Goal One: ACHIEVEMENT

Racial Equity Transformation, Personalized Learning, Ready for College and Career
Provide an outstanding and equitable education for all students through strong leadership, well-rounded curriculum and data-driven decisions

SPPS is committed to creating environments that foster personalized learning and collaboration. This means:
- Learning environments are learner-focused and respect different learners’ needs and styles.
- Learning environments accommodate all abilities and mobilities.
- Facilities will provide adequate space for consultants and specialists (OTs, PTs, social workers).
- Learning environments are flexible and provide learning setting choices (i.e., small groups, individual, large groups).

SPPS is committed to providing facilities that support college and career readiness. This means:
- Labs/spaces that provide opportunities to learn and apply career skills.
- Facilities will provide spaces for life-long learning.

SPPS is committed to providing facilities that support authentic and experiential learning. This means:
- Facilities are designed so the building is a teaching tool.
- Facilities will have a variety of spaces and flexibility to support all learning styles and modalities.

SPPS is committed to providing flexible, adaptable learning environments. This means:
- Learning environments are adaptable to changes in teaching styles and diverse learners.
- Facilities are adaptable for the future.
- Facilities will have flexible spaces that accommodate a variety of learning styles and settings.

SPPS is committed to providing facilities that are adaptable to respond to future technologies. This means:
- Facilities will be easily retrofitted to adapt to evolving needs to access content and communication.
- Facilities will continue to stay relevant to a fast changing world and the learners who will live and work in it.
- Technology must be supported by physical improvements, such as furniture and media (i.e., white boards, communal work space, etc.)
- Technology supports learning anytime.

Goal Two: ALIGNMENT

Excellent PK-12 Programs with Connected Pathways
Continues school programs and supports to reinforce student learning

SPPS is committed to providing facilities that support access for all. This means facilities will:
- Create welcoming, safe spaces that encourage inclusiveness.
- Promote physical comfort with natural light, good air quality and clear traffic flow.
- Provide space for students, staff and visitors with disabilities.

SPPS is committed to providing facilities that promote equity for all. This means:
- Learning environments are student-focused and teacher-friendly.
- All learning styles are addressed in all buildings.

SPPS is committed to having its facilities used by, reflect and connect to the community and neighborhoods. This means facilities will:
- Become hubs centers in their neighborhoods.
- Reflect demographics and population change across Saint Paul.
- Leverage public and private partnerships to share space.
- Infrastructure in order to ensure efficiency.

SPPS is committed to providing facilities that foster partnerships and community connections. This means facilities will:
- Provide spaces for community use.
- Are designed for after hours use.

SPPS is committed to providing facilities that support connectivity to the natural environment and the outdoors. This means facilities will:
- Be designed and planned to have a positive impact on the natural environment.
- Facilities will be connected to green space.
- Facilities will have outdoor spaces that are intentionally part of the instructional opportunities in active and passive ways. Examples might include:
  - Vegetable gardens
  - Rain gardens
  - Green roofs
  - Shady groves
  - Play areas
- Wind and solar power
- Anything that fosters student understanding of their impact and connection to the natural environment

Goal Three: SUSTAINABILITY

Systems that Support a Premier Education
Continue to be efficient and effective with our budget decisions to maximize classroom resources and create an academic plan focused on results

SPPS is committed to excellence in the design and construction of facilities and grounds. This means:
- Schools are perceived by parents and the community to be high quality.
- Campus facilities and grounds are attractive.
- The community invests in them.
- Facilities foster creativity, invite pride, meet the needs of students and staff.
- Facilities are designed to promote academic achievement.

SPPS is committed to utilizing sustainable principles in the siting, design and operations of our facilities. This means:
- We will encourage and promote multiple modes of transportation (walking, biking, transit, etc.)
- We will maximize natural light and use renewable resources.
- Operations will minimize energy use and waste, and plan for maximizing reuse (e.g., compost, water, etc.)
- Design will consider increased climate variation (sweat, heat, significant rain, storms, etc.)

SPPS is committed to understanding and minimizing the impact our facilities have on the environment. This means:
- The School District will comprehensively plan to minimize the impact of our facilities on local waterways.
- The School District will make targeted investments in energy improvements, including possible alternative energy sources.
- Facility operations should constantly be reviewed to ensure consistency with industry best practices and energy efficiency.
- The District will facilitate engagement with the environmental impact of our schools.

SPPS is committed to environments that support and promote health and sustainability for all. This means:
- Facilities will promote the idea that “healthy students are better learners.”
- Facilities will support improved nutrition and an active school day by providing space that is flexible for eating and moving.
- Facilities will meet regulatory guidelines.
- Facilities will support the systems necessary for natural and man-made disasters.

April 11, 2016
Developed by the FMP, the Facility Standards define consistency, value and quality across all Saint Paul Public Schools facilities as they are maintained, improved or built.

1. General Learning Space
2. Varied Space
3. Student Gathering Space
4. Assembly Space
5. Interdisciplinary Learning
6. Specialized Lab/Studio Space
7. Shared Space
8. Specialized Services Space
9. PreK, K and Early Childhood (0-3) Space
10. Personalized Learning Space
11. Space for Enriching Activities
12. Staff Resource Space
13. Adult Learning Space
14. Daylighting and Views
15. Accessibility
16. Wrap Around Services
17. Safety
18. Clear Main Entry
19. Welcoming and Respectful Main Office
20. Health Services Space
21. Media Centers/Learning Commons
22. Food Service and Dining
23. Technology Space
24. Storage Space
25. Plumbing Core
26. Building and Energy Codes
27. District Administration and Services
28. Flexible Adaptable Space
29. Appropriately Scaled Space
30. Signage and Display
31. Experiential Interiors
32. Furniture/Finishes for Learning
33. Quality HVAC/Plumbing
34. Ample Electrical Service/Lighting Systems
35. Technology Infrastructure/Hardware
36. Safe/Accessible Site
37. Traffic Control
38. Parking and Service Areas
39. Landscape Character
40. Safe/Accessible Outdoor Play
41. Community/Outdoor Learning Settings
42. Planned Expansion
43. Permanent Facilities
44. Off-site Learning Spaces
45. Joint-use Facilities
46. Connections Between School Sites
47. Transportation
Public Schools that illustrate these Facility Standards.

