AMERICAN COOPERATIVE SCHOOL OF TUNIS
CONSOLIDATED DISCOVERY REPORT

JANUARY 2023

American Cooperative School of Tunis
SINCE 1959

smithsinnett
ARCHITECTURE

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INTRODUCTION

Following the completion of a preliminary master planning study, Smith Sinnett Architecture, in conjunction with the Leadership of the American Cooperative School of Tunis, embarked on a week long site visit. Our goal was to better understand the culture and community of ACST to refine our approach for a new campus master plan and the subsequent schematic design phase.

During this visit, we had a robust itinerary that included individual and departmental interviews, group charettes and several meetings with ACST's Leadership group. This group included Mike Emborsky, School Director, Omar Mrad, Business Manager, Marina MacDonald, Director of Teaching and Learning, Lori Newman, Elementary Principal and Kevin Thomas, Secondary Principal, and Alex Wood, facilities Project Manager.

The team conducted two community engagement meetings with members of each stakeholder group, comprised of the School Board, Leadership, faculty, students and parents. Instructional and student service programs were explored and discussed. Small group meetings were held with representatives of the Administration, the Science Department, Counseling Services, the Learning Center, Secondary Learning Support, Finance, PE/Athletics, Visual Arts, IT, and Design Tech. Several hours were spent visiting and observing instructional programs in the classroom. All of these sessions yielded information regarding class size, desired and required adjacencies, preferred campus locations and actual space usage.

As part of our visit, we conducted an audit of the campus, touring the entire facility to verify existing program elements and to incorporate undocumented plan alterations which occurred over time to accommodate programmatic changes. From this information, the team has since produced a preliminary programming document to reflect appropriate space sizes. The goal of the new program is to develop an overall master plan that incorporates successful similar spaces and to improve other spaces to better support these programs, all while simultaneously celebrating the collaborative, inclusive culture of ACST.

Prior to our visit, we prepared and submitted a survey to the faculty to better understand their preferences regarding technology, exterior space, small group learning spaces, and student engagement, among other issues.

The following Consolidated Discovery document includes an introductory synopsis, meeting minutes, survey results, and an updated comprehensive master planning approach for the future campus build out. It is recommended that the design scope for this redevelopment include a comprehensive program verification. While a programming phase is standard, this project will require a detailed evaluation of current classroom scheduling and the capacity trade-off at each phase that weighs pre-demo against post-completion capacity. This will help the owner prepare for temporary facilities, operations, and infrastructure throughout the duration of construction.

Some general themes that emerged during our visit included: a preference to organize classrooms by discipline rather than grade level, as students are comfortable interacting across grade level regardless of age difference, a testament to the high quality of student guidance in the ACST community. Additionally, teachers and leadership staff preferred dedicated per teacher classrooms vs. shared classrooms for efficiency. Lastly, it became evident that the Elementary Block A will need some redesign work to address overcrowding.

Front of mind is that all new facilities shall reinforce ACST's long-term vision for education and community. The master plan will establish the overall scope and parameters of future campus development. All new structures will support and promote the core educational concepts and values of the ACST community.

SYNOPSIS

The following is representative of some common themes discussed and key observations made from information shared during charettes, group meetings and individual conversations. Additional information for all areas are contained in the appendix. Major themes and information related to each program will be incorporated into the master plan and schematic design options.

Science

- The existing science classroom layouts work rather well, with a few minor alterations to include, but not be limited to: interactive projectors, additional white boards, additional power sources, larger work benches and minor changes to provide better student supervision from the office and prep room.
- Provide a central location for chemical and hazardous storage. The lab assistant should be connected through a corridor that goes from classroom to classroom and has access to lab storage with vision panels to corridor and classrooms for supervision.
- Create a shared STEAM community hub for both middle and high schools, preferred location generally near the library and/or student commons area
- Environmental science needs exterior space for instruction, preferably a green house and roof top gardens for plants and produce.
- New science labs will follow IBC code requirements for safety in emergency shut-offs, smoke evacuation, emergency eyewash stations, and spark free appliances in chem prep.

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SYNOPSIS

English Language Arts

• Spaces would be best served by having small collaborative working/writing/reading areas within the classroom to promote independent reading, small group instruction, mentor texts and core works. The classrooms are seen as supporting a community of readers and writers.
• Shared Break out areas, associated with the classrooms or the Secondary Learning Center would be valued to support the program.

World Languages

• Additional spaces for recording, in varying sizes ranging from a single student to a small group space are needed to support the world language programs.

Mathematics/Social Studies

• Provide Classroom storage for study materials
• Break out spaces within or adjacent to classrooms would best facilitate small group collaboration

SYNOPSIS

Visual Arts

- Exhibition space / Gallery space for art and design, locate close to a high traffic area for maximum interaction and visitation, this space could double as a pre-function space for the Theater
- Other amenities for the art room include a kiln room and a dark room for pinhole art/camera obscura
- The Art Room and Maker Space need space for approximately 18 to 20 students. Provide at least 5 or 6 island sinks, it was noted that the current configuration works rather well.
- Provide the ability for projection, speakers, tack walls, etc.
- It is preferred that the Art Room,maker Space and Design Tech classrooms are in close proximity to one another.

Design Technology

- The best location for Design Tech would be a central location on the ground floor adjacent to the Learning Center. A first-floor location is preferred to provide easy access for deliveries and to exterior work spaces.
- Provide a Workshop space and a separate clean space (6m x 7m). Provide a separate room for dust generating activities. The workshop needs more space for kickback at the saw and other equipment (for safety).
- The current design lab classes accommodate 18 middle school students, and from 18 to 20 high school students. A transparent wall would be valuable for sharing lab demonstrations to elementary students (for safety concerns). The Design Lab interacting with elementary students is preferred. Outdoor working space and proximity to the theater is desirable.
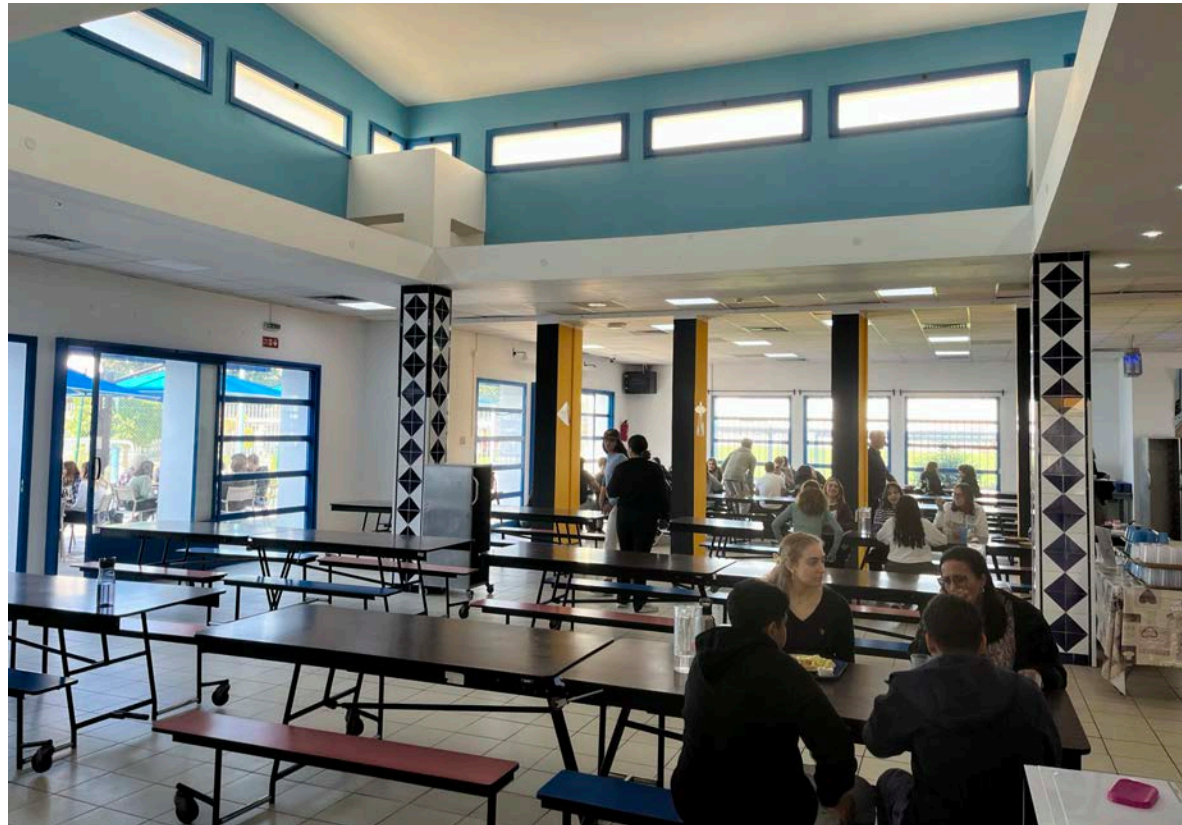
SYNOPSIS

