APPLICATION FOR ZONING VARIANCE

Department of Safety and Inspections
375 Jackson Street
Suite 220
Saint Paul, MN 55101-1806
General: 651-266-9008
Fax: (651) 266-9099

FILE #16-067184

Zoning office use only
File Number:
Fee: $ 0.00
Tentative Hearing Date: 01-30-17
Section(s) 66.231 & 66.232
City agent S. Westenhofer

APPLICANT

Name Nate Golin **Company** U+B Architecture and Design, Inc. (U+B)
Address 2609 Aldrich Avenue South, Suite 100
City Minneapolis **ST** MN **Zip** 55408 **Phone** 612-870-2538
Email nate.golin@uplusb.com **Fax** None
Property Interest of Applicant (owner, contract purchaser, etc) Design Architect (U+B)
Name of Owner (if different) St. Paul Public Schools (District 625) **Phone** 651-744-1800

PROPERTY INFORMATION

Address / Location 1023 Osceola Ave. St. Paul, MN 55102
Legal Description (*attach additional sheet if necessary*) Lots 10 Thru 20, Lot 21 except the East 22 feet thereof and vacated alley as it accrues to Lots 10 thru 19, all in Block 2, SAMUEL B. PIERCES ENLARGEMENT OF SUMMIT PARK ADDITION TO ST. PAUL, Ramsey County, Minnesota.
Lot Size 1.81 Acres (78,933 SF) **Present Zoning** R-4 **Present Use** K- 3rd Grade Elementary Education
Proposed Use Pre-K - 4th Grade Elementary Education

Variance[s] requested: 1. Up to thirty-eight and one-half percent (38.5%) lot coverage - Variance of 3.5%. 3. Match existing building height at 47'-0" - Variance of 17'-0".

Supporting Information: Supply the necessary information that is applicable to your variance request, provide details regarding the project, and explain why a variance is needed. Duplex/triplex conversions may require a pro forma to be submitted. Attach additional sheets if necessary.

See attached memo describing each variance requested for the site.

Attachments as required: ☐ Site Plan ☐ Attachments ☐ Pro Forma

Applicant's Signature (NATE GOLIN) **Date** January 9th, 2017

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U+B architecture & design, inc.

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Submittal Date: January 9, 2017

Project: Linwood Monroe Arts Plus Elementary School Addition and Remodel
1023 Osceola Ave
St. Paul, MN

Owner: St. Paul Public Schools, District 625

Prepared by U+B Architecture and Design, Inc.
2609 Aldrich Avenue South, Suite 100, Minneapolis, MN

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Variance Application Background

Submittal Date: January 9, 2017

Project: Linwood Monroe Arts Plus Elementary School Addition and Remodel
1023 Osceola Ave
St. Paul, MN

Owner: St. Paul Public Schools, District 625

Facilities Master Plan:
The expansion proposed for the Linwood School at 1023 Osceola Avenue is the result of the Facilities Master Plan (FMP) process that St. Paul Public Schools (SPPS) embarked on over two years ago district-wide to address needed facility improvements for their 72 facilities in the City of St. Paul. The goal of the FMP was to provide equitable, efficient and cost-effective strategies for bringing the district's facilities up to a modern standard for evolving learning needs over the next 10 years. It also aimed to address a history of inefficient methods for handling short-term facilities needs by bringing a long-term vision to each program and building.

The Linwood Arts + Program:
Linwood Monroe Arts Plus (LMAP) is a public magnate school for Pre-K thru 8th grade students. The program is divided between two campuses. Linwood Lower, which today houses K thru 3rd grade, and Monroe Upper, which today houses the 4th thru 8th grade students in addition to Pre-K and ECFE classrooms. The grade level distribution is not ideal and both the Linwood and Monroe campuses do not provide adequately sized classrooms and student services spaces within their current layouts.

The proposed addition to Linwood Lower is an expansion to the current program in the building by 2 grades (Pre-K and 4th grade) that are currently housed at the Monroe Upper campus. The disjointed peer groups is problematic for young students, which is why the expansion to Linwood Lower is so critical to bring the similar-age peer groups together for their psychological health and wellbeing. Additionally, moving these grade levels to Linwood Lower also allows for inadequate classroom sizes and spaces for student services at the Monroe Upper building to be addressed through a remodel that adjusts the room sizes and accommodates needed services for the remaining grades.

The Linwood Facility:
The Linwood Lower campus is one that has seen very little development since it was built in 1922 and 1924 other than the addition of a gym in 1965, an elevator and stair tower in 1995, and a 1-story kindergarten classroom building in 2008. No substantial additions have been done to the building that could address the lack of grade-level continuity at each floor, and the lack of a separate cafeteria in the building, forcing gym and performances to share the same space as breakfast and lunch.

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Due to the small scale of the Linwood Lower building, it cannot serve a standard elementary level program within its existing footprint. Because the facility also does not adequately accommodate programming for the students that are there today, the proposed expansion aims to bring the peer level groups in better alignment as well as address the inadequacies for classrooms, common areas, and student services in quantity, quality and size. ECFE will remain at the Monroe campus, however the elimination of Pre-K and 4th grade from that site will enable a renovation to provide equitably sized classrooms as well as interdisciplinary grade level teams at the Monroe Upper campus. ECFE will also be located adjacent to the existing Pre-K playground and near the front entrance for better access control. These changes will allow the LMAP program to better serve its students and better align Pre-K thru Grade 12 opportunities for Creative Arts programming across the city.

Proposed Expansion:
The following variances are required at the Linwood campus in order to accommodate the existing program plus 2 additional grade levels in an adequate and equitable manner:

> **Variance 1:** Lot Coverage increase of 3.5% over the allowed lot coverage for a total lot coverage of 38.5%. (35% allowed per Sec. 66.232)
> **Variance 2:** Building Height increase of 17'-0" over the allowable building height for a total height of 47'-0". (3-stories and 30'-0" allowed per Sec. 66.231)

The following package addresses each of the 6 Criteria by which the Board of Zoning Appeals reviews and recommends action for variances from the zoning code. Each criteria are addressed individually for two variances that St. Paul Public Schools (SPPS) is seeking for the expansion and site improvements at the Linwood Lower school building located at 1023 Osceola in the Summit Hill neighborhood.

While each variance is addressed separately, it is important to note that they are not mutually exclusive. Both address building mass and in their partnership allow the use of the site to best accommodate the needs of the LMAP school AND community for education and recreation.

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The 6 criteria by which the variances are reviewed are per the following:

Per Section 61.601.-Variances of the St. Paul Zoning Code (Criteria 1-6):
"The board of zoning appeals and the planning commission shall have the power to grant variances from the strict enforcement of the provisions of this code upon a finding that:"

CRITERIA 1- "The variance is in harmony with the general purposes and intent of the zoning code."

CRITERIA 2 – "The variance in consistent with the Comprehensive Plan (CP)."

CRITERIA 3 – "The applicant has established that there are practical difficulties in complying with the provision and that the property owner proposes to use the property in a reasonable manner not permitted by the provision, economic considerations alone do not constitute practical difficulties."

CRITERIA 4 – "The plight of the landowner is due to circumstances unique to the property not created by the landowner."

CRITERIA 5 – "The variance will not permit any use that is not allowed in the zoning district where the affected land is located."

CRITERIA 6 - The variance will not alter the essential character of the surrounding area.

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Variance Request 1 (Lot Coverage)

Submittal Date: January 9th, 2017

Project: Linwood Monroe Arts Plus Elementary School Addition and Remodel

Subject: **Variance Request #1:** Up to thirty-eight and one-half percent (38.5%) lot coverage.
Maximum allowable lot coverage = 35%. (Sec. 66.232).
Proposed: (31,300/81,288 SF) = 38.5% (increase of 3.5% over allowable coverage)

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1. ***CRITERIA 1- "The variance is in harmony with the general purposes and intent of the zoning code."***
Responses below address Section 60.103.- Intent and Purpose – shown in red.

    a. ***Intent & Purpose (A):*** *"To promote and to protect the public health, safety, morals, aesthetics, economic viability and general welfare of the community."*
        i. General
            1. Additional lot coverage above the 35% provision in the code for the Linwood Elementary School serves the general purpose and intent of the code in its goal to protect the public health, safety, morals, aesthetics, and general welfare of the community through its ability to address the following building inadequacies:
        ii. Accessibility
            1. Existing
                a. A high percentage of the student population at Linwood have physical impairments requiring accessible facilities.
                b. Additional lot coverage allows us to address major accessibility shortfalls of the existing building including:
                    i. Inaccessible Restrooms
                        1. There are no accessible restrooms in the building that comply with current accessibility guidelines.
                        2. Nearly all existing restrooms have a 6" to 8" step up at their entrance.
                        3. There are no stalls meeting accessibility requirements.
                    ii. Playground inequitable access
                        1. There is no accessible direct access to outdoor play areas north of the building used by the majority of students.
                        2. Currently students with disabilities can only access the main outdoor play area by traversing entirely around the outside perimeter of the site from the

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front door on the south side out to the west perimeter sidewalks of the site.

iii. Lack of accessible Parking and Entrances
1. There is currently only one accessible entrance to the building.
2. There is only one accessible parking stall with circuitous access only to the south entrance.

