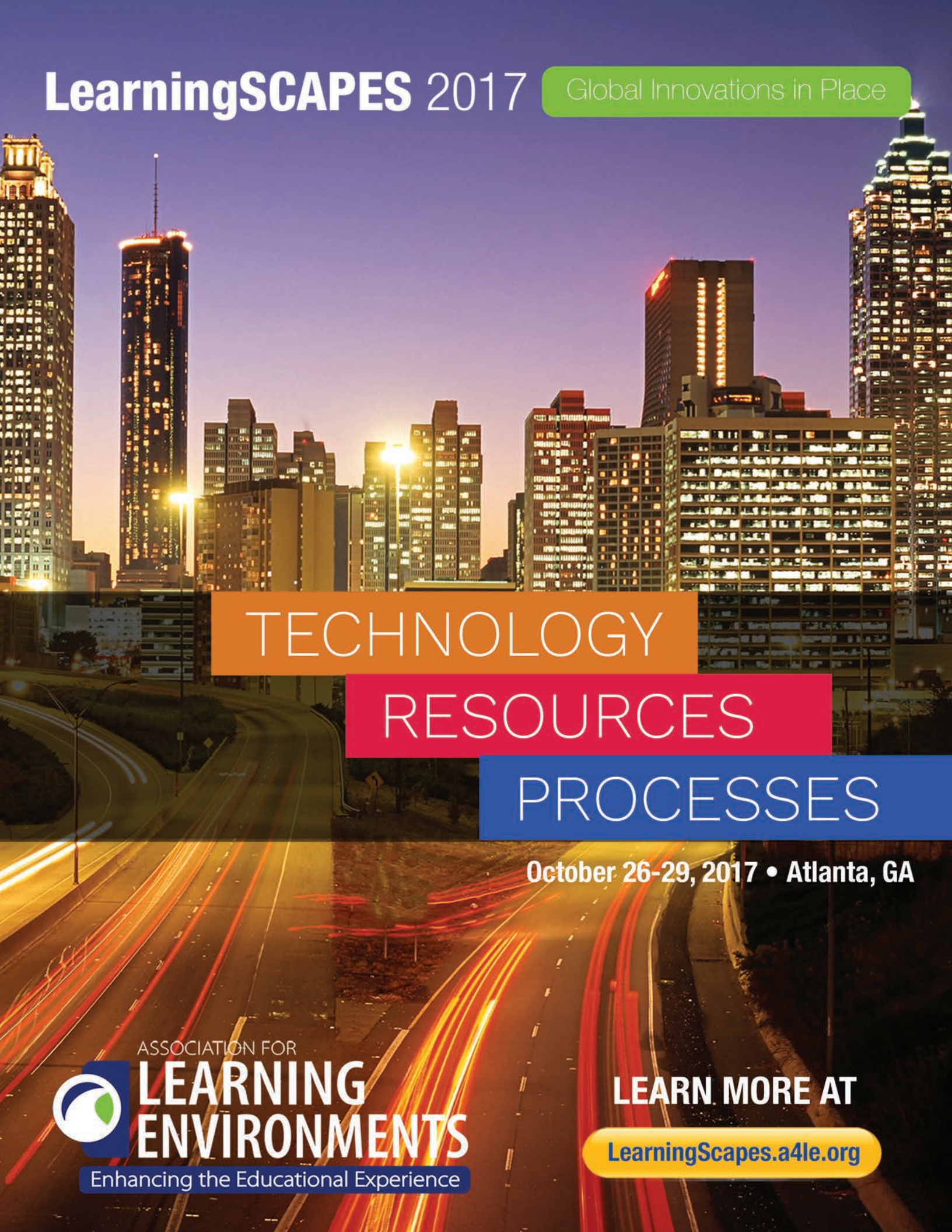

LearningSCAPES 2017
Global Innovations in Place
TECHNOLOGY
RESOURCES
PROCESSES
October 26-29, 2017 • Atlanta, GA
ASSOCIATION FOR
LEARNING
ENVIRONMENTS
Enhancing the Educational Experience
LEARN MORE AT
LearningScapes.a4le.org

Tandus Centiva

Celebrating the beauty of the bond.

POWERBOND IS

50

Tandus Centiva's Powerbond® hybrid resilient flooring changed the industry 50 years ago. Today, it remains an education powerhouse with installations that have performed flawlessly for over 40 years. The latest design, ColorKnit, delivers Chanel-like sophistication in a tweed and chenille color play.

Powerbond — an icon that has always been ahead of its time.

ASSOCIATION FOR LEARNING ENVIRONMENTS
Enhancing the Educational Experience

Event Mobile App
smart phone, tablet, web

WHAT CAN YOU DO?

Eventsential

Dashboard: quick glance at your personal agenda and real-time social media feeds
Attendee directory: see who is here; create your own profile and search for & message other attendees
Event Timeline: view / swap ideas, post photos, comments, and lessons learned with other attendees
Social Profile: link to your Twitter & Facebook
Event Details: floor plans, expo hall maps & other information
Build your schedule: select your sessions / add to your personal calendar / sync on mobile devices
Schedule Appointments: add to your calendar
Session Search: search sessions & speakers, personal itinerary, download handouts, take notes
Exhibitor Search: search, filter, mark exhibitors to visit, take notes, and contact exhibitors
Notifications: view event alerts and up-to-the-minute information
Floor Plans & Maps: view and download venue and expo floor maps

Twitter: **stay engaged throughout the event @A4LE2 / #a4leATL**

FREE TO DOWNLOAD

ANDROID APP ON Google play

Available on the App Store

- Search for Eventsential
- Select App & Click Install
- Select Association for Learning Environments

To Use Online:

Click on http://a4le.eventsential.org to use this tool on your computer!

LearningSCAPES 2017

Welcome to Atlanta and the Association for Learning Environments LearningSCAPES Conference! Professionals from across the world will gather to rethink, restructure and reform how our schools can best prepare our students to engage and succeed in globalization's new challenges and opportunities. As globalization of the world economy continues, a parallel growth of globalization of knowledge is also taking place.

LearningSCAPES 2017 -Global Solutions in Place - offers it all – groundbreaking educational sessions, a thought-provoking equity panel discussion, inspiring keynotes and our LEsolutions Marketplace - a showcase of state-of-the-art tools that move learning into the future. The Association's LEsolutions Planning & Design Awards will be displayed in the Atrium Foyer throughout the conference. Join me as we explore innovative learning environments that provide real-world learning experiences and opportunities for creativity, critical problem solving and collaboration. In addition to a visit to the Carter Library and the Ron Clark Academy, Learning Tours will take place in some of Atlanta's most innovative schools.

And our stellar networking events are not to be missed, beginning with our Welcome Reception at the Center for Civil and Human Rights. If time permits, Atlanta has a lot to share—from Coca Cola and CNN to the Georgia Aquarium and Georgia Dome!

With the intent to bring the student voice into the planning and design of learning environments, the SchoolsNEXT finalist teams will present their solutions to global design challenges that inspire transformation in education.

Our association is confronting a time of many changes and with change comes opportunity. We are meeting those changes through enhanced education and certification programs, expanding our global reach. The association will soon be sporting a fresh, new look! Staff is working diligently to put our new association management system in place and is also designing an exciting new website with you in mind.

Thank you to the Southeast Region and the Georgia Chapter, for hosting us in the great city of Atlanta. Thanks to their untiring efforts and dedication, LearningSCAPES will be a valued and most memorable event.

And thanks to you, our dedicated members, who are planning and designing exceptional learning environments that will empower our students to develop the skills they need to succeed in a rapidly changing world.

David L. Schrader, AIA, LEED AP
Chairman

LEADERSHIP

BOARD OF DIRECTORS

Chairman
David L. Schrader, AIA, LEED AP
SCHRADERGROUP Architects

Vice Chair
William A. Stice, REFP
Terracon Consultants, Inc.

Chair Elect
Philip Idle, ARAIA
Edgar Idle Wade Architects

Past Chair
Scott Layne, ALEP
Dallas Independent School District

Ex-Officio Executive
John K. Ramsey, CAE
Chief Executive Officer

Midwest/Great Lakes Director
Troy Glover, ALEP
Fanning Howey

Northeast Director
Philip J. Poinelli, FAIA, LEED AP, ALEP
Symmes Maini & KcKee Associates

Pacific Northwest Director
Kelley Tanner
BrainSpaces | Connextions

Southeast Director
William S. Bradley, Ph.D, AIA, REFP, LEED
Stantec

Southern Director
Kerri Ranney, AIA, Esq., REFP
Huckabee & Associates Inc.

Southwest Director
Julie Barrett-Williams
Ocean View School District

Australasia Director
Andrew Pender
PMDL Architecture Design

Canadian Director
John Wheatley
Retired

UK Director
Neil Logue
Education for All Trust Ltd.

STAFF

John K. Ramsey, CAE, Chief Executive Officer
Michelle Mitchell, Director of Operations & Administration
Donna M. Robinson, CMP, Director, Region & Chapter Services/Member Care Manager
Janell Weihs, Director of Professional Development & Continuing Education /Member Care Manager
Barbara C. Worth, Director of Strategic & Private Development/Member Care Manager
Carla Cummins, Director of Meeting/Member Care Manager
Edi Francesconi, Membership Coordinator

REGIONAL PRESIDENTS

Australasia
Deb O'Riley
Australia's Department for Education and Childhood Development

Midwest Great Lakes Region
James French AIA, REFP
DLR Group

LEADERSHIP

Northeast Region
Cynthia Smith, ALEP, P.E., PMP
Baltimore City Public Schools

Pacific Northwest Region
Ryan Bultena, REFP
Group2 Architecture Interior Design Ltd.

Southeast Region
Chuck Saylors
MB Kahn Construction Co., Inc.

Southern Region
Lisa Lamkin
Brown Reynolds Watford Architects

Southwest Region
Kevin E Kemner
Tate Snyder Kimsey Architects

UK Learning
Neil Logue
Education for All Trust Ltd

REGIONS AND CHAPTERS

Australasia
New South Wales Chapter
New Zealand Chapter
Queensland Chapter
South Australian Chapter
Victoria Chapter
Western Australian Chapter
Singapore Chapter

Midwest Great Lakes Region
Chicagoland Chapter
Kansas City Chapter
Michigan Chapter
Minnesota Chapter
Nebraska/Western Iowa
Ohio Chapter
Quad Cities Chapter

Northeast Region
Chesapeake Bay/Delaware Valley Chapter
New England Chapter
New York Chapter

Pacific Northwest Region
Alaska Chapter
Alberta Chapter
British Columbia Chapter
Hawaii Chapter
Montana Chapter
Oregon/Southwest Washington Chapter
Saskatchewan Chapter
Washington Chapter

Southeast Region
Georgia Chapter
Kentucky Chapter
North Carolina Chapter
South Carolina Chapter
Tennessee Chapter
Virginia Chapter
West Virginia Chapter

Southern Region
Arkansas Chapter
Central Texas Chapter
Gulf Coast Chapter
Louisiana Chapter
North Texas Chapter
Oklahoma Chapter
South Texas Chapter

Southwest Region
Arizona Chapter
California/Northern Nevada
Las Vegas Chapter
New Mexico Chapter
Rocky Mountain Chapter
Southern California Chapter
Utah Chapter

UK Learning

KEYNOTE SPEAKERS

David Houle

David Houle is a futurist, thinker and speaker. Houle spent more than 20 years in media and entertainment. He has worked at NBC, CBS, and was part of the senior executive team that created and launched MTV, Nickelodeon, VH1 and CNN Headline News. Houle has won a number of awards including two Emmys, the prestigious George Foster Peabody award, and the Heartland award for "Hank Aaron: Chasing the Dream". He was nominated for an Academy Award as well.

Houle is consistently ranked as one of the top futurists and futurist keynote speakers on the major search engines and in the world today. In the last five years he has delivered keynotes on six continents and twelve countries. He is often called "the CEOs' Futurist" having spoken to or advised 2,500+ CEOs and business owners in the past seven years.

He writes the highly regarded futurist blog www.evolutionshift.com with the tag line "A Future Look At Today." For those of you on Twitter his user name is evolutionshift, which is also the name of his YouTube channel. He publishes the free Shift Age Newsletter, available at www.davidhoule.com/newsletter. During 2010 Houle was a featured contributor on Oprah.com, and his much acclaimed site futurewow.com which is his curated visual look into the future launched in 2013.

Kyle Schwartz

Kyle Schwartz is a third grade teacher at Doull Elementary in Denver, Colorado. Doull Elementary has a strong community and the school faces challenges. At Doull, about 90% of students live below or very near to the poverty line and about half are learning English at school.

Ensuring that all children receive a quality education has been the driving force in Kyle Schwartz's career. She has worked with education focused organizations such as City Year, the Denver Teacher Residency, America Achieves, and TeachStrong.

Due to the high academic growth and the strong instructional practice observed in her classroom, Kyle Schwartz is designated as a "Distinguished Teacher" by Denver Public Schools. She has lead professional development at national and local conferences and has spoken to organizations across the country on many issues including building strong classroom communities.

EQUITY PANEL

Creating Culturally Responsive Learning Environments

Learners are tasked to become responsible global citizens and adaptable to constant change. How do learning environments become the stage for each learner to reach their highest possible level of achievement and prepare for their future?

The answer to this question is a moving target influenced by both the status quo and the need to stay relevant, challenged by the cultures that surround each learning environment. These cultures are shaped by awareness, local and national expectations and policies, governance structures, and diverse individual and community needs.

Through the lenses of those who work in a variety of education spaces - Georgia, South Australia, Texas, Alberta, and Washington state - we will discuss how to move from status quo to building education spaces in response to the individual needs of learners, increasing ethnic, cultural and socioeconomic diversity, all within the very complex systems of education.

Facilitator:
Erin Jones, Independent Education and Systems Consultant - Lacey, Washington

Panelists:
Andre Benito Mountain, Principal of Marbut Traditional Theme School, DeKalb County School District - Lithonia, Georgia

Tim McClure, Assistant Superintendent for Facilities, Northwest Independent School District - Ft. Worth, Texas

Steve Murakami, Senior Program Manager for OAC Services and former COO of Tacoma Public School - Bellevue, Washington

Deb O'Riley, Director of New Schools, Department for Education and Child Development - South Australia

John Wheatley, Former Director of Facility Planning, Rocky View Schools - Alberta, Canada

FLAVORS

FURNITURE FOR INSPIRED LEARNING.®

SMITHSYSTEM®

smithsystem.com/flavors

SPONSORS

A Special Thank You to our LearningSCAPES 2017 Sponsors

Platinum
Tarkett

Gold
Shaw Contract Group
Steelcase Education

Silver
Extron Electronics

Bronze
Gilbane
Heery
SchraderGroup Architecture
VS America

Pewter
MB Kahn
Rainforth Grau Architects
Virco
VMDO

Dean's List
Terracon
VLK Architects

Principal's List
Cuningham Group
Frontrow
PBK

Honor Roll
Fanning Howey

Conference Fund
Perkins + Will
RBB Architects

Media Partners
Learning by Design
School Construction News

SPONSORS

Johnsonite Tandus Centiva DESSO

shaw contract®

Steelcase® EDUCATION

Extron®

Gilbane

HEERY

SCHRADERGROUP architecture

VS

KAHN

rga rainforth grau architects

VIRCO

VMDO

Terracon

VLK | ARCHITECTS

CUNINGHAM GROUP

frontrow™ your school. connected.

PBK

FANNING HOWEY

RBB ARCHITECTS

PERKINS + WILL

LEARNING BY DESIGN

SchoolConstructionNEWS design+construction+operations

PROGRAM GUIDE

THURSDAY, OCTOBER 26*

8:00 am	Registration
8:00 am	International Board Meeting
12:30 pm	Learning Tours
1:00 pm	ALEP Testing
6:30 pm	Opening Celebration
	Advanced Academy
	ALEP Recognition
9:00 pm	Disaster Recovery Reception

FRIDAY, OCTOBER 27*

8:00 am	Registration
9:00 am	Educational Sessions (3)
9:30 am	Special Tour / Ron Clark Academy
10:15 am	Educational Sessions (3)
11:30 am	Educational Sessions (3)
11:30 am	LEsolutuons award (mini presentation)
12:45 pm	Lunch on your own / Regional Meetings
2:00 pm	Educational Sessions (3)
2:00 pm	LEsolutuons award (mini presentation)
3:15 pm	Educational Sessions (4)
4:30 pm	LEsolutuons award (mini presentation)
4:30 pm	Educational Sessions (3)
6:30 pm	LEsolutions Market Reception
	Solution Provider Award
	SchoolsNEXT Awards

SATURDAY, OCTOBER 28*

7:30 am	Registration
7:30 am	Breakfast
8:30 am	Opening Session
	Fellow Recognition
9:00 am	General Session: Kyle Schwartz
10:15 am	Refreshment Break
10:30 am	Equity Panel Discussion
12:00 pm	Solution Provider Lunch
2:00 pm	Educational Sessions (6)
3:15 pm	Educational Sessions (7)
4:30 pm	Educational Sessions (6)
6:00 pm	Awards Program
	Lifetime Achievement
	LEsolutions Awards (featuring MacConnell)
6:45 pm	LEsolutions Market Reception

SUNDAY, OCTOBER 29*

7:30 am	Breakfast
8:00 am	Registration
8:30 am	Workshops (3)
10:30 am	Keynote Speaker: David Houle

*Please note: **This schedule is subject to change. For the most up to date information, changes and notifications, please download our Event App. Instructions are in the front of this program.**

DAILY SCHEDULE

THURSDAY, OCTOBER 26

8:00 am - 5:00 pm — Registration *Atrium Foyer*

8:00 am - 11:00 am — International Board Meeting *L508*

12:30 pm - 4:30 pm — Learning Tours

Bus Transportation- Pick-up/Drop off will be on Courtland street driveway. Courtland street driveway is located on International level (bottom) level of the hotel.

