student clubs, activities and small groups. Storage of student materials, supplies and equipment used by these groups. May also be used for after school programs and activities.

FURNITURE & CASEWORK

Furniture	Moveable and stackable tables and chairs, lockable storage cabinets, moveable marker boards
Fixtures/Equip.	Information boards
Fixed Casework	-

WINDOWS & VISION PANELS

		Operable?	Shades?
Exterior	Windows to exterior	-	-
Interior	Visibility to/from adjacent spaces	Y	Y

OTHER / SPECIAL CONSIDERATIONS

- Opens directly to Student Union open space (via operable vertical or horizontal partition) allowing for full integration of larger activities and projects as needed
- Comfortable and durable finishes
- Visibility to/from adjacent spaces for supervision
- Color and graphics for school culture and spirit by students
- Comfortable, colorful, pleasant aesthetics
- Easy/direct access to Student Services

Examples:

3.4.3 SPACE PARAMETERS: STUDENT / COMMUNITY LIFE

COMMUNITY / EVENTS

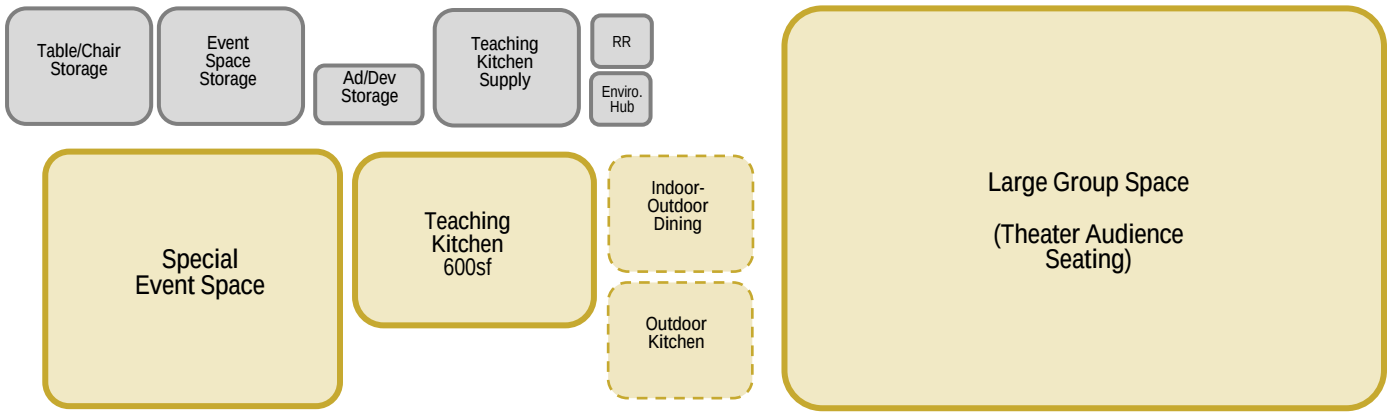
At NWS, events are key to the culture and operation of the school. Special events often occur in the 401 building, however these can be disruptive to everyday activities such as lunch and other meals for boarding students. Spaces identified in this category are intended to support a variety of current and future activities that are not specifically accommodated on the NWS campus. In addition, several proposed spaces will help support summer camp programs.

A performing arts theater is included in the program for an audience of approximately 500-550. While square-footages for the stage and backstage supports are included with the Theater space program, the audience space ("house") is included here to suggest it's use by a wider range of programs and activities. The design should include means for the stage and "house" to operate independently, and potentially simultaneously) when needed.

PROGRAM OF SPACE NEEDS

3.02 Community / Events	Qty.	Net S.F.	Total Net S.F.	# T.S.	100% Capacity	NOTES
.01 Large Group Space (Theater Audience)	1	5,000	5,000		-	Audience space for Theater. Optimal is 500-550 seats (space for entire school, plus community use), may be flat
.02 Special Event / Large Group Space	1	1,600	1,600	1	18	food and non-food events, enclosed/private space, space for events without disrupting dining/lunch
.03 Event Space Storage	1	150	150		-	tables/chairs & other equipment
.04 Storage (Admissions, Development, etc.)	1	100	100		-	currently share storage under 401 stairwell, optimally located near event space.
.05 Teaching Kitchen (also for Catering)	1	1,000	1,000	1	18	optimally connected to dining and/or outside, also used for summer camp activities. may be an expansion of the
.06 Teaching Kitchen Supply Closet	1	200	200		-	cooking classes/cooking camp supplies, catering supplies, erc.
.07 Outdoor Kitchen	1	200	ext.		-	opens to Teaching Kitchen
.08 Indoor-Outdoor Dining Area	1	200	ext.		-	opens to Teaching Kitchen
.09 Environment Hub	1	50	50		-	
.10 Restrooms (gross area)			-		-	
			8,100	2	36	

GRAPHIC ILLUSTRATION OF SPACE NEEDS

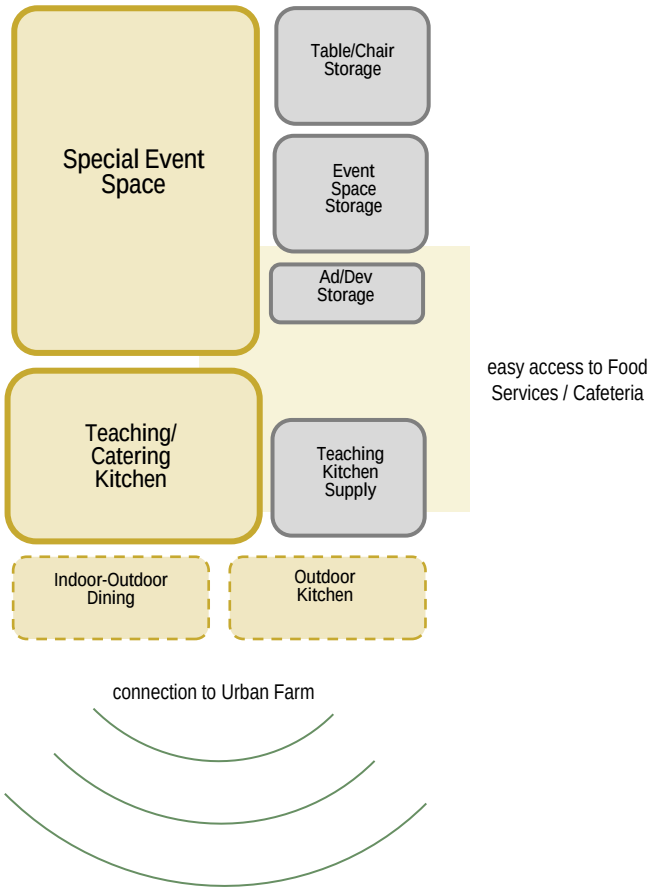


3.4.3 SPACE PARAMETERS: STUDENT / COMMUNITY LIFE

SUGGESTED ADJACENCY PARAMETERS

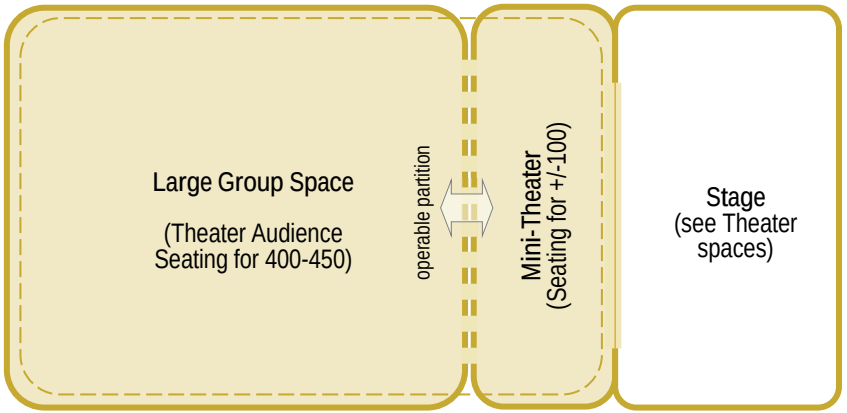
Special event space is intended to accommodate events and activities without disrupting other functions on campus, namely the small dining room. The Teaching/Catering Kitchen serves the need for an expansion of the current kitchen to accommodate catering and culinary courses as well as summer camps. Outdoor dining and outdoor kitchen can connect andreinforce to the urban farm program while also serving the needs of students and summer camps.

The audience space must be connected to the stage of the Performing Arts Theater. The intent is to design the audience space to be able to be used separately from the theater stage. An option, shown in Ideagram B below, is to allocate a portion of the audience square-footage as fixed seating for a smaller "mini-theater", and the remainder of square-footage as an extension of audience seating to full capacity. In either idea, the large group space can be designed with fixed seating on a sloped floor, or with retractable seating on a flat floor.



IDEAGRAM A: 500-550 seats

IDEAGRAM B: 500-550 seats



3.4.3 SPACE PARAMETERS: STUDENT / COMMUNITY LIFE

SPATIAL ATTRIBUTES

SPACE: SPECIAL EVENTS SPACE

Area/Department: Student Life: Food Services
Occupants: Up to 50 people

ACTIVITIES & SPACE USAGE

Special gatherings and community events for presentations, fundraising by students, faculty, families, volunteers and community. Rentable space. After hours use.

FURNITURE & CASEWORK

Furniture	Mobile furniture: dining tables and chairs, audience seating (chairs), small standing tables, mobile food service display for buffet, beverages, catering, or non-food materials. Technology podium. Before, during and after-hours use.
Fixtures/Equip.	Presentation technology, digital display, beverage station, plus adequate Wi-Fi for group use and activities.
Fixed Casework	Minimize extent of fixed casework - to promote flexible use of space

WINDOWS & VISION PANELS

		Operable?	Shades?
Exterior	Windows to exterior	preferred	Y
Interior	Visibility to/from adjacent spaces	-	Y

OTHER / SPECIAL CONSIDERATIONS

- Durable finishes for easy transformation for various uses
- Comfortable, colorful, pleasant aesthetics
- Variable zone lighting controls for various uses
- Zoned for potential after-hours use
- Additional power outlets per equipment/tech and for flexibility of room arrangements & activities
- Easy access to Kitchen / Serving
- Easy access to Dining Areas
- Exterior access to outdoor commons, urban farm, outdoor dining areas and community access
- Direct access to Teaching Kitchen
- Easy access to restrooms for community use
- Easy access to recycle/compost area

Examples:




3.4.3 SPACE PARAMETERS: STUDENT / COMMUNITY LIFE

SPATIAL ATTRIBUTES

SPACE: TEACHING KITCHEN

Area/Department: Student Life: Community / Events
Occupants: Up to 25 people

ACTIVITIES & SPACE USAGE

Demonstration and instruction of food preparation and cooking for students, faculty, families, community, etc. Summer Camp, group project and club activities. Catering opportunities.

FURNITURE & CASEWORK

Furniture	Audience preparation tables and stools (4 per table). Before, during and after-hours use. Flexibility for differ groups and use
Fixtures/Equip.	Marker boards, presentation/viewing technology, digital display, cooking utensils, counter equipment for audience members Adequate Wi-Fi for group use and activities. Kitchen faculty and/or Kitchen Consultant to determine full kitchen needs including hoods, large equipment, water/electric/mechanical needs, etc.
Fixed Casework	Cooking instructor(s) demonstration station and kitchen

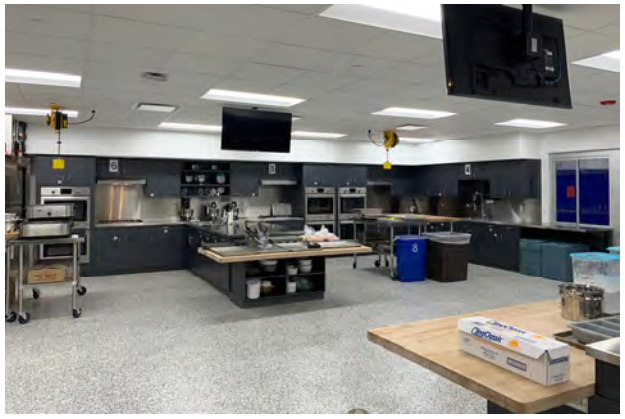
WINDOWS & VISION PANELS

		Operable?	Shades?
Exterior	Windows to exterior	preferred	Y
Interior	Visibility to/from adjacent spaces	-	Y

OTHER / SPECIAL CONSIDERATIONS

- _ Durable and cleanable finishes.
- _ Several floor drains.
- _ Variable zone lighting controls for various uses
- _ Zoned for after-hours use
- _ Direct access to Kitchen / Serving
- _ Easy access to Dining Areas
- _ Direct access to Special Events Space
- _ Exterior access to outdoor commons, urban farm, outdoor dining areas and community access
- _ OPTION: expansion of main Kitchen to allow for catering without disrupting students

Examples:



3.4.3 SPACE PARAMETERS: STUDENT / COMMUNITY LIFE

SPATIAL ATTRIBUTES

SPACE: OUTDOOR KITCHEN & OUTDOOR DINING

Area/Department: Student Life: Food Services
Occupants: varies

ACTIVITIES & SPACE USAGE

Demonstration and instruction of outdoor food preparation and cooking for students, faculty, families, community, etc. Summer Camp, group project and club activities.

