

PLANNING PRINCIPLES

Steering Committee Meeting #4

6 May 2013

Student-Centered

- Facilities and furnishings will meet the changing needs of curriculum and instruction.
- The learning environment should be designed to meet the individual needs of all students.
- Facilities will provide an engaging and inclusive environment that fosters a sense of community.
- Spaces will allow for students to be active, responsible, and participate in their own learning.
- Building and grounds should provide a variety of spaces for hands-on activities, project-based learning, student collaboration, research and study space, and presentations.
- Sufficient spaces will be provided for staff collaboration, professional development, and independent work space.

Equitable

- Schools will have equitable facilities and adequate space to provide a full range of academic and co-curricular programs.
- Building infrastructure will provide for equitable learning environments, which includes, but is not limited to environmental comfort for all occupants.
- At the elementary level, buildings should have both a gym and multipurpose space, where possible.
- School facilities should meet the requirements of the Americans with Disabilities Act (understanding not all facilities will be entirely accessible).
- School spaces will be appropriately sized for their intended purpose (ex: dining, health, janitorial, staff lounges, etc).
- Outdoor spaces, including playgrounds, athletic facilities, and parking will be sufficient to meet the needs of the population at each building.

PLANNING PRINCIPLES DEVELOPMENT

Technology-Infused

- Technology in each learning space should have Wi-Fi/Internet Access, and sufficient bandwidth infrastructure to support hardware and software as needed.
- Technology travels with students or to students, as appropriate for each school.
- Building technology should support different types of communications among people locally, regionally, globally.
- Technology should be flexible and up-to-date in order to support a variety of learning environments.
- Professional Development space should be provided to teachers and staff and should include all technology that is available in the learning environments.
- Schools should provide a space for students to access technology outside normal school hours.
- Provide flexible spaces that can facilitate partnerships with community and business entities for innovative practices and offsite access.

Neighborhood Schools

- School boundaries should ideally be identified based on logical, natural, and man-made boundaries but realistically be flexible enough to accommodate the needs of a growing district and to balance FRL percentages.
- All schools will accommodate neighborhood and recreation programs.
- Schools that provide a host of community services, such as before and after school programs, should be encouraged.
- Students should have a choice to attend program-themed schools (magnet schools) or neighborhood schools.
- New school locations should be directed toward existing communities.
- Schools should be historically appropriate to their neighborhood.

PLANNING PRINCIPLES DEVELOPMENT

Healthy Buildings

- Buildings will have controllable indoor environmental quality including proper ventilation, humidity control, air temperature, and natural light with modern controls in each classroom.
- The learning environment should accommodate all visual and auditory needs.
- Buildings and grounds will provide a safe environment for all students with storm shelters, age appropriate playgrounds, safe drop off and pick up points, security enhancements, and will be free of pests and hazardous materials.
- Buildings will promote a feeling of emotional stability for all students.
- Each building should have adequate and appropriate food preparation and transportation.
- Sustainable and environmentally responsible construction materials and systems will be used.
- Where modulars are required, there should be easier access to restrooms by limiting distance and protection from weather to ensure safety.