Worthington City Schools

Elementary School Educational Specifications

July 2019

Table of Contents

COOPERATIVE STRATEGIES
COMPLETE FINANCIAL & DEMOGRAPHIC PLANNING FOR EDUCATION

Acknowledgements

This report would not have been possible without the continued commitment and input of the Elementary School Educational Specifications Committee. We thank them for their engagement.

Core Committee

Elizabeth Audette
Sherri Berridge
Jessica Dumas
Jeff Eble
Sheri Fitz
Tim Gehring
Mary Gianelle
Shannon Howman
Brian Hunt
Sarah Lane
Christina L'Ecuyer
Amy Lloyd
Monica Moriarty
Sarah Pence
Roger Postell
Megan Smith
Tiffany Smith
Dave Wickline
Jenny Wielinski
Charlie Wilson

Worthington Staff and Consultant Team

Trent Bowers
Randy Banks
Angie Adrean
Neil Gupta
Vicki Gnezda
Pete Scully
Aric Thomas
Chris Hasbrook
Tracy Richter
Ashley Guzzo

COOPERATIVE STRATEGIES
COMPLETE FINANCIAL & DEMOGRAPHIC PLANNING FOR EDUCATION

The following mission statement was written as a collaboration of the groups' effort.

Mission Statement

The Worthington Elementary School is an inclusive community, a culture of joyful and fun experiences. Our elementary schools will be safe and healthy buildings, of timeless spaces, encouraging connections that will provide a foundation for lifelong learning.

Executive Summary

An Educational Specification is a document created in the pre-design phase of a school building as a way of setting preliminary parameters and goals. These specifications are given to the architects of a building who will put the specifications to work in the design phase. This document frames the educational specifications for each type of Elementary school building Worthington has, setting customized parameters by the capacity (or amount of enrolled students) of the building.

Process

Worthington City Schools compiled a group of individuals consisting of teachers, parents, stakeholders, administration, district employees, and city employees to participate in 2 days of labs to discuss and create a plan for Elementary school education within the district. These meetings were held on June 26 and June 27, 2019.

Tracy Richter of Cooperative Strategies led the first meeting with introductions and a presentation about the changing face of education. Participants were asked to collaborate on various exercises to develop a vision statement for Elementary schools in Worthington City Schools.

The discussion shifted to activities that occur within each space and what needs to be in place for a facility to allow for such activities to occur seamlessly. Safety, sustainability, technology, and site were all topics discussed, as well.

Building layouts and site evaluations were all reviewed and discussed with an eye towards 21st century education.

Essential Elements of an Educational Specification
Sustainability, Safety, Site Standards, & Technology

Participants were asked to frame the most important aspects of each of four elements, following a presentation on their meanings and potential implementations. The topics were: Sustainability, Safety, Site Standards, and Technology.

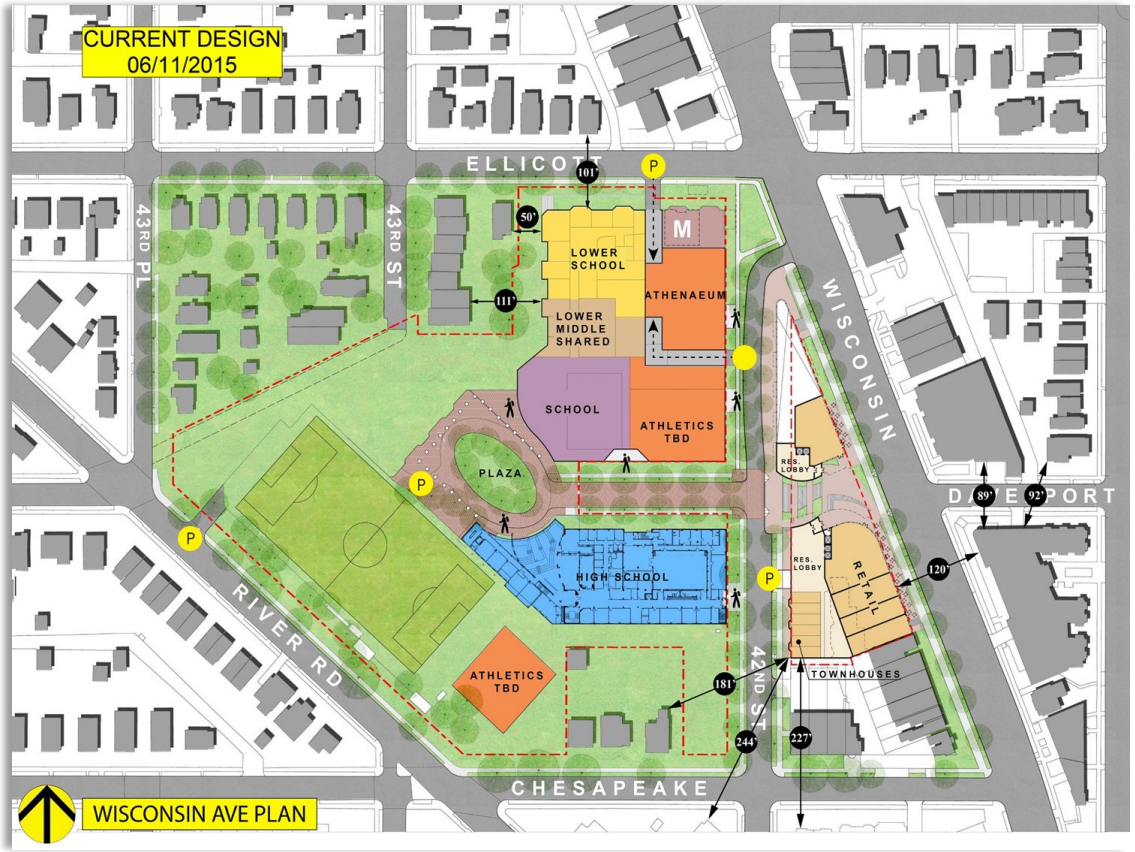
Site Standards

Best Practice Standards

Location and relationship of school site relevant to amenities like transit, retail, or recreation. However, one of the most important relationships is to that of the surrounding neighborhood and how architecture style, transportation, and pedestrian walkways support the concept of being a "good neighbor" to surrounding communities.

Site access and relationship of school building to:

- Open space and nature
- Circulation of vehicles
- Pedestrian & bike infrastructure



Site Standards

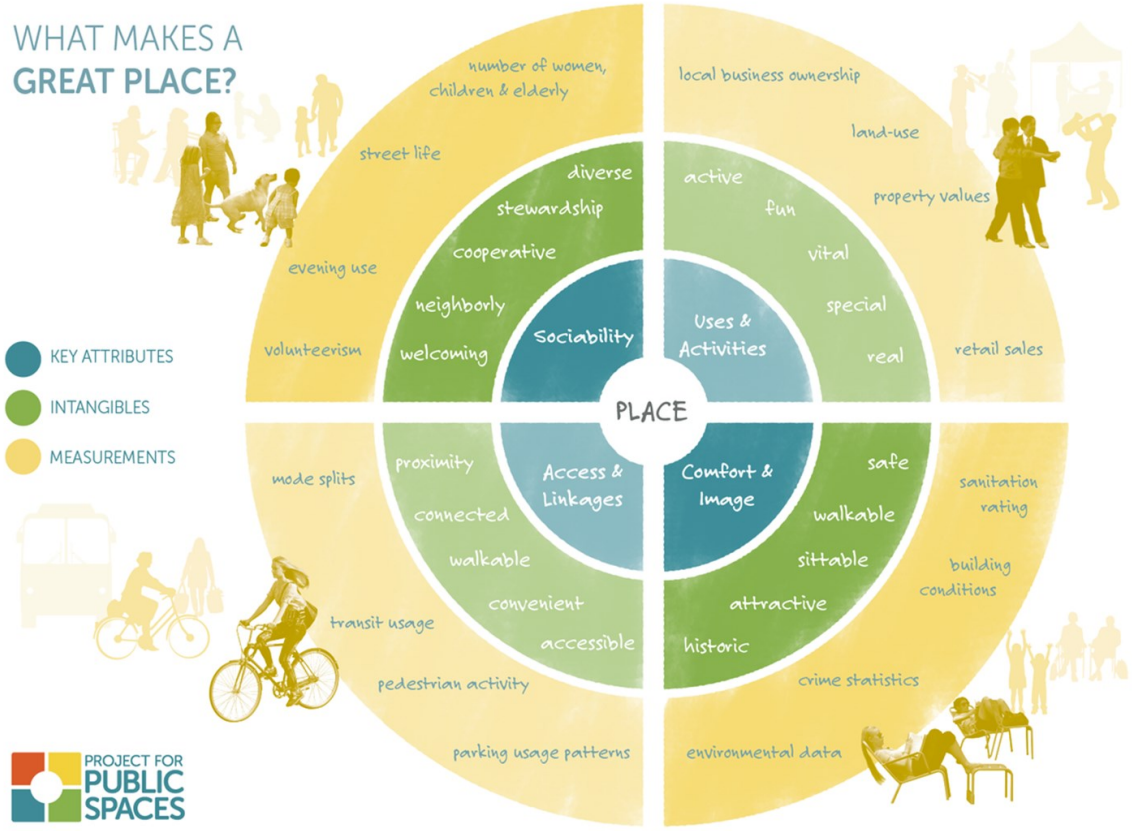
Best Practice Standards

Placemaking to create a "feeling" for the campus

The design professional should consider solutions to Placemaking that support:

- Sociability
- Uses & Activities
- Access & Linkages
- Comfort & Image

The design process should include working with surrounding community members that can provide insight to how each of these elements best fit their neighborhoods and ideas on how to design and promote them moving forward.



Site Standards

Best Practice Standards

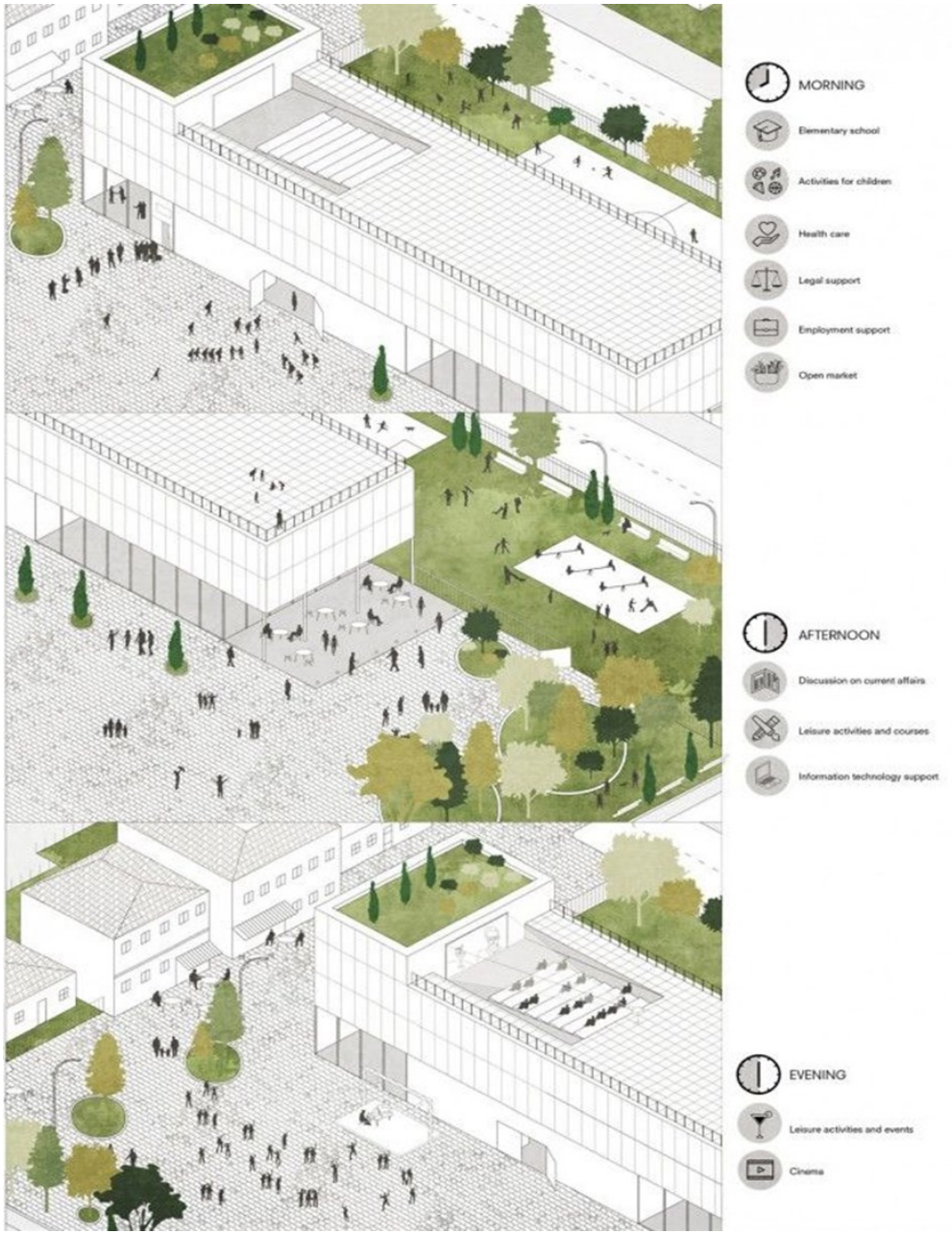
Ideas on how to promote the Placemaking concept that promote sociability, encourage positive activities, provide access and linkage to surrounding community, and promote a positive and comfortable image include:

Circulation of people on the site –

- How and where do people enter/exit?
- How do people move within the site?
- Do we want to emphasize a particular mode of movement such as busses and pedestrians over personal vehicles?

The design professional should also consider how to best plan the site that looks and feels different in any given time period. The climate and geographical demands of central Ohio, ie. climate, time changes, cityscape all influence what a site looks like:

- Throughout the day?
- Throughout the year?
- Through the decades?



Technology

Best Practice Standards

Today, technology is used extensively to help students learn basic and critical thinking skills. In the near future, the applications and capabilities of educational and information management technology will increase dramatically. Today, the majority of jobs require at least some technology proficiency and as such, it is expected that students will leave school with the ability to work with and use technology.

The implementation of voice, video, and data throughout school facilities is becoming a standard in schools across the country. Appropriate and strategically designed and installed technology will greatly enhance the teaching and learning of basic and advanced skills and position a school to take advantage of technological developments in the future.

To take advantage of technology, schools will need:

- comprehensive staff development programs and training;
- student access to technology applications;
- updated hardware and software;
- wireless access points,
- updated school wiring and internet access; integration of technology into the academic content standards;
- home to school access;
- technical support personnel at the school level;
- security system that encourages use and protects the investment.

All classrooms should be multi-use/multi-purpose with invisible technological support. There should be a seamless web of technology to support the classroom management between administration, teachers, students, and the home. Research suggests that multi-sensory teaching is most effective in mastery of basic skills.

