


## Saint Paul Public Schools Facilities Master Planning for 21<sup>st</sup> Century Learning



**Facility Master Plan Committee:  
Workshop #3: Facility Principles**





**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.

**Mission Statement:**  
To provide a premier education for all.

Saint Paul Public Schools:  
Where imagination meets destination.

### 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, ROMAN PHILOSOPHER & POLITICIAN

**PURPOSE**

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




SUGGESTED 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.



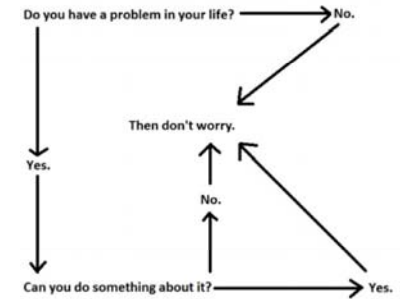
## SUGGESTED GROUND RULES

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 21<sup>st</sup> C. LEARNING



## FORCES OF CHANGE



## FMP#1 Visioning



## WHAT'S CHANGING



I SEE...  
WE SEE



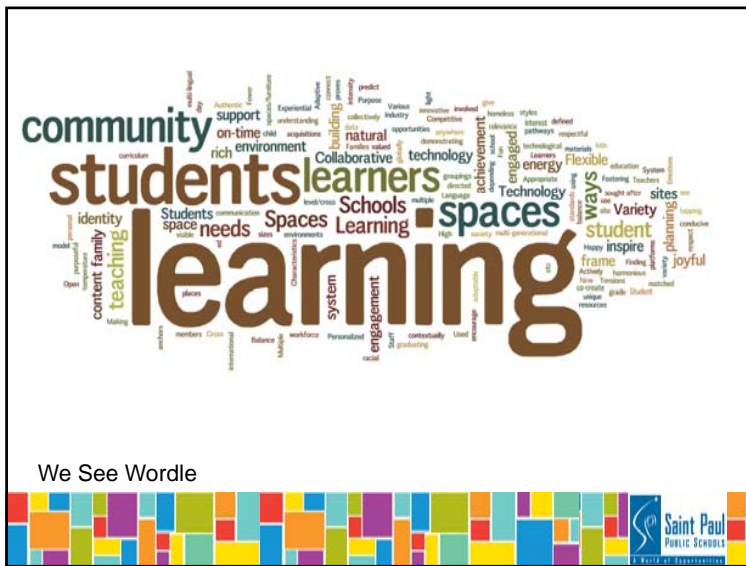
## Givens

- 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

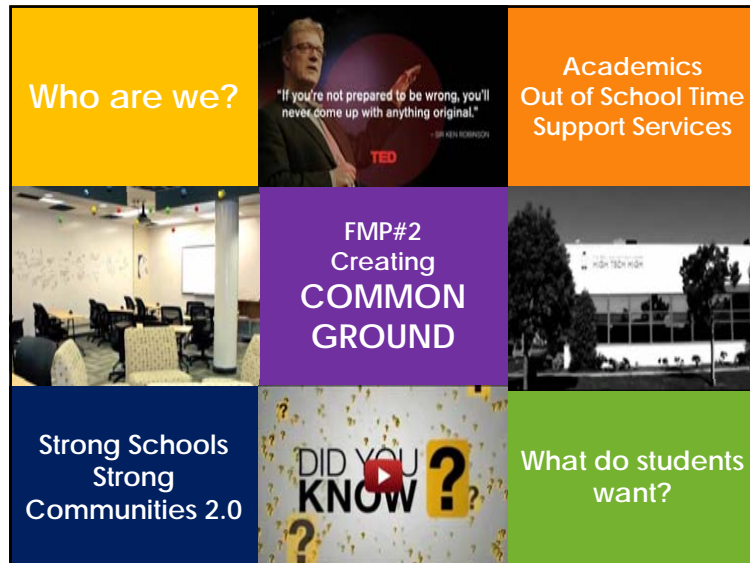
**The purpose of a facility related vision statement is to guide the master planning effort, help us set priorities, align resources, and facilitate an efficient decision making process.**