FURNITURE & CASEWORK

Furniture	Outdoor dining furniture
Fixtures/Equip.	Grill(s) Kitchen faculty and/or Kitchen Consultant to determine full kitchen needs including hoods, large equipment, water/electric/mechanical needs, etc.
Fixed Casework	TBD

WINDOWS & VISION PANELS

		Operable?	Shades?
Exterior	-	-	-
Interior	Visibility to/from adjacent spaces	-	-

OTHER / SPECIAL CONSIDERATIONS

- _ Consider cover/roof for use during inclement weather
- _ Durable and cleanable finishes.
- _ Floor drains.
- _ Exterior lighting
- _ Access for after-hours use
- _ Exterior access to outdoor commons, urban farm, outdoor dining areas and/or community access

Examples:

kitchen & dining area connected to urban farm:

picnic table shaped as a tree

3.4.3 SPACE PARAMETERS: STUDENT / COMMUNITY LIFE

FOOD SERVICES

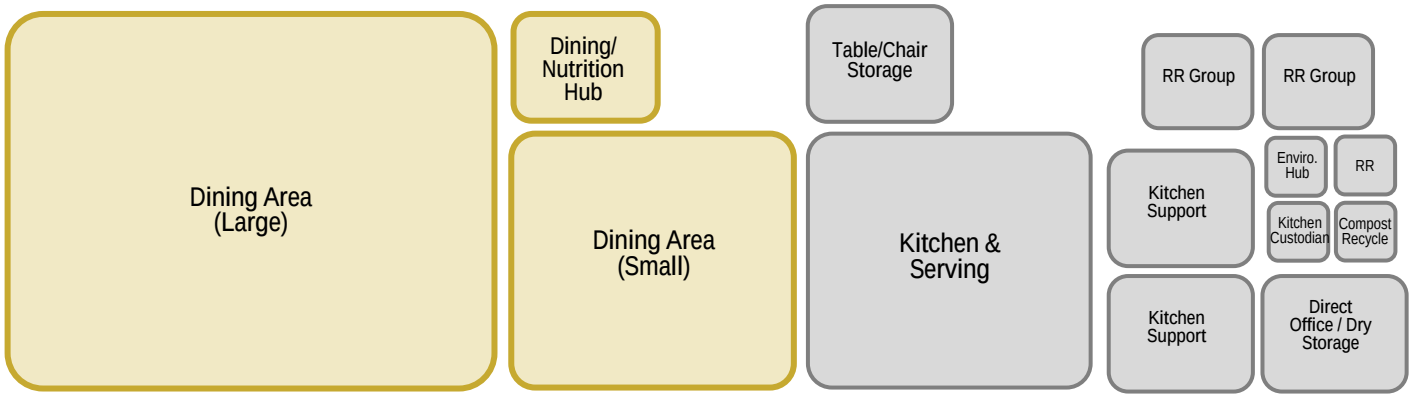
The Dining Program at The Northwest School is an expression of our school values. Through eating together and sharing food we build community, invoke conversation, and further our mission of actively caring for the environment and out planet. We aim to graduate thoughtful eaters who have a deep appreciation for the cultural, environmental, and ethical roles food can play in one's life, as well as the complexities of the food system.

The dining program expanded into the campus 401 building several years ago and is functioning well there. Challenges include minimal storage (primarily for storing tables and chairs when not needed for meals), shared use of facilities for events, and limited connections to the outdoors. With the relatively "land-locked" location on campus, it is anticipated that expansion in-place may not be feasible, so additional space is shown in these ed specs as part of the "community / Events" category above.

PROGRAM OF SPACE NEEDS

3.03 Food Services	Qty.	Net S.F.	Total Net S.F.	# T.S.	Capacity	NOTES
.01 Dining/Nutrition Hub	1	100	100		-	growing wall feature, interactive technology for students to explore nutrition, cooking, menu, etc.
.02 Dining Area - Large	1	2,450	2,450		-	2 lunches during school day - COULD BE DIVIDABE (stand-up reception needs open space 70-80 people, too lar
.03 Dining Area - Small	1	900	900		-	3 meals/day for dorm students. this space is also used for meetings/events
.04 Kitchen & Serving	1	900	900		-	school lunches, dorm meals, events. would like to add large community meals (homeless outreach?)
.05 Kitchen Support Spaces	2	200	400		-	(additional storage space under the stair, shared by facilities, development, etc.)
.06 Cafeteria Director Office / Dry Storage	1	200	200		-	currently shared with dry storage
.07 Kitchen Custodian	1	50	50		-	also used by facilities dept.
.08 Environment Hub	1	50	50		-	currently supplies are out in the open, near elevator. some supplies are shared with kitchen supplies/equipment
.09 Table/Chair Storage	1	200	200		-	currently use "lobby" space or dining space
.10 Compost & Recycle Center	1	50	50		-	assistance from Environment Team, currently with trash enclosure
.11 Restrooms - Group	2		0		-	(SF counted as Gross area)
.12 Restrooms - Single	1		0		-	(SF counted as Gross area)
			5,300	0	0	NOTE: since this area includes no Teaching Stations, its enrollment capacity is 0.

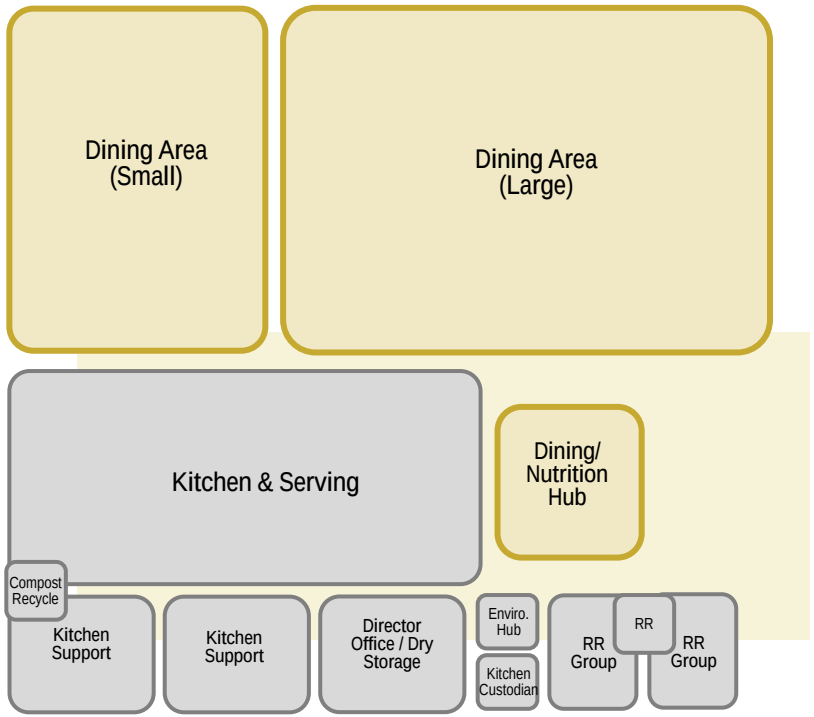
GRAPHIC ILLUSTRATION OF SPACE NEEDS



3.4.3 SPACE PARAMETERS: STUDENT / COMMUNITY LIFE

SUGGESTED ADJACENCY PARAMETERS

The adjacencies shown below suggest that the current food services (401 building) remains as-is. Supplemental spaces that expand this program may be found with the Community / Events Spaces above.



Dining Services

Bethany Fong, Director of Dining Services
bethany.fong@northwestschool.org

The dining program at The Northwest School is an expression of the school community and its values. Eating together and sharing food is one of the ways we build community, invoke conversation, and further our mission of actively caring for the environment and our planet. The program is rooted in principles of cultural diversity, seasonality, sustainability, environmental and social responsibility, nutrition, and culinary innovation and creativity. We seek to strike a balance between conscientious purchasing, customer preference and financial responsibility. We are regularly reevaluating our processes, purchasing decisions, and practices as we strive to become leaders in an environmentally sustainable dining program that positively impacts food systems locally and globally.

Seattle Inspired: Our menu is as diverse as our city. From American comfort foods to international specialties, the menu reflects the diverse palates at The Northwest School and the cultures and countries that comprise our community.

Local: We are lucky to live in the Northwest and near fertile growing regions. We pride ourselves in purchasing local produce and products whenever possible, and as the growing season allows. Purchasing locally grown and processed food allows the dining program to procure the freshest products possible; minimize energy use and carbon emissions; and support the local economy.

Sustainable, Organic, Humane: We believe in sustainable food purchases to support, perpetuate, and develop a healthy food system that will last for generations to come. In the 2018-2019 school year, 12% of our total spending was on organic food and 36% of all food purchases came from Washington. 47% of produce purchased was organic, and 62% of produce purchased was local from Washington. The Northwest School also recently joined the Farm Forward Leadership Circle, pledging to solely purchase humanely raised eggs. The menu also regularly features vegetarian and vegan meals as a way to decrease our meat consumption and carbon footprint.

Allergy and Dietary Friendly: The Northwest School kitchen has a dedicated dietary chef who oversees the production of menu options for community members with allergies and medically certified dietary needs. The school as a whole is committed to being peanut and tree-nut free. Comparable gluten-free options are available daily. "Vegan", "Vegetarian" and "Gluten Free" and allergen labels are used to identify foods in the serving line.

Kitchen as a Classroom: The kitchen is not just a place to learn about cooking– don't forget, wars have been fought over tea and spices! Food is connected to culture, social dynamics and history, environmental stewardship, social justice, and health and wellness, to name a few. Chalk and magnetic boards in the kitchen hallway are used to educate students and faculty about where their food comes from, provide culinary background to culturally specific dishes, and highlight connections between food, nutrition, culture and sustainability.

Social Justice: We want to know that our purchasing choice positively impact the livelihood of growers, producers and the environment. The more we know about where our food comes from and the labor that went into producing it, the more we respect the ingredients, cook with care, and eat with mindfulness.

For our monthly lunch menu, visit:
http://northwestschool.org/daily-life/calendar?cal=lunch
Follow NWS Dining on Instagram: nws.kitchen

www.northwestschool.org • (206) 682-7309 • admissions@northwestschool.org

The Northwest School

SPATIAL ATTRIBUTES

SPACE: DINING AREA - LARGE

Area/Department: Student Life: Food Services
Occupants: Up to 400 students, plus faculty, volunteers as needed

ACTIVITIES & SPACE USAGE

Food services / dining area, also used as social space for students, study space, gatherings, lectures, presentations, community gatherings/events, fundraising, etc. After hours use.

FURNITURE & CASEWORK

Furniture	Mobile furniture: dining tables and chairs (consider round tables), audience seating (chairs), modular/mobile stage platform, technology podium, soft seating
Fixtures/Equip.	Presentation technology, food service bar, beverage station, digital display, signage, plus adequate Wi-Fi for student use and activities.
Fixed Casework	Minimize extent of fixed casework - to promote flexible use of space

WINDOWS & VISION PANELS

		Operable?	Shades?
Exterior	Windows to exterior	preferred	Y
Interior	Visibility to/from adjacent spaces	-	Y

OTHER / SPECIAL CONSIDERATIONS

- _ Large space with high ceiling, durable finishes
- _ Enhanced exhaust system to accommodate range of equipment possible
- _ Durable finishes for easy transformation from lunch/dining to other uses
- _ Comfortable, colorful, pleasant aesthetics
- _ Color and graphics for school spirit
- _ Exterior access to outdoor commons areas and community access
- _ Visibility to/from adjacent spaces for supervision
- _ Variable zone lighting controls for various uses
- _ Zoned for potential after-hours use
- _ Additional power outlets per equipment/tech and for flexibility of room arrangements & activities
- _ Direct access to Kitchen / Serving
- _ Easy access to Dining Nutrition Hub
- _ Easy access to Small Dining Area

Examples:

3.4.3 SPACE PARAMETERS: STUDENT / COMMUNITY LIFE

DORMITORY

The Northwest School dormitory offers a safe environment in which faculty and residents work together to create a community that supports personal growth. We aim to teach students to live a balanced lifestyle, so they are ready to engage in their daily responsibilities. We help students gain communication, conflict resolution and academic skills, while living together in a joyful, vibrant learning community. (source: northwestschool.org)

Dormitory spaces are generally adequate, but outdated and small. Challenges of the current building include its detachment from the rest of campus, requiring that students cross a street to access social and academic areas; little to no outdoor space; few areas for students to work (homework, projects, practice, etc.); HVAC, and restroom challenges. The location of the dorm in Seattle contributes to some loitering and potential vandalism by the homeless, and while NWS has procedures in place that ameliorate these hassles/dangers, NWS faculty mentioned this as a concern for parents/families of boarding students.

