A World of

SPPS

Opportunities

Saint Paul
PUBLIC SCHOOLS

FACILITIES MASTER PLAN

Vision · Principles · Standards

2016

As part of its *Strong Schools, Strong Communities 2.0* strategic plan, Saint Paul Public Schools (SPPS) 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 Facilities Master Plan.

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

The **Facility Principles** are tied to the three goals of the *Strong Schools, Strong Communities 2.0* strategic plan – Acheivement, Alignment and Sustainability – and are overarching beliefs and commitments to what's important for all Saint Paul Public Schools.

The **Facility Standards** are criteria that describe the physical characteristics required of all Saint Paul Public School facilities. Standards 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 47 Facility Standards.

Facility Master Plan
VISION

*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.*

Facility Principles

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 and safety for all.**

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

Facility Standards

Developed by the FMP, the Facility Standards define consistency, value and quality across all Saint Paul Public Schools facilities as they are maintained, improved or built.

1. General Learning Space
2. Varied Space
3. Student Gathering Space
4. Assembly Space
5. Interdisciplinary Learning
6. Specialized Lab/Studio Space
7. Shared Space
8. Specialized Services Space
9. PreK, K and Early Childhood (0-3) Space
10. Personalized Learning Space
11. Space for Enriching Activities
12. Staff Resource Space
13. Adult Learning Space
14. Daylighting and Views
15. Accessibility
16. Wrap Around Services
17. Safety
18. Clear Main Entry
19. Welcoming and Respectful Main Office
20. Health Services Space
21. Media Centers/Learning Commons
22. Food Service and Dining
23. Technology Space
24. Storage Space
25. Plumbing Core

26. Building and Energy Codes

27. District Administration and Services

28. Flexible Adaptable Space

29. Appropriately Scaled Space

30. Signage and Display

31. Experiential Interiors

32. Furniture/Finishes for Learning

33. Quality HVAC/Plumbing

34. Ample Electrical Service/ Lighting Systems

35. Technology Infrastructure/ Hardware

36. Safe/Accessible Site

37. Traffic Control

38. Parking and Service Areas

39. Landscape Character

40. Safe/Accessible Outdoor Play

41. Community/Outdoor Learning Settings

42. Planned Expansion

43. Permanent Facilities

44. Off-site Learning Spaces

45. Joint-use Facilities

46. Connections Between School Sites

47. Transportation

1. General Learning Space

GALTIER COMMUNITY SCHOOL

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.

2. Varied Space

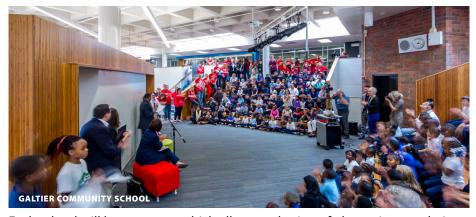PARKWAY MIDDLE SCHOOL

OPEN WORLD LEARNING

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.

3. Student Gathering Space

PAUL AND 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, interact, and study in safe, manageable forums.

4. Assembly 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).

5. Interdisciplinary Learning

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.

6. Specialized Lab/Studio Space

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.

7. Shared Space

LINWOOD MONROE UPPER CAMPUS

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.

8. Specialized Services Space

BRIDGEVIEW SCHOOL

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.)

9. Pre-K, K and Early Childhood (0-3) Space

WHEELOCK EARLY EDUCATION

Provide facilities that address the specific needs of young learners, with adequate support space.
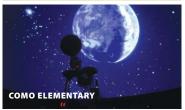
10. Personalized Learning Space

PARKWAY MIDDLE SCHOOL

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 interests, and for a place they can make their own.

11. Space for Enriching Activities

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.

12. Staff Resource Space

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.

13. Adult Learning Space

HUBBS CENTER

360 COLBORNE

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.

14. Daylighting and Views

GALTIER COMMUNITY SCHOOL

CREATIVE ARTS DOWNTOWN SCHOOL

CROSSROADS 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.

15. Accessibility

PAUL AND SHEILA WELLSTONE ELEMENTARY

Each facility should apply the concepts of Universal Design as well as meeting Americans with Disabilities Act (ADA) requirements, to make accessibility features useful for all. Modify existing buildings to remove barriers to public spaces and provide convenient access to all levels as a first priority.

16. Wrap Around Services

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.

17. Safety

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.

18. Clear Main Entry

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CROSSROADS ELEMENTARY

RIVERVIEW ELEMENTARY

CROSSROADS ELEMENTARY SCHOOL

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.

