

Saint Paul Public Schools

Facilities Master Planning for 21st Century Learning



Facility Master Plan Committee: Workshop #6: Planning Parameters



Facilities Master Plan - Planning Process

May – August 2014

May 2014 - December 2014

January – June 2015

June - December 2015

Steering Committee



Phase 1
Prepare to Inform



**Data Collection and
Evaluation**

- Strong Schools, Strong Communities 2.0 (strategic plan)
- Enrollment and building capacities
- Demographic research
- Personalized Learning; Technology Plan
- Updated Educational Adequacy Assessment



**Facilities Master
Plan Committee**

Phase 2
Consult > Involve



**Establish District-wide
Priorities, Baseline
and Criteria**

- Determine large-scale system priorities
- Audit each site facility gaps/needs (baseline)
- Determine facility improvement prioritization criteria
- Estimate improvements costs
- Funding recommendations

Phase 3
Involve > Collaborate



**Develop Site-based
Priorities and Plans**

- Site and floor plan improvements and modifications
- Prioritized phasing of projects
- Estimated improvements costs
- Determine district's facilities governance committee structure

Phase 4
Inform



**Finalize Plan and
Share Results**

- Inform stakeholders
- Convene district facilities governance committee
- Board of Education presentation

Collaborate

Inform

About today

- This marks the **culmination** of developing a district-level framework for the master plan and the **critical transition** to the development of school-by-school plans.
- We'll discuss **prompts to action** based on facilities data and strategic direction of the District.
- Together we'll be **creating strategic *Planning Parameters*** for the Superintendent consideration.



Budget Prioritization Survey



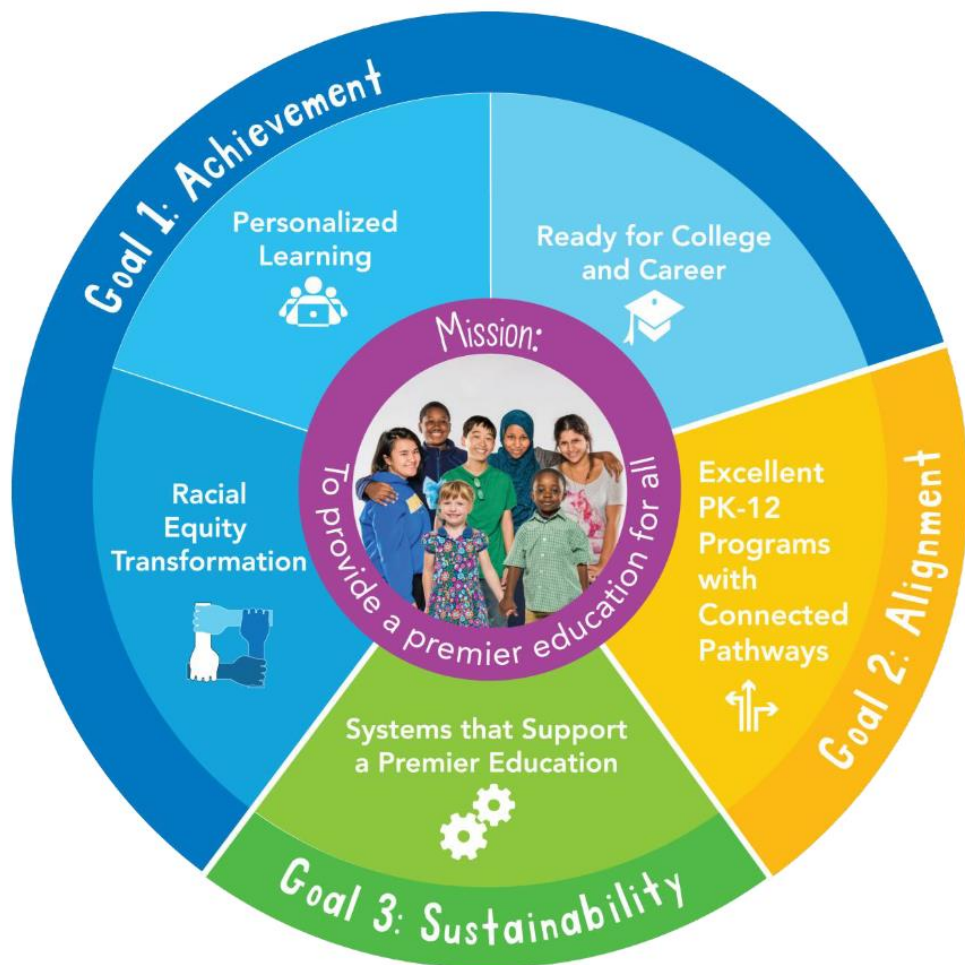
- Within the next hour or two, please take our short Budget Prioritization Survey. It's 7 questions long and we'll discuss it at the end of the meeting.
- <http://bit.ly/1CWzQ37>



Make no mistake...

- Much of the information you will see today **will be wrong.**
We've gone to great lengths to make it as accurate as possible, but looking 10 years into the future poses a lot of challenges. Minor deviations from our assumptions here today can have significant impact long term.
- Saint Paul Public Schools is a **complex district.** There are many different ways to address any issue that comes up, and we have resources, skills, and partners that will always help us do what is best for the learners of St. Paul.





Vision Statement:

Imagine every student inspired, challenged, and cared for by exceptional educators.

Imagine your family welcomed, respected and valued by exceptional schools.

Imagine our community united, strengthened, and prepared for an exceptional future.

Saint Paul Public Schools:
Where imagination meets destination.

Mission Statement:

To provide a premier education for all.



Workshop #1...May 29th

Creating a shared vision.

Workshop #2...June 19th

Where we are.

Workshop #3...July 10th

Facility Principles.



Workshop #4...Sept 18th

Facility Standards.

Workshop #5...Nov 20th

District Priorities.

Workshop #6...Today

Planning Parameters.

DESIGN WITH, NOT FOR.

welcome to the design team!

IT IS NOT BECAUSE
THINGS ARE DIFFICULT
THAT WE DO NOT DARE.

IT IS BECAUSE WE
DO NOT DARE THAT
THEY ARE DIFFICULT.

SENECA, ROMAN PHILOSOPHER & POLITICIAN

PURPOSE

To create Planning
Recommendations that will
be approved and applied
during Phase 3 of the SPPS
Facility Master Plan work

Growth & Capacity

"If you're not prepared to be wrong, you'll never come up with anything original."

— SIR KEN ROBINSON

TED

Quality of Instructional Space



Today Planning Parameter Recommendations



Strong Schools Strong Communities 2.0



Quality of Facility Experience

RELAX AND ALLOW. Constant self monitoring will get in the way of group performance. Let go...

DON'T WORRY ABOUT WHO GETS CREDIT.

When everyone genuinely collaborates, everyone ends up being more creative. (SEEK THE COMMON GROUND)

CLARITY IS NOT A VIRTUE. If everything you say is detailed and explicit, you won't give your collaborators room to run. Put ideas out there that are half-baked.

CREATIVITY IS RISKY. Put yourself in an environment that rewards failure. Successful creative teams are also the ones who fail the most often.

**BE WHO YOU ARE AND SAY
WHAT YOU FEEL BECAUSE
THOSE WHO MIND DON'T
MATTER AND THOSE WHO
MATTER DON'T MIND.**

- DR. SEUSS

BEYOND 21st C. LEARNING

"If you're not prepared to be wrong, you'll
never come up with anything original."

— SIR KEN ROBINSON

TED

FORCES OF CHANGE



Visioning



WHAT'S CHANGING



I SEE... WE SEE

Givens

- Kids and academics are at the center of the conversation
- Strong Schools Strong Communities 2.0
- Courageous Conversations Protocol & Racial Equity
- Grade Configurations Remain
- Attendance Boundaries – community schools with magnet options
- Strong Emphasis on Early Childhood
- Inclusion
- Safety & Security
- Community Use & Community Ed
- Sustainability



CREATING A SHARED VISION

The purpose of a facility related vision statement is to guide the master planning effort, help us set priorities, align resources, and facilitate an efficient decision making process.

FACILITIES VISION STATEMENT

We envision versatile, equitable, healthy environments that balance the factors creating authentic, engaging, and personalized learning experiences to sustain our academic mission and deepen connections to our communities and world.



Who are we?