Technology supports visual, auditory, and experiential learning; therefore, it is recommended that all instructional spaces have voice, video, and data accessibility. This access enhances the flexibility of the learning environment to respond positively to alterations in the use of space.

The wiring and other infrastructure components should be the highest priority, including wireless networks. The facility should have surplus electrical power capacity and network wiring/ bandwidth to permit expansion of technology.

Technology

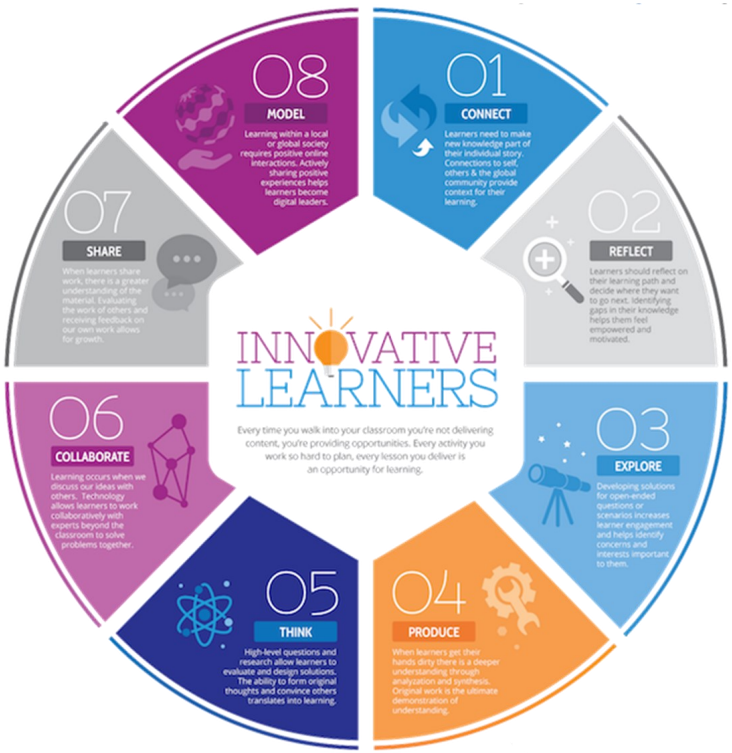
Best Practice Standards

Technology & the Learning Environment Technology greatly enhances the learning environment. Technology, in the typical classroom, can support multiple instructional designs.

Whole Group Instruction [15-30 students] This includes the use of computer projectors, flat screen monitors, LCD flat panels and various forms of computer display techniques.

Small Group Instruction [6-8 students] This includes areas in the classroom and in shared common spaces, which a teacher or another resource person can work with groups of 6-8 students. The technology is essentially the same as whole group instruction technology, the only difference being the size of the groups.

Individualized Instruction [1-2 students] This is primarily a computer-based instruction design where students interact with a computer. As all forms of technology become more and more digitized, it is envisioned that these will be multi-media computers that integrate voice, video, and data formats as well as having high-speed Internet access. Technology will comply with accessibility for students with special needs that are included in the classroom.



Applications of Technology

Technology has four primary applications within the school environment. These applications have the potential to have a positive impact on every aspect of the educational processes found in school. These applications include:

- **Communication & Productivity**: Email, word processing, data base development, internet access
- **Educational Technology**: Media/library services, distance learning, audio/visual applications and software development
- **Student Services:** Scheduling, grades, attendance, counseling, transportation
- **Business Services:** payroll, accounting, school inventory, food services.

Safety

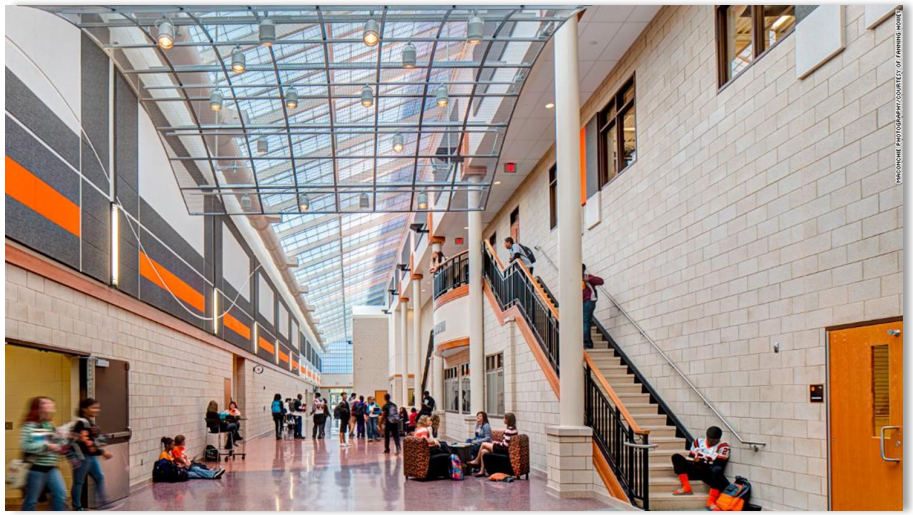
Best Practice Standards

There is a high interest in maintaining an inviting and deinstitutionalized environment, while simultaneously providing a safe environment for students, staff, and community who use the facility and adjacent support services. The organization of a building will have a major impact on student behavior and safety concerns. Building security can be addressed in an active or a passive manner: active security is based on security systems; passive security is based on program design, building layout, and community participation. Schools should be based on passive concepts with applied active concepts where necessary.

If we deal with the symptoms of the problem, we tend to focus on the active security procedures that can be implemented. If we deal with the cause of the problem, we are likely to address most of these issues through passive or program and building layout solutions.

The problems and their causes are multi-dimensional: some issues can be addressed, while others cannot. Causes include, but are not limited to, family problems, lack of sense of belonging, lack of identity, lack of communication, lack of accountability, and lack of student/teacher relationships. Passive program and building layout should be the primary focus and active security systems the secondary focus.

Since the greatest number of discipline problems in a school occurs when students switch classes and have to travel from one end of the building to the other, having students spend the majority of their day in one section of the building reduces movement, resulting in fewer discipline problems. Teams of teachers having responsibility for the same students improve the student/teacher relationship and results in greater continuity and monitoring of behavior issues.



Safety

Best Practice Standards

Passive Security Concepts

Building Layout

- Avoid blind spots, corners, and cubby holes [inside or outside]
- Locate administrative and teacher preparation with good visual contact of major circulation and gathering areas [i.e., corridors, cafeteria/gymnasium, bus drop-off, parking]
- Develop spatial relationships in such a manner that there are natural transitions from one location to another
- Locate restrooms in close proximity to classrooms
- Design restrooms to balance the need for privacy with the ability to supervise
- Avoid external exit for restrooms
- Locate areas likely to have significant community use [after school] close to parking and where these areas can be closed off from the rest of the building
- Provide for natural integration of students and staff
- External exits from offices
- Ability to partition unused portions of building
- Avoid easy access to roofs

Vehicular and Pedestrian Traffic

- Separate bus drop-off area from other vehicular traffic
- Separate staff and community parking area, located in appropriate areas
- Separate student [pedestrian] traffic flow

Protect playgrounds from vehicular traffic and parking

Uses of Technology

For instructional and administrative purposes, the new school should have extensive technology systems. These same infrastructures and technology components can be used to enhance building security:

- Phones in every instructional and support area
- Building-wide all-call designed to be heard throughout the school and on the play fields when needed
- Motion or infrared detectors, which can also be configured to conserve lighting costs
- Smoke and heat detectors located throughout the building
- Wiring for CCTV in all hallways, offices, classrooms, and parking area
- For access control into the building, there are alternatives to keys, such as access control cards.
- Panic buttons located in all rooms
- Securable lobby area
- Programmed swipe cards used for doors
- Sound detection system
- Electronic student identification system

Safety

Best Practice Standards

Crime Prevention through Environmental Design (CPTED) is a recognized best practice that uses design, management, and activity strategies to reduce opportunities for crime to occur, to reduce fear and to improve the overall safety of schools.

CPTED emphasizes 4 Principle Guidelines:

1. **Natural Surveillance**
   "See and be seen" is the overall goal when it comes to CPTED and natural surveillance. Lighting and landscape play an important role in Crime Prevention Through Environmental Design.

2. **Natural Access Control**
   CPTED utilizes the use of walkways, fences, lighting, signage and landscape to clearly guide people and vehicles to and from the proper entrances. The goal with this CPTED principle is not necessarily to keep intruders out, but to direct the flow of people while decreasing the opportunity for crime.

3. **Territorial Reinforcement**
   Creating or extending a "sphere of influence" by utilizing physical designs such as pavement treatments, landscaping and signage that enable users of an area to develop a sense of proprietorship over it is the goal of this CPTED principle. Public areas are clearly distinguished from private ones. Potential trespassers perceive this control and are thereby discouraged.

4. **Maintenance**
   CPTED and the "Broken Window Theory" suggests that one "broken window" or nuisance, if allowed to exist, will lead to others and ultimately to the decline of an entire neighborhood. Design should consider materials resistant to high maintenance or materials/equipment that is hard to replace and takes time to repair.

Sustainability

Best Practice Standards

The U.S. Green Building Council's (USGBC) mission is to transform the way buildings and communities are designed, built and operated, enabling an environmentally and socially responsible, healthy, and prosperous environment that improves the quality of life. Worthington Schools fully support this mission and will follow best practices of sustainable design in renovation and new construction projects. This section outlines best practices that should be considered when moving forward in design and construction.

Sustainable Construction

Consideration for design and construction practices that support sustainable design:

- Carbon and Energy
- Environmental Management
- Waste
- Water
- Materials
- Biodiversity
- Community and Economy
- Climate Adaptation
- Procurement

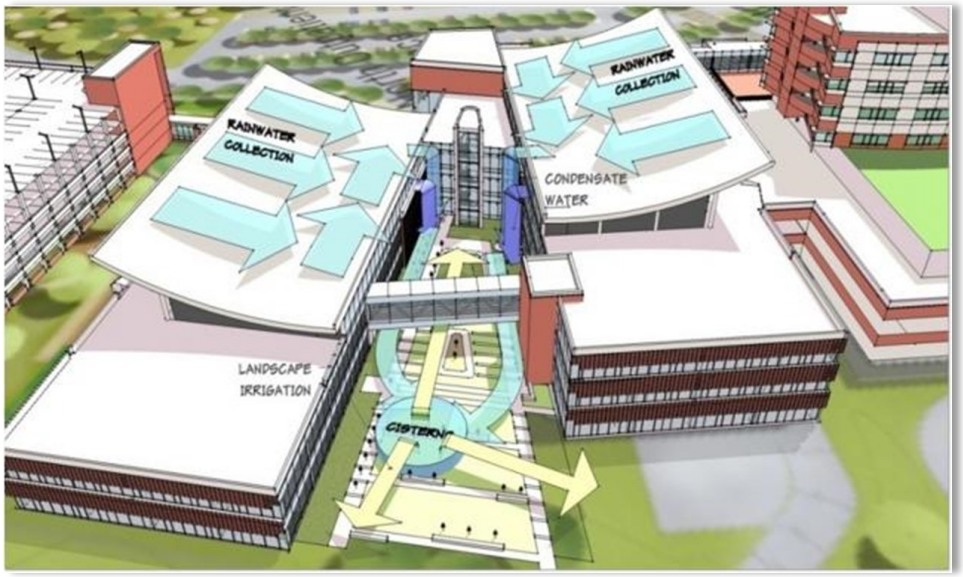
Diverting Waste from Landfills

Important to reducing overall carbon footprint.

- Create a pro-active recycling plan that is supported by the building design
- Composting food waste
  - Integrate into curriculum such as Science, Health, Family and Consumer Sciences

Sustainability

Best Practice Standards



Proactive Water Management

Important to maintaining health of our freshwater supply and reducing long-term operating costs.
Examples to Consider:

- Rainwater Harvesting to conserve potable water
- High efficiency toilets
- Smaller facility footprints

Alternative Energy Sources

Reducing use of inefficient energy sources and reduction of energy costs

- Green roofs that reduce cooling expenses
- Incorporate the use of day lighting into the overall design of the building, minimizing the need for high levels of artificial light within each space. Consider the use of light shelves or other means to reflect indirect light deep into the building.
- Irrespective of the energy source selected, reduce the fossil fuel energy usage relative to current construction standards. Consider using the Model Energy Code as a new standard. Consider the use of "free" energy (wind, sun, earth, and water heat sink) in building design.

Site Standards

Group Feedback

- Layout of school—length, sight lines, accessibility, transitions
- Work with community and honor Worthington's traditions (community room, scouts)
- Entrance should be obvious
- Safety—neighborhood—glass and windows
- Bus traffic separate from cars and walkers
- Multiple entrances but not too many
- Paved pathways (8ft wide) that are practical and attractive
- Deliveries, trash—ease of access
- Outdoor space—dual use, easy to plow, community use, appropriately sized playgrounds, accessibility
- Well lit outdoor space that is easy to maintain and safe
- Shaded playscapes
- Green/paved
- Respectful boundaries to neighbors
- Outdoor learning spaces
- Courtyards that are easy to maintain but functional and attractive

Technology

Group Feedback

The group felt that technology is so ingrained into today's ever day life, that it is not necessary to call out the specifics at this time. It is understood that Worthington Schools will embrace new technologies as they emerge and incorporate them into the school facilities when and where appropriate.

Sustainability

Group Feedback

- Important consideration of restrooms / H2O usage
- Actual building materials
- Environmental sustainability—gardens, composting/0 waste, teaching students to care
- Flexibility of building space (will a school always be that grade level?)
- Renewable energy sources—motion censored lights, solar panels, etc.)
- Be thoughtful about teaching materials—try to avoid waste
- Flexible storage for teachers, students, materials—hoteling lockers
- Space for community and other events outside of the school day hours.

Safety

Group Feedback

- Mental health space—a place where all students feel safe, welcomes and a part of the community
- Water—safety—needed at lunch, temp. for cleaning hands and equipment, eliminate paper towels
- Light - needed for health
- Entry—controlled, days where lots of parents come to school
- Wellness space—indoor recess
- Doors—sensor alerts near door monitors
- Air filtration, purification, ability to adjust temp.
- Age appropriate playgrounds, courtyards for play, overhang porches
- Restrooms—single use, family style

Synergies

Group Feedback

These notes of preferences and priorities will be an important resource when considering newly built facilities.

