



Reimagine Rdale: *Vision 2030 Team*

Meeting 5
May 20, 2025
Sandburg Middle School



Land Acknowledgement

We acknowledge Robbinsdale Area Schools is located on the homelands of the Dakota and Ojibwe people.

We recognize the painful history of genocide and forced assimilation of the Indigenous inhabitants of this land.

We honor and respect the many Indigenous peoples who live on and hold sacred these lands, and we stand with members of these Nations to fight injustice in all of its forms.

We uphold the preservation of Dakota and Ojibwe languages, land based education, and tribal sovereignty.



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Our Mission

*The mission of
Robbinsdale Area Schools
is to inspire and educate
all learners to develop
their unique potential and
positively contribute to
their community.*



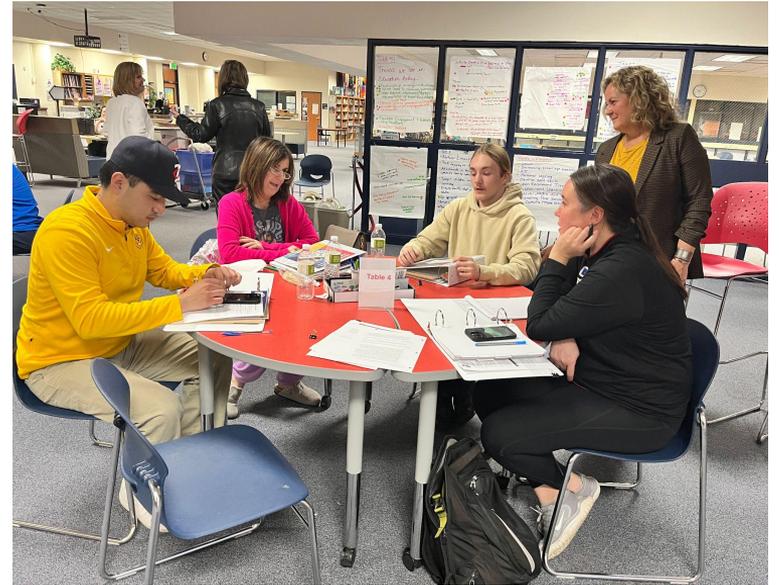
Vision 2030 Team: Purpose

A community group reflective of the diverse makeup of our students and community population will engage in study, learning, and analysis to develop long-term recommendations for district priorities, financial stability, and considerations to reimagine the school district our students want, need, and deserve.



Vision 2030 Team: Norms

- Humor, joy and fun
- Speak your truth
- Have positive intent
- Be flexible in solution seeking
- Stay engaged
- Push one another and stay solution focused
- Use the equity magnifier
- Ensure all voices are heard
- Confidentiality of conversations that are not yet public





Vision 2030 Team: Outcomes

Reimagine Rdale: Vision 2030 Team members will:

- review stakeholder and vision team input and prioritize district academic vision components;
- have an understanding of the magnitude of investment needed to maintain our facilities;
- gain an understanding around base capacity and current facility utilization;
- engage in activities that apply facility condition, capacity, and utilization as lenses from which to view existing buildings in our district;
- continue to increase knowledge about the school district and serve as key communicators of the community engagement process to elevate community voices; and
- connect with and learn from one another to form a high-functioning team.

Role of Vision Team: Shaping Rdale's Future

As we move forward, it's important to stay grounded in our core responsibilities:

- **Academic Programming:** Our core business is teaching and learning! Determine what is most important.
- **Outcomes and Measurements:** Supporting the development of a Portrait of a Graduate and providing input on student success measures.
- **Enrollment Assumptions:** Right-sizing the district for the future.
- **Facilities:** Exploring options for school closures and building needs



Welcoming Inclusion Activity

Voices in the Room & Meet
Someone New!

Find someone you have not
talked with much yet and
have a conversation about
the role of AI in education
and in our lives.



Vision 2030 process update

- Survey: **4,972**
- Staff meetings: **1,207**
- Student meetings: **9,936**
- Community meetings: **446**
- Pop-ups: **928**

Total engagements: **17,535**

Over 35% of our 50,000 goal!





