

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
COMMITTEE OF THE BOARD MEETING
Administration Building
360 Colborne Street

July 21, 2015
4:30 PM

A G E N D A

I. CALL TO ORDER

A. Introductions

II. AGENDA

A. Affordable Care Act Compliance

1. Introduction
2. Presentation
3. Discussion
4. Action (TBD)

B. FMP Update: Accommodating Enrollment Growth

1. Introduction
2. Presentation
3. Discussion
4. Action (None Required)

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C. Standing Item: Policy Update - No Report

D. Standing Item: PLTT Update - No Report

E. Standing Item: SSSC 2.0 Update - No Report

F. Work Session

1. Student Engagement Work Group Recommendations
2. Board Member Services from District

25

III. ADJOURNMENT

Facilities Master Planning *for 21st Century Learning*

Tom Parent, AIA, LEED AP
Director, Facilities Department



Agenda

- **Goal:**
 - To provide information on addressing projected enrollment growth via the Facilities Master Plan
- **Agenda**
 - Overview of the FMP Process
 - Review of Enrollment Projection study and alignment to District current capacity
 - Share preliminary opportunities and challenges with meeting the needs of that growth as identified during Phase III of the FMP

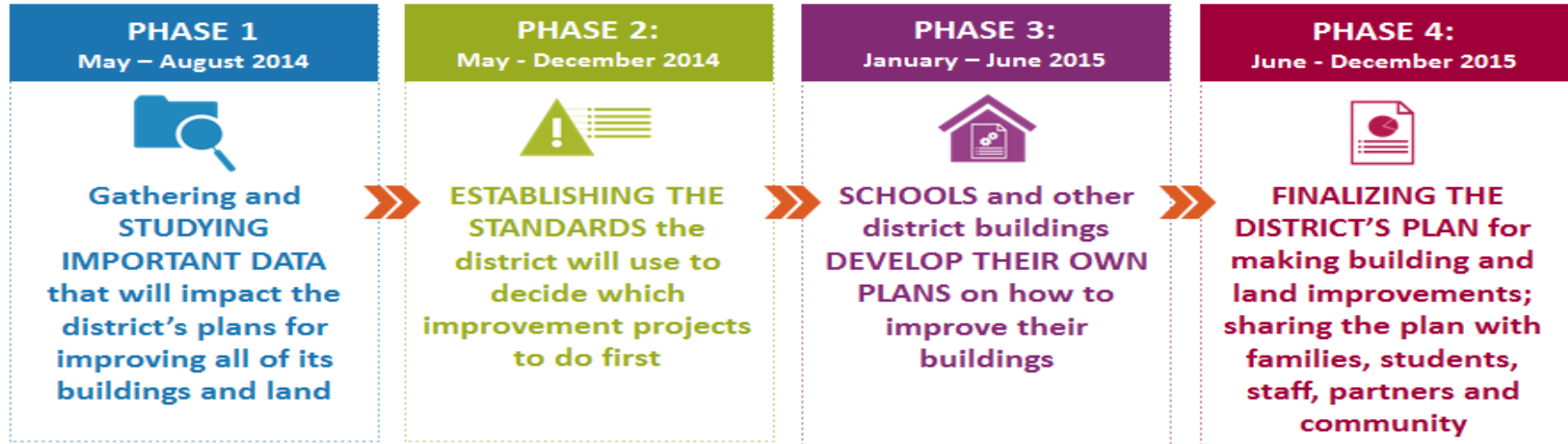


Facilities Master Plan - Planning Process

May 2014 – December 2015



4



Facilities Master Plan: Phase III Engagement

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"I felt as though I made a difference and had an opportunity to voice my opinions."

- Student participant

Online Survey Results

One representative question from the 191 surveys completed (as of 7.13.2015):

The biggest issue facing the buildings of SPPS over the next 10 years is:

<i>The changing expectations on how students learn best and how the classroom environment can support those learning methods</i>	48%
<i>Healthy learning environments that decrease environmental and airborne contaminants.</i>	22%
<i>Energy efficiency and the decrease in operating costs</i>	13%
<i>Safety and security for students and teachers</i>	10%
<i>Creating new opportunities for people to use the building in addition to the regular school day, such as community education and/or social services (e.g. health clinics).</i>	7%



Facilities Master Plan: BOE Engagement

- **May - July**
 - Background & Influencing Factors
- **August - September**
 - Framework
- **October - December**
 - Plan Refinement & Finalization



