



District Facilities Plan Community Engagement Session 3 Learning Environments Summit

April 9-10, 2024



Dr. Jason Fine
Superintendent



Kyle Smith
Treasurer/CFO



Dr. Harley Williams
Director, Operations
& Facilities



Bexley Board of Education



Victoria Powers
BOARD PRESIDENT



Joanne Pickrell
BOARD VICE PRESIDENT



Dr. Jonathan Baker
BOARD MEMBER



Mike Carter
BOARD MEMBER



Patrick King
BOARD MEMBER

School Principals



Jeannine Hetzler
Cassingham



Rachel Niswander
Maryland



Nyeshia Clayton
Montrose



Jason Caudill
Secondary Schools

Agenda

- 5 min. > **Welcome – Mr. Kyle Smith**
- 10 min. What have we done since CES 2? – Dr. Harley Williams
- 15 min. Leading Learning Environments: Part 1 – Design Team
- 15 min. Chat #1
- 25 min. Leading Learning Environments: Part 2 – Design Team
- 15 min. Chat #2
- 5 min. Next Steps and Closing – Mr. Kyle Smith

CHAMPIONING OUR FUTURE: READING OUR MAP

DIVERSITY, EQUITY, AND INCLUSION IS THE MAP.



CULTURE



TEACHING & LEARNING



FACILITIES

CHAMPIONING OUR FUTURE: READING OUR MAP

DIVERSITY, EQUITY, AND INCLUSION IS THE MAP.



FACILITIES

Facilities Goal: Develop a BCSD district facilities plan that will efficiently utilize spaces and resources to address the growing population and evolving needs of the district.

District Facilities Plan Facts

- No decisions have been made
- There is no zero-cost option
- Residential and commercial structures are very different
- We need to hear from you! Your voice will directly impact the final plans.
- We are committed to an open and transparent process



“If we teach today’s students as we did yesterday then we are robbing them their tomorrow.”

John Dewey

**WHERE WE
CHAMPION
OUR FUTURE**
BEXLEY CITY SCHOOLS



Agenda

5 min.

Welcome – Mr. Kyle Smith

10 min.

› **What have we done since CES 2? – Dr. Harley Williams**

15 min.

Leading Learning Environments: Part 1 – Design Team

15 min.

Chat #1

25 min.

Leading Learning Environments: Part 2 – Design Team

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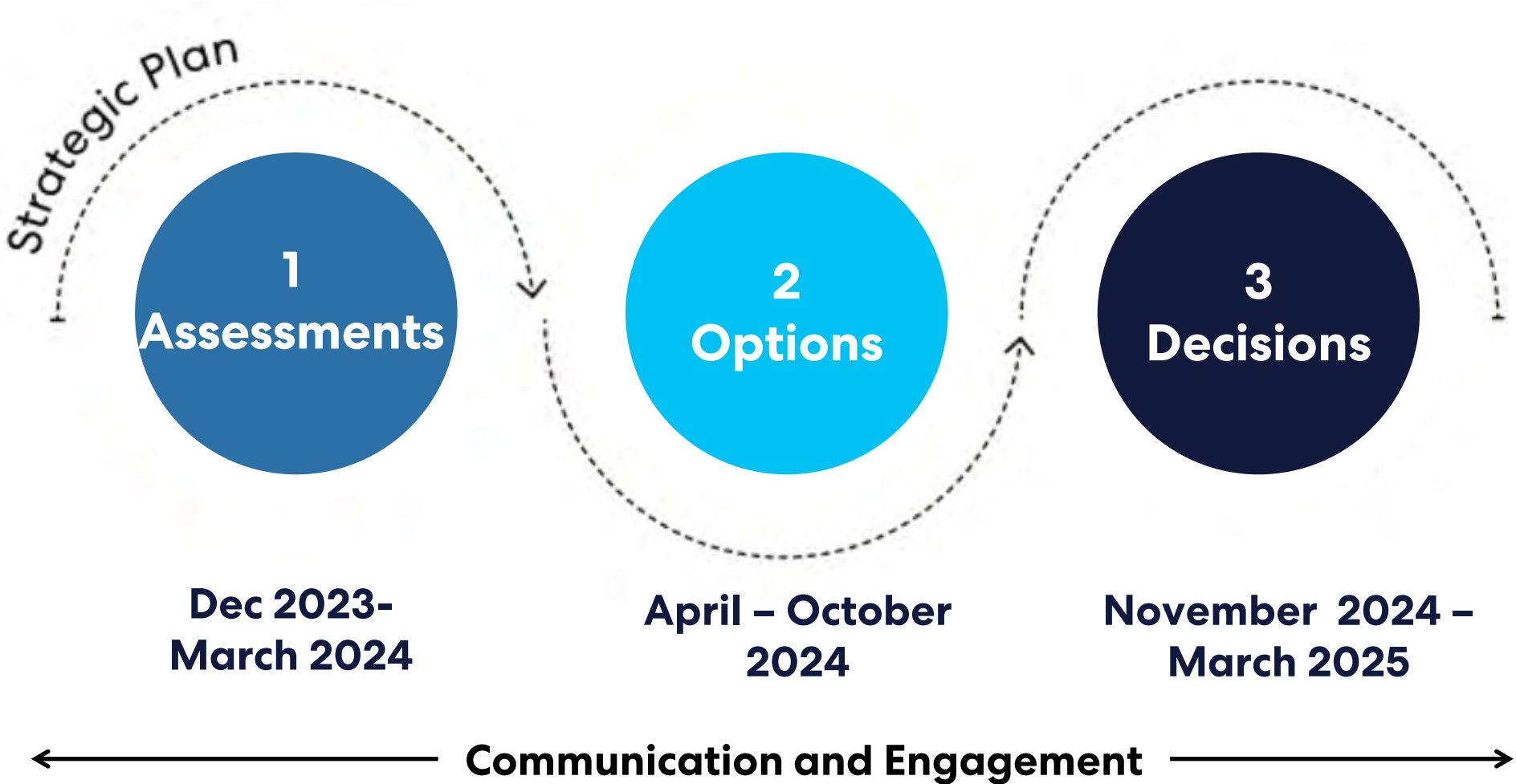
Chat #2

5 min.

Next Steps and Closing – Mr. Kyle Smith

Process

No Preconceived Solutions



Guiding Principles

Our Bexley School facilities will...

Support powerful learning experiences

- With a variety of intentional, multi-use, flexible and adaptable spaces
- Inspire curiosity, joy and connection
- Provide a variety of opportunities (curricular, extra curricular, community)

Our Bexley School facilities will...

Foster well-being and a sense of belonging

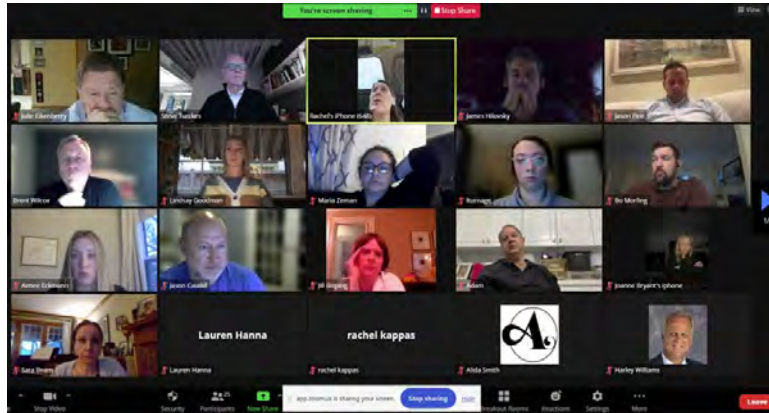
- Meet the needs of each learner
- Provide equitable, inclusive and accessible spaces
- Be safe and secure (physically / social emotional)

