

Memorandum

To: **Todd Larson**
From: **Kathy Wallace**
Project: **Como Senior High School**
Project Number: **16-0141**
Subject: **Workshop 3 Notes**
Date: **April 26, 2016**
Copy To: **SPPS Team**



I. Introduction

The group was welcomed and given a re-cap of the first two meetings, covering Highest Hopes, What's Special, summarizing *Forces of Change*, and sharing the key concepts that came out of *Day in the Life*.

Input from English language learners was shared by ELL teacher Ms. Riggs. Their priorities were student centered, and included:

- Cafeteria
- Bigger hallways
- Better toilet access
- Air conditioning
- Additional classrooms
- Furniture
- More spaces for gym/recreation
- More light/windows
- Taller school
- Computers/technology

Comments:

- Concern about access to bathrooms - was a surprise. Issue is both not enough bathrooms, and proximity of bathrooms.
- Easy improvement: places to wash hands before eating.
- Need soap!

II. What Are Others Doing – Images

The group reviewed and responded to images brought in by Design Team members as 'inspiring.' Spaces included outdoor settings, entries, school store, dining with varied furniture, varied learning furniture, labs. Rationales and responses included:

- Walls that open and close, both inside and to outside
- Variation in space
- Skylights
- Robotics (now in back half of a classroom) – needs access to a multipurpose industrial arts room, with 'clean' space for marketing and programming
- Other club spaces, like Yearbook, Weekly Presentation, Peer Mediation, Student Leaders, Dare to be Real need places to meet.
- Tables and chairs in classrooms for 'real work.'
- Tables that fold up, for easy creation of open space
- Need for after-school space for small groups to work/study/do collaborative projects
- Entry: light, welcoming, signified,
- Outdoor spaces: learning, gardening, showing natural systems, tying what's built to Environmental Science.

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III. Key Concepts

Concepts extracted from the 'Day in the Life' exercise were shared, as part of the developing framework for the Project. The group added to the list (*additions in bold*).

Openness at school heart – Commons, Dining

- *Not congested, less crowded*

Variety of spaces

- *For group work, study, learning outside and in*

Flexible, multipurpose

- *At multiple scales*

Organizing for smaller learning communities

- *Support 9th grade, connections w/ teachers, work across depts.*

Hands-on learning; Project-based learning

- *Real-world, holistic*

Technology rich

- *Technology integrated and supported*

Use of facilities beyond school day

- *Easy to find way*

Use of outside spaces – for groups, classes

Storage

Improved flow and connectedness

Welcoming building

- *Daylighting*
- *Entry*

IV. Block Party – What do we want?

Keeping the key concepts in mind, the group formed six teams to develop ideas on organizing a transformed Como High School. In their presentations, they described the intent, using blocks to show different functions within the school.



