STILLWATER AREA PUBLIC SCHOOLS

Long Range Facility Planning 2019

Volume II

Meeting Notes, Facility Standards
Additional Documents

Stillwater
AREA PUBLIC SCHOOLS

CUNINGHAM
GROUP

ON BEHALF OF:

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6. Process - Meeting Notes

The Community Design Team (CDT) assembled by the District, was charged with shaping the District's baseline standards, criteria and priorities for Stillwater Area Public Schools' facilities through a series of workshops facilitated by Cuningham Group Architecture, Inc. (CGA). This section includes the summaries of each of the workshops, together with agenda and presentations associated with each.

Workshop 1 – Creating a Shared Facility Vision

September 10, 2019

"Create an understanding of process and develop a design thinking mindset.
Establish values to inform a vision statement."

Cuningham Group introduced the roles, responsibilities and an overview of the long-range planning process, as well as "ground rules" and "design mindset" for work in the workshop format. As a first step in creating shared vision, the Community Design Team went around the room and shared their Highest Hopes for the Facilities Master Plan. The group watched a Ted Talk of Sir Ken Robinson speaking on the topic of learning and creativity, and then reflected on what it might mean within the context of Stillwater Area Public Schools. Participants listed Forces of Change that they believe will impact public education over the next ten years and then discussed limiting beliefs that could get in the way of listening and finding the best outcomes. The group split into small groups to write "We See" statements to describe what learning in the District could look like in ten years, then as a whole group, identified common themes. A Group of volunteers was asked to write a Vision Statement based on these themes.

Stillwater Area Public Schools
Workshop #1 Creating a Shared Vision
September 10, 2019

This workshop was held with the Community Design Team, a group of roughly 80 stakeholders, to initiate the Facility Master Planning process and create a shared vision statement to guide the work of planning the future of how building support the District. The following document contains a meeting agenda and notes, including questions, comments and group conversation. Photos of the event are also available.

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VISIONING

September 10, 2019: 5PM – 9:00PM

Purpose: to understand what's changed in Learning and co-create a Shared Facility Vision that will inform the Master Plan and Facility Principles

5:00 p.m. WELCOME / INTRODUCTIONS
Welcome by Superintendent Pontrelli
Setting the Stage

PROCESS/ ROLES & RESPONSIBILITIES
What happens when? Who's involved? What do we know?
Overview: Project Milestones, Timeline, Communications Protocol

PURPOSE/AGENDA
What/How will we accomplish at THIS Workshop?
Expectations for Today

GROUND RULES / MINDSET

VIDEO PROVOCATION & REFLECTIONS
Inspiring Places for Learning
Sir Ken Robinson

MAJOR FORCES OF CHANGE
What's Changed?
Forces Impacting Education

Break

6:25 p.m. LIMITING BELIEFS
What's getting in the way of addressing these Challenges?
Personal/Institutional Beliefs (Whole Group Work)

NEXT CENTURY LEARNING
What are the expectations/implications on learning &environments?
HTH, Pathways, World's Best Kindergarten, NEXT C. Learning Virtual Tours

CO-CREATING A SHARED VISION
I See / We see
Individual and small group work, and report out

COMMON GROUND

8:45 p.m. FINAL REFLECTIONS + NEXT STEPS

Master Plan Workshop #1, Creating a Shared Vision – Meeting Notes

01 Introduction and welcome by Superintendent Pontrelli – Welcomed the Community Design Team to the Master Planning Process and shared the Pony Pride video.

02 Cuningham Group team shared the purpose and agenda for the Workshop session

To co-create a clear and compelling vision for District Facilities and to align the educational program and physical design with this vision.

03 Cuningham Group reviewed the workshop process and responsibilities with the Community Design Team and shared the Ground Rules and Design Mindset.

03 The Workshop Group went around the room and shared their Highest Hopes for the Facilities Master Plan

- One community
- Equitable, accessible spaces for ALL learners
- Unified vision (consensus)
- Embraced by communities
- Supports life-long learning
- Something exciting
- Reflects (834)
- Meets present and future needs
- Feasible and doable
- Remember we teach people of all ages, not just K-12
- Support life-long learning; buildings support multiple functions.
- Schools are practically perfect; sized appropriately for real life learning.
- Student voice
- Learning driving facility planning
- Supporting students by meeting their needs with efficient use of space
- Diversity and inclusion – communication/transparent process
- Eco-friendly for future generations, future ponies
- Support students in and outside of school
- Fiscally responsible plan
- Learn how we plan for the future
- Remember we teach/engage people from birth to adulthood
- It is a plan that will be executed in a timely manner
- Create safe and comfortable learning environment for all
- All voices are heard and everyone has an open mind
- Connect students with the world
- Something the community can move forward with
- Authentic collaboration with the community
- Connect through passions
- Bring people together
- Unified positive action → forward
- Awesome new opportunities for learning
- More creativity
- Consistent long-term plans
  - E.g. Cities have their 2040 Como Plan.

- Not changing frequently
- Unifying district by representing the whole district
- Equitable experiences for students no matter where they live
- Great learning spaces for all kids
- Outcomes of this process
- Efficient use of space
- Grow/evolve with student cohorts (e.g. technology)
- Plan that accounts for demographic/growth trajectories of our communities
- Promote consensus among all stakeholders and communities in the district
- Final output that is digestible/understandable by the community (e.g. one-page summary, elevator speech, etc.)
- Financially achievable/realistic
- Identify individual needs for long-term
- Represent student voice
- Look at all aspects
- New Lake Elmo building/addition?
- Let learning drive facility planning/building
- Not just student-centric courses, teachers, opportunities, communities
- Student opportunities besides college (CTE, etc.)
- Equity and opportunities in facilities and programs
- Diversity and inclusion in students, facility, admin, courses
- Transparent and well-communicated plan
- Unification of the community to move forward positively
- Consistent/long-term plan (forward thinking)
- One community
- Output is digestible and understandable
- Ready to learn how to participate
- Fairness in buildings/equality (new versus old)
- All students have a voice/able to give feedback/feel supported!
- Creates an equitable experience across the district!
- Achievable goals (realistic)
- School choice
- Forward moving
- Fairness in building (old versus new)
- Fiscally responsible
- Leadership inclusive of all. Bring together, not divide.
- Safe buildings – room for learning
- Unique programming
- Collaborative process
- Long-range plan that will be executed
- Community buy-in
- Clarity and transparency
- Clear vision
- Community input
- Open, honest conversations
- Clearly articulated priorities
- Smaller class size
- Focus on all student populations
- Actionable steps/process

04 The workshop team watch a video provocation by Sir Ken Robinson "Do Schools Kill Creativity?" The group shared the following reflections

- Learning spaces need to be flexible
- Kids don't need to learn in our facilities
- Reflect how people live differently? How can facilities reflect district values?
- Preserving space for the arts
- Designing for a future we cannot see
- Opportunities to discover one's talents
- Don't know what you don't know, but don't limit possibilities
- Need to start somewhere, but understand when you can divert
- Works for some students

05 Cuningham Group shared a provocation about how Innovation might be cultivated in education;

06 The Community Design team explored what forces of change they thought would impact public education in the next 10 years. They worked in small groups of 5-6 at each table and then reported out their thoughts.

- Population
- Space
- Demographic changes
- How to bring 16 communities together as one
- School day hours
- Changes in technology (classes)
- Can learning happen outside the physical classroom?
- Student involvement
- Social progressiveness in community?
- Technology
- Work force – job needs
- Global or international
- How we communicate; Social media (No rules! versus tradition
- Personal
- Decorum gone?
- Behavior/respect
- Funding
- Teacher shortage
- How students are educated
- Environment
- Community demographic
- Industry changes
- Politics/impact
- Shifting community
- IEP – Special Ed
- Get involved in the process

- Uncertainty
- Create inspiring environment for children
- More technology going forward
- Climate
- Economy
- Cultural evolution (diversity)
- Political shifts
- The cost of higher education
- Population
  - Demographics
  - Movement
- Gender dominance (women on the rise)
- Emphasis on early childhood (and play in education)
- Family systems changing (How can we adapt to diverse needs?)
- Education is more than academics
- Economy – Global – local – compete
- Diversity/demographics
- Stress/mental health
- Social perspective (complexity/ "gray area")
- Communication
- Access to information
- Being wrong is seen as bad
- ESEA renewal every 10 year (legislation)
- Modes of transportation
- Teacher training requirements
- Economy of the future and future jobs
- Technology change (automation lean)
- Competition and choices
  - Private versus charter versus home schools
- Higher education versus college as a choice
- Online education
- Valuing multi-intelligences
- Political activeness
- Security
- Meeting every kid's needs, even if it costs a dollar
- Financial funding uncertainty
- Global connectedness
- Diversity in interests and opportunities
- Digital learning
  - Accessibility
  - Curation
- Flat planet; move away from linear thinking and hierarchies
- Problem-based learning
  - Self-directed
  - Connected to passions
- Need for critical thinking (e.g. identifying deep thinkers)
- World is "smaller" and more connected
- More connected, but connections are more superficial
- More flexible learning spaces
- Changing value of degrees/credentials

- Need to prepare students for the jobs of the future (e.g. "white collar" / "blue collar" jobs, needing to work with and maintain robots)

07 Cuningham Group facilitated a conversation exploring what beliefs, personal or institutional, exist that they feel might limit the District in facing the challenges presented by the forces of change identified.

- Don't have enough money
- School should be the way it was for me.
- Fear
- Federal directives – no control/someone else's fault
- Diverse opinions/perspectives not needed
- Everybody wants something different
- Adults problem
- Has to be perfect
- We've always done it this way.
- 7:30 – 3:30 | Monday – Friday schedule
- Learning is limited to a box
- Too busy
- Standardized tests
- Test scores focus
- Community attitudes range → no common ground
- All talk!
- We are the best; no need to change.

08 Cuningham Group presented the concepts of Next Century Learning including the Kosasa Video and Virtual Tours of North Park Elementary in Columbia Heights Minnesota, Meadowlark Elementary in Boulder Colorado, Tech High School in St. Cloud Minnesota, Pathways Innovation Center in Casper Wyoming, and Facebook Headquarters in Menlo Park California.

09 The Community Design Team engaged in an exercise to "Imagine the District is successful beyond your highest expectations, and you're giving an international team of educators a tour of the district in the year 2025. What do you see?"
Each member of the CDT spend some time writing individual "I See" statements in response to the question.
Each table of 5-6 people then co-created "We See" statements in response to the question using their "I See" statements. Groups presented their "We See" Statements to the group, the common themes of those group report outs are below.

- Sustainable
- Community
- Equitable (May have different definitions depending on lens)
- Financial sustainable
- Diversity
- Indoors out
- Staff supportive/supported
- Engagement
- All ages
- Technology
- Student focus
- Collaborative

- Efficient
- Innovation
- Flexible
- Ecofriendly
- Individual
- Outdoors in/indoor out
- Equity
- Happy – joy
- Safe

Important outliers that were not common themes but should be kept in mind are:

- Mental health and resources
- Thoughtful of students with learning disabilities
- Quietness/quiet space
- Inclusive (embrace and cultivate diversity)
- Now and future needs

10 Cuningham Group asked for a group of volunteers to write a Vision Statement utilizing the Common themes and outliers from the "We See" reporting out to the group and thanked the Community Design Team for their efforts.

CUNINGHAM
GROUP

uplifting the human experience™

Architecture Interior Design Urban Design Landscape Architecture
MINNEAPOLIS LOS ANGELES LAS VEGAS DENVER SAN DIEGO PHOENIX BEIJING DOHA

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WELCOME!
WORKSHOP 01

FACILITY MASTER PLAN
STILLWATER AREA PUBLIC SCHOOLS

AGENDA

WELCOME!
Introductions by Superintendent Pontrelli

PURPOSE / AGENDA
Expectations for Today

PROCESS / ROLES AND RESPONSIBILITIES
How we work and design together

GROUND RULES / MINDSET

VIDEO PROVOCATION AND REFLECTIONS
Do Schools Kill Creativity?

MAJOR FORCES OF CHANGE
What's Changed?

LIMITING AND UNLIMITING BELIEFS
What's Getting In The Way of Addressing These Challenges?

---- BREAK----

INNOVATION PROVOCATION
How Might Innovation Be Cultivated in Education?

***NEXT* CENTURY LEARNING**
What are the expectations and implications?

CREATING A SHARED VISION
I See / We See

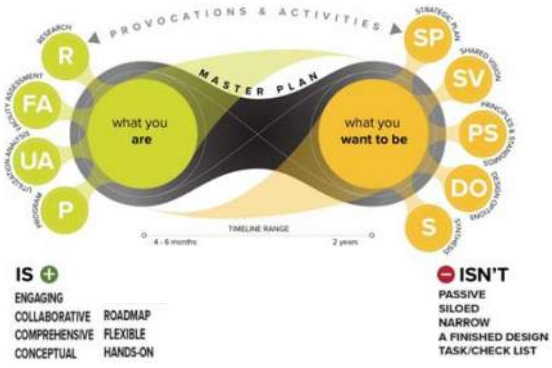
COMMON GROUND

FINAL REFLECTIONS + NEXT STEPS

WE'RE HERE

WHAT IS A MASTER PLAN?

- 10-15 year road map for the future
- Grounded on your vision for learning
- Living/breathing document
- Physically & fiscally responsible
- Allows logical implementation over time



IS
ENGAGING
COLLABORATIVE
COMPREHENSIVE
CONCEPTUAL
ROADMAP
FLEXIBLE
HANDS-ON

ISN'T
PASSIVE
SILOED
NARROW
A FINISHED DESIGN
TASK/CHECK LIST

PURPOSE

To co-create a clear and compelling vision for District Facilities and to align the educational program and physical design with this vision.

Stillwater Area Public Schools Mission

To develop curious individuals who are active and engaged leaders in an ever-changing world by challenging all students as they travel along their personalized learning pathways.

what?

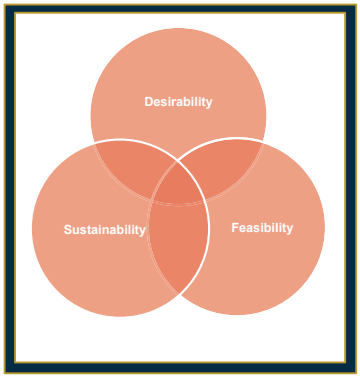
RESULTING DESIGN

PROJECT UNDERSTANDING

What is Important to You?

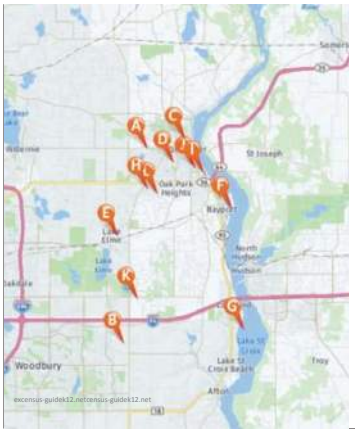
- Educational Focus
- Support Strategic Plan and Worlds Best Workforce Goals
- Alignment of Space to support Programs and Enrollment
- Community Engagement and Transparent Process

Images: Stillwater Area Public Schools Strategic Plan



DESIRED RESULTS

- Ensure facilities align with the programming needs
- Ensure safe, secure, well-maintained and updated facilities.
- Identify wants/needs of buildings
- Address anticipated demographic shifts
- Utilize facilities in a manner that considers efficiency and effectiveness of district finances and operations.
- Ensure facilities support the goals of the district's strategic plan and World's Best Workforce
- Ensure appropriate spaces that support enrollment growth.
- Maintain ability for families to have choice through alternate enrollment.
- Strive to minimize transitions and boundary changes.



OPPORTUNITIES

- Space & Enrollment / Capacity
- Equitable Facilities
- Authentic Engagement
- Program Responsive Spaces
- Safety & Security
- Financially Sustainable & Efficient
- Flexible & Adaptable Spaces
- *NEXT* Century Learning
- Community Voice
- Personalized Learning
- Student Voice

CREATING A SHARED VISION

COMMUNITY-BASED PLANNING PROCESS

- **Focused on Your Vision**
- **Centered on the Learner**
- **Collaborative/Inclusive**
- **Supports the Learning Community**
- **Takes a Holistic Approach**
- **Integrates "Best of Next" Practices**
- **Asks the Right Questions in the Right Order**
- **Active Listening**

BENEFIT: **BUILDS TRUST**

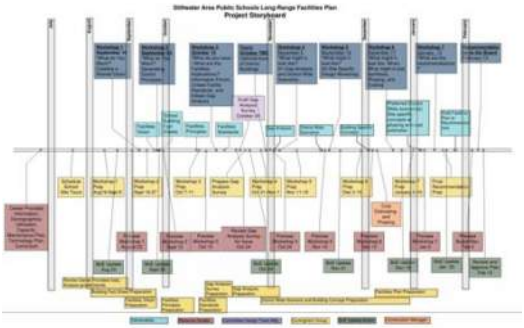
WHAT IS A DESIGN WORKSHOP?

A fun, creative **working process** that promotes **full collaboration** among all key stakeholders and utilizes **design thinking** to openly and effectively make **great decisions about the future**.

WHO'S INVOLVED?

HOW ARE DECISIONS MADE?

LONG RANGE FACILITIES PLAN PROCESS



COMMUNITY DESIGN TEAM PROCESS AND SCHEDULE

- **Workshop 1** September 10 - Creating a Shared Vision
- **Workshop 2** September 24 – Generating District Principles
- **Workshop 3** October 15 – Information Forum and Creating Facilities Standards
- **Building Tours** October Dates TBD – Optional Open House Style Tours
- **Workshop 4** November 5 – Gap Analysis Review and District Wide Scenarios
- **Workshop 5** November 19 – Site Specific Design Workshop
- **Workshop 6** December 17 – Synthesis, Phasing, Cost Estimating
- **Workshop 7** January 14 – Creating and Finalizing the Plan

DESIGN WITH NOT FOR

welcome to the design team!

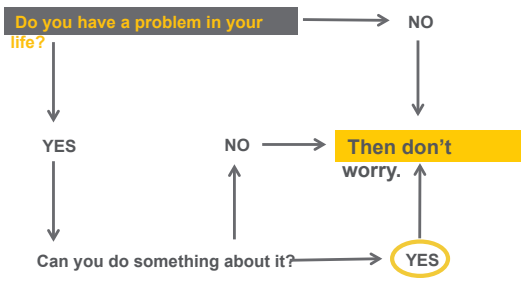
co-creative mindset

RELAX & ALLOW. Constant self monitoring will get in the way of group performance. Let go…

DON'T WORRY ABOUT WHO GETS CREDIT. When everyone genuinely collaborates, everyone ends up being more creative.

CLARITY IS NOT A VIRTUE. If everything you say is detailed and explicit, you won't give your collaborators room to run. Put ideas out there that are half-baked.

CREATIVITY IS RISKY. Nurture an environment that rewards failure. Successful creative teams are the ones who fail the most often.



REFLECTIONS

FORCES OF CHANGE

FORCES OF CHANGE:

Please identify the major forces of change that you believe will impact public education over the next 10 years.

PRECONCEPTIONS:

{i.e. limiting and unlimiting beliefs}

What personal and/or institutional beliefs exist that you feel might limit you in facing the challenges presented by these forces.

<< break >>

INNOVATION

INNOVATION ECONOMY

WHAT IS IT?

WHAT COULD BE THINKING

THAT RESULTS IN

RAPID TRANSFORMATION

OF A SERVICE OR PRODUCT

THAT CHANGES THE WORLD

"THE WEALTH GENERATED IN OTHER ECONOMIC SECTORS WILL PALE IN COMPARISON TO THE WEALTH GENERATED IN THESE NEW ECONOMIES."

"PERMANENT BETA"

The old way of doing things – getting a college degree and working for a company for 30 years – is finished. Everyone is now an entrepreneur. To adapt, workers must be in a **permanent beta phase**, constantly learning and gaining new skills.

- Reid Hoffman, LinkedIn Co-founder at SXSW Conference

WHAT'S BEHIND IT?

DOES ANYONE DOUBT THAT THINGS NEED TO CHANGE?

DOES ANYONE DOUBT THAT NEW IDEAS ARE REQUIRED?

IF WE DON'T FIGURE IT OUT
SOMEBODY ELSE WILL
GLOBAL OPPORTUNITY

TECHNOLOGY
HAS CHANGED THINGS
PERMANENTLY.

MASS PRODUCTION

PLEASE NOTE

INNOVATION

IS NOT SOMETHING

YOU CAN FORCE

FORTUNATELY

IT IS SOMETHING YOU CAN
CULTIVATE

WHAT MAKES IT GROW?

HOWEVER
DIVERSITY
ALONE IS NOT ENOUGH

INNOVATION IS NOT
COLLABORATION
IS THE WAY TO GET TO THERE

COLLABORATION IS NOT
TECHNOLOGY
EMPOWERS IT

INNOVATION INVOLVES
CREATIVITY
INVOLVES TAKING RISKS

CREATIVITY IS
RISKY BUSINESS
LEADS TO GREATER REWARDS

FAIL AGAIN
FAIL FASTER
FAIL BETTER…

-SAMUEL BECKETT

I'VE LEARNED SO MUCH
FROM MY MISTAKES…

I'M THINKING OF MAKING
A FEW MORE.

OH…

ONE MORE THING

SINGULAR
PURPOSE

FAIL AGAIN
HOWEVER
CREATIVITY
RISK BUSINESS
CREATIVITY
EMPOWERS IT
DE OWERS IT
REWARDS

"Predicting the future is hard, it hasn't happened yet."

Yogi Berra

"The best way to predict the future is to design it."

Buckminster Fuller

NEXT CENTURY
LEARNING

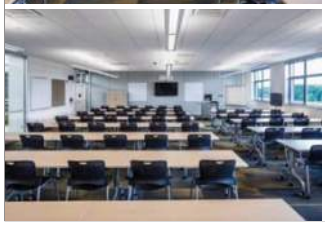
How can we prepare learners for an unknown future?

NOT THIS

THIS

LEARNING NOW

- **NEXT Century Attributes:**
  - Critical thinking
  - Communication
  - Creativity
  - Collaboration
  - Curiosity
  - Citizenship



LEARNING NOW

- **Rapidly (re)configurable**
- Mobile furnishings & technology
- Visual transparency
- Relentless variety
- Invites INQUIRY (not passive)
- Shared ownership of space
- Learning happens everywhere

LEARNING NOW

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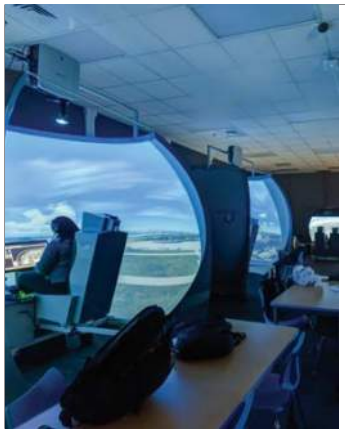

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REFLECTIONS

North Park Elementary
COLUMBIA HEIGHTS, MINNESOTA

North Park Elementary
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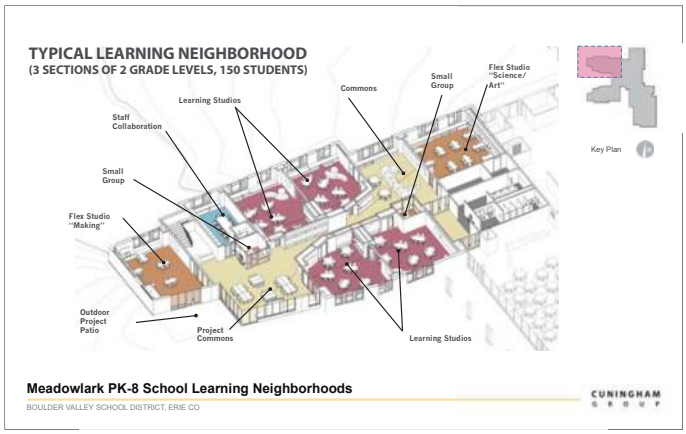
North Park Elementary
COLUMBIA HEIGHTS, MINNESOTA

North Park Elementary
COLUMBIA HEIGHTS, MINNESOTA

Meadowlark Elementary
BOULDER, COLORADO


TYPICAL LEARNING NEIGHBORHOOD
(3 SECTIONS OF 2 GRADE LEVELS, 150 STUDENTS)
Learning Studios
Staff Collaboration
Commons
Small Group
Flex Studio "Science/ Art"
Small Group
Flex Studio "Making"
Outdoor Project Patio
Project Commons
Learning Studios
Key Plan
Meadowlark PK-8 School Learning Neighborhoods
BOULDER VALLEY SCHOOL DISTRICT, ERIE CO
CUNINGHAM GROUP

Meadowlark Elementary
BOULDER, COLORADO

Meadowlark Elementary
BOULDER, COLORADO

Meadowlark Elementary
BOULDER, COLORADO

Meadowlark Elementary
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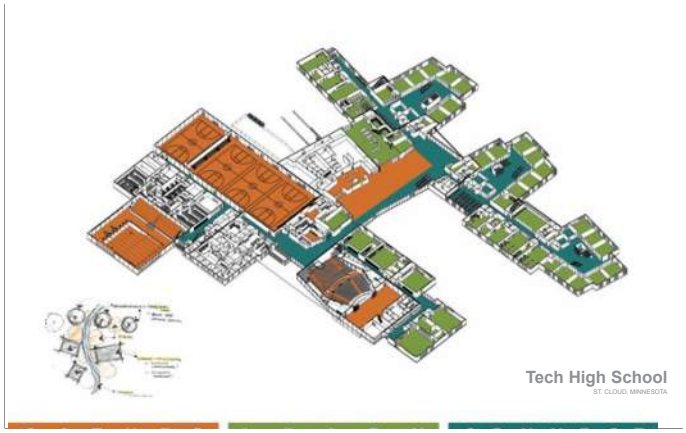
Meadowlark Elementary
BOULDER, COLORADO

Tech High School
ST. CLOUD, MINNESOTA


Tech High School
ST. CLOUD, MINNESOTA

TECH HIGH SCHOOL
Tech High School
ST. CLOUD, MINNESOTA

Tech High School
ST. CLOUD, MINNESOTA

Tech High School
ST. CLOUD, MINNESOTA

Tech High School
ST. CLOUD, MINNESOTA

SARTELL - ST. STEPHEN HIGH SCHOOL
Sartell, MN

SARTELL - ST. STEPHEN HIGH SCHOOL
Sartell, MN

FUTURE OF MEDIA CENTERS

What do they look like?

Cloud Lab

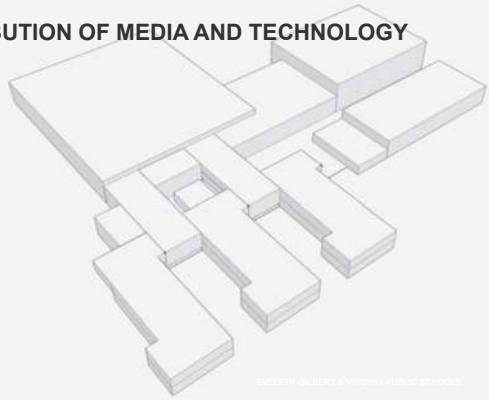
Visual Lab

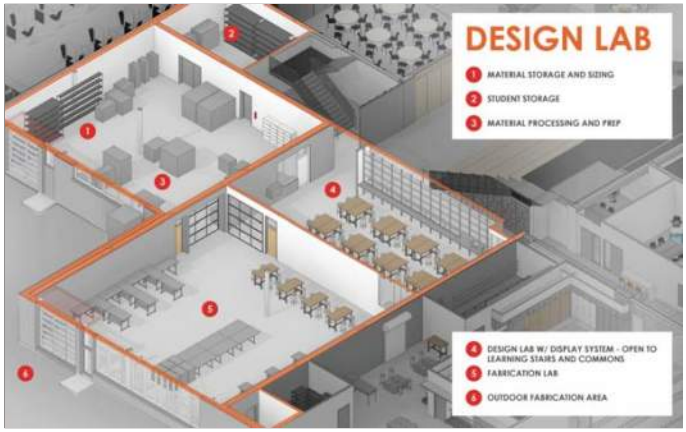
Design Lab

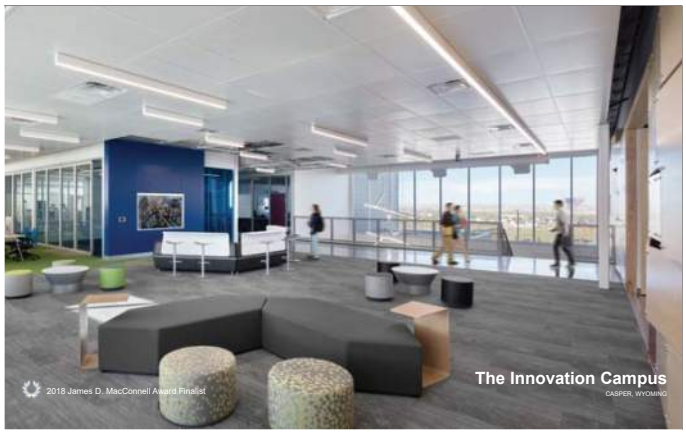
Little Library

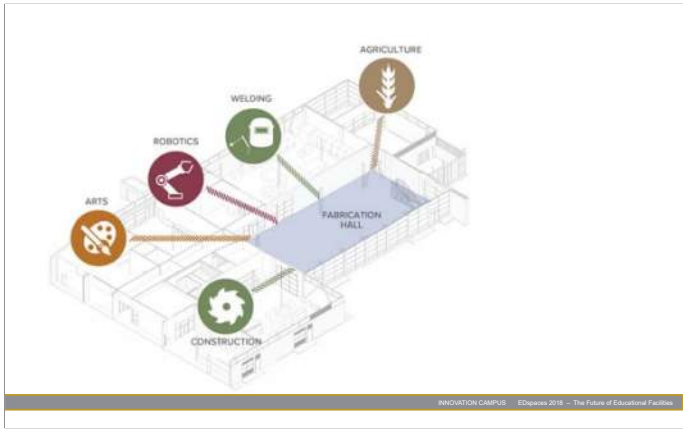
EVELETH-GILBERT & VIRGINIA PUBLIC SCHOOLS

DISTRIBUTION OF MEDIA AND TECHNOLOGY









Facebook Headquarters
MENLO PARK, CALIFORNIA

I SEE…
WE SEE

Vision is the art of seeing the invisible.

- Jonathan Swift

I SEE…

Imagine the district is successful beyond your highest expectations, and you're giving an international team of educators a tour of the district in the year 2030.
What do you see?

WE SEE…

COMMON GROUND

NEXT STEPS

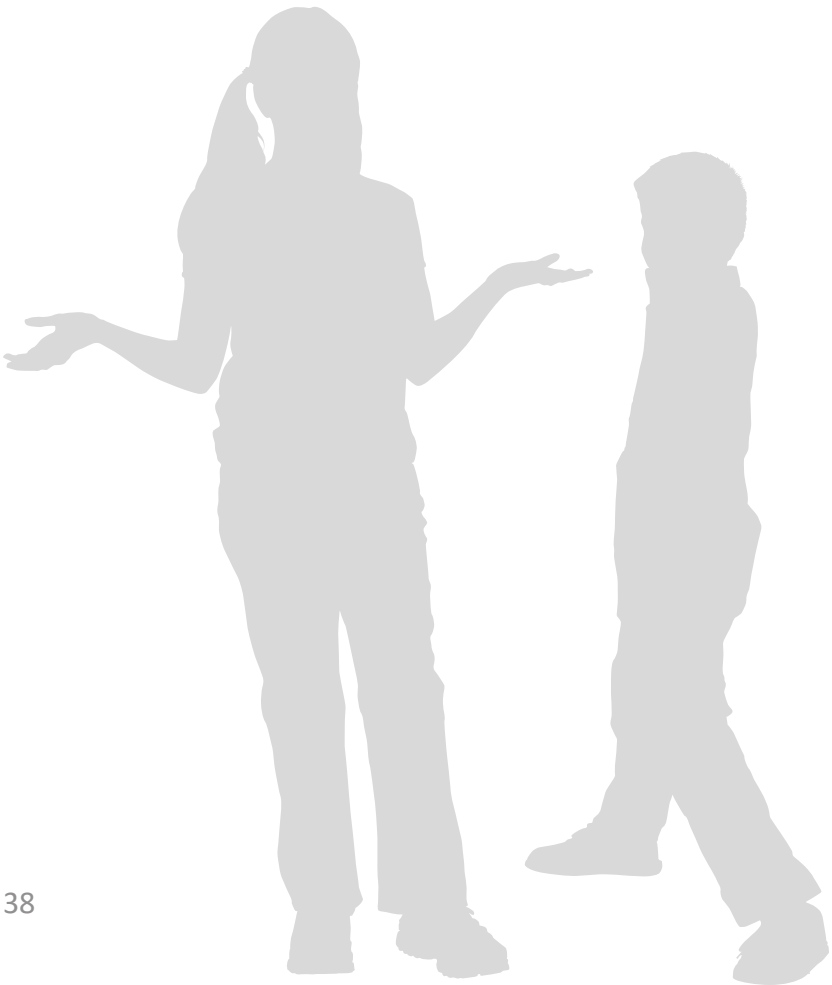
COMMUNITY DESIGN TEAM PROCESS AND SCHEDULE

- **Workshop 1** September 10 - Creating a Shared Vision
- **Workshop 2** September 24 – Generating District Principles
- **Workshop 3** October 15 – Information Forum and Creating Facilities Standards
- **Building Tours** October Dates TBD – Optional Open House Style Tours
- **Workshop 4** November 4 – Gap Analysis Review and District Wide Scenarios
- **Workshop 5** November 19 – Site Specific Design Workshop
- **Workshop 6** December 17 – Synthesis, Phasing, Cost Estimating
- **Workshop 7** January 14 – Creating and Finalizing the Plan

REFLECTIONS

THANK YOU

for this opportunity.



Workshop 2 – Generating Design Principles

September 24, 2019

"Unveil the Shared Facility Vision Statement and develop the Facility Principles based on vision and what's known to date."

The workshop started off with a review of the process restating the "ground rules" and "design mindset." Reviewing the first workshop, the volunteer group that developed a single statement from the "We See" introduced the Long Range Facility Plan Vision Statement. A few comments were made by the group to adjust the statement. To practice design thinking and help build teams, workshop participants did the Marshmallow Challenge, in which they had to build a freestanding structure with limited materials. Following the team-building exercise, the tables were asked to develop Facility Principles based on statements of core values and beliefs derived from the vision. At the end of the workshop, "open house" tours of the district schools were announced.

Stillwater Area Public Schools
Workshop #2 Facility Principles
September 24, 2019

This workshop was held with the Community Design Team, a group of roughly 80 stakeholders, to continue the Facility Master Planning process by developing Facility Principles to guide how the District's buildings can support learning by all in Stillwater. The following document contains a meeting agenda and notes, including questions, comments and group conversation. Photos of the event are also available.

Purpose of the Community Design Team is to co-create a clear and compelling vision for District Facilities and to align the educational program and physical design with this vision.

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FACILITY PRINCIPLES

September 24, 2019: 5PM – 9:00PM

Purpose: to co-create Facility Principles, statements of commitment that bridge from Vision to more concrete Facility Standards.

5:00 p.m.	WELCOME BACK! Superintendent Pontrelli
	PURPOSE/AGENDA Expectations for Today
	PROCESS / GROUND RULES / MINDSET When/How we work and design together.
	WORKSHOP #1 – VISION Review and Results
	MARSHMALLOW CHALLENGE Design Thinking Creative Activity
	CREATING FACILITIES PRINCIPLES Step 1 – What are they? What do we believe?
	CREATING FACILITIES PRINCIPLES Step 2 – What will we commit to?
8:45 p.m.	FINAL REFLECTIONS + NEXT STEPS

Master Plan Workshop #2, Facility Principles – Meeting Notes

01 Introduction and welcome by Superintendent Pontrelli – Welcomed the Community Design Team back.

02 Cuningham Group team shared the purpose and agenda for the Workshop session:
To co-create Facility Principles, statements of commitment that bridge from Vision to more concrete Facility Standards.

03 Cuningham Group reviewed the workshop process and outcomes for each workshop with the Community Design Team, and restated the Ground Rules and Design Mindset.
Comments/Questions:

- Hunger for more information specific to the Stillwater Area context so that the Community Design Team can feel more prepared to reach a recommendation.
- What happens if a Community Design Team member can't make a workshop? Notes will be available, however all are encouraged to attend as many as possible, for continuity and to reach the best possible outcome.

04 Workshop #1 Results – were reviewed, and then the Vision group presented their Vision Statement draft. It was well received, with a few comments. The Vision group will tweak the statement and provide an update at the next workshop.

Vision Statement Draft

Enhance the dreams and aspirations of our students, teachers and community in building an innovative, diverse, inclusive, flexible, accessible, collaborative, engaged and sustainable future for all.

- We envision environments that are community assets for learning and development of students of all ages in a variety of capacities, both indoor and outdoor.
- We envision sustainable, efficient, and environmentally friendly learning centers that invest in innovative learning styles, opportunities, and techniques.
- A student centered, community driven, safe, efficient, eco-friendly, environmentally rich space for all students, teachers and community.
- We envision a space that encourages and supports diverse viewpoints and identities to strengthen and enrich learning experiences.
- We envision a space that supports all students with access to mental health resources and academic support for all.
- We envision a forward thinking environment that keeps community engagement at the center of its goals.

05 To practice design thinking and help build teams, workshop participants did the Marshmallow Challenge, in which they had to build a freestanding structure with limited materials.

06 **Facility Principles**
Topics from the vision statements were handed out to tables as starting points for developing statements of core values/beliefs related to what facilities should be. Statements were shared at the midpoint for group comments. Tables of participants worked together to finish the statements and 'what this means' examples. Together, these two parts comprise the Facility Principle drafts below.

Innovation

Stillwater schools are committed to creating flexible, open spaces and innovative curriculum to foster creative, openminded, collaborative, and problem-based learning. This means:

I. Space that can change on a moment's notice.
II. Space that is open and connected to nature.
III. Space that provides student-driven access to a variety of equipment and other learning tools.
IV. Space that supports self-directed learning.
V. Flexible and accessible furniture allowing for collaborative, team-based learning.
VI. Space where teachers can test/explore new methods and tools.
VII. Outdoor spaces to foster creativity and problem solving.
VIII. Space to promote innovative community partnerships.

