

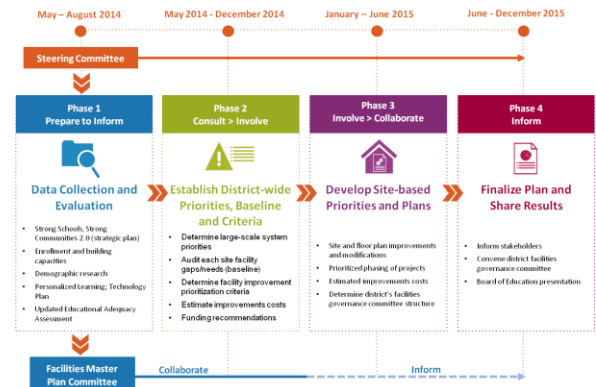
Saint Paul Public Schools Facilities Master Planning for 21st Century Learning



Facility Master Plan Committee:
Workshop #4: Facility Standards



Facilities Master Plan - Planning Process



FMP Committee Workshops



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.



FMP Committee Workshops



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

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.



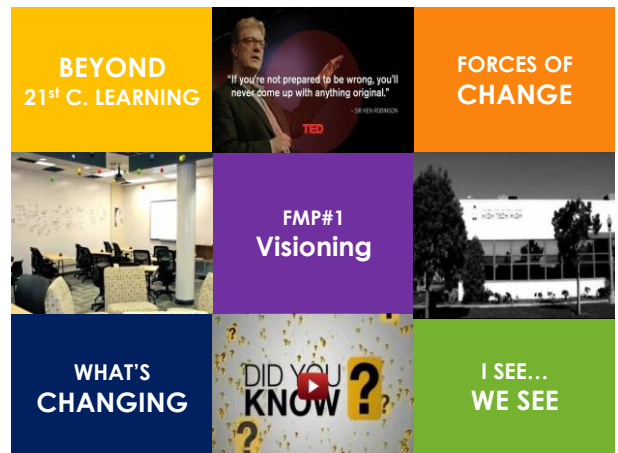
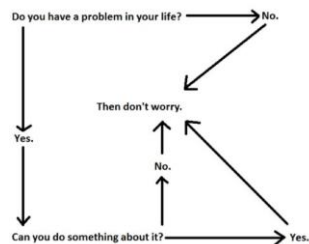
SUGGESTED GROUND RULES

**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!**





Saint Paul
PUBLIC SCHOOLS
A World of Opportunities

- 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



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.



Saint Paul
PUBLIC SCHOOLS
A World of Possibilities

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

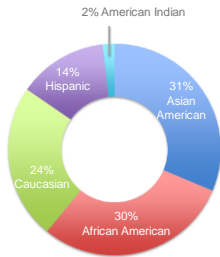
served by
85 schools/programs
5,376 full-time staff

in
71 buildings & 3 leased sites

totaling
7.3 million square feet
and 465 acres of land



District-at-a-Glance

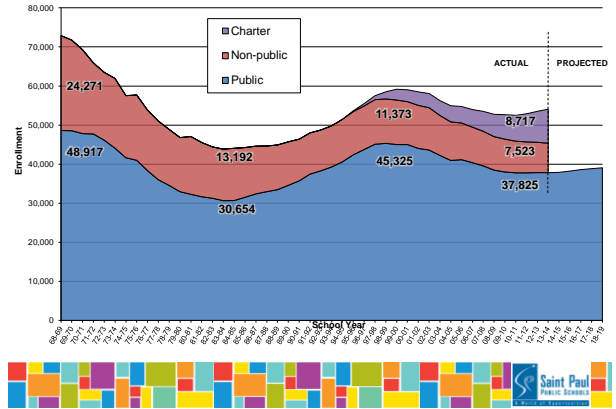


- Students speak **100+ languages** and dialects
- **4,000*** students new to SPPS each year; 2,000* at the secondary level
- **17%** of students require **special education** services
- **73%** of students eligible for **free or reduced-price lunch**
- **2,000*** students experience **homelessness**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