Site Standards and Sustainability

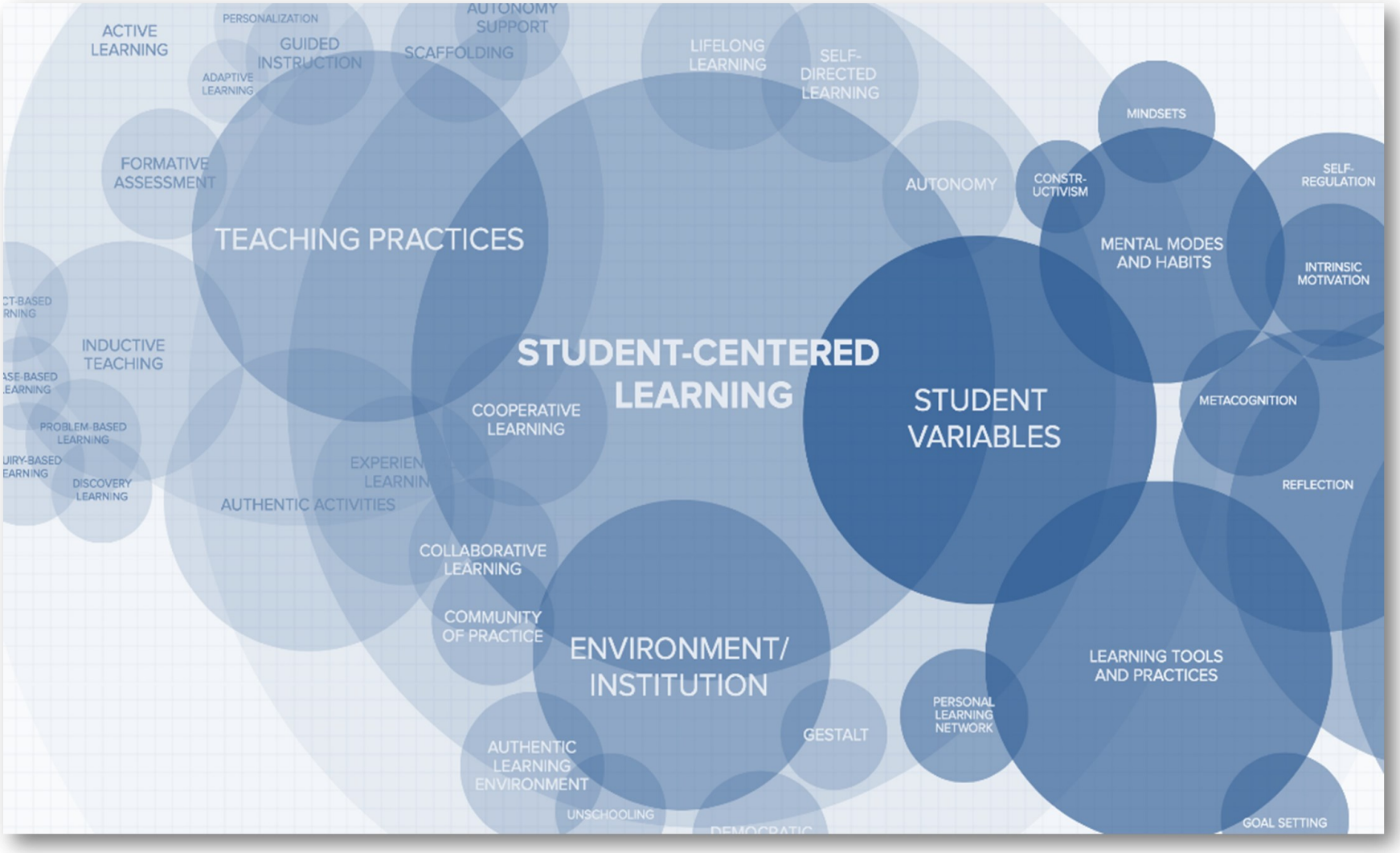
- Community use and considerations
- Flexibility
- Outdoor learning spaces

Site Standards and Safety

- Entry—obvious and controlled
- Age appropriate equipment
- Natural light
- Safety mindfulness

Districtwide Educational Specifications

The following pages will outline various requirements and preferences for all K-5th grade school facilities in Worthington City Schools. These are not meant to show a whole picture of what each school will look like, but rather the results of what this process has determined to be important to Worthington.



Design Principles for Learning

The design principles for learning will provide a normative framework for how different types of learning should take place within a school building.

Authentic / Experiential

Relevant learning experiences allow for learning through application, demonstration, reflection, debate., mentorship and hands-on learning opportunities.

Whole–Life / Life-Long

Life-long competencies occur when there is a passion and mindset for learning that is continual. Safe places are provided to explore and understand that overcoming adversity is a part of learning and creates resiliency.

Community-Oriented

Interactions with our local and global community help to enhance our views of the world around us by providing opportunities to connect with people.

Student–Centered

Student-centered learning is meeting students where they are in their development in a safe environment, and create a curriculum that fosters growth in all students.

Accessible to All

Every learner should have all barriers removed to maximize potential.

Inquiry-Based

Inquiry based learning allows students to explore problem solving using authentic sources in a safe environment where process of inquiry is the focus and is equally important as the product.

Interdisciplinary

The holistic approach which requires the collaboration of multiple teachers across curricular disciples to find solutions to meaningful real-world problems or events.

Collaborative

Collaborative learners engage in learning where groups of individuals work together to seek understanding on meaning across the community - nationally and internationally.

Relational

Student should connect to learners and educators who are willing to share meaningful ideas and perspectives, working together, caring for one another while exploring solutions to problems.

Design Principles for Learning

ADAPTABILITY & FLEXIBILITY

Provide learning environments that allow users to think "what if" instead of "you shall". Provide infrastructure that is resilient and that can evolve and adapt over time with ever changing learning outcomes.

adaptability

structure and infrastructure allows for change over a period of years or decades

Examples:
non-load bearing walls
daylighting strategies
adaptive/ expandable infrastructure for power and technology

flexibility

allows for building users to make changes to space configuration themselves over the course of each day

Examples:
Multi-use spaces,
movable walls,
mobile furniture,
Robust WIFI,
Flexible time alternatives

variety

allows for instant and spontaneous change of learning activities by the learners

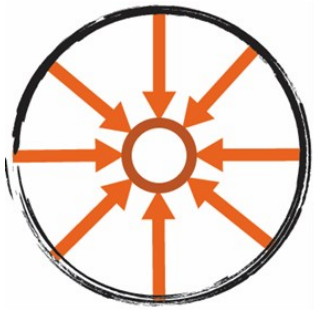
Examples:
access to variety of types and sizes of learning zones and spaces that support various learning modes

Metaphors for Learning Environments & Resources

Building on both the Design Principals for Learning and the Design Principles for Learning Environments, the Planning Team facilitated a series an activity with the Elementary School Planning Committee designed to imagine and develop space typologies for learning environments that support and nurture the desired learning objectives. We used Dr. David D. Thornburg's landmark thesis on *"Metaphors for Primordial Learning Environments"* (http://tcpd.org/thornburg/Handouts/Campfires.pdf) as a launching point for this work.

Metaphors for Learning Environments

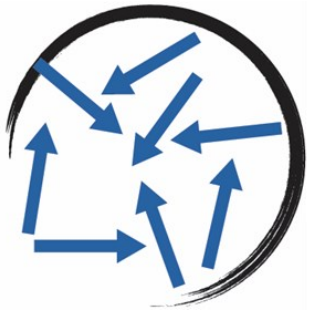
Campfire



experts / story-tellers

a place characterized by communication flowing from one to many, where everyone can focus on the person(s) talking or presenting

Watering-Hole



peers

a place for exchanging communication, typically placed in a location you would naturally move to or through; where people gather in groups of varies sizes and times, and where you might bump into someone

Cave

oneself

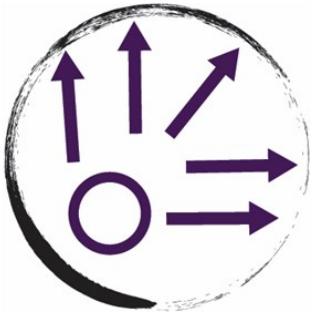
a place for individual study, quiet reflection, to explore questions, make connections and experience creative flow; a place where communication flows within oneself, requiring a physical frame that promotes seclusion

Life

real world

a place that encourages immersive student-centered hands-on real-world learning experiences where students can apply what they have learned and create meaning

Mountaintop



showing & sharing

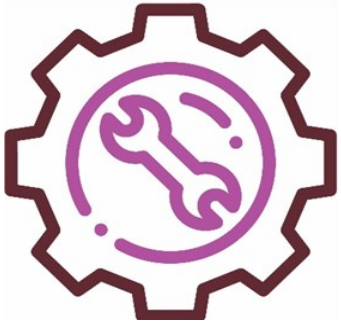
a place where one person or a small group communicates towards the rest of the world, showing what she, he or they can do with what has been learned

Metaphors for Learning Environments & Resources

The Planning Team also recommended that these Metaphors for Learning Resources also be considered as essential ingredients for modern learning environments:

Metaphors for Learning Resources

Toolbox



a condensed organized unit containing teaching and learning supplies and/or raw materials for making; can be fixed or mobile

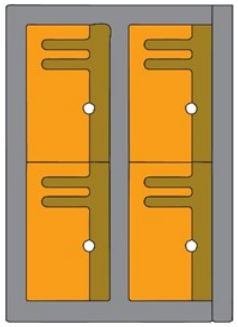
Genius Bar

a technology rich help-station where students can plug in, print, and peer tutor; typically placed in a location you would naturally move to or through

Water

provide access to cold and hot water and drainage to support learning processes and clean-up in types and quantities appropriate to the context

Student Storage



provide a variety of student storage types, sizes and locations that facilitate just-in-time storage solutions versus storage-as-a-hub solution; integrate with work-surface space and charging stations

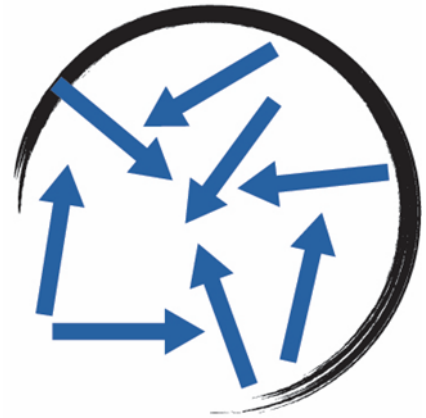
CAMPFIRE

Learning from:

Experts/ Storytellers

Example spaces the Campfire learning type would dominate

- Lecture hall
- Learning studio
- Theater
- Learning Lab



WATERING-HOLE

Learning from:

Peers

Example spaces the Watering-hole learning type would dominate:

- Conference
- Learning Studio
- Breakout
- Collab
- Café/ coffee
- Project room
- Small group area

CAVE

Learning from:

Oneself

Example spaces the Cave learning type would dominate

- Study carrel
- Quiet space
- Pod

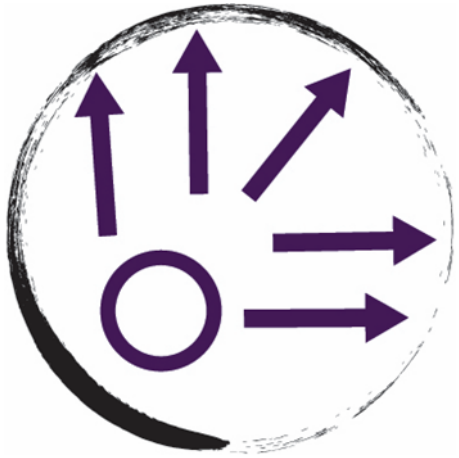
LIFE

Learning from:

Real World

Example spaces the Life learning type would dominate

- Project lab
- STE(A)M Lab
- CTE Lab
- Maker-Space
- Multi-Discipline lab
- Learning lab
- Wet lab
- Experiential lab
- Sandbox
- Holodeck
- Workplace
- Community



MOUNTAIN TOP
Learning from:
Showing & Sharing

Example spaces the Mountaintop learning type would dominate

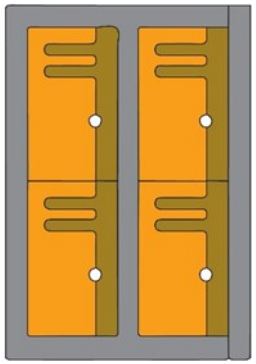
- Present space
- Pitch platform
- Shark tank
- Gallery
- Display
- Share Space

Toolbox

Genius Bar

Water

Student Storage



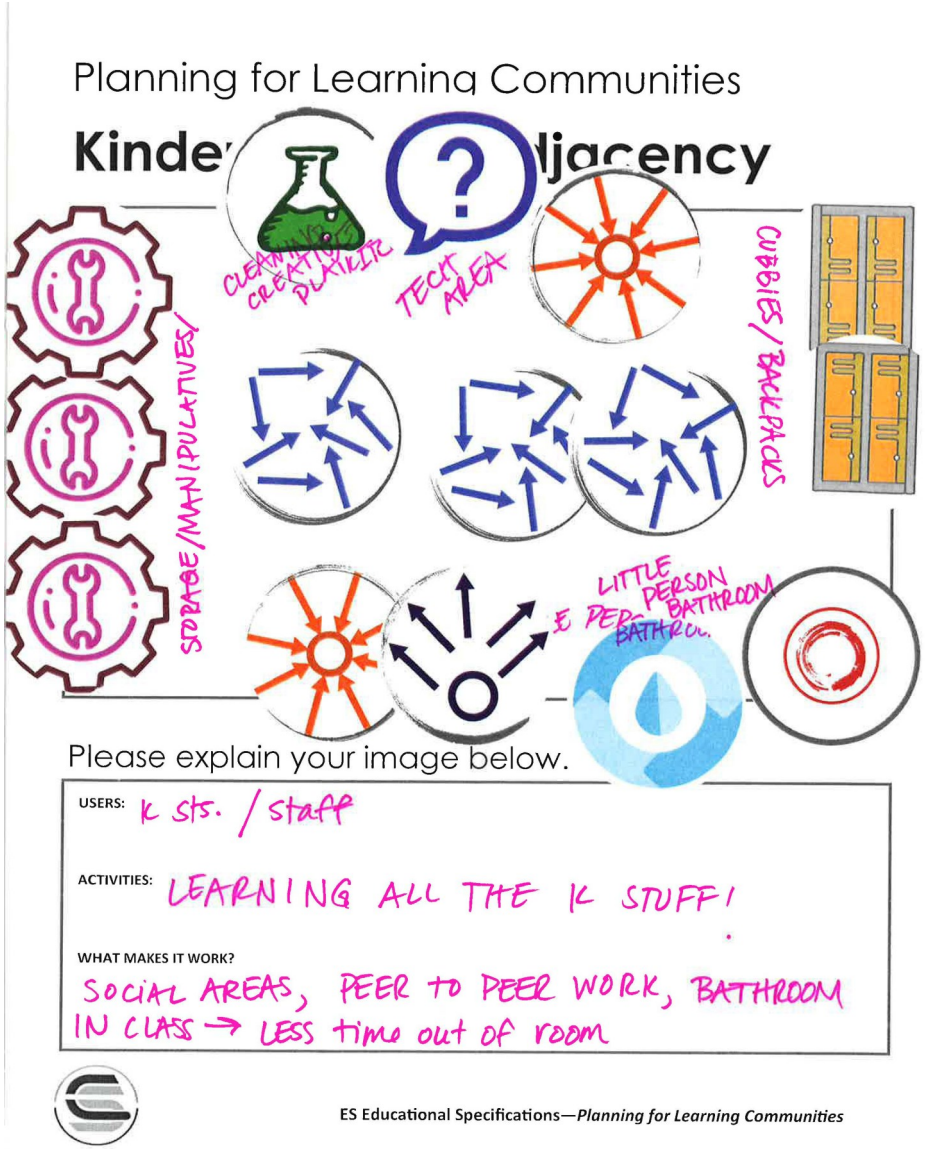
Space Design Abstractions Using Metaphors