19. Welcoming and Respectful Main Office

CREATIVE ARTS

The administration and reception functions of each school will be housed in pleasant, respectful, and comfortable spaces to welcome visitors and the public, as well as the school's students and staff.

20. Health Services Space

CREATIVE ARTS

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

21. Media Centers/Learning Commons

CROSSROADS ELEMENTARY

PAUL AND 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.

22. Food Service and Dining

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.

23. Technology Space

JOHNSON HIGH SCHOOL

Incorporate space for current and future technology infrastructure and equipment into the design of buildings, with space for student, staff, and community use.
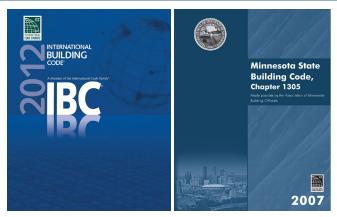
24. Storage Space

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.

25. Plumbing Core

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 Americans with Disabilities Act (ADA) requirements.

26. Building and Energy Codes

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

27. District Administration and Services

DISTRICT HEADQUARTERS (360 COLBORNE)

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.

28. Flexible/Adaptable Space

OPEN WORLD LEARNING

GALTIER COMMUNITY SCHOOL

Design learning environments to address short and longer term modifications in response to educational program – hourly/daily and longer term/yearly changes in use.

29. Appropriately Scaled 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 Americans with Disabilities Act (ADA) for both students and adults is critical.

30. Signage and Display

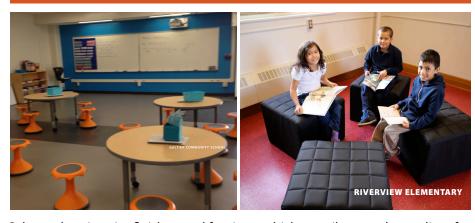OPEN WORLD LEARNING

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 identity; displays can "advertise" the school and events. Reflect diversity of community.

31. Experiential Interiors

HUMBOLDT 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.

32. Furniture/Finishes for Learning

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.

33. Quality HVAC/Plumbing

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, and dependable HVAC systems that allow some control by the users of any given space including Building Automation and water efficient plumbing.

34. Ample Electrical Service/Lighting Systems

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.

35. Technology Infrastructure/Hardware

Technology systems are a key tool for learning and in communications among staff, administration, students and parents. Technology system/network access in the school will be distributed throughout the schools and allow for expansion and change.

36. Safe/Accessible Site

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 Americans with Disabilities Act (ADA) requirements for buildings and grounds.

37. Traffic Control

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.

38. Parking and Service Access

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.
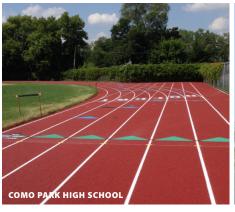
39. Landscape Character

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.

40. Safe/Accessible Outdoor Play

COMO PARK HIGH SCHOOL

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

41. Outdoor Learning Settings

OPEN WORLD LEARNING

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."

42. Planned Expansion

ADAMS SPANISH EMERSION

JOHNSON HIGH SCHOOL

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.

43. Permanent Facilities

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.

46. Community/Off-Site Learning Settings
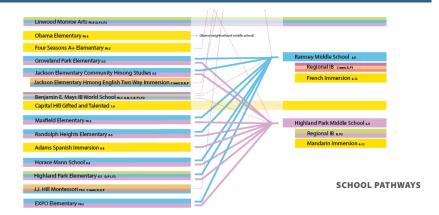

PARKWAY MIDDLE SCHOOL

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, and higher education.

45. Joint-Use Facilities

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.

46. Connections Between School Sites

Linwood Monroe Arts PK-8 D,F1,F2	
Obama Elementary PK-5	→ (Attend neighborhood middle school)
Four Seasons A+ Elementary PK-5	
Groveland Park Elementary K-5	Ramsey Middle School 6-8
Jackson Elementary Community Hmong Studies K-5	Regional IB C wait, E, F1
Jackson Elementary Hmong English Two Way Immersion C wait, D, E, F	French Immersion 6-12
Benjamin E. Mays IB World School PK-5 A,B,C,E, F1,F2	
Capital Hill Gifted and Talented 1-8	
Maxfield Elementary PK-5	Highland Park Middle School 6-8
Randolph Heights Elementary K-5	Regional IB D,F2
Adams Spanish Immersion K-5	Mandarin Immersion 6-12
Horace Mann School K-5	
Highland Park Elementary K-5 D,F1,F2	
J.J. Hill Montessori PK-5 C wait, D, E, F	
EXPO Elementary PK-5	SCHOOL PATHWAYS

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

47. Transportation

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 other needs.

CONTACT INFORMATION

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