

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



Facility Master Plan Committee:  
Workshop #6: Planning Parameters



## Facilities Master Plan - Planning Process



## About today

- This marks the **culmination** of developing a district-level framework for the master plan and the **critical transition** to the development of school-by-school plans.
- We'll discuss **prompts to action** based on facilities data and strategic direction of the District.
- Together we'll be **creating strategic Planning Parameters** for the Superintendent consideration.



## Budget Prioritization Survey



- Within the next hour or two, please take our short Budget Prioritization Survey. It's 7 questions long and we'll discuss it at the end of the meeting.
- <http://bit.ly/1CWzQ37>



## Make no mistake...

- Much of the information you will see today **will be wrong**. We've gone to great lengths to make it as accurate as possible, but looking 10 years into the future poses a lot of challenges. Minor deviations from our assumptions here today can have significant impact long term.
- Saint Paul Public Schools is a **complex district**. There are many different ways to address any issue that comes up, and we have resources, skills, and partners that will always help us do what is best for the learners of St. Paul.



### 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 #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...Sept 18th**  
Facility Standards.

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

**Workshop #6...Today**  
Planning Parameters.



## 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 Planning Recommendations that will be approved and applied during Phase 3 of the SPPS Facility Master Plan work



### 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.





## 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

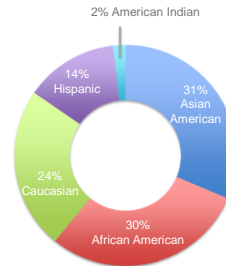
served by  
**85 schools/programs**  
**5,376 full-time staff**

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



## 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



## 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





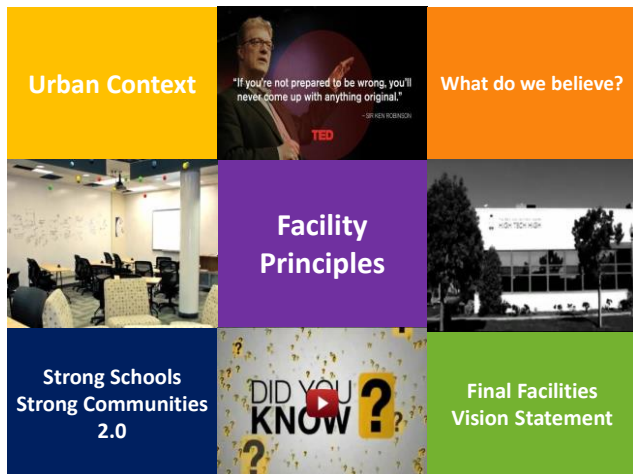
## Facility Implications

- **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...

**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

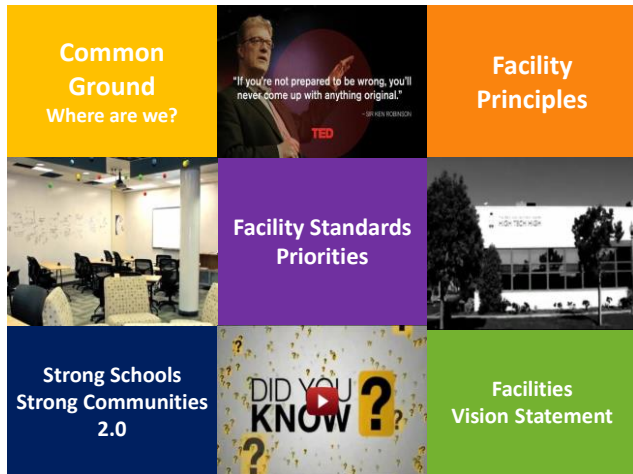
**GOAL 3: SUSTAINABILITY*****Systems that Support a Premier Education***

