

Pine Glen Elementary School Faculty Workshop 3.29.23

The Pine Elementary School faculty participated in an Educational Visioning Workshops from 2:30 – 4:30 PM on March 29, 2023. The Visioning Workshop was facilitated by New Vista Design and DiNisco Design, with the goal of leading participants through a step-by-step visioning process aimed at capturing their best thinking about Pine Glen Elementary Schools’ current and future educational goals and priorities and connecting them to best practices and possibilities in future-thinking school facility design. If you have questions about the workshops or would like to add additional priorities to the list below, please email them to David Stephen at david@newvistadesign.net



Project Priorities

The following Educational, Architectural, and Community Priorities for the Pine Glen Elementary School’s educational programs and their renovated and/or new school facility, were brainstormed by workshop participants during the Faculty Workshop. Responses have been grouped thematically.

Educational Priorities

Inclusive and Differentiated Learning

- Inclusivity for students of all backgrounds, abilities, and learning styles
- Support for all learners
- Students are kind and empathetic

Student Centered Learning

- Supporting students to become passionate and lifelong learners
- Small class sizes
- Small group learning spaces
- Time to create and perform
- Small grade level size
- Areas to show, present, celebrate student work

Collaborative Learning

- Working together as a family
- Flexibility for multiple teacher-led groups simultaneously with little distraction
- Having role models for positive behavior

Social Emotional Learning

- Focus on Social Emotional Learning and Growth Mindset
- Classrooms and programming that include SEL components (rug, flexible seating, calm down corners, etc.)
- Providing different learning options (e.g. quiet zones) close to classrooms

Educational Priorities *Continued*

School Community and Culture

- Keeping the Pine Glen community together
- Community feel and supporting all
- Community activities
- Maintaining community spirit
- Small community school in which all staff and students know and are therefore able to support one other
- Neighborhood/community schools

Enrichment Opportunities

- Enrichment opportunities to teach and think outside traditional approaches

Community Partnerships

- Real World Connections
- Connect learning with BCAT (Burlington Cable Access Television)

Outdoor Learning

- Indoor and outdoor space for lessons and play
- Outdoor learning space
- Large outdoor area
- Community garden

Architectural Priorities

Inclusion and Access

- Inclusive spaces
- Provide appropriate learning environment/spaces based on student needs
- Sensory rooms in classrooms
- Accessible cafeteria for all

Flexible Classrooms and Spaces

- Flexible walls to create different spaces
- Provide spaces and resources for all as needed
- Space in classrooms that have flexibility for multiple teacher-led groups simultaneously with little distraction
- Possibly two presentation spaces within 1 room to accommodate smaller groups

Classroom Neighborhoods

- Grade levels/rooms that are in close proximity to each other to promote multi-age learning experiences
- Neighborhood school community feel

Small Group and Meeting Spaces

- Quiet and calm spaces
- Spaces for meetings
- Multiple testing spaces
- Dedicated classrooms for interventionists apart from breakout spaces

Collaborative Learning and Gathering Spaces

- Space to allow gathering and bonding of community at large
- Welcoming and inclusive school that's easy to navigate - grade level teams near each other
- Have a large Learning Commons for students (at the front of the school) to have space for students to learn by doing
- "Town Common" area that is separate from recess area

Healthy Building

- Better ventilation
- Sustainability

Outdoor Learning Spaces

- Indoor and outdoor space for lessons and play
- Outdoor common area with seating for lunch during nice weather
- Large outdoor area
- Community garden

Robust Technology

- Good WIFI
- Instructional spaces that allow for wireless presentation and boards are in a centralized place
- Communication systems/TVs for daily announcements

Architectural Priorities *Continued*

Good Storage

- Easy access to resources
- Space for shared resources - books, etc.
- Storage for learning materials and books
- Storage and/or shelving that is reachable for teachers
- Classroom storage space
- Usable Storage and shelving
- Cubbies inside classrooms for younger kids
- Designated storage for books not associated with the library
- Storage for after school program

Thermal Comfort

- Windows that open
- Air conditioning

Natural Light

- Natural light
- Many windows for natural light in gym
- Lights with a dimmer rather than overhead fluorescent lighting
- Big windows

Counseling and Therapy Suite

- A therapy suite with a large sensory motor room
- Counseling suite with space for groups, individuals, storage, sensory items, etc.

