

THE BUTTERFLY EFFECT:
DESIGNING SCHOOLS
WHERE STUDENTS CAN
SPREAD THEIR WINGS

04.02.2026

LS3P

MEET THE SPEAKERS



Mary Beth Branham, AIA
National K12 Market Leader
Principal | Vice President

40+ Years Experience
Specializing in K-12

Provides added Expertise and
Resources for K-12 teams
across Southeast

A4LE SC Past President in 2011



Kameron Quick, AIA
K12 Market Leader
Assoc. Principal

13 Years Experience
6 Years Specializing in K-12

Provides K-12 Research
Assistance, Programming
and Project Management



Kyle Novak, AIA, CPD
Project Manager
Senior Associate

10 Years Experience
6 Years Specializing in K-12



Robert S. Oetting
Chief Operations Officer
Beaufort County School
District

Registered Professional
Engineer in SC with 25+
years of experience in
school construction and
operations

Current A4LE South
Carolina Board as Past
President



Vincent Spencer, AIA
Sr. Design Manager
LeCHASE SouthEast

20+ Years of Experience
all specializing in K-12
NCNOMA Executive
Board Member –
Mentorship Chair
ACE Mentor

Provides expertise in
K12 design, construction
and program
management

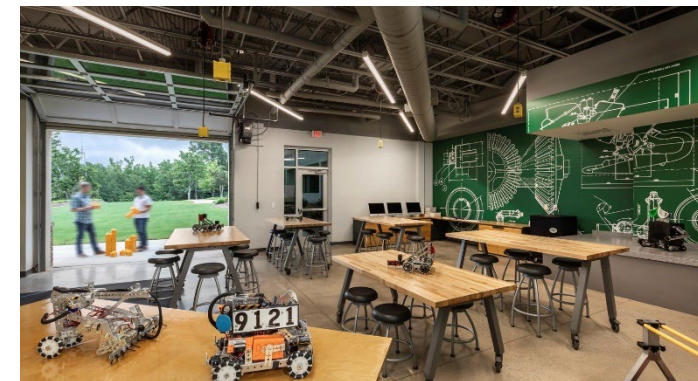
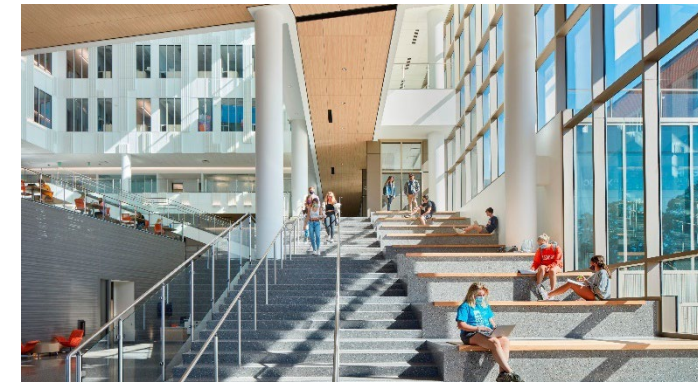
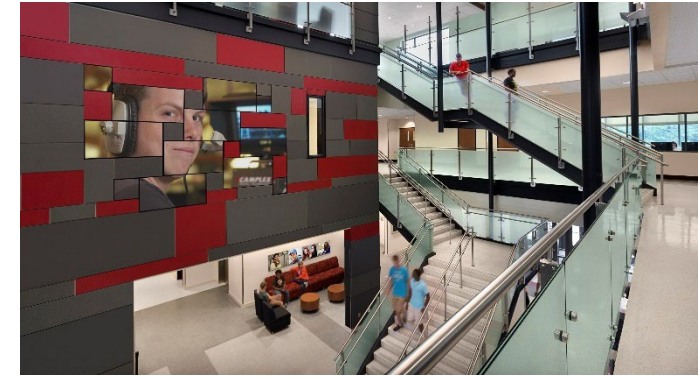
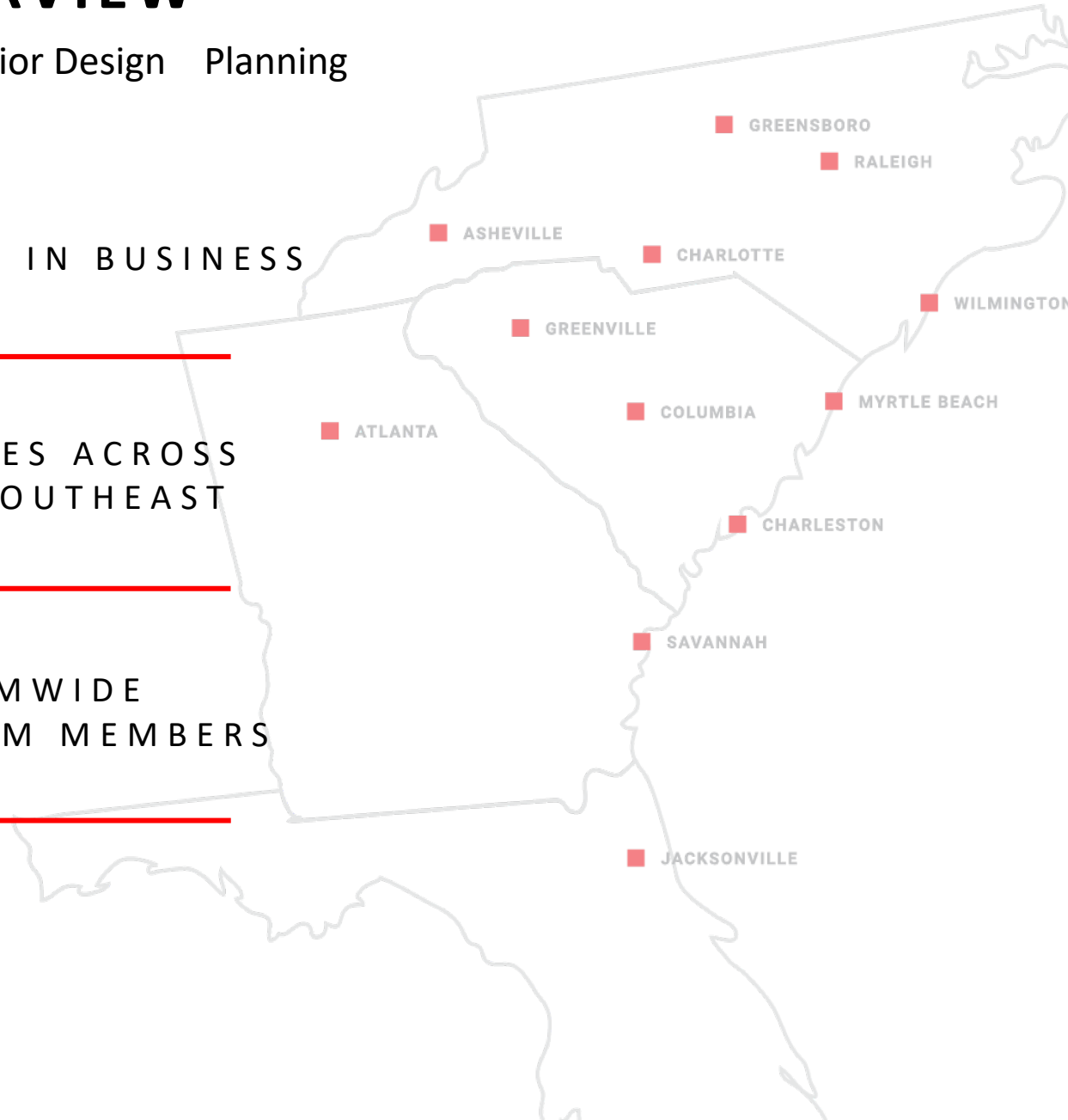
LS3P OVERVIEW

