

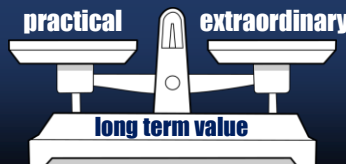
**Tonight's discussion is rooted in thoughtful consideration of the planning and design of the physical environment to support and enhance...**

# **Student-Based Learning**

**...translated through the lens of the educational vision specific to the Briarcliff Manor Community.**



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**Before we start tonight's presentation, just a few notes....**

**You're doing a great job already;  
the Reputation of the Briarcliff Manor UFSD is well established.**

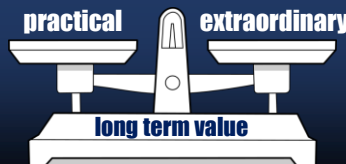
**Your Faculty, Administration & Board of Education work together.  
The use of Technology is integral to your Educational Program Delivery.  
Professional Development is ongoing; your efforts are Student-Based.**

**You have begun to holistically address practical building facility needs  
with long term planning in mind through the BCS & Facility Studies and  
previously completed capital construction projects.**

**Your facilities have the potential to continue to be physically adapted to  
become more attuned to your culture of learning, both locally and  
globally, with a forward lean into a pluralistic future.**



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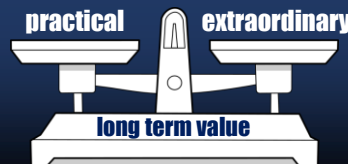
**BCS Report  
Evaluating  
Building  
Systems**

**Spatial Design  
Supporting  
Educational  
Vision**

**Long Term Value**



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**Our exploration with respect to the intersection of student-based learning and the built environment at Briarcliff Manor starts with a few questions to frame our approach....**

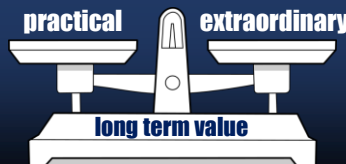
**What works?**

**What doesn't work (so well)?**

**What could be better?**



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# Chapter One: Context & Influences

- ▶ Case Study: “Pockets of Inspiration” (Student-Based Learning)
- ▶ 21<sup>st</sup> Century Design Thoughts & Supporting Spatial Images
- ▶ Samples of Relevant BBS “Aspect” Projects
- ▶ Biophilic Design
- ▶ Three Recent Examples of National Award-Winning New Schools
- ▶ Crime Prevention Through Environmental Design (CPTED)
- ▶ (Vision) + (Teachers) + (Students) + (Building)

# Chapter Two: Your Current School Space

- ▶ Current Todd Elementary School
- ▶ Current Briarcliff Manor Middle School/ High School
- ▶ Current Briarcliff Manor Middle School
- ▶ Current Briarcliff Manor High School

# Chapter Three: Next Steps

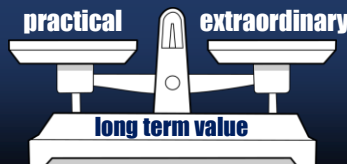
- ▶ Next Steps: Part 2 Exploration

# CHAPTER 1

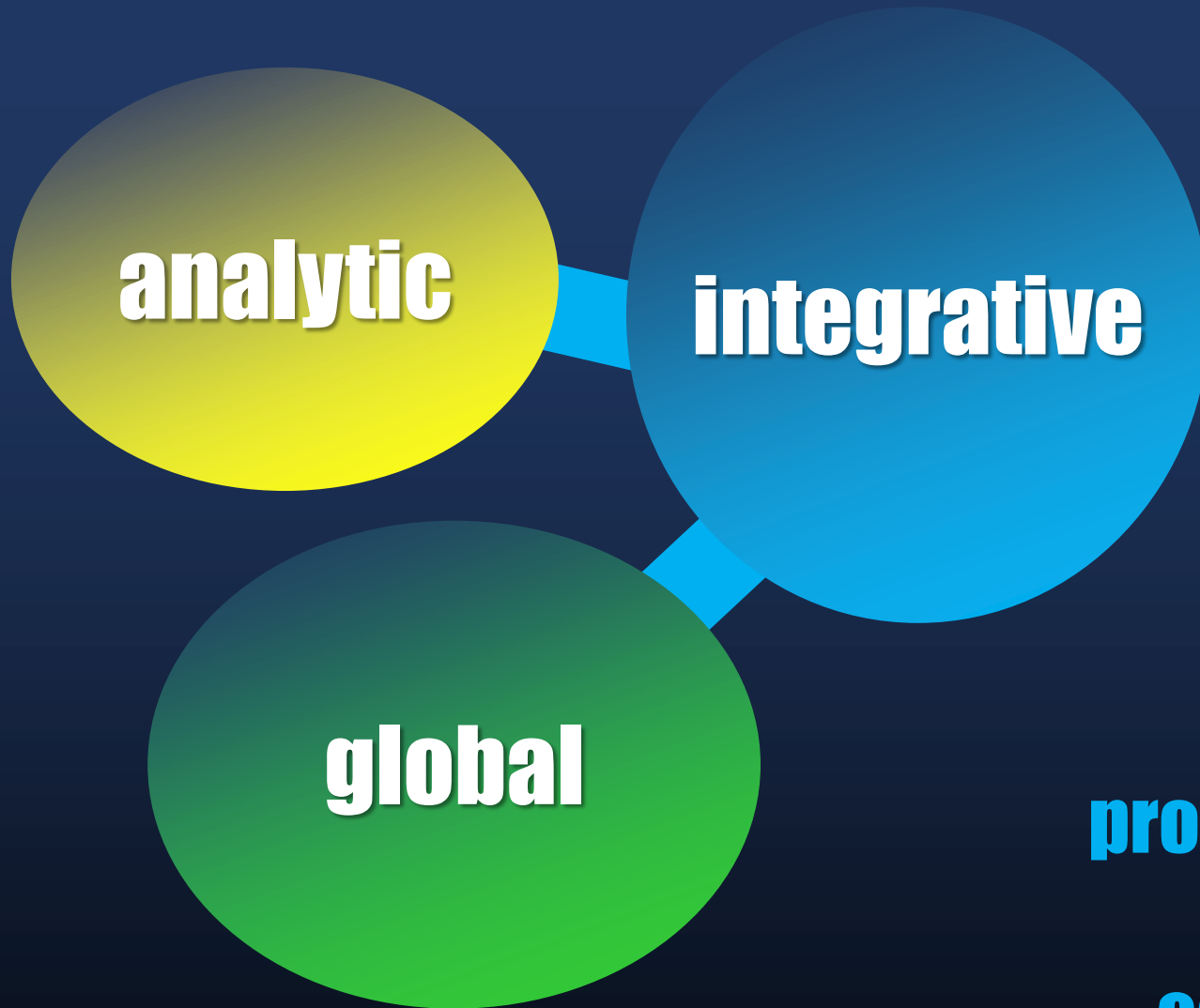
## Context & Influences



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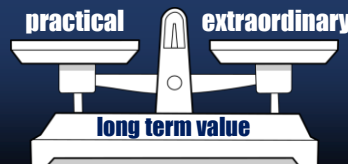
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**processors**  
**people**  
**concepts**



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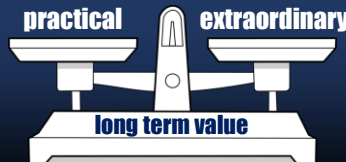


# CHAPTER 1

**pluralistic**  
**versus**  
**singular**



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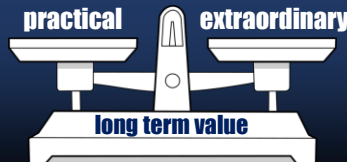
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# CHAPTER 1

**share**  
versus  
**teach**



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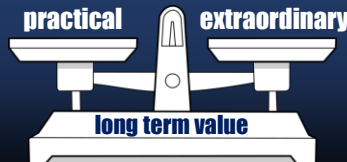
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# CHAPTER 1

**gather**  
**versus**  
**isolate**



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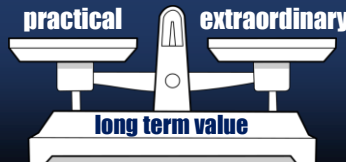
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# CHAPTER 1

## free activity versus limitation



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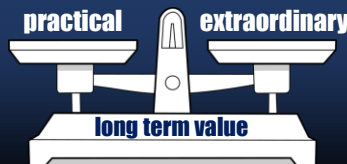
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# CHAPTER 1

## inspiration versus isolation



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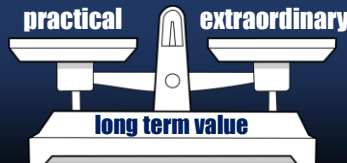


# CHAPTER 1

## exploratory versus predetermined



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**pluralism of  
learning opportunities  
& experiences**

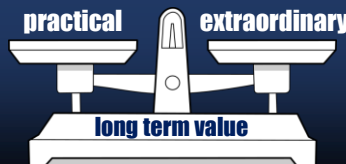


**the full  
learning  
experience**

**pluralism of  
spatial opportunities  
& experiences**



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**Ownership  
& Interest**

**Capabilities**

**Awareness  
of Self  
& Others**

**Ability to  
Multi-Task**

**Social  
Connections**

**Ability to  
Focus**

**Comfort**

**Collective  
Consciousness**

**Communicati**

**Potential  
Isolation of  
Technology**

**Social  
Skills**

**Speed & Pace**

**Intellectual  
Emotional  
Social  
Physical  
Needs**

**Students**



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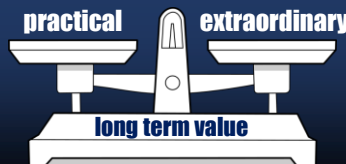
# Group Discussion



Pluralism and the  
Full Learning Experience



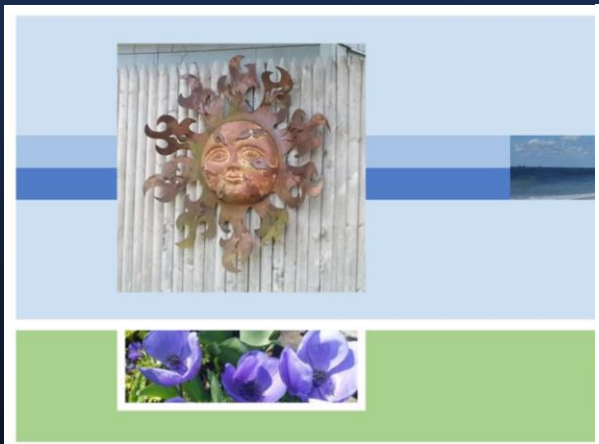
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# SECTION

# 1

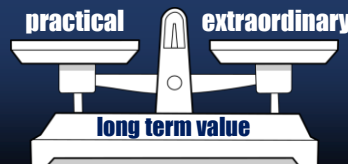


**Case Study: “Pockets of Inspiration”  
(Student-Based Learning)**

**A Process of Translating Concepts  
Into Physical Form**



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# Opportunities for Learning

## Case Study: Pockets of Inspiration: Inside & Out

*...the connection of a hallway and outdoor space for learning.*

The following case study explores the relationship(s) of...

Learning Styles

Differentiated Instruction

Project-Based Learning

Biophilic Design

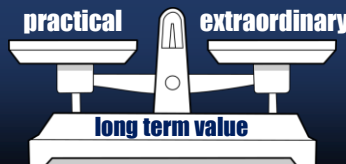
Building Systems & Utilities

Empathy & Student Connections

**Creating Extraordinary Opportunities out of Practical Moments**



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# POCKETS OF INSPIRATION: INSIDE & OUT

...the connection of a hallway and outdoor space for learning.

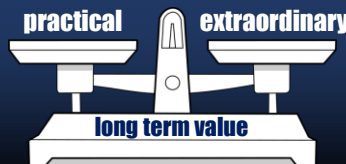


BBS Architects, Landscape Architects & Engineers, P.C.

PHOTOS COURTESY OF BBS



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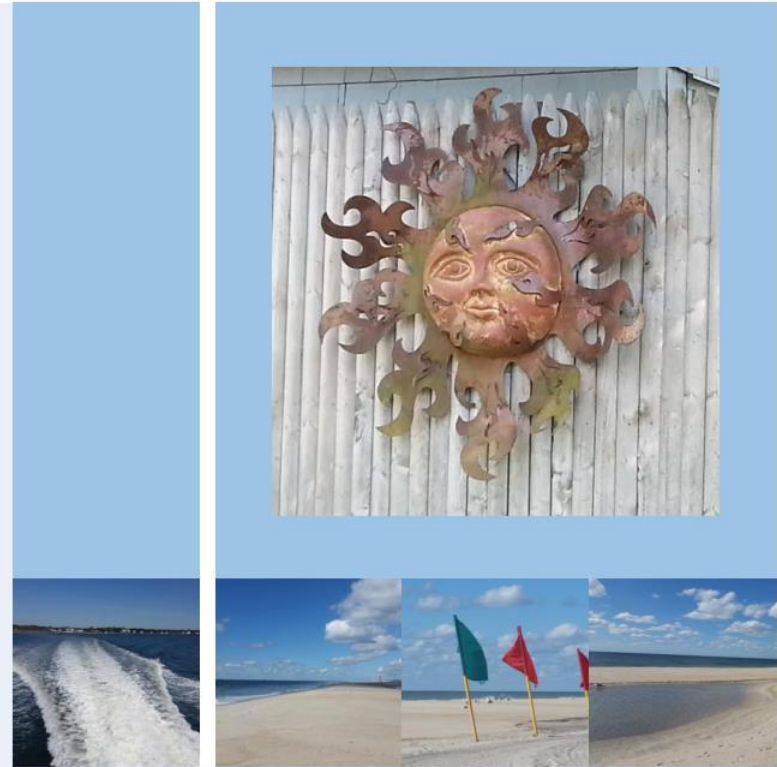
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# POCKETS OF INSPIRATION: INSIDE & OUT

...the connection of a hallway and outdoor space for learning.

The basic premise of this design is to incorporate what has been learned as knowledge expands into a focused intention for developing learning space.

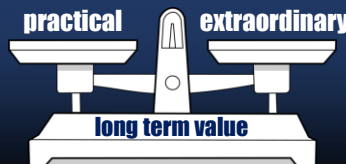
Along with the knowledge comes the need to draw on inspiration. Inspiring environments and elements of design can help students become more self aware and therefore more trusting, empathetic to others, and open to the process of learning.



Basic Premise & Inspiring Imagery of Nature & Interactive Experiences



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# POCKETS OF INSPIRATION: INSIDE & OUT

...the connection of a hallway and outdoor space for learning.

The project is intended to express its ability to foster gatherings of students and teachers in variable ways in variable environments, with access to practical utilities and technology as well as inspirational expansions of space.

The proposed series of spaces is intended as a student-centered environment through which exploration and guidance occurs.

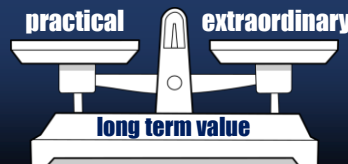
Variety of Spaces Originating from a Hallway  
Multiple Outdoor Areas Near and Far  
Use of Natural Elements  
Expansive Views Outward  
Necessary Utilities & Technology  
Multiple Gathering Choices  
Flooring Patterns of Teachable Imagery  
Traditional Architectural Forms as Tools  
Indoor & Outdoor Duplicity of Opportunities  
Use of Simple Architectural Forms  
Use of Vegetation as Teaching Tool  
Use of Site as Teaching Tool  
Use of Courtyard as Teaching Tool  
Use of Multiple Pockets of Space for Teaching  
Relief Spaces for Students to Retreat To  
Controllability of Sound, Light & HVAC



## What to Incorporate



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# POCKETS OF INSPIRATION: INSIDE & OUT

...the connection of a hallway and outdoor space for learning.

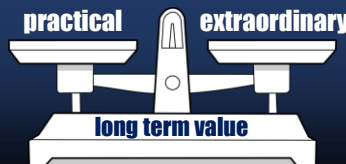
Differentiated Instruction's ultimate goal is to allow students to think for themselves, which in turn prepares them to participate and contribute effectively with others. It is the choreography guided along by the teacher who provides equal access, motivation and efficiency to the learning process centered on the needs of each student. The environment plays a silent role in supporting multiple activities and multiple actions of the group.



## Differentiated Instruction



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# POCKETS OF INSPIRATION: INSIDE & OUT

...the connection of a hallway and outdoor space for learning.

Understanding the Learning Styles of students allows the teacher to assist each student to better think for themselves, by connecting with their strengths instead of being paralyzed by their weaknesses. Once comfortable and connected, confidence can grow.

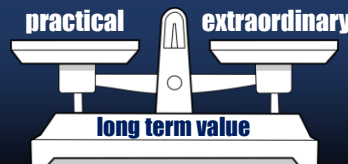
The built environment response is to provide for variations in audio, visual, tactual, physical comfort, choice of seating and grouping with others.



## Learning Styles



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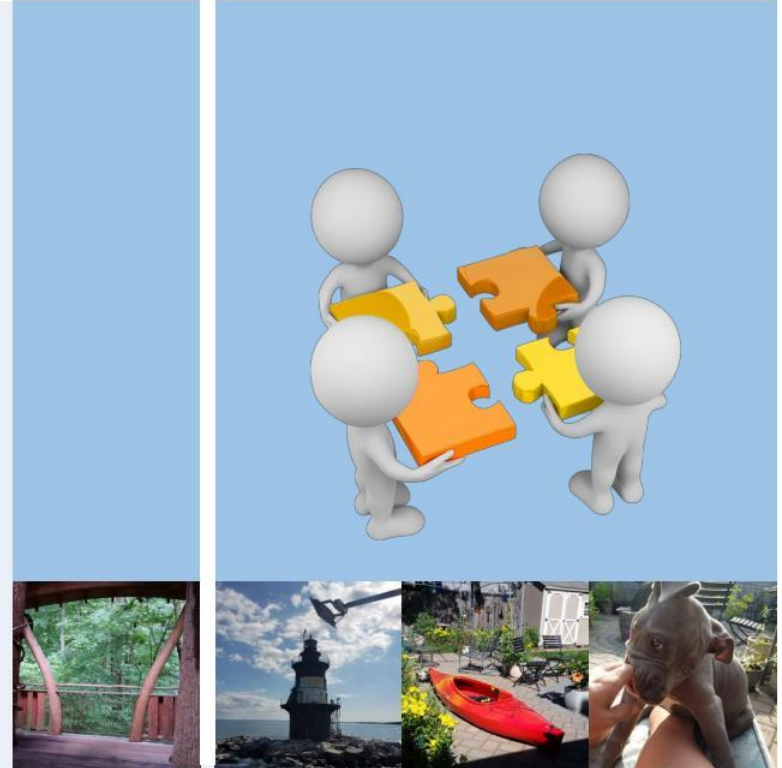


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# POCKETS OF INSPIRATION: INSIDE & OUT

...the connection of a hallway and outdoor space for learning.