## 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>

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 -12<sup>th</sup> grade

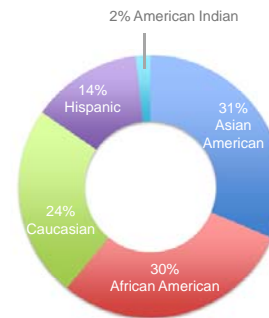
*served by*  
**85 schools/programs**  
**5,376 full-time staff**

*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: Secondary Schools

A map of Saint Paul, Minnesota, with orange circles of varying sizes placed at the locations of secondary schools. The size of each circle corresponds to the school's enrollment percentage. The schools and their enrollment percentages are as follows:

School Name	Enrollment Percentage
Murray Middle	106.84%
Washington Technology	99.76%
Johnson Sr. High	105.63%
Farmers Upper	110.37%
Farway Middle	84.26%
Harding Sr. High	118.96%
Belle Creek Middle	116.73%
Humboldt Secondary	105.10%
Highland Park Sr. High	108.00%
Highland Park Middle	101.70%
Linwood-Maine Upper	96.36%
Open World Learning / Creative Arts	87.71%
Central Sr. High	99.14%
Elmwood Middle	102.36%
Conan Park Sr. High	100.68%

The map also shows major roads and water bodies like the Mississippi River. At the bottom of the slide, there is a decorative border with a grid of colorful squares and the Saint Paul Public Schools logo.

[illegible]

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

Legend: Charter (Purple), Non-public (Red), Public (Blue)

Enrollment Data (Approximate values from chart):

School Year	Public	Non-public	Charter	Total
68-69	48,917	24,271	0	73,188
83-84	30,654	13,192	0	43,846
99-00	45,325	11,373	0	56,698
12-13	37,825	7,523	8,717	54,065

The chart shows a general decline in enrollment from 1968 to the mid-1980s, followed by a period of growth until the late 1990s. After 2000, enrollment has generally declined, with a projected further decrease through 2015. The Public sector consistently represents the largest portion of enrollment, while the Non-public sector represents the second largest. Charter schools, which began in 2002, represent a small but growing portion of the total enrollment.

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

The chart displays enrollment trends for five racial and ethnic groups in Saint Paul Public Schools from 1970 to 2013. The y-axis represents enrollment numbers from 0 to 50,000. The x-axis shows time in two-year intervals. The groups are stacked from top to bottom: Caucasian (green), African American (red), Hispanic/Latino (blue), Asian American (purple), and American Indian (black).

Year	Caucasian	African American	Hispanic/Latino	Asian American	American Indian
70-71	40,000	3,000	1,000	1,000	100
72-73	38,000	3,000	1,000	1,000	100
74-75	36,000	3,000	1,000	1,000	100
76-77	34,000	3,000	1,000	1,000	100
78-79	32,000	3,000	1,000	1,000	100
80-81	30,000	3,000	1,000	1,000	100
82-83	28,000	3,000	1,000	1,000	100
84-85	26,000	3,000	1,000	1,000	100
86-87	24,000	3,000	1,000	1,000	100
88-89	22,000	3,000	1,000	1,000	100
90-91	20,000	3,000	1,000	1,000	100
92-93	18,000	3,000	1,000	1,000	100
94-95	16,000	3,000	1,000	1,000	100
96-97	14,000	3,000	1,000	1,000	100
98-99	12,000	3,000	1,000	1,000	100
00-01	10,000	3,000	1,000	1,000	100
02-03	8,000	3,000	1,000	1,000	100
04-05	6,000	3,000	1,000	1,000	100
06-07	4,000	3,000	1,000	1,000	100
08-09	2,000	3,000	1,000	1,000	100
10-11	1,000	3,000	1,000	1,000	100
12-13	1,000	3,000	1,000	1,000	100

