

Facilities Master Plan: Program Relocations

Tom Parent, AIA, LEED AP
Director, Facilities Department

Committee of the Board, March 8, 2016



AGENDA

- Jie Ming Mandarin Immersion
 - Recommendation: *Relocate the program to the Homecroft building by 2017-2018*
- Growth & Capacity in middle school grades
 - Recommendation: *Building a new middle school in Area A*
 - Other options considered
 - Ongoing community engagement



Goal

- Receive guidance from the Board on preparation for making these decisions
- In April, when we approve the 5-Year FMP Implementation Plan we, will be asking the Board to adopt these relocations



Jie Ming relocation

Jie Ming Relocation (citywide magnet, Area E)

- Mandarin immersion: K-4 > PreK-5

School Year	PreK	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Projected Enrollment
2017-18	0	3	3	2	2	1	1	328
2024-25	4*	4	4	3	3	3	2	599*

* Creation of PreK programming dependent upon legislative changes & teacher availability.
Projected enrollment represents 80 PreK students.

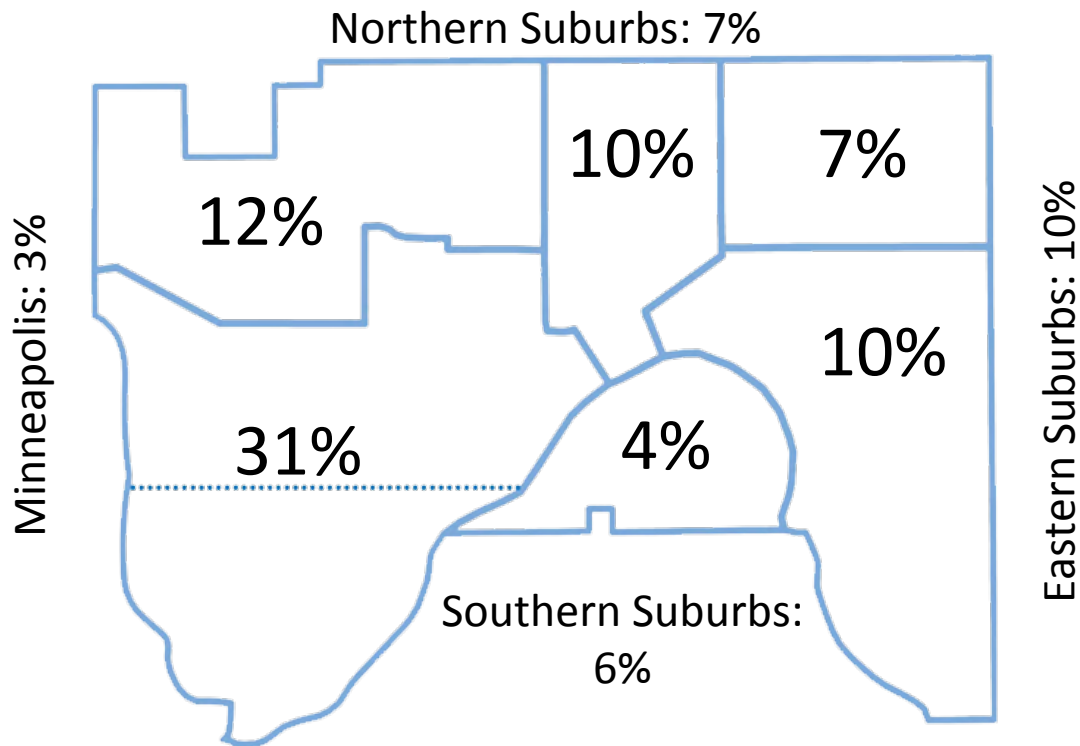
Jie Ming Relocation

Considerations for new location:

- Ease of access for students
 - Citywide magnet
- Permanent Home / Long term growth
 - Avoiding multiple moves
 - Use of excess space as they grow
- Specific spatial needs of language immersion program



Where Current Jie Ming Students Live



Jie Ming to Homecroft

AREA
F2

Relocate Jie Ming
to Homecroft

(Increase Homecroft by
12,000 sf)



IMPACT

142 Existing Jie Ming
students (*to grow to 500*)
80 RiverEast
300 ECFE families



ACADEMICS

Traditional learning
environment, close
to pathways



COST

\$4M Initial Capital
\$340k FFE
\$102k Annual Operations

Relocate **RiverEast** from
Homecroft building to leased or
newly purchased site



IMPACT

80 RiverEast



ACADEMICS

Design a space to
meet the needs of
RiverEast program



COST

\$1.1M Annual Lease
-or-
\$24M Initial Capital
\$575k Annual Ops.

