Educational Visioning Report

Bedford CSD

GPD GROUP

PRIDE TRADITION ACHIEVEMENT
BCSD
BEDFORD CITY SCHOOL DISTRICT
BEDFORD • BEDFORD HTS. • OAKWOOD • WALTON HILLS

Prepared by GPD Group following the Visioning workshop held on February 16, 2024.

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GPD GROUP

BCSD
BEDFORD CITY SCHOOL DISTRICT

What is Educational Visioning?

The ability to think about or plan the future with imagination or wisdom.

Planning for a new facility provides an exciting opportunity to establish a holistic educational vision. Educational visioning is a collaborative process which results in a comprehensive planning tool for a school district, setting the direction for learning and the facilities that support it.

When & Where:

Friday, February 16th, 2024, 8:30am - 3:00pm
Mt Zion of Oakwood Village
One Mt. Zion Circle, Oakwood Village, OH 44146

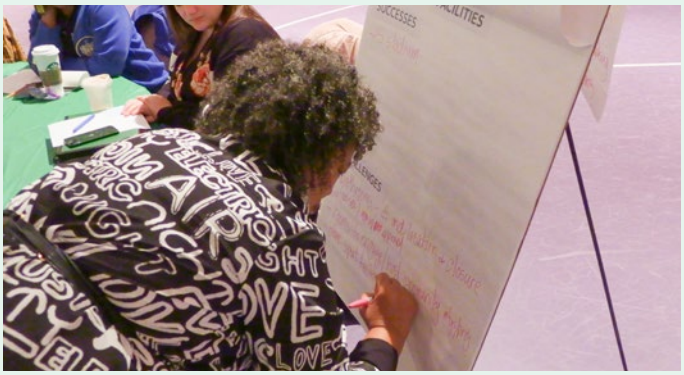
Participants:

42 people participated, representing a diverse cross-section of the district's stakeholders, including administration, staff, students, parents, and community members in addition to the design team.

What Took Place:

Educational visioning served as a project kickoff which included:

- Conversation and videos that helped the group understand both the current state and anticipated future of curriculum/facilities in the district
- Presentation of case studies
- Small group discussions
- Hands-on activities



List of Attendees

Administration, Staff & Community

NAME	TITLE
Aaron Butler	Community
Adam Hanus	Custodian
Alison Brennen	Teacher
Angelic Carter	Community Member
Anthony Akins	Community Member
Brandy Rigby	Teacher
Chelsey Meeley	Classified
Chuck Hudson	Security
Darnise Stephens	Teacher
Danielle Turner Birch	Community Member
Dominick Gruttadauria	Principal of Carylwood Intermediate School
Dr. Cassandra Johnson	Superintendent
Dr. JaTina Threat	Executive Director of School & Community Relations
Enid Thomas	Councilwoman
Erin Black	Coordinator of Preschool
Eva Boyington	Community Member
Faith Gordon	Administrator
Floyd Jones	Administrator
Jamie Batton	Ohio Association of Public School Employees
Jennie Amorino	Teacher
Karla Robinson	Career Technical Education
Kayla Darden	Teacher
Kelly Spivery	Teacher
Kenya Harrington	Executive Director of Academic Achievement
Marla Henderson	Social Emotional Learning Teacher
Marian Armstrong	Administrator
Melissa Rosen	Teacher
Merry Anne Hilty	Community Member
Michael Britten	Community Member
Mike Callahan	Bedford Parks & Recreation
Raymond Weeden	Councilman of Walton Hills
Samuel Randall	Community Member
Samuel Vawters	Executive Director of Human Capital, Equity & Inclusion
Sharyn Macklin	Community Member
Shirley Stubbs	Purchasing Manager
Tad Ellsworth	Executive Director of Operations
Tawanna Hamm	Administrator
Trish Duncan	Bedford Education Association President
Yadira Castro	Community Member

Students

NAME	SCHOOL, GRADE
India Woodson	Bedford High School Student
LaTia Grimes	Bedford High School Student
Lee Hammock	Bedford High School Student
Marissa Williams	Bedford High School Student

GPD Group Design Team

NAME	TITLE
Abby Rainieri	Educational Planner / Design Manager
Mark Salopek	Project Principal / Director, Education
Russell Gayheart	Project Manager
Dawn Gainer	Senior Interior Designer
Danielle Gordon	Interior Designer
Mariah Stoneman	Marketing
Joel Levis	Project Architect
Christopher Rood	Architectural Designer
Anca Sandu	Architectural Designer
Chris Bader	Project Manager
Caroline Moore	Environments Designer
Leanne Andrysco	Project Manager
Wendy Long	Interior Designer
Kaitlyn Cox	Interior Designer
Jason Nolde	Project Manager

Bedford CSD Project Scope

Master Planning

began in 2022

Current Facilities

Bedford High School

Heskett Middle School

Carylwood Intermediate

Columbus Intermediate

Central Primary

Glendale Primary

Phase 1

New 6-8th Grade School +BOE

Located at the existing Chanel site

New PK-2nd Grade School

Plus additional PK space

Located at the Heskett site

Renovate/Repurpose Heskett for 3-5th Grade

New High School

New 9-12 School + Career Tech

New auditorium

Abatement + Demolition

Demolish Existing Central, Glendale, Carylwood, & Columbus

Demolish Existing High School

Future Phase

New 3-5 School on the Columbus site is recommended in the future. Once this is built, it is recommended the existing Heskett Building is demolished.

PK-2 School

Planning Data:

89,240 square feet
Includes additional PK spaces

6-8 School & BOE

Planning Data:

89,200 square feet
Plus Board of Education spaces

9-12 School & CTE

Planning Data:

170,000 square feet
Includes Auditorium & CTE

The Day's Agenda

Welcome + Introductions

Logistics

About GPD

Project Scope, Schedule + Anticipated Budget

The Design Process

Educational Visioning Definition + Purpose

Group Discussion: Successes + Challenges

Report Out

Where are we now?

Break

Presentation, Case Studies + Examples

Group Activity: Ranking Facility Options

Report Out

Where do we want to go?

Lunch

Group Activity: Bubble Diagrams

Report Out + Next Steps

Activity: Vision in a Sentence

How can we get there?

Closing Remarks

Abstract

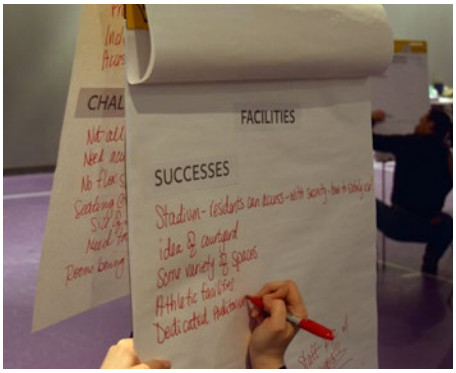
The goal of the day was to establish clear statements about appropriate and effective educational practices, school organizational structure, and concepts for the school facilities needed to support them. To be able to achieve this goal, we organized the day into three sections.

The first section focused on the district's current successes and challenges. Small groups discussed what's working well and what has room for improvement in the district's current state.

The second section focused on defining where the district wants to go with educational delivery and how other districts have solved their own education and facility challenges. The GPD team reviewed a presentation regarding the history of pedagogy, how students learn best, future careers and skills, and common facility design elements that are hallmarks of future-ready building design. Small groups ranked examples of floor plans from other facilities.

The final section of the day focused on how the district could move toward the goals and concepts reviewed in the second section of the day. Small groups discussed and designed overall programmatic and organizational concepts through a bubble diagramming exercise. The day concluded with an activity in which each participant distilled their vision for their schools into one sentence.

Where are we now?



Success & Challenges

Group Discussion

We asked each group to reflect upon and identify the district and/or school's current successes and current challenges. We proposed that they ask themselves "What are we doing well?" and "What could we improve upon?" Each group used large pads of paper to record their conversations and then reported out their discussion to the rest of the room. GPD heard some common successes and challenges during the report out session, which are summarized below. The full list of successes and challenges by table can be found in the appendix.

Curriculum & Instruction

Successes

General

- Students enjoy being at school
- Extra-curricular activities
- 1:1
- SPED programming
- Great leadership and use of funds
- New curriculum format, quality of instruction
- Counselor to student ratio
- Staff professional development
- SEL programs
- Advisory/WIN

Elementary School

- 5-star PK program
- Departmentalization at 4/5th for expertise
- Block scheduling

Middle School

- Reading instruction
- Growth in math and ELA scores
- Teacher Planning Teams
- Block scheduling
- Team-based learning

High School

- Expanding Career Tech options
- Programs: Dance, College Now
- Current HS schedule (40 mins)

Challenges

General

- Reading instruction – could be more targeted to all four content areas/accessible
- Life skills programs could be expanded
- Technology could be expanded for teacher instruction, more consistent across spaces
- Start times at schools
- Time or provide SEL services and not take away from academics
- Restrooms: number of them, location, unisex
- Changes in administrative staffing
- Class sizes
- Culturally relevant curriculum
- State mandates with limited guidance
- Rigor of courses
- Staff shortages
- Access to texts in native languages

Elementary School

- PK/K navigation on Chromebook vs. iPad
- PK is not consolidated
- 4/5th departmentalization can affect relationship building

High School

- Sport/facility areas need tending
- Seating/size of furniture

Facilities

Successes

General

- Natural light in certain facilities
- Providing more sports for girls
- Schools that have main offices at front of buildings
- Resources for community (washer/dryer, etc)
- Grade banding (K-2, 3-5, 6-8 and 9-12)
- Library/media space in each building
- Schools that have courtyards
- Metal detectors/cameras

Elementary School

- Classes on perimeter with ELA more central

Middle School

- Split lunch room
- Proximity to partner teachers

High School

- Gymnasium space
- Stadium
- Having an auditorium
- Track & Field available for outdoor learning

Challenges

General

- Libraries need more updated technology
- Science classrooms typically do not have sinks in them
- Parking and drop-off/pickup circulation
- Mold
- Lighting
- Lack of space for quiet corners/collaboration/storage
- HVAC and thermal comfort
- Failing infrastructure
- Elevators
- No lactation rooms in any buildings
- Lack of breakout/collaboration/flexible spaces
- Lack of meeting spaces/offices
- Old maintenance/garage spaces
- Main entry separated from offices
- Safety & Security issues
- Restrooms: number of them, location, unisex
- Space at each building for community needs
- Growing need for OT/PT/SLP space
- Rooms are 'boring'

Elementary School

- Playgrounds and playground fencing
- Sharing cafeteria and gymnasium space

Middle School

- Glass in building
- "Loud" spaces next to classrooms

High School

- Leaking roofs
- Pool does not work/can't dive
- Only using half the school
- CTE classrooms outdated

Where do we want to go?

Presentation, Case Studies + Examples

Who are we designing for?

We began our presentation by acknowledging who we are designing for – students in Gen Z and Gen Alpha. We shared a video (https://youtu.be/59d3UZTUFQ0?si=7olhBpPHhP3ZV6iN) that described the future of work and how technology will influence this. The group then discussed how Bedford City School District wants to define success for their students.

How do we want to define success?

Reaching goals and over achieving.

Individual student growth based on their goals

Graduates as: Independent thinkers, independent learners, self-starters, confident, well rounded

Students graduating with a goal and where to go next with support available

Meeting individualized needs. Maslow before Bloom.

Every student to feel happy, healthy, and achieve the fullest of their potential.

Graduates as: Independent thinkers, independent learners, self-starters, confident, well rounded

Post Graduation readiness

Prepared for the future... whatever that looks like for them

Students are college and career ready and have the ability to understand and utilize life skills for their success

Students who are prepared for college and or the workforce.

Good citizens who contribute to society in a meaningful way

Well rounded and an independent thinker with the ability to solve problems and help others.

When they can be successful products in society using their experiences to drive them through life.

Identity development

Growth

Success is where students feel their thought process is validated as they learn how to think more strategically

Understanding and applying the standard taught

Students learning based on their goals

By how well students are able to transfer what they learn at school to their post secondary goals.

Students feeling confident to embrace new challenges, accept failure as an option and have persistence and creativity to find new solutions.

Student with skill set to preserve, learn, develop ways to be successful when encountering an ever changing world.

When a student feels confident about the subject they have received!

Make learning more about the future

Success looks like a graduate that feels like they actually got something worthwhile from their school career with a strong sense of self.

Students academic, social, and emotional needs are met.

The student to feel that they achieved and understood the goal.

Success for students is acquired knowledge of a topic, task, etc. This may not necessarily be "mastery" but individual growth is what's important.

Students learning at their own pace, with the opportunity to learn from one another while being supported by the teacher. Therefore, showing success through mastery at appropriate grade levels.

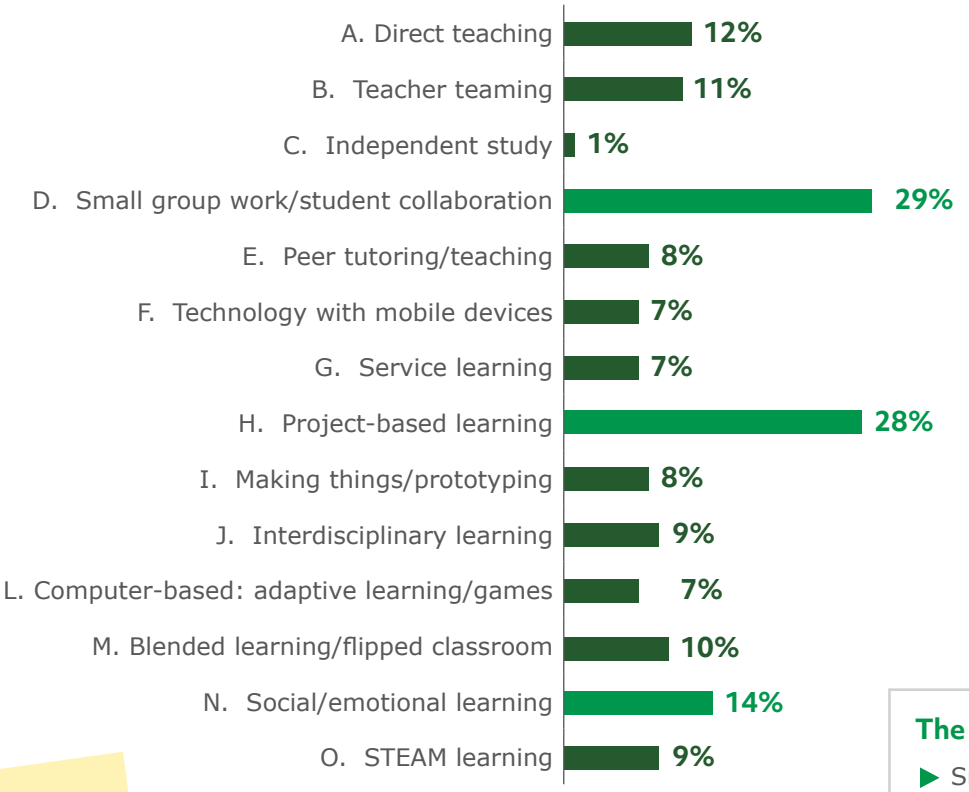
Drive students towards figuring out their own interests and encouraging and helping them pursue those interests.

Being an independent thinker that knows their value and how to regulate their emotions... overall HAPPY

How Do We Learn and How Do We Teach?

We know that students learn in a variety of ways, called learning modalities or learning styles. Utilizing different educational delivery methods allows students of varying learning styles to learn in the way that best suits them.

What are the TOP ranked educational delivery methods?

