



# **STILLWATER AREA PUBLIC SCHOOLS**

*Long Range Facility Planning 2019*

## **Volume I**

*Background, Framework, Conditions and Context,  
Process and Recommendations*



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# Acknowledgments

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We wish to thank everyone for your commitment of time and energy to ensuring a successful Long Range Facilities Plan:

## **RESOURCE GUIDES FOR THEIR GUIDANCE:**

Shelley Pearson, School Board Vice Chair  
Denise Pontrelli, Superintendent of Schools  
Kristen Hoheisel, Executive Director of Finance and Operations  
Dr. Robert McDowell, Assistant Superintendent  
Carissa Keister, Community Engagement Manager

## **COMMUNITY DESIGN TEAM (CDT) FOR THEIR IDEAS, EXPERTISE AND THOUGHTFUL CONSIDERATION OF OPTIONS.**

*A special thanks to Carissa Keister, Community Engagement Manager, for supporting all our efforts*

## **PROJECT PARTNERS:**

Kraus-Anderson Construction Co. (Cost Estimating)

# Introduction

## **MASTER PLAN PROCESS AND REPORT**

The following Long Range Facilities Plan report represents the culmination of many workshops, meetings and conversations that took place over the course of a year involving the Community Design Team (CDT) and Stillwater Area Public Schools. The result is a plan that is tailored to meet your specific needs and aspirations as a School District; one that is grounded in your tradition of excellence and community pride, that supports 21st century teaching and learning, and that allows Stillwater Area Public Schools to be thoughtful stewards in making decisions about its capital investments and school facilities now and well into the future.

To be successful, the Comprehensive Facilities Plan must be:

1. Grounded in your mission
2. Built on the foundation already established
3. Collaborative and inclusive
4. Physically and fiscally responsible

## **COMMUNITY DESIGN TEAM**

The District, through the School Board Community Engagement Working Group\*, solicited applications for and selected participants for the Community Design Team, which were approved by the School Board. Cuningham Group recommended the District expand the group to include more students, teachers, representatives of the cities served by the District, and to increase the diversity of voices and experiences on the CDT. The Board approved the expanded list of participants for the Community Design Team.

\* Board members serve on a variety of working groups and act as liaisons to district schools. More information on the Community Engagement Working Group can be found here:

<https://stillwaterschools.org/district/school-board/school-board-working-groups/community-engagement>



# Long Range Facilities Plan 2019

## LONG RANGE FACILITIES PROCESS AND REPORT

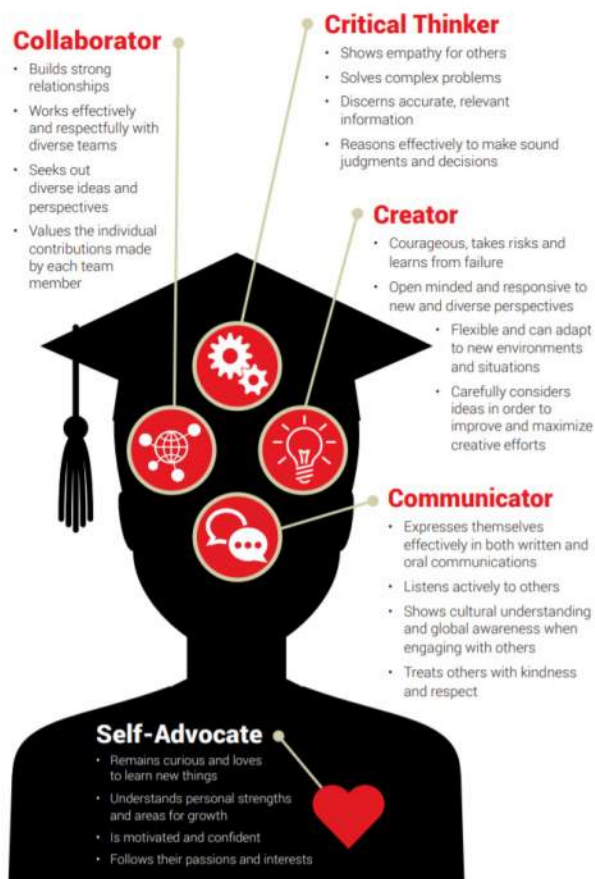
Stillwater Area Public Schools is well known for its community pride, quality staff and programs. The Long Range Facilities Planning effort demonstrates the intent of the Community Design Team along with the Resource Guides to maintain and build upon this excellence with regard to facilities while simultaneously addressing facility utilization and enrollment changes. Facilities play a key role in the learning process; they can hinder or support. Our understanding of how all of us learn has changed dramatically in recent years. Today, learning is much more personalized, hands-on, collaborative and project-based. Similarly, the methods of instructional delivery are as diverse as the range of learning activities. Consequently, the spaces to support these learning activities have also changed to include a range of different scaled spaces.

At the most basic level, this Long Range Facilities Plan serves as the road map for the future, grounded in your Mission, and reflecting community context. One factor influencing the Long Range Facilities Plan is significant changes in where the children reside who may be served by Stillwater Area Public Schools. Planning to address projected enrollment growth from new developments in the east Woodbury and Lake Elmo attendance areas and integrate recent facilities history – closure of under-enrolled elementary schools and construction of Brookview Elementary – is important for both the District and the community.

This Long Range Facilities Plan represents the wisdom of the Stillwater Area Public Schools and its community to look to the future and provide the necessary flexibility that will allow your facilities to grow and change as your learning community continues to evolve.

### 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.



# 1. Guiding Framework

## 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 spaces for all students, teachers and community.
- We envision spaces that encourage and support diverse viewpoints, including cultural backgrounds, 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

These principles are overarching statements of belief and commitment as to what is important for all Stillwater Area Public Schools. They provide guidance on what to pay attention to when considering improvements to learning environments.

### **Community**

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

### **Innovation**

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

### **Engagement**

Stillwater Area Public 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 Schools 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 Public 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)

## **EDUCATIONAL FACILITY STANDARDS**

A set of criteria describing physical characteristics of educational facilities were also developed as part of the planning, and confirmed by the Community Design Team. These Facility Standards were used as the criteria in the Gap Analysis (described below). Covering aspects of learning spaces, building systems and sites, they define consistency, value and quality across facilities as they are maintained, improved or built. Volume 2 of this report includes the full set of standards.

### **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

## 2. Conditions and Context

### A. GAP ANALYSIS SUMMARY

School Principals or lead administrators for each of the schools assessed the extent to which their site met the Educational Facility Standards. Closed sites were evaluated by 1-2 administrators familiar with them. The levels of conformance range from “Does not meet standards”(red), to “Workable”(yellow), to “Meets Standards”(green). The result of this evaluation is referred to as the Gap Analysis partially summarized in chart on the next page. Please see Volume II for GAP analysis summary of all buildings.

This analysis showed numerous areas in which the existing school spaces and sites do not support the teaching and learning, technology integration, healthy development, current security modes, community use, and flexibility envisioned for Stillwater Area Public Schools. The analysis also indicated significant discrepancies between school sites in how well they support the Principles and Educational Facility Standards.

**Key Findings:** Many of the Stillwater Area Public School buildings are lacking aspects critical to 21st Century Learning including flexibility, agile furniture, daylight, robust technology, and spaces to adequately support diverse programs and athletic, arts and music, preschool activities that students and families are interested in. These results were reinforced by observations made by committee members who attended school tours. Significant inequity appears between schools, particularly between newer schools (Brookview, Rutherford, Early Childhood) and older schools, especially Lake Elmo Elementary.

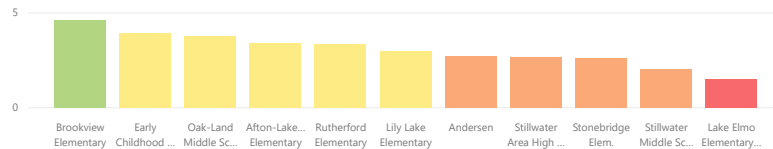
Lake Elmo Elementary stands out as not meeting most of the standards to support teaching and learning, was rated ‘workable’ only in the newer office area and spaces for technology. Stonebridge Elementary’s site is generally good, but the building is low in specialized and collaborative space for learning, daylight and views, and furniture and finishes to support learning. Andersen Elementary’s assessment reflects crowding that has pushed programs into spaces not designed for them: it was rated low in varied space, specialized space and space for personalized learning. Stillwater Middle School is low in flexible space, furniture and finishes to support learning and collaborative space. Stillwater Area High’s low rating for assembly space reflects the need for more seats in the auditorium; Special Services space, furniture and finishes to support learning are also flagged.

Two of the programs within other buildings highlighted concerns for their learning facilities. The Area Learning Center housed at the High School noted issues with variety of space, personalized learning space, signage and lack of expandability. Ratings for the Transition program housed at Oak Park reflect that it is in spaces designed for elementary school students, not 18-21 year-olds needing to develop life skills. Oak Park Building is low in Dining space (as a school), varied space, specialized space and personalized learning space; additionally, its systems are known to need replacement. The closed Withrow building (rated by a past administrator and facilities) has issues with learning spaces, site and systems.