## 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



## 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

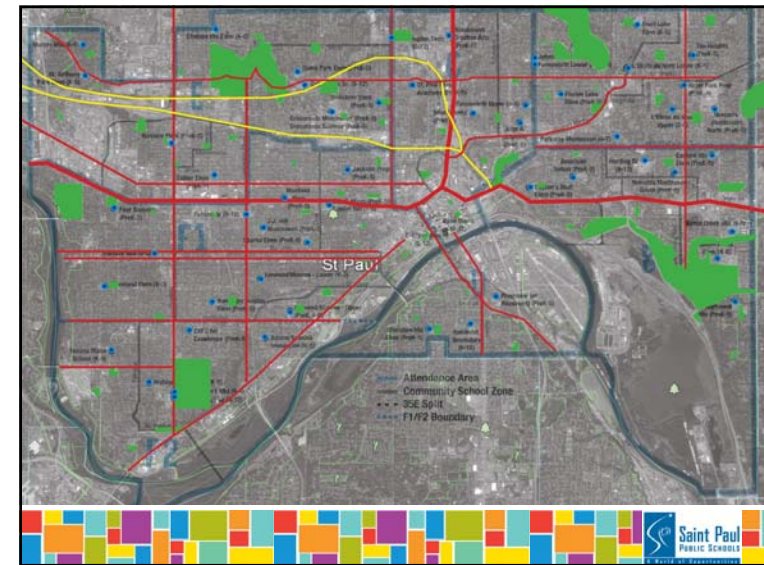
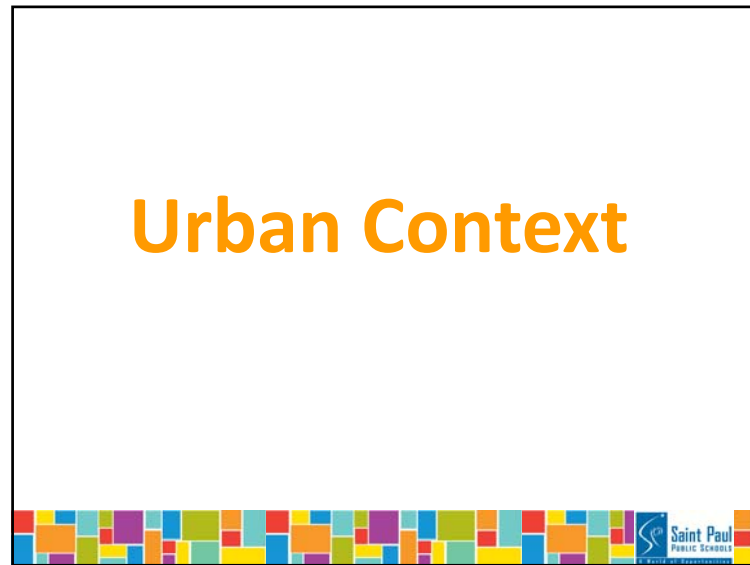
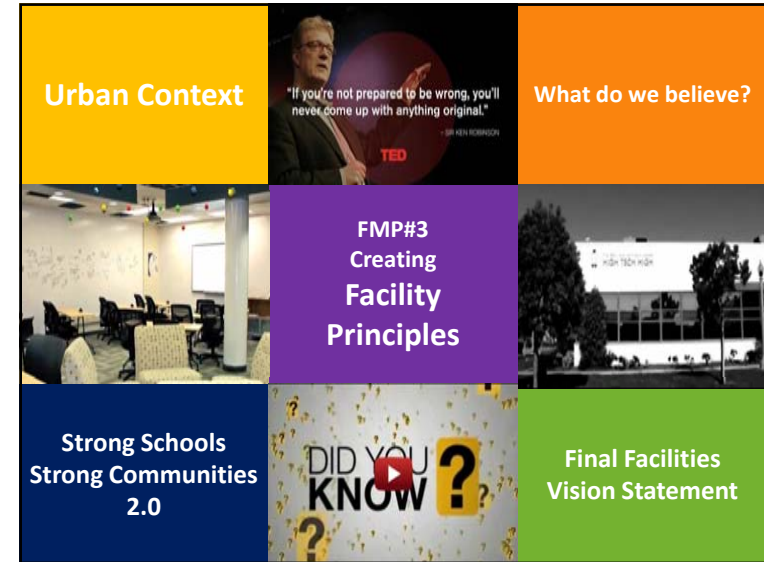
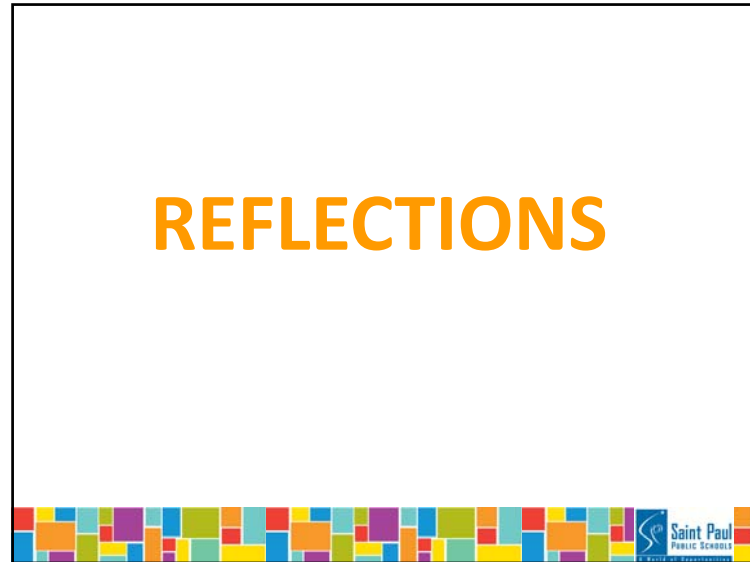
- **Air conditioned space** needs to be considered
- Athletics are important for the health and wellness of students – **parity** of facilities and facilities that are **competitive** with suburban Districts are desired
- Community Ed includes use of facilities **beyond the traditional school day** and 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







