



April 18, 2016



AERIAL VIEW OF HORACE MANN SCHOOL

millerdunwiddie
ARCHITECTURE

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.

April 18, 2016

PRINCIPLES

miller dunwiddie
ARCHITECTURE

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

2. Varied Space

3. Student Gathering Space

4. Assembly Space

5. Interdisciplinary Learning

6. Specialized Lab/Studio Space

7. Shared Space

8. Specialized Services Space

9. PreK, K and Early Childhood (0-3) Space

10. Personalized Learning Space

11. Space for Enriching Activities

12. Staff Resource Space

13. Adult Learning Space

14. Daylighting and Views

15. Accessibility

16. Wrap Around Services

17. Safety

18. Clear Main Entry

19. Welcoming and Respectful Main Office

20. Health Services Space

21. Media Centers/Learning Commons

22. Food Service and Dining

23. Technology Space

24. Storage Space

25. Plumbing Core

26. Building and Energy Codes

27. District Administration and Services

28. Flexible Adaptable Space

29. Appropriately Scaled Space

30. Signage and Display

31. Experiential Interiors

32. Furniture/Finishes for Learning

33. Quality HVAC/Plumbing

34. Ample Electrical Service/ Lighting Systems

35. Technology Infrastructure/ Hardware

36. Safe/Accessible Site

37. Traffic Control

38. Parking and Service Areas

39. Landscape Character

40. Safe/Accessible Outdoor Play

41. Community/Outdoor Learning Settings

42. Planned Expansion

43. Permanent Facilities

44. Off-site Learning Spaces

45. Joint-use Facilities

46. Connections Between School Sites

47. Transportation

April 18, 2016

1. General Learning Space



GALTIER COMMUNITY SCHOOL
 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.

3. Student Gathering Space



PAUL AND SHEILA WELLSTONE ELEMENTARY
 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, interact, and study in safe, manageable forums.

4. Assembly Space



GALTIER COMMUNITY SCHOOL
 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).

10. Personalized Learning Space



PARKWAY MIDDLE SCHOOL
RIVERVIEW ELEMENTARY
 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 interests, and for a place they can make their own.

April 18, 2016

12. Staff Resource Space



271 BELVIDERE

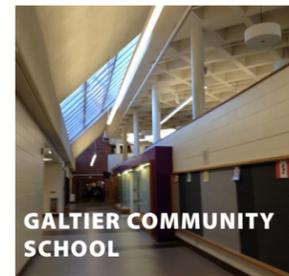


Provide staff space that will encourage collaboration, support interdisciplinary teaching and teaming and reduce staff isolation. Adequate and functional space for teachers to meet, plan and work are essential to successful educational service. Locate work/planning spaces to allow natural connections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

14. Daylighting and Views



CREATIVE ARTS
DOWNTOWN SCHOOL



GALTIER COMMUNITY
SCHOOL



CROSSROADS
ELEMENTARY

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.

15. Accessibility



PAUL AND SHEILA WELLSTONE ELEMENTARY

Each facility should apply the concepts of Universal Design as well as meeting Americans with Disabilities Act (ADA) requirements, to make accessibility features useful for all. Modify existing buildings to remove barriers to public spaces and provide convenient access to all levels as a first priority.

22. Food Service and Dining



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.

April 18, 2016

32. Furniture/Finishes for Learning



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.

36. Safe/Accessible Site



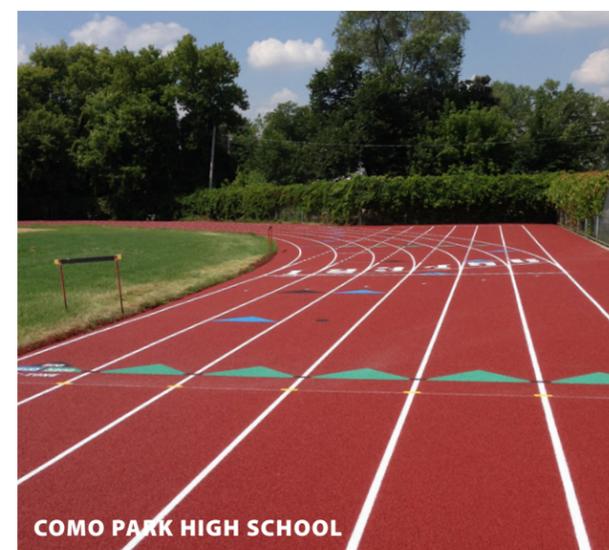
The design of surfaces, walks, ramps, plantings, and drainage systems for a site contribute to user well-being. Design a ground plane that supports rain water control, supports maintenance, and meets or exceeds Americans with Disabilities Act (ADA) requirements for buildings and grounds.

