## Lower School

## Shared Spaces

### Chapel (A)

Daily Chapel is one of ESD's Founding Tenets, and it remains a central component of each student’s day. Built across the green from All Saints Chapel, this space serves as the centerpiece of the Lower School building, connecting the Early Childhood and Elementary Wings. Our new Lower School Chapel will allow us to gather the entire Lower School at once. When we have affirmed our faith and given thanks for God's grace, we will go forth to do the work God has given us to do: to learn and teach.

### Chapel Garden (B)

The serenity and reflective nature of our Lower School chapel services are reinforced by the outdoor space adjacent to the Chapel. This space is decidedly different from the learning terraces that provide direct access to the outdoors from classrooms -- different both in vegetation and in purpose. Teaching children to reflect and look inward beyond the explicit instruction of a chapel service is an important part of the ESD experience, and this garden is a dedicated space to fertilize this inclination.

### Dining Commons (C)

When our community shares a meal together, we are learning important lessons about fellowship and manners. The tables are round by design, reinforcing connectivity and conversation between children. When not in use as the dining commons, this large room easily transforms into an acoustically-treated auditorium space that seats the entire Lower School for shared performances of grade level musicals, awards ceremonies, parent meetings or visiting authors.

### Outdoor Cafe (D)

Located adjacent to the Lower School Dining Commons, this outdoor eating area affords casual seating for an entire grade. Close proximity to play spaces means that students might enjoy some flexibility about how lunch/recess time is spent.

### Welcome Entry (E)

Creating strong family-school-teacher partnerships is integral to an ESD education, and the entry to our Lower School clearly communicates this. While serving as a strong security buffer, it also welcomes community members and provides immediate access to the administration. The external portion of this entry has a covered area and easy access to the main Lower School parking lot.

### Actor’s Stage (F)

Providing numerous opportunities for students to perform or present in front of an audience is an experience valuable to the growth and development of a child. Specialized lighting and theater rigging adorn this 1,000 square foot stage, creating a formalized performance and presentation space that supports opportunities for students to shine in a variety of ways in the arts.

### Gymnasium (G)

From Olympic competitions to obstacle courses to floor hockey to yoga, the gymnasium is a multi-purpose space complete with bleachers for spectators and storage for every piece of physical education equipment imaginable. Located near the motor lab, outdoor basketball court, and outdoor playing fields, this space speaks directly to the importance of movement in the day of a child and mind-body connection that helps facilitate academic success.

### Playing Fields

The playing fields at the Lower School offer two youth-sized fields suitable for a variety of outdoor field sports. This large green space also encourages free play, physical activity, teamwork, motor skill development, and communication.

### Outdoor Sports Court

This hard-surfaced outdoor sports court, near the playing fields and playground, will be home to many activities during both PE and recess. Equipped with a youth-sized basketball court, here children will enjoy a variety of games as well as improve their large motor skills.

### Children’s Amphitheater (H)

The move to the Merrell Road Campus affords easy access to the numerous performance spaces that already exist there, but this fresh-air amphitheater will serve as ESD’s only outdoor stage. The venue allows informal access at recess for impromptu theatrical exploits but also a spectacular setting for small-scale performances such as a strings concert or class play.

### The Wellness Path

The Wellness Path encircles the playing fields and children’s garden, providing an ⅛ of a mile circuit for Marathon Kids, Physical Education, and class or small group walks. The path also connects to the existing path which leads to the outdoor chapel overlooking the quarry.

### Head of Lower School Office (I)

Located near the main entrance to ensure optimal connectivity to all members of our community, this office allows private meeting space for families with the Head of Lower School and group meeting space for teams to collaborate with the Head for the good of our students.