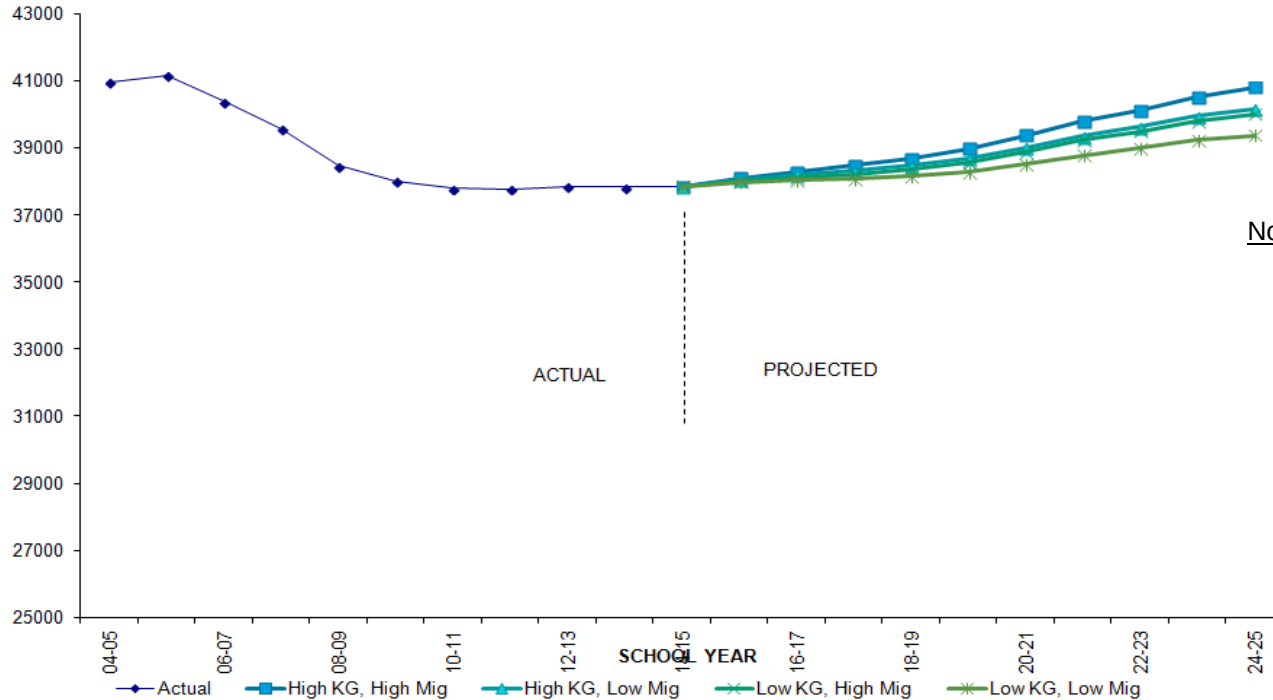
Overarching Themes

1. Quality of instructional space and enhancing the built environment's role in creating school culture.
2. Equity of building systems and conditions.
3. Alignment of growth and capacity.



Demography Study / Enrollment Projections

6

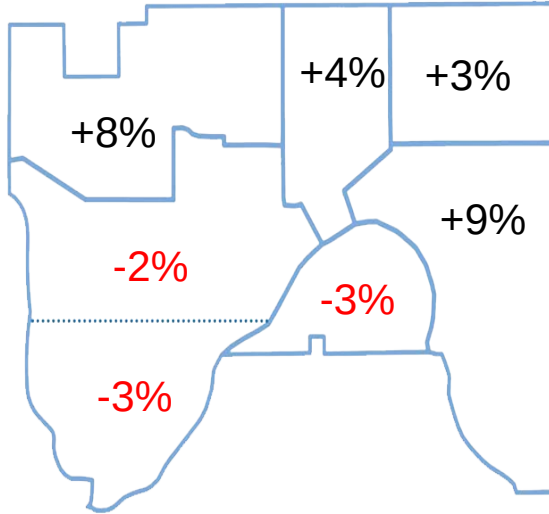


Notes:

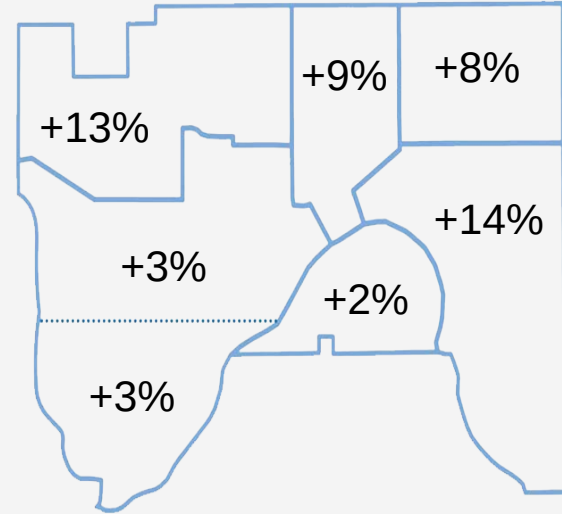
- Graph from presentation on 1/13/2015 by demography consultant Hazel Reinhardt
- Approximately 1,800 students need to be added to these projections to reflect ALCs, special education and other special populations not projected