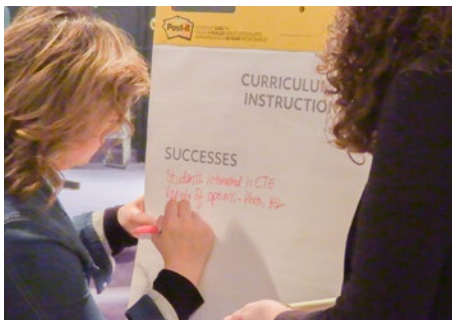


The top ranked are as follows:

- Small group work / student collaboration
- Project-based learning
- Social / emotional learning

Design Interpretation #1

DESIGN LEARNING COMMUNITIES THAT INCLUDE BOTH COLLABORATIVE AND SMALL GROUP SPACES.



School Transformation + Development Map

The presentation then shifted to how we teach and the way that pedagogy has evolved over time to adapt to our changing world. Upon receiving participant feedback, it was determined that flexibility will be a hallmark of overall school planning, including spaces and furniture that allow several educational deliveries or uses with ease. The building plan will also be designed to link different program areas in the academic core and link community or public use program areas separately.

	MAINTAINING TRADITION	INITIATING CHANGE	PROGRESSIVE	TRANSFORMING	TRANSFORMED
LEARNING THEME	No focused learning theme/expression	Themes to designate internal sub-schools w/ little impact on instruction		Thematic curricular component w/i school	Choice thematic, magnet school
EXHIBITIONS	Student work is rarely actively expressed outside Classroom	Student work occasionally expressed in Corridors etc	Students present work in regular exhibitions	Exhibitions feature outside "experts"	Exhibitions recorded for portfolios + resource
DIFFEREN-CES	Little or no recognition of learning differences among students except "tracking"	As Column 1, but multiple intelligences/learning styles recognized	Multiple intelligences + learning styles honored thru differentiated instruction; no tracking		Mult int+ learning styles used as a basis of student social learning
PERSONAL LEARNING	"Broadcast" teaching: same to all students in the classroom	Occasional differentiated instruction in assignments, assessments	Differentiated instruction as basic approach		Personalized learning plans; student initiated projects
COLLAB-ORATION	Students learn alone	Occasional 2 person teams	Occasional larger teams	Students regularly work in larger teams	Students learn 75% in teams
TEACHER TEAMS	Self contained classroom teaching exclusively	Common planning to coordinate curriculum/know students	Teachers swap classes for sharing instruction but do not teach together	Teachers occasionally integrate curriculum by teaching together in same place + same time	Teachers regularly teach synchronously in coordinated teams
OWNERSHIP	Most teachers have "own" classrooms; others on carts	Teachers share "own" Classrooms with specialist teachers	Small groups of teachers share small # of Classrooms based on schedule		Teachers control suite of spaces with corollary teachers
AWARENESS	Students know very little about activities in neighboring classrooms	Students aware of other Classrooms through occasional sharing	Learning spans several classrooms and related spaces		Learning takes place in coordinated manner in variety of shared spaces
TECH- NOLOGY	Virtually no computer use	Computers seen as sophisticated writing/math tools	Computers also used for learning programs +/or web research	Computers are common in learning	Learning programs, web, virtual access are inseparable from learning
DISPLAY	Best student work is displayed on bulletin boards	All student work on bulletin boards, but trumped by sports in Lobbies		Each student's work is presented + critiqued	Building is rich with 2D + 3D display of student projects
DELIVERY	Almost exclusive direct instruction	Predominantly direct instruction w/ some discussion	Direct instruction with regular group discussion	Direct instruction, group discussion, + some problem solving	Project-based learning, discussions, + "just-in-time" direct instruction
INTEGRA- TION	Core instruction subject based; not all "exploratories" taught	Exploratories (Art, Music, PE, Family) taught separate from non-integrated core	Exploratory coordination with core learning mostly in extracurricular	Occasional integration of core learning +/or exploratories	Regular integrated learning includes core + exploratories
LEARNING LOCATION	Learning exclusively in Classrooms, Labs	Learning exclusively in Classrooms with some field trips		Occasional internships/service learning for some students	Regular internships/service learning are integral to learning
WHO TEACHES	Teacher does the teaching	Teacher with aides do teaching	Students also teach in paired groups/study teams	Students teach each other in project based environment	Students regularly teach others; outside "experts" for projects
MAKING LEARNING VISIBLE	No attempt to make learning visible; hidden behind corridor walls	Learning visible through occasional (mostly arts) entertainment/events	Celebratory events focusing on learning	Learning visible through authentic evaluations, educational "trophies"	Learning highly visible through all aspects of school life

Source: Frank Locker Educational Planning

Design Interpretation #2

FLEXIBILITY WILL BE A HALLMARK OF OVERALL SCHOOL PLANNING

Student-Centered Learning

A video introducing and describing the **four key principles** of Student-Centered Learning was viewed (https://youtu.be/g1InechEQ-4?si=tUd9T27aX5W5EJmZwatch?v=g1InechEQ-4watch?v=g1InechEQ-4).

The 4 Key Principles:

#1 Learning is personalized

#2 Learning is competency-based

#3 Learning happens anytime, anywhere

#4 Students take ownership

Facility as the Third Teacher & Design Strategies

As schools around the country and the world are being redesigned and built for future needs, school districts are integrating innovative strategies and designs with the goal of boosting student achievement. To create places where students want to be and spaces that engage and inspire them. We reviewed examples and images of common design strategies in current facility design:

- Bursts of color and natural light
- Outdoor learning spaces and cafes
- Shared activity spaces where students can present, collaborate, and study independently
- Technology-rich learning environments
- Transparency
- Movable walls that allow for changing classroom needs
- Small group rooms
- Sustainable design
- Flexible seating arrangements and learning spaces
  - A short video defining "flexible classroom" was viewed: https://youtu.be/4U87ZjAOEHA

There are many different ways to organize a school facility. The group discussed different organizational models that can be utilized to support different educational pedagogies:

- Organize by age or mastery
- Departmental model
- Integrative model
- Project-based learning model
- Academy model
- Small learning communities model
- School-within-a-school model

Case Studies & Examples

We ended the presentation section of our day by reviewing seven different facility examples that range from traditional facility design to more future-ready designs. We presented the plan layouts, described how the spaces were designed to be used, showed photographs of the spaces, and described any of the professional development the districts utilized to prepare their teachers to be able to deploy their educational vision in their new spaces.

"There are three teachers of children: adults, other children, and their physical environment."
-Loris Malaguzzi

Ranking Facility Examples

Group Activity

The GPD team presented seven facility designs, focusing on the layout of the academic core areas of the buildings. Each table then worked in a team to review and discuss the facility design examples. Ultimately, the groups each identified the facility designs they thought would best and least support student centered learning for PK-2, 6-8 AND 9-12 students. During a report out session, the groups shared why they made their selections with the entire room.

Tours of some of the case study facilities (Berea High School, Brunswick Middle School, and Warrensville Heights Elementary School) were offered to the visioning attendees prior to the visioning session. Those who attended were able to share about their experience with the group.

Discoveries from Facility Ranking Exercise

- There is complete consensus that Example A (a traditional floor plan with a double-loaded corridor and similarly sized, self-contained classrooms) and Example B (a double-loaded corridor with extended learning areas) is NOT acceptable for the new facilities.
- The highest ranked examples showed learning communities and/or pods with the following in common:
  - Classrooms of various sizes and layouts to suit different teaching/learning styles
  - Collaborative spaces
  - Small group rooms
  - Different levels of transparency and connection between learning spaces

Design Interpretation #3

CLASSROOMS SHOULD VARY IN SIZE AND LAYOUT TO SUIT DIFFERENT TEACHING AND LEARNING STYLES.

PK-2

The examples that received the highest ranking for the new PK-2 School (example E and G) all would support elementary learning communities.

- Both examples are self-contained learning communities where the collaborative space is NOT used as circulation space for the larger facility population.

6-8

The examples that received the highest ranking for the new 6-8 School (example C and D) would both support middle school interdisciplinary teams.

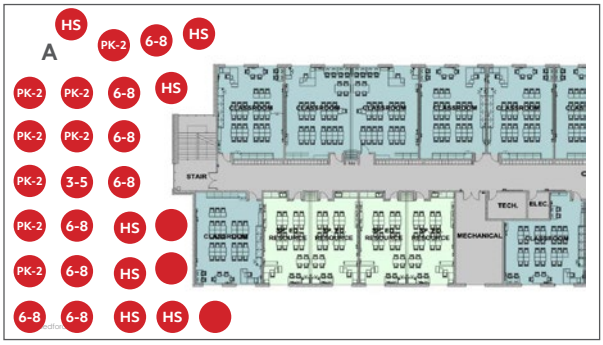
- There was discussion in the room about the ideal size of a team, which requires further consensus.
- Through discussion, consensus was developed around the importance of the 6th grade teams having their own 'wing' or zone of the building to provide a smaller 'school within a school' during their transition year into the middle school.
- Example C is more of a hybrid learning model with breakout space and Example D is a larger learning community with circulation/connection through the collaborative learning area. Further conversations with the 6-8th grade educators are needed to land on which direction is more suitable for Bedford.

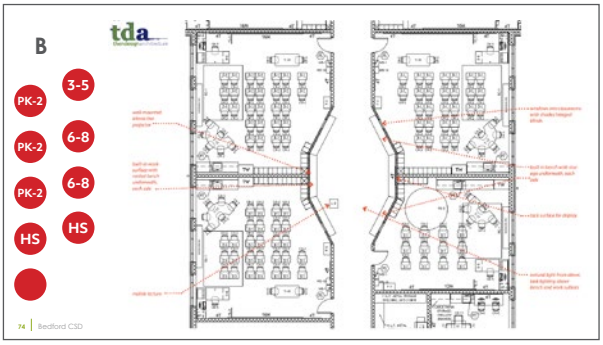
9-12

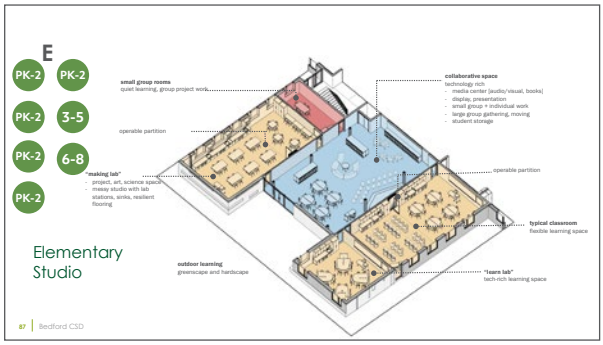
The example that received the highest ranking for the new 9-12 School (Example F) would support departmental zones or wings.

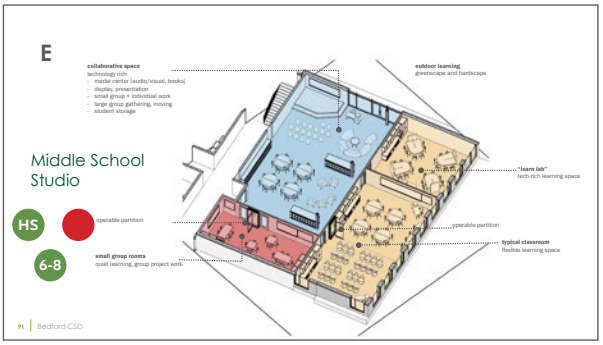
- There was discussion about these departmental wings providing a variety of types of spaces, sizes of spaces, and abilities to connect between the spaces.
- The example showing the collaborative areas in use mimicked a more 'collegiate' feel while still offering ability for teacher supervision, which the group liked.

Recorded Results









How can we get there?

Bubble Diagrams

Group Activity

The GPD team introduced the group to the concept of a bubble diagram, which is a tool that architects use to define relationships between functional areas of a program in order to develop an architectural plan. A program and some basic planning information regarding the size of the PK-2, 6-8 and 9-12 building was reviewed. Each group was given a kit and asked to take some key considerations into account as they worked as a team to complete bubble diagrams for a PK-2, 6-8 and 9-12 facility that would support student-centered learning. Completed diagrams were presented out to the room.

Design Interpretation #4

WE SHOULD ORGANIZE BY GRADE LEVEL FOR PK-2, INTEGRATIVE TEAM FOR 6-8, AND DEPARTMENT FOR 9-12.

Key Considerations

Should we organize by grade level?	Should we organize by learning community? How many students?	Should we organize by department? Or an integrative model?
Yes.	***PK-2: Grade level pods 6-8: Learning Communities, possibly two per grade level***	***6-8: Integrative model HS: Departmental***

Common Themes & Unique Ideas from the Bubble Diagram Exercise

PK-2

Common Themes

- Main entry behind Heskett
- Self-contained grade level learning communities distributed across the length of the building with SPED embedded
- Academic/Quiet areas separated from Public/Loud Areas
- Media center near front entry
- Dining area located toward the trees
- Playground between academic area and student dining area
- Community spaces available near entry

Unique Ideas

- Grade level learning communities organized into one larger wing around support spaces, small group rooms
- Media center spaces distributed throughout the building or media center near front entry
- Build into the wooded/tree area and not on the existing football field
- Split playgrounds among different wings/ages of building
- Specials like art, media, music, located together and adjacent to dining with views to trees

6-8

Common Themes

- Building presence along Northfield Road
- Separate wing/zone of building for 6th grade learning spaces
- Middle School team organization with science embedded in teams
- Board of Education presence and entry prominent from Northfield
- Central media center
- Dining/Gym spaces adjacent to each other and with opportunity to connection to the existing fields

Unique Ideas

- Locate building back further from Northfield Road near existing ball field
- Media spaces embedded within learning communities
- Thoughtful connection to high school design and/or traffic flow/entry

9-12

Common Themes

- Two story academics by department with embedded SPED
- Public spaces (gymnasium and Auditorium) on one side of the building
- Central music with connection to auditorium

Unique Ideas

- Auditorium/PE spaces off Bonnieview vs. Academics off Bonnieview
- Centralized media center near main entry vs. decentralized media areas in academic wings
- Career tech facing Northfield vs. Stadium
- Main entry off Northfield vs. internal to the site

GPD GROUP BCSD

Vision in a Sentence:

If school were a place where

STUDENTS GROW

everyone belongs
students are prepared for their future
our futures begin
learning and relationships happen
everyone felt safe
learning was fun
learning is fun
learning happens
everyone belongs
students learn and grow

bright futures were fostered
students thrived
everyone succeeds
everyone felt validated and included
everyone feels welcome / supported
you should feel safe
every child could grow
different learning styles were offered

diversity is celebrated
students can explore, grow, and feel safe and loved
students grow into their best selves
all belong
students reached their full potential
students succeed
kids grow
everyone loved to be
children want to learn

children could thrive and grow
we prepare students today to make a difference tomorrow
growth is fostered
education is chosen
learning is fun and valued
all students mattered
everybody wants to be
kids realize their potential
life-long learners were made

learning was celebrated
students felt safe
students learn their passions
we prepare for the future
students thrived
everyone belongs
children thrive
kids could enjoy learning
kids who like it

,

then we would need **teachers who**

CARE FOR ALL STUDENTS

care
collaborate
teach
provide tools to learn
seek to understand
understand kids
play
collaborate
have vision
are life-long learners

lead with empathy
are empowered
believe in all kids
cared for all students and staff
collaborate
cared about kids
facilitate
are adaptable

are innovative
provide experiences and love
maximize learning opportunities
listened
were caring and compassionate
care for students
care
cared and showed kindness
create a caring culture

challenge
help students learn to problem solve
felt empowered
inspire
teach with joy
are constantly learning
motivate
care / patient
were enthusiastic about learning

cared and collaborated
care about
are compassionate
life-long learners
are passionate
inspired
care about *all* kiddos
care
were creative
are fun

