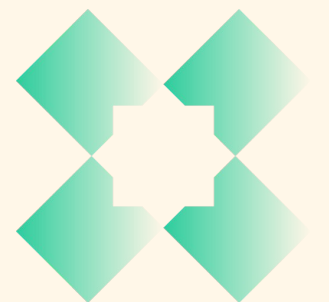
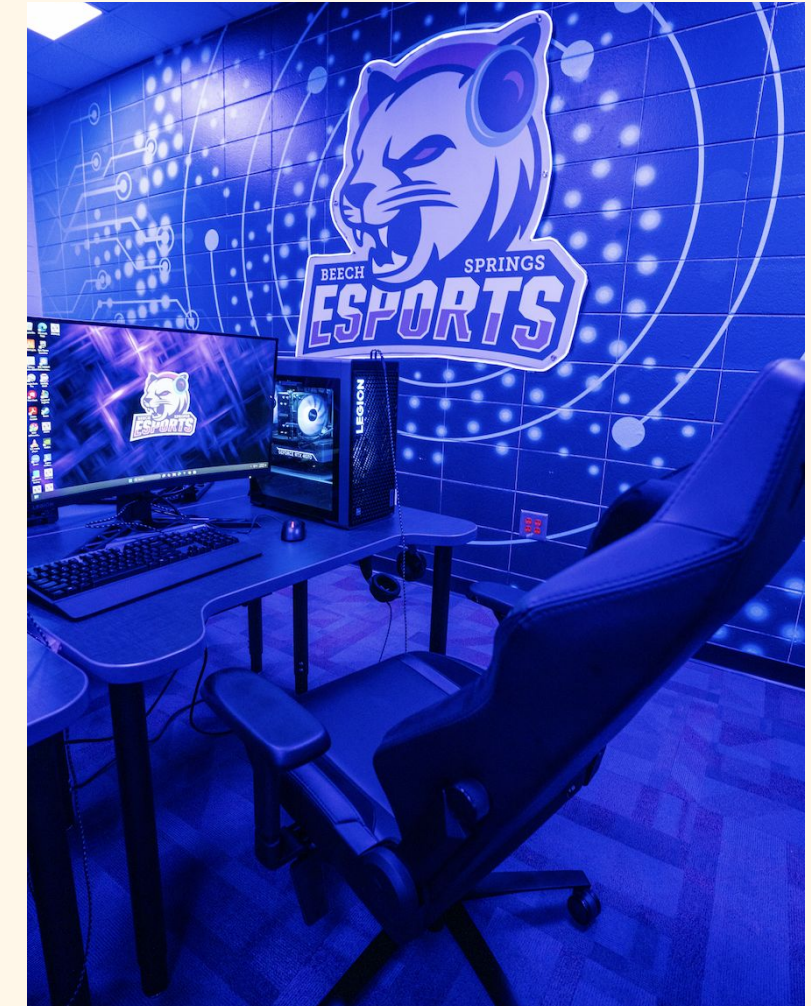
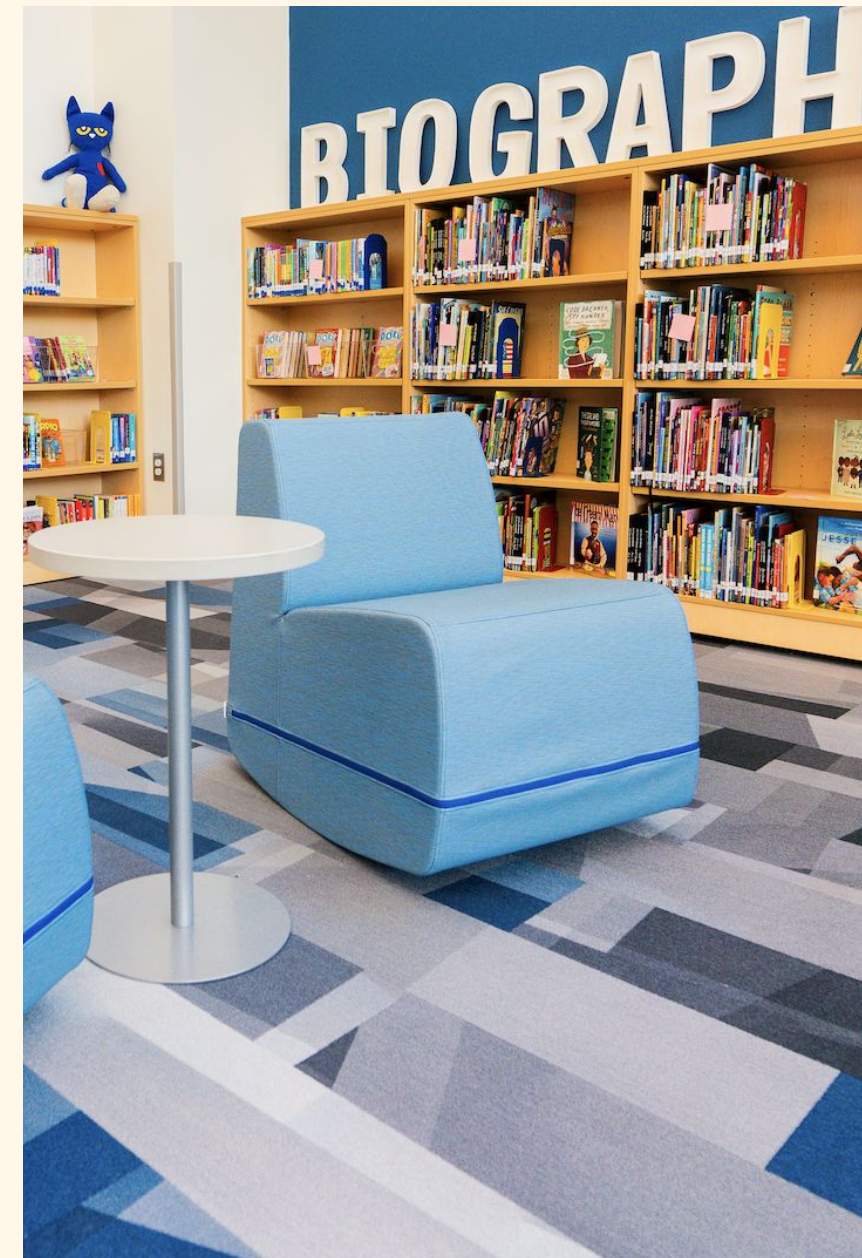