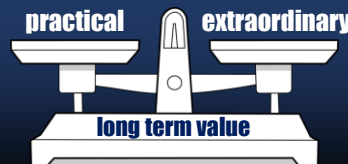
Project Based Learning is the antithesis of the static one-dimensional lecture hall in that it is predicated upon active participation within a learning moment. It is important that the built environment be transformative in nature once occupied so that the student focus is on engagement, not distraction or isolation. Self awareness is the foundation upon which the ability to navigate through life's obstacles can be built. The group helps the individual; the individual helps the group. Projects are the vehicle.



## Project Based Learning



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# POCKETS OF INSPIRATION: INSIDE & OUT

...the connection of a hallway and outdoor space for learning.

Biophilic Design is an attempt to return building occupants back to a place of involuntary relaxation and peace. It is the intended use of natural materials, imagery and sense of being in a natural setting while occupying a fabricated place.

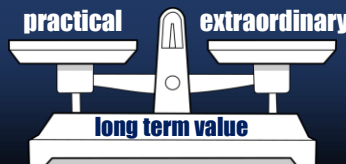
It is also the anticipation of a time and place that becomes a positive motivator for being focused and ready to engage. Use of biophilic elements in a school setting also provide multiple opportunities for exploration and knowledge, like observing tides, changing weather, being conscious of different seasons and their attributes, etc.



## Biophilic Design



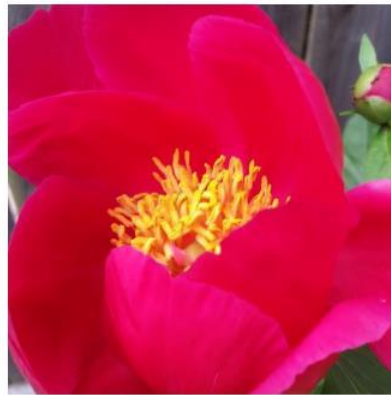
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# POCKETS OF INSPIRATION: INSIDE & OUT

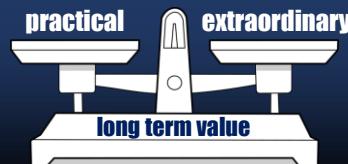
...the connection of a hallway and outdoor space for learning.



Inspiration from Nature and Manufactured Items that are Interpretive of Nature



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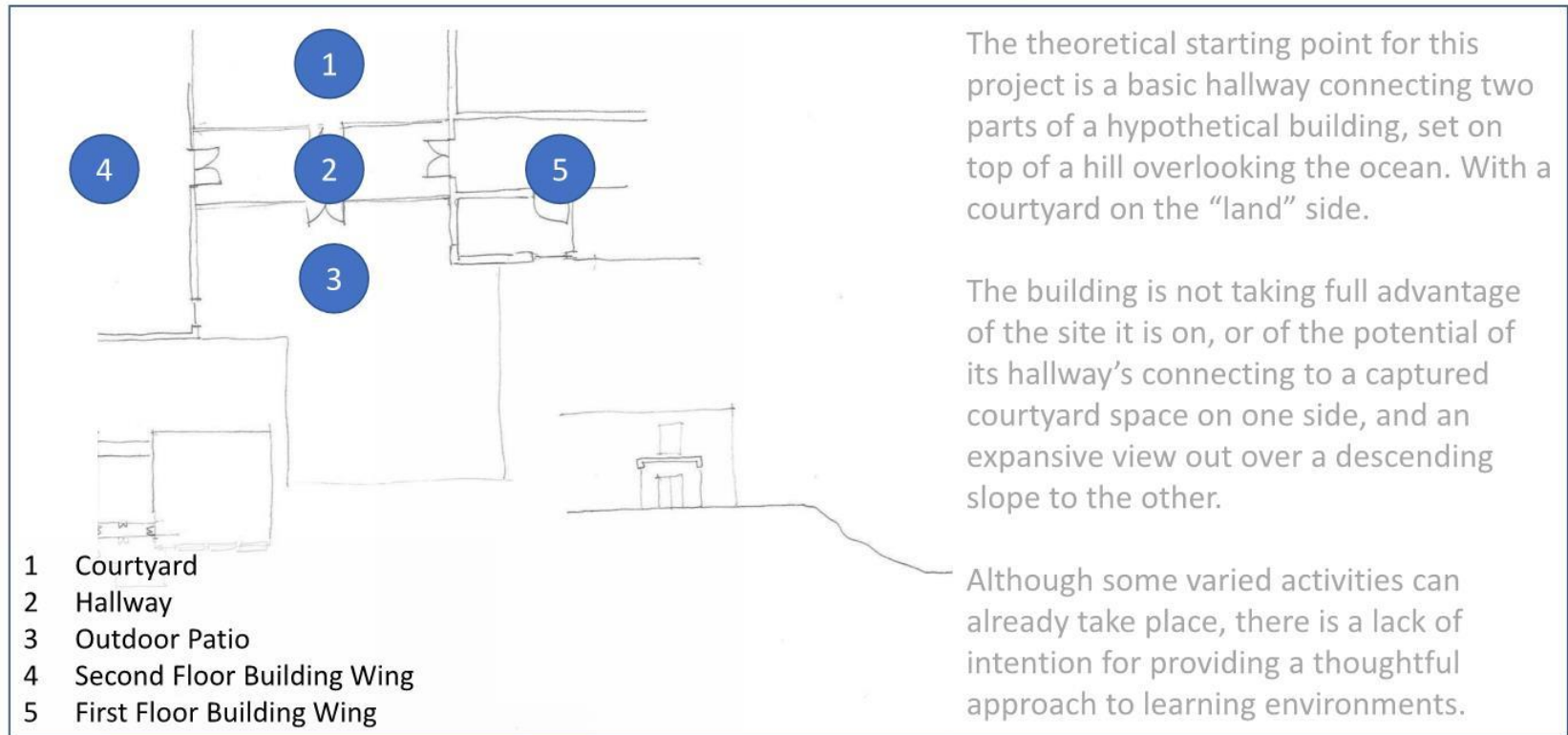


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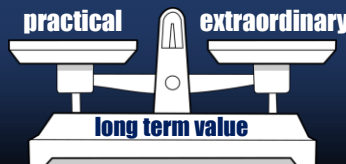
...the connection of a hallway and outdoor space for learning.



## Existing Conditions & Opportunities for Improvement



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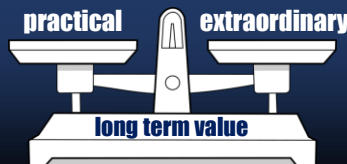
...the connection of a hallway and outdoor space for learning.



Inspiration of the Yurt/ Shelter as Motivation of the Main Base Classroom Space



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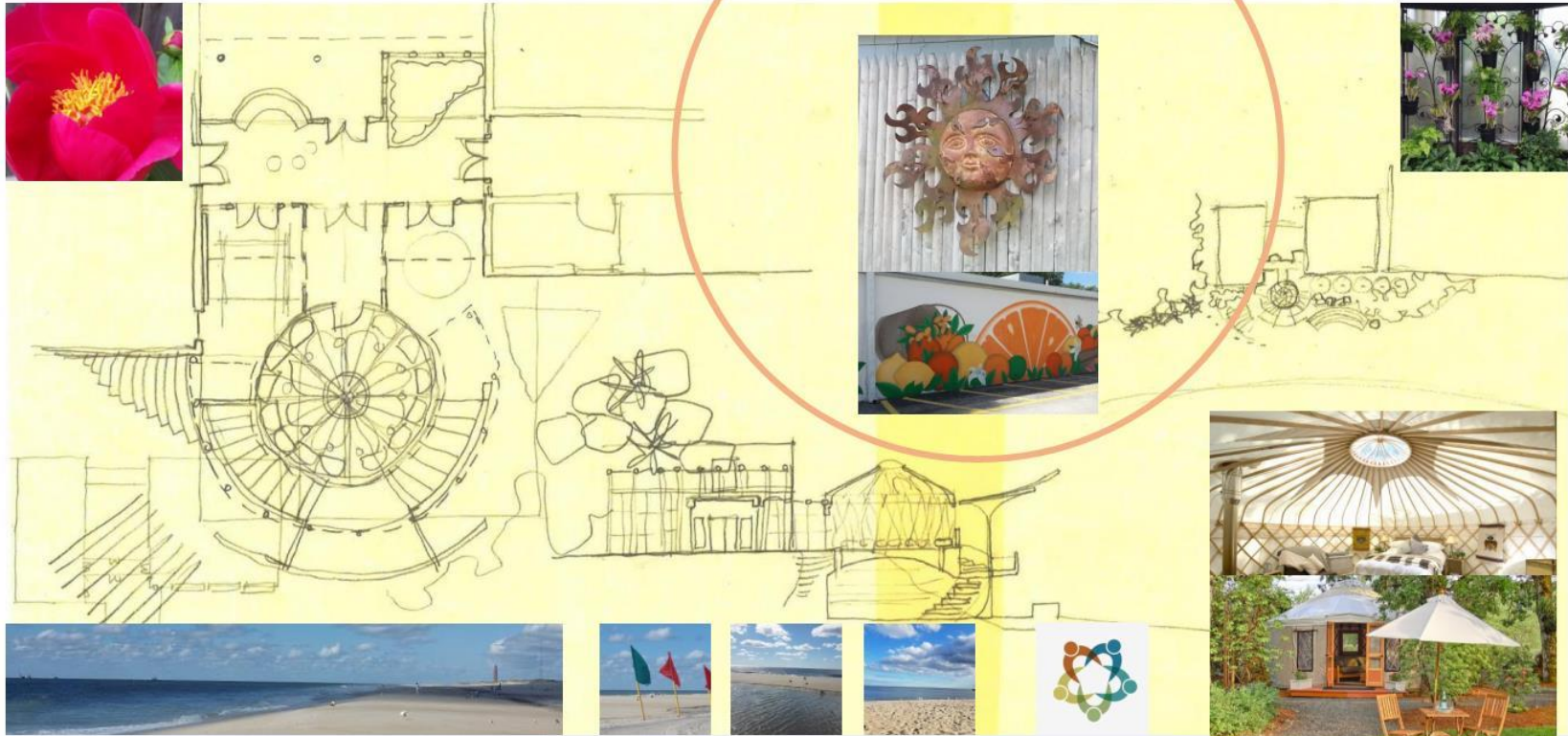


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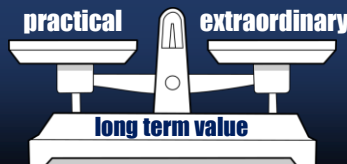
...the connection of a hallway and outdoor space for learning.



Initial Thoughts & Design Responses



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# POCKETS OF INSPIRATION: INSIDE & OUT

...the connection of a hallway and outdoor space for learning.

'Pockets' are intended to be simple spaces that can be identified as having corners or physical boundaries, or are defined by the occupants being gathered in a group. The thought for these is derived from the lessons learned that the 'monolithic' classroom of yesterday is now more defined as a series of spaces and environments both inside and outside the main classroom that together address different learning styles, needs, and focus possibilities for instruction and learning.

The building plan attempts to create a variety of pockets through use of open and closed edges, access to vista, sense of center, sense of being an event along the way, etc. The idea is that some pockets can be formally used or informally used while others remain informal and spontaneous.

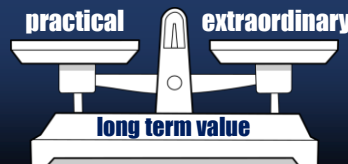
The theoretical site also explores the notion of being in a small, cozy, more intimate space versus the experience of being at the shore of a vast ocean and of the magnitude of natural operations beyond the built environment and personal space.



## Pockets



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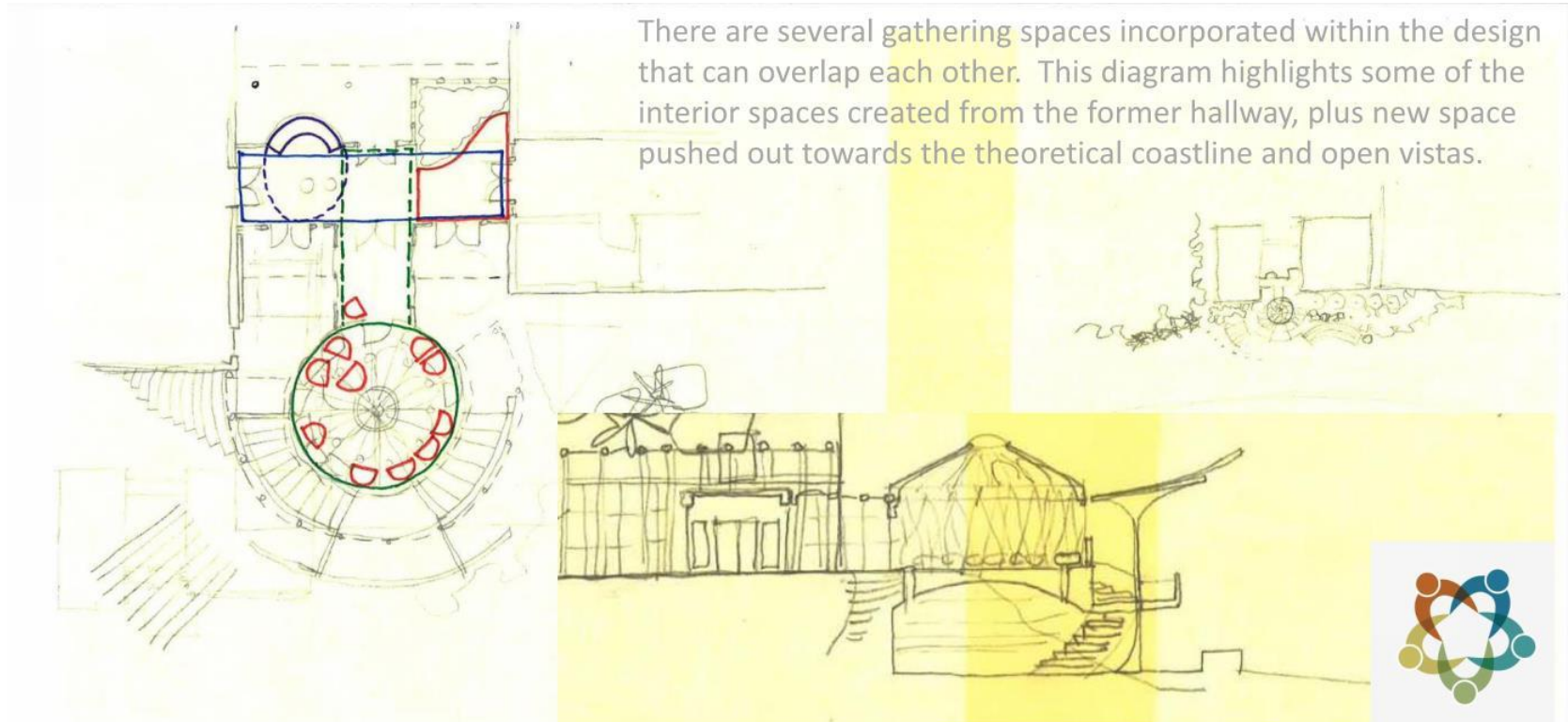


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# POCKETS OF INSPIRATION: INSIDE & OUT

...the connection of a hallway and outdoor space for learning.

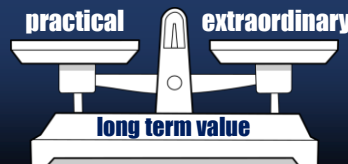


There are several gathering spaces incorporated within the design that can overlap each other. This diagram highlights some of the interior spaces created from the former hallway, plus new space pushed out towards the theoretical coastline and open vistas.

Interior Pockets – Defined/ Implied



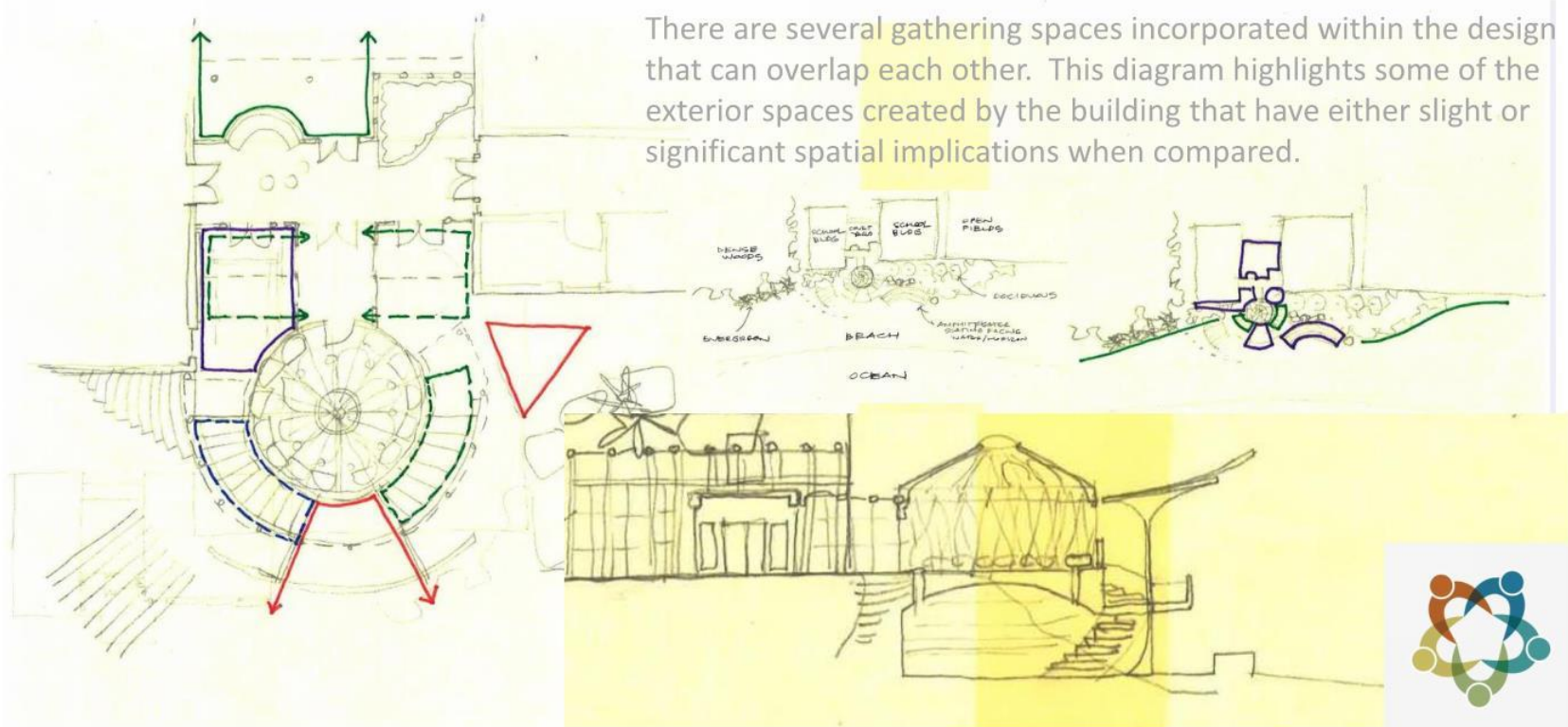
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# POCKETS OF INSPIRATION: INSIDE & OUT

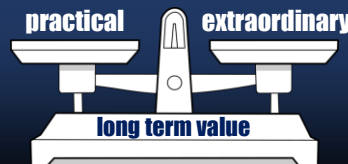
...the connection of a hallway and outdoor space for learning.



