Embracing Diversity and Promoting Community:

How One School Risked Conformity for Inclusivity

VMDO

HCPS STATS_2017-18

City of Harrisonburg Population: **53,000+**

# of Schools: **1 HS + 2 MS + 6 ES + 1 PK**

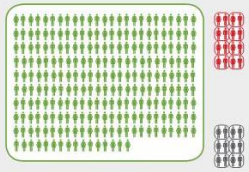
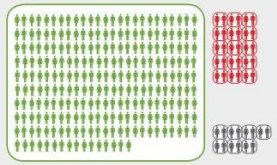
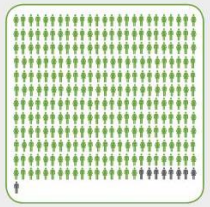
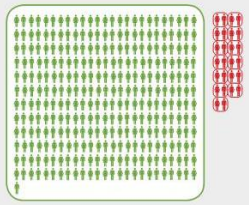
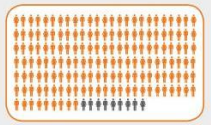
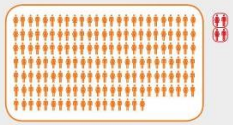
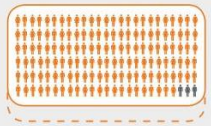
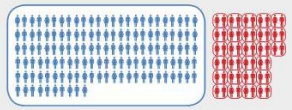
Student Enrollment: **6,100+**

Historical Growth: **+ 200 Students / Year***

Languages Spoken: **50+**

F/R Eligible%: **71.68%**

*2012 - 2017

	2014-2015	2016-2017	2017-2018	2020-2021
PRE-K				
	GRADES: PRE-K CAPACITY: 250 ENROLLMENT: 245 WAITLIST: 80	GRADES: PRE-K CAPACITY: 250 ENROLLMENT: 250 WAITLIST: 101	GRADES: PRE-K CAPACITY: 350 ENROLLMENT: 350 WAITLIST: 15	GRADES: PRE-K CAPACITY: 350 ENROLLMENT: 350 WAITLIST: 59
ELEMENTARY				
	GRADES: PRE K-4 CAPACITY: 2,332 ENROLLMENT: 2,481 (+149) DEFICIT: 8 CLASSROOMS	GRADES: PRE K-4 CAPACITY: 2,332 ENROLLMENT: 2,614 (+282) DEFICIT: 15 CLASSROOMS	GRADES: K-5 CAPACITY: 3,065 ENROLLMENT: 2,977 (-88)	GRADES: K-5 CAPACITY: 3,065 ENROLLMENT: 3,339 (+274) DEFICIT: 13 CLASSROOMS
MIDDLE				
	GRADES: 5-8 CAPACITY: 1,680 ENROLLMENT: 1,591 (-89)	GRADES: 5-8 CAPACITY: 1,680 ENROLLMENT: 1,718 (+38) DEFICIT: 2 CLASSROOMS	GRADES: 6-8 CAPACITY: 1,500 ENROLLMENT: 1,316 (-184)	GRADES: 6-8 CAPACITY: 1,500 ENROLLMENT: 1,476 (-24)
HIGH				
	GRADES: 9-12 CAPACITY: 1,350 ENROLLMENT: 1,489 (+139) DEFICIT: 7 CLASSROOMS	GRADES: 9-12 CAPACITY: 1,350 ENROLLMENT: 1,607 (+257) DEFICIT: 13 CLASSROOMS	GRADES: 9-12 CAPACITY: 1,350 ENROLLMENT: 1,670 (+320) DEFICIT: 16 CLASSROOMS	GRADES: 9-12 CAPACITY: 1,350 ENROLLMENT: 1,873 (+523) DEFICIT: 27 CLASSROOMS

= 10 STUDENTS

= 20 STUDENTS
= 1 CLASSROOM

= 15 WAITLIST STUDENTS

New PK + New ES + SHIFT 5TH BACK TO ES = MORE CAPACITY

Embracing a diverse community of learners became a primary driver in the design and programming of a new elementary school.

HARRISONBURG CITY PUBLIC SCHOOL BOARD

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Nick **Swayne**, Vice Chair
Tom **Domonoske**
Brent **Holsinger**
Kelly **Rooney**
Kerri **Wilson**

Dr. Scott R. **Kizner**, Division Superintendent

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Craig **Mackail**, Director of Operations & School Safety
Andy **Cohen,** School Board Chair

DESIGN ADVISORY COMMITTEE

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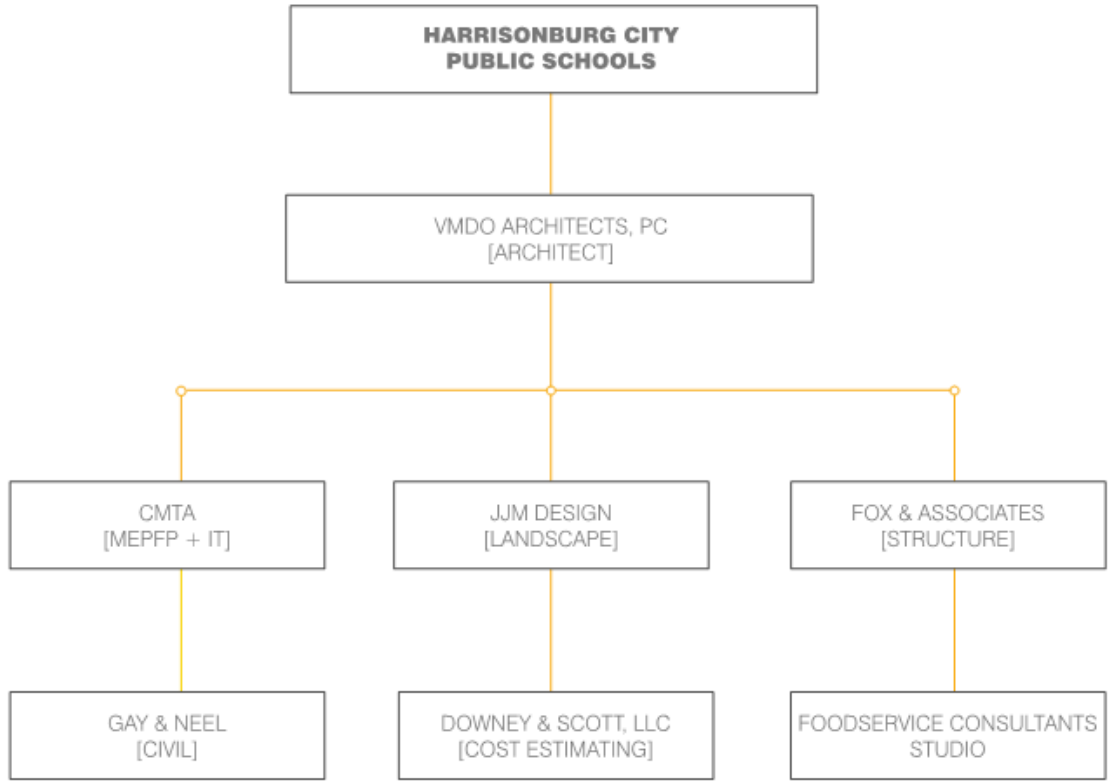
Anne **Lintner**, Keister Elementary Principal
Silvia **Whitney Beitzel**, Parent Representative

VMDO ARCHITECTS PROJECT TEAM

Bob **Moje**, FAIA, Partner-in-Charge
Kelly **Callahan**, AIA, Project Manager
Bryce **Powell**, AIA, Project Architect
Dina **Sorensen**, Project Designer | Research Coord.
Doug **Dickerson** Jr., Job Captain
Silvi **Stefi**, Staff Designer
Lydia **Hatfield**, Staff Designer