# EQUITY THROUGH STANDARDS

Spartanburg 5's Innovative Approach to  
Learning Environments



# TODAY'S FLOW

Welcome

"Build Your Classroom" Budget Activity

Debrief

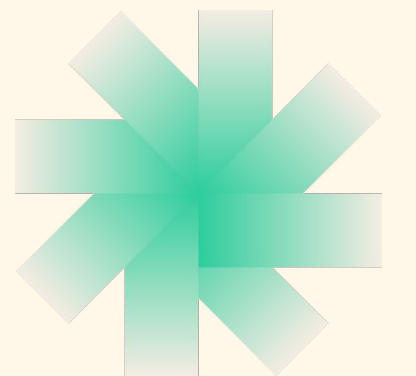
Equity in Furniture Design

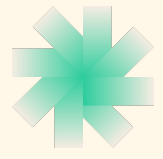
Spotlight on Spartanburg 5: Standardization

Walking through the Process

So Now What? How did it all turn out?

Q + A





# Hello + Welcome



**Kacey Austin**

Procurement Officer, Spartanburg 5 District



**Becky Baylor**

Learning Experience Coordinator,  
Meteor Education



**Shayne Daugherty**

Principal, Tyger River Elementary School, D5

# “BUILD YOUR CLASSROOM”

## BUDGET ACTIVITY

What choices will you make to build a learning environment?

**\$20,000 Budget**

Individually, you have been tasked to furnish one classroom with a \$20,000 budget. You have 5 minutes to select items from the catalog for your classroom.

**Catalog**


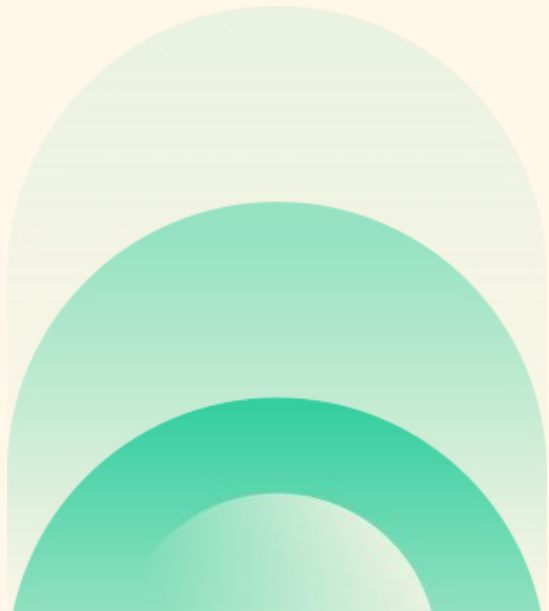
Review the furniture items you have access to and make selections

