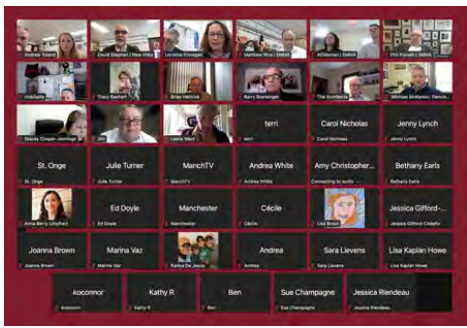


# Educational Visioning Workshop Notes and Highlights

The following pages offer a summary of notes taken, and information gathered during the Manchester School District (MSD) Facility Master Planning Educational Visioning Workshops that took place during the months of March – July 2023. If you have questions about the workshops or would like to add comments or ideas to this evolving narrative, please contact David Stephen at [david@newvistadesign.net](mailto:david@newvistadesign.net).

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During the months of March – July 2023, the MSD leadership team and varied groups of MSD and Manchester community stakeholders participated in a series of Educational Visioning Workshops run by SMMA and New Vista Design. Additionally, a Kick-Off Meeting with MSD leadership was held on March 21, 2023, followed by three identical Community Workshops, one Student Workshop, and two sets of two Ed Visioning Group (EVG) Workshops. Each workshop was a collaborative session designed to identify educational and architectural priorities that will inform the creation of the MSD Facility Master Plan. During the EVG workshops, participants were led through a step-by-step visioning process aimed at capturing their high-level thinking about MSD’s current and future educational goals and priorities and connecting them to best practices and possibilities in innovative school facility design. The following executive summary offers key workshop findings from the EVG Workshops, Community Workshops, and Student Workshop. A more in-depth recording of participant feedback can be found in the notes that follow.

**Workshop Schedule:**

- **March 21, 2023** Leadership Team Kick-Off Meeting
- **April 4, 2023** Community Workshops (Three 2-Hour Workshops)
- **June 8, 2023** Student Workshop
- **June 15 and July 6, 2023** EVG Workshops One-A and Two-A
- **July 6 and July 20, 2023** EVG Workshops One-B and Two-B



## Educational Visioning Group (EVG) Project Priorities

The following highlights of educational, architectural, and community priorities for the MSD Facility Master Plan were shared by participants during the Educational Visioning Group (EVG) Workshops One-A and Two-A. Approximately 40 people took place in the two workshops.

**Educational Priorities**

- Inclusion
- Culture of Safety
- Special Education Support
- Differentiated Learning
- Student-Centered Learning
- Standards-Based Framework
- SEL(Social Emotional Learning)
- Whole Child Approach
- Emphasis on the Arts
- Project-Based Learning
- Collaboration
- Early Childhood Education
- Middle School Programming
- Career and Technical Education
- Outdoor Learning/Connections
- Post-Graduation Preparation
- Community Connections
- Anywhere, Anytime Learning
- Teacher Retention
- Restorative Justice

**Architectural Priorities**

- Safety and Security
- Warmth and Welcome
- Safe Access and Arrival
- Good Community Fit
- Flexible, Inspiring, and Diverse
- Effective Storage
- Ease of Accessibility
- Durability and Practicality
- Environmental Sustainability
- Health & Wellness
- Special Education Spaces
- Meeting and Gathering Spaces
- Cafeteria Space
- Robust Technology
- Outdoor Play and Learning
- Art and Performance Spaces
- Athletic Spaces
- School Health Services
- Bathrooms
- Adult Learning
- Parking and Transit

- After School Programming
- Housing for Teachers
- Childcare
- Thoughtful Design
- Potential for Growth

**Community Priorities**

- Safety and Security
- Safe Community Use and Access
- Equitable Access
- Affordability
- Educational Value
- Student Support
- Health and Wellness
- Community Engagement
- Learning Hubs
- Athletic Facilities
- Housing and Daycare
- Transportation
- Attraction and Retention
- Community Pride and Ownership
- Cultural Responsiveness
- Fiscal Responsibility



## EVG Implications of MSD’s Graduate Profile

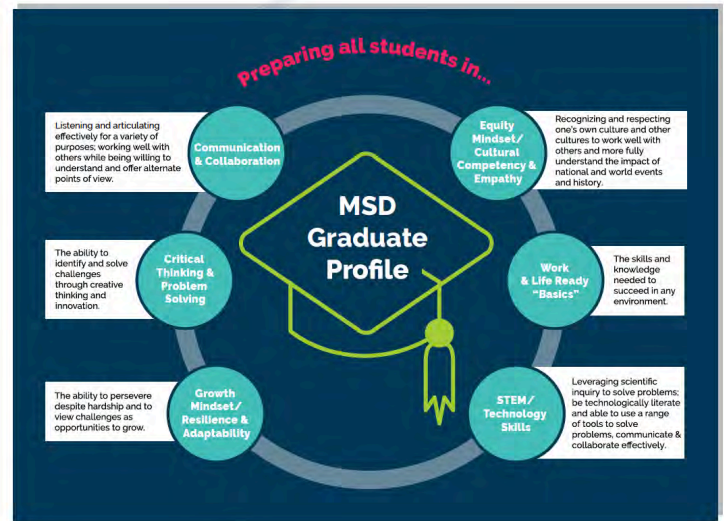
The following set of programmatic and facility design implications of MSDs Graduate Profile were brainstormed by participants in the Educational Visioning Group (EVG) Workshops One-A and One-B.

### Programmatic Implications

- Better Understanding of Graduate Profile
- Early Exposure to Graduate Profile
- Inclusivity, Equity, and Access
- Safety and Well Being
- Health and Wellness Support
- Increased Funding for Programs
- Professional Development
- Student Engagement and Agency
- Communication
- Growth Mindset
- Critical Thinking
- STEAM and Project-Based Learning
- Career Tech Education (CTE)
- English Language Learning
- Work and Life Ready Basics
- Leadership and Collaboration
- Teacher Teaming
- Personalization
- Need for Flexible Pathways
- Flexible Schedule
- Robust Technology
- Adult Education

### Facility Design Implications

- Intentional Planning
- A Place Students Want to Be
- Need for New and/or Renovated Schools
- Practicality and Cost Effectiveness
- Accessibility
- Healthy and Sustainable Facilities
- Safe Community Access and Use
- Agile Classrooms
- Community Schools
- Flexible and Practical Spaces
- Small Learning Communities
- Enrichment Spaces
- Improved Art and Performance Spaces
- Meeting and Collaboration Rooms
- Indoor Outdoor Connectivity
- Open Campuses



## Guiding Principles 1.0

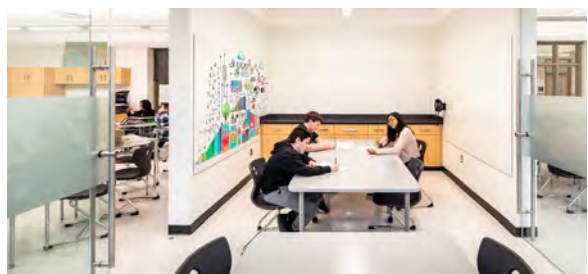
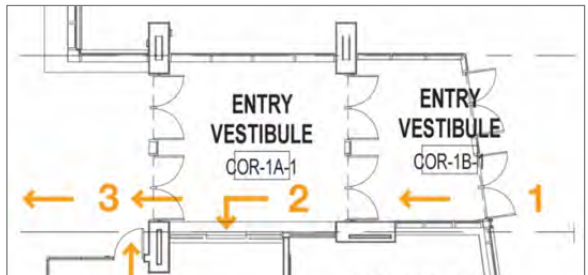
The following set of “Guiding Principles 1.0” for MSD renovated and/or new facilities represents the combined feedback of participants in EVG Workshops Two-A and Two-B. Guiding Design Principles offer a framework of high-level educational and architectural priorities.

1. School as Community Resource
2. Whole Child, Whole Community
3. Small School Feel, Large School Pride
4. Belonging and Ownership (15 votes)
5. Flexibility and Evolution
6. Community and Civic Hub
7. Outdoor/Nature Connections
8. Sustainability and Resilience

## EVG Desired 21<sup>st</sup> Century Design Patterns

The following set of priority “21<sup>st</sup> Century Design Patterns” for the design of the renovated and/or MSD facilities represents the combined feedback of participants in Educational Visioning Group (EVG) Workshops Two-A and Two-B. Design Patterns received 5 “vote” each time they were prioritized by participants in their breakout group discussions.

1. Heart of the School (25 votes)
2. Safe Community Use and Access (25 votes)
3. Natural Light (25 votes)
4. Safety and Security (20 votes)
5. Agile Classrooms (20 votes)
6. Break Out Spaces (20 votes)
7. Outdoor Play and Learning (20 votes)
8. Flexibility and Adaptability (15 votes)
9. Inclusivity and Accessibility (15 votes)
10. Sustainability (15 votes)
11. Extended Learning Spaces (15 votes)
12. A Place You Want to Be (10 votes)
13. Safe Pick-Up and Drop-Off (10 votes)
14. Wayfinding and Streetscapes (10 votes)
15. Meeting Special Education Needs (10 votes)
16. Welcoming Arrival (10 votes)
17. Display & Exhibition (10 votes)
18. Professional Work Areas (10 votes)
19. Classroom Neighborhoods (5 votes)
20. Collaborative Spaces (5 votes)
21. Performance Areas (5 votes)
22. Push-In Special Education (5 votes)
23. Nooks, Caves and Quiet Spaces (5 votes)
24. Media Center / Maker Spaces / Career Tech (5 votes)
25. Technology Integration (5 votes)
26. Enrichment Spaces (5 votes)



## Community Group Priorities

The following highlights of educational, architectural, and community priorities for the MSD Facility Master Plan were shared by participants during the three Community Educational Visioning Workshops that took place on April 4, 2023. A total of approximately 73 people participated in the Community Workshops.

### Educational Priorities

- Equity and Inclusion
- Differentiated Instruction
- Wrap Around Supports
- Whole Child Approach/Varied Programming
- Culturally Informed Content
- Mastery of Core Academics
- English Language Learning
- Problem- and Inquiry-Based Learning
- Collaborative Learning
- Community and Family Engagement
- Attracting and Maintaining Good Teachers
- Health and Wellness
- Outdoor Learning
- Seamless Technology Integration

### Architectural Priorities

- Transforming MSD Learning Spaces
- Dynamic and Flexible Spaces
- Equity of Space
- Welcome and Warmth
- Safety and Security
- Good Daylight
- Seamless Technology
- Meeting and Gathering Spaces
- Health and Wellness
- Sustainability
- Potential for Growth
- Good Wayfinding
- Good Storage
- Gathering Hubs
- Ease of Maintenance
- Visual and Performing Arts Spaces
- Science Labs

- Outdoor Connections and Learning
- Gardens and Greenhouses

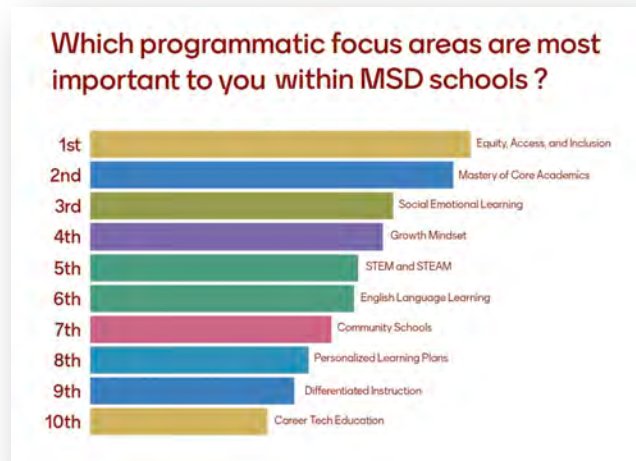
### Community Priorities

- Safe Community Use and Access
- Community Recreational Space
- Architectural Merit and Relevance
- Engaging Varied Stakeholders
- Creating a Cohesive Facilities Master Plan
- Building Community Buy-In
- Attracting New Families
- Practical and Cost Effective
- Welcome and Warmth
- School as Community Hub
- Appropriate Fit
- Neighborhood Impact

## Community Priority Educational Focus Areas

During the Community Meeting, the design team introduced a variety of educational focus areas that had been identified by the district as being of key importance to programming within MSD schools. Participants then had the opportunity to rate these focus areas based on their own priorities, resulting in the following priority listing which combines the responses of all three groups.

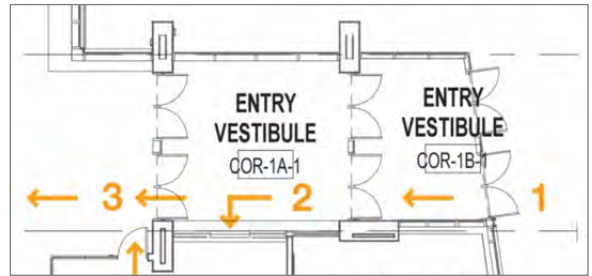
1. Equity and Access (64 votes)
2. Mastery of Core Academics (62)
3. Social Emotional Learning (54)
4. Growth Mindset (50)
5. STEM and STEAM (45)
6. English Language Learning (41)
7. Community Schools (41)
8. Personalized Learning Plans (39)
9. Differentiated Instruction (35)
10. Career Technical Education (35)



## Community Desired 21<sup>st</sup> Century Design Patterns

During each of the three Community Workshops, participants were introduced to 16 “Design Patterns” that represent priorities for and approaches to the design of 21<sup>st</sup> century school facilities. Participants had the opportunity to vote for and then collectively prioritize which design patterns they thought were most important to consider when renovating or designing new MSD school facilities. The following listing shows the total number of “votes” each Design Pattern received collectively and lists them in priority order. It is notable that the relatively small difference in votes from the top and bottom vote-getters indicates that all these Design Patterns were meaningful to meeting attendees.

1. Safety and Security (109 votes)
2. Welcoming Arrival and Drop-Off (99 votes)
3. Safe Community Use and Access (96 votes)
4. Heart of School (95 votes)
5. Natural Light (92 votes)
6. Agile Classrooms (89 votes)
7. Maker Classrooms and Makerspaces (89 votes)
8. Professional Work Areas (85 votes)
9. Outdoor Learning and Play (92 votes)
10. Enrichment Spaces (90 votes)
11. Media Center Learning Commons (90 votes)
12. Sustainability/Building as Teacher (81 votes)
13. Wayfinding and Streetscapes (78 votes)
14. Extended Learning Areas (75 votes)
15. Classroom Neighborhoods (74 votes)
16. Career Tech Spaces (73 votes)





## Student Group Priorities

The following highlights of educational, architectural, and community priorities for the MSD Facility Master Plan were shared by a group of approximately 45 MSD high school students during a Student Workshop that took place on June 8, 2023. Students represented each of the district’s 4 high schools.

### Elements of Students’ Ideal School

When asked to share elements of their “Ideal School,” students responded with the following comments.

- Inclusivity
- Strong Leadership and Teachers
- Student Centered Learning
- Inclusive Community Culture
- Student Support
- Well-Funded Programs
- Community Events
- Career Tech Programs
- Fine & Performing Arts
- More Extracurriculars
- Life Skills Classes
- Good Technology
- Language Classes
- Black History
- Science & Technology
- Extended Learning Opportunities
- Athletics
- Good Food Options
- Driver’s Ed
- Safety and Security
- Policies and Attendance



### Elements of Students’ Ideal School Facility

When asked to share elements of their “Ideal School,” students responded with the following comments.

- Agile Classrooms
- Well Kept and Modern Facilities
- Thermal Comfort
- Good Lighting
- Good Flow and Circulation
- Health and Sanitation
- Outdoor Connections
- Library
- Technology and WIFI
- Science Spaces
- Physical Education Spaces
- Good Food and Dining
- Improved Bathrooms
- Private Bathrooms
- Performance Spaces
- Quiet Spaces
- Student Created Spaces
- Relaxation Spaces
- Collaborative Spaces
- Connectivity Between Schools
- Storage
- Traffic and Parking

### Top 10 Design Patterns

The following set of priority “21<sup>st</sup> Century Design Patterns” for the design of a renovated and/or new MSD facilities was developed by students during the Student Workshop.

1. Heart of School (54 votes)
2. Career Tech Spaces (51)
3. Flexible Classrooms (50)
4. Outdoor Play and Learning (50)
5. Safety and Security (49)
6. Safe Community Use & Access (49)
7. Anywhere, Anytime Learning (38)
8. Wayfinding and Streetscapes (47)
9. Nooks, Caves, and Quiet Spaces (47)
10. Media Center Learning Commons (46)



# Educational Visioning Schedule and Agendas

**A Virtual Kick-Off Leadership Team Meeting took place on March 17, 2023, from 12:00 – 2:00 PM. The following topics were explored:**

- **Priority Goals** for MSD educational programs and renovated and/or new facilities
- **Future-Ready Teaching and Learning Practices** that are currently used within, or envisioned for MSD K-12 schools
- **Visioning Workshop Logistics** and scheduling



**Three Community Workshops, Two In-Person and One Virtual took place on April 4, 2023, from 6:00 – 8:00 PM. The following topics were explored:**

- **Priority Goals** for MSD PK-12 educational programming and facilities
- **Future-Ready Teaching and Learning Practices** that the community sees as priorities for MSD schools
- **21<sup>st</sup> Century Design Patterns** and approaches that the community would like to prioritize for MSD facilities
- **Blue Sky Ideas** that the community would like to see realized in MSD PK-12 school programs and renovated and/or new school facilities

**A Virtual Student Workshop took place on June 8, 2023, from 12:00 – 2:00 PM. The following topics were explored:**

- **Elements of Students' Ideal School Programs and Buildings** that they would like to see prioritized within the MSD Facilities Master Plan
- **Future-Ready Teaching and Learning Practices** that students see as most important for MSD schools
- **21<sup>st</sup> Century Design Patterns** and approaches that students would like to see prioritized for MSD schools

**Educational Visioning Group Workshop One-A took place on June 15, 2023, from 5:00 – 8:00 PM, and Workshop One-B took place on July 10, 2023, from 5:00 – 8:00 PM. Each workshop followed the same agenda with a different cohort of approximately 20 participants. The following topics were explored:**

- **Priority Goals** for MSD PK-12 educational programming and facilities
- **Future-Ready Teaching and Learning Practices** that MSD would like to support, both now and in the future
- **Programmatic and Facility Design Implications** of the MSD Graduate Profile
- **21<sup>st</sup> Century Design Patterns** and approaches that MSD would like to prioritize for its Facilities Master Plan

**Educational Visioning Group Workshop One-B took place on July 6, 2023, from 5:00 – 8:00 PM, and Workshop One-B took place on July 20, 2023, from 5:00 – 8:00 PM. Each workshop followed the same agenda with a different cohort of approximately 20 participants. The following topics were explored:**

- **Further 21<sup>st</sup> Century Design Pattern Prioritization** for the MSD Facilities Master Plan
- **Guiding Principles** and big-picture priorities for the design of the renovated and/or new MSD PK-12 facilities
- **Blue Sky Ideas** that participants would like to see realized within renovated and/or new MSD PK-12 school programs and facilities
- **Bubble Diagramming** of conceptual design ideas for MSD renovated and/or new elementary, middle, and high school

A group of Manchester School District (MSD) leadership and community partners participated in a 2-hour Educational Visioning Kick-Off Meeting on March 21, 2023. The purpose of the meeting was to present an overview of the Educational Visioning and master planning process, discuss overarching priorities for the MSD Long-Term Facility Master Plan, and establish a framework and schedule for Educational Visioning workshops. The following notes highlight information gathered during the meeting.

### Meeting Participants

- |                           |  |
|---------------------------|--|
| 1. Andrew Toland          | Director of Communications, MSD                |
| 2. Amy Allen              | Assistant Superintendent                       |
| 3. Jennifer Gillis        | Superintendent                                 |
| 4. Katie Cox Pelletier    | Chief Legal and Policy Officer                 |
| 5. Andrea Alley           | Co-President Manchester Ed Support Personnel   |
| 6. Aimee Kereage          | Community Partnerships Coordinator             |
| 7. Nicole Doherty         | Executive director of Teaching and Learning    |
| 8. Sue Hannan             | MEA President                                  |
| 9. Sharon DeVincent       | Chief Student Services & Wellness Officer      |
| 10. Andrea Alley          | Co-President of Ed Support Bargaining Unit     |
| 11. Tom McGee             | Program Director/ Steward for Director’s Union |
| 12. Forest Randsdell      | Network Director                               |
| 13. Bendan McCaffery      | Principal, Hillside Middle School              |
| 14. Tina Philbotte        | Chief Equity Officer                           |
| 15. Karen DeFrancis       | Chief Financial Officer                        |
| 16. Patricia Anglin       | Shop Steward School Nurses Union               |
| 17. Moira Byrne Philbrook | Administrative Assistant                       |
| 18. Jim O’Connell         | School Board Vice Chair                        |
- 
- Lorraine Finnegan      Design Team Project Manager, SMMA
  - Phil Poinelli          Educational Planner, SMMA
  - Rosemary Park        Educational Planner, SMMA
  - David Stephen        Educational Programmer, New Vista Design



### Project Priorities

The following Educational, Architectural, and Community Priorities for the Manchester School District Master Plan were brainstormed by workshop participants during the Kick-Off Meeting. Responses have been grouped by like-themes. This list will continue to develop throughout the upcoming Educational Visioning workshops.

### Educational Priorities

#### Equity and Inclusion

- A district that is all inclusive and takes into consideration the needs of all students in maintainable facilities
- All students at all schools have the same access to modern learning environments
- Ability to offer flexible and equitable programming across multiple schools
- Thoughtful, intentional inclusion
- Supports authentic engagement that reflects the hopes and dreams (as reflected in beautiful spaces) of our diverse community
- Small class sizes and enough teachers
- Space for alternative programs
- Ability to accommodate special needs and differentiation
- Support for personalized learning plans
- Dual immersion schools

**Educational Priorities *Continued***

**Whole Child Approach**

- Rich environment for fine and performing arts experiences

**Problem- and Inquiry-Based Learning**

- Support problem- and inquiry-based teaching and learning
- Experiential learning

**Community and Family Engagement**

- Intentional, and culturally sustaining community and family engagement
- Welcome Center for registration process

**Teacher Collaboration**

- Educator professional learning communities
- Middle school model

**Health and Wellness**

- Health programs and offices geared towards providing a variety of levels of care for all student needs

**Outdoor Learning**

- Outdoor play and learning

**Seamless Technology Integration**

- Next generation WIFI 6 providing flexibility and significantly improved performance

**Architectural Priorities**

**Transforming MSD Learning Spaces**

- Update Manchester schools to help students succeed years into the future
- Have all schools be so inviting that students are excited about and engaged in their learning
- Bring our facilities into 21st century learning environments that meet the needs of not only today but years to come

**Dynamic and Flexible Spaces for Learning**

- Dynamic spaces that can be easily adapted and reconfigured
- Learning spaces need to be flexible and include easy access to tech
- Designed for flexible use and division of space depending on needs at the time
- Open space for movement
- Transparency between learning environments
- Flexible seating
- Flexible storage

**Welcome and Warmth**

- Safe, warm, and inclusive
- Attractive spaces that welcome students in
- Supports access for diverse cultures

**Safety**

- Secure entrance to the building
- Security that is integrated with technology and emergency response
- Passive and active safety features
- Secure entrances

**Good Daylight**

- Natural lighting
- Bright visible spaces
- Windows for natural lighting

**Seamless Technology**

- Integrated technology storage and management spaces



## Architectural Priorities *Continued*

### Meeting and Gathering Spaces

- Breakout spaces
- Learning commons
- Collaboration spaces
- Space for educator professional development
- Office space

### Health and Wellness

- Wellness spaces

### Sustainability

- Environmental sustainability
- Environmentally friendly schools

### Good Wayfinding

- Easy flow of traffic for students

### Good Storage

- Built in bookshelves and storage

### Gathering Hubs

- Have a space that is the hub of the school
- Gymnasiums and auditoriums to hold whole school assemblies

### Equity of Space

- An equality of space design

### Ease of Maintenance

- Welcoming, designed to be easily maintainable

### The Arts

- Modern spaces for The Arts

### Science Labs

- Science labs -and workstations

### Outdoor Connections

- Green space

## Community Priorities

### Creating a Workable and Cohesive Facilities Master Plan

- Create the best long-term plan for all Manchester students through a collaborative process with all stakeholders
- Creating a cohesive plan that is easy for the community to understand, buy into, and invest in
- Having a realistic, workable plan that stays alive and synthesizes the needs and aspirations of all of our learners
- Developing a long-term facilities master plan that we can plan for in our annual budget process that is consistent with current learning facilities recommendations
- Assist in providing clear documentation and analysis for the community to rally around and embrace

### Architectural Merit and Relevance

- Spaces and buildings that have architectural merit with social and cultural relevance
- Beautiful spaces that reflect how we care for and value our students and families - places to feel proud of...