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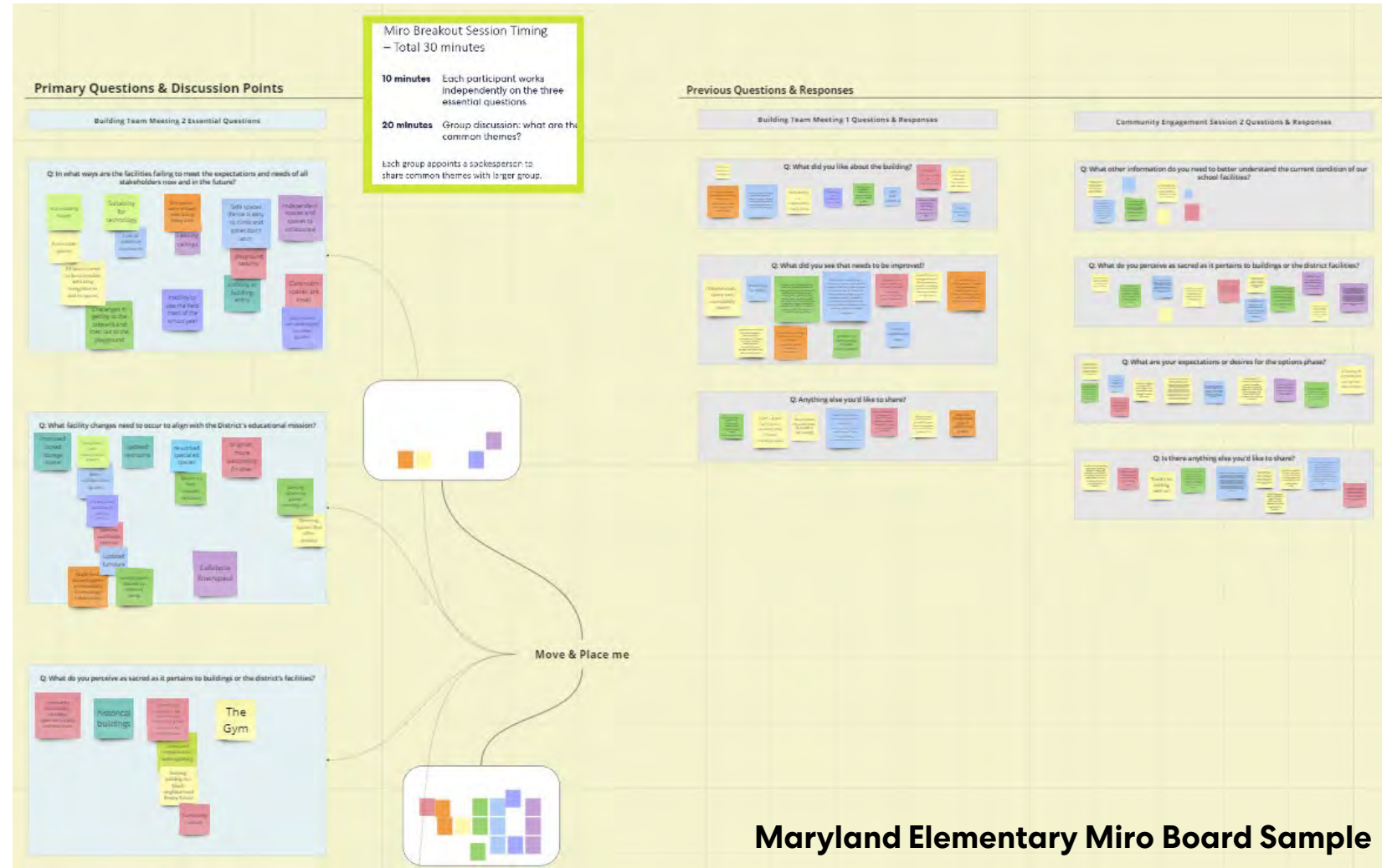
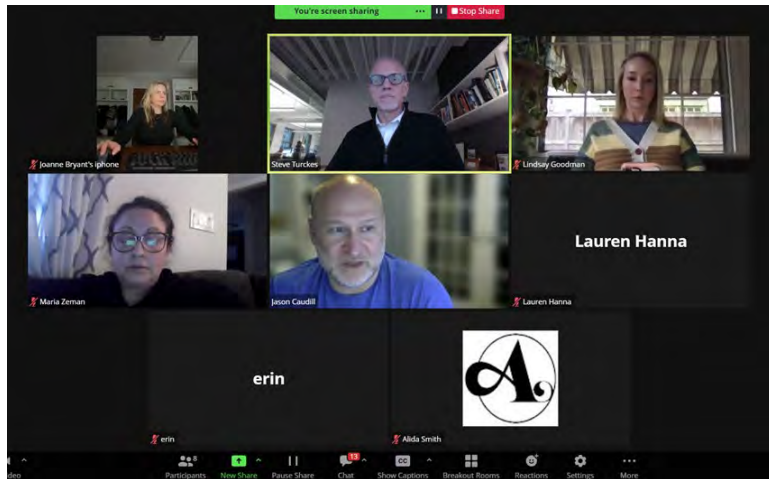
Be designed for the future and be community responsive

- Be sustainable and resilient
- Be efficient, fiscally responsible and built to last

Building Team Meeting #2



Large and small group discussions



Maryland Elementary Miro Board Sample

Building Team Meeting #2

Common Themes – Question 1:

1. In what ways are the facilities failing to meet the expectations and needs of all stakeholders now and in the future?

Cassingham ES

- Piecemeal layout – does not support teaching & learn'g
- Accessibility issues including toilet rooms
- Need spaces that support collaborative work
- Lack of natural light
- Access from main entry
- Tight on space incl. classrooms

Maryland ES

- Accessibility issues
- Need suitable technology and power
- Address water infiltration issues
- Small classroom limitations
- Group by grade
- Need independent spaces to collaborate

Montrose ES

- No flexible collaboration spaces
- Address small cafeteria
- ADA accessibility
- Technology issues
- Gym seating

Bexley MS

- Lack of collaboration space
- Classrooms small, not grouped by grade
- Small cafeteria
- Lack of daylight
- Insufficient athletic spaces
- Internal traffic flow
- Accessibility
- Small toilet rooms

Bexley HS

- Cramped, need collaboration space, flexibility
- Insufficient cafeteria
- Outdated tech.
- Small classrooms
- Athletics across the board
- Parking
- Lack of daylight
- Accessibility

Building Team Meeting #2

Common Themes – Question 2:

2. What facility changes need to occur to align with the District's educational mission?

Cassingham ES

- Need layout/ collaboration/ flexible spaces
- Need to improve traffic flow
- Athletic facilities inadequate
- Gym space needs
- Technology systems not consistent
- Need daylight

Maryland ES

- Need collaboration spaces
- Updated restrooms
- Address accessibility issues
- Need meeting spaces
- Inclusive spaces
- Address special education spaces
- Cafeteria

Montrose ES

- Need flexible spaces
- Secure vestibule
- More light/ brightness
- Need STEM or project-based spaces and maker spaces
- Solve technology

Bexley MS

- Right-size classrooms
- Need flexibility
- Improve daylight
- Encourage collaboration
- Meeting spaces
- Outdoor space

Bexley HS

- Need flexible spaces, variety of group sizes
- Places to build/ create
- Celebrate variety of cultures
- ADA compliant
- Improved cafeteria

Building Team Meeting #2

Common Themes – Question 3:

3. What do you perceive as sacred as it pertains to buildings or the district's facilities?

Cassingham ES

- Neighborhood schools, walkable
- Historical facades
- Feeling of one building/culture
- Theater
- Molly's Garden

Maryland ES

- Historical buildings
- Community/neighborhood schools
- Warm/inviting/safe/welcoming
- The gym

Montrose ES

- The front steps and façade
- Neighborhood schools
- Walkable schools

Bexley MS

- Historic building character
- Importance of sustainability
- Neighborhood schools
- Walkable community
- Prioritizing flexibility
- MS building not sacred
- Meet needs of diverse learners

Bexley HS

- Neighborhood schools
- Intimate feeling "family vibe"
- Building façade
- Memorial items

Your Design Team



Aimee Eckmann
Facilities Planning
Principal



Steve Turckes
Facilities Planning
Principal



Curt Moody
Facilities Planning
Partner



Amelia Alhashimi
Community Liaison



Brent Wilcox
Facilities Assessment
Leader



Lauren Turnage
Facilities Assessment
Team

Consultant Team



Agenda

5 min.

Welcome – Mr. Kyle Smith

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What have we done since CES 2? – Dr. Harley Williams

15 min.

› **Leading Learning Environments: Part 1 – Design Team**

15 min.

Chat #1

25 min.

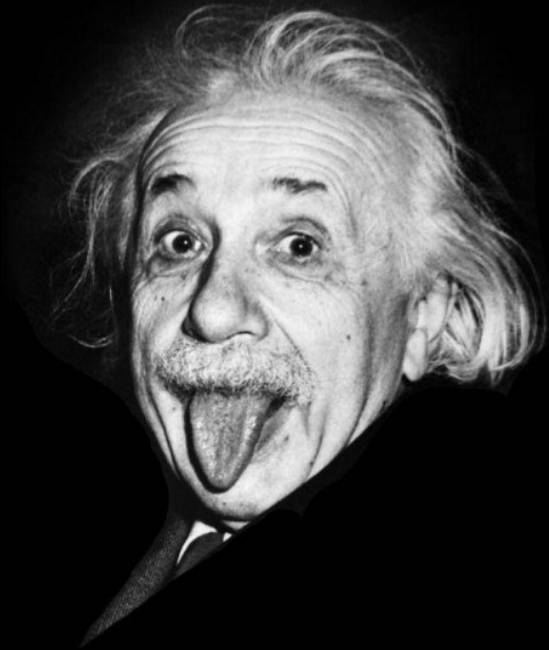
Leading Learning Environments: Part 2 – Design Team

15 min.

Chat #2

5 min.

Next Steps and Closing – Mr. Kyle Smith



**“We cannot solve our problems
with the same thinking we used
when we created them.”**

Albert Einstein

Consider . . .

In the year 2060, a child, whose parents are not yet born, will attend Bexley City Schools. This child will likely not know you, us, or others who created District Facilities Plan and the vision for their educational experience.

**“65% of today’s
grade school
kids will end up
at jobs that
haven’t been
invented yet.”**

U.S. Department of Labor

GEN ALPHA



“What’s certain is that the world is changing faster than at any time in human history.”

Phillip Stephens – *State versus citizen in tomorrow’s world*, ft.com

CHANGE...





CHANGE

BOEING



CHANGE...



CHANGE

The image shows a state-of-the-art operating room. In the center, a patient lies on a table under bright, circular surgical lights. To the left, a large C-arm X-ray machine is mounted on a mobile cart. In the foreground, a Siemens RAPIDPOINT 600 patient warming system is visible, featuring a control panel with several buttons and a small display. To the right, a large monitor displays a close-up of a surgical site, while another monitor in the background shows a chest X-ray. The room is filled with various medical devices, including anesthesia machines and monitors, all connected by a complex network of cables. The overall atmosphere is clean, professional, and technologically advanced.



CHANGE...

CHANGE?