Exterior Pockets – Defined/ Implied



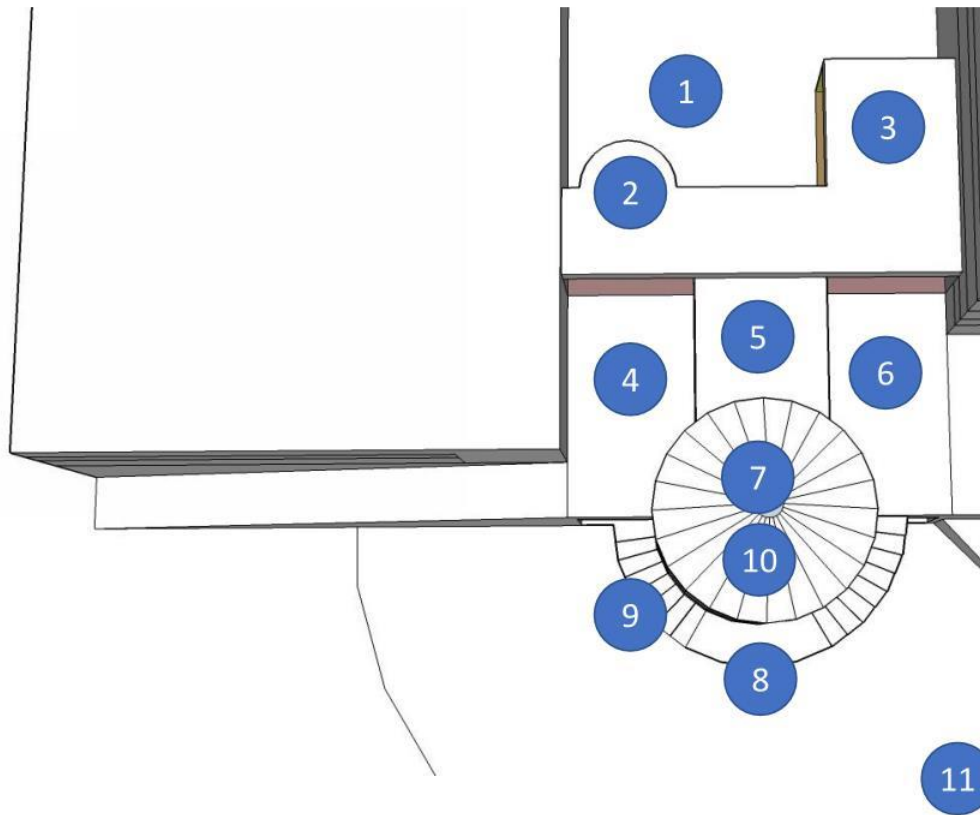
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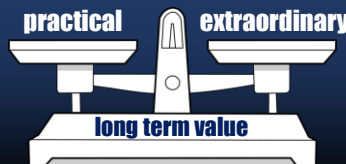
# POCKETS OF INSPIRATION: INSIDE & OUT

...the connection of a hallway and outdoor space for learning.



- 1 Courtyard
- 2 Niche into Courtyard that connects to and engages former Hallway
- 3 Indoor Garden connected to former Hallway
- 4 Outdoor Closed Corner with Technology Wall
- 5 Connector/ Informal Gathering
- 6 Outdoor More Open Corner with View
- 7 Main Space Inspired by Yurt, Open with Views, or Closed for Focus
- 8 Outdoor Space along Stair Open to Vista Beyond
- 9 Space of Stair Exposed to Vista
- 10 Sheltered Outdoor Space Below with Partial Views out to Vista
- 11 There are more opportunities for multiple 'pockets' in the design outward on the site.

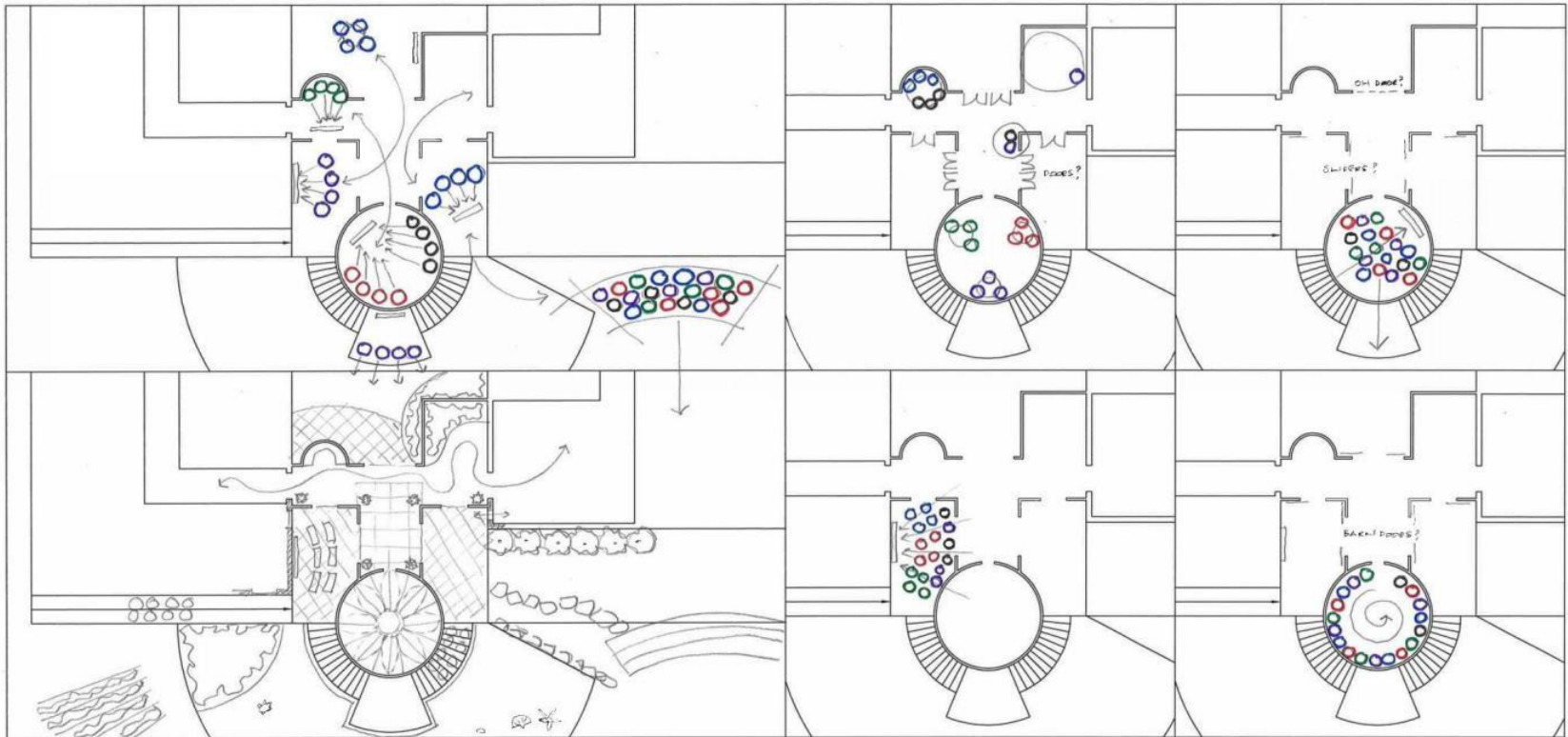
Interior & Exterior Pockets – Defined/ Implied





# POCKETS OF INSPIRATION: INSIDE & OUT

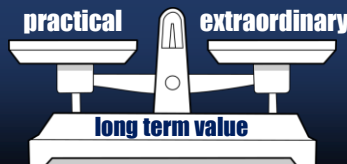
...the connection of a hallway and outdoor space for learning.



Learning Groups, Floor Patterns, Vegetation, etc.



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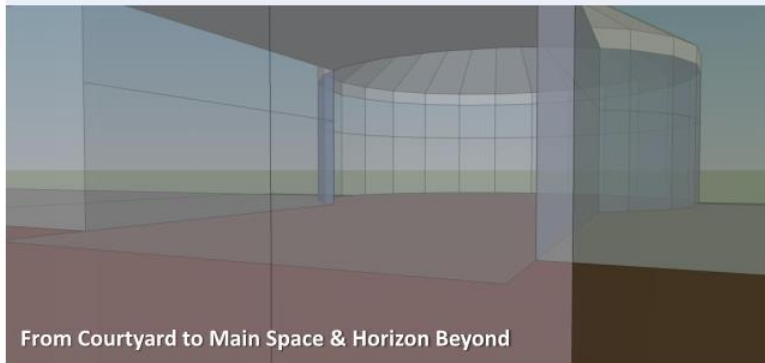
...the connection of a hallway and outdoor space for learning.



From Courtyard to Indoor Garden to Left in Yellow, Horizon Beyond



Connecting Area looking towards the Main Space and Horizon Beyond



From Courtyard to Main Space & Horizon Beyond



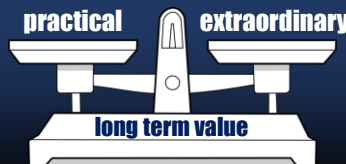
New Pockets created on Courtyard side with Hall & Main Space Beyond

Make Pockets Inside & Outside

Note: Not yet illustrated on these images, but full controllability of lighting, sound and thermal comfort will be layered in, as well as access to utilities and technology.



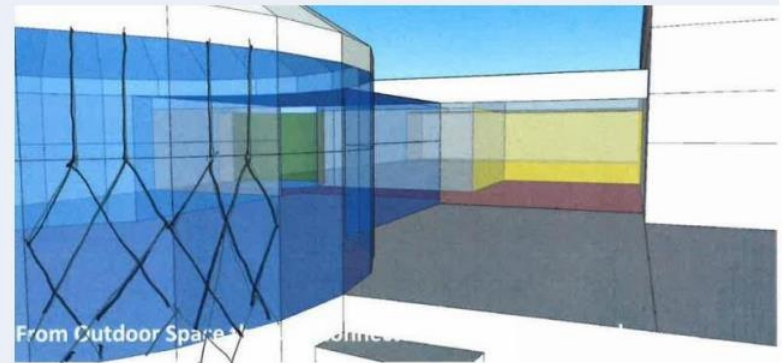
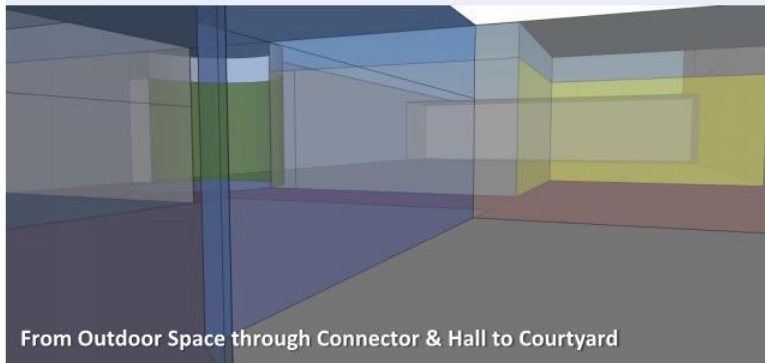
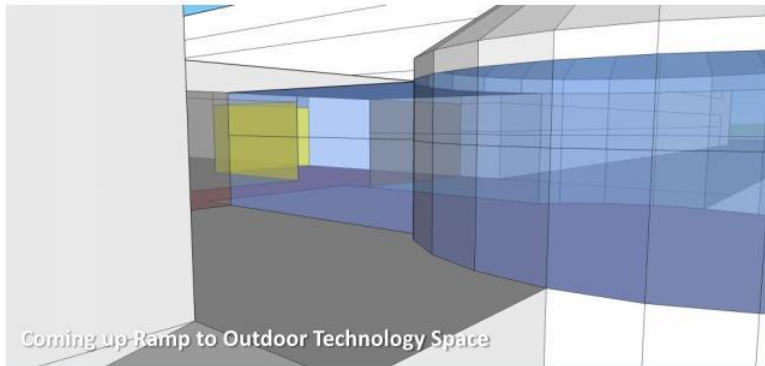
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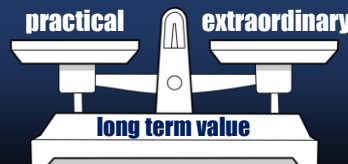


Make Pockets Inside & Outside

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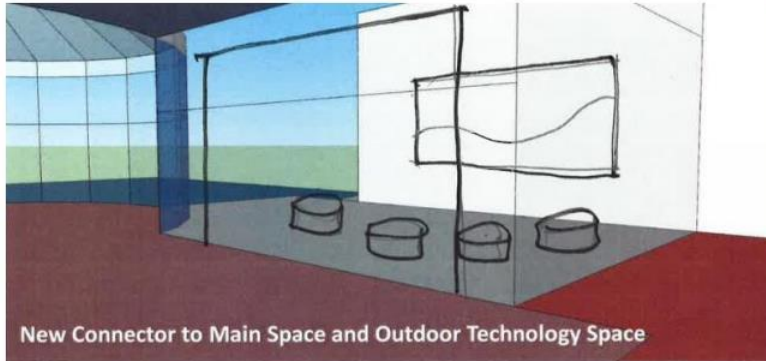
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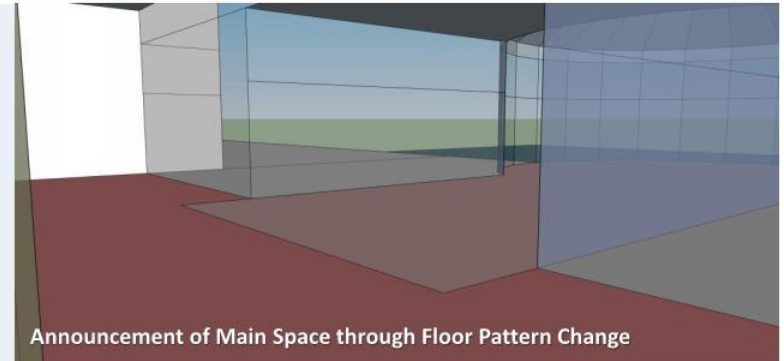
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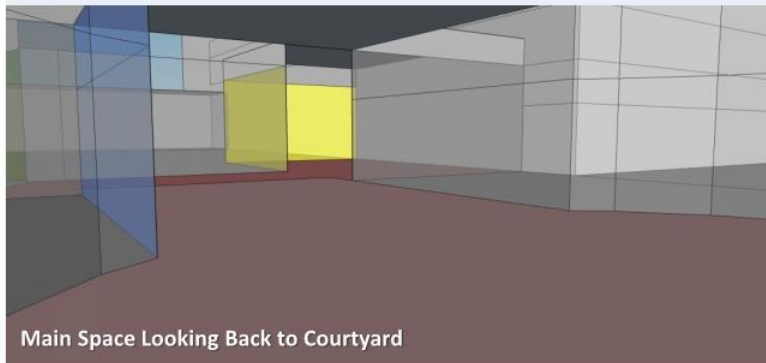
...the connection of a hallway and outdoor space for learning.



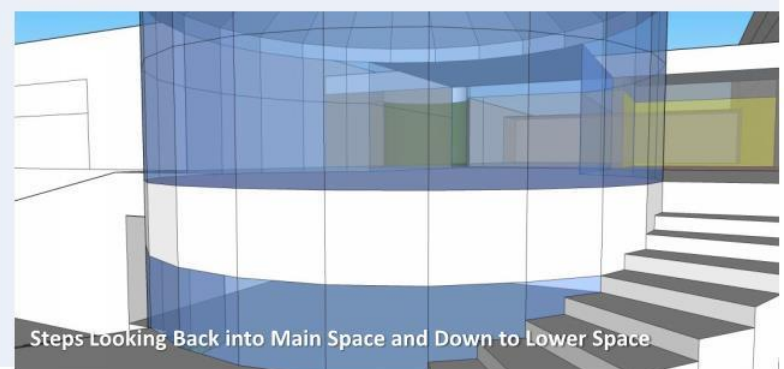
New Connector to Main Space and Outdoor Technology Space



Announcement of Main Space through Floor Pattern Change



Main Space Looking Back to Courtyard



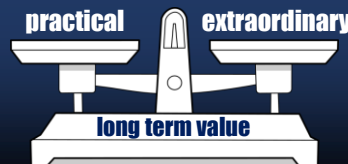
Steps Looking Back into Main Space and Down to Lower Space

Make Pockets Inside & Outside

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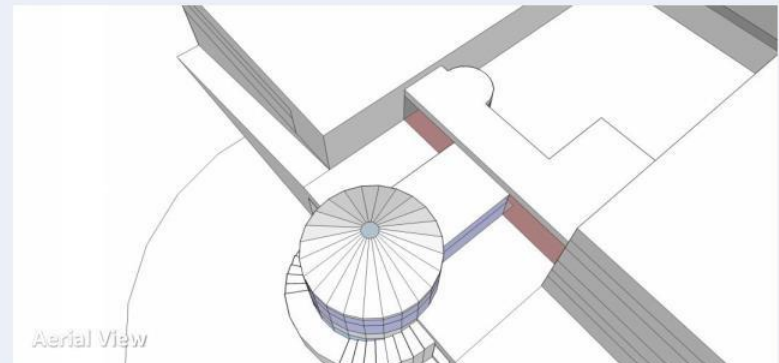
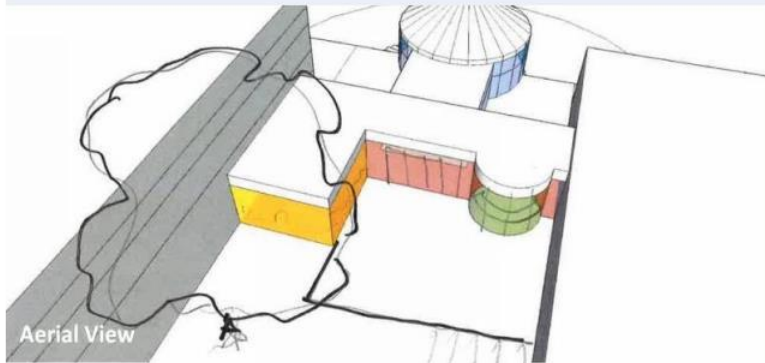
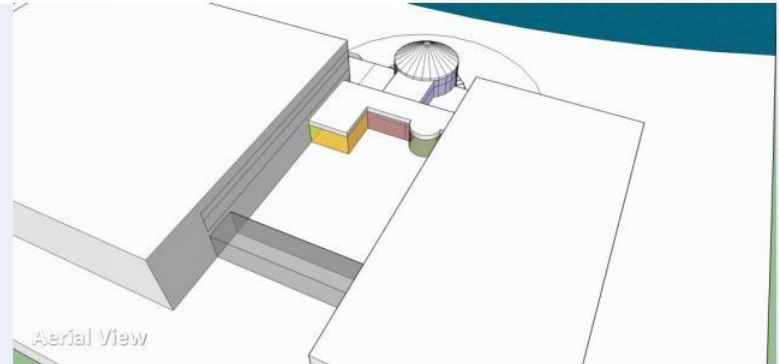
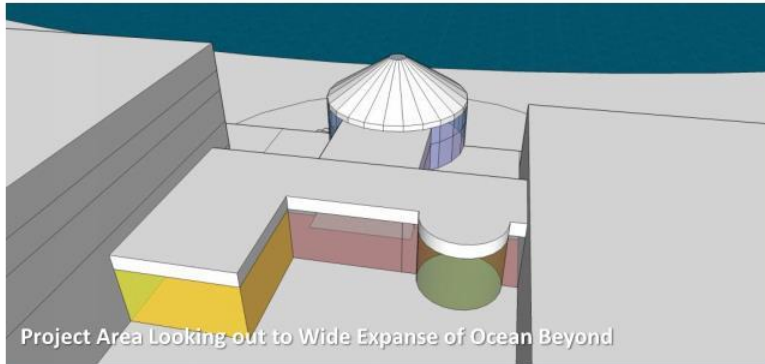


