



*The mission of the Cape Elizabeth School Department is to provide a high quality education to every Cape Elizabeth student, every day. It is with this in mind that the Concept Design Committee submits its report of the conceptual findings for the new school design.*

## **Concept Design Final Report**

By creating state of the art school facilities, Cape Elizabeth Middle School and Pond Cove Elementary School will be well equipped to meet the needs of 21st Century learners, allowing them to attain a high quality education and achieve their greatest potential. Through the design of safe and physically comfortable spaces that promote personalized learning, Cape Elizabeth Middle School and Pond Cove Elementary students will be exceptionally prepared for their world upon graduation, a world that is constantly changing and evolving. In order to best support a future-forward design, the schools will demonstrate the greatest flexibility in use of space, materials, equipment and furnishings. Systems used throughout and shared between both buildings will ensure environmental aesthetics and low impact, while demonstrating high degrees of efficiency and long term sustainability. The building and campus design will instill pride in the Cape Elizabeth community for all users and serve as a beacon and hub for years to come.

## **The Process and Membership**

The Concept Design Committee is made up of twenty-four members representing the following diverse stakeholder groups:

- Teachers and staff
- Students
- Administrators
- Parents
- Community members
- Design Team members from Colby Engineering and Simons Architects.

Over the course of five meetings from November 2021 through January 2022, the Concept Design Committee used an iterative process of work sessions to address design considerations. These considerations focused on five areas of design:

- Programming and Organizational Layout
- Sustainability and Performance goals
- Materials and Finishes
- Building Systems, MEP (Mechanical, Electrical, Plumbing)
- Structural Security and Safety

Hinging the discussions on the Cape Elizabeth School Department Strategic Plan Goals, conceptual aspects of 21st century schools were identified and broad themes emerged quickly. Members identified the need for schools that are safer, more efficient, more flexible and more accessible than what we currently have today. Spaces that spur greater collaboration and creativity were envisioned. Organizational layouts that foster strong relationships and academic advancement were conceptualized. By designing spaces to serve multiple functions and considering the learning opportunities in outdoor spaces, the schools become resources and accessible to the wider community and its partners. The idea of welcoming the community into the schools while simultaneously engaging our students in learning outside its walls is a cornerstone of the design.

## Strategic Plan Goals

### Health and Well-Being

*Our schools will provide a supportive learning environment in which physical, social, and emotional well-being are valued and promoted.*



The learning environment plays a key role in maintaining and promoting the health and wellbeing of children (and their teachers). Students spend 175 days a year in their schools with approximately 70% of that time either in the classroom or indoor spaces. This committee believes that better educational outcomes can be achieved if students are able to learn in welcoming spaces

that have been flexibly designed to provide opportunities for both community and quiet reflection, with access to a nature filled environment.

### Welcoming Spaces

- A wellness suite that accommodates for full spectrum of student needs (physical, social, and emotional)
- Safe bathrooms for all students
- Spaces that are accessible to all students
- Adequate access to bathrooms and water fountains throughout the building
- Thoughtful acoustical design to promote meaningful interaction, especially in larger spaces
- Spaces designed to reflect sensory needs of some individuals



### ***Flexible Spaces Designed for Various Sized Groups***



- Additional collaborative spaces beyond classrooms
- Cafeteria space that allows for small groups and circular tables
- Alcoves and window seating for breakout spaces
- Cozy spaces for quiet individual work
- Spaces that allow for movement/activity (outside of the gym)
- Developmentally appropriate spaces for varying age groups

### ***Nature Filled Environment***

- Sunlight and views of the outdoors throughout the building
- Multiple learning spaces will be created with the use of hardscape positioning and structures, allowing learning to extend beyond the walls of the classroom and schools.
- The school campus will provide ample outdoor areas that can be safely used in all (or most) seasons, including seating and sun/rain/wind protection.
- Outdoor learning areas will be easily accessible and separate from busy playground spaces to enable classes to quickly transition outdoors and have minimal distractions.
- School garden and playground will continue to be accessible to all grade levels to regularly complement the curriculum.



