



Design Update

Owatonna New High School



Independent School District #761
Owatonna, MN
November 9, 2020





DESIGN PROCESS CORE PLANNING GROUP

A Core Planning Group typically consists of members that are selected from a cross-section of the users of the facility, including parents, community members, staff, students, and other local stakeholders. The team is charged with the task of seeking input from the broader pool of Input Givers/Input Resources throughout the school district and community to develop the planning criteria.

Meetings :

Dec. 18, 2019

Jan. 15, 2020

Jan. 29, 2020

Feb. 12, 2020

Feb. 26, 2020

March 4, 2020

April 1, 2020

April 22, 2020

September 30, 2020



DESIGN PROCESS CORE PLANNING GROUP

Core Planning Group Members:

Alyson Bowman
Ann Freeman
Beth Fink
Christian Flores
Dale Phiefer
Denise Lage
Doug Wanous
Isabella Barrie
Istahil Hassan

Jerrold Atkinson
Kelly Rooks
Lauren Gendron
Liban Mohamed
Liz Tinaglia
Liza Drever
Marc Achterkirch
Marilyn Olson
Marv Tjaden

Matt Heers
Matt Skala
Nolan Church
Rachael Bird
Sara Craig
Seth Muir
Steve Benson
Todd Andrix



DESIGN PROCESS PROJECT SUBCOMMITTEES

Performing Arts & Music Subcommittee

Meetings:

Jan. 29, 2020

Feb. 26, 2020

April 8, 2020

April 29, 2020

October 1, 2020

Members:

Cheryl Smith

Chris Harris

Dom Korbel

Erik Eitrheim

Isabelle Townley

Jeff Marks

Julia Christenson

Julie Evers

Justin Winterhalter

Kayla Mollenhauer

Kiara Gentz

Lilly Trager

Marilyn Pederson

Pete Guenther

Ryan Gillespie

Sandra Justice

Sara Baird

Tanner Smith

Wes McMains



DESIGN PROCESS PROJECT SUBCOMMITTEES

Physical Education & Athletics Subcommittee

Meetings:

Feb. 12, 2020

March 3, 2020

April 1, 2020

April 22, 2020

October 1, 2020

Members:

Ashleigh Milbrath

Brian Coleman

Caleb Vereide

Chad Parrish

Greg Sullivan

Hussein Osman

Janessa Moore

Jeff Williams

Jerry Eggermont

Kari Steiskal Olson

Will Halverson

Mark Randall

Maurice Dut

Mike Klein

Molly Froman

Rhynda Dulas

Reid Stansky

Sandy Boss

Scott Seykora

Shannon Vick

Tate Cummins



CORE PLANNING GROUP PROJECT COMMITMENTS (1 of 2)

- Putting **students first** is a priority of the design.
- The building and site design will be **welcoming and inclusive** while providing a **safe environment** for all.
- The building will be **efficient, enduring**, and demonstrate the **fiscal responsibility** of our community.
- The building will support a vibrant learning environment that is **innovating, inspiring, and exciting**.
- The building will be **a source of excitement and pride for Owatonna**.
- The design will support learning during the school day, evenings, and weekends.



CORE PLANNING GROUP PROJECT COMMITMENTS (2 of 2)

- The design will create **opportunities for all to succeed** including support for college and career programming and community partnerships.
- The design will include **flexible spaces** to support the educational needs of all students, staff, and the community.
- The building will **maximize spaces to be used by the community.**
- The design will be flexible and provide different types of teaching and learning spaces.
- The design will **accommodate modern technology while remaining flexible and adaptable** for future needs.
- The design will **incorporate natural light** wherever possible and provide a great indoor environment for all occupants.



CORE PLANNING GROUP DESIGN CRITERIA (1 of 3)

- The building organization will be intuitive and foster a sense of community by connecting people and classroom.
- The design will create a safe and comfortable environment for students and staff.
- Building a sense of community is important for OHS, to help foster connection and collaboration, learning should be on display.
- There school will have a commons space that will create a sense of community.
- The school will create an atmosphere that is positive, engaging and promotes collaboration.



CORE PLANNING GROUP DESIGN CRITERIA (2 of 3)

- Learning spaces will be located within a series of **learning communities**.
- Learning communities will be grouped around pathway programming and/or departments.
- **Science labs** should be located near each other yet have a **presence in each learning community**.
- **Special education** spaces should be **dispersed among learning communities**.
- Learning communities should have a variety of flexible learning spaces to better **accommodate student choice**.



CORE PLANNING GROUP DESIGN CRITERIA (3 of 3)

- The building will allow areas of the building to be **secured for evening and weekend events**.
- Modern furniture is critical to **personalized learning**, there will be a broad selection of furniture throughout the school which will **foster student ownership over their learning**.



Owatonna HS Design Concepts

- students first
- welcoming and inclusive
- safe and comfortable environment
- efficient, enduring, fiscal responsibility
- innovating, inspiring, and exciting
- a source of excitement and pride for Owatonna
- opportunities for all to succeed
- flexible spaces
- community use
- foster a sense of community
- learning should be on display
- promotes collaboration
- accommodate student choice
- personalized learning
- foster student ownership over their learning



- The building should **include daylight wherever possible** that is controlled appropriately to the space.
- The building will have a separate area for officials.
- The building will have a training room with a space for concussion protocol.
- There should be **visibility from the fitness and weights areas** to the walking track, gym and stadium.
- The building should include **multi-use accessory spaces for indoor and outdoor activities** with direct access from the training room, toilets, concession, varsity lockers rooms, and ticket sales.
- The activities office should be located in the athletic area.



- The bleachers in the game gym should hold 1,600 people and include top loading.
- Look for options to include additional bleachers on walking track for band and future student population growth.
- The auxiliary gym should have enough seating for 50 people per court.
- Wherever possible spaces should be designed to be multi-use and flexible for different activities now and in the future.
- The walking track needs to be big enough to hold 'stations'.
- The building should include multiple (4) team rooms off the hallway.



- The building should include a **flexible classroom near the PE/Athletics area**.
- Each court should include 6 basketball hoops.
- The gym should include an in-floor pole vault.
- **Storage** rooms should be designed to accommodate high density storage (Gear Boss).
- Provide for **acoustic separation** between the game gym and auxiliary gym.
- The game gym should have wood flooring and the auxiliary gym should have a synthetic flooring.



