

Saint Paul Public Schools

Designing for 21st Century Learning



Humboldt High School School Design Committee Workshop 4: Synthesis and Design Validation



CUNINGHAM
GROUP



WELCOME!

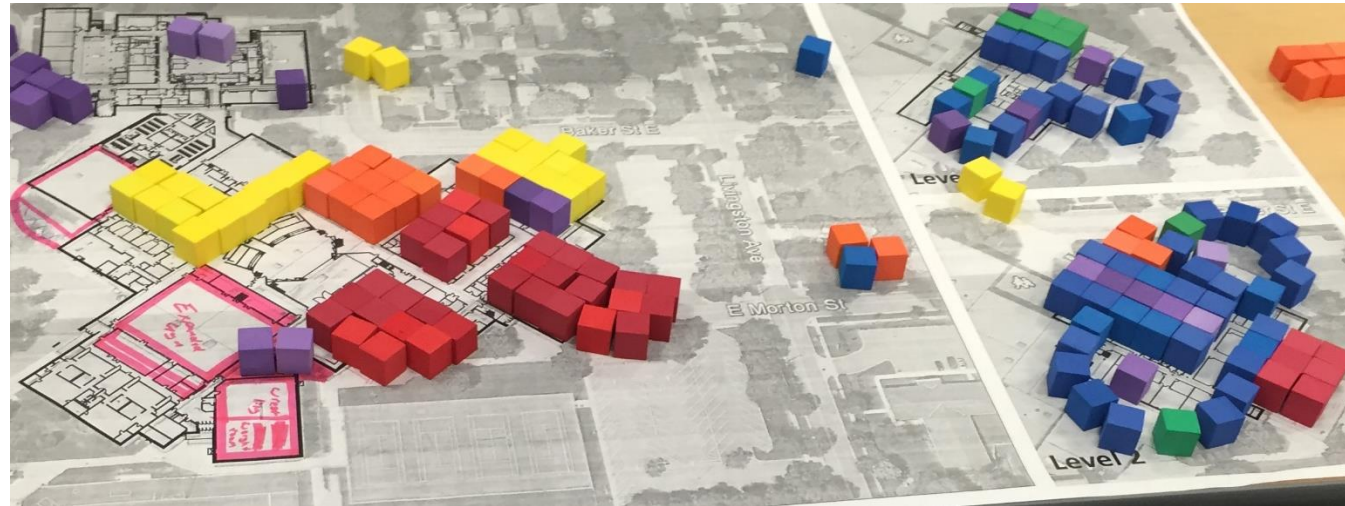
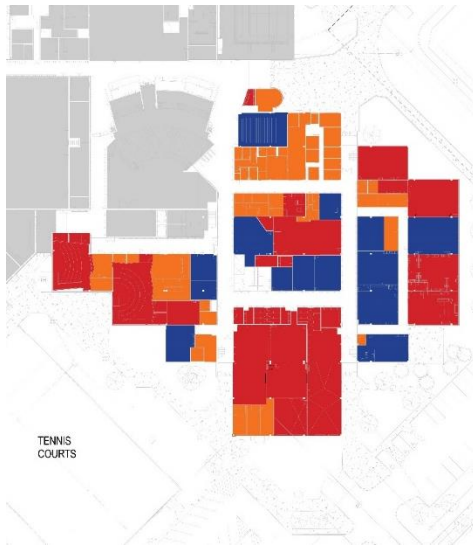
As you come in, please grab 6 dots, look at the images posted, and place dots on those you like.

We'll discuss results at the end of the workshop.

WORKSHOP #4:

Synthesis

& Concept Validation



Recap

Workshops

1 + 2 + 3

Facilities Master Plan



“Plans are nothing;
planning is everything”

-Dwight D. Eisenhower

- 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



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!