Performing Arts

• A pre-function space and an increased back of house space is desired.
• Otherwise, the theater functions quite well acoustically and functionally.

Health/PE/Aquatic Center

• Provide a main gym, an auxiliary gym, and an aquatic center
• The main gym (250 to 500 seats) and the aquatic center (100 seats) will require spectator seating and locker room access
• Provide a shared office for the coaches
• If space allows, staff prefers providing adult/faculty lockers for coaches and parents (for after school activities) with an adult family changing/restroom

SYNOPSIS

Dining and Food Service

- Add more exterior dining spaces
- There is a need for an adequate loading dock, loading/unloading space and turnaround space for delivery trucks, if possible.
- Increased storage space at the dock for food service, as well as other deliveries, is also desired.

Administration

- Add a second administration area adjacent to the parent parking area

Student Services/Counselors

- Provide reception area, 2 secondary school offices, one elementary school office
- The counselor's office needs to be easily accessible and visible to students, located in and around other functions, relatively transparent, near the nurse's office, centrally located and easy to approach without stigmatization.

SYNOPSIS

Support Services

- Provide a small classroom/resource room (half the size of a regular classroom) for approximately 15 students. This space should be equipped with sliding glass windows to ensure it is an easily observable space.
- The classroom should be centrally located, preferably on the first floor and in close proximity to the counselors.
- Provide space for individual testing rooms for students with special needs and provide small group testing rooms.

Learning Center

- The Learning Center has the potential to be the hub of the secondary school with several vibrant programs (Maker spaces, Design tech, etc.) which could successfully pinwheel from the learning center, serving both the primary and secondary schools.
- The Learning Center needs to be in a more accessible location, preferably on the first floor. It may be beneficial to locate the design tech space adjacent to the Learning Center with a maker space in between them. Locate the Elementary Learning Center close to the Secondary Learning Center. Within the Learning Center, provide a Senior room to preserve space as a "privilege space." The existing senior room is seen as an asset by the student body and has become a traditional use by the seniors.
- Provide a projection unit for the I Lab. Connecting (bridge) from A Block to the Learning Center is seen as advantageous to connect the elementary school to the Learning Center hub. Elementary /Secondary library should have two separate areas and circulation desks.
- Transparent flex space needs to be provided and easily supervised. Flex space activities include drama, photography, podcasting, yoga, etc. This space should have foldable tables and stackable chairs and associated storage for both.

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SYNOPSIS

Collaborative Spaces

- Collaborative space for teachers should be centrally located.
- Lounges, quiet social/study spaces, and a meeting room near or in the library for seniors (11th and 12th graders) would be much appreciated by students.

Facilities and Maintenance

- Provide a warehouse area to receive and store both locally and imported equipment, furnishings, supplies, etc.

Elementary School

- Lack of storage is paramount
- Theater lacks an appropriate pre-function space and clear access to restrooms
- Priority spaces to move out of A Block would be the Media center and Secondary Music.
- Out of necessity, offices on the 3rd floor have been re-purposed into small substandard classrooms. Moving the Media Center and Secondary Music could allow for additional full-size classrooms

ACST
PROPOSED PROGRAM 01-18-2023
REV. 1 01-19-2023

ELEMENTARY SCHOOL

I.   **A BLOCK**

ROOM	NAME	AREA (sf)	AREA (sm)	NOTES
A101	PRESCHOOL	1,033	96.0	
A101A	RESTROOM	44	4.1	
A102	PRESCHOOL	930	86.4	
A102A	RESTROOM	43	4.0	
A103	KINDERGARTEN	1,003	93.2	
A103A	RESTROOM	43	4.0	
A104	KINDERGARTEN	1,076	100.0	
A104A	RESTROOM	44	4.1	
A105	1ST GRADE	1,125	104.5	
A105A	RESTROOM	199	18.5	
A105B	RESTROOM	58	5.4	
A106	1ST GRADE	1,040	96.6	
A106A	RESTROOM	58	5.4	
A107	ART/MAKER SPACE	1,950	181.2	
A108	COMMUNITY SPACE	731	67.9	
A109	RECEPTION	1,149	106.7	
A109A	RECEPTION	78	7.2	
A109B	CORRIDOR	373	34.7	
A109C	STAIRS	101	9.4	
A109D	STAIRS	93	8.6	
A110	ADMIN OFFICE	244	22.7	
A111	ADMIN OFFICE	232	21.6	
A112	SECURITY	252	23.4	
A113	STORAGE	230	21.4	
A114	KITCHEN	160	14.9	
A115	MEETING ROOM	217	20.2	
A116	SECRETARY	185	17.2	
A117	DIRECTOR	231	21.5	
A117A	STORAGE	51	4.7	
A119	JANITOR	55	5.1	
A120	SERVER	88	8.2	
A121	ELEC.	55	5.1	
A122	RESTROOM	277	25.7	
A123	RESTROOM	278	25.8	
A124	COUNSELOR	176	16.4	
A125	STORAGE	184	17.1	
A126	ELEMENTARY OFFICE	279	25.9	
A127	ELEM. PRINCIPAL OFFICE	362	33.6	
A128	TRANSPORTATION	161	15.0	
A128B	SECURITY OFFICE	201	18.7	
A128C	SEC/ MEETING	291	27.0	
A128D	CLO.	35	3.3	
A129	FACILITIES DIRECTOR	143	13.3	
A130	MAINTENANCE	138	12.8	
A131	SNACK SHOP	140	13.0	
A132	ELEVATOR	74	6.9	
A133	ELEC.	36	3.3	
A207	SECOND GRADE	722	67.1	
A208	2ND GRADE	745	69.2	
A209	3RD GRADE	872	81.0	
A210	3RD GRADE	731	67.9	
A211	RESOURCE	130	12.1	
A211	COMMUNITY SPACE	991	92.1	
A212	TEACHER'S WORKROOM	302	28.1	
A213	LANGUAGE AND LEARNING SUPPORT	204	19.0	
A214	ELEC.	71	6.6	
A215	AUDITORIUM	3,529	327.9	
A216	STAGE	1,697	157.7	
A217	PRACTICE/STORAGE	218	20.3	1
A218	PRACTICE	92	8.5	1
A219	INSTRUMENT STORAGE	133	12.4	1
A220	PRACTICE ROOM	91	8.5	1
A221	SECONDARY MUSIC	1,140	105.9	1
A222	ELEC.	39	3.6	
A223	CORRIDOR	2,169	201.5	
A224	ELEMENTARY LEARNING CENTER	1,863	173.1	1
A226	COMPUTER LAB	659	61.2	1
A227	READING ROOM	212	19.7	1
A228	STORAGE	152	14.1	1
A229	TECH. STUDIO	413	38.4	1
A230	SERVER ROOM	89	8.3	
A231	JANITOR	55	5.1	
A232	RESTROOM	273	25.4	
A233	ELEC	55	5.1	
A234	RESTROOM	274	25.5	
A301	LANGUAGE	222	20.6	
A302	LANGUAGE	204	19.0	
A303	ENGLISH LANG. AND LIT.	204	19.0	
A304	READING	180	16.7	
A305	STAIR	204	19.0	
A306	FRENCH	444	41.2	
A307	FRENCH	764	71.0	
A308	STORAGE	172	16.0	
A309	LANGUAGE	167	15.5	
A310	KITCHEN	78	7.2	
A311	FRENCH	747	69.4	
A312	4TH GRADE	725	67.4	
A312A	COMMUNITY SPACE	972	90.3	
A313	4TH GRADE	734	68.2	
A314	5TH GRADE	908	84.4	
A315	5TH GRADE	843	78.3	
A317	BALCONY	2,063	191.7	
A318	LEARNING SUPPORT	232	21.6	
A320	CONTROL	139	12.9	
A321	STORAGE	217	20.2	
A322	RESTROOM	287	26.7	
A323	RESTROOM	290	26.9	
A324	JANITOR	60	5.6	
A325	SERVER	87	8.1	
A326	ELEC.	55	5.1	
A328	ART CLASSROOM	720	66.9	1
A329	ART STORAGE	130	12.1	1
A330	ELEMENTARY MUSIC	1,140	105.9	
A332	MUSIC PRACTICE ROOM 1	152	14.1	
A333	MUSIC PRACTICE ROOM 2	215	20.0	
A334	MUSIC OFFICE AND STORAGE	157	14.6	
A335	CORRIDOR	3,290	305.7	
A336	ELEC	38	3.5	
A337	ELEVATOR	40	3.7	
	TOTAL	50,747	4,714.5	