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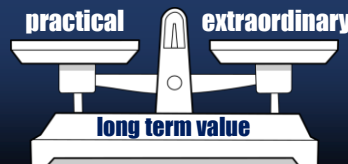


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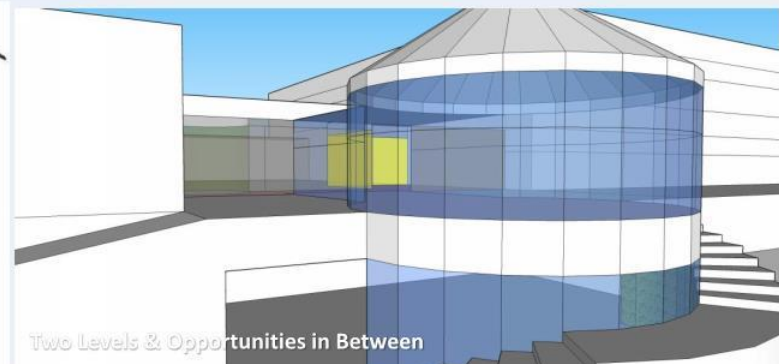
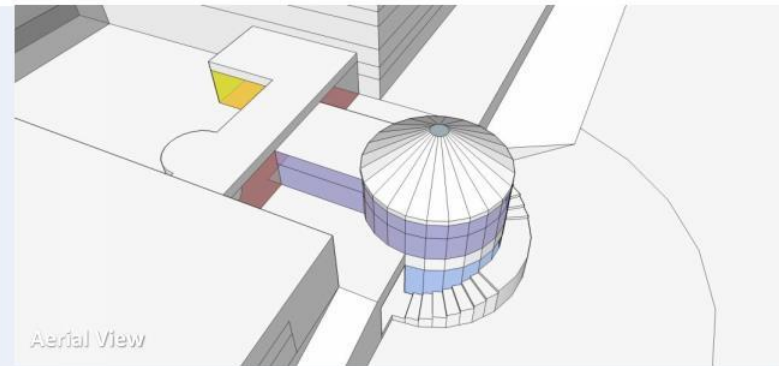
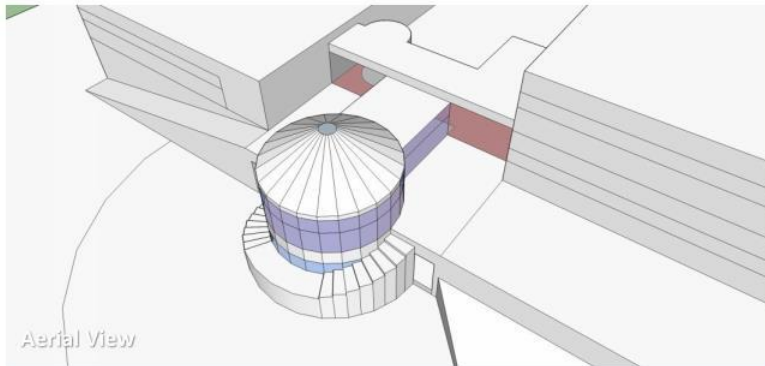


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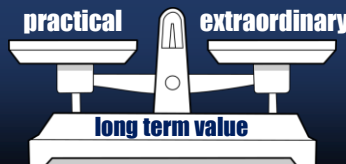


Make Pockets Inside & Outside

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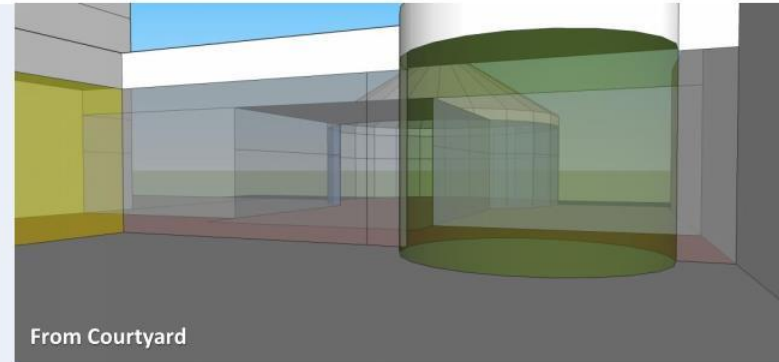
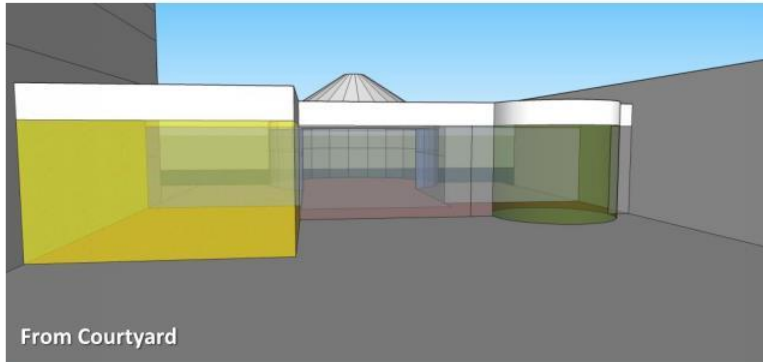
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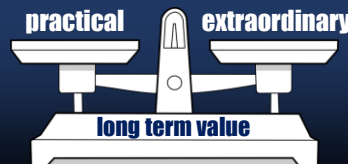


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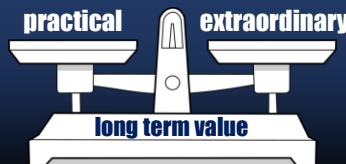
# Group Discussion



Pockets of Inspiration

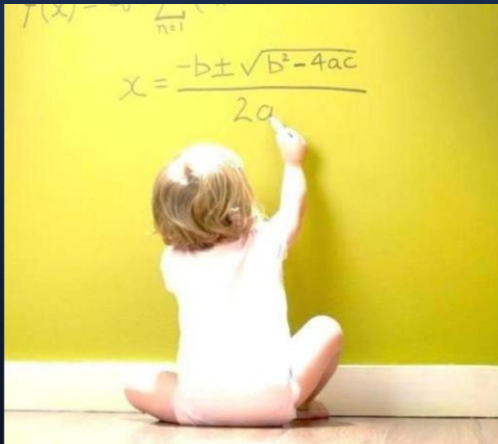


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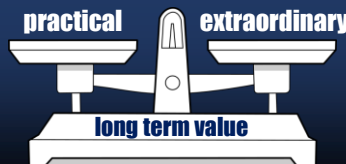
# SECTION 2



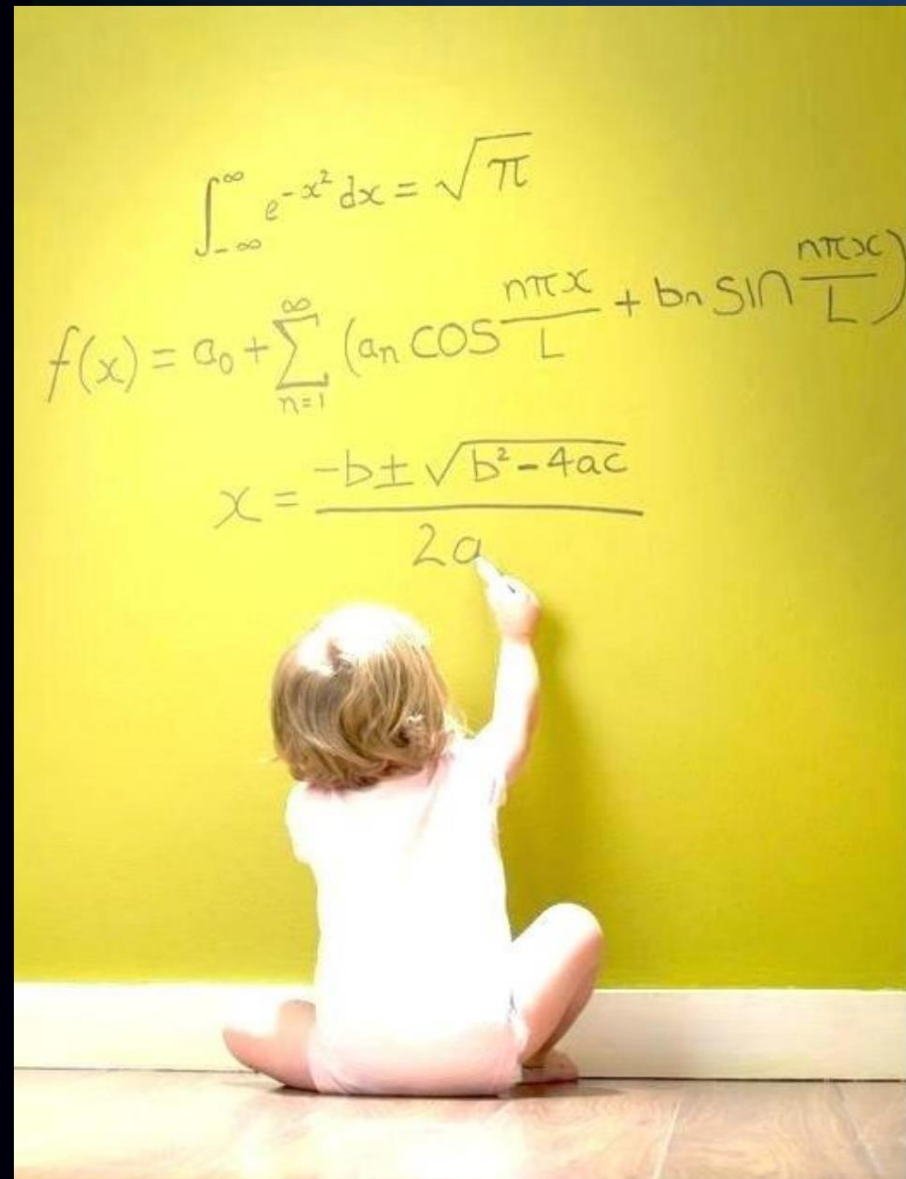
**21<sup>st</sup> Century & Next Millennium Design**  
**Converting Information into Motivation  
for Design & Planning**



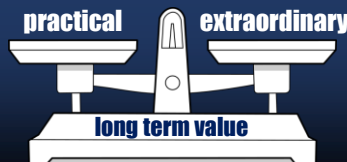
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# 21<sup>st</sup> Century Design

## Starting Point

The Student is the Explorer; the Teacher is the Guide.

Technology has taken on the burden of “remembering” information; this allows learning to evolve without being encumbered.

The process of discovery empowers and reinforces the student both as an individual and as part of a group; the desire and eagerness to learn serves as the primary motivation, originating from the student as opposed to being imposed by the teacher. By elective participation, not by being forced or punished. Leads to collaboration = free sharing.

The built environment should be as flexible as possible in order for the activity of the room to define the room; not the physical constraints of the room defining the activity by limitation.

Planning of the entire building should allow for scheduling to provide flexibility with time; taking into account not only the individual classroom unit, but the library, commons, theater, outdoor areas, etc. as well.

Collaboration as a guiding motivator that affects not only the students but the teachers, administrators and support staff as well, (i.e. – pedagogy shift from more traditional model).

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The **student** is the **explorer**;

The **teacher** is the **guide**.

The **built environment**  
provides **support** for the  
**journey of learning ahead.**

### 21<sup>st</sup> Century “Caricature”

How are you?

Where would you like to go?

What’s important to you?

Let’s try this a different way...

How about this...

### 20<sup>th</sup> Century “Caricature”

*I’ll tell you how you are.*

*Follow me; no talking; be quiet.*

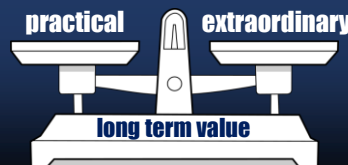
*Do this. Now.*

*Sink or swim...*

**Memorize and repeat back to me.**



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# 21<sup>st</sup> Century Design Individual Classrooms

Grades (K-1) More floor plane focused group activities & self-discovery  
 Grades (2-5) Expanded use of technology, collaboration, group projects  
 Grades (6-8) More movement to other school spaces  
 Grades (9-12) Highest level of variety and heightened complexity of individual and group work as students prepare for college.

Multi-Faceted Room Directionality

Internet & Cloud Access

Movable & Adjustable Furniture & Technology

Individual "Swing Space" for Students who do not function well in Groups

Writable (& Erasable) Walls

Program for Storage (Short Term, Long Term & Sharing between Rooms)

Exhibition of Student Work & Student Expression

Variety of Seating/Standing/Lounging Options (up, down, sideways...)

Proper Lighting and Acoustics

Proper Thermal Control

Support Ability for Teacher to Easily Access Students

Support Ability for Teacher to Connect with Students

Support Ability for Students to Explore and Discover Learning

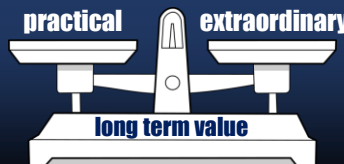
(K-1) (2-5) (6-8) (9-12) Beyond

Evolution of interdependence to independence to elective grouping

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# 21<sup>st</sup> Century Design Classrooms & Beyond

The whole school is an educational environment. Opportunities should be taken to develop each and every space into a flexible learning environment. This can be achieved by applying the same underlying principles of student-based learning as in the classroom, but with added focus to what qualities these other spaces possess. This includes outdoor as well as indoor environments. In return, aspects of these spaces can be replicated at a smaller scale within each classroom.

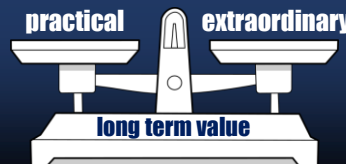
The objective is to allow other spaces within the building to complement and supplement the contribution of the classrooms. A library has the ability to host a wide range of activities in a larger space than a classroom, but the library may not be able to support activities that a gymnasium could, and so on. By thinking of these spaces differently, we can use them differently, and can come up with design strategies to help them adapt to different uses and embellish the students' day to day experience at school.

A simple example of design refinement having an impact upon activity would be to make sure there is adequate storage near a "multi-purpose" room so that there is a realistic chance to quickly change out furnishings. In addition, proper acoustics, thermal comfort control, lighting, technology, etc. would all be designed to adapt as well.

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# 21<sup>st</sup> Century Design High School Library

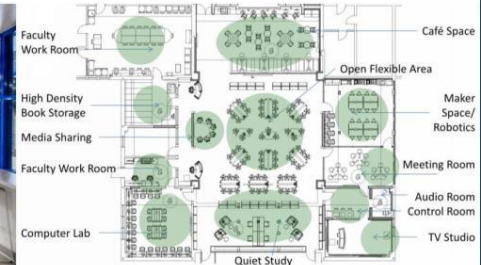
Libraries in general are going through a cultural re-evaluation with regard to collection sizes and the ever-evolving role of technology, as well as becoming more and more places to facilitate individual and group life-long learning in a socially-based setting.

High school students are within the final stages of (K-12)'s preparation for college and life after college. They will be challenged by shifting intellectual and social environments after graduation. Their library can provide an additional variety of settings to allow for growth beyond what a classroom or other spaces within the school can provide.

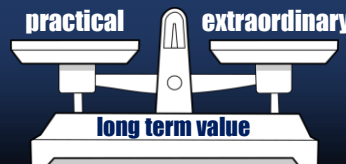
The floor plan to the right is of the Great Neck South Library, that will be constructed during the Summer of 2019. Books have been taken out of the main space and stored in high-density stacks. In their place are collaborative work areas, a café, TV Studio, Audio Room, Media Sharing opportunities, and integration of Faculty Space for continued mentoring.

Conceptually, the high school library is more than capable of being the "hub" of the school, and is positioned to potentially "take over" the role of the traditional "cafeteria" as it combines aspects of the traditional library, commons, classroom, computer room, etc. with the "comforts" of the availability of food, soft seating, and a myriad of seating and gathering options. Eventually, we will have a new term for it...