Recap: Workshop 1



Highest Hope Wordle

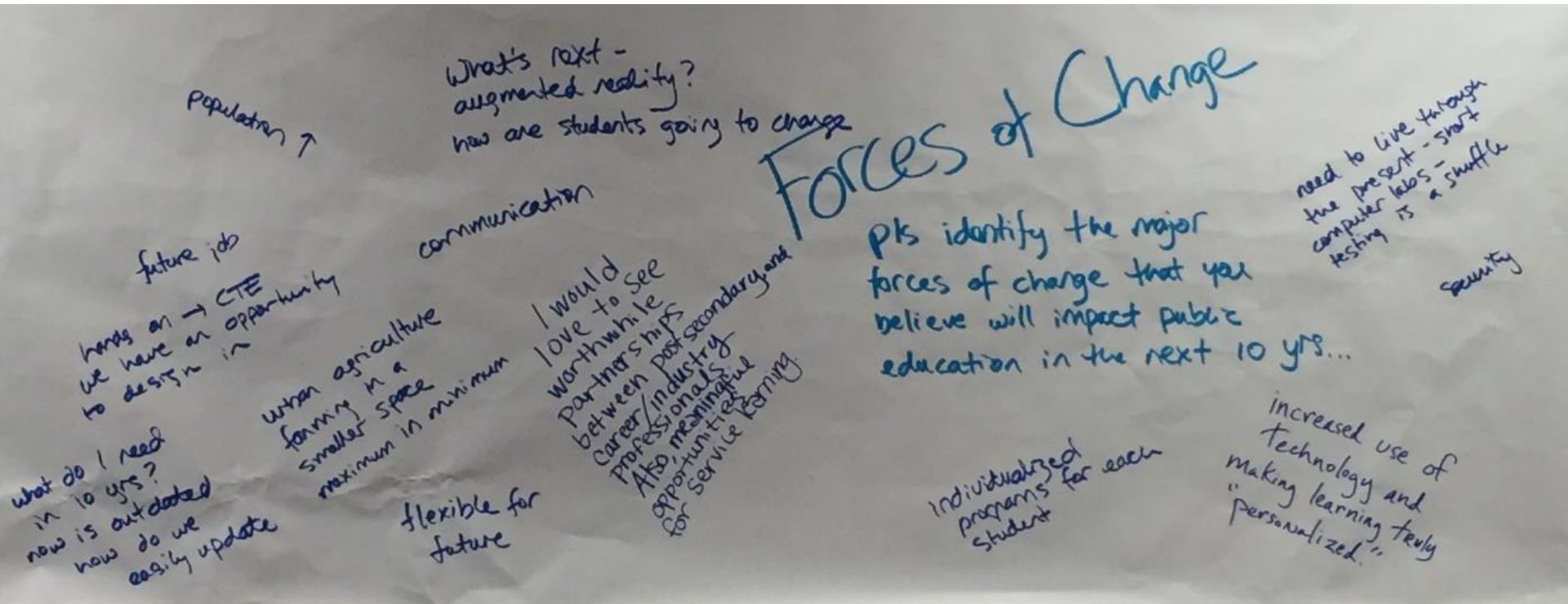
Recap: Workshop 1



What's Special Wordle



FORCES OF CHANGE



Day in the life...

Once upon a time...
A new group of 6th graders walked into Humboldt (2021) and they were amazed!
They saw personalized learning all over.
All the students were collaborating in a space that was warm + inviting. They saw people of many different cultures working together (wearing black + orange)

They saw green everywhere, it was like the outside was inside! They researched on their personal devices while sitting on couches + stools. Students were learning new techniques in different industries to prepare for their FUTURE!
"Go HAWKS!!!"

