

# Saint Paul Public Schools

## Facilities Master Planning for 21<sup>st</sup> Century Learning



### Facility Master Plan Committee: Workshop #4: Facility Standards



# Facilities Master Plan - Planning Process

May – August 2014

May 2014 - December 2014

January – June 2015

June - December 2015

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



**Facilities Master  
Plan Committee**

**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

**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

**Phase 4**  
**Inform**

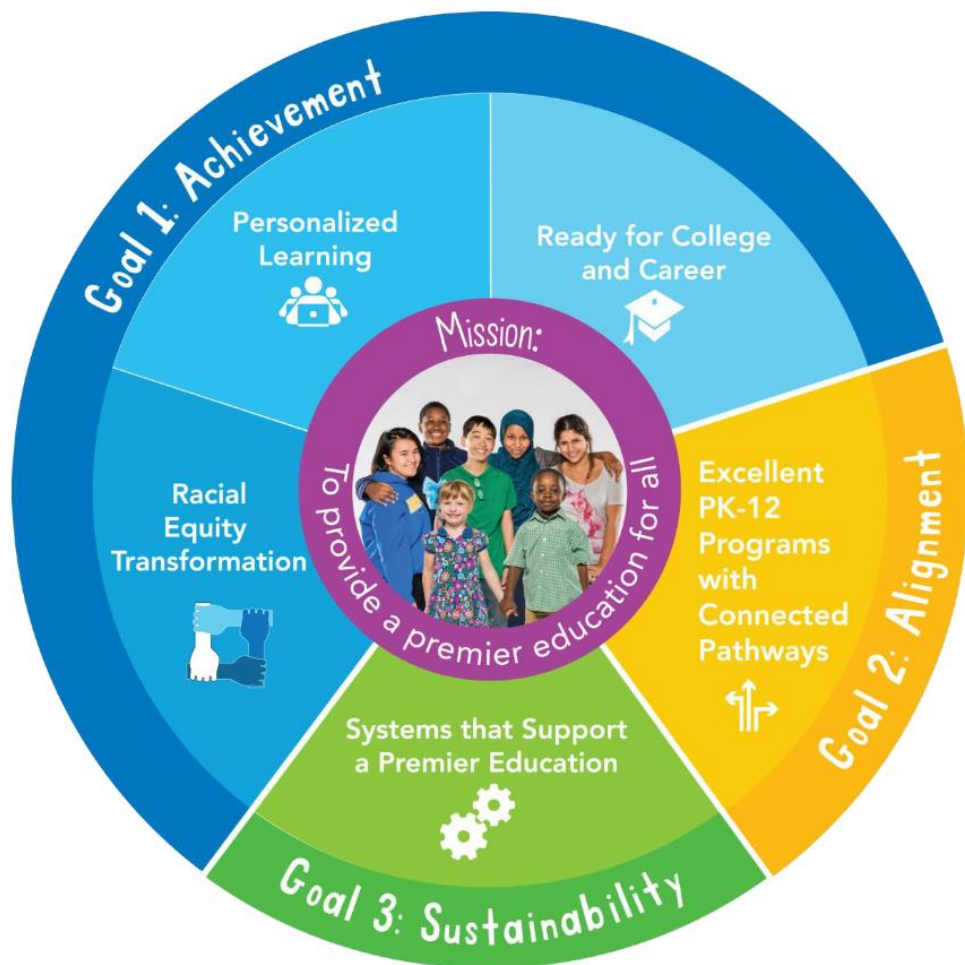


**Finalize Plan and  
Share Results**

- Inform stakeholders
- Convene district facilities governance committee
- Board of Education presentation

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.



## **Workshop #1...May 29th**

**Creating a shared vision.**

## **Workshop #2...June 19th**

**Where we are.**

## **Workshop #3...July 10th**

**Facility Principles.**





## **Workshop #4...Today**

**Facility Standards.**

## **Workshop #5...Nov 20th**

**District Parameters.**

## **Workshop #6...January TBD**

**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 Standards  
that will inform the SPPS  
Facility Master Plan and to  
conceptualize what these  
might mean

# Common Ground

Where are we?