SECONDARY SCHOOL

II. **INSTRUCTIONAL SPACES**

LANGUAGE

NUMBER	NAME	AREA PER (sf)	TOTAL (sf)	TOTAL (sm)	NOTES
5	LANGUAGE CLASSROOM	725	3,625	336.8	
2	STORAGE	150	300	27.9	
2	LANGUAGE RESOURCE ROOM	370	740	68.7	
2	PROJECT/ BREAKOUT	180	360	33.4	

MATH

NUMBER	NAME	AREA PER (sf)	TOTAL (sf)	TOTAL (sm)	NOTES
3	MATH CLASSROOM	725	2,175	202.1	
1	STORAGE	150	150	13.9	
1	MATH RESOURCE ROOM	370	370	34.4	

SCIENCE

NUMBER	NAME	AREA PER (sf)	TOTAL (sf)	TOTAL (sm)	NOTES
1	CHEMISTRY AND PHYSICS	1,200	1,200	111.5	
1	BIOLOGY	1,200	1,200	111.5	
2	SECONDARY SCIENCE	1,000	2,000	185.8	
2	SCI PREP	250	500	46.5	
2	SCI. STORAGE	150	300	27.9	
2	SCI OFFICE	125	250	23.2	
2	PROJECT/ BREAKOUT	180	360	33.4	

SOCIAL SCIENCES/ HISTORY

NUMBER	NAME	AREA PER (sf)	TOTAL (sf)	TOTAL (sm)	NOTES
5	SS/ HISTORY CLASSROOM	725	3,625	336.8	
2	STORAGE	150	300	27.9	
1	SS/ HISTORY RESOURCE ROOM	370	370	34.4	
2	PROJECT/ BREAKOUT	180	360	33.4	
1	STUDENT SUPPORT CLASSROOM	725	725	67.4	6

ENGLISH

NUMBER	NAME	AREA PER (sf)	TOTAL (sf)	TOTAL (sm)	NOTES
3	ENGLISH CLASSROOM	725	2,175	202.1	
1	STORAGE	150	150	13.9	
1	ENGLISH RESOURCE ROOM	370	370	34.4	
2	PROJECT/ BREAKOUT	180	360	33.4	

ART

NUMBER	NAME	AREA PER (sf)	TOTAL (sf)	TOTAL (sm)	NOTES
1	SHOP/ STAGECRAFT	1,400	1,400	130.1	2
1	SS ART	1,400	1,400	130.1	
1	SS ART WORKROOM	500	500	46.5	
1	ELEM. ART	1,000	1,000	92.9	2
2	ART STORAGE	150	300	27.9	2
2	PROJECT STORAGE	250	500	46.5	
1	KILN	100	100	9.3	

MUSIC

NUMBER	NAME	AREA PER (sf)	TOTAL (sf)	TOTAL (sm)	NOTES
1	SS MUSIC	1,200	1,200	111.5	
2	PRACTICE	80	160	14.9	
1	ENSEMBLE PRACTICE	225	225	20.9	
1	INSTRUMENT STORAGE	150	150	13.9	
1	OFFICE	150	150	13.9	
1	LIBRARY	150	150	13.9	

TECHNOLOGY

NUMBER	NAME	AREA PER (sf)	TOTAL (sf)	TOTAL (sm)	NOTES
1	MAKER SPACE	1,400	1,400	130.1	
1	DESIGN TECH CLASSROOM	725	725	67.4	
1	CAD/ PRINTING	180	180	16.7	
2	SMALL PROJECT	220	440	40.9	
2	STORAGE	200	400	37.2	
2	PROJECT STORAGE	250	500	46.5	
TOTAL			30,145	3,051.4	

III. **STUDENT COMMONS**

NUMBER	NAME	AREA PER (sf)	TOTAL (sf)	TOTAL (sm)	NOTES
4	STUDENT COMMONS	1200	4,800	445.9	3
TOTAL			4,800	445.9	

IV. **TEACHER SUPPORT**

NUMBER	NAME	AREA PER (sf)	TOTAL (sf)	TOTAL (sm)	NOTES
1	TEACHING AND LEARNING CENTER	750	750	69.7	
1	COPY CENTER	750	750	69.7	
2	TEACHER COLLABORATION	450	900	83.6	
2	OFFICE	150	300	27.9	
2	TEACHER LOUNGE/ WORKROOM	600	1,200	111.5	
TOTAL			3,900	362.3	

V. **ADMIN**

NUMBER	NAME	AREA PER (sf)	TOTAL (sf)	TOTAL (sm)	NOTES
1	SECONDARY OFFICE RECEPTION	200	200	18.6	
1	SECONDARY PRINCIPAL	230	230	21.4	
1	MEETING ROOM	400	400	37.2	
1	MEETING ROOM	1,600	1,600	148.6	
3	STORAGE	200	600	55.7	
TOTAL			3,030	281.5	