Updated kitchen and recreation area (living room) provide good social space for students, and sometimes non-boarding students are invited to visit, play video games, etc. For outdoor activities, students cross the street to a hard-surface play area and urban garden space on campus.

In the current multi-story building, students are assigned to gender-specific floors, and the number of boarding students accepted at the school may be limited to the number of rooms available. Currently there are no known non-binary boarding students, however, the probability of boarding LGBTQ students in the future should be considered.

Currently, the dormitory is supervised by adults in both day and overnight shifts. An option discussed (but not decided) is to include small apartments for "dorm parents" in lieu of the simple shared sleeping room.

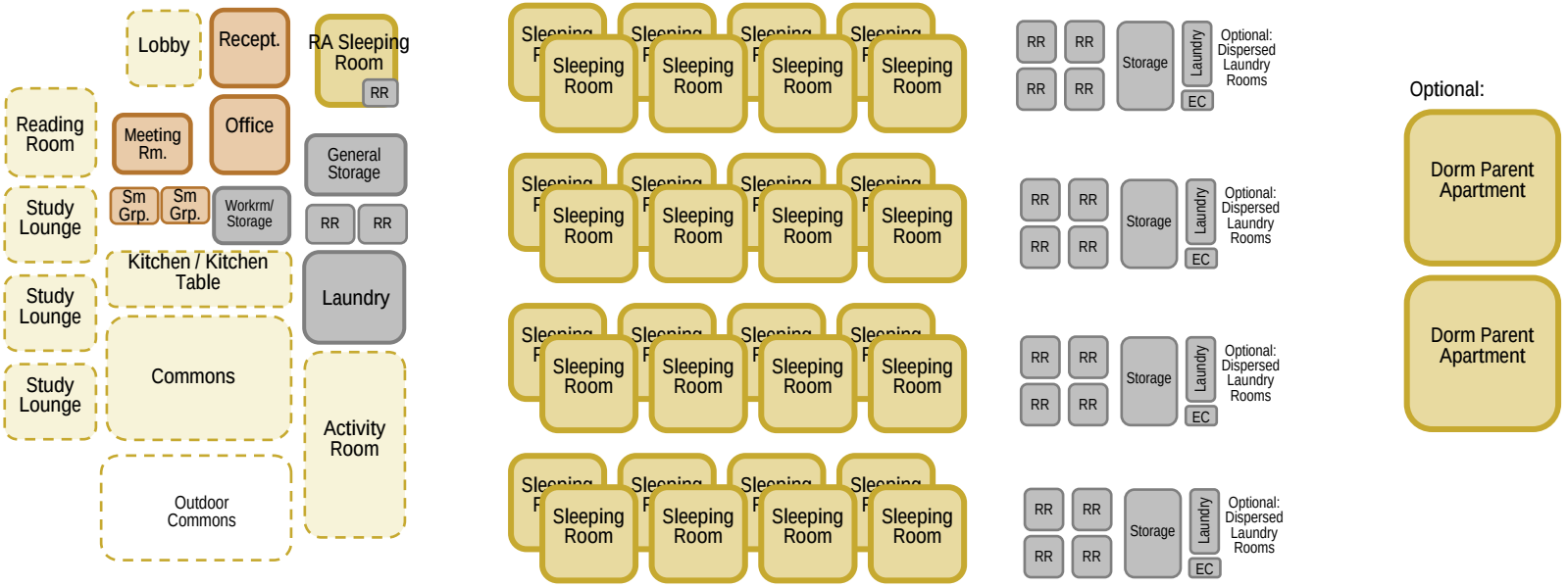
PROGRAM OF SPACE NEEDS

3.04 Dormitory	Qty.	Net S.F.	Total Net S.F.	# T.S.	Capacity	NOTES (2-4 floors)
.01 Entry Lobby, Welcome Center	1	125	125		-	security
.02 Reception / Office	1	150	150		-	walk-up window, visibility to lobby and front entry, supervision of commons if possible
.03 Administrative Office	1	150	150		-	current space has 3 workstations, meet with students & each other, "family kitchen table" adult-student interactic
.04 Workroom/Storage	1	100	100		-	copier, files, etc.
.05 Meeting Room	1	100	100		-	privacy, counseling, adult meetings
.06 Sleeping Rooms - Boarding	32	175	5,600		-	50-60 students currently in dorm, organized by gender-floors, but need more flexibility
.07 Sleeping Room - Adult/RA	1	125	125		-	Sleeping room for 1 adult with restroom within room, 2 adults at night (one asleep, one awake). May not be neec
.08 Bathroom/Shower - Single	16	100	1,600		-	Include restroom/showers between pairs of sleeping rooms in lieu pf group restrooms/showers.
.09 Bathrooms/Showers - Group	0	250	-		-	OPTION: Include 2 group restroom/showers per 8 sleeping rooms.
.10 Reading/Study Lounges	4	150	600		-	one per 8 sleeping rooms, with kitchenette, sink/dishwashing
.11 Living Room / Commons	1	600	600		-	communal space, comfortable, connected to kitchen & outdoors (if possible), events, etc.
.12 Kitchen & "Kitchen Table"	1	350	350		-	
.13 Laundry Room(s)	1	200	200		-	OPTIONAL: can be divided into multiple rooms and dispersed among clusters of sleeping rooms
.14 Storage Rooms	4	100	400		-	1 per 8 sleeping rooms
.15 Environment Closets (Custodial Supplies)	4	50	200		-	1 per 8 sleeping rooms
.16 Outdoor Patio / Activity Deck	1	500	ext.		-	communal space, garden, picnic tables, etc.
.17 Shared General Storage	2	100	200		-	can be combined into one larger space
.18 Activity/Learning Room	1	400	400		-	computers, tinkering, music practice, etc. connected/open to commons
.19 Small Group Rooms	2	50	100		-	Quiet study areas for 1-2 students, visibility for supervision
.20 *Dorm Parent Apartments - Optional/TBD*			-		-	*OPTION: 1B/1Ba Apartments (if included, then no need for RA sleeping room)*
			11,000	0	0	NOTE: since this area includes no Teaching Stations, its enrollment capacity is 0.

3.4.3 SPACE PARAMETERS: STUDENT / COMMUNITY LIFE

GRAPHIC ILLUSTRATION OF SPACE NEEDS

This is a graphic list of spaces proposed in the Program of Space Needs. See the following pages for illustrations of "optimal" adjacencies.

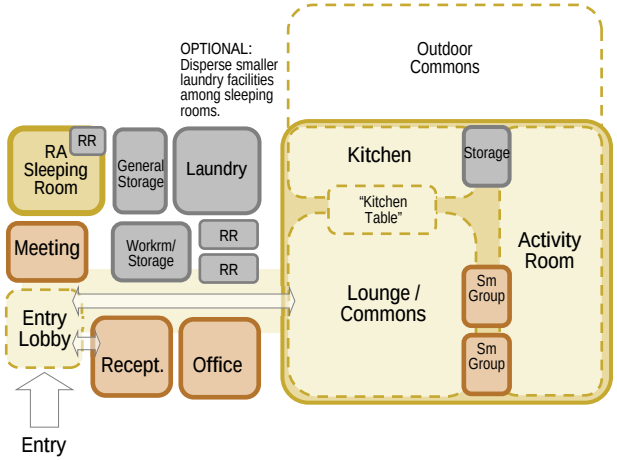


3.4.3 SPACE PARAMETERS: STUDENT / COMMUNITY LIFE

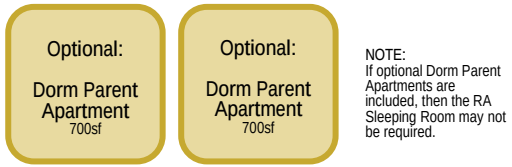
SUGGESTED ADJACENCY PARAMETERS

The Dormitory will likely be a multi-story structure (whether existing or new). This diagram suggests a multi-story building where sleeping rooms and other amenities are balanced among floors.

Common Areas:

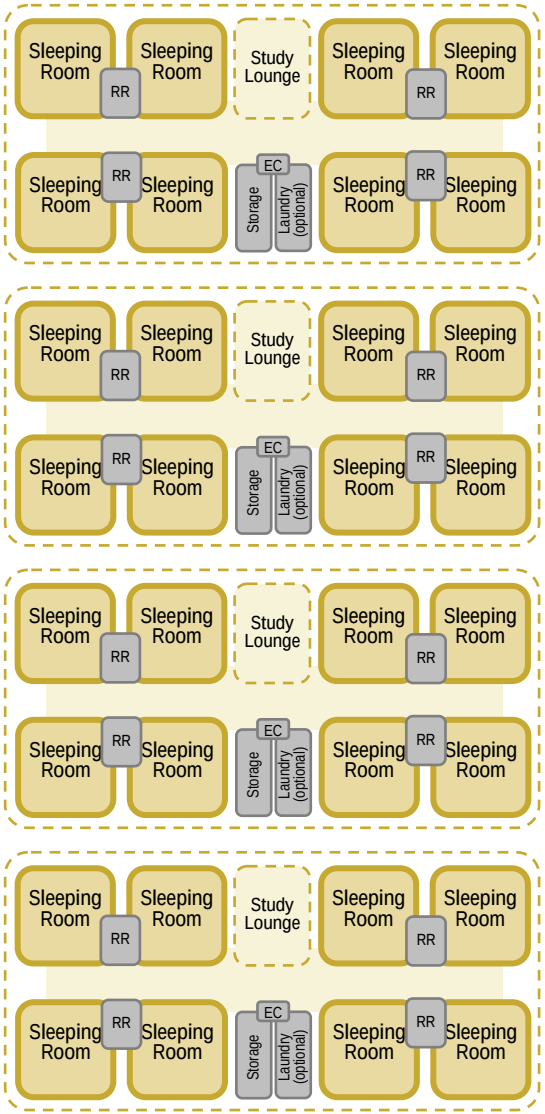


Optional Apartments:



NOTE:
If optional Dorm Parent Apartments are included, then the RA Sleeping Room may not be required.

Sleeping Room Clusters:



OPTIONAL:
Include group/shared Restrooms/Showers

3.4.3 SPACE PARAMETERS: STUDENT / COMMUNITY LIFE

SPATIAL ATTRIBUTES

SPACE: MAIN LOBBY / WELCOME CENTER

Area/Department: Student Life: Dormitory
Occupants: Up to 4-6 visitors

ACTIVITIES & SPACE USAGE

Waiting area for visitors, students, staff, families, volunteers, etc. visiting dormitory

FURNITURE & CASEWORK

Furniture	Soft seating, tablet armchairs, end/coffee tables, information displays, etc.
Fixtures/Equip.	Security camera(s), keycard access, intercom, etc.
Fixed Casework	-

WINDOWS & VISION PANELS

		Operable?	Shades?
Exterior	Windows to exterior	Y	Y
Interior	Visibility to/from adjacent spaces	Y	Y

OTHER / SPECIAL CONSIDERATIONS

- Comfortable, colorful, pleasant aesthetics with international focus
- Direct access to Reception
- Easy access to Office
- Intercom/electronic door controls
- Lockable space
- Natural daylighting
- If windows are operable, then must be secured from break-ins
- Students do the bulk of the cleaning, so durable, cleanable, darker finishes that look good with minimal maintenance/cleaning

Examples:

3.4.3 SPACE PARAMETERS: STUDENT / COMMUNITY LIFE

SPATIAL ATTRIBUTES

SPACE: KITCHEN / "KITCHEN TABLE"

Area/Department: Student Life: Dormitory
Occupants: varies

ACTIVITIES & SPACE USAGE

Food storage, prep, cooking, dining space. social activities hub for dormitory students. Supports informal discussion, nutrition, dining, peer tutoring, etc. 24/7 use.

FURNITURE & CASEWORK

Furniture	Large counter-height communal dining table with stools
Fixtures/Equip.	kitchen equipment (refrigerator, range, dishwasher, sink, microwave and other counter-top appliances).
Fixed Casework	base and wall cabinets for storage of food, utensils, dishes, etc.