# Facility Principles



## FMP#4

# Where are we going: Facility Standards & What do these mean?



# Strong Schools Strong Communities 2.0



# Facilities Vision Statement



**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)

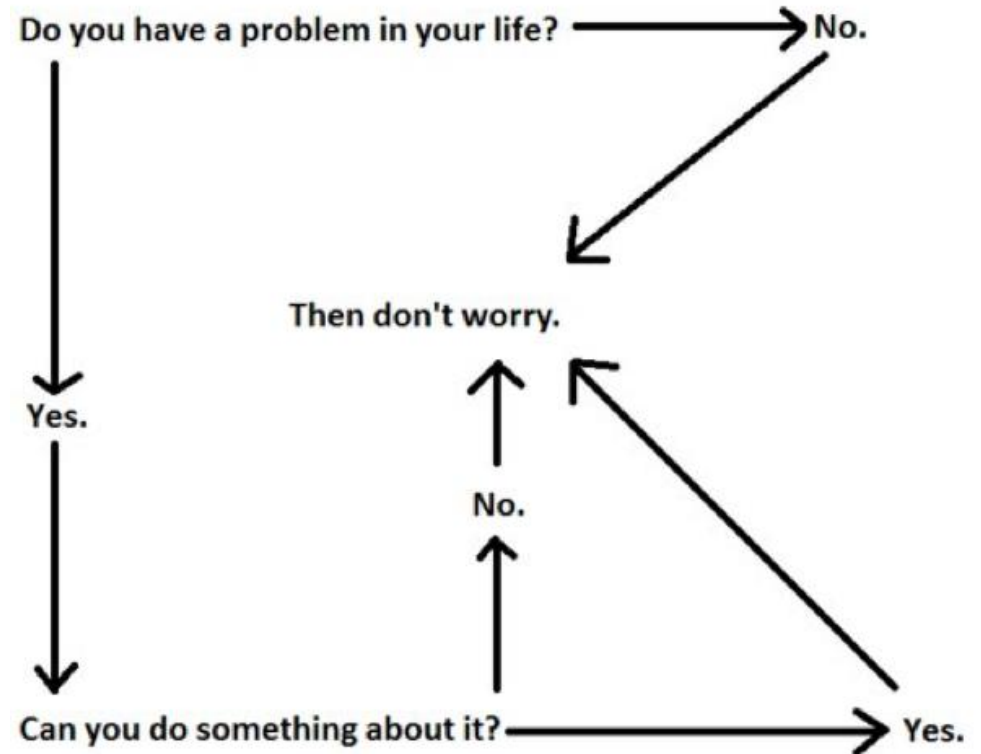
**CLARITY IS NOT A VIRTUE.** If everything you say is detailed and explicit, you won't give your collaborators room to run. Put ideas out there that are half-baked.

**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!**



# 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.**



# 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

**TED**

**Academics  
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 -12<sup>th</sup> grade

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

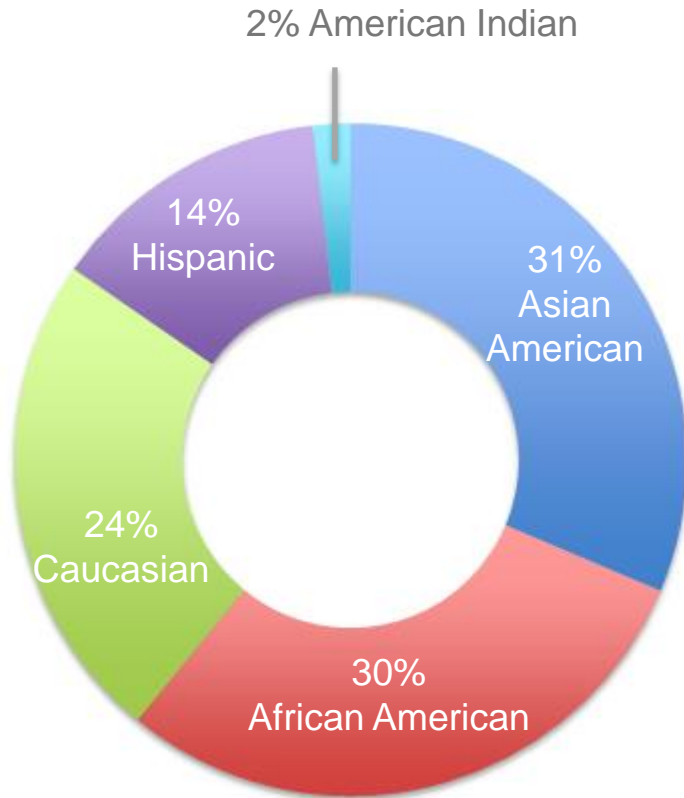
*in*  
**71 buildings & 3 leased sites**