*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



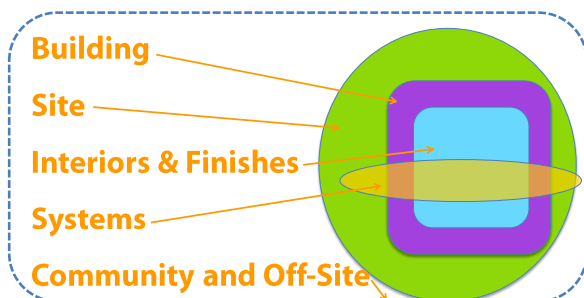


## Facility Standards

- 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: Facility Alignment

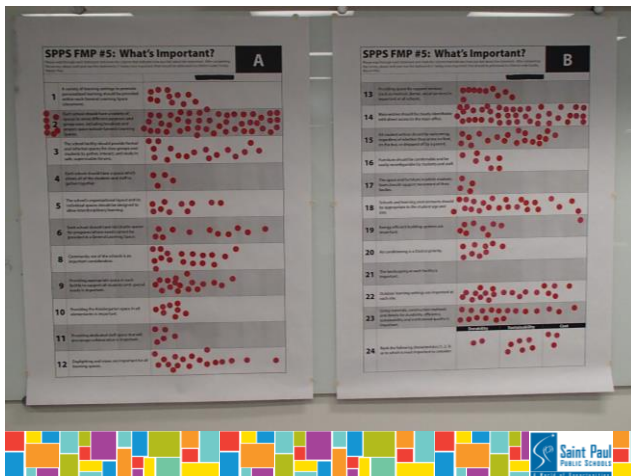
<b>13. Adult Learning Space</b>	3	1	5	3	1	1	3
<i>Provide space to allow for education of adults, both employees of the district and community members. Spaces should support Professional Learning Community (PLC) activities and learning. Schools should serve as a professional development “home” for staff.</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?

## Priorities



Allow for a variety of learning experiences that promote personalized learning. Finishes and furniture are designed to promote collaborative, creative, and personalized learning. General Learning Spaces will be sized for variable teaching layouts, technology, and individual or group arrangements.

## General Learning Space





Design learning environments to address short and longer term modifications in response to educational program – hourly/daily and longer term/yearly changes in use.

## Flexible/Adaptable Space



Provide a variety of sizes and layouts of learning space for different teaching and learning styles. Each school should have a variety of spaces to serve different purposes and group sizes, and that can be arranged in a variety of ways.

## Varied Space



The school organization and its individual spaces will be designed to allow interdisciplinary and collaborative learning, and strengthen natural connections between subject areas. Learning Spaces grouped with other facilities allow teachers of different subjects to collaborate with an identified group of students.

## Interdisciplinary Learning



Each school will have specialized lab/studio spaces for programs whose needs cannot be provided in a General Learning Space. All labs/studios will be designed with adaptability and flexibility in mind, so that site-based decisions about yearly program offerings are supported, and so that the spaces may be usable by students and community.

## Specialized Lab/Studio Space







Each school will have a space which allows gathering of the entire population of students and staff, thereby supporting and strengthening school community spirit. Design for multiple uses (e.g. a gym used for speakers and events as well as games).

## Assembly Space



Create a clear, identifiable main entry with direct access to the main office. If students do not use this entry when they take buses, student entry to be identifiable and welcoming.

## Clear Main Entry



Shared use of learning spaces, labs, activity areas, and grounds to support programs including electives to Community Education and after school youth care. Some programs share facilities during the day with PK-12 programs. Design facilities to intentionally support this sharing while recognizing need for security.

## Shared Space



Provide space in each facility to support all students with special needs. Space is needed both to facilitate inclusion within the classroom and for special services in specific settings. Design an atmosphere conducive to learning, in or near other learning spaces, to meet the student's special physical, sensory, and emotional needs. Meet standards for other learning space (daylight, views, acoustics, etc.)

## Specialized Services Space





The administration and reception functions of each school will be housed in pleasant, respectful, comfortable spaces to welcome visitors and the public, as well as the school's students and staff.

## Welcoming and Respectful Main Office

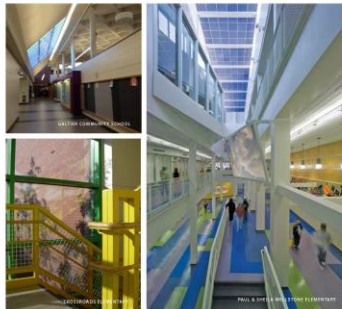


Outdoor environments can add valuable space for learning, and help students make connections between their studies and the physical environment. Each site will strive to have at least three types of outdoor learning settings: gardens, small and large gathering spaces and outdoor 'classrooms'.

## Outdoor Learning Settings



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.



## Daylighting and Views



A student's social development is part of their education and growth. The school facility will provide formal and informal spaces for class groups and students to gather, and to interact and study in safe, manageable forums.

## Student Gathering Space







Building design must be appropriate to the student age. Schools will recognize and respect their learners' physical, intellectual and emotional characteristics. Compliance with the ADA for both students and adults is critical.

## Appropriately Scaled Space



Protect community's investment in schools by designing buildings for long term use. Use materials, construction methods and details for durability, efficiency, sustainability and institutional quality.

