High School Design Committee

Aligning Vision with Design

St. Cloud Area School District
PURPOSE

To carry forward the clear and compelling vision of the future for St. Cloud Area High School learners by **aligning** the educational programs and physical design of facilities with this vision.
We see inviting, student-centered designs that integrate environmental, community and technological resources to cultivate a love of learning in all students. By celebrating beauty, function and sustainability, we build on a tradition of excellence that serves as a source of pride for students, staff and the community.

• Schools foster global preparedness, holistic development and engagement through multiple modes of learning.
• Students and staff strive for success within equitable, inclusive and collaborative settings.
• Students engage in theoretical and applied learning settings that build bridges between subjects, classrooms, student groups and the community.
High School Design Committee:

• Representative group with responsibility to the whole.
• Provides direction that will ensure the success of both projects.
• Ensures equity and identifies issues that may need further input from the Steering Committee.
• Will weigh in on design direction as it relates to teaching and learning, the social health of students, and the needs of all adults.
• Identifies opportunities for innovation and collaboration both within the schools and in the greater community.
• Are asked to think big picture and should be able to address issues outside of their personal realm.
• Are asked to be advocates and communicators for the project and to other staff members and the community.
Programming Sub-Groups (*specific to New and Apollo*) – small groups that make recommendations to the High School Design Committee for specific area programs.

*High School Design Committee* – Representative Group from both High Schools and the community with responsibility to the whole, not just their specific area. Big picture thinking; Makes recommendations to **Steering**.

**Steering Committee** – Makes recommendations to School Board.

**School Board** – Makes final project decisions.
St. Cloud High School Design Committee

Meeting #1… 6/16 - Kick-off

Meeting #2… 6/30
CTE, Art, Athletics, Music/Performance

Meeting #3… Today
What are others doing?
Science, Special Ed, General Learning, Media Commons

Meeting #4… August 12th
Sharing out from Programming Sub-Groups
We are here.
Where We’ve Been

Context and Precedents

Group Work

Next Steps/Homework

Homework Discussion
FORCES OF CHANGE:

forces of change that will impact public education over the next 10 years

- Technology
- Innovation
- Personalization
- Accessibility
- Diversity
- Diverse student needs
- Mobile society
- Public perception
- Ability to teach- learn, unlearn, re-learn
- Problem solvers that are creative
- Team-work environment

Mindset to address these changes:
- Curiosity
- Patience
- Respect
- Creating ownership
- Challenge tradition
- Concern for unknown
PRECONCEPTIONS: {i.e. limiting beliefs}

Perceptions, e.g.
“Why weren’t schools maintained?”
“Better school on one side than the other”
“Things don’t have to be grandiose--it was good enough for me”

• Concern for effect of new school on north side
• What will happen to the Tech area? Neighborhood, school, transportation…
• Where will DAO be? Will DAO take space from students?

Personal and/or institutional beliefs that might prevent or limit you in facing the challenges presented by these forces
PRECONCEPTIONS: Continued….

- Fear that teacher collaboration space will result in “teaching from a cart”, loss of room ownership
- Class or classroom sizes too big, lose 1:1 help
- Can we afford to keep technology up to date?
- Change may not be good
- Access to school
- Not enough money to do everything
- Behavioral issues between schools
- School design
Programming Sub-Groups:

- Offices: Admin, Counseling/Guidance, Nurse
- PE/Athletics
  - Kitchen/Dining
- Maintenance/Receiving/Custodial
  - General Learning/Staff Collaboration
  - Science
- Art/Video/Graphics
  - Music/Performance
  - Media Commons
  - Special Education
- Studios/Labs: CTE/STEM/PLTW/Learning Partnerships/FACS

- indicates first 1 or 2 meetings held
OFFICES

• Main Office, Guidance, Nurse are together
• Visitors enter through Office during day
• Activities Director separate (by Door 7 at Apollo)
OFFICES

Activities Office
CUSTODIAL AREAS

- Distributed custodial closets, sufficiently sized
- Ease of maintenance with regard to building and site
- Storage
  - Variety of sizes
  - Locate specific needs throughout building (tables, risers, equipment, attic stock, etc.)
- “Home Base” for custodial staff
- Receiving dock and trash/recycling processes
- Grounds maintenance shop and vehicle storage on site
REFLECTIONS
Where We’ve Been

Context and Precedents

Group Work

Next Steps/Homework

Homework Discussion
The Third Teacher (Video)
Homework

2. Find an image of educational innovation for one or more of the following:

General Learning, Special Ed, Science, Media/Technology Resource Area
WHETHER OPEN OR CLOSED,
THE IMPORTANT THING IS THAT IT'S FLEXIBLE.
THE DISNEY STORE KIRKLAND

