WILLIAMS UNIFIED SCHOOL DISTRICT

BOARD OF TRUSTEES SPECIAL BOARD MEETING
5:30 p.m., Tuesday, October 22, 2019
College & Career Center
260 Eleventh Street, Williams, CA

A G E N D A

1.0   CALL TO ORDER   TIME: _____ PM

2.0   ROLL CALL

3.0   PLEDGE OF ALLEGIANCE

4.0   APPROVAL OF THE AGENDA

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
Leos-Vera ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Stoots ☐ aye ☐ no / Vaca ☐ aye ☐ no

5.0   AUDIENCE/VISITORS PUBLIC DISCUSSION – Anyone wishing to address the Board on any school-related item scheduled on the agenda may do so at this time. Please state your first and last name. The meeting is being taped and all comments are being recorded. Board bylaws limit 3 minutes per speaker and 20 minutes per item.

6.0   DISCUSSION ITEMS

   6.1   Education Specification Presentation
   6.2   LCAP Update/Input

7.0   ADJOURNMENT   TIME: _____ PM

Action _____ **Motion** _____ **Second** _____ **Ayes** _____ **Noes** _____
Roll Call: **Abstain** _____ **Absent** _____
Leos-Vera ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Stoots ☐ aye ☐ no / Vaca ☐ aye ☐ no

Accommodating Those Individuals with Special Needs – In compliance with the Americans with Disabilities Act, the Williams Unified School District encourages those with disabilities to participate fully in the public meeting process. If you require disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting, you should notify the Superintendent's office in writing prior to the regular meeting so that every reasonable effort can be made to accommodate you.

Agenda Documents: As required in SB 343, agenda documents distributed to the Board less than 72 hours before the meeting are available for public inspection at the District Administration Building located at 499 Marguerite Street, Suite C, Williams, California.
THE NEXT REGULARLY SCHEDULED BOARD MEETING WILL BE November 21, 2019 6:30 PM.

Posted: October 16, 2019

DISTRITO ESCOLAR UNIFICADO DE WILLIAMS

REUNIÓN ESPECIAL DEL CONSEJO DIRECTIVO
Martes 22 de octubre de 2019 a las 5:30 p.m.
Centro Universitario y Profesional
260 Eleventh Street, Williams, CA

A G E N D A

1.0　LLAMADO AL ORDEN　　　　　　　HORA: _____ PM

2.0　LISTA DE ASISTENTES

3.0　JURAMENTO DE LEALTAD

4.0　APROBACIÓN DE LA AGENDA

Acción _____ **Moción** _____ **Apoyada** _____ **Sí** _____ **No** ___
Lista de Asistentes:　　　　　　　　　　　　　　　　　　**Abstuvo** _____　　**Ausente** _____
Leos-Vera ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Stoots ☐ aye ☐ no / Vaca ☐ aye ☐ no

5.0　DISCUSIÓN PÚBLICA DE AUDIENCIA/VISITANTES - Cualquier persona que desee dirigirse al Consejo sobre cualquier tema relacionado con la escuela programada en la agenda puede hacerlo en este momento. Por favor diga su nombre y apellido. La reunión está siendo grabada y todos los comentarios están siendo registrados. El Consejo Directivo limita por norma a 3 minutos de exposición por persona y 20 minutos por tema.

6.0　ARTÍCULOS DE DISCUSIÓN

　　6.1　　Presentación de la especificación educativa
　　6.2　　Actualización / entrada de LCAP

7.0　SUSPENSIÓN　HORA: _____ PM

Acción _____ **Moción** _____ **Apoyada** _____ **Sí** _____ **No** ___
Lista de Asistentes:　　　　　　　　　　　　　　　　　　**Abstuvo** _____　　**Ausente** _____
Leos-Vera ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Stoots ☐ aye ☐ no / Vaca ☐ aye ☐ no

El Distrito Escolar Unificado de Williams, sirviendo a Individuos con Necesidades Especiales en conformidad con la Ley para estadounidenses con discapacidades, alienta a aquellos con discapacidades a participar plenamente del proceso de reunión pública. Si usted necesita acomodaciones o modificaciones relacionadas a su discapacidad, incluyendo asistencia y servicios auxiliares para poder participar en la reunión del Consejo Directivo, debe notificar por escrito a la oficina del Superintendente antes de la reunión regular para poder llevar a cabo todo esfuerzo razonable para acomodar sus necesidades.

Documentos de la Agenda: Como se requiere en SB 343, los documentos de la agenda distribuidos al Consejo Directivo con 72 horas de antelación a la reunión estarán disponibles para su inspección pública en el Edificio Administrativo del Distrito ubicado en 499 Marguerite Street, Suite C, Williams, California. **LA PRÓXIMA REUNIÓN PROGRAMADA DEL CONSEJO DIRECTIVO SERÁ el 21 de noviembre de 2019 a las 6:30 PM.**

Publicado: 16 de octubre de 2019

WILLIAMS UNIFIED SCHOOL DISTRICT

WILLIAMS JR. SR. HIGH SCHOOL
EDUCATIONAL SPECIFICATION FOR THE SOUTH WING AND NEW CLASSROOM PROJECT

High Performance Learning Environments

DRAFT
September 6, 2019

Thank you to all who participated in the Facilities Master Plan and Educational Specification Process.

High Performance Learning Environments

iEP² Integrated Educational Planning and Programing

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PROJECT DESCRIPTION

THE ROLE OF AN EDUCATIONAL SPECIFICATION

Educational Specifications serve to interpret the educational program and learning objectives into what physical forms would best support these activities. The concept behind educational specification is that the space used for education should allow the students and teachers to accomplish their objective easily versus creating work around solutions to the physical space they are given to use.

PROJECT DESCRIPTION

Williams Unified School District is in the city of Williams, which is 70 miles northwest of Sacramento. The Districts schools are on a single site.

In 2017, the District embarked on a district-wide facilities master planning process that assessed the existing building and site assets of the District and explored District and community input on the current condition of the school facilities. The process also included a demographic report and strategy for housing students within the District now and in the future. Finally, work included an analysis of funding options and implementation timelines to complete the goals set forth by the facilities master plan.

There was extensive involvement from the site staff, community, and district leadership in the completion of the facilities master plan and determining the projects to be completed. The facilities master planning process developed scope, budget, schedule, and overarching goals of the projects with the various implementation phases.

The work outlined within this educational specification is for the renovation of the south wing of the main building on the high school campus and construction of a new classroom building.

Image from the Master Plan

The south wing is a section of the main building which was built in 1955 and modernized in 1991. The classrooms within the building are small and lacking in 21st-century learning environments. The building also includes the original administration space which is being utilized as a staff lounge/workroom and counseling space for the Upper Bound program.

The new classroom building is intended to replace the existing portables on campus. These portables are beyond their useful life and will be removed from the campus once construction is complete. The new building will also provide additional capacity for the anticipated growth identified in the master plan.

Budget and the constraints of an existing building are two challenges in designing this project. In design and construction, these challenges may require the design scope to be adjusted to meet the available budget. When these instances occur, the design and construction team should try to protect the design intent and educational specifications throughout the value engineering process.

Existing Classroom in the South Wing

Existing Art Room with the unused shop equipment

DISTRICT MISSION:

IT IS THE MISSION OF WILLIAMS UNIFIED SCHOOL DISTRICT FOR STUDENTS TO GRADUATE WITH 21ST-CENTURY SKILLS GIVING THEM TRUE CHOICES; CAREER AND/OR COLLEGE.

EXCERPTS FROM BOARD OF TRUSTEES PHILOSOPHY:

- Creating 'lifelong learners, collaborative and creative problem solvers, contributing members of a global and technologically advanced society."

- "Teachers and educational support staff" need "to have the capacity to guide students."

- Create a "positive school climate for learning, academic achievement, and student development."

- It is understood that "the ability of children to learn is affected by social, health, and economic conditions and the other factors outside the classroom."

- "School improvement is a dynamic process requiring flexibility and innovation to meet the needs of students in a changing world."

- The community and the district are inextricably connected partners

- "Two-way communication with all stakeholders is essential for establishing continuity"

THE PROCESS
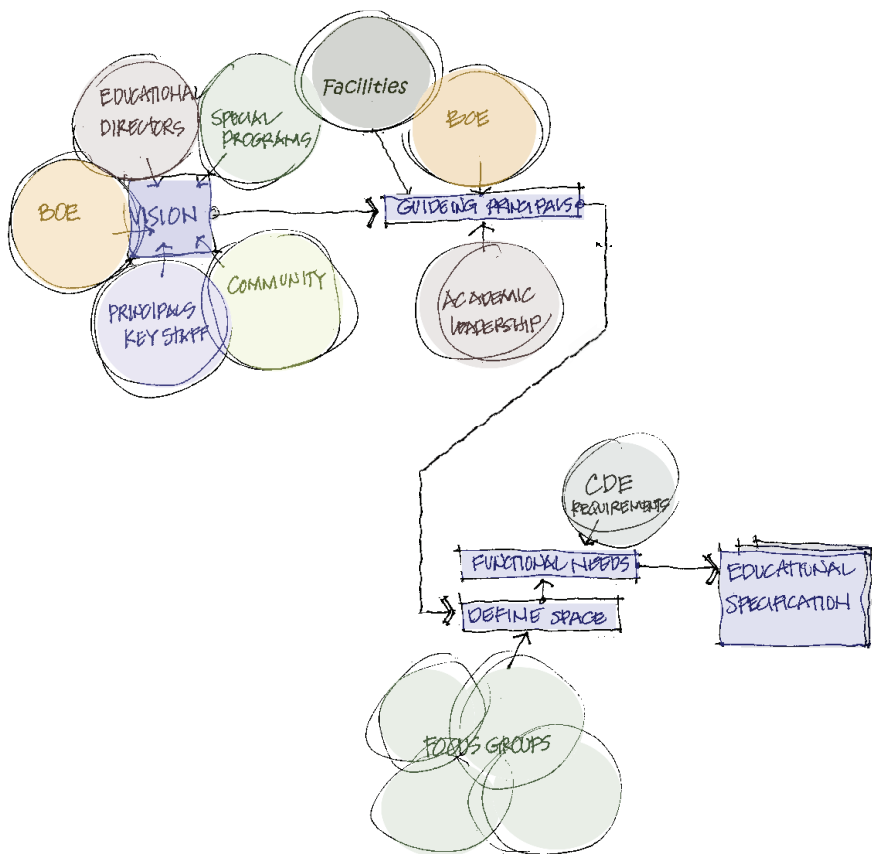
The educational specification process is comprised of the following steps:

- Visioning
- Creation of the guiding principles
- Definition of space and functional needs
- Creation of the document

The visioning process was conducted with District leadership and the Board of Education to articulate the guiding principles for the District's facilities projects. The visioning session started with the District's Mission Statement and Board of Trustees' Philosophy.

