I. CALL TO ORDER
   A. Introductions

II. AGENDA
   A. Affordable Care Act Compliance
      1. Introduction
      2. Presentation
      3. Discussion
      4. Action (TBD)
   B. FMP Update: Accommodating Enrollment Growth
      1. Introduction
      2. Presentation
      3. Discussion
      4. Action (None Required)
   C. Standing Item: Policy Update - No Report
   D. Standing Item: PLTT Update - No Report
   E. Standing Item: SSSC 2.0 Update - No Report
   F. Work Session
      1. Student Engagement Work Group Recommendations
      2. Board Member Services from District

III. ADJOURNMENT
Facilities Master Planning for 21st Century Learning

Tom Parent, AIA, LEED AP
Director, Facilities Department
Agenda

- **Goal:**
  - To provide information on addressing projected enrollment growth via the Facilities Master Plan

- **Agenda**
  - Overview of the FMP Process
  - Review of Enrollment Projection study and alignment to District current capacity
  - Share preliminary opportunities and challenges with meeting the needs of that growth as identified during Phase III of the FMP
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
Facilities Master Plan: Phase III Engagement

818 Community Participants
2,753 Attendee Participation Workshop Hours
14 School Pathways
68 Building Project Plans

“I felt as though I made a difference and had an opportunity to voice my opinions.”
- Student participant
Online Survey Results

One representative question from the 191 surveys completed (as of 7.13.2015):

The biggest issue facing the buildings of SPPS over the next 10 years is:

- The changing expectations on how students learn best and how the classroom environment can support those learning methods 48%
- Healthy learning environments that decrease environmental and airborne contaminants. 22%
- Energy efficiency and the decrease in operating costs 13%
- Safety and security for students and teachers 10%
- Creating new opportunities for people to use the building in addition to the regular school day, such as community education and/or social services (e.g. health clinics). 7%
Facilities Master Plan: BOE Engagement

• **May - July**
  – Background & Influencing Factors

• **August - September**
  – Framework

• **October - December**
  – Plan Refinement & Finalization
Overarching Themes

1. Quality of instructional space and enhancing the built environment’s role in creating school culture.
2. Equity of building systems and conditions.
3. Alignment of growth and capacity.
Demography Study / Enrollment Projections

Notes:
- Graph from presentation on 1/13/2015 by demography consultant Hazel Reinhardt
- Approximately 1,800 students need to be added to these projections to reflect ALCs, special education and other special populations not projected
Kindergarten – Grade 5 Growth

SY 2019-2020

-2%  -3%  +8%  +4%  +3%

SY 2024-2025

+2%  +3%  +9%  +14%  +8%  +13%  +3%  +4%

Note:
- Changes shown are for where SPPS students reside, which may be different from where they go to school.
- Projections shown are based on grade-to-grade cohort progression analysis by Hazel Reinhardt.
- These projections are K-12 only, and do not factor in ALCs, early childhood education, and other specialized programs.
Current Capacity - Elementary Schools

District Capacity Comparison

- Under capacity
- At or near capacity
- Over capacity
Grades 6 – 8 Growth

SY 2019-2020

+16%  +4%  +19%
+5%  +6%
+9%

SY 2024-2025

+23%  +7%  +19%
+4%  +3%
0%  +15%

Note:
- Changes shown are for where SPPS students reside, which may be different from where they go to school.
- Projections shown are based on grade-to-grade cohort progression analysis by Hazel Reinhardt.
- These projections are K-12 only, and do not factor in ALCs, early childhood education, and other specialized programs.
Current Capacity - Middle Schools

- Under capacity
- At or near capacity
- Over capacity
Grades 9 – 12 Growth

Note:
- Changes shown are for where SPPS students reside, which may be different from where they go to school.
- Projections shown are based on grade-to-grade cohort progression analysis by Hazel Reinhardt.
- These projections are K-12 only, and do not factor in ALCs, early childhood education, and other specialized programs.