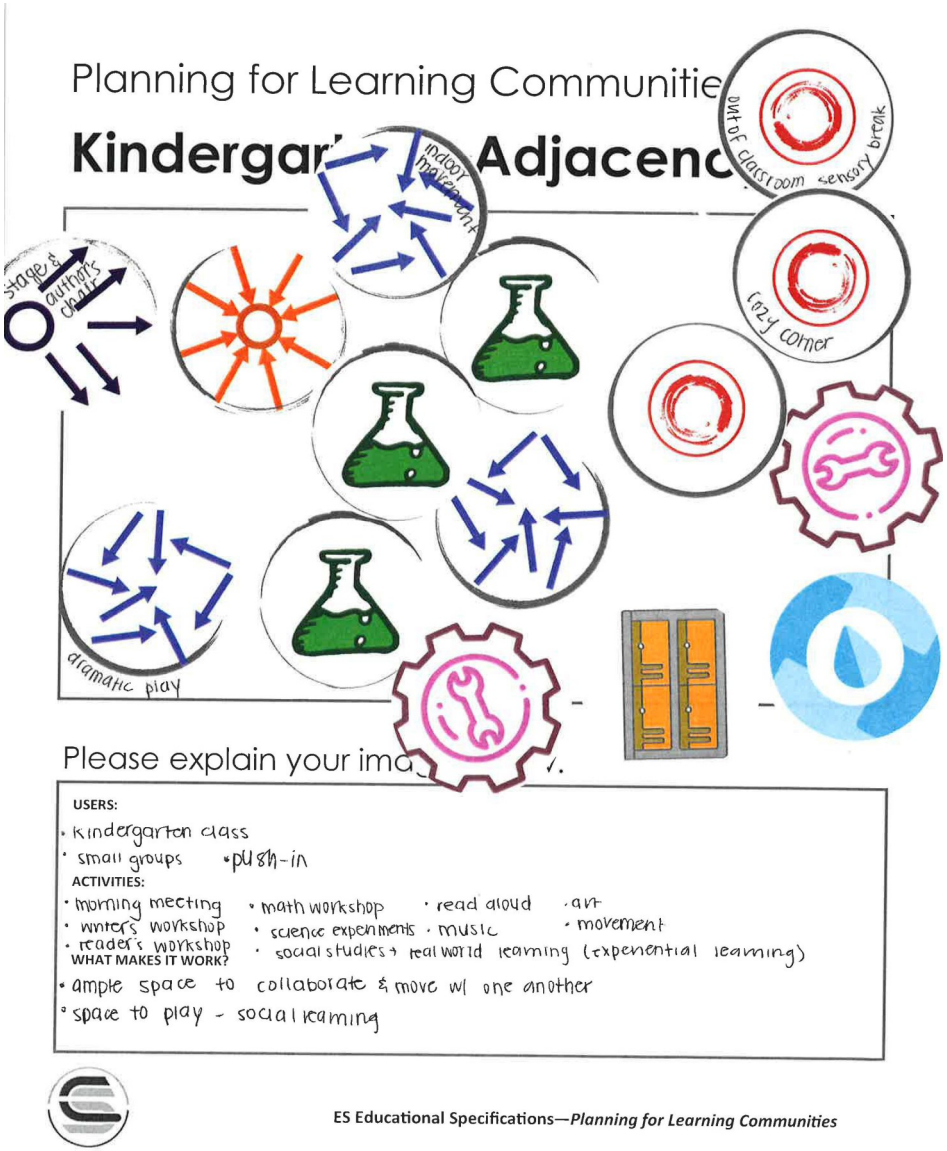
Group Feedback

This exercise asked the groups to use the metaphors to create learning spaces. Participants were provided with a list of relevant spaces and asked to show which of the environment and resource metaphors were needed in their particular space. They were also asked to arrange the metaphors spatially, as well as explaining their reasoning for each.

Space Design Abstractions Using Metaphors

Group Feedback—Kindergarten

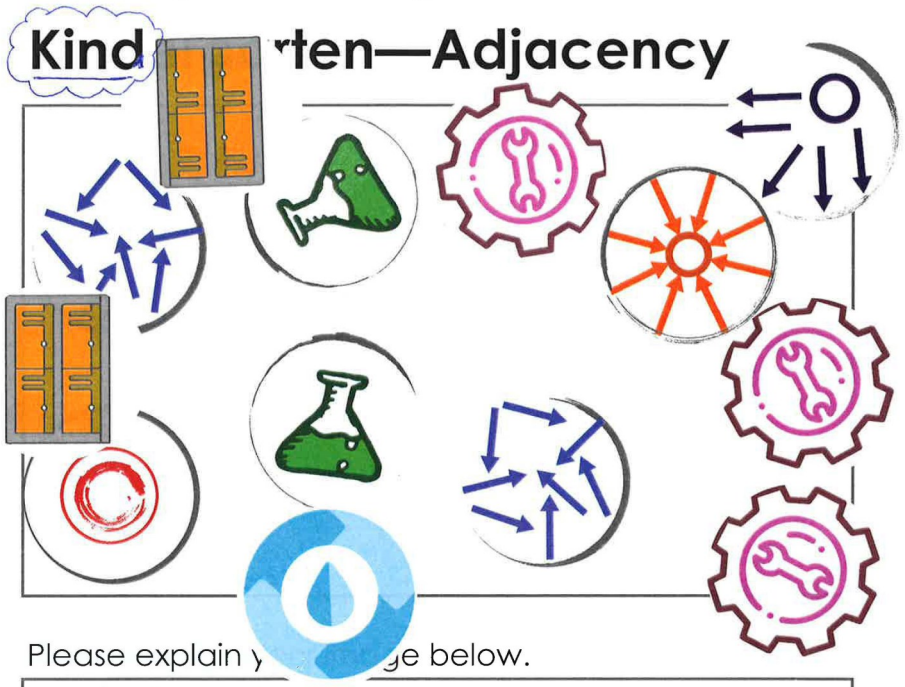




Space Design Abstractions Using Metaphors

Group Feedback—Kindergarten

Planning for Learning Communities



Please explain y ge below.

USERS: teacher, aide, kinders

ACTIVITIES: ELA, math, science, SS, play, arts/crafts

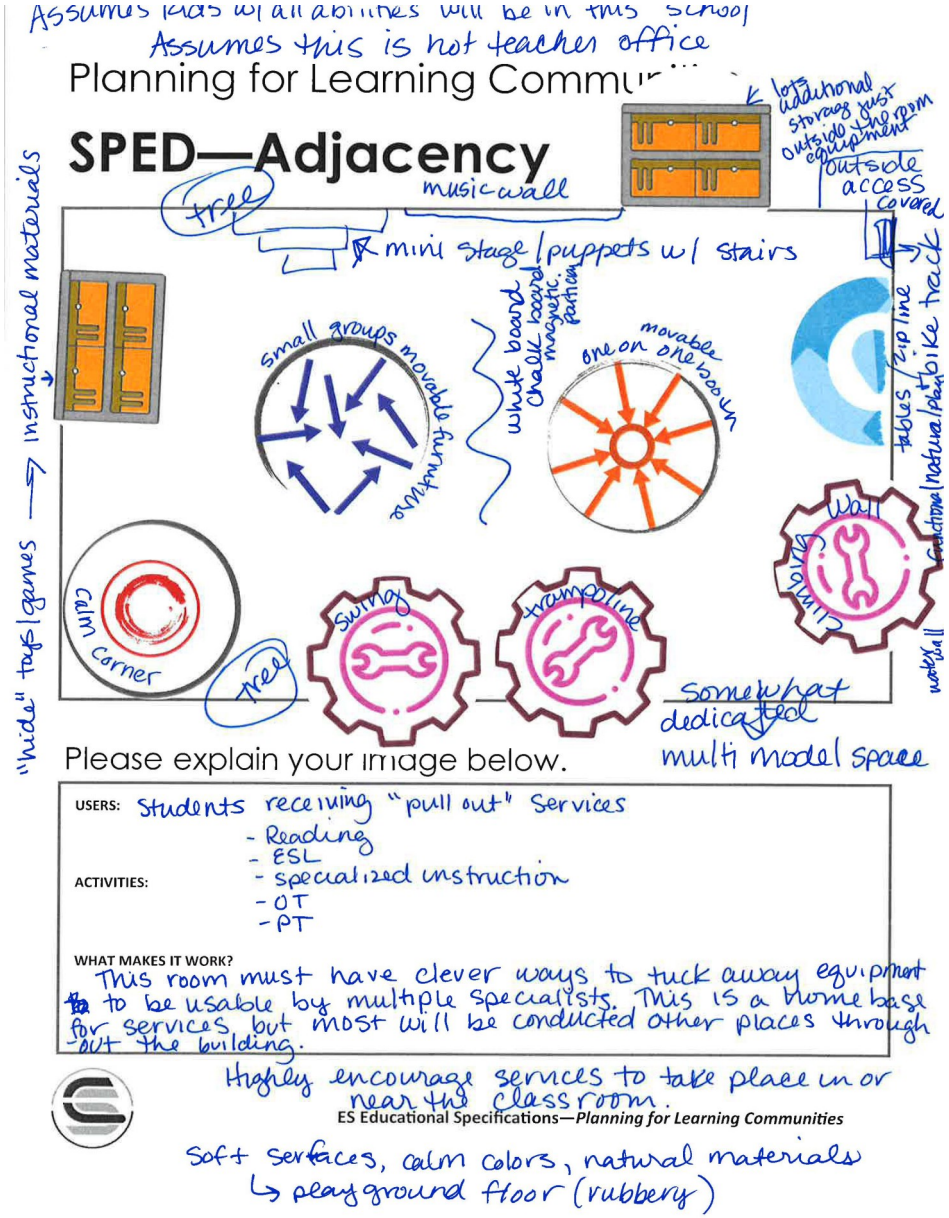
WHAT MAKES IT WORK?

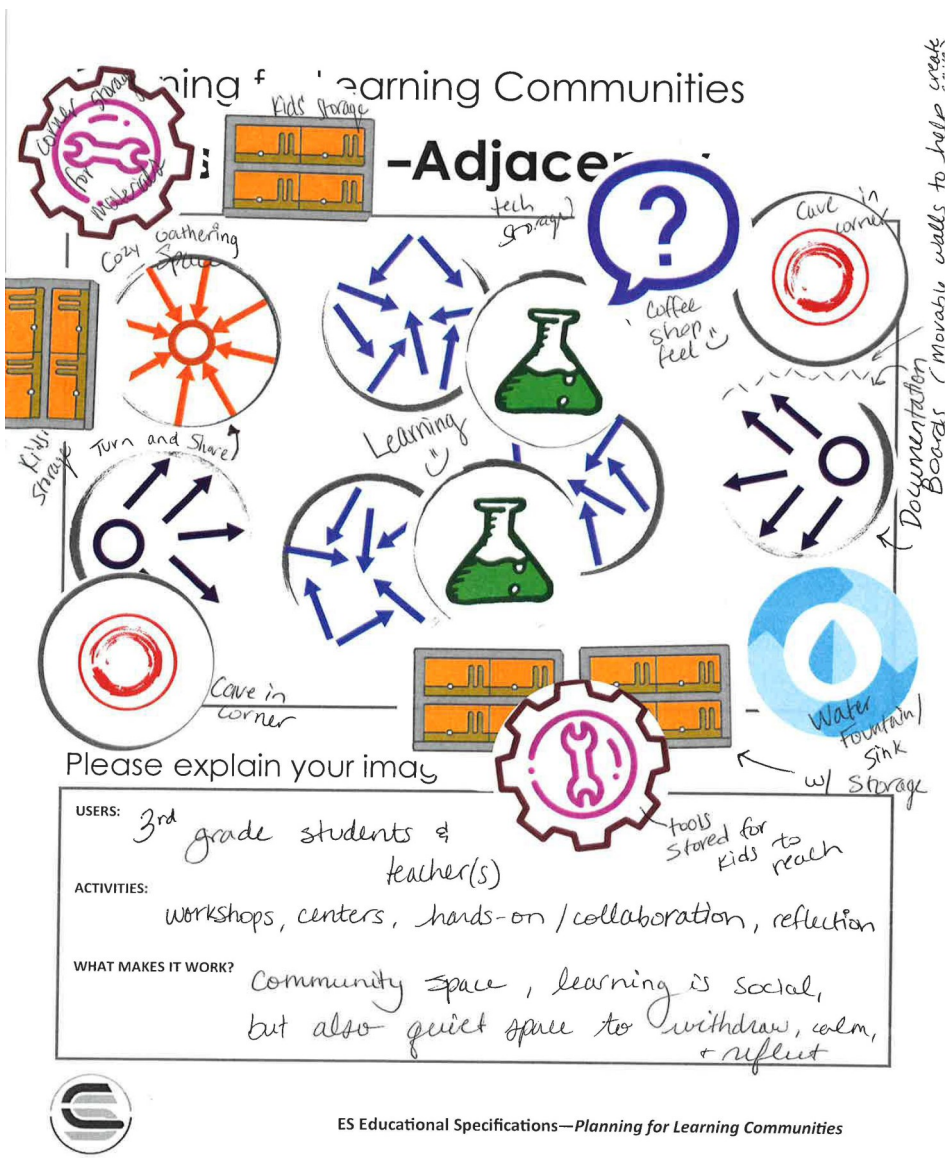
Community

ES Educational Specifications—*Planning for Learning Communities*

Space Design Abstractions Using Metaphors

Group Feedback—Classrooms



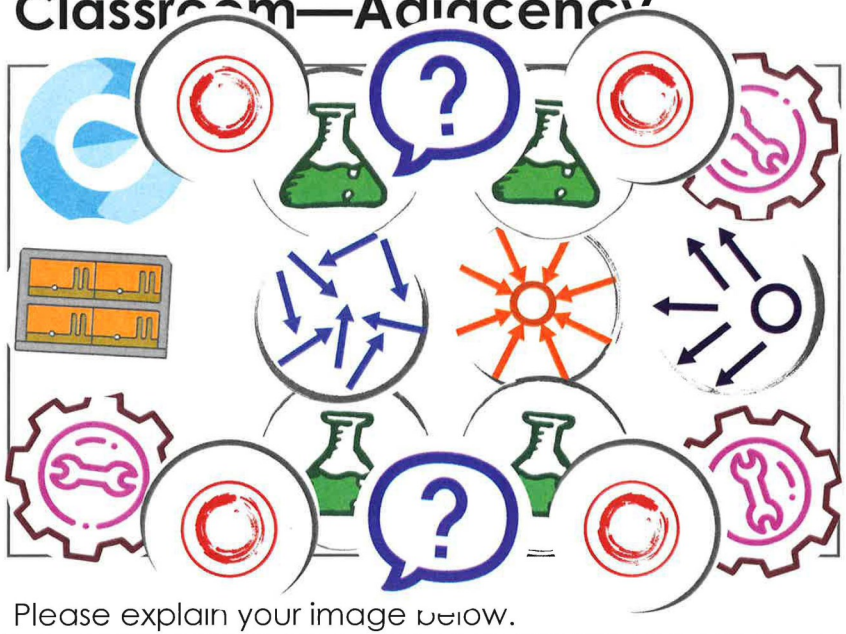


Space Design Abstractions Using Metaphors

Group Feedback—Classrooms

Planning for Learning Communities

Classroom—Adjacency



Please explain your image below.