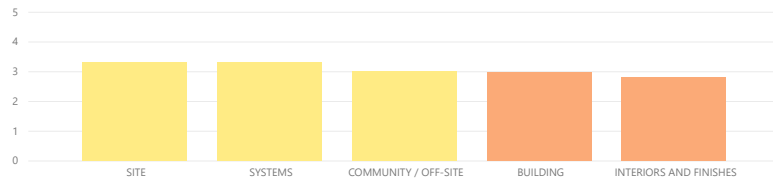
# Stillwater Area Public Schools - Gap Analysis Report

Question Category	Early Childhood Family Center	Afton-Lakeland Elementary	Andersen	Brookview Elementary	Lake Elmo Elementary School	Lily Lake Elementary	Rutherford Elementary	Stonebridge Elem.	Oak-Land Middle School	Stillwater Middle School	Stillwater Area High School
<b>BUILDING</b>											
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											
FOOD SERVICE AND DINING											
TECHNOLOGY SPACE											
STORAGE SPACE											
PLUMBING CORE											
INTERNAL CIRCULATION											
<b>COMMUNITY / OFF-SITE</b>											
COMMUNITY / OFF-SITE LEARNING SETTINGS											
JOINT-USE FACILITIES											
CONNECTIONS BETWEEN SCHOOL SITES											
<b>INTERIORS AND FINISHES</b>											
FLEXIBLE / ADAPTABLE SPACE											
SIGNAGE AND DISPLAY											
EXPERIENTIAL INTERIORS											
FURNITURE AND FINISHES FOR LEARNING											
<b>SITE</b>											
SAFE AND ACCESSIBLE											
TRAFFIC CONTROL											
PARKING AND SERVICE ACCESS											
LANDSCAPE CHARACTER											
SAFE, ACCESSIBLE, AND INCLUSIVE OUTDOOR PLAY											
OUTDOOR LEARNING SETTINGS											
PLANNED EXPANSION											
PERMANENT FACILITIES											
<b>SYSTEMS</b>											
QUALITY HVAC / PLUMBING											
AMPLE ELECTRICAL SERVICE SYSTEMS AND LIGHTING											
TECHNOLOGY INFRASTRUCTURE AND HARDWARE											
TECHNOLOGICALLY ENHANCED SYSTEMS											

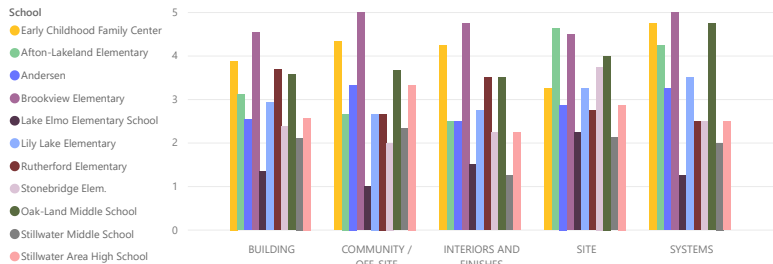
Average of Assessment Values



Average of Assessment Values



Average Assessment Values by Category



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

Assessment Quality	Ave. Value
SPACE FOR YOUNG CHILDREN AND PARENTS	2.00
SPECIALIZED LAB / STUDIO SPACE FOR PROGRAM DELIVERY	2.00
PERSONALIZED LEARNING SPACE	2.09
SPACE FOR ENRICHING ACTIVITIES	2.27
STORAGE SPACE	2.36
JOINT-USE FACILITIES	2.55
PLANNED EXPANSION	2.55
SPECIAL SERVICES NEEDS	2.55
FURNITURE AND FINISHES FOR LEARNING	2.64
VARIED SPACE FOR PROGRAM DELIVERY	2.64
SHARED SPACE FOR PROGRAMS	2.73
COMMUNITY / OFF-SITE LEARNING SETTINGS	2.82
FACILITIES FOR MEDIA CENTERS	2.82
INTERDISCIPLINARY LEARNING	2.82
SAFE AND ACCESSIBLE	2.82
SIGNAGE AND DISPLAY	2.82
EXPERIENTIAL INTERIORS	2.91
FLEXIBLE / ADAPTABLE SPACE	2.91
STAFF RESOURCE AND COLLABORATION SPACE	2.91
COMMUNITY SUPPORT CENTERS	3.00
PLUMBING CORE	3.00
TECHNOLOGY INFRASTRUCTURE AND HARDWARE	3.00
TECHNOLOGY SPACE	3.00
ADULT LEARNING SPACE	3.09
ASSEMBLY SPACE	3.09
BASIC LEARNING SPACE	3.09
INTERNAL CIRCULATION	3.09
OUTDOOR LEARNING SETTINGS	3.09
PERMANENT FACILITIES	3.09
STUDENT GATHERING SPACE	3.09
AMPLE ELECTRICAL SERVICE SYSTEMS AND LIGHTING	3.18
CLEAR MAIN ENTRY	3.36
DAYLIGHTING AND VIEWS	3.36
PARKING AND SERVICE ACCESS	3.45
QUALITY HVAC / PLUMBING	3.45
ACCESSIBLE BUILDINGS	3.55
LANDSCAPE CHARACTER	3.55
SAFETY	3.55
TECHNOLOGICALLY ENHANCED SYSTEMS	3.55
CONNECTIONS BETWEEN SCHOOL SITES	3.64
TRAFFIC CONTROL	3.64
WELCOMING MAIN OFFICE	3.82
FOOD SERVICE AND DINING	3.91
HEALTH SERVICES SPACE	4.09
SAFE, ACCESSIBLE, AND INCLUSIVE OUTDOOR PLAY	4.18
<b>Total</b>	<b>3.05</b>

## B. ENROLLMENT PROJECTIONS SUMMARY

Given significant new housing developments in the communities of Lake Elmo and east Woodbury, Stillwater Area Public Schools commissioned two demographic reports: one in 2013-14 and one in 2018-19. Results of both studies were presented to CDT team during Workshop#3 Information Forum. Amongst the enrollment history/projections and general data, the 2018-19 demographics report included graphics illustrating the distribution of students throughout the district (figure 1) as well as ongoing and projected developments within the district boundary (figure 2). These graphs and demographic projections indicate rapid growth in the elementary population in the south of the district, specifically Lake Elmo and Woodbury areas. During later workshops, demographic projections were updated by the district administration to reflect new active developments in the district. In particular, updated information indicated that growth in Lake Elmo and Woodbury areas is coming faster than anticipated, bringing-in up to 175 students in next few years (figure 3). A chart was developed to summarize current and projected enrollments anticipated at each school, as well as the school's planning capacity (Enrollment/Capacity Chart on p. 15).

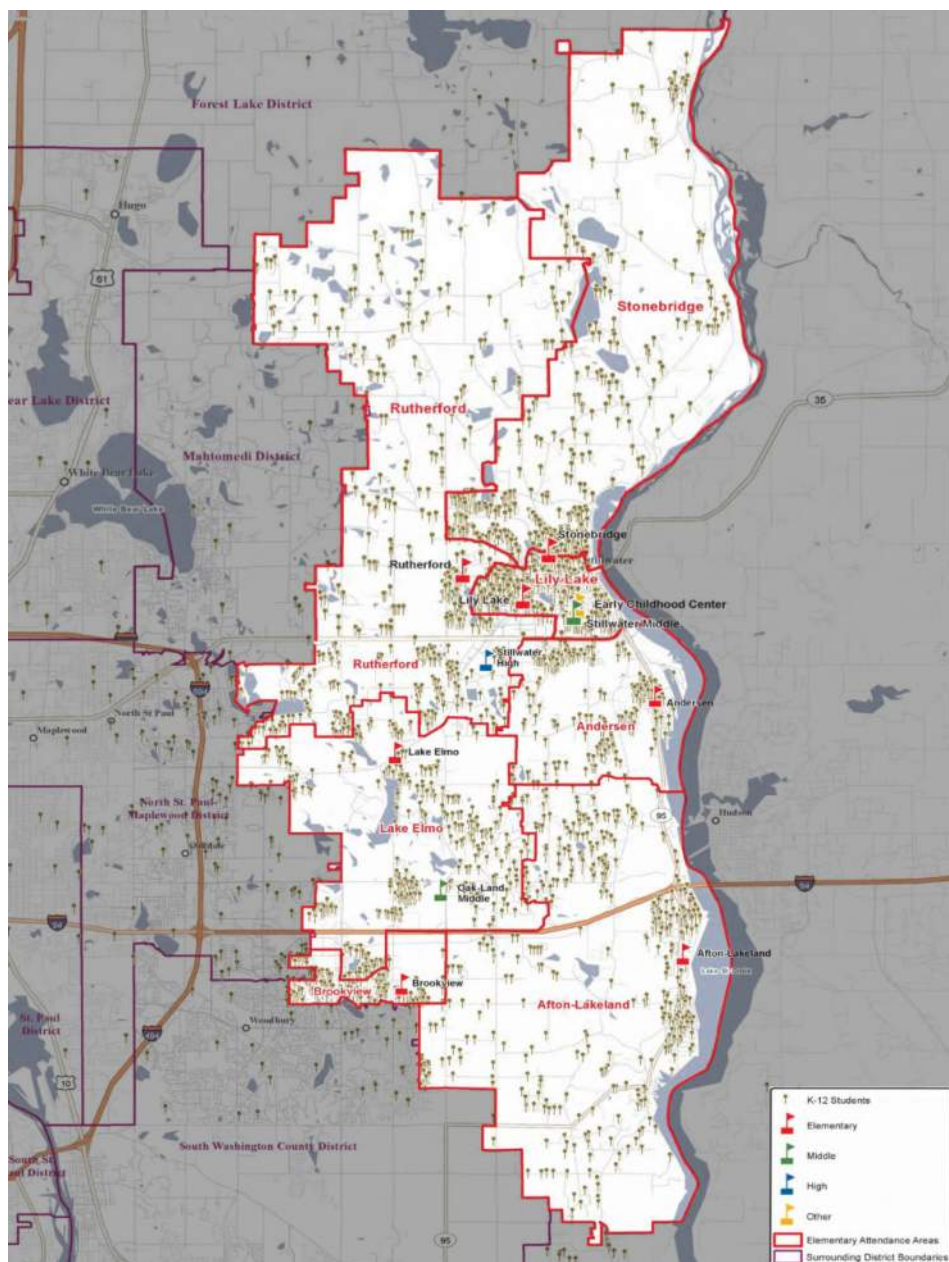
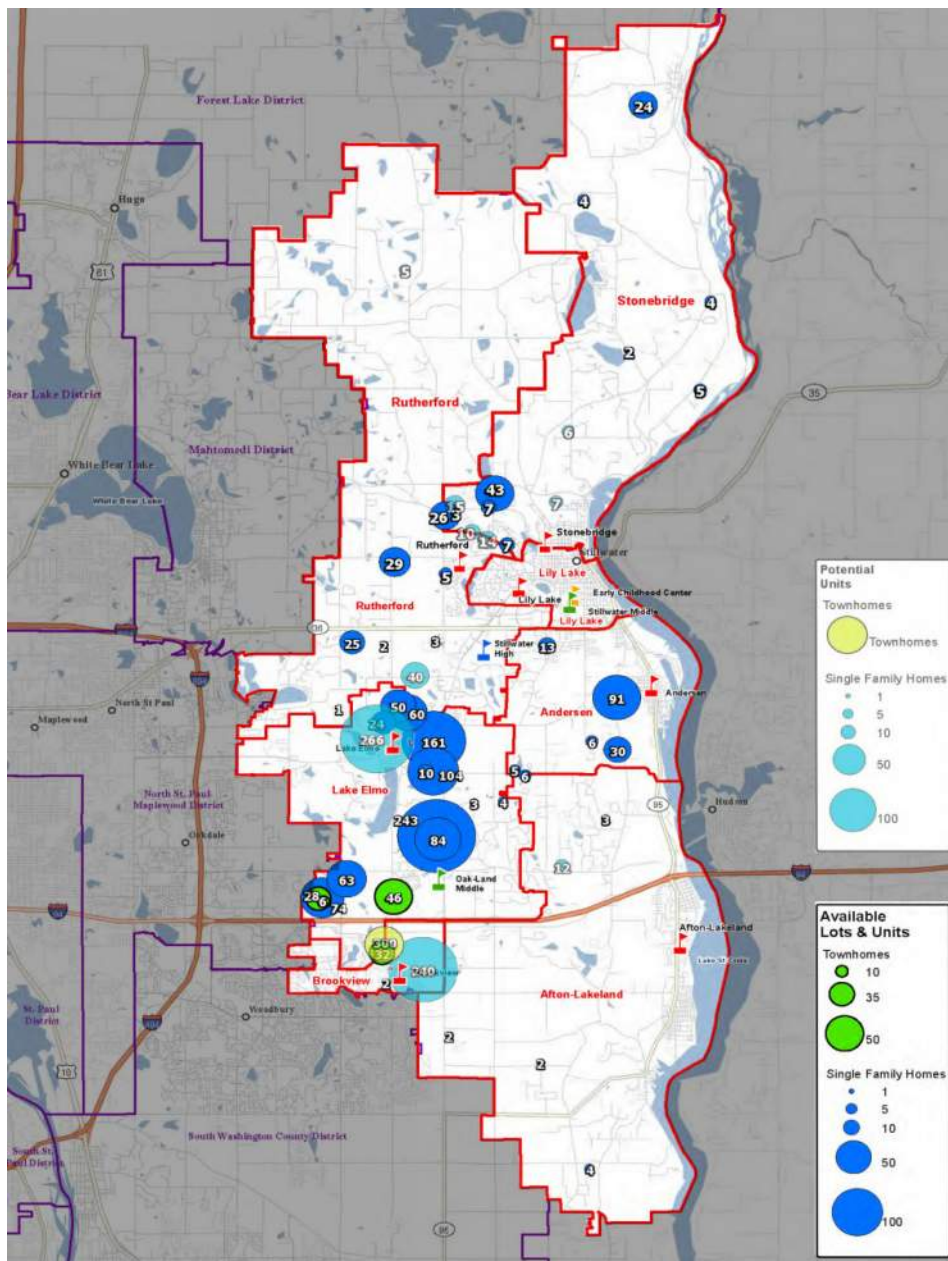
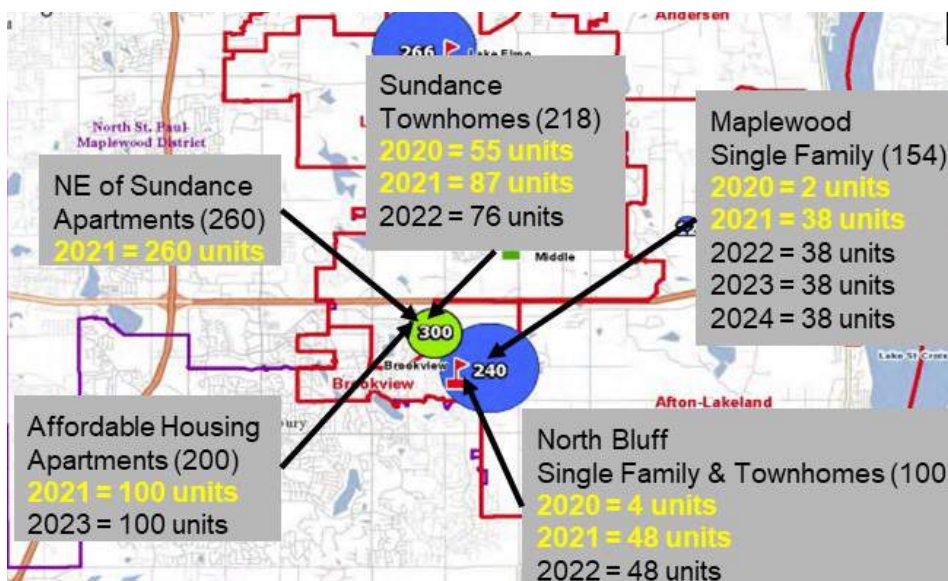


