

# PEGASUS WINGS

## New Library



# 1. Executive Summary and 2. Scope of Work, Budget

The new WINGS building is a central hub for students and families, providing a safe space that is comforting and full of life, with endless possibilities. The design embodies its namesake, “WINGS”, imparting a place of Wonder and Inspiration that Nurtures Growth and encourages children to Soar.

The new 6,400 square foot WINGS building reinvigorates the heart of a mid-century modern school campus. The siting of the building provides a connector between the original 1960s contained courtyard plan to other buildings that have been added to the campus over the years. Primary pedestrian connections were made between the WINGS main entry access to the legacy quad; with the shifting of the building to extend the existing donor walk into the campus center, opening up into the middle school quad.

## Scope of Work

In addition to planning, programming and architecture, the scope of work included the following:

1. A central hub for students and families.
2. An open courtyard supplies a connector to other buildings that have been added to the campus.
3. Primary pedestrian connections between the WINGS main entry provide access to the legacy quad.
4. The new building extends the existing donor walk into the campus center to the middle school quad.

## Budget

\$ 6,600,000





# 3. School & Community Research and Engagement

## a. Context

### 1. The Community

The Pegasus School serves a diverse community of students in a K–8 independent school setting in Huntington Beach, California. Rooted in academic excellence, Pegasus emphasizes intellectual curiosity, emotional growth, and student voice. The school community is comprised of educators, families, and students who value creativity, innovation, and well-being. With a commitment to shaping lifelong learners, the Pegasus community embraces progressive educational practices and inclusive environments.

### 2. The Stakeholders

- Librarian
- Leadership (Head of School, Assistant Principal, and Chief Financial Officer).
- A group of teachers, parents and students

### 3. Challenges

Prior to the WINGS project, the existing library and learning environments were limited in their flexibility, outdated in infrastructure, and insufficient to support a modern, interdisciplinary curriculum. There was a need for a central hub that could elevate student agency, integrate technology, and support various forms of literacy and expression. Additionally, the physical disconnection between school divisions presented challenges in creating cohesive access to resources across the campus.

### 4. Available Assets

- A visionary librarian and faculty who shaped the learning goals of the space
- A supportive school leadership team willing to invest in curricular innovation
- A high-performing student body and engaged parent community



- An architecturally rich campus with opportunities for enhancing connectivity
- Existing interdisciplinary curriculum that emphasized storytelling, research, and student identity
- A collaborative design team (Perkins Eastman) with experience in educational environments

## b. Process

### 1. Visioning Process

The design process was uniquely curriculum-driven, led by the librarian's emphasis on storytelling, digital literacy, and research. Stakeholders—including students, faculty, and leadership—participated in defining priorities for flexibility, engagement, and wellness. Workshops and iterative feedback informed decisions on layout, lighting, acoustics, and the blending of indoor and outdoor space. The resulting vision coalesced into the acronym WINGS: Wonder, Innovation, Nurture, Grow, and Soar.



## 2. Value of Process and Project to Community at Large

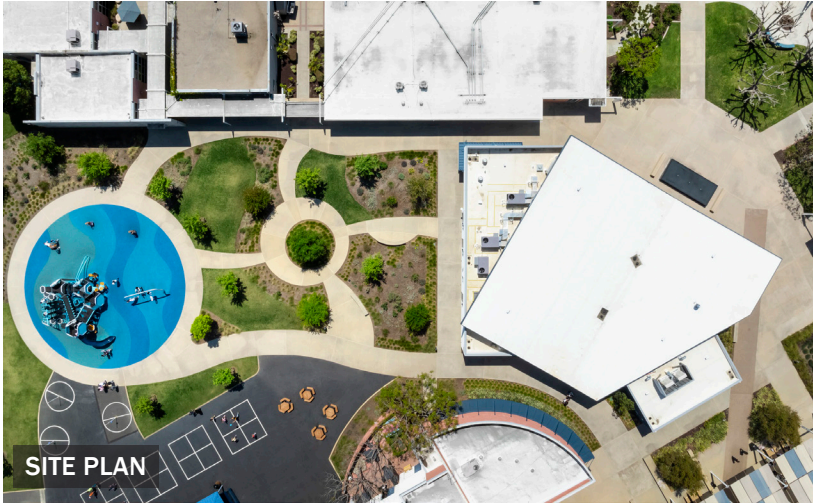
The WINGS building became more than a library; it is now a communal heart of the campus, enriching the lives of all learners. It supports interdisciplinary instruction, hosts authors and community events, and acts as a showcase of student expression. The visibility of student work, along with adaptable gathering spaces, strengthens school culture and makes the school more attractive to prospective families. It models how design can amplify mission and values.