## Permanent Facilities



# REFLECTIONS



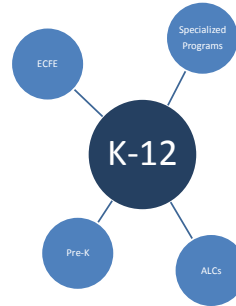
# ENROLLMENT



## SAINT PAUL PUBLIC SCHOOLS

ENROLLMENT PROJECTIONS  
Hazel H. Reinhardt  
January 13, 2015

(as read by Joe Munnich, 1/23/2015)



This analysis:

- Focuses on the factors that influence K-12 enrollment
- Quantifies:
  - Kindergarten enrollment
  - Cohort survival and net migration of students in each grade
  - The impact of housing types and development

The next phase of the analysis:

- Will refine the student profile, factoring in race and poverty information.
- Will project enrollment school-by-school, not just by geographic areas



## EXECUTIVE SUMMARY

- In the past ten years, enrollment decreased by -1,734 students or -4.6 percent
  - Resident enrollment decreased only -2.8 percent and was at its lowest in 2010-11. Since then resident enrollment has increased as has the size of the resident kindergarten class
  - In 2014-15, nonresidents make up 4.3 percent of K-12 enrollment
    - Nonresident students are concentrated in the elementary grades
  - Estimated school age population decreased as well during the recession years



## EXECUTIVE SUMMARY

- Today, the Saint Paul Public Schools capture 62.4 percent of the district's school age population or 65.6 percent when special programs are included
  - The largest number of students not attending the Saint Paul Public Schools attend traditional nonpublic schools and charter schools
- The Saint Paul Public Schools experience net out migration every year
  - The net outflow between Grade 5 and Grade 6 is unusual
  - Like most Minnesota public school systems, there is a net inflow between Grade 8 and Grade 9



## EXECUTIVE SUMMARY

- Enrollment projected to increase 4.2 to 8.2 percent in the next ten years
  - In 2024-25, projected enrollment ranges from 37,551 to 38,983 students. This compares to 36,040 students in 2014-15.

*Approximately 1,800 students need to be added to these projections to reflect ALCs, special education and other special populations not projected*

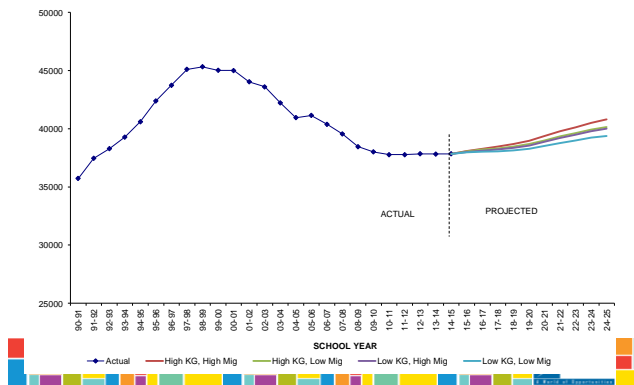
- Enrollment will increase by no less than 400 students in the next five years
- Growth is faster in the second five projection years as the number of kindergarten students increases

## EXECUTIVE SUMMARY

- The City of Saint Paul estimates that
  - 2,600 multi-family units will be built in the next five years
    - Only 10 percent of these units will be subsidized; others will be senior housing or market rate units
  - Probably no more than 55-105 Saint Paul Public School students from these developments



## TOTAL ENROLLMENT



## MANY CHANGING FACTORS

- Today, enrollment changes result from
  - Demographic changes
    - Age of the population
    - Fertility rates
    - Amount of residential development
  - Education marketplace
    - Education choices
      - Nonpublic
      - Public
        - Open enrollment
        - Charter schools
        - ALCs, etc.



## SAINT PAUL PUBLIC SCHOOLS

- Saint Paul Public Schools have some advantages
  - City and school district are coterminous
    - No conflicts in identity
  - The school district's shape and natural boundaries are barriers to open enrollment out

## EDUCATION CHOICES 2012-13

	Minnesota	Saint Paul
Nonpublic settings	9.5%	14.2%
Traditional schools	7.7%	13.7%
Home schools	1.8%	0.5%
Public Options		
Open enrollment		
In	7.2%	2.7% (equivalent)
Out	7.2%	4.7%
Charter schools	4.5%	13.1%
Capture Rate (with ALCs)	78.7% (n.a.)	61.8% (65.8%)