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Reimagined Vision of Effective Instruction and Student Engagement





Excellence in Effective Instruction

- Active Listener
- Confidence in teaching methods
- Engaged
- Less focus on wealthy, educated families
- Engagement
- Proactive classroom climate & management
- Passionate about subject / work
- Student-involved professional development
- Interactive
- Admin Support (EA's)
- Challenge students / high expectations
- Relationships
- Instructor practices that are clear for students
- Relational
- Content / knowledge
- Teacher-student relationships (only 70% of secondary students reported staff cared about them)
- Expand teacher to teacher planning & teaching design time
- Teaching: relationships to students & each other
- Passion for the job & what is being taught

Excellence in Instructional Leadership

- Flexible
- Connected to kids directly
- Benefit of the doubt
- Allows teachers to be creative
- Summer training teachers
- Active participation (don't be a bystander)
(hands-on)
- Availability (responsive to needs of students,
staff, families)
- Engaged with students
- Trust!
- Principals stay current in instructional
curriculum
- Support / listen to staff needs
- Accountability of teachers
- Strength based approach vs. from deficit
- Create a culture of safety, shared vision,
accountability
- Culture of ongoing learning
- Relationship skill – can teachers build
relationships with all students?
- Leadership – setting the example
- Retention of staff: tenure doesn't always
equal quality
- Instructional skill – can teachers make their
subject relatable?

Excellence in Community Connections

- Students hosting community engagement event
- Standard Communication (SOP)
- Effective way to communicate what is happening in the school (day to day)
- Full service community schools – family engagement & community partnership
- Inclusive
- Build partnerships with community orgs / resources
- Intergenerational
- Create pathways for engagement
- Validate all stakeholders as partners
- Grant Writer – monitors community funding sources & partnerships
- Identify needed resources
- Invite the community into the school community
- Family engagement events
- Communication of linkages to all stakeholders
- Positive messaging to community members about schools

Excellence in Governance

- Model leadership
- Passion in all students
- Trust the leadership to make decisions
- Trust!
- Active listening & implementation
- Productive meetings
- Parent advisory committee
- Effective policy making
- Gov: modeling civil interactions
- Governance: Understanding of governance vs. management role
- PD for the school board
- Effective communication
- School boards should rep defined geographic areas
- Trust admin to do their job
- Not micromanaging
- Forward-focused
- Role Model

Examining Data - Prelim. Survey Findings

Q: What is the purpose of a public PreK-12 education in Rdale?

Staff:

- 1.) Community Contribution
- 2.) Success in Life
- 3.) Engagement and Safety
- 4.) Holistic Development
- 5.) Academic and Social Skills
- 6.) Equity and Individuality
- 7.) Critical Thinking, Empathy, and Citizenship

Community Members:

- 1.) Academic Foundations
- 2.) Civic and Community Engagement
- 3.) Critical Thinking and Problem Solving
- 4.) Preparation for Real Life
- 5.) Social and Emotional Development
- 6.) Equity and Inclusion
- 7.) Lifelong Learning and Personal Growth

Parents:

- 1.) Academic Excellence and Knowledge
- 2.) Preparation for Adulthood and Society
- 3.) Community and Civic Engagement
- 4.) College and Career Readiness
- 5.) Social and Emotional Development
- 6.) Safe and Supportive Environment
- 7.) Critical Thinking and Problem-Solving Skills

Examining Data - Prelim. Survey Findings

Q: What does an excellent, world-class education look like?