### **Global Competency**

*Our students will be personally responsible, aware, empathetic, and engaged local and global citizens.*

The demands on 21st century students for global competency are fluid and unparalleled in history. The design and building process will encourage student stewardship of the building, the local community and



wider world. Since authentic, productive, and diverse in-person relationships and access to the wider world via technology are cornerstones of developing global competency, the new design will reflect this priority in every detail, addressing myriad challenges that exist in the current buildings for collaboration, gathering, and connection.

### ***Stewardship opportunities and connection to place***

- Accessible opportunities for students to care for and understand their school building and greater environment (e.g., energy-use monitoring tools)

- Displays and design features help students to understand sustainable design decisions and impact on school functions
- Architecture inspired by the building's place in the community landscape and wider world (e.g., design details celebrate local materials, ocean, forest, salt marsh, farmland)

***Encouragement of diverse relationships***

- A variety of spaces and furniture allow different combinations of adults and peers to work together effectively
- Options for special services to be delivered in integrated or separate settings
- Viable options for gatherings and performances of various sizes both during and outside of school hours



***Hassle-free, effective technology capacity for global connection***



- Connectivity and appropriate technology and A/V capacity in gathering spaces for large group virtual presentations
- Access to tech tools in breakout spaces for small group and individual learning
- Connectivity outdoors for students to use technology in connection with nature-based curricula

**Multiple Pathways and Definitions of Success**

*Our schools will value, promote, and celebrate multiple pathways and definitions of success.*

As we plan for educating Cape Elizabeth students over the next 80 years it is important to think beyond our current educational model. This committee spent time discussing what students and teachers need in a new school and how the physical building will evolve to accommodate the needs of our future scholars.

***Student centered design***

- Appealing flexible spaces that can meet the needs and interests of all learners
- Provide many ways for students to engage with the space
- Breakout spaces that allow teachers to monitor and engage with students
- Provide multiple outlets for students to demonstrate and develop their talents (large performance to small intimate group spaces/bulletin board to gallery range)
- Spaces for students to explore high level technical concepts before they arrive at the High School



***Multiple outdoor spaces- so there is access for everyone who needs to use it***

- Play, eat, learn: Multiple easy access to outdoor spaces for recess and distraction-free learning
- Covered outdoor space for recess choices (cards, board games, etc.)
- Appropriate outdoor learning furniture, equipment and storage



**Safe, Sustainable, and Effective Facilities**

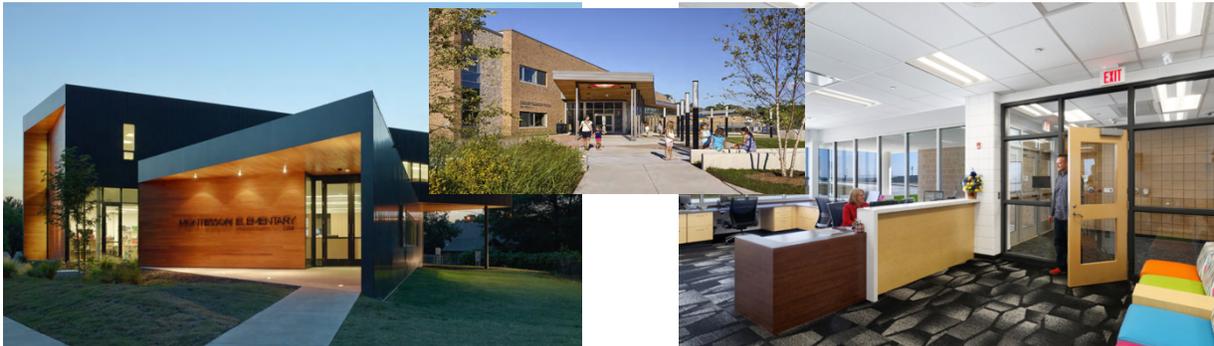
*Our schools will be safe and effective facilities. They will be updated and maintained to meet the needs of students and staff in accordance with long-term financial planning.*



Ensuring CESD schools are safe places for students to thrive and grow is of highest priority in the design of our new facilities. Because of this, the building design will incorporate state of the art school safety and security systems, ensuring the highest levels of safety and wellbeing, while maintaining a welcoming environment for those accessing our schools.