*totaling*  
**7.3 million square feet**  
**and 465 acres of land**





# District-at-a-Glance

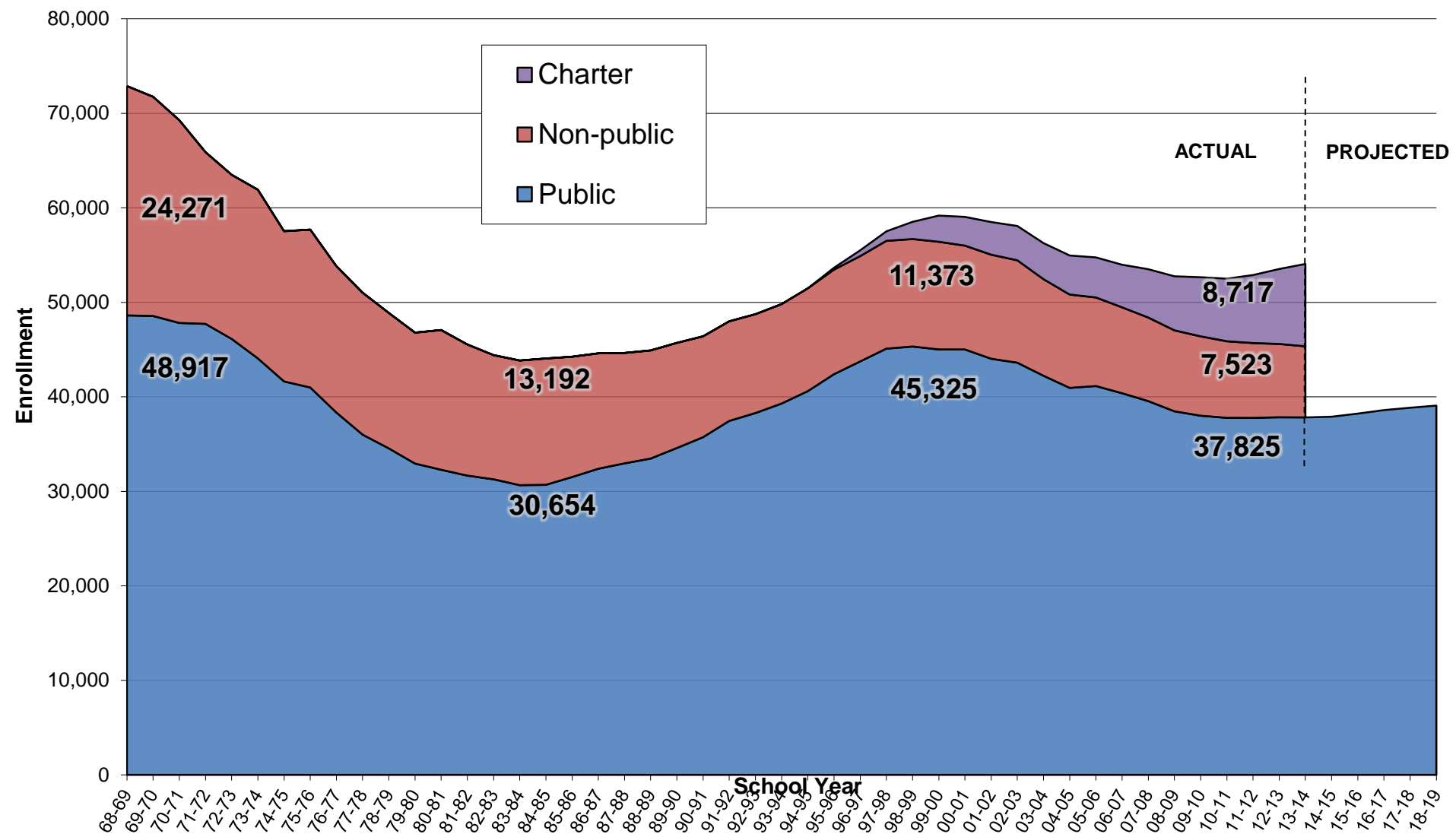


- Students speak **100+ languages** and dialects
- **4,000\*** students new to SPPS each year; 2,000\* at the secondary level
- **17%** of students require **special education** services
- **73%** of students eligible for **free or reduced-price lunch**
- **2,000\*** students experience **homelessness**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