As the process continued, the guiding principles were used in the development of space and functional needs. At the beginning of each focus group meeting, the guiding principles were reviewed to focus the conversations of spaces in a direction that lead to definitions that supported the District's educational path forward versus what has been done in the past.
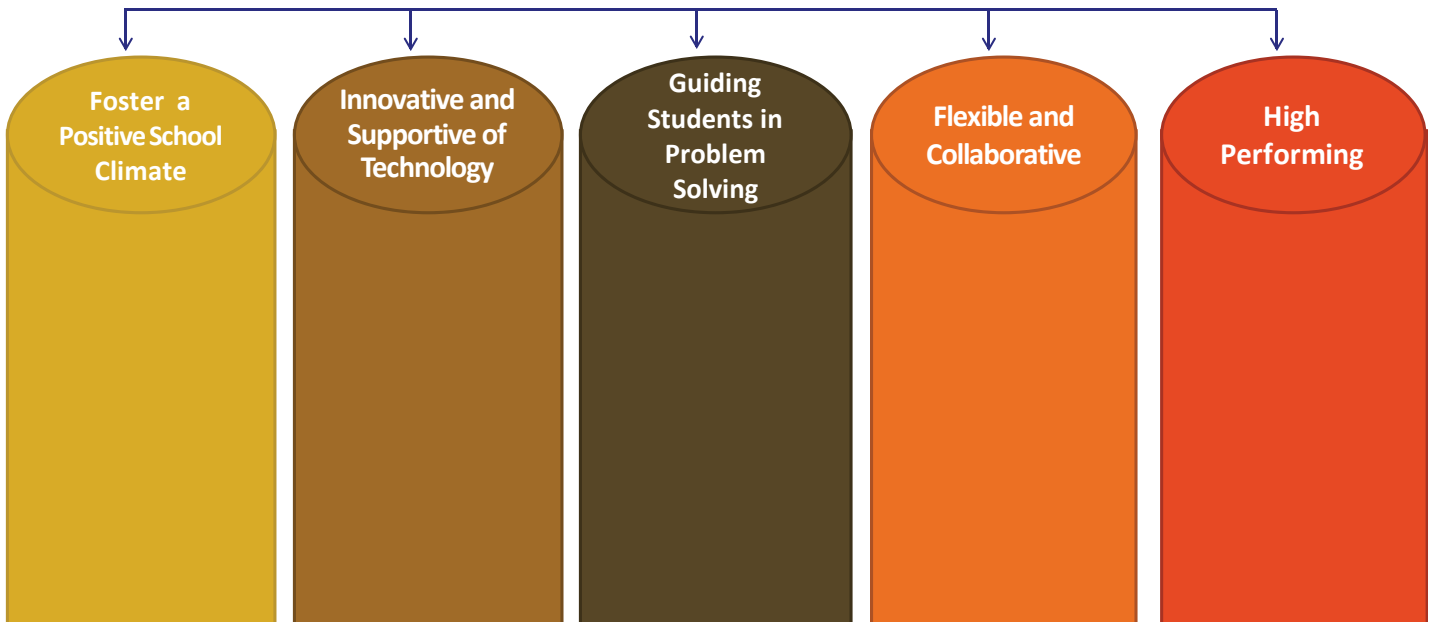
GUIDING PRINCIPLES

It is the mission of Williams Unified School District for students to graduate with 21st century skills giving them true choices; career and/or college.

FACILITIES GOAL

The WUSD Facilities Goal is to create a positive school climate while supporting 21st century skills in environments where students are guided through problem solving within a flexible and high performing setting.

OUR STUDENT CENTRIC FACILITIES WILL BE

Foster a Positive School Climate	Innovative and Supportive of Technology	Guiding Students in Problem Solving	Flexible and Collaborative	High Performing

The following guiding principles sub bullets were established to articulate how the philosophy and future of the educational vision could be applied to facilities and how facilities could create the environment conducive to the future of learning in Williams. These principles shall be the basis for design decisions from the initial concept to deciding the smaller details of the interior spaces.

Foster a Positive School Climate

- Welcoming non-institutional colors
- A variety of spaces, beyond the one size fits all environments including outdoor spaces
- Locations for display of student work and inspirational messages
- Maintain sight lines
- Allow for organization of personal items

Innovative and Supportive of Technology

- Infrastructure that allows technology to be accessed everywhere
- Individualized learning through technology
- Writable surfaces accessible to students
- Dependable wireless internet

Guiding Students in Problem Solving

- Finishes that allow "making" to occur in the lower grade classrooms
- Ability for students to co-own the learning spaces
- Students can access supplies

Flexible and Collaborative

- Moveable furniture, on wheels or lightweight
- Furniture that fits together to make different size groups
- Connecting doors between rooms
- Staff spaces for adult collaboration between rooms

High Performing

Creating high performance spaces with optimal
- Acoustics
- Indoor Air Quality
- Daylighting
- Thermal Comfort
- Furniture, Comfort & Flexibility
- Safety
- Technology

ACTIVITY AREA REQUIREMENTS

New construction and modernization projects have different constraints and requirements. Depending on the final location of a particular space, the application and scope of work could be adjusted from the educational specification.

While the facilities master plan dictates the total number of teaching spaces needed for the overall campus, the educational specification does not delineate which functions will be designed in which facility. Timing, site restrictions, availability of utilities, limitations of the existing building, and cost for construction will all be factors in determining which function is the best fit for either the new construction or modernization.

The new construction and modernization projects should include the following programs to replace the 22 teaching stations to be removed.

- General education instruction (18 teaching stations)
- An art program (displaced from the North Wing) (1 teaching station)
- Moderate to severe special education program (1 teaching station)
- Mid to moderate and resources special education (2 teaching stations)
- Counseling services (displaced from the South Wing)
- Teacher support area (displaced from the South Wing)

For additional capacity to achieve the 728 student capacity provided in the master plan, five more classrooms are needed.

GENERAL APPLIED CONCEPTS TO ALL SPACES

The following requirements are intended to be applied to every space unless otherwise specified in the Individual Space section. In addition to these requirements, the Key Facilities Performance Indicators (KFPI) should be applied. The KFPI are located in the appendix of this document and address the following components of design proven to affect student learning.

Acoustics

Furniture, Flexibility & Comfort

Daylighting

Technology

Thermal Comfort

Safety & Climate

Indoor Air Quality

MAIN SYSTEMS

- **HVAC:** Provide heating and air conditioning in every occupied space for thermal comfort. Heating unit shall be gas powered. District prefers package units for heating and air conditioning. These units are simpler to service and replace over time. As one unit is provided per space, these units are less impactful to instruction when the unit is out of service because a unit only affects one space instead of affecting the whole building or campus. Provide minimum cooling to the room with the IDF.

WINDOWS AND DOORS

- **Exterior Doors:** Provide commercial grade, fully welded hollow metal doors with vision window.
- **Lock Sets:** Provide US Lock construction cylinders. The District will install the final cylinders post construction. Levers shall be complaint US Lock levers.
- **Panic Hardware and Closures:** Use Von Duprin as a basis of design
- **Day lighting:** Provide natural light to all learning spaces.

LOW VOLTAGE

- **Bell Clock Intercom:** The campus will be equipped with a Valcom IP 6000. The construction project will provide conduits only for devices.
- **MDF Connection:** Provide single mode fiber from the MDF to the IDF
- **IDF to Termination Points:** Provide CAT6 cable
- **Wireless:** Provide access to WiFi in all occupied spaces
- **Security:** The District uses Eagle Security. Provide motion sensors in every primary space
- **Pull Stations:** Provide Silent Knight Pull Stations where required
- **Data Lines:** See chart below

	PHONE LINE	STANDARD 18" HIGH DUPLEX DATA DROP	DATA LINE IN THE CEILING WITH MAINTENANCE LOOP	WAP (TWO DATA LINES TO EACH DEVICE)
Classroom/Lab	1	3	3	1
Office	1 per desk	1 per desk	1	1
Support Space	Only if noted	0	0	Only if not in range to another WAP
Breakout Area	1	2	2	1

WALL FINISHES

- **Display Surface:** The guiding principles states that students should be co-owners of the learning space. To allow this goal to be achieved, whiteboard and tackable surface should be something everyone has access to use instead of the display surface being solely controlled by the teacher. This democratization becomes possible when the whiteboard surface is distributed around the room, leaving no one side as the typical "front of room" designation. By nature, bulletin boards need ownership to stay neat, so alternative options should be explored for quick display of work. Display rails, for example, allow the paper to be slid in and out without the need for any other mechanism such as a push pin or staple. Traditional tackable surfaces should also be provided for reference material.