39. Landscape Character



Physical activity is a key part of a healthy school experience, therefore playgrounds and playground equipment, play fields and athletic fields should be available for student use during and after school. Safety, security, and accessibility will be considered.

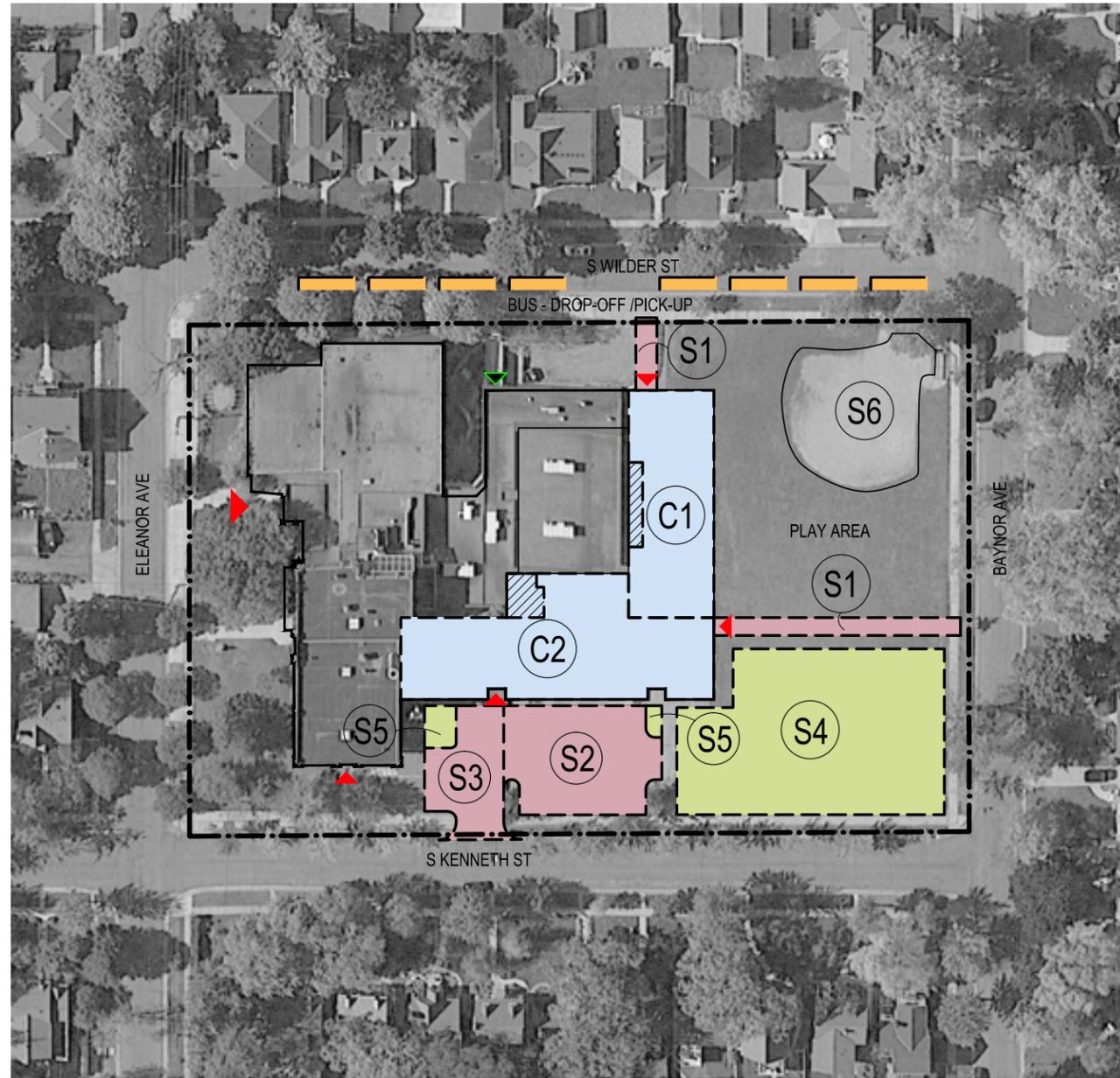
40. Safe/Accessible Outdoor Play



Physical activity is a key part of a healthy school experience, therefore playgrounds and playground equipment, play fields and athletic