2. Proposed
a. ADA Restrooms
i. Allows for new single-occupant accessible restrooms for all staff and students on all levels without steps up and including ADA stalls.
b. Playground equal ADA access
i. Proposed plan provides accessible entry and access to greenspace from the building on the north side where none exists.
ii. Because the playground will be re-configured due to the proposed addition, more accessible play equipment will be provided.
c. Accessible Parking and Entrances for south side of the site (in addition to the north).
i. The addition will provide an additional accessible parking space with access to the north entrance and playground areas.

iii. <u>Service Vehicles Maneuvering</u>
1. Existing
a. There is not enough space for safe maneuvering of service vehicles and delivery vehicles within the site.
b. The neighbors garage has been damaged in the past by garbage trucks due to the non-compliant condition.
2. Proposed
a. The proposed site work will allow for safe maneuvering of vehicles not conflicting with the public way and pedestrian circulation paths.

iv. <u>Educational</u>
1. General
a. There are major shortfalls in spaces that support the educational use of the building.
b. Existing classrooms and support spaces are inadequate in size, quantity, and quality for the existing use and expanded enrollment.
c. This is illustrated by **Attachment F** which outlines which spaces are inadequate based on the Education Adequacy Assessment **(EAA)**

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conducted by the district and shows how the proposed plan addresses these concerns.

2. Restroom Design
    a. Existing
        i. Existing restrooms in the building are original from 1922 other than maintenance updates that have occurred to replace fixtures, they remain close to how they were originally designed and are inaccessible.
    b. Proposed
        i. The bathroom facilities in the addition are designed for increased privacy with shared hand-washing facilities to be more inclusive for all people.
        ii. They will be brighter, cleaner, safer (easier to monitor) and more secure.
        iii. The facilities will better accommodate families during the weekly school performances with new restrooms located adjacent to the performance space and pre-function areas.
3. Collective Spaces
    a. Existing
        i. The gym space is shared with cafeteria and performance functions thus not allowing separate activities to have designated space.
        ii. Per Minnesota Department of Education Guidelines, gym areas should never be shared with cafeteria functions. The shared use effectively makes each separate space inadequate, and unsafe. (ie. tables stored in gym space used for sports presents a hazard for the activities)
        iii. This was identified also by St. Paul Public Schools Educational Adequacy Assessments as a major barrier of outdated facilities.
    b. Proposed
        i. The addition will provide a separate cafeteria and kitchen from the gymnasium/performance space.
4. Classrooms
    a. Existing
        i. Inadequate Classroom Sizes and lack of grade-level location continuity
        ii. Classroom sizes in the existing building are quite small by today's standards. The **EAA** identified classrooms as being undersized at Linwood. (See **Attachment F**) Teachers do not have space within the classroom for their desks.
        iii. With three classrooms per grade, each grade level is unable to be directly adjacent to their grade-level peers and support of staff for each section.

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b. Proposed
    i. Provides equitably sized classrooms per district standards
    ii. Allows grade-level pods to be established bringing the support network of peers and staff in close proximity with one another for more effective instructional support and opportunity.
    iii. Allows Pre-K and 4th grade classrooms to move from the LMAP Monroe Campus to this facility allowing better support for same-age peer groups.
        1. Ideally, the school would house a full elementary consisting of Pre-K thru 5th grade.
        2. 5th grade will remain at the LMAP Monroe campus with the Middle School due to the impractical expansion of the Linwood site to accommodate the additional grade level.

5. Student Services
    a. Existing
        i. The school has a high percentage of English Language Learners and Special Education Students without dedicated instructional space.
        ii. The associated support staff must conduct one-on-one and small group instruction for English Language Learners (ELL) in the corridors for lack of dedicated instructional space.
    b. Proposed
        1. The addition will provide dedicated spaces for these needs at each grade level grouped with appropriate grade level general classrooms.

v. <u>Mechanical System Upgrades</u>
1. Existing
    a. The existing building has inadequate and dysfunctional mechanical systems. Existing heating systems are beyond their useable life in terms of efficiency and adequate functional capabilities.
2. Proposed
    a. The addition and site improvements including removing the antiquated boiler and coal rooms will allow for the reconfiguration of a new mechanical and electrical system that will not only serve the addition, but also provide an extended usable life to the existing building.

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vi. Electrical System Upgrades
    1. Existing
        a. There are a mix of inefficient lighting technologies in the building and lack of daylight controls.
    2. Proposed
        a. The proposed addition and renovation of the building will allow all lighting and controls to be upgraded to LED and daylight controls for greater efficiency.

b. ***Intent & Purpose (B):*** *"To implement the policies of the comprehensive plan."*
    i. See CRITERIA 2 response.

c. ***Intent & Purpose (C):*** *"To classify all property in such manner as to encourage the most appropriate use of land throughout the city."*
    i. Existing use is Education, for the benefit of City of St. Paul residents, we propose that it remains as such.

d. ***Intent & Purpose (D):*** *"To regulate the location, construction, reconstruction, alteration and use of buildings, structures and land."*
    i. No change in location or use. Proposed modifications are to bring the site up to modern standards for education and accessibility.

e. ***Intent & Purpose (E):*** *"To ensure adequate light, air, privacy and convenience of access to property."*
    i. See "Variance Request 2" application for building height which addresses this issue *(Intents and Purpose (E))* in depth as it correlates with existing context and limitations of the zoning code.

f. ***Intent & Purpose (F):*** *"To facilitate the adequate provision of transportation, water, sewage disposal, education, recreation and other public requirements"*
    i. Refer to *Intents and Purpose (A)* above as all points addressed via that section have a parallel goal in supporting the general welfare of the community.
    ii. In addition to those points addressed by *Intents and Purpose (A)*, the following aspects of this provision are also accounted for with the proposed addition and site modifications:

    iii. Watershed
        1. Existing
            a. There currently is no specific storm water management on open areas of the site.
            b. Roof drains were connected to storm water sewer in 1993.

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2. Proposed
    a. The proposed site work will address all requirements and permits for the Capitol Region Watershed and storm water pollution prevention through the MPCA NPDES permit process.
    b. Storm water management will occur on site via acceptable civil design strategies.

iv. Water supply and sewers
    1. Existing
        a. Single connection to Osceola
    2. Proposed
        a. Two new water mains are proposed to the addition (for domestic and sprinkler system)
        b. New primary storm main is proposed for the addition.
        c. New sanitary main is proposed for the addition.

v. Recreation
    1. Existing
        a. The current north playfields have only been available for 3 years. Is was formerly completely paved.
        b. The existing north playground is outdated
        c. A new playground was built in early June 2016 for all students to use while the proposed addition is under construction and more exclusively for the Pre-K – K students after the new north playground is built.
    2. Proposed
        a. The north playground will be replaced after the addition with updated equipment
            i. This will mean that the school has 2 playgrounds, separated for the youngest and oldest students.
                1. This is a recommendation in the MDE guidelines for playgrounds.
            ii. The playground will be shaded at certain times of day
                1. Also an MDE recommendation
        b. The remaining playfield area will be reconfigured to accommodate a U8 soccer field.
        c. A new hard-surface play area will be created with 2 new basketball hoops

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g. ***Intent & Purpose (G):*** *"To lessen congestion in the public streets by providing for off-street parking of motor vehicles and for off-street loading and unloading of commercial vehicles."*

i. *General*

1. The proposed site work will provide the zoning code required number of additional off-street motor vehicle parking spaces and will provide zoning compliant off-street loading and unloading of commercial vehicles.

ii. Existing

1. Existing service access to the building is un-safe and land-locked by the antiquated boiler and coal rooms which will be removed. The current condition forces service vehicles to maneuver in the public way, a dangerous and non-compliant condition.
    a. See *Intents and Purpose (A)*.
2. Buses to the Linwood School are shared with the Monroe School. Thus, there are 18 buses because elementary school students are dropped off at Linwood first before the buses must proceed to Monroe to drop off the older children.

iii. Proposed

1. Removal of the unneeded boiler stack and associated rooms will provide on-site maneuvering, accessible parking, additional parking for added staff (Pre-K and 4th grade teachers) thus meeting the requirements of the zoning code.
    a. See *Intents and Purpose (A)* for thorough outline of service vehicle access and how it will be re-configured to meet the zoning code.
2. The school is proposing to separate the bus route for the 2 Linwood and Monroe campuses. This would create a net reduction in the number of buses serving the Linwood campus since students attending the middle school at the Monroe Upper campus would not share the same busing with Linwood Lower.

h. ***Intent & Purpose (H):*** *"To provide for safe and efficient circulation of all modes of transportation, including transit, pedestrian and bicycle traffic"*

i. Existing

1. There is no thru-traffic existing on the site. Parking areas are shared with service vehicle maneuvering space and the alley.
2. The current surface paving relies on service vehicles, cars and bikes maneuvering in the public way in the back of the building without separation.

ii. Proposed

1. Provides for safe and efficient circulation of cars and pedestrian and bicycle traffic. For all on-site treatments of these needs, the proposed plan is safer than the existing condition because maneuvering clearances for services are provided on site in lieu of in the public way.
2. Bike racks will be located appropriately to serve both the playground functions as well as the front door.
3. Sidewalks will maneuver around the vehicle paving to prevent cross-circulation of bikes and vehicles.