WINDOWS & VISION PANELS

		Operable?	Shades?
Exterior	Windows to exterior	Y	Y
Interior	Visibility to/from adjacent spaces	-	Y

OTHER / SPECIAL CONSIDERATIONS

- Exterior access to outdoor patio/picnic/grill area
- Visibility to/from adjacent spaces for supervision
- Comfortable, colorful, pleasant aesthetics
- Variable zone lighting controls for various uses
- Additional power outlets per equipment/tech and for flexibility of room arrangements & activities
- Allow for individual snacking and group dining
- If windows are operable, then must be secured from break-ins

Examples:

3.4.3 SPACE PARAMETERS: STUDENT / COMMUNITY LIFE

SPATIAL ATTRIBUTES

SPACE: ACTIVITY ROOM

Area/Department: Student Life: Dormitory
Occupants: Up to 30 students, plus faculty, volunteers as needed

ACTIVITIES & SPACE USAGE

Play, relaxation and social activities hub for dormitory students. Supports informal learning space for individual, small and large group study and collaboration, gatherings, presentations, tutoring, etc. primarily for students. Also could be used by faculty and community for similar activities. 24/7 use.

FURNITURE & CASEWORK

Furniture	Reading/collaboration tables, chairs, stools, soft seating, movable bookshelves, mobile marker boards, student lockers/cubbies. Gaming seating and technology. Diversity of furnishings that support various learners considering comfort, noise level, power/connectivity, and task.
Fixtures/Equip.	System of marker boards and tack boards, may be fixed and/or movable, sound system. Other equipment per faculty
Fixed Casework	Minimize fixed casework to promote flexible use and reconfiguration of space for various activities.

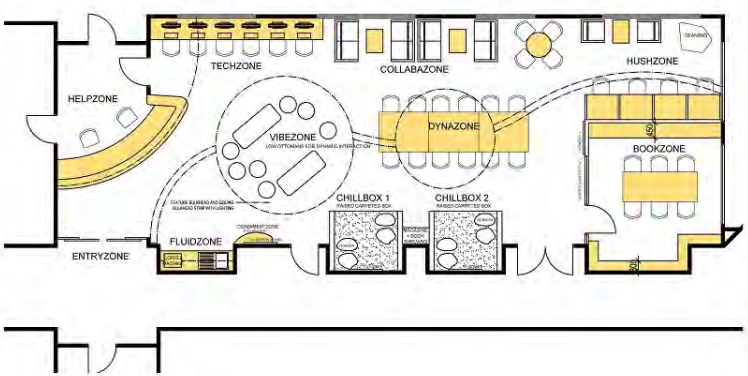
WINDOWS & VISION PANELS

		Operable?	Shades?
Exterior	Windows to exterior	Y	Y
Interior	Visibility to/from adjacent spaces	-	Y

OTHER / SPECIAL CONSIDERATIONS

- Exterior access to outdoor commons areas and community access
- Visibility to/from adjacent spaces for supervision
- Color and graphics for school culture and spirit by students
- Comfortable, colorful, pleasant aesthetics
- Variable zone lighting controls for various uses
- Additional power outlets per equipment/tech and for flexibility of room arrangements & activities
- Direct access to Kitchen and Activity Room
- Direct access to Outdoor Commons
- Easy access to Reading Room
- Allow for individual study and group collaboration
- If windows are operable, then must be secured from break-ins
-

Examples:



3.4.3 SPACE PARAMETERS: STUDENT / COMMUNITY LIFE

OUTDOOR AMENITIES

Outdoor amenities support the operation and function of a school campus. While the design team will quantify specific needs and parameters for various types of vehicles and traffic, the ed specs list amenities that should be considered. The notes section includes faculty insights collected during the ed spec process.

PROGRAM OF SPACE NEEDS

3.05 Outdoor Amenities	Qty.	Net S.F.	Total Net S.F.	# T.S.	Capacity	NOTES - VERIFY ALL EXTERIOR REQUIREMENTS
.01 Drop-Off / Pick-Up			ext.		-	
.02 Faculty Parking			ext.		-	5-10 charging stations
.03 Bus Parking			ext.		-	currently 10 buses, keep 8 on-campus (2 stored off-campus), 5 CDL (large + medium)
.04 Visitor Parking			ext.		-	
.05 Dorm Parking			ext.		-	
.06 Electronic Vehicle Charging Stations			ext.		-	
.07 Bicycle Parking & Repair Space			ext.		-	60 bicycles min (or +/- 10% of school population), protected from weather
.08 Electric Bicycle Racks			ext.		-	
.09 Skateboard Racks			ext.		-	
.10 Community Outdoor Event Space			ext.		-	
.11 Playful Greenspace	1	400	ext.		-	Park-like space shared with academics, setting for bringing out a kid's best, campus-wide physical and mental h
			0	0	0	NOTE: since this area includes no Teaching Stations, its enrollment capacity is 0.

3.4.3 SPACE PARAMETERS: STUDENT / COMMUNITY LIFE

SPATIAL ATTRIBUTES

SPACE: PLAYFUL GREEN SPACE

Area/Department: Student /Community Life
Occupants: varies

ACTIVITIES & SPACE USAGE

Outdoor area for recreation, fitness and physical education, student gathering, play space, etc. May support community use, activities and events, may support after-hours use by dorm students and summer camps. Could be connected to other outdoor spaces such as the Environmental Lab, Urban Farm, and/or outdoor kitchen & dining areas.

FURNITURE & CASEWORK

Furniture	consider picnic tables and/or shade structures
Fixtures/Equip.	may include volleyball, basketball hoops and markings, parkour apparatus, etc. Include benches, lighting, etc. to support a variety of activities
Fixed Casework	-

WINDOWS & VISION PANELS

		Operable?	Shades?
Exterior	Windows to exterior	preferred	Y
Interior	Visibility to/from adjacent spaces	-	Y

OTHER / SPECIAL CONSIDERATIONS

- _ Drinking fountain(s)
- _ Easy access to outdoor environmental lab and/or urban farm
- _ Zoned access and controls for after-hours and community use
- _ Color and graphics for school spirit
- _ Easy access to dorm and other indoor activity areas
- _ Easy access from event/visitor parking
- _ Easily supervised space

Examples:

3.4.4 SPACE PARAMETERS: OFFICES & SUPPORT

OFFICES & SUPPORT

In the ed specs, NWS administration is organized into five categories:

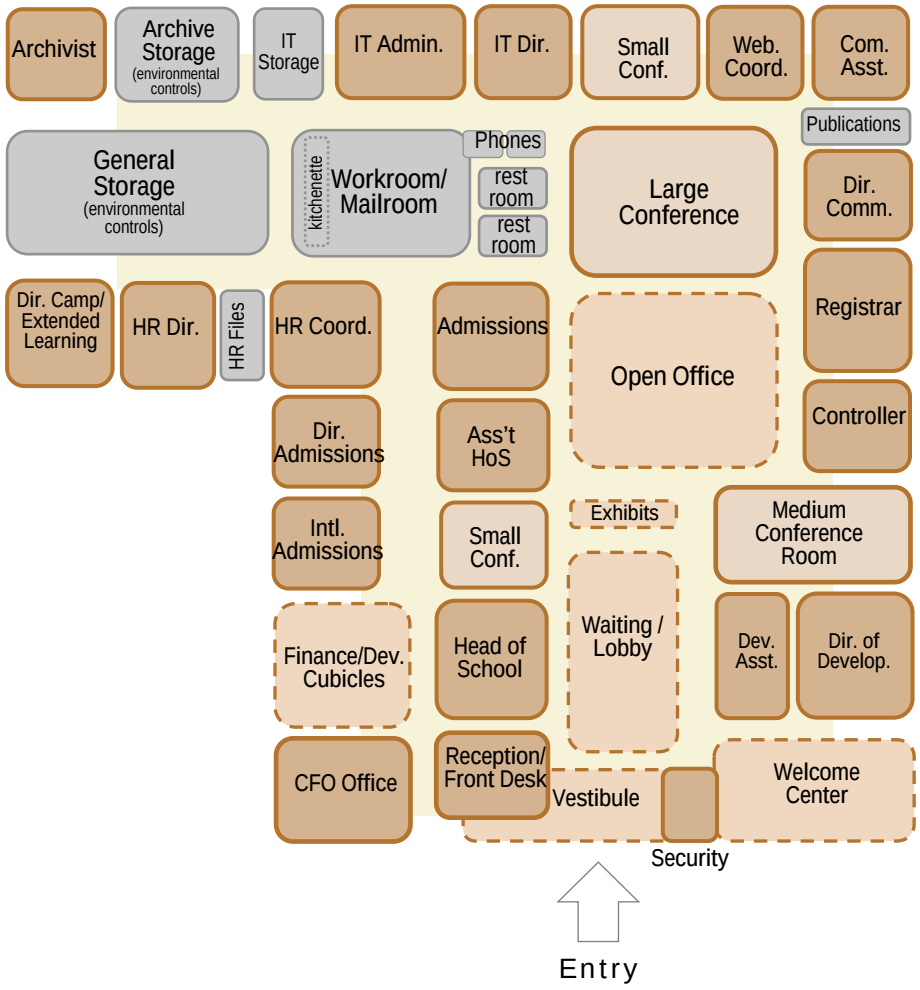
- **Central Administration:** these functions require less frequent interactions with students, and may not need to be located near classrooms/ activity spaces. Many of these spaces are currently located in Haus West.
- **School Office:** These functions serve as the school's main office and should be located with good proximity of students.
- **Student Services:** These functions support students in both daily lives and major milestones (such as college applications), good access for students is essential.
- **Faculty Support:** these spaces support classroom teachers and should be located with good proximity to learning environments.
- **Health / Training:** This function supports student health and wellness, including athletics training as well as minor clinic services.

PROGRAM OF SPACE NEEDS

4.01 Central Administration	Qty.	Net S.F.	Total Net S.F.	NOTES
.01 Security Vestibule	1	100	100	security features needed at entries to all campus facilities
.02 Lobby / Check-In / Waiting Area	1	300	300	check-in/waiting areas needed at entries to all campus buildings
.03 Receptionst / "Front Desk"	1	150	150	check-in station and/or receptionist needed at entries to all campus buildings
.04 Security Office	1	100	100	
.05 Welcome Center	1	300	300	reception area for families and other groups
.06 Head of School	1	200	200	
.07 Assistant HOS	1	120	120	
.08 Director of Admissions	1	120	120	Near Welcome Center, near student activities
.09 Admissions/Financial Aid Coordinator	1	150	150	
.10 International Admissions	1	120	120	works closely with Dir. of Global Programs, also international student advising (visas, travel, etc.) best to be located near students, accessible dro
.11 Registrar	1	200	200	2 workstations, dedicated confidential printer, 4 filing cabinets, easy access to student waiting area
.12 Controller	1	120	120	
.13 Director of Communications	1	120	120	near Admissions, Development, Global Recruitment, Registrar
.14 Communications Assistant	1	120	120	possibly open office workstation adjacent to Director
.15 Web Coordinator	1	120	120	
.16 Publications Area	1	50	50	with color printer, need for publications storage area central to Devlopment, Admissions, Global Recruitment
.17 Director of HR	1	120	120	serve employee population (currently near Bus. office), better to be in a location with easy access to other services that employees access freque
.18 HR Coordinator	1	150	150	orientations, benefits, meetings / first line of communication, employee files (separate small conference table), easy access to conference rooms
.19 Secure Storage / Confidential Files	1	50	50	HR lockable files
.20 Director of Development	1	200	200	
.21 Ass't Director of Development	1	120	120	
.22 CFO Office	1	200	200	
.23 Assistant Cubicles: Finance & Dev.	1	300	300	
.24 Director of Summer Camp	1	120	120	
.25 Open Office Co-working Space (Cubicles)	1	600	600	6-8 workstations, one for HR Intern position (easy access to HR)
.26 Large Conference / Classroom	1	500	500	also used for Admissions
.27 Medium Conference Room	1	250	250	
.28 Small Conference / Private Workrooms	2	120	240	
.29 Workroom / Mailroom	1	300	300	
.30 Kitchenette	1	100	100	
.31 Archivist Work Area	1	100	100	connected to archive storage room, include semi-private work area for visitors/researchers/public
.32 Archive Exhibit Space	1	50	50	locate in a visable/active area to increase visibility
.33 Archive Storage Room	1	200	200	secured space, requires environmental controls for preservation of collections (200lf of shelving), consider high-density storage (weight load), no
.34 Director of IT	1	150	150	1 workstation
.35 IT Network/Database Administrators	1	200	200	need 3 workstations
.36 IT Archive	1	100	100	
.37 General Storage	2	200	400	can be combined into one space
.38 Restrooms	2	50	100	TBD by code
.39 Phone Rooms	2	30	60	
			7,000	

3.4.4 SPACE PARAMETERS: OFFICES & SUPPORT

SUGGESTED ADJACENCY PARAMETERS



3.4.4 SPACE PARAMETERS: OFFICES & SUPPORT

SPATIAL ATTRIBUTES

SPACE: CONFERENCE ROOM(S)

Area/Department: Office & Support: Central Administration
Occupants: Up to 15 people (depending on size)

ACTIVITIES & SPACE USAGE

Large and small group and individual work, collaboration, training, meetings, tutoring, testing, community use, etc.

