



Fielding
International

Designing schools where learners **thrive**



Chippewa Valley Schools Master Plan Report November 2025



Table of Contents

Executive Summary	3	Education Specifications: Program Aligned with Physical Environment	102
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District Vision	18	Context: Guiding Principle Driven	103
Context: Approach & Process	19	Context: Design Pattern Aligned	107
Focus Group Insights	23	Context: What is an Ed Spec?	114
Building Tour Observations	39	Elementary: Physical Environment Benchmarks	117
Design Advisory Team (DAT) & Community Insights	43	Elementary: Core Learning Environments	122
Guiding Principles	47	Elementary: Core Learning Layout Diagrams	126
<hr/>		Middle School: Physical Environment Benchmarks	128
Data Analysis & Master Plan Scenarios	54	Middle School: Core Learning Environments	131
Context: Why Do Anything?	55	Middle School: Core Learning Layout Diagrams	135
Phase I: Elementary School Data Analysis	58	High School: Physical Environment Benchmarks	136
Phase I: Elementary School Conceptual Test-Fits	69	High School: Core Learning Environments	138
Phase II: Middle School Data Analysis	82	High School: Core Learning Layout Diagrams	142
Phase II: Middle School Conceptual Test-Fits	90	Specialized Environments: By School Level	146
Phase II: High School Data Analysis	99	Specialized Environments: Secure & Welcoming Entry	155
Phase II: The Manthey Property	101	Specialized Environments: Community Heart	158
		Specialized Environments: Media Center	161
		Specialized Environments: CTE / STE(A)M	167
		Specialized Environments: Outdoor Learning	172



EXECUTIVE SUMMARY

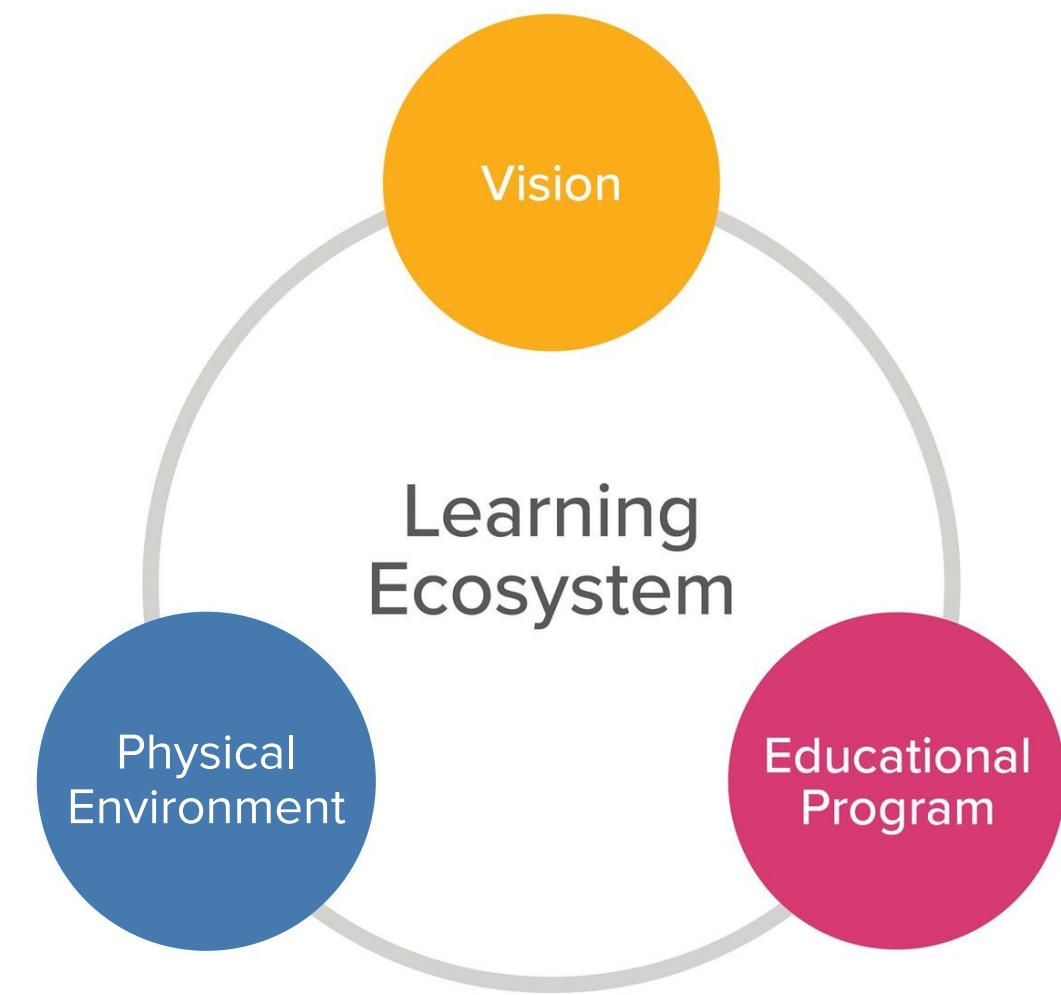


Process | Master Plan Overview

Chippewa Valley Schools (CVS) has partnered with Fielding International (FI)—a globally recognized leader in designing innovative physical learning environments—to develop a comprehensive Master Plan that will guide the district's facilities into the future. This plan ensures that CVS' campuses continue to reflect and advance its mission of *preparing students for success through a high-quality education in a safe physical environment, fostering excellence, and creating strong community partnerships*.

FI and CVS began their collaboration through a Discovery Process launched in early 2025. Through a series of engagement sessions with students, educators, families, and community stakeholders, the process identified a shared set of Guiding Principles that articulate the district's vision for teaching, learning, and community connection.

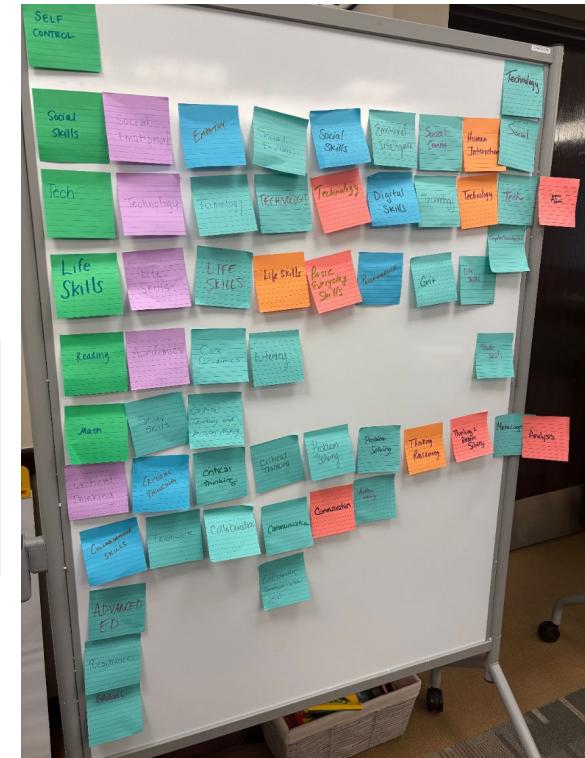
Building on the insights gained during Discovery, the Master Plan Report presents a cohesive and forward-looking set of recommendations to align facility improvements with CVS' educational mission and strategic priorities. The report serves as a district-wide roadmap—a comprehensive guide to fostering continuity, ensuring parity, and expanding physical learning environments that promote student success, support educators, and strengthen community across the Chippewa Valley Schools.



Process | Discovery Engagements

The Design Advisory Team worked to uncover the community's Vision of Success, highlighting the key skills of problem solving, critical thinking, adaptability, a growth mindset, collaboration, and communication. They then identified the kinds of activities and opportunities students need to develop these skills, and lastly explored the spaces and conditions required to support that learning.

Skills and knowledge:	Activities and opportunities:	Places, spaces, and tools:
Are these the skills for thriving? critical thinker problem solver analytic	Would these activities support the skills for thriving? 	Would these spaces support the activities for thriving? 



Process I **Discovery Findings**

Below are some key insights from the community survey taken by 1,193 individuals.

Data Points to Consider:

- Community rated facility conditions at a B- average.
- Many praised maintenance, but highlighted the need for older CVS facilities improvements.
- Participants emphasized the importance of integrating technology.
- Strong interest in hands-on, experiential learning was reflected in responses.

Q: What is the core purpose of CVS?

A: The DAT said that CVS exists most importantly to make the world a better place.

Q: What skills and knowledge will students need most to thrive in this world?

A: The DAT said the following skill areas would be essential:

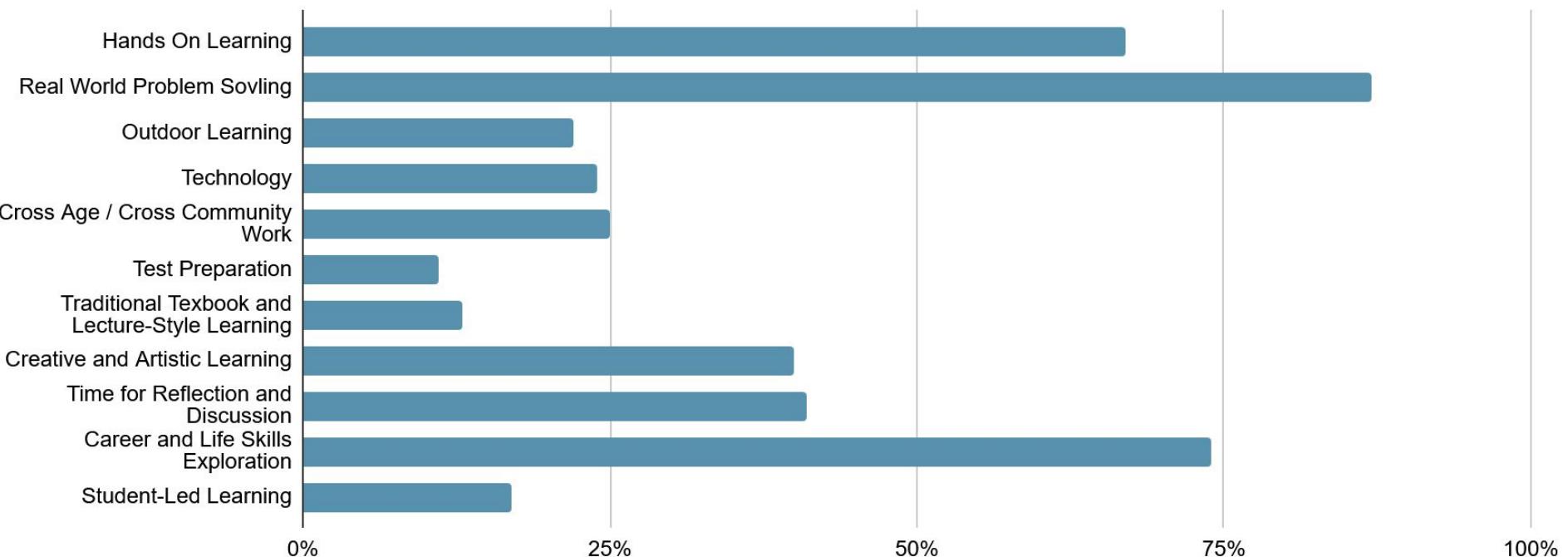
- Problem solving
- Growth mindset
- Great communication
- Digital literacy
- Interpersonal skills
- Self-awareness
- Strong Literacy and Numeracy Skills

Q: To support the highlighted skill areas, what opportunities do students need?

A: The DAT offered many ideas, which can be summed up by the following:

- Real-World & Community Engagement
- Increased Student Voice & Choice
- Collaboration & Social Learning
- Project & Product-Based Learning
- Authentic Skill Application
- Exploration & Play
- Practical Life Skills
- Flexible Learning Environments

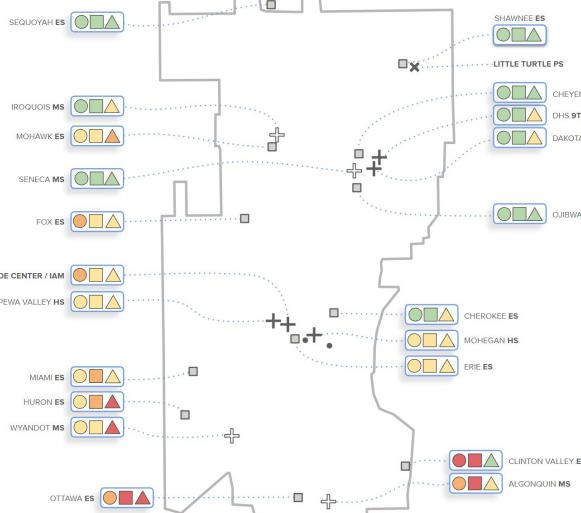
To support skill growth, what types of teaching and learning would you like to see more of?



Process | Where We Are

During this phase, CVS defined a shared vision for the future of teaching and learning, collected tools to assess and recalibrate space and resources, and identified benchmarks to promote parity across the district.

Master Planning

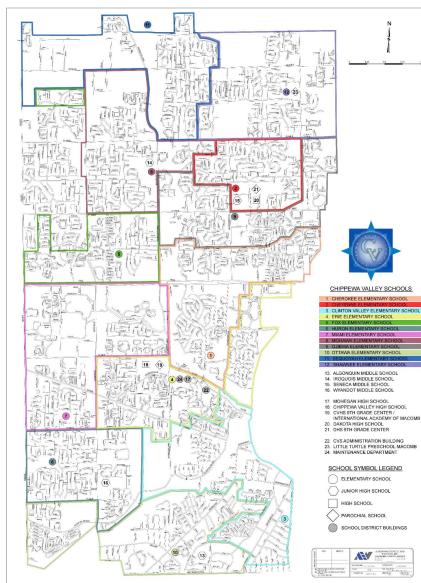


What: What is the vision for teaching and learning in our district?

Why: Why improve our facilities?

How: How can we improve our facilities to match our vision and create parity across the district?

Pre-Design



What: What are the major projects we should focus on?

What: What can we afford to build within our budget?

When: When and in what order should construction take place to minimize disruption and maximize benefit?

Building Design



What: What spaces should be included in each project, and what is the best arrangement of space?

What: What will each project cost?

How: How should the spaces function and look?

Construction



How: How will disruption be minimized?

How: How long will construction take?

What: What will each project cost?

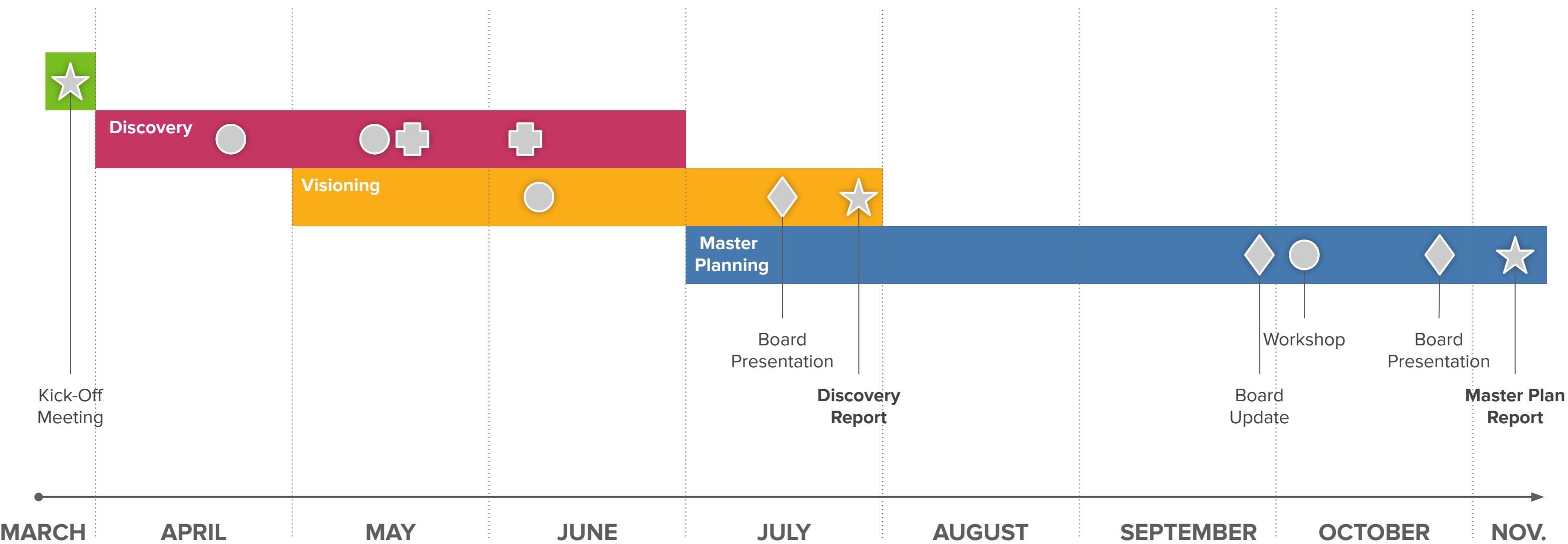
What: What needs to be adjusted based on evolving conditions.



Process | Master Plan Timeline

The Master Plan Timeline started with a Discovery and Visioning process to uncover key insights from district-wide stakeholders including Design Advisory Team meetings, Focus Group workshops, and Building Tours. These insights, combined with key facility and enrollment assessment factors, culminated in a final Master Plan Report.

- ★ MAJOR MILESTONE
- ◆ BOARD MEETING
- DAT / FOCUS GROUP MEETING / WORKSHOP
- ✚ BUILDING TOURS

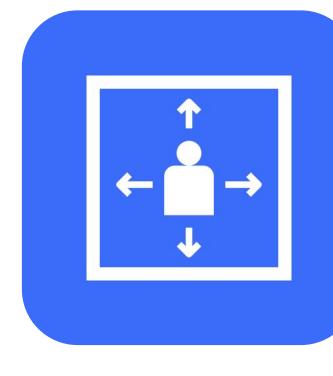


Vision I Guiding Principles to Shape the Master Plan

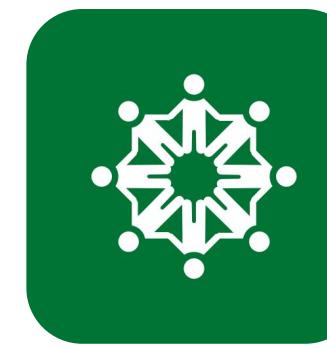
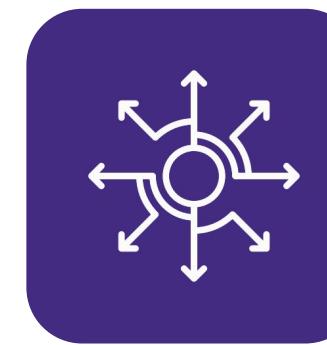
As the culmination of all the discovery and visioning work, we're proud to share what have emerged as CVS's Guiding Principles. These principles come straight from the work of the Design Advisory Team (DAT), the skills they hope students build, the opportunities they identified to support those skills, and a thoughtful process of testing and refining their ideas.

While these principles reflect the DAT's voice, they are firmly rooted in the district's guiding documents, insights from focus groups, leadership conversations, building tours, and input from the community-wide survey. We hope you see your community's fingerprints all over them!

**Recalibrate
Space**



**Recalibrate
Resources**



**Prioritize Wellness,
Safety & Belonging**

**Expand
Learning**

**Build Durable
Life Skills**

Context | Enrollment Analysis Insights

In recent years, CVS experienced a period of significant enrollment growth, prompting the construction of new facilities to accommodate this trend including additional elementary schools, a new middle school, and independent ninth-grade centers. However, the district now faces a projected decline in enrollment due to declining birth rates and state residents, presenting an opportunity to thoughtfully recalibrate its existing facilities to better align with current and future needs.

Plante Moran Realpointe | January 2025

Grades	Student Capacity	Actual	Projection	Projection	2024-2029 Difference
		2024	2025	2029	
Elementary	7,358	5,990	5,898	5,418	- 572
Middle School	5,644	3,278	3,264	3,259	- 19
High School	6,290	4,894	4,786	4,633	- 261
Totals:	19,292	14,161	13,947	13,310	- 852

Target: 85.0%

Note:

**Average Max Capacity per Classroom*

Capacity based on following assumptions: 30 students at K-5, 34 students at 6-8, 34 students at 9-12

Enrollment does not include pre-K, special programs, or out of district IAM students/classrooms

There are currently net +700 students who are school of choice



Fielding International / Designing schools where learners **thrive**

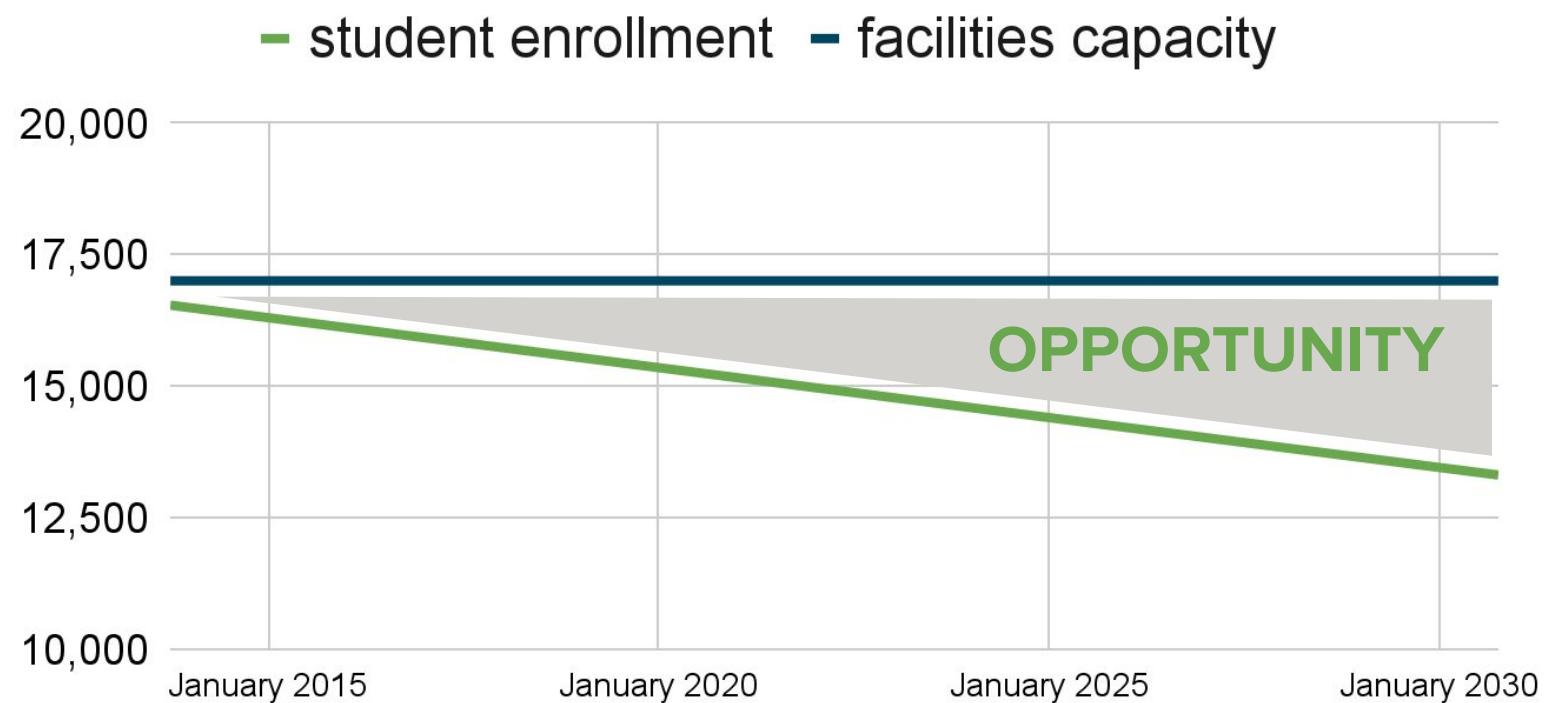


Chippewa Valley Schools / Master Plan 10

Context | Enrollment Analysis Insights

The data shows that CVS's student enrollment is steadily declining—leading to decreased state funding—while facility capacity remains constant, creating a growing amount of excess space that presents an opportunity to recalibrate and repurpose facilities. This local trend mirrors Michigan's statewide demographic shift, as the state faces a long-term population decline driven by fewer births and increasing deaths, projected to continue through 2050. The district has also reached its underutilization limit—meaning any new facility additions must be matched by equivalent closures per Department of Treasury requirements, and remain aligned with the projected decline in enrollment.

Growing Excess Space



As births likely decline and deaths increase, Michigan is projected to experience sustained and steepening natural decrease through 2050.

Michigan Natural Change (Births Minus Deaths), Historical and Projected



Source: 1920–2022 Michigan Resident Birth and Death Files, Michigan Department of Health and Human Services; 2024 Vintage Population Projections, Net Positive Migration Scenario, Michigan Center for Data and Analytics

Context | District Assessment Factors

The district-wide facility assessment considered three key factors: building condition, program alignment, and capacity/utilization. It evaluated the cost and effort needed to bring each facility to a fully functional and compliant state, measured how well existing spaces support the district's educational vision, and analyzed enrollment trends to determine whether buildings are appropriately sized for current and future needs.



Facilities Assessment

Evaluates the cost, scope, and effort required to bring the building back to a fully functional and compliant condition, including deferred maintenance, systems, and infrastructure needs. Based on findings from the SFRF Facility Condition Assessment, which provides building-by-building cost estimates for repairs and modernization.



Education Program Alignment

Assesses how well the school's spaces support the district's desired vision for learning, as defined through focus groups and the Design Advisory Team. Uses the ideal Educational Specifications (Ed Specs) as a benchmark to measure how closely the existing building matches the target learning environment.



Capacity & Utilization

Analyzes whether the building is over or under capacity based on square footage per student, ensuring spaces are appropriately sized for current and projected enrollment. Draws directly from the PMR Boundary & Utilization Update, which compares enrollment projections to each building's capacity to identify excess space or overcrowding.

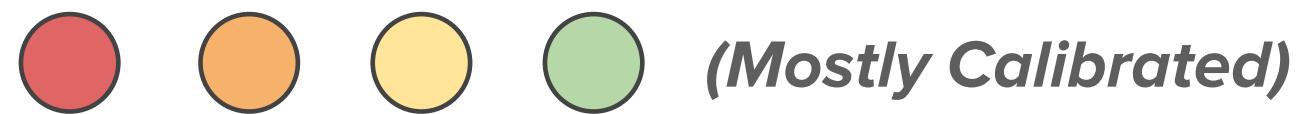
Context | District Assessment Factors

The individual assessments can be placed along a scale, and applied to each building in the district based on the analyses performed. Below is a legend used in multiple diagrams throughout the report to describe current facilities conditions.

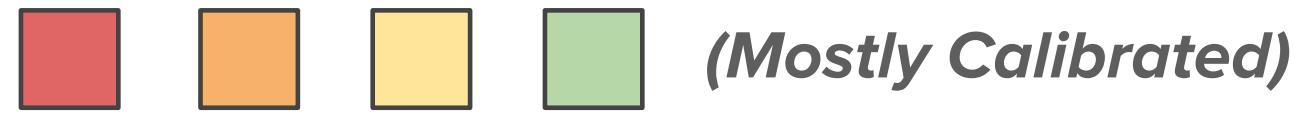
NOTE: The green triangle representing underutilized student capacity is not necessarily a positive indicator, as this means the facility has more space than it currently needs.

Facilities Conditions (Weak) ← → (Strong)

Facilities Assessment (**Needs Substantial Calibration**)



Ed. Program Alignment (**Need Substantial Calibration**)



Student Capacity Assessment SF/STU (**Overcrowded**)



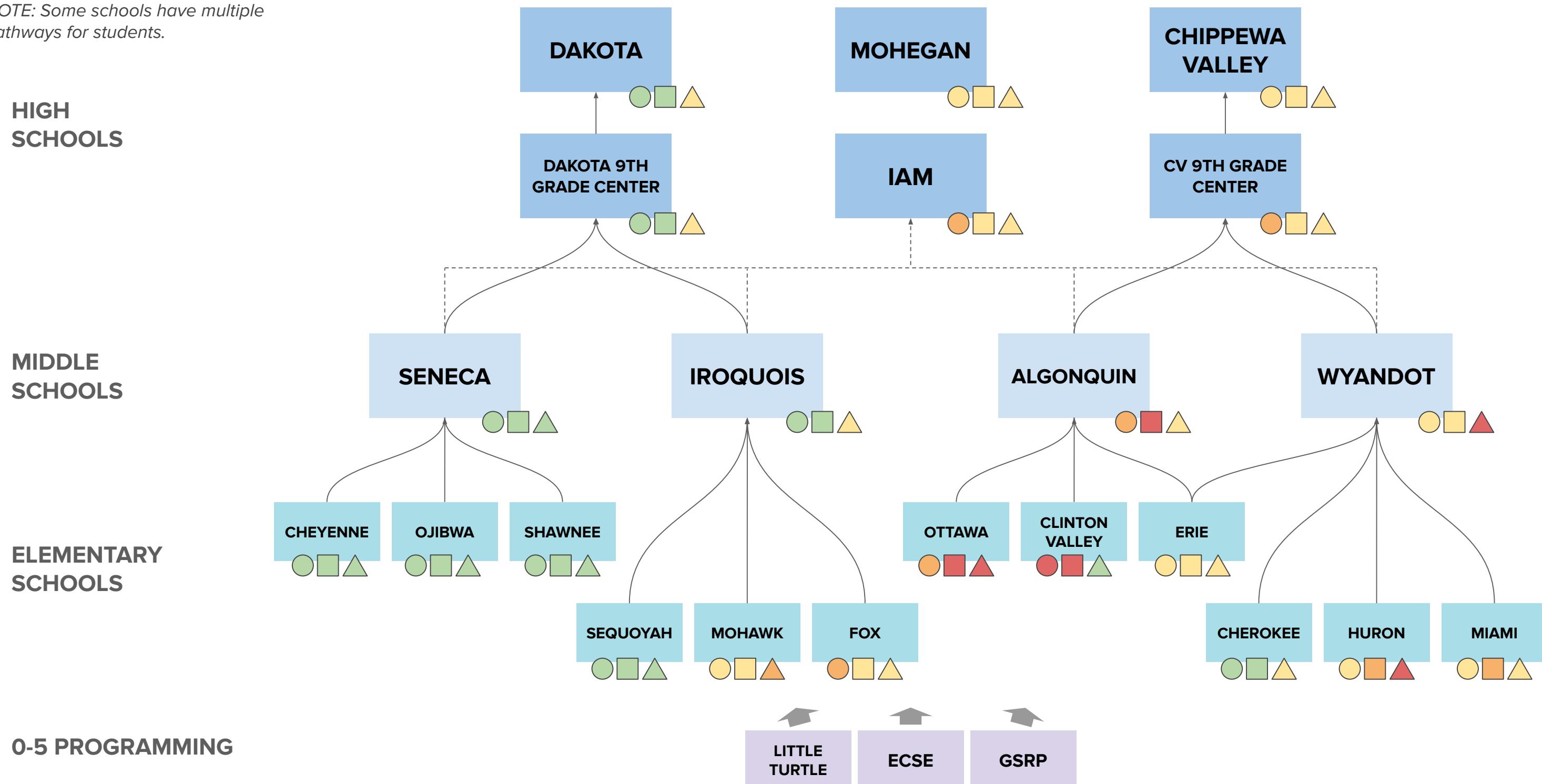
Context | Current School Organization

Facilities Conditions (Weak) ← → (Strong)

Facilities Assessment (Needs Substantial Calibration) (Red) (Orange) (Yellow) (Green) (Mostly Calibrated)
 Ed. Program Alignment (Need Substantial Calibration) (Red) (Orange) (Yellow) (Green) (Mostly Calibrated)
 Student Capacity Assessment SF/STU (Overcrowded) (Red) (Orange) (Yellow) (Green) (Underutilized)

The diagram below captures the existing district-wide school organization, student flow, and facilities conditions per the assessment tools.

NOTE: Some schools have multiple pathways for students.

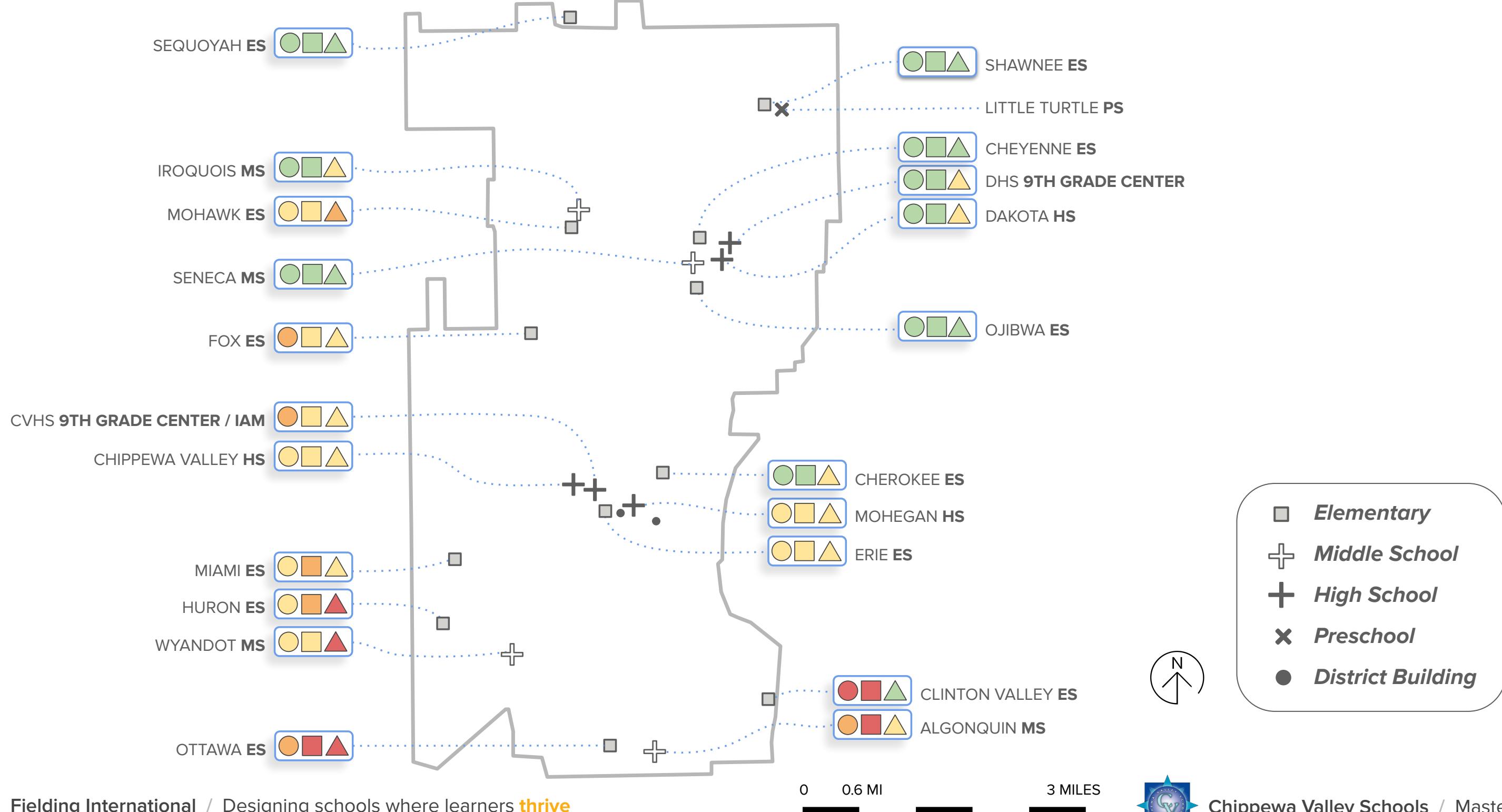


Context | Current District Map

Facilities Conditions (Weak) ← → (Strong)

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Schools at each level can also be charted on a map to allow for a better understanding of facility assessment trends district-wide. Currently, there is a trend of declining facility condition, lack of spatial and programmatic alignment, overcrowding in older facilities, as well as underutilized space in some of the newer facilities. These schools are further assessed in the Analysis & Planning portion of the document.



Process I **Excellence Through Community-Centered Impact**

Based on the findings of the district-wide assessment, it is clear that the Elementary School level requires urgent recalibration in several areas—**facility condition, educational vision, program, space alignment, and enrollment balance**. To effectively address these needs, the district could consider implementing the Master Plan in **two strategic phases**, allowing for both immediate improvements and long-term, sustained success.

Phase I:

**Recalibrate Elementary Schools,
Address District-Wide Upgrades, &
Select Improvements to MS & HS**



Phase II:

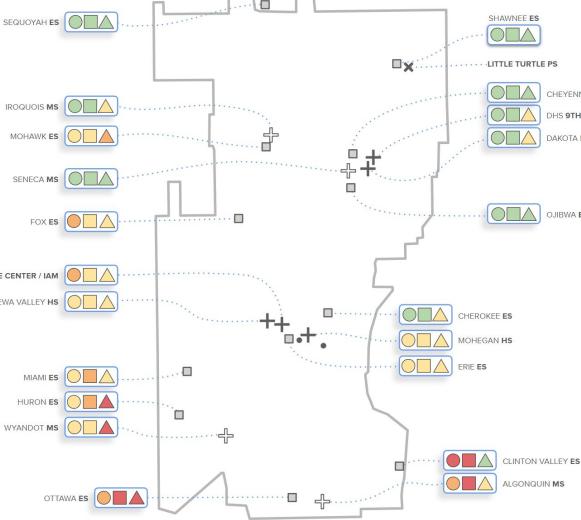
**Recalibrate Middle & High Schools,
Continued District-Wide Upgrades at
All School Levels**



Process | Next Steps

The next step after the Master Planning process is to embark upon the Pre-Design phase—where the district will identify the major projects to recalibrate, in what order to undertake them, and the budget that will define the scope of work.

Master Planning

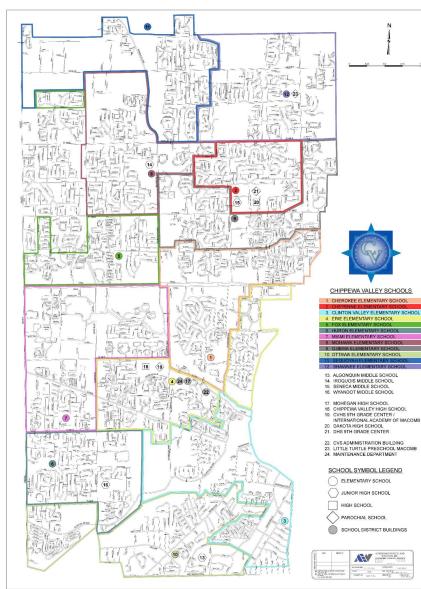


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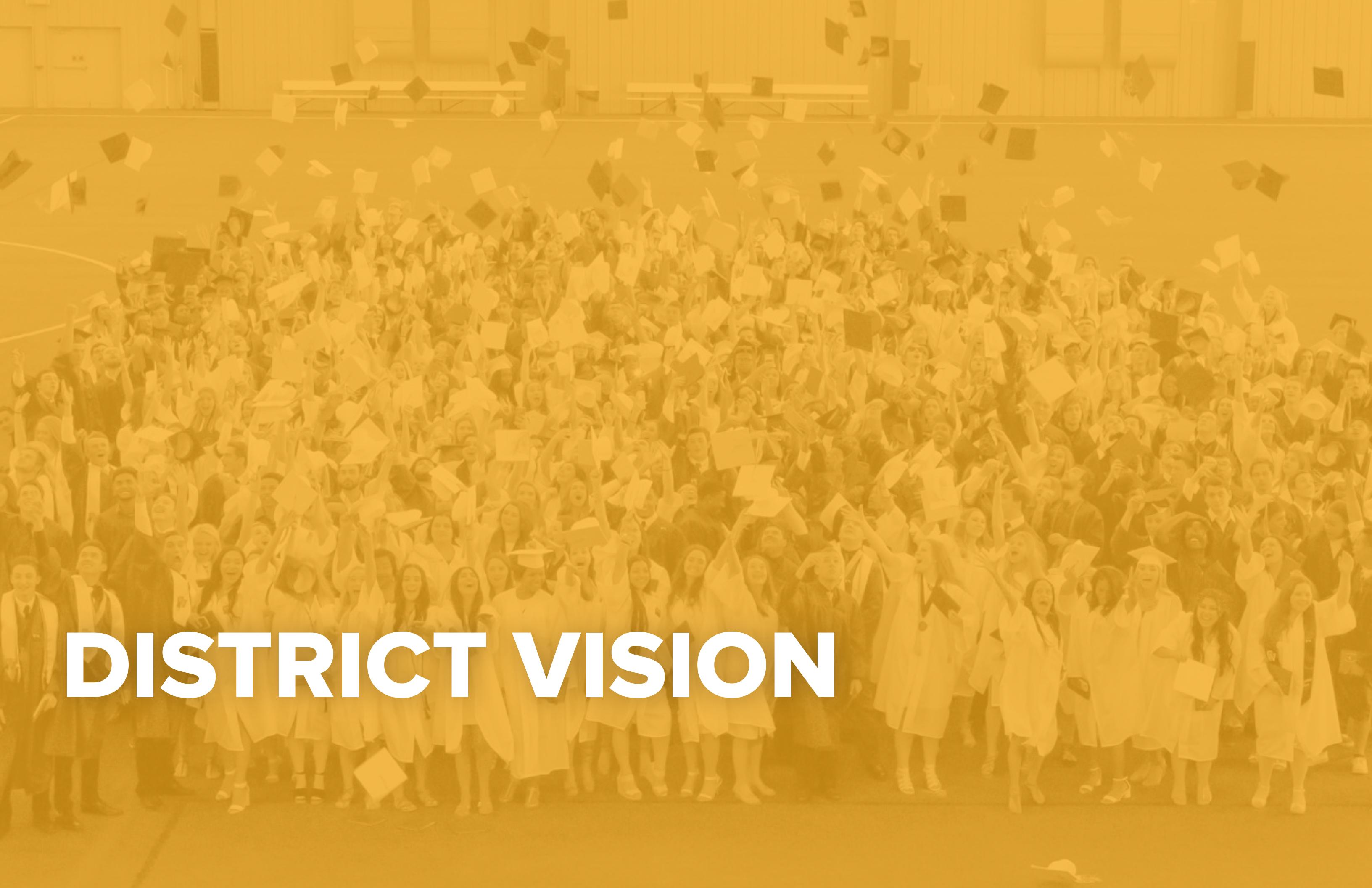


How: How will disruption be minimized?

How: How long will construction take?

What: What will each project cost?

What: What needs to be adjusted based on evolving conditions.

A large crowd of graduates in caps and gowns, with many caps flying in the air, suggesting a graduation ceremony.

DISTRICT VISION

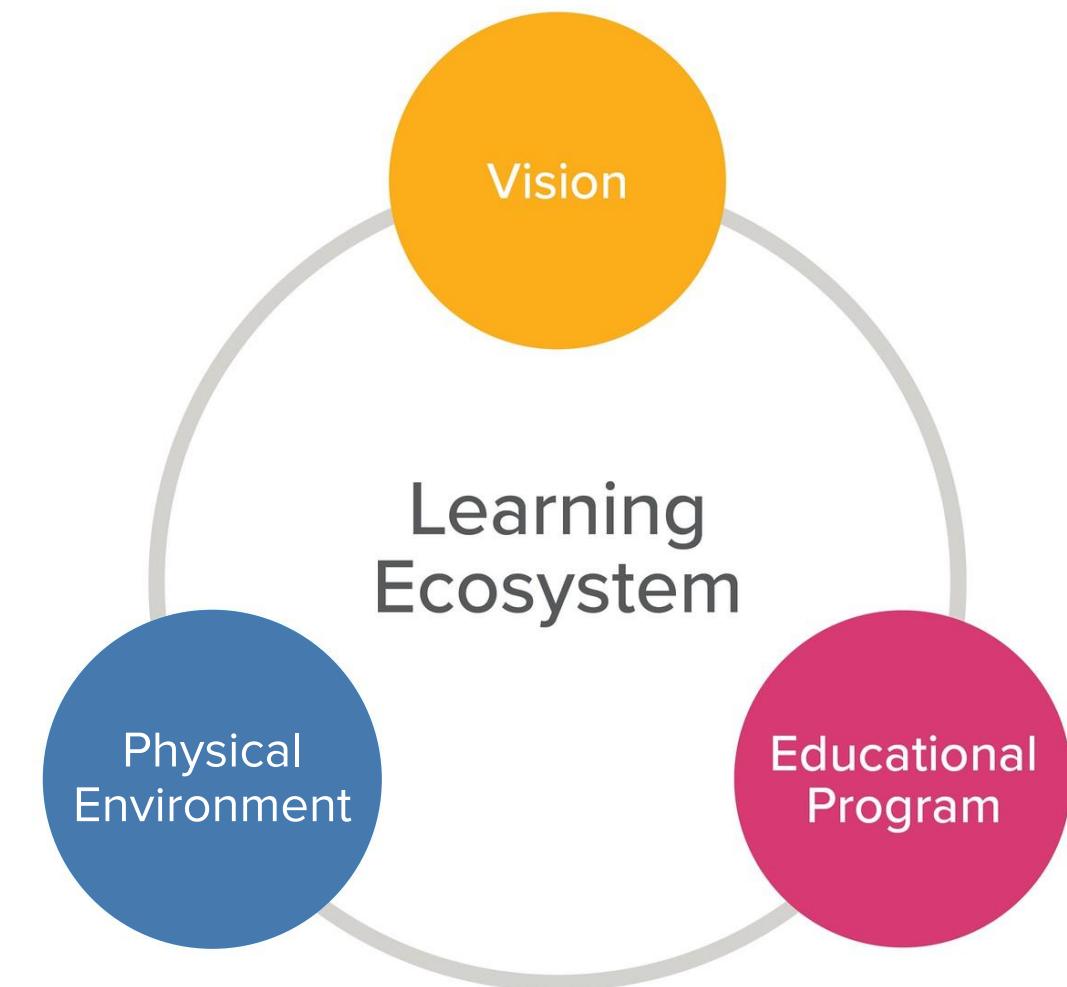
Context | Approach

An Aligned Learning Ecosystem

A healthy, vibrant learning ecosystem depends on the alignment of three essential elements: Vision, Educational Program, and Physical Environment. Vision sits at the top—defining a community's shared aspirations and purpose for learning. The Educational Program brings that vision to life through pedagogy, staff capacity, norms, curriculum, and daily practices. The Physical Environment provides the physical spaces and infrastructure that make those practices possible and amplify their impact. When these three are aligned and inform each other, they create the conditions for learners and educators to thrive. Without alignment, even strong ideas or beautiful spaces fall short of their potential.

To prepare for the future, communities need clear Guiding Principles for Design—shared commitments that shape how physical learning environments are created, evolve, and adapt to changing needs. By defining these principles together, you ensure your spaces will continually support your vision and program in meaningful, responsive ways.

It involves a chance to pause, reflect, think ahead, and plan with intention. This work can be a gift to your community.



Context | Process

The Opportunity

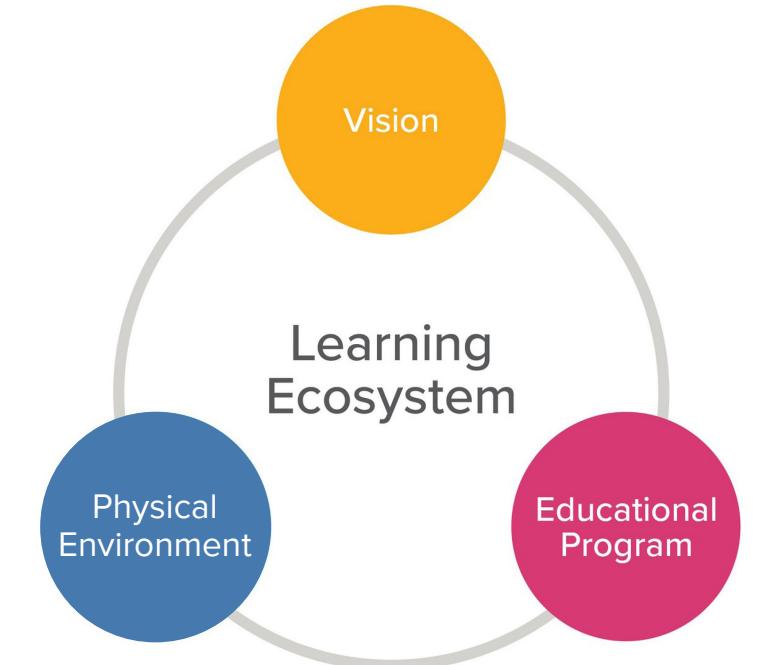
Chippewa Valley Schools (CVS) has been working with Fielding International (FI) to develop a plan that offers thoughtful and innovative ideas to support the district's vision and needs through the physical environment. Just like the world around it, CVS is changing. To do this work, CVS engaged FI to lead a community-wide discovery process that would unearth the **vision** and **educational program** of the district so that it can ensure their next moves for **physical environment** are aligned.

The Process & Report

The Discovery and Visioning Process is one that digs into the foundational documents, practices, and current space that makes up Chippewa Valley Schools and then goes a few steps beyond to identify where the community wants to move next in order to best support a thriving future for all children. This Discovery and Visioning Report reflects the joint work of CVS and FI to gather the necessary data and provide a framework by asking the following questions:

1. How might the CVS Strategic Plan and other guiding documents influence the physical learning environments across the district?
2. What is currently happening in CVS buildings & grounds and how successfully is that aligned with the vision of the district?
3. How many buildings and what types of spaces are needed to support CVS's projected population?
4. What shifts are happening in the realm of teaching & learning and how can facilities and grounds best support those shifts?
5. How do we ensure CVS is prepared for future planning, growth, and change?
6. How do we provide equitable access to opportunities for all CVS students?

The process steps are described in detail on the following slides. The culmination of this Discovery and Visioning Process is captured in Guiding Principles for Design, found at the end of this report.



Context | What We Did

FI conducted and participated in a range of Visioning exercises, engaging community stakeholders, experiencing existing facility conditions, and collecting key insights to guide the Vision for the CVS Master Plan.

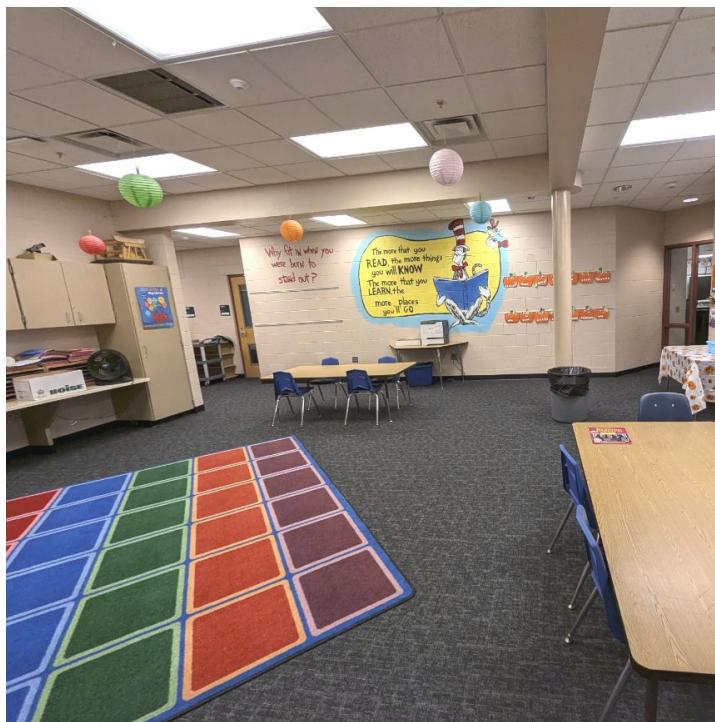
FOCUS GROUPS



14 District-Wide Focus Groups

- + Participation from Educators & Students
- + Surface barriers and opportunities

BUILDING TOURS



Spring 2025 Building Tours

- + Tours were given of each facility
- + A space audit was conducted to better understand space usage

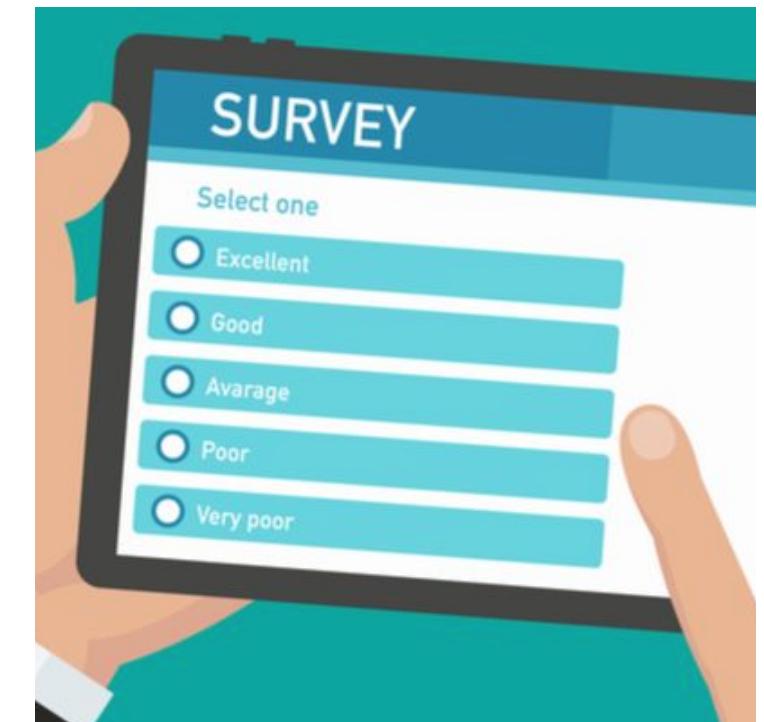
DESIGN ADVISORY MEETINGS



April - June

- + In depth Vision & Alignment
- + 3 workshop sessions
- + 60+ participants
- + students, staff, parents, community members, elected officials

COMMUNITY-WIDE SURVEYS



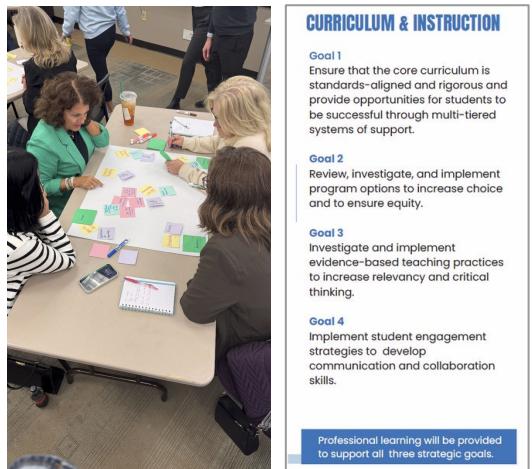
June - July

- + Used to triangulate all of the data we've gathered so far
- + Over 1,200 participants!
- + Rich and helpful responses

Context | Stakeholder Engagement Overview

Stakeholder Engagement #1: 04/15/2025 Design Advisory Team

The Design Advisory Team (DAT) convened for the first time and was tasked with discerning why their school district exists, what skills are needed to thrive in today's world, and in what the underlying hope of their district is based on its many guiding documents.