Staff:

- 1.) Community and Global Connections
- 2.) Engaged and Supported Educators
- 3.) Academic Excellence and Rigor
- 4.) Personalized and Student-Centered Learning
- 5.) Equity and Inclusion

Community Members:

- 1.) Comprehensive Curriculum
- 2.) Holistic Development
- 3.) Safe and Supportive Environment
- 4.) High Expectations and Accountability
- 5.) Quality Teaching and Leadership

Parents:

- 1.) Core Academic Excellence
- 2.) Well-Rounded Curriculum
- 3.) School Environment & Culture
- 4.) Future Readiness
- 5.) Social-Emotional Learning & Mental Health

Secondary Students:

- 1.) Supportive and Caring Teachers
- 2.) Access to Opportunities and Resources
- 3.) Safe, Inclusive, and Respectful Environments
- 4.) Engaging Hands-On Learning
- 5.) Real-World Preparation

Primary Students:

- 1.) Fun and Engaging Learning
- 2.) Supportive and Kind Environment
- 3.) Quiet and Focused Classrooms
- 4.) Equity and Inclusion
- 5.) Freedom and Flexibility



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District Academic Vision & Strategies



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Working Dinner

Let's get some food
and engage with one
another.



Meaning Making

- As a table group, have a discussion of what you have heard to this point (all information, not just tonight).
- On a piece of chart paper, create a list of characteristics that are important to keep at the forefront of consideration as we begin to dig deeper into district physical spaces.



Facility Condition Assessment

- Exhaustive effort by subject matter experts (mechanical, electrical, & civil engineers, architects, food service, pool, theater, roofing, building envelope)
- 45 consultants from 14 companies put in 3,352 man hours
- 2,400,000 square feet evaluated plus building sites
- Assessed condition, remaining life expectancy and performance
- 1,045 deficiencies identified
- Priority 1 (1-2 years), priority 2 (3-5 years), priority 3 (6-10 years)

Systems Evaluated

- Physical Hazards (playground resurfacing, bleacher repair, OSHA deficiencies, etc.)
- Asbestos
- Fire & Life Safety / Security
- Indoor Air Quality
- Accessibility
- Building Envelope
- Building Hardware & Equipment (doors, door hardware, lockers, bleachers, elevators, etc.)
- Electrical Systems
- Interior Surfaces (flooring, ceilings, casework, paint, etc.)
- Mechanical Systems
- Plumbing
- Roofs
- Site Projects
- Pools
- Theater Equipment



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Examples of Deficient Items





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Examples of Deficient Items





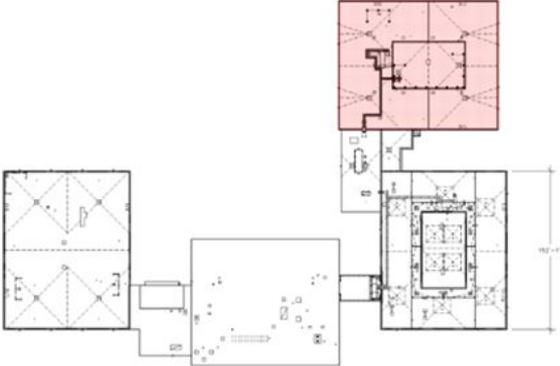
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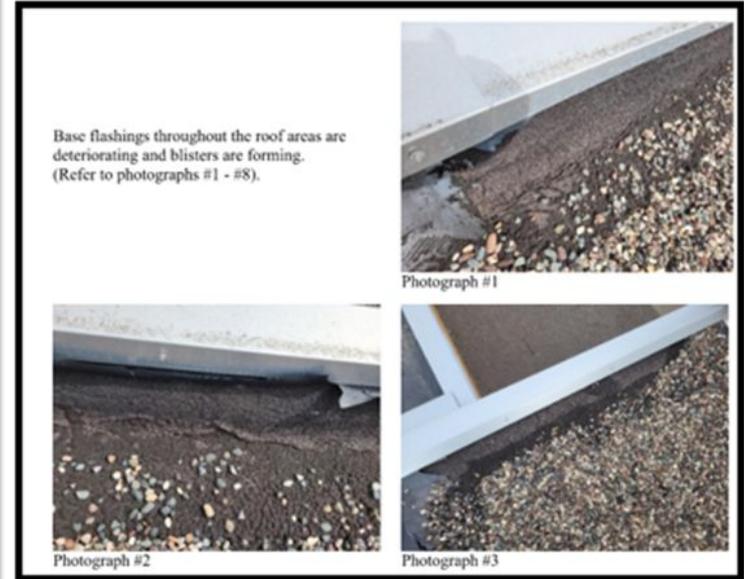
Examples of Deficient Items



