CHARIHO REGIONAL SCHOOL DISTRICT

Chariho Unified Elementary School

PK-5 Professional Learning and Educational Commissioning Plan

One unified school. Two connected learning communities. A PK-12 pathway of discovery.

A phase-based plan for preparing educators to use flexible, outdoor, career-connected, neuroinclusive, and community-centered learning environments intentionally and equitably.

All Kids. All of the Time.
Known • Supported • Challenged • Prepared

Draft for RIDE and School Committee Review

August 2026 | Living plan: Design, pre-occupancy, opening year, and post-occupancy

Contents

Section	Purpose
Public narrative	Plain-language overview for School Committee, families, and community members
Vision and theory of action	Learning promise, design principles, and RIDE instructional alignment
Section 1	Current state, assets, baseline evidence, alignment, and priorities
Section 2	Three measurable professional learning goals
Section 3	Professional learning cycle, structures, and implementation look-fors
Section 4	Timeline from planning and design through Year 2+
Section 5	Resources, governance, and cost stewardship
Section 6	Evaluation, post-occupancy review, and reporting
Section 7	Architecture-to-practice translation
Section 8	Research base, precedents, and design questions
Appendices	Phase evidence, selected sources, and revision log

HOW TO USE THIS DOCUMENT The opening pages provide a public-facing narrative for School Committee and community communication. Sections 1-6 constitute the RIDE-aligned professional learning plan. Sections 7-8 provide the design translation, research base, precedents, and review questions needed by the architect, OPM, graphic designer, and district team.

RIDE Professional Learning Protocol Crosswalk

RIDE requirement	Where addressed	Evidence in this plan
Purpose and goals tied to learning environments	Sections 1-3	Vision, current state, priorities, three measurable goals
Timeline for implementation	Section 4	Planning/design through Year 2+ post-occupancy
Funding, materials, and people	Section 5	Resource allocation, governance, roles, and cost stewardship
Evaluation methods, indicators, and feedback	Section 6	Guskey five-level evaluation, student/educator voice, space-use data
Reporting to SBA during design review	Sections 4 and 6	Stage II, 100% SD, 100% DD, 60% CD, and post-occupancy evidence

NARRATIVE

The Idea in 60 Seconds

CORE MESSAGE The Chariho Unified Elementary School will be one PK-5 learning community organized across two connected, developmentally responsive buildings: a PK-1 early learning community and a grades 2-5 elementary learning community. The campus itself becomes part of the curriculum - classrooms, paths, gardens, commons, stages, maker spaces, and health-and-wellness environments are places where students investigate, build, perform, explain, and connect learning to life.

The two-building configuration is a thoughtful response to site conditions, including bedrock. The design intent is to limit avoidable disturbance while transforming the land between and around the buildings into accessible, purposeful learning space. Final construction methods and cost claims will remain subject to geotechnical findings, design development, and independent estimating.

This is not a plan to ask young children to choose a career. It is a plan to widen what they can imagine. A child may know the work of a teacher, nurse, farmer, police officer, or family business because that work is visible at home. The school will intentionally expose students to opportunities they may not yet know - robotics, marine technology, environmental science, construction, health sciences, cosmetology and esthetic pathways, emergency services, performance, design, entrepreneurship, and more - through age-appropriate, standards-aligned experiences.

What It Is - and What It Is Not

The plan means...	The plan does not mean...
One school across two buildings	Not two separate schools, programs, or cultures
Career awareness through authentic problems and mentors	Not early tracking or asking elementary students to choose a career
Flexible environments with clear routines and predictable zones	Not a permanently open plan or constant, distracting rearrangement
Neuroinclusive choices available without stigma	Not a separate wing or a one-size-fits-all sensory prescription
Related services embedded where helpful, with specialized space when needed	Not the elimination of OT, PT, speech-language, counseling, or individualized supports
Outdoor learning connected to curriculum	Not simply more recess or decorative landscaping
Technology-supported multilingual access and regional partnerships	Not treating translation as a substitute for standards-based world-language instruction

Six Design Promises

1. **One community:** Every shared routine, pathway, professional learning structure, and student experience reinforces a unified PK-5 identity.
2. **Every day is a field trip:** The building and landscape invite investigation, movement, performance, building, and authentic application.
3. **Discovery before decision:** Career-connected learning expands possibilities without narrowing a child's future.
4. **Inclusion without isolation:** Clarity, choice, calm, and accessible supports are designed into everyday settings, while specialized spaces remain available when appropriate.
5. **A PK-12 learning campus:** Middle school, high school, and CHARIHOtech students become mentors, demonstrators, performers, and project partners for younger learners.
6. **Responsible stewardship:** Spaces and purchases must have an instructional purpose, a professional learning plan, a maintenance plan, and evidence that they are being used well.

Vision for Teaching, Learning, and the Campus

VISION Chariho's unified PK-5 school will be one learning community across two, developmentally responsive buildings. The campus itself - classrooms, paths, gardens, performance areas, commons, maker spaces, and health-and-wellness environments - will support standards-aligned inquiry, collaboration, authentic application, career awareness, and belonging. Professional learning will prepare educators to use these environments intentionally and inclusively so every learner, including neurodivergent and multilingual learners, can access rigorous learning, regulate when needed, make meaningful choices, and demonstrate learning in multiple ways.