Stakeholder Engagement #2: 05/13/2025 Design Advisory Team

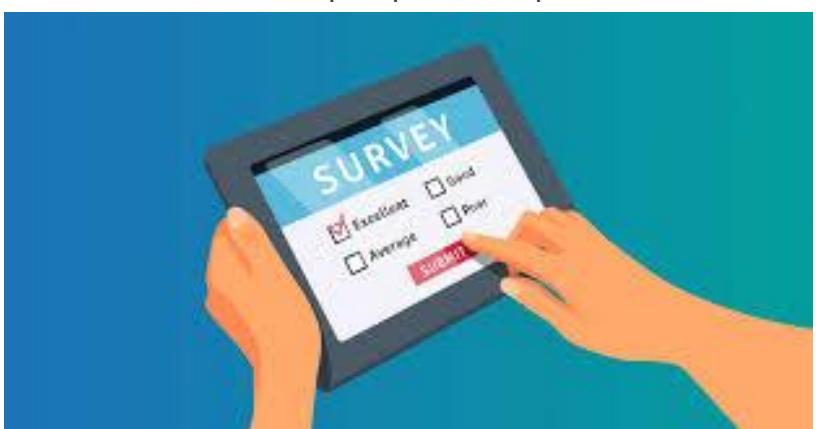
The second convening of the DAT included a review and affirmation of what emerged from our first meeting and stretched the group to think through what type of opportunities and spaces would be necessary for CVS to help build the skills they identified.

Alignment was the big idea of this meeting.



Stakeholder Engagement #4: 06/2025 Community-Wide Survey

In order to invite a larger number of community members into the DAT process, CVS created a survey. It asked everyone to weigh in on the important skills to thrive in today's world, what opportunities would be important to grow those skills, and how space might support that work. 1190+ people took part in it!



Stakeholder Engagements: 14 District-Wide Focus Groups

Throughout this process, groups of educators were gathered together, each representing a specific viewpoint essential to the inner workings of CVS. Each engaged in conversation to help us discern the barriers and opportunities of space as it is known at this point in CVS's history.



Stakeholder Engagement #3: 06/03/2025 Design Advisory Team

The third DAT gathering included a review of what was emerging. It was grounded in excellence, well being, and active learning. And the team worked to solidify language that would properly convey the hopes in the context of Guiding Principles that could go on to inform future investments in the physical learning

**CHIPPEWA VALLEY SCHOOLS
GUIDING PRINCIPLES FOR DESIGN:**

CVS Vision: SETTING THE STANDARD FOR EDUCATIONAL EXCELLENCE
CVS Mission: INSPIRING & EMPOWERING LEARNERS TO ACHIEVE A LIFETIME OF SUCCESS

UPDATED 7/7
DRAFT

Stakeholder Engagements: Spring 2025 Buildings Tours

Though the stakeholders of this engagement portion were simply going about their daily business of running a school, the Fielding Architectural and Educator Team visited all the buildings and performed a space audit to analyze how space is currently being used to meet the needs of learners.





FOCUS GROUPS

Focus Groups | Overview

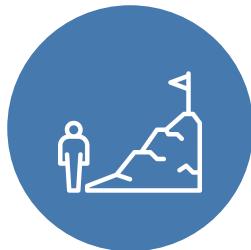
The goal of these engagements were to uncover the points of pride, sources of satisfaction and excitement, as well as the barriers and needs within the physical environment that affect programs across CVS. We explored how the work of staff and the needs of students have evolved and how the district's spaces might better align to support them. Our team conducted interviews with fourteen groups across the district, covering a broad range of departments and programs. These conversations included administrators, teachers, and staff members, providing an inside look at how the district operates day-to-day. While students and community members were engaged through separate parts of the process, this phase focused intentionally on internal perspectives to build a holistic and in-depth understanding of the educational program and the district's operational needs.



Points of Pride



Future Needs & Opportunities



Key Challenges



Final Reflections

14 Groups | 100+ Individuals

- + Pre-K Programming
- + Elementary
- + Middle School
- + Comprehensive High School
- + Athletics
- + Career Technology Education [CTE]
- + Association Representatives
- + Mohegan High School
- + Technology
- + Performing & Visual Arts Staff
- + Operations Group
- + Special Education
- + International Academy of Macomb
- + Safety & Security

* Meetings were also held with the executive cabinet for feedback on the process

Focus Groups | Pre-Kindergarten (0-5 Programming)

This focus group included leaders and educators from the district's early childhood programs, including Great Start Readiness Program (GSRP), Early Childhood Special Education (ECSE), and Little Turtle Preschool. Participants discussed current strengths, challenges, and future opportunities for early childhood education.



Points of Pride

- Strong family connections and student growth, particularly among students from low-income backgrounds and those with special needs.
- Commitment to excellence for all, with GSRP prioritizing the lowest-income families, even as state rules now allow higher-income participation.
- Inclusive culture, with efforts to provide early interventions, social-emotional supports, and developmental services.
- Positive reputation, especially for Little Turtle Preschool, which attracts families from outside the district.
- Collaboration across programs, including ECSE, walk-in speech services, and partnerships with special services to ensure students are kindergarten-ready.



Key Challenges

- **Space limitations:**
 - Classrooms that are too small or retrofitted; lack of gross motor and sensory spaces; limited playground equipment appropriate for preschoolers.
 - Programs spread across six elementary schools, creating logistical and support challenges.
- **Program growth and logistics:**
 - Rising special education needs, doubling since pre-COVID.
 - GSRP capacity limited to 64 seats, with waiting lists and families leaving for other free programs.
 - Lack of full-day or wraparound care in some programs, pushing families to competitors.
- **Staffing and licensing complexity:**
 - GSRP has higher staffing qualifications and regulatory requirements compared to tuition-based preschool.
 - Difficulties hiring and retaining certified preschool staff and paraprofessionals.
- **Barriers to inclusion:**
 - Limited integration between ECSE and GSRP students
 - General education staff often feel underprepared to support special needs students.
- **Transportation and support service challenges:** Complex bussing needs; shared resources strain host schools; limited space for specialized staff like social workers, speech therapists, and psychologists.



Future Needs and Opportunities

- **Centralized or regional early childhood centers:**
 - Purpose-built spaces designed for preschool, with appropriate classrooms, sensory areas, gross motor rooms, bathrooms, and storage.
 - Consideration for a north and south center to balance geographic access and reduce transportation burdens.
- **Integrated program models:**
 - Co-teaching or co-located ECSE and GSRP programs to promote inclusion and shared professional expertise.
 - Expansion of part-day and full-day options, including aftercare, to meet diverse family needs.
- **Infrastructure improvements:**
 - Playgrounds with age-appropriate equipment; indoor sensory and motor spaces.
 - Professional spaces for support staff, IEP meetings, and parent collaboration.
- **Sustainable funding and staffing plans:**
 - Address pay, certification, and licensing differences to reduce internal barriers.
 - Plan for fluctuating state and federal funding levels while maintaining program quality.



Final Reflections

The Pre-K team emphasized that early childhood programs are not only a point of pride but also a critical gateway for long-term student success. They called for intentional planning that supports integrated, high-quality, and accessible early learning—ensuring all children, regardless of background or need, enter kindergarten ready to thrive.



Focus Groups | Elementary School

The elementary focus group included principals, teachers, reading interventionists, curriculum leaders, and district administrators representing all 12 elementary schools. The group shared current strengths, challenges, and aspirations for elementary education across the district.



Points of Pride

- Districtwide literacy focus, centered on the science of reading and multi-tiered systems of support (MTSS).
- Collaborative culture, with students regularly moving between spaces and staff working as teams to meet individual needs.
- Equitable academic experiences, with all schools offering the same core resources, social-emotional supports, and intervention services.
- Strong sense of community, where each building fosters its own family-like culture and positive environment.
- Student-centered instruction, using movement, games, technology, and hands-on learning—moving well beyond “paper-pencil” teaching.



Key Challenges

- **Space limitations:**
 - While districtwide enrollment has declined, several elementary schools (e.g., Huron, Miami) face overcrowding.
 - Lack of dedicated spaces for interventions, sensory rooms, special education, English learner (EL) services, and support staff.
- **Facility mismatch with evolving instructional models:**
 - Buildings are designed for self-contained classrooms, but daily instruction involves constant student and staff movement across multiple spaces.
 - Many pullout and support sessions occur in unsuitable areas (e.g., storage closets, computer labs, cafeterias).
- **Inequities between buildings:** Newer schools on the north end have better infrastructure; older south-end schools struggle with storage, small classrooms, and outdated layouts.
- **Lack of large group or adult collaboration spaces:** Limited areas for assemblies, staff meetings, or grade-level planning.
- **Movement and transition challenges:**
 - Buildings with disconnected floors or wings create inefficiencies for staff and students.
 - Lack of built-in transition time disrupts instructional minutes.
- **Childcare (SAC program) concerns:**
 - Safety and access issues in before- and after-school care spaces, often located deep inside buildings without separate entrances.



Future Needs and Opportunities

- **Flexible, distraction-free instructional spaces:** Small and medium breakout rooms for interventions, coaching, and student supports.
- **Learning community design models:** Clusters of classrooms with additional shared spaces, allowing grade-level teams and specialists to work together efficiently.
- **Improved sensory and special education spaces:** Purpose-built rooms close to classrooms, not isolated across the building.
- **Upgraded collaboration areas:** Staff workspaces and larger assembly areas for both student and adult use.
- **Better storage and infrastructure:** Classroom-level storage to avoid cluttering instructional space.
- **Rethought SAC spaces:** Safe, well-designed childcare areas with independent access points.



Final Reflections

While elementary enrollment has stabilized after earlier declines, schools are adapting to evolving instructional models and legal mandates (e.g., literacy coaches, MTSS, EL services). Leaders emphasized that today's space demands go beyond headcount—they reflect how students learn and how staff deliver instruction. Thoughtful, future-focused investments are needed to modernize buildings and align them with student-centered, collaborative, and inclusive practices.



Focus Groups | Middle School

This focus group included middle school principals, assistant principals, teachers, curriculum leaders, and district administrators representing all four middle schools. They shared insights on current strengths, challenges, and priorities for middle school education.



Points of Pride

- Strong focus on relationships, with teachers deeply involved in students' lives inside and outside the classroom (e.g., clubs, sports, DC trips), helping build trust and engagement.
- Balanced middle school philosophy, blending nurturing, developmentally appropriate supports with preparation for high school-level rigor.
- Unique programs like WEB (Where Everybody Belongs), pairing eighth-grade mentors with sixth graders to foster belonging and ease transitions.
- Expanded elective options, including upcoming courses in life skills, personal finance, health/PE, computer science, and introduction to AI, helping students explore interests and prepare for high school.
- Collaborative leadership and committed staff, working across subjects and grade levels to support students.



Key Challenges

- **Space and facility limitations:**
 - Lack of flexible collaboration spaces; teachers often send students into hallways for group work due to cramped classrooms.
 - Outdated science labs and limited access to specialized spaces.
 - Overcrowded schools in some areas (especially south end), while others face enrollment declines.
 - Storage shortages, insufficient charging stations, and aging infrastructure.
- **Behavioral needs:**
 - Increased student mental health concerns post-pandemic.
 - Need for small breakout rooms, calming areas, and spaces for reflection or testing accommodations.
- **Building design concerns:**
 - Poor sightlines and hidden corners in some schools (e.g., Seneca), making supervision difficult.
 - Unique challenges with locker areas, including the "locker pit" at Wyandot.
- **Parity gaps across schools:** Variation in building size, layout, and available resources between newer and older middle schools.



Future Needs and Opportunities

- **Flexible and varied spaces:** Add small group rooms, breakout areas, and adaptable commons for student collaboration, staff planning, and interventions.
- **Modernize classrooms and labs:** Create physical environments that support student-centered, hands-on learning across subjects, including updated science and tech spaces.
- **Address charging and tech needs:** Add more outlets, charging stations, and safe device management systems.
- **Enhance inclusion and support services:** Design spaces where special education and intervention services can happen discreetly and effectively, reducing stigma.
- **Improve flow and visibility:** Redesign layouts to improve supervision, safety, and student movement.
- **Outdoor learning and gathering areas:** Create intentional outdoor spaces to support learning, play, and community events.



Final Reflections

Middle school leaders emphasized the importance of supporting students during this critical transition stage—academically, socially, and emotionally. They underscored the need for intentional investments in space, flexibility, and support systems to help all students thrive, while balancing the unique challenges and strengths of each building.



Focus Groups | High School

This focus group included high school principals, assistant principals, teachers, union leaders, and district administrators from Dakota and Chippewa Valley High Schools. They shared insights on current strengths, challenges, and priorities for high school education.



Points of Pride

- Wide range of offerings: Advanced Placement (AP) courses, credit recovery, CTE programs (e.g., medical careers, construction trades), arts, athletics, and over 70 student clubs.
- Strong CTE reputation, with programs serving both college-bound and career-focused students.
- Ninth Grade Centers at each high school, credited with improving student achievement, lowering failure rates, and helping freshmen build confidence and connections.
- Collaborative leadership and culture, where teachers and administrators work together, with shared decision-making and openness to change.
- Dedicated and adaptable teaching staff, embracing professional development and evolving curriculum, such as the Next Generation Science Standards.
- Recent media center renovations, transforming them into collaborative, flexible spaces.



Key Challenges

- **Scheduling constraints:**
 - Six-hour day limits elective opportunities; students struggle to fit in AP, arts, CTE, and other interests.
 - Travel between ninth grade and main campuses varies in ease (easier at Dakota, more challenging at Chippewa Valley).
- **Traditional instructional model: Many classrooms still operate with lecture-based, teacher-centered setups, limiting more student-centered approaches.**
- **Space limitations:**
 - Classrooms, especially in older wings, are small and inflexible, making collaborative activities difficult.
 - Outdated furniture, lack of outlets, and tight hallways add to constraints.
- **Facility inequities:** Differences between Dakota and Chippewa Valley in auditorium size, community rooms, classroom layouts, and overall building conditions.
- **Outdoor space gaps:** Desire for more usable outdoor areas, including shaded courtyards and flexible learning spaces.
- **Wellness concerns:** Growing student mental health needs; limited quiet spaces for reflection or self-regulation; small “reflection rooms” used but often inadequate.



Future Needs and Opportunities

- **More flexible and modern schedules:** Explore block scheduling, trimesters, or other models to expand student choice and reduce rigidity.
- **Larger and more adaptable classrooms:** Allow for movement, collaboration, and varied learning modalities.
- **Additional collaborative spaces:** Both within and outside classrooms, including breakout areas and flexible planning spaces for staff.
- **Technology enhancements:** Expand device options, create charging hubs, and support hybrid or alternative learning pathways.
- **Improved outdoor and community spaces:** Shade structures, outdoor classrooms, and larger gathering spaces.
- **Stronger wellness infrastructure:** Dedicated areas for student mental health support beyond counseling offices.



Final Reflections

While proud of their broad programming and collaborative culture, high school leaders emphasized that future planning must address space, time, and flexibility challenges to meet evolving student needs. They see an opportunity to shift from a traditional “factory model” toward a more modern, student-centered experience—supported by thoughtful facility investments and schedule redesign.



Focus Groups | Performing & Visual Arts

This group included teachers and leaders from choir, band, theater, and visual arts across the district's secondary schools.



Points of Pride

- Exceptional student achievement in music, choir, theater, and visual arts, often matching or surpassing college-level performance.
- Highly committed educators and students, fostering a strong sense of community and passion for the arts.
- Diverse offerings, including traditional and show choir, competitive marching band, jazz ensembles, and advanced art courses.
- Scholarship opportunities for students, with many earning college awards or pursuing arts-related careers.
- Collaborative spirit, with examples of integration across disciplines, such as music and theater.



Key Challenges

- **Staffing constraints:** Fewer art and theater teachers compared to peer districts; limited course sections, particularly in theater.
- **Scheduling barriers:** A six-period day and limited flexibility restrict student ability to participate in multiple arts courses.
- **Budget pressures:** Historic underfunding affects supplies, equipment, and enrichment opportunities.
- **Space and facility limitations:**
 - Inadequate practice rooms, outdated auditoriums, poor backstage access, insufficient dressing rooms.
 - Lack of districtwide performance or collaborative spaces, such as black box theaters.
 - Art rooms with limited capacity and aging infrastructure, including kilns and ventilation.
- **Administrative burden on teachers:** Managing events, logistics, and communication without adequate support staff.
- Post-pandemic enrollment dips, particularly from middle to high school, with teachers working hard to rebuild.



Future Needs and Opportunities

- Expanded programming in areas like digital arts, sound production, graphic design, and music business.
- Integrated technology for rehearsal, recording, livestreaming, and student feedback.
- Enhanced collaboration across arts and CTE (Career & Technical Education) programs.
- Facility improvements to modernize spaces and better support student participation.
- Increased administrative and logistical support, allowing educators to focus on teaching.



This group underscored that, while enrollment may be declining overall, student interest and success in the arts remain strong. They emphasized the need for investments that match the district's pride in its arts programs, helping sustain excellence, increase access, and prepare students for future opportunities.



Focus Groups | Athletics

The athletics focus group included athletic directors, coaches, and administrators from Dakota High School, Chippewa Valley High School, and Seneca Middle School, who shared current strengths, challenges, and aspirations for athletics across the district.



Points of Pride

- Strong program participation across a wide range of sports, including football, basketball, track, swimming, and tennis.
- Committed coaching staff, with many teachers serving as coaches, contributing to school spirit and connection.
- High student engagement and success, with robust enrollment and competitive programs.
- Existing facility assets, including stadiums, weight rooms, gyms, and outdoor fields.
- Community presence, recognizing athletics as the district's "front porch"—highly visible and influential for district identity and student recruitment.



Key Challenges

- **Aging facilities:**
 - Dakota's main gym floor is undersized and improperly installed; Chippewa's gym is smaller and pieced together through additions.
 - Bleachers, sound systems, and locker rooms are outdated, some dating back 30+ years.
- **Limited weight rooms:**
 - Spaces are small and outdated, particularly at Dakota, unable to accommodate large teams or modern equipment.
 - Middle school weight rooms are often repurposed storage spaces with minimal function.
- **Outdoor facility gaps:**
 - Only one turf field per high school, causing overuse and scheduling bottlenecks.
 - Baseball and softball fields lack turf and proper drainage, limiting early-season play.
 - Lack of bathrooms near softball and tennis areas, raising accessibility and Title IX concerns.
- **Access and security issues:**
 - Community use leads to wear, vandalism, and crowd control challenges.
 - Inefficient parking and pedestrian flow during events create congestion and safety concerns.
- **Locker room design flaws:** Outdated and poorly designed locker and shower spaces, with minimal use by students.
- **Parity concerns:** Uneven facility investment across campuses and middle schools, creating perceived inequities.



Future Needs and Opportunities

- **Modernize indoor spaces:** Update gyms, weight rooms, locker rooms, bleachers, and sound systems.
- **Expand turf capacity:** Add secondary turf fields to alleviate scheduling and improve program flexibility.
- **Reconfigure outdoor spaces:** Develop underused areas into cohesive athletic complexes with proper fencing, access, and parking.
- **Reconfigure outdoor spaces:** Develop underused areas into cohesive athletic complexes with proper fencing, access, and parking.
- **Enhance amenities and accessibility:** Install bathrooms at all outdoor athletic areas; improve concessions, entries, and crowd management.



Final Reflections

The group emphasized that athletics, while not the district's central mission, plays a critical role in community identity, student retention, and competitive positioning. They stressed the importance of prioritizing athletic investments to match those in neighboring districts and meet the evolving needs of students and families.



Focus Groups | Career & Tech Ed [CTE]

This focus group included CTE teachers, program leaders, and district administrators representing programs such as automotive technology, culinary arts, woodworking, business, design technology, and marketing across Dakota and Chippewa Valley High Schools.



Points of Pride

- High-quality, industry-aligned instruction, with many teachers bringing both professional and educational experience.
- Robust internship program, serving 60–80 juniors and seniors annually.
- Strong industry partnerships and advisory boards, helping align curriculum, equipment, and student readiness with real-world standards.
- Industry certifications, with students earning credentials in automotive, Microsoft Office, mechatronics, and other areas, giving them a head start for college or careers.
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- Program reputation, with some labs (e.g., auto tech, culinary, cabinetmaking) rivaling community colleges and producing graduates ready to enter the workforce at a level beyond entry-level.
- Diverse student reach, serving the full range of learners—from AP students headed to selective colleges to students entering the trades directly after graduation.



Key Challenges

- **Space constraints:**
 - Labs are too small for growing student projects and modern equipment (e.g., cabinetmaking, auto tech).
 - Limited capacity limits expansion into new areas like collision repair or welding.
- **Scheduling barriers:**
 - Two-hour course blocks limit access for students balancing AP, arts, or other commitments.
 - Need for more ninth and tenth grade electives to build early interest and broaden access.
- **Awareness gaps:**
 - Students and parents often unaware of CTE opportunities or flexible credit options, especially at the ninth-grade level.
 - Counselors' approaches vary between schools, sometimes unintentionally limiting CTE enrollment.
- **Gender imbalance:** Fewer female students in nontraditional fields like woodworking, auto tech, and engineering, compounded by counselor or family assumptions.
- **Technology and infrastructure updates:**
 - Some equipment and software are aging and need upgrades to stay current with industry standards.
 - Electrical systems and cord management in classrooms need modernization for safety and functionality.



Future Needs and Opportunities

- **Expand program space:** Add square footage for current programs and allow for new offerings (e.g., welding, collision repair).
- **Offer more entry-level electives:** Create one-hour, ninth- and tenth-grade CTE classes to spark early interest and increase student participation.
- **Enhance communication and marketing:** Develop videos, social media content, and outreach strategies to inform students and families about CTE pathways.
- **Strengthen cross-district partnerships:** Explore consortium models to allow students from other districts to access Chippewa Valley's robust CTE offerings.
- **Invest in technology upgrades:** Replace aging machines with smaller, more advanced models; update software; ensure safe and functional classroom infrastructure.



Final Reflections

The CTE team takes great pride in preparing students for both college and career, emphasizing hands-on learning, industry alignment, and student success beyond graduation. They underscored the importance of continued investment—not just in space and equipment, but in broadening access, visibility, and parity to meet the needs of today's learners and tomorrow's workforce.

Focus Groups | Mohegan Alternative HS

This focus group included administrators and educators from Mohegan Alternative High School, the district's small alternative education program. Mohegan serves as a safety net for credit-deficient students across Chippewa Valley Schools, helping them re-engage and complete high school.



Points of Pride

- Over 900 graduates since opening (2004–05), many of whom likely would not have completed high school without Mohegan's support.
- Personalized learning environment, where all staff know all students, creating a family-like culture.
- Innovative program design, including:
 - Later start time.
 - Trimester schedule for faster credit recovery (7.5 credits/year vs. 6 at comprehensive high schools).
 - Small size (~145 students) allowing individualized attention.
- Strong staff commitment, with a trauma-informed, student-centered approach.
- Positive school culture, with examples of student-led initiatives that build community, like decorating staff doors with personalized notes.



Key Challenges

- **Space limitations:**
 - Mohegan operates in a small, repurposed building (originally the district's admin office) with limited cafeteria, gym, and classroom space.
 - Lack of specialized spaces like CTE labs, sensory rooms, or dedicated conference areas.
- **Student need and capacity strain:**
 - High demand from the district's two large high schools (over 5,000 students combined) outpaces available seats.
 - Program designed for ~150 students but could potentially serve 250–300 if expanded.
- **Virtual program inconsistencies:** Mohegan's Edgenuity-based virtual offerings differ from those at other high schools, creating fragmented experiences.
- **Limited special education support:** Only part-time teacher consultant and social worker available, focusing mostly on paperwork rather than student interaction.
- **Post-pandemic behavioral and mental health challenges:** Staff working to address new behavioral patterns and intensified social-emotional needs.



Future Needs and Opportunities

- **Potential expansion:** Explore growing Mohegan's enrollment to 250–300, balancing in-person and virtual students while maintaining the alternative model's personalized feel.
- **Centralize virtual programming:** Consolidate district virtual offerings under one roof or system to streamline resources and support.
- **Enhanced special education staffing:** Move from part-time to full-time roles to increase direct student support.
- **CTE and hands-on learning spaces:** Add flexible labs for coding, game design, or other career pathways to increase engagement and relevance.
- **Physical space improvements:** Expand or relocate to provide a full-size gym, larger cafeteria, kitchen facilities, conference/meeting rooms, and modernized classrooms.



Final Reflections

Mohegan's team emphasized that the program is not a disciplinary placement but a life-changing opportunity for students who need a fresh start. They see opportunities to strengthen the model through intentional expansion, integration of virtual and CTE options, and improved facilities—all while preserving the community-focused culture that makes Mohegan a vital part of the district.



Focus Groups | International Academy of Macomb (IAM)

This focus group included district leaders and administrators discussing the International Academy of Macomb (IAM), a countywide International Baccalaureate (IB) program hosted by Chippewa Valley Schools in a shared building with the Chippewa Ninth Grade Center.



Points of Pride

- Countywide prestige as one of the few countywide programs, attracting top students from across Macomb County.
- Academic excellence, with a rigorous IB curriculum and high student motivation.
- Strong student culture, described as bright, driven, and deeply engaged with minimal discipline issues.
- Collaborative leadership, with IAM administration integrated into Chippewa's principal team, fostering better communication and shared decision-making.
- Specialized science lab recently added, improving program resources.
- Arts, clubs, and extracurriculars, including band (in partnership with home districts) and afterschool clubs.



Key Challenges

- **Aging, repurposed building:**
 - The IAM occupies part of a decades-old building that has served as a high school, middle school, elementary, and now IAM/ninth grade center.
 - Narrow hallways, low ceilings, and awkwardly shaped classrooms reflect its patchwork history.
- **Lack of identity and ownership:**
 - Shared spaces like the cafeteria and gym create a sense of being “renters,” not primary occupants.
 - Limited visual celebration of IAM identity, aside from blue paint and a few branded signs.
- **Limited collaborative spaces:** Few if any informal gathering areas or breakout spaces for student collaboration, independent study, or project work—despite the collegiate-level demands of the IB program.
- **Shared and underutilized specialized spaces:** Shared art, band, and tech lab spaces, with some (like the tech lab) outdated or underused.
- **Shared and underutilized specialized spaces:** Shared art, band, and tech lab spaces, with some (like the tech lab) outdated or underused.
- **Size and program flexibility constraints:**
 - Approximately 500-student capacity seen as a “sweet spot”—not planning for major expansion.
 - Limited elective options, especially for ninth graders, who mostly focus on required courses.



Future Needs and Opportunities

- **Create collaborative commons:** Add flexible common areas for informal student gathering, group work, and independent learning.
- **Reimagine underused spaces:** Repurpose the tech lab and other outdated areas to support CTE (Career & Technical Education) or additional engineering and design electives.
- **Enhance program visibility and celebration:** Strengthen IAM's visual identity within the building and provide spaces for student exhibitions, performances, and IB program milestones.
- **Ensure equitable facility investment:** Align updates to IAM with broader renovations to the shared building, creating improvements that benefit both programs.



Final Reflections

While IAM students thrive academically, the physical environment does not match the program's prestige or student experience. Leaders emphasized that any future improvements should focus on identity, collaboration, and flexibility, while balancing district investment priorities. The central location and shared facilities make IAM a valuable county resource—but one that needs thoughtful upgrades to truly reflect its standing.



Focus Groups | Special Education

This focus group included special education teachers, social workers, teacher consultants, paraprofessionals, and district leaders representing programs across the district, including the Creative Learning Program (CLP), resource rooms, and ancillary services.



Points of Pride

- Experienced and collaborative staff, with many educators working together for decades and sharing expertise across schools and programs.
- Range of services, from speech and language to cognitive impairment and resource support, meeting diverse student needs.
- Innovative inclusive programs, such as peer-to-peer models (e.g., Best Buddies, leadership classes)
- that promote social connection, acceptance, and school culture change.
- Commitment to sensory supports, with nearly all schools offering sensory rooms, though often improvised in small or repurposed spaces.
- Strong community reputation, with parents and external partners recognizing the district's high-quality special education programs.



Key Challenges

- **Space limitations:**
 - CLP classrooms are often small, retrofitted, or located in leftover spaces ill-equipped for their needs.
 - Sensory rooms are undersized and sometimes improvised in closets or offices.
 - Lack of adequate storage, sinks, and specialized equipment in classrooms.
- **Program clustering stress:** Schools with multiple special programs (e.g., three CLP classrooms plus general special ed) experience capacity and climate strain.
- **Transition and inclusion barriers:**
 - Students often change buildings (and peer groups) multiple times between elementary, middle, and high school, causing family concerns.
 - Limited access to inclusive general education electives, especially at the high school level, due to scheduling and staffing constraints.
- **Growing student needs:**
 - Doubling of CLP enrollment over the past decade.
 - Rising behavioral, social-emotional, and mental health needs across all students, including general education.
 - Increase in students entering school with significant disabilities but no prior school experience, often due to delayed services during the pandemic.
- **Facility design challenges:**
 - Lack of breakout spaces, small group rooms, or calming areas near classrooms.
 - Hallways and public spaces often serve as makeshift intervention areas, leading to stigma and reduced effectiveness.
 - Middle and high school students desire "normal" classroom spaces that don't mark them as different.



Future Needs and Opportunities

- **Purpose-built spaces:**
 - CLP classrooms with bathrooms, sensory zones, and safe, flexible layouts, especially for K-1 students.
 - Small group and quiet spaces integrated near classrooms and across schools.
 - Specialized equipment (e.g., lifts, sensory swings) safely installed where needed.
- **Balanced program distribution:** Limit of two CLP classrooms per building to maintain school climate and avoid overloading staff and space.
- **Improved inclusion pathways:**
 - More opportunities for CLP students to participate in general education electives and school-wide activities.
 - Expanded Best Buddies and peer-to-peer models at all levels, creating a districtwide culture of inclusion.
- **Design for flexibility:** Spaces that accommodate individualized, small-group, and whole-class learning, and that serve both special education and general education students.
- **Support for mental health and social-emotional needs:** Quiet lunch or break spaces, social work offices, and reflection rooms available to all students, not just those with IEPs.



Final Reflections

The special education team expressed deep pride in the district's programs and staff but emphasized that space, flexibility, and inclusion are critical for the future. They called for intentional facility planning that reflects the increasing complexity of student needs, breaks down barriers between general and special education, and supports all learners—academically, socially, and emotionally.



Focus Groups | Technology

This focus group included instructional technology coordinators, network and security administrators, and district leaders. Together, they provided insights into the district's current technology landscape, challenges, and future opportunities.



Points of Pride

- Forward-thinking leadership on AI, including district-developed guidelines now used as a model by other districts.
- Equitable technology access, with standardized devices and classroom tech (smart boards, document cameras, etc.) across all 24 schools and 900 classrooms.
- Strong support staffing, including four instructional technology coordinators, help desk staff, and technical administrators—a level of support uncommon in peer districts.
- Collaborative culture, with technical and instructional teams working closely to prioritize student-centered solutions.
- Advanced infrastructure, featuring robust Wi-Fi, 10-gig connectivity between buildings, and seamless SAT testing for hundreds of students without issues.



Key Challenges

- Balancing security and functionality, especially for younger learners needing simpler access without compromising safety.
- **Time and buy-in constraints:** Teachers sometimes perceive technology integration as “one more thing,” despite strong training and support efforts.
- **Facility limitations:**
 - Outdated or undersized rooms (e.g., Ottawa Elementary) that cannot accommodate mounted smart boards, forcing use of mobile carts.
 - Lack of small group spaces for interventions or data meetings, especially in older elementary buildings.
- **End of bond funding:** Facing upcoming challenges in maintaining aging equipment as the current bond cycle winds down.
- **Variability in specialized needs:** For example, eSports and CTE programs requiring higher-end devices, and students with special needs requiring individualized technologies.
- **Limited large-group spaces:** Shortage of professional development and meeting spaces for districtwide tech training or collaboration.



Future Needs and Opportunities

- **Reevaluate classroom tech models:** With one-to-one student devices, reconsider the need for expensive smart boards; explore simpler solutions like TVs with casting capabilities.
- **Expand eSports and robotics programs:** Build dedicated labs and invest in specialized equipment to remain competitive with peer districts.
- **Enhance CTE integration:** Support advanced software, laser cutters, CAD labs, and point-of-sale systems with appropriate infrastructure.
- **Modernize support facilities:** Expand help desk and tech admin spaces, which have grown in staff but not in square footage.
- **Update security systems:** Leverage findings from an external security assessment underway, focusing on integrating access controls, mass notifications, and surveillance systems.
- **Rethink media centers and STEM spaces:** Many elementary labs have been converted into data rooms; future designs should intentionally integrate small group instruction, data analysis, and flexible STEM learning.



Final Reflections

The technology team expressed pride in Chippewa Valley's leadership position, both regionally and statewide, noting that many districts look to CVS as a model. They emphasized that future investments should prioritize adaptability, accessibility, and integration—not just keeping up with new trends, but ensuring technology continues to enhance learning, operations, and community engagement.



Focus Groups | Safety & Security

This focus group included district administrators, operations staff, technology leaders, and security personnel, providing insights into Chippewa Valley Schools' current safety philosophy, policies, systems, and future priorities.



Points of Pride

- Comprehensive emergency operations plan (EOP), aligned with county templates and customized for each school, covering evacuation, lockdown, shelter-in-place, and reunification procedures.
- Consistent training and language, using ALICE principles (Avoid, Deny, Defend) and shared vocabulary (e.g., hold, secure, lockdown) across all schools.
- Strong collaboration with law enforcement, including risk assessments, SRO partnerships, and regular updates to protocols based on input from police, county, and external consultants.
- Physical security upgrades, such as secure vestibules, impact-resistant glass, blue pull stations, two-way radios, access control systems, and modern PA systems.
- Proactive relationship-building, with administrators trained in threat assessments and programs like peer leadership and Best Buddies to support student well-being and prevent issues before they escalate.



Key Challenges

- **Gaps in facility integration:**
 - Security measures (e.g., access controls, door hardware, alarms, cameras) were implemented in phases over multiple bonds and are not yet fully integrated into a unified system.
 - Staff spaces, like offices and counseling areas, often lack the same safety features (e.g., impact glass) as student areas.
- **High school exterior vulnerabilities:** Multiple exterior doors, constant student and community movement, and disarmed burglar alarms create challenges for securing large campuses.
- **Communication systems:**
 - Need for improved mass notification systems to ensure real-time alerts reach all stakeholders during emergencies.
 - Current systems rely heavily on manual chains of communication.
- **Balancing safety with welcoming environments:** Some secure entrances feel dark or uninviting, and there's a need to balance strong security measures with warm, community-friendly design.
- **Operational complexity:** Managing after-hours community use, varied township law enforcement policies, and traffic challenges near some schools (e.g., single road access points).



Future Needs and Opportunities

- **Integrated safety systems:** Unify access controls, alarms, cameras, and communication tools into a single, responsive platform.
- **Expanded access controls:** Add more secure entry points, especially at high schools, and improve ability to zone and compartmentalize buildings.
- **Design improvements:**
 - Redesign entries to provide better sightlines and "eyes on the street" visibility without compromising a welcoming, student-centered feel.
 - Apply principles of Crime Prevention Through Environmental Design (CPTED) to enhance both real and perceived safety.
- **Technology upgrades:** Explore AI-supported gun detection in camera systems; update software and cybersecurity infrastructure.
- **Better community use management:** Create layered security zones to allow community access to select spaces without compromising the full building.
- **Support for proactive student well-being:** Design flexible, calming, and sensory informed spaces that address social-emotional needs alongside physical security.



Final Reflections

The safety team emphasized that while Chippewa Valley Schools has been a regional leader in school security, future planning must focus on integration, adaptability, and balancing security with a positive school culture. They stressed that safety is not just about physical measures but also about relationships, proactive intervention, and thoughtful design that serves both students and staff.



Focus Groups | Association Representatives

We met with representatives from the district's staff unions to discuss their **perspectives on educational outcomes, instructional philosophies and current practices** across the district. The conversation provided valuable insight into **how contractual frameworks, professional expectations and collaborative processes** shape the daily experience of both staff and students.

- Association representatives shared their views on the district's strengths, as well as other opportunities to influence the ability to deliver high-quality instruction and support services.
- Reflected on current practices that are working well, identified areas where change could improve teaching and learning and emphasized the importance of maintaining open, transparent communication between leadership and staff.
- The discussion also explored how future planning can align with core educational values, preserve professional integrity and foster a collaborative culture that supports both staff well-being and student success.
- Their input will help ensure that the master planning process reflects the district's shared values, addresses real operational needs and creates the conditions for long-term educational excellence.

Focus Groups | Operations

We met with the district's operations groups representing food service, transportation, maintenance, custodial and grounds teams for an informational session focused on introducing the master planning process and its overarching goals for the school district. While much of the feedback from this group naturally centered on operational details that will be addressed in later phases, their input was valuable in shaping **how the process can be improved to ensure efficiency, clarity, and alignment with day-to-day realities.**

- In addition to process-related suggestions, the team highlighted specific operational needs within each school facility that will require design consideration during the master planning phase.
- Site-specific considerations tied to their areas of responsibility—ranging from kitchen functionality and service flow, to transportation logistics and site circulation, to building systems upkeep, custodial workflow, and grounds maintenance.
- Their perspective provided an important layer of insight that will help ensure the master plan is grounded in practical, real-world operational needs alongside the district's broader educational and community vision.

BUILDING TOURS

Building Tours | CVS Overview

The Fielding Team toured each building and grounds of the district looking for spaces where the emerging vision is already aligned with the physical environment. Here are some examples of the work:



How might a cafeteria's purpose evolve with student needs?



How might co-owned spaces be activated for today's needs?



Could consistent branding and a welcoming entrance support a sense of belonging?



To where are students gravitating and why and what can we learn from that?



How are sport opportunities supporting the skills for thriving?



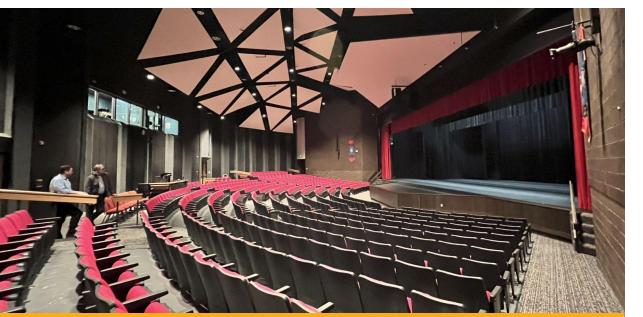
Might a 4-walled classroom expand to include more learning modes and learning support spaces?



What might it look like for media centers to be future-ready and a dynamic space for building skills?



How might a suite of spaces, all working together, support active, engaged learning?



How are the arts infusing teaching and learning with opportunities for holistic development?



Which spaces are over or under utilized?



What tools are needed to encourage more active, hands on learning in all subjects?



How might well-being be infused into all spaces?



In what ways can the building be used as a catalyst for active, engaged, authentic learning?



What is the CVS standard of excellence?



How are facilities future-ready & reflective of today's learners?



Building Tours | CVS Benchmark Examples - Wellness (Daylighting)

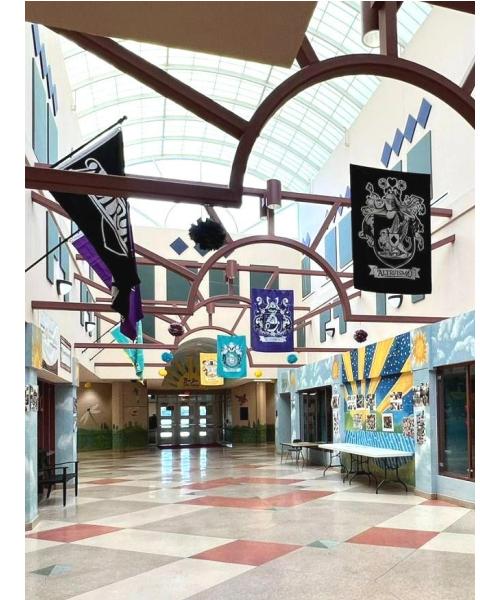
The images highlighted on this page reflect successful benchmarks already within the district, and align with vision principles.



OJIBWA ES



DAKOTA HS



CHEYENNE ES



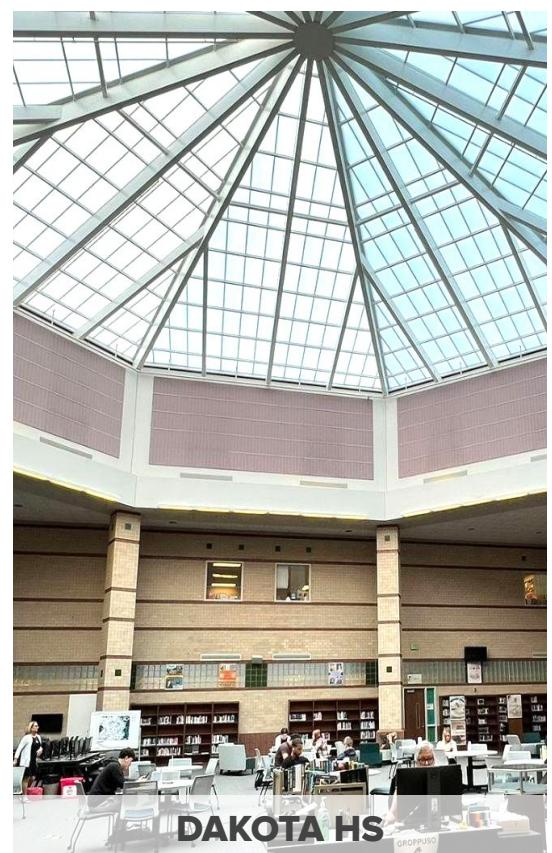
SEQUOYAH ES



CVHS



CVHS



DAKOTA HS

Building Tours | CVS Benchmark Examples - Expand Learning (CTE)

The images highlighted on this page reflect successful benchmarks already within the district, and align with vision principles.



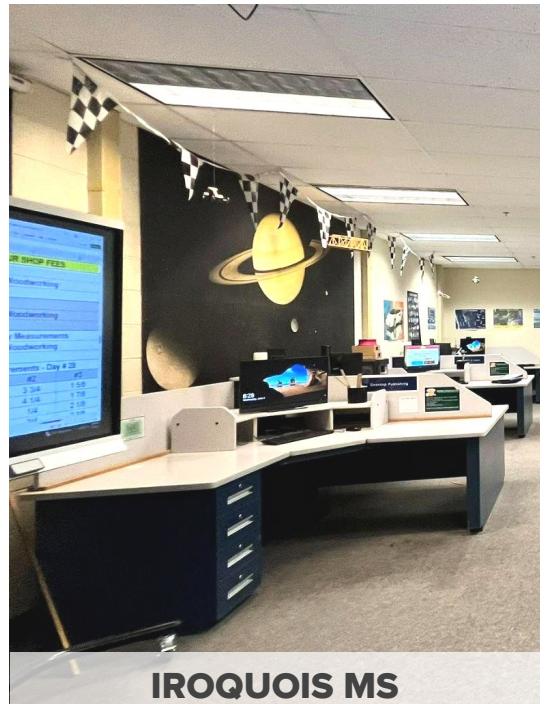
SENECA MS



IROQUOIS MS



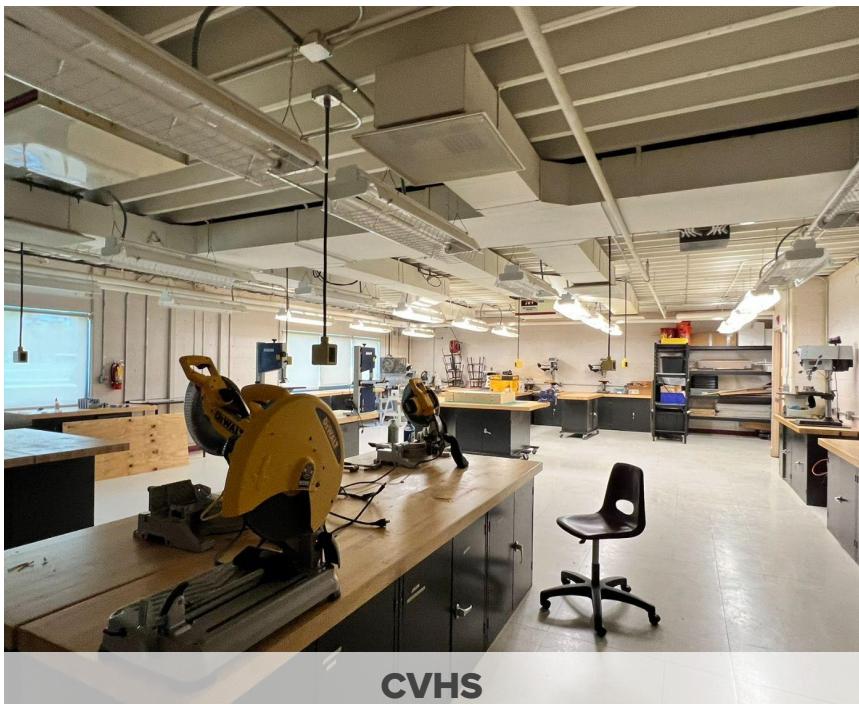
SENECA MS



IROQUOIS MS



DAKOTA HS



CVHS



DAKOTA HS



DAKOTA HS

A large, diverse group of people are seated in rows of chairs, facing towards the left side of the frame. They appear to be attending a community meeting or a public forum. The setting is an indoor space with a high ceiling and large windows in the background. The people are dressed in a variety of casual and semi-formal attire. Some are looking directly at the camera, while others are looking towards the front. The overall atmosphere is one of a formal gathering.

DESIGN ADVISORY TEAM (DAT) & COMMUNITY-WIDE INSIGHTS

Design Advisory | DAT Engagement Results

Mission: Chippewa Valley Schools - setting the standards for educational excellence.

Vision: Inspiring and empowering learners to achieve a lifetime of success.

With Chippewa Valley's ambitious mission and vision statements as well as the strategic plan and other guiding documents encapsulating the work, FI engaged a variety of key stakeholders to dig a few steps deeper.

Q: What is the core purpose of CVS?

A: The DAT said that CVS exists most importantly to make the world a better place.

Q: What skills and knowledge will students need most to thrive in this world?

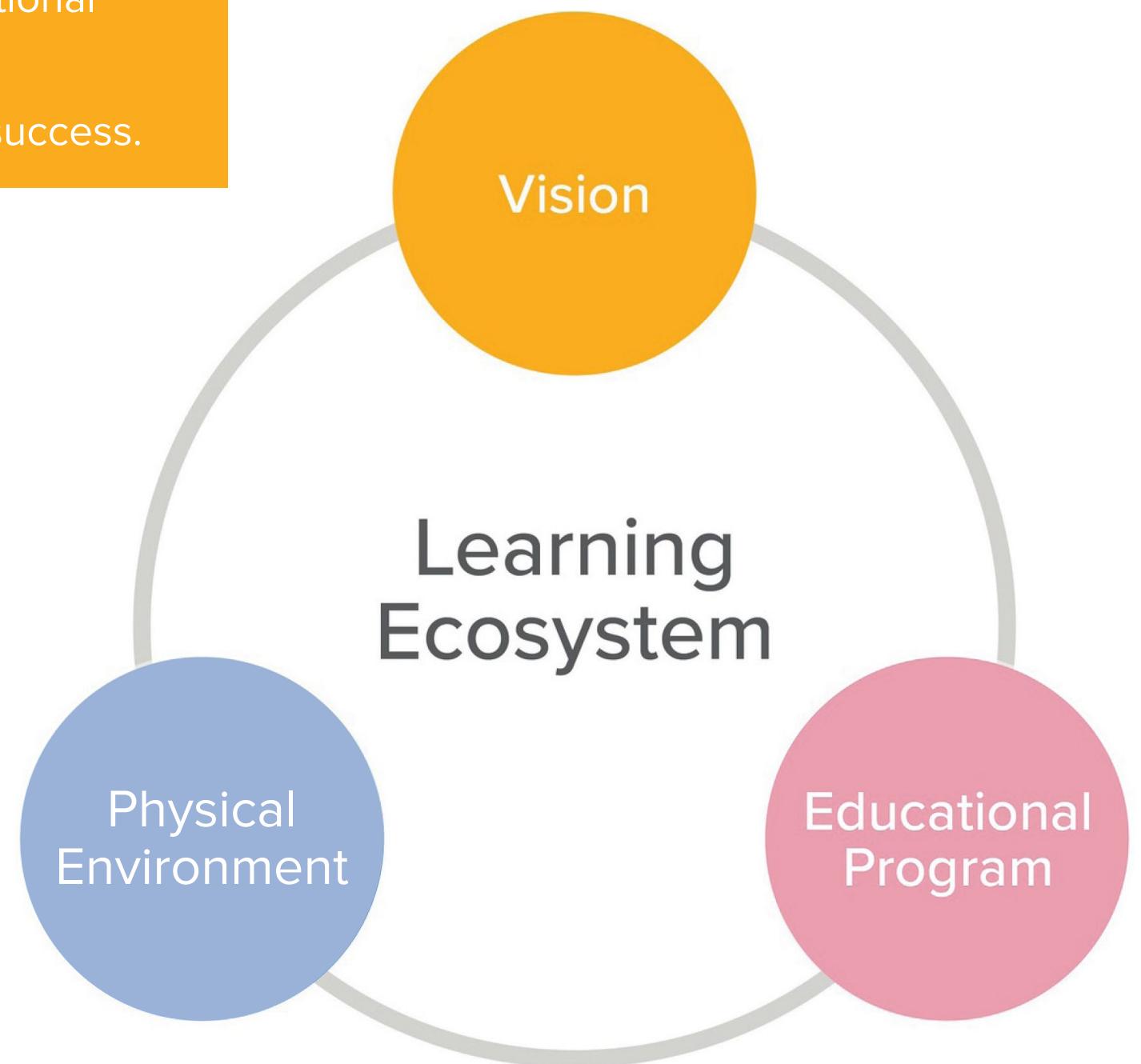
A: The DAT said the following skill areas would be essential:

- Problem solving
- Growth mindset
- Great communication
- Digital literacy
- Interpersonal skills
- Self-awareness
- Strong Literacy and Numeracy Skills

Q: To support the above skill areas, what opportunities do students need?

A: The DAT offered many ideas, which can be summed up by the following:

- Real-World & Community Engagement
- Increased Student Voice & Choice
- Collaboration & Social Learning
- Project & Product-Based Learning
- Authentic Skill Application
- Exploration & Play
- Practical Life Skills
- Flexible Learning Environments



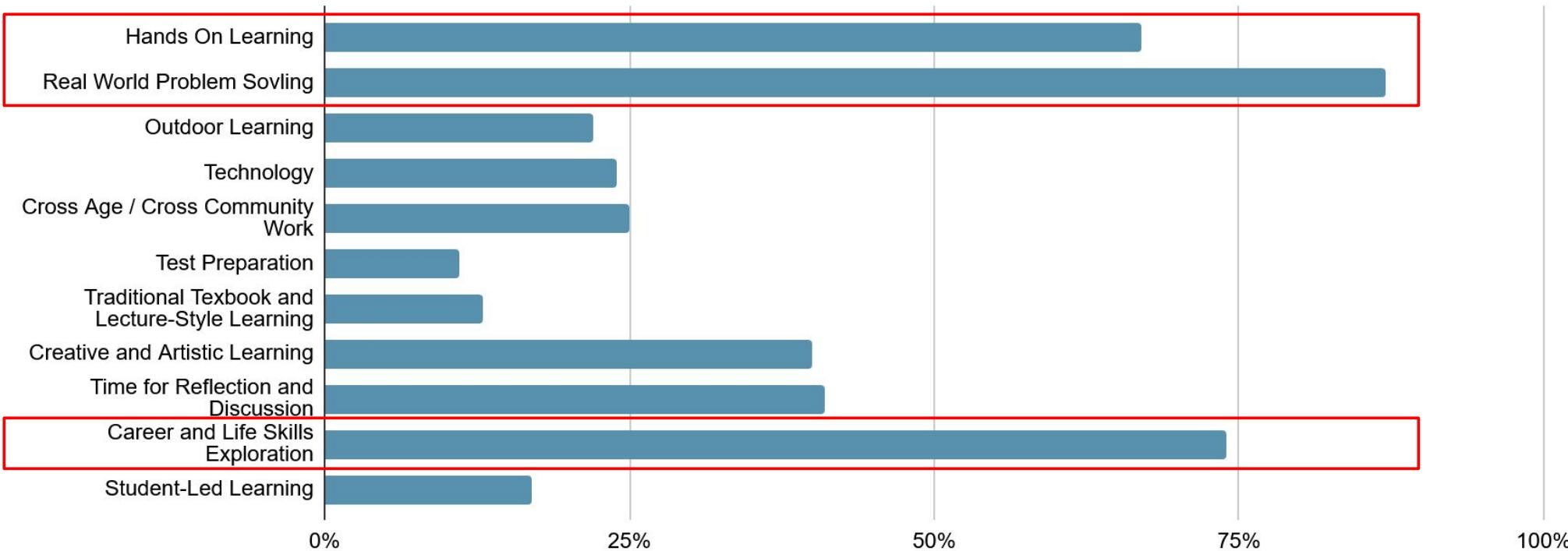
Community-Wide Surveys | **Results**

Below are some key takeaways from the community survey taken by 1193 individuals.

Data Points to Consider:

- Community rated facility conditions at a B- average.
- Many praised maintenance, but highlighted the need for older CVS facilities improvements.
- Participants emphasized the importance of integrating technology.
- Strong interest in hands-on, experiential learning was reflected in responses.

To support skill growth, what types of teaching and learning would you like to see more of?



Here is a word cloud of the most hoped for skills...

The diagram is a word cloud centered around the word 'solving'. The word 'solving' is in a large, bold, light blue font. Surrounding it are various other words in different colors and sizes, representing related concepts. The words include: independence (pink), collaboration (light green), respect (light blue), trades (light pink), personal (light green), classes (light green), responsibility (light blue), literacy (light green), ability (light blue), self (light green), social (pink), basic (light blue), computer (light green), resilience (light green), 2 (light green), math (purple), problem (light green), finance (light green), communication (large, bold, dark green), writing (orange), life (light green), reading (green), learn (light blue), time (light green), financial (yellow), technology (light blue), understanding (orange), money (blue), critical (dark blue), emotional (light blue), home (light green), empathy (light green), 1 (light green), management (dark blue), accountability (light green), and adaptability (light green).

Community-Wide Surveys | Resulting Emergent Themes

- + The survey platform revealed trends among respondents and highlighted differing viewpoints for each question.
- + It also identifies commonalities across those varied groups.
- + You'll see the similarities in the middle white boxes.

Side A

Academic Skills

Many responses emphasize the importance of traditional academic skills, such as reading, writing, and math, as foundational elements for young people to thrive. These skills are considered essential for further education and career prospects, ensuring students have the basic knowledge needed in various fields. Some responses also highlight STEM or STEAM education as crucial for developing a strong foundation in science, technology, engineering, arts, and math.