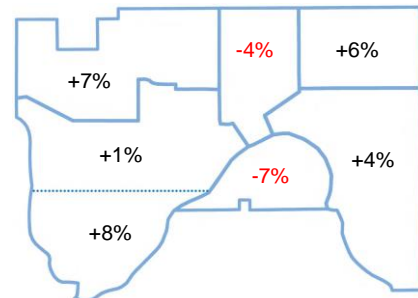


## NET MIGRATION BY GRADE

Grade	05 to 06	06 to 07	07 to 08	08 to 09	09 to 10	10 to 11	11 to 12	12 to 13	13 to 14
K to 1	-24	-71	-43	-83	-31	-39	-29	-112	-176
1 to 2	-81	-123	-156	-79	-100	-45	-76	-75	-113
2 to 3	-39	-46	-105	-68	-51	-59	-86	-84	-90
3 to 4	-44	-51	-100	-86	-67	-23	-95	-83	-86
4 to 5	-89	-128	-170	-123	-113	-107	-125	-19	-94
5 to 6	-190	-115	-200	-146	-151	-80	-168	-164	-261
6 to 7	-158	-131	-193	-124	-67	-61	-111	-35	-34
7 to 8	-102	-64	-42	8	1	39	-6	3	-11
8 to 9	161	209	76	93	138	194	97	223	146
9 to 10	3	-93	-132	8	-57	36	-79	-36	0
10 to 11	-241	-294	-258	-155	-121	-28	-116	-32	1
11 to 12	-311	-335	-271	-144	-153	-146	-154	-143	-184
Total	-1,115	-1,242	-1,594	-899	-772	-319	-948	-557	-902



## 5 Year Enrolled Resident Projection



\*Projections shown are based on cohort survival analysis.  
 \*These projections are K-12 only, and do not factor in ALCs, early childhood education, and other specialized programs.  
 \*Area (A-F2) projections are for student residents of those areas, some of these students may attend a school in another part of town.



## 5 Year Enrolled Resident Projection

Area Resident Projections								
K-5	A	B	C	D	E	F1	F2	Total
2014-15	3,247	2,640	3,015	1,059	2,758	3,745	1,117	17,581
2019-20	3,353	2,768	3,019	988	2,942	3,567	1,136	17,773
	106	128	4	-71	154	-178	19	192
6-8								
2014-15	1,342	1,134	1,278	379	1,059	1,466	480	7,138
2019-20	1,613	1,165	1,225	405	1,197	1,605	579	7,787
	271	31	-53	26	138	139	99	649
9-12								
2014-15	1,836	1,564	1,888	485	1,355	2,092	563	9,783
2019-20	1,846	1,618	1,685	399	1,419	2,192	626	9,785
	10	54	-203	-186	64	100	63	2

\*Projections shown are based on cohort survival analysis  
 \*Changes in projected enrolled students are based geographically on where the student resides, not where they attend school



## QUESTIONS?

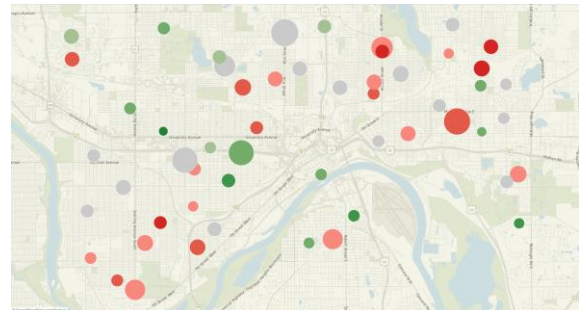
SPPS ENROLLMENT  
 PROJECTIONS  
 Hazel H. Reinhardt  
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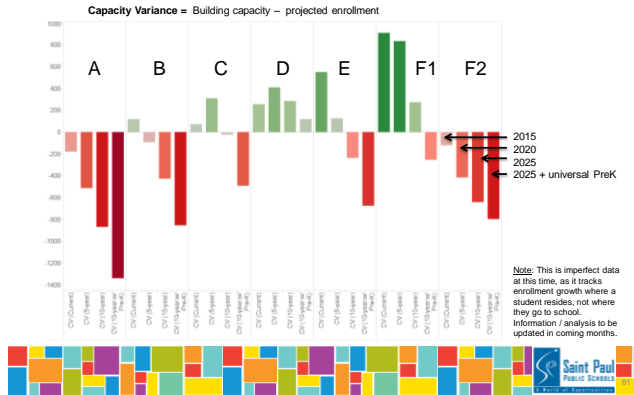
## CAPACITY



