Agenda | Erie Community Workshop 3

1. Visioning and Programming Process
2. Overview of Discovery Report
3. Overview of Programming
4. What We Heard:
   Review of Feedback From Community Meeting 2
5. Design Concept
6. Questions and Answers
1 VISIONING & PROGRAMMING PROCESS
VISIONING AND PROGRAMMING PROCESS

DISCOVERY
- Education and Site Approach

CONCEPT+ PROGRAMMING
- Concepts and Programming Options

FINAL CONCEPT
- Final Concept & Narrative Program

SCHEMATIC DESIGN
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.
OVERVIEW OF DISCOVERY REPORT
DISCOVERY VISIT
AGENDA

THURSDAY, SEPTEMBER 3RD
8:30-10am: Visioning Workshop with Leadership: From District Guiding Principles to School Cornerstones
10:30-12pm: Defining Intentional Learning Communities - From My to Ours; from I to We/US
12-12:15: BVSD Sustainability Overview with Dr. Ghita Carroll
1-2pm: Community and Site Ethos Workshop
2:15-4pm: Design Patterns for Innovation in Learning
6:30-8pm: Community Visioning

MONDAY, OCTOBER 5TH
5:30-7pm: Neighborhood Meeting
Reflecting on the many conversations and all of the data collected, several overarching themes have emerged. The following discoveries represent the core design drivers that will influence the design of the new campus:

01

ONE SCHOOL: AN INTEGRATED K-8 SCHOOL WITH PRE-K

An integrated campus creates new opportunities for meeting individual student needs through multi-age learning communities, looping, and mentoring opportunities for advanced students.
LEARNING IN COMMUNITY

Learning Communities create the opportunity to create developmentally appropriate learning environments for elementary and middle school grades.
A variety of learning spaces in each learning community will support the widest range of learning modalities possible from project-based learning to individual study.
Maximize flexibility, so that teachers and students can choose the right environment for learning.
The location and scale of the building should avoid disturbing views to the mountains from nearby homes. The school should be positioned as far west, and as low in the topography as possible.
A COMMUNITY RESOURCE

The entire block, school and public park, should be designed to maximize use for school and community.
The Curiosity Center or “CC” at the heart of the school could replace the library, and become the place to fuel student inquiry, with access to media, resources, and tools, as well as space for performance and gathering.
We asked participants to project into the future and tell us what the future Emerald campus would look like in the very best-case scenario. Here is what they envisioned:

- **ERIE LEARNERS ACTUALIZE THE SUCCESS EFFECT**
  BVSD’s Success Effect is lived through Erie’s innovative approach to talent, learning, and partnerships.

- **REAL WORLD ISSUES**
  Erie students learn in relevant, real world 21st century contexts.

- **A COMMUNITY RESOURCE**
  Erie connects residents, students, and their families to resources and supports within their neighborhood.

- **A COMMUNITY OF LEARNERS**
  Everyone is a learner in the community, including the adults.

- **A MODEL LEARNING ENVIRONMENT**
  Success at Erie ignites innovation throughout the district.

- **NET ZERO SCHOOL**
  On an annual basis, the building will harvest as much energy from renewable on-site sources as it uses.

- **TEACHER COLLABORATION**
  Teachers work together in Learning Communities.

- **SHIFT TO GROWTH MINDSET**
  Learning environments purposefully designed to foster perseverance, practice and hard work.
Interior Shared Patterns: How will Erie share spaces within and between ES and MS?

- Café used for different activities throughout the day
  - Performance
  - Resources
  - Divisible

Entrepreneurship

- Heart of flow between assembly, dining, performance, connected to outdoors

- Administrative space
  - Curiosity Center: "CC"

- A Loft or Nest as retreat
- Community Services??

Fitness

- Play
- Eat
- Mock-Heart Space
- Meet
- Greet
- Learn's Community

Curiocity?

- Media Loft
- Performing arts

Pop-Up Learning Impromptu

- Multi-use
- Systems of support spaces/services
- Performance space
- Administrative spaces
- Gathering
- Teacher collaborative offices or planning spaces (K-2; 3-5; 6-8)

Storage
OVERVIEW OF PROGRAMMING
WHAT WE HEARD
Site Analysis | Context
Site Analysis | Access
Site Analysis | Solar and Wind Analysis
Site Analysis | Site Contours

- Community Park

- Mountains

- Meadow Sweet Ln

- Fossil Ridge Ln

- Benton Ln

- Smoky Hills Ln

- Emerald Meadows Blvd
Site Scenarios

**The Commons**

**The Mews**

**The Path**
What We Heard

**Traffic Flow**
- Separate Staff parking, Student Drop, Bus Drop off, and PK + K drop off
- Balance traffic to avoid congestion on any single street
- Direct traffic flow out of the neighborhood

**Site Organization**
- Orient Playfield North-South
- Place playgrounds close to school
- Create trail network through park and school to connect future trail along Flatiron Meadows Blvd
- Community Park should include sitting areas, amphitheater, picnic areas

**School Organization**
- Entrance should not face north
- Curiosity Center at the heart of the school is a strong idea
- Connect Café to School Garden
- Create a space for entire school to gather if possible
SITE CONCEPT
Scenario 1 | The Commons

The *Commons* is the heart of the school and a center in the community. A place for parents to linger, to gather the whole school for performances and events, and a place to be inspired by the natural beauty that surrounds.
Back to the Drawing Board
Examples of a Grand Stair at The Heart

RISD Fleet Library / NADAA Architects
Examples of a Grand Stair at The Heart

International School of Brussels / Fielding Nair International
Examples of a Grand Stair at The Heart
Learning Communities

- Grades 7-8 Learning Community
- Grades 3-4 Learning Community
- Grades 5-6 Learning Community
- Grades 1-2 Learning Community
- KG Learning Community
- Pre K Learning Community
Shared Spaces

- Gym
- Music
- Aux. Gym
- Art and Makers Space
- Roof Terrace
Café and Administration

Amphitheatre
Cafe
Mechanical
Administration
Opportunities | Impacts

- Building footprint is compact
- Good solar and wind orientation for overall building
- Minimal disruption to neighboring views due to building placement and size
- Great views to the mountains from some of the Learning Communities
- Learning Communities located adjacent to community park
- Connections between play field and the community park
- Café has views to mountains
QUESTIONS & ANSWERS