Common ground Communication Skills

Both categories agree on the importance of communication skills, which encompass effective speaking, writing, and the ability to collaborate with others. Communication is recognized as a bridge between academic skills and life skills, enabling individuals to express ideas, work in teams, engage socially, and succeed in both personal and professional contexts. Developing strong communication abilities is seen as vital for thriving in future environments.

Side B

Life Skills

A significant number of the responses focus on practical life skills that young people need to manage daily tasks and prepare for adulthood. This includes skills like financial literacy, personal finance management, cooking, and home economics. These skills are seen as critical for fostering independence and helping young individuals navigate the complexities of everyday life outside the academic realm.

Side A

Modernization & Expansion

Many responses emphasized the need for modernization of both the buildings and grounds, highlighting issues such as outdated infrastructure and a lack of space for the current number of students. Suggestions included adding more windows, creating more inviting and stylistically appealing environments, updating heating systems, and constructing additional stories to accommodate growing enrollments. Respondents also suggested equitable updates across different schools to ensure all locations are up to date and meet the changing needs efficiently.

Common ground Equitable Quality Improvements

Despite differing focuses, there is a common acknowledgment of the need for quality improvements across all schools to ensure safe, functional, and inviting environments. This includes modernizing facilities, maintaining cleanliness and safety, and providing equitable resources and upgrades across the district. Emphasizing both modernization and regular maintenance can create an optimal learning atmosphere for students across various locations, bridging the gaps between outdated infrastructure and ongoing maintenance issues.

Side B

Maintenance & Repair

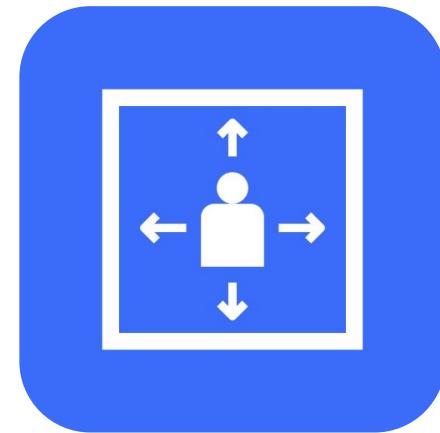
Numerous comments focused on the poor state of repair affecting both the buildings and grounds. Issues such as leaking ceilings, malfunctioning bathrooms, and deteriorating playground facilities were frequently mentioned. Common solutions included fixing basic facilities, improving pest control, regular upkeep of cleanliness, and ensuring that repair projects are well thought out and not merely temporary fixes. Respondents highlighted how maintenance struggles contribute to uninviting environments, emphasizing the need for better care and attention to repairs.



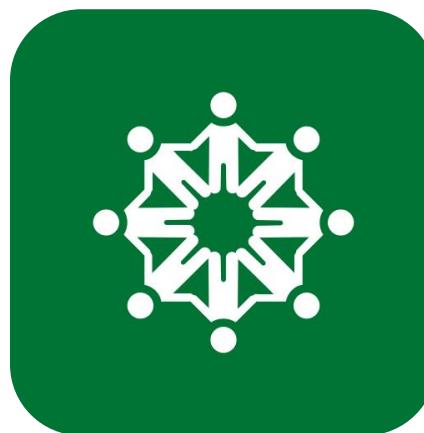
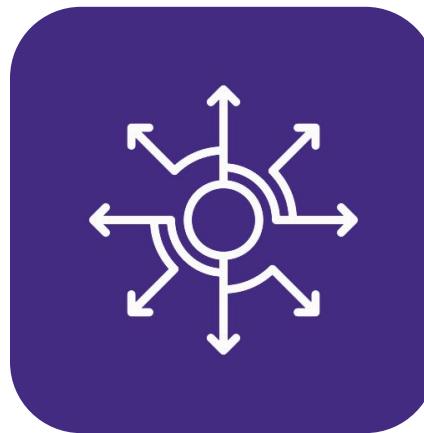
GUIDING PRINCIPLES

Guiding Principles | A Vision to Shape the Master Plan

Recalibrate Space



Recalibrate Resources



**Prioritize Wellness,
Safety & Belonging**

**Expand
Learning**

**Build Durable
Life Skills**

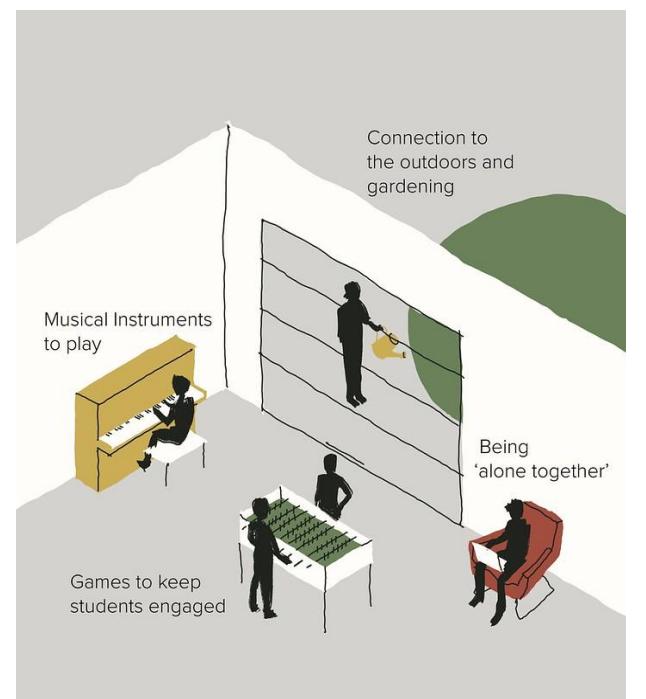
Guiding Principles | **Prioritize Wellness, Safety, and Belonging**



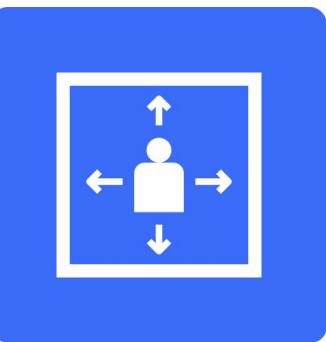
- + Holistic experience of all building users
- + Ensure decisions advance the sense of belonging
- + Ensure decisions advance safety for all
- + Outdoor learning and nature
- + Retreat, recharge, reintegrate
- + Cultural relevance and feeling seen

What this could mean:

- “Homey” and safe feeling for space and furniture
- Intentional acoustic treatment and light control
- Spaces to regulate one’s self and care for sensory needs
- Transition underutilized spaces into quiet zones for passion projects, independent work, quiet reflection
- Choice-based spaces and furniture to build student agency
- Increased versatility and variety of spaces, designed to support holistic needs of users throughout each part of the day
- Spaces that support active, free exploration at all learning levels
- Improving sightlines for more proactive passive supervision



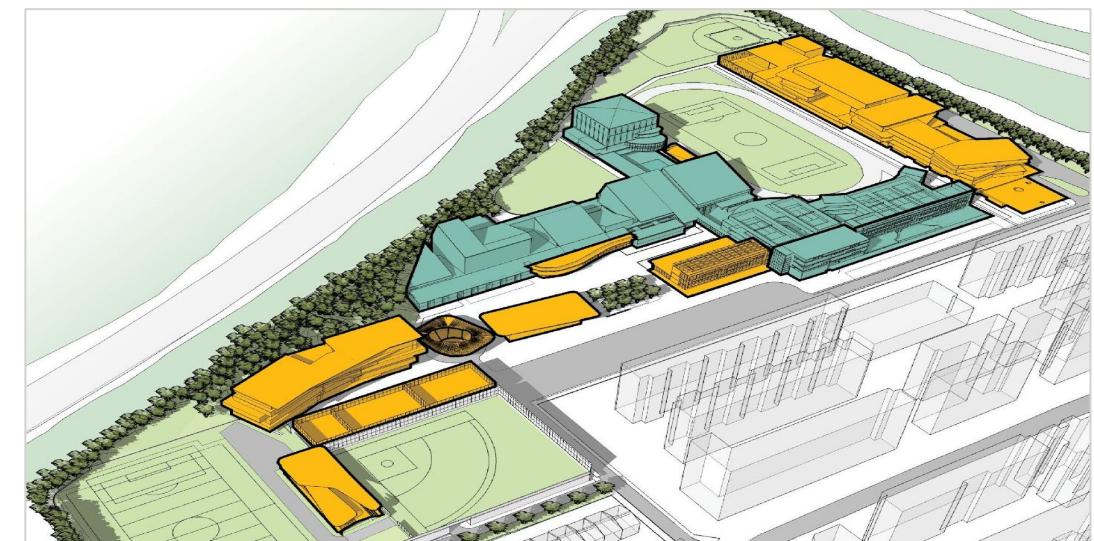
Guiding Principles | Recalibrate Space



- + Predict and prepare for **enrollment trends**
- + Balance space to reflect the **evolution and expansion of student support services**
- + Align physical environments with **modern, research-based methods of teaching and learning**
- + Discern and pursue **efficiency of space**

What this could mean:

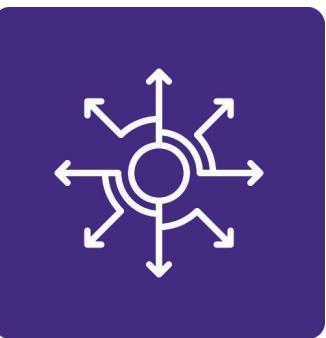
- Adjusting amount of square footage used for instruction to align with current and projected enrollment numbers
- Balancing space allocation across all schools
- Including learning spaces that support small groups and independent work
- Adjusting attendance boundaries over time
- Taking a building off line or repurposing it
- Rethinking how specific content or subject areas are delivered
- Shifting where student support is delivered
- Hallway renovations that include breakout spaces



Facilities Roadmap for the future of CVS



Guiding Principles | **Expand Learning**



- + **Expand opportunities and possibilities for all students**
- + **Focus on meaningful, authentic learning**
- + **Increase active, experiential, creative learning**
- + **Foster partnerships, trips, clubs, athletics**
- + **Think holistically about academic success**

What this could mean:

- Spaces to host presentations, partnerships, and other events that include community involvement
- Explore active learning uses of farm and other open land
- Spaces designed to normalize and integrate support services
- Spaces for active, experiential learning
- Investments in career, tech, internships, farm to table opportunities
- Furniture that provides a variety of experiences and movement
- Breakout spaces for projects and independent work with shared or positional supervision
- Elements of a lab integrated in more rooms: sink, flexible power, mobile resources, relevant tools



Guiding Principles | Recalibrate Resources



- + Opportunities and resources for all
- + See each facility and ground as a part of a cohesive whole
- + Establish and consistently support district-wide standards of excellence that align with growing durable life skills, expanding learning, and prioritizing wellness, safety, and belonging.
- + Discern and pursue efficiency of resources

What this could mean:

- Design solutions that are relevant, realistic, learner-centered
- Common branding / welcoming entrance across schools
- Intentional rebalancing of resource distribution across schools
- Prioritizing safety as resources are distributed
- Establishing base expectations for programs and investing in the renovations needed to implement them across all buildings
- Ensuring that the Guiding Principles for Design are visible across all buildings, offering access to all students



Guiding Principles | **Build Durable Life Skills**



- + **Conditions for collaboration and relationship building** amongst staff, students, and community
- + **Discourse and conflict resolution**
- + **Space to develop essential skills** such as problem solving, critical thinking, adaptability, and a growth mindset

What this could mean:

- Flexible seating in classrooms for various group sizes and learning modes
- Breakout zones with passive supervision
- Commons spaces for gathering between groups
- Adjacent learning spaces with visual connections
- Collaborative spaces for adult staff members
- Cafeterias that reflect social needs and the style of students
- Walls, displays, and decor that are owned by the students
- Large flexible group spaces for clubs, councils, leadership groups
- Small spaces for small groups
- Use transparency to create visual connectivity and activate spaces for independent student groups to use



The background of the image is a high-angle aerial photograph of a city. It shows a mix of residential houses with green lawns, larger industrial buildings with flat roofs, and several large parking lots filled with white delivery trucks. The city is surrounded by green trees and some water bodies. The overall color palette is dominated by blues and greys.

DATA ANALYSIS & PLANNING SCENARIOS

Context | Data Analysis & Planning Scenarios

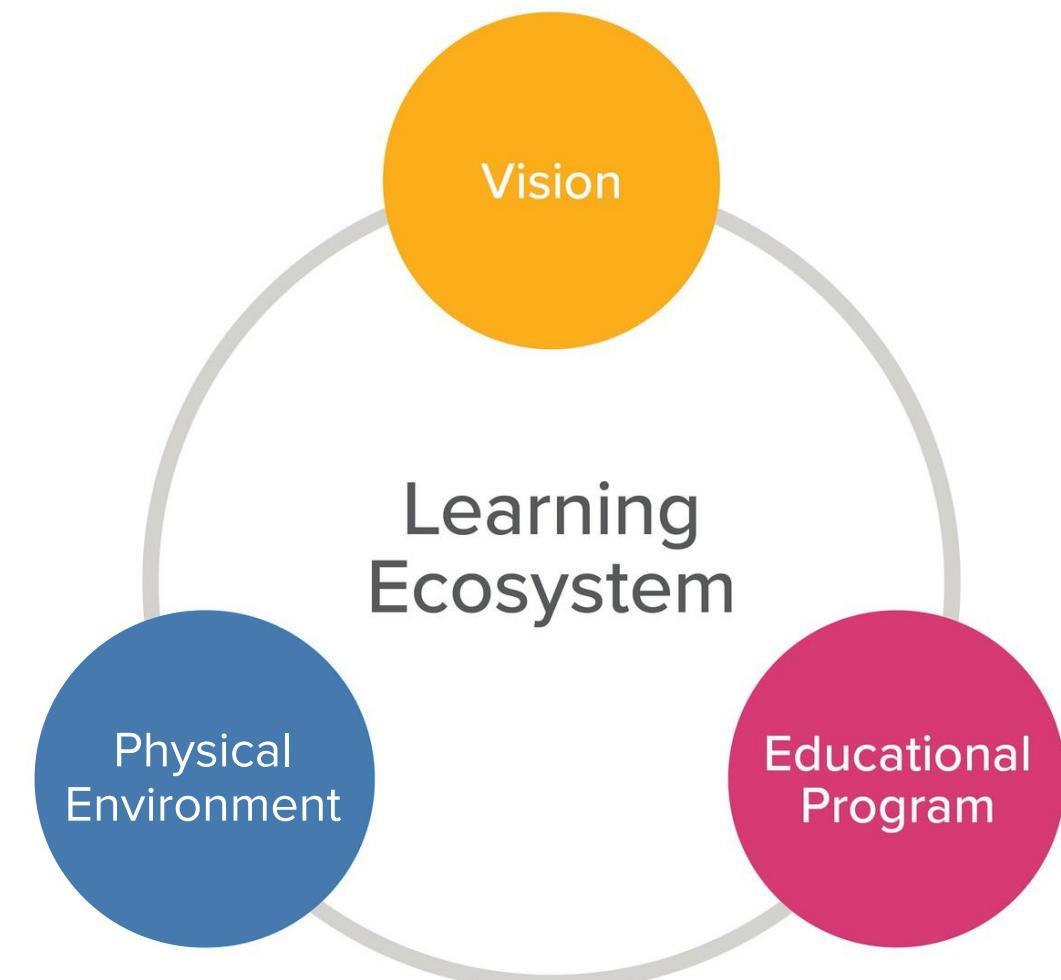
Throughout this section, the tools for assessment—provided in the Executive Summary—are used to analyze how CVS could imagine recalibrating resources district-wide. The analysis is organized into chapters by school level: Elementary, Middle, and High School.

The Big Idea:

The district is experiencing a decline in enrollment, leading to reduced state funding and a need to realign facility operating costs. This moment presents an opportunity for the district to pause, reflect on its current situation, and strategically recalibrate resources and space to better support its vision for teaching and learning.

The purpose of this section is to assess the district's resources—providing evidence for ways to recalibrate space. Specifically, it is intended to:

- Assess each facility across all school levels, and provide comparative data to evaluate their alignment in an attempt to establish parity throughout the district.
- Measure the current amount of facility space against the amount needed to support a projected enrollment capacity.
- Supply multiple *possible* scenarios for recalibrating resources and space to accomplish the goals of the “Big Idea”.
- Demonstrate how each scenario could be accomplished through *example scenarios*.
- Provide *conceptual floor plan test-fits* to demonstrate how facilities could better align to the district's vision for teaching and learning.



Context | Current School Organization

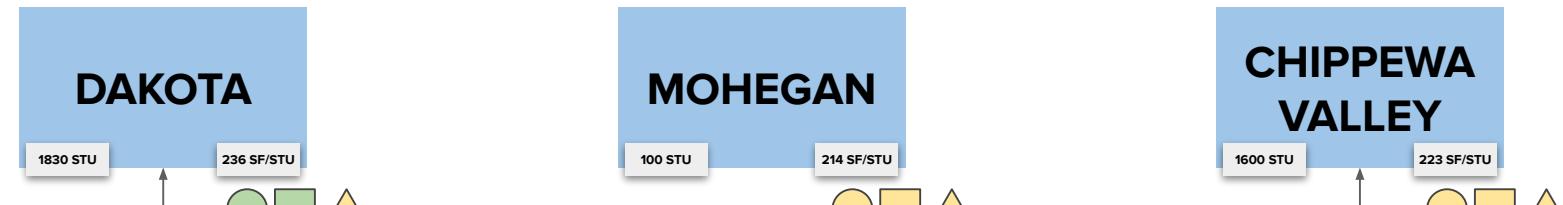
Facilities Conditions (Weak) ← → (Strong)

Facilities Assessment (Needs Substantial Calibration) (Red) (Orange) (Yellow) (Green) (Mostly Calibrated)
 Ed. Program Alignment (Need Substantial Calibration) (Red) (Orange) (Yellow) (Green) (Mostly Calibrated)
 Student Capacity Assessment SF/STU (Overcrowded) (Red) (Orange) (Yellow) (Green) (Underutilized)

The existing organization of schools can help guide the assessment of recalibration strategies and future student pathways. To further inform this process, data on student enrollment (STU) and square footage per student (SF/STU) are also provided below.

NOTE: Some schools have multiple pathways for students.

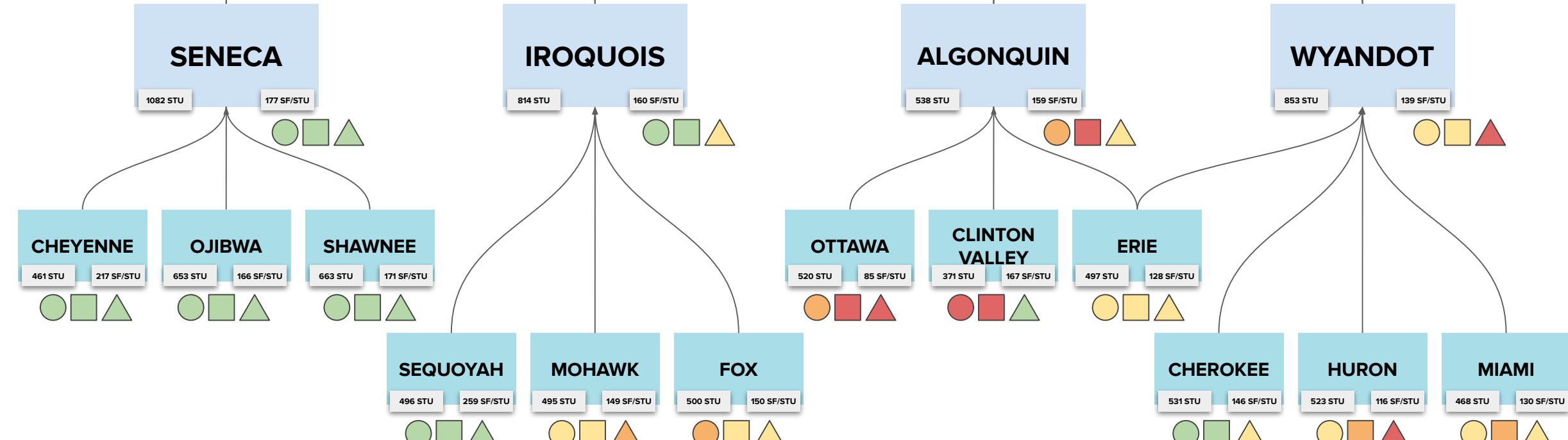
HIGH SCHOOLS



MIDDLE SCHOOLS



ELEMENTARY SCHOOLS



0-5 PROGRAMMING

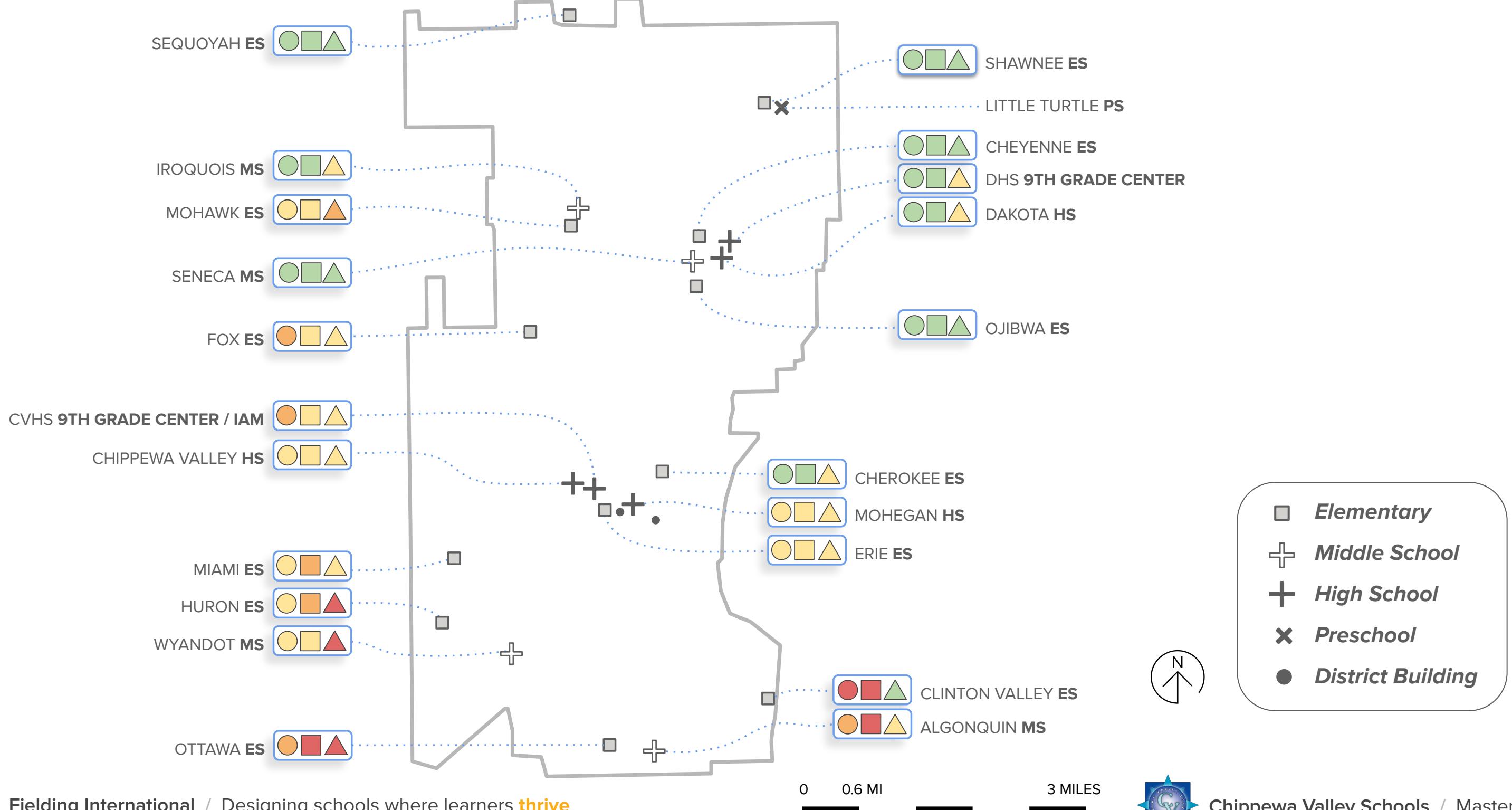


Context | Current District Map

Facilities Conditions (Weak) ← → (Strong)

Facilities Assessment (Needs Substantial Calibration) (Red) (Orange) (Yellow) (Green) (Mostly Calibrated)
 Ed. Program Alignment (Need Substantial Calibration) (Red) (Orange) (Yellow) (Green) (Mostly Calibrated)
 Student Capacity Assessment SF/STU (Overcrowded) (Red) (Orange) (Yellow) (Green) (Underutilized)

Charting each school on a map helps the district maintain focus on the broader goal of strategic recalibration, while considering key factors such as facility proximity, busing logistics, and serving all communities. Key factors are important to consider in any planning scenario.





PHASE I

ELEMENTARY SCHOOL

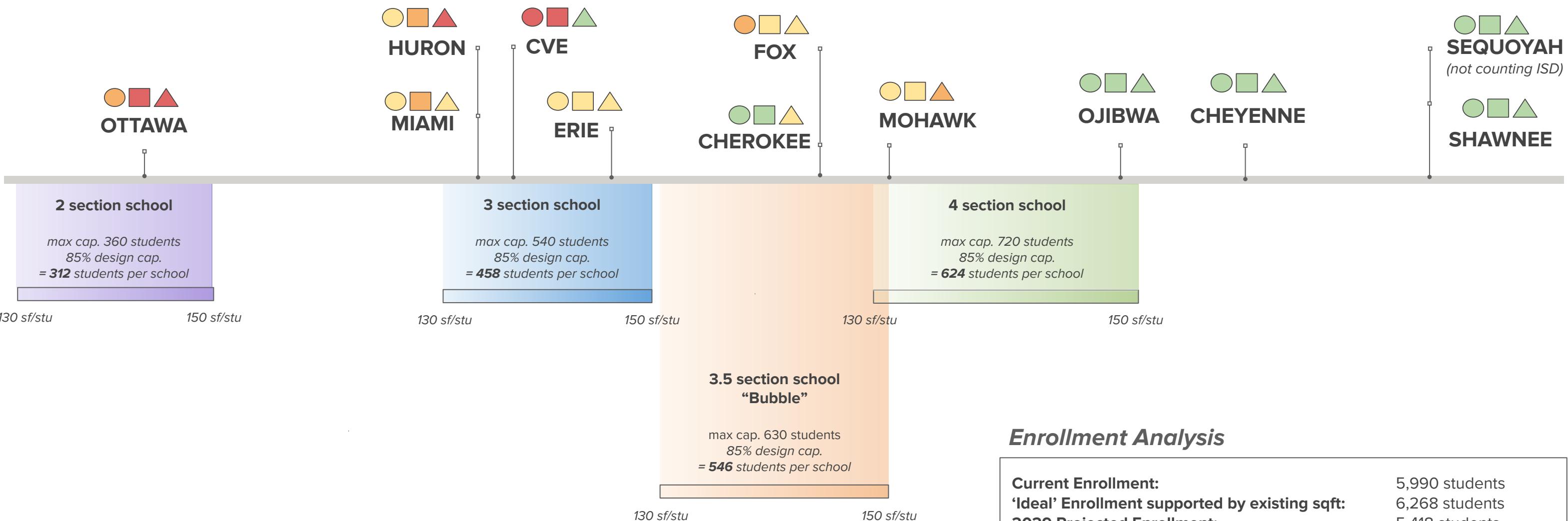
DATA

Elementary Schools | Current Facility Sizing

Facilities Conditions (Weak)  (Strong) 

Facilities Assessment (Needs Substantial Calibration)   (Mostly Calibrated)
 Ed. Program Alignment (Need Substantial Calibration)   (Mostly Calibrated)
 Student Capacity Assessment SF/STU (Overcrowded)   (Underutilized)

The graphic below illustrates the district's Elementary Schools positioned along a scale representing their designed enrollment capacities. Each "section" (ranging from 130 to 150 square feet per student) shows the ideal number of students a school is designed to accommodate, based on a maximum of 30 students per classroom and an 85% design factor that allows flexibility for enrollment fluctuations. The 3.5-section range is labeled as a "bubble" range, given that it can accommodate fluctuating enrollment more easily on a grade-by-grade basis.



Enrollment Analysis

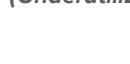
Current Enrollment:	5,990 students
'Ideal' Enrollment supported by existing sqft:	6,268 students
2029 Projected Enrollment:	5,418 students
Sections in current program:	41 sections
Sections needed for projected enrollment:	35 sections

*Based on the above information, up to **6 sections per grade level** can be taken offline across the district and still reach projected capacity needs.



Elementary Schools | Current Facility Sizing

Facilities Conditions (Weak)  (Strong) 

Facilities Assessment (Needs Substantial Calibration)   (Mostly Calibrated)
Ed. Program Alignment (Need Substantial Calibration)   (Mostly Calibrated)
Student Capacity Assessment SF/STU (Overcrowded)   (Underutilized)

An analysis of the district's section-sized Elementary Schools indicates that there is currently, and will continue to be, an excess of available space at this level.

Schools	Section
   Ottawa	2
   Huron	3
   Miami	3
   Clinton Valley	3
   Erie	3
   Fox	3.5
   Cherokee	3.5
   Mohawk	3.5
   Ojibwa	4
   Cheyenne	4
   Sequoyah	4
   Shawnee	4
Total Current	41

Using the 'facility assessment' tools for analysis—your district only needs a projected **35/36** Sections by 2029.

The district has an opportunity to **strategically recalibrate resources** given there is an excess of space capacity, both currently and projected, at the Elementary School level.

Elementary Schools | Current District Map

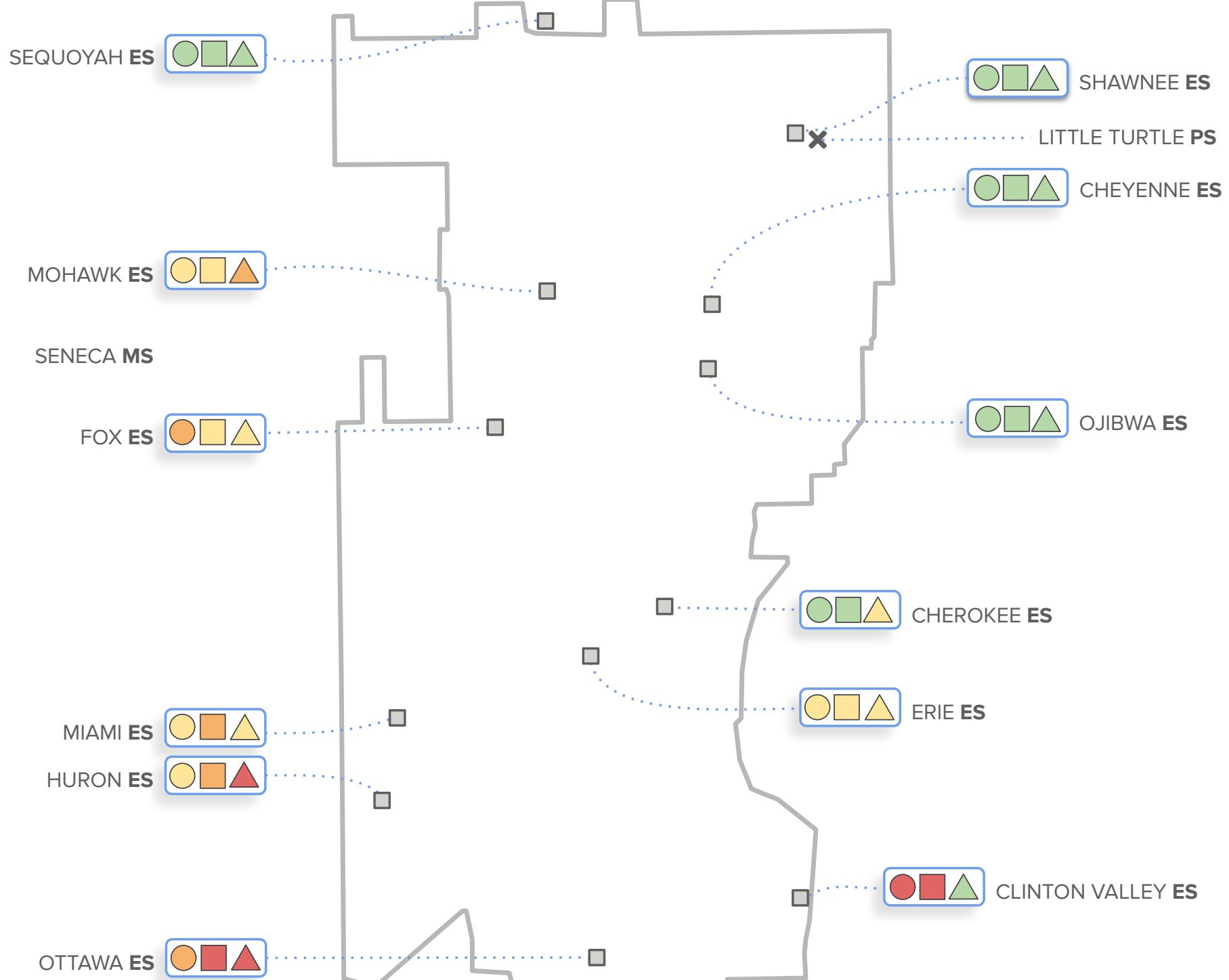
Facilities Conditions (Weak)  (Strong) 

Facilities Assessment (Needs Substantial Calibration)   (Mostly Calibrated)  (Mostly Calibrated)

Ed. Program Alignment (Need Substantial Calibration)   (Mostly Calibrated)  (Mostly Calibrated)

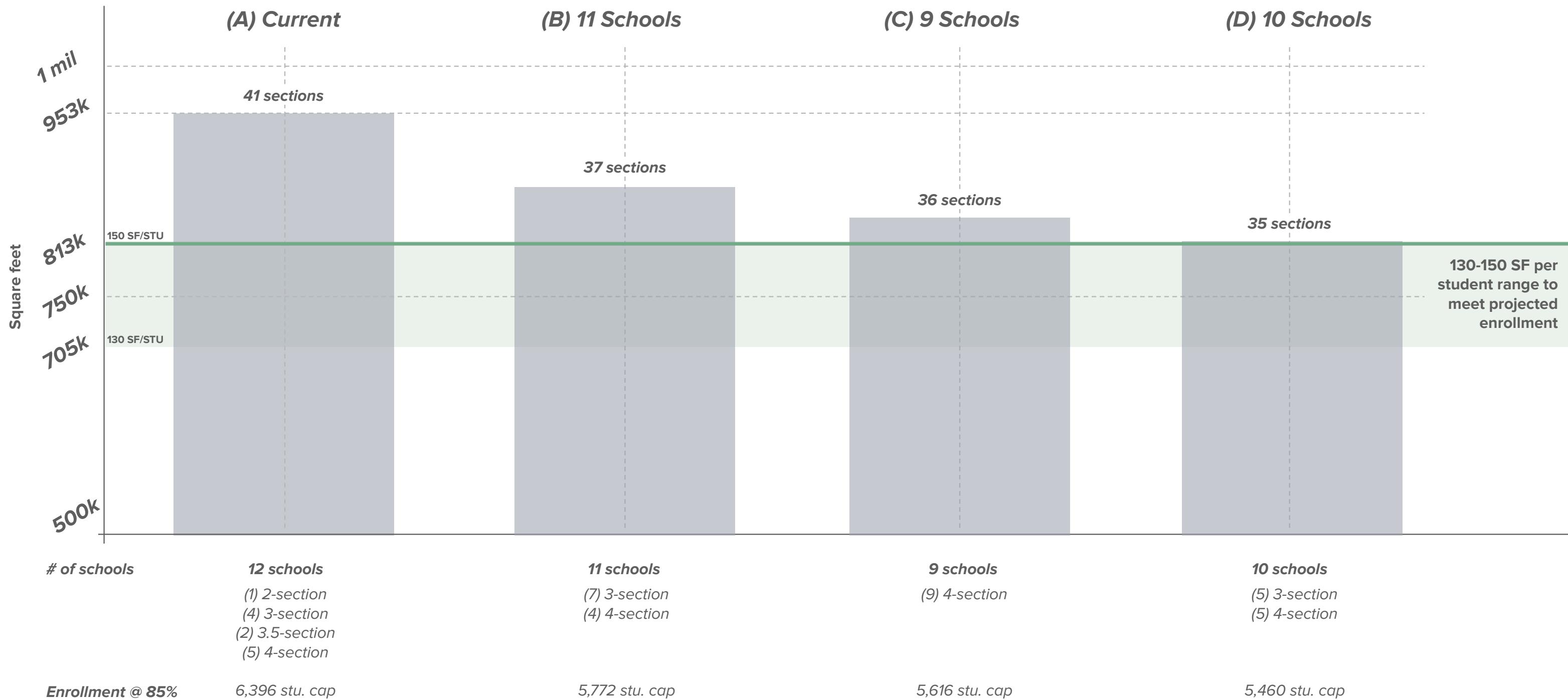
Student Capacity Assessment SF/STU (Overcrowded)   (Underutilized)  (Underutilized)

Elementary Schools serve as the foundation of their communities within the district. Strategic planning is essential to ensure these communities are **uplifted**, **informed**, and **actively engaged** throughout the recalibration process.



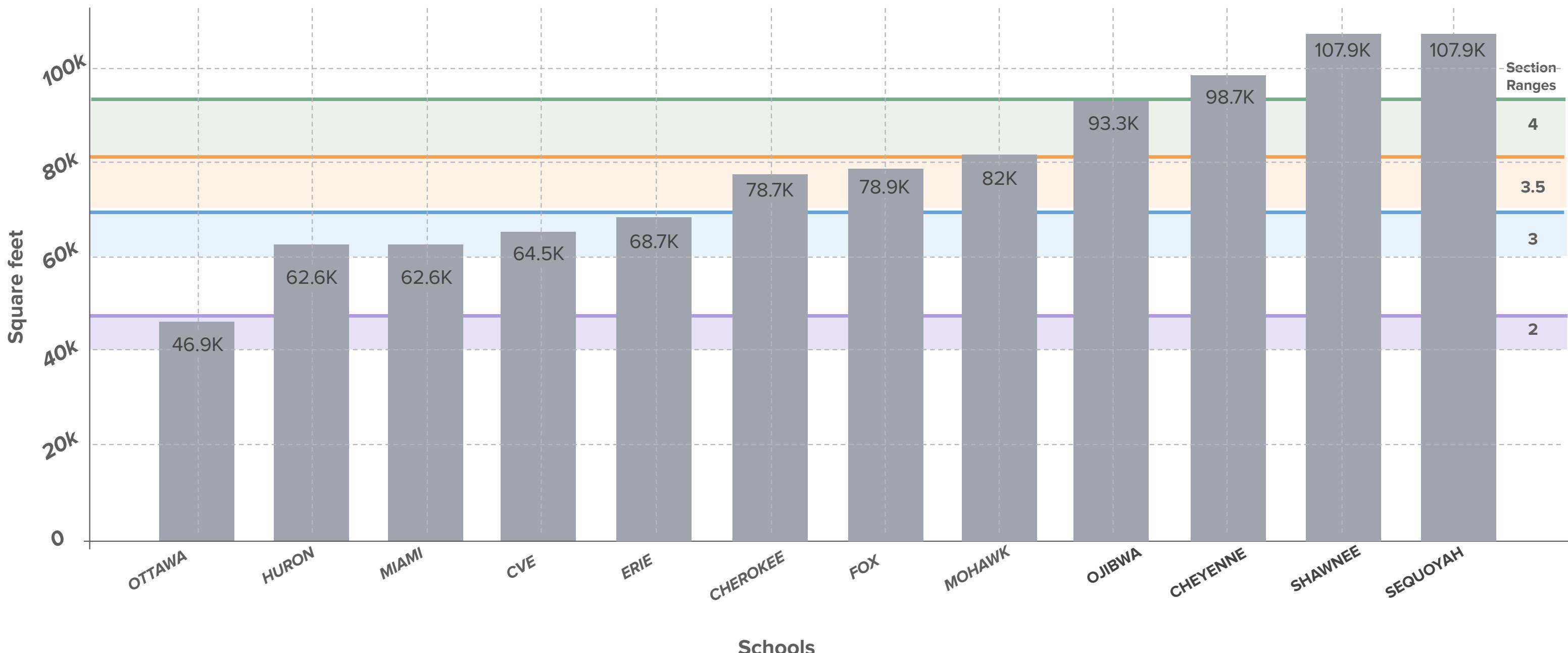
Elementary Schools | Possible Scenarios

The district has an opportunity to make the most significant adjustments at the Elementary School level based on 2029 projected enrollment. By recalibrating facilities, the district can reduce building operation and maintenance costs while more effectively allocating space per student. Below are *possible* scenarios for recalibrating school facilities to better align with future needs.



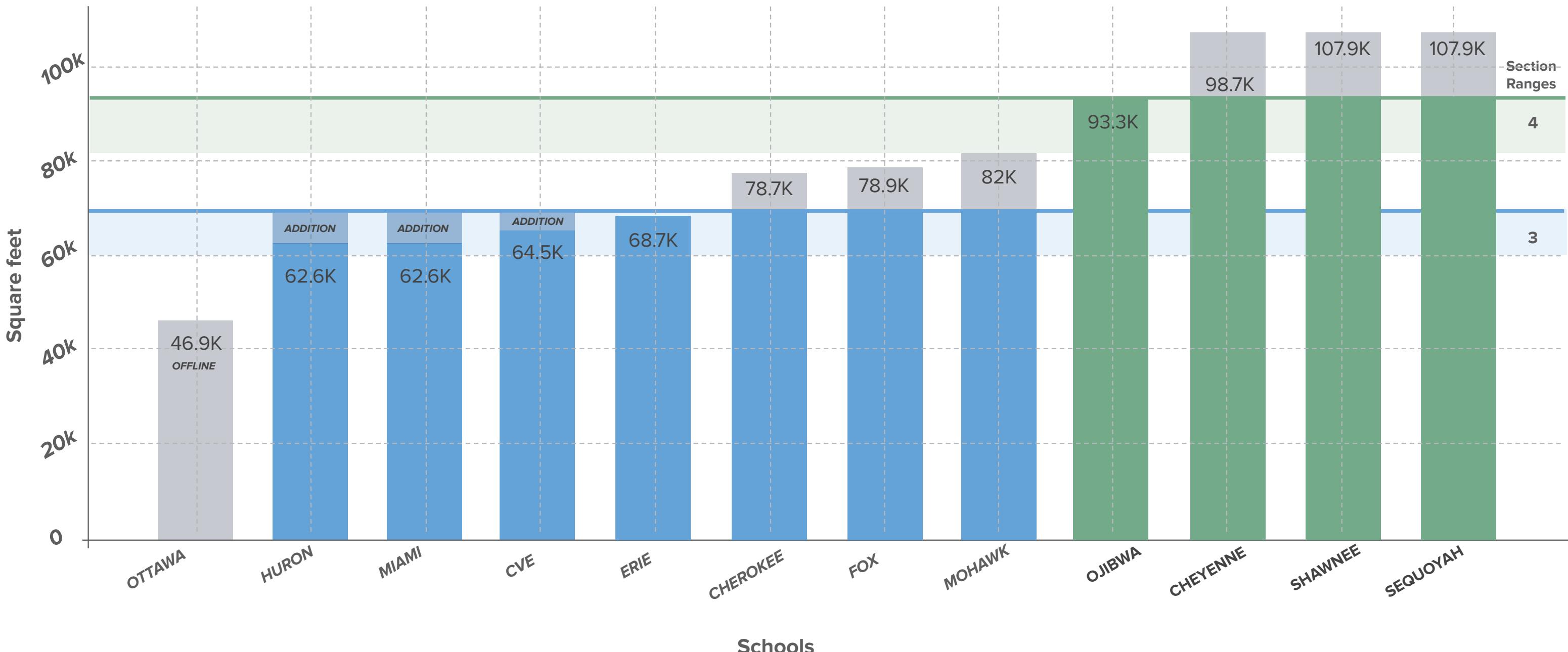
Elementary Schools | Scenario A (Current)

The following bar graph illustrates how each elementary school is currently sized and how it compares to the 'ideal' 2-, 3-, 3.5-, or 4-section school range (130–150 square feet per student). Based on 2029 projected enrollment, this analysis indicates the district has an **excess of approximately 140,000 square feet** of facility space.



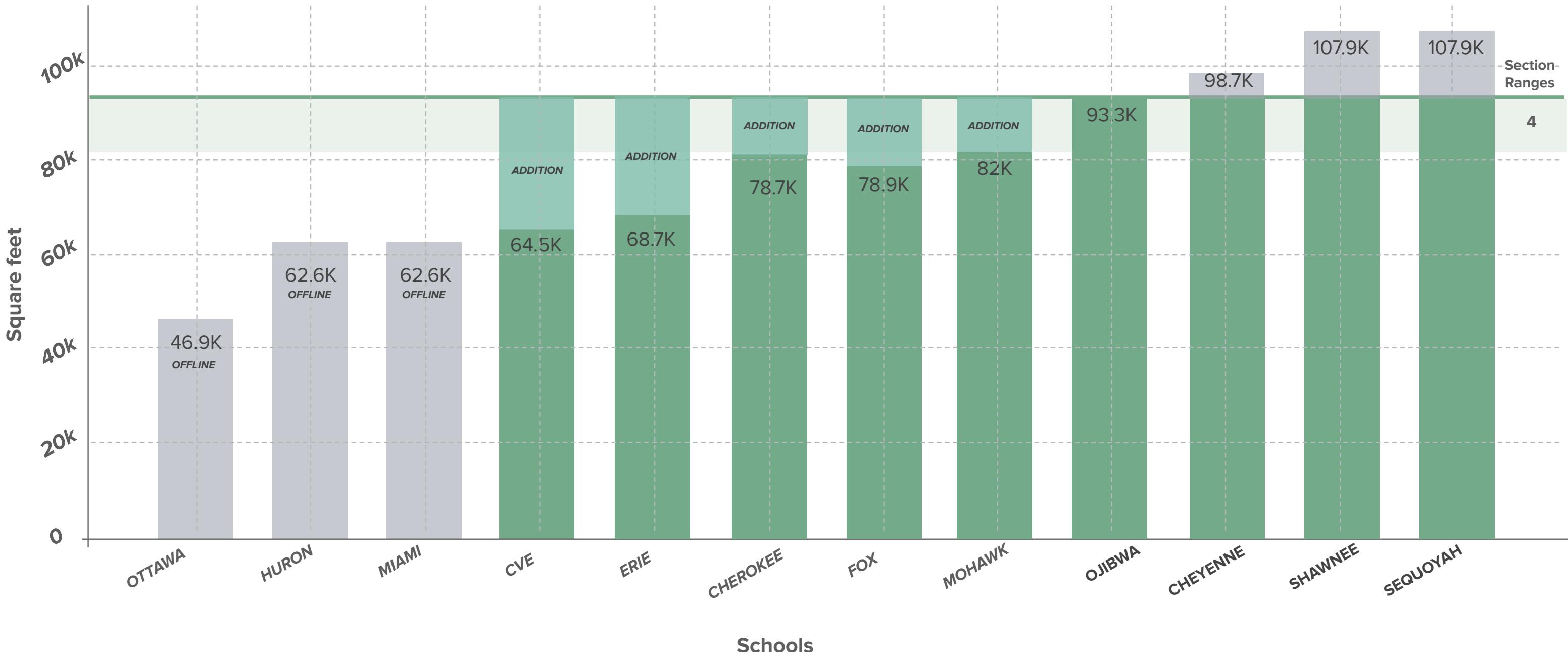
Elementary Schools | Example Scenario B (11 Schools)

The Elementary Schools could be recalibrated to include **(7x) 3 Section schools & (4x) 4 Section schools**, which would better align to the projected enrollment capacity denoted by the *green* and *blue* horizontal bar across the graph. The district could then take 1 school offline, recalibrating resources and operational costs.



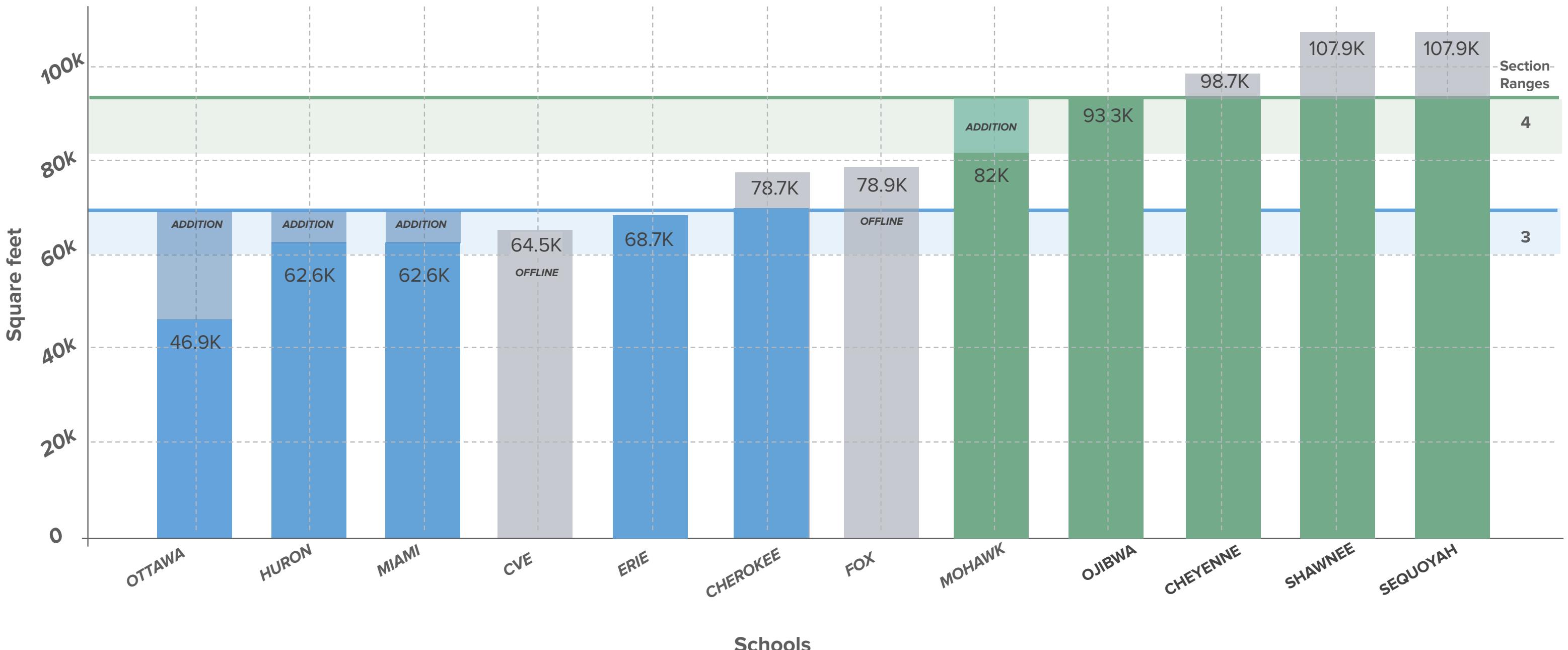
Elementary Schools | Example Scenario C (9 Schools)

The Elementary Schools could be recalibrated to include **(9x) 4 Section schools**, which would better align to the projected enrollment capacity denoted by the green horizontal bar across the graph. The district could then take 3 schools offline, recalibrating resources and operational costs.



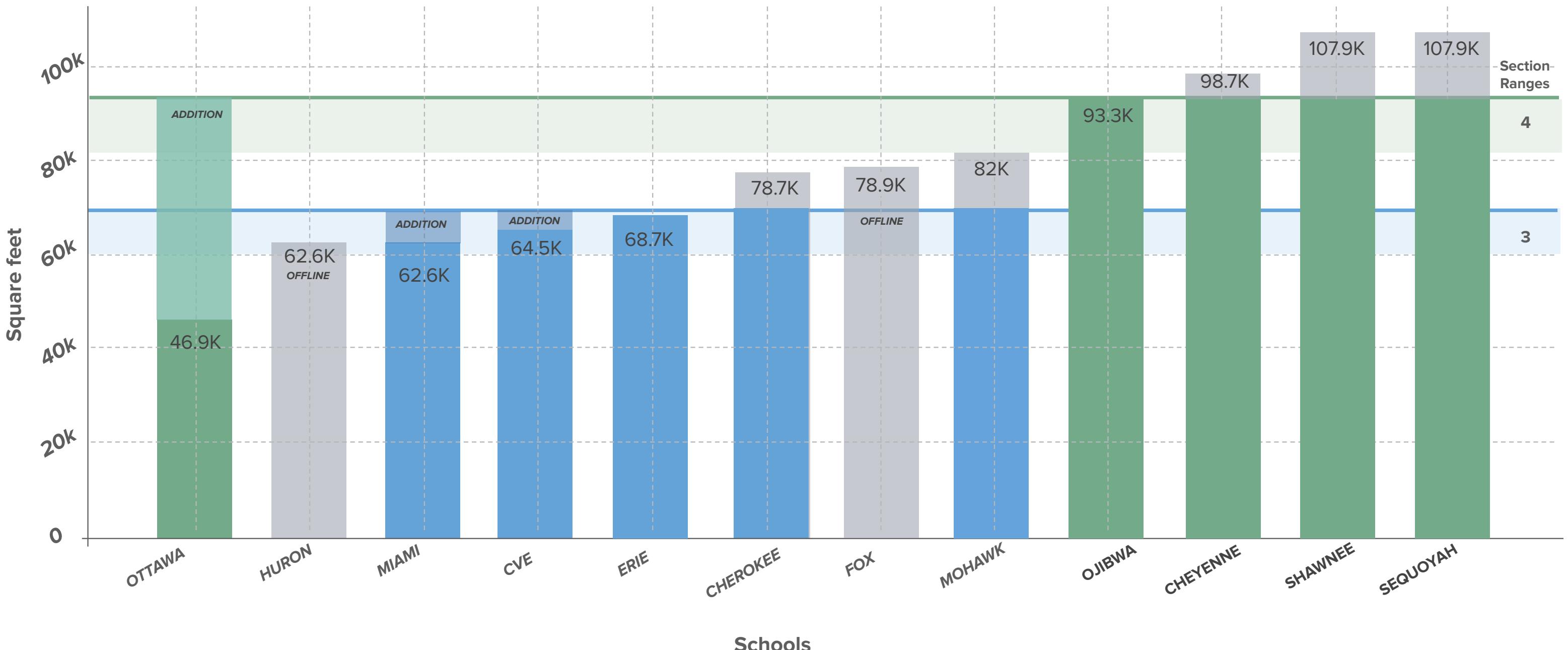
Elementary Schools | Example Scenario D (10 Schools)

The Elementary Schools could be recalibrated to include **(5x) 4 Section schools & (5x) 3 Section schools**, which would better align to the projected enrollment capacity denoted by the *green* and *blue* horizontal bars across the graph. The district could then take 2 schools offline, recalibrating resources and operational costs.