- The **wrestling room should be a multipurpose space** to function as a baseball and softball practice area when needed. The ceiling height should be 12'-14' for hitting and batting cages.
- The weight room and fitness room should have taller ceilings for jumping activities.
- There should be **access from the fields to locker rooms** that is not pavement for students with cleats to walk across.
- There should be a route from the locker rooms to the stadium for athletes that is not through the main spectator area.
- The plan should accommodate space for a future gym addition.



PERFORMING ARTS SUBCOMMITTEE

DESIGN CRITERIA (1 of 3)

- The Auditorium should have a **cross aisle for easy access to seats**.
- There should be access from both sides of the auditorium for loading and unloading.
- The Auditorium should have continental seating in the front and conventional seating in the back.
- The Auditorium should have **tiered seating to create better sight lines**.
- There should be **direct access to the scene shop from the stage**.
- There should be a **crossover hallway behind the stage** for performers to access both sides of the stage.



PERFORMING ARTS SUBCOMMITTEE DESIGN CRITERIA (2 of 3)

- The stage should be able to hold 100 choir members, 55-75 band members or 70 orchestra members.
- There should be a dedicated storage room for the acoustic shell.
- The lobby space should be large enough for intermission for the whole auditorium and also provide for display of student work.
- Music spaces should be in close proximity to the auditorium.
- There should be access to outside/bus loading from the performing arts area.
- The design of the auditorium should have a “classic look”.
- The auditorium will include an orchestra pit.



PERFORMING ARTS SUBCOMMITTEE DESIGN CRITERIA (3 of 3)

- The apron should extend 10-12 feet from the grand drape. 3'-4' of apron should extend before the orchestra pit cover.
- The video screen should be in front of the proscenium. If possible side video screens should also be included.
- A ticket booth with two sales positions (one window) should be included.
- Capability to play video of what is going on in the auditorium out in the lobby.
- There should be 3 practice rooms and 1 ensemble room.
- The dressing room should be multipurpose, easy to supervise and provide for privacy changing.

