

WELCOME TO YOUR NEW SCHOOL!

**TEMPLETON
ELEMENTARY
SCHOOL**



ACKNOWLEDGMENTS

THE TEMPLETON DESIGN TEAM:

Donovan Cutsforth
Felicia Mason
Lauri Barry
Leah Maarefi
Marcy Watts
Michael Montoya
Nicole A Smith
Rachel Greenough
Sheri Cach
Susan Davers
Susan Stark
Travis Doughty
Vickie Nasman

SPECIAL THANKS TO THE LEADERSHIP:

Carrie Ferguson - Principal, Templeton Elementary
Ernie Brown - Former Superintendent, Tigard-Tualatin
School District

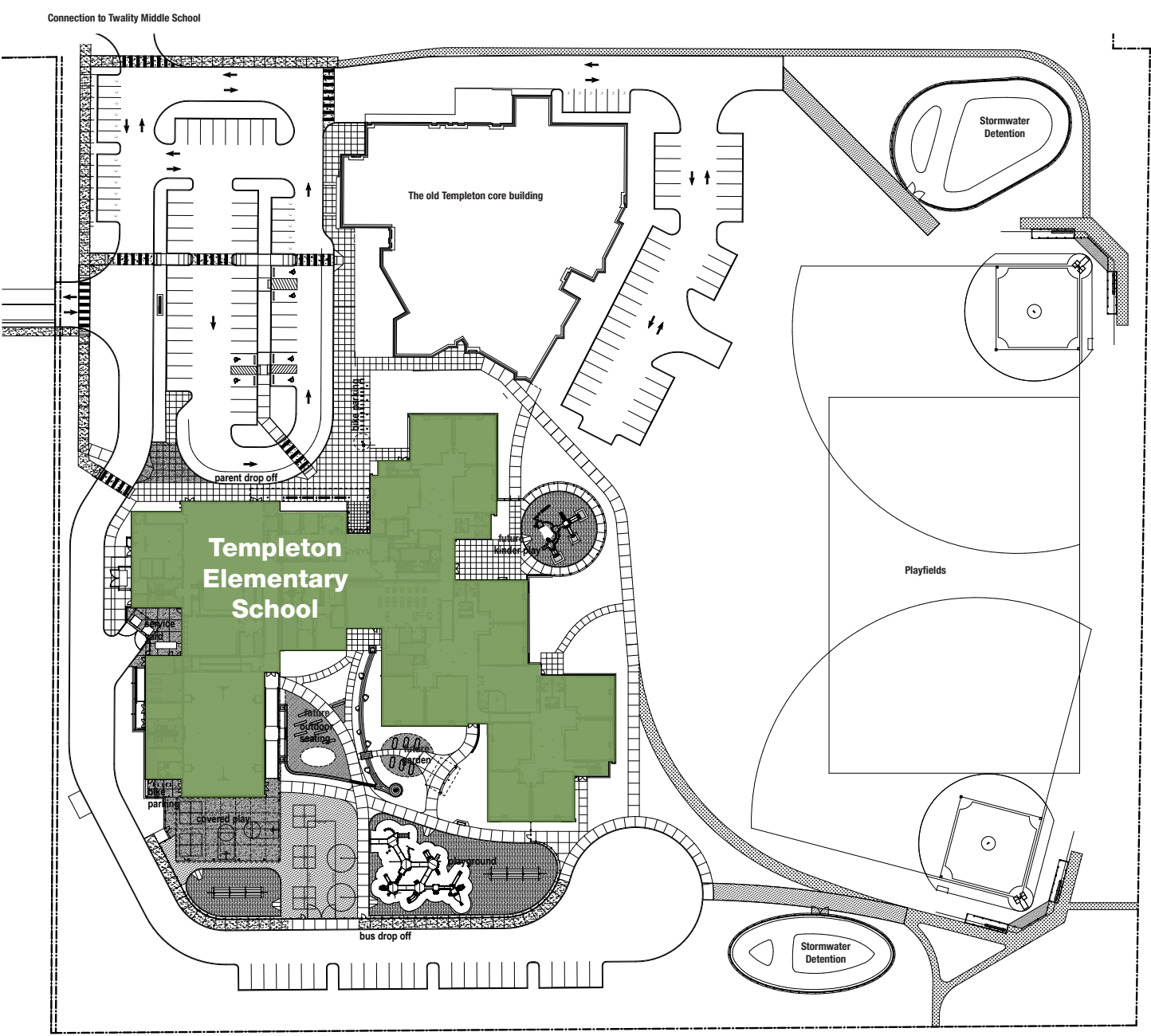
PROFESSIONAL SERVICES PROVIDED BY:

Rebecca Stuecker - IBI Group Architects, Inc.
Angela Caffrey - Day CPM Project Management
Tim McCullaugh - Triplett Wellman Inc. General Contractors

THANK YOU!