VI. STUDENT SUPPORT

NUMBER	NAME	AREA PER (sf)	TOTAL (sf)	TOTAL (sm)	NOTES
2	COUNSELORS OFFICE	250	500	46.5	
1	COUNSELORS RESOURCE ROOM	250	250	23.2	
1	COUNSELORS WAITING ROOM	250	250	23.2	
1	NURSE WAITING	120	120	11.1	
1	NURSE EXAM/OFFICE	180	180	16.7	
1	SICK BAY	250	250	23.2	
2	STORAGE	100	200	18.6	
	TOTAL		1,750	162.6	

VII. LEARNING CENTER

NUMBER	NAME	AREA PER (sf)	TOTAL (sf)	TOTAL (sm)	NOTES
1	ELEMENTARY LEARNING CENTER	1,800	1,800	167.2	
1	OFFICE/ WORKROOM	380	380	35.3	
1	COMPUTER/ TECHNOLOGY	1,100	1,100	102.2	
1	STORAGE	200	200	18.6	
1	SECONDARY LEARNING CENTER	3,300	3,300	306.6	
1	MEDIA LAB	550	550	51.1	
1	SENIOR READING ROOM	450	450	41.8	
1	OFFICE/ WORKROOM	380	380	35.3	
1	STORAGE	200	200	18.6	
	TOTAL		8,360	776.7	

VIII. LEARNING COMMONS

NUMBER	NAME	AREA PER (sf)	TOTAL (sf)	TOTAL (sm)	NOTES
1	FLEX LAB	750	750	69.7	
1	CONTROL BOOTH	120	120	11.1	
1	RECORDING BOOTH	100	100	9.3	
	TOTAL		970	90.1	

IX. ATHLETICS

NUMBER	NAME	AREA PER (sf)	TOTAL (sf)	TOTAL (sm)	NOTES
1	MAIN GYMNASIUM	7,800	7,800	724.6	
1	STAGE	800	800	74.3	
1	MOVEMENT	650	650	60.4	
1	PE OFFICE	180	180	16.7	
1	PE STORAGE	600	600	55.7	
1	MALE LOCKER	780	780	72.5	
1	FEMALE LOCKER	780	780	72.5	
1	LAUNDRY	120	120	11.1	
1	AUX. GYM (ELEMENTARY)	4,200	4,200	390.2	
1	NATATORIUM	10,000	10,000	929.0	
1	HYDRONICS/MECHANICAL	800	800	74.3	
1	MALE LOCKER	780	780	72.5	4
1	FEMALE LOCKER	780	780	72.5	4
1	FITNESS ROOM	1,900	1,900	176.5	
	TOTAL		30,170	2,802.9	

X. TECHNOLOGY SUPPORT

NUMBER	NAME	AREA PER (sf)	TOTAL (sf)	TOTAL (sm)	NOTES
1	I.T. CENTER	700	700	65.0	5
	TOTAL		700	65.0	

XI. CAFETERIA

NUMBER	NAME	AREA PER (sf)	TOTAL (sf)	TOTAL (sm)	NOTES
1	CAFETERIA	3,900	3,900	362.3	
1	KITCHEN	500	500	46.5	
2	DRY STORAGE	250	500	46.5	
1	KITCHEN PREP	290	290	26.9	
1	DISHWASH	300	300	27.9	
2	STORAGE	75	150	13.9	
1	RECEIVING	200	200	18.6	
1	COOLER	150	150	13.9	
1	FREEZER	100	100	9.3	
	TOTAL		6,090	565.8	

XII. TOTAL NET PROGRAM — 89,915

XIII. NON ASSIGNABLE (49%) — 44,058

NUMBER	NAME	AREA PER (sf)
1	MAINTENANCE STORAGE	800
1	MAINTENACE OFFICE/CONF.	300
1	MAINTENANCE SHOWER/LOCKER/RESTROOI	250

CIRCULATION, RESTROOMS, MECHANICAL

XIV. TOTAL GROSS — 133,973 — 12,446.5

XV. NOTES:

1. REASSIGN S.F.
2. PROGRAM IN A BLOCK
3. CLUSTER ONE (1) PER PAIR OF DEPARTMENTS (ABOVE)
4. IF COMBINED WITH PE ADD 300SF AND DELETE ABOVE
5. NEAR LEARNING COMMONS

1. What percentage of your instruction is group/interactive vs. lecture?
15 responses

- 10%-30%
- 30%-60%
- 60%-80%
- 80% or more

33.3%
13.3%
20%
33.3%
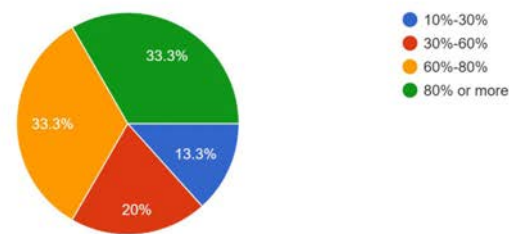
2. Are conversational areas within the classroom useful in your teaching discipline? (i.e. small group discussions)
15 responses

- Yes
- No

93.3%
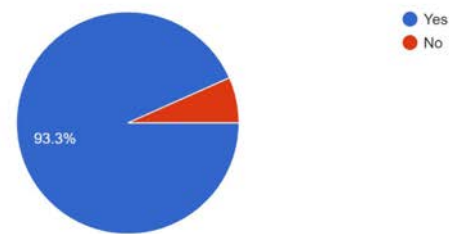
3. In your course(s), how often are students required to create, build, assemble, or craft a product?
15 responses

- Never
- Rarely
- Occasionally
- Often

26.7%
40%
33.3%
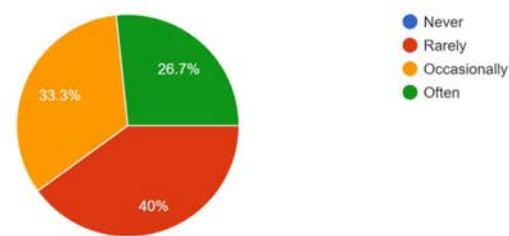
4. If your instruction is project-based, is there a dedicated project area for working and storage in your current classroom?
15 responses

- Yes
- No
- Projects are rare

60%
13.3%
26.7%
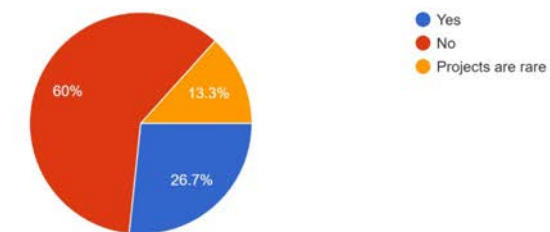
5. Name three things that you find affect student engagement. 12 responses

- Outside noise, poor lighting, inability to see the instructional space (whiteboard or TV)
- physical comfort, noise, aesthetics of the space
- Enough space in the room to move around, lighting, and visuals in the classroom.
- relationship between student and teacher, class dynamics, student readiness
- attitude towards the subject, personal state of mind, personal sense of mastery
- Clear expectations, active/facilitated instruction, student agency
- Consistency in procedures, variety in strategies, choice, and movement.
- Comfort (chairs, tables, boards) class layout, class temperature
- Comfort, alertness, ability to see/access materials
- motivation, unprepared lessons, bad classroom atmosphere
- room for movement, limited seating arrangements, dividing the space according to needs,
- Collaborative project work, Genius Hour space to spread out materials, an area for informal and formal presentations

6. What features about the learning space do you find affect student engagement or performance?
15 responses

- Poor seating, not enough room to sit and work for each student.
- comfortable seating in groups, being able to see the board and other resources on the walls, access to materials
- Enough space in the room to move around, lighting, and visuals in the classroom.
- Needs: projectors in classrooms, easily acessible plugs, seating where no student has their back to the board, ample space to move around and have break-out space, clutter-free space (so ample storage)

- How easily we can move around for lab activities, proximity to whiteboard/screen, sufficient space for them to work comfortably
- adequate space to walk around the room when there is time for groupwork, collaborative spaces that support teacher supervision, sound from outside
- I think students do well in open, naturally lit spaces which allow them to sink into the learning.
- Ability to move around the class; have space for more than just desks. Ability to see and annotate (students & teacher) a large screen. Ability/space to do group work - physical space as well as multiple white boards/walls, etc.
- number of distractions
- Natural light, physical space, high ceilings. I believe all of these things create a more comfortable learning space which leads to student engagement.
- seating, adequate space,
- size of room; ability to reconfigure the desks into various configurations depending on the task
- Lack of a cosy place where they can isolate and read, enough space to work on projects, a room that has enough natural light and that is welcoming
- space to work, space to take brain breaks, division of room for 3 teachers
- Students engage when there is adequate space to explore with resources and materials.