fields should be available for student use during and after school. Safety, security, and accessibility will be considered.

April 18, 2016

Horace Mann Elementary Site Concept



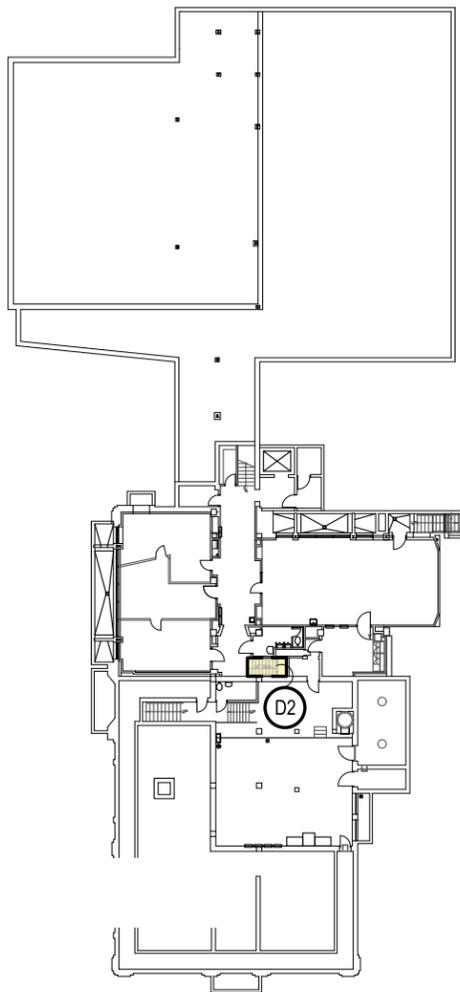
Legend:

S1.	Sidewalk - New (Scope B)	(1,915 SF)
S2.	Parking - Expanded	(5,080 SF)
S3.	Parking - Renovated	(2,753 SF)
S4.	Playground - New	(13,250 SF)
S5.	Landscape - New	(588 SF)
S6.	Ballfield - Remove	(6,000 SF)
C1.	One and a Half Story Addition	
C2.	Two Story Addition	