USERS:
intermediate elementary students

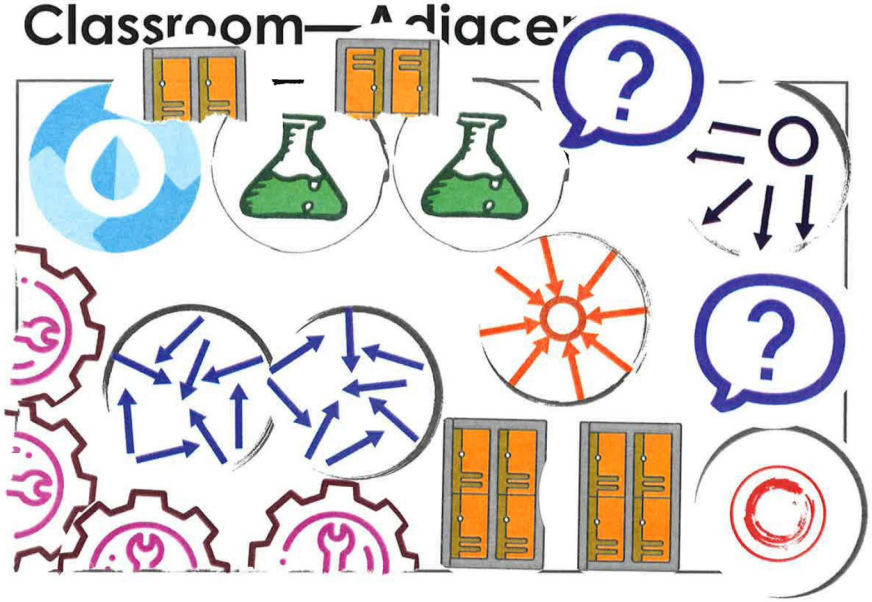
ACTIVITIES:
integrated curriculum, student led problem based, workshop model - rdg, writing, math

WHAT MAKES IT WORK?
students have places to work collaboratively & independently, students have access to tools + information, there's a designated area to present/share findings

ES Educational Specifications—*Planning for Learning Communities*

Planning for Learning Communities

Classroom—Adjacer



Please explain your image below.

USERS:
- elementary students

ACTIVITIES:
- space for small groups
- space for whole group instruction
- flexible student work space

WHAT MAKES IT WORK?
- watering hole is close to the tools
- mountaintop close to genius bar
- campfire space close to "life" space for directions

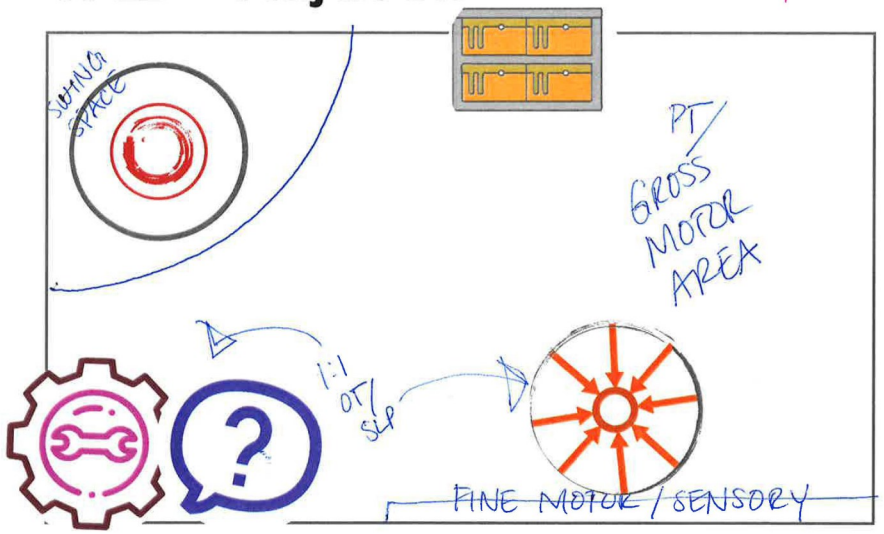
ES Educational Specifications—*Planning for Learning Communities*

Space Design Abstractions Using Metaphors

Group Feedback—Classrooms

Planning for Learning Communities

SPED—Adjacenc.. /SENSORY



Please explain your image below.

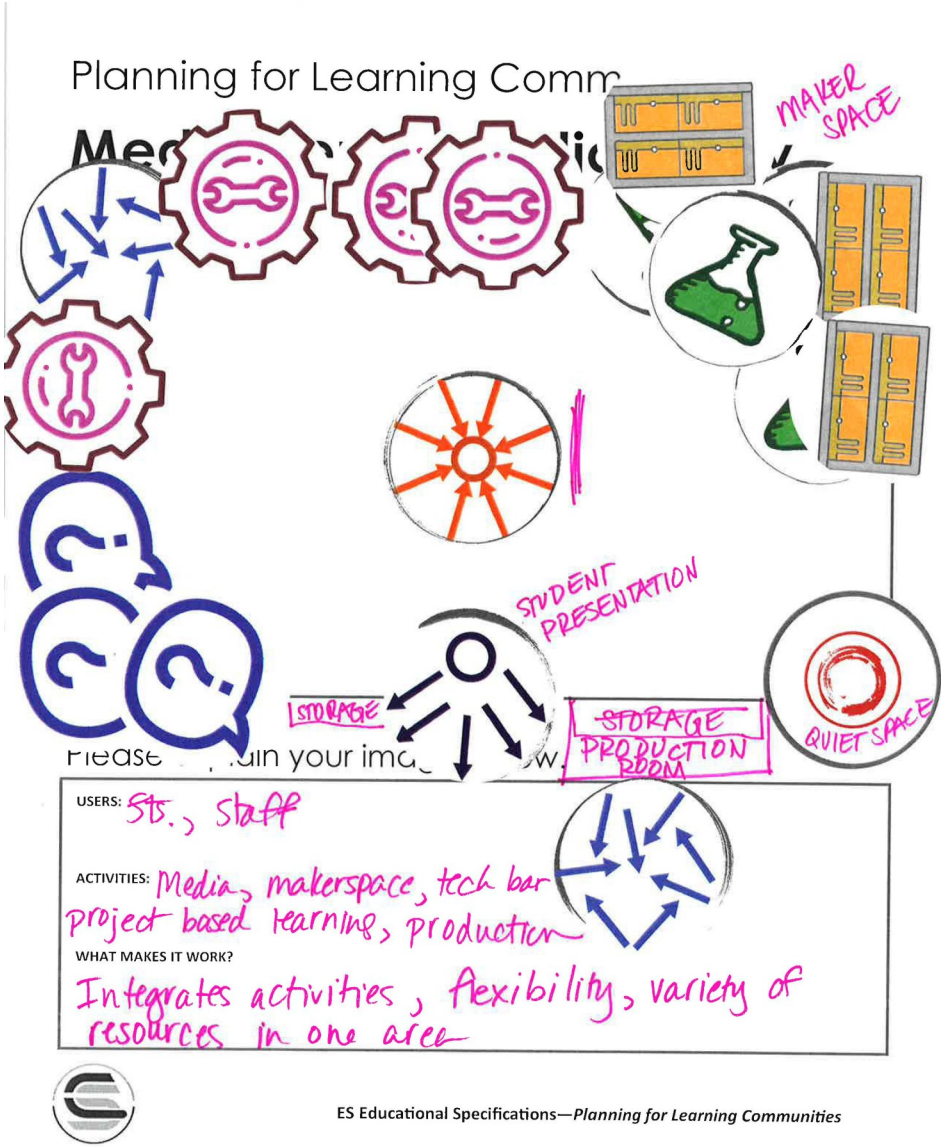
USERS: Sts., related service providers one on one student work

ACTIVITIES: student re-focus, sensory breaks, one on one service provision

WHAT MAKES IT WORK? Space for gross motor, fine motor sensory activities, space away from classroom quiet space

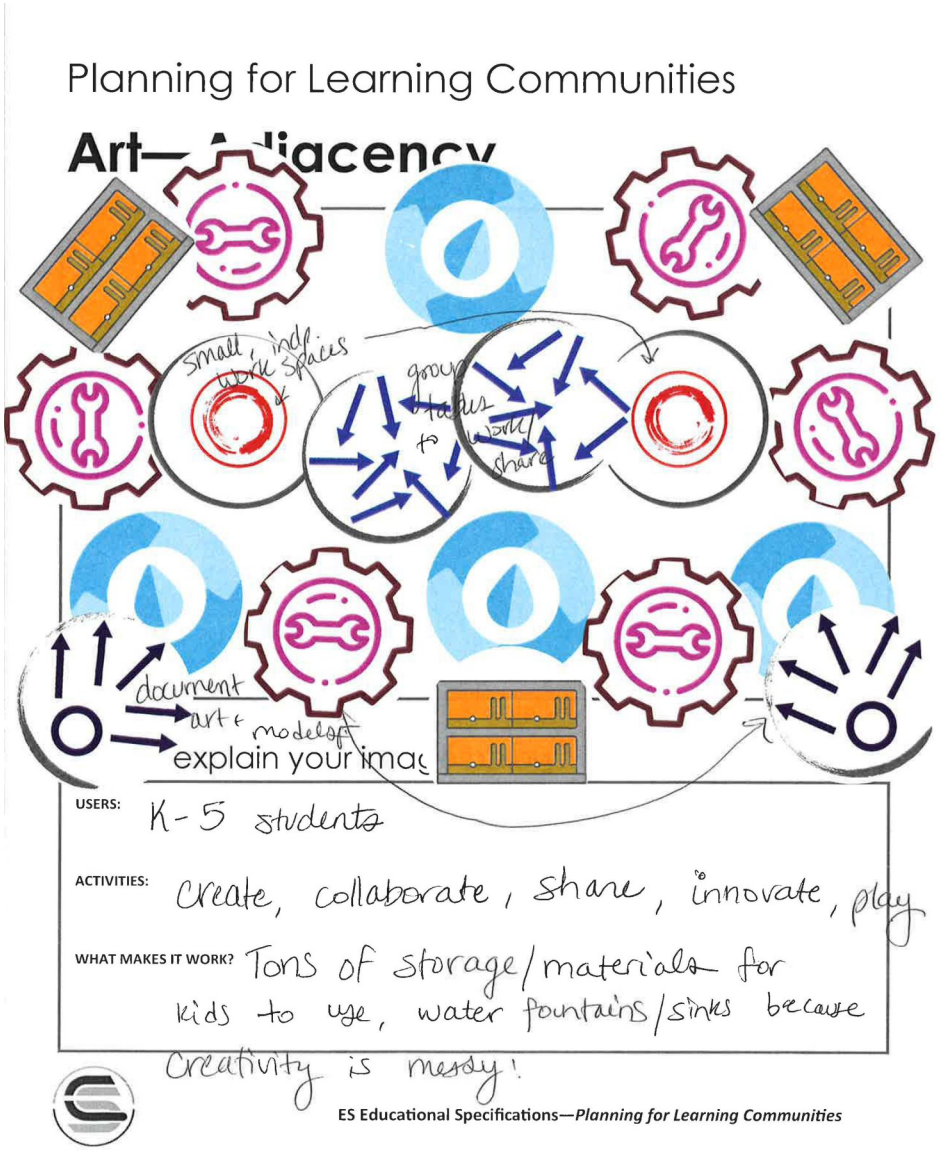
Space Design Abstractions Using Metaphors

Group Feedback—Media Center



Space Design Abstractions Using Metaphors

Group Feedback—Visual Arts

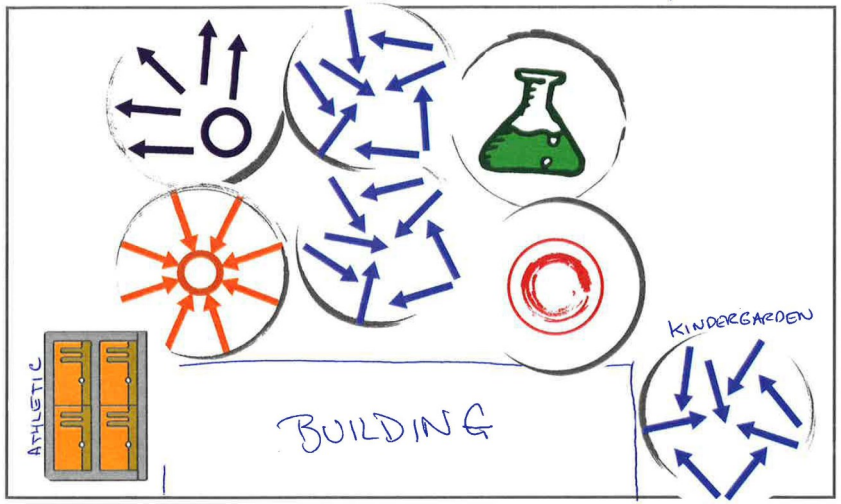


Space Design Abstractions Using Metaphors

Group Feedback—Indoor/Outdoor Play Ground

Planning for Learning Communities

~~PE/Gym~~—Adjacency OUTDOOR PLAY



Please explain your image below.

USERS: 1-6 GRADES
KINDERGARDEN HAS SEPERATE PLAY SPACE.