Kindergarten – Grade 5 Growth

SY 2019-2020



SY 2024-2025

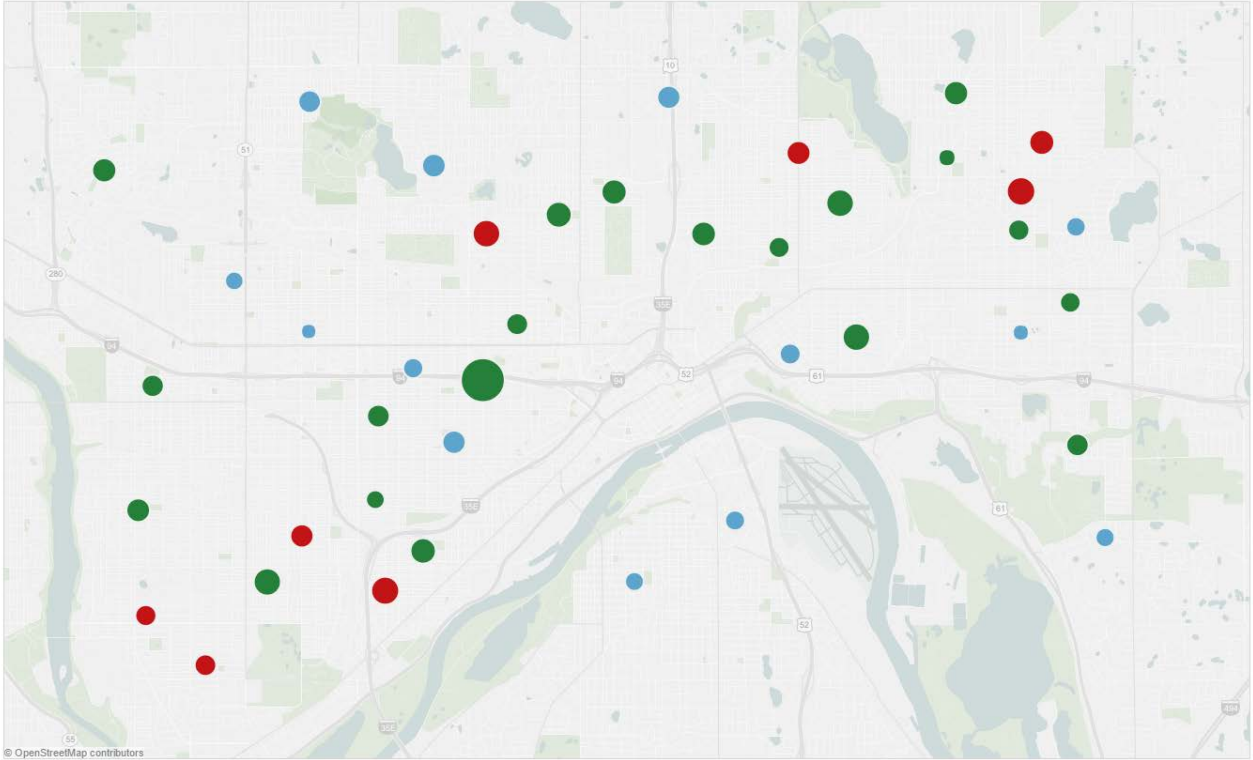


Note:

- Changes shown are for where SPPS students reside, which may be different from where they go to school.
- Projections shown are based on grade-to-grade cohort progression analysis by Hazel Reinhardt.
- These projections are K-12 only, and do not factor in ALCs, early childhood education, and other specialized programs.