Professional Workspaces

- Teachers room with full kitchen (dishwasher, stove, etc.) and plenty of seating
- Small meeting places for teachers

Quiet Spaces

- Quiet and comfortable spaces for students to come and read independently

Performance Spaces

- Adequate performance space

Expanded Cafeteria Options

- Cafeteria set up to serve larger menu options

Display and Exhibition

- Spaces to display student work to the community
- Inside and outside art exhibit

Specialist Spaces

- Space for all non-classroom teachers

Good Acoustics

- Acoustics within the classroom and cafe to help buffer sound
- Acoustics in gym

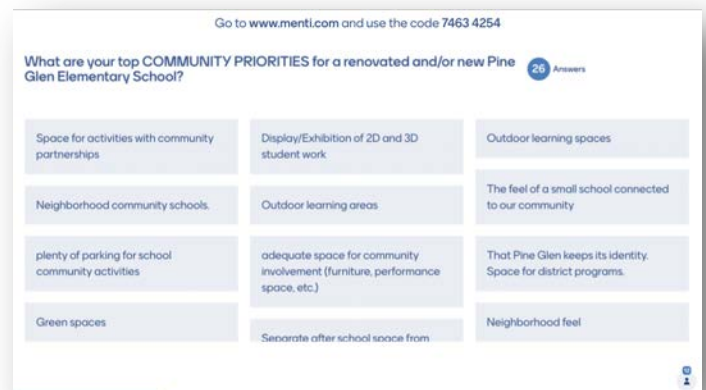
Bathrooms

- Classroom bathrooms
- Staff bathrooms
- Bathrooms either in or near Kindergarten classrooms

Community Priorities

Safe Community Access

- Space for activities with community partnerships
- Adequate space for community involvement (furniture, performance space, etc.)
- Spaces for large community gatherings (in and out)
- Space for community events in the evening where all can join
- Ability to lock off classroom space when community is using part of the school for other use
- Easily accessed for community members to drive to and through. (Drop off and pick up, special family events, etc.).



Community Priorities *Continued*

Inclusivity and Access

- Inclusiveness
- Space for district programs
- Separate sensory space for district program

Community Feel

- Neighborhood community school
- The feel of a small school connected to our community
- That Pine Glen keeps its identity
- Keep the small school feel

Afterschool Space

- Separate after school space from classrooms

Display & Exhibition

- Display/Exhibition of 2D and 3D student work
- Space for community flyers/information for parents

Outdoor Spaces

- Outdoor learning spaces
- Green spaces
- Youth sports complex
- Fields for sports
- Passive recreation space

Safety and Parking

- Traffic flow controlled and safe spaces for walkers/car drop off
- Plenty of parking for school community activities
- Ample community/staff parking

Pine Glen Elementary Schools Culture of Teaching and Learning

When asked to share three words that best describe Pine Glen Elementary School's culture of teaching and learning, workshop participants created the following Word Cloud.

- | | |
|--------------------------|-----------------|
| • Community 15 | • Culture |
| • Family 10 | • Positive |
| • Collaboration 9 | • Dedication |
| • Inclusive 9 | • Unique |
| • Small 6 | • Diverse |
| • Intimate 6 | • Understanding |
| • Team 5 | • Loyal |
| • Caring 5 | • Laid-back |
| • Fun 4 | • Rigorous |
| • Supportive 3 | • Independent |
| • Friendly 2 | • Strong |
| • Relationships 2 | |
| • Connections 2 | |
| • Adaptive / Flexible 2 | |
| • Creative /Innovative 2 | |