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i. ***Intent & Purpose (I):*** *"To encourage a compatible mix of land uses, at densities that support transit, that reflect the scale, character and urban design of Saint Paul's existing traditional neighborhoods."*

i. Existing

1. Without the addition and site improvements proposed, the building as a community amenity is not on par with today's education facility standards and best practices.
2. See *Intents and Purpose (A)* for detailed shortcomings of the existing building.
3. Additionally, the vast majority of the north façade of the building facing Fairmount is devoid of windows – not an urbanistic approach to fronting a residential neighborhood.

ii. Proposed

1. The proposed addition is in scale with the neighborhood which, in addition to single family residence has multiple 3 and 4-story multi-family apartment buildings within 1 and 2 blocks of the Linwood site.
2. The proposed addition will also put "eyes on the street" at the north façade which currently lacks windows. The design wraps the existing window-less gym with classrooms spaces which not only provides much-needed natural light to these spaces, but also offers a friendlier front to the local residential homes.

j. ***Intent & Purpose (J):*** *"To provide housing choice and housing affordability."*

i. Not applicable

k. ***Intent & Purpose (K):*** "To promote the conservation of energy and the utilization of renewable energy resources"

i. Existing

1. Existing light fixtures are fluorescent and need replacement.
2. Occupancy sensors and lighting controls are not consistently utilized in the existing building.

ii. Proposed

1. The remodel of the existing facility will replace the majority of lighting fixtures with energy-efficient LED lighting.
2. All lighting in the addition will also be LED.
3. All lighting will utilize occupancy sensors as needed as well as daylight sensors and automated controls throughout.
4. New mechanical systems will also vastly improve the inefficiencies of the old.

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l. ***Intent & Purpose (L):*** *"To conserve and improve property values."*

i. Existing

1. The existing building, while well-maintained by SPPS, is not up to the standards of today's educational facilities in terms of adequate classroom sizes, and space for other required services.
    a. See *Intents and Purpose (A) .*

ii. Proposed

1. The proposed addition will conserve and improve property values by extending the life and viability of the building well into the future.
2. The proposed addition will make all inadequate spaces and services in the building on-par with modern educational facilities, thus conserving and improving property values in the area by keeping the school viable.
    a. See *Intents and Purpose (A)* .

m. ***Intent & Purpose (M):*** *"To protect all areas of the city from harmful encroachment by incompatible uses."*

i. Not Applicable. Schools are a compatible and allowed use in the R4 zoning district as a community amenity.

n. ***Intent & Purpose (N):*** *"To prevent the overcrowding of land and undue congestion of population."*

i. Existing

1. Historically enrollments at this site were much higher than they are today, frequently greater than 400 students within the existing building and in recent history including temporary classroom buildings on the North side of the site that have since been removed.
2. As a public school facility which this building has always been since the 1920's, the building has not evolved with education and the diverse needs of students and the broader St. Paul community to the level that the current and historic enrollments require today.
    a. See *Intents and Purpose (A)* explaining the inadequacies of the building.

ii. Proposed

1. The proposed addition and renovation will relieve the over-programmed and inadequate spaces in the school that prevent it from being used to its fullest potential for the population it serves.
2. The increased population of the school will only be between 9% and 18% more than the highest enrollments that have been experienced at this location in recent years. Furthermore, historic high enrollments were significantly higher than the enrollment for which the building renovation and addition is designed.
    a. Approximately 423 students are expected with the addition. The maximum capacity of the school will be approximately 457 students.

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b. Classrooms sizes after the addition and renovation will meet standards for the projected and allowed number of students per grade.
c. Space for student services will also meet standards.

o. ***Intent & Purpose (O):*** *"To fix reasonable standards to which buildings, structures and uses shall conform"*
   i. Existing
      1. The existing building was originally designed before the adoption of the zoning code.
      2. The Zoning Code for building bulk in the R4 district fixes reasonable standards for single family dwellings, but does not include provisions for community amenities such as schools that are critical for viable communities in residential districts.
      3. The original building is 3-stories tall and does not address Fairmount Ave as a front yard – rather it treats it as a rear yard with its lack of fenestration and location of unsightly utility buildings.
      4. See *Intent and purpose (A)* which describes specific building inadequacies.
   ii. Proposed
      1. The Variance process allows for reasonable adjustments to these provisions for which we are applying herin.
      2. A Variance to the zoning code for the proposed addition and site work will allow inadequacies of the building to be addressed as described in *Intent and purpose (A).*

p. ***Intent & Purpose (P):*** *"To protect water resources, improve water quality, and promote water conservation"*
   i. Existing
      1. See *Intents and Purpose* (F) part vi. explaining the existing conditions.
   ii. Proposed
      1. See *Intents and Purpose* (F) part vi. explaining the proposed compliance with Capitol Region Watershed Permits and run-off pollution control.

q. ***Intent & Purpose (Q):*** *"To provide for the adaptive reuse of nonconforming buildings and structures and for the elimination of nonconforming uses of land."*
   i. Not Applicable. Schools are a compatible and allowed use in the R4 zoning district. The proposed work aims to allow it to continue as such.

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2. ***CRITERIA 2 – "The variance in consistent with the Comprehensive Plan (CP)."***
    a. *General*
        i. *Red*- Source Comprehensive Plan- Adopted February 2010 (relevant sections shown next)

    b. *Land Use (LU)*

        i. *"Educational Institutions (LU 21)*
            1. *Saint Paul is fortunate to have a wealth of educational facilities. They bring a breadth of opportunities for Saint Paul and its residents as well as for those who work in the city. Moreover, education facilities often provide an identity for specific areas of the city."*
            2. *Section 1.55*
                a. *"Collaborate with public and private schools elementary and secondary schools in conjunction with construction or major remodeling."*
                b. Comment
                    i. The City of St. Paul's history of approving variances for educational facilities in the R4 zoning district and throughout the city is proof of this collaboration to provide the best possible resources for the education of St. Paul's children.
                    ii. Since early in the process, the City has given positive response to improvements on the Linwood property.
            3. *Section 1.57*

                a. *"Encourage communication between educational institutions and residents of the community when those institutions seek to expand or make significant changes to their campuses."*
                b. Comment
                    i. 1.57 promotes neighborhood involvement in conjunction with school construction or major remodeling.
                    ii. The Facilities Master Planning process started in May 2014. Since April 2014, SPPS has repeatedly reached out to SHA to encourage their involvement in the Master Planning for St. Paul Public school facilities in their neighborhoods.
                        1. See ***Attachment A-*** *"Neighborhood Engagement Timeline"*
                    iii. SHA and neighbors local to the LMAP Linwood Lower school did not to get involved until the initial variance request was submitted and notification from the city went out in March 2016 of the potential variances.
                        1. Due to neighbor interest at that time (as opposed to during the multiple requests for involvement during

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the FMP), the initial variance requests were withdrawn to allow further engagement to occur.

2. The neighbors' involvement since March has led to a better product for both the school and the neighborhood, with most of the neighbors' concerns being addressed with modifications to the program and design plans for this new variance application.

iv. See the following References which elaborate and illustrate the extensive evolution of the Linwood campus site development with neighbor input.

1. ***Attachment A-*** *"Neighborhood Engagement Timeline"*
2. ***Attachment B -*** *Email- "Linwood Neighbors' Concerns-Meeting Summary"*
3. ***Attachment C -*** *"Response to Neighbors' Concerns"*
4. ***Attachment D -*** *Withdrawn Variance Site Plan*
5. ***Attachment E -*** *Revised Variance Site Plan*

a. *Water Resources Management (W)*

ii. "The Water Plan is centered around three strategies to guide the management of the City's water resources:

1. *Ensure a Safe and Affordable Water Supply System;*
2. *Reduce Pollutant Loads to Water Bodies;*
3. *Operate and Maintain a Cost Effective Sanitary Sewer Infrastructure."*

iii. Comment

1. Water and sewer services will be addressed based on design need and to meet current codes.
   a. Two new water mains are proposed to the addition (for domestic and sprinkler system)
   b. New primary storm main is proposed for the addition.
   c. New sanitary main is proposed for the addition.
   d. Additional watershed requirements will be met per *Intents and Purpose (F)* above.

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b. *Historic Preservation Plan (HP)*

iv. *"Other Resource Types*

1. *A number of property types did not fit neatly into the thematic headings of the 2001 context study or were only briefly mentioned within those contexts. The importance of the resource types to the architectural character of Saint Paul or to its historical development warrant further exploration and their inclusion in a historic context study."*
2. *"Schools*
   a. *Although considered part of the neighborhood studies, public and private schools located throughout the city, including colleges and universities, can best be evaluated within their own comparative context. The city has a range of architectural styles and periods, from Collegiate Gothic to Modern, that reflect the educational ideals, purposes and methods of their respective periods."*
3. Comment
   a. Identifies "schools" as an historic resource type important to the architectural character of St. Paul or to its historical development.
   b. Constructed in 1922, the Linwood school was established prior to the zoning code adoption. While it is not a locally or nationally recognized historic site, it is within the State Register Hill District area.
   c. As such, the project is pursuing the historical EAW process including engagement with the State Historic Preservation Office.
   d. The primary façade of the building will not be affected by the addition. It will remain intact with the addition wrapping the existing 1965 windowless gym on the north side of the site.

c. *Implementation Section- "High Priorities for Action" (IM)*

v. *"Maintain public infrastructure and facilities-*

1. *Saint Paul has a sizeable investment in facilities and infrastructure — streets, utilities, parks and recreation centers, and libraries are examples. For the city to remain vibrant and be a vigorous urban center, these must be well maintained to extend their useful life."*
2. Comment
   a. The LMAP Linwood Lower Renovation and Addition will indeed extend the useful life of the site as a public school meeting the evolving needs of education.
   b. Just like libraries and parks, public schools are equally important amenities for urban settings to be successful. The proposed project aims to ensure that success by allowing the Linwood facility to keep up with the evolving needs of public education. Just as libraries have much different needs today than they had in the 1920's, so too do community institutions like public schools built when the neighborhood was still evolving.