- **Paint:** The District's standard interior paint is Benjamin Moore China White Semi-Gloss. An additional paint color could be acceptable. If an accent color is chosen, the color should be a blue or green hue.

FURNISHING

Furnishing should be as flexible as possible. Items that are moveable and stackable allow spaces to be rearranged and area to be freed up for various activities such as performances or gallery walks. Providing tables and chairs which nest or stack frees additional space if students choose to stand or if class sizes vary from one period to the next. When selecting shapes and sizes, preference should be given to pieces that can be used in multiple ways or form many shapes and sizes of groups.

Quick movement and rearrangement are vital to getting the most out of the furniture. Tables and chairs should have wheels or be lightweight enough to move easily. Students will be changing activities and working independently, with partners and in groups throughout a given class period. Quick transitions from one type of work station to another are essential to maximizing class time on learning activities. Wheels on tables and chairs make these fast transitions possible. Most tables and at least one-third of the chairs should be equipped with casters. Students should also have access to furniture that supports their movement in fidgeting and shifting positions. The height of the table and desks should allow the ability for a student to select a sitting or standing options.

Tabletops, while not required to have specific markerboard finish, should have a finish that allows dry erase markers to be used and easily erased. Dark or heavily patterned finished should be avoided.
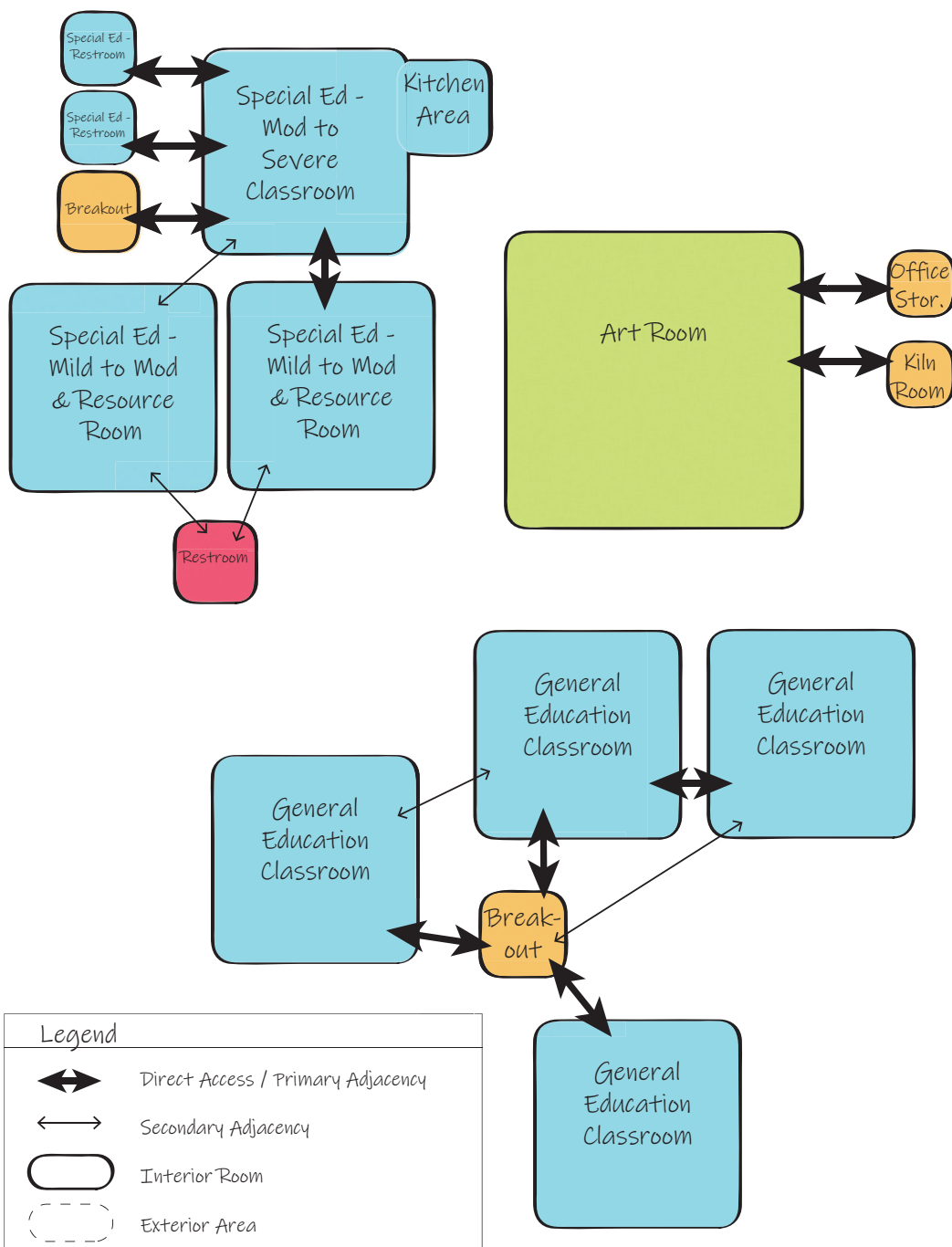
TOILET ROOMS

Toilet room finishes should include epoxy floors with a 6" cove base and tile wainscot. Single occupancy rooms need door hardware that shows an "occupied" sign. The following chart describes the attributes of each space. Special attention should be taken for acoustical separation from the toilet rooms to adjacent functions.

	GANGED RESTROOMS	GENDER NEUTRAL STUDENT RESTROOMS	GENDER NEUTRAL STAFF RESTROOMS	SPED RESTROOM	SINKS NOT ASSOCIATED WITH A TOILET FACILITY
Mirror	No	No	Yes	Yes	No
Sink	Cold water only Could be inside or outside but adjacent	Cold water only	Cold and Hot Water	Cold and Hot Water	Cold water only unless noted
Hand Dryers	Yes	Optional	No	No	No
Paper Towels	No	Optional	Yes	Yes	Yes
Feminine Hygiene Product Dispenser	Women's Only	Yes	Optional	Yes	No
Toilet Seat Covers	One outside stalls	Yes	Yes	Yes	No
Changing Table	No	No	No	Adult	No
Shower	No	No	No	No	No

GROUPINGS

The diagram below illustrates the important links between the spaces. More detail can be found in the individual space requirements under the Access/Transparency section. There are three groupings which do not have any particular need to be next to each other. These groups all will be in walkable distance to one another as they are to all the other functions which are existing on the high school campus. Within the groups, however, the Special Ed, Art, and General Classrooms Groupings do have connections to several functions requiring closer proximity as indicated by the arrows.

Special Ed - Restroom

Special Ed - Restroom

Breakout

Special Ed - Mod to Severe Classroom

Kitchen Area

Special Ed - Mild to Mod & Resource Room

Special Ed - Mild to Mod & Resource Room

Restroom

Art Room

Office Stor.

Kiln Room

General Education Classroom

General Education Classroom

General Education Classroom

Break-out

General Education Classroom

Legend

⟷ Direct Access / Primary Adjacency

←→ Secondary Adjacency

⬭ Interior Room

⬭ Exterior Area

GENERAL EDUCATION CLASSROOM

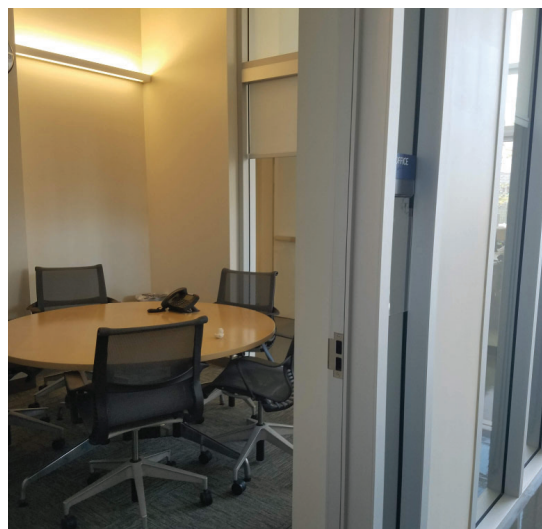|	
ACTIVITIES:	The classroom should have the flexibility to accommodate many teaching and learning styles and activities, including full group discussion, small group collaboration, and individual focused work. Within a classroom, the elements of furniture, supplies, and writable surfaces should be looked on as a kit of parts which can be molded and remolded for each activity. Students as co-owners should have the sense of being allowed to rearrange the space as needed for that moment's activity. The classroom should be planned for 32 - 35 students.
FINISHES:	**Ceilings:** Lay-in acoustical ceiling **Walls:** In addition to painted gypsum, between two feet above finished floor and seven feet high whiteboard and tackable surface should be available in multiple locations on at least three of the walls. The marker board should be the most predominant surface. Display rails should be provided in one place for at least six linear feet. Provide at least four rows vertically of the rails in this section. **Floors:** LVT, VCT or Sealed Concrete
SYSTEMS/ UTILITIES:	**HVAC:** Standard HVAC system for thermal comfort. **Electrical:** Provide at least six duplex electrical receptacles around the room on the perimeter walls. Provide two overhead pull-down electrical receptacles for access to electricity in the middle of the room. **Plumbing:** If there is a two-story building, then one classroom on the upper floor should be equiped with a sink.
ACCESS/ TRANSPARENCY:	Ideally, every classroom should have access to a Breakout Space/Staff Area. See Breakout Space/Staff Area for details. If the area is intended for students, provide a direct visual connection from the classroom. Provide connecting doors and view windows to other classrooms. This connection could be through a breakout area. The link allows passive observation to be a professional learning opportunity and puts learning on display.
TECHNOLOGY/ FURNISHINGS:	Provide at least one and preferably two large interactive screens on a movable cart. Provide seating and table surface for up to 35 students and one instructor.
STORAGE:	Storage is intended to be a furniture solution. Books and other classroom supplies should be accommodated in shelving. The teacher should have access to a lockable enclosed cabinet.

