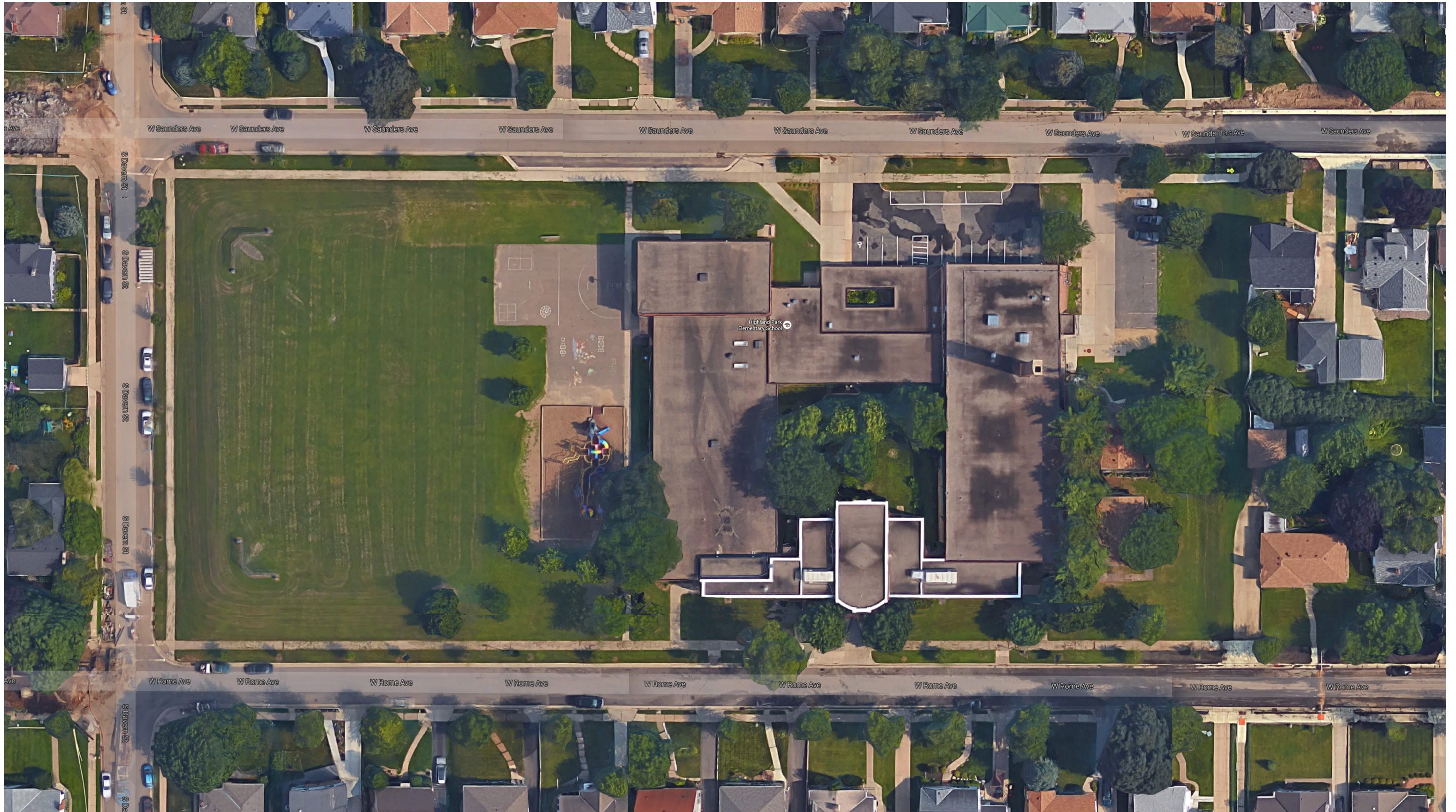




April 11, 2016



AERIAL VIEW

miller dunwiddie
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Goal One: **ACHIEVEMENT**

Racial Equity Transformation, Personalized Learning, Ready for College and Career
Provide an outstanding and equitable education for all students through strong leadership, well-rounded curriculum and data-driven decisions

SPPS is committed to creating environments that foster personalized learning and collaboration.

- This means:
- Learning environments are learner focused and respect different learners needs and styles.
 - Learning environments accommodate all abilities and mobilities.
 - Facilities will provide adequate space for consultants and specialists (OTs, PTs, social workers).
 - Learning environments are flexible and provide learning setting choices (i.e., small groups, individual, larger groups).
 - Learning environment are developmentally and age appropriate.
 - Learning environments that accommodate a variety of types of learning (i.e., quiet, hands-on learning, kinetic, etc.).
 - There is professional space for teachers that support staff development, PLCs (Professional Learning Communities), and that allow staff to model collaboration.

SPPS is committed to providing facilities that support college and career readiness.

- This means:
- Labs/spaces that provide opportunities to learn and apply career skills.
 - Facilities will provide spaces for life-long learning.

SPPS is committed to providing facilities that support authentic and experiential learning.

- This means:
- Facilities are designed so the building is a teaching tool.
 - Facilities will have a variety of spaces and flexibility to support all learning styles and modalities.
 - Facilities will provide space for hands-on, experiential opportunities including art and music education, extracurricular opportunities, and athletics and physical activity.

SPPS is committed to providing flexible, adaptable learning environments.