CHANGE

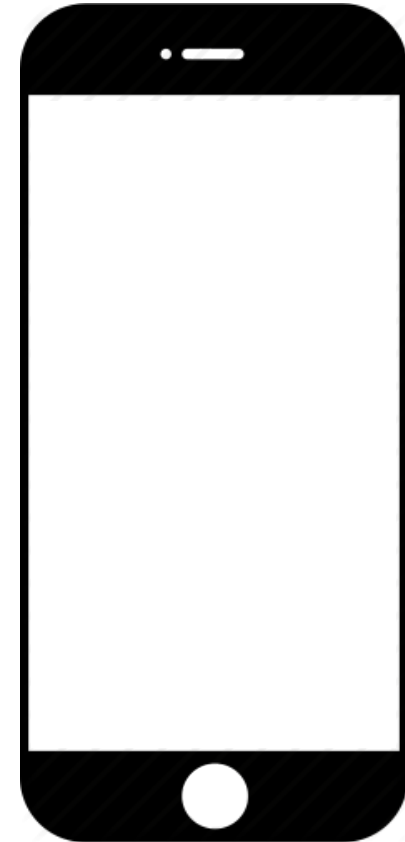




Cray-1 Supercomputer

Los Alamos, 1977

Cost: \$7.9M



Apple iPhone 8

2017

Cost: \$700

2050



January 2024

Elon Musk says Neuralink has implanted its first brain chip in human

**Patient recovering well with signs of 'promising neuron spike
detection', says startup's founder**



📷 Elon Musk has said the Neralink product is called Telepathy. Photograph: Dado Ruvic/Reuters

**“WHAT MATTERS MOST IN OUR
INCREASINGLY INNOVATION-DRIVEN
ECONOMY IS NOT WHAT YOU KNOW,
BUT WHAT YOU CAN DO WITH WHAT
YOU KNOW.”**

Most Likely to Succeed, Preparing our Kids for the Innovation Era

Tony Wagner, Ted Dintersmith

The Committee of Ten

Henry C. King

Professor in Oberlin college

Oscar D. Robinson

Principal of the High School, Albany NY

William Harris

Commissioner of Education Washington, DC

Richard H. Jesse

President of the University of Missouri, Columbia, MO

Charles Elliot

President of Harvard

James B. Angell

President of the University of Michigan

John Tetlow

Head Master of the Girls' High School and girls' latin school, Boston, MA

James Baker

President of the University of Colorado

James Mackenzie

Head Master of the Lawrenceville School, Lawrenceville, NJ

James Taylor

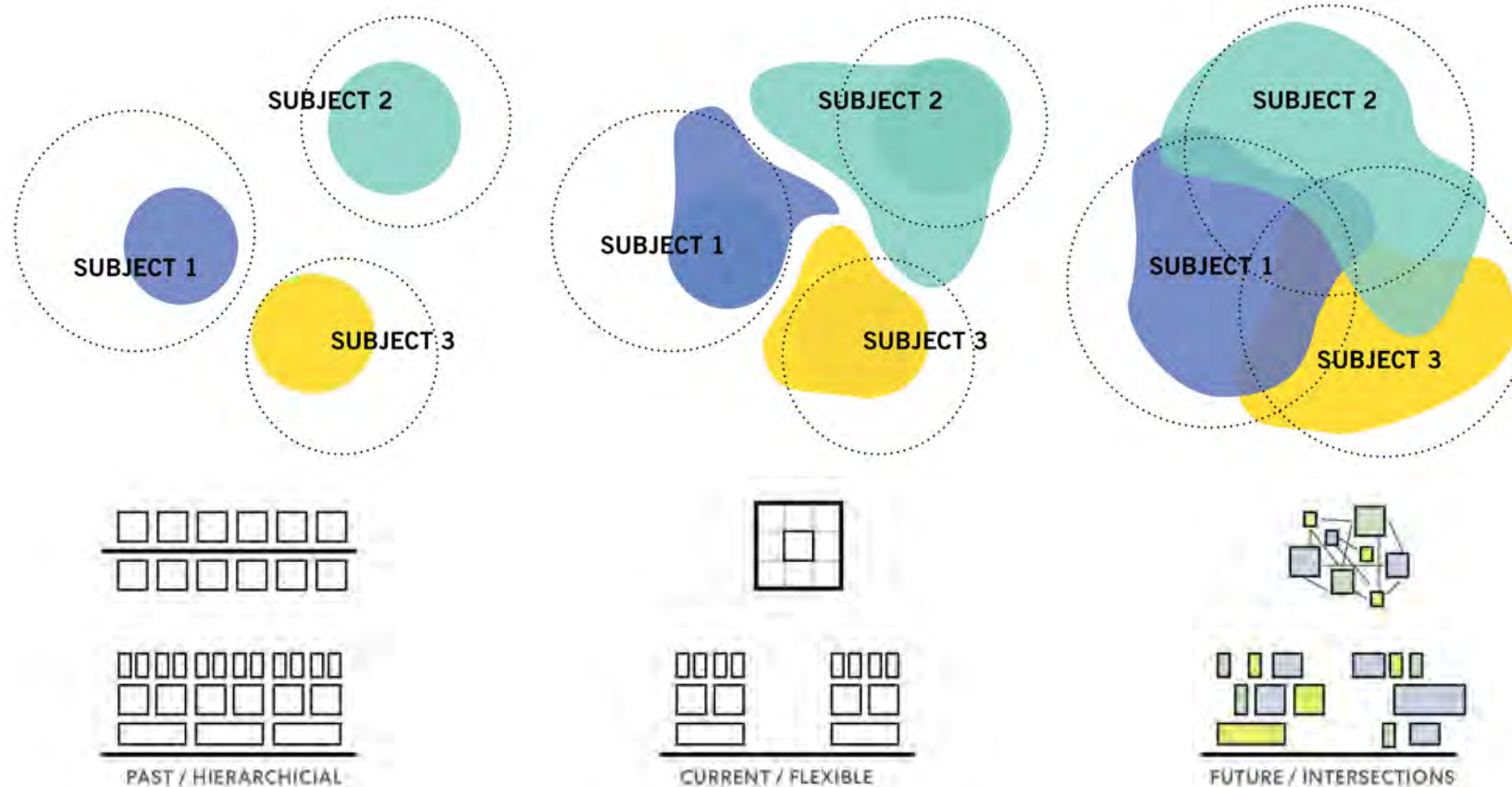
President of Vassar College, NY

Curriculum 1892

Trying to standardize the "what"

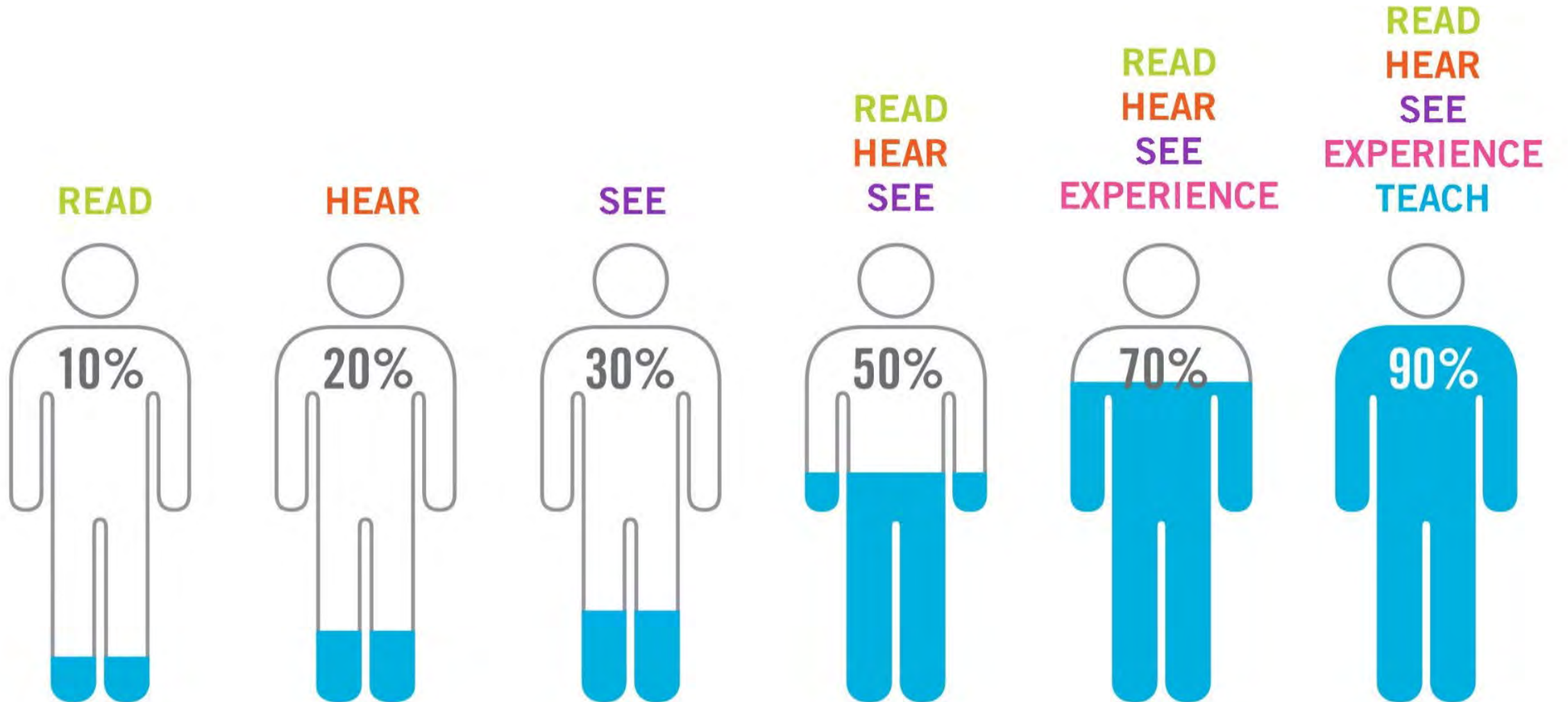
(Still with us in 2024???)