ACTIVITIES: OUTDOOR PLAY, ATHLETICS, OUTDOOR LEARNING AREA WOODLANDS STRUCTURES (CLASSROOM, AMPITHEATER)

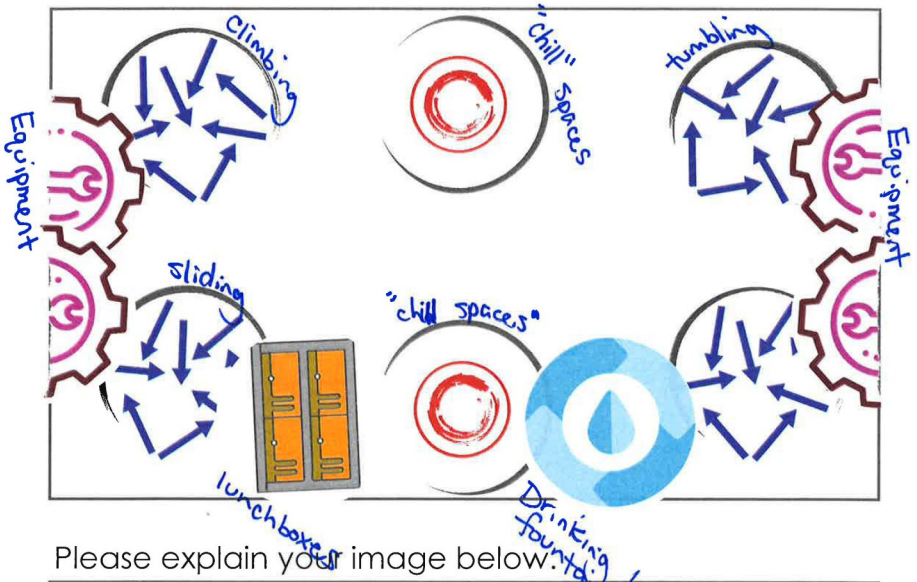
WHAT MAKES IT WORK? OUTDOOR PLAY ON STRUCTURES IS ~~#~~ LARGELY SOCIAL
WITH NATURAL AREAS ~~FOR~~ CLOSE TO INDIVIDUAL LEARNING.
OUTDOOR CLASSROOM CLOSE TO BUILDING, ATHLETICS FURTHER OUT.

STORAGE FOR ATHLETIC EQUIPMENT ACCESSABLE FROM OUTSIDE.

Indoor Playground

Planning for Learning Communities

~~Media Center~~—Adjacency



Please explain your image below.

USERS: Lots of different groups coming through

ACTIVITIES: • Many watering holes for student choice.

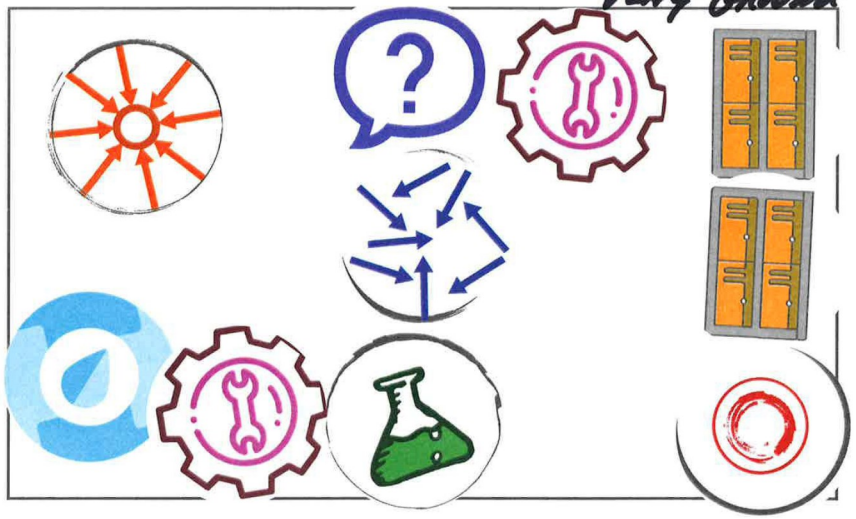
WHAT MAKES IT WORK?
- open space
- place for equipment to hide

Space Design Abstractions Using Metaphors

Group Feedback—Indoor/Outdoor Play Ground

Planning for Learning Communities

PE/Gym—Adjacency *In Door Play Ground*



Please explain your image below.

USERS: [redacted] Multi use

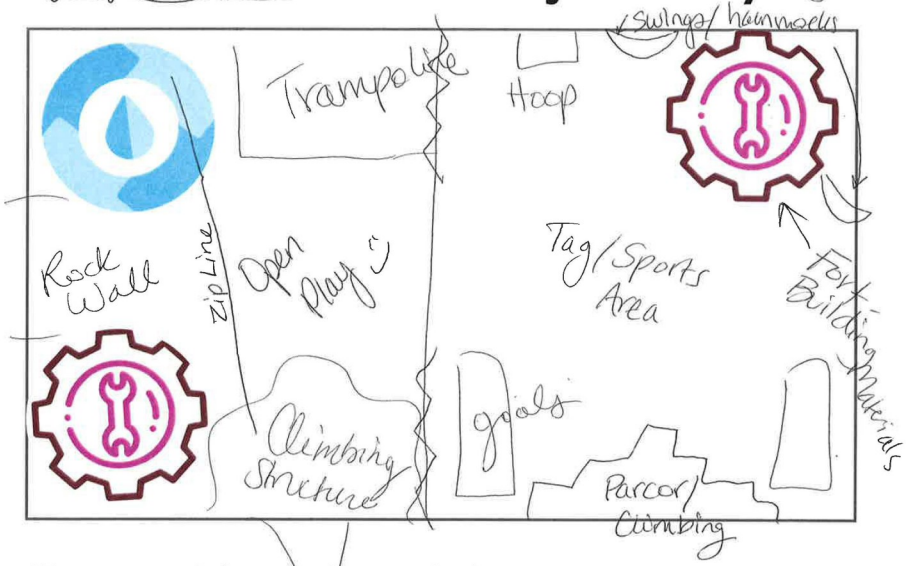
ACTIVITIES: In Door Play Ground Weather Days, Staff, Classroom, Community

WHAT MAKES IT WORK?

Multi use

Planning for Learning Communities Indoor Playground

Administration—Adjacency



Please explain your image below.

USERS: K-5

ACTIVITIES: Big Body Activities of all sorts!

WHAT MAKES IT WORK?

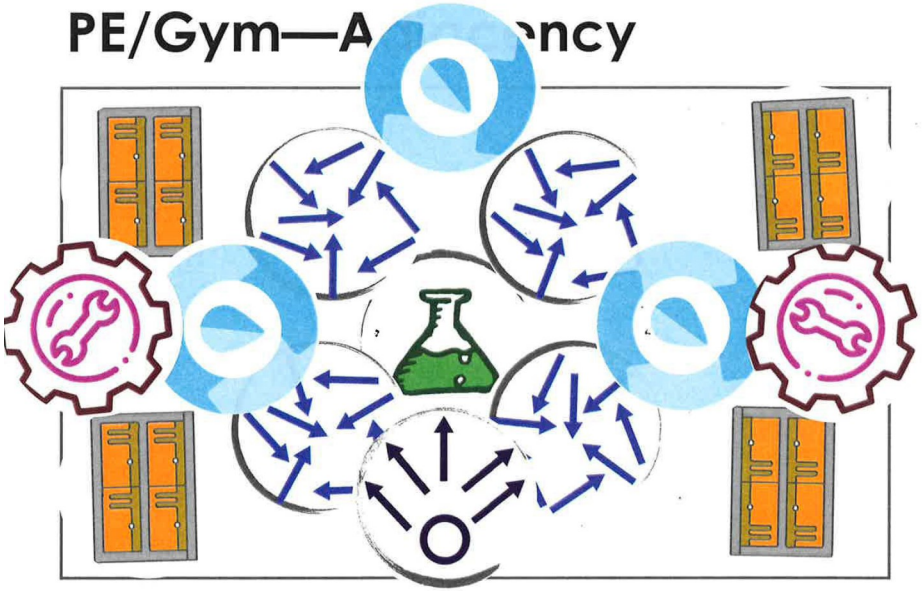
Space & Built-In Materials; it's fun!

Space Design Abstractions Using Metaphors

Group Feedback—PE / Gymnasium

Planning for Learning Communities

PE/Gym—A ncy



Please explain your image below.

USERS: P.E. Staff students, community groups, Care After School

ACTIVITIES: P.E. curriculum, community Youth sports, community rec. Presentations

WHAT MAKES IT WORK?

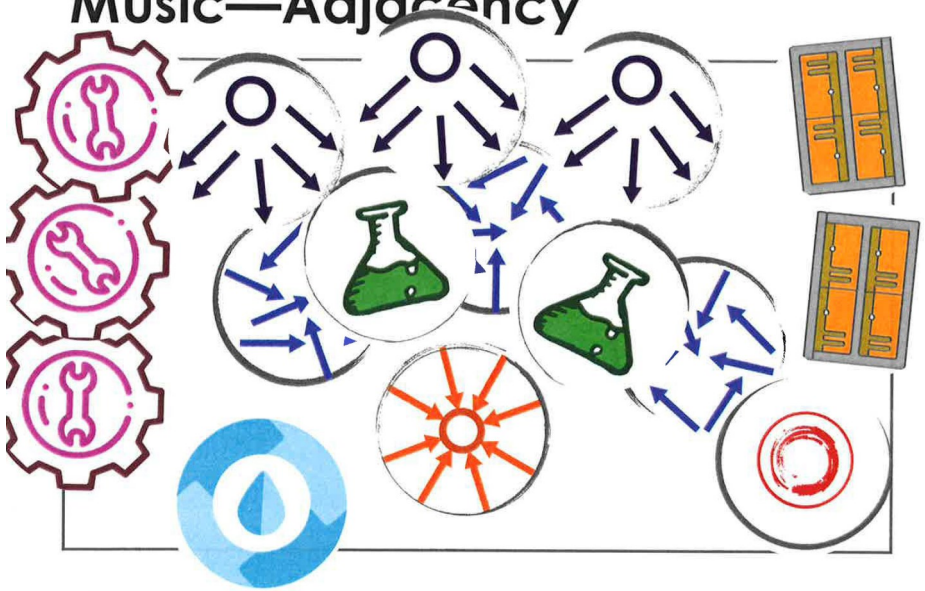
large space for instruction of activity, activity space w/ storage & water!!

Space Design Abstractions Using Metaphors

Group Feedback—Music

Planning for Learning Communities

Music—Adjacency



Please explain your image below.

USERS: All students in the school

ACTIVITIES:

All things music, theater, plays, etc.

WHAT MAKES IT WORK?

ES Educational Specifications—*Planning for Learning Communities*

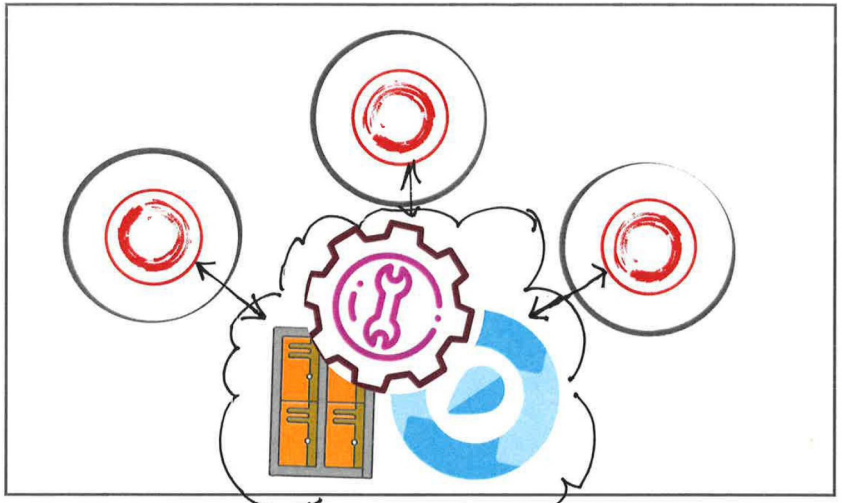
Space Design Abstractions Using Metaphors

Group Feedback—Administration

Planning for Learning Communities

Administration—Adjacency

HEALTH CLINIC



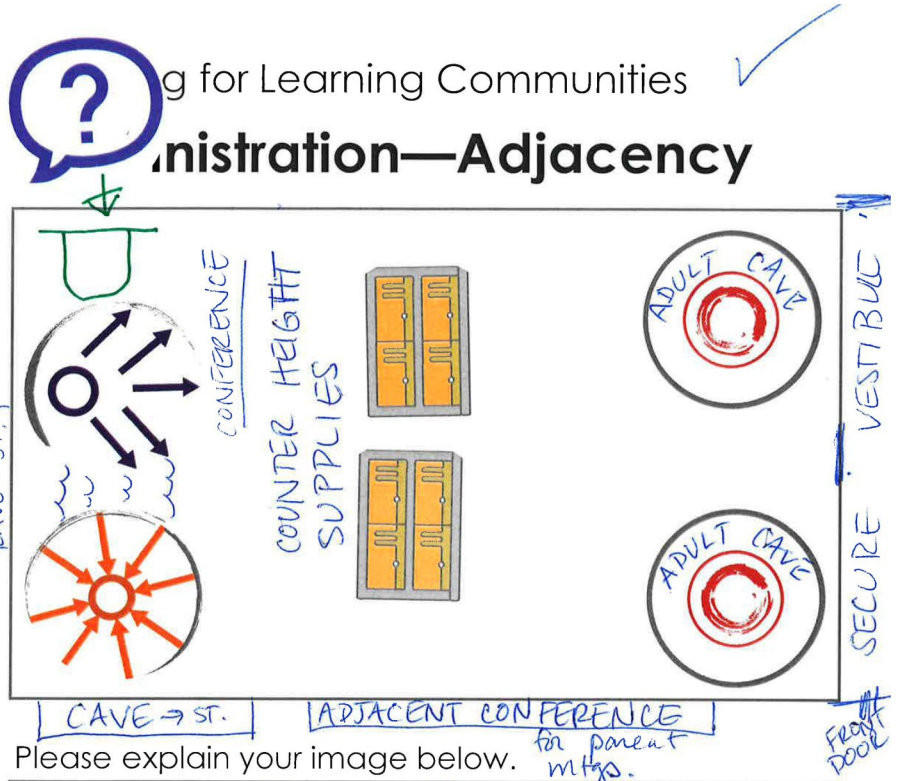
Please explain your image below.

USERS: Nurse, students

ACTIVITIES: Nurse & students have easy access to equipment & tools for treatment

WHAT MAKES IT WORK?

Needs to be adjacent to Adm. office for staff support



Please explain your image below.

USERS: Admin. / Office Staff

ACTIVITIES: Student Refocus, BLT / TBT, mtgs. one on one w/staff

WHAT MAKES IT WORK?

