Brunswick High School

Educational Visioning Summary Report

September 2023

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Overview

> ❝ Today we came together to talk about our vision for Brunswick students, what it looks like from a 21st-century learning perspective, and how we can create a flexible learning environment for our kids. This involves taking what we currently do and transforming it. ❞
>
> *-Jason Niedermeyer,*
> *Brunswick City Schools Superintendent*

On September 20th, Brunswick students, parents, community members, city officials, and district staff attended an Educational Visioning Session hosted by ThenDesign Architecture at the current high school. This 4-hour session focused on collaboration and brainstorming designs for the district's new high school. Various ideas were discussed upon to enhance the educational experience for every student.

With over 80 in attendance, everyone had an active role in the design activities. The new, almost 302,000 sf, 9-12 high school will replace the existing one. It will provide a modern educational environment better positioned to cater to individual student needs and foster a culture of learning and collaboration.

In small groups, teams worked to develop a vision for the high school, prioritize goals, analyze learning environments, and explore options for space planning.

The following pages detail the output from this session and how this information will be incorporated into the design process for the project.

> ❝ We are building the high school and designing it, and finding out what things we do and do not want. I'm excited because I'm going to go to the new school. My friends should be excited because they're going to go to the school one day, and they're going to think it's super awesome. ❞
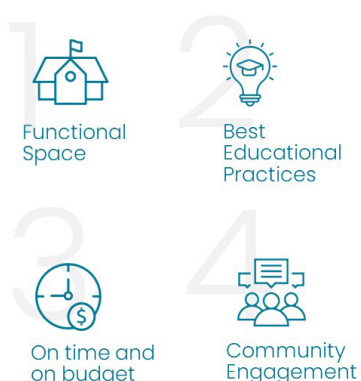>
> *-Avery*
> *Brunswick Middle School 6th Grade Student*

Project Overview

A look at the construction and design process

Scott Alleman, Project Manager, provided an overview of District Goals, Project Scope, Phases of Design, and Stakeholder Engagement Groups.

District Goals

1 Functional Space
2 Best Educational Practices
3 On time and on budget
4 Community Engagement

Brunswick City Schools
Architectural Design Services

Brunswick City Schools
Educational Visioning

PROJECT SCOPE

- Demolition of Towslee ES and Willetts MS
- Additions on Applewood and Kidder elementary schools
- New Board Offices and Maintenance Facility
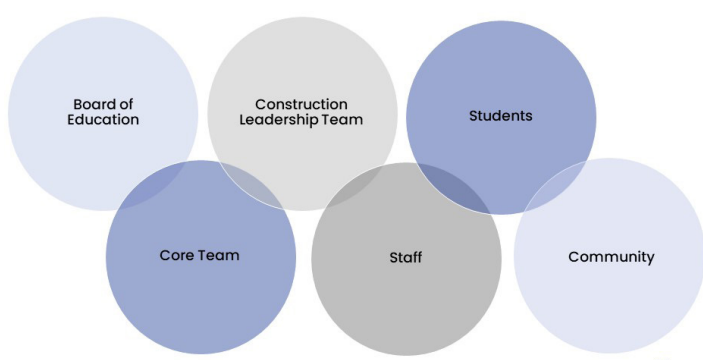- **New High School Design and construction**

tda
thendesign architecture

Phases of Design

Programming (POR)
Information gathering and understanding educational goals

Schematic Design (SD)
Big picture organization, adjacencies, quantities, placement on site utilities and other large requirements

Design Development (DD)
Apply engineering, begin to discuss what happens inside spaces (door locations, casework, equipment, fixtures, etc.)

Construction Documents (CD)
Final documents used to bid construction

Bidding and Construction
Physical construction of new buildings

Stakeholder Engagement Groups During Design

- Board of Education
- Construction Leadership Team
- Students
- Core Team
- Staff
- Community

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thendesign architecture

> "It is very important, especially in this early phase, to get as many opinions as possible to help shape this building. It helps us, as we launch the design phase, to understand everybody's wants and needs for the new Brunswick High School.

–Scott Alleman
ThenDesign Architecture, Project Manager

Where Are We Now?

A look at the current challenges at Brunswick High School.

High School Principal Keith Merrill invited attendees to work collaboratively, think critically, and problem solve throughout the visioning session in an effort to explore learning opportunities that overcome current obstacles, and devise solutions that pave the way for student success. He provided an overview of challenges at Brunswick High School. Main ideas reported include:

- Extensive commutes from class to class due to long hallways
- Lack of ADA accessibility
- Congested corridors
- Antiquated science labs
- Outdated classroom equipment

- Insufficient classroom sizes
- Lack of daylight
- Lack of flexibility within classrooms
- Obstructed views in many spaces
- Lack of modern facilities to support educational programs

> "You are essential members of this process, helping us to design what will be the future home of our kids and our community."
>
> *–Keith Merrill*
> *Brunswick High School Principal*

Where Are We Headed?

Opportunities for the new Brunswick High School

Brunswick City Schools Superintendent, Jason Niedermeyer, articulated the district's purpose and vision. The goal is clear: to prepare all students for the future through an unwavering commitment to excellence. The mission is to ensure the success of every child through a rigorous curriculum, relevant experiences, and meaningful relationships. The aim is that, through these actions, students not only excel academically but also develop a love for learning, making them well-prepared for the future as lifelong learners.

He challenged the participants to contemplate what preparing students for the future entails and what the ideal learning space looks like for achieving that goal. Whether students are heading to the military, entering the workforce, or pursuing higher education, the focus is on best equipping them for their next steps.

Recognizing the pivotal role of the environment, Mr. Niedermeyer emphasized the importance of collaboration in fostering effective communication and critical thinking skills in students. The vision includes a flexible space where teachers can exercise their creativity, working towards developing competencies for all students. The overarching goal is to create an environment that supports communication, collaboration, and ultimately, the success of every student in their journey forward.

> "You can hear the passion from the different stakeholder groups that are here representing their interests, ultimately thinking about what's in the best interest of our students. This is tremendous opportunity to learn and grow for one another, while we try to realize the next version of Brunswick High School."
>
> *–Jason Niedermeyer*
> *Brunswick City Schools Superintendent*

How Are High Schools Organized?

Case Studies: Cuyahoga Falls 6-12 School and Fremont Ross High School

Project Manager Scott Alleman shared with attendees the different types of learning environments utilized by educators in today's classrooms: Student-Centered (SCLE), Traditional (TLE) and Blended (BLE). To further explore the different learning environments, Scott shared two recently designed schools: Cuyahoga Falls 6-12 School and Fremont Ross High School.

Different Learning Environments

+ Student Centered (SCLE)
These learning environments are student/learner-centered and focus on collaborative and independent learning, critical thinking, oral and written communication, use of technology, and project-based curriculum. They provide for engagement and interaction, teamwork and learning, and concurrent interdisciplinary themes.

+ Traditional (TLE)
These learning environments are instructor-centered and provide for an instructor-led approach where the student and instructor meet in a classroom for a specific duration of time. This learning environment can and should be planned with learning spaces beyond the traditional classroom.
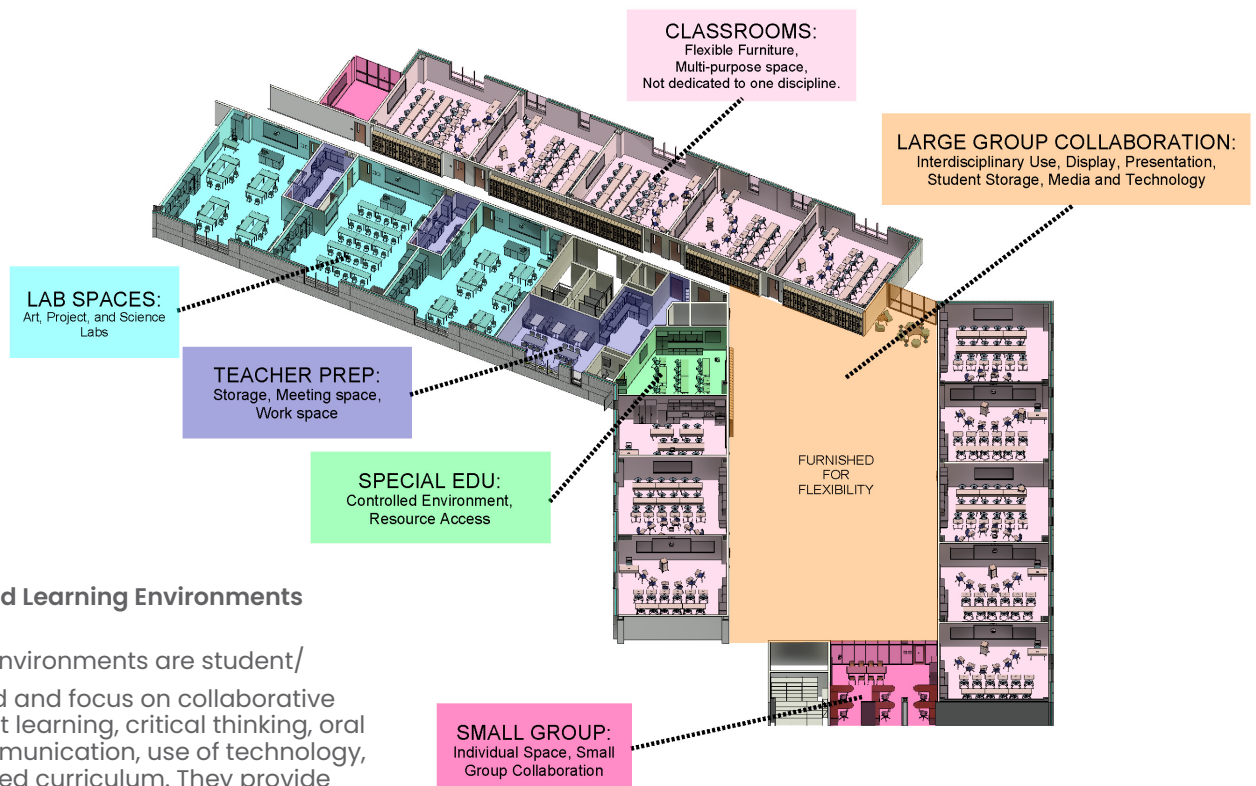
+ Blended (BLE)
These learning environments reflect and support information-based systems, which teach information gathering, analyzing data and critical thinking. They combine the effectiveness and socialization opportunities of the physical facility with the technologically enhanced active learning possibilities of the online and digital environment.

