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.

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.

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!

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

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

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

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

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

• 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
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:
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.

• 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
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: Facility Alignment

<table>
<thead>
<tr>
<th>Standard</th>
<th>Adult Learning Space</th>
<th>Daylighting and Views</th>
<th>Accessibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<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. Spaces should serve as a professional development “home” for staff.</td>
<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 in other spaces for distribution of light and visual connections.</td>
<td>Each facility should apply the concepts of Universal Design as well as meeting ADA requirements. To make accessible features usable 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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<table>
<thead>
<tr>
<th>Key</th>
<th>Green = Meets or Exceeds Standards</th>
<th>Yellow = Workable</th>
<th>Red = Does Not Meet Standard</th>
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</thead>
<tbody>
<tr>
<td>Value</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Weight</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
Given our facility vision, our facility principles, and our holistic view of our goals, what standards should describe what we expect for our facilities?
Design learning environments to address short- and longer term modifications in response to educational programs—hourly/daily and longer term/longer term changes in use.

Flexible/Adaptable Space

Varied Space

The school organization and 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

Specialized Lab/Studio 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.

Each school will have specialized lab studio space for programs whose needs cannot be provided in a General Learning Space. All laboratories will be designed with adaptability and flexibility in mind so that site-based decisions about program offerings are supported, and so that the spaces may be used by students and communities.
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 multipurpose use (e.g., a gymnasium for speakers and events as well as parties).

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 simultaneously support talk 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 to special services in specific settings. Design an atmosphere conducive to learning, or in other learning spaces, to meet the student's special physical, sensory, and emotional needs. Meet standards for other learning spaces (lighting, 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 patios/terraces.

**Outdoor Learning Settings**

Rooms that lower people should have windows for connection to the outside and for natural light. Designs most consider security and control of light, glare and privacy, while providing visual opportunities for distributions 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 locations.

**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

Permanent Facilities

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

REFLECTIONS

ENROLLMENT
**SAINT PAUL PUBLIC SCHOOLS**

**ENROLLMENT PROJECTIONS**
Hazel H. Reinhardt
January 13, 2015

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

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**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

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**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

<table>
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<tr>
<th></th>
<th>Minnesota</th>
<th>Saint Paul</th>
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<tr>
<td>Nonpublic settings</td>
<td>9.5%</td>
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<td>Traditional schools</td>
<td>7.7%</td>
<td>13.7%</td>
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<tr>
<td>Home schools</td>
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<td>Open enrollment</td>
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<tr>
<td>In</td>
<td>7.2%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Out</td>
<td>7.2%</td>
<td>4.7%</td>
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<td>Charter schools</td>
<td>4.5%</td>
<td>13.1%</td>
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<td>Capture Rate (with ALCs)</td>
<td>78.7% (n.a.)</td>
<td>61.8% (65.8%)</td>
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NET MIGRATION BY GRADE

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<th>06 to 07</th>
<th>07 to 08</th>
<th>08 to 09</th>
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<th>10 to 11</th>
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<td>-51</td>
<td>-59</td>
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<td>-86</td>
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<td>-170</td>
<td>-123</td>
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<td>-107</td>
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<td>93</td>
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5 Year Enrolled Resident Projection

+7% +4% -4% +6%

+1% -7% +4%

+8%
### 5 Year Enrolled Resident Projection

#### Area Resident Projections

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<th>K-5</th>
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<td>C</td>
<td>D</td>
<td>E</td>
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<td>F2</td>
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<td>3,079</td>
<td>988</td>
<td>1,942</td>
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<td>1,059</td>
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<td>1,564</td>
<td>1,888</td>
<td>485</td>
<td>1,355</td>
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<td>2019-20</td>
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**Questions?**

**SPPS Enrollment Projections**

Hazel H. Reinhardt
January 13, 2015

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**Capacity**

Current Capacity

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**Questions?**
Capacity Variance, by Area

Capacity Variance = Building capacity – projected enrollment

Note: This is imperfect data at this time, as it tracks enrollment growth where a student resides, not where they go to school. Information/analysis to be updated in coming months.

Capacity Variance v. Age of Building

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).
Projected enrollment 2025, no PreK change

Growth & Capacity

Quality of Instructional Space

Strong Schools

Strong Communities 2.0

Quality of Facility Experience
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

Elementary
Como Elementary
Hamline
Galtier
Chelsea Heights
St. Anthony Park

Middle
Murray

High
Como Senior

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

Planning Parameters Confirmation

Please sign up at the back if you are interested!

http://b.socrative.com/login/student/
Room: 7143b815