### Engaging Varied Stakeholders and Building Community Buy-In

- Many voices from different perspectives should be incorporated into the plan
- Educators really having a voice in the process, and buildings that are truly conducive to learning
- Culturally sustaining engagement
- Hoping for great participation, including students

### Attracting New Families

- Architecture and a finished product that attract people to Manchester, that make Manchester a destination city in the state and region

### Practical and Cost Effective

- No matter the proposal, demonstrated commitment to controlling costs and selecting the reasonable cost option
- Demonstrated commitment to presentation of cost-effective choices.

### Community Priorities *Continued*

**Safe Community Use and Access**

- Space for community partners
- Collaborative, joyful community experiences
- Offices for community resources
- Space to collocate services
- Space for district families to use technology
- Support for homeless and families

**Welcome and Warmth**

- Welcoming spaces that bridge us to the community
- Supports meaningful access for multilingual families
- Greater inclusion of families. The schools are more welcoming to families of all cultures
- Welcome Center
- Welcoming environment
- Welcoming entry

**School as Community Hub**

- Schools serve as hubs for all
- True community schools

**Appropriate Fit**

- Design that fits in with neighborhood

**Neighborhood Impact**

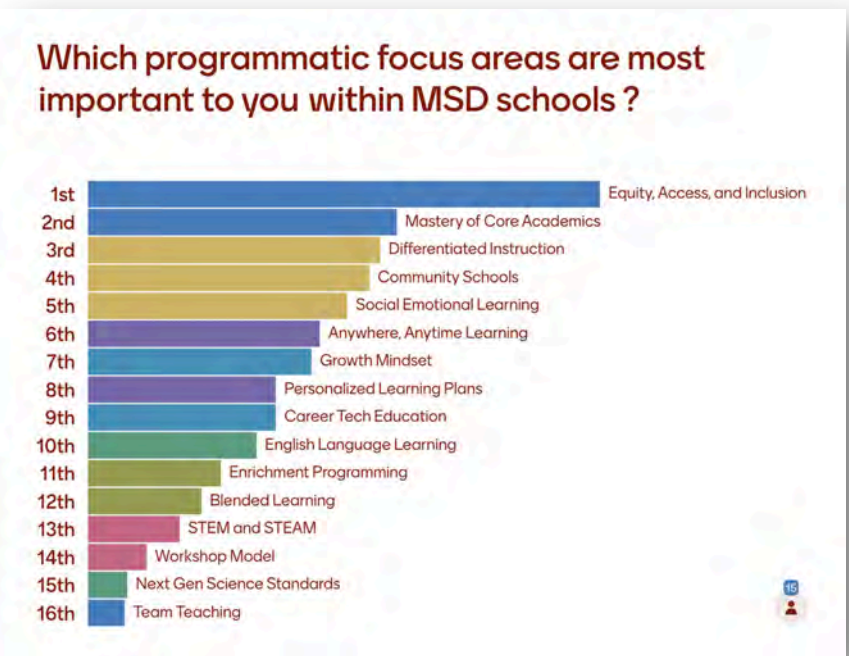
- Concerns around school closures
- Concerns about new school location and travel
- Impact on neighborhoods
- Transportation

**City Elections**

### MSD Priority Elementary Educational Focus Areas

The following listing of priority educational focus areas was created by the MSD Leadership Team during the Kick-Off Meeting. These focus areas will be further explored during Workshop One.

1. Equity, Access, and Inclusion
2. Mastery of Core Academics
3. Differentiated Instruction
4. Community Schools
5. Social Emotional Learning
6. Anytime Anywhere Learning
7. Growth Mindset
8. Personalized Learning Plans
9. Career Tech Education
10. English Language Learning (ELL)
11. Enrichment Programming
12. Blended Learning
13. STEM and STEAM
14. Workshop Model
15. NextGen Science Standards
16. Team Teaching
17. Health and Wellness
18. Project-Based Learning



## Additional Program Focus Areas

When asked if anything was missing from this listing of priority educational focus areas for MSD schools, participants responded with the following comments.

- Whole student
- Athletics
- Performing arts
- Arts and creative/expressive curriculum and pedagogy
- Student clubs and extracurricular activities
- The Joy of Learning
- Health needs that impact learning
- Executive Functioning

## Workshop Approach and Dates

The following workshops and stakeholder groups were discussed as part of the Educational Visioning process for the Master Planning effort.

### Community Meetings

A series of three 1.5-hour long Community Kick-Off Meetings will be held on April 4, 2023, at the following times and venues:

- 12:00-1:30 PM - Girl at Work
- 3:30-5:00 PM - Virtual on Zoom
- 6:00-7:30 PM - Beech Street School

The following focus areas will be addressed during the Community Kick-Off Meetings:

- Welcome and Framing
- Master Planning Overview and Timeline
- Visioning Overview and Interactive Information Gathering
  - Priorities: Educational, Architectural, and Community
  - 21st Century Schools and Design Patterns
  - Blue Sky Ideas
- Q&A

Additional Community Meetings will be scheduled to check in with the Manchester community about priorities being established during the visioning process and garner their feedback. Additionally, questionnaires and short videos with prompts will be made available to the Manchester community.

### Visioning Group Workshops

A series of three virtual Educational Visioning Workshops will be held during the month of May 2023 with an Educational Visioning Group of approximately 40-60 participants that will be comprised of district and school leadership, MSD teachers, parents, community partners, and community members. The following focus areas will be addressed:

## Visioning Group Workshops *Continued*

WS One will explore the following topics:

- **Priority Goals** for the MSD educational programs and school facilities
- **Future-Ready Teaching and Learning Practices** that are in practice and envisioned for MSD schools
- **Future Ready Learning Goals** that distill the group's best thinking about MSD's current and future educational programming and priorities

WS Two will explore the following topics:

- **Strengths, Challenges, Opportunities, and Goals (SCOG Analysis)** associated with MSD's current academic programming as well as the district's vision for its future
- **21<sup>st</sup> Century Design Patterns** that innovative districts throughout the U.S. have put into practice
- **Blue Sky Ideas** that participants would like to see in new school programs and facilities

WS Three will explore the following topics:

- **Guiding Principles** for the design of all renovated and/or new MSD facilities
- **Bubble Diagramming** of conceptual design ideas for MSD facilities
- **Key Talking Points** that aim to communicate the visioning group's priorities and findings to the Manchester community

## Faculty Workshops

A series of voluntary, 2-hour long, after school virtual workshops will be scheduled with MSD elementary school, middle school, and high school faculty members respectively. Each workshop will explore the following topics:

- **Review of Priority Goals Established by the Educational Visioning Group** with faculty feedback and priority gathering
- **Review of Future-Ready Teaching and Learning Practices Prioritized by the Educational Visioning Group** with faculty feedback and priority gathering
- **Review of Facility Design Patterns Prioritized by the Educational Visioning Group** with faculty feedback and priority gathering
- **Blue Sky Ideas** that faculty members would like to see in new school programs and facilities



## Early Afternoon Community Meeting

Three identical Community Educational Visioning Meetings were held on April 4, 2023, to begin the process of establishing initial educational and architectural priorities for MSD’s Facility Master Planning effort. Meetings were held at different times of day to accommodate community members’ schedules, with an early afternoon meeting taking place at Girls at Work, a mid-afternoon meeting held virtually, and an in-person evening meeting taking place at the Beech Street Elementary School. Approximately 30 community members attended the early afternoon meeting (see attendance list below). Project architects SMMA and educational programmer David Stephen (New Vista Design) presented a range of information about the master planning process and collected community feedback on what they see as the key educational and facility development needs of the MSD community. Topics covered in the forum included:

- An overview of the Facility Master Planning process and schedule
- Community Priorities Brainstorm
- Community Design Priorities Brainstorm



A digital polling platform called Mentimeter was used to view and assemble participant feedback. The following meeting notes present an overview of the community feedback collected during the meeting.

## Participant List

- |                                      |                                    |                       |                                   |
|--------------------------------------|------------------------------------|-----------------------|-----------------------------------|
| 1. Ivette Arroyo                     | AmosKeag Health                    | 22. Bahera M Shukun   | Bilingual Liaison                 |
| 2. Jason Bonilla                     | Director/Equity Leaders Fellowship | 23. Karen Soule       | Board of School Comm.             |
| 3. Amina Chiboub                     | BFL                                | 24. Mike Soule        | Community Member                  |
| 4. Karen DeFrances                   | Administration                     | 25. June Trisciani    | Alderman-at-Large                 |
| 5. Nicole Doherty                    | Exec. Director                     | 26. Andrew Toland     | Director of Communications, MSD   |
| 6. Sue Hannan                        | Pres. Of Teacher’s Union           | 27. Julie Turner      | Parent/BOSC member                |
| 7. Vance Freymann                    | CONSIGLI                           | 28. Leslie Want       | Board of School Committee         |
| 8. Josh Gagne                        | Facilities                         | 29. Jenn Wilson       | Bilingual Liaison                 |
| 9. Jennifer Gillis                   | Superintendent                     |                       |                                   |
| 10. Carla Giorgi                     | Parent                             | <b>Design Team</b>    |                                   |
| 11. Humiss Juma                      | Bilingual Fam. Liaison             | 30. Martine Dion      | SMMA                              |
| 12. Aimee Kereage                    | Manchester Proud                   | 31. Lorraine Finnegan | Design Team Project Manager, SMMA |
| 13. Rob Kleiman                      | Principal, Adult HS                | 32. Michael McKeown   | Dennis Mires, TA                  |
| 14. Mark Lehoullier                  | Comm. Member                       | 33. Dennnis Mires     | Dennis Mires Architects           |
| 15. Maxine Mosley                    | Ret Edu/Cand. for City Office      | 34. Andy Oldeman      | SMMA                              |
| 16. Jim O’Connell                    | Board of School Committee          | 35. Rosemary Park     | Educational Planner, SMMA         |
| 17. Molly Lunn Owen                  | Future parent                      | 36. Phil Poinelli     | SMMA                              |
| 18. Lucy Peña                        | AmosKeag Health                    | 37. Erin Prestiteo    | SMMA                              |
| 19. Marcus Ponce de Leon /Journalist |                                    | 38. Matt Rice         | SMMA                              |
| 20. Nicole Ponti                     | Distr.Admin, Comm Member           | 39. David Stephen     | New Vista                         |
| 21. Chris Potter                     | Board of SC, Comm Partner          |                       |                                   |



## Greatest Hopes

When asked to share their greatest hopes for MSD facilities master planning process, meeting attendees share the following responses, which have been grouped thematically.

### Inclusive of All Stakeholder Voices

- My hope is that all parent’s voices are represented
- That our plan includes all stakeholder voices, including families whose primary language is not English
- Process: inclusive & equitable—need to be intentional to connect with all stakeholders
- That this project will be embraced by the community
- Create an environment where we can derive input from our community and build a world class educational system that serves our diverse population
- To develop a plan based on community input that provides equitable access to all, is sustainable, and will be supported long term by the community
- A plan that’s tailored to our community’s needs and aspirations

### Long Term Planning

- The development of a thoughtful and sustainable long-term facilities plan
- Quality facilities that help all students achieve lifelong success, transforming Manchester’s future
- A plan for our facilities that lifts both what is happening in our schools and the physical structures that hold learning
- Central location for all schools to share information

### Support for Inclusion and Equity

- Equity throughout the district
- Schools that provide space to learn and differentiate while sustaining educational best practices in its structure
- Welcome centers
- My hope is to have 100% of our EL success and the best learning and comfortable environment
- CHWs have a private seating area (office) to be able to assist families in need
- Inclusive and creates excitement for the future of MSD
- My hope that the students can attend school and have their education completed. Also, parents are able to get feedback from the school
- A pathway to equity, affordability, and sustainability including improving health and wellness
- I want all our students to have the equitable opportunity to reach their full potential and be the best they can be functioning contributing members of the school community

### Sustainable Facilities

- Green and energy efficient facilities
- Reliable, efficient, and sustainable systems
- Healthy, energy efficient, light-filled buildings

### A Place Families and Students Want to Be

- Hoping to bring the best learning environments to our children
- Truly moving towards community school formats
- Buildings that can be utilized for multiple opportunities for students as well as the community
- Schools that all families would want to send their children to
- I’m hoping that all parents are aware of the school situation and both parents and students understand the importance of educating their kids and having good communication with school staff and teacher
- Innovative learning spaces that are easily accessible to our learners

### Collaborative Spaces

- Collaborative learning spaces
- Our schools provide common planning pods for teachers
- Conference rooms for planning
- Language Labs





## Project Priorities

The following list of educational, architectural, and community priorities and considerations for the master planning of MSD programs and facilities were brainstormed by participants during the early afternoon Community Meeting. Priorities have been grouped thematically. If you have additional priorities that you would like to add to the list, please email them to David Stephen at: [david@newvistadesign.net](mailto:david@newvistadesign.net)

## Educational Priorities

### Equity and Inclusion

- More equity and inclusion
- Equitable access across the district
- Reflecting the diversity of cultures in MSD
- Students have access to the same classes
- Equity, safe and inclusive environments
- Eliminating barriers & supporting lifelong success for ELL students, Special Ed students, students in poverty, and students of color
- Make sure that kids are going to school for our kids to make their lives better and succeed
- Wrap-around supports, including SEL instruction
- Equity and inclusivity for all populations, not just for K-12
- Equity supporting multiple pathways personalized learning
- Differentiated learning
- Learning libraries in all schools

### STEAM and STEAM

- MST (Math, Science, and Tech) Labs
- Including MST access to computer labs for students and parents

### Student Centered Learning

- Whole Child approach
- Learning pathways for all students-whether college or workforce bound
- Offer the most flexible holistic learning for our children with a large variety of programs
- Access to appropriate and adequate information based on the children's needs
- Cooperative learning and teacher cross curricula lessons
- Student focused
- Student growth
- Cell phone restrictions

### Real World and Hands-On Learning

- Hands on learning
- Competency based education
- More opportunities to students, more experience with outside careers and more college accessibility
- Connecting students to meaningful & remunerative employment HERE in Manchester

### Outdoor Learning

- Outdoor Education/Incorporate nature
- Seamless integration of outdoor and/or experiential learning

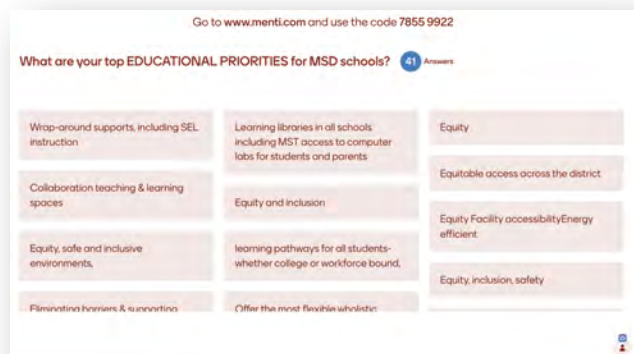
### Community Building

- Facilitating a sense of community and belonging among students
- Community use of buildings, adult learners
- Maximize community and parent involvement in school
- Community buy-in. Helping the community see what is possible in MSD!

### Post-Secondary Success

### Professional Collaboration and Development

- Staff who have time to meet with colleagues, and have excellent professional learning opportunities





## Architectural Priorities

### Welcoming and Inspiring Spaces

- Modern welcoming spaces
- Spaces students will want to take pride and ownership in
- Create attractive environments for educators and students
- Transparency for accessibility to and excitement around learning

### Safety and Welcome

- Safe while also welcoming
- Welcome centers at all schools
- Accessibility
- Students are getting more comfortable space to work in and study and feel comfortable when they're learning valuable skills

### Cultural Sensitivity

- Reflecting the diversity of cultures in MSD
- Reflecting Manchester's indigenous past/present/future—Amoskeag
- Ensuring we have specific spaces catering to our demographics, their religions (praying space for our students who are Muslim), and overall identities
- Cooperative learning spaces that are welcoming to a diverse population

### Flexible Spaces

- Convertible spaces that allow for multi-disciplinary learning
- Design that accommodates future changes to allow more than 50 years of successful use
- Open spaces to allow movement
- No wasted space, no glass walls
- Flexible learning spaces
- Freedom spaces where students can play anything

### Sustainability

- Clean energy & efficiency—and students working on those
- Materials that are sustainable and green
- Energy savers like solar panels
- Green spaces and better daylight
- Lots of natural light
- Healthy & efficient building materials
- Easy to maintain

### Safe Community Use and Access

- Community use of buildings, adult learners
- Welcoming to community members, flexible for safe community use
- Facilitating community, belonging, and mentorship
- Community partners have space to collaborate with educators
- Outdoor design that mitigates impact of snow and ice on campuses and approaches
- Build for Year-Round school

### Adequate and Appropriate Spaces

- Separate gym and lunchrooms - no more multipurpose rooms
- No staff on carts, space for all programming
- No portables

### Student Support Spaces and Services

- Spaces for community support programs
- Shower facilities for students experiencing homelessness
- Laundry facilities for sports teams and homeless
- Space for wraparound supports—"community schools" model
- Community closet for coats, clothes, food pantry

### Collaborative Spaces

- Collaboration teaching & learning spaces
- Collaborative teaching planning room for professional learning

### Breakout and Quiet Spaces

- Relaxation/quiet spaces
- Meeting/small group workspaces
- Quiet testing rooms for standardized state testing
- Materials used that enhance quiet spaces

### Performing and Fine Arts Spaces

- Performance art and visual art gallery spaces
- Adequate and appropriate spaces for fine arts, music, and dance

### STEAM and STEAM

- MST (Math, Science, and Tech) Labs
- Including MST access to computer labs for students and parents



## Architectural Priorities *Continued*

### **Career Technical Opportunities**

- Space for workforce development
- CTE relevant to workforce needs in Manchester

### **Outdoor Connections and Learning**

- Community gardens
- Community greenhouses, water conservations
- Green spaces accessible to students
- Outdoor learning spaces
- Outdoor connections (bearing safety in mind)- plan for courtyards, gardens, beehives, ponds, etc.
- Outdoor public gardens
- Biophilic, immersive natural light spaces

### **Improved Connectivity**

- Outlets which are accessible for PBL

### **Library Media Centers**

- Great libraries

### **Afterschool Spaces**

- Ample space and opportunities for after school activities

### **Varied Food Options**

- Food courts that can service people with food allergens, religious diets, etc. these can be partially staffed by Culinary students
- Kitchens in every school to allow fresh and appropriate foods made on site
- Foods that represent diversity

### **Meeting Spaces and Offices**

- Appropriate office spaces for specialists and
- Confidential space for therapists

### **Good Storage**

- Student storage that is well spaced
- Storage for cell phones

## Community Priorities

### **Safe Community Use and Access**

- School as community hub
- True community schools
- Schools as drivers of community engagement
- Flexibility of spaces to be safe and used after hours
- Full-day, year-round use: Daycare facilities for community members, before/after care, summer camp use
- Enhance and support community partner opportunities
- Ease of use for small and large group needs
- Community meeting spaces
- Bright spot that the community is proud of
- Community recreational place
- Parents and community partners can access facilities safely
- Welcoming
- Schools that are safe & secure but still connected to the surrounding community
- Parking lot and entry's EASILY accessible
- Warm and welcoming to a diverse community
- Separate entrances for community activities

- Viewed as safe facilities to learn and thrive in
- Ability to “book” spaces as a community member or group for meetings, parties, etc
- Space planned for community events
- Ample space and opportunities for after school activities
- Create spaces/uses to engage taxpayers who do not have children in schools - showing value to these groups
- Access to classes for credit and/or enrichment for community members
- Community engagement opportunities on Election Day! The best chance for community members to visit schools

### **Career Tech Education**

- Connections to employment that’s meaningful and profitable, and develops the Manchester economy



## Community Priorities *Continued*

### Increased Family Engagement and Supports

- More family event engagement and creating parent spaces for discussion
- Family resource center
- Inclusion of multilingual and limited English-speaking families
- More opportunities for parents to tour the schools
- Electronic message boards for each school in multiple languages
- Resources to help others with mental health issues and anxiety disorders and support people with special needs culture

### Student Engagement and Success

- Lifelong success for EVERY student
- Offering educational programming that is tied to the future regarding career pathways

### Attracting and Maintaining Students and Families

- Increase the number of students drawn to our excellent schools
- March our educational facilities to the expectations of the new vibrant Manchester
- Raising up the reputation of the MSD and the educational staff
- Make folks want to live in our city so they can attend our schools
- Producing Manchester citizens who stay here and are equipped with social-emotional and career skills

### Universal Pre-K

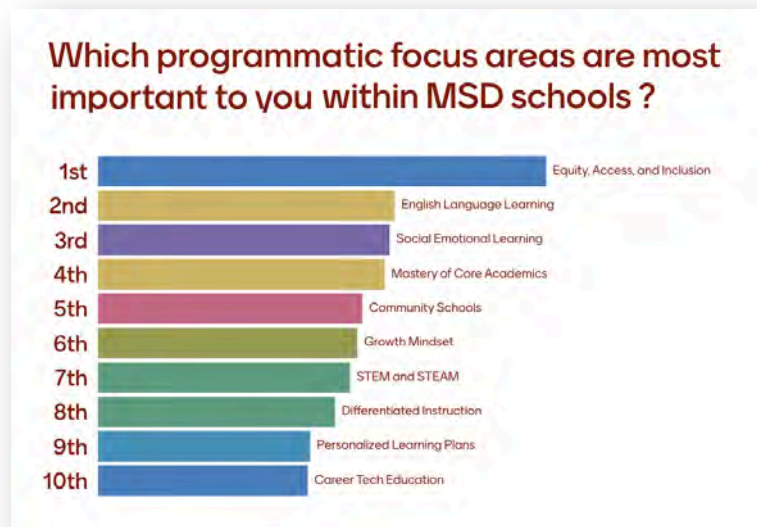
### Community Support and Buy-In

- Facilities that will be supported long term by community and be warm and welcoming to all
- Not so expensive that we can't afford instruction or send tax rates through the roof

## Community Priority Educational Focus Areas

During the Community Meeting, the design team introduced a variety of educational focus areas that have been identified by the district as being of key importance to programming within MSD community School. Participants then had the opportunity to rate these focus areas based on their own priorities, resulting in the following priority listing.

11. Equity and Access
12. English Language Learning
13. Social Emotional Learning
14. Mastery of Core Academics
15. Community Schools
16. Growth Mindset
17. STEM and STEAM
18. Differentiated Instruction
19. Personalized Learning Plans
20. Career Technical Education





## Additional Community Priority Educational Focus Areas

When asked to share additional educational focus areas that are most important to them, meeting participants shared the following focus areas which have been organized thematically.

### Special Education

- Universal Design for Learning
- Special education (2 mentions)
- Tier 2 small group & 1:1 interventions
- Tier 3 intervention spaces

### English Language Learning

- Personalized learning ELL multiple pathways
- Special education for EL students (2)

### Attracting and Retaining Staff

- More teachers
- Staffing ratios
- Attracting and retaining staff of color
- Affordable housing for staff (2)
- Affordable and accessible childcare for staff
- Professional Development
- Resources

### Universal Pre-K

- Preschool and Universal Pre-K

### Mental Health Services

- Mental health/counseling support for all students on a regular basis

### Hands-On Learning

- Kinesthetic learning
- Project based learning
- Inclusion of hands-on learning

### Expanded Opportunities

- Clubs & activities
- Extra-curricular programming
- Magnet programs
- Gifted and talented programs
- Adult learners

### Career Technical Education

- Mentoring
- Competency based learning
- Internships at local businesses
- More career pathways at the middle and high school levels
- Connections with community agencies and businesses

### Outdoor Learning

- Outdoor and experiential education (2)

### Cultural Awareness

### Family Engagement

### Physical Education





## Priority Design Patterns 1.0

During the meeting, the group was introduced to 16 “Design Patterns” that represent priorities for and approaches to the design of 21<sup>st</sup> century school facilities. Participants had the opportunity to vote for and then collectively prioritize which design patterns they thought were most important to consider when renovating or designing new MSD school facilities. The following listing is in priority order based on the number of “votes” it received. It is notable that the relatively small difference in votes from the top and bottom vote-getters indicates that all of these design patterns are meaningful to meeting attendees.