Theory of Action

7. If educators, students, families, related-service providers, and community partners help define the instructional vision while the school is designed...
8. and if the architecture offers clarity, choice, calm, accessibility, authentic workspaces, and strong outdoor and PK-12 campus connections...
9. and if sustained, job-embedded professional learning includes modeling, practice, coaching, collaboration, feedback, and reflection...
10. then educators will use the new environments purposefully rather than as traditional classrooms...
11. so students will gain greater access, agency, belonging, engagement, authentic application, and readiness for continued learning.

Design Principles That Guide the Plan

12. **Instruction leads; space supports.** A specialized room, flexible wall, path, or piece of furniture is justified by the learning it makes possible.
13. **Flexible does not mean unpredictable.** Students need options within clear visual organization, routines, and spatial expectations.
14. **Universal first; individualized always available.** Design broad access into core environments while preserving individualized and specialized supports.
15. **Exposure expands opportunity.** Career-connected learning begins with interests, problems, roles, tools, and community needs - not job selection.
16. **The landscape is a learning asset.** Paths, pollinator habitats, gardens, weather, geology, water, and native ecosystems become recurring curriculum resources.
17. **Learning crosses ages and programs.** Older students deepen mastery by teaching, demonstrating, performing, and designing with younger learners.
18. **Evidence follows investment.** Post-occupancy evaluation will examine space utilization, user experience, implementation, and educational impact.

Alignment to RIDE High-Quality Instruction

The plan advances RIDE's five instructional shifts: asset-, goal-, student-, discourse-, and data-driven instruction. New environments matter only when educators use them to strengthen rigorous grade-level teaching, high-quality curriculum, MTSS, and equitable student outcomes.

1. Reflect and Set Goals for Professional Learning

1.1 Current State and Existing Assets

Chariho already supports professional learning through district and school leadership, grade/content collaboration, high-quality curriculum, MTSS, instructional improvement, special education and related services, counseling, and CTE. The new school creates an opportunity to connect and scale promising practices.

19. **Robotics and engineering:** Middle and high school students already partner with younger learners on robotics and applied STEM.
20. **Agriculture and environmental learning:** Waste Warriors and Farm-to-School build a progression to agriculture, sustainability, and environmental science.
21. **Performing arts:** Older students mentor younger performers through chorus, music, theater, and performance.
22. **Health careers:** The approximately $200,000+ Year 1 rural health careers award strengthens the high school pathway and supports age-appropriate K-12 exposure to healthcare and rural community needs.
23. **Green and healthy schools:** Environmental stewardship and 2024 Green Ribbon recognition support land-based learning and responsible operations.
24. **Student support systems:** MTSS, counseling, special education, OT/PT, speech-language, nursing, and social-emotional expertise will guide inclusive core environments and responsive supports.

1.2 Purpose and Strategic Alignment

The purpose of this plan is to ensure that the district's investment in a new school results in measurable changes in teaching, learning, access, and student experience. The plan connects the design process to Chariho's emerging Vision 2029, school improvement plans, high-quality curriculum, MTSS, the PK-12 school counseling framework, career and technical education, environmental stewardship, and the School Building Authority's Professional Learning Protocol.

The professional learning system will be student-focused; aligned to district and school priorities; rigorous and role-relevant; active; collaborative and job-embedded; supported by models, coaching, feedback, and reflection; and sustained over time. Stand-alone workshops may introduce ideas, but they will not be treated as sufficient implementation.

1.3 Data to Establish the Baseline

Before targets are finalized at design development, the Professional Learning Design Team will compile a baseline using existing data and a focused needs assessment. Results will be disaggregated when sample size and privacy allow, with particular attention to students with

disabilities, multilingual learners, and students who have not consistently experienced full access to enrichment or core instruction.

Evidence domain	Data sources	Planning question
Student learning and access	State/local achievement and growth; access to grade-level work, enrichment, arts, STEM, outdoor learning, and interventions	Where are opportunity, access, and outcome gaps?
Student experience	Attendance; behavior; belonging/connection; engagement; student voice; age-appropriate sensory and space preferences	When and where do students feel engaged, excluded, overwhelmed, or supported?
Educator practice	Walkthroughs; unit/lesson review; use of discourse, inquiry, PBL, UDL, flexible grouping, outdoor learning, and performance assessment	Which practices are established, emerging, or inconsistent?
Educator capacity	Staff confidence and needs survey; professional growth goals; role-based expertise; readiness for cross-grade and cross-program collaboration	What learning and leadership capacity must be built?
Space and operations	Current space-use observations; schedule analysis; acoustics/lighting concerns; storage; transitions; related-service delivery; technology access	Which environmental and operational barriers should design address?
Family and community	Family feedback; language access; community and industry partnerships; transportation and after-hours use considerations	How can the school function as an accessible community learning hub?