**Stats**

24 students  
1 teacher

**Challenge**

Spend 5 minutes making selections to build out the learning environment for one classroom

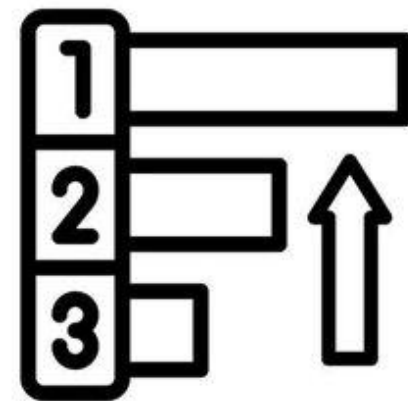


**5:00**

# DEBRIEF



Budget: Who ran out of money? Had leftover money to spend?



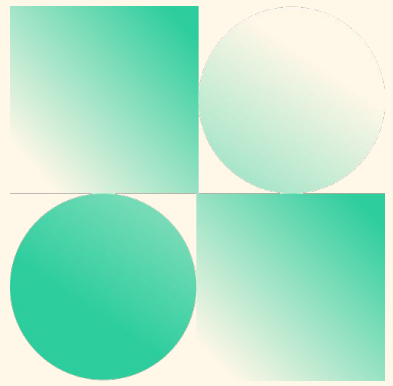
Priorities: Teacher Items? Student Flexibility? Soft Seating? Storage?



Student Centered: Neurodiversity? ADA?

**Every one of you had good intentions.**

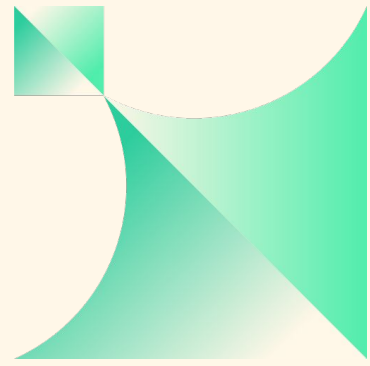
And yet, if these were real classrooms in one district...would access to learning experiences and environments feel equitable?



# **EQUITY** through **FURNITURE DESIGN**

When we talk about furniture design, what components measure how the built environment is equitable?



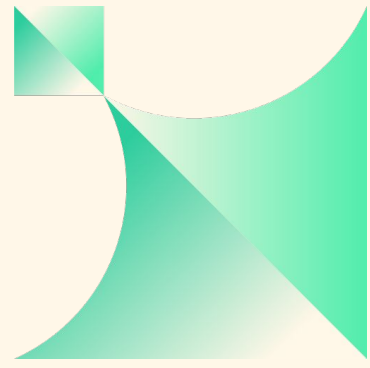


# THE BUILT ENVIRONMENT

<p>Research Question</p>	<p>What are the neglected (or less considered) needs of vulnerable groups in different types of built environments in the U.S.?</p>	
<p>Study Scope</p>	<p>Objective</p> <p>Identify distributional equity and recognitional equity patterns across different types of built environments</p>	<p>Key Findings</p> <ul style="list-style-type: none"> <li>Regions with higher social vulnerability indices experience more inequities in their built environments.</li> <li>There was less focus on inequities with regard to water and energy infrastructure, commercial buildings, educational buildings, and healthcare facilities.</li> <li>There was less inequity-related evidence on shelter and safety needs.</li> <li>Inequities experienced by people with gender/sexual orientation vulnerability and displaced groups were explored relatively less.</li> <li>The needs of refugees, homeless people, people with visual or hearing impairments, people with cognitive differences, children, and women in different built environments could be explored more by future studies.</li> </ul>
	<p>Methodology</p> <p>PRISMA Guidelines</p> <p>Identification</p> <p>Screening</p> <p>Eligibility</p> <p>Inclusion</p> <p>232 Studies</p>	

**Equity** in the built environment refers to the extent to which the built environment meets the needs of different groups through planning, design, construction, operation, management, and regulation.