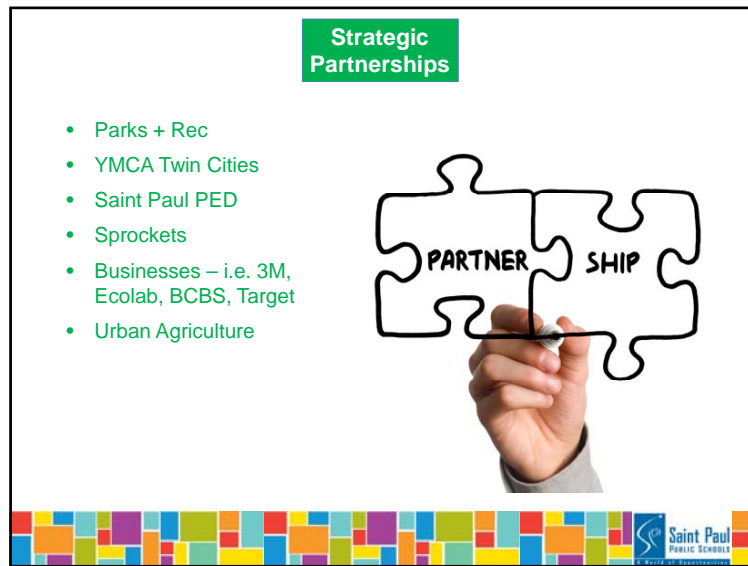
### Urban Trends

#### 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

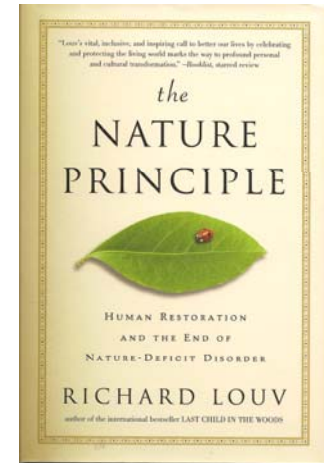
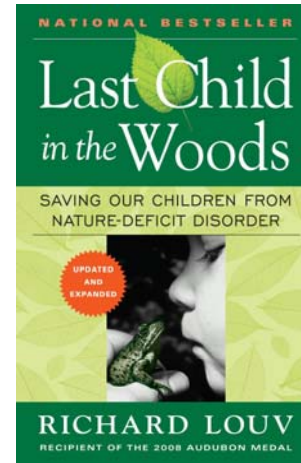
- **Planned by students** and their partners in 1998 to create a chemically-free environment for teens
- **Provides students a place to learn**, relax, and have fun while **operating** a coffee shop