1:00 pm - 4:00 pm — ALEP Testing *L508*

6:30 pm - 8:30 pm — Opening Celebration *The Center for Civil and Human Rights*

- Advanced Academy Graduates
- ALEP Recognition

9:00 pm - 10:30 pm — Disaster Relief Reception *Atrium Foyer*

Donations will be accepted- **Click here to donate**

FRIDAY, OCTOBER 27

8:00 am - 5:00 pm — Registration *Atrium Foyer*

9:00 am - 10:00 am — Educational Sessions (3)

- The Innovation Campus: Student-Driven Learning for the NEXT Century *A706*
- Creating a New Early Learning Environment? Learn how to navigate the design and construction of educational environments for Pre-K students *A601*
- The Power of Unlearning: Rethinking Education to Empower Modern Learners *A703*

9:30 am - 12:00 pm — Special Tour *Ron Clark Academy*

10:15 am - 11:15 am — Core Competencies of the ALEP *A602*

10:15 am - 11:15 am — Educational Sessions (3)

- Whole School Sustainability 101: Leading Green Schools for Vibrant Purposeful Learning *A706*
- Navigating History: Balancing Educational Needs, Project Budgets, and Heritage Within Historic Campuses *A601*
- Wholeness- The Key to Unlocking Innovation in Education *A703*

11:30 am - 12:30 pm — LEsolution Planning & Design Award mini-sessions *A602*

11:30 am - 12:30 pm — Educational Sessions (3)

- 9 Questions *A703*
- Outdoor Learning Environments: An Opportunity to Incorporate Authentic Local Elements and to Enhance their Potential with Community-School Collaboration *A601*
- Architecture for pedagogy and urban renewal: designing the future *A706*

DAILY SCHEDULE continued...

FRIDAY, OCTOBER 27 continued...

12:45 pm - 1:45 pm — **Lunch on your own**

Regional Meetings

Midwest Great Lakes *A703*	**Southeast** *Pulse Lounge*
Northeast *A704*	**Southern** *A602*
Pacific Northwest *A601*	**Southwest** *A706*

2:00 pm - 3:00 pm — **LEsolution Planning & Design Award mini-sessions** *A602*

2:00 pm - 3:00 pm — **Educational Sessions (3)**

- The Anatomy of a Successful Project: Exploring the Tension, Synergy and Symbiosis Among Architecture, Engineering and Educational Planning in the Design Process *A706*
- How to Make Learning Commons Really Work: A research based evaluation explores how to assure that a Learning Commons is really an effective learning environments *A601*
- Modern Instructional Mindsets, Modern Learning Spaces: When Learning Needs Drive Design Decisions *A703*

3:15 pm - 4:15 pm — **Educational Sessions (4)**

- Transformational Strategies: Taking Existing Spacesinto the 21st Century *A601*
- The Three P's...People, Pinterest and Programming: Planning a school for homeless children in Oklahoma City *A706*
- Responding to Disaster: Start Right to End Right *A703*
- Designing for Change - Hands and Mind *A602*

4:30 pm - 5:30 pm — **LEsolution Planning & Design Award mini-sessions** *A602*

4:30 pm - 5:30 pm — **Educational Sessions (3)**

- Make a Difference: Design Schools to Benefit Learning *A706*
- The (un)Classroom: Environments that Support Personal & Immersive Learning *A703*
- STEM at the Elementary Level *A601*

6:30 pm -8:00 pm — **LEsolutions Market Reception** *LEsolutions Market*

Solution Provider Award

SchoolsNEXT Awards

Dare Dream Dance Junior Company

Westlake High School, Atlanta, GA
Rae Ransom Coleman, Dance Director
Cici Kelley, Artistic Director, Founder

DAILY SCHEDULE continued...

SATURDAY, OCTOBER 28

7:30 am - 5:00 pm	Registration *Atrium Foyer*
7:30 am - 8:30 am	Breakfast *LEsolutions Market*
8:30 am - 9:00 am	Opening Session *LEsolutions Market* Fellow Recognition
9:00 am - 10:00 am	General Session: Kyle Schwartz *LEsolutions Market*
10:15 am - 10:30 am	Refreshment Break *LEsolutions Market*
10:30 am - 11:45 am	Equity Panel Discussion *LEsolutions Market*
12:00 pm - 2:30 pm	Solution Provider Lunch *LEsolutions Market*

2:00 pm - 3:00 pm — Educational Sessions (6)

- Classroom or Career: When you Get to a Fork in the Road, Take It *A706*
- Calculating School Capacity: Strategies for the New Generation of Learners *A601*
- Gaming the System *A704*
- Next Gen Technologies Worth Watching *A703*
- 21st Century Learning Acoustics *A705*
- SchoolsNEXT Changing the face of Education - Part 1 *A602*

3:15 pm - 4:15 pm — Educational Sessions (7)

- The Critical Investment into Outdoor Education: An Investment too Valuable to Ignore *A602*
- IPD - The Red Deer Catholic Story *A704*
- A Revised Lesson Plan for Student Success *A601*
- Inspired By Design *A703*
- Pedagogy of Space: "The world in which our children live in and will move into is one that will continue to change." *A706*
- Designing for Learning Humans in the 21st Century *A705*
- Student Voice-Ever ask a student how to build a school? *LEsolutions Market*

4:30 pm - 5:30 pm — Educational Sessions (6)

- 3-in-1: Serving and Integrating Three Distinct Audiences and Purposes in a Single Building *A602*
- What can Public School Districts Learn About Facilities from For-Profit Providers? *A601*

DAILY SCHEDULE continued...

SATURDAY, OCTOBER 28 continued...

4:30 pm - 5:30 pm — **Educational Sessions** - continued...

- Beyond Design Project Zero (DP0): How design thinking can jump start the creative process in planning for innovative learning environments *A704*
- Global Innovations in Place – Conducting an Educational and Facilities Master Plan for Boston Public Schools *A706*
- Transformative Microenvironments: Moving From Inspiration to Activation *A703*
- SchoolsNEXT Changing the face of Education - Part II *A705*

6:00 pm - 6:45 pm — **Awards Program** *LEsolutions Market*

Lifetime Achievement Award

LEsolutions Awards

featuring: James D. MacConnell Awards Presentation

6:45 pm - 8:00 pm — **LEsolutions Market Reception** *LEsolutions Market*

North Atlanta High School Jazz Ensemble

North Atlanta High School Center for the Arts, Atlanta, GA

Adam Brooks, Director

SUNDAY, OCTOBER 29

7:30 am - 8:30 am — **Breakfast** *LEsolutions Market*

8:00 am - 12:00 pm — **Registration** *Atrium Foyer*

8:30 am - 10:00 am — **Workshops (3)**

- Parallels of CTE, PBL and STEM at Work in Education *A601*
- Doing More with Less *A703*
- Hacking the School Building: An Innovator's Guide to Future Ready Learning Environments *A704*

10:30 am- 12:00 pm — **Keynote Speaker: David Houle** *LEsolutions Market*

Credit(s) earned on completion each session will be reported to AIA CES for AIA members. Certificates of Completion for both AIA members and non-AIA members are available upon request. Our sessions are registered with AIA CES for continuing professional education. As such, they do not include content that may be deemed or construed to be an approval or endorsement by the AIA of any material of construction or any method or manner of handling, using, distributing, or dealing in any material or product. Questions related to specific materials, methods, and services will be addressed at the conclusion of each presentation.

SESSION ABSTRACTS

FRIDAY, OCTOBER 27 9:00 am - 10:00 am

The Innovation Campus: Student-Driven Learning for the NEXT Century

Scott Krenner, AIA / Design Lead Associate / Cunningham
Jack Mousseau, AIA / Principal / MOA Architecture
Shawna Trujillo / Principal / Pathways Innovation Center/Roosevelt High School – Natrona School District

Course Level: Expert **Domains:** Learning, Context, Process **Room:** A706

LU 1.0

High school students in Casper, Wyoming, are directing their education and discovering opportunities for their future whether it's college or the workforce. Pathways Innovation Center came out of years of planning and concern by the community that graduates weren't adequately prepared for life after graduation. Career exploration is at the core of Pathways, and each of the four academies feature an innovation lab with state-of-the-art industrial equipment and technology, giving students hands-on real world experience in career fields and allowing them to virtually connect with industry experts around the world. The centerpiece of Pathways is a two-story, 5,000-square-foot fabrication hall that was inspired by Boeing Airlines' facilities in Redmond, Washington, and is intended to inspire collaboration across academy disciplines. Pathways resides on a 38-acre campus that is shared with Roosevelt High School, the district's alternative school, which follows a healthy mind.

Learning Objectives:

- Understanding how the visioning process did not just inspire the design process but continues to influence, inspire and reshape how the educational learning is delivered at the facility.
- As an educator: obtain a greater understanding of the student-driven education model and that empowers students to create their own destiny and graduate with career readiness.
- Pathways Innovation Center represents a new model for collaboration and innovation that propels the technical education into a new orbit.
- As an educator: obtain a greater understanding of the student-driven education model that empowers students to create their own destiny and graduate with career readiness.

***Please note: This schedule is subject to change. For the most up to date information, changes and notifications, please download our Event App. Instructions are in the front of this program.**

SESSIONABSTRACTS continued...

Creating a New Early Learning Environment? Learn how to navigate the design and construction of educational environments for Pre-K students

Melissa McFadgen / Architect / NAC Architecture
Barbara Sattler / Early Learning Program Director / Central Valley School District

Course Level: Expert **Domains:** Context, Parameters, Process **Room:** A601

LU 1.0

Are you thinking about renovating a building to create additional classrooms for preschool programs? Perhaps building an Early Learning Center from scratch? Join us for an open and inspiring discussion about transforming a vacant grocery store into a new, 25-classroom early learning center and alternative high school, the lessons learned along the way and the overall design and construction sequencing needed to avoid hurdles and delays. The current landscape for early childhood education is dynamic and difficult to navigate, with many agencies vying for input and minimal funding resources available for capital and operational management. Yet the data is irrefutable. Research continually reinforces the importance of investing in students early, with the maximum benefit gained when access to education is achieved before Kindergarten. Early intervention is the most predictable course to redirect a student's educational career and provide the groundwork for lifelong educational achievement. Washington State is seen as a national leader for funding and implementing Pre-K educational programs. While each state has unique jurisdictional and licensing requirements, the principals of high quality early learning design remain consistent across borders and tend to fall at the feet of school districts. With this ever-increasing pressure on school districts to provide early learning, creative options must be explored to ensure adequate space and funding is provided to support the early learning needs without negatively impacting the education of the traditional K-12 students. Whether you are considering a new or renovated center, this session will provide essential information to start the planning and development of an early learning environment to ensure future success for all of your community's early learners. It will share information on how two diverse programs, an alternate high school and early learning center, can blend programs and create a synergy beneficial to all students within the building and will demonstrate creative, flexible educational spaces that will serve these two unique programs today and for many future students.

Learning Objectives:

- Gain knowledge on strategies used to collaborate with stakeholders at all ends of the design, educational and construction spectrum.
- Understand the primary differences between the design of an early learning center and an elementary school.
- Develop a proactive approach to early learning design to eliminate detours and delays.
- Provide lessons learned for the adaptive reuse of a grocery store into an educational facility.

SESSIONABSTRACTS continued...

The Power of Unlearning: Rethinking Education to Empower Modern Learners

Michelle Chavey, AIA, ALEP / Associate / Hollis + Miller Architects
Dr. Jamie Dial / Director of Secondary Education / Park Hill School District

Course Level: Intermediate **Domains:** Learning, Context **Room:** A703

LU 1.0

Our brains naturally take the path of least resistance when faced with challenge, using previous experiences to assess situations and move forward in a way that is familiar and safe. However, as we chart the course of a new approach for learning, we must unhinge the part of the brain that takes us down a safe and familiar route. Join us to take the first steps of 'unlearning' what have become the artifacts of education to create nimble curriculum and space for shifting generations. We'll discuss real world application of these ideas by a district that is challenging what high school education means for Generation Z, designing well supported curriculum and innovative, non-traditional learning space. By challenging what school and learning looks like, feels like and how and where it is facilitated, we can focus on the bigger picture of empowering modern learners that can navigate a rapidly changing world.

Learning Objectives:

- Participants will become familiar with brain based research and the opportunity for adults and students to 'unlearn' and create deeper learning experiences.
- Participants will gain knowledge on unique aspects of generational differences, including generation Z and how to respond with curriculum and environment.
- Participants will be exposed to a balanced approach of rethinking education - challenging paradigms while still existing in the current world of meeting standards requirements.
- Participants will see examples and discuss how a school district has created a new model of educating high school students that includes redesigned curriculum and challenges what space for learning looks and feels like.

FRIDAY, OCTOBER 27 10:15 am - 11:15 am

Core Competencies of the ALEP

Speakers: The Commission: Robert Hendriks, Chair; Brian Carter; Mark French, Julia Hawkinson, Greg Monberg, Len Wright

Room: A602

This panel discussion will provide an overview of the ALEP designation and the core competencies for which it represents. The Commission will explain the process of accreditation and renewal, and outline the skills and knowledge one must demonstrate to earn the accreditation.

- Learn the history of the ALEP
- Understand the core competencies of the accreditation
- Discuss the value of ALEP
- Learn the goals of the Commission and how the accreditation will continue to evolve

SESSIONABSTRACTS continued...

Navigating History: Balancing Educational Needs, Project Budgets, and Heritage Within Historic Campuses

Keri Stevenson, AIA / Architect / Dekker/Perich/Sabatini
Julie Walleisa, AIA, ALEP, LEED AP BD+C / Principal, Architect / Dekker/Perich/Sabatini

Course Level: Intermediate **Domains:** Context, Parameters **Room:** A601

LU HSW 1.0

It can be challenging to balance competing priorities when completing projects on historic campuses. An educational planner and an architect who focuses on historic preservation will use case studies to demonstrate how two different 100-year-old, multi-building campuses with distinctive architectural styles have navigated this challenge.

Strategies will be discussed for balancing historic integrity with a school's educational mission, addressing difficult demolition decisions, and working within public funding constraints, as well as how strategies may differ between new construction and renovation/addition projects and between eligible and listed properties.

Learning Objectives:

- Participants will be able to describe the physical and financial challenges of adapting historic schools to modern educational system needs.
- Participants will be able to assess the appropriateness of different approaches for improving functionality while preserving historic integrity.
- Participants will be able to describe alternative methods for preserving heritage when it's not possible to preserve historic buildings or physical elements.
- Participants will be able to apply design principles that are appropriate for new construction, renovation, minor addition, and major addition projects within a historic campus setting.

Wholeness- The Key to Unlocking Innovation in Education

Bill Latham, III ALEP / CEO / Meteor Education
Irene Nigaglioni, AIA, ALEP / IN2 Architecture

Course Level: Beginner **Domains:** Learning, Process **Room:** A703

LU HSW 1.0

The state of well-being for staff and students has fallen on hard times indeed. The basics of learning require strong relationships between students, teachers, administrators, and communities. Innovative and effective school cultures do not emerge without high levels of staff engagement.But how do we get there and what is most critical to address now? Join the next round of thought leadership as we seek to transform learning experiences by hitting the roots 'well schools'.

SESSIONABSTRACTS continued...

Learning Objectives:

- Participants will be exposed to the current data on both staff and student wellness in schools, including major cited causality.
- Participants will examine major areas of action that contribute heavily to well schools . A taxonomy of schools will be reviewed to identify key attributes of successful laddering strategies.
- Participants will be presented with strategies associated with exemplar case studies and best practice in developing thriving cultures including the use of teaching alignment with space as a catalyst for change.
- Participants will be assigned a school scenario ranging across the taxonomy and be asked to consolidate their understanding of the primary issues the particular learning community likely faces regarding well being of student and staff.

Whole School Sustainability 101: Leading Green Schools for Vibrant Purposeful Learning

Cynthia L. Uline / Professor / San Diego State University
Lisa A. W. Kensler / Associate Professor & Program Coordinator / Auburn University
Course Level: Intermediate **Domains:** Learning, Context **Room:** A706

LU/HSW 1.0

Are you curious about this new paradigm shift in education - whole school sustainability (WSS) practiced in green schools? In green schools across the world, school leaders utilize WSS as a practical pathway to redesigning their organizations, integrating democratic and ecological principles throughout all elements of school life including the design, management, and leadership of facilities, curriculum, and community partnerships. This session will provide practical tools and research-based evidence demonstrating that WSS is good for your budget, building occupants' health and well-being, our planet, and most of all, student learning.

Learning Objectives:

- Participants will know the core concepts associated with WSS and green schools.
- Participants will discern the environmental, fiscal, health, well-being , and educational benefits of WSS.
- Participants will be able to access and use assessment tools for identifying current practices consistent with whole school sustainability.
- Participants will be able to assist school leaders in developing an action plan for cultivating WSS in their school and/or district.

FRIDAY, OCTOBER 27 11:30 am - 12:30 pm

9 Questions

Rose Fry / Consultant / Heartland Hill Super School Network
Allan Milbradt, Architect, REFP, / CEO / PBA Architects
Nick Salmon / Planner, Innovator / Collaborative Learning Network
Course Level: Intermediate **Domains:** Learning, Context, Process, Parameters, Toolbox **Room:** A703

LU1.0

SESSIONABSTRACTS continued...