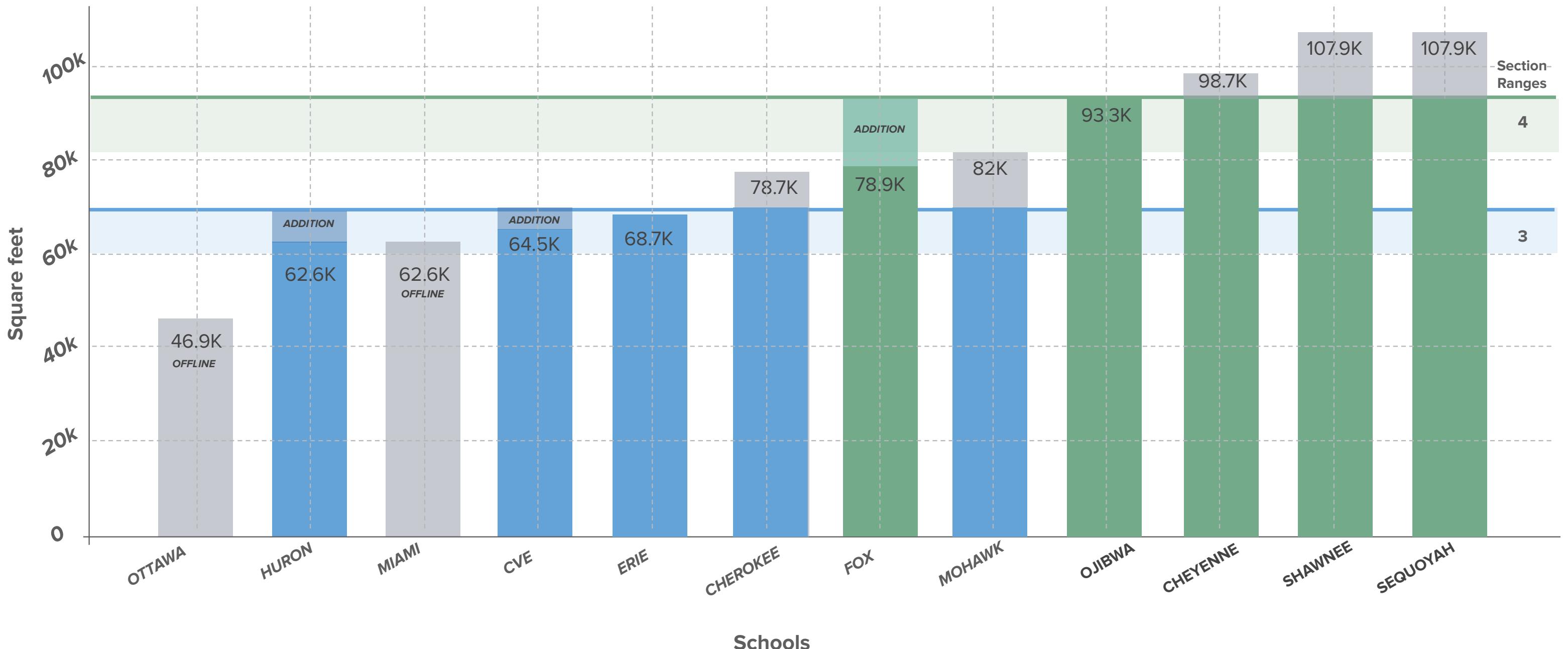
Elementary Schools | Example Scenario E (10 Schools)

The Elementary Schools could be recalibrated to include **(5x) 4 Section schools & (5x) 3 Section schools**, which would better align to the projected enrollment capacity denoted by the *green* and *blue* horizontal bars across the graph. The district could then take 2 schools offline, recalibrating resources and operational costs.



Elementary Schools | Example Scenario F (10 Schools)

The Elementary Schools could be recalibrated to include **(5x) 4 Section schools & (5x) 3 Section schools**, which would better align to the projected enrollment capacity denoted by the *green* and *blue* horizontal bars across the graph. The district could then take 2 schools offline, recalibrating resources and operational costs.





PHASE I

ELEMENTARY SCHOOL

TEST-FITS ONLY

Elementary Schools | Clinton Valley

Current Facility Site Plan.



Facilities Conditions (Weak)

(Strong)

Facilities Assessment (Needs Substantial Calibration)

(Mostly Calibrated)

Ed. Program Alignment (Need Substantial Calibration)

(Mostly Calibrated)

Student Capacity Assessment SF/STU (Overcrowded)

(Underutilized)



0' 50' 250'



Fielding International / Designing schools where learners **thrive**

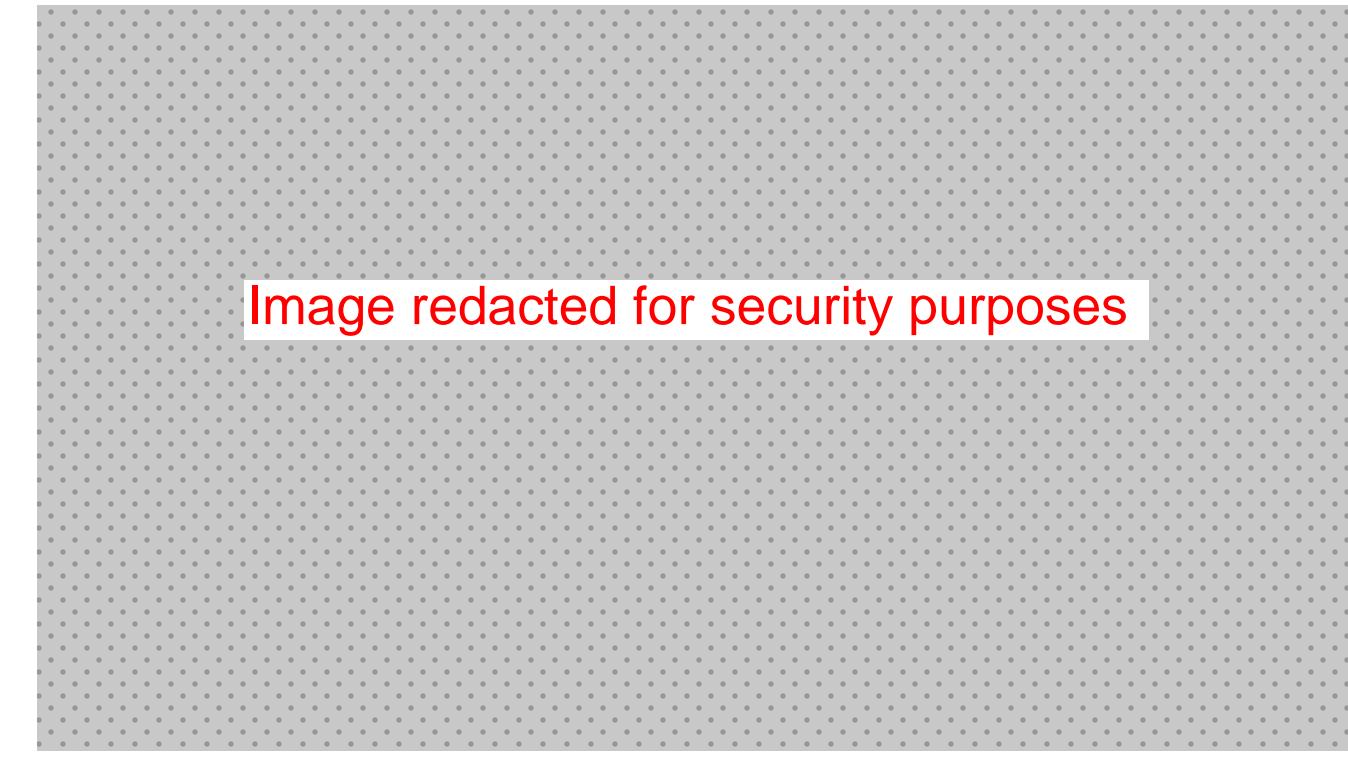
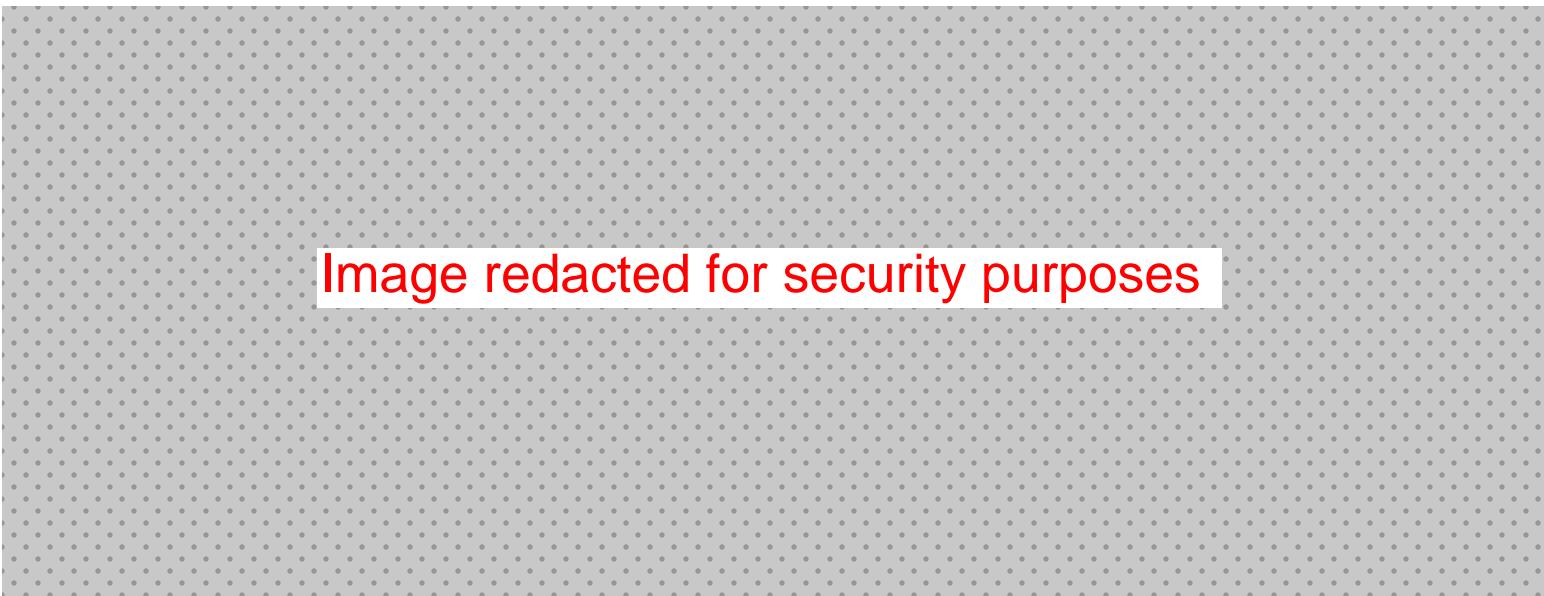


Chippewa Valley Schools / Master Plan 70

ADMINISTRATION	
COMMONS & DINING	
CLASSROOMS	
FLEX STUDIO	
SMALL GROUP RM	
SPECIALTY SPACES	
SERVICE/STOR/TOILET RM	
VERTICAL CIRCULATION	
OUTDOOR LEARNING	
SECURE LOCKOFF	

Elementary Schools | Clinton Valley

The diagrams below show the **current facility conditions** (left), and a **conceptual test-fit only** (right). The conceptual test-fit illustrates how the current facility could recalibrate space to meet the district's vision for teaching and learning, while also recalibrating its overall size to fit an 'ideal' square foot (SF) range.



CURRENT FLOOR PLAN
64,500 SF

3-SECTION CONCEPTUAL TEST-FIT
59,500 - 68,700 SF 'IDEAL' RANGE



Elementary Schools | Huron

Current Facility Site Plan.



Facilities Conditions (Weak)

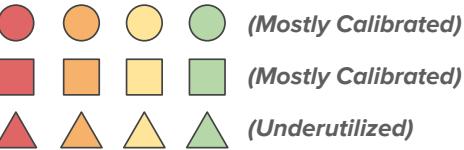
← (Strong)

Facilities Assessment (Needs Substantial Calibration)

Ed. Program Alignment (Need Substantial Calibration)

Student Capacity Assessment SF/STU (Overcrowded)

→ (Strong)



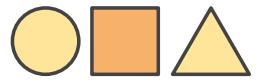
Fielding International / Designing schools where learners **thrive**



Chippewa Valley Schools / Master Plan 72

Elementary Schools | Miami

Current Facility Site Plan.



Facilities Conditions (Weak)

(Strong)

Facilities Assessment (Needs Substantial Calibration)

Ed. Program Alignment (Need Substantial Calibration)

Student Capacity Assessment SF/STU (Overcrowded)



Fielding International / Designing schools where learners **thrive**



0' 50' 250'



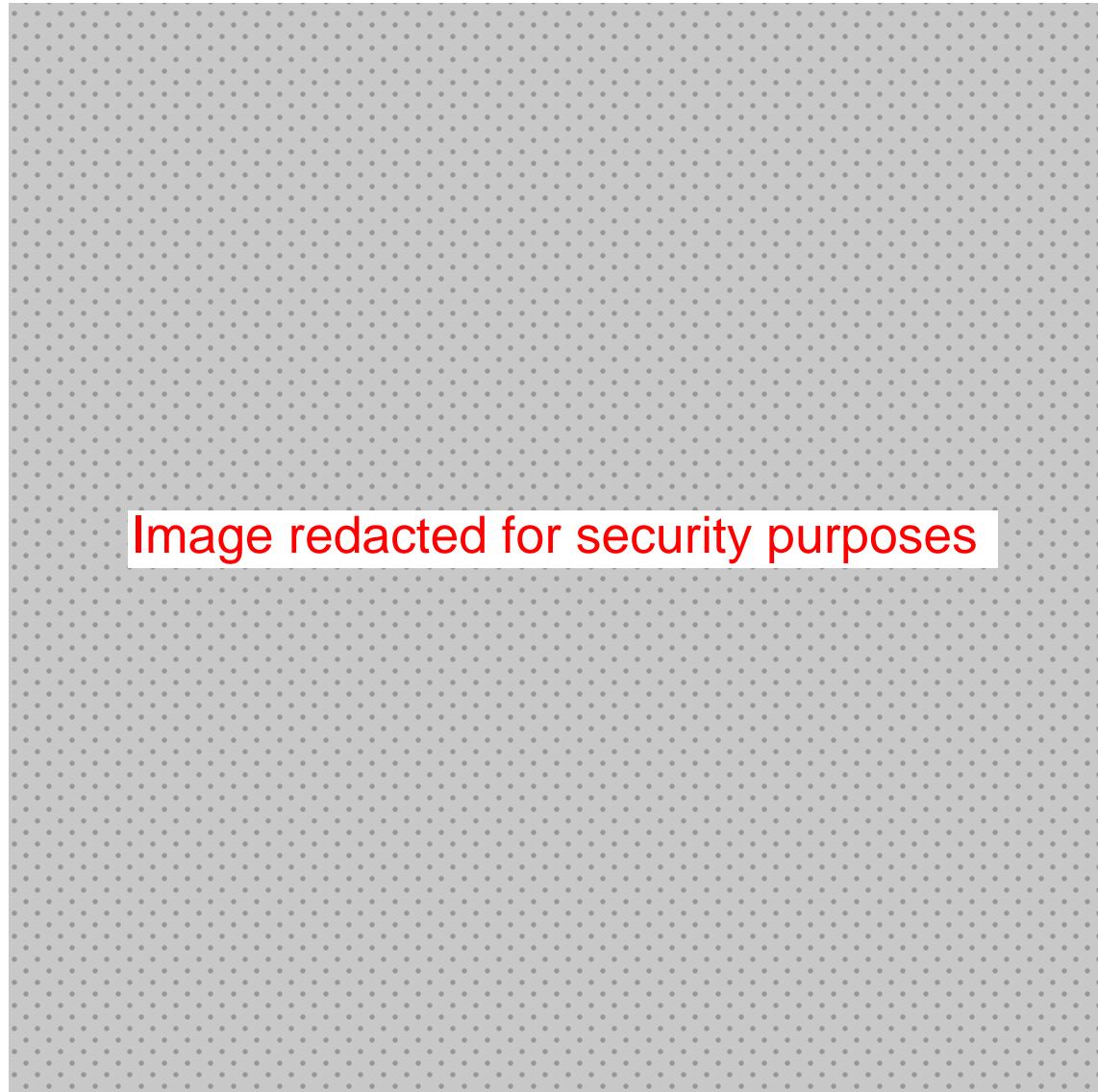
Chippewa Valley Schools / Master Plan 73

ADMINISTRATION	
COMMONS & DINING	
CLASSROOMS	
FLEX STUDIO	
SMALL GROUP RM	
SPECIALTY SPACES	
SERVICE/STOR/TOILET RM	
VERTICAL CIRCULATION	
OUTDOOR LEARNING	
SECURE LOCKOFF	

Elementary Schools | Huron/Miami

The diagrams below show the **current facility conditions** (left), and a **conceptual test-fit only** (right). The conceptual test-fit illustrates how the current facility could recalibrate space to meet the district's vision for teaching and learning, while also recalibrating its overall size to fit an 'ideal' square foot (SF) range.

NOTE: The plans shown represent Huron Elementary. Miami Elementary is similar in layout.



CURRENT FLOOR PLAN
62,600 SF

3-SECTION CONCEPTUAL TEST-FIT
59,500 - 68,700 SF 'IDEAL' RANGE



Elementary Schools | Fox

Current Facility Site Plan.



Facilities Conditions (Weak) ← → (Strong)

- Facilities Assessment (Needs Substantial Calibration) (Red) (Orange) (Yellow) (Green) (Mostly Calibrated)
- Ed. Program Alignment (Need Substantial Calibration) (Red) (Orange) (Yellow) (Green) (Mostly Calibrated)
- Student Capacity Assessment SF/STU (Overcrowded) (Red) (Orange) (Yellow) (Green) (Underutilized)



Fielding International / Designing schools where learners **thrive**



0' 100' 500'



Chippewa Valley Schools / Master Plan 75

Elementary Schools | Mohawk

Current Facility Site Plan.



Facilities Conditions (Weak) (Strong)

- Facilities Assessment (Needs Substantial Calibration) ● ● ● ● (Mostly Calibrated)
- Ed. Program Alignment (Need Substantial Calibration) ■ ■ ■ ■ (Mostly Calibrated)
- Student Capacity Assessment SF/STU (Overcrowded) ▲ ▲ ▲ ▲ (Underutilized)



Fielding International / Designing schools where learners **thrive**



0' 50' 250'



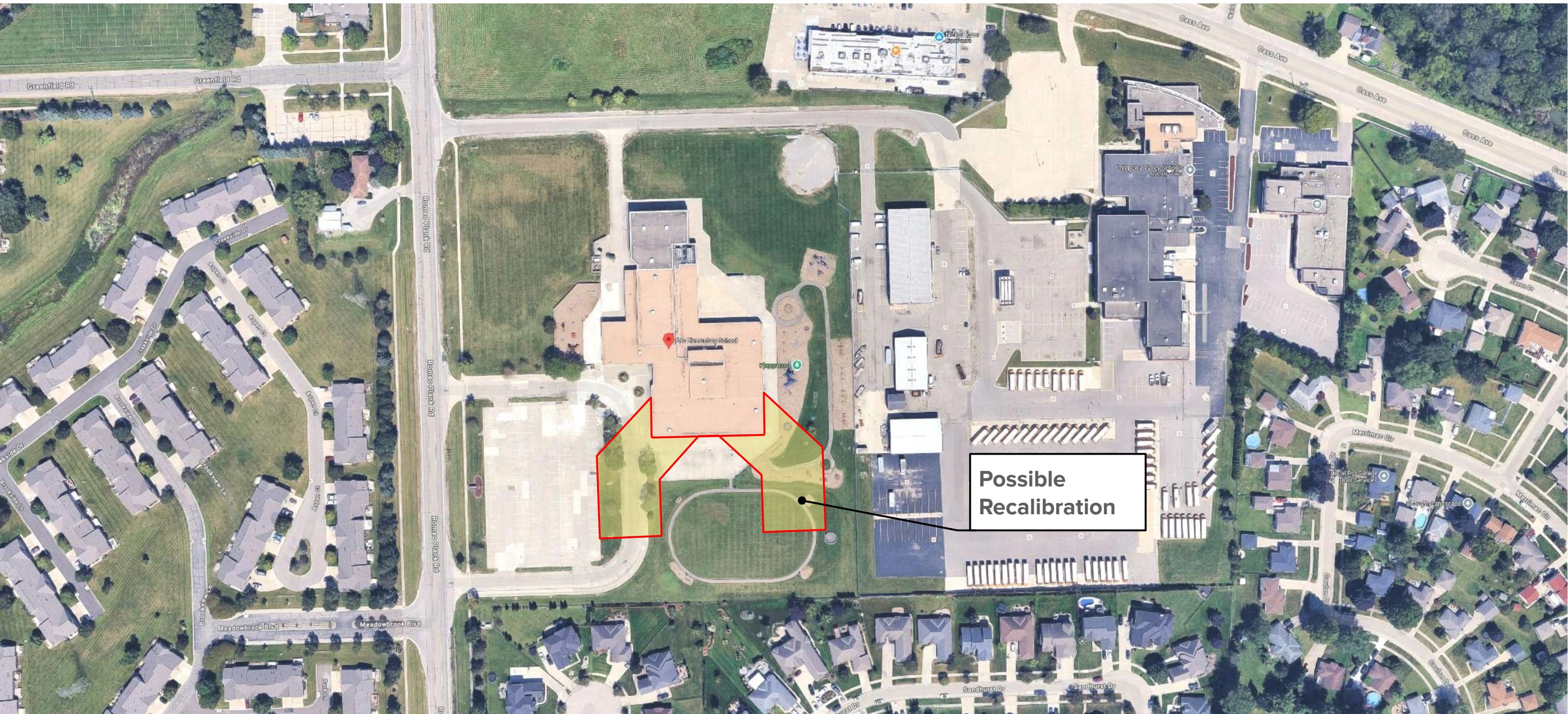
Chippewa Valley Schools / Master Plan 76

Elementary Schools | Erie

Current Facility Site Plan.   

Facilities Conditions (Weak)  (Strong)

- Facilities Assessment (Needs Substantial Calibration) 
- Ed. Program Alignment (Need Substantial Calibration) 
- Student Capacity Assessment SF/STU (Overcrowded) 



Fielding International / Designing schools where learners **thrive**



0' 50' 250'



Chippewa Valley Schools / Master Plan 77

ADMINISTRATION	
COMMONS & DINING	
CLASSROOMS	
FLEX STUDIO	
SMALL GROUP RM	
SPECIALTY SPACES	
SERVICE/STOR/TOILET RM	
VERTICAL CIRCULATION	
OUTDOOR LEARNING	
SECURE LOCKOFF	

Elementary Schools | Fox (Mohawk/Erie similar)

The diagrams below show the **current facility conditions** (left), and a **conceptual test-fit only** (right). The conceptual test-fit illustrates how the current facility could recalibrate space to meet the district's vision for teaching and learning, while also recalibrating its overall size to fit an 'ideal' square foot (SF) range.

NOTE: The plans shown represent Fox Elementary. Mohawk & Erie Elementary are similar in layout.



CURRENT FLOOR PLAN
78,850 SF



3.5-SECTION CONCEPTUAL TEST-FIT
70,980 - 81,900 SF 'IDEAL' RANGE

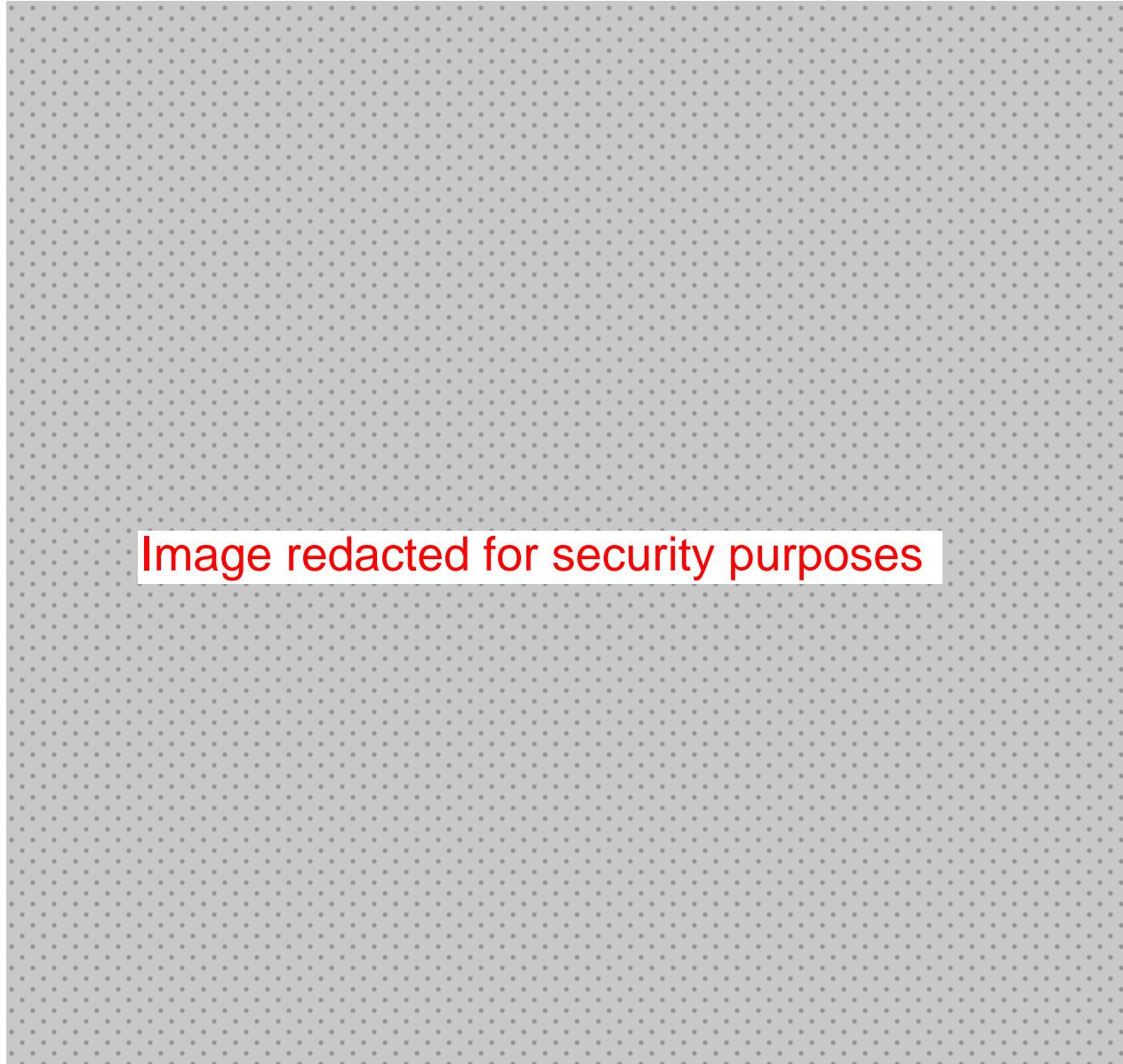


ADMINISTRATION	
COMMONS & DINING	
CLASSROOMS	
FLEX STUDIO	
SMALL GROUP RM	
SPECIALTY SPACES	
SERVICE/STOR/TOILET RM	
VERTICAL CIRCULATION	
OUTDOOR LEARNING	
SECURE LOCKOFF	

Elementary Schools | Fox (Mohawk/Erie similar)

The diagrams below show the **current facility conditions** (left), and a **conceptual test-fit only** (right). The conceptual test-fit illustrates how the current facility could recalibrate space to meet the district's vision for teaching and learning, while also recalibrating its overall size to fit an 'ideal' square foot (SF) range.

NOTE: The plans shown represent Fox Elementary. Mohawk & Erie Elementary are similar in layout.



CURRENT FLOOR PLAN
78,850 SF



3.5-SECTION CONCEPTUAL TEST-FIT
70,980 - 81,900 SF 'IDEAL' RANGE



Elementary Schools | Ottawa

Facilities Conditions (Weak)  (Strong)

Facilities Assessment (Needs Substantial Calibration)  (Mostly Calibrated)
Ed. Program Alignment (Need Substantial Calibration)  (Mostly Calibrated)
Student Capacity Assessment SF/STU (Overcrowded)  (Underutilized)

Current Facility Site Plan - 46,850 SF (Does not include modular classrooms)



Fielding International / Designing schools where learners **thrive**



0' 60' 300'

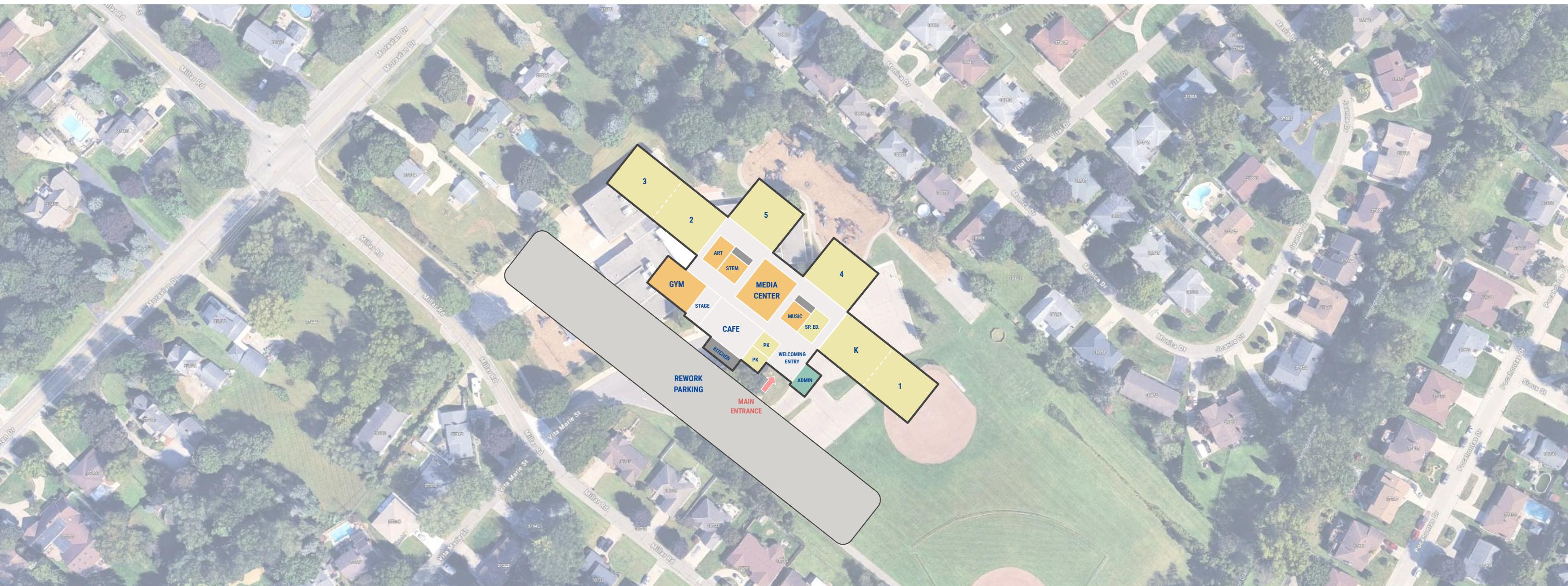


Chippewa Valley Schools / Master Plan 80

ADMINISTRATION	
COMMONS & DINING	
CLASSROOMS	
FLEX STUDIO	
SMALL GROUP RM	
SPECIALTY SPACES	
SERVICE/STOR/TOILET RM	
VERTICAL CIRCULATION	
OUTDOOR LEARNING	
SECURE LOCKOFF	

Elementary Schools | Ottawa

The diagram below shows a **conceptual test-fit only**. The conceptual test-fit illustrates how the current site could be used to recalibrate space that meets the district's vision for teaching and learning, while also recalibrating its overall size to fit an 'ideal' square foot (SF) range.



3-SECTION CONCEPTUAL TEST-FIT
59,500 - 68,700 SF 'IDEAL' RANGE



0' 60' 300'



Fielding International / Designing schools where learners **thrive**



Chippewa Valley Schools / Master Plan 81



PHASE II

MIDDLE SCHOOL

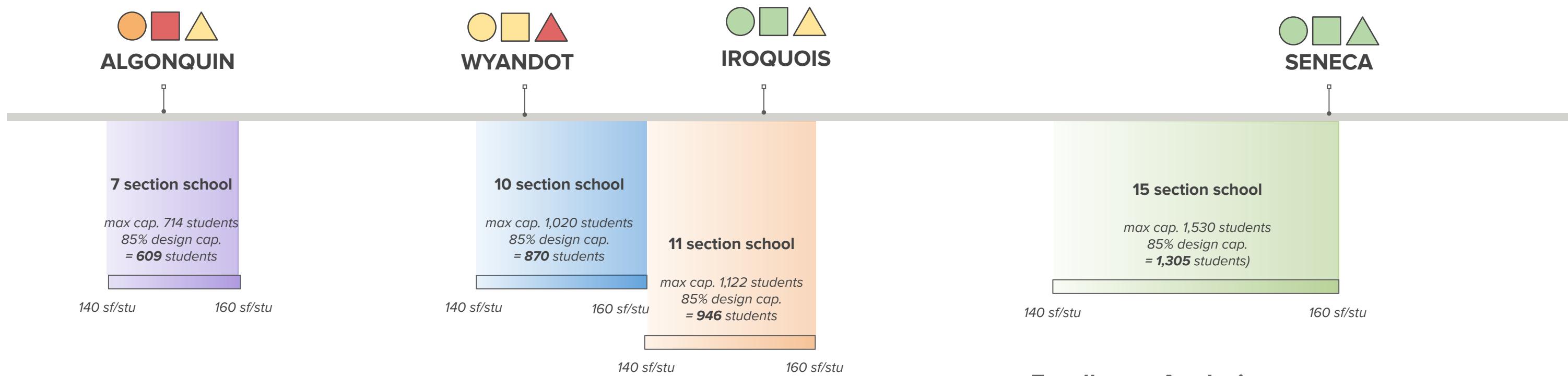
DATA

Middle Schools | Current Facility Sizing

Facilities Conditions (Weak)  (Strong) 

Facilities Assessment (Needs Substantial Calibration)   (Mostly Calibrated)
 Ed. Program Alignment (Need Substantial Calibration)   (Mostly Calibrated)
 Student Capacity Assessment SF/STU (Overcrowded)   (Underutilized)

The graphic below illustrates the district's Elementary Schools positioned along a scale representing their designed enrollment capacities. Each "section"—ranging from 130 to 150 square feet per student—shows the ideal number of students a school is designed to accommodate, based on a maximum of 30 students per classroom and an 85% design factor that allows flexibility for enrollment fluctuations. The 3.5-section range is labeled as a "bubble" range, given that it can accommodate fluctuating enrollment more easily on a grade-by-grade basis.



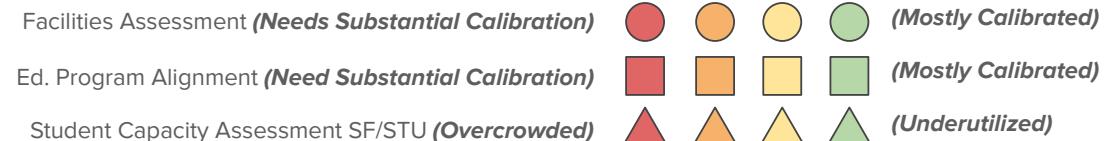
Enrollment Analysis

Current Enrollment:	3,278 students
'Ideal' Enrollment supported by existing sqft:	3,730 students
2029 Projected Enrollment:	3,259 students
Sections in current program:	43 sections
Sections needed for projected enrollment:	38 sections

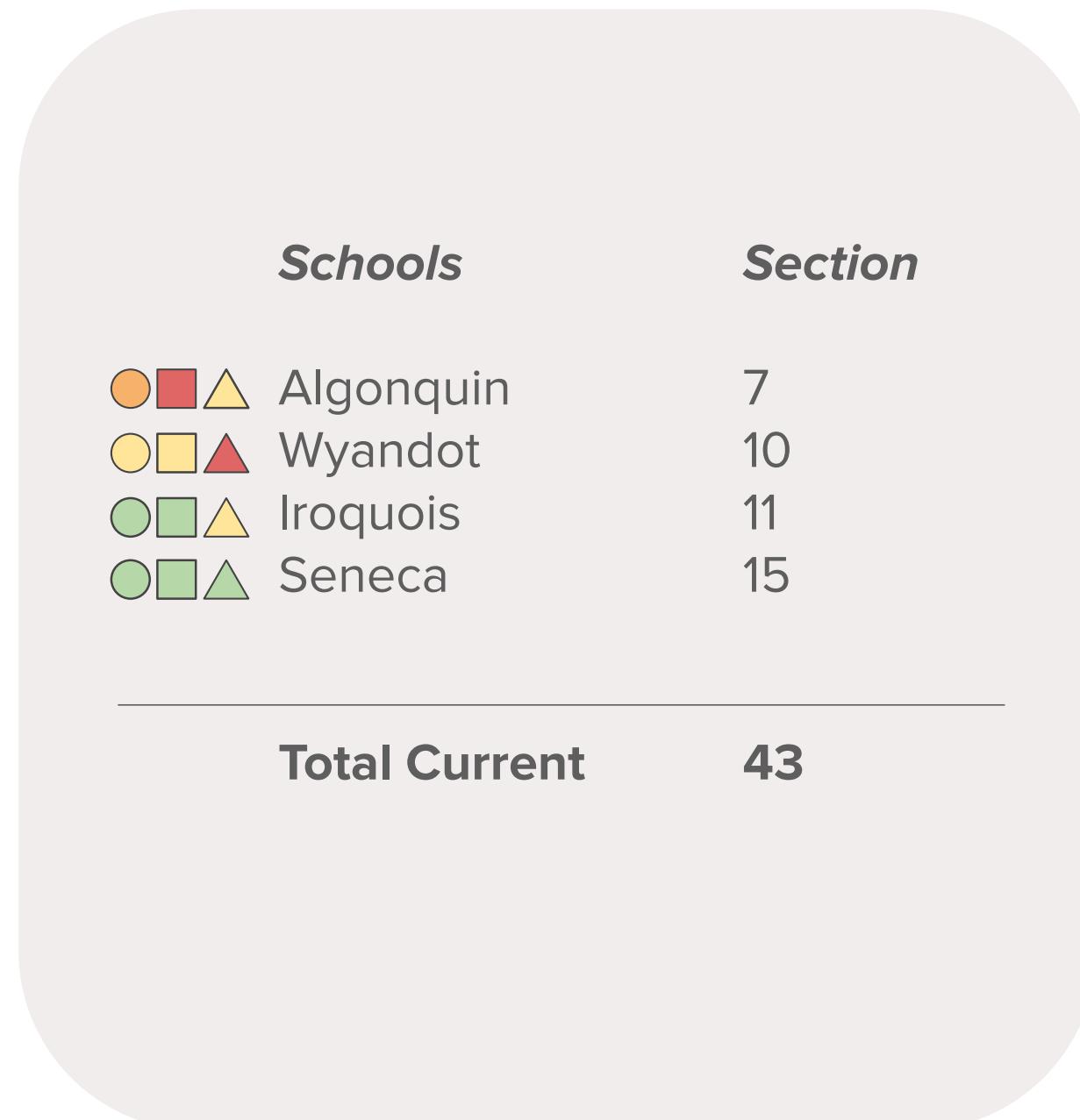
*Based on the above information, up to **5 sections per grade level** can be taken offline across the district and still reach projected capacity needs.

Middle Schools | Current Facility Sizing

Facilities Conditions (Weak)  (Strong)



An analysis of the district's section-sized Middle Schools indicates that there is currently, and will continue to be, a slight excess of available space at this level.



Using the 'facility assessment' tools for analysis—your district only needs a projected **38** Sections by 2029.

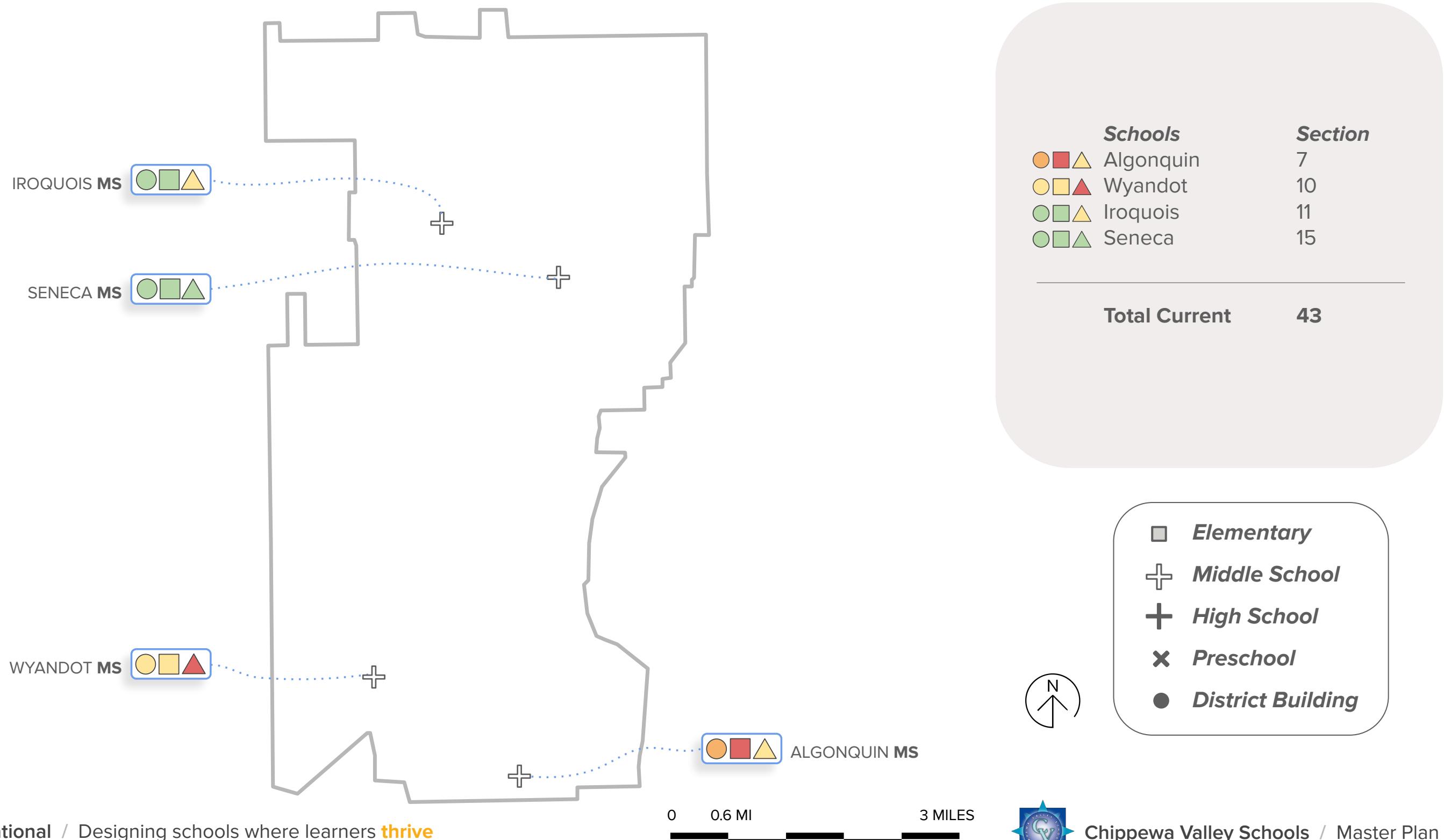
The district has an opportunity to **strategically recalibrate resources** given there is a slight excess of capacity, both currently and projected, at the Middle School level.

Middle Schools | Current District Map

Facilities Conditions (Weak) ← → (Strong)

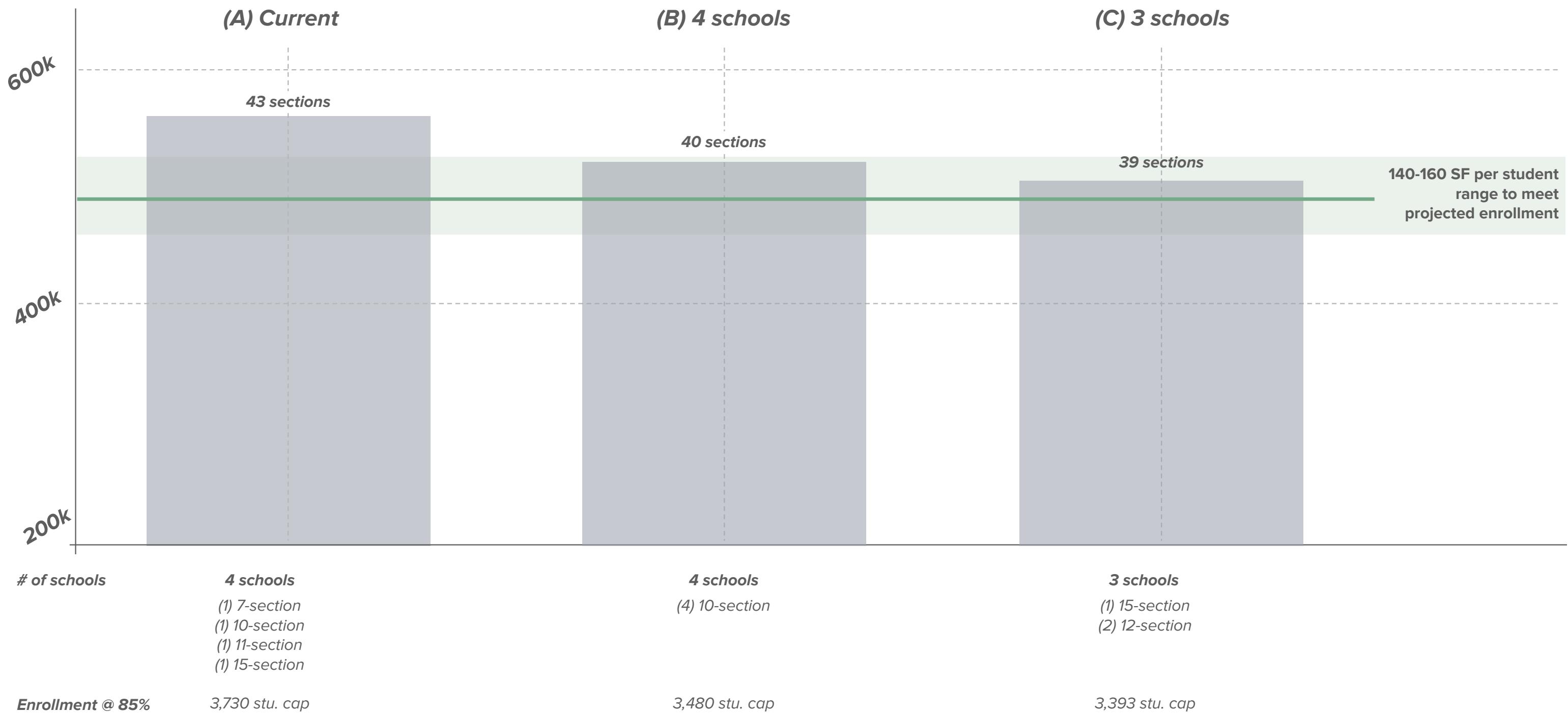
Facilities Assessment (Needs Substantial Calibration) (Red) (Orange) (Yellow) (Green) (Mostly Calibrated)
 Ed. Program Alignment (Need Substantial Calibration) (Red) (Orange) (Yellow) (Green) (Mostly Calibrated)
 Student Capacity Assessment SF/STU (Overcrowded) (Red) (Orange) (Yellow) (Green) (Underutilized)

Middle schools bridge the foundational years of elementary learning and the dynamic, personalized environments that nurture adolescent growth and identity. Strategic planning is essential to ensure these communities are **uplifted, informed, and actively engaged** throughout the recalibration process.



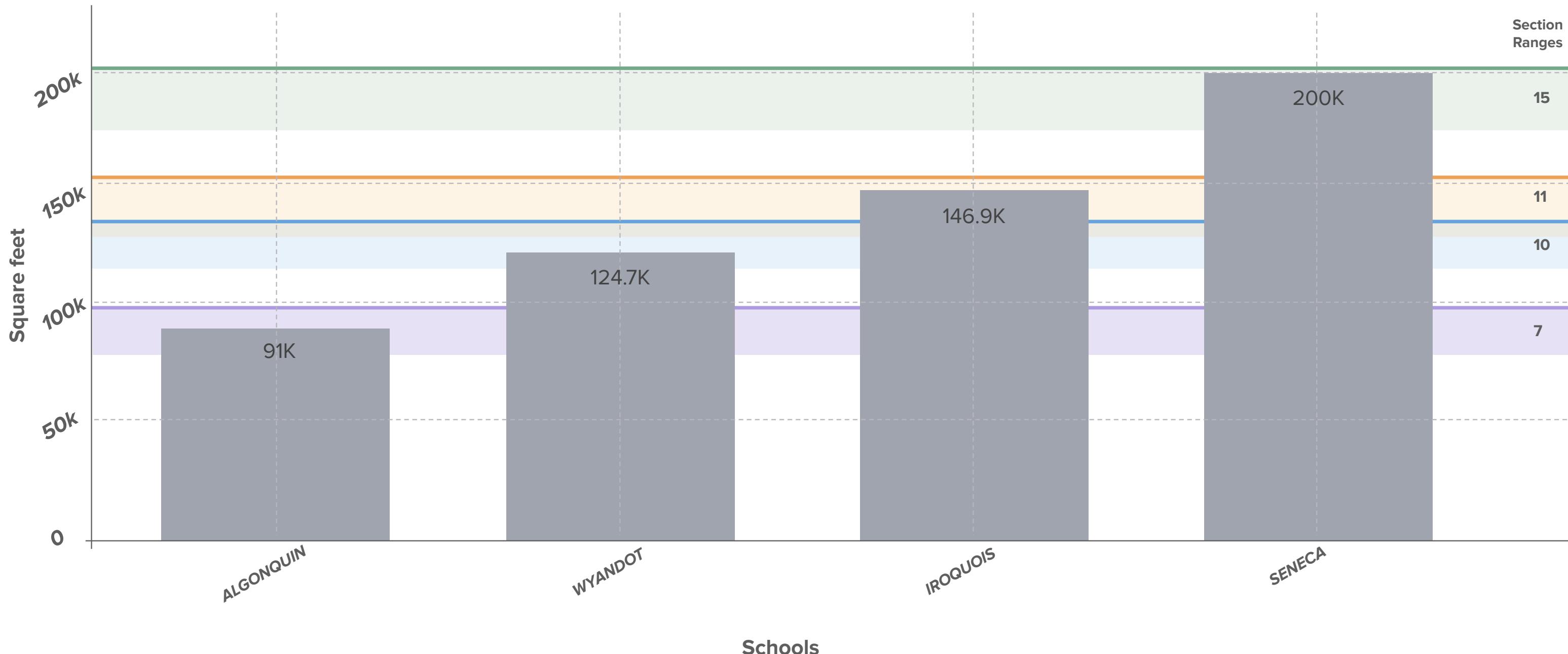
MS Data | Possible Scenarios

The district has an opportunity to make moderate adjustments at the Middle School level based on 2029 projected enrollment. By recalibrating facilities, the district can reduce building operation and maintenance costs while more effectively allocating space per student. Below are *possible* scenarios for recalibrating school facilities to better align with future needs.



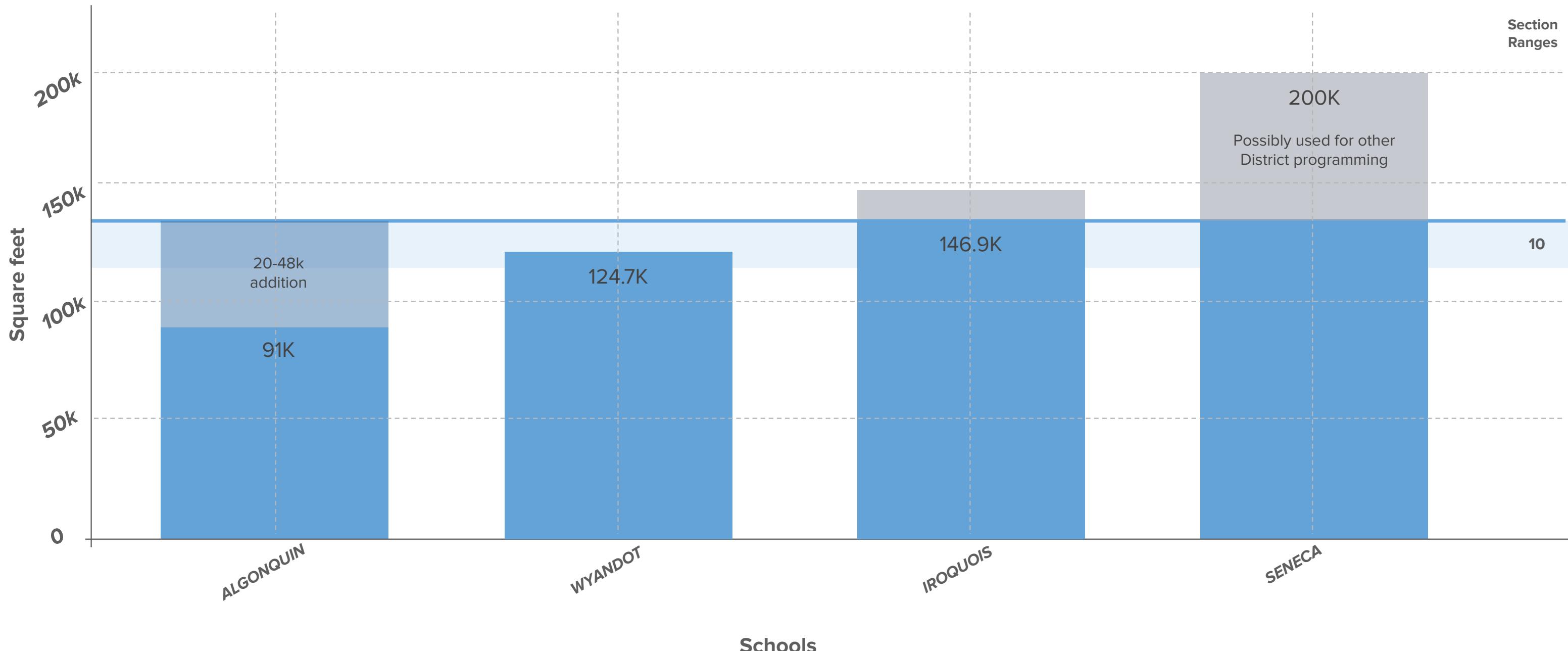
MS Data | Example Scenario A (Current)

The following bar graph illustrates how each elementary school is currently sized and how it compares to the 'ideal' 7-, 10-, 11-, or 15-section school range (140–160 square feet per student). Based on 2029 projected enrollment, this analysis indicates the district has an **excess of approximately 33,000 square feet** of facility space.