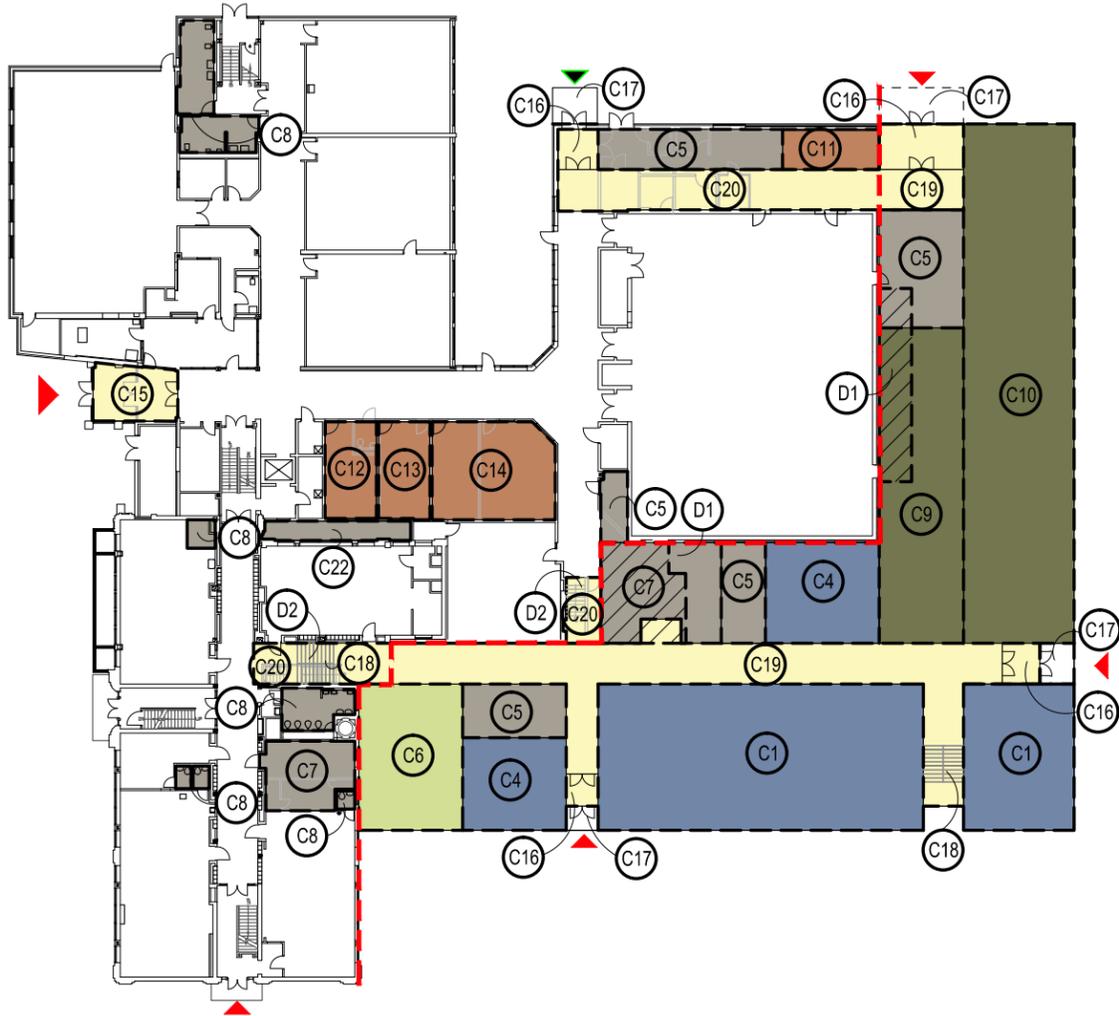
- Property Line
- ▲ Main Entry
- ▲ Secondary Entry
- ▲ Service Entry
- New Landscape and Playground
- Parking and Hardscape
- New Building Construction



Horace Mann Elementary Conceptual Utilization Plan



BASEMENT



FIRST FLOOR



Legend:

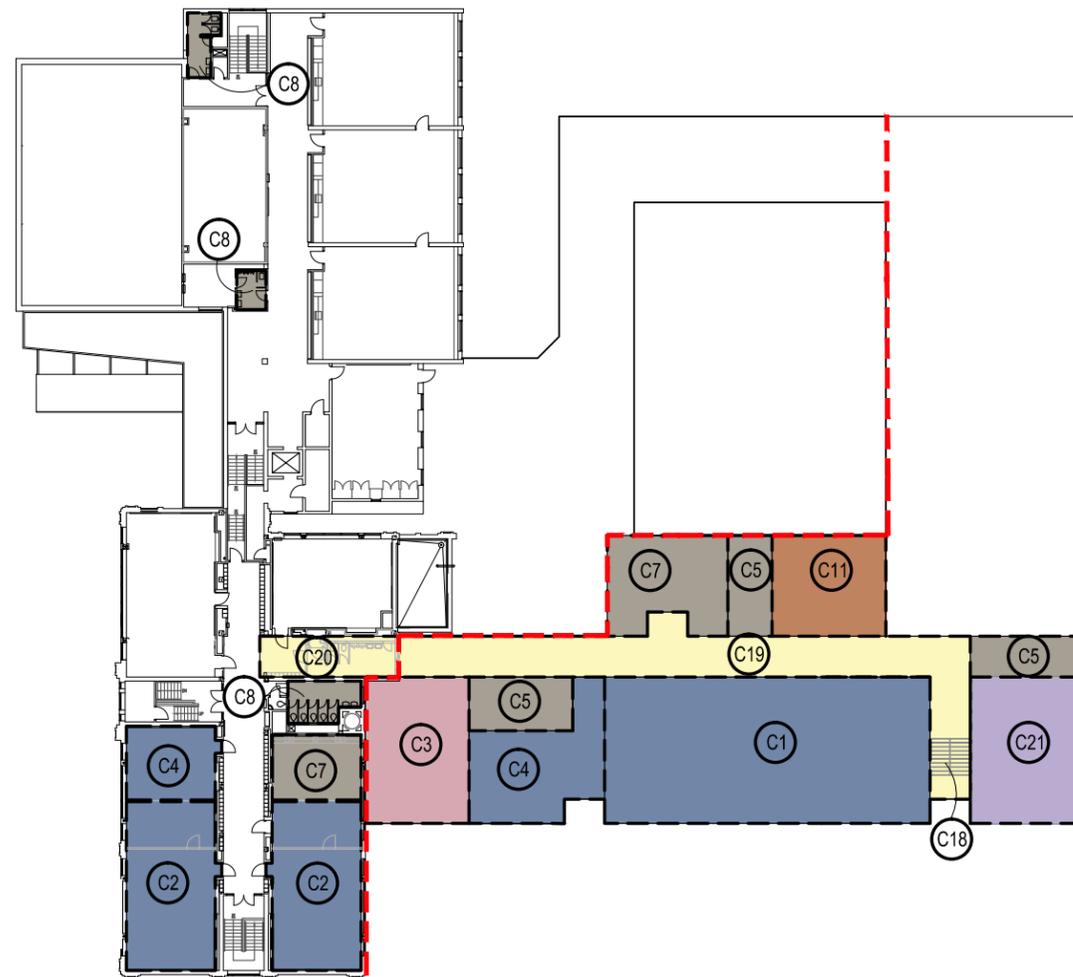
C1.	General Learning Classroom(s) - New	(3,942 SF)
C2.	Demo wall(s) for Enlarged Classroom Remodel	
C3.	Music Classroom - New	
C4.	Flex Learning Space/Break-out - New	(1,301 SF)
C5.	Storage - New	(1,812 SF)
C6.	Science Classroom - New	(939 SF)
C7.	Restroom - New	(1,051 SF)
C8.	Restroom - Remodel	(650 SF)
C9.	Kitchen - New	(1,645 SF)
C10.	Cafeteria - New	(3,546 SF)
C11.	Office Workspace - New	(240 SF)
C12.	Staff Lounge - New	(308 SF)
C13.	Conference Resource - New	(309 SF)
C14.	Student Support/Guidance - New	(730 SF)
C15.	Secured Entry Sequence - New	(285 SF)
C16.	Entry Vestibule - New	(495 SF)
C17.	Stoop - New	
C18.	Stairwell - New	(250 SF)
C19.	Corridor - New	(2,530 SF)
C20.	Corridor - Remodel	(1,158 SF)
C21.	Art Classroom - New	
C22.	Storage - Enclose Lightwell	(174 SF)
D1.	Demo Existing one story building	(880 SF)
D2.	Demo Existing Stair	(278 SF)

	General Learning
	Science
	Performing Arts
	Career & Tech Education
	Media Center
	Dining
	Athletics
	Circulation
	Facilities Support
	Administration
	Art
	Demolition / Removal
	New / Existing
	Property Line
	Main Entry
	Secondary Entry
	Service Entry

3130 **4.1**

April 18, 2016

Horace Mann Elementary Conceptual Utilization Plan



SECOND FLOOR

Legend:

- C1. General Learning Classroom(s) - New (2,943 SF)
- C2. Demo wall(s) for Enlarged Classroom Remodel (1,864 SF)
- C3. Music Classroom - New (939 SF)
- C4. Flex Learning Space/Break-out - New (1,233 SF)
- C5. Storage - New (898 SF)
- C6. Science Classroom - New
- C7. Restroom - New (1,048 SF)
- C8. Restroom - Remodel (343 SF)
- C9. Kitchen - New
- C10. Cafeteria - New
- C11. Office Workspace - New (707 SF)
- C12. Staff Lounge - New
- C13. Conference Resource - New
- C14. Student Support/Guidance - New
- C15. Secured Entry Sequence - New
- C16. Entry Vestibule - New
- C17. Stoop - New
- C18. Stairwell - New (150 SF)
- C19. Corridor - New (1,650 SF)
- C20. Corridor - Remodel (350 SF)
- C21. Art Classroom - New (999 SF)
- C22. Storage - Enclose Lightwell