Architecture Interior Design Planning

63 YEARS IN BUSINESS

12 OFFICES ACROSS
THE SOUTHEAST

500+ FIRMWIDE
TEAM MEMBERS



90+ K-12 DESIGN PROFESSIONALS



K12 DESIGN EXPERTS



#21 ENR'S
TOP 500 K12 FIRMS



2500+
K12 PROJECTS



PASSIONATE ABOUT
SCHOOL DESIGN



The Butterfly Effect:

*Small changes in initial conditions
can lead to vastly different outcomes.*

The “Ripple Effect” of Teachers on Students:

*Small changes can lead to
significant impacts over time.*

Our mission as school district facility personnel, architects, engineers and contractors is to provide school spaces and environments where **“students can spread their wings.”**



STAGES OF GROWTH PARALLELS

Butterflies:

Caterpillar

Chrysalis
(cocoon phase)

Butterfly

Students:

Early Learning

Elementary/
Middle School

Middle/High School

Just as caterpillars turn into butterflies,
children evolve through:

- Guided Learning
- Curiosity-driven Discovery
- Reflective Challenges



BEAUTY IN INDIVIDUALITY

Every Butterfly is Unique:

Patterns
Wings
Colors

Children are Unique:

Diverse Skills
Personality Traits
Learning Styles

Architecture can provide transformative design solutions, helping to create meaningful, productive, and flexible spaces.

Designing Educational Spaces that nurture Individual Strengths and Personalized Learning.



WHERE STUDENTS CAN SPREAD THEIR WINGS

This session will explore how designing education spaces can nurture individual strengths and personalized learning that transform the students and teachers within those spaces.

Robert Smalls K-8 Leadership Academy (PreK- 8th)

Second Ward Medical High School (9th-12th)

Schools rooted in community and how their deep history is inspiring the future of students today.



ROBERT SMALLS LEADERSHIP ACADEMY



Beaufort County School District

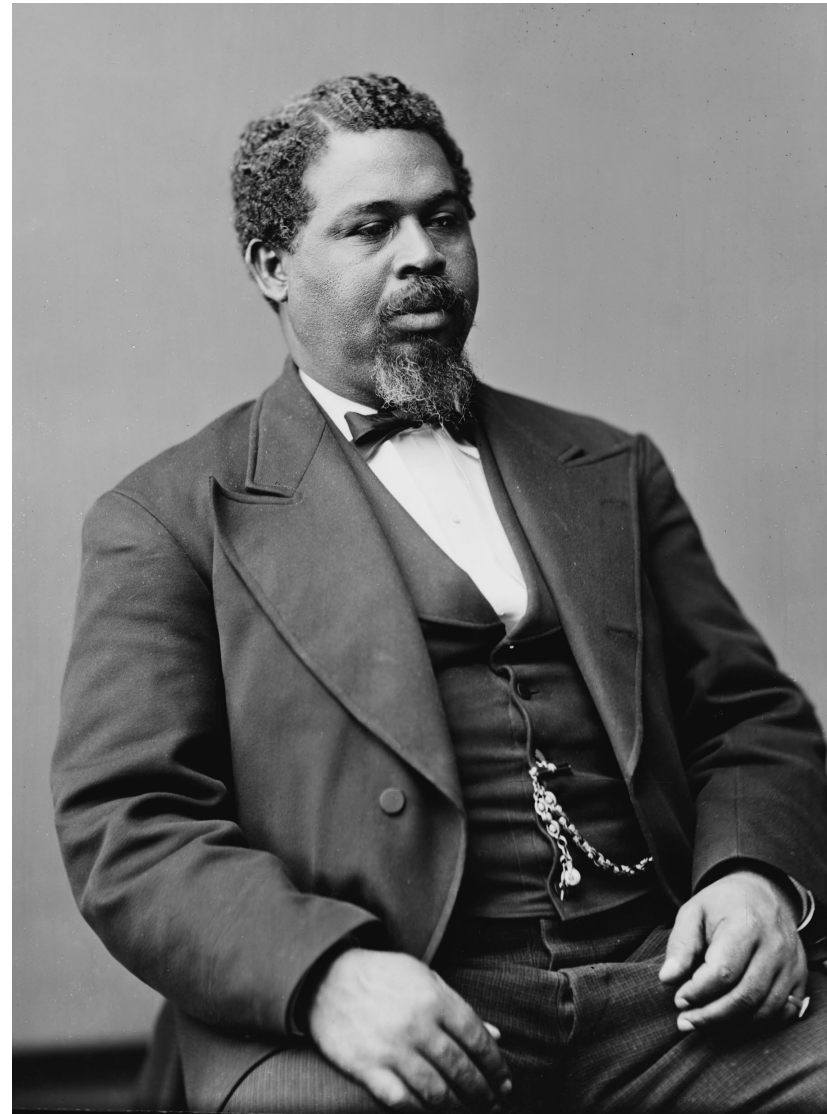
- 39 school facilities
- Over 22,000 students – Pre Kindergarten through 12th
- Over 1,200 Employees
- Through a personalized learning approach, the Beaufort County School District will prepare graduates who compete and succeed in an ever-changing global society and career marketplace.

