A World of

Opportunities

Saint Paul
PUBLIC SCHOOLS

Facilities Master Plan · Guiding Principles

2015

As part of its Strong Schools, Strong Communities 2.0 strategic plan, Saint Paul Public Schools has launched the development of a 10-year Facilities Master Plan to ensure school buildings are able to meet the 21st century learning needs of students. The district consists of 72 facilities, 7.3 million square feet of space, and 465 acres of land—a key component of proactively managing these assets is through the development of a Facility Master Plan.

A District-wide Facility Master Plan Committee developed a Facilities Vision Statement, Facility Principles, and Facility Standards. They are the guiding principles for the Facilities Master Plan.

Facility Principles are tied to the three goals of the Strong Schools, Strong Communities 2.0 strategic plan and are overarching beliefs and commitments to what's important for all Saint Paul Public Schools. *See the inside back cover for more information*.

Facility Standards are criteria that describe the physical characteristics required of all Saint Paul Public Schools facilities. They define consistency, value and quality across SPPS facilities as they are maintained, improved or built. This booklet includes examples from Saint Paul Public Schools that illustrate these Facility Standards.

SPPS Facility 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.

GALTIER COMMUNITY SCHOOL

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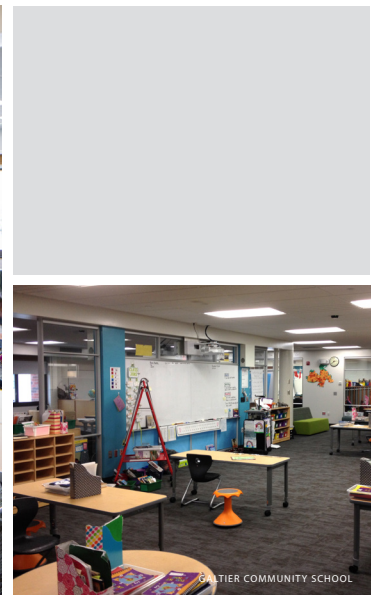
Allow for a variety of learning experiences that promote personalized learning. Finishes and furniture are designed to promote collaborative, creative, and personalized learning. General Learning Spaces will be sized for variable teaching layouts, technology, and individual or group arrangements.

General Learning Space

OPEN WORLD LEARNING

PARKWAY MIDDLE SCHOOL

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

PAUL & SHEILA WELLSTONE ELEMENTARY

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

GALTIER COMMUNITY SCHOOL

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

JOHNSON HIGH SCHOOL

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

JOHNSON HIGH SCHOOL

JOHNSON HIGH SCHOOL

GORDON PARKS HIGH SCHOOL

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

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

LINWOOD MONROE UPPER CAMPUS

BRIDGEVIEW SCHOOL

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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

WHEELOCK EARLY EDUCATION

Provide facilities that address the specific needs of young learners, with adequate support space

PK, K and Early Childhood (0-3) Space

PARKWAY MIDDLE SCHOOL

RIVERVIEW ELEMENTARY

RIVERVIEW ELEMENTARY

Design facilities that support efforts to personalize learning for all students. Recognize learner needs for places that allow them to take initiative and explore their interest, and for a place they can make their own.

Personalized Learning Space

JOHNSON HIGH SCHOOL


COMO ELEMENTARY

CROSSROADS ELEMENTARY

Because participation in co-curricular and extracurricular activities enhances the personal development and wellness of the participants, facilities with adequate space will be provided to support these activities. Activities include Athletics, Visual and Performing Arts, and Student Activities, such as publications and clubs.

# Space for Enriching Activities

271 BELVIDERE

Provide staff space that will encourage collaboration, support interdisciplinary teaching and teaming and reduce staff isolation. Adequate and functional space for teachers to meet, plan and work are essential to successful educational service. Locate work/planning spaces to allow natural connections between students and staff.