Figure 1  
Distribution of Students  
2018-19, *Demographic,  
Enrollment, & Housing  
Analysis Update*,  
TeamWorks International,  
Inc, 2018-19.



**Figure 2**  
Active and Future Developments, Demographic, Enrollment, & Housing Analysis Update, TeamWorks International, Inc, 2018-19



**Figure 3**  
2019 Update on Active Developments in Woodbury Area

### **C. PARAMETERS AND CONSIDERATIONS**

A list of general considerations for this Master Plan was created by Resource Guides and included the following parameters:

- Grade level configuration to stay as: PK-5, 6-8, 9-12
- Emphasis to be on Elementary Schools, not High School,
- Enrollment boundary adjustments are possible and likely will be necessary.
- Secondary Schools schedule adjustments are an option
- At least 2 Pre-K sections to be provided at each elementary school
- Ideally, minimum 3-section size for an elementary school is preferred.
- Based on community survey, new construction is less politically supported than remodeling/additions
- Land for new construction may be difficult to find
- Some existing sites have significant limitations on additions

This list was informed by the 2017 referendum and program modifications, and a community survey carried out by Morris Leatherman in Fall 2019. The intent was to keep constraints to a minimum. With updated demographic and enrollment projections, a range of additional questions was analyzed and discussed to inform the long-range plan:

- How many students can the district's elementary schools serve well? What schools are or will be over their capacity?
- What sizes of elementary schools strike a balance in creating a community atmosphere and achieving operational efficiencies?
- How much additional space is needed to serve the enrollment increase and improve the schools' ability to support 21st century learning methods?
- How can the district equitably accommodate its special programs?
- What Level of boundary changes is acceptable for the district?

The enrollment capacity of a school is ultimately determined by a balance of the number of teaching stations and support spaces. While they have made it work, some of the SAP schools are not in balance. Most notably, Lake Elmo Elementary school has more teaching spaces than its core spaces - Media Center, Cafeteria/Kitchen, Gym - and even circulation spaces can handle. Afton-Lakeland Elementary is also experiencing pressure from not enough Gym space and lack of smaller support rooms for intervention programs. Oak-Land Middle school is limited in Gym and Performance Art spaces as well as in its ability to accommodate incoming enrollment growth. Stillwater High School suffers from severely limited space at secure entry and reception, restricting their capacity to assist students and handle student flow.

#### **Capacity and Enrollment**

To address the enrollment balance, total capacity was established for each school, rounding to the nearest whole number of sections per grade (at 25 students per class, elementary level and 28 students at 85% utilization at secondary schools). Two sections of Pre-K were included at each elementary as well as 1-2 classrooms spaces occupied by Special Education programs. At some schools, additional space was allocated for Special Education Clusters and other special programs. The following chart compares the resulting capacity to current enrollment and future projections from 2018-19 study. A few big-picture observations were made from this information:

- There is a need to increase capacity by approximately 420 students between Brookview and Lake Elmo, as these schools are both over capacity and growing.

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	
Central Services	56 staff	56 staff	na	

#### Enrollment/Capacity Chart

This chart was used by CDT team as the base guidance for enrollment considerations.

**Note:** ‘Planning capacity’ represents the number of students that a school should be planned to hold on average, and allows for the modest enrollment fluctuations that most schools experience from year to year. It is not a maximum or minimum threshold. Capacity assumptions are described in Volume II.

- Enrollment over/under capacity at other elementary schools are less extreme and may provide opportunities to address gaps in quality of space.
- Between them, the middle schools have the capacity for the projected enrollment.
- The HS appears to be over capacity. However, the high school has been functioning well at enrollments above their planning capacity. Given 2017 additions to the HS, expansion of instructional space was not considered at this time.

### School Size

The “perfect” school size at elementary level was widely discussed by the CDT. While there are operational and synergistic advantages to large schools, the CDT concluded that capacity of 450-650 students is the most fitting and equitable for the district elementary schools.

### Program Considerations

The district accommodates a comprehensive list of programs to support all of their students including: student’s early childhood program; special needs programs; and gifted and talented. It is district’s vision to equitably serve all of their students and it has been their goal to provide these programs with appropriately designed spaces.

**Dual Immersion** –currently serves about 250 students at an elementary level and is located at Lake Elmo Elementary school. In early Workshops, it was determined that Dual Immersion program should remain in close proximity to most of its population in the southern part of the district. This program can be located in regular classrooms.

**Special Education Clusters** – include programs such as: ASD, DCD, EBD and medically fragile. These programs are provided at elementary (one per school) and secondary school levels and require dedicated space and specialized environments.

**GATE 4/5** –Located in Stillwater Middle School, this is the Gifted and Talented program for the 4th and 5th grades. It currently occupies a range of classrooms within the auditorium wing of the building and would benefit from secure dedicated entry.

**Area Learning Center** – Currently located at the High School, this alternative HS program serves 70-90 students within 3 classrooms. The program requires a central location in order to be accessible to its students and a separated entry but can be housed in regular classrooms.

**Transition Program** – Currently occupying part of inactive Oak Park Elementary school and serves about 31 students ages 18 and older. This program needs a variety of specialized spaces in a central location near work opportunities, but should not be located at an active school.

## **D. SITE TOURS SUMMARY AND BUILDING INFORMATION SHEETS**

The Community Design Team was invited to attend tours of educational sites (including closed sites and the ECFE facility) in the Stillwater Area Public Schools District over three evenings so members of the team could see first hand the conditions of the building. A tour of each site was led by the site Principal or Administrator who shared their experience in the buildings. Approximately a dozen Community Design Team members joined the Architecture team for tours of each site. Members who attended tours reported their findings to the entire Community Design Team at Workshop #4.