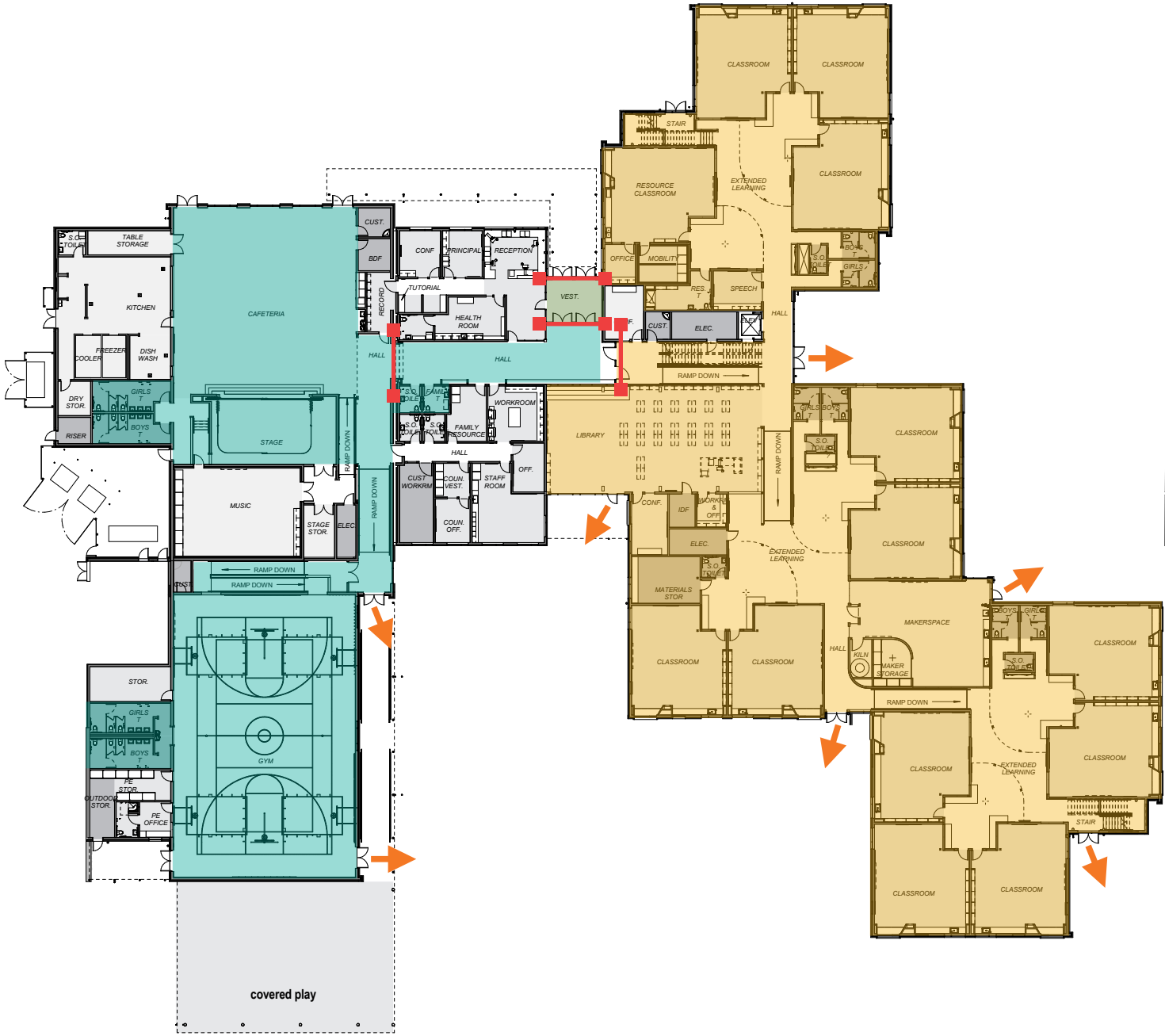
SITE PLAN



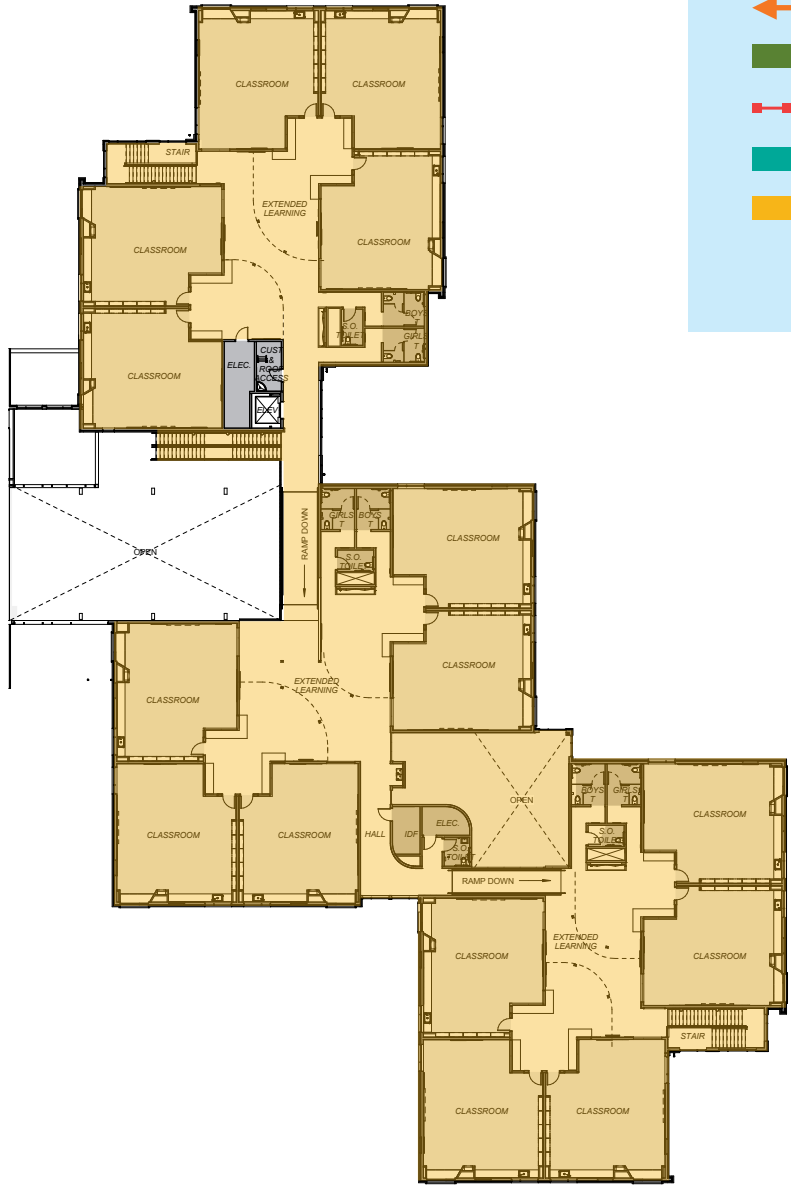
SITE PLAN

December 2017 site plan. During bidding and construction some design elements may have changed and are not reflected in this site plan.

FLOOR PLAN



FIRST FLOOR PLAN



SECOND FLOOR PLAN

Legend

- Access to outdoor learning and play
- Main entry secure vestibule
- Control points
- Zone for public evening access
- Zone for private classroom neighborhoods

December 2017 floor plans. During bidding and construction some design elements may have changed and are not reflected in these floor plans.

CLASSROOM NEIGHBORHOOD



Legend

- Built-in storage
- Teaching walls (markerboards and screens)
- Circulation zone
- Extended learning area
- Classroom zone
- Individual private nooks

DIFFERENTIATED LEARNING AREAS: CHANGES IN SCALE AND OWNERSHIP



DESIGN ELEMENTS

Access to outdoor learning and play

Meaningful connections to the outdoor environment provide numerous benefits to our wellbeing (see reference 1 and 2). Templeton's building is designed to create an internal learning courtyard that is embraced by the gymnasium and classroom wing. This area, along with the space just outside the makerspace lab, is meant to provide zones for future teaching and learning environments (see site plan on page 3) while the active and louder playground areas are concentrated at the lowest point on the site.



Restroom design

Good restroom design is critical to a functional school environment. During the early design phases three things about the original Templeton school became clear: 1) There was a lack of staff and student restrooms, 2) The restrooms were not future-proofed for gender-neutral students, and 3) The restrooms made proper supervision difficult. The new school has nine (9) single-occupant stalls for staff and visitor use. Each learning neighborhood also has student restrooms with handwashing occurring outside the stall area for easy supervision from the classrooms. Student restrooms are designed to be flexible for all genders in the future. To do this, there are no urinals—each stall has a toilet, colors used for boys and girls are exactly the same, and there is a single-student stall within each restroom cluster.