**"If you're not prepared to be wrong, you'll
never come up with anything original."**

— SIR KEN ROBINSON

TED

**Academics
Out of School Time
Support Services**



**COMMON
GROUND**



**Strong Schools
Strong
Communities 2.0**



**What do students
want?**

All workshop presentations, meeting notes,
and videos are posted online at

<http://facilities.spps.org/committees>

In particular, the district data and information
from the Workshop 2 “Where we are”
presentation are posted on this web page



District-at-a-Glance

Minnesota's **largest urban** school district with **39,000+** students
in Pre Kindergarten -12th grade

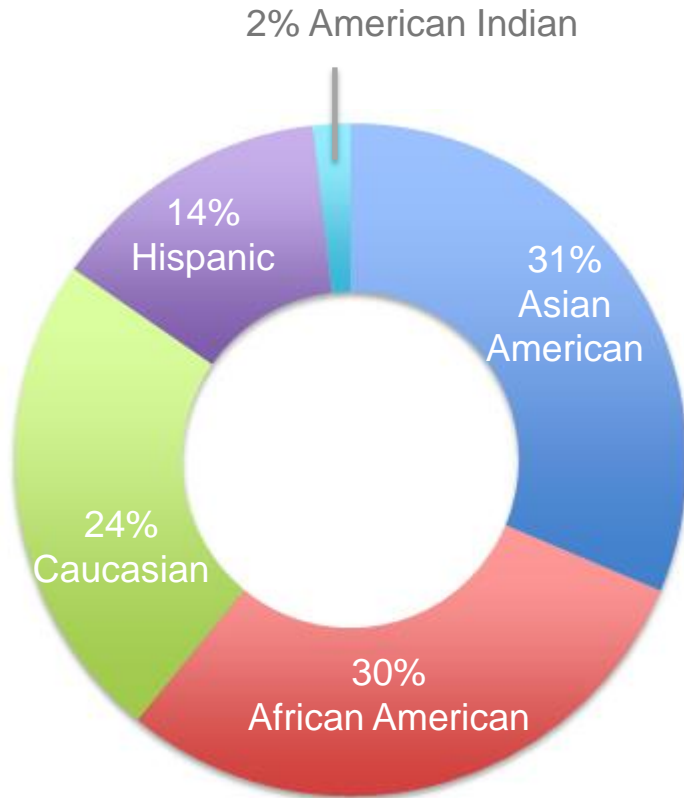
served by
85 schools/programs
5,376 full-time staff

in
71 buildings & 3 leased sites

totaling
7.3 million square feet
and 465 acres of land



District-at-a-Glance

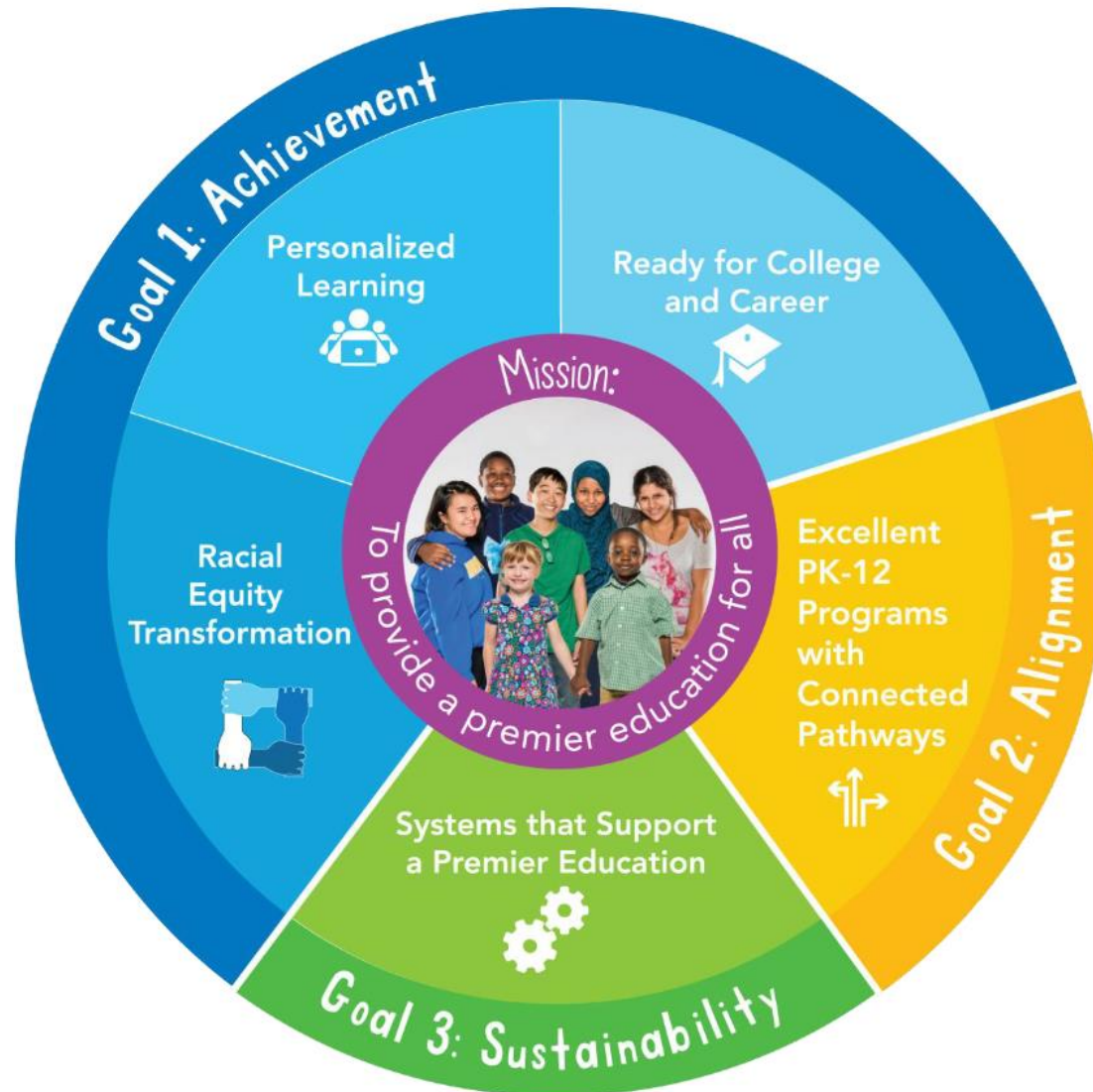


- Students speak **100+ languages** and dialects
- **4,000*** students new to SPPS each year; 2,000* at the secondary level
- **17%** of students require **special education** services
- **73%** of students eligible for **free or reduced-price lunch**
- **2,000*** students experience **homelessness** during the school year

*Approximate numbers



Strong Schools, Strong Communities 2.0



SSSC 2.0: Racial Equity Transformation

- Change practices and systems
- Value and invest in all students
- Examine our personal racial beliefs



SSSC 2.0: Personalized Learning

- Adapts teaching and learning to diverse needs and abilities of students
- Provides multiple ways to access information, express themselves, and demonstrate learning



Facility Implications

The following is a summary of possible facility implications discussed during the “where we are” presentations on Academic, Out of School, and Support Services at FMP#2

- Enrollment in most Secondary Schools is at or **above capacity**
- Program types have **unique needs** and are frequently in spaces designed for completely different purposes
- Enrollment **trends are up** with an increasingly **diverse** student population



Facility Implications

- **Racial Equity** and **Personalized Learning** are important to the success of all SPPS students and may have facility implications
- **Specialized programs** and **alternative high schools** may have specific facility needs
- College and Career goals may require **experiential** and work spaces
- Specialized Learning will provide **services primarily integrated** into the mainstream classroom



Facility Implications

- Personalized Learning is *how students are learning* and will require **flexible learning** environments
- **Wrap around services** support learning by addressing student and family needs – space for medical or dental services should be considered
- Teachers need spaces where they can **model collaboration** in PLCs (professional Learning Communities)
- Art and music program considerations include **performance** and **display** spaces



Facility Implications

- **Air conditioned space** needs to be considered
- Athletics are important for the health and wellness of students – **parity** of facilities and facilities that are **competitive** with suburban Districts are desired
- Community Ed includes use of facilities **beyond the traditional school day** and includes **experiential learning**
- Early Childhood education and Discovery Club after school care require **appropriate space** during and after school



Facility Implications

- **Building entrances** are important for safety and security
- The **age of buildings** impact energy efficiency and facility condition –
 - approximately **47% are 50 years or older**
 - of these, approximately **11% are 90 years or older**
- Roughly **25%** of the District's buildings are considered **below average** given the current Facility Condition Index (FCI)
- Improved **Energy use** is critical for financial stewardship



Urban Context

"If you're not prepared to be wrong, you'll never come up with anything original."

— SIR KEN ROBINSON

TED

What do we believe?



Facility Principles



Strong Schools Strong Communities 2.0



Final Facilities Vision Statement

FACILITY PRINCIPLES: WHAT DO WE BELIEVE?



FACILITY PRINCIPLES:
OVERARCHING BELIEFS AND
COMMITMENTS TO WHAT'S
IMPORTANT FOR ALL SAINT PAUL
PUBLIC SCHOOLS...



**Saint Paul Public Schools is
committed to...**

This means...



GOAL 1: ACHIEVEMENT

Racial Equity Transformation Personalized Learning Ready for College and Career

Provide an outstanding and equitable education for all students through strong leadership, well-rounded curriculum and data-driven decisions.



GOAL 1: ACHIEVEMENT

- **SPPS is committed to creating environments that foster personalized learning and collaboration**
- **SPPS is committed to providing facilities that support college and career readiness**
- **SPPS is committed to providing facilities that support authentic and experiential learning**
- **SPPS is committed to providing flexible, adaptable learning environments**
- **SPPS is committed to providing facilities that are adaptable to respond to future technologies**



GOAL 2: ALIGNMENT

Excellent PK-12 Programs with Connected Pathways

Coordinate school programs and supports to reinforce student learning



GOAL 2: ALIGNMENT

- **SPPS is committed to providing facilities that support access for all**
- **SPPS is committed to providing facilities that promote equity for all**
- **SPPS is committed to having its facilities used by, reflect and connect to the community and neighborhoods**
- **SPPS is committed to providing facilities that foster partnerships and community connections**
- **SPPS is committed to providing facilities that support connectivity to the natural environment and the outdoors**



GOAL 3: SUSTAINABILITY

Systems that Support a Premier Education

Continue to be efficient and effective with our budget decisions to maximize classroom resources and create and academic plan focused on results



GOAL 3: SUSTAINABILITY

- **SPPS is committed to excellence in the design and construction of facilities and grounds**
- **SPPS is committed to utilizing sustainable principles in the siting, design and operations of its facilities**
- **SPPS is committed to understanding and minimizing the impact our facilities have on the environment**
- **SPPS is committed to environments that support and promote health and safety for all**
- **SPPS is committed to environments that balance emergency preparedness with all of the Facility Principles**



Common Ground

Where are we?



