

APPENDIX D

EDUCATIONAL VISIONING NOTES





Educational Visioning Workshop Notes and Summary

June – August 2024

The following pages offer a summary of notes taken, and information gathered during the Martha’s Vineyard Regional High School Educational Visioning Workshops that took place during the months of June – August 2024. If you have questions about the workshops or would like to add comments or ideas to this evolving narrative, please contact Special Projects Coordinator Sam Hart at sam.hart@mvyps.org.



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Educational Visioning Executive Summary

During the months of June - August 2024, the Martha's Vineyard Regional High School Educational Visioning Group (EVG) – a group of approximately 40 participants that included Martha's Vineyard Public Schools (MVYPS) leadership and Martha's Vineyard Regional High School (MVRHS) administrators, teachers, students, parents, and community partners, participated in a series of three Educational Visioning Workshops facilitated by Tappé Architects and New Vista Design. Additionally, a Kick-Off Meeting with MVRHS leadership was held on June 5, 2024, and a full Faculty Workshop was held on June 12, 2024. Each workshop was a collaborative session designed to inform the Martha's Vineyard Regional High School (MVRHS) MSBA Feasibility Study and pre-design process. During the EVG workshops, participants were led through a step-by-step visioning process aimed at capturing their high-level thinking about MVRHS's current and future educational goals and priorities and connecting them to best practices and possibilities in innovative school facility design. The following three-page executive summary offers key workshop findings. A more in-depth recording of participant feedback can be found in the notes that follow.

Workshop Schedule:

- **June 5, 2024** Leadership Team Kick-Off Meeting (Virtual)
- **June 12, 2024** Faculty Workshop (In Person)
- **June 28, 2024** EVG Workshop One (Virtual)
- **July 9, 2024** EVG Workshop Two (Virtual)
- **August 21, 2024** EVG Workshop Three (In Person)



Faculty Priorities and Considerations

The following list of educational, architectural, and community priorities and considerations for the design of the renovated and/or new MVRHS facility were shared during the full Faculty Workshop.

Educational Priorities

- Academic Excellence and Support
- Curriculum Design and Innovation
- Student-Centered Approach
- Cultural Integration and Awareness
- Inclusive and Diverse Learning
- Real World Learning
- Project-Based Learning
- Community Partnerships
- Creativity and Expression
- Cross-Disciplinary Collaboration
- Collaborative Learning
- Technology Integration
- Display and Exhibition
- Inclusivity and Accessibility

Architectural Priorities

- Safety and Welcome
- Natural Light
- Collaborative and Hands-On Learning Spaces
- Flexible and Multi-Use Spaces
- Agile Classrooms
- Outdoor Connections
- Sensory/De-escalation Spaces
- Breakout and Quiet Spaces
- Real World Learning Spaces
- Project-Based Learning Spaces
- Health and Wellness
- Arts and Performance Spaces
- Athletic and Recreational Spaces
- Technology Integration
- Multi-Purpose Media Center
- Natural Aesthetics and Materials
- Effective Storage

Community Priorities

- Safe Community Use and Access
- Multi-Use and Flexible Spaces
- Sustainability
- Affordable Housing
- Health and Wellness Services
- Emergency Shelter
- Cost Conscious Design
- Workforce Development
- Adult Education
- Preschool Programming
- Language Services
- Performing Arts and Event Spaces
- Sports and Athletics
- Regionalization
- Community Arts and Culture
- Cooking and Culinary Spaces
- Robust Technology
- Transportation and Accessibility

Educational Visioning Executive Summary *Continued*

EVG Priorities and Considerations

The following list of educational, architectural, and community priorities and considerations for the design of the renovated and/or new MVRHS facility were shared during the Educational Visioning Group (EVG) and Kick-Off Workshops.

Educational Priorities

- Academic Excellence and Support
- Student-Centered Approach
- Inclusive and Diverse Learning
- Cultural Integration and Awareness
- Real World Learning
- Project-Based Learning
- Community Partnerships
- Collaborative and Cross-Disciplinary Learning
- Arts Education
- Creativity and Expression
- Sustainability Education
- Technology Integration
- Display and Exhibition

Architectural Priorities

- Varied and Inspiring Spaces
- Access and Inclusivity
- Sustainable Design
- Safety Features and Emergency Preparedness
- Efficient Layout
- Special Education Support
- Student Interaction and Gathering Spaces
- Collaboration Learning Spaces
- Safe Community Access and Integration
- Multi-Purpose Spaces
- Vocational and CTE Spaces
- Health and Wellness Facilities
- Art and Performance Spaces
- Athletic and Recreational Facilities

- Natural Light
- Enhanced Technological Resources
- Storage Solutions and Organization
- Island Aesthetic

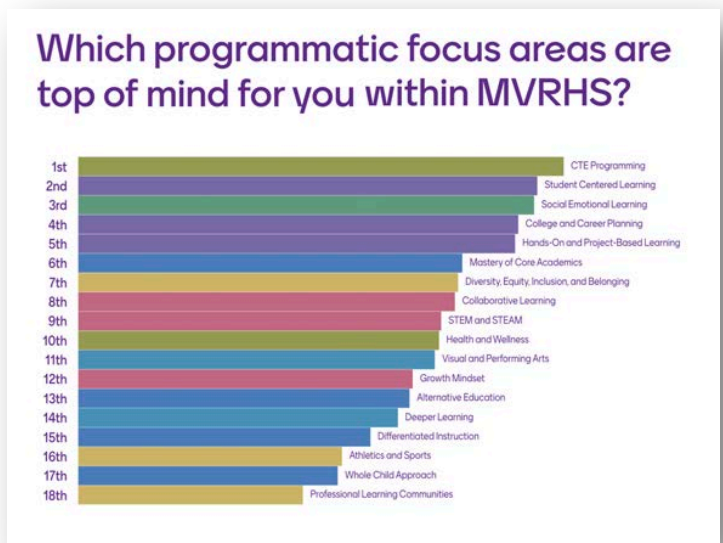
Community Priorities

- Safe Community Access and Use
- Artistic and Performance Spaces
- Sustainable and Climate-Responsive Design
- Workforce Development
- Community Pride and Opportunity
- Affordable Housing Opportunities
- Accessible Health and Wellness Services
- Athletic Facilities and Youth Dev.

EVG Priority Educational Focus Areas

A set of priority educational focus areas were introduced to the Educational Visioning Group as being of key importance to MVRHS Leadership Team. Group members then rated them in order based on their own priorities, resulting in the following listing which, similar to the Leadership Team, listed CTE Programming and Student Centered Learning as their top two priorities.

1. CTE Programming
2. Student Centered Learning
3. Social Emotional Learning
4. College and Career Planning
5. Hands-On and Project Based Learning
6. Mastery of Core Academics
7. Diversity, Equity, Inclusion, and Belonging
8. Collaborative Learning
9. STEM and STEAM
10. Health and Wellness
11. Visual and Performing Arts
12. Growth Mindset
13. Alternative Education
14. Deeper Learning
15. Differentiated Instruction
16. Athletics and Sports
17. Whole Child Approach
18. Professional Learning Communities



Educational Visioning Executive Summary *Continued*

MVRHS Portrait of a Learner

The Educational Visioning Group (EVG) discussed the educational and architectural implications of the MVRHS Portrait of a Learner during the EVG Workshop One. These can be found on pages 31-33 of this document.

Dispositions

- Compassion
- Curiosity
- Accountability
- Community
- Resilience

Skills

- Critical Thinker
- Problem Solver
- Effective Communicator



Guiding Principles 1.0

The following set of “Guiding Design Principles 1.0” for design of the renovated and/or new MVRHS facility was developed by the Educational Visioning Group during Workshop Three. Guiding Design Principles offer a framework of educational and architectural priorities.

1. School as Community Resource

- Afterschool Hours
- Adult Education Opportunities

2. Collaboration, Connection, and Ownership

- Personalization and Connection
- Autonomy, Community, and Synergy
- Innovation Through Collaboration
- Collaborative Spaces

3. Inspiration and Innovation

- School Pride and Belonging
- STEM and STEAM
- Career Tech Education
- Hands On Learning

4. Flexibility and Adaptability

- Distributed Administration
- Possible Middle School
- Consider Faculty Housing

5. Small Learning Neighborhoods

- Identity, Belonging, and Connections
- Flexible Spaces for Flexible Learners
- Options for Disciplinary and/or Cross Disciplinary Organization
- Science should be collocated
- Shared Spaces

6. Outdoor Connectivity

- Environmental Integration and Sustainability
- Courtyard that is Safe, Enclosed, and Useful
- Outdoor Classroom
- CTE Connections to Outdoors
- Native Planting

Educational Visioning Executive Summary *Continued*

Desired 21st Century Design Patterns 2.0

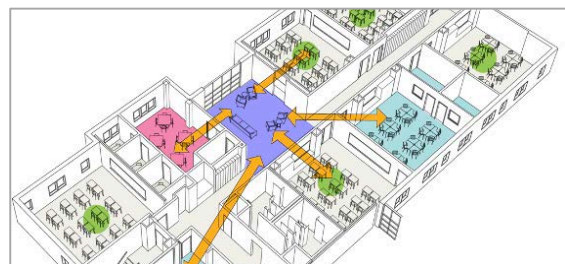
The following sets of priority “21st Century Design Patterns” for the design of the renovated and/or new MVRHS facility was developed during the Faculty Workshop and the Educational Visioning Group (EVG) Workshop Two. 36 Design Patterns were introduced to each group, the top 20 of which are listed in priority order based on how they were rated by workshop participants. The Design Patterns highlighted in red appeared in the top 20 patterns of both lists.

Faculty Priority Design Patterns

1. Outdoor Connections and Learning
2. Heart of School
3. Afterschool Spaces
4. Breakout and Quiet Spaces
5. Classroom Neighborhoods
6. Greeting and Gatekeeping
7. Career Technical Education
8. Biophilic Design
9. Wayfinding and Streetscapes
10. Extended Learning Areas
11. Distributed Resources
12. Media Center Learning Commons
13. Display and Exhibition
14. Interdisciplinary Connections
15. Community Aesthetic
16. Transparency and Connection
17. STEM/STEAM and Makerspaces
18. STEM/STEAM Adjacencies
19. Branding and Identity
20. Innovation Hubs

EVG Priority Design Patterns

1. Heart of School
2. Breakout and Quiet Spaces
3. Outdoor Connections and Learning
4. Classroom Neighborhoods
5. Career Tech Education
6. Welcoming Entry
7. Transparency and Connection
8. Effective Storage
9. Biophilic Design
10. Wayfinding and Streetscapes
11. Display and Exhibition
12. Agile Classrooms
13. Media Center Learning Commons
14. Afterschool Spaces
15. Distributed Resources
16. Extended Learning Areas
17. Between Spaces/Hallway Learning
18. Safe Community Access
19. Distributed Dining and Learning Areas
20. STEM STEAM and Maker Spaces



Educational Visioning Workshop Overview



During the months of June-August 2024, the Martha’s Vineyard Regional High School Educational Visioning Group (EVG) – a group of MVTPS and MVRHS leadership, administrators, teachers, students, parents, and community partners participated in three Educational Visioning Workshops run by Tappé Architects and New Vista Design. Each workshop was a collaborative session designed to identify high level priorities that will inform the design of the renovated and/or new Martha’s Vineyard Regional High School facility as connected to the MSBA (Mass School Building Authority) Feasibility Study that has been awarded to the district. Participants were led through a step-by-step visioning process aimed at capturing their best thinking about MVRHS’s and MVYPS’s current and future academic goals and priorities and connecting them to best practices and possibilities in innovative high school facility design.



The first two workshops took place virtually during the evenings of June 26 and July 9, 2024, from 6:00-8:30 PM. The third workshop took place in person during the afternoon of August 21, 2024, from 3:00-6:00 PM at MVRHS. All workshops were designed to be highly participatory, engaging, and informative. The educational and architectural goals set during these workshops will have a direct and tangible impact on the initial approaches taken toward the design of the renovated and/or new school facility, but they are just the first phase of the project and there will be many more opportunities to weigh in as the project progresses. Educational Visioning Workshop agendas were as follows:

WS One took place virtually on Wednesday, June 26, 2024, from 6:00-8:30 PM and explored the following topics:

- **Priority Goals** for MVYPS educational programming and a renovated and/or new MVRHS facility
- **Future-Ready Teaching and Learning Practices** that are important to MVRHS both now as envisioned for the future
- **Future Ready Learning Goals** that distill the group’s best thinking about MVRHS’s current and future academic programming and priorities and their implications for design of a renovated and/or new MVRHS facility

WS Two took place virtually on Tuesday, July 9, 2024, from 6:00-8:30 PM and explored the following topics:

- **Strengths, Challenges, Opportunities, and Goals Analysis** associated with MVRHS’s current educational programming as well as the district’s vision for its future
- **Architectural Design Patterns** that MVRHS would like to put into practice within a renovated and/or new facility

WS Three took place in-person on Wednesday, August 21, 2024, from 3:00-6:00 PM and explored the following topics:

- **Guiding Principles** for the design of the renovated and/or new facility
- **Bubble Diagramming** of conceptual design ideas for the renovated and/or new facility
- **Key Talking Points** that aim to communicate the visioning group’s priorities and findings to the Martha’s Vineyard community

Additional workshops included an Educational Leadership Kick-Off Meeting that took place virtually on June 5, 2024, for the purpose of introducing district and school leadership to the educational visioning process and a full Faculty Workshop that took place in-person at MVRHS on June 26, 2024.

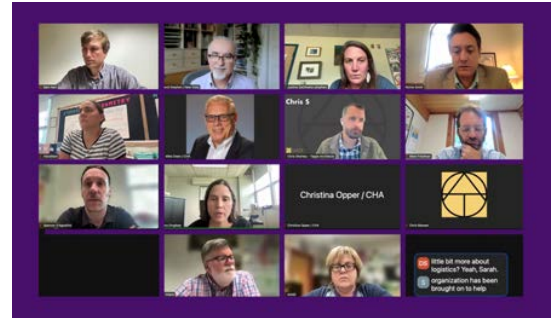




Educational Leadership Team Visioning Kick Off Meeting Notes

June 5, 2024

A group of Marth’s Vineyard Public Schools (MVYPS) and Martha’s Vineyard Regional High School (MVRHS) leadership participated in a 1.5-hour Educational Visioning Kick-Off Meeting on June 5, 2024. The purpose of the meeting was to present an overview of the educational visioning process, discuss overarching educational and architectural priorities for the MVRHS facility, and establish a framework and schedule for educational visioning workshops. The following notes highlight information gathered during the meeting.



Meeting Participants

- Richie Smith Superintendent MVYPS
- Sara Dingley Principal, MVRHS
- Mark Friedman Business Administrator
- Justine DeOliveira Director of Curriculum
- Spencer D'Agostino Instructional Technologist
- Melissa Brailard Math Teacher/ Freshman Team Coord.
- Rick Mello IT Director
- Jack O’Malley CTE Director
- Mike Taus Facilities Director
- Sam Hart Coordinator of Career Pathways and Special Projects
- Virginia (Nell) Coogan Student Affairs Office, Restorative Coordinator, Teacher
- Regula Elsbeth Design & Architecture Educator
- Todd Elsbeth MVRHS Art Design and Tech dept

Design Team

- Chris Blessen Tappé Architects
- Chris Sharkey Tappé Architects
- Christina Opper CHA Consulting/OPM
- Michael Owen CHA Consulting/OPM
- David Stephen New Vista Design

Greatest Hopes

When asked to share their greatest hopes for the Martha’s Vineyard Regional High School educational programming and facilities, meeting participants shared the following hopes, which have been organized thematically.

Collaborative and Flexible Learning Environments

- Spaces that encourage collaboration with ample natural light, space, and heat
- Safe and bright building accommodating community and student needs
- Thoughtful flow of spaces promoting education and inspiration with flexible areas
- Flexible spaces allowing for diverse activities and events
- Supports extracurricular activities and elective offerings
- Supports after-hours programs and events without disrupting the main school area

Forward-Looking and Sustainable Building Design

- A building that is aesthetically inspiring, functional, and sustainable
- Meets educational and environmental needs for the next 30-50 years
- Allows for proper educational spaces with modern technology integration
- All classrooms and meeting areas designed with windows for openness





Greatest Hopes *Continued*

Community-Centric and Long-Term Vision

- Fully functioning building satisfying needs and wants of staff, students, and community
- Meets island's educational needs for the next 50-75 years
- Campus designed to support students, staff, and community for the foreseeable future
- Building serves as a center supporting youth and the wider community

Project Priorities

The following Educational, Architectural, and Community Priorities for Martha's Vineyard Regional High School were brainstormed by workshop participants during the Kick-Off Meeting. Responses have been grouped by like-themes. This list will continue to develop throughout the upcoming Educational Visioning workshops.