How Are High Schools Organized?

Case Study: Cuyahoga Falls 6-12 School

Cuyahoga Falls 6-12 School was designed with a student-centered philosophy, emphasizing collaboration and cross-curricular integration. Within the academic core, classrooms are centered around a large collaborative hub, fostering adaptability for small group instruction and interdisciplinary activities.

Cuyahoga Falls 6-12 School

Brunswick City Schools
Educational Visioning

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CLASSROOMS:
Flexible Furniture,
Multi-purpose space,
Not dedicated to one discipline.

LARGE GROUP COLLABORATION:
Interdisciplinary Use, Display, Presentation,
Student Storage, Media and Technology

LAB SPACES:
Art, Project, and Science Labs

TEACHER PREP:
Storage, Meeting space,
Work space

SPECIAL EDU:
Controlled Environment,
Resource Access

FURNISHED FOR FLEXIBILITY

SMALL GROUP:
Individual Space, Small
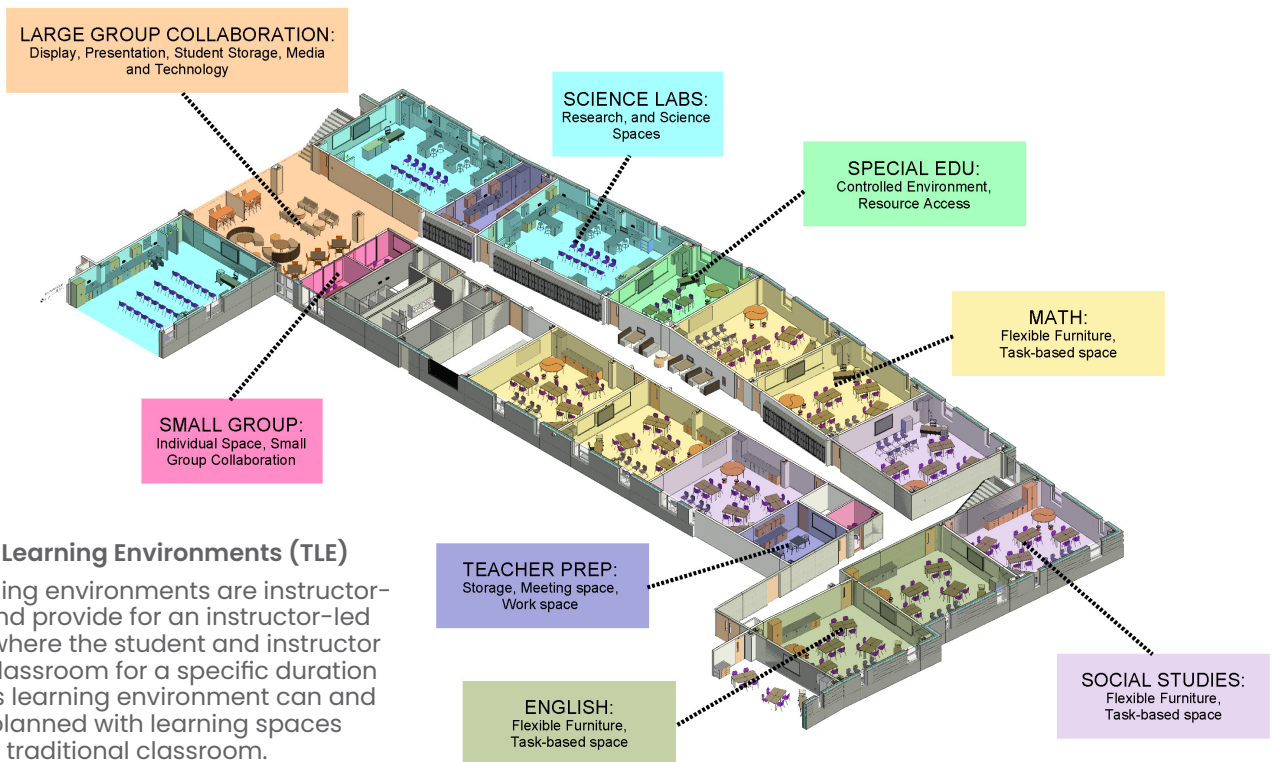Group Collaboration

Student Centered Learning Environments (SCLE)

These learning environments are student/

learner-centered and focus on collaborative and independent learning, critical thinking, oral and written communication, use of technology, and project-based curriculum. They provide for engagement and interaction, teamwork and learning, and concurrent interdisciplinary themes.

How Are High Schools Organized?

Case Study: Fremont Ross High School

Fremont Ross High School was designed with a traditional instructional focus, where the majority of teaching takes place in the classroom setting. In the academic core, classrooms are intentionally designed for versatility, catering to various instructional approaches. Aligned along a corridor, these classrooms are complemented by smaller extended learning areas, facilitating intimate settings for small group instruction and collaborative activities.

Fremont Ross High School

LARGE GROUP COLLABORATION:
Display, Presentation, Student Storage, Media and Technology

SCIENCE LABS:
Research, and Science Spaces

SPECIAL EDU:
Controlled Environment, Resource Access

MATH:
Flexible Furniture, Task-based space

SMALL GROUP:
Individual Space, Small Group Collaboration

TEACHER PREP:
Storage, Meeting space, Work space

ENGLISH:
Flexible Furniture, Task-based space

SOCIAL STUDIES:
Flexible Furniture, Task-based space
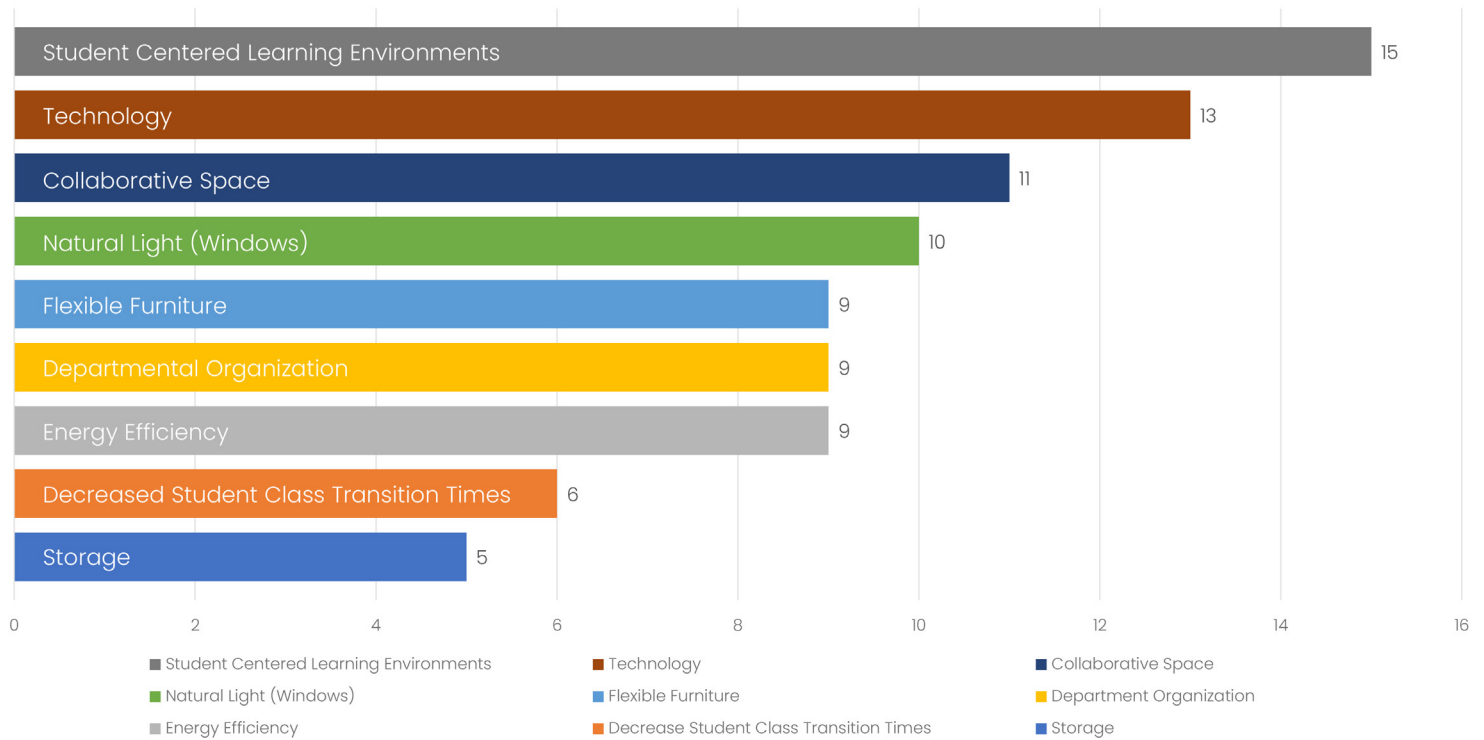
Traditional Learning Environments (TLE)