Transition **ECFE** out of
Homecroft over next few years



IMPACT

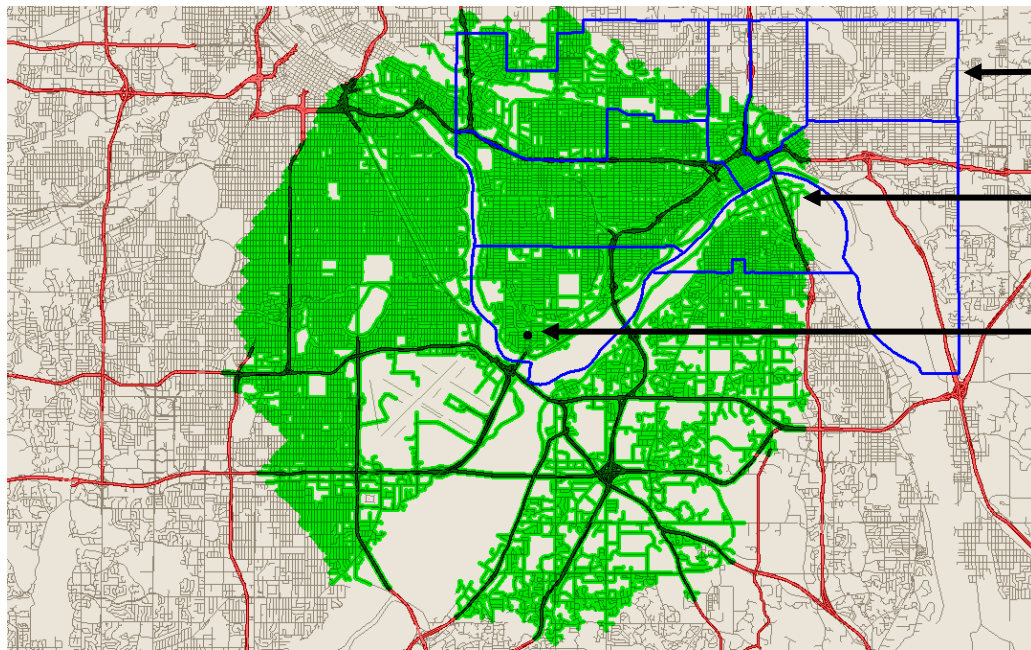
300 families



COST

To be determined

Jie Ming Relocation (Citywide magnet)



← City of St. Paul boundary

← 7 mile travel zone

-Approx. 20 minutes by car

← Homecroft building

Jie Ming to Homecroft: PROs

- Homecroft close to Mandarin program pathway Highland Middle/Senior (F2)
- Originally designed as elementary school
- Physical capacity to accommodate current Jie Ming students
 - But will need remodeling to allow program growth
- Good access to I-494, I-35E, Hwys 55, 5 and 62



Jie Ming to Homecroft: CONs

- RiverEast and ECFE programs would need to move
- Location not centrally located in city for citywide magnet
- No current working kitchen
- Limited parking (51 spaces)



RiverEast relocation

- Affects 80 RiverEast students
- Impacts vulnerable students
- Opportunity to move RiverEast more centrally:
 - **95% of students reside in St. Paul** (5% live out of district):

Area A: 21%

Area B: 10%

Area C: 28%

Area D: 10%

Area E: 7%

Area F: 19%



ECFE relocation

- Working with ECFE leadership to identify new locations
- Transition ECFE move over 2-3 years
- Relocating ECFE into elementary would provide pipeline to elementary school
- ECFE program firmly rooted for about 15 years
 - Maintaining an F2 location is important
 - But families are in program for short amount of time



Middle School Growth



Junior High (7-8) vs. Middle School (6-8)

1. Subject-centered
2. Emphasis is on cognitive development
3. Organizes teachers in subject-based departments
4. Traditional instruction dominates
5. 6-8 class periods per day
6. Provides academic classes
7. Offers study hall and/or homeroom
8. Classrooms arranged randomly or by subject or grade level