USER GROUP MEETING PARTICIPANTS

Sandi **Bontrager**	Fifth Grade Teacher, THMS
Norris **Bunn**	First Grade Teacher, Smithland Elementary
Christiana **Campbell**	Fourth Grade Teacher, Waterman Elementary
Randy **Dove**	Building & Site Maintenance
Andrea **Early**	Executive Director of School Nutrition
April **Elliott**	Third Grade Teacher, Stone Spring Elementary
Joan **Keeley**	Second Grade Teacher, Spotswood Elementary
Julie **King**	Guidance Counselor, Waterman Elementary
Nolan **Kite**	Building & Site Maintenance
Roy **Kite**	Building & Site Maintenance
Bette **Lam**	Stone Spring Elementary, School Nurse
Dianne **Murray**	Spotswood Elementary, Media Specialist
Alan **Quimby**	ITRT/Instructional Technology Coordinator
Amy **Sabarre**	Adv. Learning/Innovative Program Coordinator
Stephanie **Shifflett**	Kindergarten Teacher, Keister Elementary
Toni **Sheets**	Executive Director of Technology
J.R. **Snow**	Fine Arts Coordinator / Music
Kristi **Wease**	PreK Teacher, Stone Spring Elementary
Amy **Wheeler**	Health & Physical Education Coordinator

CONCEPT OVERVIEW

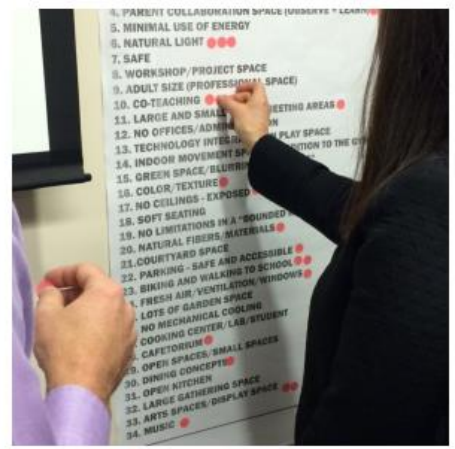
PROCESS AND GUIDING PRINCIPLES

In the following pages you will find an abbreviated record of our Programming and Concept Design phase work, and more in-depth illustrations of our Schematic Design progress.

PROGRAMMING KICK-OFF MEETING

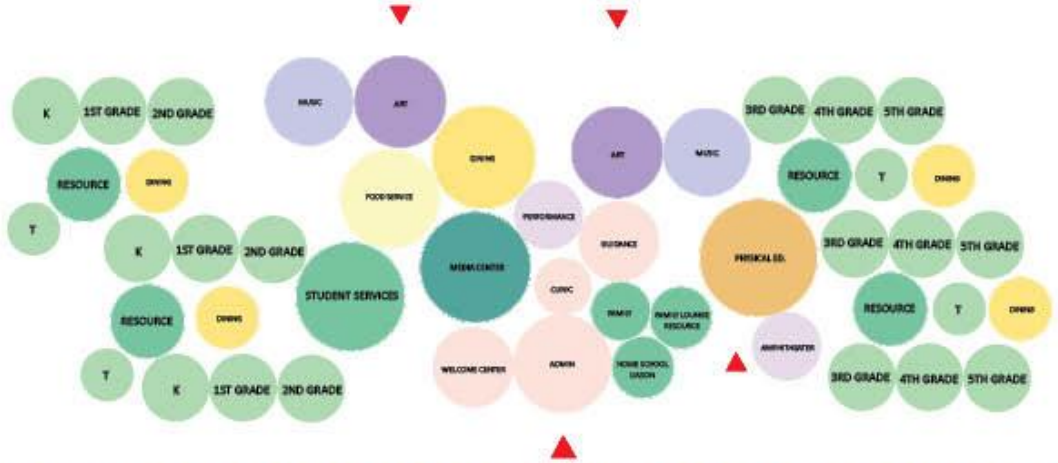
SCHEMATIC DESIGN CHARETTE

PROGRAMMING BLOCKS ON PHYSICAL SITE MODEL



GOAL SETTING EXCERCISE

SPACE PROGRAMMING EXCERCISE



COMMUNITY VISION & BUILDING ORGANIZATION

"open to the community at all times"


