Facilities Master Plan - Workshop #1

WELCOME!
We are so happy that you took time out of your busy day to take part in the workshop.

It does matter, it will make a difference, and it might very well shape the future of the built environment in your school.
Why are you here?

- We need to hear about your schools and what is special about them.
- We want to share some of the information we have gathered that will impact the future of your school.
- We need you to prioritize the key issues at your school for the architects to focus on.
Why do you love your school?

• We want to know…
  – Go around the table and share why you love your school.
  – Report out the things your group loved, the things that need work.
  – What were some of the surprising things you heard?
Why a Facility Master Plan?
Facilities Master Plan - Planning Process
May 2014 – December 2015

**PHASE 1**
May – August 2014
Gathering and STUDYING IMPORTANT DATA that will impact the district’s plans for improving all of its buildings and land

**PHASE 2:**
May - December 2014
ESTABLISHING THE STANDARDS the district will use to decide which improvement projects to do first

**PHASE 3:**
January – June 2015
SCHOOLS and other district buildings DEVELOP THEIR OWN PLANS on how to improve their buildings

**PHASE 4:**
June - December 2015
FINALIZING THE DISTRICT’S PLAN for making building and land improvements; sharing the plan with families, students, staff, partners and community
Framework for this workshop

• The planning must align to the strategic plan *Strong Schools, Strong Communities*
Saint Paul Public Schools... Did you know?

72 facilities / 7.3m sq. ft. of buildings / 465 acres of land
Framework for this workshop

- Major program elements remain as is:
  - Grade levels served per building (eg. PreK-5, 6-8, etc)
    - Exception: Adding PreK where possible (more later)
  - Attendance boundaries
  - Class size ratios
  - Special Education service models
  - Programs & Articulations (IB, Dual Immersion, Montessori, etc)
  - Joint Use sites and specifics
Framework for this workshop

• The planning must address all FMP Standards.
  • Examples:
    • “Permanent Facilities” means our plans must address the elimination of portable classrooms
    • “Clear Main Entry” means accessible, prominent, welcoming front entry
Framework for this workshop

• Not everything we are discussing will get funded
  • Need to understand the big picture to:
    • Align the resources we have
    • Explore if additional resources must be sought
  • SPPS is striving for equity in all of our facilities
Prompt for Action

- 91% of our buildings are 30-115 years in age
- Industry Best Practice = Examination @ 85-90% Capacity
  - District facilities are at **95% capacity** (average)
    - PreK = looking to expand
    - Elementary = 80%
    - K-8 = 83%
    - Middle = 99%
    - Secondary (6-12) = 95%
    - High School = 94%

- Target enrollment:
  - 21 schools currently at or above target enrollment;
  - 7 schools are above 115% target enrollment
Prompt for Action – Grades K-12

• Focus your planning on QUALITY
  • The FMP Principles and Standards define it

• Focus your planning on GROWTH
  • The District is projected to grow 4% - 8% in 10 years
  • See the handout on your table for how your specific pathway is expected to grow
  • Growth must be efficient!
Prompt for Action – PreKindergarten

• Focus on **GROWTH** and **OPPORTUNITY**
  • Our facilities are the limiting factor to expanded PreKindergarten opportunities at our school sites
  • We want more PreK space, but recognize that our sites will never be sufficient to provide for universal PreK (if it comes) on their own

• Growth must be **efficient**!
  • Small, PreK-only building additions are not very viable
What we won’t address today

• The following are discussions being addressed at the District level and won’t be part of the pathway conversation:
  • Secondary Exterior Athletic Facilities
    • Examples: Football stadiums, practice fields, tennis courts, etc
    • Questions: Contact your Athletic Director or Facilities Department
Pathway Alignment
What we found out:

• FMP Phases 1 & 2 produced a lot of data and information. If you would like a more in-depth look at it, please visit: facilities.spps.org/fmp

• For today’s purposes, we will focus on a few key elements:
“How many of our schools out of 68 are currently at or over capacity?”
## Capacity & Enrollment

<table>
<thead>
<tr>
<th>Pathway</th>
<th>School</th>
<th>Building</th>
<th>Site</th>
<th>Interiors</th>
<th>Systems</th>
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<td>AREA E</td>
<td>Saint Anthony Park Elementary</td>
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</table>
“What condition do you think your school is in?”
Facilities Condition Assessment (District-Wide)
What does this data tell us?

• Future space needs of your building.

• Challenges for resources.

• Prioritization.
21\textsuperscript{st} Century Learning

Is your building designed to reflect a 21\textsuperscript{st} century learning model?
Impacting student learning through better facilities
What things factor into a 21st Century Learning Environment?

- These facilities standards are the lens through which we, as architects and planners, will look at your schools.
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.
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
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
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
BREAK
Exercise #1: Top 10 Priorities

• Get together as a school team.
• Discuss what your top 10 priorities are for your school.
• Select another school to learn about.
• Be prepared to report out to the larger group after lunch.
LUNCH
Priority Report-Out

• The students will report-out their Top 10 Priorities.

• For the school teams: Select one or two people from your team to “Report-Out” your school’s “Top 10” priorities and why they are important.

• Did anything surprise you?
Questions?

• Is there any information you need from the district to inform your process and priorities?
What now?

• The architects have a lot to do over the next two months.

They will:

– Review site information, floor plans, and facilities condition data.
– Apply the district facilities standards to your priorities.
– Take the information you provided today as a direction for the future of the school.
What will we do at the next Workshop?

• The architects will bring back conceptual floor plans for each school.

• You will review and discuss these in order to help them improve and refine the conceptual designs.
We will see you again!

- PLEASE attend the follow-up workshop!
- We are currently exploring a week-night meeting in lieu of a Saturday meeting.

- Please visit: facilities.spps.org/fmp

- Don’t forget to turn in your survey and question form form at the sign-in table.

**Thank you** for giving your time to be here!