

BIRNEY



TOURS

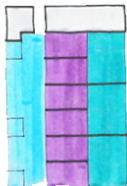
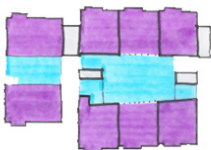
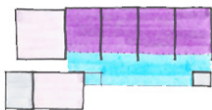
WHY IT MATTERS

Building upon contemporary design thinking with Tacoma Public Schools with iteration.

What we did

We listened to Steve Murakami, Chief Operating Officer at Tacoma Public Schools, describe the goals and challenges of recent projects as we toured McCarver, Wainwright and Wilson. We also toured recent schools in other districts to see first-hand the characteristics of contemporary learning environments.





CASE STUDIES: A VISION FOR THE ELEMENTARY LEARNING ENVIRONMENT

WHY IT MATTERS

Creating a sense of ownership for students is the key to cultivating a love of learning.

What we did

We analyzed current designs of Arlington, Browns Point, Mary Lyon and Wainwright in an effort to understand how the Visioning Document was affecting school design.



TEAM BUILDING

WHY IT MATTERS

Initiating change is a collaborative and inclusive process. Involving everyone is crucial to designing a place that considers a multitude of viewpoints.

What we did

In order to encourage open dialogue and partnership, we spent an evening at a local restaurant where we discussed district goals and envisioned the future of the new school.

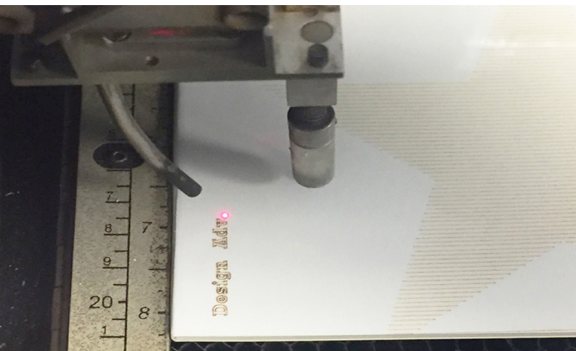
JOURNALS & HOMEWORK

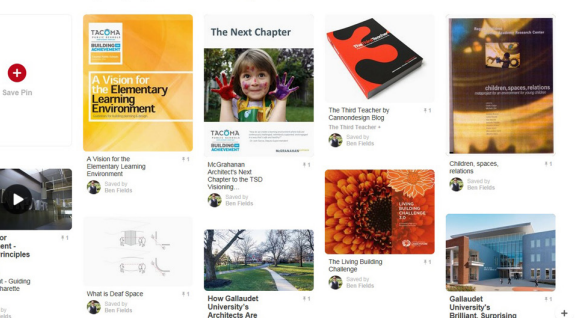
WHY IT MATTERS

Engagement and critical thinking are key to effective design discussions.

What we did

We created a personalized journal for each Design Advisory Committee (DAC) member to bring to meetings, take notes, store handouts and maintain project info. This enabled both the designers and members of the committee to organize their thoughts, concerns, and write down questions for future meetings.





SOCIAL MEDIA

WHY IT MATTERS

Inspiration can strike at any moment. Our DAC members are able to express themselves through many different channels and can easily and effectively share ideas and interesting sources for the entire group to see and interact with.

What we did

We set up a Pinterest page to share ideas, comments and aspirations. This proved to be a fluid, flexible and approachable way for team members to share information that we could address during our in-person meetings.

LIVING BUILDING

WHY IT MATTERS

The Living Building Challenge is the highest standard of sustainability.

What we did

We became members of the International Living Futures Institute (ILFI) in order to fully explore each of the seven petals set forth by the institute to become compliant with the Living Building Challenge. We reviewed case studies and Living Building Requirements and compared them to our ability to reach Petal Certification in light of our existing budget and design constraints.



LIVING
BUILDING
CHALLENGESM
3.0

A Visionary Path to a
Regenerative Future



LISTENING TO STUDENTS + PARENTS

WHY IT MATTERS

Gaining the perspectives of students and parents allowed us the opportunity to gain a more complete picture of needs, opinions and inspiration within the overall community and therefore consider a view of the larger impacts of our design.

What we did

We brought glue, scissors, markers and crayons to a makerspace booth in the school gym. As parents and students wrote down their thoughts, we took the opportunity to ask them about their ideas.

ESSENTIAL QUESTIONS + DEFINING SUCCESS

WHY IT MATTERS

Meaningful design starts with essential questions.

What we did

In small groups, we brainstormed questions that will serve as the foundation for our future discussions. We shared with the larger group and voted which ones were most important. The question with the most votes was crafted into our essential question:

How do we create a space so enticing that kids want to be here every day? We used what we call a 'graffiti write' (writing ideas on large pieces of paper), to understand what success looks like for each user group – students, families, teachers and community.

How do we create a place
so enticing
that **all** kids want to be here
every day?