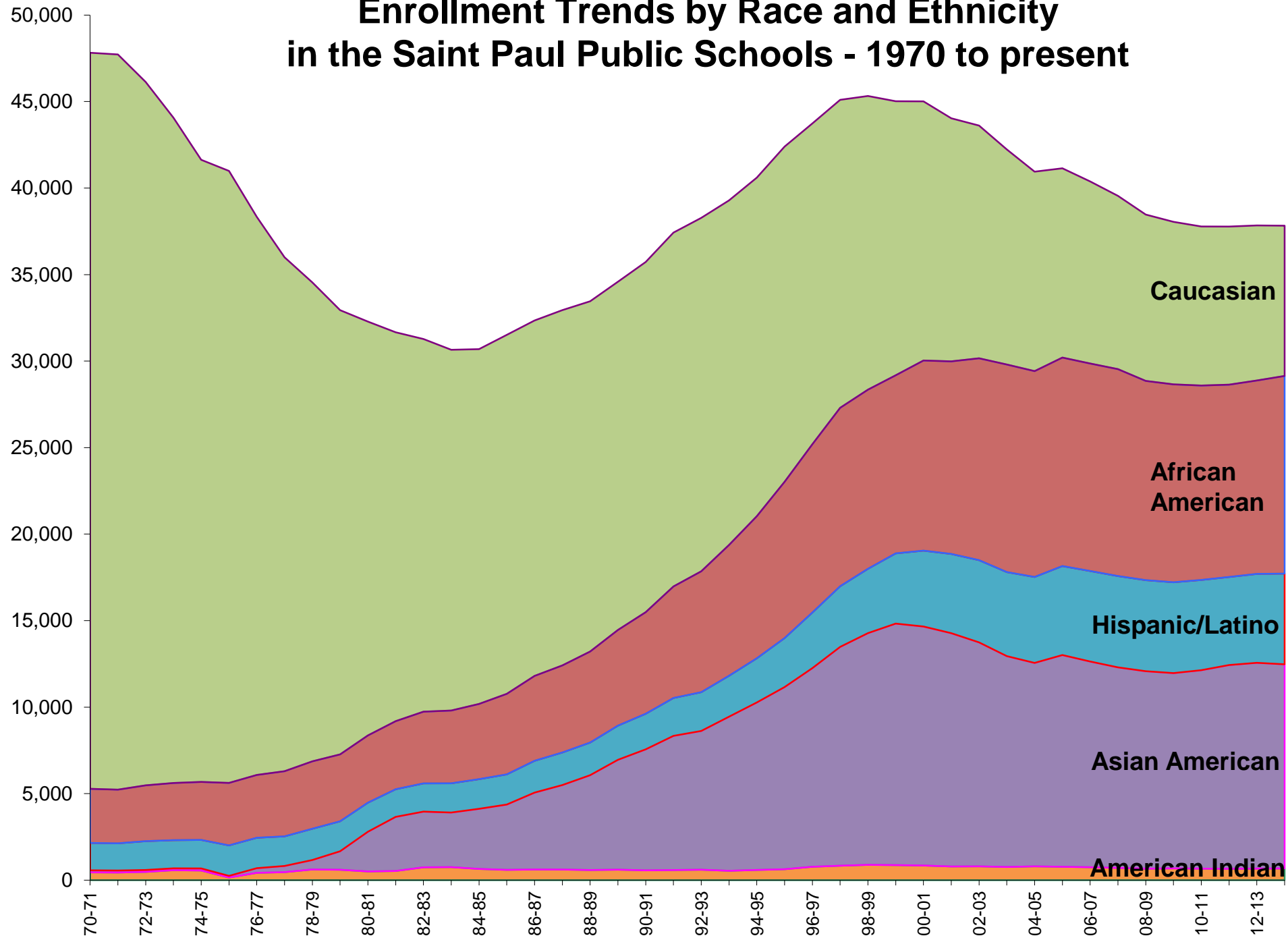
\*Approximate numbers



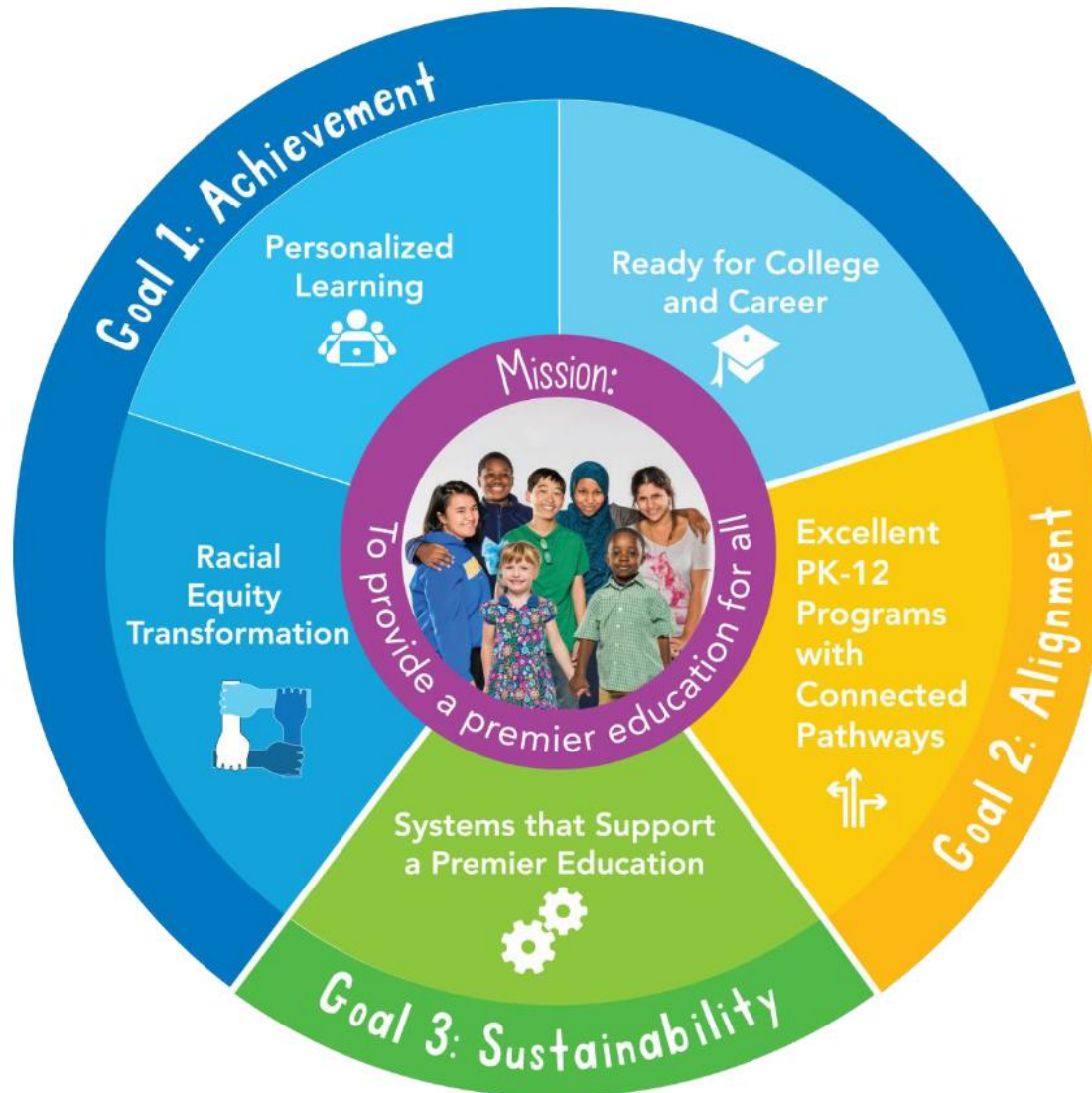
# Enrollments in St. Paul - Public, Non-Public and Charter - 1968-present