integrated with nature


calm, reflective


creative thinking


open and connected


bright colors


hands on experience


welcoming


no boundaries


tool for learning


light


engaging


inspiring


performance


resourceful


visibility


celebration


achievement


materiality

experiential


majestic views


adaptable


flexiblility

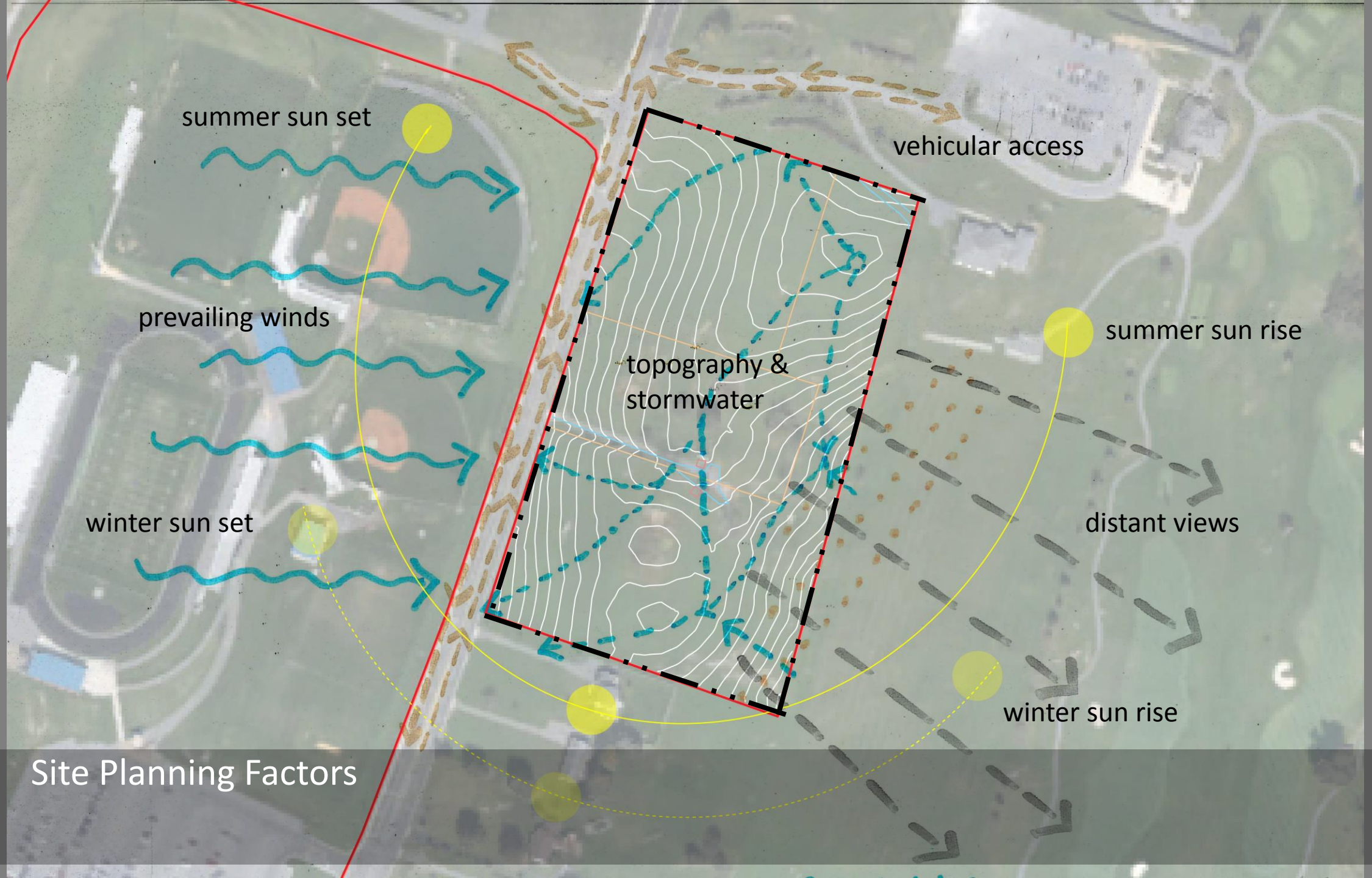
fresh air


gardening


appreciation


efficiency


beautiful



Site Planning Factors

COLLABORATION, COMMUNITY, CONNECTION: A PATTERN LANGUAGE FOR THE NEXT GENERATION

WATERSHEDS

GOLF COURSE + PARKS

MAJOR + MINOR ROADS

BIKE + PEDESTRIAN PATHS

SITE CONTEXT

The site is open, rolling agricultural land adjacent to a city golf course. A central ridge runs north-south, sloping to the south, falling off to both east and west.

RESPONSE TO SITE

The building creates connections with a path that is sinuous and unfolding, framed by and passing through orthogonal elements that are ordered and apparent. As an environmental place in the service of exploring nature, site and building elements establish a light sense of order to a child's learning and development process that is rooted in a natural sense of wonder, discovery and curiosity.

CONCEPT DESIGN PLANNING PRINCIPLES

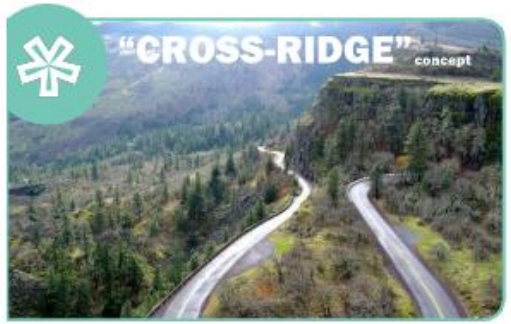
1. To design and enhance large scale open spaces for joint use by the school and community.
2. To support the city's masterplan for connecting public parks and city amenities via the integration of bike and walking paths and that promote safe, healthy, alternative transportation choices for children, parents, teachers, staff and community members.
3. To create and communicate a sense of place, identity and meaning with 21st century educational purpose.
4. To design attractive, appealing indoor-outdoor spaces and places that satisfy age-appropriate needs for comfort, safety and a sense of belonging.
5. To create a variety of grade-level appropriate play and learning environments that promote physical activity, social engagement and experiential learning.
6. To optimize passive design strategies for energy conservation, sustainable ecologies and project-based learning opportunities. [Building and Landscape As a Teaching Tool / Lab]

DESIGN STATEMENT

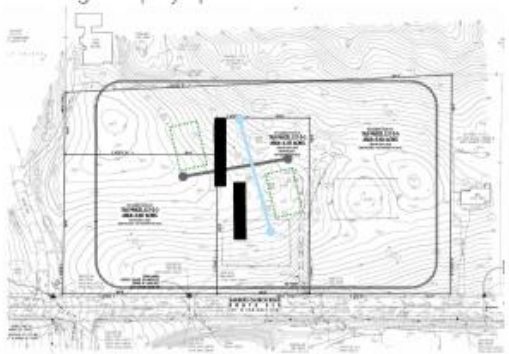
Emerging from the hillside on the sloped site, tectonic site walls combine to knit and stitch a newly created natural learning environment. The concept of carving into the hillside to establish solid plinths and terraces allows upper level floors to float above and over the ridge and open to vistas and views beyond the school boundaries. In holistic combination, a diverse sequence of indoor/outdoor places is generated throughout the building as a network of learning ecologies along a physical continuum. As a learning and interpretive center where community meets nature; and through the experiences that are created there, nature can be seen differently as a though it is a park, grounded between forest and farmland. Communal shared learning experiences are oriented north—south along an active navigation path, beginning and ending with outdoor learning settings and playscapes. "Core" learning environments are arranged as 'ledge, perch and porch' to form communal, collaborative shared spaces with views to nature from every vantage point.

TOP 10 VISIONING WORKSHOP GOALS

1. USE IT ALL THE TIME (6)
2. NATURAL LIGHT (4)
3. CREATIVE OUTDOOR SPACES (4)
4. ADAPTABLE SLIDING DOORS/WALLS (4)
5. STORMWATER SOLUTIONS (4)
6. SPACE FOR TEACHERS (4)
7. COLOR, COLOR, COLOR (CHANGING) (4)
8. ARRIVAL SPACE (3)
9. NET-ZERO (3)
10. LIBRARY FOR 2030 (3)

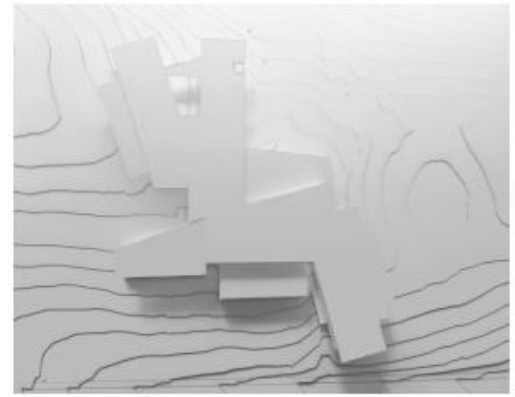


Terraces + Carving.
Major axis along ridge creates an ordering element and viewshed through the building's communal spaces. Site walls oriented across the ridge establish levels and define learning communities on terraces that organize from the main axisand extend out into the landscape. Each learning bar aids the creation of a related exterior learning and play space.