How are we designing to support this change?



TODAY'S STUDENT

THE INNOVATION MINDSET



Skills and Dispositions

Skills

The capacities and strategies that enable students to learn and engage in higher order thinking, meaningful interaction planning for the future

- Critical thinking
- Problem solving
- Working collaboratively
- Communicating effectively
- Metacognition & self-awareness
- Study skills & learning how to learn
- Time/goal management
- Creativity & innovation

Dispositions

Socio-emotional skills or behaviors that associate with success in college, career and citizenship

- Agency (Self-efficacy)
- Initiative
- Resilience
- Adaptability
- Leadership
- Ethical behavior & civic responsibility
- Social awareness & empathy
- Self-control

World Economic Forum's [Future of Jobs Report 2023](#)



“Future Collaboration”: created via playground.ai

Continuum of Future Ready Learning

Teacher Directed	→	Student Choice
Teacher-led	→	Self-Motivated
Classroom	→	Studio
Passive	→	Active
Map	→	Compass
Individual	→	Collaborative
Owned	→	Shared
Prescribed	→	Choice
Predictable	→	Beta
Permission	→	Empowerment
Structured	→	Organic
Consumption	→	Creation

Directed



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Agency



What are the top ten characteristics of the School of the Future?

↘
...Today?

- 1) Personalized Learning
- 2) Technology Integration
- 3) Flexible and Creative Spaces
- 4) Project-Based Learning
- 5) Global Awareness
- 6) Life Skills and Character Education
- 7) Environmental Sustainability
- 8) Social and Emotional Learning
- 9) Inclusive Education
- 10) Data-Driven Decision-Making



A scenic landscape featuring a winding asphalt road that curves through a valley. The road is flanked by green, grassy hills. In the background, there are majestic, rugged mountains with patches of snow under a blue sky with scattered clouds. The overall atmosphere is serene and majestic.

Design the Journey before the Place.

Chat #1

QR Code



- 1. What implications do the realities of the changing world have for our schools?**
- 2. What kind of experiences do we need to ensure for all of our students?**



5 min.

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What Are We Designing For?

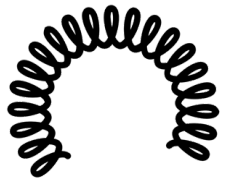
CULTURE



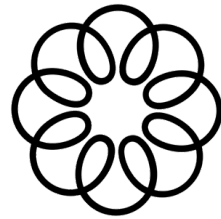
TEACHING &
LEARNING



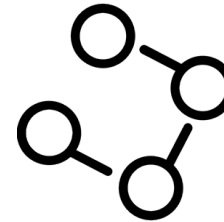
FACILITIES



Flexible



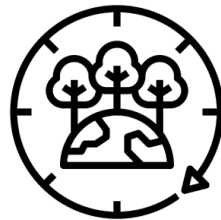
Multi-functional



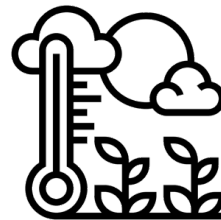
Connected



Real-world



Sustainable



Resilient



Healthy

What Are We Designing For?

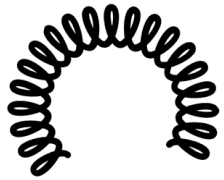
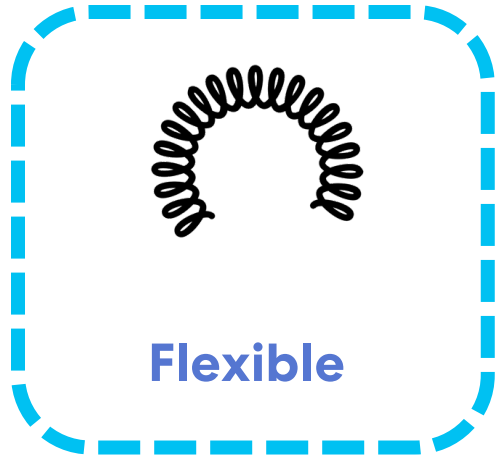
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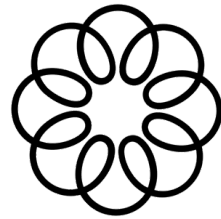
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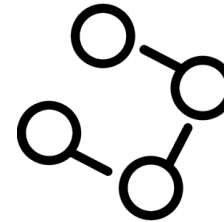
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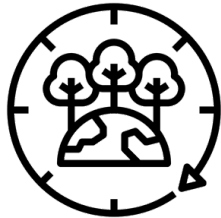
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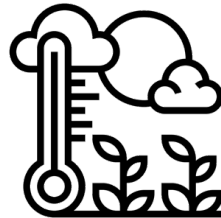
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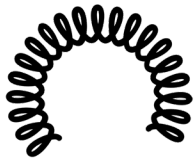
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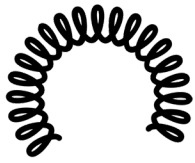


Flexible and adaptive spaces for dynamic teaching to meet the needs of every learner



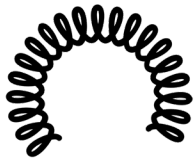
"See and be seen" is the overall goal when it comes to CPTED and natural surveillance. A person is less likely to commit a crime if they think someone will see them do it."

CPTED (Crime Prevention Through Environmental Design) Principle #1 – Natural Surveillance



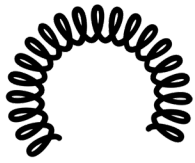
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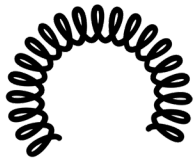
Facilitates Interdisciplinary learning environments that a skills-based curricula demands





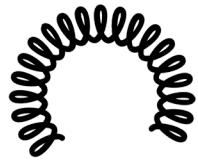
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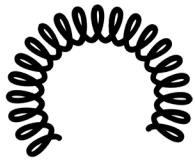
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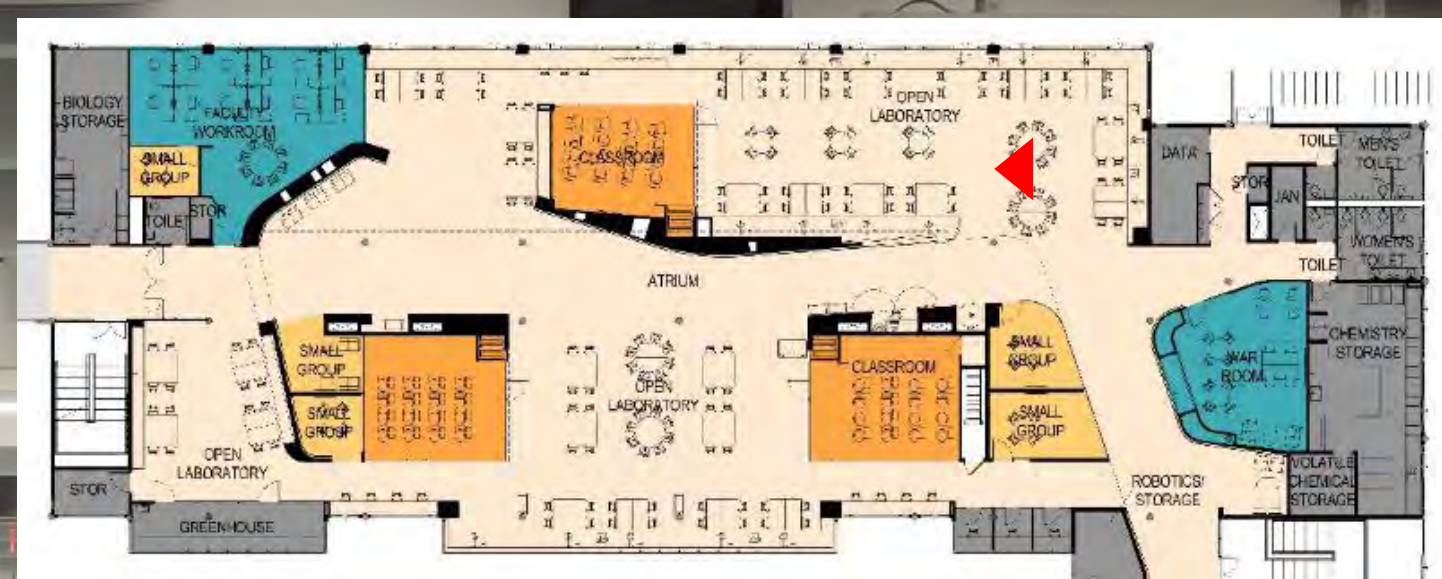


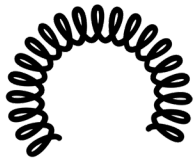
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Facilitates Interdisciplinary learning environments that a skills-based curricula demands

