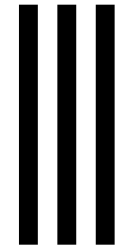




# KISER MIDDLE SCHOOL 2.0

## FUTURE PROGRAMMING NORMS, NOW



**GOODE VAN SLYKE ARCHITECTURE**

Atlanta - Greensboro - Raleigh

Goode Van Slyke Architecture began 27 years ago with K-12 projects, progressed through university work and then bridged to many exciting and public and private sector buildings and master planned typologies. We have always had an interest in supporting innovative teaching techniques with innovative architecture that is curriculum based. These applications, regardless of size and complexities, have told a story of innovation, environmental responsibility, and social responsiveness.

**THE NEW KISER MIDDLE SCHOOL**

Gilford County Schools - Greensboro, NC

The new Kiser Middle School is an opportunity to inform a campus-wide facility plan on a site that currently has all K-12 levels of learning, recreation, sports and additionally, multiple opportunities of community engagement almost everyday of the week. The new Kiser Middle School will support a growing student population as a true state-of-the-art learning school with flexible teaching labs, maker spaces, lyceum & science labs, 2D & 3D arts, an open commons area with learning stairs, all and more nestled together with dynamic outdoor teaching areas, a student quad, a science courtyard, amphitheater, and teaching gardens. A school design that takes today's challenges and uses them to create a flexible freedom of spaces that will benefit all.



**“Schools must be safe, inviting and engaging. Our goal is to enter a facility and know you are entering somewhere special. Spaces must empower exploration and collaboration. We must design schools that are flexible, that embrace multiple learning styles and formats.”**

- Paul Van Slyke

**CONNECT**

**UNDERSTAND HOW PROGRAMMING CONSTRAINTS CAN BE TRANSFORMED INTO INNOVATIVE SPACES**

**DEFINE**

**IDENTIFY INNOVATIVE PROGRAMMING MODELS**

**ASSESS**

**SHOW AS A WHOLE, HOW STUDENT'S RECEIVE INFORMATION, INTERACT, AND GROW IN AN ENVIRONMENT DESIGNED WITH FLEXIBLE PROGRAMMABLE SPACES IN MIND**

**GOAL**

**PROGRAMMED SPACES ARE DESIGNED TO MEET TODAY'S CHALLENGES WITH THE FLEXIBILITY TO BE TRANSFORMATIVE, NOW**

# REDUCING ANXIETY

“Harvard Medical School found that almost one-third of adolescents experience an anxiety disorder. Instances of anxiety in children and teens increased 20% between 2007-2012”.

## Anxiety presents itself in many different ways...

The desire to control people and events



Difficulty getting to sleep



Feeling agitated or angry



Defiance and other challenging behaviors



Having high expectations for self, including school work & sports



Avoiding activities or events (including school)

Pain like stomachaches and headaches



Struggling to pay attention and focus



Intolerance of uncertainty



Crying and difficulty managing emotions



Over-planning for situations and events



Feeling worried about situations or events

Onlymyhealth

Casamassima, B. (2021, July 16). Reducing Anxiety and Fostering Creativity Through K-12 Classroom Design. Retrieved March 27, 2023, from <https://blog.interface.com/reducing-anxiety-fostering-creativity-k-12-classroom-design/#:~:text=Reducing%20Anxiety%20and%20Fostering%20Creativity%20Through%20K-12%20Classroom,...%206%20Inspiring%20Ongoing%20Growth%20and%20Engagement%20>.

Image: onlymyhealth.com

# REDUCING ANXIETY

*“Maslow’s Hierarchy of Needs Pyramid states that humans’ base needs, shelter, and a sense of belonging - must be met before they can fully engage in more cerebral activities, such as creativity and problem solving. When these foundational needs are met, students are better able to learn and succeed, and they are able to move up the pyramid to levels that promote esteem and self-actualization.”*

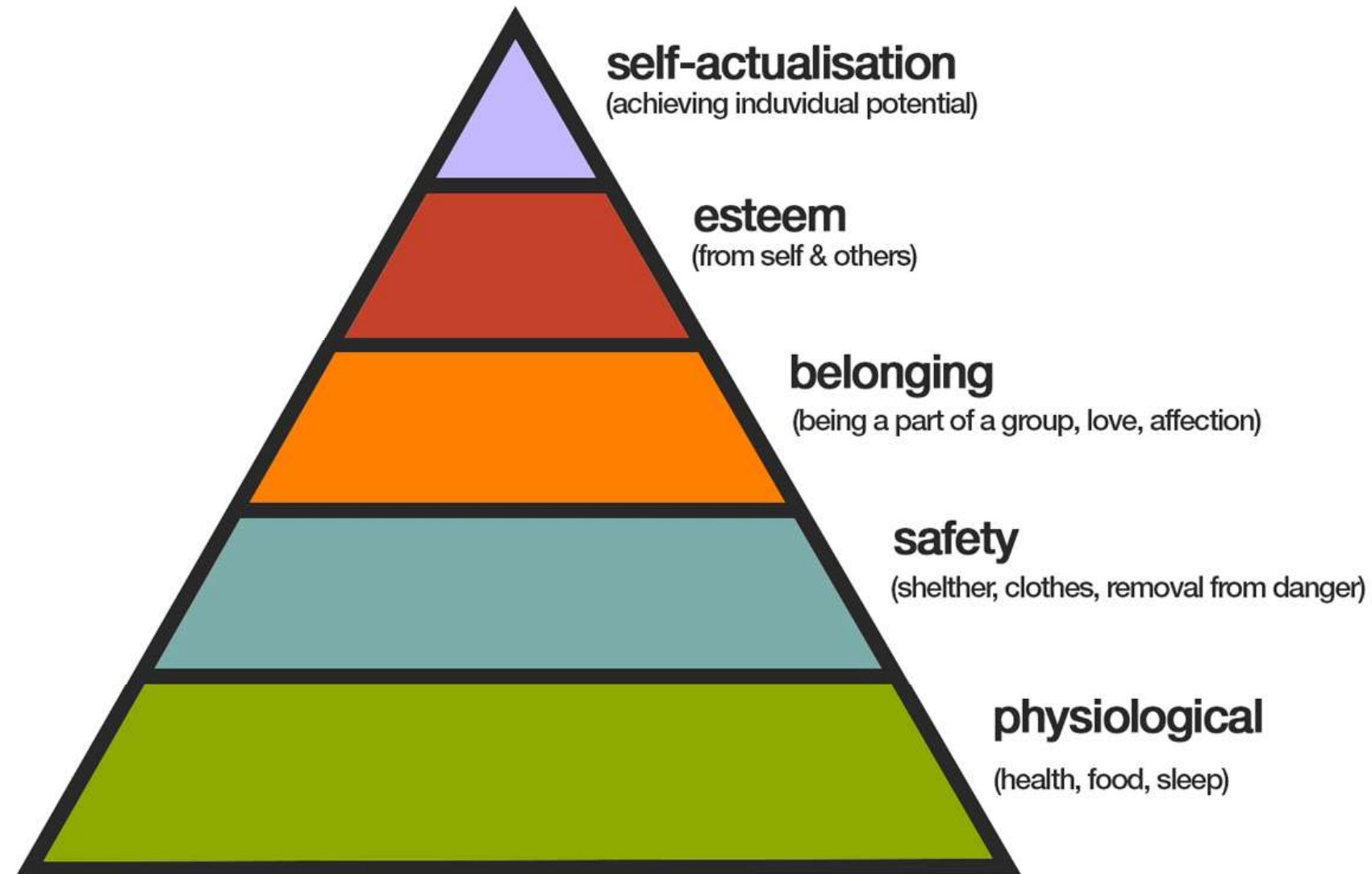


Illustration Kenneth buddha Jeans

Maslow hierachy of needs pyramid

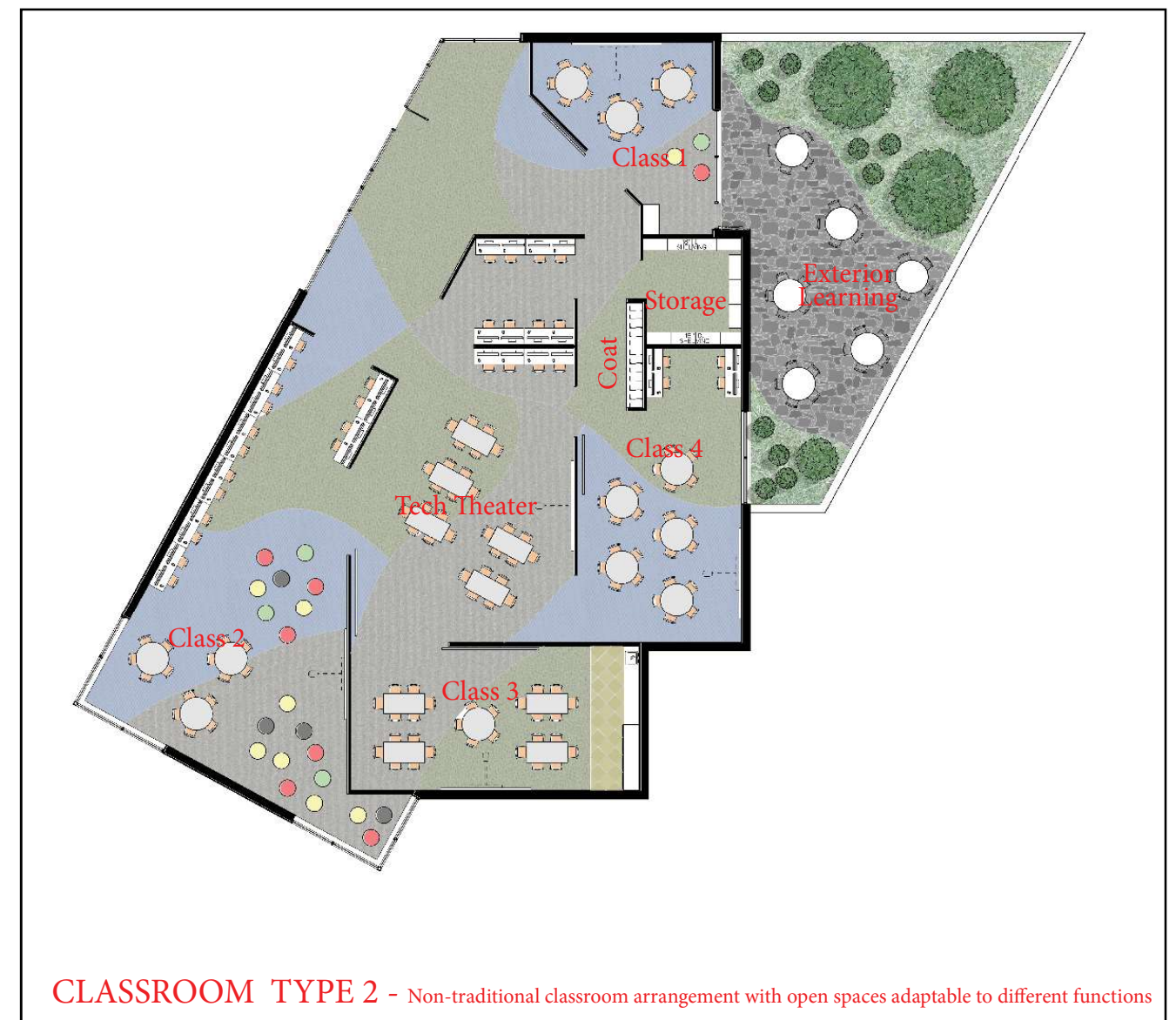
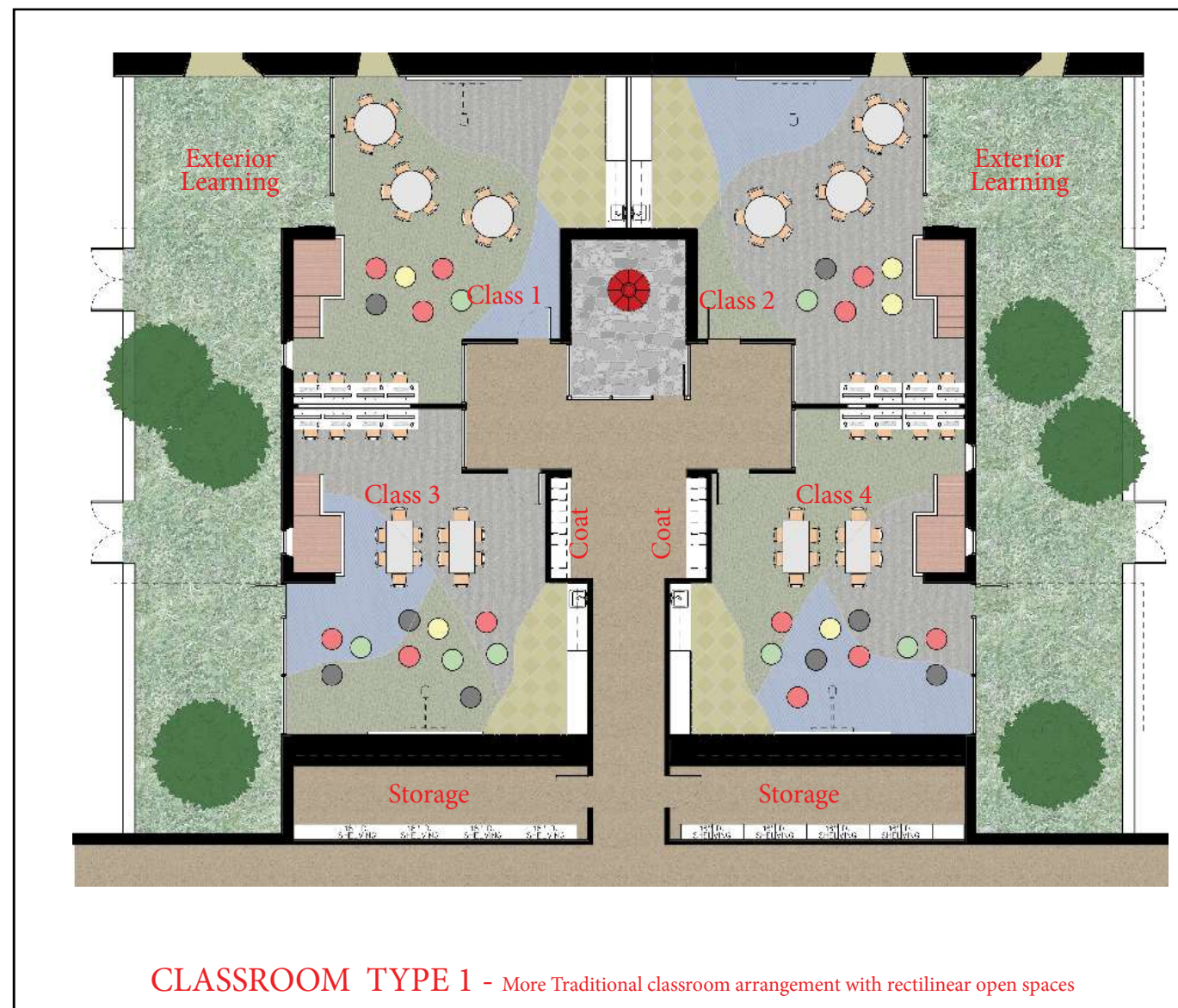
Casamassima, B. (2021, July 16). Reducing Anxiety and Fostering Creativity Through K-12 Classroom Design. Retrieved March 27, 2023, from <https://blog.interface.com/reducing-anxiety-fostering-creativity-k-12-classroom-design/#:~:text=Reducing%20Anxiety%20and%20Fostering%20Creativity%20Through%20K-12%20Classroom,...%206%20Inspiring%20Ongoing%20Growth%20and%20Engagement%20>.



