Saint Paul Public Schools
Facilities Master Planning for 21st Century Learning

Facility Master Plan Committee:
Workshop #3: Facility Principles
Facilities Master Plan - Planning Process

May – August 2014

Steering Committee

Phase 1
Prepare to Inform

Data Collection and Evaluation
- Strong Schools, Strong Communities 2.0 (strategic plan)
- Enrollment and building capacities
- Demographic research
- Personalized Learning; Technology Plan
- Updated Educational Adequacy Assessment

May 2014 – December 2014

Phase 2
Consult > Involve

Establish District-wide Priorities, Baseline and Criteria
- Determine large-scale system priorities
- Audit each site facility gaps/needs (baseline)
- Determine facility improvement prioritization criteria
- Estimate improvements costs
- Funding recommendations

January – June 2015

Phase 3
Involve > Collaborate

Develop Site-based Priorities and Plans
- Site and floor plan improvements and modifications
- Prioritized phasing of projects
- Estimated improvements costs
- Determine district’s facilities governance committee structure

June – December 2015

Phase 4
Inform

Finalize Plan and Share Results
- Inform stakeholders
- Convene district facilities governance committee
- Board of Education presentation

Facilities Master Plan Committee

Collaborate

Inform
Vision Statement:
Imagine every student inspired, challenged, and cared for by exceptional educators.

Imagine your family welcomed, respected and valued by exceptional schools.

Imagine our community united, strengthened, and prepared for an exceptional future.

Saint Paul Public Schools: Where imagination meets destination.

Mission Statement:
To provide a premier education for all.
FMP Committee Workshops

Workshop #1...May 29th
Creating a shared vision.

Workshop #2...June 19th
Where we are.

Workshop #3...TODAY
Facility Principles.
FMP Committee Workshops

Workshop #4...Sept 18th
Facility Standards.

Workshop #5...Oct 9th
District Parameters.

Workshop #6...Nov 20th
District wide Options.
DESIGN WITH, NOT FOR.

welcome to the design team!
IT IS NOT BECAUSE THINGS ARE DIFFICULT THAT WE DO NOT DARE. IT IS BECAUSE WE DO NOT DARE THAT THEY ARE DIFFICULT.

SENeca, Rokn PHILOSOPHER & POLITICAL

PURPOSE
To create Facility Principles that will inform the SPPS Facility Master Plan
RELAX AND ALLOW. Constant self monitoring will get in the way of group performance. Let go…

DON’T WORRY ABOUT WHO GETS CREDIT. When everyone genuinely collaborates, everyone ends up being more creative. (SEEK THE COMMON GROUND)

CLARITY IS NOT A VIRTUE. If everything you say is detailed and explicit, you won’t give your collaborators room to run. Put ideas out there that are half-baked.

CREATIVITY IS RISKY. Put yourself in an environment that rewards failure. Successful creative teams are also the ones who fail the most often.
BE WHO YOU ARE AND SAY WHAT YOU FEEL BECAUSE THOSE WHO MIND DON’T MATTER AND THOSE WHO MATTER DON’T MIND.

- DR. SEUSS
DON'T WORRY
HAVE FUN!

Do you have a problem in your life?

Yes.

Can you do something about it?

Then don't worry.

No.

Yes.
Highest Hopes Wordle
Givens

- Kids and academics are at the center of the conversation
- Strong Schools Strong Communities 2.0
- Courageous Conversations Protocol & Racial Equity
- Grade Configurations Remain
- Attendance Boundaries – community schools with magnet options
- Strong Emphasis on Early Childhood
- Inclusion
- Safety & Security
- Community Use & Community Ed
- Sustainability
CREATING A SHARED VISION

The purpose of a facility related vision statement is to guide the master planning effort, help us set priorities, align resources, and facilitate an efficient decision making process.
We See Wordle
FACILITIES VISION STATEMENT

We envision versatile, equitable, healthy environments that balance the factors creating authentic, engaging, and personalized learning experiences to sustain our academic mission and deepen connections to our communities and world.
Who are we?