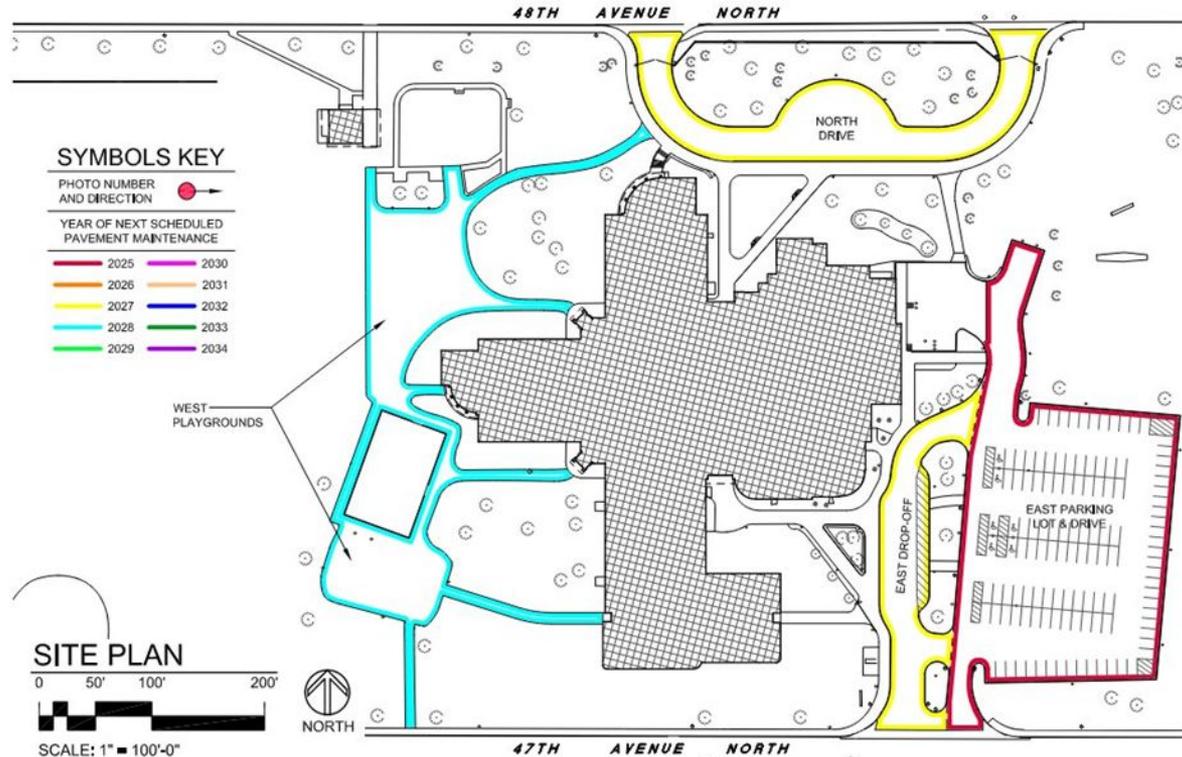
Examples of Documentation of Needs

Robbinsdale Spanish Immersion	
Project #25-14117-01	
1998 Roof Construction – Areas 1 & 2	
Date of Review:	March 19, 2025
Year Installed:	1998
Area Sq. Ft.:	19,087
Membrane Manufacturer:	Unknown
Contractor:	Unknown
Roof System:	Gravel Surface BUR
Secondary Drainage	None
Estimated Replacement	