- This means:
- Learning environments are adaptable to changes in teaching styles and diverse learners.
 - Facilities are adaptable for the future.
 - Facilities will have flexible spaces that accommodate a variety of learning styles and settings.
 - Facilities will include student designed spaces that include mobility of furniture, walls, and décor.
 - Facilities are designed to engage students mentally and physically.

SPPS is committed to providing facilities that are adaptable to respond to future technologies.

- This means:
- Facilities will be easily retrofit to adapt to evolving needs to access content and communication.
 - Facilities will continue to stay relevant to a fast changing world and the learners who will live and work in it.
 - Technology must be supported by physical improvements, such as furniture and media (i.e., white boards, communal work space, etc.)
 - Technology supports learning anywhere, anytime.

Goal Two: **ALIGNMENT**

Excellent PK-12 Programs with Connected Pathways
Coordinate school programs and supports to reinforce student learning

SPPS is committed to providing facilities that support access for all.
This means facilities will:

- Create welcoming, safe spaces that encourage inclusiveness.
- Promote physical comfort with natural light, good air quality and clear traffic flow.
- Provide space for students, staff and visitors with disabilities.
- Reflect and fit the physical needs of all learners and staff and visitors.
- Address multi-lingual needs of learners and families.
- Accommodate and respect the race, age, sex, gender identity, sexual orientation, national origin, and disability of all occupants.

SPPS is committed to providing facilities that promote equity for all.
This means:

- Learning environments are student focused and teacher friendly.
- All learning styles are addressed in all buildings.
- There is equitable access to facilities across the District.
- Facility decisions are based on the needs of learners.

SPPS is committed to having its facilities used by, reflect and connect to the community and neighborhoods.

- This means facilities:
- Are community assets that are accessible, multi-functional and welcoming to the whole community
 - Will foster life-long learning
 - Will provide spaces that are flexible and adaptable for all stakeholders
 - Are designed and sited to connect them to their neighborhoods
 - Become hubs/centers in their neighborhoods
 - Reflect demographics and population change across Saint Paul
 - Leverage public and private partnerships to share space / infrastructure in order to ensure efficiency

SPPS is committed to providing facilities that foster partnerships and community connections.

- This means facilities:
- Will provide spaces for community use
 - Are designed for after hours use
 - Will create space to collaborate with external stake-holders, community partners, families, and learners
 - Will be designed to support other community needs as they can

SPPS is committed to providing facilities that support connectivity to the natural environment and the outdoors.

- This means:
- Facilities will be designed and planned to have a positive impact on the natural environment.
 - Facilities will be connected to green space.
 - Facilities will have safe outdoor spaces that are intentionally part of the instructional opportunities in active and passive ways. Examples might include:
 - Vegetable gardens
 - Rain gardens
 - Ponds
 - Shady groves
 - Play areas
 - Wind and solar power
 - Anything that fosters student understanding of their impact and connection to the natural environment

Goal Three: **SUSTAINABILITY**

Systems that Support a Premier Education
Continue to be efficient and effective with our budget decisions to maximize classroom resources and create an academic plan focused on results

SPPS is committed to excellence in the design and construction of facilities and grounds.

- This means:
- Schools are perceived by parents and the community to be high quality by having facilities and grounds that are attractive and well maintained, signifying the community's investment in them.
 - Facilities foster creativity, invite pride, meet the needs of students and staff and are designed to promote academic achievement.
 - Materials (construction, carpeting, furniture) are based on quality design and are of high industry standard.
 - Learning environments are comfortable and inspiring.
 - Operation of facilities are cost effective and efficient.
 - Facilities will respect their historical integrity.
 - Design, environmental stewardship, natural daylighting, and siting of buildings are thoughtfully considered.

SPPS is committed to utilizing sustainable principles in the siting, design and operations of our facilities.

- This means:
- Sites will encourage and promote multiple modes of transportation (walking, biking, transit, etc.).
 - Design will maximize natural light and use renewable resources.
 - Operations will minimize energy use and waste, and plan for maximizing reuse (e.g., compost, water, etc.)
 - Design will consider increased climate variation (severe heat, significant rain, storms, etc.)

SPPS is committed to understanding and minimizing the impact our facilities have on the environment.

- This means:
- The District will comprehensively plan to minimize the impact of our facilities on local watersheds.
 - The District will make targeted investments in energy improvements, including possible alternative energy sources.
 - Facility operations should constantly be reviewed to ensure consistency with industry best practices and energy efficiency.
 - The District will facilitate engagement with the environmental impact of our schools.

SPPS is committed to environments that support and promote health and safety for all.

- This means:
- Facilities will promote the idea that "healthy students are better learners."
 - Facilities will support improved nutrition and an active school day by providing space that is flexible for eating and moving.
 - Facilities will meet regulatory guidelines.
 - Facilities will adapt to chronic disease management plans for students with asthma, hearing loss, diabetes, anaphylaxis, and allergies.

SPPS is committed to environments that balance emergency preparedness with all of the Facility Principles.

- This means:
- Facilities will be safe and inviting.
 - Facilities will provide appropriate access controls and communication systems for both daily and emergency use.
 - Facilities will support the systems necessary for natural and man-made disasters.