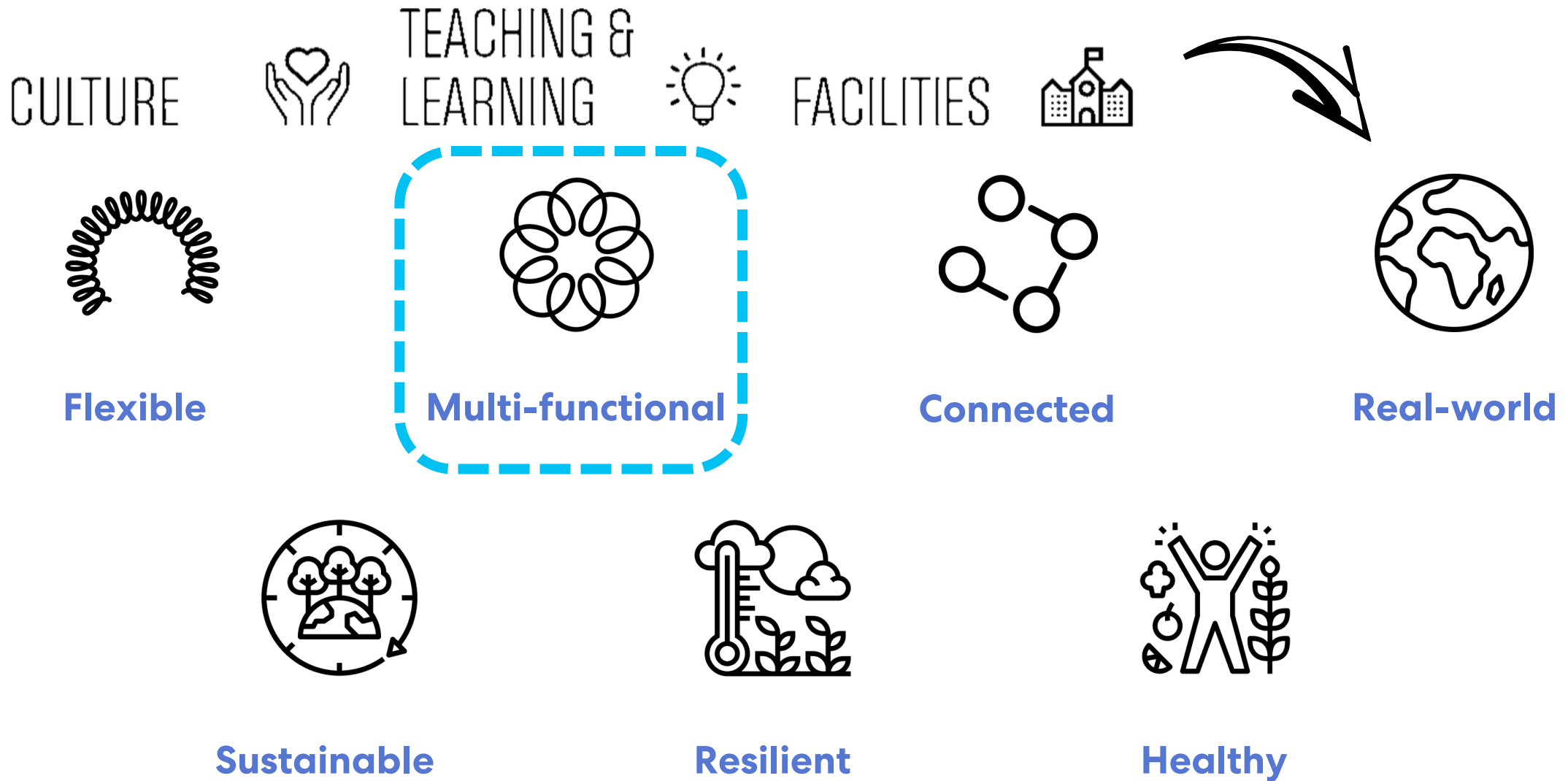


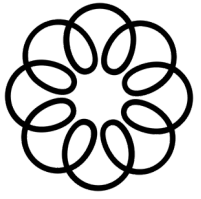


Agile furniture solutions allow nearly instantaneous reconfiguration and choice

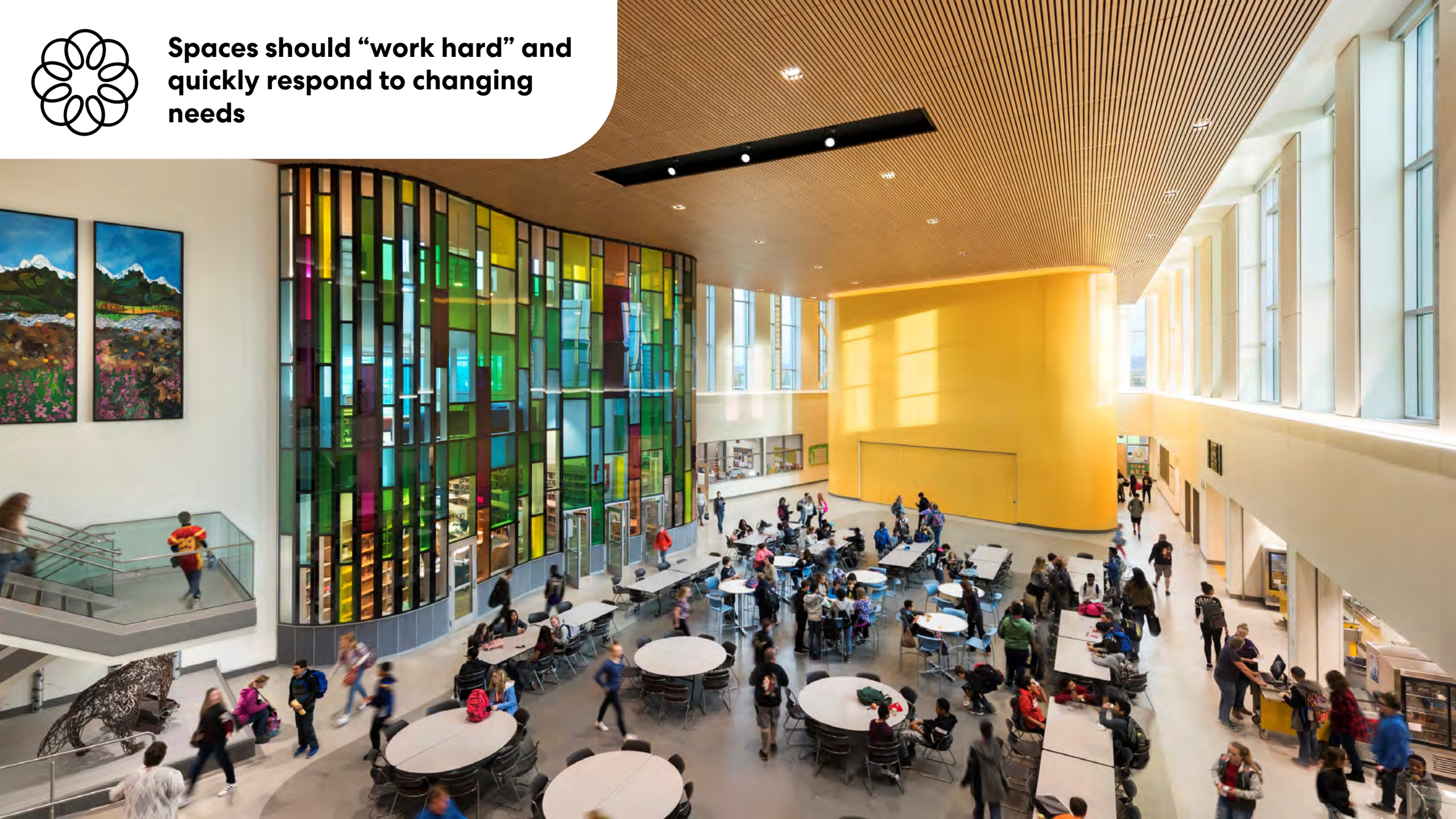


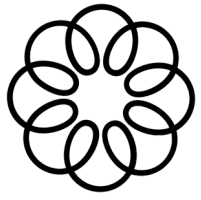
What Are We Designing For?





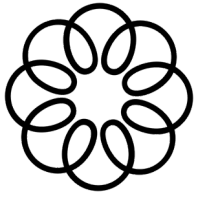
Spaces should “work hard” and quickly respond to changing needs