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# 21<sup>st</sup> Century Design

## The Architect's Role

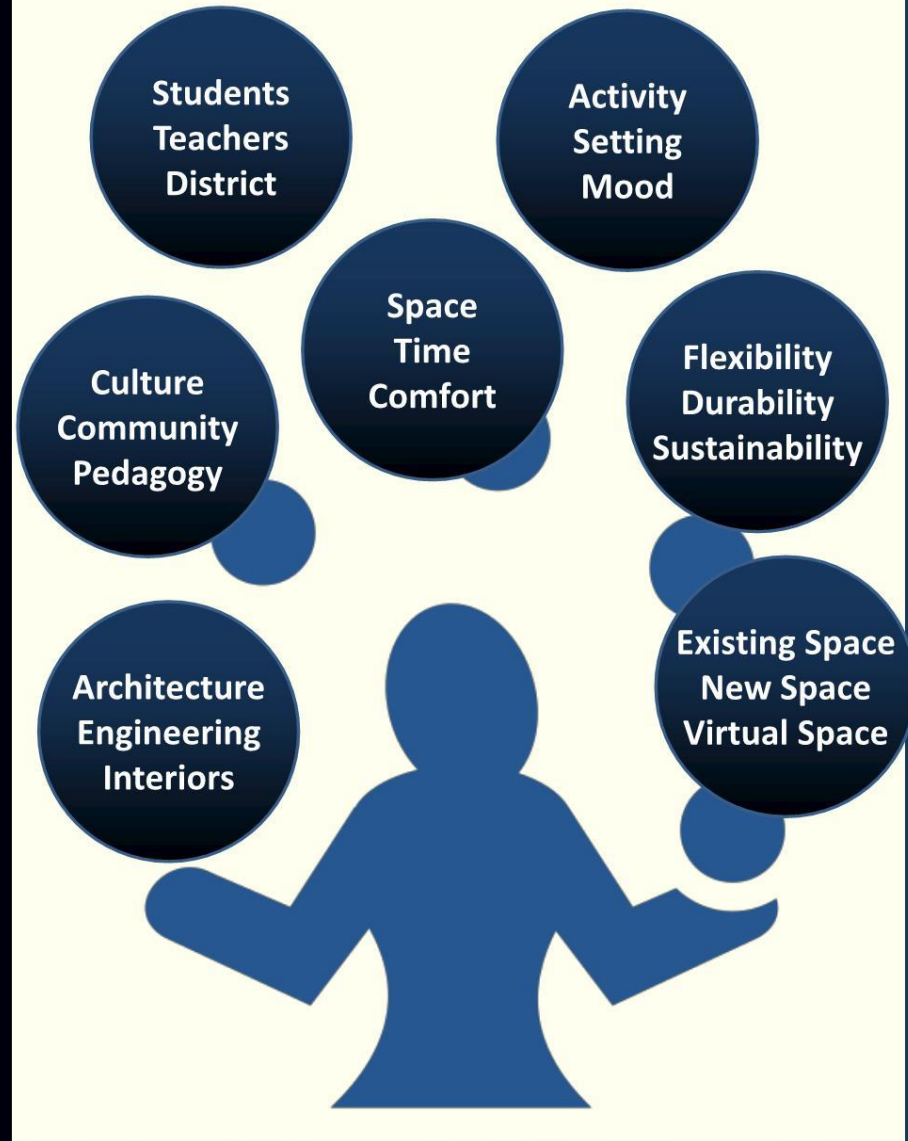
To dynamically pull it all together and suggest resolution.

To work with the school district community to develop a Vision for the future that takes into account what “is” in order to explore what “could be”. Each community is different in its approach to education and in its expectations of excellence. It is the Architect's job to first listen, then react, then imbue his or her expertise in educational design to continue the conversation and bring it to consensus and conclusion.

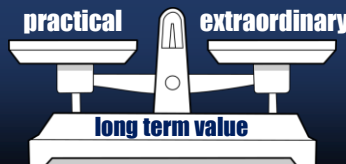
To be the one who designs a meaningful, buildable and lasting physical manifestation of all of the shared ideas and thoughts. This includes appropriate infrastructure design, (nuts & bolts) to support the intended result (Vision), from something as practical as ensuring functional electrical distribution and enough outlets in each room to something as complex as the anticipated flexibility in the use of time and space to achieve the stated goals.

To design inspirational educational environments that are respectful of reality and budget but not limited by either in their conception and realization. To work with existing buildings and how these buildings will “fight back” during this process. To propose well-choreographed and dynamic learning environments.

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# 21<sup>st</sup> Century Design

## What's Next?

Let's start the conversation.....

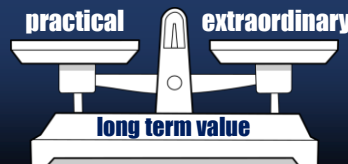
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## Next **Millennium** Design



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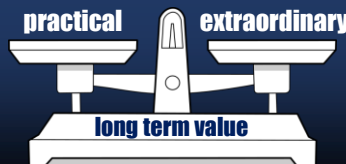
# Group Discussion



21<sup>st</sup> Century & Next Millennium Design



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# SECTION

# 3

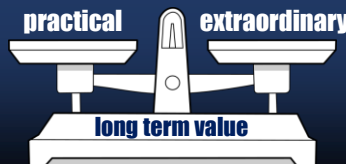


**Samples of Relevant  
BBS “Aspect” Projects**

**21<sup>st</sup> Century Renovation Projects  
In Individual Spaces**



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# Homestead Primary School

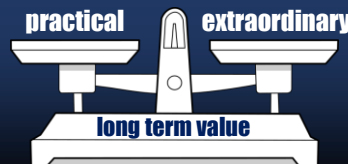


Garden City, NY

American School & University  
**2013 CROW ISLAND SCHOOL  
CITATION WINNER**  
Educational Interiors Showcase



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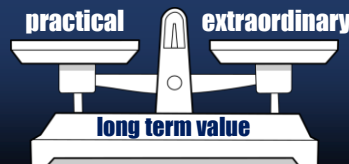
# Greenacres Elementary School



Scarsdale, NY



**Briarcliff Manor UFSD**  
Facilities Planning Committee  
February 25, 2020 Part 1



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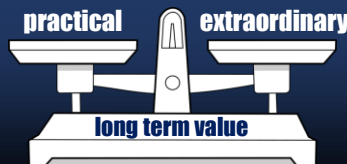
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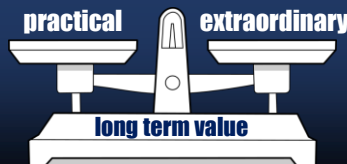
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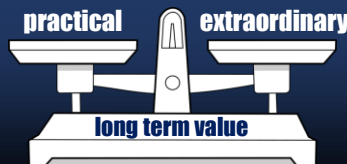
# Rhodes Elementary School



Hempstead, NY



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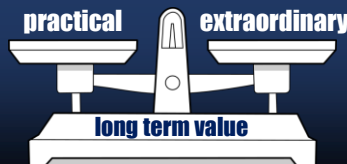
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Hempstead, NY



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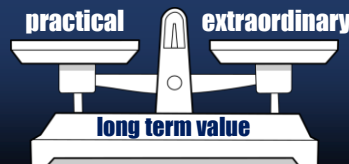
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Hempstead, NY



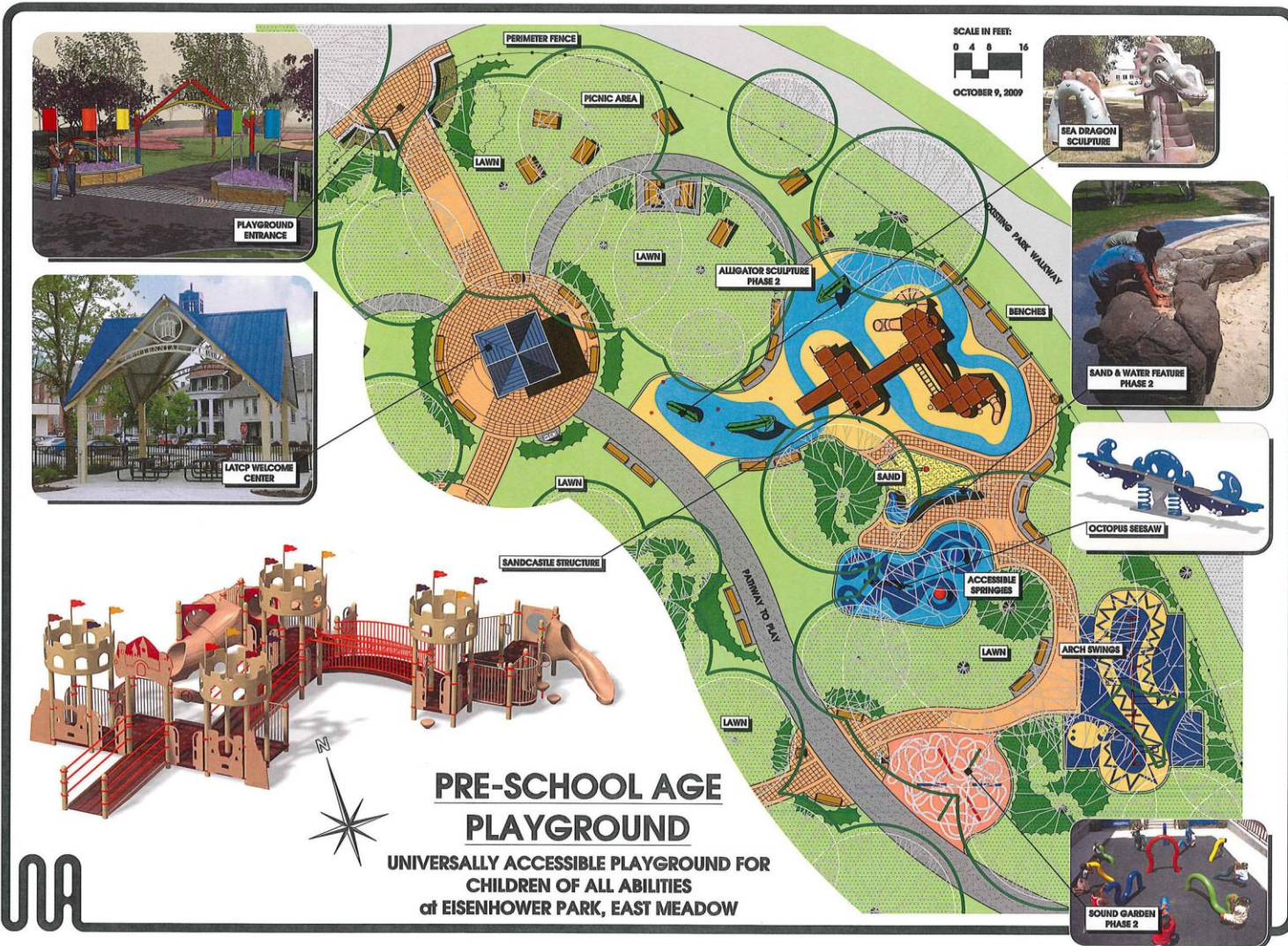
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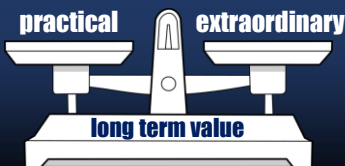
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# Let All The Children Play



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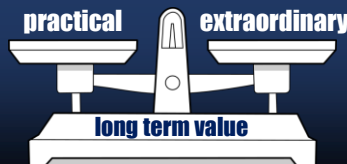
# Let All The Children Play



## Eisenhower Park, Nassau County, NY



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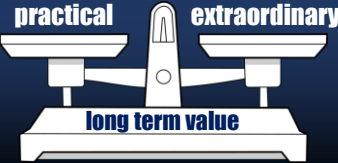
# Let All The Children Play



## Eisenhower Park, Nassau County, NY



**Briarcliff Manor UFSD**  
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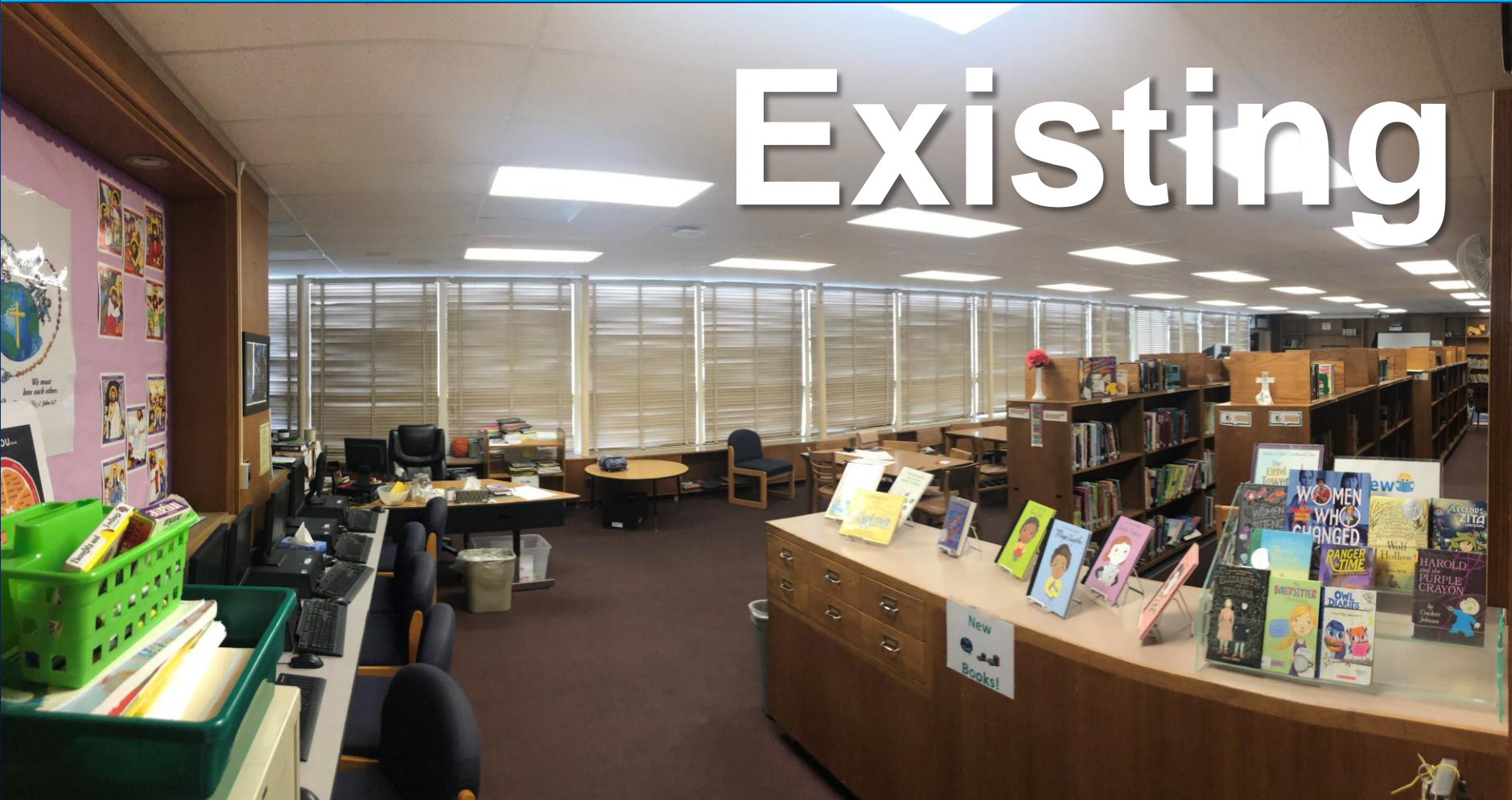


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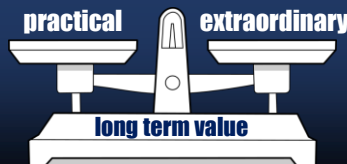
# St. William the Abbott School (K-8)

# Existing



Seaford, NY

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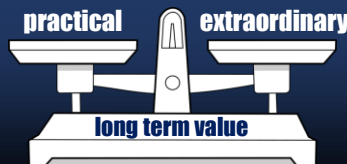
# St. William the Abbott School (K-8)



Seaford, NY



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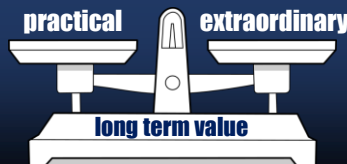
# St. William the Abbott School (K-8)



Seaford, NY



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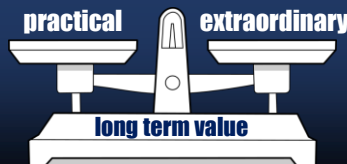
# ESBOCES Brookhaven Learning Center



**Bellport, NY**



**Briarcliff Manor UFSD**  
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February 25, 2020 Part 1



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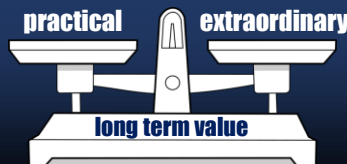
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**Bellport, NY**



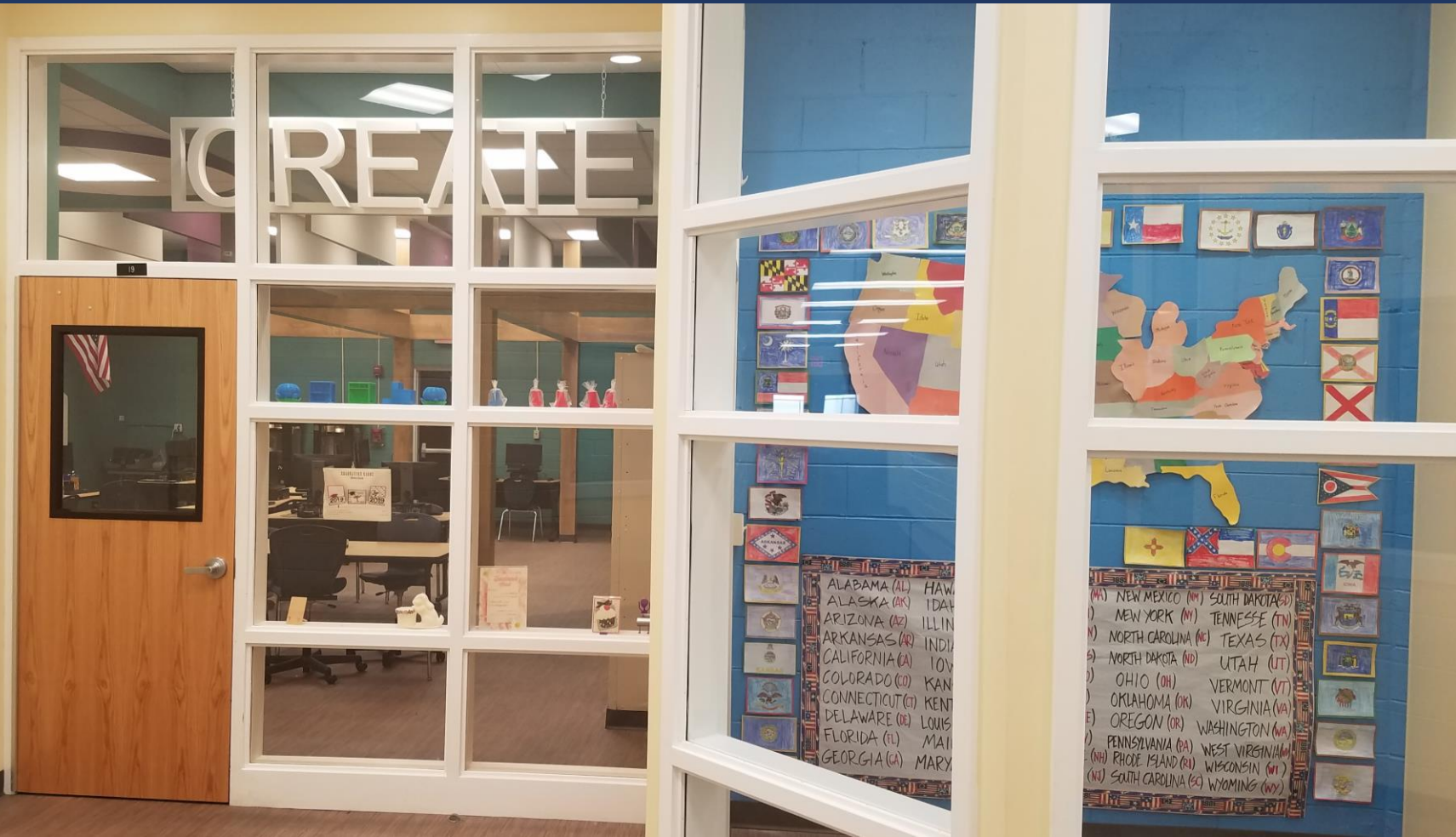
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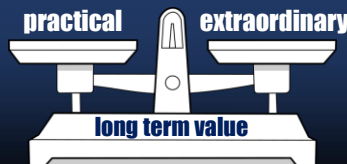