1. Innovative learning environments
2. Blurring the boundaries between what is just classroom and corridor spaces
3. Schools can have environments that reduce anxiety and engage creativity
4. We want to be an inclusive school

# STUDENT ENGAGEMENT

How students receive information, interact and grow in the school environment has facility planners, principals, and teachers challenging the norms. Students learn and succeed both individually and collaboratively.

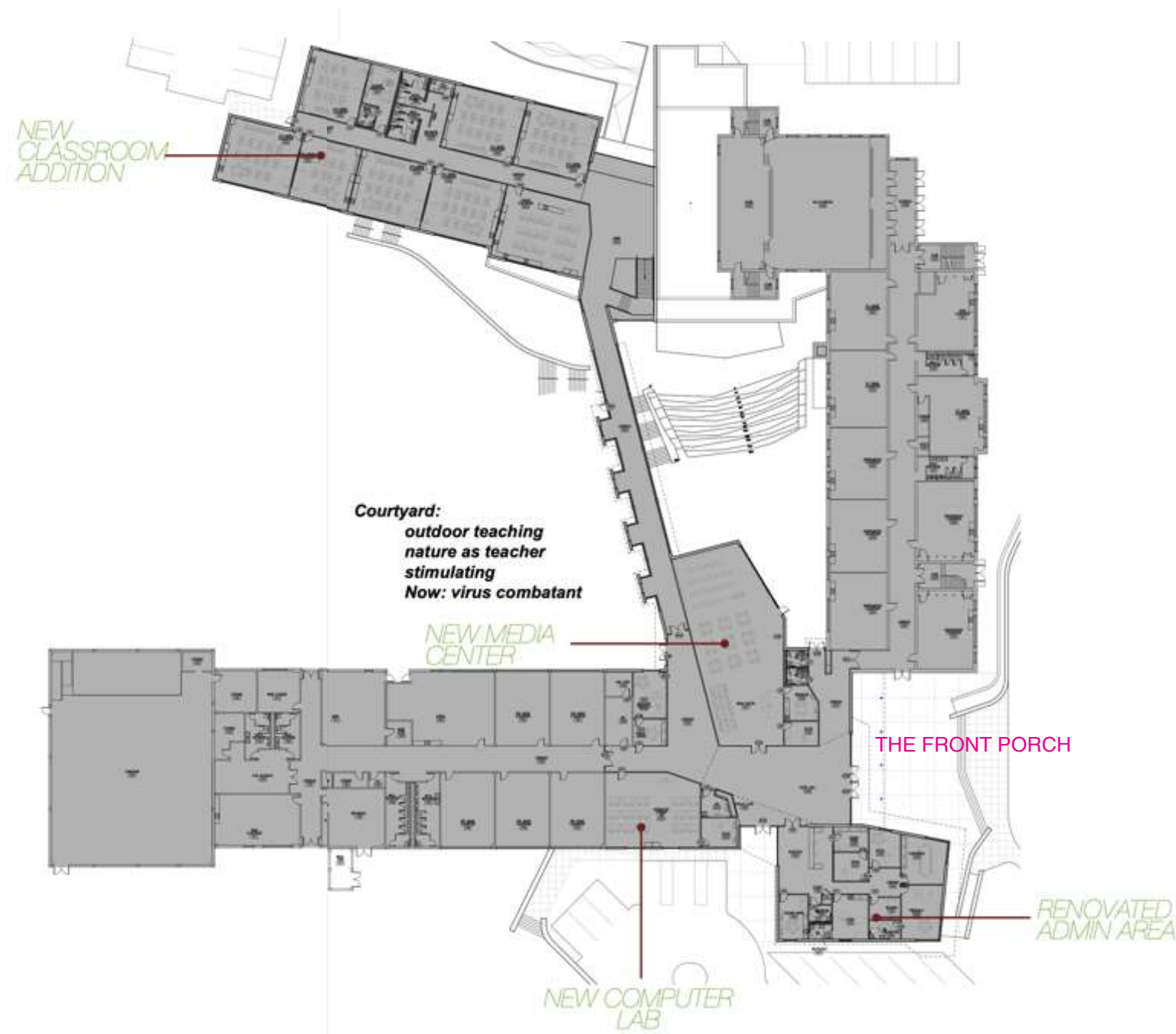




# STUDENT ENGAGEMENT

## CASE STUDIES

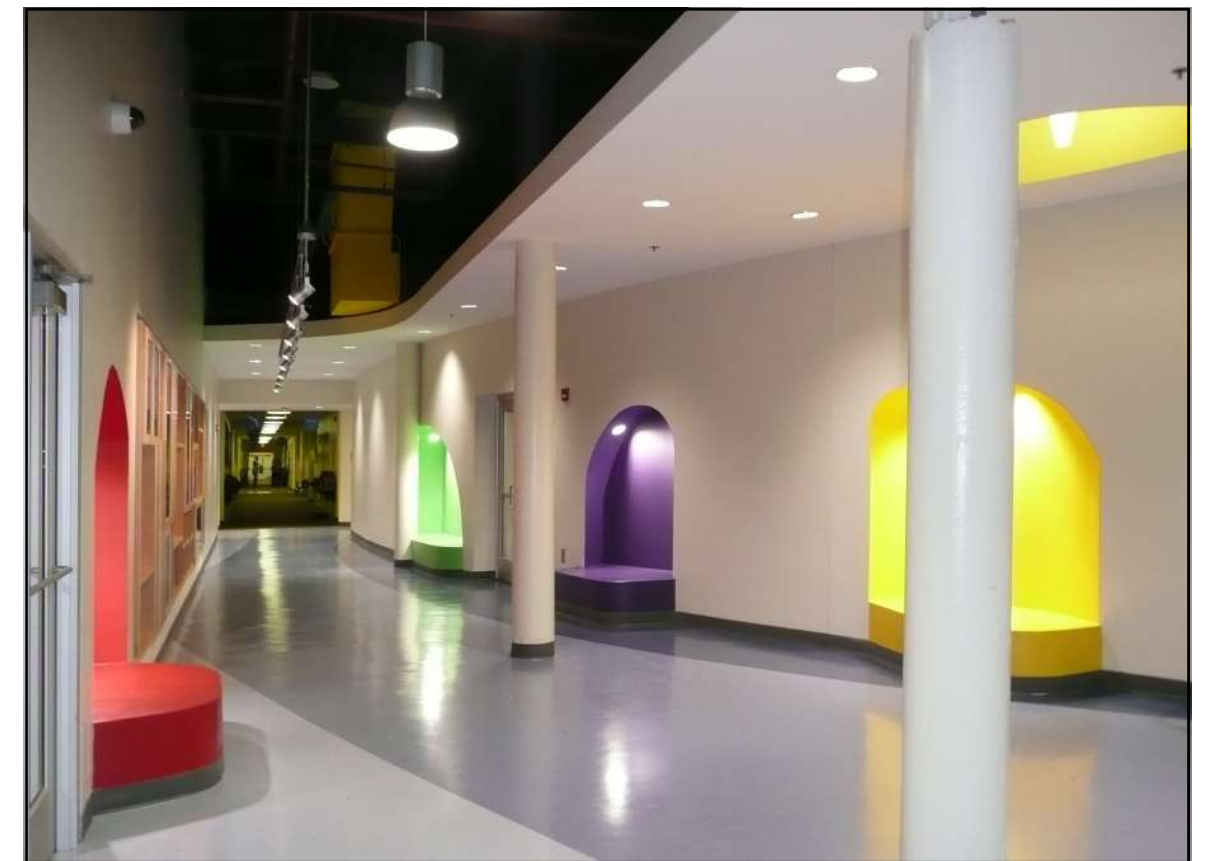
Mary Lin Elementary School  
Atlanta, GA



# STUDENT ENGAGEMENT

## CASE STUDIES

Whit Davis Elementary School  
Athens, GA





**Flexible:** learning can happen anywhere and our environment needs to respond and personalize to the needs of the students, teachers, and the school.