## 3. Diversity, Equity and Inclusion

The WINGS project was rooted in an inclusive engagement process that welcomed input from a broad cross-section of the Pegasus community—students, faculty, leadership, and parents. Special care was taken to consider the needs of all learners, ensuring that the final design would reflect the school’s commitment to belonging and accessibility. The curriculum itself—centered around storytelling and student voice—provided a platform for honoring diverse experiences and identities. Through the design process, the team prioritized flexible environments that accommodate different learning styles, cultural perspectives, and developmental needs. The inclusion of quiet zones, writable surfaces, and visible student work further emphasized equity in expression and participation. Engagement conversations also led to intentional access to counselors and support services, reinforcing emotional and social well-being as integral to academic success.



## 4. Physical Environment



### a. Context

#### 1. Physical Attributes of the Building and Site

With the impact of the pandemic, and to make the building more adaptable in the future, the plan accommodated additional doors into the spaces to allow for directional flow into and out of the building. Since the building supports outdoor field activities during after school hours, it was important that all restrooms be designed for individual use. The library curriculum celebrates diversity and allows for the visual connections to materials, graphics, and digital announcements that evolve and speak to current events and the energy of the activities taking place inside the building. Human connections are supported in a spectrum of interactions from peer to peer, child to teachers, child to counselors, large group presentations with guest lectures. Future post occupancy surveys will be conducted to see how the building evolves to support the various events and activities central to the programming vision.

The following design principles reflect the school's vision that inspired the building siting and interior design:

- Wellness through capturing natural daylight, views, and biophilic interior design elements.
- Intersections through connecting pathways, disjointed over time, to create a more cohesive campus and a new “heart” of the school.
- Design of a place for work through joyful, creatively programmed settings and furniture selections to nurture imagination and to foster collaboration and community.
- Support diverse settings to accommodate varied sensory experiences; through the design of the acoustics, lighting, interior finishes, and selection of furnishings to be inclusive of diverse users and future flexibility.
- Create a beacon for communication both through visible connections to activities within, and through outward digital messaging and branding.

#### 2. How the Facility Fits within the Larger Context of the Community

The new 6,400 square foot WINGS building reinvigorates the heart of a mid-century modern school campus. The siting of the building opens up a connector between the original 1960s contained courtyard plan to other buildings that have been added to the campus over the years. Primary pedestrian connections were made between the WINGS main entry access to the legacy quad; with the shifting of the building to extend the existing donor walk into the campus center, opening up to the middle school quad.

### b. Response

#### 1. How WINGS Inspires and Motivates

The WINGS building invites wonder through its biophilic elements, warm material palette, and child-scaled environments.

Reading nooks, writable walls, digital displays, and multipurpose gathering rooms foster creativity, peer collaboration, and independent inquiry. The space visibly celebrates student voice and achievement, providing intrinsic motivation and a sense of belonging. Photographs of students using cozy alcoves and acoustically designed collaboration zones illustrate the joyful, purpose-driven use of the space.