### Administrative Offices (J)

Offices housing members of the Lower School Leadership Team and the administrative support staff are sprinkled throughout the building with a few key members of this group centered conveniently at the entrance to maximize communication and teamwork. The Lower School Operations Coordinator and Administrative Assistant are connected closely to the Head of Lower School, while the Assistant Head of Lower School is enmeshed in the Elementary Discovery Commons and the Early Childhood Coordinator centrally located with the students and staff she supervises. This creates the ideal spread of administration throughout the space to connect with students, parents, faculty and prospective families.

### Health Center (K)

From loose teeth to itchy mosquito bites to bumps and bruises, comfort and calm can be found in the Health Center. Located close to the dining commons, gymnasium, and outdoor play spaces, the Health Center’s design provides isolation rooms to prevent the spread of germs or to allow quiet rest until a parent arrives for pickup.

## Elementary Spaces

### Elementary Wing (L)

The age range in a Lower School is significant. Designing a space with the unique developmental needs of an elementary age child in mind is essential. This portion of the building houses grade-level neighborhoods complete with their collaboration spaces, the discovery commons, and age-appropriate library, as well as all the enrichment classes that these students attend. It is the overarching umbrella of an ESD elementary student.

### Discovery Commons (Elementary) (M)

Imagine a space that welcomes and launches. Imagine a space that gathers and unfolds. Imagine a space where stories come to life and relationships take root. Imagine a space that is both a shared heart and a guiding spirit.

In the new Lower School, grade-level homerooms will cluster together around a shared collaboration space to facilitate the astute use of resources. The grade level neighborhoods will intersect in an active learning commons which encompasses the resources of a traditional library and discovery lab, in close proximity to the students it serves. A unique library, media and design space offering zones for concentration, collaboration, performance, research and engineering. The library is no longer a place where students go only to read. It is a discovery commons located at the intersection of grade levels, sending a clear message that we have a culture of literacy and a commitment to using knowledge to build, create, and communicate.

### Community Staircase (N)

Connecting the grade level neighborhoods and elementary Discovery Commons to the second floor is the unique multi-use community staircase. Leveraging every inch of our new Lower School for teaching and learning meant the careful examination of the spaces “in-between” and brainstorming between teachers and architects gave birth to the community staircase. Part traditional stairs and part stadium seating makes this far more than a throughway. Instead, an entire grade level might gather for an impromptu performance or presentation, and students may gather on these stairs to work on research projects with small groups. The unique feature of this space is the projection screen that projects movies or presentations for viewing from the stair seating.

### Science Center (O)

The dedicated science center, flexibly located with direct access to the Creation and Design Lab, will be a fully equipped science lab designed specifically for our elementary-aged children. Our students will become natural scientists, learning to recognize the formal and informal opportunities to experiment and question as they build, deconstruct, sort, name, observe, compare, and try out new ideas. They will develop the mindset of “taking things apart,” watching carefully and keeping accurate records as they do so.

### Creation and Design Lab (P)

This flexible, collaborative space affords students the opportunity to engineer and tinker while capturing the imagination, sparking creativity, and inspiring teamwork and problem-solving. Akin to the design studios at Stanford’s Design School, this multi-purpose space is equipped with furniture that affords unique set-up based on the challenge set before the class. The furniture is easily moved and the room well-stocked with supplies and equipment that allows students to “make” as wildly as their minds allow. One might climb the community staircase to find a class working on a Rube Goldberg chain reaction, or creating a stop-motion animated video about the life of Marie Curie, or creating robots that can pick up and move an object. A large garage-sized door in the science lab connects the two spaces for optimal exploration.

### Grade Level Classroom (Q)

The nest that a homeroom classroom creates for children is the essence of a Lower School experience. This space is the home away from home and the nucleus of our student’s academic day. The configuration of these classroom maximizes collaboration, and the design allows teachers to open up to the neighborhood as students need to spread out. This space is one of the essential components to the makeup of the Lower School as it provides the safety and security of home base from which they can then connect with the greater grade, the school, the neighborhood, and the world.