1.4 Priority Professional Learning Strands

Priority	What educators will learn to do
1. Student-centered, flexible-space instruction	Purposeful use of varied settings; high-quality curriculum; inquiry; project-based and performance-based learning; collaboration; academic discourse; assessment and feedback
2. Neuroinclusive and universally designed learning	UDL; sensory-inclusive practice; clarity, choice, and calm; predictable transitions; regulation; accessible communication; inclusive and specialized supports
3. Career-connected and interdisciplinary learning	Developmentally appropriate exposure; authentic problems; CTE and community partners; cross-age teaching; STEAM, arts, agriculture, health, business, and environmental applications
4. Outdoor, environmental, health, and wellness learning	Safe and routine use of paths, gardens, habitat, weather, geology, outdoor classrooms, movement, nutrition, and rural health connections
5. One PK-5 culture and sustainable professional learning	Cross-grade PLCs; teacher leadership; coaching; learning walks; student/family voice; shared expectations; iterative educational commissioning

2. Measurable Professional Learning Goals

GOAL 1 Use the Campus for Authentic, Career-Connected Learning

Build educator capacity to use the full indoor-outdoor campus and its partnerships for rigorous, standards-aligned, student-centered learning.

MEASURABLE OUTCOMES

25. By the end of the opening year, every grade will implement at least two documented interdisciplinary, career-connected learning experiences; the target increases to at least three in Year 2.
26. At least 80% of sampled learning walks will show two or more look-fors: agency, collaboration or discourse, authentic application, purposeful space use, inquiry, or multiple ways to demonstrate learning.
27. Each grade band will participate in at least one cross-age experience per semester with middle school, high school, CHARIHOtech, higher education, industry, or community partners.
28. Student work and exhibitions will apply grade-level standards; career-connected experiences will not be disconnected enrichment.

BENCHMARKS

29. **Planning and design:** Teams co-design exemplar units and test room/path/commons concepts against real instructional scenarios.
30. **Pre-occupancy:** 100% of instructional teams complete orientation and develop one standards-aligned unit and a space-use plan.
31. **Opening year:** PLCs examine implementation evidence monthly; coaching and learning walks identify support needs and effective models.
32. **Year 2+:** The district expands the PK-12 experience calendar, teacher leadership, community partnerships, and public exhibitions based on evidence.

GOAL 2 Create Neuroinclusive, Universally Designed Learning Environments

Build educator and organizational capacity to provide clear, predictable, sensory-considerate environments with meaningful choice, accessible communication, regulation options, and specialized supports when needed.

MEASURABLE OUTCOMES

33. Before opening, 100% of educators, administrators, student-support staff, related-service providers, and relevant operations staff will align on UDL, sensory-inclusive

environments, transitions, acoustics/lighting, wayfinding, regulation, and safe use of quiet/retreat spaces.

34. By spring of the opening year, at least 85% of sampled learning environments meet the district's agreed neuroinclusive look-fors for clarity, choice, calm, accessible participation, storage/visual organization, and predictable transitions.

35. By spring of the opening year, at least 80% of surveyed students in grades 2-5 will report that they know where and how to get help, focus, move, take a break, or regulate when needed; PK-1 evidence will use age-appropriate observation, student conversation, and family feedback.

36. Grade-level teams will plan with special educators, MLL educators, counselors, nurses, and/or related-service providers at least quarterly so core instruction anticipates barriers and individualized services remain available when needed.

BENCHMARKS

37. **Planning and design:** Conduct sensory and accessibility reviews with educators, students/families, OT/PT/SLP, MLL, nursing, special education, facilities, and safety staff.

38. **Design development:** Test acoustics, lighting control, storage, sightlines, transitions, furniture, sensory zoning, quiet options, and service delivery using mock-ups and scenarios.

39. **Pre-occupancy:** Practice room setup, routines, transitions, use of embedded and specialized spaces, and consistent communication supports.

40. **Opening year and POE:** Use student/educator voice, learning walks, space-use data, and environmental observations to refine design and practice.

GOAL 3 Build One Sustainable PK-5 Professional Learning System

Establish a coherent, collaborative system that supports implementation before and after occupancy through leadership, PLCs, coaching, modeling, feedback, and continuous improvement.

MEASURABLE OUTCOMES

41. Before pre-occupancy learning begins, identify at least one trained teacher leader for each grade level and for major specialty/support clusters, including arts/PE/library, special education/related services, MLL, and student support.
42. During the opening year, every instructional team will participate in monthly PLC learning, at least quarterly cross-grade collaboration, and at least two coaching, demonstration, or peer-observation cycles.
43. All major professional learning experiences will include an active application component, a follow-up support structure, a feedback opportunity, and evidence of educator learning; stand-alone presentation attendance will not be treated as implementation.
44. By the end of the opening year, at least 80% of staff will report that professional learning is relevant to daily work, improves confidence using the new environments, and provides adequate support; results will inform Year 2 priorities.

BENCHMARKS

45. **Planning and design:** Form the Professional Learning Design Team and define shared instructional and environmental look-fors.
46. **Pre-occupancy:** Prepare teacher leaders, coaches, principals, and support staff to facilitate modeling, orientation, and collaborative planning.
47. **Opening year:** Protect PLC/coaching time; conduct calibrated, non-evaluative learning walks; share models and respond quickly to implementation barriers.
48. **Year 2+:** Shift greater facilitation to teacher leaders, refine the plan annually, and sustain educational commissioning through ongoing POE.