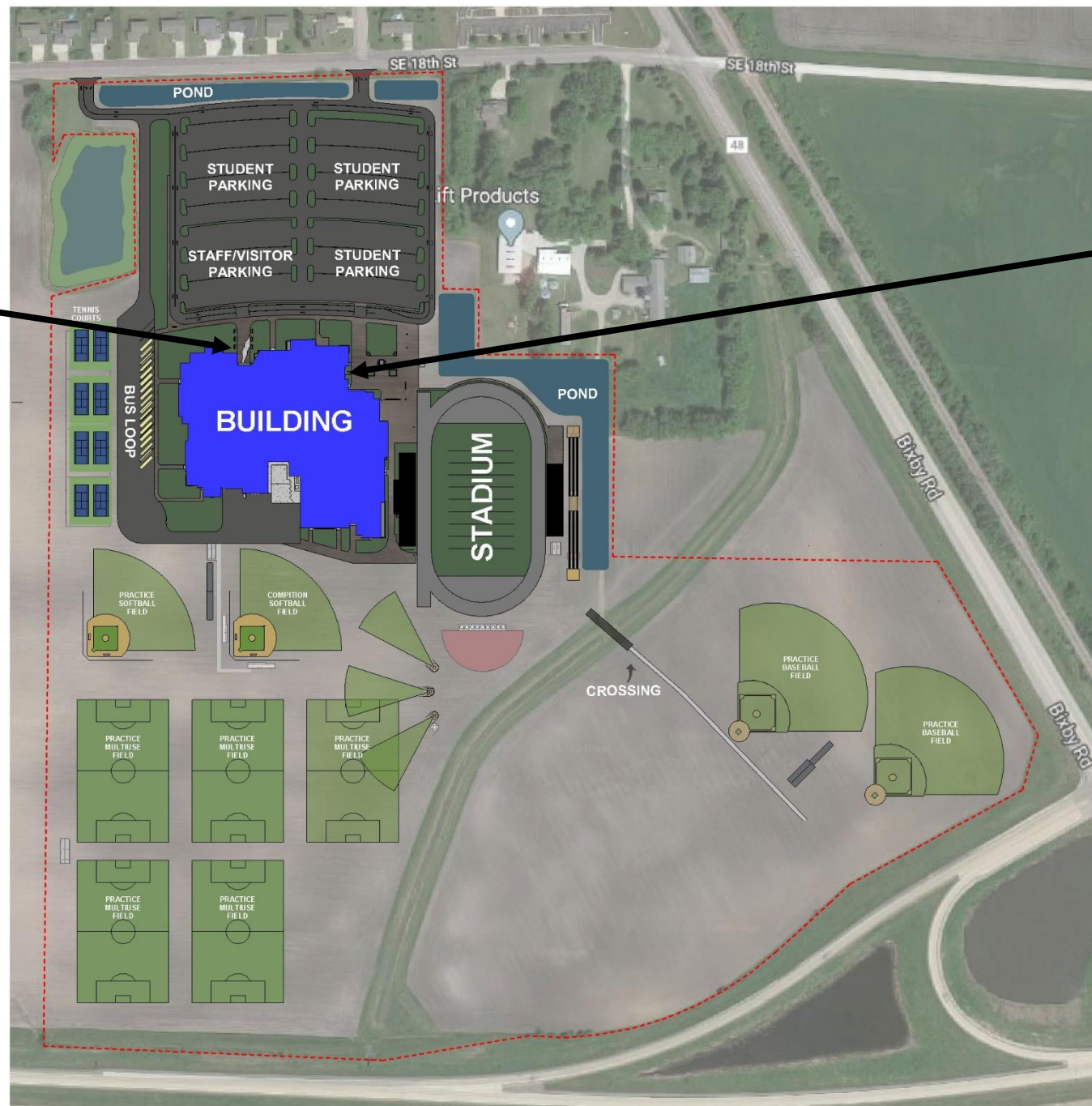


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Site Plan

MAIN
ENTRY

ACTIVITIES
ENTRY

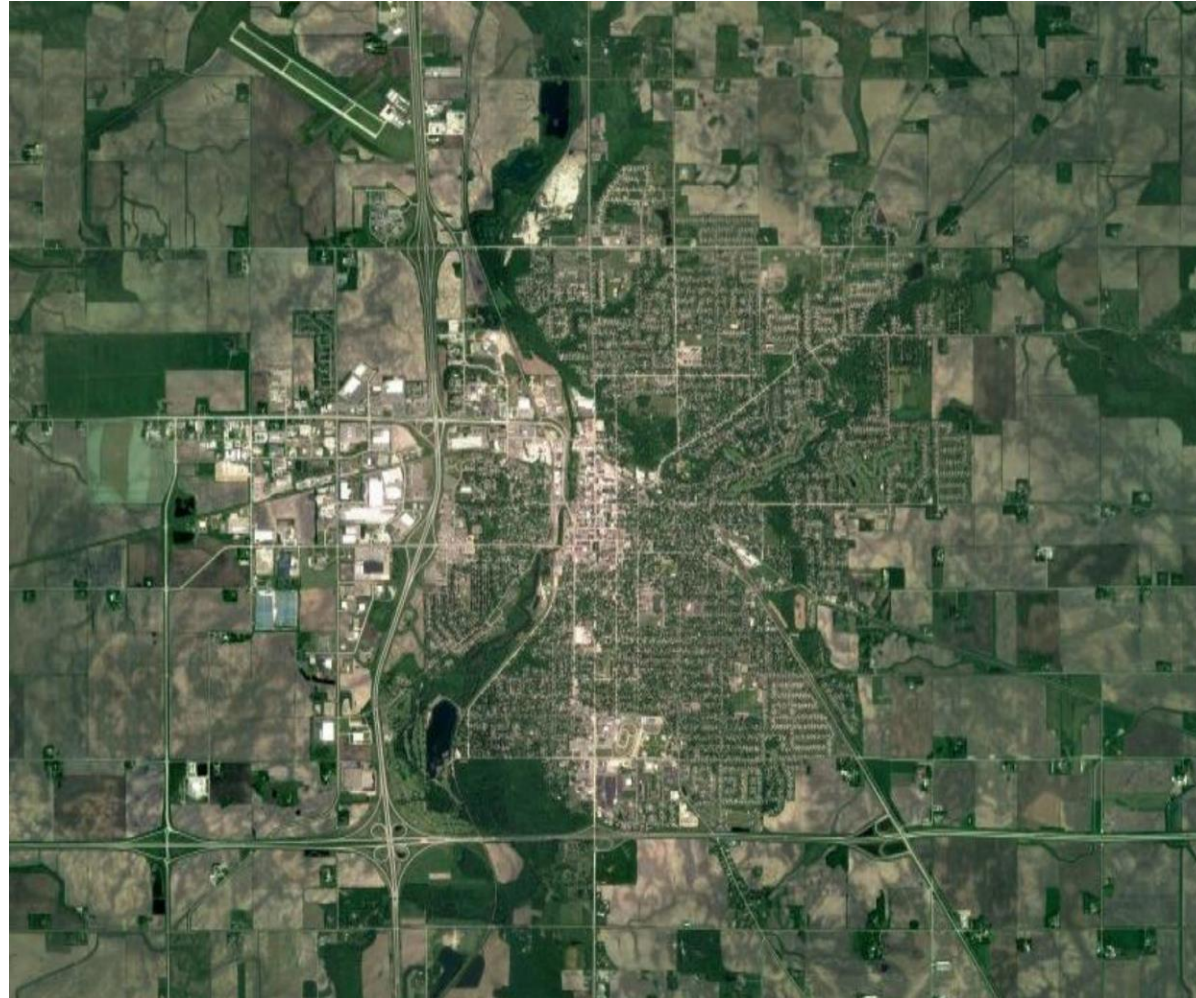




Concept



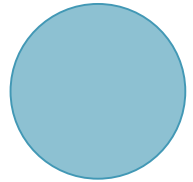
CITY OF OWATONNA CONCEPT



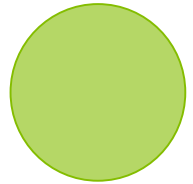


CITY OF OWATONNA CONCEPT

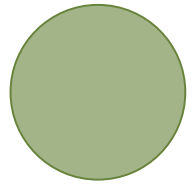
The functions of the city to inform the overall building spatial layout:



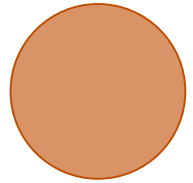
Downtown / River: Commons



Residential: Learning Communities



Commercial: Pathways



Recreational: Athletics / Performance



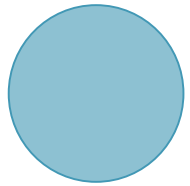
Agricultural: Overall Landscape



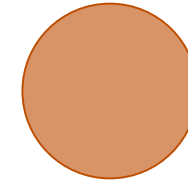


CITY OF OWATONNA CONCEPT

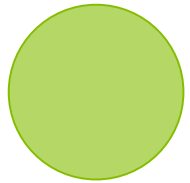
The functions of the city could inform the overall building spatial layout:



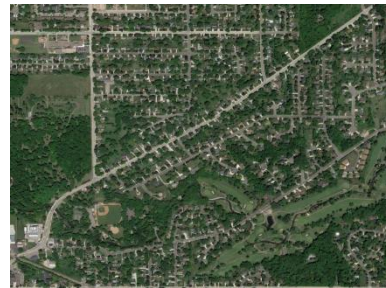
Downtown & River:
Commons



Recreational:
Athletics /
Performance



Residential: Learning
Communities



Agricultural:
Overall
Landscape



Commercial: Specialized
Spaces (Pathways)





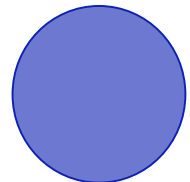
CREST OF OWATONNA CONCEPT

- **Quadrants:**
 - Three wheat stems – Agriculture
 - Interlocking gear wheels – Industry
 - Torch & Atomic symbol – Education in the atomic age
 - Drama mask & Music lyre – Drama, music, and fine arts
- **Princess Owatonna:**
 - Daughter of the local Native American Chief, she was ill and drank water from the river and was healed.
 - River became important part of the Community.
- **Shield/Crest:** longevity, tradition, history, strength, communicates stability, protection, boldness, etc.
- **Cornucopia:**
 - The symbol of abundance