1. Student-oriented
2. Emphasize both cognitive and affective development
3. Organizes teachers and students in interdisciplinary teams
4. Experiential approaches to instruction
5. Allows block and flexible scheduling
6. Provides exploratory, academic, and nonacademic classes
7. Offers advisor/advisee, teacher/student opportunities
8. Team classrooms in close proximity

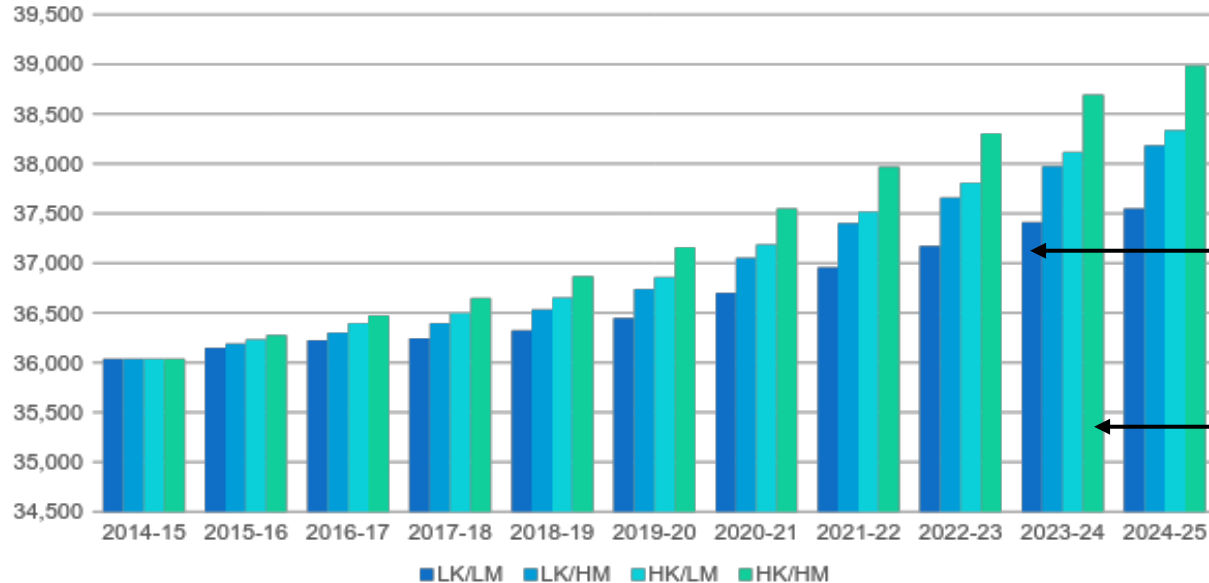
(Source: Excerpt from Introduction to Middle School, by S. D. Powell, 2005 edition)

Middle School Growth

- Projected 500 student seats short in 2019-2020
 - *These are our current 2nd, 3rd, and 4th grade students*
- 700 student seats short by 2024-2025
- Middle grade capacity issues will continue beyond this time
- Enrollment projections informed by analysis of former state demographer Hazel Reinhardt



Enrollment Projections (Reinhardt)



These projections are K-12 only, and do not factor in ALCs, early childhood education, and other specialized programs. Those programs account for approximately 1,800 additional students in 2014-2015.

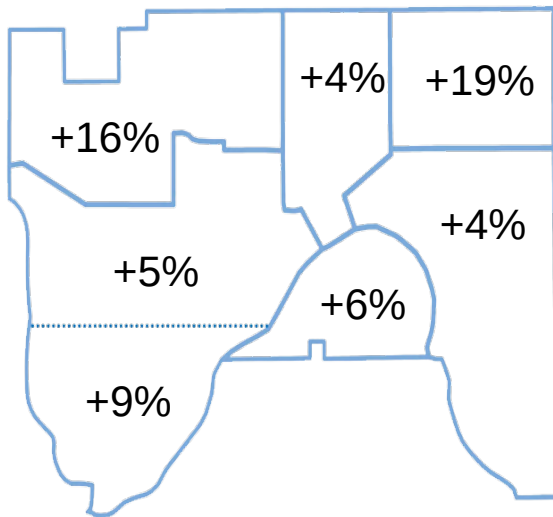
Assuming we attract a historically low average of Kindergarten students and lose a historically higher percentage of them year-to-year

Assuming we attract a historically high average of Kindergarten students and lose a historically lower percentage of them year-to-year