### Artists’ Studio (R)

ESD’s commitment to the arts is clear, as demonstrated by the emphasis on Fine Arts’ Night and FAN. The creation of a dedicated space that supports instruction in a wide array of media is essential as children begin to discover their talents and interests. The Artist's’ Studio provides space to sculpt, paint, draw, create textiles, and much more. Its close proximity to the other enrichment studios affords a hub of creative energy for the myriad talents of our students.

### Harmony Studio (S)

This is a space for inspiration, movement, and exploration of sound and senses. Students will develop their voices and learn to use them as another instrument in their artistic toolbox. With plenty of room for instruments and dance, they will experiment with rhythm and explore the way movement communicates to an audience. Students will develop the musical cognitive processes that lay the foundation for future thinking and perceptual organization.

### World Language Center (T)

Becoming genuinely conversant in a world language lies at the heart of our program and teaching with comprehensible, compelling, and contextual input allows young students to learn much like they learned English -- through storytelling and conversation. This World Language Center functions as a classroom and lab hybrid that allows students to hear and practice high-frequency Spanish verbs and vocabulary in active and meaningful ways.

### Grade-Level Neighborhood (U)

The neighborhood concept lies at the heart of the design of the Lower School building. All homerooms of a single grade level are connected to a shared collaboration space that provides a breakout space for students to work in small groups or for students from multiple homerooms to work together. Homerooms are the nucleus of a child’s academic day, but the neighborhood brings a grade level together to afford consistency of curriculum, but also to leverage the strengths of the entire teaching staff. When a family lives on a cul de sac, it is not necessary for every house to have a basketball hoop. The same holds true in our neighborhoods. By making the space BETWEEN classrooms all about teaching and learning, students can connect and share resources, ideas and talents regularly and meaningfully. Neighborhoods help solidify and define the identity of each grade and build strong communal bonds.

### Elementary Playground

Providing a wide variety of physical play activities stimulates the development of muscles and the brain. Creating an enticing outdoor play area for older students is key as we want to continue to have students run, climb, swing, slide, pretend, shout, sing, dance, throw, kick, jump, and twirl as they challenge themselves physically and mentally.

### Learning Terrace (V)

Embracing the out-of-doors was key in schematic design conversations with Lower School faculty, students, and the architects. Learning terraces are connected to several homeroom classrooms to embrace the natural world as part of the classroom. These spaces allow students to have class outside on temperate days or to work in small groups just outside the glass wall of the classroom. The space allows for scientific discovery that might require splashing water or digging through dirt. Some classrooms might grow vegetables here, while others might step out to the terrace to write poetry, or to practice a short play to be performed for the class. It allows the beauty of the natural world to blend with the classroom.

### Language Lab (W)

The value of an ESD education is our focus on the individual needs of each child in our care. Not all students learn in the same way, and we strive to meet each child where he or she is, celebrating his or her unique gifts and talents while moving towards full potential. When children bump up against an academic obstacle, trained learning support educators are in place to help them find success. The Language Lab allows small group and one-on-one coursework to support non-traditional learners. Certified Academic Language Therapists meet with students daily to facilitate reading instruction, and learning specialists meet here several times a week to remediate curriculum or help students learn the compensatory strategies that will allow them to soar.

### Meeting Forum(s) (X)

Private meeting space for faculty to collaborate with one another or to meet with parents. This flexible space may also be utilized for small groups of students or parent volunteers.

### Teaching Garden (Y)

An inviting rooftop space for classes to move outdoors for a specific study, observation, and exploration of plant life and ecology.

## Early Childhood Spaces

### Early Childhood Wing (AA)

The age range in a Lower School is significant and providing a space that is designed with the unique developmental needs of an early childhood student in mind is essential. Our youngest students are not merely smaller versions of upper schoolers, but unique learners with brains that are developing at lightning speed and deserving of a space designed with them exclusively in mind. This portion of the building houses grade level neighborhoods complete with their collaboration spaces, the discovery commons and age-appropriate library, as well as all the enrichment classes that these students attend. It is the overarching umbrella of an ESD early childhood student.