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vi. *"Provide opportunities that enrich residents' lives-*

1. ***Schools,*** *parks and recreation centers, and libraries all create avenues for people of all age groups to pursue interests and desires for learning, for play, and for participation in the community."*
2. *Comment*
    a. "Schools" are first on the list for providing opportunities that enrich residents' lives. It is important to emphasize that the Linwood campus is a public school facility, for all residents of St. Paul as a magnate school, not just a neighborhood school.
    b. The proposed school improvements will allow the property to continue to enrich lives of children that attend this school as an arts magnate open to residents across the city.
    c. Linwood school happily shares their playground and outdoor play facilities with the neighbors after school hours, but outdoor play areas are not prioritized over adequate educational facilities – education is the primary objective for the district.
        i. See **Attachment C** "Response to Neighbor Concerns" for more information on the outdoor play space included in the proposed site enhancements.
    d. The Linwood school recently had a playground donated and built primarily by the Vikings and Toro Company.
        i. Neighbors were invited to participate in this community opportunity and shared amenity.

vii. *"Protect cultural and historic resources-*

1. *Cultural and historic resources enhance the lives of Saint Paul residents and visitors by defining the character of the city and creating a strong link to its rich past. Protecting these resources through the use of historic preservation tools will minimize such threats as lack of maintenance, development pressures, and challenges to finding appropriate uses for contemporary times."*
    a. Comment
        i. The Linwood School was originally built in 1922 and is a part of the State Register Hill District area and is one of the oldest institutions in the area.
        ii. The renovation and addition are sensitive to the original 1922 building and will serve to protect its continued use for education benefiting children of St. Paul in and beyond Summit Hill.
            1. The addition is in scale with the original building.
            2. The addition preserves the primary historic façade of the building.

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viii. *"Protect natural resources-*

1. *"The Mississippi River runs through Saint Paul and is the most obvious natural resource in the city. There are also lakes (i.e., Como, Phalen, and Beaver) as well as dozens of parks, thousands of boulevard trees, and miles of trails. All contribute to the ecology of the city and to enriching the lives of residents."*
    a. Comment
        i. The Water Plan Section of the CP, (W), indicates the desire for enforcing stricter standards for surface water. St. Paul Public Schools is committed to adhering with these standards through working with the Capitol Region Watershed and creating a Storm Water Pollution Prevention Plan (SWPPP).

3. ***CRITERIA 3 – "The applicant has established that there are practical difficulties in complying with the provision and that the property owner proposes to use the property in a reasonable manner not permitted by the provision, economic considerations alone do not constitute practical difficulties."***

    a. Existing Building Limitations
        i. Limitations of the Existing Building that are addressed via the Addition and Remodel
            1. Constructed in 1922, and thus designed before the established zoning code was originally adopted, the Linwood School was built during a time when educational and student support needs were vastly different than those needs today.
                a. Lunchrooms were not needed as kids went home for lunch or brought lunch.
                b. Student services were not provided to the level that we must accommodate them today.
                c. Classrooms were small and arranged in a traditional forward-facing desk arrangement as opposed to flexible desk groupings.
                d. Accessibility for students with physical disabilities was not a mandate.
                e. Mechanical and Electrical and Life Safety systems had far less requirements to meet.
            2. Almost all of the spaces in the building are undersized by modern standards. Classroom sizes are also a practical difficulty. See **Attachment F** which graphically demonstrates the level of inadequacy within the building and how the proposed plans addresses these issues. Also see *Intent and Purpose (A)* for specific inadequacies.

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b. Existing Site Limitations
   i. This particular site is a through-lot and does not have a back-yard which presents a challenge in servicing the site that the new plan creatively and safely addresses from the alley.
   ii. Currently, service vehicles must back up in the public way; an unsafe condition that also recently damaged a neighbor's garage. The new plan vastly improves service vehicle access and maneuvering within the site.
   iii. The addition also addresses all street frontages with windows and access where the existing building currently treats much of Oxford and Fairmont as a "back yard". The new addition facades provide a friendlier urbanistic 'eyes-on-the-street' approach to the 2 sides of the neighborhood it previously ignored.

4. ***CRITERIA 4 – "The plight of the landowner is due to circumstances unique to the property not created by the landowner."***
   a. Designing for the evolving needs of educational practices.

      i. See the through-lot information above that provides a practical difficulty.

      ii. This is an Educational Use in a Residential District with a zoning code that does not provide defined provisions for non-residential uses within the residential zones. It was designed and constructed before the adaption of the code, further complicating the response to an existing condition that was established before the code.

      iii. The building is a community amenity that cannot effectively function as-such in a building that does not meet today's standards for education, accessibility, and safety.

   b. Best Practice in school design today

      i. Known best-practice for elementary level educational facilities is to maintain certain program elements at the ground floor. These include:
         1. Main Office – located at ground floor to maintain a secured entry sequence.
         2. Pre-K and K classrooms – located at ground floor considered best design practice
            a. For Life Safety: Avoiding the use of stairs for minimal travel distance to exits and avoiding Pre-K and K students using stairs with bigger children in the event of an emergency.
            b. For ease of access: Use of the gym, travel to the cafeteria and playground, etc. Less instructional time lost by avoiding the use of stairs with small children.
         3. Gym/Auditorium – existing space located on ground floor for ease of access, egress from the large space, and for community events (keeping larger groups of visitors on the ground floor for shortest travel distance in the event of an emergency).

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4. Cafeteria – located at ground floor for best practice on service, deliveries, larger community events, etc.

ii. In an effort to ask for the smallest possible variance on lot coverage, there are no other program elements proposed on the ground floor other than the specific uses listed above and their accessory uses (restrooms, storage, nurse, and K-2nd grade DCD classroom) that per best practice for issues of life safety are located at the ground floor.

5. ***CRITERIA 5 – "The variance will not permit any use that is not allowed in the zoning district where the affected land is located."***
   a. The Educational Use is a permitted use in the R4 district.

6. ***CRITERIA 6 – "The variance will not alter the essential character of the surrounding area."***
   a. Proposed modifications to the existing exterior of the building
      i. The original 1922 façade of the existing building will not be affected by the addition.
      ii. The proposed addition attaches to the original building at the juncture of the previous more recent building additions including a 1965 gymnasium and 1995 elevator and stair enclosure – both are primarily window-less brick structures.
         1. Portions of the back façade of the 1922 building will be demolished for a new service and parking area including the obsolete coal room and boiler rooms and the associated stack which is a maintenance burden across the district.
         2. The existing boiler room being demolished is a blank 8-foot tall brick structure without windows that has a very unsightly fence on top to prevent unwelcomed access to the roof. Its removal will allow the classroom portions of the building to be the highlight rather than mechanical and utility areas.

   b. Consistent with existing school building and other existing 3 and 4 story buildings in the neighborhood
      i. The existing neighborhood has other 3 and 4-story multi-family housing buildings within a block of the school, thus it is not out-of-character for height in the neighborhood.
      ii. The proposed addition will be 3-stories to match the existing building floor levels for accessibility and to match the existing building height.
         1. This is in-scale with the existing building and will complement it through corresponding brick tones and patterns.
         2. New proposed parapet heights will match the existing conditions in height.
         3. A new proposed mechanical penthouse will match the existing mechanical penthouse heights.
         4. The existing 1922 ventilation towers will remain the tallest elements on the site after the proposed addition.
      iii. The proposed 3-story addition is only 127'-4" long before it drops down to 1-story on the northeast corner of the site at the Fairmount Avenue frontage and 147' long at the Oxford Street frontage at the southwest corner near Osceola. This is less 3-story

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street frontage than the existing school building frontage on Osceola that is over 210' in length.

c. Meeting accessibility needs with the proposed height
   i. The ground floor will ramp down to the north side of the site within the building for accessibility to the outdoor play areas on this side. Currently there is not accessible access to the north play areas directly from the building.

d. Consolidating building mass to allow for maximum outdoor spaces.
   i. See Attachments A thru E which illustrates the work that has occurred with neighborhood input to maximize outdoor play areas.
      1. Attachments A-C describe the community engagement.
      2. Attachment D is the previous plan from the withdrawn variance request
      3. Attachment E is the new plan for this variance request.

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Variance Request 2 (Building Height)

Submittal Date: January 9th, 2017

Project: Linwood Monroe Arts Plus Elementary School Addition and Remodel

Subject: **Variance Request #2:** Up to 17' additional building height.

- For the R4 zoning district, height limitations are set at 30'-0" or 3 stories in table 66.231
- Measured from the average grade to the proposed roof surface, the proposed building height is 47'-0".

---

1. ***CRITERIA 1- "The variance is in harmony with the general purposes and intent of the zoning code."***
   Responses below address Section 60.103.- Intent & Purpose– shown in red.

   a. ***Intent & Purpose (A):*** *"To promote and to protect the public health, safety, morals, aesthetics, economic viability and general welfare of the community."*
      i. Allowing the proposed addition at the Linwood School inherently allows for the school to be maintained as a viable community amenity. See *Intent and Purpose (A)* in Variance Request 1 for an outline of improvements needed in the building that the Building Height Variance Request will allow.
         1. The proposed height is consistent with the original 1922 school building.
            a. All parapet heights at the addition will not exceed the primary parapet heights of the original school.
            b. Mechanical penthouses will also match in height to existing penthouses.
            c. Matching the height is critical for accessibility and equity on all floors.
            d. Matching the height is critical for providing modern mechanical and electrical building systems appropriate for schools and regulated by codes.
         2. Holistically, the proposed addition gives new life to an aging public school that in its 1922 format cannot meet the needs of our modern and continuously evolving public education system.

   b. ***Intent & Purpose (B):*** *"To implement the policies of the comprehensive plan."*
      i. See CRITERIA 2 response for this Variance.

   c. ***Intent & Purpose (C):*** *"To classify all property in such manner as to encourage the most appropriate use of land throughout the city."*
      i. Existing use is Education, for the benefit of City of St. Paul residents, we propose that it remains as such.