Current Capacity- Elementary Schools

District Capacity Comparison

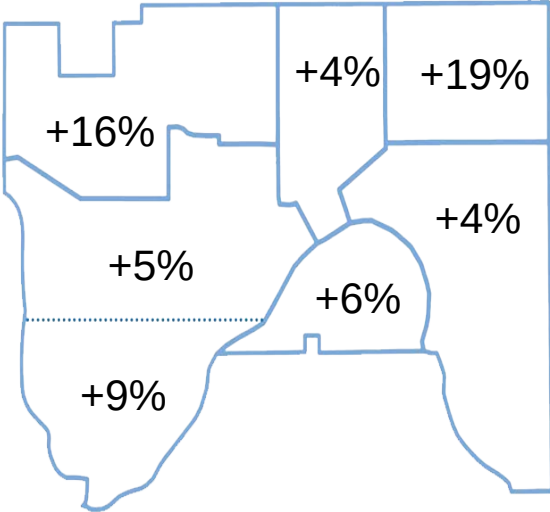


- Under capacity
- At or near capacity
- Over capacity

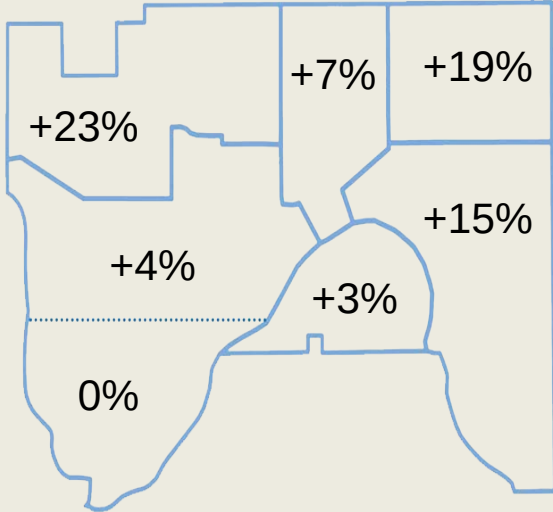
© OpenStreetMap contributors

Grades 6 – 8 Growth

SY 2019-2020



SY 2024-2025



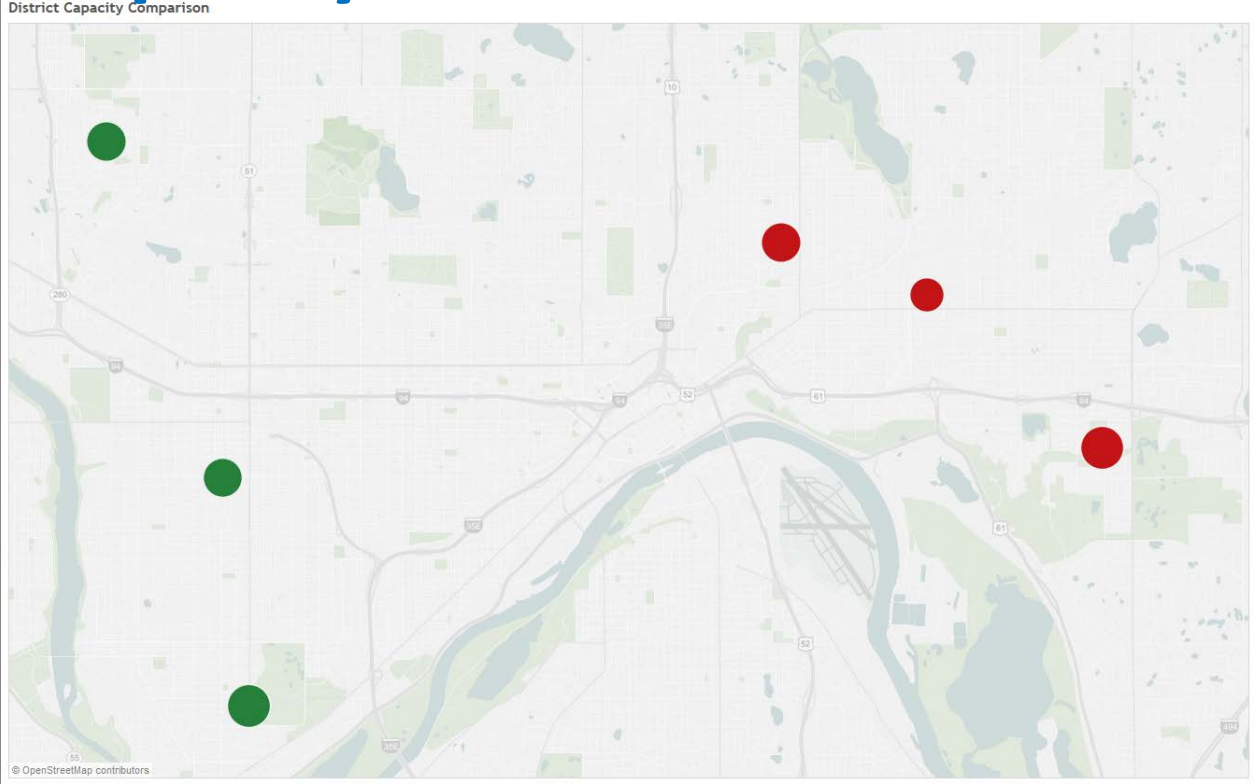
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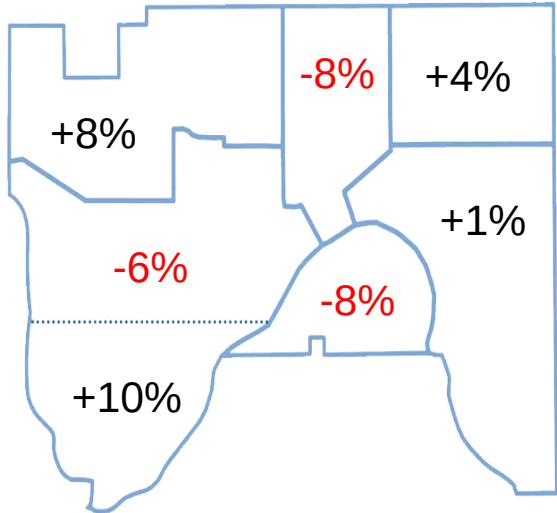
Current Capacity- Middle Schools