PRINCIPLES

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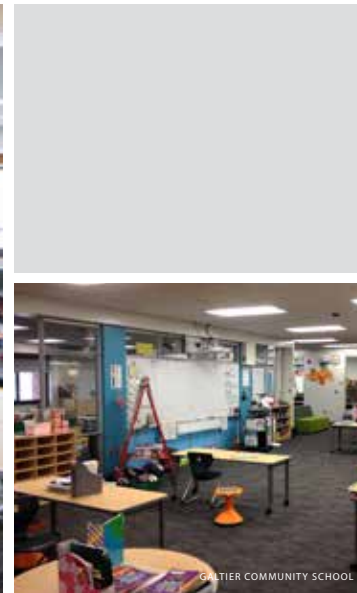
Developed by the FMP, the Facility Standards define consistency, value and quality across all Saint Paul Public Schools facilities as they are maintained, improved or built.

- | | | | |
|--|--|--|---|
| 1. General Learning Space | 14. Daylighting and Views | 26. Building and Energy Codes | 37. Traffic Control |
| 2. Varied Space | 15. Accessibility | 27. District Administration and Services | 38. Parking and Service Areas |
| 3. Student Gathering Space | 16. Wrap Around Services | 28. Flexible Adaptable Space | 39. Landscape Character |
| 4. Assembly Space | 17. Safety | 29. Appropriately Scaled Space | 40. Safe/Accessible Outdoor Play |
| 5. Interdisciplinary Learning | 18. Clear Main Entry | 30. Signage and Display | 41. Community/Outdoor Learning Settings |
| 6. Specialized Lab/Studio Space | 19. Welcoming and Respectful Main Office | 31. Experiential Interiors | 42. Planned Expansion |
| 7. Shared Space | 20. Health Services Space | 32. Furniture/Finishes for Learning | 43. Permanent Facilities |
| 8. Specialized Services Space | 21. Media Centers/Learning Commons | 33. Quality HVAC/Plumbing | 44. Off-site Learning Spaces |
| 9. PreK, K and Early Childhood (0-3) Space | 22. Food Service and Dining | 34. Ample Electrical Service/ Lighting Systems | 45. Joint-use Facilities |
| 10. Personalized Learning Space | 23. Technology Space | 35. Technology Infrastructure/ Hardware | 46. Connections Between School Sites |
| 11. Space for Enriching Activities | 24. Storage Space | 36. Safe/Accessible Site | 47. Transportation |
| 12. Staff Resource Space | 25. Plumbing Core | | |
| 13. Adult Learning Space | | | |

April 11, 2016



STANDARDS



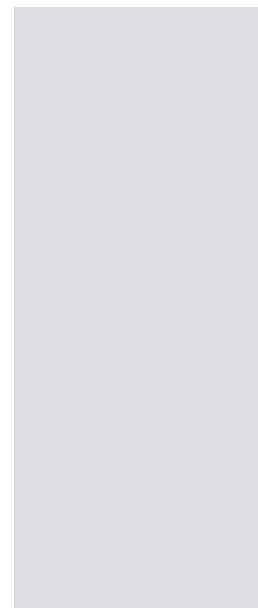
Allow for a variety of learning experiences that promote personalized learning. Finishes and furniture are designed to promote collaborative, creative, and personalized learning. General Learning Spaces will be sized for variable teaching layouts, technology, and individual or group arrangements.

General Learning Space



Each school will have a space which allows gathering of the entire population of students and staff, thereby supporting and strengthening school community spirit. Design for multiple uses (e.g. a gym used for speakers and events as well as games).

Assembly 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.

Student Gathering Space



Design facilities that support efforts to personalize learning for all students. Recognize learner needs for places that allow them to take initiative and explore their interest, and for a place they can make their own.

Personalized Learning Space

April 11, 2016



STANDARDS AT HIGHLAND

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271 BELVIDERE



Provide staff space that will encourage collaboration, support interdisciplinary teaching and teaming and reduce staff isolation. Adequate and functional space for teachers to meet, plan and work are essential to successful educational service. Locate work/planning spaces to allow natural connections between students and staff.

Staff Resource Space



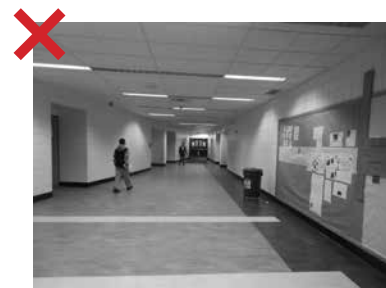
CROSSROADS ELEMENTARY SCHOOL



JOHN A. JOHNSON ELEMENTARY

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.

Clear Main Entry



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.



GALTIER COMMUNITY SCHOOL



CROSSROADS ELEMENTARY



PAUL & SHEILA WELLSTONE ELEMENTARY

Daylighting and Views



CREATIVE ARTS



CREATIVE ARTS



CREATIVE ARTS



LINWOOD-MONROE UPPER CAMPUS

Food Service areas will include space for efficient production and serving of nutritious, healthy food. In addition, they should be designed to be appealing to students and others in the buildings.

Food Service and Dining

April 11, 2016



STANDARDS AT HIGHLAND

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ARCHITECTURE



OPEN WORLD LEARNING



GALTIER COMMUNITY SCHOOL

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



JOHN A. JOHNSON ELEMENTARY

The design of surfaces, walks, ramps, plantings and drainage systems for a site contribute to user well-being. Design a ground plane that supports rain water control, supports maintenance, and meets or exceeds ADA & buildings & grounds.

Safe/Accessible Site



GALTIER COMMUNITY SCHOOL



RIVERVIEW ELEMENTARY

Select colors, interior finishes and furniture which contribute to the quality of the learning environment and are appropriate to the use of the space. Select materials (furniture and finishes) that are healthy and non-toxic.