Examples of Documentation of Needs



Spreadsheet Tool

Category	Finance Code	ID Number	Facility Improvement Measure (FIM) Description, Location, Age, etc.	Project Priority (yrs)	FY26 Project Estimate
Mechanical Systems	380	NPE-MS-1	Building Controls Upgrade	1-2	\$ 49,400
Mechanical Systems	380	NPE-MS-2	Add Glycol Feed Station to Heating Water Plant	1-2	\$ 17,225
Mechanical Systems	380	NPE-MS-3	Replace 2011 R-134A Air-Cooled Chiller (Qty 1)	6-10	\$ 544,700
Mechanical Systems	380	NPE-MS-4	Replace 2012 R-410A ACCU-5 and Associated DX Cooling Coil Section (Qty 1)	6-10	\$ 66,950
Mechanical Systems	380	NPE-MS-5	Replace 2012 R-410A Split System Units CU-1 and CU-2	6-10	\$ 54,600
Mechanical Systems	380	NPE-MS-6	Replace Exhaust Fans (Qty 10)	3-5	\$ 138,450
Plumbing	381	NPE-MS-6	Replace 2012 Water Heater (Qty 1)	3-5	\$ 55,250
Plumbing	381	NPE-MS-6	Replace Obsolete Sensors on Existing Plumbing Fixtures (Qty 9 Urinals, Qty 21 Water Closets)	1-2	\$ 68,250
Mechanical Systems	380	NPE-MS-7	HVAC Retro Commissioning	3-5	\$ 77,401
Electrical Systems	370	NPE-ES-1	Provide GFCI protection as required by Code & Add Receptacles in Hallways	1-2	\$ 12,740
Building Hardware & Equipment	369	NPE-ES-2	Consider separate paging system from fire alarm	1-2	\$ 140,400
Building Hardware & Equipment	369	NPE-ES-3	Upgrade Clock sync controller	1-2	\$ 7,800
Building Envelope	368	NPE-BE-1	Joint Sealant Replacement - Entire Building (expansion joints, window/door/louver perimeters)	1-2	\$ 110,663
Building Envelope	368	NPE-BE-2	Spot Tuck Pointing - Entire Building	1-2	\$ 7,800
Building Envelope	368	NPE-BE-3	Damaged Brick Replacement - Entire Building	1-2	\$ 10,400
Building Envelope	368	NPE-BE-4	Repaint Soffits and Hollow Metal Doors/Frames (prepare, prime and paint)	1-2	\$ 29,640
Building Envelope	368	NPE-BE-5	Replace Damaged Sheet Metal Trim	1-2	\$ 780
Building Envelope	368	NPE-BE-6	Replace Deteriorated Door Weatherstripping	1-2	\$ 1,950



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Assessment Results

Deferred Maintenance Category	Total Cost			
	Urgent Need (1 - 2 Years)	High Need (3 - 5 Years)	Intermediate Need (6 - 10 Years)	Total
Fire & Life Safety	\$ 1,358,735	\$ 834,210	\$ -	\$ 2,192,945
Accessibility	\$ 492,960	\$ 301,990	\$ -	\$ 794,950
Building Envelope	\$ 2,880,625	\$ 4,779,612	\$ 1,349,525	\$ 9,009,761
Building Hardware and Equip.	\$ 6,097,561	\$ 4,280,073	\$ 4,727,400	\$ 15,105,034
Electrical	\$ 13,723,227	\$ 2,072,033	\$ 4,783,253	\$ 20,578,512
Interior Surfaces, Casework, etc.	\$ 9,210,507	\$ 15,709,017	\$ 22,938,445	\$ 47,857,969
Mechanical & Fire	\$ 16,643,816	\$ 25,523,809	\$ 14,692,904	\$ 56,860,529
Plumbing	\$ 3,680,775	\$ 8,042,128	\$ 433,485	\$ 12,156,389
Roofing	\$ 11,371,768	\$ 14,153,314	\$ 4,694,150	\$ 30,219,232
Site Improvements	\$ 6,780,325	\$ 5,084,684	\$ 5,130,840	\$ 16,995,849
Totals	\$ 72,240,299	\$ 80,780,869	\$ 58,750,001	\$ 211,771,169