Facility Principles are tied to the three goals of the
Principles, and Facility Standards. They are the guiding
these assets is through the development of a Facility

We envision versatile, equitable, healthy
and deepen connections to our

As part of its Strong Schools, Strong Communities 2.0
initiative and explore their interest, and for a place they can make their own.

Each school will have specialized lab/studio spaces for programs whose needs cannot be provided in a General Learning Space. All

Design facilities that support efforts to personalize learning for all students. Recognize learner needs for places that allow them to take

April 11, 2016

Each school will have a space which allows gathering of the entire population of students and staff, thereby supporting and strengthening

Saint Paul Public Schools has launched the

The district consists of 72 school buildings are able to meet the 21st century

strategic plan, Saint Paul Public Schools has launched the

authentic, engaging, and personalized learning
environments that balance the factors creating

SPPS Facility Vision Statement

experiences to sustain our academic mission

Provide space in each facility to support all students with special needs. Space is needed both to facilitate inclusion within the classroom

After school youth care. Some programs share facilities during the day

sharing while recognizing need for security.

Provide facilities that address the specific needs of young learners, with adequate support space

initiative and explore their interest, and for a place they can make their own.

The school organization and its individual spaces will be designed to allow interdisciplinary and collaborative learning, and strengthen

Varied Space

Provide a variety of sizes and layouts of learning space for

groups and students to gather, and to interact and study in safe, manageable forums.

PARKWAY MIDDLE SCHOOL RIVERVIEW ELEMENTARY

The school organization and its individual spaces will be designed to allow interdisciplinary and collaborative learning, and strengthen

lab/studios will be designed with adaptability and flexibility in mind, so that site-based decisions about yearly program offerings are

General Learning Spaces will be sized for variable teaching layouts, technology, and

Interdisciplinary Learning

The school organization and its individual spaces will be designed to allow interdisciplinary and collaborative learning, and strengthen

General Learning Space

A student’s social development is part of their education and growth. The school facility will provide formal and informal spaces for class groups and students to gather, and to interact and study in safe, manageable forums.

Student Gathering Space

Allow for a variety of learning experiences that promote personalized learning. Finishes and furniture are designed to promote collaborative, creative, and personalized learning. General Learning Spaces will be sized for variable teaching layouts, technology, and individual or group arrangements.

Personalized Learning Space

Design facilities that support efforts to personalize learning for all students. Recognize learner needs for places that allow them to take initiative and explore their interest, and for a place they can make their own.

Assembly Space
Provide staff space that will encourage collaboration, support interdisciplinary teaching and learning and reduce staff isolation. Adequate and functional space for teachers to meet, plan and work are essential to successful educational service. Locate work/planning spaces to allow natural connections between students and staff.

**Staff Resource Space**

Rooms that house people should have windows for connection to the outside and for natural light. Designs must consider security and control of light, glare and heat gain/loss. Incorporate windows to other spaces for distribution of light and visual connections.

**Daylighting and Views**

Create a clear, identifiable main entry with direct access to the main office. If students do not use this entry when they take buses, student entry to be identifiable and welcoming.

**Clear Main Entry**

Food Service areas will include space for efficient production and serving of nutritious, healthy food. In addition, they should be designed to be appealing to students and others in the buildings.

**Food Service and Dining**
Design learning environments to address short and longer term modifications in response to educational program – hourly/daily and longer term/yearly changes in use.

### Flexible/Adaptable Space

Select colors, interior finishes and furniture which contribute to the quality of the learning environment and are appropriate to the use of the space. Select materials (furniture and finishes) that are healthy and non-toxic.

### Safe/Accessible Site

The design of surfaces, walls, ramps, plantings and drainage systems for a site contribute to user well-being. Design a ground plane that supports rain water control, supports maintenance, and meets or exceeds ADA & buildings & grounds.

### Furniture/Finishes for Learning

### Outdoor Learning Settings

Outdoor environments can add valuable space for learning, and help students make connections between their studies and the physical environment. Each site will strive to have at least three types of outdoor learning settings: gardens, small and large gathering spaces and outdoor “classrooms.”
Highland Park Elementary

Site Concept

Legend:
S1. New Sidewalk (Scope A) (1,339 SF)
S2. Modify Curb Line for Bus Drop Off (3,903 SF)
S3. New Hard Surface Play (3,600 SF)
S4. Replace hardscape with landscape (Scope A) (728 SF)
S5. New Parking Lot (12,371 SF)
S6. New Curb Cut (355 SF)
S7. Renovated Playground (4,110 SF)
S8. New Outdoor Classroom (2,500 SF)
S9. New Fence (345 LF)
S10. New Bike Racks
S11. New Hardscape (Scope A) (1,520 SF)
S12. New Outdoor Benches
S13. Remove Backstop and Ballfield
S14. New Hardscape (Scope B) (1,381 SF)

C1. One Story Addition
C2. Two Story Addition
C3. New Canopy

D1. Demo Portable Classrooms

New Landscape and Playground
Parking and Hardscape
New Building Construction
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<tbody>
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