Technology

Stillwater Area Public School envisions the utilization and flexibility of technology to assist and enhance our students to achieve in the present and the future.
This means:

I. These facilities provide the tools to help students with a variety of different educational backgrounds succeed.
II. Creating community on both a local and global scale.
III. Building in flexibility to allow for adaptability of future needs.
IV. Utilization of technology for a safe educational environment.

Sustainable

Stillwater Area Schools are committed to:

I. Creating learning areas that are easily reconfigured and adaptable for multiple purposes. This means:
    A. Furniture that is light-weight/moveable, including moveable partitions (no permanent walls).
    B. Restructuring class schedule/school day to allow for electives in the evenings for credit.
II. Invest in energy resources. This means:
    A. Geothermal and solar panels.
III. Flexible building infrastructure. This means:
    A. Flexible space for future technology and expansion.
IV. Enhance blended learning to include outdoor learning areas. This means:
    A. Collaboration/partnerships with local community workplace and education (AP Environment, Biology, STEAM). (i.e. Century College, U of MN, on-the-job training at 3M, Andersen Windows, etc.)
V. Maintaining Competitive and Attractive Programming. This means:
    A. Curriculum, academic excellence
    B. STEAM
    C. Orchestra
    D. Immersion

Community

Stillwater Schools are committed to providing facilities that are the center of our community. We believe our facilities should be open/accessible, inviting, flexible and safe for all who live in our community. Involve and support…this means:

I. Uniquely fit the context of the site and community.

Collaborative

We believe Stillwater Area Schools fosters collaboration by providing opportunities for partnership and communication, enabling experiential learning across the community. This means:

I. Community collaboration is invited and encouraged.
II. The community means everyone.
III. Facilities must have space to accommodate these activities.
IV. A broad, evolving array of communication tactics and paths.
V. Doing activities together (learning too).

Engagement

We believe Stillwater Schools should motivate a high level of learning. This means:

I. Inspiring spaces to learn.
II. Foster high quality learning experiences.
III. Provide adequate time and space for instructional support and prep.
IV. Encourage creativity and technologically advanced problem solving.

Financially Stable/Efficient

Stillwater Schools commit to facilities that align with current and future community needs while ensuring costs are transparent, value is provided, and trust is maintained. Transparency is created when:

I. The community establishes what needs the facilities shall provide.
II. Costs to promote the current and future needs of the community are known and communicated.
III. The Long-term Facility plan is regularly reviewed, and status reported on.

Value is added by:

I. Efficiently designed and operated facilities, through use of technology, best practices, and efficient resource allocation.
II. Facilities that are flexible for current and future needs.
III. Facilities that are used for multiple purposes, maximizing their utilization.

Student-focused

Stillwater Area Public Schools are committed to student-focused facilities and instruction that encourage and entice all students to explore and develop their ambitions and identity in a holistic way so all may flourish. This means:

I. We are committed to students of all ages, races, genders, cultures, socio-economic background and abilities (both physical and mental).
II. The facilities will enable students to discover and nurture their talents, interests, and abilities.
III. The facilities will be relevant and meaningful toward a variety of career and educational pathways (student autonomy).
IV. The facilities will support students as emotional, intellectual, and physical beings.

Equitable / Diverse

Stillwater Area Public Schools are committed to facilities that are equitable and meet diverse needs. This means:

I. Spaces that feel safe, inclusive, welcoming and supportive of diverse perspectives, cultures and learning styles.
II. Specialized programming is accessible to all by removing barriers (transportation, information, etc.)
III. Geographic boundaries are created with key factors: cost, transportation, financial and racial diversity.

IV. Student/teacher ratio per class, class size, and square footage per student in elementary and secondary schools are comparable across the district
V. Ongoing assessment of the allocation of resources to meet student needs (tangible items, specialists (e.g. social workers, intervention), equipment).
VI. The quality of a student's learning should not be dependent on the affluence of the community you live in or PTA fundraising efforts.

Flexible

Stillwater Area Public Schools are committed to facilities that are flexible and enhance the experience for students, staff and community to meet current and future needs. This means:

I. Multi-use classrooms / transformative spaces
II. Furniture that is mobile and multi-purpose
III. Spaces useable by the community
IV. Buildings that can support population and demographic changes (e.g. by additions).

Site-Specific Considerations

Stillwater Area Public Schools are committed to facilities that consider site-specific needs and environments. This means we give consideration to:

I. Geography
II. Climate
III. Demographics
IV. Local history
V. They must work within their location.

Staff Supported

Stillwater Area Public Schools are committed to providing an environment that supports all staff. This means:

I. Creating common spaces for collaboration, with thoughtful design for colleagues and students
II. Equitably accessible for students and staff
III. Facilities are aesthetically pleasing, clean and well maintained
IV. Safe environment for all
V. Carefully designed for optimal flow throughout building and site
VI. Enhanced accommodations for sensory supports (e.g. noise reduction, curved walls)
VII. Considerations for age-appropriate spaces, located ideally (e.g. bathrooms and playgrounds)

Cuningham Group was given permission to fine tune the principles to group similar concepts and reduce overlap.

06 **Next Steps:**

1. Next Workshop, October 4, includes the "Information Forum" where varied background on academics, demographics, facility condition and … will be shared.

2. School tours will be in an open-house format, schedule below.

Wednesday, Oct. 16, 2019	
5-5:30 p.m.	Andersen Elementary
5:45-6:15 p.m.	Afton-Lakeland Elementary
6:45-7:15 p.m.	Brookview Elementary
7:30-8 p.m.	Lake Elmo Elementary
8:15-8:45	Oak-Land Middle School

Wednesday, Oct. 23, 2019	
4:30 -5 p.m.	Withrow
5:15-5:45 p.m.	Oak Park
6-6:30 p.m.	Stonebridge Elementary
6:45-7:15 p.m.	Rutherford Elementary
7:30-8 p.m.	Lily Lake Elementary

Wednesday, Oct. 30, 2019	
5-6 p.m.	Stillwater Area High School
6:15-7 p.m.	Stillwater Middle School
7:05 - 7:35 p.m.	Early Childhood Family Center

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WELCOME!
WORKSHOP 02

FACILITY MASTER PLAN
STILLWATER AREA PUBLIC SCHOOLS

AGENDA

WELCOME BACK!
Superintendent Pontrelli

PROCESS / GROUND RULES / MINDSET
How we work and design together

WORKSHOP #1 - VISION
Review and Results

MARSHMALLOW CHALLENGE
Design Thinking Creative Activity

CREATING FACILITIES PRINCIPLES
Step 1 – What are they? What do we believe?

---- BREAK----

CREATING FACILITIES PRINCIPLES
Step 2 – What will we commit to?

REFLECTIONS + NEXT STEPS

PURPOSE

To co-create a clear and compelling vision for District Facilities and to align the educational program and physical design with this vision.

Today's Purpose:

To co-create Facility Principles, statements of commitment that bridge from Vision to more concrete Facility Standards.

WHAT IS A MASTER PLAN?

- 10-15 year road map for the future
- Grounded on your vision for learning
- Living/breathing document
- Physically & fiscally responsible
- Allows logical implementation over time

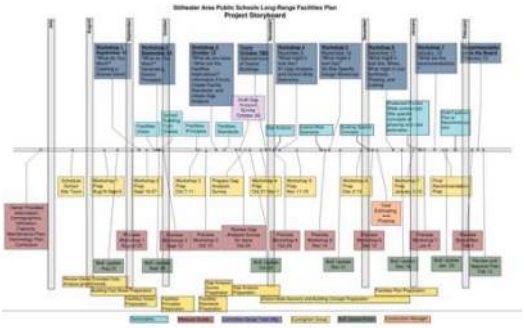
Stillwater Area Public Schools Mission

To develop curious individuals who are active and engaged leaders in an ever-changing world by challenging all students as they travel along their personalized learning pathways.

HOW?

HOW ARE DECISIONS MADE?

LONG RANGE FACILITIES PLAN PROCESS



COMMUNITY DESIGN TEAM SCHEDULE

- **Workshop 1** September 10 - Creating a Shared Vision
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- **Workshop 6** December 17 – Synthesis, Phasing, Cost Estimating
- **Workshop 7** January 14 – Creating and Finalizing the Plan

COMMUNITY DESIGN TEAM PROCESS

Workshop #1 Creating a Shared Vision
Create an understanding of process and develop a design thinking mindset
Establish values to inform a vision statement

Workshop #2 Design Principles
Unveiling the Vision Statement
Generate District Facilities Principles based on the Vision

Workshop #3 Information Forum and Facilities Standards
Share Information on District initiatives, information, and demographics
Share, Discuss and Confirm Facilities Standards

Open House Style Tours
Opportunity to see how the District's buildings support instruction and visit buildings that team members may not be familiar with.

COMMUNITY DESIGN TEAM PROCESS

Workshop #4 Gap Analysis and District Wide Scenarios
Review the survey of how the buildings meet the Standards from Workshop #3
Discuss and Create District Wide Scenarios to address the Gap and District level issues.

Workshop #5 Site Specific Design Workshop
Review the common ground District Wide Scenario.
Group work to design solutions for each site.

Workshop #6 Synthesis, Phasing, Cost Estimating
Fine tuning the Master Plan
Presenting and reviewing preliminary cost information
Review phasing for implementing the plan

Workshop #7 Creating and Finalizing the Plan
Presenting, reviewing, and finalizing the plan.

co-creative mindset

RELAX & ALLOW. Constant self monitoring will get in the way of group performance. Let go…

DON'T WORRY ABOUT WHO GETS CREDIT. When everyone genuinely collaborates, everyone ends up being more creative.

CLARITY IS NOT A VIRTUE. If everything you say is detailed and explicit, you won't give your collaborators room to run. Put ideas out there that are half-baked.

CREATIVITY IS RISKY. Nurture an environment that rewards failure. Successful creative teams are the ones who fail the most often.

LET'S REVIEW Workshop #1

FORCES OF CHANGE

FORCES OF CHANGE

- Population / Demographic changes
- School day and hours
- technology
- On-line, non-classroom learning
- Student involvement / activism
- Political shifts
- Work force – industry – automation
- How we communicate
- Funding
- Security
- Problem-based learning
- Teacher shortage/ Teacher training
- Environment / Climate
- Individual Educational Plans
- Uncertainty
- Cultural evolution (diversity)
- The cost of higher education
- Gender roles (women on the rise)
- Stress/mental health
- Access to information
- Modes of transportation
- Competition and choices
- Global communication (but connections are more superficial)

LIMITING BELIEFS

- Don't have enough money
- School should be the way it was for me.
- Fear
- Federal directives – no control/someone else's fault
- Diverse opinions/perspectives not needed
- Everybody wants something different
- Adults problem
- Has to be perfect
- We've always done it this way.
- 7:30 – 3:30 | Monday – Friday schedule
- Learning is limited to a box
- Too busy
- Standardized tests
- Test scores focus
- Community attitudes range → no common ground
- All talk!
- We are the best; no need to change

I SEE...
WE SEE

COMMON GROUND

- Sustainable
- Community
- Equitable
- Financially stable
- Diversity
- Indoors and out
- Staff supportive /supported
- Engagement
- All ages
- Technology
- Student Focus
- Collaborative
- Efficient
- Innovation

INTERESTING OUTLIERS

- Mental health & resources
- Quietness/ quiet space
- Now & future needs
- Thoughtful of students with learning disabilities
- Embrace and celebrate cultures

VISION

Enhance the dreams and aspirations of our students, teachers and community in building an innovative, diverse, inclusive, flexible, accessible, collaborative, engaged and sustainable future for all.

VISION – SECONDARY STATEMENTS

- We envision environments that are community assets for learning and development of students of all ages in a variety of capacities, both indoor and outdoor.
- We envision sustainable, efficient, and environmentally friendly learning centers that invest in innovative learning styles, opportunities, and techniques.
- A student centered, community driven, safe, efficient, eco-friendly, environmentally rich space for all students, teachers and community.
- We envision a space that encourages and supports diverse viewpoints and identities to strengthen and enrich learning experiences.
- We envision a space that supports all students with access to mental health resources and academic support for all.
- We envision a forward thinking environment that keeps community engagement at the center of its goals.

REFLECTIONS

- Your challenge is to build the tallest freestanding structure using ONLY the above listed materials.
- The winning team is the one that builds the tallest freestanding structured measured from the table top surface to the top of the marshmallow.
- The team's structure must stand on its own for measuring. Teams touching or supporting their structure will be disqualified.
- Teams can use as much or as little of the 20 sticks of spaghetti, tape and string provided. Extra materials CANNOT be used.
- The entire marshmallow must be at the top of your structure. Cutting or eating part of the marshmallow will disqualify your team.

REFLECTIONS

FACILITY PRINCIPLES

FACILITY PRINCIPLES:

Overarching beliefs and commitments to what's important for all Stillwater Area Public Schools.

EXAMPLE 1:
Category - Academics
Sartell-St. Stephen Schools are committed to
providing facilities that support flexible instruction and programs and achievement for all learners.

THIS MEANS:
- Facilities will anticipate changes in instructional delivery, with flexible, adaptable space
- Facilities will provide space for staff to meet, plan and work
- Facilities will reflect and fit the physical, intellectual, social and emotional characteristics of the learners (age appropriate)

EXAMPLE 2:
Category - Community
Sartell-St. Stephen Schools are committed to
fostering community within schools inclusive of all citizens within the district.

THIS MEANS:
- Joint use facilities will be explored and developed
- School facilities will be a source of identity, pride and quality for students, staff and neighborhoods
- Facilities will share quality instructional and gathering space with community education and community partners

VISION

Enhance the dreams and aspirations of our students, teachers and community in building an innovative, diverse, inclusive, flexible, accessible, collaborative, engaged and sustainable future for all.

- We envision environments that are community assets for learning and development of students of all ages in a variety of capacities, both indoor and outdoor.
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- We envision a forward thinking environment that keeps community engagement at the center of its goals.

FACILITY PRINCIPLES:

Based on the work done to date and your assigned Common ground category, write a principle to guide facility design; that says what you are willing to be *relentless* about.

COMMON GROUND

- Community
- All ages
- Equitable / Diverse
- Sustainable / Indoors-out
- Financially stable & efficient
- Flexible
- Engagement
- Student Focused
- Collaborative
- Staff supportive & supported
- Technology
- Innovation

We believe our facilities should... Stillwater Schools commits to...

Working with your assigned category, and based on the work done to date, identify and write down the belief and commitment that we must address in this Facility Master Plan.

Be prepared to share it with the whole group.

Share!

For facilities, what do these beliefs mean?

For each of the Draft Facility Principles, add statements further clarifying the impact of the principles:

Stillwater Schools are committed to...

This means...

REFLECTIONS

THANK YOU!

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Workshop 3 – Info Forum and Facilities Standards

October 15, 2019

"Share Information on District initiatives, programs, and demographics. Share, Revise and Discuss Facilities Standards."

The first half of the workshop was dedicated to Information Forum where district Administration and Board Members presented a range of district information including Demographic and Enrollment Projections, Portrait of a Stillwater Graduate, District Strategic plans, and Programming Focus Areas, District Considerations, and a summary of the Levy Atmospherics Survey.

In second half of the workshop, edited Vision Statement and Facility Principles were reviewed with some comments. A video provocation "Where Joy Hides and How to Find it" was shared with the team as a precursor to Design Standards exercise. The initial draft of the Design Standards was prepared by Cuningham and distributed to CDT team for editing and discussion. At the end of workshop, the group was reminded the dates of "Open House" tours and sked to use the Vision, Principles, and Standards as a lens to focus their evaluation and to look for "Joy."

Stillwater Area Public Schools
Workshop #3 Information Forum and Design Standards
October 14, 2019

This workshop was held with the Community Design Team, a group of roughly 80 stakeholders, to To increase awareness of District initiatives, data, and programs. To complete the framework of the Facility Vision, Principles, and Standards in order to effectively evaluate existing facilities. The following document contains a meeting agenda and notes, including questions, comments and group conversation. Photos of the event are also available.

Purpose of the Community Design Team is to co-create a clear and compelling vision for District Facilities and to align the educational program and physical design with this vision.

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FACILITY PRINCIPLES

October 15, 2019: 5PM – 9:00PM

Purpose: To increase awareness of District initiatives, data, and programs. To complete the framework of the Facility Vision, Principles, and Standards in order to effectively evaluate existing facilities

5:00 p.m. WELCOME BACK!
Superintendent Pontrelli

PURPOSE/AGENDA
Expectations for Today

INFORMATION FORUM
Initiatives, Data, Programs

WORKSHOP #2 RECAP
Revised Vision Statement, Principles

PROVOCATION
Where Joy Hides and How to Find It

FACILITY STANDARDS
Review, Edit / Augment, Gallery Walk

8:45 p.m. FINAL REFLECTIONS + NEXT STEPS

Master Plan Workshop #2, Facility Principles – Meeting Notes

01 Introduction and welcome by Superintendent Pontrelli – Welcomed the Community Design Team back.

02 Board Chair Ptacek shared the Board of Education action regarding the Dual Immersion program located at Lake Elmo followed by a few questions about the decision.

03 Cuningham Group team shared the purpose and agenda for the Workshop session:
To increase awareness of District initiatives, data, and programs. To complete the framework of the Facility Vision, Principles, and Standards in order to effectively evaluate existing facilities.

04 Cuningham Group reviewed the workshop process with the Community Design Team and restated the Ground Rules and Design Mindset.

05 Executive Director of Finance and Operations, Kristen Hoheisel presenting information on historic and current enrollment and enrollment projections for the District. Information was organized by age, school, and district wide.
Comments / Questions:

- A request was made for demographic and enrollment projections further in to the future than the current Demographics report covers.
- A Community Design Team (CDT) member inquired if a report could be shared showing enrollment, capacity, and projections for CDT use.
- It was noted that projections become less reliable the farther out they project and that the District is regularly checking with Municipalities seeing development to stay informed about planned housing developments that may inform future enrollment.
- A CDT member asked if future workshop presentations could share data ahead of time for members to prepare for.

06 Assistant Superintendent Bob McDowell presented the Portrait of a Stillwater Graduate, District Strategic plans, and Programming Focus Areas. The Elementary, Middle and High Schools were reviewed including ; their pre-K , "Cluster" programs (Immersion, Medically Fragile, Special Education programs), Key Things to Know, and Considerations offered to the CDT process for each school level. Community Education and the Transitions program at Oak Park were also presented to the group. A summary of the Levy Atmospherics Survey was provided to the Team.
Comments / Questions

- A CDT member questioned why there term STEM rather than STEAM was used and stressed the inclusion of Art in the workplace and instruction for technical fields. It was noted, the Districts current initiative is STEM, however Art has strong support and focus in the District.
- Considerations for Elementary, Middle, and High School were derived from conversations with school Principals sharing their areas of need / concern.

07 Workshop #2 results were reviewed. The revised Vision and supporting statements was shared with the group. It was again well received, with a few comments. Information on the Principles, lightly edited as suggested by the CDT at the second workshop, were reviewed with some comments

Vision Statement

Enhance the dreams and aspirations of our students, teachers and community in building an innovative, diverse, inclusive, flexible, accessible, collaborative and sustainable future for all.

- We envision environmentally friendly places that are community assets for learning and development of students of all ages in a variety of capacities, both indoor and outdoor.
- We envision fiscally sustainable and efficient learning centers that invest in innovative learning styles, opportunities, and techniques.
- We envision learner centered, community driven, safe, flexible and environmentally rich space for all students, teachers and community.
- We envision a space that encourages and supports diverse viewpoints and identities to strengthen and enrich learning experiences.
- We envision spaces that support all students with access to mental health resources and academic support for all.
- We envision progressive environments that promote community engagement.

Facilities Principles

Overarching beliefs and commitments to what's important for all Stillwater Area Public Schools

- **Community -** Stillwater Schools are committed to providing facilities that are the center of our community. We believe our facilities should be open/accessible, inviting, flexible and safe for all who live in our community.
- **Collaboration -** Stillwater Area Schools are committed to fostering collaboration in learning by providing opportunities for partnership, communication and experiences across the whole community.
- **Innovation -** Stillwater schools are committed to creating flexible, open spaces and innovative curriculum to foster creative, openminded, collaborative, and problem-based learning.
- **Engagement -** Stillwater Schools are committed to being a place that motivates a high level of learning.
- **Student focus -** Stillwater Area Public Schools are committed to student-focused facilities and instruction that encourage and entice all students to explore and develop their ambitions and identity in a holistic way, so all may flourish.
- **Technology -** Stillwater Area Public School envisions the utilization and flexibility of technology to assist and enhance our students' ability to achieve in the present and the future.
- **Sustainable – Ecologically and Financially -** Stillwater Area Schools are committed to good use of resources in construction and operation of facilities, aligning facilities with current and future community *needs,* in ways that provide value.
- **Equitable / Diverse -** Stillwater Area Public Schools are committed to facilities that are equitable and meet diverse needs. The quality of a student's learning should not be dependent on the community/neighborhood they live in.
- **Flexible -** Stillwater Area Public Schools are committed to facilities that are flexible and enhance the experience for students, staff and community to meet current and future needs.
- **Supportive** Stillwater Area Public Schools are committed to providing a quality environment that supports all staff and students. Considerations for age-appropriate spaces, located ideally (e.g. bathrooms and playgrounds)

Standards Reflections and possible additions

- Recommended Succession planning for teachers and how to add diversity to the profession.
- Suggested we include priorities within the plan so if we can't have it all, we establish tiers of priority
- Reinforced flexible spaces need to be available to be functional.
- Emphasized flexible furniture must be easy to use.
- Reminded everyone we are a product of schools and have experience in learning and work that can help inform how students learn to prepare for life.
- Consider
  - Virtual learning spaces
  - Integration of life lessons
  - Implications of online learning
  - Include physical exercise needs

08 Have experience in learning and working to inform how students learn to prepare for life
The Video Provocation "Where Joy Hides and How to Find it" was shared with the Group
Joy Reflections:

- Does it cost more to bring joy?
- Natural Light = Joy

09 **Design Standards**
Cuningham shared the intent of the Design Standards and how the Vision and Principles are implemented. They define consistency, value, and quality across all Stillwater buildings in how they are maintained, improved, or built. An initial draft of the standards was created by Cuningham Group and shared with the CDT, organized in "Zones of Work".

BUILDING

1.Basic Learning Space

Design with finishes and fixtures that promote collaborative and creative project work and allow for the design of learning experiences. Basic Learning spaces, at all levels, are sized for variable teaching layouts, technology and individual or group arrangements. Characteristics include:

1) furnishings that can be used flexibly and support mobility
2) designed for multiple ages, learning/teaching styles, changing class sizes and special learning needs
3) hands-on project space; sinks, adequate cabinets
4) visual display media and properly located presentation technology
5) visual connections to outdoors and to public areas
6) access to other types of space including small group

Comments

- Consider all of these through lens of teacher.
- Color
- Space for functionality (i.e. space to move flexible equipment) Storage that's plentiful and easily accessible – storage standard

2. Varied Space for Program Delivery

Provide a variety of sizes and character of learning space for different teaching and learning modes. Each school should have a variety of spaces to serve different purposes and group sizes, and that can be laid out in a variety of ways. Provide:

1) break-out space for groups to use outside the basic learning space
2) efficient, flexible and adaptable space with consideration to sound issues and visibility;
3) spaces for student groups/teams
4) spaces for independent and individual work
5) spaces for interdisciplinary work
6) space for extended projects and creative experiences
7) zone space for a range of quiet and interactive needs

Comments

- Spaces for student groups/teams and community programs/activities

3. Student Gathering Space

A student's social development is part of their education and growth. The school facility will provide spaces for class groups and students to gather, and to interact and learn in safe, manageable forums. Provide:

1) age appropriate multi-use spaces for gathering groups of varying sizes
2) circulation designed with informal communication opportunities in mind
3) outdoor gathering spaces

Comments

- Creating a safe and manageable gathering space – create culture for this space
- *Outdoor gathering spaces* – How can we pay for coats, hats, etc. so kids can always have outdoor recess?
- Extra meeting spaces
- Open
- Flexible, but available for many groups

4. Assembly Space

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

1) sound systems/presentation technology to support flexible use and to allow community learners to hear better
2) flexible seating and storage space/systems for folding chairs
3) accessible "stage" area

Comments

- Change "the entire" to "at least a grade level" in the description
- Fits at least a class of a grade at high school
- Community space

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5. Interdisciplinary Learning

The school organization and its individual spaces will be designed to allow interdisciplinary teaching and teaming, and to strengthen natural connections between subject areas. Learning Spaces grouped with other facilities allow teachers of different subjects to collaborate. Provide:

1) specialized space within the rooms; sinks/storage/tables with finishes for potential "wet" activities
2) physical and visual openings (doors, windows) to support connections among the spaces
3) staff collaboration spaces, including places for Professional Learning Community (PLC) work
4) easy access to technology
5) easy access to 'making' places where production and construction can occur

Comments

- Specialized space within the rooms; sinks/storage/tables with finishes for potential "wet" activities – every room?!
- Available
- Adequate furniture

6. Specialized Lab/Studio Space for Program Delivery

Each school will have specialized lab/studio spaces for programs whose needs cannot be provided in a Basic Learning Space. All labs/studios will be designed with adaptability and flexibility in mind, so that changing program offerings are supported, and so that the spaces may be usable by students and community. Examples of programs requiring specific space include:

1) performing arts
2) visual arts
3) science
4) "design and make" / design-thinking
5) STEAM, PLTW
6) video/communications, journalism
7) career emphasis areas

Comments

- Each school will have dedicated…
- Career emphasis areas (e.g. shop class/Industrial Tech.)
- Athletics and activity clubs

7. Shared Space for Programs

Shared use of learning spaces, labs, activity areas, and grounds is required for many programs e.g. electives, Community Education and after school child care. Design facilities to intentionally support this sharing while recognizing need for security. Some guidelines:

1) secure and adequate storage for different programs
2) basic facilities such as heat/ventilation, toilets or food prep areas available for off-hours uses
3) identity of each program should be reflected in some visible way, through signage, dedicated space, or zone within the building

Comments

- Storage
- Inter-generational learning programs

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8. Special Services Needs

Provide space in each facility to support all students with special needs. Space is needed both to facilitate inclusion within the classroom and for special education services in specific settings. Design an atmosphere conducive to learning, near other learning spaces, to meet the student's special physical, sensory, and emotional needs.
Provide for:

1) learning support/resource spaces
2) break-out spaces for individualized instruction
3) spaces within learning areas for one-on-one work, additional staff
4) spaces that are sensory adaptable (lighting, sound)
5) assistive technology
6) ample storage space
7) adaptability for short-term specific needs
8) space for related service providers

Comments

- No changes that we could think
- Accessible spaces/facilities
- Plan for the "full ADA continuum" (not a technical term)

9. Space for Young Children and Parents

Provide facilities that address the specific needs of young learners and their families, including adequate support space. Address the following needs:

1) Provide appropriate space for pre-school programming
2) space and features for early childhood special education
3) specialized space (e.g. large motor skills rooms, infant rooms, sibling care)
4) flexible space for Parent Education
5) safe, child-proof spaces and fixtures
6) outdoor play and learning space

Comments

- Include the words "welcoming" and "inclusive" in the description.
- *Provide appropriate space for pre-school* and ECFE *programming* (spaces in Elem buildings or 2nd location in southern part of district)
- Welcoming parent spaces to encourage partnerships
- Culturally and linguistically inclusive

10. Personalized Learning 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 interests, and for a place they can make their own. Consider a range of functions and types:

1) project rooms
2) adaptable display space celebrating student work
3) youth lounge/commons
4) individual workspace
5) lockers/cubbies/storage for individuals: 'home base'
6) support services for individuals' development: Career Centers, portfolio storage, personalized learning plan system, etc

11. Space for Enriching Activities

Because participation in co-curricular activities enhances the personal development of the participants, modern facilities with adequate space will be provided to support these activities. Activities include Athletics, Performing and Visual Arts, and Student Activities such as publications and clubs. Facilities for activities should include:

1) Athletics:
   a) adequate number of gymnasiums to support school and community activities
   b) strength training facilities for use by all sports and physical education classes
   c) proper indoor lighting and ventilation in athletic areas
   d) adequate storage space
   e) adequate showering and locker facilities
   f) area for loading
2) Performing and Visual Arts:
   a) adequate storage and preparation space
   b) areas for changing and loading
   c) rehearsal space
   d) display space
   e) specialized acoustics, lighting, electrical and sound systems
3) Student Activities:
   a) production space
   b) display space
   c) meeting space
   d) adequate storage space

Comments

- Performing and Visual Arts:
  - Audience space
  - Designated performance space
  - Staging space

12. Staff Resource and Collaboration Space

Provide staff space that will encourage collaboration, support interdisciplinary teaching and teaming and professional learning communities 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. Characteristics include:

1) respectful individual work space
2) planning/meeting space
3) access to storage space for curriculum materials, manipulables, etc.
4) A/V technology similar to instructional spaces, for prep/exploration
5) visual connections to students
7) casual interaction/eating space

Comments

- One-on-one teacher/student meeting area at high school
- Create cultures that value bringing teachers together to collaborate
- Specified space designed for specialists' needs

13. Adult Learning Space

Provide space to allow for education of adults, both employees of the district and community members. Spaces may support formal professional development. Consider:

1) large group space with A/V tools for training and meetings
2) spaces designated for prototyping/pilot activities
3) appropriate scaled furniture

Comments

- Space during school hours

14. Daylighting and Views

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. Benefits include:

1) natural daylight improves learning and greatly enhances the comfort and utility of learning environments
2) views for supervision/security - 'eyes on the site'
3) reduced artificial light demand through daylight harvesting
4) warm/welcoming environment

Comments

- Rooms that house people should have windows for connection to the outside and for natural light and views of the thoughtful landscaping.

15. Accessible Buildings

Each facility should apply the concepts of universal design as well as meeting ADA requirements, to make accessible features useful for all. Modify existing buildings to remove barriers to public spaces and learning spaces, and provide equitable access to all levels as a first priority. Address:

1) sites, school entries, doors and public routes
2) stages and floor level changes
3) counters, cabinets, furniture
4) toilet facilities (fixtures, door openings)
5) assembly seating
6) signage
7) low physical effort / automatic (e.g. faucets, high-use doors)

Comments

- Explain "universal design"

16. Community Support Centers

Facilities will be designed to allow cooperation with local organizations and government agencies, along with the District, to provide important services for students and the community. Programs may include mental health, adult basic education, health services, alternative programs, extended day/ summer programs and school-age childcare options (see Space for Young Children and Families as well). Some guidelines:

1) space should consist of flexible/multiple use classrooms, conference rooms and offices
2) locations for community use have good access to entry and parking
3) locations within a school consider student privacy
4) security and control systems are in place to monitor use
5) secure and adequate storage for multiple users

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17. Safety

Design schools to provide a safe and secure environment. Students, staff, visitors and the community should be able to regard the school as a safe haven in which to meet, learn and work. Include:

1) passive security through design – sight lines, open, well-lit spaces
2) visible, monitored secured entry point(s) to each facility
3) regulated entry point(s) after hours
4) electronic monitoring, remote cameras
5) design solutions sensitive to community culture and aesthetics
6) Redundant and reliable communication systems, both within a building and across the District

18. Clear Main Entry

Create a clear, identifiable main entry with direct access to the main office. Consider the concept of a "welcome center" to orient visitors and control access. Contributing elements:

1) parking lot location/circulation to reinforce main building entry
2) signage, flag poles and landscaping
3) increased scale of entry elements
4) canopy for wind, rain and sun protection
5) if buses bring students to a second entry, it should have comparable quality

Comments

- Consistent signage, flag poles and landscaping across all schools
- Consistent, clear branding across all buildings

19. Welcoming Main Office

The administration and reception functions of each school will be housed in pleasant, respectful, comfortable spaces to welcome visitors and the public, as well as the school's students and staff. Design to accommodate:

1) adequate space to welcome and support guests, parents, volunteers and students
2) separate space for discipline sessions and student waiting
3) adequate space for front-end administration staff and leadership
4) adjacency to health/nurse/guidance
5) convenient access to staff/work/lounge/mail
6) acoustical levels appropriate for office environment
7) access to adequate storage

20. Health Services Space

Health Services within the schools address basic needs for physical health through direct and educational/ preventative services. Include:

1) location convenient to main entry and vehicle approach
2) space for on-site and itinerant staff
3) privacy and security yet easy supervision
4) finishes to address sanitation issues
5) locked storage for medication and private health record

Comments

- Health Services within the schools address basic needs for physical/mental health…

21. Facilities for Media Centers

The media center mission is to ensure that all students and staff are effective users of information. Design media space to support learning and instruction for students and staff in information literacy and information technologies skills. Provide:

1) flexible, moveable furniture and space for media collections
2) flexible design to accommodate multiple uses and interaction
3) variety of spaces for collaborative learning and instruction as well as for materials and individuals
4) adequate storage for equipment and materials
5) acoustical treatments that support many activities while minimizing noise

Comments

- Multi-purpose rooms
- Do we need dedicated media spaces? (secondary)
- Book-mobiles

22. Food Service and Dining

Food Service areas will include space for efficient production and serving of nutritious, healthy food. Accommodate the shift to greater preparation from fresh ingredients to support the focus on health and wellness. Areas should be appealing to students and others in the buildings. Design for:

1) pleasant, welcoming dining areas with variety of furniture, layout and finishes
2) adequate size/capacity of dining and serving space to serve students within a respectful time
3) extended dining areas where appropriate, including outdoors
4) flexibility for other uses outside of dining hours
5) facilities to support preparation and serving for choices and diverse dietary needs
6) ease of maintenance
7) reducing waste through composting, etc.
8) Consider opportunities for private sector collaborations and/or student involvement: catering, coffee shops, school store, etc.

23. Technology Space

Incorporate space for current and future technology infrastructure and equipment into the design of buildings, with space for student/staff/ community use. Specific examples:

1) server/hub/wiring rooms (secured and with air conditioning)
2) technology distributed and supported throughout the building
3) pathways designed for expansion and change of systems
4) space in classrooms to store and use mobile devices
5) distance learning/interactive video technologies
6) appropriate systems / equipment to charge mobile device batteries

24. Storage Space

Provide dedicated interior storage space at each school, designed for large and small items. In addition, locate enclosed storage convenient to activity fields and/or paved areas for maintenance and play equipment. Provide:

1) dedicated space versus use of vacant learning spaces
2) dedicated space for equipment and project materials
3) storage within classrooms/labs for student work and projects
4) outdoor and indoor maintenance equipment storage which recognizes sizes and specific needs of the equipment

25. Plumbing Core

Adequate restrooms, drinking water and custodial closets are critical to a well-run school facility. Restrooms must be in good condition, meet ADA requirements, and be distributed in locations allowing convenient use. Some guidelines include:

1) provide staff/parent/volunteer restrooms
2) prove safe, inclusive restroom facilities for all occupants that respect gender identities and physical disabilities
3) custodial closets should be sized properly for equipment and supplies
4) finished with durable/cleanable materials
5) durable construction in all restrooms to deter vandalism, maintain privacy

Comments

- Basic plumbing needs must be met
- Open bathrooms

26. Internal Circulation

Spaces for movement between and among learning settings are integral to the learning experience, in support of the philosophy that learning occurs "anytime, anywhere". They must support flow in a respectful and safe manner, while maximizing the opportunities for even corridors to be places of learning and collaboration.

1) wide enough to support the volume of learners moving through
2) include places for informal interactions and learning along the way
3) consider impact of lockers and display

INTERIORS AND FINISHES

27. Flexible/Adaptable Space

Design learning environments to address short and longer-term modifications in response to educational program – hourly/daily and longer term/yearly changes in use. Characteristics:

1) easily moveable/reconfigurable furniture
2) multiple marker boards/screens and power for different room layouts
3) use of movable or relocatable shelving and standard cabinets
4) provisions for openings/doors between rooms
5) pathway systems for power and technology cabling
6) wall construction that supports change, but is appropriate to function/ characteristics required

Comments

- Is there a fixed number of options?
- *Multiple marker boards/screens and power for different room layouts* – easy to use and clean
- *Use of movable or relocatable shelving and standard cabinets* – too much movement?
- *Pathway systems for power and technology cabling* – tech/WiFi

28. Signage and Display

Provide multiple opportunities for display of information and 2 & 3-dimensional student work. Design directional signage for the school that clearly identifies school spaces and organization. Use opportunities offered by directional signage to add to facility identity; displays can "advertise" the school and events and reflect diversity of community. Provide space and fixtures for:

1) school name and district identity visible from the street
2) clear way finding system – useable also by non-English speaking citizens
3) map of facility, permanently mounted near main entry and other key areas in school
4) use of logos, symbols, color, and quotations to inspire
5) advertising for community and school events

Comments

- Comments about the description being too 'wordy' and signage should be multi-lingual
- *Clear way finding system – usable also by non-English speaking citizens* – sight, hearing, full ADA
- *Map of facility, permanently mounted near main entry and other areas in school* – inside secure area, outline
- *Use of logos, symbols, color and quotations to inspire* – brand standards
- Student art

29. Experiential Interiors

Recognizing that learning facilities can inform and reinforce learning, use materials, light, color and forms to create engaging, joyful interior spaces. Experiential learning can include use of the building as a resource and tool to be observed and studied. Experiential characteristics include:

1) views of the movement of sunlight and shadow
2) lighting to simulate daylight, where daylight is not possible
3) color and natural materials – stimulating/calming, supportive of students
4) safely exposed structural, mechanical, electrical systems for learning

Comments

- Recognizing that learning facilities can inform and reinforce learning, use artistic materials…
- Color and natural materials – stimulating/calming, supportive of students – texture (i.e. not flat)
- Updatable in the future

30. Furniture and 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. Give attention to:

1) research on human response to colors
2) cleanable floor coverings in project spaces
3) acoustical properties of materials such as carpet or ceiling tile
4) up-to-date furniture that is ergonomically designed, age and use-appropriate, and easily moved/reconfigured to create multiple learning settings
5) furniture that is adaptable for multiple uses and locations

Comments

- Select colors, interior finishes and furniture which contribute to the quality of the learning environment and student wellbeing…
- Research on human response to colors and shapes
- Acoustical properties of materials such as carpet or ceiling tile or shapes
- Standing desks

SYSTEMS

31. Quality HVAC/Plumbing

Heating, ventilating, air conditioning and plumbing systems should be designed to support student learning and the health and comfort of school users. Provide energy efficient, dependable HVAC systems that allow some control by the users of any given space:

1) select and design mechanical systems and materials for efficiency and good indoor air quality
2) design upgraded plumbing to be accessible, water efficient and effective
3) study and employ alternative and renewable energy systems as appropriate and fiscally responsible

Comments

- Hot water
- Select and design mechanical systems and materials for efficiency and good indoor air quality – consider implications of future technologies

32. Ample Electrical Service Systems and Lighting

Power capabilities of all schools will include sufficient, distributed electrical outlets and clean power to support anytime anywhere learning. Lighting will provide multiple light levels for efficiency and function
Recommendations:

1) consider special events needs
2) utilize floor outlets, including data wiring, in selected areas for flexibility
4) adequate individual access to power (for devices, e.g. Juice bars)
5) address special battery charging/electrical needs for custodial equipment
6) study and employ alternative energy systems as appropriate and fiscally responsible consider alternative vehicle charging/fueling

Comments

- …distributed electrical outlets and clean (how?) power…
- Utilize floor outlets, including data wiring, in selected areas for flexibility – outlets and controls near white boards, etc.

