Casa Maison: A Charrette-based Approach to Flexible Learning Environments at Cherry Park ES of Language Immersion and Sullivan IB Middle School
Learning Objectives

• Describe a charrette process that engages and empowers all stakeholders to quickly identify and prioritize critical issues of an opportunity, culminating with a mission statement for the opportunity moving forward.

• Define strategies for flexible learning environments

• Case Study: Cherry Park ES K-3rd grade addition, 4th - 8th grade renovation, on the site of Sullivan Middle School, forming a LEED K-8 Language Immersion campus

• Flexible Learning Environments and Security: Identify how these two ideas merge at the Cherry Park ES School of Language Immersion
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Charrette Process

By definition, a design charrette, is an intense period of a design or planning activity

1 – Establish the team
Cross section of decision makers, users, designers
District Administrators, Facilities Staff, School Administrators, Teachers, Students, Parents, Community Members, Architects, Engineers, Program Managers, Contractors

2 – Identify the charge
Clearly define the scope and parameters of the problem

3 – Identify and analyze the issues
Discuss and prioritize the #1 challenge, #1 opportunity, activities required, types of spaces, furniture and equipment required. Analyze key concepts. Present ideas.

4 – Establish the mission statement
Identify program mission from the issue priorities members

5 – Document / Present back to the team
Presentation and written report.
2 - RHSD Charge

CURRENT SITUATION:

Sullivan IBMS

- Spanish Trad’nl Richmond Drive ES
- Spanish Trad’nl Ebinport ES
- French Trad’nl Rosewood ES
2 - RHSD Charge

OPTION 1:

New Language Immersion ES

Sullivan LI/IB MS

OPTION 2:

“The Sullivan Language Academy”
3 – Identify the Issues

The Charrette began with an issue session designed to discuss and prioritize the language immersion programs’ #1 challenge, #1 opportunity, activities required, types of spaces, furniture and equipment required, as well as a priority list to help support the program mission. Note cards were used to quickly identify the comments received from the committee.
3 - Identify the Issues
3 – Issue Analysis

Example

- Separate ES on dedicated site
- Separate ES on Sullivan MS site
- Integrated K-8 vs. connected ES/MS

Separate Elementary and Middle Grades – community issue
3 - Issue Analysis

Examples

- Language Immersion 50/50 teaching model: Unique architectural ‘opportunities’
- 3 pairs of rooms / grade: small rooms between pair facilitates collaboration, flow, supervision
- ‘Casa Maison’ – multi use collaboration
- ‘Salons’ – teacher centers +
3 - Team Presentations
4 – Mission Statement

• The best definition of the Rock Hill Schools’ Language Immersion Academy is a facility . . . .
  – that is nationally renowned for developing bilingual, biliterate and bicultural students whose global skills are applied inside and outside the walls of the school.
  – which supports expanding communication skills and connections to the world community.
  – that is focused on supporting academic achievement and language development of all students through effective collaboration and targeted interventions.
  – That fosters strong partnerships with our local agencies, universities, businesses, volunteers, and families resulting in authentic experiences and service opportunities for our school community.
Rock Hill School District

Language Immersion Charrette Summary

This document summarizes the results of the design charrette conducted January 28th and February 2nd, 2016.

Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
<th>Lead</th>
</tr>
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<tbody>
<tr>
<td>5:30 - 5:40</td>
<td>Welcome and Admin Remarks</td>
<td>Brian Vaughan</td>
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<tr>
<td>5:40 - 5:45</td>
<td>Enrollment Projection</td>
<td>Rich Melzer</td>
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<td></td>
<td>- The Growth of the Program</td>
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<td>5:45 - 5:50</td>
<td>Resource Issues: Funds Available</td>
<td>Brian Vaughan</td>
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<td>6:00 - 6:45</td>
<td>Review of Charrette Report</td>
<td>Moseley Architects</td>
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<tr>
<td>6:45 - 7:05</td>
<td>Review Options and Costs</td>
<td>Moseley Architects</td>
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<td></td>
<td>- Concept Pro / Con Exercise</td>
<td>Bill Klein / Dr.</td>
</tr>
<tr>
<td>7:05 - 7:15</td>
<td>Resource Issues: Schedule</td>
<td>Bill Klein</td>
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<td></td>
<td>- Way Ahead (Charrette Continuity)</td>
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<tr>
<td>7:15 - 7:20</td>
<td>Closing Remarks: Moving Forward</td>
<td>Dr. Pew</td>
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</tbody>
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Cultivating Collaboration with Flexible Learning Neighborhoods
LEARNING ENVIRONMENTS FOR TOMORROW
NEXT PRACTICES FOR EDUCATORS & ARCHITECTS

What is collaboration?

Dimensions
- Task interdependency \textit{what}
- Coherent group composition \textit{who}
- Group process \textit{how}
- Collective commitments \textit{why}

COMMUNICATION
COORDINATION
COOPERATION
COLLABORATION
Photos of the five areas at CP
The Flexible Learning Environment:

• What it is –
  – Collaborative & Co-Creative... For students & teachers
  – Learning process-focused, teacher-driven
  – Technology-centric, furnishings enabled

• What it isn’t –
  – Open space for its own sake...
  – “The Piedmont Project” of the ’70’s
The Wizard of Flex...

• It’s (really) about the journey... *(incremental change works best.)*
• Some are afraid to go; some don’t have the heart; some are a little TOO flexible... *(only the team can get there...)*
• It’s all about Dorothy... *(you can’t drag the teacher!)*
• The yellow brick road is shiny, but its only a road... *(technology and nice spaces are just the tools...)*
• ... You always had the power to go “21st century”... you just had to find out for yourself!
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Rock Hill Schools
York County District Three

Moseley Architects
Cherry Park ES of Language Immersion

Site Plan
Existing Site
Site Plan
Cherry Park ES of Language Immersion

Floor Plans
Overall Lower Level Plan
Overall Main Level Plan
Overall Upper Level Plan
Addition Lower and Main Level Plan
Existing Main and Upper Level Plan
Existing Upper Level Plan
Cherry Park ES of Language Immersion

Exterior Design
Option 4A
Option 4A
Option 4A
Cherry Park ES of Language Immersion

Renderings
View from the Northeast – Along Dave Lyle Blvd.
Caswell Street View
View from the West
Cherry Park ES of Language Immersion

Photos
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Flexible Learning Environments & Security

“classroom without walls”
Daylighting – windows
Concurrent activities
Outdoor classrooms
Online all the time
Sustainable materials

CPTED – Access Control
Lockdown protocol
Line-of-sight
“bulletproof”
Codes, codes... Codes?
Active Shooter
RHSD3 Security “code”

- Integrated, online access control system and visitor management
- Full PIR/low light video/audio surveillance system
- All electronic locks
- Strategic fencing
- Resistant glazing
- Clerestory & transom-based daylighting.
- Security “synergy” of the K-8 campus: SRO, common systems...
- A/D/D assisted lockdown strategy with extra “safe rooms” provided
- Team-based training regimen
preguntas?

New Language Immersion Academy at Sullivan Middle School