These learning environments are instructor-centered and provide for an instructor-led approach where the student and instructor meet in a classroom for a specific duration of time. This learning environment can and should be planned with learning spaces beyond the traditional classroom.

Priority Ranking

Design priorities for the new Brunswick High School

Participants were requested to prioritize their concerns for the improvements needed when designing the new Brunswick High School. The final poll results were then ranked from greatest to importance to least.

While constructing a new high school, we will be able to address many of the challenges in the existing one. Please order the list of issues below by priority to address or provide, with highest on top.

Category	Value
Student Centered Learning Environments	15
Technology	13
Collaborative Space	11
Natural Light (Windows)	10
Flexible Furniture	9
Departmental Organization	9
Energy Efficiency	9
Decreased Student Class Transition Times	6
Storage	5

Legend:
- ■ Student Centered Learning Environments
- ■ Technology
- ■ Collaborative Space
- ■ Natural Light (Windows)
- ■ Flexible Furniture
- ■ Department Organization
- ■ Energy Efficiency
- ■ Decrease Student Class Transition Times
- ■ Storage

Learning Environment Comparison

Exploring which type of learning environment best supports student development for the new Brunswick High School.

Brunswick City Schools will prepare students to communicate effectively, think critically, show empathy, demonstrate adaptability, and live responsibly by developing meaningful relationships while providing engaging and impactful instruction so that all students can pursue their dreams and achieve their aspirations.

Each table was tasked with reviewing the goals/aspirations, as defined in the "Journey of a Blue Devil" and deciding which type of learning environment would best support the development of that skill/trait.

BRUNSWICK CITY SCHOOL DISTRICT

COMMUNICATION

ADAPTABILITY

RESPONSIBILITY

Dedicated to Excellence

Prepared for the Future

EMPATHY

CRITICAL THINKING

Journey of a Blue Devil

Our students...

COMMUNICATE EFFECTIVELY
- Share thoughts and ideas in a variety of forms and contexts.
- Confidently communicate to inform and motivate.
- Actively listen to understand.

THINK CRITICALLY
- Understand the big picture and the impact they have on others and the world around them.
- Reflect on their thinking in order to creatively solve problems.
- Are open-minded and informed by evidence.

SHOW EMPATHY
- Strive to understand the feelings, thoughts, and experiences of others.
- Demonstrate awareness, sensitivity, and respect in order to connect with others.

DEMONSTRATE ADAPTABILITY
- Persevere in times of change.
- Show flexibility in thoughts and actions.
- Respond productively to feedback.
- Seek to understand diverse views.

LIVE RESPONSIBLY
- Act with honesty and integrity.
- Honor their commitments and own the outcomes.

Learning Environment Comparison

TABLE 1

ASPIRATIONS/GOALS	TLE	SCLE
Communicate Effectively		
Share thoughts and ideas in a variety of forms and contexts.		✓
Confidently communicate to inform and motivate.	✓	✓
Actively listen to understand.	✓	
Think Critically		
Understand the big picture and the impact they have on others and the world around them.		✓
Reflect on their thinking in order to creatively solve problems.		✓
Are open-minded and informed by evidence.		✓
Show Empathy		
Strive to understand the feelings, thoughts, and experiences of others.		✓
Demonstrate awareness, sensitivity, and respect in order to connect with others.		✓
Demonstrate Adaptability		
Persevere in times of change.		✓
Show flexibility in thoughts and actions.		✓
Respond productively to feedback.		✓
Seek to understand diverse views.		✓
Live Responsibly		
Act with honesty and integrity.		✓
Honor their commitments and own the outcomes.		✓
Total Tallies:	**2**	**13**

Which type of learning environment best supports the educational goals of Brunswick City Schools? Please provide an explanation:

SCLE is most preferred, as it offers more opportunity for collaboration, but this can be subject dependent. For courses such as math, a more traditional environment would allow for better focus.

Learning Environment Comparison

TABLE 2

ASPIRATIONS/GOALS	TLE	SCLE
Communicate Effectively		
Share thoughts and ideas in a variety of forms and contexts.		✓
Confidently communicate to inform and motivate.	✓	✓
Actively listen to understand.		✓
Think Critically		
Understand the big picture and the impact they have on others and the world around them.		✓
Reflect on their thinking in order to creatively solve problems.		✓
Are open-minded and informed by evidence.		✓
Show Empathy		
Strive to understand the feelings, thoughts, and experiences of others.		✓
Demonstrate awareness, sensitivity, and respect in order to connect with others.		✓
Demonstrate Adaptability		
Persevere in times of change.		✓
Show flexibility in thoughts and actions.		✓
Respond productively to feedback.		✓
Seek to understand diverse views.		✓
Live Responsibly		
Act with honesty and integrity.		✓
Honor their commitments and own the outcomes.		✓
Total Tallies:	**1**	**14**

Which type of learning environment best supports the educational goals of Brunswick City Schools? Please provide an explanation:

Student-centered. We even discussed that many of our high school teachers currently take a traditional setting and make it a student-centered learning environment. There is a place for traditional areas; it shouldn't be all one or the other (e.g. use of cafe for collaborative area or media center with classrooms attached).

Learning Environment Comparison

TABLE 3

ASPIRATIONS/GOALS	TLE	SCLE
Communicate Effectively		
Share thoughts and ideas in a variety of forms and contexts.		✓
Confidently communicate to inform and motivate.		✓
Actively listen to understand.	✓	
Think Critically		
Understand the big picture and the impact they have on others and the world around them.		✓
Reflect on their thinking in order to creatively solve problems.	✓	
Are open-minded and informed by evidence.		✓
Show Empathy		
Strive to understand the feelings, thoughts, and experiences of others.		✓
Demonstrate awareness, sensitivity, and respect in order to connect with others.		✓
Demonstrate Adaptability		
Persevere in times of change.	✓	
Show flexibility in thoughts and actions.		✓
Respond productively to feedback.	✓	
Seek to understand diverse views.		✓
Live Responsibly		
Act with honesty and integrity.	✓	
Honor their commitments and own the outcomes.	✓	
Total Tallies:	**6**	**8**

Which type of learning environment best supports the educational goals of Brunswick City Schools? Please provide an explanation:

Both TLE and SCLE, depending on various instruction and learning types. Collaborative space allows our kids to learn how to communicate and to empathize through expression.

Learning Environment Comparison

TABLE 4

ASPIRATIONS/GOALS	TLE	SCLE
Communicate Effectively		
Share thoughts and ideas in a variety of forms and contexts.		✓
Confidently communicate to inform and motivate.	✓	
Actively listen to understand.	✓	
Think Critically		
Understand the big picture and the impact they have on others and the world around them.	✓	✓
Reflect on their thinking in order to creatively solve problems.	✓	✓
Are open-minded and informed by evidence.	✓	
Show Empathy		
Strive to understand the feelings, thoughts, and experiences of others.		✓
Demonstrate awareness, sensitivity, and respect in order to connect with others.		✓
Demonstrate Adaptability		
Persevere in times of change.	✓	✓
Show flexibility in thoughts and actions.		✓
Respond productively to feedback.		✓
Seek to understand diverse views.		✓
Live Responsibly		
Act with honesty and integrity.	✓	✓
Honor their commitments and own the outcomes.	✓	✓
Total Tallies:	**8**	**11**

Which type of learning environment best supports the educational goals of Brunswick City Schools? Please provide an explanation:

Both learning types are important.