Staff Resource Space

360 COLBORNE

360 COLBORNE

HUBBS CENTER
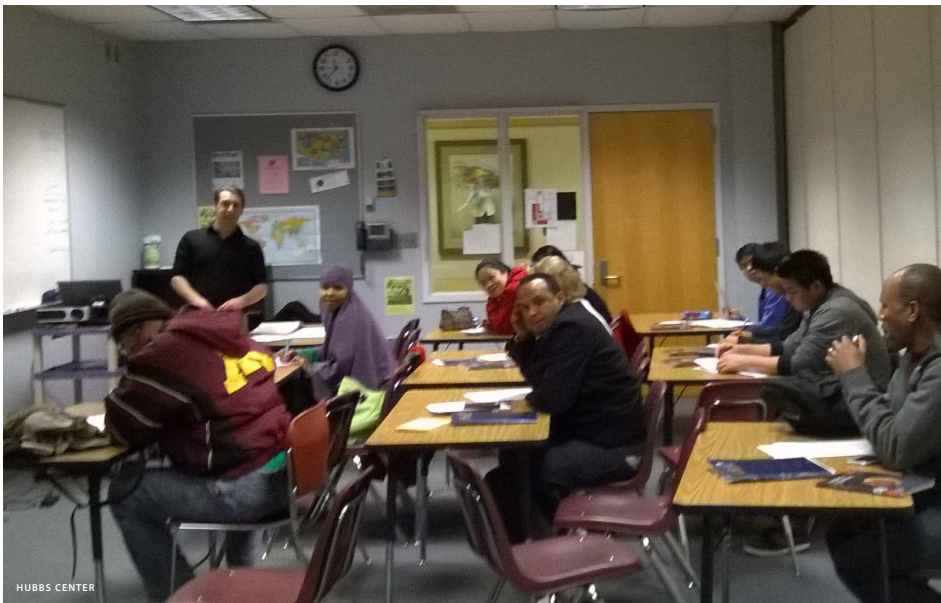
Provide space to allow for education of adults, both employees of the district and community members. Spaces should support Professional Learning Community (PLC) activities and learning. Schools should serve as a professional development "home" for staff.

Adult Learning Space

GALTIER COMMUNITY SCHOOL

CROSSROADS ELEMENTARY

PAUL & SHEILA WELLSTONE ELEMENTARY
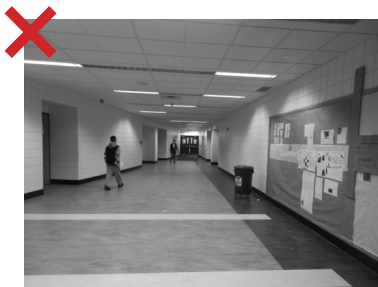
Rooms that house people should have windows for connection to the outside and for natural light. Designs must consider security and control of light, glare and heat gain/loss. Incorporate windows to other spaces for distribution of light and visual connections.
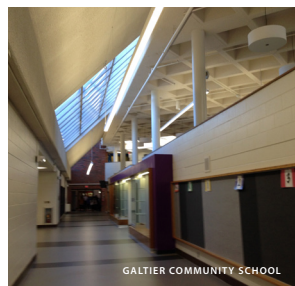
Daylighting and Views

SAINT PAUL MUSIC ACADEMY

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.

Accessibility

JOHN A. JOHNSON ELEMENTARY

Facilities will be designed to allow cooperation with local organizations and government agencies, along with the District, to provide important services for students and the community.

Wrap Around Services

GORDON PARKS

Design schools to provide a safe and secure environment. Students, staff, visitors and the community should be able to regard the school as a safe haven in which to meet, learn and work.

Safety

CROSSROADS ELEMENTARY SCHOOL

RIVERVIEW ELEMENTARY

JOHN A. JOHNSON ELEMENTARY

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

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

Health Services within the schools address basic needs for physical health through direct and educational/preventive services.

Health Services Space

CROSSROADS ELEMENTARY

PAUL & SHEILA WELLSTONE ELEMENTARY

GALTIER COMMUNITY SCHOOL

The media center mission is to ensure that all students and staff are effective users of information. Design media space to support learning and instruction for students and staff in informational literacy skills.

Media Centers/Learning Commons

CREATIVE ARTS

CREATIVE ARTS

CREATIVE ARTS

LINWOOD-MONROE UPPER CAMPUS

Food Service areas will include space for efficient production and serving of nutritious, healthy food. In addition, they should be designed to be appealing to students and others in the buildings.