3. Professional Learning Design

3.1 The Learning Cycle

Professional learning will follow a repeated cycle rather than a sequence of disconnected workshops. Each cycle will be differentiated by role, grade level, content, experience, and identified need.

49. **Learn:** Build shared knowledge through research, models, site precedents, demonstrations, and role-specific orientation.
50. **Design:** Co-plan a lesson, unit, routine, room setup, outdoor experience, exhibition, or support strategy tied to standards and student needs.
51. **Try:** Implement in a mock-up, current classroom, pilot setting, or the new environment.
52. **Observe:** Use coaching, peer observation, learning walks, student work, and space-use evidence to understand what happened.
53. **Reflect and refine:** Gather student/educator feedback, identify barriers, adjust practice or space, and share what is working.

3.2 Professional Learning Structures

Structure	Role in this plan
Design charrettes and mock-ups	Educators, students, families, and specialists test plans, furniture, storage, sightlines, acoustics, transitions, and use scenarios while changes are still possible.
Workshops and institutes	Introduce shared foundations such as UDL, inquiry/PBL, outdoor learning, neuroinclusive design, career-connected learning, and safe/efficient operation of specialized environments.
Collaborative planning/PLCs	Internalize curriculum, examine student work/data, design standards-aligned experiences, anticipate barriers, and plan use of spaces and partners.
Differentiated coaching	Provide non-evaluative, role- and content-specific modeling, observation, feedback, and problem solving for new and experienced educators.
Learning walks	Use brief, predictable, non-evaluative visits with clear look-fors; calibrate evidence, provide timely feedback, and inform future PL.
Mentorship and teacher leadership	Pair educators, develop facilitators, and recognize staff who can model and spread effective practice across grades and disciplines.
Self-paced learning	Offer accessible previews, room/technology guides, short modules, and resource libraries as one part of the larger support system.
Exhibitions and lesson study	Use public demonstrations, student exhibitions, cross-age teaching, and collaborative review of lessons to make practice visible and improvable.

3.3 Core Look-Fors for High-Quality Use of Space

54. The learning goal and success criteria are clear; the space arrangement serves the goal.

55. Students have meaningful but manageable choices in location, tools, partners, pacing, or method of demonstrating learning.
56. Flexible groups are purposeful, temporary, and responsive to evidence - not fixed labels.
57. Students use academic language, explain reasoning, make, test, revise, perform, or solve an authentic problem.
58. Outdoor, commons, maker, performance, or quiet spaces are used intentionally rather than as rewards or overflow.
59. Visual, acoustic, sensory, linguistic, and physical barriers are anticipated; supports are available without unnecessary stigma.
60. The environment is organized and predictable enough for students to understand where to go, what to do, and how to get help or regulate.
61. Educators collect evidence of learning and adjust instruction, scaffolds, tools, grouping, or space use accordingly.

4. Professional Learning Timeline

PHASE-BASED PLAN Dates will be inserted as the construction schedule is finalized. The phases align professional learning evidence with Stage II, 100% schematic design, 100% design development, 60% construction documents, pre-occupancy, and post-occupancy reporting.

Phase	Window	Primary evidence
1. Planning and shared vision	Now through 100% SD	Baseline, engagement, instructional vision, design principles, look-fors, initial PL plan
2. Design development and prototyping	100% SD through 100% DD/60% CD	Mock-ups, pilots, exemplar units, sensory/accessibility review, leader development
3. Pre-occupancy readiness	Approximately 6-12 months before opening	Role-aligned orientation, Summer Institute, schedules, room/space plans, practice routines
4. Opening-year implementation	Move-in through Year 1	Coaching, PLCs, learning walks, exhibitions, rapid feedback, 6- and 12-month POE
5. Refinement and sustainability	Year 2 and beyond	Teacher leadership, annual improvement cycle, expanded partnerships, long-term outcome review

Phase 1 - Planning and Shared Vision

62. Form a Professional Learning Design Team including educators, leaders, CTE, student services, operations, students/families, the design team, and community partners.
63. Complete the educator/student/family baseline and inventory existing promising practices and partnerships.
64. Conduct scenario-based design charrettes for arrival, transitions, instruction, loud and quiet activities, outdoor science, related services, lunch, CTE exposition, and community use.
65. Define shared instructional, neuroinclusive, and space-use look-fors; identify initial mock-ups and pilots.
66. Submit the plan and evidence of engagement with Stage II/100% SD documentation.

Phase 2 - Design Development and Prototyping

67. Use full-scale or partial mock-ups to test classroom zones, furniture, storage, lighting control, acoustics, visibility, transition areas, and quiet/retreat options.
68. Map high-, medium-, and low-stimulation spaces and the transitions between them; review wayfinding, multilingual communication, and physical accessibility.
69. Develop exemplar PK-1 and 2-5 interdisciplinary units that use the landscape, commons, performance, STEAM, health, and PK-12 partnerships.

70. Pilot outdoor learning, cross-age teaching, project-based learning, and related-service co-planning in current settings to identify operational needs before opening.
71. Document professional learning, design changes, decisions, and evidence at 100% DD and 60% CD.