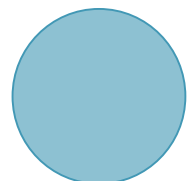




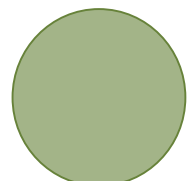
CREST OF OWATONNA CONCEPT



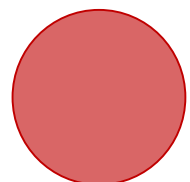
Cornucopia



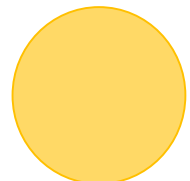
Straight River



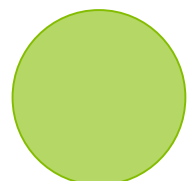
Education in the Atomic Age



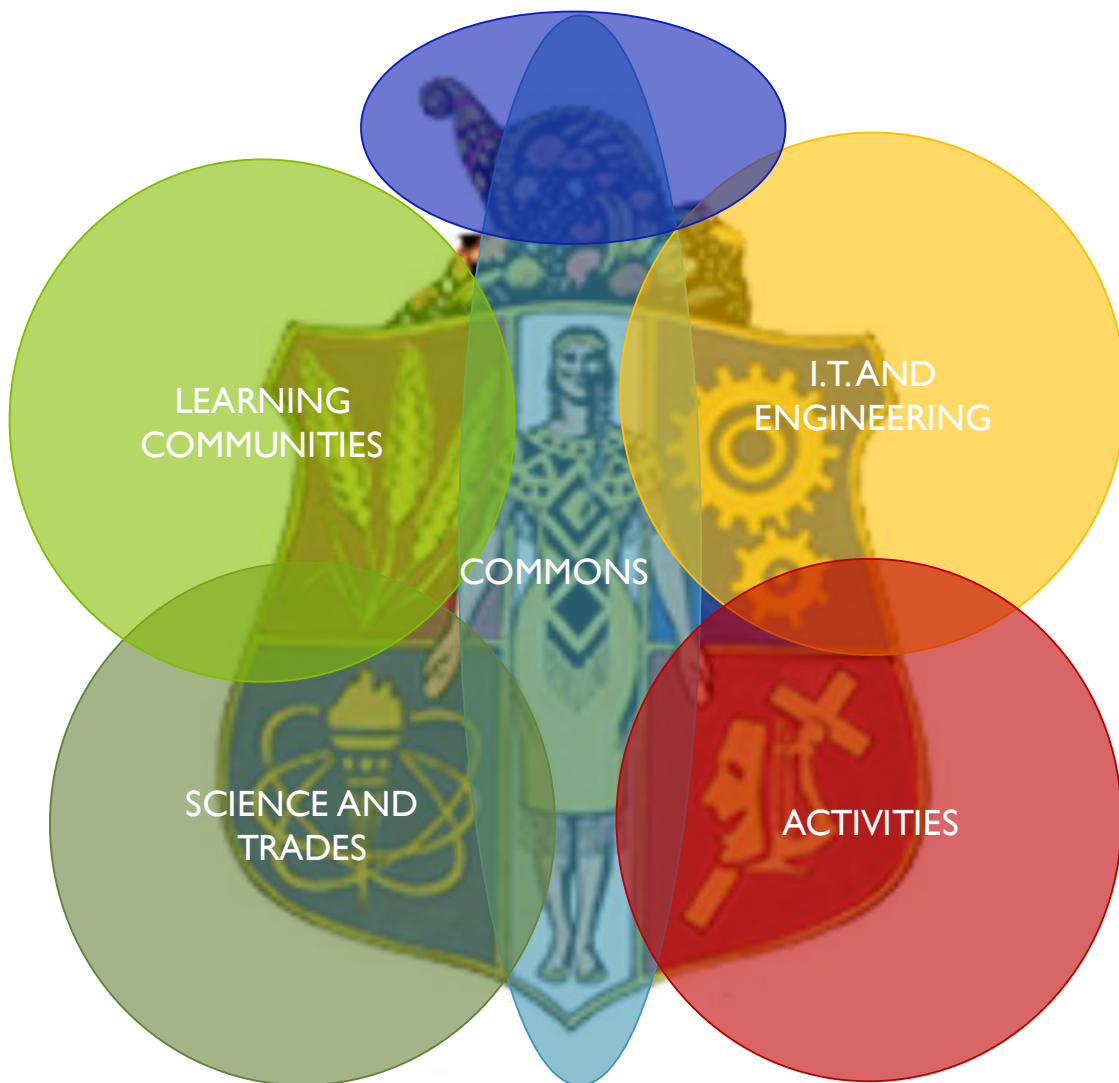
Drama, music, and fine arts



Interlocking gear wheels



Three wheat stems





DESIGN CONNECTION CONCEPT

Commons: River & Downtown

- Embody the colors and textures of downtown
- Apply materials to suggest movement inspired from the river
- Signature learning spaces should be on display from the commons





DESIGN CONNECTION CONCEPT

Residential: Learning Communities

- Incorporate small scale spaces within the Learning Communities
- Create a comfortable and welcoming environment
- Flexible learning areas will be vibrant and full of learning and activity





DESIGN CONNECTION CONCEPT

Commercial: Specialized Spaces (Pathways)

- Pathway spaces will create a professional environment for real life experiences
- Manufacturing spaces will provide students access to equipment that they might see in a professional environment.
- These spaces will apply materials and spaces to create the feel of a real world environment.

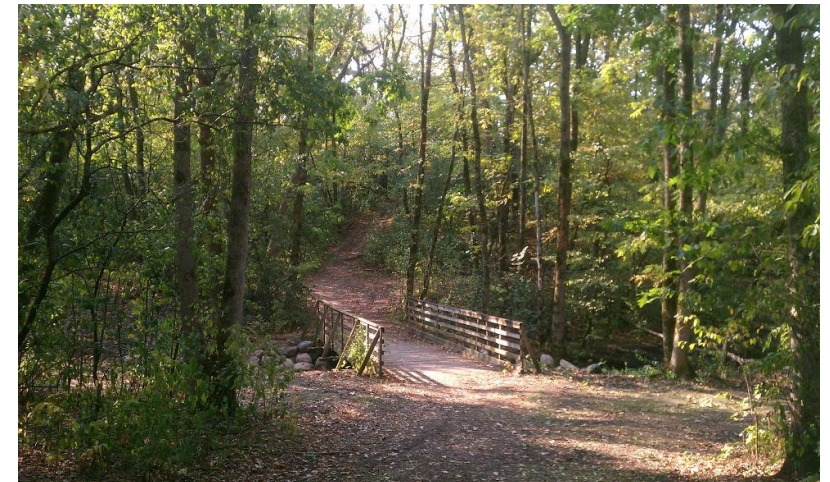




DESIGN CONNECTION CONCEPT

Recreational: Athletics / Performance

- Utilize natural textures and colors through materials
- Emphasize vertical elements within the building inspired by trees
- Incorporate the ways light filters through nature to help shape how spaces are created