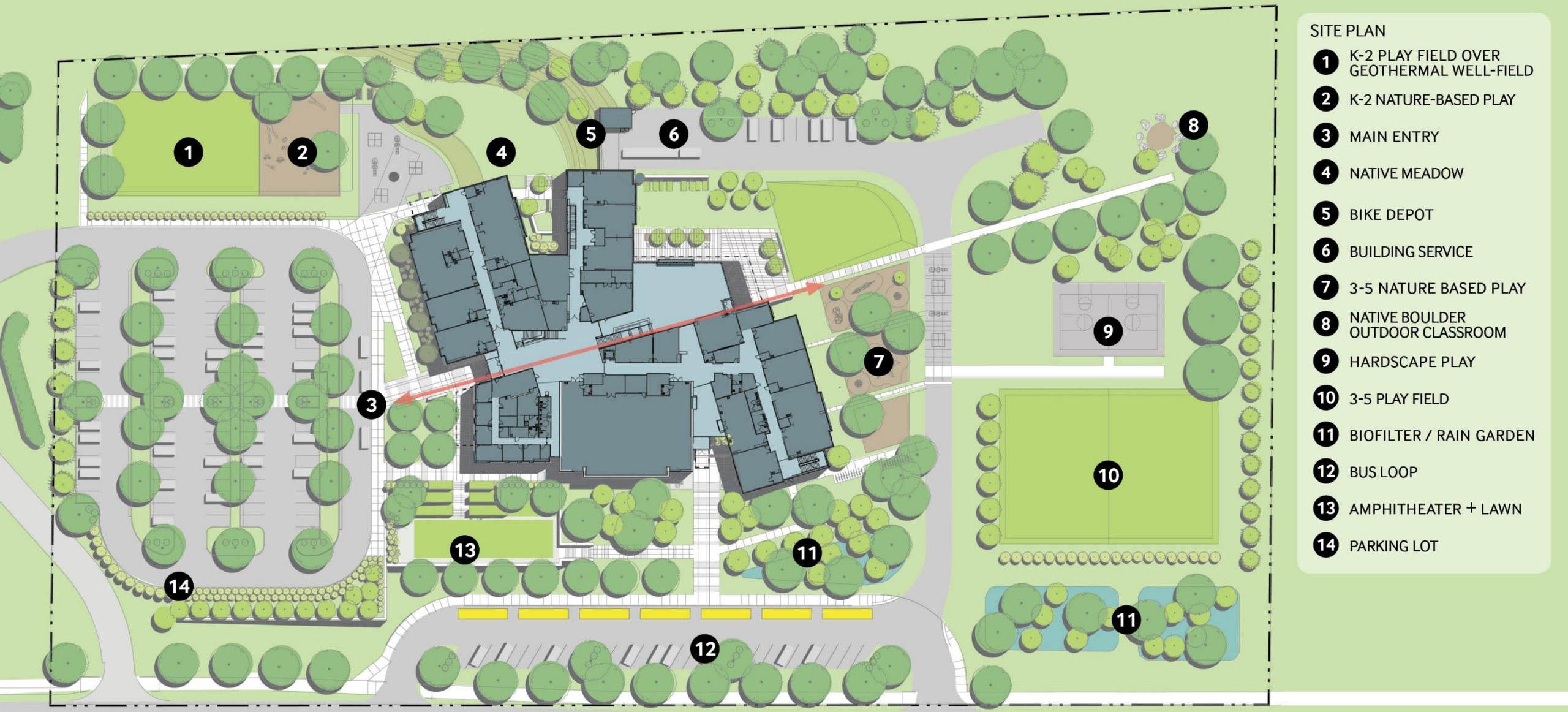
CONCEPT PLAN SKETCHES

3D COMPUTER MASSING MODEL



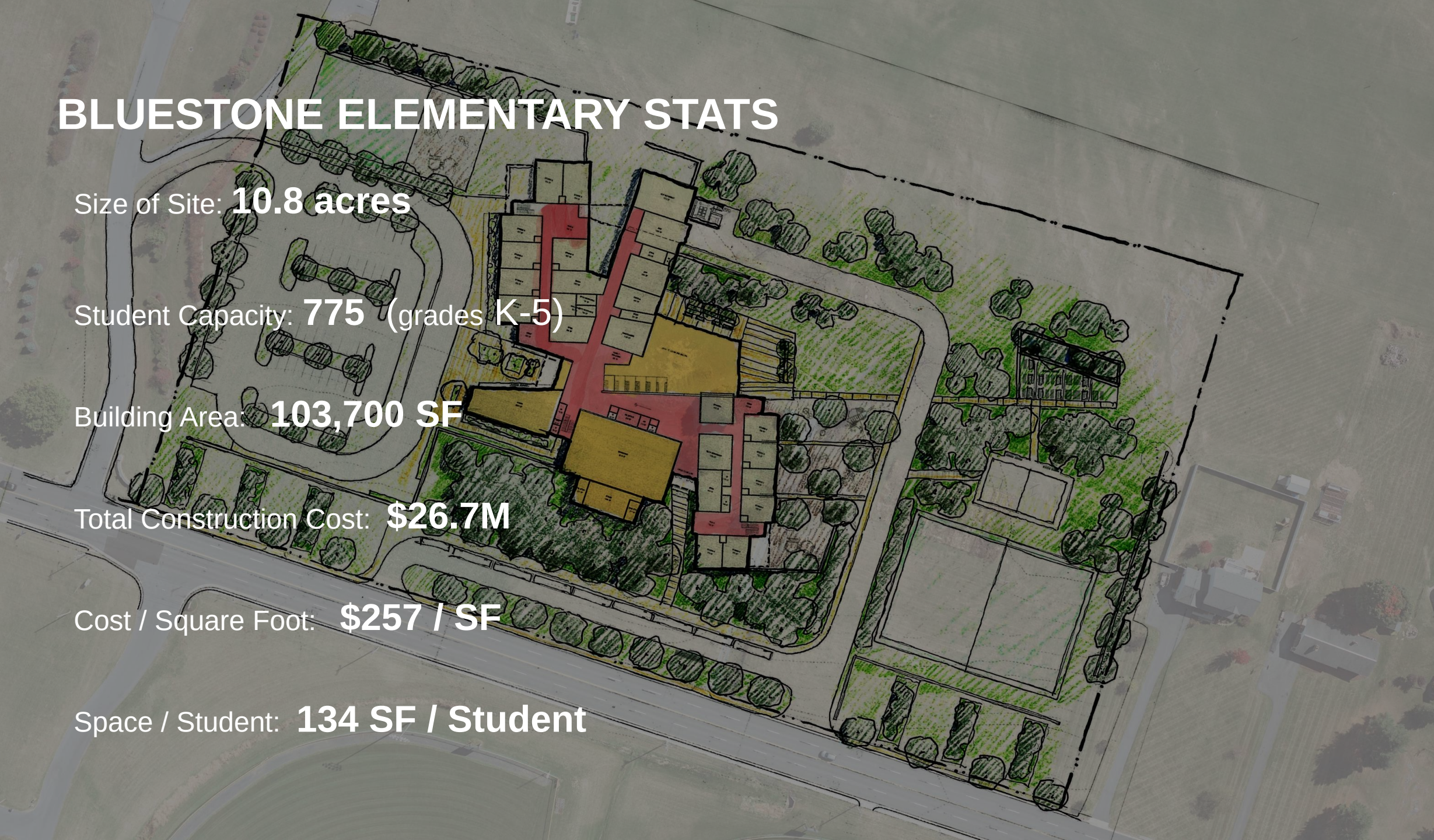
PHYSICAL MODEL STUDIES

Site Planning_Focused on Community Assets



VMDO

BLUESTONE ELEMENTARY STATS



Size of Site: **10.8 acres**

Student Capacity: **775** (grades K-5)