Mirmahdi Seyedrezaei, Burcin Becerik-Gerber, Mohamad Awada, Santina Contreras, Geoff Boeing, Equity in the built environment: A systematic review, Building and Environment, Volume 245, 2023



# THE BUILT ENVIRONMENT

**School facility inequity** is not a new issue (1954 Brown v. Board of Education Case)

“Structurally sound and well maintained school can help students feel supported and valued. Students are generally better able to learn and remain engaged in instruction, and teachers are better able to do their jobs, in well-maintained classrooms that are well-lit, clean, spacious, and heated and air-conditioned as needed. In contrast, when classrooms are too hot, too cold, overcrowded, dust-filled, or poorly ventilated, students and teachers suffer.”

**US Department of Education, Office of Civil Rights**



# THE BUILT ENVIRONMENT

## Relationship between school facility and student achievement

- 2002 review of literature found on average, researchers observed a difference in student achievement between above-standard buildings and sub-standard buildings to be **5-17 percentile points**
- 2014 study by economists at University of Chicago and Princeton University found that students moving into rebuilt or renovated schools saw **strong gains in reading scores (0.15 standard deviations)**
- 2017 study by UC Berkeley economists found moving students out of degraded facilities and into new facilities proved gains in **both standardized test scores and non-cognitive measures** of educational quality.  
Moving to a new school increases test scores by **10% of a standard deviation in math and 5% in ELA.**



# SPARTANBURG 5: MISSION AND VISION

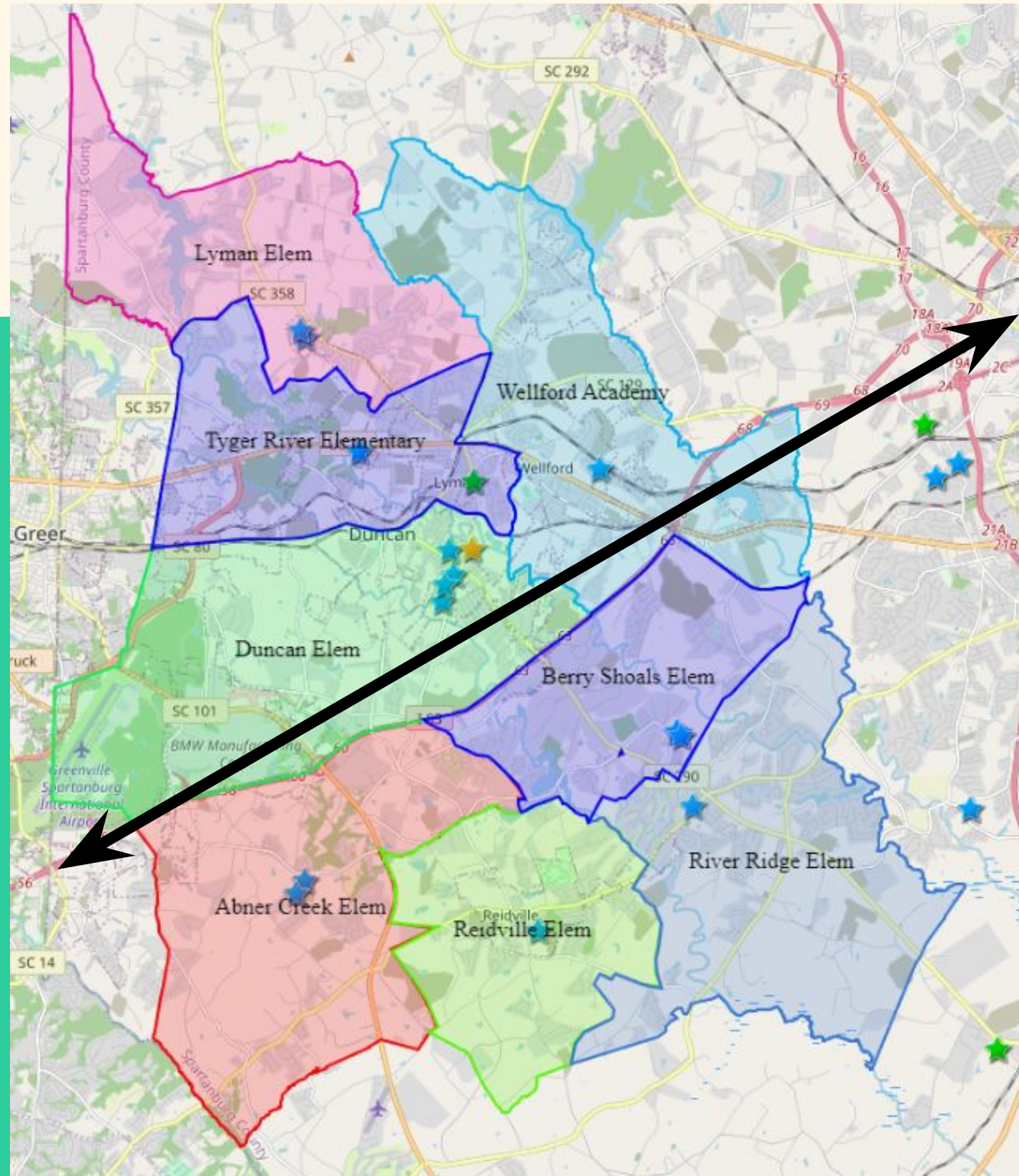
Spartanburg District Five Schools prepares students to thrive in a global society by providing exceptional educational experiences in a safe, caring and inclusive environment.