,

students who

COLLABORATE

collaborate
problem-solvers
learn / grow
thrive
build each other up
feel included
listen
engage
actively participate
are eager to come to school

learn with passion
are engaged and motivated
will give it their all
cared about each other and staff
discover / explore
want to learn
collaborate
work together

honor what makes them special
have the courage to try / learn new things
feel comfortable exploring
respected all
gave their best effort
want to grow
try their best
were given opportunities to grow from where they were
are ready to learn

collaborate
are tenacious learners
believe in themselves
are motivated
are excited to learn and *want* to learn
feel valued
create
were vulnerable
took charge / pride in their learning

belonged
communicate
are curious and dedicated
are open
engaged
see their genius
are ready to learn
expressed their ideas
are hard working

,

parents/community members who

SUPPORT

support
are invested in student success
encourage
get involved
support our schools
are supportive and connective
are engaged
support
engage
feel connected

value education
support
support us
supported students and staff
support
contribute
participate
accepted all learning styles

show interest
support, trust, love
support and encourage
cherished the district's work
engaged and supported
support students
are involved
were committed and engaged
are active participants

are open minded and supportive
interact to build on strengths / support our challenges
were engaged
support
believe in teachers and kids
partner and support regularly
support
are supportive
are involved in learning in and out of the classroom

invested and contributed
care about student needs
are engaged and flexible
are supportive
supported
support all learning
support
supported students
are supportive

,

and facilities that

ARE SAFE

are safe
feel safe
keep them safe
provide love, learning, and safety
are safe and welcoming
feel like home
feel like home
house us for many years
accommodate
facilitate students to explore and engage in learning now in and the future

support learning so well that they disappear in the back-ground of student engagement
are safe and a conduit for learning
keep us safe
maximized that effort
equips us for the future
work well
maximize potential
were flexible

provide multiple arenas / avenues / spaces for success!
allow for all of the above
create opportunities
are functional for all
promote excellence and broke down barriers to learning
foster success
everyone is proud of
were safe, flexible, and innovative
promote these goals

modern and flexible
give opportunities to think out-side the box of traditionalism
allowed for innovation
are a priority
support the future, both edu-cationally and environmentally
change over time
provide
foster imagination
least restrictive access to a wide variety of learning options / experiences

supported exploration, curiosity, and innovation
provide individual social, emotional needs / assessment
are safe and foster multiple intelligences or varied learning
meet those needs
encouraged learning
allow for change and growth
bring people together
showed the great work done there
are amazing

!

Conclusion

Design Interpretations

The following sticky notes represent the design team's interpretations of how Bedford CSD would like to plan for the future of their facilities. These four takeaways will serve as a reminder of the goals the district hopes to achieve throughout the design and construction process.

Design Interpretation #1

DESIGN LEARNING COMMUNITIES THAT INCLUDE BOTH COLLABORATIVE AND SMALL GROUP SPACES.

Design Interpretation #2

FLEXIBILITY WILL BE A HALLMARK OF OVERALL SCHOOL PLANNING

Design Interpretation #3

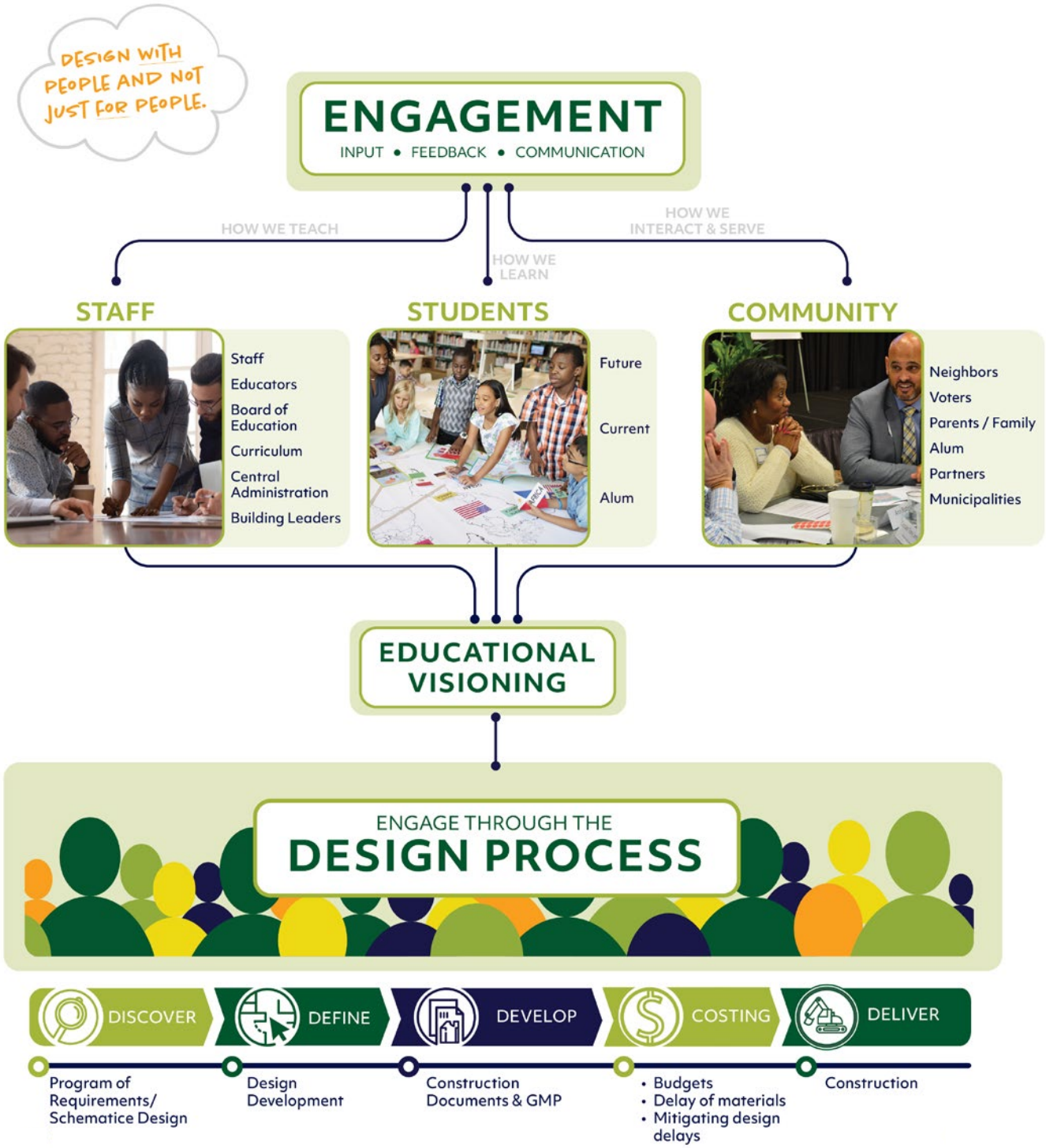
CLASSROOMS SHOULD VARY IN SIZE AND LAYOUT TO SUIT DIFFERENT TEACHING AND LEARNING STYLES.

Design Interpretation #4

WE SHOULD ORGANIZE BY GRADE LEVEL FOR PK-2, INTEGRATIVE TEAM FOR 6-8, AND DEPARTMENT FOR 9-12.

Next Steps

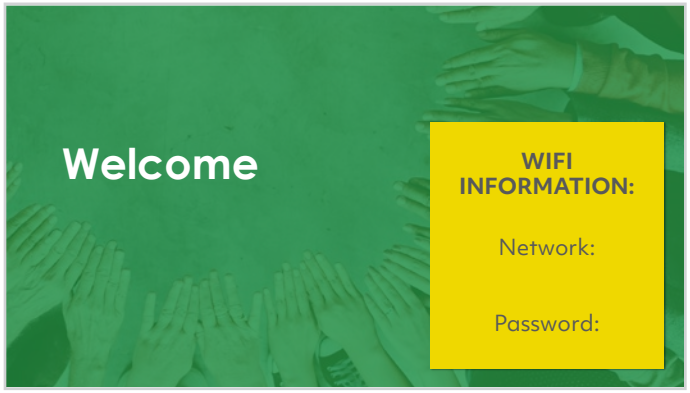
The visioning session is the foundation of our engagement process. Next, we will build upon that foundation of conclusions reached and consensus built as we continue the engagement process. We are currently engaging with staff to get more detailed input on programming and schematic design. We will engage with a variety of stakeholders (staff, students, and community) as we develop our conceptual designs.

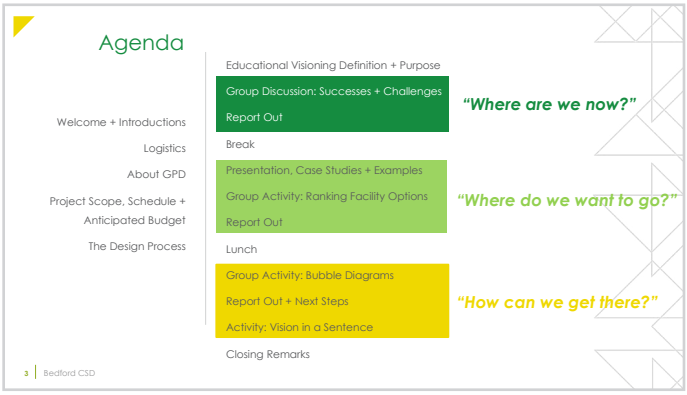


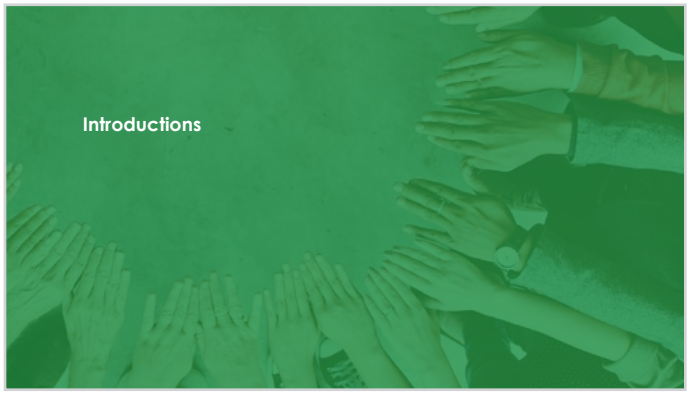
APPENDIX

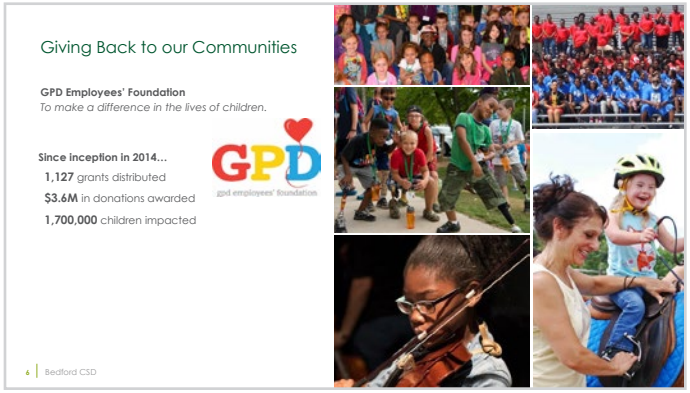
- *Presentation Slides*
- *Successes + Challenges Exercise*
- *Ranking Facility Examples*
- *Bubble Diagrams*

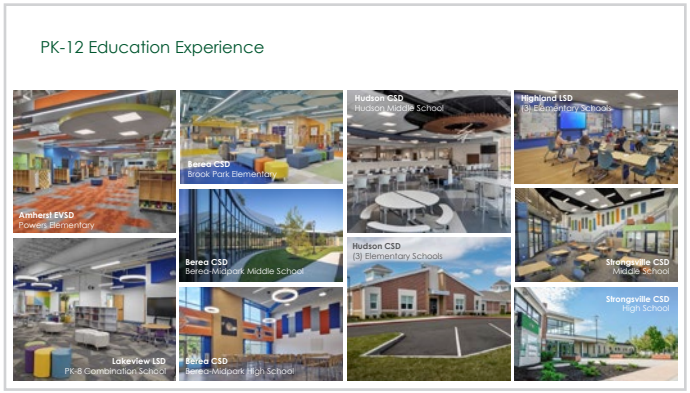
Presentation Slides



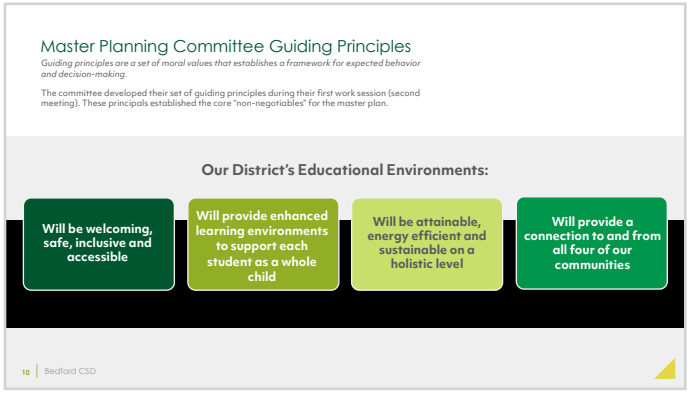


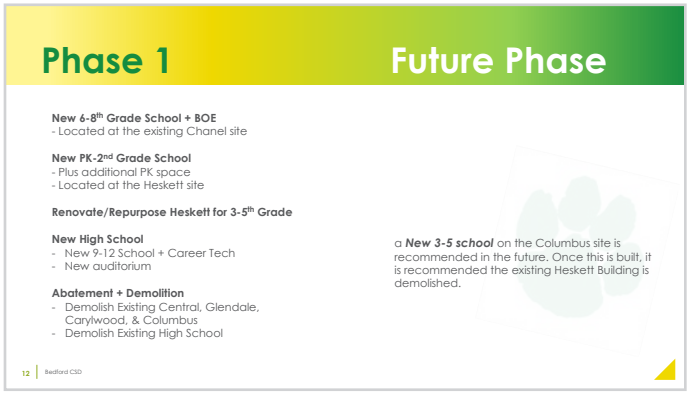


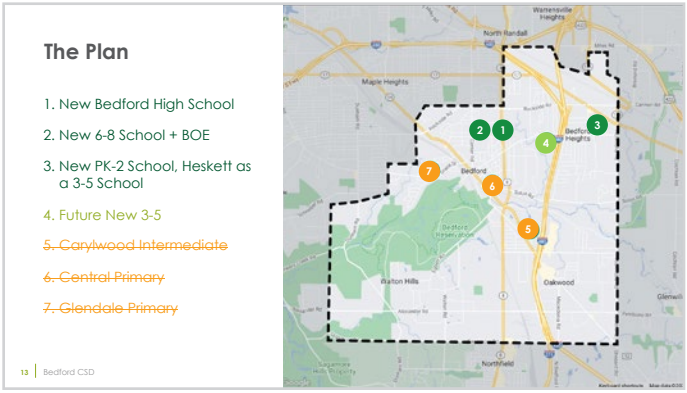




Presentation Slides







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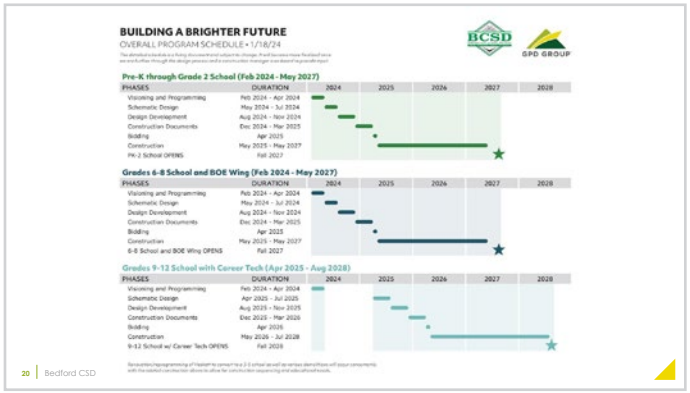