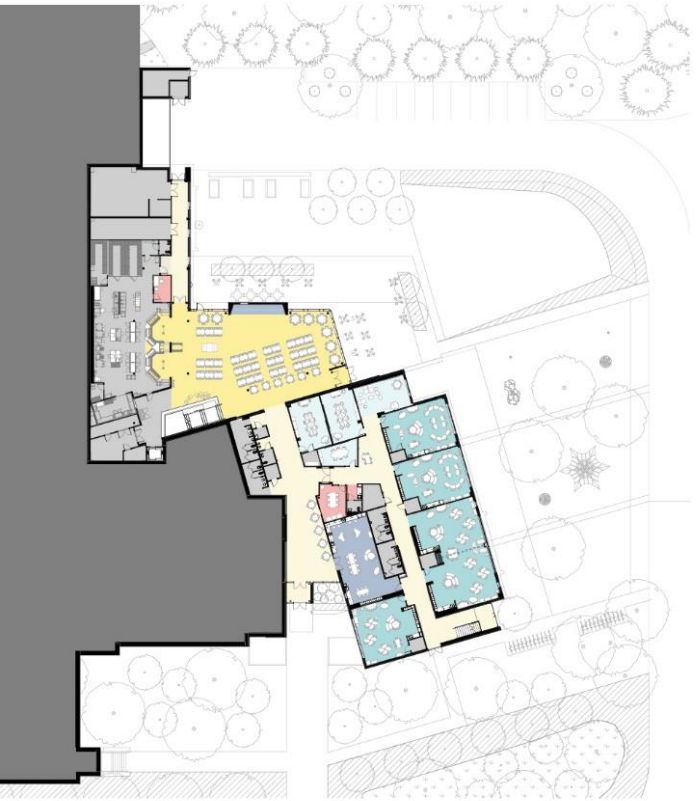
Building Area: **103,700 SF**

Total Construction Cost: **$26.7M**

Cost / Square Foot: **$257 / SF**

Space / Student: **134 SF / Student**

LEVEL 0

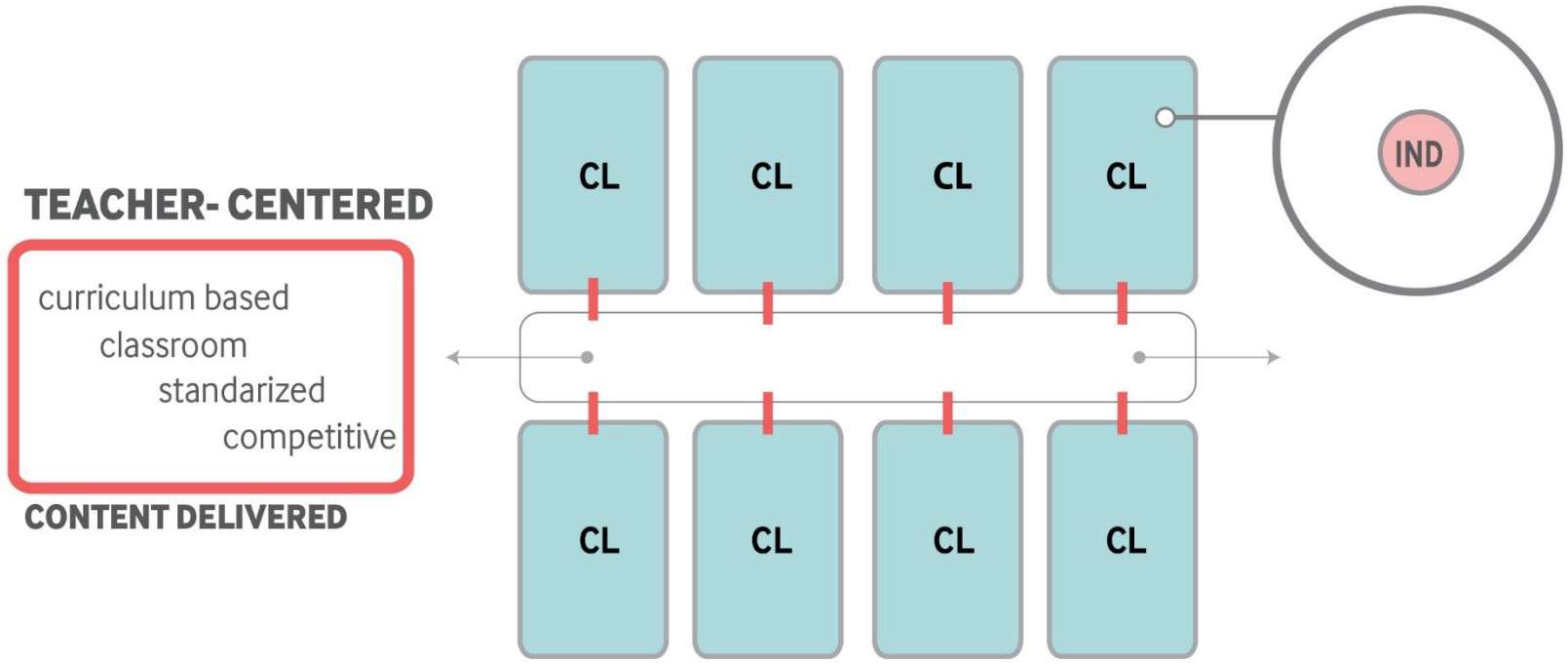


LEVEL 1

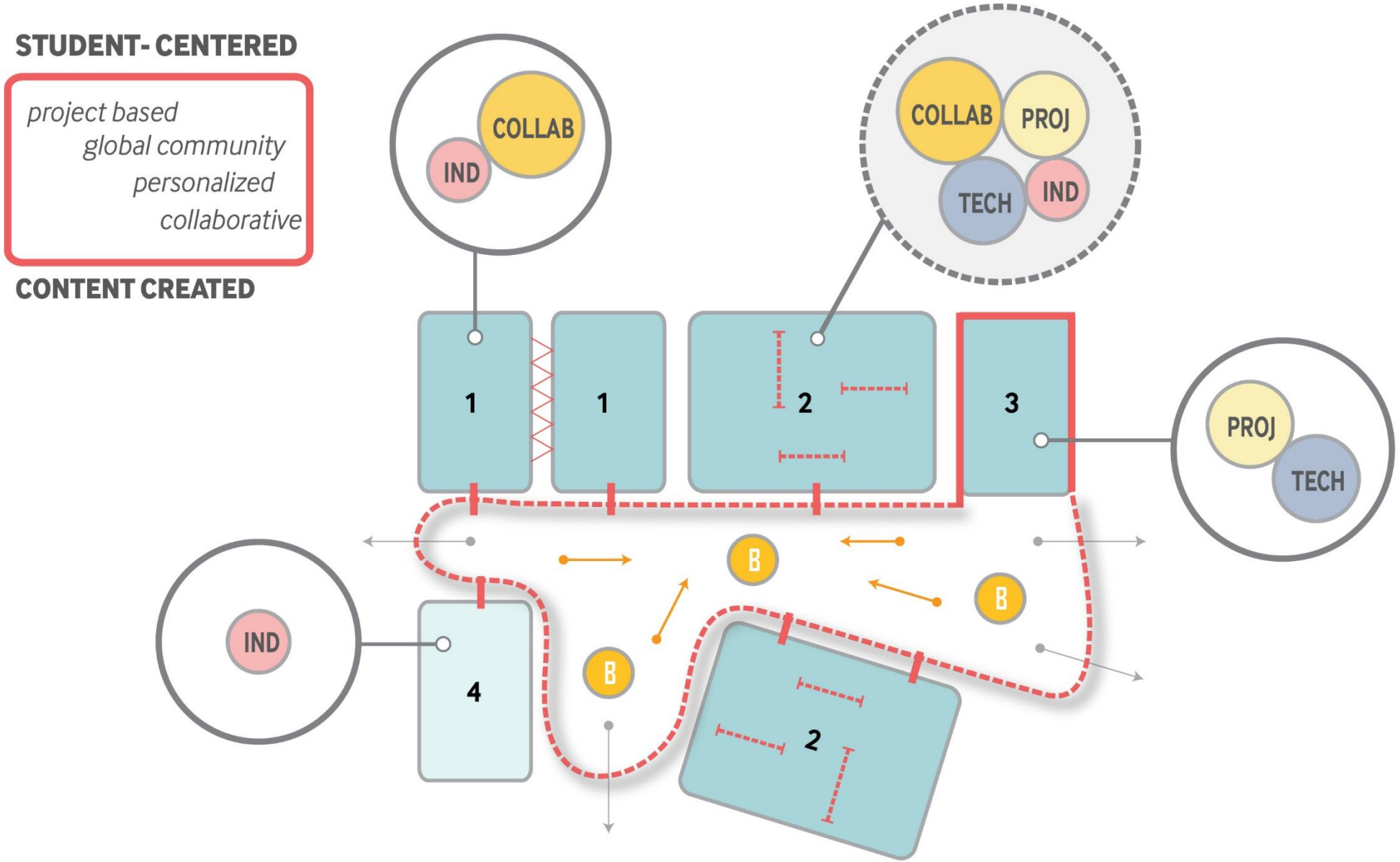
LEVEL 2

- CORE LEARNING STUDIOS
- PROFESSIONAL + STUDENT SUPPORT
- CIRCULATION
- ARTS + EXPLORATORY SPACES
- COMMUNITY SHARED SPACES