Furniture/Finishes for Learning



OPEN WORLD LEARNING

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."

Outdoor Learning Settings

April 11, 2016



STANDARDS AT HIGHLAND

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ARCHITECTURE

Facilities Master Plan - Spring 2015

Highland Park Elementary

Site Concept



Legend:

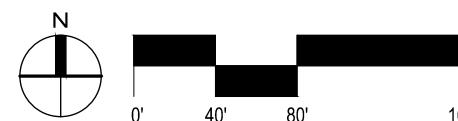
S1.	New Sidewalk (Scope A)	(1,339 SF)
S2.	Modify Curb Line for Bus Drop Off	(3,903 SF)
S3.	New Hard Surface Play	(3,600 SF)
S4.	Replace hardscape with landscape (Scope A)	(728 SF)
S5.	New Parking Lot	(12,371 SF)
S6.	New Curb Cut	(355 SF)
S7.	Renovated Playground	(4,110 SF)
S8.	New Outdoor Classroom	(2,500 SF)
S9.	New Fence	(345 LF)
S10.	New Bike Racks	
S11.	New Hardscape (Scope A)	(1,520 SF)
S12.	New Outdoor Benches	
S13.	Remove Backstop and Ballfield	
S14.	New Hardscape (Scope B)	1,381 SF)

- C1. One Story Addition
- C2. Two Story Addition
- C3. New Canopy

- D1. Demo Portable Classrooms

- Property Line
- ▲ Main Entry
- ▲ Secondary Entry
- ▲ Service Entry

- New Landscape and Playground
- Parking and Hardscape
- New Building Construction



3060

2

April 11, 2016



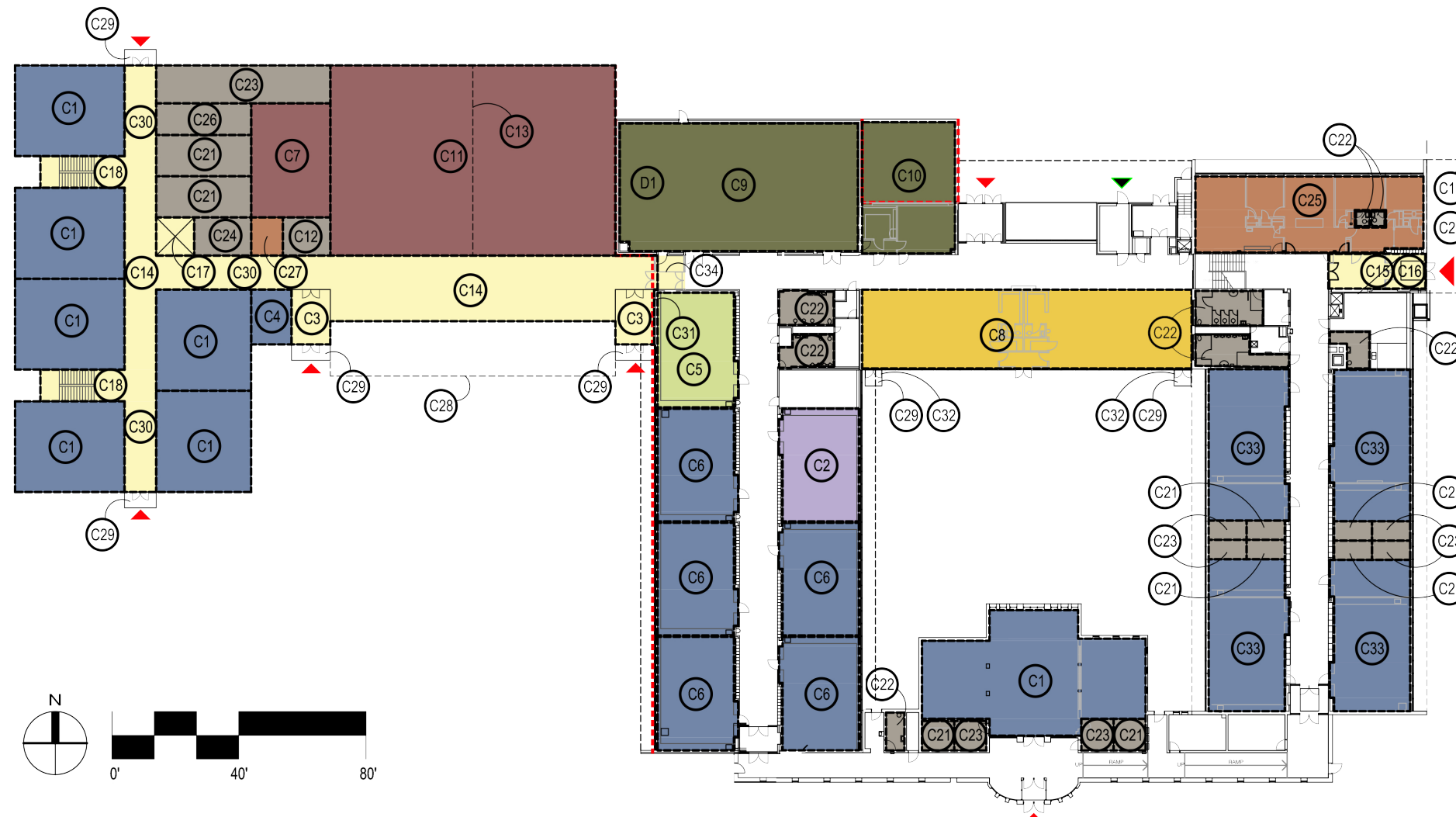
FACILITIES MASTER PLAN - SITE PLAN

miller dunwiddie
ARCHITECTURE

Facilities Master Plan - Spring 2015

Highland Park Elementary

Conceptual Utilization Plan



Legend:

C1.	New General Learning Classroom(s)	(5,883 SF)
C2.	New Art Classroom	(871 SF)
C3.	New Entry Vestibule	(424 SF)
C4.	New Flex Learning Space/Break-out	(1,656 SF)
C5.	New Science Classroom/Remodel	(889 SF)
C6.	New Millwork in Existing Classroom	(4,380 SF)
C7.	New Stage	(900 SF)
C8.	New Media Center	(2,597 SF)
C9.	Remodel Gymnasium into Cafeteria	(3,021 SF)
C10.	New Kitchen	(1,214 SF)
C11.	New Gymnasium	(5,400 SF)
C12.	New Gymnasium Storage	(180 SF)
C13.	New Movable Mesh Divider	(60 LF)
C14.	New Corridor	(3,948 SF)
C15.	New Secured Entry Sequence	
C16.	Remodeled Entry Vestibule	
C17.	New Elevator	(144 SF)
C18.	New Stairwell	(532 SF)
C19.	New Entry Canopy	
C20.	Stoop Remodel	
C21.	New Restroom Facilities	(780 SF)
C22.	Restroom Remodel	(346 SF)
C23.	New Storage	(660 SF)
C24.	New Mechanical Room	(216 SF)
C25.	Remodel Administrative Offices	
C26.	New PTO Kitchen/Storage	(300 SF)
C27.	New Gym Teacher Office	(120 SF)
C28.	New Building Overhang	
C29.	New Stoop	
C30.	New Lockers	
C31.	Infill Windows	(16 LF)
C32.	New Exterior Doors	
C33.	Demo wall(s) to Accommodate New Layout	(104 SF)
C34.	Corridor - Remodel	
D1.	Demo Stage	(580 SF)

3060 **4.1**

April 11, 2016



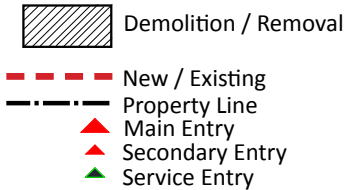
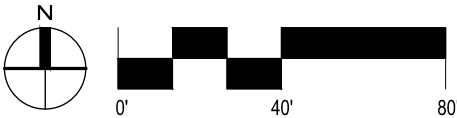
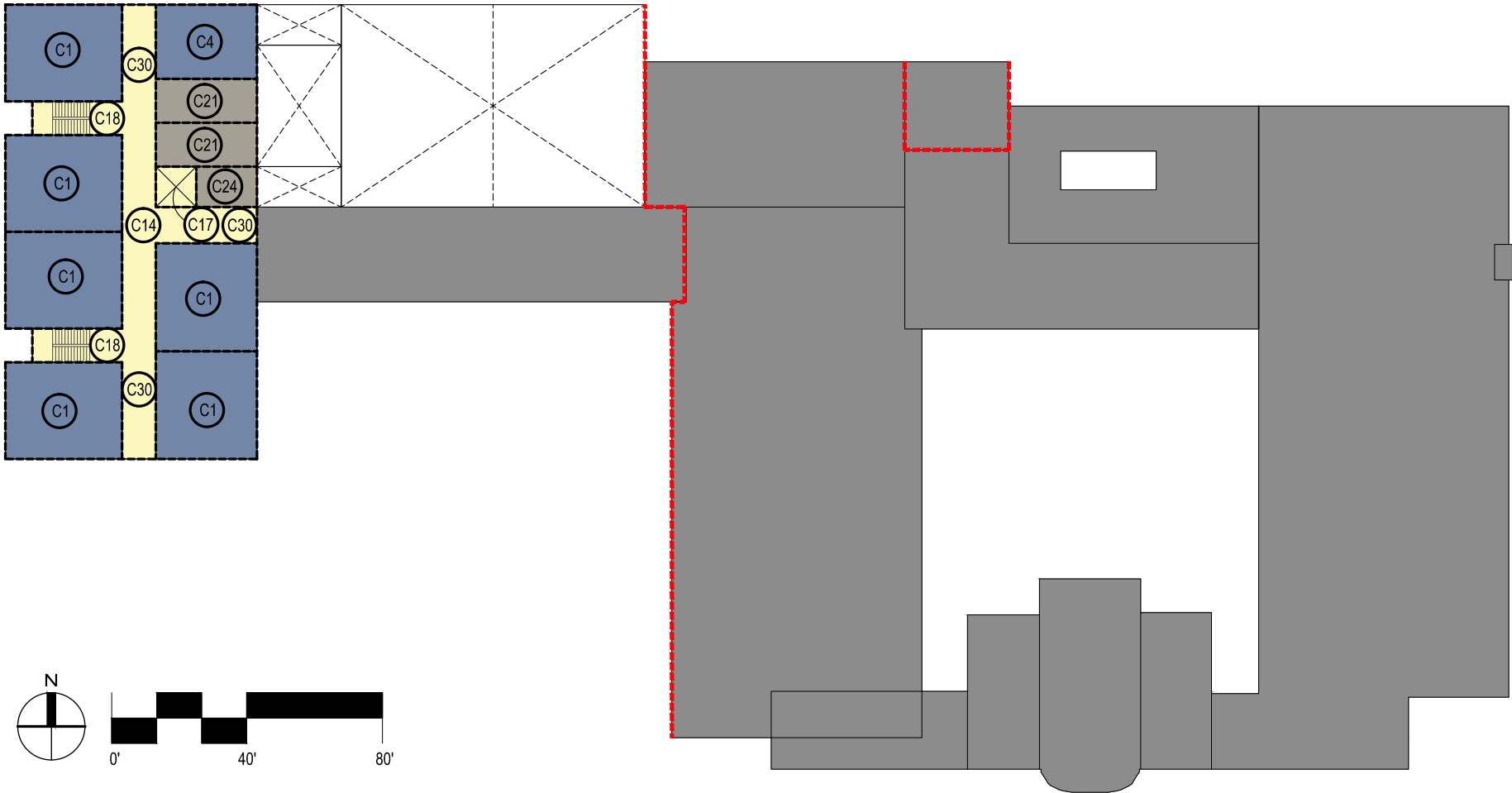
FACILITIES MASTER PLAN - FIRST LEVEL PLAN