Tools + Learning
- Windows
- OPEN
- Cultural Windows
- HighTech Up to Date
- An area you want to ENJOY!
- Bringing nature indoors
- ENGAGED in meaningful learning

Industry Partnerships
SCHOOL PRIDE
GO HAWKS

KEY CONCEPTS

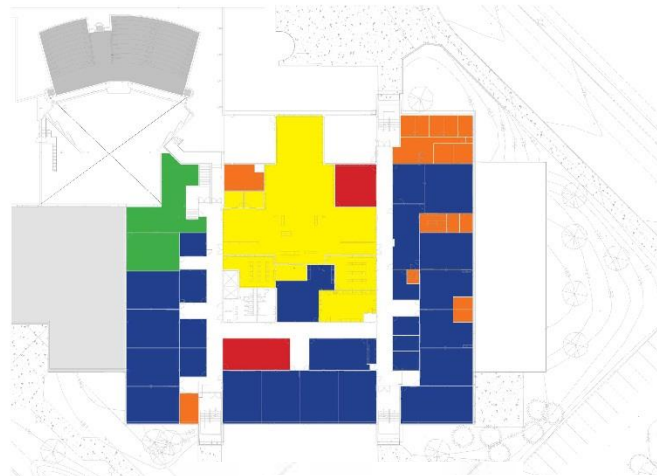
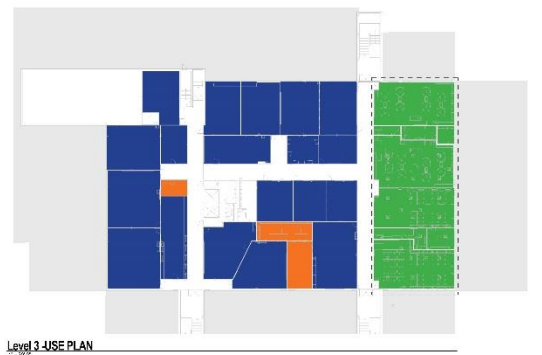
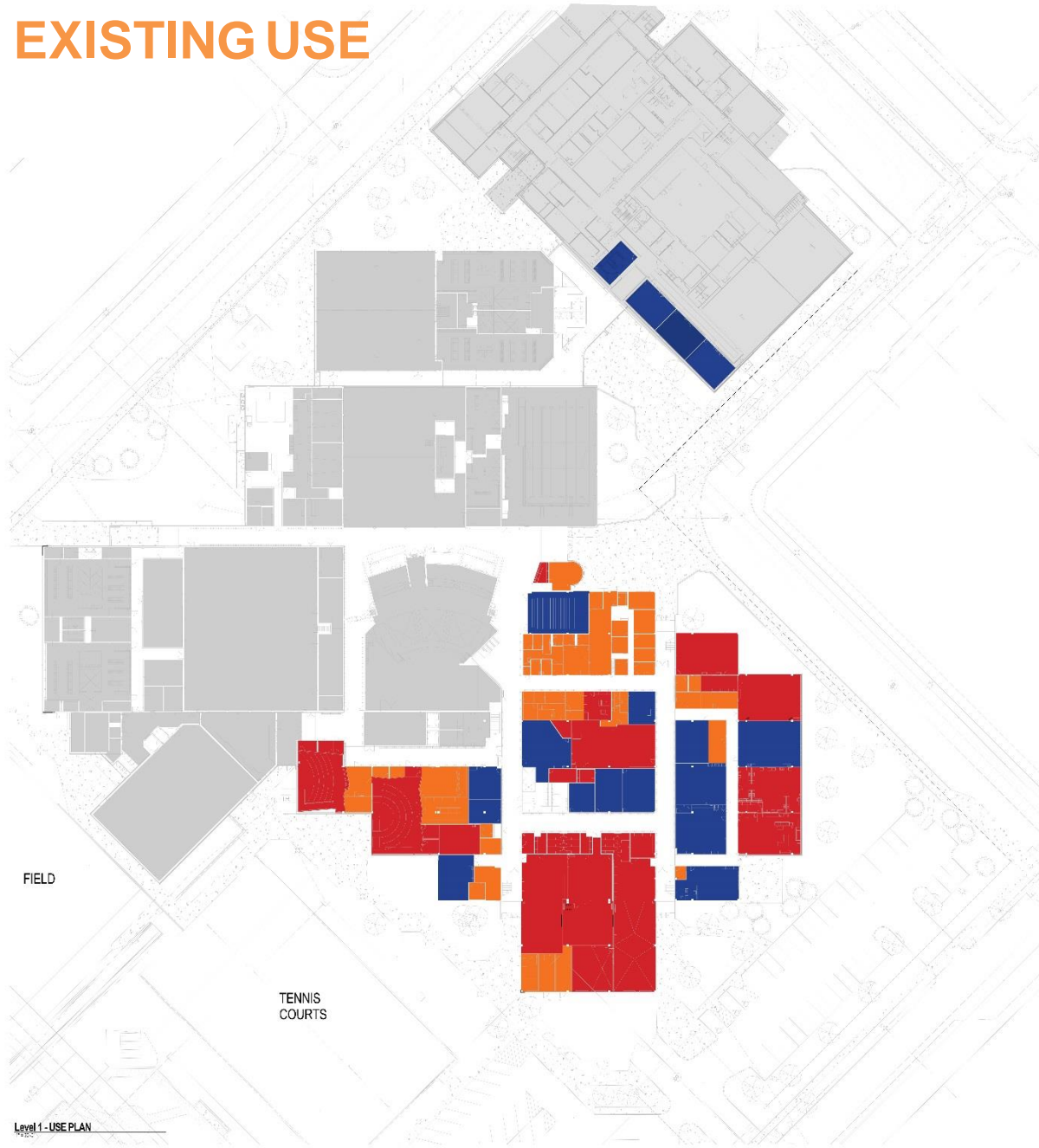
KEY CONCEPTS