Robert Smalls Leadership Academy

- 149,000 SF Building
- 938 Students
- PreK-8th Grade
- Phased On-Site Replacement
- Building Opened: Fall 2023; Site Completed Summer 2025



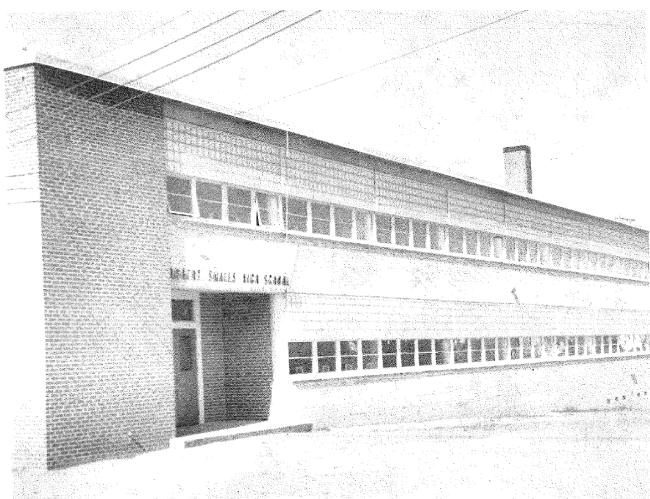
ROOTED IN HISTORY



COMMUNITY PRIDE



THE ORIGINAL ROBERT SMALLS HIGH SCHOOL - 1939



ROBERT SMALLS HIGH SCHOOL
1958



THE GENERAL

ROBERT SMALLS HIGH SCHOOL BEAUFORT, S. C.
VOL. XXI DECEMBER, 1966 NO. 1

Principal's Message

We are off and moving to another school year. As students of Robert Smalls, I sincerely hope that you have set for yourselves worthy goals and are striving to achieve them. The administration and faculty are dedicated to helping you acquire the knowledge and skills necessary for a good



JACOB RICHARDSON
Principal

English Dept.

The world in which we live is becoming more complex and is constantly undergoing rapid changes. With changes in the mental aspect of communication and the advancement made in methods of transportation, the world is becoming smaller. In the meantime, social progress struggles to keep pace with scientific progress.

Life in the twentieth century with its rapid changes, with its inevitable competition and constant challenges, and with its changing complex social, political, and economic systems make heavy demands upon those who are responsible for the teaching of the Language Arts to boys and girls.

Since all pupils will not progress at the same rate of speed, we try to work with them on their varying needs. In order to attain full benefits from our efforts, our instruction is geared to develop in each pupil those characteristics, habits, attitudes, appreciations and ideals which will create in him a desire to make a worthwhile contribution toward self-fulfillment and society, and increase his zest for living. Through graded methods which have been set up to determine readiness for instruction, diagnose weaknesses, strengths, and locate capacities of superior capabilities, in-

struction has also been geared to implement a flexible program according to the level of maturity of the students and suitable to their interests, aptitudes, and specific needs.

Our objectives, formed on the basis of existing knowledge concerning the deficiencies usually in evidence among high school students in this area, and from diagnostic tests administered by the Department, are as follows:

1. To help students develop through reading, the ability to receive and understand the motives of terms connected in general, and their own in particular.

2. To help students develop their writing abilities through purposeful and functional situations.

3. To help students understand and engage in power in those who understand and use one of the various devices for signaling communication socially, practically, and emotionally.

4. To give each student instruction sufficient for him to realize the maximum of his ability in Language.

Guidance Dept.

Unlimited opportunities await you and are at your disposal. Use these resources wisely and you will be in a position to take advantage of all opportunities. This is school, strive to help the students daily, and treat others as you would have them treat you. Practice the common courtesies due to all with whom you come in contact, and you will find that you are going with the tide and not against it.

We must begin early to develop the strong moral and spiritual values necessary for a successful and happy life. We must begin early to learn to live with individuals and groups, and to develop good habits and wholesome attitudes. We must have some respect for ourselves and for others is certainly a necessary technique. Respect yourselves, your schoolmates, teachers, school authorities, and you will find that you are going with the tide and not against it.

We are proud of our Teachers' Aides who are not only providing an indispensable service to all faculty members, but also are enjoying being back in their old Robert Smalls.

We want to urge all students who expect to complete their secondary education to register now to participate in the 1967-68 National Merit Scholarship Program. This award will only be awarded to students who take the National Merit Scholarship Qualifying Test at 9:00 a.m. Saturday morning, February 25, 1967. Students will be required to pay a \$3.00 fee which will be refunded to Science Research candidates, or the wrong agency.

We made a record by having two Scholarship finalists this year. Let's see if we can have five times that number next year.

We hope that this information will encourage all students to strive for excellence in their classes. Perhaps, performing all tasks diligently, and studying conscientiously.

The Guidance Department believes that all students want to make the most out of themselves, and encourages all students to search for the truth by gathering facts, filtering the facts, and following the facts.

5. To help students discover and evaluate through literature, the motives of terms connected in general, and their own in particular.

6. To help students develop their writing abilities through purposeful and functional situations.

7. To help students understand and engage in power in those who understand and use one of the various devices for signaling communication socially, practically, and emotionally.

8. To give each student instruction sufficient for him to realize the maximum of his ability in Language.

Mrs. Joanne F. Parant
Mr. W. Faulkner

Joyous Christmas Greetings

Achievement Scholarship Winners Are Announced

Some of the students at Robert Smalls High School have really hit the news in a big way since the opening of school. For the first time, we have two National Achievement Scholarship finalists. Romona Singleton and Leroy Norris are among the 1,100 finalists nationwide in the Scholarship Program for outstanding students. This program was created by a \$7 million Ford Foundation grant to National Merit Scholarship Corporation in 1964.

More than 250 of the finalists will win 4-year college scholarships, ranging in value from \$1,000 to \$6,000 (\$250 to \$1,500 per year), depending upon their need. Over 20,000 students were considered in understanding the finalists. Students from 1,500 schools were considered and 223 finalists were selected from South Carolina. Imagine how proud we are of Romona and Leroy! For those students and parents who are not acquainted with Romona and Leroy, here is a brief resume on each of them:

Romona is a quiet, unassuming girl of 16, a member of the Glee Club, and a member of the

Leroy, also very quiet and unassuming, is also a member of G.L.C. He has been a member of the National Honor Society for two years and is the Vice-president of that organization. He is also a member of the Newspaper Staff, and a member of the Dramatics Club and Literary Club.

These two students are really in the swim of things at Robert Smalls, and it is not surprising that they are scholarship finalists. They are really deserving people, and if you'd like to know more about them, contact the entire Robert Smalls Family is extremely proud of them and wish for them the best of everything.

Somebody in the office of Mr. and Mrs. Nathaniel Grant of Beaufort and Leroy is the son of Mr. and Mrs. Enoch Norris, Sr. of New Port.

