



February 4, 2020

Spring Branch ISD  
Bunker Hill Elementary

# Project Advisory Team Meeting #2





## Spring Branch ISD

- **Travis Stanford**
- **Kris Drosche**
- **Dana Johnson**

Associate Superintendent for Operations  
Planning & Construction Project Manager  
Bunker Hill Elementary School Principal

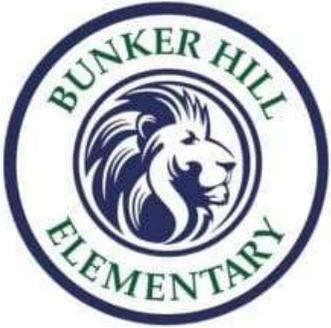


## Stantec Architects



- **Jennifer Henrikson**
- **Tracy Eich**
- **Gretchen Diesel**
- **Gary Dunn**

Principal - Architect  
Principal - Architect  
Sr. Associate – Interior Design  
Project Manager - Architect



## Meeting Agenda:

- **Introductions / PAT Charge**

PAT Process Overview  
Program Summary

- **PAT Mtg #1 Recap**

Vision Questions: Design + Education  
Planning Exercise: Site Diagram

- **PAT Mtg #2 Focus: Functional Relationships**

BHE Campus Site Constraints

PAT Engagement-1: Functional Relationship Diagram

PAT Engagement-2: Learning Community Organization

- **Next PAT: March 3rd / Closing Remarks**

# BHE Project Advisory Team (PAT) – Charge

## OVERVIEW

A Project Advisory Team (PAT) will be chartered for the planning of a replacement for **Bunker Hill Elementary School** under the school's project in the 2017 Bond Program.

## CHARGE

The PAT will work collaboratively and cooperatively with the architect and SBISD Project Manager **to conceptualize, develop and refine the project's goals and design.**

**The PAT will advise on recommendations regarding the planning and development** of the replacement of Bunker Hill Elementary School.

**These recommendations will be presented by the project's architects:**

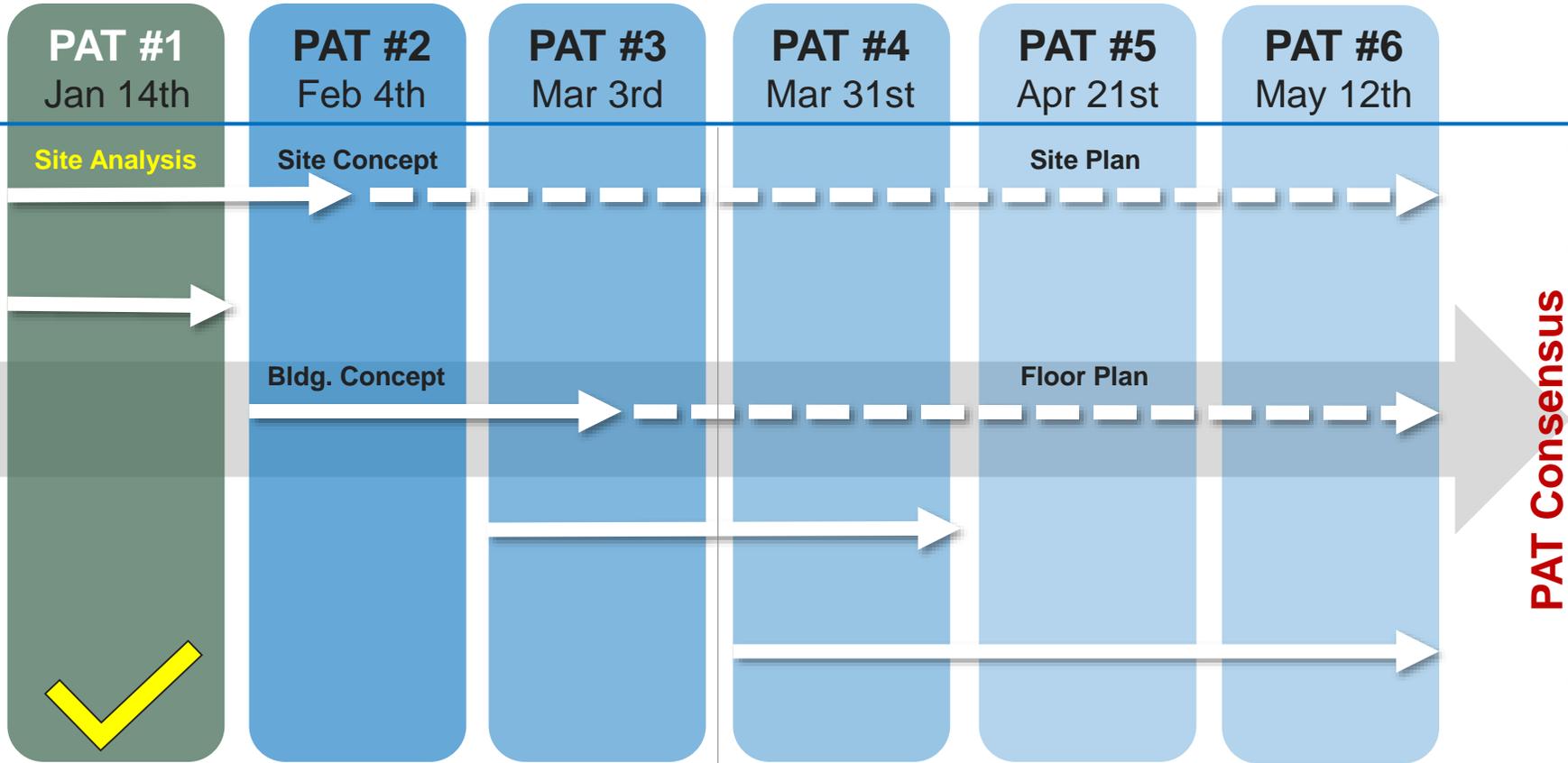
- 1) to the **Superintendent of Schools**, and based on approval from the Superintendent,
- 2) to the **Board of Trustees** for their approval.

**The Board of Trustees may act upon the recommendations developed with PAT input by approving, amending, altering or not approving all or any part of the recommendations.**

# PAT Engagement: Process Overview

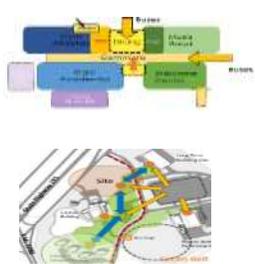
January 2020

- 1 Site Influences
- 2 Program Space Types
- 3 Functional Relationships
- 4 Space Type Attributes
- 5 Architectural Expression

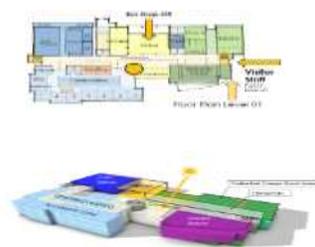


PAT Consensus  
May 2020

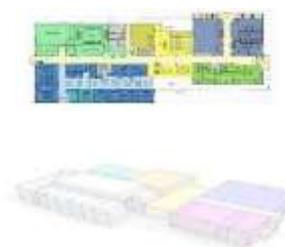
CONCEPTUALIZE



EXPLORE



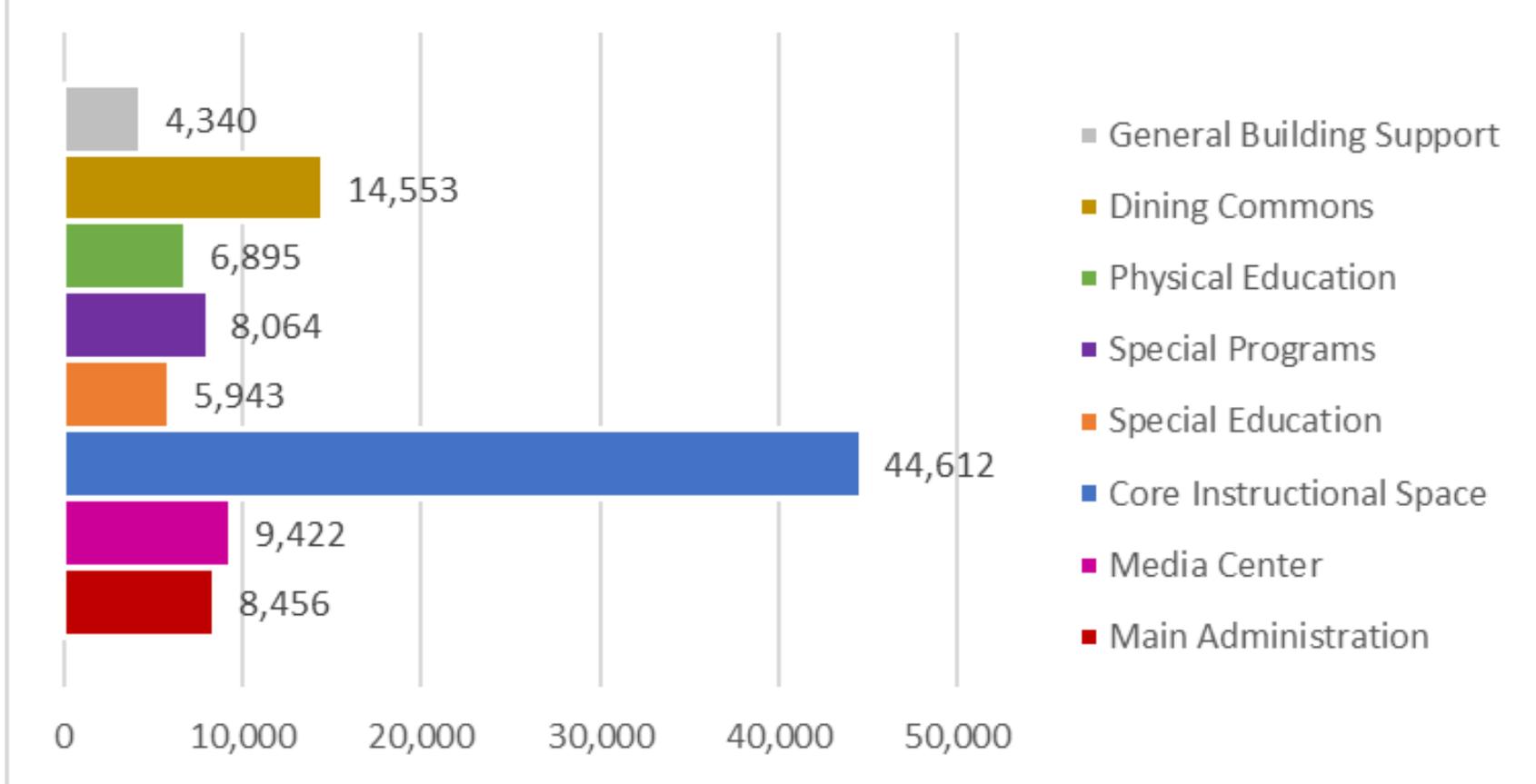
DEVELOP



REFINE

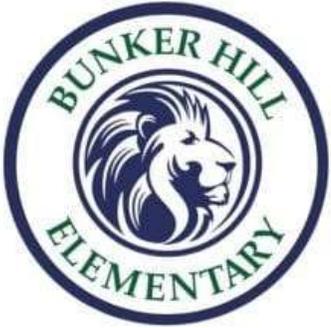


## BHE "Proposed" Program



**New Bunker Hill ES**  
**ES Ed Spec: 700 Students**  
**Total Bldg. = 102,285 GSF**

5 = PK/Kinder  
 5 = 1<sup>st</sup> grade  
 5 = 2<sup>nd</sup> grade  
 6 = 3<sup>rd</sup> grade  
 6 = 4<sup>th</sup> grade  
 5 = 5<sup>th</sup> grade  
**32 Classrooms Total**



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PAT Process Overview  
Program Summary
- **PAT Mtg #1 Recap**  
Vision Questions: Design + Education  
Planning Exercise: Site Diagram
- **PAT Mtg #2 Focus: Functional Relationships**  
BHE Campus Site Constraints  
PAT Engagement-1: Functional Relationship Diagram  
PAT Engagement-2: Learning Community Organization
- **Next PAT: March 3rd / Closing Remarks**



# Design Vision

1. Share **three words** which **describe the personality & character** of Bunker Hill Elementary.
2. Describe what makes Bunker Hill Elementary **uniquely Bunker Hill?**
3. What is your **favorite aspect of the existing campus** you don't want to lose?  
What is your **least favorite aspect of the existing campus** that needs to change?

Design Vision			
<b>Question 1: 3 words that describe personality &amp; character</b>	<b>Question 2: what makes BHE unique</b>	<b>Question 3: Favorite Things</b>	<b>Question 3: Least Favorite Things</b>
family friendly cozy quaint traditional contemporary private peaceful welcoming natural park like setting diverse student body high achieving inclusive loving tight knit caring inclusive trees tucked away community feel quiet	very close knit small community tons of tradition easy access to outdoor learning connection to nature it goes well with design of neighborhood concept core values pastoral setting single story intimate bldg exterior entries accessible to community embedded within neighborhood welcoming and community oriented quaint/hidden sense of closeness / togetherness family oriented	tons of trees and windows easy access to outdoor learning close-smaller community love open space / concept contemporary design privacy play space walkability old school not flashy and blends into neighborhood trees hidden walkable/bikeable	parking security outdoor hallways no bathrooms cafeteria too small technology no multi function space roof accessibility mildew walls lack of cut thru for parking lack of safety many entrances and not all close together Don't want traffic building on Strey/Taylorcrest Needs to remain safe for walkers

# PAT Mtg#1 Feedback: Design Vision

1. Share **three words** that **describe the personality and character** of Bunker Hill ES.

## PHYSICAL ENVIRONMENT

*Natural Open Trees / Woodsy Cozy Quaint*

*Traditional Cottage Accessible Quiet*

*Private Peaceful Park-like Setting Safe Green Tucked Away Contemporary Intimate*

## IDENTITY CHARACTERISTICS

*Family Friendly Welcoming Community Loving Student-Centered Inclusive*

*Excellence Happy Proud Tight Knit Caring Diversity High Achieving Charming Involved*

*Home Enclave Neighborhood Collaborative*

# PAT Mtg#1 Feedback: Design Vision

2. Describe **what makes** Bunker Hill Elementary **uniquely Bunker Hill?**

## PHYSICAL ENVIRONMENT

*Natural Environment Embedded in the Neighborhood Access to Outdoor Learning*

*Intimate Building Quaint/Hidden*

*Exterior Views/Natural Light Protected Exterior Entries One Story*

## IDENTITY CHARACTERISTICS

*Small Community Oriented Sense of Closeness/Togetherness*

*Family Oriented Inclusive/Diversity Student/Parent Involvement Welcoming*

*Traditions Happy Friendly Openness Excellence Core Values Innocence*

# PAT Mtg#1 Feedback: Design Vision

3. What is your **favorite aspect of the existing campus** that you don't want to lose?  
What is your **least favorite aspect of the existing campus** that needs to change?

## FAVORITE ASPECTS

*Outdoor Spaces   Natural Setting   Open Space   Walkable / Bikeable   Views*

*Play Spaces   Hidden   Neighborhood   Privacy*

*Art Displays   Natural Wood in the Library   Old School   Contemporary Design   Intimate Culture*

## LEAST FAVORITE ASPECTS

*Parking / Lack of Drive Connection   Too Many Entrances / Too Far Apart*

*Safety / Security Concerns   Size / Location of Entrance   Age / Condition of Building*

*Technology   Need More Outdoor Learning Features   Cafeteria Too Small*

*Lack of Multi-Function Space   Outdoor Hallways   Stacking Traffic on Strey/Taylorcrest*



# Educational Vision

1. Describe how the **building can help support** both **Student engagement + Community** activities.
2. Name **three things** that **help create a modern 21<sup>st</sup> Century Teaching & Learning** environment that helps to support and foster a successful program.
3. Describe how **Teaching & Learning has changed** at Bunker Hill Elementary since the 1950's.

## Educational Vision

### Question 1: Support Student engagement + community activities

safe voting spaces w/ restroom access, separated from students  
 more flexible + large meeting spaces / learning and work areas  
 space for evening programs, performances and space for parents  
 library center of instructional spaces  
 ability to close off community from learning areas (but w/ easy access)  
 ways to incorporate outdoor learning opportunities  
 seating/bleachers in gyms  
 more parking  
 technology of the future  
 welcoming environment - not sterile  
 arts & creativity meet academics, character building , core values  
 colorful settings  
 outdoor access + natural lighting  
 spaces that fit community activities  
**cafeterias make terrible theaters**  
 biophilic - a sense of comfort thru a natural environment for kids  
 environmental assets/opportunities  
 venue for students to assemble and showcase their work  
 many people use the track everyday  
 room to work in classroom  
 area for faculty and community meetings  
 storage/restrooms/workspace  
 "specials" rooms/area  
 connected/areas rooms  
 secure for students to move about freely  
 outdoor learning spaces

### Question 2: 3 things to help 21st century learning

library as center  
 access to / use of technology / adaptable technology  
 state of art tech  
 flexible collaborative spaces for teaching and learning  
 collaborative education  
 stage w/ equipment for performances  
 TV studio that encourages kids to learn the process  
 dedicated space for gifted & special needs programs  
 energy efficient/climate focus  
 create environment for future of "skill set"  
 interactive practical features (green)  
 connectivity to other communities  
 labs with real world application  
 spaces that can grow and morph w/ changes in population  
 creative environment = creative thought  
 flexibility  
 safety  
 building community  
 safe with many systems in place to protect teachers & students  
 ample natural light  
 views to exterior  
 conducive for parent involvement  
 forward looking  
 storage options  
 inviting classrooms

### Question 3: How has teaching changed since 50s

ever changing technology / growth of personal technology  
 science labs/library maker space advances  
 more diverse and mobile student body  
 classroom layouts / use of instructional areas  
 announcements moving from PA to TV  
 information availability  
 RRR -> thinking skills  
 more hands on approach / individualistic  
 BHE TV - large space for programming  
 teacher focused -> student focused  
 outdoor / indoor dynamics  
 team teaching  
 active boards  
 more flexibility in thinking  
 helping students help themselves  
 safety/security has become much more serious and changed access  
 class sizes  
 more individualistic  
 demographic changes  
 no longer "Beaver Cleaver" type classrooms  
 small and large group instruction  
 more fluid lessons  
 lots of participation / gathering areas  
 collaborative teaching/learning  
 work stations through out the day

# PAT Mtg#1 Feedback: Educational Vision

1. Describe how the **building can help support** both **Student engagement and Community activities**.

## FLEXIBILITY

*Larger and more flexible meeting, learning and work areas*

*Spaces that fit evening programs, performances and community activities*

*Ability to separate public spaces from learning community*

*Spaces with room to work and store*

*More Restrooms / Better access*

## LEARNING ENVIRONMENT

*Incorporate access to outdoor learning opportunities*

*Library at center of instructional spaces*

*Connected areas where students are secure to move about freely*

*Spaces for special learning activities*

## PHYSICAL ENVIRONMENT

*Taking advantage of natural environment as an asset*

*More Parking*

*Use of Natural Lighting*

*Welcoming Environment*

# PAT Mtg#1 Feedback: Educational Vision

2. Name **three things** that help create a modern 21<sup>st</sup> Century Teaching & Learning environment that helps to **support and foster a successful program**

## LEARNING ENVIRONMENT

### *Technology:*

*Access to / Use of / Adaptable*

*Flexible collaborative spaces  
for teaching and learning  
(inviting classrooms)*

*Practical and Interactive Features  
Equipment adequate  
for their need that encourage  
learning the process*

*Library at center  
of instructional spaces*

*Labs with real world application /  
environments for future skill sets*

*Dedicated Gifted/Talented space*

## PHYSICAL ENVIRONMENT

*Ample Natural Light /  
Views to Exterior*

*Safety*

*Energy efficient /  
climate focused*

*“Creative environment =  
Creative thought”*

## FLEXIBILITY

*Flexibility*

*Forward Looking*

## COMMUNITY

*Conducive for  
Parent Involvement*

*Building Community*

# PAT Mtg#1 Feedback: Educational Vision

3. Describe how **Teaching and Learning have changed** at Bunker Hill Elementary since the 1950's

## TEACHING STRATEGIES

### *Collaborative Teaching and Learning*

*Movement from Teacher focused  
to **Student focused***

*Movement from 3 R's  
to **Thinking Skills***

*More Hands-on / Individualistic  
**Instructional Approach***

*Team Teaching*

*Helping **Students Help Themselves***

## TECHNOLOGY

*Ever-changing technology /  
growth of personal technology*

*Information Availability*

*Science Lab / Makerspace Advances*

## COMMUNITY

*Safety and Security*

*Demographic changes*

*More diverse + Mobile student body*

## PHYSICAL ENVIRONMENT

*Classroom layouts /  
instructional area use  
small and large group instruction*