- D1. Demo Existing one story building
- D2. Demo Existing Stair

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

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

3130 **4.2**

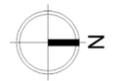
April 18, 2016



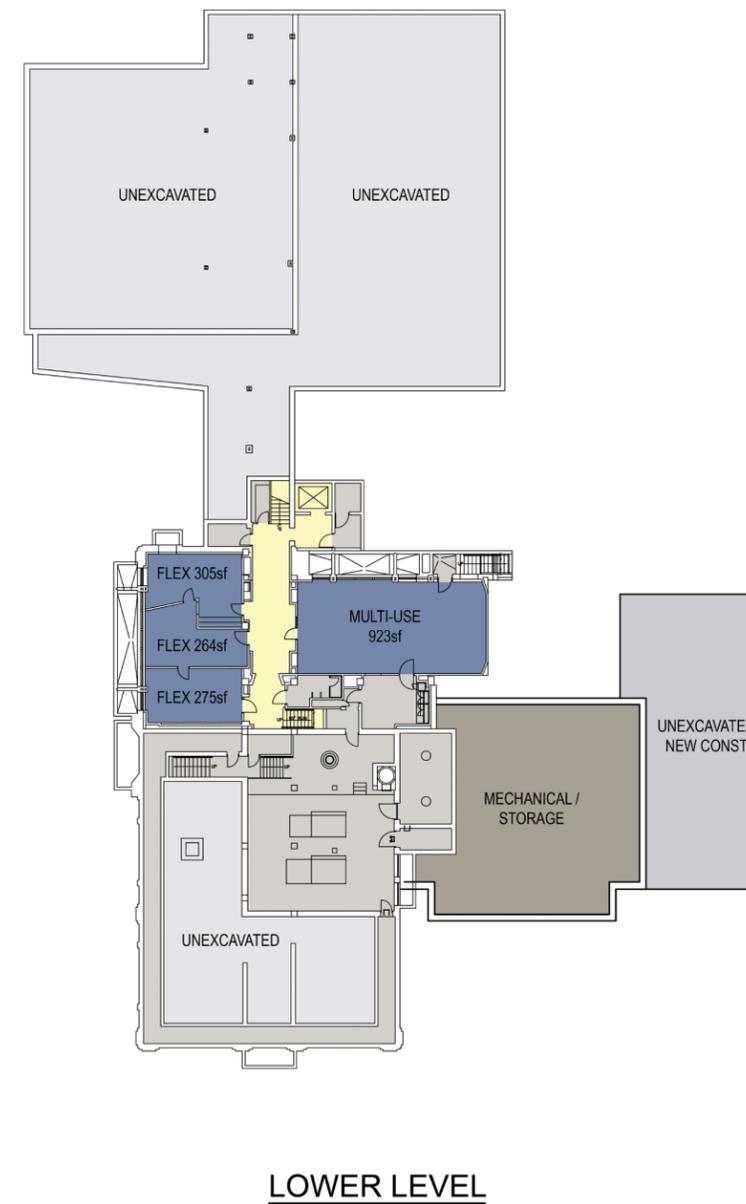
MAIN LEVEL

PROGRAM LEGEND

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



April 18, 2016



PROGRAM LEGEND

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



April 18, 2016



SCHEMATIC DESIGN - FLOOR PLANS

miller dunwiddie
ARCHITECTURE

NEIGHBOR HOOD MEETING #1	APRIL 18, 2016
NEIGHBORHOOD MEETING #2	MAY 25, 2016
SITE PLAN REVIEW	TBD
CONSTRUCTION DOCUMENTS	JULY-SEPTEMBER 2016
BID OPENING	OCTOBER 2016
PLAYGROUND CONSTRUCTION	JUNE-AUGUST 2016
CONSTRUCTION START	DECEMBER 2016
SUBSTANTAIL COMPLETION	AUGUST 2017

April 18, 2016



KEY MILESTONE DATES