

William J. Attea Middle School



2003 Illinois Association of School Boards **Honorable Mention** in the Design of Educational Environments
2003 Association of Licensed Architects **Certificate of Merit Award**

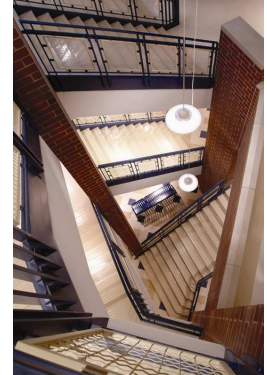
Glenview Community Consolidate School District 34 · Glenview, Illinois

This new school is located in the heart of Glenview's redevelopment of the vacated Naval Air Station. Thoughtful long-range planning done concurrently with the Village's planners has resulted in unprecedented shared use of facilities. The building site is in a village park adjacent to a community center, lake, and park amenities. The three-story solution minimizes the building footprint, reduces travel distance and time within the school, and reinforces the separation of public and academic zones. The cooperative nature of the site provides many amenities for the school, including paths and nature trails, an adjacent amphitheater, lake with sailing opportunities, tennis courts, and dynamic vistas. The same situation also challenged the design to provide parking, bus, playfield, and building designs that offered cooperative opportunities in turn. Building highlights include the following:

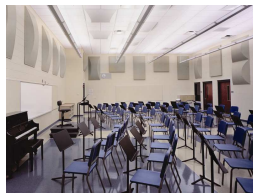
- **Academic Neighborhoods**—Attea's middle school curriculum embraces teaming, looping, block scheduling, interdisciplinary project based instruction, and multi-age groupings: eight 100-student teams each reflect their own identity and form well-defined team areas within an academic neighborhood of two teams. Each team area offers three core subject classrooms and a flexible science laboratory. Each is separate from the others, with no need to pass through another team area. Each of the four neighborhoods contains two teams that share a large, well equipped, and highly flexible technology resource area, small group classroom, special education classroom, staff planning/conference room, and restrooms. The four academic neighbor-

hoods are clustered around the multi-resource learning center and four global language classrooms.

- **Organized Circulation**—All traffic flows through a central atrium space that provides vertical access, and acts as a social hub. The main visitor entrance flows through a secured vestibule that diverts all flow through the main office. A separate student entrance leads directly to the bus area. A student services entrance off the main atrium separates student and visitors internally at the central administration area. A separate activities entrance allows the fieldhouse to be used independent of the school.



- **Technology Resources**—Delivering technology and data access into the classroom wings rather than placing it all into a central learning center allows for more creative, educational delivery and further breaks a large middle school into more student friendly neighborhoods. The tech resource areas can be subdivided for multiple small groups.
- **Athletic Fields**—Shared use of the athletic fields is administered by the Glenview Park District. The School District has provided the raw space while the Park District is responsible for all continued maintenance. This arrangement allows for maximum use as well as enhanced features such as irrigation systems.
- **Fine Arts**—A 100-student band room, 80-student orchestral music room, large general music, double art room, and a generous drama room are grouped in a large fine arts suite, demonstrating the commitment to the arts. The area may be accessed by students for before-school rehearsals without opening the secured school. Abundant windows fill the art room with south light, and create a backdrop of nature for the drama room. High ceilings further expand the instrumental music rooms. The design employs vestibule entrances and uses intervening storage, office, and practice spaces to isolate sound from the rest of the building.
- **Learning Center**—The Learning Center offers a book-store like ambience with window-side stacks, reading tables, and comfortable lounge seating.
- **Fieldhouse**—The linking of the two competition basketball court allows for multiple configuration for both PE teaching stations as well as special events. The ability to subdivide the field house with a combination of hard movable walls and the soft athletic curtains maximizes flexibility while controlling sound. Washrooms that are accessible from the playfield are also accessible by the public using the amphitheater.



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- **Recreation Center**—The adjacent Park District physical recreation provides significant opportunities not available in most public schools. Several swimming pools, aerobic and dance facilities, weight and resistance equipment will be used jointly with the park district. Additionally, expanded learning and volunteer opportunities include joint programs with senior groups and preschool and early learning classes.
- **Parking/Site Circulation**—Further examples of intergovernmental cooperation are evident in the site planning. The bus drop-off loop is also striped for car parking. During non-school hours the lot doubles as parking expansion for the rec center and also weekend event parking for the outdoor amphitheater. Parking is also shared with the adjacent young children's play area.
- **Enhanced Natural Features**—Multiple education opportunities are available on the site ranging from environmental projects relating to the wetland expansion, to offering beginning sailing classes for a creative physical education component.

Budget

▫ Building Size	161,375 SF
▫ Student Capacity	900
▫ Budget Estimate	\$21,164,670
▫ Construction Cost	\$20,896,596
▫ % Difference (under budget)	1.3%

Time

▫ Completion Date	August 2003
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Key Personnel

John Maurer
Steve Petersen

Consultants

- Civil Gewalt Hamilton Associates
- Structural CS2 Design Group, LLC
- Mechanical/Electrical CS2 Design Group, LLC

Contact

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