Phase 3 - Pre-Occupancy Readiness

72. Provide building orientation that connects each feature to an instructional or support purpose; include accessibility, safety, supervision, emergency, outdoor, technology, and equipment routines.
73. Offer a role-differentiated Summer Institute with practice in UDL, sensory-inclusive environments, flexible grouping, inquiry/PBL, outdoor learning, career-connected units, exhibitions, and cross-age facilitation.
74. Each team prepares its first unit, room/space plan, transition plan, storage/visual organization plan, and family communication.
75. Finalize PLC, coaching, learning-walk, partner, exhibition, and student-support schedules before students arrive.
76. Use rehearsal days with staff and, when possible, student/family walkthroughs to identify remaining barriers.

Phase 4 - Opening-Year Implementation

77. Provide just-in-time coaching and rapid operational support during the first six weeks; avoid judging implementation before routines are established.
78. Use monthly PLCs, quarterly cross-grade collaboration, weekly leadership learning walks, and at least two coaching/peer cycles per team.
79. Collect student, family, and staff feedback at 6 weeks, midyear, and spring; review evidence monthly and publish what changes in response.
80. Hold at least two schoolwide exhibitions/learning celebrations that make cross-grade, CTE, environmental, health, arts, and community-connected learning visible.
81. Complete a 6-month and end-of-year post-occupancy evaluation of space utilization, user experience, implementation, and educational impact.

Phase 5 - Year 2 and Beyond

82. Refine spaces, furniture, schedules, materials, routines, and professional learning based on POE evidence.
83. Expand teacher leadership, demonstration classrooms, cross-age experiences, regional partnerships, and standards-aligned world-language exposure where feasible.
84. Review student outcomes and opportunity-to-learn indicators over time without attributing changes to the building alone.
85. Update the professional learning plan annually and report progress, challenges, and next actions to RIDE/SBA and the School Committee.

5. Identify and Allocate Resources

5.1 Resource Plan

Resource	Allocation priorities
Time	Protected PLC/common planning; cross-grade collaboration; design charrettes; coaching; learning walks; Summer Institute; release time/substitutes; student/family engagement; post-occupancy review
Financial	District PL budget; curriculum implementation funds; allowable school-construction PL resources; rural health and other grants; stipends; substitute coverage; expert consultation; site/virtual visits; evaluation
Material and space	Mock-ups; flexible furniture pilots; outdoor-learning equipment; storage/organization tools; STEAM/maker and performance resources; assistive technology; acoustic/lighting tools; accessible digital resource library
Human	Superintendent/assistant superintendent; principals; curriculum leaders; teacher leaders/coaches; CTE; special education/MLL; counselors; nurses; OT/PT/SLP; technology; facilities/safety; architect/OPM; students/families; higher education, industry, tribal, cultural, municipal, and regional partners
Technology	Reliable connectivity across indoor/outdoor areas; display/capture tools; assistive and accessible technology; telepresence for regional experts/world-language partners; secure interpretation/translation supports; learning and evidence systems
Policy and operations	Schedules; contracts; safety procedures; equipment protocols; accessibility; language access; data privacy; community use; transportation; maintenance and replacement plans

5.2 Governance and Responsibility

Group	Primary responsibilities
Executive sponsors	Set direction, align resources, remove barriers, communicate with RIDE/SBA and School Committee, protect coherence
Professional Learning Design Team	Own the living plan, baseline, measures, design reviews, educator/student/family engagement, and annual revisions
School leaders	Protect time, model learning, conduct calibrated non-evaluative learning walks, provide feedback/support, respond to barriers
Teacher leaders/coaches	Facilitate PLCs, model lessons, support planning and reflection, curate evidence and effective examples
Educators and support professionals	Co-design, implement, gather evidence, seek/provide feedback, and refine practice and spaces
Architect/OPM/facilities/technology	Translate learning requirements into design and operations; document decisions; test constructability, accessibility, maintenance, and performance
Students, families, and partners	Provide lived-experience feedback; co-design experiences; participate in mentoring, exhibitions, and POE

5.3 Cost-Stewardship Principles

86. **Purpose before purchase:** No major space, equipment, furniture, or technology investment should proceed without a defined student experience, educator learning need, owner, and maintenance plan.

87. **Pilot before scale:** Test furniture, technology, storage, outdoor routines, and instructional models in current settings or mock-ups when possible.
88. **Multipurpose over novelty:** Favor flexible, durable resources that serve multiple grades, disciplines, learners, and community uses.
89. **Build on what exists:** Integrate PL with HQCM, MTSS, school counseling, special education, CTE, environmental work, and existing collaboration rather than creating a parallel initiative.
90. **Use internal and regional expertise:** Develop staff leadership and share specialized expertise, world-language opportunities, and partners across districts when that improves access and sustainability.
91. **Evaluate after occupancy:** Continue, modify, relocate, or discontinue investments based on utilization, user experience, educational value, and operating cost.

6. Assess and Improve Professional Learning

6.1 Evaluation Framework

Evaluation will follow the five levels presented in RIDE's HQPL Guidebook, adapted from Guskey. Evidence will be used formatively during implementation and summatively for RIDE/SBA, School Committee, staff, and community reporting.