FURNITURE & CASEWORK

Furniture	Modular conference table and chairs, buffet with storage below
Fixtures/Equip.	Projection with interactive surface. Marker boards and tack boards
Fixed Casework	-

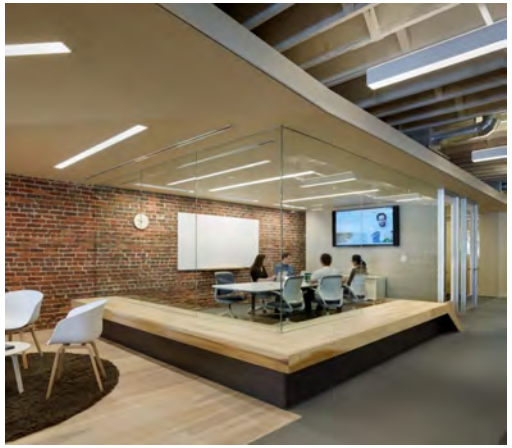
WINDOWS & VISION PANELS

		Operable?	Shades?
Exterior	Windows to exterior	preferred	Y
Interior	Visibility to/from adjacent spaces	-	Y

OTHER / SPECIAL CONSIDERATIONS

- Easy access to Main Lobby / Welcome Center
- Easy access to Workroom
- Easy access to Reception
- Lockable space
- Direct (preferred) or borrowed daylighting
- All above generally applies to all administrative conference rooms – Small, Medium, Large

Examples:



3.4.4 SPACE PARAMETERS: OFFICES & SUPPORT

SCHOOL OFFICES

In the ed specs, NWS administration is organized into five categories:

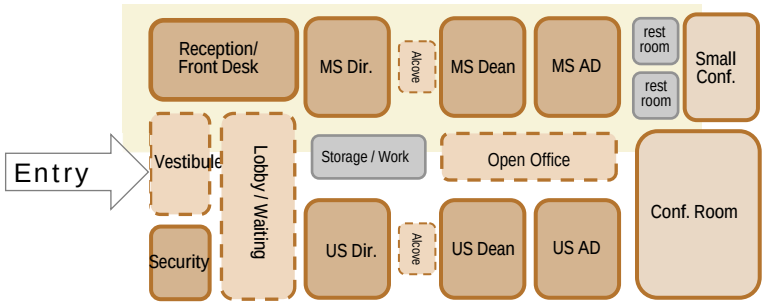
- **Central Administration:** these functions require less frequent interactions with students, and may not need to be located near classrooms/ activity spaces. Many of these spaces are currently located in Haus West.
- **School Office:** These functions serve as the school's main office and should be located with good proximity of students.
- **Student Services:** These functions support students in both daily lives and major milestones (such as college applications), good access for students is essential.
- **Faculty Support:** these spaces support classroom teachers and should be located with good proximity to learning environments.
- **Health / Training:** This function supports student health and wellness, including athletics training as well as minor clinic services.

PROGRAM OF SPACE NEEDS

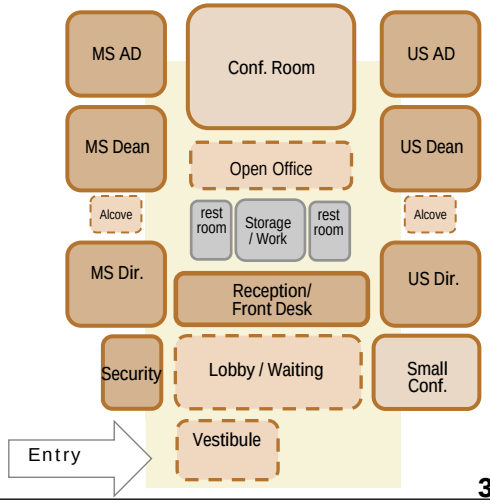
4.02 School Offices	Qty.	Net S.F.	Total Net S.F.	NOTES
.01 Security Vestibule	1	100	100	security features needed at entries to all campus facilities
.02 Check-In / Waiting Area	1	100	100	
.03 Receptionst / "Front Desk"	1	100	100	
.04 Security Office	1	100	100	
.05 Director Offices (MS & US)	2	150	300	often host parent meetings (privacy issue)
.06 Assoc. Director Offices (MS & US)	2	120	240	one office, shared?
.07 Dean of Students (MS & US)	1	120	120	near but not within the student services suite (no need for adjacent MS/US Deans), MS DoS needs easy access for students (currently shares sp
.08 Student Alcoves	2	25	50	
.09 Open Office Cubicles	1	100	100	2-3 cubicles for itinerant or visiting faculty
.10 Main Conference Room	1	400	400	
.11 Small Conference Room	1	120	120	
.12 Storage / Workroom	1	120	120	
.13 Restroom	1	50	50	
			1,900	

SUGGESTED ADJACENCY PARAMETERS

Ideagram A:



Ideagram B:



3.4.4 SPACE PARAMETERS: OFFICES & SUPPORT

SPATIAL ATTRIBUTES

SPACE: CONFERENCE ROOM(S)

Area/Department: Offices & Support: School Offices
Occupants: Up to 15 people (depending on size)

ACTIVITIES & SPACE USAGE

Large and small group and individual work, collaboration, training, meetings, tutoring, testing, community use, etc.

FURNITURE & CASEWORK

Furniture	Modular conference table and chairs, buffet with storage below
Fixtures/Equip.	Projection with interactive surface. Marker boards and tack boards
Fixed Casework	-

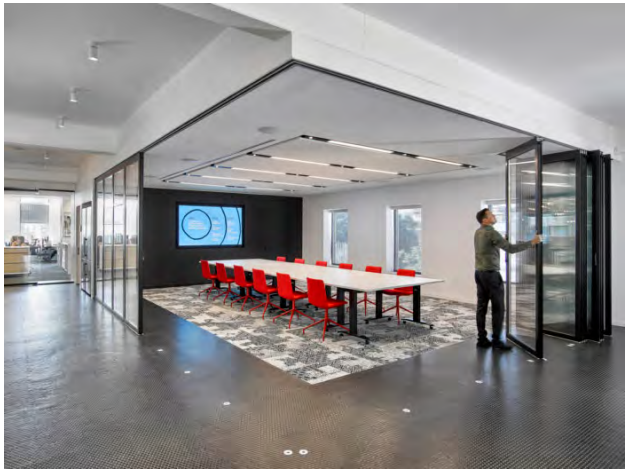
WINDOWS & VISION PANELS

		Operable?	Shades?
Exterior	Windows to exterior	preferred	Y
Interior	Visibility to/from adjacent spaces	-	Y

OTHER / SPECIAL CONSIDERATIONS

- Easy access to offices and Reception/Waiting Area
- Lockable space
- Direct (preferred) or borrowed daylighting
- All above generally applies to all administrative conference rooms – 120-320sf
- School Office area easy access to Student Services

Examples:



3.4.4 SPACE PARAMETERS: OFFICES & SUPPORT

STUDENT SERVICES

In the ed specs, NWS administration is organized into five categories:

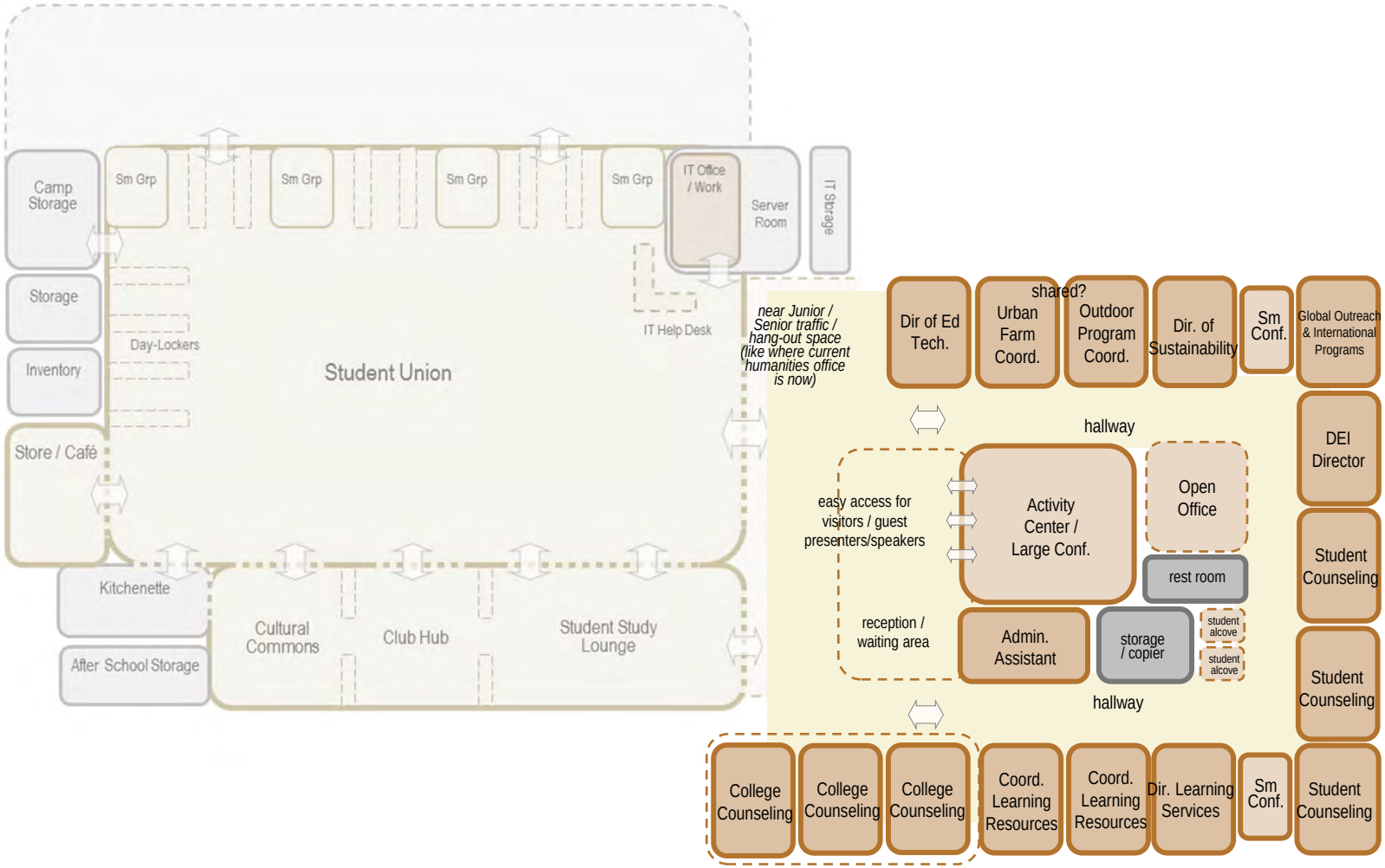
- **Central Administration:** these functions require less frequent interactions with students, and may not need to be located near classrooms/ activity spaces. Many of these spaces are currently located in Haus West.
- **School Office:** These functions serve as the school's main office and should be located with good proximity of students.
- **Student Services:** These functions support students in both daily lives and major milestones (such as college applications), good access for students is essential.
- **Faculty Support:** these spaces support classroom teachers and should be located with good proximity to learning environments.
- **Health / Training:** This function supports student health and wellness, including athletics training as well as minor clinic services.