Facility Principles



Facility Standards Priorities



Strong Schools Strong Communities 2.0



Facilities Vision Statement

Facility Standards

- Criteria that describe the physical characteristics required of all Saint Paul Public Schools facilities
- Define consistency, value and quality across SPPS facilities as they are maintained, improved or built.



Facility Design Standards

“Zones of Work”

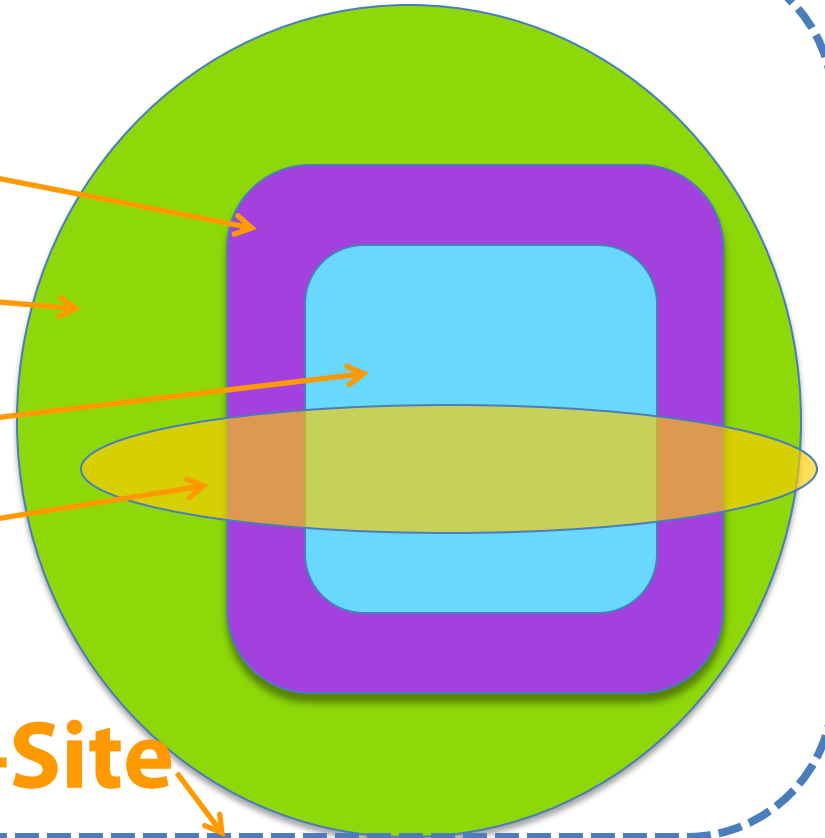
Building

Site

Interiors & Finishes

Systems

Community and Off-Site



Application of Standards in Planning: Facility Alignment

13. Adult Learning Space	3	1	5	3	1	1	3
<i>Provide space to allow for education of adults, both employees of the district and community members. Spaces should support Professional Learning Community (PLC) activities and learning. Schools should serve as a professional development “home” for staff.</i>							
14. Daylighting and Views	1	5	4	3	3	1	2
<i>Rooms that house people should have windows for connection to the outside and for natural light. Designs must consider security and control of light, glare and heat gain/loss. Incorporate windows to other spaces for distribution of light and visual connections.</i>							
15. Accessibility	5	5	5	3	5	5	3
<i>Each facility should apply the concepts of Universal Design as well as meeting ADA requirements, to make accessible features useful for all. Modify existing buildings to remove barriers to public spaces and provide convenient access to all levels as a first priority.</i>							

KEY

GREEN - MEETS OR EXCEEDS STANDARDS

YELLOW – WORKABLE

RED -- DOES NOT MEET STANDARD



Given our facility vision, our facility principles, and our holistic view of our goals, what standards should describe what we expect for our facilities?



Priorities



SPPS FMP #5: What's Important?

Please read through each statement and mark the column that indicates how you feel about the statement. After completing the survey, please rank your top five statements (1 being most important) that should be addressed in a District-wide Facility Master Plan.

A

1	A variety of learning settings to promote personalized learning should be provided within each General Learning Space (classroom).	
2	Each school should have a variety of spaces to serve different purposes and group sizes, including breakout and project space outside General Learning Spaces.	
3	The school facility should provide formal and informal spaces for class groups and students to gather, interact, and study in safe, supervisable forums.	
4	Each school should have a space which allows all of the students and staff to gather together.	
5	The school's organizational layout and its individual spaces should be designed to allow interdisciplinary learning.	
6	Each school should have lab/studio spaces for programs whose needs cannot be provided in a General Learning Space.	
8	Community use of the schools is an important consideration.	
9	Providing appropriate space in each facility to support all students with special needs is important.	
10	Providing Pre-Kindergarten space in all elementaries is important.	
11	Providing dedicated staff space that will encourage collaboration is important.	
12	Daylighting and views are important for all learning spaces.	

SPPS FMP #5: What's Important?

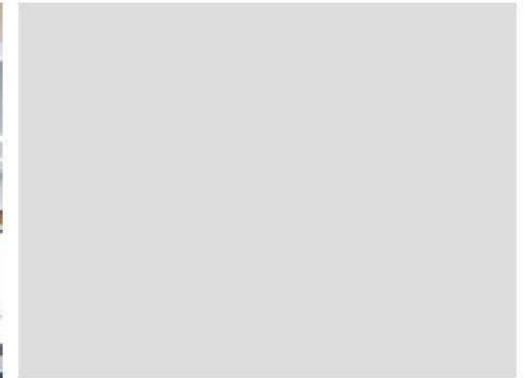
Please read through each statement and mark the column that indicates how you feel about the statement. After completing the survey, please rank your top five statements (1 being most important) that should be addressed in a District-wide Facility Master Plan.

B

13	Providing space for support services (such as medical, dental, social services) is important at all schools.							
14	Main entries should be clearly identifiable with direct access to the main office.							
15	All student entries should be welcoming, regardless of whether they arrive on foot, on the bus, or dropped off by a parent.							
16	Furniture should be comfortable and be easily reconfigurable by students and staff.							
17	The space and furniture in which students learn should support movement of their bodies.							
18	Schools and learning environments should be appropriate to the student age and size.							
19	Energy efficient building systems are important.							
20	Air conditioning is a District priority.							
21	The landscaping at each facility is important.							
22	Outdoor learning settings are important at each site.							
23	Using materials, construction methods and details for durability, efficiency, sustainability and institutional quality is important.							
24	Rank the following characteristics (1, 2, 3) as to which is most important to consider:	<table border="1"> <thead> <tr> <th>Durability</th> <th>Sustainability</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Durability	Sustainability	Cost			
Durability	Sustainability	Cost						



GALTIER COMMUNITY SCHOOL



GALTIER COMMUNITY SCHOOL

Allow for a variety of learning experiences that promote personalized learning. Finishes and furniture are designed to promote collaborative, creative, and personalized learning. General Learning Spaces will be sized for variable teaching layouts, technology, and individual or group arrangements.

General Learning Space





Design learning environments to address short and longer term modifications in response to educational program – hourly/daily and longer term/yearly changes in use.

Flexible/Adaptable Space





Provide a variety of sizes and layouts of learning space for different teaching and learning styles. Each school should have a variety of spaces to serve different purposes and group sizes, and that can be arranged in a variety of ways.

Varied Space





The school organization and its individual spaces will be designed to allow interdisciplinary and collaborative learning, and strengthen natural connections between subject areas. Learning Spaces grouped with other facilities allow teachers of different subjects to collaborate with an identified group of students.

Interdisciplinary Learning





Each school will have specialized lab/studio spaces for programs whose needs cannot be provided in a General Learning Space. All labs/studios will be designed with adaptability and flexibility in mind, so that site-based decisions about yearly program offerings are supported, and so that the spaces may be usable by students and community.

Specialized Lab/Studio Space





Each school will have a space which allows gathering of the entire population of students and staff, thereby supporting and strengthening school community spirit. Design for multiple uses (e.g. a gym used for speakers and events as well as games).

Assembly Space





Create a clear, identifiable main entry with direct access to the main office. If students do not use this entry when they take buses, student entry to be identifiable and welcoming.