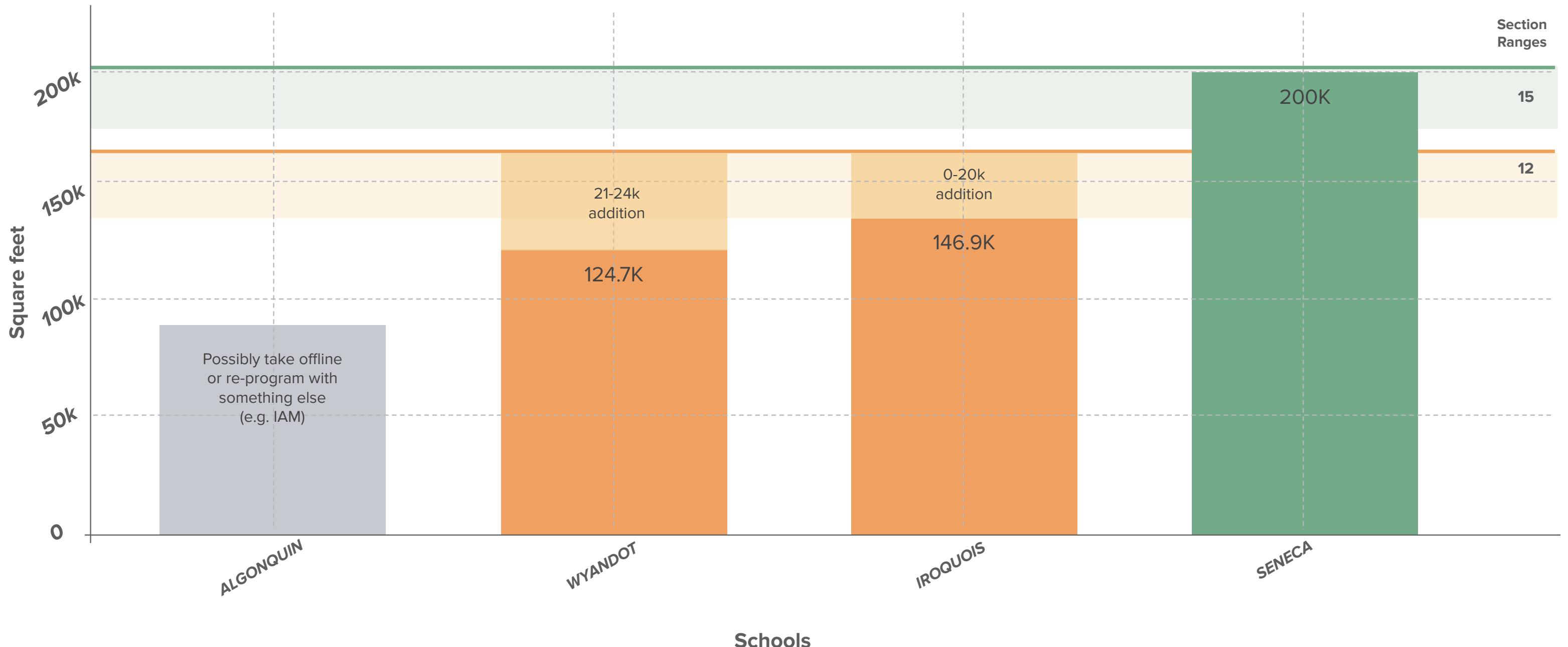
MS Data | Example Scenario B (4 Schools)

The Middle Schools could be recalibrated to include **(4x) 10 Section schools**, which would better align to the projected enrollment capacity denoted by the *blue* horizontal bar across the graph. The district could then recalibrate the extra space in a school like Seneca for other district programs.



MS Data | Example Scenario C (3 Schools)

The Middle Schools could be recalibrated to include **(2x) 12 Section schools** and **(1x) 15 Section school**, which would better align to the projected enrollment capacity denoted by the orange and green horizontal bar across the graph. The district could then take 1 school offline, recalibrating resources and operational costs.



A grayscale aerial photograph of a school complex. The central feature is a large, modern building with a long, low profile and multiple wings. In front of the building is a large, paved area with a circular pattern. To the left of the main building is a large, circular sports field, likely a football field. To the right is another large, open field with a running track. The entire complex is surrounded by a fence and trees. The image has a faint blue tint.

PHASE III

MIDDLE SCHOOL (MS)

TEST-FITS ONLY

Middle Schools | Algonquin

Current Facility Site Plan.



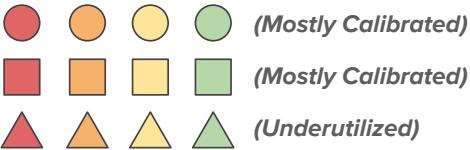
Facilities Conditions (Weak)

↔ (Strong)

Facilities Assessment (Needs Substantial Calibration)

Ed. Program Alignment (Need Substantial Calibration)

Student Capacity Assessment SF/STU (Overcrowded)



Fielding International / Designing schools where learners **thrive**



0' 60' 300'

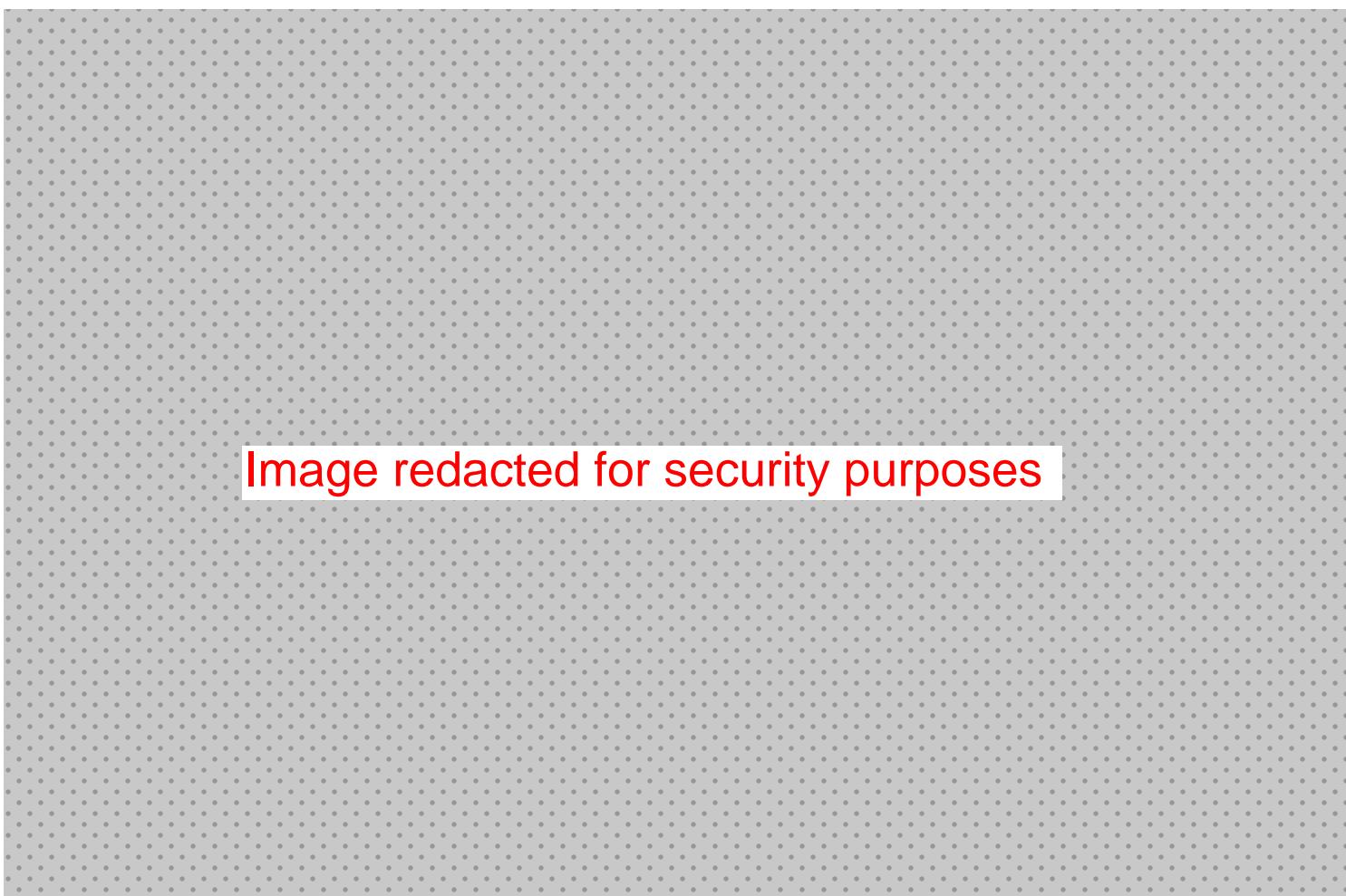


Chippewa Valley Schools / Master Plan 91

ADMINISTRATION	
COMMONS & DINING	
CLASSROOMS	
FLEX STUDIO	
SMALL GROUP RM	
SPECIALTY SPACES	
SERVICE/STOR/TOILET RM	
VERTICAL CIRCULATION	
OUTDOOR LEARNING	
SECURE LOCKOFF	

Middle Schools | Algonquin

The diagrams below show the **current facility conditions** (left), and a **conceptual test-fit only** (right). The conceptual test-fit illustrates how the current facility could recalibrate space to meet the district's vision for teaching and learning, while also recalibrating its overall size to fit an 'ideal' square foot (SF) range.



CURRENT FLOOR PLAN

97,070 SF



9/10-SECTION CONCEPTUAL TEST-FIT

121,800 - 139,200 SF 'IDEAL' RANGE



Middle Schools | Wyandot

Current Facility **Site Plan**.



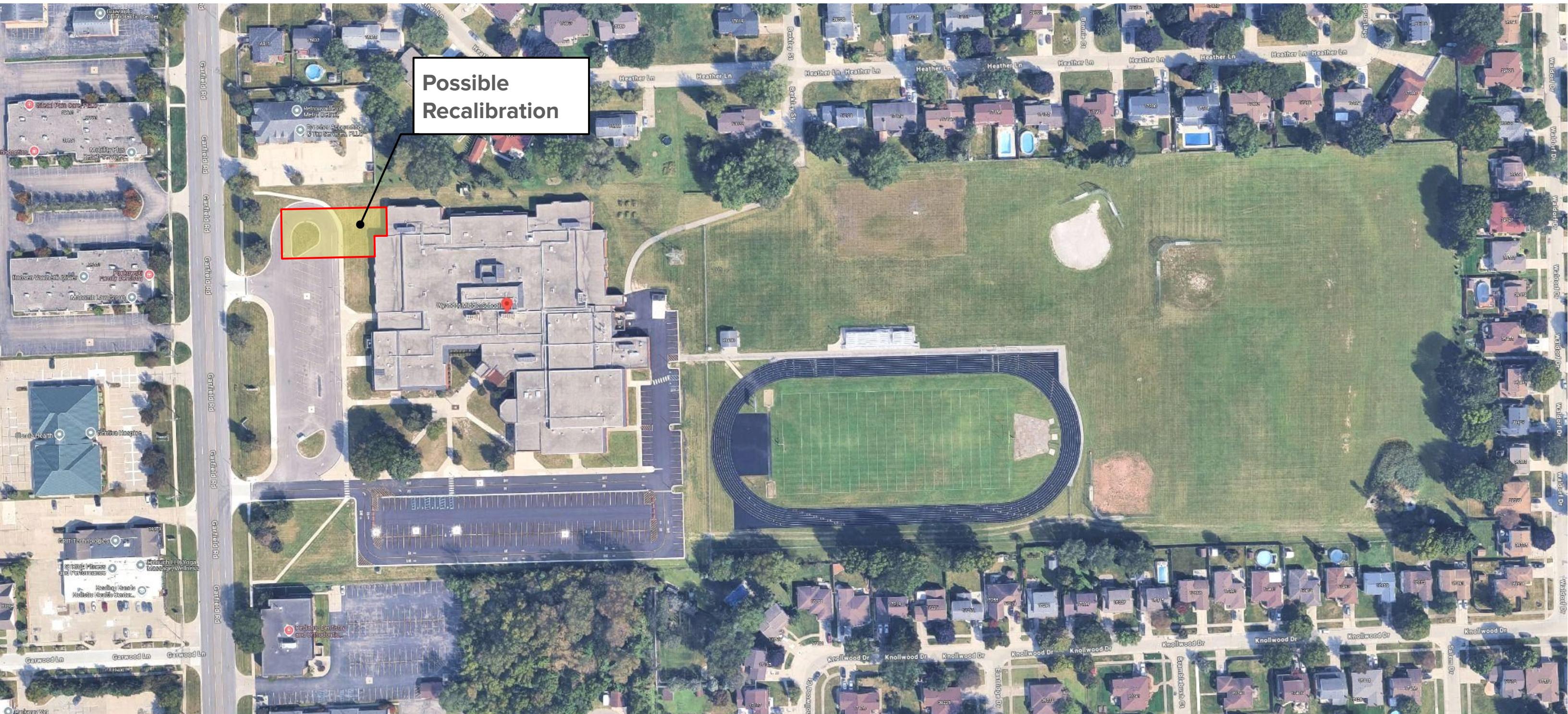
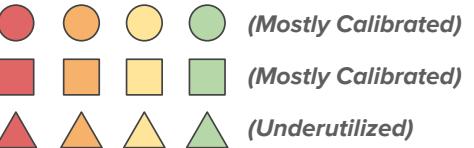
Facilities Conditions (Weak)

(Strong)

Facilities Assessment (*Needs Substantial Calibration*)

Ed. Program Alignment (*Need Substantial Calibration*)

Student Capacity Assessment SF/STU (**Overcrowded**)



ADMINISTRATION	
COMMONS & DINING	
CLASSROOMS	
FLEX STUDIO	
SMALL GROUP RM	
SPECIALTY SPACES	
SERVICE/STOR/TOILET RM	
VERTICAL CIRCULATION	
OUTDOOR LEARNING	
SECURE LOCKOFF	

Middle Schools | Wyandot

The diagrams below show the **current facility conditions** (left), and a **conceptual test-fit only** (right). The conceptual test-fit illustrates how the current facility could recalibrate space to meet the district's vision for teaching and learning, while also recalibrating its overall size to fit an 'ideal' square foot (SF) range.

*NOTE: CLP could relocate to Seneca to better utilize its underused facility space, and help meet the Department of Treasury's minimum utilization requirements.



CURRENT FLOOR PLAN

124,660 SF



12-SECTION CONCEPTUAL TEST-FIT

146,160 - 167,040 SF 'IDEAL' RANGE



Middle Schools | Iroquois

Current Facility Site Plan.



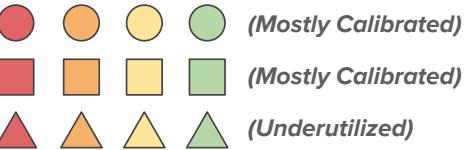
Facilities Conditions (Weak)

(Strong)

Facilities Assessment (Needs Substantial Calibration)

Ed. Program Alignment (Need Substantial Calibration)

Student Capacity Assessment SF/STU (Overcrowded)



Possible
Recalibrations



Fielding International / Designing schools where learners **thrive**



0' 60' 300'

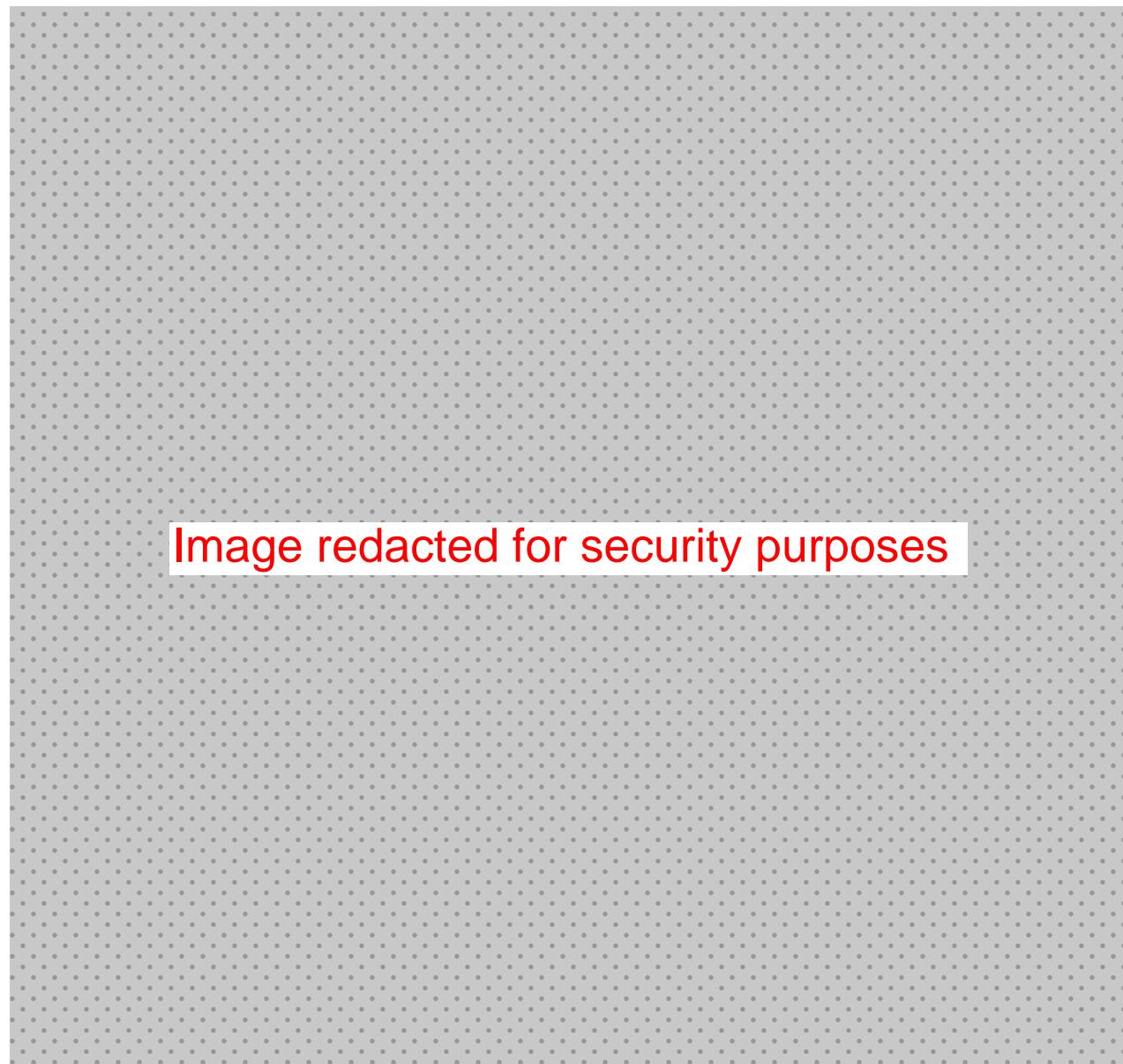


Chippewa Valley Schools / Master Plan 95

ADMINISTRATION	
COMMONS & DINING	
CLASSROOMS	
FLEX STUDIO	
SMALL GROUP RM	
SPECIALTY SPACES	
SERVICE/STOR/TOILET RM	
VERTICAL CIRCULATION	
OUTDOOR LEARNING	
SECURE LOCKOFF	

Middle Schools | Iroquois

The diagrams below show the **current facility conditions** (left), and a **conceptual test-fit only** (right). The conceptual test-fit illustrates how the current facility could recalibrate space to meet the district's vision for teaching and learning, while also recalibrating its overall size to fit an 'ideal' square foot (SF) range.



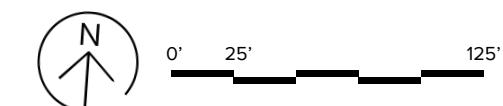
CURRENT FLOOR PLAN

146,850 SF



12-SECTION CONCEPTUAL TEST-FIT

146,160 - 167,040 SF 'IDEAL' RANGE



Middle Schools | Seneca

Current Facility Site Plan.



Facilities Conditions (Weak)

(Strong)

Facilities Assessment (Needs Substantial Calibration)

(Mostly Calibrated)

Ed. Program Alignment (Need Substantial Calibration)

(Mostly Calibrated)

Student Capacity Assessment SF/STU (Overcrowded)

(Underutilized)



Fielding International / Designing schools where learners **thrive**



0' 60' 300'



Chippewa Valley Schools / Master Plan 97

ADMINISTRATION	
COMMONS & DINING	
CLASSROOMS	
FLEX STUDIO	
SMALL GROUP RM	
SPECIALTY SPACES	
SERVICE/STOR/TOILET RM	
VERTICAL CIRCULATION	
OUTDOOR LEARNING	
SECURE LOCKOFF	

Middle Schools | Seneca

The diagrams below show the **current facility conditions** (left), and a **conceptual test-fit only** (right). The conceptual test-fit illustrates how the current facility could recalibrate space to meet the district's vision for teaching and learning.

**NOTE: CLP could relocate to Seneca to better utilize its underused facility space, and help meet the Department of Treasury's minimum utilization requirements.*



CURRENT FLOOR PLAN

200,000 SF



CLP PROGRAM POSSIBLE RELOCATION



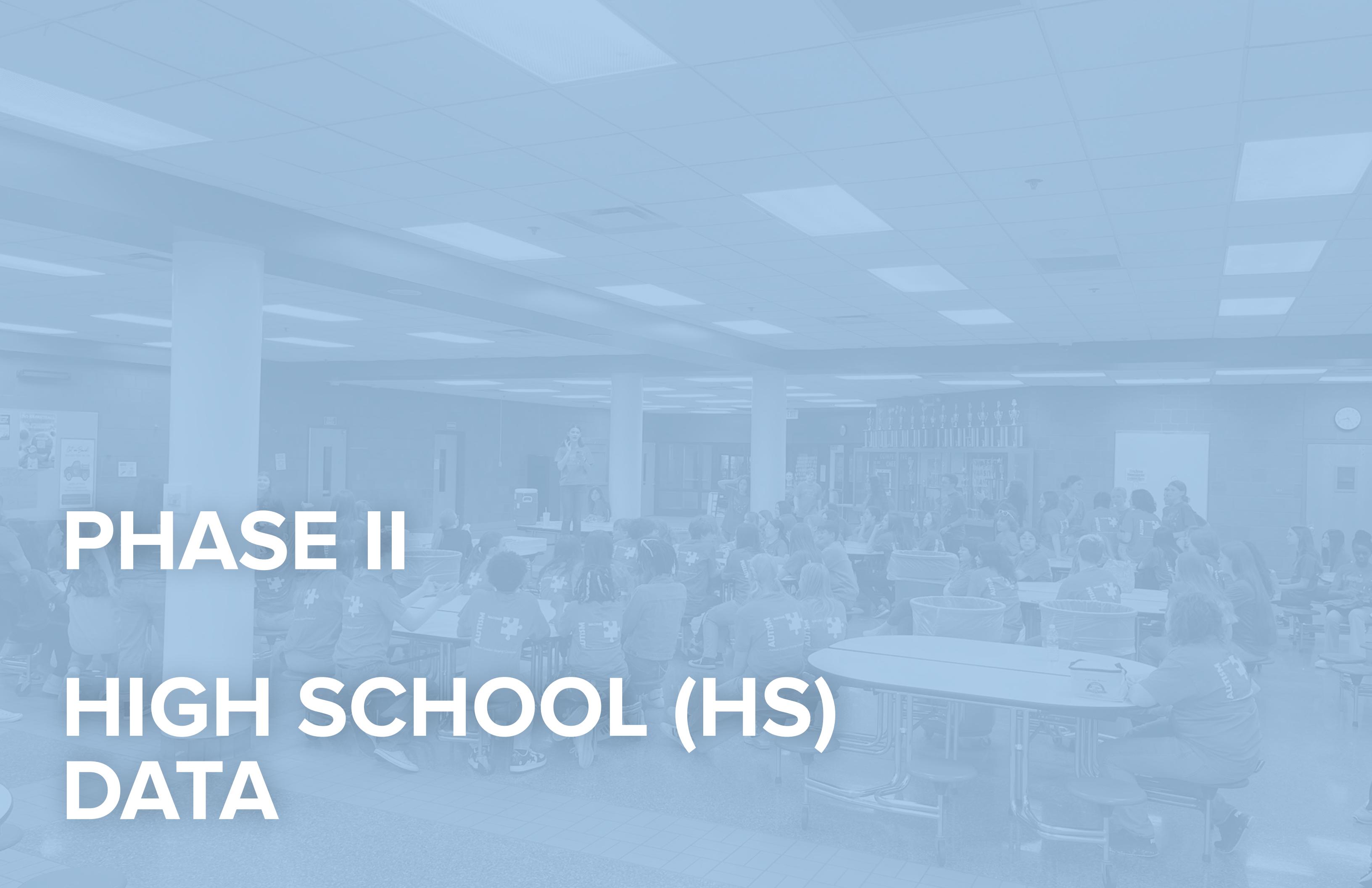
Fielding International / Designing schools where learners **thrive**



0' 30' 150'



Chippewa Valley Schools / Master Plan 98



PHASE II

HIGH SCHOOL (HS)

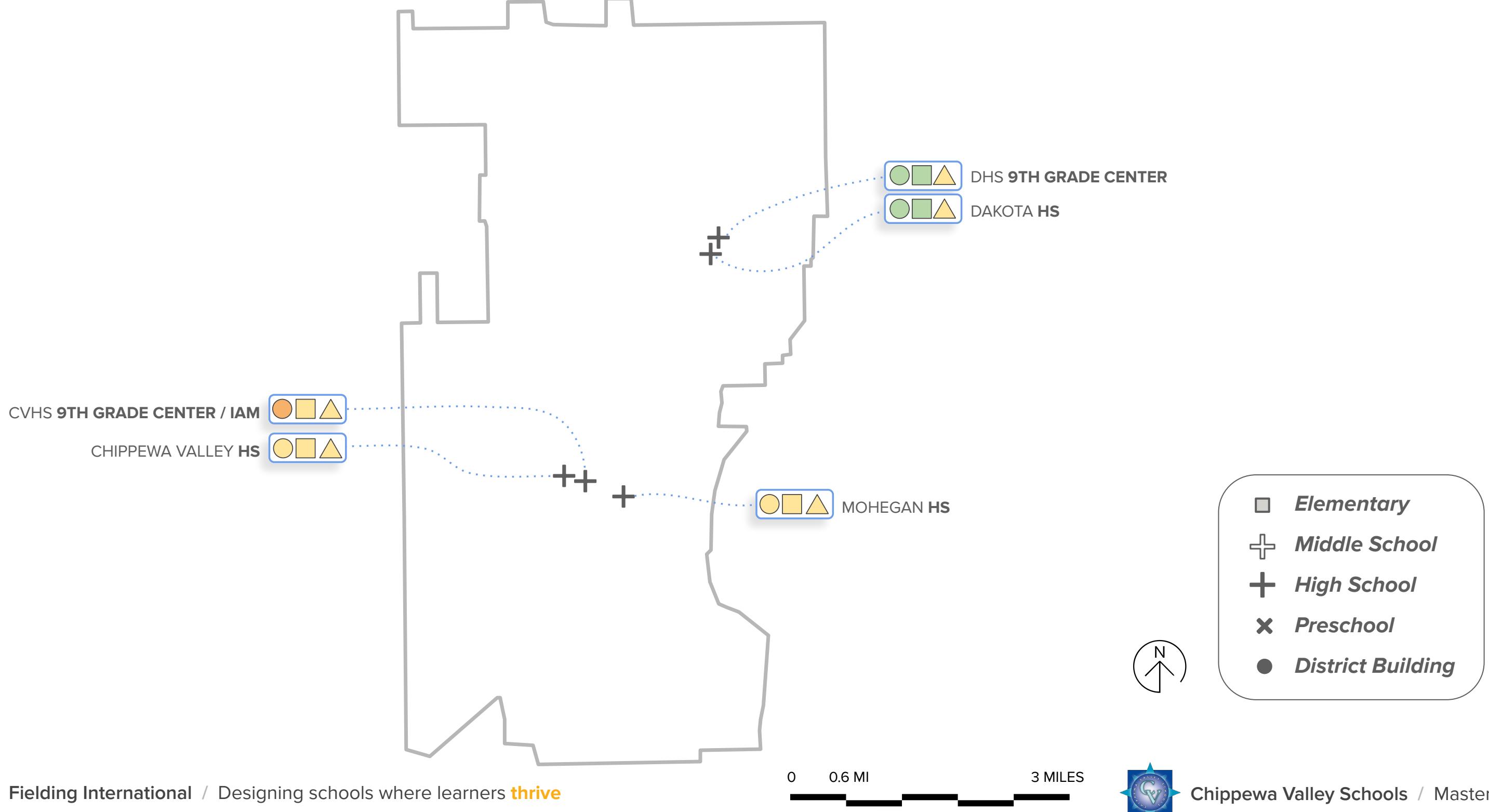
DATA

High Schools | Current District Map

Facilities Conditions (Weak) ← → (Strong)

- Facilities Assessment (Needs Substantial Calibration) ● ○ ○ ○ (Mostly Calibrated)
- Ed. Program Alignment (Need Substantial Calibration) ■ ■ ■ ■ (Mostly Calibrated)
- Student Capacity Assessment SF/STU (Overcrowded) ▲ ▲ ▲ ▲ (Underutilized)

High schools support a variety of purpose in a district—from core curriculum, to specialties like CTE, IAM, and alternative education. Strategic planning is essential to ensure these communities are **uplifted, informed, and actively engaged** throughout the recalibration process.



Community | The Manthey Property

Current 40 acre Site Plan.

What the site could be used for:

- + Homage to the Native American heritage of the area (e.g. museum)
- + Nature trails
- + Career & Tech Ed programs (e.g. Agriculture)
- + Athletic facilities



A photograph of a modern educational space, likely a library or study area. The room is filled with natural light from large windows on the right. In the foreground, several students are seated at round tables, working on laptops and reading. In the background, tall, floor-to-ceiling bookshelves are filled with books. The ceiling is made of a grid of rectangular panels, and the floor is a light-colored wood parquet. The overall atmosphere is bright and focused.

EDUCATIONAL SPECIFICATIONS

Context | The Vision & Alignment Process

Guiding principles set the stage for how schools' physical environments ("the facilities") and Teaching and Learning can change to reflect the needs and values of a school community.

An Educational Specification should layout the specific aspects of an ideal school facility that aligns with teaching and learning within the district. This section outlines how each guiding principle set forth in Chippewa Valley's visioning process can be linked to real actions that could be implemented in the physical school environment or through teaching and learning.

Discovery & Visioning

What We Learned

Guiding Principles

Education Specification

What this looks like?
Physical Environment

Spaces Types & Needs
Spatial Qualities
Typical Sizes
Locations & Adjacencies

What this looks like?
Teaching & Learning

Learning Experiences & Modalities
Instructional Practices

Context | Guiding Principles to Align Education Program & Space

Guiding Principles

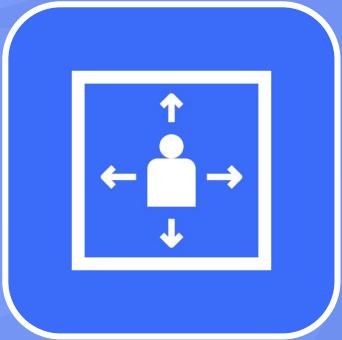
Space Implications

Ed Program Implications

Recalibrate Space

Ensure parity by anticipating enrollment trends and evolving student support needs by aligning physical environments with research-based teaching methods and optimizing space for efficiency and adaptability.

NOTE: Due to underutilization, the Department of Treasury requires any new additions to be accompanied by a same sized closures.



Recalibrate Resources

Ensure parity by balancing opportunities and resources for all, view each facility as part of a unified system, uphold district-wide standards of excellence, and optimize resource efficiency.



- **Integrated Campus Facilities** – provide furniture, technology, and other resources that support hands on learning, breakout work, collaboration, and flexibility of learning modalities.
- **Parity in Learning Spaces** – Balance the quantity, quality, and size of learning spaces to ensure a common standard of excellence where all students and staff receive equal access to support, materials, and technology.
- **Modernized Spaces** – balance and improve spaces across the district to embody the high level of excellence CVS has chosen by integrating supportive spaces for hands on learning, breakout work, collaboration, and flexibility of learning modalities.

- **Adapting Class Sizes and Grouping Strategies** – Offering flexible class structures and schedules that respond to changing enrollment and diverse learner needs.
- **Expanding Support Services and Intervention Programs** – Scaling access to counselors, specialists, and wellness resources in alignment with student population growth.
- **Integrating Innovative Teaching Models** – Supporting team teaching, interdisciplinary projects, and blended learning through adaptable, research-informed instructional spaces.

- **Connected Physical Learning Environments** – Facilities that embody a cohesive design and operation, establishing a CVS identity that supports consistent experiences within and across the campuses.
- **Equity-Focused Resource Hubs** – Centralized access points ensuring all students and staff receive equal support, materials, and technology.
- **Flexible, Multi-Use Spaces** – Efficiently designed areas that adapt to various programs and needs while maximizing resource use.

- **Standardizing Access to Core Academic and Support Services** – Ensuring all students receive consistent instruction, materials, and interventions regardless of school location.
- **Aligned Resources** – Establish and consistently support district-wide standards of excellence that align with building during skills, expanding learning, and prioritizing wellness, safety, and belonging.
- **Maximizing Use of Shared Resources** – Encouraging cross-campus collaboration, resource sharing, and strategic scheduling to make the most of staff, spaces, and materials.

Context | Guiding Principles to Align Education Program & Space

Guiding Principles

Build Durable Life Skills

Create conditions that support collaboration, relationship building, and constructive discourse, while providing space to develop essential skills of problem solving, critical thinking, adaptability, and a growth mindset.



Space Implications

- **Collaborative Learning Studios** – Flexible rooms designed for group work, discussions, and project-based learning to foster teamwork and communication skills.
- **Skill-Building Labs** – Dedicated spaces equipped for problem solving, critical thinking exercises, and hands-on adaptability challenges.
- **Reflection and Growth Zones** – Areas that encourage mindfulness, self-assessment, and the development of a growth mindset through quiet study and peer feedback.

Ed Program Implications

- **Embedding Collaboration and Communication Skills into Curriculum** – Prioritizing group projects, peer feedback, and dialogue-based learning across subjects.
- **Fostering Interdisciplinary and Problem-Based Learning** – Designing programs that challenge students to think critically and solve real-world problems across content areas.
- **Cultivating Growth Mindset Practices** – Incorporating reflection, goal setting, and adaptive learning strategies that build resilience and self-directed learning.

Prioritize Wellness, Safety, and Belonging

Design physical environments that promote safety, community, and cultural relevance while supporting holistic well-being through outdoor learning, human-centered design, and spaces to retreat, recharge, and reintegrate.



- **Wellness and Retreat Areas** – Quiet, calming spaces for reflection, regulation, and emotional recharge both indoors and out.
- **Community Commons** – Flexible spaces that celebrate cultural identity and foster belonging for all users.
- **Daylighting and Outdoor Sightlines** - Intentional integration of natural light and a variety of focal lengths that include nature.
- **Holistic Branding** - Develop consistent branding for all schools to build pride and a sense of identity as a CVS student.
- Keep commutes reasonable and disruption to students and neighborhoods low.
- Keep staff informed, engaged, and their needs considered.

- **Embedding Learner-Centered Moves into Daily Routines** – Integrating elements of scaffolded independence across curricula and providing structured opportunities for emotional regulation and relationship building.
- **Expanding Outdoor and Nature-Based Education** – Incorporating environmental literacy, outdoor classrooms, and movement-based learning as core components of the school day.
- **Promoting Student-Centered Practices** – Designing culturally responsive lessons and activities that affirm belonging and create safe, supportive learning experiences for all students.

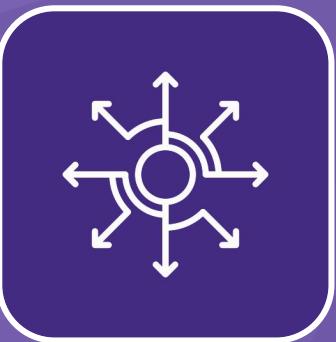


Context | Guiding Principles to Align Education Program & Space

Guiding Principles

Expand Learning

Expand meaningful, authentic learning by fostering holistic academic success through experiential opportunities, creative engagement, and partnerships like trips, clubs, and athletics that open possibilities for all students.



Space Implications

- **Experiential Learning Labs** – Hands-on spaces for project-based activities, maker workshops, and creative exploration.
- **Flexible Partnership Hubs** – Areas designed to support clubs, athletics, and community collaborations that enrich student experiences.
- **Dynamic Outdoor Classrooms** – Versatile outdoor spaces for field trips, physical education, and real-world learning opportunities.

Ed Program Implications

- **Increasing Project-Based and Experiential Learning** – Embedding hands-on, real-world experiences across subjects to deepen understanding and engagement.
- **Enhancing Extracurricular and Enrichment Offerings** – Expanding access to clubs, athletics, and field-based learning to support whole-child development.
- **Building Community and Industry Partnerships** – Creating programming that connects students with local organizations, professionals, and opportunities beyond the classroom.



Context | Design Patterns

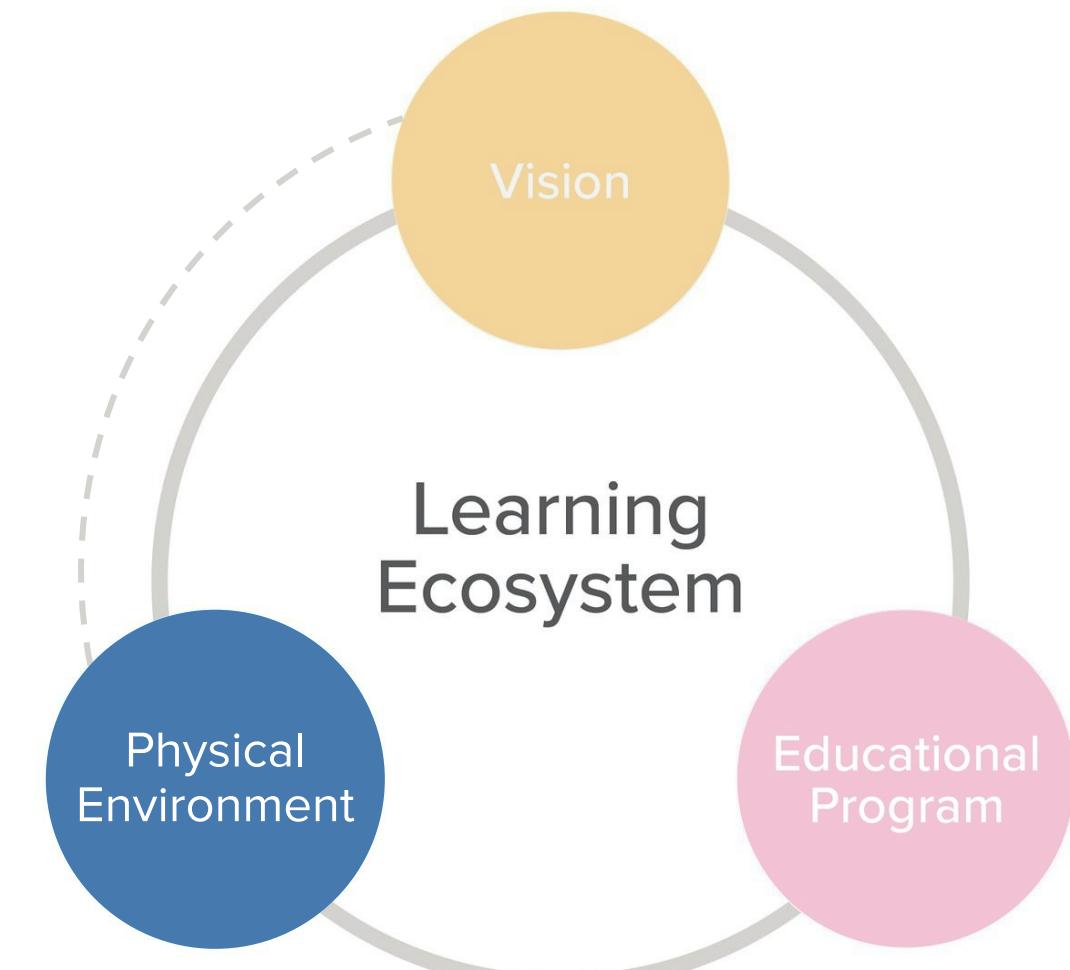
Design patterns identify how a space works. Patterns are expressed in a physical environment in many different ways depending on the school culture, program, and unique wants and needs of a school while still maintaining certain qualitative and quantitative characteristics.

Design Patterns offer solutions to recurring problems experienced in physical school environments throughout the world. Each pattern can be applied multiple ways, and serve as representation of spaces and spatial qualities that create the conditions for learners to thrive.

The following pages outline the design patterns that have been selected by the Chippewa Valley Schools to align with their Guiding Principles. This alignment between the Physical Environment and Vision informs the detailed educational specifications and lays part of the groundwork for the Master Plan.

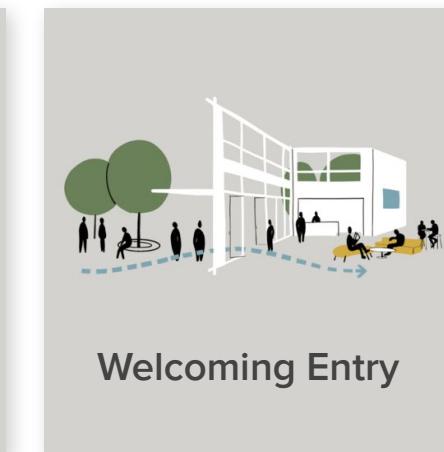
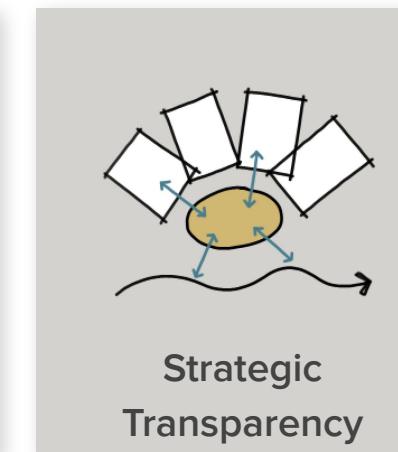
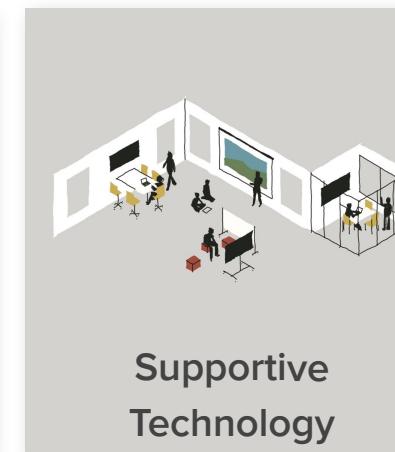
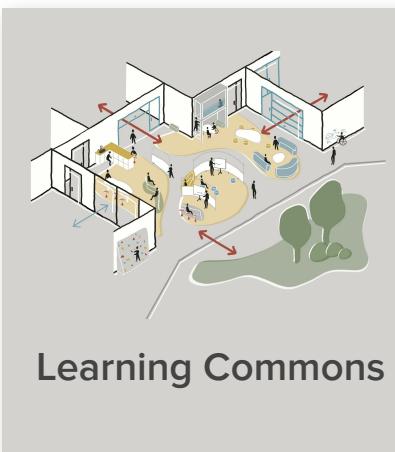
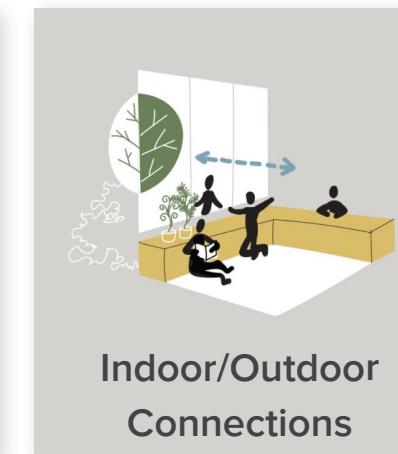
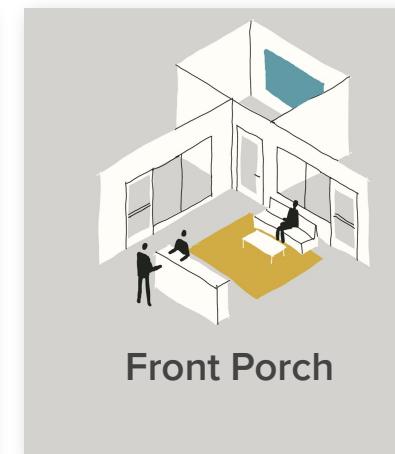
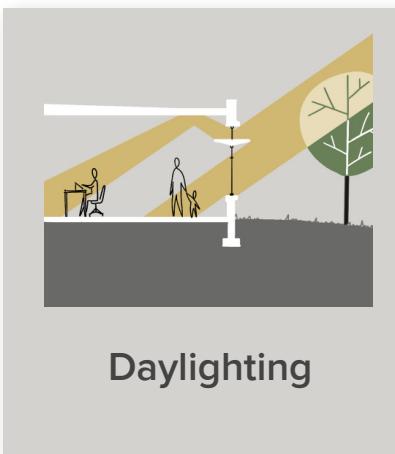


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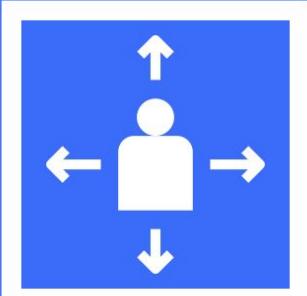


Context | Design Patterns

The following pages outline the alignment of Chippewa Valley Schools' Guiding Principles with example design pattern. Below are a few of Chippewa Valley Schools' top design patterns that surfaced during the discovery process.



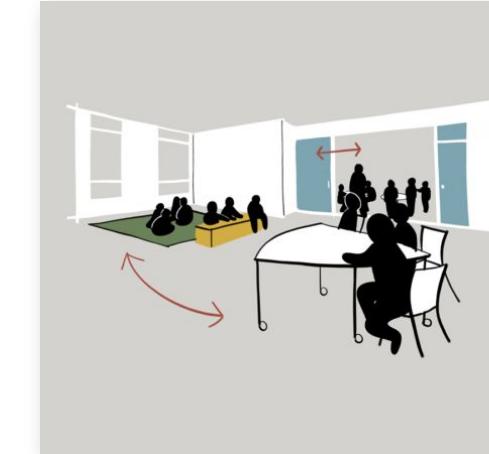
Context | Design Patterns



Recalibrate Space

Ensure parity by anticipating enrollment trends and evolving student support needs by aligning physical environments with research-based teaching methods and optimizing space for efficiency and adaptability.

NOTE: Due to underutilization, the Department of Treasury requires any new additions to be accompanied by a same sized closures.



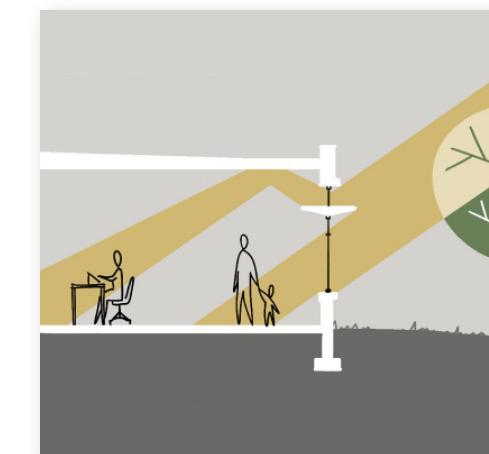
Agile Spaces

A diverse range of physical environments that help support multimodal learning. This spatial agility can be achieved through variety, adaptability, and flexibility of space and furniture pieces, depending on student needs.



Supportive Technology

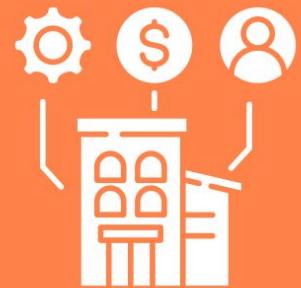
Technology that is well-integrated into the spatial design will promote holistic learning in multiple settings. Equity of access to power, displays, and other appropriate technologies enhances learning instead of hindering it.



Daylighting

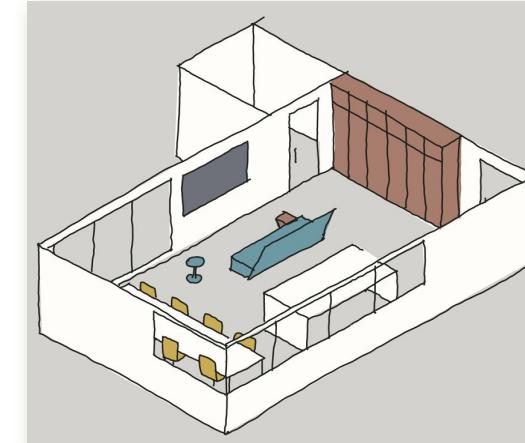
Thoughtful daylighting strategies enhance student well-being and learning, and should be considered in all new buildings and renovations where appropriate. A balanced approach that includes glare control, shading, and circadian lighting further supports both student experience and overall building performance.

Context | Design Patterns



Recalibrate Resources

Ensure parity by balancing opportunities and resources for all, view each facility as part of a unified system, uphold district-wide standards of excellence, and optimize resource efficiency.



Educator Workroom

A dedicated teacher and adult space focused on individual work alongside collaboration, co-teaching, and lesson planning. These spaces benefit from being embedded within a learning community, to maintain sight lines and connections. Paired near a Learning Commons, this space is easily accessed and a central space for passive supervision.



Front Porch

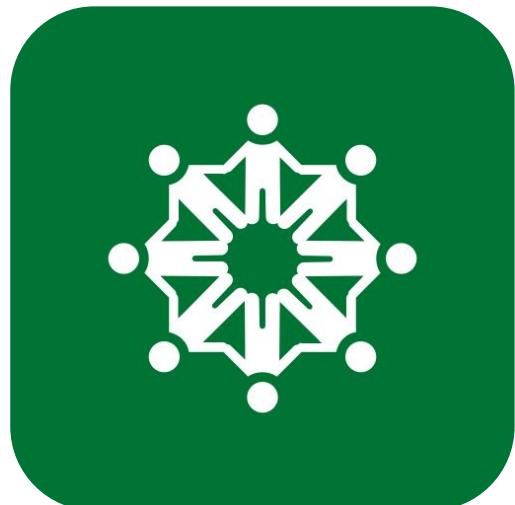
An inviting, less formal environment in close proximity to more formal or private spaces. This creates a gradient of informal to formal space that is more accessible, cultivates stronger interpersonal interactions, and can shift student or staff perceptions about how and when to engage counselors, principals, or other users.



Welcoming Entry

Schools should balance security and a welcoming presence in order to distribute resources and connections to all users: a covered entry for weather protection, a signature element representing the school, strategically placed administrative offices for visitor contact and student monitoring, and a separate multipurpose space for community gatherings.

Context | Design Patterns



Build Durable Life Skills

Create conditions that support collaboration, relationship building, and constructive discourse, while providing space to develop essential skills of problem solving, critical thinking, adaptability, and a growth mindset.

Agile Specialty Lab

Flexible and multimodal spaces foster active STEAM activities. These lab spaces are often slightly larger than a typical Learning Studio /classroom, working within a suite or hub of different lab spaces. Rooms are equipped with fixed elements along the perimeter to allow for changes in room arrangement over time. Mobile lab tables and equally distributed power throughout the room promote flexibility and adaptability.

Learning Studio

Learning Studios are dynamic, multi-zoned physical learning environments designed to break away from the limitations of traditional classrooms by supporting a variety of activities simultaneously. The space is designed to encourage flexibility and adaptability, catering to diverse learning modalities and activities within one space.

Casual Eating Areas

Distributing small, casual eating areas throughout a school significantly improves student daily experience. Distributing these areas throughout the school grants students autonomy over when, how, and where they eat—providing cozy, welcoming gathering spots. Similar to small cafés, these spaces can also serve as inviting, versatile work areas for individuals or small groups when not in use for dining.

Context | Design Patterns



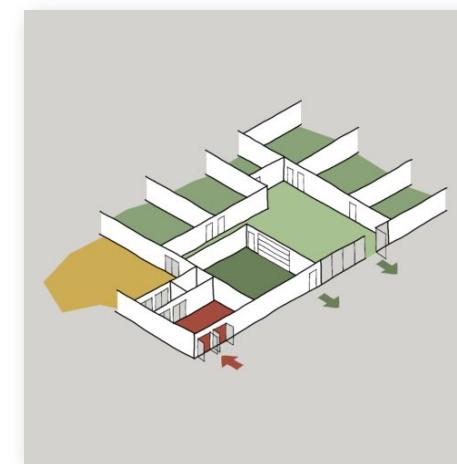
Prioritize Wellness, Safety, and Belonging

Design physical environments that promote safety, community, and cultural relevance while supporting holistic well-being through outdoor learning, human-centered design, and spaces to retreat, recharge, and reintegrate.



Calming Retreat

The Calming Retreat is a dedicated, low-sensory space where students and adults can use for self-regulation, set away from active and lively spaces. The space is designed for visual and acoustic quiet, with views to nature and the outdoors, while still maintaining easy access from other spaces.



Layered Access & Security

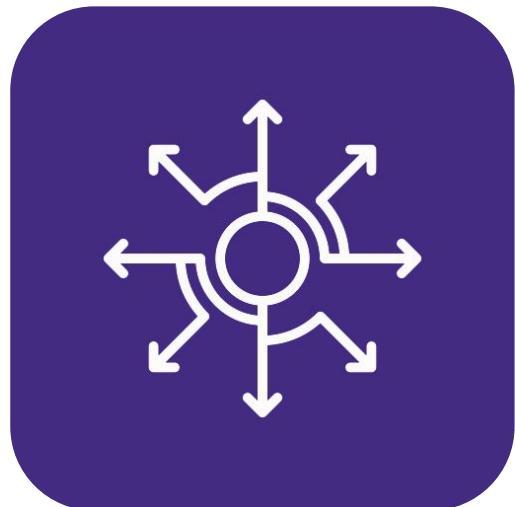
Creating clear public, semi-public, and private zones promotes a secure layout approach with controllable access to the school. Secure vestibules and reception spaces are locked off from learning spaces, with core learning wings being the most private.



Cave Space

Cave Spaces created by small, cozy nooks with lower ceilings (typically enclosed by 2-3 walls or elements), soft light, and comfortable seating allow enough space and help create time for individuals or small groups to reflect. These are easily accessible from shared spaces.

Context | Design Patterns



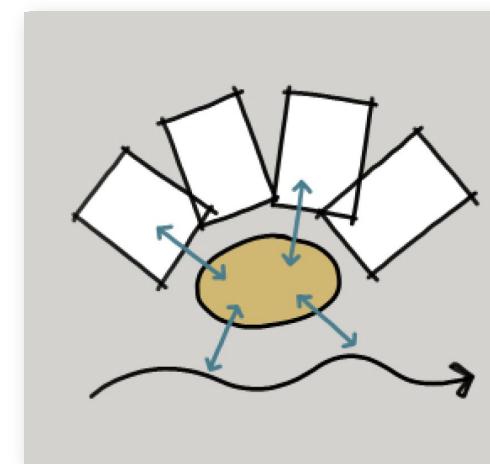
Expand Learning

Expand meaningful, authentic learning by fostering holistic academic success through experiential opportunities, creative engagement, and partnerships like trips, clubs, and athletics that open possibilities for all students.