PROGRAM OF SPACE NEEDS

4.03 Student Services	Qty.	Net S.F.	Total Net S.F.	NOTES
.01 Check-In / Waiting Area	1	100	100	info / materials / displays, places for students to complete applications
.02 Reception / Admin. Assistant	1	100	100	2 admin assistants
.03 College Counseling Offices	3	120	360	locate near student traffic (commoms?), 1 additional office to accommodate growth, may be used as small group / conf space until FTE added, ne
.04 Student Counseling Offices	3	120	360	
.05 Director of Learning Services	1	120	120	
.06 Learning Resource Coordinators	2	120	240	
.07 Student Services Activity Center	1	400	400	activities, meetings, visiting college reps (up to 16 people), practice interviews, good flexibility, near traffic flow
.08 Director of Educational Technology	1	120	120	may be clustered with Ed Tech staff offices
.09 Director of Sustainability	1	120	120	
.10 DEI Director Office	1	120	120	
.11 Director of Global Outreach / Programs	1	120	120	works closely with International Admissions, but prefer to be located with Student Services
.12 Open Office Co-working Space	1	150	150	open area for 3-4 workstations
.13 Student Alcoves	2	20	40	
.14 Small Conf. Testing Rooms	2	80	160	
.15 Storage / Workroom / Copier	1	80	80	can be an open space
.16 Restroom	1	50	50	
.17 Outdoor Program Coordinator	2	120	240	1 for Urban Farm/Enviro. Lab, 1 for Outdoor Prog Coord/Dir.
.18 Urban Farm Coordinator	1	120	120	may be combined with above
			3,000	

3.4.4 SPACE PARAMETERS: OFFICES & SUPPORT

SUGGESTED ADJACENCY PARAMETERS



3.4.4 SPACE PARAMETERS: OFFICES & SUPPORT

SPATIAL ATTRIBUTES

SPACE: COLLEGE & STUDENT COUNSELING

Area/Department: Offices & Support: Student Services
Occupants: Up to 25 students and/or counselors and specialists, plus family members and college admission representatives as needed

ACTIVITIES & SPACE USAGE

Small group and individual counseling, planning, and typical office activities

FURNITURE & CASEWORK

Furniture	Reception desk(s), comfortable and flexible seating for waiting and cool-down alcoves, individual student workstations for research and resources, office desks and chairs, conference table and chairs, mobile storage units, bookshelves for open display and resources, and filing cabinets for secure storage and student records
Fixtures/Equip.	Marker boards and tack boards, copier, digital displays and computer workstations
Fixed Casework	Workroom countertop and supply storage

WINDOWS & VISION PANELS

		Operable?	Shades?
Exterior	Windows to exterior	preferred	Y
Interior	Visibility to/from adjacent spaces	-	Y

OTHER / SPECIAL CONSIDERATIONS

- Direct access to Student Union and Main Administration
- Easy wayfinding for students, specialists, college/career representatives and visitors
- Easy access to gender neutral restrooms
- Additional power outlets per equipment and technology flexibility
- Direct/indirect lighting and tasks lighting
- Acoustical sound environment to support confidential conversations and work
- Warm, comforting environment

Examples:

3.4.4 SPACE PARAMETERS: OFFICES & SUPPORT

SPATIAL ATTRIBUTES

In the ed specs, NWS administration is organized into five categories:

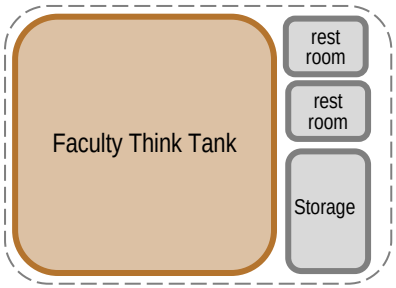
- **Central Administration:** these functions require less frequent interactions with students, and may not need to be located near classrooms/ activity spaces. Many of these spaces are currently located in Haus West.
- **School Office:** These functions serve as the school's main office and should be located with good proximity of students.
- **Student Services:** These functions support students in both daily lives and major milestones (such as college applications), good access for students is essential.
- **Faculty Support:** these spaces support classroom teachers and should be located with good proximity to learning environments.
- **Health / Training:** This function supports student health and wellness, including athletics training as well as minor clinic services.

PROGRAM OF SPACE NEEDS

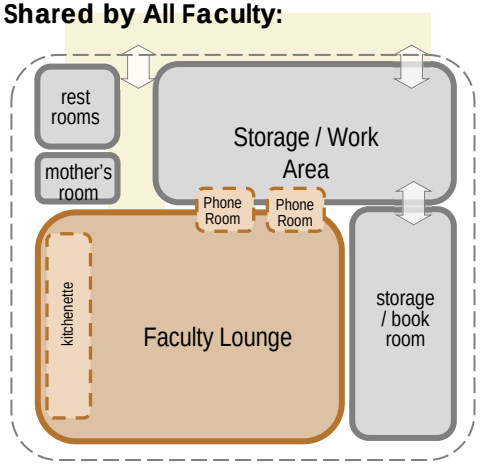
4.04 Faculty Support	Qty.	Net S.F.	Total Net S.F.	NOTES
.01 Faculty Think Tanks / Group Offices	5	800	4,000	Up to 20 workstations. could be per department). Square-footage may be able to be divided differently to recognize various sized departments.
.02 Storage Rooms	6	100	600	could be per department
.03 Faculty Restrooms (dispersed)	8	50	400	
.04 Shared Storage/Book Room	1	200	200	
.05 Faculty Lounge w/Kitchenette	1	400	400	
.06 Faculty Work Area	1	200	200	
.07 Faculty Lounge Restrooms	2	50	100	
.08 Mother's Room	1	50	50	
.09 Private Phone Rooms	2	25	50	
			6,000	

SUGGESTED ADJACENCY PARAMETERS

Dispersed
Group Offices:



Centralized
Shared by All Faculty:



3.4.4 SPACE PARAMETERS: OFFICES & SUPPORT

SPATIAL ATTRIBUTES

SPACE: FACULTY THINK TANKS

Area/Department: Offices & Support: Faculty Support
Occupants: Up to 16 faculty

ACTIVITIES & SPACE USAGE

Administration, planning, collaboration, meetings, communications, one-on-one with students, etc.

FURNITURE & CASEWORK

Furniture	Office workstations, ergonomic task chairs, storage & file cabinets, bookcases, guest chairs or benches. Furnishings determined by size of office and faculty functions. Larger offices should have small conference table.
Fixtures/Equip.	Computer workstations, marker and tack boards
Fixed Casework	-

WINDOWS & VISION PANELS

		Operable?	Shades?
Exterior	Windows to exterior	preferred	Y
Interior	Visibility to/from adjacent spaces	-	Y

OTHER / SPECIAL CONSIDERATIONS

- _ Additional power and data to service workstation
- _ Overhead lighting plus adjustable task lighting
- _ Easy access to Learning Studios and specialize learning areas
- _ Direct access to storage
- _ Dividable space either full-height and/or partial height walls/furnishings
- _ Lockable space
- _ Direct (preferred) or borrowed daylighting
- _ Space could be interdepartmental or departmental as needed

Examples:

3.4.4 SPACE PARAMETERS: OFFICES & SUPPORT

SPATIAL ATTRIBUTES

SPACE: FACULTY LOUNGE

Area/Department: Offices & Support: Faculty Support
Occupants: Up to 25 faculty

ACTIVITIES & SPACE USAGE

Social interaction with peers, relaxation, dining, professional development, seminars, information sessions, small and large group gatherings, conference

FURNITURE & CASEWORK

Furniture	Soft seating, tablet-arm club chairs, break tables and chairs, open shelving units, mobile storage cabinet, mobile printer cart
Fixtures/Equip.	Marker & tack boards, refrigerator, microwaves, coffee maker(s), dishwasher, toaster oven at kitchenette, printer/copier, projection surface
Fixed Casework	Kitchenette countertop with sink and base cabinets, wall cabinets

WINDOWS & VISION PANELS

		Operable?	Shades?
Exterior	Windows to exterior	preferred	Y
Interior	Visibility to/from adjacent spaces	-	Y

OTHER / SPECIAL CONSIDERATIONS

- Additional power and data to service appliances and individual technology
- Overhead lighting plus adjustable task lighting
- Easy access to restrooms
- Direct access to storage and work areas
- Lockable space
- Direct (preferred) or borrowed daylighting
- Direct access to small phone rooms

Examples:

3.4.4 SPACE PARAMETERS: OFFICES & SUPPORT

HEALTH / TRAINING OFFICE

In the ed specs, NWS administration is organized into five categories:

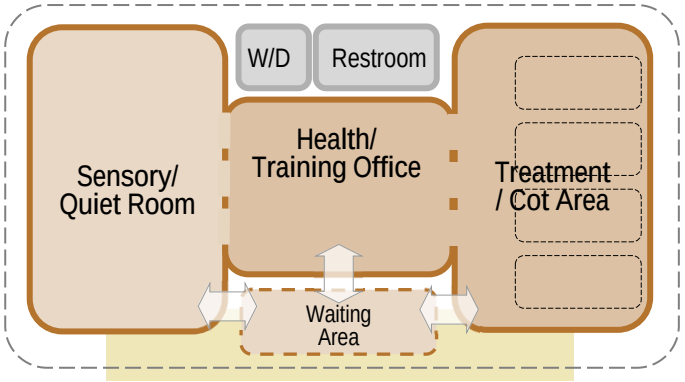
- **Central Administration:** these functions require less frequent interactions with students, and may not need to be located near classrooms/ activity spaces. Many of these spaces are currently located in Haus West.
- **School Office:** These functions serve as the school's main office and should be located with good proximity of students.
- **Student Services:** These functions support students in both daily lives and major milestones (such as college applications), good access for students is essential.
- **Faculty Support:** these spaces support classroom teachers and should be located with good proximity to learning environments.
- **Health / Training:** This function supports student health and wellness, including athletics training as well as minor clinic services.

PROGRAM OF SPACE NEEDS

(May be add-alternate?)

4.05 Health/Training Office	Qty.	Net S.F.	Total Net S.F.	NOTES
.01 Waiting Area	1	50	50	
.02 Health Tech. Office	1	100	100	with ice machine, secure storage for meds, files, etc.
.03 Cot Areas	1	100	100	2-3 cots
.04 Restroom / Changing / Shower	1	75	75	
.05 Quiet Room (Meditation/Sensory)	1	150	150	
.06 Laundry	1	25	25	
			500	

SUGGESTED ADJACENCY PARAMETERS



3.4.5 SPACE PARAMETERS: BUILDING / FACILITY

BUILDING / FACILITY SUPPORTS

All spaces and square-footages in this section will be identified and quantified as part of the subsequent architectural design process. Entries here are estimated for planning purposes only.

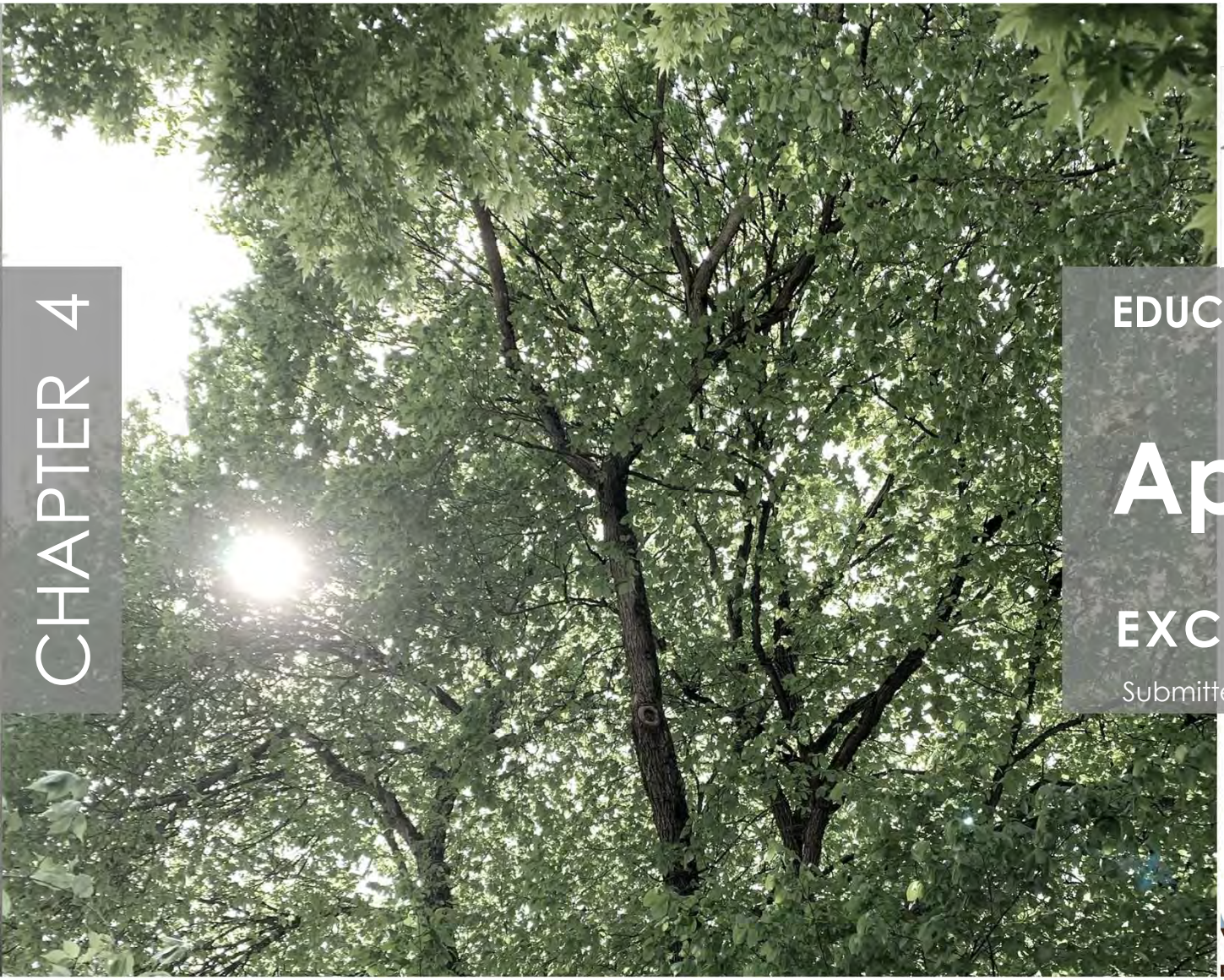
PROGRAM OF SPACE NEEDS

5.01 Facilities Department	Qty.	Net S.F.	Total Net S.F.	NOTES
.01 Facilities Director Office	1	120	120	
.02 Facilities Office	1	700	700	
.03 Facilities Operations Center	1	800	800	moving to more digital/technology-based system.
.04 Storage	1	150	150	dedicate space to store furniture, paint, tables, equipment, etc.
.05 Transportation Office	1	120	120	locate to overlook/supervise Crawford and Union
.06 Security Office			-	*see Central Administration*
.07 Sleep Room for On-Call program	1	110	110	24-hour coverage of facilities and grounds
			2,000	