- Address special battery charging/electrical needs for custodial equipment – and electric vehicles (particularly at the high school)
- Change 'consider' to 'adapt for' (alternative vehicle charging/fueling)

33. Technology Infrastructure and Hardware

Technology systems are a key tool for learning and in communications among staff, administration, students and parents. Technology system/network access in the school will be distributed throughout the schools and allow for expansion and change. Consider:

1) access anywhere, anytime, by appropriate users
2) flexible design to adapt to rapid technological change
3) distance learning options/software and connections
4) administrative and support software systems
5) security, e.g. video cameras for surveillance / confidentiality
6) consider voice amplification systems in instructional areas

Comments

- Comment on where the technology systems include parents.
- *Security, e.g. video cameras for surveillance/confidentiality* – data practices and retention, privacy is discussed in student handbooks

34. Technologically Enhanced Systems

Digital controls for ventilation, lighting and power systems allow for central control/monitoring and improved energy efficiency. Consider:

1) building automation and energy management plan implemented district-wide
2) utilize light sensors with central/timed switching
3) tied to security systems/plans
4) recognizing outside school use schedules

Comments

- Digital controls for ventilation, lighting and power systems allow for central control/monitoring (automated) and improved energy efficiency.

SITE

35. Safe and Accessible

The design of surfaces, walks, ramps, plantings and drainage systems for a site contributes to user well-being. Design of the ground plane that assists rain water control, supports maintenance, and applies the concepts of Universal Design as well as meeting ADA requirements. Design guidelines include:

1) apply to all school grounds, including play areas and outdoor learning spaces
2) promote infiltration and recapture of rainwater where possible
3) create accessible topography and design suitable ramps
4) provide quality exterior lighting
5) consider snow management
6) consider security when planning landscaping

Comments

- The design of surfaces, walks, ramps, plantings and drainage systems for a site contributes to user well-being (cultural, artistic, lighting, color, mural).
- Explain "universal design."
- Sustainability – see 40.
- Within the 'design guidelines' change the word 'consider' to 'enable.'

36. Traffic Control

Reduction of traffic conflicts between buses, cars, bicycles and pedestrians is a critical component of site safety. Locate bus pick-up and drop zones separate from parent pick-up and drop zones, and size the bus area to handle the full number of buses at each school. Define and control pedestrian and bicycle walkways on the site. Design visitor parking areas to coordinate with parent pick-up zones.

1) recognize neighborhood traffic patterns in setting parent drop-off capacity
2) limit bus and parent drop-off to single lane, curb side configuration
3) provide dedicated fire lanes where required
4) provide signage to communicate configurations

Comments

- …*Design* (encourage sustainability – e.g. green steps city program) *visitor parking areas to coordinate with parent pick-up zones.*
- Work with government entities to create traffic controls as needed.

37. Parking and Service Access

Design adequate, safe and well-lit car and bike parking for visitors, staff and students. Provide adequate, safe and screened service and delivery areas. Design guidelines include:

1) design visitor parking to direct visitors to main entrances
2) develop relationships with neighboring properties for off-hours event parking
3) landscape parking lots to reduce heat island effect and control storm water
4) locate and/or screen service areas so that they are not directly visible from public areas
5) locate bike parking in an area that can be visually supervised

Comments

- *Design visitor parking to direct* (signage) *visitors to main entrances*
- *Landscape parking lots to reduce heat island effect and control storm water* (sustainability)
- Public maps – site resources/multi-lingual signage

38. Landscape Character

Attractive, developed landscaping adds significantly to character, quality, sustainability and identity of any site and can improve student and community respect for the school. Maintain quality landscape and maintenance program at each facility:

1) promote sound environmental decisions
2) employ appropriate hard surfaces, using a variety of paving materials
3) utilize grass turf where appropriate, with irrigation systems only if needed
4) consider native plant species where possible
5) relate landscaping to outdoor learning settings and curriculum
6) support maintenance program at each facility

Comments

- "…respect for the school." Implies kid ownership
- Allow student the opportunity to contribute to landscaping

39. Safe and Accessible Outdoor Play

Physical activity is a key part of a healthy school experience, therefore play grounds, play fields and athletic fields must be available for student use during and after school. Safety, security, accessibility will be considered. Components of safe outdoor play areas include:

1) grass, paving, and other surfaces in good/safe condition
2) safe and accessible equipment that is age appropriate
3) adequate size and number of fields, courts and play areas
4) properly maintained athletic fields and fencing
5) areas for unstructured play
6) defined boundaries and perimeter
7) safe and secure lighting of fields and play areas

Comments

- Insert the word 'inclusive' to the title (after accessible).
- Make sure to include 'handicap-friendly.'

40. Outdoor Learning Settings

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 outdoor learning settings: gardens, small and large gathering spaces and outdoor "classrooms."

1) nature areas and gardens as outdoor labs
2) gathering spaces, informal "stage"
3) amenities to support outdoor learning (e.g. hose bib for watering gardens)
4) formal and informal seating and tables

Comments

- Capitalize on local offerings/settings

41. Planned Expansion

Plan each school site keeping open possibilities for future expansion and the flexibility to handle changes in the number and characteristics of learners without sacrificing quality of structure or experiences. Design in:

1) extendable circulation systems that respond to the flow of people and infrastructure
2) core facilities arranged to grow as classrooms are added

Comments

- Plan ahead – purchase additional land as needed

42. Permanent Facilities

Protect community's investment in schools by designing buildings for long term use. Use materials, construction methods and details for durability, efficiency, sustainability and institutional quality:

1) consider maintenance/operations cost over time as well as initial construction costs
2) consider potential future conversion to other uses
3) limit use of portables to short-term needs (1-5 years)

Comments

- Limit use of ~~portables~~ to short-term needs (1 – 5 years)

COMMUNITY / OFF-SITE

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43. Community/Off-Site Learning Settings

Explore opportunities with the community for off-site learning settings to augment the curriculum and school facilities. Recognize that community connections are a resource for students, staff and the broader community. Design programs or connections to significant local resources, such as government, businesses, arts institutions, higher education. Efforts may include:

1) create space for partners (businesses, community members, groups) on campuses, such as work/office/ seminar space and kiosks/displays
2) create partnerships for off-site use of highly specialized space, such as bio-tech labs or TV studios
3) create/expand partnerships with other educational institutions

Comments

- *Create space for partners…on campuses, such as work/office/seminar space* (co-working spaces) *and kiosks/displays.*
- *Create/expand partnerships with other educational institutions* along with business/future employees
- Student-initiated partnerships

44. Joint-Use Facilities

Explore the possibility at each site of creating facilities that will be jointly used, operated and funded by the School District and another organization (e.g. City, YMCA, areas of worship). Develop a management plan to establish mutually beneficial design and operation terms that include safety, security, access, parking and liability issues as well as concerns of partners. Benefits go beyond financial support for additional facilities to increased community participation in schools. Possible shared areas could include:

1) meeting/conference facilities
2) gymnasiums
3) performing arts space
4) fitness rooms
5) multi-purpose spaces
6) video and media facilities
7) swimming pools
8) playgrounds/athletic fields
9) lunchroom/community kitchens
10) Branch banks, Minute Clinic, Dental, Lifetime Fitness, etc.

Comments

- Co-working spaces

45. Connections Between School Sites

Establish connections that foster equitable programs and communications between sites. Consider:

1) transportation
2) communication networks

Comments

- *Transportation* not exclusive to athletics
- Rotational staff assignments as applicable

10 **Next Steps:**

1. Next Workshop, November 4, includes presenting the Gap Analysis results and Creating District Wide Scenarios

2. School tours will be in an open-house format, tour participants are asked to use the Vision, Principles, and Standards as a lens to focus their evaluation and to look for "Joy"

Wednesday, Oct. 16, 2019	
5-5:30 p.m.	Andersen Elementary
5:45-6:15 p.m.	Afton-Lakeland Elementary
6:45-7:15 p.m.	Brookview Elementary
7:30-8 p.m.	Lake Elmo Elementary
8:15-8:45	Oak-Land Middle School

Wednesday, Oct. 23, 2019	
4:30 -5 p.m.	Withrow
5:15-5:45 p.m.	Oak Park
6-6:30 p.m.	Stonebridge Elementary
6:45-7:15 p.m.	Rutherford Elementary
7:30-8 p.m.	Lily Lake Elementary

Wednesday, Oct. 30, 2019	
5-6 p.m.	Stillwater Area High School
6:15-7 p.m.	Stillwater Middle School
7:05 - 7:35 p.m.	Early Childhood Family Center

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WELCOME!

WORKSHOP 03

FACILITY MASTER PLAN
STILLWATER AREA PUBLIC SCHOOLS

AGENDA

WELCOME BACK!
Superintendent Pontrelli

PURPOSE / HOW WE WORK

INFORMATION FORUM
Initiatives, Data, Programs

WORKSHOP #2 RECAP
Revised Vision Statement, Principles

---- BREAK----

PROVOCATION
Where Joy Lives

FACILITY STANDARDS
Review, Edit/Augment, Gallery Walk

REFLECTIONS + NEXT STEPS

PURPOSE

To co-create a clear and compelling Vision for District Facilities and to align the educational program and physical design with this Vision.

Today's Purpose: To increase awareness of District initiatives, data, and programs.

To complete the framework of Facility Vision, Principles, and Standards in order to effectively evaluate existing facilities.

WHAT IS A MASTER PLAN?

- 10-15 year road map for the future
- Grounded on your Vision for Learning
- Living/breathing document
- Physically & fiscally responsible
- Allows logical implementation over time

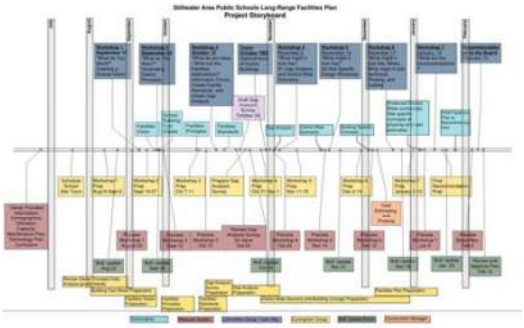
"THE BEST WAY TO PREDICT THE FUTURE IS TO DESIGN IT"
–BUCKMINSTER FULLER

Stillwater Area Public Schools Mission

To develop curious individuals who are active and engaged leaders in an ever-changing world by challenging all students as they travel along their personalized learning pathways.

HOW ARE DECISIONS MADE?

LONG RANGE FACILITIES PLAN PROCESS



COMMUNITY DESIGN TEAM SCHEDULE

- **Workshop 1** September 10 - Creating a Shared Facility Vision
- **Workshop 2** September 24 – Generating Facility Principles
- **Workshop 3** October 15 – Information Forum and Creating Facility Standards
- **Building Tours** October 16, 23, 30 – Optional Open House Style Tours
- **Workshop 4** November 4* – Gap Analysis Review and District Wide Scenarios
- **Workshop 5** November 19 – Site Specific Design Workshop
- **Workshop 6** December 17 – Synthesis, Phasing, Cost Estimating
- **Workshop 7** January 14 – Creating and Finalizing the Plan

COMMUNITY DESIGN TEAM PROCESS

Workshop #1 Creating a Shared Vision
Create an understanding of process and develop a design thinking mindset
Establish values to inform a vision statement

Workshop #2 Design Principles
Unveiling the Vision Statement
Generate District Facilities Principles based on the Vision

Workshop #3 Information Forum and Facilities Standards
Share Information on District initiatives, programs, and demographics
Share, Revise and Discuss Facilities Standards

Open House Style Tours
Opportunity to see how the District's buildings support instruction and visit buildings that team members may not be familiar with.

COMMUNITY DESIGN TEAM PROCESS

Workshop #4 Gap Analysis and District Wide Scenarios
Review the survey of how the buildings meet the Standards from Workshop #3
Discuss and Create District Wide Scenarios to address the Gap and District level issues.

Workshop #5 Site Specific Design Workshop
Review the common ground District Wide Scenario.
Group work to design solutions for each site.

Workshop #6 Synthesis, Phasing, Cost Estimating
Fine tuning the Master Plan
Presenting and reviewing preliminary cost information
Review phasing for implementing the plan

Workshop #7 Creating and Finalizing the Plan
Presenting, reviewing, and finalizing the plan.

co-creative mindset

RELAX & ALLOW. Constant self monitoring will get in the way of group performance. Let go…

DON'T WORRY ABOUT WHO GETS CREDIT. When everyone genuinely collaborates, everyone ends up being more creative.

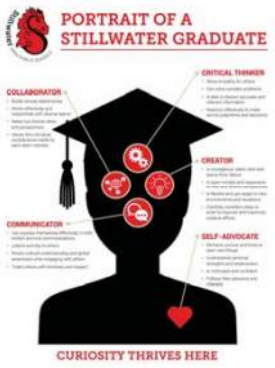
CLARITY IS NOT A VIRTUE. If everything you say is detailed and explicit, you won't give your collaborators room to run. Put ideas out there that are half-baked.

CREATIVITY IS RISKY. Nurture an environment that rewards failure. Successful creative teams are the ones who fail the most often.

INFORMATION FORUM

Programming/Spaces

PreK-Transitions



Programming Focus Areas

- STEM alignment K-12 (Science, Technology, Engineering & Mathematics)
- Literacy
- Social Emotional Learning/ Mental Health
- Middle School Model
- Culturally-Responsive Teaching
- Special Education
- Student Engagement
- Pathways
- Technology Access
- Immersion
- Multi-Tiered Systems of Support

Elementary Schools: PreK Through 5th Grade

School	Programs	PreK
Afton-Lakeland	----	2
Andersen	----	1
Brookview	----	2
Lake Elmo	Spanish Immersion; Medically Fragile	2
Lily Lake	ASD	2
Rutherford	DCD	3
Stonebridge	EBD	2
ECFE	PreK, ABE, ECSE, Courage Kenny, 916, Adventure Club, Sibling Care	8

Things to Know:
Six-Day Rotation of Art, Media, Music, and Phy Ed

Considerations:
BV and LE have no classroom space for Art, utilizing Media Center which reduces media space

ECFE uses two conference rooms for parenting classes

Middle Schools: 6-8th Grade

School	Programs
Stillwater Middle	DCD, EBD, ASD GATE
Oak-Land Middle	Medically Fragile

Things to know:

- Run a 6 period day schedule
- Students, staff organized into "Teams"
- 6 & 7 grade wheel schedule includes Health, Art, Middle School Success, Design & Modeling. Phy Ed alternates with Music/Orchestra/Band/Choir
- 8th grade electives (4 semesters)
- Both MS have a pool

Considerations:

- Design and Make courses utilizes half of the Oak-Land's media center
- Space issues resulting from:
  - 2 grade levels of music
  - 3 grade levels of Phy Ed
  - Increased sports participation

High School: 9-12th Grade

ALC
- 5 Rooms
- Two office spaces
- 67 students

Wellness Center
- 1 Classroom space

Clinic
- 1 Classroom space

Special Education
- Clusters
- ASD Flex

Stillwater AREA PUBLIC SCHOOLS

Things to Know:

- Runs a 6 x 2 Schedule (six courses, two semesters)

Considerations:

- Auditorium needs additional capacity
- Utilization of media center space
- Utilization of locker bays
- Front office is small and security concerns exist
- Security access/doors - no way to partition off one wing of the building

Community Education

Current Programming
- Early Childhood Family Education
- Early Childhood Screening
- Preschool
- School-Age Care
- Youth Enrichment & Athletics
- Gymnastics & Aquatics
- Theatre
- Adult Enrichment, Fitness & Athletics
- Adult Basic Education
- Special Events
- Pony Activity Center
- Facility Use

Future Plans
- Offer additional preschool classes
- Increase program offerings on the south end of the district
- Offer programming during the school day for adults and early childhood, across the district

Stillwater AREA PUBLIC SCHOOLS

Things to Know:

- Community Education serves the entire community
- Our programs are mostly hosted in community spaces (gyms, media centers, cafeterias, etc.) during non-school hours, evenings and weekends

Considerations:

- We are currently unable to meet the demand for programming during the school day for early childhood and adult programs

Oak Park Building

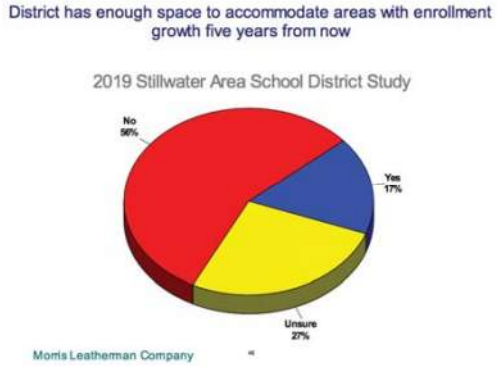
Transitions 18-21 Program
- 9 classrooms
- Staff lounge, half of the gym, and cafeteria

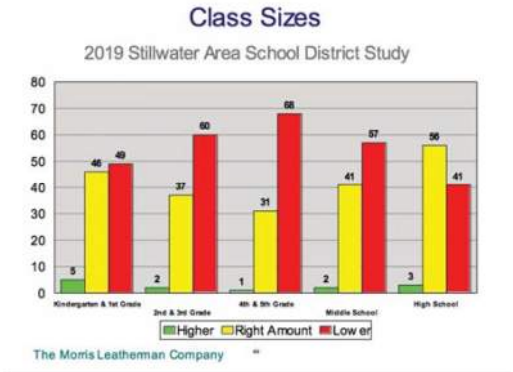
Flexible Meeting Space
- 100+ people capacity
- 1 to 3 individual meeting spaces
- Audio/Visual capabilities

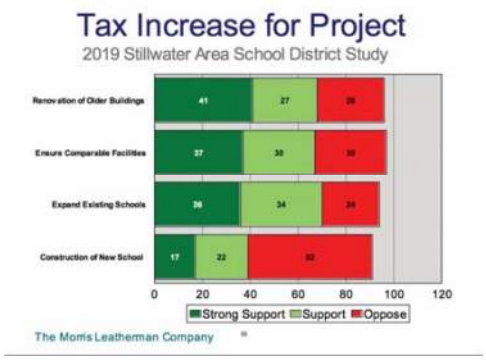
Special Education Department
- Main office

YCAPP - Alternative to Suspension
- 1 classroom

Stillwater AREA PUBLIC SCHOOLS







Demographics

KINDERGARTEN PROJECTIONS 13-14

Year	@19.3%	@20.1%	Actual Enrollment
2013-14	**548**	**548**	548
2014-15	544	566	599
2015-16	548	571	550
2016-17	547	570	551
2017-18	556	579	539
2018-19	565	589	582 (projected 550)
2019-20	569	582	570 (projected 575)
2020-21	573	597	(projected 585)
2021-22	576	600	(projected 588)
2022-23	579	603	
2023-24	582	606	
Total	5,639	5,873	

K-5 ENROLLMENT 13-14

	2017-2018 School (Sum)	2018-2019 School (Sum)	2019-2020 School (Sum)	2020-2021 School (Sum)	2021-2022 School (Sum)
Afton-Lakeland	444	448	479		
Andersen	343	343	364		
Brookview	425	444	480		
Lake Elmo	598	663	697		
Lily Lake	478	485	477		
Rutherford	612	599	567		
Stonebridge	458	455	433		
GATE 4/5	44	48	55		
Total	3,402	3,485	3,552		

ENROLLMENT PROJECTIONS 13-14

Year	Low K Low Mig	Low K High Mig	High K Low Mig	High K High Mig	Actual Enroll
2013-14	**8,280**	**8,280**	**8,280**	**8,280**	8,280
2014-15	8,210	8,246	8,232	8,268	8,254
2015-16	8,140	8,208	8,186	8,254	8,201
2016-17	8,101	8,192	8,170	8,261	8,271
2017-18	8,063	8,181	8,156	8,275	8,193
2018-19	8,045	8,183	8,162	8,302	8,292 (projected 8,210)
2019-20	8,024	8,189	8,166	8,333	8,336(projected 8,300)
2020-21	7,998	8,191	8,166	8,362	(projected 8,300)
2021-22	7,942	8,152	8,136	8,350	(projected 8,300)
2022-23	7,899	8,124	8,120	8,350	
2023-24	7,876	8,110	8,124	8,365	

ENROLLMENT PROJECTIONS 13-14

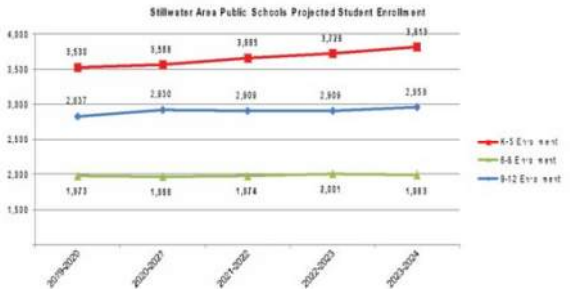
	K-6	7-9	10-12	Total
2013-14	4,291	1,970	2,019	**8,280**
2016-17	4,202	2,007	2,062	8,271
2017-18	4,056	2,034	2,103	8,193
2018-19	4,096	2,062	2,134	8,292
Low K/Low Mig	3,999	2,038	2,007	8,045
Low K/High Mig	4,078	2,075	2,030	8,183
High K/Low Mig	4,116	2,038	2,007	8,162
High K/High Mig	4,195	2,075	2,030	8,302
2023-24				
Low K/Low Mig	4,137	1,834	1,905	7,876
Low K/High Mig	4,228	1,907	1,975	8,110
High K/Low Mig	4,309	1,910	1,905	8,124
High K/High Mig	4,404	1,986	1,975	8,365

ENROLLMENT PROJECTIONS 18-19

TABLE 2: POPULATION & AGE DEMOGRAPHICS BY DISTRICT BOUNDARY

	2010		2018		2023		2018-2023
Age Range	Number	Percent	Number	Percent	Number	Percent	% Change
0 - 4	3,122	5.3%	3,209	4.9%	3,426	4.9%	6.8%
5 - 9	4,224	7.1%	3,857	5.9%	3,924	5.7%	1.7%
10 - 14	4,692	7.9%	4,509	6.9%	4,330	6.3%	-4.0%
15 - 19	3,969	6.7%	4,261	6.5%	4,193	6.1%	-1.6%
20 - 24	2,769	4.7%	3,569	5.5%	3,371	4.9%	-5.5%
25 - 34	5,773	9.7%	7,065	10.9%	7,898	11.4%	11.8%
35 - 44	8,258	13.9%	7,513	11.5%	8,536	12.3%	13.6%
45 - 54	10,868	18.3%	9,822	15.1%	8,898	12.9%	-9.4%
55 - 64	8,374	14.1%	10,415	16.0%	10,504	15.2%	0.9%
65 - 74	4,164	7.0%	6,737	10.3%	8,537	12.3%	26.7%
75 - 84	2,148	3.6%	2,855	4.4%	4,150	6.0%	45.4%
85+	1,040	1.8%	1,302	2.0%	1,446	2.1%	11.1%
Median Age	41.7		43.1		43.7		1.4%
Totals	59,421	100.0%	65,114	100.0%	69,213	100.0%	6.3%

ENROLLMENT PROJECTIONS 18-19

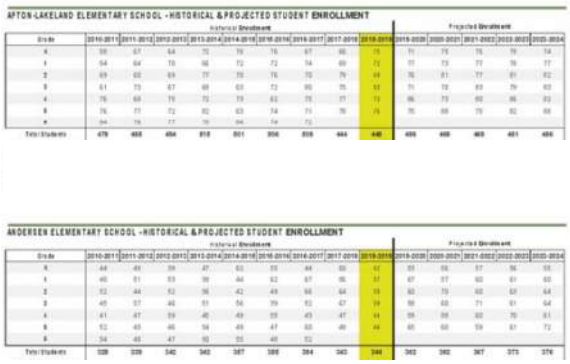


ENROLLMENT PROJECTIONS 18-19

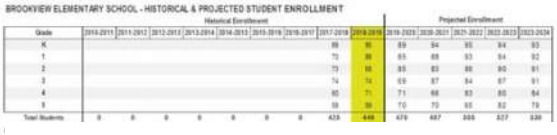
TABLE 13: PROJECTED ENROLLMENT

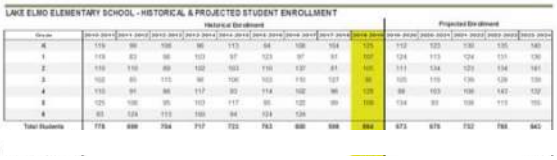
Grade	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
K	547	579	593	590	591
1	605	562	594	608	605
2	572	635	589	622	636
3	592	584	655	608	642
4	578	612	604	681	634
5	636	594	631	621	705
6	626	661	617	656	645
7	633	650	684	638	676
8	712	654	673	707	660
9	696	750	669	705	745
10	723	716	764	703	723
11	729	726	716	771	708
12	689	741	740	727	783
Total K - 5	3,530	3,566	3,665	3,729	3,813
Total 6 - 8	1,973	1,966	1,974	2,001	1,983
Total 9 - 12	2,837	2,930	2,909	2,909	2,959
Total K - 12	8,340	8,462	8,548	8,639	8,755

ENROLLMENT PROJECTIONS 18-19



ENROLLMENT PROJECTIONS 18-19





ENROLLMENT PROJECTIONS 18-19

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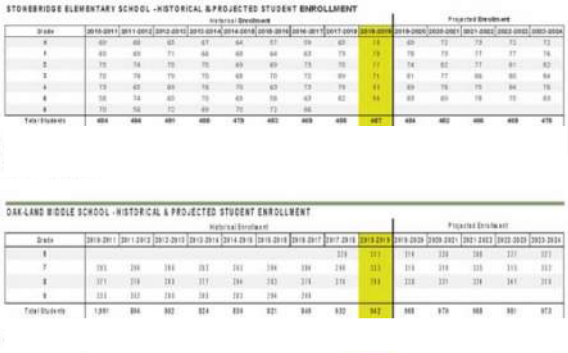
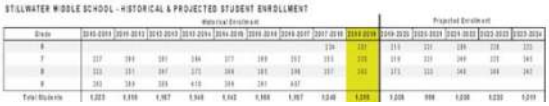


ENROLLMENT PROJECTIONS 18-19



REFLECTIONS

LET'S REVIEW
Workshop #2

VISION

Enhance the dreams and aspirations of our students, teachers and community in building an innovative, diverse, inclusive, flexible, accessible, collaborative and sustainable future for all.

- We envision environmentally friendly places that are community assets for learning and development of students of all ages in a variety of capacities, both indoor and outdoor.
- We envision fiscally sustainable and efficient learning centers that invest in innovative learning styles, opportunities, and techniques.
- We envision learner centered, community driven, safe, flexible and environmentally rich space for all students, teachers and community.
- We envision a space that encourages and supports diverse viewpoints and identities to strengthen and enrich learning experiences.
- We envision spaces that support all students with access to mental health resources and academic support for all.
- We envision progressive environments that promote community engagement.

REFLECTIONS

FACILITY PRINCIPLES

Overarching beliefs and commitments to what's important for all Stillwater Area Public Schools.

Facility Vision: Answers WHY

Facility Principles are: Answer WHAT

- Values/Beliefs that answer:
  WHAT are we willing to commit to in order to deliver on the Facility Vision?
- Begins to look at the role facilities play in supporting your aspirations around learning and the desired learning activities

What they are not:

- They do not and cannot set policy about operations
- They do not design teaching and learning – but guide the design of facilities to support the teaching and learning developed and delivered by others

Edits made by Cuningham were to reduce duplication, bring together related principles.

Category - Community

Stillwater Schools are committed to **providing facilities that are the center of our community. We believe our facilities should be open/accessible, inviting, flexible and safe for all who live in our community.**

THIS MEANS:

- **Spaces are useable by the community**
- **The facilities uniquely fit the context of the site and community, and take into consideration**
  - Geography
  - Climate
  - Demographics
  - Local history

Category - Collaboration

Stillwater Schools are committed to **fostering collaboration in learning by providing opportunities for partnership, communication and experiences across the whole community.**

THIS MEANS:

- **Collaboration is invited, encouraged, and supported by the buildings**
- **Common spaces for collaboration, created with thoughtful design for colleagues and students**
- **Facilities have space to accommodate and support partnerships, experiential learning, and community-school activities**
  - Collaboration/partnerships with local community workplace and education (AP Environment, Biology, STEAM). (i.e. Century College, U of MN, on-the-job training at 3M, Andersen Windows, etc.)
- **A broad, evolving array of communication tactics and paths**

Category - Innovation

Stillwater Schools are committed to **creating flexible, open spaces and innovative curriculum to foster creative, openminded, collaborative, and problem-based learning.**

THIS MEANS:

- **Space that can change on a moment's notice**
- **Space that is open and connected to nature**
- **Space that provides student-driven access to a variety of equipment and other learning tools**

Category - Innovation

THIS MEANS (cont.):

- **Space that supports self-directed learning**
- **Flexible and accessible furniture allowing for collaborative, team-based learning**
- **Space where teachers can test/explore new methods and tools**
- **Outdoor spaces to foster creativity and problem solving**
- **Space to promote innovative community partnerships**

Category - Engagement

Stillwater Schools are committed to **being a place that motivates a high level of learning.**

THIS MEANS:

- **Inspiring spaces to learn**
- **Fostering high quality learning experiences.**
- **Providing adequate time and space for instructional support and prep**
- **Encouraging creativity and technologically advanced problem solving**

Category – Student Focus

Stillwater Schools are committed to **student-focused facilities and instruction that encourage and entice all students to explore and develop their ambitions and identity in a holistic way so all may flourish.**

THIS MEANS:

- **Students of all ages, races, genders, cultures, socio-economic background and abilities (physical and mental)**
- **The facilities will enable students to discover and nurture their talents, interests, and abilities**
- **The facilities will be relevant and meaningful toward a variety of career and educational pathways (student autonomy)**
- **The facilities will support students as emotional, intellectual, and physical beings**

Category - Technology

Stillwater Schools envision **the utilization and flexibility of technology to assist and enhance our students' ability to achieve in the present and the future.**

THIS MEANS:

- **Tools to help students with a variety of different educational backgrounds succeed**
- **Creating community on both a local and global scale**
- **Building in flexibility to allow for adaptability of future needs**
- **Use of technology to support a safe educational environment**

Category – Sustainability: Ecological and Financial

Stillwater Schools are committed to **good use of resources in construction and operation of facilities, aligning facilities with current and future community *needs*, in ways that provide value.**

THIS MEANS:

- **Efficiently designed and operated facilities, through use of technology, best practices, and efficient resource allocation**
- **Facilities and infrastructure that are planned to be flexible, adaptable and expandable for current and future needs (e.g. demographic, academic or technology changes)**

Category – Sustainability: Ecological and Financial

THIS MEANS (cont.):

- **Facilities that are flexible for use for multiple purposes and at more times of the day, maximizing their utilization. Strategies could include:**
  - Class schedule/school day restructuring to offer classes for credit in the evenings
- **Consider investing in renewable energy resources, e.g. geothermal and solar**
- **Maintaining attractive and competitive programming. For example:**
  - Excellence in curriculum, academics
  - Strong existing and new programs: STEAM, Orchestra, Immersion
- **Using a process that supports transparency:**
  - The community establishes what needs the facilities shall provide
  - Costs to promote the current and future needs of the community are known and communicated
  - The long-term Facility plan is regularly reviewed, and status reported on.

Category – Equitable/Diverse

Stillwater Schools are committed to **facilities that are equitable and meet diverse needs. The quality of a student's learning should not be dependent on the community/neighborhood they live in.**

THIS MEANS:

- **Spaces feel safe, inclusive, welcoming and supportive of diverse perspectives, cultures and learning styles**
- **Specialized programming is accessible to all by removing barriers (transportation, information, etc.)**

Category – Equitable/Diverse

THIS MEANS (cont.):

- **Geographic boundaries address key factors: cost, transportation, financial and racial diversity**
- **Supporting student/teacher ratio per class, class size, and square footage per student in elementary and secondary schools that are comparable across the district**
- **Ongoing assessment of the allocation of resources (e.g. tangible items, specialists) to meet student needs**

Category - Flexible

Stillwater Schools are committed to **facilities that are flexible and enhance the experience for students, staff and community to meet current and future needs.**

THIS MEANS:

- **Multi-use classrooms / transformable spaces (e.g. moveable walls)**
- **Furniture that is mobile and multi-purpose**
- **Buildings that can support population and demographic changes (e.g. by additions)**

Category – Supportive

Stillwater Schools are committed to **providing a quality environment that supports all staff and students.**

THIS MEANS:

- Facilities are aesthetically pleasing, clean and well maintained
- Safe environment for all – social, emotional, physical
- Equitably accessible for students and staff
- Carefully designed for optimal flow throughout building and site
- Incorporating accommodations for sensory integration activities (e.g. curved walls; shelter from noise or light)
- Considerations for age-appropriate spaces, located ideally (e.g. bathrooms and playgrounds)

REFLECTIONS

BREAK

PROVOCATION

FACILITY STANDARDS

Facility Design Standards: HOW

These standards define consistency, value and quality across Stillwater Area Public Schools' physical facilities as they are maintained, improved or built.

Facility Design Standards 'Zones of Work'

DEFINITIONS OF ZONES

1. **BUILDING**
   Organization and design of individual buildings; their internal circulation and spaces
2. **SITE**
   The grounds area outside the building, including drives, parking, fields and landscaping
3. **INTERIORS AND FINISHES**
   Fine scale issues relating to the materials and fixtures of spaces within the building
4. **SYSTEMS**
   Various infrastructure systems that operate within the building - mechanical, electrical, communication, technology
5. **COMMUNITY/OFF-SITE**
   Community based learning environments, or other environments not physically located at an SAPS facility.

AUGMENT AND EDIT – Step 1

- First, read the index so you generally know what is covered. Then read the portion of the standards assigned to your table
- Notice any gaps, or wording you don't think is right, in relation to vision, principles or core SAPS practices
- Discuss with your table and together make edits. Prepare to share with your partner table

(20 min +/-)

COMPARE AND CONSOLIDATE – Step 2

Partner tables work (about 10 min):

- Share your edits and the thoughts behind them with the other table; repeat
- Agree on a single set of edits on the large-format standards sheets. Be as concise as you are able
- Post your standards on the wall, and decide if one of you will stay with your list during the gallery walk to answer questions

GALLERY WALK

- You'll have about 5 min at each of the 5 stations
- Read the (revised) standards statements
- Ask questions and/or use post-it notes to comment

We will ask for reflections at the end of the walk

REFLECTIONS

Next Steps...

Next Steps Tours:

Wednesday, Oct. 16	
5-5:30 p.m.	Andersen Elementary
5:45-6:15 p.m.	Afton-Lakeland Elementary
6:45-7:15 p.m.	Brookview Elementary
7:30-8 p.m.	Lake Elmo Elementary
8:15-8:45	Oak-Land Middle School

Wednesday, Oct. 23	
4:30 -5 p.m.	Withrow
5:15-5:45 p.m.	Oak Park
6-6:30 p.m.	Stonebridge Elementary
6:45-7:15 p.m.	Rutherford Elementary
7:30-8 p.m.	Lily Lake Elementary

Wednesday, Oct. 30	
5-6 p.m.	Stillwater Area High School
6:15-7 p.m.	Stillwater Middle School
7:05-7:35 p.m.	Early Childhood Family Center

THANK YOU!

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Workshop 4 – Gap Analysis and District Wide Scenarios

November 4, 2019.

"Review the survey of how the buildings meet the Standards from Workshop #3. Discuss and Create District Wide Scenarios to address the Gap and District level issues."

This workshop opened with reflection on the buildings toured and observations on how each building supports or does not support the district's Vision, Facility Principles and Building Standards. After a brief summary presentation by CDT volunteer, the team was invited to reflect on each building. These observations were then supplemented by results of the GAP analysis survey filled out by each building's principal. A common observation was [inadequate and inequitable] condition of Lake Elmo Elementary school.
In the second half of the workshop the group was invited to discuss District-wide program locations on issues such as: how to align enrollment growth; district facility resources and possible facility improvements; location and accommodation of special programs. Each table was to produce a scenario as a team. All scenarios were shared at the end the workshop and common ground recorded.

Stillwater Area Public Schools
Workshop #4 District-Wide Design Scenarios
November 4, 2019

This workshop was held with the Community Design Team, a group of roughly 80 stakeholders, with a primary purpose of developing District-Wide Scenarios that are a direct result of the groundwork laid to date. The following document contains a meeting agenda and notes, including group conversations. Photos of the event are also available.

Purpose of the Community Design Team is to co-create a clear and compelling vision for District Facilities and to align the educational program and physical design with this vision.

Vision Statement for the Master Plan is:

Enhance the dreams and aspirations of our students, teachers and community in building an innovative, diverse, inclusive, flexible, accessible, collaborative, and sustainable future for all.

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FACILITY PRINCIPLES

November 4, 2019: 5PM – 9:00PM

Purpose: To develop District-Wide Scenarios that are a direct result of the groundwork laid to date.

5:00 p.m.	WELCOME BACK Superintendent Pontrelli
	PURPOSE/AGENDA/HOW WE WORK Expectations for Today
	SCHOOL BUILDING OSERVATIONS Use plans, key data and tour feedback
	GAP ANALYSIS RESULTS Standards applied: Summary of Findings
	DISTRICT-WIDE PLANNING PARAMETERS Demographics and Capacity
	DISTRICT-WIDE SCENARIOS Design the District, Common Ground
8:45 p.m.	FINAL REFLECTIONS + NEXT STEPS

Master Plan Workshop #4, District-Wide Scenarios – Meeting Notes

01 Introduction and welcome by Superintendent Pontrelli – Welcomed the Community Design Team back.

03 Cuningham Group team shared the purpose and agenda for the Workshop session:
To develop District-Wide Scenarios that are a direct result of the groundwork laid to date.