Educational Priorities

Diverse and Inclusive Curriculum

- Inclusionary practice
- Instructional cohesion
- Lifelong skills development through diverse curriculum
- Truly accessible education space for all students, including those in special education
- Flexible learning spaces to adapt to changing educational demands

Career and Technical Education (CTE)

- Modern CTE areas with technology and equipment
- Opportunities for after-hours learning in CTE
- Related or theory classrooms in proximity to CTE shop areas

Student Engagement and Collaboration

- Present, engaged students
- Student and teacher collaboration
- Celebrating student and staff achievements

Social-Emotional Learning and Well-Being

- SEL/Therapeutic resources for student support

Student Centered Learning

- Real world learning
- Increased community connections and content area discipline crossover
- Opportunities for students to pursue their interests

Project-Based and Hands-On Learning

- Small groups for students to work on projects
- Hands-on maker spaces for students to follow their passions
- Collaboration among departments for project-based initiatives

Collaborative Learning

- Discussion-based learning
- Inspiring curiosity and collaboration

Small Group Learning

- Ability for students to work in small groups on projects
- Collaborative spaces for small group interactions
- Supporting student learning through small group activities



Educational Priorities *Continued*

Modern Educational Technology Integration

- Both students and teachers easily using modern technology
- Integrated and open spaces for technology-based learning
- Uniform technology infrastructure across all classrooms

Community Engagement and Partnership

- Interaction with outside members and organizations for collaborative projects
- Building connections between the school and the community

Teacher Support and Professional Development

- Opportunities for teacher collaboration
- Means for staff to easily use modern technology and software
- Recognition of staff achievements to foster motivation and growth

Dual Enrollment

- Integrated spaces accommodating college credit dual enrollment

Architectural Priorities

Flexible and Adaptable Facilities

- Creating flexible spaces for various educational needs
- Providing space that can evolve with changing demands
- Facilities that cater to educational needs of all departments
- Adaptable technology and equipment for diverse learning opportunities
- Flexible space for gathering 50-100 people at a time

Social Emotional Learning

- SEL and Therapeutic Centers

Agile Classroom Design

- Larger classrooms
- Adequate number of classrooms
- Classrooms that can incorporate a variety of different seating arrangements
- Flexible breakout, smaller classrooms that connect or are integrated with larger classrooms
- Bright classrooms with lots of light
- Classrooms should provide uniform technology

Safety and Supervision

- Monitorable design
- Clear sight lines
- Distance from one end to the other for passing time - keep it close
- Nurse area separate entry
- Loading dock, tracking items coming into the school

Safe Community Access

- After school programs, access after-hours while limiting access to the whole school
- Access to adult learners for after-hour programs
- Access to after-hours while limits for not going to whole school

Robust Technology

- Proper, separate MDF and IDF data closets
- IT should be as centralized as possible within the building
- Reliable tech

Career Tech Education

- Modern CTE Spaces



Architectural Priorities *Continued*

Collaborative Spaces

- Shared teacher spaces for collaboration and communication
- Wider hallways with natural light and collaboration spaces
- Communal spaces

Outdoor Learning and Spaces

- Use of outdoor spaces
- Outdoor learning spaces

Art, Design, and Tech Spaces

- Spaces that allow students to pursue their passions
- Art, Design & Tech spaces that incorporate storage space, ventilation, display area,
- Dirty work areas and clean spaces
- Performing Arts spaces

Athletic and Physical Education Spaces

- Extra PE space/ field house
- Smaller gym/ health-focused area connected to the current gym
- Top-notch athletic spaces for practice and performance/games
- Possible Field House for year-round activities

Larger Cafeteria

- Cafe that can accommodate one lunch service

Good Storage

Natural Lighting

- Bright spaces
- Lots of natural light

LEED Certification and Sustainability

- LEED Platinum with all electrical mechanical systems and solar to offset remaining energy use
- All systems need to be serviceable/maintainable ideally by local tradespeople

Heating and Cooling

- Each space control heat and cooling
- Good HVAC

Vertical and Horizontal Movement

- Stairs, multiple floors

Design Aesthetics

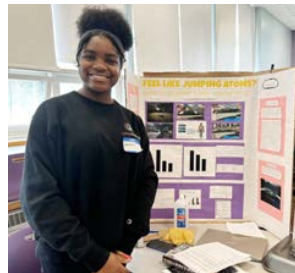
- Something that fits the vineyard aesthetic but is also modern

Bathrooms

- Faculty designated bathrooms
- Airport style bathrooms to reduce congregating

Parking and Accessibility

- Parking for community members visiting CTE shops





Educational Leadership Team Visioning Kick Off Meeting Notes June 5, 2024

Community Priorities

Education and Workforce Development

- Workforce training
- Continuing education and space for community college or college credit courses
- Hub for workforce training/retraining and certification
- Adult Education and English as a Second Language adult night classes
- Ace MV adult community education

Safe Community Access and Use

- The high school is a hub for our community. I'd love for it to be accessible to all and for the beautiful space to allow for many safe uses for the greater community.
- Performing Arts Center that is sighted in such a manner that it remains accessible to the public without compromising the priority activities of staff
- Making the space available to more after-hours programs
- Community and after-hours programming
- More spaces to meet that are outside the classroom but still have access to outlets, etc.

Safety and Emergency Preparedness

- Safety- improved entrance check-in area
- This space is currently the largest public gathering space on the Island. It should be assumed that it will stay that way and the building should provide for that - like emergencies
- Shelter in an island-wide emergency
- Island EM center

Sustainable and Green Building Practices

- Leads certified/green building
- Renewable energy

Public and Recreational Spaces

- Lots of open space!
- Outdoor spaces beyond fields, for gathering
- Recreational space for island youth teams to use
- Field House for year-round athletic activities

Cultural and Performing Arts

- Performing arts and event space for programming
- Lots of PAC performances
- Performing Arts Center

Community Events and Social Gatherings

- Event space
- Outside events
- Parking for Restaurant and special event patrons
- Inviting and welcoming

Traffic and Road Safety

- Traffic effects should be minimized on the main road (Edgartown Vineyard Haven Rd)

Affordability

- Affordable and cost conscious





Additional Project Considerations

The following additional project considerations and sensitivities were discussed during the Kick-Off Meeting:

Sustainability and Environmental Concerns

- Sustainability and the fight over the turf and PFAS
- Environmentally friendly materials
- Environmentally conscientious design. No PFAS/ using building materials that are better environmentally
- Very strong opinions on the island- split between those in favor of the top of the line (whatever it might be) and those whose top priority is preventing more problems for the climate/environment
- Solar

Land Usage and Community Views

- Turf Battle
- Tribal concerns and viewpoints
- That there are a lot of strong opinions about land usage on the island and things can get pretty intense!
- Multiple towns using the same land means sometimes opinions on how to best use that land can get sticky

Design and Aesthetics

- Outside lighting and the neighbors
- Vineyard Aesthetic- natural products
- Cedar shingles!

Community Engagement

- As you mentioned, the timeline is tricky for staff members to be engaged
- Later sessions so the community can effectively engage in the process effectively
- TIMING - the community that uses this building the most and those families whose children are in the school will likely be working during the summer

Traffic and Transportation

- Drop off and pick up larger staging areas
- Looking at a design that removes the bus lot from the center of the campus
- Sanderson Road

Regulatory and Timeline Considerations

- Timeline for permitting - we have a regional planning agency (the Martha's Vineyard Commission) that will do an in-depth review and that needs to be factored into the overall timeline for the project

Meeting a Broad Range of Student Needs

- CTE (Career and Technical Education)
- College and career Planning
- Mastery of Core Academics
- Alternative Education
- Dual Enrollment
- Health and Wellness
- Social Emotional Learning
- Diversity, Equity, and Inclusion

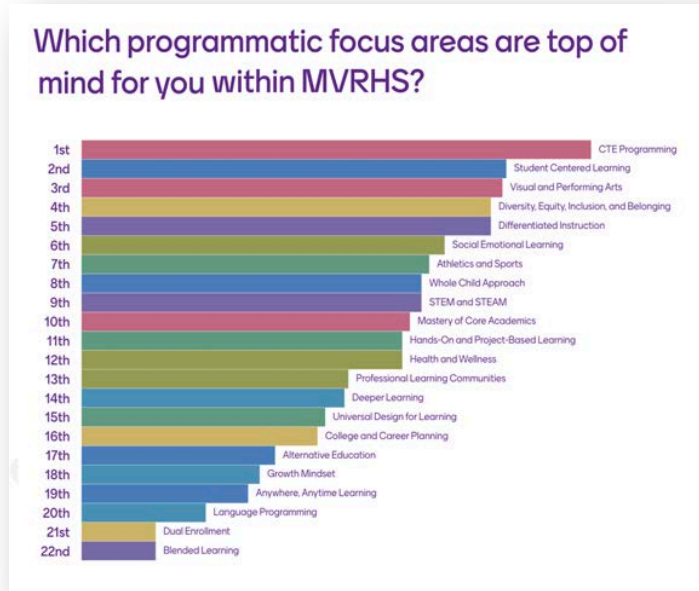




Priority Educational Focus Areas

The following initial listing of priority educational focus areas for the Martha’s Vineyard Regional High School was brainstormed during the Kick-Off Meeting and will be further explored during Educational Visioning Group Workshop One.

1. CTE Programming
2. Student Centered Learning
3. Visual and Performing Arts
4. Diversity, Equity, Inclusion, and Belonging
5. Differentiated Instruction
6. Social Emotional Learning
7. Athletics and Sports
8. Whole Child Approach
9. STEM and STEAM
10. Mastery of Core Academics
11. Hands-On and Project-Based Learning
12. Health and Wellness
13. Professional Learning Communities
14. Deeper Learning
15. Universal Design for Learning
16. College and Career Planning
17. Alternative Education
18. Growth Mindset
19. Anywhere, Anytime Learning
20. Language Programming
21. Dual Enrollment
22. Blended Learning



Additional Language and Programs to be Considered

When asked what language is missing from the previous list to describe MVRHS’s educational priorities, programs, and learning goals, workshop participants responded with the following thoughts.

Workforce and Vocational Training

- Career and workforce pathways
- High needs vocational training

Sustainability and Environmental Considerations

- Environmentally Friendly Design

Professional Collaboration and Development

- An emphasis on space that fosters teacher/staff collaboration





Educational Visioning Group Workshop One Notes June 26, 2024

Project Logistics

The following project logistics were agreed upon during the meeting.

- The Leadership Team will form an Educational Visioning Group of approximately 30-40 people to participate in three Educational Visioning Workshops, the first two of which will virtual, and the third of which will be in-person
- Workshop One will take place virtually on June 28, 2024, from 6:00-8:30 PM
- Workshop Two will take place virtually on July 9, 2024, from 6:00-8:30
- Workshop Three will place in-person at MVRHS on August 21, from 3:00-6:00 PM
- The Educational Visioning Group will consist of MVYPS and MVRHS leadership, administrators, teachers, students, parents, and community partners. MVYPS will send out a workshop invite and will create a list of confirmed participants over the next two weeks.
- Workshop materials (presentations, handouts, videos, and consolidated notes) will be stored in a shared Google Folder
- A Full Faculty Workshop will take place on the afternoon of June 12, 2024, from 12:30-3:00 PM.





Educational Visioning Group Workshop One Notes

June 26, 2024

The Martha's Vineyard Regional High School (MVRHS) Educational Visioning Group (EVG) met virtually for the first of three Educational Visioning Workshops from 6:00 – 8:30 PM on June 26, 2024. The EVG is a group of approximately 45 participants that includes Martha's Vineyard Public Schools (MVYPS) leadership and Martha's Vineyard Regional High School (MVRHS) administrators, teachers, students, parents, and community partners. Visioning workshops are being facilitated by Tappé Architects and New Vista Design, with the goal of leading participants through a step-by-step visioning process aimed at capturing their best thinking about MVRHS's current and future educational goals and priorities and connecting them to best practices and possibilities in future-thinking school facility design. If you have questions about the workshops or would like to add additional priorities to the list below, please email them to Special Projects Coordinator Sam Hart at sam.hart@mvyps.org.



Greatest Hopes

At the start of the workshop, participants were asked to each share their greatest hopes for the MVRHS project. Responses have been grouped by like-themes and listed below.

Community Support and Pride

- A building that the community can be proud of
- Promoting educational desires of the island
- Efficient building meeting community needs
- Education hub for the island community
- A new building supported by the community
- Long-lasting and beautiful facility

Inclusivity and Belonging

- Foster a sense of pride and belonging
- Supportive educational space for all
- Welcoming and inclusive learning environment
- Welcoming and supporting the immigrant community

Sustainability

- Sustainable and adaptable design
- Environmentally forward and energy-efficient
- Environmental sustainability and climate response
- Model for green and energy-efficient buildings

Inspiration and Functionality

- Ushering in the future of education
- Promoting learning and education
- Creating enduring learning spaces
- New spaces to support modern teaching
- New opportunities for educational improvement
- Inspiring environment for growth and collaboration
- Exciting learning environments for students
- Innovative model for secondary education
- Functional, high-tech classrooms
- Bright, open, and beautiful school facility
- Amazing learning space for skills development

Collaborative Environments

- Fostering cross-discipline collaboration and innovation
- Cultivating curiosity and cooperation

Safety and Security

- Safe, inclusive, and accessible design
- Security measures in place





Project Priorities

The following Educational, Architectural, and Community Priorities for the Martha’s Vineyard Regional High School project were brainstormed by meeting participants during Workshop One. Responses have been grouped by like-themes and listed below. This list will continue to develop throughout the upcoming Educational Visioning Group Workshops set to take place during the months of July and August 2024.

Educational Priorities

Academic Excellence and Support

- Rigor and high expectations for students
- Flexibility in curriculum design
- Future learning
- Lifelong learning
- Flexible spaces

Student-Centered Approach

- Student creation and creativity
- Building student interest
- Access to individualized education
- Spaces without distraction

Inclusive and Diverse Learning

- Inclusivity and accessibility
- SEL integration throughout the school

Cultural Integration and Awareness

- Multilingual
- Cultural values

Real World Learning

- Real-world scenarios
- Real-world, hands-on learning
- Application-based learning
- Authentic problems and solutions

Project-Based Learning

- Hands-on learning
- Project-based learning and spaces to support it
- Big thinking and creativity

Community Partnerships

- A hub for learning and connection
- Robust ways to connect with the world beyond the island

Collaborative and Cross-Disciplinary Learning

- Collaborative learning
- Collaboration between people and among disciplines
- Common spaces for socializing
- Cross-curricular
- Interdisciplinary collaboration
- Civic-minded collaboration

Arts Education

- Supportive of the arts

Creativity and Expression

- Promoting creativity and curiosity
- Flexible spaces for creative learning
- Maker spaces and learning

Sustainability Education

- Students as environmental stewards

Technology Integration

- Technology as a tool
- Digital fabrication
- Advanced tech programs

Display and Exhibition

- Performance spaces
- Display and exhibition spaces





Architectural Priorities

Varied and Inspiring Spaces

- Spaces celebrating rigorous learning
- Providing spaces for personal and group study

Access and Inclusivity

- Access to educational resources
- Ensuring spaces are accessible to all

Sustainable Design

- Sustainable architectural elements
- LEED certification standards
- Net Zero energy approaches
- Green roof integration

Safety Features and Emergency Preparedness

- Safe and secure spaces
- Emergency shelter planning
- Access to emergency resources

Efficient Layout

- Good wayfinding
- Disruption of hall wandering/few hallways

Special Education Support

- Pods for specialized programs
- Sensory and de-escalation spaces

Student Interaction and Gathering Spaces

- Spaces to bring students together
- Gathering spaces for students
- Student lounge and study areas
- Student-run cafes

Collaboration Learning Spaces

- Encouraging human interaction
- Integrated collaborative spaces
- Flexible classroom design
- Collaborative learning areas

Safe Community Access and Integration

- Community-integrated spaces
- Spaces for community interaction
- Shared educational resources
- Accessible meeting areas

Multi-Purpose Spaces

- Dynamic spaces for multiple uses
- Flexibility in space usage
- Repurposing spaces for various activities

Vocational Training and CTE Spaces

- Specialized spaces for CTE education
- Vocational real-life training areas
- Engaging CTE environments
- Future-ready CTE facilities

Health and Wellness Facilities

- Health and wellness areas
- Nursing lab
- Fitness areas
- Ergonomic furniture for all needs

Art and Performance Spaces

- Rotating art displays
- Studios for artistic creations

Athletic and Recreational Facilities

- State-of-the-art athletic facilities
- Sports areas and gyms
- Additional fitness spaces
- Locker rooms for visiting teams

Natural Light

- Emphasis on natural light
- Large windows for natural lighting
- Bright and joyous spaces

Enhanced Technological Resources

- High technology learning lab
- Technology-enabled classrooms
- Net zero energy design for technology
- Advanced technology integration

Storage Solutions and Organization

- Various storage options
- Storage areas for tools and supplies
- Accessible and efficient storage

Island Aesthetic

- Island aesthetic inspiration



Community Priorities

Safe Community Access and Use

- Community use of school facilities
- Collaborative spaces for families and community members
- Meeting spaces for community gatherings
- Welcoming facilities for great events and collaborations
- After-hours access for community programs
- Various locations for after-school activities
- Community college satellite campus
- Welcoming and beautiful meeting spaces

Artistic and Performance Spaces

- Strong support for arts and performances
- Art spaces for community and educational programs
- Performance spaces for medium-sized gatherings
- Performance space not as large as PAC
- Production space for showcasing community events
- Use of performance spaces for community events
- Greater access for community events and showcases
- Celebration of diversity through art and displays
- Display spaces reflecting island diversity
- Spaces for community music school and art programs
- Opportunities for student showcase beyond arts

Sustainable and Climate-Responsive Design

- Sustainable large-scale building example
- Energy-efficient features and sustainability
- Renewable energy solutions implementation
- Sustainable solutions and projects shaping future opportunities



Workforce Development

- Adult education for continuing education and certifications
- Vocational growth and training
- Job opportunities for adults with disabilities
- Creative and diverse adult education classes
- Continuing education classes for language and certifications
- CTE adult programs and classes
- Collaboration with businesses for vocational training
- Expansion of CTE programs to include various careers
- Inspirational CTE programs influencing future careers
- Collaboration with community businesses for vocational training

Community Pride and Opportunity

- Community pride in education programs
- Regionalized opportunities for preschool and middle school

Affordable Housing Opportunities

- Faculty housing options
- On-site affordable housing for staff
- Accessible housing options
- Affordable housing for community members

Accessible Health and Wellness Services

- School-based health center
- Clinical and mental health suite
- Welcoming spaces for health services

Athletic Facilities and Youth Development

- Athletic spaces for youth programs and team development
- Improved athletic facilities for community use
- Gym facilities for sports and fitness programs
- Field house for youth sports and community events

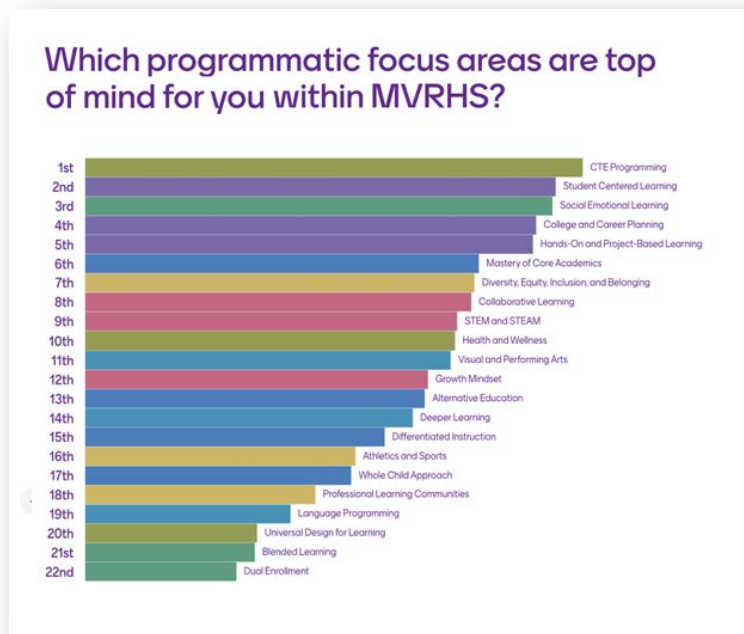




MVRHS Priority Educational Focus Areas

A set of 22 priority educational focus areas were introduced to the EVG during Workshop One as being of key importance to MVYPS and MVRHS leadership. Workshop participants then rated them in order based on their own priorities, resulting in the following listing which, notably, places CTE Programming, Student Centered Learning, and Social Emotional Learning at the top of list, as did District and school leadership when they did the same rating activity.