5.02 Building Support	Qty.	Net S.F.	Total Net S.F.	NOTES
.01 Environment Hubs			-	*see Applied Learning*
.02 Deliveries/Receiving	1	150	150	loading dock
.03 Building Supply Storage	1	200	200	
.04 Loading Dock	1	100	ext.	
.05 Custodial Closets	4	75	300	custodian use only (no students)
.06 Custodial Staff Lockers/Restroom	1	100	100	
.07 Recycling Center	1	50	50	
.08 Dumpster Yard	1	100	100	
.09 Landscape/Maintenance Equipment	1	100	100	
.10 Cistern / Water Storage			-	emergency water rations, irrigation, garden water, etc. (accessible vs underground)
			1,000	

5.03 Mechanical/Electrical (TBD)	Qty.	Net S.F.	Total Net S.F.	NOTES
.01 Electrical/Telecom	TBD			infrastructure/equipment must be easily accessible for maintenance and operation
.02 Server / Data Distribution	1	100	100	verify need for expansion
.03 Mechanical Rooms	TBD			
.04 Dimmer Room	TBD			
.05 Elevator & Machine Room	TBD			
.06 Mechanical / Utility Yard	TBD			
.07			-	
.08 NET ZERO Requested by Env/Sustainability team			-	
			100	

5.04 Transportation	Qty.	Net S.F.	Total Net S.F.	NOTES
.01 Bus Garage	1	TBD		
.02 Bus Washing Facility	1	TBD		
			0	



CHAPTER 4

The Northwest School

EDUCATIONAL SPECIFICATIONS

Appendix

EXCERPTS FOR WEB

Submitted January 13, 2020

Planning Consultant:
BrainSpaces Inc.
brain SPACES
UNITING EDUCATION & ARCHITECTURE

4.0

APPENDIX

INTRODUCTION

While the Ed Specs represent a multitude of perspectives, explorations, collaborations, workshops, discussions and feedback embedded within the quantitative and qualitative parameters, information included in the Appendix represents raw data and insights gathered and generated throughout the process.

Please note that raw notes and data may include conflicting information that was discussed and vetted throughout the process to achieve the consensus required for the ed specs. It is included in the appendix to offer additional insights into user requests and concerns.

In addition to raw notes, the Appendix includes a glossary of terminology used during facilities planning and design processes.

4.1 FACULTY INSIGHTS

During an initial visioning workshop, faculty were asked to consider their current school and identify areas, activities and/or practices that:

- are working well and/or a part of our culture so we should **KEEP DOING** them;
- are not working so well and/or detract from our mission so we should **STOP DOING** them;
- are terrific ideas that we haven't yet tried (or are currently working to improve) so we should **START DOING** them.

The following comments were collected:

KEEP DOING

- Our dining program, specifically noted Cafeteria, Dining Room / Forum, Dining program, Organic dining, Awesome communal lunches, Farm-to-garden
- Arts specifically noted Ceramics Studio, Rich and varied arts program, Vibrant dedication to the arts
- Gym
- Student announcements / student programs (programming created by students)
- Collaboration specifically noted the spirit of collaboration
- Dedicated faculty specifically noted Awesome colleagues, Jo, Shie, Jonathan (table loyalty), All employees are faculty, Colleagues, Teachers
- Smartboards
- GORT Assessment
- Environment specifically noted Dedication to the environment, Empowerment of students and faculty, Sense of justice, Love of learning, My crypto, A community of learners, Freedom to explore and create
- Cross-graded activities
- Community meeting (2)
- Garden cared for by community for our community
- Books
- Camp Gallagle
- The Pearl Jam poster
- A role in the national discourse around best teaching practices
- Amazing students!
- International students
- Dorm (2)
- Environmental Program
- Excitement
- Open-minded faculty willing to learn and change
- Building for at least a room or two
- Chalkboards
- Outing program (2)
- Unisex restrooms
- Hall instruments
- Hall guitars (and the kids to play them…)

STOP DOING

- Cellphones specifically noted Students on phones
- The Mess. Individual dirt around the school
- The lighting
- Obstructive family
- College stress from families
- Community meetings
- Naysayers, undermines, haters, cynics
- Non-agile mindset
- Territorial "elbows-out" attitude
- Education to serve needs of our wealthiest students
- Tuition
- Lectures (3) specifically noted Over-reliance on lectures, 80-minute lectures
- Siloed science classes
- People in silos
- Desktop computers
- Desks
- Desks in Raymond
- Old-fashioned furniture
- Cars
- Fossil fuel dependent
- FA – not needed in future
- "Office" in active classroom (that is not mine)
- Building of individual offices for support faculty
- A farmer closet office with no windows
- Offices in closets
- Chalkboards gladly
- Male-dominated gym space
- Lack of clarity and inconsistent expectations for students
- Students having to learn in busy spaces where it's hard to focus
- Courtesy and common sense
- Place as the most powerful anchor

START DOING / IMPROVE

- Later start to the school day
- The tools needed for unencumbered experience in the ARTS
- Camp Gallagher specifically noted A fully realized partnership with Camp Gallagher, Global program trips
- Sustained, real connections with global partners
- New dorm / global school
- An understanding of "public purpose" (&Z programs to match)
- Ubiquitous technology
- Non-digital creative activity
- Non-physical, non-tech play
- Need blind admissions
- Interdisciplinary curriculum
- More project-based, interdisciplinary courses and experiences
- Student-led conflict resolution
- Affordability specifically noted My son can afford to attend, Faculty send their kids to the school, More students on financial aid, A fully endowed X-fund, An endowment of $25M for financial aid, Fully funded for all
- Continuous/connected campus
- Traffic safety
- Robust senior projects
- Teachers learning WITH students
- A beautiful LBC building
- More plants
- More windows/natural light
- Solar panels
- Water capture
- Model environmental, sustainable building
- Space to create inclusive learning environments
- Appropriate rooms
- Pool
- Science labs
- Meeting spaces
- Cool science equipment
- Quiet spaces (2)
- Makerspace
- Open classroom spaces
- Collaborative spaces for all faculty to work together
- Room for music (instrumental storage, practice spaces, rehearsal spaces for "large" (more than 20) group
- Faculty specifically noted Faculty office space, Dedicated spaces for all faculty, An inviting (not hot) faculty lounge
- Gathering space in which the whole community can comfortably fit (maybe even invite in neighbors)
- Auditorium with seats
- Performance space for all disciplines in Performing Arts
- Inviting social, relaxation space for students
- Truly diverse environment
- Equity. Inclusion. Diversity.
- Majority minority student faculty population
- Online grading system
- Faculty teaching lessons that support all students
- Consistent student-centered learning
- Student-centered math instructions
- Our exceptional faculty as authors and storytellers
- Positive on-going collaboration with parents
- Better communication about who we are and what we do
- More people who are team players

4.1 FACULTY INSIGHTS

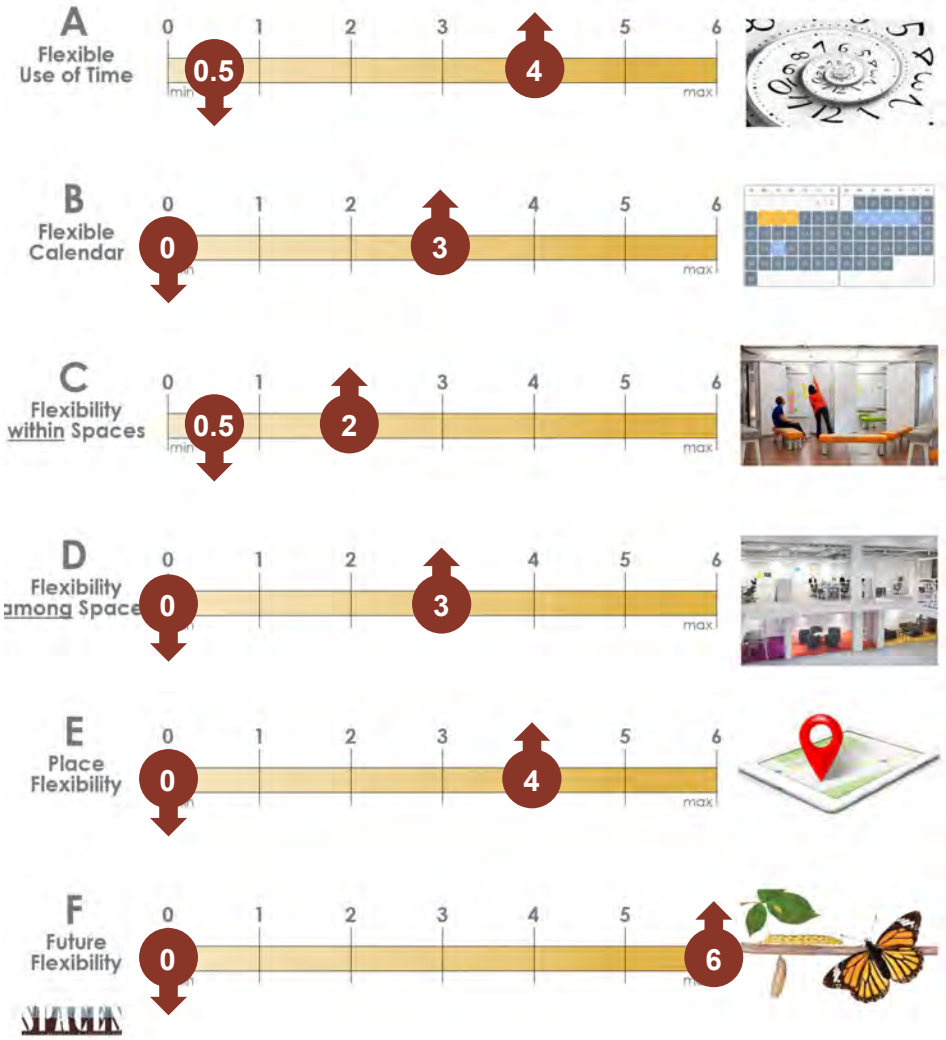
The series of charts below and on the following pages illustrate the collated results of the INTERPRETING FLEXIBILITY exercise during Workshop #1.

ACTIVITY PART 1: Participants were asked to identify the flexibility of **CURRENT** practices and/or facilities for various definitions of flexibility. The summary chart below shows variations in the perceptions of various participants. Where lowest and highest rankings are similar (for example in category C: Flexibility within Spaces), participants generally agree that current spaces are not very flexible. Alternately, where lowest and highest rankings differed widely (for example in category F: Future Flexibility), participants' disagree on whether the current school has adequate flexibility to evolve into the future.

PART 1:

Where You Are Now

(Lowest & Highest Ranking)



4.1 FACULTY INSIGHTS

AWARENESS SESSIONS

Throughout the EdSpecs process, members of the faculty were provided various opportunities to participate in the discussion and offer input. One such opportunity was the Awareness Sessions / Focus Groups, which were one-on-one, individual or small group meetings where faculty could share comments and questions. Discussion topics often included:

- Introduction to topic (current how, what, where, who)
- Specific insights on specific spaces or spatial attributes (area, finishes, furniture, lighting, equipment, technology, etc.)
- Discussions on operational issues (such as traffic, security, etc.)
- Ideas about collaboration within NWS & beyond NWS
- Overall vision & Hopes for future facilities

The following notes represent information and insights collected:

Security: *(Jonathan, Nate)*

- Main challenge is being a multi-building campus in an urban area
- Some issues with homeless, who camp out here frequently. Typically relatively easy to resolve, but sometimes need to get police involved. Want to keep to the mission, but some situations require intervention – non-communicative, hostility, mental health, etc.
- Front entry door could be more control for visitors – Main entry needs to be the funnel, there are not controls for 401 building. There's no "front" office staff at that building, and more visitors go there because it's a new building
- Security changes coming: more drills, training time for staff early in the year
- Facilities staff are NOT security staff but need to address security in some way (other schools use off-duty police). Police and EMY/hospitals are very near by, which is convenient.
- Parents are asking about security
- Supervision is key, difficult with multiple buildings. Need adult eyes everywhere
- 401 planning process – didn't follow through with security strategies
- Signage, wayfinding, orienting, check-in procedures, etc.
- Emergency cistern (requirement for 3 days for all population at 1gallon/pp/day), underground.
- Look at pick-up traffic – congestion, particularly during inclement weather. Parking is a problem, next year will try some new strategies. PE buses return right at pick-up.
- Security issues for off-campus activities as well.