04 Cuningham Group reviewed the workshop process with the Community Design Team and led brief discussion of the Ground Rules and Design Mindset. An additional tour, of Central Services Building, has been scheduled for November 7, 2019 (Thursday)

05 **Building Observations:** Cuningham Group reviewed the building data sheet information for each of the district buildings, pointing out programs housed and organization of the schools. Melanie Zahler had assembled photographs from the tours and presented them, together with her understanding of what's working and the needs at each of the buildings.
The Community Design Team members provided observations, thoughts and questions about the existing buildings, and augmented the needs/what's working:

- Brookview needs additional classrooms
- Stonebridge needs storage, as most classrooms have only 1 permanent wall
- High School needs include the entry through the tiny office area
- High School student commented that the Wellness Center was not easily accessible to them.
- Lake Elmo elementary should be replaced; unfair/inequitable facilities there
- Many elementary schools have little open/flexible space
- Observed a need for zoning for security
- What about the standard to have a space to gather the whole school, or at least one class level? Principal of the HS noted that they would use such a space if it were available, but it's not a high priority need.
- Need for larger Auditorium at the HS is because demand for community and HS use is greater than the current one can handle (size/seating).
- Pony Activity Center is big enough for the whole HS but acoustics and A/V are poor for assembly uses.
- Stonebridge Special Ed Cluster space is substandard
- Transitions program is 'forgotten' at Oak Park; using former elementary space 'as is'
- Energy performance is poor in buildings with lots of additions
- Infrastructure challenges exist in older buildings/those with many additions
- Andersen site is tiny
- Other older sites are smaller than current guidelines established by the Minnesota Dept of Education.
- There is a wide variety of furniture, relevant to the standard for flexible, mobile furniture.
- Flexibility is lacking. Some schools have open space that can't be closed; others have closed spaces that can't be opened.
- Future construction should plan for expansion, for long term change
- Brookview is already out of space: Art room converted to 2nd grade, 21 students on PreK waiting list.
- Oak-Land Middle is still on well water. Don't forget plumbing infrastructure

- Media Centers are ripe for transformation?
- Identify what's to be done to rectify the facility conditions at Lake Elmo Elementary – old portable classrooms, numerous additions, etc.
- Need for gender neutral spaces identified at middle schools is for the increasing number of students who do not identify as one gender or the other. Example: toilets with individual toilet rooms and shared sinks that are for everyone.
- Capacity/Utilization: it is very clear that schools in the southwest are fuller. Do what?
- Planning horizon: what's typical for master planning? Cuningham noted that 5-10 years is typical for school projects.
- The City of Lake Elmo, when fully built out in 2040, is anticipating a population 2x current. However, they can't predict when in the next 20 years that growth will occur.
- Master Plan must be a living document/plan, heading toward the future state; it will need to adjust as conditions change.

It was noted after the discussion that the City of Bayport has expressed willingness to discuss closing 20th Avenue, between Andersen Elementary and the old fire station. This would potentially allow Andersen to add classrooms.

06 **Gap Analysis Results** – Part 1

Facility Standards from Workshop 3 were the basis of evaluation of buildings carried out by the principal of each school (or another leader familiar with the facility). A score of 1/red means that a facility does not meet district standards in its current condition, a score of 3/yellow means a facility may not meet all criteria of district standards but is still workable, and a score of 5/green means a facility meets district standards.
For Workshop 4, the reason to view the Analysis is to understand big picture the challenges at buildings, to inform the District-wide Design Scenarios.

Observations and questions:

- "A building is a building." What's really important is the teaching that occurs in buildings, and thus how the buildings support teachers.
- How fast does Stillwater need to move to make changes in addressing next century learning?
- Gap Analysis doesn't measure quantitative features like square feet per student. It is more about qualitative factors. What are the different sf/student?
- What are the financial realities that will drive solutions?
- The one-page sheet should be issued for the other buildings, including Early Childhood Family Center and Central Services Building as well as Oak Park and Withrow.

07 **District-wide Parameters**

Diagrams that illustrated the locations of learners within the district and locations of current and potential developments were presented, together with a graph showing actuals and enrollment projections from 2013 to 2023-24, and a 1-page summary of enrollment and capacity information by building.

Based on very recent analysis of developments in the area and how they go beyond those identified in the December 2018 demographic update, the numbers for planning in the Lake Elmo and Brookview attendance areas were increased. Revised 5-year projections are

900 at Lake Elmo, 630 at Brookview and 1125 at Oak-Land Middle School. These are planning numbers and will need to be confirmed/updated in subsequent years.

08 **Design the District**

In 5-person groups the Community Design Team developed different ways to: align enrollment, district facilities and propose facility improvements in the context of the established Vision, Principles and Standards.
For each building, they were to answer (in big-picture terms) programs housed, future enrollment, what additions (if any), improvements, or other actions.

Table # 1:

- Expand Brookview Elementary.
- Expand Andersen Elementary.
- Sell Lake Elmo Elementary and move to Oak-Land. Build new Middle School near Oak-Land Site.
- Keep Dual Immersion program in relocated Lake Elmo + provide busing for students from north side of the district.
- New Early Childhood Family Education Center in Lake Elmo - Oak-Land – Brookview area.
- Relocate Central Services to Oak Park Building. Transitions to remain. The rest of the building to be used for community Education and additional PK-3 school.
- Relocate ALC to Central Services Building
- All schools: renovations to address GAP analysis and provide Flexible Learning Spaces.
- Sell Withrow

Table # 2:

- Priority - Replace Lake Elmo
- Expand Brookview, Andersen and Oak-Land.
- Relocate Gate 4/5 to Stonebridge Elementary
- Relocate Central Services to Oak Park
- Relocate ALC to Central Services

Table # 3:

- Major renovation or replacement of Lake Elmo Elementary with for capacity of 600 students
- Build new elementary school “Lake Elmo South” with capacity of 600 students.
- Expand Brookview (6-8 classrooms)
- Do not expand Andersen Elementary
- Relocate Central Services and ALC to Oak Park. Transitions program to remain.
- Sell Central Services building.
- Additional Pre-K sections throughout district.
- Minor upgrades at remaining schools.
- Sell Withrow Building to WBL 624 – will reshape the North-West district boundary.

Table # 4:

- Construct new middle school building and relocate Oak-Land (capacity 1200-1300).
- Relocate Lake Elmo Elementary to current Oak-Land Middle school with capacity of 900 students. Sell existing Lake Elmo building.

- Expand Brookview (8 classrooms).
- Remodel Oak Park to support Transitions.
- Expand Andersen as needed.
- Relocate Central Services to Oak Park building.
- Sell Central Services building and Withrow.
- Additional Community Education programs at Oak Park or Lake Elmo Elementary.

Table # 5:

- Rebuild Lake Elmo elementary with capacity of 500 students.
- Build new elementary school between Brookview and Lake Elmo.
- Relocate Dual Immersion program to new elementary and expand to other buildings.
- Create 8-12 Career + Tech Center at Oak Park for students to have an alternative to regular High School Path. (welding, construction, woodwork, restaurant, healthcare, ALC). Transitions program to remain.

Table # 6:

- Move Lake Elmo. Potentially into new building attached to Oak-Land MS.
- Could part of the current Lake Elmo Elementary be salvaged for admin use instead of Central Services building?
- Expand Brookview as was planned or more.
- Expand Andersen.
- Central Services: move Admin to Oak Park and bring in Transitions and ALC.
- Potentially move transitions to Withrow.
- Oak Park:
    - Keep Transitions?
    - Re-open as elementary with capacity of 400 students.
    - Bring-in GATE program
    - Bring-in ALC
    - Re-open as a smaller choice elementary with capacity of 200-250 students.

Table # 7:

- Lake Elmo – High priority. Generate cost analysis for extensive remodel VS rebuild. Expand for growth. Dual Immersion to remain.
- Re-open Oak Park to accommodate growth.
- Explore uses for Withrow
- Priorities to be made based on cost analysis and boundaries.
- Split Administration between Oak Park, Stonebridge and Bus Terminal.
- Relocate Transitions program and ALC to Central Services building.
- Expand Oak-Land Middle School.
- Consider expanding Brookview
- Site specific remodels for 21st century learning.
- Expand Brookview

Table # 8:

- Replace Lake Elmo in new location. Dual Immersion to move with Lake Elmo.
- Build new Early Childhood Family Education Center adjacent to new Lake Elmo Elementary.
- Expand Brookview

- Close Andersen and move to renovated Oak Park. (Re-zone Andersen building to [SMS/])
- Expand Central Services. Bring-in Transition and ALC programs.
- Renovate Stillwater Middle.

Table # 9.1:

- Build new elementary in the South.
- Expand Oak-Land
- Make improvements to Lake Elmo
- Move Dual Immersion to new elementary.

Table # 9.2:

- Re-open Oak Park Elementary.
- Relocate Dual Immersion to Oak Park Elementary and provide transportation.
- Expand Brookview
- Relocate Transitions to Central Services
- Relocate Central Services to Transportation Terminal.
- Expand Oak-Land
- "Feed" Immersion to Stillwater Middle School.

10 **Common Ground** from the scenarios:

	# Mentions
Replace, move, +/or sell Lake Elmo Elementary	9
Expand Brookview	8
Relocate ALC to Oak Park or Central Services	6
Relocate Central Services to Oak Park Building	5
Keep Transitions in Oak Park	5
Move Transitions to Central Services	4
Expand Andersen	4
Keep Dual Immersion stays in South Side where the students are	4
Renovate all buildings to 21-century learning standards	3
Build new elementary school on South side of the district	3
New Early Childhood Family Education Center in South or additional PK sections throughout	2+2
Sell Withrow	3+

11 **Interesting Outliers** from the scenarios:

Build new middle school	2
Sell Central Services building	2
Additional Community Education programs at Oak Park or Lake Elmo	1
Career +Tech center at Oak Park for alternative High School path	1
Salvage part of Lake Elmo for Central Services	1
Expand Central Services and bring in Transition and ALC programs	1

12 **Next Steps:**

- Tour of Central Services building on Thursday, 11/7
- Next meeting will include a consolidated District-wide scenario for review, and a Site-Specific Design exercise for each of the buildings.

End of Meeting Summary

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WELCOME!
WORKSHOP 04

FACILITY MASTER PLAN
STILLWATER AREA PUBLIC SCHOOLS

AGENDA

WELCOME BACK!
Superintendent Pontrelli

PURPOSE / AGENDA / HOW WE WORK

SCHOOL BUILDING OBSERVATIONS
Use plans, key data and tour feedback

GAP ANALYSIS RESULTS
Standards applied: Summary of findings

---- BREAK----

DISTRICT-WIDE PLANNING PARAMETERS
Capacity, Demographics, Considerations

DISTRICT-WIDE SCENARIOS
Design the District, Common Ground

NEXT STEPS

PURPOSE

To co-create a clear and compelling Vision for District Facilities and to align the educational program and physical design with this Vision.

Today's Purpose:
The primary purpose of this Workshop is to develop District-Wide Scenarios that are a direct result of the groundwork laid to date.

WHAT IS A MASTER PLAN?

- 10-15 year road map for the future
- Grounded on your Vision for Learning
- Living/breathing document
- Physically & fiscally responsible
- Allows logical implementation over time

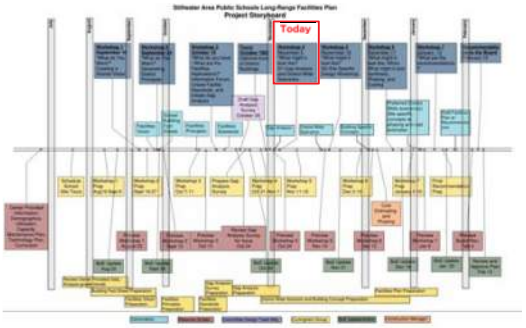
"THE BEST WAY TO PREDICT THE FUTURE IS TO DESIGN IT"
–BUCKMINSTER FULLER

Stillwater Area Public Schools Mission

To develop curious individuals who are active and engaged leaders in an ever-changing world by challenging all students as they travel along their personalized learning pathways.

HOW ARE DECISIONS MADE?

LONG RANGE FACILITIES PLAN PROCESS



COMMUNITY DESIGN TEAM SCHEDULE

- Workshop 1 September 10 – Creating a Shared Facility Vision
- Workshop 2 September 24 – Generating Facility Principles
- Workshop 3 October 15 – Information Forum and Creating Facility Standards
- Building Tours October 16, 23, 30 – Optional Open House Style Tours
- **Workshop 4 November 4th – Gap Analysis Review and District Wide Scenarios**
- **Building Tour November 7 – Central Services Building**
- **Workshop 5 November 19 – Site Specific Design Workshop**
- **Workshop 6 December 17 – Synthesis, Phasing, Cost Estimating**
- **Workshop 7 January 14 – Creating and Finalizing the Plan**

COMMUNITY DESIGN TEAM PROCESS

Workshop #1 Creating a Shared Vision
Create an understanding of process and develop a design thinking mindset
Establish values to inform a vision statement

Workshop #2 Design Principles
Unveiling the Vision Statement
Generate District Facilities Principles based on the Vision

Workshop #3 Information Forum and Facilities Standards
Share Information on District initiatives, programs, and demographics
Share, Revise and Discuss Facilities Standards

Open House Style Tours
Opportunity to see how the District's buildings support instruction and visit buildings that team members may not be familiar with.

COMMUNITY DESIGN TEAM PROCESS

Workshop #4 Gap Analysis and District Wide Scenarios
Review the survey of how the buildings meet the Standards from Workshop #3
Discuss and Create District Wide Scenarios to address the Gap and District level issues.

Workshop #5 Site Specific Design Workshop
Review the common ground District Wide Scenario.
Group work to design solutions for each site.

Workshop #6 Synthesis, Phasing, Cost Estimating
Fine tuning the Master Plan
Presenting and reviewing preliminary cost information
Review phasing for implementing the plan

Workshop #7 Creating and Finalizing the Plan
Presenting, reviewing, and finalizing the plan.

co-creative mindset

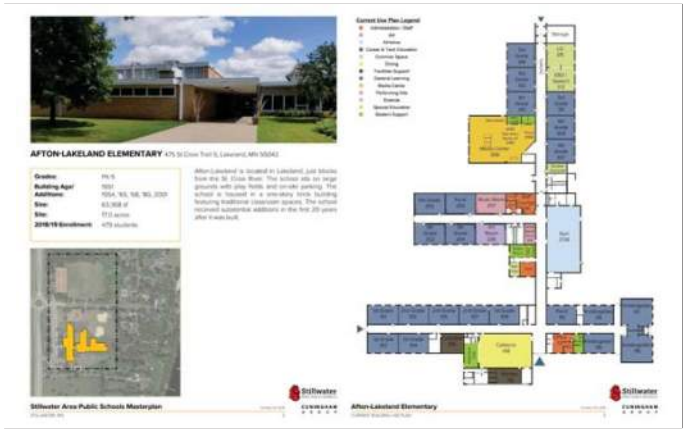
RELAX & ALLOW. Constant self monitoring will get in the way of group performance. Let go…

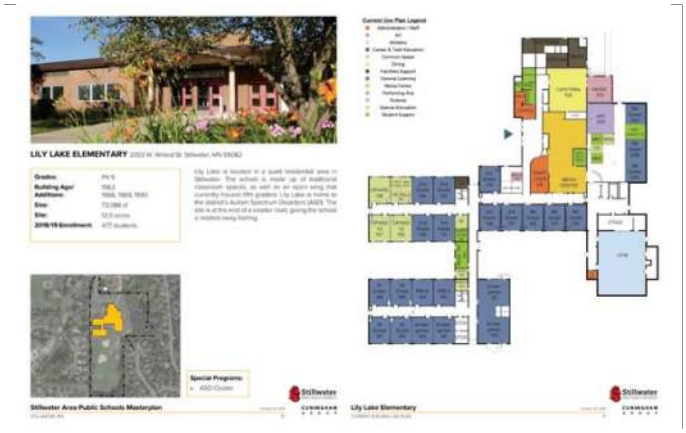
DON'T WORRY ABOUT WHO GETS CREDIT. When everyone genuinely collaborates, everyone ends up being more creative.

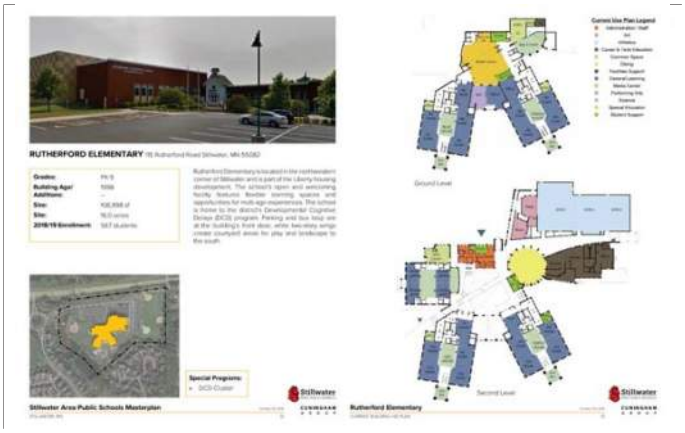
CLARITY IS NOT A VIRTUE. If everything you say is detailed and explicit, you won't give your collaborators room to run. Put ideas out there that are half-baked.

CREATIVITY IS RISKY. Nurture an environment that rewards failure. Successful creative teams are the ones who fail the most often.

SCHOOL BUILDING OBSERVATIONS





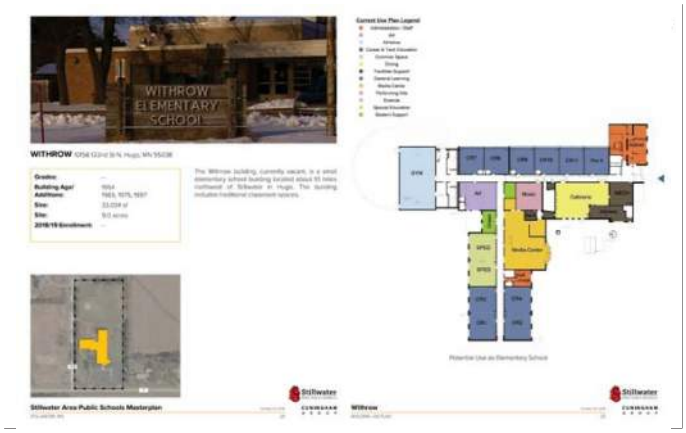


OBSERVATIONS

Elementary Schools

OBSERVATIONS

Secondary Schools



OBSERVATIONS

Other Buildings

Early Childhood Center, Oak Park, Withrow, Central Services

GAP ANALYSIS

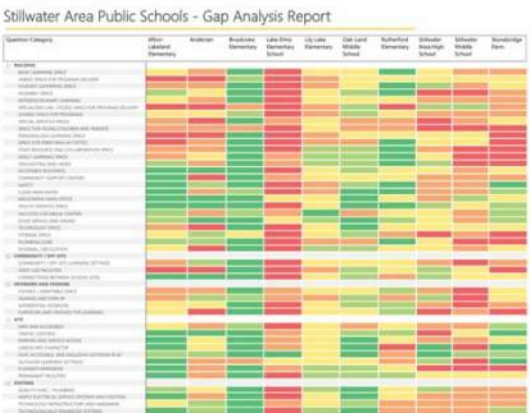
(Part 1)

Review

Facility Design Standards:

These standards define consistency, value and quality across Stillwater Area Public Schools' physical facilities as they are maintained, improved or built.

Facility Design Standards 'Zones of Work'



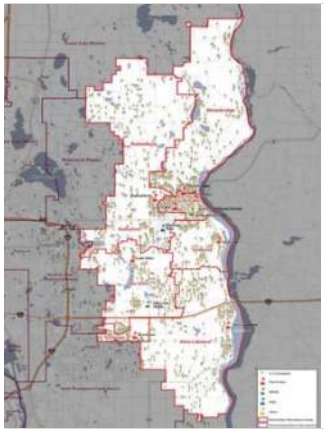
REFLECTIONS

Any surprises?

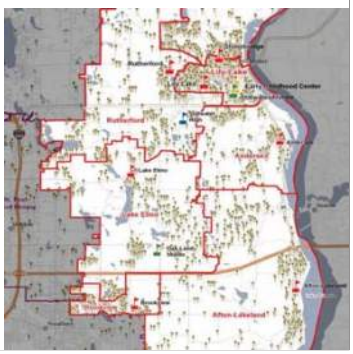
Where do you agree or disagree with assessments?

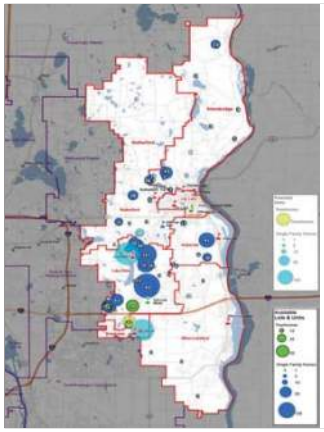
BREAK

DISTRICT-WIDE PLANNING PARAMETERS

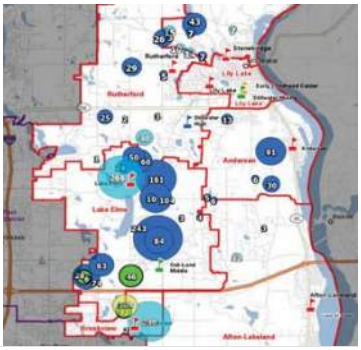


ENROLLMENT – WHERE ARE THE STUDENTS?



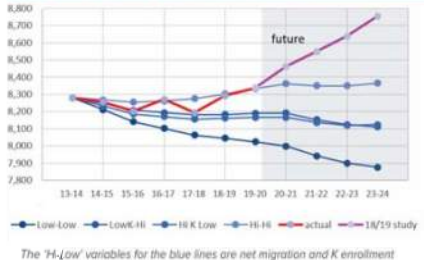


ENROLLMENT – WHERE IS THE GROWTH?



ENROLLMENT AND PROJECTIONS

Total # of Students from 2013/14 to 2019/20 and Projected to 2023/24



The 'Hi-Low' variables for the blue lines are net migration and K enrollment

ENROLLMENT AND CAPACITY

Based on ***Dec 2018*** *demographic study update*

School	Enrollment 2019/20	Enrollment 2023/24	growth	(3) Capacity Programmatic	Capacity Planning	Planning Capacity - 2023 Enroll't
Afton-Lakeland	479	486	7	500	500	14
Andersen	364	376	12	350	325 (4)	-51 over capacity
Brookview	480	530	50 (1)	450	450	-80 over capacity
Lake Elmo	697	843	146	675	660 (5)	-183 over capacity
Lily Lake	477	485	8	525	535	50
Rutherford	567	567	0	675	560 (6)	-7 over capacity
Stonebridge	433	475	42	575	560	85
GATE 4/5	55	51	na	125	125	74
K-5 Total	**3492**	**3813**	321	**3875**	**3715**	
Oak-Land Middle	973	973		947	990	
Stillwater Middle	1024	1011	-14	1152	1178	
MS Total	**1961**	**1983**		**2099**	**2168**	
Stillwater Area High	2755	2899	144 (2)	2883	2756	
ALC	76	60	-16	*in above*	*in above*	
HS Total	**2831**	**2959**	128	**2883**	**2756**	
Total # of Students	**8284**	**8755**	471	**8857**	**8639**	

ENROLLMENT AND CAPACITY

Other Buildings	Capacity (7)	
Oak Park	400	(as an elem w/ T+)
Oak Park	500	(as an elem)
Withrow	250	(as an elem)
Early Childhood Family	180	(as EC)

WHAT EXISTS:

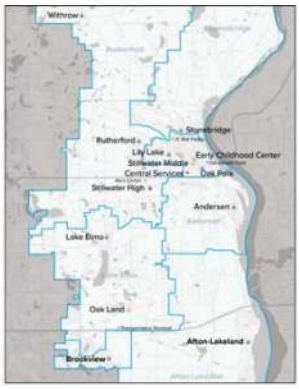
Current Building/Program Use	Current Enrollment	Planning Capacity	
Afton-Lakeland Elementary	479	500	
Andersen Elementary	364	325	
Brookview Elementary	480	450	
Lake Elmo Elementary	697	660	150 +/- Dual Immersion
Lily Lake Elementary	477	535	
Rutherford Elementary	567	560	
Stonebridge Elementary	433	560	
Oak-Land Middle School	973	990	
Stillwater Middle School	1024 + 55	1303	MS + GATE
Stillwater Area High School	2755 + 76	2756	HS + ALC
Early Childhood/Family Center		180	
Oak Park Building	56	400/500	Transitions+
Withrow Building	vacant	250	
District Services Center	56 staff	na	

PLAN FOR:

Attendance Area / Program	Current Enrollment	Projected Enrollment	Planning Capacity	
Afton-Lakeland Elementary	479	486	500	
Andersen Elementary	364	376	325	
Brookview Elementary	480	630	450	
Lake Elmo Elementary	697	900	660	250 +/- Dual Immersion
Lily Lake Elementary	477	485	535	
Rutherford Elementary	567	567	560	
Stonebridge Elementary	433	475	560	
Oak-Land Middle School	973	1125	990	
Stillwater Middle School	1024 + 55	1011 -51	1303	MS + GATE
Stillwater Area High School	2755 + 76	2899 -60	2756	HS + ALC
Early Childhood/Family Center		180	180	
Oak Park Building – Admin/T+	56	56	400/500	With / Without Transitions+
Withrow Building	vacant	--	250	
District Services Center	56 staff	56 staff	na	

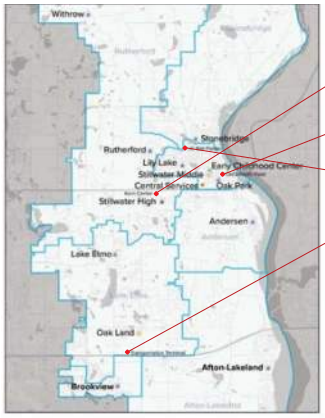
DESIGNING THE DISTRICT

District-wide Scenarios

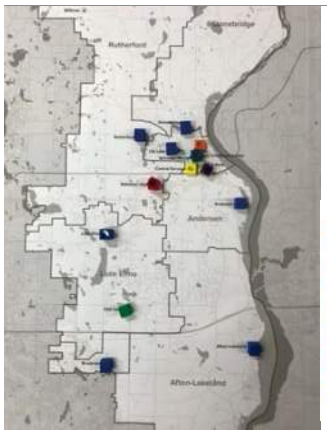


SITE	ACRES
Withrow Elementary	9.00
Central Services Building	4.73
Early Childhood Family Center	2.96
Field Services	Included in MS
Kern Center	3.72
Oak Park Building	12.70
Old Athletic Field	8.00
JC Field	14.00
Transportation Terminal	11.00
Vacant Parcels in Stillwater	0.89 + .058 + 0.21

SITE	ACRES
Stillwater Area High School	131.00
Oak-Land Middle School	40.00
Stillwater Middle School	58.00
Afton-Lakeland Elementary	11.00
Andersen Elementary	1.10
Brookview Elementary	20.00
Lake Elmo Elementary	8.70
Lily Lake Elementary	12.00
Rutherford Elementary	16.00
Stonebridge Elementary	12.00



SITE	ACRES
Kern Center Lot 4 Block 1, Subdivision Cd 78200 Oak Park Heights, MN 55082	3.72
Old Athletic Field 6th and Burlington Stillwater, MN 55082	8.00
JC Field W. Myrtle and Brick St. Stillwater, MN 55082	14.00
Transportation Terminal 11530 Hudson Blvd. N Lake Elmo, MN 55042	11.00
Vacant Parcels in Stillwater (next to New Heights Charter School) Stillwater, MN 55082	0.89 + .058 + 0.21 (1 acre)



Design the District

STEP ONE

Use blocks in your packet to set up the existing configuration. Stack up blocks where there are multiple programs per school. See Block Key.

STEP TWO

Discuss the questions on your handout:
How will you align enrollment growth, district facility resources and possible facility improvements, in the context of the Vision, Principles and Standards? (Play with the blocks)

BLOCK KEY
- Early Childhood
- K-5th Grade
- K-5 Immersion
- 4-5 GATE
- 6-8th Grade
- 9-12th Grade
- ALC (HS)
- Transitions +
- Administration

Facility Design Parameters

STEP THREE

Use the blocks and post-its to record your thoughts and conclusions.

For each building, answer (in big-picture terms):
- Program(s) housed
- Future enrollment
- Addition? – for what?
- Improvements (big picture)?
- Other action (e.g. add PreK, sell, demolish)
- Questions

BLOCK KEY
- Early Childhood
- K-5th Grade
- K-5 Immersion
- 4-5 GATE
- 6-8th Grade
- 9-12th Grade
- ALC (HS)
- Transitions +
- Administration

Facility Design Parameters

Considerations:

1. Retain grade level configuration: PK-5, 6-8, 9-12
2. Emphasis is on Elementary, not HS. HS is expected to hold between 2800-2900.
3. Enrollment boundary adjustments are an option.
4. Secondary schedule adjustments are an option.
5. Consider at least 2 Pre-K rooms per elementary building
6. Ideally, minimum 3-section size for an elementary school is preferred.

Facility Design Parameters

Considerations, cont.:

7. Remodeling, additions, new construction or replacement are all options. Consider:
   - New construction is less politically supported than remodeling/additions (community survey).
   - Land for new construction may be difficult to find.
   - Some existing sites have significant limitations on additions.
8. You may relocate special programs.
   - Consider student ages – Transitions+ students are 18-21.
   - Moving programs with specialized facilities (e.g. medically complex at Oak-Land MS or Lake Elmo) has a cost.
   - Open concept schools are not the best option for ASD cluster.

PLAN FOR:

Attendance Area / Program	*Current Enrollment*	*Projected Enrollment*	*Planning Capacity*	
Afton-Lakeland Elementary	479	486	500	
Andersen Elementary	364	376	325	
Brookview Elementary	480	630	450	
Lake Elmo Elementary	697	900	660	250 +/- Dual Immersion
Lily Lake Elementary	477	485	535	
Rutherford Elementary	567	567	560	
Stonebridge Elementary	433	475	560	
Oak-Land Middle School	973	1125	990	
Stillwater Middle School	1024 + 55	1011 – 51	1303	MS + GATE
Stillwater Area High School	2755 + 76	2899 – 60	2756	HS + ALC
Early Childhood/Family Center		180	180	
Oak Park Building – Admin/T+	56	56	400/500	With / Without Transitions+
Withrow Building	vacant	--	250	
District Services Center	56 staff	56 staff	na	

COMMON GROUND

REFLECTIONS

Next Steps...

THANK YOU!

Workshop 5 – Site Specific Design Workshop

November 19, 2019

"Review the common ground elements and District Wide Scenarios. Group work to further explore and refine the scenarios, including scope of improvements at individual schools/facilities."

Cuningham Group reviewed common ground results of Workshop #4 highlighting several nearly-unanimous propositions. Following the recap, the team participated in a two-part exercise: first part dedicated to refinement of the district-wide strategy and second part focusing on improvements at each individual building. In second part, each group was given 1-2 sites to specifically report on. Feedback was added by other Community Design Team members, based on their table discussion. At the end of the session, the 25-30 members who were able to stay used dots to identify their individual top priorities.

Stillwater Area Public Schools
Workshop #5 Furthering District-Wide Design
November 19, 2019

This workshop was held with the Community Design Team, a group of roughly 80 stakeholders, with a primary purpose of further defining a District-wide Design Scenario and high priority improvements for each facility. The following document contains a meeting agenda and notes, including group conversations. Photos of the event are also available.

Purpose of the Community Design Team is to co-create a clear and compelling vision for District Facilities and to align the educational program and physical design with this vision.

Vision Statement for the Master Plan is:

Enhance the dreams and aspirations of our students, teachers and community in building an innovative, diverse, inclusive, flexible, accessible, collaborative, and sustainable future for all.

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CUNINGHAM GROUP

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Minneapolis, MN
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Tel: 612 379 3400
Fax: 612 379 4400

cuningham.com

Workshop #5 - Furthering District-Wide Design - Agenda

November 19, 2019: 5PM – 9:00PM

Purpose: To further define a District-Wide Scenario and high priority improvements for each facility.

5:00 p.m.	WELCOME BACK
	PURPOSE / AGENDA Expectations for Today
	PROCESS / COMMUNICATION PROTOCOL
	RECAP Vision, Principles, Standards, Tour observations
	WORKSHOP #4 RESULTS Design-the-District Table work, Common Ground
	DISTRICT-WIDE SCENARIOS, INDIVIDUAL BUILDINGS High-Priority improvements per building
8:45 p.m.	FINAL REFLECTIONS + NEXT STEPS

Master Plan Workshop #5, Furthering District-Wide Design – Meeting Notes

CUNINGHAM GROUP

01 Introduction and welcome by Mike Ptacek – Board Chair Ptacek thanked the Community Design Team for their sustained involvement in the process. He noted that there was a desire to allow further discussion of ideas related to whole-district design, and that Administration would not be in the room, to be sure no constraint was felt by those present.

02 Cuningham Group team shared the purpose, agenda for the Workshop session, and outline of remaining sessions.

03 Cuningham Group reviewed the workshop process and reported on a clarified Communication Protocol, in which questions and requests for information related to the master planning would be sent to Cuningham Group first. Those requests will be taken to the Resource Guides, and material relevant to the master plan will be brought back to the Community Design Team.
Cuningham reported on two requests:

- Because Transportation Site is fully built out for storing, cleaning and maintaining buses, and the site is leased to the operator, it is not under consideration as a part of the master plan, and there won't be a tour.
- Additional information on the Kern Center site that the district owns:
  It is on Memorial Ave N, southwest of the intersection of Hwy. 36 and Stillwater Blvd, behind dealership. It's 3.7 acres, but towers for high tension towers and lines and irregular shape mean not all of it is developable. It was considered for Transportation building and Early Childhood Family Center, but determined inadequate and/or inappropriate for those uses. It could hold a smaller building, and zoning allows business uses, including offices, child care, continuing education, storage facilities. A member of the CDT added that Power lines typically have a 150' easement centered on the lines, where no building could be built.

04 Cuningham Group recapped some of the drivers for planning from the first 3 workshops: Forces of Change, Preconceptions/Limiting Beliefs, Facilities Vision and Principles.

05 **Building Observations – Central Services Building:** Observations and questions from building tours were reviewed, and then augmented from the recent tour of the Central Services Building:

- Tight – entry in particular could use more space
- Compartmentalized "maze" – not thoughtfully laid out
- Consider reconfiguration
- Record storage inadequacy in separate structure
- Not welcoming; gives a poor impression
- Confusing
- Doesn't include all staff – Student Support Services administrative staff are located at Oak Park Building.
- Is undeveloped portion of the site buildable? Comments included that some of the wooded area is swampy.

06 **Workshop #4 Outcomes and Discussion of Common Ground:** Cuningham Group reviewed the exercise of District-Wide Design, the individual table responses, and the common ground. Tables were asked to discuss the list, identifying what they like, where there are concerns, and what's missing. Feedback was gathered from the whole group:

- Agree with:
    - Replace Lake Elmo Elementary – unanimous show of hands
    - Expand Brookview Elementary
        - Not unanimous; about 70%/30% in show of hands
- Purchase land near Oak-Land Middle School (between I-94 and Oak-Land) for new elementary
- Consider building new on ½ of Lake Elmo site while open
- Reopening Oak Park: should it be used short-term to ease elementary pressures?
- Transition program in non-school setting
- St. Croix Valley Area Learning Center (ALC) in non-traditional setting
- Missing: programs/ideas to prepare students for work force
- Special programs – provide 'bare space' that can be customized as changes occur
- Keep Withrow for potential future need
- Include "small scope" items too
    - Afton-Lakeland gym
- Do consider highest needs first (e.g. replacing Lake Elmo)
- Subject matter experts needed to inform decision making (e.g. for ALC/dual immersion/transition)
- Need more early childhood space in the southern part of the district
- Afton-Lakeland Elementary needs community and early childhood space, smaller schools need resources too.
- Performing arts at high school supports the community in addition to School District. Space needed.
- CTE hasn't been discussed in the planning process. Opportunity to prepare students to start a career. Build new or repurpose a facility to support CTE.

As part of this discussion, additional information was requested to be able to make better recommendations for locating the ALC Program and the Bridge Transition Program.

07 **Design the District:** In table teams of 4-5 people, the Community Design Team further developed ideas to align enrollment and programs with district facilities in the context of the established Vision, Principles and Standards.
Within their scenario, they were asked to answer the planned enrollment of each school and whether boundary changes would be required, where programs are located, how and where to address pre-K needs, and how the scenario keeps learner needs at the forefront.
10 tables reported back

Table # 1:

- Brookview Elementary: expand to 650, or based on capacity of "core" spaces such as gym, cafeteria, etc.
- Replace Lake Elmo as 800-900 students school, consider Oak-Land Middle site or purchase additional parcel to the south.

- Keep current Lake Elmo site for future use as ECFC
- Afton-Lakeland: new community gym/multi-use space (mini-PAC).
- Update to Transition facilities is critical, no matter what location, to comply with federal law.
- Andersen Elementary: shift boundary, if expansion costs per student too high. Redirect students to Lily Lake.

Table # 2:
2 Scenarios:

- Expand Brook view to 800 students, rebuild Lake Elmo Elementary as smaller school.
- Expand Brookview to 600, re-build Lake Elmo on its site, and build an additional elementary school in the south to take advantage of smaller school sizes.

Table # 3:

- Tear down Lake Elmo Elementary, sell property
- Expand Brookview
- Convert Oak-Land to Pre-K/8 to take advantage of the existing facilities, lower costs, and, possibly, other benefits.
- Possibly build new Early Childhood Family Center in the south
- Replace Lake Elmo with 900 capacity
- Expand Brookview to 630 capacity
- Boundary shifts will be necessary

Table # 4:
2 Scenarios to accommodate growth in South:

- Expand Brookview to 800, rebuild Lake Elmo in current of new location – 2 brand new schools to balance district
- Re-purpose Oak-land to be a mega-school. Potentially turn the current building into an elementary school and build a new middle school on site. (Referendum – greater buy-in as multiple communities filter into Middle Schools)

Table # 5:

- Boundary shifts need to be considered sooner rather than later.
- Dual Immersion should stay in the south
- Add ECFC to the South
- Do we want Pre-K in our district? Could this be balanced out by partnering with private Pre-K programs in the district?