What are the nine questions you should be asking learners, teachers, parents, grandparents and community leaders? The Heartland Hills XQ Prize Team developed a series of questions to discover what is most relevant about the future of learning in rural and urban communities in America's Heartland. The questions that emerged from the XQ competition became the basis of an emerging and on-going podcast. The podcasts capture the insights of participants in traditional schools, Project Based Learning environments, and in the world of work and community beyond formal education.
Our proposed workshop shares the compelling stories from the podcasts; provides opportunities for participants to ask the same questions of one another and to share insights into how these questions can shape meaningful learning experiences around the world.

Learning Objectives:

- Learn why discovering the voice of the community is critical to the success of effective learning environments.
- Learn how simple, essential questions can promote a deep understanding of the learning in the community.
- Learn what questions resonate with individuals and communities.
- Learn strategies you can implement in your next project.

Outdoor Learning Environments: An Opportunity to Incorporate Authentic Local Elements and to Enhance their Potential with Community-School Collaboration

Linda Stevenin / Learning Environment Specialist, Senior Architect / Artik Art & Architecture
Noelani Hunt Sallings / President/CEO / Living Classroom
Jill Gould /Fulbright Fellow & Senior Lecturer Emerita Living Classroom /Santa Clara University
Vince Lattanzio / Principal / Carducci & Associates
Course Level: Beginner **Domains:** Context Toolbox Learning Process / **Room:** A601

LU HSW 1.0

We will share ways outdoor learning spaces (gardens, courtyards, classrooms) can reflect through student-driven projects cultural, natural, and historical elements of the local community as well as ways that compelling curriculum and community resources, such as the non-profit Living Classroom, enhance the learning potential of these areas. After sharing experiences and images of projects, we will facilitate an interactive experience to explore collaboratively ways in which these approaches can be adapted to other locations.

Learning Objectives:

- Using specific local cultural and historical elements/references in the design of outdoor learning spaces.
- Collaborating with students in creative projects that enhance the design and vision of the school.
- Partnering with non-profit organizations to enhance the potential of outdoor learning spaces/classrooms.
- Increasing the health (and joy) of children through hands-on experiences in outdoor school gardens (learning about/growing/cooking and eating natural food).

***Please note: This schedule is subject to change. For the most up to date information, changes and notifications, please download our Event App. Instructions are in the front of this program.**

SESSIONABSTRACTS continued...

Architecture for Pedagogy and Urban renewal: Designing the Future

Andrew Cortese / Partner / Grimshaw

Course Level: Expert **Domains:** Learning, Toolbox, Context **Room:** A706

LU HSW 1.0

The integrated redevelopment of Arthur Phillip High School and Parramatta Public School is a paradigm setting education and urban renewal project for the state of New South Wales and Australia. At seventeen stories, it will be the state's first truly vertical high-rise school and a spatial prototype for future-focused learning pedagogies. The project is an instrument for learning, for community engagement and services, and which establishes a contiguous public realm within the CBD. It introduces a wholly new building typology; six unique stacked learning communities or 'homebases', designed from a repetitive spatial module and providing maximum flexibility and re-configurability. The design also incorporates formal and informal project based & STEAM learning spaces intersecting at base and middle and circumscribed by outdoor learning spaces. Its unique typology also prioritises environmental performance and sustainability within an expressed prefabricated steel frame and modular services. Our presentation will demonstrate how the building will also function as a piece of social infrastructure, servicing one of Sydney's most socially and ethnically diverse populations. In this way, it is a vital part of the urban renewal of Parramatta, offering an expansive, landscaped open space with retained heritage fabric and recreational, learning and hospitality facilities, Combined, these facilities will establish a new community of learning for the future.

Learning Objectives:

- How vertical high schools contribute to urban renewal
- Embedding project based, future learning models within building design
- Understanding the 'homebase' building typology & flexible learning spaces
- Environmental performance & sustainability within vertical schools

FRIDAY, OCTOBER 27 2:00 pm - 3:00 pm

The Anatomy of a Successful Project: Exploring the Tension, Synergy and Symbiosis Among Architecture, Engineering and Educational Planning in the Design Process

Richard Moretti, Ed.D., ALEP, LEED AP / Educational Planner / StudioJAED Architects, Engineers, Facility Planners

Brian Zigmond, PE, CEM / Principal / StudioJAED Architects, Engineers, Facility Planners

Philip Conte, AIA, NCARB / Principal / StudioJAED Architects, Engineers, Facility Planners

Course Level: Intermediate **Domains:** Process, Toolbox **Room:** A706

LU 1.0

SESSIONABSTRACTS continued...

More often than not, learning environment planners work directly with end users without much direct interaction with architects and engineers on how their planning can be translated into educational space and properly conditioned. Without this interaction, there is a very real possibility that the end result will be less than ideal. Architecture, engineering and educational planning are obvious integral and interwoven components to any design project. How the tension, synergy, and symbiosis among them manifests in the design process and the eventual design is key to making that project successful in conveying the intent of the client. All too often the tension among them lessen the impact of a truly collaborative process where synergy and symbiosis are key operating parameters. This may result in learning space design that is not ideally supportive of teaching and learning. This workshop explores the tension among architecture, engineering, and educational planning emphasizing ways in which synergy and symbiosis can be achieved so as to produce the best end product. Actual practical examples of tensions, synergies, and symbioses will be explored as examples. Attendees will be asked to share similar experiences. An integration checklist will be shared that provides some tools of the trade to enhance synergy and symbiosis in project design while minimizing tension.

Learning Objectives:

- Participants will understand that educational planners, architects, and engineers cannot work independently of each other in achieving the best outcomes in learning space design.
- Participants will be able to recognize the need for achieving synergy and symbiosis among architecture, engineering, and educational planning while eliminating, and perhaps taking advantage of, tension.
- Participants will be given real-world examples of problems that arise in a project due to lack of synergy and symbiosis among architecture, engineering and educational planning.
- Participants will leave with a checklist of tools of the trade to enhance synergy and symbiosis in project design while minimizing, and perhaps taking advantage of tension.

How to Make Learning Commons Really Work: A research based evaluation explores how to assure that a Learning Commons is really an effective learning environments

Laura Wernick, FAIA / Principal / HMFH
Kristen Gallo / Principal / McAuliff Elementary School

Course Level: Intermediate **Domains:** Learning, Context, Process **Room:** A601

LU HSW 1.0

In 2012, two identical K-5 elementary Schools opened up in Concord NH. Each school was designed around a revolutionary Learning Commons that spanned the length of the academic wing and allowed classrooms to open into project areas and other specialized learning spaces. This provided a rich opportunity for research into the effectiveness of these innovative schools. In 2016 a third party researcher went into the now four-year-old Concord Elementary Schools to ask the educators what worked and what did not work in the Learning Commons that were so integral to the design of the schools. Questions were asked to understand how the Learning Commons were being used and what were the opportunities and what were the barriers created by the Learning Commons. The results were surprising to the architects and to many of the educators and have serious implications for every designer of elementary educational facilities.

SESSIONABSTRACTS continued...

Learning Objectives:

- Understand the opprotunities that a learning Commons presents for supporting new ways of teaching and learning.
- Understand how to design a learning commons to best support teaching and learning.
- Explore the impact of acoustics, thermal quality and lighting on students health and learning.
- Understand how to use a POE to improve architectural practice.

Modern Instructional Mindsets, Modern Learning Spaces: When Learning Needs Drive Design Decisions

Catherine Saldutti / President / EduChange, Inc.
Robert Rhodes / Principal / Horace Greeley HS
Course Level: Expert **Domains:** Learning, Process, Context **Room:** A703

LU 1.0

Modern facilities are the new EdTech, and with the surge in renovations, new builds and STEAM/Maker spaces comes new questions about how this new technology does and does not support learning. Educational leaders and instructional designers are embarking on another exciting but largely uncharted journey with regards to modern learning spaces. Beyond the critical need to provide comfortable, ergonomic, aesthetic, naturally-lit and safe spaces is the need to support and enhance best-practice instruction. From the educators' perspective, the design of modern spaces also represents a change management initiative for the school community. We want teachers and students to make marked shifts in their practice to modernize learning;yet the space itself cannot achieve this end. This session explores the educators' perspective on learning environment design, including considerations for ways that architects can work better with educators to allow for evolving instructional practice over several years. Catherine Saldutti, President of EduChange, is an instructional designer joining a team of educational leaders from Chappaqua, NY to tell the story of a district-wide, multi-building modernization initiative. Both triumphs and barriers to successful collaboration will be shared.

Learning Objectives:

- To understand some research-based instructional practices to be supported by modern learning spaces.
- To learn how these practices are operationalized in a space.
- To compare the timeline and process of modernizing spaces and modernizing teaching and learning across a district.
- To consider barriers to successful collaborations, and possibilities for improvement,

***Please note: This schedule is subject to change. For the most up to date information, changes and notifications, please download our Event App. Instructions are in the front of this program.**

SESSIONABSTRACTS continued...

FRIDAY, OCTOBER 27 3:15pm - 4:15 pm

Transformational Strategies: Taking Existing Spacesinto the 21st Century

Peggy Hoffmann, IIDA, LEED AP ID+C, REFP / Vice President / FGM Architects
Ron Richardson / Principal / FGM Archtiects
Dr. Lyndl Schuster / Assistant Superintendent for Business Services / Community HS District
Dr. Johnnie Thomas / Superintendent / Community High School District 155
Course Level: Intermediate **Domains:** Learning, Parameters, Content ,Process ,Toolbox **Room:** A601

LU 1.0

A leader from two districts supported by their architectural team will present strategies on how to transform small existing spaces into 21st Century learning environments that have a big impact within the school and community. The presentation will spotlight projects and address: how flexible learning environments support Universal Design for Learning, how to develop partnerships with local businesses and community members to support new curriculum, how to fund projects through donations from local businesses and charitable foundations, and why transforming the learning environment is necessary to support learn by doing curriculum. The panel will present how the concepts were developed and how the designs of the new learning environments support 21st Century learning. The panel will address questions from the audience.

Learning Objectives:

- Understand how flexible learning environments support Universal Design for Learning.
- Understand how to develop partnerships with local business and community members to support new curriculum.
- Understand why transforming the learning environment is necessary to support learn by doing curriculum.
- Understand how to fund projects through donations from local businesses and charitable foundations - this isn't just for colleges and universities!

The Three P's...People, Pinterest and Programming: Planning a school for homeless children in Oklahoma City

Gary Armbruster, AIA, ALEP / Principal Architect, Partner / MA+ Architecture
Amy Brewer, M.Ed / Director of Education / Positive Tomorrows
Course Level: Intermediate **Domains:** Process, Context, Learning **Room:** A706

LU 1.0

How do you have public involvement for a school where the children are homeless and in many cases their parents aren't very involved? Find out how we had to step out of our normal programming and planning comfort zone to design a facility that the children, the faculty and the community could be proud of. In this program we will explore how we met with the students, faculty and staff to get their ideas for the new school and our use of Pinterest as a programming tool.

SESSIONABSTRACTS continued...

Learning Objectives:

- Learn how to reach out and program a school for homeless children.
- Learn how to use Pinterest as a programming tool and how to organize the information for large groups to under stand.
- Learn how to communicate with a homeless school community to gain their ideas.
- Learn various techniques to get design ideas from PK-5th grade students.

Responding to Disaster: Start Right to End Right

Jim Brady, FAIA, ALEP / Associate Principal / Page Southerland Inc.
Irene Nigaglioni, AIA, ALEP / IN2 Architecture
Chris Pellegrin, AIA / Principal / CSRS Inc.
Lona Hankins / Director of Capital Improvements / Recovery School District
Course Level: Intermediate **Domains:** Process **Room:** A703

LU/HSW 1.0

This session will share the many critical steps school districts must take to successfully recover in the aftermath of a hurricane like Harvey and Irma or other natural disasters. These best practices are based on the presenters' experiences in assisting school districts recover from the devastation caused by Hurricanes Katrina, Rita, and Isaac and the Great Floods of 2016 in Louisiana. A4LE's volunteer group of professionals assisted school districts in Louisiana during the aftermath of Katrina and Rita. This experience led to the creation of a guide to assist districts prepare for and recover from devastation caused by a catastrophic event. They will share best practices for dealing with items like: Procurement of Services, Documentation, Facilities Assessments, Facility Planning for Recovery and Resilience, FEMA forms and paperwork.

Learning Objectives:

- Attendees will leave the session better equipped to prepare for future disasters.
- Attendees will learn the best practices for disaster recovery immediately after it happens.
- Attendees will learn how to navigate the long recovery ahead successfully.
- Attendees will leave the session with a roadmap to recovery.

Designing for Change - Hands and Mind

Jonathan Matta, Vice President, Education Markets - KI
Course Level: Expert **Domains:** Process -- Toolbox -- Learning **Room:** A602

LU/HSW 1.0

Designing for authentic change can be challenging. We face constraints; lots of them. From lack of funding to fixed physical structures, the challenges can be overwhelming. In this workshop, we sprint, using design thinking, through an experiential immersion in how to design for change, using first our minds, and then, our hands (making).

SESSIONABSTRACTS continued...

Learning Objectives:

- Learn how to frame an expedition at the onset by way of warm up activities that encourage creative confidence and ideation absent of constraints.
- Learn to synthesize, and make sense, of human centered ideas.
- Work collaboratively with your workshop design team to establish design drivers that will inform how a physical learning space is designed.
- Design a prototypical learning space, using 3D modeling, that reflects the human centered design drivers you and your team created .

FRIDAY, OCTOBER 27 4:30 pm - 5:30 pm

Make a Difference: Design Schools to Benefit Learning

Aaron Jobson, AIA, ALEP / Principal / Quattrocchi Kwok Architects
Irene Nigaglioni, AIA, ALEP / IN2 Architecture

Course Level: Intermediate **Domains:** Process, Toolbox **Room:** A706

LU HSW 1.0

How can you improve student achievement by up to 16% without changes to pedagogy, teachers, curriculum or students? The answer is through well designed school facilities. This workshop will review current research from the University of Salford in Manchester, UK, Harvard University, and others that reveal clear evidence that the physical characteristics of a classroom impacts learning, and furthermore, that a link exists between well designed school facilities and increased academic achievement. The workshop panel, representing leaders from A4LE, the Collaborative for High Performance Schools (CHPS) and the AIA Committee on Architecture for Education (AIA CAE), will discuss how this research can be applied to school designs through the use of the CHPS Criteria. Lastly, attendees will receive recommendations on how to apply the findings to real world examples through an interactive Design Thinking exercise, as well as gain an understanding on how to utilize the Design Thinking methodology to successfully work with diverse groups to develop innovative design solutions in their own schools and communities.

Learning Objectives:

- Understand how classroom design directly impacts the physical environment and academic performance.
- Explore the current research supporting the link between school design and student performance.
- Find out the specific classroom physical features proven to improve students' academic performance.
- Take away practical ideas for educators and designers to apply these principles to their own spaces and building projects.

SESSIONABSTRACTS continued...

The (un)Classroom: Environments that Support Personal & Immersive Learning

Karina Ruiz, AIA, LEED AP BD+C / Principal / BRIC Architects, Inc.
Dr. Heather Beck / Superintendent / Lake Oswego School District
David Johnson / Senior Associate, Project Designer / DOWA-IBI Group Architects, Inc.
Course Level: Beginner **Domains:** Learning, Toolbox **Room:** A703

LU 1.0

It is no longer the future that requires a shift in how we teach and learn, it is the present. For over 100 years, the classrooms in our schools have remain largely unchanged. It's time we begin to move towards the (un) Classroom. Students of the future will be distinctly different from those of yesterday or today. They will embark on unique educational journeys based on their interests, goals, and abilities. They will develop critical, core competencies as a result of highly personalized and immersive learning experiences. The development of these critical, core competencies;thinking, creating, and communicating requires students to engage in and explore a wide variety of highly connected learning activities. These pedagogical developments demand a new design. Individual study spaces, studios, seminar spaces, gathering areas, stages, and exhibition areas will be used by students based on their particular interests, personalities, and needs. Each student will follow a unique path enhanced by the variety of spaces provided in their (un)classroom environment. Shaped by ideas developed for the XQ Challenge to ReThink High School, the (un)Classroom explores how today's architects and educational leaders can work together to create spaces that act as a complement to teaching and learning in revolutionary ways. Join us as we explore together how these ideas can shape your practice, your schools and the future of learning as we know it.

Learning Objectives:

- Participants will learn the core competencies of the Next Generation Learner.
- Participants will understand how design & the design thinking process can become catalysts for change.
- Participants will be given tools to implement changes to their classroom designs, at all budget levels, to better support learning.
- Participants will learn from exemplar learning environments that showcase these design ideas.

STEM at the Elementary Level

Rebecca Baibak, AIA, LEED AP, REFP / Principal / Integrus Architecture
Kyle McLeod / Project Manager / Bellevue School District
Course Level: Intermediate **Domains:** Learning, Parameters **Room:** A601

LU 1.0

Many school districts are exploring ways to incorporate STEM at the elementary school level, re-imagining design solutions typically employed at the middle and high school level. The Bellevue School District in Washington State is integrating STEM at the elementary level and has developed several distinct approaches to responding to the curriculum within their facilities. Enatai Elementary School is the first modernized facility to reflect these curriculum goals in the design. This session explores the inspiration for this shift in curriculum and approaches that can be considered in supporting hands on learning at the elementary level.

SESSIONABSTRACTS continued...

Learning Objectives:

- Understand the basis of STEAM curricula and how it varies between elementary, middle and high school levels.
- Review ways in which the learning is enhanced through carefully planned facilities, that leverage existing and new elements on a site and in a building to best support learning.
- Discuss how it was applied in the Belleuve School District and what opportunities may be applied at other sites.
- Explore relevant concepts as a group that can inspire the attendees.