## 2. Innovative Aspects of the Physical Environment

- **Biophilic Design:** Extensive daylight, natural materials, and courtyard views
- **Flexible Interiors:** Movable furniture, mobile shelving, writable surfaces
- **Digital Integration:** Interactive display walls and real-time media sharing
- **Multi-functional Space:** A multipurpose room with operable walls allows for performances, workshops, and collaboration
- **Youth-Centric Zones:** Scaled reading nooks and a teen lounge area cater to developmental needs

## 3. How the Physical Environment Fosters Diversity, Equity, and Inclusion

The WINGS building was thoughtfully designed to promote inclusivity through both spatial planning and symbolic gestures. Key features include:

- **All-Access Restrooms:** Gender-neutral and accessible restrooms ensure that all students feel safe and included, regardless of gender identity or physical ability.
- **Unencumbered Access to Support Services:** The layout facilitates discreet and equitable access to counseling and support staff, normalizing help-seeking behaviors and reducing barriers to student wellness.



- **Developmentally Appropriate Spaces:** The building supports a wide age range with spaces tailored to cognitive and emotional stages of development. “Laura’s Loft,” named in honor of Pegasus’s beloved founder, provides a warm, reflective zone for younger learners, while the teen lounge offers autonomy and agency to older students in a setting that honors their maturity and identity.
- **Flexible, Inclusive Learning Zones:** Movable furniture, calming finishes, and a mix of quiet and collaborative areas allow





students to engage in ways that align with their needs and preferences.

- **Celebration of Student Voice:** Digital displays and visible shelving highlight a rotating collection of student work, stories, and perspectives—making diversity not only represented, but central to the learning experience.

Altogether, the WINGS building affirms the school's commitment to diversity, equity, and inclusion by embedding these values into both the design process and the physical experience of the space.

#### 4. How the Physical Environment Fosters Sustainability and Wellness

Wellbeing and health are considered on multiple levels of the design; from the selection of furniture that allows for movement and future flexibility as the program evolves over time, to healthy material choices and engineered acoustical design and detailing criteria. Acoustic separation was essential to ensure a calm and comforting setting. These design elements directly support a wide range of developmental levels as a child grows from 4–15 years at Pegasus School. The whole child needs are supported in a variety of learning settings and access to services in a warm and welcoming student, teacher and community environment.

The interior design creates diverse spaces with a variety of furniture choices, views, material colors and textures; allowing all users to find their place in the building. Movement and the freedom to change the environment are fostered by the furniture selections; having tables that flip and stack, chairs on castors with adjustable heights and mobile book shelving.

Natural daylight, reduced glare studies, views to campus vistas into the legacy and middle school quads, were an integral part of the design of the building fenestration. Windows are placed to spark curiosity about the activities happening within the building.

Materials were selected using the Mindful Materials framework. Pattern, texture, and color variation of the materials mimic the qualities of nature while still feeling modern and fresh. Additionally, clean-ability, durability and comfort were the criteria in the selection of upholstery. The high roof was designed using a structural metal decking that was both the finished material, acoustic treatment, and able to conceal power/low-voltage conduit and sprinklers. It reduced the cost of redundant systems (carbon intensity) and kept the design of the roof edge thin and interior ceiling uncluttered.

## 5. Educational Environment



### a. Context

#### 1 Educational Vision and Goals

The Pegasus School, a coeducational, non-profit, nonsectarian day school in Huntington Beach, California, serves students from pre-kindergarten through eighth grade. Its educational vision is to inspire bright, curious minds to become confident, compassionate leaders. This vision is rooted in the school's mission to foster intellectual curiosity, emotional growth, and student voice within a nurturing and inclusive environment.

### b. Response

#### 1. How the Environment Supports The Curriculum

The WINGS building at The Pegasus School is a physical embodiment of the school's curriculum, which centers on inquiry-based learning, storytelling, research, and student voice. Every spatial element is intentionally designed to reinforce these educational values, creating a setting where the curriculum comes alive through architecture.