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Assessment Results

Elementary School	Total Cost			
	Urgent Need (1 - 2 Years)	High Need (3 - 5 Years)	Need (6 - 10 Years)	Total Need
Vader Elementary	\$373,295	\$461,289	\$372,604	\$1,207,188
R2-D2 Elementary	\$394,186	\$214,805	\$713,619	\$1,322,609
Skywalker Elementary	\$798,168	\$1,002,118	\$1,384,175	\$3,184,460
Chewbacca Elementary	\$918,095	\$563,927	\$1,572,392	\$3,054,414
Yoda Elementary	\$1,191,580	\$369,734	\$1,682,441	\$3,243,754
Calrissian Elementary	\$1,228,188	\$3,960,001	\$408,836	\$5,597,025
Boba Fett Elementary	\$1,129,521	\$4,552,189	\$1,055,527	\$6,737,237
Han Solo Elementary	\$1,247,397	\$5,223,409	\$1,775,258	\$8,246,064
Wicket Elementary	\$628,331	\$1,756,579	\$6,667,572	\$9,052,481
Amidala Elementary	\$8,640,822	\$1,756,262	\$1,203,783	\$11,600,867
General Leia Elementary	\$1,400,233	\$7,807,899	\$2,789,585	\$11,997,716
Mace Windu Elementary	\$5,825,314	\$3,864,546	\$3,083,436	\$12,773,297
Totals	\$23,775,128	\$31,532,758	\$22,709,226	\$78,017,112

Secondary School	Total Cost			
	Urgent Need (1 - 2 Years)	High Need (3 - 5 Years)	Intermediate Need (6 - 10 Years)	Total Needs
Tatooine Middle	\$1,036,390	\$3,738,964	\$4,879,339	\$9,654,693
Empire High	\$5,189,519	\$6,826,899	\$11,352,700	\$23,369,119
Rebels High	\$8,571,180	\$10,587,759	\$8,203,507	\$27,362,447
Alderaan Middle	\$4,552,815	\$2,333,364	\$2,156,914	\$9,043,094
Hoth Middle	\$7,313,563	\$6,363,275	\$3,412,433	\$17,089,270
Dagobah Middle	\$8,302,958	\$16,055,876	\$3,952,521	\$28,311,355
Totals	\$34,966,425	\$45,906,138	\$33,957,414	\$114,829,977

Other Facility	Total Cost			
	Urgent Need (1 - 2 Years)	High Need (3 - 5 Years)	Intermediate Need (6 - 10 Years)	Total Needs
Lucas Building	\$4,661,305	\$1,556,726	\$1,683,221	\$7,901,251
Filoni Building	\$8,837,441	\$1,785,248	\$400,140	\$11,022,829
Totals	\$13,498,746	\$3,341,973	\$2,083,361	\$18,924,079



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Assessment Results

Elementary School	\$/Sq.Ft.			Total
	Urgent Need (1 - 2 Years)	High Need (3 - 5 Years)	Need (6 - 10 Years)	
Vader Elementary	\$5.57	\$6.89	\$5.56	\$18.02
R2-D2 Elementary	\$7.07	\$3.85	\$12.80	\$23.72
Skywalker Elementary	\$10.70	\$13.43	\$18.55	\$42.68
Chewbacca Elementary	\$14.47	\$8.89	\$24.78	\$48.14
Yoda Elementary	\$19.52	\$6.06	\$27.56	\$53.13
Calrissian Elementary	\$19.19	\$61.88	\$6.39	\$87.46
Boba Fett Elementary	\$15.66	\$63.10	\$14.63	\$93.39
Han Solo Elementary	\$14.17	\$59.34	\$20.17	\$93.68
Wicket Elementary	\$7.72	\$21.59	\$81.96	\$111.27
Amidala Elementary	\$108.28	\$22.01	\$15.08	\$145.37
General Leia Elementary	\$19.24	\$107.29	\$38.33	\$164.86
Mace Windu Elementary	\$76.65	\$50.85	\$40.57	\$168.06
Totals	\$27	\$35	\$26	\$87