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d. ***Intent & Purpose (D):*** *"To regulate the location, construction, reconstruction, alteration and use of buildings, structures and land."*
   i. No change in location or use. Proposed modifications are to bring the site up to modern standards for education and accessibility.

e. ***Intent & Purpose (E):*** *"To ensure adequate light, air, privacy and convenience of access to property."*
   i. The current proposed design incorporates the following strategies to respect the light, air, privacy and convenience of access to it and neighboring residences.
   ii. Setbacks and shadow studies
      1. The proposed addition achieves greater setbacks than the code minimums on all front-yard street frontages and the interior side yard along the alley that is nearest to a single-family residence.
         a. See **Attachment E** – Variance Site Plan which graphically illustrates the proposed addition and set-backs.
         b. This is a vast improvement from the original withdrawn variance request indicated in **Attachment D**.
            i. While the original variance request still proposed greater set-backs than required, the current variance requests are better yet.
      2. Although it varies with the time of day and time of year, we believe that the average impact of shadows on the north side of the building is less than the impact of shadows that would be created by re-development of the site for a project meeting the minimum required setbacks and maximum allowable height.
         a. See **Attachment H** – Sun Studies
         b. See **Attachment I** – Section Shadow Comparison
            i. Showing proposed and hypothetical development that would be allowed by the zoning code.
      3. Additionally, the proposed 3-story portion of the building does not occur along the entire street frontage facing Fairmount Avenue for which the proposed expansion treats as a second front yard rather than a rear yard. The service portion of the addition is only 1 story.
   iii. Access to Natural Light for the proposed addition
      1. Service areas of the building requiring less access to natural light are proposed on the interior-side yard at the northeast quadrant of the lot towards the alley in an effort to protect the privacy of the adjacent-most residence.
         a. Additionally the proposed site access improves the existing unsafe service access by allowing maneuvering clearances within the site rather than in the public alley way.

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2. Educational spaces are given access to natural light by their outward position with windows facing all street frontages
    a. The existing condition has minimal windows facing Oxford and Fairmount – effectively turning the buildings back on the north side of the neighborhood.
3. The proposed position of the cafeteria also allows for access to natural light for the collective cafeteria space. Due to the building's height challenges, the cafeteria is in the lower ramped-down portion of the addition at the first floor taking advantage of greater window heights and the prime location for access to diffuse natural light on the north side.
    a. Currently, since students must have lunch in the gym, there is no access to natural light in the school's collective gathering spaces at all.

iv. Access to Natural Light for the existing neighbors.

1. The service area (kitchen and maintenance access) of the building is maintained as a one-story space where it is nearest to the residential property to the east allowing greater access to light and air for that most-adjacent neighbor.
    a. See **Attachment G** – Elevations for lowered building height at the northeast corner of the addition.

f. ***Intent & Purpose (F):*** *"To facilitate the adequate provision of transportation, water, sewage disposal, education, recreation and other public requirements"*

i. Shortfalls of the Zoning Code for schools in Residential Zoning Districts.

1. Allowing the additional building height above what is prescribed by the zoning code directly influences the ability to house a viable elementary school in the R4 zoning district at this site which has historically always been a school.
    a. The R4 zoning code does not include a provision for the greater floor-to-floor heights required by institutional buildings to maintain modern mechanical and electrical systems serving the students attending the school.
2. While the building height proposed is greater than the dimensional height allowed, it does not provide for more than 3 stories of programmed educational space to match up with the existing facility. A 30'-0" allowable height is impossible for a school building that is 3 stories due to the building code requirements it must obey as well as existing floor to floor heights.
    a. The R4 zoning districts' primary intent for single-family residential development is exemplified by the limited 30' height restriction and the inability of non-residential buildings to be 3-stories and still comply with modern building codes within the confines of the zoning rules.
3. See **Attachment G** which graphically represents the existing building with the proposed addition and associated heights.

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4. How the proposed addition addresses this intent and purpose holistically is described in detail for Variance 1 *Intent and Purpose (A)* and *(F).*

g. ***Intent & Purpose (G):*** *"To lessen congestion in the public streets by providing for off-street parking of motor vehicles and for off-street loading and unloading of commercial vehicles."*

i. Building Mass Strategy

1. A variance allowing additional height in conjunction with a slight increase in lot coverage proposed in Variance Request 1 effectively consolidates the building mass to meet the program requirements of the school as well as provide outdoor play areas for students and the neighborhood.
2. Consolidating the building mass by removing the existing boiler and coal rooms and maintaining the existing 3 floors and building heights allows us to only need 2 variances and all previously withdrawn variances for parking are no longer needed.
3. If a variance is not allowed for additional building height, the district would need to pursue a greater lot coverage variance as well as multiple additional variances that could include the following:
    a. Non-compliant service access to the building.
    b. Parking in the front yard.
    c. Inability to meet the required number of parking spaces for new staff associated with the addition.
    d. Building height (to a lesser degree) to accommodate even 2 stories and still meet the requirements for mechanical in an institutional building.
        i. This would adversely affect the ability to accommodate classroom pods, and all the required student services without expanding the ground floor footprint to a great degree, increasing the lot coverage variance request, and vastly reducing the amount of greenspace on the site.

h. ***Intent & Purpose (H):*** *"To provide for safe and efficient circulation of all modes of transportation, including transit, pedestrian and bicycle traffic"*

i. Additional height allows for a smaller lot coverage variance request, leaving more room for pedestrians and bicycle traffic on site.

ii. Parking and Service traffic is consolidated and safer than the existing service access to the building.

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i. ***Intent & Purpose (I):*** *"To encourage a compatible mix of land uses, at densities that support transit, that reflect the scale, character and urban design of Saint Paul's existing traditional neighborhoods."*
    i. Neighborhood Scale:
        1. The variance we are requesting for building height is in-scale with the existing building and neighborhood.
            a. The proposed building parapets and mechanical penthouses will match the existing 1922 building heights.
                i. Penthouses will be set back towards the interior of the site and away from primary street frontages.
                ii. The existing 1922 ventilation towers will be taller than the proposed addition.
        2. Within 1 to 2 blocks of the school building are multiple apartment buildings that are 3 and 4 story examples exceeding the height established by the zoning code in the R4 district.
            a. While these were likely established in the same era of the original Linwood school, they serve to support the argument that the proposed addition is not out of scale with the surrounding buildings.

j. ***Intent & Purpose (J):*** *"To provide housing choice and housing affordability."*
    i. Not applicable

k. ***Intent & Purpose (K):*** *"To promote the conservation of energy and the utilization of renewable energy resources"*
    i. Maintaining the existing established building heights through a variance for additional height offers greater efficiency for building systems and construction by its nature of a consolidated building mass.

l. ***Intent & Purpose (L):*** *"To conserve and improve property values."*
    i. Allowing the proposed addition to coincide with the existing heights will be in keeping with the existing scale of the institutional building and will allow greater conservation of open space by expanding up (like the existing) rather than out.
        1. Neighbors are concerned about the loss of greenspace. See **Attachment B** and **Attachment C** for their concerns and how we have addressed them.

m. ***Intent & Purpose (M):*** *"To protect all areas of the city from harmful encroachment by incompatible uses."*
    i. Not Applicable. Schools are a compatible and allowed use in the R4 zoning district as a community amenity.

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n. ***Intent & Purpose (N):*** *"To prevent the overcrowding of land and undue congestion of population."*
   i. The existing building is overcrowded due to its inability to meet modern school facility standards.
      1. Overcrowding is not due to over-enrollment, rather it is due to the inadequacies of the building. Historic high enrollment at this facility are greater than the anticipated future enrollment at this facility.
      2. The inadequacies are described in detail in Variance Request 1, and graphically illustrated in **Attachment F** – Educational Adequacy Assessment.

o. ***Intent & Purpose (O):*** *"To fix reasonable standards to which buildings, structures and uses shall conform"*
   i. The Zoning Code for building bulk in the R4 district fixes reasonable standards for single family dwellings, but does not include provisions for community amenities such as schools that are critical for viable communities in residential districts.
      1. The Variance process allows for reasonable adjustments to these provisions for which we are applying herin.

p. ***Intent & Purpose (P):*** *"To protect water resources, improve water quality, and promote water conservation"*
   i. See Variance Request 1 for how this project addresses this provision.

q. ***Intent & Purpose (Q):*** *"To provide for the adaptive reuse of nonconforming buildings and structures and for the elimination of nonconforming uses of land."*
   i. Not Applicable. Schools are a compatible and allowed use in the R4 zoning district. The proposed work aims to allow it to continue as such.

2. *CRITERIA 2 – "The variance in consistent with the Comprehensive Plan (CP)."*

a. *General*
   i. *Red*- Source Comprehensive Plan- Adopted February 2010 (relevant sections shown below)
   ii. *A detailed outline of how the proposed project is consistent with the Comprehensive Plan in included in Variance Request 1.*

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b. *Land Use (LU)*
   i. *Urban Design (LU 32)*
      1. *Section 3.2*
         a. *"Prepare design standards that provide a transition between single-family houses and nearby taller buildings."*
      2. Comment
         a. The proposed addition is not only matching existing visible parapet heights, but also embraces a strategy to step down the building height to 1-story at the northeast corner where it is directly adjacent to an abutting single-family residential property.
         b. In addition to the stepped-heights, the proposed addition offers a much greater set-back buffer at the front yards on Osceola and Fairmont, further promoting access to light an air that are better than development of the site up to the allowed setbacks and height would allow.
            i. See **Attachment I** – Section Shadow Comparison which graphically illustrates this concept for the proposed addition and a hypothetical project that abandons the school building and develops to site to the max allowable building bulk on the north side.