- Interacting and collaborating are important.
- Flexible spaces (even within a traditional classroom) are important.
- Movable furniture in a traditional space will allow for both environments and will address all learners.

Learning Environment Comparison

TABLE 5

ASPIRATIONS/GOALS	TLE	SCLE
Communicate Effectively		
Share thoughts and ideas in a variety of forms and contexts.		✓
Confidently communicate to inform and motivate.		✓
Actively listen to understand.		✓
Think Critically		
Understand the big picture and the impact they have on others and the world around them.		
Reflect on their thinking in order to creatively solve problems.		
Are open-minded and informed by evidence.		
Show Empathy		
Strive to understand the feelings, thoughts, and experiences of others.		
Demonstrate awareness, sensitivity, and respect in order to connect with others.		
Demonstrate Adaptability		
Persevere in times of change.		
Show flexibility in thoughts and actions.		
Respond productively to feedback.		
Seek to understand diverse views.		
Live Responsibly		
Act with honesty and integrity.		
Honor their commitments and own the outcomes.		
Total Tallies:	**N/A**	**3**

Which type of learning environment best supports the educational goals of Brunswick City Schools? Please provide an explanation:

Both TLE and SCLE provide different benefits. The needs differ from department to department and between grade levels.

- Flexible seating within the classrooms with space throughout with smaller collaborative areas.
- Freshmen/Sophomores in building more; maybe more traditional
- Juniors/Seniors need more flexibility

Learning Environment Comparison

TABLE 6

ASPIRATIONS/GOALS	TLE	SCLE
Communicate Effectively		
Share thoughts and ideas in a variety of forms and contexts.		
Confidently communicate to inform and motivate.	✓	
Actively listen to understand.	✓	✓
Think Critically		
Understand the big picture and the impact they have on others and the world around them.		
Reflect on their thinking in order to creatively solve problems.		✓
Are open-minded and informed by evidence.	✓	✓
Show Empathy		
Strive to understand the feelings, thoughts, and experiences of others.		✓
Demonstrate awareness, sensitivity, and respect in order to connect with others.		✓
Demonstrate Adaptability		
Persevere in times of change.		
Show flexibility in thoughts and actions.		
Respond productively to feedback.		
Seek to understand diverse views.		
Live Responsibly		
Act with honesty and integrity.		
Honor their commitments and own the outcomes.		
Total Tallies:	**3**	**5**

Which type of learning environment best supports the educational goals of Brunswick City Schools? Please provide an explanation:

A combination of both TLE and SCLE is preferred, with large collaborative spaces geared toward upperclassman for independent work with less guidance. Large traditional classrooms provide flexibility for reorganization toward SCLE.

Learning Environment Comparison

TABLE 7

ASPIRATIONS/GOALS	TLE	SCLE
Communicate Effectively		
Share thoughts and ideas in a variety of forms and contexts.		✓
Confidently communicate to inform and motivate.		✓
Actively listen to understand.	✓	
Think Critically		
Understand the big picture and the impact they have on others and the world around them.	✓	✓
Reflect on their thinking in order to creatively solve problems.		✓
Are open-minded and informed by evidence.		✓
Show Empathy		
Strive to understand the feelings, thoughts, and experiences of others.		✓
Demonstrate awareness, sensitivity, and respect in order to connect with others.		✓
Demonstrate Adaptability		
Persevere in times of change.		✓
Show flexibility in thoughts and actions.		✓
Respond productively to feedback.		✓
Seek to understand diverse views.		✓
Live Responsibly		
Act with honesty and integrity.		✓
Honor their commitments and own the outcomes.		✓
Total Tallies:	**2**	**13**

Which type of learning environment best supports the educational goals of Brunswick City Schools? Please provide an explanation:

A Student-Centered Learning Environment is generally the most effective choice in many situations. Classroom size should still be taken into consideration to allow for flexibility.

Learning Environment Comparison

TABLE 8

ASPIRATIONS/GOALS	TLE	SCLE
Communicate Effectively		
Share thoughts and ideas in a variety of forms and contexts.		✓
Confidently communicate to inform and motivate.		✓
Actively listen to understand.	✓	
Think Critically		
Understand the big picture and the impact they have on others and the world around them.		✓
Reflect on their thinking in order to creatively solve problems.		✓
Are open-minded and informed by evidence.	✓	
Show Empathy		
Strive to understand the feelings, thoughts, and experiences of others.		✓
Demonstrate awareness, sensitivity, and respect in order to connect with others.		✓
Demonstrate Adaptability		
Persevere in times of change.		✓
Show flexibility in thoughts and actions.		✓
Respond productively to feedback.	✓	
Seek to understand diverse views.		✓
Live Responsibly		
Act with honesty and integrity.		✓
Honor their commitments and own the outcomes.	✓	
Total Tallies:	**4**	**10**

Which type of learning environment best supports the educational goals of Brunswick City Schools? Please provide an explanation:

Feel there needs to be some of both. **Student voice** is most significant in decision-making.

- Concerned that size and enrollment too large for strictly student-centered environments.
- Traditional focus is better, but we want opportunities to interact with others for activities.
- "Learning on display" with high visibility "fishbowl" areas is intimidating for many and distracting for some.
- Our focus was really on universal design aspects that make features/building accessible and adjustable to those with the need.
- Difference between practical and functional accessibility vs. ADA compliance and checklists.

Learning Environment Comparison

TABLE 9

ASPIRATIONS/GOALS	TLE	SCLE
Communicate Effectively		
Share thoughts and ideas in a variety of forms and contexts.	✓	✓
Confidently communicate to inform and motivate.	✓	✓
Actively listen to understand.	✓	✓
Think Critically		
Understand the big picture and the impact they have on others and the world around them.	✓	✓
Reflect on their thinking in order to creatively solve problems.	✓	✓
Are open-minded and informed by evidence.	✓	✓
Show Empathy		
Strive to understand the feelings, thoughts, and experiences of others.	✓	✓
Demonstrate awareness, sensitivity, and respect in order to connect with others.	✓	✓
Demonstrate Adaptability		
Persevere in times of change.	✓	✓
Show flexibility in thoughts and actions.	✓	✓
Respond productively to feedback.	✓	✓
Seek to understand diverse views.	✓	✓
Live Responsibly		
Act with honesty and integrity.	✓	✓
Honor their commitments and own the outcomes.	✓	✓
Total Tallies:	**14**	**14**

Which type of learning environment best supports the educational goals of Brunswick City Schools? Please provide an explanation:

An emphasis on a combination of TLE and SCLE. Some classes would be better suited for more collaborative, social spaces. Other classes (e.g. math) would benefit from a traditional setting.

Learning Environment Comparison

TABLE 10

ASPIRATIONS/GOALS	TLE	SCLE
Communicate Effectively		
Share thoughts and ideas in a variety of forms and contexts.	✓	✓
Confidently communicate to inform and motivate.	✓	
Actively listen to understand.	✓	
Think Critically		
Understand the big picture and the impact they have on others and the world around them.	✓	✓
Reflect on their thinking in order to creatively solve problems.		✓
Are open-minded and informed by evidence.	✓	✓
Show Empathy		
Strive to understand the feelings, thoughts, and experiences of others.	✓	✓
Demonstrate awareness, sensitivity, and respect in order to connect with others.		✓
Demonstrate Adaptability		
Persevere in times of change.	✓	
Show flexibility in thoughts and actions.		✓
Respond productively to feedback.	✓	
Seek to understand diverse views.		✓
Live Responsibly		
Act with honesty and integrity.	✓	
Honor their commitments and own the outcomes.	✓	✓
Total Tallies:	**10**	**9**

Which type of learning environment best supports the educational goals of Brunswick City Schools? Please provide an explanation:

A little bit of both! We need traditional spaces but flexibility to make changes within the space to meet different needs (day to day or hour to hour).

Learning Environment Comparison

TABLES 1-10 COMBINED TOTALS

ASPIRATIONS/GOALS	TLE	SCLE
Communicate Effectively		
Share thoughts and ideas in a variety of forms and contexts.	2	9
Confidently communicate to inform and motivate.	6	7
Actively listen to understand.	8	4
Think Critically		
Understand the big picture and the impact they have on others and the world around them.	4	8
Reflect on their thinking in order to creatively solve problems.	3	8
Are open-minded and informed by evidence.	5	7
Show Empathy		
Strive to understand the feelings, thoughts, and experiences of others.	2	9
Demonstrate awareness, sensitivity, and respect in order to connect with others.	1	9
Demonstrate Adaptability		
Persevere in times of change.	4	6
Show flexibility in thoughts and actions.	1	8
Respond productively to feedback.	4	5
Seek to understand diverse views.	1	8
Live Responsibly		
Act with honesty and integrity.	4	6
Honor their commitments and own the outcomes.	5	6
Total Tallies:	**50**	**100**

Learning Environment Comparison

Exploring which type of learning environment best supports student development for the new Brunswick High School.