#### 1. Flexible, Student-Driven Learning Zones

The curriculum calls for active participation, choice, and voice. In response, the WINGS environment features:

- Movable shelving and modular seating that allow for reconfiguration based on project needs, fostering group collaboration or individual focus.
- Writable surfaces and digital display walls that support brainstorming, reflection, and real-time sharing of student work—core to storytelling and research activities.
- Spaces that encourage choice and autonomy, reinforcing executive functioning and meta-cognition in alignment with learning outcomes.

Image Reference: Interior shots of reading nooks, digital display walls, and multipurpose rooms with flexible furnishings support these uses.

#### 2. Zones for Storytelling and Identity Expression

- Storytelling—central to the librarian-led curriculum—is supported by:
- Small-scale reading alcoves like Laura's Loft, which offer intimacy and imagination for younger students
- Teen zones that affirm identity, voice, and self-directed inquiry for older students
- Digital signage and curated displays that highlight student-authored stories, books, and research projects

These environments validate diverse narratives and empower students to become confident communicators—directly aligned with Pegasus's Portrait of a Graduate goals.





### 3. Integration of Wellness and Biophilic Design

Curriculum at Pegasus emphasizes not just intellectual growth, but also emotional and sensory wellbeing. The WINGS design integrates:

- Abundant natural daylight and expansive windows that connect students to outdoor courtyards and views.
- Calming material palettes and acoustically sensitive surfaces that reduce distraction and support mindfulness.
- Quiet reading corners that foster self-regulation and reflection, essential to socio-emotional development.

Image Reference: Biophilic and daylight-filled reading spaces illustrated in interior and exterior photographs.

### 4. Multi-use and Interdisciplinary Programming

The curriculum is interdisciplinary, encouraging connections across subjects. To support this, the WINGS building includes:

- A multipurpose room with operable walls that adapts to author visits, workshops, and group learning experiences.
- Campus-wide access points that connect the library with multiple divisions, enabling cross-grade collaboration and shared learning experiences.
- Image Reference: Photos showing open floorplans and connection between learning commons and multipurpose spaces support this interdisciplinary intent.

### 5. Seamless Technology Integration

To prepare students as technologically adept learners, the environment features:

- Low-profile technology integration in research areas and circulation desks
- Digital tools for publishing, collaborating, and communicating, ensuring students are equipped for 21st-century learning

The WINGS environment is not just a backdrop for learning—it is a dynamic, responsive, and participatory space where the Pegasus curriculum is enacted daily. The building functions as a living curriculum map, supporting the intellectual, emotional, and creative growth of all students.

*Would you like this adapted for a presentation or expanded into a longer narrative format?* Yes.



## 2. How the Environment Supports a Variety of Learning & Teaching Styles

The WINGS environment at The Pegasus School supports a variety of learning and teaching styles through its flexible, student-centered design:

- **Individual & Quiet Learning:** Cozy reading nooks, soft seating, and “Laura’s Loft” provide calming spaces for focused, independent study—ideal for reflective learners.

- **Collaborative & Group Work:** Movable furniture, writable walls, and open layouts allow for small-group instruction, peer projects, and Socratic discussions.
- **Whole-Class & Performance-Based Teaching:** A multipurpose room with operable walls accommodates author visits, presentations, and hands-on workshops.
- **Digital & Visual Learning:** Interactive display walls and media stations support technology-rich instruction and multimedia storytelling.
- **Kinesthetic & Inquiry-Based Learning:** Mobile shelving and adaptable zones invite students and teachers to reconfigure the space to meet changing instructional needs.

Photos of students using lounge seating, group tables, and digital tools illustrate how the space flexes to meet a wide spectrum of teaching and learning preferences.

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### 3. How the Environment is Adaptable and Flexible

The WINGS building was intentionally designed to evolve with changing pedagogical needs, supporting both short-term flexibility (daily instructional variation) and long-term adaptability (curricular shifts and school-wide uses). Flexibility is embedded in the architecture, furniture, and programmatic layout.

### 1. Flexible Furnishings and Modular Layouts:

- Movable tables and chairs in reading and group spaces allow users to easily shift between solo reading, small group collaboration, and class-sized gatherings.
- Mobile shelving units enable quick reconfiguration of the space to accommodate exhibitions, book fairs, or student showcases.