Floor Plans



20th Century Learning Model (Outdated)



21th Century Learning Model (Bluestone Learning Model)

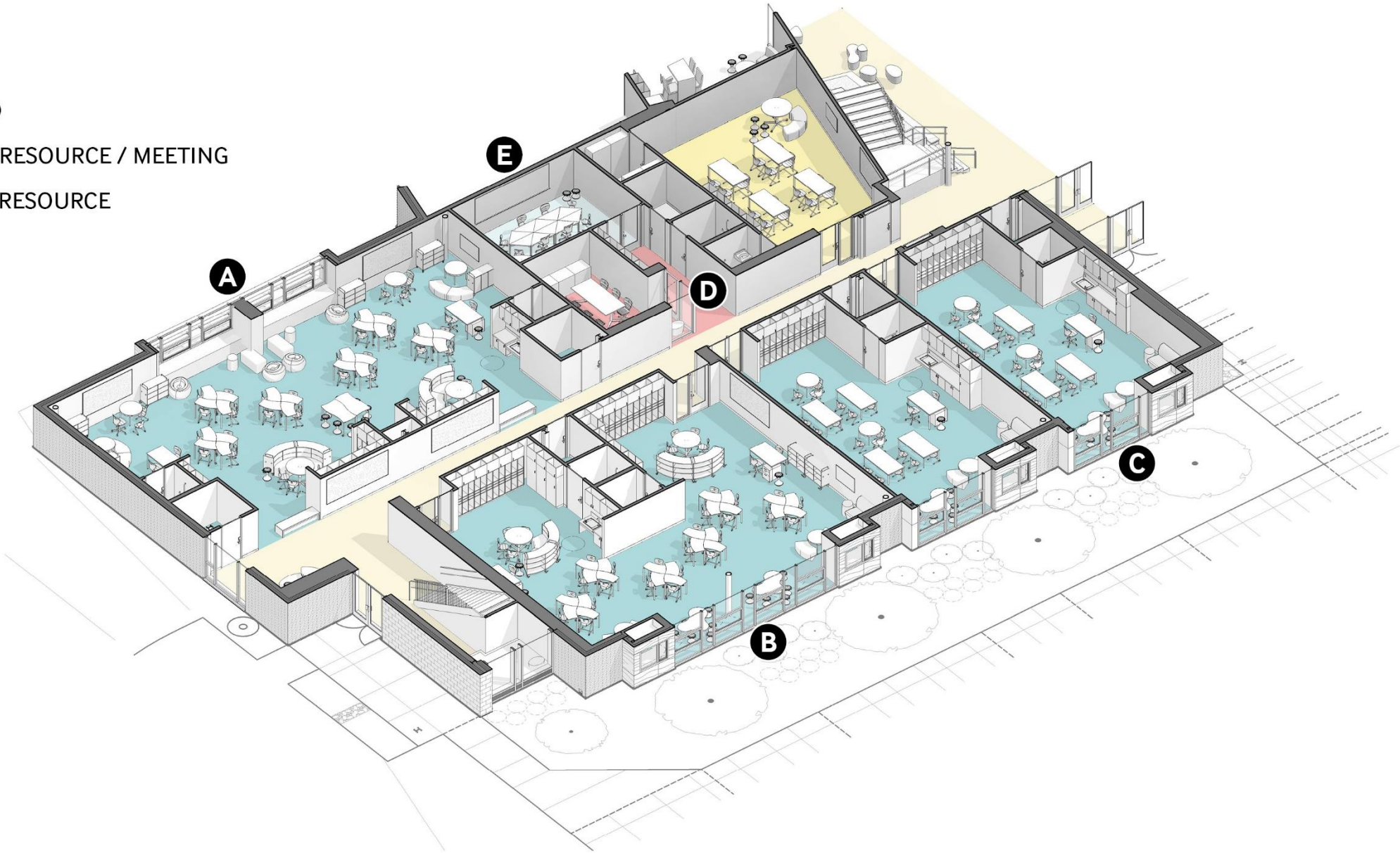
A OPEN STUDIO

B SUPER STUDIO

C SINGLE STUDIO

D SHARED STAFF RESOURCE / MEETING

E SMALL GROUP RESOURCE

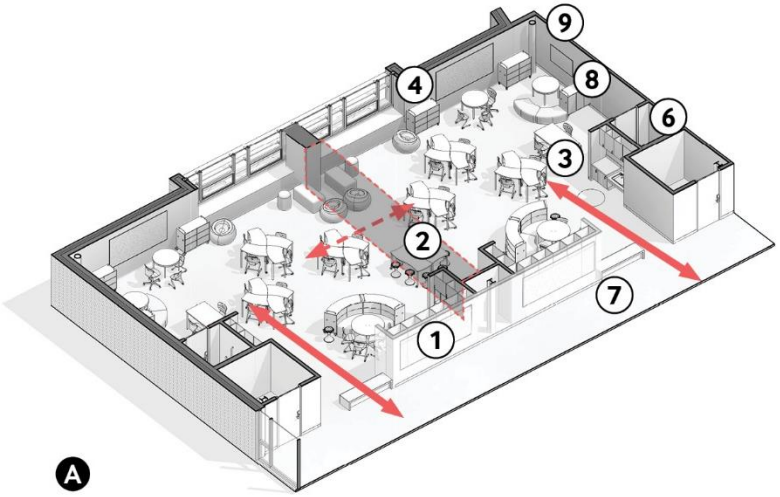


Learning Neighborhood: Diverse Learning Spaces

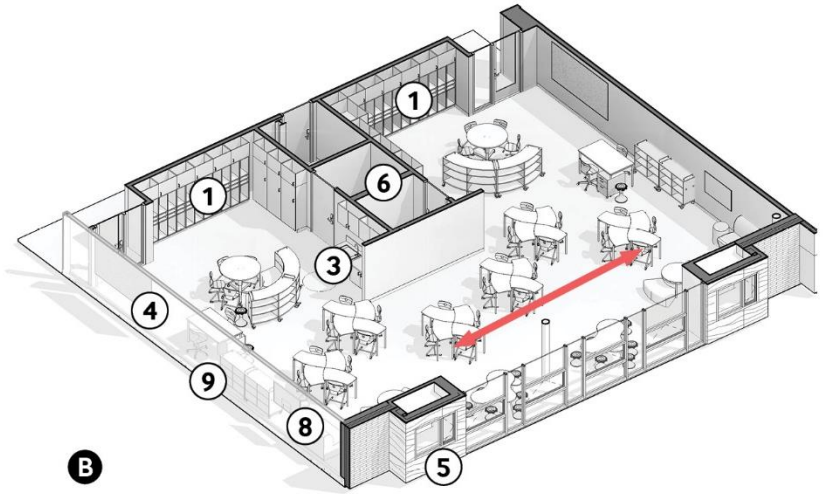
A OPEN STUDIO

B SUPER STUDIO

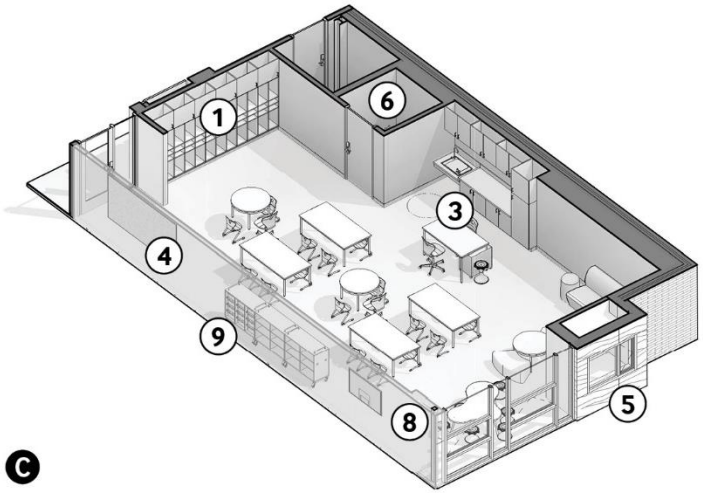
C SINGLE STUDIO



A



B



C

FLEXIBLE CONNECTION

PERMANENT CONNECTION

MOVEABLE PARTITION

1 STUDENT + TEACHER RESOURCE STORAGE

2 MOVEABLE PARTITION

3 SINK + RESOURCE AREA

4 TACKABLE SURFACE

5 READING WINDOW NOOK

6 STUDIO TOILET (K/1)

7 THRESHOLD BENCH

8 INTERACTIVE TECHNOLOGY

9 WRITABLE WALL

Learning Space Typologies

Open Studio: Flexible Learning Space

Open Studio: Flexible Learning Space

Open Studio: Flexible Learning Space

Open Studio: Flexible Learning Space

Open Studio: Flexible Learning Space

Open Studio: Flexible Learning Space