Belonging	Safety + Comfort	Hands On	Multi-cultural	Accessibility	Daylight	Health + Nutrition
Deaf Space Design	Play	Physical Activity Opportunities		Technology	Connection to Nature	
Creativity	Trigger the Senses	Curiosity	Welcome Community Engagement	Let Students Lead	Social + Emotional	



BEST INSTRUCTIONAL PRACTICES CHARRETTE

WHY IT MATTERS

Collaborative processes result in better school designs.

What we did

We attended an all-day workshop with approximately 60 people to openly discuss current projects, trends, goals and strategies with committee members, district staff and architects using the writable surfaces on our tables.

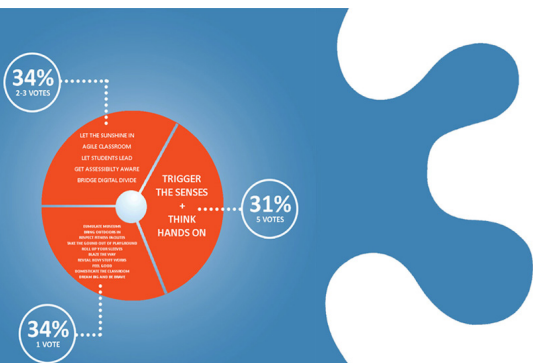
THIRD TEACHER

WHY IT MATTERS

There are many dimensions to the richness of opportunities a new school can provide.

What we did

The district provided a copy of the innovative book 'The Third Teacher' to each committee member. We asked each member to share three concepts that resonated most with them. From there, we discussed why these concepts were so impactful and how they could translate into the functionality of future learning spaces.





ASSET MAPPING

WHY IT MATTERS

Strong communities make strong students.

What we did

In small groups, we mapped the organizations and amenities around the school and created one master map using everyone's input. We then discussed what partnerships were most desirable and what was missing that the school might be able to provide.

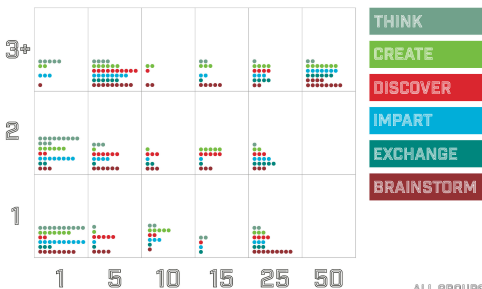
LEARNING ACTIVITIES

WHY IT MATTERS

Each child is unique and they learn in different ways. Learning activities and the settings that support them should address the diverse ways students grow and thrive.

What we did

Using the five learning modalities from the Visioning Document (think, create, impart, discover, exchange) as a foundation, we discussed and documented learning activities teachers currently engage with their students. We added “brainstorm” to explore other possible learning modalities within the existing school.



ENGAGING FAMILIES: CHALLENGES AND WHAT IF'S

WHY IT MATTERS

Family engagement is a critical part of student success.

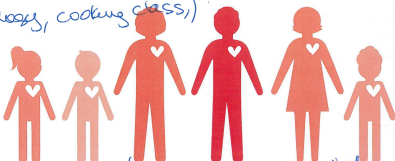
What we did

The group shared what they felt were obstacles to fully engaging families. We wrote these on large sheets of paper and posed the question, "What If?", encouraging the group to envision solutions to these difficulties.

Partnership with Seattle children + Adults
bus for people who need ride
+ low income families

Room in Birney where
you can use. It cannot become
room" or take over by teacher!
(technology, cooking class,)

Helping
everyone to be aware of what we have.





COMMUNITY PARTNERSHIP

WHY IT MATTERS

Strengthening partnerships through the new school design in order to serve students and their families.

What we did

We invited Amanda Scott-Thomas, Director of Community Partnership to discuss how the design of the new schools can more effectively meet the needs of local organizations in order to contribute to the success of the school.



CROSS POLLINATION AT STAR CENTER

WHY IT MATTERS

Convergence of the DAC committees and sharing of ideas served to challenge our individual opinions and spark our imaginations.

What we did

At a joint meeting of the Birney and Grant DAC members we listed six possible approaches to engage with the learning environment: move, play, eat, make, perform and pursuing wellness. In small groups, we brainstormed various activities and amenities that would support these approaches. We then shared the benefits of each idea with the larger group.

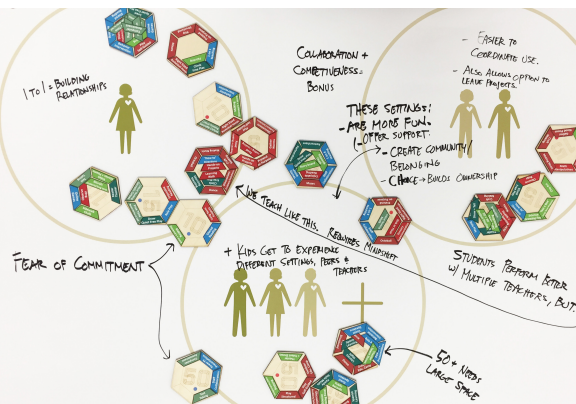
EXPANDED CLASSROOM

WHY IT MATTERS

Choice leads to ownership of learning. Expanding the classroom to a diversity of settings supports a greater range of learning activities, collaboration and more choice for students and teachers.