13

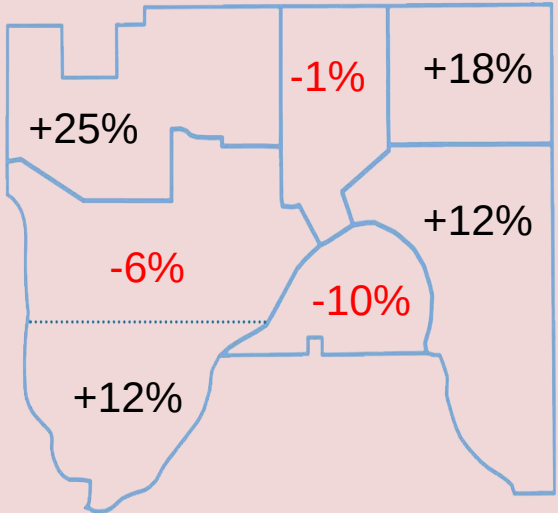


Grades 9 – 12 Growth

SY 2019-2020



SY 2024-2025



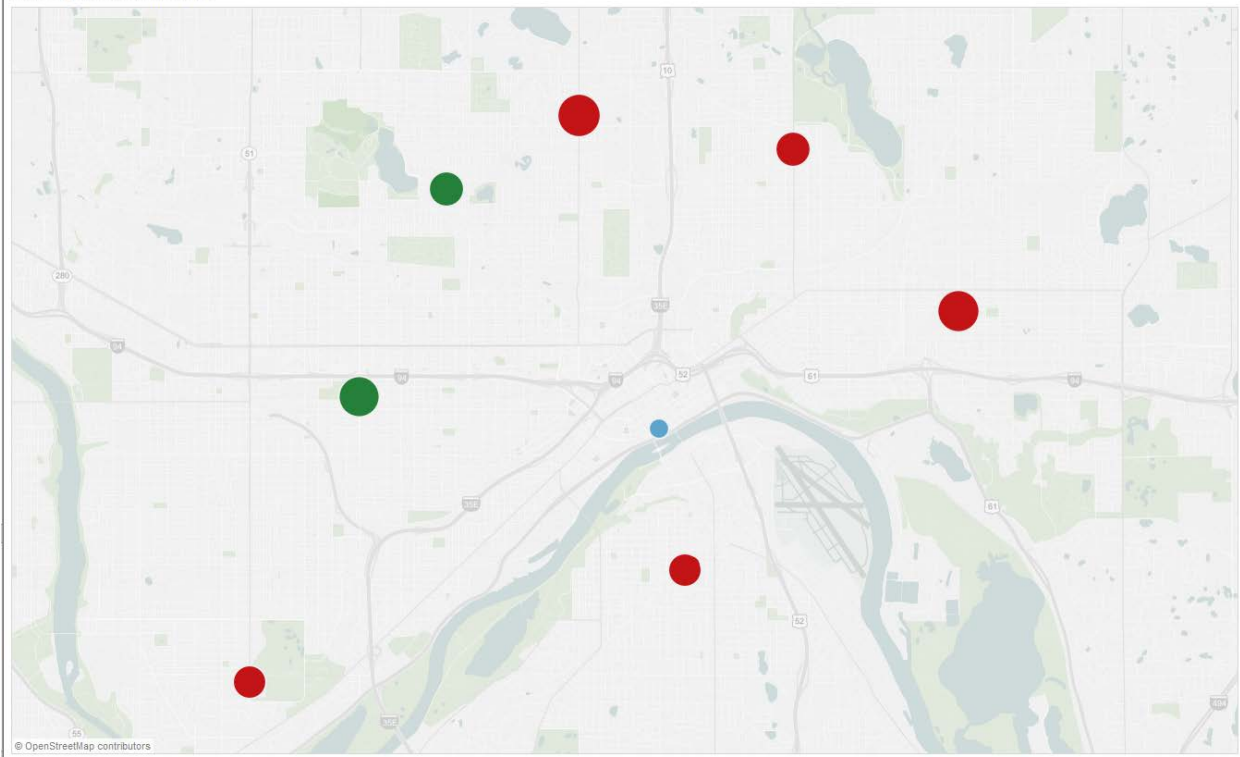
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Current Capacity- Secondary & High Schools

District Capacity Comparison



- Under capacity
- At or near capacity
- Over capacity



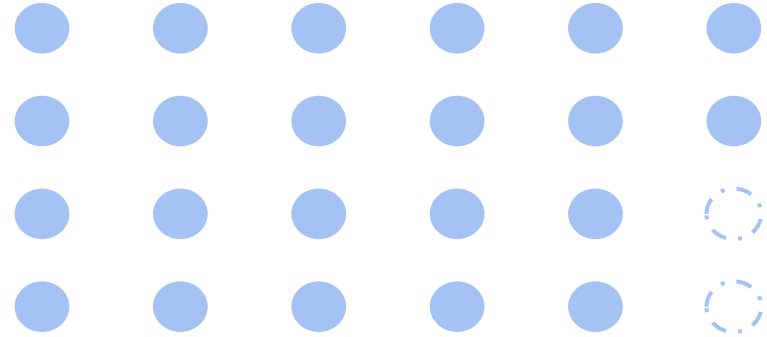
Designing for Growth

- **Instructional Mandates**

- Student - Teacher Ratios
- Needs of elective classes
- Hours per day of usage

- **Core Function Needs**

- Food Preparation & Service
- Athletic & Large Motor Movement
- Restrooms



- **Functional Capacity**

- For resilience, designs need a margin of excess growth capacity
 - “Bubble” grades, student mobility, etc