- 17. **Safety and Security** (48 votes)
- 18. **Safe Community Use and Access** (47 votes)
- 19. **Welcoming Arrival and Drop-Off** (46 votes)
- 20. **Professional Work Areas** (46 votes)
- 21. **Natural Light** (46 votes)
- 22. **Heart of School** (45 votes)
- 23. **Enrichment Spaces** (45 votes)
- 24. **Outdoor Learning and Play** (42 votes)
- 25. **Wayfinding and Streetscapes** (42 votes)
- 26. **Media Center Learning Commons** (42 votes)
- 27. **Agile Classrooms** (40 votes)
- 28. **Maker Classrooms and Makerspaces** (40 votes)
- 29. **Career Tech Spaces** (40 votes)
- 30. **Extended Learning Areas** (39 votes)
- 31. **Sustainability/Building as Teacher** (38 votes)
- 32. **Classroom Neighborhoods** (38 votes)





## Blue Sky Ideas

When asked to share their Blue-Sky aspirational ideas for renovated and/or new MSD school facilities, meeting participants shared the following ideas which have been grouped thematically.

### Green and Sustainable Buildings

- Solar panels on all schools
- Net Zero energy
- Shades for the windows (considering all the natural lighting)

### Year-Round Use

- Add cooling so we have the option for year-round school

### Bathrooms

- Gender neutral bathrooms

### Outdoor Learning and Play

- Playground in the middle of school
- Athletic/play space
- Community garden
- Green space & land management
- Minimal pavement
- Roof garden, ponds, beekeeping, rainwater barrels-ways for city students to connect with nature every day at school
- Trees/outdoor shade
- Community Garden and Agricultural Center are the two main sites for community student center for welcoming students with their parents (seeing light and nature is the most important part)
- Drone port on roof

### Sufficient Staffing

- Appealing workplace so we can fill all our staff vacancies
- Full staff without the need for itinerant (“traveling”) educators and therapists

### Sensory Spaces

- Sensory deprivation space
- Therapy rooms

### Student and Family Support

- Welcome Center
- Wraparound services so every student is prepared & able to learn
- Health centers at each school

### Student Mentoring

- Facilitating mentorship, every student having someone in their corner

### Community Center

- “Community center” like at a college: meeting rooms, food, and study spaces off the central heart of the school - with a piano!

### Podcast/Recording Studio

- A space for our students to have podcasts/space to record music

### Joyful Classrooms

- Bigger and joyful classrooms

### Diversity and Inclusion

- Visible celebration of our diversity (backed up with real student voice and leadership, not tokenization)

### Display and Exhibition

- Lots of display spaces for students’ work
- Keep artifacts and relics from our older buildings and keep them in newer buildings to keep them familiar to alumni

### Athletics

- Indoor track
- Natatorium
- Climbing wall

### Weather Stations

- Weather bug hub

### Community Schools

- Community gathering space
- Connecting community groups with the schools: fresh start, Manchester grows, Manchester moves, etc. so teachers don’t have to be experts in everything
- School as center of the community
- Community activities (and child care??) at schools on Election Day: that’s the only day many community members visit schools
- Stronger partnerships with community services
- Community health centers at each school



## Blue Sky Ideas *Continued*

### **Community Partnerships**

- Community partnerships, including employers

### **Safe Pedestrian Access**

- Pedestrian access & neighborhood integration

### **Parking and Transportation**

- Enough and safe parking
- Transportation options
- Bike rentals
- Electric scooters
- Encourage biking to school- bike paths & racks
- Bus routes that don't drop kids off before school opens
- Schools that are walkable to most students
- Covered bike parking at every school

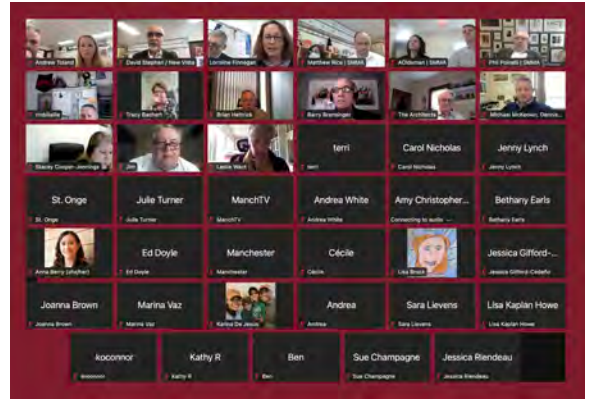


## Virtual Community Meeting

Three identical Community Educational Visioning Meetings were held on April 4, 2023, to begin the process of establishing initial educational and architectural priorities for MSD’s Facility Master Planning effort. Meetings were held at different times of day to accommodate community members’ schedules, with an early afternoon meeting taking place at Girls at Work, a mid-afternoon meeting held virtually, and an in-person evening meeting taking place at the Beech Street Elementary School. Approximately 32 community members attended the virtual meeting (see attendance list below). Project architects SMMA and educational programmer David Stephen (New Vista Design) presented a range of information about the master planning process and collected community feedback on what they see as the key educational and facility development needs of the MSD community. Topics covered in the forum included:

- An overview of the Facility Master Planning process and schedule
- Community Priorities Brainstorm
- Community Design Priorities Brainstorm

A digital polling platform called Mentimeter was used to view and assemble participant feedback. The following meeting notes present an overview of the community feedback collected during the meeting.



## Participant List

- |                            |                       |
|----------------------------|-----------------------|
| 40. Tracy Bachert          | 23. Kathy R           |
| 41. Anna Berry             | 24. Jessica Riendeau  |
| 42. Barry Brensinger       | 25. R Robitaille      |
| 43. Lisa Brock             | 26. Andrew Toland     |
| 44. Joanna Brown           | 27. Julie Turner      |
| 45. Sue Champagne          | 28. Marina Vaz        |
| 46. Amy Christopher        | 29. Leslie Want       |
| 47. Stacey Cooper-Jennings | 30. Andrea White      |
| 48. Karina de Jesús        | 31. Andrea            |
| 49. Ed Doyle               | 32. Ben               |
| 50. Bethany Earls          | 33. Cécile            |
| 51. Jessica Gilford-Cedeño | 34. Terri             |
| 52. Brian Hettrick         |                       |
| 53. Lisa Kaplan-Howe       | Design Team           |
| 54. Sara Lievens           | 35. Martine Dion      |
| 55. Jenny Lynch            | 36. Lorraine Finnegan |
| 56. Manchester TV          | 37. Michael McKeown   |
| 57. Michael McKeown        | 38. Dennis Mires      |
| 58. Carol Nicholas         | 39. Andy Oldeman      |
| 59. Jim O’Connell          | 40. Rosemary Park     |
| 60. K O’Connor             | 41. Phil Poinelli     |
| 61. St. Onge               | 42. Erin Prestiteo    |
|                            | 43. Matt Rice         |
|                            | 44. David Stephen     |

## Roles and Affiliations

- Parent (9 Participants)
- Teacher (4 Participants)
- Administrator (2 Participants)
- District Staff (2 Participants)
- Alumni
- Board of School Committee Member
- City of Manchester Employee
- Homeschool Parent, new to the area
- Instructional Coach/Parkside
- Manchester Proud Coordinator
- Manchester Tax Payer
- PTO Leader
- School Board Member
- School Counselor
- School Nurse
- School Social Worker
- Work for Local Nonprofit



## Greatest Hopes

When asked to share their greatest hopes for MSD facilities master planning process, meeting attendees share the following responses, which have been grouped thematically.

### Inclusive and Inviting

- Facilities that are warm, welcoming, inviting, and safe
- Welcoming space with colors and space

### Support for Inclusion and Equity

- Looking to encourage facilities that support student learning at varying levels within each grade
- Support children of all abilities
- Diversity, Inclusion, and Equity training for students and teachers/staff
- Different environments for different types of learners
- I want everyone included and I want equity in terms of access

### Long Term Planning

- That we have a plan that matches what the community needs and supports
- Reflect Manchester’s strengths as a community and prepare our students to be good citizens and a global future
- School integrated into life of community
- That this long-term project will capture the imagination of our community and support for transforming our schools
- Community and Economic Development
- Greatest hope is that this is a systemic approach to addressing the major needs of Manchester
- To develop a Master Plan that serves the Community and is adaptable and relevant for years to come
- Spaces that are a source of pride for our city
- I hope we can attract more students and families to Manchester though excellent schools

### Student Centered Learning

- Adequate resources
- Schools that leverage broader community resources
- Dual Language Immersion - Bilingual schools at all grade levels
- Improve quality and balance of offerings across all high schools
- High quality education
- Cutting edge opportunities

- Early childhood accommodations (space for play, handicap access, bathrooms, wall space eye-level for presentation of work or charts)
- More socio-emotional learning for students and training for all teachers and staff
- Small class sizes

### Sustainable Facilities

- Green roofs, solar panels, geo-thermal
- Buildings that serve social and environmental needs of our students and community + enable all students to thrive

### Updated Facilities

- I would like to see schools modernized - updated supplies and equipment. More technology
- State of the art performing spaces, that can accommodate small and large performances, and offer performing space for various community partners
- Future ready with technology flexibility

### Flexible and Appropriate Spaces

- My hope is for more space for instruction at Parkside
- Classrooms that will meet the needs of early childhood education space (bathrooms, handicap access)
- Flexible space to accommodate ever-changing need
- Flexibility of spaces as needs change over the years

### Outdoor Learning

- More inclusion of green spaces and outdoor / experiential learning at schools

### Health & Safety

- State of the art health offices with updated equipment
- Hope to see completely private unisex bathrooms at Central High School and all MSD schools
- I hope for safe and clean facilities

### Financial Planning

- Fiscal responsibility



## Project Priorities

The following list of educational, architectural, and community priorities and considerations for the master planning of MSD programs and facilities were brainstormed by participants during the virtual Community Meeting. Priorities have been grouped thematically. If you have additional priorities that you would like to add to the list, please email them to David Stephen at: [david@newvistadesign.net](mailto:david@newvistadesign.net)

## Educational Priorities

### Equity and Inclusion

- Safety and inclusion
- Equity and collaboration
- Equitable availability of high-quality learning across the district
- More paraeducators to meet the needs of students with IEPs
- Differentiated learning
- Small class sizes to make differentiated learning possible
- Differentiated learning, hands on learning

### Adequate Resources

- Adequate/quality resources
- More staff in the classroom
- Professional development

### Holistic Approach

- Flexible programming
- Systemic Approach - systems thinking
- Administrators having holistic responses to disciplinary actions - restorative justice
- Data driven

### Real World and Hands-On Learning

- Project-based learning
- Project based learning with community partners
- Performance based assessments
- Hands-on learning

### Collaborative Learning

- Collaborative learning
- Promoting collaboration between students
- Learning commons
- Space for small groups
- Community hubs

### Technology

- High tech
- Latest technology

### Student Centered Learning

- Critical Thinking Skills
- Spaces for student agency
- Strongly endorse every item on slide of District's priorities
- Providing an educational experience that helps students achieve their very best
- Let kids read actual books (less Amplify!)
- Personalized learning
- Cutting edge learning opportunities
- Learning goals adjusted to the needs of each individual student
- Student focused learning
- Individualized learning
- Social Emotional Learning

### Performing Arts

- Art, music, and performance integrated into learning
- Great core skill classes, but also provide plenty of options for arts, music, tech, etc.

### Bilingual Classes

### Outdoor Learning

- Outdoor learning
- Hands on, developmentally appropriate, multi-sensory, outdoor learning
- Extra spaces for outside use programs

### Family Support

- Greater support for students and families and equity and inclusion
- Schools that serve our families as well as our students

### Community integration

- Opportunities for businesses to provide in-school partnerships/learning opportunities



## Architectural Priorities

### Safety and Welcome

- Security
- Safe arrival, dismissal, and office areas
- Safety and access
- Welcoming spaces that make children feel welcome, safe, and seen
- Parking and facilities on campus would be great

### Safe Community Use and Access

- Ease of access for after school and community services

### Thoughtfully Updated Facilities

- Water fountains and water filters that work
- Plumbing updated
- Good lighting and natural light
- Enduring building quality and character. Unique to Manchester
- Connections to indigenous values of land use
- Campus buildings/spaces that attract families, community
- Integrated into neighborhood fabric
- Design that will not look outdated
- Easy to keep clean

### Sustainability

- Reduce-Reuse-Recycle
- Being able to compost food waste, actually recycling, there is so much waste at school and we are not teaching our children to protect our local environment
- Green architecture
- Climate control
- Ensuring high air and water quality
- Indoor air quality & ventilation
- Touch free facilities
- Smart lighting

### Flexible Spaces

- Adaptable and multi-use spaces
- Facilities that meet 21st century learning
- Spaces that can be used for multiple functions
- Opportunities for unprogrammed interaction and learning - spontaneous
- Collaborative spaces for students and teachers
- Areas for in school suspension where staff can meet the needs of those students in need of behavioral or emotional intervention

### Collaborative Spaces

- Learning commons
- Room for group projects and learning
- Spaces that foster gathering and discussions

### Outdoor Spaces for Play and Learning

- Outdoor space
- More protected spaces for the green areas
- Having useable green spaces at all schools - playgrounds, parks, trees

### Performing and Fine Arts Spaces

- Flexible performing space, indoor and outdoor
- Strong music departments
- Art galleries

### STEAM and STEAM

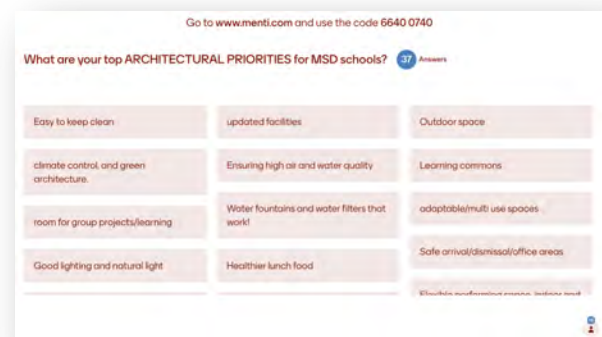
- Prioritizing space for STEAM

### Good Storage

- Storage for teachers, students, and the other school staff

### Improved Food Service

- Healthier lunch food
- Functioning kitchens in every school to allow fresh food to be served and opportunities for students to learn about food
- Delicious diverse food options





## Community Priorities

### Community Integration

- Community school model
- Schools as community centers
- Authentic community schools with year-round programming/resources for residents of all ages
- Leveraging community resources for support and outside of school learning opportunities
- Schools as catalysts to foster stronger, more vibrant neighborhoods
- More volunteers to help with a variety of tasks
- Use community partners to help with SEL and as trusted adults
- Open to working with partners with “less” hurdles. Mutually respectful of resources and time
- A place that is a climate change refuge- is not on the grid- during future disasters
- Adult education classes in the evenings

### Safe Community Use and Access

- Welcoming and safe space for meetings and building use
- Having a strong feeling of community where kids feel welcome in the neighborhood
- Schools serve as a hub for community events and meetings
- Buildings accessible after hours to the community
- Performance spaces that could be used by community groups (dance studios, theater troupes, etc.). Could also be used by professionals, groups that won't go to the Palace due to the size of their stage

### Increased Family Engagement and Supports

- Welcoming and safe space for students and families
- A place that parents can come to any time of day and feel welcomed and comfortable
- Support students and families experiencing homelessness
- How to help our local community affected by the drug epidemic

### Accessibility

- ADA compliance for all areas

### Cultural Responsiveness

- We are the most diverse city in the state, but our teachers and school staff don't reflect that diversity - improve hiring diverse staff and create channels for community members to become educators
- Culturally responsive spaces

### Bilingual Education

- Bilingual education for ELL to learn English more efficiently and English speakers to learn other languages

### Outdoor Spaces

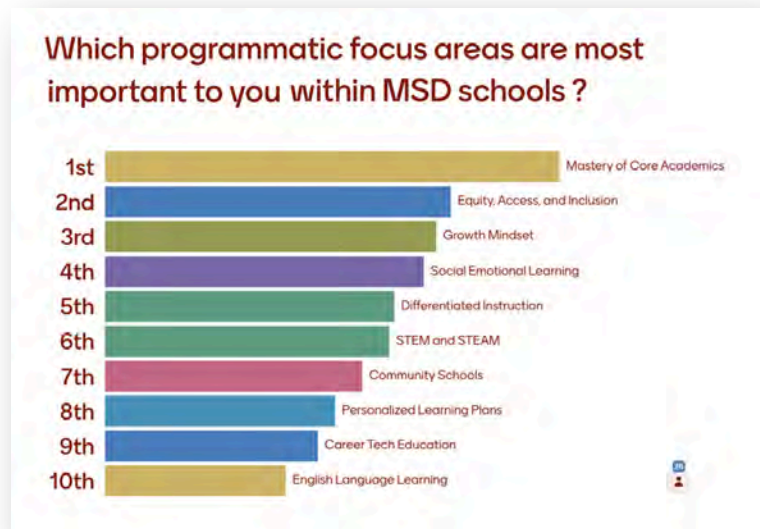
- Fenced in playground



## Community Priority Educational Focus Areas

During the Community Meeting, the design team introduced a variety of educational focus areas that have been identified by the district as being of key importance to programming within MSD community School. Participants then had the opportunity to rate these focus areas based on their own priorities, resulting in the following priority listing.

- 21. Mastery of Core Academics
- 22. Equity and Access
- 23. Growth Mindset
- 24. Social Emotional Learning
- 25. Differentiated Instruction
- 26. STEM and STEAM
- 27. Community Schools
- 28. Personalized Learning Plans
- 29. Career Technical Education
- 30. English Language Learning



## Additional Community Priority Educational Focus Areas

When asked to share additional educational focus areas that are most important to them, meeting participants shared the following focus areas which have been organized thematically.

### Diversity and Inclusion

#### Mental Health Supports

- Mental health (3 mentions)

#### Diversity and Inclusion

#### Sustainability

- Sustainability as connected to curriculum (2 mentions)

#### Attracting and Retaining Staff

- Teacher retention
- Professional development
- Supports for teachers

#### Civic Engagement

#### Family Engagement

### Life Skills

- Personal finance in high school (2 mentions)
- Life skills beyond the classroom (2 mentions)

### Academic Support

- Achievement and excellence in academic standards
- Summer slide prevention
- Learning gaps post Covid
- Celebration of progress/growth

### Expanded Opportunities

- Bilingual education
- Arts integration
- Talented and gifted programs
- What to do with kids who master material at their grade level quicker



## Priority Design Patterns 1.0

During the meeting, the group was introduced to 16 “Design Patterns” that represent priorities for and approaches to the design of 21<sup>st</sup> century school facilities. Participants had the opportunity to vote for and then collectively prioritize which design patterns they thought were most important to consider when renovating or designing new MSD school facilities. The following listing is in priority order based on the number of “votes” it received. It is notable that the relatively small difference in votes from the top and bottom vote-getters indicates that all of these design patterns are meaningful to meeting attendees.

1. **Safety and Security** (47 votes)
2. **Welcoming Arrival and Drop-Off** (35 votes)
3. **Safe Community Use and Access** (35 votes)
4. **Agile Classrooms** (34 votes)
5. **Heart of School** (33 votes)
6. **Outdoor Learning and Play** (34 votes)
7. **Natural Light** (32 votes)
8. **Maker Classrooms and Makerspaces** (32 votes)
9. **Media Center Learning Commons** (30 votes)
10. **Sustainability/Building as Teacher** (29 votes)
11. **Classroom Neighborhoods** (28 votes)
12. **Enrichment Spaces** (27 votes)
13. **Extended Learning Areas** (26 votes)
14. **Wayfinding and Streetscapes** (24 votes)
15. **Professional Work Areas** (24 votes)
16. **Career Tech Spaces** (19 votes)





## Blue Sky Ideas

When asked to share their Blue-Sky aspirational ideas for the renovated and/or new MSD school facilities, meeting participants shared the following ideas which have been grouped thematically.

### Inspiring and Inclusive Learning Spaces

- Elementary classrooms that are spacious to accommodate a variety of learning spaces/storage of materials
- A space where students feel empowered and in control of their education and have a feeling of ownership over their school and space
- We need a separate high-quality school for students who are struggling to navigate their traditional school. We must help these students be their best
- Updated, high-tech/cutting edge facilities and learning opportunities that are a best practice.
- Different types/sizes of high schools - large and small
- Montessori learning section

### Beautiful Design

- Facilities that shine in our city
- Beautiful high school campuses similar to other communities
- INDOOR WATER FEATURES
- Architectural nod to river and falls
- Schools that draw families back to our public schools

### Outdoor Learning and Play

- Community gardens

### Athletics

- Indoor track and fields
- Natatorium
- Dedicated sports space

### Fine Arts Spaces

- Music department where the band and chorus are given equal importance to the sports teams
- Performance space/community space used by community and other local groups for performances
- Dedicated arts spaces in every school
- Gallery spaces

### Forward-Thinking Libraries

- I would like to see the design and use of forward-thinking spaces and services in libraries that include strong input library professionals with decades of knowledge of what works and does not work
- Support for elementary level libraries and librarian flexible schedules

### Health and Safety

- Safe buildings
- Designed for snow and snow clearing
- Safety lockers or lock down bullet proof areas

### Student Involvement in Design

- Students help with the design

### Community Resource

- Transportation hubs
- Disaster relief center off the grid

### Staff Housing

- Housing for staff! Could attract more diverse candidates?

### STEM and STEAM

- Robotics competition spaces

### Display and Exhibition

- Hallways and technology that allow for showing work

### Mentorship Opportunities

- A space where younger students have a chance to work with college aged students (SNHU?)



## Evening Community Meeting

Three identical Community Educational Visioning Meetings were held on April 4, 2023, to begin the process of establishing initial educational and architectural priorities for MSD’s Facility Master Planning effort. Meetings were held at different times of day to accommodate community members’ schedules, with an early afternoon meeting taking place at Girls at Work, a mid-afternoon meeting held virtually, and an in-person evening meeting held at the Beech Street Elementary School. Approximately 10 community members attended the virtual meeting (see attendance list below). Project architects SMMA and educational programmer David Stephen (New Vista Design) presented a range of information about the master planning process and collected community feedback on what they see as the key educational and facility development needs of the MSD community. Topics covered in the forum included:



- An overview of the Facility Master Planning process and schedule
- Community Priorities Brainstorm
- Community Design Priorities Brainstorm

A digital polling platform called Mentimeter was used to view and assemble participant feedback. The following meeting notes present an overview of the community feedback collected during the meeting.

## Participant List

- |                        |                       |
|------------------------|-----------------------|
| 62. Michelle Bailey    | Parent                |
| 63. David Bailey       | Grandparent           |
| 64. John F Bisson      | Parent                |
| 65. Johanna Clasby     | Teacher               |
| 66. Kelly Espinola     | Principal Mansd       |
| 67. Chuck Gasson       | Parent                |
| 68. Shauna Gagnon      | Teacher               |
| 69. Shana Hawveylchoh  | Non-profit ser. Prov. |
| 70. Patrick Long       | Resident              |
| 71. Selma Naccach-Hoff | Educator              |

### Design Team

- |                     |                                   |
|---------------------|-----------------------------------|
| • Martine Dion      | SMMA                              |
| • Lorraine Finnegan | Design Team Project Manager, SMMA |
| • Michael McKeown   | Dennis Mires, TA                  |
| • Dennis Mires      | Dennis Mires Architects           |
| • Andy Oldeman      | SMMA                              |
| • Rosemary Park     | Educational Planner, SMMA         |
| • Phil Poinelli     | SMMA                              |
| • Erin Prestiteo    | SMMA                              |
| • Matt Rice         | SMMA                              |
| • David Stephen     | New Vista                         |



## Greatest Hopes

When asked to share their greatest hopes for MSD facilities master planning process, meeting attendees shared the following responses, which have been grouped thematically.