*“No longer Beaver Cleaver”  
type classrooms*

*Outdoor / Indoor Dynamics*

# PAT Site Plan Diagramming

## Engagement Activity #2: 35 mins

10 minutes of Group/Table work (5-6 tables)

25 minutes of Reporting out (5 mins max. per table)

### Site Plan “Anchors” for Design Diagram



#### 1. Administration

- Parent Drop-off / Parking
- Front Main Entry
- Administration



#### 2. Library / Media Center

- Central to Learning Communities
- Front Entry
- After-hour Use



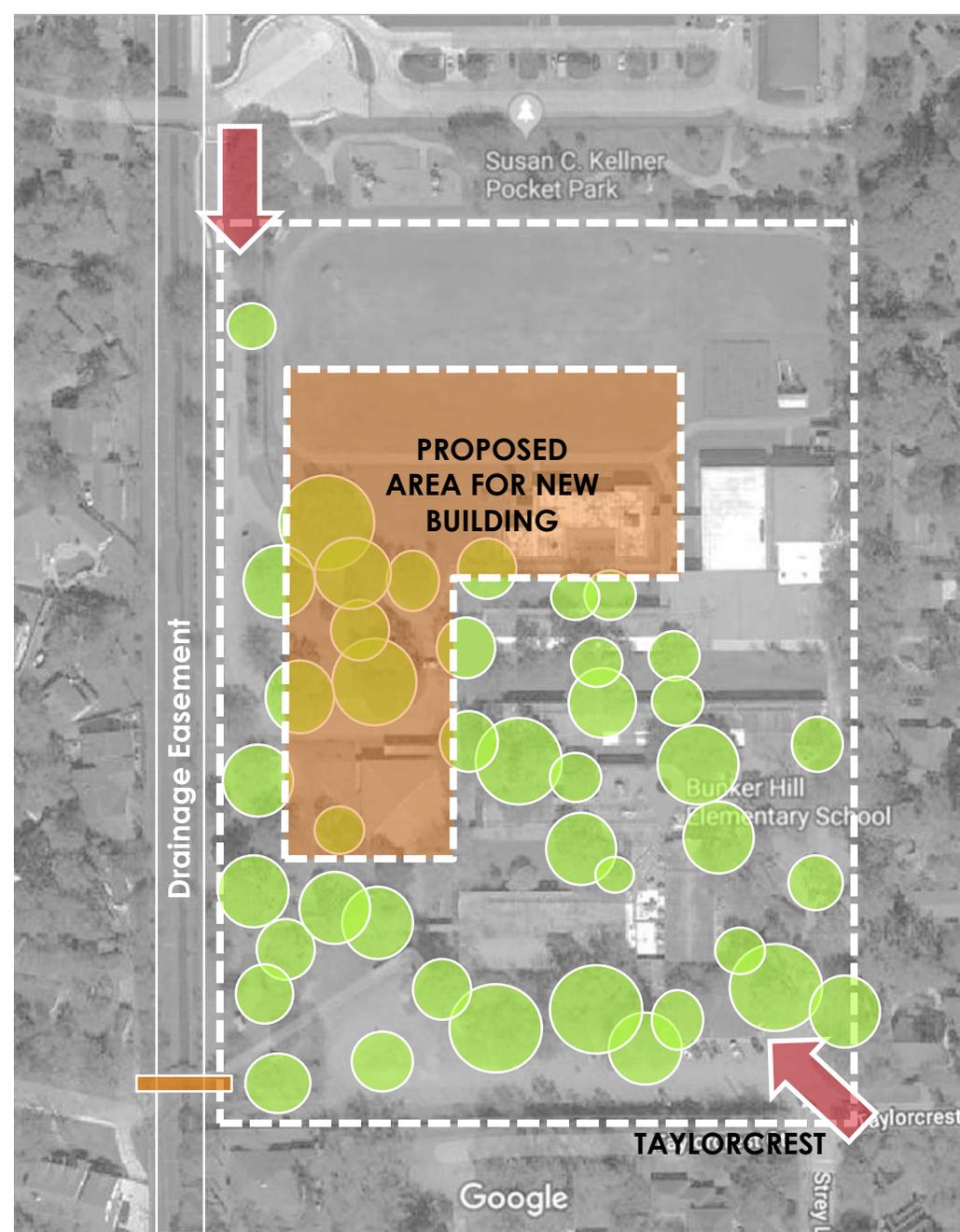
#### 3. Dining Commons

- Service Access
- Bus Drop-off
- After-hour Use



#### 4. Activity Gym

- PE Space
- Covered Play + Play Fields + Equipment
- After-hour Use



# PAT Mtg#1 Feedback: Site Diagram Exercise

## Site Plan “Anchors” for Design Diagram

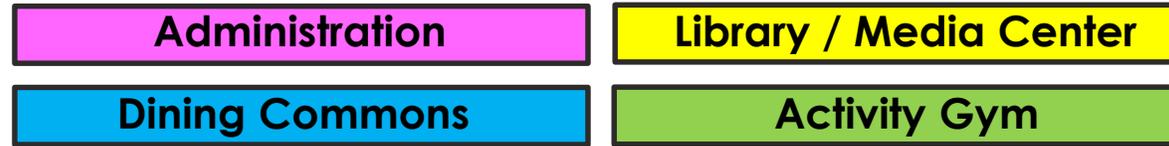


Table 1



Table 2



Table 3



Table 4



Table 5



# PAT Mtg#1 Feedback: Site Diagram Analysis

Table 1



Table 2



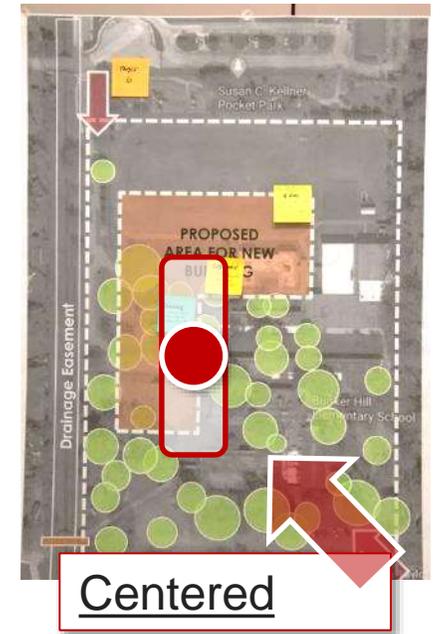
Table 3



Table 4



Table 5



► Administration

Strong Presence to Southeast Corner  
Visible from Taylorcrest

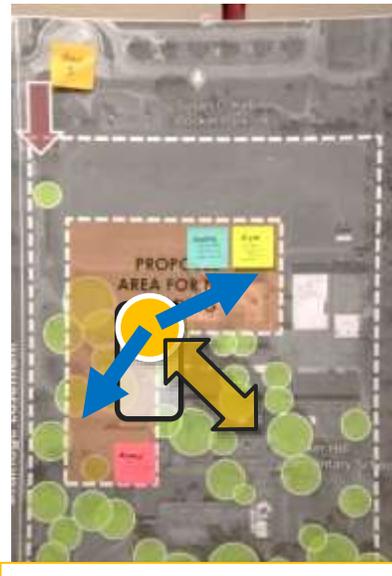
# PAT Mtg#1 Feedback: Site Diagram Analysis

Table 1



Central within  
Community

Table 2



Central to Community  
+ Exterior presence

Table 3



Central to Community  
+ Exterior presence

Table 4



Central to Community  
+ Exterior presence

Table 5



Central to Community  
+ Exterior presence

► **Library/Media**

**Central location to Learning Community**  
**Exterior presence / Outdoor access**

# PAT Mtg#1 Feedback: Site Diagram Analysis

Table 1



Paired Together  
+ Exterior Access

Table 2



Paired Together  
+ Exterior Access

Table 3



Paired Together  
+ Exterior Access

Table 4



Separated  
Dining Central

Table 5



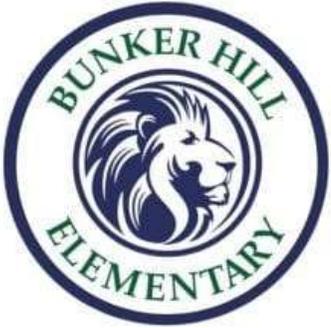
Separated  
Dining Central

► **Gym/Dining**

**Paired Together for large group flexibility**

**Gym = Direct access to outside play**

**Dining = Convenient access to Administration and Learning Communities**



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## Site Constraint Elements

- Property Line
- Building Setbacks
- Utility Easements
- Site Access Points
- Building Height
- Residential Zones
- Existing Building
- Existing Trees
- Traffic Patterns
- Pedestrian Circulation

## Site Constraints

50' HARRIS COUNTY DRAINAGE EASEMENT

PROPERTY LINE

50' BUILDING SETBACK

ROADWAY EASEMENT

UTILITY EASEMENT

Site Access points ( internal Connecting road)

2 Story Height Max.

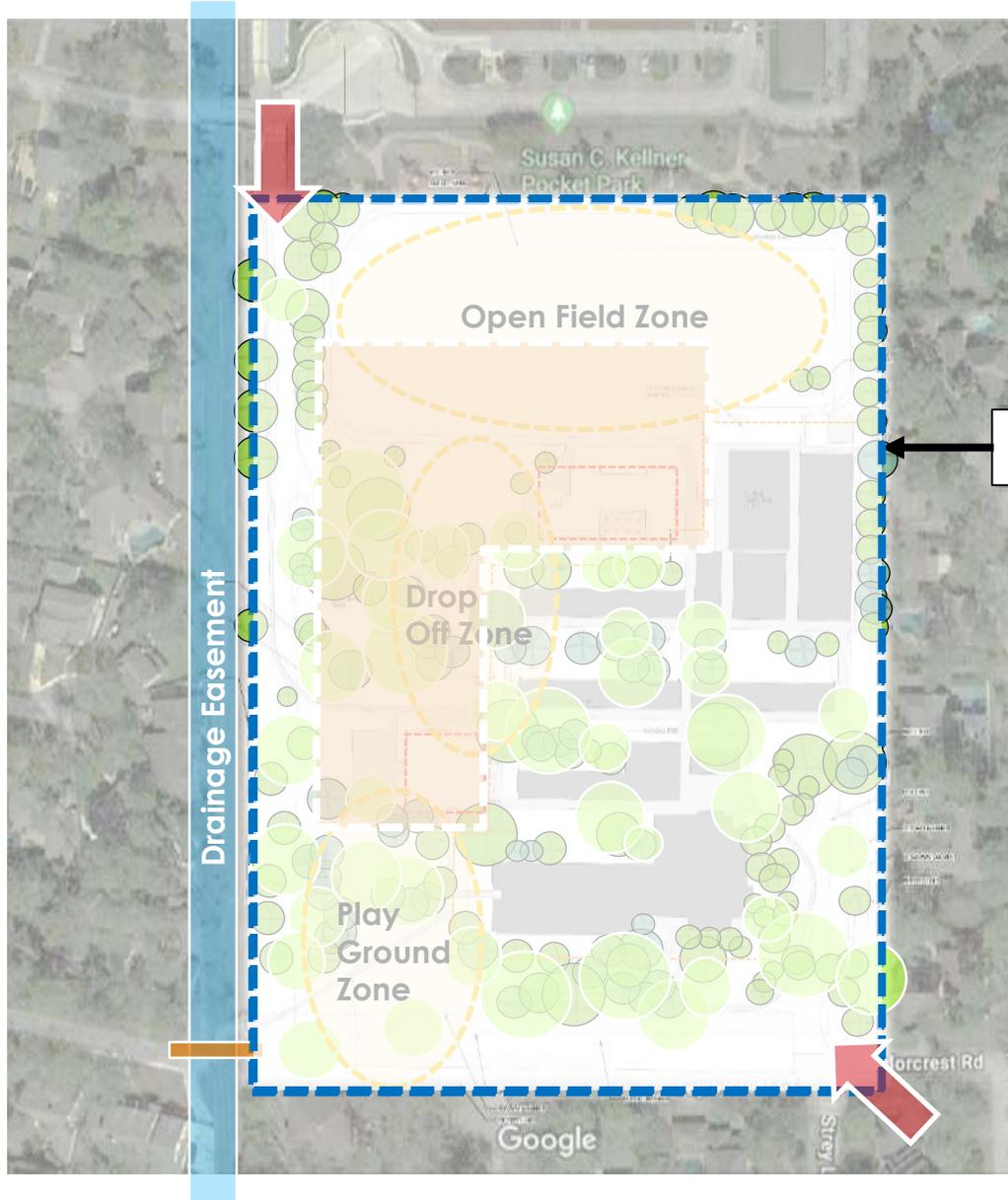
Residential Zones on Three sides

Buffer from Apartments Undetermined future use

Existing Building & Existing Trees-survey



Traffic Patterns and Pedestrian Circulation



# Site Constraints

50' HARRIS COUNTY DRAINAGE EASEMENT

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50' BUILDING SETBACK

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UTILITY EASEMENT

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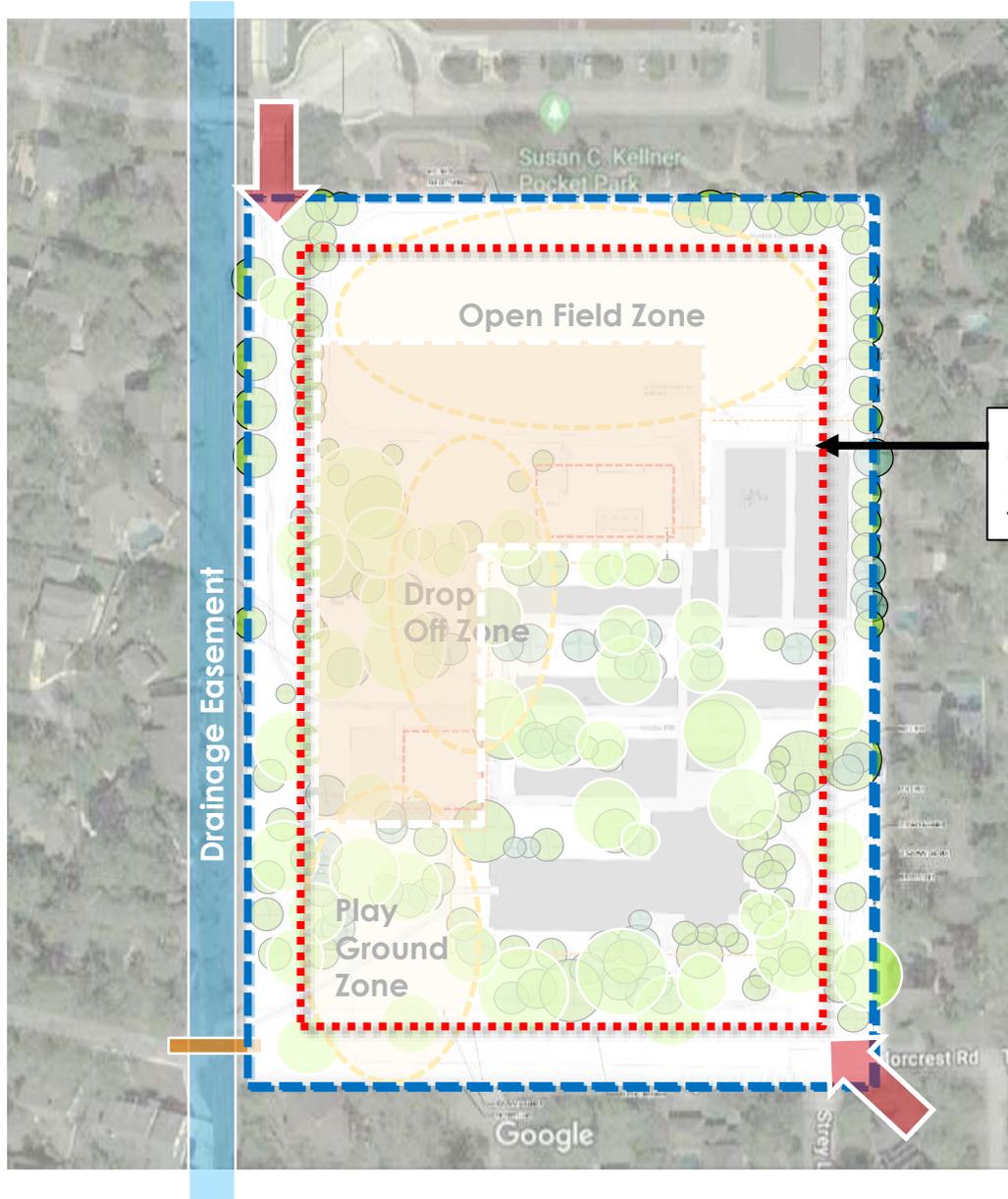
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Traffic Patterns and Pedestrian Circulation



50' Building Setback

# Site Constraints

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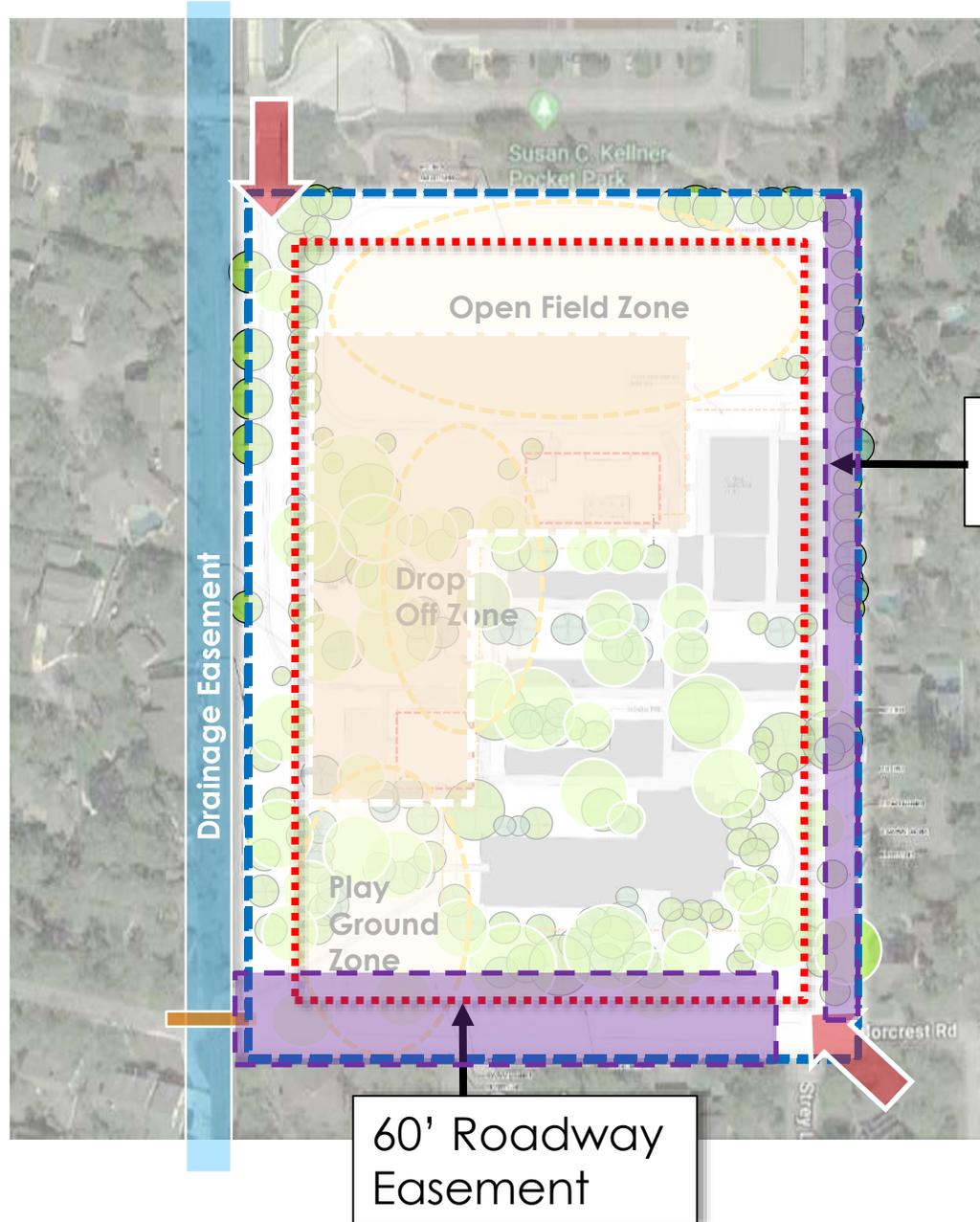
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Traffic Patterns and Pedestrian Circulation