Food Service and Dining

JOHNSON HIGH SCHOOL
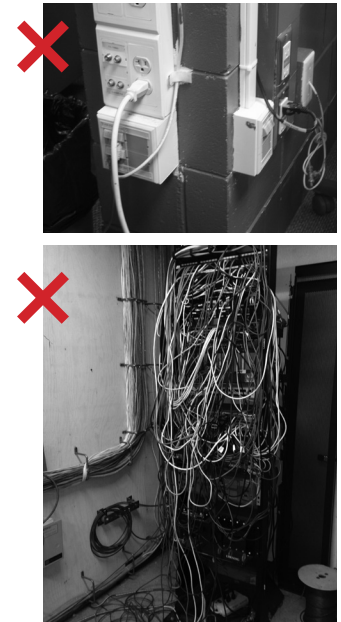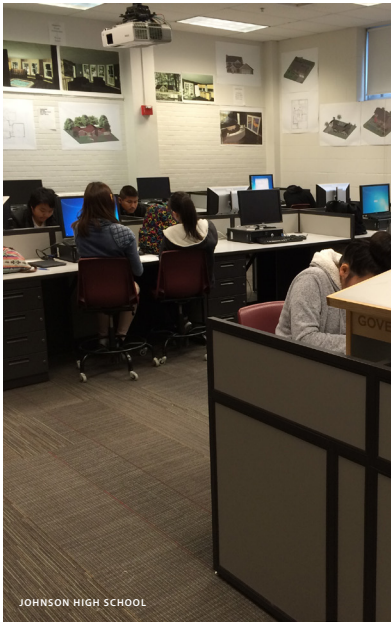
Incorporate space for current and future technology infrastructure and equipment into the design of buildings, with space for student/ staff/ community use.

Technology Space

JOHNSON HIGH SCHOOL

JOHNSON HIGH SCHOOL
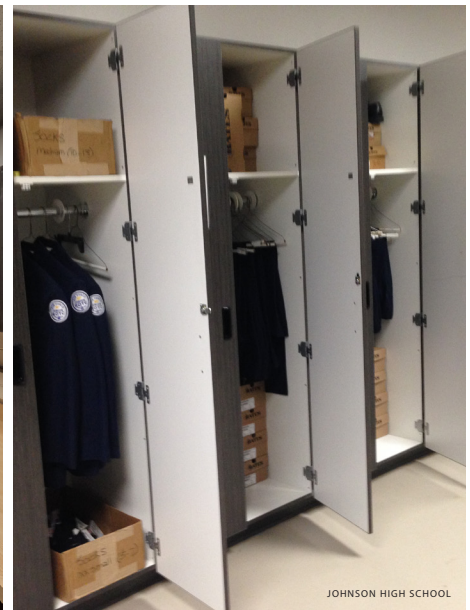
Provide dedicated interior storage space at each school, designed for large and small items. In addition, locate enclosed storage convenient to activity fields and/or paved areas for maintenance and play equipment.

Storage Space

Adequate restrooms, drinking water and custodial closets are critical to a well-run school facility. Restrooms must be in good condition, and distributed in locations allowing convenient use. Restrooms meet ADA requirements.

Plumbing Core
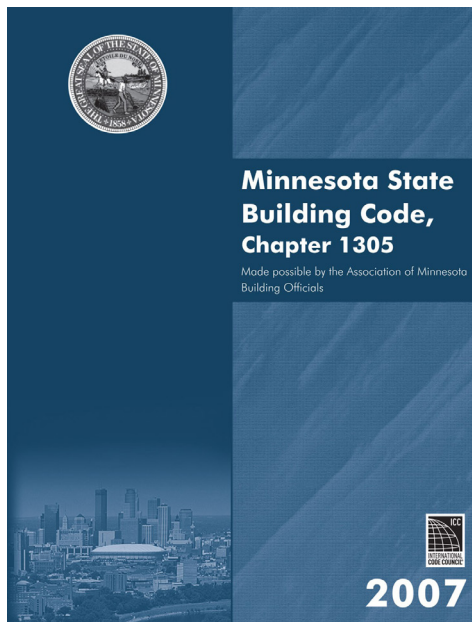
Construction projects will have to account for current building, fire, accessibility and energy codes.

Building and Energy Codes

An accessible administrative centers will provide environments for administration and central services which support their work and assist in serving the public and the individual schools.