Learning Commons

The Learning Commons is a gathering space dedicated to a larger group or grade level. It may help determine the types of differentiated learning zones and resources within the greater Learning Community. This space is equipped with natural light, high-quality acoustics, and resources appropriate to the age group and learning needs of students.



Strategic Transparency

Fostering strong connections between different spaces in favor of collaboration, while promoting passive supervision. Glass and visibility are located in appropriate and strategic locations that promote focus instead of distraction.



Indoor / Outdoor Connections

Indoor-outdoor access expands learning spaces beyond school walls. Incorporate exterior vistas, outdoor project porches, learning terraces, balconies, and seating for reading, eating, and conversing. Utilize natural and landscaped features like trails, gardens, and playfields.

Context | Educational Specifications

What is an “Ed Spec”?

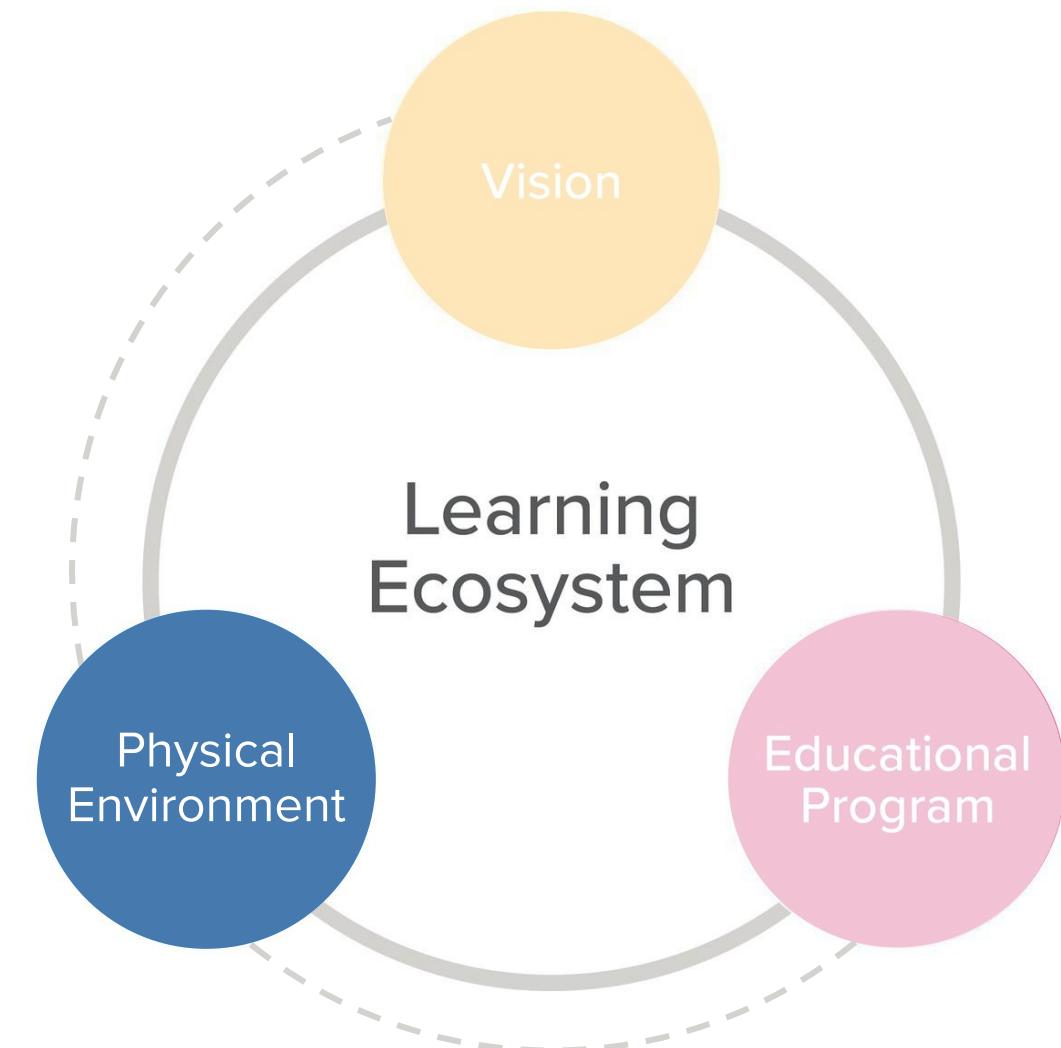
An Educational Specification (“Ed Spec”) sets a clear standard to guide upcoming renovations, changes, or new construction.

A well-developed Ed Spec includes a detailed narrative that describes the educational organization’s vision and provides a list of spaces with ideal conditions such as size, adjacencies, equipment, and spatial characteristics.

The purpose of this Ed Spec is to align Chippewa Valley Schools’ vision and educational program with its physical environment. Specifically, it is intended to:

- Describe the ideal learning environments, both quantitatively and qualitatively, in line with the district’s vision.
- Enhance educational and community outcomes through clear design standards that reflect the vision for learning.
- Serve as a benchmark for future school renovations and construction projects.

The Ed Spec is not a comprehensive building program for each Chippewa Valley Schools facility. Rather, it represents the physical expression of a discovery process and is a key part of the Facilities Roadmap, focused on supporting excellent teaching and learning within an integrated educational ecosystem. The Ed Spec is has been developed through engagement with Chippewa Valley Schools in spring and summer 2025 as part of the Discovery Process and Roadmap Development.



Context | Enrollment Analysis & Ideal Environment Context

Ideal Physical Environments

Example: 3-Section School		Ideal Conditions		Benchmark: 'Cherokee'	
Program	Capacity: 458 @ 85% of max	Total SF	10,300	Total SF	11,750
Community Spaces					
- Cafeteria					
- Welcoming Entry / School Heart					
- Stage					
- Library / Media Center / LGI					
Core Learning Spaces	28,550		30,330		
- K-5 Learning Spaces					
- Student Support					
- Creative Learning Program (CLP)					
Specialty Spaces	7,500		8,900		
- Physical Education					
- Art					
- Music					
- STEM					
Administrative Spaces	3,000		3,550		
- Main Office & Staff Spaces					
- Student Services					
Building Ops / Maintenance	3,500		4,000		
- Food Service					
- Building Service					
Total Net SF	52,850		58,530		
Grossing Factor (Circulation, Mechanical Spaces, Construction Material Thickness)		x 1.3		x 1.35	
Total Gross SF	Design Capacity @ 458 STU	150 SF/STU	68,700		78,700
	Max Capacity @ 540 STU	130 SF/STU			

Enrollment Analysis

Plante Moran Realpointe | January 2025

Grades	Student Capacity	Actual	Projection	Projection	2024-2029 Difference
		2024	2025	2029	
Elementary	K-5	7,358	5,990	5,898	5,418 - 572
Middle School	6-8	5,644	3,278	3,264	3,259 - 19
High School	9-12	6,290	4,894	4,786	4,633 - 261
Totals:	K-12	19,292	14,161	13,947	13,310 - 852

Target: 85.0%

Note:

*Average Max Capacity per Classroom

Capacity based on following assumptions: 30 students at K-5, 34 students at 6-8, 34 students at 9-12

Enrollment does not include pre-K, special programs, or out of district IAM students/classrooms

Benchmark Schools

A “Benchmark” school is an existing school within the district that is the most aligned with the districts’ goals for enrollment and space allocation per student. In the following pages, each ideal physical school environment is compared against the benchmark. The choice of a benchmark school does not include an analysis of the qualities and organization of spaces, and therefore does not mean that the benchmark school is perfect example of the district’s vision and goals, or that it does not also need improvement.

Ideal Conditions

The following pages outline the ideal conditions for school facilities in Chippewa Valley if all other factors were removed. This provides a goal for the district to strive towards as is reasonable given current conditions.

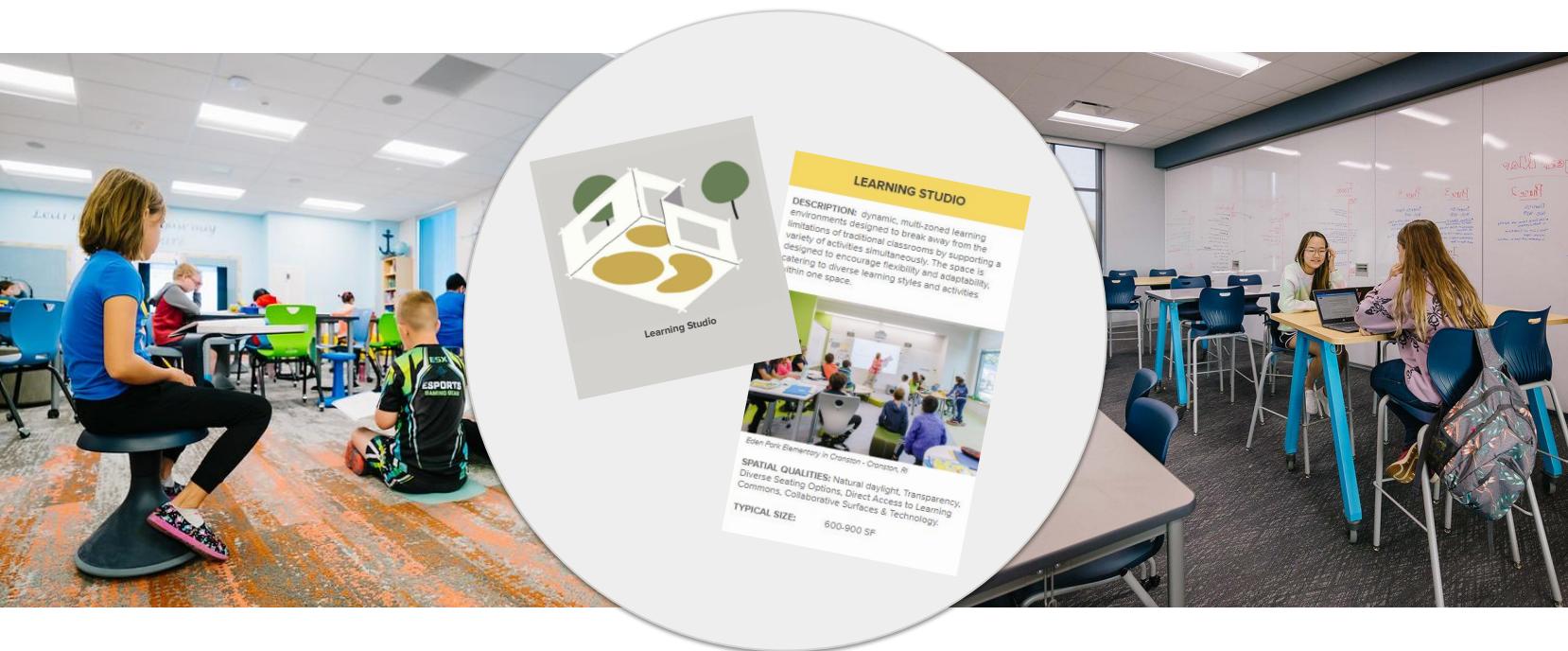
What is a “Section?”

A “section” of a school refers to the number of fully-enrolled classes (classrooms) per grade level. For example, a 3-section elementary school that enrolls students in grades K-5 would have (3) classes at each grade level.

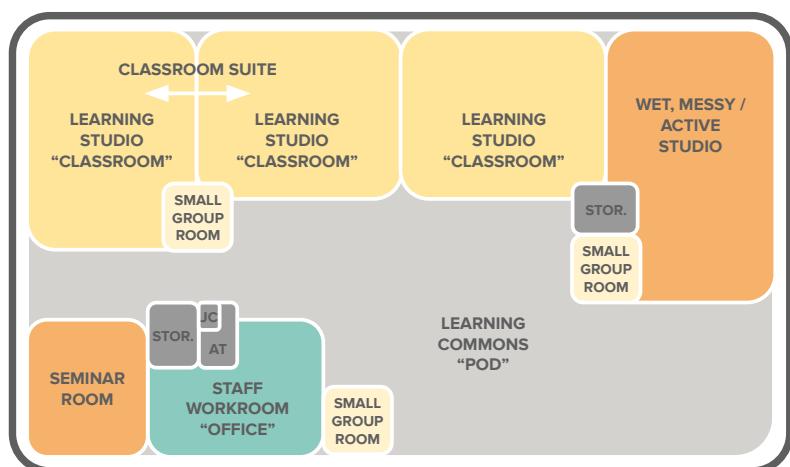


Context | Educational Specifications Format

How to Read this Document



The following pages combine information outlined in the Design Patterns and integrate them into organized spaces and zones that align with the enrollment and benchmark school analysis.



Ed-Spec Diagrams are adjacency and grouping guidelines for schools to form a variety of different physical learning environments. These represent an aggregation of specific design components that make them unique, and are then customized for each school.

SPACE TYPE NAME
DESCRIPTION: OF SPACE
Example Image
SPATIAL QUALITIES:
TYPICAL SIZE: SF

Design Component Cards describes each space (usually a specific room) and its qualities in specific physical learning environments.



ELEMENTARY IDEAL PHYSICAL ENVIRONMENTS

Elementary I Ideal Physical Environments

The table below compares the existing physical space program at Cherokee Elementary School (Chippewa Valley's benchmark elementary school) to the ideal program for a 3-section elementary school.

Example: 3-Section School

Ideal Conditions

Benchmark: 'Cherokee'

Program	Capacity: 458 @ 85% of max	Total SF		Total SF
Community Spaces		10,300		11,750
- Cafeteria				
- Welcoming Entry / School Heart				
- Stage				
- Library / Media Center / LGI				
Core Learning Spaces		28,550		30,330
- K-5 Learning Spaces				
- Student Support				
- Creative Learning Program (CLP)				
Specialty Spaces		7,500		8,900
- Physical Education				
- Art				
- Music				
- STEM				
Administrative Spaces		3,000		3,550
- Main Office & Staff Spaces				
- Student Services				
Building Ops / Maintenance		3,500		4,000
- Food Service Spaces				
- Building Service Spaces				
Total Net SF		52,850		58,530
Grossing Factor (Circulation, Mechanical Spaces, Construction Material Thickness)		<i>x 1.3</i>		<i>x 1.35</i>
Total Gross SF	Design Capacity @ 458 STU Max Capacity @ 540 STU	150 SF/STU 130 SF/STU	68,700	78,700



Elementary | Ideal Physical Environments

The table below compares the existing physical space program at Cherokee Elementary School (Chippewa Valley's benchmark elementary school) to the ideal program for a 3.5-section elementary school.

Example: 3.5-Section School

Ideal Conditions

Benchmark: 'Cherokee'

Program	Capacity: 546 @ 85% of max	Total SF		Total SF
Community Spaces		12,300		11,750
- Cafeteria				
- Welcoming Entry / School Heart				
- Stage				
- Library / Media Center / LGI				
Core Learning Spaces		33,600		30,330
- K-5 Learning Spaces				
- Student Support				
- Creative Learning Program (CLP)				
Specialty Spaces		9,300		8,900
- Physical Education				
- Art				
- Music				
- STEM				
Administrative Spaces		3,700		3,550
- Main Office & Staff Spaces				
- Student Services				
Building Ops / Maintenance		4,100		4,000
- Food Service Spaces				
- Building Service Spaces				
Total Net SF		63,000		58,530
Grossing Factor (Circulation, Mechanical Spaces, Construction Material Thickness)		<i>x 1.3</i>		<i>x 1.35</i>
Total Gross SF	Design Capacity @ 546 STU Max Capacity @ 630 STU	150 SF/STU 130 SF/STU	81,900	78,700



Elementary I Ideal Physical Environments

The table below compares the existing physical space program at Ojibwa Elementary School (Chippewa Valley's benchmark elementary school) to the ideal program for a 4-section elementary school.

Example: 4-Section School

Ideal Conditions

Benchmark: 'Ojibwa'

Program	Capacity: 624 @ 85% of max	Total SF		Total SF
Community Spaces		14,000		10,300
- Cafeteria				
- Welcoming Entry / School Heart				
- Stage				
- Library / Media Center / LGI				
Core Learning Spaces		38,400		39,400
- K-5 Learning Spaces				
- Student Support				
- Creative Learning Program (CLP)				
Specialty Spaces		10,500		10,500
- Physical Education				
- Art				
- Music				
- STEM				
Administrative Spaces		4,500		5,300
- Main Office & Staff Spaces				
- Student Services				
Building Ops / Maintenance		4,600		3,600
- Food Service Spaces				
- Building Service Spaces				
Total Net SF		72,000		69,100
Grossing Factor (Circulation, Mechanical Spaces, Construction Material Thickness)		<i>x 1.3</i>		<i>x 1.35</i>
Total Gross SF	Design Capacity @ 624 STU Max Capacity @ 720 STU	150 SF/STU 130 SF/STU	93,600	93,300



Elementary I Ideal Physical Environments

The table below compares the existing physical space program at Sequoyah/Shawnee Elementary School (Chippewa Valley's benchmark elementary school) to the ideal program for a 4-section elementary school.

Example: 4-Section School

Ideal Conditions

Benchmark: 'Sequoyah/Shawnee'

Program	Capacity: 624 @ 85% of max	Total SF		Total SF
Community Spaces		14,000		10,100
- Cafeteria				
- Welcoming Entry / School Heart				
- Stage				
- Library / Media Center / LGI				
Core Learning Spaces		38,400		45,900
- K-5 Learning Spaces				
- Student Support				
- Creative Learning Program (CLP)				
Specialty Spaces		10,500		13,560
- Physical Education				
- Art				
- Music				
- STEM				
Administrative Spaces		4,500		4,850
- Main Office & Staff Spaces				
- Student Services				
Building Ops / Maintenance		4,600		3,200
- Food Service Spaces				
- Building Service Spaces				
Total Net SF		72,000		77,610
Grossing Factor (Circulation, Mechanical Spaces, Construction Material Thickness)		<i>x 1.3</i>		<i>x 1.39</i>
Total Gross SF	Design Capacity @ 624 STU Max Capacity @ 720 STU	150 SF/STU 130 SF/STU	93,600	107,850

Elementary | Core Physical Spaces

LEARNING STUDIO “CLASSROOM”

DESCRIPTION: dynamic, multi-zoned learning environments that remove the limitations of traditional classrooms by supporting simultaneous activities and fostering flexibility for diverse learning modalities.



Eden Park Elementary - Cranston, RI

SPATIAL QUALITIES: Natural daylight, Transparent, Diverse Seating Options, Direct Access to Learning Commons, Collaborative Surfaces & Technology. Access to resources.

TYPICAL SIZE: 800-1,000 SF

LEARNING SUITE “CLASSROOM SUITE”

DESCRIPTION: a pair of Learning Studios connected by an operable partition that can function as two acoustically separate spaces or one large shared physical environment, offering varied learning zones and supporting team teaching while balancing flexibility with sound control for diverse teaching styles and learning experiences. This is also a great way to build collective efficacy!



Academy of the Holy Names - Tampa, FL

SPATIAL QUALITIES: Natural daylight, Transparent, Diverse Seating Options, Direct Access to Learning Commons and adjacent Learning Studio, Collaborative Surfaces & Technology. Access to resources.

TYPICAL SIZE: 1,600-2,000 SF

LEARNING COMMONS “POD”

DESCRIPTION: a flexible, multi-functional space that fosters collaboration for staff and learners, creativity, and independent learning. Connected to Learning Studios, suites, and other varied physical environments for supervision and connection, it supports activities from group work to quiet study, adapting easily to diverse educational needs while serving as a vibrant hub for students and teachers. By adding this to a student's suite of core learning spaces, you build independence and increase ownership of their own learning journey.



Garden City Elementary - Cranston, RI

SPATIAL QUALITIES: Natural daylight, Transparent, Diverse Seating Options, Collaborative Surfaces & Technology, Variable Ceiling & Light Levels, Large Gathering & Presenting Features. Access to resources.

TYPICAL SIZE: 1,200-1,800 SF



Elementary | Core Physical Spaces

PROJECT COMMONS “POD”

DESCRIPTION: a versatile, open space where students engage in collaborative, project-based learning. Designed for both group and individual work, it supports creativity, hands-on activities, and interdisciplinary connections, encouraging exploration, sharing, and the development of real-world skills through active engagement.



Garden City Elementary - Cranston, RI

SPATIAL QUALITIES: Natural daylight, Transparent, Diverse Seating Options, Collaborative Surfaces & Technology, Accessible Wet & Messy Resources, Direct Access to Outdoor Project Area.

TYPICAL SIZE: 1,200-1,800 SF

EDUCATOR WORKROOM “OFFICE”

DESCRIPTION: a dedicated space for educators to plan, reflect, and collaborate. Equipped with flexible seating, technology, and ample surfaces, it supports both focused work and group discussions. The space fosters a professional community, encouraging the sharing of ideas and strategies to enhance student learning experiences. Having a workroom for each suite of spaces (or among each cohort of students) encourages connection, collaboration, and a shared learning experience. Another way to promote collective efficacy!



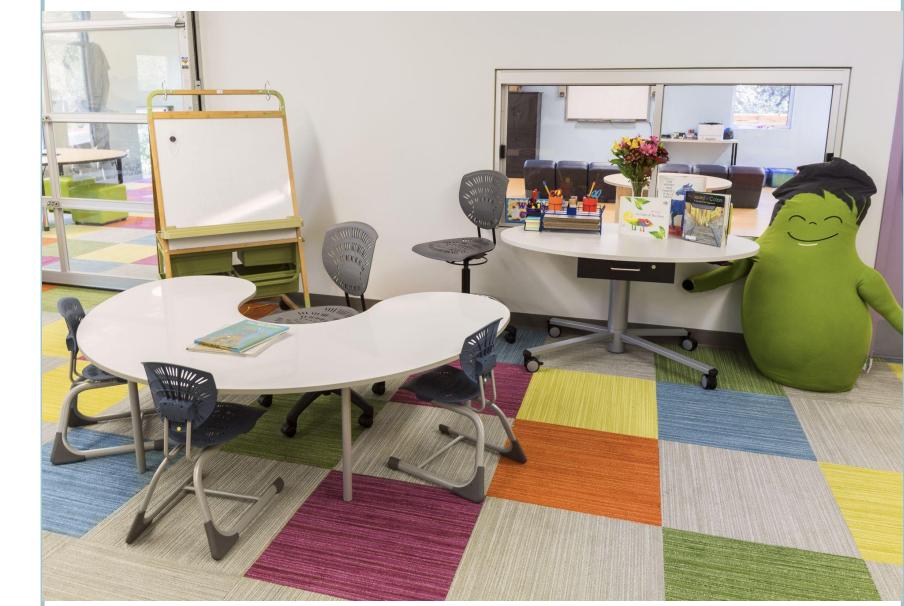
Garden City Elementary - Cranston, RI

SPATIAL QUALITIES: Natural daylight, Transparent, Diverse CoWorking Furniture Options, Direct Access to Learning Commons, Collaborative Surfaces & Technology, Personal Storage Options for Staff.

TYPICAL SIZE: 200-600 SF

STUDENT SUPPORT

DESCRIPTION: positioned near core learning areas, this space supports students' sensory, academic, and social needs while keeping them engaged in daily school life. With flexible furniture, calming zones, and adaptive resources, it enables smooth transitions between individual, small-group, and larger collaborative activities.



Garden City Elementary - Cranston, RI

SPATIAL QUALITIES: Calm & Predictable Layout, Acoustic Control, Adjustable Lighting, Flexible Zones, Sensory-Friendly Materials, Accessibility & Proximity.

TYPICAL SIZE: 300-600 SF



Elementary | Core Physical Spaces

SMALL GROUP ROOM

DESCRIPTION: a cozy, private space tailored for focused learning in small groups or one-on-one settings. Designed for flexibility, it promotes concentrated work, personalized support, and collaboration. Equipped with essential tools and comfortable seating, it creates an physical environment that supports individualized attention and meaningful interactions.



Meadowlark Elementary School - Boulder, CO

SPATIAL QUALITIES: Natural daylight, Transparent, Diverse Seating Options, Direct Access to Learning Commons, Collaborative Surfaces & Technology.

TYPICAL SIZE: 120-200 SF

CAVE SPACE

DESCRIPTION: a small, quiet area that feels enclosed while remaining part of a larger space, designed for focused, independent work or personal reflection. It provides a retreat from the noise and stimulation of more active areas, helping students regulate emotions, recharge, and engage deeply with concentration-intensive tasks.



Garden City Elementary - Cranston, RI

SPATIAL QUALITIES: Intimate & Quiet, Comfortable, Enclosed on 2-3 sides

TYPICAL SIZE: ANY

STUDENT STORAGE

DESCRIPTION: student storage should be placed intentionally. It should be located for easy access to outdoor learning, and in places where students can gather materials without disrupting ongoing learning. It should offer enough space for the resources students are expected to bring and be set at an age-appropriate height. It should also be positioned so it does not block sightlines or connections between core learning areas, the learning commons, and small group rooms.



Elementary School - South Clearfield, UT

SPATIAL QUALITIES: Flexible & Adaptable, Wellness-Focused, Hygienic, Personalized, Multifunctional, Clutter Reducing

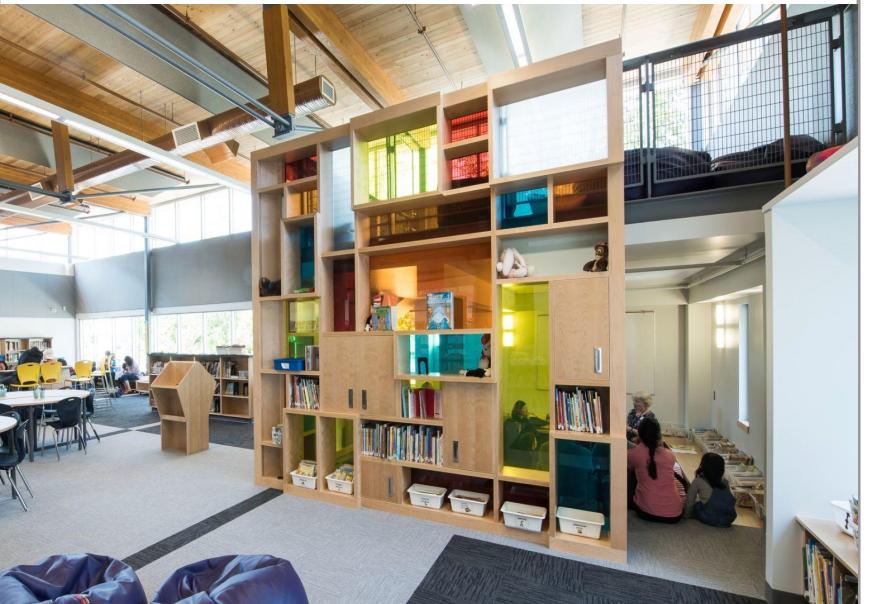
TYPICAL SIZE: N/A



Elementary | Core Physical Spaces

LEARNING RESOURCE STORAGE

DESCRIPTION: thoughtfully designed areas that support organization, accessibility, and flexibility. Strategically located near learning zones, they provide readily available tools, materials, and resources. Adaptable storage solutions, both open and closed, promote an efficient flow of materials for diverse learning activities and projects.



Norma Rose Point School - Vancouver, BC, Canada

SPATIAL QUALITIES: Flexible Individual & Group Storage Solutions, Short & Long Term Storage Solutions, Easily Accessible from Active Lab & Project Commons.

TYPICAL SIZE: 100-250 SF



Fielding International / Designing schools where learners **thrive**



Chippewa Valley Schools / Master Plan 125

Elementary | Core Learning Hub

3-Section Elementary Learning Hub (example layout)

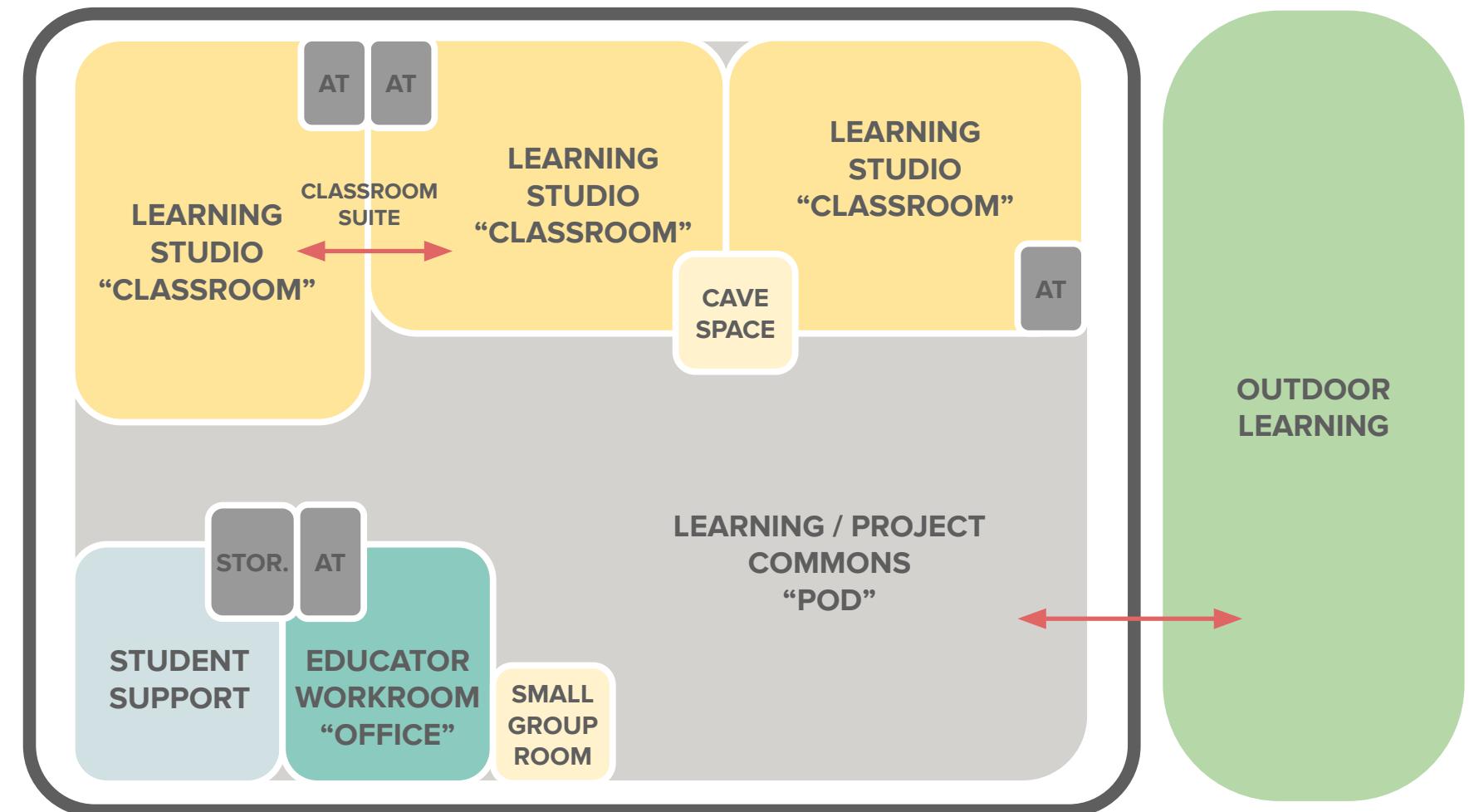
Learning Hubs offer a suite of connected, varied, learner-centered spaces that allow breakout work, collaborative learning, large group gathering, and individual retreat. The team of educators work together to support those in the Learning Community. This collaborative approach is dynamic for everyone, providing support, modeling, and comradery. Students are empowered to use the entire suite of spaces throughout the day, as learning modalities, expectations, and personal needs shift. Because of shared supervision and layers of privacy, all students can access what they need. The configuration also supports technology integration for real-time evaluation and feedback.

Types of Physical Environments

(3x) Learning Studio "Classroom"	800-1,000 SF
(1x) Student Support Room	350-500 SF
(2x) Small Group Room / Cave Space	120-200 SF
(1x) Educator Workroom "Office"	200-600 SF
(1x) Learning Commons "Pod"	1,200-1,800 SF
(2x) Storage	100-250 SF
(4x) K-2 Accessible Toilet (AT)	50-75 SF
Total	4,790-7,100 SF

Key Attributes

- Receives natural light and is designed with a quiet visual physical environment
- Large areas of free space for extended building and diverse learning / play
- Nooks and quiet areas, while allowing ease of movement
- High-quality, age-appropriate and purpose-designed furniture, fixtures, and equipment with accessible cubby and storage for all



*The information on this page represents an 'ideal' scenario for planning flexible and collaborative core Learning environment. The diagram is an example of spatial adjacencies, and not a defined layout that would be implemented in all CVS elementary schools identically.

Elementary | Core Learning Hub

3.5/4-Section Elementary Learning Hub (example layout)

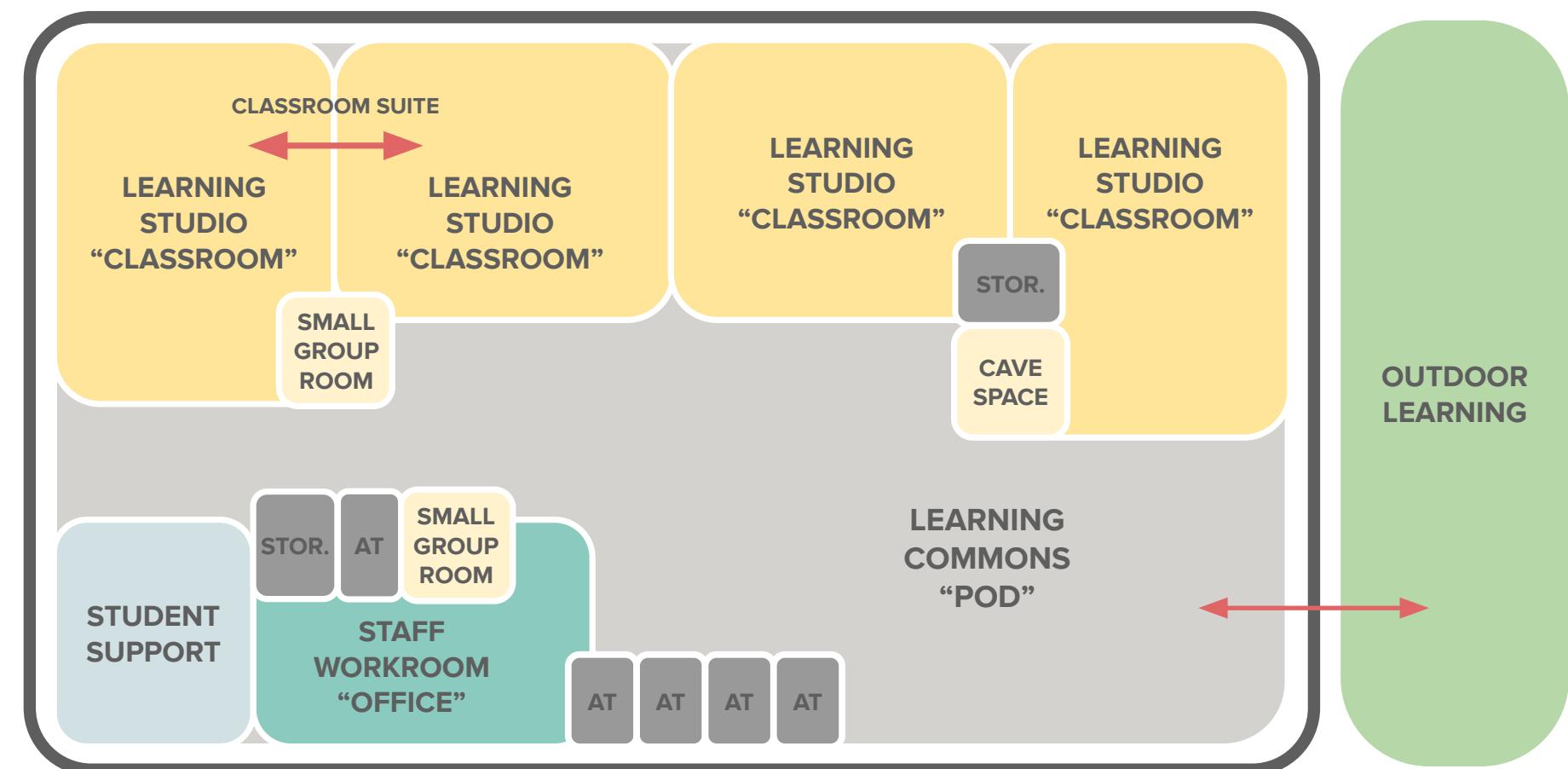
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Types of Physical Environments

(4x) Learning Studio "Classroom"	800-1,000 SF
(1x) Student Support Room	350-500 SF
(3x) Small Group Room / Cave Space	120-200 SF
(1x) Educator Workroom "Office"	200-600 SF
(1x) Learning Commons "Pod"	1,200-1,800 SF
(2x) Storage	100-250 SF
(5x) Accessible Toilet (AT)	50-75 SF
Total	5,760-8,375 SF

Key Attributes

- Receives natural light and is designed with a quiet visual physical environment
- Large areas of free space for extended building and diverse learning / play
- Nooks and quiet areas, while allowing ease of movement
- High-quality, age-appropriate and purpose-designed furniture, fixtures, and equipment with accessible cubby and storage for all



*The information on this page represents an 'ideal' scenario for planning flexible and collaborative core Learning environment. The diagram is an example of spatial adjacencies, and not a defined layout that would be implemented in all CVS elementary schools identically.

A classroom scene with students at desks. One student in the foreground is laughing, while another is looking at a tablet. The room has large windows and a chalkboard in the background.

MIDDLE SCHOOL IDEAL PHYSICAL ENVIRONMENTS

Middle School | Ideal Physical Environments

The table below compares the existing physical space program at Wyandot Middle School (Chippewa Valley's benchmark middle school) to the ideal program for a 9/10-section middle school.

Example: 9/10-Section School	Ideal Conditions	Benchmark: 'Wyandot'
Program	Capacity: 870 @ 85% of max	Total SF
Community Spaces		16,700
- Cafeteria		
- Welcoming Entry / School Heart		
- Stage		
- Library / Media Center / LGI		
Learning Spaces		41,800
- K-5 Core Learning Spaces		
- Student Support		
- Pods		
Specialty Spaces		29,300
- Physical Education		
- Art		
- Music		
- STEM		
Administrative Spaces		7,000
- Main Office & Staff Spaces		
- Student Services		
Building Ops / Maintenance		8,300
- Food Service Spaces		
- Building Service Spaces		
Total Net SF		103,100
Grossing Factor (Circulation, Mechanical Spaces, Construction Material Thickness)		x 1.35
Total Gross SF	Design Capacity @ 870 STU Max Capacity @ 1,020 STU	160 SF/STU 140 SF/STU 139,200
		87,900
		x 1.42
		124,660



Middle School | Ideal Physical Environments

The table below compares the existing physical space program at Iroquois Middle School (Chippewa Valley's benchmark middle school) to the ideal program for a 12-section middle school.

Example: 12-Section School

Ideal Conditions

Benchmark: 'Iroquois'

Program	Capacity: 1,040 @ 85% of max	Total SF		Total SF
Community Spaces		18,300		14,750
- Cafeteria				
- Welcoming Entry / School Heart				
- Stage				
- Library / Media Center / LGI				
Learning Spaces		51,640		35,700
- K-5 Core Learning Spaces				
- Student Support				
- Pods				
Specialty Spaces		35,000		35,830
- Physical Education				
- Art				
- Music				
- STEM				
Administrative Spaces		8,320		7,830
- Main Office & Staff Spaces				
- Student Services				
Building Ops / Maintenance		10,000		6,500
- Food Service Spaces				
- Building Service Spaces				
Total Net SF		123,260		99,140
Grossing Factor (Circulation, Mechanical Spaces, Construction Material Thickness)		x 1.35		x 1.48
Total Gross SF	Design Capacity @ 1,040 STU Max Capacity @ 1,224 STU	160 SF/STU 140 SF/STU	166,400	146,850



Middle School | Core Physical Spaces

LEARNING STUDIO

DESCRIPTION: dynamic, multi-zoned, physical learning environments designed to break away from the limitations of traditional classrooms by supporting a variety of activities simultaneously. The space is designed to encourage flexibility and adaptability, catering to diverse learning modalities and activities within one space.



Seven Bridges Middle School - Chappaqua, NY

SPATIAL QUALITIES: Natural daylight, Transparent, Diverse Seating Options, Direct Access to Learning Commons, Collaborative Surfaces & Technology.

TYPICAL SIZE: 800-1,000 SF

LEARNING SUITE

DESCRIPTION: a pair of Learning Studios connected by an operable partition, allowing the spaces to function as two acoustically separated spaces or combine into one large learning space. The balance between flexibility and acoustically separated spaces ensures that students and teachers can adapt the space to suit a variety of teaching styles and learning experiences.



Academy of the Holy Names - Tampa, FL

SPATIAL QUALITIES: Natural daylight, Transparent, Diverse Seating Options, Direct Access to Learning Commons and adjacent Learning Studio, Collaborative Surfaces & Technology.

TYPICAL SIZE: 1,600-2,000 SF

LEARNING COMMONS

DESCRIPTION: a flexible, multi-functional space that fosters collaboration, creativity, and independent learning. It supports a variety of activities, from group work to quiet study, and adapts easily for different educational needs. The physical environment encourages community, making it a vibrant hub for students and teachers alike.



Strathcona Tweedsmuir School - Okotoks, AB, Canada

SPATIAL QUALITIES: Natural daylight, Transparent, Diverse Seating Options, Collaborative Surfaces & Technology, Variable Ceiling & Light Levels, Gathering & Presenting Features.

TYPICAL SIZE: 1,000-1,500 SF



Middle School | Core Physical Spaces

SCIENCE STUDIO “CLASSROOM LAB”

DESCRIPTION: an engaging, flexible space that blends hands-on experimentation with collaborative learning. With movable workstations, durable surfaces, accessible utilities, and areas for group discussion or demonstrations, it supports curiosity-driven exploration across life, physical, and earth sciences while building foundational scientific skills.



Black Rock Middle School - Villanova, PA

SPATIAL QUALITIES: Natural daylight, Transparent, Diverse Seating Options, Direct Access to Project Commons, Resilient Flooring, Collaborative Surfaces & Technology, Accessible Wet & Messy Resources.

TYPICAL SIZE: 1,000-1,500 SF

PROJECT COMMONS

DESCRIPTION: a versatile, open space where students engage in collaborative, project-based learning. Designed for both group and individual work, it supports creativity and hands-on activities. This area connects learners across disciplines, encouraging exploration, sharing, and the development of real-world skills through active engagement.



Robert E. Bell Middle School - Chappaqua, NY

SPATIAL QUALITIES: Natural daylight, Transparent, Diverse Seating Options, Collaborative Surfaces & Technology, Accessible Wet & Messy Resources, Direct Access to Outdoor Project Area.

TYPICAL SIZE: 600-1,000 SF

EDUCATOR WORKROOM

DESCRIPTION: a dedicated space for educators to plan, reflect, and collaborate. Equipped with flexible seating, technology, and ample surfaces, it supports both focused work and group discussions. The space fosters a professional community, encouraging the sharing of ideas and strategies to enhance student learning experiences. Having a workroom for each suite of spaces (or among each cohort of students) encourages connection, collaboration, and a shared learning experience. Another way to promote collective efficacy!



Black Rock Middle School - Villanova, PA

SPATIAL QUALITIES: Natural daylight, Transparent, Diverse CoWorking Furniture Options, Direct Access to Learning Commons, Collaborative Surfaces & Technology, Personal Storage Options for Staff.

TYPICAL SIZE: 300-600 SF



Middle School | Core Physical Spaces

STUDENT SUPPORT

DESCRIPTION: positioned near core learning areas, this space allows students to engage in daily school life while having a dedicated physical environment tailored to their sensory, academic, and social needs. It may feature flexible furniture, calming zones, and adaptive resources to support diverse learning modalities, enabling smooth transitions between small-group, individualized, and larger collaborative activities.



Black Rock Middle School - Villanova, PA

SPATIAL QUALITIES: Calm & Predictable Layout, Acoustic Control, Adjustable Lighting, Flexible Zones, Sensory-Friendly Materials, Accessibility & Proximity.

TYPICAL SIZE: 300-600 SF

SMALL GROUP ROOM

DESCRIPTION: a cozy, private space tailored for focused learning in small groups or one-on-one settings. Designed for flexibility, it promotes concentrated work, personalized support, and collaboration. Equipped with essential tools and comfortable seating, it creates a physical environment that supports individualized attention and meaningful interactions.



Mound Fort Innovation Center - Ogden, UT

SPATIAL QUALITIES: Natural daylight, Transparent, Diverse Seating Options, Direct Access to Learning Commons, Collaborative Surfaces & Technology.

TYPICAL SIZE: 120-180 SF

CAVE SPACE

DESCRIPTION: a small, quiet, and enclosed area designed to give students a place for focused, independent work or personal reflection. It supports different learning modalities by providing a retreat from the noise and stimulation of more active, collaborative areas. Cave spaces can help students regulate emotions, recharge, and engage deeply with tasks that require concentration.



Black Rock Middle School - Villanova, PA

SPATIAL QUALITIES: Intimate & Quiet, Comfortable, Enclosed on 2-3 sides

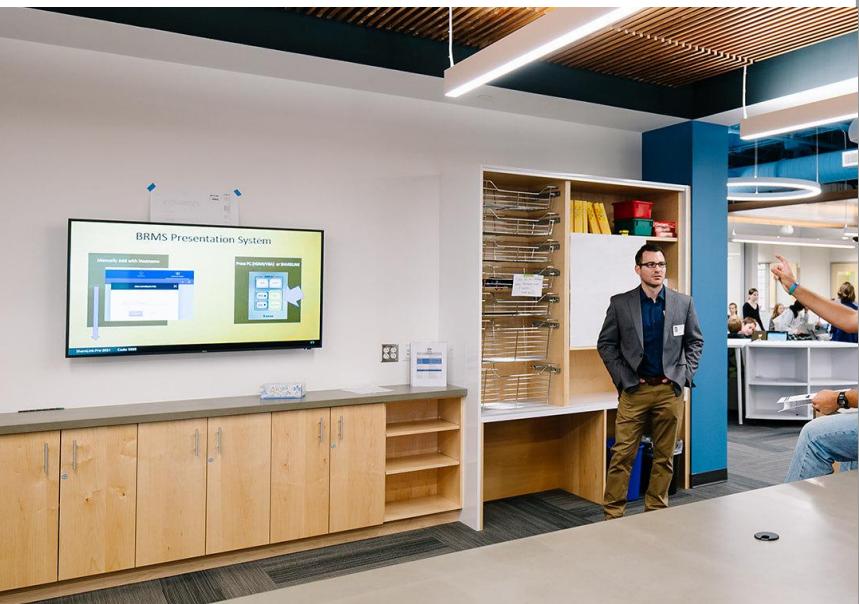
TYPICAL SIZE: ANY



Middle School | Core Physical Spaces

LEARNING RESOURCE STORAGE

DESCRIPTION: thoughtfully designed areas that support organization, accessibility, and flexibility. They are strategically placed near learning zones to ensure tools, materials, and resources are readily available. Storage solutions are adaptable, with open and closed options, promoting an efficient flow of materials for various learning activities and projects.



Black Rock Middle School - Villanova, PA

SPATIAL QUALITIES: Flexible Individual & Group Storage Solutions, Short & Long Term Storage Solutions, Easily Accessible from Active Lab & Project Commons.

TYPICAL SIZE: 100-250 SF

STUDENT STORAGE

DESCRIPTION: student storage should be placed intentionally. It should be located for easy access to outdoor learning, and in places where students can gather materials without disrupting ongoing learning. It should offer enough space for the resources students are expected to bring and be set at an age-appropriate height. It should also be positioned so it does not block sightlines or connections between core learning areas, the learning commons, and small group rooms.



Horace Greeley High School - Chappaqua, NY

SPATIAL QUALITIES: Flexible & Adaptable, Wellness-Focused, Hygienic, Personalized, Multifunctional

TYPICAL SIZE: N/A



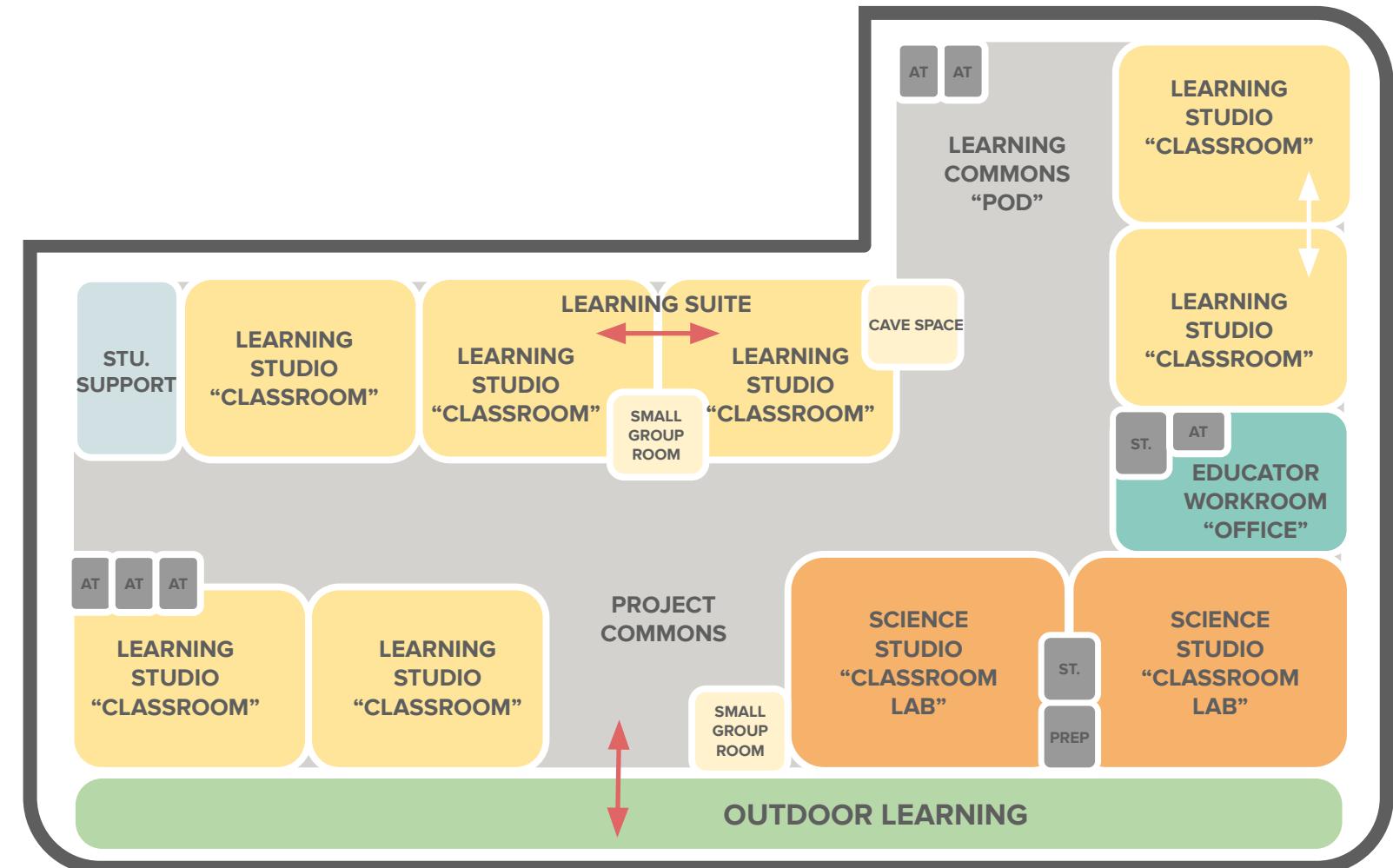
Middle School | Core Learning Hub

9-Section Middle School Learning Hub (example layout)

The Departmental Model functions as a learning community that is discipline-focused, with a shared Learning Commons at the heart of the community. For example, all math studios surround the commons. This suite of spaces creates a physical environment where faculty within each department can easily collaborate and incorporate cross-disciplinary programs. Students can be empowered to use various spaces for the many different modes of learning they encounter throughout the day.

Types of Physical Environments

(7x) Learning Studio "Classroom"	800-1,000 SF
(2x) Science Studio "Classroom Lab"	1,000-1,500 SF
(1x) Student Support	300-600 SF
(3x) Small Group Room / Cave Space	120-180 SF
(1x) Educator Workroom "Office"	300-600 SF
(1x) Learning Commons "Pod"	1,000-1,500 SF
(1x) Project Commons "Pod"	600-1,000 SF
(5x) Accessible Toilets	50-75 SF
(1x) Prep Room	100-250 SF
(2x) Storage	100-250 SF
Total	10,710-15,365 SF



**The information on this page represents an 'ideal' scenario for planning flexible and collaborative Core Learning physical environments in a middle school setting. The diagram is an example of spatial adjacencies, and not a defined layout that would be implemented in all CVS middle schools identically.*

Key Attributes

- Natural light and quiet visual physical environment
- Spatial variety for diverse learning modalities
- Nooks and quiet areas with easy movement
- High-quality, age-appropriate furniture and fixtures



HIGH SCHOOL IDEAL PHYSICAL ENVIRONMENTS

High School | Ideal Physical Environments

The table below compares the existing physical space programs at Dakota High School & Chippewa Valley High School to the ideal program for a high school with a project enrollment of 1,770 students (half of the current total 10-12 grade enrollment)

Example: Grades 10-12

Program	Capacity: 1,770 @ 85% of max	Total SF	Total SF	Total SF
Community Spaces		35,700	24,800	22,370
- Welcoming Entry				
- Cafeteria				
- School Heart				
- Library / Media Center				
Learning Spaces		88,770	85,500	74,000
- Core Learning Space				
- Student Support				
Specialty Spaces		117,130	114,700	111,350
- Athletics				
- Performing Arts				
- CTE/STE(A)M				
Administrative Spaces		16,000	20,340	15,200
- Main Office & Staff Spaces				
- Student Services				
Building Ops / Maintenance		13,800	15,500	12,800
- Food Service Spaces				
- Building Service Spaces				
Total Net SF		271,400	260,840	235,720
Grossing Factor		x 1.5	x 1.6	x 1.6
(Circulation, Mechanical Spaces, Construction Material Thickness)				
Total Gross SF	Design Capacity @ 1,770 STU Max Capacity @ 2,035 STU	230 SF/STU 200 SF/STU	407,100	421,975
				377,250



High School | Core Physical Spaces

LEARNING STUDIO “CLASSROOM”

DESCRIPTION: dynamic, multi-zoned, physical learning environments designed to break away from the limitations of traditional classrooms by supporting a variety of activities simultaneously. The space is designed to encourage flexibility and adaptability, catering to diverse learning modalities and activities within one space.