4.1 FACULTY INSIGHTS

Student Nutrition: *(Bethany)*

- 2 lunches, plus provide dorm kids 3 meals. Someone is physically in the kitchen.
    - Mon-Fri 6-7:30
    - Sat-Sun 9-7:30
- Would like to offer cooking classes, but hard to find time. Do offer cooking classes in spring break session/camp\Dorm closes in winter break, spring break, and thanksgiving. – so 1-week camp, then longer camps in the summer. But next year spring break is only 1 week, so dorm students will be here, kitchen not available for classes.
- Farm to school lunch programs, would be great to have a hands-on nutrition curriculum.
- Labor focuses on lunch, hard to take staff away for classes.
- Some ideas: outdoor kitchen? What would that take? Would need dedicated space.
- Lunch is main thing, plus dorm kids. But there are many events that need kitchen/food like parent meetings, guest speakers, board meetings, events, games, etc.
- Community use? Could kitchen/cafeteria be rented for additional revenue?
- Event coordination is complicated with lots of things to coordinate – food, furniture, etc. would be great to have a catering kitchen (larger fridge, warming ovens, hand washing sinks, etc.)
- Big idea: large community meal (homeless, etc.) mission appropriate function, maybe on a regular schedule – weekly/monthly? We are currently very inward-facing, could do more outreach / community service. Food pantry?
- Storage – minimal storage causes hassle with multi-use of space. Movement of tables/chairs, so they get moves/stacked to the side. Looks messy.
- Have a catering closet for platters/dishes, coat racks, coolers, etc. Waste of time to dig through it all to get what you need
- Need space for cooking camp supplies
- Need larger area for trash and recycling (recycling co maybe should come everyday vs every other day?)
- Bethany pictures the Event Space "above" the small dining room – to take advantage of city views.

4.2 STUDENT INSIGHTS

Notes from Drop-in Sessions for gathering Student Input:

8th Grade Student
- Orchestra room, ensemble and practice rooms
- Culinary classroom
- Dedicated dance room – tap, marley flooring
- Rooftop garden with chicken coop, goats and one unicorn
- Favorite space has comfortable chairs (bean bags), in learning spaces
- Hydroponics
- Need separate choir and dance spaces

7th Grade Student
- Spirit store for all NSW gear and ware
- Virtual reality room with interaction wall-surface
- Faster elevator
- Stairs should have softer surfaces (rug, handrails that don't hurt)
- Covered outdoor activity spaces, fields, social, etc. Think retractable.

7th Grade Student
- A more accessible school, especially the restrooms.
- Middle school students only space for both social and study activities
- Need cubby spaces for student backpacks/stuff. Some lockable. Some not.
- Need a healthy building with good air quality

12th Grade Students (2)
- Would like to have a pool for a swim team and recreation (student and community)
- Need independent and small group study spaces in the library and interspersed near the learning spaces. All noise levels – quiet, semi, active/noisy
- Free access to the photolab and gallery
- More fitness and workout spaces

9th Grade Students (2)
- Bike shed is a good size but need space to story gear. Mudroom-like.
- High priority to have a green building, one that adheres to the Learning Building Challenge. Water harvesting, energy efficient. Supports our philosophy.
- Appreciate the "like home" feeling of the school, especially Haus. Want the new environment to feel livable, not sterile or too modern. Said this several times.
- Need arts building for both music and performance
- Need small group areas – quiet, semi, active/noisy. Quiet should be off the beaten path but still by learning spaces
- Would like to work more in farm and garden. Plant crops that are more realistic than planters
- Want an indoor-outdoor feeing throughout. Minimum plants inside.
- Like the Academy of Global Citizen school in Chicago example, but would love it to be more compact space
- Need for lots of natural daylighting

12th Grade Student
- Need science LABS not CLASSROOMS. Want more advanced opportunities in science programs
- Workout space is too small. Need more room for a whole team (up to 20). Would like a fitness system.
- Would love both an indoor running track and pool for the community, students and teams
- Maximize space for a rooftop garden for students. Food to be used in dining hall for students, international students and school community
- Need a more versatile and attractive blackbox. Maybe repurpose or make it more useful.
- Junior and seniors need study areas – seating in the halls, study room only, etc.
- Need place(s) to re-center – re-center room(s), sensory break room(s), separate space with soothing colors
- Would like the stairs to be more active

4.2 STUDENT INSIGHTS

- Want an indoor-outdoor, nature environment
- More library space for more books. Like sitting and reading a book with paper.
- Like the idea of different buildings with one department – more like a university campus
- Our school needs to be more accessible – classes too small, etc. Being inaccessible doesn't match up with our values.
- Want a Living Building Challenge building(s)
- Would like an outdoor plaza with a fountain

12th Grade Students (2)
- More comfortable environment
- Want a climbing gym
- Free access to art studios, open to students when they need it. Both indoor and outdoor spaces
- Miss computers in the library – ease of use, just walk up print, etc.
- Would like opportunity to study abroad open to all students, no just sophomores. Some students are ready or can't when they are sophomores. Study abroad and study near (internships, job experience, resources). Maybe on-campus and/or near-campus jobs – MORE EXPERIENCE.
- More language programs – both in person and online
- Need small budget for interest groups, plus space for student fundraising
- Provide opportunities for on-campus tutoring, ease for students
- Want classes that teach basic life skills – personal accounting, cooking, daily life skills, etc.

11th Grade Students (2)
- Need practice and ensemble rooms with recording capabilities. Free access to small music areas and rooms
- Need good acoustics in all learning spaces, including Blackbox. Have a way to sign-up.
- Free access to arts studio(s), could be small room with access to materials

12th Grade Students (2)
- Need quiet space(s) for studying during free period, before & after school, during lunch. Space to serve up to 30 people, maybe have carousels like a college library
- Want comfortable seating in learning spaces
- Want auditorium for musicals, community meetings, etc.
- Need a shop/wood class/space
    - Wood and metal
    - Chemistry could double as a welding studio
    - Foraging/blacksmithing

12th Grade Student
- Need "auditorium with seating that isn't on the floor"

8th Grade Student
- Need orchestra room!!!!!!!!!!
- Love playing in my ensemble room but need more room

8th Grade Student
- Need orchestra room

8th Grade Student
- Need Middle School ONLY Lounge!!

8th Grade Student
- Need orchestra room
- Need common areas for students

7th Grade Student
- Want glass walls – more natural light
- Want greenery

4.3 GLOSSARY

GLOSSARY OF PLANNING TERMINOLOGY

ADA	Americans with Disabilities Act. Addresses modifications of facilities to ensure access for persons with disabilities.
Accessibility	The quality of a physical space that allows ease of access for all persons, regardless of ability.
Academic Team	A group, usually 100 to 150 students, who share the same subset of teachers for core instruction. At the middle school level, this often includes an interdisciplinary team of teachers. At the upper school level, it is more common for teams to be same-subject (see also "professional learning communities").
Attendance Zone	The geographical area from which students are assigned a school to attend. AKA Attendance Boundary.
Attributes	Physical and/or environmental characteristics of a given space that are required to support the function(s) of that space. These can include permanent (lighting, HVAC, plumbing, electrical, casework, etc.), and/or non-permanent (color, furniture, finishes, fixtures, etc.), and/or qualitative/atmospheric (inspiring, bright, fun, sound-proof, etc.) characteristics.
Blended Learning	A program in which content delivery is a combination of online and face to face school based. Students typically have some control of time, place and pace of their learning.
Building	An individual, stand-alone structure. A single school may be comprised of one or more buildings, and alternately, a single building may accommodate multiple schools.
Campus	A property where one or more school buildings are physically located.
Capacity	In general, a calculation of the occupancy of a room, space or facility. School capacity is a function of several factors: the number of teaching stations (classrooms); the planned number of students per class; the utilization factor; and any possible limiting factors of infrastructure (kitchen/lunchroom capacity, gym, restrooms, hallways, etc.). Capacity may also be driven by code requirements such as life-safety and exiting. Terms specifically relating to student loading, capacity is further defined in various ways such as: **Building Capacity** — The number of students a school can accommodate within its permanent building(s) only (not including temporary facilities such as portable classrooms). Also referred to as "Seat-Count" and "Permanent Capacity". For a multi-building campus, the building capacity is a summary of the capacities of all campus buildings. **Capacity Space** — For the purposes of calculating school capacity, an instructional space within a school that is assigned classes of students for a majority of the day. At the middle and high school levels this includes art, music, PE, career education spaces and the like. At the elementary school level, only grade level classrooms and self-contained special education classrooms count as capacity spaces. See also "Non-Capacity Space

	Enrollment Capacity	The number of students a school can ENROLL within its permanent building(s). This differs from building capacity in that it reflects various programmatic parameters which are dependent on particular student needs and thus can change from year to year. For example, a special needs program is added to a given school which had no such offering in prior years. If this new program requires a full-size classroom space designed for 24 students, yet it now accommodates say 8 students, then the enrollment capacity for that school would be reduced accordingly. Since programs shift from year to year, Enrollment Capacity calculations should be updated annually.
	Temporary Capacity	The number of students that can be accommodated through the use of permanent AND temporary facilities such as off-campus rental facilities and/or portable classrooms on a school site.
Capacity Space		For the purposes of calculating school capacity, an instructional space within a school that is assigned classes of students for a majority of the day. At the middle and upper school levels this includes art, music, PE, career education spaces and the like. See also "Non-Capacity Space".
Capital Improvement		The addition or restoration of a permanent structure(s) or some aspect of a property that will either enhance the property's overall value or increase its useful life.
Class Size		For the purposes of calculating school capacity, the number of students assigned to a given teaching space and/or program. Typically a target number for the maximum number of students in a given class type or subject area. Sometimes set by school administration, sometimes set by faculty or faculty contracts. Often varies by grade level; sometimes varies by ability levels.
Community		(people)A group of people who directly or indirectly affect or are affected by the school. Often referring to people within a certain proximity to a school or location within a school neighborhood, the term may also be used more broadly, as in "global community".
		(place)A geographic area associated with a specific school, a group of schools, or a school system.
Community Spaces		Large, non-classroom areas within a school that are utilized by students throughout the school day, and may be open for community use after hours, i.e., cafeteria, commons, library.
Curriculum		The totality of student experiences that occur in the educational process, especially a planned sequence of instruction.
Daylight / Daylit		Refers to access to natural light from the sun to illuminate a space.
Deficiency		A condition that is considered sub-standard as measured against stated goals and priorities.
Demographics		The statistical data of a population, especially those showing average age, income, education, etc.
Diagram		A simplified drawing or schematic representation showing the appearance, structure, workings, or underlying concept of an idea or design.

4.3 GLOSSARY

Utilization Factor	A percentage or decimal fraction equivalent to the average proportion of time that a teaching station is in use. This factor accounts for teacher planning, schedule flexibility, preps, etc. For example, in a middle school model with an 8 period schedule, teachers teach 2 classes and have 1 period for prep plus 1 period for team planning. If each teacher is assigned their own classroom, then this equates to rooms being used 6 of 8 periods, or a utilization factor of 75%. When rooms are shared by multiple teachers, this number can be higher.
Virtual School	Typically refers to a web-based delivery system for learning / earning academic credits. Learners may participate in virtual schools wholly or partially to supplement face-to-face courses.
Visioning	An often community-based effort of assembling stakeholders (including educators, teacher and administrators, students, parents, and community members) for the purpose of exploring, in a workshop format, how the school or school district would like to develop long-term direction for educational delivery and the facilities needed to support the ideas. The clearer and stronger and more persuasive the vision for educational facilities - the more power the design and consultant team(s) will have to attain each goal throughout a project's development.
Wayfinding	Refers to physical and visual cues for navigating a school campus and building(s), potentially including signage, color, materials, lighting and other attributes coordinated with each other to help students, staff and visitors find their way around.

Thank You!

The **BrainSpaces** team wishes to thank the community of teachers, staff and students and **The Northwest School** for the opportunity to work with you to define and document the needs for your school facilities. We are inspired by your attention to individual learner success and by the quality teaching and learning that takes place in your schools, every day. Thank you!

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