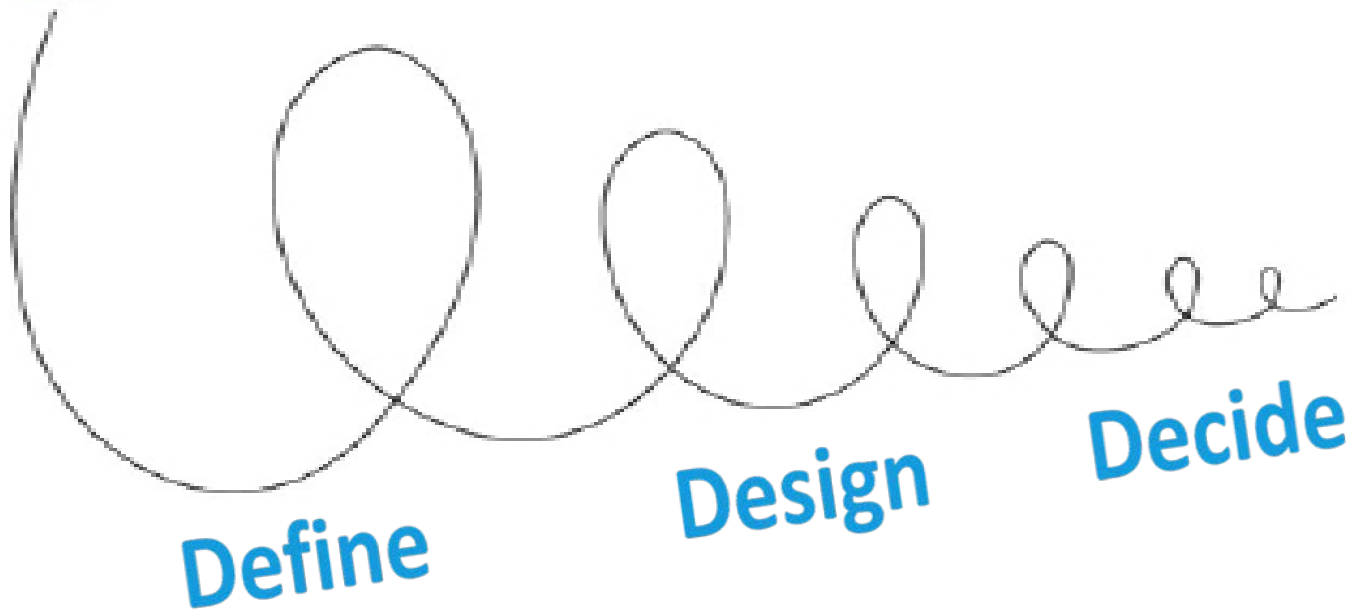


Designing for Growth

- **Could we design a way to accommodate growth that:**
 - Plausibly meets the demand for each program
 - Respects program identity
 - Met the FMP Vision, Principles, and 47 Standards
 - Is efficient with construction
- **To do so requires many perspectives:**
 - Student Placement Center and REA for demand and grade-level modeling of programs
 - The 818 principals, parents, teachers, students, and community that collaboratively designed with us during Phase III