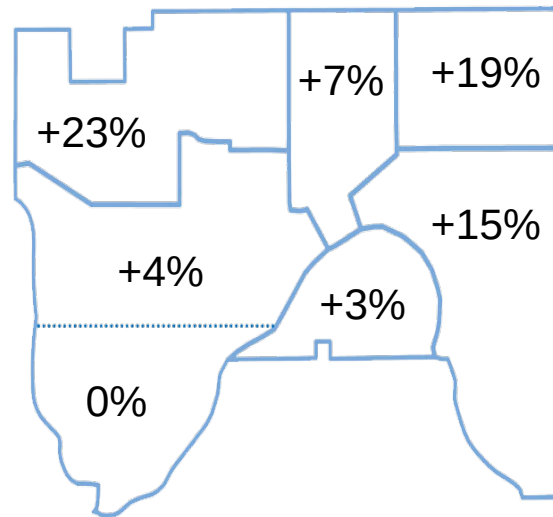


Grades 6 – 8 Growth

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.



*Overall Projected Capacity		
Grade	5 years	10 years
K-5	97%	102%
6-8	110%	112%
9-12	92%	107%

*Overall projected capacity based on feedback from Facilities Master Plan workshops.

Area C student change		
Grade	5 years	10 years
K-5	+113	+264
6-8	+55	+85
9-12	-141	-23

Area E student change		
Grade	5 years	10 years
K-5	+219	+350
6-8	+167	+243
9-12	+114	+343

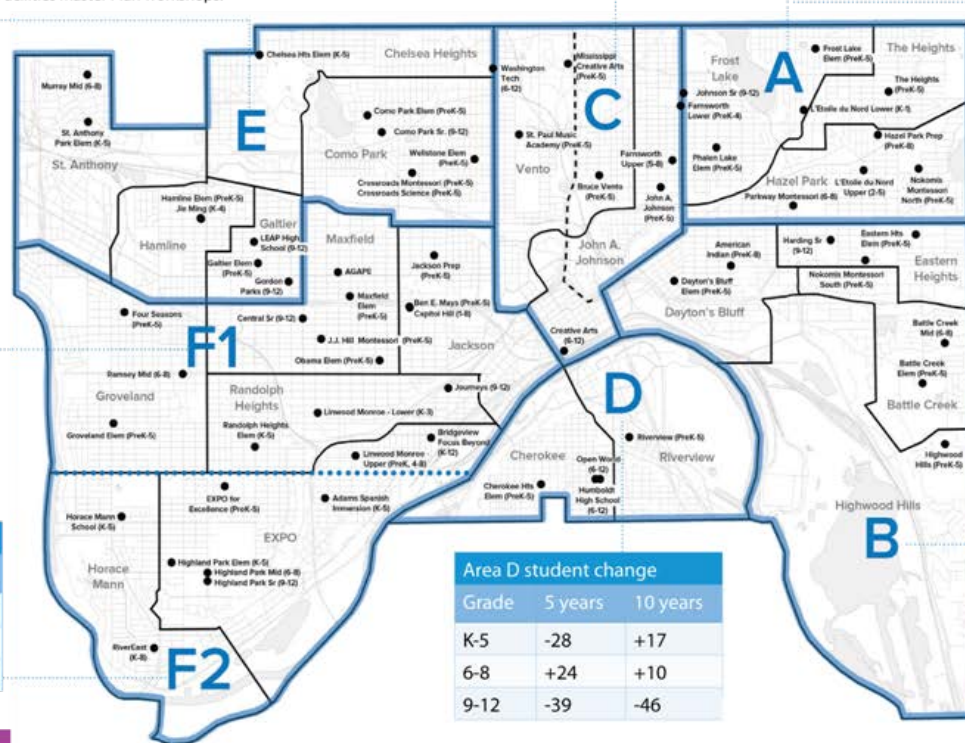
Area F1 student change		
Grade	5 years	10 years
K-5	-90	+99
6-8	+77	+59
9-12	-131	+128

Area F2 student change		
Grade	5 years	10 years
K-5	-36	+33
6-8	+42	-1
9-12	+57	+66

Area A student change		
Grade	5 years	10 years
K-5	+92	+254
6-8	+258	+251
9-12	+67	+322

Area B student change		
Grade	5 years	10 years
K-5	+241	+367
6-8	+49	+168
9-12	+12	+194

Area D student change		
Grade	5 years	10 years
K-5	-28	+17
6-8	+24	+10
9-12	-39	-46