Level	Key question	Evidence	Initial indicator
1. Participant reactions	Was learning relevant, inclusive, engaging, and respectful of educator expertise?	Exit feedback; pulse surveys; focus groups; participation patterns	At least 80% favorable by end of opening year; themes acted upon
2. Participant learning	Did participants gain the intended knowledge and skill?	Design artifacts; unit/room plans; demonstrations; scenario responses; reflection	100% pre-occupancy artifacts completed; evidence of learning in every major PL cycle
3. Organizational support/change	Did schedules, leadership, resources, and operations enable implementation?	Protected time; coaching/PLC records; resource availability; barrier logs; design changes	Monthly review and documented response to significant barriers

Level	Key question	Evidence	Initial indicator
4. Use of knowledge/skills	Are new practices and spaces used purposefully and equitably?	Non-evaluative learning walks; coaching; lesson/unit review; space utilization; student work	Goal 1 and Goal 2 implementation targets; improvement across the year
5. Student outcomes	Did access, engagement, belonging, agency, learning, and readiness improve?	Student voice; opportunity counts; work quality; attendance/behavior; academic growth; subgroup access	Targets confirmed after baseline; trends reviewed with multiple measures

6.2 Post-Occupancy Evaluation

Post-occupancy evaluation (POE) will examine the relationship among space, operations, educator practice, and student experience. It will not assume that a new building causes changes in achievement, attendance, or behavior. The district will use multiple measures and describe reasonable contributions, limitations, and alternative explanations.

92. **Space utilization:** frequency, duration, purpose, users, and equity of access for classrooms, breakout/quiet areas, commons, paths, outdoor environments, specialized labs, and community spaces.
93. **Environmental performance:** acoustics, lighting, glare, temperature, air quality, odors, storage/visual clutter, signage, accessibility, and transition conditions.
94. **User experience:** student, educator, support staff, family, and partner perceptions of clarity, choice, calm, belonging, safety, accessibility, and usefulness.
95. **Instructional implementation:** quality and frequency of student-centered, outdoor, interdisciplinary, career-connected, performance-based, and cross-age learning.
96. **Student opportunity and outcomes:** access to experiences, engagement, agency, quality of work, academic growth, attendance, behavior, and wellness indicators, disaggregated when appropriate.
97. **Cost and operations:** maintenance, replacement, staffing, scheduling, energy, technology reliability, and whether specialized investments provide sufficient value.

6.3 Feedback and Reporting Cadence

Point	Timing	Report content
During design	After each charrette/mock-up and at 100% SD, 100% DD, and 60% CD	What was learned, what changed, what remains unresolved, and next PL/design actions
Pre-occupancy	After orientation and Summer Institute	Participation, learning artifacts, readiness/barrier review, final support plan
Opening weeks	Weeks 2, 6, and 12	Rapid student/staff feedback, operational barriers, immediate adjustments
Midyear	Approximately 6 months	Interim POE, goal progress, equity/access review, budget/resource adjustments
End of Year 1	Spring/summer	Full annual evaluation, SBA/School Committee report, Year 2 plan
Year 2+	Annual, with additional review as needed	Longitudinal trends, sustainability, teacher leadership, partnership and program refinement

7. Architecture-to-Practice Translation

This section gives the architect, OPM, graphic designer, professional learning team, and decision-makers a common language. It prevents design features from becoming disconnected from the student experience and the educator practices required to use them well.

7.1 Connected Campus and Authentic Learning

Design element	Intended student experience	Professional learning and operating commitment
One PK-5 school across two buildings	Developmentally responsive learning communities with one culture, shared expectations, and visible progression across PK-5	Cross-building routines, shared PLCs, cross-grade projects, common wayfinding/language, and intentional transitions so the structures never operate as separate schools
Accessible paths and outdoor learning landscapes	Movement between communities; observation of geology, weather, habitat, pollinators, water, seasons, and human impact; routine outdoor instruction	Outdoor pedagogy, curriculum mapping, risk/health procedures, accessibility, equipment management, weather alternatives, and field-based assessment
Commons, cafeteria, stage, and exhibition areas	Large-scale demonstrations, student exhibitions, performances, community learning, construction/robotics showcases, health and environmental events	Facilitation of large and small groups, exhibition protocols, acoustic management, interdisciplinary planning, audience feedback, safe tools/equipment, and reset/storage routines
STEAM/maker, agriculture, arts, health and wellness environments	Students design, build, test, grow, perform, care, analyze, and explain through real problems connected to grade-level standards	Inquiry/PBL, performance assessment, safety, inclusive tool use, community/CTE partnerships, and clear progression from exploration to more sophisticated application
PK-12 campus and CTE connections	Older students teach younger learners, demonstrate programs, mentor performers/robotics teams, and deepen mastery through authentic audiences	Age-appropriate lesson design, mentoring, supervision, scheduling, accessibility, feedback, reflection, and safeguards against early tracking/stereotyping
Technology-enabled regional and language partnerships	Access to world-language experiences, experts, industry, higher education, cultural institutions, and cross-district collaboration when in-person access is limited	Accessible telepresence, facilitation, privacy, human-reviewed interpretation/translation, standards-based language learning, and partnership planning