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



# Strong Schools, Strong Communities 2.0





# 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



# Demographics

Historical Trends in Enrollment

SPPS by Area

Future Trends

# Out of School Time

Athletics

Community Education

# Support Services

Nutrition Services

Transportation

Safety and Security Management

Technology Services

Facilities



# Academic Services

Types of Schools and Paths of Articulation

Grade Structure

Pre-Kindergarten

Alternative High Schools

College & Career

Multilingual Learning

Specialized Learning

Personalized Learning

Student & Staff Supports

Arts Education

Extended Day for Learning

Summer Term



# 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 Context

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

— SIR KEN ROBINSON

TED

## What do we believe?



## FMP#3 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...**





# What will we commit to?

**Create Draft Facility Principles**

**Define what these mean**

## Saint Paul Public Schools is committed to...

**This means...**



# **GOAL 1: 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.*



# GOAL 1: ACHIEVEMENT

- **SPPS is committed to creating environments that foster personalized learning and collaboration**
- **SPPS is committed to providing facilities that support college and career readiness**
- **SPPS is committed to providing facilities that support authentic and experiential learning**
- **SPPS is committed to providing flexible, adaptable learning environments**
- **SPPS is committed to providing facilities that are adaptable to respond to future technologies**



## **GOAL 2: ALIGNMENT**

### ***Excellent PK-12 Programs with Connected Pathways***

*Coordinate school programs and supports to reinforce student learning*



## GOAL 2: ALIGNMENT

- **SPPS is committed to providing facilities that support access for all**
- **SPPS is committed to providing facilities that promote equity for all**
- **SPPS is committed to having its facilities used by, reflect and connect to the community and neighborhoods**
- **SPPS is committed to providing facilities that foster partnerships and community connections**
- **SPPS is committed to providing facilities that support connectivity to the natural environment and the outdoors**



## **GOAL 3: SUSTAINABILITY**

### ***Systems that Support a Premier Education***

*Continue to be efficient and effective with our budget decisions to maximize classroom resources and create and academic plan focused on results*





## GOAL 3: SUSTAINABILITY

- **SPPS is committed to excellence in the design and construction of facilities and grounds**
- **SPPS is committed to utilizing sustainable principles in the siting, design and operations of its facilities**
- **SPPS is committed to understanding and minimizing the impact our facilities have on the environment**
- **SPPS is committed to environments that support and promote health and safety for all**
- **SPPS is committed to environments that balance emergency preparedness with all of the Facility Principles**



# REFLECTIONS



# Common Ground

Where are we?



# Facility Principles



## FMP#4

### Where are we going: Facility Standards & Design Thinking Exercise



## Strong Schools Strong Communities 2.0



## Facilities Vision Statement

# Facility Standards

- Criteria that describe the physical characteristics required of all Saint Paul Public Schools facilities
- Define consistency, value and quality across SPPS facilities as they are maintained, improved or built.