**Key Outcomes:** The tours provided a group of Community Design Team members the opportunity to see each building and hear directly from Administrators how well the buildings did and did not support teaching and learning at each site. While the tour group was a portion of the larger Community Design Team, they were able to report to the whole group on their experience furthering the Teams understanding of the Districts school buildings.

**Key Findings;** The tours reinforced the Gap Analysis results indicating significant need for improvements at the Lake Elmo Site and the challenges the current building presents in making improvements at that site. The tours further highlighted the areas where Stillwater Area Public Schools buildings support the Principles and Standards for supporting education and where there are opportunities to make improvements.

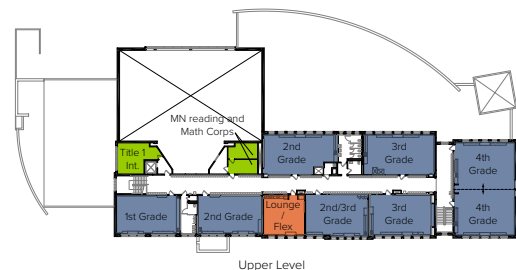
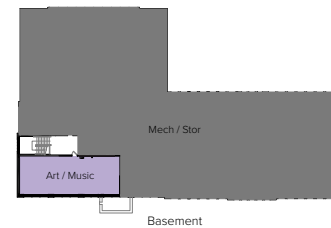
See following pages for basic information and floorplans of district's facilities.



## ANDERSEN ELEMENTARY 309 North 4th Street, Bayport, MN 55003

<b>Grades:</b>	PK-5
<b>Building Age/</b>	1919
<b>Additions:</b>	1937, '46, '80, '97, 2014
<b>Size:</b>	49,840 sf
<b>Site:</b>	1.13 acres
<b>2018/19 Enrollment:</b>	364 students

Andersen Elementary School has a long tradition of excellence, since opening its doors in 1919. It is located in the heart of Bayport. Though there is no parking on-site, the local small-town park, library, police station and senior center are all within walking distance. The 2-story older building and 1-story additions house traditional classroom spaces for preK through fifth grade.

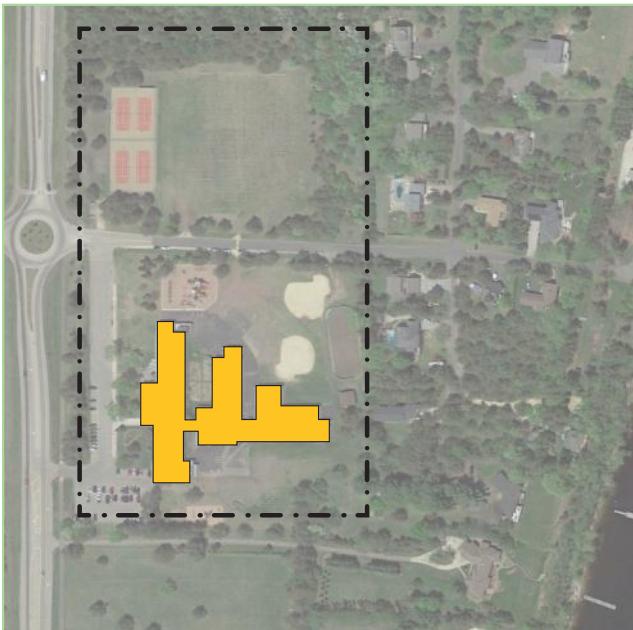




## AFTON-LAKELAND ELEMENTARY 475 St Croix Trail S, Lakeland, MN 55043

<b>Grades:</b>	PK-5
<b>Building Age/</b>	1951
<b>Additions:</b>	1954, '65, '68, '80, 2001
<b>Size:</b>	63,368 sf
<b>Site:</b>	17.0 acres
<b>2018/19 Enrollment:</b>	479 students

Afton-Lakeland is located in Lakeland, just blocks from the St. Croix River. The school sits on large grounds with play fields and on-site parking. The school is housed in a one-story brick building featuring traditional classroom spaces. The school received substantial additions in the first 20 years after it was built.



### Legend:

● Administration / Staff	● Facilities Support
● Art	● General Learning
● Athletics	● Media Center
● Career & Tech Education	● Performing Arts
● Common Space	● Science
● Dining	● Special Education
	● Student Support



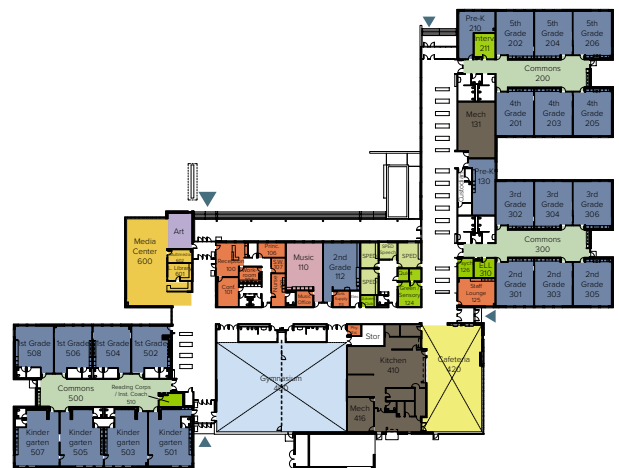
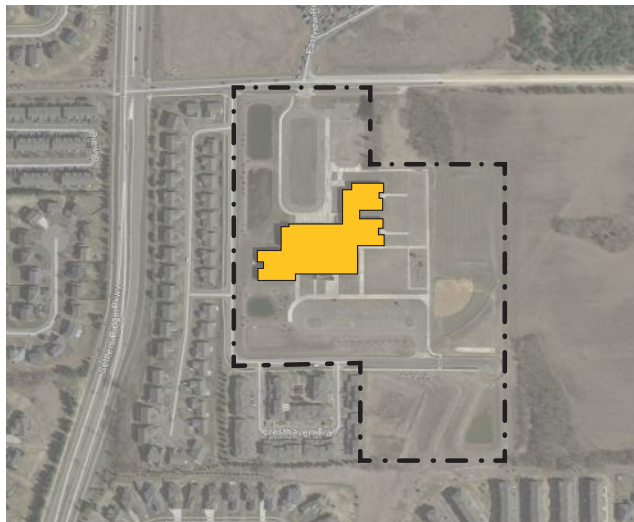


Brandon Stengel, Assoc. AIA

## BROOKVIEW ELEMENTARY 11099 Brookview Road, Woodbury, MN 55129

<b>Grades:</b>	PK-5
<b>Building Age/</b>	2017
<b>Additions:</b>	--
<b>Size:</b>	74,616 sf
<b>Site:</b>	20.0 acres
<b>2018/19 Enrollment:</b>	480 students

Brookview is the district's newest school, bringing together students from Woodbury, Afton and Lake Elmo to form a diverse community of learners. Collaboration is at the heart of the school, and the building features welcoming, flexible spaces for students and staff to work together. Commons provide flexible learning areas to the banks of classrooms flanking them. The Brookview site, located adjacent to residential developments in eastern Woodbury, separates car and bus traffic.





## LAKE ELMO ELEMENTARY 11030 Stillwater Blvd N Lake Elmo, MN 55042

<b>Grades:</b>	PK-5
<b>Building Age/</b>	1920
<b>Additions:</b>	1952, '54, '59, '63, '69, '76, '87, '88, '96, 2010; portables: 1989
<b>Size:</b>	82,570 sf
<b>Site:</b>	8.7 acres
<b>2018/19 Enrollment:</b>	697 students

The diversity of the student body makes Lake Elmo Elementary School a unique place to grow and learn. Not only is Lake Elmo home to the most culturally diverse student population in the district, but is also serves as the cluster site for the medically-complex program and houses the dual language Spanish immersion program. The nearly 100-year old building grew by additions to be a large one-story building fronted by the 1920 two-story 'four-room schoolhouse' and a new entry addition. Classrooms are traditional in style and there are two portables used as classrooms.



<b>Legend:</b>
<b>Special Programs:</b>
• Spanish Immersion
• Medically Complex

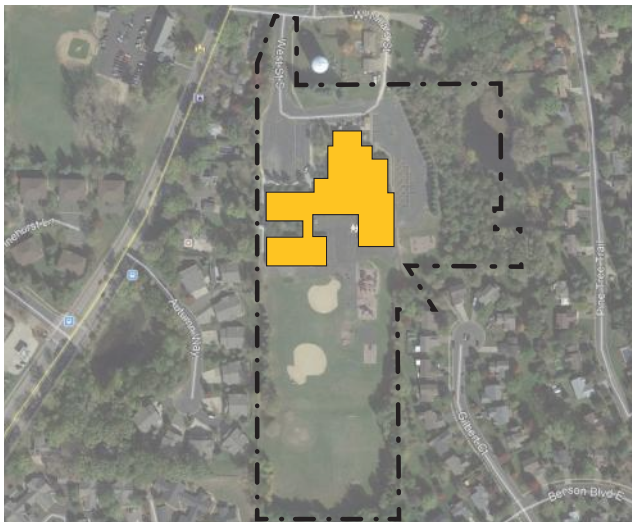




**LILY LAKE ELEMENTARY** 2003 W. Willard St. Stillwater, MN 55082

<b>Grades:</b>	PK-5
<b>Building Age/</b>	1963
<b>Additions:</b>	1966, 1969, 1990
<b>Size:</b>	73,088 sf
<b>Site:</b>	12.0 acres
<b>2018/19 Enrollment:</b>	477 students

Lily Lake is located in a quiet residential area in Stillwater. The school is made up of traditional classroom spaces, as well as an open wing that currently houses fifth graders. Lily Lake is home to the district's Autism Spectrum Disorders (ASD). The site is at the end of a smaller road, giving the school a nestled away feeling.