Table # 6:

- Shifting boundaries will be necessary.
- Agree with table 2 scenarios
- (A new middle school will probably get more buy-in at a referendum)

Table # 7:
1: Short-term: "All about boundaries"

- Re-open Oak Park as an elementary (500 student capacity)
- Do not expand Brookview
- Re-build Lake Elmo Elementary with 550 student capacity, not a 'mega' Lake Elmo

- Shift boundaries where there is capacity: 85 at Stonebridge, 50 at Lily Lake to meet remaining need. Yes, it would be a serious boundary change.

2: Long-term solution

- Use Oak Park as a short-term solution
- Rebuild Lake Elmo
- Add an auditorium at High School large enough to accommodate 1 full class
- Build a new school north of Brookview Elementary (with or without Early Childhood Family Center) or make an Early Childhood Family Center South
- Then, when new school is built, move GATE up to Oak Park

Table # 8:

- Stick to smaller elementary schools – 650 students max.
- Re-build Lake Elmo Elementary
- Shift boundaries
- New ECFC on the south
- Middle schools: focus on Stillwater Middle
- More gym on Oak Land
- Addition to Central Services Building to accommodate transition

Table # 9:

- Favor smaller elementaries and shorter transportation times for students
- Re-build Lake Elmo
- Oak Park can be used as temporary elementary during construction or permanent elementary
- Boundary changes will be necessary
- ALC and Transition programs need spaces specifically designed for them. More information is needed to determine best geographic location for them.
- District Cluster sites need to be designed/remodeled to serve those students
- Flexible 1-3 PK sections at each elementary school
- There might be a need for southern ECFC

Table # 10:

- Replace Lake Elmo not with an elementary on the Oak-Land site – will create efficiency in services between elementary and middle school for Dual-Immersion and EL students as well as from sharing general staff.
- Is 900-100 elementary school too large (Lake Elmo replacement)? Should it be split into two elementaries?
- Brookview Elementary– add but appropriately size the addition for future changes so no more additions will be necessary.
- Add to Andersen Elementary
- Minimize boundary changes as they disrupt communities/families
- New ECFC in the south
- Keep in mind the award-winning fine arts programs across the district

08 **Site-based Improvements:** The same table groups were asked to identify high-priority improvements needed at each of the school buildings, and each was given 1-2 sites to specifically report on. Feedback was added by other Community Design Team members, based on their table discussion. At the end of the session, the 25-30 members able to stay

used dots to identify their individual top priorities. These will be used to guide the planners in what options to bring back to the group, and do not represent a vote.

General Needs:

- Learners needs at forefront: keep continuity for families
- Minimize disruptions from multiple boundary changes
- Space needs/wants for Fine Arts in elementary Buildings. (5)
- Secondary schools: space for community (2)
- Space for wrap around services (1)
- Space to house partners for mental health services at all sites
- Safety and security across ALL sites
- ALC: need space designed specifically for them.

Andersen Elementary:

- Media Center – leverage the space to support more students. Consider repurposing it as Commons / Collaboration Area (5)
- Boundary change to utilize space already existing in the district (3)
- No expansion (because it might be cost prohibitive) (1)
- Use library next door as additional resource (1)
- Upgrade to create flexible learning spaces + general facelift to update building

Afton-Lakeland Elementary:

- Larger Gym: renovated or new, potentially used as community room (consider mini PAC addition) (15)
- Community meeting or commons area (6)
- Updates to the building – furniture, meeting space (1)
- Reimagine media center (1)

Brookview Elementary: (6 general dots)

- Expand (23)
- Expand to 650 (1)
- Expand to 800 (7)

Lake Elmo Elementary:

- Replace by building an addition to Oak-land site. (19)

Lily Lake Elementary:

- Level 3 Autism Cluster program needs to be better served by the building (remodel) (9)

Rutherford Elementary:

- Repurpose part of media center for specialized lab/studio space. (6)

Stonebridge Elementary:

- Redo EBD space (4); transform "shower" room (6)
- Media Center re-purpose into flexible learning (3)
- More storage (1)
- General face-lift (1)

Oak-Land Middle School:

- Gym addition, possible expansion on west side of the building (17)
- Re-draw boundaries + shift portion of students to SMS (12)
- Reconcile Space needs of media center and maker space (6)
- Resolve classrooms without daylight access (2)
- Wait on further development on plumbing changes
- Gender-neutral bathrooms based on space available.

Stillwater Middle School: (5 general dots)

- General updates to learning spaces (4)
- Remodel to include GATE and better utilize space (2)
- Move GATE out? (1)
- Bring light to window-less rooms (1)
- Remodel current media center to "classroom of the future" as a useable "show room" (Like North Park elementary)
- Address sound issues in some rooms

Stillwater High School:

- Auditorium expansion or addition to accommodate 1 class size or more. (30)
- Address the front-office space (24)
- Security considerations, potentially drop-down gates to partition the school (12)
- ALC to lease space: (6)
- More flexible learning spaces (2)
- Explore CTE programing (2)
- Re-design media center (1)
- Increase cafeteria size
- Take out lockers, possibly re-use them at a middle school building

Oak Park Building *(Note: not presented to the whole group due to lack of time)*

- Modifications to Oak Park are entirely dependent on how we choose to use the building.
- Possibly a combination of St. Croix Valley Area Learning Center (ALC) and Tech and Career Center at Oak Park – (12)

ECFC:

- Use space at possible new elementary in the south for ECFC (13)

Central Services:

- Keep Admin here
- Remove 2 storage buildings on site and expand main building
- Potentially relocate Transition to the expansion
- Central Services is the "face" of the district: potential improvements for better welcoming experience.
- Selective renovations in the existing space

09 **Next Steps:** Next meeting on 12/17 will bring some cost information and potential district-wide scenario(s).

End of Meeting Summary

CUNINGHAM
GROUP

uplifting the human experience®

Architecture Interior Design Urban Design Landscape Architecture
MINNEAPOLIS LOS ANGELES LAS VEGAS DENVER SAN DIEGO PHOENIX BEIJING DOHA

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CUNINGHAM
GROUP

WELCOME!
WORKSHOP 05

FACILITY MASTER PLAN
STILLWATER AREA PUBLIC SCHOOLS

AGENDA

WELCOME BACK!
Superintendent Pontrelli

AGENDA / PURPOSE

PROCESS / COMMUNICATION PROTOCOL

RECAP
Where we've been

PROVOCATION
Learning Neighborhoods and remodeling

---- BREAK----

DISTRICT-WIDE DESIGN
High-priority improvements per facility

COMMON GROUND
Where do we agree?

REFLECTIONS + NEXT STEPS

PURPOSE

To co-create a clear and compelling Vision for District Facilities and to align the educational program and physical design with this Vision.

Today's Purpose: Further define a District-Wide Scenario and high priority improvements for each facility.

WHAT IS A MASTER PLAN?

- 10-15 year road map for the future
- Grounded on your Vision for Learning
- Living/breathing document
- Physically & fiscally responsible
- Allows logical implementation over time

"THE BEST WAY TO PREDICT THE FUTURE IS TO DESIGN IT"
–BUCKMINSTER FULLER

HOW ARE DECISIONS MADE?

COMMUNITY DESIGN TEAM SCHEDULE

- Workshop 1 September 10 - Creating a Shared Facility Vision
- Workshop 2 September 24 – Generating Facility Principles
- Workshop 3 October 15 – Information Forum and Creating Facility Standards
- Building Tours October 16, 23, 30 – Optional Open House Style Tours
- Workshop 4 November 4 – Gap Analysis Review and District Wide Scenarios
- **Workshop 5 November 19 – Refining District Wide Scenarios / Common Ground**
- **Workshop 6 December 17 – Synthesis, Phasing, Cost Estimating**
- **Workshop 7 January 14 – Creating and Finalizing the Plan Recommendation**

COMMUNITY DESIGN TEAM PROCESS

Workshop #1 Creating a Shared Vision
Create an understanding of process and develop a design thinking mindset
Establish values to inform a vision statement

Workshop #2 Design Principles
Unveiling the Vision Statement
Generate District Facilities Principles based on the Vision

Workshop #3 Information Forum and Facilities Standards
Share Information on District initiatives, programs, and demographics
Share, Revise and Discuss Facilities Standards

Open House Style Tours
Opportunity to see how the District's buildings support instruction and visit buildings that team members may not be familiar with.

COMMUNITY DESIGN TEAM PROCESS

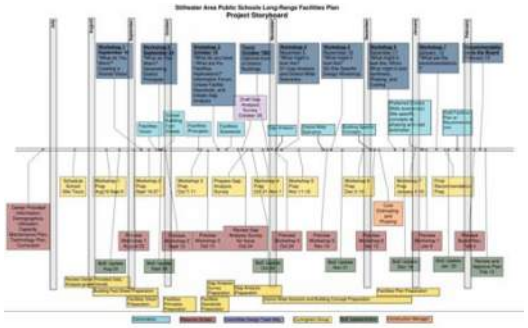
Workshop #4 Gap Analysis and District Wide Scenarios
Review the survey of how the buildings meet the Standards from Workshop #3
Discuss and Create District Wide Scenarios to address the Gap and District level issues.

Workshop #5 Site Specific Design Workshop
Review the common ground elements and District Wide Scenarios.
Group work to further explore and refine the scenarios, including scope of improvements at individual schools/facilities.

Workshop #6 Synthesis, Phasing, Cost Estimating
Presenting and reviewing preliminary cost information
Review potential phasing for implementing the plan
Fine tuning the Master Plan Recommendation

Workshop #7 Creating and Finalizing the Plan
Presenting, reviewing, and finalizing the plan.

LONG RANGE FACILITIES PLAN PROCESS



COMMUNICATION PROTOCOL

For requests for information and questions from the Community Design Team:

1. E-mail requests to Judy Hoskens and/or Todd Larson at Cuningham Group Architecture.
   jhoskens@cuningham.com
   tlarson@cuningham.com
2. Cuningham Group will share them with the Resource Guides, for discussion about applicability to the master planning process.
3. Responses / additional information will be shared with the Community Design Team.

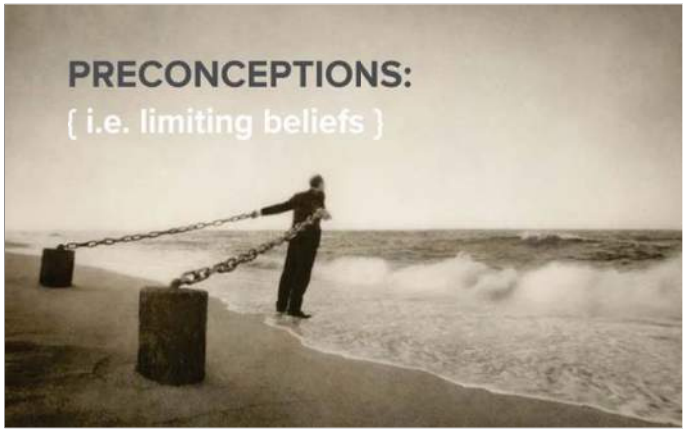
LET'S REVIEW

FORCES OF CHANGE

WORKSHOP #1 REVIEW

FORCES OF CHANGE

- Population / Demographic changes
- School day and hours
- technology
- On-line, non-classroom learning
- Student involvement / activism
- Political shifts
- Work force – industry – automation
- How we communicate
- Funding
- Security
- Problem-based learning
- Teacher shortage/ Teacher training
- Environment / Climate
- Individual Educational Plans
- Uncertainty
- Cultural evolution (diversity)
- The cost of higher education
- Gender roles (women on the rise)
- Stress/mental health
- Access to information
- Modes of transportation
- Competition and choices
- Global communication (but connections are more superficial)



WORKSHOP #1 REVIEW

LIMITING BELIEFS

- **Don't have enough money**
- School should be the way it was for me.
- Fear
- Federal directives – no control/someone else's fault
- **Diverse opinions/perspectives not needed**
- **Everybody wants something different**
- Adults problem
- Has to be perfect
- We've always done it this way.
- 7:30 – 3:30 | Monday – Friday schedule
- Learning is limited to a box
- Too busy
- Standardized tests
- Test scores focus
- **Community attitudes range → no common ground**
- **All talk!**
- We are the best; no need to change

I SEE...WE SEE FACILITIESVISION

I SEE-WE SEE COMMON THEMES

- Sustainable
- Community
- Equitable
- Financially stable
- Diversity
- Indoors and out
- Staff supportive /supported
- Engagement
- All ages
- Technology
- Student Focus
- Collaborative
- Efficient
- Innovation

INTERESTING OUTLIERS

- Mental health & resources
- Quietness/ quiet space
- Now & future needs
- Thoughtful of students with learning disabilities
- Embrace and celebrate cultures

VISION

Enhance the dreams and aspirations of our students, teachers and community in building an innovative, diverse, inclusive, flexible, accessible, collaborative and sustainable future for all.

- We envision environmentally friendly places that are community assets for learning and development of students of all ages in a variety of capacities, both indoor and outdoor.
- We envision fiscally sustainable and efficient learning centers that invest in innovative learning styles, opportunities, and techniques.
- We envision learner centered, community driven, safe, flexible and environmentally rich space for all students, teachers and community.
- We envision a space that encourages and supports diverse viewpoints and identities to strengthen and enrich learning experiences.
- We envision spaces that support all students with access to mental health resources and academic support for all.
- We envision progressive environments that promote community engagement.

FACILITY PRINCIPLES

Overarching beliefs and commitments to what's important for all Stillwater Area Public Schools.

Community
Stillwater Schools are committed to providing facilities that are the center of our community. We believe our facilities should be open/accessible, inviting, flexible and safe for all who live in our community.

Collaboration
Stillwater Area Schools are committed to fostering collaboration in learning by providing opportunities for partnership, communication and experiences across the whole community.

Innovation
Stillwater schools are committed to creating flexible, open spaces and innovative curriculum to foster creative, openminded, collaborative, and problem-based learning.

Engagement
Stillwater Schools are committed to being a place that motivates a high level of learning.

Student focus
Stillwater Area Public Schools are committed to student-focused facilities and instruction that encourage and entice all students to explore and develop their ambitions and identity in a holistic way, so all may flourish.

Technology
Stillwater Area Public School envisions the utilization and flexibility of technology to assist and enhance our students' ability to achieve in the present and the future.

Sustainable -- Ecologically and Financially
Stillwater Area Schools are committed to good use of resources in construction and operation of facilities, aligning facilities with current and future community needs, in ways that provide value.

Equitable / Diverse
Stillwater Area Public Schools are committed to facilities that are equitable and meet diverse needs. The quality of a student's learning should not be dependent on the community/ neighborhood they live in.

Flexible
Stillwater Area Public Schools are committed to facilities that are flexible and enhance the experience for students, staff and community to meet current and future needs.

Supportive
Stillwater Area Public Schools are committed to providing a quality environment that supports all staff and students. Considerations for age-appropriate spaces, located ideally (e.g. bathrooms and playgrounds)

BUILDING TOURS

TOUR REFLECTIONS

- Brookview needs space (CR)
- Stonebridge needs storage (CR)
- High School:
  - Tight office area
  - Greater access to wellness area
- Replace Lake Elmo – "unfair"
- Many Elementaries have little open/flex space
- Observed need for zoning for security
- Gathering entire school/class (HS)
  - Demand for auditorium programming is growing.
  - HS would use it when available
  - PAC has poor acoustics for assembly
- Stonebridge SpEd Cluster is in substandard space
- Transitions is forgotten at Oak Park - is using space "as is"
- Energy performance poor in buildings with lots of additions. Infrastructure challenges.
- Andersen site – tiny
- Other older sites too small / non standard.
- Wide variety of furnishings
- Flexibility lacking
- Plan for expansion / for long term

TOUR REFLECTIONS

- Brookview is already out of space:
  - -- Art room became 2nd Grade
  - -- PreK waiting list = 21
- Oak-Land is still on well water!
  - -- Don't forget plumbing infrastructure.
- Media Centers – ripe for transformation

Comments/Questions:

- Identify what is to be done with Lake Elmo
- Gender neutral spaces? – e.g. non gendered toilets.
- Capacity/utilization – very clear that south is more full: what to do?
- Planning horizon: what's typical?
- Lake Elmo: population in 2040 will be 2x Present = full development. Can't say when in those 20 years.
- Master Plan should be a living plan: head toward future state.

Workshop #4: DISTRICT-WIDE SCENARIOS

Facility Design Parameters

STEP THREE

For each building, answer (in big-picture terms):

- Program(s) housed
- Future enrollment
- Addition? – for what?
- Improvements (big picture)?
- Other action (e.g. add PreK, sell, demolish)
- Questions

BLOCK KEY

- Early Childhood
- K-5th Grade
- I K-5 Immersion
- G 4-5 GATE
- 6-8th Grade
- 9-12th Grade
- ALC ALC (HS)
- T+ Transitions +
- Administration

Facility Design Parameters

Considerations:

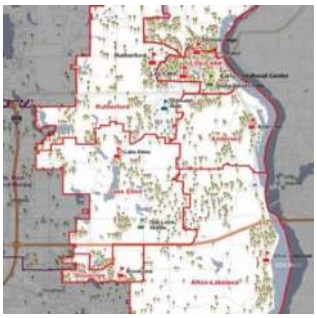
1. Retain grade level configuration: PK-5, 6-8, 9-12
2. Emphasis is on Elementary, not HS. HS is expected to hold between 2800-2900.
3. Enrollment boundary adjustments are an option.
4. Secondary schedule adjustments are an option.
5. Consider at least 2 Pre-K rooms per elementary building
6. Ideally, minimum 3-section size for an elementary school is preferred.

Considerations, cont.:

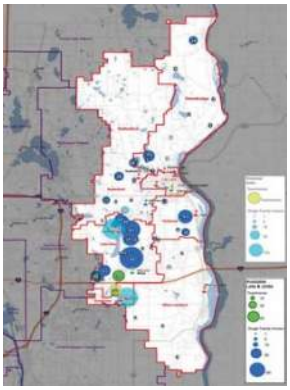
7. Remodeling, additions, new construction or replacement are all options. Consider:
   - New construction is less politically supported than remodeling/additions (community survey).
   - Land for new construction may be difficult to find.
   - Some existing sites have significant limitations on additions.

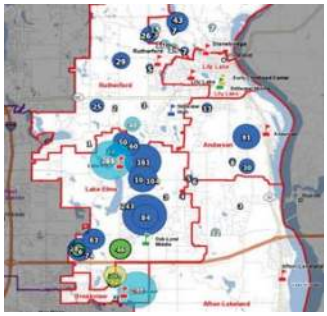
8. You may relocate special programs.
   - Consider student ages – Transitions+ students are 18-21.
   - Moving programs with specialized facilities (e.g. medically complex at Oak-Land MS or Lake Elmo) has a cost.
   - Open concept schools are not the best option for ASD cluster.

ENROLLMENT – WHERE ARE THE STUDENTS?



ENROLLMENT – WHERE IS THE GROWTH?





PLAN FOR:

Attendance Area / Program	Current Enrollment	Projected Enrollment	Planning Capacity	
Afton-Lakeland Elementary	479	486	500	
Andersen Elementary	364	376	325	
Brookview Elementary	480	630	450	
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Lily Lake Elementary	477	485	535	
Rutherford Elementary	567	567	560	
Stonebridge Elementary	433	475	560	
Oak-Land Middle School	973	1125	990	
Stillwater Middle School	1024 + 55	1011 +51	1303	MS + GATE
Stillwater Area High School	2755 + 76	2899 – 60	2756	HS + ALC
Early Childhood/Family Center		180	180	
Oak Park Building – Admin/T+	56	56	400/500	With / Without Transitions
Withrow Building	vacant	--	250	
District Services Center	56 staff	56 staff	na	

District-wide Scenarios – Table work

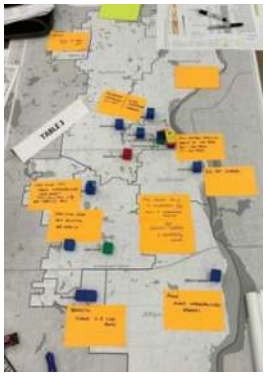
TABLE #1:

- Expand Brookview Elementary.
- Expand Andersen Elementary.
- Sell Lake Elmo Elementary and move to Oak-Land MS. Build new Middle School near Oak-Land site.
- Keep Dual Immersion program in relocated Lake Elmo + provide busing for students from north side of the district.
- New Early Childhood Family Education Center in Lake Elmo – Oak-Land – Brookview area.
- Relocate Central Services to Oak Park Building. Transitions to remain. The rest of the building to be used for community Education and additional PK-3 school.
- Relocate ALC to Central Services Building
- All schools: renovations to address Gap analysis and provide Flexible Learning Spaces.
- Sell Withrow

TABLE #2:

- Priority - Replace Lake Elmo
- Expand Brookview, Andersen and Oak-Land.
- Relocate Gate 4/5 to Stonebridge Elementary
- Relocate Central Services to Oak Park
- Relocate ALC to Central Services

TABLE #3:



- Major renovation or replacement of Lake Elmo Elementary with capacity for 600 students
- Build new elementary school "Lake Elmo South" with capacity of 600 students.
- Expand Brookview (6-8 classrooms)
- Do not expand Andersen Elementary
- Relocate Central Services and ALC to Oak Park. Transitions program to remain.
- Sell Central Services building.
- Additional Pre-K sections throughout district.
- Minor upgrades at remaining schools.
- Sell Withrow Building to WBL 624 – will reshape the North-West district boundary.

TABLE #4:

- Construct new middle school building and relocate Oak-Land (capacity 1200-1300).
- Relocate Lake Elmo Elementary to current Oak-Land MS building with capacity of 900 students. Sell existing Lake Elmo building.
- Expand Brookview (8 classrooms).
- Remodel Oak Park to support Transitions.
- Expand Andersen as needed.
- Relocate Central Services to Oak Park building.
- Sell Central Services building and Withrow.
- Additional Community Education programs at Oak Park or Lake Elmo Elementary.

TABLE #5:

- Rebuild Lake Elmo elementary with capacity of 500 students.
- Build new elementary school between Brookview and Lake Elmo.
- Relocate Dual Immersion program to new elementary and expand to other buildings.
- Create 8-12 Career + Tech Center at Oak Park for students to have an alternative to regular High School Path. (welding, construction, woodwork, restaurant, healthcare, ALC). Transitions program to remain.

TABLE #6:

- Move Lake Elmo. Potentially into new building at Oak-Land MS site
- Could part of the current Lake Elmo Elementary be salvaged for admin use instead of Central Services building?
- Expand Brookview as was planned or more.
- Expand Andersen.
- Central Services: move Admin to Oak Park and bring in Transitions and ALC.
- Potentially move Transitions to Withrow.
- Oak Park options:
  - Keep Transitions?
  - Re-open as elementary with capacity of 400 students.
  - Bring-in GATE program
  - Bring-in ALC
  - Re-open as a smaller choice elementary with capacity of 200-250 students.

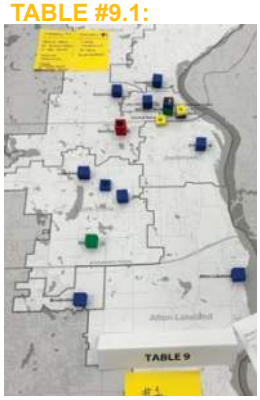
TABLE #7:

- Lake Elmo – High priority. Generate cost analysis for extensive remodel vs. rebuild. Expand for growth. Dual Immersion to remain.
- Re-open Oak Park to accommodate growth.
- Explore uses for Withrow
- Priorities to be based on cost analysis and boundaries.
- Split Administration between Oak Park, Stonebridge and Bus Terminal.
- Relocate Transitions program and ALC to Central Services building.
- Expand Oak-Land Middle School.
- Consider expanding Brookview
- Site specific remodels for 21st century learning.
- Expand Brookview

TABLE #8:

- Replace Lake Elmo in new location. Dual Immersion to move with Lake Elmo.
- Build new Early Childhood Family Education Center adjacent to new Lake Elmo Elementary.
- Expand Brookview
- Close Andersen and move to renovated Oak Park. (Re-zone Andersen building to SMS)
- Expand Central Services. Bring in Transition and ALC programs.
- Renovate Stillwater Middle.

TABLE #9.1:



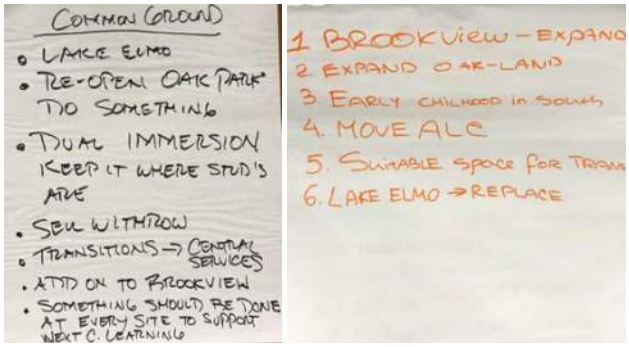
- Build new elementary in the South.
- Expand Oak-Land Middle School
- Make improvements to Lake Elmo
- Move Dual Immersion to new elementary.

TABLE #9.2:

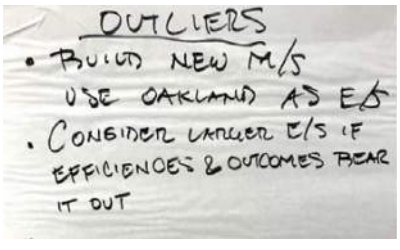
- Re-open Oak Park Elementary.
- Relocate Dual Immersion to Oak Park Elementary and provide transportation.
- Expand Brookview
- Relocate Transitions to Central Services
- Relocate Central Services to Transportation Terminal.
- Expand Oak-Land Middle School
- "Feed" Immersion to Stillwater Middle School.

COMMON GROUND

COMMON GROUND



INTERESTING OUTLIERS



COMMON GROUND	
Replace, move, +/or sell Lake Elmo Elementary	9
Expand Brookview	8
Relocate ALC to Oak Park or Central Services	6
Relocate Central Services to Oak Park Building	5
Keep Transitions in Oak Park	5
Move Transitions to Central Services	4
Expand Andersen	4
Dual Immersion stays in South Side where the students are	4
Renovate all buildings to 21-century learning standards	3+
Build new elementary school on South side of the district	3
New Early Childhood Family Education Center in South, or additional PK sections throughout	2+2
Sell Withrow	3+

OUTLIERS	
Build new middle school; use Oak-Land as an elementary school	2
Sell Central Services building	2
Explore uses for Withrow/ potentially move Transitions there	2
Relocate Admin or part of Admin to Transportation Building	1+1
Relocate GATE 4/5 to Stonebridge	1
Additional Community Education programs at Oak Park or Lake Elmo	1
Career +Tech center at Oak Park for alternative High School path	1
Salvage part of Lake Elmo for Central Services	1
Expand Central Services and bring in Transition and ALC programs	1
Close Anderson Elementary	1
Consider larger elementary if efficiencies/outcomes support it	1
Oak Park Options: Consider 200-student or 400-student elementary ++	1

REFLECTION:

What do you like?
What concerns do you have?
What's missing?

INSPIRATION

What you want:

LEARNING NOW

NEXT Century Attributes:

- Critical thinking
- Communication
- Creativity
- Collaboration
- Curiosity
- Citizenship

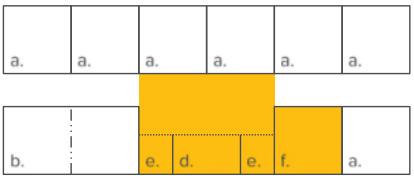
- Rapidly (re)configurable
- Mobile furnishings & technology
- Visual transparency
- Relentless variety
- invites INQUIRY (not passive)
- Shared ownership of space
- Learning happens everywhere

What you have.

cells and bells

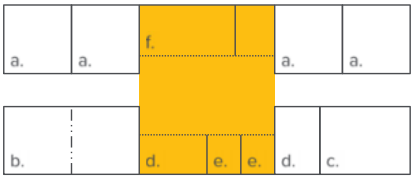
a. classroom

What can we do with what we have?



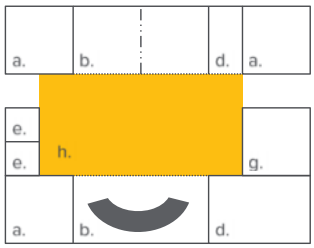
cells and bells **+ differentiation**

a. classroom
b. double classroom
c. project studio
d. medium group
e. small group
f. staff collaboration



cells and bells **+ differentiation + informal learning**

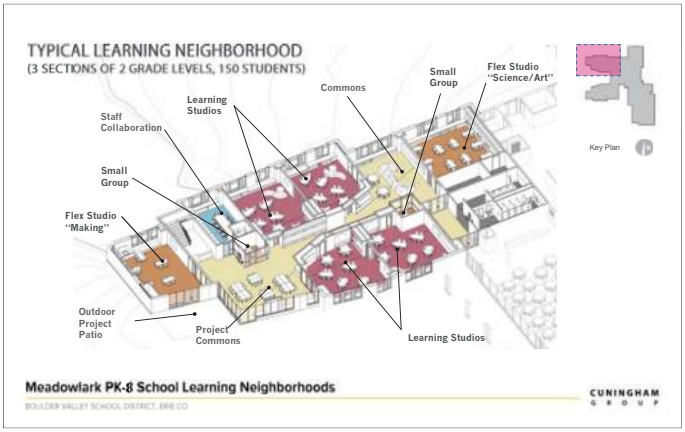
a. classroom
b. double classroom
c. project studio
d. medium group
e. small group
f. staff collaboration



a. classroom
b. double classroom
c. open double
d. project studio
e. small group
f. medium group
g. staff collaboration
h. innovation commons*

learning neighborhood

*innovation commons supports individual and small group work, and is usually counted as 1 or 2 teaching stations.



BREAK

DISTRICT-WIDE
MORE SPECIFICS

co-creative mindset

RELAX & ALLOW. Constant self monitoring will get in the way of group performance. Let go…

DON'T WORRY ABOUT WHO GETS CREDIT. When everyone genuinely collaborates, everyone ends up being more creative.

CLARITY IS NOT A VIRTUE. If everything you say is detailed and explicit, you won't give your collaborators room to run. Put ideas out there that are half-baked.

CREATIVITY IS RISKY. Nurture an environment that supports failure. Successful creative teams are the ones who fail the most often.

Building on last time, you'll work in groups to further develop district-wide scenarios; answering some of the questions left open, and explaining the 'why' of choices.

- How many students at each school?
- Is a boundary change needed?
- What program(s)?
- How/where address Pre-K needs?
- How does the scenario keep learner needs at the forefront?

PART 2:

Think about Vision, Facility Principles, Facility Standards / Gap Analysis, and the list of Needs/ Wants

- What are high priorities for improvements (by building)?
- Are there high priority improvements district-wide?
- What might help gain community support for the plan?
- Is there anything missing from the Needs/ Wants lists?

Some additional information for your planning:

Take as a starting point:

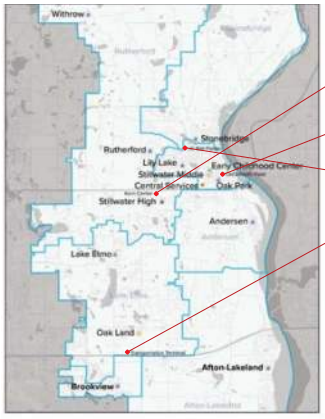
- Replace Lake Elmo building
- Add to Brookview Elementary

Very rough area needs:

- Transitions 5,000 sf
- ALC 5,000 sf
- District offices 20,000 sf
  incl. Student Services, not including training

Also:

- Andersen Site - opportunity to close street to south-east, + add to school



SITE	ACRES
Kern Center Lot 4 Block 1, Subdivision Cd 78200 Oak Park Heights, MN 55082	3.72
Old Athletic Field 6th and Burlington Stillwater, MN 55082	8.00
JC Field W. Myrtle and Brick St. Stillwater, MN 55082	14.00
Transportation Terminal 11530 Hudson Blvd. N Lake Elmo, MN 55042	11.00
Vacant Parcels in Stillwater (next to New Heights Charter School) Stillwater, MN 55082	0.89 + .058 + 0.21 (1 acre)

PLAN FOR:

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Considerations, cont.:

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   - New construction is less politically supported than remodeling/additions (community survey).
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   - Open concept schools are not the best option for ASD cluster.

REPORT OUT
Part 1 D-W

REPORT OUT
Part 2 Buildings

Next Steps...

DOTMOCRACY

You have 15 dots to assign to your top priorities, across all buildings

THANK YOU!

CUNINGHAM
GROUP

uplifting the human experience®

Architecture Interior Design Urban Design Landscape Architecture
MINNEAPOLIS LOS ANGELES LAS VEGAS DENVER SAN DIEGO PHOENIX BEIJING DOHA

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OUTLIERS	
Build new middle school; use Oak Land as an elementary school	2
Sell Central Services building	2
Explore uses for Withrow/ potentially move Transitions there	2
Relocate Admin or part of Admin to Transportation Building	1+1
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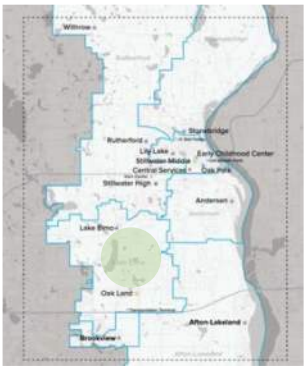
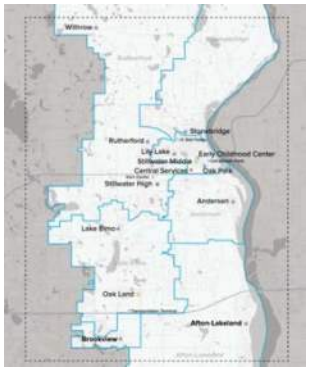
COMMON GROUND SCENARIO 1.0:



- Expand Brookview to 4 section school or add PreK-K Neighborhood
- South Elementaries:
  a. Replace Lake Elmo. Keep Dual Immersion where students are.
     - Add new elementary for 600-700 students, and
     - New Early Childhood center or provide space to accommodate Pre-K
  b. "Mega School" – combined middle and elementary school [at Oak Land?].
- Expand Andersen for 21st century learning and 3-4 classrooms.
- Add Gym at Oak Land + adjust school boundary to more evenly distribute students between the two middle schools.
- Renovations at every site to accommodate 21st century learning.

COMMON GROUND SCENARIO 1.0:



- Stonebridge: Remodel
- Lily Lake: Remodel
- Early Childhood Family Center – no change
- Stillwater Middle: Keep GATE 4/5. Adjust attendance boundaries to shift growth to SMS.
- Oak Park Building:
  - Renovate for Transitions *or* ALC
  - Relocate District Offices to this building.
- Central Services Building:
  - Relocate ALC *or* Transitions to Central Services
- Stillwater High School: Address most needs within current footprint.
- Withrow remains vacant. Sell?

Workshop 6 – Synthesis and Cost Estimating

December 17, 2019

"Presenting and reviewing preliminary cost information. Fine tuning the Master Plan Recommendation"

The workshop began with the review of last two exercises of District-Wide Design, the common ground identified in them, and items that needed more discussion and resolution to reach a consensus. Cuningham Group presented a "Synthesis Offering" based on the common ground and options generated at the previous workshops. General District-wide recommendations were followed by proposed individual buildings and site improvements. In conclusion of the presentation, the district shared updated information about new developments in Brookview area indicating that the growth is coming sooner than anticipated and new developments are expected. Each table was asked to react to the "Synthesis Offering" by answering what did they like and what concerns did they have in relationship to each individual building. The comments were recorded and summarize on the spot, organized by individual buildings and included counts of how many tables supported same ideas or concerns. This exercise revealed very strong common ground in multiple aspects of the Master Plan.

Stillwater Area Public Schools
Workshop #6 Synthesis, Cost Estimating

December 17, 2019

This workshop was held with the Community Design Team, a group of roughly 80 stakeholders, with a primary purpose of further defining a District-wide Design Scenario and high priority improvements for each facility. The following document contains a meeting agenda and notes, including group conversations. Photos of the event are also available.

Purpose of the Community Design Team is to co-create a clear and compelling vision for District Facilities and to align the educational program and physical design with this vision.

Vision Statement for the Master Plan is:

Enhance the dreams and aspirations of our students, teachers and community in building an innovative, diverse, inclusive, flexible, accessible, collaborative, and sustainable future for all.

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Cuningham Group Architecture, Inc.

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201 Main Street SE
Suite 325
Minneapolis, MN
55414

Tel: 612 379 3400
Fax: 612 379 4400

cuningham.com

Workshop #6 Synthesis, Cost Estimating

Agenda

December 17, 2019: 5PM – 9:00PM

Purpose: Presenting and reviewing preliminary cost information. Fine tuning the Master Plan Recommendation

5:00 p.m. WELCOME BACK

PURPOSE / AGENDA/ PROCESS
Expectations for Today

INFORMATION REQUESTED
Transition Program and ALC

RECAP
What We've Heard. Common Ground and Items For Consideration.

SYNTHESIS OFFERING AND INDIVIDUAL BUILDING / SITE IMPROVEMENTS
Recommendations and Costs

BROOKVIEW OPPORTUNITY
And Demographic Update

DISCUSSION
What Do You Like? What Concerns Do You Have?

6:30 p.m. REPORT-OUT BY SCHOOL

Master Plan Workshop #6, Synthesis & Cost Estimates – Meeting Notes

01 Introduction and welcome by Superintendent Pontrelli – Welcomed the Community Design Team back.

02 Cuningham Group team shared the purpose, agenda for the Workshop session, and outline of remaining sessions.

03 Per Community Design Team's request from Workshop #5 Cuningham Group presented additional information on ALC and Transition Program Spatial and Location needs.