### Long Term Planning and Real Change

- Develop a Master Plan that excites the Community and provides a path for the future of MSD
- We have been talking for 20 years, how about doing something
- There is an urgent need for change

### Community Buy-In

- That this process is embraced by the whole community
- Good education at reasonable price to taxpayers

### Equitable, Safe, and Spacious Facilities

- I hope to see facilities that are safe, spacious, and available to all students and community members, no matter where they live
- Security cameras and secure buildings
- Parking and exterior lighting. They should look like we care about education

### Expanded Learning Opportunities

- Holistic learning
- Student-centered learning
- Facilities that address the curriculum and recognize that not all students go to four-year college
- Best education possible for the children of Manchester
- I would like to offer students of all learning levels alternative education opportunities. This includes elementary, middle, and high school students

### Differentiated Instruction & Special Education

- More Special Education
- More special needs programs
- Hope that the facilities support all types of learners, including those with physical, cognitive, and emotional needs

## Project Priorities

The following list of educational, architectural, and community priorities and considerations for the master planning of MSD programs and facilities were brainstormed by participants during the evening Community Meeting. Priorities have been grouped thematically. If you have additional priorities that you would like to add to the list, please email them to David Stephen at: [david@newvistadesign.net](mailto:david@newvistadesign.net)

## Educational Priorities

### Student-Centered Learning

- Creating opportunities for our students who don't learn "best" in brick-and-mortar buildings
- Rigorous curriculum, varied course offerings to meet student interest but also teach skills
- Largest diversity in curriculum and learning environments to maximize child's potentials
- Offer culturally informed content e.g., African American studies in high school

### Attracting and Retaining Educators

- Continuing to attract and retain great educators
- Need to attract and retain great teachers

### Student Support

- Children can't learn if they don't have basic needs met
- Mentoring programs

### Collaboration and Alignment

- Time for collaboration both within our own buildings, as well as with colleagues in other buildings
- Approved curriculum that educators are a part of developing
- Better communication between teachers about the needs of students



## Architectural Priorities

### Safe Community Use and Access

- Community access after hours
- Create community buildings that are available outside of the school day. Bring back the family feel
- Parking and exterior lighting. The buildings should look like we care about education
- Safe drop off and pick up

### Safe and Friendly Entry Sequence

- Main offices that are user friendly
- Security Systems

### Support for Differentiated Instruction

- Buildings that provide a learning space that is developmentally appropriate, and support differentiated learning
- Privacy between classes
- Chill spaces
- Create a space for students to go to when feeling stressed or overwhelmed
- Varied spaces for learning

### Spaces for Movement

- Space for kids to move when they need to take a moment to get energy out to focus

### Central Gathering Spaces

- A “heart” of all schools, especially high schools
- Adequate gym space to allow multiple activities especially in elementary schools

### Kitchens in All Schools

- Kitchens in every school to allow for fresh food

### Library Media Center

- Libraries that attract students to want to read

### Outdoor Connections

- Plan for playgrounds at the middle school level

### Ventilation and Temperature Control

- Better ventilation so schools can stay open during the next pandemic
- Making better ventilation so kids don't feel stuffed
- Natural light and ventilation to all learning spaces
- Windows that open in every room
- Good air quality during all seasons
- Temperature awareness
- HVAC (air conditioning)
- 4 season-ready HVAC

### Transportation

- Buildings with transportation patterns that enable students to have various opportunities for transportation to school (bus options for families who may require it - improving student attendance )

### Natural Light

- Natural light to every classroom

### Flexible Furniture

- Furniture that allows flexibility for solo work and group project-based work



What are your top ARCHITECTURAL PRIORITIES for MSD schools? 19 Answers

Better ventilation so they can stay open during the next pandemic	Community spaces after hours	Temperature awareness
Natural light and ventilation to all learning spaces	Parking and exterior lighting. The buildings should look like we care about education	Create a space for students to go to when feeling stressed or overwhelmed
Windows that crack/open in every room	Follow through with these other priorities. Good air quality all seasons	Adequate gym space to allow multiple activities especially in elementary schools
Plan for playgrounds at the middle school level	Buildings with transportation patterns to enable students to have various opportunities for transportation to school (bus options for families who may require it - improving student attendance )	Main offices that are user friendly
A heart of all schools, especially high schools	Safe drop-off and pick-up	Space for kids to get out energy when they need to take a moment to get energy out to focus
Making better ventilation. So kids don't feel stuffed	Kitchens in every school to allow for fresh food	Chill spaces



## Community Priorities

### Safe Community Use and Access

- Valuable space in every school that is an asset to the community

### Follow Through

- Follow through! Since cost will always be an issue in our community, prioritizing most important elements will be essential
- Making meaningful progress even if it is incremental
- There is a real urgency to get things done

### Promote Community Pride

- We need to share all the good our district has to offer. This may help with community buy-in and will celebrate our kids

### Equity and Access

- Eliminate the great disparities in terms of facilities across the city
- Ensure consistency across schools

### Student and Family Resources

- Having after school opportunities available with transportation home to build community within a building
- Facility / shower access to those in need

### Pre-School Programming

- Pre-schools distributed across the district

### Creative Programming

- Have kids do an outline of their bodies and do different designs in the outlines along with making cooking fun from preschool to high school

### Outdoor Maintenance

- Playground upkeep

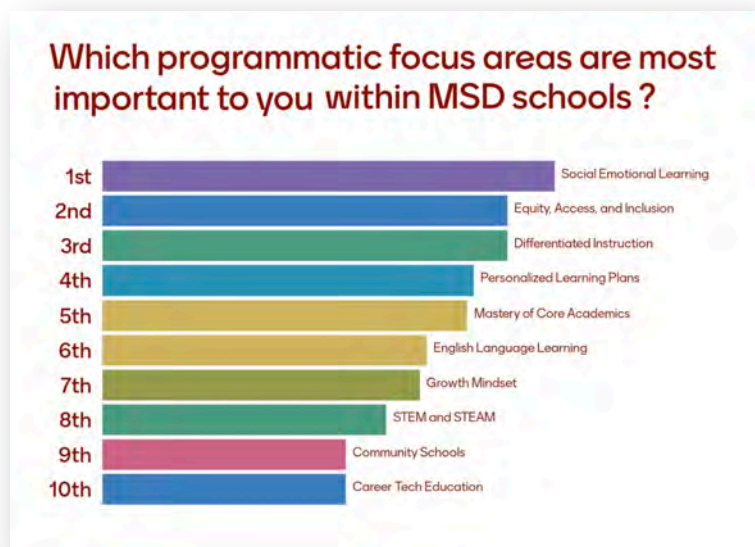
### Renovation of Schools

- Redevelop Parkside and Southside to properly accommodate four grades

## Community Priority Educational Focus Areas

During the Community Meeting, the design team introduced a variety of educational focus areas that have been identified by the district as being of key importance to programming within MSD community School. Participants then had the opportunity to rate these focus areas based on their own priorities, resulting in the following priority listing.

31. Social Emotional Learning
32. Equity and Access
33. Differentiated Instruction
34. Personalized Learning Plans
35. Mastery of Core Academics
36. English Language Learning
37. Growth Mindset
38. STEM and STEAM
39. Community Schools
40. Career Technical Education



## Additional Community Priority Educational Focus Areas

When asked to share additional educational focus areas that are most important to them, meeting participants shared the following focus areas which have been organized thematically.

### Differentiated Instruction and Supports

- Keeping class sizes small so that personalized learning can occur
- Recognize that not all students go to traditional four-year college and teach them too
- Special Ed student inclusion
- Special programs for “Slife” students, refugees, and education interrupted students
- Trauma resiliency

### Digital Literacy

- How to use a computer
- Digital citizenship
- Introduce E-Sports in athletics

### STEAM and Hands-On Learning

- More emphasis on STEAM not just STEM. The Humanities — art, music, literature — I inform the human condition
- Home economics, kids need to learn how to run a home. Shop, so our kids know a little about a lot. With high homelessness it's more important than ever

### World Languages

### The Arts

- Increase Arts programming
- Introduce and dance in the arts

## Blue Sky Ideas

When asked to share their Blue-Sky aspirational ideas for renovated and/or new MSD school facilities, meeting participants shared the following ideas which have been grouped thematically.

### Student Centered Programs and Buildings

- I love that everything tonight has been student centered

### Connections to Nature

- Design with nature, biophilic design
- Enclosed courtyard for students with free classes to relax and study
- An area in the middle of the building, off of the cafe for the students, just like West High has
- Trees and green space in all schools

### Technology Equity

- Equitable technology in every space and building

### Safety and Welcome

- Making the kids and educators safe and welcomed

### Improved Food Service

- Full kitchen in every elementary school

### Natatorium

### Performing Arts Spaces



## Priority Design Patterns 1.0

During the meeting, the group was introduced to 16 “Design Patterns” that represent priorities for and approaches to the design of 21<sup>st</sup> century school facilities. Participants had the opportunity to vote for and then collectively prioritize which design patterns they thought were most important to consider when renovating or designing new MSD school facilities. The following listing is in priority order based on the number of “votes” it received. It is notable that the relatively small difference in votes from the top and bottom vote-getters indicates that all of these design patterns are meaningful to meeting attendees.

1. **Welcoming Arrival and Drop-Off** (18 votes)
2. **Media Center Learning Commons** (18 votes)
3. **Enrichment Spaces** (18 votes)
4. **Heart of School** (17 votes)
5. **Maker Classrooms and Makerspaces** (17 votes)
6. **Outdoor Learning and Play** (16 votes)
7. **Agile Classrooms** (15 votes)
8. **Professional Work Areas** (15 votes)
9. **Safety and Security** (14 votes)
10. **Safe Community Use and Access** (14 votes)
11. **Career Tech Spaces** (14 votes)
12. **Natural Light** (14 votes)
13. **Sustainability/Building as Teacher** (14 votes)
14. **Wayfinding and Streetscapes** (12 votes)
15. **Extended Learning Areas** (10 votes)
16. **Classroom Neighborhoods** (8 votes)





# MSD Facility Master Plan Educational Visioning Student Workshop Notes

A group of 45 MSD high school students, representing each of the district’s 4 high schools, participated in a 1.5-hour Virtual Student Workshop on the afternoon of June 8, 2023. The purpose of the meeting was to present an overview of the high level educational and architectural priorities for MSD school facilities and programming that have been established within the district’s Facility Master Plan Community Educational Visioning Workshops thus far, garner student feedback, and answer questions posed by students. The following notes outline student feedback shared during the meeting. If you have questions about the workshop or would like to add additional priorities to the list below, please email them to David Stephen at [david@newvistadesign.net](mailto:david@newvistadesign.net)

## Student Participants

Students from the following grades and schools participated in the workshop:

### Manchester School of Technology

- Five 9<sup>th</sup> grade students, three 10<sup>th</sup> grade students, and four 11<sup>th</sup> grade students

### Manchester High School West

- Ten 9<sup>th</sup> grade students, four 10<sup>th</sup> grade students, and one 12<sup>th</sup> grade student

### Manchester Memorial High School

- Three 11<sup>th</sup> grade students, and three 12<sup>th</sup> grade students

### Manchester High School Central

- Four 9<sup>th</sup> grade students, two 10<sup>th</sup> grade students, four 11<sup>th</sup> grade students, and two 12<sup>th</sup> grade students



## MSDs Greatest Strengths

When asked to share what they saw as the greatest strengths and best parts of the MSD schools they have attended, students responded with the following comments which have been grouped thematically.

### Faculty

- Good teachers (12 responses)
- Guidance staff
- Teachers who help you out not only with school but personal lives
- Teachers taking leadership with classes and clubs
- MSD is really strong in the way they teach

### Academic Opportunities

- A lot of AP classes offered
- The amount of options
- Schedule flexibility
- Stem classes



## MSDs Greatest Strengths *Continued*

### Post-Secondary Planning

- CTE classes
- ETS
- Myturn
- Opportunities available for college and prep for college
- Gear-Up
- Support groups like SAP and SAC
- Guidance/Advising for College options

### Extracurriculars

- Clubs and Sports
- The all-school events
- The Boys and Girls Club
- Athletics
- Art classes
- Music Department
- Leadership events

### Inclusive School Culture

- Very inclusive
- After school activities and sports (they bring us together)
- Diversity and Inclusivity
- Supportive community
- Support groups
- Friends
- I have learned a lot of street smarts as well as all of the regular things



## Elements of Students' Ideal School

When asked to share elements of their "Ideal School," students responded with the following comments which have been grouped thematically.

### Strong Leadership and Teachers

- The principals are key to keep the school running and to keep the students in check
- More teachers
- Stricter discipline measures, for students and teachers

### Student Centered Learning

- More hands-on learning
- Classes that you learn not just able to take a test
- More scheduling options
- Courses that don't just give you something to read and take a test but engaging in learning
- More educational field trips
- Extra credit opportunities

### Inclusive Community Culture

- Classes for students at every level and more inclusion
- School store with like school merchandise
- Student planned events
- More inclusive events with BLM, LGBTQ, and other cultural events
- Pride month celebration

### Student Support

- More encouragement for NHS or young scholars
- Supports group
- Mental health groups
- Free tutoring for struggling kids. Maybe a learning plan when failing HS
- More scholarship programs
- ADHD/fidgeting toys
- Classes similar to planned parenthood
- Accessible mental health care
- Guidance checkups with students

### Well-Funded Programs

- A school with enough funding for all classes instead of just the popular ones

### Community Events

- More school assemblies like when holidays and vacations come around
- More school events
- Monthly events that cover that month like BLM or Women's History Month

## Elements of Students' Ideal School *Continued*

### Career Tech Programs

- I would like to see more programs for the medical field
- More programs in the Computer Science field
- Medical based classes
- Licensed Nursing Assistant (LNA) programs
- More business and marketing classes
- Trade programs
- Baking/cooking classes, culinary arts program
- Cooking program maybe to help the lunch team
- Classes that will provide you with license/credentials
- Future planning classes that are for students who choose not to go the college path

### Fine & Performing Arts

- Drama club and acting classes
- Music classes like band, orchestra, or chorus
- More elective classes/art classes
- Extended Music/Marching Band Programs that combine districts
- More opportunities to spread the music department such as performing at other places than school
- More music programs
- Art classes or art present in other classes
- Art and mural space

### Extracurriculars

- More competitive extracurriculars: Model UN, speech/debate, mock trial
- More variety of elective and extra-curricular classes
- More electives and club choices
- Anime Club
- Students to create clubs
- Funding for clubs

### Life Skills Classes

- Life skill classes
- Classes to teach important life skills
- Teaching us how to do taxes
- Money managing, a life class
- We should have a class dedicated to teaching on how to buy a house, do loans, all that stuff in case you don't have a parent to teach you

### Technology Infrastructure

- Funding for new technology to help keep schools up to date
- Better WIFI
- Improved internet connection throughout the school

### Language Classes

- Sign language classes
- More options of languages to learn such as German

### Black History

- We need a class on Black History
- Accurate teachings of American history

### Science & Technology

- Engineering programs

### Extended Learning Opportunities

- Internships
- Shadowing opportunity

### Athletics

- Co-ed sport teams
- Feeding programs for younger athletes
- Sports need better jerseys
- We should have a boys' volleyball team
- More balls
- We need more sports equipment
- We need more trainer-based sports equipment

### Good Food Options

- Better lunch choices
- We should have a cooking class that make us good lunch
- Improved school lunches
- Coffee shop/snack store that's open during the whole school day
- More vending machines I'm always hungry and no one ever has food
- We need a salad and wrap bar

### Driver's Ed

- Driving education classes
- Resources to do drivers ed



## Elements of Students' Ideal School Facility

When asked to share elements of their "Ideal School Facility" students responded with the following comments which have been grouped thematically.

### Safety and Security

- Better security cameras (5)
- Safe access (2)
- Security to make sure randoms don't get in (2)
- Metal detectors
- Better security for detecting weapons
- Less crowding with more security

### Policies and Attendance

- Open campus (9)
- Scan attendance (9)
- Start at 8am

### Inclusivity

- Resources for accessible students
- Prayer rooms for Muslim students

### Agile Classrooms

- Better desks (3)
- More colorful classrooms (3)
- Windows that open (2)
- Comfortable chairs for long class periods (2)
- Bigger classrooms
- Tables, instead of desks
- Open classrooms for group work
- Classes that aren't super huge so there can be a better sense of community

### Well Kept and Modern Facilities

- Make it so the ceiling tiles don't fall on us (2)
- New tiles on the floor (2)
- More spaces not compacted classrooms
- Not having the school look like grandma's house
- More buildings or added rooms at MST
- Make it before 2026
- Different buildings for different subjects

### Thermal Comfort

- Better heating I've never felt warm in this school (4)
- Air conditioning (4)
- We need every classroom able to control the temp.

### Good Lighting

- Warm lighting rather than cool lighting
- Better lighting in general

### Good Flow and Circulation

- Wider hallways (3)
- Modern, escalators, elevators available to everyone not just disabled people (3)
- Less stairs (2)
- Get rid of the double doors at central; they don't work
- Stairs that aren't super steep
- One-floor buildings
- Easier layout

### Health and Sanitation

- More water fountains (2)
- Clean water (2)
- Better cleaning
- Sanitation
- More supplies for janitors
- Drug monitor
- Vape detectors

### Outdoor Connections

- Outdoor classroom (5)
- Outside seating (4)
- Outdoor lunchroom (3)
- Courtyard (2)
- Outdoor space for MST
- Community gardens
- Better landscaping outside of the school
- Outdoor access to freshmen
- Greenhouse
- Green space around the school

### Library

- Bigger, upgraded library
- A bigger, better library to serve as a hub for student activity, studying, tutoring, lectures, meetings, etc.
- A library at MST
- Clean carpets in the library and a better selection



## Elements of Students' Ideal School Facility *Continued*

### Technology and WIFI

- Better WIFI (3)
- Better infrastructure
- Better computers that work anywhere in the school
- Space for Robotics team to practice with the robots safely
- Charging stations for laptops, phones, etc

### Science Spaces

- Space for science classes/projects

### Physical Education Spaces

- Better field for sports with routine clean up
- Big bleachers for pep rallies and school sports
- Basketball courts
- New weight room, CHS
- Improved gym

### Food and Dining

- Better food (9)
- Working vending machines (3)
- Big lunchrooms with big lunch tables for lots of people (2)
- Nicer cafeteria
- Restaurant in school
- Coffee shop
- Cafe for breakfast or lunch
- Fast food in school
- More seats indoor for cafe, we only have a couple picnic tables
- Better lunch tables
- We should allow local business to sell to the school
- Let the freshman get food outside

### Improved and Private Bathrooms

- More and better bathrooms (7)
- Locks on stalls (6)
- Feminine products (2)
- Soap dispensers (2)
- 2 ply toilet paper
- Cleaner bathrooms
- Transgender bathroom
- Bathrooms with proper locks and resources for situations, water bubblers with clean, cold water

### Performance Spaces

- A better auditorium
- Greenroom

### Quiet Spaces

- A space for people to study quietly not just during but after school (5)

### Student Created Spaces

- Areas created by students
- Student-customized areas
- Student murals around the walls

### Relaxation Spaces

- Couches or places to relax in hallways

### Collaborative Spaces

- Collaborative spaces
- Rooms/officers for clubs and extracurriculars

### Connectivity Between Schools

- Fluidity between schools for more offered programs

### Storage

- Remove the lockers (2)
- Rooms/Offices/Storage units for big extracurriculars and clubs
- Quality lockers available for all students
- Places to put bikes, skateboards

### Traffic and Parking

- Student Parking (2)
- Parking lot (2)
- Parking, CHS (2)
- Separate entrance to and from parking (2)
- Too much traffic so we need another entrance
- Crosswalk for the MST student parking lot so we don't have to jaywalk to get to school
- Better transportation for MST students

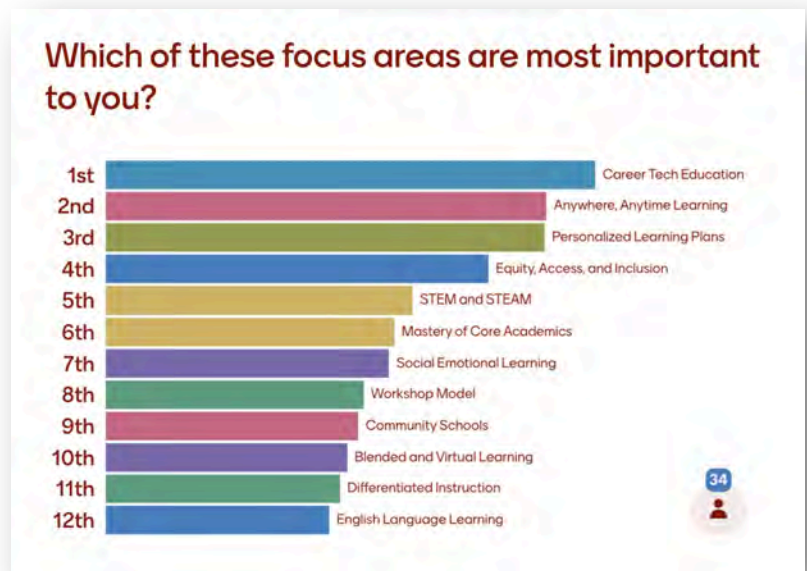




## Students' Priority Educational Focus Areas

A set of priority educational focus areas were introduced to students in the workshop as being of key importance to MSD leadership. Students then rated them in order based on their own priorities, resulting in the following listing which, notably, places Career Tech Education, Anywhere/Anytime Learning, and Personalized Learning Plans at the top of the list.

1. Career Tech Education
2. Anywhere Anytime Learning
3. Personalized Learning Plans
4. Equity, Access, and Inclusion
5. STEM and STEAM
6. Mastery of Core Academics
7. Social Emotional Learning
8. Workshop Model
9. Community Schools
10. Blended and Virtual Learning
11. Differentiated Instruction
12. English Language Learning



## Additional Student Priority Educational Focus Areas

When asked to share additional educational focus areas of importance to them that either did not appear on the previous list, or which they would like to call out, students responded with the following feedback.

- Finance and Accounting (6)
- Life Skills (5)
- Internship and job opportunities (4)
- Music programs (4)
- Hands-on learning (4)
- ETS (3)
- Cultural learning (3)
- Athletics (3)
- Field trips - including abroad (3)
- Shadowing programs (2)
- College prep (2)
- World language (2)
- More language options (2)
- Pride month/LGBTQ (2)
- Better, safer bus system (2)
- Introducing trips for future careers
- AP classes
- ELOs - Extra Learning Opportunities
- Driver's Ed
- College opportunities
- GSA program
- Law
- Classes about how to learn
- More things that are for people who just want to make money and work hard
- Resources for students who graduate and don't choose the traditional college path
- Class levels that are at people's speed and not just honors or general
- Engineering programs
- JROTC
- Medical programs
- Disconnect spaces - less tech
- Family and Consumer Science
- Nap room
- Study programs
- Internet literacy class - to help people use technological tools properly, as they are becoming more widely used across all aspects of life.
- Better parking for students
- Boys' volleyball
- Intramural sports



# Desired 21<sup>st</sup> Century Design Patterns 1.0

The following set of priority “21<sup>st</sup> Century Design Patterns” for the design of a renovated and/or new MSD facilities was developed by students during the Student Workshop. Students were introduced to 24 “Design Patterns” that represent varied architectural design features of, and approaches to 21<sup>st</sup> century school facility design, and that had been prioritized by members of the Educational Visioning Group in previous workshops. Individual students first rated each Design Pattern with a heart, thumbs up, or thumbs down, and were then given the opportunity to rate Design Patterns collectively in order of importance. The resulting list of Design Patterns has been placed in priority order based on the cumulative total of hearts, thumbs up, and priority ratings that each received.

## Top 10 Design Patterns

1. Heart of School (54 votes)
2. Career Tech Spaces (51 votes)
3. Flexible Classrooms (50 votes)
4. Outdoor Play and Learning (50 votes)
5. Safety and Security (49 votes)
6. Safe Community Use and Access (49 votes)
7. Anywhere, Anytime Learning (38 votes)
8. Wayfinding and Streetscapes (47 votes)
9. Nooks, Caves, and Quiet Spaces (47 votes)
10. Media Center Learning Commons (46 votes)



## Next 14 Design Patterns

11. Enrichment Spaces (46 votes)
12. Sustainability (45 votes)
13. Welcoming Arrival/Safe Drop Off (42 votes)
14. Natural Light (42 votes)
15. Collaborative Spaces (41 votes)
16. Maker Classrooms/Make Spaces (40 votes)
17. Breakout and Pull Over Spaces (39 votes)
18. Extended Learning Spaces (38 votes)
19. Varied Performance Venues (36 votes)
20. Professional Work Areas (31 votes)
21. Display and Exhibition (31 votes)
22. Classroom Neighborhoods (26 votes)
23. Building as Teacher (26 votes)
24. Good Storage, Lockers, and Cubbies (22 votes)





## Blue Sky Ideas

The following “Blue Sky” aspirational ideas for MSD school programs and facilities were shared by students.