After reviewing the goals/aspirations, as defined in the "Journey of a Blue Devil", participants identified the most suitable learning environment for cultivating each listed skill or trait. After responding individually, each group took on the responsibility of reaching a consensus.

SUMMARY

Overall, a mix of a traditional and student-centered learning environments was preferred by participants. Design that allows for both educational practices caters to different learning styles and better prepares students for the diverse challenges they might face.

A combination of the two approaches provides a well-rounded educational experience that addresses needs for both content mastery and the development of critical thinking, creativity, and problem-solving skills. An emphasis was placed on the flexibility of spaces to allow for adaptability for various instructional and learning styles, as well as providing space that can be transformed for future educational needs.

> "A school teaches culture. It teaches people coming together and assimilating, learning from one another. The most significant lesson you take from school is how to get along with other people and interact in society. How do we bring back the social aspect of education?
>
> –Greg Glauner
> Brunswick Fire Chief

Identifying Our Needs

Imagining the potential for the design of spaces at the new Brunswick High School

Below is a brief summary of key goals identified by stakeholders for the various spaces:

SPACE	SUMMARY OF GOALS FOR SPACES AT THE NEW SCHOOL
Auditorium	Large enough to accommodate student body; ADA accessible; in close proximity to music and theater classrooms; retractable seating to allow for multi-purpose; storage behind stage; access to outside/parking; comfortable and spacious seating; wireless mics
Building Administration	All administration on the same floor; separate guidance and administration, but both centralized.
Core Academics	Organized by department (9/10, 11/12); ample storage; large, flexible classrooms; charging areas; accessible to printers; flexible seating; outdoor learning space; teacher desks and storage; CCP area withing building; Skyway to CCC; student cooperative spaces.
Food Service/ Student Dining	Variety of seating options; adjacent bathrooms; flexible cafe locations throughout; grab-n-go and before-school options; easy flowing lunch lines; healthy food options; centralized kitchen with surrounding seating for smaller group sizes; option to use ID for payment; food stations; charging ports; natural light; spacious; separate dining for 9/10 and 11/12.
Library/Media Center	Better collaboration with Medina County Libraries to provide digital access; open for community use; Student Union with breakout rooms, study lounges, collaboration space; storage cubbies; charging stations; natural light; inviting atmosphere; central help desk.
Music	Acoustically treated rooms; dedicated space for each course: band, choir, orchestra; practice rooms; rooms designed with space for movement; temperature and humidity-controlled storage spaces, adequately sized.
Other	Dedicated staff parking; charging stations; Pride Academy area; ADA accessible tables; elevators/ramps; ADA accessible buttons doors and elevators; adjustable height Smart Boards; outside learning spaces; sustainability; larger bathrooms; larger classrooms; natural light; bring nature in to the building; flexible workspaces; Multiple colors throughout (not just blue, black and gray); less hallway congestion; video studio; welcoming staff break rooms.

Identifying Our Needs

Imagining the potential for the design of spaces at the new Brunswick High School

Below is a brief summary of key goals identified by stakeholders for the various spaces:

SPACE	SUMMARY OF GOALS FOR SPACES AT THE NEW SCHOOL
PE/Athletics	Field house; competition gym; storage; large enough to accommodate student body; athletic lockers; updated weight room and equipment; bleachers on both sides of gym; auxiliary gym adjacent to main gym; visitor locker room; separate entry from outside; soccer fields; audio.
Safety & Security	Accessibility to exits; vape sensors; one main central entrance; visibility; doors to lock down corridors; camera system; increased elevator surveillance; pick-up/drop-off/bus security; student ID for attendance and access to building; bulletproof glass; ingress/egress points.
Science/ STEAM	Accessible; outlets at every lab station; common storage rooms per course; separate lab areas; sinks at every table; labs for 16 pairs of students; spacious; maker space; rooms designed for specific science disciplines.
Service	More efficient lighting/HVAC; uniform heating and cooling throughout the building; emphasis on sustainability (e.g. solar panels, wind turbine), energy efficient concept visible for educational purposes.
Special Education	Inclusion; de-escalation area; ADA accessible; life skills area; sensory room; shared functional living labs; PT, OT, SLP meeting space; small group rooms; functional work lab; sensory tools; mod intensive classrooms located near bus area; universal inductions loops; storage.
Technology Lab	Adaptable for new technology; maker space; hands-on materials; Wi-Fi bandwidth and access points to support online curriculum; colored printers; several dispersed throughout building to equalize access; project storage.
Visual Arts	Kiln; display areas; natural light; multiple sinks per classroom; computer lab for animation, yearbook, graphic design; photo studio; storage; charging areas; display area for critiques; heavy-duty tables for clay and sculpture; bulletin boards; bright colors; maker space.

Putting It All Together

Exploring where the school program components are situated on the new Brunswick High School site

The final activity tasked groups with laying out their preferred site plan for the new school. Incorporating the necessary square footage for different interior academic and support spaces, as well as parking and athletics, the groups grappled with site entry, access, and traffic flow of the building. They then reported their decisions to the whole group, answered questions, and provided insight into the major discussion points.

COMMON THEMES FOR THE NEW BUILDING

- 6 groups preferred departmental organization; 4 preferred grade level organization
- Auditorium adjacent to music spaces
- Multipurpose field adjacent to music room for band use
- Main parking located near gymnasium and auditorium to support events and community use
- Flow of buses separate from car rider zones
- Separate staff and student parking
- Administration located at front entry
- Centralized student dining and media center
- Dedicated entry for gymnasium and auditorium, can be closed off from academic spaces for evening use
- Shared spaces centralized, away from academic wings
- Athletic fields clustered for "athletic complex"
- Administration at front entry; entry facing 303
- Gymnasium and auditorium on north side of plan; academic spaces on south side of plan

UNIQUE IDEAS FOR THE NEW BUILDING

- L-shaped academic wings for enhanced natural light
- Central collaborative space at each academic wing for student-centered learning
- Media center and visual arts centralized and stacked for visual interest
- West facing main entry
- Dedicated academic space for freshman to support transition from middle school
- Dedicated interdisciplinary collaborative spaces
- 2 centralized student dining spaces, divided by food services
- E-shaped academic wings to allow natural light
- Student dining at front of building with "Ikea Experience" with glass wall looking out to 303
- Academic wings designed as a loop for easy traffic flow
- Courtyard within academic wings to allow for outdoor space and natural light
- Create pathway to Old Eagle
- Connection to Tri-C

Putting It All Together

Table 1
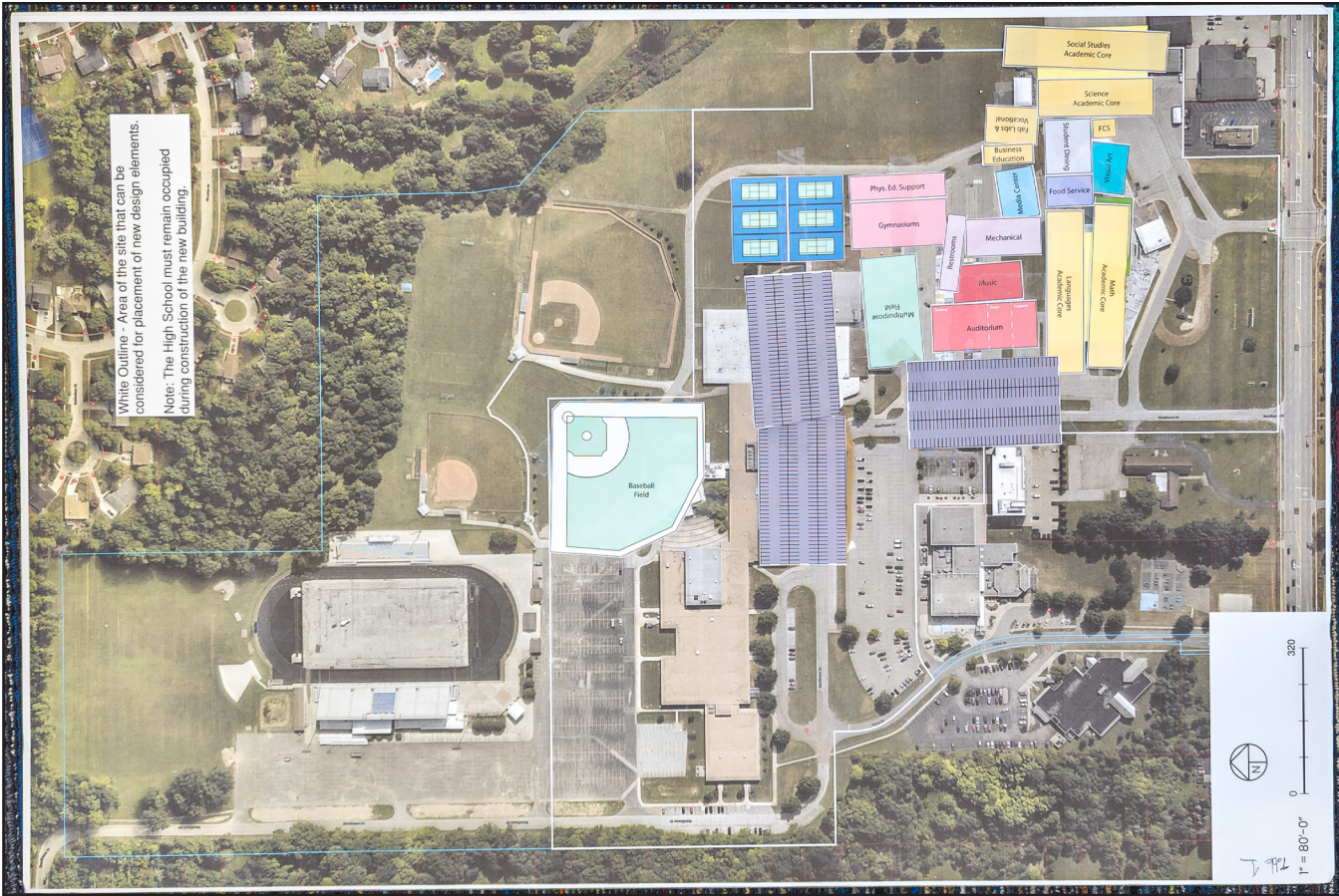
SUMMARY
- Academic wings organized by department
- Classrooms grouped by grade level
- Baseball fields grouped together
- Music and auditorium adjacent to one another
- Multipurpose field adjacent to music room for band use
- Auditorium opens to parking lot for ease of public use
- Gymnasium isolated but connected to exterior athletics/tennis courts
- Student dining central to academic classrooms
- Flow of buses separate from car rider zones
- Separate staff and student parking
- Science/social Studies academic wing and math/languages academic wing
- Mechanical spaces placed centrally