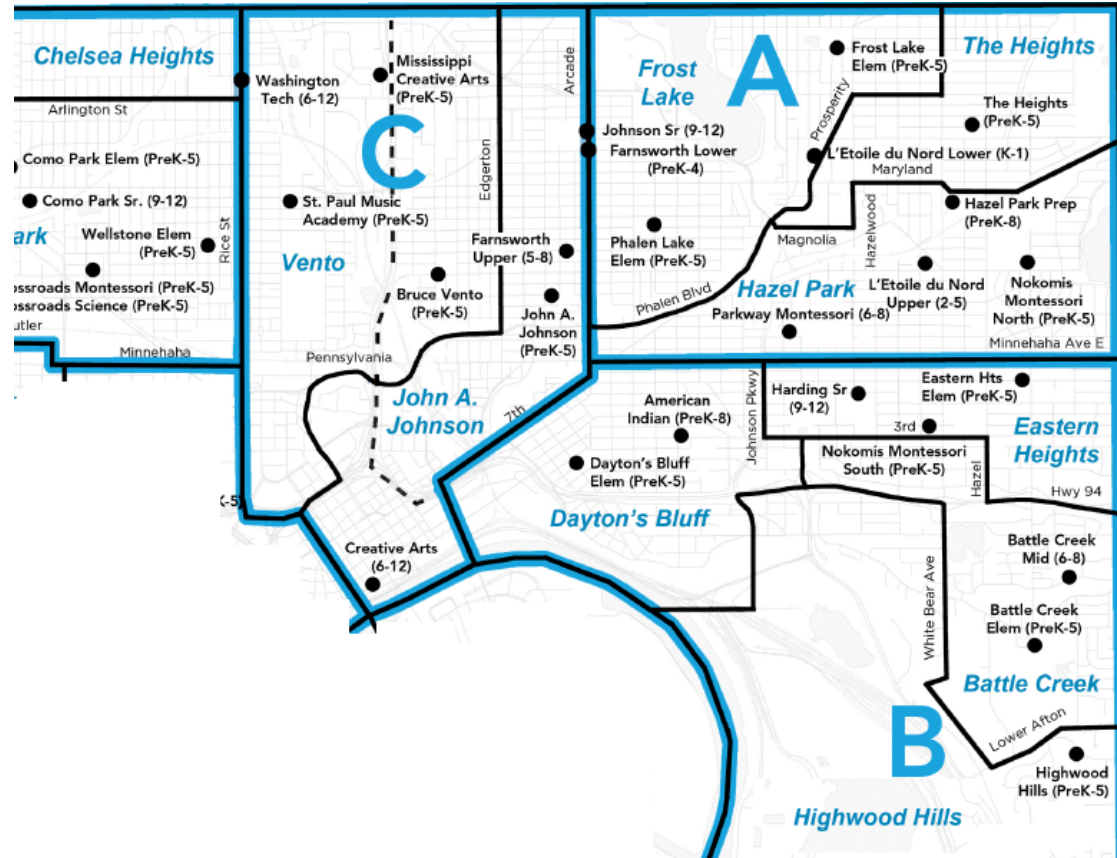
Changes shown represent where SPPS students reside which may be different from where they go to school.

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.

Affected Areas

- Primarily Area A
- B and C compensating for shortage



Best option: Build new middle school

1. Building new middle school in Area A

2. Other options considered:

- a. Convert Hazel Park IB (PreK-8) into middle school
- b. Repurpose Wellstone (PreK-5) as middle school; build new elementary
- c. Convert 3 regional PK-5s to PreK-8 (Frost Lake, Dayton's Bluff, Eastern Heights)
- d. Build two 500 seat Middle Schools