- |                           |                      |
|---------------------------|----------------------|
| ● Administration / Staff  | ● Facilities Support |
| ● Art                     | ● General Learning   |
| ● Athletics               | ● Media Center       |
| ● Career & Tech Education | ● Performing Arts    |
| ● Common Space            | ● Science            |
| ● Dining                  | ● Special Education  |
|                           | ● Student Support    |

### Special Programs:

- ASD Cluster



## RUTHERFORD ELEMENTARY 115 Rutherford Road Stillwater, MN 55082

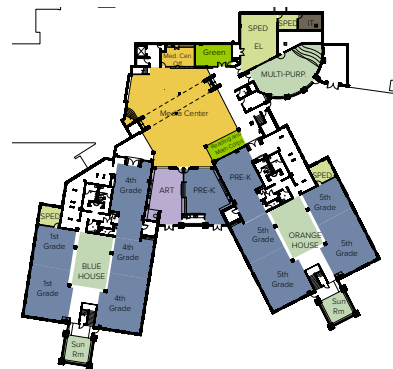
<b>Grades:</b>	PK-5
<b>Building Age/ Additions:</b>	1998 --
<b>Size:</b>	106,998 sf
<b>Site:</b>	16.0 acres
<b>2018/19 Enrollment:</b>	567 students

Rutherford Elementary is located in the northwestern corner of Stillwater and is part of the Liberty housing development. The school's open and welcoming facility features flexible learning spaces and opportunities for multi-age experiences. The school is home to the district's Developmental Cognitive Delays (DCD) program. Parking and bus loop are at the building's front door, while two-story wings create courtyard areas for play and landscape to the south.

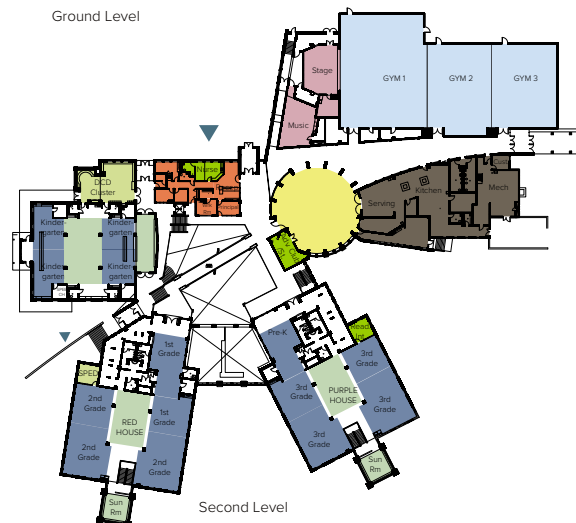


### Legend:

- Special Programs:**
- DCD Cluster



Ground Level



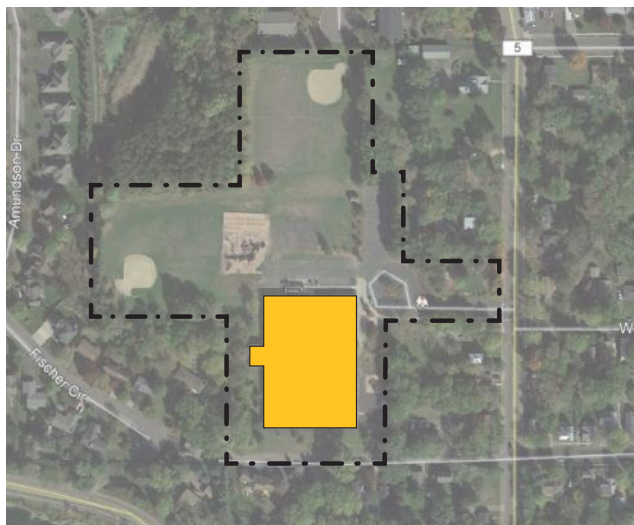
Second Level



## STONEBRIDGE ELEMENTARY 900 N. Owens St. Stillwater, MN 55082

<b>Grades:</b>	PK-5
<b>Building Age/</b>	1971
<b>Additions:</b>	1997
<b>Size:</b>	65,089 sf
<b>Site:</b>	12.0 acres
<b>2018/19 Enrollment:</b>	433 Students

Stonebridge Elementary is located on the north hill of Stillwater and is nestled in a residential neighborhood. The one level brick building includes a gymnasium, Media Center and courtyard at the center of the building, with classroom spaces arrayed at the perimeter. The building promotes flexibility and collaboration among classes with movable walls between rooms and openness to connecting paths. Stonebridge is also home to the Emotional Behavioral Disorders (EBD) cluster program. The site includes playfields and playground. Buses and cars share a single entry drive and loop.



### Special Programs:

- EBD Cluster

● Administration / Staff	● Facilities Support
● Art	● General Learning
● Athletics	● Media Center
● Career & Tech Education	● Performing Arts
● Common Space	● Science
● Dining	● Special Education
	● Student Support

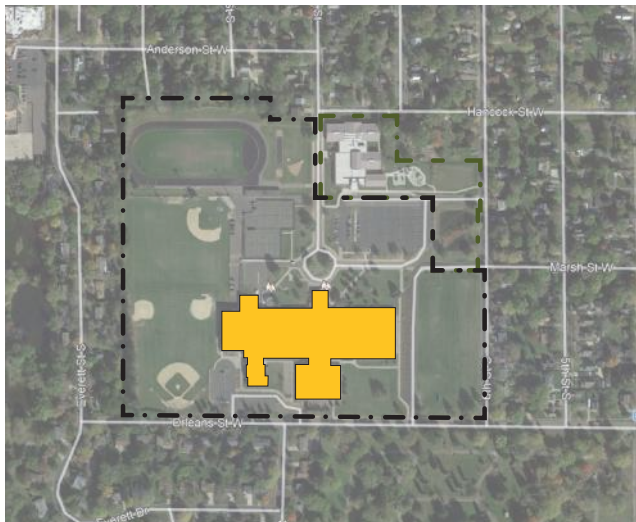




## STILLWATER MIDDLE SCHOOL 523 West Marsh Street Stillwater, MN 55082

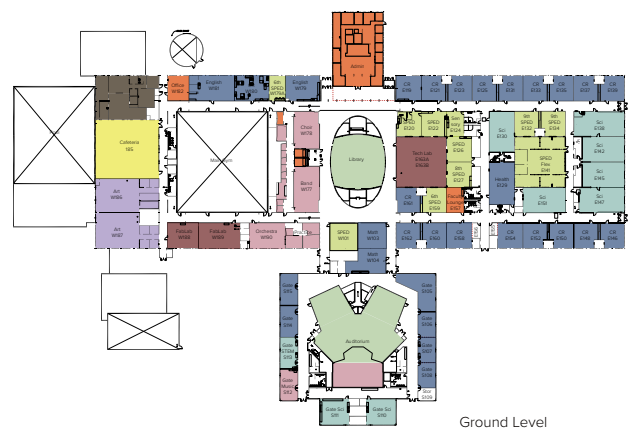
<b>Grades:</b>	6-8
<b>Building Age/ Additions:</b>	1959 1965, '69, '79, '93, 2014
<b>Size:</b>	212,924 sf
<b>Site:</b>	38.0 acres
<b>2018/19 Enrollment:</b>	1024 students, plus 55 students in the GATE 4/5 program.

Originally constructed as a high school, Stillwater Middle School now houses roughly half of the district's 6th-8th graders as well as the gifted and talented (GATE) program for grades 4-8 and the district's Middle School DCD, EBD and ASD cluster programs. The media center and auditorium are located in the center of the one-story portion of the building, with wings of traditional classrooms on the perimeter. The two level portion of the building includes additional classroom spaces, and a large and small gymnasium as well as a pool and locker rooms. Stillwater Middle School shares a large site southwest of downtown Stillwater with the Early Childhood Family Center.



### Legend:

● Administration / Staff	● Facilities Support
● Art	● General Learning
● Athletics	● Media Center
● Career & Tech Education	● Performing Arts
● Common Space	● Science
● Dining	● Special Education
	● Student Support



Ground Level



Basement Level

### Special Programs:

- DCD, EBD, ASD Clusters
- GATE 4/5

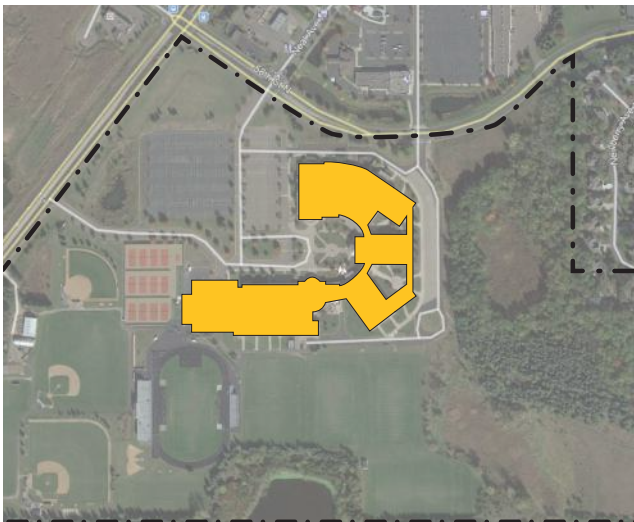




## STILLWATER AREA HIGH SCHOOL 5701 Stillwater Blvd N. Stillwater, MN 55082

<b>Grades:</b>	9-12
<b>Building Age/ Additions:</b>	1993 2000, 2017
<b>Size:</b>	491,125 sf
<b>Site:</b>	131.9 acres
<b>2018/19 Enrollment:</b>	2755 students, plus 76 ALC students

Stillwater Area High School (SAHS) was expanded in 2017-2018 to be a grades 9-12 high school. The horseshoe shaped structure is anchored with an auditorium on one end and the Pony Activity Center on the other. Traditional classroom spaces, along with some lecture-style spaces and more flexible, collaborative spaces, make up the core of the building. The school's 139-acre site encourages a strong program in the natural sciences through its Environmental Learning Center (ELC), and also includes a large parking lot, a stadium and numerous athletic fields and courts.