7. Are small adjacent workrooms needed to support the main classroom space?
15 responses
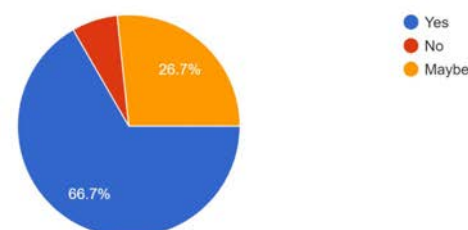
8. How often does your instruction require the classroom to be dark?
15 responses
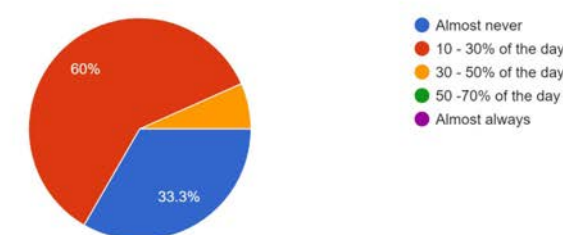
9. Is outdoor teaching or outdoor student group work practical in your teaching discipline?
15 responses
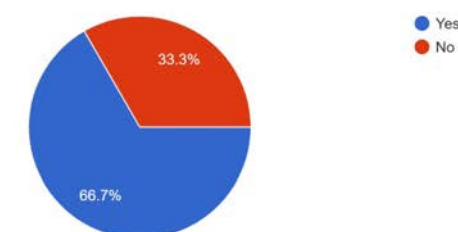
10 If so, please describe your use of exterior space to support instruction.12 responses

- When the weather is comfortable, students like to work outside. We sometimes have tasks that require them to go outside and collect information. The problem now is that if I send students outside to work, the seating space is a bit far from my room so it is difficult to check in on them regularly.
- Students can sometimes work out on the patio on writing projects or small group discussions.
- We do a variety of activities in a larger breakout spaces, including human sculptures, discussion activities, station work, skits, etc...
- For some chemistry demonstrations, proximity to a large outdoor space (hard surface) would be beneficial but far from necessary.
- Spaces that incite curiousity - gardens, interesting architecture, trees etc.
- When we build things that require large amounts of space, such as gliders, catapults, box cars or rockets, we need a wide open area to ensure safe operation.

- I have used the empty rooms in the adjacent "condemned" building for student games. Too much furniture in my small room significantly hinders student movement. At schools where there are benches or tables, I'll hold classes outside to break things up.
- It is nice to have access to the outdoors if I have students spray painting but otherwise art mostly needs to be complete inside so the projects and materials are protected from the elements.
- on good weather days I pull small groups at the table outside. Sometime its closer than going into another classroom.
- an outside break out space to do group or individual work.
- This is mostly used to small group work or projects. Allows students more space to work. Students can use this space for either group discussion or to get a quiet space to work.
- In the Leadership and Innovation course, I would use outdoor space to teach skills like cooking, sports skills, mindfulness, and a prayer space.

11. What technologies do you use most in the classroom? 15 responses

- Wifi, Whiteboard, TV
- interactive projector with my laptop; students also have their laptops to use at times
- TV monitor, document camera, a computer and scanner for library checkout
- computer, projector (if I had one), high quality blue tooth speaker
- TV/Projector with sound, Whiteboard
- projector, computer
- Woodworking equipment, electronics, robotics equipment
- projector & speakers; individual laptops
- Projector
- TV/projector. Outlets would be great so students could charge their computers.
- projector, laptop, speaker, video
- computers, projector
- TV,
- Projector, computer
- laptops, Google Suite including Google Meet with experts

12. Is there a certain technology that you would like to use which is not currently available? 14 responses

- Smartboards
- Not that I can think of, but open to ideas!
- Perhaps a smart TV

- projector, speaker
- smartboard
- I would like to have VR equipment for coding classes
- LARGE screen/wall for bigger visuals and annotations of graphs, cartoons, writing, etc
- Interactive whiteboard
- I would love a camera obscura room. Or a small space where I could project images
- smartboard of some type
- no
- I would love to have a screen where I can write (like the one in the maths classroom (Ronan's class)
- interactive screen or projector
- I would like to have a dedicated space like E101 for students to collaborate with outside experts over Google Meet. We would use this at least twice a week in class and we would use it for

13. How often do your classes use the Secondary Learning Center?
15 responses

Legend:
- Once per month or less
- 2-3 times per month
- Once per week
- 2 times per week or more

86.7% / 13.3%
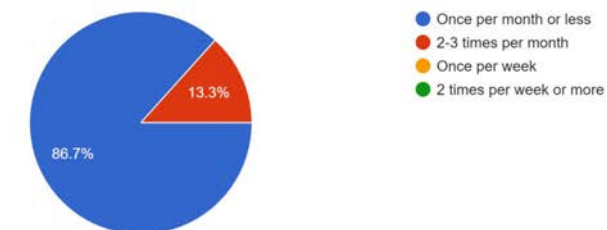
13.1 If not used often, what features or services might encourage you to use it more? 11 responses

- Closer proximity - I am on the first floor and the SLC is on the 3rd; I also don't have much use for the SLC as I teach MS Math
- More private break out spaces for groups to work in.
- A larger selection of books relevant to the units I teach.
- Science students mostly use the SLC during release time for SL students, and during IA's.
- My class tends to be workshop focused, but I know we have great resources for research.
- Curriculum changes. Once more research is integrated, my students will have a purpose for going to the SLC.
- The library needs to function as both a learning space and quiet area
- My students go up there to print but otherwise we stay in the classroom.