# ESBOCES Brookhaven Learning Center



**Bellport, NY**

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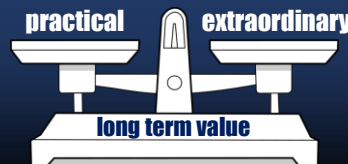
# Catskill Middle School/ High School



Catskill, NY



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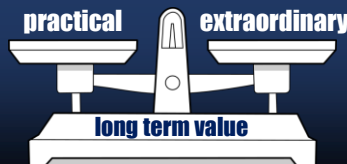
# Holy Trinity High School



Hicksville, NY



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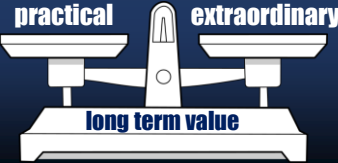
# Holy Trinity High School



Hicksville, NY



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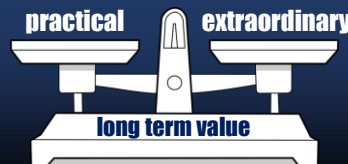
# Holy Trinity High School



Hicksville, NY



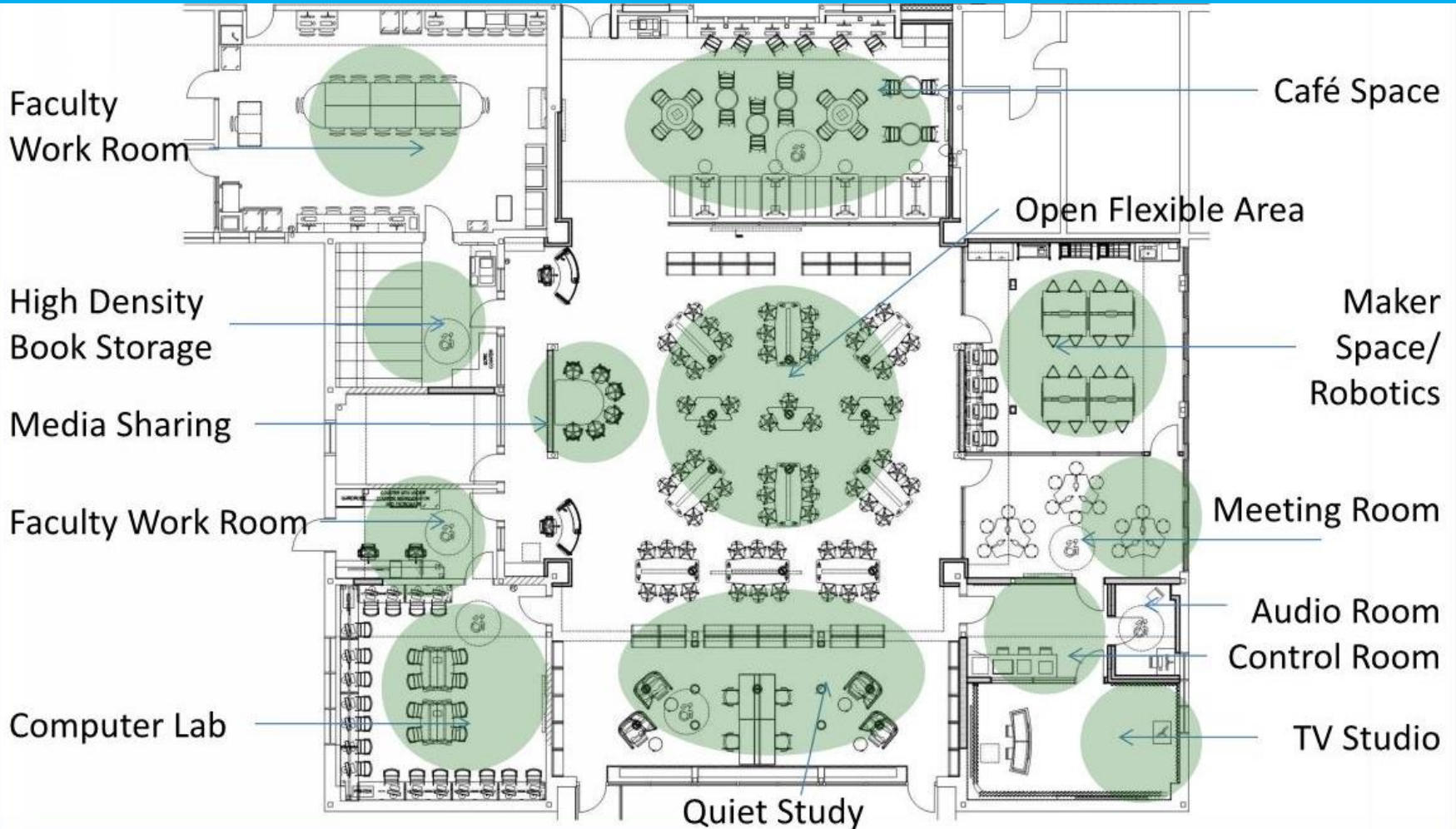
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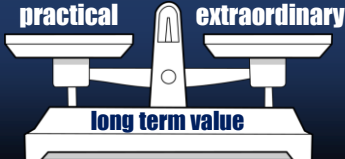
# Great Neck South High School



## Great Neck, NY



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# Great Neck South High School

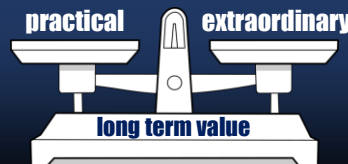


'The New SHS Library – Reveal Video'

<https://www.youtube.com/watch?v=f3vMeIMjkwM?feature=you.tu.be>

Great Neck, NY

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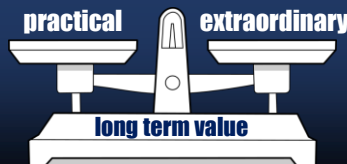
# Great Neck South High School



Great Neck, NY



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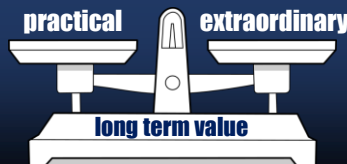
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Great Neck, NY



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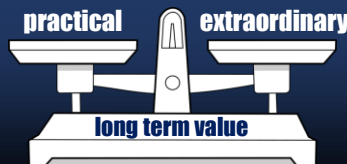
# Great Neck South High School



Great Neck, NY



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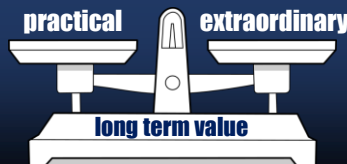
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Great Neck, NY



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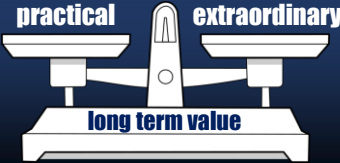
# Herricks High School



## New Hyde Park, NY



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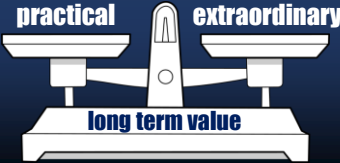
# Herricks High School



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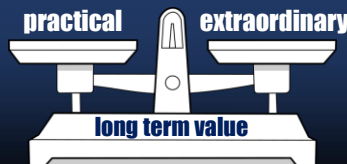


# Herricks High School



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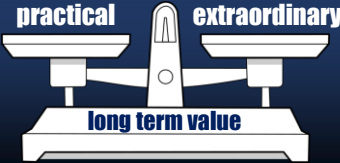
# Herricks High School



## New Hyde Park, NY



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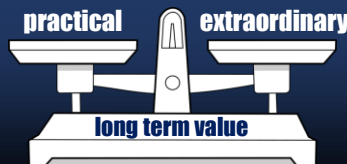
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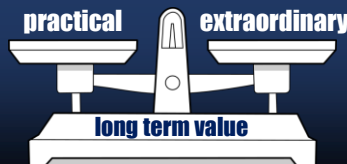
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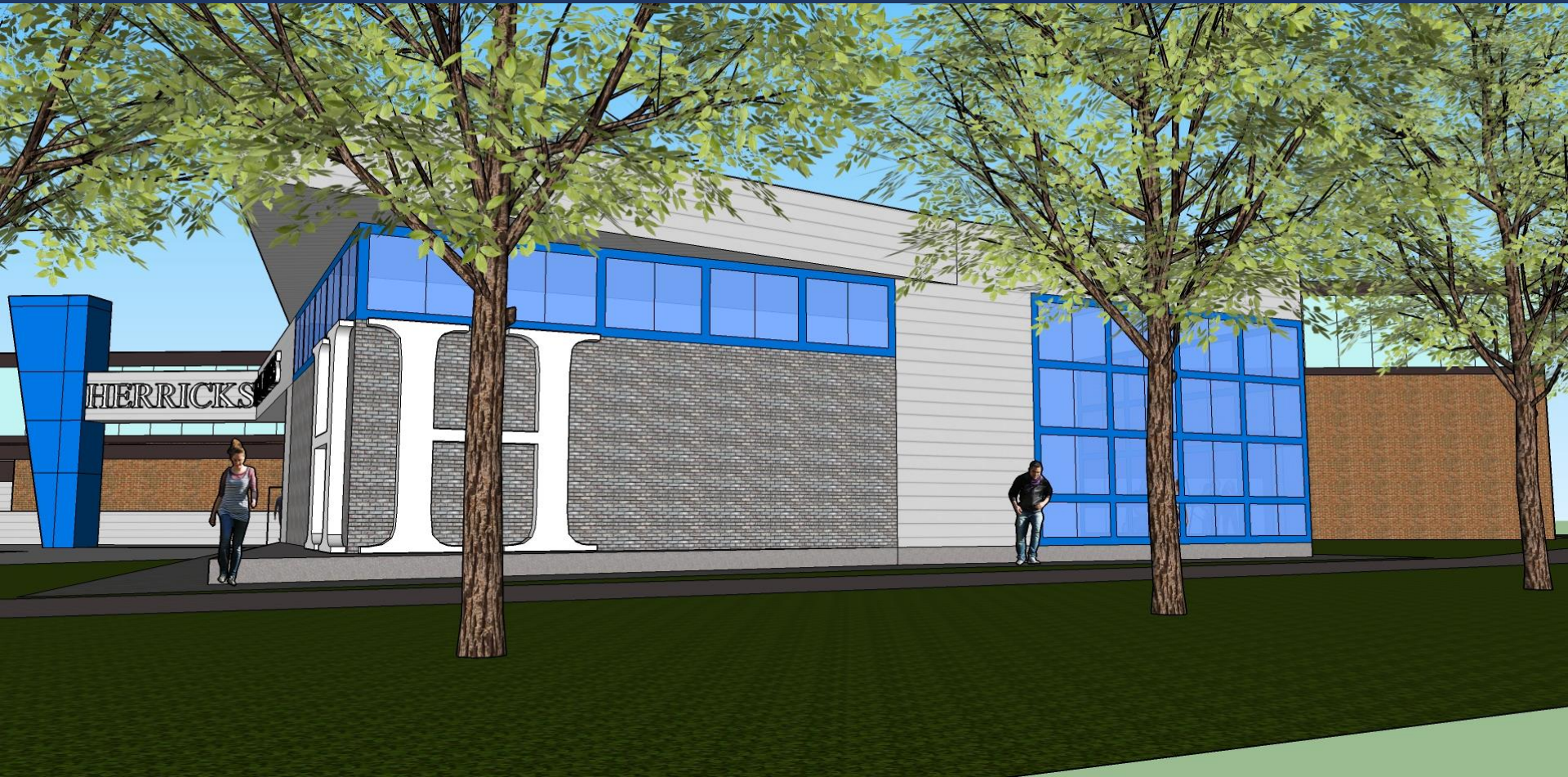
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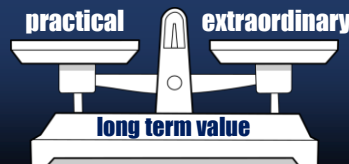
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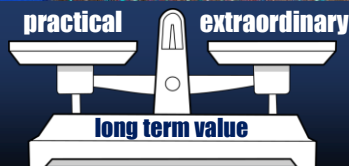
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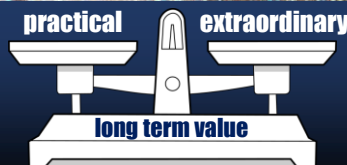
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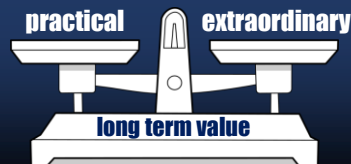








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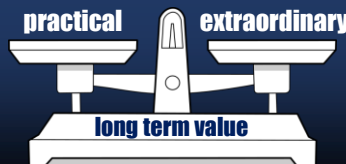
# Group Discussion



Examples of Aspects of 21<sup>st</sup> Century  
& Next Millennium Design



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# 4

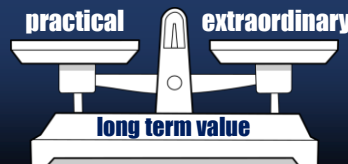


## Biophilic Design

Examples from the Extreme  
to the Easily Achievable



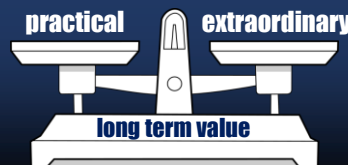
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Anticipation of returning to the space because it is comfortable and rewarding to be there.



























































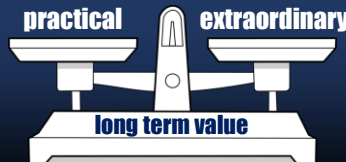








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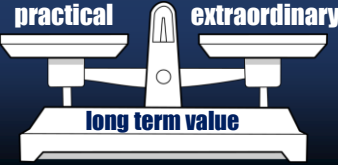


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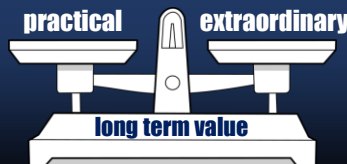


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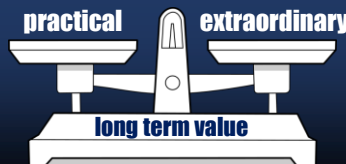
# Group Discussion



Biophilic Design as an Influence



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# SECTION

# 5



**National Award-Winning New Schools**

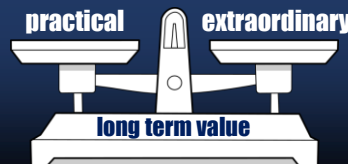
**James D. MacConnell Award Winners**

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2019 James D. MacConnell Award Winner

## **Canyon View High School**

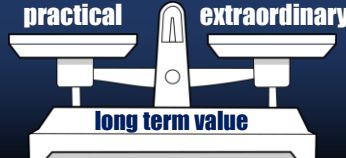
Agua Fria Union High School District

Waddell, Arizona

DLR Group

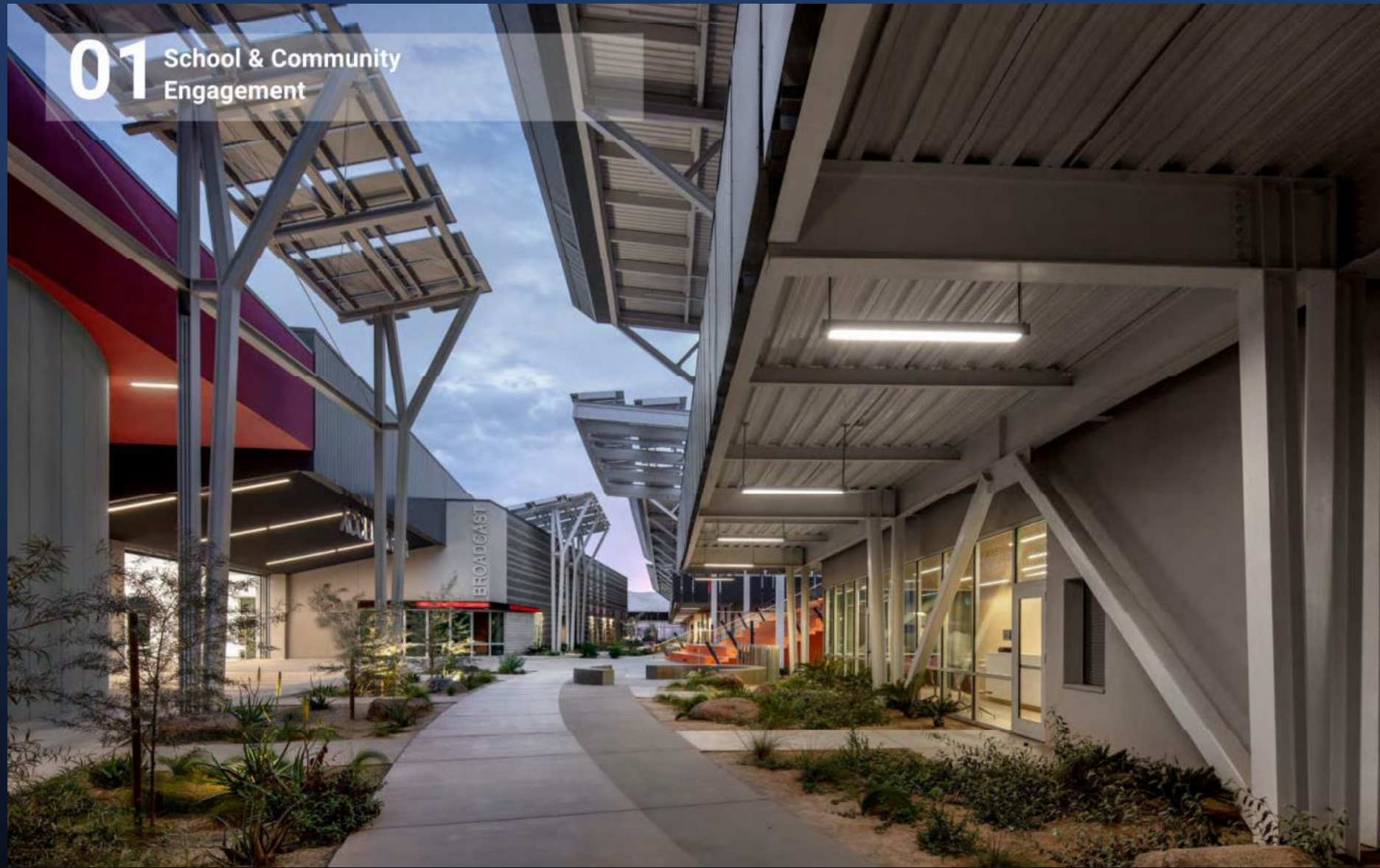


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February 25, 2020 Part 1

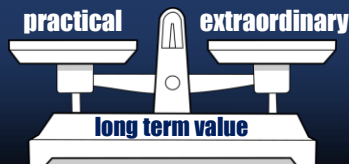




# 01 School & Community Engagement



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## 02 Educational Environment

“

*I feel like the open space, since it was designed in a college format, when I went to go visit a college [CVHS] provided me a lot of comfort. It will let me adjust to a more advanced way of learning.*

– Emily, Freshman Principal's Advisory Group

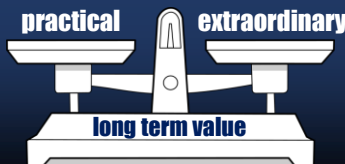
“

*As you move classrooms... To me, it feels like it engages my mind. It gets my mind thinking. It treats me like I am an adult. I am not in a place where I have to stay in this small spot. I am free to do more things.*

– Carly, Freshman Principal's Advisory Group



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## No Cells, No Bells | Just a Community of Learners

Why rotate classrooms? To help drive instruction; to increase collaboration among students; to allow for 21st Century introduction and learning; so "labs" belong to the students, not teachers.