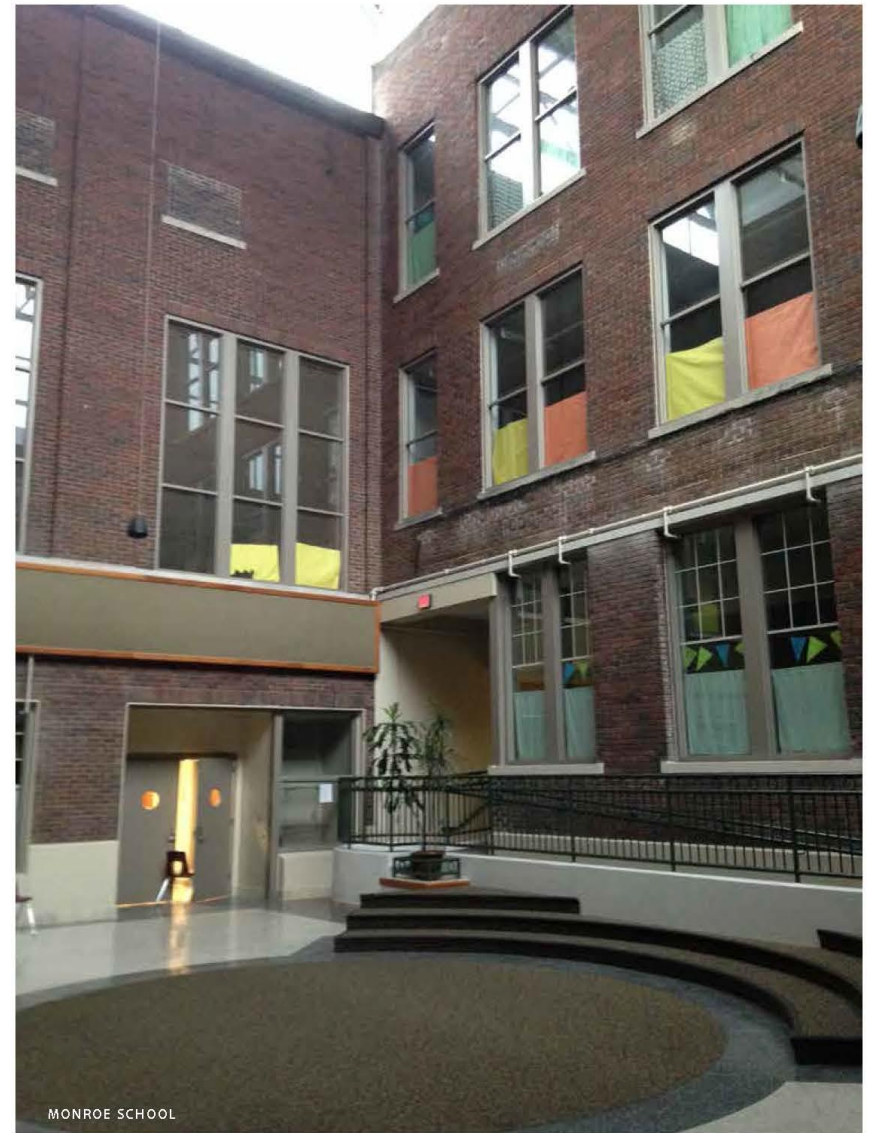
Clear Main Entry





Shared use of learning spaces, labs, activity areas, and grounds to support programs including electives to Community Education and after school youth care. Some programs share facilities during the day with PK-12 programs. Design facilities to intentionally support this sharing while recognizing need for security.

Shared Space





Provide space in each facility to support all students with special needs. Space is needed both to facilitate inclusion within the classroom and for special services in specific settings. Design an atmosphere conducive to learning, in or near other learning spaces, to meet the student's special physical, sensory, and emotional needs. Meet standards for other learning space (daylight, views, acoustics, etc.)

Specialized Services Space





The administration and reception functions of each school will be housed in pleasant, respectful, comfortable spaces to welcome visitors and the public, as well as the school's students and staff.

Welcoming and Respectful Main Office

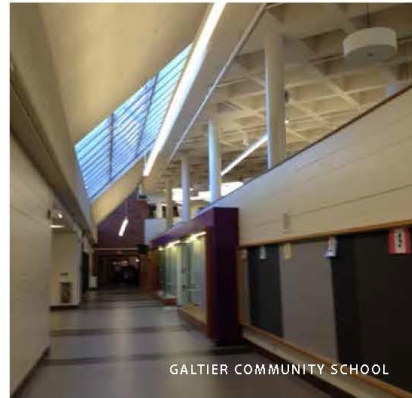




Outdoor environments can add valuable space for learning, and help students make connections between their studies and the physical environment. Each site will strive to have at least three types of outdoor learning settings: gardens, small and large gathering spaces and outdoor “classrooms.”

Outdoor Learning Settings

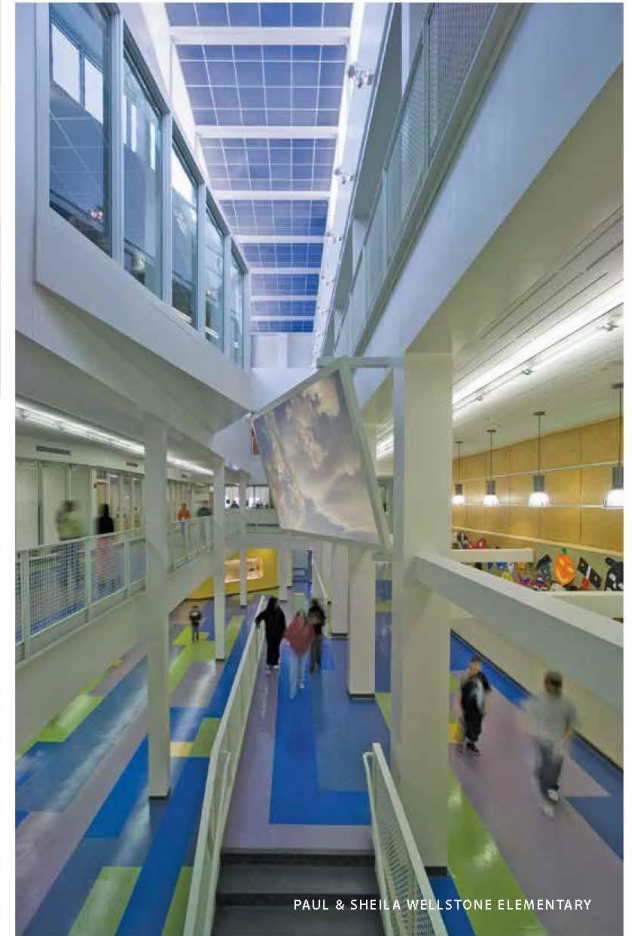




GALTIER COMMUNITY SCHOOL



CROSSROADS ELEMENTARY

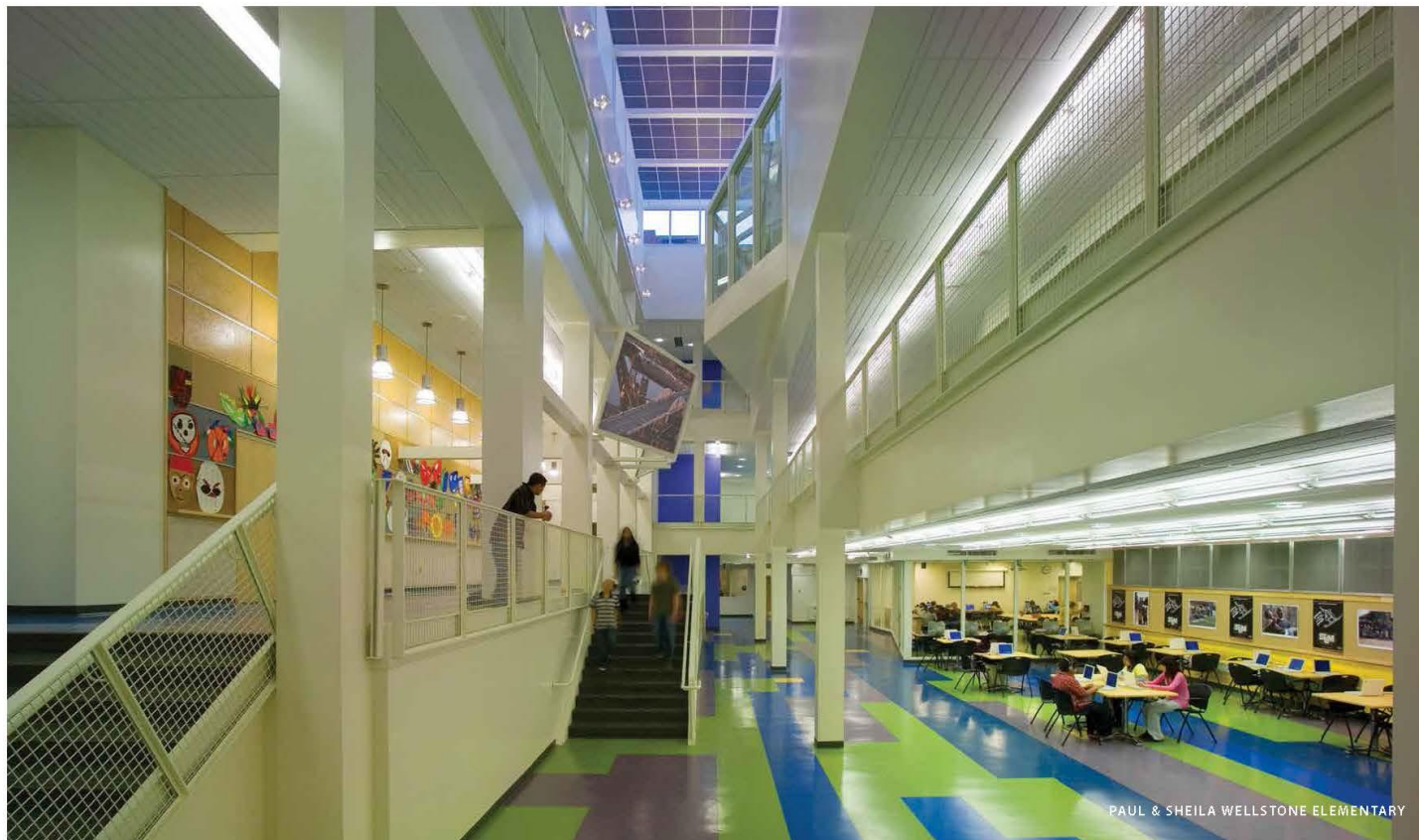


PAUL & SHEILA WELLSTONE ELEMENTARY

Rooms that house people should have windows for connection to the outside and for natural light. Designs must consider security and control of light, glare and heat gain/loss. Incorporate windows to other spaces for distribution of light and visual connections.

Daylighting and Views





A student's social development is part of their education and growth. The school facility will provide formal and informal spaces for class groups and students to gather, and to interact and study in safe, manageable forums.

Student Gathering Space





Building design must be appropriate to the student age. Schools will recognize and respect their learners' physical, intellectual and emotional characteristics. Compliance with the ADA for both students and adults is critical.