INCORPORATING NATURE
PERSONALIZING LEARNING
OPEN
DAYLIGHT
FLEXIBLE
COLORFUL
HIGH-TECH
COLLABORATION SPACES
WARM AND INVITING
SCHOOL PRIDE

What Do We Want?

Organization +
Adjacencies
BLOCK PARTY

EXISTING USE



- Gathering Space / Media Center
- General Learning / Special Education
- Science
- Specialized Spaces
- Staff Resource / Adult Space

BLOCK PARTY: KIT OF PARTS

Building Blocks - KIT of PARTS



Yellow



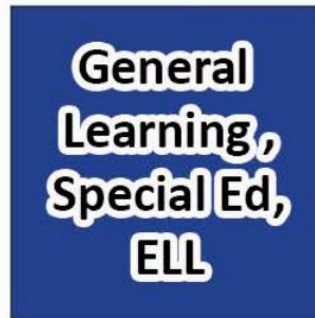
Orange



Green



Red



Blue



Purple

Recap: Workshop 3 Block Party

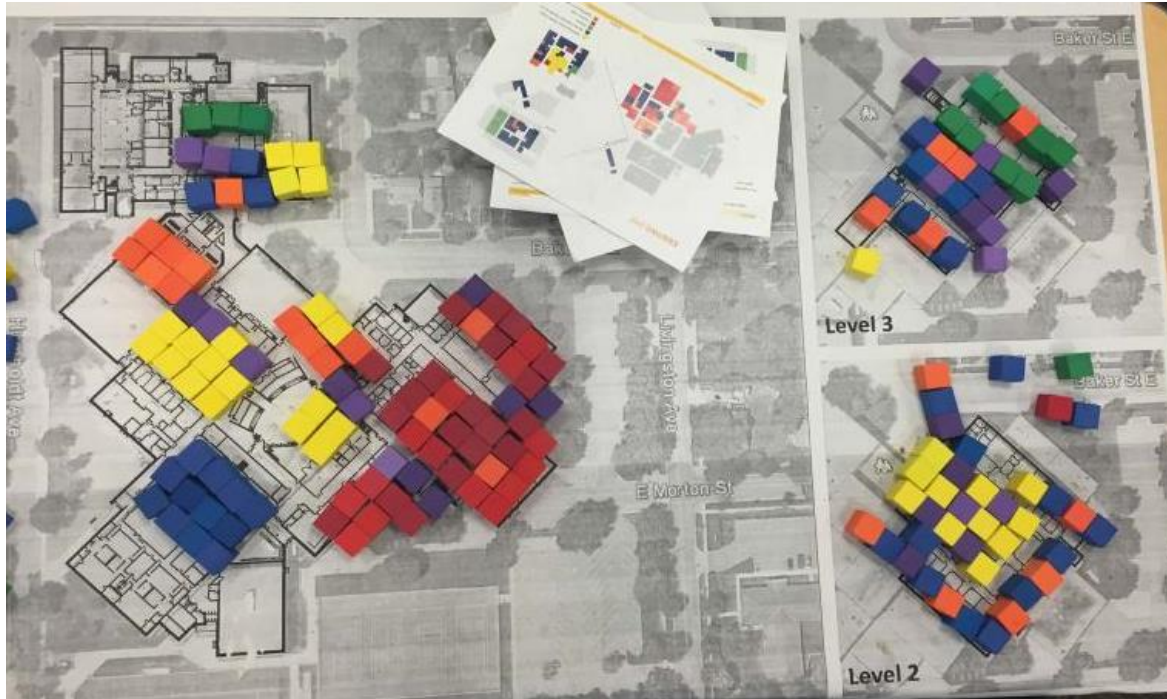
TABLE 1



- 6-8 Grades are relocated to 3rd floor
- Spread the Science rooms around-to indicate learning neighborhoods
- Media Center as a neutral middle space in the heart of the building and in the middle of the building as students traverse from levels 1-3
- CTE and electives on first floor
- Two story-addition with classrooms on north side

Recap: Workshop 3 Block Party

TABLE 2



- Two separate offices- one for the high school, one for the middle school
- All middle school students are relocated to OWL
- CTE on first floor
- Third floor-all science and math
- Second floor-english and ELL
- Scattered “hang out” areas on second floor
- Glass windows at library and offices so everyone can see what’s happening on the inside