BREAKOUT SPACE/STAFF AREA

As budget allows, interior space for student breakouts and staff collaboration is preferred although protected exterior areas can be acceptable. These areas do not need to be separate rooms but can function as a "bump-outs" in a circulation path. Fully enclosed rooms may be more suitable for staff use or when students are engaged in an activity which is more sensitive to sound.

The architectural difference between student breakout and staff collaborations areas is minimal. Both functions allow a group (6-10) of people to work together on projects. Over time the users of each of these spaces may change from primarily students to primarily staff and back again; therefore, this document does not distinguish between the two functions.

Example of use:

- Staff Team Room – A place for building professional learning communities with collaboration tables, the potential for shared office space, and shared resources. This space could boost camaraderie and professional growth in a place that is visible to students creating a modeling opportunity.
- Small Group Intervention – A place for special education or another staff member to take a small group for a discussion or focused direct instruction.
- Project Space – A place for a group of students to collaborate on a group project.
- A Focus Space – A place for an individual student to complete a focused task such as completing a makeup test.

BREAKOUT SPACE/STAFF AREA - IF INTERIOR

ACTIVITIES:	Collaboration and meeting space for students, staff, or both.
FINISHES:	**Ceilings:** Lay-in acoustical ceiling **Walls:** Painted gypsum. Whiteboard and tackable surface should be available in multiple locations. The marker board should be the most predominant surface. Display rails should be provided in one area in larger rooms. **Floors:** LVT, VCT or Sealed Concrete
SYSTEMS/ UTILITIES:	**HVAC:** Provide the standard HVAC system for thermal comfort. **Plumbing:** One room per building should have a hand sink to provide access to water. **Electrical:** Provide at least four duplex electrical receptacles around the room on the perimeter walls. Provide one overhead pull-down electrical receptacles for access to electricity in the middle of the room for any room over 200sf.
ACCESS/ TRANSPARENCY:	Provide transparency to adjacent classrooms and circulation areas.
TECHNOLOGY/ FURNISHINGS:	Mount a large digital display on one wall for teams to use. Tables and chairs should be selected that facilitate collaboration. Provide one data line for the digital display and one adjacent to an electrical plug in a location that would be a convenient place for a printer or copier.
STORAGE:	If the area is intended for staff, bookshelves with instructor reference material could be appropriate. Lockable cabinets for supplies should also be provided.

BREAKOUT SPACE/STAFF AREA - IF EXTERIOR

Key elements to successful outdoor learning environments:

- Location: The location should allow the table surface to be shaded as mitigation of glare on screens and general eye strain. The orientation of the building to the outdoor environment, overhangs on the building, or an independent shade structure could be used to achieve the required shading. Placement should also include the ability for these areas to be supervised by adjacent classrooms through view level windows.

- Definition: Provided planters and other dividing elements create edges. Whiteboards in protected areas can also give prominence to a gathering area.

- Furnishing: The design should include paved areas (6-10 students or staff) with seating/table surfaces. Expanded metal should be avoided as a table surface so that a flat writing surface can be provided.

ART ROOM

ACTIVITIES:	The art room shall provide hands-on instruction for middle school and high school students. The design shall be flexible, allowing both full class direct instruction and student creation of artwork. The design should enable mixed media, and if the current program permits, courses in ceramics or other forms of art pertinent to contemporary industry trends. If possible, infrastructure and space layouts should allow for a future kiln room. Space should be planned for 30 drawing desks arranged in groups, sink area, and storage. Additional stations which may be included if space allows include pottery wheels and general project tables.
FINISHES:	**Ceilings:** Exposed to structure or lay-in acoustical ceiling **Walls:** Painted gypsum behind counter-tops, whiteboard space where possible **Floors:** Sealed Concrete
SYSTEMS/ UTILITIES:	**HVAC:** Provide enhanced exhaust system in addition to the standard HVAC system for thermal comfort to account for venting and dust collection. **Plumbing:** Provide access to four stainless steel sinks or a large trough sink with multiple spigots for washing hands and cleaning of brushes and tools. Provide a clay trap. **Electrical:** Provide six receptacles above the counters, ceiling mounted pull reels (2) for access in the middle of the room. Provide electrical capacity to accommodate up to 6 potter wheels
ACCESS/ TRANSPARENCY:	If space allows for the Art Office and Secure Storage Room, provide direct access. Provide north daylighting or skylights or windows. Ideally, the art room would have a direct connection to future kiln room; however, a smooth pathway (as short as possible) to a future kiln room location is required. The path to the kiln room is important because the ceramic piece will be rolled on carts from the art room to the kiln room and back.
TECHNOLOGY/ FURNISHINGS:	Student Activity Spaces: Drawing desks with stools shall make up the student group tables. Provide a large interactive screen on a movable cart.
STORAGE:	Provide approximate 20' of deep full height storage. Consider options withing some of the cabinets for being able to accommodate standard shelving with optional thin filler shelves to accommodate paper storage when needed but adaptable to larger ob-jects for three-dimensional work and supplies.

ART OFFICE AND SECURE STORAGE (OPTIONAL BASED ON BUDGET)

ACTIVITIES:	The Art Office and Secure Storage will provide a desk area for the instructor and a room where more sensitive equipment can be stored securely
FINISHES:	**Ceilings:** Exposed to structure or lay-in acoustical ceiling **Walls:** Painted gypsum **Floors:** LVT, VCT or Sealed Concrete
SYSTEMS/ UTILITIES:	**HVAC:** Provide a standard HVAC system for thermal comfort. **Electrical:** Provide two receptacles
ACCESS/ TRANSPARENCY:	Provide direct access to the Art Room
TECHNOLOGY/ FURNISHINGS:	Provide data and phone adjacent to the electrical receptacles.
STORAGE:	Provide full height shelving, and one closed full height cabinet

KILN ROOM (OPTIONAL BASED ON BUDGET)

ACTIVITIES:	The Kiln Room will house the kiln and storage for pieces which are being unloaded for firing. This area may or may not be fully enclosed space; however, the kiln needs to be fully protected from the weather.
FINISHES:	**Ceilings:** Exposed **Walls:** Dependent on the enclosure and if the kiln room is within the same building as the art room or not **Floors:** Sealed Concrete
SYSTEMS/ UTILITIES:	**HVAC:** Provide an exhaust system to meet all the code requirements for the kiln **Electrical:** Provide electric power needed for the kiln, and one duplex plug
ACCESS/ TRANSPARENCY:	Provide a smooth path from the art room to this room.
TECHNOLOGY/ FURNISHINGS:	Moveable carts and shelving

SPECIAL EDUCATION – MODERATE TO SEVERE CLASSROOM

ACTIVITIES:	The classroom will accommodate nine to seventeen students whos needs, and abilities will change from year to year. Students will be supported by multiple staff members who will use this room as their primary working environment. Within a classroom, the elements of furniture, supplies, and writable surfaces should be looked on as a kit of parts which can form different stations for working. Small group, large group, individual quite work, and one on one spaces will be developed based on the needs of the students within a given year; however, not minute by minute as possible within the general education classroom. The curriculum for this program includes life skills. The Kitchen Area and SPED Restroom is an active part of the learning environment. See details in the next section for the Kitchen Area and the General Applied To All Spaces section Toilet Room page for the SPED Restroom. A store window should also be provided to allow students to role play purchasing and selling items.
FINISHES:	**Ceilings:** Lay-in acoustical ceiling **Walls:** Painted gypsum below two feet and above seven feet. Whiteboard and tackable surface should be available in multiple locations on at least three of the walls. The marker board should be the most predominant surface. **Floors:** LVT, VCT or Sealed Concrete
SYSTEMS/ UTILITIES:	**HVAC:** Standard HVAC system for thermal comfort. **Plumbing:** See Kitchen Area **Electrical:** Provide at least six duplex electrical receptacles around the room on the perimeter walls.
ACCESS/ TRANSPARENCY:	Provide adjacency to a Breakout Space/Staff Area. See Breakout Space/Staff Area for details. Ideally, this would be a dedicated Breakout Space/ Staff Area with window to this classroom only. Provide an operable window to a circulation path which could be used as a student store. The window should have window coverings for when the store is closed. The window should have a small transaction shelf on the outside of the room. Inside the classroom, furniture can create a counter. Provide direct access to the Kitchen Area and SPED Restroom. See below for details.
TECHNOLOGY/ FURNISHINGS:	Provide at least one and preferably two large interactive screens on a movable cart. Provide seating and table surface for up to 15 students and three instructors.

SPECIAL EDUCATION – MODERATE TO SEVERE CLASSROOM (CONT.)