What we did

Each small group was given a set of wooden discs (indicating group sizes) and a few sets of each color “theme” (taken from the visioning document). Each group was then given an ownership board of 1, 2, and 3+ teachers in order to explore an informal discussion on the benefits of collaboration within learning environments.



DEAF SPACE DESIGN

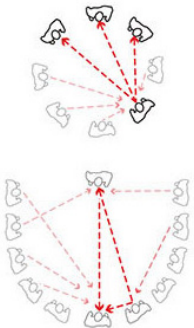
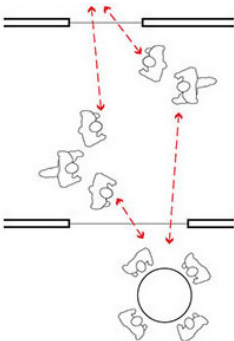
WHY IT MATTERS

Understanding the unique needs and aspirations of the deaf and hard of hearing community is critical to providing equal access and a sense of belonging.

What we did

Sitting in a semi-circle as a group- so that everyone can see each other equally- we asked the following questions:

What motivates you? What do you want to learn and what would you like to contribute to the process? What does success look like for students, teachers, families and community?





UWT ASSET MAPPING WITH STUDENTS

WHY IT MATTERS

Partnership in research with the University of Washington Tacoma gave us insight into the viewpoints of 4th and 5th grade students.

What we did

Using crayons, shapes and simple directions, the University of Washington Tacoma came to Birney and facilitated a fun event in which they gathered data about how the students use and feel about the existing school and neighborhood with topics such as safety and happiness.

PROJECT GOALS

The project design goals are born out of a process of inquiry created around *A Vision for the Elementary Learning Environment*. They can be understood as individual characteristics with multiple qualities that together form an answer to the following essential question:

How do we create a place so enticing that all kids want to be here every day?

Inclusive

Social – always a spot nearby with good supervision to hang out, make a friend and feel like you belong

Emotional – a diversity of space types to meet the variety of needs and experiences that occur every day

Multicultural – reflective and inclusive of a diversity of cultures including deaf and hard of hearing and special needs

Engaging

Students – cultivate a sense of ownership and independence through an abundance of opportunities in the core learning areas and throughout the school to move, play, make, perform, and discover

Families – café-like area for parents with opportunities for classes, socializing and meeting with teachers

Staff – flexibility inside + outside the core learning areas for different teaching styles along with areas for wellbeing

Partnerships – a visible place to foster community connections through events and resource info

Healthy

Movement – an awesome playground, natural play areas and indoor or covered fitness/ play opportunities

Nutrition – make healthy eating fun for kids by connecting the Kitchen + Garden + Food Lab

Environment – Living Building Challenge equivalent for material selections and air/water quality

Exploratory

Discover nature – easy and usable outdoor learning areas with pathways and landscape learning zones

Engage the senses – makerspaces with areas for science, art, and experimentation

Spark curiosity – views into areas of the building that offer learning opportunities but are normally hidden

THE NEW SCHOOL BE A SUCCESS



LIBRARY
make a have a playground
AND after school
space



Fun huge classes!

make bike racks

It is
Cater to
Sensory
help the
learning



A useable outdoor space
resembling the Pacific Northwest
w/ a water feature.



Consistent
ventilation
Natural
light

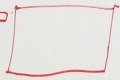
It inspires awe
for learning

slide

Pathways to class



Mat ~~for~~ for when you
slide so you don't fall



open spaces.
 good lighting.
 sparken / sound quality.
 office space for all staff.
 -separate spaces.
 welcoming entrance.

Big play toys + sets

SCHOOL WILL IF...

Better Parking
 For Pick Up + Drop off
 and Evening Activities

separate play area
 for Kindergarten's

Big & better
 parking spaces &
 better ventilation &
 separate art class &

under cover
 playground

task Pets to school



built with to
 kids who struggle with
 challenges. OT etc rooms to
 kids feel comfortable in their
 environment.

Put a tire swing.
 Better drop off
 for kids.

*Separate Library.

Spanish classes
 for everyone!

to make classes
 to teach multiple
 languages

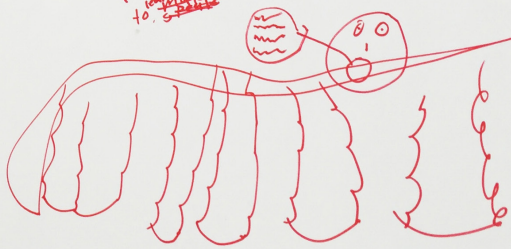
Pool



if wonder



du
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W E B E L I E V E

EDUCATION TRANSFORMS

INDIVIDUAL LIVES AND SOCIETY; THAT

THOUGHTFUL ARCHITECTURE

FOSTERS MEANINGFUL LEARNING.

COLLECTIVELY WE ARE DEDICATED

TO THE CREATION OF

INSPIRING LEARNING

ENVIRONMENTS.