WELCOME TO DISNEY WALT DISNEY WORLD
THIS IS YOUR
LIBRARY

IT'S A PLACE TO DISCOVER,
IT'S A PLACE TO CARRY ON AND SHARE,
IT'S A PLACE TO MAKE,
A PLACE TO ASPIRE,
A PLACE TO BELIEVE,
A PLACE TO THINK AND IMAGINE,
A PLACE TO EXPLORE,
A PLACE TO BEGIN AND SUCCEED.
REFLECTIONS
Where We’ve Been

AGENDA

Context and Precedents

Group Work

Next Steps/Homework
PROGRAM REVIEW

What’s Included?
aligned with district’s strategic plan
this is about transformation
focused on the future (21st century learning)
focused on student success
technology rich
equitable access to programs
full high school activities/athletic experience
this is about 2 equitable high schools
plan for a design capacity of up to 1,800 students for each hs (approx. 360,000 sf)
no loss of instructional time
LEARNING COMMUNITY PARAMETERS

Learning Communities need to have:

• Flexible Spaces
• Staff Collaboration
• Shared Ownership of Space
• Variety of Space
• Adaptable Spaces
• Collegiate Atmosphere
• Integrated Specialized Spaces
Learning Communities

• 56 general learning, classroom equivalents/teaching stations @ 900 sf
• 10 Science specialized lab spaces @ 1,800 sf
• 16 medium group spaces for 10 - 15 students @ 400 sf
• 16 small group spaces for 2 – 6 students @ 200 sf
• Special Ed – self contained spaces for level III learners and life skills
• Collaborative learning space (large group, independent learning)
• Staff collaboration space
• Teaching and learning material storage

Approximately 110,000 sf or 30% of the building and 70 teaching stations
Science

• 10 Teaching stations specialized for Science - (+/- 16,000 sf)
• Associated storage-prep (+/- 2,000 sf)
• Integrated with Learning Communities
Special Education

Levels I & II integrated into the Learning Communities, with access to Small and Medium Group rooms.

Level III settings (also integrated) - ASD/DCD and EBD:
- Paired home-base spaces for Level III –(+- 4,800sf): DCD/ASD with Life Skills, and two EBD.
- Associated storage, toilets, staff collaboration
- Ideally on first level near a pick-up/drop-off
Common/Shared Spaces

• Media Commons
• Video production
• Graphics Lab
• Commons/Dining/Kitchen
What are others doing?
General learning
Alexandria Area High School
Alexandria Public Schools, Alexandria MN
Alexandria Area High School
Alexandria Public Schools, Alexandria MN
Science
Media Commons
New High School Campus: Center for Advanced Professional Studies & Roosevelt HS
Natrona County School District, Casper WY
Alexandria Area High School
Alexandria Public Schools, Alexandria MN
Special Education
Disney Sensory Room (above), UC Davis MIND Institute > Special Education Space
REFLECTIONS
• Organization: What relationships should be promoted? How integrate disciplines?
• Partnerships: Influence on space?
• Influence of technology?
We want all our learners to be successful
This means: We need to create flexible, adaptable environments that support a variety of learning styles

We want our learners to feel safe and have a sense of community both in and out of the school environment
This means: We need to create a space for community within the school and for students in the community

We want our learners to be competitive in the world
This means: We need to create a world class education that supports both college and career readiness

We want our learners to be equitably connected to resources
This means: We need a technology rich environment that promotes learning anytime, anyplace

We want our learners to have hands-on, relevant learning experiences
This means: We need to support career technical, business, and STEAM education through appropriate partnerships and space
We want our learners to understand that learning is integrated and not discipline specific
This means: We need to break down traditional silos between subjects and promote teacher collaboration

We want our learners to be supported by staff that work collaboratively to promote best practices
This means: we need to support our staff through professional development and create professional work space for collaboration

We want our learners to have opportunities throughout the community
This means: we will work to support partnerships with businesses and high ed institutions in the St. Cloud area

We want our learners to have a completed high school experience rich with opportunities beyond traditional academics
This means: We need to support the arts, activities and athletics

We want our learners to feel welcomed into our schools
This means: Our schools need to address the physical needs of students by being safe, comfortable, and aesthetically welcoming with lots of daylight
Share back
Any overlaps?
Where We’ve Been
Context and Precedents
Group Work to Guide
AGENDA
Homework Discussion
Next Steps/Homework
No Homework!
Next Steps:

Meeting #4…August 12th

What are some results coming out of the programming discussions?

Updates to site and building diagrams for discussion

THANKS!
beautiful places
balanced world
NEW HIGH SCHOOL
NEW HIGH SCHOOL
PROPOSED SITE PLAN