SATURDAY, OCTOBER 28 2:00 pm - 3:00 pm

Classroom or Career: When you Get to a Fork in the Road, Take It

Glenn Gollenberg, AIA / Practice Leader Public Education / SLAM Collaborative
Neil O'Leary / Mayor / City of Waterbury
Douglas Rogers
Amy Christmas / Senior Associate / SLAM Collaborative
Course Level: Intermediate **Domains:** Learning, Process, Toolbox **Room:** A706

LU 1.0

In response to the globalization of the economy and the push toward developing innovative problem-solvers with a background in STEM, education has derived from the post-war industrial arts programs and has created robust experiential learning environments that engage students in a host of simulated settings. This session will examine differences in the visioning/planning/design process of an inter-district themed magnet school, the CREC Public Safety Academy in comparison to themed city schools such as Waterbury Career Academy High School resulting in dynamic learning spaces supporting both the themed and core curricula. Today, themed high schools not only prepare students to be qualified applicants for local employers, but to choose between starting a career and continuing to post-secondary education. As we better understand the different learner styles, educational delivery methods including flipped classrooms, project- and team-based learning evolve. This study will demonstrate how innovative academic spaces including classrooms, shops, and labs engage all students in various subjects. SLAM's Amy Christmas and Glenn Gollenberg, AIA, alongside Waterbury Mayor O'Leary and Gregg Blackstone of CREC Public Safety Academy will examine the visioning, programming, planning and design processes of these institutions in further detail while demonstrating outcomes. SLAM's architectural response to the need for students who can work and learn in a challenging and collaborative setting has fostered two distinct graduation paths: work experience to enter the competitive workforce after graduation and engagement to be better prepared to decide a path for higher education.

DESIGNING THE FUTURE READY SCHOOL

Research and innovations that impact education

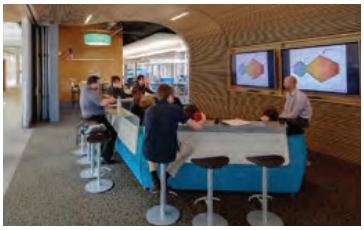
Clemson University / Watt Family Innovation Center

DESIGNING THE FUTURE READY SCHOOL: RESEARCH AND INNOVATIONS THAT INFORM EDUCATION

Join A4LE and Perkins+Will in Boston for an interactive day, with virtual building tours, where you will hear from a panel of industry experts who will discuss innovations that will influence teaching and learning. *Designing the Future Ready School* will demonstrate key planning and design concepts for learning environments that incorporate workplace solutions which enhance education and provide flexibility for future generations.

FEBRUARY 6, 2018: 8:30AM–5:00PM
BOSTON, MASSACHUSETTS
REGISTER TODAY, SPACE IS LIMITED!

For more information: **www.a4le.org**



SESSIONABSTRACTS continued...

Learning Objectives:

- Experience the relationship between teaching methodology and learning environments in both classroom and simulated environments.
- Recognize how learning spaces can foster innovation in teaching and improved learning outcomes for all learner types.
- Discuss outcomes and lessons learned from case studies of city and inter-district themed schools.
- Engage local business and industry to help round out the themed curriculum.

Calculating School Capacity: Strategies for the New Generation of Learners

Amy Yurko, AIA / Educational Planner / BrainSpaces
Kelley Tanner / Educational Planner / BrainSpaces | Connextions

Course Level: Intermediate **Domains**: Process, Parameters **Room:** A601

LU HSW 1.0

How big should a school building be to effectively serve its mission? One clear methodology for calculating the student capacity of k-12 school facilities does not exist. Architects and planners often struggle to provide facilities that will truly support the number of students and range of programs required by today's standards and expectations. One thing is for sure: it is no longer simply a count of classrooms. In this session, you will see a variety of state and local mechanisms for determining school size and student capacity for elementary, middle and high schools. We will explore various ways unique programs and schedules can be accommodated within these mechanisms. We will demystify various definitions of commonly used terms such as efficiency, utilization factor and teaching station. Most importantly, we will use actual case-studies to illustrate student capacity calculation models that allow architects and planners to accurately account for the enrollment of a given school accounting for unique student needs, programs, schedules and intended operational strategies. Through small group exercises, we will develop meaningful translations of various rules-of-thumb into strategies of real schools for real students with real needs.

Learning Objectives:

- Attendees will review and compare various District-wide and State-wide and methodologies for calculating student capacity of K-12 school facilities.
- Attendees will learn clear definitions of key terminology used by federal, state and local entities to describe student enrollment and school capacity.
- Attendees will create and discuss various strategies for translating big-picture guidelines for school capacity and size into meaningful directives for planning individual schools that meet the unique needs of their communities.
- Attendees will see and use various case studies illustrating capacity.

SESSIONABSTRACTS continued...

Gaming the System

Garrett Burtner, AIA / Principal Architect / McCool Carlson Green Architects
Evelyn Rousso, AIA / Senior Architect / McCool Carlson Green Architects

Course Level: Beginner **Domains:** Learning, Context, Toolbox **Room:** A704

LU 1.0

We all play games. Games are engaging, social, exciting, competitive, puzzling and&’8230; educational. Sometimes we play to avoid our work and responsibilities. However, the stickiness of game play is also frequently leveraged by educators to engage learners. Digital or analog, individual or multiplayer, almost any content or activity can be gamified. This session will give an overview of some of the more compelling game-based curriculums in use today. Using images and video clips of educators and learners in action, we will explore why gaming is trending in education and what the implications are for the design of learning environments. Attendees will engage in a small group activity applying game thinking to the layout of a learning studio.

15 Min - Introduction to game-based learning
15 Min - Exciting gamified curriculums and the schools applying them
20 Min - Small group activity - Environments for (Rigorous) Playful Learning
10 Min - Report out and Discussion

Learning Objectives:

- To gain an understanding of Game-Based Learning concepts and practices.
- To understand how Game-Based Learning is being applied in current curriculums.
- To consider how school and classroom design can support Game-Based Learning.
- To explore how the process of design itself may be gamified to improve outcomes for learning environments.

Next Gen Technologies Worth Watching

Corrie Hood / Associate / PBK Architects
Tania Caudill / Project Coordinator / PBK Architects

Course Level: Intermediate **Domains:** Toolbox, Learning **Room:** A703

LU HSW 1.0

Today’s students must be ready to take on careers of the future. This requires students be capable of anticipating and adapting to new technologies as they become common in the workforce. Our goal is deciphering how students achieve this technology literacy, while creating a better platform for both teachers and students to engage with emerging innovations in the classroom. Classroom tools are quickly changing from physical books of the past to current real time information (RTI) of the moment. These spaces encourage and engage collaborative, competent, project-based learning that students need now. We’re interested in the technology innovations that will enhance this learning environment; from coding literacy to digital equity to virtual reality. This session will cover the most vital of these emerging technologies, how students will use it, and the best means of implementation within our educational environments.

SESSIONABSTRACTS continued...

Learning Objectives:
- Recognize emerging technologies relevant to education.
- Understand how these technologies will affect teachers and students.
- Incorporate technology innovations into the built environment.
- Engage educators with teaching spaces most useful for fulfilling 21st century pedagogies.

21st Century Learning Acoustics

Steve Meszaros / Acoustical Technical Director / RWDI
Course Level: Intermediate **Domains:** Toolbox, Process **Room:** A705

LU HSW 1.0

Learning in the 21st Century is filled with exciting new technological developments and the many new challenges that come with it. With technology changes, schools are adapting to provide the right spaces for learning in this new environment. Acoustics is a vital part in school design as it can degrade or enhance the experience. With an obvious desire to enhance communication, both in person and through distance audio/video systems or recordings, well designed acoustics are a key part in making these communications a success. We will discuss the three main subjects in school design: reducing distraction, enhancing communication, and creating a calm environment. These are controlled with good sound isolation, room acoustic treatment and noise control of mechanical systems. We will discuss how to incorporate these items into any learning environment project and how their value in terms of performance versus cost can help in the design value decision-making process.

Learning Objectives:
- Learn about what acoustic controls do and how they work.
- Learn how to incorporate acoustics early in the planning and design process.
- Understand what acoustic elements are critical to education facility design.
- Understand consequences of value design with respect to acoustics.

SchoolsNEXT - Changing the Face of Education Part I

Gulliver Academy Middle School, Miami, FL
Lakeridge Junior High School, Lake Oswego, OR
McAuliffe International School, Denver, CO
Course Level: Beginner / Intermediate **Domains:** Process, Learning, Context, Toolbox **Room:** A602

LU HSW 1.0

With the intent to bring the student voice into the planning and design of exceptional learning environments, SchoolsNEXT teams from across the globe demonstrate their passion in rethinking the requisites of tomorrow's 21st century learning environments, reaching beyond the school walls and developing solutions to global design challenges that inspire transformation in education.

SESSIONABSTRACTS continued...

Their desire to make a difference in the world is remarkable and humbling. Challenged to plan and design sustainable ad resilient learning spaces that encourage innovation, critical thinking and collaborative teamwork, these young designers have broadened the potential of a school by connecting excellence in design with excellence in education.
With their articulate division of labor, comprehensive planning process and exemplary teamwork, the students take a leap into the future. Their eco-friendly solutions not only meet the needs of students, but address the economy and society of the future. Guided by a STEAM curriculum, SchoolsNEXT teams are enabled, engaged and empowered to master the skills they need to take on the challenges of a world defined by change.

From a circular building surrounding a "forest" in the middle replete with treehouse science rooms, using nature aesthetically as part of the design cycle, to employing solar panels as bus shelters, focusing on sustainable technologies such as wind turbines, base isolators, natural ventilation, green roofs, pollinator-friendly plants, community gardens and future earthquake resilience, the students envision a future that will indeed change the face of education.

Learning Objectives

- Understand the importance of energy conservation using net-zero energy and other sustainable strategies as a means of preserving the environments, adding to community resources and addressing the effects of climate change.
- Discover how connecting excellence in planning and design reflecting community needs and environmental resources results in excellence in education and serves as an economic engine developing vital and resilient communities.
- Learn how class structure and different learning modalities influence the design of the physical environment.
- Explore a true student-centered, sustainable learning community where growth, free will and connection to nature informed the design.

SATURDAY, OCTOBER 28 3:15 pm - 4:15 pm

The Critical Investment into Outdoor Education: An Investment too Valuable to Ignore

Terry Hoyle, AIA / Principal / Stantec
Tim McClure, AIA, NCARB / Facilities, Planning & Construction / Northwest ISD
Scott Layne, ALEP / Deputy Superintendent, Chief Operating Officer / Dallas ISD
Course Level: Intermediate **Domains:** Process, Learning, Context **Room:** A602

LU HSW 1.0

SESSIONABSTRACTS continued...

Outdoor education has long been an area where educators have introduced the sciences to students at an early age. Students have typically gone on day trips or overnight camps to explore the wonder the outdoors has to offer. While this is an opportunity for some, for most school systems this has either never been practical or is becoming more difficult with growing populations and related costs. A case study of two outdoor learning centers will address how districts can meet and go beyond the normal expectations for outdoor learning.

Learning Objectives:

- Participants will be able to compare costs to sending their kids to camp versus operating an outdoor learning center.
- Participants will be able to envision the opportunities possible when running your own outdoor education center.
- Participants will begin to imagine how to partner with others to make an outdoor learning center a reality.
- Participants will see how physical improvements to their center can add value to their programs.

IPD - The Red Deer Catholic Story

Ken Jaeger / Supervisor of Support Services / Red Deer Catholic Regional Schools

Course Level: Expert **Domains:** Process, Context, Toolbox **Room:** A704

LU 1.0

Told from an owner's perspective, this engaging narrative session will take an in-depth look at the application of IPD (Integrated Project Delivery) on St. Joseph High School and St. Gregory the Great Catholic School. As the first publicly funded IPD project in Alberta, these two projects were delivered under one contract with architects, contractors, consultants, trades and owner representatives contributing to the IPD team. Starting with a brief overview of IPD, this presentation will focus on Red Deer Catholic Regional Schools' experience with this highly collaborative delivery model and highlight the lessons learned on the project. From design through to construction, participants will gain a thorough understanding of the challenges and opportunities inherent to the IPD process and the application of integrated design and construction techniques. Ultimately, an IPD model allowed the team to deliver this project at a reduced cost while improving quality, schedule, and educational outcomes for students.

Learning Objectives:

- What IPD is?
- How IPD works?
- How IPD can bring value to projects?
- Things to consider when selecting an IPD team.

A Revised Lesson Plan for Student Success

Lisa Raney / Regional Education Leader / Steelcase Education

John Poelker, AIA, LEED AP BD+C / Associate Principal / Perkins & Will

Course Level: Beginner **Domains:** Learning **Room:** A601

LU 1.0

SESSIONABSTRACTS continued...

How can we support the whole learner - cognitively, emotionally, physically and socially? Today's students face an ever-complex, ever-shifting landscape of knowledge, and their success extends beyond the mastery of rote facts. Yet research shows that engagement declines as students move through their high school and postsecondary educations. Further, only 36% of hiring professionals feel that colleges and universities are preparing students for the outside world as the gap between traditional and evolving views of student success continues to widen. This session will share insights from Steelcase Education research and design work from Perkins+Will to illustrate the immense opportunity to rethink how we ready students for a more creative economy and an evolving future – while supporting their diverse backgrounds, skills, hopes and dreams. In this session, we will examine the tensions students encounter and ways the built environment can help students think better, feel better and be healthier. This session will explore how a connected system of active learning spaces can contribute to a high-impact student success strategy.

Learning Objectives:

- Understand macro issues that impact student engagement and workforce readiness.
- Learn ways in which learning institutions can broaden the definition of student success.
- See how this knowledge can be applied in a micro-way across the built environment.
- Explore design opportunities to create a connected system of active learning spaces that support diverse learning styles.

Inspired By Design

Boris Srdar, FAIA, LEED AP / Principal Architect / NAC Architecture
Lauren Scranton / Knowledge & Innovation Leader / NAC Architecture
Laura Kazmierczak / Designer / NAC Architecture

Course Level: Expert **Domains:** Learning **Room:** A703

LU HSW 1.0

In recent years, we have made great advances in designing our schools to serve as teaching tools and to provide flexible spaces that foster project based learning. With such a strong focus on helping progressive pedagogies, have we put aside or neglected the ability of architecture to simply create inspiring spaces to elicit the curiosity and wonder ultimately needed for true learning and growing? Susan Cain's book 'Quiet: The Power of Introverts in a World That Can't Stop Talking' emphatically reveals important needs of up to a half of population who are introverts, clearly presenting an added challenge to our school designs to successfully address needs of all the students. By combining five specific biophilic principles we can create experientially supportive spaces, address the needs of all students and staff, and create even more thoughtful learning environments. Visual connection and nonvisual connection with nature offer multiple appeals to our senses while helping to restore focus and concentration. Careful implementation of prospect and refuge principles can increase a students' sense of security while creating an experientially rich and varied spatial environment that is supportive to extroverts and introverts alike. A healthy sense of mystery, created through well planned spatial discovery, can motivate curiosity and discovery as users move through the school on a daily basis. The presentation will highlight research findings of the benefits of biophilia in addressing a variety of human emotions and their influence in the learning environment. Analysis will explain both international and domestic examples that have explored these principals in school architecture.

Learning Objectives:

- Attendees will understand the psychological needs of the introverts and how they relate to educational needs.
- Presentation will illuminate research finding of 5 biophilic principles and their impact on our behavior.
- Attendees will learn about the ways we can approach progressive educational philosophy in the way that is inspiring to the students of all learning predispositions.
- Review of notable international and domestic school examples will inform the attendees how biophilic principles can help to address needs of all students and staff, introverts and extroverts alike, and contribute to an inspiring learning environment for all.

Pedagogy of Space: "The world in which our children live in and will move into is one that will continue to change."

John Nagel / Supervisor / Punahou School
David A Stubbs II / President / Cultural Shift

Course Level: Intermediate **Domains:** Process, Learning, Context, Toolbox **Room**: A706

LU 1.0

Relying on over 20 years of experience and data from educational observations, in the fall of 2012, David A. Stubbs II demonstrated for the first time an educational furniture 'system' that has changed the landscape of educational environments. However, the research and understanding of the pedagogy of the next generation of space had only just begun. In the past five years, David has come to understand and respect the fact that in order to effectively create change, that we ALL must work differently. If we truly desire change, we may no longer be able to rely on tried and proven concepts. We need to first understand the 'Why' of a specific community, comprehend the 'Who' and only then begin to create the 'How' and the 'What' with all stakeholders. In his work, David has had the opportunity to work with extremely talented and passionate school leaders, but none more successful in demonstrating change than Punahou School in Waikiki, Hawaii. The intent of this workshop is for the audience to experience Punahou's journey in the creation of change as well as to hear how the relationships of form and function or physical and instructional have blended to create environments that that are extremely adaptable. Punahou clearly understands that every student's journey looks entirely different. Each student has their own individual personalities, their own learning profiles. Students arrive very curious and they don't want that curiosity to go away. In their structures, teachers are more like a mentor than a teacher teaching at the podium and giving information to the students. What they have discovered is that students really take control of their own learning, but it's truly the space that actually permits both the student and the teacher to become highly successful. Punahou empowers students to take control of their own learning not only instructionally, but it's also the space that is going to facilitate their own learning and growth. The studios really are based on a pedagogical mindset that learning doesn't take place in a classroom as we once thought of it, that learning takes place in all different areas. They understand that no one learns in exactly the same way; therefore they provided space that accommodates all the needs of different learners as well as understanding that in order to really personalize learning, we need to be able to be flexible, flexibility of not only our curriculum, but our space, our teachers...everything. The vision of education to which Punahou is moving makes collaboration, innovation and growth imperative as opposed to desirable.