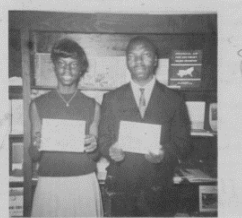
Student Council

Our Student Council representatives are Robinson Boland, Janice B. Chablain, Jonathan Blevins, and James Dor, Jr.

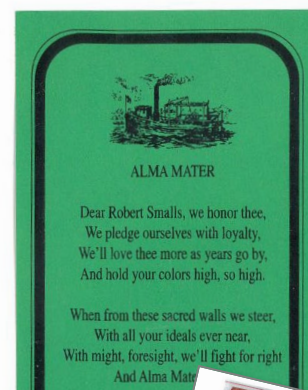
We also took part in the Miss Eighth Grade contest, and our contestants for the contest title came in third place. We are trying very hard to keep S.A. the best section in the Junior High Department.

During American Education Week three of our boys represented well in the speech choir. We are working very hard this year to make the theme for American Education Week come true in our lives. We believe that Education Aids Vite

Mr. W. Faulkner, Advisor



Romona Singleton and Leroy Norris



Dear Robert Smalls, we honor thee,
We pledge ourselves with loyalty,
We'll love thee more as years go by,
And hold your colors high, so high.

When from these sacred walls we steer,
With all your ideals ever near,
With might, foresight, we'll fight for right
And Alma Mater

Dear Alma Mater,
Dear honored mother,
Forever as through
Your ideals we will

Through all the years
For Robert Smalls
By day, by night
And A

W
Pr

Pr

Pr



COMMUNITY ENGAGEMENT

LIGHTHOUSE GROUP
FALL 2019

WHO:
COMMUNITY, STUDENTS & FACULTY

LS3P AWARDED THE PROJECT
MAY 20, 2020

COMMUNITY MEETING #1
JULY 21, 2020

GOALS:
LISTEN & LEARN

BEAUFORT DESIGN REVIEW BOARD
OCTOBER 21, 2020

COMMUNITY MEETING #2
NOVEMBER 12, 2020

GOALS:
REVEAL & RESPOND

BEAUFORT DESIGN REVIEW BOARD
JANUARY 7, 2021

ROBERT SMALLS ASSOCIATION
APRIL 29, 2021

GOALS:
DISCOVER & HONOR

COMMUNITY MEETING #3
OCTOBER 21, 2021

GOALS:
REPORT & SHARE

MEETINGS WITH DISTRICT STAFF, SCHOOL LEADERSHIP & END USERS



OVERALL PROJECT CONCEPT

“Grounded in History – Reaching for the Future.”

- 1** Pay proper honor to the legacy of Robert Smalls. Saturate the environment with transferable lessons of his life, his exemplary leadership qualities, and his dedication to community service. Trace these qualities through the history of the school and former Principal, W. Kent Alston.
- 2** Formulate a design that amplifies the school's purpose of leadership and the needs of the students.
- 3** Serve all generations of the at-large community with opportunities for participation and engagement.
- 4** Create an environment that is appropriately modern, “green” and sustainable – one that practices principles of responsible building and itself is a tool for learning.



EARLY LEARNING ENVIRONMENTS



EARLY LEARNING

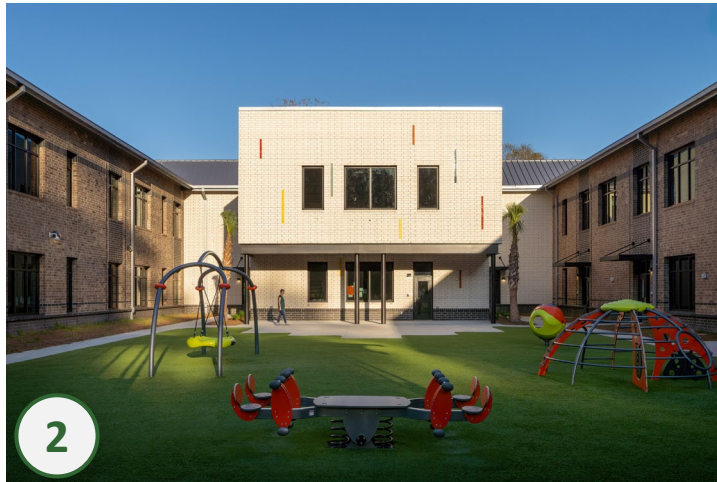
AGE-APPROPRIATE LEARNING
FOR THE YOUNGEST CHILDREN

MASLOW'S HIERARCHY
OF NEEDS

ERIK ERIKSON'S
DEVELOPMENTAL
FRAMEWORK:
3-5 Yrs: INITIATIVE VS. GUILT



EARLY LEARNING ENVIRONMENTS



PROGRAM LEGEND

- Administration
- Building Support
- Core Spaces
- Elementary Classrooms
- Kitchen & Support
- Middle School Classrooms