23. CTE Programming
24. Student Centered Learning
25. Social Emotional Learning
26. College and Career Planning
27. Hands-On and Project Based Learning
28. Mastery of Core Academics
29. Diversity, Equity, Inclusion, and Belonging
30. Collaborative Learning
31. STEM and STEAM
32. Health and Wellness
33. Visual and Performing Arts
34. Growth Mindset
35. Alternative Education
36. Deeper Learning
37. Differentiated Instruction
38. Athletics and Sports
39. Whole Child Approach
40. Professional Learning Communities
41. Language Programming
42. Universal Design for Learning
43. Blended Learning
44. Dual Enrollment



Additional Educational Focus Areas

When asked to share additional priority educational focus areas, not on the above list, workshop participants shared the following priorities which have been grouped thematically.

Community Building and Connection

- Community pride
- Community connections to the school
- Connections with outside community entities
- Community learning opportunities
- Connection to off-island resources
- Community heart and hub of school
- Open gathering spaces to build community
- Heart of the community
- Pride in community
- Intergenerational connections





Additional Educational Focus Areas *Continued*

Inclusion and Diversity

- Inclusion and compassion
- Breaking down barriers
- DEI Programming, especially local, WTGHA history and land acknowledgment
- Community and connection between staff to model (climate and culture) an inclusive supportive environment for students
- Universal design - architecture that allows the most needy students in our school and community full access, but is also helpful and beautiful for all

Student Engagement and Accountability

- Pride in learning
- Student accountability for learning and for facility stewardship
- School culture fostered by all members of school community
- Students as productive members of society
- Student-centered spaces

Creativity and Innovation

- Letting go of tradition for the sake of tradition
- Curiosity and creativity over consumption
- Making
- Film, music, and video production studios

Career and College Readiness

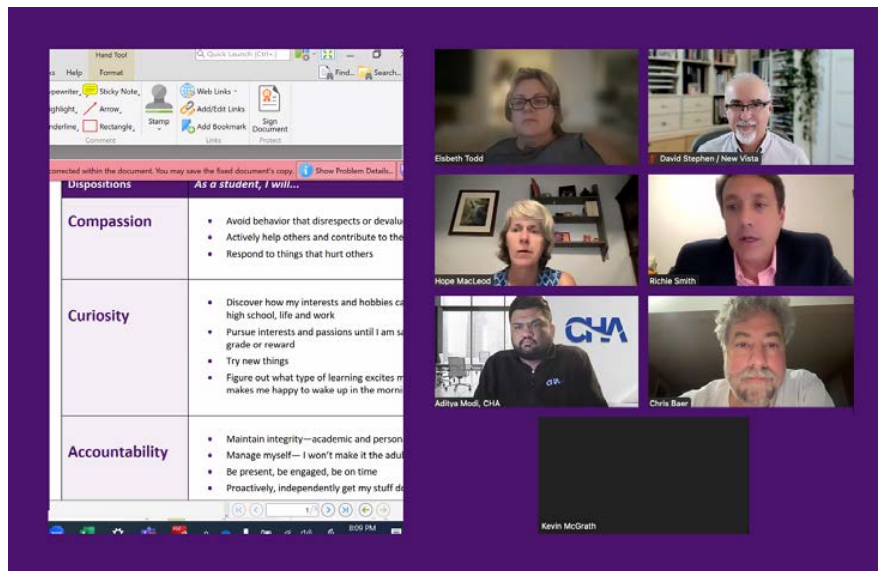
- Career pathways and college readiness is our primary purpose
- Student buy-in to their future opportunities/options

Technology and Digital Literacy

- Technology enhanced
- More emphasis on libraries and digital literacy centers

Environmental and Community Integration

- The school/building must reflect the school/people. We can't just build clever spaces and assume that a new dynamic environment will pop up
- Connections to nature
- Well thought out plans





MVRHS Educational Focus Areas in Practice

When asked to share what the above teaching and learning practices look like at MVRHS, either now or in an aspirational future, they responded with the following comments.

CTE Programs and Pathways: Now

- There are a lot of CTE and arts options for students to engage in
- CTE programs have a great start with exploratory, but many lose momentum and students as they move past freshman year
- CTE programs clear, inspirational, and have shaped careers
- CTE is well-supported but maybe underutilized
- CTE is super important but needs more resources and program options
- Too few students training for careers
- Not enough vocational career options
- There are no entrepreneurial opportunities
- There isn't an Electrical or Plumbing program in CTE



CTE Programs and Pathways: Future

- CTE programs that are creating pathways for local opportunity but also exposure to off-island opportunities
- Programs that show students there are many paths available after graduation
- CTE Exploratory and Freshman Seminar
- More of a campus with a well-defined and professional CTE space
- There should be lots of crossover between CTE and traditional academics
- More CTE programs that fit skills and needs of our Island like environmental science
- CTE programs that can adapt to long term changes
- Culinary restaurant during the school day
- Vibrant building trades program with kids learning all the skills to support our island: electrical, plumbing, HVAC, insulation, building energy auditing
- Elevated CTE spaces
- Future-ready spaces that can be configured to teach emerging CTE careers
- Strong agricultural program for growing in a changing climate
- Integrated community college courses with the opportunity to achieve associates degrees prior to graduation
- Time and spaces for night school

Student-Centered and Lifelong Learning: Now

- We strive for teaching that focuses on the uniqueness of each learner
- We are just starting to focus more on lifelong learning. I think- always need more
- The Capstone program is self-directed and student-centered





MVRHS Educational Focus Areas in Practice *Continued*

Student-Centered and Lifelong Learning: Future

- Students feel the excitement of learning
- 21st-century design that models for our students what learning and working looks like off-island
- See students acting like they have ownership of their space, program, work, etc.
- See engaged students!
- Opportunities for future-focused learning; breaking away from some of the age-old tropes of what we imagine school should be
- Innovative, breaking away from tradition, not our parents' school
- Innovation pathways for students
- The ability to take field trips more easily
- Student reflection upon their growth and learning
- More meeting spaces for teachers and for students to work
- Collaboration for teachers
- More small group meeting spaces
- Cross-curricular neighborhoods
- More cross-curricular

Visual and Performing Arts: Now

- We have a vibrant and robust Performing Arts culture and excellent arts program with many opportunities for community connections
- We have an Art, Design & Tech Show, but display spaces for tech is difficult
- The program would get even better with more space and resources
- Art space is fairly dark and cramped. Except the PAC
- Performing Arts needs more financial support

Visual and Performing Arts: Future

- Performing and Visual Arts at the center of the building, not down dark side halls
- Art spaces are integrated with tech area, making area and storage areas in each room



- Media Center with professional equipment and proper editing and sound capabilities Space for the community music school to feed Performing Arts program

Diversity, Equity, Inclusion, and Belonging: Now

- Diversity, Equity, Inclusion and Belonging is very important to us
- Students develop the ability to interact with age appropriate typical peers
- Would love more specific space for alternative teaching and learning, collaborative planning
- They are often done as best as we can regarding space for programs that are for students with high needs
- Not enough smaller spaces for smaller groups of students
- Not enough space for collaboration or quiet space
- Dysfunctional spaces
- What are the programs and initiatives for any for diversity, and for indigenous?





MVRHS Educational Focus Areas in Practice *Continued*

Diversity, Equity, Inclusion, and Belonging: Future

- A place for all kinds of learners
- DEI acknowledgement of diverse immigrant population and contributions
- Diverse History Programming
- Sped areas set up with modern equipment for life skills and training for employment in the community
- Opportunities to cross paths with a diverse student body
- Adjacencies that support the mixing of students in novel ways
- Pods for functional programming and sensory spaces
- State-of-the-art program spaces for our most needy students like 18-22 year olds

Social Emotional Learning: Now

- SEL is promoted
- There is SEL implementation in all areas, but it needs growth
- The school needs more socially inviting spaces

Social Emotional Learning: Future

- SEL should be evident all around the school
- Individual, private spaces for SEL
- Small social gathering spaces throughout the school that do not disturb other learners

Social Emotional Learning

- Core Values
- Growth Mindset
- Mental Health
- Counseling
- Mindfulness
- Resilience and Grit

The diagram shows a central circle labeled 'Social & Emotional Learning' surrounded by four segments: Self-Management, Self-Awareness, Relationship Skills, and Responsible Decision-Making. To the right is a photo of a group of students sitting on the floor in a circle, with the word 'thrive' written on the wall behind them.

Athletics and Sports: Now

- Athletics still needs support- we need more coaches.
- Lots of interest from kids, but we need adults who are willing to coach with all the travel and not a lot of funding
- Athletic programs need new fields. They are run down and are not equitable among sports
- Athletic spaces are inadequate to support teams

Athletics and Sports

- Physical Health and Wellness
- Leadership and Teamwork
- Mentorship
- Accountability and Responsibility

The diagram features three photos: a football player in action, a soccer player on a field, and a tennis player swinging a racket.

Athletics and Sports: Future

- Facilities that empower stronger attendance and engagement in athletics
- A second gym and several fitness/yoga spaces for movement
- New fields and field house
- Bathrooms at the athletic fields
- We need new athletic and physical education/health spaces





MVRHS Educational Focus Areas in Practice *Continued*

Whole Child Approach: Now

- Wide offer a wide variety of course offerings
- Student choice for elective courses
- Cross-discipline learning is happening in many areas
- WTGHA Land Acknowledgement and History Programming
- Our classroom spaces are fairly small and offer limited ability to change configurations of furniture
- Science labs/science fair
- Science and Steam
- Students can attend college classes on MVRHS campus
- Lots of tech troubleshooting
- Things feel haphazard

Whole Child Approach



Whole Child Approach: Future

- Strong sense of school pride
- Engagement, engagement, engagement
- Bright, airy, inspirational, and engaging spaces
- Professional and clean learning environments
- A facility that matches the strength of the staff and supports the programming for students
- Inviting programming and pathways, with more students getting fully engaged
- A visually appealing facility that students (and staff) are happy to be in
- Open spaces used by all and smaller spaces used by all
- Multifunctional spaces that support many needs
- Open sight lines
- Grade level neighborhoods, especially for freshman (with no middle school on the island)
- Common department or grade level neighborhoods
- Learning academies
- Maybe this is the time to have a middle school or a 7-9. Grade space
- More integration
- Larger classrooms with flexible furniture
- Tables and focal points for collaborative classrooms
- Collaboration of students and teachers
- Small group spaces
- More independent learning spaces
- Easy to find your way to certain programs or departments
- More collaboration among teachers that leads to cross-curricular connections and alignment
- More spaces for teachers to work collaboratively
- Spaces for teachers to create
- Student solutions are visible
- More display for community to see what students are accomplishing
- Students can attend college classes on MVRHS campus
- Science programs with high tech labs
- Science shares resources/greenhouses
- Intentional meaningful use of technology
- Facilities that empower stronger attendance and engagement in athletics
- More than one teacher bathroom
- A place to put a bag or computer in the bathrooms





MVRHS Educational Focus Areas in Practice *Continued*

STEM and STEAM: Now

- STEM and STEAM happen in our yearly science and engineering fair
- STEM and STEAM to me seem to be on their own, not enough collaboration or at least not as visible to students and staff and families
- STEM/STEAM are disparate
- Recognizing STEM can apply to other disciplines needs to be reinforced
- STEAM is underrepresented

STEM and STEAM

- STEM as meta-discipline
- Art and Humanities as Glue
- Design Thinking Process

The slide includes a pyramid diagram with five levels: Design Thinking, Art and Humanities, STEM, Science, and Engineering. Below the text are three photographs showing students working in a classroom setting.

STEM and STEAM: Future

- More STEAM, and access to Steam labs for all teachers
- Students get basic creative technology skills (fabrication) at an early phase of their learning so they can use technology effectively as they grow
- Practical application of math, science, languages in a cross-disciplinary fashion; particularly in CTE classes
- Creative spaces such as arts, athletics, and STEAM co-located
- Opportunities for students to interact with the "smart" building and to make future improvements to the building

Mastery of Core Academics: Now

- We still are a bit overly traditional and 20th century in approach
- Classrooms are nearly completely full every period
- We have a cells and bells model at the moment
- Some of future forward focus areas are systemic and some are teacher-driven
- Students don't read the course descriptions to accurately decide on courses
- Students do not always see value in what they are learning
- Parents need feedback from educators as to what's missing

Mastery of Core Academics

PreK - 12 standards-based curriculum that scaffolds to expectations for graduation and is aligned to the academic standards.

- Complex Text
- Academic Language
- Evidence from Text
- Building Knowledge
- Content-Rich Nonfiction
- Concepts and Skills
- Problem Solving
- Thinking Across Grades
- Conceptual Understanding
- Fluency
- Application

The slide features two sample pages of curriculum text and a list of skills on the right.