The floor plan shows a school building with a central blue-shaded 'COMMONS' area. To the left of the commons are several green rooms labeled 'SCI', 'NURSING LAB', 'PAES', 'FCS', 'CULINARY ARTS', 'BUSINESS', 'AG LAB', 'GREEN HOUSE', and 'WOODS'. Above the commons is an orange 'ADMIN' building and a large red 'AUDITORIUM' with a curved roof. To the right of the commons is a green 'BAND' room, an orange 'ORCHESTRA' room, and a green 'CHOIR' room. Below the commons is a blue 'SERVERY/ KITCHEN' and a brown 'STOR' room. To the right of the commons is a large orange 'GAME GYM' and a brown 'AUX GYM'. To the right of the gymnasiums are brown 'LOCKER ROOMS', a 'TRAINING' room, and a 'WRESTLING' room. A 'LOADING DOCK' is located at the bottom left. A 'MAIN ENTRY' is indicated by an arrow pointing to the commons area, and an 'ACTIVITIES ENTRY' is indicated by an arrow pointing to the right side of the building. Other rooms include 'DIGITAL FAB', 'CL', 'OUTDOOR STOR', 'RECEIVING', 'MECH', 'TOILETS', 'FOUNDATION ROOM', and 'TICKET BOOTHS'.



2ND LEVEL FLOOR PLAN





3RD LEVEL FLOOR PLAN

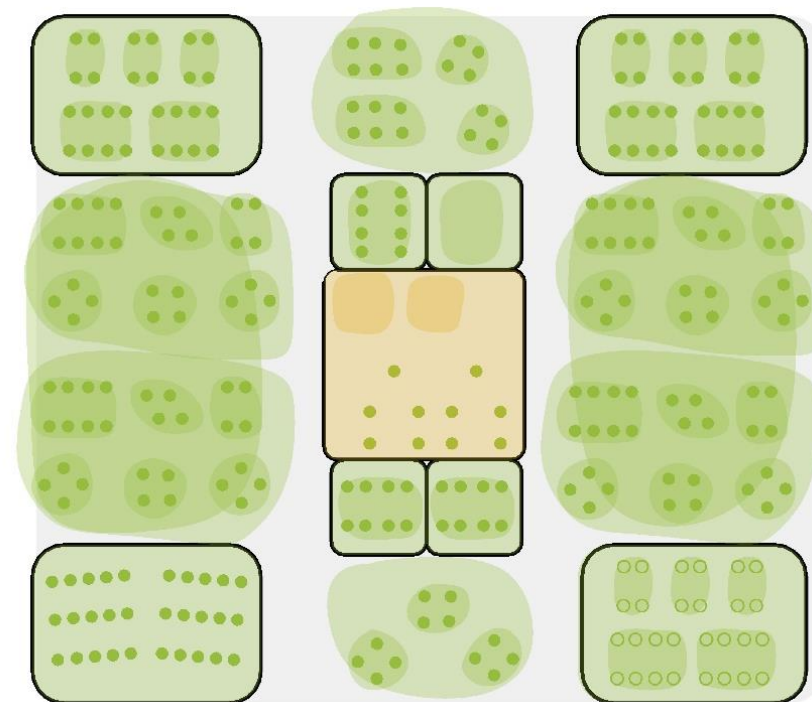
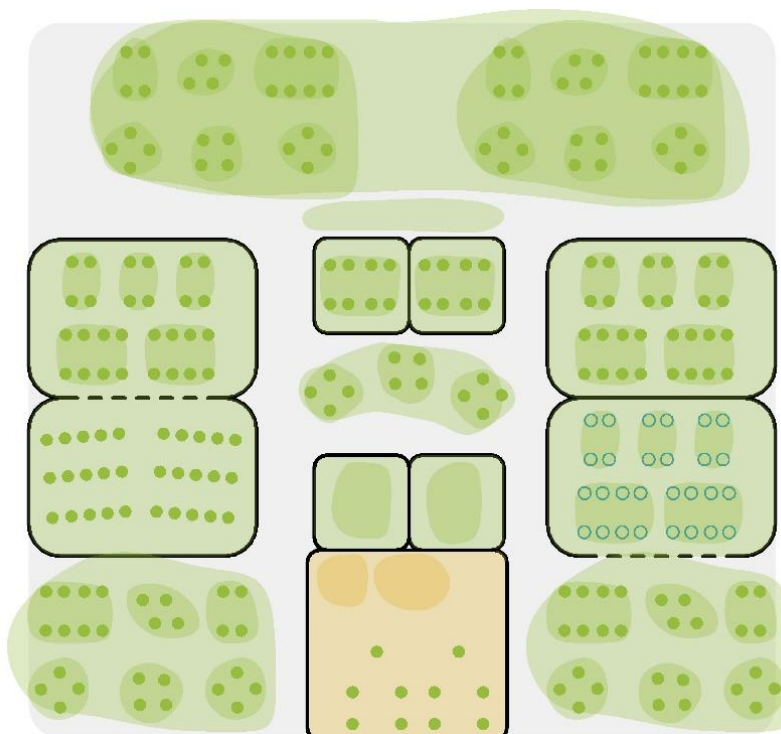
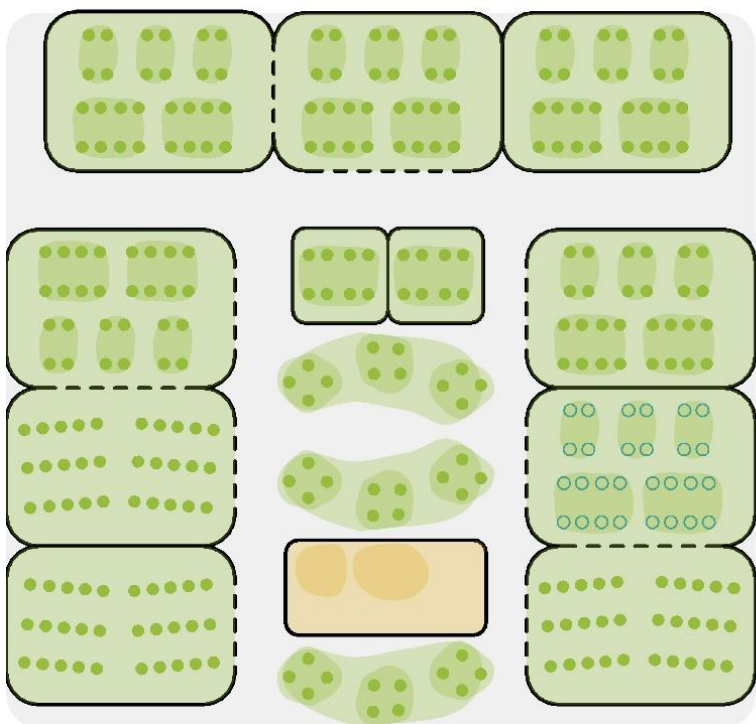