PERSONALIZED LEARNING ENVIRONMENTS



PERSONALIZED LEARNING

PERSONALIZED LEARNING /
STUDENT CENTERED

VARIETY OF TEACHING
MODALITIES / MULTIPLE LEVELS

UNDERSTANDING MULTIPLE
INTELLIGENCES



COLLABORATION, DISCOVERY & LEADERSHIP



PROGRAM LEGEND

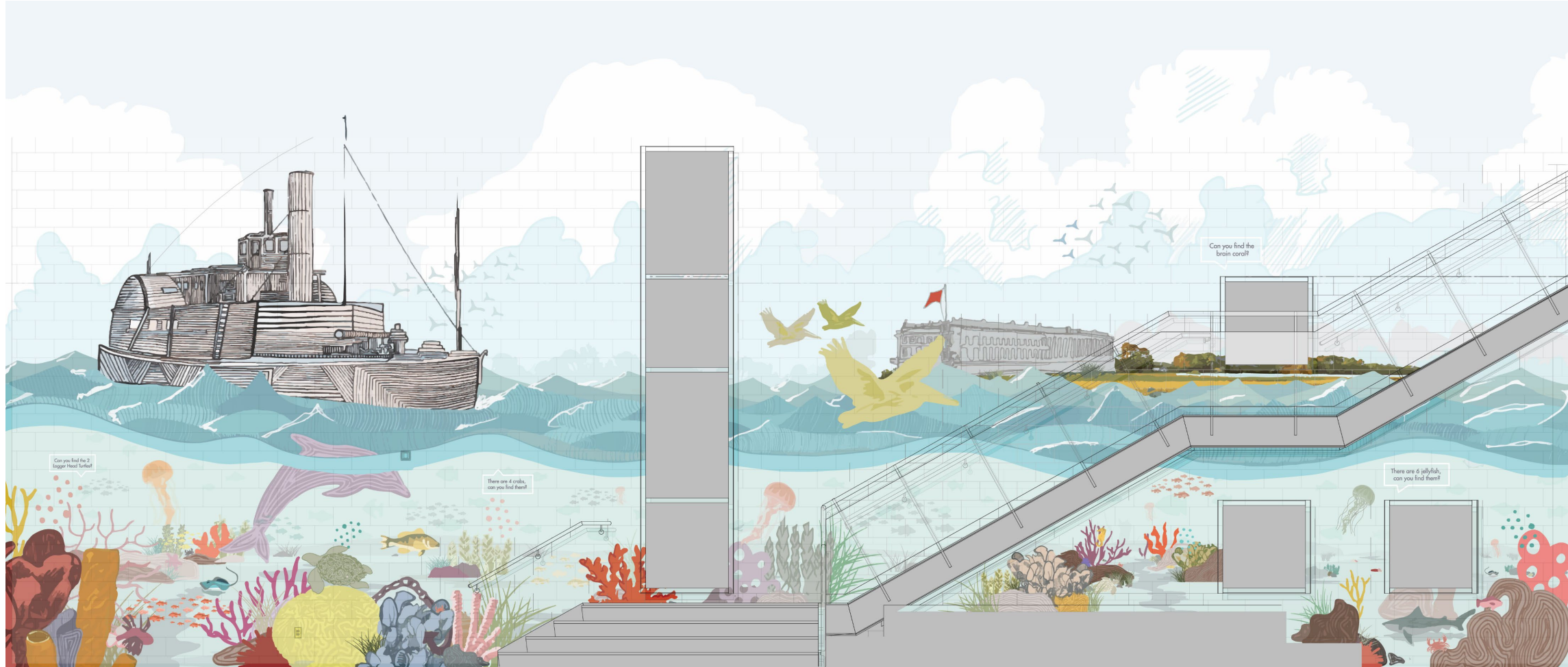
- Administration
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COLLABORATION, DISCOVERY & LEADERSHIP



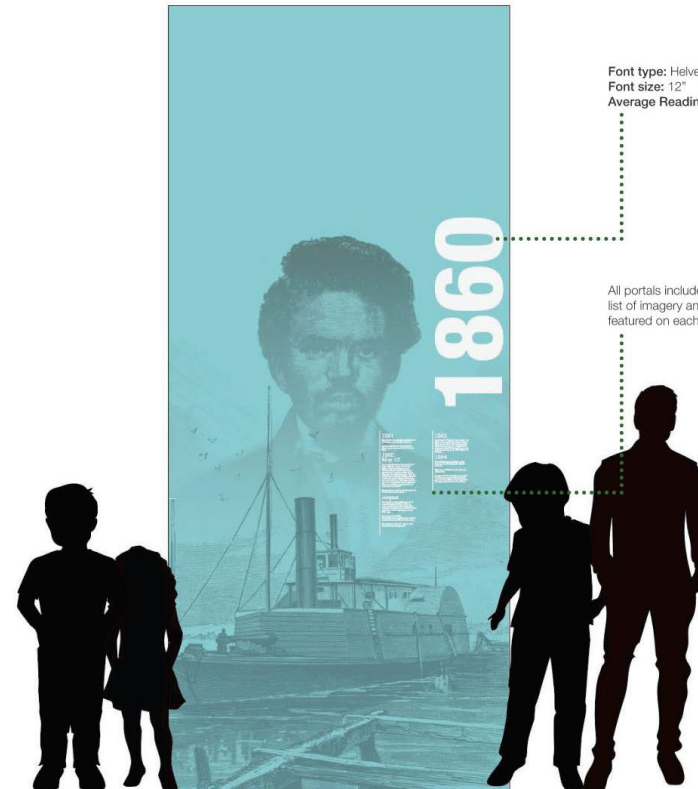
COLLABORATION, DISCOVERY & LEADERSHIP



COLLABORATION, DISCOVERY & LEADERSHIP



COLLABORATION, DISCOVERY & LEADERSHIP



Font type: Helvetica [95 Black]
Font size: 12"
Average Reading Distance: 170'-0"

Font type: Baskerville Old Face [Regular]
Font size: 77 pt [3/4"]
Kerning: 60 pt
Average Reading Distance: 8'-0"

FULL SCALE TEXT

1839
April 5

Robert Smalls was born in Beaufort, SC to Lydia Polite, an enslaved person for the McKee family.

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COLLABORATION, DISCOVERY & LEADERSHIP



REACHING FOR THE FUTURE

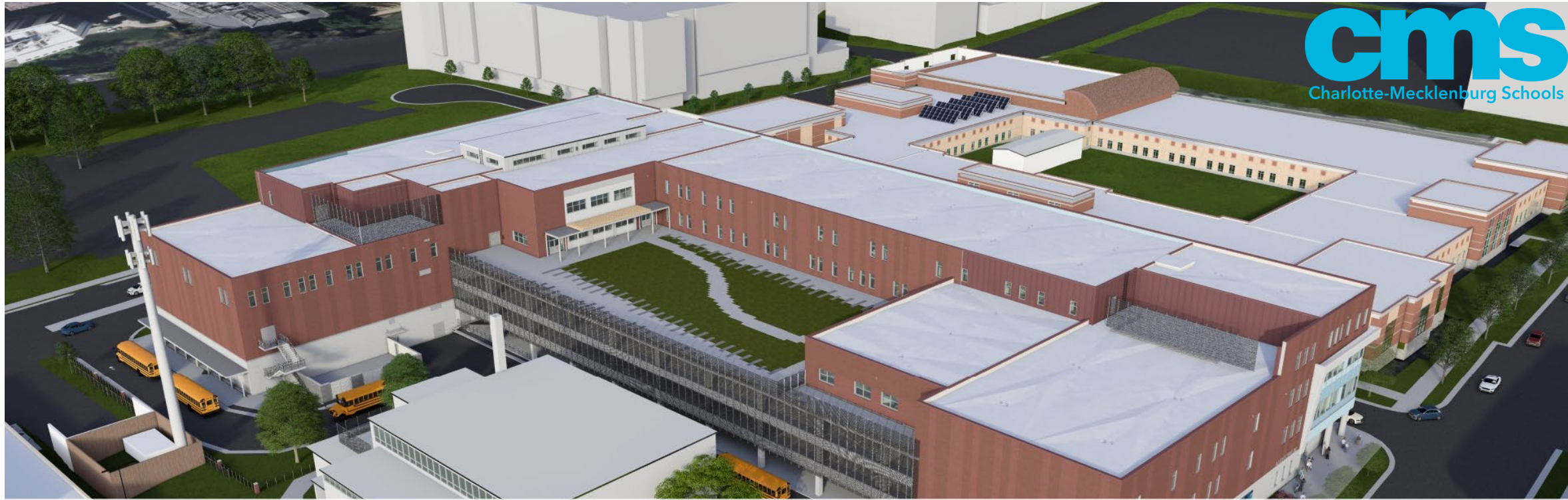
*“The school has become the **hub for our entire community**. We have classes from birth to parenting. We have three laundry facilities, a food pantry, and a community group that holds block parties to **bring us together**.*