Option 1: **New Middle School**

AREA
A

Build **new**
comprehensive
Middle School



IMPACT

700-900 students



ACADEMICS

Alignment with 6-8 Curriculum and Provides
Comprehensive Middle School in Area A



COST

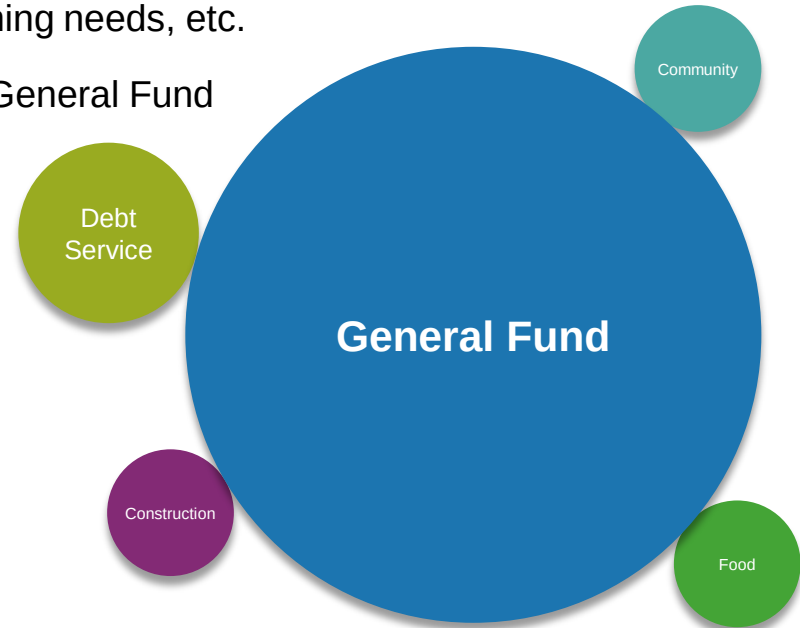
Approximately **\$65-\$70M** Capital and FFE
\$1.5M Annual Operating

Building Construction Funds

- Must be used to maintain, improve and remodel SPPS school buildings and land
- By law, Building Construction Funds cannot be used for other funding categories**, e.g., General Fund (pays for teacher salaries, transportation, teaching/learning needs, etc.)
- Increases to Building Construction Funds **do not decrease** General Fund

TOTAL SPPS 2015-16 BUDGET: \$697,800,000

The budget is made up of the following categories:



Build new middle school

- Addresses Area A community middle school need
- Least disruptive to students/families
 - No students displaced
- Provide state-of-the-art middle school for Eastside
- Intentional programming designed for M.S. students needs



Build new middle school

- Least disruptive in terms of construction
- All elementaries have pathway to community Area A M.S. option
- Summer program demand on east side, air conditioned space



Partnerships and Community Input

- Great opportunity for multiple agency Eastside investment, aligning interests and opportunities
 - Meeting with external partners to discuss (City, County, Parks&Rec, The Y, etc.)
- Community input on visioning of school such as:
 - Design
 - Wrap-around services
 - Community amenities



Other options considered: Hazel Park

- Repurpose Hazel Park
 - Originally designed as 7-8
 - Would still need expansion to accommodate 6-8 program
- Must relocate International Baccalaureate elementary program
- Leaves 100-200 student seats short in grades 6-8 by 2024
- Eliminates a PK-8 option for families in the district



Other options considered: Hazel Park

- PreK-5 Hazel Park students could be absorbed by other schools:
 - Frost Lake, Eastern Heights and other programs
 - 891 students affected by addition of students to program
 - Displaces approximately 361 Hazel Park students