**Transparent:** Student engagement today requires reducing student dependence on the teacher and enables peer-to-peer collaboration. Learning happens beyond the confines of the classroom and needs to project throughout the whole school.



**Innovative:** Technology integration will always challenge it's definition, but it must respond to the needs of each school as ubiquitous, personal, and mobile. Innovation will always be driven by technology.



**HOW:** When all school spaces are seen as opportunities to learn, collaborate, and explore new ideas.

# BULLYING

## Where does bullying happen?

42%	Hallways and Stairwells
19.3%	Outside
9.4%	Bathroom or Locker Room
22.2%	Cafeteria
10%	School Bus
34%	Classrooms

(Merrill, S. (2017, March). Anatomy of School Bullying. edutopia, <https://edutopia.org/>)

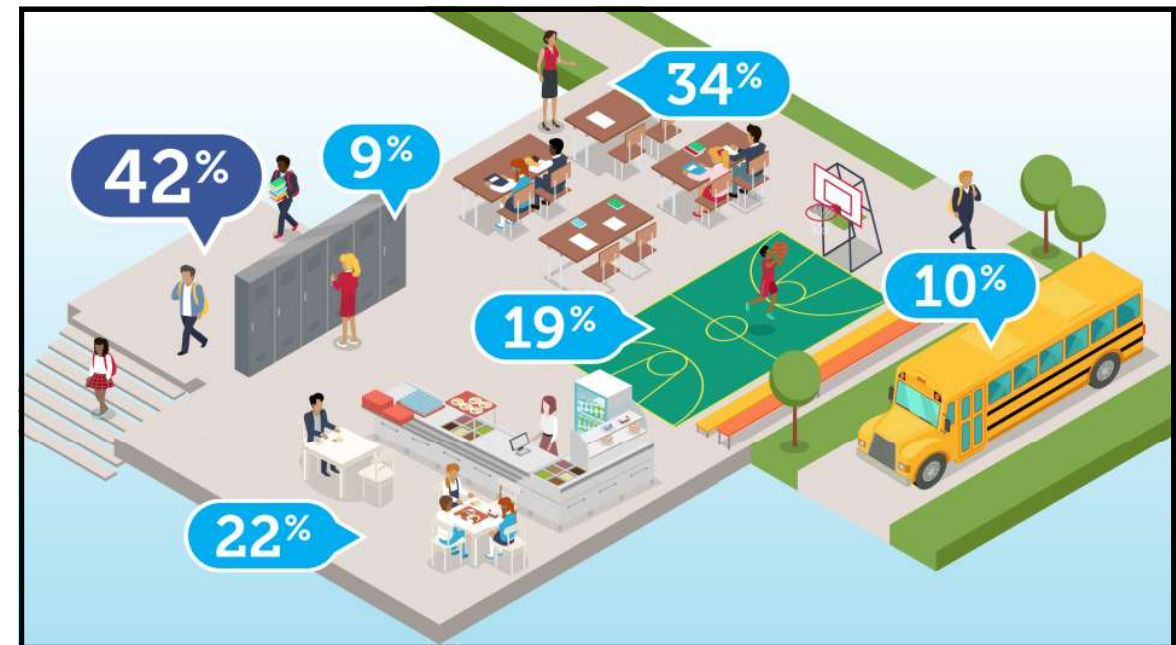
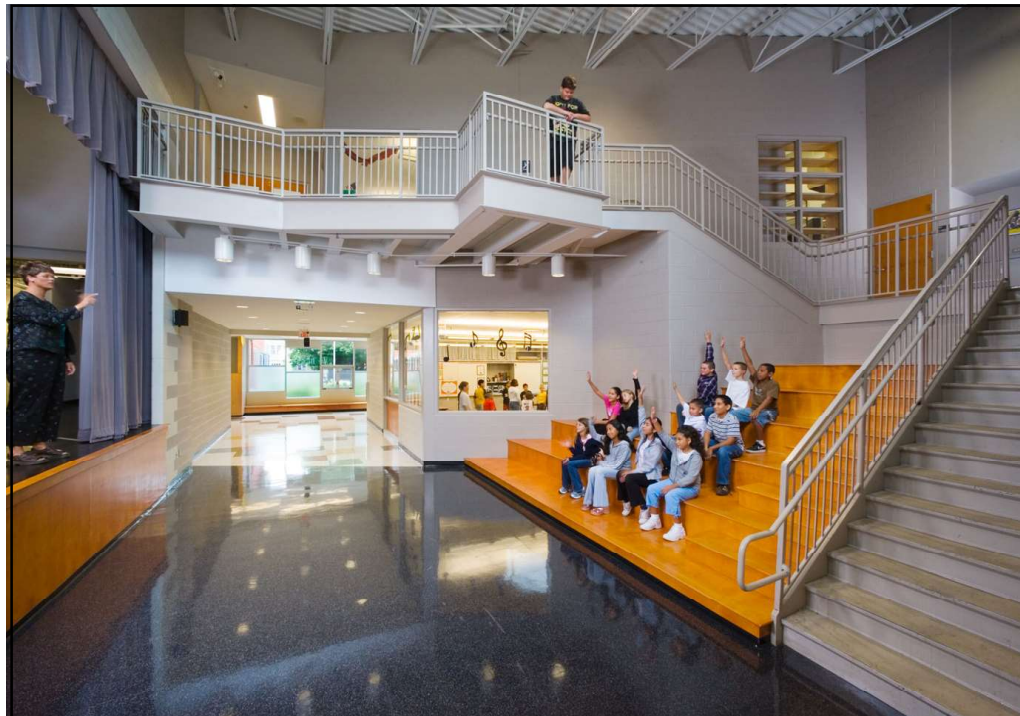


Image: edutopia

# BULLYING

How we design our schools can play a major role to assist a school-wide cultural transformation:

1. Transforming circulation spaces into learning spaces.
2. Providing flexibility to find personalized safe zones for socializing, dining, and collaboration.
3. Allow learning spaces to have supported sight lines that can be supported by the whole school.
4. Create a culture of learning where spaces support the neurodiverse, that fosters varied instruction, and inclusive collaboration amongst peers.



# TIME TO REDEFINE OUR SPACES



## CHALLENGES:

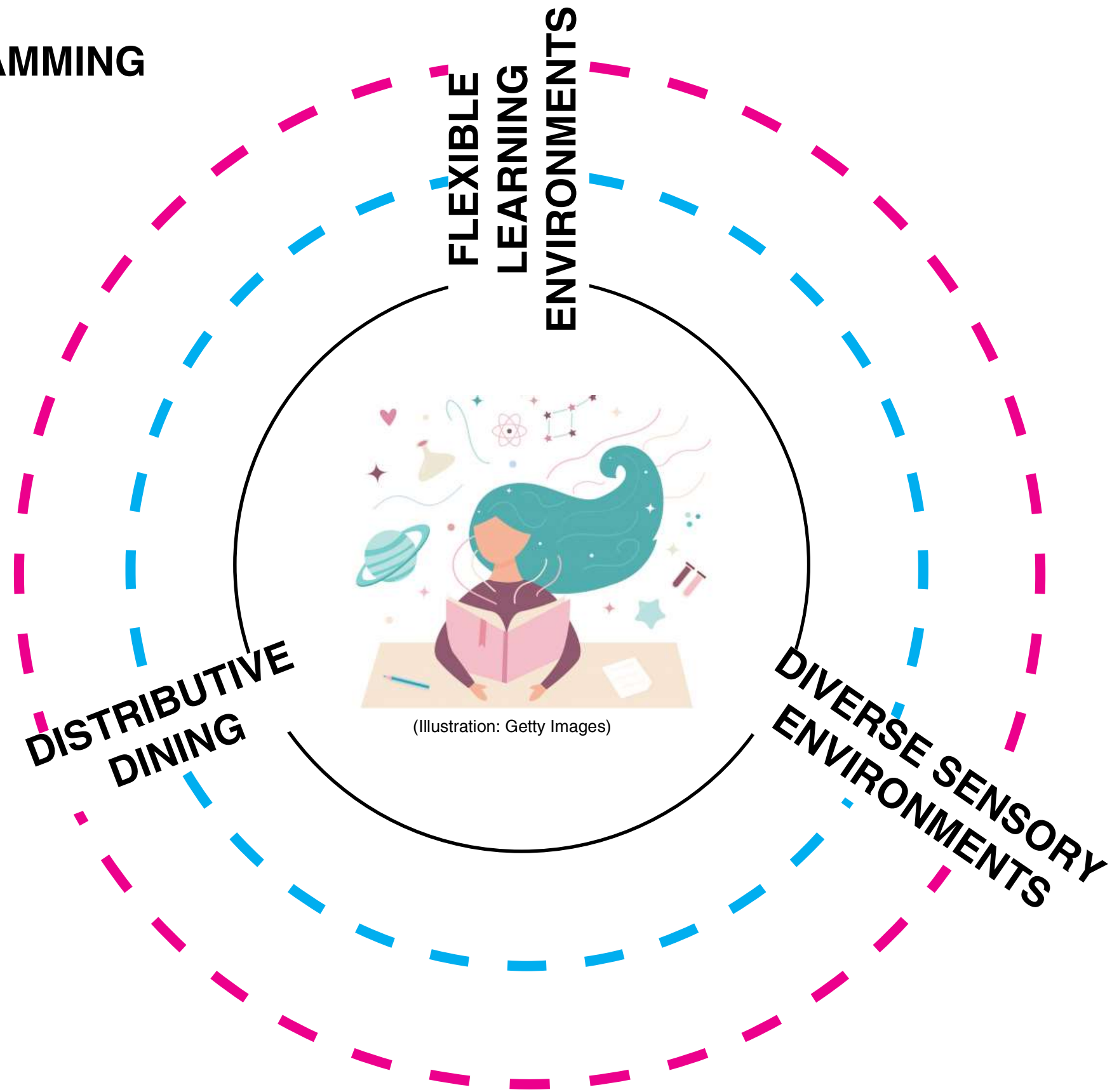
REDUCING ANXIETY  
STUDENT ENGAGEMENT  
BULLYING

## LOCATIONS:

CLASSROOMS  
SUPPORT ROOMS  
MEDIA CENTER  
CORRIDORS  
ASSEMBLY SPACES  
DINING  
OUTSIDE

**TRANSPARENCY**      **REDUCING ANXIETY**      **PLAY**  
**SHARED ACHIEVEMENT**      **FLEXIBILITY**  
**BULLYING PREVENTION**      **COMMON SPACE**  
**PLATFORM FOR EXPRESSION**      **MOVEMENT**  
**INSTRUCTIONAL VARIETY**      *CREATIVITY*  
**INDEPENDENCE FROM THE DESK**      **ENGAGEMENT**  
**INTERCONNECTIVITY**      INTERACT WITH NATURE  
**COLLABORATION**      **TECHNOLOGY IS MOBILE**  
**COMMUNITY VALUE**      *ENABLE*

# INNOVATIVE PROGRAMMING MODELS



# **FLEXIBLE LEARNING ENVIRONMENTS,** FLEXIBLE LEARNING **DISTRIBUTIVE DINING,** DISTRIBUTIVE DINING, DISTRIBUTIVE **DIVERSE SENSORY ENVIRONMENTS,** DIVERSE SENSORY EN-