04 **Recap: Workshop #4 and Workshop # 5 Common Ground and Items for Consideration:** Cuningham Group reviewed the last two exercises of District-Wide Design, the common ground identified in them, and items that needed more discussion and resolution to reach a consensus. Items for Consideration included:

- Relocate ALC to Oak Park or Central Services (More Information Required)
- Relocate Central Services to Oak Park Building
- Keep Transitions in Oak Park / Move Transitions to Central Services
- Expand Andersen / Do not Expand Andersen
- Dual Immersion stays in south side of the District where the students Are
- Consider New Elementary in South in Addition to Lake Elmo Replacement
- Consider Oak-Land Site and/or Building for New Elementary
- Sell Withrow / Keep Withrow For Future Use
- Add 1000 Seats Auditorium to High School
- Large vs Small Elementary Schools

05 **Synthesis Offering:** Cuningham group presented a synthesis District Wide Scenario based on the common ground and options generated at previous workshops. General District-wide recommendations were followed by proposed individual buildings and site improvements. (See PowerPoint for details)

06 **Brookview Opportunity and Updated Demographics:** District presented updated information about new developments in Brookview area indicating that the growth is coming sooner than anticipated and new developments are expected to yield **up to 175 new students by 2021.**

07 **Discussion and Report-out:** Each table was asked to react to the "Synthesis Offering" by answering two questions in relationship to each individual building:

- What do you like?
- What concerns do you have?

Reporting back was organized by individual buildings and included counts of how many **tables** supported same ideas or concerns. In several cases, when Community Design Team indicated that consensus was not reached within tables, an **individual vote** was used to provide more reliable counts (Board of Education members and Administrators who are members of the CDT team did not participate in individual voting). The resulting commentary and counts are as follow:

Andersen Elementary:

What do you Like?:

- Update of Media Center **(9/10 tables)**
- Keep as two sections **(7/10 tables)**

What concerns do you have?:

- Concern about addition to street **(7/10 tables)**
- Consider addition on north side to maintain current enrollment
- Consider relocating central services to Andersen/move to Oak Park
- Concern about boundary shifts
- Consider creative alternatives

Afton-Lakeland Elementary:

What do you Like?:

- Gym addition **(9/10 tables)**
- Extra space (Flex) **(9/10 tables)**
- Full synthesis option **(8/10 tables)**
- New gym can become a community asset

What concerns do you have?:

- Not a priority considering cost. **(2/10 tables)**
- Can the school grow in future? **(2/10 tables)**

Brookview Elementary:

What do you Like?:

- Support expanding to 650:
  - **9/10 tables**
  - **30 individual votes "For" and 1 "Opposed"**
- Do it now (prior to the referendum)
  - **6/10 tables**
  - **29 individual votes "For" and 2 "Opposed"**

What concerns do you have?:

- If delayed, will not be ready to handle growth by 2021.
- Consider relocating/delaying Pre-K population. (Response: Pre-K sections are already located in spaces that are too small for classroom use – will not improve the capacity)

Lake Elmo Elementary:

What do you Like?:

- Replace at two sites (existing Lake Elmo and a new site), each expandable from 450 to 650 students **(9/10 tables)**
- No remodel of the existing building as an elementary school **(10/10 tables)**
- Obtain additional land to north of existing Lake Elmo
- Possible early childhood programs
- Use current building during construction

What concerns do you have?:

- No 900 student school (Inequitable) **(7/10 tables)**
- Consider retaining best part of Lake Elmo for Central Services

- Site size
- Prefer two schools but one of them expandable from 650 to 900 **(1/10 tables)**

Lily Lake Elementary:

What do you Like?:

- Media, cafeteria, and open classroom upgrade **(7/10 tables)**
- Full scheme and bathroom renovation **(4/10 tables)**

What concerns do you have?:

- Reduce costs
- Flex and music
- Special Ed
- No flex space

Rutherford Elementary:

What do you Like?:

- Media upgrade **(7/10 tables)**

What concerns do you have?:

- Cost
- Scope

Stonebridge Elementary:

What do you Like?:

- As offered **(8/10 tables)**
- Special-Ed improvements only **(1/10 table)**

What concerns do you have?:

- Cost

Oak-Land Middle School:

What do you Like?:

- Additions **(9/10 table)**
- Daylight upgrades **(9/10 table)**

What concerns do you have?:

- Consider ECFC at Oak-Land
- Consider need for parking immediately adjacent to the new Gym**(2/10 table)**

Stillwater Middle School:

What do you Like?:

- As offered **(8/10 table)**

What concerns do you have?:

- ---- *No comments*

Stillwater High School:

What do you Like?:

- Auditorium Addition **(4/10 tables)**
- Remodel **(2/10 tables)**
- Other upgrades (admin and flex space) **(9/10 tables)**

What concerns do you have?:

- 1000 seats auditorium is needed but more information required to make a decision.

Oak Park Building

What do you Like?:

- As offered (use Oak Park for Transition Program, ALC and CS)
  - **6/10 tables**
  - **27 individual votes "For" and 3 "Opposed"**

What concerns do you have?:

- Why not reopen?
- Choice elementary or Pre-K?

ECFC:

What do you Like?:

- *No comments*

What concerns do you have?:

- *No comments*

Southern ECFC:

What do you Like?:

- *No comments*

What concerns do you have?:

- More information required

Central Services:

What do you Like?:

- Sell
  - 6/10 [same vote as Oak Park]

What concerns do you have?:

- *No comments*

Withrow:

What do you like?:

- Sell :
  - **5/10 tables**
  - **27 individual votes "For" and 3 "Opposed"**

What concerns do you have?:

- Study property value prior to making a decision

08 **Next Steps:**

More information was requested for several items:

1. Auditorium solution for Stillwater High School
2. Program needs for Early Childhood programs in South
3. Withrow property value and operation costs

Cuningham Group is to address Community Team's concerns and request for information and return to the group for phasing and final recommendations.

End of Meeting Summary

CUNINGHAM
GROUP

uplifting the human experience®

Architecture Interior Design Urban Design Landscape Architecture
MINNEAPOLIS LOS ANGELES LAS VEGAS DENVER SAN DIEGO PHOENIX BEIJING DOHA

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CUNINGHAM
GROUP

WELCOME!
WORKSHOP 06

FACILITY MASTER PLAN
STILLWATER AREA PUBLIC SCHOOLS

AGENDA

WELCOME BACK!
Superintendent Pontrelli

AGENDA / PURPOSE / PROCESS

INFORMATION REQUESTED
Transition Program and ALC

RECAP
What We've Heard

Synthesis Offering and Individual Building /Site Improvements
Recommendations and Costs

Brookview Opportunity

DISCUSSION
Individual School Improvements

---- BREAK----

REFLECTIONS + NEXT STEPS

PURPOSE

To co-create a clear and compelling Vision for District Facilities and to align the educational program and physical design with this Vision.

Today's Purpose: To set direction on District-wide Scenario, building on shared/common ground and on individual building improvements.

WHAT IS A MASTER PLAN?

- 10-15 year road map for the future
- Grounded on your Vision for Learning
- Living/breathing document
- Physically & fiscally responsible
- Allows logical implementation over time

"THE BEST WAY TO PREDICT THE FUTURE IS TO DESIGN IT" –BUCKMINSTER FULLER

HOW ARE DECISIONS MADE?

COMMUNITY DESIGN TEAM SCHEDULE

- Workshop 1 September 10 - Creating a Shared Facility Vision
- Workshop 2 September 24 – Generating Facility Principles
- Workshop 3 October 15 – Information Forum and Creating Facility Standards
- Building Tours October 16, 23, 30 – Optional Open House Style Tours
- Workshop 4 November 4 – Gap Analysis Review and District Wide Scenarios
- Workshop 5 November 19 – Refining District Wide Scenarios / Common Ground
- **Workshop 6 December 17 – Synthesis, Phasing, Cost Estimating**
- **Workshop 7 January 14 – Creating and Finalizing the Plan Recommendation**

COMMUNITY DESIGN TEAM PROCESS

Workshop #1 Creating a Shared Vision
Create an understanding of process and develop a design thinking mindset
Establish values to inform a vision statement

Workshop #2 Design Principles
Unveiling the Vision Statement
Generate District Facilities Principles based on the Vision

Workshop #3 Information Forum and Facilities Standards
Share Information on District initiatives, programs, and demographics
Share, Revise and Discuss Facilities Standards

Open House Style Tours
Opportunity to see how the District's buildings support instruction and visit buildings that team members may not be familiar with.

COMMUNITY DESIGN TEAM PROCESS

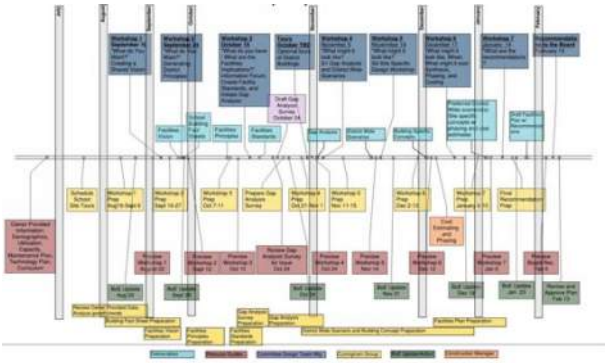
Workshop #4 Gap Analysis and District Wide Scenarios
Review the survey of how the buildings meet the Standards from Workshop #3
Discuss and Create District Wide Scenarios to address the Gap and District level issues.

Workshop #5 Site Specific Design Workshop
Review the common ground elements and District Wide Scenarios.
Group work to further explore and refine the scenarios, including scope of improvements at individual schools/facilities.

Workshop #6 Synthesis, Phasing, Cost Estimating
Presenting and reviewing preliminary cost information
Review potential phasing for implementing the plan
Fine tuning the Master Plan Recommendation

Workshop #7 Creating and Finalizing the Plan
Presenting, reviewing, and finalizing the plan.

LONG RANGE FACILITIES PLAN PROCESS



INFORMATION REQUESTED

EMAIL REQUESTS

Information Requested

ALC Location Needs:

1. High desire to be located outside an active school.
2. Centrally located. Can potentially organize shuttle from Stillwater HS
3. Some parking needed for staff and students.

75+/- students, 6 teachers, 2-4 other staff

ALC and Transition Program

ALC Spatial Needs:

Core Needs

Classrooms for 15	5 @ 600 sf	3000
Special Education space	1 @ 450 sf	450
Help Office	1 @ 150 sf	150
Therapy Office/work space	1 @ 150	150
Principal's Office	1 @ 200 sf	200
Entry/reception	1 @ 300 sf	300
Commons, with Kitchenette	1 @ 1000 sf	1000
Storage	200	200
Subtotal		5,450
Total, including Circulation factor	X 1.30	**7,100**

ALC and Transition Program Info

Transition Program Location Needs:

1. Accessible to local businesses for student work experience
2. Centrally located, on the bus line, for transportation practice
3. Want to be in the same building with the District Central offices – for work experience and as customers for coffee cart
4. Should not be in an elementary or secondary school.
5. Could be located with ALC as long as each is well-defined and separate (e.g. separate entries)

32 students in 3 cohorts; 10 staff.

ALC and Transition Program Info

Transition Program Spatial Needs:

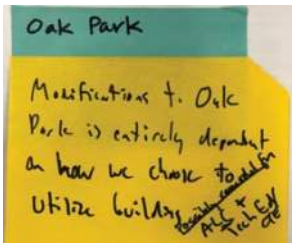
Core Needs

Classrooms for 10-12	2@ 500 sf	1000
Teaching Apartment (LR, Bed, Bath)	1 @ 600 sf	600
PAES Lab	1 @ 900 sf	900
Workshop	1 @ 600 sf	600
Meeting Room for up to 8	1 @ 200 sf	200
Staff collaboration room	1 @ 600 sf	600
Entry 'Atrium' / Break-out	1 @ 800 sf	800
Storage	200	200
Subtotal		4,900
Total, including Circulation factor	X 1.30	**6,400**

Note: Desirable additions include teaching kitchen, PAES annex for noisy/dusty tools

Workshop #5: RECAP

Building-Specific Discussion – Addendum



Oak Park Building

1. Should be used
2. Modifications to Oak Park are entirely dependent on how we choose to utilize building
3. Possibly remodel for ALC + Career Tech center
4. Possibly remodel for District Office + Transition program

District-wide scenarios

Considerations:

1. Retain grade level configuration: PK-5, 6-8, 9-12
2. Emphasis is on Elementary, not HS. HS is expected to hold between 2800-2900.
3. Enrollment boundary adjustments are an option.
4. Secondary schedule adjustments are an option.
5. Consider at least 2 Pre-K rooms per elementary building
6. Ideally, minimum 3-section size for an elementary school is preferred.
7. Remodeling, additions, new construction or replacement are all options. Consider:
   - New construction is less politically supported than remodeling/additions (community survey).
   - Land for new construction may be difficult to find.
   - Some existing sites have significant limitations on additions.

PLAN FOR:

Attendance Area / Program	2019 Current Enrollment	2023/24 Projected Enrollment	Planning Capacity	
Afton-Lakeland Elementary	479	486	500	
Andersen Elementary	364	376	325	
Brookview Elementary	480	630	450	
Lake Elmo Elementary	697	900	660	250 +/- Dual Immersion
Lily Lake Elementary	477	485	535	
Rutherford Elementary	567	567	560	
Stonebridge Elementary	433	475	560	
Oak-Land Middle School	973	1125	990	
Stillwater Middle School	1024 + 55	1011 +51	1303	MS + GATE
Stillwater Area High School	2755 + 76	2899 + 60	2756	HS + ALC
Early Childhood/Family Center		180	180	
Oak Park Building – Admin/T+	56	56	400/500	With / Without Transitions+
Withrow Building	vacant	--	250	
Central Services	56 staff	56 staff	na	

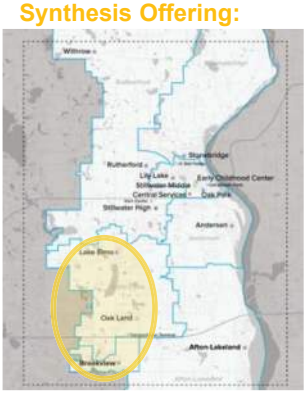
COMMON GROUND Workshop 4	
Replace, move, +/or sell Lake Elmo Elementary	9
Expand Brookview	8
Relocate ALC to Oak Park or Central Services	6
Relocate Central Services to Oak Park Building	5
Keep Transitions in Oak Park	5
Move Transitions to Central Services	4
Expand Andersen	4
Dual Immersion stays in South Side where the students are	4
Renovate all buildings to 21-century learning standards	3+
Build new elementary school on South side of the district	3
New Early Childhood Family Education Center in South, or additional PK sections throughout	2+2
Sell Withrow	3+

COMMON GROUND Workshop 5	
Replace Lake Elmo	9
Early Childhood Solution in South	8
Expand Brookview	7
Boundary shifts will be necessary	7

Items for Consideration:	
Relocate ALC to Oak Park or Central Services (More Information Required)	6
Relocate Central Services to Oak Park Building	5
Keep Transitions in Oak Park / Move Transitions to Central Services	5/4
Expand Andersen / Do not Expand Andersen	4/1
Dual Immersion stays in South Side Where The Students Are	4
Consider New Elementary in South in Addition to Lake Elmo Replacement	4
Consider Oak-Land Site and/or Building for New Elementary	4
Sell Withrow / Keep Withrow For Future Use	3/1
Add 1000 Seats Auditorium to High School	2
Large vs Small Elementaries	

SYNTHESIS OFFERING

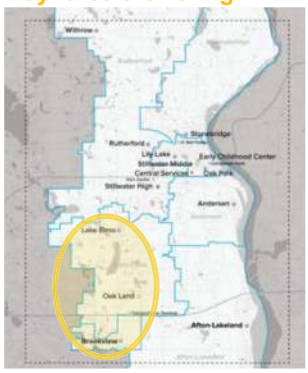
Synthesis Offering:



South Elementaries:

- Add to Brookview Elementary for short-term enrollment relief. (630)
- Rebuild Lake Elmo in two options:
  - New Lake Elmo at 900 students
  - Two new schools at 450 students

Synthesis Offering:



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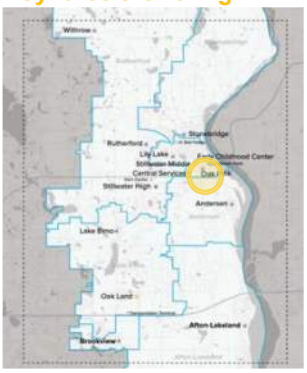
Afton-Lakeland Elementary	479	486	500
Andersen Elementary	364	376	325
Brookview Elementary	480	630	450
Lake Elmo Elementary	697	900	660
Lily Lake Elementary	477	485	535
Rutherford Elementary	567	567	560
Stonebridge Elementary	453	475	560

1530 students to accommodate between Brookview and Lake Elmo

Synthesis Offering:



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Oak Park Building:

Option 1

- Move Central Services and ALC to Oak Park and keep Transition Program
- Renovate Oak Park for all
- Sell Central Services building and site

Option 2

- Add to Central Services Building to house Transition Program and district SPED offices
- Renovate Oak Park for Elementary use

Synthesis Offering:

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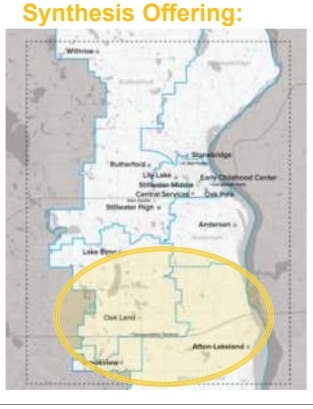
Improvements at all schools for 21st Century Learning and to address specific needs

Synthesis Offering:



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Oak Park Building:

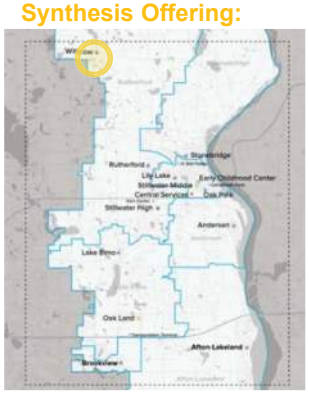
Option 1

- Move Central Services to Oak Park and keep Transition Program
- Renovate Oak Park for both
- Sell Central Services building and site

Improvements at all schools for 21st Century Learning and to address specific needs

Provide space for early childhood programs in the South

Synthesis Offering:



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- Rebuild Lake Elmo in two options:
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Oak Park Building:

Option 1

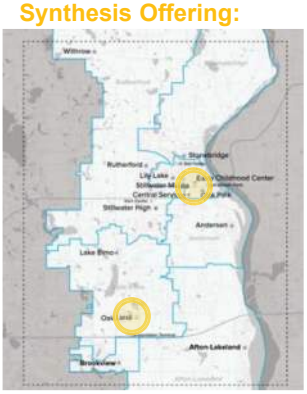
- Move Central Services to Oak Park and keep Transition Program
- Renovate Oak Park for both
- Sell Central Services building and site

Improvements at all schools for 21st Century Learning and to address specific needs

Provide early childhood programs in the South

Withrow remains vacant. Sell?

Synthesis Offering:

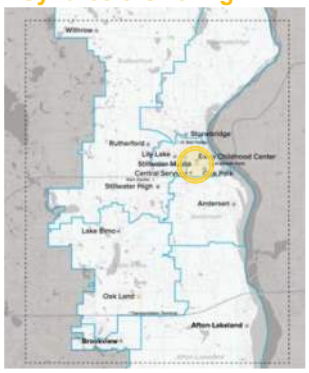


Secondary Schools

- Adjust middle school boundary to more evenly distribute students between the two schools.

Oak-Land Middle School	978	1125	990
Stillwater Middle School	1024 + 55	1011 +51	1303

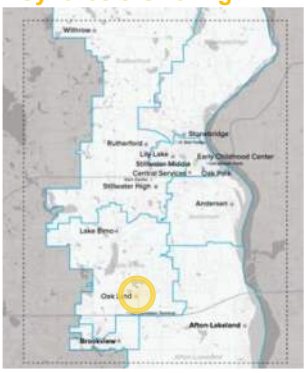
Synthesis Offering:



Secondary Schools

- Adjust middle school boundary to more evenly distribute students between the two schools.
- Stillwater Middle: Keep GATE 4/5.

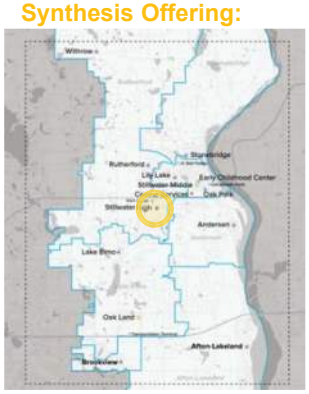
Synthesis Offering:



Secondary Schools

- Adjust middle school boundary to more evenly distribute students between the two schools.
- Stillwater Middle: Keep GATE 4/5.
- Add Gym and music spaces at Oak-Land.

Synthesis Offering:



Secondary Schools

- Adjust middle school boundary to more evenly distribute students between the two schools.
- Stillwater Middle: Keep GATE 4/5.
- Add Gym at Oak Land and music space.
- Stillwater High School: Address needs within current footprint. Address Auditorium needs.

NOTE ON PRICING [K.A.]

Estimation of Probable Cost

- The purpose of these numbers is to identify the Rough Order of Magnitude (ROM) of potential construction costs
- Figures are based on typical construction costs for these type of facilities
- Estimation of Probable Cost include:
  - Land Acquisition
  - Demolition or abatement of existing facilities
  - Soft costs including design and legal fees, commissioning and testing, furniture and extensive program equipment, technology devices and software, and owner contingency

INDIVIDUAL BUILDING / SITE IMPROVEMENTS

Lake Elmo Replacement (450):

Priorities:

- Replace at Lake Elmo or other site(s) (19 dots)

Estimates:

- **New 450 students school at existing site** – 40.2 M

Lake Elmo Replacement (900):

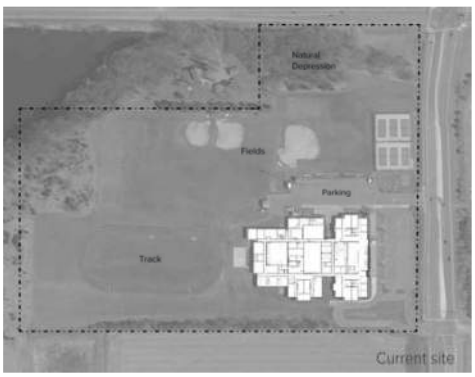
Priorities:

- Replace at Lake Elmo or other site(s) (19 dots)

Estimates:

- New 450 students school at existing site - 40.2 M
- **New 900 Students Elementary *on Existing Site*** – 56.5 M

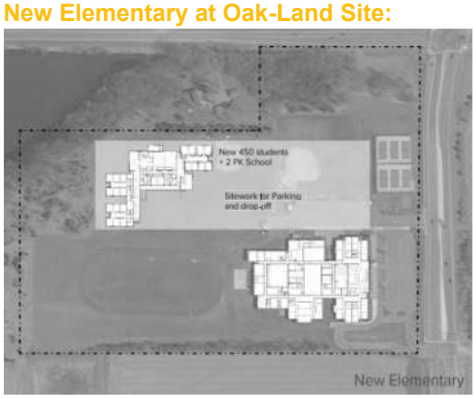
Oak-Land Site:



Site Conditions

- Wooded natural depression is less buildable
- Buffer zone may be required at north property line adj. house
- Newer tennis courts

New Elementary at Oak-Land Site:



New 450-student elementary

~~- 43.5 M~~ **36.7M***

- Eliminates fields

* Edited per latest update from Kraus-Anderson

Lake Elmo Replacement:

Priorities:

- Replace at Lake Elmo or other site(s) (19 dots)

Estimates:

- New 450 students school at Lake Elmo – 40.2 M
- New 900 Students Elementary *on Existing Site* – 66.5 M
- New Elementary at Oak Land Site – ~~43.5 M~~ 36.7M*
- New 900 Students Elementary *on New Site* – 68.5 M
- Full remodel of existing building in lieu of new construction - 33.5 M

* Edited per latest update from Kraus-Anderson

Andersen:

1	2
▪ Do not add to Andersen due to core functions and site constraints ▪ Manage as 2 section school and shift boundary to Lily Lake. ▪ Renovate central spaces and media center for 21st century learning	▪ Add a single-story, 3-classroom addition to maintain current enrollment ▪ Renovate central spaces and media center for 21st century learning

Priorities:

- Media Center Upgrade (5 dots)
- Shift Boundary to Re-Direct Enrollment (3 dots)

Estimates:

- Media Center Remodel – ~~4.7 M~~ 11M*
- 3-Classroom Addition – 4.2 M

* Edited per latest update from Kraus-Anderson

Afton-Lakeland:

Priorities:

- Larger Gym: renovated or new, potentially used as community room (15 dots)
- Community meeting or commons area (6 dots)

Estimate:

- Gym addition, media center and Flex space upgrade: - 6.0 M

Brookview:

New Capacity: 650

Priorities:

- Expand (29 dots)
- Expand to 800 (7 dots)

Estimate:

- 8-Classroom Addition: - 5.2* M

*Pending toilets and special Ed spaces

Lily Lake:

Priorities:

- Media Center Upgrade (5 dots)
- Shift Boundary to Re-direct Enrollment (3 dots)

Estimates:

- Addition of Flex space and Music Room – 3.2 M
- Media Center, Cafeteria, and Open Classroom wing Upgrades – 8.1 M

Rutherford:

Priorities:

- Repurpose part of media center for specialized lab/studio space.

Estimate:

- Media Center Upgrade – 1.3 M

Stonebridge:

Priorities:

- Redo EBD space (4); transform "shower" room (6)
- Media Center: re-purpose into flexible learning (3)

Estimate:

- Total: 7.33 M

Oak Park:

Option 1

- Move Central Services with Transition at Oak Park
- Renovate Oak Park
- Sell Central Services Building and Site

Suggestions:

- Should be used
- Modifications to Oak Park are entirely dependent on how we choose to utilize building
- Possibly remodel for ALC + Career Tech center
- Possibly remodel for District Office + Transition program

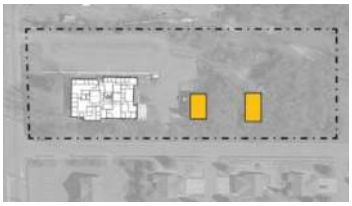
Estimate:

- Central Services: 5.6 M
- ALC & Transitions: 4.73 M

Central Services:

Suggestions:

- Keep Admin here
- Remove 2 storage buildings on site and expand main building
- Potentially relocate Transition to the expansion
- Central Services is the "face" of the district: potential improvements for better welcoming experience.
- Selective renovations in the existing space



Central Services:

Option 1

- Move Central Services to Oak Park
- Sell Central Services Building and Site

Option 2

- Add to Central Services Building to house Transition Program and district SPED offices

Estimate: 7.74 M

Option 3

- Partially Renovate for ALC use
- 7,500 sf Remains Open for Leasing or Career Tech Center

Estimate: 2.55 M

Oak-Land Middle School:

Priorities:

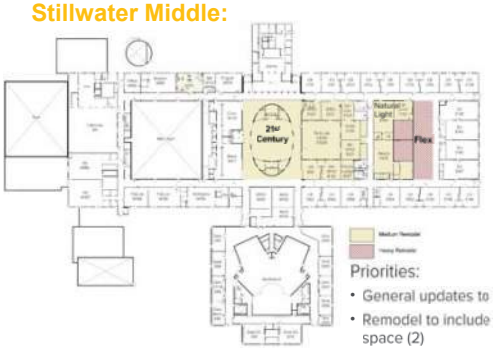
- Gym addition, possible expansion on west side of the building (17 dots)
- Re-draw boundaries + shift portion of students to SMS (12 dots)
- Reconcile Space needs of media center and maker space (6 dots)
- Resolve classrooms without daylight access (2 dots)

Estimates:

- Additions – ~~9.81 M~~ 9.9M*
- Daylight Upgrades – 2.32 M

* Edited per latest update from Kraus-Anderson

Stillwater Middle:



Estimate:
Total: 10.9 M

Priorities:

- General updates to learning spaces (4)
- Remodel to include GATE and better utilize space (2)
- Move GATE out? (1)
- Bring light to window-less rooms (1)

Stillwater High School Option1:

Priorities:

- Auditorium expansion or addition to accommodate 1 class size or more. (30)
- Address the front-office space (24)
- Security considerations, potentially drop-down gates to partition the school (12)
- ALC to lease space: (6)
- More flexible learning spaces (2)
- Explore CTE programing (2)

Estimate:

- Theater – 17.7 M
- Other Upgrades – 4.5 M

Stillwater High School Option2:

Priorities:

- Auditorium expansion or addition to accommodate 1 class size or more. (30)
- Address the front-office space (24)
- Security considerations, potentially drop-down gates to partition the school (12)
- ALC to lease space: (6)
- More flexible learning spaces (2)
- Explore CTE programing (2)

Estimate:

- Theater – 8.5 M
- Other Upgrades – 4.5 M

Existing Early Childhood Family Center:

- No change

Southern Early Childhood Solutions

Option 1:

- Early Childhood Programs in Lake Elmo Replacement School(s) - 15,000 SF Total (between 1 or 2 schools) ~~9.6 M*~~

Option 2:

- New Center on New Site 15,000 - 30,000 SF ~~10.1 M – 18.6 M*~~

Note: In both option we would be purchasing land (either from City of Lake Elmo or new site)*

* Edited per latest update from Kraus-Anderson

Withrow:

- No Identified Use: sell or keep?

BROOKVIEW OPPORTUNITY

Brookview Opportunity

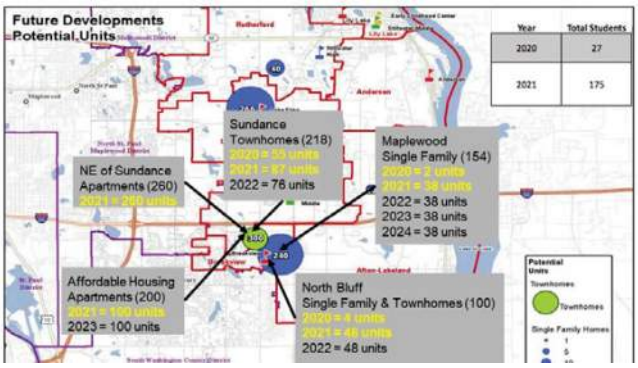


TABLE DISCUSSION

For Each Building:

- What Do You Like?
- What Concerns Do You Have?

Please, write one idea per sticky-note of appropriate color

BREAK

REPORT OUT

THANK YOU!

Workshop 7 – Creating and Finalizing the Plan

January 14, 2019

"Presenting, reviewing, and finalizing the plan."

The workshop was opened up with a Question-and-Answer session with new Board Chair Sarah Stivland. Following the discussion, Cuningham Group presented an overview of all the work completed to date by the CDT team, also addressing several outstanding questions related to the district's needs and facilities.
The goal of this workshop was to finalize the recommendation and outline priorities for improvements. Each table was given a worksheet that listed improvements at each building based on previous common ground. They then were asked to rate each improvement with a 5, 3, or 1 assuming 5 as a highest priority, 3 – medium priority, 1 – low priority. For line items that had multiple options, the tables made their choice by rating only one of them, therefore finalizing the recommendation. Examples of such items include: remodel of Oak Park as multi-purpose center as opposed to elementary school and construction of new auditorium at Stillwater High School as opposed to remodeling of the existing. The workshop was closed with 5 CDT members volunteering to present the final recommendation to the District Board on February 20, 2020.

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Stillwater Area Public Schools
Workshop #7 Creating and Finalizing the Plan Recommendation

January 14, 2020

This workshop was held with the Community Design Team, a group of roughly 80 stakeholders, with a primary purpose of further defining a District-wide Design Scenario and high priority improvements for each facility. The following document contains a meeting agenda and notes, including group conversations. Photos of the event are also available.

Purpose of the Community Design Team is to co-create a clear and compelling vision for District Facilities and to align the educational program and physical design with this vision.

Vision Statement for the Master Plan is:

Enhance the dreams and aspirations of our students, teachers and community in building an innovative, diverse, inclusive, flexible, accessible, collaborative, and sustainable future for all.

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Workshop #7 Creating and Finalizing the Plan Recommendation

Agenda

December 17, 2019: 5PM – 9:00PM

Purpose: Presenting and reviewing preliminary cost information. Fine tuning the Master Plan Recommendation

5:00 p.m.	WELCOME BACK
	COMMUNICATIONS UPDATE New Board Chair Sarah Stivland
	RECAP Work Completed to Date.
	OAK PARK OPTIONS Table Exercise
	SETTING PRIORITIES Table Exercise
7:30 p.m.	REPORT-OUT BY INDIVIDUAL IMPROVEMENTS

Master Plan Workshop #7, Creating and Finalizing the Plan Recommendation – Meeting Notes

01 Introduction and welcome by Superintendent Pontrelli – Welcomed the Community Design Team back.

Cuningham group announced search for 5-4 volunteers to present recommendation to the District Board on February 20th, 2020.

02 **Communications Update:** New Board Chair Sarah Stivland answered a range of CDT questions regarding 12/19 Board meeting.

03 **Recap: Work Completed to Date:** Cuningham Group reviewed some of the main outcomes of all previous workshops. These included:

- Shared Vision Statement (Workshop 1)
- Facility Principles (Workshop 2)
- Facility Standards and GAP analysis of all buildings (Workshop 3-4)
- Individual Buildings Improvements (Workshop 4-6)

Per CDT request at Workshop 6 Cuningham Group presented additional information regarding:

- Withrow annual operations costs
- Stillwater High School auditorium remodel or addition
- Stonebridge Elementary precedent for classroom upgrades
- Southern Early Childhood Family Center needs and potential location at Oak-Land Middle School site.

See accompanying presentation slides for more details.

04 **Oak Park Options:** In light of 12/19 Board meeting and based on a discussion with Resource Guides, Cuningham Group prepared an option of re-opening Oak Park as an elementary for CDT discussion. Per CDT request this discussion was postponed to after the Priority Setting exercise.

05 **Priority Setting:** Cunningham Group presented worksheets with list of improvements and their costs at each building based on the common grounds from Workshops 4-6. CDT members were asked to rate each improvement as a 5, 3 or 1 assuming that:

5 – Highest Priority: improvement should be performed as soon as possible.
3 – Medium priority
1 – Low priority

Each table was asked to present their priorities as a team during report-out.

CUNINGHAM GROUP

06 **Priorities Setting Exercise Results and Comments:**

The table below and attached lists the number of table groups that ranked each item 5, 3, or 1 and a total of the rankings to establish improvement priorities.

Building	Improvement	Cost (Million)	5	3	1	TOTAL	CDT Notes:
Lake Elmo							
	450-650 Building on new site	43.5-52.4	7	0	0	35	
	450-650 Building on existing site	40.2-49.1	6	1	0	33	
	Obtain additional land	included					
Brookview Elementary							
	Expand to 630 students	$6.2	7	0	0	35	Use lease levy if possible
Oak Park Building							
	As multi-purpose center:						
	ALC Remodel	$2.76	6	1		33	
	Transition Program Remodel	$2.80	6	1		33	
	Admin Remodel	$6.79	6	1		33	
	As Elementary:						
	PH1: 450 Students Elementary	$5.29	0				CDT does not recommend
	PH2: Expand Classrooms + GYM	$10.72	0				CDT does not recommend
Central Services							
	Sell	$0.0	6	1	0	33	Apply proceeds to Oak Park
	Build Addition for Transition Program	$7.7				0	CDT does not recommend
Stonebridge Elementary							
	Cluster Upgrades	$0.42	6	1	0	33	
	Media Center and 3-Grade Upgrade	$2.50	5	2	0	31	
	Open Classroom Upgrades	$5.50	5	2	0	31	
Withrow							
	Sell	$0.0	5	2	0	31	
Oak-Land Middle School							
	Gym Addition	$6.50	4	2	1	27	
	Daylight and Sound upgrades	$1.67	3	1	3	21	
	Flex/Media Center + Music Wing Additon	$6.37	4	2	1	27	
	Southern ECFC 30,000 SF [ANYWHERE]	$17.00	2	5	0	25	
Lily Lake Elementary							
	Open Classroom Remodel	$2.10	2	4	1	23	
	Bathroom Remodel	$0.20	4	2	1	27	
	Special Ed Upgrade	$0.90	4	2	1	27	
	New Flex Space	$2.00	1	3	13	27	
Stillwater High School							
	Auditorium Addition:						
	Expand existing – 8.5 M	$8.5			1	1	
	Addition – 17.7 M	$17.7	2	5		25	
	Flex and Admin upgrades	$4.5	4	1	2	25	
Southern ECFC							
	30,000 SF at Oak Land or other site	$17.00	2	5	0	25	Can be provided at other schools
Afton Lakeland Elementary							
	Gym addition	$4.10	3	2	2	23	
	Flex space	$0.90	4	1	2	25	
	Media Center Upgrade	$1.00	3	2	2	23	
Andersen Elementary							
	Upgrade of Media Center	$1.10	3	1	3	21	
Stillwater Middle School							
	Library Remodel	$2.24	1	3	3	17	
	Daylight and Sound upgrades	$3.30	1	3	3	17	
	Flex/Media Central "Heart"	$3.10	2	3	2	21	
Rutherford Elementary							
	Upgrade of Media Center	$1.30	1	2	3	14	One table obstained

07 **Next Steps:**

Final Master Plan Recommendation to be prepared by Cuningham Group taking into account the CDT request.

- The report should elaborate on what each work scope is intended to address in relation to the work scopes and relate to the vision principles and standards.

Five CDT members volunteered to present the recommendation to district Board on February 20th, 2020:

Michael Kaul
Ted Wegleitner
Anita Fojtik-Craggs
Ava Roots
Dan O'Connor

End of Meeting Summary

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Architecture Interior Design Urban Design Landscape Architecture
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WELCOME!

WORKSHOP 07

FACILITY MASTER PLAN
STILLWATER AREA PUBLIC SCHOOLS

AGENDA

WELCOME BACK!
Superintendent Pontrelli

COMMUNICATIONS UPDATE
New Board Chair Sarah Stivland

RECAP
Work Completed to Date

OAK PARK OPTIONS
Table Exercise

---- BREAK----

SETTING PRIORITIES
Table Exercise

REPORT BACK

FINAL REFLECTIONS AND APPRECIATION FOR THE CDT TEAM

COMMUNICATIONS UPDATE

PURPOSE

To co-create a clear and compelling Vision for District Facilities and to align the educational program and physical design with this Vision.

Today's Purpose: To Discuss Phasing and Finalize the Plan Recommendation.

WHAT IS A MASTER PLAN?

- 10-15 year road map for the future
- Grounded on your Vision for Learning
- Living/breathing document
- Physically & fiscally responsible
- Allows logical implementation over time

"THE BEST WAY TO PREDICT THE FUTURE IS TO DESIGN IT"
–BUCKMINSTER FULLER

Stillwater Area Public Schools Mission

To develop curious individuals who are active and engaged leaders in an ever-changing world by challenging all students as they travel along their personalized learning pathways.