### Open and Inviting Design

- I would like to see a lot more design in the hallways (4)
- Wider hallways (4)
- Natural light (3)
- Make lights more efficient
- More colorful and inviting design
- Less cramped up feeling in the classrooms, make them a bit more welcoming
- Combine some classrooms with movable walls
- New ceilings

### Improved Safety and Security

- Swipe to enter for students, school ID or passcode can be used (4)
- I'd like something that has better quality security cameras
- Safe drop off and pick up
- Security cameras
- Metal detectors for safety
- Better security against potential dangers like weapons
- Not looking like a prison

### Collaborative Spaces

- Open spaces to collaborate (2)
- Having areas to talk to people
- A real library for MST
- Learning commons

### Outdoor Connections

- Outdoor access
- Outdoor classrooms
- Better usage of our outdoor areas at memorial
- Community gardens
- Greenhouse

### Quiet Spaces

- Nooks, caves, and quiet spaces ,especially for high school students (2)
- Breakout rooms
- Napping places

### Visible Learning

- Places where people can see into the classrooms that have unique things going on inside them

### Infrastructure

- Replace all the old Romex in the walls with better preferably medical grade Romex that can take a beating to them

### Sustainability

- More solar panels that are efficient and do not waste any power and spend some big bucks on them

### Practice Rooms

- More practice spaces for music students to practice

### Astronomy Course

- Telescopes

### Ergonomic Furniture

- Better and more comfortable seating and desks

### Storage

- Locker removal (3)
- Practical lockers so people don't have to carry heavy bags all day

### Food and Dining

- More tables for students eating lunch
- Vegan options for lunches (2)

### Staff Support

- Faculty spaces

### Improved Bathrooms

- Functional bathrooms
- More privacy in the bathrooms

### Open Campus

- Open campus
- Unstructured time



## Educational Visioning Workshop One-A

A group of approximately 20 participants that included Manchester School District (MSD) administrators, teachers, parents, and community partners met for the first of two virtual Educational Visioning Workshops from 5:00 – 8:00 PM on Thursday, June 15, 2023. Visioning Workshops have been facilitated by SMMA Architects and New Vista Design with the goal of leading participants through a step-by-step visioning process aimed at capturing their best thinking about MSD’s current and future educational goals and priorities as connected to the establishment of directives for MSD’s Facility Master Planning study. An additional set of two similar virtual Educational Visioning Workshops (One-B and Two-B) were held on July 10, 2023, and July 20, 2023. If you have questions about the workshops or would like to add additional priorities to the notes below, please email them to David Stephen at [david@newvistadesign.net](mailto:david@newvistadesign.net)



## Participant List

- |                       |                                 |
|-----------------------|---------------------------------|
| 72. Patricia Anglin   | Health Services                 |
| 73. Matthew Bales     | English Teacher - Memorial      |
| 74. Joseph Bowe       | Humanities Teacher - MST        |
| 75. Ron Budway        | Art Teacher - Memorial          |
| 76. Katelynn Deel     | Student                         |
| 77. Jennifer Gillis   | Superintendent                  |
| 78. Sue Hannan        | Professional Development -      |
| 79. Rob Kleiman       | Principal - Adult Ed.           |
| 80. William Krantz    | Principal - McLaughlin          |
| 81. Darren Lennon     | Health Teacher - McLaughlin     |
| 82. Erin Murphy       | Network Director                |
| 83. Okiyanaeh Neptune | Student                         |
| 84. Kathleen Olden    | Student Services Asst. Director |
| 85. Debbie Stratton   | Business Teacher                |
| 86. Tiffany Tselios   | Special Ed. Teacher - Webster   |
| 87. Barry Brensinger  | Manchester Proud                |
| 88. James Vayo        | Designer/Planner/Manager        |

## Design Team

- Lorraine Finnegan      Project Manager, SMMA
- Rosemary Park        Educational Planner, SMMA
- Phil Poinelli            Educational Planner, SMMA
- Matt Rice                SMMA
- Kim McCarthy         SMMA
- Chase Gibson          SMMA
- David Stephen         New Vista



## Qualities of MSD Schools

When asked to share what three qualities of MSD schools they most appreciated, workshop participants listed the following qualities.

- Diverse (11)
- People (2)
- Powerful
- Engaging
- Community
- Clean
- Admin
- Change
- Open
- Friendly
- Resourceful
- Student Positivity
- Student Achievement
- Staff Attitude
- Student Positivity
- Student Voice
- Comradery
- Loyalty
- Multilingual
- Collaborative



- Evolving
- Opportunity
- Personal
- Multiethnic
- Inner city
- Dedication
- Walking
- Collaborative
- CTE and STEM Accessibility
- Technology

## Project Priorities

The following list of educational, architectural, and community priorities and considerations for the master planning of MSD programs and facilities were brainstormed by participants during the Educational Visioning Workshop One-A. Priorities have been grouped thematically.

### Educational Priorities

#### Whole Child Approach

- Whole person focused
- Emphasis on the Arts
- Student-Centered
- Student Choice/Voice
- Student goal setting
- Agency-encouraging
- Individualized
- Conversion to competency-based instruction
- Project-Based Learning

#### Special Education Support

- Inclusion
- Safe special education spaces
- Have a SEL (Social Emotional Learning) Room
- Wrap around student support
- Have an assigned meeting room for wraparound team, etc.
- Health and well-being of students-early identification and intervention
- More AED (Automated External Defibrillator)



## Educational Priorities *Continued*

### **Collaboration**

- Time and space for educators to collaborate
- Team teaching
- Cross-grade interactions
- Integration of Elementary/Middle/High School spaces

### **Community Connections**

- Family & community engagement
- Parent meeting spaces
- Access to community partners

### **Career and Technical Education**

- CTE (Career Tech Education) and STEM (Science, Technology, Engineering, and Math) rooms for improved learning and virtual field trips

### **Anywhere, Anytime Learning**

- Experience learning anywhere

### **Early Childhood Education**

- Early education
- Play based pre-K and K

### **Middle School Programming**

- True middle schools

### **Teacher Retention**

- Maintain and hire effective teachers

### **Restorative Justice**

## Architectural Priorities

### **Safety and Security**

- Floor plan that allows for rapid emergency response
- Adequate safety features in labs, both science and arts labs
- Fire alarm systems that consider epileptic students
- Wires and plumbing in walls

### **Good Community Fit**

- Character that instills pride
- Should fit into the community seamlessly

### **Flexible, Inspiring, and Diverse Learning Spaces**

- Functional flexibility
- Flexible space and student accommodations
- Great space for student learning/needs
- Opportunities for serendipitous engagement
- Larger Classrooms to allow Workshop Model and co-teaching
- Spaces that stimulate curiosity
- Adapt to the needs of the neighborhood. More capacity where the city is population dense

### **Student Friendly Buildings**

- Buildings should look and feel like they are built with kids in mind
- Spaces that support the presence of the individual

### **Ease of Accessibility**

- ADA compliant
- More than one elevator in a school requiring students to travel to the opposite end of the school to get to class
- Multiple elevators
- Great in any weather
- Appropriate for very young learners
- One level

### **Durable and Practical**

- Easy to clean and disinfect

### **Environmental Responsibility**

- Environmentally equitable
- Solar energy utility
- Heating and cooling systems
- Solar power
- Clean air systems

### **Meeting Spaces**

- Office spaces and small meeting availability
- Offices with space for adults and the children they work with
- Confidential meeting space



## Architectural Priorities *Continued*

### Special Education Spaces

- Inclusionary spaces
- Space for special education
- Special education spaces connected to regular classrooms
- Therapy spaces for special ed

### Robust Technology

- Spaces with access to technology
- Green technology
- eSports capable rooms
- Spaces for VR for virtual field trips
- PA systems that work in every space
- Good sound insulation and projection

### Cafeteria Space

- Updated cafeteria/menus
- Schools with cooking spaces for school lunches
- Separate cafeterias and gyms

### Outside Spaces

- Outside spaces for play and supports

### Art Spaces

- Visual arts spaces with natural light

### Athletics

- Climbing wall and the like
- Large locker rooms
- Multisport use spaces

### School Health Services

- Nurse's offices that allow for space and privacy for screenings, procedures, and assessments
- Easy access for nurse to respond in medical emergencies

### Bathrooms

- Adequate and functional bathrooms

### Safe Community Use and Access

- Community access to facilities
- Community outreach space
- Space for community and students to gather in non-threatening ways

### Adult Learning

- Space for adult learners during the day, evening, and weekends

### Parking and Transit

- Walk and transit access
- Allows for flow inside and traffic flow outside
- Parking for staff and students, even if it is street parking
- Safe parking

### After School Programming

- After school activities and events spaces

### Housing for Teachers

### Childcare

What are your top ARCHITECTURAL PRIORITIES for MSD schools?

Space for adult learners	Separate cafeterias and gyms
Great space for student learning/needs	Safety
Nurses offices that allow for space and privacy for screenings, procedures, and assessments	Inclusionary
Community access to facilities	Flexible space and student accommodations
Opportunities for serendipitous engagement	Floor plan that allows for rapid emergency response
Spaces with access to technology.	Should fit into the community seamlessly
functional flexibility	ADA compliant
Space for community and students to gather together in non-threatening ways	visual arts spaces with natural light
Space for special education spaces connected to regular classroom spaces	Walk and transit access
Larger Classrooms to allow Workshop Models and Coteachig	Character that instills pride
Wires and plumbing in walls	Building should look and feel like they are built with kids in mind
PA systems that work in every space	Adequate safety features in labs, both science and arts labs
Easy access for nurse to respond in medical emergencies	eSports capable rooms
	Confidential meeting space

86 Answers



## Community Priorities

### Safety and Security

- Increased safety
- Metal detectors
- More security cameras and higher quality cameras
- Safe community spaces

### Affordability

- Affordability and ability to sell idea to community
- Long term analysis of the actual cost of new vs. rebuild
- Side by side longitudinal comparisons

### Educational Value

- Facilities that impart a sense of the importance of public education
- Schools lifting neighborhoods
- Communication about the value of education
- Schools with strong presence in community- symbols of pride

### Equitable Access

- Welcoming to families of all ethnicities
- Bringing diverse neighborhood members together
- More understanding of how to work with diverse youth
- Respect for River divide/neighborhoods

### Health and Wellness

- Support access for mental health, medical, and dental

### Library

- Extensions of city library

### Safe Community Access

- Community access and integration
- Active street frontages for the public to engage
- Schools integrated into daily life of community

### Family and Community Engagement

- Space for family engagement activities
- Space for community outreach events
- Places where large groups can come together
- Community activities that encourage community members to engage

### Learning Hubs

- Learning hubs for all...parents and students
- Space for adult learners, during the day, evening, and weekends

### Athletic Facilities

- Having better than adequate athletic facilities
- Athletic facilities welcoming to families and community

### Housing and Daycare

- Housing for teachers
- Daycare for teachers' children?

### Transportation

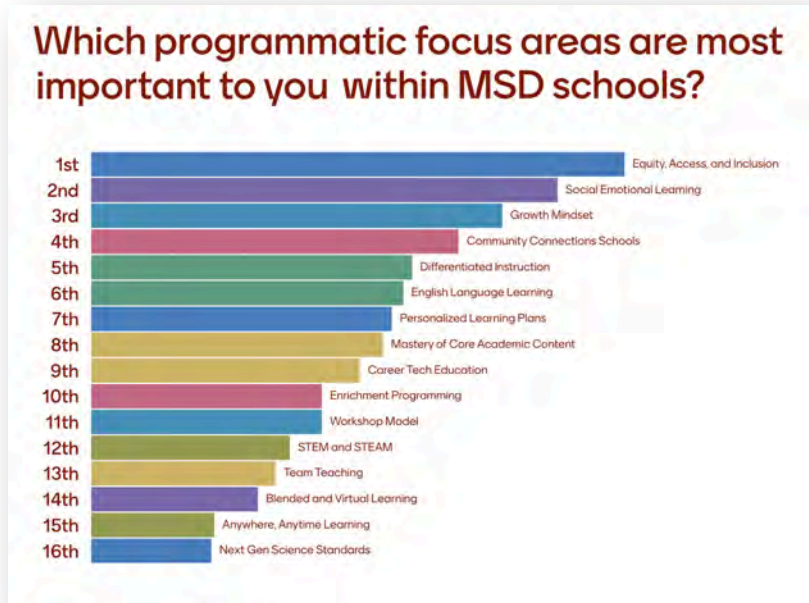
- City bus access
- Not car dependent
- Close connection through walking access



## Community Priority Educational Focus Areas

During the workshop, the design team introduced a variety of educational focus areas that have been identified by the district as being of key importance to programming within MSD community School. Participants then had the opportunity to rate these focus areas based on their own priorities, resulting in the following listing.

41. Equity, Access, and Inclusion
42. Social Emotional Learning
43. Growth Mindset
44. Community Connected Schools
45. Differentiated Instruction
46. English Language Learning
47. Personalized Learning Plans
48. Mastery of Core Academics
49. Career Technical Education
50. Enrichment Programming
51. Workshop Model
52. STEM and STEAM
53. Team Teaching
54. Blended and Virtual Learning
55. Anywhere, Anytime Learning
56. NextGen Science Standards



## Additional Priority Educational Focus Areas

When asked to share additional educational focus areas that are most important to them, meeting participants shared the following focus areas.

- Flexible Pathways (3)
- Externships (2)
- Need to clearly articulate what EQUITY means
- Health and Well-being
- Physical access to learning
- Humanities
- Science of Reading
- Shops (CTE)
- Trauma informed practice... SEL can absorb this
- Priority to SEL (concrete time set aside each week)
- Allied Arts are equally important
- State of housing as a vulnerability to teaching and learning, and health communities
- Teacher classroom management training and mentor teachers
- Support for staff to help with the challenges of today's students
- Ethics for all training, admin, teachers, students
- Problem solving, how to research to find answers

## Educational Focus Areas in Practice

When asked to respond to the following list of educational focus areas and describe what they look like in practice at MSD schools, either now or in an aspirational future, workshop participants responded with the following comments.

### Present Practices

- All topics are worked on, there is progress but it's more of a start
- Some schools have differentiated instruction, anytime anywhere learning, standards-based learning, student driven learning, team teaching, cross curricular learning
- In the past there has been a never-ending stream of initiatives from a revolving door of top administrators that go nowhere and are abandoned, leaving educators frustrated
- Individual schools have strengths and weaknesses in these areas
- Consistency is a common goal but taking significant time
- Agree, consistency should be a common goal
- There are mixed messages from MSD
- Pride in schools is limited
- Diversity, equity, and inclusion is a goal of the district, but structure and policy still stand in the way of equity
- Systemic barriers create roadblocks for each of these areas
- We need to do a better job educating the unmotivated, need smaller class sizes and more interventions
- Anytime anywhere learning is not a thing; kids are penalized for late work and can't do iReady at home
- Understanding the importance of early education and the spaces needed
- Not great, hope to improve but transportation is an issue

1. Equity, Access, and Inclusion
2. Mastery of Core Academics
3. Differentiated Instruction
4. Community Schools
5. Social Emotional Learning
6. Anytime Anywhere Learning

### Desired Future Practices

#### Equity, Access, and Inclusion

- With current leadership the future looks bright in all areas
- Access to community-based services within buildings
- Investments but with equitable community assets (including schools)
- Changing state funding so poorest districts aren't also the most poorly funded
- Educators fighting to maintain strong public schools that allow equal access to a quality education
- We need to follow through on quality programs that are sustained over a few years
- Commitment to programs instead of half measures
- Continue to work on trust issues through-out the SAU
- Decisions should be made based on kids not adults
- Youth first
- Equity in programming and services for adult learners
- Understanding importance of early Ed and the spaces needed
- Focus on play based Kindergarten

#### Differentiated Instruction

- Increased training in differentiation
- More staff to help students based on need
- Schools will support lifting the poorest neighborhoods
- Special ed would be more differentiated, especially for the lower functioning students who vary widely but still get grouped together
- Identifying student concerns within 1st 2 weeks of school and having the staff to intervene and actually help struggling students
- Students feel more part of the school community through their interests
- Student based interests lead to scholarships and need to be addressed with supportive programs
- In the future school campuses will have university embedded
- Trauma informed instructional practices



## Desired Future Practices *Continued*

### Mastery of Core Academics

- Freshman Academy with intense goal setting
- Alignment with the State requirement of all schools in NH be competency based
- Students are paying attention and not tied to their cell phones for non-educational reasons
- Need for following state standards for play based kindergarten

### Anytime Anywhere Learning

- Accountability for learning anywhere

### Community Schools

- Adult learners feeling welcome in a separate space. Many adult learners do not want to go into school buildings due to past experiences
- Community as a classroom
- Students running models of community businesses and services

### Social Emotional Learning

- SEL with smaller class size needs to be a priority
- Small class sizes for younger students
- Staff also needs education on how to handle the various students as MSD has such a large population of students with social emotional difficulties
- Emotional Intelligence to help young people be literate of their feelings

## Present Practices

- These educational focus areas are in process
- There is still a big push for college, when most families can't afford college and students don't necessarily desire a college degree
- Mindset that everyone can learn is weaker in the high schools where there is less differentiated instruction and more dividing and tracking of students
- Growth Mindset includes putting students first and not place the emphasis on adults (the "professionals")
- Growth Mindset is in practice
- i-Ready My path is nurturing Growth Mindset
- There are a huge number of students with multiple study blocks during the day
- Too much wasted time in high school schedule with not enough staff to engage them with that time
- CTE is constricted by being tied to one location and hamstrung by logistics constraints
- Vocational tracks are explored clearly for Special Ed students but not as much for non-identified students
- The pendulum needs to swing back to "well-rounded" graduates with strong basic understanding of the humanities
- Enrichment programming is limited, but we hope it will be more robust in the future
- English Language Learning (ELL) as immersion only is very frustrating at the high school level
- ELL is improving

7. Growth Mindset
8. Personalized Learning Plans
9. Career Tech Education
10. English Language Learning (ELL)
11. Enrichment Programming

## Desired Future Practices

### Enrichment Programming

- Because we are post covid, we need to have state of the art buildings and athletic facilities
- Music and visual arts are not "enrichment" they are core subject areas and need to remain so
- Hopefully robust

### School Schedule

- Scheduling needs to be around what the students need and not just put into classes, even if they've taken and passed the class
- Teachers need more than 45 minutes per day to plan, collaborate, reflect, connect, learn, etc.



## Desired Future Practices *Continued*

### Career Tech Education

- All schools should have access to some form of hands-on CTE
- Students can move through pathways to create engagement in their futures
- CTE programs that are taught with a career minded focus
- Career Tech could include students collaborating to offer services to the community based on their interest
- Time for students to explore career interests without taking other class time away/getting behind in classwork
- Committing to a CTE model that is not one school for the whole city, but all schools receive funding to explore careers

- Increased career tech options with community involvement
- More job shadow opportunities
- More staff to help students in job shadows, internships, etc.
- Increases student engagement in community for CTE
- Mentorships!

### Personalized Learning Plans

- All students deserve individualized learning plans
- More kids "caught up" = growth
- HS schedules should be flexible enough to meet individual students needs

### English Language Learning (ELL)

- Provide immersion with support

## Present Practices

- Most are at the beginning stages at best. In the not-too-distant future most should be solidly in process
- Too few students engage in virtual learning, at least at the high school level
- Students with medical and psychiatric issues are penalized for not attending school, even when they complete work
- Space/time for co teaching between general Ed and special education
- Robotics club
- Lack of common planning nixes STEAM and co-teaching
- Happily, we have a robotics class and a team!

- 12. Blended and Virtual Learning
- 13. STEM and STEAM
- 14. Workshop Model
- 15. NextGen Science Standards
- 16. Team Teaching

## Future Practices

### Blended and Virtual Learning

- Production of competitions where students compete and organize
- The ability to seamlessly transition from in person as needed
- Using technology for blended learning technology to create equity and differentiation
- Production of eSports tournaments, streams, and community support
- eSports classes
- Use of VR in classrooms

### STEM and STEAM

- Production of visual media and streaming
- STEAM was working but new schedule flexibility brings it back to life!
- Production of drone events/races for scholarships
- Class for this and national and international competitions
- Schools have embedded program to create a workforce pipeline for Bio-fabrication and Bio-Engineering which is an emerging industry cluster in Manchester
- Hands-on learning, especially for students who have difficulty with traditional pen and paper learning



### Future Practices *Continued*

#### Team Teaching

- Co-teaching would be a priority
- Space/time for co teaching between general Ed and special education
- Teachers need more than 45 minutes per day to plan, connect, reflect, learn, collaborate, comply, etc.
- We need to have team teachers work together so units tie together while working the curriculum
- Scheduling allows Co-teaching in inter-disciplinary models

### Program and Facility Design Implications of MSD Profile of a Graduate

Workshop participants met in facilitated breakout groups of 4-5 people to share and discuss what they think are the program and facility design implications of the MSD Portrait of a Graduate. The following is a consolidated list of the implications identified in each small group. These have been grouped thematically.



#### Increased Funding for Programs

- Need additional staff, that is trained appropriately
- Need time for planning

#### Practicality and Cost Effectiveness

- Renovations vs. New Buildings- need to do value study

#### Need for New and/or Renovated Schools

- All our schools are old
- All our middle schools (aside from McLaughlin) were designed as junior high schools
- Some schools are over 100 years old



## Program and Facility Design Implications of MSD Profile of a Graduate *Continued*

### Accessibility

- All areas of buildings must be accessible
- Accessibility is a huge issue and can make rapid response difficult

### Inclusivity and Equity

- Equity = access to education, and food. All meals (breakfast, lunch, AND dinner)- to be available. There is presently no dinner service now
- Acceptance/inclusion is particularly strong at West, where there are not many exclusionary social cliques. But this is not consistent across all the high schools and should be. At Mclaughlin, there are not many cultural/place-of-origin cliques
- The feeder system from Mclaughlin has current challenges which impacts disadvantaged students
- The state of NH has inequitable funding
- Equity is important- in staff

### Safety and Well Being

- Lifting students where they need it: the basic needs of safety, wellness, security
- Consider the creation of small nooks - place to feel protected/safe

### Sustainability

- LEED neighborhood design will impact site selection, building front, transportation, natural environment
- Scoring criteria can help select right kind of site, bolster neighborhood, and bolster school/education

### Flexibility

- Can the entire building be conceived of in a flexible manner to adapt
- We need flexible space that is appropriate for the learners
- Wider hallways for students to transition easier to classes
- We still have very traditional buildings, which makes flexibility difficult. I hope it starts to change how classrooms look and feel for students and staff

### Agile Classrooms

- Branching out from typical classroom
- Classrooms facilitate and support multi-modal delivery with neutral but open design
- Use space to teach in custom way without being too specific to one method

### Health and Wellness Support

- Training for educators is crucial - not well onboarded and informed about students' mindset and situations (including trauma). Need to prepare the educators for this aspect of teaching (empathizing, relate and communicate with students)
- We must somehow be able to teach empathy
- We need to know what resources exist within the community to help the students
- Nurse delivers counselling and mental health support. Students ask why they have be in school? Trying to promote asking students what they want to do. They want to learn in different ways. Sometimes economic situations get in the way of visioning why they must be in school when they are struggling to eat. Some students are refugees
- Nurses- need more space to do vision and hearing screening
- Many dropped out of school during Covid-19 pandemic and suffer from anxiety and depression
- How to create safe space and partner with more community partners and mental health partners, local colleges/universities
- Incorporate health and wellness- a healthy student works better
- Making sure that population is being served
- Guidance runs food pantries and clothing closets- would like to have dedicated spaces for these programs. Funding is an issue. There are homeless families- that utilize these resources. Right now, using closets
- Health should be integrated into Nurse's office. To keep kids in school



## Program and Facility Design Implications of MSD Profile of a Graduate *Continued*

### Robust Technology

- We will need to find ways of accepting virtual technology, and what that means for the evolution of traditional classrooms ... flexible walls, flexible/adaptable furniture
- Some are moving more in a tech direction and need space for augmented reality, VR, more outlets, more drops, fuse, charging, improved WIFI, better connectivity
- Currently wall thickness limits connectivity between classrooms. Wall thickness blocks signals. New facilities should be constructed from sturdy/durable materials that allow WIFI but also limit acoustic impact on class

### Collaboration

- Co-teaching is now being done at MST. Social Studies and English classes collaborate- Humanities. Excites the students and create programs that make students want to go to school.