## **CHALLENGES:**

1. USER TYPES
2. SAFETY
3. TECHNOLOGY
4. ENGAGEMENT
5. ACHIEVEMENT
6. FLEXIBILITY

## **ASSESSMENT:**

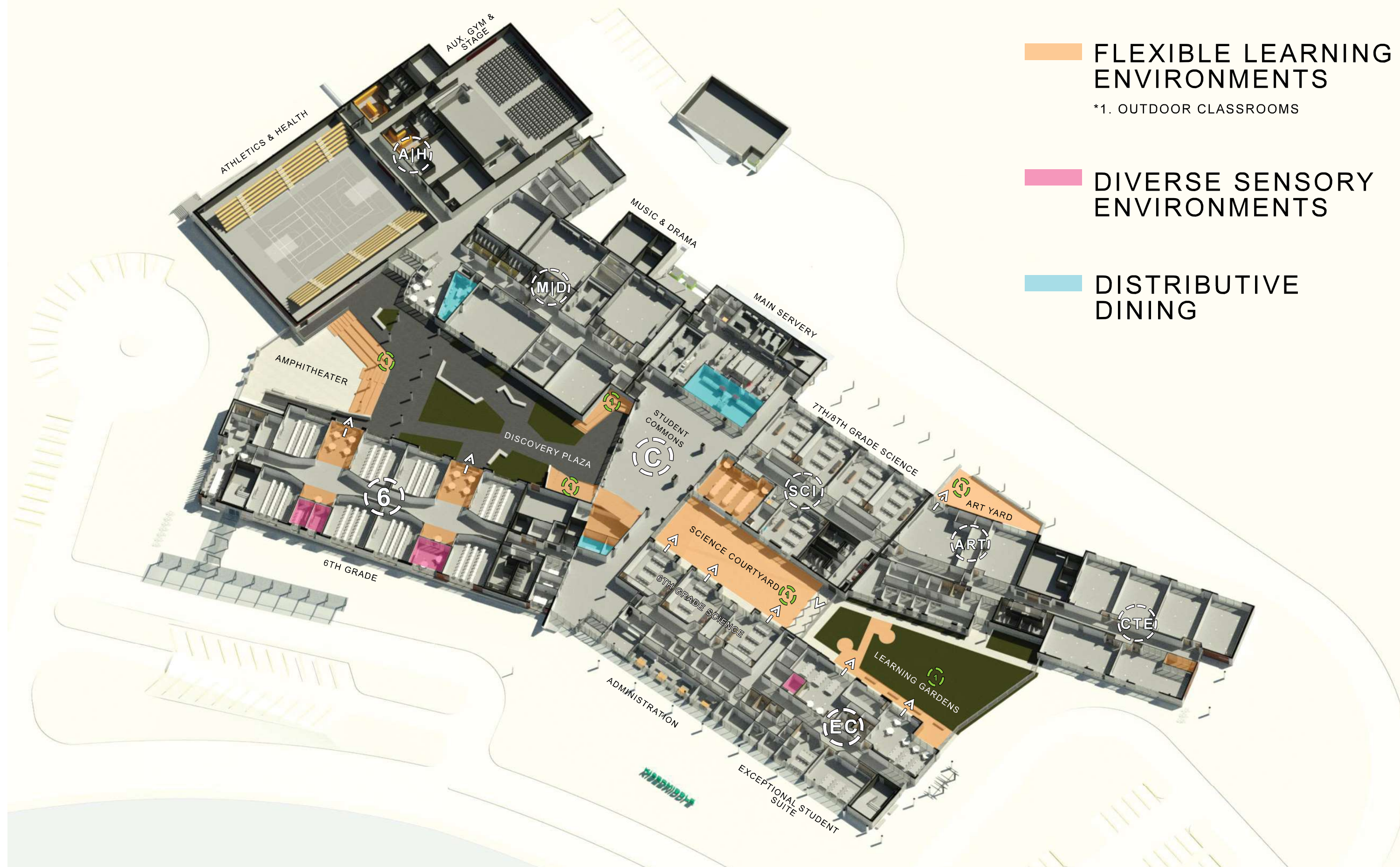
1. HOW IS THE SPACE USED?
2. HOW DOES THE STUDENT RECEIVE INFORMATION?
3. HOW CAN THE STUDENT/ TEACHER USE THE SPACE?
4. HOW ARE THE STUDENT'S INDIVIDUAL NEEDS MET AND EXPANDED?
5. HOW ARE THE SCHOOL'S NEEDS MET AND EXPANDED?
6. HOW ARE THE COMMUNITY'S NEEDS MET AND EXPANDED?

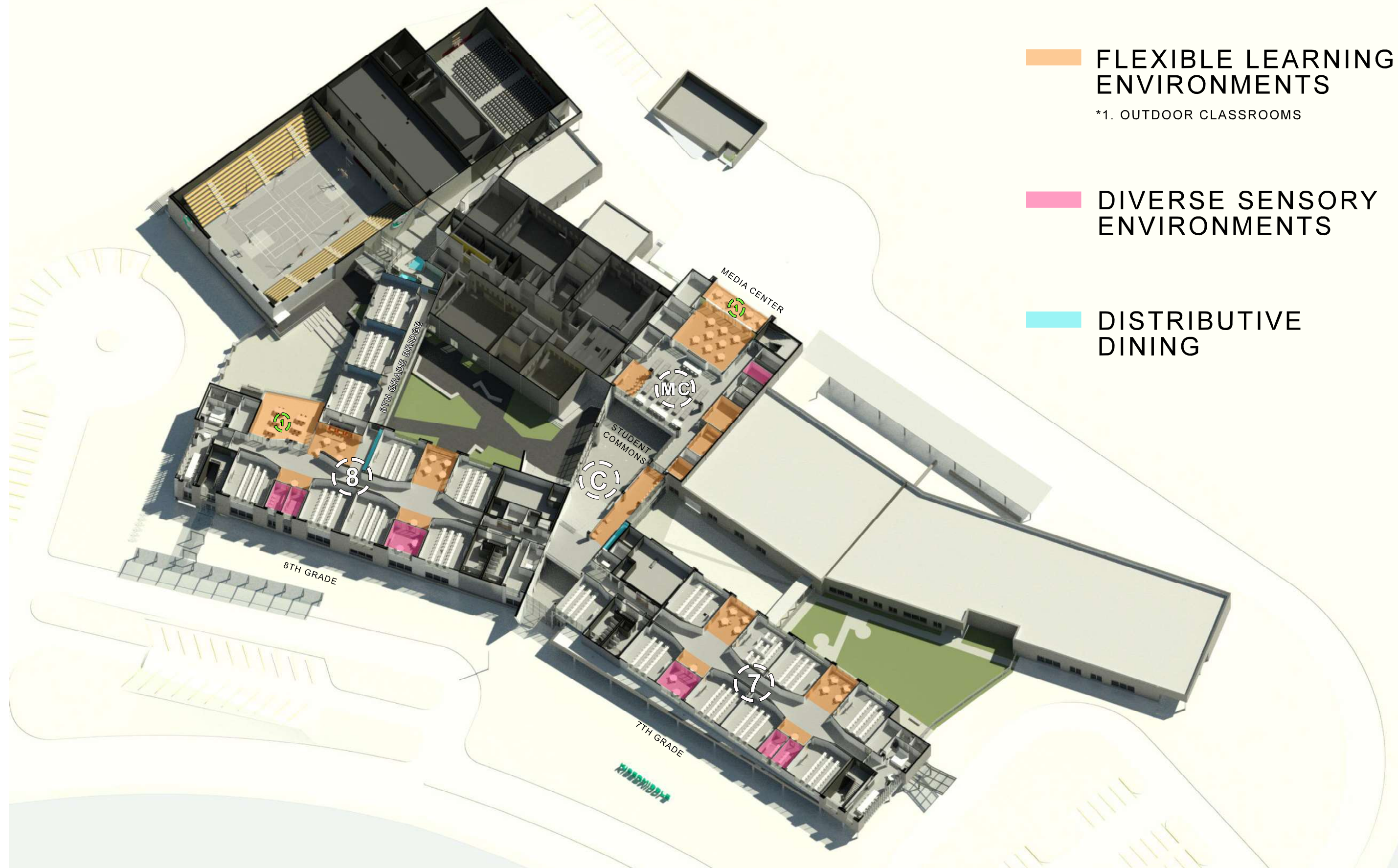


# Flexible Learning Environments:

- 1. Varied Instructional Opportunities
- 2. Multipurpose Spaces (Learning & Dining / Specialized & General / School & Community)
- 3. Increased Inclusion that Supports All Students Success





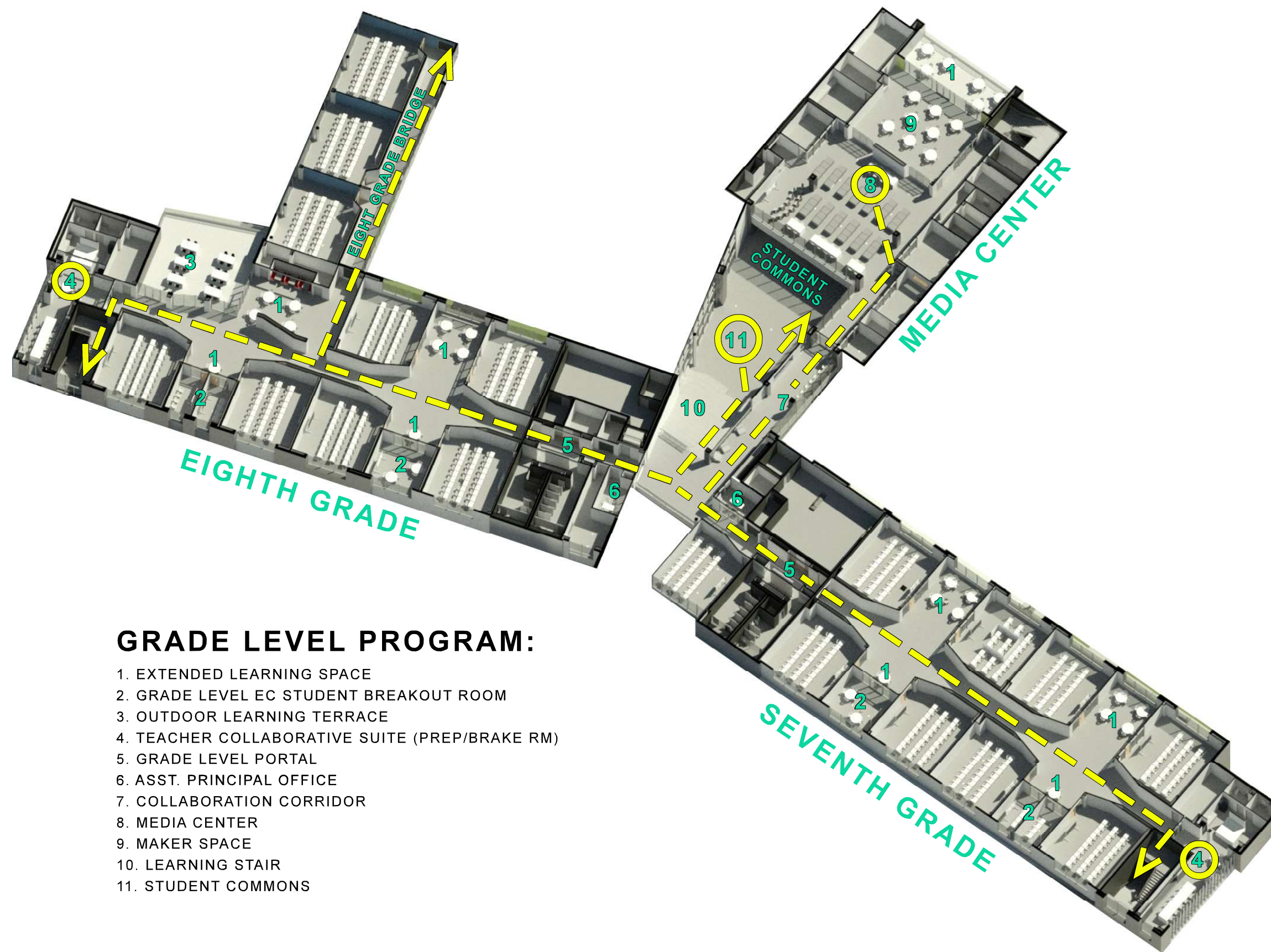


**FLEXIBLE LEARNING ENVIRONMENTS**

\*1. OUTDOOR CLASSROOMS

**DIVERSE SENSORY ENVIRONMENTS**

**DISTRIBUTIVE DINING**



**GRADE LEVEL PROGRAM:**

- 1. EXTENDED LEARNING SPACE
- 2. GRADE LEVEL EC STUDENT BREAKOUT ROOM
- 3. OUTDOOR LEARNING TERRACE
- 4. TEACHER COLLABORATIVE SUITE (PREP/BRAKE RM)
- 5. GRADE LEVEL PORTAL
- 6. ASST. PRINCIPAL OFFICE
- 7. COLLABORATION CORRIDOR
- 8. MEDIA CENTER
- 9. MAKER SPACE
- 10. LEARNING STAIR
- 11. STUDENT COMMONS