## Beliefs:

- In providing equitable educational experiences
- In embracing diversity to create an inclusive environment
- In providing a safe, caring, and nurturing environment



# ZONING



Your **zip code** should not determine your access to or exclusion of high quality educational experiences and learning environments.

# SPOTLIGHT ON SPARTANBURG 5 STANDARDIZATION

How did this process work?

Bond Referendum  
Passed

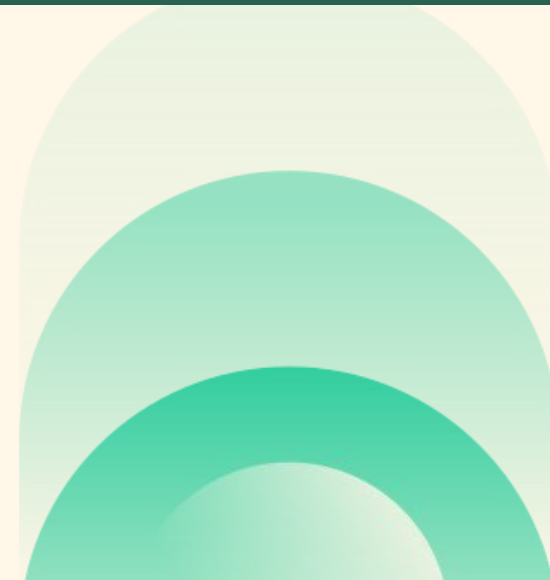
Projects Begin- Across  
the District

Recognizing the Need for  
Modern Learning  
Environments

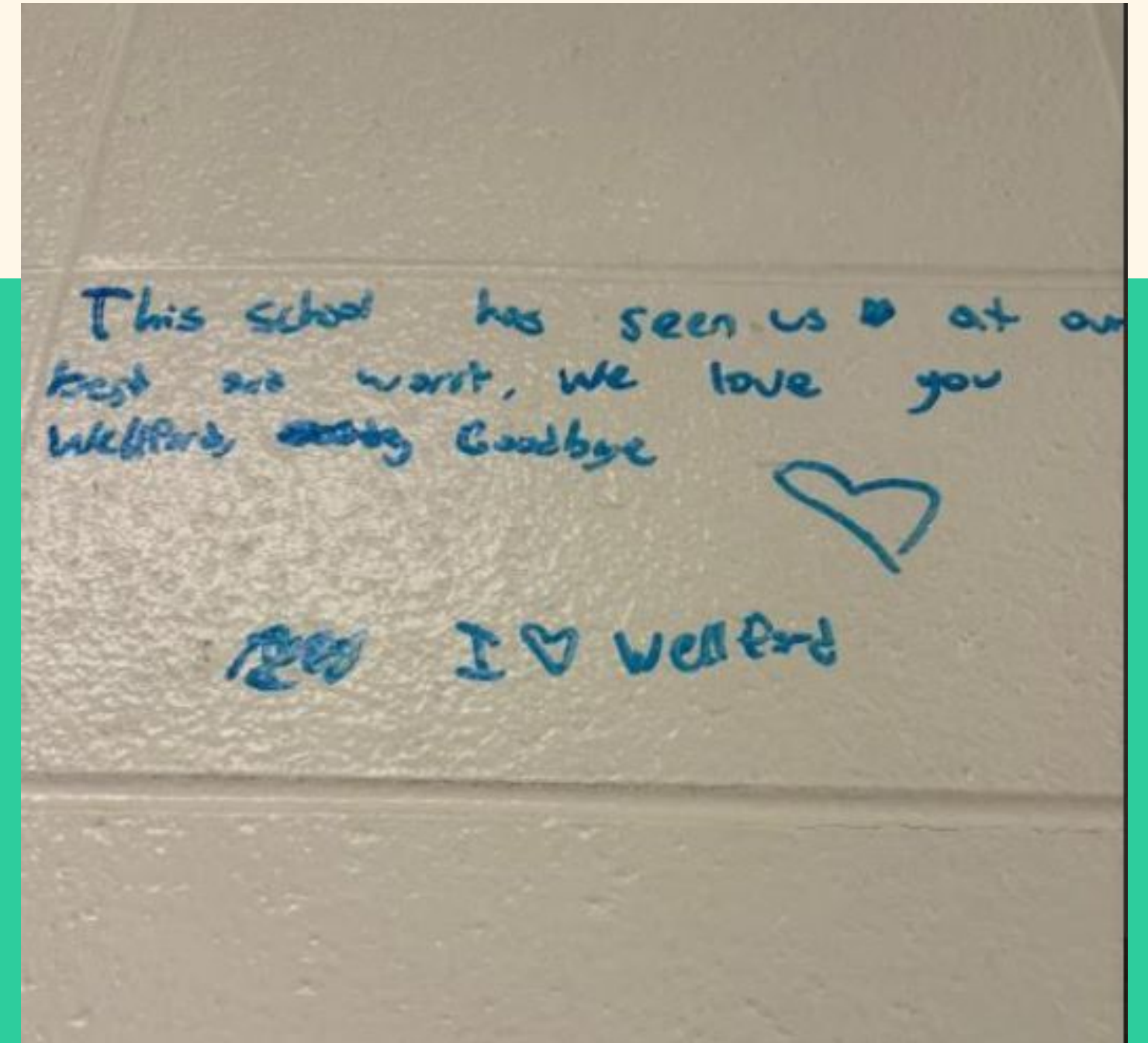
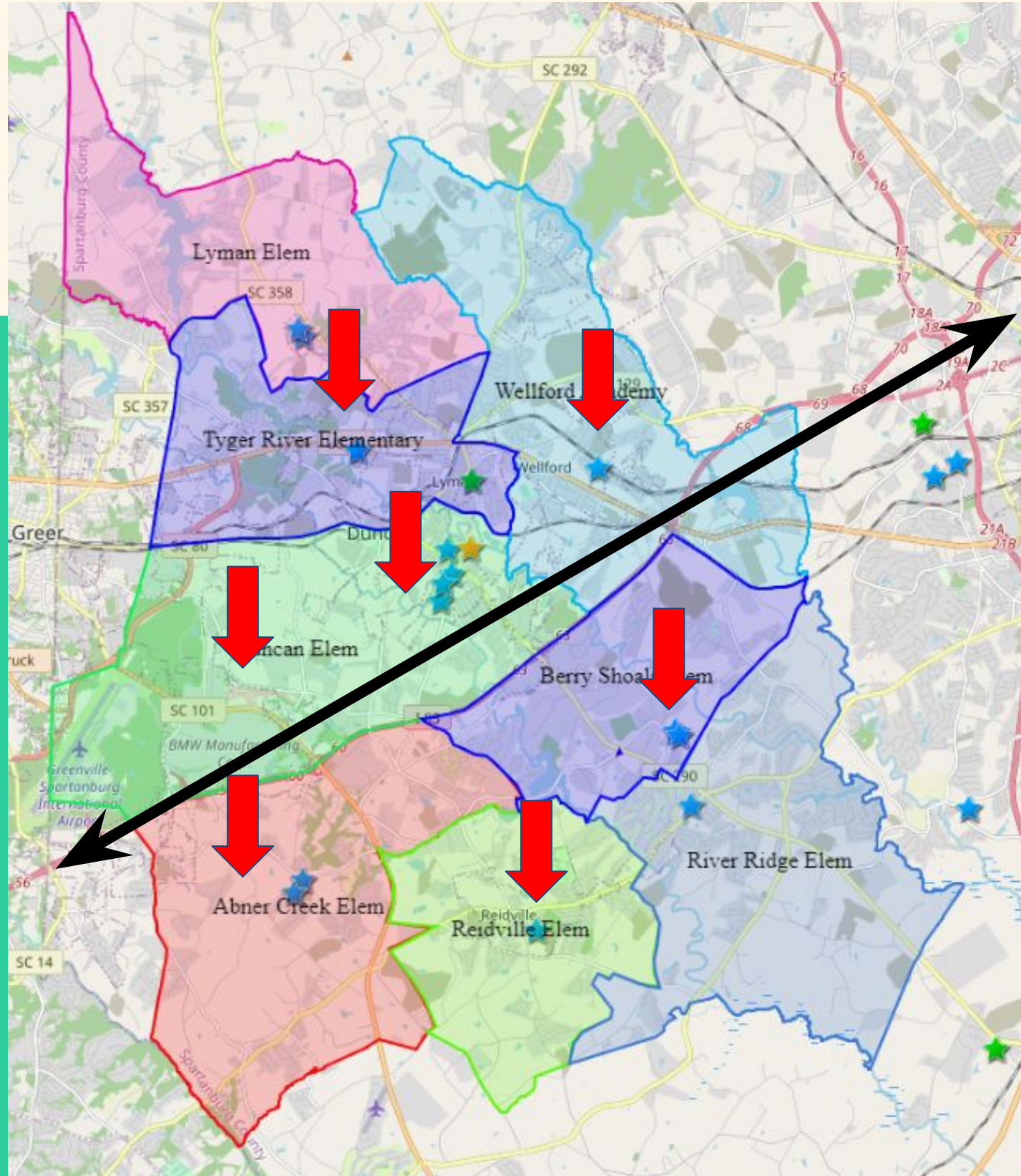
Shift from "Buyer"  
to Team Approach