### Legend:

- Administration / Staff
- Art
- Athletics
- Career & Tech Education
- Common Space
- Dining

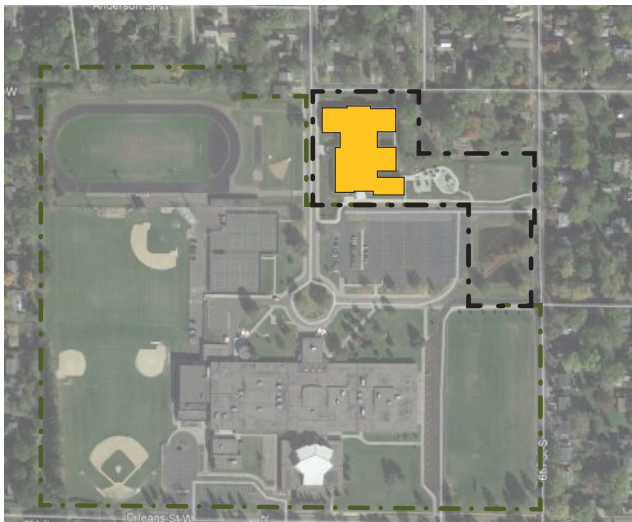




## EARLY CHILDHOOD FAMILY CENTER 1111 Holcombe St. S. Stillwater, MN 55082

<b>Grades:</b>	--
<b>Building Age/</b>	2012
<b>Additions:</b>	--
<b>Size:</b>	45,685 sf
<b>Site:</b>	2.0 acres
<b>2018/19 Enrollment:</b>	--

The Early Childhood Family Center is a unique facility that houses a variety of programs for district residents from birth through adulthood. Flexible classroom spaces house classes for infants and toddlers and their parents, preschool students, and adults working toward a GED or learning English. In addition to offices for itinerant staff, the building houses a therapy program run by Alina/Courage-Kenny. Parking is shared with Stillwater Middle School.



### Special Programs:

- Clusters + ASD Flex
- ALC
- Wellness Center
- Clinic

- Facilities Support
- General Learning
- Media Center
- Performing Arts
- Science
- Special Education
- Student Support



**Oak Park Building** 6355 Osman Ave. N. Stillwater, MN 55082

<b>Grades:</b>	--
<b>Building Age/</b>	1956
<b>Additions:</b>	1963, '75, '96, 2001, 2014
<b>Size:</b>	65,781 sf
<b>Site:</b>	12.7 acres
<b>2018/19 Enrollment:</b>	--

Oak Park currently houses the Transition program for 18-22 year-old-students with special needs, the YCAAP (alternative to suspension) program, staff from the Student Support Services Office, as well as a large professional development/meeting space. The second floor is presently vacant.



**Legend:**

Administration / Staff	Facilities Support
Art	General Learning
Athletics	Media Center
Career & Tech Education	Performing Arts
Common Space	Science
Dining	Special Education
	Student Support

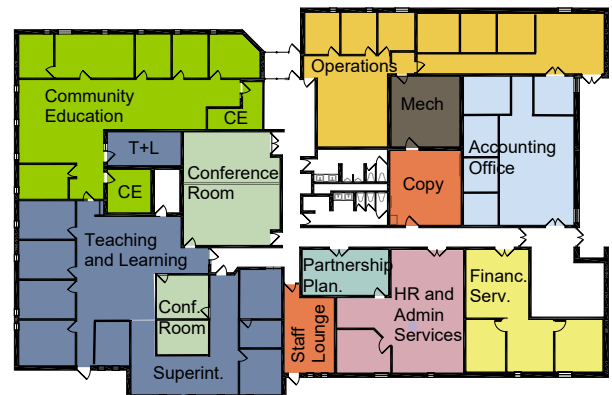
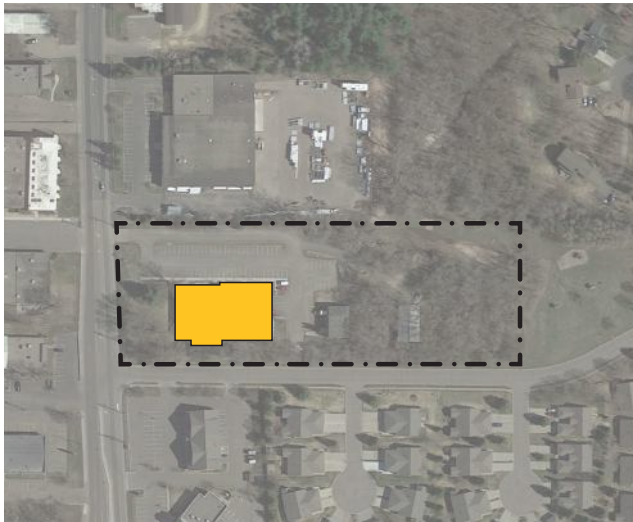


## Central Services 1875 Greeley St. S.

### Administrative Site

<b>Building Age/</b>	1975
<b>Additions:</b>	--
<b>Size:</b>	16,139 sf
<b>Site:</b>	4.73 acres
<b>2018/19 Employees:</b>	56

The Stillwater Area Public Schools district offices are located at the Central Services Building just north of Highway 36 on Greeley Street. The structure is a compact one-story brick building with a combination of offices and cubicle spaces for staff.



### Current Use Plan Legend

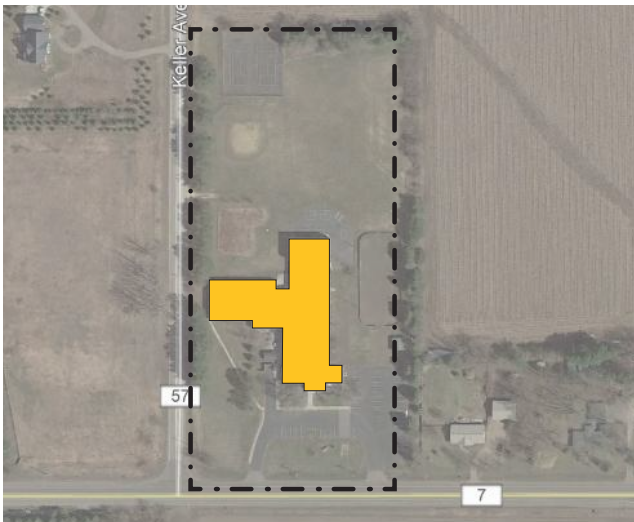
- Department
- Accounting Office
  - Administration / Lounge
  - Community Education
  - Facilities Support
  - Financial Services
  - HR and Admin Services
  - Operations
  - Partnership Planning
  - Teaching and Learning



**WITHROW** 10158 122nd St N, Hugo, MN 55038

<b>Grades:</b>	--
<b>Building Age/</b>	1954
<b>Additions:</b>	1965, 1975, 1997
<b>Size:</b>	33,034 sf
<b>Site:</b>	9.0 acres
<b>2018/19 Enrollment:</b>	--

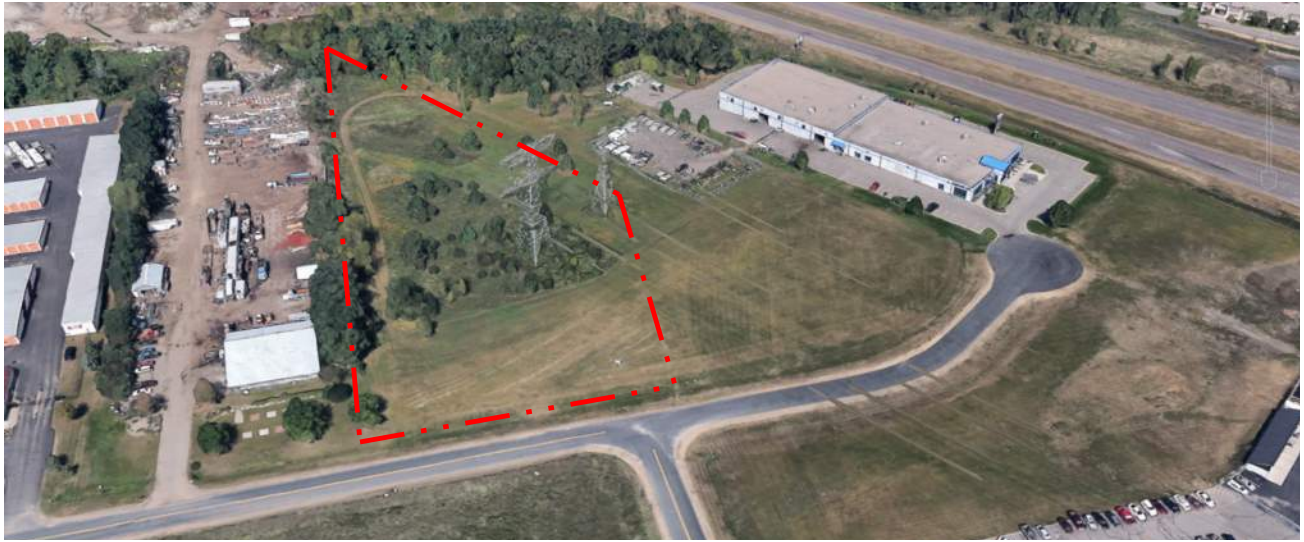
The Withrow building, currently vacant, is a small elementary school building located about 10 miles northwest of Stillwater in Hugo. The building includes traditional classroom spaces.



Potential Use as Elementary School

**Legend:**

● Administration / Staff	● Facilities Support
● Art	● General Learning
● Athletics	● Media Center
● Career & Tech Education	● Performing Arts
● Common Space	● Science
● Dining	● Special Education
	● Student Support

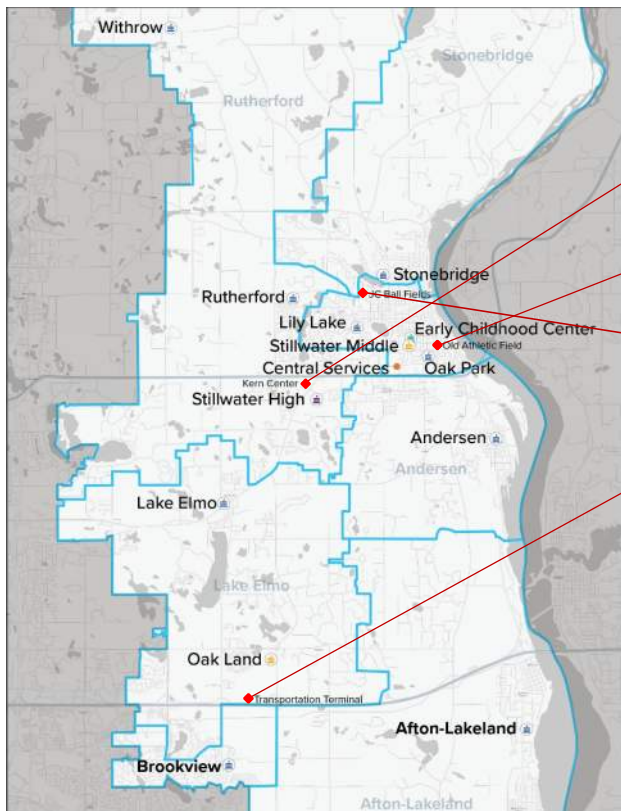


## KERN SITE Memorial Ave N, off Hwy. 36

**Site:** 3.72 acres

Kern Site is a 3.72 empty lot owned by the district in vicinity of Still Water High School. It was previously determined inadequate for Transportation or ECFC.