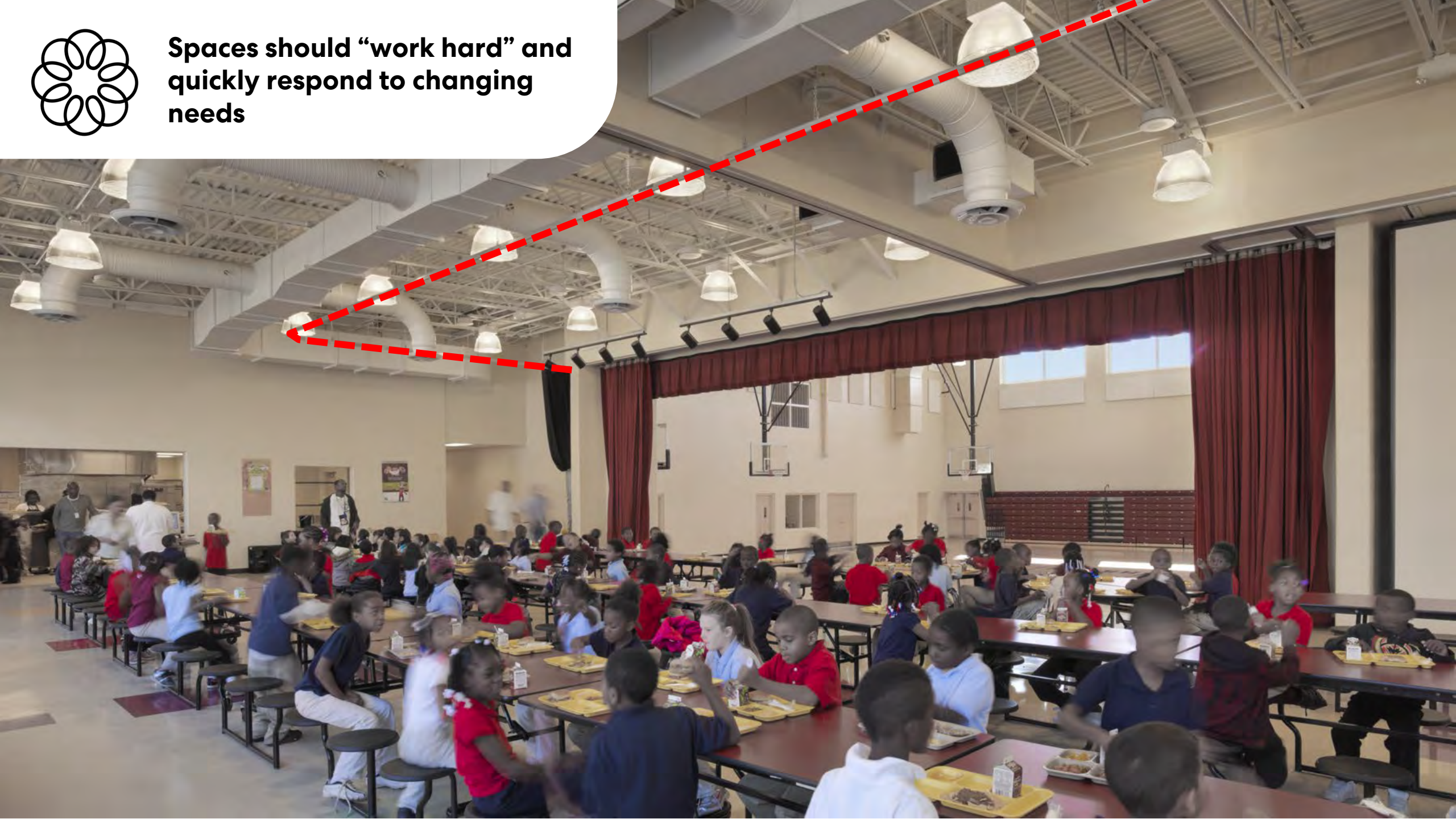


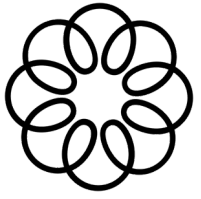
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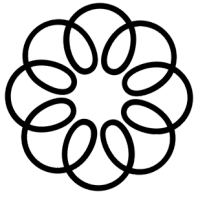
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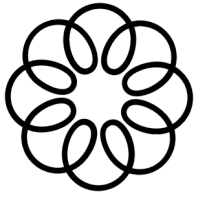
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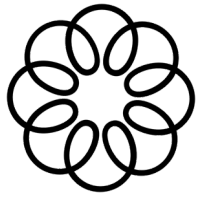
Spaces should “work hard” and quickly respond to changing needs





Spaces should “work hard” and quickly respond to changing needs





Rethink the Corridor – make all spaces capable of supporting learning activities



What Are We Designing For?

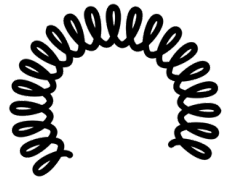
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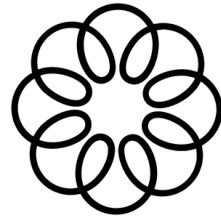
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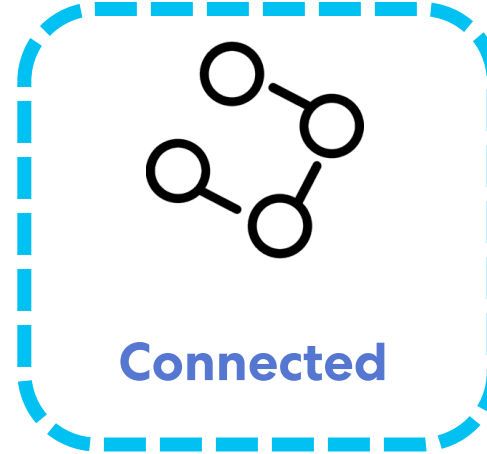
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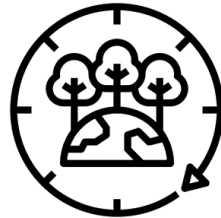
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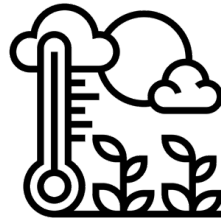
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Real-world



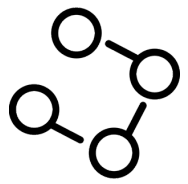
Sustainable



Resilient

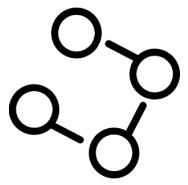


Healthy



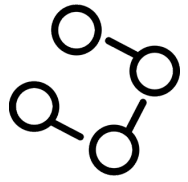
Successful learning environments facilitate the meaningful use of technology





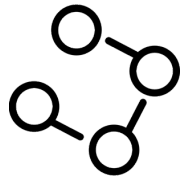
Technology integration allows students to go anywhere and anywhere to come to students





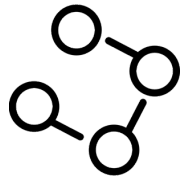
**Connected – Bridge gaps
within the world, community
and the school itself**





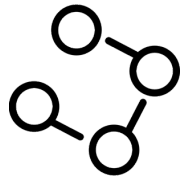
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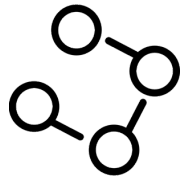
Offer choices for a variety of learning styles





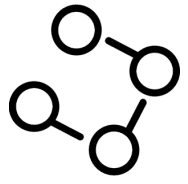
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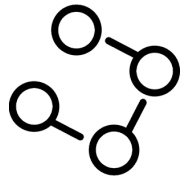
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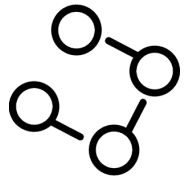
Put learning on display





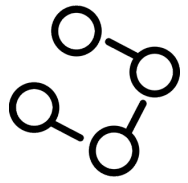
Include spaces for faculty and staff to connect, share, and collaborate





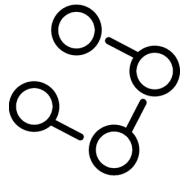
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Celebrates school culture and identity and aligns with mission and vision





Celebrates school culture and identity and aligns with mission and vision



What Are We Designing For?

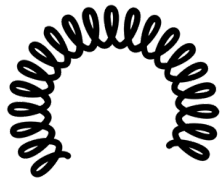
CULTURE



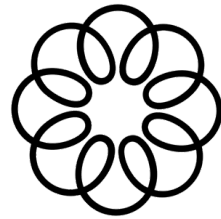
TEACHING &
LEARNING



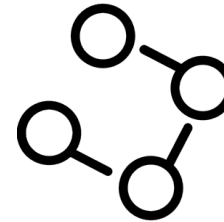
FACILITIES



Flexible



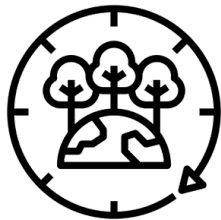
Multi-functional



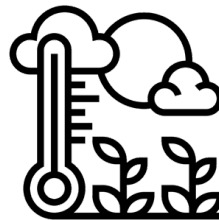
Connected



Real-world



Sustainable



Resilient



Healthy



Real-World – Supports tomorrow's citizens by breaking down silos gaining real-world skills





Real-World – Supports tomorrow's citizens by breaking down silos gaining real-world skills





Real-World – Supports tomorrow’s citizens by breaking down silos gaining real-world skills





Real-World – Supports tomorrow's citizens by breaking down silos gaining real-world skills



DESIGN INVENT

Build something a hundred people need, not something a million people kind of want.

variables equation
vertical line variable
horizontal line
x-axis
y-axis
increase
decrease
origin
line graph
scatter plot
working backward method
reverse operations

system
connections
components
behaviors
electric current energy flow
loop parallel circuit series circuit
electric circuit
SAGE
alligator clips
battery
positive
negative
lightbulb
load





Real-World – Supports tomorrow’s citizens by breaking down silos gaining real-world skills





Real-World – Supports tomorrow’s citizens by breaking down silos gaining real-world skills





Real-World – Honor the importance of display of analog and digital work



What Are We Designing For?

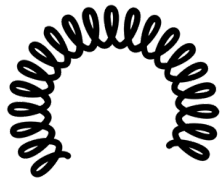
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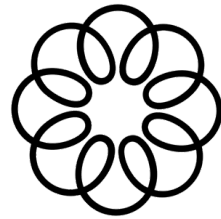
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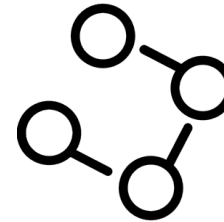
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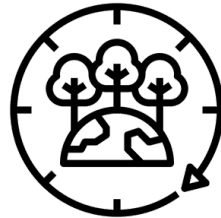
Multi-functional



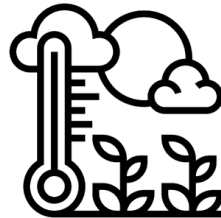
Connected



Real-world



Sustainable



Resilient



Healthy

Sustainable

What if every decision about design and construction was made with sustainability in mind?