Mastery of Core Academics: Future

- We actively develop, celebrate, assess and keep growing options to support teacher professional skills and student learning
- More access to dual enrollment and college credit
- College lecture style classrooms for AP classes to rotate through





MVRHS Educational Focus Areas in Practice *Continued*

Hands-On and Project-Based Learning: Now

- We presently have Independent Studies, Senior Capstone projects, and Capstone presentations
- Students reflect upon their learning and are aware of what they learn, the process, and their growth
- Project-based elective science classes
- Exploring passions is somewhat limited
- There is not enough time and space for hands-on, project-based learning
- It is difficult to have multi-session projects with materials
- Students struggle with the skills at project-based learning and perception that it is easy or not rigorous work
- Students struggle to develop iterative projects
- Students don't always know what pathways are open to them - like Independent Studies
- Lacking space to promote creativity

Hands-On and Project-Based Learning: Future

- More hands-on learning
- Consistent and authentic ways to present beyond a poster. Love the idea that student work helps students feel ownership of the space and treat it better
- Students create authentic community relevant projects and solutions
- Projects that help students explore environmental issues and problems in the community
- Project creation: allowing students to be creators not just consumers
- Visibility of learning, process, and outcomes
- Students wanting to keep spaces clean and attractive
- Larger lab areas

Health and Wellness: Now

- Health and Wellness do not have a strong presence physically, but its offerings are excellent
- Health and Wellness need dedicated space for yoga and meditation practice

Health and Wellness: Future

- Health and wellness facilities that are inviting and robust
- Wellness: quiet spaces and spaces for students to find some private, quiet space from other students
- Occupational therapy and physical therapy spaces
- Sensory spaces throughout the building

Hands-on Learning

- Project-Based Learning
- STEM and STEAM
- Extended Learning Opportunities
- Community Contexts
- Authentic Assessment
- Life Skills



- Need more space for active learning and innovative approaches
- Not enough ways to make learning visible to peers and the community
- It is difficult to find authentic ways to present
- Not enough opportunities and spaces to demonstrate authentic learning
- No room for co-planning without using copy rooms

Health and Wellness

- Mental and emotional health
- Social health, nutrition, physical fitness, athletics



- Reimagine nurse's office and capabilities
- Health center- mental health and physical & behavioral health areas - for students, staff, and for education
- More gym and health space. Spaces like that will endure for more than 50 years





MVRHS Educational Focus Areas in Practice *Continued*

Professional Learning Communities: Now

- Professional Learning Communities are hard to have because there aren't any common spaces to meet
- We have departmental offices and not much opportunity for cross-curricular collaboration
- We need a better teacher's lounge

Professional Learning Communities: Future

- Multifunctional spaces/rooms to better support programming
- A real, dedicated common space for teachers
- Co-planning spaces for teachers
- Culture of presentation and sharing authentically needs to be created in the building. Spaces can help this but need PD too
- Teacher lounge. We're saying very little so far about how a school building can be appealing to the staff. Help teachers WANT to be there

Professional Learning Communities

- Teacher Teaming
- Cross Discipline Instructions
- Teacher and Student Collaboration



Deeper Learning: Now

- Over 50 work-study and coops
- We presently have Independent Studies, Senior Capstone projects, and Capstone presentations
- Our academics and opportunities are great just need space and tech
- Lack of community connections
- Real indoor/outdoor integration of classrooms
- School garden is an amazing opportunity with support from IGI garden educator
- We need larger lab spaces
- Identifies and allows students to discover, explore, and build upon their passions and interests
- Lacking student collaboration spaces to share projects/ideas

Deeper Learning

- Authentic Contexts
- Exploring Passions and Interests
- Opportunities to Go Deep
- Product Creation
- Performance Assessment
- Capstone and Independent Projects



Deeper Learning: Future

- Inherent connections to world and ideas beyond the island
- More opportunities for connection with community - opportunities for students to connect with local professionals
- Students create authentic community relevant projects and solutions
- Way to engage community in learning experience? Mentoring?
- Spaces for students, staff, and the community to see projects presented and displayed, both in planned ways (traditional audiences) and in passing
- Everyone can create
- Opportunities for students in work-study programs to share their learning
- Making more visible what students are doing and learning in school
- Spaces for materials, creation, display, and community engagement for all departments
- Less computer-based learning. Focus off screens if not absolutely necessary





MVRHS Educational Focus Areas in Practice *Continued*

College and Career Planning: Now

- Just starting to focus on college and career planning but need more
- College and career planning is still primarily computer based
- We need more college and career planning for ELL
- Need more dual credit options with community college and university
- There should be more paths available besides college
- Career pathways would really help a lot of our diverse learners
- We need more programming for clear pathways and planning for CTE or STEM or other career paths
- Better space for all of these things to be done in a better, more organized manner

College and Career Planning

- College Planning
- Career Pathways
- Career Technical Education
- Extended Learning Opportunities
- Internships and Field Studies



College and Career Planning: Future

- More realistic college path programs
- Career pathways that make academics more meaningful, especially for diverse learners
- Practical application of math, science, languages in a cross-disciplinary fashion; particularly in CTE
- Career planning more visible
- Career & College Center for students and recent grads
- Counseling suites
- Real world application and pathways
- Life skills planning
- Hands-on career planning
- Backup plans
- Vocational real-world job-based skills
- Mini classes/workshop space for island talent to reach students and help with career planning
- Workspaces in guidance so students can work on their future plans with access to technology and resources
- Spaces for community members to talk with students about their careers

Alternative Education: Now

- Project Vine is MVRHS's embedded alternative program
- Alternative education has been steadily growing in importance
- We have a separate space for Alt Ed but we need more dedicated spaces that suit their specific needs more effectively
- Alternative education should have its own space within the building, with classrooms and a shared space. It is very important that the new space is better than past versions
- We need separate spaces for CTE and Alt Ed
- Schools within the school have spaces that are defined but still feel part of the whole school

Alternative Education

- Hands On
- Project-Based
- Interdisciplinary
- Small Class Sizes
- Progressive Innovation
- Academic Coursework and Standards
- Electives within CTE or mainstream Program
- School Within a School
- SMARTS





MVRHS Educational Focus Areas in Practice *Continued*

Alternative Education: Future

- Clear pathways and planning for alternative education
- Keep alternative Ed open to all students ... dip in to explore
- Community collaboration with alternative learning, such as internships etc.
- Alternative education expansion into different programs that make learning more high interest
- Project Vine allocation of space and inclusion
- Perhaps opportunities in-between alt ed and regular ed, not just one or the other. Or perhaps a more widespread, integrated alt ed
- Better academic assessments and remedial courses that might not fall within MA Dept of Education guidelines
- Support of student exploration and experiences off island

Academic Growth Mindset: Now

- We could do a little better with walking the talk of growth mindset
- Academic growth mindset could be emphasized more
- Students are encouraged to take advantage of all the school has to offer early and know about it
- Performing Arts has long goals - months of rehearsal for one performance - growth mindset and resilience are inherent in this

Academic/Growth Mindset

Hierarchy of Learner Needs

Learning Mindset:
 ✓ Feels in this learning community
 ✓ Can change my abilities through effort
 ✓ Owns success
 ✓ This work has value and purpose for me.

Quality Questioning, Guidance and Encouragement
 Learning Strategies & Tools
 Learning Mindset
 Student Agency
 Learning Readiness
 Physiological Needs: Food, Safety, Love

... Integrity, responsibility and Perseverance...

A Growth Mindset Drives Motivation and Achievement

Learn to
 Love to
 Grow to
 Achieve to

... value of effort over innate intelligence...

Academic Growth Mindset: Future

- More careful consideration of growth mindset and more deliberate teaching of it
- Growth mindset requires trust and a feeling of belonging. Spaces that support that
- More experiences to practice and exhibit real-world learning help to frame, teach and reinforce mindset and skills
- Incorporation of growth mindset and SEL across all content areas and spaces through the school
- Appreciation of the students for what they are learning and possibilities that are open to them
- Kids need to see the possibilities

Language Programming: Now

- Bilingual co-teaching
- Language programming includes Seal of Biliteracy
- Some amazing opportunities in language department, but hard to hire on an island with limited housing opportunities and high cost of living
- Language programming needs more space

Language Programming

- World Language
- ESL
- Biliteracy
- Academic Success
- Cultural Competence
- Sheltered English Immersion
- SLIFE (Students with Limited or Interrupted Formal Education)

Language Programming: Future

- More language options and Language labs
- Focus on contributions of all our immigrant populations
- A real way to incorporate the Brazilian population into overall student body
- How about a Brazilian/US cafe? Portuguese for all?



MVRHS Educational Focus Areas in Practice *Continued*

Collaborative Learning: Now

- Students using technology to create, not consume. To collaborate, not replace classroom teaching
- There is co-teaching and collaboration happening in core classrooms
- We have Humanities courses that combine ELA and History
- Having options for separate grouping for co-taught classes is vital. Two classrooms should be scheduled for a co-taught class
- We need more collaborative learning opportunities
- Spaces where students can work quietly and on their own, as much as needed spaces for group work

Collaborative Learning: Future

- Students work together across their many boundaries
- International, global-based collaboration
- More internships and level three CTE classes outside of the school space
- Spaces for creativity and the time culture to nourish it
- Larger spaces for collaboration



Dual Enrollment: Now

- Dual enrollment is active and is mostly taught in the classes, not in a blended learning format
- There is access to college courses

Dual Enrollment: Future

- More early college programming and dual enrollment opportunities
- College-level courses offered in a way that works better with HS schedule
- More college class opportunities- early college option



Blended Learning: Now

- We all learned from the pandemic that zoom-based learning doesn't work for the vast majority of students; school should be a (physical) group activity
- Online learning is very helpful for our struggling populations
- Presently, it is done as well as we are able without the space and technology to do it
- We need remote-ready classrooms, so tech issues don't get in the way of blended learning
- Self-directed tech-based learning opportunities are a great extension of the classroom, but blended learning is a double-edged sword

Blended Learning: Future

- Ability to take college classes remotely
- A space for students in a remote college class (like aviation or something like that) to engage
- Advanced learner enrichment spaces and the technology required to access those opportunities
- Tech labs





Implications of the MVRHS Portrait of a Learner

Workshop participants met in facilitated breakout groups of 4-6 people to discuss the MVRHS Portrait of a Learner (POL), which outlines the dispositions and skills that the district would like to see MVRHS students develop and practice. They then brainstormed what they see as the educational and architectural implications of POL. Participant responses have been organized thematically and listed below.

Educational Implications of the MVRHS POL

Whole Child Approach

- The school should not be just about academic prowess, but also curiosity and extracurriculars
- Curiosity is increasing and capstone projects are getting better. There is a “mini-capstone” with freshmen through the media teacher

Core Skills and Critical Thinking

- Mastery of core skills is very important. People learn differently. BUT 805 kids need to come to the building and learn
- Skeptical about 21st-century skills. Students need to have core skills and critical thinking skills

Hands-on Learning

- Hands-on learning. Students need to learn math through experiencing. Takes buy-in from faculty. Space is half the battle. Faculty buy-in, time, and doing it, is the other half

Community Building

- Build our community in better ways and a fully functional school helps inculcate skills in students which make them better community members
- Creating community in an existing setting
- Create/foster happiness for occupants
- 9th-grade academy? Disparate communities with Brazilian presence

Cultural Representation

- Fully represent indigenous culture. The new building could have a history course and physical acknowledgement of the Wampanoag

Career Pathways

- Changes to programming to provide a career pathway for students with emotional disabilities
- Some of us didn’t realize the CTE was such a big part of things. CTE is needed on the island

Special Education

- Encourage the general population to develop a better understanding of the Compass special education program and build more opportunities for Compass students to branch out into the mainstream; create opportunities for connectivity

Student Empowerment

- Students feeling empowered as young adults; empowering students by providing student spaces, lounges, spaces to have access to, spaces to take breaks
- The feeling of ownership will foster adult privileges, spaces that would give students a sense of empowerment

Teacher Empowerment

- Teacher/staff practice: Empower teachers to allow them to do what’s best to create the comfort level for students. What will allow teachers to be best in a physical space? What are the spaces teachers feel most creative in?

Resilience and Adaptability

- Accountability and self-advocacy skills need to develop
- Resilience as kids leave the island. A big part of success as upwards of 40% don’t make it through their 4-year program
- Equipping students and bridging to the mainland/outside world. See the person considering the larger island
- The community cannot provide the “street smarts” that people on the mainland get so the POL needs to supplement that





Educational Implications of the MVRHS POL *Continued*

Fostering Curiosity

- Curiosity: Pursuing interest and passions until satisfied is really important and critical and figuring out what type of learning excites students
- Letting students explore their curiosity and providing them tools and engagement

Community Engagement

- Caring about the community: Students should really want to connect with their community, and not just do it because it looks good on the resume

Flexible Programming

- Separate spaces that can support flexible programming (alt. Ed, SLIFE programming)

Architectural Implications of the MVRHS POL

Inspirational Spaces

- Space can inspire all the things that are a part of the portrait of a learner. Inspire learning, engagement, and curiosity
- Portray the beauty of the island
- Creating a school in such a way that every student has something that draws them to school and gets them excited

Social Emotional Learning (SEL)

- Foster a Social Emotional Learning (SEL) component to building design
- Creating/fostering a sense of belonging through design
- Visibility of our values, of students learning, staff interacting with students, snapshots to celebrate the connections
- Social media plays a big role in interactions between students

Flexible and Open Spaces

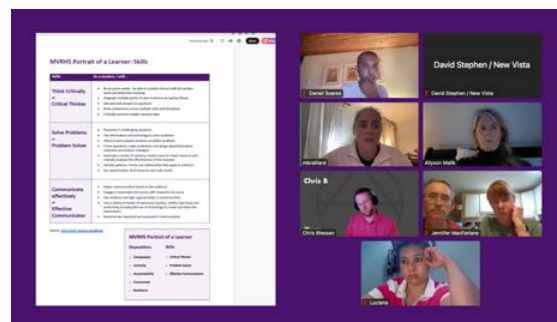
- Can't predict the next 50 years. Flexible spaces that remain open to change and adaptation
- Classrooms accommodate different types of learners and allow students to learn in different ways. Not a hindrance
- The design should be more open, flexible, and inviting
- Building open concept helps to develop compassion. The building is now closed off. Halls don't create space for compassion and belonging. Students behave differently

Special Education Support

- Spaces for the Compass (Voyagers/Navigators) program should be more than one classroom; give accountability and manage themselves, have time in a sensory space, process, and then re-engage in the mainstream environment. Three rooms – academic support (SEL) sensory room (1-1 counseling), substantially separate space for academic

Curiosity and Collaboration

- Places for curiosity. Let ideas blossom
- For the 'hub', students can see things that are going on at the school that they may try (electives, activities, academics)
- Places for all sorts of materials to foster curiosity, creativity, and collaboration
- Visible locations of lab learning
- Teachers and students come together
- Subject neighborhoods: math lab in math neighborhood or science neighborhood – science lab
- Lack of hallways/Collaborative spaces – close to the hub would spark curiosity





Architectural Implications of the MVRHS POL *Continued*

Flexible Groupings

- Facilities are needed in common
- All departments need unique facilities which can be grouped and used by different departments

Breakout and Quiet Spaces

- A lot of kids crave quiet spaces and having a space to themselves
- Quiet spaces/conference rooms in the library

Special Program Spaces

- Separate spaces that can support flexible programming (alt. Ed, SLIFE programming)
- Authentic proximity (School-based health center, CTE health assisting space, nurse's office)
- Spaces to see the inner workings of the building systems (especially if we are net zero)

Student Spaces

- Senior cafeteria – Kids look forward to an extra space to call their own; privilege
- Studio space for announcements, student “grapevine”

Health and Wellness Spaces

- Dance studio/yoga studio

CTE Spaces

- Better horticulture and health assisting spaces

Performance and Presentation Spaces

- Smaller performance space (100 seat theater with moveable walls)
- Maybe an amphitheater? Bridging the arts and athletics

Home-like Environment

- The school should feel like home in some ways: comfortable, safe, and welcoming
- Identifying and translating the most comfortable spaces from homes into the school

School Community Building

- More art space that is adjacent to one another, but also visible to the whole school – common display areas
- Cross-cultural opportunities in sports, food, music, and dance
- More community presentation spaces and visibility

Community Engagement and Access

- Community involvement
- Community will use all the spaces
- Designing spaces to welcome the community more
- The public should feel more welcoming in the school
- Areas for when the community comes into the school, they can see what is happening in the school and it is visible
- Community involvement unrelated to school function. Envision main street design with store/café/coffee shop. Pops. Hub and buzz going on. Closes at 10

Teacher and Staff Support

- Teacher/staff practice: What physical spaces will allow teachers to work at their best? What are the spaces teachers feel most creative in?

Technology and Innovation

- Innovation and technology in designing spaces: smartboards, automation, and accessibility

Artistic and Aesthetic Features

- Pride – visible pride and celebration
- Artwork and flags in the library that are really welcoming
- CTE lab: portraits of different community members who have done different work on the island are put up currently which is a great way of engaging the community
- Aesthetically pleasing indoor/outdoor space. Maybe a three-season space? Use the natural world

Transparency, Connection, and Accountability

- Sightlines and glass to help students be away from classrooms while still maintaining supervision
- Sightlines and community spaces create accountability and allow for informal supervision
- Sightlines from the work room/staff room into classrooms
- It is hard to manage students within the current building
- The present building is organized as “cells and bells” and doesn’t promote any of the portrait of a learner qualities. Hard to provide accountability



Educational Visioning Group Workshop Two Notes July 11, 2024

The Martha’s Vineyard Regional High School (MVRHS) Educational Visioning Group (EVG) met virtually for the second of three Educational Visioning Workshops from 6:00 – 8:30 PM on July 11, 2024. The EVG is a group of approximately 40 participants that includes Martha’s Vineyard Public Schools (MVYPS) leadership and Martha’s Vineyard Regional High School (MVRHS) administrators, teachers, students, parents, and community partners. Visioning workshops are being facilitated by Tappé Architects and New Vista Design, with the goal of leading participants through a step-by-step visioning process aimed at capturing their best thinking about MVRHS’s current and future educational goals and priorities and connecting them to best practices and possibilities in future-thinking school facility design. If you have questions about the workshops or would like to add additional priorities to the list below, please email them to Special Projects Coordinator Sam Hart at sam.hart@mvyps.org.



Implications of the MVRHS Portrait of a Learner

During Workshop One, participants met in facilitated breakout groups of 4-6 people to discuss the MVRHS Portrait of a Learner (POL), which outlines the dispositions and skills that the district would like to see MVRHS students develop and practice. They then brainstormed what they see as the educational and architectural implications of the MVRHS POL, resulting in a set of notes and directives from each group (please see Workshop One Notes, pages 17-19). When highlights from these notes were shared during Workshop Two, participants offered the following feedback about what struck them and what they would like to add.