STORAGE:	Storage should be a combination of full height built-in storage and smaller move-able storage units that can double as room dividers. The full height storage could be cabinets or a closet with whiteboard doors for items not needed daily. Provide at least ten linear feet. Frequently used items should be stored in smaller moveable metal shelving with whiteboard surfaces on the back side. These items can be room dividers, and the magnetic surfaces allow for routines to be posted quickly. Student storage includes a minimum of ten student cubbies approximately 12 x 14 x 12. This storage should be placed near the door to the SPED Restroom.
SPECIAL CONSIDERATIONS:	Environmental factors have a more significant effect on this more sensitive group. If possible, lighting controls should go beyond basic diming and provide the ability to control light color. Temperature zones, within the room, should be provided. Window coverings are needed.

SPECIAL EDUCATION – MODERATE TO SEVERE KITCHEN AREA

ACTIVITIES:	The curriculum for this program includes life skills. The Kitchen Area should be part of the Special Education – Moderate to Severe Classroom to provide these skills.
FINISHES:	**Ceilings:** Lay-in acoustical ceiling **Walls:** Cleanable hard surface, such as an FRP (fiberglass reinforced plastic) wall covering **Floors:** LVT, VCT or Sealed Concrete
SYSTEMS/ UTILITIES:	**HVAC:** Standard HVAC system for thermal comfort and an exhaust fan for the stovetop. Provide a dryer vent. **Plumbing:** Two compartment sink with hot and cold water required. A dishwasher (depending on budget). Provide a water connection and drain for a washer. **Electrical:** Provide electrical for an oven/cooktop, microwave, refrigerator, washer and dryer. Addition counter top plugs should be provided for other countertop appliances such as a blender or crockpot. Provide electrical to support a washer and dryer **Gas:** Gas stove top is preferred over electric however not required
ACCESS/ TRANSPARENCY:	Provide direct access to the Special Education – Moderate to Severe Classroom
STORAGE	Provide one pantry cabinet. Provide upper and lower cabinets with the countertop.

SPECIAL EDUCATION – MILD TO MODERATE AND RESOURCE ROOMS

These rooms are intended to support either a push-in/pull-out model up to a full special day class depending on the enrollment and needs of the students for each year. The rooms should be structured and furnished the same as a general education classroom with a few exceptions. Enhanced lighting controls for dimmability and light color should match the options provided the Special Education – Moderate to Severe Classroom. Also, a classroom sink would be required. A direct connection to a student restroom is desired although close adjacency may need to be accepted depending on the limitations of budget and building type.

COUNSELING OFFICE

ACTIVITIES:	The office for counseling staff and area to meet with students
FINISHES:	**Ceilings:** Lay-in acoustical ceiling **Walls:** Painted gypsum with a whiteboard and tackable. **Floors:** LVT, VCT or Sealed Concrete
SYSTEMS/ UTILITIES:	**HVAC:** Standard HVAC system for thermal comfort. **Electrical:** Provide at least four duplex electrical receptacles around the room
TECHNOLOGY/ FURNISHINGS:	Mount a small digital display (42" max) on one wall for sharing information to a student. Provide one data line for the digital display and one adjacent to an electrical plug in a location that would be a convenient location for a desk. Provide a desk, conference table and file cabinet.

SUMMARY OF SPACE REQUIREMENTS

INTERIOR SPACES	QUANTITY	SF
General Education Classroom	17- 23	960
Breakout Space/Staff Area		150-300
Art Room	1	2000
Art Office and Secure Storage	1	115
Kiln Room	1	75
Special Education – Moderate to Severe Classroom	1	960
Special Education – Moderate to Severe Kitchen Area	1	200
Special Education – Moderate to Severe Restroom	2	120
Special Education – Mild to Moderate and Resource Rooms	1	960
Counseling Office	1	150
Electrical/HVAC/Data		As Needed

EXTERIOR SPACES	QUANTITY	SF
Breakout Space/Staff Area		300-500

APPENDIX

> **KEY FACILITIES PERFORMANCE INDICATORS (KFPI)**

HPLE RATING SYSTEM OBJECTIVE AND IMPLEMENTATION

The objective of the HPLE Rating System is to allow the Williams Unified School District to ensure the consistent and systematic delivery of high performing learning environments.

Similar to the way LEED rates green building construction, the HPLE Rating System rates school facilities, with a focus on facility attributes that contribute to student performance. It is also intended to assist project teams in understanding the performance criteria necessary for creating learning environments that are "High Performing".

The rating system is developed based on accepted design and construction principles and endeavors to strike a balance be-

tween established design practices, design practices, facilities performance research and emerging educational concepts.

The HPLE Rating System is a 100-point performance-oriented system where points are earned, by the school facilities project, for satisfying performance criteria. Varying levels of performance is achieved based on the total points earned.

The levels of performance are as follows:

Performance Level	Point Range
Insanely Great Learning Environments	91-100
Exceptional Learning Environments	81-90
Very Good Learning Environments	71-80

This rating system is a translation tool for design and construction teams to provide a consistent understanding of the expected levels of performance for the district's facilities projects.

The users may notice that the HPLE Rating System is structured in a similar fashion as LEED. This structure is primarily due to LEED's popularity and familiarity by the school design and construction professionals. This familiarity, we believe, will facilitate the understanding and strategy implementation on a project level. While using a similar format as LEED, the content and result is entirely focused on student performance, rather than green building. Although, environmentally friendly buildings are highly encouraged, the HPLE Rating System's intent is to develop

educational environments that facilitate student and teacher performance.

The HPLE Rating System is organized into seven categories that substantial research has shown have a significant impact on student performance.

Acoustics

Indoor Air Quality

Thermal Comfort

Daylighting

Technology

**Furniture, Flexibility & Comfort**

Safety

The 100-points are divided among the seven categories with a variety of credits and points allocated in each category. Most credits are optional, however two credits are required for all projects.

The point and credit distribution is as follows:

Acoustical Performace	Possible Points	15

Credit 1 Acoustic Quality		15

Indoor Air Quality	Possible Points	15

Credit 1 Minimum IAQ Performance		Required
Credit 2 Low Emitting Materials		5
Credit 3 IAQ Assessment		5
Credit 4 Indoor Pollutant & Chemical Source Control		5

Thermal Comfort	Possible Points	15

Credit 1 Thermal Comfort Design		10
Credit 2 Thermal Comfort Control		5

Daylighting	Possible Points	15

Credit 1 Daylight		6
Credit 2 Quality Views		3
Credit 3 Lighting Quality and Control		6

Technology	Possible Points	15

Credit 1 Electrical Power		3
Credit 2 Network Connectivity		2
Credit 3 Visual Display		4
Credit 4 Audio / Visual Interface and Control		2
Credit 6 Distributed Interactivity		2
Credit 7 Session Capture and Access		2

Furniture, Flexibility and Comfort	Possible Points	25

Credit 1 Seating Density		3
Credit 2 Furnishings Layout		3
Credit 3 Furniture Components		4
Credit 4 Movable Partitions		3
Credit 5 Transparency		3
Credit 6 Access to Adjacent Informal Learning Areas		3
Credit 7 Writable Surfaces		3
Credit 8 Physical Storage		3

Safety	Possible Points	0

Credit 1 Safety Assessments		Required

Total Possible Points 100		
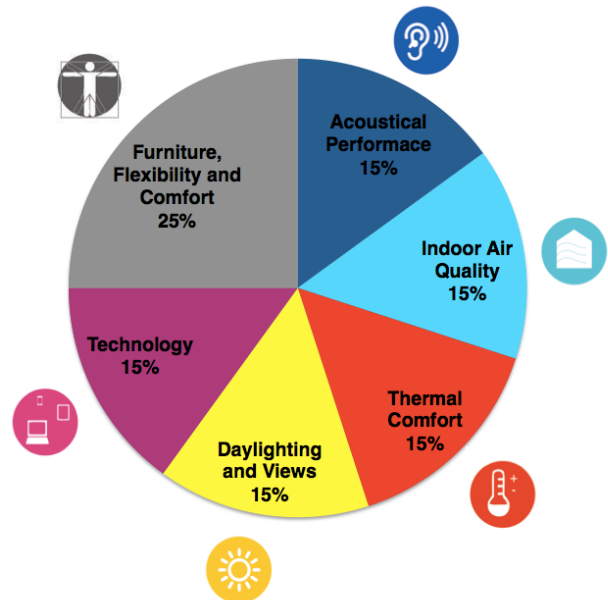
CREDIT DETAILS

The organizational format for each credit, in the HPLE Rating System, is standardized for simplicity and quick reference. The first section summarizes key points regarding the credit's intent and requirements. The subsequent section provides supportive information to help interpret, implement and document performance.

When the credit requirement is to meet or exceed a LEED credit, the points established in this rating system will govern.

The standard credit sections are as follows:

Intent

Identifies the principal goal of the credit

Requirements

This section specifies the criteria to satisfy the credit, it also identifies the number of points available and the documentation required for the submittal to the district. Certain credits are required, while the majority are optional, however all contribute to the point total. Some credits are divided into sub-credits with independent or cumulative points.

Potential Approaches & Strategies

Presents ideas, recommendations or possible strategies for the project design and specifications.

High Performance
Learning Environments

Acoustical Performance - Credit 1   15 Points
Acoustic Quality

Intent

To enable learners to hear and understand teachers, presenters, audio content, and one another through effective acoustic design of the room. In addition, to provide classrooms that are quiet and in which teachers can speak to the class without straining their voices.
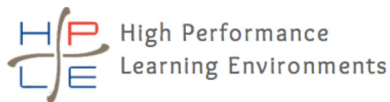
Requirements

To obtain credit, do the following:

1. Meet the American National Standards Institute (ANSI)/ASA S12.60---2010/Part 1 (Acoustical Performance Criteria, Design Requirements, and Guidelines for Schools) standards for acoustics in core learning spaces and ancillary learning spaces. These include, but are not limited to, noise isolation design requirements and specific limits on background noise and reverberation from building services and utilities.