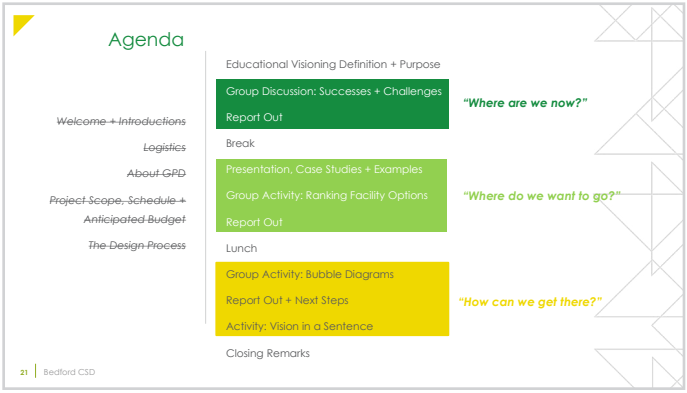

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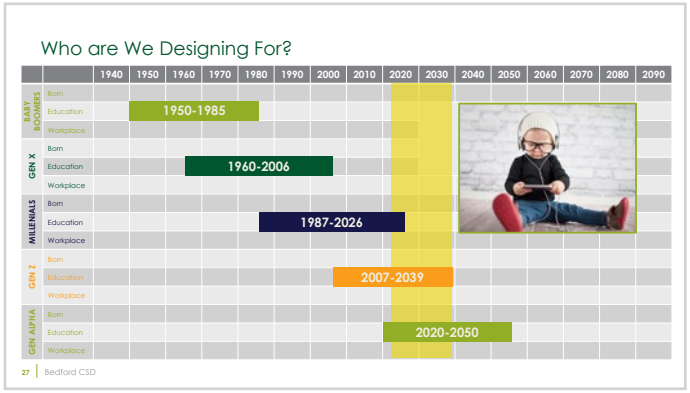

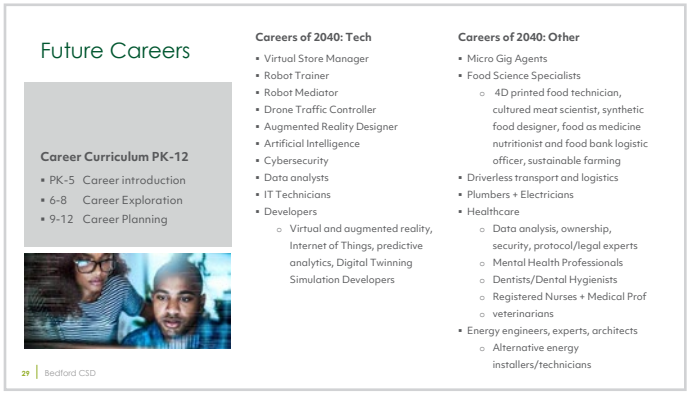

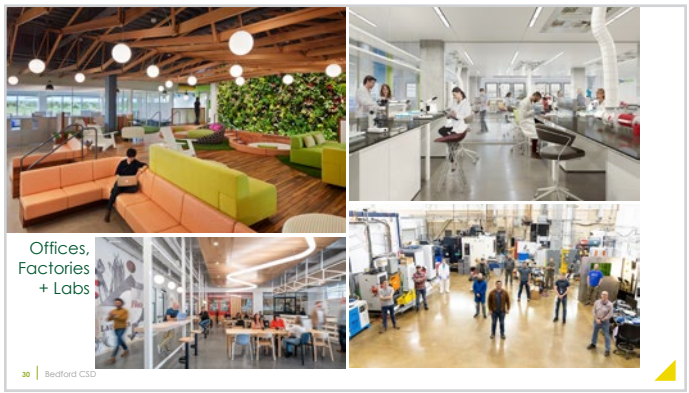

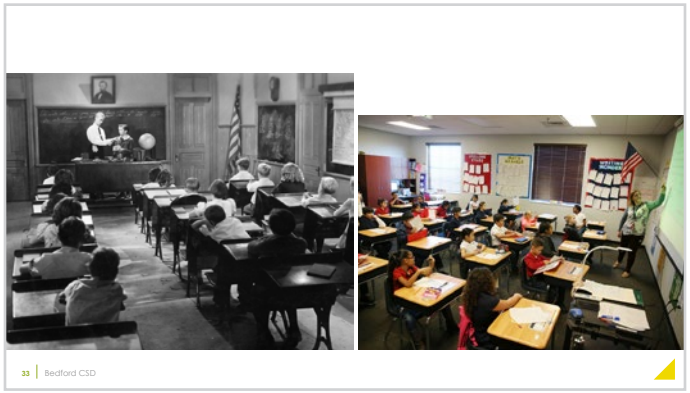

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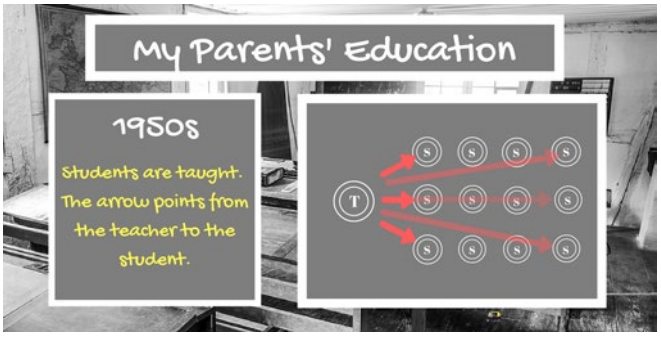

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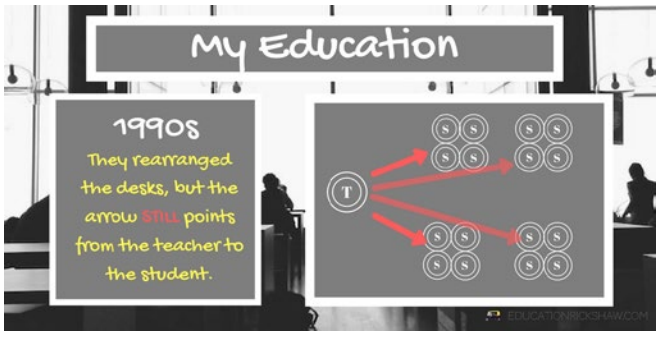

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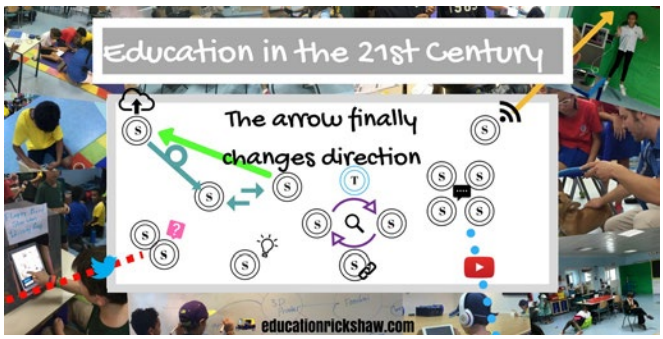

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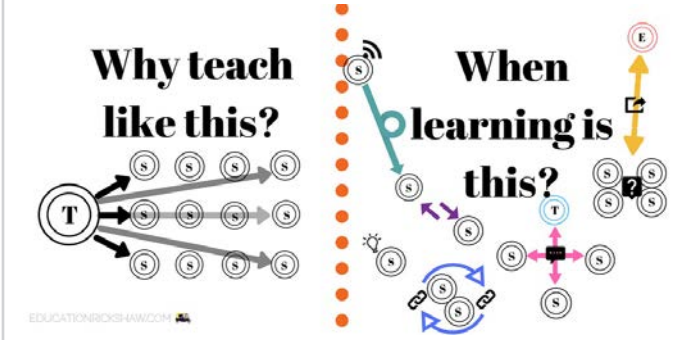

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How do we learn?

Research has demonstrated different Learning Styles

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Educational Delivery Methods

A. Direct teaching
B. Lecture (sustained, direct teaching)
C. Seminar Instruction
D. Teacher team/synchronous collaboration
E. Independent Study
F. Small group work/student collaboration
G. Peer tutoring/teaching
H. Internships
I. Service learning
J. Project-based learning
K. Making things/prototyping
L. Interdisciplinary learning
M. Thematic/integrated learning
N. Integrated arts learning
O. Social/Emotional learning
P. Student presentations
Q. Computer-based: adaptive learning/games
R. Blended learning/flipped classroom
S. Distance learning
T. Technology with mobile devices
U. Technology with desktop devices
V. Other

How do we learn?

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*1. What are the **top four** educational delivery methods?*

*2. What are the **bottom two** educational delivery methods?*

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Presentation Slides

Respond at **pollev.com/abbyrainieri915**
Text **ABBYRAINIERI915** to **22333** once to join, then **A, B, C, D, E...**

What do you believe to be the TOP FOUR educational delivery methods?

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When poll is active, respond at **pollev.com/abbyrainieri915**
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What do you belive to be the BOTTOM TWO educational delivery methods?

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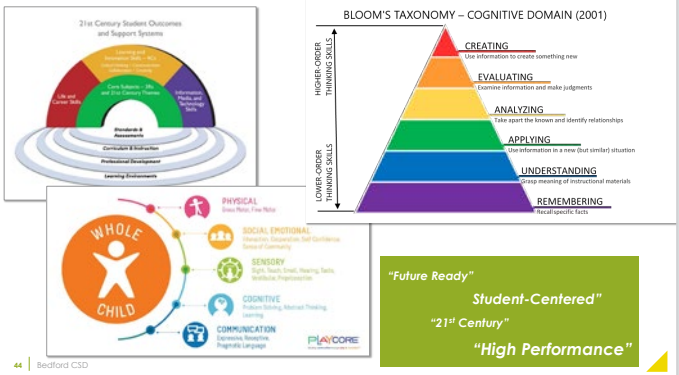

"Future Ready"
Student-Centered"
"21st Century"
"High Performance"

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*How do we want to **define success** for students?*

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How do we want to define success for students?

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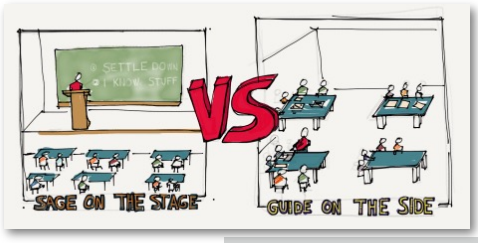

How do we teach?

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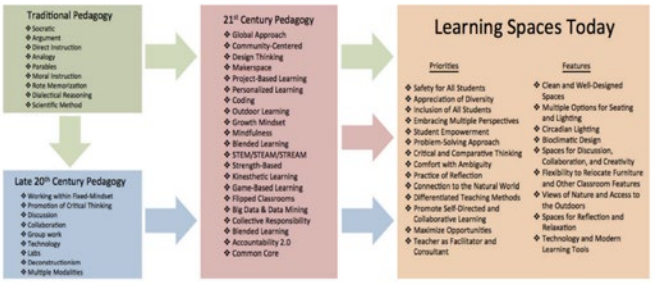
Teacher as.....self-navigating professional learner
social contractor
media critic, maker and publisher
innovative designer
globally connected citizen
an advocate for learners

How do we teach?



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School Transformation + Development Map

MAINTAINING TRADITION → INITIATING CHANGE → PROGRESSIVE → TRANSFORMING → TRANSFORMED

Educational Delivery
Instruction
Curriculum/Assessment
Leadership
Professional Development
Relationship Building
Connections

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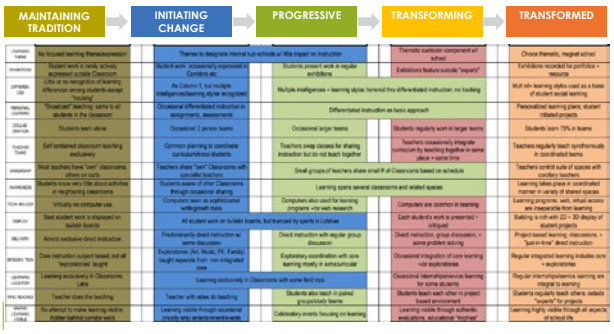
Presentation Slides

School Transformation + Development Map



50

School Transformation + Development Map

MAINTAINING TRADITION → INITIATING CHANGE → PROGRESSIVE → TRANSFORMING → TRANSFORMED

Educational Delivery
Instruction
Curriculum/Assessment
Leadership
Professional Development
Relationship Building
Connections

Facilities
Overall Planning
Specific Spaces

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"There are three teachers of children: adults, other children, and their physical environment."
– Loris Malaguzzi

The environment is The Third Teacher.

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Bursts of color and natural light

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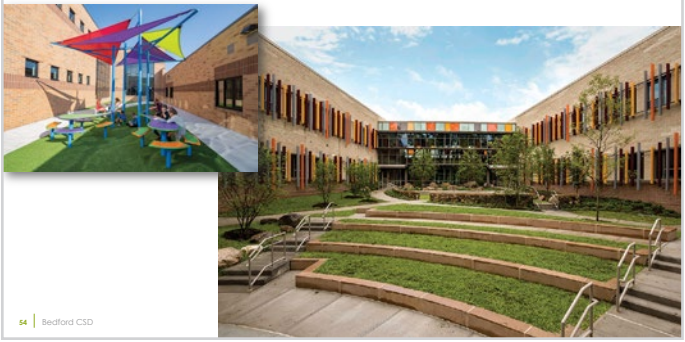
Classroom courtyard and cafes



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Outdoor education

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Shared activity spaces where students can present, collaborate and study independently

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Shared activity spaces where students can present, collaborate and study independently

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Presentation Slides

Shared activity spaces where students can present, collaborate and study independently

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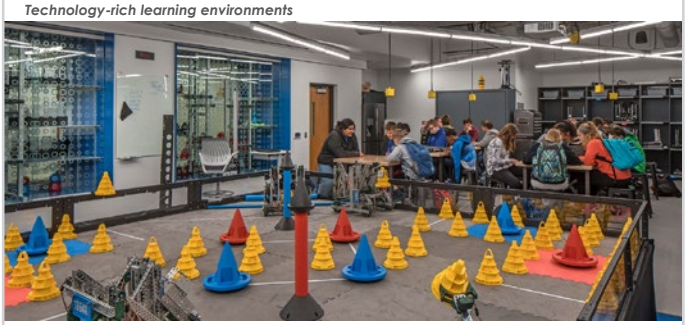
Technology-rich learning environments



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Transparency

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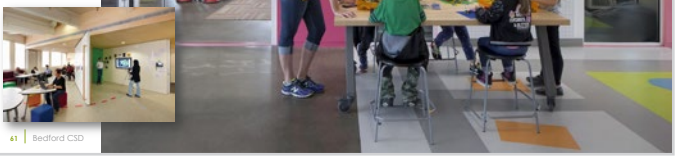
Moveable walls that allow for changing classroom needs



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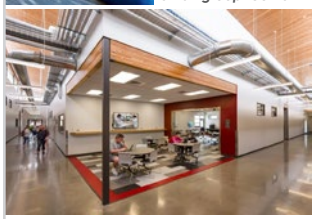
Small group rooms



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Green and sustainable design

- HIGH-PERFORMANCE BUILDING ENVELOPE
- OPTIONAL SOLAR PANELS
- CLERESTORY WINDOWS
- LED LIGHTING
- EFFICIENT HVAC SYSTEM & NATURAL VENTILATION
- LARGE WINDOWS WITH SUNSHADES
- STEEL & CONCRETE FLOORS
- INTEGRATED AV & TECHNOLOGY

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Flexible seating arrangements and learning spaces

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Optimizing these physical characteristics **improved academic performance** in reading, writing, and mathematics by **16 percent**.