What Strikes Us

- Very student centered
- It seems to address the basic, baseline architectural designs that make it easier to learn and teach
- A facility that is flexible, welcoming, and student/faculty and community focused. Place of pride for years to come!
- A way for student ownership that instills pride as soon as they enter the building
- Exciting to have a facility promote and support programming
- The de-institutionalization/humanization of education
- Tailors academic and extra-curricular opportunities to students' needs and interests
- "Homelike" strikes me as a worthy aspiration
- The need to support a variety of clubs
- Balance between foundational skill focus and humanities with STEAM
- Compass, Navigator and Voyager are three separate special education programs that would require unique design aspects
- The need for flexibility





Educational Visioning Group

Workshop Two Notes

July 11, 2024

What Strikes Us *Continued*

- Flexible and open space
- Shared spaces, flexible spaces, shared technologies need to be balanced as to usage
- Making the building environmentally sustainable
- Outdoor workspace
- Updated athletic facilities
- Community space (i.e. shelter during an island-wide emergency)

What is Missing

- Ease of monitoring students
- Thinking outside the box to meet the greater needs of our school and community (e.g., regional middle school, preschool)
- The overall aesthetic might be missing. The building should look like it belongs on Martha's Vineyard and inspire the value of sustainability and environmental stewardship
- Orienting the school to take advantage of solar opportunities
- Covered bike storage area to allow students and staff to lock bikes so they don't get wet if it rains
- Reduce student parking to only students who have after-school jobs
- Scheduling and time management for extra-curricular activities

Strengths, Challenges, Opportunities, and Goals

The following list of Strengths, Challenges, Opportunities & Goals with regard to Martha's Vineyard Regional High School's programming and facilities was brainstormed by members of the Educational Visioning Group (EVG) during Workshop Two. Participant responses have been grouped thematically.



MVRHS EDUCATIONAL STRENGTHS

Dedicated Staff and Teachers

- Caring and dedicated staff committed to student success
- Experienced teachers who provide strong academic preparation for college and careers
- Amazing and dedicated teachers, administration, and staff who invest time in students
- Staff willingness to support student goals and advocate for their futures
- Holistic approach to working with all students, focusing on individual needs
- Ability to connect with adults in the building and develop strong relationships

Strong Academic Programs

- Flexible academic options available for 11th and 12th graders
- Wide variety of academic offerings covering diverse content areas
- Strong college prep programs designed to prepare students for higher education
- Excellent elective offerings that cater to varied interests
- Lots of choices within academic programming to suit individual student paths





Educational Visioning Group
 Workshop Two Notes
 July 11, 2024



MVRHS EDUCATIONAL STRENGTHS *Continued*

Career and Technical Education (CTE)

- Very solid career preparation programs that align with workforce needs
- Strong opportunities for all students to explore CTE fields
- Notable deficit of workers in trades, emphasizing the importance of CTE programs
- Engaging work-study and internship programs for real-world experience
- CTE spaces that facilitate hands-on learning and skills development

Innovative and Engaging Teaching Strategies

- Engaging the unengaged through innovative and adaptive teaching methods
- Support for ELL needs, ensuring inclusivity in education practices
- Encouragement of creative teaching approaches that resonate with students

Student Centered Instruction

- Opportunities for individualized instruction to meet varying learning needs
- Support for learning time management skills through academics and extracurricular activities

Real World Learning Opportunities

- Work-study and internship programs that provide practical experience
- Engaging students in real-world applications, such as community interaction and projects

Project-Based Learning

- Encouragement of student advocacy through project-based initiatives
- Ability to foster learning in diverse ways, including project-centered activities
- Collaboration among teachers through planning and co-teaching to enhance projects
- Video game use in class as a creative approach to project-based learning

Visual and Performing Arts

- Strong, community-supported visual and performing arts opportunities
- Exceptional range of offerings in visual arts, music, and theater for student expression
- Dedicated staff supporting arts programs, emphasizing creative exploration
- Opportunities for students to engage in arts as an extracurricular activity

Athletic Opportunities

- Sports opportunities for all students, providing accessible and inclusive teams
- Robust athletic programming

Variety of Electives and Clubs

- Wide-ranging opportunities for electives that cater to student interests
- Community and school resources for a variety of student clubs addressing varying interests
- Variety of clubs and activities, ensuring that there is a place for everyone
- Strong after-school student-led club scene that promotes leadership and collaboration
- Clubs that cover diverse areas, including social justice, athletics, and arts
- A balanced approach where no single extracurricular dominates, encouraging diverse participation

Community and School Support

- Strong community support and pride in school initiatives
- PAC serving as a hub for community gatherings and activities
- Staff and administration are supportive of broader student needs and interests





Educational Visioning Group
 Workshop Two Notes
 July 11, 2024



MVRHS EDUCATIONAL STRENGTHS *Continued*

Small Class Sizes

- Small class sizes foster personalized attention and support for students
- Enhanced ability to work with more students individually due to smaller groups

Adaptive Challenges and Growth

- Navigating challenges due to short staffing while maintaining a wide range of course offerings
- Continuous commitment to enhancing educational outreach amidst resource limitations



MVRHS EDUCATIONAL CHALLENGES

Meeting the Diversity of Student Needs

- Meeting the interests and needs of all students remains a significant challenge
- Ever-widening range of student needs despite being a small school
- Trying to fulfill increasing student needs amid rising expectations
- Engaging some students who face challenges in participation

Access and Equity

- Ensuring all students, including those from diverse backgrounds, feel included
- Language barriers due to a large Brazilian population complicating communication
- Need to promote inclusivity and acceptance of diverse student populations
- ESL students' acceptance in the building and fostering a welcoming environment
- Addressing cultural differences and fostering mutual understanding among students
- School should provide equal access to resources and opportunities for all students

Student Engagement and Retention

- Student engagement in some academic areas could be better
- Lack of student agency in decisions affecting their learning and school experience
- Wandering students in hallways instead of attending classes
- Engaging the unengaged and encouraging student follow-through on commitments
- Student retention issues, with many not feeling connected to the larger school community
- Students not showing up ready to learn or engaging with school activities

Scheduling Challenges

- Scheduling difficulties that meet the diverse needs of all students
- Class schedule can be confusing, leading to inefficiencies
- Scheduling that inhibits learning at times or doesn't accommodate all content areas
- Challenges around scheduling sports and activities, particularly for off-Island travel
- Many students are unable to take full advantage of extracurricular programming due to scheduling conflicts





MVRHS EDUCATIONAL CHALLENGES *Continued*

Student Behavior and Discipline

- Increasing incidents of students not adhering to classroom expectations
- Difficulty in maintaining mutual respect between students and teachers
- Students are sometimes disengaged from their academic and extracurricular obligations
- Challenges in addressing wandering behavior and keeping students on task
- Need for strategies to support better attendance and punctuality

Extracurricular Limitations

- Not enough staff to advise all the clubs that students are interested in creating
- Extracurricular classes being full, preventing student participation
- Engaging students to put in the time and effort required by additional activities
- Difficulty in encouraging students to participate in extracurricular activities regularly
- Competition for grades inhibiting curiosity among students
- Student-initiated projects face barriers to implementation and support

Post-Secondary Readiness

- Concerns about students not being adequately prepared for life off-Island
- Many students struggle to adapt to college settings due to previous challenges
- Focus on addressing lost learning during COVID as a crucial factor in readiness
- Students should graduate feeling they have learned something worthwhile, beyond mere completion

Community Building

- Challenges in trying to build community among students and faculty
- Students feeling disconnected from the larger school community

- Community members sometimes feel unwelcome in school settings
- Not enough school pride, which can affect overall morale
- Lack of a marching or pep band reduces school spirit and community participation

Teacher and Staff Support

- Demand on teachers can be too high, limiting available support for students
- Teachers and staff are often stretched thin, preventing them from utilizing their full talents
- Community support for teachers has diminished, impacting morale

Teacher Housing

- High cost of living affecting staff retention and morale
- Housing challenges affecting the retention and hiring of quality teachers
- Housing constraints limiting staff availability and increasing turnover rates

School Environment and Personalization

- Hard for educators to personalize their classrooms when relocated every year. This impacts classroom dynamics and effectiveness
- Tardiness of students due to traffic, complicating classroom routines

Facilities and Resource Constraints

- Need for better athletic spaces and facilities for extracurricular interests
- CTE spaces that may not fully support the broad range of student needs
- Sports fields are functional but could be improved to better serve students
- Access to classrooms after hours is limited, impacting community engagement and utilization





MVRHS EDUCATIONAL CHALLENGES *Continued*

Remote Learning Opportunities

- Need for remote learning classrooms taught by qualified teachers
- Remote teaching limitations disconnect educators from community economics and needs

Transportation and Traffic

- Traveling for sports impacts student achievement and can complicate scheduling
- Traffic issues causing tardiness, complicating school start times and routines

Support for the Arts

- More school support needed for the arts to enhance student experience

Communication and Coordination

- Lack of coordination among staff regarding student engagement strategies
- Community dynamics are impacted by insufficient communication efforts
- Systems and structures in place might not support effective communication among stakeholders



MVRHS CURRENT FACILITY STRENGTHS

Accessibility and Navigation

- One floor layout makes navigation easy for students and staff
- Centrally located on the island, ensuring accessibility for the community
- Easy access to multiple facilities without the need for stairs
- Clear signage and layout facilitate movement within the building

Performing Arts Center (PAC)

- The PAC serves as the largest community gathering place on campus
- Multiple uses within the PAC host a variety of events and performances
- Inviting design creates an appealing atmosphere for arts and community activities
- Ample space for classes and rehearsals, fostering creativity and collaboration

Community Engagement and Support

- The PAC serves as a focal point for community events, fostering local involvement
- Various displays celebrate student achievements, building a sense of community pride
- Open administration space supports transparency and engagement with community members
- Cultivating a culture of support enhances relationships between students and faculty

Flexible Learning Environments

- Available rooms and areas allow for variety in teaching methods and group work
- Subjects grouped together promote interdisciplinary collaboration and learning
- The design supports different learning styles by offering diverse spaces
- However, need for more flexibly scheduled spaces remains a potential improvement



MVRHS CURRENT FACILITY STRENGTHS *Continued*

Natural Light and Connections to Nature

- Some classrooms benefit from abundant natural light, enhancing the learning environment
- The library features large windows, creating a bright and inviting space for students

Connections to Nature

- Courtyards create serene enclaves for students to gather and reflect
- The presence of gardens contributes to a nurturing and stimulating atmosphere
- Gardens and plants add visual interest and a sense of tranquility to the surroundings
- Gardens provide opportunities for horticultural education and community gardening initiatives
- Interior courtyards provide an open and airy feeling, contributing to a positive atmosphere
- Plants and arbor add to the aesthetic, promoting environmental awareness
- Outdoor spaces can be utilized for relaxed learning and creative exploration
- Registration of green spaces contributes to the overall wellness of the school environment

Community and Gathering Spaces

- Outdoor access and spaces for relaxation encourage social interaction among students
- Various areas in the PAC support community events, creating a hub for local engagement
- The culinary dining room offers a space for communal meals and gatherings

Career Tech Spaces

- The variety of CTE spaces available facilitates hands-on learning in practical areas
- Ample space is available for collaborative projects among CTE disciplines

Project-Based Learning Opportunities

- Classrooms designed to facilitate hands-on projects enable practical learning experiences
- Areas for student-initiated projects are available, encouraging creative expression
- Access to outdoor spaces enhances project-based learning with real-world connections

Display and Exhibition

- The atrium displays student artwork, promoting a sense of pride and ownership within the community
- Beautiful artwork on walls enhances the aesthetic quality of the school

Library and Learning Resources

- The library is cozy, providing a comfortable space for study and collaboration
- Inclusion of art displays within the library enriches the cultural experience for students

Areas of Connectivity

- Administration doors being open fosters approachability and communication with staff

High Level of Maintenance

- Many areas of the facility are well-maintained, emphasizing care for the learning environment





MVRHS CURRENT FACILITY CHALLENGES

Space and Layout Issues

- Lack of adequate classroom spaces and specialized areas for instruction
- The building's single-story structure feels spread out, complicating navigation
- Confusing layout for new students and parents, making it hard to find their way
- No centralized gathering space that serves as the heart of the school community
- Hallway layout is exhausting and detracts from a cohesive community atmosphere

Heating, Cooling, and Air Quality

- Lack of consistent heating and cooling, leading to discomfort in various areas
- Issues with heating and air quality, including mold in certain parts of the facility
- Outdated HVAC systems waste energy and need modern filtration
- Windows that don't open restrict fresh air circulation in classrooms
- Limited natural ventilation contributes to poor air quality

Lack of Community and Collaboration Spaces

- Lack of communal spaces for both students and faculty to gather and collaborate
- No large conference or meeting spaces for significant group gatherings
- Departments lack connections and collaboration opportunities due to structural layout
- Uninviting design may discourage community engagement and cooperation
- Insufficient work and lunch space for teachers, impacting collaboration

Building Conditions and Aesthetics

- The facility is described as dated, with an unclean and dark appearance in some areas

- Being a space students look forward to being in, as the atmosphere is crucial for comfort
- Old and decrepit systems contribute to a sense of neglect and discomfort
- The building looks uninviting from the outside, affecting community perception
- Several buildings are cobbled together, leading to a lack of cohesive design
- The interior feels industrial and uninspiring, lacking visual appeal

Security and Monitoring Concerns

- Not always secure, leading to safety concerns for students and staff
- Outdated security measures that require immediate attention
- Lack of effective monitoring capabilities in certain areas of the facility
- Alarmed doors that may create a sense of confinement rather than safety
- Difficult to manage student behavior, particularly in common areas

Student Behavior and Engagement

- Managing vaping in bathrooms poses a challenge for school safety and discipline
- Lack of student engagement linked to the facility's uninviting nature
- The building's design may inadvertently contribute to undesirable behaviors

Environmental and Health Concerns

- Air quality concerns linked to mold and outdated systems require urgent resolution
- Some classrooms lack windows and natural light, affecting student well-being
- Environmental design doesn't promote a natural or welcoming atmosphere
- Need for updated health measures to ensure student safety and comfort



MVRHS CURRENT FACILITY CHALLENGES *Continued*

Infrastructure and Facilities Management

- Constant leaks in various areas, leading to maintenance challenges
- Bathrooms are unsatisfactory, affecting overall hygiene and comfort
- Insufficient storage space for supplies and student work
- Difficulties in keeping the facility clean and welcoming due to layout
- Limited electrical outlets in essential areas hinder technology and learning

Outdoor Access and Connection to Nature

- Limited outdoor access for students, affecting recreational and educational opportunities
- No access to outdoor spaces from science rooms for practical experiences
- Lack of a natural environment to foster outdoor learning and connections
- Need for better covering at some entrances to counter inclement weather
- Indoor and outdoor spaces should be more seamlessly integrated for educational benefit

Technology and Connectivity Issues

- Internet issues hinder effective teaching and learning experiences
- Insufficient technology infrastructure in classrooms, affecting educational delivery
- Lack of updated technology resources inhibits engaging learning opportunities
- Poor connectivity impacts student access to online learning resources

Athletic Facilities

- Athletic fields could be improved for better community and school usage
- Need for more gym space to allow teams to practice simultaneously

Hands on Learning Spaces

- Lack of makerspace facilities limits hands-on, creative learning opportunities

Size of Cafeteria

- Cafeteria is too small for effective use during mealtimes

Furniture

- Desks and chairs are uncomfortable, impacting learning conditions

Student Lockers

- Students don't use lockers due to excessive distance between them and classrooms





Priority 21st Century Design Patterns 1.0

The following set of priority “21st Century Design Patterns” for the design of the renovated and/or new Martha’s Vineyard Regional High School was developed by the Educational Visioning Group (EVG) during Workshop Two. Workshop participants were introduced to 36 “Design Patterns” that represent varied architectural design features of, and approaches to 21st century school facility design. The first nine patterns were classified as “Givens” in that they will be considered in any renovated and/or new school facility. Individual participants first rated each Design Pattern with a heart, thumbs up, or thumbs down, and were then given the opportunity to rate Design Patterns collectively in order of importance. The resulting list of Design Patterns has been placed in priority order based on the cumulative total of hearts, thumbs up, and priority ratings that each received.

Design Pattern “Givens”

- Healthy Building (49 Votes)
- Sustainability (49 Votes)
- Agile Classrooms (48 Votes)
- Welcoming Arrival (44 Votes)
- Enrichment Spaces (44 Votes)
- Secure Entry (37 Votes)
- Professional Work Areas (37 Votes)
- Safe Community Access (36 Votes)
- Modular and Ergonomic Furniture (30 Votes)



Top 16 Design Patterns 1.0

1. Heart of School (45 Votes)
2. Breakout and Quiet Spaces (45 Votes)
3. Biophilic Design (43 Votes)
4. Display and Exhibition (43 Votes)
5. Classroom Neighborhoods (42 Votes)
6. Greeting and Gatekeeping (41 Votes)
7. Career Technical Education (42 Votes)
8. Outdoor Connections and Learning (40 Votes)
9. Wayfinding and Streetscapes (39 Votes)
10. Extended Learning Areas (38 Votes)
11. Community Aesthetic (37 Votes)
12. Between Spaces/Hallway Learning (35 Votes)
13. Media Center Learning Commons (35 Votes)
14. Interdisciplinary Connections (35 Votes)
15. Anywhere, Anytime Learning (35 Votes)
16. Transparency and Connection (35 Votes)

Remaining Design Patterns 1.0

17. After School Spaces (32 Votes)
18. Effective Storage (32 Votes)
19. Distributed Dining (31 Votes)
20. Building as Teacher (31 Votes)
21. STEM/STEAM and Makerspaces (30 Votes)
22. Branding and Identity (29 Votes)
23. Distributed Resources (29 Votes)
24. STEM/STEAM Adjacencies (26 Votes)
25. Innovation Hubs (26 Votes)
26. Satellite Admin and Entries (20 Votes)
27. Teacher Teaming (18 Votes)



Priority 21st Century Design Patterns 2.0

The following set of priority “21st Century Design Patterns 2.0” for the design of the renovated and/or new Martha’s Vineyard Regional High School was developed by the Educational Visioning Group (EVG) during Workshop Two. Working in small groups, participants were given the opportunity to interact further with the Design Patterns that they had been introduced to. Six teams of 5-6 participants each worked to create their own set of 10-12 priority Design Patterns and attributes, which were later grouped by like themes and are listed below in order of the number of “votes” they received, with each pattern given 5 votes for every time that it appeared on a team’s list.