### Meeting and Collaboration Rooms

- Space for private conversations

### Student Agency

- Focus should be on students taking ownership of their own learning. (Similar to MST mission)
- Move towards life-long learning- has to happen now and not in college
- Facilities that promote that- more opportunities, not just cookie cutter classrooms. Need to promote collaboration. Not desks in rows

### Communication

- Safety of students to express ideas ... 20% speaks for the 80%, especially in challenging curriculum areas
- MSD Grad Profile can't happen if there is not a baseline of common civility. "Moral of the story" initiatives. To get students to open their hearts to combat apathy or lack of empathy. "Troubled by what seems to be pervasive culture of meanness."

- Social Emotional Learning lessons
- Elementary schools are currently struggling due to not having traditional Kindergarten after the pandemic. This affects all students, but mid-elementary school level students have had challenges - has also had effects student resilience

### Work and Life Ready Basics

- Life Skills is huge, students don't have life skills
- Emphasizing that both college AND career tracks are positive outcomes

### Growth Mindset

- Resilience and Adaptability is the most critical right now

### Career Tech Education (CTE)

- Large % of students who both graduate college and CTE programs
- Importance of having additional CTE programs within the district as a whole to support all students as population grows

### STEAM and Project-Based Learning

- MST- Students reorganize space to create the environment for project-based learning
- STEAM- integration- need a bigger part of the space planning
- Celtics STEM Labs - Webster has a great lab, there is large variety of programming that happens in these labs across the district

### Improved Arts Spaces

- Art Department at Memorial needs renovation

### English Language Learning

- A large % of students who are being immersed in the culture, language, and curriculum for the first time as newcomers and they persevere. Survival mentality can both support students and isolate them



## Program and Facility Design Implications of MSD Profile of a Graduate *Continued*

### Community Schools

- How can schools be better organized as neighborhood schools?
- School locations and relationship to their surrounding community is important - catchment areas to support community schools
- Small team true community schools... not just in name but in practice. The district is applying for grant to leverage community schools
- Schools are the institutions of the city. Narrative of the siting school understands how critical it is to buoying neighborhoods

### Community Access

- Safe community access to portions of the building for community use
- Sometimes it feels very inaccessible when school closes for the day, then there is no access at all
- Vision of transition into accessible/community intersection. Doesn't feel approachable

### Adult Education

- How to mitigate and manage Adult Education outreach/education opportunities? How is this staffed?
- Now there is not a lot of adult ed, that shifted in 2016. Funding is limited and the district is in rebuild mode. Looking at different ways to engage with adult learners. Grant community school planning

### Open Campuses

- High schools have open campus with exceptions, free reign fields, tennis courts, ROP programs, afterschool usage of facilities

### Communication

- Safety of students to express ideas ... 20% speaks for the 80%, especially in challenging curriculum areas
- MSD Grad Profile can't happen if there is not a baseline of common civility. "Moral of the story" initiatives. To get students to open their hearts to combat apathy or lack of empathy. "Troubled by what seems to be pervasive culture of meanness."
- Social Emotional Learning lessons
- Elementary schools are currently struggling due to not having traditional Kindergarten after the pandemic. This affects all students, but mid-elementary school level students have had challenges, which has also negatively affected student resilience

### Intentional Planning

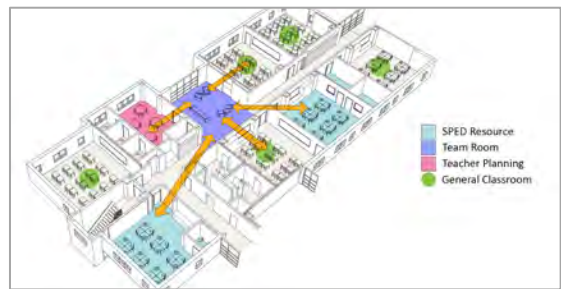
- Memorial High School is familiar with the 5-year plan and is at the beginning stages



## Priority Design Patterns 1.0

During the workshop, the group was introduced to 24 “Design Patterns” that represent priorities for and approaches to the design of 21<sup>st</sup> century school facilities (the first 16 of which had previously been prioritized by MSD community members in a series of community meetings that took place on April 4, 2023). Participants had the opportunity to vote for and then collectively prioritize which Design Patterns they thought were most important to consider when renovating or designing new MSD school facilities. The following listing is in priority order based on the number of initial “votes” they received. These Design Patterns will be further explored within breakout groups during Ed Visioning Workshop Two. It is notable that the relatively small difference in votes from the top and bottom vote-getters indicates that all these design patterns are meaningful to meeting attendees.

- 33. Classroom Neighborhoods (28 votes)
- 34. Breakout Spaces (28 votes)
- 35. Heart of School (26 votes)
- 36. Agile Classrooms (26 votes)
- 37. Media Center Learning Commons (26 votes)
- 38. Enrichment Spaces (26 votes)
- 39. Collaborative Spaces (26 votes)
- 40. Varied Performance Venues (25 votes)
- 41. Push-In Special Education (25 votes)
- 42. Safe Community Use and Access (24 votes)
- 43. Career Tech Spaces (24 votes)
- 44. Display and Exhibition (24 votes)
- 45. Safety and Security (23 votes)
- 46. Professional Work Areas (23 votes)
- 47. Nooks, Caves, and Quiet Spaces (22 votes)
- 48. Good Storage/Cubbies (22 votes)
- 49. Welcoming Arrival and Drop-Off (21 votes)
- 50. Wayfinding and Streetscapes (21 votes)
- 51. Outdoor Learning and Play (20 votes)
- 52. Extended Learning Areas (20 votes)
- 53. Maker Classrooms and Makerspaces (20 votes)
- 54. Natural Light (18 votes)
- 55. Sustainability (18 votes)
- 56. Building as Teacher (17 votes)





## Educational Visioning Workshop Two-A

A group of approximately 16 participants that included Manchester School District (MSD) administrators, teachers, parents, and community partners met for the second of two virtual Educational Visioning Workshops from 5:00 – 8:00 PM on Thursday, July 6, 2023. Visioning Workshops have been facilitated by SMMA Architects and New Vista Design with the goal of leading participants through a step-by-step visioning process aimed at capturing their best thinking about MSD’s current and future educational goals and priorities as connected to the establishment of directives for MSD’s Facility Master Planning study. An additional set of two similar virtual Educational Visioning Workshops (One-B and Two-B) were held on July 10, 2023, and July 20, 2023. These workshops have their own set of notes. If you have questions about the workshops or would like to add additional priorities to the notes below, please email them to David Stephen at david@newvistadesign.net.



## Implications of MSD Graduate Profile

After reviewing highlights of the educational and architectural implications of the MSD Graduate Profile that were brainstormed by breakout groups during Workshop One, participants shared what stuck them about the list, or what was missing.

### What Strikes You, What’s Missing

- A good and complete list (4 mentions)
- It implies that community development can be achieved through schools
- Requires mobility and access
- Requires flexibility of programs and buildings
- Requires agile and flexible classrooms
- Goal setting for high school students (probably fits under student agency)
- We will need a nurses' office that meet State DOE minimum standards in every school



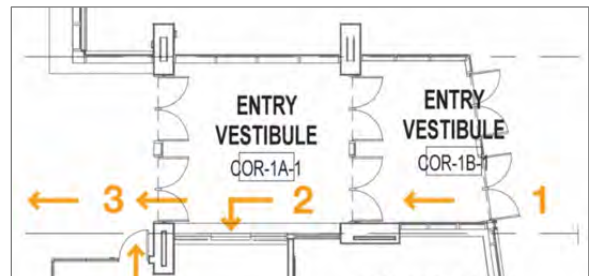


## Desired 21<sup>st</sup> Century Design Patterns 2.0

The following set of priority “21<sup>st</sup> Century Design Patterns 2.0” for the design of renovated and/or new MSD K-12 school facilities was developed by the Educational Visioning Group (EVG) during Workshop Two-A. Working in small groups, participants were given the opportunity to interact further with the Design Patterns that they had begun to prioritize in Workshop One. Three teams of 4-5 participants each worked to create their own set of 8-12 priority Design Patterns and attributes, which were later grouped by like themes and are listed below in order of the number of “votes” they received, with each pattern given 5 votes for every time that it appeared on a team’s list.

### 27. Safety and Security (15 votes)

- Passive and active approaches
- An open, welcoming, and connected community that allows you to see someone who doesn’t belong
- Should only be “seen” as much as needed
- Doors that alarm when left propped open
- Promote safety as well as creative design approaches
- Portables are problematic



### 28. Agile Classrooms (15 votes)

- Designing for the future
- Robust furniture that is easy to move
- Supports differentiated teaching and learning
- Flexibility is key



### 29. Flexibility and Adaptability (15 votes)

- 21<sup>st</sup> Century schools that continue to adapt to changes as needed
- Mostly fixed, but some operable walls
- 50-year functionality

### 30. Heart of the School (15 votes)

- Each school should have a central gathering space with natural light
- Multi-purpose spaces used throughout the day
- Could vary from school to schools
- More like college environment (in high schools) with informal seating and lecture
- Cafeterias that feel less like cafeterias



### 31. Inclusivity and Accessibility (15 votes)

- Supporting differentiated learning

### 32. Safe Community Use and Access (15 votes)

- Support Adult Education
- Keep adults separate from students
- Safely close off academic areas from public
- A community asset that should be made available as safely as possible
- Public face of school could be art venue





## Desired 21<sup>st</sup> Century Design Patterns 2.0 *Continued*

### 33. Natural Light (15 votes)

- No corridors that dead-end
- Consider safety factors

### 34. A Place You Want to Be (10 votes)

- Welcoming and friendly environments
- Non-institutional feel
- Promote community and connection
- Promote belonging and ownership



### 35. Sustainability (10 votes)

- Agile buildings and healthy systems
- Thermal comfort
- Practical solutions



### 36. Safe Pick-Up and Drop Off (10 votes)

- Safe site circulation zones
- Separation of pedestrian, car, and bus traffic
- Definite need for improved safety and traffic control in some schools
- Avoid students being dropped off in traffic
- Explore access by city busses for new high school (free to Manchester students)

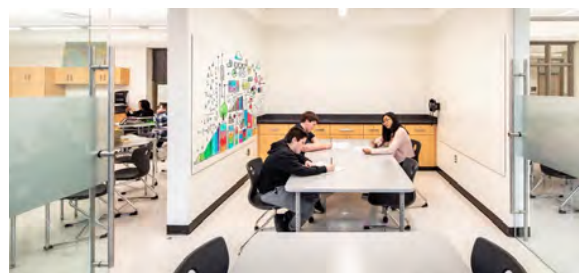


### 37. Wayfinding and Streetscapes (10 votes)

- Promotes health and wellness
- Ease of circulation

### 38. Meeting Special Education Needs (10 votes)

- Consider varied classroom and furniture needs of Special Education students



### 39. Break Out Spaces (10 votes)

- Peer-to-peer learning
- Enjoyment and de-escalation
- Balance transparency with safety
- Close to classrooms where you can see them
- Good visibility for supervision

### 40. Extended Learning Spaces (10 votes)

- Well thought out hallways and connecting spaces

### 41. Outdoor Play and Learning (10 votes)

- Consider interior courtyard for outdoor gathering and connections
- Consider safety and supervision issues
- High school students would love to eat outside





# Desired 21<sup>st</sup> Century Design Patterns 2.0 *Continued*

42. Welcoming Arrival (5 votes)

43. Technology Integration (5 votes)

- Ubiquitous access
- Meet schools' varied needs for technology use and access
- Consider computer science, web-page design, career exploration, and web design



44. Nooks, Caves, and Quiet Spaces (5 votes)

- Hiding in plain site
- Could be a challenge for teachers given students with sensory issues wanting to hide out



The screenshot shows a Zoom meeting interface. On the left, a presentation titled 'MSD Design Patterns Handbook' is displayed. The presentation includes slides for 'Safety and Security', 'Agile Classrooms', 'Welcoming Arrival Safe Drop-off/Pick-up', and 'Heart of the School'. On the right, a grid of video feeds shows participants: rbdway, David Stephen / New Vista, Erin Murphy, Chase Gibson | SMMA, Rob Kreiman, Trish, 17-1A: Bill Krantz, Rosemary Puh, and Tiffany Tselios.



## MSD Facility Master Planning Guiding Principles 1.0

The following set of “MSD Facility Master Planning Guiding Principles 1.0” for design of renovated and/or new MSD K-12 school facilities was developed by the Educational Visioning Group (EVG) during Workshop Two-A. Guiding Principles are big picture educational and architectural priorities that provide an invaluable framework for making decisions and choices regarding the renovation and design of MSD facilities.

The EVG was introduced to four Case Studies of recent K-12 school projects in which the Guiding Principles for each school were reviewed as connected to design decisions that were made for the project. Three teams of 4-5 participants each worked to create their own set of Guiding Principles, which have been grouped by like themes and listed below in order of the number of “votes” they received, with each pattern given 5 votes for every time that it appeared on a team’s list.

**1. School as Community Resource** (15 votes)

- Safe after hour building access and frequent use
- Wrap-around support
- Physical hub
- Central location

**2. Whole Child, Whole Community** (15 votes)

- Joy of Learning
- Student engagement and excitement
- Real world connections and learning
- Visible learning

**3. Small School Feel, Large School Pride** (15 votes)

- Learning Communities
- Belonging and ownership

**4. Flexibility and Evolution** (10 votes)

- Adaptable and efficient spaces
- Differentiated Spaces
- Flexibility within urban context

**5. Community and Civic Hub** (15 votes)

- Strong presence both physically and architecturally
- City as a school, with local colleges, universities, and Chamber of Commerce
- High school and middle school as hub for city businesses and organizations
- Intentional community integration
- Schools without walls

**6. Outdoor/Nature Connections** (10 votes)

- Age-appropriate outdoor play and learning
- Indoor/outdoor connectivity
- Natural lights

**7. Sustainability and Resilience** (15 votes)

- Environmental stewardship
- Thoughtful planning for the future
- Community pride, ownership, and investment
- Advanced green technology

## Personal Favorite Guiding Principles

When asked to share their two personal favorite Guiding Principles, workshop participants shared the following responses.

- Joy of learning (4)
- Community and Civic Hub (3)
- Community Schools (4)
- Wrap Around Support (2)
- Adaptability (2)
- Health and Wellness
- Work and Life Ready Basics
- Community Access
- Real World and Brain Based Learning
- Whole Child
- Promote Student Agency
- Foster Civic Pride
- Foster Collaboration
- Funding from the State
- Improved Art Spaces
- Need for New and/or Renovated Buildings
- Plan to Meet needs/wants



## Blue Sky Ideas

The following “Blue Sky” ideas for the design of renovated and/or new MSD K-12 facilities were brainstormed by the Educational Visioning Group (EVG) during Workshop Two-A. Individual participants brainstormed Blue-Sky Ideas, which have been organized thematically below. Blue Sky Ideas, though sometimes not feasible due to budget or design constraints, often hold the seeds of aspirational ideas and design approaches that can be implemented on some level within the design.

### Sustainability

- Green schools
- Totally green self-sustaining school

### Safety and Security

- Safe buildings for all!

### Community Pride

- Beautiful, functional spaces that the taxpayers are proud of

### Community Resources

- Incredible brand-new high school offering community resources and supported by the community
- MSD as a strategic network of city-wide learning resources
- Manchester Library extension as part of a school
- Senior Citizen enrichment programs led by students

### Career Tech Education

- Community-accessible banks, restaurants, etc.
- Building Trades Program (i.e., building accessory dwelling units for community)
- Day care facility in school as program and service

### Green Spaces

- Fully accessible playgrounds and genuine park-type spaces for ALL ages
- Multi use fields at the schools to eliminate bussing to different places in the city

### Housing

- Housing for displaced families
- Housing development as part of a school campus

### Teacher’s Village

- Housing for teachers
- Self-sustaining daycare facility in the school for the children of school employees

### Public Transportation

- Transit Integrated Mobility

### Schedule Flexibility

- Soft start and end to school day

### Openness to Change

- Change is good and we need change

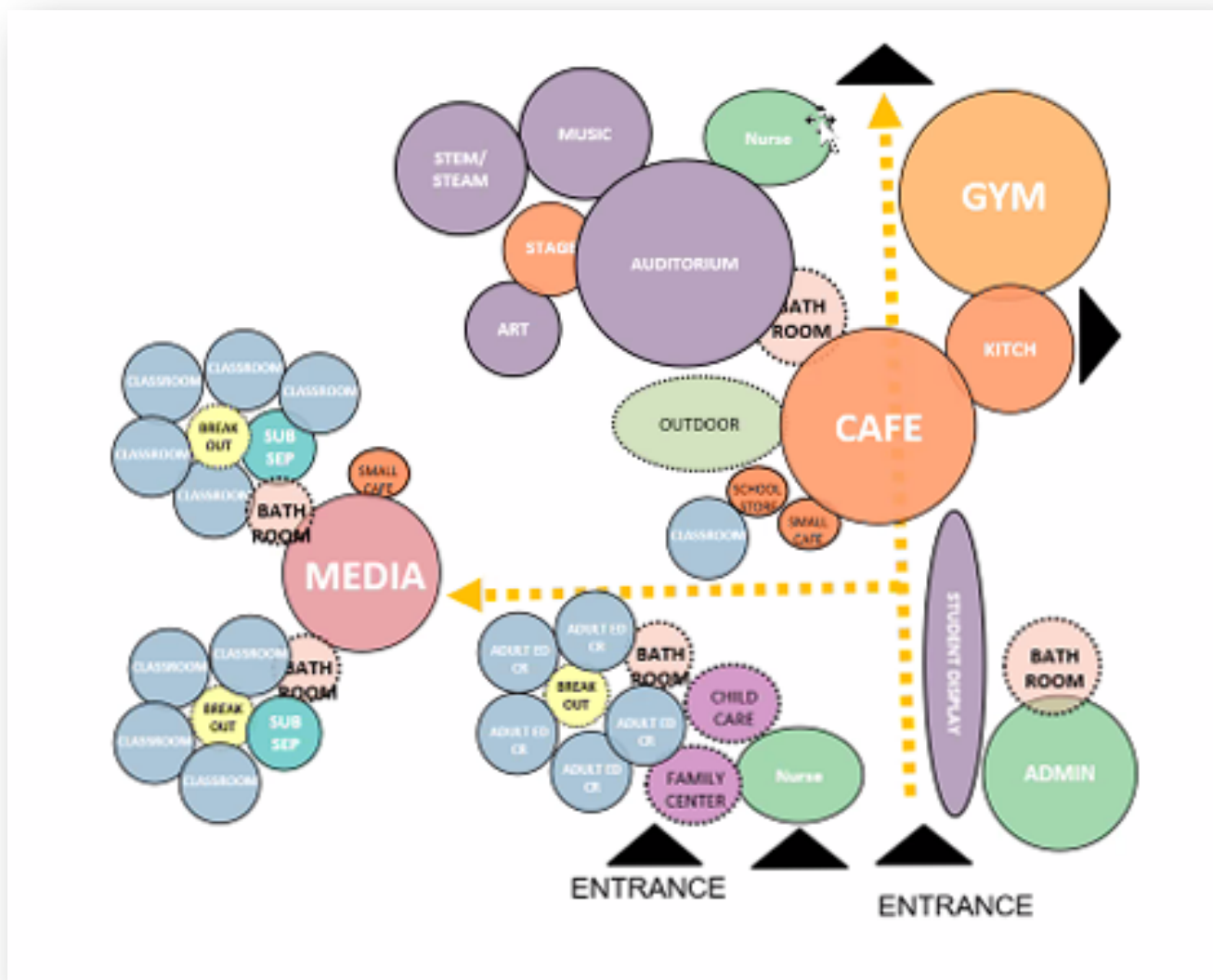
### Increased Staffing

- Additional staff to support the needs of all students
- Increased graduation rates!



## High School Adjacency Diagram

This prototypical high school adjacency diagram was created by a small group of workshop participants with the assistance of a member of the architectural design team to communicate their ideas about spatial adjacencies for renovated and/or new MSD high school facilities.



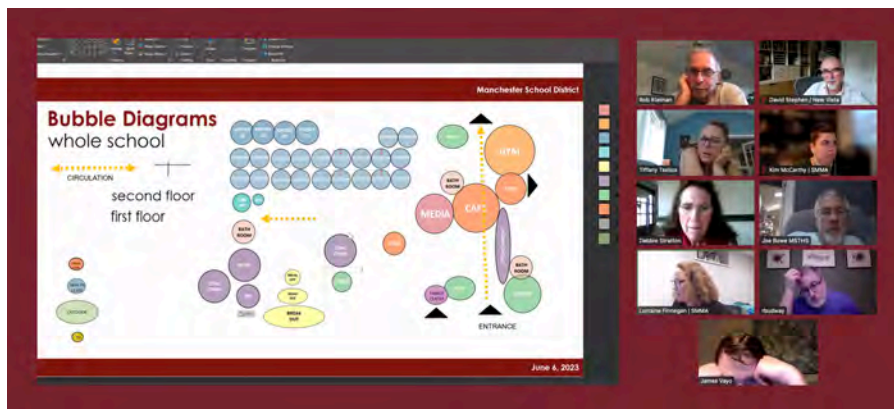
### Highlights from High School Group Presentation

- In terms of classroom neighborhoods, form the classrooms around a “commons” and provide breakout spaces between the classrooms for “pull-over,” and not “pull-out”
- Building a sense of pride, ownership, and accountability around one’s neighborhood that results in students wanting to take care of it
- Students receiving services should still feel connected to their classrooms



### Highlights from High School Adjacency Diagram Group Presentation *Continued*

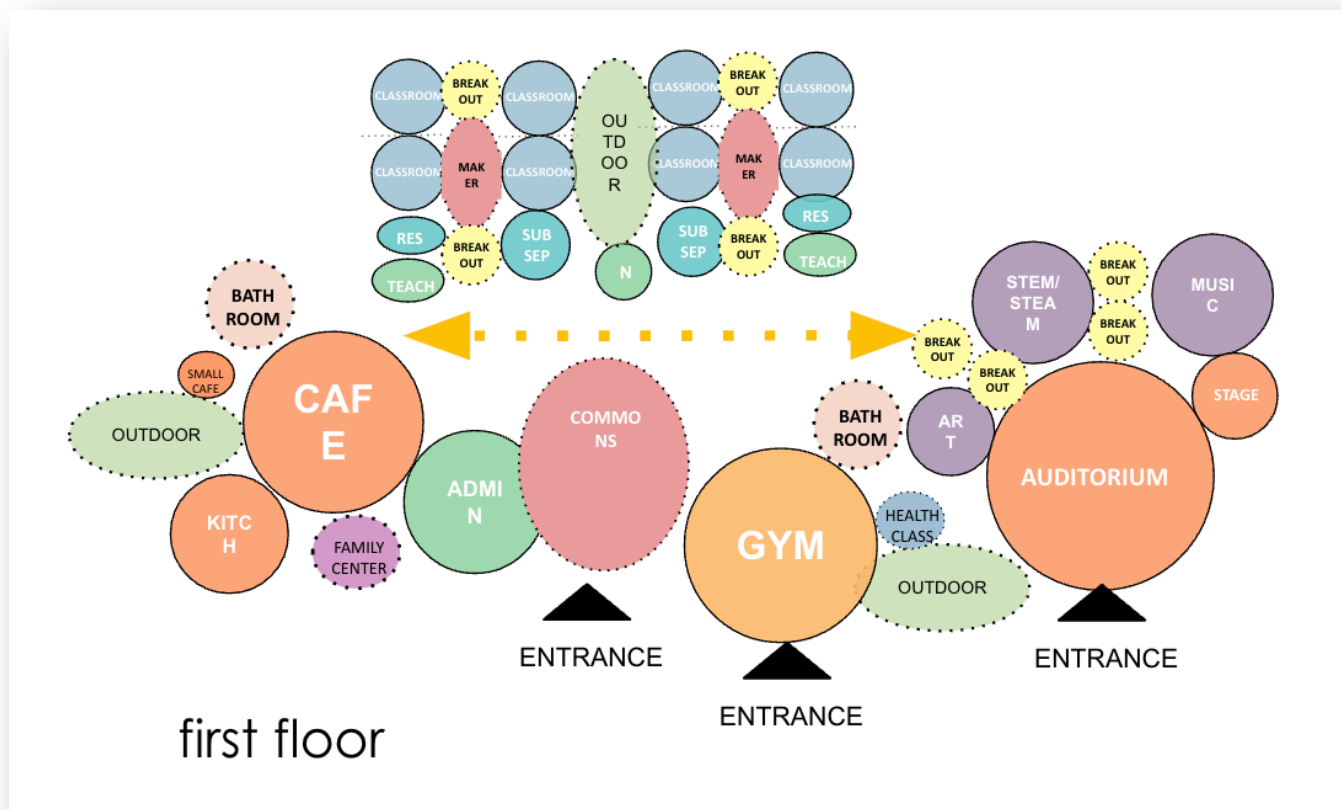
- Ownership of bathrooms that are smaller scale bathrooms and adjacent to neighborhood pods that students have a sense of ownership of
- Maybe two neighborhoods/pods can be organized around a single commons space, but that they can connect
- Making sure that there's a connection to the outdoors
- School store with a classroom attached to it
- Smaller cafes and smaller eating areas are important
- Health services that have their own separate entry. Like the Cambridge Health Alliance at Summerville High School where they are embedded within the high school, but have their own separate entrance so you can come and go during the day even if you're not a parent or a student
- Adult Ed programs that are close to the classroom areas that can be used during the day
- The need for childcare because if students can't leave their kids somewhere, they won't come to school
- Hubs around the media center and again perhaps a small cafe off a media center, addressing those students who might not want to eat in the large space





## Middle School Adjacency Diagram

This prototypical middle school adjacency diagram was created by a small group of workshop participants with the assistance of a member of the architectural design team to communicate their ideas about spatial adjacencies for renovated and/or new MSD middle school facilities.