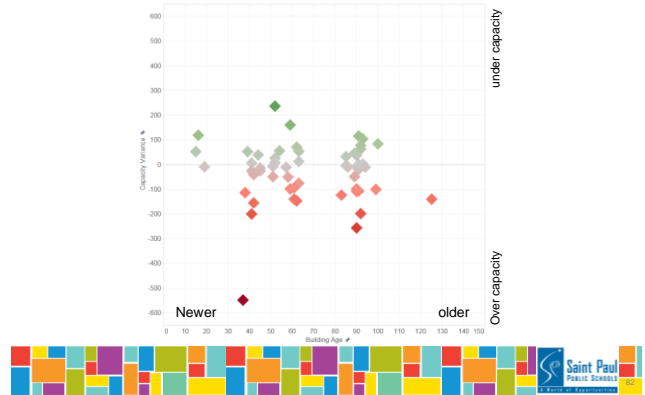
## Current Capacity



## Capacity Variance, by Area



## Capacity Variance v. Age of Building



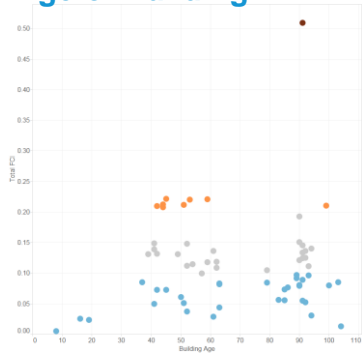
## building condition PROGRAM ALIGNMENT

**FACILITIES CONDITION INDEX (FCA)** is a widely used indicator that provides a relative scale of the overall condition of a given facility. The index is derived by dividing the total repair cost into the total replacement cost.

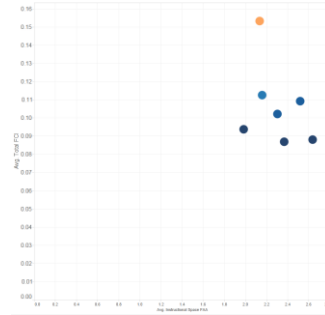
**FACILITIES ALIGNMENT ANALYSIS (FAA)** is an SPPS-specific way to provide a relative scale of the alignment of a building to its academic and community program. This metric was generated as part of the FMP process, building upon the 2008 Educational Adequacy Assessment (EAA).



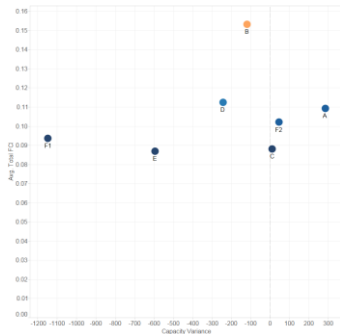
## FCI v. Age of Building



## FCI v. Instructional Space FAA



## FCI v. Capacity Variance, by area



Projected enrollment  
2025, no PreK change



<b>Growth &amp; Capacity</b>		<b>Quality of Instructional Space</b>
	<b>Today Planning Parameter Recommendations</b>	
<b>Strong Schools Strong Communities 2.0</b>		<b>Quality of Facility Experience</b>



**We recommend...**  
**Creating planning parameters**

**Growth & Capacity**

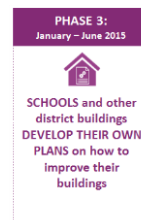
**Quality of Instructional Space**

**Quality of Facility Experience**



*...but before we head into break*

### Phase 3: Site-based Engagement

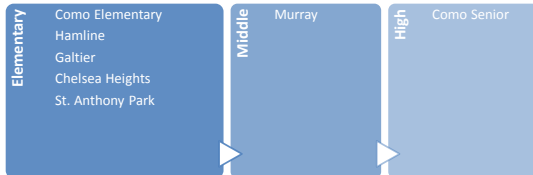


- Outcome: Site-based master plans based on district criteria/standards
- Each school will have a planning team consisting of students, parents, teachers, and community



### Phase 3: Planning within Pathways

#### Example: Area 'E' Community School Pathway



### Phase 3: Planning within Pathways

#### Planning Groups

Area A Community Schools  
 Area B Community Schools  
 Area C & D Community Schools  
 Area E Community Schools  
 Area F1 Community Schools  
 Area F2 Community Schools  
 Montessori  
 Creative / Performing Arts  
 Language Immersion

***Please sign up at the back if you are interested!***



### Planning Parameters Confirmation



<http://b.socrative.com/login/student/>

Room: 7143b815