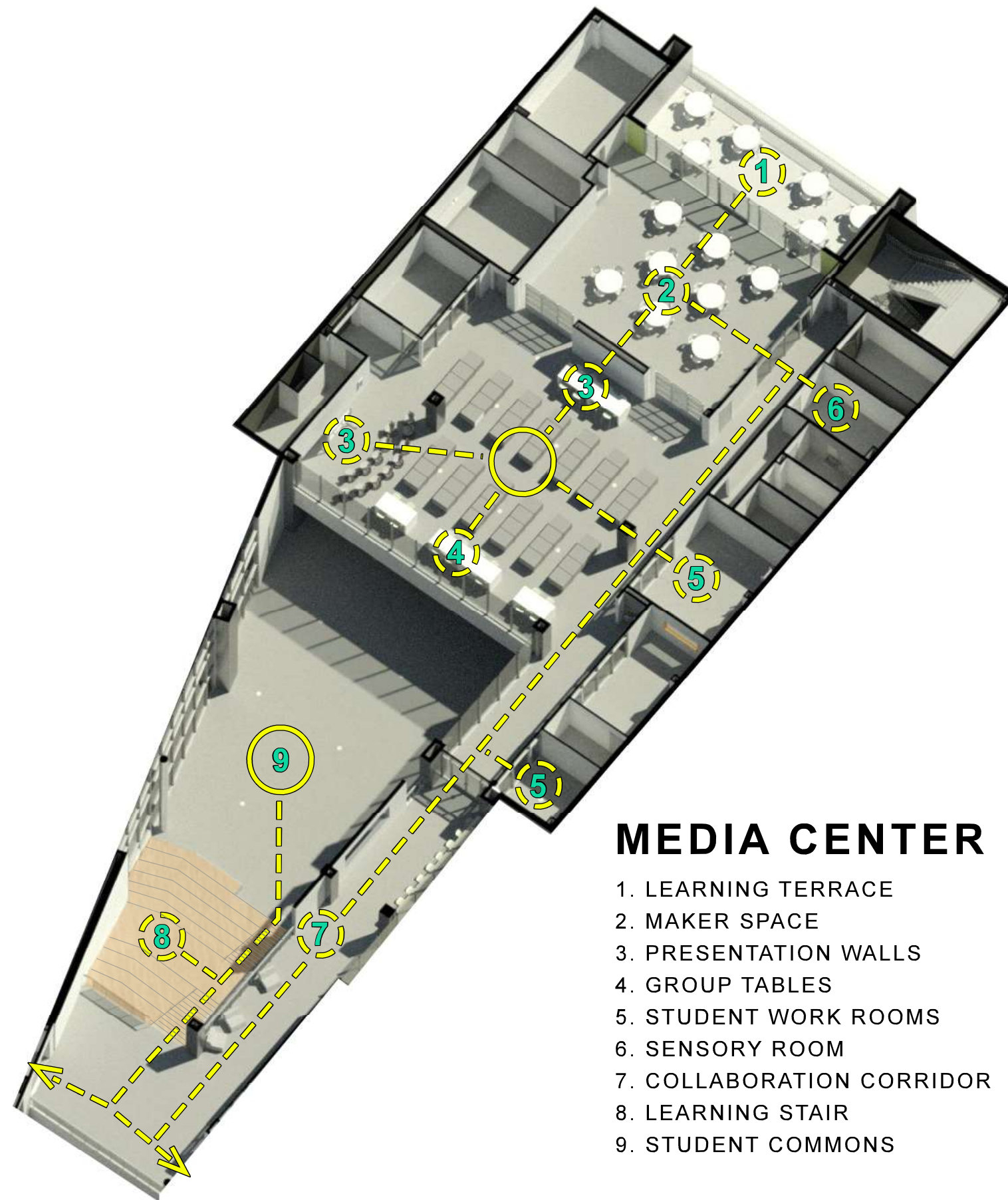
EXTENDED LEARNING SPACE  
(BETWEEN TWO CLASSROOMS)



EXTENDED LEARNING SPACE  
(OFF 8TH GRADE TEACHING TERRACE)



8TH GRADE TEACHING TERRACE  
(LOOKING OVER AMPHITHEATER)



## MEDIA CENTER

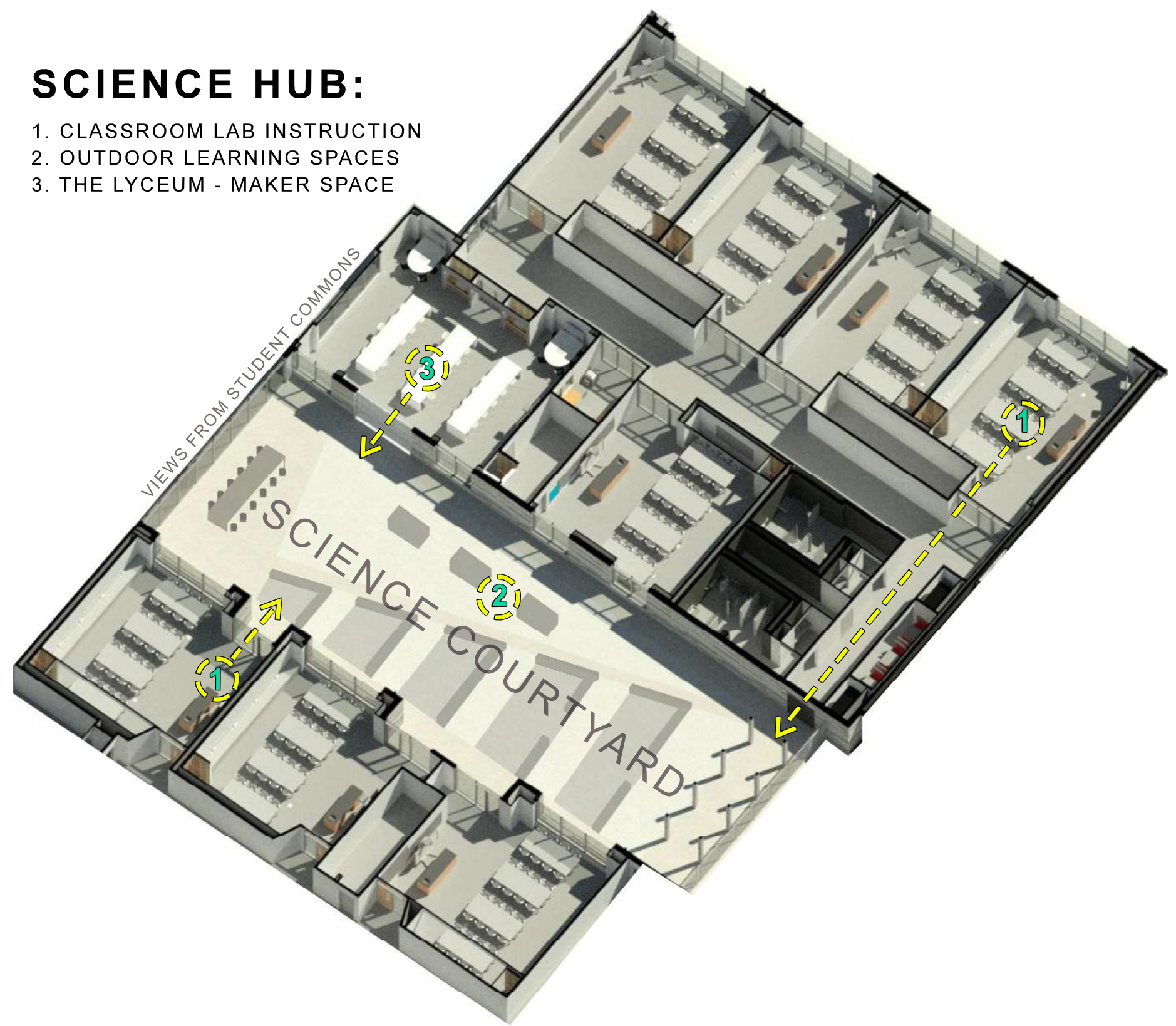
- 1. LEARNING TERRACE
- 2. MAKER SPACE
- 3. PRESENTATION WALLS
- 4. GROUP TABLES
- 5. STUDENT WORK ROOMS
- 6. SENSORY ROOM
- 7. COLLABORATION CORRIDOR
- 8. LEARNING STAIR
- 9. STUDENT COMMONS



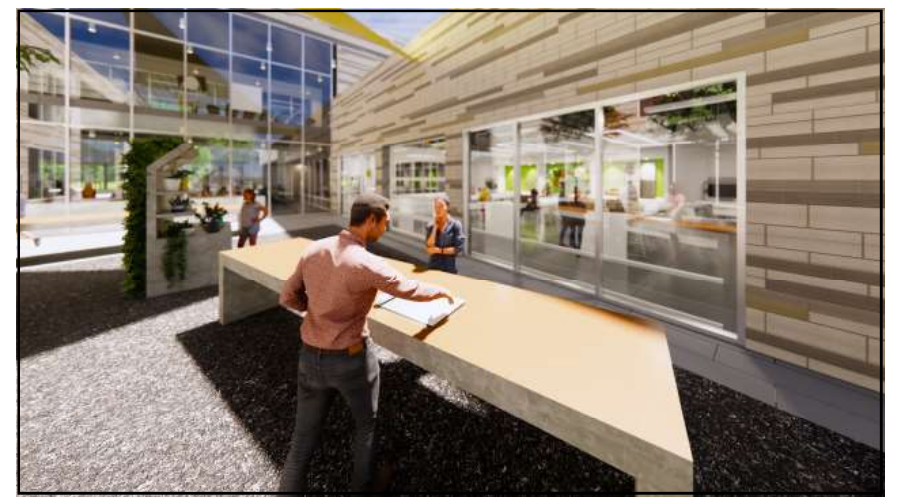
MAKER SPACE & LEARNING TERRACE

# SCIENCE HUB:

- 1. CLASSROOM LAB INSTRUCTION
- 2. OUTDOOR LEARNING SPACES
- 3. THE LYCEUM - MAKER SPACE



THE LYCEUM - SCIENCE MAKER SPACE



SCIENCE COURTYARD

# Distributive Dining:

“A term for taking the food to the students rather than having them come to a central location, such as a cafeteria for their meals.”

(White, L. (2021, July). School Foodservice Faces New Realities. Foodservice Equipment & Supplies Magazine, <https://fesmag.com/>)

“When it comes to food service of the future, thinking outside of the box and understanding how kids today eat and what they want to eat will be the name of the game.”