*The school and the process in developing the vision of the school allowed access to alumni, parents, students, and community members. It truly has allowed the community to **KNOW** that this is **THEIR school** and we work for **OUR community**.”*

*- Principal Bradley Tarrance
Robert Smalls Leadership Academy*



SECOND WARD MEDICAL HIGH SCHOOL



Charlotte-Mecklenburg Schools (Charlotte, NC)

- 16th largest district in the nation
- 186 schools
- 142,000 students – Kindergarten through 12th grade
- Over 18,500 Teachers, Administrators, & Support Staff
- “Building for Excellence” – \$2.5 billion 2023 Bond Package

Second Ward Medical High School

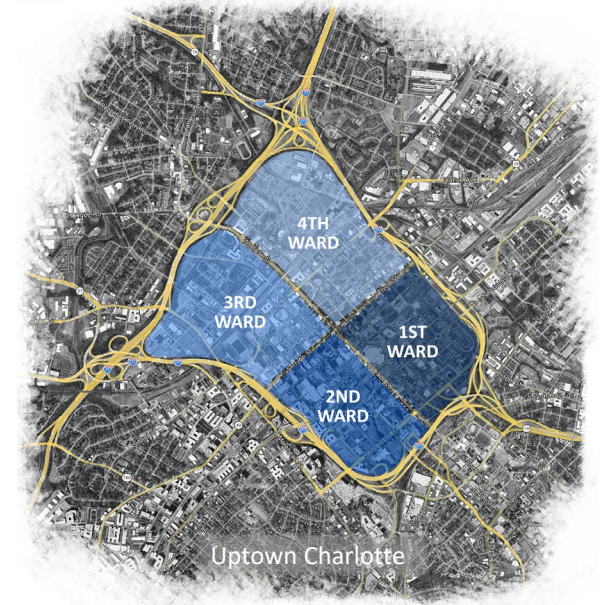
- 170,600 SF (Building) & 208,500 SF (Parking Deck)
- 1034 Students/1200 Core
- Located in Uptown Charlotte
- Construction Complete Summer 2028

ROOTED IN HISTORY



Main Street Brooklyn

Photo Credit: Tom Walters



Uptown Charlotte

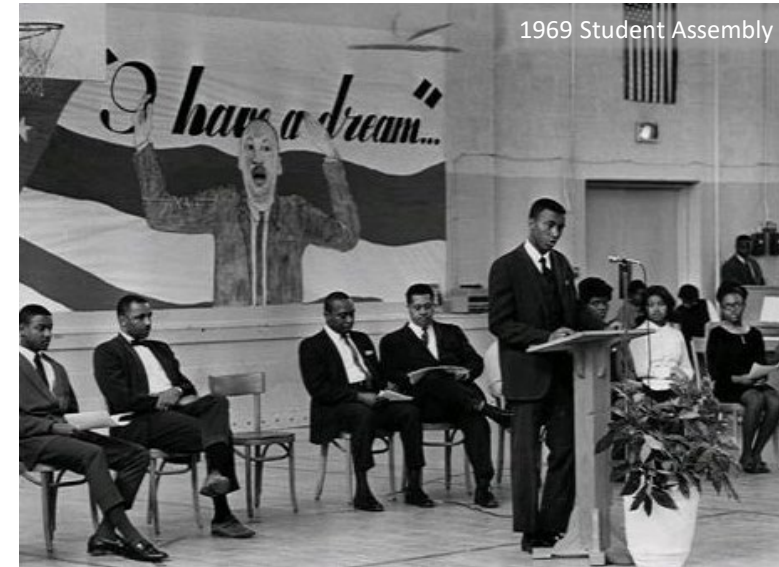


Second Ward Gym

COMMUNITY PRIDE



COMMUNITY ENGAGEMENT



TOOLS FOR GROWTH



Drafting Class

Drafting: future architects and engineers.