Appropriately Scaled Space





Protect community's investment in schools by designing buildings for long term use. Use materials, construction methods and details for durability, efficiency, sustainability and institutional quality.

Permanent Facilities



REFLECTIONS



ENROLLMENT



SAINT PAUL PUBLIC SCHOOLS

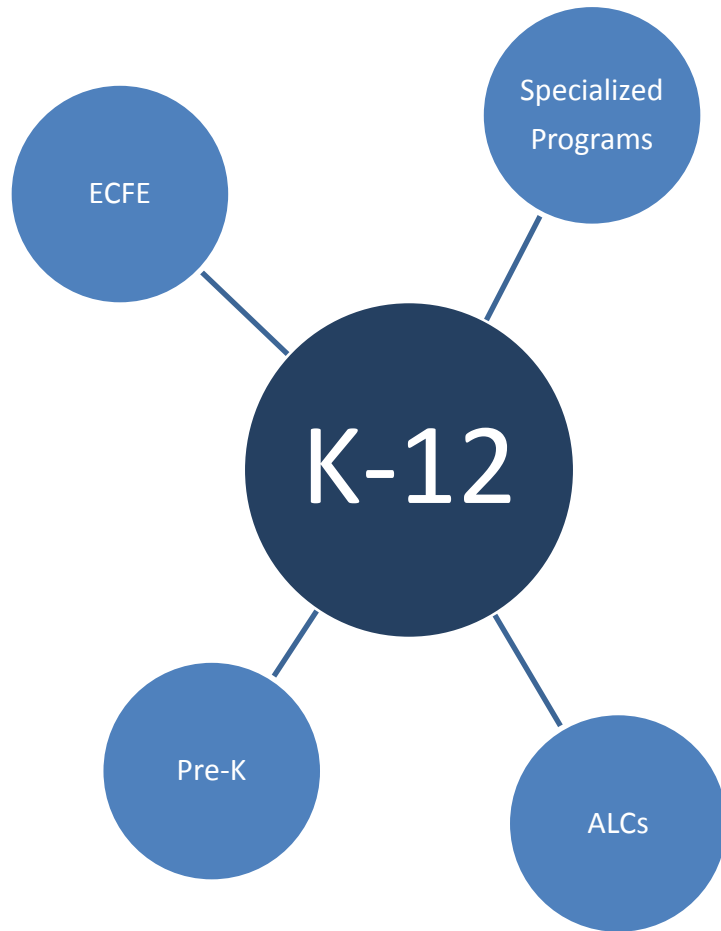
ENROLLMENT PROJECTIONS

Hazel H. Reinhardt

January 13, 2015

(as read by Joe Munnich, 1/23/2015)





This analysis:

- Focuses on the factors that influence K-12 enrollment
- Quantifies:
 - Kindergarten enrollment
 - Cohort survival and net migration of students in each grade
 - The impact of housing types and development

The next phase of the analysis:

- Will refine the student profile, factoring in race and poverty information.
- Will project enrollment school-by-school, not just by geographic areas



EXECUTIVE SUMMARY

- In the past ten years, enrollment decreased by -1,734 students or -4.6 percent
 - Resident enrollment decreased only -2.8 percent and was at its lowest in 2010-11. Since then resident enrollment has increased as has the size of the resident kindergarten class
 - In 2014-15, nonresidents make up 4.3 percent of K-12 enrollment
 - Nonresident students are concentrated in the elementary grades
 - Estimated school age population decreased as well during the recession years



EXECUTIVE SUMMARY

- Today, the Saint Paul Public Schools capture 62.4 percent of the district's school age population or 65.6 percent when special programs are included
 - The largest number of students not attending the Saint Paul Public Schools attend traditional nonpublic schools and charter schools
- The Saint Paul Public Schools experience net out migration every year
 - The net outflow between Grade 5 and Grade 6 is unusual
 - Like most Minnesota public school systems, there is a net inflow between Grade 8 and Grade 9



EXECUTIVE SUMMARY

- Enrollment projected to increase 4.2 to 8.2 percent in the next ten years
 - In 2024-25, projected enrollment ranges from 37,551 to 38,983 students. This compares to 36,040 students in 2014-15.

Approximately 1,800 students need to be added to these projections to reflect ALCs, special education and other special populations not projected

- Enrollment will increase by no less than 400 students in the next five years
- Growth is faster in the second five projection years as the number of kindergarten students increases

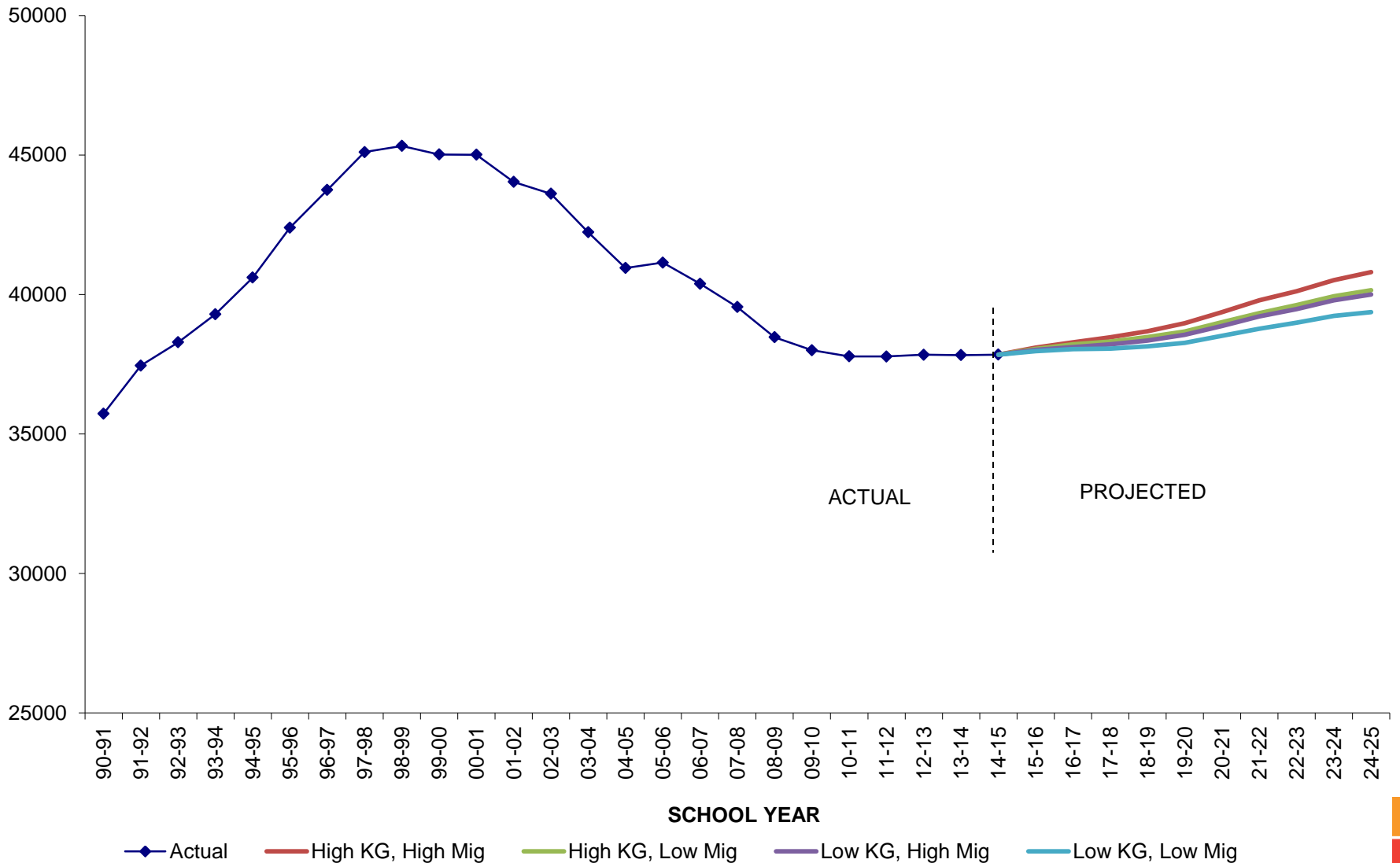


EXECUTIVE SUMMARY

- The City of Saint Paul estimates that
 - 2,600 multi-family units will be built in the next five years
 - Only 10 percent of these units will be subsidized; others will be senior housing or market rate units
 - Probably no more than 55-105 Saint Paul Public School students from these developments



TOTAL ENROLLMENT



MANY CHANGING FACTORS

- Today, enrollment changes result from
 - Demographic changes
 - Age of the population
 - Fertility rates
 - Amount of residential development
 - Education marketplace
 - Education choices
 - Nonpublic
 - Public
 - » Open enrollment
 - » Charter schools
 - » ALCs, etc.