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PLAN DIAGRAM LEARNING COMMUNITY







INTERIOR INSPIRATION

CONCEPT

Commons:

Straight River & Downtown Owatonna



Learning Communities:

Residential





INTERIOR INSPIRATION

CONCEPT

Activities:

Nature, Recreational



Specialized Pathway Spaces:

Business / Industrial / Manufacturing

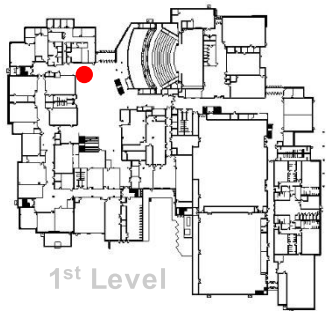




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MAIN COMMONS RENDERING



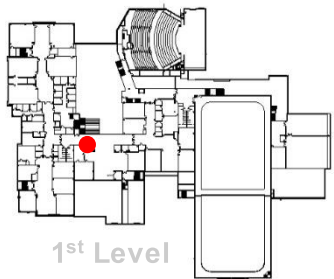
1st Level



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BALCONY RENDERING



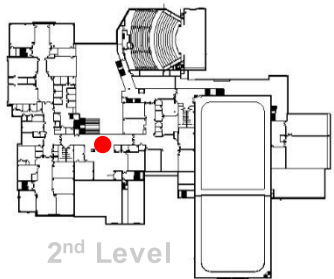
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MEDIA CENTER RENDERING

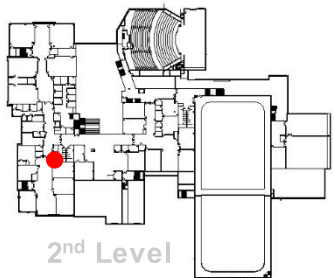




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LEARNING COMMUNITY RENDERING



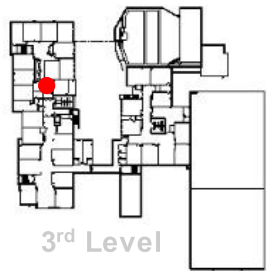
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LEARNING COMMUNITY RENDERING

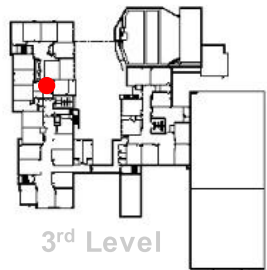




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RECEPTION RENDERING



3rd Level

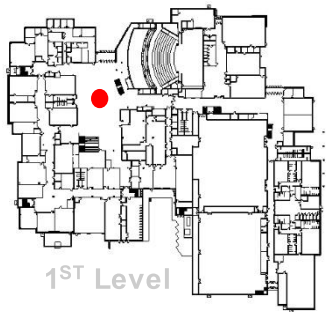




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AUDITORIUM ENTRY RENDERING

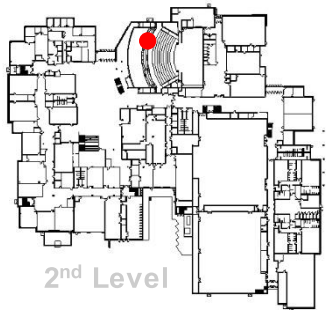




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AUDITORIUM INTERIOR RENDERING



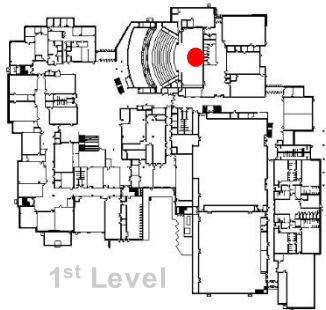
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AUDITORIUM INTERIOR RENDERING



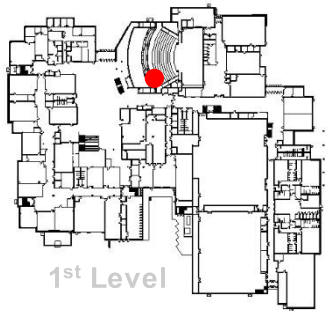
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AUDITORIUM INTERIOR RENDERING



1st Level

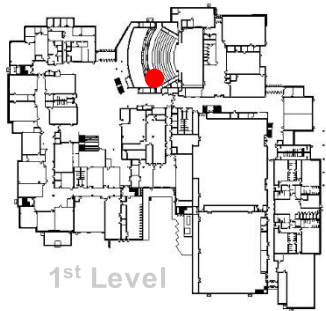




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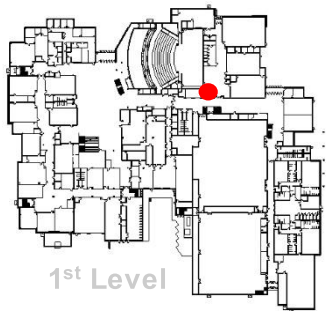


SCHOOL STORE RENDERING





AUDITORIUM INTERIOR RENDERING

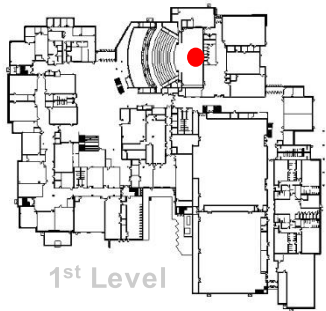




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AUDITORIUM INTERIOR RENDERING



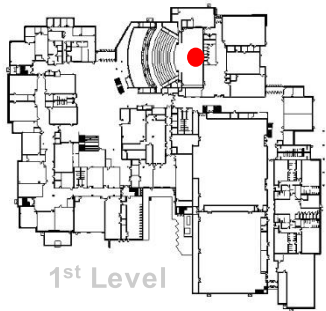
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AUDITORIUM INTERIOR RENDERING



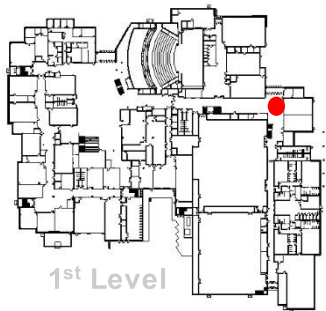
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ATHLETIC LOBBY RENDERING