- I would use it if there were small rooms in it where we can prepare IOs while still keeping an eye on students that are working independently. I usually go to the SLC for this.
- Students access the SLC for printer or checking out books. This isn't as useful for learning support
- I use the SLC daily

14. On a scale of 1 to 10, does the school promote a sense of security?
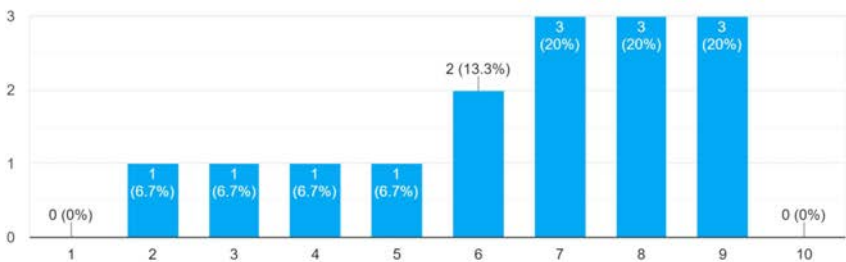15 responses
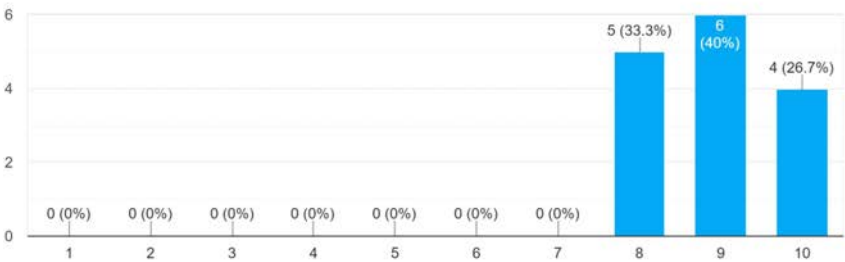
14.1 How might security be improved? 10 responses

- The floors can be slippery during the rainy times.
- Better doors. The frames are light and don't feel secure.
- Needs significant improvements in chemical safety and storage.
- It seems solid as it is.
- The windows and doors in my classroom seem to be of garden variety and contrast with the concrete-reinforced walls of the school. I have a door and windows on the ground floor that face the back alley; daylight comes in from the perimeter of the door and all of the "locks" are weak. If the walls get breached, classroom entrance would be easy. There are windows all around; during lockdown drills all corners of the room are visible.
- I think the level of security is sufficient.
- n/a
- I don't fell the need to improve security.
- It think the team does a great job and it isn't overbearing.
- cameras near the bathrooms by the SLC\

15. On a scale of 1 to 10, does the campus promote sustainability?
15 responses

15.1 How might it be improved? 12 responses

- Designated recycle bins; compost; visuals for students helping to teach them about recycling and compost; reduce plastic packaging sold at the cafes
- Composting, reducing paper use, purchasing products that come from sustainability-minded companies.
- More green space, more trees, more plants; full re-design of the elementary playgrounds. They feel like prison yards. Maybe a mud-kitchen, a sufficient garden for students to practice growing their own food.
- incentives to get rid of single use cups, plastic etc lie 10 cents off your coffee or completely banning single use cups
- Mike has done great work in promoting an ethic of sustainability throughout campus.
- Ban plastic water bottles on campus. Use LED lights. Install water-saving faucets/toilets.
- anything more than we do at the moment
- I don't know.
- n/a
- Make sure the water fountains are all working and install a couple more.
- I would like to see more recycle bins around the campus not just next to the cafeteria. Haven't seen ability to recycle aluminum
- More information shared about how we can do our part with sustainability in school and in the neighborhoods.

16. How might the school best incorporate local Tunisian culture into the learning experience? 10 responses

- ?
- More mosaics and Tunisian designs around campus.
- Teachers need to select units and texts that draw on local Tunisian culture
- I think we do a great job of incorporating local culture as is, and hope we continue to expand those programs.
- Overall architecture design - doorways are iconic. We could each have a Tunisian-style door to our classroom. I am fairly new to Tunisia so I don't have as many ideas now as I'd like.
- Design, colours, language, art
- More traditional doors and tile!
- TST is an amazing opportunity.
- Still new and still learning about Tunisia to know an answer - more Tunisian tile
- After school Tunisian cooking classes

17. Are there any other suggestions you have to improve the learning environment at ACST? 10 responses

- Open up the campus so there is a central area for all to gather. Right now it feels very segregated. More central cafeteria as well as a more central teacher room. Shaded outdoor spaces would be great for the hot season.
- A lot of these questions aren't clearly worded in educational terms. (#1, 3, and 4 for starters) There seems to be some conflation of concepts. This might skew your responses.
- Different hallways for ES kids to reach the cafeteria that doesn't disturb HS classes
- Consistent class sizes and focused learning space.s
- The new desks in the Secondary are horrific. They are heavy, too big, and lack flexibility to move around as needed for varied configurations. The physical space and furniture needs to co-exist efficiently.
- A better study hall space for high schooler. Library on ground floor. Outdoor areas that are protected from the wind.
- better or larger screens. it is difficult to see the screen from the back of the room. maybe second screen. maybe hooks on the outside of classroom for backpacks
- Nothing to add
- At this time none come to mind
- Stricter accountability for students

CHARETTES

In collaboration with ACST, two community charettes were held for faculty, students, parents and school board members to present and discuss the renovation and improvement options for the school.

In preparation for these engagement forums, it was decided the best way to encourage discussion was to provide a series of graphics in the form of possible space layouts overlayed on the site plan. For clarity, 3d massings were also provided to give a sense of volume. In these meetings the design team presented to the audience the last conceptual scheme which was refined after the initial charettes.

The groups were given copies of inspirational imagery and possible floor plan interventions for their input and critique. This documentation can be found in Appendix Sections 2 and 3.
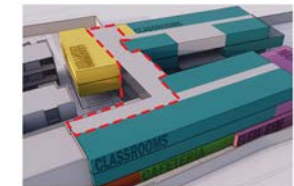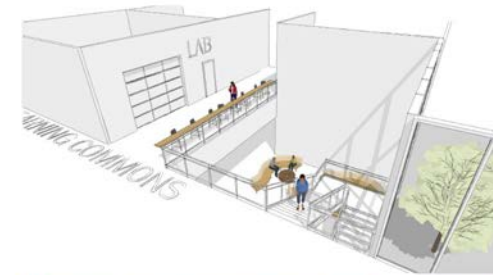
CHARETTES

The team prepared a presentation to introduce the team, share SSA's relevant experience and discuss the overall design process. Following this introduction the findings from the feasibility report were shared, as well as inspirational imagery relative to different potential learning environments.

The groups were given copies of the learning environment inspirational sheets and were asked for their input, preferences and critique. A sample of these images and commentary can be found here and additional documentation can be found in Appendix Sections 2 and 3.