1. Heart of School (25 votes)

- Near Welcoming Entry
- Connecting/Learning Stairs
- Could be the cafeteria



2. Breakout and Quiet Spaces (25 votes)

- Incorporated in offices, Guidance, and Media Center
- Small group spaces promote flexibility and allow teachers to teach better

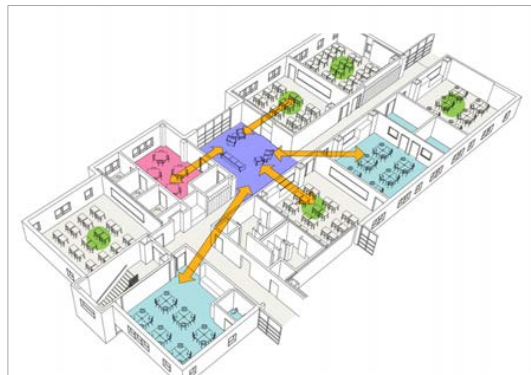


3. Outdoor Connections and Learning (25 votes)

- Outdoor access from Art and Innovation spaces and some classrooms
- Lots of natural light, but well-controlled
- Windows that open for natural heating and cooling

4. Classroom Neighborhoods (20 votes)

- With small Commons Areas
- Special Education in each neighborhood
- Could house departments



5. Career Tech Education (20 votes)

- Outward facing to community and inward looking for students
- Café access from school side



6. Welcoming Entry (20 votes)

- Greeting and Gatekeeping
- Encourage the public to come in
- Needs to feel good when you enter
- Not too large or ominous
- Not a fortress, smaller scale feeling

7. Transparency and Connection (20 votes)

- Promotes student accountability and agency
- Thoughtful transparency that is not distracting
- At CTE, Art, and Performing Arts spaces





Priority 21st Century Design Patterns 2.0 *(Continued)*

8. **Effective Storage** (20 votes)
 - In classrooms and staff rooms
 - Maybe smaller lockers near the Heart of the school
9. **Biophilic Design** (20 votes)
 - Plants throughout school
 - Bringing the outdoors in
 - Consider a water feature – the sound of water is calming, but this should be out of student reach
10. **Wayfinding and Streetscapes** (15 votes)
 - This is especially important for Freshman who have anxiety about navigating the building
11. **Display and Exhibition** (15 votes)
 - Display options in the Heart of the school
 - The school does a good job of exhibiting student work
 - Makes kids feel a part of the school
 - The identity of the school should be reflected through student's artwork and exhibition rather than cheesy graphics
12. **Agile Classrooms** (15 votes)
 - Inclusive classrooms
 - We like the idea of more space!
13. **Media Center Learning Commons** (15 votes)
 - With Breakout and Quiet Spaces and a Makerspace
14. **Afterschool Spaces** (15 votes)
 - Medium sized for events, not too big or small
15. **Distributed Resources** (15 votes)
 - Satellite Administration
16. **Extended Learning Areas** (10 votes)
17. **Between Spaces/Hallway Learning** (10 votes)
 - With supervision!
18. **Safe Community Access** (10 votes)
 - Public areas for community access
 - Ability to close off private areas of school





Priority 21st Century Design Patterns 2.0 *(Continued)*

19. Distributed Dining and Learning Areas (10 votes)
 - Mixed thinking on this, but good for students who have anxiety for social emotional reasons
 - Concern about the creation of cliques
20. STEM STEAM and Maker Spaces (10 votes)
21. STEM STEAM Agencies (5 votes)
22. Interdisciplinary Connections (5 votes)
23. Innovation Hub (5 votes)
 - Art would like to stay in a cluster to share materials
24. Branding and Identity (5 votes)
25. Teacher Teaming (5 votes)
26. Community Aesthetic (5 votes)
27. Secure Entry (5 votes)



Additional Ideas and Concerns

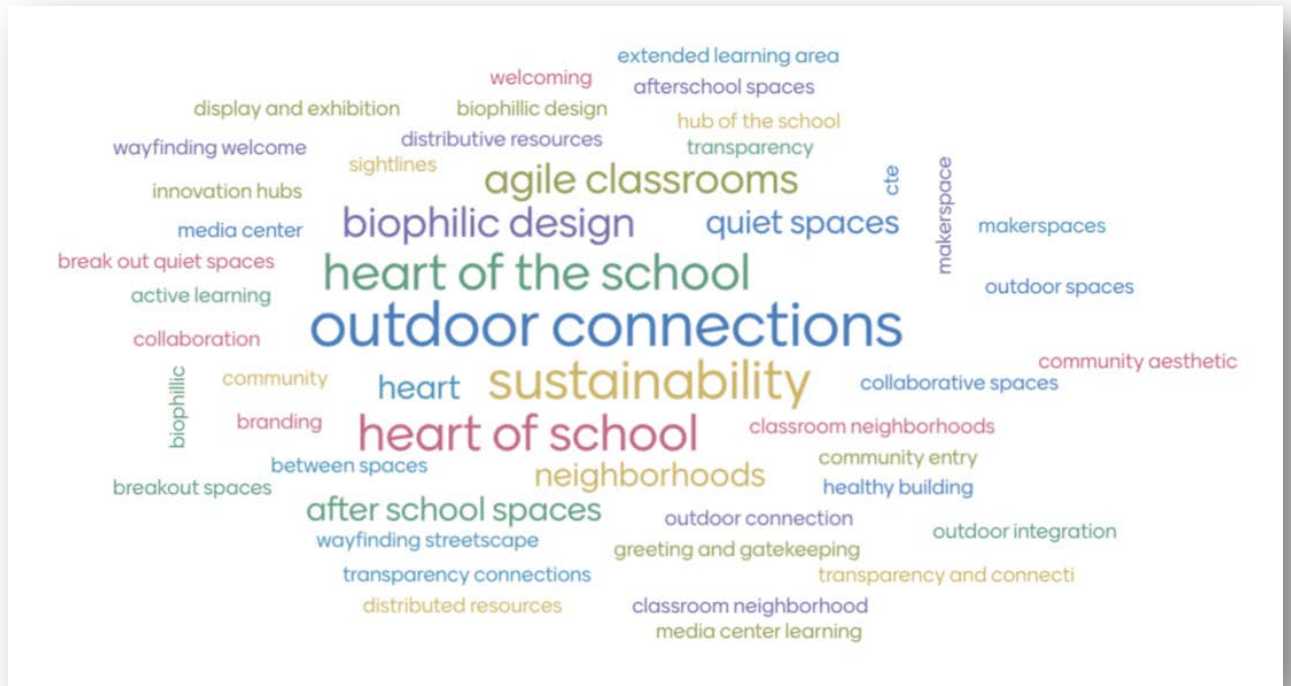
The following additional ideas and concerns were expressed by participants during their small group conversations.

- a. The building must be highly cost conscious and practical
- b. The “health” and sustainability of the building is extremely important
- c. We like the idea of the building as a teacher
- d. Mass timber (cross-laminated timber)- makes beautiful spaces
- e. There are concerns about sightlines and too much distraction. We should not do anything that makes it hard for certain students to focus and learn.
- f. Branding/identity should focus on what is timeless... so that the building does not become dated
- g. There should be no carpeting!
- h. Furniture should be timeless, flexible, and easy to maintain
- i. It would be helpful to have designated for sensory spaces and kitchen areas. Spaces should support different skills for kids in need of different spaces
- j. Navigator and Compass collaboration is important and could be supported through delineation of classroom neighborhoods



Personal Favorite Design Patterns

When asked to share their top 3-4 Personal Favorite Design Patterns, workshop participants created the following Word Cloud.



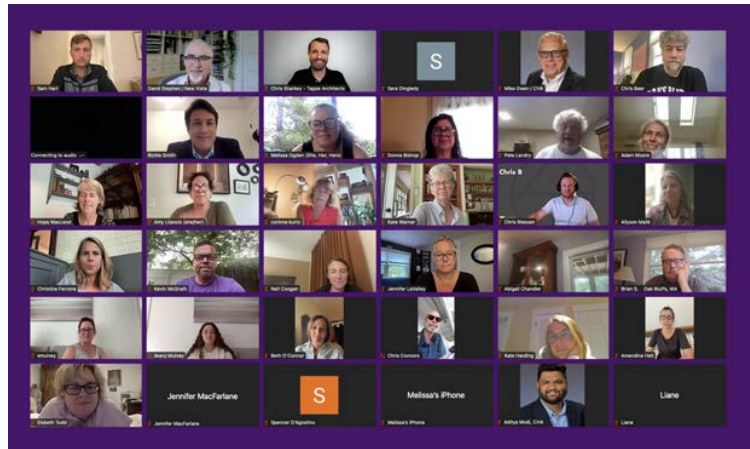
- | | | |
|-------------------------------------|------------------------------------|--------------------------------|
| • Heart of the School (9 mentions) | • Makerspaces (2) | • CTE (1) |
| • Outdoor Connections (9) | • Distributed Resources (2) | • Display and Exhibition (1) |
| • Sustainability (5) | • Transparency and Connections (2) | • Extended Learning Areas (1) |
| • Biophilic Design (4) | • After school Spaces (2) | • Greeting and Gatekeeping (1) |
| • Classroom Neighborhoods (3) | • Wayfinding (2) | • Healthy Building (1) |
| • Agile Classrooms (3) | • Afterschool Spaces (1) | • Hub of the School (1) |
| • Breakout and Quiet Spaces (3) | • Active Learning (1) | • Innovation Hubs (1) |
| • Community (3) | • Breakout Spaces (1) | • Neighborhoods (1) |
| • Welcoming (2) | • Branding Transparency (1) | • Sightlines (1) |
| • Collaboration Spaces (2) | • Community Entry (1) | • Streetscapes (1) |
| • Media Center Learning Commons (2) | • Community Aesthetic (1) | |



Educational Visioning Group Workshop Three Notes

August 21, 2024

The Martha's Vineyard Regional High School (MVRHS) Educational Visioning Group (EVG) met in-person for the third of three Educational Visioning Workshops from 3:00 – 6:00 PM on August 21, 2024. The EVG is a group of approximately 40 participants that includes Martha's Vineyard Public Schools (MVYPS) leadership and Martha's Vineyard Regional High School (MVRHS) administrators, teachers, students, parents, and community partners. Visioning workshops are being facilitated by Tappé Architects and New Vista Design, with the goal of leading participants through a step-by-step visioning process aimed at capturing their best thinking about MVRHS's current and future educational goals and priorities and connecting them to best practices and possibilities in future-thinking school facility design. If you have questions about the workshops or would like to add additional priorities to the list below, please email them to Special Projects Coordinator Sam Hart at sam.hart@mvyps.org.



Design Pattern Priorities Feedback

When asked to share what strikes them about the Design Pattern priorities established during Workshop Two, Workshop Three participants shared the following thoughts.

What Strikes Us

- They seem like they anticipate the potential direction of education
- CTE is a high priority for the community
- That as a community of educators we strive and actively are trying a lot of these ideas where we can, but the current building doesn't reflect or support it
- There are nice similarities between the Faculty's Priority Design Patterns and the Ed Visioning Group's
- Community Aesthetic is low on list now but likely to be more important as the design moves forward
- Accessibility: A layout the kids can get from one space to another quickly. Not a maze!
- These Design Patterns encourage a sense of student ownership as with how innovation hubs can be utilized with an open classroom/campus approach
- A focus on aesthetics is nice compared to just functionality

- The idea of having adjacency with separate programming

What is Missing or Could be Added

- Specifics around athletic spaces (extra gym space, field house, studio), although all of these are part of the MSBA Space Template
- Freshman neighborhood possibly; the rest by department or joining math/sci and humanities (Eng/Soc Studies) wings. Wondering what the consensus is on how this is designed?
- Lighting beyond just general (overhead) lighting and natural light (windows). There should be accent lights for hallways/displays and task lighting for studying
- Having 'hangout' spaces designated for each grade, could be a separate room





Guiding Principles 1.0

The following set of “Guiding Principles 1.0” for the design of the renovated and/or new Martha’s Vineyard Regional High School facility was developed by the Educational Visioning Group (EVG) during Workshop Three. The EVG was introduced to four Case Studies of recent high school projects in which the Guiding Principles for each school were reviewed as connected to design decisions that were made for the project. Working in five breakout groups, participants then brainstormed their own lists of Guiding Principles for the MMRHS project. These have been grouped thematically and listed below, with each receiving five “votes” for every time it appeared on a small group list.

Guiding Design Principles offer a framework of educational priorities that prove invaluable in helping stakeholders and design team members to set design goals and focus their work. This first iteration of Guiding Principles may continue to develop as the design process unfolds.

<p>7. School as Community Resource (25 votes)</p> <ul style="list-style-type: none"> • Afterschool Hours • Adult Education Opportunities <p>8. Collaboration, Connection, and Ownership (25 votes)</p> <ul style="list-style-type: none"> • Personalization and Connection • Autonomy, Community, and Synergy • Innovation Through Collaboration • Collaborative Spaces <p>9. Inspiration and Innovation (15 votes)</p> <ul style="list-style-type: none"> • School Pride and Belonging • STEM and STEAM • Career Tech Education • Hands On Learning <p>10. Flexibility and Adaptability (15 votes)</p> <ul style="list-style-type: none"> • Distributed Administration • Possible Middle School • Consider Faculty Housing 	<p>11. Small Learning Neighborhoods (25 votes)</p> <ul style="list-style-type: none"> • Identity, Belonging, and Connections • Flexible Spaces for Flexible Learners • Options for Disciplinary and/or Cross Disciplinary Organization • Science should be collocated • Shared Spaces <p>12. Outdoor Connectivity (25 votes)</p> <ul style="list-style-type: none"> • Environmental Integration and Sustainability • Courtyard that is Safe, Enclosed, and Useful • Outdoor Classroom • CTE Connections to Outdoors • Native Planting <p>13. Visible Learning (10 votes)</p> <ul style="list-style-type: none"> • Transparency with Supervision and Safety in Mind • Good Sightlines
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Educational Visioning Group
 Workshop Three Notes
 August 21, 2024

Whole School Diagram One – First Floor

This Whole School adjacency diagram was created by a small group of workshop participants in order to communicate their ideas about spatial adjacencies for the renovated and/or new Martha's Vineyard Regional High School facility. *Please see comments on the next page.*





Whole School Diagram One – Second Floor

This Whole School adjacency diagram was created by a small group of workshop participants in order to communicate their ideas about spatial adjacencies for the renovated and/or new Martha's Vineyard Regional High School facility.



Key Diagram One Elements

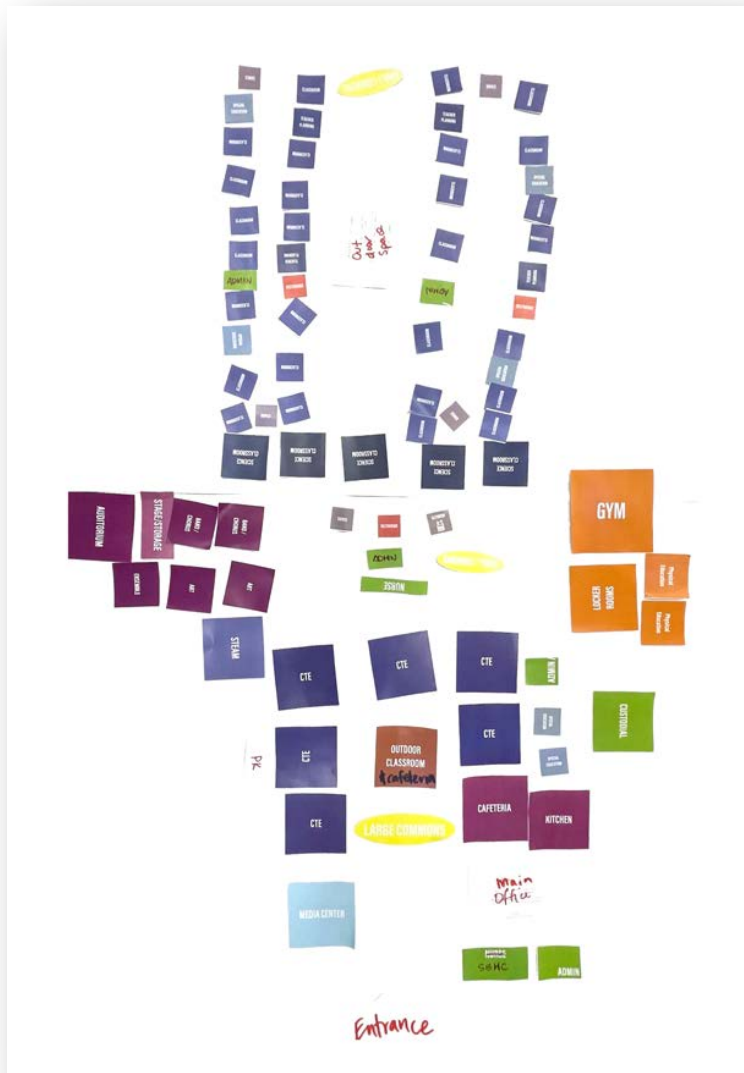
- We have created two large Courtyards/Patios
- One of our main goals was transparency, so our Classrooms and Cafeteria are all connected to the Courtyards
- We like the idea of the Main Entry with a Large Commons that is connected to the Courtyard, and circulation winding through the Courtyard as well
- There are a lot of Green Areas and Gardens with outdoor seating
- We have a Science Classroom Wing and other Classroom Wings with lots of Resource Rooms and Breakout Spaces everywhere
- The Visitor Center is off to the side of the Main Entry along with the Nurse
- Guidance is near the Main Entry for easy access
- The Auditorium is connected to Music and Ensemble and there is a separate Community Entrance
- CTE has its own zone within the building and its own Entry that connects through to the Courtyard
- Carpentry has its own back parking lot area
- Auto also has outside access
- Horticulture has a Greenhouse and can help maintain the Gardens
- There are two separate Kitchens, one for training and one for the Cafeteria.
- The second floor surround the Courtyard. It contains the Media Center and Art Classrooms, each of which have access to their own Rooftop Gardens





Whole School Diagram Two

This Whole School adjacency diagram was created by a small group of workshop participants in order to communicate their ideas about spatial adjacencies for the renovated and/or new Martha's Vineyard Regional High School facility.