District Administration and Services

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

WHEELOCK EARLY EDUCATION

RONDO ELEMENTARY

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

OPEN WORLD LEARNING

JOHNSON HIGH SCHOOL

Provide multiple opportunities for display of information and student work. Design directional signage for the school that clearly identifies school spaces and organization. Use opportunities offered by directional signage to add to facility identity; displays can "advertise" the school and events. Reflect diversity of community.

Signage and Display

HUMBOLT SECONDARY SCHOOL

Recognizing that learning facilities can inform and reinforce instructional practice, use materials, light, color and forms to create lively interior spaces. Experiential learning can include use of the building as a resource and tool to be observed and studied.

Experiential Interiors

GALTIER COMMUNITY SCHOOL

RIVERVIEW ELEMENTARY

Select colors, interior finishes and furniture which contribute to the quality of the learning environment and are appropriate to the use of the space. Select materials (furniture and finishes) that are healthy and non-toxic.

Furniture/Finishes for Learning

Heating, ventilating, air conditioning and plumbing systems must be designed to support student learning and health and comfort of school users. Design energy efficient, quiet, dependable HVAC systems that allow some control by the users of any given space.including Building Automation and water efficient plumbing.

Quality HVAC/Plumbing

Power capabilities of all schools will include sufficient, distributed electrical outlets and clean power to support anytime anywhere learning. Lighting will provide multiple light levels for efficiency and function, with daylight or occupancy sensors to save energy.

# Ample Electrical Service/Lighting Systems
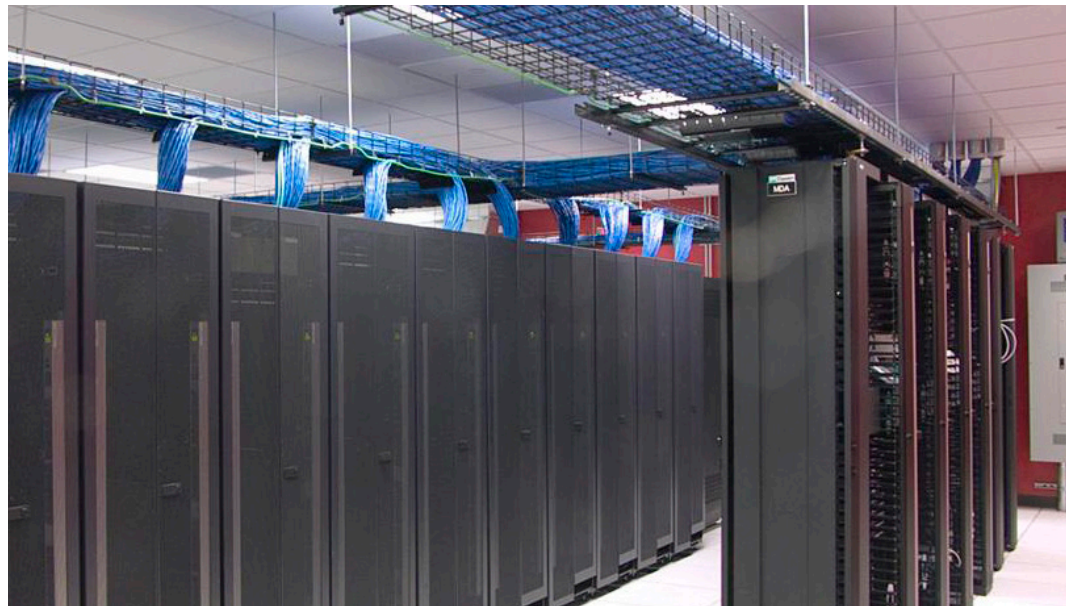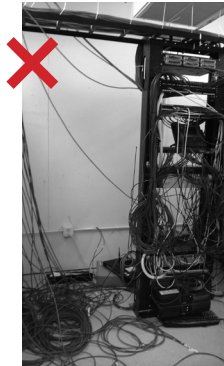
Technology systems are a key tool for learning and in communications among staff, administration, students and parents. Technology system/network accesss in the school will be distributed throughout the schools and allow for expansion and change.

Technology Infrastructure/Hardware

JOHN A. JOHNSON ELEMENTARY

The design of surfaces, walks, ramps, plantings and drainage systems for a site contribute to user well-being. Design a ground plane that supports rain water control, supports maintenance, and meets or exceeds ADA & buildings & grounds.