Recap: Workshop 3 Block Party

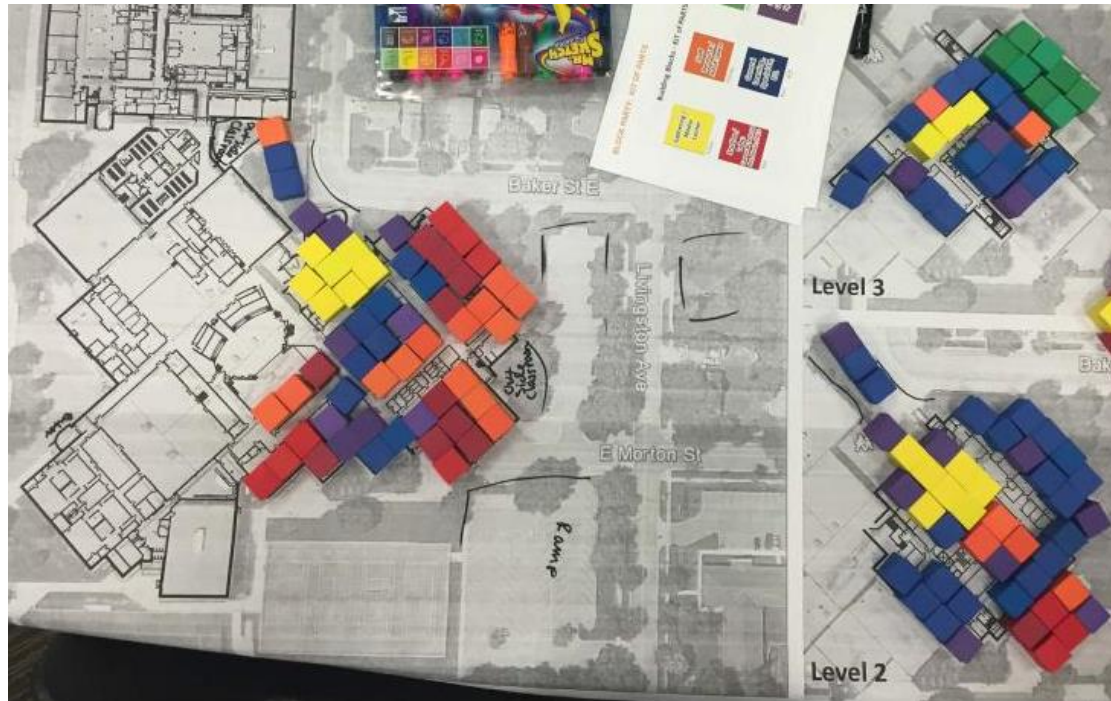
TABLE 3



- CTE all on first floor-AOIT, visual arts, performing arts, FACS, Ag
- Third Floor- Middle School
- Science is stacked for services (plumbing, ventilation)
- Math hallway, sped hallway, english hallway
- Media Center-open it up two story atrium, learning stairs connected to first floor show piece.
- Computer lab is separate, but connected to media with glass walls for supervision
- Media has glass study group rooms
- Middle School has their own library on the third floor

Recap: Workshop 3 Block Party

TABLE 4



- Moved office area adjacent parking-new entry
- Drop off near entry, separate from buses
- Two agriculture areas (one with FACS)
- Small Group space on Level 1
- Music stays where it is
- Library relocated to former entry and expanded it, connected to Level 2