7.2 Neuroinclusive and Accessible Learning

Design element	Intended student experience	Professional learning and operating commitment
Flexible classrooms with stable zones	Choice among whole-group, small-group, individual, standing/movement, and low-distraction settings without losing predictability	Plan zones around learning purposes; teach routines; preserve visual order; avoid constant rearrangement; monitor equitable access
Acoustic, lighting, thermal, and visual controls	Reduced involuntary sensory load and greater ability to focus, participate, and regulate	Recognize sensory variability; use controls responsibly; manage voice/noise, glare, display density, odor, temperature, and technology; report building-performance concerns
Transition, preview, and wayfinding supports	Students can understand where they are going, what is next, and what to expect	Use visual schedules, symbols, sightlines, preview tools, consistent cues, accessible/multilingual signage, and gradual transitions; explicitly teach navigation
Quiet, retreat, and regulation options	A student can reduce stimulation, move, pause, or work with greater privacy without being excluded or punished	Teach voluntary and supported use; supervise respectfully; prevent these areas from becoming seclusion, avoidance, or default placement; gather student feedback
Embedded related-service support plus dedicated specialized space	OT, PT, speech-language, counseling, nursing, and special education supports can occur naturally in core settings when appropriate, with privacy/specialized equipment available when needed	Co-plan services; use universal supports without erasing individualized needs; protect confidentiality; define when classroom, adjacent, small-group, or specialized space best serves the learner
Storage, clutter control, and accessible materials	Students can find tools, understand choices, and work with fewer unnecessary distractions	Organize and label materials; rotate displays intentionally; keep accessible tools available; preserve student ownership without overwhelming the environment

NEUROINCLUSIVE DESIGN NOTE There is no single sensory profile and no universally 'calming' color, light level, sound level, or room arrangement. Our goal is to reduce unnecessary sensory burden, offer choice and control, provide predictable organization and transitions, and include students and adults with lived experience in design and post-occupancy review. Autism-specific frameworks are valuable lenses we are pursuing, combined with UDL, inclusive design, professional expertise, individualized planning, and evidence.

8. Research Base, Precedents, and Design Review Questions

8.1 Research-Based Framework

Framework/evidence	Design and professional learning implication
RIDE HQPL and Professional Learning Protocol	Centers equitable outcomes, high-quality instruction, sustained/job-embedded PL, varied learning structures, measurable goals, and post-occupancy evaluation.
Universal Design for Learning (CAST 3.0)	Design multiple means of engagement, representation, and action/expression; anticipate barriers while maintaining meaningful challenge and learner agency.
Autism ASPECTSS (Magda Mostafa)	Use acoustics, spatial sequencing, escape/retreat, compartmentalization, transitions, sensory zoning, and safety as an autism-informed design lens; ASPECTSS 2.0 expands attention to lighting, color, materials, furniture, wayfinding, technology, and operations.
PAS 6463 and Scotland's 2026 sensory-inclusive guidance	Examine lighting, acoustics, thermal comfort, odor, layout, wayfinding, familiarity, clarity, and user control; organize decisions around clarity, choice, and calm.
Neurodiverse-friendly preschool research	Align inclusive pedagogy with spatial predictability and diversity; manage noise/odor and clutter; protect personal space; provide transition and retreat options that support self-regulation.
Classroom design research	Naturalness, individualization, and appropriate stimulation - including light, temperature, air quality, ownership, flexibility, complexity, and color - are relevant to primary learning environments; design effects should be interpreted cautiously and evaluated locally.
Outdoor-learning research	Nature-specific outdoor learning is associated with engagement, social collaboration, wellbeing, and some academic benefits; educator learning and local implementation conditions matter.

8.2 Precedents Worth Studying

Precedent	Ideas to study	How to use responsibly
Els Center for Excellence, Florida	Elementary retrofit/new-build work informed by ASPECTSS; acoustical mitigation, navigation, transition opportunities, compartmentalized classroom layouts, and de-escalation/retreat spaces; followed by post-occupancy research	Closest U.S. precedent for linking autism-informed design intervention with post-occupancy evidence; specialized context, so adapt rather than copy
Hazelwood School, Glasgow	Landscape-integrated form, tactile/visual/sound clues, a sensory navigation/storage wall, mature trees, and smaller outdoor teaching gardens	Strong precedent for making wayfinding, landscape, and every architectural detail part of learning and independence; serves students with complex sensory/multiple disabilities
New Struan and other UK schools in Scott (2009)	Varied spatial scale, sensory considerations, clear organization, transitions, individual work and withdrawal options, and balance of safety with independence	Useful comparative study of multiple autism-focused learning environments; older evidence and specialized settings require current user testing
Sharjah City for Humanitarian Services, UAE	ASPECTSS-guided autism school within a larger community campus of mainstream/special schools, library, sports, and services	Relevant to campus-wide sensory zoning, sequencing, and shared community services; cultural, climate, and program context differs from Chariho

8.3 Design Review Questions

98. Can the design team trace a full day for representative users - PK and grade 3 learners, a neurodivergent learner, a multilingual family, a learner using mobility supports, an educator, a related-service provider, and an older student mentor?
99. Where are the high-, medium-, and low-stimulation zones, and how do students transition among them?
100. What can users control - lighting, glare, sound, seating, movement, privacy, temperature, and visual exposure - and what requires staff/building control?
101. How do flexible spaces remain legible and predictable? Where is fixed organization necessary?
102. Where can a student pause, retreat, regulate, or work with reduced stimulation without being isolated, stigmatized, or placed out of sight?
103. How do classrooms support OT, PT, speech-language, counseling, nursing, and special education in inclusive ways while preserving private and specialized space?
104. How do storage, displays, materials, cords, equipment, and student work support access and ownership without creating avoidable clutter?
105. How do paths and outdoor areas support curriculum, accessibility, shade/weather protection, supervision, maintenance, and year-round use?