"If you're not prepared to be wrong, you'll never come up with anything original."
— Sir Ken Robinson

Out of School Time Support Services

FMP#2 Creating COMMON GROUND

Strong Schools Strong Communities 2.0

What do students want?
All workshop presentations, meeting notes, and videos are posted online at 
http://facilities.spps.org/committees

In particular, the district data and information from the Workshop 2 “Where we are” presentation are posted on this web page
District-at-a-Glance

Minnesota’s largest urban school district with 39,000+ students in Pre Kindergarten -12th grade

served by
85 schools/programs
5,376 full-time staff

in
71 buildings & 3 leased sites

totaling
7.3 million square feet
and 465 acres of land
District-at-a-Glance

- Students speak **100+ languages** and dialects
- **4,000* students new** to SPPS each year; **2,000* at the secondary level**
- **17%** of students require **special education** services
- **73%** of students eligible for **free or reduced-price lunch**
- **2,000* students experience homelessness** during the school year

*Approximate numbers
Enrollment: Elementary Schools
Enrollments in St. Paul - Public, Non-Public and Charter - 1968-present
Strong Schools, Strong Communities 2.0

Goal 1: Achievement for all students

Goal 2: Alignment of school programs

Goal 3: Sustainability to optimize classroom resources and academics
Mission: To provide a premier education for all

Goal 1: Achievement
- Personalized Learning
- Ready for College and Career
- Racial Equity Transformation

Goal 2: Alignment
- Excellent PK-12 Programs with Connected Pathways

Goal 3: Sustainability
- Systems that Support a Premier Education

Mission: To provide a premier education for all
SSSC 2.0: Racial Equity Transformation

- Change practices and systems
- Value and invest in all students
- Examine our personal racial beliefs
SSSC 2.0: Personalized Learning

• Adapts teaching and learning to diverse needs and abilities of students

• Provides multiple ways to access information, express themselves, and demonstrate learning
Academic Services

- School Types
- Grade Level Structures
- Pre-K Expansion
- Alternative High School Programs
- College and Career Culture
- Multilingual Learning
- Specialized Learning (Special Education)
- Personalized Learning
- Student Supports
- Visual and Performing Arts
- Summer Term
- Extended Day Learning
- Professional Learning Communities
Out of School Time

- Athletics
- Community Education
- Adult Basic Education
- Adult Enrichment and Adult Special Needs
- Youth Enrichment and After School
- Discovery Club Child Care
- Early Childhood Family Education
Supports

- Nutrition Services
- Transportation
- Safety and Security Management
- Technology Services
- Facilities
Facility Implications

The following is a summary of possible facility implications discussed during the “where we are” presentations on Academic, Out of School, and Support Services at FMP#2

- Enrollment in most Secondary Schools is at or above capacity
- Program types have unique needs and are frequently in spaces designed for completely different purposes
- Enrollment trends are up with an increasingly diverse student population
Facility Implications

- **Racial Equity** and **Personalized Learning** are important to the success of all SPPS students and may have facility implications.
- **Specialized programs** and **alternative high schools** may have specific facility needs.
- College and Career goals may require **experiential** and work spaces.
- Specialized Learning will provide **services primarily integrated** into the mainstream classroom.
Facility Implications

- Personalized Learning is *how students are learning* and will require **flexible learning** environments.

- **Wrap around services** support learning by addressing student and family needs – space for medical or dental services should be considered.

- Teachers need spaces where they can **model collaboration** in PLCs (Professional Learning Communities).

- Art and music program considerations include **performance** and **display** spaces.
Facility Implications

• **Air conditioned space** needs to be considered

• Athletics are important for the health and wellness of students – **parity** of facilities and facilities that are **competitive** with suburban Districts are desired

• Community Ed includes use of facilities **beyond the traditional school day** and includes **experiential learning**

• Early Childhood education and Discovery Club after school care require **appropriate space** during and after school
Facility Implications

- **Building entrances** are important for safety and security.
- **The age of buildings** impact energy efficiency and facility condition –
  - approximately **47%** are 50 years or older
  - of these, approximately **11%** are 90 years or older
- Roughly **25%** of the District’s buildings are considered **below average** given the current Facility Condition Index (FCI)
- Improved **Energy use** is critical for financial stewardship
REFLECTIONS
Urban Context

What do we believe?