Putting It All Together

Table 2
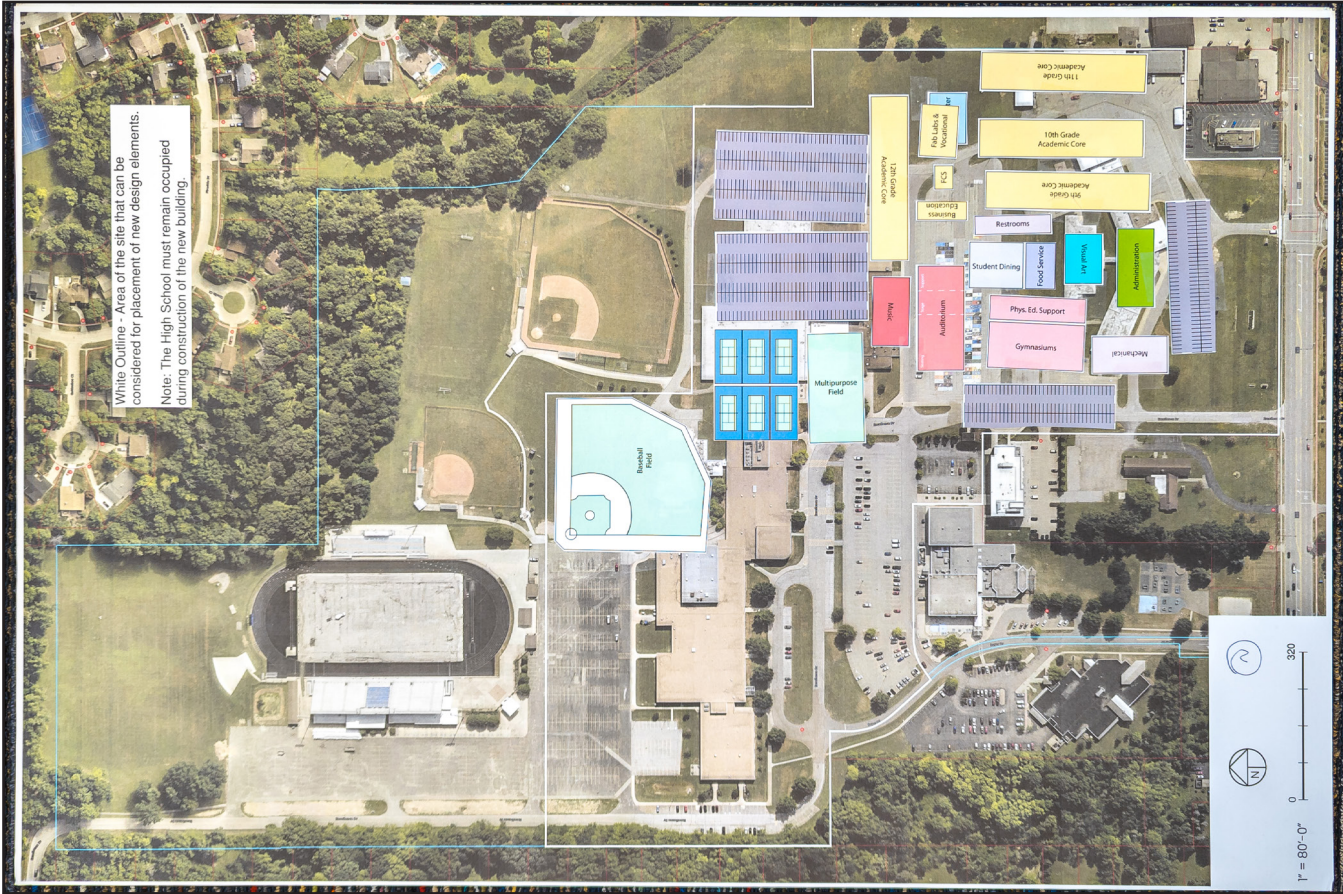
SUMMARY

- Shared spaces clustered and separate from quieter academic spaces
- Academic wings organized by grade
- Grades 9, 10, and 11 grouped together and grade 12 wing separate and adjacent to parking lots, for ease of access to Career Center
- Administration located at front entry
- Music adjacent to auditorium to support band, choir, and orchestra concerts
- Music near multipurpose field for easy access for band practice
- Centralized student dining
- Parking near auditorium and gymnasium to support events
- Bus circulation away from front entry/parent drop-off
- Create pathway to Old Eagle

Putting It All Together

Table 3
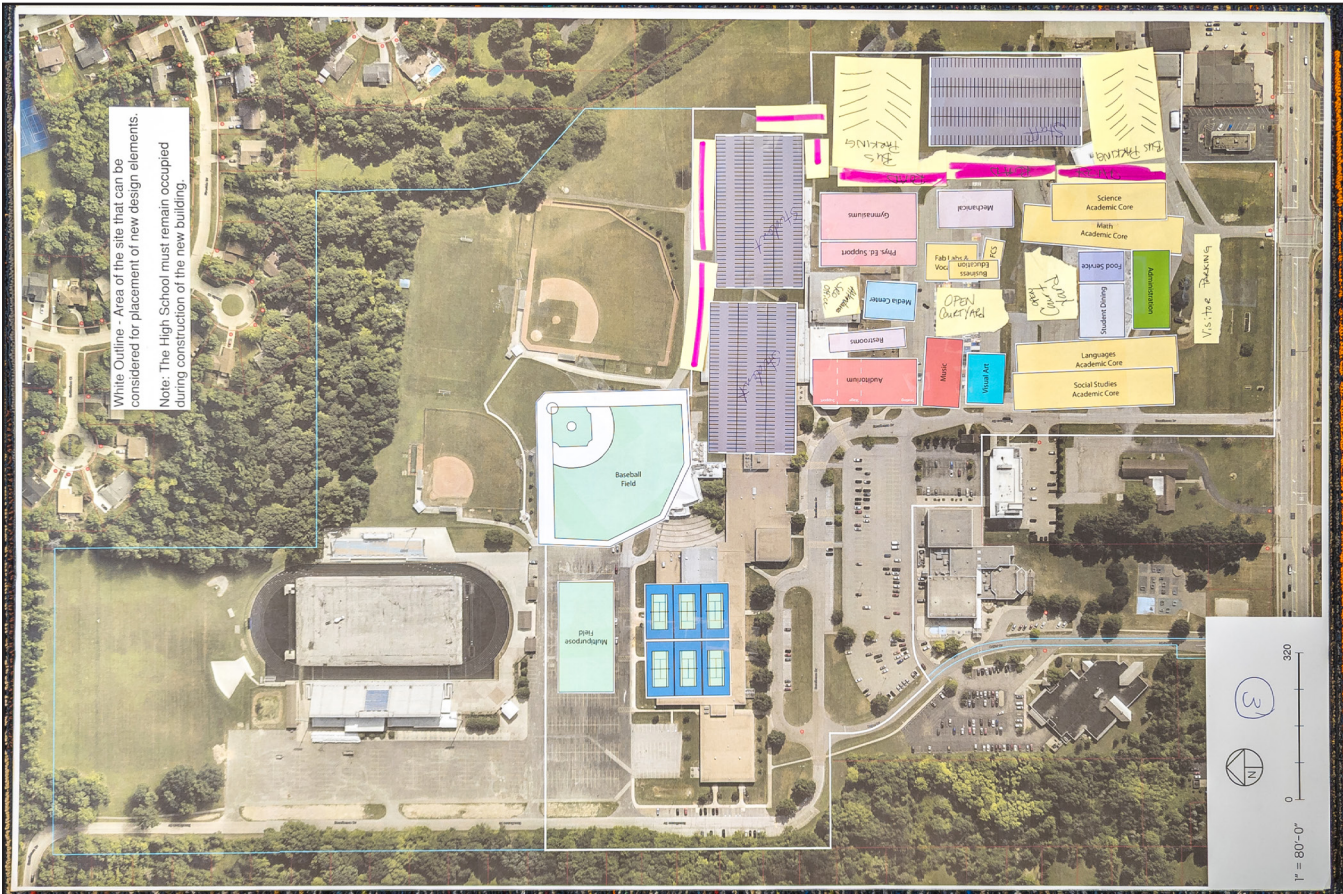
SUMMARY
- Academic wings organized by departments
- Multi-tiered facility, 2-story academic wings
- Administration at front entry with visitor parking
- Student dining/student center with courtyard near front entry
- Auditorium and music clustered together, closer to athletic fields for accessibility
- Student parking lot near attendance office and SRO office
- Gymnasium separate with a dedicated entry, can be closed off from academic spaces for evening use
- Athletic fields clustered together
- Separate staff parking
- Create pathway to Old Eagle
- Pathway/sky walk to Tri-C

