WELCOME!
Where are we?
Facilities Master Plan

• Provides roadmap for District to implement sustainable and responsive facility projects by:
  – Establishing district-wide baseline facility needs
  – Identifying facility gaps and inequities across district
  – Providing criteria to fulfill projects fairly and efficiently
  – Determining implementation priorities for construction projects

“Plans are nothing; planning is everything”
-Dwight D. Eisenhower
Facilities Master Plan - Planning Process

May – August 2014

**Steering Committee**

May 2014 - December 2014

**Phase 1**
Prepare to Inform

**Data Collection and Evaluation**
- Strong Schools, Strong Communities 2.0 (strategic plan)
- Enrollment and building capacities
- Demographic research
- Personalized Learning; Technology Plan
- Updated Educational Adequacy Assessment

Phase 2
Consult > Involve

Establish District-wide Priorities, Baseline and Criteria
- Determine large-scale system priorities
- Audit each site facility gaps/needs (baseline)
- Determine facility improvement prioritization criteria
- Estimate improvements costs
- Funding recommendations

January – June 2015

**Phase 3**
Involve > Collaborate

Develop Site-based Priorities and Plans
- Site and floor plan improvements and modifications
- Prioritized phasing of projects
- Estimated improvements costs
- Determine district’s facilities governance committee structure

June - December 2015

**Phase 4**
Inform

Finalize Plan and Share Results
- Inform stakeholders
- Convene district facilities governance committee
- Board of Education presentation

Facilities Master Plan Committee

Collaborate

Inform
Facilities Master Plan

**ACHIEVEMENT:** School design and construction that meets the educational needs of our students.

**ALIGNMENT:** Funding sources, project planning, and process to provide equitable access to facilities funding across the district.

**SUSTAINABILITY:** Improved project efficiency and coordination leads to decreased costs.
Transformation
Transformation at Wellstone Elementary
(formerly Washington Technology Magnet)

Before

After
School Design Committee
Responsible for shaping the work at Humboldt High School. Includes all stakeholders.

School Steering Committee
Responsible for guiding the overall process at Humboldt. Includes: the principal, district academic and facilities leadership, building engineer, a parent and a staff member,
DESIGN WITH, NOT FOR
Welcome to the design team!
GOAL
To orient the School Design Committee to their charge and the framework of the FMP to date including the Facilities Vision, Principles, Standards and the priorities and project scope identified for Humboldt High School.

ACTIVITIES
- Introduction to process and conceptual scope
- Small Group work on what's special about Humboldt High School

Envisioning the Future
GOAL
To provide and explore examples of what learning environments could look like to support 21st century learning.

ACTIVITIES
- Introduction to what others are doing
- How do facilities impact learning?
- Small Group work

What Do We Want?
GOAL
Program and adjacency exploration/validation

ACTIVITIES
- Review of space, program and what's included
- Design thinking hands-on exercise
- Report back and next steps

Synthesis & Design Validation
GOAL
Conceptual Design Validation

ACTIVITIES
- Report back outcomes of Workshop 3
- Synthesis: Presentation of conceptual design
- Small Group discussion
- Report back and next steps
Highest Hopes

Please introduce yourself, your connection to Humboldt High School, and one idea that reflects your highest hope for this work.
Vision Statement:
Imagine every student inspired, challenged, and cared for by exceptional educators.

Imagine your family welcomed, respected and valued by exceptional schools.

Imagine our community united, strengthened, and prepared for an exceptional future.

Saint Paul Public Schools: Where imagination meets destination.

Mission Statement:
To provide a premier education for all.
District-at-a-Glance

- Students speak **100+ languages** and dialects
- **4,000* students new** to SPPS each year; **2,000* at the secondary level**
- **17%** of students require **special education** services
- **73%** of students eligible for **free or reduced-price lunch**
- **2,000* students experience homelessness** during the school year

*Approximate numbers
Givens

- Kids and academics are at the center of the conversation
- Strong Schools Strong Communities 2.0
- Courageous Conversations Protocol & Racial Equity
- Grade Configurations Remain
- Attendance Boundaries – community schools with magnet options
- Strong Emphasis on Early Childhood
- Inclusion
- Safety & Security
- Community Use & Community Ed
- Sustainability
FACILITIES VISION STATEMENT

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:

Overarching beliefs and commitments to what’s important for all Saint Paul Public Schools.
FACILITY STANDARDS:

Define consistency, value and quality across all Saint Paul Public Schools facilities as they are maintained, improved or built.
Varied Space

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.

Outdoor Learning Settings

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."

Clear Main Entry

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.

Daylighting and Views

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.
Building design must be appropriate to the student age. Schools will recognize and respect their learners’ physical, intellectual, and emotional characteristics. Compliance with the ADA for both students and adults is critical.

**Appropriately Scaled Space**

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

**Flexible/Adaptable Space**

Student Gathering Space

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, and to interact and study in safe, manageable forums.

**Specialized Services Space**

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.).
What is special about Humboldt High School?
STARTING POINT...phase 3
Top 10 Site Identified Priorities
1. Assembly Area for Grades 6-12
2. Need Individual Spaces Dedicated to Junior and Senior High
3. Natural Light
4. Welcoming Entry
5. Update Classrooms (Flexible, Larger, Program Specific)
6. Parking
7. Air Conditioning
8. Updated Restrooms
9. Specialized Learning Spaces (FACS, Agriculture, Medical, Etc.)
10. Parking

Grade Levels: 6-12
SY 2014/15 Enrollment: 1172
Design Enrollment: 1200
Humboldt High School
Conceptual Utilization Plan

Legend:
C1. General Classrooms
C2. Main office renovation
C3. New secure vestibule
C4. Community Commons
C5. Art lab renovation / reconfiguration
C6. Shop space renovation / reconfiguration
C7. Music room renovation / expansion
C8. Media center renovation / reconfiguration
C9. Break-out Area
C10. Conference rooms/Pull-out rooms
C11. Provide Flex Classroom
C12. Admin. Office
C13. Staff Collaboration Room
C14. Restrooms
C15. Science Classroom
C16. Locker Bay

Second Level

Third Level
### Humboldt High School School

#### Conceptual Construction Plan

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SCHEDULE

COMMUNITY ENGAGEMENT
March-May 2016

DESIGN DEVELOPMENT
May-August 2016

DOCUMENTATION & BIDDING

CONSTRUCTION
Spring 2017 Start
**Next Steps....**

**Envisioning the Future**
**Workshop 2**
APRIL 21
5-7 pm

**Goal**
To provide and explore examples of what learning environments could look like to support 21st century learning.

**Activities**
- Introduction to what others are doing
- How do facilities impact learning?
- Small Group work

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**What Do We Want?**
**Workshop 3**
April 28, 2016
5-7 pm

**Goal**
Program and adjacency exploration/validation

**Activities**
- Review of space, program and what’s included
- Design thinking hands-on exercise
- Report back and next steps

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**Synthesis & Design Validation**
**Workshop 4**
May 12, 2016
5-7 pm

**Goal**
Conceptual Design Validation

**Activities**
- Report back outcomes of Workshop 3
- Synthesis: Presentation of conceptual design
- Small Group discussion
- Report back and next steps
Resources

External:  Food for Thought videos examples found on www.pinterest.com/meg0239

Internal:  http://www.spps.org/fmp