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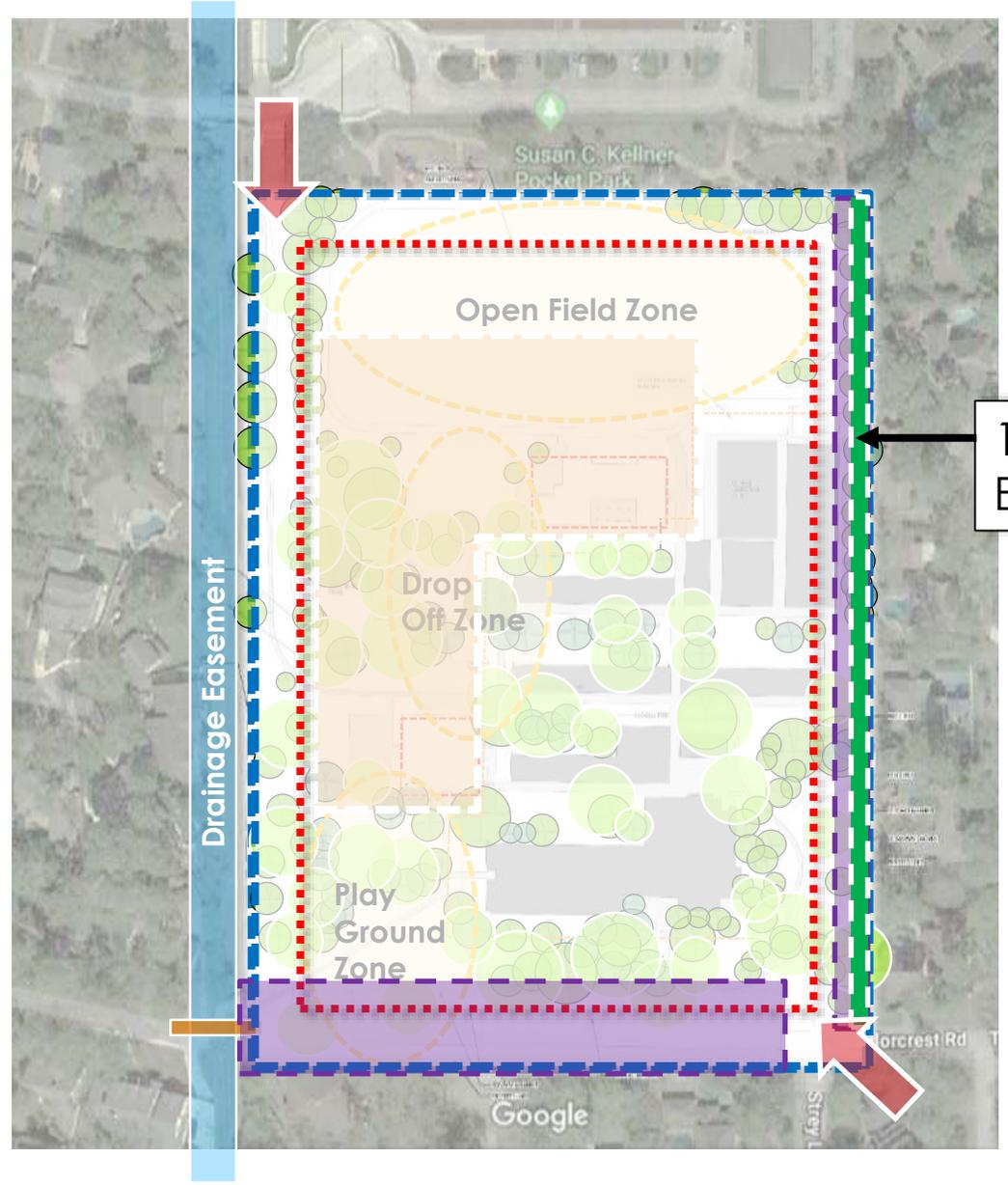
Residential Zones on Three sides

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Traffic Patterns and Pedestrian Circulation



10' Utility Easement

# Site Constraints

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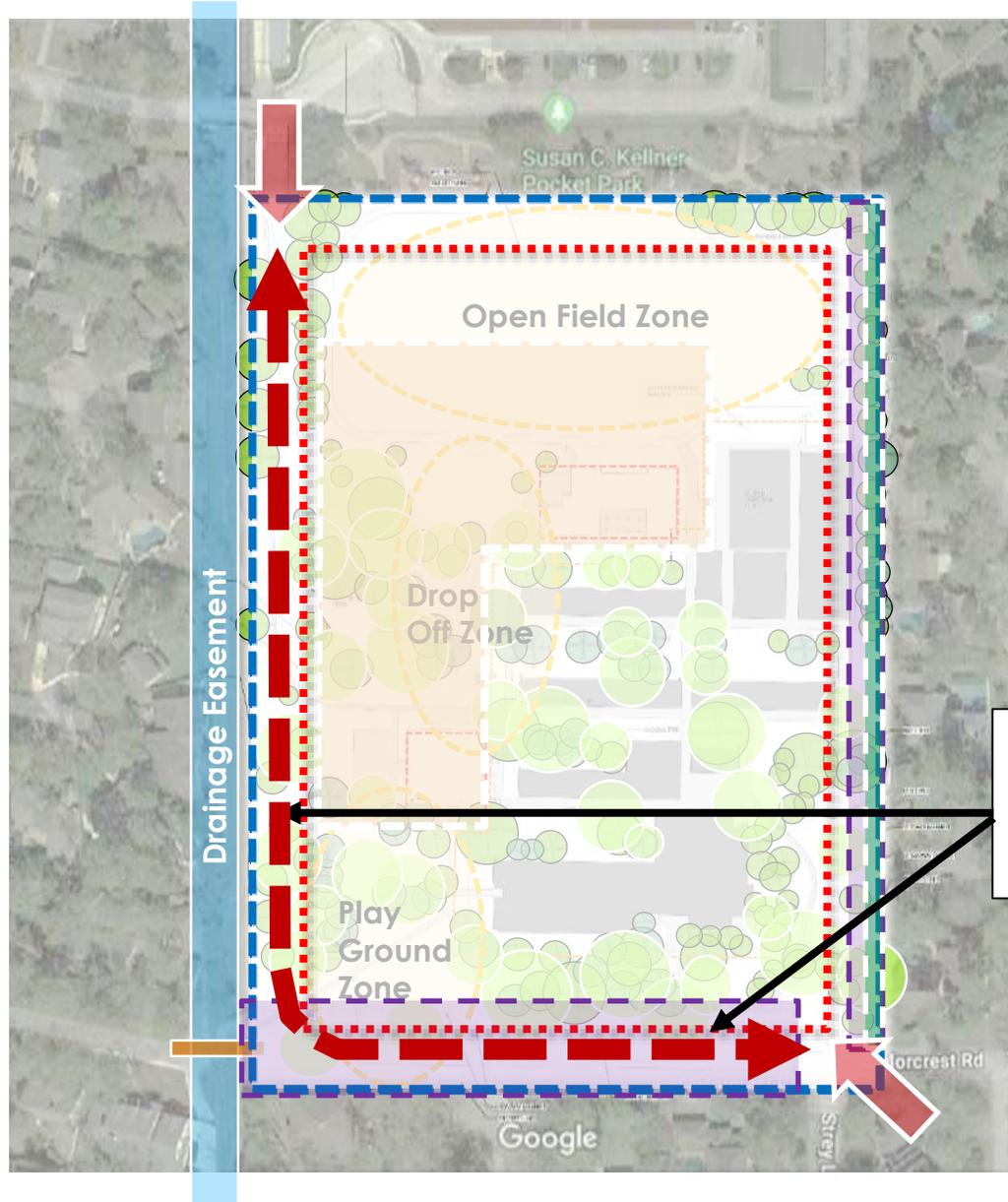
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Traffic Patterns and Pedestrian Circulation



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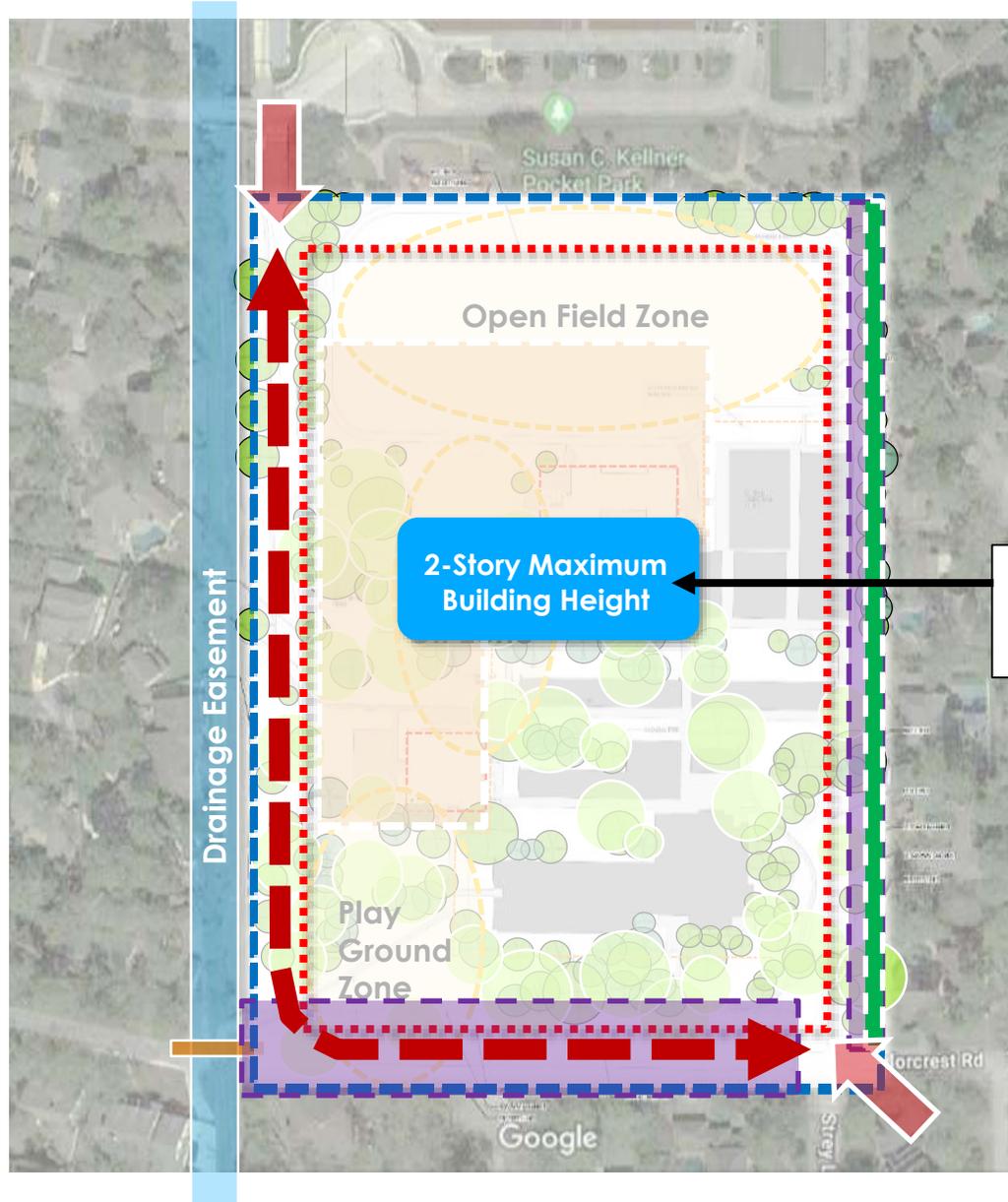
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Traffic Patterns and Pedestrian Circulation



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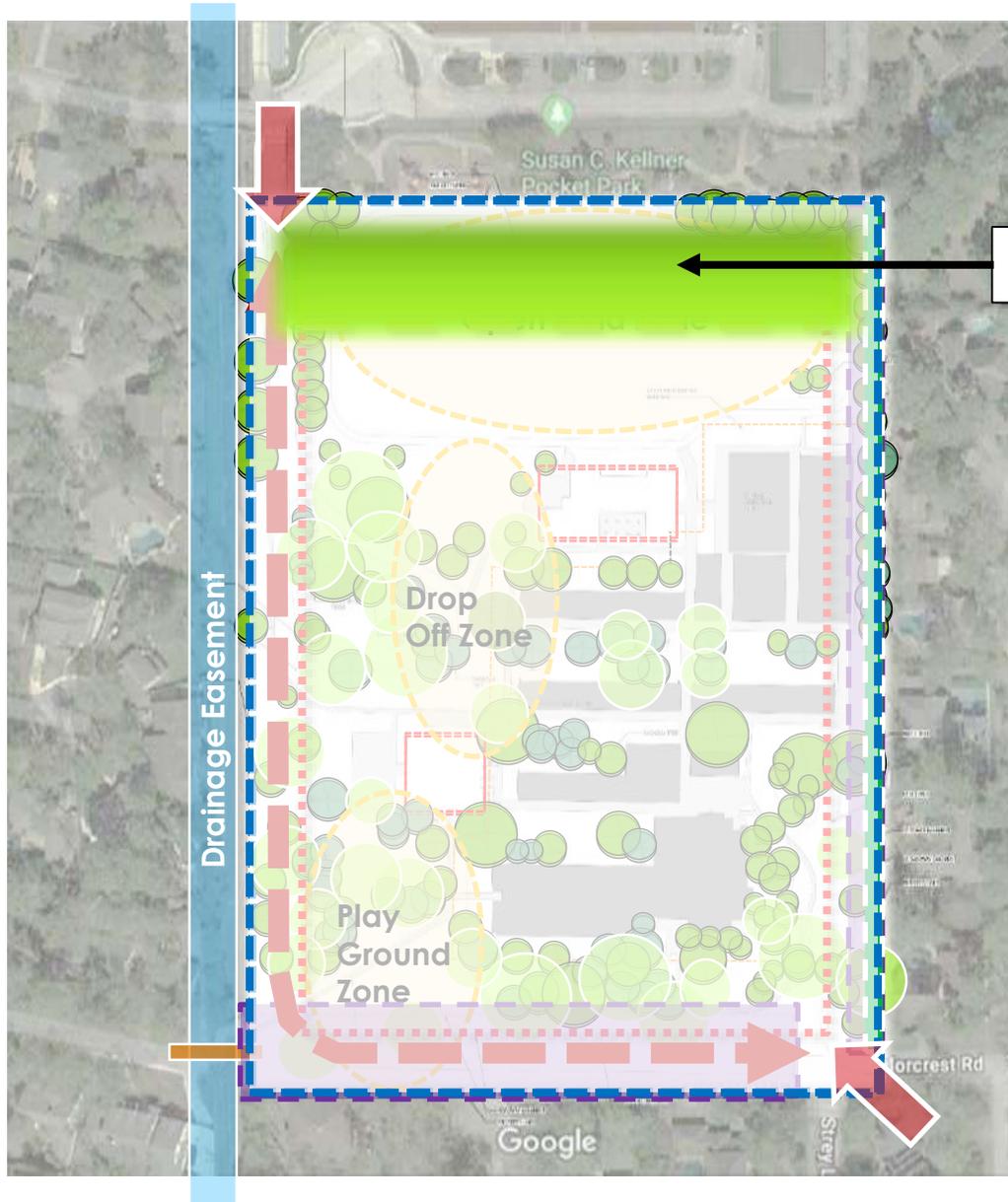
**Residential Zones on Three sides**

Buffer from Apartments Undetermined future use

Existing Building & Existing Trees-survey



Traffic Patterns and Pedestrian Circulation



Area Buffer

# Site Constraints

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UTILITY EASEMENT

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2 Story Height Max.

Residential Zones on Three sides

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## Existing Building & Existing Trees-survey



Oak Trees



Pine Trees

Traffic Patterns and Pedestrian Circulation



# Site Constraints

-  50' HARRIS COUNTY DRAINAGE EASEMENT
-  PROPERTY LINE
-  50' BUILDING SETBACK
-  ROADWAY EASEMENT
-  UTILITY EASEMENT

Site Access points ( internal Connecting road)

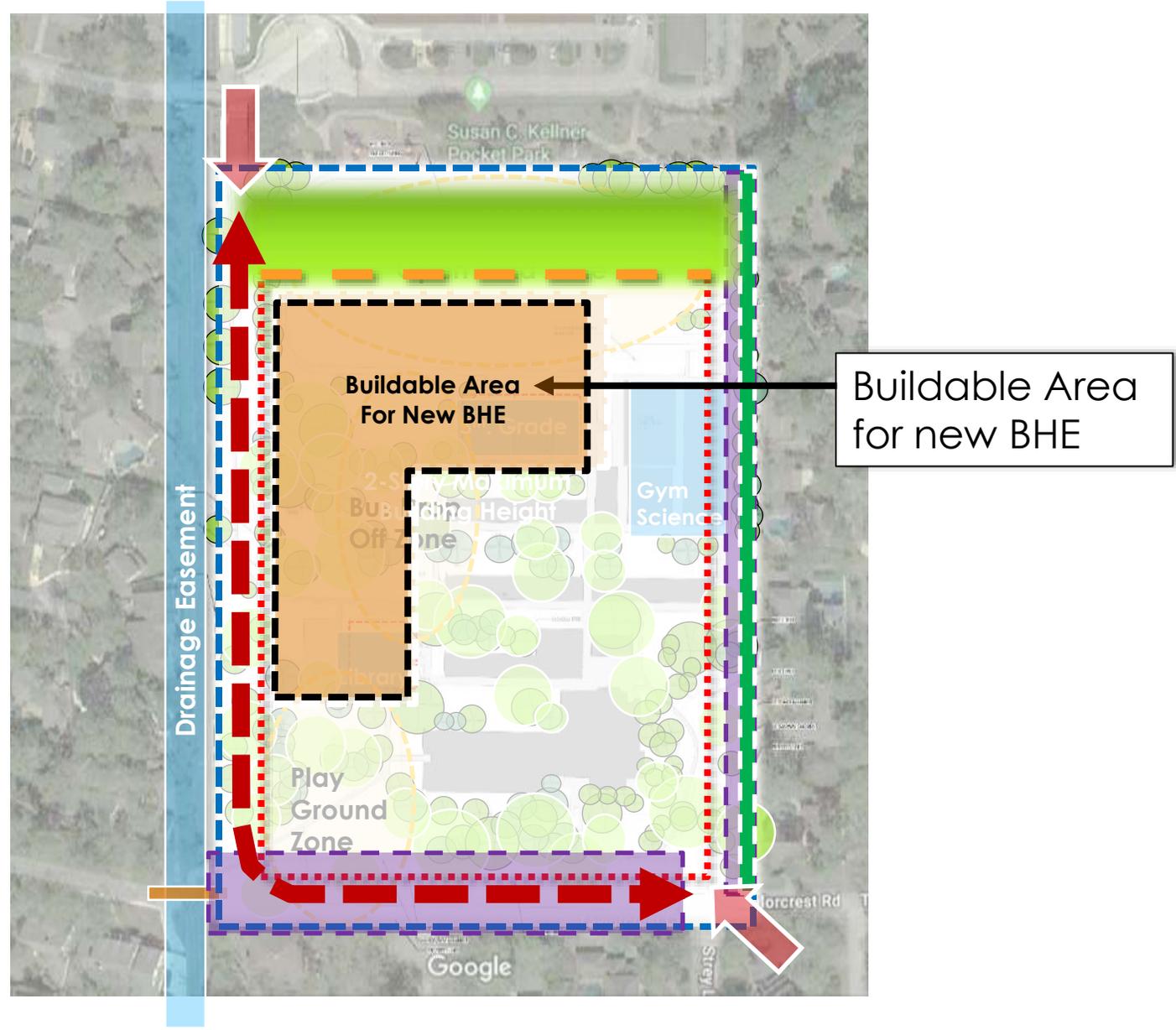
2 Story Height Max.