Potential Approaches & Strategies

- Refer architects to ANSI/ASA S12.60---2010/Part 1 for design guidelines for various size spaces including large classrooms and lecture spaces and for use of sound---absorbing materials and acoustical treatments.
- See ANSI guidelines also for recommendations about effects of carpeting and furnishings on acoustics.

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High Performance Learning Environments

Indoor Air Quality - Credit 1   Required

Minimum Indoor Air Quality Performance

Intent

To contribute to the comfort and well-being of students, teachers and staff by establishing minimum standards for indoor air quality (IAQ).
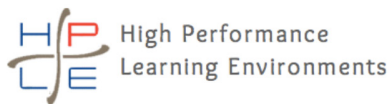
Requirements

To obtain credit, do the following:

1. Meet or exceed LEED BD+C – Minimum Indoor Air Quality Performance. Specifically meet the requirements for both Ventilation and Monitoring.

   http://www.usgbc.org/node/2612607?return=/credits/schools---new-construction/v4

Potential Approaches & Strategies

- Design ventilation systems to meet or exceed the minimum outdoor air ventilation rates as described in the ASHRAE standard. Balance the impacts of ventilation rates on energy use and indoor air quality to optimize for energy efficiency and occupant comfort. Use the ASHRAE Standard 62.1-2013 for detailed guidance on meeting the referenced requirements.
- Consider using carbon dioxide (CO_2) and outdoor-airflow monitors that signal the HVAC system when fresh air is needed. These monitors must be programmed according to minimum set points defined by *ASHRAE 62.1-2013*.

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H|P|LE High Performance
Learning Environments

Indoor Air Quality - Credit 2   5 Points
Low Emitting Materials

Intent

To contribute to the sustained comfort and well being of students, teachers and staff by avoiding exposure to potentially hazardous chemicals that adversely impact air quality.
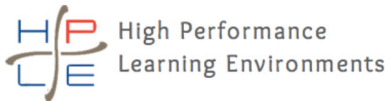
Requirements

To obtain credit, do the following:

1. Meet or exceed LEED BD+C – Low Emitting Materials Using Option 1

http://www.usgbc.org/node/1733738?return=/credits/schools---new-construction/v2007

Potential Approaches & Strategies

Design teams should specify low VOC products based on durability, performance and their general contributions to the key facility performance indicators.

HPLE High Performance Learning Environments

Indoor Air Quality - Credit 3

5 Points

Indoor Air Quality Assessment

Intent

To contribute to the sustained comfort and well being of students, teachers and staff by establishing better quality indoor air in the building after construction and during occupancy.

Requirements

To obtain credit, do the following:

1. Meet or exceed LEED BD+C – Indoor Air Quality Assessment

   http://www.usgbc.org/node/2614245?return=/credits/schools---new-construction/v4

Potential Approaches & Strategies

Consider sealing ductwork, during construction, to avoid unnecessary dust and pollutant accumulation in the ducts and mechanical systems prior to flushing out.

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High Performance
Learning Environments
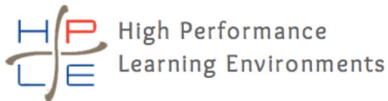
Indoor Air Quality - Credit 4   5 Points
Indoor Pollutant & Chemical Source Control

Intent

To contribute to the sustained comfort and well being of students, teachers and staff by improving indoor air quality, reducing airborne pollutants and chemical contaminates.

Requirements

To obtain credit, do the following:

1. Meet or exceed LEED for Schools 2007 – EQc5 Indoor chemical & pollutant source control (with interpretations)

   http://www.usgbc.org/node/1733746?return=/credits/schools---new-construction/v2007

Potential Approaches & Strategies

Design strategies for this credit may include:
- Self-closing doors on janitors' closets
- Entryway track off systems (ie, roll out mats) to keep dirt and other pollutants from being tracked into the learning environments

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HPLE — High Performance Learning Environments

Thermal Comfort - Credit 1   10 Points
Thermal Comfort Design

Intent

To ensure that thermal conditions of spaces are conducive to learning, productivity and well-being.

Requirements

To obtain credit, do all of the following:

1. Meet or exceed LEED BD+C – Thermal Comfort Credit
   Specifically the *thermal comfort design* requirements.

   http://www.usgbc.org/node/2614080?return=/credits/schools---new-construction/v4

   and

2. Comply with ASHRAE Standard 55 --- 2010, "Thermal Environmental Conditions for Human Occupancy," for maintaining uniform temperature across the learning space.

Potential Approaches & Strategies

Note that if occupants remark on the temperature of the space then it is either too hot, too cold, or fluctuating too much – and therefore taking attention away from learning.

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High Performance Learning Environments
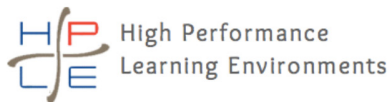
Thermal Comfort - Credit 2   5 Points
Thermal Comfort Control

Intent

To ensure that thermal conditions of spaces are conducive to learning, productivity and well-being.

Requirements

To obtain credit, do all of the following:

1. Meet or exceed LEED BD+C – Thermal Comfort Credit
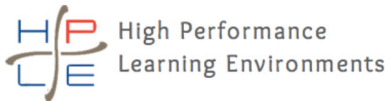   Specifically the *thermal comfort control* requirements.

   http://www.usgbc.org/node/2614080?return=/credits/schools---new-construction/v4

   and

2. Install a permanent temperature and humidity monitoring system configured to monitor, control, and optimize the performance of the occupied spaces. Monitoring system shall provide both local and remote operators (one may override the other) control over thermal comfort performance and the effectiveness of humidification and/or dehumidification systems in the building.

Potential Approaches & Strategies

Provide controls such that occupants can set and/or adjust temperature at a level that is conducive to their learning.

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High Performance Learning Environments

Daylighting - Credit 1   6 Points
Daylight

Intent

To support learning and improve concentration and engagement by providing natural light. In addition, this credit will reinforce the learner's circadian rhythms, and reduce the reliance on electrical lighting by providing natural light.

Requirements

To obtain credit, do the following:

1. Meet or exceed LEED BD+C - Daylight Credit.
   Provide daylight in 75% or more of the space.

   http://www.usgbc.org/node/2614118?return=/credits/schools---new-construction/v4

Potential Approaches & Strategies

When designing the spaces, consider the following:
- Daylight-optimized building footprint
- Climate-responsive window-to-wall area ratio
- High-performance glazing
- Daylighting-optimized fenestration design
- Skylights (passive or active)
- Tubular daylight devices
- Daylight redirection devices
- Solar shading devices
- Daylight-responsive electric lighting controls
- Daylight-optimized interior design (such as furniture design, space planning, and room surface finishes).

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High Performance
Learning Environments
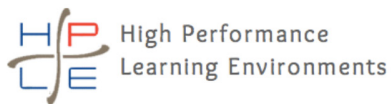
Daylighting - Credit 2

3 Points

Quality Views

Intent

To support learning and improve engagement by providing learners, teachers and staff a connection between indoor and outdoor environments through windows and views to the exterior.

Requirements
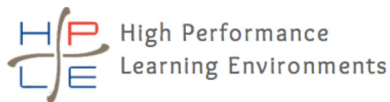
To obtain credit, do the following:

1. Meet or exceed LEED BD+C – Quality Views.
    Provide direct line of sight to the outdoors for 75% or more of all regularly occupied spaces.

    http://www.usgbc.org/node/2614128?return=/credits/schools---new-construction/v4

Potential Approaches & Strategies

When designing the spaces, consider the following:
- High performance glazing
- Exterior view optimized fenestration design

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High Performance
Learning Environments

Daylighting - Credit 3
Lighting Quality and Control

**6 Points
Possible**

Intent

To ensure optimal lighting appropriate to different learning activities.

Requirements

To obtain credit, do one or more of the following:

1. Meet or exceed LEED BD+C – Interior Lighting   3 Points
   Option 1 – Lighting Control

and/or

   Meet or exceed LEED BD+C – Interior Lighting   3 Points
   Option 2 – Lighting Quality

   http://www.usgbc.org/node/2614118?return=/credits/schools---new-construction/v4

Potential Approaches & Strategies

When designing the spaces, consider the following:
- Create consistency of lighting control systems across classroom stock.
- Provide a means for easily moving between different lighting scenarios (i.e., presets for different use cases)

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High Performance Learning Environments

Technology - Credit 1

Electrical Power

3 Points

Intent

To ensure that all participants in a space have access to electrical power to support the wide variety of technologies used in learning activities.
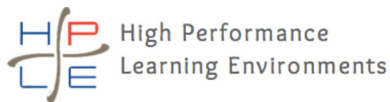
Requirements

To obtain credit, do all of the following:

1. Provide dedicated electrical power receptacles for all built-in or resident technology.

   and

2. Provide convenient access to electrical power for portables/mobile devices by either providing dedicated receptacles for each participant or a means of sharing receptacles (e.g., at table clusters) or battery provisions.

   and

3. Provide appropriate receptacle locations, or cable management such that cables do not obstruct traffic paths.

Potential Approaches & Strategies

- Outline a range of desirable or anticipated activities and their power requirements to determine appropriate capacity for a range of usage scenarios.
- If appropriate, consider using a distribution grid in the floor to provide flexibility in positioning power receptacles and to accommodate multiple layout options.
- Leverage designs and systems that minimize the need for power during peak usage times.
- Provide charging stations in the building.