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Facilities Master Plan - Spring 2015

Highland Park Elementary

Conceptual Utilization Plan



Legend:

C1.	New General Learning Classroom(s)	(5,883 SF)
C2.	New Art Classroom	
C3.	New Entry Vestibule	
C4.	New Flex Learning Space/Break-out	(660 SF)
C5.	New Science Classroom/Remodel	
C6.	New Millwork in Existing Classroom	
C7.	New Stage	
C8.	New Media Center	
C9.	Remodel Gymnasium into Cafeteria	
C10.	New Kitchen	
C11.	New Gymnasium	
C12.	New Gymnasium Storage	
C13.	New Movable Mesh Divider	
C14.	New Corridor	(1,669 SF)
C15.	New Secured Entry Sequence	
C16.	Remodeled Entry Vestibule	
C17.	New Elevator	(144 SF)
C18.	New Stairwell	(532 SF)
C19.	New Entry Canopy	
C20.	Stoop Remodel	
C21.	New Restroom Facilities	(780 SF)
C22.	Restroom Remodel	
C23.	New Storage	
C24.	New Mechanical Room	(216 SF)
C25.	Remodel Administrative Offices	
C26.	New PTO Kitchen/Storage	
C27.	New Gym Teacher Office	
C28.	New Building Overhang	
C29.	New Structural Stoop	
C30.	New Lockers	
C31.	Infill Windows	
C32.	New Exterior Doors	
C33.	Demo wall(s) to Accommodate New Layout	
C34.	Corridor - Remodel	
D1.	Demo Stage	