Residential Zones on Three sides  
buffer from Apartments Undetermined future use

Existing Building & Existing Trees-survey



Traffic Patterns and Pedestrian Circulation





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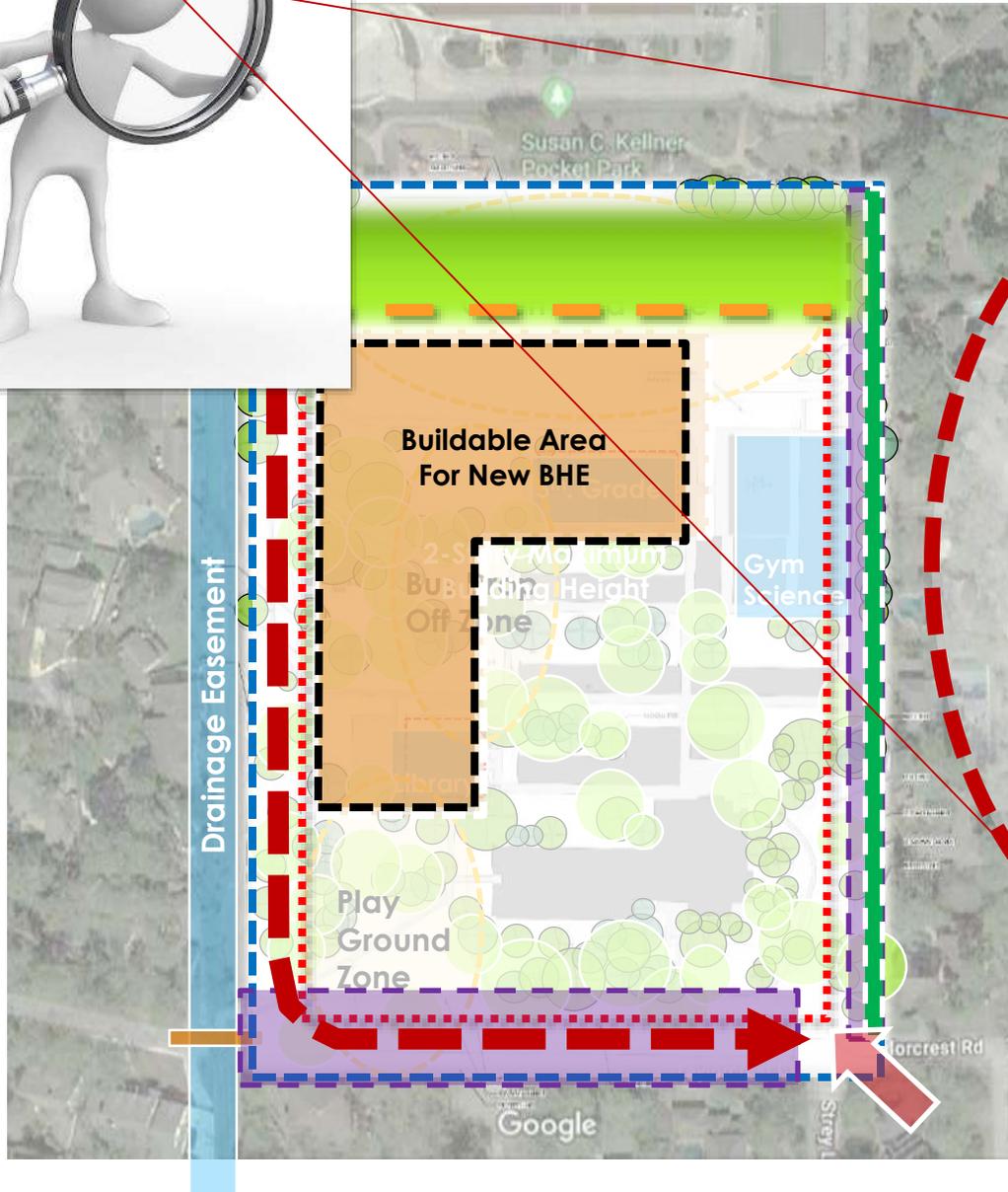
Existing Building & Existing Trees-survey



Traffic Patterns and Pedestrian Circulation

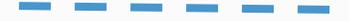
## Site Plan Functional Relationships

- Parking
- Play-Fields
- Covered Play
- ¼ Mile Track
- Service
- Parent Drop-off
- Bus Drop-Off



# Site Constraints

50' HARRIS COUNTY DRAINAGE EASEMENT



50' BUILDING SETBACK

ROADWAY EASEMENT

UTILITY EASEMENT

Site Access points ( internal Connecting road)

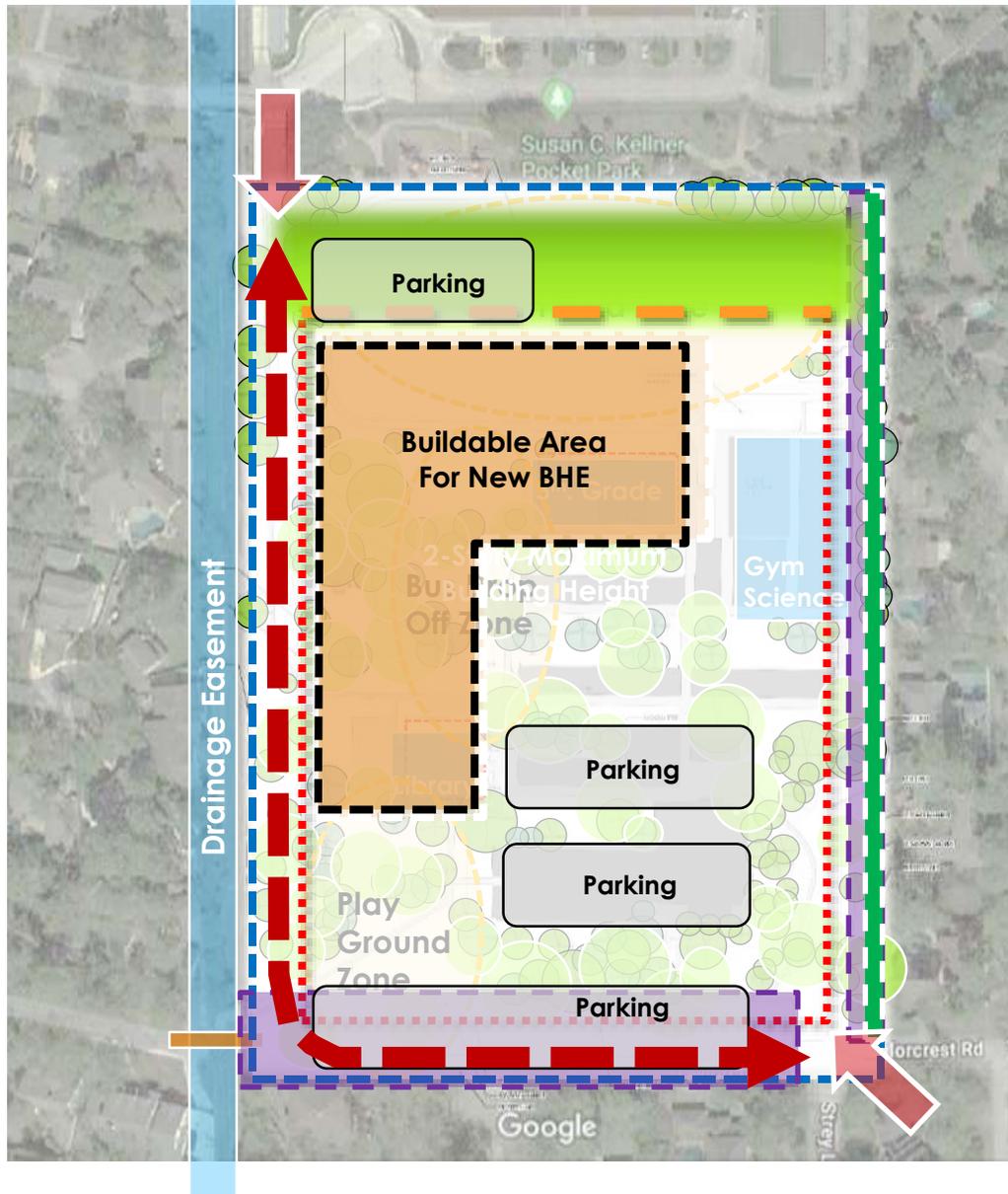
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Traffic Patterns and Pedestrian Circulation

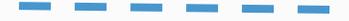


## Site Plan Functional Relationships

- ▶ Parking
- Play-Fields
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- ¼ Mile Track
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50' BUILDING SETBACK

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UTILITY EASEMENT

Site Access points ( internal Connecting road)

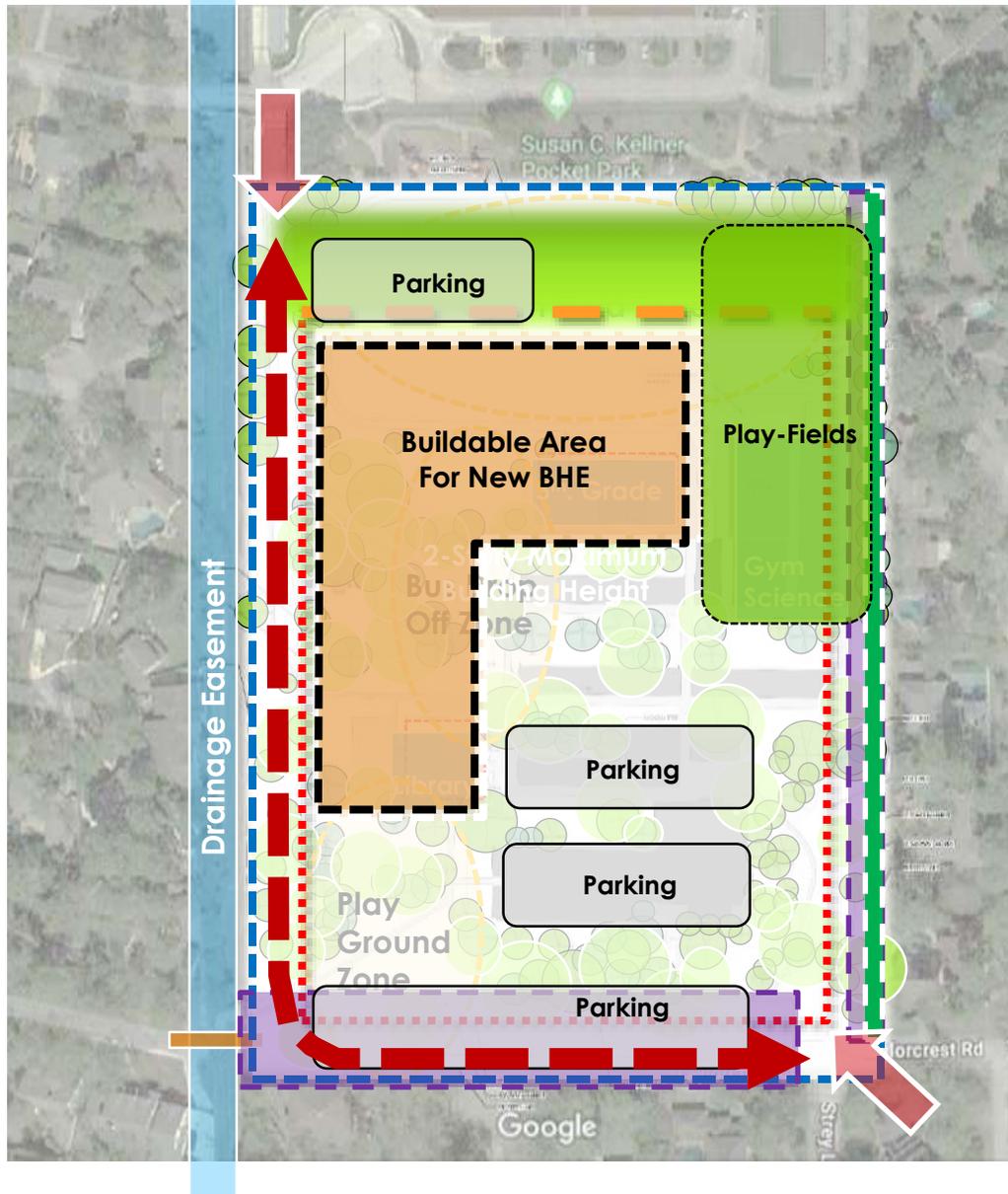
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Existing Building & Existing Trees-survey



Traffic Patterns and Pedestrian Circulation

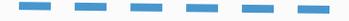


## Site Plan Functional Relationships

- Parking
- Play-Fields**
- Covered Play
- ¼ Mile Track
- Service
- Parent Drop-off
- Bus Drop-Off

# Site Constraints

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50' BUILDING SETBACK

ROADWAY EASEMENT

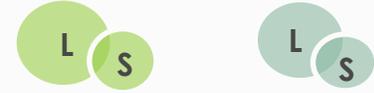
UTILITY EASEMENT

Site Access points ( internal Connecting road)

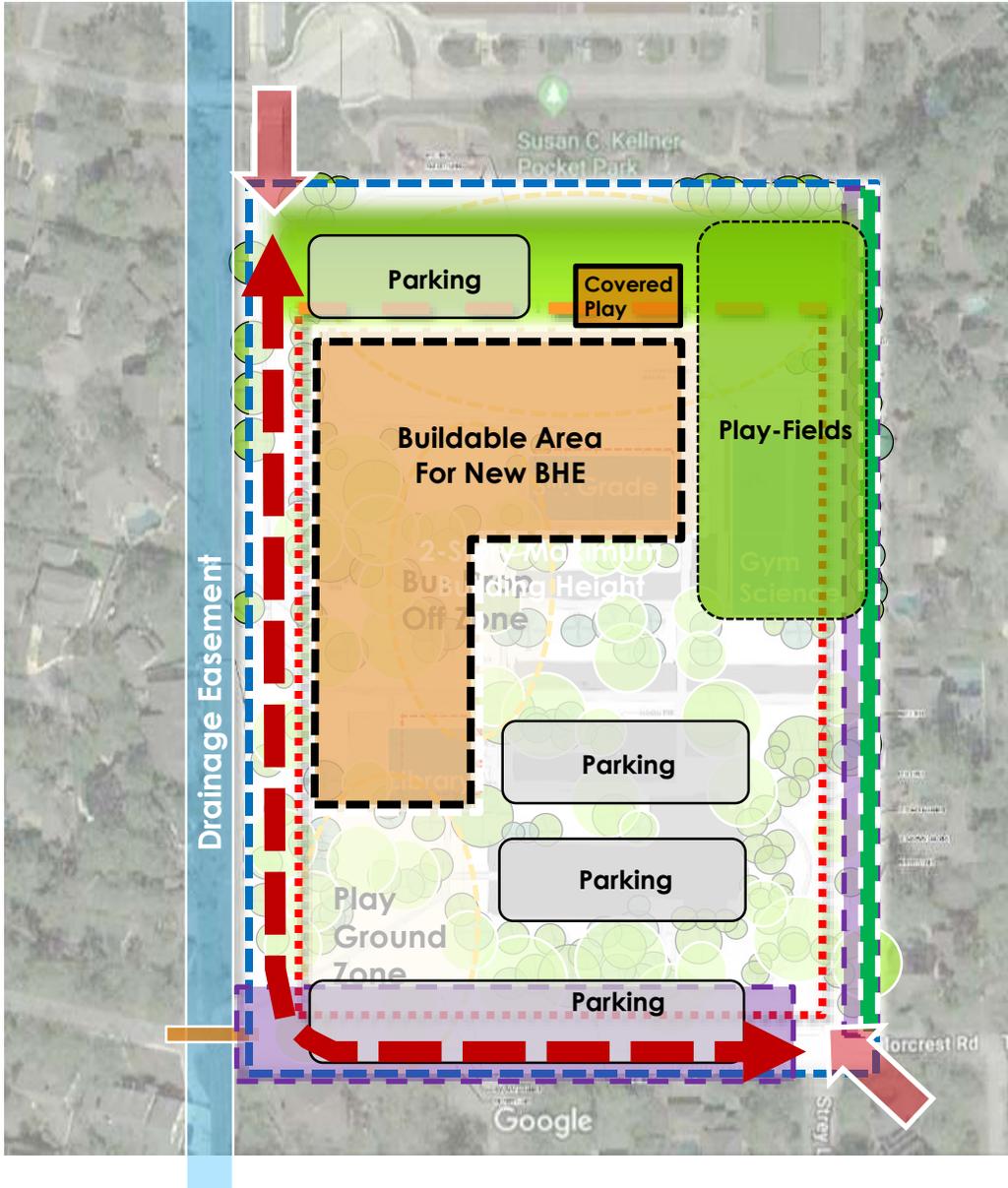
2 Story Height Max.

Residential Zones on Three sides  
buffer from Apartments Undetermined future use

Existing Building & Existing Trees-survey



Traffic Patterns and Pedestrian Circulation



## Site Plan Functional Relationships

- Parking
- Play-Fields
- Covered Play**
- 1/4 Mile Track
- Service
- Parent Drop-off
- Bus Drop-Off

# Site Constraints

50' HARRIS COUNTY DRAINAGE EASEMENT



50' BUILDING SETBACK

ROADWAY EASEMENT

UTILITY EASEMENT

Site Access points ( internal Connecting road)

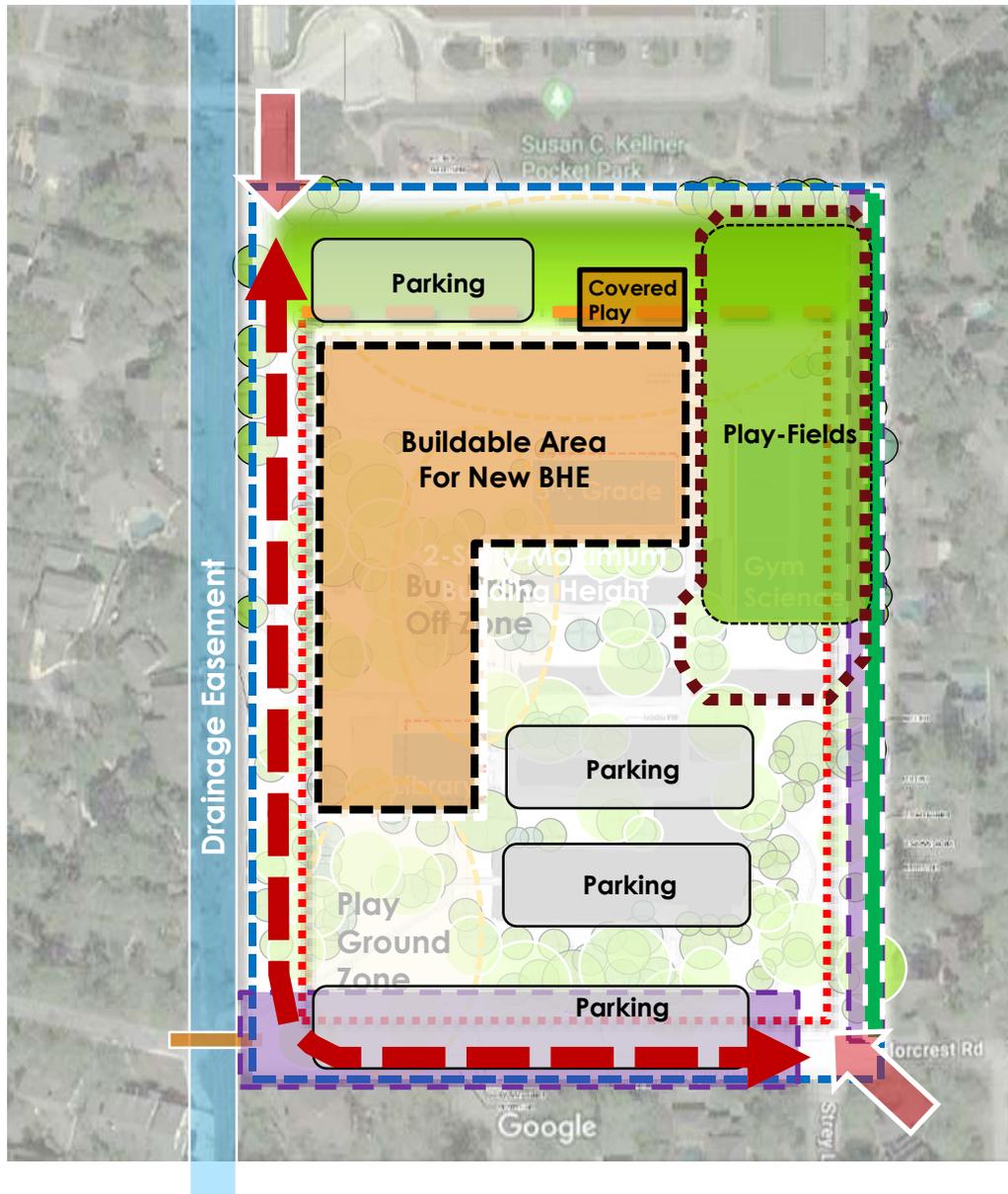
2 Story Height Max.