Key Diagram Two Elements

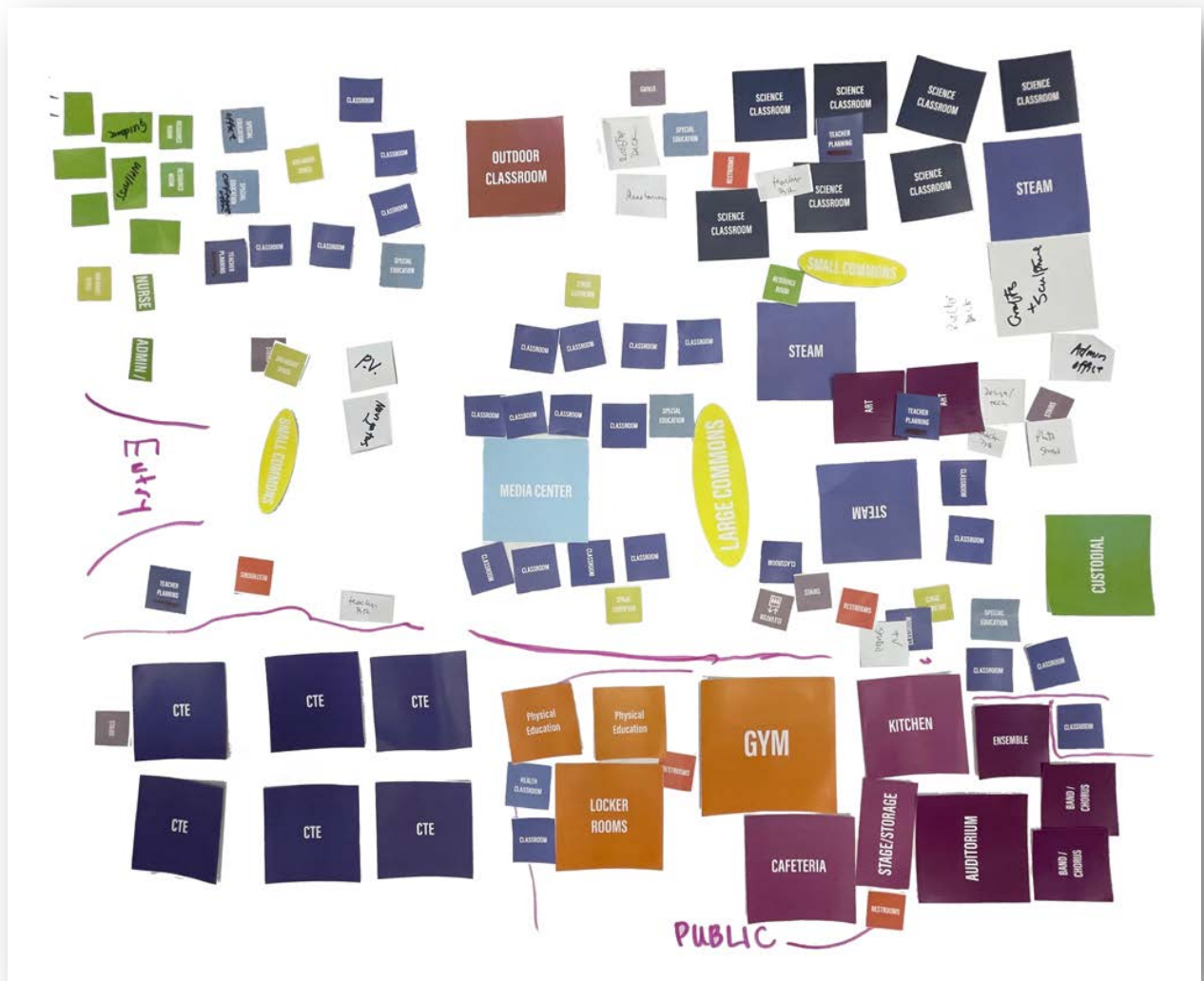
- Administrative Offices would be distributed throughout the building as appropriate
- SAO, Admin and Nurse are centrally located
- The Library Media Center and Large Commons have outdoor spaces and are near the entry
- CTE is surrounding and connected to the Cafeteria
- PK has its own outdoor space
- PAC area and Art are collocated with a possible STEAM space
- On the other side you have the Gym with another Large Commons
- There are two Classroom Wings, each on two levels, with lots of outdoor space between them
- These Classroom Wings can be blocked off from public access spaces





Whole School Diagram Three

This Whole School adjacency diagram was created by a small group of workshop participants in order to communicate their ideas about spatial adjacencies for the renovated and/or new Martha's Vineyard Regional High School facility. *Please see comments on the next page.*





Whole School Diagram Three Design Elements

Key Diagram Three Elements

- School as community resource is very important to us, so we started with envisioning how the community access happens
- Public access includes the Gym, Cafeteria, and CTE
- CTE may have a second floor. The technical areas that require heavier equipment would be on the first floor, such as Automotive and Carpentry
- Other technical areas such as nursing may be on the second floor
- The main entry has a smaller commons to promote more intimacy, and then spaces open up and get larger as you move into the school
- Administrative Offices and Guidance are near the Main entry, as well as some classrooms
- In the back wing we incorporated Art, Design, and Technology along with the STEAM and Science Classrooms, as those programs are more collaborative and require more specialized equipment
- Science classrooms are co-located
- We talked about the option for a rooftop deck connected to Science classrooms that would be located above Art and STEAM. This would be a contained space for mounded plantings and maybe a water feature
- Classrooms are interspersed around the Media Center

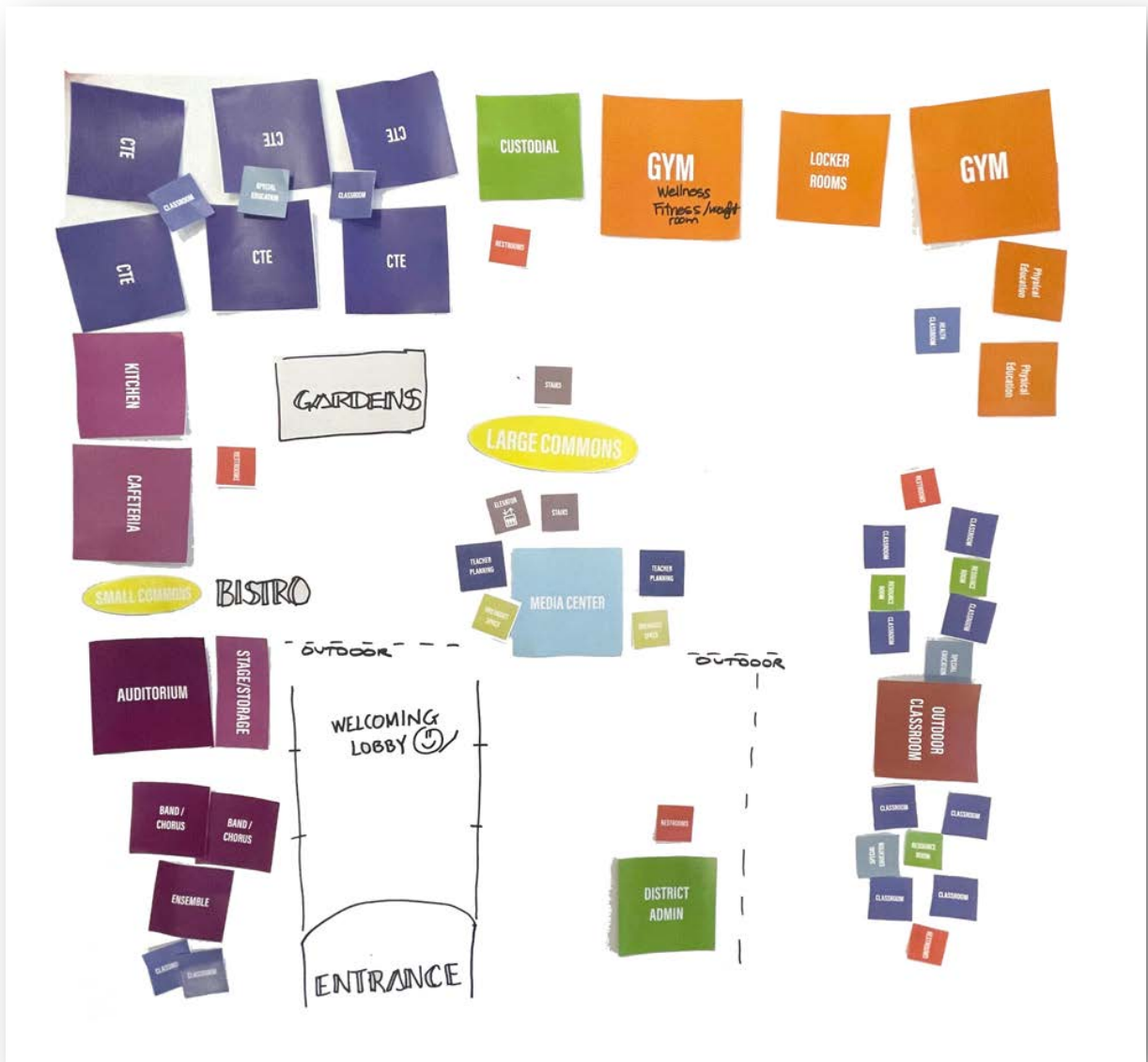




Educational Visioning Group
 Workshop Three Notes
 August 21, 2024

Whole School Diagram Four

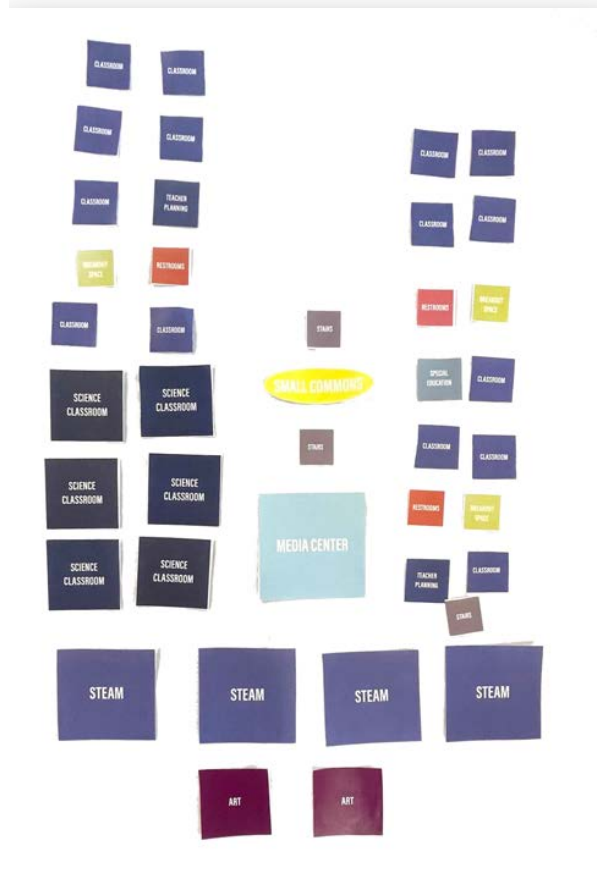
This Whole School adjacency diagram was created by a small group of workshop participants in order to communicate their ideas about spatial adjacencies for the renovated and/or new Martha's Vineyard Regional High School facility.





Whole School Diagram Four – Second Floor

This Whole School adjacency diagram was created by a small group of workshop participants in order to communicate their ideas about spatial adjacencies for the renovated and/or new Martha's Vineyard Regional High School facility.



Key Diagram Four Elements

- School as community resource was also the Guiding Principle that was most important to us
- We aren't quite sure how the layout will look, but we have placed the Chorus, Band, and Auditorium near the Main Entry, along with the Administrative Offices and Guidance
- As you go in, the Cafeteria and Kitchen are there, along with a Bistro
- The two story Media Center Library and Commons also welcomes you with Gardens attached
- The CTE is also part of the community aspect with access to the public. Particularly those shops that are trades such as Carpentry, Automotive, and Horticulture. Health Assisting and Early Childhood would be more interior to the building. Culinary would be near the Kitchen
- The Gym is a heavily trafficked space with access from the outside
- There is one wing of Classrooms on the first floor
- On the second floor, we have STEAM and Art Classes located above the Administrative space at the front of the building
- The second floor has two wings of Classrooms, with Science classrooms located together



Educational Visioning Group Workshop Participant List

Color Key

- Teachers
- Administrators
- Parents
- Students
- Community members

- | | | |
|------------------------|-------------------------|------------------------|
| 1. Abigail Chandler | 18. Daniel Soares | 35. Liane Dixon |
| 2. Allyson Malik | 19. Donna Bishop | 36. Luciana Carmo |
| 3. Amandine Hall | 20. Elsbeth Todd | 37. Mark Winters |
| 4. Amy Jacques | 21. Erica Mulvey | 38. Melissa Braillard |
| 5. Amy Lilavois | 22. Erin Slossberg | 39. Melissa Moore |
| 6. Angus MacFarlane | 23. Hillary Noyes-Keene | 40. Melissa Ogden |
| 7. Anna Cotton | 24. Hope Macleod | 41. Naushon Vanderhoop |
| 8. Avery Mulvey | 25. Hope Macleod | 42. Nell Coogan |
| 9. Barbara Bianco | 26. Jack O'Malley | 43. Pete Landry |
| 10. Beth O'Connor | 27. Jennifer LaValley | 44. Richard Smith |
| 11. Brian Smith | 28. Jennifer MacFarlane | 45. Sam Hart |
| 12. Carl Sherman | 29. Jessica Winters | 46. Sara Dingley |
| 13. Christine Ferrone | 30. Julie Russell | 47. Sean Mulvey |
| 14. Christine White | 31. Justine DeOliveira | 48. Spencer D'Agostino |
| 15. Christopher Baer | 32. Kate Harding | 49. Walter Smith |
| 16. Christopher Greene | 33. Kate Warner | |
| 17. Corrine Kurtz | 34. Kevin McGrath | |

Design Team

- Chris Blessen Tappé Architects
- Chris Sharkey Tappé Architects
- Christina Opper CHA Consulting
- Michael Owen CHA Consulting
- David Stephen New Vista Design





Educational Visioning Faculty Workshop Notes

June 12, 2024

A Martha's Vineyard Regional High School (MVRHS) Faculty Educational Visioning Workshop took place on June 12, 2024, from 12:30-3:00 PM, for the purpose of initiating the Educational Visioning process for the MVRHS Feasibility Study and design process, and engaging the faculty in a conversation about their educational, architectural, and community priorities for the project. During the meeting, design architects Christopher Blessen and Christopher Sharkey from Tappé Architects, and David Stephen, educational programmer from New Vista Design, presented an overview of the Educational Visioning process and facilitated a variety of interactive priority setting activities. Over 80 Martha's Vineyard Regional High School faculty members participated in the meeting. If, after reading the meeting notes below, you have additional priorities that you would like to add to the conversation, please email them to Special Projects Coordinator Sam Hart at sam.hart@mvyops.org.



Faculty Priorities

The following Educational, Architectural, and Community Priorities for Martha's Vineyard Regional High School students were brainstormed by meeting participants during the Faculty Workshop. Responses have been grouped by like-themes. This list will continue to develop throughout the upcoming Educational Visioning Group Workshops set to take place during the months of June-July 2024.