SY 2019-2020
-8% -8% +4% +8%
-6% -6% +1% +10%

SY 2024-2025
-6% -10% +18% +12%
+25% +12%
Current Capacity - Secondary & High Schools

District Capacity Comparison

- Under capacity
- At or near capacity
- Over capacity
Designing for Growth

- **Instructional Mandates**
  - Student - Teacher Ratios
  - Needs of elective classes
  - Hours per day of usage

- **Core Function Needs**
  - Food Preparation & Service
  - Athletic & Large Motor Movement
  - Restrooms

- **Functional Capacity**
  - For resilience, designs need a margin of excess growth capacity
    - “Bubble” grades, student mobility, etc
Designing for Growth

• Could we design a way to accommodate growth that:
  – Plausibly meets the demand for each program
  – Respects program identity
  – Met the FMP Vision, Principles, and 47 Standards
  – Is efficient with construction

• To do so requires many perspectives:
  – Student Placement Center and REA for demand and grade-level modeling of programs
  – The 818 principals, parents, teachers, students, and community that collaboratively designed with us during Phase III
FMP as Iterative Process

Define → Design → Decide
PreKindergarten – Grade 5 Growth

- The design process has shown:
  - We can likely solve for projected enrollment increases and intentional significant PreKindergarten space expansion in our existing portfolio
  - In order to do so and maintain our commitment to quality learning environments and core services (gathering, dining, etc), select building expansion will be necessary
Grades 6-8 Growth

• The design process has shown:
  • We likely cannot solve for projected enrollment increases in our existing portfolio
  • Building expansion opportunities are limited, programmatically misaligned, or inefficient
Grades 9 – 12 Growth

• The design process has shown:
  • We can likely solve for projected enrollment increases in our existing portfolio
  • In order to do so and maintain our commitment to quality learning environments and core services (gathering, dining, etc), minimal building expansion will be necessary
  • Setting consistent expectations around building utilization (# of hours each space is used per day) will be critical
Design Capacity: Middle, Secondary, High

Information shown is preliminary and represents theoretical capacities based on enrollment modeling and site-identified growth opportunities.
Conclusions

• **Opportunities:**
  • There appears to be a way to accommodate growth in Kindergarten – grade 5 while also creating significantly more PreKindergarten classrooms in our existing portfolio of buildings.
  • We will likely be able to accommodate enrollment growth in grades 9 – 12 in our existing portfolio of buildings.

• **Challenges:**
  • Providing sufficient space for students in grades 6 – 8 will be exceedingly challenging in our existing portfolio of buildings.
Questions?

http://facilities.spps.org/fmp
Youth Representation in District Decisions

Board Task Force Summary
COB Work Session
July 21, 2015
Objectives for Student Engagement

• Hear student voices on issues important to them
• Hear student voices on issues important to administration and the board
• Engage all students with stake in particular issues
• Hear the full range of student perspectives
• Provide students the information they need to participate in a meaningful way
• Engage students on issues where their perspectives will influence decisions
• Deliver authentic student engagement
Considerations

• Be cognizant of students’ time constraints and priorities
• Recognize that students may be more willing to participate if other students are helping design and lead processes
• However this moves forward, implement as a pilot to jointly determine what is most beneficial to students, Board, and Administration
Option: Student Rep on Board

• **Structure and Benefits**
  – One to three students to serve on the Board
  – Allow students to vote on issues
  – Outstanding leadership development opportunity for a student

• **Challenges**
  – Tasks few students to represent entire diverse student body
  – Would require students to be knowledgeable of all issues requiring their vote
  – Enormous time commitment for a student
Option: Student Advisory Team

• **Structure and Benefits**
  – Group of students serve as special committee
  – Opportunity to select students with diverse backgrounds and life experiences
  – Task could be to help design and sometimes deliver student engagement – but not “speak for” other students
  – Group of students is well positioned to figure out how to reach other students for wider engagement
  – “At the ready” to partner with Administration and Board

• **Challenges**
  – Would require SPPS staff support and budget for supplies and perhaps transportation, meals, training, etc.
  – Logistical challenges to regularly convene students
Engagement Examples

• **Major districtwide efforts:** Facilities Management Plan, school start times
  – Design with staff, students, families
  – Staff implements in partnership with others; tools include brainstorming sessions, scenarios, workshops, etc.

• **Specific policies or similar:** Gender inclusion, Rights and Responsibilities
  – Design with staff, students, families
  – Staff implements in partnership with others; tools include brainstorming sessions, scenarios, workshops, etc.
Engagement Examples

• **Time-sensitive class/grade, school, or districtwide questions:** Identify issues important to students (of all ages), get implementation feedback, test simple option or ideas
  - Design generic, replicable approach with students, staff
  - Staff implements with students
  - Could use iPads for quick polls or “pulse checks” to students; easily be tailored for age and primary language
Task Force Recommendations

• **Approve Student Advisory Team**
  – Launch *pilot* in fall 2016 in collaboration with Community Education
  – Focus communications on this being a pathway to reach *all* students, not a position to “speak for” others

• **Expect formal and explicit attention on student voice**
  – From district and building staff
  – In all relevant decisions
  – Create mechanism for this to be reported out to public *and especially to students* so they see their impact