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 #4...Today
Facility Standards.

Workshop #5...Nov 20th
District Parameters.

Workshop #6...January TBD
District wide Options.

welcome to the design team!

PURPOSE
To create Facility Standards that will inform the SPPS Facility Master Plan and to conceptualize what these might mean.

"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

DESIGN WITH, NOT FOR.

Common Ground
Where are we?

FMP#4
Where are we going:
Facility Standards & What do these mean?

Strong Schools
Strong Communities 2.0

Facilities
Vision Statement
**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

**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.

**DON'T WORRY**
**HAVE FUN!**

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**BEYOND 21st C. LEARNING**

**FORCES OF CHANGE**

**WHAT'S CHANGING**

**DID YOU KNOW?**

**I SEE... WE SEE**

FMP#1 Visioning
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 -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

**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**
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.

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

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 an 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
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

<table>
<thead>
<tr>
<th>13. Adult Learning Space</th>
<th>1</th>
<th>3</th>
<th>3</th>
<th>3</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 “zone” for staff.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>14. Daylighting and Views</th>
<th>3</th>
<th>3</th>
<th>3</th>
<th>3</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rooms that house people should have windows for connection to the outside and for natural light. Design must consider security and control of light, glare and heat gain/loss. Incorporate windows to other spaces for distribution of light and visual connections.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>15. Accessibility</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>5</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Each facility should apply the concepts of Universal Design as well as meeting all A11A requirements. To make accessibility features useful for all. Modify existing buildings to remove barriers to public space and provide convenient access to all levels as a first priority.</td>
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</tr>
</tbody>
</table>

KEY

- GREEN: MEETS OR EXCEEDS STANDARDS
- YELLOW: WORKABLE
- RED: DOES NOT MEET STANDARDS
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...

<table>
<thead>
<tr>
<th>BLOCK COLOR KEY</th>
<th>KIT OF PARTS</th>
<th>THERE ARE NO WRONG ANSWERS!</th>
</tr>
</thead>
<tbody>
<tr>
<td>learning space</td>
<td>learning space</td>
<td>learning space</td>
</tr>
<tr>
<td>staff/admin.</td>
<td>double learning space</td>
<td>double learning space</td>
</tr>
<tr>
<td>specialized learning space</td>
<td>small medium group space</td>
<td>small medium group space</td>
</tr>
<tr>
<td>gym/caf/media center/performance</td>
<td>medium group</td>
<td>medium group</td>
</tr>
<tr>
<td>free choice</td>
<td>free choice</td>
<td>free choice</td>
</tr>
</tbody>
</table>

**KIT OF PARTS**

- learning space
- double learning space
- small medium group space
- medium group
- free choice

**THERE ARE NO WRONG ANSWERS!**
REFLECTIONS
Next Steps