Sun Prairie West High School - Sun Prairie, WI

SPATIAL QUALITIES: Natural daylight, Transparent, Diverse Seating Options, Direct Access to Learning Commons, Collaborative Surfaces & Technology.

TYPICAL SIZE: 800-1,000 SF

LEARNING SUITE “CLASSROOM SUITE”

DESCRIPTION: a pair of Learning Studios connected by an operable partition, allowing the spaces to function as two acoustically separated spaces or combine into one large learning space. The balance between flexibility and acoustically separated spaces ensures that students and teachers can adapt the space to suit a variety of teaching styles and learning experiences.



Horace Greeley High School - Chappaqua, NY

SPATIAL QUALITIES: Natural daylight, Transparent, Diverse Seating Options, Direct Access to Learning Commons and adjacent Learning Studio, Collaborative Surfaces & Technology.

TYPICAL SIZE: 1,600-2,000 SF

LEARNING COMMONS “POD”

DESCRIPTION: a flexible, multi-functional space that fosters collaboration, creativity, and independent learning. It supports a variety of activities, from group work to quiet study, and adapts easily for different educational needs. The physical environment encourages community, making it a vibrant hub for students and teachers alike.



Sun Prairie West High School - Sun Prairie, WI

SPATIAL QUALITIES: Natural daylight, Transparent, Diverse Seating Options, Collaborative Surfaces & Technology, Variable Ceiling & Light Levels, Gathering & Presenting Features.

TYPICAL SIZE: 8000-1,500 SF



High School | Core Physical Spaces

SCIENCE LAB

DESCRIPTION: a structured, well-equipped space designed for experimentation, discovery, and applied learning. Featuring fixed and flexible lab benches, durable work surfaces, safety equipment, and access to utilities like gas, water, and ventilation, it supports biology, chemistry, physics, and environmental science studies while fostering collaboration and scientific inquiry.



Sun Prairie West High School - Sun Prairie, WI

SPATIAL QUALITIES: Natural daylight, Transparent, Diverse Seating Options, Direct Access to Project Commons, Collaborative Surfaces & Technology, Accessible Wet & Messy Resources.

TYPICAL SIZE: 1,000-1,500 SF

PROJECT COMMONS “POD”

DESCRIPTION: a versatile, open space where students engage in collaborative, project-based learning. Designed for both group and individual work, it supports creativity and hands-on activities. This area connects learners across disciplines, encouraging exploration, sharing, and the development of real-world skills through active engagement.



Horace Greeley High School - Chappaqua, NY

SPATIAL QUALITIES: Natural daylight, Transparent, Diverse Seating Options, Collaborative Surfaces & Technology, Accessible Wet & Messy Resources, Direct Access to Outdoor Project Area.

TYPICAL SIZE: 800-1,500 SF

STAFF WORKROOM “OFFICE”

DESCRIPTION: a dedicated space for educators to plan, reflect, and collaborate. Equipped with flexible seating, technology, and ample surfaces, it supports both focused work and group discussions. This space fosters a professional community, encouraging the sharing of ideas and strategies to enhance student learning experiences.



St. Ignatius High School - Cleveland, OH

SPATIAL QUALITIES: Natural daylight, Transparent, Diverse CoWorking Furniture Options, Direct Access to Learning Commons, Collaborative Surfaces & Technology, Personal Storage Options for Staff.

TYPICAL SIZE: 500-1,000 SF



High School | Core Physical Spaces

CAVE SPACE

DESCRIPTION: a small, quiet, and enclosed area designed to give students a place for focused, independent work or personal reflection. It supports different learning modalities by providing a retreat from the noise and stimulation of more active, collaborative areas. Cave spaces can help students regulate emotions, recharge, and engage deeply with tasks that require concentration.



Sun Prairie West High School - Sun Prairie, WI

SPATIAL QUALITIES: Intimate & Quiet, Comfortable, Enclosed on 2-3 sides

TYPICAL SIZE: N/A

SMALL GROUP ROOM

DESCRIPTION: a cozy, private space tailored for focused learning in small groups or one-on-one settings. Designed for flexibility, it promotes concentrated work, personalized support, and collaboration. Equipped with essential tools and comfortable seating, it creates a physical environment that supports individualized attention and meaningful interactions.



Horace Greeley High School - Chappaqua, NY

SPATIAL QUALITIES: Natural daylight, Transparent, Diverse Seating Options, Direct Access to Learning Commons, Collaborative Surfaces & Technology.

TYPICAL SIZE: 120-180 SF

STUDENT SUPPORT

DESCRIPTION: positioned near core learning areas, this space allows students to engage in daily school life while having a dedicated physical environment tailored to their sensory, academic, and social needs. It may feature flexible furniture, calming zones, and adaptive resources to support diverse learning modalities, enabling smooth transitions between small-group, individualized, and larger collaborative activities.



John C. Schiffer Collaborative School - Sheridan, WY

SPATIAL QUALITIES: Calm & Predictable Layout, Acoustic Control, Adjustable Lighting, Flexible Zones, Sensory-Friendly Materials, Accessibility & Proximity.

TYPICAL SIZE: 400-600 SF



High School | Core Physical Spaces

FLEX LAB

DESCRIPTION: a versatile, technology-rich space designed to adapt to a wide range of experimental studies. Outfitted with movable lab benches, durable surfaces, advanced utilities, and specialized equipment connections, it supports disciplines from biology and chemistry to engineering and robotics, enabling collaborative, inquiry-based learning in a dynamic physical environment.



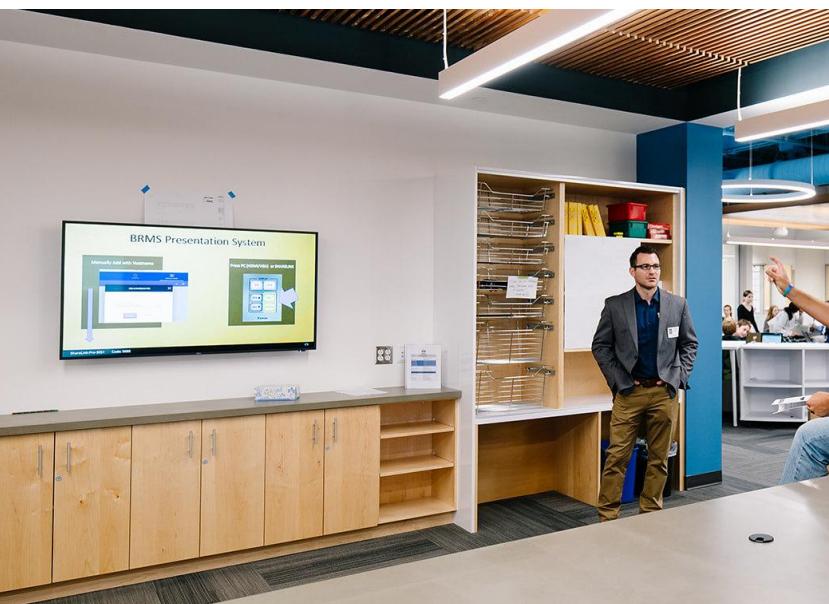
John C. Schiffer Collaborative School - Sheridan, WY

SPATIAL QUALITIES: Calm & Predictable Layout, Acoustic Control, Adjustable Lighting, Flexible Zones, Sensory-Friendly Materials, Accessibility & Proximity.

TYPICAL SIZE: 1,000-1,500 SF

LEARNING RESOURCE STORAGE

DESCRIPTION: thoughtfully designed areas that support organization, accessibility, and flexibility. They are strategically placed near learning zones to ensure tools, materials, and resources are readily available. Storage solutions are adaptable, with open and closed options, promoting an efficient flow of materials for various learning activities and projects.



Black Rock Middle School - Villanova, PA

SPATIAL QUALITIES: Flexible Individual & Group Storage Solutions, Short & Long Term Storage Solutions, Easily Accessible from Active Lab & Project Commons.

TYPICAL SIZE: 100-200 SF

STUDENT STORAGE

DESCRIPTION: student storage should be placed intentionally. It should be located for easy access to outdoor learning, and in places where students can gather materials without disrupting ongoing learning. It should offer enough space for the resources students are expected to bring and be set at an age-appropriate height. It should also be positioned so it does not block sightlines or connections between core learning areas, the learning commons, and small group rooms.



Horace Greeley High School - Chappaqua, NY

SPATIAL QUALITIES: Flexible & Adaptable, Wellness-Focused, Hygienic, Personalized, Multifunctional

TYPICAL SIZE: 300-500 SF



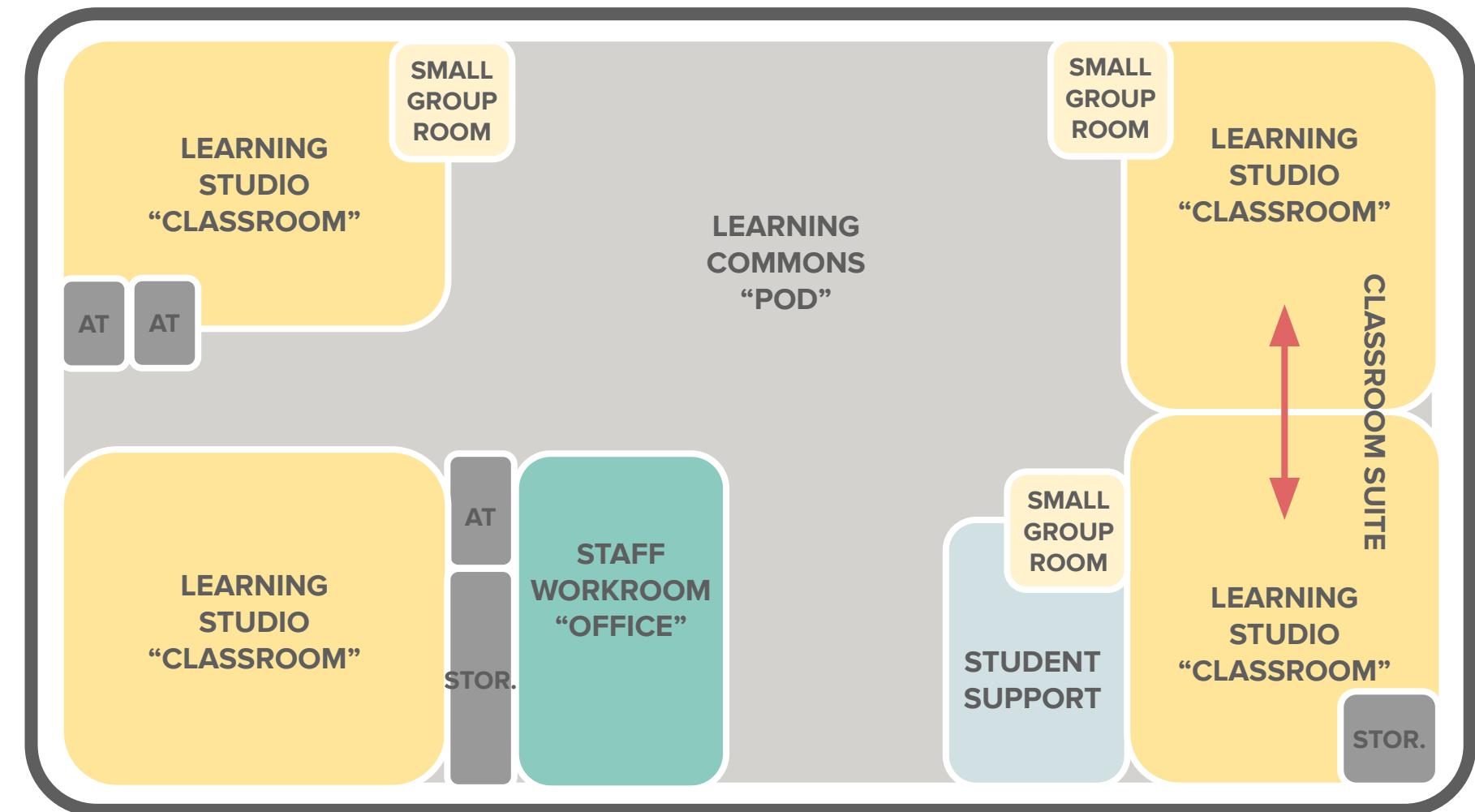
High School | Core Learning Environments

Departmental Model (example layout)

The Departmental Model functions as a learning community that is discipline-focused, with a shared Learning Commons at the heart of the community. For example, all math studios surround the commons. This creates a physical environment where faculty within each department can easily collaborate, and cross-disciplinary programs primarily take place in the shared learning commons.

Types of Physical Environments

(4x) Learning Studio "Classroom"	800-1,000 SF
(1x) Student Support	400-600 SF
(4x) Small Group Room / Cave Space	120-180 SF
(1x) Staff Workroom "Office"	500-1,000 SF
(1x) Learning Commons "Pod"	1,000-1,500 SF
(3x) Accessible Toilet (AT)	50-75 SF
(1x) Storage Facility	100 SF
(1x) Storage Student Projects	300-400 SF
Total	6,130-8,545 SF



Key Attributes

- Departments are arranged allowing for affinity-based groupings on each floor
- Science & Specialties (Art, STEM / CTE) are grouped together

**The information on this page represents an 'ideal' scenario for planning flexible and collaborative Core Learning environments in a Departmental-based environment. The diagram is an example of spatial adjacencies, and not a defined layout that would be implemented in all CVS high schools identically.*

The Departmental Model is ideally suited for use in large school environments, such as the 9th grade centers, Dakota HS, or Chippewa Valley HS.

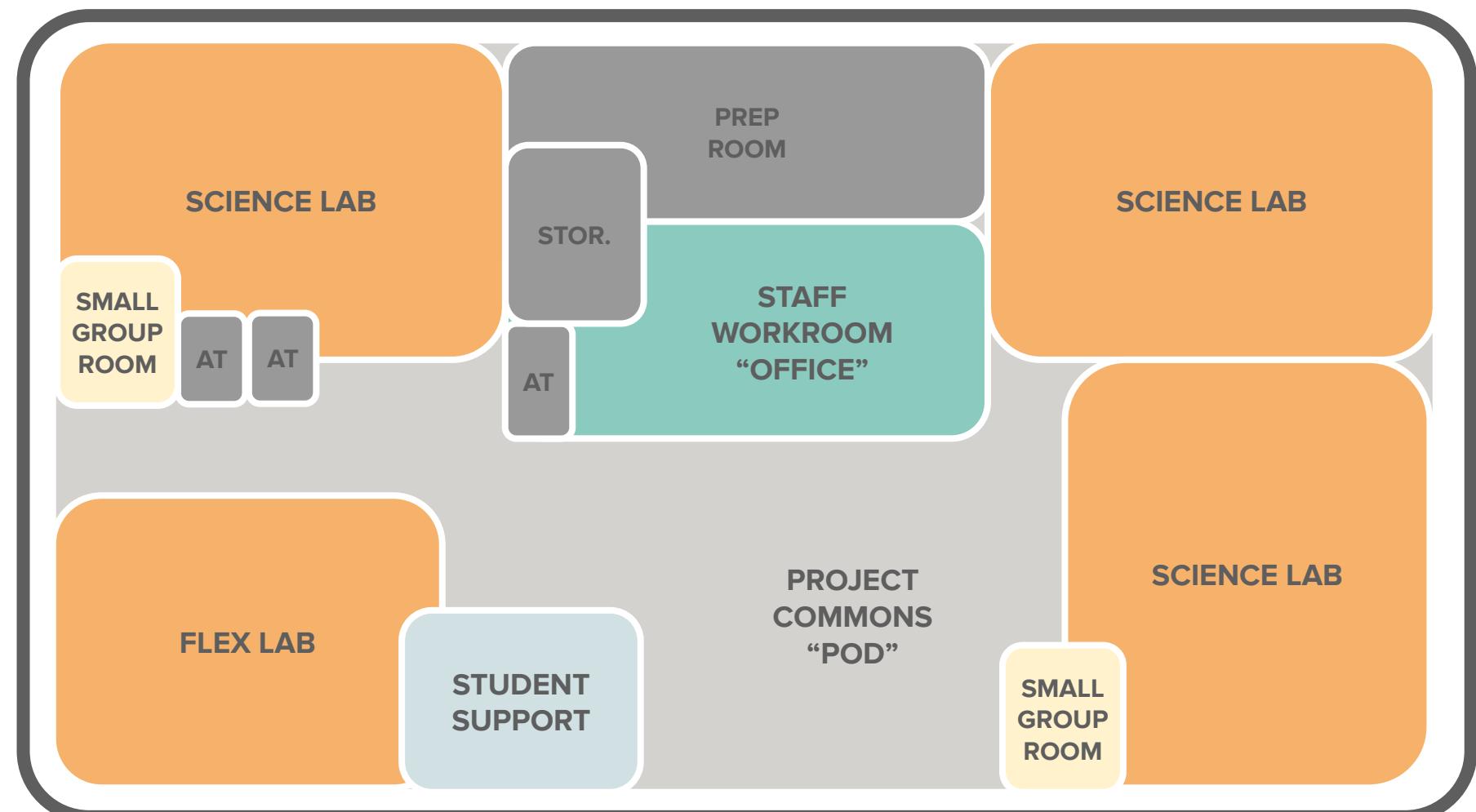
High School | Core Learning Environments

Science Learning Environment (example layout)

Multidisciplinary Science Learning Communities are suitable for any science course in an integrated curriculum. Integrated labs allows for all subjects. Small-group project areas, and technology-equipped workstations are networked for voice, data, and video transmission. The science learning community makes it possible for students to work together on projects that integrate science with other disciplines, enhancing every program in the curriculum.

Types of Physical Environments

(1x) Flex Lab	1,000-1,500 SF
(3x) Science Lab	1,000-1,500 SF
(1x) Student Support	400-600 SF
(2x) Small Group Room	120-180 SF
(1x) Staff Workroom "Office"	500-1,000 SF
(1x) Project Commons "Pod"	1,000-1,500 SF
(3x) Accessible Toilet (AT)	50-75 SF
(1x) Storage Facility	100-400 SF
(1x) Prep Room	400-600 SF
Total	6,790-10,685 SF



**The information above represents an 'ideal' scenario for planning flexible and collaborative Core Learning environments in a Science learning environment. The diagram is an example of spatial adjacencies, and not a defined layout that would be implemented in all CVS high schools identically.*

The Science Learning Environment is designed to complement the **Departmental Model** and is ideally suited for use in large school environments, such as the 9th grade centers, Dakota HS, or Chippewa Valley HS.

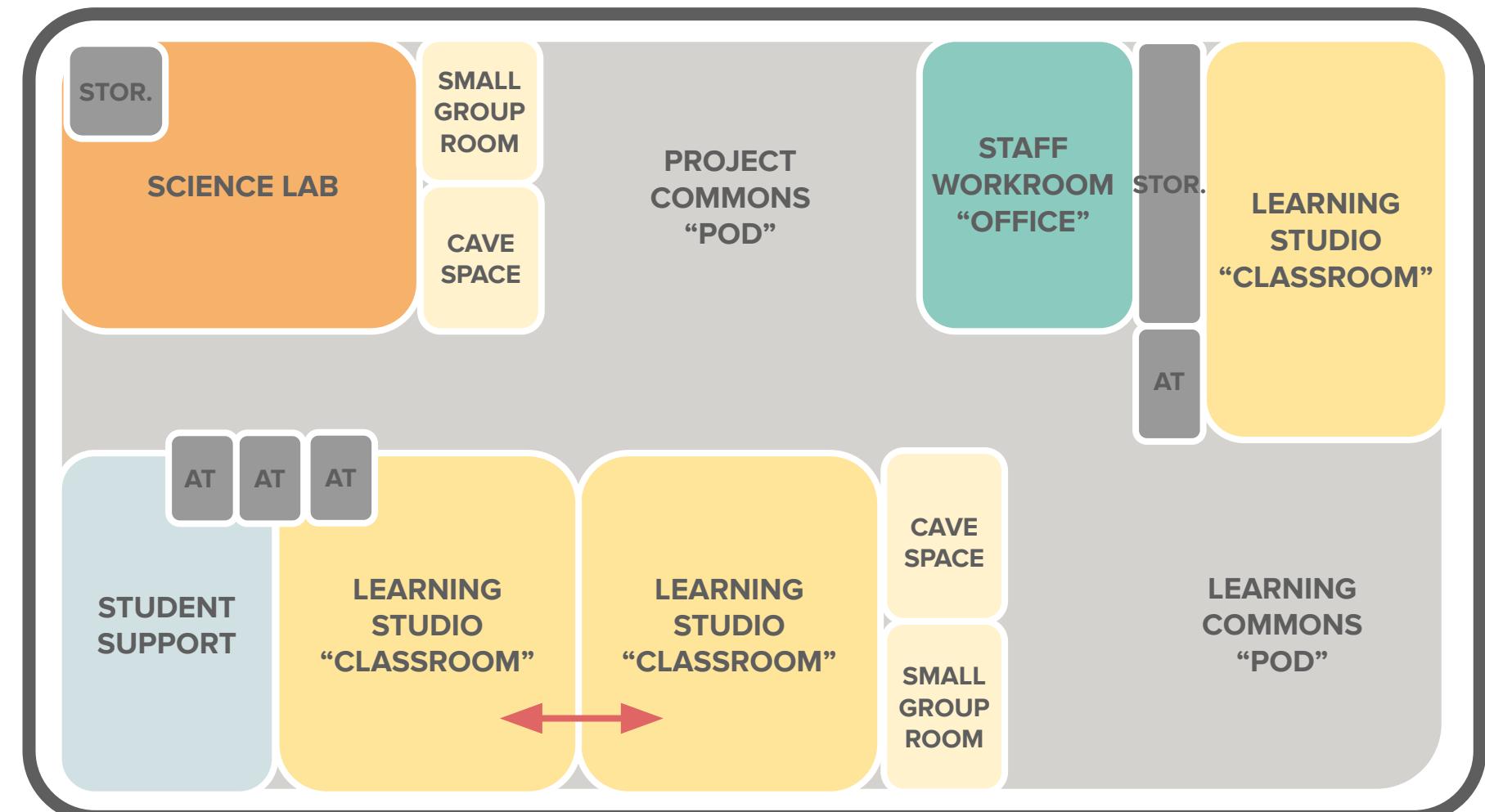
High School | Core Learning Environments

Interdisciplinary Model (example layout)

The Interdisciplinary Learning Community Model organizes space and learners into smaller clusters that include science, art, and making along with other disciplines such as math and the humanities. Each cluster is called a Learning Community, where faculty can collaborate in teams as part of professional learning community and where students operate in smaller clusters amongst the larger school.

Types of Physical Environments

(3x) Learning Studio “Classroom”	800-1,000 SF
(1x) Science Lab	1,000-1,500 SF
(4x) Small Group Room / Cave Space	120-180 SF
(1x) Staff Workroom “Office”	500-1,000 SF
(2x) Commons “Pod”	800-1,000 SF
(4x) Accessible Toilet (AT)	50-75 SF
(1x) Storage Student Projects	300-400 SF
(1x) Student Support	400-600 SF
Total	6,880-9,520 SF



Key Attributes

- All subjects represented on teaching and learning teams in one space
- Varied sizes of space and connections allow for more interdisciplinary team teaching
- Stronger relationships possible between individual students and teachers allowing for better mentorship

**The information on this page represents an ‘ideal’ scenario for planning flexible and collaborative Core Learning environments in a Interdisciplinary-based environment. The diagram is an example of spatial adjacencies, and not a defined layout that would be implemented in all CVS high schools identically.*

The Interdisciplinary Model is suitable for use in any high school environment including small programs such as the IB program (IAM) or the Alternative HS program at Mohegan.

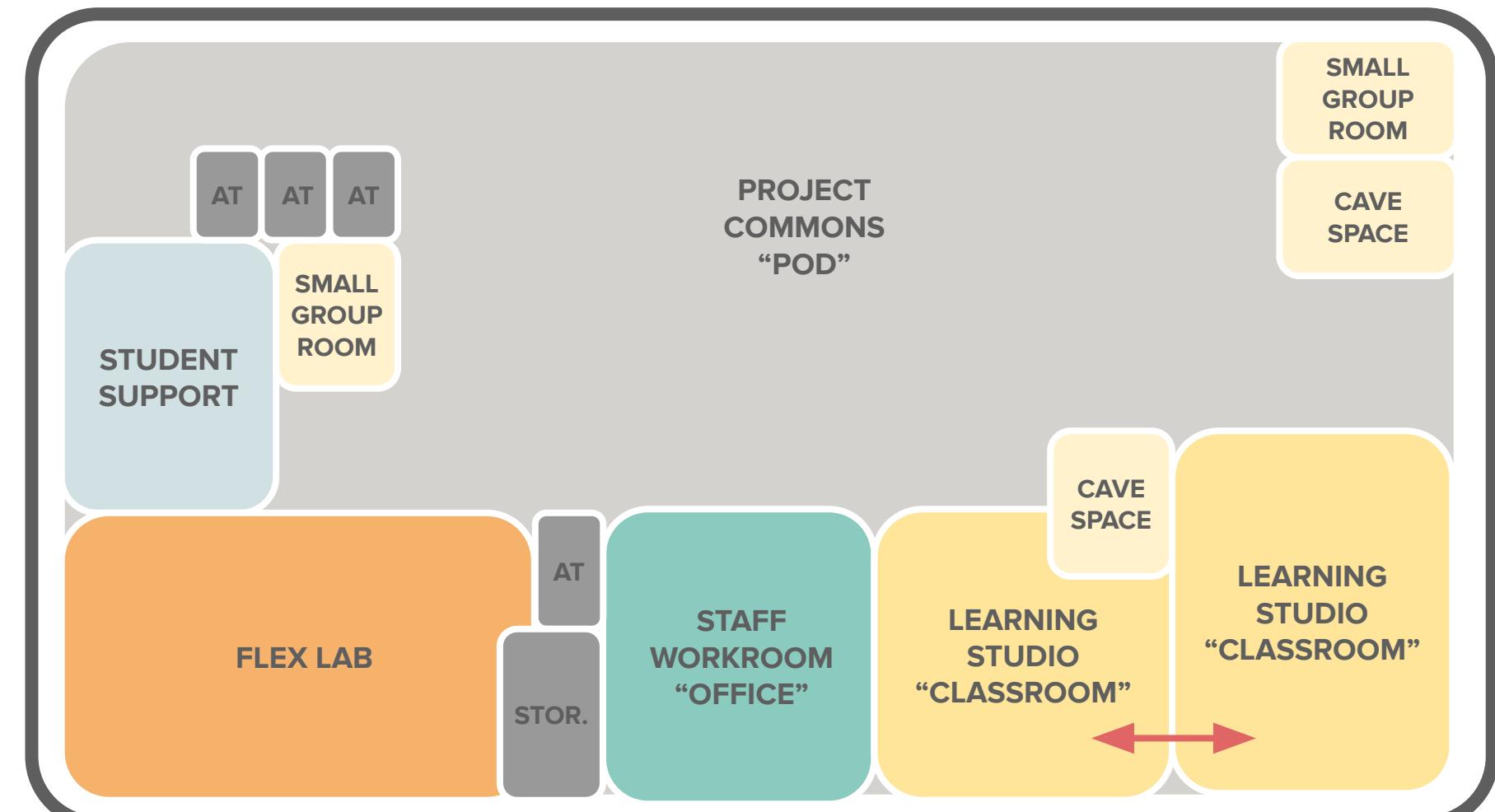
High School | Core Learning Environments

Collaborative Teaching Model (example layout)

The Advisory Model provides the greatest individualization of study material. As such, teachers will play advisory roles and teach core course content, but students have access to the advisory spaces including single workstations where they can focus on their own path. The Advisory Model fosters a culture of collaboration, interdisciplinary problem solving, prototyping, reflection, and redesign.

Types of Physical Environments

(2x) Learning Studio “Classroom”	800-1,000 SF
(1x) Flex Lab	1,000-1,500 SF
(4x) Small Group Room / Cave Space	120-180 SF
(1x) Staff Workroom “Office”	500-1,000 SF
(1x) Project Commons “Pod”	1,500-2,000 SF
(4x) Accessible Toilet (AT)	50-75 SF
(1x) Storage Student Projects	300-400 SF
(1x) Student Support	400-600 SF
Total	5,980-8,520 SF



**The information above represents an ‘ideal’ scenario for planning flexible and collaborative Core Learning environments in an Advisory-based environment. The diagram is an example of spatial adjacencies, and not a defined layout that would be implemented in all CVS high schools identically.*

The Collaborative Teaching Model is ideally suited for small programs such as the IB program (IAM) or the Alternative HS program at Mohegan, or for specialty groups within grades 11-12 within a larger high school setting.



SPECIALIZED PHYSICAL ENVIRONMENTS

Specialized | Physical Spaces

ALL SCHOOL LEVELS

CAFE



DESCRIPTION: a lively, flexible space that fosters social interaction and informal learning. With a mix of tables, lounge seating, high-tops, and benches, it accommodates different group sizes and activities, serving as a dynamic hub within the school.

Magnificat High School - Cleveland, OH

SPATIAL QUALITIES: Natural daylight, Transparent, Diverse Cafe Furniture Options, Centralized, Collaborative Surfaces.

TYPICAL SIZE: approx. 18 SF/student (lunch period)

GYMNASIUM



Garden City Elementary - Cranston, RI

SPATIAL QUALITIES: Natural daylight, Open Space for Movement and Play, Acoustic Control.

TYPICAL SIZE: 4,000-19,000 SF

CALMING RETREAT



Strathcona Tweedsmuir - Okotoks, AB, Canada

SPATIAL QUALITIES: Calm & Predictable Layout, Acoustic Control, Soft Lighting, Comfortable Furniture Options, Accessibility & Proximity.

TYPICAL SIZE: 50-200 SF



Specialized | Physical Spaces

ALL SCHOOL LEVELS

SENSORY CONTROL SPACE



Eden Park Elementary - Cranston, RI

SPATIAL QUALITIES: Calm & Predictable Layout, Sensory Accommodations, Acoustic Control, Soft Lighting, Comfortable Furniture Options, Accessibility & Proximity.

TYPICAL SIZE: 300-600 SF

ELEMENTARY SCHOOLS

MUSIC ROOM



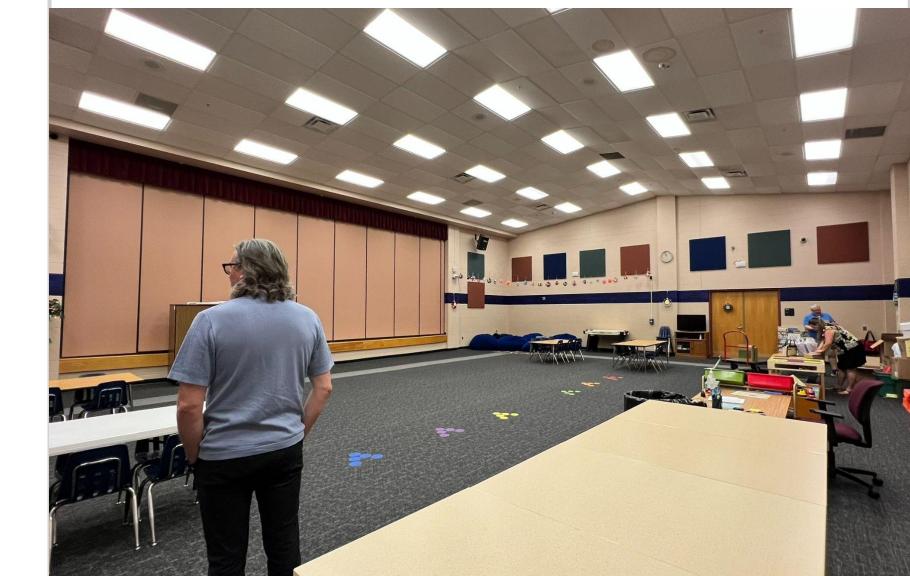
Garden City Elementary - Cranston, RI

SPATIAL QUALITIES: Acoustic Control, Diverse Seating Options, Intentional Storage, Natural Daylight.

TYPICAL SIZE: 900-1,500 SF

ELEMENTARY & MIDDLE SCHOOLS

MULTIPURPOSE ROOM / LGI



Chippewa Valley School District - Macomb County, MI

SPATIAL QUALITIES: Natural Daylight, Transparent, Diverse Seating Options, Direct Access to Media Center, Collaborative Surfaces & Technology.

TYPICAL SIZE: 1,600-2,500 SF



Specialized | Physical Spaces

ELEMENTARY & MIDDLE SCHOOLS

STAGE



South Clearfield Elementary - Clearfield, UT

SPATIAL QUALITIES: Adjacent to or nearby Music and Theater classrooms; equipped with appropriate acoustic treatments, theatrical lighting, curtains, and sound equipment; built-in stairs and ADA ramp

TYPICAL SIZE: 500-1,500 SF

FLEXIBLE ART ROOM

DESCRIPTION: a creative, adaptable space designed to support a wide range of artistic activities. With movable furniture, durable surfaces, ample storage, and access to natural light, it accommodates everything from individual projects to collaborative work, fostering exploration, expression, and hands-on learning.



Strathcona Tweedsmuir - Okotoks, AB, Canada

SPATIAL QUALITIES: Natural daylight, Transparent, Collaborative Surfaces & Technology, Intentional Storage, Opportunities for Art Display.

TYPICAL SIZE: 1,000-1,500 SF

STEM LAB

DESCRIPTION: a hands-on, flexible space designed to foster exploration, experimentation, and problem-solving. With movable workstations, accessible tools, technology like 3D printers or robotics kits, and ample storage, it supports individual and group projects while encouraging curiosity, collaboration, and applied learning.



Hillel Day School of Detroit - Farmington Hills, MI

SPATIAL QUALITIES: Natural daylight, Transparent, Diverse Seating Options, Direct Access to Learning Commons, Collaborative Surfaces & Technology.

TYPICAL SIZE: 1,000-1,500 SF



Specialized I Physical Spaces

MIDDLE & HIGH SCHOOLS

BAND ROOM



DESCRIPTION: an acoustically engineered space designed to support large ensembles and intensive music practice. Featuring tiered or flexible seating, secure instrument storage, adjacent soundproof practice rooms, and strong acoustics, they provide students with a professional setting for rehearsal, collaboration, and performance preparation.

Sun Prairie West High School - Sun Prairie, WI

SPATIAL QUALITIES: Acoustic Control, Diverse Seating Options, Intentional Storage, Natural Daylight.

TYPICAL SIZE: 2,500-3,000 SF

ORCHESTRA ROOM



DESCRIPTION: a specialized music space designed to support string ensembles and full orchestral rehearsals. With carefully tuned acoustics, ample storage for delicate instruments, flexible seating layouts, and areas for sectional practice, these create a physical environment that fosters precision, collaboration, and performance readiness.

Cathedral Prep High School - Erie, PA

SPATIAL QUALITIES: Acoustic Control, Diverse Seating Options, Intentional Storage, Natural Daylight.

TYPICAL SIZE: 1,200-2,000 SF

CHOIR ROOM



DESCRIPTION: an acoustically optimized space designed for vocal ensembles to rehearse and perform. Equipped with risers, flexible seating, music stands, and sound-reflective surfaces, it supports group singing, vocal technique development, and ensemble coordination.

Sun Prairie West High School - Sun Prairie, WI

SPATIAL QUALITIES: Acoustic Control, Diverse Seating Options, Intentional Storage, Natural Daylight.

TYPICAL SIZE: 1,000-2,000 SF



Specialized | Physical Spaces

MIDDLE & HIGH SCHOOLS

PRACTICE ROOM

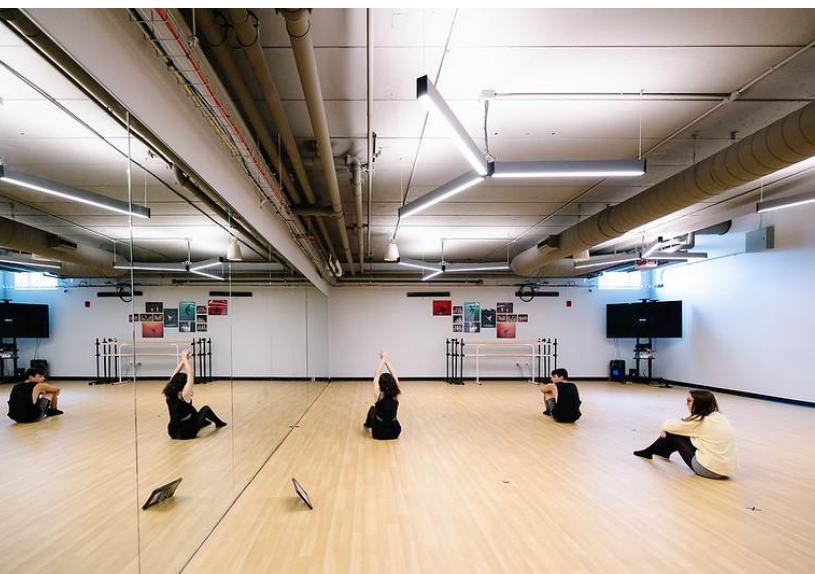


Sun Prairie West High School - Sun Prairie, WI

SPATIAL QUALITIES: Acoustic Control, Technology, Comfortable.

TYPICAL SIZE: 50-150 SF

FITNESS STUDIO



Cathedral Prep High School - Erie, PA

SPATIAL QUALITIES: Open for Movement and Play, Transparent, Visibility.

TYPICAL SIZE: 1,000-1,500 SF

HIGH SCHOOLS

PRODUCTION STUDIO



High School for Recording Arts - St. Paul, MN

SPATIAL QUALITIES: Transparent, Acoustic Control, Collaborative Surfaces & Technology.

TYPICAL SIZE: 600-1,500 SF



Specialized I Physical Spaces

HIGH SCHOOLS

AUDITORIUM & STAGE



Sun Prairie West High School - Sun Prairie, WI

SPATIAL QUALITIES: Acoustic Control, Technology, Lighting Effects, Comfortable.

TYPICAL SIZE: 9,000-12,000 SF

SCENE SHOP



Horace Greeley High School - Chappaqua, NY

SPATIAL QUALITIES: Open & Flexible, Durable & Industrial, Well-Ventilated, Safe, Organized & Efficient, Accessible.

TYPICAL SIZE: 1,200-2,500 SF

DRESSING ROOMS



The Buxton Center for PA - Bainbridge Island, WA

SPATIAL QUALITIES: Intimate, Well-lit, Private, Organized, Comfortable.

TYPICAL SIZE: 200-800 SF



Specialized | Physical Spaces

HIGH SCHOOLS

BLACK BOX THEATER



DESCRIPTION: the black box theater is a smaller-scale, flexible performance space. With mobile staging and seating, acoustic treatments on the walls and ceiling, and rigged lighting structures, the black box theater can be rearranged in a plethora of modes based on programmatic needs.

Sun Prairie West High School - Sun Prairie, WI

SPATIAL QUALITIES: Optional Natural daylight, Direct Access to Learning Commons, Acoustic Control, Technology, Lighting Effects, Comfortable.

TYPICAL SIZE: 3,000-4,500 SF

SPECIALIZED ART/DESIGN STUDIO

DESCRIPTION: a dedicated, well-equipped space designed for advanced artistic exploration. With durable work surfaces, ample storage, natural and adjustable lighting, and specialized tools for mediums like ceramics, jewelry, printmaking, and sculpture, it supports individual and collaborative projects while fostering technical skill development and creative expression.



Bloomfield Hills High School - Bloomfield Hills, MI

SPATIAL QUALITIES: Natural daylight, Transparent, Diverse Seating Options, Direct Access to Learning Commons, Collaborative Surfaces & Technology, Intentional Storage.

TYPICAL SIZE: 1,000-1,500 SF

WRESTLING/GYMNASTICS ROOM

DESCRIPTION: a dedicated, high-intensity training space designed for both practice and competition preparation. Outfitted with padded flooring, wall protection, proper ventilation, open mat areas, with space and storage for equipment, it provides a safe physical environment for skill development, conditioning, and team training.



Novi High School - Novi, MI

SPATIAL QUALITIES: Open Space for Movement, Durable & Safe Surfaces.

TYPICAL SIZE: 3,000-6,000 SF



Specialized | Physical Spaces

HIGH SCHOOLS

WEIGHT TRAINING

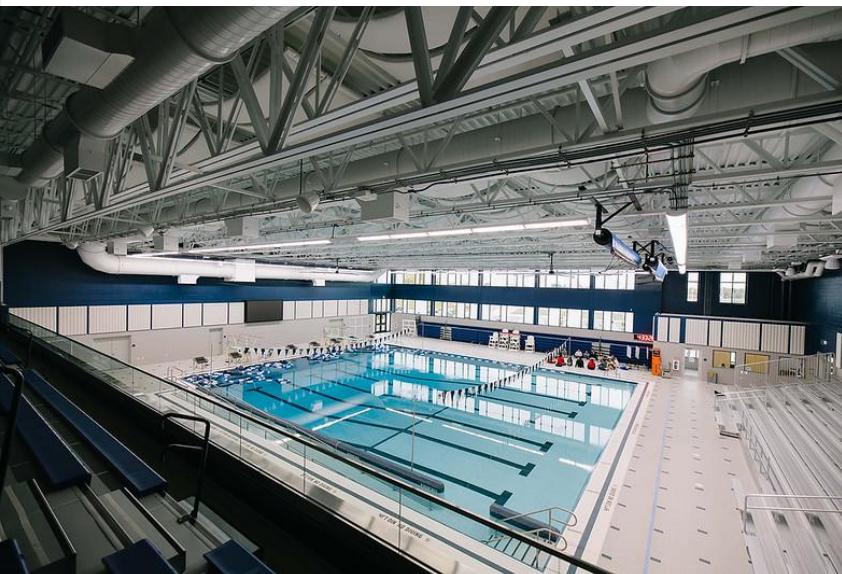


Sun Prairie West High School - Sun Prairie, WI

SPATIAL QUALITIES: Natural Daylight, Open Space for Movement, Durable Surfaces, Transparent.

TYPICAL SIZE: 1,500-2,500 SF

INDOOR POOL

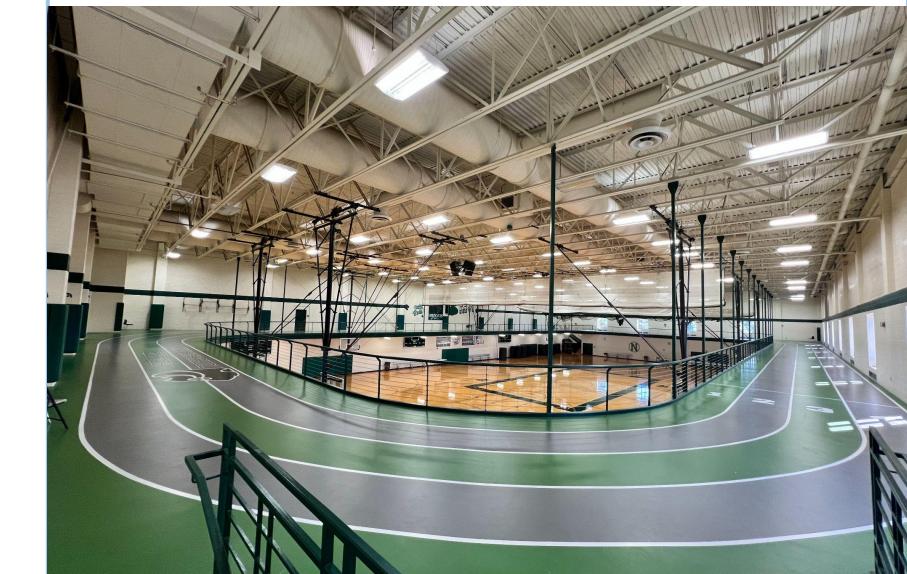


Sun Prairie West High School - Sun Prairie, WI

SPATIAL QUALITIES: Open Space for Movement, Durable Surfaces, Comfortable Bleacher Seating.

TYPICAL SIZE: 15,000 - 20,000 SF

INDOOR TRACK



Novi High School - Novi, MI

SPATIAL QUALITIES: Open Space for Movement, Durable Surfaces, Natural Daylight.

TYPICAL SIZE: 3,000-4,000 SF



Specialized I Physical Environments

Secure & Welcoming Entry



A Secure & Welcoming Entry creates a **clear, inviting threshold** that signals arrival and sets the tone for the space. It uses light, sightlines, and warm materials to make visitors feel **comfortable, oriented, and at ease**. Often paired with clear wayfinding, visuals, and signage, this space is oriented towards students entering into their school day, parents who momentarily interact with staff and teachers, and visitors who are unfamiliar with the school layout.



Norma Rose Point School - Vancouver, BC, Canada

Garden City Elementary - Cranston, RI

Welcoming Entries aim to make wayfinding clear, cohesive and inviting, using the following strategies:

- visible and clear entry point from the outside (canopies, signage, etc.)
- layers of access through a secure vestibule and check-in system
- inviting entry spaces that are comfortable, home-like, and safe

Specialized | **Secure & Welcoming Entry Spaces**

SECURE ENTRY / LOBBY



South Clearfield Elementary - Clearfield, UT

SPATIAL QUALITIES: Natural Daylight, Transparent, Welcoming Materials.

TYPICAL SIZE: 300 - 850 SF

ADMIN / RECEPTION

DESCRIPTION: a welcoming space that serves as the first point of contact for students, staff, and visitors. Featuring a staffed desk, clear signage, and comfortable seating, it facilitates communication, provides information, and helps manage daily building access efficiently.



Sun Prairie West High School - Sun Prairie, WI

SPATIAL QUALITIES: Calm & Predictable Layout, Acoustic Control, Natural Daylight, Adjustable Lighting, Direct Access or Proximity to Community Spaces

TYPICAL SIZE: 2,000 - 3,750 SF

WELCOMING ENTRY

DESCRIPTION: an inviting, flexible area that connects the school with students, families, and the broader community. With adaptable seating, open circulation, and visibility from the main entrance, it supports gatherings, informal learning, and community events while creating a welcoming first impression.



Emerald Elementary School - Boulder, CO

SPATIAL QUALITIES: Calm & Predictable Layout, Acoustic Control, Natural Light, Adjustable Lighting, Flexible Zones, Sensory-Friendly Materials, Accessibility & Proximity.

TYPICAL SIZE: 750-1,000 SF



Specialized | Secure & Welcoming Entry Layout

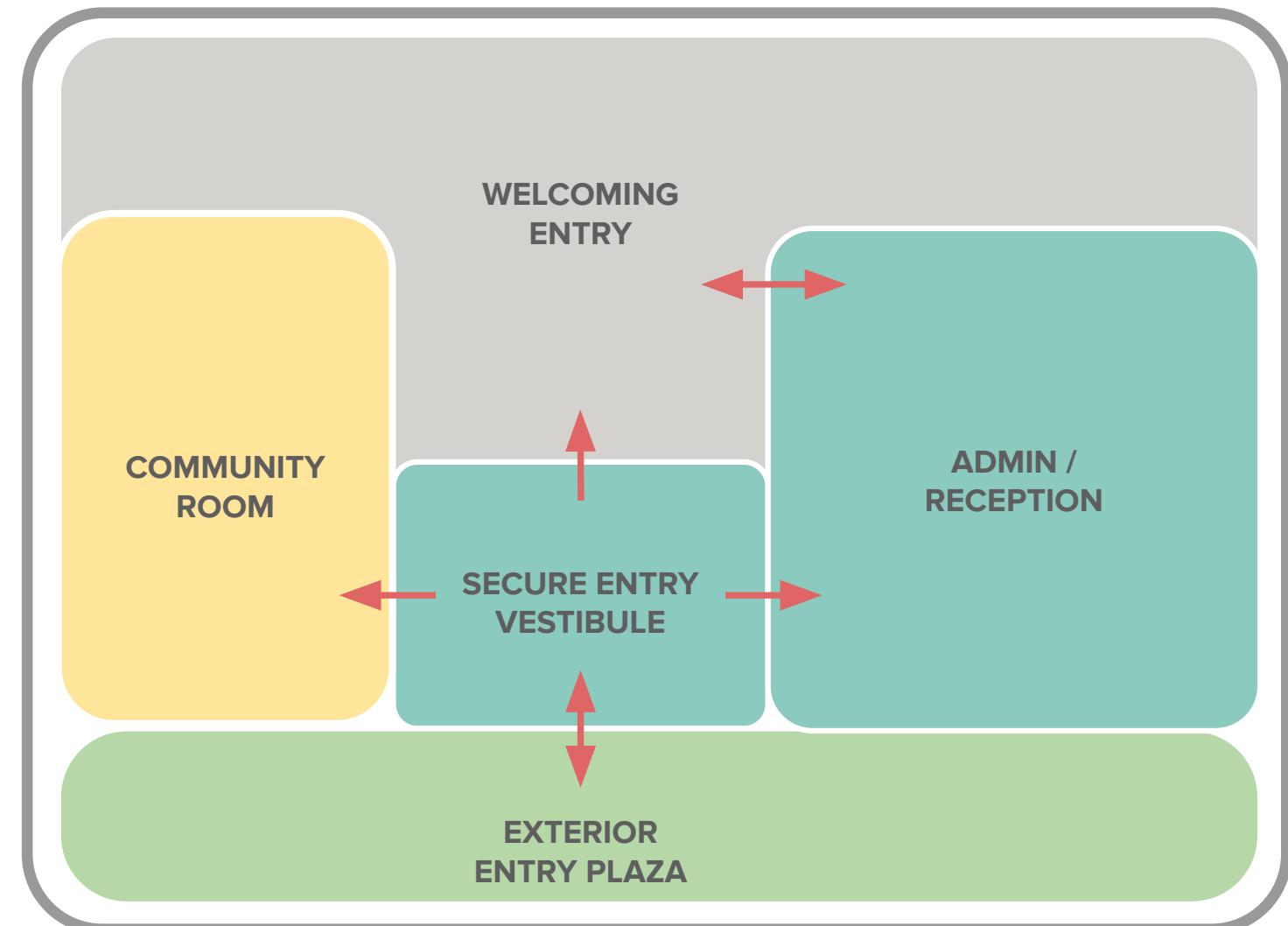
The Secure & Welcoming Entry is intended to serve as inviting and safe entrance into the school. Typically, the experience begins with the outdoor, exterior entry which may include a plaza and covered canopy. Users then enter the secure entry, which may be a lockable vestibule that connects to the community commons, community space, or the reception area depending on the individual's access needs.

Types of Physical Environments

(1x) Welcoming Entry	1,200-2,500 SF
(1x) Secure Entry Vestibule	500-1,200 SF
(1x) Admin / Reception	1,000-2,600 SF
(1x) Community Room	900-2,500 SF
(1x) Exterior Entry Plaza	-
Total	3,600-8,800 SF

Key Attributes

- Natural daylight and views to the exterior for both security and welcome
- Warm, inviting, and sensory-based materials and spatial design, to include all users (students, staff, teachers, parents, and visitors)
- Acoustic control, with a variety of sound levels depending on the space
- Clear wayfinding and navigation into the school community areas



*The information on this page represents an 'ideal' scenario for planning secure and welcoming entry spaces. The diagram is an example of spatial adjacencies, and not a defined layout that would be implemented in all CVS schools identically.

Specialized I Physical Environments

Community Heart



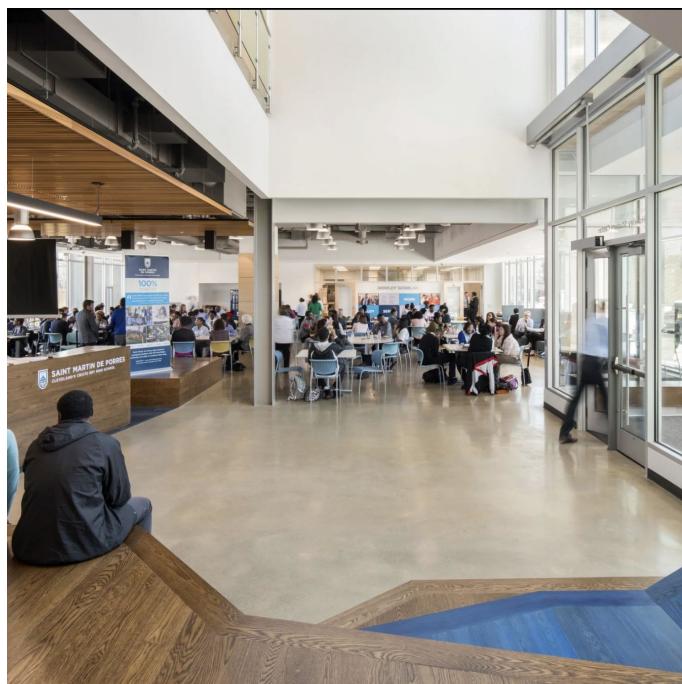
A Community Heart serves as a **central, flexible space that anchors social and collaborative life**, fostering connection and belonging through open layouts, adaptable seating, and visible access to learning activities. Often the center of the school, the Heart is used for assemblies and gatherings, performances, presentations, or even larger-group instruction. This space may serve as the **linkage between public and private, associating as a space of welcome** for community members.



Sun Prairie West High School - Sun Prairie, WI



Fisher STEAM Middle School - Greenville, SC



St. Martin de Porres High School - Cleveland, OH



Black Rock Middle School - Villanova, PA

Gathering Stair

- layered “Amphitheater” step seating
- moveable cushions for extended seating
- integrated stairway
- a potential landing between levels
- ADA considerations (ramp, lift, etc)

Community Commons

- home-like soft seating and other elements such as a fireplace
- flexible furnishing
- space for large groups
- presentation screen
- break-out space for small groups

Specialized | **Community Heart Spaces**

GATHERING STAIR



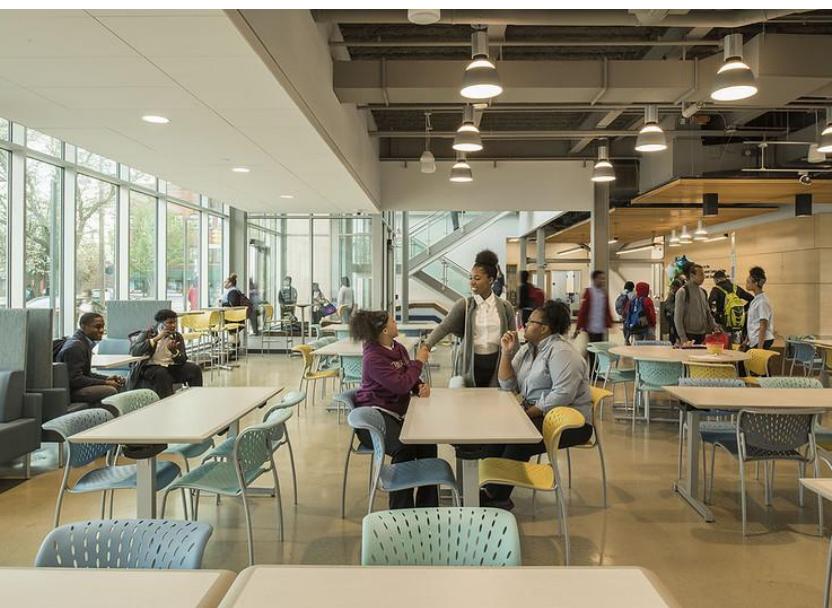
Sun Prairie West High School - Sun Prairie, WI

SPATIAL QUALITIES: Proximity & Accessibility, Adjustable Lighting, Acoustic Control, Comfortable Seating, Flexible & Adaptable.