Secondary School	\$/Sq.Ft.			Total
	Urgent Need (1 - 2 Years)	High Need (3 - 5 Years)	Intermediate Need (6 - 10 Years)	
Tatooine Middle	\$4.96	\$17.88	\$23.33	\$46.17
Empire High	\$13.82	\$18.18	\$30.23	\$62.22
Rebels High	\$23.65	\$29.21	\$22.64	\$75.50
Akeraan Middle	\$42.16	\$21.61	\$19.97	\$83.73
Hoth Middle	\$39.53	\$34.39	\$18.44	\$92.36
Dagobah Middle	\$32.29	\$62.44	\$15.37	\$110.11
Totals	\$26	\$31	\$22	\$78

Other Facility	\$/Sq.Ft.			Total
	Urgent Need (1 - 2 Years)	High Need (3 - 5 Years)	Intermediate Need (6 - 10 Years)	
Lucas Building	\$95.43	\$31.87	\$34.46	\$161.77
Filoni Building	\$213.40	\$43.11	\$9.66	\$266.17
Totals	\$154	\$37	\$22	\$214

Long-Term Facilities Maintenance (LTFM)

- Established via statute in 2019 and replaced
 1. Deferred maintenance
 2. Alternative facilities
 3. Health & safety program
- Can be used for deferred maintenance, increasing accessibility, and health & safety only. No new construction or remodeling, only “like for like.”
- Requires annual update to board approved 10-year plan by July 31st
- Robbinsdale has typically spent around \$18,000,000 annually

How LTFM integrates with Vision 2030

- Facilities Condition will be a consideration in school consolidation
- Bridge 10-year LTFM plan until Vision 2030 process complete
- Minimize large investments in schools that may close
- Critical need items will continue to be addressed
- LTFM levy must fit within District's overall financial plan

Examine & Discuss

1. Combine 2 tables and discuss your lists of the characteristics of facilities that support excellence in learning.
2. What things did your groups have in common? What were some new ideas? Combine your lists into a new poster.

Group Activity - Ranking Needs

1. Discuss what you just learned about our Facilities' Condition Assessments.
2. Using the board provided, rank the different buildings by those LEAST in need of work to those MOST in need of work. Explain your rationale behind the rankings.

Facility Capacity

**** Based on if current academic programming was maintained as is. ****

- **What do we mean by facility capacity?**

Capacity is the # of students that can be reasonably accommodated at a school.

- **What affects capacity?**

- 1. Physical variables such as # of classrooms & size of core spaces*
- 2. Programmatic variables such as avg. class size*
- 3. Operational variables such as room scheduling*

- **How is capacity calculated?**

of teaching stations X class size X scheduling rate = capacity

Facility Capacity

- Do you have the right amount of buildings for your student enrollment?...in other words, are your facilities fully utilized?
- Improving utilization makes cost of operations more efficient, which saves taxpayers money or redirects additional funds towards instruction
- As enrollment grows or declines, to optimize utilization, periodically all Districts need to examine # of schools and attendance boundaries

Facility Capacity

Assumptions used:

- Teaching station defined as instructional space of at least 750 square feet
- Elementary # of teachings stations excludes SPED, gym, music, art and computer labs
- Since we exclude the spaces listed above in our calculation, elementary scheduling rate is assumed to be 100%
- Middle School & High School # of teaching stations excludes SPED classrooms, but includes gyms, music, art, shops, labs, etc.
- Middle & High School scheduling rate is assumed to be 80%.
Ex: if a teacher preps 1 period a day in classroom, the maximum scheduling rate would be $6 \text{ class periods} / 7 \text{ period per day} = 85\%$
- Capacity class sizes assumed to be Gr.K-25, Gr1-26, Gr2-28, Gr3-28, Gr4-30, Gr5-31, MS-33, and HS-33



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Ex: Current Facility Capacity