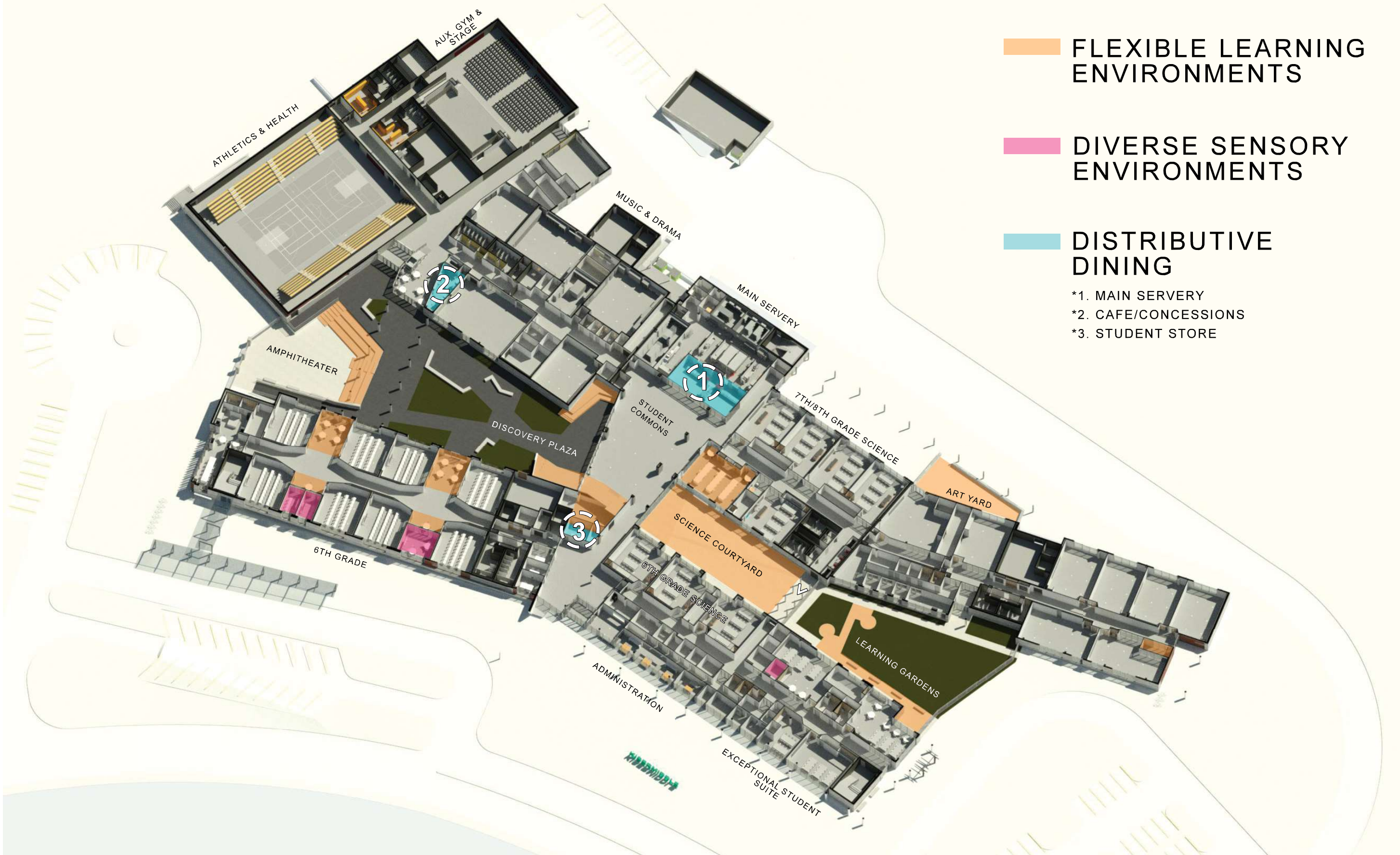
(Levin, A. (2022, July). K-12 School Foodservice. Foodservice Equipment & Supplies Magazine, <https://fesmag.com/>)

## Factors to Consider:

- Reduced bullying opportunities
- Minimize disruptions
- Increase food choices
- Inclusive environment for specific dietary needs
- Safe outdoor spaces





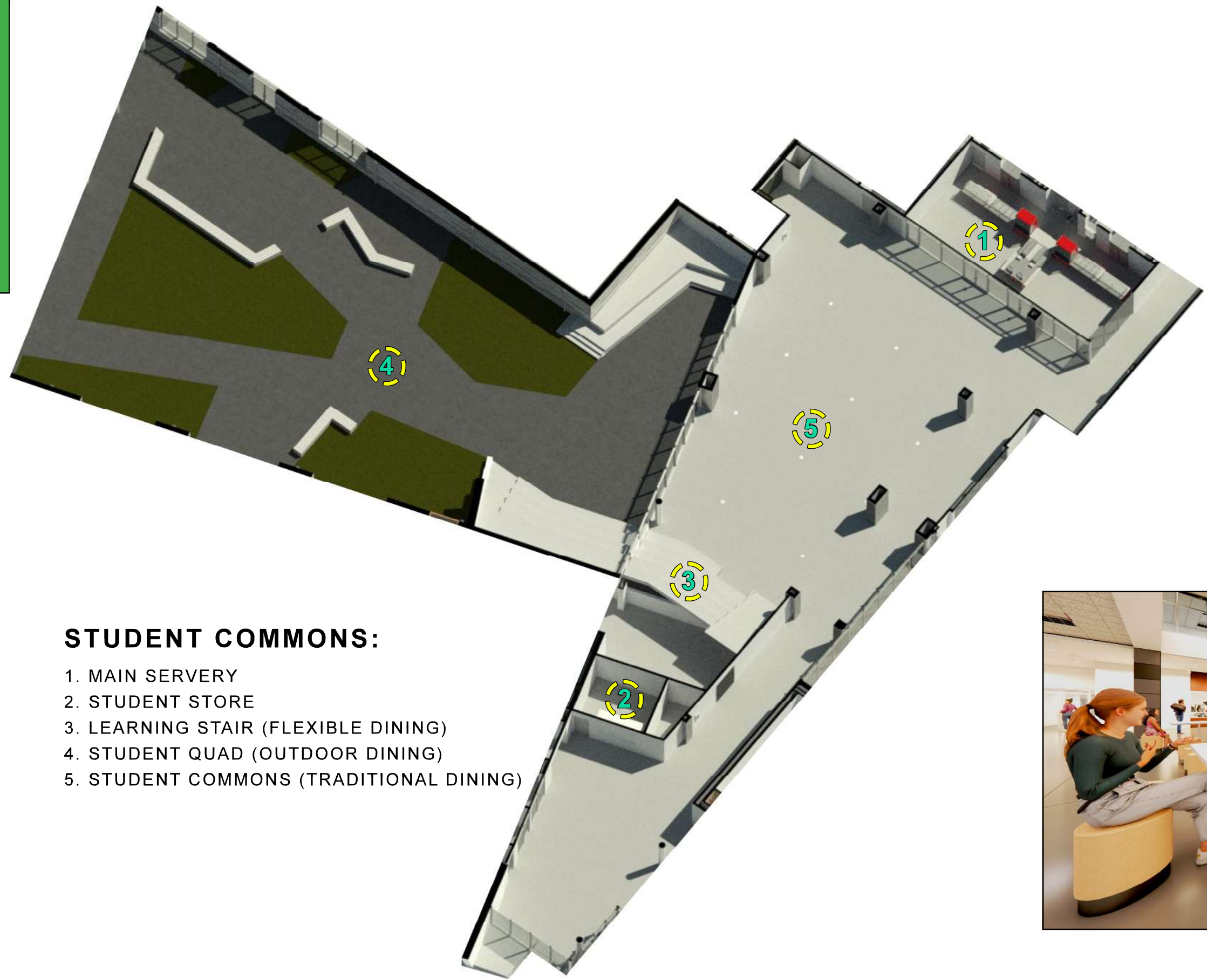


 FLEXIBLE LEARNING ENVIRONMENTS

 DIVERSE SENSORY ENVIRONMENTS

 DISTRIBUTIVE DINING

- \*1. MAIN SERVERY
- \*2. CAFE/CONCESSIONS
- \*3. STUDENT STORE



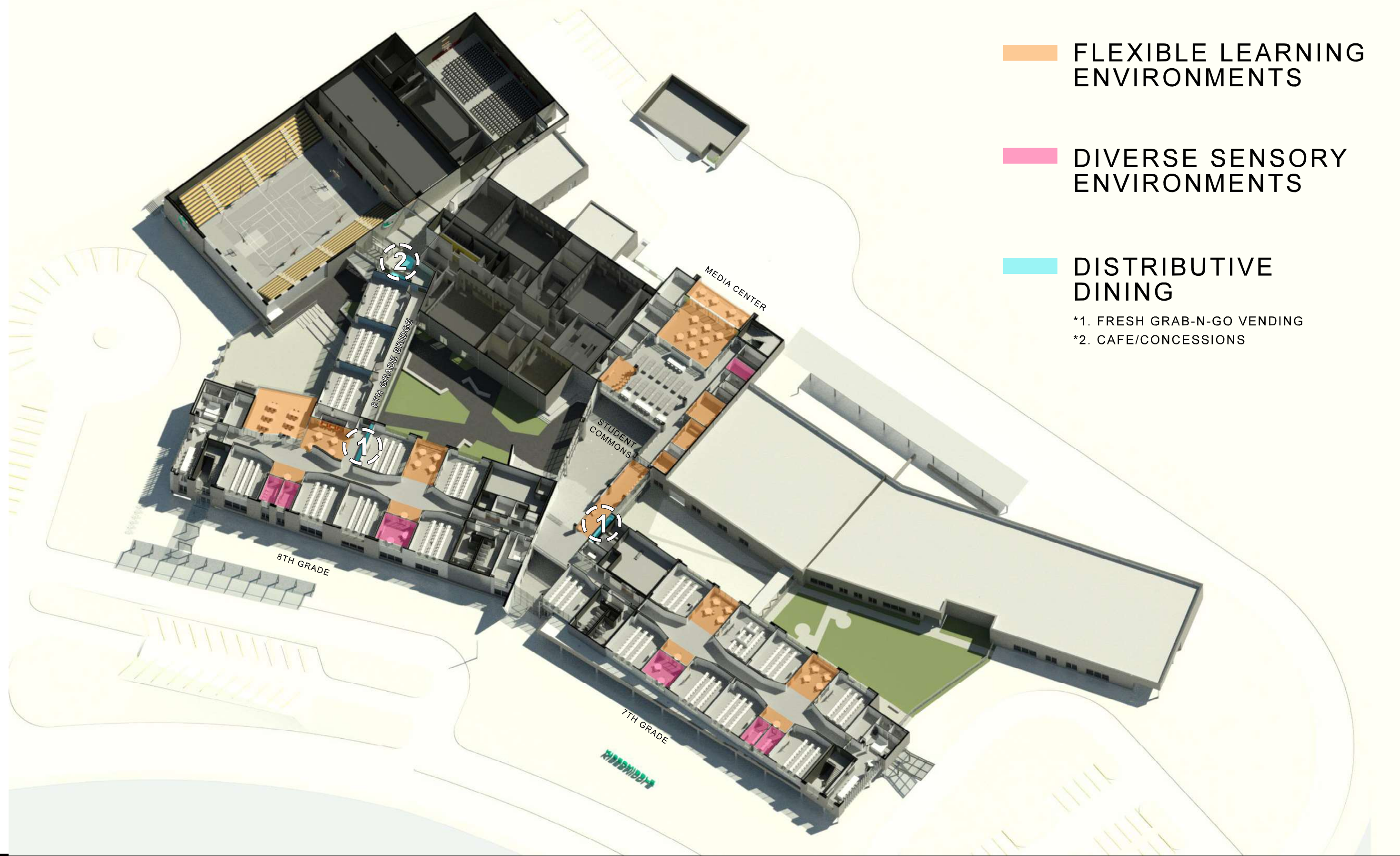
OUTDOOR LEARNING CLASSROOM AT STUDENT QUAD

**STUDENT COMMONS:**

- 1. MAIN SERVERY
- 2. STUDENT STORE
- 3. LEARNING STAIR (FLEXIBLE DINING)
- 4. STUDENT QUAD (OUTDOOR DINING)
- 5. STUDENT COMMONS (TRADITIONAL DINING)