Groups of 3-5 allow for collaborative learning



Broadcasting is front and center just like Rockefeller Center



Informal learning extends beyond the walls.



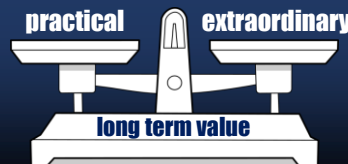
Labs are provided in every Fort



Variety in furnishings provide options for various learning styles



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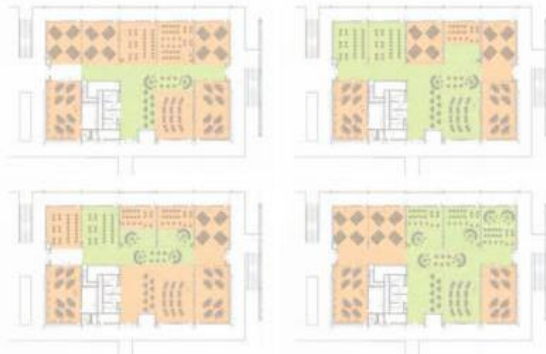


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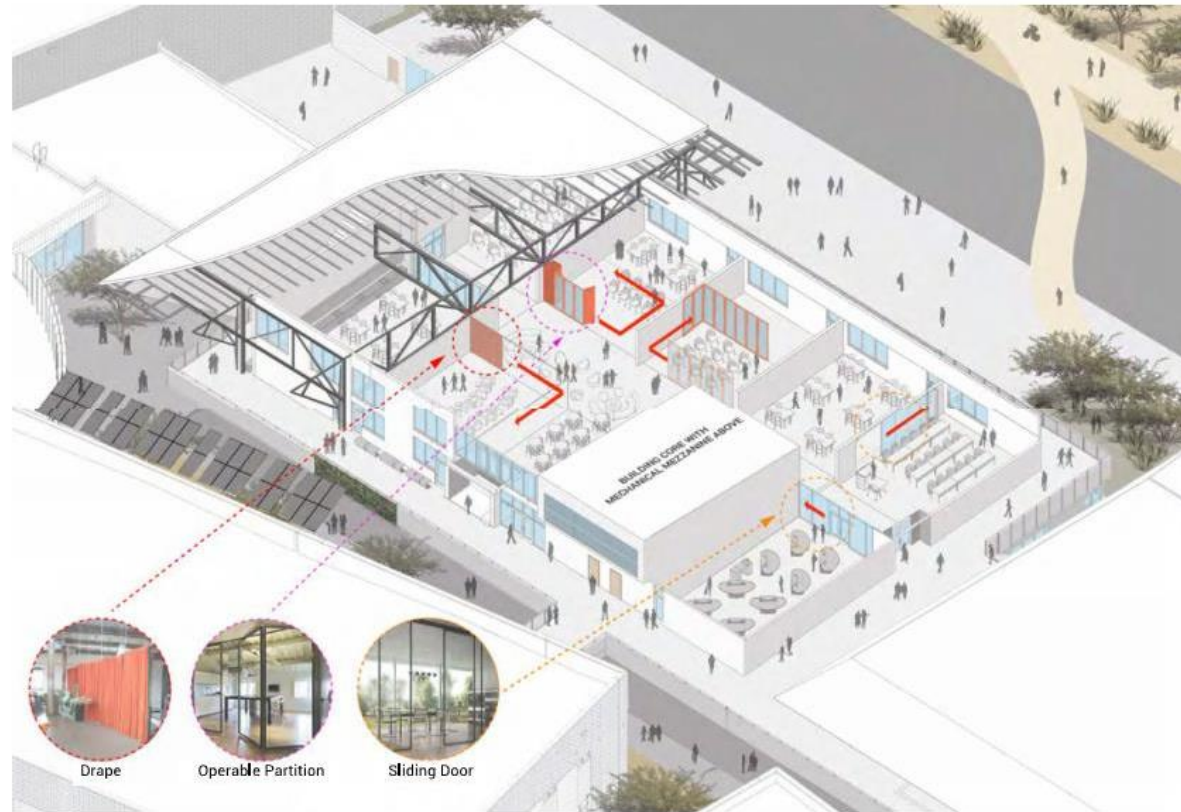
## Spatial Agility | Small Learning Communities: Easily Configurable

### The Forts

The District defined a vision that would “blur the lines between ages and abilities to foster authentic learning and curricular exploration. Aligned with that vision for learning as a continuum, the Forts are suites of interconnected spaces serving to simulate the unlimited capacity for imagination. Teachers and students have the ability to tap into spaces designed to suit the learning of the moment and to be able to adjust easily as the moment changes or shifts. The high degree of spatial agility along with the thoughtful combination of resources, tools, and flexible furniture – makes the Fort a showcase for an ecosystem of mobility with enhanced resource availability for direct application to teaching and learning. Students are afforded the opportunity to maximize content mastery through hands-on exploration, developing skills for success in life, by engaging in their social networks. Individual studio ownership has been transferred to the whole school community as an asset, giving students even greater freedom to explore and teachers even greater freedom to individualize learning. **“Forts,” are suites of spaces served to simulate the unlimited capacity for imagination reminiscent of a childhood activity of building forts of chairs and sheets.**



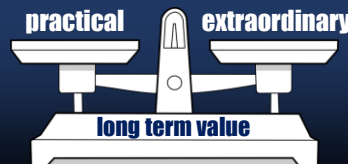
Four planning configurations of an SLC/Fort



Small Learning Communities – Movable partition system for flexibility



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## Learning of the Moment Supports a Student-Centric Focus



*It's the small details. The colors of the forts increase the creativity and your mindset of thinking.*  
– Tony A., Freshman



The Learning Commons in each Fort serves large, medium, small, and extra small group configurations with comfortable seating and integrated technology.



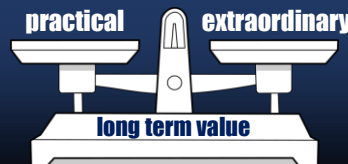
Movable glass walls allow spaces to be easily converted to support small group, full class, or large group instruction.



Multi-purpose labs support both hands-on learning and teacher rotation



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## The Heart of the School | 137+ Uses



Operable door connects the "White Box" with the Agora / Learning Stair.



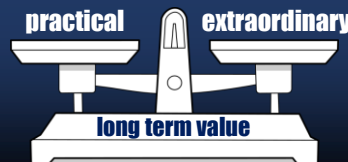
The "White Box" has been used to host state-wide robotics & 4H competitions, as well as an international conference.



The adjacent auditorium provides formal learning and theatrical spaces.



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## Learning on Display Everywhere



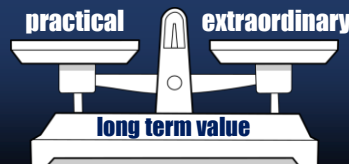
Learning is on display in the Media Center (left) Accelerator, and Learning Stair (right)



Students gravitate naturally to outdoor seating and eating options instead of the indoor cafeteria



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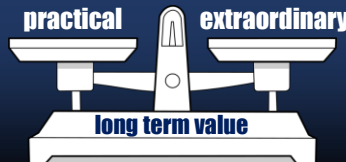
# Group Discussion



Canyon View High School



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## **Pathfinder Kindergarten Center**

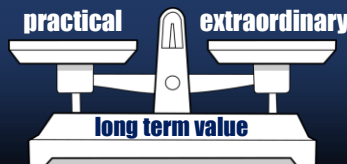
Mukilteo School District

Everett, Washington

DLR Group



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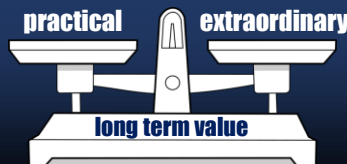
## Learning Models: **Reimagined**

To reduce transition time, the design team introduced two concepts: **push-in specialists** and **decentralization of services**. Forming smaller communities within the school, each pod includes essential components allowing students to remain in their pod for all their daily needs.

This push-in instructional model resulted in a lack of dedicated space for specialists who require working space as a team. This limitation, coupled with the kindergarten focus, created an opportunity to create a robust professional development space that we called the **collaboratorium** (as seen here).

*This is incredible. I've never sat next to a spec teacher. We were always in our own little island, and would never talk.*

- SPECIALIST



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## EDUCATIONAL ENVIRONMENT

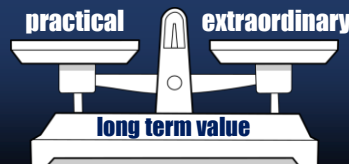


## Responsive Learning Spaces

Diversity in learning spaces accommodates for future pedagogical change and allows for a plurality in learning styles. Breakout spaces allow specialists to work with students directly outside their classrooms.



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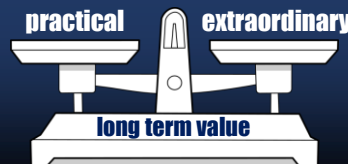
## PHYSICAL ENVIRONMENT

# Promoting Health & Wellbeing: **Movement & Play**

Closely connected creative spaces support full-day kindergarten curriculum and inspire the “learning through play” nature of this age group.



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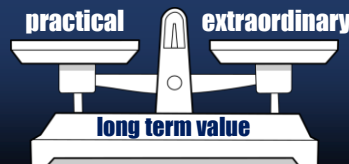
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## PHYSICAL ENVIRONMENT

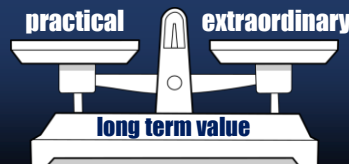


### Minimizing the building's **Visual Mass**

Every piece of the school environment is designed specifically to the size of a kindergartner. It was important to limit the building's footprint and scale to make the environment more approachable for kindergarten students. Wayfinding used throughout identifies the different pods and further breaks down the building into a smaller scale.



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## Biophilic Design

The emphasis on connection to nature and outdoor learning is enhanced through adjacent play areas, daylight and operable windows that provide experiential connections for these young learners. Given the significant effect on learning, indoor environmental quality received diligent attention, including details such as temperature, air quality, daylighting, and acoustics.

The environmental murals and visual graphics throughout the facility focus on natural elements, evoking a playful element that inspires students to explore.



## PHYSICAL ENVIRONMENT



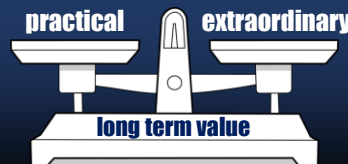
## Drawing from **Natural Forms**

Designing a school exclusively suited to the needs of kindergartners should place students at the heart of the school. Due to its inherent presence in the human and natural world, The Golden Section was utilized as an organizing element of the building based around a nautilus-shaped parti. The origin point for the building stems from a space sized for an individual kindergartner, focused on supporting the individual student, and providing critical adjacencies and connection to nature. From here, the individual spaces aggregate proportionally to form larger shared group spaces for collaborative learning, while framed views to the exterior allow opportunities for exploration and observation.

The color palette (shown left) was carefully chosen to incorporate natural, organic, and soft materials found in nature.



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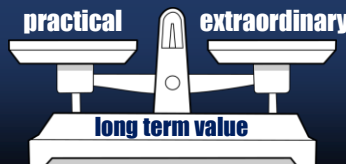
# Group Discussion



## Pathfinder Kindergarten Center



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## **Trillium Creek Elementary School**

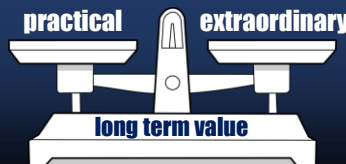
West Linn-Wilsonville School District

West Linn, Oregon

Dull Olson Weekes – IBI Group



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Trillium Creek Primary School -2014 James D. MacConnell Award Submission

2

what key aspects they would like to see in their new schools

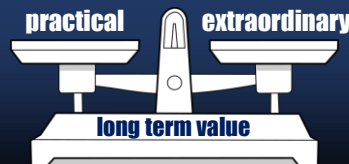


Trillium Creek Primary School -2014 James D. MacConnell Award Submission

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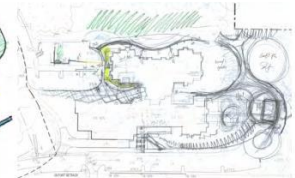
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classroom learning outside

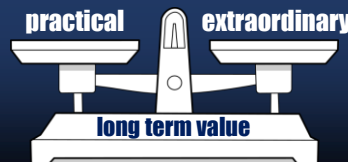


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pathways that wind through the forest and extend to immerse students, teachers and the community in the natural landscape.



Trillium Creek Primary School -2014 James D. MacConnell Award Submission

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Regional Baseline EUI 58  
Trillium Creek actual EUI 33.9  
42% Improvement



Trillium Creek Primary School -2014 James D. MacConnell Award Submission

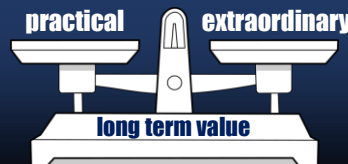
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Trillium Creek Primary School -2014 James D. MacConnell Award Submission

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Trillium Creek Primary School -2014 James D. MacConnell Award Submission

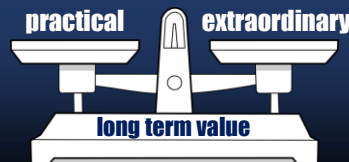
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## Facilities Planning Committee

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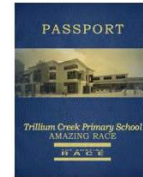
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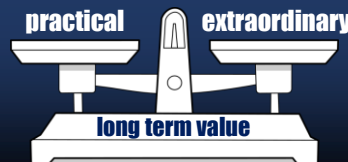
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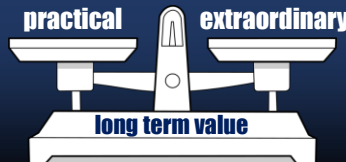
# Group Discussion



Trillium Creek Elementary School



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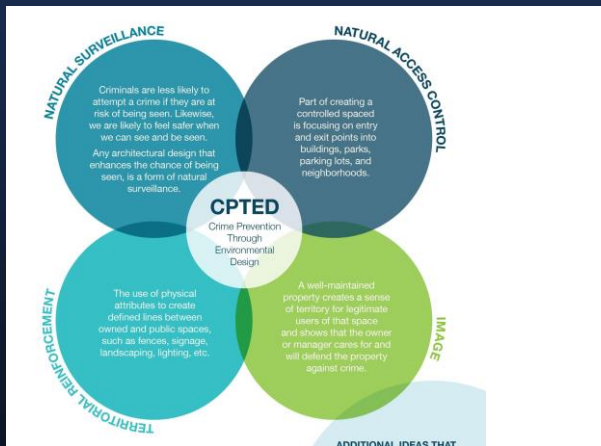


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# SECTION

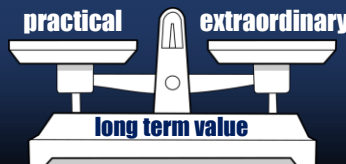
# 6



## Crime Prevention Through Environmental Design (CPTED)



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# CPTED

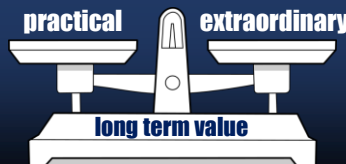
## Crime Prevention Through Environmental Design

### ADDITIONAL IDEAS THAT SUPPORT CPTED EFFORTS

Activity support fosters community interaction. Criminal acts can be discouraged in public spaces when we encourage activities in those spaces by residents, visitors, and other legitimate users.



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# NATURAL SURVEILLANCE

Criminals are less likely to attempt a crime if they are at risk of being seen. Likewise, we are likely to feel safer when we can see and be seen.

Any architectural design that enhances the chance of being seen, is a form of natural surveillance.

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## NATURAL ACCESS CONTROL

Part of creating a controlled spaced is focusing on entry and exit points into buildings, parks, parking lots, and neighborhoods.

## CPTED

Crime Prevention Through Environmental Design

## TERRITORIAL REINFORCEMENT

The use of physical attributes to create defined lines between owned and public spaces, such as fences, signage, landscaping, lighting, etc.

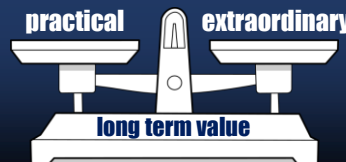
## IMAGE

A well-maintained property creates a sense of territory for legitimate users of that space and shows that the owner or manager cares for and will defend the property against crime.

**CPTED** The Elements of  
Crime Prevention Through

## ADDITIONAL IDEAS THAT SUPPORT CPTED EFFORTS

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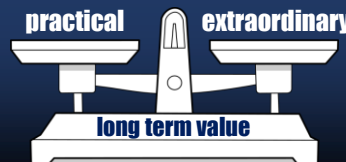
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## The Elements of CPTED

### ADDITIONAL IDEAS THAT SUPPORT CPTED EFFORTS

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**CPTED**  
Prevention through





**TERRITORIAL REINFORCEMENT**

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Crime Prevention Through Environmental Design

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Crime Prevention Through Environmental Design

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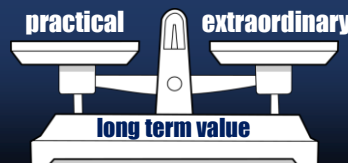
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The Elements of  
**CPTED**

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Prevention  
through  
Environmental  
Design

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IMAGE

NATURAL SURVEILLANCE

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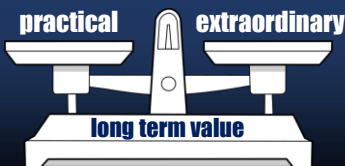
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# Additional Thoughts on Security & Safety

It's better for students to not be concerned about their safety so that they can focus on learning, being in the moment and making connections.