SESSIONABSTRACTS continued...

Learning Objectives:

- Participants will begin to consider space and most importantly the tools within learning environments as an opportunity to rethink how we deliver professional development and ±permitε teaching and learning.
- Participants will be aware of examples of disruptive design techniques and facilitation opportunities to acquire valuable information when constructing the next generations of facilities.
- Participants should begin to consider creating multi-functional spaces that permit flexibility, agility as well as professional development supporting resources and tools that support in lieu of restrict creativity and innovation.
- Attendees will begin to understand The "Why" to change educational environments as well as observe successful examples of change not only in physical space but in pedagogy.

Designing for Learning Humans in the 21st Century

Grace O'Shea / room2learn
Jane Zhang / Education Specialist / room2learn
Course Level: Beginner **Domains:** Process, Learning **Room:** A705

LU 1.0

There's a growing gap between the design intents and user experiences in architecture, particularly in the design of learning spaces. For a long time, schools have been designed to maximize efficiency of rote, static learning models. Learning models have shifted toward active and individualized experiences. We need to update our design processes. During this session, architects will embody a day in the life of a student and teacher in order to create a user centered learning space. This dynamic session will involve role-playing and rapid prototyping in interdisciplinary teams. Leave equipped with a set of tools to better engage your clients.

Learning Objectives:

- Empathize with users in educational spaces
- Practice rapid ideating and prototyping in diverse teams
- Learn a quick and easy-to-implement process to facilitate client engagement
- Gain access to an online community of fellow learning space designers

Student Voice- Ever asked a Student how to build a school?

Course Level: Beginner **Domains:** Process, Learning **Room:** LEsolutions Market

LU 1.0

We envision a world where all students have a voice in the decisions that affect their lives on a daily basis. In this two part session attendees will gain valuable insight directly from current students on a panel about the education spaces they use on a daily basis. Beginning with a short presentation by Student Voice, students will discuss their favorite spaces used across the country, whether in their own schools or in their dream schools at all education levels.

SESSIONABSTRACTS continued...

The second part of the session will feature a panel of students moderated by Student Voice, with both guided questions and time for questions from attendees. The panel will discuss topics such as what they like and dislike about their current school, how students use spaces, features they would like to see in their school, the influences of collaborative spaces on their learning and more. Join Student Voice for a riveting panel of students sharing their voice and learn how you can involve student voices in your very own design process.

About Student Voice
Student Voice is a completely student-run, non-partisan, not-for-profit organization inspired by the premise that all students should have a voice in the decisions that affect their lives. Student Voice strengthens the student movement for equitable schools by amplifying, aggregating and accelerating student voices. For more information about Student Voice, visit StuVoice.org, like our page on Facebook or follow us on Twitter @Stu_Voice.

Learning Objectives:

- Learn about type of learning spaces that students enjoy.
- Learn about the way students use learning spaces.
- Learn about what students would like to see in their learning spaces.
- Learn about the importance of cooperation and hands on practice for learning.

SATURDAY, OCTOBER 28 4:30 pm - 5:30 pm

3-in-1: Serving and Integrating Three Distinct Audiences and Purposes in a Single Building

Duane Cash / Project Manager / ACI Boland Architects
Dr. Kenny Southwick / Deputy Superintendent / Shawnee Mission School District
Michael Kautz / Principal / ACI Boland Architects
Course Level: Intermediate **Domains:** Context, Learning, Process, Parameters, Toolbox **Room:** A602

LU HSW 1.0

The Shawnee Mission School District Center for Academic Achievement intertwines spaces for education, administration and community in one building — a new approach that creates a unique learning environment and strengthens connections between three distinct but interrelated groups. The facility's architects and school district leaders will guide you through the fresh approach, detailing a flexible, integrated layout that encourages the beneficial, organic interactions that broaden perspectives and create learning opportunities. They'll also share the space planning efficiencies they found in the new building, reducing administrative square footage from 500,000 across five buildings to just 131,000 in the new facility.
The presenters will share how this innovative facility benefits all three audiences it serves: Integration benefits to students:

- Advanced and technical programs are now available to all district high schoolers, not just honor students or students from a specific school.
- Students in various programs can collaborate in new and valuable ways; for instance, biotech and culinary can collaborate on food safety.

- Students gain experience within a professional business environment, readying them more effectively for life beyond school. Integration benefits to administrators: Administrators — now under one roof — share goals and ideas more effectively, increasing organizational efficiency and building a strong and collaborative culture.
- Administrators connect more directly with the kids they are working every day to support, providing inspiration and perspective. Integration benefits to the community: Community members have access to much needed meeting space for a wide range of organizations, and walking paths adjacent to a golf course and park. Community members get a new perspective on the ingenuity of students and the commitment of administrators and educators.

The facility was built sustainably, with multiple recycled, reused and recyclable elements. It also provides a healthful working environment, with a Health Clinic, Wellness Center, walking trails, natural daylighting, underfloor air distribution and vertical garden walls. The building's flexibility and adaptability future-proofs the facility for shifting and emerging needs; raised floors, open ceilings with cable trays and demountable walls make it easier to meet new space needs without renovation.

Learning Objectives:

- Participants will be able to evaluate if the 3-in-1 approach is an appropriate solution for a school district's facility needs.
- Participants will be able to quantify design approaches that encourage collaboration and beneficial organic interactions that support the learning environment.
- Participants will be able to outline sustainable and wellness-oriented elements that contribute to a healthful learning environment.
- Participants will be able to develop a checklist of future-proofed elements that make a learning environment more flexible and adaptable to shifting and emerging needs.

What can Public School Districts Learn About Facilities from For-Profit Providers?

Julie Walleisa, AIA, ALEP, LEED AP BD+C / Principal Architect / Dekker/Perich/Sabatini
Scott Sowinski, AIA, ALEP, LEED AP BD+C / Associate Architect / Dekker/Perich/Sabatini

Course Level: Beginner **Domains:** Toolbox, Context, Process **Room:** A601

LU HSW 1.0

Given increasing costs, decreasing funding, and rapidly evolving educational technology and pedagogy, should public school districts question the traditional model of complete campuses of durable, 50 year buildings? How can charter/for-profit and private business strategies like limited physical facilities, building for shorter lifespans and frequent changes, occupying vacant commercial space, and creating distributed campuses be adapted to meet public school needs, budgets, and procedures? This session will explore pros and cons of multiple innovative strategies.

SESSIONABSTRACTS continued...

Learning Objectives:

- Participants will be able to perform master planning and site selection exercises that focus on efficient land use, and cost effective reuse and building adaptation that has positive influences on capital operation budgets. (HSW-Urban Planning, Urban Ecology, Master Planning, Pre-Design, Site-Selection, Land Use Analysis)
- Participants will be able to identify branding and marketing strategies that are affective in driving public interest.
- Participants will be able to assess interior and building design strategies that promote social wellbeing, and attract and retain teachers, administration and student body. (HWS-Social Wellbeing, Occupant Comfort, Design)
- Participants will be able to identify and implement materials and methods selections that focus on lean process and adaptability of spaces that react to current market trends. (HSW-Materials & Methods)

Beyond Design Project Zero (DP0): How design thinking can jump start the creative process in planning for innovative learning environments

Gregory Monberg, AIA, MBA, LEED AP, BD+C, ALEP / Director of Architecture / Wightman & Associates Inc.
Paul Hartsig / Superintendent / Dowagiac Union Schools
J. Scott Winchester, AIA / Project Manager Tribal Liaison / Seven Generations Architecture & Engineering
Course Level: Intermediate **Domains:** Process, Toolbox, Learning **Room:** A704

LU 1.0

This session will require active participation from the attendees in understanding, identifying, and applying design thinking techniques. The session will highlight how design thinking has been applied to learning environments by both educators and learning environment planners. Case studies of how these techniques improved collaboration and creativity will be discussed and demonstrated.

Learning Objectives:

- Describe what Design Thinking is and how it is being used in education.
- Identify Design Thinking techniques used to increase collaboration and creativity.
- Understand how to integrate Design Thinking into visioning for educational design projects.
- Understand how Design Thinking techniques can aid in compressed project schedules.

SESSIONABSTRACTS continued...

Global Innovations in Place – Conducting an Educational and Facilities Master Plan for Boston Public Schools

Alex Pitkin, AIA, / Director of Institutional Practice Studios / SMMA
Philip J. Poinelli, FAIA, ALEP, LEED AP / Educational Facility Planner / SMMA
Kate Jessup, RA, ALEP / Architect / SMMA

Course Level: Expert **Domains:** Toolbox, Context, Parameters **Room:** A706

LU HSW 1.0

The City of Boston has 128 schools serving 57,000 student. There are 24 different grade configurations spread across the 128 schools. The smallest school is 9,000 sf and the largest is 918,000 sf. 84 schools or 65% were constructed prior to World War II. Eleven school buildings date from the 19th Century. Conducting an Educational and Facilities Master Plan for this wide range of facilities was an enormous undertaking. We conducted both physical assessments and educational facility effectiveness reviews for all schools. Our scope included: Educational Visioning including grade reconfiguration; educational delivery discussions; the building and educational assessments noted above; demographic projections; financial options for achieving the Master Plan and an approach for developing building models (options) for future determination. What was innovative and globally applicative is that rather than developing a report book, that would likely have been feet thick (that's a lot of surface area to collect dust) SMMA proposed to develop a web-based 'dashboard' accessible to the community as well as Boston Public Schools and the City. This dashboard is now operational and available to all. The very significant data base developed to record all of the data is in simple to use EXCEL and now in the hands of the client to be a working tool as the district upgrades schools and systems. The versatility of the dashboard allows to every school to be accessed from a simple At a Glance approach to in-depth data. Schools can be filtered by school typology, grade configuration, era built, neighborhood, and many other ways. Better yet, click here and see for yourself, www.buildbps.org. In addition to the presenters, client interviews will be imbedded in the presentation. Presenters will demonstrate the system and discuss how it can be customized to meet other client needs.

Learning Objectives:

- How to organize the information gathering and reporting for 128 schools.
- How a dashboard report out system can make the process accessible and transparent to the community and a useful tool for the owner for years to come.
- What needs to happen to realize the Superintendents goals of: Equity, Coherence and Innovation.
- How to evaluate learning spaces and schools for environmental factors that can significantly impact the ability of students to engage, actively attend school and learn.

SESSIONABSTRACTS continued...

Transformative Microenvironments: Moving From Inspiration to Activation

Page Dettmann, Ph.D / Chief Education Evangelist / Meteor Education
Brandon Hillman, ALEP / Meteor Education
Melissa Cantrell, AIA, LEED AP / Principal / CDH Partners
Joshua Williams, PMP, CCM / Chief Operating Officer / DeKalb County School District

Course Level: Intermediate **Domains:** Process, Context, Toolbox **Room:** A703

LU 1.0

Master planning sets the course for many years. But building conditions, while important, fall far short of painting a holistic picture of the educational adequacy of a facility. This session will focus on how to bring supportive macro and microenvironments into a district as part of a truly comprehensive Master Planning process reflective of desired student learning experiences and outcomes. Participants will journey in real time, through a VR experience, into districts to see the inspiration and activation of their bold microenvironment initiatives.

Learning Objectives:

- Participants will be briefed on the impact of a Master Planning process that intentionally includes a thoughtful macro and mirco environment strategy designed around desired instructional goals as part of an overall program.
- Participants will be introduced to the case study of DeKalb School District and review the critical process steps that have been followed to prepare for their roll out of the desired Experiences to Environments initiative. While a specific example - these principles transcend any particular geography.
- Participants will be exposed to some of the core deliverables that are helpful in moving a client from being inspired to transforming the school culture and environments and to activating their decisions within the community.
- Participants will be encouraged to interact, immerse, question, and truly visit pilot programs through VR- see the progress and talk with district visionaries who are bringing the reality to their community.

SchoolsNEXT - Changing the Face of Education Part II

Hudson Bend Middle School, Austin, TX
Frederick County Career & Technology Center, Frederick, MD

Course Level: Beginner / Intermediate **Domains:** Process, Learning, Context, Toolbox **Room:** A705

LU HSW 1.0

With the intent to bring the student voice into the planning and design of exceptional learning environments, SchoolsNEXT teams from across the globe demonstrate their passion in rethinking the requisites of tomorrow's 21st century learning environments, reaching beyond the school walls and developing solutions to global design challenges that inspire transformation in education.

SESSIONABSTRACTS continued...

Education has been around for over 2,000 years…as the face of education around the world continues to evolve to better prepare students to succeed, educators strive to enhance learning opportunities that extend beyond the classroom, providing real-world learning experiences and opportunities for students to ask questions and problem solve. Who knows better than the students who spend most of their waking hours in schools as to what their learning environments should offer and how they should look?

Their desire to make a difference in the world is remarkable and humbling. Challenged to plan and design sustainable and resilient learning spaces that encourage innovation, critical thinking and collaborative teamwork, these young designers have broadened the potential of a school by connecting excellence in design with excellence in education.

Challenged to plan and design sustainable and resilient learning spaces that encourage innovation, critical thinking and collaborative teamwork, these young designers have broadened the potential of a school by connecting excellence in design with excellence in education. Guided by a STEAM curriculum, the "planning" teams learn the importance of collaboration and compromise as they finalize their project ideas. Their eco-friendly solutions not only meet the needs of students, but address the economy and society of the future. Guided by a STEAM curriculum, student planning teams are enabled, engaged and empowered to master the skills they need to take on the challenges of a world defined by change.

With great insight on how challenging it is to design something for the future when you are living in the present building, students push the envelope and utilize futuristic technologies such as textile/fabric collectors of solar energy and people movers in the main arteries of their school. Skin barcodes holographic zones for testing, and solar panels on campus drives are part of their future. Learn how students transformed a 1974 year old learning community stagnant in the pursuit of education into a exemplary 21st century center for learning.

Learning Objectives:

- Explore how the shift in learning from lecture driven classrooms to collaborative, project based learning informs design.
- Learn how good indoor environmental quality, natural lighting, energy efficient buildings and evolving technology positively affect student health and well-being and foster student success.
- Discover the emotional impact of architecture and green technologies and how students are learning to take care of the world they live in.
- Consider how concepts such as critical thinking, collaboration and problem-solving skills became the foundation of 21st century educational design.

WORKSHOPABSTRACTS

SUNDAY, OCTOBER 29 8:30 am - 10:30 am

Doing More with Less

Derek Labrecque, AIA, LEED AP, DB+C / Partner / JK ARCHITECTURE ENGINEERING
Aaron Jobson, AIA, ALEP / Principal / Quattrocchi Kwok Architects
Dr. Frank Locker, REFP / Frank Locker Educational Planning
Nick Salmon, REFP / Planner, Innovator / Collaborative Learning Network

Course Level: Expert **Domains:** Context, Learning, Process, Parameters, Toolbox **Room:** A703

LU 1.5

As natural and fiscal resources become more scarce, and social and political networks become fractured, the need to develop strategies for doing more with less become critical to creating learning environments where teachers and learners can thrive. Participants who register for this session are invited to send brief descriptions of real world challenges to the session organizers prior to October 1, 2017. Session organizers will choose the 10 most compelling challenges and harness the collective wisdom of workshop participants to work on viable responses to each of those challenges. Challenges are likely to include: Working with rising expectations and shrinking budgets Help! Inflation ate 25% of my budget! Making 90-year old schools relevant for the 21st century and beyond We can't afford to staff a relationship-based middle school, so we run a content-based junior high Overcoming challenges of integrating community partners into our facilities Workshop organizers will share brief presentations, effective design prototype concepts, educational strategies and divergent thinking focused on current research. The majority of the workshop will be conducted in a design studio competition format with an emphasis on numerous iterations, time for reflection and feedback. Participants will head home not only with real strategies that can be implemented, but a network of critical friends ready to offer follow-up support. This session captures the spirit of the Association and makes our collective learning visible to each another.

Learning Objectives:

- Learn why doing more with less has become a necessity in the 21st century
- Learn how doing more with less can benefit teaching, learning and community relationships
- Identify barriers common to creating effective learning environments
- Learn strategies you can implement upon your return to your community

***Please note: This schedule is subject to change. For the most up to date information, changes and notifications, please download our Event App. Instructions are in the front of this program.**

WORKSHOPABSTRACTS continued...

Hacking the School Building: An Innovator's Guide to Future Ready Learning Environments

Sam Johnson, AIA, REFP, LEED AP / director of PK-12 Design Group / BLDD Architects, Inc
Dr. Dan Cox / Superintendent of Schools / Charles City School District
Ryan Rahmiller / Teacher / Charles City Middle School
Amanda Rahmiller / Teacher / Charles City Middle School

Course Level: Intermediate **Domains:** Process, Toolbox, Learning, Process **Room:** A704

LU 1.5

Why aren't they using it the way we designed it? It's the question we are too embarrassed to ask. Research tells us that students learn differently. Educational leaders from across the globe teach us that learning must be made relevant, active, and engaging. Teachers tell us learning activities and strategies are changing. Architects are taught from day one that form follows function.....and we know if function is changing, so should design solutions. So we explore new solutions, we develop new concepts. We come to the A4LE conference to see all of the wonderful things happening across the world, and get fired up to create similar learning environments. So when we are puzzled by things we see in brand new buildings, we ask: why is the collaboration commons closed? Why has the science teacher moved all of his storage in front of the movable glass wall? Why aren't they using it the way it was designed? Could it be that the traditional design process has the wrong people driving the school DESIGN bus? Shouldn't teachers and students be the real drivers? Is it possible that architects are old fashioned.....holding on to an antiquated process because we like being the leader? When architects lead and advocate for space and how they should be used, aren't we implying that teachers should be doing things differently, and in the process, marginalizing everything that teachers know to be good about how they do what they do? That's the lesson suggested by the Charles City Iowa Middle School project. The district wanted to be a pioneering school district, leading the discussion on national best practices for educational programs and facilities. The design process followed a different path. This process hacked the school building by prototyping learning environments that were then tested by teachers and students. The process wasn't perfect, but the results suggest it's the right approach for the future. The pioneering Superintendent and two teachers join the architect and discuss life in a Middle school without classrooms in rural America, how it came to be, changes in student outcomes, and how a smarter process of invention is key to sustainable, functional, future ready learning environments.