Another way to look at it:

When isolated from other measured factors, **classroom flexibility is about as important as air quality, light, or temperature** in boosting academic outcomes.

...so, what does ***"flexible classroom"*** mean?

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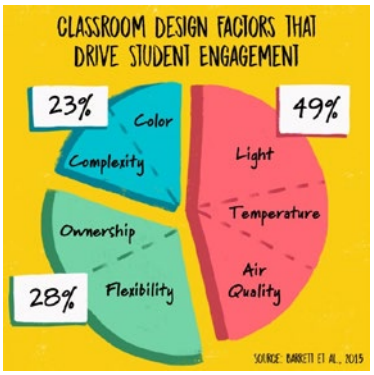

Presentation Slides

School Organizational Models

Organize by age or mastery…

- Departmental model
- Integrative model
- Project-based learning model
- Academy model
- Small Learning Communities model
- School-within-a-school model

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Dunbar's Number

SUPPORT GROUP	SYMPATHY GROUP	YOUR CLAN	YOUR TRIBE	ACQUAINTANCES	NAME/FACE
your inner circle / the "closer than kin" friendships	people you can turn to for sympathy or call for help in an emergency	people you consider close friends / those you trust and are able to be vulnerable with	the number of people with whom you can maintain a meaningful relationship	people you run into and are able to hold a casual conversation with / you remember how you met	people who you have met and can put a name to their face

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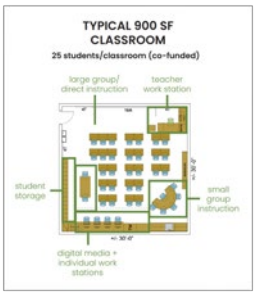
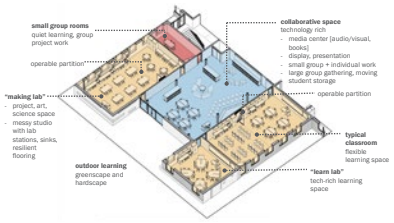
Anatomy of a Classroom: Traditional vs. Community





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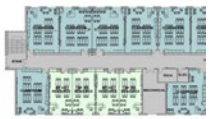
Traditional, Hybrid, Future-Ready



Traditional Teaching Model
Akron Public Schools

Differentiated Learning Environment
Strongsville Middle School

Multifunctional Working Area
Lakeview PK-8

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Facility Case Studies + Examples

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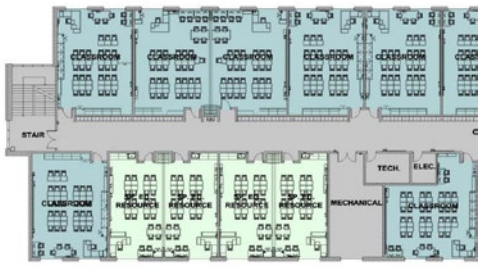
A



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B

Lower Floor Plan

First Floor Plan

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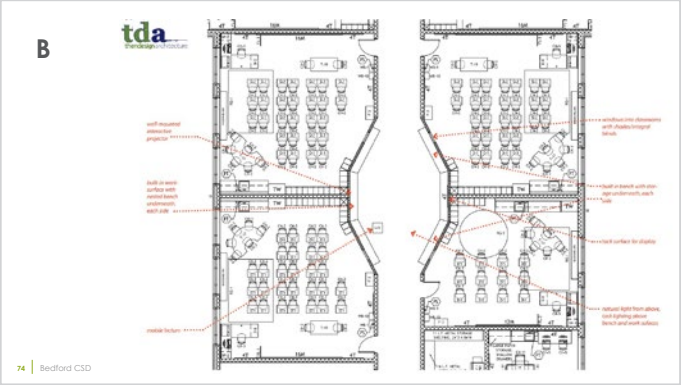

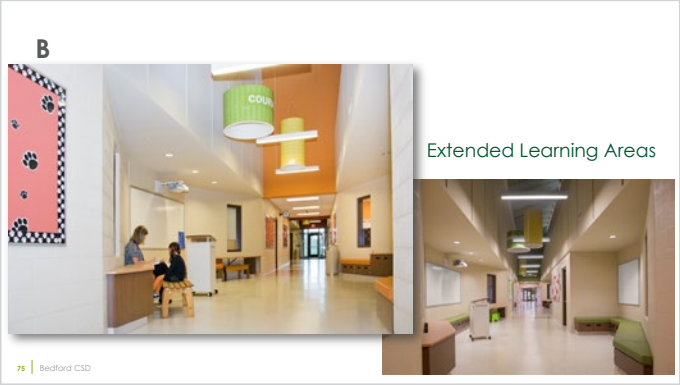

Presentation Slides

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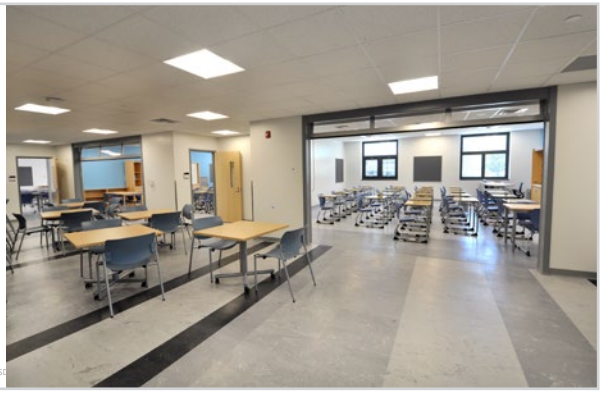

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83 | Bedford CSD

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84 | Bedford CSD

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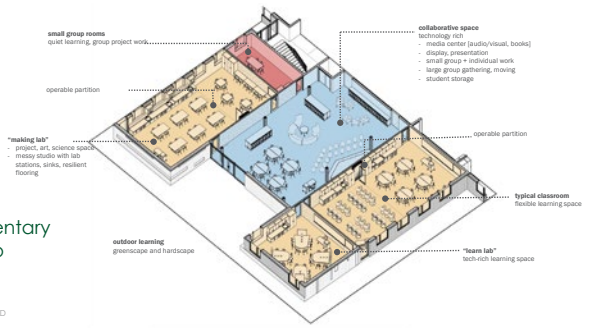
85 | Bedford CSD

D

86 | Bedford CSD

E



Elementary Studio

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E

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Presentation Slides

E

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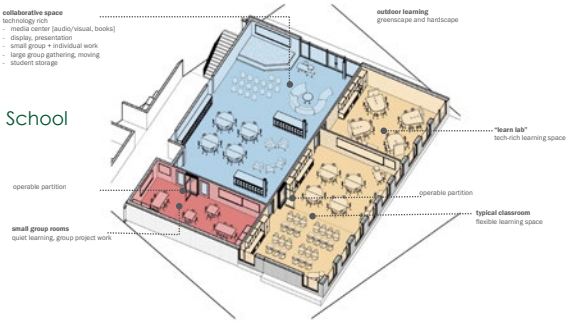
E

Middle School Studio



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Goals + Vision

Facilities

- **Community Center:** integral but separate portion of the school
- Develop **Small Learning Communities**: clusters or pods
- **Furniture** that supports collaboration, most effective learning modalities
- **Teacher Planning Centers** to foster collaboration, interdisciplinary teaching, and greater knowing of students by teachers
- **Media Center** for the 21st century

Education

- **Small learning groups** to foster communication, collaboration, and improved social skills
- **Project-based learning**
- **Learning modalities** most effective for students: in order of effectiveness:
  - Technology with mobile devices
  - Small group learning
  - Project-based learning
  - Teacher learning/synchronous collaboration
- **Personalized** learning/**mastery** learning
- **Integrate STEAM** learning with core learning
- **Social/emotional learning** through classroom deliveries and programs
- **Teach the "four C's"** while meeting standard curriculum goals
- Create ways that students can **learn by making** things

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Professional Development

E

Over 25 Sessions for teachers to choose from
Online or in-person

Scheduling
Allow for two common planning periods for each studio team

Studio Teams
Grouped students into studio configurations in existing buildings
Teachers in their teams for one year prior to building opening

Mock Classrooms
Design team worked with district to set up mock classroom with furniture and technology in existing building

Co-teacher/Para Inclusion in Studios

Flexible classrooms are only successful when they go hand in hand with a change in pedagogy.

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Presentation Slides

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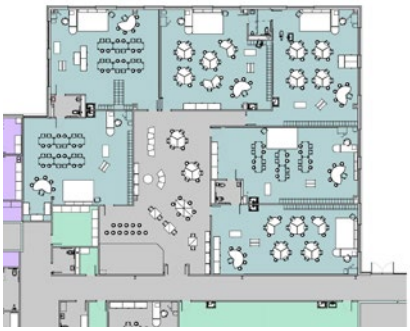

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Educational Results

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	Liberty SY 16-17	Wilcox SY 16-17	Middle SY 16-17	Academic Center SY 18-19
Performance Index	75.58%	75.58%	75.58%	76.4%
Progress Component	NR	B	B	A
Progress Overall	NR	A	A	A
Gifted	NR	B	C	A
Lowest 20% Achievement	NR	D	D	B
Students with Disabilities	NR	C	C	B
Gap Closing	D	C	F	A

Additional Instructional Time
15-20 Minutes per day

Intervention Time Increased
Utilizing "found" Instructional time

Discipline Occurrences
55% reduction

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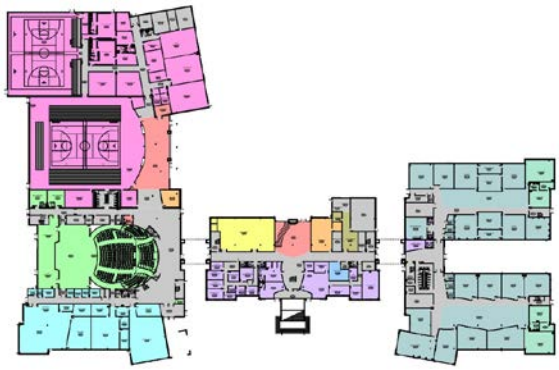

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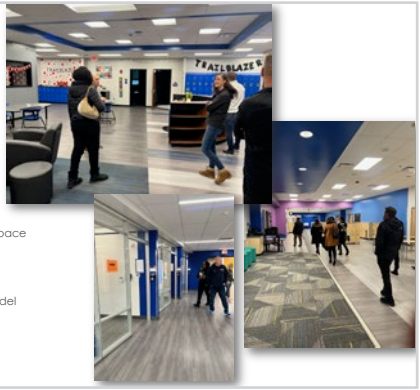
Tours

Brunswick Middle School
- Visited Saturday, February 10
- Grades 6-8
- "Learning Community" MS Team model
- 6th grade in separate wing

Berea High School
- Visited Saturday, February 10
- Grades 9-12
- No cafeteria
- Department model with collaborative space

Warrensville Elementary School
- Visited Monday, February 12
- Grades 1-5 (originally PK-5)
- "Learning Community" Grade Level model



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Presentation Slides

Group Discussion + Activity:
Ranking Facility Examples

PK-2 6-8 9-12

PK-2 6-8 9-12

At your tables:

Select which TWO facility examples that you think would BEST support student-centered learning

Select which TWO facility examples that you think would LEAST support student-centered learning

Around the room:

PK-2 6-8 9-12

PK-2 6-8 9-12

Designate one person from your table to place a green dot on TWO facility examples that your group think would BEST support student-centered learning.

Designate one person from your table to place a red dot on TWO facility examples that your group thinks would LEAST support student-centered learning

Report Out:
Ranking Facility Examples

Planning Data:

2880 students (projected)
About 210 students/grade

PK - 2nd Grade
89,240 SF

6th – 8th Grade
89,200 SF + BOE

9th – 12th Grade + Career Tech
Approx 170,000 SF

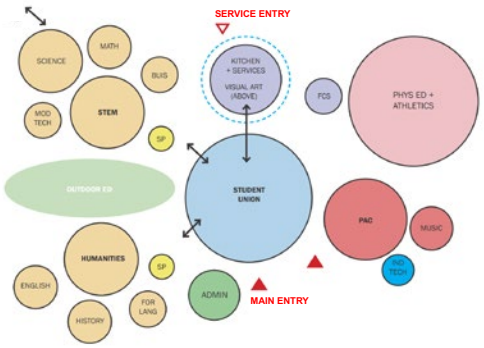
- ❑ Should we organize by grade level wing?
- ❑ Should we organize by learning community? How many students?
- ❑ MS + HS: Should we organize by department? Or an integrative model?

Academic Core
- Classrooms
- Small Group Rooms
- Collaborative Areas
- Labs (Science, STEM, etc)
- Extended Learning/Breakout Areas

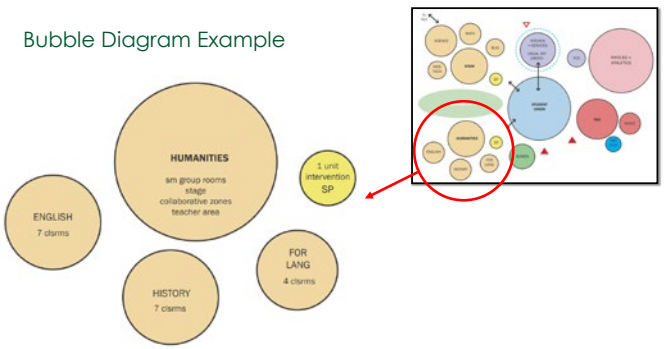
Special Education
Administration

Media Center
Visual Arts
Music
Student Dining
Family + Consumer Science
Technology Education
Food Service
Custodial
Building Services

Bubble Diagram Example



Bubble Diagram Example



Group Activity:
Bubble Diagrams

Use the program kits to create your own bubble diagrams of a PK-2 OR a 6-8 OR a 9-12 Facility. Think about important relationships and adjacencies. Don't worry too much about physical or site constraints.

Before diving in, consider these key questions:

- ❑ Should we organize by grade level wing?
- ❑ Should we organize by learning community? How many students?
- ❑ Should we organize by department? Or an integrative model?

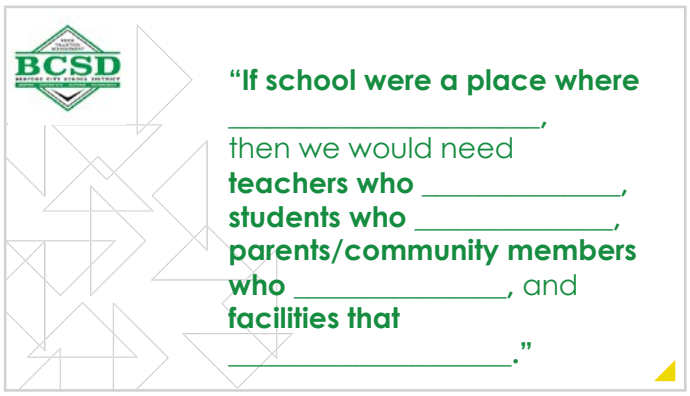
When you are done, bring your diagram up front so we can photograph it and place it into the presentation for discussion.