SAINT PAUL PUBLIC SCHOOLS

- Saint Paul Public Schools have some advantages
 - City and school district are coterminous
 - No conflicts in identity
 - The school district's shape and natural boundaries are barriers to open enrollment out



EDUCATION CHOICES

2012-13

	Minnesota	Saint Paul
Nonpublic settings	9.5%	14.2%
Traditional schools	7.7%	13.7%
Home schools	1.8%	0.5%
Public Options		
Open enrollment		
In	7.2%	2.7% (equivalent)
Out	7.2%	4.7%
Charter schools	4.5%	13.1%
Capture Rate (with ALCs)	78.7% (n.a.)	61.8% (65.8%)

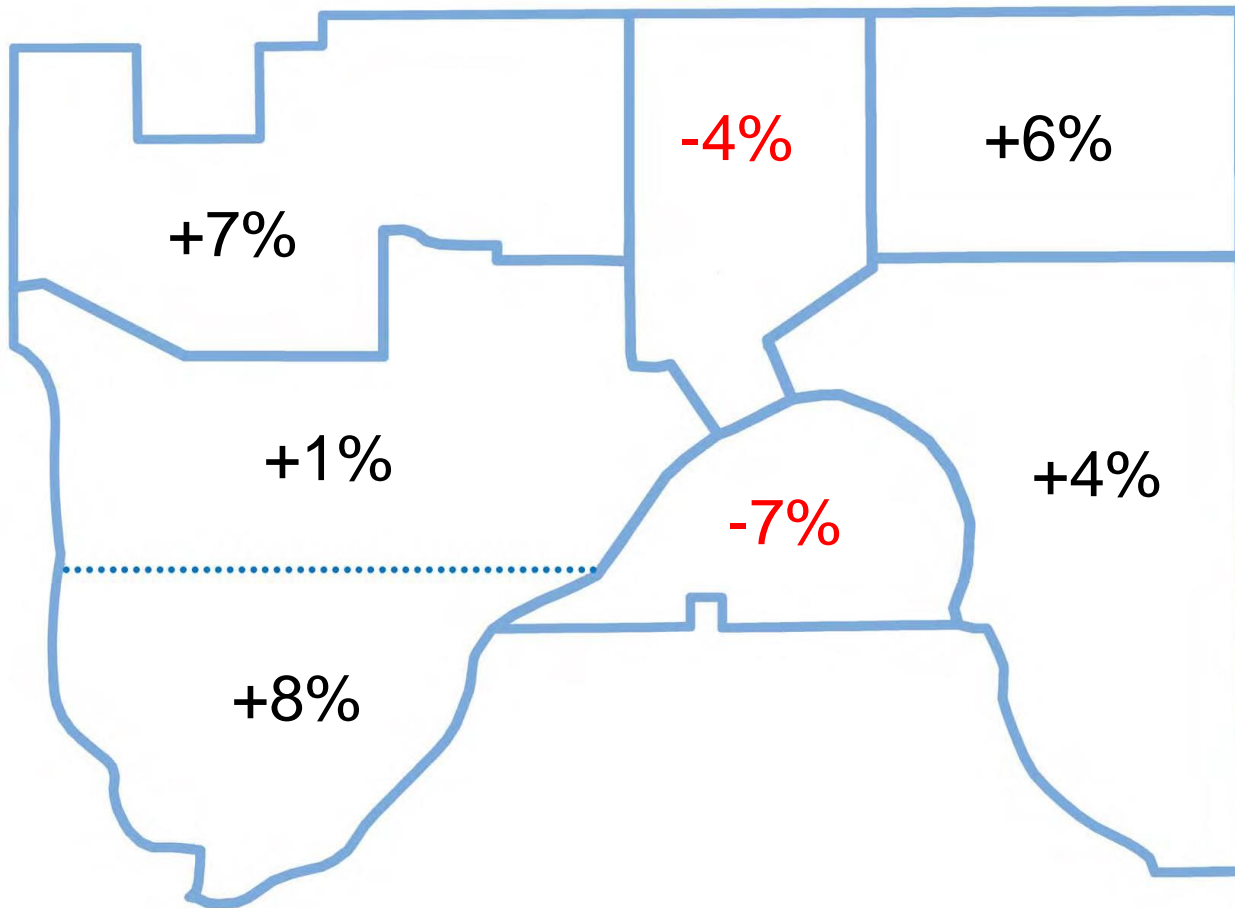


NET MIGRATION BY GRADE

Grade	05 to 06	06 to 07	07 to 08	08 to 09	09 to 10	10 to 11	11 to 12	12 to 13	13 to 14
K to 1	-24	-71	-43	-83	-31	-39	-29	-112	-176
1 to 2	-81	-123	-156	-79	-100	-45	-76	-75	-113
2 to 3	-39	-46	-105	-68	-51	-59	-86	-84	-90
3 to 4	-44	-51	-100	-86	-67	-23	-95	-83	-86
4 to 5	-89	-128	-170	-123	-113	-107	-125	-19	-94
5 to 6	-190	-115	-200	-146	-151	-80	-168	-164	-261
6 to 7	-158	-131	-193	-124	-67	-61	-111	-35	-34
7 to 8	-102	-64	-42	8	1	39	-6	3	-11
8 to 9	161	209	76	93	138	194	97	223	146
9 to 10	3	-93	-132	8	-57	36	-79	-36	0
10 to 11	-241	-294	-258	-155	-121	-28	-116	-32	1
11 to 12	-311	-335	-271	-144	-153	-146	-154	-143	-184
Total	-1,115	-1,242	-1,594	-899	-772	-319	-948	-557	-902



5 Year Enrolled Resident Projection



- Projections shown are based on cohort survival analysis.
- These projections are K-12 only, and do not factor in ALCs, early childhood education, and other specialized programs.
- Area (A-F2) projections are for student residents of those areas; some of these students may attend a school in another part of town.



5 Year Enrolled Resident Projection

Area Resident Projections								
K-5	A	B	C	D	E	F1	F2	Total
2014-15	3,247	2,640	3,015	1,059	2,758	3,745	1,117	17,581
2019-20	3,353	2,768	3,019	988	2,942	3,567	1,136	17,773
	106	128	4	-71	154	-178	19	192
6-8								
2014-15	1,342	1,134	1,278	379	1,059	1,466	480	7,138
2019-20	1,613	1,165	1,225	405	1,197	1,605	579	7,787
	271	31	-53	26	138	139	99	649
9-12								
2014-15	1,836	1,564	1,888	485	1,355	2,092	563	9,783
2019-20	1,846	1,618	1,685	399	1,419	2,192	626	9,785
	10	54	-203	-186	64	100	63	2

•Projections shown are based on cohort survival analysis

•Changes in projected enrolled students are based geographically on where the student resides, not where they attend school



QUESTIONS?

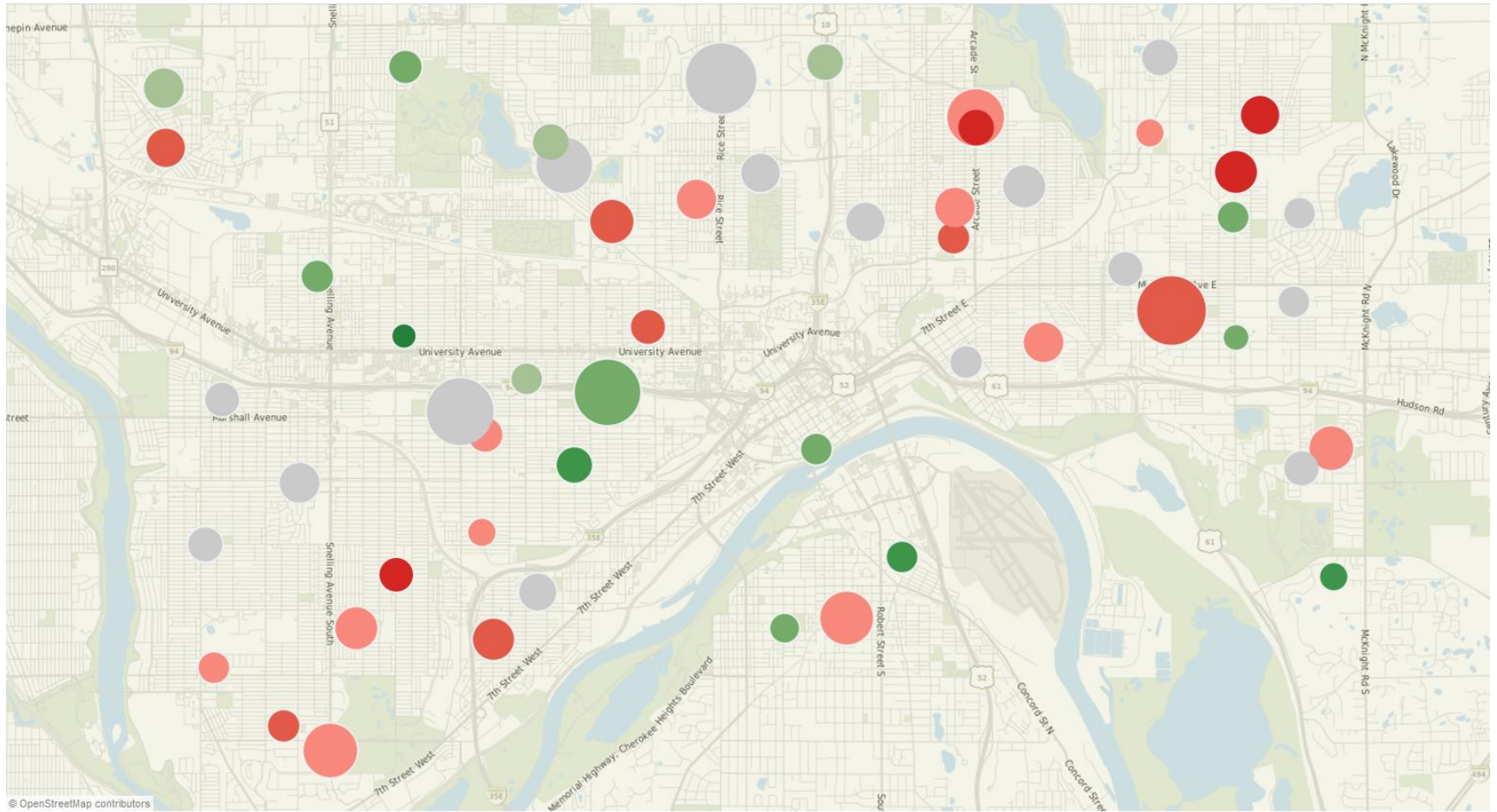
SPPS ENROLLMENT
PROJECTIONS
Hazel H. Reinhardt
January 13, 2015