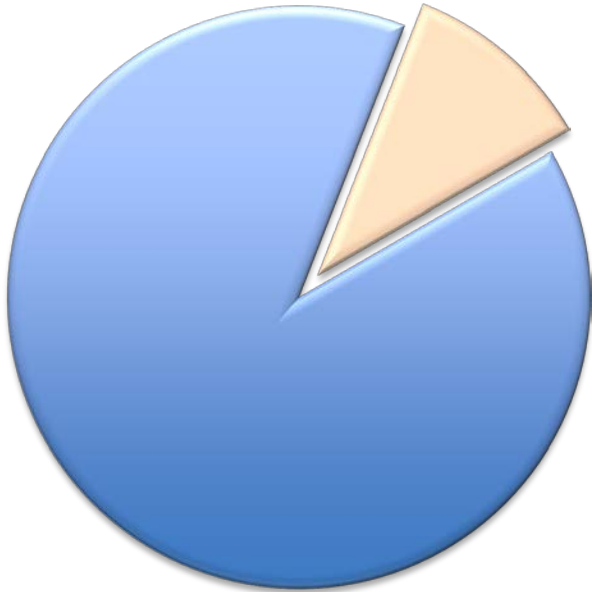


FMP as Iterative Process



PreKindergarten – Grade 5 Growth

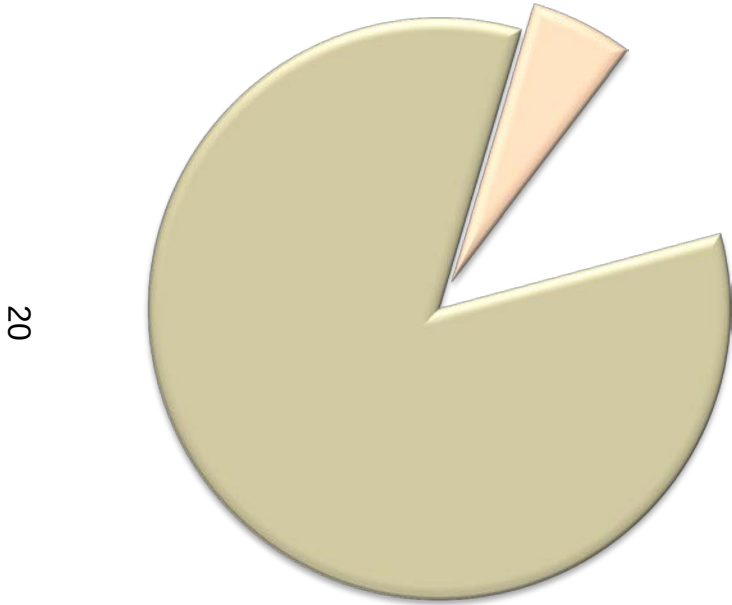
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- **The design process has shown:**
 - We can likely solve for projected enrollment increases and intentional significant PreKindergarten space expansion in our existing portfolio
 - In order to do so and maintain our commitment to quality learning environments and core services (gathering, dining, etc), select building expansion will be necessary



Grades 6-8 Growth

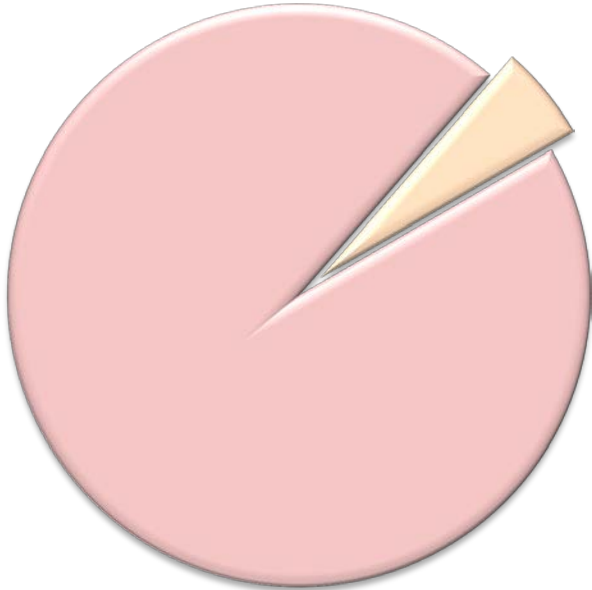


- **The design process has shown:**
 - We likely cannot solve for projected enrollment increases in our existing portfolio
 - Building expansion opportunities are limited, programmatically misaligned, or inefficient