Report Out:
Bubble Diagrams

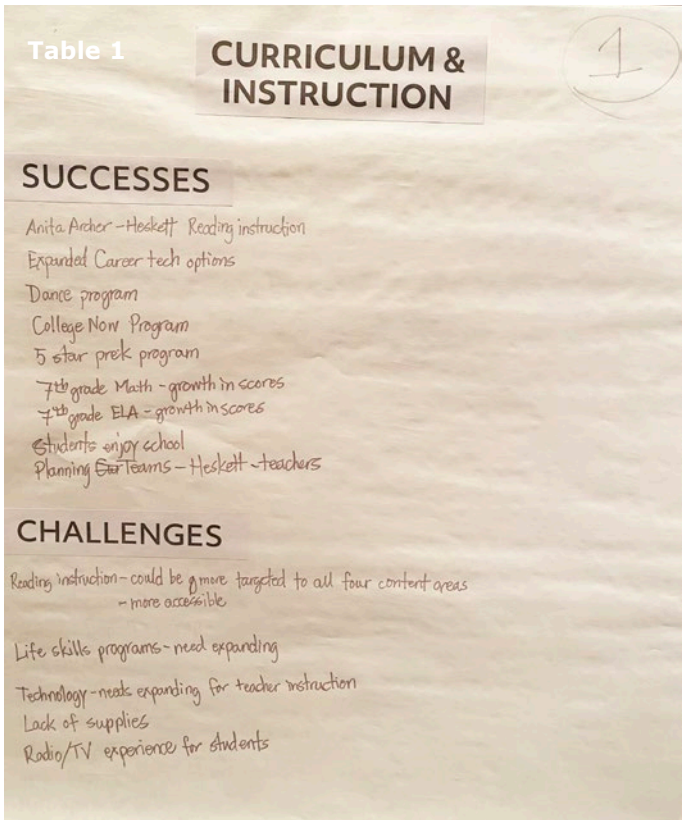
GPD GROUP

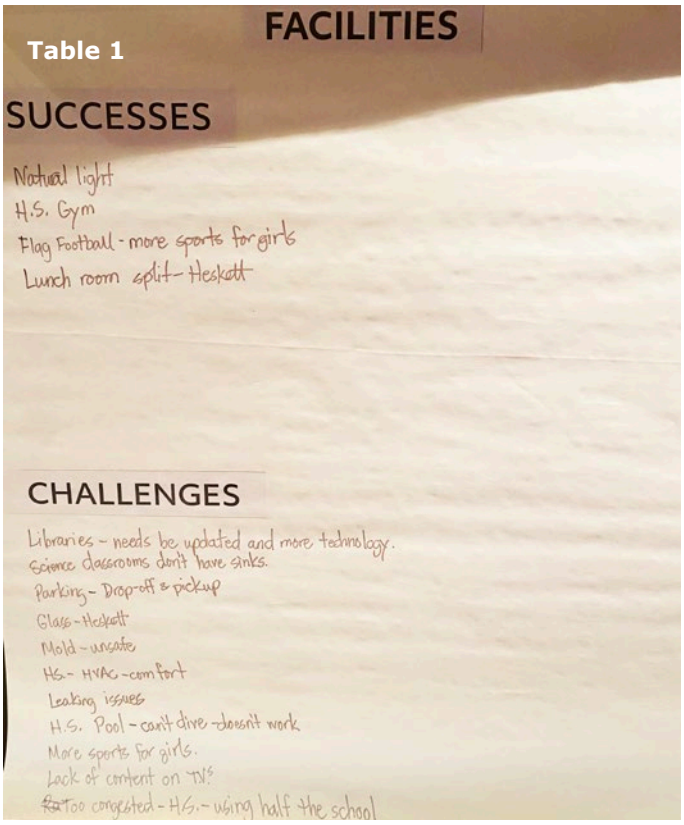
BCSD
BEDFORD CITY SCHOOL DISTRICT

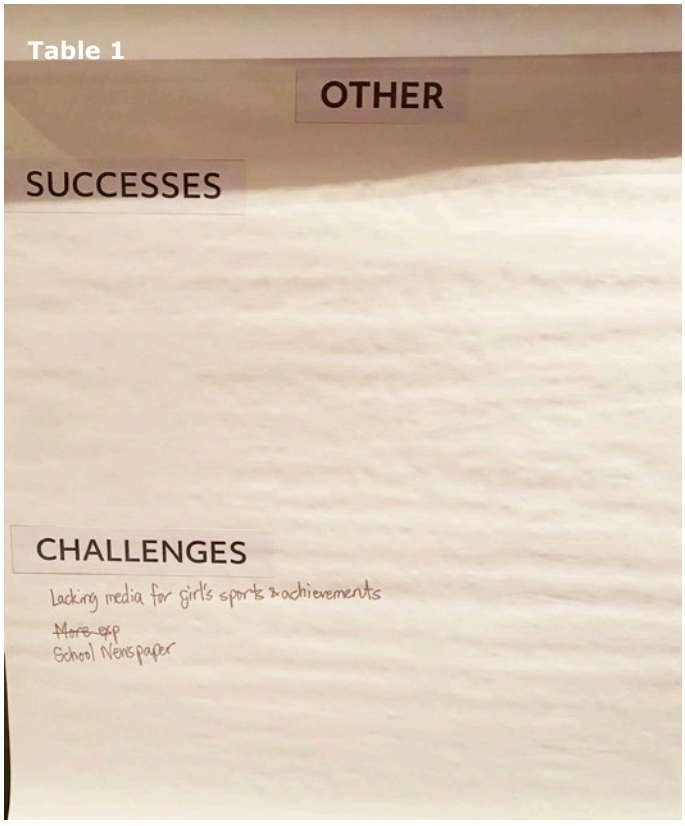
Presentation Slides



Successes + Challenges Exercise







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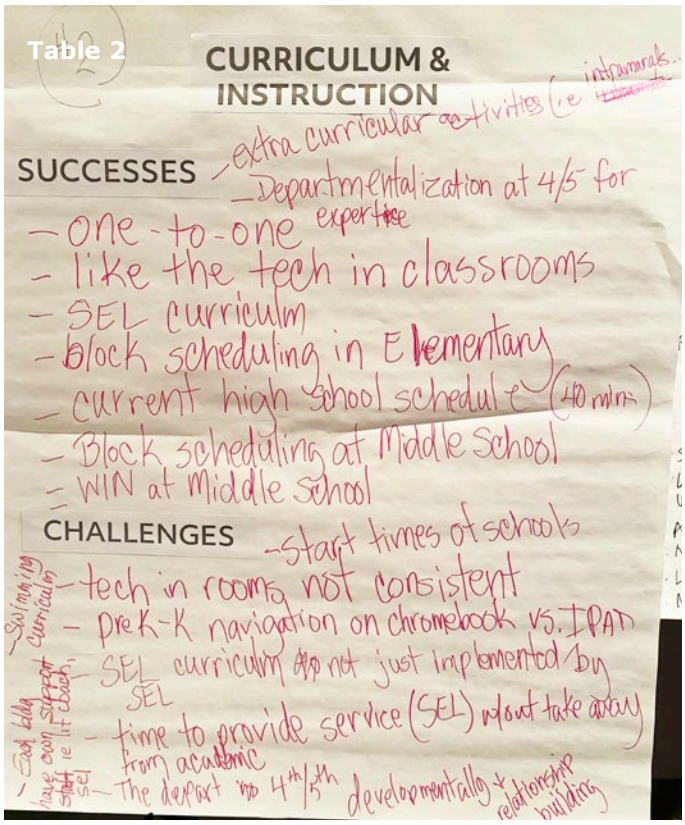

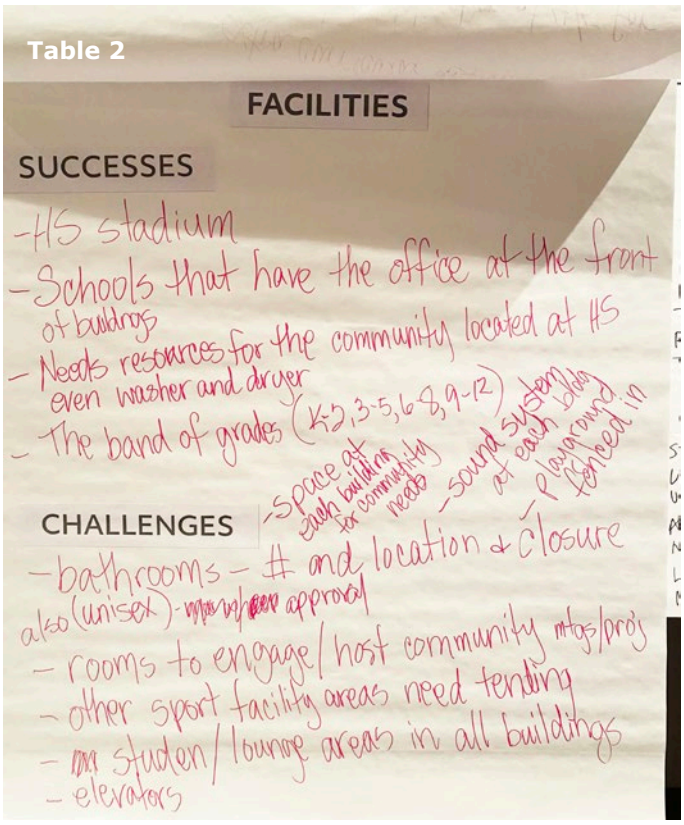

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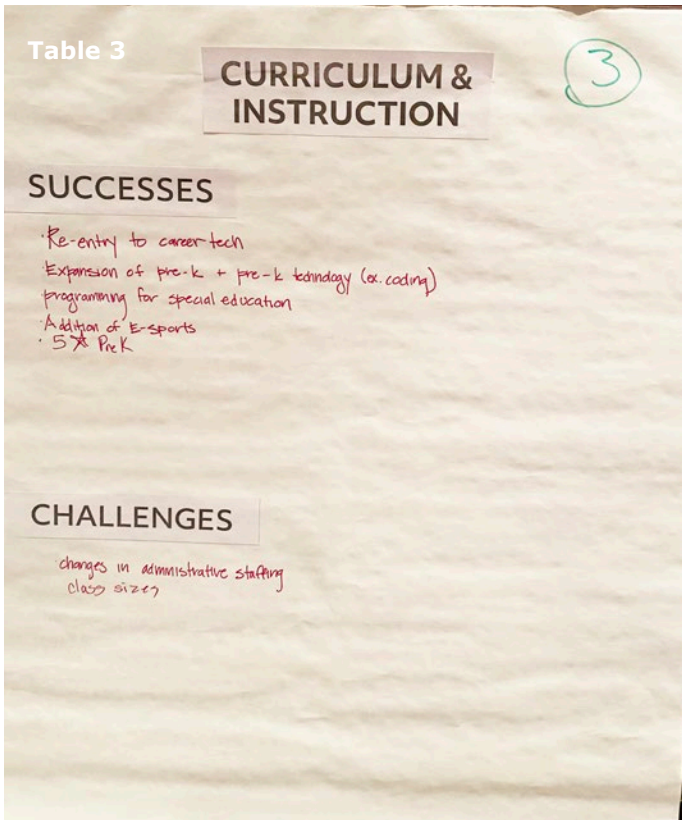

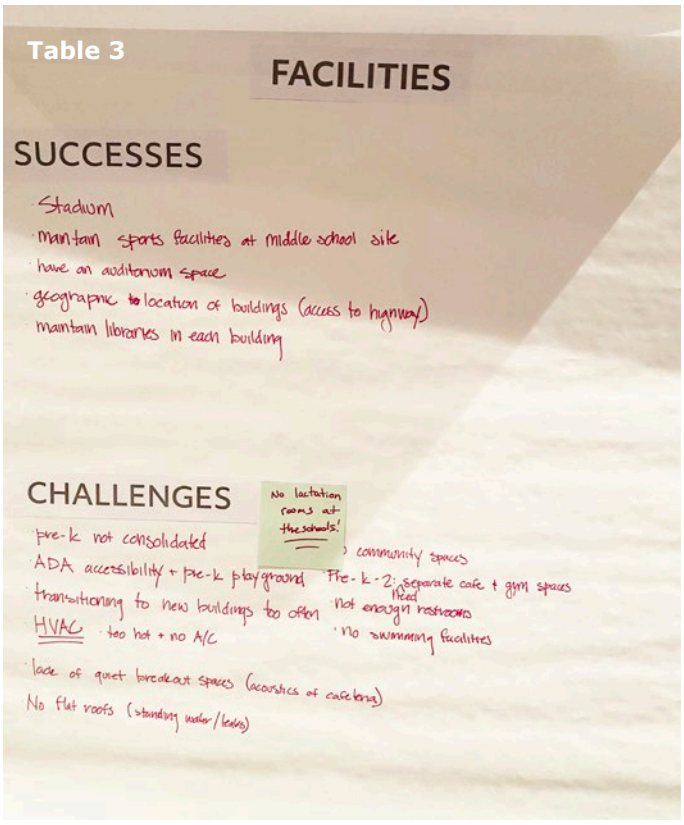

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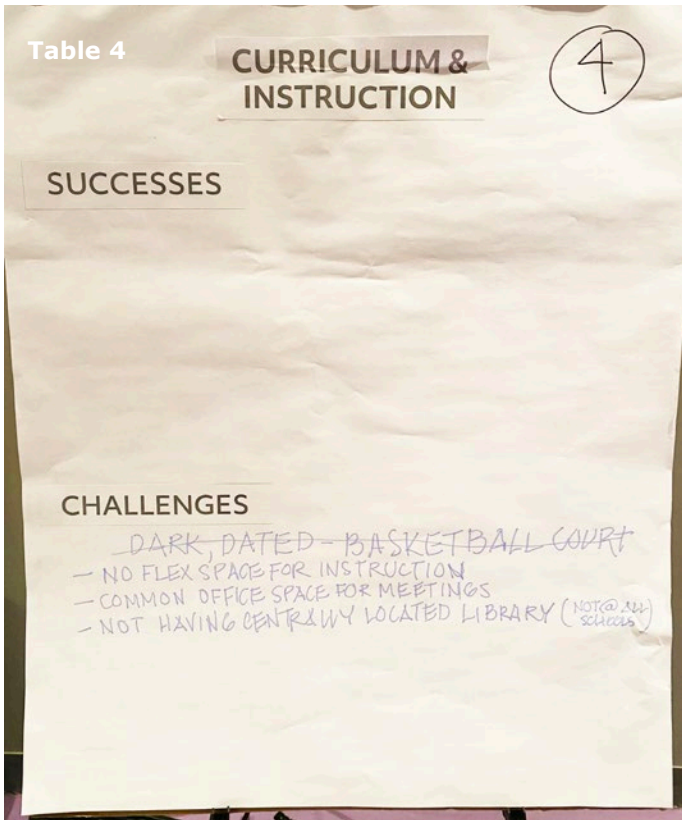