Educational Priorities

Academic Excellence and Support

- Inspiring excellence and high academic standards
- Providing academic help and support to students
- Encouraging rigorous learning and meaningful assignments
- Access to counselors and teachers during the day
- Offering college credit and career support

Curriculum Design and Innovation

- Making learning future-focused and relevant
- Emphasis on critical thinking and problem-solving
- Integration of CTE and interdisciplinary studies
- Use of multimedia and technology
- Meaningful and engaging content delivery
- Relevant, personalized education for each student
- Project-based learning for practical application

Student-Centered Approach

- Meeting students where they are in their learning journey
- Empowering students to identify passions and follow them
- Promoting student agency and autonomy in learning
- Tailoring curriculum to student needs and interests
- Supporting a student-centered, personalized approach to education
- Designing spaces and programs that promote student connection and engagement
- Normalizing failure as an opportunity to learn and grow





Educational Priorities *Continued*

Cultural Integration and Awareness

- Emphasizing multiculturalism and diverse perspectives
- Connecting students to their cultural heritage
- Promoting an inclusive and welcoming environment
- Ensuring student connections and family engagement
- Integrating English language learners within the curriculum
- Welcoming immigrant families and creating a sense of inclusion
- Strengthening social-emotional support and awareness

Inclusive and Diverse Learning

- Celebrating diversity and multiculturalism in education
- Ensuring emotional, social, and intellectual safety
- Addressing wrap-around needs of kids and families
- Supporting special education integration and diverse needs
- Truly inclusive and accessible spaces for Special Education

Real World Learning

- Making learning relevant to real-world scenarios
- Providing practical skills applicable beyond the classroom
- Incorporating hands-on functional activities
- Offering spaces for real-life training
- Connecting education to life outside the classroom

Project-Based Learning

- Emphasizing project-based learning for practical application
- Engaging students through project-driven assignments
- Providing independent study spaces for project work
- Encouraging students to produce something of value

Display and Exhibition

- Celebrating student accomplishments and findings

Community Partnerships

- Connecting education to the broader community
- Collaborating with community partners in learning
- Providing spaces for community skill collaboration

Creativity and Expression

- Fostering creativity and curiosity in students
- Providing access to arts and music for inclusive learning
- Encouraging students to express themselves through performance
- Promoting visual, design, performing, and tech arts
- Supporting creative spaces and outlets in education

Cross-Disciplinary Collaboration

- Breaking free of traditional silos and group-thinking
- Supporting a cross-disciplinary model for practical skills
- Integrating subjects and disciplines for holistic learning
- Supporting a cross-disciplinary model for real-world skills
- Promoting critical thinking and discussion across disciplines

Collaborative Learning

- Fostering collaboration among students and staff
- Creating open spaces for teamwork and discussion
- Promoting coordination and engagement for effective collaboration
- Encouraging communication and respectful interactions
- Establishing collaborative spaces for meaningful connections

Technology Integration

- Introducing digital creation and fabrication tools
- Utilizing technology for effective communication and learning
- Engaging students through technology in classrooms
- Using multimedia tools for engaging lessons
- Encouraging the use of video and recording in learning
- Supporting technology-friendly environments
- Enhancing communication through multimedia
- Engaging students with interactive, multimedia content



Educational Visioning Faculty Workshop Notes

June 12, 2024

Architectural Priorities

Safety and Welcome

- Providing safe and welcoming spaces for students
- Designing bright and open learning environments
- Natural lighting and safety
- Transparency - classroom windows to hall space for supervision
- No door bathroom spaces - for privacy and cleanliness
- Warm and non-institutional
- PE offices with windows
- Safety glass

Natural Light

- Natural lighting as much as possible in all spaces
- Controllable natural light
- Natural light that doesn't cause a glare on smart boards
- Windows that open and have screens
- A building that invites users into the natural world and incorporates or lessens the barriers to the natural world
- Natural light and outdoor-like green spaces that can be used year-round
- All open space to have working windows
- Windows, windows, windows

Collaborative and Hands-On Spaces

- Open spaces for collaboration and discussion
- Bright, engaging environments
- Lab spaces for hands-on learning
- Cafeteria as a hub for interaction
- Creative and flexible areas for collaboration
- Student meeting space (clubs, seniors, etc.)
- Collaborative areas with a variety of seating for students
- Collaborative faculty rooms
- Informal space for group reflections
- Gathering spaces for students
- Faculty/staff dedicated work areas with adjacent smaller student workspaces

Flexible and Multi-Use Spaces

- Modularity and flexibility: rooms can be easily reconfigured to suit different needs
- Versatile black box theater space – 100-150 seats to use for performance, facility meetings, etc.
- Flexible spaces
- Flex spaces with easy to move furniture
- Spaces that can be flexibly used depending on a variety of needs

Agile Classrooms

- Implementing multiple learning spaces within classrooms
- Writeable walls, projector that can project on any wall and turn it into an interactive one
- Dynamic reconfiguration
- Movable collaborative furniture
- Multiple zones within classrooms
- Teachers' stations that can easily move around the room
- Sinks and water filters in every room
- Storage of ongoing student projects





Architectural Priorities *Continued*

Outdoor Connections

- Easily accessed outdoor spaces
- Natural lighting, interior courtyards, and integration of nature/green spaces
- Offering outdoor areas and multiple learning spaces
- Indoor growing greenhouse
- Courtyard/outdoor space
- Safe and contained outdoor eating spaces
- Roof-top Garden

Sensory and De-escalation Spaces

- Sensory spaces
- Spaces for students to cool off if they're overstimulated or angry
- Sensory rooms throughout the building
- Silence spot to take a deep breath and get energy back
- Meditation/calm recharge space
- Therapeutic rooms

Breakout and Quiet Spaces

- Breakout spaces for small group activities
- Spaces for quiet work
- Quiet, cozy areas
- Quiet spaces for staff and students
- Quiet areas where teachers can work
- Quiet spaces where students can practice mindfulness and self-regulation

Real World Learning Spaces

- Interactive learning and lab spaces for science
- Vocational hands-on skill areas: laundry, sink and dishwasher, bedroom
- CTE space where industry leaders connect with students
- Explorative places—animal shelter on-site, shop for selling student art, a restaurant
- Greenhouses, green spaces, plants & fountains, reading areas
- Farm & hydroponics

Project-Based Learning Spaces

- Makerspaces/project spaces for teachers who are typically in a classroom setting
- Classrooms that support project-based delivery

Health and Wellness

- Air conditioning that works
- HVAC integrated
- Control on my own heat and AC
- Movable windows in classrooms
- Ventilation in all art spaces - like spray booths, paint booths
- School-based Health Center
- Bathroom for teachers
- Nursing lab
- Vape detectors

Arts and Performance Spaces

- State-of-the-art media and performance spaces
- Dynamic black box theater space
- Small performance hall
- Orchestra pit in the Performing Arts Center
- Light controlled soundstage for TV production and audio recording, with attached control booth
- Gallery spaces
- Sound paneling in all music spaces
- Multiple practice rooms with sound paneling
- Costume/Set shop and storage

Athletic and Recreational Spaces

- Extra gym space (two gyms)
- No skylights in the gym
- Indoor track
- Rock climbing wall
- Updated fitness space with track lanes
- Wrestling room
- Large playground
- Safe zones for physical activities



Architectural Priorities *Continued*

Technology Integration

- Light control
- More outlets
- Outlets in hallways in public spaces
- Power outlets such as charging stations
- Easily accessed charging stations and built-in surge protectors
- The ability to make a classroom dark for slideshows and projection, good projection screens, and bright projectors
- Sound systems in the classroom that can connect to the computer

Multi-Purpose Media Center Library

- Open-space library for digital reading and research

Natural Aesthetics and Materials

- Natural materials
- Wood or natural-looking floors
- Planters built into walls, etc.
- Warm, inviting colors
- Curved lines
- Different ambiances within a single room

Effective Storage

- Storage in every room
- Cabinets that lock
- Storage of supplies
- A book room to store class texts
- Space for organizing science equipment
- Storage and deep storage
- Enough storage so there is no teacher desk

Community Priorities

Safe Community Use and Access

- Community center
- Inviting the public to use the building in more ways
- All spaces should be welcoming and reflect community collaboration
- Community brought in to help and be helped
- Separate entrances to access specific parts of the building
- Separate & secure access points for different sections in the building
- Being able to easily secure school property and classroom materials while used by outside groups
- Secure school property access
- Controlled night and summer access
- Security without creating an unwelcoming fortress
- Inviting public groups to use classrooms, cafeteria, etc.
- Community integration
- Support for industry leader interactions with students
- Community gathering place: performances, meetings, political events, etc.
- Gather events like political forums and elderly events

- Space for evening events by outside groups
- Space for different community groups
- Medium-sized meeting spaces
- Open space use





Community Priorities *Continued*

Multi-Use and Flexible Spaces

- Multi-use space for community members (after school hours)
- Medium-sized multi-functional event center
- Gathering space for community events
- Medium-sized conference center with breakout rooms and a kitchenette
- Large conference center/ballroom for dances
- Business and nonprofit organization meetings
- Central hub for meetings
- Youth event center
- Testing spaces for MCAS, SAT, AP exams
- Industrial kitchen for catering events
- Having specific community storage and teaching spaces
- Being able to easily secure school property and classroom materials while used by outside groups
- Medium-sized conference center for summer rentals

Sustainability

- Sustainable building design
- Teaching sustainable practices
- Minimal waste & maximum composting
- Sustainable building practices
- Community garden
- Organic farming
- Garden
- Nature

Affordable Housing

- Housing for Employees of MVRHS
- Housing for staff
- Summer housing (for staff)
- Teacher housing for visiting mentors
- Student teacher housing
- Housing solutions

Health and Wellness Services

- Healthcare access
- School-based Health Center
- Healthcare suite(s): dental, primary, counseling
- Address food insecurity
- Food needs

Emergency Shelter

- Shelter housing
- Community shelter for emergencies
- Safe place for natural disasters
- The building as a resource for safety in cases of natural disasters
- Showers for emergency shelter needed

Funding

- Cost conscious design

Workforce Development and Vocational Training

- Workforce development
- More trades-focused classes
- Trades skill building
- Mentorship
- Experiential toolkits for technology/island/tourism psychological impact
- Ability to increase CTE (Career and Technical Education) offerings
- Courses for electricians and plumbers to support local needs
- International internships, student teachers

Adult Education

- Night classes and summer adult ed classes
- Continuing and adult education classes
- Dedicated adult learning spaces
- Afternoon classes
- Adult education after hours
- Separate adult learning area
- Spaces that the community can use on nights and weekends, like adult Ed



Educational Visioning Faculty Workshop Notes

June 12, 2024

Community Priorities *Continued*

Preschool Programming

- More preschool classrooms

Language Services

- ELL adult learning after hours

Performing Arts and Event Spaces

- PAC (Performing Arts Center)
- Special event center
- Medium-sized performance spaces for community meetings
- Stage in the cafeteria
- Outdoor performance space
- Smaller more open performance space
- Music spaces
- Ticket booth & refreshment booth for auditorium

Sports and Athletics

- Two gymnasiums
- Field house
- Multi-sport and multi-space field house
- Youth and adult sports
- Athletic parking
- Functional locker room with showers
- Field house for year-round sports and exercise
- Hub for road races

Regionalization

- Regionalization to support centralized resources

Community Arts and Culture

- Public art gallery
- Arts curriculum
- Student/alumni work highlighted
- Visiting mentors, guest speakers
- Student & alumni work highlighted in special exhibits

Cooking and Culinary Spaces

- Industrial kitchen
- School-access to kitchen/cafeteria with management personnel
- Community culinary dining room/restaurant
- Food services

Robust Technology

- Broadband access for digital learning and community courses
- Infrastructure to support modern technology for education and communication

Transportation and Accessibility

- Better public transportation integration
- Parking for community events and meetings





Design Patterns Priorities 1.0

Faculty members were introduced to a series of 27 “Design Patterns” that represent varied architectural design features of, and approaches to 21st century school facility design. Individual faculty had the opportunity to rate each Design Pattern with a heart, thumbs up, or thumbs down, and then prioritize them in relationship to each other. The resulting list of Design Patterns below has been placed in priority order based on the cumulative total of hearts, thumbs up, and priority ratings that each received. The first 7 Design Patterns were introduced to the group as “givens,” in that any renovated and/or new school design process will be sure to take them into consideration.

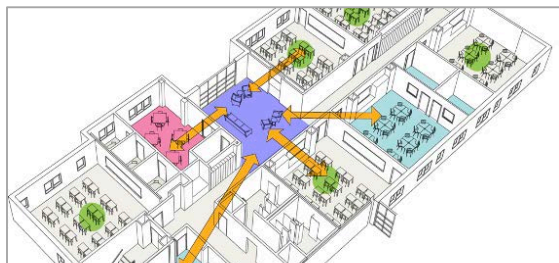
Design Pattern Givens

1. Secure and Welcoming Arrival
2. Agile Classrooms
3. Enrichment Spaces
4. Professional Work Areas
5. Safe Community Access
6. Healthy Building
7. Sustainability



Design Pattern Priorities

1. Career Technical Education (103 votes)
2. Breakout and Quiet Spaces (100 votes)
3. Classroom Neighborhoods (98 votes)
4. Outdoor Connections and Learning (96 votes)
5. Wayfinding and Streetscapes (92 votes)
6. Biophilic Design (90 votes)
7. Extended Learning Areas (88 votes)
8. Heart of School (88 votes)
9. Interdisciplinary Connections (86 votes)
10. Greeting and Gatekeeping (85 votes)
11. Media Center Learning Commons (85 votes)
12. Display and Exhibition (81 votes)





Design Pattern Priorities *Continued*

- 13. STEM/STEAM and Makerspaces (80 votes)
- 14. Afterschool Spaces (78 votes)
- 15. Anywhere, Anytime Learning (75 votes)
- 16. Innovation Hubs (72 votes)
- 17. Distributed Resources (71 votes)
- 18. Community Aesthetic (70 votes)
- 19. Transparency and Connection (69 votes)
- 20. STEM/STEAM Adjacencies (63 votes)
- 21. Branding and Identity (60 votes)





Priority Design Patterns Priorities 2.0

The following set of priority “21st Century Design Patterns 2.0” for the design of the renovated and/or new Martha’s Vineyard Regional High School facility was developed by the faculty members during the Educational Visioning Workshop. Working in small groups, participants were given the opportunity to interact further with the Design Patterns that they had been introduced to. Twelve teams of 4-6 participants each worked to create their own set of 8-15 priority Design Patterns and attributes, which were later grouped by like themes and are listed below in order of the number of “votes” they received, with each pattern given 5 votes for every time that it appeared on a team’s list. The Design Patterns listed as “givens” on page two of this document were not included in their small group ratings because they are already assumed to be of high priority.

1. **Outdoor Connections and Learning** (45 votes)

- o Access to Gardens



2. **Heart of School** (35 votes)

- o Leading to Distributed Resources

3. **Afterschool Spaces** (35 votes)

- o With Safe Community Access
- o The Media Center and Heart of School
- o We Have YMCA
- o We Need More Gym Space



4. **Breakout and Quiet Spaces** (35 votes)

5. **Classroom Neighborhoods** (30 votes)

- o With Interdisciplinary Connections
- o Connected to Extended Learning Environments, Breakout and Quiet Spaces, and Hallway Learning

6. **Greeting and Gatekeeping** (30 votes)

- o Connected to Welcoming Arrival and Secure Entry

7. **Career Technical Education** (30 votes)

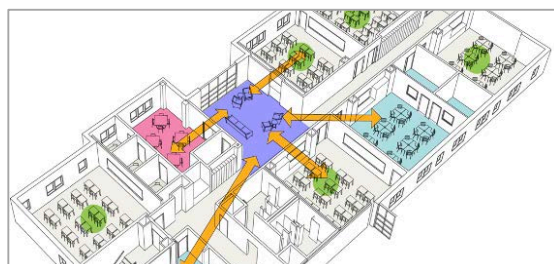


8. **Biophilic Design** (30 votes)

- o More garden views
- o Water feature

9. **Wayfinding and Streetscapes** (25 votes)

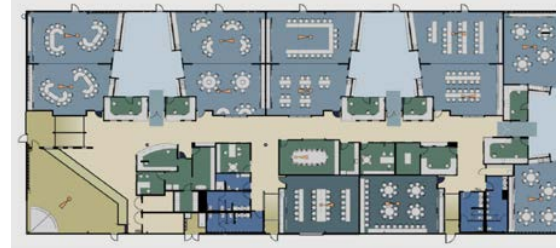
10. **Extended Learning Areas** (25 votes)





Priority Design Patterns Priorities 2.0

11. **Distributed Resources** (25 votes)
 - Connecting to the Heart of the School
12. **Media Center Learning Commons** (20 votes)
13. **Display and Exhibition** (20 votes)
14. **Interdisciplinary Connections** (15 votes)
 - Within Classroom Neighborhoods
 - This Would be Great for Freshman
15. **Community Aesthetic** (15 votes)
16. **Transparency and Connection** (15 votes)
 - Essential for supervision, but who cleans the windows?
17. **STEM/STEAM and Makerspaces** (10 votes)
 - As Part of an Innovation Hub
18. **STEM/STEAM Adjacencies** (10 votes)
19. **Branding and Identity** (5 votes)
20. **Innovation Hubs** (5 votes)
21. **Anywhere, Anytime Learning** (5 votes)





Power Patterns

Each small group was instructed to select three-four of their top priority Design Patterns to be designated as “Power Patterns” that they see as most essential to the design of the renovated and/or new MVRHS building. These are listed below in order of the number of “votes” they received, with each Power Pattern given 5 votes for every time that it appeared on a team’s list.

1. **Classroom Neighborhoods** (25 votes)
2. **Outdoor Connections and Learning** (20 votes)
3. **Career Technical Education** (20 votes)
4. **Heart of School** (15 votes)
5. **Afterschool Spaces** (15 votes)
6. **Breakout and Quiet Spaces** (15 votes)
7. **Biophilic Design** (10 votes)
8. **Media Center Learning Commons** (10 votes)
9. **Display and Exhibition** (10 votes)
10. **Wayfinding and Streetscapes** (5 votes)
11. **Extended Learning Areas** (5 votes)
12. **Community Aesthetic** (5 votes)
13. **Transparency and Connection** (5 votes)
14. **Good Storage** (5 votes)



Custom Patterns

Small groups were given the opportunity to create their own “Custom Design Patterns” for the MVRHS facility. These are listed below in order of the number of “votes” they received, with each Custom Pattern given 5 votes for every time that it appeared on a team’s list.

- **Unique Program, Unique School** (5 votes)
- **Culturally Responsive Environments** (5 votes)
- **Ease of Maintenance** (5 votes)