- Small Group rooms around the media center for students Connection to OWL-classrooms with skyway
- Secondary athletic entrance is at former entry
- Outside classrooms
- Science is on Level 3, together
- Gathering area on level 3
- Parking Ramp for additional green space

Recap: Workshop 3 Block Party

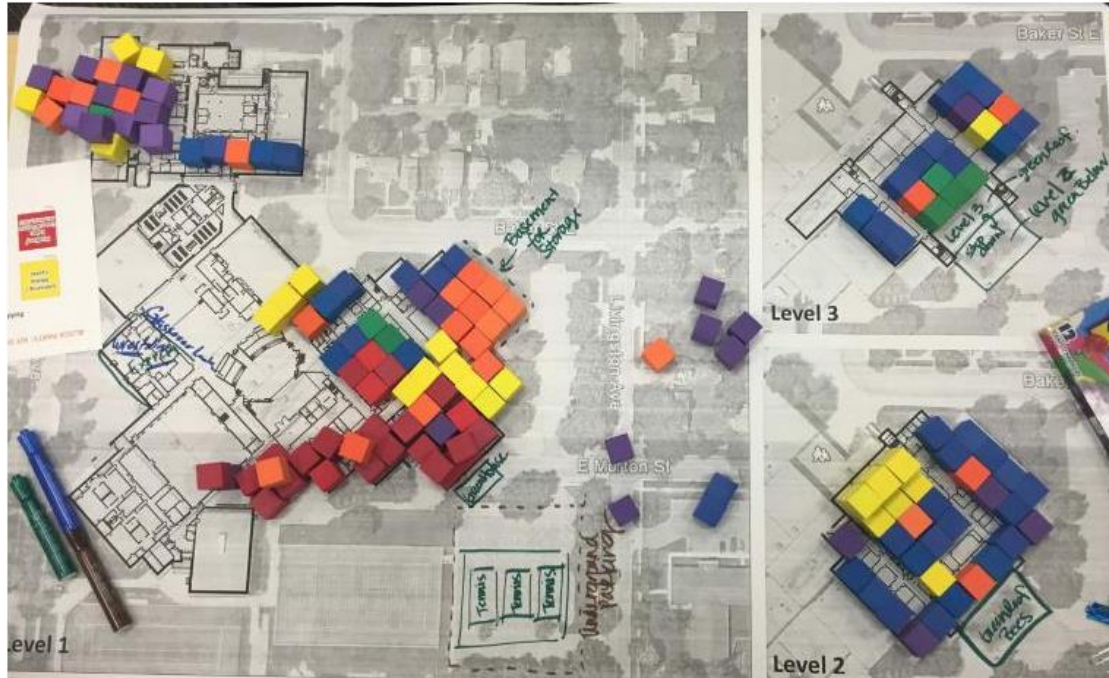
TABLE 5



- Relocate office to near parking lot-main entry
- Relocate guidance and college and career in same area
- Departments near each other for collaboration
- Move visual arts by performing arts to create an “arts wing”
- Agriculture stays in same area- incorporates a second level for an apiary area
- Living Walls and Green Roofs
- FACS moves adjacent AG, glass walls for displays
- Keep 7-8 grades on Level 1 because as they move to electives they are on the main floor and they’re not moving up and down; (6th grade at OWL) Floors 2-3 are dedicated to high school

