

# Memorandum

To: **Todd Larson**  
From: **Kristen Nelson**  
Project: **SPPS St. Anthony Park Elementary**  
Project Number: **16-0078**  
Subject: **Community Workshop 1 – Meeting Minutes**  
Date: **March 21, 2016**  
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## Community Workshop #1 Agenda

1. Welcome
2. Where are we? FMP process
3. Introductions and Highest Hopes
4. Overview of FMP Vision, Principles & Standards
5. Group work: What is Special about St. Anthony Park?
6. Starting point: Project diagrams
7. Next steps: Tour North Park, and upcoming workshops
8. Reflections

The group was greeted and welcomed to the first Community Workshop and given an overview of the Facilities Master Planning (FMP) process. After a video summarizing the FMP goals and findings, it was explained that as the FMP process has come to a close, we are now here to start the design process. Each member of the committee then introduced themselves along with their highest hope for the work to be done at St. Anthony Park (SAP).

## Highest Hopes:

- Smooth transition for construction
- Space that allows kids to move around during the day and in class
- New activities and specialized classes
- Space to move, daylight, storage, and bathrooms!
- Experiential learning
- Flexibility and adaptability
- Clear transparency and dialogue regarding budget
- Welcoming front entry
- Security
- Relate the addition/s to the neighborhood
- Create additional community resources/partnerships at SAP, for example, the YMCA
- Everyone continues to be happy at SAP
- Common special education area
- Color and light
- More specialized spaces
- Meet community needs with a focus on gymnasium and gathering spaces
- Learn and listen from teachers
- Maintain a happy building
- Explore programming opportunities
- Prioritize spending wisely
- Space for movement and emphasize physical education
- Sufficient space for kids during and after construction
- Keep focus on kids
- Include small group space with light and ventilation
- Spaces for the one, the few and the many (tutors, specialists) – a variety

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- Natural light in every room
- Smart design to maximize the budget
- Art room with proper facilities, for example, water, casework, resilient flooring, etc.
- “If teachers get what they need, students will also” teachers know the building best, let’s look to them for the greatest needs
- Let’s be sure that the accessory spaces support increased students, not just the classrooms
- Movement throughout the day and the right furniture to support it, not just bigger spaces
- Create space where everyone can feel they belong and feel happy – kids want to go to school and parents want to volunteer.
- Maintain a strong culture and community and improve the building where we can.

After the highest hopes exercise, the FMP Vision, Principles, and Standards were briefly shared with the group. Handouts were provided to reference these tools that will help guide the design of SAP (this information can also be found online at the district facilities website).

It is important to understand what is special and what is to be maintained at SAP. This valuable information will inform the design and aide in the transformation at the school. The committee broke up into smaller groups for discussion, after which the strong sense of community and focus on kids became quickly apparent. Reports are below:

#### **What Makes St. Anthony Park Special, Group 1:**

- Parent involvement
- Quality staff
- Strong leadership
- Small town feel and scale
- The school is welcoming
- Educated, involved, informed
- High expectations for all
- Students are seen as individuals
- Community involvement and support
- Art, music, science, and gym are highly valued
- Unique relationship to Langford Park
- Strong fundraising base SAPSA
- Neighborhood demographic
- Neighborhood and school feels safe

#### **What Makes St. Anthony Park Special, Group 2:**

- The community is closely tied to the school with many volunteers and parents.
- The school is a “hub”
- Memories and legacy families
- Child-friendly environment
- Connectedness to the park invites “relationship and community”
- Residency/programming effort to commitment to making it happen
- Staff – specialist/resident, classroom, resource
- People working together
- Langford Park rec center and community education are accessible

- SAPSA- parent organization
- The people!

### **What Makes St. Anthony Park Special, Group 3:**

- Proximity to Public library and University of Minnesota
- Enrichments
- Spider tree mosaic
- Relationship to Langford Park
- Questioning the blacktop
- Use of a kiln on-site
- Principal welcoming students from buses
- Specialists
- More time
- Science and experiential space
- Free space to run and move

### **What Makes St. Anthony Park Special, Group 4:**

- Setting within a park
- Culture inside and outside the building, married in feeling
- Generations of strong community
- Active and fun staff
- Extra programs; science night, running club, BOKS, the teachers give their own time.
- The dedication shown by community and parents is like nothing I've ever seen
- Variety of specialists
- 100% conference turnout by parents
- Only way to keep space/feeling the way it does (involved) is to get and stay involved
- Outdoor school forest designation, need outdoor space
- Artists in residence
- Teachers are able to be professional
- Teachers are active and "get" the kids
- The school fits in with the neighborhood and the building blends in
- Kids don't run in the halls
- Both with specialist, after school (extended day learning)
- Opportunities for music and for music to be loud

### **Reflections**

- Is there research on how architecture affects learning in more flexible environments?
  - Very little, but Yes. Research has been done by CGA at North Park Elementary, Columbia Heights School District and will be shared with the group.
- Exciting project
- The idea of building up instead of out is interesting.
- Parking and traffic flow are big concerns on site.
- Extend day usage
- Exercise "SPARK"
- Let's think more about outdoor classrooms, facilities, playground, garden, etc.
- Continue to pursue ad collaborative relationship with parks and recreation.
- Think about what could be, dream big.

**Attendees**

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