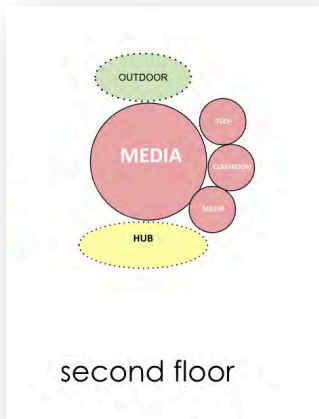
### Highlights from Middle School Group Presentation

- For the middle schools it is important to support teacher teaming and think about what should belong in each middle school team or pod
- Pods should include four classrooms, a couple of breakout spaces, a resource room, a teacher planning area, and a maker space
- We also need to think about the spaces within neighborhood pods that support Special Ed and sub-separate programming
- It's important for the nurse to be close to the main entrance and not too far from sub-separate classrooms
- When you first walk in there should be a nice, open commons that supports student activity and celebrates the life of the school



### Highlights from Middle School Group Presentation *Continued*

- Administrative functions should be located close to the school entry for security purposes, and a Family Center should also be located near the entry
- There should be differentiated types of outdoor spaces to support outdoor recreation and learning
- Maybe some quieter outdoor seating for the cafeteria
- Outdoor active spaces should be located by the gym and the health areas
- A performing arts wing should be created, that also has breakout spaces and a separate entrance

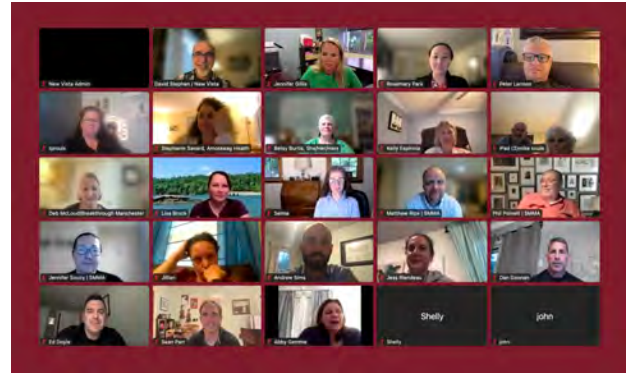


- On the second floor there should be a large, beautiful Media Center with adjacent classrooms, maker spaces, and green space



## Educational Visioning Workshop One-B

A group of approximately 20 participants that included Manchester School District (MSD) administrators, teachers, parents, and community partners met for the first of two virtual Educational Visioning Workshops from 5:00 – 8:00 PM on Monday, July 10, 2023. Visioning Workshops have been facilitated by SMMA Architects and New Vista Design with the goal of leading participants through a step-by-step visioning process aimed at capturing their best thinking about MSD’s current and future educational goals and priorities as connected to the establishment of directives for MSD’s Facility Master Planning study. An additional set of two similar virtual Educational Visioning Workshops One-A and Two-A) were held on June 15, 2023, and July 6, 2023. If you have questions about the workshops or would like to add additional priorities to the notes below, please email them to David Stephen at [david@newvistadesign.net](mailto:david@newvistadesign.net)



## Participant List

- |                           |  |
|---------------------------|--|
| 89. Betsy Burtis          | Amoskeag Health                              |
| 90. Lisa Fleming Brock    | Parent/Guardian, Community Member            |
| 91. Jillian Corey         | District Employee, Community Member          |
| 92. Edward Doyle          | Teacher, MHS Central                         |
| 93. Kelly Espinola        | Principal Southside Middle School            |
| 94. Abigail Gemme         | Teacher, Alumni, Community Member            |
| 95. Jennifer Gillis       | MSD Superintendent                           |
| 96. Daniel Goonan         | Parent/Guardian, Community Member            |
| 97. Robert Kleiman        | Manchester Adult High School                 |
| 98. Shelly Larochelle     | Principal Northwest Elementary               |
| 99. Peter Lennon          | Fire Marshall                                |
| 100. Deb McCloud          | Breakthrough Manchester                      |
| 101. Selma Naccach-Hoff   | Community Member                             |
| 102. Sean Parr            | School Board                                 |
| 103. Athena (Tina) Proulx | New Neighbor Connections, Community Member   |
| 104. Jessica Riendeau     | Granite YMCA, Community Member               |
| 105. Stephanie Savard     | Amoskeag Health                              |
| 106. Andrew Sims          | Assistant Principal Parker-Varney Elementary |
| 107. Karen Soule          | School Board, Community Member               |
| 108. Michael Soule        | Community Member                             |

### Design Team

- Lorraine Finnegan      Project Manager, SMMA
- Rosemary Park        Educational Planner, SMMA
- Phil Poinelli            Educational Planner, SMMA
- Matt Rice                SMMA
- Kim McCarthy         SMMA
- Chase Gibson          SMMA
- David Stephen         New Vista Design





## Educational Priorities *Continued*

### Whole Child Approach

- Highlighting our distinctive strengths, such as the arts
- Helping students achieve graduation while becoming life-long learners
- Lifelong learning

### Student Support

- SEL(Social Emotional Learning) programs
- Space for students that misbehave, instead of walking out in the hallway
- Safe spaces to process feelings
- Wellness - especially mental health resources
- Wrap around support services
- Maintaining student access to schools by keeping them nearby
- Developing relationships with students so they have an adult in the building on whom they can rely
- Safe spaces for students to access services out of the public eye (food and period pantries, mental health, etc.)

### Standards-Based Framework

- Strength-based
- Competency-based
- Standards-referenced
- Equalized program across the district

### Post-Graduation Preparation

- Career connected learning
- Lead to paths of self-sufficiency

### Community Integration

- Community partners space
- Opportunities to engage in community efforts

### Outdoor Learning and Connections

- Outdoor spaces
- Natural light

## Architectural Priorities

### Flexible Learning Spaces

- Flexible, practical, and multi-purpose spaces
- Flexible classrooms that can be expanded and contracted
- Small group flexible groups spaces in and outside of the classrooms
- Small/large group spaces for variety of usage
- Varied purpose spaces-not just big tables surrounded by chairs
- Cafe gathering space, similar to a college
- Maintaining our educational spaces while using them in creative ways
- Spaces for students to access digital tools and resources to enhance problem solving and critical thinking

### Warmth and Welcome

- Welcoming and safe spaces
- Welcoming spaces for families

### Safety and Security

- Passive and active safety measures
- Safety regarding prevention of gun violence

### Safe Access and Arrival

- Parking
- Bike racks
- Driving paths for easy bus flow
- Clearly marked front entrances

### Gathering and Performance Spaces

- Large enough spaces to hold all school events, including parents and community members
- Group meeting spaces for students, teachers, and families
- Theater and art spaces
- Visual and performing arts spaces—matching the high quality of our programs and the size of our district
- Lots of spaces to show art
- State of the art performance space, a real community landmark



## Architectural Priorities *Continued*

### Health & Wellness

- Spaces for overall student wellness (Behavioral/Medical/Specialty Services)
- Space for all services
- Supporting young people
- Space for OYS to meet with youth
- Safe spaces
- Space for community partners to bring services to students
- Air quality
- Water stations

### Community School

- I would like to see true community schools, essentially providing families with wraparound services which can be found in one space
- Facilities that support diverse cultural needs (interpreters, aides, etc.)
- Community schools with wraparound spaces and services
- Place to showcase opportunities, resources, culture within the community

### Sustainability & Longevity

- Sustainable buildings—especially energy—maybe solar roofs for example
- Green buildings
- Materials that are easy to clean and maintain years into the future
- Energy smart buildings
- Materials that age well
- Build quality additions that don't need remodel/repair after only a few years

### Designated Spaces

- Designated gymnasium, auditorium, and cafe

### Thoughtful Design

- Universal design principles (like wayfinding!)
- Visually Appealing to the community
- Lots of windows/skylights
- Natural light, but also a traditional learning space
- Beautiful on the outside too—drawing families to our district

### Effective Storage

- Storage for all teachers and community partners
- Storage spaces for extra-curricular activities

### Indoor, Outdoor Connections

- Green spaces inside
- Outdoor play spaces
- Space outside that is easy to keep up with

### Technology

- Equitable technology in all classes
- Use of technology for communication

### Growth Potential

- Flexible enough to adapt if district grows enrollments
- Land footprint that will allow for expansion





## Community Priorities

### Community Connections and Engagement

- Engagement between community partners and school space
- Connection and collaboration between school and community
- Welcoming to community groups
- Community engagement and pride

### Student Support

- Space in schools for community support services to be available within the school
- Space for OYS to meet with Youth
- Supporting youth

### Safe Community Access

- Ease of community access
- Space for community partners in the building
- Easy access to community partners for students, but not necessarily on campus since it takes away from educational time
- Useful to community beyond "school hours"
- Entertainment spaces (Music/art) that can be used and appreciated by the entire community
- Recreational space

### Attraction and Retention

- Schools that are attractive to potential teachers, so they want to teach there and want to send their students to schools in the district
- Attract and retain families and staff

### Community Pride and Ownership

- Visually appealing to neighborhood
- Showcasing arts for all of community
- Building community pride, a sense of value, and belonging
- Celebrating success - pride in our schools
- Supporting the whole family
- Celebrate our community, our distinctiveness

### Cultural Responsiveness

- Culturally diverse and responsive

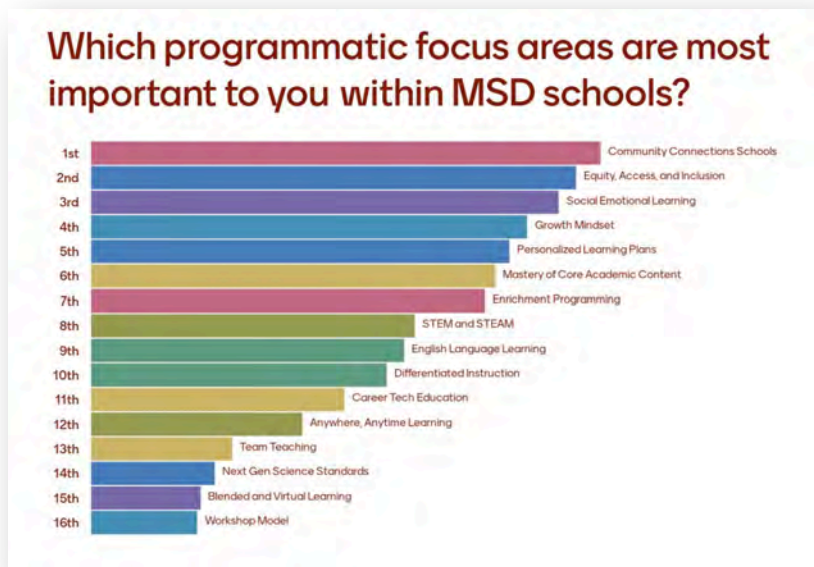
### Fiscal Responsibility

- Fiscally responsible for taxpayers. We want to attract new families, but not lose the ones paying for the new schools

## Community Priority Educational Focus Areas

During the workshop, the design team introduced a variety of educational focus areas that have been identified by the district as being of key importance to programming within MSD community School. Participants then had the opportunity to rate these focus areas based on their own priorities, resulting in the following listing.

57. Community Connected Schools
58. Equity, Access, and Inclusion
59. Social Emotional Learning
60. Growth Mindset
61. Personalized Learning Plans
62. Mastery of Core Academics
63. Enrichment Programming
64. STEM and STEAM
65. English Language Learning
66. Differentiated Instruction
67. Career Technical Education
68. Anywhere, Anytime Learning
69. Team Teaching
70. NextGen Science Standards
71. Blended and Virtual Learning
72. Workshop Model





## Additional Priority Educational Focus Areas

When asked to share additional educational focus areas that are most important to them, meeting participants shared the following focus areas which have been organized thematically.

### Adult Connections

- Trusted adult relationship
- One student...one adult connection
- Mentorship programs within the school
- Apprenticeships (not just in CTE)

### Whole Child Approach

- Fine Arts
- Visual and Performing Arts
- Extracurricular opportunities and volunteerism built into school day
- Focus on the needs of the children not always test scores
- Opportunities for developing leadership skills
- Athletics/physical education

### Communication

- Engagement of families
- Communication with families
- Family engagement- more translators
- Current platform and modes of communication
- Community understanding of our education system

### Professional Development

- Staff training and retention

### Standards-Based Assessment

- Rigor
- Data driven education —> i.e., Hattie

### Teacher Autonomy

## Educational Focus Areas in Practice

When asked to respond to the following list of educational focus areas and describe what they look like in practice at MSD schools, either now or in an aspirational future, workshop participants responded with the following comments.

### Present Practices

#### Equity, Access, and Inclusion

- These are priorities but only partially achieved
- Equity, access, inclusion (but we are aspiring to do more)

#### Differentiated Instruction

- Good start to achieving collaborative learning but not completed
- Space is limited difficult for small group and project-based learning
- Opportunities for mastery of core subjects

#### Social and Emotional Learning

- Limited access for SEL for all; lack of awareness of ACES by some educators

7. Equity, Access, and Inclusion
8. Mastery of Core Academics
9. Differentiated Instruction
10. Community Schools
11. Social Emotional Learning
12. Anytime Anywhere Learning



## Desired Future Practices

### Equity, Access, and Inclusion

- Equity among all buildings and programs

### Mastery of Core Academics

- Mastery of Core Academics needs to promote well-roundedness (arts, etc.)
- Rigor

### Differentiated Instruction

- Differentiated instruction should increase through PD for teachers
- Want facilities that facilitate all of these, helping us achieve true distinctiveness and become the star district in the state
- Well planned space to allow for collaborative project-based learning so students can develop confidence and have agency
- Anytime and anywhere learning by renovating spaces and increasing common areas

### Community Schools

- Growing-community partner support in the classroom
- Provide comprehensive wellness for students - consistently across all schools
- Returning to districting plan that considers where student lives
- A common approach that all stakeholders believe in and support
- Community has a place in schools beyond occasional events/performances
- Community school settings that encourage partners to be connected
- Community schools don't necessarily mean schools within your neighborhood, but instead a way to use schools to bridge gaps across the city
- Schools are accessible to families beyond the school day

### Social and Emotional Learning

- Spaces that support SEL consistently across schools
- SEL and trauma training for all educators; better understanding of students needs to “learn”

## Present Practices

### Community Integration

- Schools are open to community partners using school outdoor spaces for community wellness resource fairs

### Enrichment Programs

- Enrichment programming and offerings are strong, but could be much stronger with cohesiveness across district
- Some clear strengths here, such as CTE, and enrichment; others in progress
- We have traditional enrichment programs that kids don't have as much of interest in, i.e. sports vs e-sports. But doesn't mean get rid of just shift focus

### Overextended District

- Currently, the focus areas are fragmented because the district takes on too many initiatives at one time. It spreads everyone too thin.

- 12. Growth Mindset
- 13. Personalized Learning Plans
- 14. Career Tech Education
- 15. English Language Learning (ELL)
- 16. Enrichment Programming



## Desired Future Practices

### Growth Mindset

- Growth mindset among adults to support students
- Students and adults should both aspire to the ideals set forth in the POG
- Growth mindset

### Personalized Learning Plans

- Focus on growth and personalized plans but also bolster our strengths with buildings and funding
- Support failure as growth for students
- Mentorship programs in every school and every educational level
- Would like to see the Foster Grandparent program reinstated in our elementary schools
- Students will want to come to school and can enroll in classes that serve their needs

### Real World Learning

- Value in all post-secondary opportunities
- Tech courses, Life Skills, Financial Wellness, and Career Readiness courses for all students at all three levels (Elementary, Middle, and High School)

### Clear Priority Setting

- It would be good to focus on a few areas/new initiatives and see those through, rather than attempt to change everything at once
- Hope that the district will select a few primary areas on which to focus thoroughly
- Align these focus areas under one umbrella where they work side by side and not in silos

### Enrichment Programming

- Enrichment programs will ensure that all students will feel appropriately challenged
- Adults and students participating side by side in enrichment
- Adapt to student current interests
- Respond to student feedback on enrichment programming for optimal engagement
- Enrichment

### Learning Spaces

- Early childhood spaces that allow for creative play and play-based learning
- Adult learning spaces for families of multilingual/multicultural students

### English Language Learning

- ELL very important and needs investment on multiple fronts

### Integrated Programming

- Enhanced communication between disciplines- more collaborative time
- All aspects of the humanities, inform the human condition, and should be front and center

## Present Practices

### Workshop Model

- Workshop model or Gold Standard PBL (Project-Based Learning) in many classrooms
- Google classroom but not used consistently the same through the district; how do we use to its benefits with PBL\SEL

### College Credit Curriculum

- Some opportunities for college credit in science

- 17. Blended and Virtual Learning
- 18. STEM and STEAM
- 19. Workshop Model
- 20. NextGen Science Standards
- 21. Team Teaching



## Present Practices *Continued*

### Teacher Teaming

- Teachers are teaching in a one teacher one classroom model
- No expectation is given to teachers for virtual learning, so teachers do a variety of different things
- Team teaching in middle school is often facilitated by a classroom teacher and a special educator. Would love to see this in elementary

## Future Practices

### Blended and Virtual Learning

- Clearer expectations for teachers of what's expected virtually
- Virtual learning that brings community partners into the classroom with best use of their time
- I understand the importance of competence in virtual learning/teaching, I hope we work to achieve exciting, vital, and distinctive in-person modalities like those listed

### STEM and STEAM

- STEAM would offer more 'Cross Credit' opportunities to enhance our current offerings to hook more students
- Interdisciplinary focus
- Local community members and business experts work in collaboration with staff to teach real world ways
- The motto should be STEAM All Round

### Next Gen Science Standards

- More opportunities for NextGen Science

### Team Teaching

- Teachers are collaborating, co-teaching, and team teaching
- More collaborative time for cross discipline projects
- Increase in team teaching will require time for teams to plan together

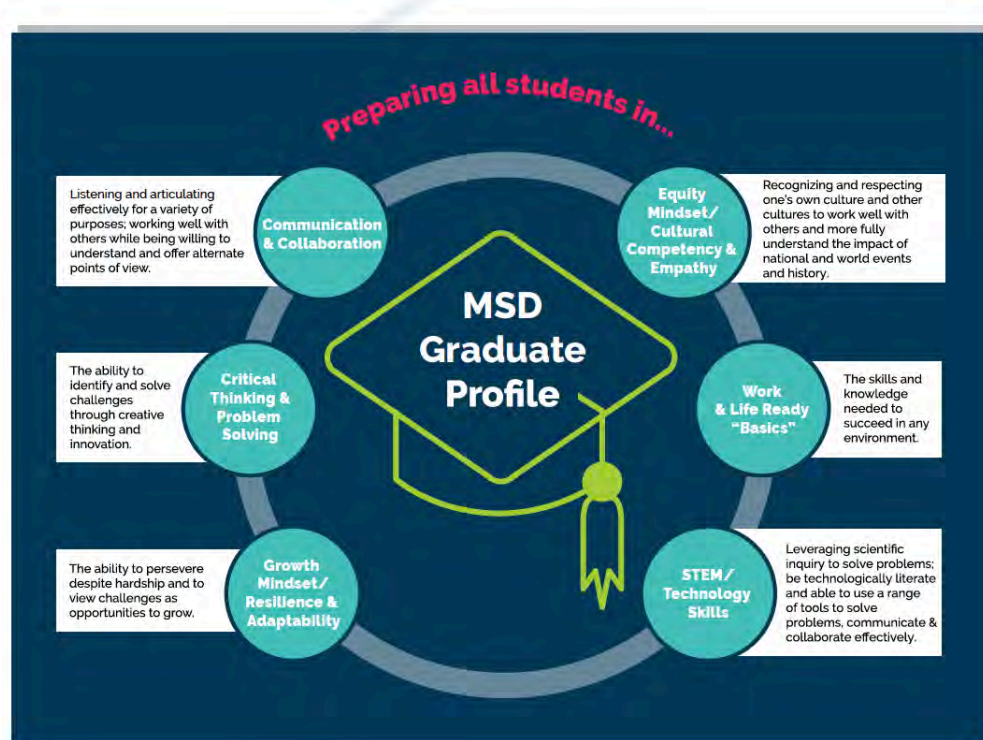
### Community Integration

- Community partners are teaching and collaborating with teachers and classrooms
- Stronger relationships with community partners for their expertise to strengthen learning experiences



## Program and Facility Design Implications of MSD Profile of a Graduate

Workshop participants met in facilitated breakout groups of 4-5 people to share and discuss what they think are the program and facility design implications of the MSD Portrait of a Graduate. The following is a consolidated list of the implications identified in each small group. These have been grouped thematically.



### Better Understanding the Profile of a Graduate

- Need to get teachers to buy into the MSD Graduate Profile
- Not a lot of people have a real concept of this profile
- Which of the traits are the core/foundation of the graduate profile? It may be overwhelming to try and tackle all of them at the same time

### Early Exposure to Profile of a Graduate

- These traits need to be originated in kindergarten to provide a well-rounded base for students as they grow
- It should become meta-cognitive through the educational journey

### Equity and Access

- Equity Mindset/ Cultural Competency & Empathy - students with a lot of needs, from many different backgrounds, to help promote students getting along
- Equity focus is critical to the entire effort. It builds an acceptance/empathy in students that is key for the Manchester community
- There is rich/fruitful potential given the community. Equity reinforces other aspects of the graduate profile, including connections to world events and history
- Focus on equity is needed when considering what facilities receive attention



## Program and Facility Design Implications of MSD Profile of a Graduate

*Continued*

### Professional Development

- We should bring staff together (for all schools) and divide opportunities for Professional learning
- Teachers don't have the training. We need more cross collaboration. A lot of teachers want to do more but don't have as much opportunity- need district support and coordination
- Could create new classes and programs- and include all teachers at all levels. There are few staff that are doing a lot of the work

### Work and Life Ready Basics

- Work/life ready basics are important and critical for students' futures
- Community needs to decide who is responsible for Life Skills- teachers or families? More time on things they should be learning at home takes away from what they should be taught in school (financial literacy). Needs a community stance
- Work & Life Ready basics needs more depth/description, and should incorporate rigor beyond basic exposure
- Skills and knowledge needed to thrive - beyond success (which is just what society expects). More an inner success, and the ability to contribute and feel empowered. This aspect of the profile could be replaced by the combination of the profile traits on the "left" of the diagram

### Career Tech Education (CTE)

- Innovation needs to be beyond college engineering, but trade schools. Starting younger than high school. Even include the communities- local businesses
- It would be nice to have aspects of MST (CTEs) in all school
- MST as a 4 year school- oversight... should have started that sooner (6<sup>th</sup> grade)
- But MST does not have a Gym and students do not participate in Music/Art, which seems wrong
- MST- only HS in Manchester that has grown in enrollment

### Need for Flexible Pathways

- Central- students say they don't go to school because they feel they need to work (economics)

### Growth Mindset

- Growth mindset resonates
- Growth mindset may be the most foundational for all of the graduate profile traits
- Growth mindset/critical thinking- need spaces for kids to try things, playing, practicing and not just sitting in a classroom. True for adults as well- need collaboration
- Critical thinking and problem solving
- Growth Mindset/Resilience and Adaptability: Need actual space that is not a closet, which are trauma-informed, and have windows

### Critical Thinking

- Critical Thinking and Problem Solving connects to Growth Mindset/ Resilience & Adaptability
- Students struggling with solving problems and life has gotten very challenging. Increasing rigor without discussions on what happens when students don't always get it right the first time. Teach students how to be self-loving.