HOW ARE DECISIONS MADE?

COMMUNITY DESIGN TEAM SCHEDULE

- **Workshop 1** September 10 - Creating a Shared Facility Vision
- **Workshop 2** September 24 – Generating Facility Principles
- **Workshop 3** October 15 – Information Forum and Creating Facility Standards
- **Building Tours** October 16, 23, 30 – Optional Open House Style Tours
- **Workshop 4** November 4 – Gap Analysis Review and District Wide Scenarios
- **Workshop 5** November 19 – Refining District Wide Scenarios / Common Ground
- **Workshop 6** December 17 – Synthesis, Phasing, Cost Estimating
- **Workshop 7** January 14 – Creating and Finalizing the Plan Recommendation
- **Presentation** February 13 – CDT Presents Recommendation to The Board

VOLUNTEERS NEEDED!

COMMUNITY DESIGN TEAM PROCESS

Workshop #1 Creating a Shared Vision
Create an understanding of process and develop a design thinking mindset
Establish values to inform a vision statement

Workshop #2 Design Principles
Unveiling the Vision Statement
Generate District Facilities Principles based on the Vision

Workshop #3 Information Forum and Facilities Standards
Share Information on District initiatives, programs, and demographics
Share, Revise and Discuss Facilities Standards

Open House Style Tours
Opportunity to see how the District's buildings support instruction and visit buildings that team members may not be familiar with.

COMMUNITY DESIGN TEAM PROCESS

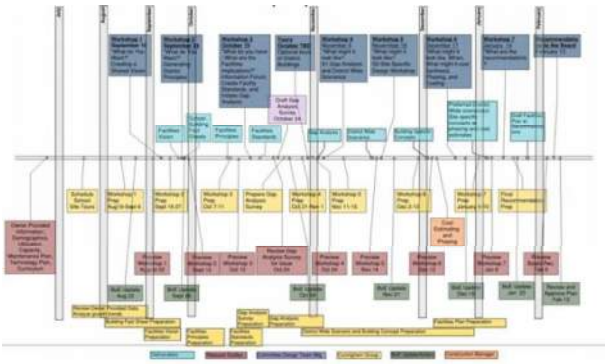
Workshop #4 Gap Analysis and District Wide Scenarios
Review the survey of how the buildings meet the Standards from Workshop #3
Discuss and Create District Wide Scenarios to address the Gap and District level issues.

Workshop #5 Site Specific Design Workshop
Review the common ground elements and District Wide Scenarios.
Group work to further explore and refine the scenarios, including scope of improvements at individual schools/facilities.

Workshop #6 Synthesis, Phasing, Cost Estimating
Presenting and reviewing preliminary cost information
Review potential phasing for implementing the plan
Fine tuning the Master Plan Recommendation

Workshop #7 Creating and Finalizing the Plan
Presenting, reviewing, and finalizing the plan.

LONG RANGE FACILITIES PLAN PROCESS



RECAP

SHARED VISION

SHARED VISION STATEMENT

Enhance the dreams and aspirations of our students, teachers and community in building an innovative, diverse, inclusive, flexible, accessible, collaborative and sustainable future for all.

VISION – SECONDARY STATEMENTS

- We envision environmentally friendly places that are community assets for learning and development of students of all ages in a variety of capacities, both indoor and outdoor.
- We envision fiscally sustainable and efficient learning centers that invest in innovative learning styles, opportunities, and techniques.
- We envision learner centered, community driven, safe, flexible and environmentally rich space for all students, teachers and community.
- We envision a space that encourages and supports diverse viewpoints and identities to strengthen and enrich learning experiences.
- We envision spaces that support all students with access to mental health resources and academic support for all.
- We envision progressive environments that promote community engagement.

FACILITY PRINCIPLES

Stillwater

Facility Principles:

Community
Stillwater Schools are committed to providing facilities that are the center of our community. We believe our facilities should be open/accessible, inviting, flexible and safe for all who live in our community.

Collaboration
Stillwater Area Schools are committed to fostering collaboration in learning by providing opportunities for partnership, communication and experiences across the whole community.

Innovation
Stillwater schools are committed to creating flexible, open spaces and innovative curriculum to foster creative, open-minded, collaborative, and problem-based learning.

Engagement
Stillwater Schools are committed to being a place that motivates a high level of learning.

Student Focus
Stillwater Area Public Schools are committed to student-focused facilities and instruction that encourage and entice all students to explore and develop their ambitions and identity in a holistic way, so all may flourish.

Technology
Stillwater Area Public School envisions the utilization and flexibility of technology to assist and enhance our students' ability to achieve in the present and the future.

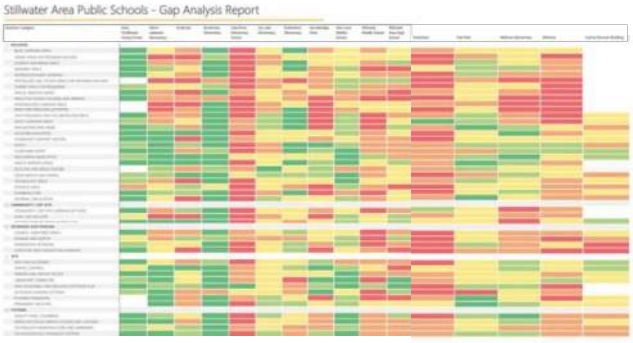
Sustainable – Ecologically and Financially
Stillwater Area Schools are committed to good use of resources in construction and operation of facilities, aligning facilities with current and future community needs, in ways that provide value.

Equitable / Diverse
Stillwater Area Public Schools are committed to facilities that are equitable and meet diverse needs. The quality of a student's learning should not be dependent on the community/neighborhood they live in.

Flexible
Stillwater Area Public Schools are committed to facilities that are flexible and enhance the experience for students, staff and community to meet current and future needs.

Supportive
Stillwater Area Public Schools are committed to providing a quality environment that supports all staff and students. Considerations for age-appropriate spaces, located ideally (e.g. bathrooms and playgrounds)

FACILITY STANDARDS & GAP ANALYSIS



WORKSHOP 6 RECAP AND UPDATE

Andersen Elementary:

- **What do you Like?:**
  - Update of Media Center (9/10 tables)
  - Keep as two sections (7/10 tables)
- **What concerns do you have?:**
  - Concern about addition to street (7/10 tables)
  - Consider addition on north side to maintain current enrollment
  - Consider relocating central services to Andersen/move to Oak Park
  - Concern about boundary shifts
  - Consider creative alternatives

Afton-Lakeland Elementary:

- **What do you Like?:**
  - Gym addition (9/10 tables)
  - Extra space (Flex) (9/10 tables)
  - Full synthesis option (8/10 tables)
  - New gym can become a community asset

Lake Elmo Elementary Replacement:

- **What do you Like?:**
  - Replace at two sites (existing Lake Elmo and a new site), each expandable from 450 to 650 students **(9/10 tables)**
  - No remodel of the existing building as an elementary school **(10/10 tables)**
  - Obtain additional land to north of existing Lake Elmo
  - Possible early childhood programs
  - Use current building during construction
- **What concerns do you have?:**
  - No 900 student school (Inequitable) (7/10 tables)
  - Consider retaining best part of Lake Elmo for Central S ervices
  - Site size
  - Prefer two schools but one of them expandable from 650 to 900 (1/10 tables)

Brookview Elementary:

New Capacity: 650

- **What do you Like?:**
  - Support expanding to 650:
    - 9/10 tables
    - 30 individual votes "For" and 1 "Opposed"
  - Do it now (prior to the referendum)
    - 6/10 tables
    - 29 individual votes "For" and 2 "Opposed"
- **What concerns do you have?:**
  - If delayed, will not be ready to handle growth by 2021.
  - Consider relocating/delaying Pre-K population. (Response: Pre-K sections are already located in spaces that are too small for classroom use – will not improve the capacity)

Lily Lake Elementary:

- **What do you Like?:**
  - Media, cafeteria, and open classroom upgrade (7/10 tables)
  - Full scheme and bathroom renovation (4/10 tables)
- **What concerns do you have?:**
  - Reduce costs
  - Flex and music
  - Special Ed
  - No flex space

Rutherford Elementary:

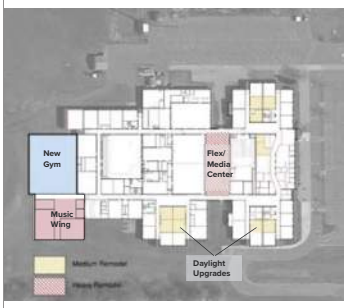
- **What do you Like?:**
  - Media upgrade (7/10 tables)
- **What concerns do you have?:**
  - Cost
  - Understanding Scope

Stonebridge Elementary:

- **What do you Like?:**
  - As offered (8/10 tables)
  - Special-Ed improvements only (1/10 table)
- **What concerns do you have?:**
  - Cost

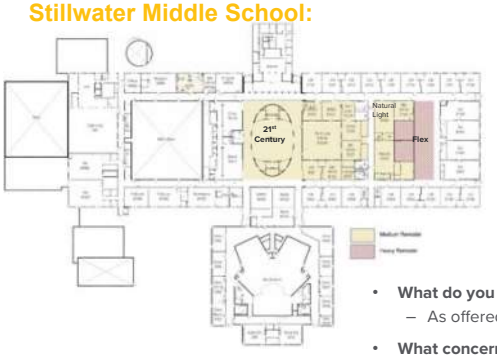
Stonebridge Elementary:

Oak-Land Middle School:



- **What do you Like?:**
  - Additions (9/10 table)
  - Daylight upgrades (9/10 table)
- **What concerns do you have?:**
  - Consider ECFC at Oak-Land
  - Consider need for parking immediately adjacent to the new Gym (2/10 table)

Stillwater Middle School:



- **What do you Like?:**
  - As offered (8/10 table)
- **What concerns do you have?:**
  - No comments

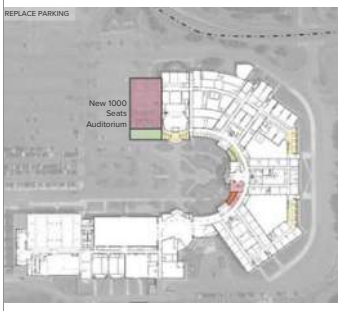
Stillwater High School Option1:

- **What do you Like?:**
  - Auditorium Addition (4/10 tables)
  - Remodel (2/10 tables)
  - Other upgrades (admin and flex space) (9/10 tables)
- **What concerns do you have?:**
  - 1000 seats auditorium is needed but more information required to make a decision.)

Stillwater High School Option2:

- **What do you Like?:**
  - Auditorium Addition (4/10 tables)
  - Remodel (2/10 tables)
  - Other upgrades (admin and flex space) (9/10 tables)
- **What concerns do you have?:**
  - 1000 seats auditorium is needed but more information required to make a decision.)

Stillwater High School Options:



1000 Seats Auditorium: 17.7M*

*Can be reduced by adjusting "back of house"

700-800 Seats Auditorium: 8.5M

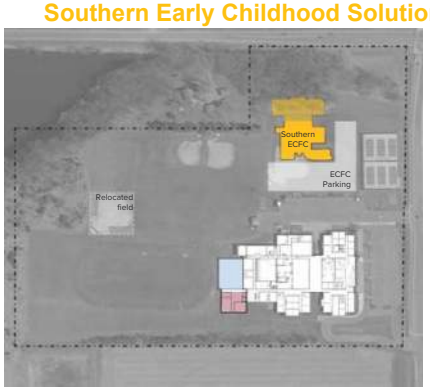
Existing Early Childhood Family Center:

- No change

Southern Early Childhood Solutions

- **What do you Like?:**
  - No comments
- **What concerns do you have?:**
  - More information required
  - Consider ECFC near Oak-Land

Southern Early Childhood Solutions



- ≈ Up to 30,00 SF
- Estimate for Building: 17.0 M*
- Requires relocation of an existing field

*Does not include site work

Withrow:

- What do you Like?:
  - Sell :
    - 5/10 tables
    - 27 individual votes "For" and 3 "Opposed"
- What concerns do you have?:
  - Study property value prior to making a decision

Operational costs:
45 to 70 K / year.

Property Value:
N/A

OAK PARK

Oak Park Building:

- What do you Like?:
  - As offered (use Oak Park for Transition Program, ALC and Central Services)
    - 6/10 tables
    - 27 individual votes "For" and 3 "Opposed"
- What concerns do you have?:
  - Why not reopen?
  - Choice elementary or Pre-K?

Re-Open Oak Park as an Elementary:

Phase 1 Program Diagram:

- Functional Renovations in Specialized Rooms
- Media Center Renovation
- Cafeteria Expansion
- Misc Classroom Upgrades
- *NEXT*Century upgrades

LEVEL 1 LEVEL 2

Re-Open Oak Park as an Elementary:

Phase 1 Capacity 450:

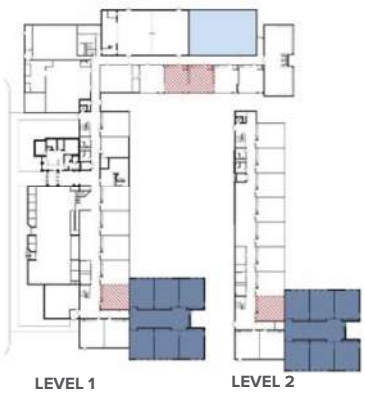
- Functional Renovations in Specialized Rooms
- Media Center Renovation
- Cafeteria Expansion
- Misc Classroom Upgrades
- *NEXT*Century upgrades

LEVEL 1 LEVEL 2

Expand to 650 students:

Phase 2 Capacity 650:

- **2-story 6-classroom addition**
- **Gym Addition**
- **New Flex Space**
- **Additional Parking**



Central Services:

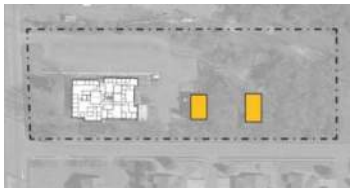
Option 1

- Move Central Services to Oak Park
- Sell Central Services Building and Site

Option 2

- Add to Central Services Building to house Transition Program and district SPED offices

Estimate: **7.74 M**



- **What do you Like?:**
  - Sell
    - 6/10 tables
- **What concerns do you have?:**
  - No comments

TABLE ACTIVITY

If re-opening of Oak-Park Elementary needs to be considered as an option to handle the enrollment growth, where would you best house Central Services, ALC and the Transition Program?

REPORT OUT

BREAK

TABLE DISCUSSION: SETTING PRIORITIES

Scope Break- Down and Costs

As a table, please rate the priority of each line-item by assigning one of the values:

- **5** – Highest priority
- **3** – Medium priority
- **1** – Lowest priority

REPORT OUT

THANK YOU!

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6. Buildings Tour Schedule

OVERVIEW

Community Design Team members were invited to visit all active schools and other district facilities to familiarize themselves with the buildings and their needs. Participating members were invited to reflect on their observations at the following workshop to inform and build common understanding within the rest of the team.

CUNINGHAM GROUP

Stillwater AREA PUBLIC SCHOOLS

STILLWATER AREA SCHOOLS OPEN HOUSE SCHEDULE

WEDNESDAY, OCT. 16, 2019

5-5:30 p.m.	Andersen Elementary	309 North 4th Street, Bayport, MN 55003
5:45-6:15 p.m.	Afton-Lakeland Elementary	475 St Croix Trail S, Lakeland, MN 55043
6:45-7:15 p.m.	Brookview Elementary	11099 Brookview Road, Woodbury, MN 55129
7:30-8 p.m.	Lake Elmo Elementary	11030 Stillwater Blvd N Lake Elmo, MN 55042
8:15-8:45	Oak-Land Middle School	820 Manning Ave. N. Lake Elmo, MN 55042

WEDNESDAY, OCT. 23, 2019

4:30 -5 p.m.	Withrow	10158 122nd St N, Hugo, MN 55038
5:15-5:45 p.m.	Oak Park	6355 Osman Ave. N. Stillwater, MN 55082
6-6:30 p.m.	Stonebridge Elementary	900 N. Owens St. Stillwater, MN 55082
6:45-7:15 p.m.	Rutherford Elementary	115 Rutherford Road Stillwater, MN 55082
7:30-8 p.m.	Lily Lake Elementary	2003 W. Willard St. Stillwater, MN 55082

WEDNESDAY, OCT. 30, 2019

5-6 p.m.	Stillwater Area High School	5701 Stillwater Blvd N. Stillwater, MN 55082
6:15-7 p.m.	Stillwater Middle School	523 West Marsh Street Stillwater, MN 55082
7:05 - 7:35 p.m.	Early Childhood Family Center	1111 Holcombe St. S. Stillwater, MN 55082

*Additional Tour was organized for District Central Services building on Thursday, November 7, 2019, 5-6 pm

7. List of Needs and Wants

OVERVIEW

This list was developed by Cuningham Group based on the observations from Building Tours and one-on-one conversations with buildings principals/administrators. The goal of this list was to be a starting point and outline areas of consideration for CDT team. This list was to be complementary to the GAP analysis described further in this volume.

Preliminary List of Needs / Wants

Project:	**Stillwater Area Public Schools Master Plan**
Date:	**November 13, 2019**

The following list contains big-picture items and observations derived from the information collected by Cuningham Group during the individual buildings tours, conversations with principals and workshop comments.

General Needs/Wants:

- Flexibility for future change and growth
- Flexibility for learning: open and closed spaces that can be transformed
- Furniture that more consistently supports 21st century learning
- Gender neutral toilets (especially at middle and high school)

Afton-Lakeland Elementary

- **Redo Media Center** for programs such as Science/STEAM activities
- **Space for 3rd preschool** section
- Dedicated reading/math **intervention** space

Andersen Elementary

- **Redo Media Center** to accommodate collaboration and innovative programs
- **Separate Art and Music** rooms
- Dedicated office/storage space for Adventure Club

Brookview Elementary

- **Additional teaching stations** to house Preschool, growing enrollment
- **Additional teaching stations** to return Art, Band/orchestra and English Language rooms to those functions

Lake Elmo Elementary

- **Space for growth** of the Dual Language Immersion program.
- **Additional core space** for size of student body: Cafeteria, PE, Art, Music
- **Elevator access** to two classrooms in old building
- Different size/configuration for special ed rooms for 2 teachers
- Toilets in adjacent rooms to **allow Kindergarten to be grouped**
- **Replacement of portable** classrooms
- **Media Center upgrade** to be flexible/adaptable, for STEM, multiple classes

Lily Lake Elementary

- Safety upgrade for ASD Cluster program
- Conversion of open classroom area to individual teaching areas for **5th grade**
- Acoustic separation of two kindergarten rooms

Rutherford Elementary

- **Some definition of open areas** to meet teaching/learning needs
- **Media Center improvements** for more flexible layouts
- Attention to playground

Stonebridge Elementary

- EBD Cluster program **sensory room upgrade**
- Need for **storage within classrooms**
- **Daylight/reconfiguration for 3rd grade rooms** (enter off Media Center)
- **Media center improvements** for flexibility, multiple classes
- Screening of 4th grade classrooms from busy hallway

Oak-Land Middle School

- **Gym** / additional gym station
- **Daylight** for several teaching stations
- Plumbing infrastructure – still on well water!

Stillwater Middle School

- **Daylight** for numerous teaching stations
- **Improved acoustical separation** between rooms at courtyard infill locations.
- **Secure entry** improvements **for GATE**
- Better configuration of spaces for grade-level organization/neighbors

'Dreams'

- Learning neighborhoods
- Quieter, more inviting cafeteria space
- Gender neutral bathrooms
- Space to sit all students – old bleachers were removed from big gym.
- Would like to reconfigure the cluster of spaces at filled-in courtyard.

Stillwater Area High School

- Better/larger **office entry space** for students and visitors to enter/check-in
- Better access to Wellness Center
- Conversion of underutilized locker bays for **informal/flexible learning**
- **Media Center modifications**
- Larger **performance space** (Theater, Auditorium) matching the size of the school
- Ability to **separate/secure portions of the school**, such as wings.

'Dreams'

- More cafeteria space to support 3-period lunch (better for scheduling)
- Meeting space that fits all-staff

Early Childhood Family Center

- More space for AM programs and daytime ABE classes – unless at other sites
- Space more toward **South end of district for EC**. Especially at Brookview and Lake Elmo.
- Space for ECSE – receiving increasing referrals

Oak Park Building

- **Transitions – modifications to fit program**
- Major infrastructure upgrades (plumbing piping).
  Remodeling to suit specific programs for age groups other than elementary

8. Facilities Standards and GAP Analysis Summary

OVERVIEW

A set of criteria describing physical characteristics of educational facilities were developed as part of the planning, and confirmed by the Community Design Team. Covering aspects of learning spaces, building systems and sites, they define consistency, value and quality across facilities as they are maintained, improved or built. These Facility Standards were used as the criteria in the Gap Analysis: School Principals or lead administrators for each of the schools assessed the extent to which their site met the Educational Facility Standards. The levels of conformance range from “Does not meet standards”(red), to “Workable”(yellow), to “Meets Standards”(green). Closed sites were evaluated by 1-2 administrators familiar with them. The result of this evaluation is referred to as the Gap Analysis summarized in charts following the Facilities Standards.

Facility Design Standards - Index

Define consistency, value and quality across Stillwater Area School District facilities

Building

1. Basic Learning Space
2. Varied Space for Program Delivery
3. Student Gathering Space
4. Assembly Space
5. Interdisciplinary Learning
6. Specialized Lab/Studio Space
7. Shared Space for Programs
8. Special Services Needs
9. Space for Young Children and Parents
10. Personalized Learning Space
11. Space for Enriching Activities
12. Staff Resource and Collaboration Space
13. Adult Learning Space
14. Daylighting and Views
15. Accessible Buildings
16. Community Support Centers
17. Safety
18. Clear Main Entry
19. Welcoming Main Office
20. Health Services Space
21. Facilities for Media Centers
22. Food Service
23. Technology Space
24. Storage Space
25. Plumbing Core
26. Internal Circulation

Interiors and Finishes

27. Flexible/Adaptable Space
28. Signage and Display
29. Experiential Interiors
30. Furniture and Finishes for Learning

Systems

31. Quality HVAC/Plumbing
32. Ample Electrical Service and Systems
33. Technology Infrastructure and Hardware
34. Technology-Enhanced Systems

Site

35. Safe and Accessible
36. Traffic Control
37. Parking and Service Access
38. Landscape Character
39. Safe & Accessible Outdoor Play
40. Outdoor Learning Settings
41. Planned Expansion
42. Permanent Facilities

Community / Off-Site

43. Community/Off-Site Learning Settings
44. Joint-Use Facilities
45. Connections between School Sites

BUILDING

1. Basic Learning Space

Design with finishes and fixtures that promote collaborative and creative project work and allow for the design of learning experiences. Basic Learning spaces, at all levels, are sized for variable teaching layouts, technology and individual or group arrangements. Characteristics include:

1) furnishings that can be used flexibly and support mobility
2) designed for multiple ages, learning/teaching styles, changing class sizes and special learning needs
3) hands-on project space; sinks, adequate cabinets
4) visual display media and properly located presentation technology
5) visual connections to outdoors and to public areas
6) access to other types of space including small group

2. Varied Space for Program Delivery

Provide a variety of sizes and character of learning space for different teaching and learning modes. Each school should have a variety of spaces to serve different purposes and group sizes, and that can be laid out in a variety of ways. Provide:

1) break-out space for groups to use outside the basic learning space
2) efficient, flexible and adaptable space with consideration to sound issues and visibility;
3) spaces for student groups/teams
4) spaces for independent and individual work
5) spaces for interdisciplinary work
6) space for extended projects and creative experiences
7) zone space for a range of quiet and interactive needs

3. Student Gathering Space

A student's social development is part of their education and growth. The school facility will provide spaces for class groups and students to gather, and to interact and learn in safe, manageable forums. Provide:

1) age appropriate multi-use spaces for gathering groups of varying sizes
2) circulation designed with informal communication opportunities in mind
3) outdoor gathering spaces

4. Assembly Space

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

1) sound systems/presentation technology to support flexible use and to allow community learners to hear better
2) flexible seating and storage space/systems for folding chairs
3) accessible "stage" area

5. Interdisciplinary Learning

The school organization and its individual spaces will be designed to allow interdisciplinary teaching and teaming, and to strengthen natural connections between subject areas. Learning Spaces grouped with other facilities allow teachers of different subjects to collaborate. Provide:

1) specialized space within the rooms; sinks/storage/tables with finishes for potential "wet" activities
2) physical and visual openings (doors, windows) to support connections among the spaces
3) staff collaboration spaces, including places for Professional Learning Community (PLC) work
4) easy access to technology
5) easy access to 'making' places where production and construction can occur

6. Specialized Lab/Studio Space for Program Delivery

Each school will have specialized lab/studio spaces for programs whose needs cannot be provided in a Basic Learning Space. All labs/studios will be designed with adaptability and flexibility in mind, so that changing program offerings are supported, and so that the spaces may be usable by students and community. Examples of programs requiring specific space include:

1) performing arts
2) visual arts
3) science
4) "design and make" / design-thinking
5) STEAM, PLTW
6) video/communications, journalism
7) career emphasis areas

7. Shared Space for Programs

Shared use of learning spaces, labs, activity areas, and grounds is required for many programs e.g. electives, Community Education and after school child care. Design facilities to intentionally support this sharing while recognizing need for security. Some guidelines:

1) secure and adequate storage for different programs
2) basic facilities such as heat/ventilation, toilets or food prep areas available for off-hours uses
3) identity of each program should be reflected in some visible way, through signage, dedicated space, or zone within the building

8. Special Services Needs

Provide space in each facility to support all students with special needs. Space is needed both to facilitate inclusion within the classroom and for special education services in specific settings. Design an atmosphere conducive to learning, near other learning spaces, to meet the student's special physical, sensory, and emotional needs.
Provide for:

1) learning support/resource spaces
2) break-out spaces for individualized instruction
3) spaces within learning areas for one-on-one work, additional staff
4) spaces that are sensory adaptable (lighting, sound)
5) assistive technology
6) ample storage space
7) adaptability for short-term specific needs
8) space for related service providers

9. Space for Young Children and Parents

Provide facilities that address the specific needs of young learners and their families, including adequate support space. Address the following needs:

1) Provide appropriate space for ECFE and pre-school programming
2) space and features for early childhood special education
3) specialized space (e.g. large motor skills rooms, infant rooms, sibling care)
4) flexible space for Parent Education
5) safe, child-proof spaces and fixtures
6) outdoor play and learning space

10. Personalized Learning 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 interests, and for a place they can make their own. Consider a range of functions and types:

1) project rooms
2) adaptable display space celebrating student work
3) youth lounge/commons
4) individual workspace
5) lockers/cubbies/storage for individuals: 'home base'
6) support services for individuals' development: Career Centers, portfolio storage, personalized learning plan system, etc

11. Space for Enriching Activities

Because participation in co-curricular activities enhances the personal development of the participants, modern facilities with adequate space will be provided to support these activities. Activities include Academics, Athletics, Performing and Visual Arts, and Student Activities such as publications and clubs. Facilities for activities should include:

1) Athletics:
   a) adequate number of gymnasiums to support school and community activities
   b) strength training facilities for use by all sports and physical education classes
   c) proper indoor lighting and ventilation in athletic areas
   d) adequate storage space
   e) adequate showering and locker facilities
   f) area for loading

2) Performing and Visual Arts:
   a) adequate storage and preparation space
   b) areas for changing and loading
   c) rehearsal space
   d) display space
   e) specialized acoustics, lighting, electrical and sound systems

3) Student Activities:
   a) production space
   b) display space
   c) meeting space
   d) adequate storage space

12. Staff Resource and Collaboration Space

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

1) respectful individual work space
2) planning/meeting space
3) access to storage space for curriculum materials, manipulables, etc.
4) A/V technology similar to instructional spaces, for prep/exploration
5) visual connections to students
7) casual interaction/eating space

13. Adult Learning Space

Provide space to allow for education of adults, both employees of the district and community members. Spaces may support formal professional development. Consider:

1) large group space with A/V tools for training and meetings
2) spaces designated for prototyping/pilot activities
3) appropriate scaled furniture
4) spaces available during the school day

14. Daylighting and Views

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. Benefits include:

1) natural daylight improves learning and greatly enhances the comfort and utility of learning environments
2) views for supervision/security - 'eyes on the site'
3) reduced artificial light demand through daylight harvesting
4) warm/welcoming environment

15. Accessible Buildings

Each facility should apply the concepts of universal design as well as meeting ADA requirements, to make accessible features useful for all. Modify existing buildings to remove barriers to public spaces and learning spaces, and provide equitable access to all levels as a first priority. Address:

1) sites, school entries, doors and public routes
2) stages and floor level changes
3) counters, cabinets, furniture
4) toilet facilities (fixtures, door openings)
5) assembly seating
6) signage
7) low physical effort / automatic (e.g. faucets, high-use doors)

16. Community Support Centers

Facilities will be designed to allow cooperation with local organizations and government agencies, along with the District, to provide important services for students and the community. Programs may include mental health, adult basic education, health services, alternative programs, extended day/ summer programs and school-age childcare options (see Space for Young Children and Families as well). Some guidelines:

1) space should consist of flexible/multiple use classrooms, conference rooms and offices
2) locations for community use have good access to entry and parking
3) locations within a school consider student privacy
4) security and control systems are in place to monitor use
5) secure and adequate storage for multiple users

17. Safety

Design schools to provide a safe and secure environment. Students, staff, visitors and the community should be able to regard the school as a safe haven in which to meet, learn and work. Include:

1) passive security through design – sight lines, open, well-lit spaces
2) visible, monitored secured entry point(s) to each facility
3) regulated entry point(s) after hours
4) electronic monitoring, remote cameras
5) design solutions sensitive to community culture and aesthetics
6) Redundant and reliable communication systems, both within a building and across the District

18. Clear Main Entry

Create a clear, identifiable main entry with direct access to the main office. Consider the concept of a "welcome center" to orient visitors and control access. Contributing elements:

1) parking lot location/circulation to reinforce main building entry
2) signage, flag poles and landscaping
3) increased scale of entry elements
4) canopy for wind, rain and sun protection
5) if buses bring students to a second entry, it should have comparable quality

19. Welcoming Main Office

The administration and reception functions of each school will be housed in pleasant, respectful, comfortable spaces to welcome visitors and the public, as well as the school's students and staff. Design to accommodate:

1) adequate space to welcome and support guests, parents, volunteers and students
2) separate space for discipline sessions and student waiting
3) adequate space for front-end administration staff and leadership
4) adjacency to health/nurse/guidance
5) convenient access to staff/work/lounge/mail
6) acoustical levels appropriate for office environment
7) access to adequate storage

20. Health Services Space

Health Services within the schools address basic needs for physical and mental health through direct and educational/ preventative services. Include:

1) location convenient to main entry and vehicle approach
2) space for on-site and itinerant staff
3) privacy and security yet easy supervision
4) finishes to address sanitation issues
5) locked storage for medication and private health records

21. Facilities for Media Centers

The media center mission is to ensure that all students and staff are effective users of information. Design media space to support learning and instruction for students and staff in information literacy and information technologies skills. Provide:

1) flexible, moveable furniture and space for media collections
2) flexible design to accommodate multiple uses and interaction
3) variety of spaces for collaborative learning and instruction as well as for materials and individuals
4) adequate storage for equipment and materials
5) acoustical treatments that support many activities while minimizing noise

22. Food Service and Dining

Food Service areas will include space for efficient production and serving of nutritious, healthy food. Accommodate the shift to greater preparation from fresh ingredients to support the focus on health and wellness. Areas should be appealing to students and others in the buildings. Design for:

1) pleasant, welcoming dining areas with variety of furniture, layout and finishes
2) adequate size/capacity of dining and serving space to serve students within a respectful time
3) extended dining areas where appropriate, including outdoors
4) flexibility for other uses outside of dining hours

5) facilities to support preparation and serving for choices and diverse dietary needs
6) ease of maintenance
7) reducing waste through composting, etc.
8) Consider opportunities for private sector collaborations and/or student involvement: catering, coffee shops, school store, etc.

23. Technology Space

Incorporate space for current and future technology infrastructure and equipment into the design of buildings, with space for student/staff/ community use. Specific examples:

1) server/hub/wiring rooms (secured and with air conditioning)
2) technology distributed and supported throughout the building
3) pathways designed for expansion and change of systems
4) space in classrooms to store and use mobile devices
5) distance learning/interactive video technologies
6) appropriate systems / equipment to charge mobile device batteries

24. Storage Space

Provide dedicated interior storage space at each school, designed for large and small items. In addition, locate enclosed storage convenient to activity fields and/or paved areas for maintenance and play equipment. Provide:

1) dedicated space versus use of vacant learning spaces
2) dedicated space for equipment and project materials
3) storage within classrooms/labs for student work and projects
4) outdoor and indoor maintenance equipment storage which recognizes sizes and specific needs of the equipment

25. Plumbing Core

Adequate restrooms, drinking water and custodial closets are critical to a well-run school facility. Restrooms must be in good condition, meet ADA requirements, and be distributed in locations allowing convenient use. Some guidelines include:

1) provide staff/parent/volunteer restrooms
2) prove safe, inclusive restroom facilities for all occupants that respect gender identities and physical disabilities
3) custodial closets should be sized properly for equipment and supplies
4) finished with durable/cleanable materials
5) durable construction in all restrooms to deter vandalism, maintain privacy

26. Internal Circulation

Spaces for movement between and among learning settings are integral to the learning experience, in support of the philosophy that learning occurs "anytime, anywhere". They must support flow in a respectful and safe manner, while maximizing the opportunities for even corridors to be places of learning and collaboration.

1) wide enough to support the volume of learners moving through
2) include places for informal interactions and learning along the way
3) consider impact of lockers and display

INTERIORS AND FINISHES

27. Flexible/Adaptable Space

Design learning environments to address short and longer-term modifications in response to educational program – hourly/daily and longer term/yearly changes in use. Characteristics:

1) easily moveable/reconfigurable furniture
2) multiple marker boards/screens and power for different room layouts
3) use of movable or relocatable shelving and standard cabinets
4) provisions for openings/doors between rooms
5) pathway systems for power and technology cabling
6) wall construction that supports change, but is appropriate to function/ characteristics required

28. Signage and Display

Provide multiple opportunities for display of information and 2 & 3-dimensional student work. Design directional signage for the school that clearly identifies school spaces and organization. Use opportunities offered by directional signage to add to facility identity; displays can "advertise" the school and events and reflect diversity of community. Provide space and fixtures for:

1) school name and district identity visible from the street
2) clear way finding system – useable also by non-English speaking citizens
3) map of facility, permanently mounted near main entry and other key areas in school
4) use of logos, symbols, color, and quotations to inspire
5) advertising for community and school events

29. Experiential Interiors

Recognizing that learning facilities can inform and reinforce learning, use materials, light, color and forms to create engaging, joyful interior spaces. Experiential learning can include use of the building as a resource and tool to be observed and studied. Experiential characteristics include:

1) views of the movement of sunlight and shadow
2) lighting to simulate daylight, where daylight is not possible
3) color, texture, and natural materials – stimulating/calming, supportive of students
4) safely exposed structural, mechanical, electrical systems for learning

30. Furniture and 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. Give attention to:

1) research on human response to colors and shapes
2) cleanable floor coverings in project spaces
3) acoustical properties of materials such as carpet or ceiling tile
4) up-to-date furniture that is ergonomically designed, age and use-appropriate, and easily moved/reconfigured to create multiple learning settings
5) furniture that is adaptable for multiple uses and locations

SYSTEMS

31. Quality HVAC/Plumbing

Heating, ventilating, air conditioning and plumbing systems should be designed to support student learning and the health and comfort of school users. Provide energy efficient, dependable HVAC systems that allow some control by the users of any given space:

1) select and design mechanical systems and materials for efficiency and good indoor air quality
2) design upgraded plumbing to be accessible, water efficient and effective
3) study and employ alternative and renewable energy systems as appropriate and fiscally responsible
4) consider maintenance and potential upgrades in system design

32. Ample Electrical Service Systems and Lighting

Power capabilities of all schools will include sufficient, distributed electrical outlets and clean power to support anytime anywhere learning. Lighting will provide multiple light levels for efficiency and function Recommendations:

1) consider special events needs
2) utilize floor outlets, including data wiring, in selected areas for flexibility
4) adequate individual access to power (for devices, e.g. Juice bars)
5) address special battery charging/electrical needs for custodial equipment
6) study and employ alternative energy systems as appropriate and fiscally responsible
7) consider alternative vehicle charging/fueling

33. Technology Infrastructure and Hardware

Technology systems are a key tool for learning and in communications among staff, administration, students and parents. Technology system/network access in the school will be distributed throughout the schools and allow for expansion and change. Consider:

1) access anywhere, anytime, by appropriate users
2) flexible design to adapt to rapid technological change
3) distance learning options/software and connections
4) administrative and support software systems
5) security, e.g. video cameras for surveillance / confidentiality
6) consider voice amplification systems in instructional areas

34. Technologically Enhanced Systems

Digital controls for ventilation, lighting and power systems allow for central control/monitoring and improved energy efficiency. Consider:

1) building automation and energy management plan implemented district-wide
2) utilize light sensors with central/timed switching
3) tied to security systems/plans
4) recognizing outside school use schedules

SITE

35. Safe and Accessible

The design of surfaces, walks, ramps, plantings and drainage systems for a site contributes to user well-being. Design of the ground plane that assists rain water control, supports maintenance, and applies the concepts of Universal Design as well as meeting ADA requirements. Design guidelines include:

1) apply to all school grounds, including play areas and outdoor learning spaces
2) promote infiltration and recapture of rainwater where possible
3) create accessible topography and design suitable ramps
4) provide quality exterior lighting
5) consider snow management
6) consider security when planning landscaping
7) take in to account multiple languages in signage

36. Traffic Control

Reduction of traffic conflicts between buses, cars, bicycles and pedestrians is a critical component of site safety. Locate bus pick-up and drop zones separate from parent pick-up and drop zones, and size the bus area to handle the full number of buses at each school. Define and control pedestrian and bicycle walkways on the site. Design visitor parking areas to coordinate with parent pick-up zones.