Safe/Accessible Site

TRAINING AND OPERATIONS

Saint Paul Public Schools Transportation Department
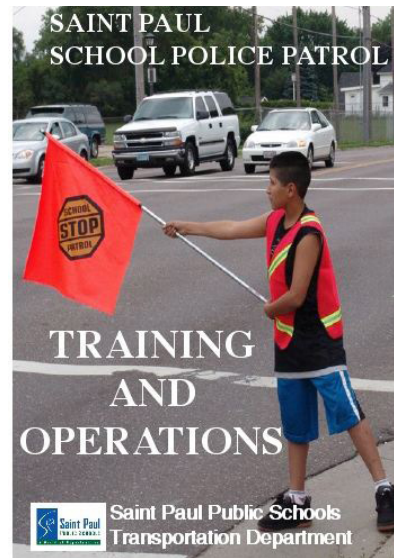
Reduction of traffic conflicts between buses, cars, bicycles and pedestrians is a critical component of site safety. Operational management is critical: publish and enforce rules for safe student drop-off areas. Locate bus pick-up and drop zones separate from parent pick-up and drop zones, and size the bus area to handle the full number of buses at each school. Define and control pedestrian and bicycle walkways on the site.

Traffic Control

GORDON PARKS HIGH SCHOOL

Design adequate, safe and well-lit parking for visitors, staff and students. Provide separate access to adequate, safe and screened service and delivery areas as well as safe and secure bike parking.

Parking and Service Access

CHELSEA HEIGHTS

OPEN WORLD LEARNING

Attractive, developed landscaping adds significantly to character, quality, sustainability and identity of any site and can improve student and community respect for the school.

Landscape Character

COMO PARK HIGH SCHOOL

Physical activity is a key part of a healthy school experience, therefore play grounds and playground equipment, play fields and athletic fields should be available for student use during and after school. Safety, security, accessibility will be considered.

Safe/Accessible Outdoor Play

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

Plan each school site keeping open possibilities for future expansion and the flexibility to handle changes in the number and characteristic of learners without sacrificing quality of structure or experiences.

Planned Expansion

LEAP HIGH SCHOOL

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

PARKWAY MIDDLE SCHOOL

Explore opportunities with the community for off-site learning settings to augment the curriculum and school facilities. Recognize that community connections are a resource for students, staff and the broader community. Design school for connections to significant local resources, such as government, businesses, arts institutions, higher education.

Community/Off-Site Learning Settings

EASTSIDE YMCA (ADJACENT TO JOHN A. JOHNSON ELEMENTARY)
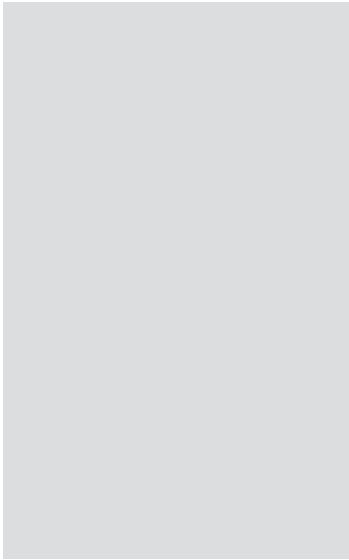
Explore the possibility at each site of creating facilities that will be jointly used, operated and funded by the School District and another organization e.g. City, YMCA, areas of worship. Develop a management plan to establish mutually beneficial design and operation terms that include safety, security, access, parking and liability issues as well as concerns of partners. Benefits go beyond financial support for additional facilities to increased community participation in schools.

Joint-Use Facilities

SCHOOL PATHWAYS

Establish connections which foster equitable programs, sharing and communications between sites.

Connections Between School Sites

RONDO EDUCATION CENTER

COMO PARK ELEMENTARY

Provide vehicles and facilities to support energy efficient, low-emissions transportation of students to/from school, on trips, and for support functions.

Transportation

Goal One: 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 Two: ALIGNMENT

Excellent PK-12 Programs with Connected Pathways
Coordinate school programs and supports to reinforce student learning

- **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 Three: 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

- **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 our 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 andsafety for all.**

- **SPPS is committed to environments that balance emergency preparedness with all of the Facility Principles.**