



## FACILITIES MASTER PLAN

### Criteria for the Prioritization of Facility Improvements to Create 21<sup>st</sup> Century Schools for Saint Paul Public Schools, District 625

#### Recitals

In 2008, Saint Paul Public Schools' Facilities Department conducted a Facility Condition and Educational Adequacy Assessment that identified deficiencies across all district's building systems and programs. With 60 percent of district buildings being more than 60 years old, most schools were designed in an era not suited to 21<sup>st</sup> century teaching and learning. As a result, in 2014, the Facilities Department began an in-depth Facility Master Plan (FMP) process that included community input to address educational and facility needs.

The FMP process identified community-supported facility Vision, Principles, and Standards to guide building projects over the next 10 years. An independent demographic study was also part of the FMP process. Alignment of facilities with the 47 Standards, existing and anticipated educational programs, and demographics informed a Dynamic Program for each building. This document sets capacity and quantitative expectations for instructional and core space expectations in alignment with the specific reality of the portfolio of buildings within SPPS.

During the FMP planning process, each school site had an opportunity to work with architects to determine site priorities for each school facility based on the quantitative targets of the Dynamic Program, qualitative standards and school community's input. As a result of this work, the district's Facility Department has identified work scopes to align the FMP's Vision, Principles, and Standards with site priorities. Work scopes are a set of constructible and efficient improvements. As with road improvements where one would not reconstruct a road without doing needed repairs and upgrades to the utilities below, these work scopes include building systems and condition work, as well.

To prioritize work across the district, the following criteria were considered and selected to identify projects that are student centered, impactful and efficient:

1. **Permanent Construction:** Learning environments are to be of permanent construction and existing temporary structures are to be phased out.
2. **Growth and Alignment:** Alignment to projected programmatic and enrollment needs are addressed.
3. **Quality Learning Spaces:** The overall improvement in the quality of instructional space that supports student learning.
4. **Identifiable Main Entries:** Safe and respectful main building entries that welcome students and community into our buildings.

5. **Building Condition:** The condition of building systems, as determined by the Facility Condition Assessment, support healthy student and staff environments.
6. **Core space:** The quantity and quality of core functional spaces such as gyms and cafeterias support student learning and wellness.
7. **Overall Alignment:** Considerations to the overall improvement to the building and site should align with functional and programmatic needs as determined by the Facility Condition Assessment and the Facility Master Plan process.

Additional criteria may be considered to address the following:

- a. **Enrollment enhancement opportunity:** A new or fully modernized school may be used as an opportunity to attract students.
- b. **Geographic Distribution:** School renovation work should be distributed across the district to ensure there is equity in school improvements.
- c. **Large Impact:** The renovation or addition of a facility that is anticipated to have a large impact on another school, an entire community, or a major part of the city, in addition to meeting other criteria, may be a determining factor on giving the work scope priority.
- d. **Partnership Opportunities:** Partnerships can be financial, technical, joint-use and/or joint development and may take some time to mature. The opportunity for a partnership that has been developed and is funded may mean that a particular facility needs renovations or construction ahead of schedule or that a delay is warranted while the partnership is formalized. Equity of access to quality partnerships will be a key consideration.
- e. **Program Requirements:** A new school district program imperative might require a major facility renovation in order to offer that academic program in a quality way. Equity of access to programs and support for programs will be a key consideration.

The building diagrams that are associated with each sites' work scope are conceptual in nature. As projects progress into the design phase, it is anticipated that further school community engagement may modify final buildings plans.

It is not intended that these criteria provide an arithmetic scoring formula for determining the order of school construction and renovation. It is expected that each phase of the work will involve the interplay of dynamic factors and that careful analysis and judgment will be used to balance the criteria.