Space / seperation from parent / student check in

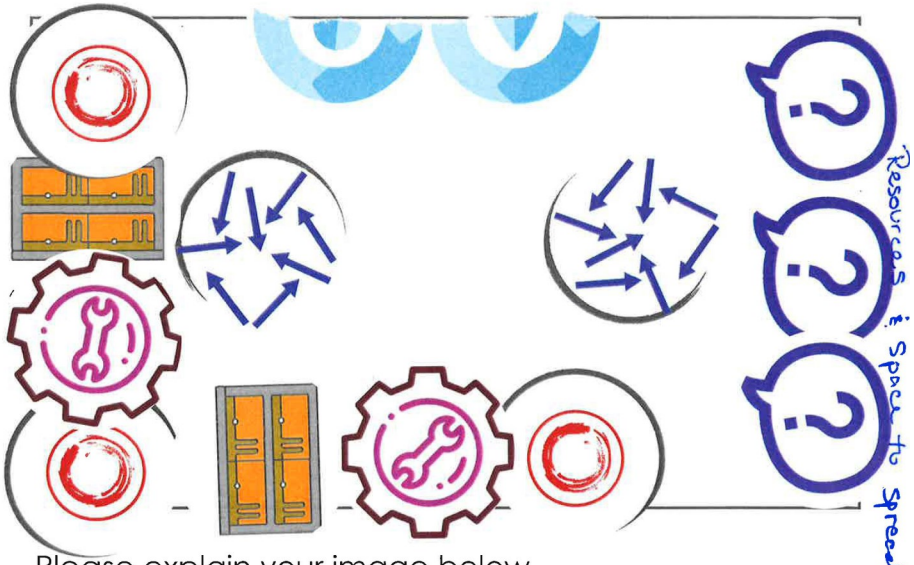
Space Design Abstractions Using Metaphors

Group Feedback—Administration

Planning for Learning Communities

Teacher Planning Space

~~Administration~~—Adjacency



Please explain your image below.

USERS: Teachers / Groups of teachers / Small meetings

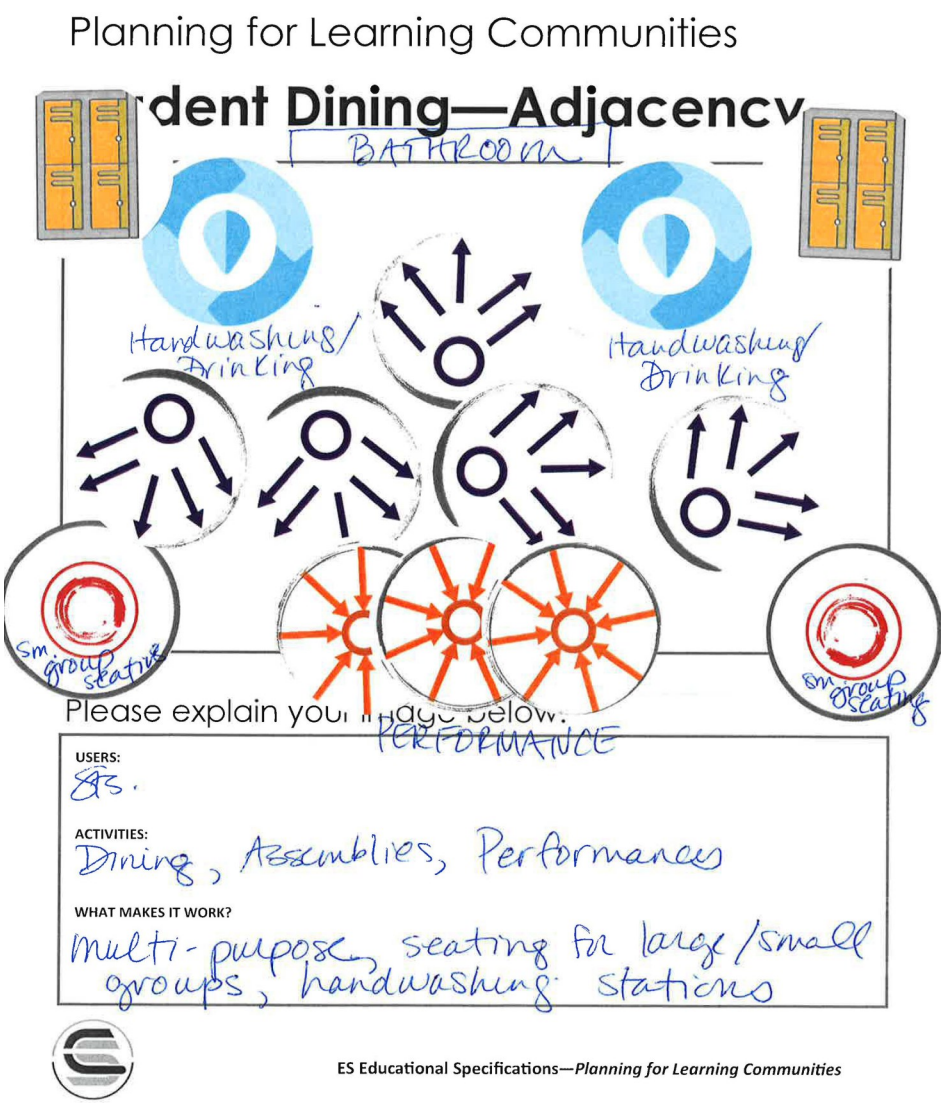
ACTIVITIES: • Planning

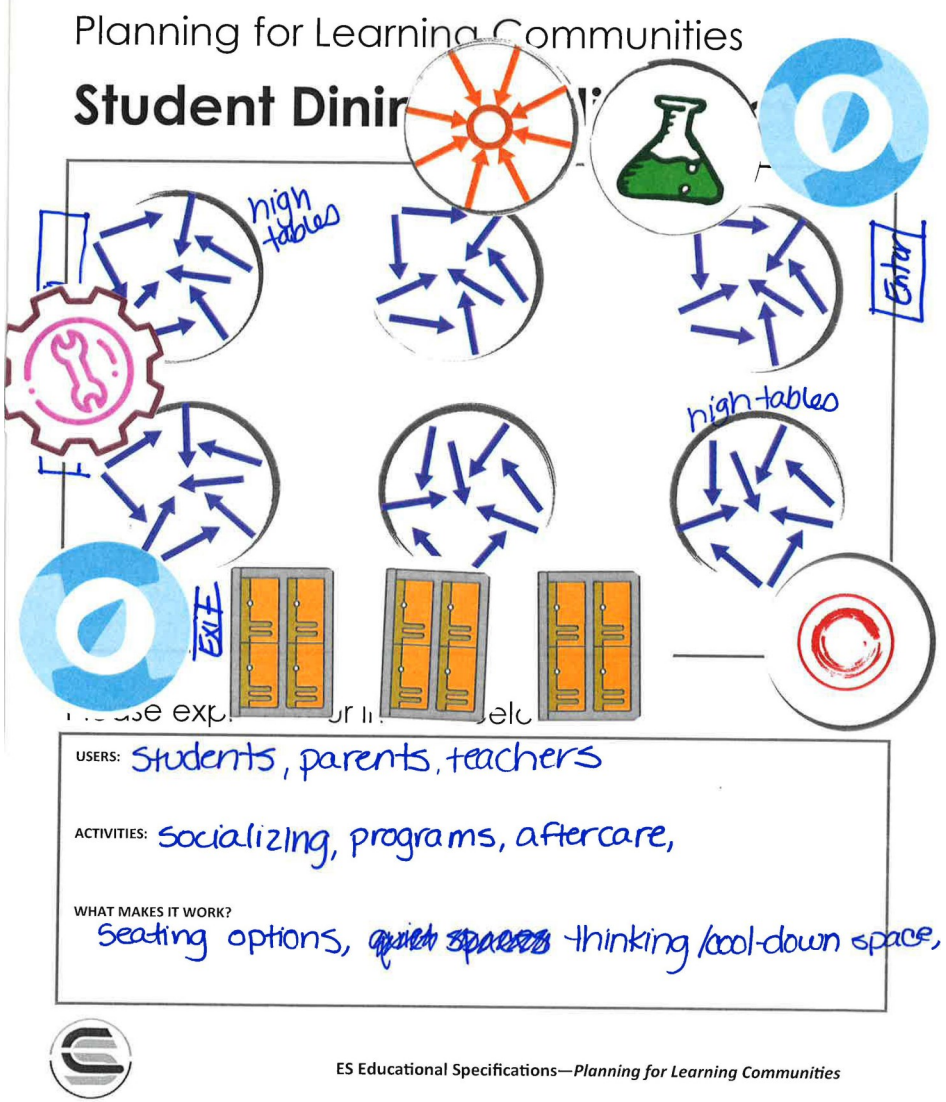
WHAT MAKES IT WORK?
- Shared materials (Book room, laminator, printer, equipment, paper, cutting boards)
- A place for teachers to "escape" & make a private phone call to parents / work on paperwork.
- Shared eating space to work over lunch hour.

ES Educational Specifications—*Planning for Learning Communities*

Space Design Abstractions Using Metaphors

Group Feedback—Student Dining



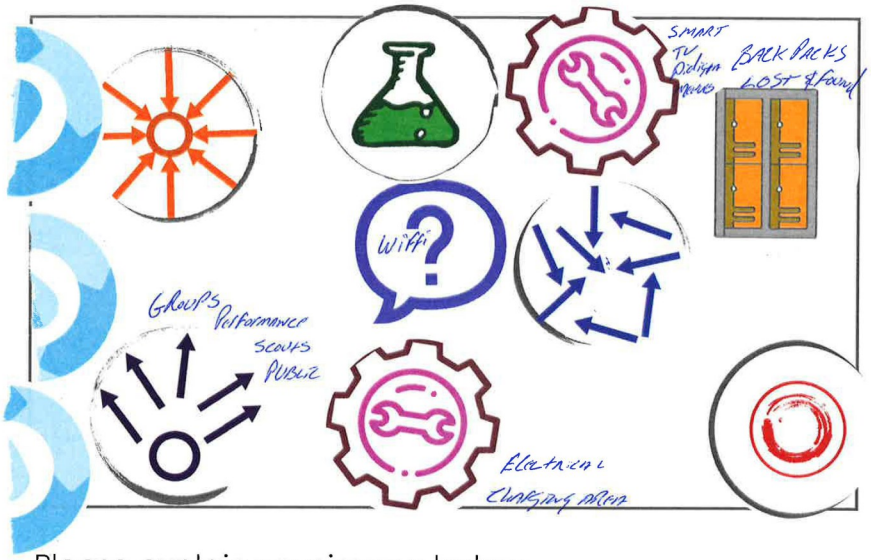


Space Design Abstractions Using Metaphors

Group Feedback—Student Dining

Planning for Learning Communities

Student Dining—Adjacency



Please explain your image below.

USERS: Students, Teachers, Staff Community.

ACTIVITIES: Breakfast, Lunch, Clubs, Scouts, Community Groups

WHAT MAKES IT WORK?

User friendly,

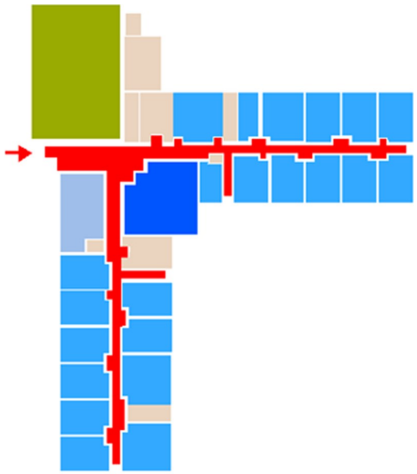
Multi functional

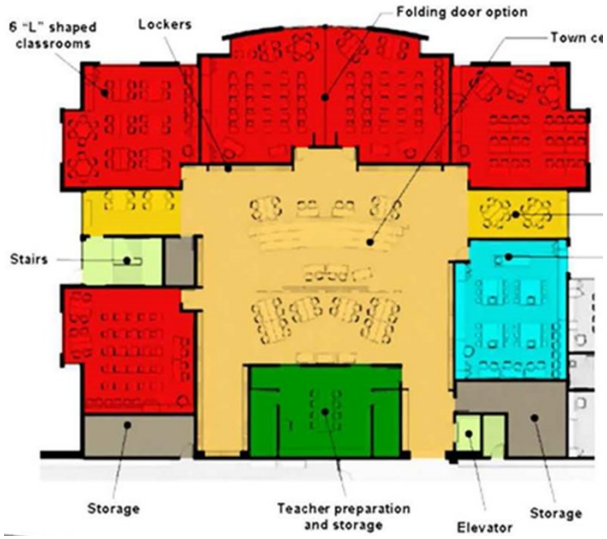
ES Educational Specifications—*Planning for Learning Communities*

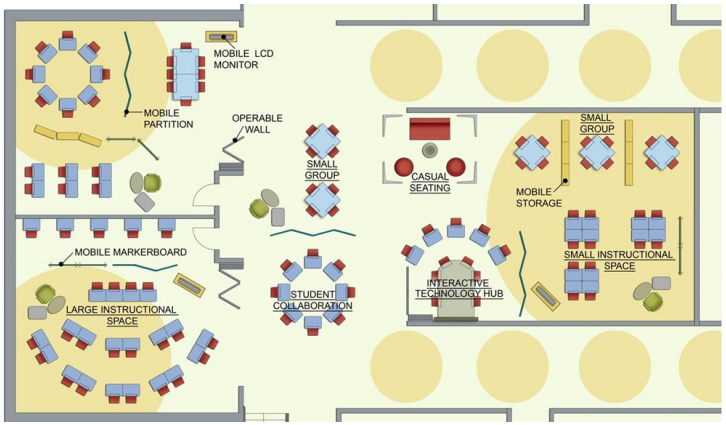
Building Organizational Models

Group Feedback

This exercise considered a range of three building organizational models, including Double –Loaded Corridor, Pod, and Multi-modal. Participants were asked to provide feedback by outlining benefits and challenges for each model. Those results are listed on the following pages. Building organizational model choices can impact a wide variety of aspects of a school facility ranging from occupant experience, to maintenance and infrastructural implications.