Defining the  
Vision

Testing, Feedback &  
Partner Selection



# PROJECTS



# SPOTLIGHT ON SPARTANBURG 5 STANDARDIZATION

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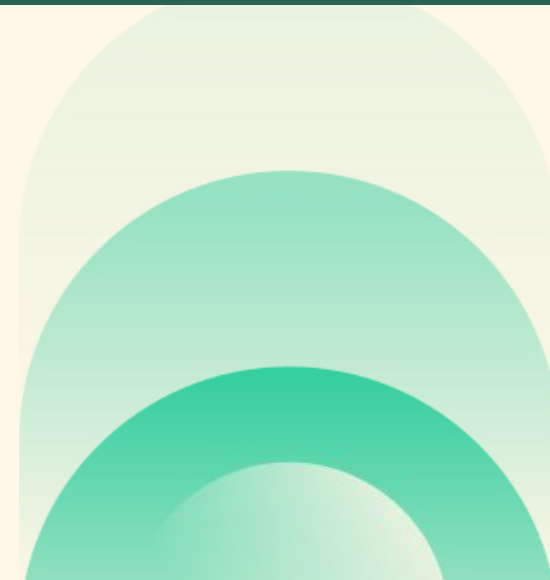
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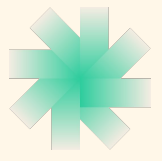
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# WALKING THROUGH OUR **PROCESS**