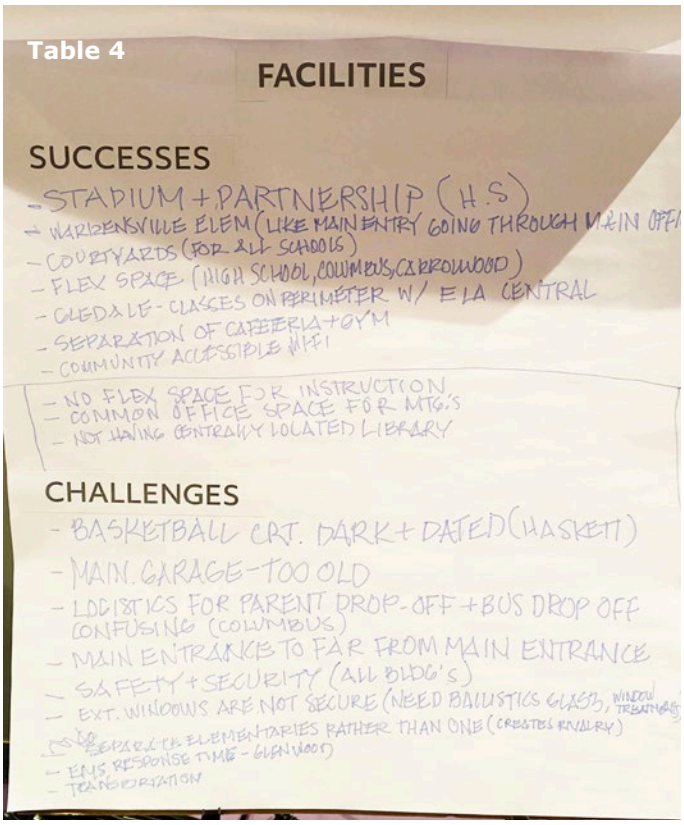

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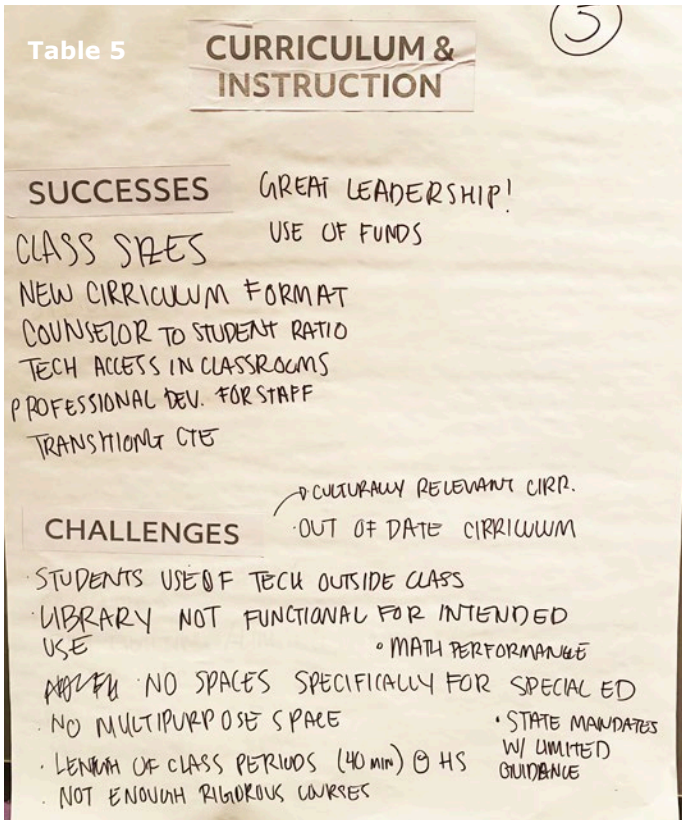

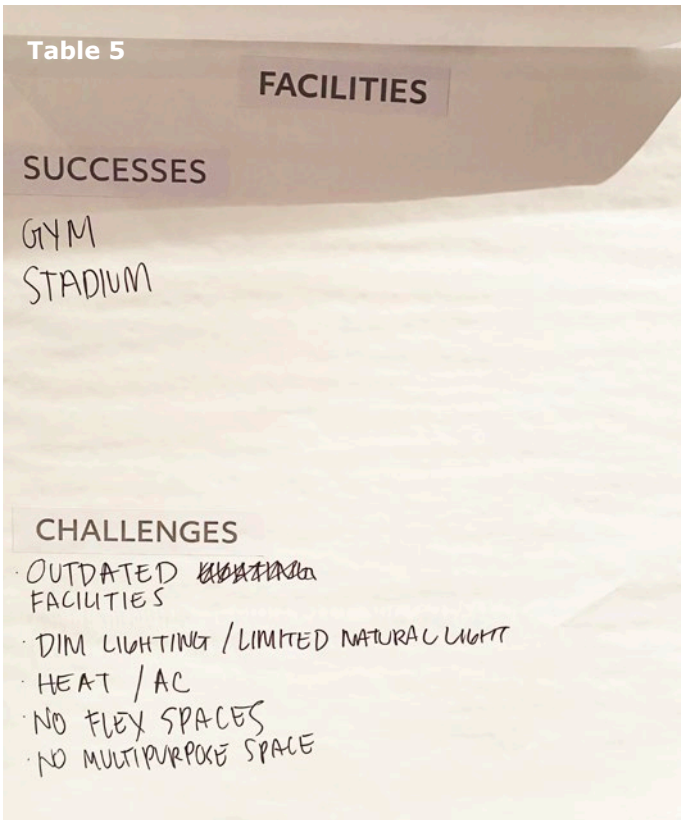

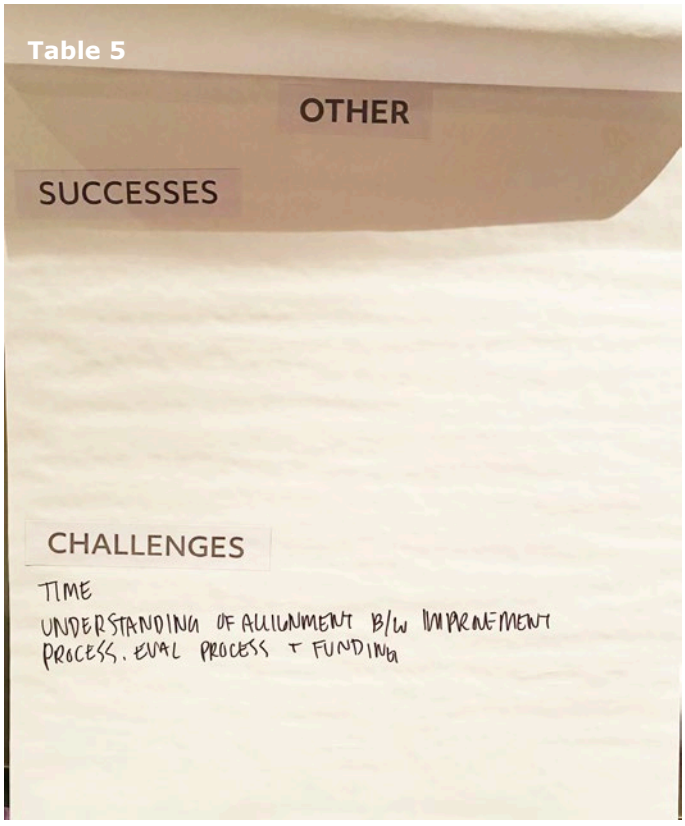

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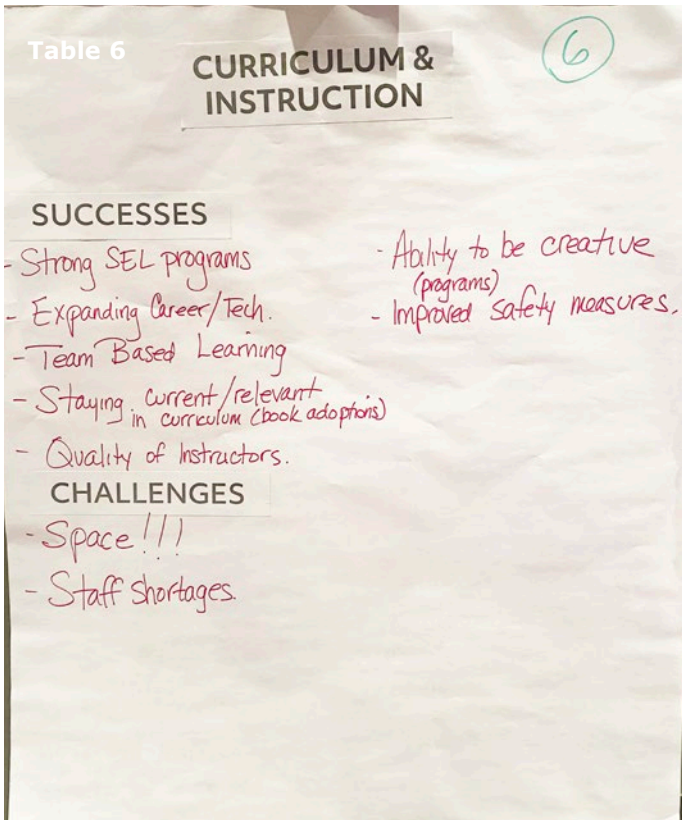

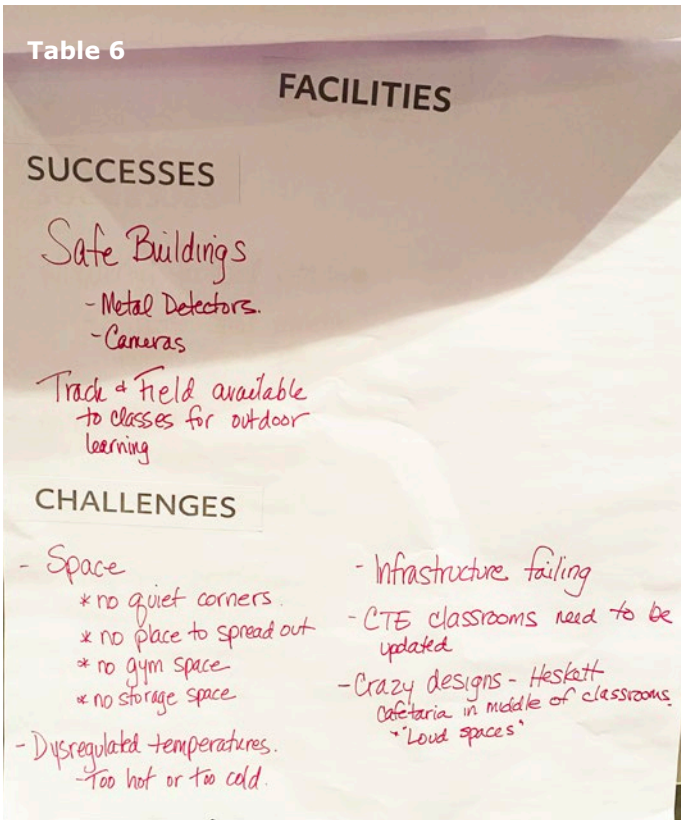

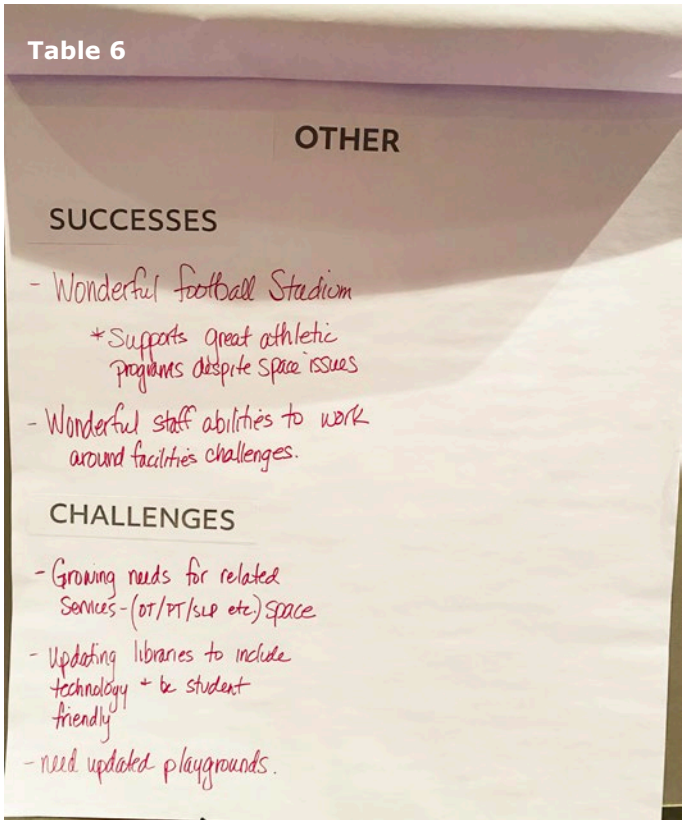

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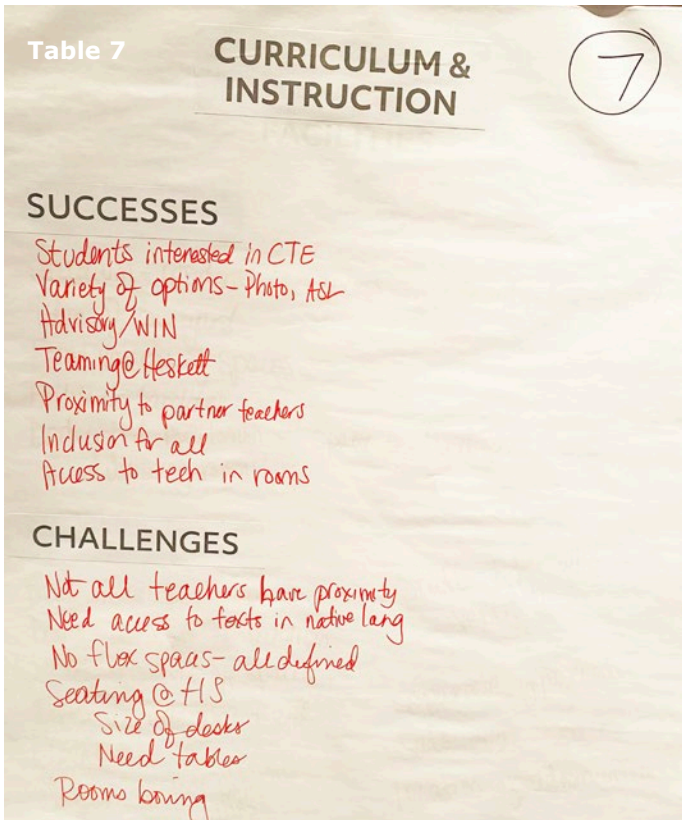