STUDENT COMMONS | LEARNING STAIR



■ FLEXIBLE LEARNING ENVIRONMENTS

■ DIVERSE SENSORY ENVIRONMENTS

■ DISTRIBUTIVE DINING

\*1. FRESH GRAB-N-GO VENDING

\*2. CAFE/CONCESSIONS

# Diverse Sensory Environments | Tailored Spaces



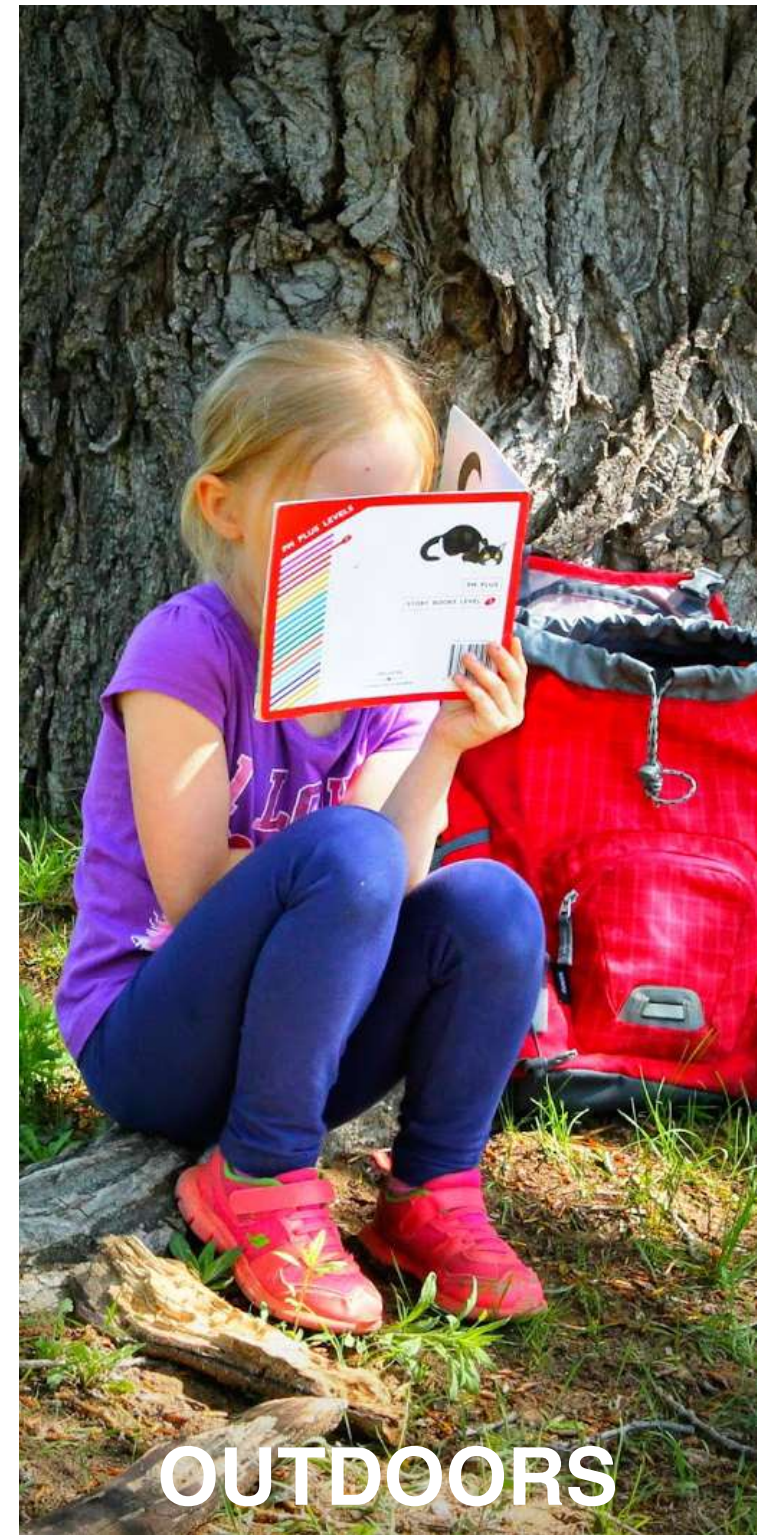
**SOUND**



**VISUAL**



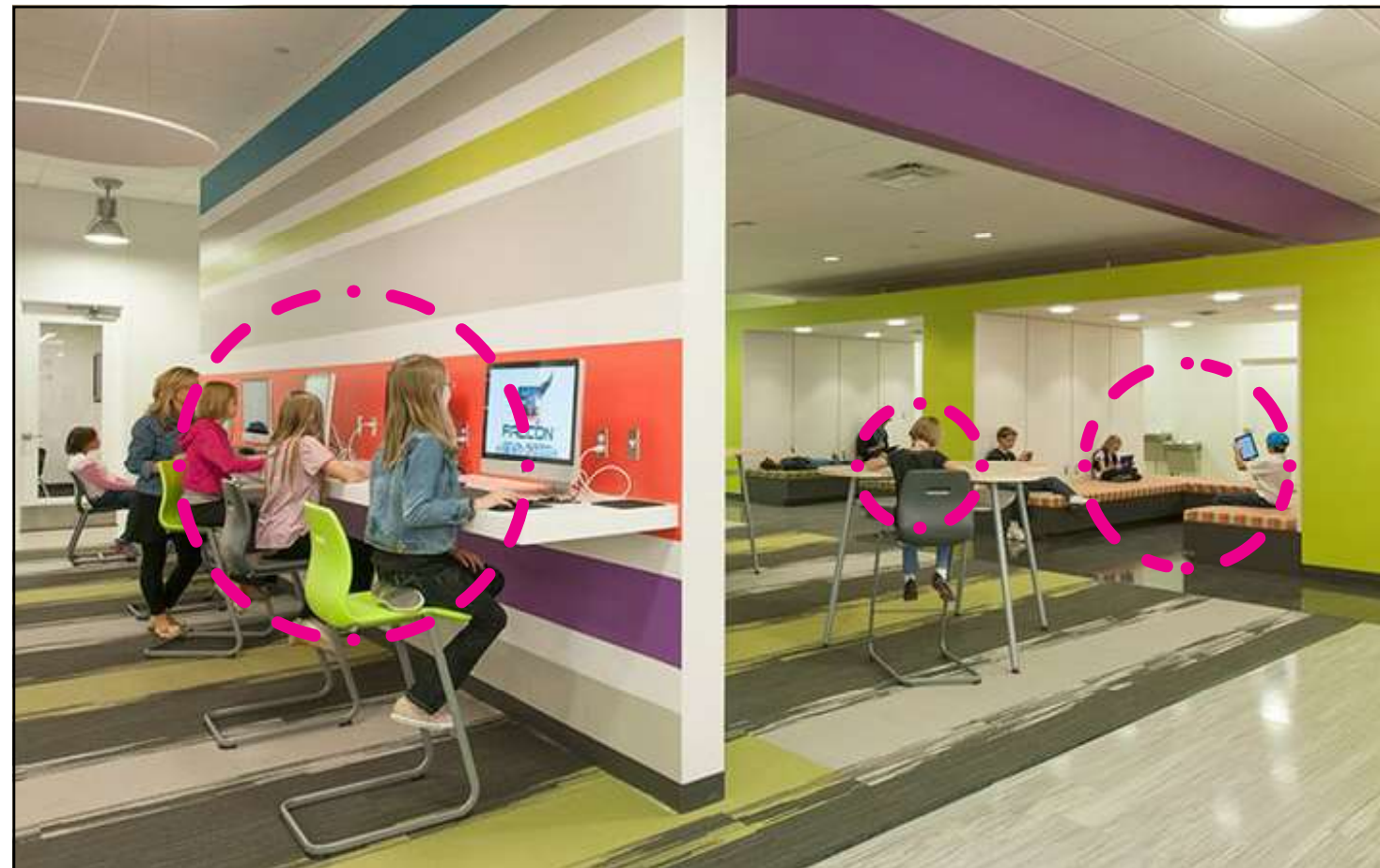
**MOVEMENT**

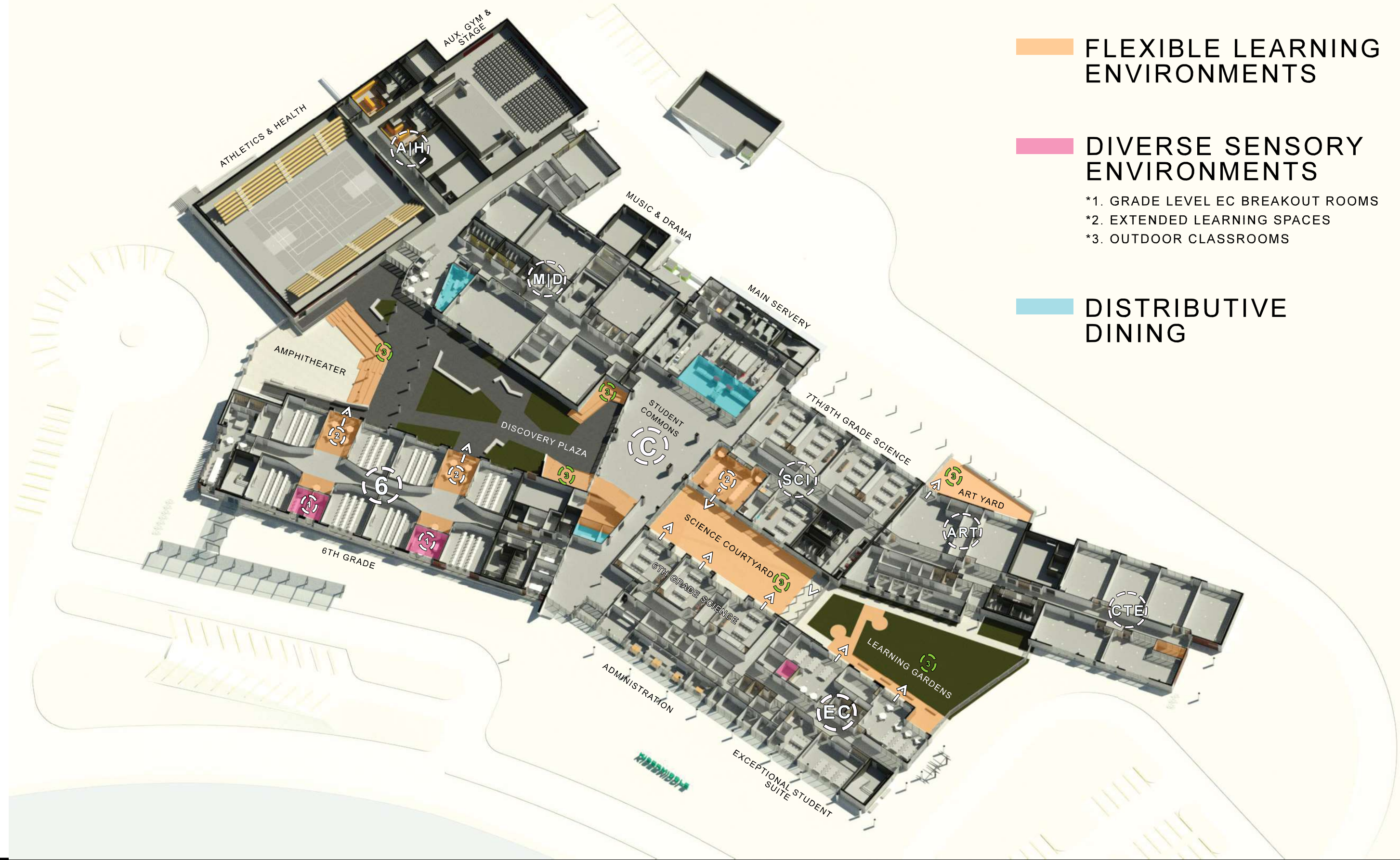


**OUTDOORS**

# Diverse Sensory Environments:

By doing better design, we must think about what sensory management is possible with the spaces that we provide in our schools for learning. **SOUND | VISUAL | MOVEMENT | OUTDOORS** How easy students and teachers can access these spaces is critical to the level of support and success that diverse sensory environments will have for all students.