TYPICAL SIZE: 900-2,000 SF

COMMUNITY COMMONS

DESCRIPTION: an open, adaptable area designed to support social interaction, collaboration, and shared activities. With flexible seating, gathering zones, and access to natural light, it encourages connection among students, staff, and visitors while accommodating events, informal learning, and group projects.



St. Martin de Porres High School - Cleveland, OH

SPATIAL QUALITIES: Natural Daylight, Acoustic Control, Adjustable Lighting, Flexible Zones, Sensory-Friendly Materials, Accessibility & Proximity.

TYPICAL SIZE: 1,000-2,000 SF (Lower Level)
500-1,000 SF (Upper Level)



Specialized I **Community Heart Layout**

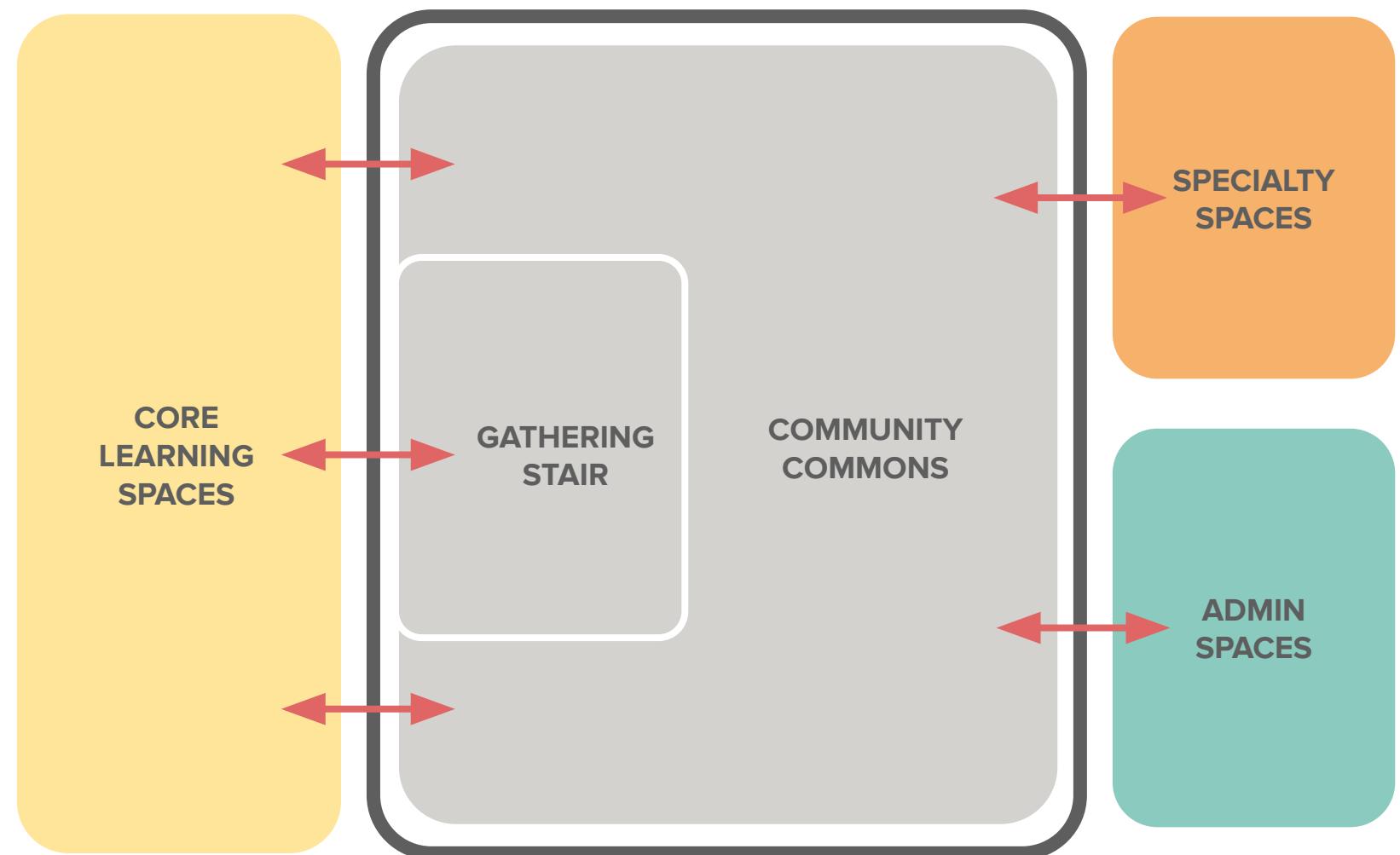
The Community Heart offers another chance for learning to move beyond the classroom and take place within and around the campus. Often centrally located, it serves as a main gathering space for the school, but also may offer significant breakout spaces. This movement, where groups of students can collaborate with peers or community experts and engage with a variety of tasks, allows for increased student autonomy and agency. Being the center of most buildings, it also provides a strong connection point between floors, building the unified ethos of a school community. With integrated technology, it allows for large-scale interdisciplinary project and presentation opportunities.

Types of Physical Environments

(1x) Gathering Stair	900-2,000 SF
(1x) Community Commons	1,000-2,000 SF
(1x) Community Commons (Upper Level)	500-1,000 SF
Total	2,400-5,000 SF

Key Attributes

- Centralized location accessible by all other school spaces (core learning, specialty spaces, admin spaces)
- Access to natural daylight through windows, skylights, clerestories or solar tubes
- Acoustic control and variety
- Spatial flexibility
- Large group gathering opportunities (often promoted by a gathering stair or similar element)
- Cave spaces or spaces of retreat for sensory needs and variety
- Clear sight lines for passive supervision



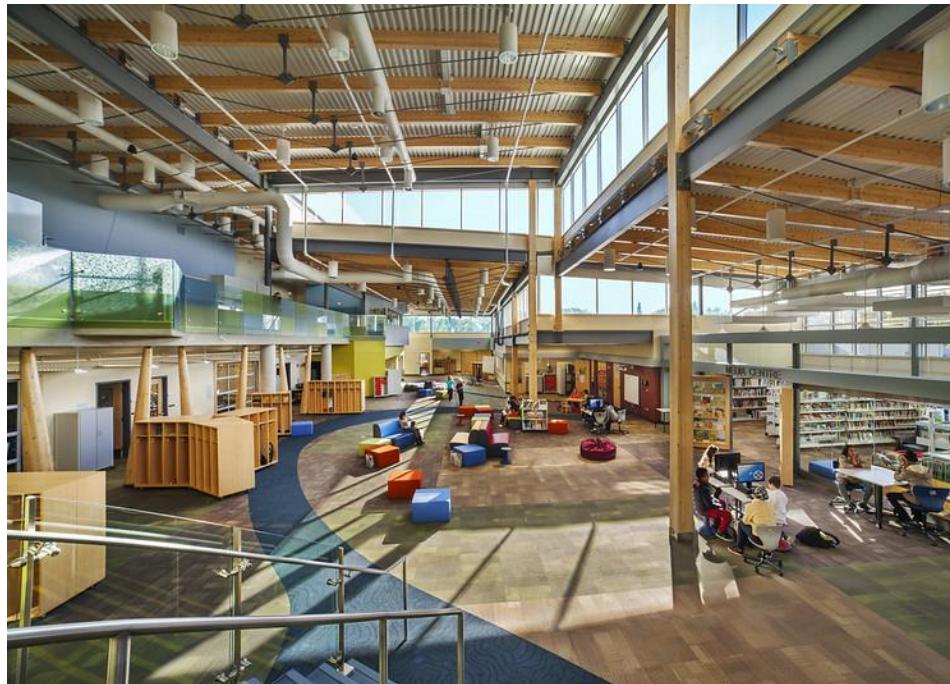
*The information on this page represents an 'ideal' scenario for planning flexible and collaborative Community Heart Spaces. The diagram is an example of spatial adjacencies, and not a defined layout that would be implemented in all CVS schools identically.

Specialized I Physical Environments

Media Center



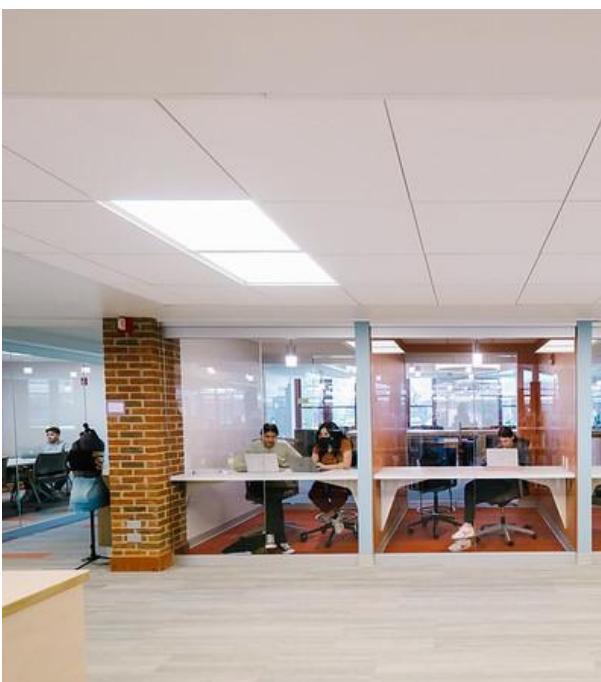
A future-focused Media Center is a unique learning space whose sole purpose is to **foster a collaborative physical environment** where active, participatory learning takes place through physical and virtual connections. It is the traditional library reimaged for all members of the community to experiment, make, do, think, communicate, collaborate, and grow. It serves as the **central hub of self-directed and collaborative opportunities** with flexible user-defined spaces.



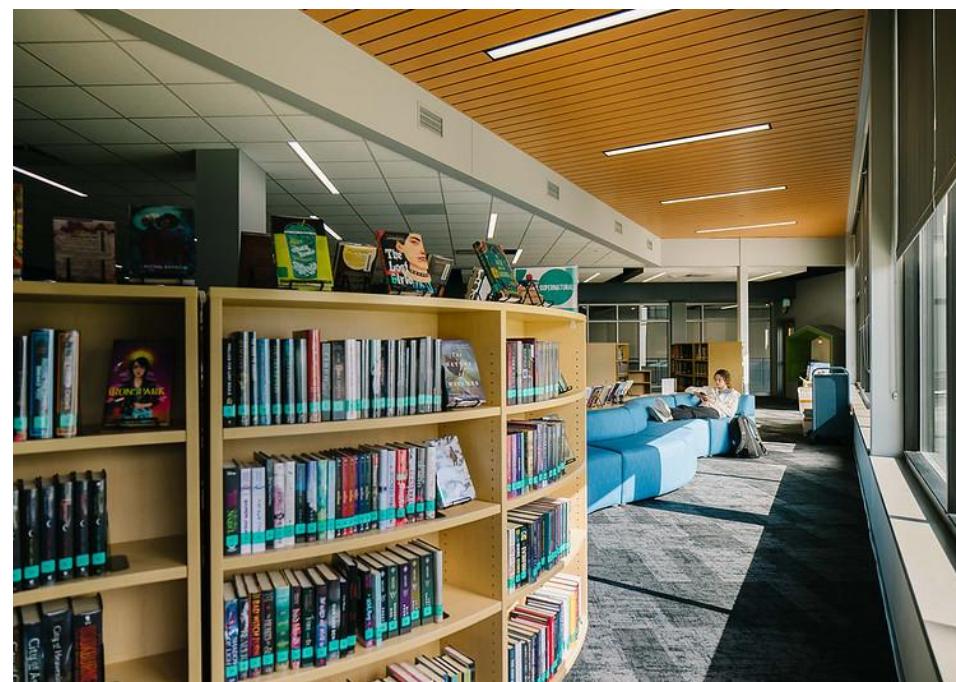
Arcola Community School - Regina, SK, Canada



Magnificat High School - Cleveland, OH



Horace Greeley High School - Chappaqua, NY



Sun Prairie West High School - Sun Prairie, WI

Commons

- independent learning
- project-based learning
- large group presentations
- collaboration
- easy access to technology
- reflection
- quiet reading

Cave Spaces & Small Group Rooms

- peer-to-peer learning space encouraging informal collaboration
- self-directed learning and reflection
- quieter niches set apart from high activity areas



Specialized | Media Center Spaces

LIBRARY COMMONS

DESCRIPTION: The main Media Center space that acts as an adaptable, open, and flexible learning environment that may host classes, reading sessions, tutoring, and other quiet and collaborative activities. This space is equipped with mobile furniture and bookshelves, with more fixed shelving around the perimeter of the room. This space is considerate of acoustics and natural light.



Black Rock Middle School - Villanova, PA

SPATIAL QUALITIES: Natural daylight, Transparent, Flexible & Adaptable, Comfortable, Acoustically Controlled, Well-lit, Organized, Accessible, Diverse Seating Options, Collaborative Surfaces & Technology.

TYPICAL SIZE: 1,600-2,000 SF

CIRCULATION DESK / ADMIN

DESCRIPTION: A welcoming entry space designed to serve as the main information and supervision point for the Media Center. It includes a circulation desk for book check-out and return, and a private office space for the Librarian to be able to maintain the library's collection.



Horace Greeley High School - Chappaqua, NY

SPATIAL QUALITIES: Intimate & Quiet, Calm & Predictable Layout, Acoustic Control, Natural Daylight, Comfortable, Desk height Adjusted to Student and Adult Sizes

TYPICAL SIZE: 100-300 SF

MEDIA LAB / ESL SPACE

DESCRIPTION: At the elementary school level, the Media Lab can double as an ESL center. Equipped with computer workstations, and simple sound and video recording technology, students will learn about technology as media while enhancing their English Skills. At the middle and High School level, the Media Lab combines all the spaces necessary for photography, videography, podcasting, and other sound recording.



Black Rock Middle School - Villanova, PA

SPATIAL QUALITIES: Calm & Predictable Layout, Acoustic Control, Adjustable Lighting, Flexible Zones, Sensory-Friendly Materials, Accessibility & Proximity, Collaborative Surfaces & Technology.

TYPICAL SIZE: 300-800 SF



Specialized | Media Center Spaces

MAKERSPACE

DESCRIPTION: a hands-on, creative lab that encourages students to design, experiment, build, and invent as they engage in science, engineering, art, and tinkering. At the elementary level, these can serve as mini Career and Tech centers, or STEAM centers geared towards younger students. These spaces support a wide range of activities, at times using specialized equipment, all in support of individual and collaborative work.



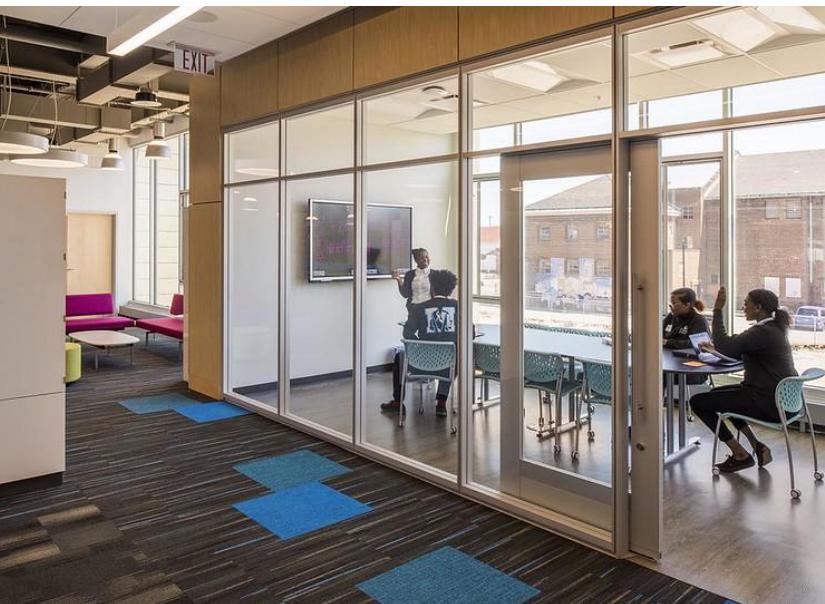
Douglas Grafflin Elementary - Chappaqua, NY

SPATIAL QUALITIES: Calm & Predictable Layout, Acoustic Control, Adjustable Lighting, Transparent, Flexible Zones, Accessibility & Proximity, Collaborative Surfaces & Technology.

TYPICAL SIZE: 600-1,000 SF

SEMINAR ROOM

DESCRIPTION: an intimate, focused space designed for in-depth discussions, presentations, and collaborative learning. Equipped with flexible seating and presentation technology, it supports group dialogue and active engagement. This physical environment fosters deeper exploration of ideas, accommodating smaller groups for a more personalized, interactive learning experience.



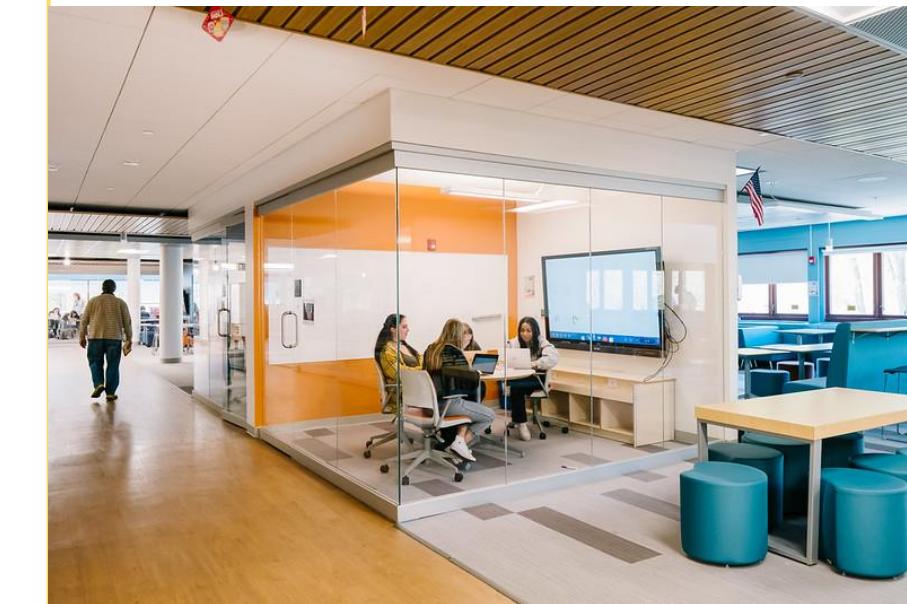
St. Martin de Porres High School - Cleveland, OH

SPATIAL QUALITIES: Natural daylight, Transparent, Diverse Seating Options, Direct Access to Learning Commons, Collaborative Surfaces & Technology.

TYPICAL SIZE: 300-600 SF

SMALL GROUP ROOM

DESCRIPTION: a cozy, private space tailored for focused learning in small groups or one-on-one settings. Designed for flexibility, it promotes concentrated work, personalized support, and collaboration. Equipped with essential tools and comfortable seating, it creates a physical environment that supports individualized attention and meaningful interactions.



Horace Greeley High School - Chappaqua, NY

SPATIAL QUALITIES: Natural daylight, Transparent, Diverse Seating Options, Direct Access to Learning Commons, Collaborative Surfaces & Technology.

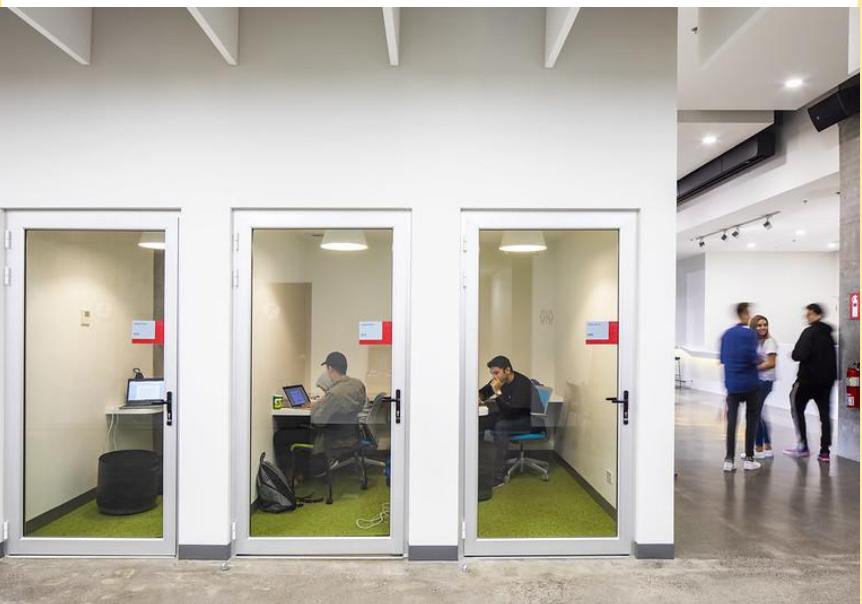
TYPICAL SIZE: 120-180 SF



Specialized | Media Center Spaces

SINGLE OCCUPANT ROOM

DESCRIPTION: a small, acoustically controlled space for one or two students to work independently. This space provides an opportunity for students to focus on academic study without distraction. The transparent entry allows teachers to maintain passive supervision while letting students feel connected to the outside community.



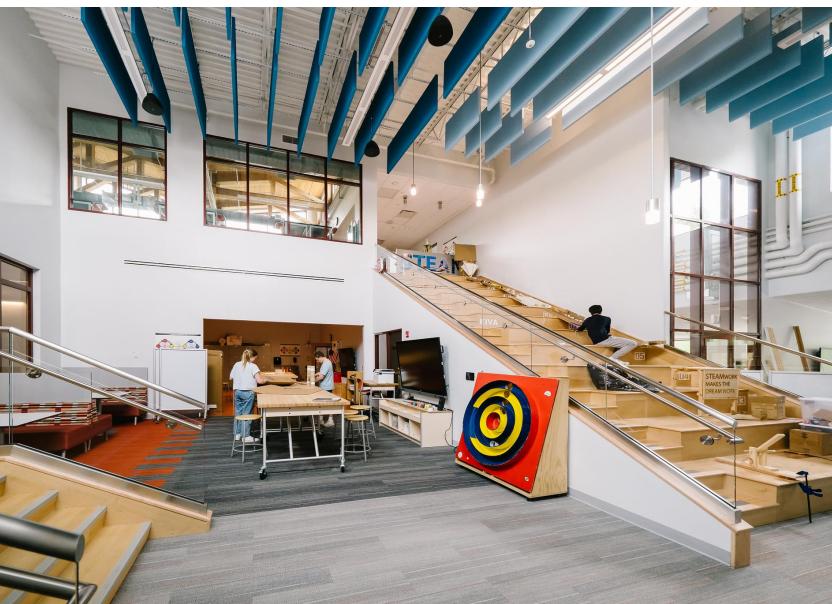
Texas Tech University - Costa Rica

SPATIAL QUALITIES: Private, Acoustically Controlled, Comfortable, Tech-enabled, Accessible, Safe & Visible

TYPICAL SIZE: 25-60 SF

LARGE GROUP INSTRUCTION (LGI)

DESCRIPTION: a flexible learning environment designed to bring larger student groups or multiple classes together for collaborative and interdisciplinary learning. Outfitted with adaptable furniture, advanced presentation technology, and acoustic support, it accommodates seminars, project-based work, performances, and group activities—promoting engagement, collaboration, and a strong sense of community.



Horace Greeley High School - Chappaqua, NY

SPATIAL QUALITIES: Natural daylight, Transparent, Diverse Seating Options, Direct Access to Media Center, Collaborative Surfaces & Technology.

TYPICAL SIZE: 800-1,200 SF



Specialized I Media Center Spaces (Elementary School)

Elementary Media Center (example layout)

The Media Center is an evolving program in today's schools, dependent on user needs. Located in a central location with access to the outdoors, aspects including furniture, technology, natural light, and collections all play a critical role in its design. This space is supported by a librarian invested in innovation, inspiration, and user-curation. The Media Center should reflect the aspirations and guiding principles of its community, while celebrating interdisciplinary learning.

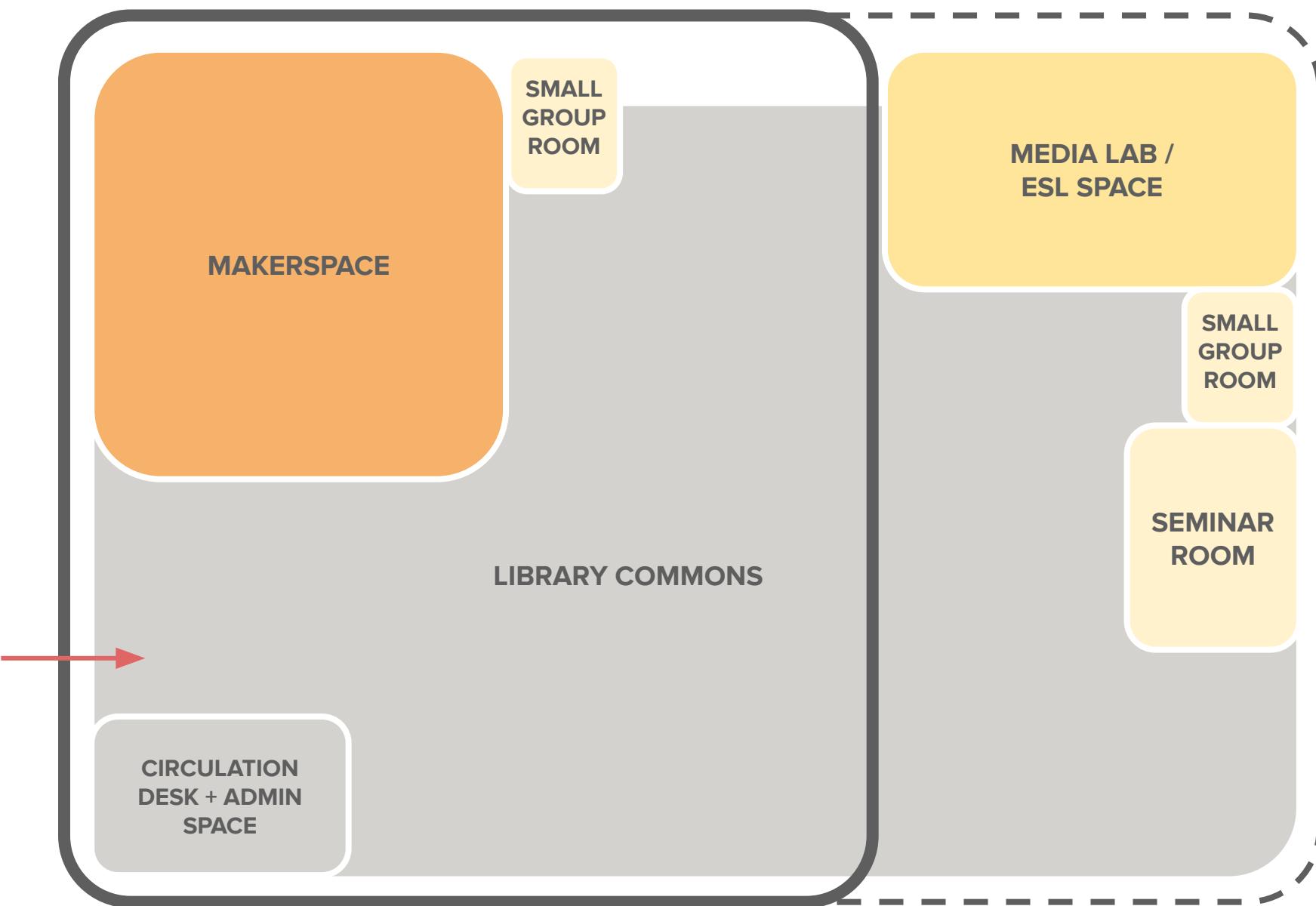
Type of Physical Environments

(1x) Library Commons	1,600-2,000SF
(1x) Circulation Desk / Admin Space	100-300 SF
(0x-1x) Media Lab / ESL Space	300-800 SF
(1x) Makerspace	600-1,000 SF
(0x-1x) Seminar Room	300-600 SF
(1x-2x) Small Group Room	120-180 SF

Total **2,420-5,060 SF**

Key Attributes

- Choice and control
- Access to nature
- Spaces for social support from visitors and peers
- Zones within the space provide resources and prototyping opportunities, small hand tools, and other supplemental content for exploratory creativity and production
- Accessible technology is dispersed throughout



*The information above represents an 'ideal' scenario for planning an Elementary School Media Center environment. The diagram is an example of spatial adjacencies, and not a defined layout that would be implemented in all CVS high schools identically.

Specialized I Media Center Spaces (Middle + High School)

Middle + High School Media Center (example layout)

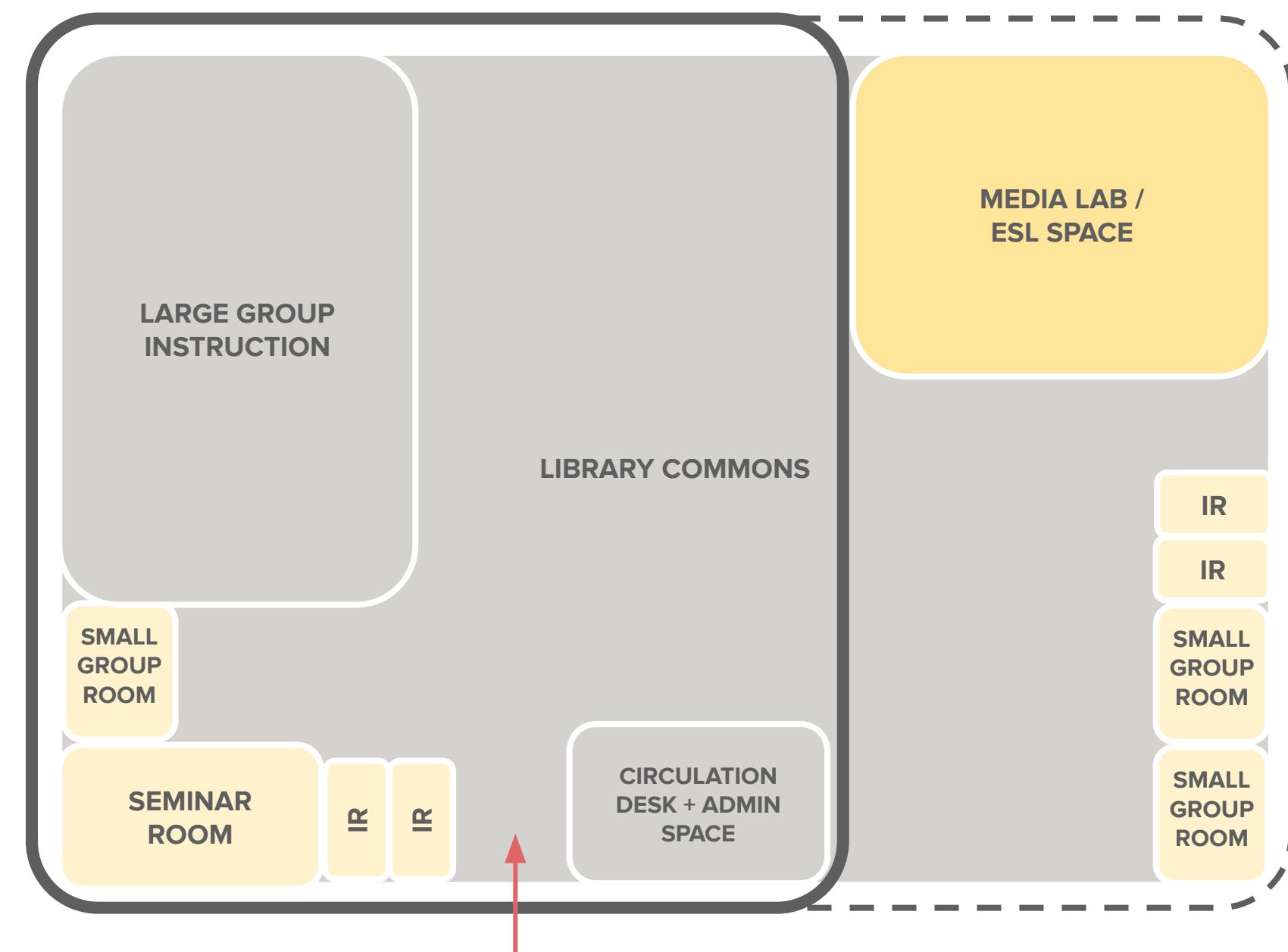
Similar to the Elementary model, the Media Center should reflect the aspirations and guiding principles of its community and promote interdisciplinary learning. The librarian should facilitate curiosity, independence, and exploration within student interests. This space is intended for formal and informal social gatherings, innovative professional development, student and industry expert collaboration, virtual work, and quiet individual time.

Types of Physical Environments

(1x) Library Commons	1,200-2,500 SF
(1x) Circulation Desk / Admin Space	300-500 SF
(0x-1x) Media Lab / ESL Space	600-1,200 SF
(1x) Large Group Instruction	800-1,200 SF
(1x) Seminar Room	300-600 SF
(1x-3x) Small Group Room	120-180 SF
(2x-4x) Single Occupant Individual Room (IR)	25-60 SF
Total	2,770-6,780 SF

Key Attributes

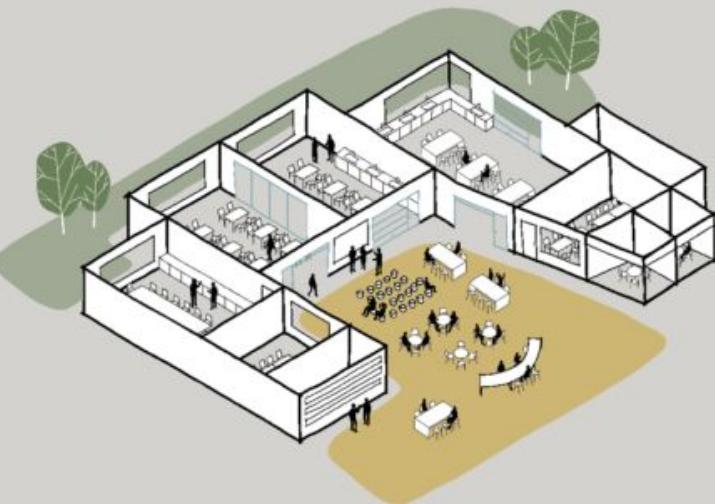
- Indoor / outdoor connections
- Quiet study areas, print / digital resources, interlaced meeting spaces that vary in size
- Access to multiple production resources such as printers, plotters, etc.
- Community gathering spaces for public meetings, community partnerships, and professional networking
- Accessible technology is dispersed throughout



**The information above represents an "ideal" scenario for planning flexible and collaborative Media Centers at the Middle and High School level. The diagram is an example of spatial adjacencies, and not a defined layout that would be implemented in all CVS high schools identically.*

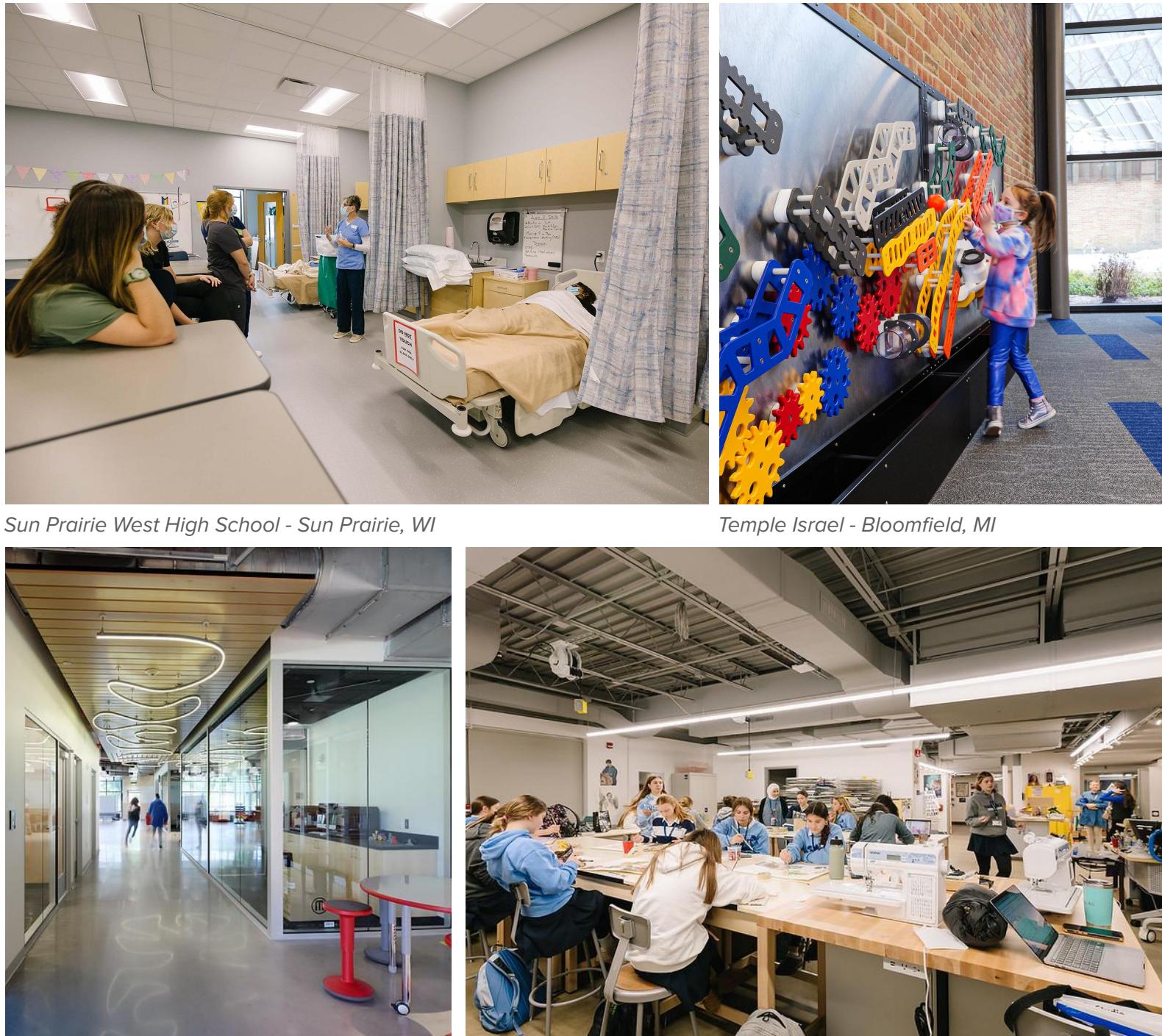
Specialized I Physical Environments

CTE / STE(A)M



CTE / STEAM programs provide learners with both **academic and technical skills, knowledge, and training** necessary to actively engage in the **careers of today and tomorrow**. The successful CTE / STEAM program recognizes the students' need to be **agile in solving technical, social, and business problems**, and for developing new products through applied learning.

Therefore, career pathways must be designed to **empower students with new and relevant ways to engage in hand-on learning**.



Mound Fort Innovation Center - Ogden, UT

Magnificat High School - Cleveland, OH

Career & Tech programs are designed as a **suite** that will accommodate a variety of activities, including:

- small group work
- internet-based research
- distance learning
- seminar-style instruction
- independent study
- peer tutoring
- hands-on work
- specialized fabrication
- technology-based design
- creativity
- unplanned exploration

Specialized | CTE / STE(A)M Spaces

FABRICATION LAB “WORKSHOP”

DESCRIPTION: a hands-on, project-based space designed for making, building, and prototyping. Equipped with workbenches, power tools, 3D printers, and safety systems, it supports activities from woodworking and metalworking to digital fabrication, fostering creativity, problem-solving, and practical skill development.



Sun Prairie West High School - Sun Prairie, WI

SPATIAL QUALITIES: Natural Daylight, Open & Flexible, Durable & Industrial, Well-Ventilated, Safe, Organized & Efficient, Transparent & Visible, Accessible

TYPICAL SIZE: 1,000-1,500 SF

ASSEMBLY LAB “MAKERSPACE”

DESCRIPTION: a flexible, workshop-style space designed for building and testing projects adjacent to the Fabrication Lab. Outfitted with modular workstations, tools, storage, and safety features, it supports hands-on learning in robotics, engineering, and product design, encouraging collaboration, problem-solving, and applied creativity.



Horace Greeley High School - Chappaqua, NY

SPATIAL QUALITIES: Natural Daylight, Open & Flexible, Durable & Industrial, Well-Ventilated, Safe, Organized & Efficient, Transparent & Visible, Accessible, Storage-rich & Orderly, Adaptable & Scalable

TYPICAL SIZE: 800-1,200 SF

SPECIALIZED LAB

DESCRIPTION: a purpose-built physical environment tailored to advanced study in a specific field. Equipped with specialized tools, technology, and safety systems, it supports focused exploration in areas such as biotechnology, engineering, or digital media, providing students with real-world, hands-on learning experiences.



Sun Prairie West High School - Sun Prairie, WI

SPATIAL QUALITIES: Natural Daylight, Durable & Industrial, Well-Ventilated, Safe, Organized & Efficient, Transparent & Visible, Accessible, Tech-integrated, Flexible-yet-specific, Secure

TYPICAL SIZE: 800-1,500 SF



Specialized | CTE / STE(A)M Spaces

MICRO LAB

DESCRIPTION: a compact, specialized space designed for focused, small-scale experiments or research. Equipped with essential tools, work surfaces, and safety features, it supports hands-on learning, precision work, and individual or small-group scientific exploration.



Horace Greeley High School - Chappaqua, NY

SPATIAL QUALITIES: Compact & Efficient, Organized, Flexible & Adaptable, Safe, Tech-integrated, Accessible, Durable, Visual Transparency

TYPICAL SIZE: 100-200 SF

DESIGN STUDIO COMMONS “POD”

DESCRIPTION: a creative, collaborative space where students develop, prototype, and refine ideas. Featuring flexible workstations, tools for sketching and modeling, and areas for group critique, it supports problem-solving, innovation, and hands-on learning across disciplines like architecture, graphic design, and product development.



Horace Greeley High School - Chappaqua, NY

SPATIAL QUALITIES: Natural Daylight, Flexible & Adaptable, Collaborative & Social, Organized, Inspiring, Tech-integrated, Display-friendly, Accessible, Inviting, Durable

TYPICAL SIZE: 900-1,600 SF

LEARNING STUDIO “CLASSROOM”

DESCRIPTION: dynamic, multi-zoned physical learning environments designed to break away from the limitations of traditional classrooms by supporting a variety of activities simultaneously. The space is designed to encourage flexibility and adaptability, catering to diverse learning modalities and activities within one space.



Sun Prairie West High School - Sun Prairie, WI

SPATIAL QUALITIES: Natural daylight, Transparent, Diverse Seating Options, Direct Access to Learning Commons, Collaborative Surfaces & Technology.

TYPICAL SIZE: 800-1,000 SF



Specialized | CTE / STE(A)M Spaces

SPECIALIZED EQUIPMENT SPACE

DESCRIPTION: Dedicated space for certain equipment with a level of production that is elevated from what might be in a typical school wood shop, for example. Some of this equipment, such as: CNC routers, 3D printers, or laser cutters and engravers, will require their own space to maintain precision and streamline production.



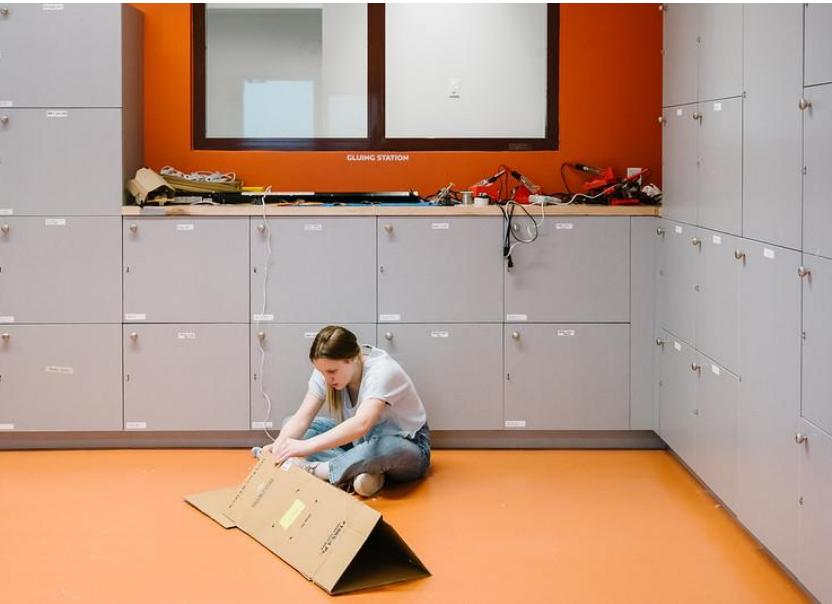
Horace Greeley High School - Chappaqua, NY

SPATIAL QUALITIES: Transparent, Appropriate Additional Ventilation, Dust Collection (if needed), Dedicated Workstations (if needed), Dedicated Power Circuits for Equipment, Storage for Tool Accessories.

TYPICAL SIZE: 100-600 SF

STUDENT STORAGE

DESCRIPTION: a secure, organized area where students can store personal belongings, learning materials, and project supplies. Designed with lockers, cubbies, or shelving, it helps keep classrooms and workspaces uncluttered while providing easy access to needed items.



Horace Greeley High School - Chappaqua, NY

SPATIAL QUALITIES: Organized, Compartments, Secure & Safe, Accessible & Convenient, Durable, Scalable, Visible & Monitored, Navigable

TYPICAL SIZE: 200-800 SF

MATERIALS STORAGE

DESCRIPTION: an intentionally designed space that provides ample room to store materials and equipment related to each specific CTE or STE(A)M program.



Hillel Day School of Detroit - Farmington Hills, MI

SPATIAL QUALITIES: Easily accessible from project work areas, appropriate storage solutions for the size and type of materials to be stored.

TYPICAL SIZE: 200-800 SF



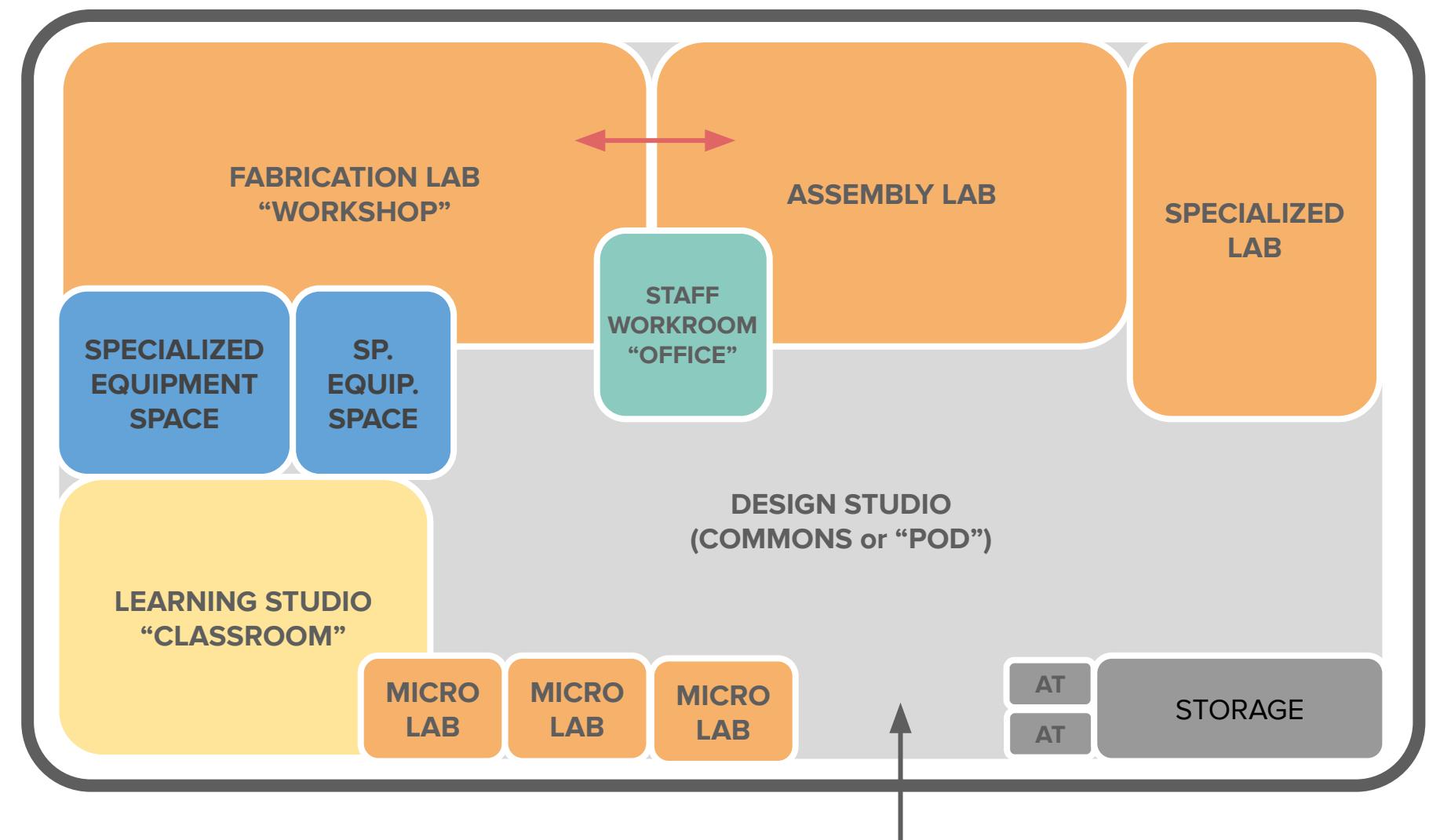
Specialized | CTE / STE(A)M Spaces (Middle + High School)

Career and Tech Center / STE(A)M (example layout)

Career and Technical Education (CTE) spaces and STE(A)M spaces include highly specialized fabrication labs and integrated design studios to support a variety of different specialized learning opportunities. The options might range from a clean, technology-rich space to build motherboards, solar panels, and robots to an infrastructure-rich space to support woodworking and metalworking activities, or specialized spaces to support anatomy classes and health services learning. Different facilities may have different CTE/STE(A)M learning opportunities, and schools may choose to transport students between sites instead of duplicating facilities.

Types of Physical Environments

(1x) Learning Studio "Classroom"	800-1,000 SF
(1x) Fabrication Lab "Workshop"	1,000-1,500 SF
(1x) Assembly Lab	800-1,200 SF
(1x) Specialized Lab	800-1,500 SF
(3x) Micro Lab	100-200 SF
(1x) Design Studio (Commons or "Pod")	900-1,600 SF
(1x or more) Specialized Equipment Space	100-600 SF
(2x) Accessible Toilet (AT)	50-75 SF
(1x) Storage	200-800 SF
Total	2,900-9,200 SF



Key Attributes

- Prototyping, Fabrication, and STEM Outdoor Labs
- Water and power at center and perimeters of spaces
- Designed for longer term projects in teams or by individuals
- Dedicated workstation for intensive inquiry-based learning
- Student-centered commons for presentations, critiques, and discussions

*The information above represents an 'ideal' scenario for planning specialized CTE and STE(A)M learning environments. The diagram is an example of spatial adjacencies, and not a defined layout that would be implemented in all CVS high schools identically.

Specialized I Physical Environments

Outdoor Learning



Outdoor Learning spaces **extend the classroom beyond the school building**, supporting **hands-on exploration, collaboration, and physical activity**. They utilize flexible seating, natural features, and interactive elements to connect learning with the physical environment.



Sun Prairie West High School - Sun Prairie, WI



Blackrock Middle School - Villanova, PA



Anne Frank Inspire Academy - San Antonio, TX



Shorecrest Prep Early Childhood Center - St. Petersburg, FL

Site & Building Connections

- shaded gathering areas
- natural elements; foliage, trees, materials
- dispersed seating for a variety of group sizes.
- play space
- “huddle” space for a whole class of students; seats arranged around a focal point for reflection & direct instruction.
- doors that open up to outdoor learning space.
- visual connection between indoor and outdoor learning spaces for monitoring purposes.



Specialized | **Outdoor Learning Spaces**

OUTDOOR GATHERING



Sun Prairie West High School - Sun Prairie, WI

SPATIAL QUALITIES: Open & Inviting, Comfortable, Shaded or Covered, Accessible, Durable, Visible & Safe

TYPICAL SIZE: N/A

OUTDOOR PLAY

DESCRIPTION: a safe, engaging space designed for physical activity, exploration, and social interaction. Equipped with play structures, open space, and age-appropriate equipment, it encourages movement, creativity, gross-motor development, and cooperative play while promoting health and well-being.



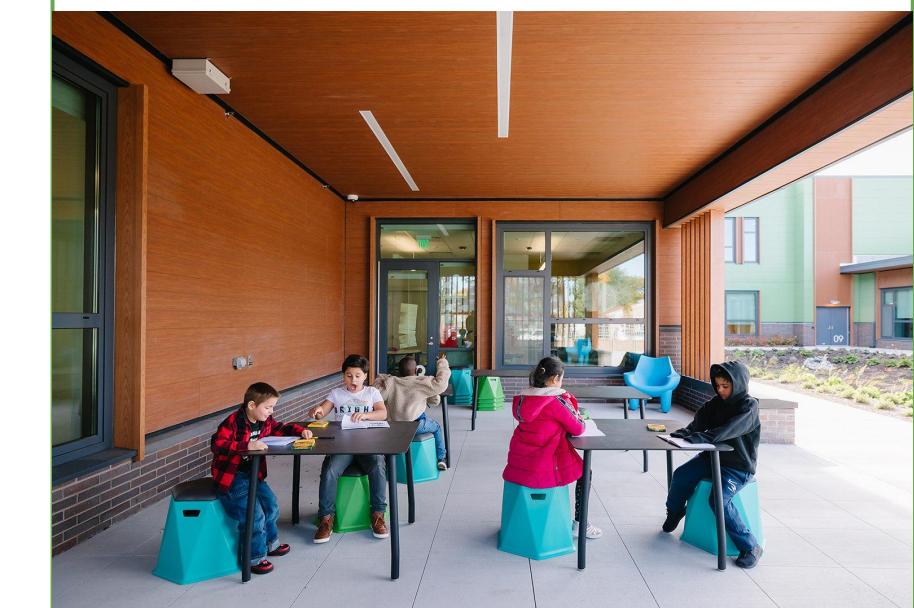
Creekside Elementary - Boulder, CO

SPATIAL QUALITIES: Open & Spacious, Accessible, Durable & Resilient, Safe & Secure, Engaging & Stimulating, Flexible, Adaptable

TYPICAL SIZE: N/A

OUTDOOR LEARNING

DESCRIPTION: a hands-on, experiential area where students explore and study the natural world. Featuring gardens, observation zones, and interactive installations, it supports inquiry-based learning, ecological awareness, and connection to local ecosystems.



Garden City Elementary - Cranston, RI

SPATIAL QUALITIES: Flexible, Adaptable, Sheltered, Comfortable, Immersive, Natural, Purposeful, Accessible, Durable, Visible & Safe

TYPICAL SIZE: N/A





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