Open Studio: Flexible Learning Space

Creating a Community of Connected Learning and Collaborative Voice

Creating a Community of Connected Learning and Collaborative Voice

The school is/belongs to the broader **community**.

Who is the community and **how can all share their voice and develop a sense of belonging**?

Creating a Community of Connected Learning and Collaborative Voice

How do we develop **strong connections to each other**?

How do we encourage **students making personal connections to learning topics** and across content areas?

What is **authentic and real** for students and our community?

Creating a Community of Connected Learning and Collaborative Voice

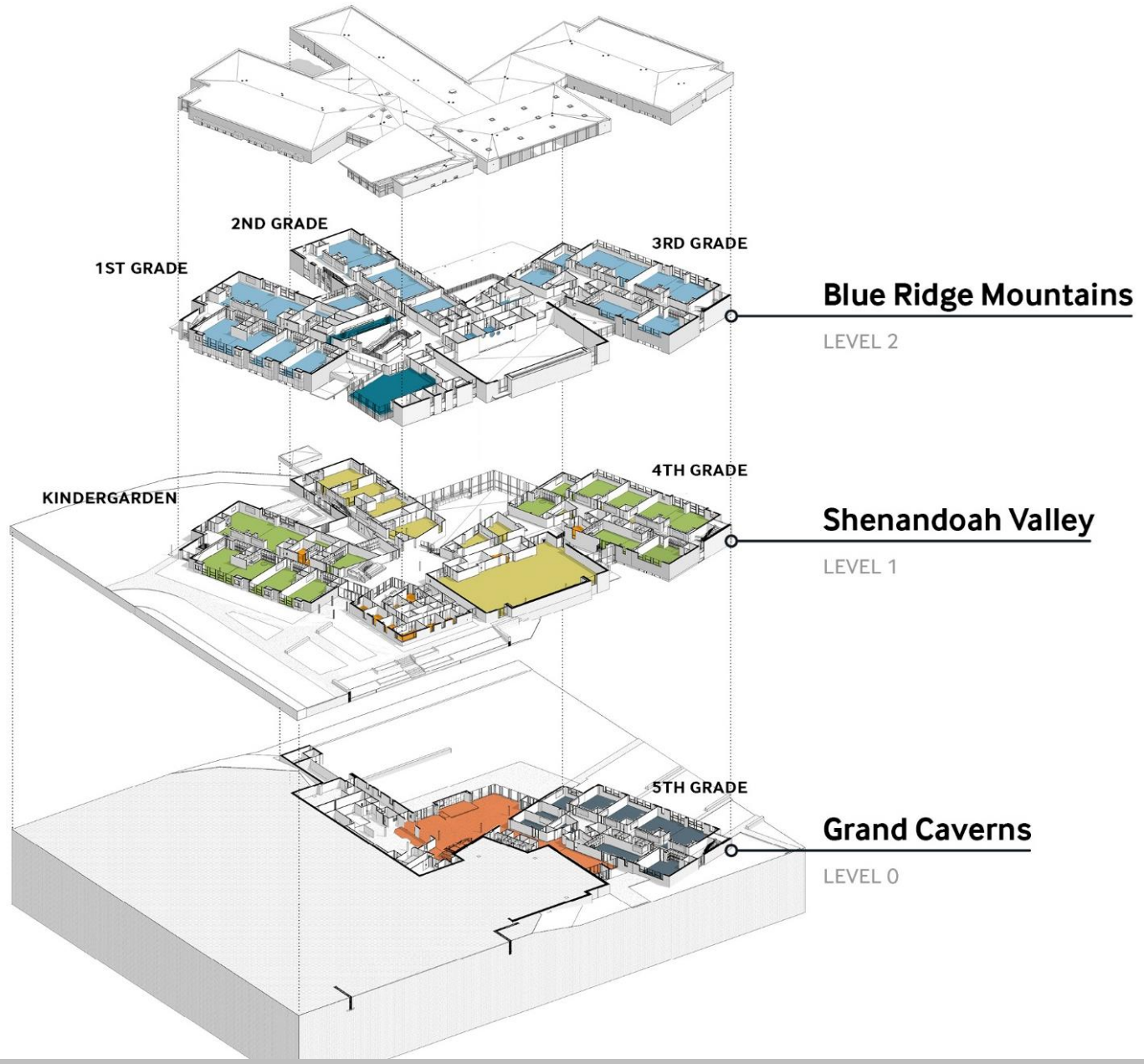
The value of **participation and collaboration**.

Sharing our voice and developing trust.

Creating a Community of Connected Learning and Collaborative Voice

The school is/belongs to the broader **community**.

Who is the community and **how can all share their voice and develop a sense of belonging**?