3060 **4.3**

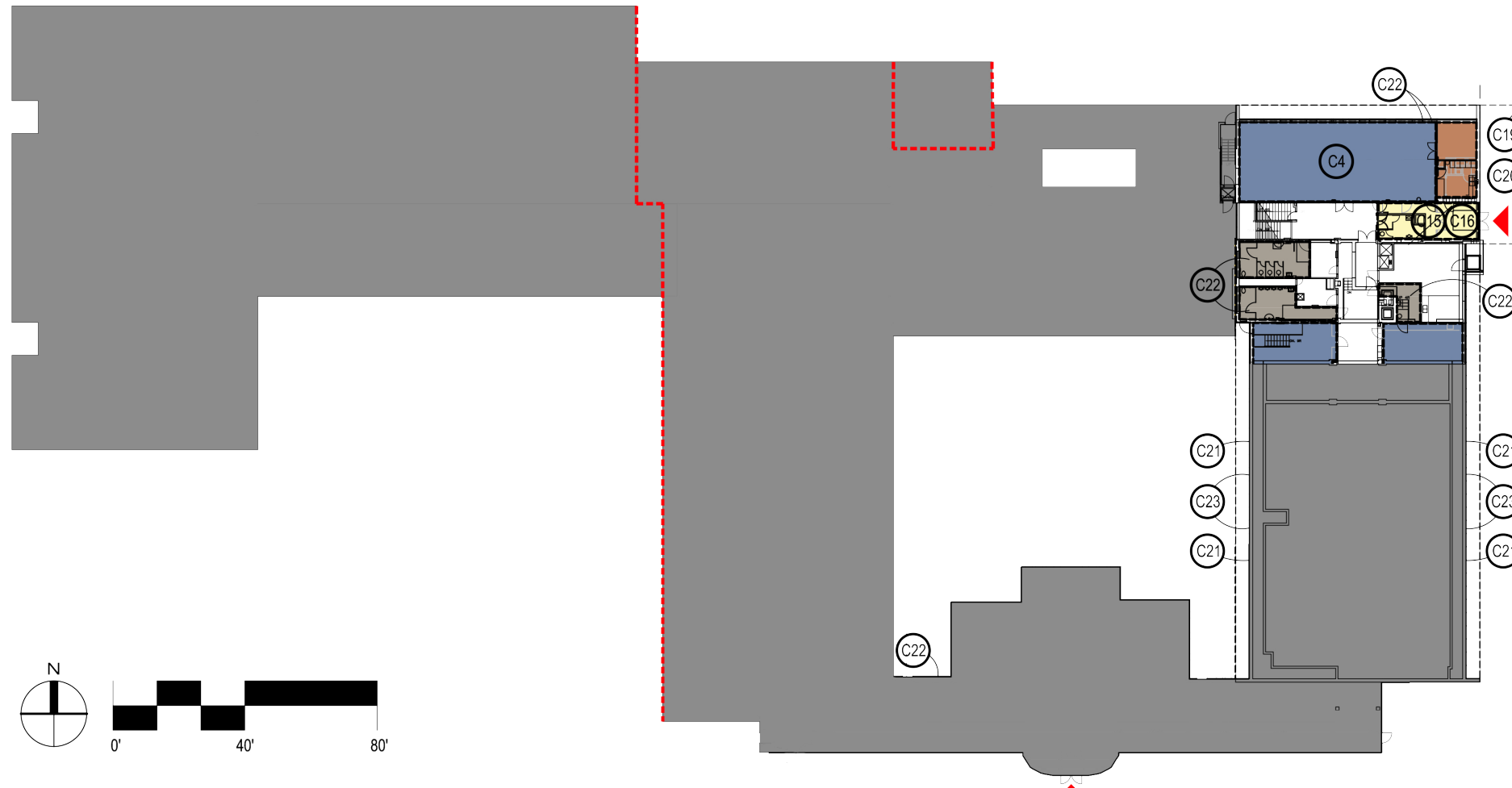
April 11, 2016



Facilities Master Plan - Spring 2015

Highland Park Elementary

Conceptual Utilization Plan



Legend:

- | | | |
|------|--|------------|
| C1. | New General Learning Classroom(s) | (2,183 SF) |
| C2. | New Art Classroom | |
| C3. | New Entry Vestibule | |
| C4. | New Flex Learning Space/Break-out | |
| C5. | New Science Classroom/Remodel | |
| C6. | New Millwork in Existing Classroom | |
| C7. | New Stage | |
| C8. | New Media Center | |
| C9. | Remodel Gymnasium into Cafeteria | |
| C10. | New Kitchen | |
| C11. | New Gymnasium | |
| C12. | New Gymnasium Storage | |
| C13. | New Movable Mesh Divider | |
| C14. | New Corridor | |
| C15. | New Secured Entry Sequence | |
| C16. | Remodeled Entry Vestibule | (337 SF) |
| C17. | New Elevator | |
| C18. | New Stairwell | (532 SF) |
| C19. | New Entry Canopy | (582 SF) |
| C20. | Stoop Remodel | (582 SF) |
| C21. | New Restroom Facilities | (491 SF) |
| C22. | Restroom Remodel | (669 SF) |
| C23. | New Storage | (491 SF) |
| C24. | New Mechanical Room | |
| C25. | Remodel Administrative Offices | (1,662 SF) |
| C26. | New PTO Kitchen/Storage | |
| C27. | New Gym Teacher Office | |
| C28. | New Building Overhang | |
| C29. | New Structural Stoop | |
| C30. | New Lockers | |
| C31. | Infill Windows | |
| C32. | New Exterior Doors | |
| C33. | Demo wall(s) to Accommodate New Layout | (4,700 SF) |
| C34. | Corridor - Remodel | |
| D1. | Demo Stage | |

- Demolition / Removal
- New / Existing
- Property Line
- Main Entry
- Secondary Entry
- Service Entry

- General Learning
- Science
- Performing Arts
- Career & Tech Education
- Media Center
- Dining
- Athletics
- Circulation
- Facilities Support
- Administration
- Art

3060 **4.2**

April 11, 2016

FACILITIES MASTER PLAN - BASEMENT PLAN



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Davern Street

Saunders Avenue

PARENT DROP OFF

ADMINISTRATION
CONFERENCE
ROOMS

ADMINISTRATION
PRINCIPAL
CLERK
PARENT LIAISON
STAFF MAILBOXES

ADMINISTRATION
COUNSELING
SOCIAL WORK
SPEECH
ELL
NURSE
COPY ROOM

STAFF RESOURCE

PROPERTY LINE

BUILDING SETBACK

LEARNING
GARDEN

3RD 950SF
COMMONS 1000SF
3RD 935SF
3RD 950SF

BREAK OUT SPACE

SECONDARY
ENTRY

FENCE

FENCE

LOADING
DOCK

SERVICE
ENTRY

TRASH &
RECYCLING

INQUIRY

MULTI-
PURPOSE

ART

OUTDOOR
LEARNING

MAIN
ENTRY

VISITOR PARKING

SPECIAL
EDUC 408 SF

SECONDARY
ENTRY

STAFF
LOUNGE

PARKING
(24 SPACES)