***Safe and Secure Schools***

- State of the art security measures while maintaining a warm and welcoming environment.
- Pond Cove and CEMS will have uniquely identifiable and distinct main entries that are inviting while providing safe, efficient and easy access to the schools.
- Entry points around the schools will account for security, emergency access and ADA compliance.
- Safe outdoor spaces (learning, eating, etc.) are easily accessed and allow for effective supervision



***Sustainability and Efficiency***

- Building systems and common use spaces will be shared to increase cost effectiveness and efficiency
- Classrooms are designed for content learning needs with ease of access to necessary utilities - electricity, water, wi-fi, lighting - customized to the needs of the content delivery within the space
- Faculty work stations clustered in a common space promotes collaboration and efficiency
- Layout allows for community usage and access of spaces after-school, evening, and weekends while maintaining security of the schools and “school-only” areas
- Building materials and design reflect the community and highlight use of local materials and reflect

iconic town landmarks when possible



### **Environmental Responsibility**

*The school department will prioritize environmental responsibility, including stewardship and sustainability.*

This committee consistently voiced the importance of building a school that promotes, incorporates and prioritizes the importance of being environmentally responsible. This belief exists both in the removal of the existing buildings and the construction of new buildings.

### ***Cape Elizabeth values the environment; any new construction must prioritize local and global awareness***

- Limit environmental impacts during the demolish process, focus on recycling and reusing over landfills.
- Energy efficient mechanical systems that allow for regulated heating and cooling
- Functional, student-facing compost and recycling facilities
- Materials and finishes will allow for sustainable and environmentally responsible maintenance
- The design will predict and allow for future sustainability goals to be realized (e.g., conduits for future electric vehicle charging stations, roof support to allow for future additions of photovoltaics or green roof areas)



### ***Maximize the physical location of the school***

- The building will have a southern orientation to optimize light and energy efficiency
- The design will use renewable energy sources as is beneficial
- Energy efficient windows and blinds to maximize the solar benefits while limiting heat loss



## **Submitted on behalf of Concept Design Committee Members**

Oliver Ames - CEMS student  
Melissa Bam - Pond Cove Special Education teacher  
Lindsay Barrett - Parent  
Kimberly Chouinard - Pond Cove teacher  
Derek Converse - Community member  
Troy Eastman - CEMS Principal (co-chair)  
Ezra Gabrielson - CEMS student  
Jenn Grymek - Parent/ Community member  
James Hebert (design team) - Colby Engineering  
Steve Hoffman (design team) - Simons Architects  
Christopher Kleeman - Parent/ Community member  
Jason Manjourides - Pond Cove Principal  
Amanda Marsden - Pond Cove 2nd grade teacher  
Michelle McClellan - Assistant Superintendent (co-chair)  
Julie Merriam - Pond Cove 3rd Grade teacher  
Angela Meyer - Parent/ Community member  
DJ Nelson - Parent/ Community member  
Per Noreus - CEMS Math teacher  
Stephen Price - CEMS Science teacher/Performing Arts Director  
Caitlin Ramsey - CEMS Music teacher  
Rachel Sheskey - Pond Cove substitute teacher/Community member  
John Springer - CEHS Principal  
Julia Tate (design team) - Simons Architects  
Erin Taylor - Pond Cove School Nurse

## **Supporting Document**

[\*CESD Concept Design Agenda\*](#)