Residential Zones on Three sides  
buffer from Apartments Undetermined future use

Existing Building & Existing Trees-survey



Traffic Patterns and Pedestrian Circulation



## Site Plan Functional Relationships

- Parking
- Play-Fields
- Covered Play
- 1/4 Mile Track
- Service
- Parent Drop-off
- Bus Drop-Off

# Site Constraints

50' HARRIS COUNTY DRAINAGE EASEMENT



50' BUILDING SETBACK

ROADWAY EASEMENT

UTILITY EASEMENT

Site Access points ( internal Connecting road)

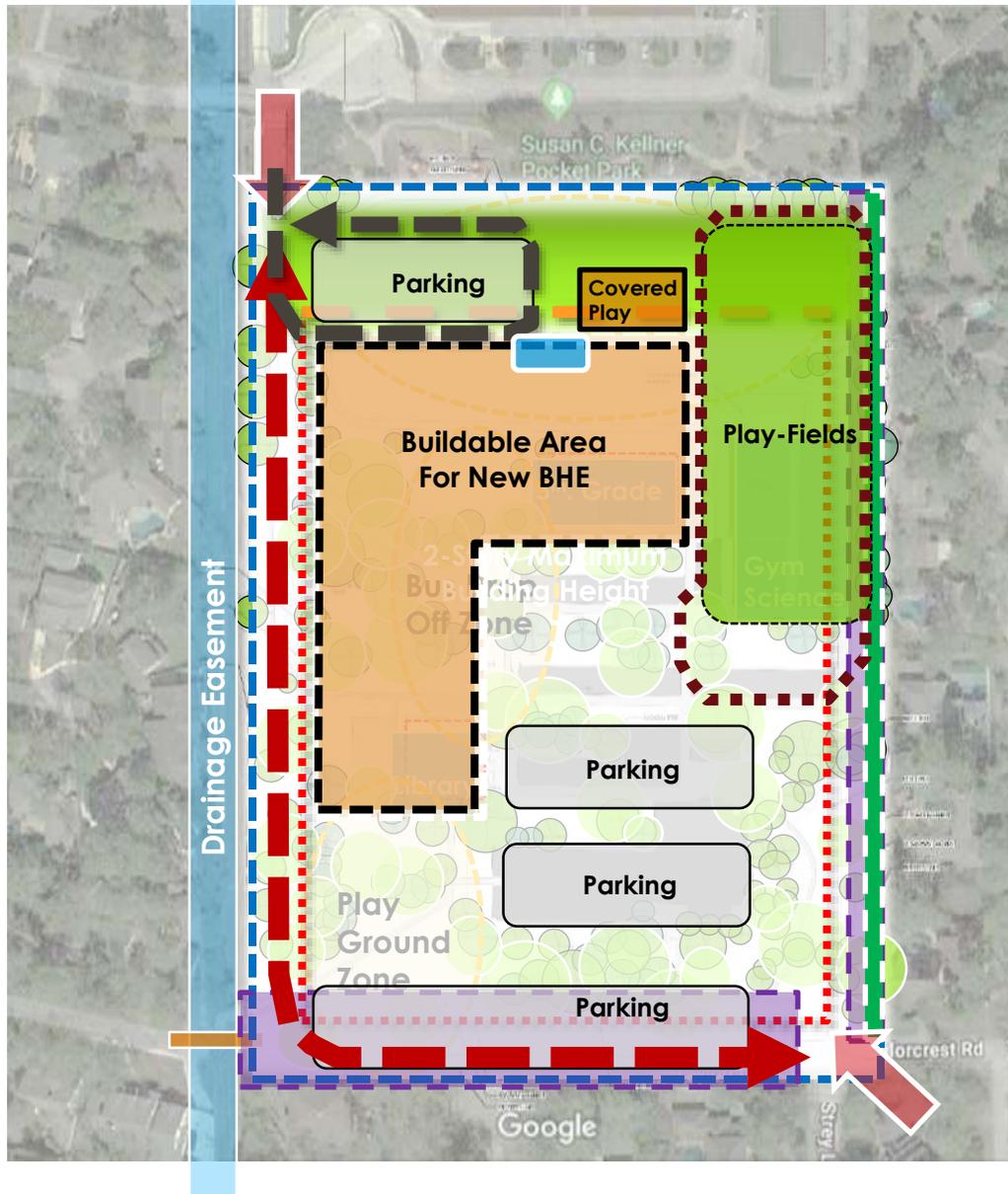
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Traffic Patterns and Pedestrian Circulation



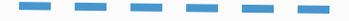
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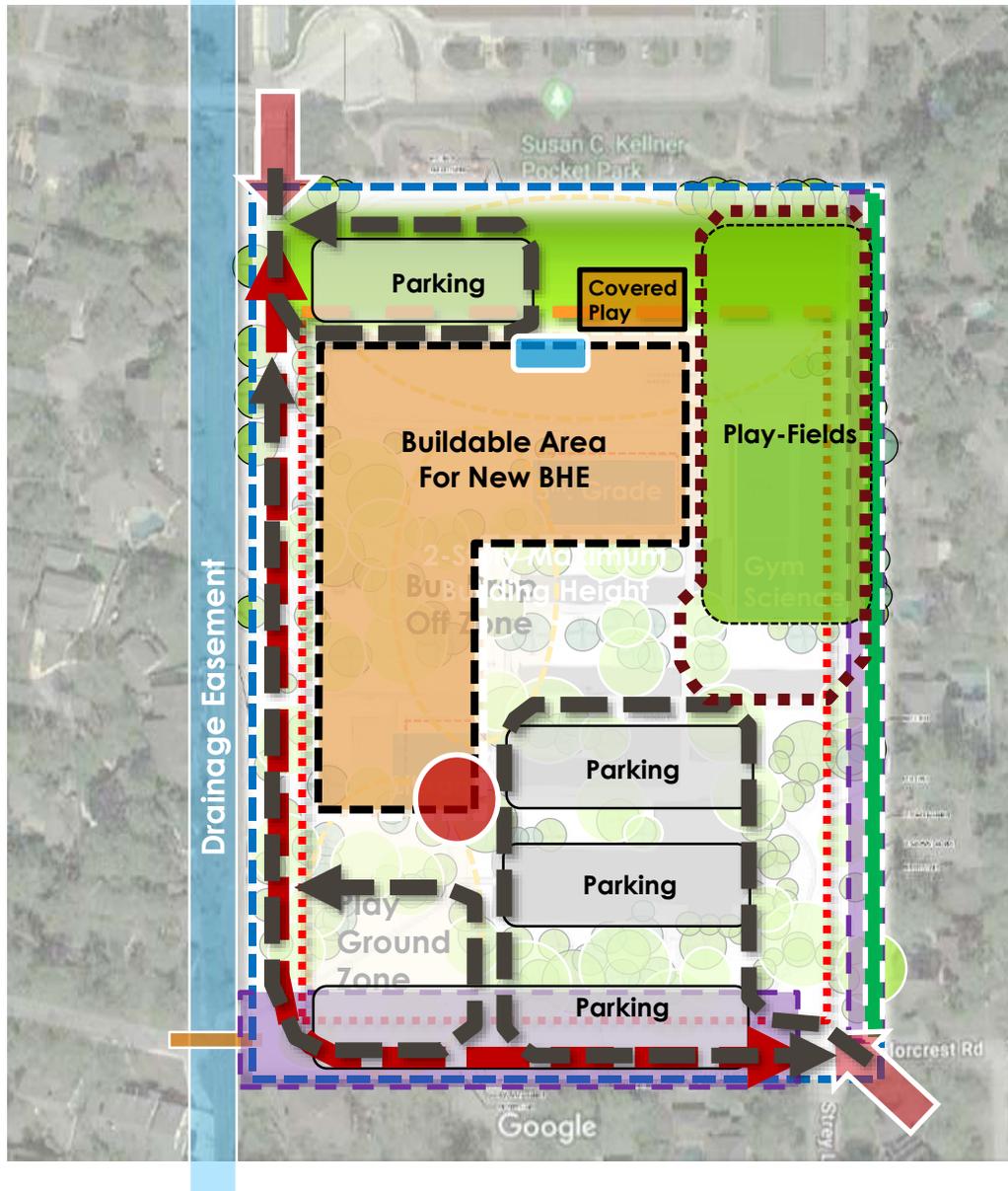
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Traffic Patterns and Pedestrian Circulation



## Site Plan Functional Relationships

- Parking
- Play-Fields
- Covered Play
- 1/4 Mile Track
- Service
- Parent Drop-off
- Bus Drop-Off



# PAT Mtg #2: Functional Relationship Evaluation

Engagement Activity #1: 50 minutes

## Building Functional Relationships:

- Explore 2 options based on PAT Mtg #1 feedback
- **Key Building Functional Relationship Criteria**

### Site Anchor Locations (PAT Mtg#1):

Administration  
Library/Media  
Gym + Dining

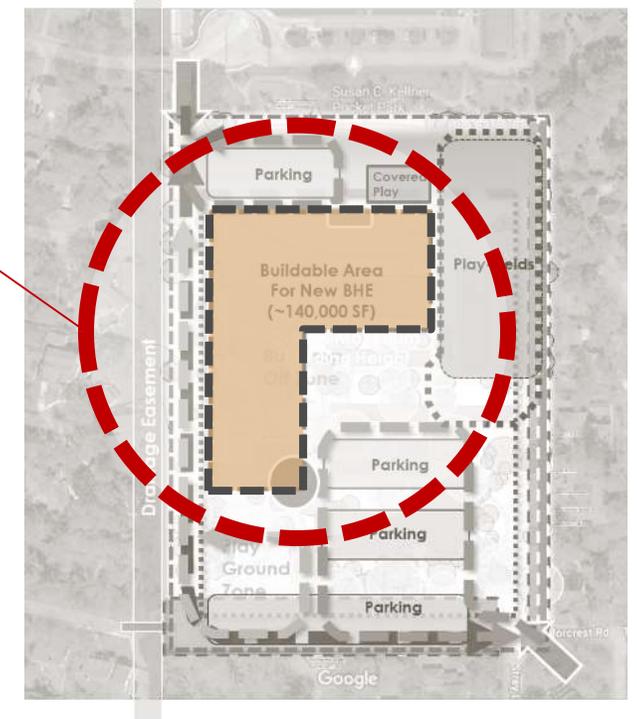
### Instructional Anchors:

Learning Communities = Outdoor Connection  
Grade Level Groups = (K, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>)  
Art + Science = Outdoor Access

### Organization

Clarity of Separation of Primary Functions

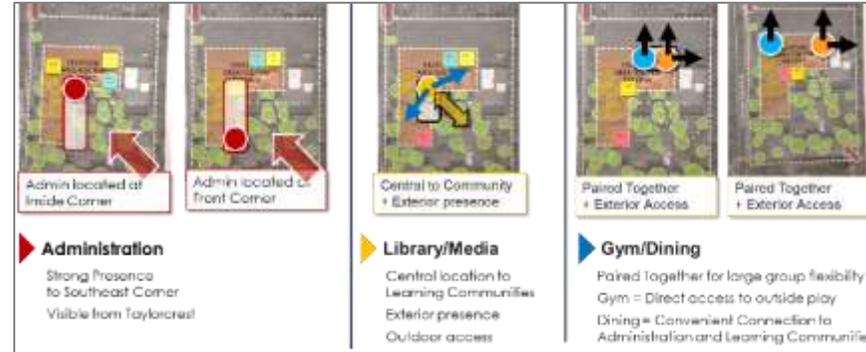
- **PAT Discussion: Review both options compared against the Evaluation Criteria + PAT input**



# PAT Mtg #2: Functional Relationship Evaluation

**Engagement Activity #1: 50 minutes**  
 05 min = Outline / Set-up  
 15 min = Table Group Consensus  
 30 min = Facilitated Discussion

## PAT Mtg#1 Site Diagram Concepts



## Building Diagram Evaluation Criteria

### Administration

*Front Door / Community Presence*

### Library

*Learning Communities Center / Exterior Access*

### Learning Communities

*Grade Levels / Outdoor Access*

### Art + Science

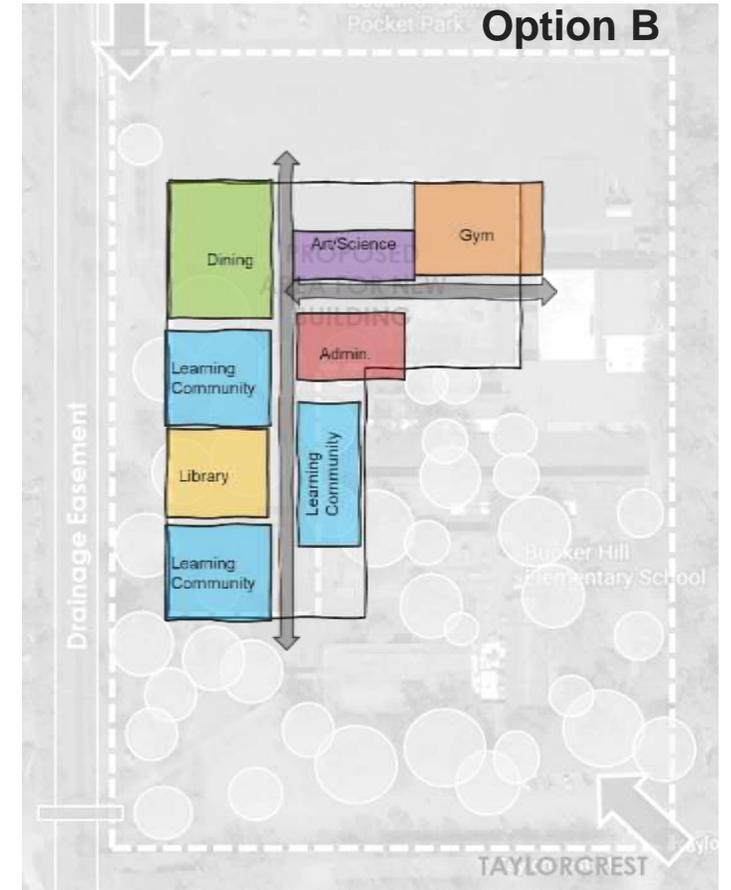
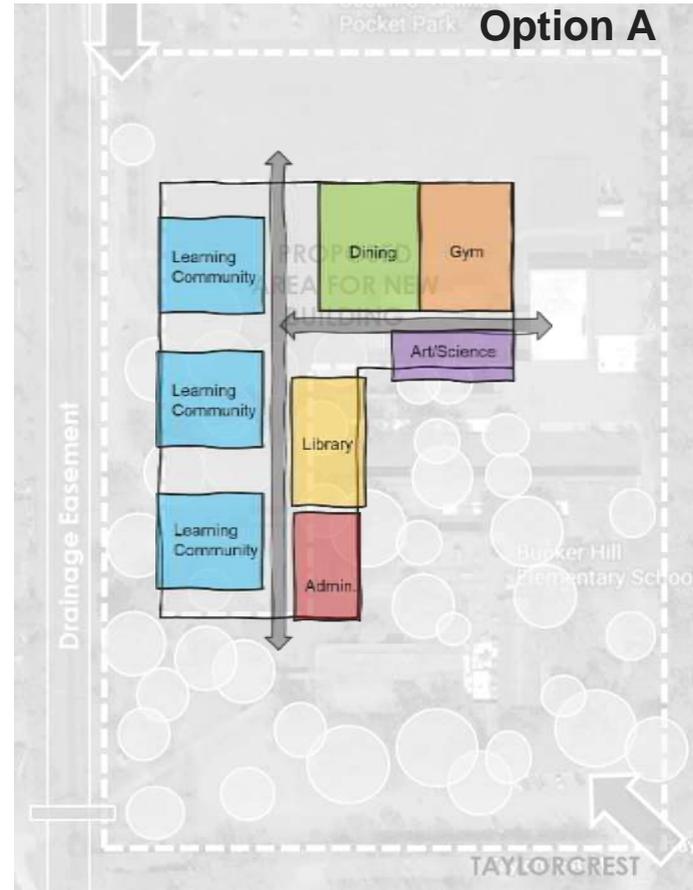
*Outdoor Access / Learning Communities*

### Dining

*Service + Access: Student /Community*

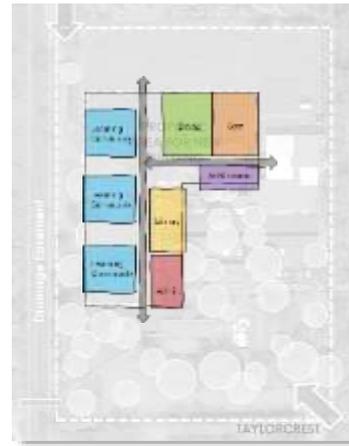
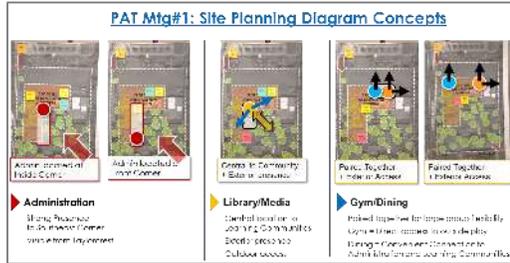
### Gym

*Covered Play / Play Fields*

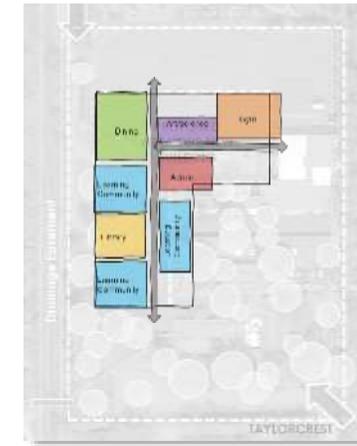


# PAT Mtg #2:

# Functional Relationship Evaluation



Option A



Option B

## Evaluation Criteria

**Administration**

*Front Door / Community Presence*

**Library**

*Learning Communities Center / Exterior Access*

**Learning Communities**

*Grade Levels / Outdoor Access*

**Art + Science**

*Outdoor Access / Learning Communities*

**Dining**

*Service + Access: Student /Community*

**Gym**

*Covered Play / Play Fields*

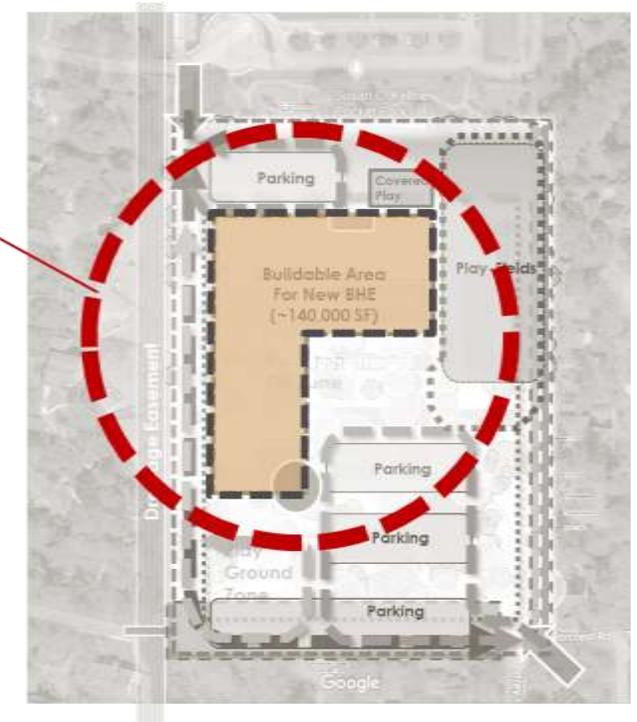
Document the Strengths / Positives!