Putting It All Together

Table 4

SUMMARY

- Academic wings organized by grade level
- 9/10 academic wing separate from 11/12 academic wing, to support transition from middle school
- Grades 11 and 12 closer to Career Center and Tri-C
- Bus drop-off separate from parent drop-off and away from 303 and traffic
- Administration at front entry, opposite of 303
- Auditorium, music, and gymnasium near front entry
- Student dining, food services, media center, and visual arts centralized for ease of use
- Multipurpose field near gymnasium
- Sky walk or crosswalk to Tri-C

Putting It All Together

Table 5

SUMMARY
- Blended approach, academic wings organized by department
- Shared spaces clustered and separate from academic wings
- Car rider drop-off and visitor parking at front of building
- Bus drop-off separate from car rider drop-off
- Administration at both front entry and at student entry
- Student dining and food services adjacent to academic classrooms
- Media center and mechanical spaces centralized
- 3 gymnasiums
- Parking at the back of the building to support events
- Separate rear entry for evening events
- Auditorium adjacent to band, orchestra and choir spaces
- Multipurpose field adjacent to music rooms for band use
- E-shaped academic wings to allow natural light

Putting It All Together

Table 6
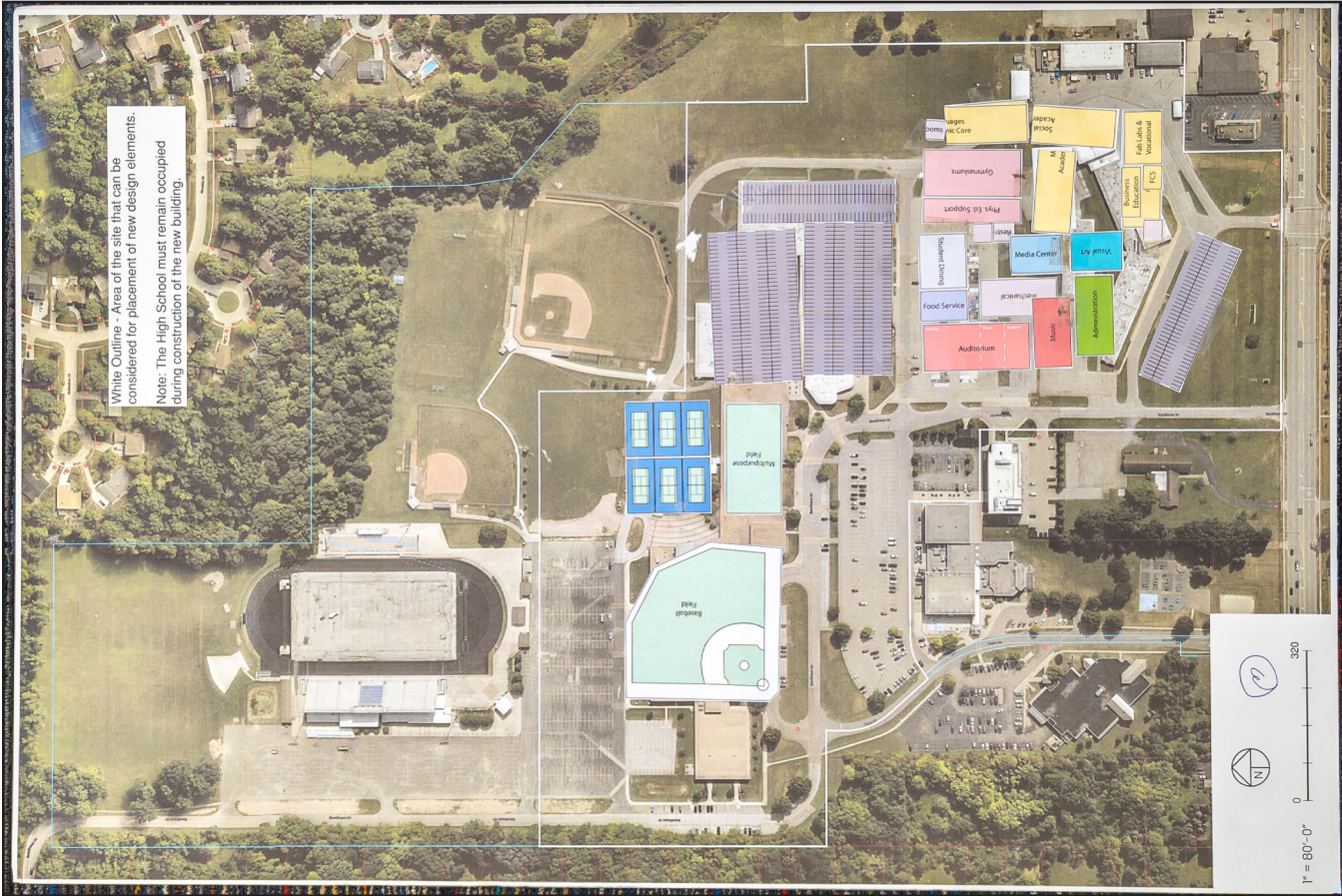
SUMMARY
- Academic wings organized by department
- Administration at front of building on 303 with adjacent parking lot
- Shared spaces centralized, away from academic wings
- Courtyard within academic wings for natural light
- Auditorium adjacent to music spaces
- Gymnasium and auditorium at rear of building for access to parking
- Multipurpose fields near music spaces for band access
- Athletic fields clustered for "athletic complex"

Putting It All Together

Table 7

SUMMARY
- Academic wing organized by departments
- Administration at front entry
- Student dining at front of building with "Ikea Experience" with glass wall looking out to 303
- Academic wings designed as a loop for easy traffic flow
- Media center at the heart of the school
- SRO Office with both interior and exterior access
- Auditorium adjacent to music spaces and close to parking for performances
- Multipurpose field close to music spaces for band use
- Gymnasium separate with dedicated entry and adjacent parking
- Bus-loop separate from car rider drop-off

Putting It All Together

Table 8

SUMMARY

- Front entry on 303 as focal point
- Dedicated space for freshman to support transition from middle school
- Dedicated interdisciplinary collaborative spaces
- 2-3 level academic wings organized by department, with departments stacked and floors organized by grade level
- Main administration at front entry with secondary office locations to have assistant principals throughout
- 2 centralized student dining spaces, divided by food services and adjacent to labs and family consumer sciences
- Donut/coffee shop
- Dedicated SPED spaces
- 2 Gymnasiums
- Gymnasiums and auditorium separate from academic spaces evening use
- Auditorium adjacent to music spaces
- No tiered flooring in band room for accessibility
- Band adjacent to multipurpose room for band use
- Separate student and staff parking
- Bus traffic separate from car rider traffic

Putting It All Together

Table 9

SUMMARY
- Academic wings organized by grade level
- L-shaped academic wings for enhanced natural light
- Central collaborative space at each academic wing for student-centered learning
- Administration at front of building (facing west), with walkway that leads to student dining
- Parking located near 11/12 wing, auditorium, gymnasium and athletic fields
- Media center and visual arts centralized and stacked for visual interest
- Student dining and common areas centralized