3. ***CRITERIA 3 – "The applicant has established that there are practical difficulties in complying with the provision and that the property owner proposes to use the property in a reasonable manner not permitted by the provision, economic considerations alone do not constitute practical difficulties."***

   a. The existing building is three-stories as is the proposed addition. The strategy is to maintain the existing floor levels in the addition in order to maintain accessibility and to maintain reasonable clearances for updated mechanical systems distribution required for schools.
   b. Likewise, the ability to align the floor levels with the addition, provides greater usability of the third floor and maximizes greenspace that would otherwise be taken up by a larger footprint to meet the school program in only 2 stories. Matching the floor heights is also necessary to maintain accessibility.

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4. ***CRITERIA 4 – "The plight of the landowner is due to circumstances unique to the property not created by the landowner."***

    a. See above – the variance is a necessity to maintain building systems required for educational facilities and to maintain floor levels established by the original building before the advent of the zoning code.

    b. The R4 zoning code does not provide for specific regulations pertinent to institutional buildings. Imposing standards established for residential buildings is impractical for institutional buildings.

5. ***CRITERIA 5 – "The variance will not permit any use that is not allowed in the zoning district where the affected land is located."***

    a. The Educational Use is a permitted use in this district.

6. ***CRITERIA 6 – "The variance will not alter the essential character of the surrounding area."***

    a. The original historic façade of the existing building will not be effected by the addition.
    b. See *Intent and Purpose (I)* addressing neighborhood scale.
    c. The planning district for this site is the Summit Hill Association (Planning District 16) which does not have additional specific height limitations relative to setbacks.
    d. The proposed 3-story addition is only 127'-4" long before it drops down to 1-story on the northeast corner of the site for 20'-8" at the Fairmount Avenue frontage. The addition is 147' long at the Oxford Street frontage. This is substantially less than the 3-story street frontage of the existing school building facing Osceola Avenue that is over 210' in length. The addition is also further set back from the original primary façade by 37'-10" thus ensuring the front façade maintains its historic prominence.

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Variance Request- Attachment A

Submittal Date: January 9, 2017

Project: Linwood Monroe Arts Plus (LMAP) Lower School Addition and Remodel

Subject: Neighborhood Engagement Timeline and FMP Phases

FACILITIES MASTER PLANNING NEIGHBORHOOD ENGAGEMENT TIMELINE (FMP)

April 2014 ..... Invitation to Summit Hill Neighborhood Association (SHA) to be on the Facilities Master Plan (FMP) Committee (FMP Phase 1)

- 65+ People in Attendance

Feb. 2015 ..... St. Paul Public Schools (SPPS) asks to present to SHA (FMP Phase 2)

Feb. 2015 ..... Invitation to SHA to be part of Linwood Monroe Arts Plus design team (FMP Phase 3)

- 818 People in Attendance for all St. Paul Public School facilities.
- Two (2) 4-hour workshops conducted for each individual public school
  - March 7, 2015 (See attached sign-in sheet for attendees)
    - Meeting Minutes and Workshop plan notes attached.
  - May 2, 2015 (See attached sign-in sheet for attendees)
    - Meeting Minutes, Workshop Plan notes attached.

Oct. 2015: ..... Invitation to SHA to preview individual site outcomes of the FMP (FMP Phase 4)

- Final FMP outcome for LMAP Lower attached.

Oct. 2015: ..... SPPS asks to present to SHA (FMP Phase 4)

PROJECT DESIGN ENGAGEMENT TIMELINE

March 21, 2016 ..... Original Variance Submittal

April 6, 2016 ..... Withdrawal of Variance Submission

The previous variance application for 3 variances brought to our attention that there was interest in the project among close neighbors to the school. This interest led to the withdrawal of the previous application in order to further engage the neighborhood in the design process.

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April 15, 2016.....Meeting with Linwood Neighborhood Friends Committee

See Attachment B - E-mail summary of neighbor's concerns.

The neighbors identified 7 main concerns in response to the initial variance application. These concerns were discussed at meeting with Jackie Turner, Chief Engagement Officer for St. Paul Public Schools and was later summarized in an email from those neighbors to Chief Turner.

April 21, 2016.....Neighborhood Meeting and Open House At Linwood School

May 18, 2016.....Summit Hill Neighborhood Association (SHA) Workgroup Meeting

May 25, 2016.....Summit Hill Neighborhood Association (SHA) Workgroup Meeting

See Attachment C - Response to neighbors' concerns.

This represents our response to each of the neighbors' original 7 concerns. We have vastly alleviated either all or in part these concerns through site re-design efforts over the last 2 and a half months. Neighbor engagement has included a presentation and discussion with smaller groups made up of the larger school and neighborhood community as well as the establishment of a working group by the Summit Hills Association that includes the Architect, Parents, Neighbors and Administrators as well as SHA board members.

FMP PLANNING PROCESS: THE FOUR PHASES

SPPS' Facilities Master Planning process (FMP) took place from May 2014 to December 2015 through four distinct phases that included gathering substantial quantitative and qualitative data to develop the guiding documents--Vision, Principles, Standards, Criteria-- that would become the basis of the FMP.

Phase 1-Data collection and evaluation: Focused on gathering and analyzing key information and data to inform the FMP such as baseline educational needs to adequately support student instruction as set by the district's strategic plan, personalized learning framework, and technology plan; past and projected demographic trends; and student enrollment and building capacities.

Phase 2- Establish district-wide facility priorities and criteria: With key data in hand from Phase 1, a 60+ member FMP Committee determined the district's large-scale system priorities and criteria for prioritizing facility improvement projects; identifying facility gaps and needs of each site; and if needed, providing recommendations for leveraging additional funding to complete projects. The FMP Committee met over the period of eight months to create the FMP vision statement, the facility principles or belief statements, and the facility standards. Together, these documents provided the guidelines that were used in the development of each school's facility plan in Phase 3.

Phase 3-Develop site-base priorities and plans for all schools and other facilities (68 school plans): Based on the priorities and guidelines determined in Phase 2, each school community was engaged to develop their own facility master plan for capital improvements and/or systems replacements. School teams took part in workshops to identify site priorities to inform individual work scopes.

Phase 4-Finalize the FMP and share results with stakeholders: The FMP was finalized and vetted through district administration and the Board of Education which passed three resolutions to ensure fidelity to the 10-year FMP. The resolutions articulated SPPS' long-term financial commitment to the FMP; the process for ongoing FMP oversight and project prioritization; and the schedule of school facility improvement work scopes.

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STAKEHOLDER ENGAGEMENT

Extensive stakeholder engagement was central to the FMP process. Gathering broad input from diverse school and community stakeholders ranged from providing oversight to the entire FMP planning process through the Steering Committee; developing FMP guiding documents from the FMP Committee; and identifying each school's facility improvement priorities through School Community Teams. Taken together, each group contributed essential perspectives on how to transform SPPS' facility portfolio to best meet the learning needs of the students of tomorrow and into the future. These three groups have been essential to the planning process:

1. **Facilities Master Plan Steering Committee:** Composed of key district staff representing a variety of departments, the Steering Committee has provided overarching direction throughout the FMP planning process.

2. **Facilities Master Plan Committee:** A diverse group of more than 60 members of district leaders, principals, teachers, students, parents, district staff, community members and organizational partners, the committee developed the underpinning to the criteria the district will use to prioritize facility projects over the next 10 years. The committee developed three guiding documents: **Vision**, **Principles** and **Standards**.

3. **School Community Teams:** Each school formed a team of about 20 people that included the principal, assistant principal, head engineer, teachers, parents, students and community members and partners. To ensure comprehensive programmatic needs were taken into account, schools were grouped into 14 school "pathways" based on grade progression (Pk-5 > 6-8 > 9-12) and/or specialized programs such as art magnets, Montessori, and language immersion; a total of **818 people participated.**

   With the FMP Vision, Principles and Standards in mind, school teams were tasked with identifying a list of facility needs at their schools. Architects working with each school team set parameters or 'givens' that had to be taken into account when developing the lists such as grade configurations; attendance areas; class sizes; enrollment growth; age and quality of the building, etc. Teams were also encouraged to think about what makes their school special so that these positive characteristics could be to leveraged. With these lists and other qualitative and quantitative data collected in the first three FMP planning phases, **68 building project plans** were produced.

   In addition to this stakeholder participation, Facility Department staff also kept SPPS parent council groups and the City of Saint Paul's neighborhood groups informed of the planning process: District parent councils (District Parent Advisory Council; Parents of African American Students Advisory Council; American Indian Education Advisory Councils; Hmong Parents Advisory Council; Karen Parents Advisory Council; Latino Consent Decree Advisory Council; Somali Parents Advisory Council; Special Education Advisory Council; Gender and Sexual Diversity) and Saint Paul Neighborhood District Councils (17).