Mass Timber

- Sustainable forests
- Verified supply chains



Biodiversity

- Landscape strategy
- Preserving local landscape



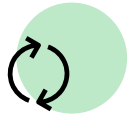
Water

- Reduction of water use



Local

- Products sourced from the surrounding area
- Support local economies



Recycle

- Prioritize recycled content



Reuse

- Recycling usable building components for a new use



Energy

- High performance components



Waste

- Divert waste from landfills
- Pre-fabrication

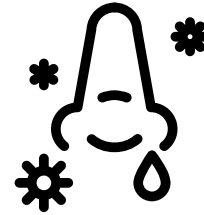
What if instead of doing “less harm”, our buildings had a net positive impact on the environment? What if our buildings repaired damaged environments?

Resilient

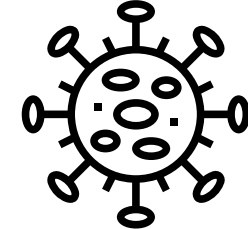
From the pandemic to climate change we need to plan for what is next.



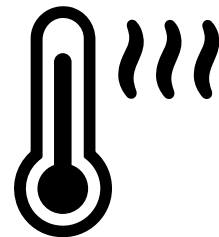
Extreme storm events: food & water contamination, displacement, injury, mental health



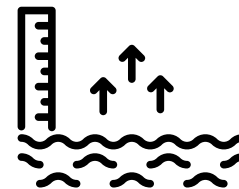
Allergic and nonallergic disease from air pollution and allergens: Asthma



Infectious diseases: airborne, tick-borne, or waterborne diseases



Increased extreme heat: Dehydration, Renal disorders



Sea Level Rise: Mental health, migration, perpetuating cycles of poverty



Wildfires: Displacement, Smoke-related respiratory conditions



Sustainable – Doing right by the environment = doing right by occupants = doing right by learning



Sustainable buildings provide financial rewards for building owners, operators, and occupants. Sustainable buildings typically have lower annual costs for energy, water, maintenance/repair, churn, and other operating expenses. These reduced costs do not have to come at the expense of higher first costs.

The Economic Benefits of Sustainable Design – The Office of Energy Efficiency & Renewable Energy



Research shows a clear link between being outdoors, positive impacts on learning, and stress hormone reductions



Studies conducted on schools have reported that “daylight” or “full-spectrum lighting” is associated with better work habits, improved academic performance, and more positive attitudes in students.

“Daylighting,” Healthy Schools Network, Inc. (2005, 2012)



Research shows a clear link between being outdoors, positive impacts on learning, and stress hormone reductions





Research shows a clear link between being outdoors, positive impacts on learning, and stress hormone reductions



What Are We Designing For?

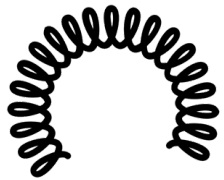
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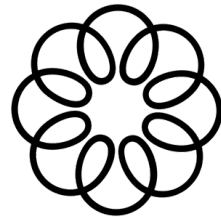
TEACHING &
LEARNING



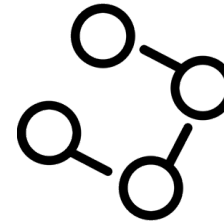
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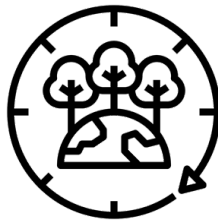
Multi-functional



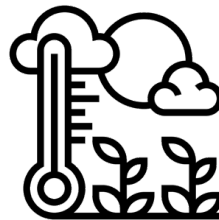
Connected



Real-world



Sustainable



Resilient



Healthy

“Health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.”

Constitution of the World Health Organization



Student exposure to indoor school environments by the time they graduate...

180

Days in a
school year

13

Years of K-12
education

6.5

Hours per
school day

15,210

Hours
total



**Healthy – Responsive schools
reflect community goals while
supporting all learners**





Healthy – Redefines our relationship with food, what we eat, how it is prepared.





Healthy – Redefines our relationship with food, what we eat, how it is prepared.





Inclusive – What are the facility needs to support education that is authentically inclusive

Universal Design Principles:

- Body fit
- Comfort
- Personalization
- Understanding
- Culturally appropriate
- Equitable use
- Flexible use
- Simple and intuitive
- Tolerance for error
- Low physical effort
- Sized for movements





Inclusive – What are the facility needs to support education that is authentically inclusive

Universal Design Considerations in K-12 Education

- Gender Diversity
- Diverse Learning Needs
- Diverse Physical Needs
- English Language Learning
- Ethnic/Cultural/Religious Diversity



Example: Quality acoustic Design of a Classroom affects language acquisition, memory, and improves learning for those with ADHD, Autism, and hearing difficulties.



Inclusive – What are the facility needs to support education that is authentically inclusive





Inclusive – What are the facility needs to support education that is authentically inclusive





Inclusive – What are the facility needs to support education that is authentically inclusive



- Full visibility
- Red and green stall lights
- Full height partitions and special door hardware



Inclusive – What are the facility needs to support education that is authentically inclusive



Phillips Academy Andover

Phillips Academy Andover, Gender-Inclusive Locker Room Suite



Individual Changing Areas

No Urinals in Either Locker Room

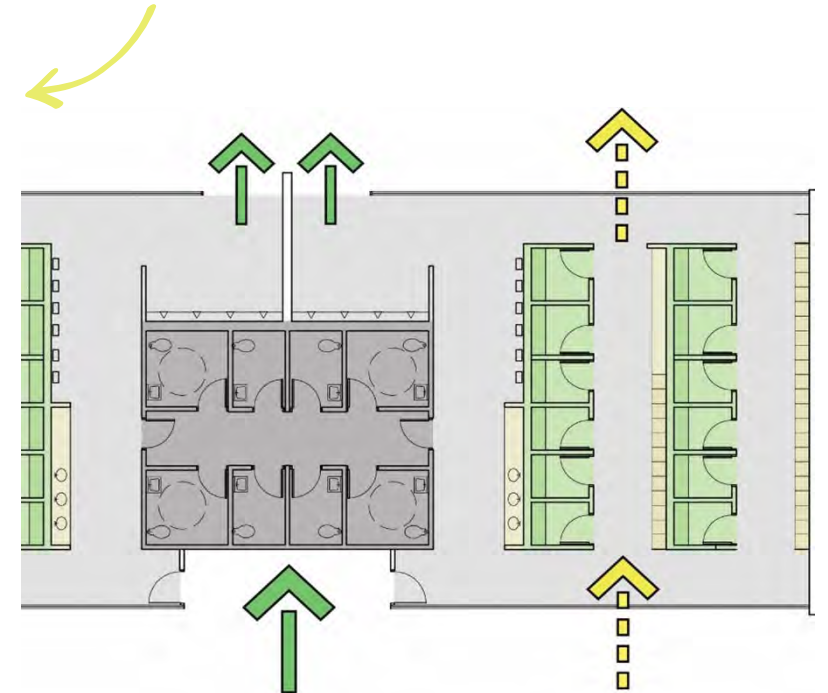
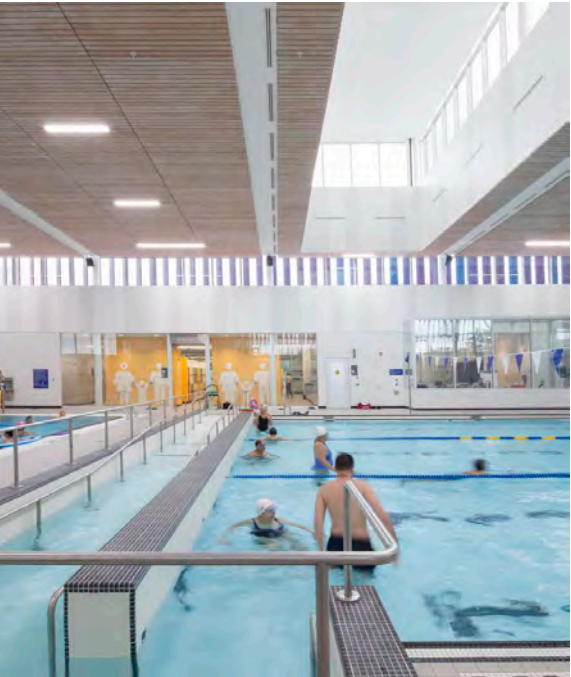
Individual Changing Room

One Entry to Locker Room Suite



Inclusive – What are the facility needs to support education that is authentically inclusive

- Communal locker room
- Private changing rooms
- Private restrooms





What makes a student feel safe and secure?