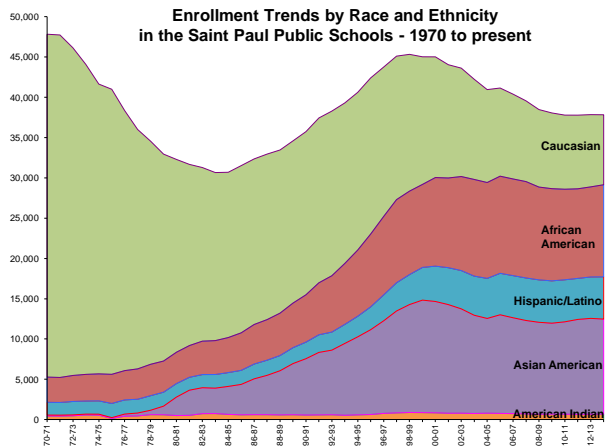
*Approximate numbers



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



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



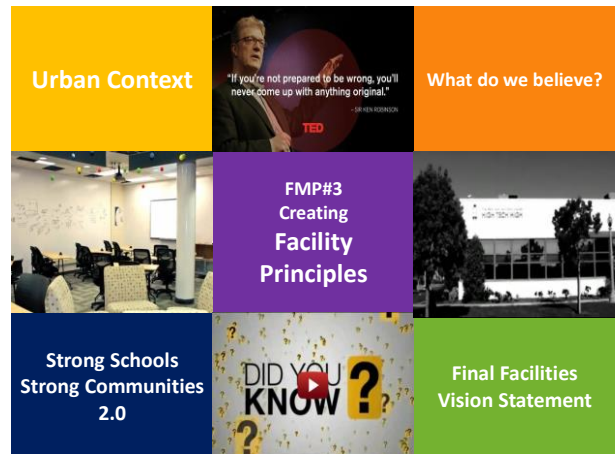
Facility Implications

- **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



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

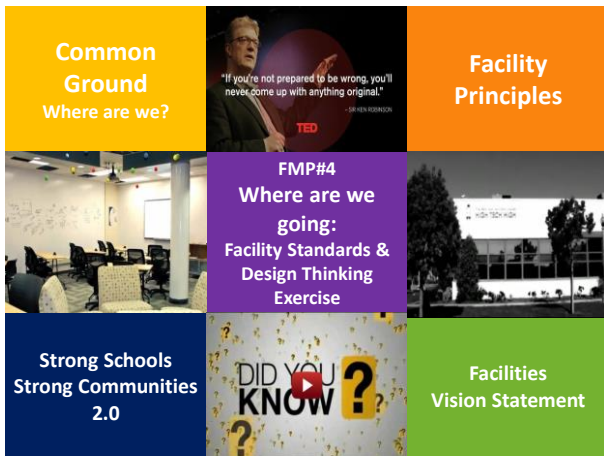
**GOAL 3: SUSTAINABILITY*****Systems that Support a Premier Education***

Continue to be efficient and effective with our budget decisions to maximize classroom resources and create 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**

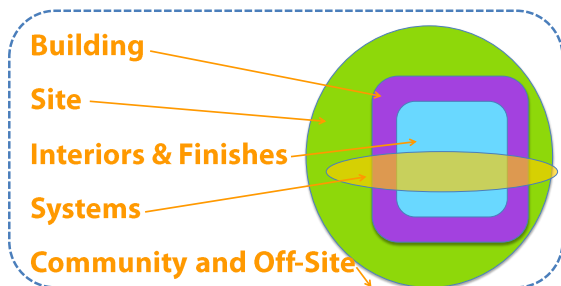


Facility Standards

- 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”



Application of Standards in Planning: Gap Analysis

13. Adult Learning Space	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>							
14. Daylighting and Views	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>							
15. Accessibility	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



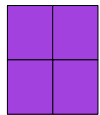
gym/café/media center/performance



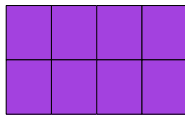
free choice



KIT OF PARTS



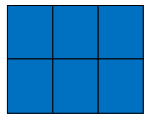
learning space



double learning space



staff collaboration + administration



specialized learning space



small group



medium group



free choice



THERE ARE NO WRONG ANSWERS!



REFLECTIONS

Next Steps