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Creative Arts (Creative Arts-Cafeteria)

Linwood Monroe Arts Plus-Linwood Campus (lower)

March 7, 2015

Name	Phone	Email	Relationship (SPPS Faculty, Parent, Student, Community Member)
JOSHUA TILANDER	651-491-4314	joshuatilander@gmail.com	Parent
Kirstin Bird	651-485-8614	Kirstin.bird@spps.org	faculty - K. S
Jala Wa	612-382-6525	jalaka.wa@spps.org	Spps faculty
Cathy Trana	(651) 293-8690	~~C Trana~~ Cathy.Trana@spps.org	Spps faculty
Rebekah Orester	612-750-7224	rebekah.orester@spps.org	spps faculty W
Bev Hanson	651-260-6897	bev.hanson@spps.org	faculty.
Cecilia Xiong	651-368-4397		

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ATTACHMENT "A" - WORKSHOP 1 NOTES

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U+B architecture & design, inc.

workshop #1 minutes

memo date:

meeting date: March 7, 2015

meeting location: Creative Arts High School
65 Kellogg Boulevard
St. Paul, MN

project: SPPS Facilities Master Plan (Creative Arts Pathway)

school: Linwood Monroe Lower

U+B architecture and design assumes all information included below to be correct and current to the date listed above. If you find any information within this document in error, in need of correction or clarification, please notify U+B within 10 days.

I. Drawings Provided by SPPS

- Describe any inaccuracies
  - Many rooms on First and Second Level were mislabeled.
  - Correct room labels documented on attached plans.

II. Top Priorities

- Arts Heart of Building / Arts at Entry
  - Looking to have Arts (whether it's a theater, art room or simply a mural) at the Entry of the school.
  - When you walk in you would not know that the school is an Arts magnet school, we need to change this to reflect the uniqueness of the program at Linwood.
  - Having a big theater/gathering at the entry would brighten space and excite students and visitors.
  - The big Kindergarten room could be a great space for gathering/meeting and performance, this room is located very near the entry and may be considered to be used to showcase the schools programs.
- Accessibility (Interior and Entries)
  - Linwood Lower has become the DCD (developmental cognitive delay) school for the area. Along with this comes many handicapped children in wheelchairs and since the school has not been updated to meet ADA it is very difficult for these students.
  - Restrooms have step so children need to be helped up step.
  - There is only one entry at the school where handicapped children can exit (Main Entry).
  - The big kindergarten room is not accessible.
  - The stage is not accessible.
  - In the winter the corridors and other classrooms have to be used for staging area for kids in wheelchairs.
- Performance Space : Theater with real lighting and sound

- On Friday afternoons there is an all-school meeting (Sharing of Learning) to showcase certain arts, they need to have a larger space to accommodate everyone for these.
- They need to have a larger space to accommodate all students with parents for big events (Need space for 350 kids + 150 parents approximately).
- The current performance space also doubles as a gym and a cafeteria as well as a space for artists residents. This makes meetings difficult and decreases effectiveness of the performance space.
- Need to have a dedicated space only for performances.
- If they want to host the Linwood Upper students they are unable to do so with the space they currently have.
- It would be ideal if this space had amphitheater seating.

- Storage
  - Need to improve storage in almost all the classrooms.
  - The floor plans (located as described in section 1) have indicated the rooms that need more storage with red marker.
  - More storage in bathrooms.
  - Need better locker design since the double lockers end up causing problems with upper lockers hitting kids in the head.
  - The mudrooms/storage/lockers in general for each room need to re-evaluated.
  - The lockers outside the kindergarten cause a lot of disruption for classroom.
  - For the kindergartens it is not necessary to have lockers, having hooks and cubbies would be fine.
- Openness
  - Looking to have more connection between spaces.
  - Would be nice to have a bigger more open gathering space which was connected to learning rooms.
- Gym / Sensory Area
  - Since the gym is shared with cafeteria and performance space there is really no space for kids to have indoor recess.
  - Currently gym serves as cafeteria, gymnasium, and performance space. This causes conflict, especially when weekly "residences" visit and use the gymnasium side of the space. Using the gym for recess or phy ed classes not possible during residencies.
  - Need to have a space for kids during the day to run around and play.
  - Need a sensory area dedicated for kids having issues, this space should accommodate 1-2 kids and be separated from the regular gym.
- Cafeteria
  - Residencies on other half of gym are often loud musical performances, making lunch very difficult. Students often have to leave due to noise.
  - Currently students queue in hall, making it loud on first floor when other classes are going on.
  - Queueing students must go through two sets of double doors to get into Gymnasium where they eat lunch.
  - Folding tables line walls when lunch is not in session. This is an eyesore, and dangerous when space is being used for recess/phy ed.
- Breakout / Flexible Learning Spaces
  - Would be great to have dedicated space on each level for students and teachers to meet in small groups.
  - Space would be for 10-12 at most.
  - Only need one each floor.

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- Basic Technology for Teaching
  - Teachers expressed concern that we continue to develop technology throughout the space in order to keep up to date.
  - Want to make sure we have the appropriate equipment as well as access.
- Media Center Configuration and Furniture
  - Right now the media center is connected to the computer lab – these two spaces could be separated by a glass wall (acoustic and lockable) so that when testing goes on in the computer lab the media center could be closed or accessible for other uses.
  - The furniture in the media center is currently too tall. The children cannot see over the bookcases so it would be much better to have lower shelving.
  - The media center needs more tables for group work areas.
- Natural Light
  - Generally it would be good to have more natural light throughout all spaces.
  - A side note as part of this conversation was the lack of screens on all the windows – there is a big bee problem in the summer and since the school doesn't have AC the windows are opened and bugs fly in and bother the students.

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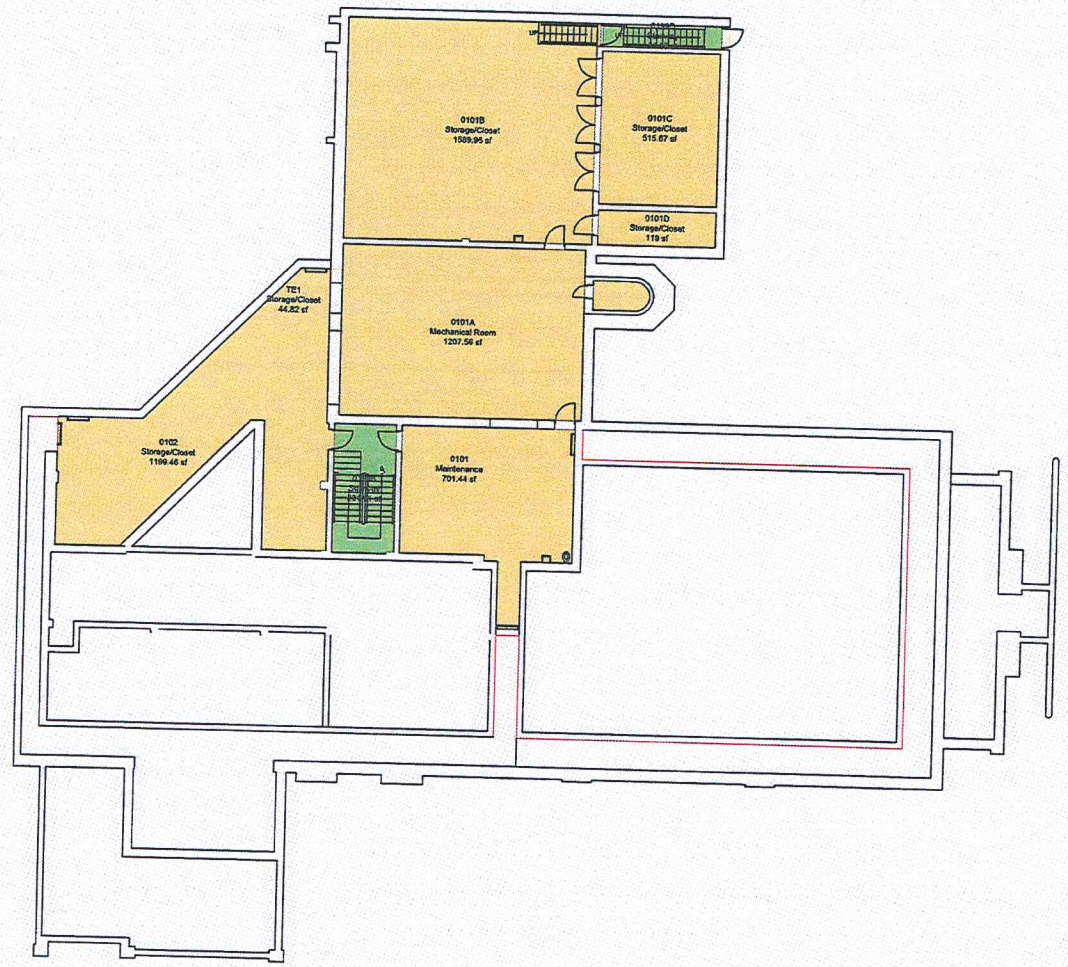
LINWOOD MONROE ARTS PLUS (LINWOOD CAMPUS)

Basement



General Space Class		
Name	Count	Area
Circulation	2	307.67
Facilities Support	7	5377.9
Total	9	5,685.5758