CAPACITY

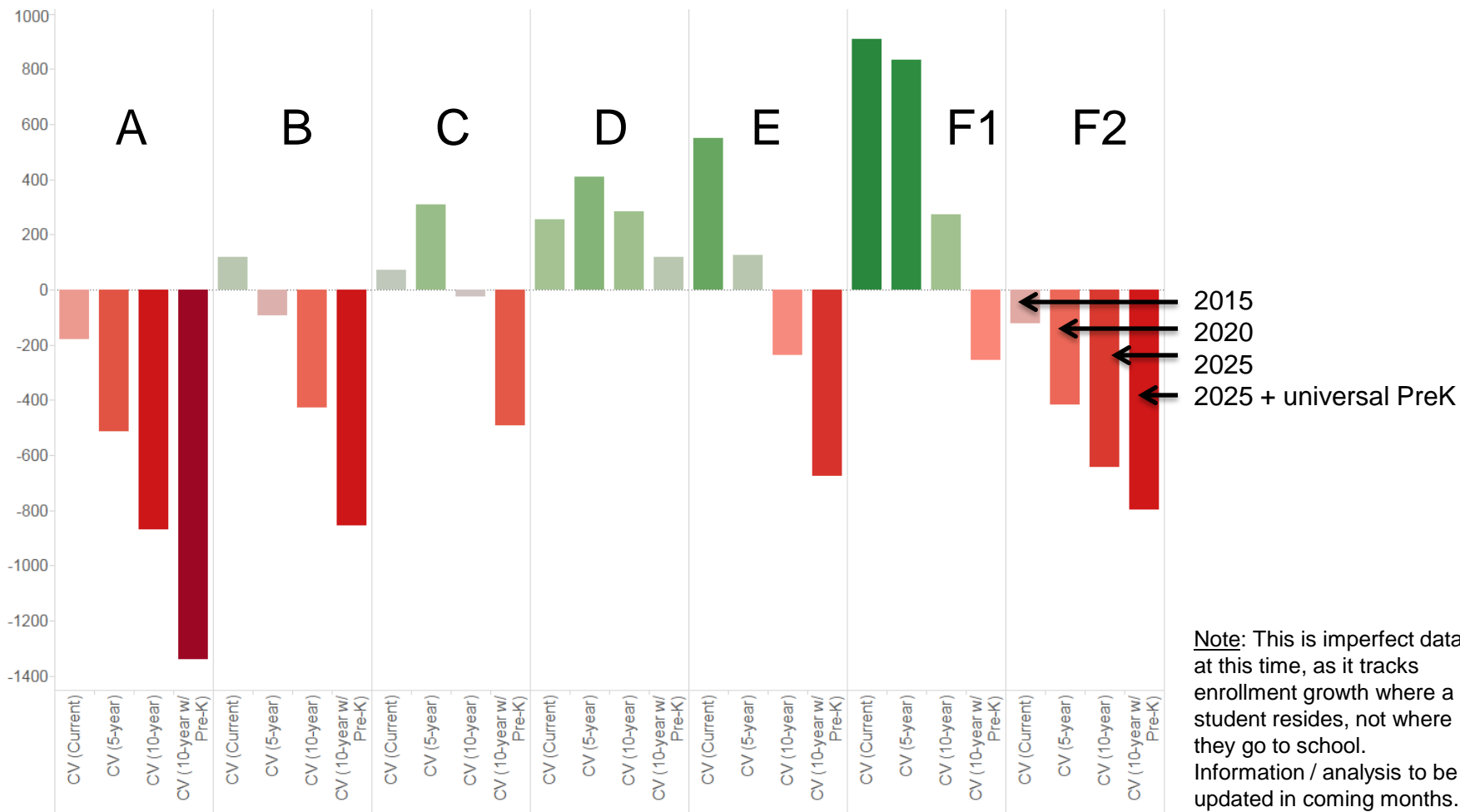


Current Capacity

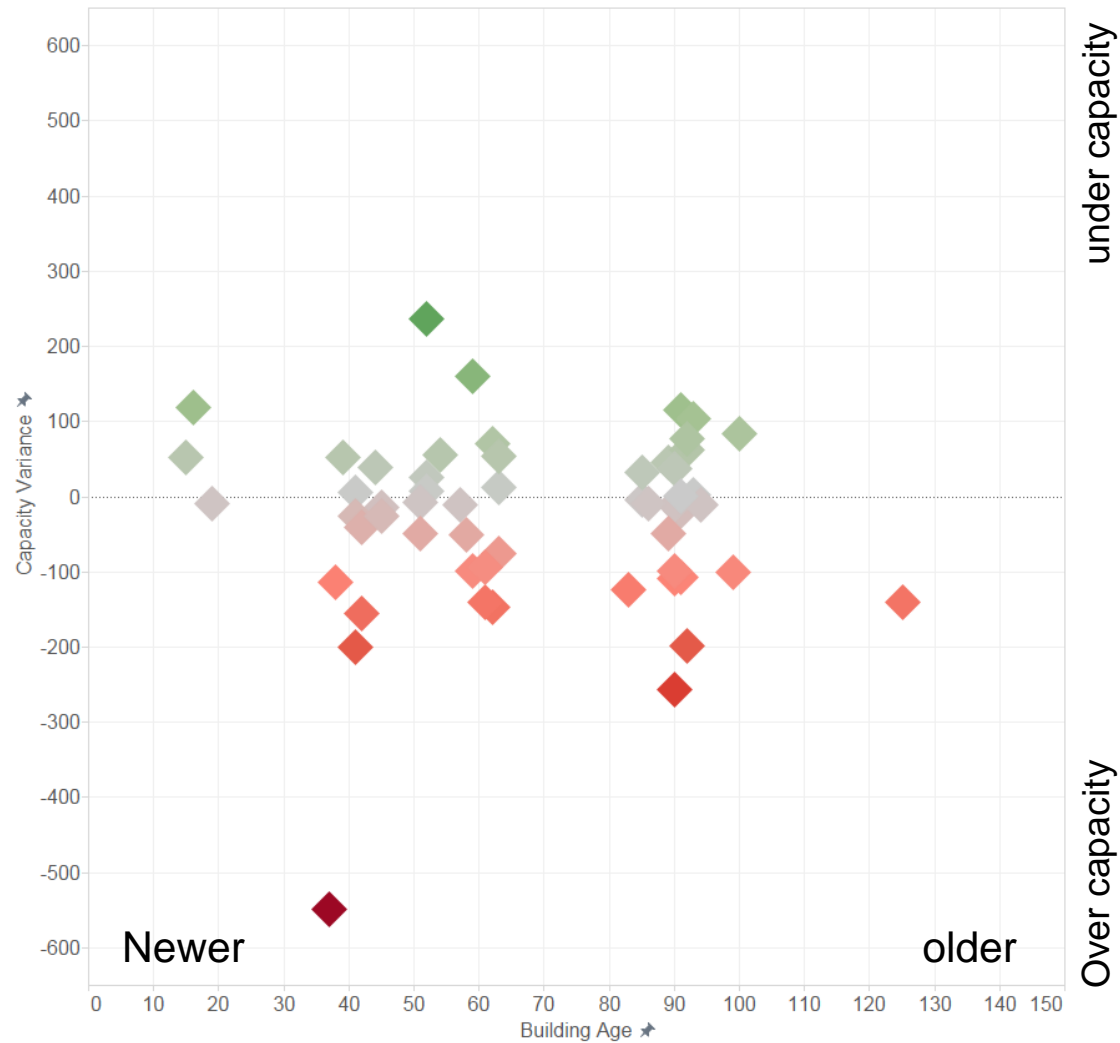


Capacity Variance, by Area

Capacity Variance = Building capacity – projected enrollment



Capacity Variance v. Age of Building



building condition PROGRAM ALIGNMENT

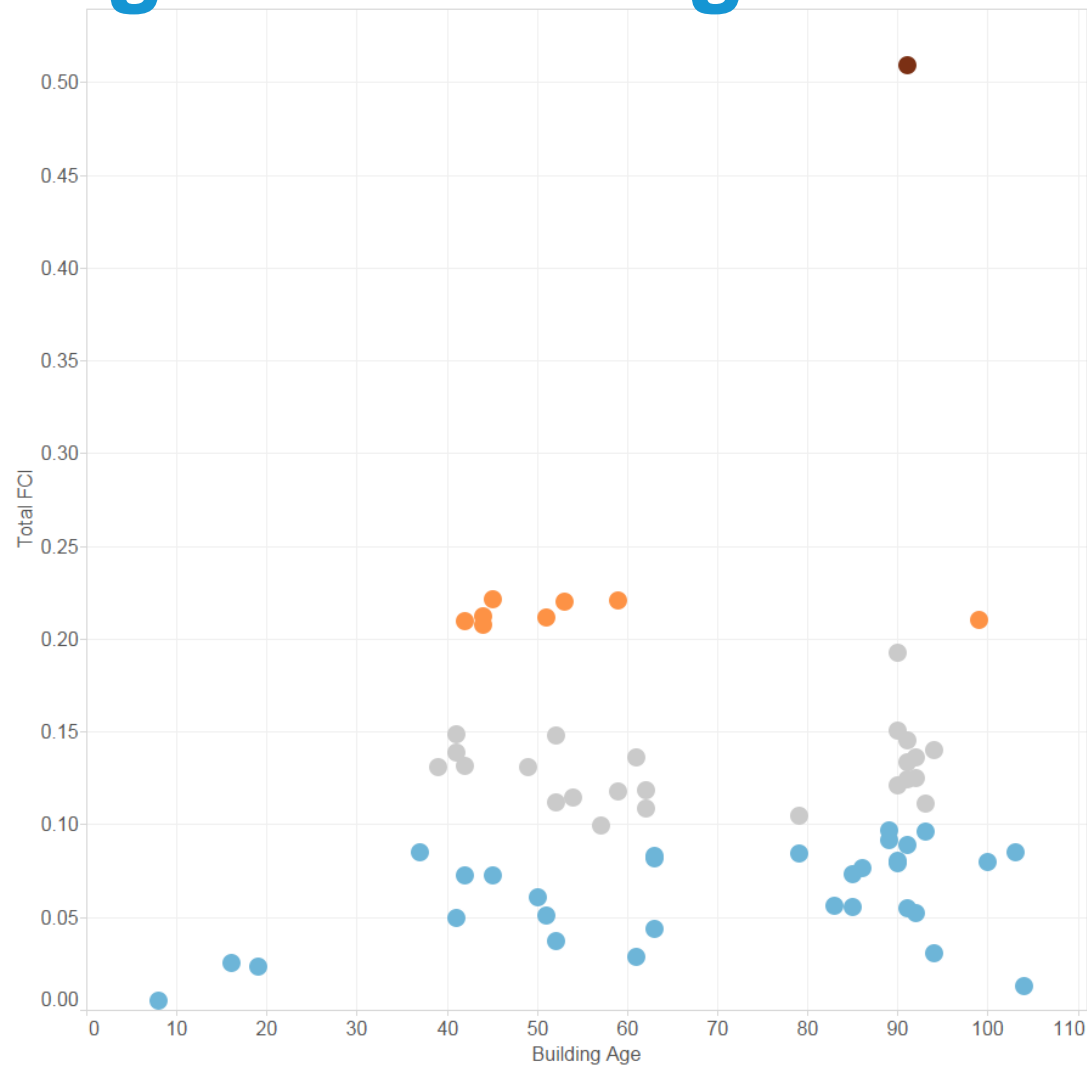


FACILITIES CONDITION INDEX (FCA) is a widely used indicator that provides a relative scale of the overall condition of a given facility. The index is derived by dividing the total repair cost into the total replacement cost.

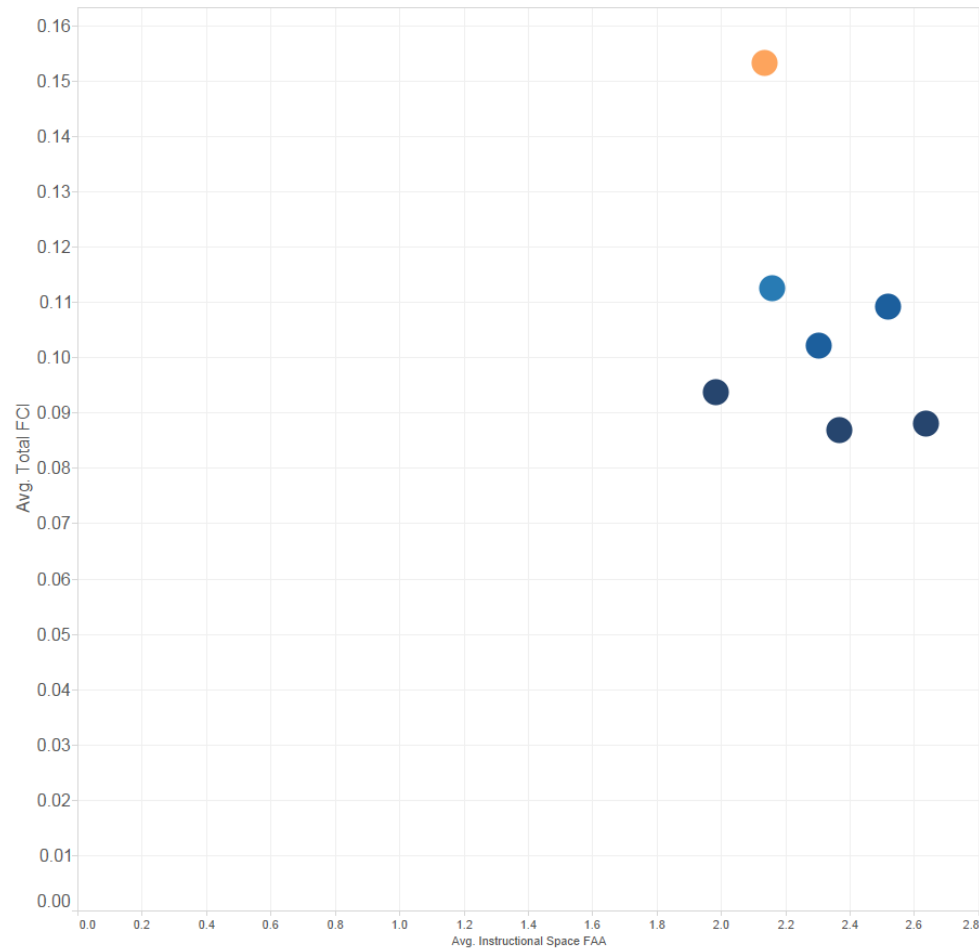
FACILITIES ALIGNMENT ANALYSIS (FAA) is an SPPS-specific way to provide a relative scale of the alignment of a building to its academic and community program. This metric was generated as part of the FMP process, building upon the 2008 Educational Adequacy Assessment (EAA).



FCI v. Age of Building



FCI v. Instructional Space FAA



FCI v. Capacity Variance, by area



Projected enrollment
2025, no PreK change

Growth & Capacity

"If you're not prepared to be wrong, you'll never come up with anything original."

— SIR KEN ROBINSON

TED

Quality of Instructional Space