the depot  
coffee house

## 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%



SMP ARCHITECTS | SRK ARCHITECTS

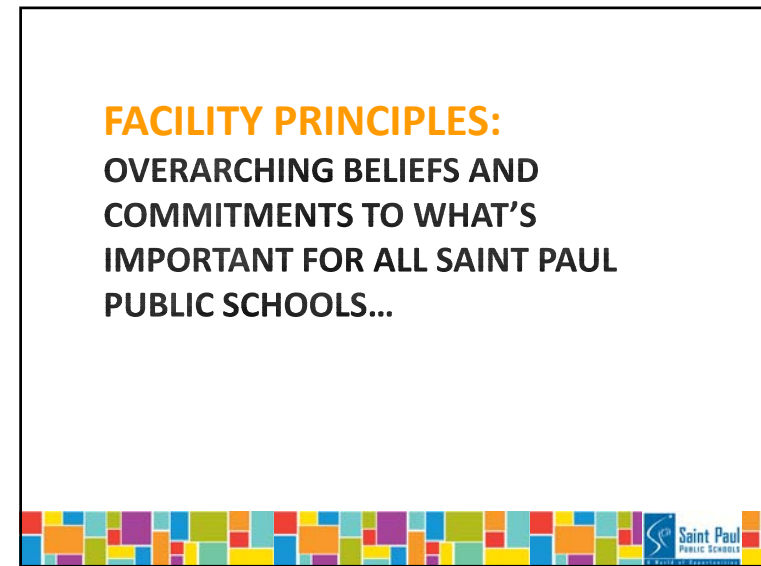
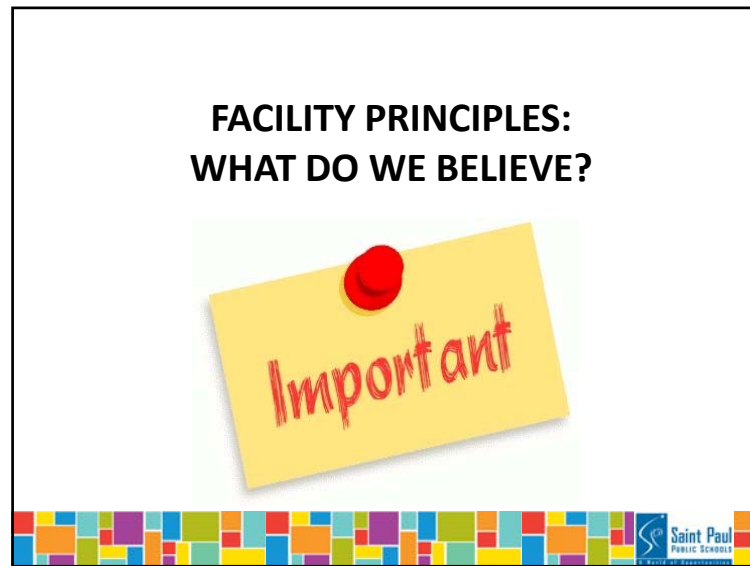
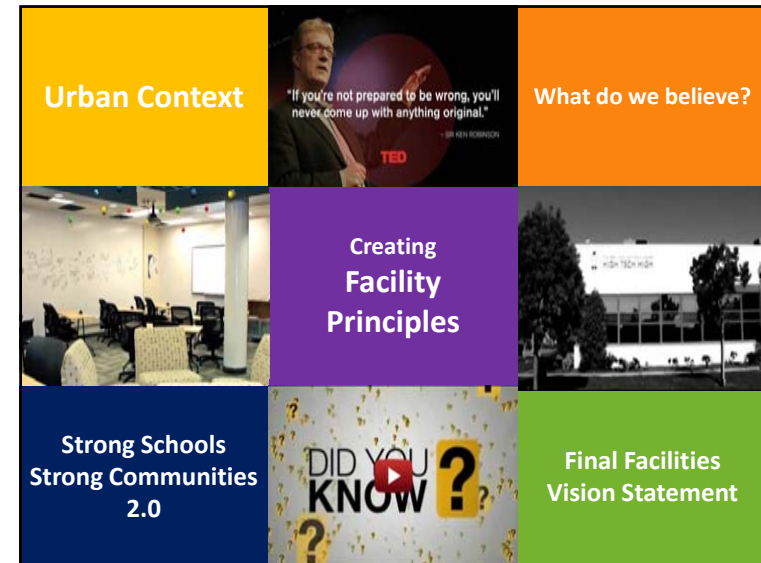
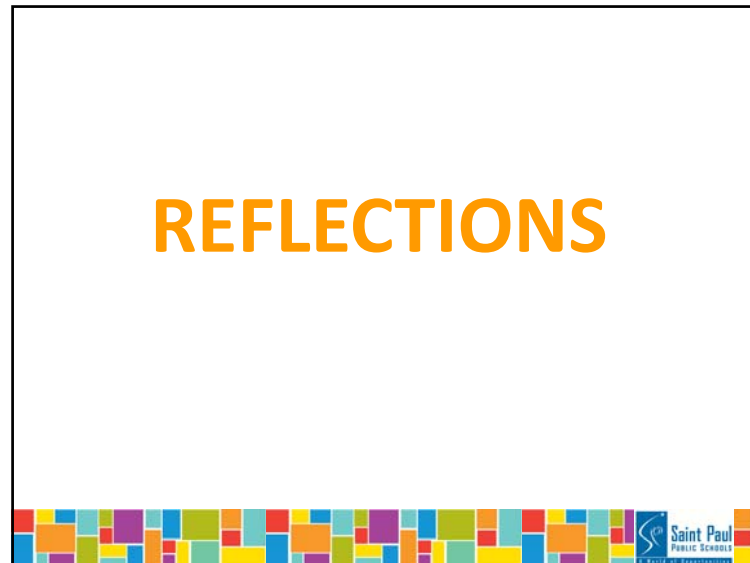
Gentrifying Neighborhood



Blue Collar Industrial Neighborhood

- Site Plan**
- 1. GREEN ROOF
  - 2. COOL ROOF RAINWATER COLLECTION
  - 3. OUTDOOR CLASSROOM
  - 4. SCHOOL GARDEN
  - 5. PERVIOUS PAVING
  - 6. POROUS GRASS PAVING
  - 7. RAIN GARDEN
  - 8. ELEVATED TRANSIT STATION
  - 9. RECYCLED LANDSCAPE







### Grounded in SSSC 2.0 and the District Vision and Mission



#### 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.

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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.**



### FACILITY PRINCIPLES - Examples

#### 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)



### FACILITY PRINCIPLES - Examples

#### 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**