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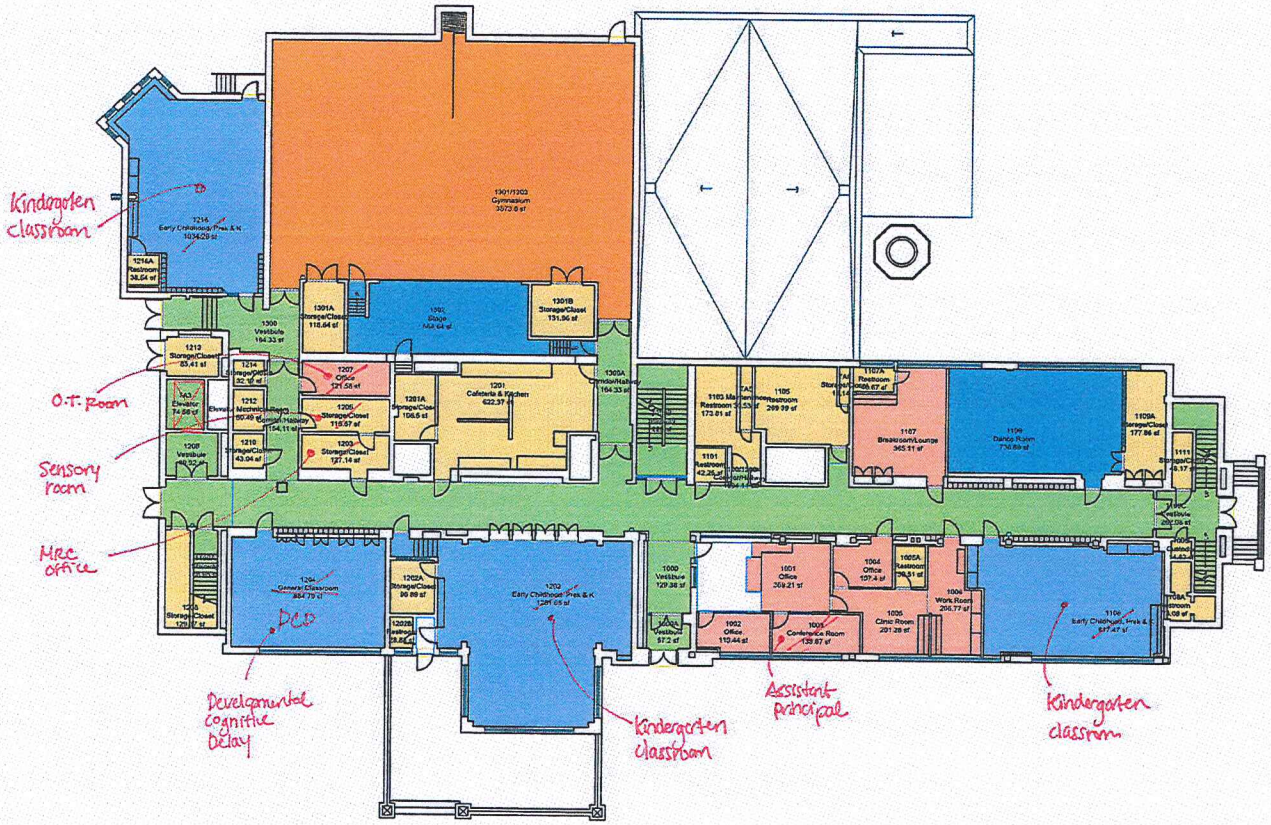
LINWOOD MONROE ARTS PLUS (LINWOOD CAMPUS)

First Floor



General Space Class		
Name	Count	Area
Administration & Health Service	8	1620.46
Athletic	1	3573.6
Circulation	11	3385.97
Classroom	4	3818.2
Facilities Support	25	2662.03
Performace Arts	2	1301.52
Total	51	16,361.7861

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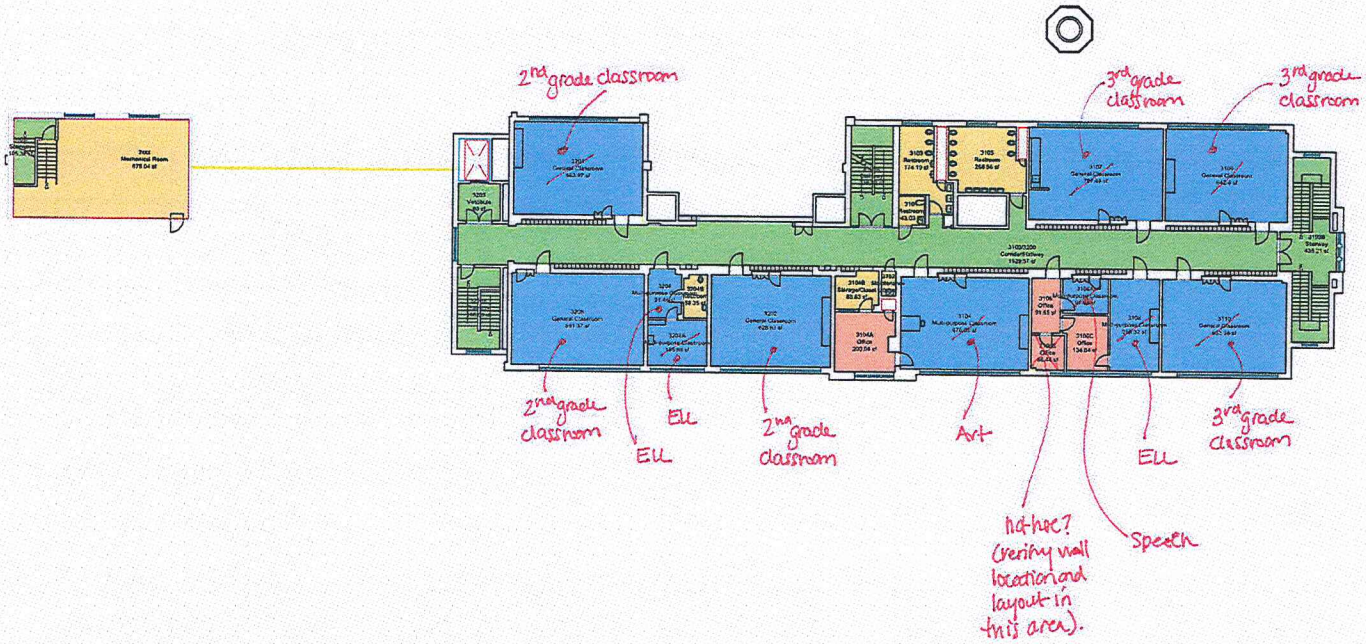
LINWOOD MONROE ARTS PLUS (LINWOOD CAMPUS)

Third Floor



General Space Class			
	Name	Count	Area
	Administration & Health Service	4	493.01
	Circulation	6	2990
	Classroom	11	5281.74
	Facilities Support	7	1531.29
	Total	28	10,296.0418

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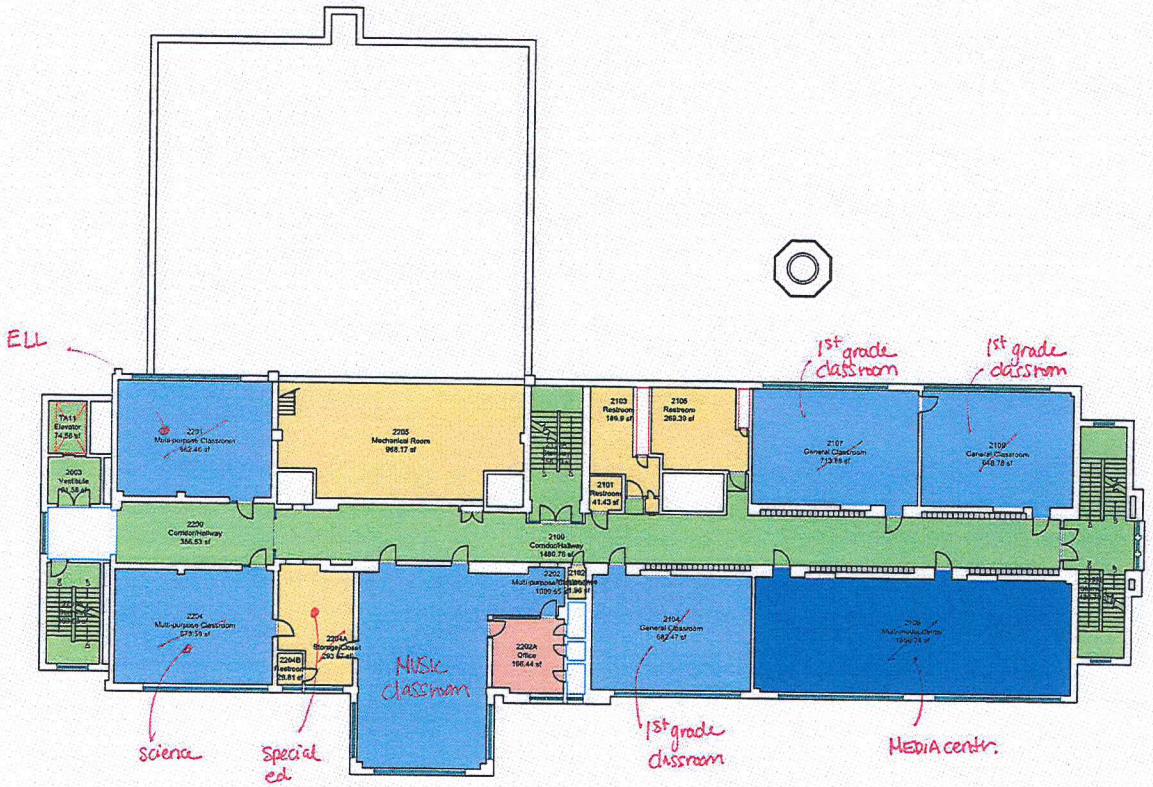
LINWOOD MONROE ARTS PLUS (LINWOOD CAMPUS)

Second Floor



General Space Class			
Name		Count	Area
	Administration & Health Service	1	196.44
	Circulation	7	2899.1
	Classroom	6	4471.83
	Facilities Support	7	1814.32
	Library & Media Center	1	1356.24
	Total	22	10,737.9297

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Creative Arts- Group 1

Linwood Monroe- Lower

May 2, 2015

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