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.
Welcome to the design team!

**Purpose**
To create Facility Principles that will inform the SPPS Facility Master Plan

**Recommended Ground Rules**

- **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.

FMP Committee Workshops

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

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

**Workshop #6…Nov 20th**
District wide Options.

7/11/2014
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!

BEYOND 21st C. LEARNING
FORCES OF CHANGE
FMP#1 Visioning
WHATS CHANGING
I SEE...

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.

**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.
All workshop presentations, meeting notes, and videos are posted online at [http://facilities.spps.org/committees](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**

Minneapolis'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

- 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: Secondary Schools

Enrollment: Elementary Schools

Enrollments in St. Paul - Public, Non-Public and Charter - 1968-present

Enrollment Trends by Race and Ethnicity in the Saint Paul Public Schools - 1970 to 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

**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.

- 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.

- **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

Urban Context

What do we believe?

FMP#3 Creating Facility Principles

Strong Schools Strong Communities 2.0

Final Facilities Vision Statement

“Lucky are those who are prepared to do what others think impossible.”
— John F. Kennedy

7/11/2014
Learning “Beyond the Walls” - Connecting the Community

Urban Trends Strategic Partnerships Pathways Sustainable/Restorative

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

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

• Parks + Rec
• YMCA Twin Cities
• Saint Paul PED
• Sprockets
• Businesses – i.e. 3M, Ecolab, BCBS, Target
• Urban Agriculture
**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)

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**Green Infrastructure**

Kensington High School - Philadelphia, PA

Building Stats:
- 86,035 sf
- Project budget $23M
- LEED Platinum
- 90% of roof is green
- All rainwater managed onsite
- 99% daylighting - 24% light range during the day
- Operable windows
- Compost footprint - 60% of property is green spaces
- Geothermal allowed mechanical space reduction of 10,000 sf

Indirect Metrics, 1 year post-occupancy:
- Truancy dropped from 55% to 0%
- Test scores quadrupled
- Graduation rates increased from 19% to 60%
REFLECTIONS

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

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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...