Storage Solutions

Storage solutions for the new elementary school are varied. Although there is built-in storage in the classrooms, much will be provided with flexible furniture. Moveable storage in the extended learning area is shared by each classroom in that neighborhood. There is also a long-term shared storage room for teaching materials south of the library for items like science kits, textbooks, rolls of paper, and other materials that require infrequent access (see reference 5).



Teaching walls (markerboards and screens)

It was important that the design provide flexible and adaptable learning environments. As a result, there are many walls that can be used for instruction and demonstration within the classroom and extended learning areas of each neighborhood. There is one "main" teaching wall with projector screen in each room as well as a smaller markerboard/tack board on an adjacent wall of the classroom. In the extended learning area, there are several smaller "teaching" walls in which a grouped markerboard/tackboard provide a teaching zone. These groupings are located closer to the floor so that they can be used by a student or teacher sitting on a chair or stool. Each learning neighborhood also has a flat-screen TV for additional grouping and learning opportunities.



Differentiated Learning Environments

Different people learn differently (see reference 4). During the design phase it was important to create differentiated learning environments for each neighborhood. Some students may excel working as a group in a louder, brighter environment. Others may excel in introvert-friendly spaces that are quiet, small, with softer lighting. Of course, differing projects or activities also require different environments — such as group art projects versus creative writing.

The window nook is inherently the most private space, with room for only one or two individuals at a time and a lowered window sill to bring in the natural world and all of the aspects of mental and emotional wellbeing associated with it. The classroom environment can be used for traditional large group direct-instruction, but with furniture and seating options that are flexible for any number of configurations and activities. The "porch" just outside of each classroom has a desk that can hold anywhere from 1 to 4 people that have a close and visible connection to the classroom while maintaining a small amount of autonomy and acoustic privacy. The ownership of these spaces are most likely with the teacher(s) in that classroom. The small group zones in the extended learning area are meant to feel more publicly owned and shared by all classrooms within the neighborhood.

Interior windows provide transparency and implied supervision and ownership from the classrooms into the porch and small group areas of the extended learning area. This transparency is key to "activating" the space and making it feel like part of a neighborhood community while maintaining an acoustic barrier (think a street lined with storefronts v. solid brick walls). Interior windows also provide a sense of "eyes on the street" and passive observation that is critical to safety and security in modern schools (see reference 3). Lastly, Interior windows provide multiple views of the outside world and view corridors to the rest of the school as you move through the classroom wing, increasing the awareness of each student's place in the context of the larger community.



DIFFERENTIATED LEARNING AREAS: CHANGES IN SCALE AND OWNERSHIP



Zones of use: Levels of ownership in school

Main Entry Secure Vestibule

A security vestibule is a necessity in modern school environments. Doors are locked after the first bell and all visitors must check in at the reception desk before gaining entry to the rest of the school.

Control Points

There are multiple layers of control in the building — for security as well as controlling access during use after-hours.



Public Evening Access

The building is designed so that the cafeteria and gymnasium can be accessed after hours, with all other areas of the building blocked off.

Private Classroom Neighborhoods

The classroom neighborhoods, makerspace, and library have the greatest number of security layers for access. The interior window wall before the library ensures visibility from the reception desk and security in case of a lockdown or after-hours event.



REFERENCES AND RESEARCH

Evidence-based design for natural light, views, and connections to the natural world:

1. **Daylighting in Schools – An investigation into the relationship between daylighting and human performance**
<http://h-m-g.com/downloads/Daylighting/schoolc.pdf>
2. **Biophilic Design: Psychological and Physiological Health and Wellbeing**
<https://urbannext.net/biophilic-design/>

Ownership, Transparency, and the value of the built environment in crime prevention:

3. **Crime Prevention Through Environmental Design (CPTED)**
https://en.wikipedia.org/wiki/Crime_prevention_through_environmental_design