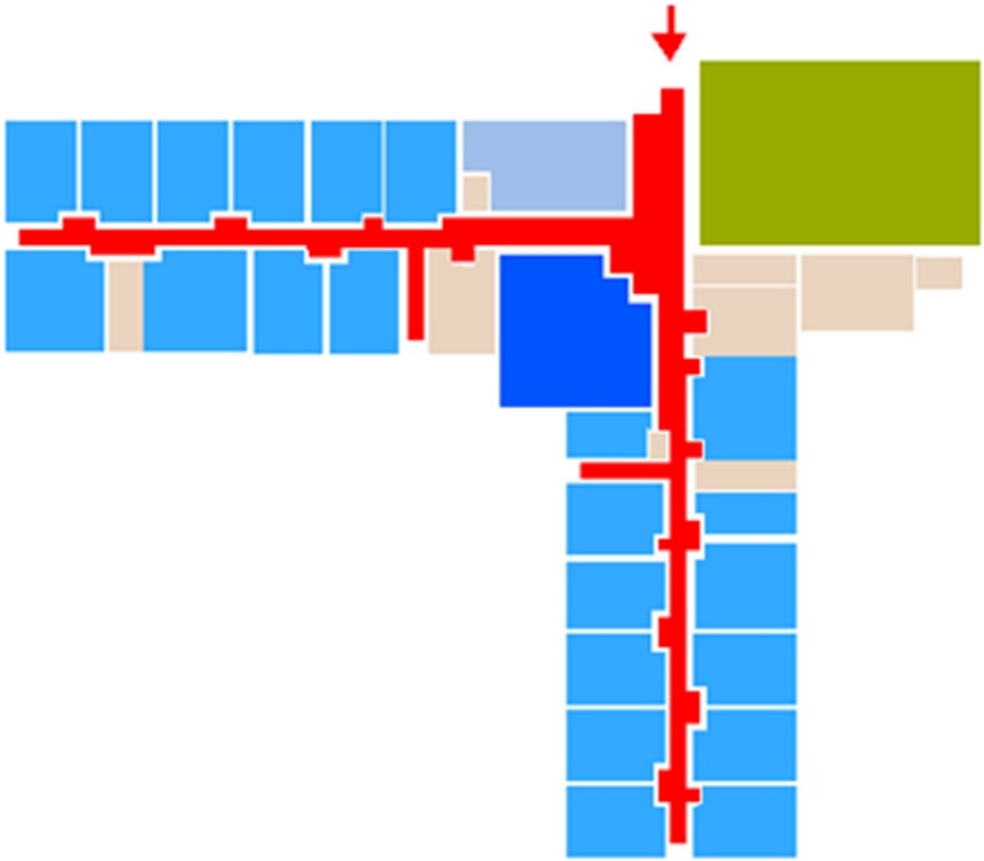






Building Organizational Model—Double-Loaded Corridor

Group Feedback



Challenges

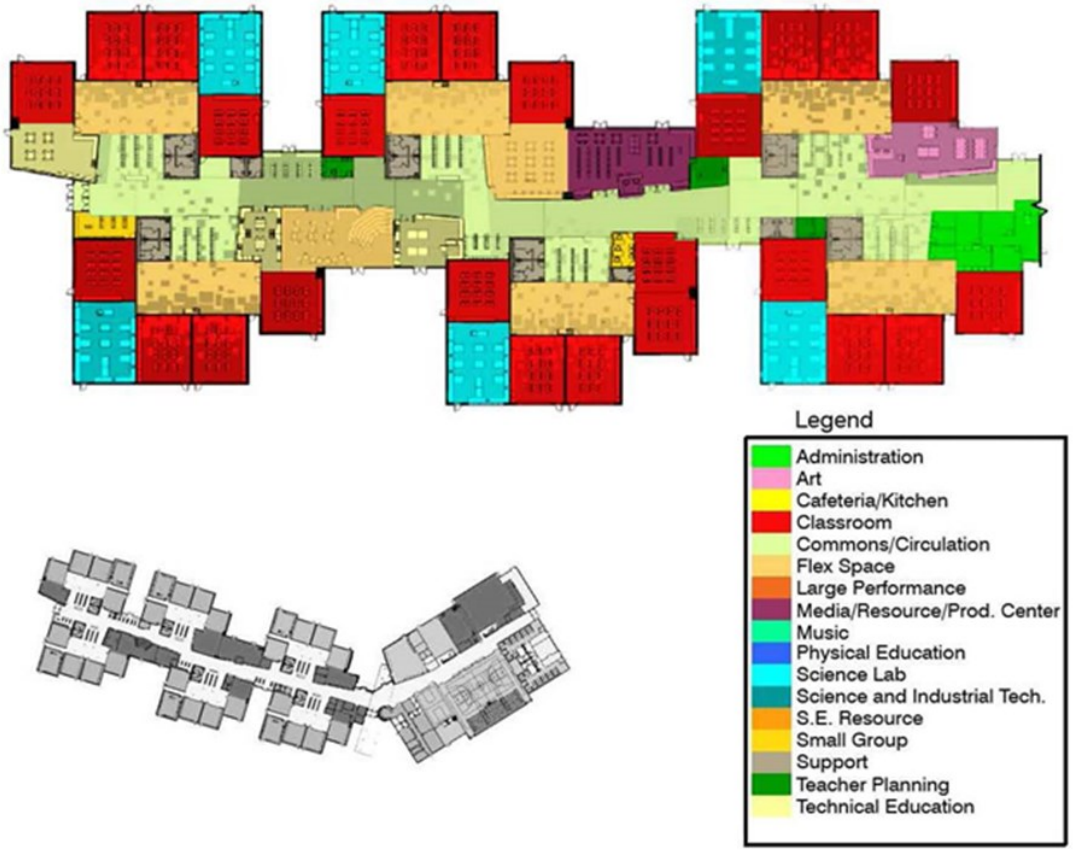
- Safety concern
- Distance
- Noise/disruption
- No collaboration space
- Lack of flexibility
- Narrow—safety?
- No 'safe space' for mental health

Benefits

- Sight lines
- Easy to build
- Designed classroom

Building Organizational Model—Pod

Group Feedback



Challenges

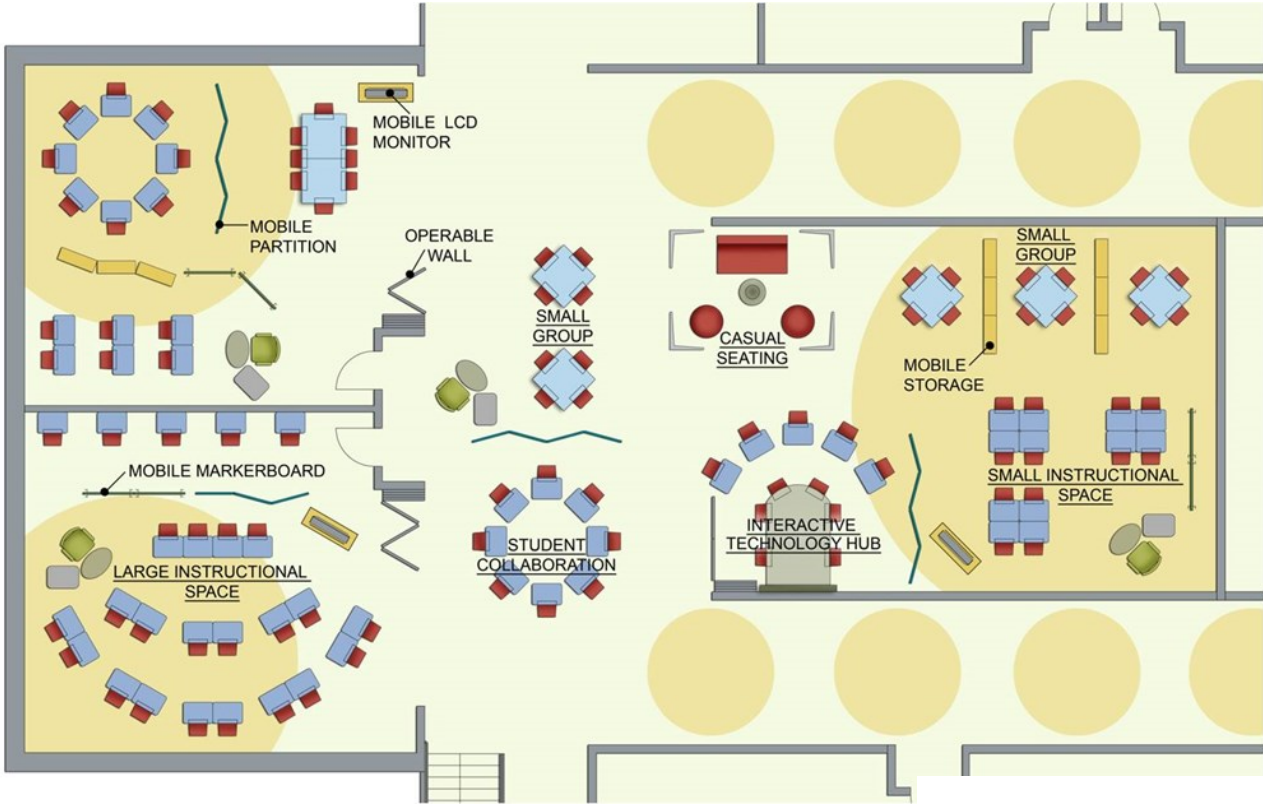
- Center space not big enough
- Are walls moveable?
- Noise
- Less flexible for number of classrooms

Benefits

- Intentional collaboration
- Teacher planning room
- Small group
- More and accessible restrooms
- Dedicated classrooms

Building Organizational Model—Multi-modal

Group Feedback



Challenges

- How is space utilized?
- Teachers must be willing to be collaborative
- Homebase for kids?
- Need teacher space
- Noise
- Focus

Benefits

- Flexible space
- Multiple learning styles
- Group gatherings
- Collaboration opportunities
- Spread out
- Future flexibility
- After/before school

Building Organizational Models

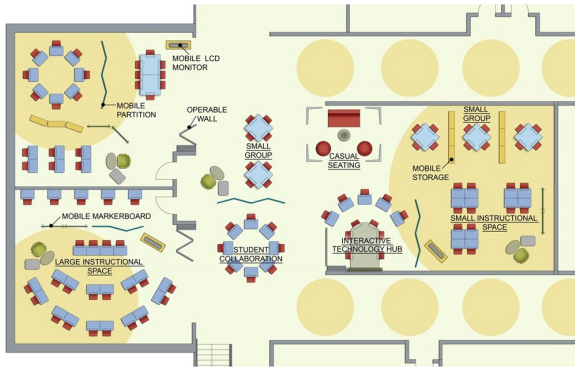
Group Feedback

After weighing pros and cons, participants were given a list of all the possible pairs of organizational models, and asked for a preference when directly comparing two of the models (see the first chart below). They were then asked to count the number of times they chose one of the models over another (see the second chart below). The response counts summary is below.

Working Materials		
A vs. B	A vs. C	B vs. C
Design Type		
A. Double Loaded Corridor		
B. Pod		
C. Multi-modal		

Response Counts Summary	
Results	**Count**
A. Double Loaded Corridor	8
B. Pod	37
C. Multi-modal	15

Based on the responses, the most favored building organizational model is the Pod. This model should see continued consideration in the coming design phase of Worthington Elementary Schools. There was moderate support for a Multi-modal space and many agreed that a facility with a combination of all three space types would be ideal.



Appendix

Examples of uses of Learning Metaphors:

Adjacencies using pictures

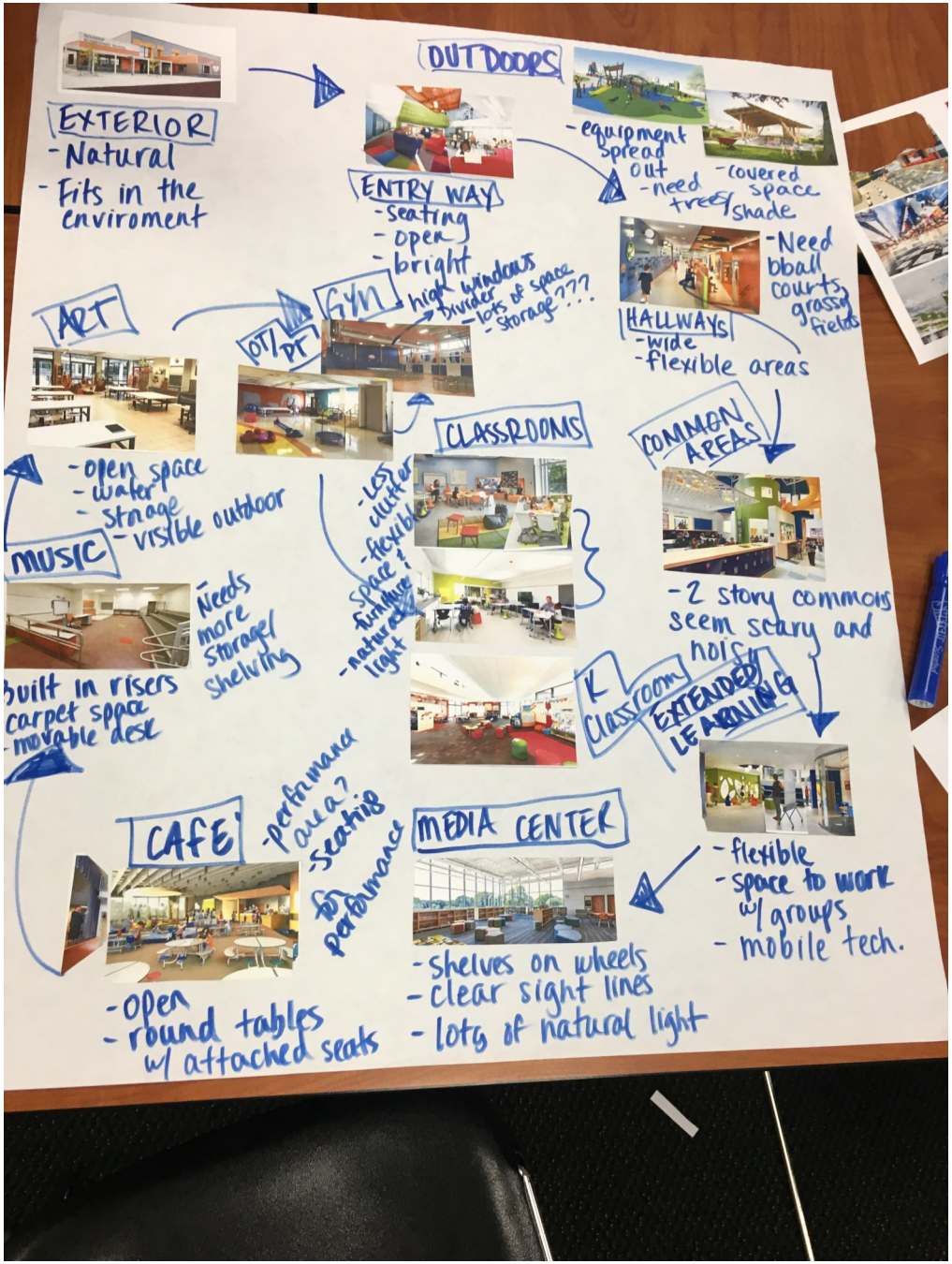
Building Organizational Models

Group Feedback

Participants separated into 5 groups. They discussed and searched through images of school facilities and used the images to create their "ideal features" for an elementary school facility. Please note the similarities of a modern exterior look, POD concepts, as well as exterior classroom spaces that were used in all group images.

Building Organizational Models

Group Feedback



Building Organizational Models

Group Feedback

Building Organizational Models

Group Feedback

Building Organizational Models

Group Feedback

Building Organizational Models

Group Feedback