“"If you’re not prepared to be wrong, you'll never come up with anything original.”

– SIR KEN ROBINSON

FMP#3
Creating Facility Principles

Strong Schools Strong Communities 2.0

Final Facilities Vision Statement
Urban Context
Learning “Beyond the Walls” - Connecting the Community

Urban Trends  Strategic Partnerships  Pathways  Sustainable/Restorative

Schools as CENTER of the Community
Evidence-Based Initiatives
i.e. Mechanics of Change – Centers for Cities + Schools, U of CA, Berkeley

- Smart Growth + Regional Equity
- Career + Technical Education (CTE)
- School-Oriented Community Development (McCormack, Baron, Salazar’s Urban Strategies Model)
- Schools as Centers of Community (Ford Foundation’s BEST Collaborative Model)

John A. Johnson video:
http://vimeo.com/14305505
Strategic Partnerships

- Parks + Rec
- YMCA Twin Cities
- Saint Paul PED
- Sprockets
- Businesses – i.e. 3M, Ecolab, BCBS, Target
- Urban Agriculture
Depot Coffeehouse – Hopkins, MN

The Depot is a renovated train depot in Hopkins, Minnesota developed by the Hopkins Public Schools in partnership with the City of Hopkins and the Three Rivers Park District

• Planned by students and their partners in 1998 to create a chemically-free environment for teens

• Provides students a place to learn, relax, and have fun while operating a coffee shop
Pathways

• Public Realm + Equity: *German Marshall Fund Urban & Regional Policy Fellows*
• Outdoor Influence on Learning: *Last Child in the Woods*
• CPTED (Crime Prevention Through Environmental Design)
Green Infrastructure

Kensington High School - Philadelphia, PA

Building Stats
- 88,450 sf
- Total project cost $25M
- LEED Platinum
- 95% of occupants use transit, cycling, or walking
- All rainwater managed onsite
- 98% daylighting - 2% light usage during the day
- Operable windows
- Compact footprint = 69% of property is green space
- Geothermal allowed mechanical space reduction of 10,000 sf

Indirect Metrics, 1 year post-occupancy
- Truancy dropped from 35% to 0%
- Test scores quadrupled
- Graduation rates increased from 29% to 69%
Urban Context

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Creating Facility Principles

Strong Schools
Strong Communities 2.0

Final Facilities Vision Statement
FACILITY PRINCIPLES:
WHAT DO WE BELIEVE?
FACILITY PRINCIPLES:
OVERARCHING BELIEFS AND COMMITMENTS TO WHAT’S IMPORTANT FOR ALL SAINT PAUL PUBLIC SCHOOLS...
Grounded in SSSC 2.0 and the District Vision and Mission

**Vision Statement:**
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And in the

**FACILITIES VISION STATEMENT**

We envision versatile, equitable, healthy environments that balance the factors creating authentic, engaging, and personalized learning experiences to sustain our academic mission and deepen connections to our communities and world.
EXAMPLE 1:
Category - Academics

Public Schools is committed to providing facilities that support flexible instruction and programs and achievement for all learners.

THIS MEANS:
• Facilities will anticipate changes in instructional delivery, with flexible, adaptable space
• Facilities will provide space for staff to meet, plan and work
• Facilities will reflect and fit the physical, intellectual, social and emotional characteristics of the learners (age appropriate)
EXAMPLE 2:
Category - Community

Public Schools is committed to Fostering community within schools inclusive of all citizens within the district.

THIS MEANS:

• Joint use facilities will be explored and developed
• School facilities will be a source of identity, pride and quality for students, staff and neighborhoods
• Facilities will share quality instructional and gathering space with community education and community partners
I believe our facilities should...

Based on the work done to date, individually identify and write down on post-it notes the beliefs and commitments that we must address in this Facility Master Plan.

1 idea per post-it.
What are the categories your statements reflect...

Table talk: Discuss your commitment/belief statements and think about the categories these statements reflect. Be prepared to share one or two categories with the whole group.
Categories
Please Sort your belief statements onto the Category Sheets
What will we commit to?
Create Draft Facility Principles
Define what these mean

Saint Paul Public Schools is committed to...
This means...
REFLECTIONS
Next Steps