Document the Strengths / Positives!

# Discussion: Functional Relationship Evaluation

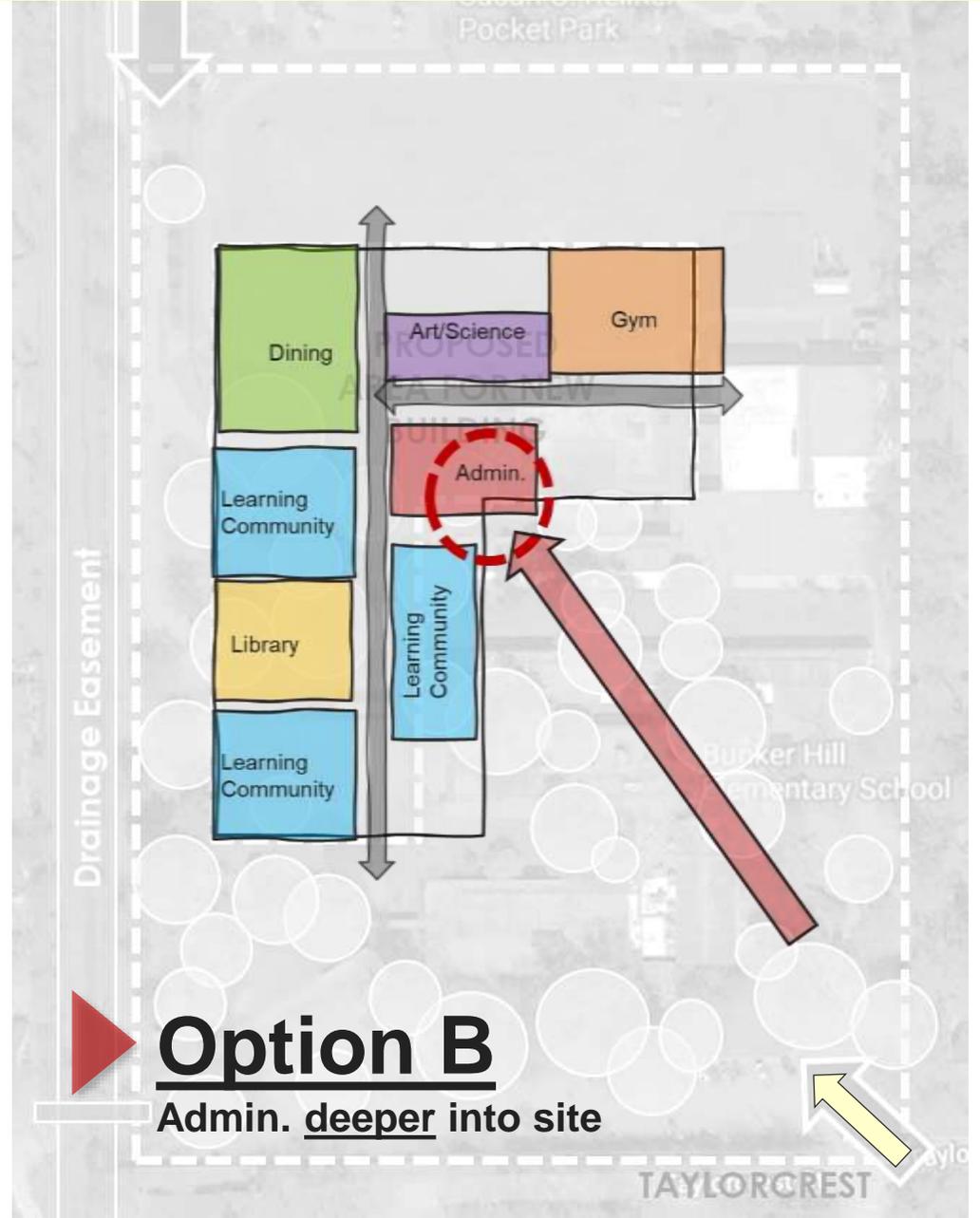
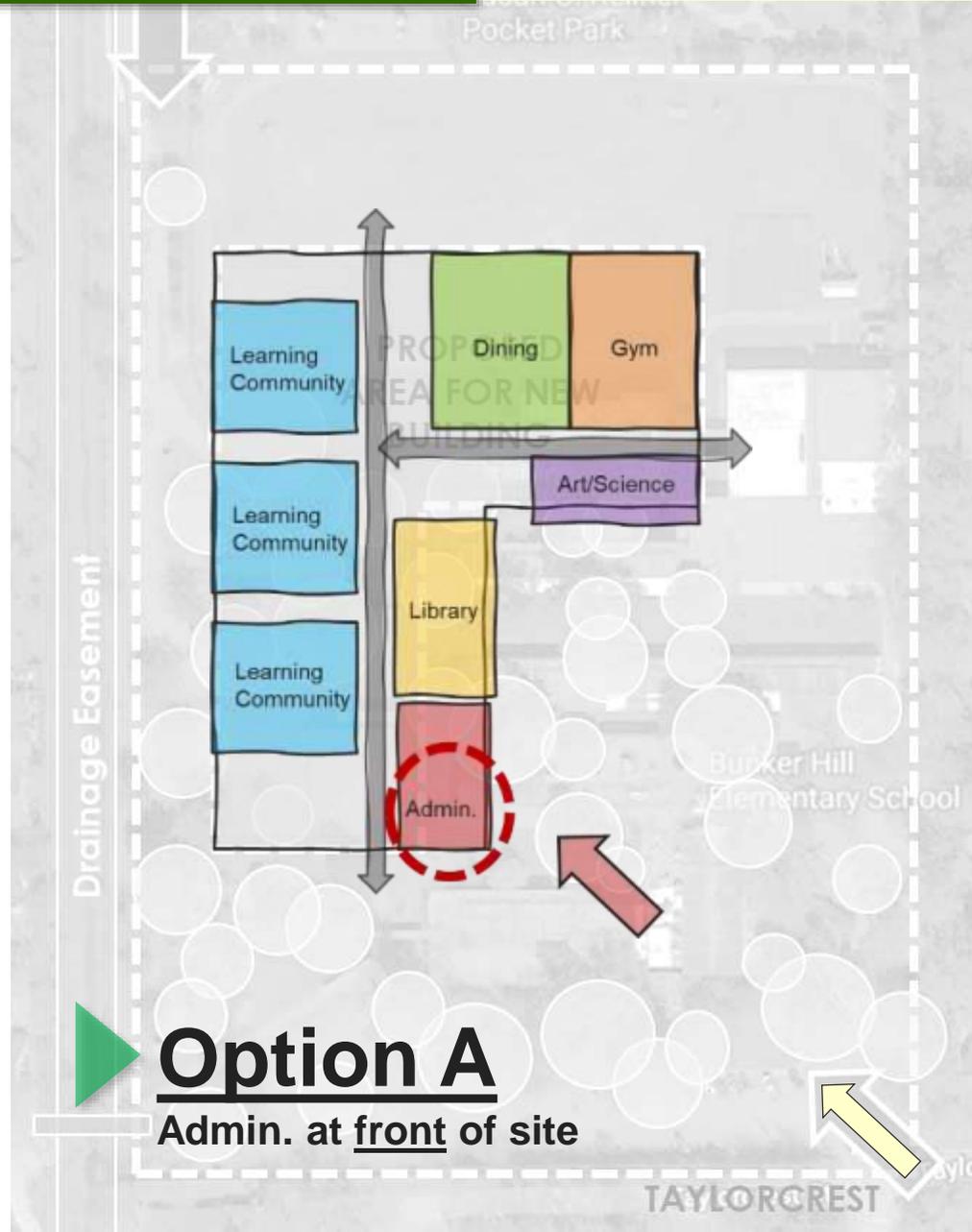
## Building Functional Relationships:

- **Administration**  
Front Door / Community Presence
- **Library / Media Center**  
Learning Communities Center / Exterior Access
- **Dining + Gym**  
Access: Student/Staff + Community  
Kitchen: Service Access  
Gym: Covered Play + Fields
- **Art + Science**  
Outdoor Access from Classroom
- **Learning Communities**  
Grade Levels / Access to Outdoor / Views
- **Bus Drop-off / Pick-up**  
Staging for Drop-off / Pick-up
- **Building Zoning / Organization**  
Primary Function Clarity / Separation



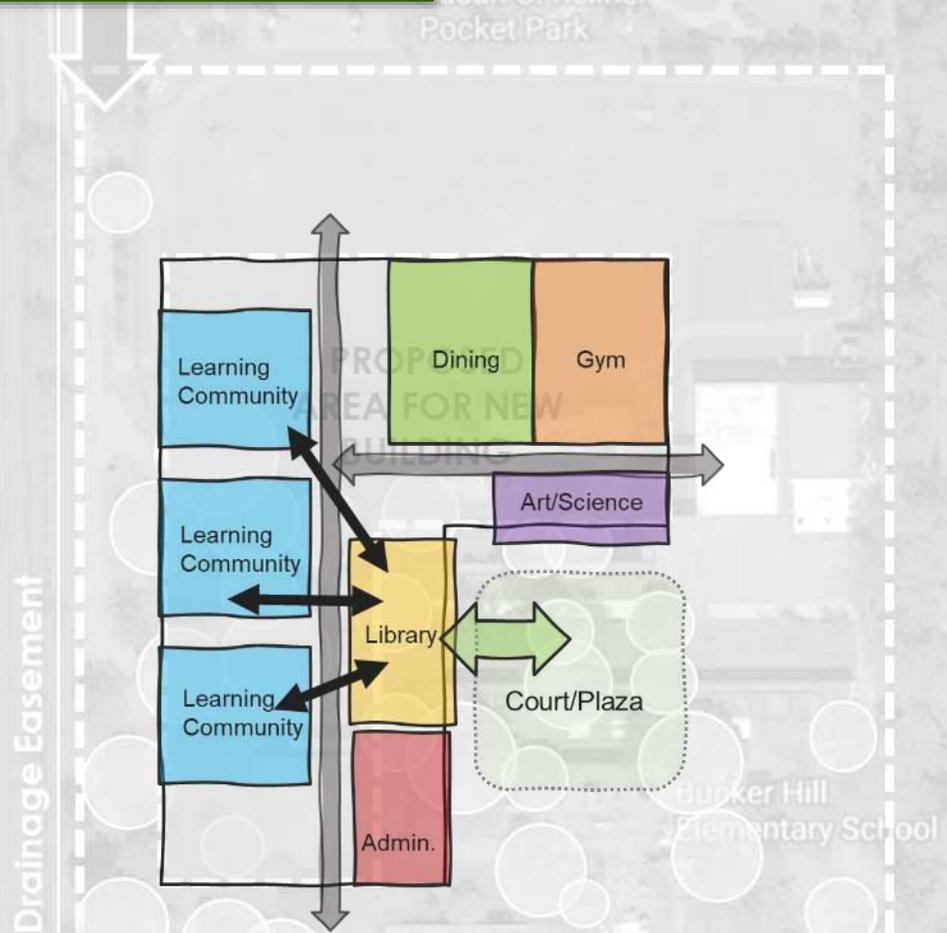
# Discussion:

# Administration



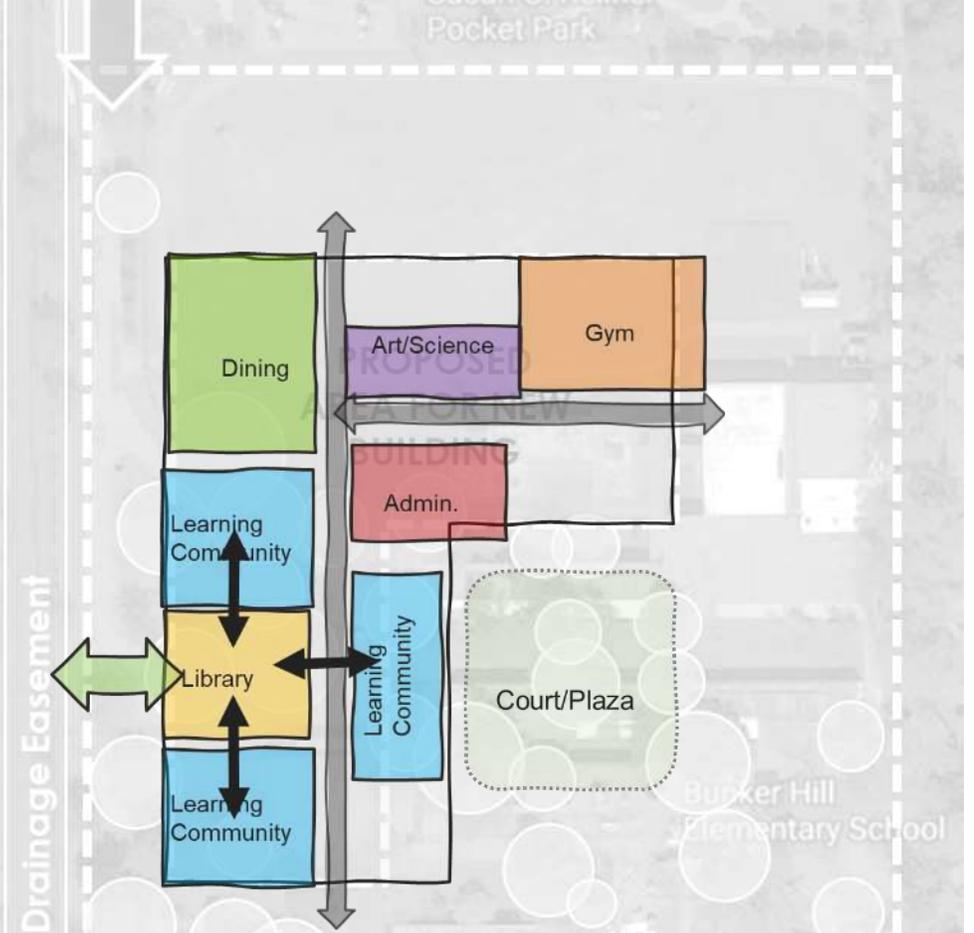
# Discussion:

# Library / Media Center



## Option A

Central to Learning Communities  
Connection to Outdoors / Plaza

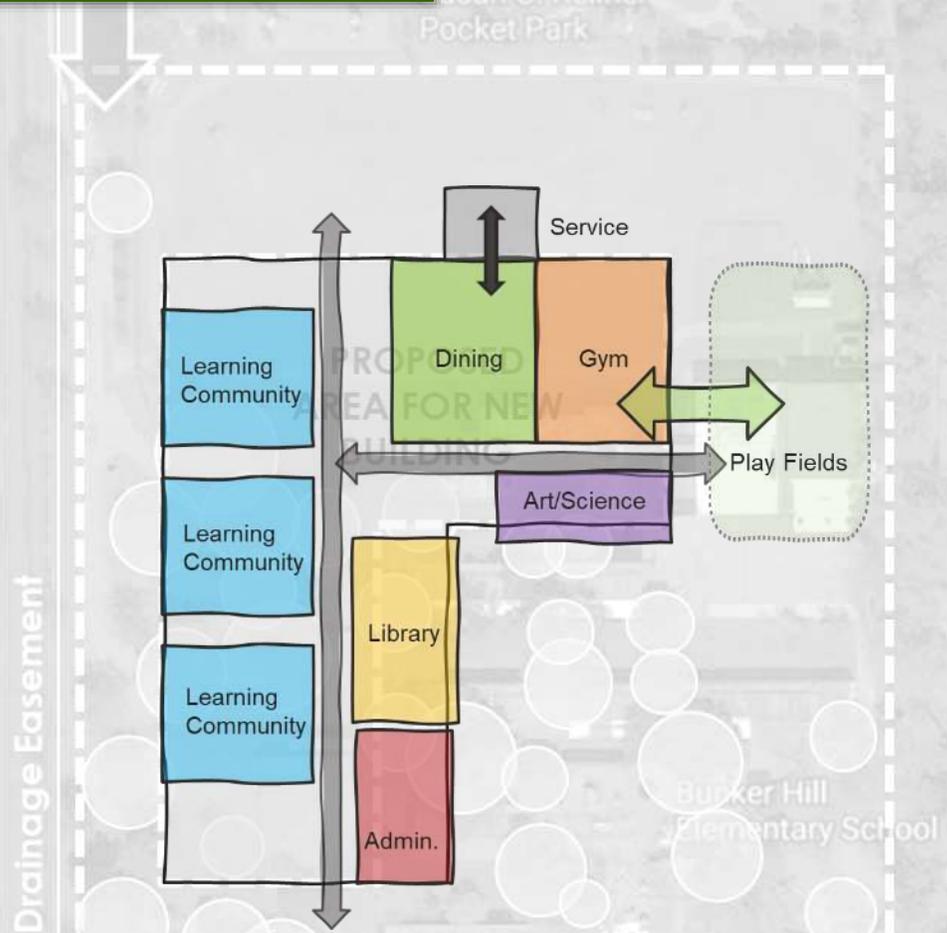


## Option B

Central to Learning Communities  
Drainage easement + Access road

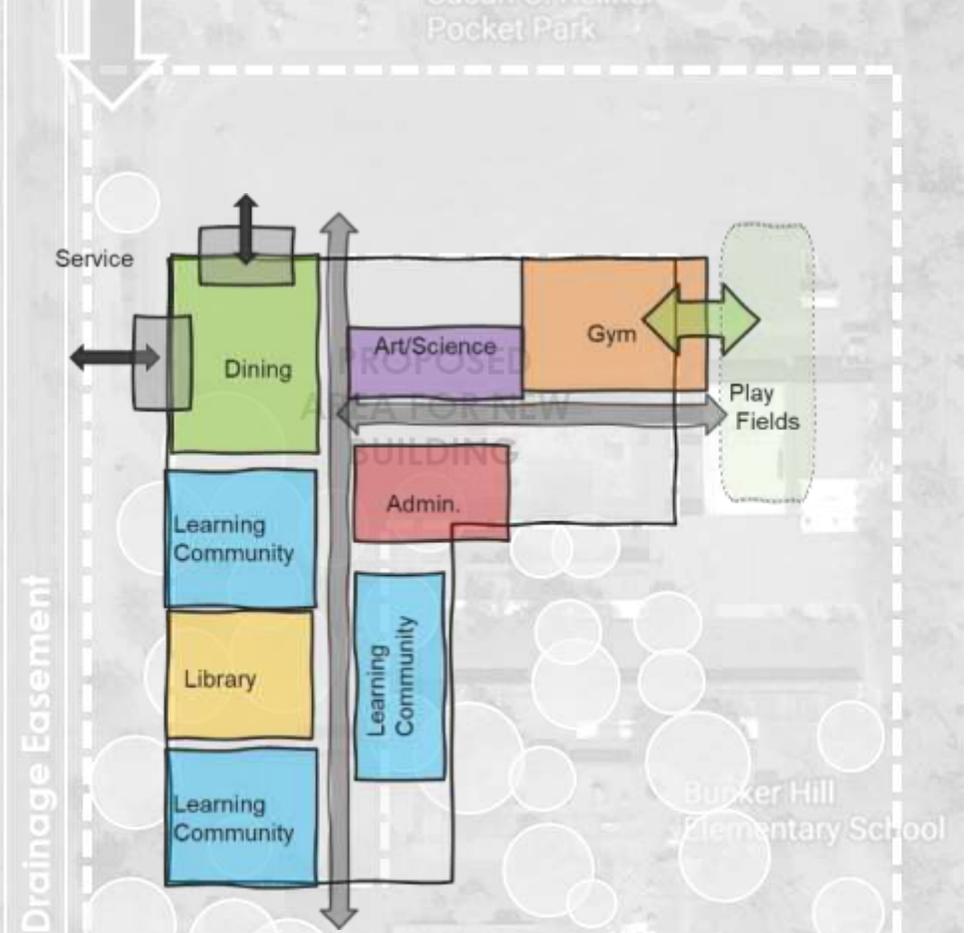
# Discussion:

# Dining + Gym



## Option A

Dining/Gym together / After-hours use  
Kitchen Service + Play Fields, Flexibility

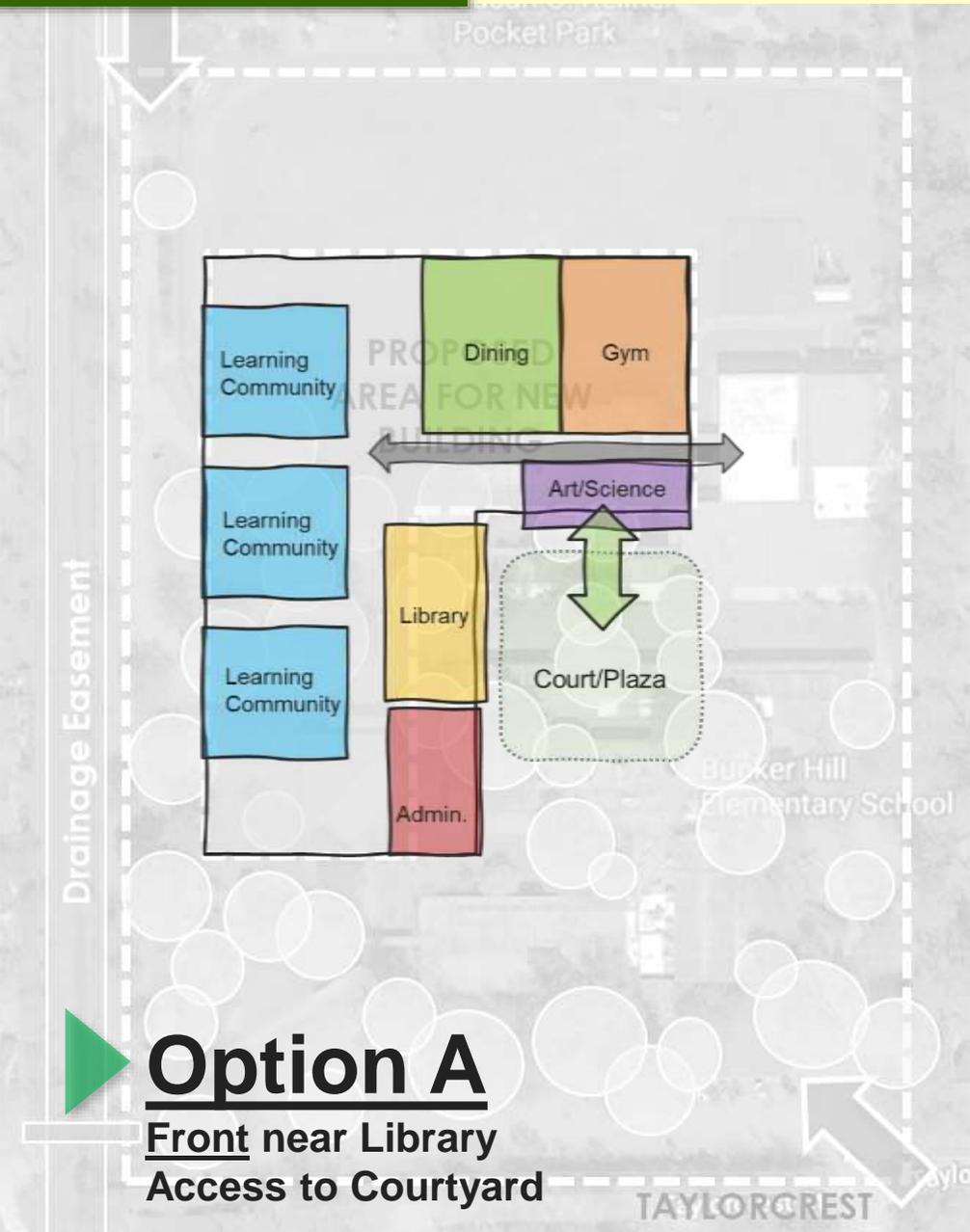


## Option B

Dining/Gym separated / After-hours use  
Kitchen Service + Play Fields / Flexibility

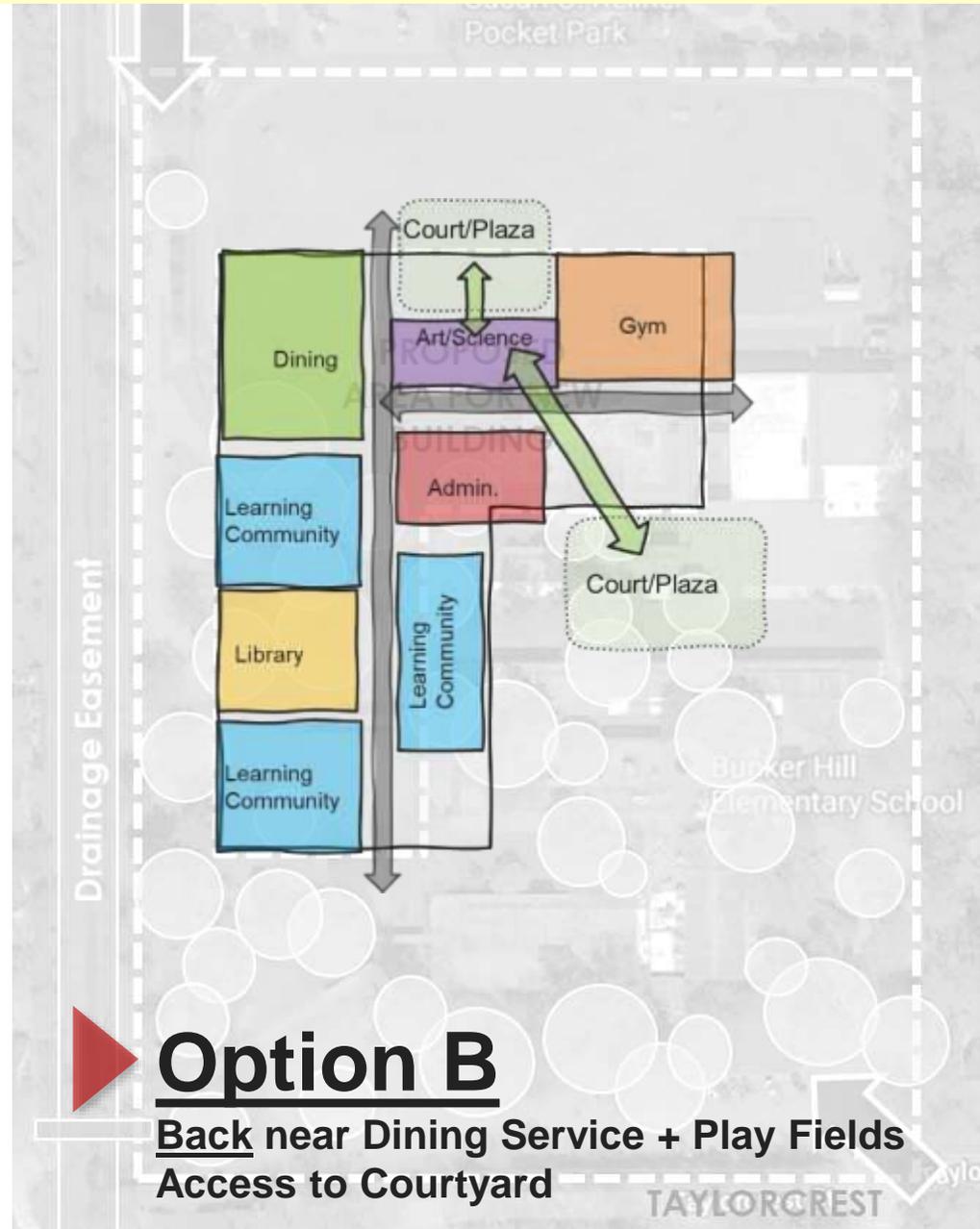
# Discussion:

# Art + Science: Outdoor Access



## **Option A**

**Front near Library  
Access to Courtyard**

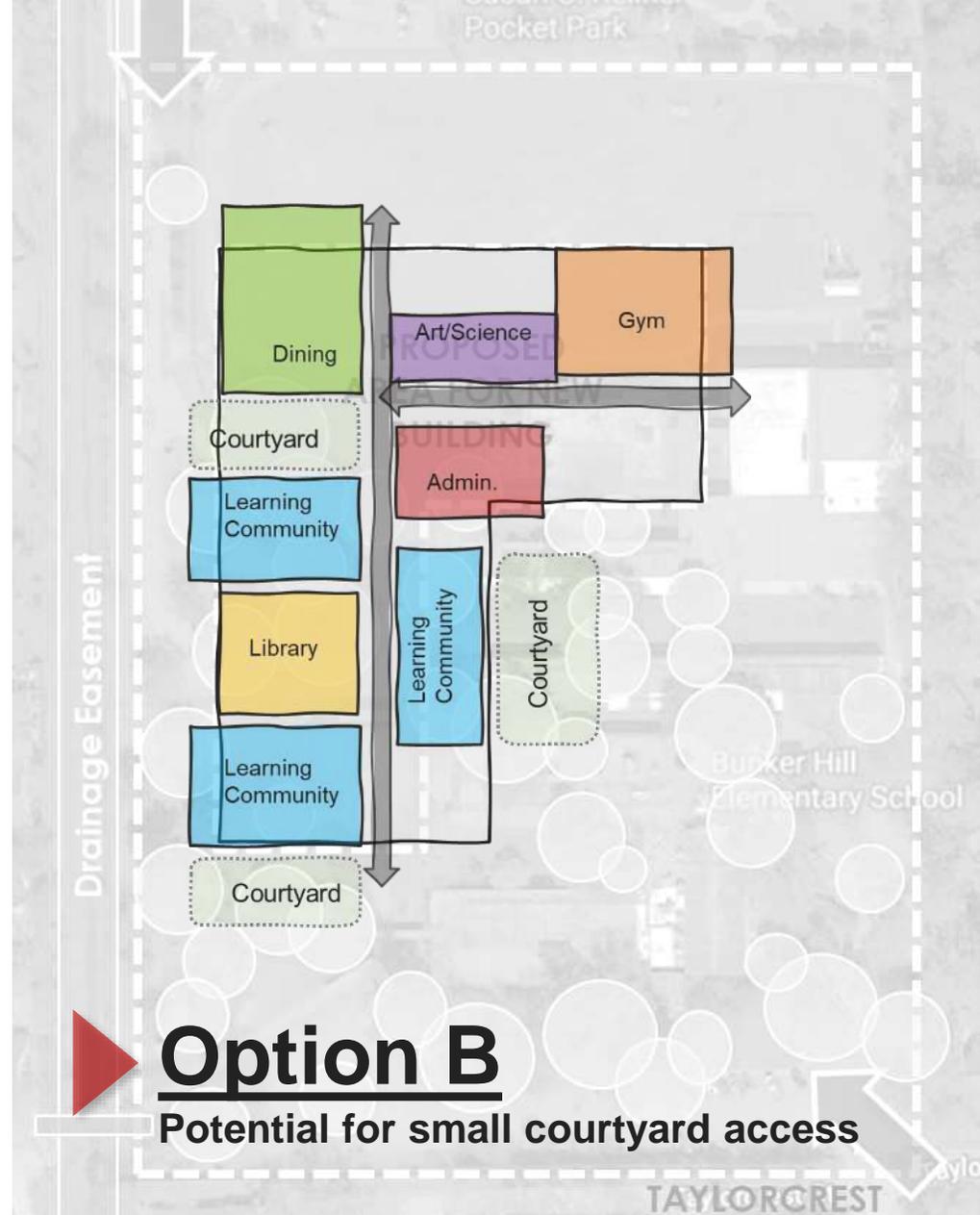
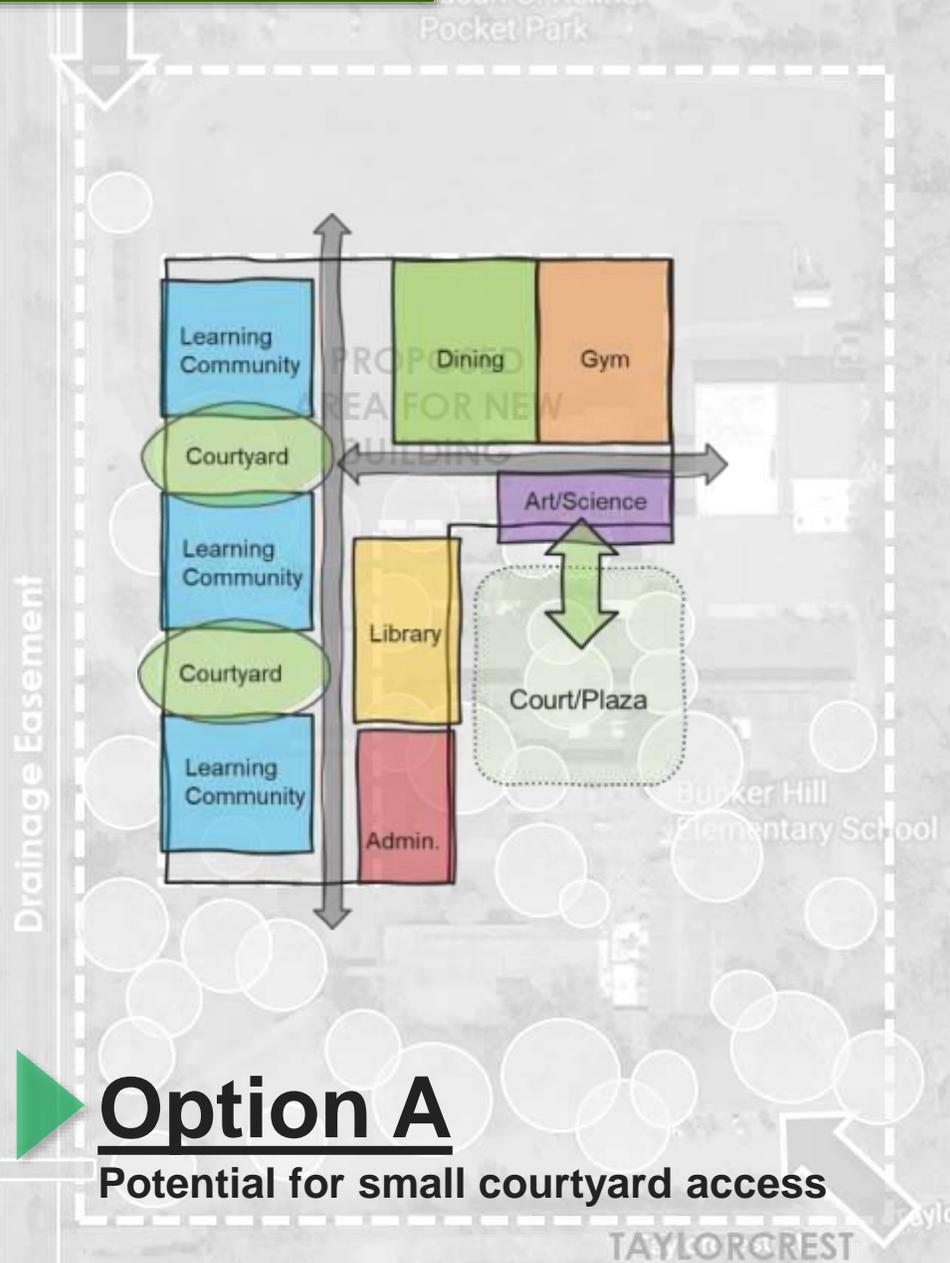


## **Option B**

**Back near Dining Service + Play Fields  
Access to Courtyard**

# Discussion:

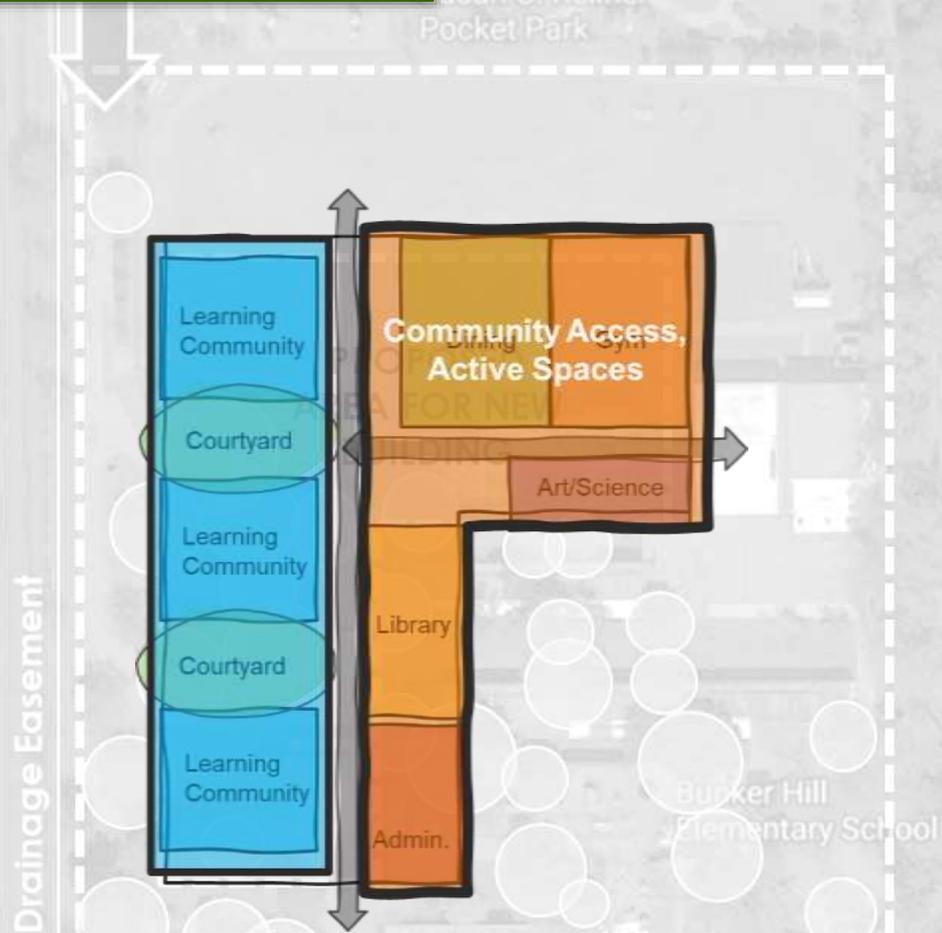
# Learning Communities





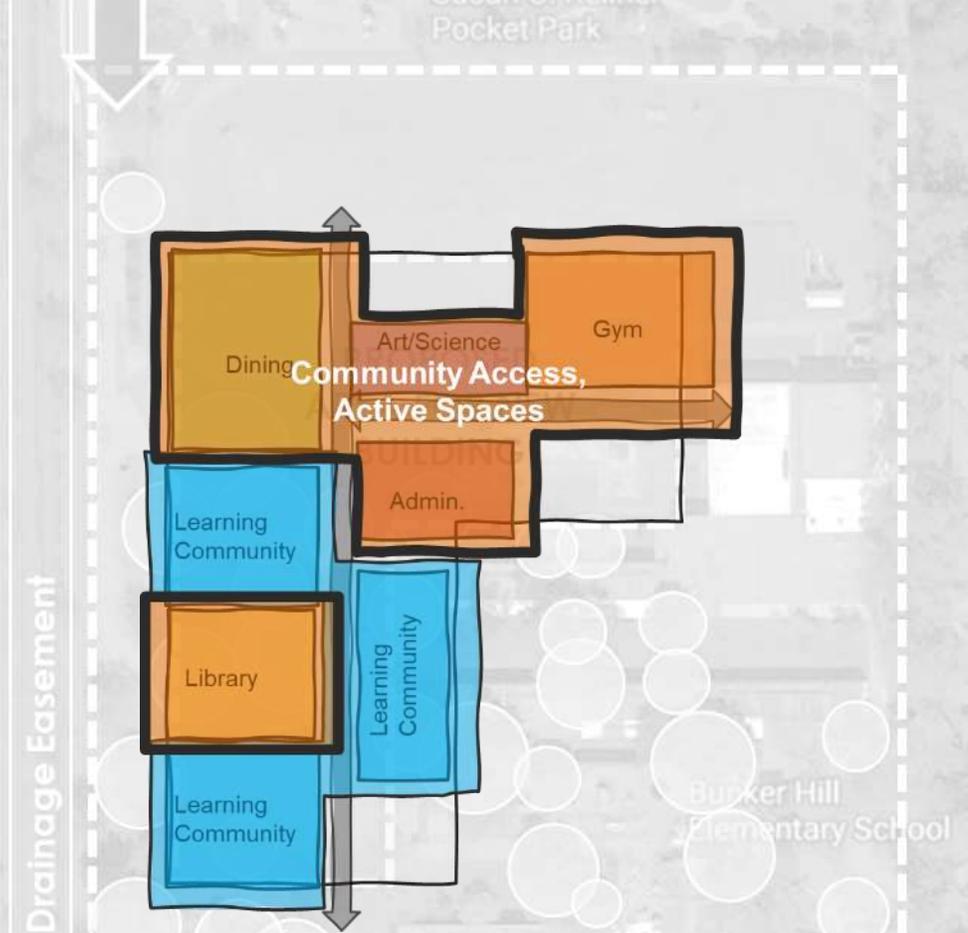
# Discussion:

# Building Zoning / Organization



## **Option A**

Clarity of Separation of Primary Functions  
Learning Communities + Shared Spaces



## **Option B**

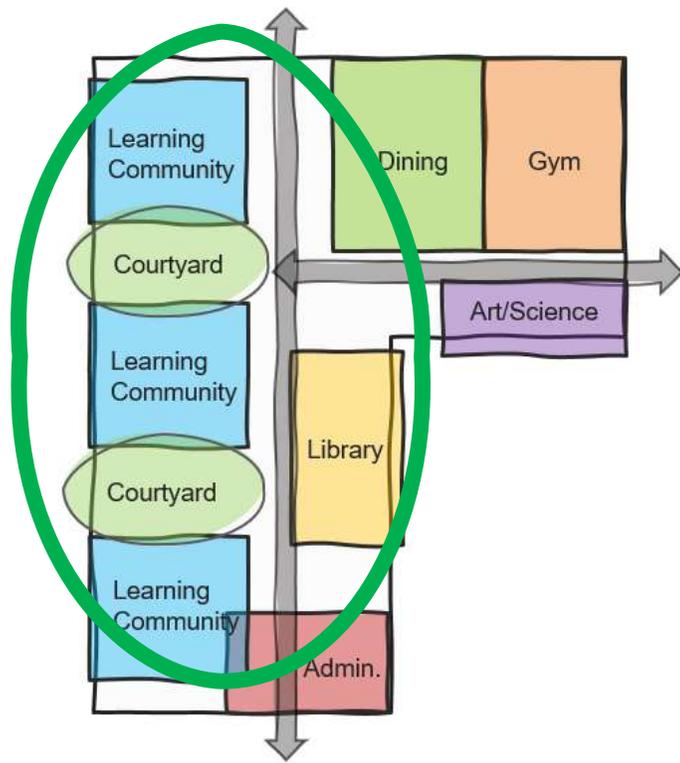
Clarity of Separation of Primary Functions  
Learning Communities + Shared Spaces

# PAT Mtg #2: Learning Community Organization

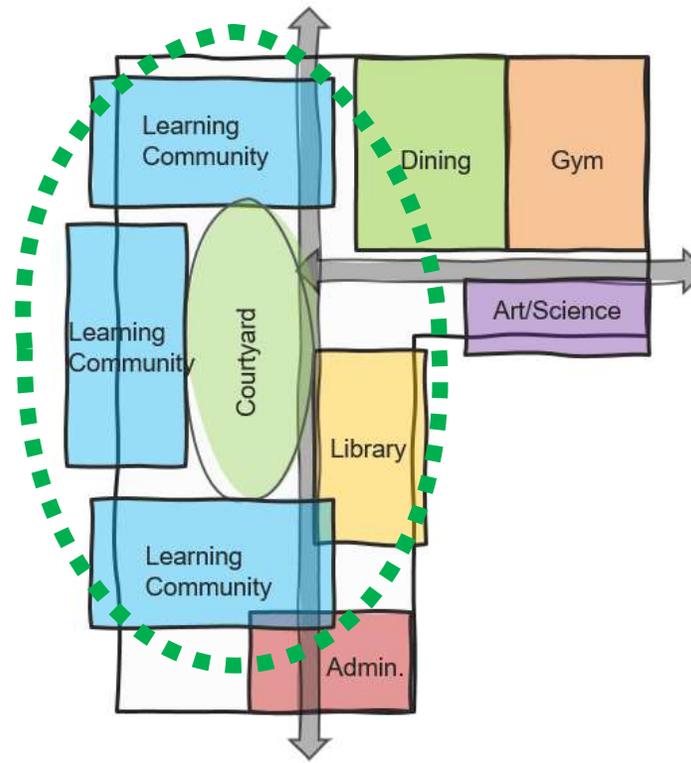
Engagement Activity #2: 10 minutes

## Learning Community Organization Concepts

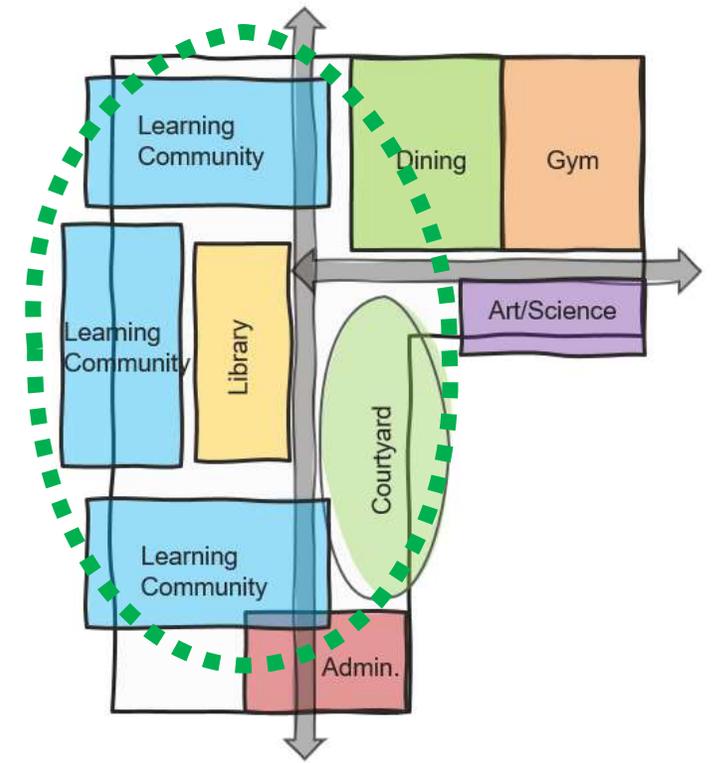
PAT Feedback: We are seeking input on the “building organization” concept



**LC Courtyards**  
“Proposed”

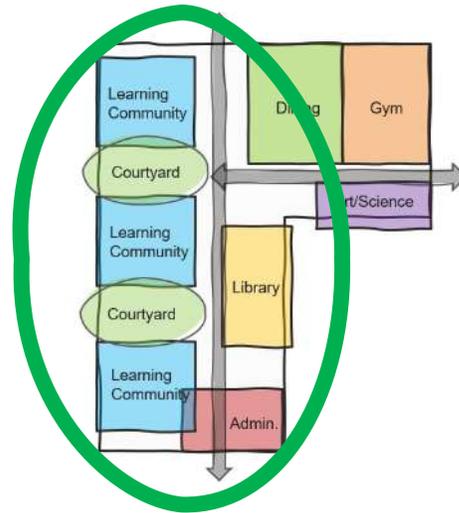


**Central Courtyard**  
Consider?

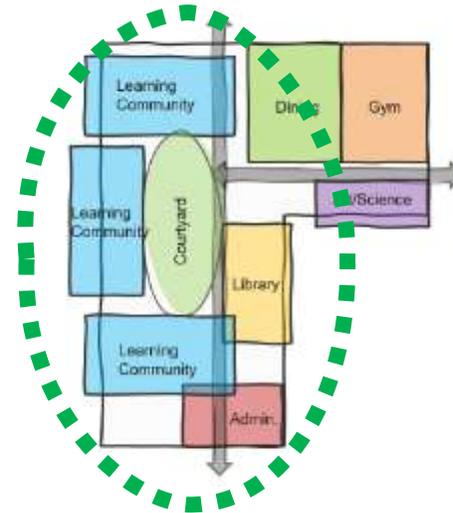


**Central Library**  
Consider?

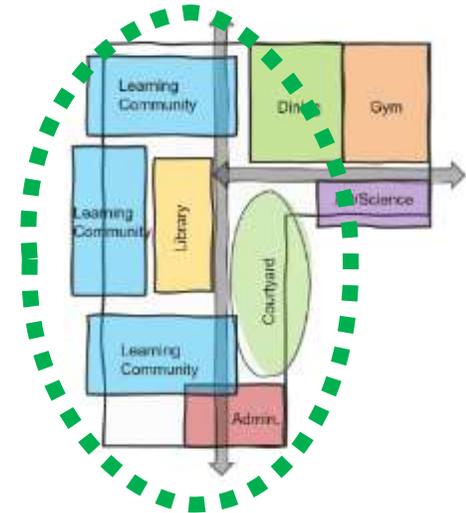
PAT Feedback: We are seeking input on the “building organization” concept



LC Courtyards



Central Courtyard



Central Library

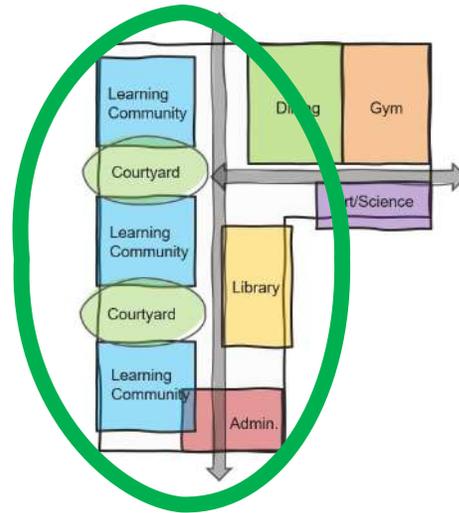
Library at the Heart



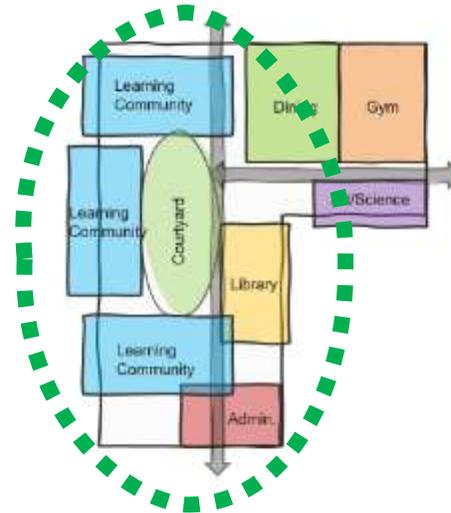
# PAT Mtg #2:

# Learning Community Organization

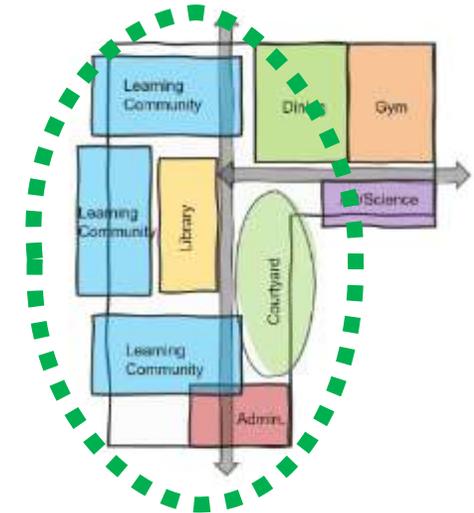
PAT Feedback: We are seeking input on the “building organization” concept



LC Courtyards



Central Courtyard



Central Library

Library at the Heart



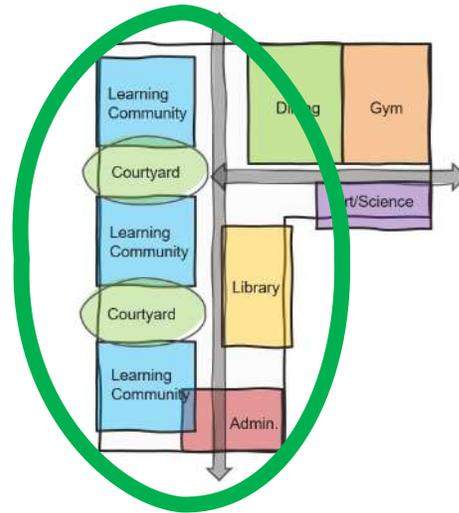
LC Views to Exterior



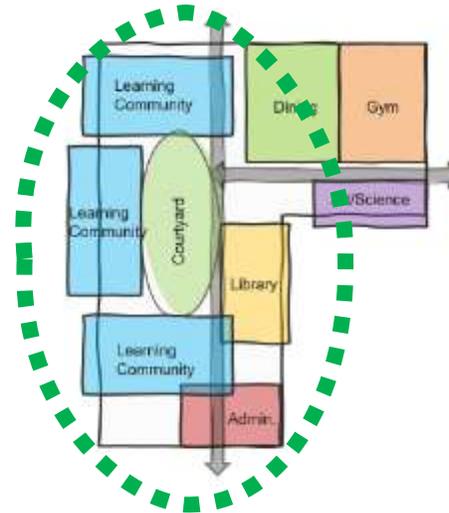
# PAT Mtg #2:

# Learning Community Organization

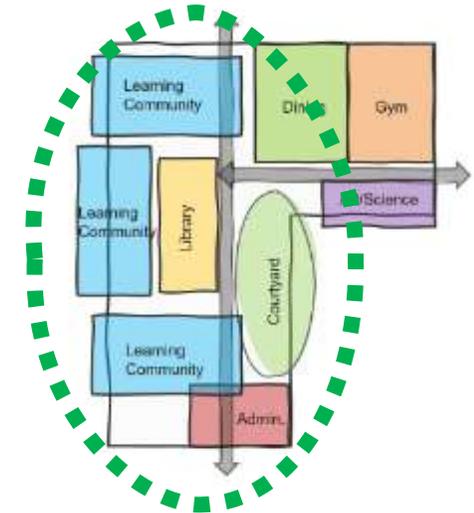
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LC Courtyards



Central Courtyard



Central Library

Library at the Heart



LC Views to Exterior



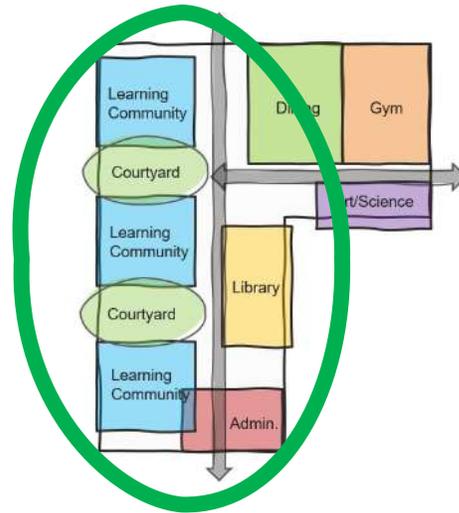
Outdoor Learning



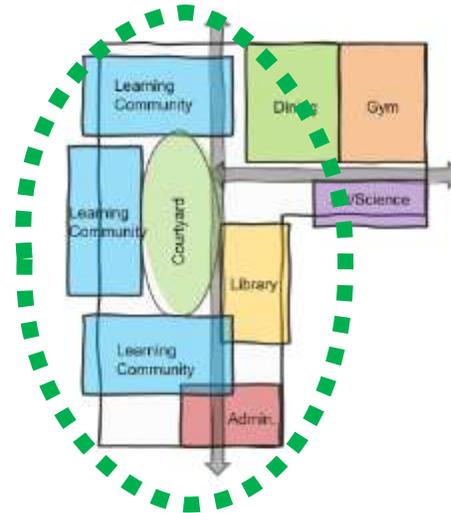
# PAT Mtg #2:

# Learning Community Organization

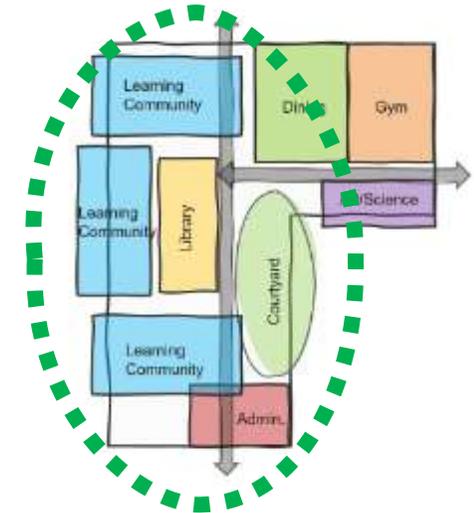
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LC Courtyards



Central Courtyard



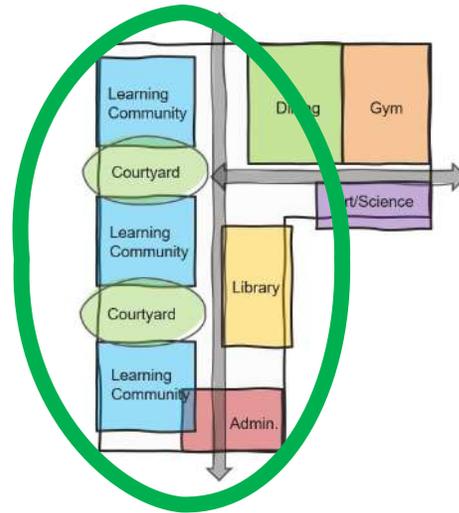
Central Library

Library at the Heart	+	-	+
LC Views to Exterior	+	-	-
Outdoor Learning	+	+	-
Open Feeling	+	+	-

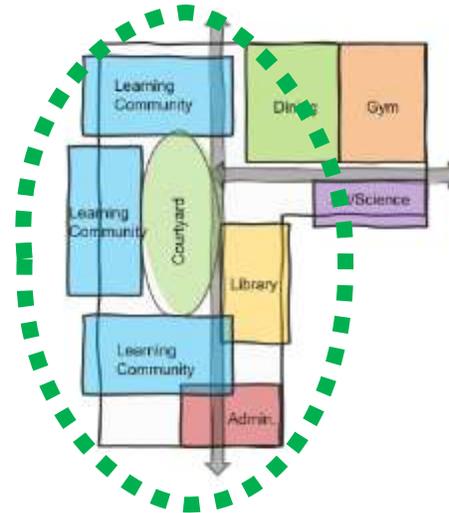
# PAT Mtg #2:

# Learning Community Organization

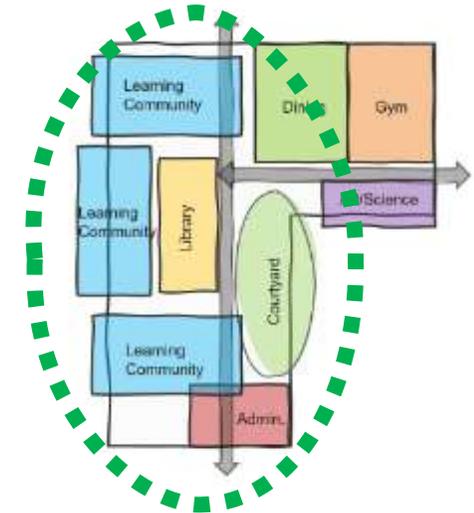
PAT Feedback: We are seeking input on the “building organization” concept



LC Courtyards



Central Courtyard



Central Library

Library at the Heart	+	-	+
LC Views to Exterior	+	-	-
Outdoor Learning	+	+	-
Open Feeling	+	+	-
<b>Community Activities</b>	+	+	+



## Meeting Agenda:

- **Introductions / PAT Charge**  
PAT Process Overview  
Program Summary
  - **PAT #1 Recap**  
Vision Questions: Design + Education  
Planning Exercise: Site Diagram
  - **PAT #2 Focus: Functional Relationships**  
BHE Campus Site Constraints  
PAT Engagement-1: Functional Relationship Diagram  
PAT Engagement-2: Learning Community Organization
- ▶ • **Next PAT: March 3rd / Closing Remarks**