Today Planning Parameter Recommendations



Strong Schools Strong Communities 2.0



Quality of Facility Experience

We recommend...

Creating planning parameters



Growth & Capacity

Quality of Instructional Space

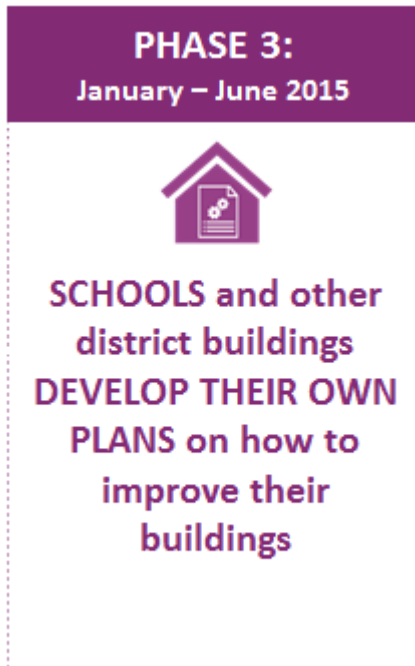
Quality of Facility Experience



...but before we head into break



Phase 3: Site-based Engagement



- Outcome: Site-based master plans based on district criteria/standards
- Each school will have a planning team consisting of students, parents, teachers, and community



Phase 3: Planning within Pathways

Example: Area 'E' Community School Pathway

Elementary

Como Elementary
Hamline
Galtier
Chelsea Heights
St. Anthony Park

Middle

Murray

High

Como Senior



Phase 3: Planning within Pathways

Planning Groups

Area A Community Schools

Area B Community Schools

Area C & D Community Schools

Area E Community Schools

Area F1 Community Schools

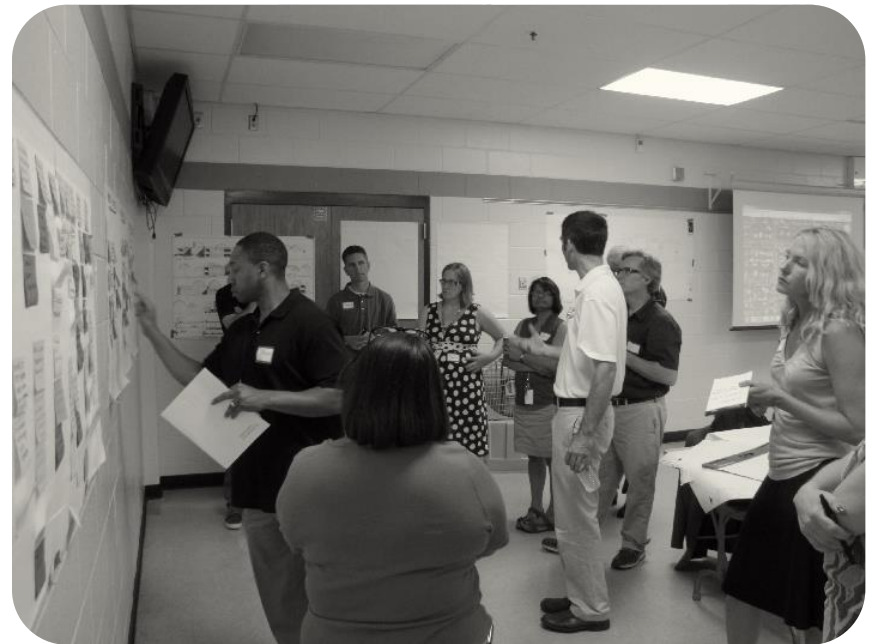
Area F2 Community Schools

Montessori

Creative / Performing Arts

Language Immersion

Please sign up at the back if you are interested!



Planning Parameters Confirmation



<http://b.socrative.com/login/student/>

Room: **7143b815**