## OTHER SITES



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

### 3. Process Overview

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 Cunningham Group Architecture, Inc. (CGA) The description of each of the workshops is outlined below.

*The full meeting minute notes and slides from each workshop can be found in Volume II of the Long Range Facilities Planning Report.*

#### **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.”***

Cunningham 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.

#### **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.



### **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.”

### **OPTIONAL OPEN HOUSE STYLE BUILDING TOURS - OCTOBER 16, 23, 30, 2019–**

***“Opportunity to see how the District’s buildings support instruction and visit buildings that team members may not be familiar with.”***

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.

### **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.



## **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.”***

Cunningham 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.

## **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. Cunningham 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.

## **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, Cunningham 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. The highest possible score was 35 considering there were 7 tables. 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.

## 4. Summary of Recommendations

### OVERALL DISTRICT COMPREHENSIVE FACILITIES PLAN

#### Introduction to Section:

Guided by the Shared Vision and the Facility Principals and Standards, and an understanding of how the District's current schools compare to this criterion as represented in the Gap Analysis, the Community Design Team and CGA synthesized needs, constraints and opportunities to create both a District-wide approach and individual facility recommendations. The CDT reached consensus on these recommendations on January 14th, 2020 at Workshop 7. The recommendations are illustrated in this section with diagrams of the proposed improvements at each facility along with conceptual diagrams indicating the levels of construction required to implement the potential solutions. As projects are selected to be implemented, we recommend that the design process for each should allow schools to explore solutions in much greater depth, as the remodeling and new construction scope is general in nature and intended to enable additional refinement. The recommendations presented in this section are presented in order of priority as identified by the CDT at the same previously mentioned Workshop 7.

#### What you will see within the proposed recommendations

- Spaces organized to support best practices in 21st century teaching and learning with a variety of different scaled spaces for collaboration
- Spaces that welcome the community into the learning process
- Spaces for learners to work together and that simulate a real-life working model, as well as spaces for staff to model the desired teamwork they are instilling in their learners.

The recommendations also provide environments that support a personalized approach to learning supporting a variety of instructional and delivery methods. As 21st century best practices demand, you will also see a variety of spaces distributed around the schools to support the importance of hands-on, learning spaces. All of the recommendations create the kinds of environments that will allow Stillwater Public Schools to propel its commitment to excellence forward for years to come.

Furniture and Technology is not included specifically in this report. However, implementation of such that is flexible and in concert with the district's needs is paramount to the overall success of the long-range facility master plan. We have included an overview of its importance at the end of this section.

Please note that the recommendations do not identify specific sites for new construction, or the timing of future bond or design and construction timelines. Nor does it address specifics regarding operational issues related to boundary changes or transportation related issues. It is felt that these issues fell outside the purview of the Community Design Team and will be logically addressed by the School Board.



## LAKE ELMO ELEMENTARY:

Originally built in 1920, with 10 separate additions and 2 portable classrooms from 1989 still in use, Lake Elmo Elementary is widely regarded as being in the poorest condition of any of the District's facilities and is also experiencing enrollment growth. The recommendation is to replace Lake Elmo with two separate new facilities, one to be located and built on the current site and one to be located on a new site which has yet to be determined. Both sites are to accommodate from 450 to 650 students. The new school on the current Lake Elmo site will be constructed while the current school is in use, and it would be beneficial to acquire a small parcel of additional land immediately to the north of the site.



### PRIORITY SCORE:

**35:** 450-650 School on **New Site (\$43.5-52.4 M)**

**33:** 450-650 School on **Existing Site (\$40.2-49.1 M)**

**HIGHEST PRIORITY, DO IT AS SOON AS POSSIBLE**

## BROOKVIEW ELEMENTARY:

Proposed improvements involve the addition of 8 classrooms to partially relieve the enrollment pressure currently being felt in the south part of the district. The proposed design extends 2 of the existing grade level neighborhood wings to the west, as was anticipated and planned for by the original design. Along with the 8 classrooms, additional student restrooms and support spaces are included. The addition allows the art classroom and the 2 pre-k classrooms to be housed once again in appropriate spaces, and the core facilities at Brookview are adequately sized to accommodate 650 students.



### PRIORITY SCALE:

**35:** 8-Classroom addition  
(\$6.2 M)

**HIGHEST PRIORITY, DO IT AS SOON AS POSSIBLE, USE LEVY IN 2021**

## OAK PARK BUILDING:

Due to its partial use and central location, it is recommended that the Oak Park Building be fully utilized to support both educational programming and District functions. The plan recommends the renovation of the spaces Transitions currently occupies to accommodate their specific needs, to relocate the ALC program from the High School – which also frees up classroom space there – and to consolidate Central Services functions here which creates synergy with the Transitions and ALC programs as well as the Training Center. All 3 programs efficiently utilize the existing area of the building.

Initial discussion with city staff indicated that they would be open to working with SAPS to consider change in use for this building.



### PRIORITY SCORE:

**33** : Full Remodel for Central Services, Transition Program and ALC (**\$12.4 M**)

**HIGH PRIORITY**

## STONEBRIDGE ELEMENTARY

Proposed improvements aim to re-design and re-configure the almost entirely open learning environments in the south half of the building and bring natural light into the media center and the 4 windowless classrooms adjacent to it. The re-design will address long-standing storage and acoustical issues while maintaining 21st century flexibility.



### PRIORITY SCALE:

**33** : Cluster Upgrades (**\$0.4 M**)

**31** : Classrooms, Daylight, and Media Center Upgrades (**\$8.0 M**)

**HIGH PRIORITY**

### CENTRAL SERVICES:

As the Community Design Team's recommendation is to relocate the district functions currently housed at this building to the Oak Park Building, it is recommended that the building and site be sold, and the proceeds put toward Oak Park improvements.



### PRIORITY SCORE:

**33:** *Sell*

**HIGH PRIORITY**

### WITHROW:

It is recommended that the currently unoccupied Withrow Elementary be put up for sale to save on-going annual operational costs in the range of 45-70k/year.



### PRIORITY SCORE:

**31:** *Sell*

**HIGH PRIORITY**

## OAK-LAND MIDDLE SCHOOL:

A new addition to the west is proposed at Oak-Land consisting of second gym space as well a music suite of spaces. The music addition allows the current music space at the heart of the school to become a 21st century learning commons and hub. Daylighting upgrades are also recommended at several existing interior classrooms which have no windows or access to daylight.

### PRIORITY SCORE:

**27:** Flex space, Gym and Music Additions **(\$12.9 M)**

**21:** Daylight and Sound Upgrades **(\$1.67 M)**

### MEDIUM PRIORITY



## LILY LAKE ELEMENTARY:

Recommended improvements involve the renovation and re-configuration of the open 5th Grade learning neighborhood and media center on the northeast corner of the building, along with upgrades to the ASD cluster. Small additions are also recommended to create flexible learning space between the classroom wings and a new music room which allows the cafeteria to expand and gain access to natural light and views.

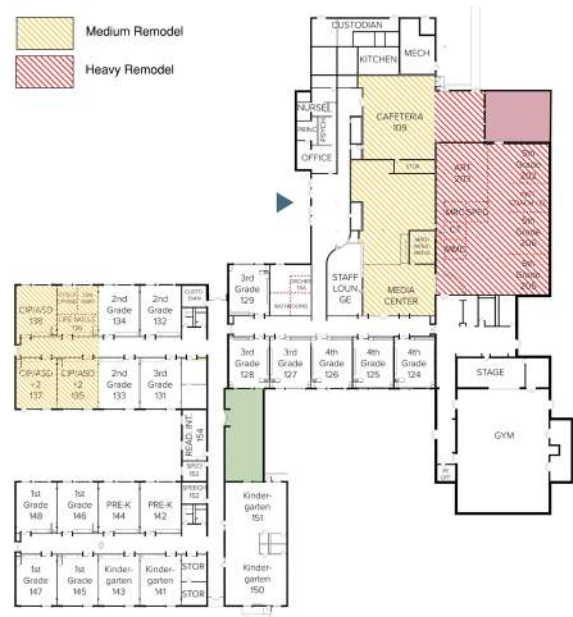
### PRIORITY SCORE:

**27** – Bathroom Remodel, Special Ed Upgrades, New Flex Space **(\$3.1 M)**

**23** – Open Classroom Remodel, Cafeteria Remodel, New Music Room **(\$4.6 M)**

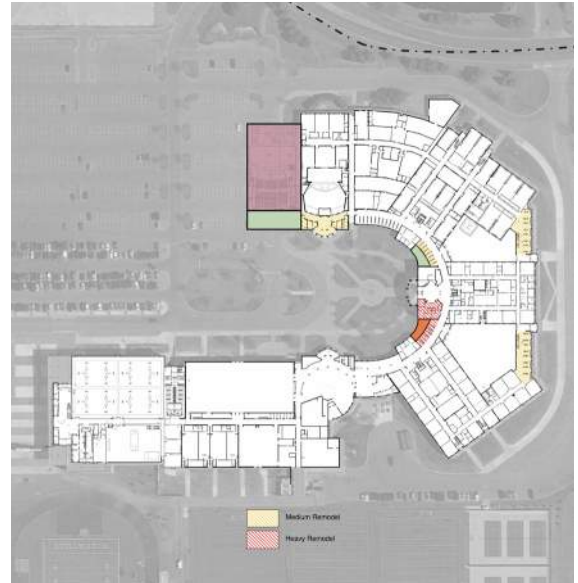
**19** – Media Center Upgrade **(\$1.1 M)**

### MEDIUM - LOW PRIORITY



### STILLWATER HIGH SCHOOL:

The proposed improvements address three long-standing needs identified by the process. The first is the need for a larger Performing Arts Auditorium which can hold larger audiences. The second is the need for flexible collaborative learning spaces throughout the academic areas, and the last is an expansion of the current administrative area of the school at the main entry to create a secure welcoming space for the parents as well as students



#### PRIORITY SCORE:

**25:** Administration, Entry Space and Security Upgrades. Flex Spaces throughout **(\$4.5 M)**

**25:** New 1000 Seat Auditorium **(\$17.7 M)**

#### MEDIUM PRIORITY

### SOUTHERN EARLY CHILDHOOD FAMILY CENTER:

As population increases in the southern part of the district there is also a growing need for early childhood and preschool services. Several possibilities were explored including construction of a new Early Childhood Family Center or provision of additional programming to new and remodeled elementaries. One of the considerations is a potential positive synergy between future ECFC and Stillwater Middle school.

