

MISSOULA COUNTY PUBLIC SCHOOLS
STRATEGIC FACILITIES PLAN
DRAFT GUIDING PRINCIPLES December 9, 2013

The following draft guiding principles emerged from the ASSESS & EXPLORE workshops as well as the work of the Steering Committee. Two additional guiding principles (#17 & #18) were added based upon past experience with other communities. The intent is for the Expanded Education Innovation Teams and the Steering Committee to utilize the guiding principles as a part of a deep review of the Range of Options during the APPLY workshops in January/February. It is desirable to utilize approximately one dozen guiding principles for the review of the range of options, while retaining others as important insights to be incorporated in the final report.

Please review the draft guiding principles, and alter the font color as follows:

Green: This guiding principle has significant impact on facilities and is critical to retain

Yellow: This guiding principle has minor impact on facilities and could be removed, but retained in the report

Red: This guiding principle has no impact on facilities and is not critical to retain, but included in the report

Please suggest combinations of guiding principles, or restate guiding principles for greater clarity

Cut and paste options to different categories if desired

Return your comments to nicks@ctagroup.com by 5 pm on Friday December 13, 2013

Please include your name on the file extension so that we will avoid over-writing any files



Facilities

1. Facility has an obvious main entrance with exterior visibility from reception area
2. The building and grounds are integrated as a unified learning environment
3. Administration and guidance are distributed within learning areas to mentor teachers and know students.
4. Spaces, schedules and furnishings are flexible with minimal economic impact and physical effort
5. Schools have flexible gathering spaces for instruction, technology, presentations as well as socializing.
6. Team collaboration space optimizes the use of facilities over an extended day and for student contact with all team members during advisory time.
7. Learning is integrated, interdisciplinary and applied across all content areas
8. Technology is distributed throughout buildings with portable and flexible equipment supported by robust wireless access in order to support critical thinking, communication, collaboration and creativity.
9. Schools are sized to support effective collaborative teams of 3-6 teachers/staff per grade level in elementary and middle school or in grade level houses, career pathways or academies in high schools
10. Schools are geographically dispersed to maintain flexibility regarding changes in enrollment over time
11. Schools are located to support walking and bicycling to school, maximizing the number of students within ¼- ½ mile of Elementary Schools, 1-2 miles of Middle Schools and 2-3 miles of High Schools
12. Schools should be located in areas with diversified housing options (range of size, age and price) to support elementary schools of 350-450 students, middle schools of 500-750 students and high schools of 1200-2250 students
13. Maintain neighborhood PK-5 schools to the greatest extent possible
14. Improvements to Heating, Ventilating and Air Conditioning (HVAC) systems and use of outdoor learning spaces support year round school in future, if desired
15. Buildings achieve carbon neutral impact, and integrate design, renovation, construction and operation of building into curriculum
16. Facilities represent responsible and sustainable investment of community resources
17. Option effectively addresses deferred maintenance and energy projects
18. Option represents biggest “bang for our buck”

Teaching, Learning, Administrative

- 19. Evidence of learning is readily visible throughout school, community and virtual world*
- 20. Teachers and staff have control of schedule and space to collaborate as a team focused on developing meaningful relationships with students*
- 21. Students learn through projects, discussions, just in time lecturing, internships*
- 22. K-5 students should attend middle school as a unit (not divided as currently happens to Cold Springs students)*
- 23. Middle schools should be balanced in size, with a focus on the transition from grade 5 to 6*
- 24. High schools should focus on the 9th grade transition from both MCPS middle schools and the 11 outlying K-8 schools. The transition can be achieved through the formation of teacher teams who share the same students, linking elements of the curriculum, and creating spaces that grade-level teams share.*
- 25. Change happens within the existing grade level structure, and does not preclude innovations such as co-locating middle schools at high schools, elementary schools on middle school or high school campuses, thematic learning centers or PK-20 campuses*
- 26. All MCPS schools would share a common daily schedule to provide time for transportation to other programs, internships, etc.*

- 27. Menu includes fresh, locally grown food, multiple menu options, prepared and served by staff and learners, with breakfast and after school meals offered*

Community Partnerships

- 28. Children and families are engaged in learning in early child and pre-kindergarten programs and continue to be key partners through graduation and beyond*
- 29. Schools, community partners and businesses collaborate meet diverse neighborhood, community, parent and volunteer needs*
- 30. Align MCPS Facilities Strategic Plan with City of Missoula and Missoula County Growth Plans*
- 31. Coordinate MCPS Facilities Strategic Plan with the 11 K-8 Schools in our region*
- 32. Significant outreach would be needed to consider impacts on families and the community including impacts on after school programs, camps, student jobs, custodial vacations, major maintenance projects*