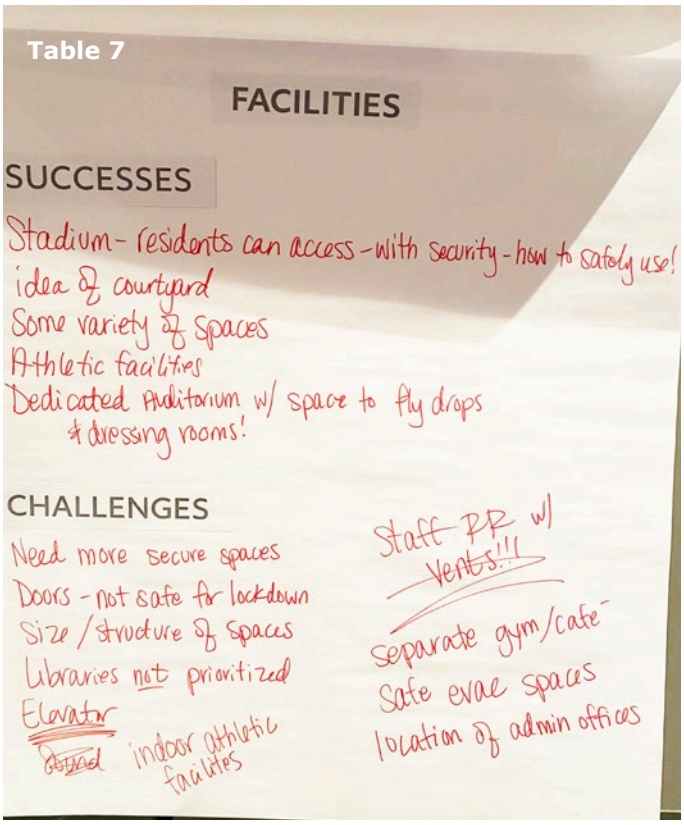

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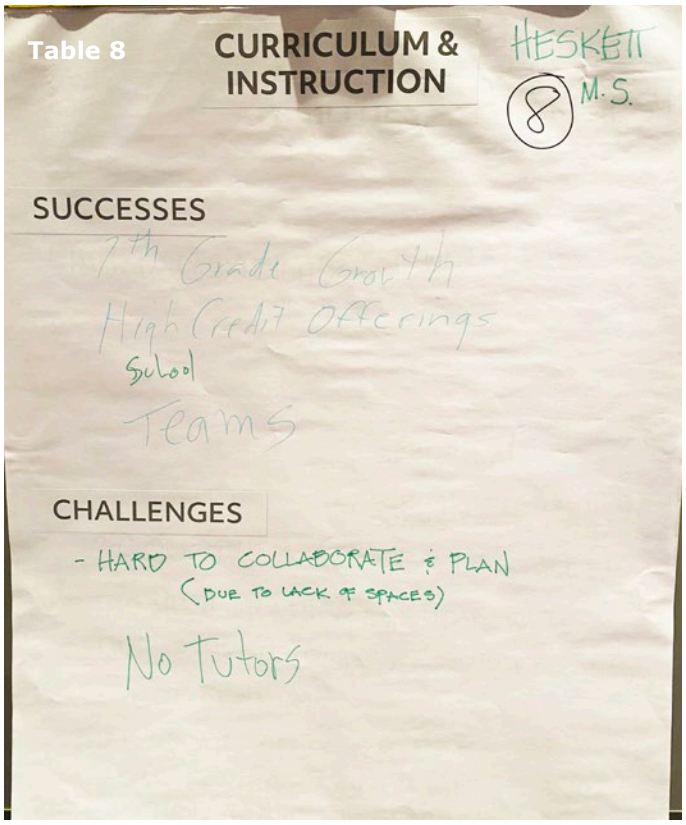
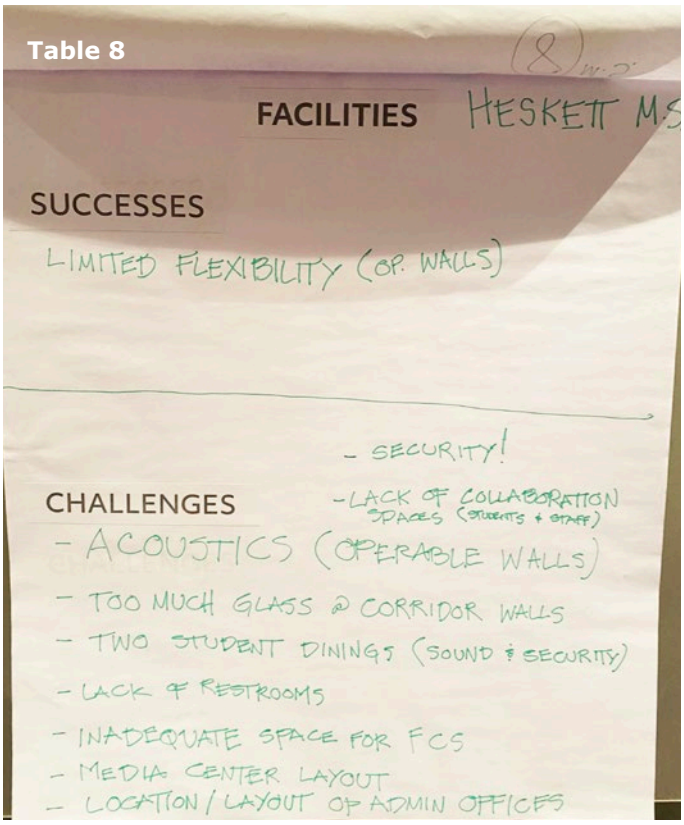
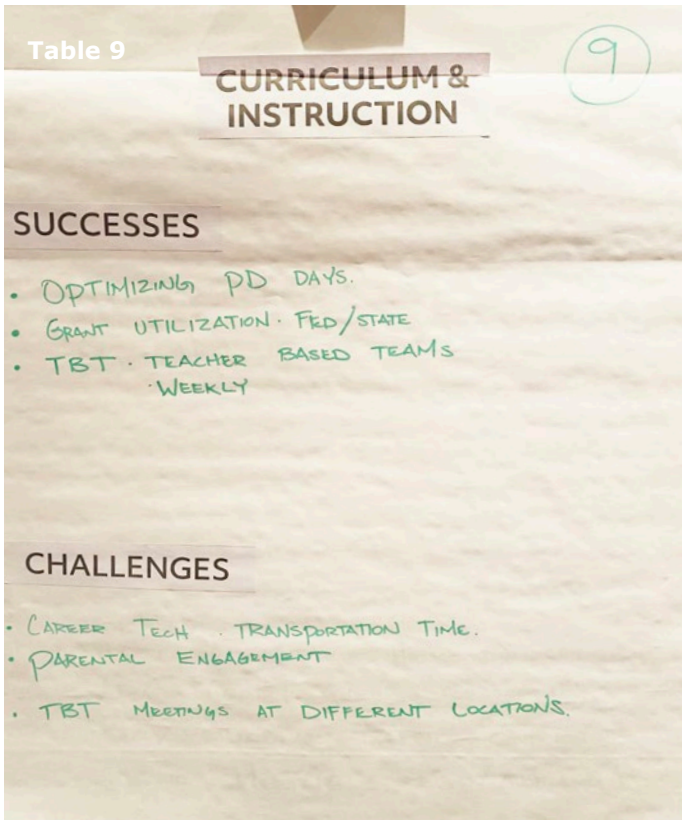
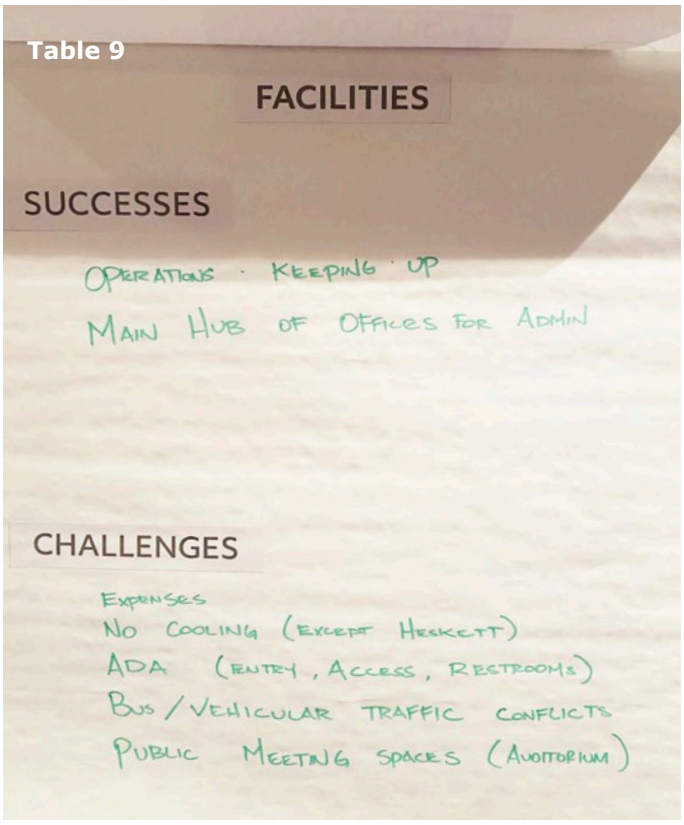
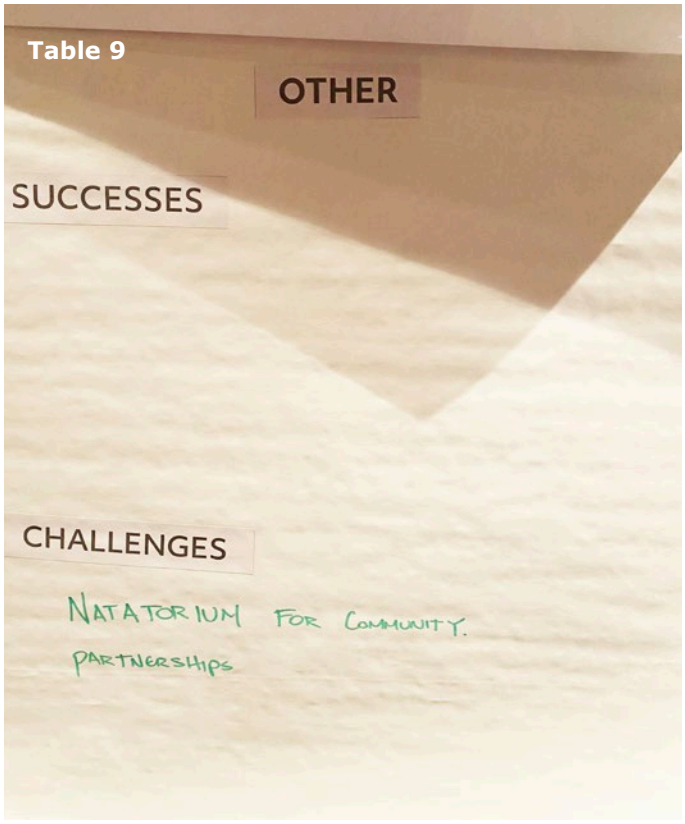




Successes + Challenges Exercise







Ranking Facility Examples

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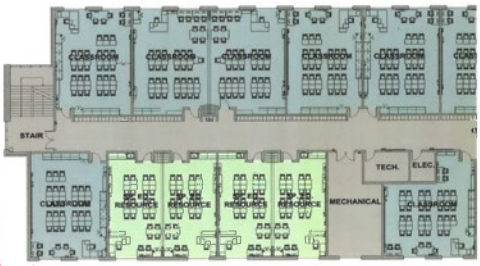

B

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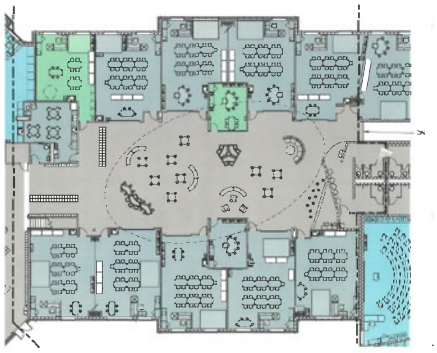

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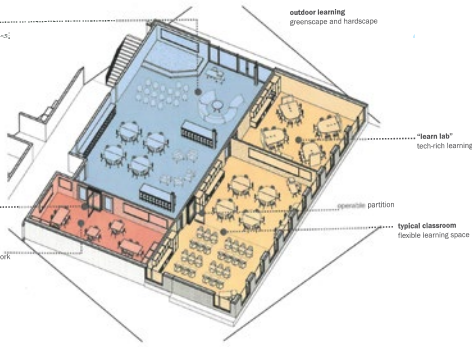
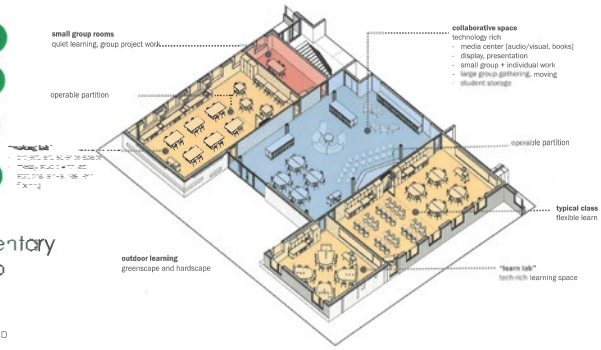
Middle School Studio



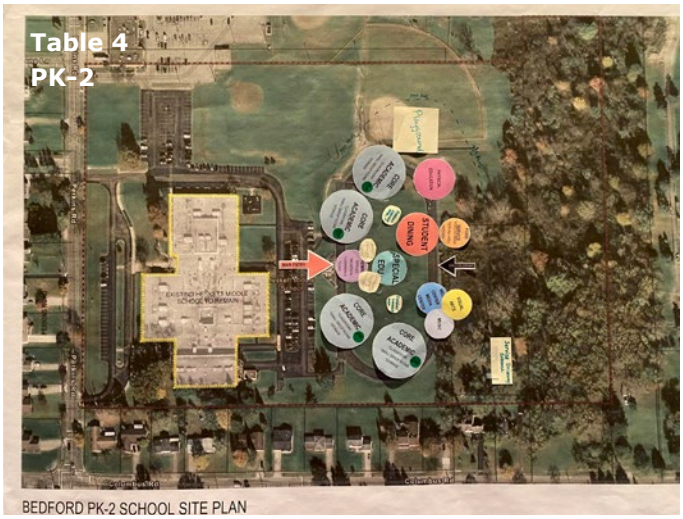
E

Elementary Studio

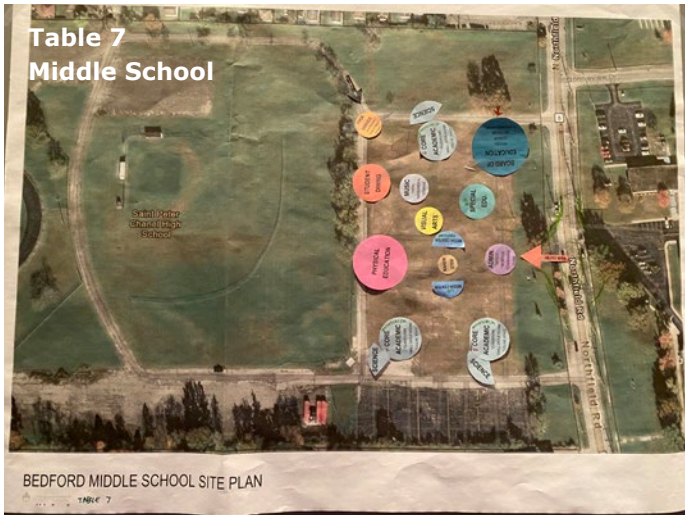


Ranking Facility Examples

Bubble Diagrams



Bubble Diagrams



Vision in a Sentence

We selected representative examples to include, all responses are recorded on p. 22

"If school were a place where dreams begin,
then we would need
teachers who nurtured and encouraged,
students who participated and were engaged
parents/community members
who cared and carried, and
facilities that
invested in all of their dreams."

"If school were a place where we feel like home,
then we would need
teachers who care,
students who are respectful,
parents/community members
who are engaged, and
facilities that
are safe."

Vision in a Sentence

We selected representative examples to include, all responses are recorded on p. 22

"If school were a place where Students thrived, then we would need teachers who collaborate, students who persevere, parents/community members who partner/trust w/ the school, and facilities that are welcoming and invite creativi."

"If school were a place where the community came together then we would need teachers who connect, students who learn, parents/community members who engage, and facilities that enhance the missio"

Vision in a Sentence

We selected representative examples to include, all responses are recorded on p. 22

"If school were a place where I love to be, then we would need teachers who love, students who partcipate, parents/community members who Communicate, and facilities that keep us safe."

"If school were a place where all children succeeded, then we would need teachers who are highly qualified + caring, students who are willing to learn, parents/community members who support education, and facilities that are safe and foster growth."