Blue Ridge Mountains

LEVEL 2

Shenandoah Valley

LEVEL 1

Grand Caverns

LEVEL 0

NEIGHBORHOOD ENTRY SIGNAGE

Wayfinding + Environmental Graphics

ICONO GRAPH

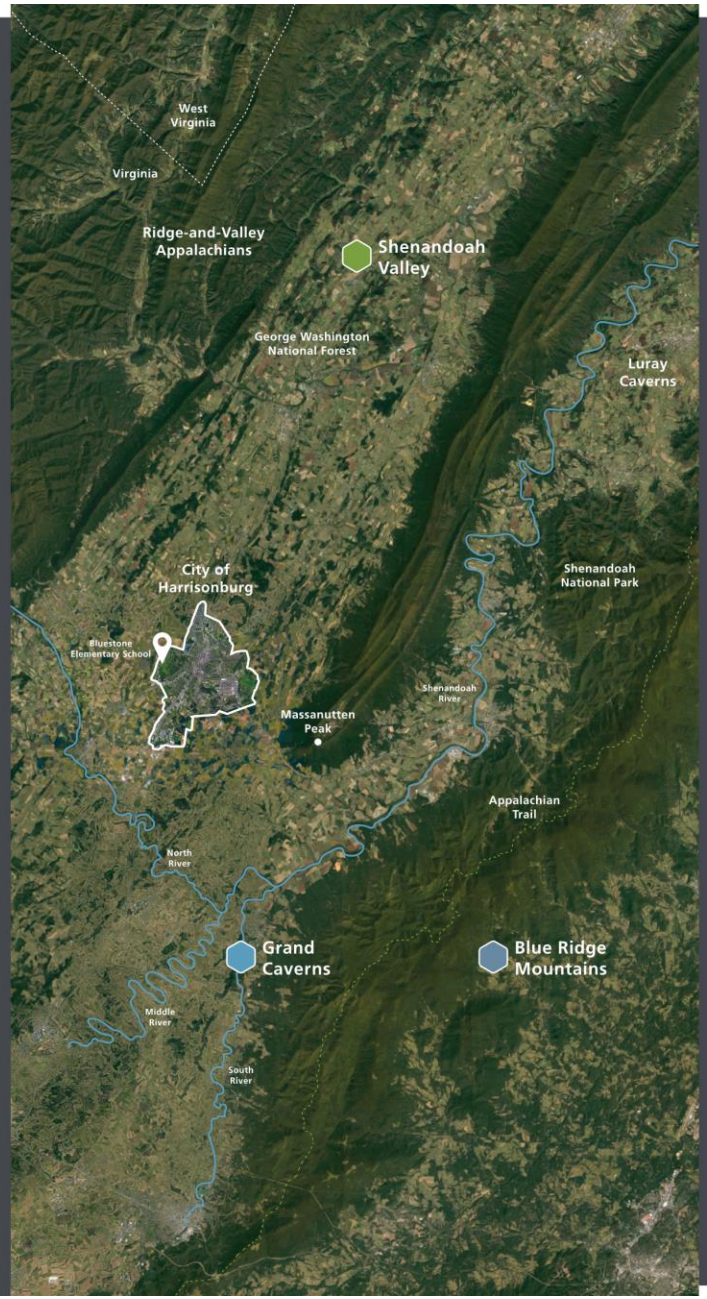
stone

103,000 sq ft
10.8 acres

Welcome to Bluestone

750 Garbers Church Road
Harrisonburg, VA 22801

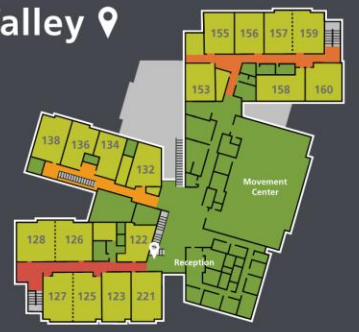
Exploring Bluestone Elementary School is like trailblazing through the Shenandoah Valley. Each floor of our school represents a geological layer of the region while each hallway becomes a trail you would find in that region. Continuing down the trails, each classroom is a local animal that would be found in that trail's surrounding landscape. Our school celebrates all of the unique landscapes and fauna our region has to offer!



Mountains

- Peak Trail
- Ridge Trail
- Waterfall Trail

Valley



- Woodland Trail
- Meadow Trail
- River Trail

Caverns

- Peak Trail

Wayfinding + Environmental Graphics

ICONO GRAPH

Wayfinding + Environmental Graphics

ICONO GRAPH

Wayfinding + Environmental Graphics

ICONO GRAPH

Media Center: Promoting Literacy

A Community Asset: Music as a common language

Dining Terrace: Indoor | Outdoor + Community Connections

Creating a Community of Connected Learning and Collaborative Voice

How do we develop **strong connections to each other**?

How do we encourage **students making personal connections to learning topics** and across content areas?

What is **authentic and real** for students and our community?

Hands-on Discovery: Authentic Learning

Small Group Spaces: Learning made visible

Main Entry Lobby ‘Valley’: A welcoming space

Creating a Community of Connected Learning and Collaborative Voice

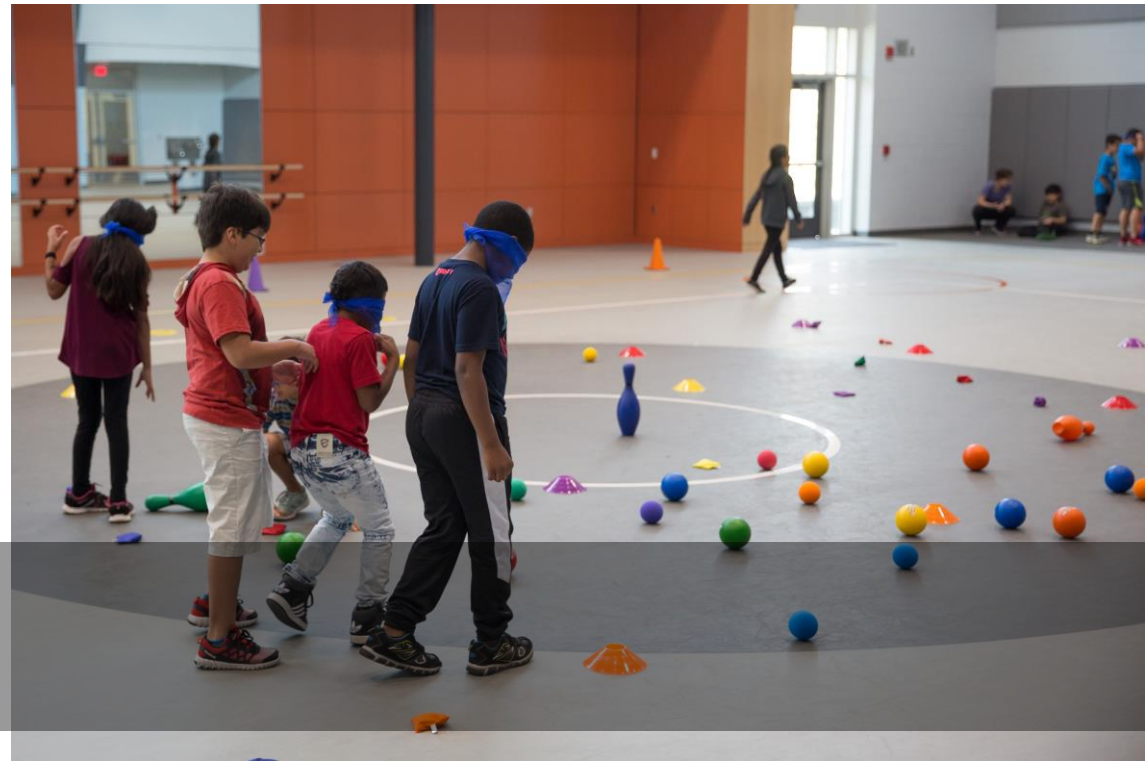
The value of **participation and collaboration**.

Sharing our voice and developing trust.

Dining Commons: A central gathering hub

Dining Commons: A daily space for sharing

Bus Entry Lobby ‘Canyon’: Promoting Movement + Choice



Space for Teamwork: Developing Trust

Nature-based play: Risk-taking + Teamwork

eq·ui·ty

[ˈekwədē]

NOUN

~~1. the quality of being fair and impartial.~~

Every child getting what they need to be successful.

First, they need to be **known**.

Lessons Learned

1. **Change takes time**.
2. People do best when they act in **confidence** (not fear or doubt) and **feel secure.**
3. Community only happens when people develop a **sense of belonging**.

THANK YOU!

Anne Lintner, Principal
Bluestone Elementary School
Harrisonburg City Public Schools

Kelly Callahan AIA, Principal
VMDO Architects
Charlottesville, VA

PHOTO CREDITS

Alan Karchmer Architectural Photographer

Bob Adameck HCPS staff photographer

PROJECT TEAM

HARRISONBURG CITY Public Schools

VMDO

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JJM DESIGN

FoodService Consultants Studio Solutions for the Culinary Arts

NIELSEN

ICONO GRAPH