FEB. 3, 2025 ENROLLMENT: 400 STUDENTS

ROOM CATEGORIES



GRADE OCCUPANCY STANDARD

- PRE-KINDERGARTEN CAPACITY = 20 STUDENTS
- KINDERGARTEN CAPACITY = 25 STUDENTS
- 1ST GRADE CAPACITY = 26 STUDENTS
- 2ND GRADE CAPACITY = 28 STUDENTS
- 3RD GRADE CAPACITY = 28 STUDENTS
- 4TH GRADE CAPACITY = 30 STUDENTS
- 5TH GRADE CAPACITY = 31 STUDENTS

BUILDING CAPACITY STUDY

- KINDERGARTEN = 4 CLASSROOMS X 25 STUDENTS = 100 STUDENTS
- 1ST GRADE = 4 CLASSROOMS X 26 STUDENTS = 104 STUDENTS
- 2ND GRADE = 4 CLASSROOMS X 28 STUDENTS = 112 STUDENTS
- 3RD GRADE = 4 CLASSROOMS X 28 STUDENTS = 112 STUDENTS
- 4TH GRADE = 3 CLASSROOMS X 30 STUDENTS = 90 STUDENTS
- 5TH GRADE = 4 CLASSROOMS X 31 STUDENTS = 124 STUDENTS

CURRENT BUILDING CAPACITY = 642 STUDENTS

SPECIAL CLASSROOMS

- ADVENTURE CLUB = 1
- ADVENTURE CLUB / BAND = 1
- ART = 1
- BEHAVIORAL SUPPORT = 2
- GYM = 2
- EL = 2
- MEDIA CENTER = 1
- MULTI-PURPOSE = 1
- MUSIC = 1
- ORCHESTRA = 1
- PSYCH/SW/OUNSELOR = 1
- SMALL GROUPS = 1
- EPED = 4
- STAGE = 4

Current Facility Capacity / Utilization

ELEMENTARY SCHOOL	CURRENT ENROLLMENT (AS OF FEB. 3)	CURRENT BUILDING CAPACITY	UTILIZATION RATE
VADER ELEMENTARY	411	447	92%
HAN SOLO ELEMENTARY	441	504	88%
R2-D2 ELEMENTARY	431	504	86%
AMIDALA ELEMENTARY	730	862	85%
BOBA FETT ELEMENTARY	441	527	84%
MACE WINDU ELEMENTARY	302	389	78%
GENERAL LEIA ELEMENTARY	323	417	77%
SKYWALKER ELEMENTARY	441	583	76%
CALRISSIAN ELEMENTARY	240	336	71%
CHEWBACCA ELEMENTARY	285	423	67%
WICKET ELEMENTARY	420	642	65%
District Totals	4465	5634	79%

SECONDARY SCHOOL	CURRENT ENROLLMENT (AS OF FEB. 3)	CURRENT BUILDING CAPACITY	UTILIZATION RATE
EMPIRE HIGH	1803	2218	81%
REBELS HIGH	1351	2007	67%
ALDERAAN MIDDLE	438	792	55%
TATOOINE MIDDLE	762	1532	50%
DAGOBAH MIDDLE	554	1532	36%
HOTH MIDDLE	340	996	34%
District Totals	5248	9077	58%



Proposed Facility Capacity / Utilization

Future considerations that will impact utilization:

- School remodeling (modernization)
- Identification of underutilized rooms
- School consolidations
- Attendance boundary adjustments
- Open enrollment

Group Activity

1. Combine 2 groups again and share each of your last group's posters.
2. What are some common themes? What stood out to you?

Group Activity

1. Considering what you just learned about building capacity, and what you determined about these same buildings facility conditions...
2. *And WITHOUT taking the following into consideration: programming, geography, history, or any other identifying factors...*
3. Determine which buildings present as the most desirable, feasible, and sustainable for meeting long-term wants and needs for instruction?
4. Use the new “Condition and Capacity” board to re-rank buildings based on all the information and list why you made those choices.
5. Be prepared to share out your final rankings and rationales.

Key Messages and Closure Activity



- 1.) Please fill out the paper survey regarding possible time change for June meeting.
- 2.) Homework in preparation for June Meeting



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Thank You