### STEAM and Project-Based Learning

- Need to incorporate STEAM and not just STEM. Arts needs to be reincorporated.
- STEAM should be used in lieu of STEM to highlight the priority and importance of The Arts, especially in the Manchester community – this leverages the strengths of the community and maximizes opportunities to use a range of tools

### Student Engagement and Agency

- We need to encourage students to come to school- engage students and make them excited. Get students to stay in school

### Personalization

- Advisory periods - this could be where students could be taught about growth mindset/ resilience and adaptability

### School Schedule

- Daily schedule - can everything be taught in a 7-period day? Scheduling needs to change



## Program and Facility Design Implications of MSD Profile of a Graduate *Continued*

### English Language Learning

- For EL, students need to see themselves reflected in the curriculum and school

### Leadership and Collaboration

- Communication and Collaboration - Ability to communicate well especially, is huge.
- Opportunities for leadership and ownership

### Teacher Teaming

- For middle schools - when space is designed to be conducive to teaming and cross-curricular work, it provides a lot. It would be great for Hillside, Parkside, and Southside to have teaming areas

### Small Learning Communities

- For it all to work, it needs to be a school within a school and not separate departments

### Robust Technology

- Focus on connectivity and technology and state of the art technology ... having a plan and budget in place to continuously upgrade
- STEM/Technology Skills - require new facilities and technology

### A Place Students Want to Be

- Aesthetically pleasing is important- current students say they would go to the cafeteria if it was a 'nice' space

### Healthy and Sustainable Facilities

- Need good lighting- current schools are dark
- No students should have to be in a classroom without a window. For aesthetics and mental health
- We should consider schools having their own kitchens

### Flexible and Practical Spaces

- Need flexible space and differentiated spaces
- Flexible spaces are great but at certain grade levels or certain teachers. Couches/cool settings could create challenges in managing student expectations and behavior. Not sure about the "college campus" atmosphere. That might "rock to boat" too much

### Safe Community Access and Use

- Facilities that are family friendly and are accessible by public transportation
- Parent/guardian hub- not the "principal's office" welcoming, kind, safe space
- Every access door into the buildings should be secure

### Enrichment Spaces

- In elementary buildings students should have separate spaces for Gym and Cafeteria

### Indoor Outdoor Connectivity

- Access to outdoors and windows can promote creativity and have a positive effect on mood

### Open Campuses

- Multi-building campuses: advocate- can secure separate buildings more easily

### Presentation and Performance Space

- Would like a nice auditorium space- that community can use, with a strong technology infrastructure
- Auditoriums- community use. Students would be able to participate in those functions- student box offices, kitchen, theater and a CTE.

### Ongoing maintenance

- Maintenance and upkeep for new buildings
- Facilities maintenance support is similarly needed on an ongoing basis ... needed to support students over the long term



## Priority Design Patterns 1.0

During the workshop, the group was introduced to 24 “Design Patterns” that represent priorities for and approaches to the design of 21<sup>st</sup> century school facilities (the first 16 of which had previously been prioritized by MSD community members in a series of community meetings that took place on April 4, 2023). Participants had the opportunity to vote for and then collectively prioritize which Design Patterns they thought were most important to consider when renovating or designing new MSD school facilities. The following listing is in priority order based on the number of initial “votes” they received. These Design Patterns will be further explored within breakout groups during Ed Visioning Workshop Two. It is notable that the relatively small difference in votes from the top and bottom vote-getters indicates that all these design patterns are meaningful to meeting attendees.

- 57. Enrichment Spaces (25 votes)
- 58. Varied Performance Venues (23 votes)
- 59. Media Center Learning Commons (22 votes)
- 60. Safe Community Use and Access (22 votes)
- 61. Collaborative Spaces (22 votes)
- 62. Breakout Spaces (22 votes)
- 63. Safety and Security (20 votes)
- 64. Extended Learning Areas (20 votes)
- 65. Wayfinding and Streetscapes (20 votes)
- 66. Display and Exhibition (21 votes)
- 67. Natural Light (19 votes)
- 68. Outdoor Learning and Play (19 votes)
- 69. Professional Work Areas (19 votes)
- 70. Good Storage/Cubbies (19 votes)
- 71. Agile Classrooms (18 votes)
- 72. Maker Classrooms and Makerspaces (18 votes)
- 73. Nooks, Caves, and Quiet Spaces (18 votes)
- 74. Welcoming Arrival and Drop-Off (18 votes)
- 75. Career Tech Spaces (17 votes)
- 76. Sustainability (17 votes)
- 77. Heart of School (15 votes)
- 78. Classroom Neighborhoods (15 votes)
- 79. Push-In Special Education (15 votes)
- 80. Building as Teacher (14 votes)





## Educational Visioning Workshop Two-B

A group of approximately 10 participants that included Manchester School District (MSD) administrators, teachers, parents, and community partners met for the second of two virtual Educational Visioning Workshops from 5:00 – 8:00 PM on Thursday, July 20, 2023. Visioning Workshops have been facilitated by SMMA Architects and New Vista Design with the goal of leading participants through a step-by-step visioning process aimed at capturing their best thinking about MSD’s current and future educational goals and priorities as connected to the establishment of directives for MSD’s Facility Master Planning study. An additional set of two similar virtual Educational Visioning Workshops were held on June 15, 2023, and July 6, 2023. These workshops have their own set of notes. If you have questions about the workshops or would like to add additional priorities to the notes below, please email them to David Stephen at david@newvistadesign.net.

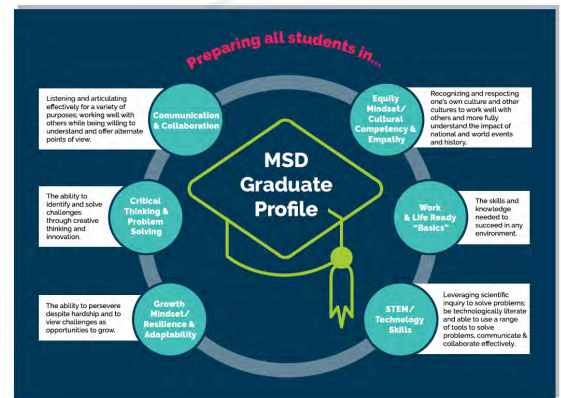


## Implications of MSD Graduate Profile

After reviewing highlights of the educational and architectural implications of the MSD Graduate Profile that were brainstormed by breakout groups during Workshop One, participants shared what stuck them about the list, or what was missing.

### What Strikes You, What’s Missing

- Seems to be a student focused list
- Personalization is a consistent theme
- Equity and access are core to everything
- What stands out is the Profile of a Graduate, Career Tech Education (CTE), and the need for healthy and sustainable facilities
- A very ambitious list! While all are needed, can we begin with a few more targeted goals to ensure success?
- Interdependence, leadership, and collaboration are all important
- Add goal setting and attainment under critical thinking
- Maybe one thing missing is how some of these are interconnected





## Desired 21<sup>st</sup> Century Design Patterns 2.0

The following set of priority “21<sup>st</sup> Century Design Patterns 2.0” for the design of renovated and/or new MSD K-12 school facilities was developed by the Educational Visioning Group (EVG) during Workshop Two-B. Working in small groups, participants were given the opportunity to interact further with the Design Patterns that they had begun to prioritize in Workshop One. Three teams of 4-5 participants each worked to create their own set of 8-12 priority Design Patterns and attributes, which were later grouped by like themes and are listed below in order of the number of “votes” they received, with each pattern given 5 votes for every time that it appeared on a team’s list.

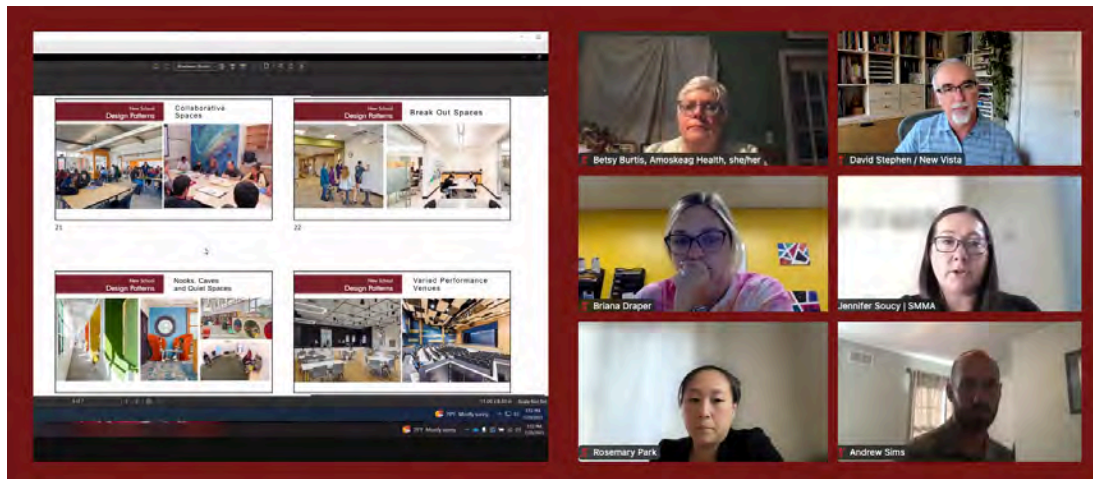
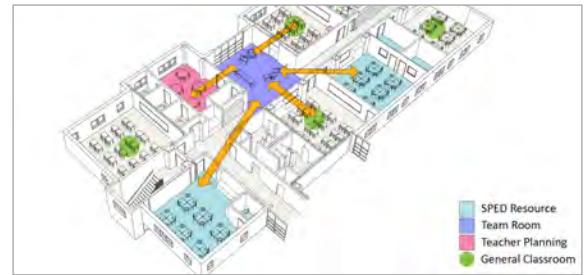
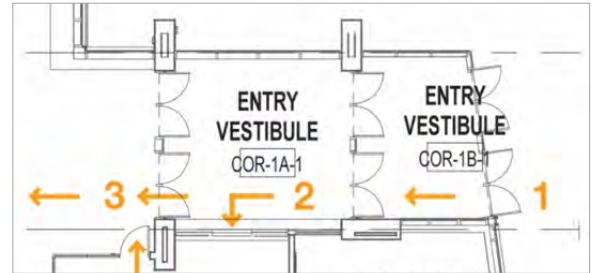
1. **Heart of the School** (10 votes)
  - Event space for school
  - Stand alone cafeteria (combined cafeteria and gym can be difficult to schedule)
2. **Safe Access for Community Spaces** (10 votes)
  - Offering community resources and programs
  - Becoming true neighborhood schools
  - Access to outdoor spaces
3. **Breakout Spaces** (10 votes)
4. **Display & Exhibition** (10 votes)
  - Showcasing and celebrating student work
  - Making learning visible
5. **Professional Work Areas** (10 votes)
  - For collaboration
  - Dedicated space for staff that reflects how much their work is valued
6. **Outdoor Learning Environments** (10 votes)
  - Age-appropriate outdoor play and learning
  - After hour community use of outdoor spaces
7. **Natural Light** (10 votes)
8. **Welcoming Arrival / Safe Drop-off / Pick-up** (5 votes)
  - Separate car, bus, and pedestrian traffic
  - Clear entry sequence
9. **Collaborative Spaces** (5 votes)
10. **Extended Learning Spaces** (5 votes)
11. **Push-In Special Education** (5 votes)





# Desired 21<sup>st</sup> Century Design Patterns 2.0 *Continued*

- 12. Safety and Security (5 votes)
  - Secure entry, but also welcoming to those who should be at the school
- 13. Classroom Neighborhoods (5 votes)
- 14. Nooks, Caves and Quiet Spaces (5 votes)
  - Variety of spaces is good to have
- 15. Media Center / Maker Spaces / Career Tech (5 votes)
- 16. Performance Areas (5 votes)
- 17. Enrichment Spaces (5 votes)
- 18. Agile Classrooms (5 votes)
- 19. Sustainability (5 votes)





## MSD Facility Master Planning Guiding Principles 1.0

The following set of “MSD Facility Master Planning Guiding Principles 1.0” for the design of renovated and/or new MSD K-12 school facilities was developed by the Educational Visioning Group (EVG) during Workshop Two-B. Guiding Principles are big picture educational and architectural priorities that provide an invaluable framework for making decisions and choices regarding the renovation and design of MSD facilities.

The EVG was introduced to four Case Studies of recent K-12 school projects in which the Guiding Principles for each school were reviewed as connected to design decisions that were made for the project. Three teams of 4-5 participants each worked to create their own set of Guiding Principles, which have been grouped by like themes and listed below in order of the number of “votes” they received, with each pattern given 5 votes for every time that it appeared on a team’s list.

- 8. **Whole Child, Whole Community** (15 votes)
  - Equity and access
  - Building community and social supports
  - Growth mindset and alignment with MSD Strategic Plan
  - Honors individual and community diversity
  - Physical and mental health

- 9. **Belonging and Ownership** (15 votes)
  - Sense of place and identity
  - Integration and synergy
  - Trauma-informed design promotes safety and connectivity
  - Recognition that we are building much more than a school
  - Transparency and visibility

- 10. **School as a Community Resource** (10 votes)
  - Community and civic hub
  - Transparency and visibility
  - Community gardens, walking trails, and paths nearby

- 11. **Flexibility and Evolution** (10 votes)
  - Supporting students and teachers for the next 50 years
  - Agile spaces that allow students to grow

- 12. **Indoor Outdoor Connections** (5 votes)
  - Connections to natural light and the natural world
  - School as a positive environment and respite

- 13. **Sustainability** (5 votes)
  - Economic benefits for the City and MSD
  - Allows for reallocation of MSD resources



## Personal Favorite Guiding Principles

When asked to share their two personal favorite Guiding Principles, workshop participants shared the following responses.

- Community Schools (4)
- Equity and Inclusion (3)
- Whole Child, Whole Community (2)
- Sustainability (2)
- A Building for Today and Tomorrow
- Practicality and Affordability
- Growth Mindset
- Sustainability
- Belonging



## Blue Sky Ideas

The following “Blue Sky” ideas for the design of renovated and/or new MSD K-12 facilities were brainstormed by the Educational Visioning Group (EVG) during Workshop Two-B. Individual participants brainstormed Blue-Sky Ideas, which have been organized thematically below. Blue Sky Ideas, though sometimes not feasible due to budget or design constraints, often hold the seeds of aspirational ideas and design approaches that can be implemented on some level within the design.

### Beautiful Schools

- Thinking of quality of space and pride in our schools
- Bright colors

### Community Connections

- Community connections within the school building
- Space for intergenerational activity

### Athletic Facilities

- Best athletic facilities in the state
- Natatorium
- Indoor Track

### Fine and Performing Arts

- Best arts facilities in the state
- Up to date art spaces

### Outdoor Connections

- Beautiful green spaces
- Natural light
- Rooftop gardens

### Sustainability

- Completely sustainable zero energy district
- Green buildings

### Strong Programming

- Excellent teacher student ratio
- Opportunities for all students

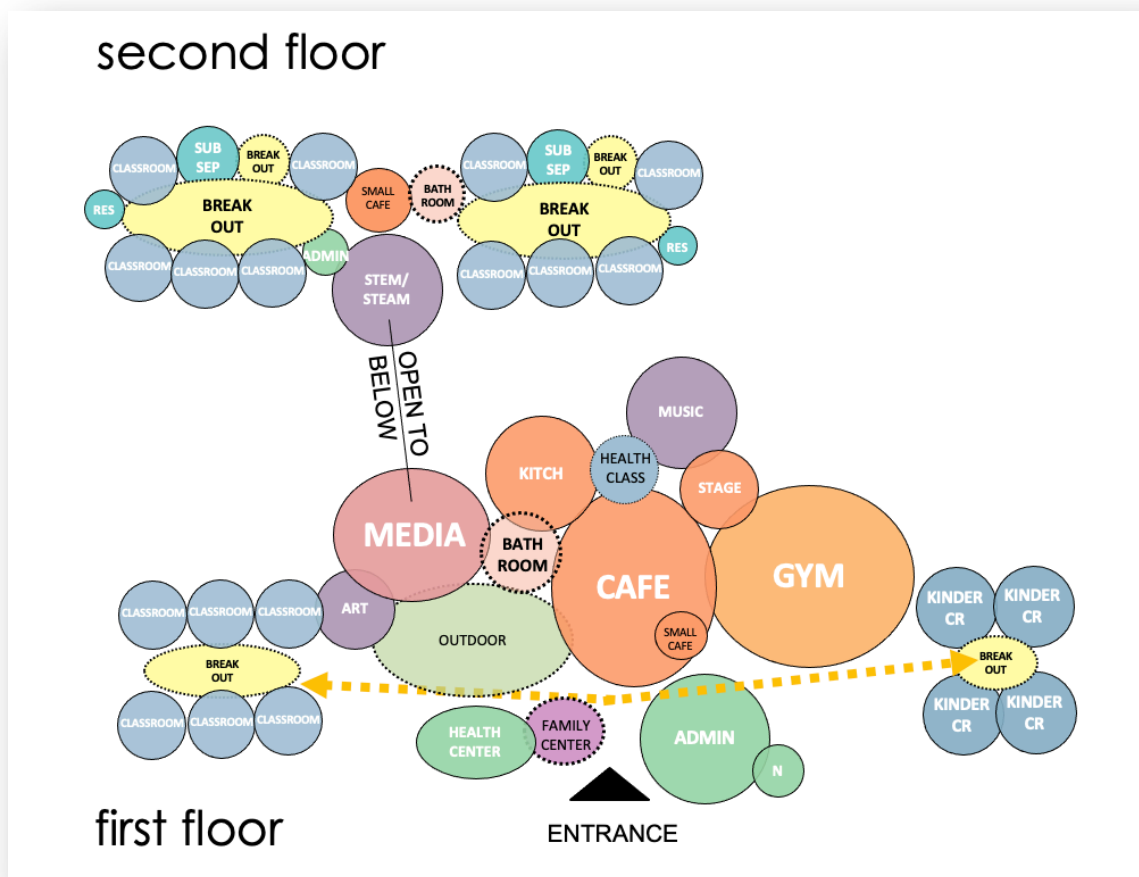
### Reflective of Community

- Architecture that is historically representative of Manchester
- Incorporate Manchester’s history



## Elementary School Adjacency Diagram

This prototypical elementary school adjacency diagram was created by a small group of workshop participants with the assistance of a member of the architectural design team to communicate their ideas about spatial adjacencies for renovated and/or new MSD high school facilities.



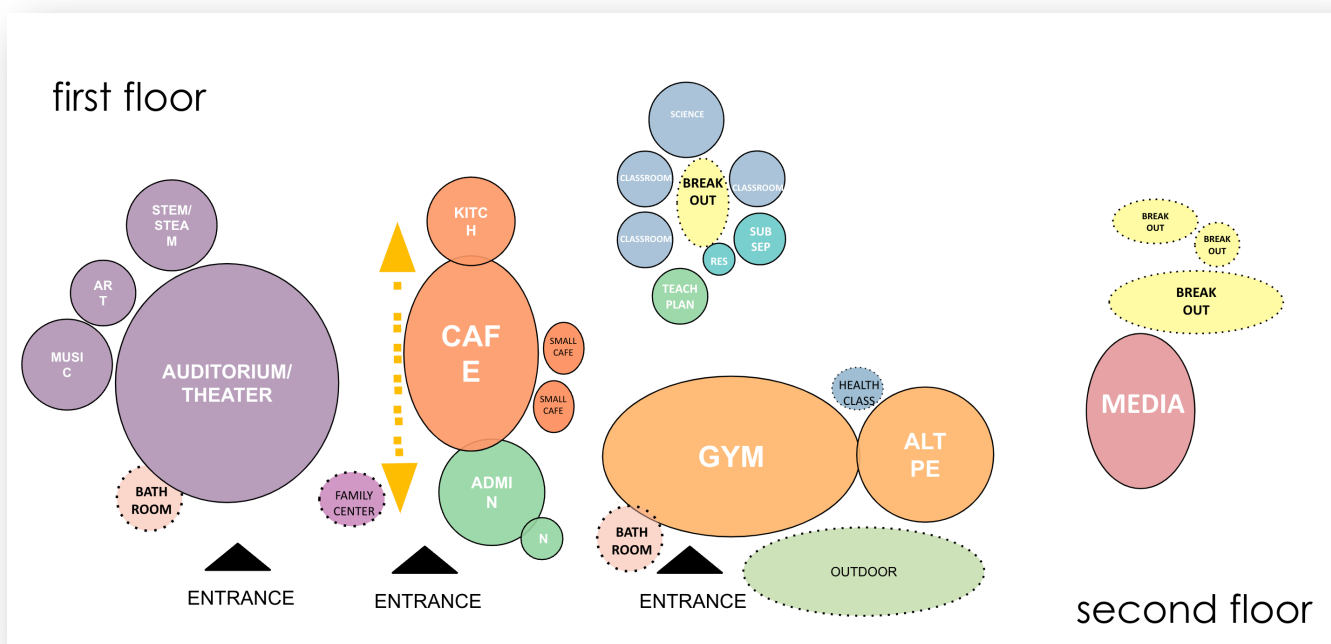
### Highlights from the Elementary School Group Presentation

- Media Center as the school’s central hub with close proximity to STEM and Science labs
- An opening from the first to second floor that connects younger and older students and neighborhoods and allows people to see interactions and make connections
- Classroom neighborhoods with breakout rooms between our classrooms for our third and fourth graders
- Breakout Rooms that classroom teacher could easily supervise
- Smaller Classrooms/Breakout Rooms for Special Ed support
- A separate cafeteria and the gymnasium, with connections between the stage and music rooms
- Spaces for the arts that connect them to life of the school
- Collaboration spaces for teachers to have shared planning times within their Professional Learning Communities
- A Title One Resource Room downstairs for the whole school



# High School Adjacency Diagram

This prototypical high school adjacency diagram was created by a small group of workshop participants with the assistance of a member of the architectural design team to communicate their ideas about spatial adjacencies for renovated and/or new MSD middle school facilities.



## Highlights from the High School Group Presentation

- Flexible and agile classrooms that are interchangeable (except for Science) so as not to lock us into any one model
- At the same time, maintain the possibility of creating purposeful groupings of classrooms, which may be by discipline
- Potential for classroom connections to define pathways but maintain flexibility and don't just segregate spaces or classrooms by discipline
- Multiple entries that lead to different places: one that connects to the main thoroughfare where the administrative and community functions would be located, one to the gym, and another to the auditorium and theater
- Define circulation throughout the building and limit access to certain parts of it for safety
- A cafeteria with some smaller dining venues off it for those students that function better in smaller environments
- Options for a less institutional and more relaxing dining experience
- An auditorium and theater with its own entrance
- The primary reason for having three entrances is so that if you have a focused reason for being in the building, there will be a door for you, and you do not need to wander through the whole building



**MANCHESTER SCHOOL DISTRICT**

## Follow Up Comments

The information collected within this series of notes is part of an ongoing conversation about the Manchester community's educational and architectural priorities for its long-term Manchester School District Facilities Master Plan. If you have questions about these notes, or further comments that you would like added to them, please contact David Stephen at [david@newvistadesign.net](mailto:david@newvistadesign.net)

SMMA



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