Yellow



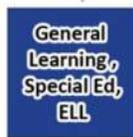
Orange



Green



Red



Blue

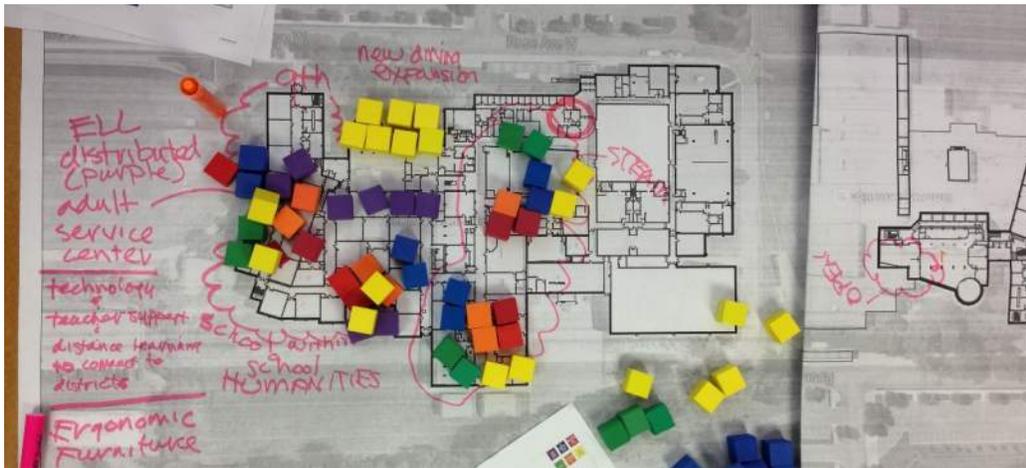


Purple



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Table 1



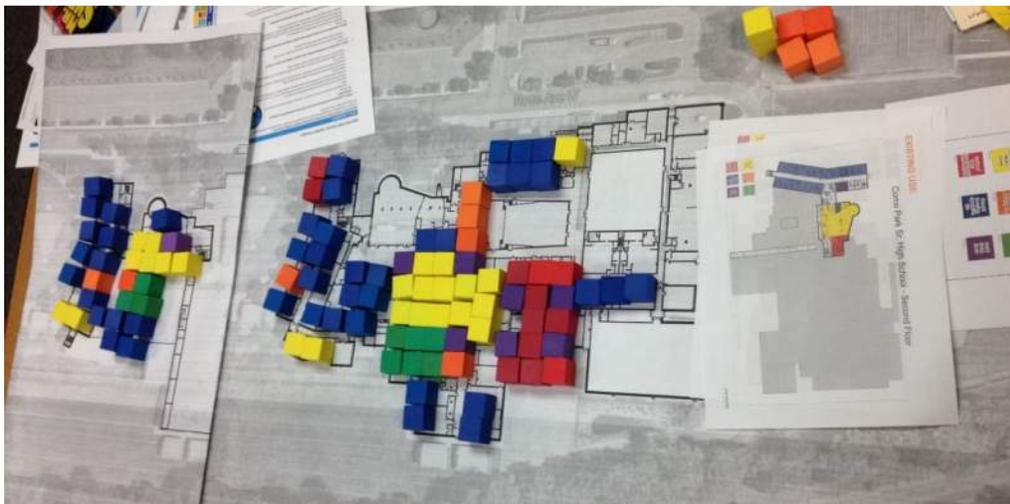
- 4 to 5 locations for schools within a school, or neighborhoods
- Neighborhoods have spaces clustered around a center of specialty spaces
- ELL students are contained within each school; not all in one location
- Each neighborhood has:
 - a. Counselors integrated
 - b. Adult ‘service center’
 - c. Technology spaces for general use and testing
 - d. Small group common areas in each.
 - e. a media area
- Expansion of dining to north, in courtyard.

Table 2



- Relocate entry near main commons
- A smaller admin area at the entry with a larger counseling/admin group in the center of the school for easy access.
- A second commons extends along the E/W main connector from academic to athletics. Easily recognized flow from the entry is desired.
- A large commons on the north wall has light and access to outdoor seating
- Directly behind the commons is a science suite with daylight from above. A resource space is in the middle of science.
- On the 2nd floor classrooms surround the roof above science providing daylight.
- South of science is a multipurpose outside learning area connected to science
- Music is expanded with storage and central resource space.
- Second floor west side is ELL classrooms and a common area on the end facing the park for views.
- ELL and Special Ed are distributed throughout the school.
- Culinary learning near the cafeteria and kitchen

Table 3



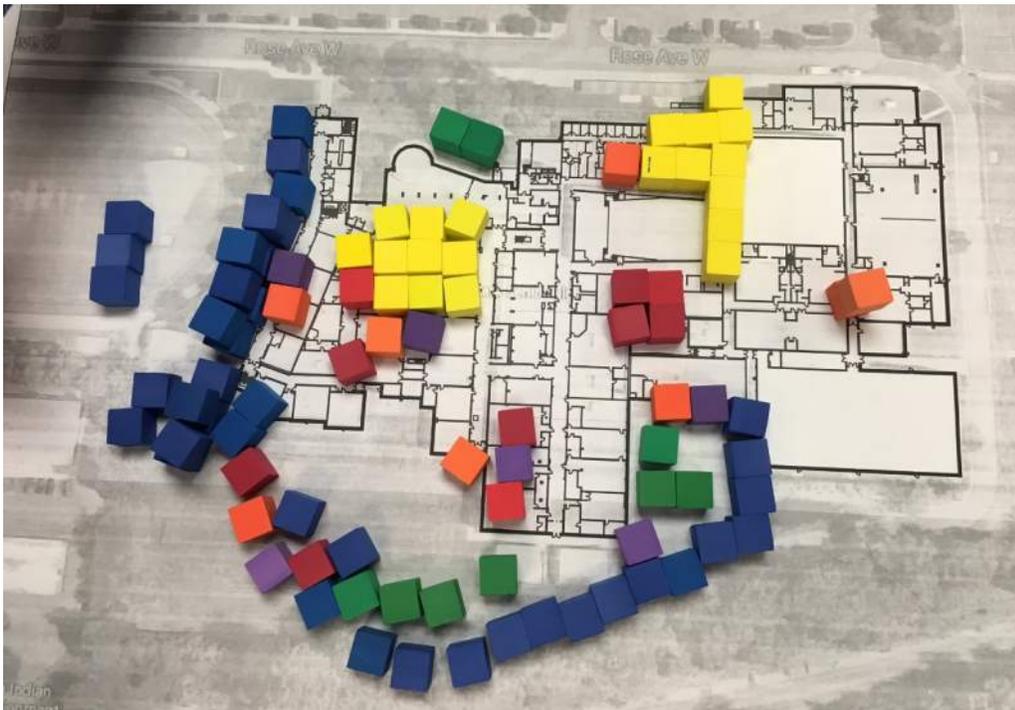
Team 3:

- Push commons area South into the building to make it more central
- Flex spaces of different sizes around the commons (referred to as community space), student groups meet at lunch.
- Music and vocal arts expanded to the south.
- Visual arts moved to northwest for more light and views (first floor classroom wing)
- Sciences stack two-stories, with a greenhouse
- Administration distributed throughout the building and other adult areas also distributed.
- Administration central, stretching from entry (for visitors) to commons
- Outdoor learning at the back of the school. Raingardens and other demonstration zones, landscape improvements
- Try to keep the footprint the same and develop upward.



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Table 4



4A Scheme

- A circular connection to try to get everyone everywhere with movement connections.
- Create a full community with science, next to art
- Green house in the front of the building.
- Science and robotics connected to the wood shop.
- Commons associated with athletics/theater and separate commons serving/academics

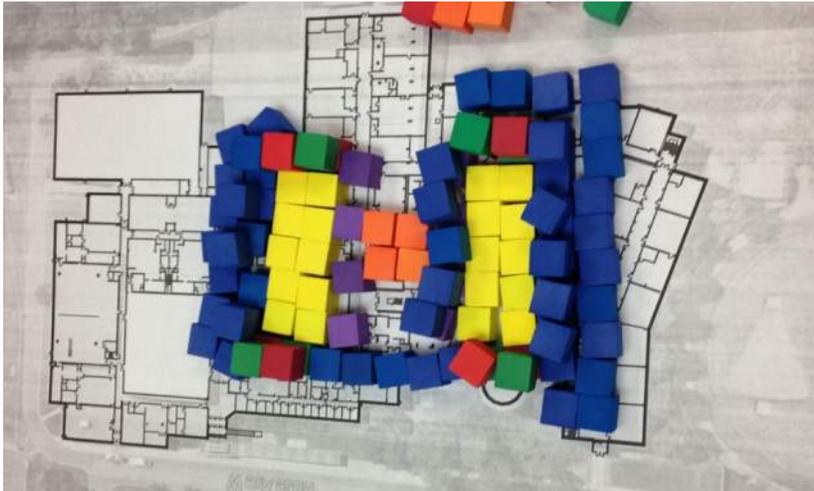


4A2 Scheme



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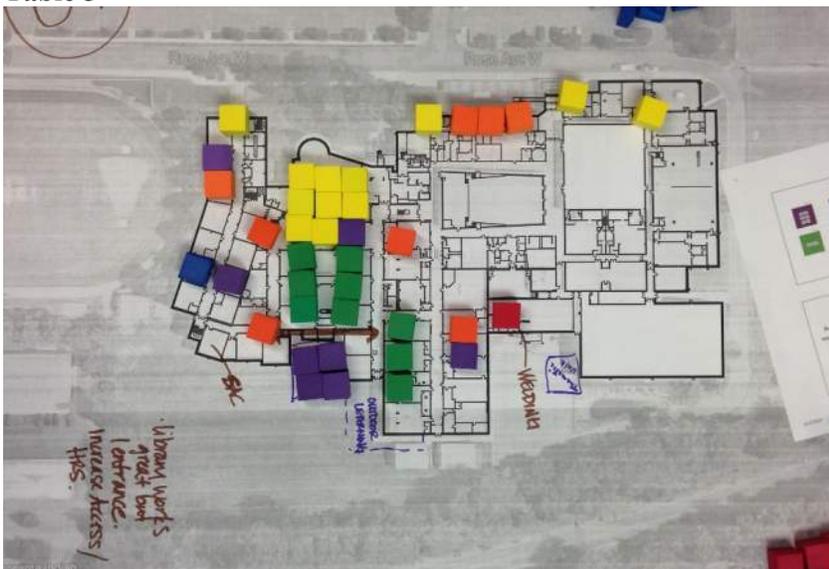
1. Academics on the perimeter
2. Commons and gathering are distributed to serve four different areas.
3. Create a full community with science, next to art
4. Green house in the front of the building.