Recap: Workshop 3 Block Party

TABLE 5- continued



- Main entrance could become sports / auditorium entrance, secondary entry
- Add balcony over main gym (add 2nd floor over kitchen) to add exercise room and wrestling to have a staff / student wellness area
- Underground Parking Ramp with tennis courts on top
- Basement under admin wing for storage-NEED STORAGE
- Media Center-two stories-connect levels 2 & 3 with learning stairs, section off computer area.
- Access to green roofs on level 2 & 3, adjacent science
- English and ELL near media center, as they may use it more.

Recap: Workshop 3 Block Party

TABLE 6



- Second and Third floor-pods created, teams with common areas
- Classrooms teamed by grade level for team teaching / collaborating
- Library relocated to first floor
- Moved office to sloped floor classroom, people are welcomed right into the office
- FACS is moved to the middle with collaboration with Ag
- Expanded CTE
- Greenhouse / apiary is on second floor of CTE-(would require an elevator)
- Expanded music area-moved pianos
- Expanded auxiliary gym, auxiliary gym would have a wrestling
- Expanded all gyms

COMMON GROUND

- **New Entry** – better connected to learning, better flow, visibility for students + visitors
- **Adapting Media two levels**- incorporate student gathering
- **Locate CTE Together** – greater collaboration and learning on display
- **Move the office**-create a better visibility and flow for students and visitors
- **Separate the Middle School**
- **Locate Fine Arts Together** – greater collaboration

INFORMATION GATHERING

Friday, 4/29 + 5/6

General Learning

AOIT

CTE

Students (2 groups)

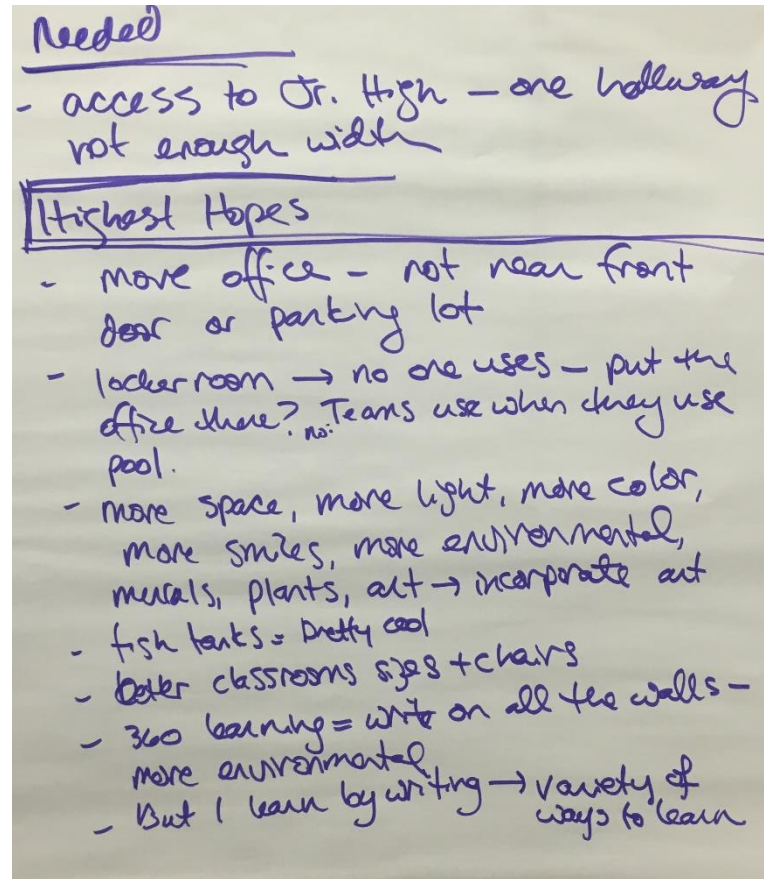
Special Education

(Integrated + Separate)