1) recognize neighborhood traffic patterns in setting parent drop-off capacity
2) limit bus and parent drop-off to single lane, curb side configuration
3) provide dedicated fire lanes where required
4) provide signage to communicate configurations
5) explore opportunities with government entities to develop appropriate routes to school in the community

37. Parking and Service Access

Design adequate, safe and well-lit car and bike parking for visitors, staff and students. Provide adequate, safe and screened service and delivery areas. Design guidelines include:

1) design visitor parking to direct visitors to main entrances
2) develop relationships with neighboring properties for off-hours event parking
3) landscape parking lots to reduce heat island effect and control storm water
4) locate and/or screen service areas so that they are not directly visible from public areas
5) locate bike parking in an area that can be visually supervised

38. Landscape Character

Attractive, developed landscaping adds significantly to character, quality, sustainability and identity of any site and can improve student and community respect for the school. Maintain quality landscape and maintenance program at each facility:

1) promote sound environmental decisions
2) employ appropriate hard surfaces, using a variety of paving materials
3) utilize grass turf where appropriate, with irrigation systems only if needed
4) consider native plant species where possible
5) relate landscaping to outdoor learning settings and curriculum
6) support maintenance program at each facility
7) create opportunities for student, school, and community involvement in landscaping and maintenance.

39. Safe, Accessible, and Inclusive Outdoor Play

Physical activity is a key part of a healthy school experience, therefore play grounds, play fields and athletic fields must be available for student use during and after school. Safety, security, accessibility will be considered. Components of safe outdoor play areas include:

1) grass, paving, and other surfaces in good/safe condition
2) safe and accessible equipment that is age appropriate
3) adequate size and number of fields, courts and play areas
4) properly maintained athletic fields and fencing
5) areas for unstructured play
6) defined boundaries and perimeter
7) safe and secure lighting of fields and play areas

40. Outdoor Learning Settings

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 outdoor learning settings: gardens, small and large gathering spaces and outdoor "classrooms."

1) nature areas and gardens as outdoor labs
2) gathering spaces, informal "stage"
3) amenities to support outdoor learning (e.g. hose bib for watering gardens)
4) formal and informal seating and tables

41. Planned Expansion

Plan each school site keeping open possibilities for future expansion and the flexibility to handle changes in the number and characteristics of learners without sacrificing quality of structure or experiences. Design in:

1) extendable circulation systems that respond to the flow of people and infrastructure
2) core facilities arranged to grow as classrooms are added

42. Permanent Facilities

Protect community's investment in schools by designing buildings for long term use. Use materials, construction methods and details for durability, efficiency, sustainability and institutional quality:

1) consider maintenance/operations cost over time as well as initial construction costs
2) consider potential future conversion to other uses
3) limit use of portables to short-term needs (1-5 years)

COMMUNITY / OFF-SITE

43. Community/Off-Site Learning Settings

Explore opportunities with the community for off-site learning settings to augment the curriculum and school facilities. Recognize that community connections are a resource for students, staff and the broader community. Design programs or connections to significant local resources, such as government, businesses, arts institutions, higher education. Efforts may include:

1) create space for partners (businesses, community members, groups) on campuses, such as work/office/ seminar space and kiosks/displays
2) create partnerships for off-site use of highly specialized space, such as bio-tech labs or TV studios
3) create/expand partnerships with other educational institutions and businesses.

44. Joint-Use Facilities

Explore the possibility at each site of creating facilities that will be jointly used, operated and funded by the School District and another organization (e.g. City, YMCA, areas of worship). Develop a management plan to establish mutually beneficial design and operation terms that include safety, security, access, parking and liability issues as well as concerns of partners. Benefits go beyond financial support for additional facilities to increased community participation in schools. Possible shared areas could include:

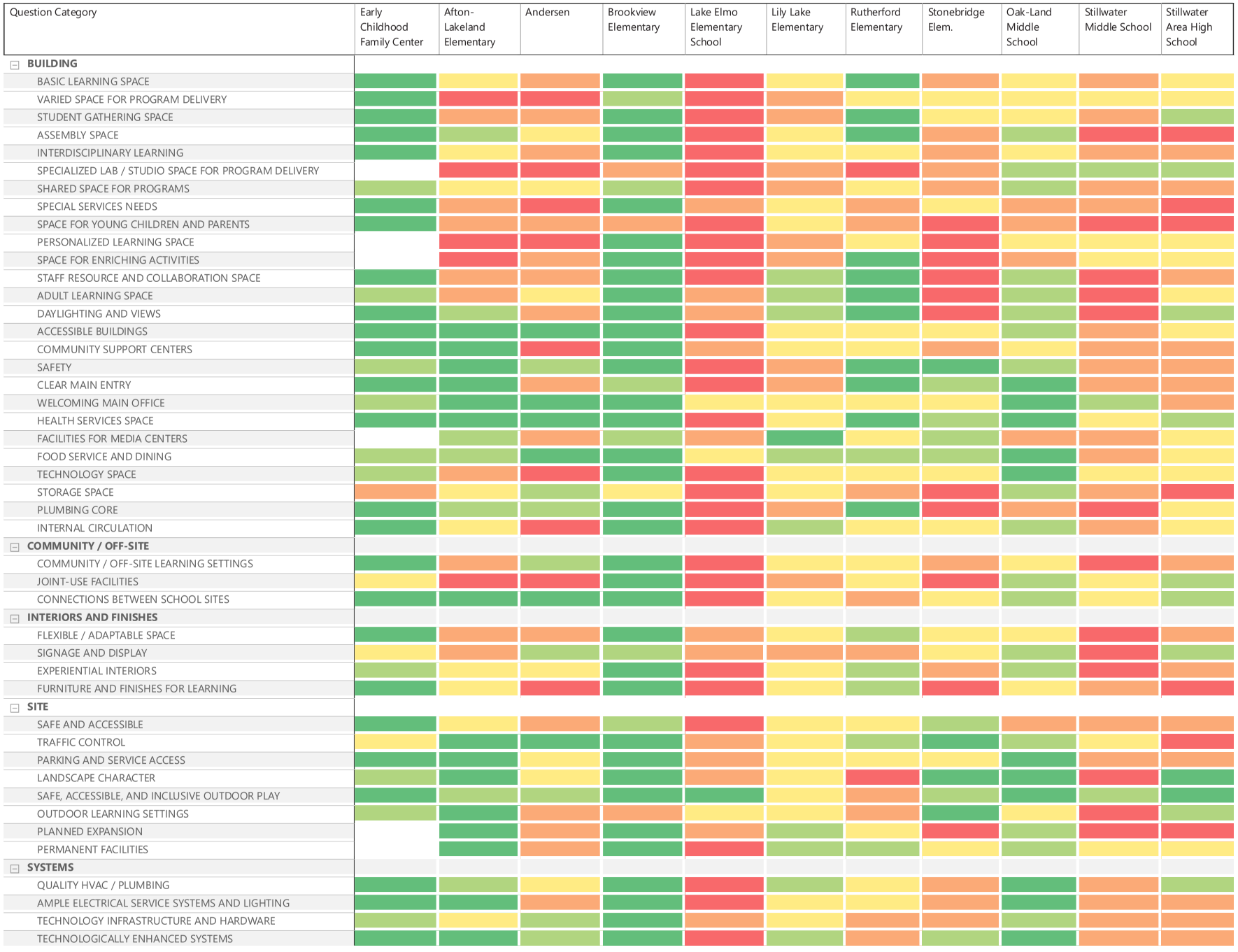
1) meeting/conference facilities
2) gymnasiums
3) performing arts space
4) fitness rooms
5) multi-purpose spaces
6) video and media facilities
7) swimming pools
8) playgrounds/athletic fields
9) lunchroom/community kitchens
10) Branch banks, Minute Clinic, dental, Lifetime Fitness, etc.

45. Connections Between School Sites

Establish connections that foster equitable programs and communications between sites. Consider:

1) transportation
2) communication networks

Stillwater Area Public Schools - Gap Analysis Report



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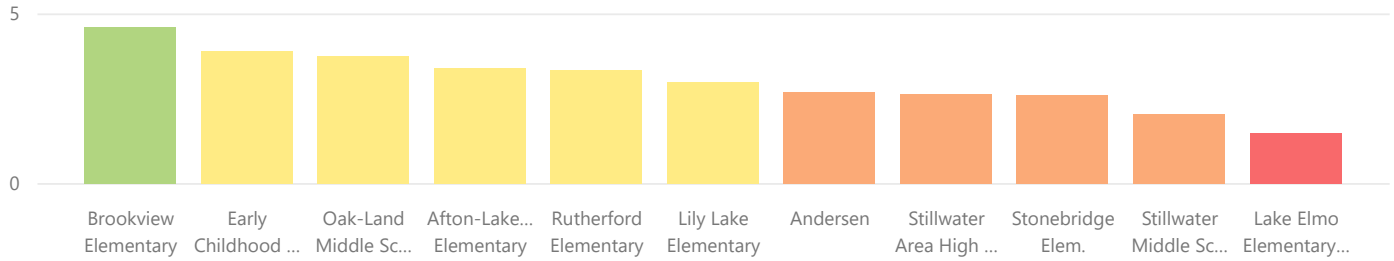

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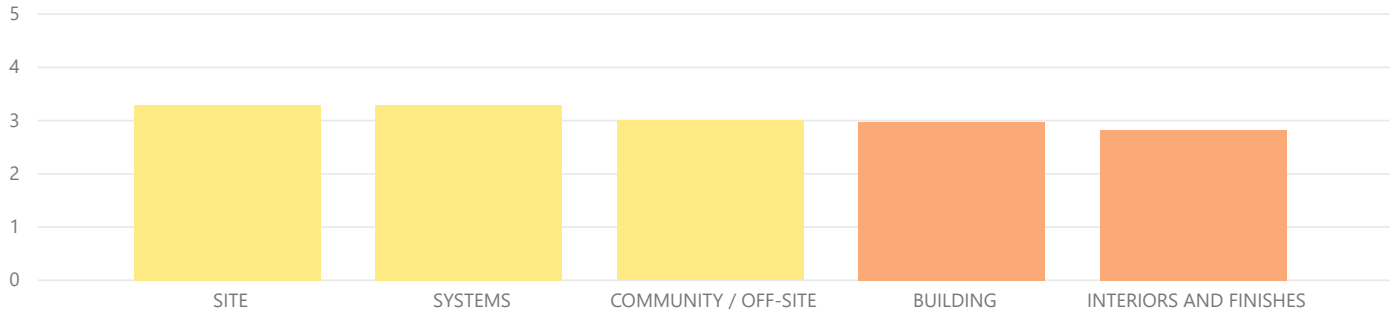
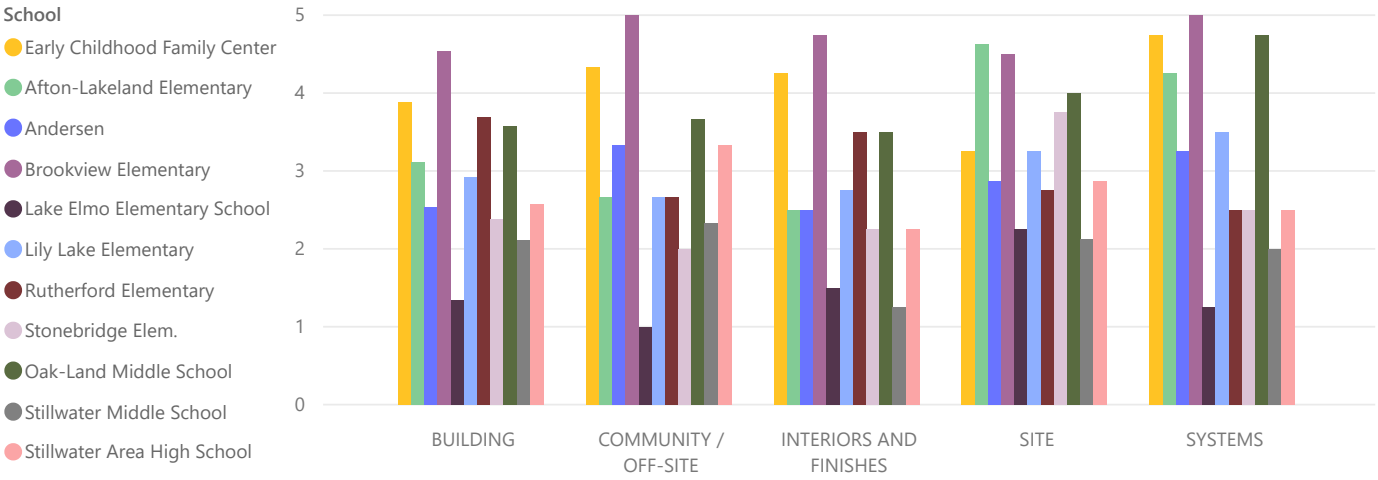


Average Assessment Values by Category

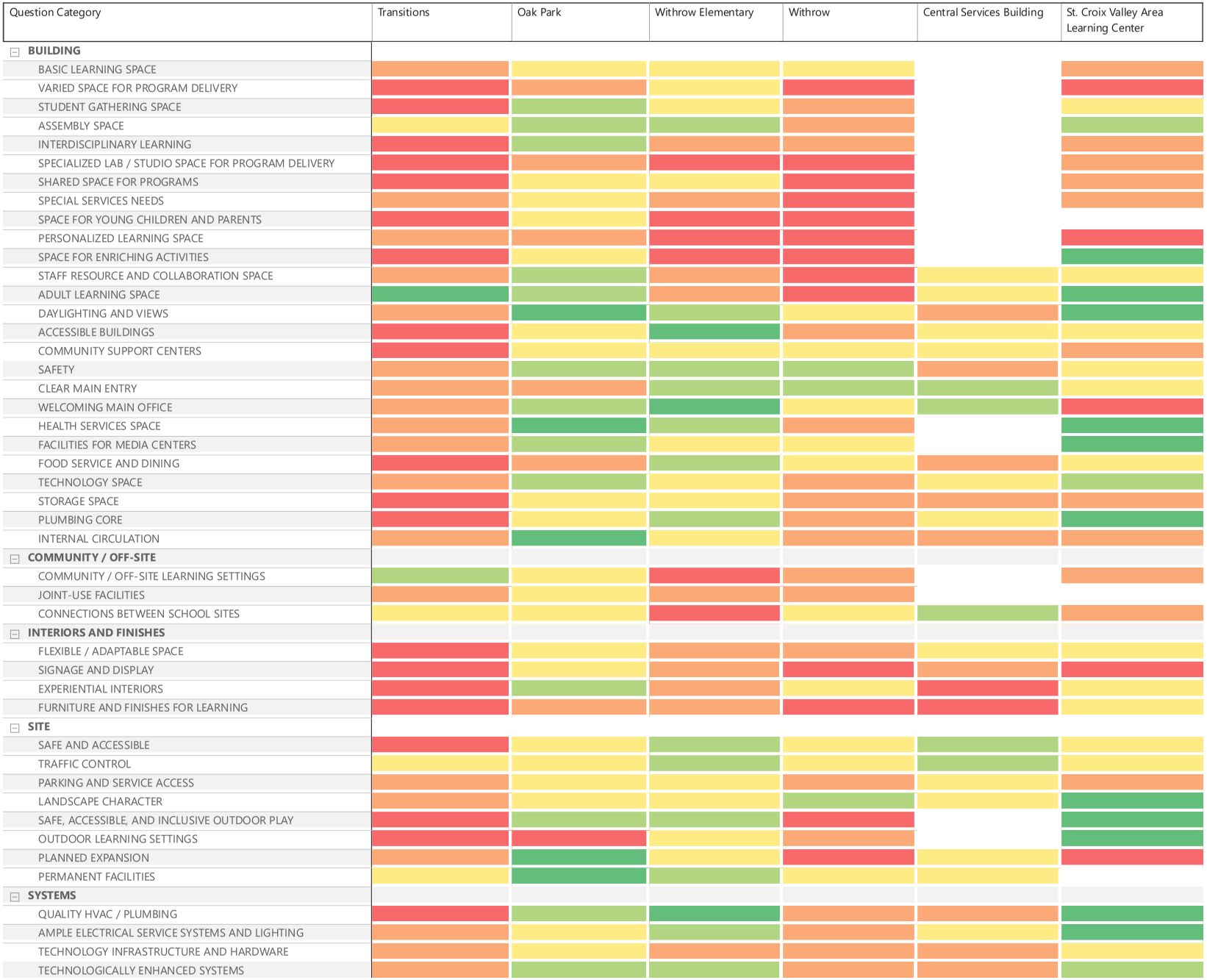


CUNINGHAM GROUP

A score of 1/RED means that a facility does not meet district standards in its current condition, a score of 3/YELLOW means a facility may not meet all criteria of district standards but is still workable, a score of 5/Green means a facility perfectly meets district standards.

Scoring was carried out by Principals or building leaders, and reflects their perspectives

Stillwater Area Public Schools - Gap Analysis Report



Question Category	Transitions	Oak Park	Withrow Elementary	Withrow	Central Services Building	St. Croix Valley Area Learning Center
BUILDING						
BASIC LEARNING SPACE						
VARIED SPACE FOR PROGRAM DELIVERY						
STUDENT GATHERING SPACE						
ASSEMBLY SPACE						
INTERDISCIPLINARY LEARNING						
SPECIALIZED LAB / STUDIO SPACE FOR PROGRAM DELIVERY						
SHARED SPACE FOR PROGRAMS						
SPECIAL SERVICES NEEDS						
SPACE FOR YOUNG CHILDREN AND PARENTS						
PERSONALIZED LEARNING SPACE						
SPACE FOR ENRICHING ACTIVITIES						
STAFF RESOURCE AND COLLABORATION SPACE						
ADULT LEARNING SPACE						
DAYLIGHTING AND VIEWS						
ACCESSIBLE BUILDINGS						
COMMUNITY SUPPORT CENTERS						
SAFETY						
CLEAR MAIN ENTRY						
WELCOMING MAIN OFFICE						
HEALTH SERVICES SPACE						
FACILITIES FOR MEDIA CENTERS						
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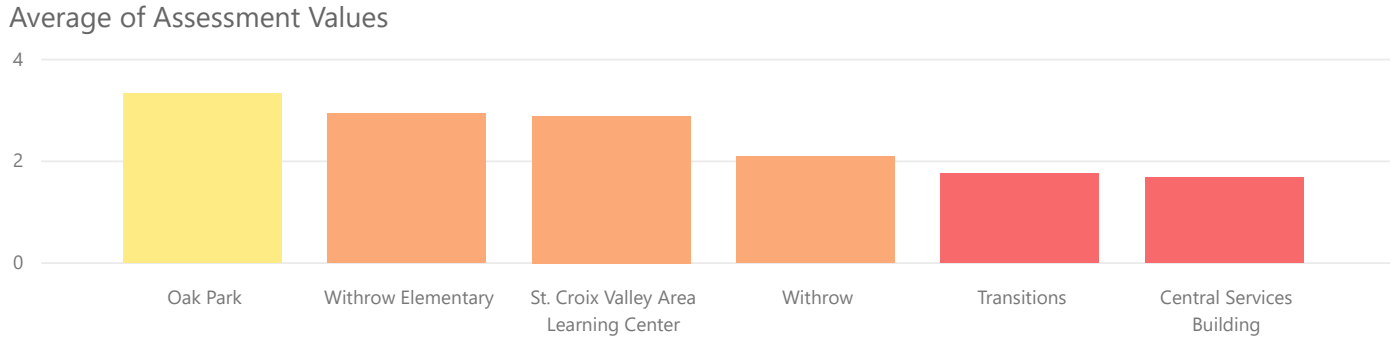
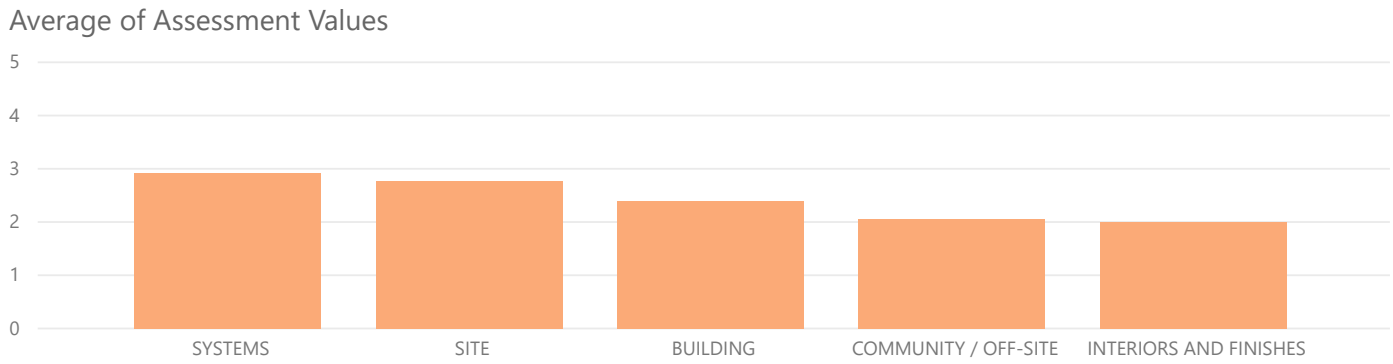
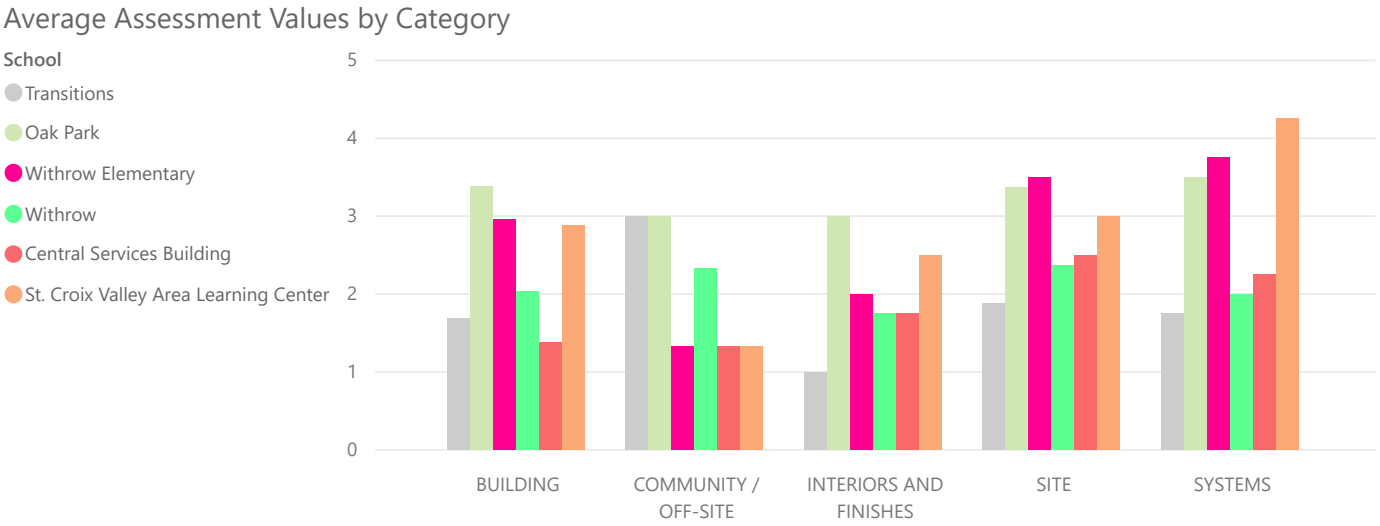
SYSTEMS						
QUALITY HVAC / PLUMBING						
AMPLE ELECTRICAL SERVICE SYSTEMS AND LIGHTING						
TECHNOLOGY INFRASTRUCTURE AND HARDWARE						
TECHNOLOGICALLY ENHANCED SYSTEMS						







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A score of 1/RED means that a facility does not meet district standards in its current condition, a score of 3/YELLOW means a facility may not meet all criteria of district standards but is still workable, a score of 5/Green means a facility perfectly meets district standards.

Scoring was carried out by Principals or building leaders, and reflects their perspectives

9. Capacity and Enrollment Considerations

OVERVIEW

To support their discussion of District-Wide Scenarios, Cuningham Group provided the Community Design Team with a worksheet explaining how Capacity of schools were determined, as well as the current and projected enrollment. The worksheet is included, following. It was developed with school enrollment data, the demographic projections, updates of projections based on new information on community developments, and analysis of capacity based on building plans and utilization.

Stillwater Area Public Schools revised 11/4/2019

Enrollment, Enrollment Projections and Capacities

*Based on **Dec 2018** demographic study update (note 1).*

	Enrollment			Capacity (3)		Planning Capacity
School	**2019/20**	**2023/24**	**growth**	**Programmatic**	**Planning**	**- 2023 Enroll't**
Afton-Lakeland	479	486	*7*	500	500	*14*
Andersen	364	376	*12*	350	325 (4)	***-51*** over capacity
Brookview	480	630	*150* (1)	450	450	***-180*** over capacity
Lake Elmo	697	900	*203* (1)	675	660 (5)	***-240*** over capacity
Lily Lake	477	485	*8*	525	535	*50*
Rutherford	567	567	*0*	675	560 (6)	***-7*** over capacity
Stonebridge	433	475	*42*	575	560	*85*
GATE 4/5	55	-106	*na*	125	125	*231*
K-5 Total	**3492**	**3813**	*321*	**3875**	**3715**	
Oak-Land Middle	973	1125	*152* (1)	947	990	
Stillwater Middle	1024	1011	*-14*	1152	1178	
MS Total	**1961**	**2136**		**2099**	**2168**	
Stillwater Area High	2755	2899	*144* (2)	2883	2756	
ALC	76	60	*-16*	*in above*	*in above*	
HS Total	**2831**	**2959**	*128*	**2883**	**2756**	
Total # of Students	**8284**	**8907.5**	*624*	**8857**	**8639**	

Other Buildings	***Capacity*** (7)	
Oak Park	400	(as an elem w/ T+)
Oak Park	500	(as an elem)
Withrow	250	(as an elem)
Early Childhood Family	180	(as EC)

Notes

(1) Projections for Brookview, Lake Elmo and Oak-Land Middle School were replaced 11/4/19 based on new information on developments. These are not from the 12/2018 demographic report.

(2) While High School enrollment rises in the next 4 years, it will reduce for the subsequent 5 years, as smaller Middle School and upper elementary classes move through. Rebound is likely as this year's larger K class reaches HS.

(3) Capacity assumptions, based on a count of Teaching Stations:

Programmatic Capacity is calculated by District. At Elementaries, setting aside 1-3 TS for Pre-K, and assuming 25 students per K-5 teaching station. (2 Pre-K per school except Andersen (1) and Rutherford (3)). At Secondary schools, it is calculated as 25 students per teaching station.

Planning Capacity (Elementary) is calculated by Cuningham Group similar to district's Programmatic Capacity, adding 10 students per Cluster program; specifics noted.

Planning Capacity (Secondary) is calculated as # of teaching stations x 85% utilization x 28 students per teaching station (10 students / cluster program). Five GATE 4/5 rooms are not included in Stillwater MS Capacity.

(4) Homerooms with no windows at Andersen were not included in Planning Capacity

(5) Dual Immersion Program is currently K-2, 2 sections, and could potentially grow to 250-300

(6) The center space in each Rutherford wing was not counted as a teaching station and is not included in Planning Capacity.

(7) The Planning Capacity figures for of Oak Park and Withrow were calculated assuming use as an elementary school. Capacity of Early Childhood Family Center is based on 20 stdts per Preschool room.

Schools with a cluster program include Lake Elmo, Lily Lake, Rutherford, Stonebridge, and all 3 secondary schools.

10. ALC and Transition Program Considerations

OVERVIEW

At the end of Workshop #5 the Community Design Team requested more information regarding needs of special programs such as ALC and Transition Program. Cuningham Group facilitated communication with these programs leaders to collect following summary of needs.

Memorandum

To:	**File**
From:	**Kathy Wallace**
Project:	**Stillwater Long-range Planning**
Project Number:	**19-0176**
Subject:	**Transition Program Space Needs**
Date:	**December 4, 2019**
Copy To:	**Caitlyn Willis, Design Team**

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Transition Program
Caitlyn - cell: 651-308-2026
Teachers' input; this includes the ideal scenario; understood that it may be compressed.

Currently have **31 students**, 10+/- kids/cohort. Seldom have all cohorts there, except beginning and end of day check-in and lunch. The Transition Program is about helping students with their next stage in life: help them move to healthy, working/living/recreation choices. Cohorts are levels:

1. Students who will not be independent - non-verbal, mobility concerns, toileting needs. They are likely to be in sheltered work experiences.
2. Semi-independent, with lots of practice and lots of support from outside. All about getting them connected to supports, understand how to ask for help. Often significant mental illness in addition to a cognitive and/or physical disability.
3. Students who may just have needed a bit longer to figure out how to get a job/keep a job/make own appointments. Many leave after 1-2 years at Transition.

Ideal internal character and relationships: visibility and sight lines. They're working so hard to increase independence, so the more line of sight connections, the better able to allow experimenting with independence.

<u>Program Space Needs:</u>

- 2-3 standard **instructional classrooms** for teaching budgeting and other. Many other activities can be within the apartment. Ideal would be dividable big room, big enough for 30 students + 10 staff.
- Instructional apartment
- **Teaching kitchen** - island to display cooking techniques, with mirror or video projection. Class of 8-12. Ideally, would also have 4-5 breakout cleaning and cooking stations (for pairs).
- Space for instruction around **health and fitness**, either shared with or connected to a sensory room. For 8-12; big enough to move around, equipment such as treadmills, elliptical, pedaling. Also for instruction around kinesiology, athletics.
- **Sensory space** - big enough for 2-3 students, 1 staff (current space is too large).
- **PAES Lab**: Practical Assessment and Exploration System has 264 miniature job tasks. Each in a box, across 5 areas. Computer Technology; Construction/Industrial; Processing/Production; Consumer/service; Business/Marketing. Using a classroom - size is excellent, visibility is fine, but would like spaces better defined. Storage needs for equipment and task boxes. (Per PAES on-line info, sets up in a standard classroom).
- Have some project discovery curriculum - small engine repair, electrical, plumbing, Huge bins and some equipment. Next step past PAES to dig in for hands-on. Could be an extension of the PAES lab physically; For noisy/smelly work. Visible.

- **Meeting space.** For mental health, vocational rehab, county workers, partnerships with employers for onsite training, IEP, Parent meetings. Up to 8 people. Comfortable space.
- **Workshop:** for manufacturing projects with district. Create birdseed packets to sell to community. Make play dough.
- Do run a **coffee cart**/catering program. Tied with Oak Park trainings. Would need a place to prep and store (could be in Kitchen). Atrium to set up in where there's lots of foot traffic. Nice to have seating / coffee house with work space to do independent study, build portfolio, etc.
- **Technology Center** - for doing research. Several computer stations (or BYOD stations) On-line searches for apartments, jobs, building portfolio, etc. It is done now with desk-top Macs; would prefer with laptops or BYOD. Wonders if they could do it within a coffee shop like space. "Drop down and get work done" Not a traditional Media Center. But like idea of having resources like books, pamphlets, games. Futuristic lens.
- **Staff Space**: Staff currently has a collaborative conf/prep/break/space. Paras could use some lockers/storage area. Teachers each need a "drop-down" spot. 5 teachers, 6 paras.
- **Entry/office/reception**: Wants own secure entrance, to define area for Transition. Do like to have a reception desk for teaching.
- Food is delivered for lunch from another school.

Parameters affecting location:

A. Very accessible to local businesses, as many of the students spend 1/4-1/2 of day working. Central to 'hubbub of Stillwater'.
B. Ideally close to public transportation (on the bus line), to practice busing, metro mobility, etc.
C. Would be 'amazing' to be in the same building with the District Central offices - in-house jobs. Need more foot-traffic for coffee cart, etc.! Should not be in an elementary or secondary school; these 18-21 year-olds are developmentally delayed; need help making good choices; safety could be a concern. Not at a HS, because about becoming adult, taking next steps as if they were going to college.
D. Could it be in same building as ALC? Could work as long as well-defined separate areas; e.g. Transition program has its own door.

Space Summary:

Core Needs

Classrooms for 10-12	2@ 500 sf	1000
Teaching Apartment (LR, Bed, Bath)	1 @ 600 sf	600
PAES Lab	1 @ 900 sf	900
Workshop	1 @ 600 sf	600
Meeting Room for up to 8	1 @ 200 sf	200
Staff collaboration / break room	1 @ 600 sf	600
Entry 'Atrium' / Break-out	1 @ 800 sf	800
Storage	200	200
Subtotal		4,900
Total, including Circulation factor	X 1.30	**6,400**

Desirable Additions		
Teaching Kitchen (add to one of the CR)	+300	300
Wet/Noisy Shop Space adjacent PAES lab	+400	400
Expanded 'Atrium'	+400	400

END OF MEMO

KW/ kw

Memorandum

To:	**File**
From:	**Kathy Wallace**
Project:	**Stillwater Long-range Planning**
Project Number:	**19-0176**
Subject:	**ALC Space Needs**
Date:	**December 5, 2019**
Copy To:	**Paul Lee, Design Team**

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ALC HS (Area Learning Center)
Paul Lee: Offering an overview; principal would give a significant amount of detail.

The ALC currently is housed at the HS, with access to an entry. Program includes __ students, 1 principal, 1 secretary, and 6 teachers.

Program Space Needs:

- Entry: reception/waiting area.
- Place for secretary/receptionist, with copy machine
- Principal's office
- 5 classrooms for academic instruction. Not huge; class sizes up to 15.
- 1 special education space, 1/2 class size (bigger than office); for 4-5 students
- Help office
- Therapy office/work space for 1:1 work (typ)
- Commons for lunch, gatherings/large group recreation, breakout or study - could overlap with reception/waiting. In past, lunches were delivered to the school - do need a staging area.
- Kitchenette within or directly off Commons.
- Storage

Parameters affecting location:

A. High desire to be located somewhere other than an active school.
B. Prefer a central location; some students drive and come and go. Busing provided. In past, students would be bused to HS, then put on a shuttle to the ALC. Hence good to be close to HS.
C. Parking - some needed, for staff and students.

Space Summary:

Core Needs

Classrooms for 15	5 @ 600 sf	3000
Special Education space	1 @ 450 sf	450
Help Office	1 @ 150 sf	150
Therapy Office/work space	1 @ 150	150
Principal's Office	1 @ 200 sf	200
Entry/reception	1 @ 300 sf	300
Commons, with Kitchenette	1 @ 1000 sf	1000
Storage	200	200
Subtotal		5,450
Total, including Circulation factor	X 1.30	**7,100**

END OF MEMO

11. District Priorities

OVERVIEW

During Workshop #7 the CDT was presented with a list of individual improvements based on previously developed common ground, as a tool to outline priorities for improvements. Small groups (by table) were asked to rate the improvements with a 5, 3, or 1 assuming 5 as a highest priority, 3 – medium priority, 1 – low priority. For line items that had multiple options, the tables made their choice by rating only one of them, therefore identifying their recommendation. The resulting list and priority scores are presented on next pages. The priority scores were listed with the final recommendation included in Volume I.

Building	Improvement		Cost (Million)		5	3	1	TOTAL
Lake Elmo								
	450-650 Building on new site		43.5-52.4		7	0	0	35
	450-650 Building on existing site		40.2-49.1		6	1	0	33
	Obtain additional land		included					
Brookview Elementary								
	Expand to 630 students		$6.2		7	0	0	35
Oak Park Building								
	As multi-purpose center:							
	ALC Remodel		$2.76		6	1		33
	Transition Program Remodel		$2.80		6	1		33
	Admin Remodel		$6.79		6	1		33
	As Elementary:							
	PH1: 450 Students Elemerntary		$5.29		0			
	PH2: Expand Classrooms + GYM		$10.72		0			
Central Services								
	Sell		$0.0		6	1	0	33
	Build Addition for Transition Program		$7.7					0
Stonebridge Elementary								
	Cluster Upgrades		$0.42		6	1	0	33
	Media Center and 3-Grade Upgrade		$2.50		5	2	0	31
	Open Classroom Upgrades		$5.50		5	2	0	31
Withrow								
	Sell		$0.0		5	2	0	31
Oak-Land Middle School								
	Gym Addition		$6.50		4	2	1	27
	Daylight and Sound upgrades		$1.67		3	1	3	21
	Flex/Media Center + Music Wing Additon		$6.37		4	2	1	27
	Southern ECFC 30,000 SF [ANYWHERE]		$17.00		2	5	0	25
Lily Lake Elementary								
	Open Classroom Remodel		$2.10		2	4	1	23
	Bathroom Remodel		$0.20		4	2	1	27
	Special Ed Upgrade		$0.90		4	2	1	27
	New Flex Space		$2.00		1	3	13	27
Stillwater High School								
	Auditorium Addition:							
	Expand existing – 8.5 M		$8.5				1	1
	Addition – 17.7 M		$17.7		2	5		25
	Flex and Admin upgrades		$4.5		4	1	2	25
Southern ECFC								
	30,000 SF at Oak Land or other site		$17.00		2	5	0	25
Afton Lakeland Elementary								
	Gym addition		$4.10		3	2	2	23
	Flex space		$0.90		4	1	2	25
	Media Center Upgrade		$1.00		3	2	2	23
Andersen Elementary								
	Upgrade of Media Center		$1.10		3	1	3	21
Stillwater Middle School								
	Library Remodel		$2.24		1	3	3	17
	Daylight and Sound upgrades		$3.30		1	3	3	17
	Flex/Media Central "Heart"		$3.10		2	3	2	21
Rutherford Elementary								
	Upgrade of Media Center		$1.30		1	2	3	14

Lake Elmo	
Rebuild as two 450-650 schools	35
Brookview Elementary	
Expand to 630 students	35
Oak Park Building	
As multi-purpose center (ALC, TP, CS):	33
Stonebridge Elementary	
Cluster Upgrades	33
Media Center and Open Classroom Upgrades	31
Central Services	
Sell	33
Withrow	
Sell	31
Oak-Land Middle School	
Gym&Music Wing Additon Flex/Media Center	27
Daylight and Sound upgrades	21
Lily Lake Elementary	
Bathroom and SpecialEd Remodel	27
New Flex Space	27
Open Classroom Remodel	23
Stillwater High School	
Auditorium Addition	25
Flex and Admin upgrades	25
Southern ECFC	
30,000 SF at Oak Land or other site	25
Afton Lakeland Elementary	
Flex space	25
Gym addition and Media Center Upgrade	23
Andersen Elementary	
Upgrade of Media Center	21
Stillwater Middle School	
Flex/Media Central "Heart"	21
Library Remodel, Daylight & Sound Upgrades	17
Rutherford Elementary	
Upgrade of Media Center	14

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