Community Meeting

Douglass Elementary | March 7th, 2016
AGENDA

Introduction 10 minutes
Design Process 25 minutes
Current Design 25 minutes
Q&A 30 minutes
Introduction
Design Process
Timeline

- **V&P**
- **SD**
- **DD**
- **CD**

Construction Begins

School Opens Fall 2017

Timeline:

- **JUL 2015**
- **AUG 2015**
- **SEP 2015**
- **OCT 2015**
- **NOV 2015**
- **DEC 2015**
- **JAN 2016**
- **FEB 2016**
- **MAR 2016**
- **APR 2016**
- **MAY 2016**
- **JUN 2016**
INNOVATION GUIDING PRINCIPLES

BVSD Innovation Consulting Workshops

Draft District Wide Innovation Guidelines

Apply Guidelines at Each Exemplar School Draft Cornerstones
Best hopes...

- Create a Space / PST
- Super-tailored learning through collaboration, 1:1 interface
- Involving Industry, local business, ... - STEM

Happy, great, start, think!
INNOVATION GUIDING PRINCIPLES

- Learning is founded in inquiry
- Learning fosters a culture of curiosity and risk taking
- Mastery of learning is demonstrated in multiple ways
- Learning is a social process
- Learning is powerful when students create solutions to authentic challenges that impact their local, national or global community
- Learning is personalized and learner led
Learning is Founded in Inquiry.
Learning Fosters a Culture of Curiosity and Risk Taking.
Mastery of Learning is Demonstrated in Multiple Ways
Learning is Social Process.
Learning is powerful when students create solutions to authentic challenges that impact their local, national or global community.
Learning is Personalized and Learner Led.
SCHOOL CORNERSTONES

Cornerstones are the **values** individuals and teams of leaders, teachers and learners will **use to guide decisions in learning, professional growth, resource allocation, systems design, learning environments, etc.**

They become the “rudder” that steers the ship (school) and the individuals within it each and every day.
VISIONING WORKSHOP WITH LEADERSHIP

This workshop with school leadership explored opportunities for the future both architecturally and educationally. We discussed and brainstormed ideas that will become the cornerstones for educational change at Douglass.

Objective: Emerging Cornerstones

DISCOVERIES

- Physical and emotional artifacts (ex: dolphin wall - character education) that should be preserved
- Interest in connecting with other FNI designed schools
- Hard to have an all-school meeting without interrupting other activities
- Strong sense of community
- We must be sensitive to the needs of community members.
- The school is grade level based. Para educators rotate among multiple grades.
- Looping - teachers loop up with students
- There are a fair amount of new teachers.
- There are also 10+ year veterans.
“Learning happens everywhere”
EVERY SPACE IS A LEARNING SPACE

“Everyone loves to be here!”
A HAPPY SCHOOL

“Everyone feels a part of a community”
A COMMUNITY OF LEARNERS

“Kids are leading learning”
LEADER IN ME

“Variety of Educational Tools”
TECHNOLOGY

“Teachers share kids, observations, and insights”
SHARED RESPONSIBILITY
DISCOVERIES

- The building is getting in the way of student-centered learning modalities.
- Classroom comes with a certain sense of ownership.
- Need for more break out spaces
- Visibility allows for teachers to be in more than one place.
- Challenge: learning about the opportunities that you didn’t know you were missing
- It is helpful to have a cohesive teaming practice.
- Right now the architecture drives the student to teacher ratio - what if it was driven by learning?

TEACHER VOICES

“”
It’s just amazing how happy the kids and adults are. I’m philosophically trying to wrap my head around being so traditional and the process of going completely the other way - which is a great thing - but I’m wondering, does that naturally occur through this process or do you have to be deprogrammed?

“”
The students had a leadership role, just like the adults. It’s a collaborative process that flows back and forth.

“”
If we were able to share resources and expand space, how many other incredible opportunities does that present to us?
COMMUNITY & SITE ETHOS WORKSHOP

DISCOVERIES, CONTINUED

- Parents
- Teachers
- Community
- School Culture/Ethos
  - Shared spaces
  - Library, amphitheater, green house (hard to plant in summer), gym, cafeteria, compost, tech lab, arts programs/music, playground
- Unique Events
  - Rodeo, garden, all-school sing, jog-athon, health fairs, outdoor education, pony express, Water Day, instrumental music, spirit days
- Resource
  - Garden, theater performances, soccer field, tech companies/CU, farms, parenting classes
Interior Patterns: What design patterns should be developed at Douglass?
HOW MIGHT WE?: TURNING INSIGHTS INTO OPPORTUNITIES

Every pain point is an opportunity for design. Throughout this report, we have framed Douglass's challenges as “How Might We” questions to put you on the path to innovative thinking. We hope that as a community, you will want to answer these questions, talk about them, and ultimately, solve them.

**HOW**

assumes that solutions exist and provides the creative confidence needed to identify and solve for unmet needs.

**MIGHT**

suggests that you can put ideas out there that might work or might not—either way, you’ll learn something useful.

**WE?**

signals that you are going to collaborate and build on each other’s ideas to find creative solutions together.
HOW MIGHT WE?

The following questions reframe insights and challenges into opportunities:

TECHNOLOGY
How might we design a technology infrastructure that allows for anytime, anywhere connectivity?

NOISE
How might we design collaborative learning spaces that are also acoustically comfortable?

EATING AREAS
How might we design dining spaces that are more multifunctional?

ADMIN SUITE
How might we redesign the admin suite to allow for indoor and outdoor sight lines?
Design Advisory Team (DAT) Process

DAT #1
SEP 10th
- Site Analysis
- Opportunities
- Vision & Goals

DAT #2
SEP 21st
- Options A, B, and C
  - Program
  - Key Findings from Discovery

DAT #3
OCT 5th
- Refinement of Option B
  - New Option D

DAT #4
OCT 19th
- Development of Option B
  - Site Plan Development

DAT #5
NOV 2nd
- Final SD plans
  - Interior Renderings
  - Exterior Renderings

DAT #6
MAR 7th
- DD Review

Boulder Valley School District
DOUGLASS ELEMENTARY

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Major Project Constraints

- Limitations of the site
- Neighboring views
- Educational impact
- Sustainability benchmarks
- Cost
Design Evolution | Site Analysis
Design Evolution | Option B
DESIGN PARAMETERS

Site Impact
- Building footprint is most compact
- Ideal solar orientation for Learning Communities
- Smallest area of site and building development
- Potentially no impact to existing major utilities
- Possible disruption to neighboring views
- Learning Communities do not have views to the mountains
- Main entry/Heart will have expansive views to mountains

Educational Impact
- Minimal impactful, new building placement within close proximity to existing

Cost Impact
- Potentially lower cost due to compact building footprint and area of site development
Design Evolution | **Massing Model**

- Soccer Field
- Existing Residences
- Garden/Outdoor Learning Space
- Bus Loop
- Main Entrance
- Staff Parking/Parent Drop-Off

DOUGLASS ELEMENTARY

Boulder Valley School District

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Design Evolution | Massing Model

- Soccer Field
- Staff Parking/Parent Drop-Off
- Bus Loop
- Existing Residences
- Garden/Outdoor Learning Space
- 200' Clear
- 100' Clear
- 65' Clear
Current Design
Design Development | Aerial Map
Exterior | **Main Entrance**
Exterior | **Outdoor Play**
Exterior | Outdoor Learning
Exterior | Project Terrace
Interior | Curiosity Center
Interior | Learning Studio
Interior | Learning Commons
Q&A