Grades 9 – 12 Growth

21

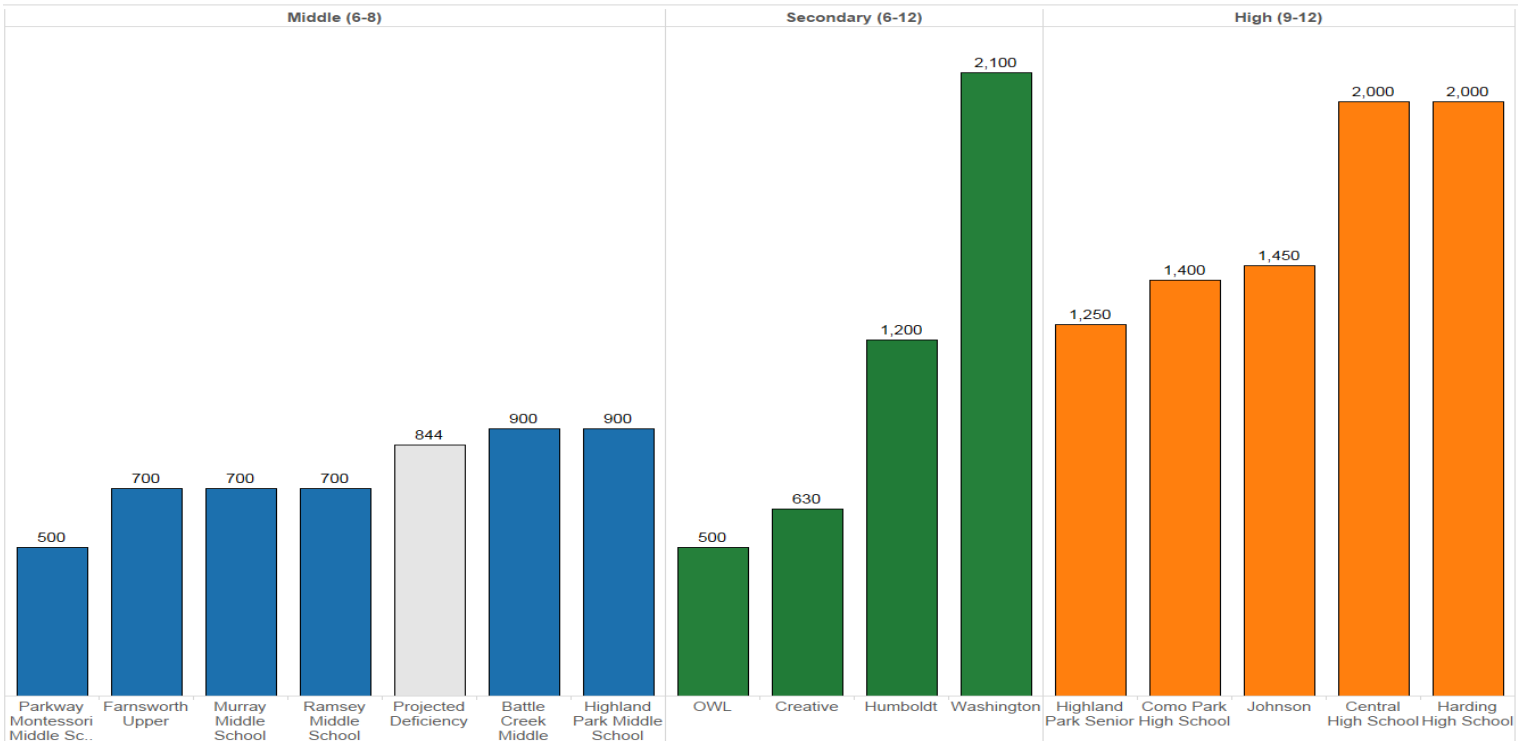


- **The design process has shown:**
 - We can likely solve for projected enrollment increases in our existing portfolio
 - In order to do so and maintain our commitment to quality learning environments and core services (gathering, dining, etc), minimal building expansion will be necessary
 - Setting consistent expectations around building utilization (# of hours each space is used per day) will be critical



Design Capacity: Middle, Secondary, High

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Information shown is preliminary and represents theoretical capacities based on enrollment modeling and site-identified growth opportunities



Conclusions

- **Opportunities:**
 - There appears to be a way to accommodate growth in Kindergarten – grade 5 while also creating significantly more PreKindergarten classrooms in our existing portfolio of buildings.
 - We will likely be able to accommodate enrollment growth in grades 9 – 12 in our existing portfolio of buildings.
- **Challenges:**
 - Providing sufficient space for students in grades 6 – 8 will be exceedingly challenging in our existing portfolio of buildings.



Questions?

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

Youth Representation in District Decisions

Board Task Force Summary
COB Work Session
July 21, 2015

Objectives for Student Engagement

- Hear student voices on issues important to them
- Hear student voices on issues important to administration and the board
- Engage all students with stake in particular issues
- Hear the full range of student perspectives
- Provide students the information they need to participate in a meaningful way
- Engage students on issues where their perspectives will influence decisions
- Deliver authentic student engagement

Considerations

- Be cognizant of students' time constraints and priorities
- Recognize that students may be more willing to participate if other students are helping design and lead processes
- However this moves forward, implement as a pilot to jointly determine what is most beneficial to students, Board, and Administration

Option: Student Rep on Board



- **Structure and Benefits**

- One to three students to serve on the Board
- Allow students to vote on issues
- Outstanding leadership development opportunity for a student

- **Challenges**

- Tasks few students to represent entire diverse student body
- Would require students to be knowledgeable of all issues requiring their vote
- Enormous time commitment for a student

Option: Student Advisory Team

- **Structure and Benefits**

- Group of students serve as special committee
- Opportunity to select students with diverse backgrounds and life experiences
- Task could be to help design and sometimes deliver student engagement – but not “speak for” other students
- Group of students is well positioned to figure out how to reach other students for wider engagement
- “At the ready” to partner with Administration and Board

- **Challenges**

- Would require SPPS staff support and budget for supplies and perhaps transportation, meals, training, etc.
- Logistical challenges to regularly convene students

Engagement Examples

- **Major districtwide efforts:** Facilities Management Plan, school start times
 - Design with staff, students, families
 - Staff implements in partnership with others; tools include brainstorming sessions, scenarios, workshops, etc.
- **Specific policies or similar:** Gender inclusion, Rights and Responsibilities
 - Design with staff, students, families
 - Staff implements in partnership with others; tools include brainstorming sessions, scenarios, workshops, etc.

Engagement Examples

- **Time-sensitive class/grade, school, or districtwide questions:** Identify issues important to students (of all ages), get implementation feedback, test simple option or ideas
 - Design generic, replicable approach with students, staff
 - Staff implements with students
 - Could use iPads for quick polls or “pulse checks” to students; easily be tailored for age and primary language

Task Force Recommendations

- **Approve Student Advisory Team**
 - Launch *pilot* in fall 2016 in collaboration with Community Education
 - Focus communications on this being a pathway to reach *all* students, not a position to “speak for” others
- **Expect formal and explicit attention on student voice**
 - From district and building staff
 - In all relevant decisions
 - Create mechanism for this to be reported out to public *and especially to students* so they see their impact