Learning Objectives:

- Attendees will learn how to use the hacking or prototyping process to invent innovative learning environments.
- Attendees will gain a greater understanding of the educator's perspective going through the design process.
- Attendees will learn procedures that move teachers from passive approver to active designer of learning environment solutions.
- Attendees will learn a framework for measuring the effectiveness of a proposed design concept.

WORKSHOPABSTRACTS continued...

Parallels of CTE, PBL and STEM at Work in Education

Robert Bell, AIA, ALEP, CPTED, LEED BD+C / Principal / Perkins Eastman Architects DPC
David Stephen / President / New Vista Design
Brad Morgan / Principal / Essex Technical High School

Course Level: Intermediate **Domains:** Learning, Context, Process, Toolbox **Room:** A601

LU/HSW 1.5

Once thought of as obsolescent, Career and Technical Education (CTE) is experiencing a resurgence in the 21st Century. And, in contrast to the general perception of CTE as exclusively a direct pathway to employment, over 75% of students served by these schools in Massachusetts, as an example, are headed to post-secondary education. Evidence shows that students excel in settings that emphasize Project-Based Learning (PBL) and offer a Science, Technology, Engineering and Mathematics (STEM)-infused curriculum and, that the skills learned in CTE programs help students become life-long learners. Participants will explore how these parallel pedagogies were envisioned, prioritized and planned into the Essex Technical High School, a level-1 high performing school in Massachusetts, creating a flexible and collaborative environment that encourages student success. The school features an innovative hybrid program derived from the combination of a technical school and an agricultural school that were merged into a single new school of themed academies. The school offers professional-quality, hands-on learning environments that encourage students to become active participants in their education and incorporates a number of inventive strategies for day to day and long term flexibility and adaptability. Attendees will take part in a workshop-style format that will be used to examine 21st Century Learning Skills, engage participants in developing CTE Learning Goals and align them with Design Patterns that will be prioritized. We will observe the group's work and compare the priorities with those that were identified in the Visioning and Planning of Essex Tech.

Learning Objectives:

- Identify the increasing skills and competencies that are demanded of students entering the 21st Century work force and the types of planning and design solutions that can help foster these proficiencies.
- Understand how educational goals can substantially shape design, including concepts for Small Learning Communities, Collaborative Clusters, Interdisciplinary Teaching/Learning and Distributed Dining.
- Participants will discover many layers and attributes of flexibility that can be built into designs, including overall planning strategies and accommodations for varied teaching modes and groupings and classroom adaptability.
- Participants will also learn about the challenges of combining (or changing) school cultures and programs into a new school dynamic and the importance of the visioning and programming process to build consensus on educational priorities.

***Please note: This schedule is subject to change. For the most up to date information, changes and notifications, please download our Event App. Instructions are in the front of this program.**

NEW **ONLINE** CERTIFICATE **COURSE**

Vibrant Learning Environments:

Enhance Learning and Teaching Experiences By Linking Technology, Spaces and Pedagogy

Jan. 8th - Feb. 15th | 2018

PHOTO:
Trillium Creek Primary School
West Linn-Wilsonville School District
West Linn, OR
Dull Olson Weekes-IBI Group
Parallel Photography

Course Developed and Instructed by...
Globally Recognized Education Experts

Learn from industry-leading professionals whose focus is on re-imagining student learning, classroom design and teaching strategies. The 6-week Vibrant Learning Environments course also provides the perspective of architects, designers and technology experts seeking to inspire today's students with an enriching, rewarding academic experience.

- Plan and design Vibrant Learning Environments.
- Uncover practical strategies for schools to enhance physical spaces, from planning to pedagogy.
- Hear best-practice, evidence-based research to ensure the success of your learning spaces.
- Make the most of existing spaces through cost-effective refurbishment.
- Integrate pedagogical practices with modern learning technology and tailored teaching.
- Evaluate and measure your Vibrant Learning Environment impact.

Bill Latham
MBA ALEP
MeTEOR Education

Irene Nigaglioni
AIA, ALEP, LEED AP BD+C
K-12 Leader, Natl. Planning Dir.

Susan Rundle
CEO of Performance
Concepts International (PCI)

Cost: $795 for 6-week certificate course

LIMITED SPACE AVAILABLE

ASSOCIATION FOR LEARNING ENVIRONMENTS
Enhancing the Educational Experience

Learn More, View Course Syllabus Or
REGISTER ONLINE NOW

www.A4LE.org

LEARNING TOURS

Tour 1 – North Atlanta Track

North Atlanta High School
Atlanta Public Schools, Atlanta, GA
Architect: Cooper Carry

LU/HSW 2.0

The new North Atlanta High School is designed to accommodate 2,350 students in what previously had been a 56-acre IBM Corporate Campus. The adaptive re-use design includes an 11-story concrete-framed office tower that spans over a scenic lake, an assembly building and a 942-car parking deck. In order to maintain the site's beautiful, dramatic terrain, the existing, on-grade parking lots were converted into athletic venues for baseball, softball, football, tennis and track.

The functional space needs of a high school are quite different from those of a corporate campus; however, the existing office tower was well suited to provide primary classroom, administration and food service space. The top eight-floors contain four small learning communities that are each housed on two floors. Each learning community was designed with a large double-level public space that includes a dramatic, connecting staircase. These focal spaces create a place for students to connect, hang out and identify as their own space. In addition, from a student's perspective, each of these learning communities breakdown the size of the school into a space that each student can connect with.

The project presented a particular challenge of efficiently moving 2,350 students throughout the 11-story tower and ensuring that students arrived to class on time. Cooper Carry devised a floor access system where staff and those with disabilities have access to every floor while students are only granted elevator access to the top floor of each academy and other public floors. As a result, students are encouraged to use the stairs in their own community, minimizing the number of elevator stops. A third set of stairs was added to the center of the tower for safety and convenience. Drawing on Cooper Carry's experience designing high-rise hotels and office buildings, the design team replaced the traditional, outdated elevators with state-of-the-art destination elevators found in newer high-rise hotels and offices. This high tech system directs users to specific elevator cars, transporting them to the same floors and thus reducing the load time in half.

An additional assembly building constructed adjacent to the tower includes large, high-volume spaces with special acoustic needs and accommodates a 600-seat auditorium, a 150-seat black box theater, music rooms and a 2,100-seat competition gymnasium with practice gym. A 'Main Street' design approach was used to connect the two main buildings and parking facility.

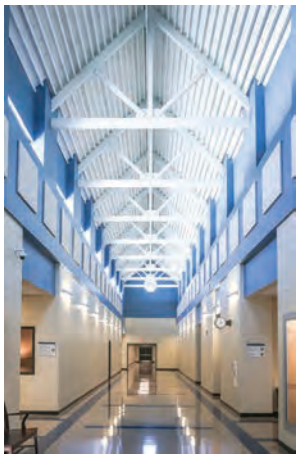
LEARNING TOURS continued...

Cooper Carry provided Architecture, Landscape Architecture, Interior Design and Graphic Design Services with Collins Cooper Carusi Architects, Inc. & Paul Cheeks Architects, LLC.

Check out the news stories written about the new school

Awards

- Association for Learning Environments Georgia Chapter, Best in Renovation Design Award
- CMAA South Atlantic Chapter Project Achievement Awards, First Place New Construction, Less than $100M
- Urban Land Institute Atlanta Awards for Excellence
- ENR Southeast, Best K-12 Project Award, 2014
- American Concrete Institute, Outstanding Achievement Award
- American Council of Engineering Companies of Georgia (ACEC Georgia), 2015 Engineering Excellence Award, Grand Prize



Mountain View Elementary
Cobb County Schools, Marietta, GA
Architect: Stevens & Wilkinson Architects

LU 2.0

Fostering innovation and enthusiasm for learning, Stevens & Wilkinson incorporated leading technologies and emerging trends in sustainability in designing Mountain View Elementary School. The 1% Special Purpose Local Option Sales Tax, adopted in 2013, provided funding for the $23.4 million replacement facility.

Located on a 16- acre site on Sandy Plains Road, this project is a new 144,000 SF, two-level elementary school facility that replaces the existing Mountain View Elementary School. The facility includes 53 Kindergarten through 5th grade classrooms, cafeteria & kitchen, gymnasium, media center, two computer labs, two art labs & two music labs. The site also includes parking for 155 cars, queuing for 19 buses, playfield with track, two playgrounds and two playcourts.

The Learning Commons is a hub of information and creative learning at Mountain View. In addition to the traditional library of books, the Learning Commons hosts a library of instructional videos and computer materials, including online referencing. With the Learning Commons model, students are afforded many opportunities to work independently, in small groups, and in whole groups using a large variety of technology. Students participate in extension lessons with the media specialist in STEM and cross curricular activities that encourage hands on learning and use of technology. The Learning Commons promotes independent and collaborative learning through the maker-space, collaboration station, independent study rooms, a production studio and whole grade level lessons – as well as a comfortable place to read a book!

LEARNING TOURS continued...

Tour 2 – Eastern Atlanta Track

Chamblee Charter High School
DeKalb County School District, Chamblee, GA
Architect: Perkins+Will

LU 2.0

Chamblee High School is a 287,000 square foot, four-story classroom building that serves 1500 students in the DeKalb County School District. Academic spaces include science and technology laboratories, art and music spaces, a media center, administrative offices, a cafeteria, a stage kitchen and outdoor gathering areas. Both the classroom building, and the adjacent two-story gymnasium are steel structures with storefront, brick, precast and stucco exterior.

Gwinnett School of Mathematics, Science and Technology
Gwinnett County Schools, Lawrenceville, GA
Architect: HGBD Architects

LU/HSW 2.0

The Gwinnett School of Mathematics, Science and Technology is a 360,000 sf charter high school for Gwinnett County Schools designed by HGBD Architects. The facility is high tech educational space with an orchestra hall, sound rooms, twelve university level science laboratories, choral room, TV production, media center, and several lecture halls. The project included demolition of 110,000 SF in the interior of the old Benefield Elementary School and a 5-story, 250,000 SF new building. The new tower connects to the existing school and spans to the Maxwell High School building which is located on the adjacent site. The site work included underground retention made up of 3,500 LF of 12 foot diameter piping which is located under the north parking lot. Due to Maxwell High School being in operation during the construction of the new facility, staging of the site was a priority to ensure that the bus traffic and flow of students and teachers was not interrupted. The renovation portion of the project revealed many unknowns which required diligent teamwork between the contractor, owner, and architect to provide prompt, economical solutions. The 5-story building is a steel structure with CMU walls. The exterior construction of the building consist of brick, cast stone, curtain wall and storefront glass. Sustainable elements of the construction process included the use of energy recovery units, waterless urinals, an energy management system, energy efficient lighting and the reuse of an existing building.

LEARNING TOURS continued...

Tour 3 – South Atlanta Track

Benjamin E. Mays High School
Atlanta Public Schools, Atlanta, GA
Architect: Perkins+Will

LU/HSW 2.0

Encircled by a stand of towering deciduous trees, Benjamin E. Mays High School keeps a low profile, despite having been home to such notable alumni as visual artist Radcliffe Bailey and musician Cee Lo Green, and currently being the largst school serving grades nine through 12 in the Atlanta Public Schools (APS). When it was built in 1981, the 310,000-square-foot concrete-and-brick structure was a bunker of a school: low ceilings and winding, windowless corridors made for dark and uninviting interior spaces. It lurked on its hilly site, high above a middle-class African-American suburb.

As part of Atlanta Public Schools high school transformation program, the 340,000 square-foot Benjamin E. Mays High School has been completely renovated to house four new career-based academies.

Benjamin E. Mays High School demonstrates how an aged, worn school building can be transformed into a modern learning facility that the community, teachers and students can be proud of. Mays is an example of how adapting and renovating the existing school can be as effective as completely demolishing and building a new building. This facility is transformational for the Mays community and has been accomplished at a much lower financial and environmental cost than building a whole new school.

Fulton Schools College and Career Academy
Fulton County Schools, Atlanta, GA
Architect: Gardner, Spencer, Tench, Jarbeau

LU 2.0

The Fulton Schools College and Career Academy was designed to provide learning opportunities that simulate real-world industry education. Career Pathways engage students in cutting-edge, grade-appropriate career exploration and preparation opportunities, laying the groundwork for success in post-secondary education and careers.

LEARNING TOURS continued...

The Career Pathways offered include Audio/Video; Film, Digital Media and Animation; World-Based Learning, Teaching as a Profession, Culinary Arts; Construction; and Aviation. Partnering with local business partners and post-secondary institutions, each pathway includes apprenticeships, job shadowing, skills showcases, industry-related travel, student-led businesses, student leadership competitions, film festivals and executive banquets both in and out of the State of Georgia.

Students complete a pathway in one year and have an opportunity to acquire industry certifications, college admissions and credits, as well as internships and on-the-job training in real industry occupations!

Gardner, Spencer, Tench, Jarbeau's unique design inspires and engages students in an environment that fosters challenge, inquiry, and high levels of academic and professional growth.

LEARNING TOURS continued...

Tour 4 – Carter Library

LU/HSW 4.0

The Jimmy Carter Presidential Library and Museum provides a unique experience for the visitor. Through immersive exhibitions of objects, documents, and photographs, videos, and beautiful gifts from world leaders, visitors can get a close-up view of the modern American Presidency.

Highlights include a life-size replica of the Oval Office, a dramatic "Day in the Life of the President" presentation on 13 ft. screens, a walk-through cabin setting for the crucial Camp David Meetings exhibition, and an Interactive Map Table that takes you with the Carters to monitor elections and fight diseases. The Presidential Library is nestled between two lakes on 30 acres of park land and provides a tranquil setting with a view of the Atlanta skyline. Changing exhibits are drawn from the library and museum collection or are based on themes relating to the presidency and American history.

Special Tour -Ron Clark Academy

Friday, October 27, 2017, 9:30 am – 12:00 pm

LU 2.5

The Ron Clark Academy is a non-profit middle school, housed in a renovated red brick warehouse located in southeast Atlanta – but this is not your Daddy's schoolhouse! The students represent various socio-economic and academic backgrounds and communities from across the metro region. The Academy is a demonstration school, engaging visiting educators from across the world in a vibrant professional development experience.

You will see classrooms often transformed into a beach, Mt. Olympus, a poetry coffeehouse or a mountain retreat. Students have experienced thunderstorms, an Italian restaurant, a hospital emergency room, a colonial village, and life on a fictitious planet without ever leaving the classroom! While required curriculum reinforces academic rigor, learning is an adventure at the Ron Clark Academy.

SCHOOLSNEXT

With the intent to bring the student voice into the planning and design of exceptional learning environments, SchoolsNEXT teams from across the globe demonstrate their passion in rethinking the requisites of tomorrow's 21st century learning environments, reaching beyond the school walls and developing solutions to global design challenges that inspire transformation in education.

Their desire to make a difference in the world is remarkable and humbling. Challenged to plan and design resilient learning spaces that provide real world learning experiences fostering innovation, critical thinking and collaboration, enabling the students to master the skills they need to take on the challenges of a world defined by change.

Envision the future of education through these young designer's eyes. Hear what they have to say and prepare to be amazed by what they have accomplished!

Congratulations to the 2017 SchoolsNEXT Finalist Teams!

Gulliver Academy Middle School
Miami, Florida

Hudson Bend Middle School
Austin, Texas

Lakeridge Junior High School
Lake Oswego, Oregon

Minnewashta Elementary School
Excelsior, Minnesota

McAuliffe International School
Denver Colorado

St. Michael's Academy
Springfield, Massachusetts

SchoolsNEXT Award Presentation
LEsolutions Reception
Friday, October 27 – 6:30pm – 8:00pm

Special Recognition - Inaugural High School Program

Frederick County Career and Technology Center - Frederick, Maryland

SCHOOL OUTFITTERS®

Furnishing great places to learn.®

School Furniture for 21st Century Learning

Smart Solutions for Today's Learning Spaces

At School Outfitters, we know education is changing. Whether you're trying a flipped classroom, or embracing full project-based learning, the demands of your learning space change daily – maybe even hourly. That's where we can help. Our team is committed to understanding education and finding the best products to meet the need. With more than 300 brands and a direct line to your personal representative, creating custom solutions for 21st century learning has never been easier.

SchoolOutfitters.com 1-800-260-2776 sales@schooloutfitters.com

ADVANCED ACADEMY

Advanced Academy-Cohort 3 Graduates
August 2016-June 2017

Kevin Baird
Diego Barrera, ALEP
Michael Chewning, AIA, LEED AP, BD+C, ALEP
Page Dettmann, AL
Anne Draudt, AIA, LEED AP, ALEP
Joanna Hoffschneider, ALEP
Kate Jessup, AI
Sita Lakshminarayan, AIA, LEED AP, ALEP
Mary Lee, AL
Douglas Loveland, ALEP
Karen Montovino, AIA, ALEP
Dian Paulin, ALEP
Emily Rae, ALEP
Kat Schooley, ALEP
Lyanne Schuster
Faye Strong, ALEP
Grayson Thompson, AIA, ALEP
Dan Van Buekenhout, ALEP, Dipl. Civil Engineering Tech.
William Wedemeyer, AL
Adele Willson, AIA, ALEP
Gregory Barrett, M.S.Ed.