4B Scheme - the 'H' plan

1. Two large commons in two sides of the building, surrounded by classrooms.
2. Classrooms on the second level wrap around commons
3. Administrative center in the heart of the school, as you enter, with easy access to each part of the school
4. Between the admin and commons are small group and specialized instruction so a student would not have to go far to use any space.
5. Symmetrical balance with support spaces in the center – each half can access the same resources without having to divide – science art, music and gathering spaces.

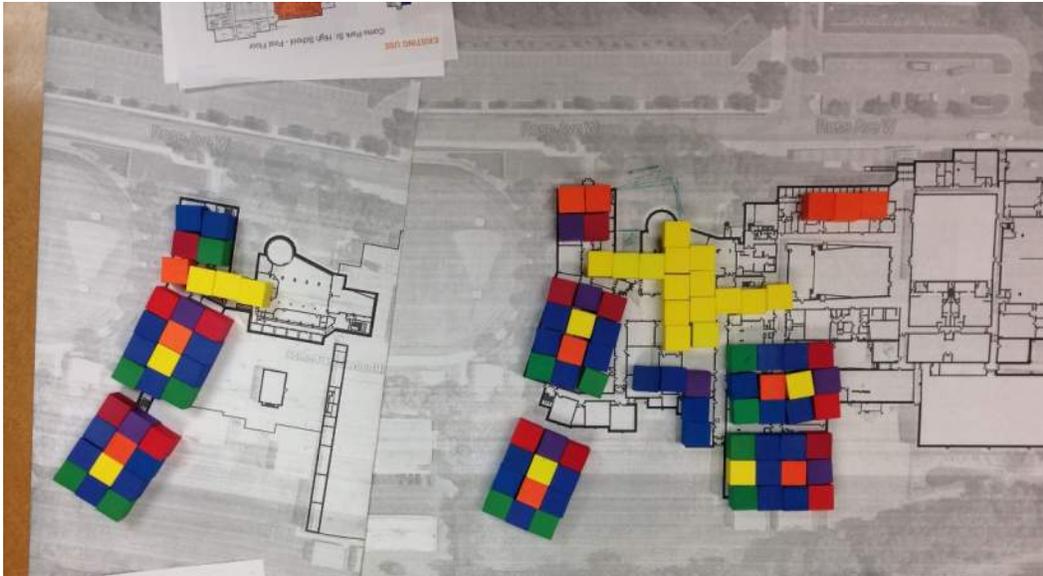
Table 5



1. Open up library entrance, delete the hallway outside

2. Add Robotics south of science
3. Connect east with west behind science.
4. Sprinkle student resource centers throughout the building
5. Create an academic center
6. Provide some classrooms closer to gym, proximity creating a sense of unity, belonging to the school.

Table 6



1. Academy organization – possibly 6: language, business, other.
 - Each academy has commons at center
 - Staff area in center
 - breakout area
 - two specialized studios
 - two high tech spaces
 - 4-5 instructional spaces
2. Add new Central entrance near Grotto into large commons area – features the living space as you enter
3. Split staff into wings of buildings, near academies
4. Administration on entrance side split by the two entries.
5. Boiler, kitchen and serving not moved

V. Next Steps

- Information Gathering at Como HS 4/28 and 4/29 with representational groups of staff, faculty, students and administration to get deeper understanding of the current and desired activities that affect facilities
- Meeting #4 – May 17 5:30-7:30



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Attendees

Name	Relationship to Como HS	Contact
Ted Lee	Parent	612-990-3962
Patrick Coyne	Parent/Staff	651-744-5510
David Lee	Past Parent/Community	Como5657@gmail.com
Donna Norberg	Science Teacher	Donna.norberg@spps.org
Steven Powers	Teacher – Social Studies	Steven.powers@spps.org
Phil Fried	Staff	651-603-0773
Paul Leeba	Parent	651-603-8743
Grace Commers	Student	Gcommers001@stpaul.k12.mn.us
Ann Commers	Parent	acommers@msn.com
Liz Kiggs	Teacher	Elizabeth.riggs@spps.org
Darian Westerlund	Parent	westerlunddarian@live.com
Molly Pirjevee	Parent	651-757-6757
Liza Pirjevee	Student	651-757-6757
Nona Narvaez	Parent	651-644-5937
Max Narvaez	Student	651-644-5937
Theresa Neal	Principal	Theresa.neal@spps.org
Rashmi Vashisht	Asst. Principal	Rashmi.vashisht@spps.org
Maja Beckstrom	Parent	majabeckstrom@gmail.com
Sydney Willcox	Parent/Teacher	Sydney.willcox@spps.org
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Greg Schuck	Student	kgschuck@msn.com
Rebecca Beseman	Staff	Rebecca.beseman@spps.org
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Evan Hulick	Student	Evan.hulick@gmail.com

END OF MEMO

KW/jm