Provide Early Childhood programs at either:

- Oak Land Site
- New Site
- Throughout Elementaries

#### PRIORITY SCORE:

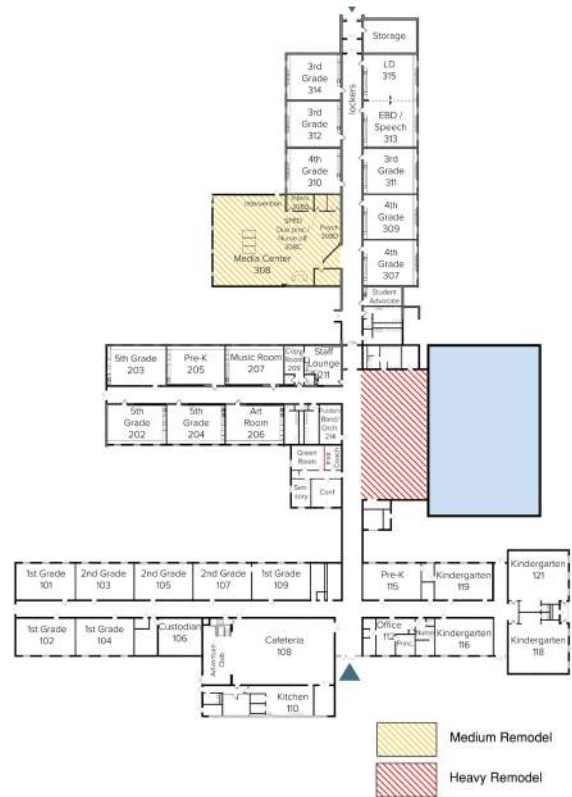
**25** As 30,000 SF single standing building **(\$17 M)**

#### MEDIUM PRIORITY



## AFTON-LAKELAND ELEMENTARY:

An under-sized gym and lack of flexible 21st Century learning space are both addressed with the proposed improvements. A new gym will support community use, while the existing small gym is re-purposed as an open flexible heart-space at the center of the school. The proposed media center renovations will also support the continuing transformation of traditional media centers into the 21st century.



### PRIORITY SCORE:

**25** : Flex Space (\$0.9 M)

**23** : New Gym and Media Center Upgrade (\$5.1 M)

### MEDIUM PRIORITY

## ANDERSEN ELEMENTARY:

Located in the heart of Bayport on a site just over 1 acre, Andersen Elementary is unique. Enrollment here has pushed beyond the recommended capacity of the facility, and it is recommended that the enrollment be managed to a maximum of 2 sections, with 1 pre-k classroom (by shifting a small number of students to Lily Lake Elementary) and to remodel the current media center to support 21st Century learning. Several options were looked at to create an addition to the south to accommodate more students, but the addition would require the closing of 2nd Ave North and may be cost-prohibitive.



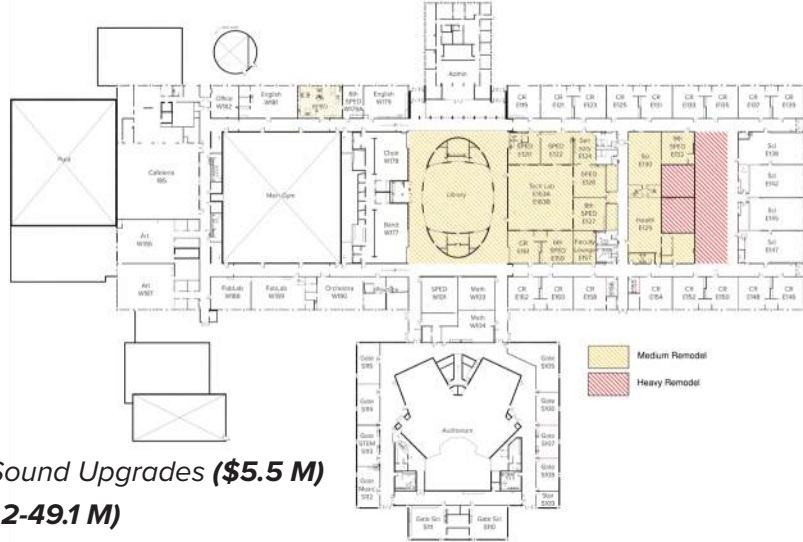
### PRIORITY SCORE:

**21** : Media Center Upgrade (\$1.1 M)

### LOW PRIORITY

## STILLWATER MIDDLE SCHOOL:

Recommended improvements involve primarily the renovation of academic spaces in the middle of the existing school which have no access to daylight, and include the current media center, special education classrooms, science and health classrooms, and the creation of an open learning commons adjacent to the science classrooms on the east side of the building. It is also recommended that the GATE program serving grades 4 and 5 remain here with minor improvements for a secure entry.



### PRIORITY SCORE:

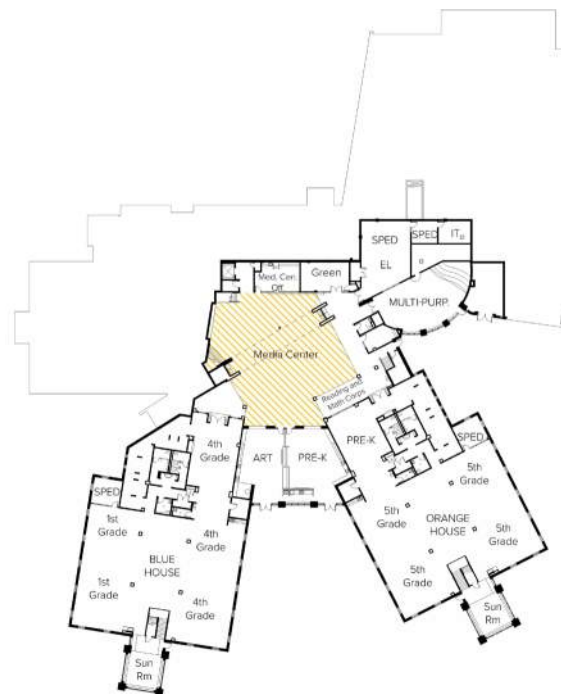
**17:** Library Remodel, Daylight and Sound Upgrades (\$5.5 M)

**21:** Flex / Media Center Heart (\$40.2-49.1 M)

### LOW PRIORITY

## RUTHERFORD ELEMENTARY:

Originally constructed in 1998, Rutherford Elementary features well-designed open and flexible learning environments in grade level neighborhoods. The school is generally in good condition, as many of the interior finishes have been tended to; carpet, paint, etc. Proposed improvements here include light remodeling of the media center space at the heart of the school to support more active and project-based learning modalities.



### PRIORITY SCORE:

**14:** Media Center Upgrade (\$1.3 M)

### LOW PRIORITY

## FURNITURE AND FIXED TECHNOLOGY RECOMMENDATION

The furniture used in learning spaces, both structured and informal, is now recognized as a critical component in support of diverse and personalized learning approaches. Rows of desks are making way for more flexible and adaptable tables for learning alone or in a group. 'One size fits all' is shifting to more diverse approaches and greater variety of environments. Marker boards at the front of the room are being complemented by additional, mobile marker boards and monitors that leverage hand-held digital technology.



Thus, the Long Range Plan recommendations include costs to improve furnishings and support technologies for learning spaces, both in remodeled areas and where 'bricks and mortar' are not designated for improvements. We recommend that they be designed with attention to ergonomics and upcoming best practices in teaching and learning.

## COST

Kraus-Anderson, Stillwater Schools Construction Manager, developed the order of magnitude cost analysis of the options developed with the Stillwater Community Facilities Planning Committee. The estimates include the entire cost of the master plan. Budgets include “hard” construction costs and “soft/ owner” costs (i.e. permits, special testing, sewer/water access charges, professional fees, furniture, equipment, technology, legal fees, insurances, land costs, etc.) These early budgets are based on 2021 construction rates. Depending on phasing &/or duration of the master plan will affect overall budgets due to inflation. Budgets are derived from a large database of projects (using Modelogix software) of similar scope and scale. The estimates are divided into new construction, heavy, medium and light remodeling, new building or addition defined as follows:

**Heavy Remodeling** - consists of complete remodeling of the space including structural work, mechanical, electrical and/or plumbing systems along with all finishes in those specified areas as needed to meet the Stillwater Schools Community Groups goals for 21st century learning space.

**Medium Remodeling** - consists of partial remodeling to a space that may include minimal mechanical and electrical systems, demolition of non-load bearing walls and any or all finishes necessary to meet district goals.

**Light Remodeling** - is the replacement of finishes, including flooring and ceilings, within the space along with minor remodeling or replacement of casework within the space.

**New Building or Addition** – This includes complete new building structure and associated site work.

Projects were broken down by school and area or room of the building. Each area or room was then assigned a category: 1. Enrollment need, 2. Functional Improvements, 3. Special Program, or 4. Program Enhancements. Each building and category was given a budget then prioritized by the Stillwater Community Design Team. The result was a prioritized list of improvements. See full pricing and priorities information in Volume 2 of this report.

## **CONCLUSION**

The recommendations contained in this report reflect significant discussion, background data, analysis, and professional design guidance, all focused on the vision of providing flexible, safe and efficient learning environments for students of all ages. It is understood that the recommendations may not be realized via a single round of funding; the CDT hopes that the prioritized list will inform School Board decisions over a longer timeframe.

The prioritized list should be updated as improvements are made and as updated enrollment and housing growth projections become available, to keep the master plan a living document. The Community Design Team wishes the best for stewardship of the community assets that schools are, settings for the important work of learning and community-building.



**CUNINGHAM**  
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