Brick Mason Training



ANDY WALLACE
"Swine"
Future plans:
Indefinite



GERALD WALLACE
"Pepper"
Ambition: Medical
technologist



PAMELA WALLACE
"Pam"
Plans to become
a typist



SHIRLEY WALLACE
"Sister"
Goal: Nurse



JEANETTE WALTON
"Geanie"
After graduation:
College



JANICE WEATHERS
"Jan"
A future nurse



MARY WEATHERS
"Mary"
Future plans:
Indefinite



SHERRY WEATHERS
"Donnie"
Career plans:
IBM operator



BETTY WELCH
"Conch"
Hopes to be a
registered nurse



JAMES WELCH
"Finley"
A future electrician



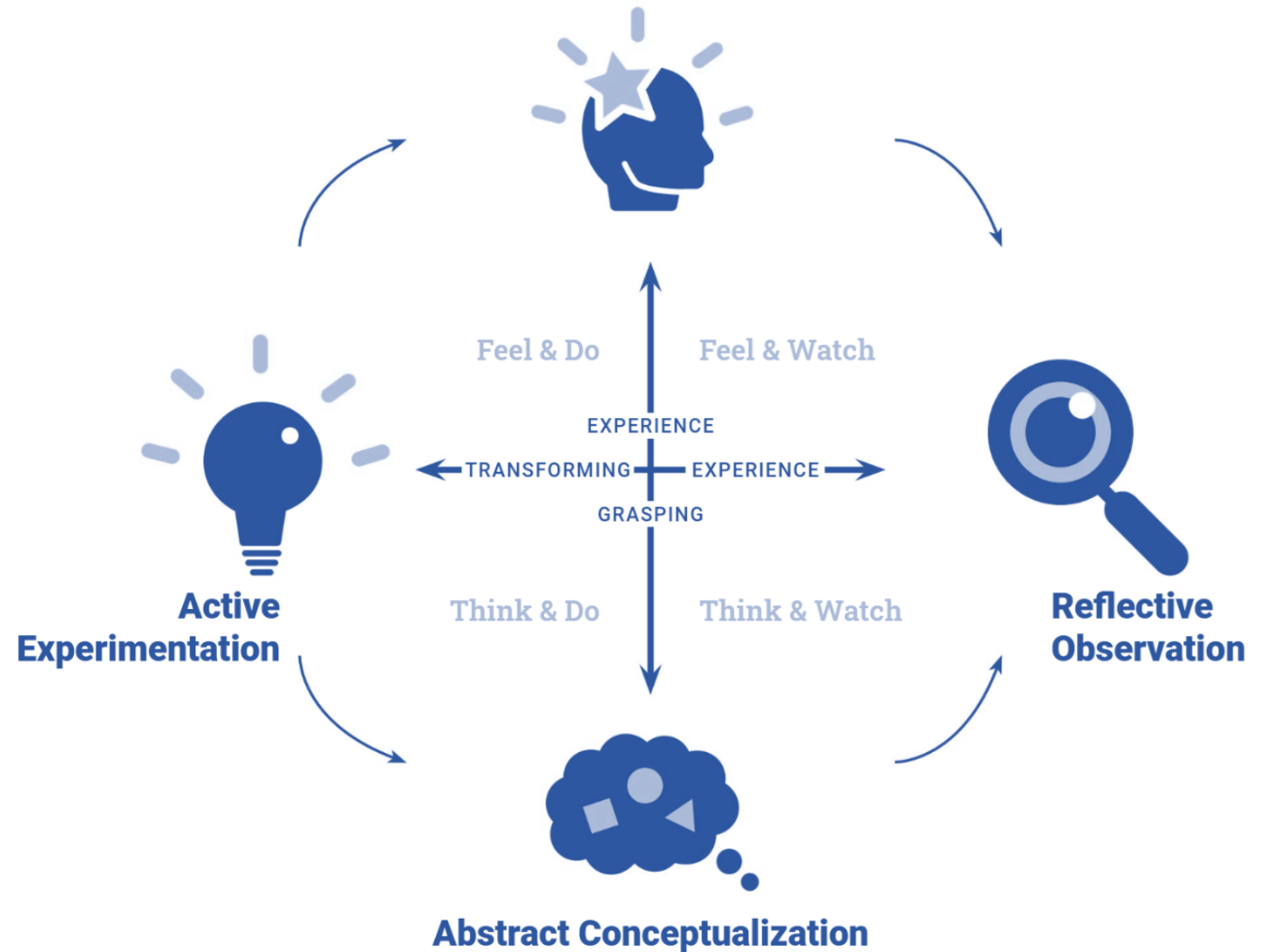
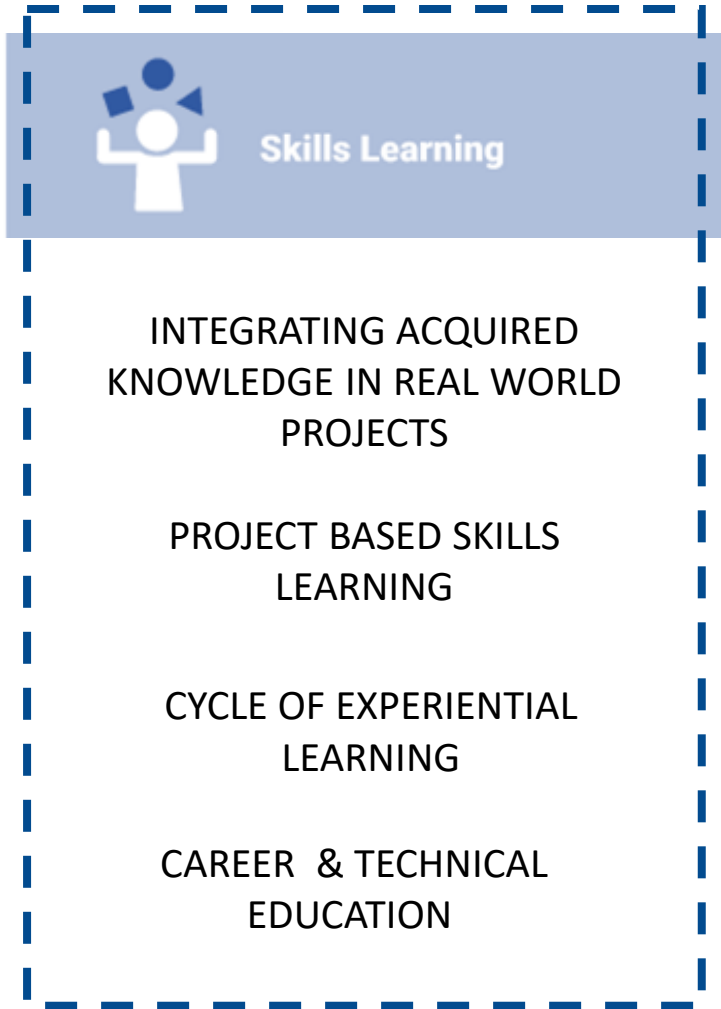
CAROLYN WHITE
"Woody"
Plans to be a
secretary