High Performance Learning Environments

Technology - Credit 2   2 Points
Network Connectivity

Intent

To enable adequate network performance for all participants and intended learning activities.

Requirements

To obtain credit, do both of the following:

1. Provide wired connectivity to strategic areas of the room that may require high---bandwidth/low---latency connections, or where a networked device will be located.

   and

2. Provide reliable and robust wireless connectivity with appropriate bandwidth, latency, and capacity to support multiple mobile connections for all occupants.

Potential Approaches & Strategies

- Outline range of desirable or anticipated activities and their potential bandwidth requirements to determine appropriate bandwidth capacity.
- Determine cabled connectivity requirements at strategic points (e.g., presenter station, participant clusters, etc.) to allow for several different configurations.
- Design flexibility to allow for increased connectivity as demanded by course applications (e.g., firewall settings, traffic shaping).
- Consider internal networked AV solutions that allow for sharing of high---bandwidth content over a local network.

High Performance Learning Environments
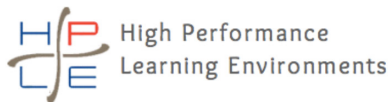
Technology - Credit 3
Visual Display

4 Points Possible

Intent

To enable robust sharing of visual data by making it easily available, visible, and/or readable by all participants.

Requirements

To obtain credit, do the following: 2 Points

Provide at minimum a single visual digital display appropriate to the intended room use and function, layout, dimensions, and content types. Displays should allow multiple input types such as VGA, composite and HDMI, with the ability to adapt easily to evolving cabling and input standards.

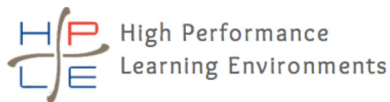*To obtain additional credit, do one of the following:*   2 Points

1. Versatile spaces with no "front of the room": Provide multiple displays, fixed and/or mobile, as allowed by the capacity and configuration of the room.

   or

2. Laboratory/discussion/activity ---focused spaces: Provide two or more fixed or mobile displays.

   or

3. Presentation---focused spaces: Provide two or more displays for presentation.

   or

4. Hybrid presentation/discussion/activity spaces: Provide two or more displays for presentation and additional distributed displays available in areas used for discussion or other activities.

Potential Approaches & Strategies

- Provide lighting and window treatment controls at projection and display locations. The control of ambient light affects image contrast. See Daylighting Credit 3 - Lighting Control.

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High Performance Learning Environments

Technology - Credit 4   2 Points
Audio/Visual Interface and Control

Intent

To enable teachers and students to seamlessly manage audio/visual content across multiple output systems including installed displays, computers, and mobile devices.
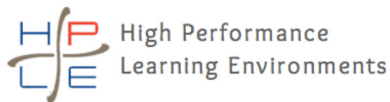
Requirements

To obtain credit, do all of the following:

1. Provide controls for device and room settings with both presets and custom configuration capabilities.

   and

2. Provide for the management of displays through a multiple input and multiple output control system.

   and

3. Provide multiple permission levels for room systems that allow instructors and students to interact and contribute content.

Potential Approaches & Strategies

- Provide ability to manage content across multiple outputs.
- Provide ability to manage content across personal devices, team displays, and room displays
- Allow interface control from student devices as well as from "traditional" teacher station control point(s).
- Allow instructor and students to launch and use applications on displays that are visible to some or all of the class.
- Provide ability to introduce content to entire group using personal device or other sources.
- Provide ability to share content easily with each other or with small group.

High Performance Learning Environments

Technology - Credit 5   2 Points
Distributed Interactivity

Intent

To enable full, synchronous participation in learning activities from groups in multiple, disparate locations.
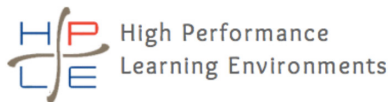
Requirements

To obtain credit, do both of the following:

1. Enable participants at each connected location to perceive each other and be aware of each other's actions in ways that are easily interpreted.

   and

2. Enable participants in multiple locations to work collaboratively in creating, sharing, annotating, and displaying information with a similar performance level to that of individuals working in a co-located physical space.

Potential Approaches & Strategies

Consider systems that enable any of the following scenarios:
- A presentation to be shared between multiple sites.
- Student questions/commentary to be shared between multiple sites.
- Student small group discussions to be shared between multiple sites.
- Students to share "side---channel" discussion threads between multiple sites.
- Ability for different participants to transparently switch between roles (e.g. presenter, editor) across multiple locations.

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High Performance Learning Environments

Technology - Credit 6   2 Points

Session Capture and Access (Innovation Labs Only)

Intent

To record presentations, group interactions, or conversations with local and remote participants, and make them accessible asynchronously.
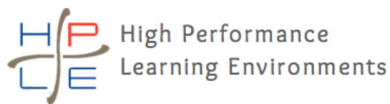
Requirements

To obtain credit(s), do all of the following:

1. Capture the presenter screen and presenter audio.

   and

2. Additionally capture whiteboard/blackboard notes.

   and

3. Additionally capture local audience participation (e.g., Q & A, breakout discussions, group work display) through audio and/or video

Potential Approaches & Strategies

- Provide video and/or audio recordings in formats that permit consumption with a variety of devices.
- Integrate session capture controls with room AV controls.
- Capture presentation and synchronized audio in a format that can be redistributed to users outside the classroom, e.g. via a learning management system and/or mobile devices.

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High Performance
Learning Environments

Furniture, Flexibility and Comfort - Credit 1   3 Points
Seating Density

Intent

To ensure that the density of seating and the space allocated per seat support the desirable range of potential learning activities.

Requirements

To obtain credit, do one of the following:

1. *Versatile space with no "front of the room": provide at least 25 square feet per participant.*

or

2. *Seminar/discussion/activity---focused spaces: provide at least 25 square feet per participant.*

or

3. *Presentation---focused spaces: provide at least 20 square feet per participant.*

or

4. *Hybrid presentation/discussion/activity spaces: provide at least 30 square feet per participant.*

Potential Approaches & Strategies

- Provide adequate space based upon seating density, type of furnishings, size of the learning space, and range of potential learning activities.
- For reconfigurable, active learning spaces in which tables, chairs, and displays may be moved or configured into different layouts
- Tablet arm chairs, although efficient in area allocation, are acknowledged to be poor in supporting active learning pedagogies and the use of technology. The migration of existing spaces to other types of seating more appropriate for active learning will require a higher area per seat.
- Allow sufficient space for room reconfiguration options. The greater the need for flexibility of layout, the more space per seat is needed. Special equipment, such as fixed computers or lab equipment, may require more space per seat.

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High Performance Learning Environments
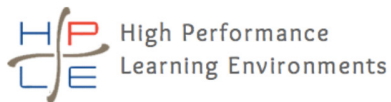
Furniture, Flexibility and Comfort - Credit 2   3 Points

Furnishings Layout

Intent

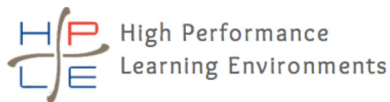To ensure that the layout of furnishings supports a wide range of potential learning activities.

Requirements

To obtain credit, do one of the following:

1. *Flat floor spaces with fixed lab tables: Facilitate multiple options for small group or plenary session work (e.g., groups of 3 to 9 at a round table) with movable chairs.*
or

2. *Flat floor spaces with movable furnishings: Ensure furnishings are easily movable and configurable by users into small groups of various sizes, as well as alternative large group activities.*

Potential Approaches & Strategies

- Fixed seats that swivel allow group conversations in lecture---style rooms.
- Consider the potential for reconfiguration or a change in function in the future.
- Allow for adequate space for instructors and learners to circulate within the rooms when choosing furniture and sizing rooms

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HP
LE

High Performance
Learning Environments

Furniture, Flexibility and Comfort - Credit 3   4 Points
Furniture Components

Intent

To provide furniture that is comfortable, easily movable, and durable and that provides adequate work surface to accommodate several devices and paper resources that learners may use.
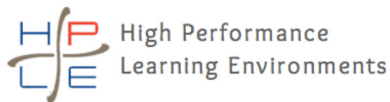
Requirements

To obtain credit, do all of the following:

1. *Provide furniture that is sized appropriately for the user group*

and

.
2. *Provide seating that is comfortable, easily movable by users, and durable.*

and

3. *Provide tables that are stable, easily movable by users, and durable.*

and

4. *Provide sufficient work surface area per seat, sized to enable use of a laptop, tablet or other portable devices, as well as paper materials simultaneously.*

Potential Approaches & Strategies

- Seating types can range from tablet arm chairs, tables with chairs, continuous counter seating with either movable or fixed pivoting chairs.
- Work surfaces are recommended to be at minimum thirty inches wide by twenty-four inches deep minimum to accommodate mobile computers. For this reason tables and chairs are preferred over tablet armchairs.
- In general it is recommended that movable chairs be provided wherever possible, rather than fixed chairs.
- Typical tablet arm chairs are not recommended; consider types on wheels that are designed with larger work surface area. Some left---handed tablet arm chairs should be provided.
- Consider stackable type chairs and tables, because they can be stored compactly to the side if the room needs to be used for other purposes.
- Specialty items like mobile presenter lecterns on wheels should also be considered for ease of mobility.