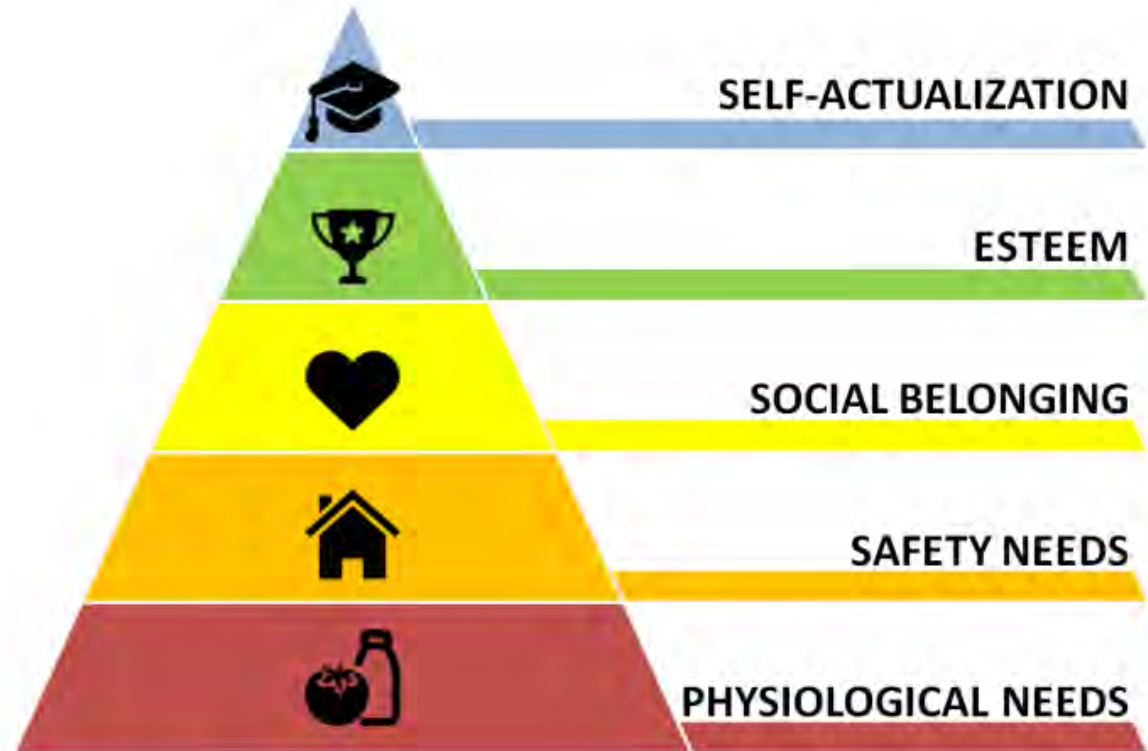
Academic Safety



Emotional Safety



Physical Safety



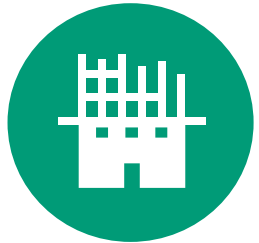
Maslow's Hierarchy of Needs



What makes a student feel safe and secure?

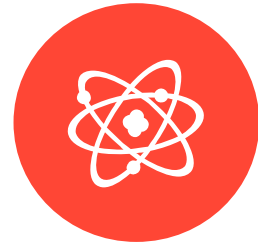
A Balanced Approach

Facilities



Architecture

- CPTED
- School Layout
- Traffic
- Sightlines
- Fencing
- Portals



Technology

- Surveillance
- Access Control
- Alarm Point
- Monitoring
- Communications
- Visitor Management

People



Operations

- Staffing
- Policies
- Procedures
- Training



Relationships

- Mental health resources
- Student-to-adult connections



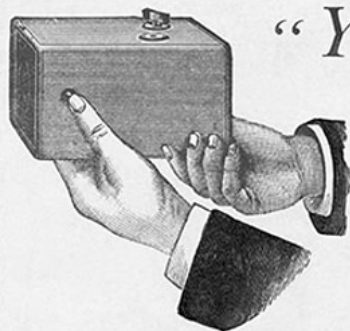
Welcoming spaces promote safety and belonging for all







The Kodak Camera



*“You press the button,
we do the rest.”*

OR YOU CAN DO IT YOURSELF.

The only camera that anybody
can use without instructions. As
convenient to carry as an ordinary
field glass World-wide success.

The Kodak is for sale by all Photo stock dealers.

Send for the Primer, free.

The Eastman Dry Plate & Film Co.

Price, \$25.00 — Loaded for 100 Pictures.

Re-loading, \$2.00.

ROCHESTER, N. Y.



Are we planning for our past?



Or our children's future?

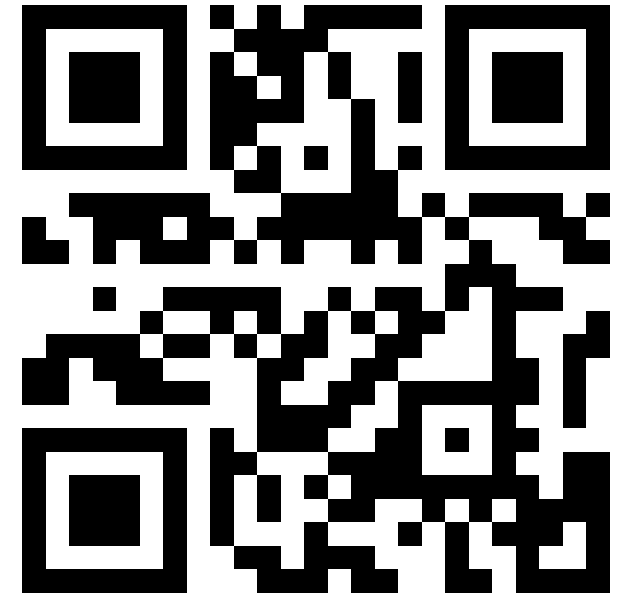


Chat #2

QR Code



1. How might our schools' physical environments be better designed to support future learning?
2. What additional information would be helpful during the Options Phase of our District Facilities Planning process?



5 min.

Agenda

Welcome – Dr. Jason Fine

10 min.

What have we done since CES 2? – Dr. Harley Williams

15 min.

Leading Learning Environments: Part 1 – Design Team

15 min.

Chat #1

25 min.

Leading Learning Environments: Part 2 – Design Team

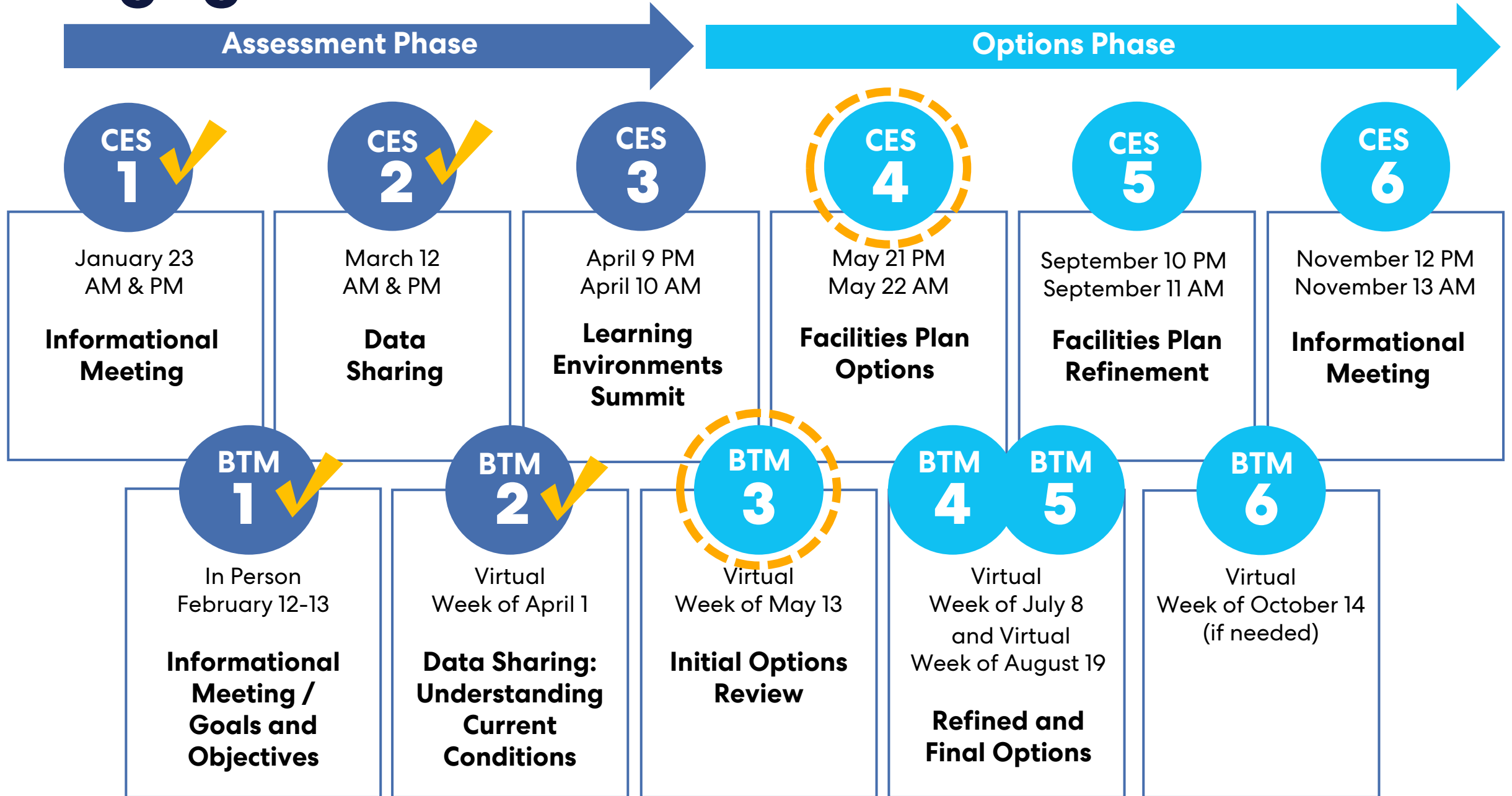
15 min.

Chat #2

5 min.

› **Next Steps and Closing – Mr. Kyle Smith**

Engagement Schedule





BEXLEY CITY SCHOOLS

Thank You for
Partnering with Us.