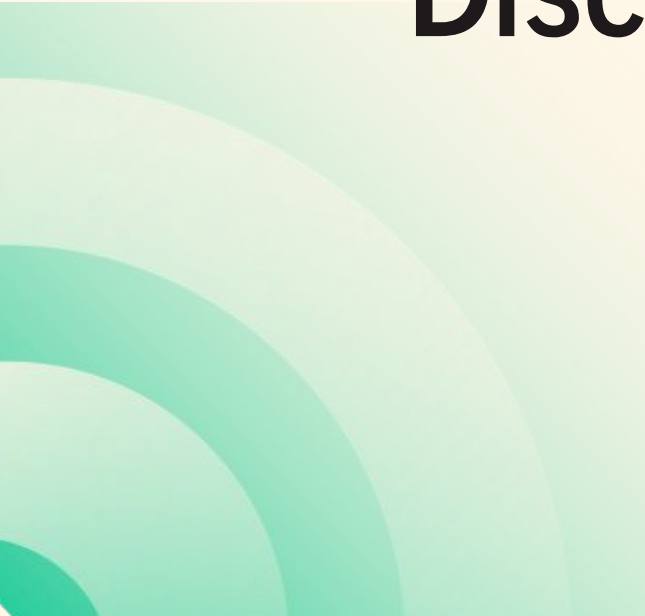
**Discovery**

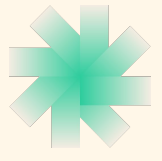


**Design**



**Collaboration**





# WALKING THROUGH OUR **PROCESS**



**Quoting**



**Install**

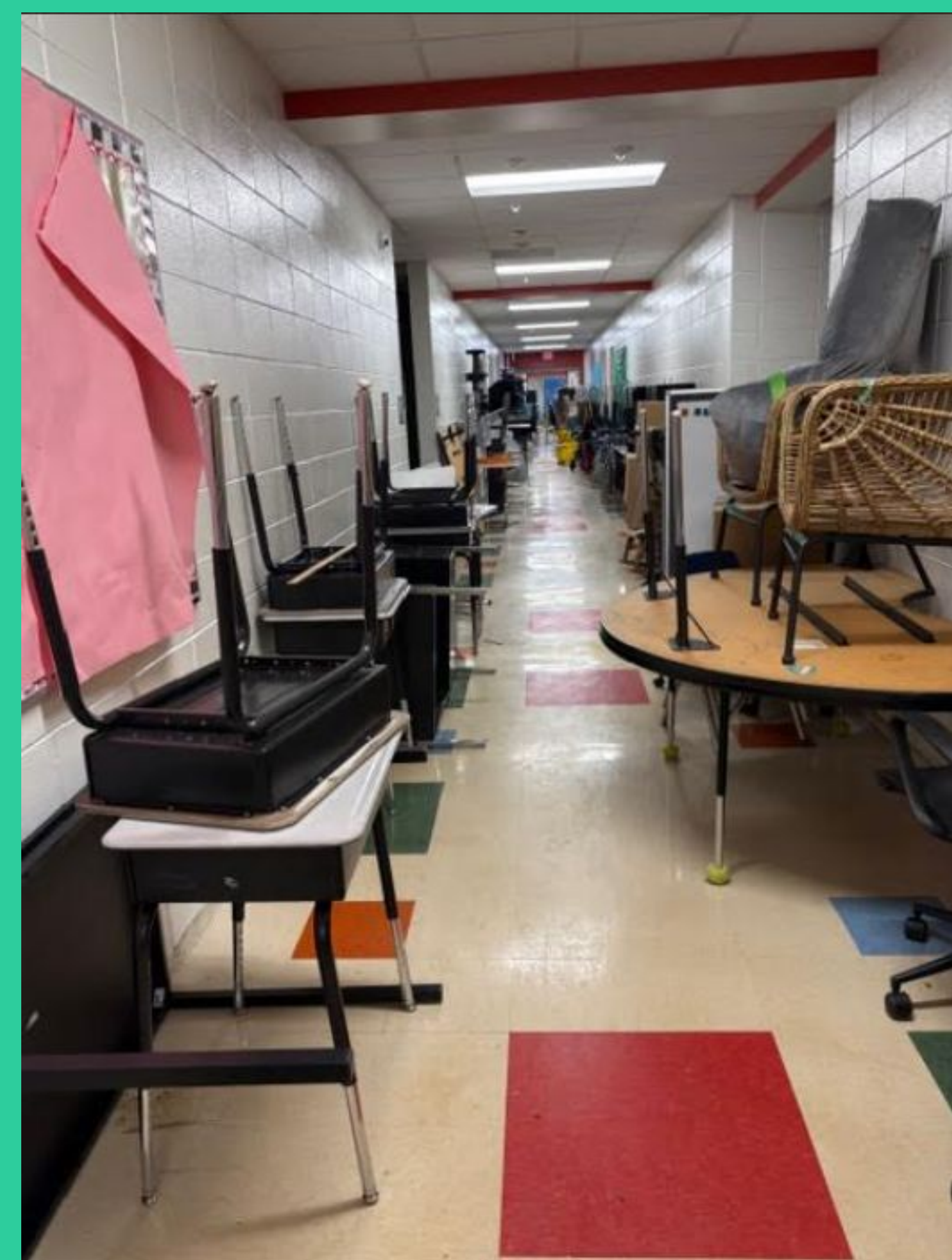


**Support**



# STANDARDIZATION IMPACTS

- EQUITY!
- Operations
  - Maintenance
  - Custodial
- Finance
  - Budget
  - Procurement
- Enrollment Shifts
- Future Design



# KEY TAKEAWAYS

## Equity principles can be applied within the built environment

Research shows how spaces have evolved overtime due to the needs of the people in it

## Build a process that works for you

Gathering stakeholders, passing bonds, strategically building buy-in

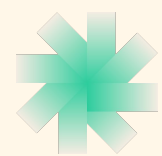
## Standardization ≠ Boring, One Size Fits All

There can be immense freedom within a framework that allows opportunity for voice and choice while still supporting an overall cohesion

## Consider standardization if future expansion is a reality

Many districts are tasked with plans for the rapidly approaching future. Leverage equity of furniture as you make tough decisions.





# QUESTIONS + ANSWERS



**Kacey Austin**

Procurement Officer, Spartanburg 5 District

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