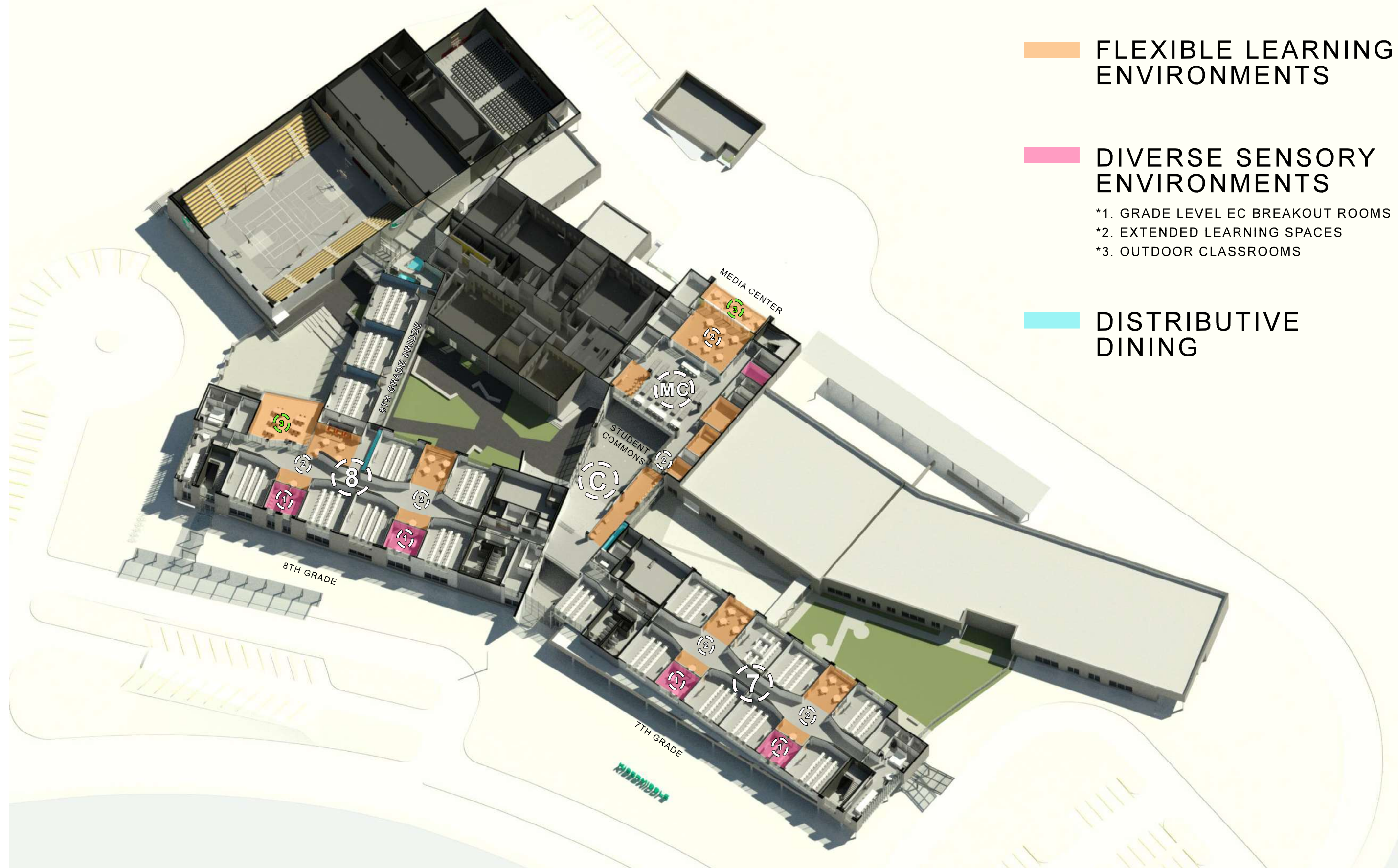


**FLEXIBLE LEARNING ENVIRONMENTS**

**DIVERSE SENSORY ENVIRONMENTS**

- \*1. GRADE LEVEL EC BREAKOUT ROOMS
- \*2. EXTENDED LEARNING SPACES
- \*3. OUTDOOR CLASSROOMS

**DISTRIBUTIVE DINING**



**FLEXIBLE LEARNING ENVIRONMENTS**

**DIVERSE SENSORY ENVIRONMENTS**

- \*1. GRADE LEVEL EC BREAKOUT ROOMS
- \*2. EXTENDED LEARNING SPACES
- \*3. OUTDOOR CLASSROOMS

**DISTRIBUTIVE DINING**





# SCHOOL THOUGHTS:

*Now and Tomorrow, Static to Dynamic*

## **SCHOOLS**

*From static enclosures to dynamic enablers connecting teacher, student, community and world in real time.*

## **TEACHER**

*From static lecturer to conductor of dynamic learning processes. Processes are adapted to needs by flexible teaching techniques.*

## **THE 21ST CENTURY**

*Will abandon static, one-directional, delivery and engage in meaningful, two-way, discourse.*

## **LEARNER**

*Should be compelled versus forced to learn.*

## **STUDENT AS NOMAD**

*Walls matter less and less as access to information surrounds us on a constant basis no matter our location.*

## **FLEXIBLE FACILITIES**

*Schools support students and the community, quiet meditation and group study, orchestrated presentations, or gregarious demonstrations. 24/7 access for different populations, indoor and outdoor gathering.*

## **TECHNOLOGY**

*Constant connectivity accesses universal knowledge for any individual. Locals see the world, building management systems are displayed for students to see real time to better understand the organism they are in. Assignments and materials are passed electronically and paper use really does decline.*

## **OFF THE GRID**

*Sustainable techniques are displayed as teaching tools. Bio swales, wet lands, pocket parks, reuse of land, natural water cleansing, reuse of grey water, power consumption per building wing, water consumption per wing are all displayed via kiosks, screens, site billboards and boardwalks. Ultimate goal is to be off the grid.*

## **STUDENT ENGAGEMENT**

*Students are presented with a dynamic environment of choices versus acting as static recipients. They are compelled to learn by being drawn into an engaging set of processes.*

## **SPECIFICS**

*Reading Loft, delete desk & chair for balance ball and group tables, furniture on wheels, Teaching Studios, Outdoor Learning Terrace, schools without corridors.*



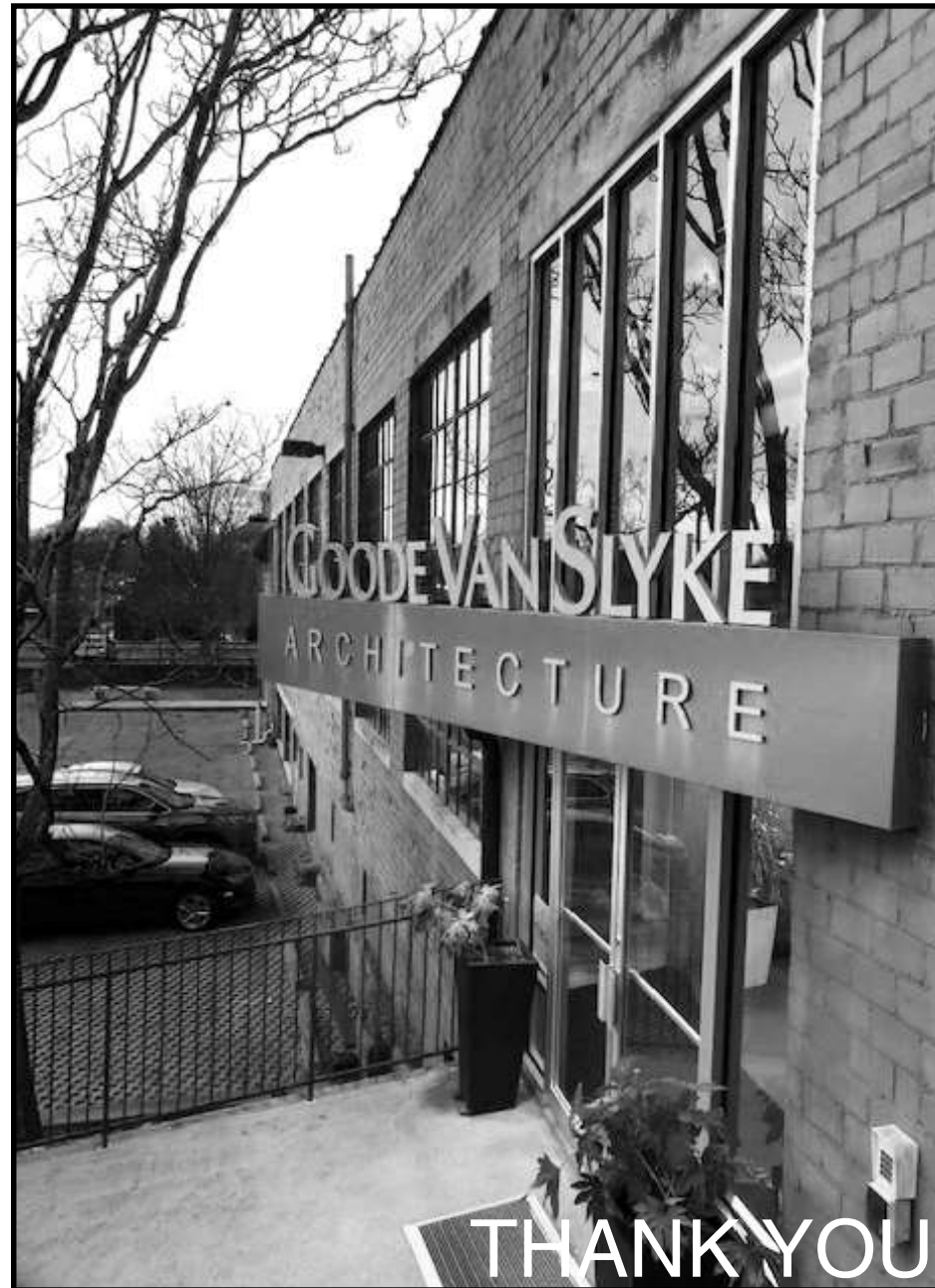
# REPORT CARD

- How does your facility **engage student learning**?
- How does your facility **reinforce collaboration**?
- Are your **spaces flexible**? Are they **recoverable**?
- How does your facility **encourage exploration**?
- Do your spaces **enable the student to teach**?
- Can your **facility and or its components teach**?
- What aspects of your facility encourage and teach **sustainability, green concepts** and or environmental issues?
- How is **technology** embedded into the facility and how is this **relevant? Integrated? Interactive? Inspiring?**
- How does your facility **empower staff** to maximize a customized learning environment?
- Does the learning environment **maximize flexibility? Collaboration? Engagement?**
- Does your facility utilize interior and exterior **commons spaces** and do these spaces maximize student learning? Are they offsets of the corridors or part of the corridors?



Our goal is for schools to be safe, inviting, and engaging. We want to know that our learning environments are spaces that foster exploration and collaboration. We must design schools that allow for self directed movement, that are flexible, embrace multiple learning styles and answer these questions about future programming norms, now.





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[www.gvsa.com](http://www.gvsa.com)