106. Can commons, cafeteria, stage, and exhibition spaces shift safely between lunch, performance, construction/robotics demonstrations, health events, and community use?

107. What makes the two buildings visibly and operationally one school rather than two separate cultures?

108. What infrastructure supports visiting CTE programs, older student mentors, tools/equipment, telepresence, interpretation/translation, and regional partners?

109. What will be measured at 6 months and 12 months after occupancy, and which design or operating decisions can still be adjusted then?

Appendix A. Required Evidence by Design Phase

Review point	Professional learning evidence
Stage II / initial submission	Approved living PL plan; vision and goals; baseline plan; PL Design Team membership; engagement evidence; initial resources/timeline
100% schematic design	Charrette records; scenario testing; instructional and neuroinclusive look-fors; initial design-response log; mock-up/pilot plan
100% design development	Mock-up/pilot findings; exemplar units; updated sensory/accessibility/wayfinding review; teacher-leader plan; resource and operating assumptions
60% construction documents	Documented PL/design alignment; unresolved issue log; pre-occupancy learning scope/calendar; evaluation instruments; reporting plan
Pre-occupancy	Participation and learning evidence; team unit/space/transition plans; readiness/barrier review; coaching/PLC calendar; student/family orientation evidence
Post-occupancy	6- and 12-month POE; goal progress; space utilization; user feedback; student opportunity/outcome evidence; cost/operations findings; documented changes and Year 2 plan

Appendix B. Selected References and Resources

Rhode Island Department of Education. (2025). High-Quality Professional Learning Guidebook. RIDE HQPL Guidebook

Rhode Island Department of Education. (2025/2026). Optional Professional Learning Plan Template and School Construction Professional Learning Protocol (Appendix E). Provided with this draft.

Rhode Island Department of Education. (2026). Rural Healthcare Career and Technical Education Grant opportunity: K-12 exposure in rural communities. RIDE Career and Technical Education

Rhode Island Department of Education. (2025). Rhode Island Framework for Comprehensive PreK-12 School Counseling Programs. RIDE School Counseling Framework

CAST. (2024). Universal Design for Learning Guidelines, version 3.0. CAST UDL Guidelines 3.0

Mostafa, M. (2014). Architecture for autism: Autism ASPECTSS in school design. Archnet-IJAR, 8(1), 143-158. Archnet publication

Mostafa, M., et al. (2024). The impact of ASPECTSS-based design intervention in autism school design: A case study. Archnet-IJAR, 18(2), 318-339. doi: 10.1108/ARCH-11-2022-0258. Open-access article

British Standards Institution. (2022). PAS 6463:2022 - Design for the mind: Neurodiversity and the built environment. BSI PAS 6463 overview

Scottish Government. (2026). Additional support for learning: Sensory-inclusive learning environments guidance. Sensory-inclusive learning guidance

Aminpour, F., Skattebol, J., & Katz, I. (2026). Neurodiverse-friendly preschools: Aligning inclusive pedagogy and spatial design. Frontiers of Architectural Research, 15(4), 1267-1282. doi: 10.1016/j.foar.2025.10.007. Publication record and abstract

Barrett, P., Davies, F., Zhang, Y., & Barrett, L. (2015). The impact of classroom design on pupils' learning: Final results of a holistic, multi-level analysis. Building and Environment, 89, 118-133. Open repository copy

Mann, J., Gray, T., Truong, S., et al. (2022). Getting out of the classroom and into nature: A systematic review of nature-specific outdoor learning on school children's learning and development. Frontiers in Public Health, 10, 877058. Open-access systematic review

Scott, I. (2009). Designing learning spaces for children on the autism spectrum. Good Autism Practice, 10(1), 36-51. University of Edinburgh record and article

Architecture and Design Scotland. Hazelwood School case study. Hazelwood School case study

Mostafa, M. Autism ASPECTSS project examples: Els Center, Sharjah City for Humanitarian Services, and other projects. ASPECTSS project portfolio

Appendix C. Living-Plan Revision Log

Date	Milestone/version	Changes and rationale
August 2026	Initial comprehensive draft	Integrated RIDE template/protocol, measurable goals, career-connected vision, neuroinclusive design, timeline, resources, POE, and precedents
[Date]	[Design milestone]	[Summary of evidence, feedback, and changes]
[Date]	[Design milestone]	[Summary of evidence, feedback, and changes]
[Date]	[Design milestone]	[Summary of evidence, feedback, and changes]