### Early Childhood Discovery Commons (BB)

Imagine a space that welcomes and launches. Imagine a space that gathers and unfolds. Imagine a space where stories come to life and relationships take root. Imagine a space that is both a shared heart and a guiding spirit.

In the new Lower School, grade-level homerooms will cluster together around a shared collaboration space to facilitate the astute use of resources. The grade level neighborhoods will intersect in an active learning commons which encompasses the resources of a traditional library and discovery lab, in close proximity to the students it serves. A unique library, media and design space offering zones for concentration, collaboration, performance, research and engineering. The library is no longer a place where students go only to read. It is a discovery commons located at the intersection of grade levels, sending a clear message that we have a culture of literacy and a commitment to using knowledge to build, create, and communicate.

### Science Center (CC)

Creation of a science lab sized especially for our youngest learners is a key ingredient in teaching children to think of themselves as scientists. It is important that they have tools and materials right-sized for them as they begin to dissect and engineer the world around them. The space supplies the materials, freedom and supportive culture to ask questions, to think about procedures and equipment, to investigate and conclude based on unbiased rational judgment and to go wherever the evidence leads.

### Grade Level Classroom (Q)

The nest that a homeroom classroom creates for children is the essence of a Lower School experience. This space is the home away from home and the nucleus of a child’s academic day. The configuration of these classroom maximizes collaboration, and the design allows teachers to open up to the neighborhood as students need to spread out. This space is one of the essential components to the makeup of the Lower School as it provides the safety and security of home base from which they can then connect with the greater grade, the school, the neighborhood, and the world.

### Music Suite (DD)

The Music Suite provides a place for inspiration and exploration of sound and senses. Children will create and develop their imaginations by using their voices and instruments to make music. Children will have opportunities for fine and gross motor development with a variety of rhythm and movement activities. In this suite, young children, who are just beginning to discover their ability to soar like an eagle, dance with the flowers, sing for the pure joy of hearing their own voices, or pretend to gallop swiftly like a pony, will have a safe place where they can explore all the possibilities their bodies, minds, and voices for musical and bodily-kinesthetic development.

### Art Studio (EE)

The Early Childhood Art Studio provides space to sculpt, paint, draw, create textiles and much more. Its close proximity to the other enrichment studios affords a hub of creative energy for the myriad talents of our students.

### World Language Center (FF)

Early Childhood Spanish classes are designed for students to hear and experience conversational Spanish in active and meaningful ways. Through Total Physical Response (TPR) students progress from physically responding to commands to speaking Spanish. Our youngest students first learn to talk about themselves and then progress to talking about others. By focusing on high-frequency verbs and vocabulary, content is limited to what is used most in communicating in Spanish. Spanish class is full of moving, playing, singing, acting out stories, conversing, and listening to books in Spanish.

### Outdoor Adventure Zone

Providing a wide variety of physical play activities stimulates the development of muscles and the brain. This space is created for the growth and development of our early childhood students and is an integral part of the school day as it provides another modality for mind-body connections. Children will run, climb, swing, slide, pretend, shout, sing, dance, throw, kick, jump, and twirl as they challenge themselves physically and mentally.

### Motor Lab (GG)

The mind-body connection has a significant impact throughout a child’s school years but is of crucial importance in the early years. Strengthening the fine motor muscles in a child’s hands, the gross motor muscles of their limbs and core, and providing activities that require the connection of these two distinct brain hemispheres define the benefits of this space.

### Butterfly Garden (Natural Playground) (HH)

Between the fresh-air amphitheater and the outdoor cafe, the butterfly garden is the perfect connector. Beautifully styled from the rich natural environment surrounding the quarry, children are free to build with stumps or climb and jump on them, to create rivers after a rainfall, or to create homes for fairies and gnomes. Play equipment in a natural playground is less “defined” than items placed in a more traditional playground giving children the freedom to define the play in this space themselves and let their imaginations run wild.