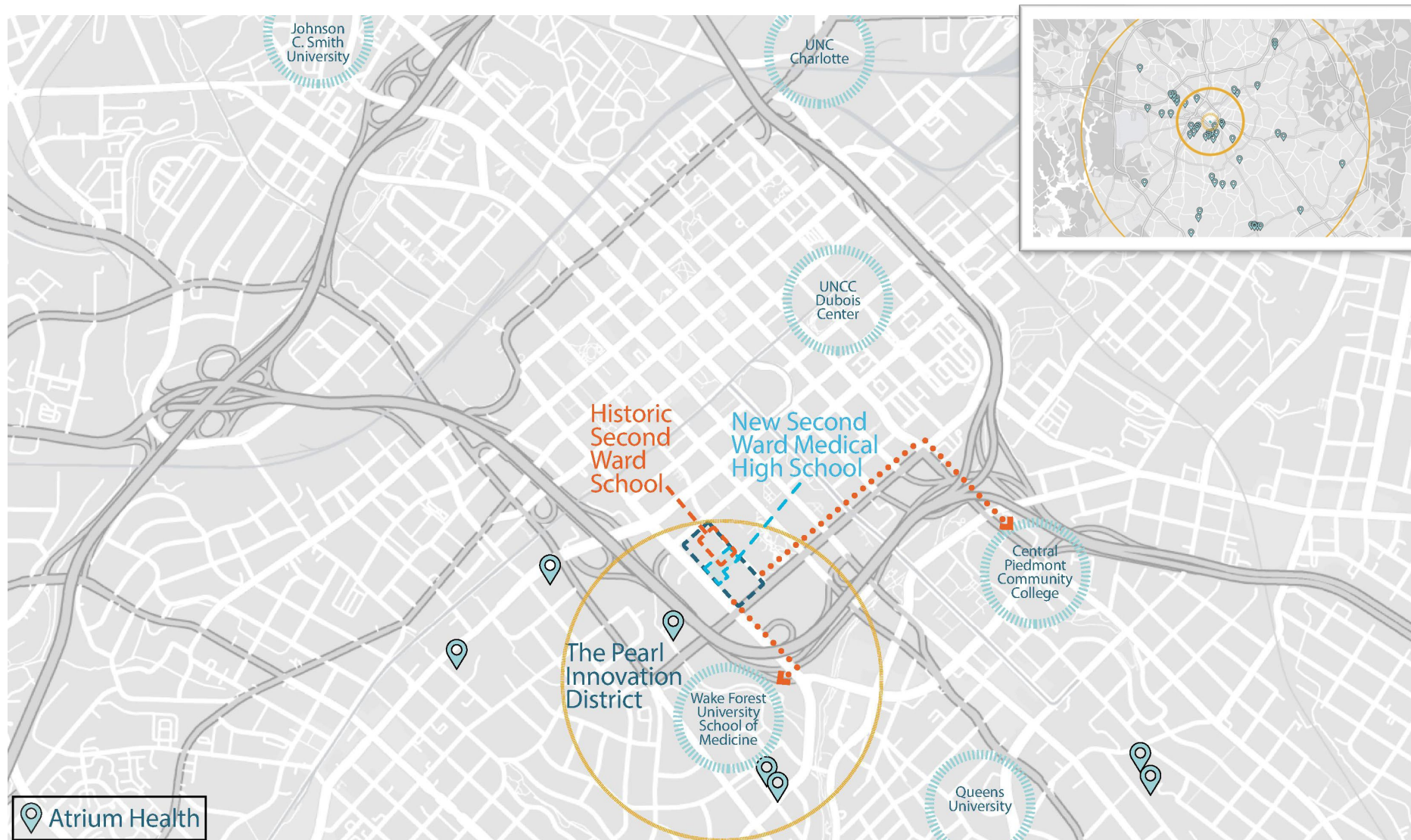
MAILE WHITE
"Maile"
Future plans:
Undecided

INNOVATIVE LEARNING

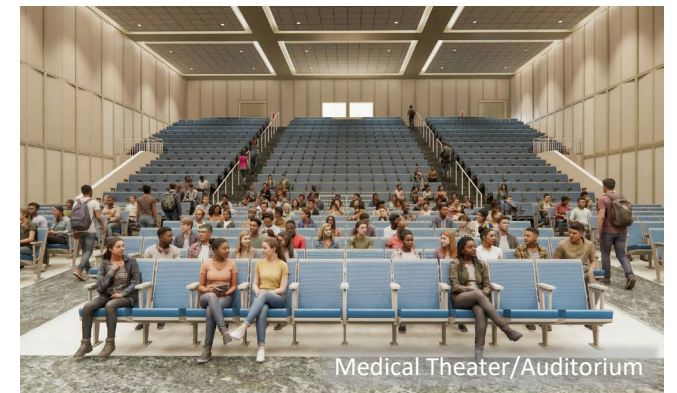
SKILLS LEARNING



BRIDGING STUDENT SUCCESS



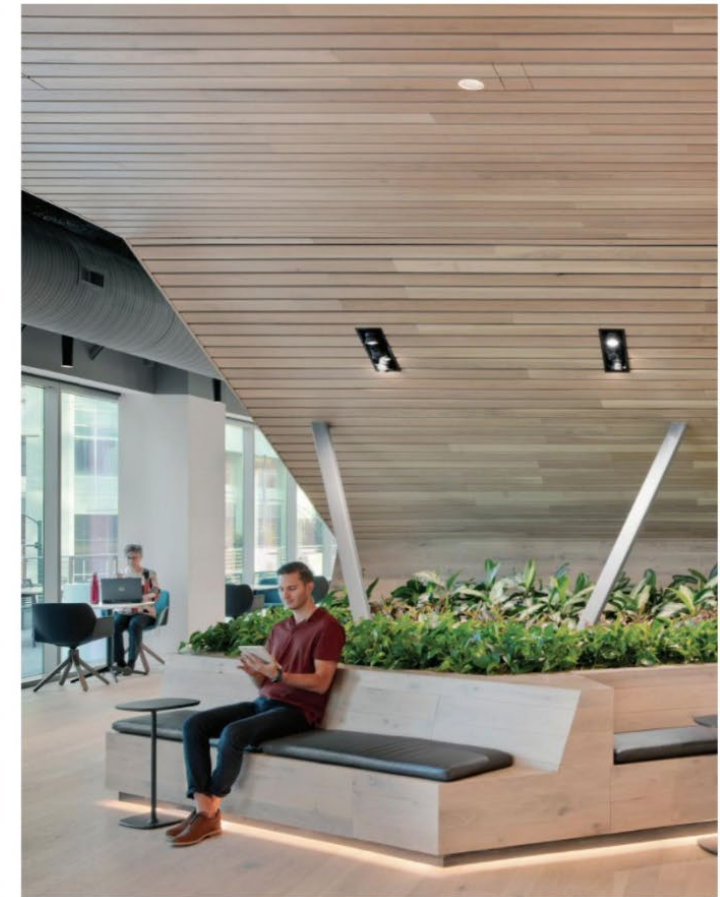
BRIDGING STUDENT SUCCESS



DESIGN FOR WELL-BEING

A well-designed school sets the stage for better learning; it encourages better physical, mental and social health.

- Outdoor Learning Spaces
 - Structured and Unstructured
- Natural Light & Views
 - Helps Manage Stress and recover from Mental Fatigue
- Acoustics
 - Balancing the needs of open learning environments with needs for improved acoustical performance



BUILT FOR WELL-BEING



RISING FROM OUR ROOTS



BRIEF, IMPACTFUL EXPERIENCES

Butterflies have fleeting lifespans,
yet their ecological impact is significant
as pollinators and symbols

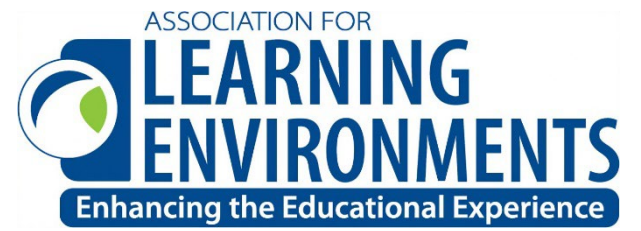
Formative Educational Experiences
have lasting influences on a
child's intellectual and emotional trajectory

Architectural Design
has the opportunity to be part of this
impactful ripple effect





THANK YOU!



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