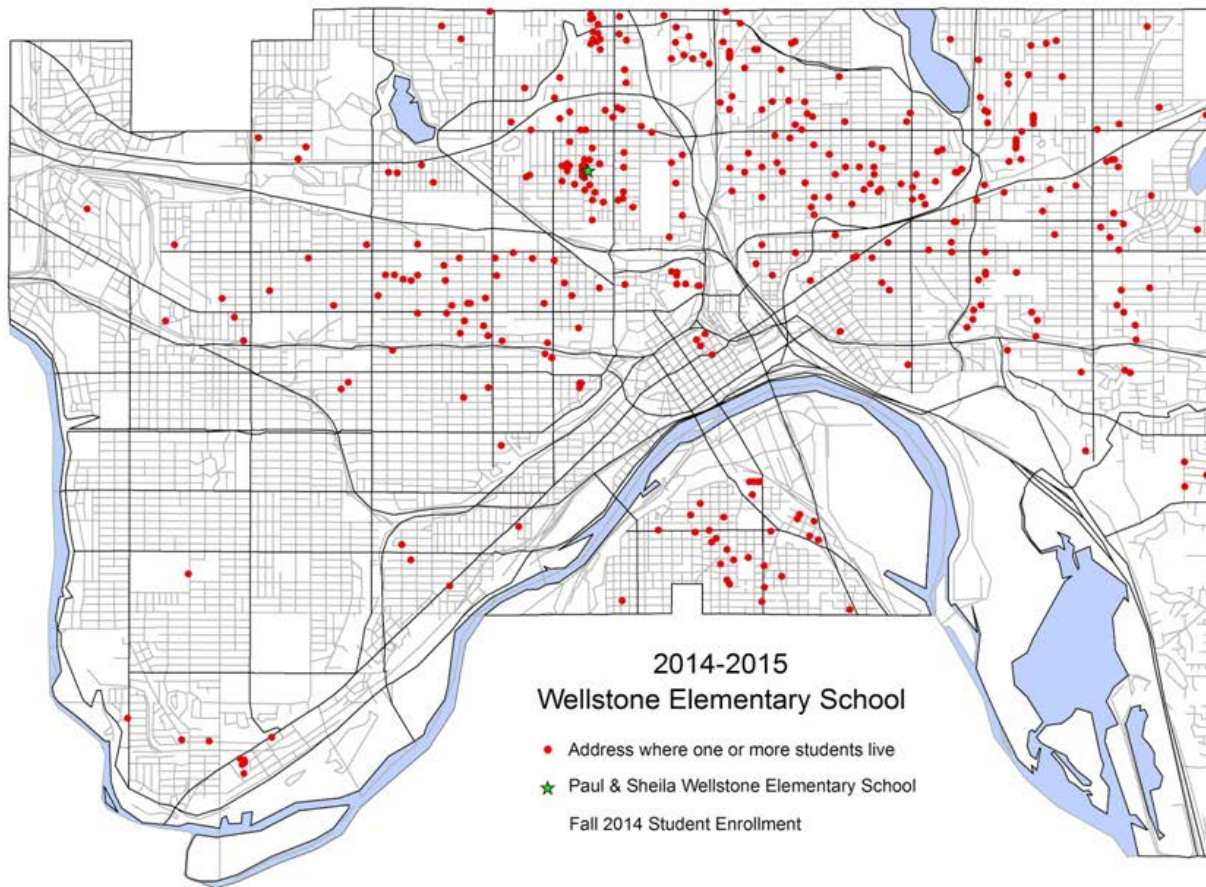


Other options considered: Wellstone

Repurpose Wellstone (PreK-5) as middle school

- Would need to build new elementary and displacing Wellstone students (600)
- Location is not where strongest 6-8 enrollment pressure is
- Potentially leaves the district short student seats in grades 6-8 long term
- Facility well located for current Wellstone program, students





Other options considered: PreK-5s > PreK-8s

Convert 3 Regional PK-5s to PreK-8:

- Impacts 1,240 students
- Does not provide options for families in Area A, no comprehensive middle school
- PK-8s typically have fewer academic and athletic opportunities



Other options considered: PreK-5s > PreK-8s

Convert 3 Regional PK-5s to PreK-8:

- Dayton's Bluff, Eastern Heights have limited outdoor space
- Frost Lake would be a very large school
- May require acquisition of homes
- Construction disruptive at 3 sites



Other options considered: 2 smaller M.S.

- Highest cost option – acquire 2 sites and build core facilities for both
- More inefficient to run a smaller school
- Fewer elective options in smaller schools



Public Engagement

BOE Decision Timeline

- **March 8:** COB meeting for preliminary briefing
- **April 12:** COB recommendation
- **March 9 - April 26:** Community engagement
- **April 26:** BOE vote with public comment



Spectrum of Public Participation (Source: IAP2)

Inform > To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	Consult > To obtain public feedback on analysis, alternatives and/or decisions.	Involve > To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	Collaborate > To partner with the public in each aspect of the decisions including the development of alternatives and the identification of the preferred solution.	Empower To place final decision-making in the hands of the public.
--	--	---	---	--



Middle School: BOE Listening Sessions

- **Engagement level: INFORM community:** “Provide public with balanced, objective information to assist them understand the problem, alternatives, opportunities and/or solutions.”
- **2 BOE Listening sessions** in Area A
- Invite Area **A, B, C** school communities
- **Presentation** followed by audience **Q&A**



Public Engagement Opportunities

- Online Survey with PPT screencast
- Small-group presentations to community groups:
 - Eastside District Councils; Eastside Partnership Consortium; Faith Groups, Parks & Rec, etc.
- BOE Regular Meeting – Public Comment (April 26)
- Building / program design to continue for 12+ months



Questions?

Your thoughts?



THANK YOU

Facilities Department

651-744-1800

facilities@spps.org