Illustration: Interior photographs show open floorplans with reconfigurable furniture arrangements and spacious walkways that support various learning configurations.

### 2. Operable Walls and Multipurpose Use:

- The multipurpose room includes operable glass partitions, which can be closed for focused small-group work or opened to integrate with the library space for large events, author talks, or performances.

Illustration: Images show the same room with walls opened and closed, highlighting its dual function and seamless visual integration with adjacent areas.

### 3. Zoning for Multiple Age Groups and Learning Modes

- The environment accommodates a wide age range with developmentally responsive spaces: “Laura’s Loft” serves younger students with child-scaled furniture and sensory-friendly finishes, while the teen lounge offers more mature seating and semi-private space for older learners.
- Quiet reading corners, active group zones, and digital collaboration hubs coexist within one unified plan, allowing students and staff to self-select environments based on task and mood.



Illustration: Interior views of the teen lounge, Laura's Loft, and open stacks visually differentiate areas while maintaining design cohesion.

#### 4. Future-Ready Infrastructure

- Technology is integrated throughout with plug-and-play access, interactive digital walls, and support for multimedia tools, ensuring the environment can adapt to emerging digital platforms and pedagogies without structural change.

The WINGS building is a model of educational flexibility—where every square foot is designed to be re-purposed, reconfigured, and reinvented. Whether it's an impromptu student discussion, a quiet reading session, or a school-wide celebration, the space flexes with the community's needs—today and in the future.

#### 5. Innovative Aspects of the Educational Environment

**Curriculum-Driven Design:** The space was shaped by a librarian-led curriculum focused on storytelling, research, and student voice—making the library a true learning hub, not just a book repository.

**Biophilic and Wellness Features:** Abundant natural light, calming materials, and sensory-responsive finishes support student well-being and focus.

**Flexible, Multi-Age Zones:** Distinct areas like “Laura's Loft” for younger learners and a teen lounge for older students offer developmentally appropriate experiences within one cohesive environment.

**Digital Integration:** Interactive displays, writable surfaces, and technology-enabled workspaces support multimedia learning and real-time student expression.

**Operable and Reconfigurable Spaces:** Mobile furniture, open floorplans, and flexible partitions allow the environment to quickly adapt to changing instructional and programmatic needs.



## 6. Results



### a. Achieving Educational Goals and Objectives

Quotes from Staff: The separate space for reading aloud has allowed students to stay focused and engaged. The large screen in the Launch pad coupled with the tiered seating allows for pivoting from shared reading to research very easily.

The movable furniture has allowed us to host meetings in front of the fireplace that otherwise would've been in a less inviting space

### b. Achieving School District Goals

The new WINGS building is a central hub for students and families, providing a safe space that is comforting and full of life, with endless possibilities.

### c. Achieving Community Goals

More traffic through the library by all constituents resulting in enhanced sense of community. People choose to be in the space during flexible times.



reviews, with proactive efforts to anticipate and resolve issues early. As part of the quality control process, the team conducted site visits to the roofing manufacturer, especially important due to COVID-related production delays. These coordinated efforts ensured that the final result achieved maximum design impact while maintaining cost-effectiveness and high construction quality.

#### F. Sustainability and Wellness Outcomes

Teacher quote: *The natural light and tall ceilings provide a feeling of airiness. I personally am having less headaches! The serenity of the fireplace creates a peaceful and mindful space for reading, learning, and contemplation.*

#### D. Unintended Results and Achievements of The Process

More connections between librarians and faculty have been created. Middle school students and parents are visiting at a more frequent rate.

#### E. Providing Value and Good Stewardship of Financial Resources

Summary from Perkins Eastman: This project was delivered using a Construction Manager at Risk (CMAR) approach, allowing for close collaboration between the design and construction teams throughout the process. The delivery included rigorous design and constructibility