The comprehensive program of study is grounded in the key knowledge and skills central to the sound planning, building and maintaining of learner-centered school facilities. Each course addresses one phase of the capital project, while the complete program emphasizes a collaborative process that engages all stakeholders. Participants will be introduced to a learner-centered approach to school facility planning, provoking thought and prompting educational leaders, planners, designers and construction managers to give careful consideration to the educational, developmental, psychological and social needs of learners.

It is the intent of The Association and this program, to define a process and promote successful practices that result in learning environments that support the students, teachers, and community. Upon successful completion of the full program, participants will have gained critical insight that expands their sphere of knowledge of quality learning environments, quality education, and increased student achievement.

Interwork Institute
SAN DIEGO STATE UNIVERSITY

ALEP DIRECTORY

At-Large

Samaneh Irvani, ALEP
Gareth J. Long, ALEP,
Hanadi Samhan, ALEP

Australasia

Vincent R. Bok, ALEP
Zita Briones, ALEP
Kylie C. Harter, ALEP
Simon Le Nepveu, ALEP
Jane Lockie, ALEP

Midwest Great Lakes

Dennis Bane, AIA, ALEP
Brian J. Bohlender, ALEP, AIA, LEED AP
Michelle Chavey, AIA, ALEP
John Darveau, ALEP, AIA
Melanie E. Drerup, ALEP
Aimee Eckmann, AIA, LEEP AP BD+C, ALEP
Elizabeth Erbes, ALEP
Troy Glover, ALEP
Nathan Haug, ALEP
Brandon Hillman, ALEP
Andrew H. Iverson, AIA, ALEP, LEED AP
Dr. Dale C. Jerome, AIA, ALEP
Nicholas D. Kent, AIA, NCARB, LEED AP, ALEP
Leona Ketterl, ALEP
Bradley R.Kiehl, AIA, ALEP, LEED AP
Rodwell G. King, RIBA, ALEP
Edward J. Kodet Jr., FAIA, ALEP
Douglas B. Loveland, ALEP
Daniel R. Mader, AIA, ALEP, LEED AP
Michael Malone, AIA, ALEP
Allison McKenzie, ALEP
Edward M. McMilin, ALEP
Gregory H. Monberg, AIA, MBA, LEED AP, BD+C, ALEP
Theodore G. Pappas, AIA, NCARB, ALEP, LEED AP, BD+C
Jeff Parker, AIA, ALEP
Brendon Pollard, ALEP
Joshua L. Predovich, ALEP
Jolene L. Santema, ALEP
Kevin Schluckebier, AIA, ALEP
Robert S. Schwarz, AICP, ALEP
Craig A. Stranathan, AIA, ALEP, LEED AP, BD+C, CSI
Todd Thackery, ALEP
Richard S. Thomas, ALEP
Steven R. Turckes, AIA, ALEP, LEED AP
Mark Warneke, ALEP
Charles H. Warner, AIA, ALEP
Jim Wilson, AIA, LEED AP, ALEP
James G. Woods, AIA, ALEP

Northeast

Pamela J. Babuca, ASID, IFMA, ALEP
Robert Bell, AIA, ALEP, CPTED, LEED BD+C
Michael Blake, ALEP
Jason Glenn Boone, ALEP
Paul Bradshaw, ALEP
Lori Cowles, AIA, ALEP, LEED BD + C
Craig J. Dailey, AIA, ALEP
William V. Doane Jr., ALEP
Anne Cook Draudt, AIA, LEED AP, ALEP
Joel Gallihue, ALEP
Robert J. Hendriks III, ALEP
Joanna Hoffschneider, ALEP
Stacey Hughes, ALEP
Kate Jessup, ALEP
Ronald Kauffman, ALEP
Ronald R. Lamarre, AIA, ALEP, LEED AP, BD+C
Liz Lee, LEED AP, ALEP
Mary Lee, ALEP

ALEP DIRECTORY

David L' Hommedieu, ALEP
Grace Lynch, AIA, PP, ALEP
Darrell MacDonald, ALEP
Mark A. Manetti, ALEP
Krystal McGee, ALEP
Vern L. McKissick III, AIA, ALEP
Dr. Richard D. Moretti, Ed.D., ALEP, LEED AP
Beth Penfield, ALEP
Jeanne K. Perantoni, AIA, ALEP
Robert M. Pillar, AIA, ALEP
Philip J. Poinelli, FAIA, ALEP, LEED AP
Emily Rae, ALEP
Samantha Rodriguez, ALEP
Greta Sawyers, ALEP
Kat Schooley, ALEP
John D. Shea, ALEP
Gary R. Slutzky, AIA, ALEP
Cynthia Smith, PE, ALEP, PMP
Sarah Smith, ALEP
Tyler S. Specht, ALEP
Terry L Thompson, ALEP
Dr. Michael A. vanHamel, ALEP
Melissa Wilfong, ALEP, LEED AP BD+C

Pacific Northwest

Brian Carter, AIA, LEED AP, ALEP
Kathy J. Christy, ALEP
David C. Edwards, ALEP
John A. Eisen, ALEP
Ron Hoffart, Architect AIBC, ALEP
Kendall Jessiman, AIBC, AAA, SAA, MRAIC, CAHP, ALEP
Henk Kampman, Architect AIBC, ALEP
Merle J. Kirkley, ALEP
Mary G. Knopf, ALEP, ASID, LEED AP BD+C
Karen Montovino, AIA, ALEP
David L. Moore, AIA, ALEP
Umur Olcay, ALEP, RPP, MCIP/MPIBC
Ross Parker, AIA, LEED AP, ALEP
Edward J. Peters, ALEP
Philip Riedel, ALEP
Joe Sanders, ALEP, CETL
Jen Sohm, ALEP
Faye K. Strong, ALEP
Dan Van Buekenhout, ALEP, Dipl. Civil Engineering Tech.

Southeast

Craig M. Baker, ALEP
Ann G. Belanger, ALEP
Leo Bobadilla, ALEP
Jeffrey D. Chambers, NCARB, AIA, ALEP, LEED AP
Michael L. Chewning, AIA, LEED, AP, BD+C, ALEP
Sheila Iglesias Del Sol, ALEP
Dr. Page Dettmann, ALEP
Donna Ward Francis, AIA, ALEP
Edward Gordon, ALEP
Sheri A. Green, ALEP
Dr. G. Victor Hellman Jr., AIA, ALEP
David J. Henebry, AIA, ALEP
Adam R. Krason, ALEP, AIA
William Latham III, ALEP
Wayne Lee, ALEP
James Michael Moyer, ALEP
Jose Murguido, AIA, ALEP
Dian Paulin, ALEP
Fran Ulmer Pickett, ALEP
Jeffrey K. Platenberg, ALEP
Patrick J. Rymer, AIA, ALEP
David Snider, AIA, NCARB, ALEP
Paige Stutz, ALEP
Grayson Bennett Thompson, AIA, ALEP

ALEP DIRECTORY

Sean Patrick Tracy, AIA, ALEP
Joyce VanGilder, AIA, ALEP
Thomas B. White, ALEP
Gregory A. Williamson, AIA, ALEP
Dr. Lenard J. Wright, ALEP

Southern

Alan Albers, ALEP
Gary L. Armbruster, ALEP
Diego Barrera, ALEP
Maria V. Boren, ALEP
Jim Brady, FAIA, ALEP
Bradley R. Chilcote, AIA, ALEP
Clay Clayton, AIA, ALEP
Chris R. East, ALEP
David L. Finley, ALEP
Mark R. French, AIA, LEED AP, ALEP
Randall E. Fromberg, AIA, ALEP
Montgomery Howard, AIA, ALEP
Aliza J. Jones, ALEP
Robert W. Keltner, ALEP
Mike King, ALEP
Emily D. Koch, ALEP
Douglas R. Koehne, AIA, NCARB, ALEP
Sita Lakshminarayan, AIA, LEED AP, ALEP
Scott Layne, ALEP
Merlin A. Lirette, AIA, ALEP
Robert Lopez, AIA, ALEP
Ian Shane Murray, AIA NCARB ALEP
Antonio G. Naylor, AIA ALEP
Irene Nigaglioni, AIA, ALEP
Brad D. Pfluger, AIA, ALEP
Rebecca B. Richter, AIA, ALEP, LEED AP
Sue Robertson, ALEP
Roy J. Sprague, AIA, CSI, ALEP
Dr. Charles C. Stein, PE, ALEP
David M. Waggoner, AIA, LEED AP BD+C, ALEP
Jeffrey A. Wegener, AIA, ALEP
Roberto Zuniga, AICP, ALEP

Southwest

Matthew C. Arabasz, ALEP
Aaron M. Bowers, ALEP
Mark Brazee, AIA, NCARB, LEED AP, BD+C, ALEP
Eric Brossy de Dios, ALEP
Jomay Chan, ALEP
Kimberly Coffeen, ALEP, LEED BD+C
Sayre T. Gerhart, ALEP, AIA
William E. Gould, ALEP
Chad Hamilton, AIA, ALEP, LEED BD+C
Julia E. Hawkinson, AIA, LEEP AP BD+C, ALEP
Teri Jamison, ALEP
Aaron Jobson, ALEP
Laura Knauss, AIA, LEED AP, ALEP
Andre A. Larroque, AIA, ALEP, CSI
John S. Nichols, AIA, ALEP, LEED AP BD+C
Michael O'Neill, ALEP
Brian D. Parker, AIA, ALEP
Richard A. Parks, AIA, ALEP
Donald W. Pender, AIA, LEED AP, ALEP
Claire N. Seger, ALEP
Nick Stephenson, ALEP
Marilyn Kay Strube, ALEP
Dr. Cynthia L. Uline, Ph.D., ALEP
Julie Walleisa, ALEP
William Wedemeyer, ALEP
Adele Willson, AIA, ALEP

LE Solutions Planning and Design

AWARDS 2017

2017 LEsolutions James D. MacConnell Finalists

The James D. MacConnell AWARD – FINALIST – 2017

Carter G. Woodson Education Complex

Buckingham County Public Schools
Dillwyn, VA
VMDO Architects
Submittal

The James D. MacConnell AWARD – FINALIST – 2017

Caulfield Grammar School

Melbourne, Victoria Australia
Hayball
Submittal

The James D. MacConnell AWARD – FINALIST – 2017

Hazel Wolf: E-STEM K-8 School

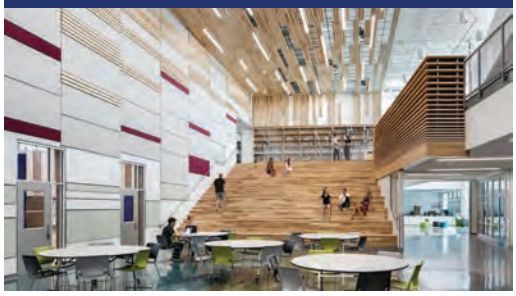
Seattle, WA
NAC Architecture
Submittal

LE Solutions Planning and Design

AWARDS 2017

Planning and Design Award Winners

Project of Distinction



Pathways Innovation Center (PIC)
Roosevelt High School
Casper, WY
Cuningham Group in partnership
with MOA Architecture
Submittal

New Learning Environment

Northwood Elementary School
Mercer Island School District
Mercer Island, WA
Mahlum Architects
Submittal

New Learning Environment

Lee Magnet High School
East Baton Rouge Parish School System
East Baton Rouge, LA
DLR Group Architecture in partnership
with GraceHebert Architects
Submittal

Post-Secondary

Kansas City University for
Medicine and Bioscience
Joplin Campus
Joplin, MO
Gould Evans, Architects
Submittal

LE Solutions Planning and Design

AWARDS 2017

Planning and Design Award Winners

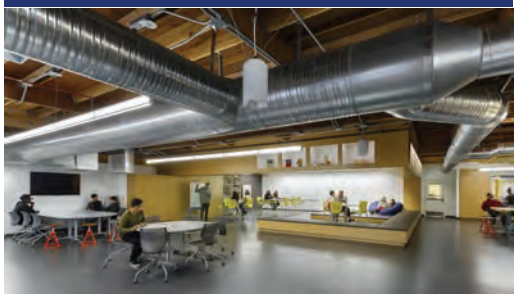
Renovation / Addition

Jordan Middle School
Jordan Public School District
Jordan, MN
DLR Group Architecture
Submittal

Small Project

Monarch School Launch Pointe
San Diego, CA
LPA Inc
Submittal

Exceptional Planning



High Plains School
Loveland, CO
RB+B Architects and
thinkSMART Planning
Submittal

Juror's Award

California State University, Northridge Oasis Wellness Center
Northridge, CA
LPA Inc
Submittal

LE Solutions Planning and Design

AWARDS 2017

2017 Lifetime Achievement Candidates

This award is designed to honor an individual who has distinguished themselves by making significant lasting contributions to the educational facility planning industry throughout their career career. Winners of this award receive a special insignia lapel pin and extensive media coverage to the educational facility planning and construction industry.

Congratulations to the 2017 Nominees!

Daniel R. Mader
AIA, ALEP, LEED AP
Midwest Great Lakes Region

Philip J. Poinelli
FAIA, LEED AP, ALEP
Northeast Region

Molly Smith
AICP
Southwest Region

Steve Olson
AIA, LEED AP
Pacific Northwest Region

Sue Robertson
ALEP
Southern Region

LE Solutions Planning and Design

AWARDS 2017

2017 Fellows

The Association for Learning Environments Fellow designation will be bestowed on individuals who have consistently contributed to the association in the highest manner possible. A Fellow is the most respected member of the Association's community. They represent the mark of excellence in the industry in which they serve and are recognized as those that advanced the association and its mission.

Jim Brady
FAIA, ALEP

Troy Glover
ALEP

David L. Schrader
AIA, LEED AP

LE Solutions Planning and Design

AWARDS 2017

2017 Solution Provider Finalists

DIRTT
Build better.™

frontrow™
your school. connected.

Tarkett | THE ULTIMATE FLOORING EXPERIENCE

Johnsonite Tandus Centiva DESSO

2017 Years of Membership

Thank you to the following members for supporting the Association for Learning Environments.

40 Years

Dr. Lyle Bruss
Dr. Donald Cross

30 Years

Steve Young
Lynn Abbott
Rick Ott, REFP
Christina Lighthall, REFP

20 Years

Don Ackerman, P. Eng.
Renee Alexander, AIA
Mark Bollard
D. Brown, REFP
Marty Burger
Bill Chaput
Richard Clutter, AIA, REFP, LEED AP
Melanie Drerup, ALEP
John Eisen, ALEP
Kamal El Habr
Brad Fair
Paul Falkenbury, AIA, REFP
David Ferguson, AIA, REFP
Robert Fiala
Scott Fischer
Ricki Fisher
William Gridley, FAIA
Derk Jeffrey, REFP
Thomas Kube
Stanislaus Laba
Mark Lam, Ph.D., AIA, LEED AP
Lisa Lamkin, FAIA, LEED AP
James LaPosta Jr., FAIA
Edward Marley
Patrick Miller
Mel Murray
Bron Nurkowski, SAA, MRAIC
William Payne, AIA, LEED AP
Jay Peterson, AIA, REFP
George Pontikes Jr.
Bob Richardson
Sue Robertson, ALEP
John Rogers Jr., PE
Nicholas Signorelli, AIA, LEED AP
Kenneth Stafford, AIA, LEED AP
Steven Storaasli, AIA
Paige Stutz, ALEP
Phil Swaim, AIA
Marvin Ungerecht

NOTES

SOLUTION PROVIDERS

Visit our Solution Providers in the LEsolutions Market

Booth #	Company Name
101 & 200	Steelcase Education
103	Clark Nexsen
107 & 109	NanaWall Systems Inc.
113	Forbo Flooring Systems
115	Epsten Group Inc.
202	New Day Education
203	Colbi Technologies Inc.
206 & 208	Mannington Commercial and Antron® Carpet Fiber
207 & 306	Virco
209	FrontRow
212	MONDO America
213	Trane
214	YANMAR America
215	Western Noise Control
301	Fleetwood Furniture
302	Sheldon Laboratory Systems
303	The Gordian Group
307 & 309	Tandus | Centiva
308	Shaw Contract
312	Panel Specialists, Inc.
502	Artcobell Corporation
400 & 402	KI
401 & 500	VS America
403	Design Materials Inc.
406	McMillan Pazdan Smith Architecture
407	FSR, Inc.
408	E&I Cooperative Services
409	2-D As-Built Floor Plans
413	Harper Corporation
314	Waterguard
506	Mobile Modular
508	School Construction News
515	Collaborative for High Performance Schools
512 & 514	Extron Electronics

SOLUTION PROVIDERS

2-D As-Built Floor Plans
600 NW Gilman Blvd, Suite E
Issaquah, Washington 98027
(206) 328-7410
Website
Booth 409

Artcobell Corporation
1302 Industrial Boulevard
Temple, Texas 76504
(245) 778-1811
Website
Booth 502

Clark Nexsen
333 Fayetteville Street, Suite 100
Raleigh, North Carolina 27601
(919) 828-1876
Website
Facebook
LinkedIn
Twitter
Booth 103

Clark Nexsen is a transdisciplinary architecture and engineering firm recognized for partnering with our clients to develop innovative design solutions. With 10 offices spanning Virginia, North Carolina, Georgia, and Texas, our people work to shape the future by discovering opportunities to transform the way we live in and experience our world. We believe that by providing exceptional design services and collaborating closely with our clients, we can deliver high-performing, sustainable projects. Today, the firm has nearly 400 employees and a list of projects that covers the entire United States and more than 41 countries around the world. K-12 education is in a period of transformation, informed by discussion around modern, individual learning styles, advancing technologies, and the need for flexibility in the teaching environment. Digitally savvy and socially connected, today's students intuitively access massive quantities of information, relying on educators to guide interpretation and distinguish reliable and unreliable resources. To promote the development of students as creative, forward-thinking problem solvers, our teachers need schools that support these changing relationships with modern technology, flexible spaces, and a safe, secure environment. Delivering K-12 design solutions for more than 20 years, our architects and engineers collaborate with our clients to create school environments that foster inquisitive thinking and promote interaction. We recognize the importance of balancing community context with modern instruction to develop customized solutions for our K-12 clients.