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H P L E   High Performance
Learning Environments

Furniture, Flexibility and Comfort - Credit 4   3 Points
Movable Partitions

Intent

To equip a space with capability of partitioning or expanding areas for different learning activities and group sizes.
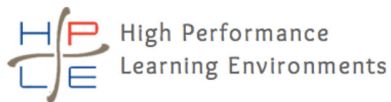
Requirements

To obtain credit, do one of the following:

1. Provide built---in movable wall partition(s), either sliding panels on ceiling tracks or motorized retractable ceiling---mounted types. Documentation for credit must include descriptions how the movable partitioning supports a greater range of learning activities or can enable a more intensive use of a space at different times.

or

2. Provide a movable panel system with components that can be manipulated by users of the space, such as writable panels on wheels or other solution that allows definition of the subdivision of the activity areas.

Potential Approaches & Strategies

- When making spaces sub---dividable, consider whether the proportions of the resultant spaces will be satisfactory for accommodating desired learning activities.
- Strongly consider acoustic quality and ease of operation of panel systems to ensure space complies with Credit AP 1

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High Performance Learning Environments

Furniture, Flexibility and Comfort - Credit 5   3 Points
Transparency

Intent

To provide visual connections between adjacent but physically separate spaces so as to enable exposure and visibility into learning activities.

### Requirements

To obtain credit, do all of the following:

1. Provide views through the building from circulation areas through the use of transparent materials.

and

2. Showcase products of learning activities (e.g., digital displays with video loops, walls for poster displays, ceiling grids from which objects can be hung, convenient tack boards, whiteboards in public spaces, etc.)

Potential Approaches & Strategies

- Consider the extent to which users can control the amount of transparency of the space.
- Consider introduction of atria or openings between floors to allow sightlines between floors or major areas.

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High Performance
Learning Environments
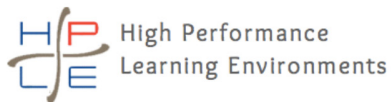
Furniture, Flexibility and Comfort - Credit 6   3 Points

Access to Adjacent Informal Learning Areas

Intent

To allow learning activities to extend into adjacent or ancillary areas, encouraging interaction and extension of the learning experience.

Requirements
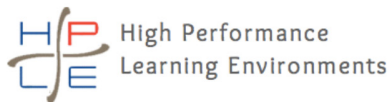
To obtain credit, do one of the following:

1. Intersperse informal learning spaces with formal teaching spaces. For example, include break--out areas or "front porch" spaces near classrooms for interaction and connection before, during or after class.

or

2. Provide sliding doors or movable walls to connect activities in adjacent areas.

Potential Approaches & Strategies

- Consider using transparent roll up "garage type" doors or use sliding barn doors to open up a classroom to outside learning environments.

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High Performance
Learning Environments

Furniture, Flexibility and Comfort - Credit 7   3 Points
Writable Surfaces

Intent

To provide writable surfaces to foster creativity and facilitate collaboration for individuals and groups.

Requirements

To obtain credit, do all of the following:

1. Provide physically accessible surface/display visible to all participants upon which the presenter can write physically and/or digitally.
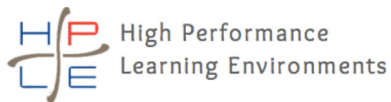
and

2. Provide multiple physically accessible surfaces/displays visible to all participants upon which participants can write physically and/or digitally.

Potential Approaches & Strategies

- Provide large, floor to ceiling, wall mounted whiteboards.
- Provide writable wall surfacing (e.g., wall mounted whiteboards or whiteboard paint) on one or multiple walls.
- Provide movable writable panels, either on casters, or wall, or ceiling mounted system.
- Provide interactive wall screens with writable surface to enable manipulation of information.
- Provide writable table surfaces (e.g., glass or whiteboard).
- Provide digitally---interactive table surfaces that enable writing with gestures and/or stylus.

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High Performance Learning Environments

Furniture, Flexibility and Comfort - Credit 8   3 Points

Physical Storage

Intent

To provide storage space adjacent to learning spaces for equipment, materials or furnishings.

Requirements

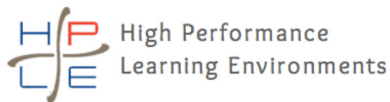To obtain credit, do one of the following:

1. Provide enclosed walk-in storage room sufficient to store extra furnishings, equipment, materials and carts adjacent to the learning environments.

or

2. Provide mobile storage solutions within learning studios. For learning studios of 50 seats or less, provide mobile storage solutions, on wheels, equivalent to 5 to 10% of the room area.

Potential Approaches & Strategies

- As a guide for flexible or multipurpose rooms with 50 seats or more, provide furniture and equipment storage equivalent to 5 to 10% of the room area.
- As a guide for the mobile storage solutions, within the learning studios, 10-20% of storage spaces should be lockable.

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High Performance
Learning Environments

Safety & Climate - Credit 1   Required

Safety Assessments

Intent

To provide a sense of safety and wellbeing in the learning environments for all occupants.

Requirements

To obtain credit, do all of the following:

1. Conduct, prior to the schematic design process, a National Clearinghouse for Educational Facilities (NCEF) Safety Assessments for all spaces that apply to the specific project. Note: For assessment purposes, the schools in the El Rancho Unified School District shall not be considered in High Risk Areas.

    and

2. Discuss with District representatives the assessments results. Identify which areas of concern can be addressed with facility design solutions within the scope of the project.

    and

3. Document how the design team is mitigating specific safety concerns, identified in the assessments, through facility design solutions.

Potential Approaches & Strategies

- Project teams should endeavor to address as many areas of concern as possible within the scope and budget of the project.

IMPLEMENTATION GUIDE

The HPLE Rating System implementation results in a high-quality product that maximizes the owner's educational return on investment (EROI).

The design and construction process of high performance learning environments ideally requires that the entire project team participates in an integrated development process. Ideally, this process involves participants from the District, design team (architects, engineers, and consultants), the construction team (when using an integrated project delivery method), maintenance staff and building occupants.

There are a few specific activities that are recommended in order to facilitate the successful development of high performing learning environments.

Design Charrettes -

This integrated development process typically will start with the project team having a design charrette early in the schematic design process. During this initial charrette, the team uses the HPLE Rating System Worksheet (shown on the next page) to determine which credits will be pursued based on the specifics of the project.

This charrette is also the mechanism that kicks off the communication process among the project team members, to discuss design strategies and approaches for achieving the various credit points.

**Documentation of Compliance -**

The District, or it's designee, will review compliance for each credit attempted within the HPLE Rating System. Certain credits are designated as design phase credits and others are construction phase credits. The designation between de-sign and construction credits is based on the documentation requirements associated with those credits. Achievement of some credits can be documented in the design phase while others cannot be documented until construction is complete.

Design Phase Submittals - Teams are able to submit once construction documents are submitted to DSA.

Construction Phase Submittals - Teams are able to submit once the District takes beneficial occupancy of the project.

Refer to the HPLE Rating System Worksheet on next page to identify which credits are Design Phase Submittals and/or Construction Phase Submittals.

HPLE High Performance Learning Environments
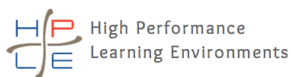
HPLE Rating System Worksheet

Project Name: _____   Project Address: _____

Team Member Responsible: _____   Revision Date: _____

					Yes	?	No
Acoustical Performace			**Possible Points**	**15**	**0**	**0**	**0**
	Credit 1	Acoustic Quality	D	15			

					Yes	?	No
Indoor Air Quality			**Possible Points**	**15**	**0**	**0**	**0**
	Credit 1	Minimum IAQ Performance	D	Required			
	Credit 2	Low Emitting Materials	C	5			
	Credit 3	IAQ Assessment	C	5			
	Credit 4	Indoor Pollutant & Chemical Source Control	D	5			

					Yes	?	No
Thermal Comfort			**Possible Points**	**15**	**0**	**0**	**0**
	Credit 1	Thermal Comfort Design	D	10			
	Credit 2	Thermal Comfort Control	D	5			

					Yes	?	No
Daylighting and Views			**Possible Points**	**15**	**0**	**0**	**0**
	Credit 1	Daylight	D	6			
	Credit 2	Quality Views	D	3			
	Credit 3	Lighting Quality and Control	D	6			

					Yes	?	No
Technology			**Possible Points**	**15**	**0**	**0**	**0**
	Credit 1	Electrical Power	D	3			
	Credit 2	Network Connectivity	D	2			
	Credit 3	Visual Display	D	4			
	Credit 4	Audio / Visual Interface and Control	D	2			
	Credit 5	Distributed Interactivity	C	2			
	Credit 6	Session Capture and Access	C	2			

					Yes	?	No
Furniture, Flexibility and Comfort			**Possible Points**	**25**	**0**	**0**	**0**
	Credit 1	Seating Density	C	3			
	Credit 2	Furnishings Layout	C	3			
	Credit 3	Furniture Components	C	4			
	Credit 4	Movable Partitions	D	3			
	Credit 5	Transparency	C	3			
	Credit 6	Access to Adjacent Informal Learning Areas	D	3			
	Credit 7	Writable Surfaces	D	3			
	Credit 8	Physical Storage	D	3			

					Yes	?	No
Safety			**Possible Points**	**0**	**0**	**0**	**0**
	Credit 1	Safety Assessments	D	Required			

					Yes	?	No
Project Totals (pre-certification estimates)			**Possible Points**	**100**	**0**	**0**	**0**

D - Design Phase Submittal
C - Construction Phase Submittal

Level	Point Range
Insanely Great Learning Environments	91-100
Exceptional Learning Environments	81-90
Very Good Learning Environments	71-80