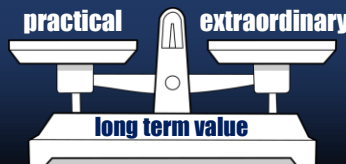
Creating “fortresses” of schools can take away the emphasis from more common problems and may even prohibit the creation of more open 21<sup>st</sup> century learning environments. Create public & private zones instead, within a perimeter that can be opened or closed as necessary.

In addition to minimally required physical measures, it is critically important to maintain positive bonds between the community, students, well-being and emergency preparedness through policies, relationships, practices, early intervention, etc.

The design and arrangement of space with added positive visuals can reinforce the notion of mindfulness and wellness, (i.e. – biophilic design, etc.).



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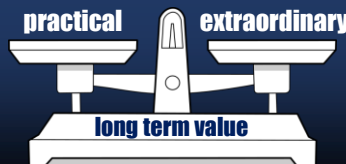
# Group Discussion



**Crime Prevention Through  
Environmental Design (CPTED)**



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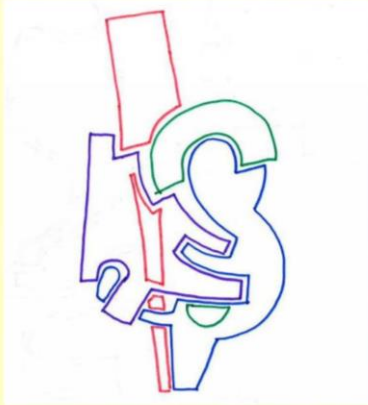


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# SECTION

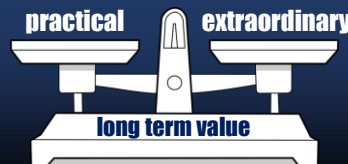
# 7



Vision + Teachers + Students + Building



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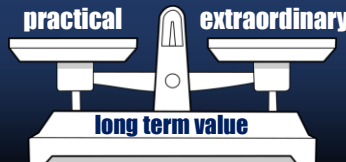
# Group Discussion



Vision + Teachers + Students + Building



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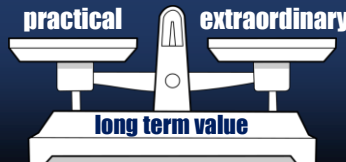
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# CHAPTER 2

## Your Current School Space

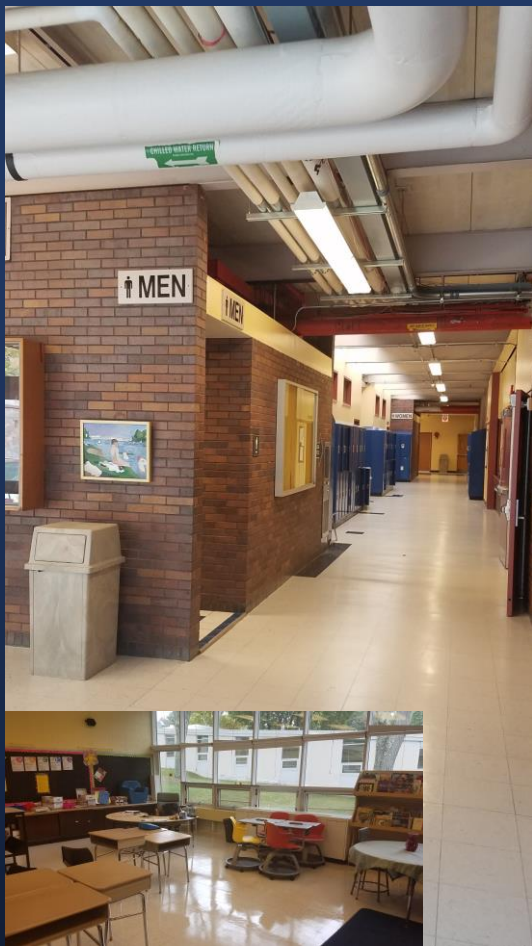


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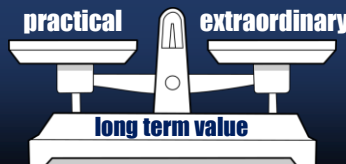


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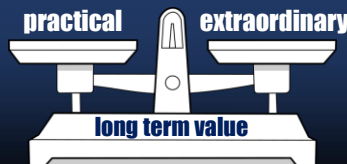
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# Todd Elementary School



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# Todd Elementary Topics

**Public & Private Zones**

**Indoor & Outdoor Learning**

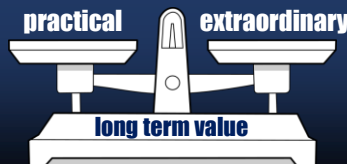
**Learning Communities ( CR's + )**

**Access to Main Assembly Space**

**Travel Distances & Sprawl**





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**Todd ES**  
Write a description for your map.

**Legend**

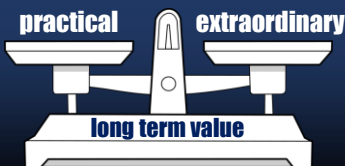
-  Todd Elementary School
-  Todd Elementary School



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Todd ES

Write a description for your map.

**Legend**

-  Todd Elementary School
-  Todd Elementary School



Todd Elementary School

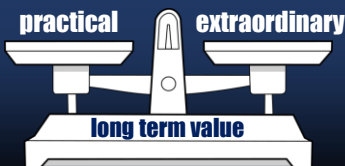
Google Earth

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100 ft



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**Legend**

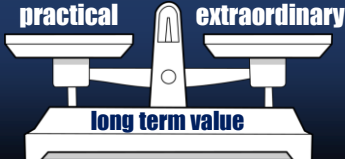
-  Todd Elementary School
-  Todd Elementary School



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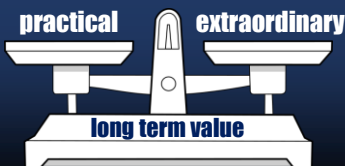
-  Todd Elementary School
-  Todd Elementary School



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Todd ES  
Write a description for your map.

**Legend**

-  Todd Elementary School
-  Todd Elementary School



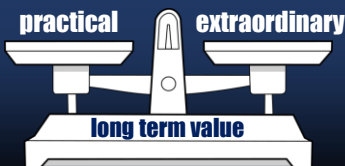
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90 ft



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Todd ES  
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**Legend**

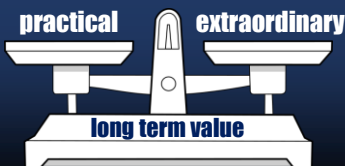
-  Todd Elementary School
-  Todd Elementary School



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Todd ES

Write a description for your map.

**Legend**

-  Todd Elementary School
-  Todd Elementary School

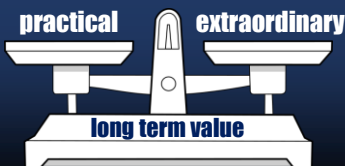


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**Legend**

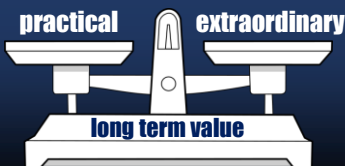
-  Todd Elementary School
-  Todd Elementary School



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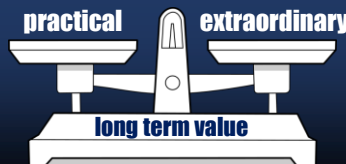
# Group Discussion



Current Todd Elementary School



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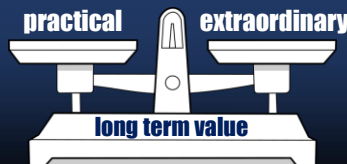
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# HS/MS Overview



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# MS/HS Topics

**Public & Private Zones**

**Compartmentalization Over Time**

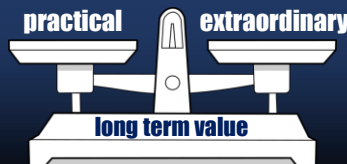
**“Labyrinth-Like” Sense of Hallways**

**Access to Natural Light & View**

**Flexibility to Expand/Contract**



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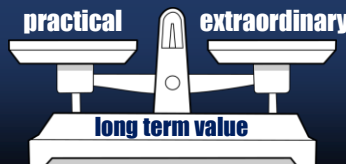
# Group Discussion



**Current Combined  
Briarcliff Manor MS/HS**



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MS/HS  
Write a description for your map.

**Legend**

- Briarcliff High School
- Briarcliff High School

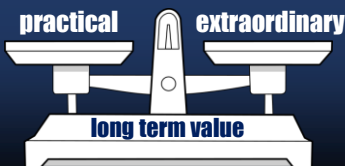
# Briarcliff Manor Middle School



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# Middle School Topics

**Public & Private Zones**

**Connection with High School**

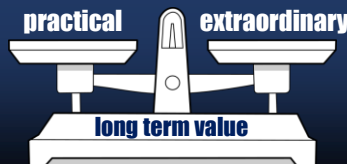
**Learning Communities ( CR's + )**

**Science Room Layouts**

**Positioning of Grade Levels**





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**MS/HS**  
Write a description for your map.

**Legend**

-  Briarcliff High School
-  Briarcliff High School

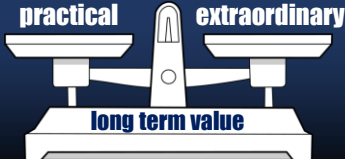


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60 ft



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**MS/HS**  
Write a description for your map.

**Legend**

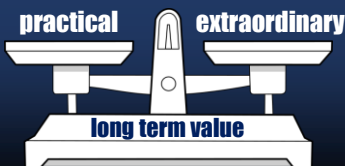
-  Briarcliff High School
-  Briarcliff High School



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**HS/MS**  
Write a description for your map.

**Legend**

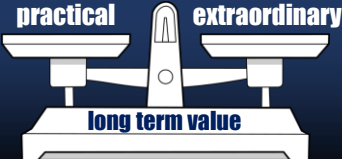
-  Todd Elementary School
-  Todd Elementary School



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**MS/HS**  
Write a description for your map.

**Legend**

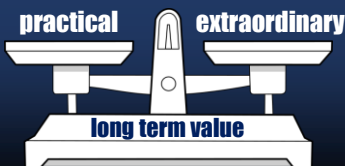
-  Briarcliff High School
-  Briarcliff High School



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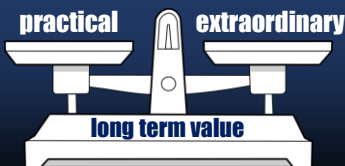
**MS/HS**  
Write a description for your map.

**Legend**

- Briarcliff High School
- Briarcliff High School



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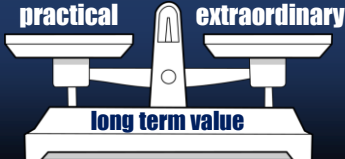
**MS/HS**  
Write a description for your map.

**Legend**

-  Briarcliff High School
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**MS/HS**  
Write a description for your map.

**Legend**

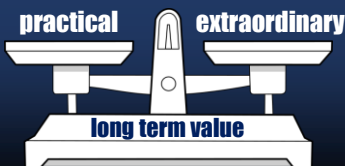
-  Briarcliff High School
-  Briarcliff High School



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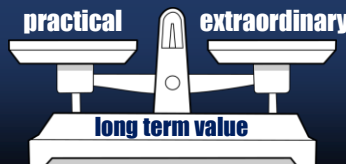
# Group Discussion



**Current Briarcliff Manor Middle School**





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HS/MS  
Write a description for your map.

**Legend**

-  Todd Elementary School
-  Todd Elementary School

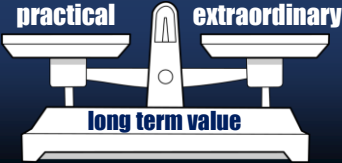
# Briarcliff Manor High School



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# High School Topics

**Public & Private Zones**

**Learning, Light & Schedule**

**Culture, Image, Space**

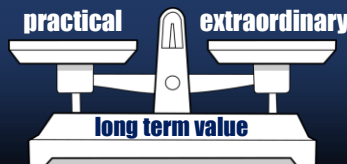
**& Maresca Center**

**Connections, Communities,**

**Adjacencies & Opportunities**



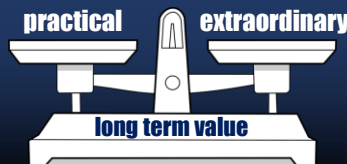
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HS/MS  
Write a description for your map.

**Legend**

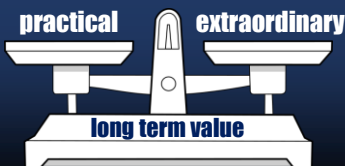
-  Todd Elementary School
-  Todd Elementary School



Google Earth  
Image Landsat / Copernicus  
Data SIO, NOAA, U.S. Navy, NGA, GEBCO  
Data LDEO-Columbia, NSF, NOAA  
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HS/MS

Write a description for your map.

Legend

-  Todd Elementary School
-  Todd Elementary School

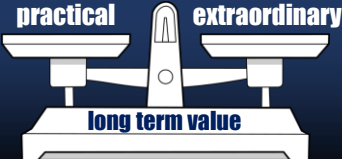


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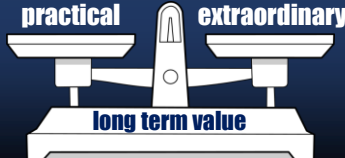




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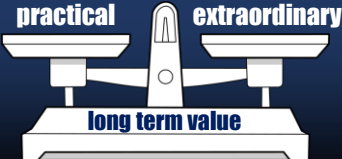
HS/MS  
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**Legend**

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-  Todd Elementary School



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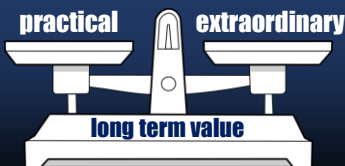
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HS/MS  
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**Legend**

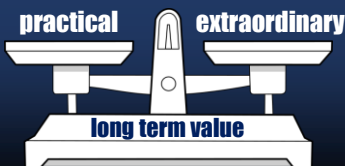
-  Todd Elementary School
-  Todd Elementary School



Google Earth  
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HS/MS

Write a description for your map.

Legend

 Todd Elementary School

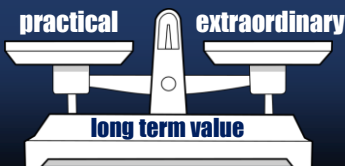
 Todd Elementary School



Google Earth  
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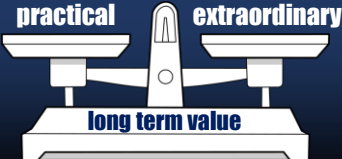
**HS/MS**  
Write a description for your map.

**Legend**

-  Todd Elementary School
-  Todd Elementary School



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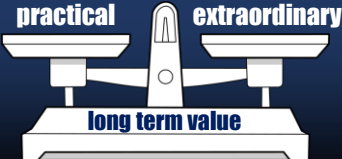
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**HS/MS**  
Write a description for your map.

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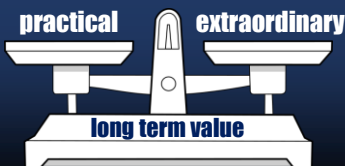
-  Todd Elementary School
-  Todd Elementary School



Google Earth  
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HS/MS  
Write a description for your map.

**Legend**

-  Todd Elementary School
-  Todd Elementary School



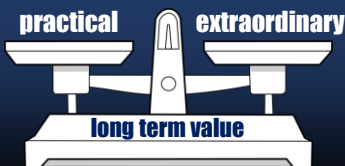
Briarcliff High School

Google Earth  
© 2018 Google

70 ft



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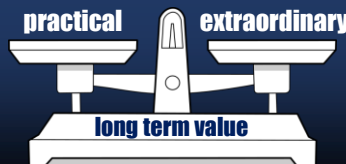
# Group Discussion



Current Briarcliff Manor High School



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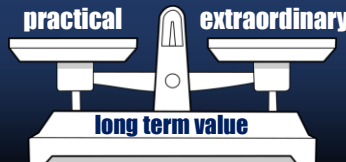
# SECTION 12



## Next Steps for Exploration Part 2 Presentation



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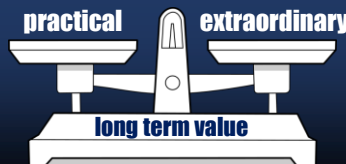
# CHAPTER

# 3

## Next Steps for Exploration



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# Next Steps for Exploration

**Conceptual Idea Plans for Todd**

**Conceptual Idea Plans for the MS**

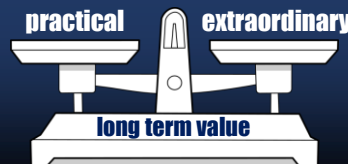
**Conceptual Idea Plans for the HS**

**Continued Exploration of Solutions**

**Discussion of End Goals & Timing**



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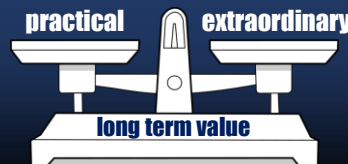
**BCS Report  
Evaluating  
Building  
Systems**

**Spatial Design  
Supporting  
Educational  
Vision**

**Long Term Value**



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**Our exploration with respect to the intersection of student-based learning and the built environment at Briarcliff Manor starts with a few questions to frame our approach....**

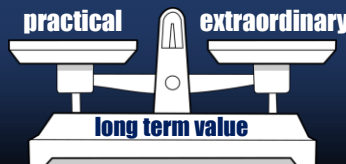
**What works?**

**What doesn't work (so well)?**

**What could be better?**



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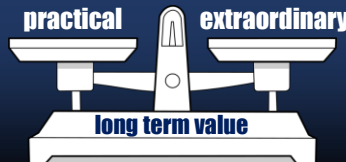
# Group Discussion



**Next Steps for Exploration:  
Part 2 Presentation**



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# Chapter One: Context & Influences

- ▶ Case Study: “Pockets of Inspiration” (Student-Based Learning)
- ▶ 21<sup>st</sup> Century Design Thoughts & Supporting Spatial Images
- ▶ Samples of Relevant BBS “Aspect” Projects
- ▶ Biophilic Design
- ▶ Three Recent Examples of National Award-Winning New Schools
- ▶ Crime Prevention Through Environmental Design (CPTED)
- ▶ (Vision) + (Teachers) + (Students) + (Building)

# Chapter Two: Your Current School Space

- ▶ Current Todd Elementary School
- ▶ Current Briarcliff Manor Middle School/ High School
- ▶ Current Briarcliff Manor Middle School
- ▶ Current Briarcliff Manor High School

# Chapter Three: Next Steps

- ▶ Next Steps: Part 2 Exploration