ELL

DHH

Media



CONCEPT DIAGRAM

TWO OPTIONS FOR CONSIDERATION

1. New Entry Scheme
2. Existing Entry Scheme
link to sketchup model

TABLE TALK

Discuss the conceptual diagram.

- **What do you like? Why?**
- **What would you change? Why?**
- **Record 'clarifying questions'**

DISCUSS THE DOTS

NEXT STEPS

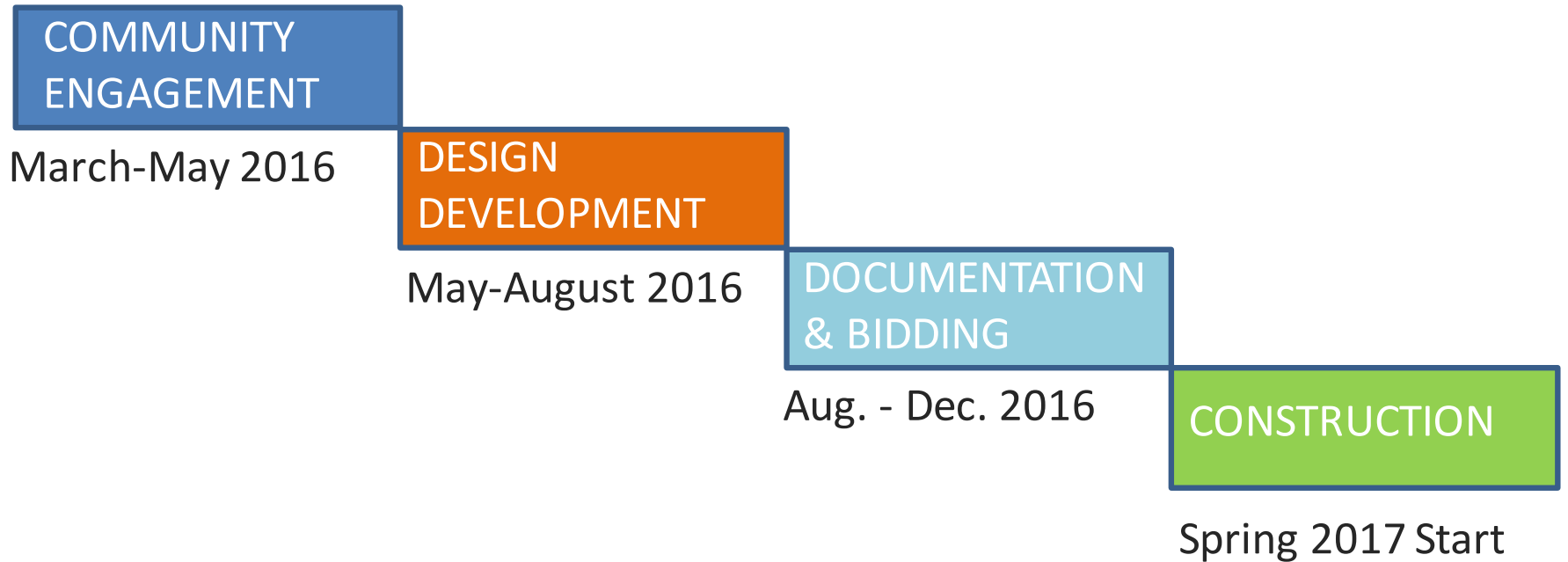
Next Steps

Develop Space Program and Create Schematic Design

- Steering Committee meets over summer (June, July, August)
- Input from code, engineers, scope/cost will shape development of design

Reconvene Design Team in September

SCHEDULE



Thanks! Have a
great summer!



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G R O U P