Colbi Technologies Inc.
12821 Newport Ave.
Tustin, CA 92780
(714) 505-9544
Website
Booth 203

Collaborative for High Performance Schools
2443 Fair Oaks Boulevard #259
Sacramento, California 95825
(415) 957-9888
Website
Booth 515

2017 SOLUTION PROVIDERS
continued...

Design Materials Inc.
241 S 55th Street
Kansas City, Kansas 66106
(800) 654-6451
Website
Booth 403

A national distributor of interior finishes for the wall and floor. Product line is carried by large network in U.S. and Canada of flooring dealers.

E&I Cooperative Services
2 Jericho Plaza, Suite 309
Jericho, New York 11753
Website
Facebook
LinkedIn
Twitter
Booth 408

Epsten Group Inc.
399 Edgewood Avenue
Atlanta, Georgia 30312
(404) 577-0370
Website
Booth 115

Extron Electronics
1025 E Ball Rd Ste 100
Anaheim, CA 92805-5957
714-491-1500 Ext. 6305
Website
LinkedIn
Twitter
Booth 512 & 514

Extron Electronics is the leading manufacturer of classroom audio and video solutions for the K-12 market. Since 1983, Extron has pioneered computer video interfaces, setting standards for matrix switching, signal processing,and transmission, and simplifying the control, installation, and set-up of AV systems. These efforts have resulted in solutions that meet the unique performance and price point requirements of the education market. The three primary classroom AV solutions developed by Extron are its PoleVaultÂ®, WallVault®, and VoiceLift® Systems.

Extron PoleVault and WallVault Systems are complete, centralized AV switching and control systems that are easy to install, use, and support. Both systems offer an easy-to-use configurable control panel and a secure enclosure that conceals and protects system components from tampering or theft. Each Extron classroom system includes all the projector control, switching, amplification, speakers, wallplates, and cabling needed for a complete AV system. All that remains is to add the sources and a video projector or display. Extron VoiceLift is an infrared wireless microphone system specifically developed for K-12 classrooms. Studies show that voice amplification systems such as VoiceLift allow the teacher to be heard clearly, resulting in significant gains in student achievement. Extron offers VoiceLift systems that integrate seamlessly into PoleVault and WallVault, or can be used as standalone classroom sound field solutions.

Fleetwood Furniture
11832 James Street
Holland, MI 49424
(800) 257-6390
Website
Booth 301

Manufacturing project based/maker mindset furniture products for over 60 years.

2017 SOLUTION PROVIDERS
continued...

Forbo Flooring Systems
8 Maplewood Drive
Hazleton, Pennsylvania 18202
(570) 450-0329
Website
Facebook
LinkedIn
Twitter
Booth 113

From preschool to universities, our solutions help to create better learning and working environments. Forbo's Marmoleum Composition Tile (MCT) is made from natural, readily renewable raw materials with inherit anti-static properties that repel dust, making it easier to maintain a healthier environment for students and staff who suffer from asthma and allergies. MCT is also naturally anti-microbial, inhibiting the growth of many micro-organisms, including the MRSA and CRE strains of bacteria. MCT flooring requires simple maintenance, reducing the school's water usage and eliminating the need for toxic cleaning chemicals. Forbo is committed to environmentally responsible production, sustainable practices throughout its global operations, and to far-reaching customer service.

FrontRow
1690 Corporate Circle
Petaluma, California 94954
(707) 658-4885
Website
Facebook
LinkedIn
Twitter
Booth 209

FrontRow offers you complete, integrated platforms for school communication so you can deliver great education in a more efficient way using classroom audio, content capture, network paging, and AV control. FrontRow solutions make it easier to build, manage, and use the most engaging, media-rich teaching environment.

FSR, Inc.
22 Peartree Lane
South Huntington, NY 11746
(516) 282-5346
Website
Facebook
LinkedIn
Booth 407

Harper Corporation
Website
Booth 413

KI
1330 Bellevue Street
Green Bay, Wisconsin 54302
(920) 468-2252
Website
Facebook
LinkedIn
Twitter
Booth 400 & 402

KI manufactures innovative furniture and architectural wall solutions for K-12, higher education, business, healthcare and government markets. KI operates in the United States, Canada, Latin America, Europe and Asia. KI tailors its products and services to the specific needs of each customer through its unique design and manufacturing philosophy.

2017 SOLUTION PROVIDERS
continued...

Mannington Commercial and Antron®
Carpet Fiber
Invista
175 Townpark Drive, Suite 200
Kennesaw, Georgia 30144
(404) 558-0761
Website
Facebook
LinkedIn
Twitter
Booth 206 & 208

McMillan Pazdan Smith Architecture
PO Box 5331
Spartanburg, South Carolina 29304
(864) 585-5678 Ext. 260
Website
Facebook
LinkedIn
Twitter
Booth 406

McMillan Pazdan Smith is a regional, studio-based architecture, planning and interior design firm whose mission is to help clients create environments that embody their personalities, enrich their lives and enhance the quality of their community. At McMillan Pazdan Smith, good design is integral to all of our services, creating functional, beautiful, cost-effective, and well-designed buildings that are long lasting and contribute to the success of our clients and the quality of life for our community. Good design is client focused, service oriented, value driven, and award winning. Through our collaborative culture, creativity and innovative design solutions, McMillan Pazdan Smith enjoys a premier clientele and diverse portfolio of complex, sophisticated projects that have received local, regional and national recognition. Practicing since 1955, McMillan Pazdan Smith currently has offices throughout the Southeast in Charleston, Greenville and Spartanburg, SC; Asheville and Charlotte, NC; and Atlanta, GA.

Mobile Modular
5700 Las Positas Rd.
Livermore , California 94551
(925) 453-3144
Website
Booth 506

Mobile Modular has been a leading provider of relocatable classrooms and modular buildings to school districts for over 30 years. Your Project - Our Commitment.

MONDO America
2655 Ave Francis Hughes
Laval, Quebec H7L 3S8
(450) 967-5816
Website
Booth 212

NanaWall Systems Inc.
100 Meadowcreek Dr. #250
Corte Madera, California 94925
(415) 380-2863
Website
Facebook
Twitter
Booth 107 & 109

NanaWall® opening glass wall systems combine energy efficient weather resistance with the option for an indoor-outdoor classroom environment and maximum classroom functionality. NanaWalls between classrooms provide the ultimate in

2017 SOLUTION PROVIDERS
continued...

classroom flexibility without sacrificing security, comfort, or the ability to monitor divided spaces. Instantly create a quiet test area that can be monitored from the main room or turn two classrooms into one for team-teaching. Easy to operate and ultimately functional, NanaWall is the teacher's choice for flexible teaching space. Every NanaWall is designed to insure long-term product satisfaction using the highest quality materials and proprietary technology refined over 23 years of stringent field and lab testing. The NanaWall is NFRC rated and EnergyStar certified. NanaWall meets the most challenging architectural specifications and LEED performance criteria.

New Day Education
7025 Harbour View Blvd
Suffolk, Virginia 23435
(757) 646-3933
Website
Facebook
LinkedIn
Twitter
Booth 202

New Day Education creates world class learning environments in K-12 schools and higher education institutions. By working with select, forward-thinking manufacturing partners and by providing an unparalleled level of service, we create spaces where students and teachers want to spend their time. A consultative firm, we work closely with your facility to ensure every nuance is carried out from initial design through the final installation.

Panel Specialists, Inc.
3115 Range Rd
Temple, TX 76504
(615) 680-2421
Website
Facebook
LinkedIn
Booth 312

Panel Specialists, Inc. is a manufacturer of wood & composite - panel and furniture products located in Temple, Texas that specializes in interior building products. We have 340,000 SF of manufacturing capabilities under roof, including equipment, engineers, project managers, draftsmen, and skilled tradesman. We will be showing examples of our wall panel systems which can turn your vision into beautiful, interesting and functional interior wall spaces. From new construction to remodeling, our wall panel systems are made for high-traffic, high-use areas. With an incredible variety of unique colors, textures and finishes, there's no need to compromise when you're looking for a beautiful signature look to makes a huge impact on your space while lowering your maintenance costs. Superintendents, Facility Managers, Architects, and Interior Designers trust PSI for high quality, beautiful and cost-efficient wall surface options.

School Construction News
1241 Andersen Drive, Suite N
San Rafae, California 94901
(415) 460-6185 x101
Website
Booth 508

2017 SOLUTION PROVIDERS
continued...

SchoolsNEXT Pavilion
Website

Gulliver Academy Middle School-Miami, FL
Hudson Bend Middle School -Austin, TX
Lakeridge Junior High School - Lake Oswego, OR
McAuliffe International School -Denver, CO
Frederick County Career & Technology Center -Frederick, MD

Shaw Contract Group
410 Old Mill Road
Cartersville, GA 30120
(770) 773-6536
Website Facebook Twitter
Booth 308

Shaw Contract is a global design leader, manufacturing high performance cradle-to-cradle flooring products ideal for any learning environment. We believe design goes beyond aesthetics. Our education studio focuses on the needs of students, teachers and maintenance experts, designing flooring solutions for maximum comfort, ease of maintenance, durability and performance. We create carpet that's safe and sustainable, for people and the planet that will improve learning environments. Shaw Contract's EcoWorx carpet tiles are completely recyclable and PVC-free, making product reclamation and recycling easy and allowing customers to reduce their environmental impact.

Sheldon Laboratory Systems
102 Kirk Street
Crystal Springs, Massachusetts 39059
(601) 892-7166
Website Facebook LinkedIn Twitter
Booth 302

Sheldon Laboratory Systems is the world's premier manufacturer and innovator in the science casework industry. Sheldon offers thousands of teacher designed products specifically for school laboratories and STEM/STEAM/STREAM classrooms. We work with our customers from initial planning through installation. We may manufacture products, but we never forget that we are in the education business.

Steelcase Education
901 44th Street, SE
Grand Rapids, MI 49508
(616) 260-7691
Website
Facebook
LinkedIn
Twitter
YouTube
Booth 101 & 200

ACTIVE LEARNING. ACTIVE MINDS. ACTIVE SPACES. Steelcase Education is focused on helping schools, colleges and universities create the most effective, rewarding and inspiring active learning environments to meet the evolving needs of students and educators. Using an insight-led approach, we design solutions for the many spaces learning happens, from classrooms and libraries to in-between spaces and cafes. We have a passion for understanding how learning best takes place and how smarter, active learning spaces can help.

Tandus | Centiva
311 Smith Industrial Blvd
Dalton, Georgia 30721
(800) 241-3248
Website Facebook Twitter
Booth 307 & 309

The Gordian Group
30 Patewood Drive, Suite 350, Bldg 2
Greenville, SC 29615
Website
Booth 303

2017 SOLUTION PROVIDERS
continued...

Trane
4000 DeKalk Technology Parkway, Bldg 100
Atlanta, Georgia 30340
(404) 636-5204
Website
Booth 213

Virco
2027 Haper's Way
Thorns, Colorado 90501
(772) 834-8261
Website Facebook LinkedIn Twitter
Booth 207 & 306

VS America
1940 Abbott Street
Charlotte, North Carolina 28203
(704) 790-2002
Website Facebook LinkedIn Twitter
Booth 401 & 500

VS America, Inc. is dedicated to providing the best design in ergonomic, environmentally friendly, and classic furniture for educational environments and beyond.

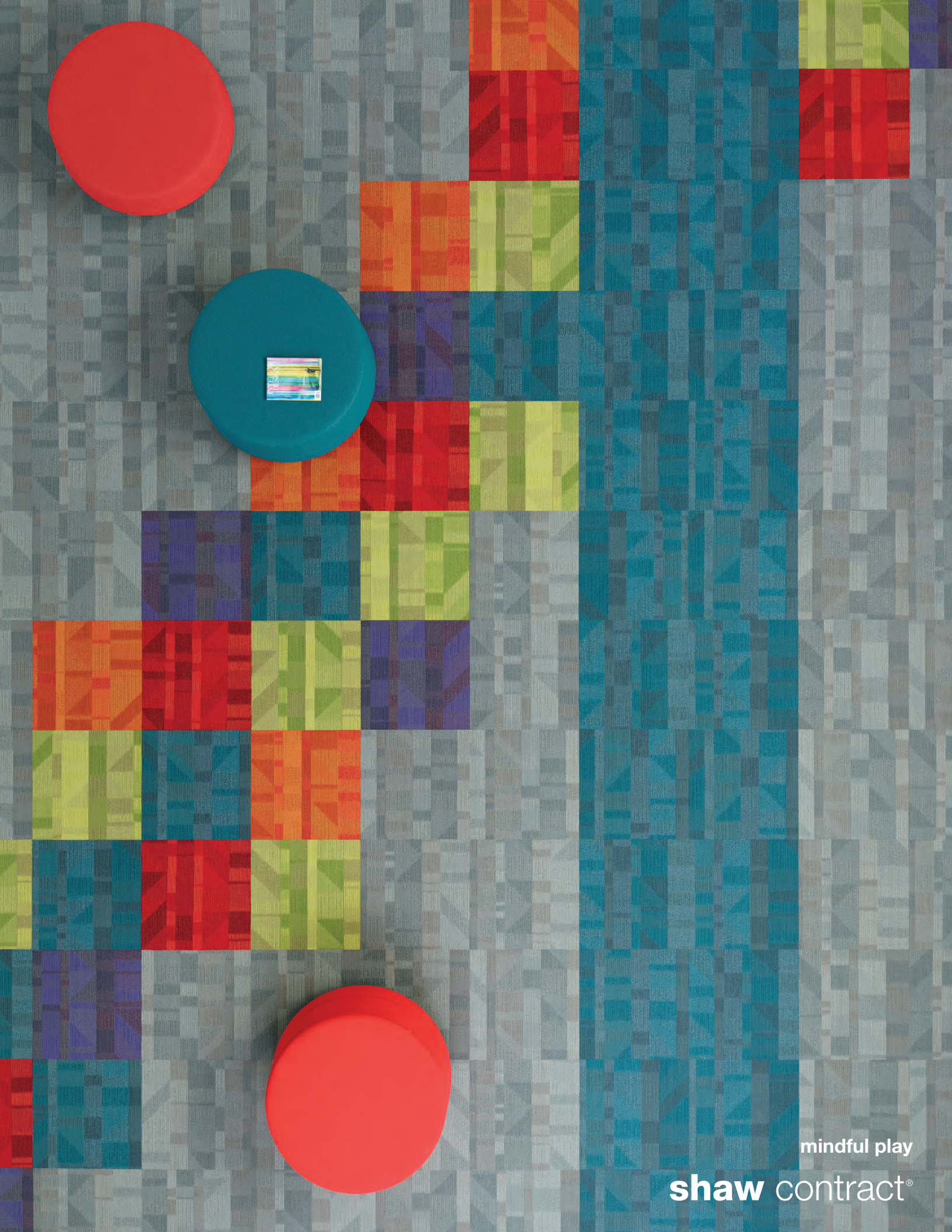
Waterguard
P.O. Box 5223
Kingwood, Texas 77325
(800) 653-8785
Website
Booth 314

Western Noise Control
15108-118 Ave NW
Edmonton, Alberta T5V1B8
(780) 423-2119
Website
Booth 215

YANMAR America
101 International Parkway
Adairsville, GA 30103
(770) 877-7602
Website
Facebook
LinkedIn
Twitter
Booth 214

YANMAR America Energy Systems is the North, Central and South American headquarters for the company's Variable Refrigerant Flow and Combined Heat and Power systems. Our team and products are focused on three main things: sustainability, reliability and efficiency. YANMAR's Variable Refrigerant Flow (VRF) heat pumps use natural gas and reversible air-source technology to deliver heating and cooling at low operating costs to commercial buildings. Users can create zoned comfort depending on the needs of the buildings with configuration options for 2 to 29 zones on one piping network, and with heat recovery, electricity usage by up to 90, a reduction in harmful emissions and lowered system lifecycle costs. YANMAR's Combined Heat and Power (CHP) systems use natural gas or propane to generate both useful heat and electricity for your building.

Unlike centralized power plants, YANMAR's CHP systems recover energy to provide heat to the building while also eliminating the distribution loss that happens over power lines. The optional Blackout Start ensures that the unit continues to produce heat and power even when the grid fails. Benefits include a 33% or greater increase in efficiency compared with conventional generation, a carbon footprint reduction by up to 50% and significant cost savings by switching to natural gas or propane.


mindful play
shaw contract®

NOTES

JOIN US FOR LearningSCAPES 2018

And be prepared to...

(re)imagine

RECONSTRUCT • REMAKE • RECYCLE • REJUVENATE
REVAMP • REDESIGN • RENOVATE • RETHINK • REUSE
RECREATE • REFURBISH • RESTORE • RENEW
REMODEL • REDO • REVISE

CHICAGO 2018
PALMER HOUSE HILTON
NOVEMBER 1-4

ASSOCIATION FOR LEARNING ENVIRONMENTS
Enhancing the Educational Experience

LEARN MORE AT LearningScapes.a4le.org