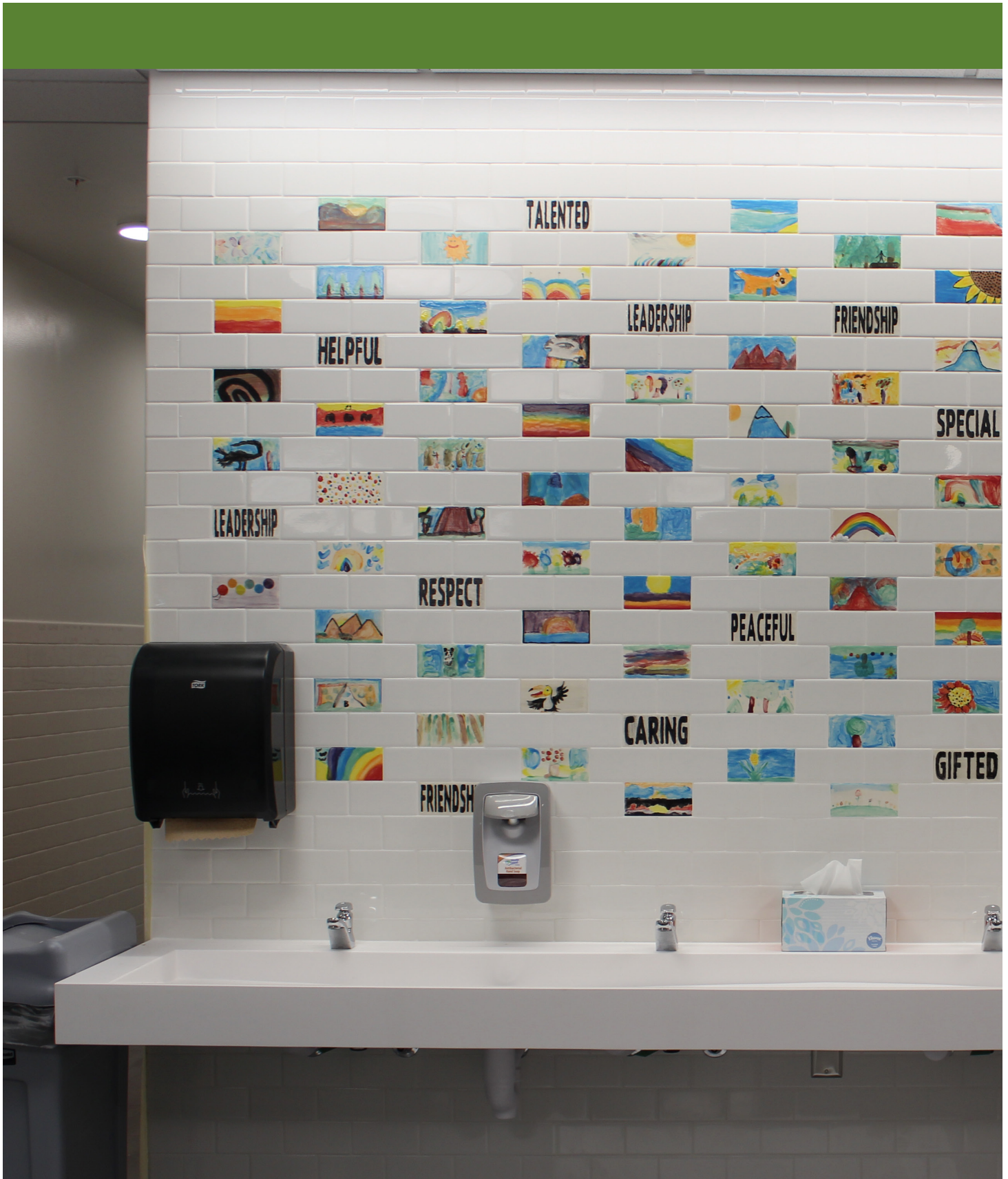
Educational Spaces for all Learners - Differentiated Learning Environments:

4. **What is Learning Styles? A brief introduction to learning styles and building excellence**
https://econ.au.dk/fileadmin/Economics_Business/Currently/Events/PhDFinance/Lauridsen_What_is_Learning_Styles_new_EN.pdf

Correlations between Classroom Design and Student Achievement:

5. **Decrease Classroom Clutter — Edutopia Article**
<https://www.edutopia.org/blog/decrease-classroom-clutter-increase-creativity-erin-klein>
6. **Dos and Don'ts of Classroom Decorations — Edutopia Article**
<https://www.edutopia.org/article/dos-and-donts-classroom-decorations>
7. **Designing Classroom to Maximize Student Achievement Article**
<https://journals.sagepub.com/doi/full/10.1177/2372732214548677>
8. **Practical Strategies to Improve Executive Function Skills — Sarah Ward**
<https://efpractice.com/>

This image shows a full page of blank, lined paper. It features approximately 28 evenly spaced horizontal grey lines across its entire surface, typical of standard notebook paper. There are no margins, text, or other markings present.



Prepared by



IBI GROUP