Lastly, we discussed next steps in the design process and that these valuable insights would be considered and as much as possible, incorporated into the updated campus masterplan and schematic design.
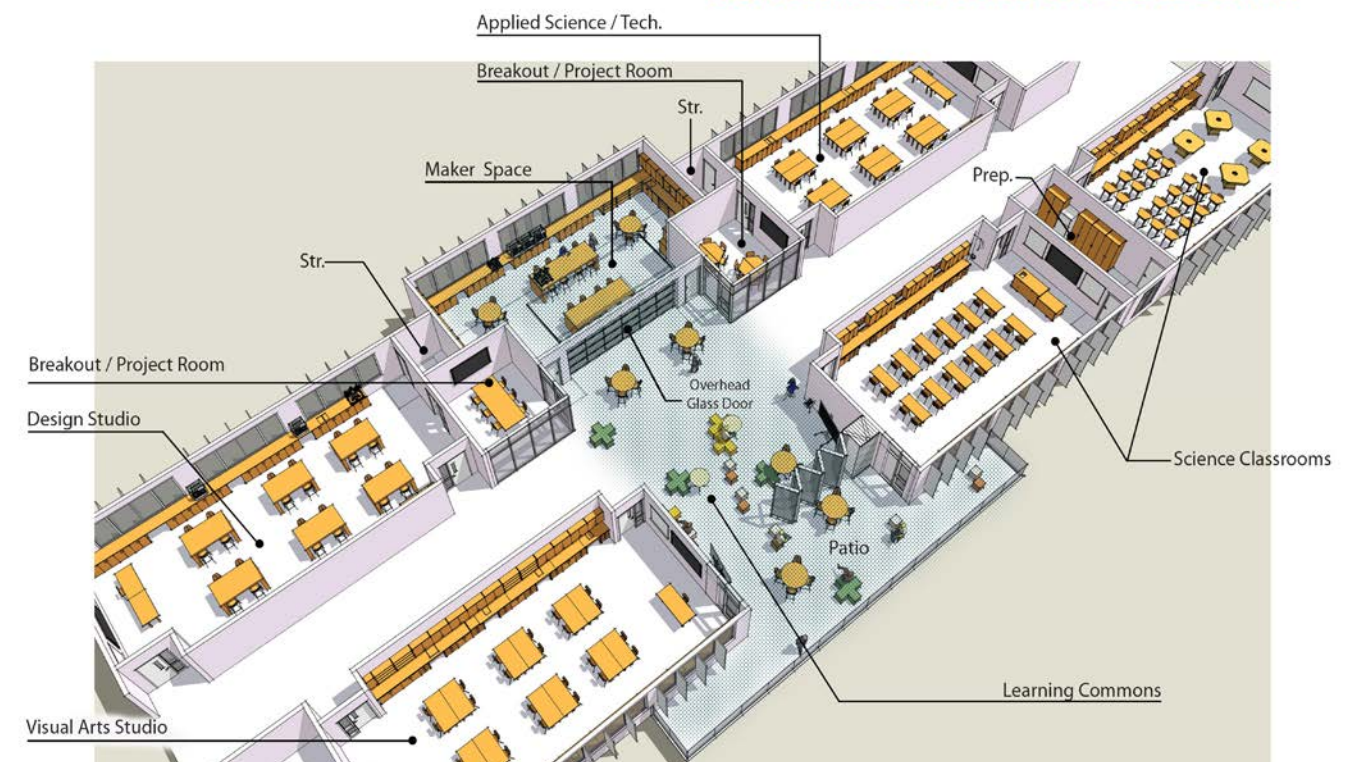
LEARNING COMMONS
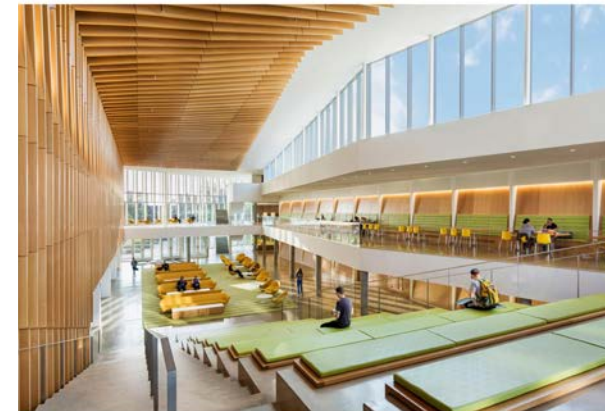
CLASSROOM ARRANGEMENTS
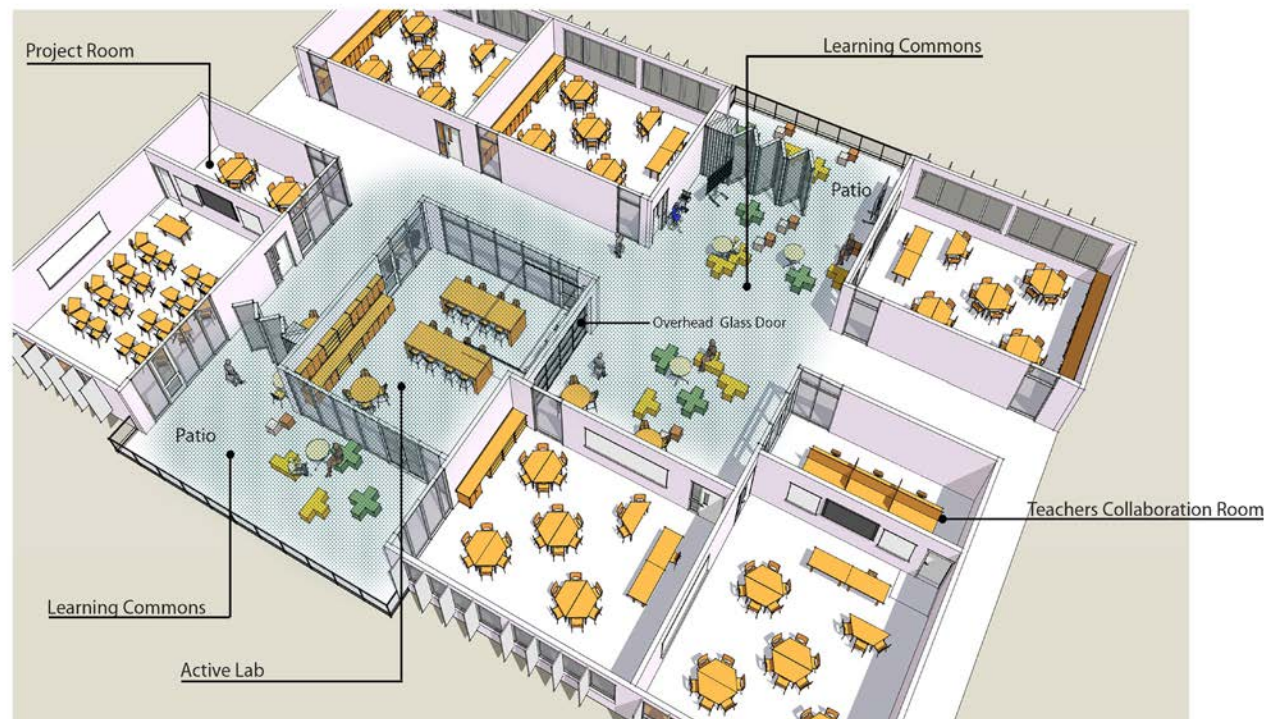
LEARNING COMMUNITY

CLASSROOM ARRANGEMENTS
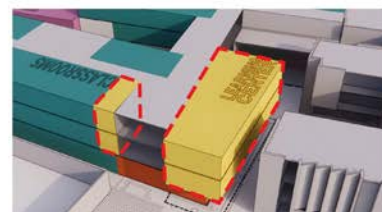

S.T.E.A.M. LEARNING COMMUNITY

OUTDOOR SPACES

Shown here are two slides that generated much excitement. It was decided that the aquatic center held a particularly good opportunity as an outdoor theater screen, using the field as a seating area.

Students and staff responded positively to the possibility of a multistory learning center with the opportunity to view into other floor levels.

LEARNING CENTER

CHARETTES

Following the open conversation, groups of 2-3 students and teachers were given a printed package of the imagery slides. These are examples from ten minutes of feverish writing.

CLASSROOM
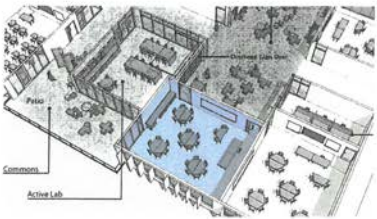
LEARNING COMMONS

MAKER SPACE
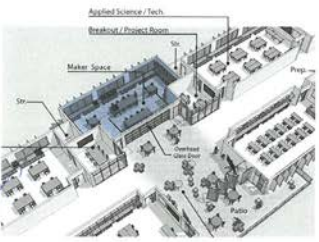
MASTERPLAN

The masterplan adopted from the feasibility study phase was a culmination of two previous campus layouts and the comments they generated during a series of four community engagement meetings. This campus layout proposed a three story building with continuous internal circulation and consolidated athletics. The Secondary Learning Center was thought of as being synonymous with the learning commons, suggesting the interactivity and dynamics of a collaborative learning space as found in a modern library be spread throughout the school in the form of shared learning and conversational areas.