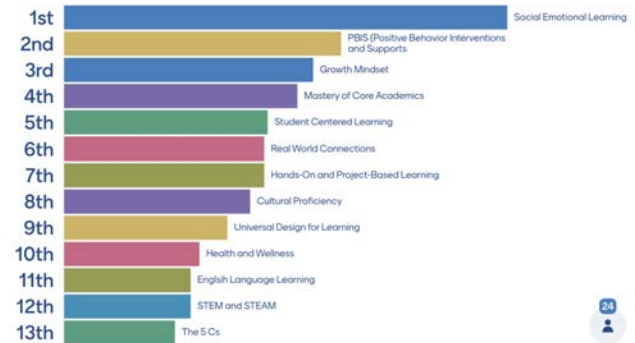


Pine Glen Elementary Schools' Priority Educational Focus Areas

A set of priority educational focus areas were introduced to Pine Glen faculty during the workshop as being of key importance to Burlington Public Schools and Pine Glen leadership. Workshop participants then rated them in order based on their own priorities, resulting in the following listing.

1. Social Emotional Learning
2. PBIS - Positive Behavioral Interventions and Supports
3. Growth Mindset
4. Mastery of Core Academics
5. Student-Centered Learning
6. Real World Connections
7. Hands-On and Project-Based Learning
8. Cultural Proficiency
9. Universal Design for Learning
10. Health and Wellness
11. English Language Learning
12. STEM and STEAM
13. The 5 Cs

Which programmatic focus areas are most important to you within BPS elementary schools?



Pine Glen Educational Focus Areas in Practice

When asked to respond to the following list of educational focus areas and describe what they look like in practice at Pine Glen Elementary School, either now or in an aspirational future, workshop participants responded with the following comments.

Present Practices

- Morning/Afternoon Meetings (Responsive Classroom)
- Social emotional learning isn't truly the top priority, although it should be
- Mostly classroom by classroom activities
- SEL looks like daily check ins, collaborative problem solving, modeling/teaching strategies for when they are feeling upset or sad about something, building community and relationships
- Children can move, use tools/furniture that they need, work with teachers/small groups/large groups/supplies as needed for tasks
- Outdoor activities to apply outdoor learning

1. Social Emotional Learning
2. PBIS
3. Student Centered Learning
4. Real world Connections
5. Cultural Proficiency
6. English Language Learning
7. STEM and STEAM

Desired Future Practices and Spaces

Social Emotional Learning

- SEL more inclusive meetings with other classrooms/grades
- More physical space for Social Emotional Instruction

Student Centered Learning

- Providing more spaces to encourage different opportunities for kids to work together, play, and problem solve
- School store, cafe/restaurant for learning social skills in real world context
- Time and space to explore, play, and create with materials
- Arts interdisciplinary social studies, math, reading, etc.

STEM/STEAM

- More school wide STEM/STEAM activities or days
- Common areas where students and teachers can collaborate on STEM and STEAM activities together
- STEAM/STEM space with storage
- More opportunities for kids experience the arts in other areas of the curriculum besides their specialist classrooms
- Storage for STEM makerspace supplies

Co-Teaching and Instruction Support

- More co-teaching particularly for EL
- Ability to "zoom" into class and have cameras that will follow the teacher around
- Communication! Monitors in hallways with messages, pictures, student work

Fox Hill Educational Focus Areas in Practice

When asked to respond to the following list of educational focus areas and describe what they look like in practice at Pine Glen Elementary School, either now or in an aspirational future, workshop participants responded with the following comments.

Present Practices

- Project-based learning and instruction within the classroom
- Rooms can be cramped with furniture and students when population size is larger which prevents space for these activities and prep to be done successfully
- Hallways often become decompression places

8. Growth Mindset
9. Universal Design for Learning
10. The 5 Cs
11. Health and Wellness
12. Mastery of Core Academics
13. Hands-On and Project-Based Learning

Desired Future Practices and Spaces

UDL and Growth Mindset

- More emphasis on UDL and growth mindset
- A space to display school-wide goals to encourage growth and perseverance
- Real world connections