# Facility Design Standards

## “Zones of Work”

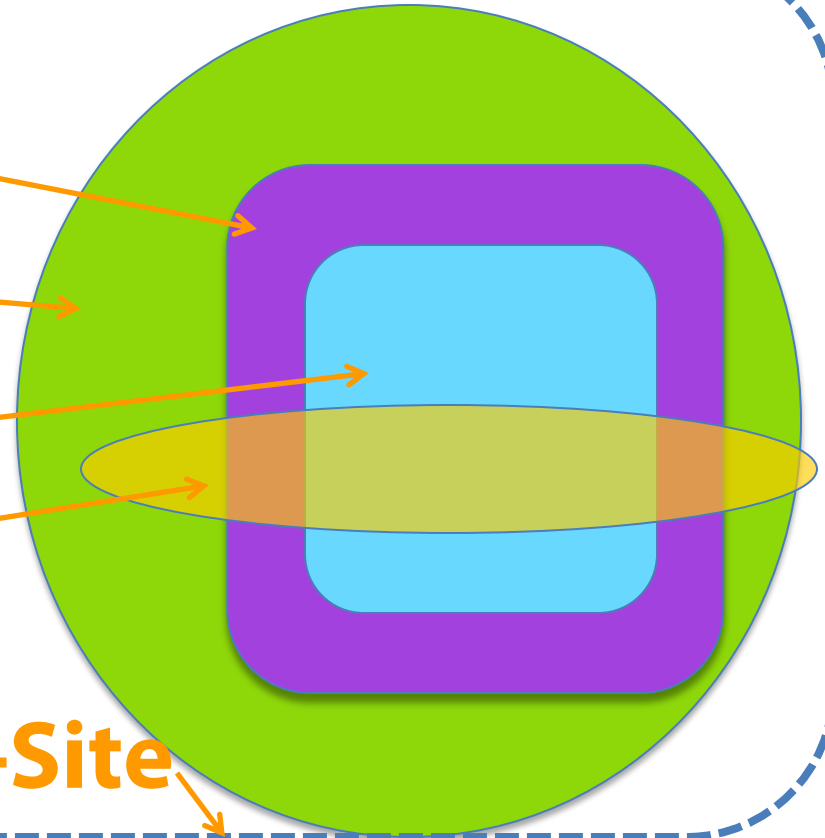
**Building**

**Site**

**Interiors & Finishes**

**Systems**

**Community and Off-Site**



# Application of Standards in Planning: Gap Analysis

<b>13. Adult Learning Space</b>	3	1	5	3	1	1	3
<i>Provide space to allow for education of adults, both employees of the district and community members. Spaces should support Professional Learning Community (PLC) activities and learning. Schools should serve as a professional development “home” for staff.</i>							
<b>14. Daylighting and Views</b>	1	5	4	3	3	1	2
<i>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.</i>							
<b>15. Accessibility</b>	5	5	5	3	5	5	3
<i>Each facility should apply the concepts of Universal Design as well as meeting ADA requirements, to make accessible features useful for all. Modify existing buildings to remove barriers to public spaces and provide convenient access to all levels as a first priority.</i>							

## KEY

GREEN - MEETS OR EXCEEDS STANDARDS

YELLOW – WORKABLE

RED -- DOES NOT MEET STANDARD

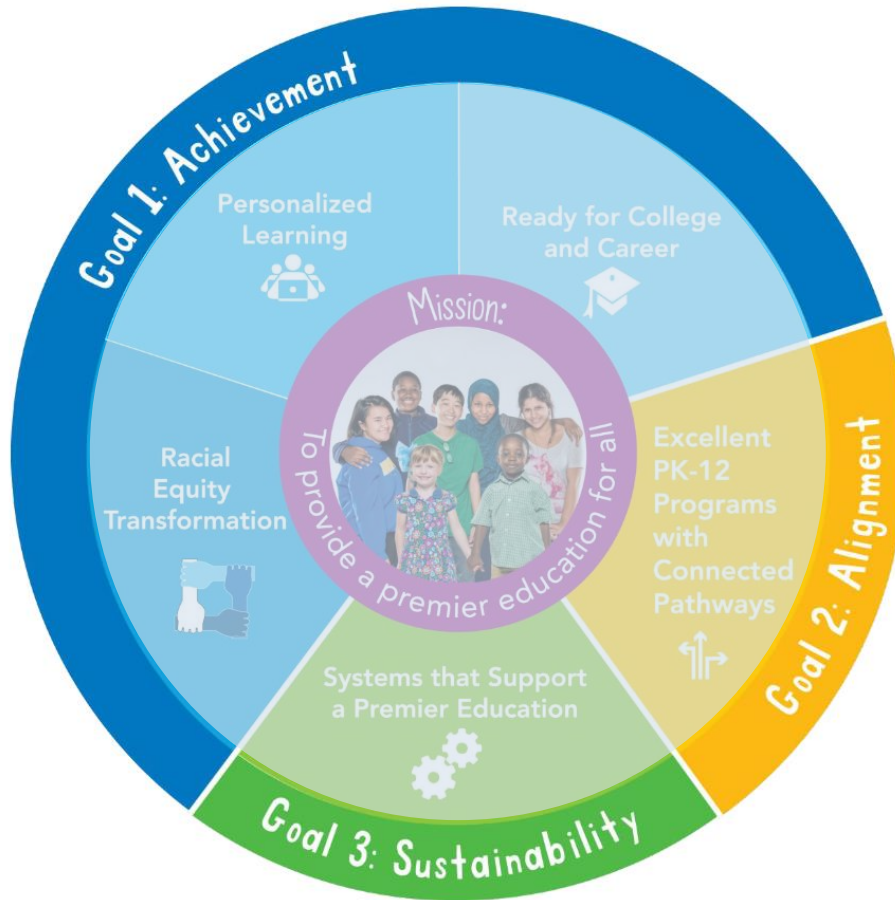




**Given our facility vision, our facility principles, and our holistic view of our goals, what standards should describe what we expect for our facilities?**



# Facility Standards Exercise:



Standards have been divided up among the 3 goals:

**Achievement**  
**Alignment**  
**Sustainability**

# Facility Standards Exercise – Step 1

As a table, review the subset of the facility standards provided. Augment and modify them for SPPS and the Goal/Principles your table is assigned.