A key requirement for future ACST development is to maximize open space. The school's urban setting and secure perimeter means space is a premium and should be used carefully. At the same time, preserving natural open areas for outdoor learning and congregating are of the utmost importance. The master plan compresses the building area in two three-story wings with a connecting corridor. Roof terraces and porches will also provide outdoor access to the upper floors.

FIRST FLOOR PLAN

A1-04   1 : 300

CLASSROOMS

CAFETERIA

ADMINISTRATION

ATHLETIC

LEARNING CENTER

AQUATIC CENTER

SERVICE/CIRCULATION

24

CLASSROOMS
5815 SF

CLASSROOMS
3013 SF

LEARNING CENTER
484 SF

EXTERIOR LEARNING SPACE
1896 SF

LEARNING CENTER
4201 SF

ART CLASSROOMS
1884 SF

LEARNING COMMONS
10224 SF

CLASSROOMS
5928 SF

FITNESS CENTER
2757 SF

CLASSROOMS
5666 SF

	CLASSROOMS
	CAFETERIA
	ADMINISTRATION
	ATHLETIC
	LEARNING CENTER
	AQUATIC CENTER
	SERVICE/CIRCULATION

| 1 | **SECOND FLOOR PLAN** |
| A1-05 | 1 : 300 |

25

LEARNING CENTER
4201 SF

CLASSROOMS
3700 SF

CLASSROOMS
2100 SF

LEARNING COMMONS
11929 SF

CLASSROOMS
3900 SF

CLASSROOMS
7453 SF

	CLASSROOMS
	CAFETERIA
	ADMINISTRATION
	ATHLETIC
	LEARNING CENTER
	AQUATIC CENTER
	SERVICE/CIRCULATION

| 1 | **THIRD FLOOR PLAN** |
| A1-06 | 1 : 300 |

AQUATIC CENTER

MAIN GYM

CLASSROOMS

LEARNING CENTER

27

MASTERPLAN - UPDATE

Reviewing the masterplan with the new wealth of information collected in program meetings, key updates were incorporated into the campus layout. The following diagrams reflect the ongoing refinement of programmatic spaces for test-fit purposes. For simplicity's sake, individual spaces are not yet shown as they will continue to be in flux throughout the early schematic design process.

Athletics: Some of the most significant changes included:
- Minor rotation of the Aquatic Center
- 90 degree rotation of the Main Gym
- It is preferred that the Auxiliary gym be a full height gym space. This causes the usable second floor plate to be reduced.

Elementary: The crowding of the A Block resulted in the following:
- The preferred location for the elementary learning center should be relocated to the secondary school. It has been located on the first floor, creating a full three-story learning center.
- Secondary music, currently located in the A Block, will be moved to the secondary school building.
- The theater lacks a prefunction/lobby space for events. Such a space will be provided on the second floor. The connecting corridor has been relocated so that the north A Block corridor now connects to the learning center. The connector is open on the first floor for unobstructed passage from the student entrance to the A Block courtyard.

North Classroom Wing: In an effort to maximize outdoor space, the north classroom wing has been narrowed and lengthened. The result is a wider central courtyard.

Receiving Area: A receiving area and truck turn around is needed and is shown between the A Block and new cafeteria.

NORTH WING NARROWED
AND LENGTHENED

AQUATIC CENTER
ENLARGED AND
SLIGHTLY ROTATED

CLASSROOMS

CLASSROOMS

ADMINISTRATION

CLASSROOMS

CLASSROOMS

AQUATIC CENTER

ALLEY
WIDENED

CLASSROOMS

COURTYARD
WIDENED

ELEM LEARNING CENTER

LEARNING COMMONS

LOCKER ROOMS

MAIN GYM

ELEM. LEARNING
CENTER ADDED

STORAGE/STAGE

AUXILARY GYM

MAIN GYM ROTATED
90 DEGREES

CAFETERIA

ADMIN

ELEV.

RECEIVING AREA
ADDED

	CLASSROOMS
	CAFETERIA
	ADMINISTRATION
	ATHLETIC
	LEARNING CENTER
	AQUATIC CENTER
	SERVICE/CIRCULATION

| 1 | **FIRST FLOOR PLAN** |
| A1-04 | 1 : 300 |

A BLOCK
CONNECTOR
RELOCATED

OPEN TO BELOW

AUXILIARY GYM
NOW FULL HEIGHT

LEARNING CENTER

LEARNING COMMONS

CLASSROOMS

LEARNING COMMONS

ART CLASSROOMS

CLASSROOMS

OPEN TO BELOW

OPEN TO BELOW

MECH

ADMIN

FITNESS CENTER

OPEN TO BELOW

ADMIN

SERVICE

CLASSROOMS

	CLASSROOMS
	CAFETERIA
	ADMINISTRATION
	ATHLETIC
	LEARNING CENTER
	AQUATIC CENTER
	SERVICE/CIRCULATION

1	**SECOND FLOOR PLAN**
A1-05	1 : 300

30

CLASSROOMS

ART CLASSROOMS

CLASSROOMS

LEARNING CENTER

LEARNING COMMONS

CLASSROOMS

OPEN TO BELOW

ROOF GARDEN

CLASSROOMS

ADMINISTRATION

SERVICE

CLASSROOMS

CLASSROOMS

SERVICE

CAFETERIA

ADMINISTRATION

ATHLETIC

LEARNING CENTER

AQUATIC CENTER

SERVICE/CIRCULATION

1	**THIRD FLOOR PLAN**
A1-06	1 : 300

31

MOVING FORWARD

Our next steps will include working with leadership to clarify and finalize the building program and approach. Once a finalized program is approved, we will be working on more detailed floor plans and massing studies to define the appropriate final master plan and schematic design approach.

Next steps in finalizing plans for this redevelopment require the design team and leadership to perform a comprehensive program verification. This phase is complex, as it requires careful consideration and a detailed evaluation of current classroom scheduling and the capacity of each phase to weigh pre-demo against post-completion capacity.

A vital part of this exploration will involve our engineering partners, who will concurrently gather information relative to existing building conditions and systems, explore viable sustainable features, review for building code conformance, sequencing, site safety, labor and material availability and assist with the development of phasing plans to keep the campus fully operational throughout construction. This will assist the owner in preparing for temporary facilities, operations, and infrastructure throughout the duration of multiple building projects.

To recap, some general themes that emerged during our visit included: a preference to organize classrooms by discipline rather than grade level, as students are comfortable interacting across grade level regardless of age difference, a testament to the high quality of student guidance in the ACST community. Additionally, teachers and leadership staff preferred dedicated per teacher classrooms vs. shared classrooms for efficiency. Lastly, it became evident that the Elementary Block A will need some redesign work to address overcrowding. Moving forward, we will be incorporating as much of this input as possible, with the awareness that there are several challenges that lie ahead, least of which is a very tight site.

Finally, following this report, you will find several Appendix sections included to illuminate all of the valuable input we received during our very informative visit. These documents include consolidated meeting notes, charette presentations, handouts with community input, and existing conditions verification documentation.

As always, our charge and our focus remains on bringing all new facilities in line to reinforce ACST's long-term vision for its' education and community aspirations. The updated master plan will endeavor to establish a refined overall scope of future campus development and all new structures will be designed to support and promote the core educational concepts and values of the ACST community.