# Putting It All Together

Table 10
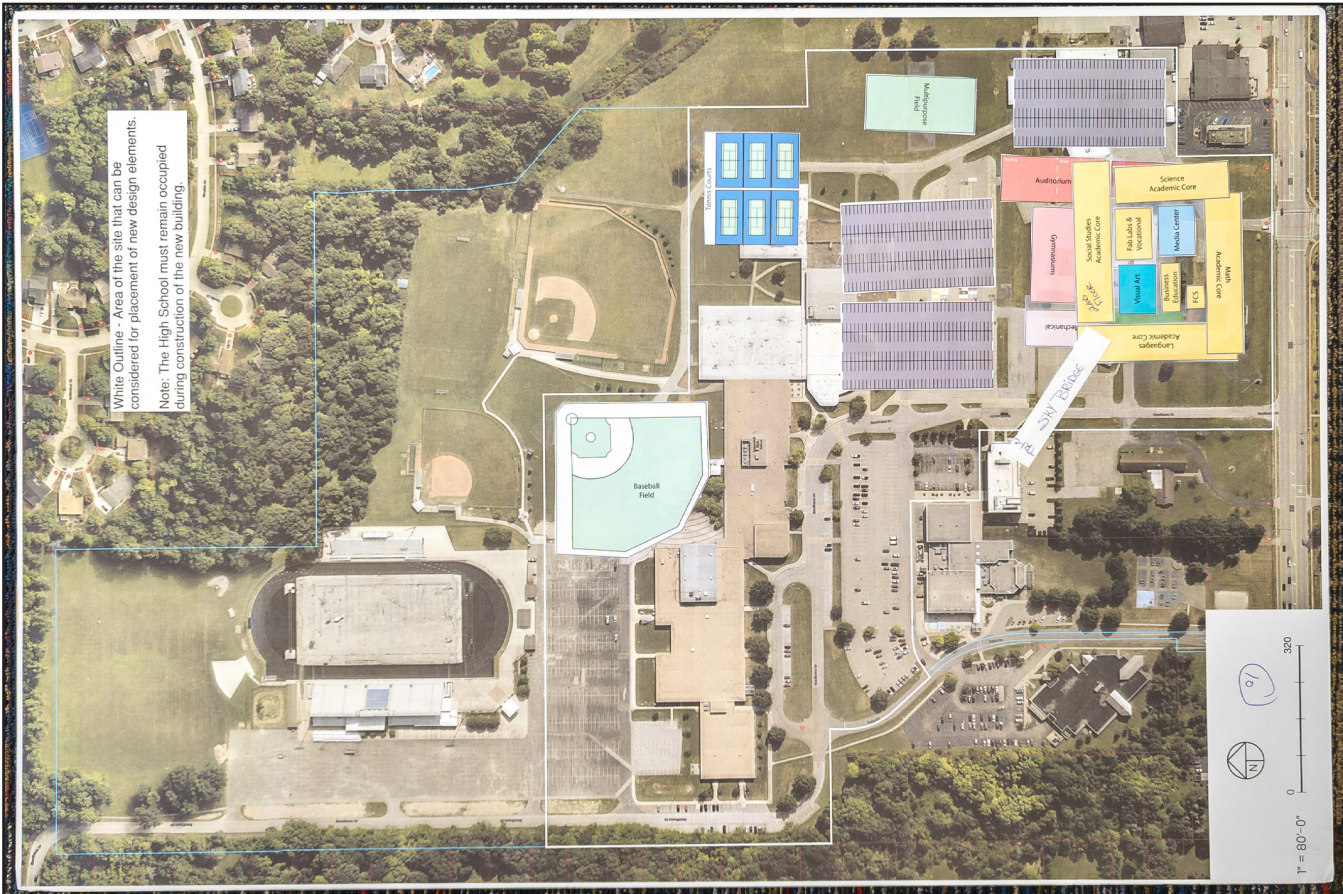
SUMMARY
- Academic wings organized by department
- Academic wings positioned as a loop
- Auditorium near main entrance
- Multipurpose field near music spaces for band use
- Centralized media center and visual arts
- Parking adjacent to gymnasium and auditorium to support events
- Sky bridge connection to Tri-C

Vision in a Word

All attendees were given the opportunity to submit a single word that best conveyed their vision for the future of Brunswick High School. Below is a visual representation of their vision.
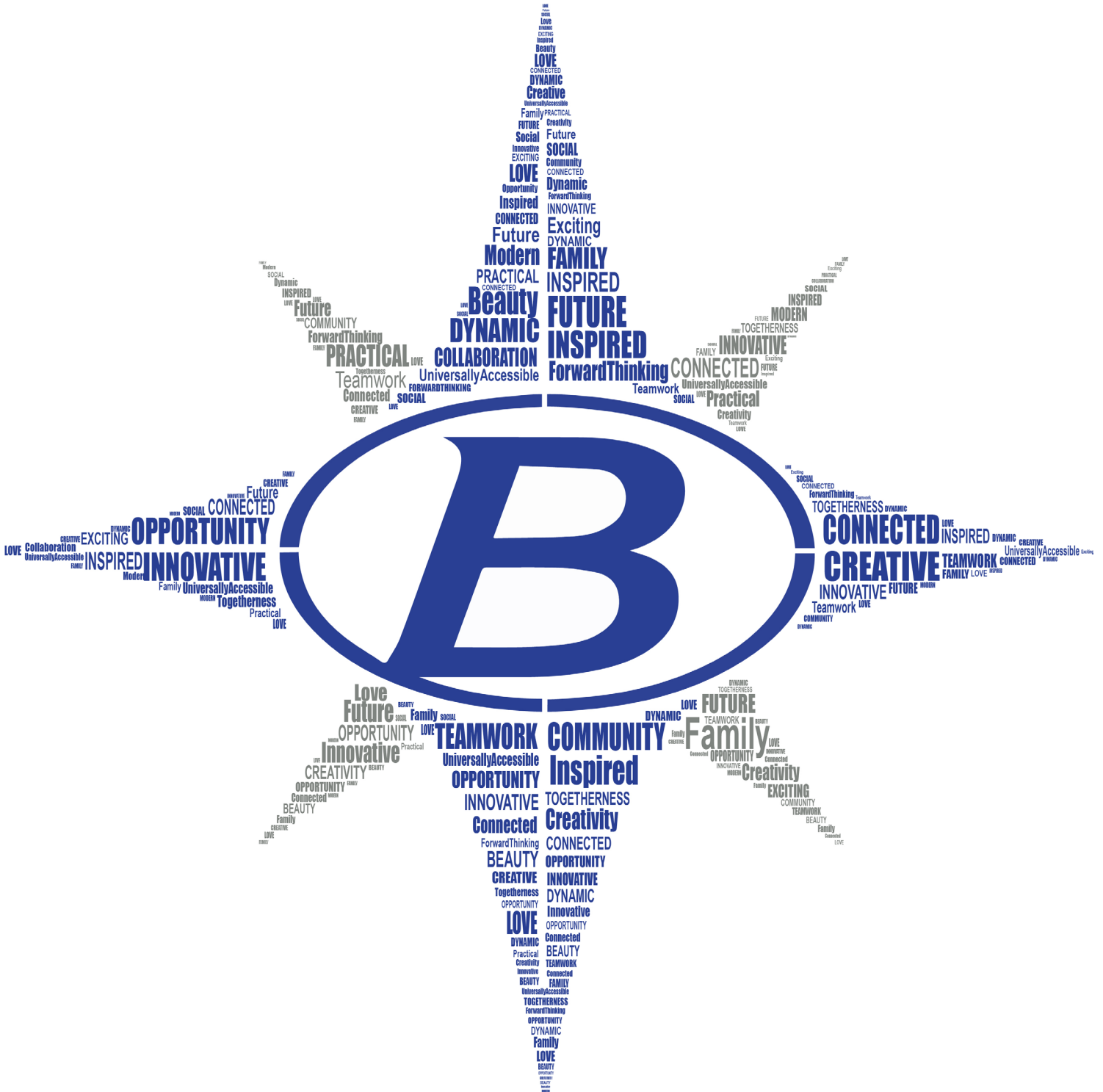
Conclusion

The Educational Visioning Session resulted in a productive and insightful day, serving as a kickoff to the design process for the new Brunswick High School project.

The cross section of representatives across the District and community provided a forum to brainstorm and express ideas for the new school. The engagement of these diverse perspectives serves as a catalyst for the design team, enabling them to not only meet the immediate needs of Brunswick students but also anticipate and address future challenges and opportunities that may arise in the future.

The gathered insights collected throughout this sessions along with other engagement opportunities serve as the foundation for the design of the new Brunswick High School.

> " I think this will be a great opportunity for our students to have access to 21st-century learning capabilities. This new building will provide access to new technology for all students while also fostering collaboration. The new high school will be a cornerstone for our entire community. "
>
> *-Kim Goessler*
> *Brunswick City Schools Board of Education*