Health and Wellness

- Wellness space for students but also one for teachers
- Possibly a teacher gym and space for other wellness activities
- Calming space for students with kinesthetic paths/activities
- Room for students that need a calm space to regroup

Hands-On and Project-Based Learning

- Play in classrooms
- Hands-on/Project Based learning
- Students can travel easily and quickly to art room, gym, music room, etc. from classroom
- Appropriate space for movement and for teacher prep for project-based learning
- More collaboration with other grades/specialists to do projects and hands-on learning"
- More emphasis and opportunity for 5C's, supporting play in classrooms

Blue Sky Ideas

When asked to share their Blue-Sky aspirational ideas for a renovated and/or new Pine Glen facility, faculty responded with the following comments.

Neighborhood Feel

- Maintaining neighborhood feel outside and inside (3 mentions)
- Keep Pine Glen small (2)
- Pine Glen as a separate school
- Two small buildings at two different locations
- Pine Glen Community

More Space

- More space for learning (2)

Gathering and Collaboration Spaces

- Large gathering space (2)

Outdoor Learning

- Garden
- Lots of green space around the building (not all paving)
- Outdoor/nature learning opportunities

Combined Fox Hill and Pine Glen

- Combine both schools
- Create a shared space between both buildings

Flexible Furniture

- Classroom floors and chairs less noisy

Thermal Comfort

- Classroom controlled HVAC

Integrated Specialist Classrooms

- Specialist classrooms are as close to classrooms as possible (keeping transitions between subjects minimal travel time)
- Instructional spaces to house multiple teachers that do simultaneous small-group instruction

Communication

- Messaging communication monitors

Mudroom

- Before kids come in from the play area, a place to clean sneakers

Good Storage

- Appropriate storage for teachers of multiple grade levels

Science Nooks

- Science nooks for exploration

Natural Light

Desired 21st Century Design Patterns 1.0

The following set of priority “21st Century Design Patterns” for the design of the renovated and/or new Pine Glen Elementary School was developed by faculty members during the Faculty Workshop. Workshop participants were introduced to 32 “Design Patterns” that represent varied architectural design features of, and approaches to 21st century school facility design. Individual participants first rated each Design Pattern with a heart, thumbs up, or thumbs down, and were then given the opportunity to rate Design Patterns collectively in order of importance. The resulting list of Design Patterns has been placed in priority order based on the cumulative total of hearts, thumbs up, and priority ratings that each received.

Top 10 Design Patterns

1. Flexible Classrooms and Spaces (41 votes)
2. Security and Welcome (35 votes)
3. Good Storage/Cubbies (31 votes)
4. Breakout and Pull Over Spaces (30 votes)
5. Professional Work Areas (29 votes)
6. Welcoming Arrival/Safe Drop-Off (28 votes)
7. Cafetorium/Multi-Purpose Space (28 votes)
8. Collaborative Environments (28 votes)
9. Heart of the School (28 votes)
10. Library Learning Commons (28 votes)



Next 15 Design Patterns

11. Extended Learning (27 votes)
12. Enrichment Spaces (27 votes)
13. Wayfinding and Streetscapes (26 votes)
14. Engaged Outdoor Play (24 votes)
15. Classroom Zones (24 votes)
16. Display and Exhibition (24 votes)
17. Outdoor Connections and Learning (24 votes)
18. Greeting and Gatekeeping (23 votes)
19. Gathering Hubs and Presentation Spaces (23 votes)
20. Sustainability (22 votes)
21. Classroom Neighborhoods (22 votes)
22. Push-In Special Education (19 votes)
23. Community Access (19 votes)
24. STEM/STEAM and Makerspaces (19 votes)
25. Flexible Furniture (19 votes)



Remaining Design Patterns

- 26. Clusters of Learning (18 votes)
- 27. Branding and Identity (18 votes)
- 28. Building as Teacher (17 votes)
- 29. Hallway Learning (16 votes)
- 30. Nooks, Caves, and Quiet Spaces (15 votes)
- 31. History and Storytelling (14 votes)
- 32. Visible Learning and Transparency (10 votes)