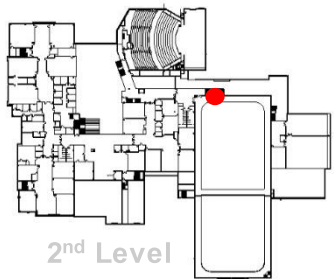




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ACTIVITIES HALLWAY RENDERING

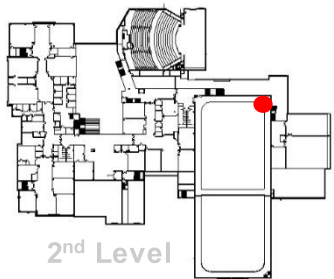




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GAME GYM RENDERING



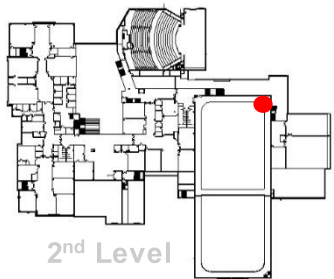
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GAME GYM RENDERING



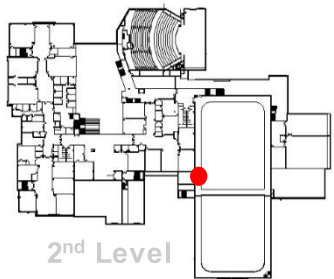
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GAME GYM RENDERING



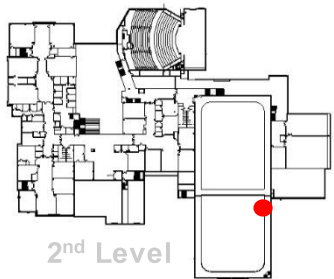
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AUX GYM RENDERING



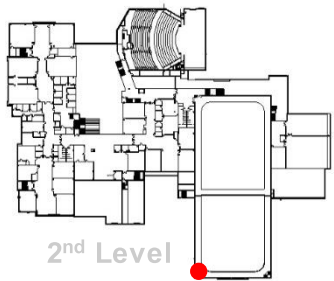
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AUX GYM RENDERING



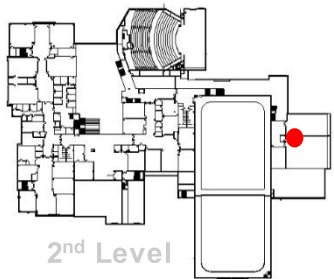
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WEIGHT ROOM RENDERING



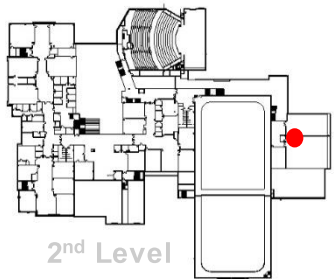
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OWATONNA ROOM RENDERING



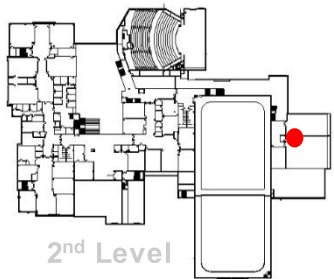
2nd Level



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WEIGHT ROOM RENDERING

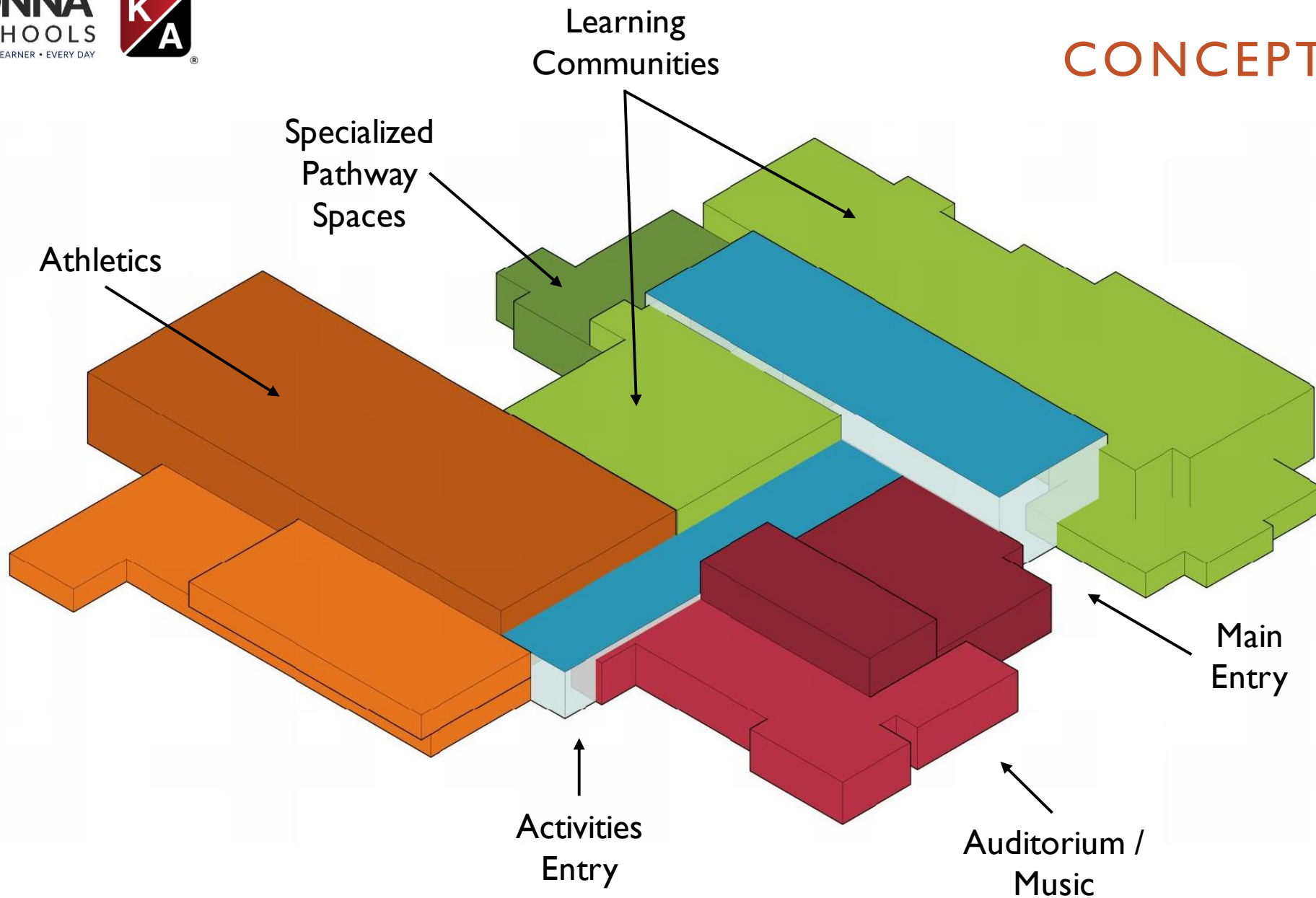


2nd Level



MASSING DIAGRAM

CONCEPT





EXTERIOR INSPIRATION

CONCEPT

Commons & Overall Proportioning:

Straight River & Downtown Owatonna



Learning Communities:

Residential





EXTERIOR INSPIRATION

CONCEPT

Activities:

Nature, Recreational



Specialized Pathway Spaces:

Business / Industrial / Manufacturing

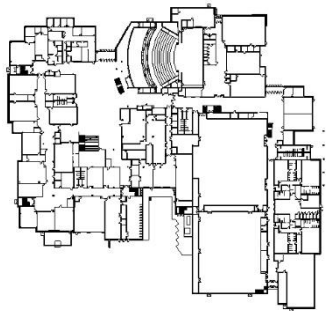




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EXTERIOR MAIN ENTRY RENDERING

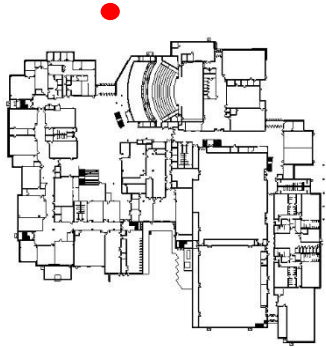




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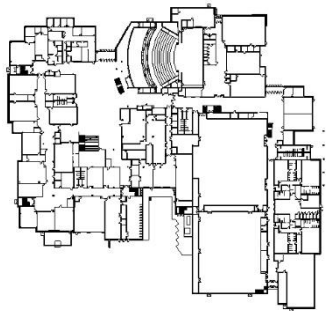
EXTERIOR MAIN ENTRY RENDERING





EXTERIOR LEARNING COMMUNITIES

RENDERING

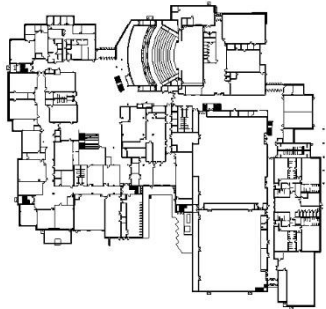




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EXTERIOR LEARNING COMMUNITIES RENDERING



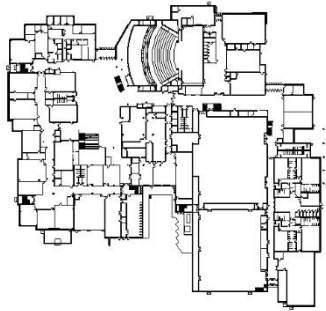


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EXTERIOR LEARNING COMMUNITIES

RENDERING

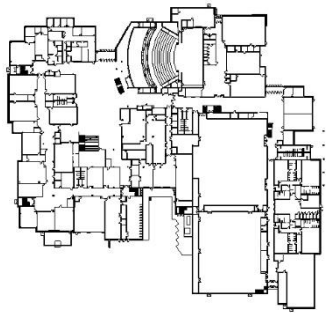




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EXTERIOR GYM RENDERING

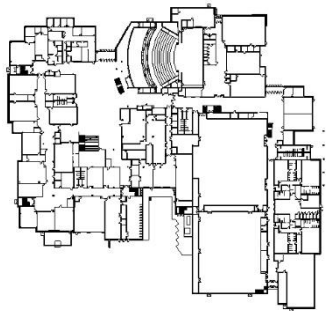


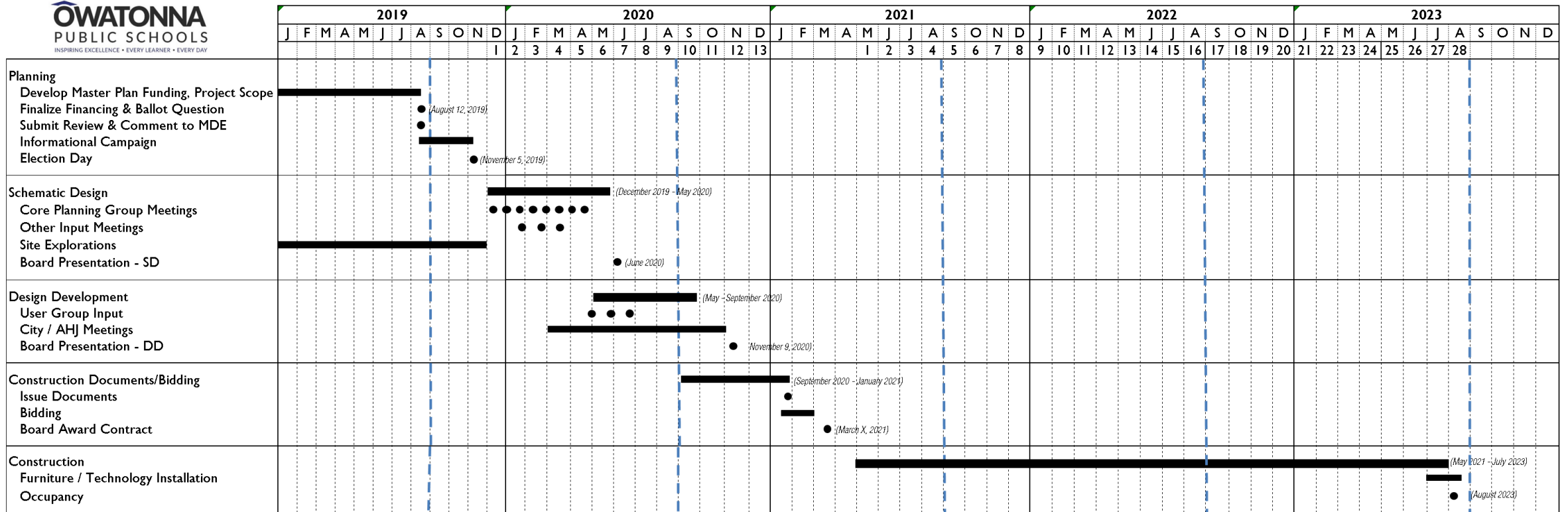


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EXTERIOR GYM RENDERING







Thank you!