BUILDING SETBACK

PROPERTY LINE

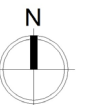
BUS DROP OFF

Rome Avenue

FIRST LEVEL PLAN

PROGRAM LEGEND

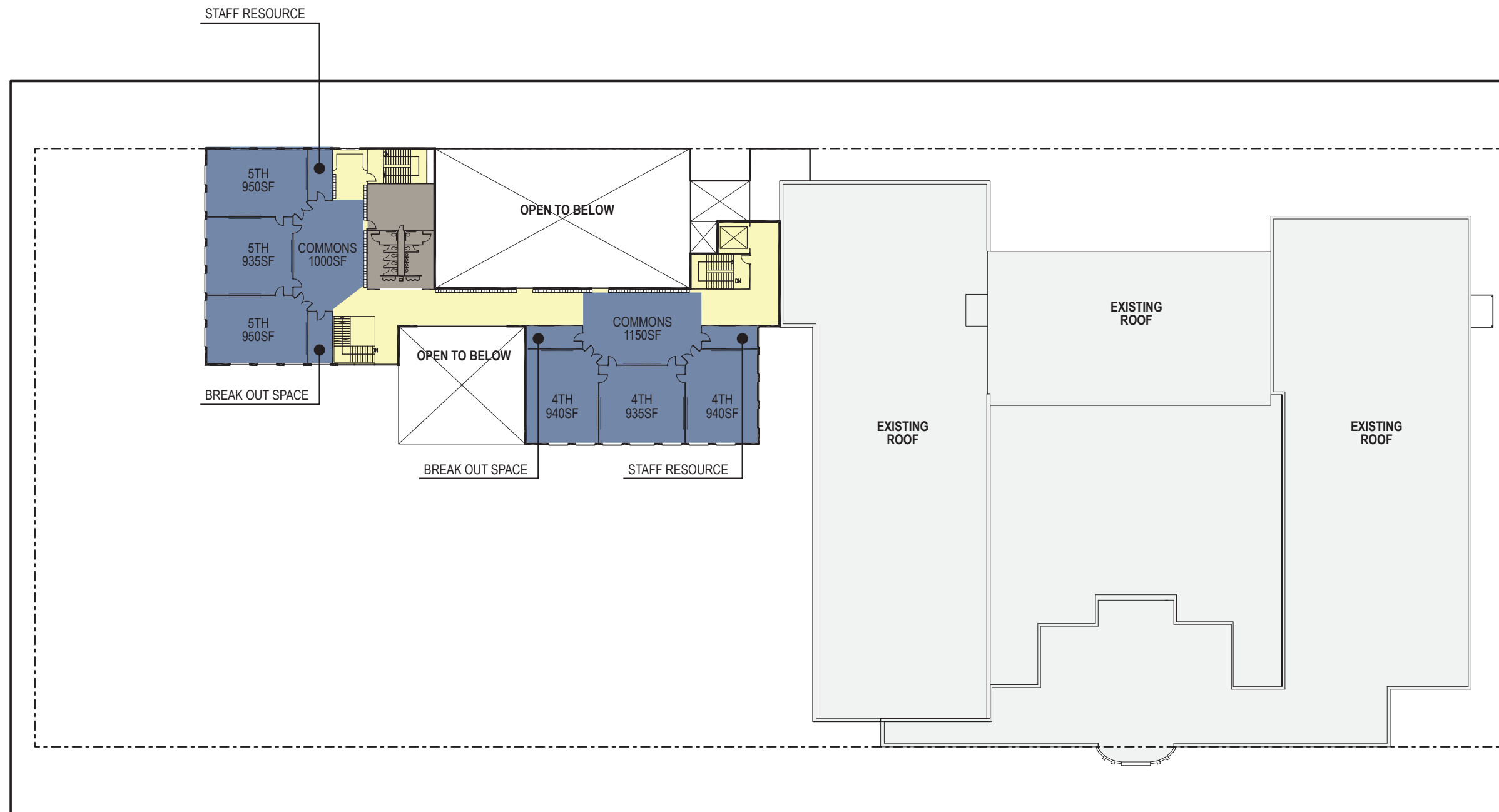
GENERAL LEARNING	ATHLETICS
INQUIRY	CIRCULATION
PERFORMANCE ARTS	FACILITIES SUPPORT
MEDIA CENTER	ADMINISTRATION
DINING	ART



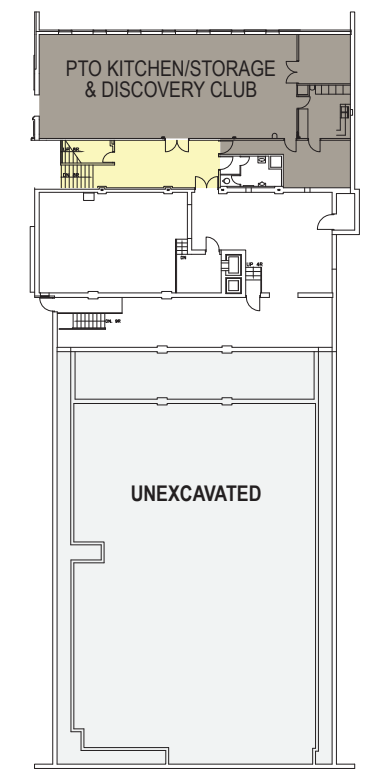
SCHEMATIC DESIGN - FIRST LEVEL PLAN

April 11, 2016

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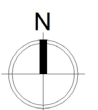
SECOND LEVEL PLAN



BASEMENT PLAN

PROGRAM LEGEND

- | | |
|------------------|--------------------|
| GENERAL LEARNING | ATHLETICS |
| INQUIRY | CIRCULATION |
| PERFORMANCE ARTS | FACILITIES SUPPORT |
| MEDIA CENTER | ADMINISTRATION |
| DINING | ART |



April 11, 2016



SCHEMATIC DESIGN - SECOND LEVEL & BASEMENT PLANS

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NEIGHBORHOOD MEETING #1	APRIL 11, 2016
NEIGHBORHOOD MEETING #2	MAY 18, 2016
SITE PLAN REVIEW	TBD
CONSTRUCTION DOCUMENTS	JULY - SEPTEMBER 2016
BID OPENING	OCTOBER 2016
SUMMER 2016 CONSTRUCTION	JUNE - AUGUST 2016
CONSTRUCTION START	DECEMBER 2016
SUBSTANTIAL COMPLETION	AUGUST 2017

April 11, 2016



KEY MILESTONE DATES

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