- Pick a recorder

*Next step will be to confer with the other tables doing the same standards*



## Facility Standards Exercise – Step 2

**Confer with the other tables working on the same standards. Discuss and synthesize your work, putting final edits on one copy.**

- Pick a person to report out highlights**



# Report Out & REFLECTIONS



# Design Exercise:

You have the opportunity to design an ideal learning environment!



# Design Exercise:

As a table, choose one of the following grade levels:

PK-5

6-8

9-12

(we need at least one table of each)



# Design Exercise:

As a table, each participant  
needs to choose a role...

**Parent** - **Student** - **Teacher**

**Administrator** - **Community**

**Member** - **Other?**

(but you have to choose to be  
someone other than you are)



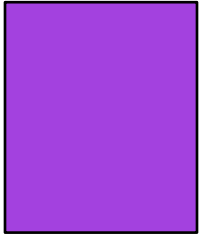


# Design Exercise:

As a table, using the materials provided, describe three-dimensionally your ideal learning environment – you can do a whole school or part of a school – think about how space is used, relationships between spaces, and how you feel in the space...



# BLOCK COLOR KEY



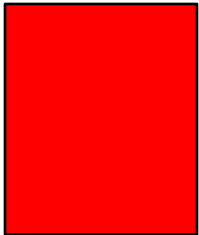
learning space



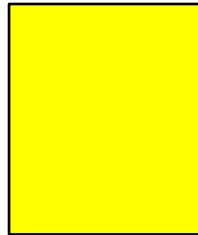
staff/admin.



specialized learning  
space



small/medium  
group space



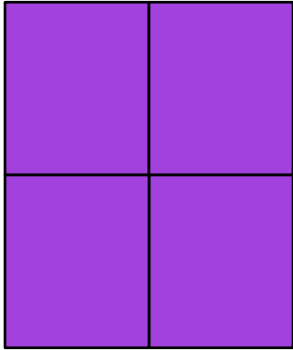
gym/café/media  
center/performance



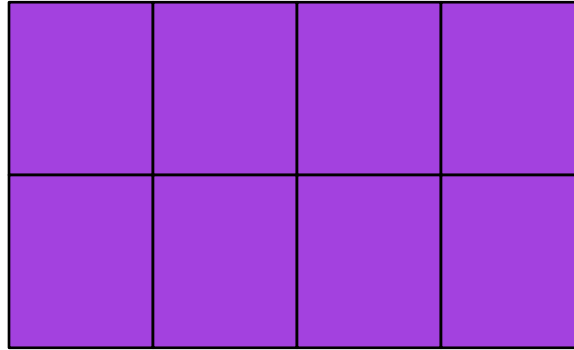
free choice



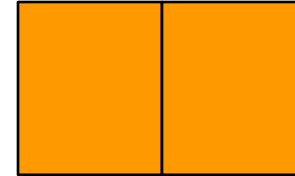
# KIT OF PARTS



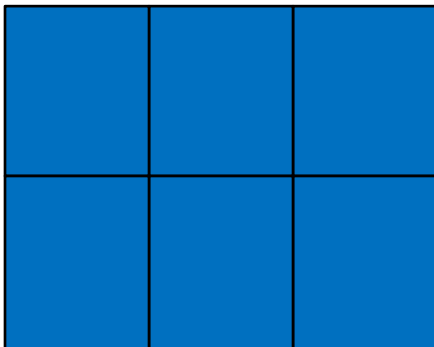
learning space



double learning space



staff collaboration +  
administration



specialized learning space



small  
group



medium  
group



free choice



**THERE ARE NO WRONG ANSWERS!**



# REFLECTIONS

## Next Steps



