Independent School District 834
Stillwater City Hall – 216 North Fourth Street, Stillwater, MN
School Board Business Meeting Agenda – February 20, 2020 6:00 p.m.

I. **Call to Order**
II. **Roll Call**
III. **Pledge of Allegiance**
IV. **District Mission Statement and School Board Goals**
V. **Approval of Agenda**
VI. **Superintendent Report**
VII. **Introductory Items**
  A. Student Report
  B. Recognition – Lego League
VIII. **Open Forum**
IX. **Consent Agenda**
  A. Minutes of February 6, 2020 Business Meeting
  B. Minutes of February 6, 2020 Closed Meeting
  C. Minutes of January 23, 2020 Closed Meeting
  D. Disbursement Register February 8 – February 21, 2020
  E. Accepts Gifts and Donations – January 2020
  F. Human Resources Personnel Report
  G. City of Oak Park Heights & Stillwater Area Public School Service Agreement-School Resource Officer for SAHS
X. **Reports**
  A. Long Range Planning Recommendations – Cuningham Group/Community Design Team
  B. Policy First Readings – Policy Work Group
    101 – Legal Status of School District
    101.1 – Name of the School District
    102 – Equal Educational Opportunity
    103 – Complaints-Students, Employees, Parents, Other People
    104 – School District Mission Statement
XI. **Action Items**
  A. 2021—2024 Achievement and Integration Plan – Superintendent Pontrelli
  B. Demographic Study – Ms. Hoheisel
XII. **Board Member Reports**
  A. Board Chair Report
  B. Working Group Reports
    1. Community Engagement
    2. Finance and Operations
    3. Legislative
    4. Policy
  C. Board Member Reports
XIII. **Adjournment**
  A. Adjourn

Agenda Item I.
Date Prepared: February 11, 2020
ISD 834 Board Meeting

Agenda Item: Call to Order
Meeting Date: February 20, 2020

Background:

The School Board Chair will call the meeting to order.

Recommendation:
Board action is not required.

Agenda Item II.
Date Prepared: February 11, 2020
ISD 834 Board Meeting

Agenda Item: Roll Call
Meeting Date: February 20, 2020

Background:
The School Board Chair will ask the secretary to take the roll. A quorum must be established in order for the meeting to proceed.

Board Members

Sarah Stivland, Board Chair

Shelley Pearson, Vice Chair

Tina Riehle, Treasurer

Mike Ptacek, Clerk

Mark Burns, Director

Jennifer Pelletier, Director

Liz Weisberg, Director

Denise Pontrelli, Superintendent of Schools (ex-officio)

Khuluc Yang, Student Representative for 2019-2020

Elise Riniker, Student Representative for 2019-2020

Recommendation:
Board action is not required.

Agenda Item III.
Date Prepared: February 10, 2020
ISD 834 Board Meeting

Agenda Item: Pledge of Allegiance
Meeting Date: February 20, 2020

Background:
The Pledge of Allegiance will be recited prior to the approval of the meeting agenda.

I pledge Allegiance to the flag

of the United States of America

and to the Republic for which it stands,

one nation under God, indivisible,

with Liberty and Justice for all.

Recommendation:
Board action is not required.

Agenda Item IV.
Date Prepared: February 10, 2020
ISD 834 Board Meeting

Agenda Item: District Mission and School Board Goals
Meeting Date: February 20, 2020

A School Board member will read the District Mission statement

The mission of Stillwater Area Public Schools, in partnership with students, family and community, is 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.

A School Board member will read the School Board Goals (adopted June 2019)

In partnership with community, parents, and students, the School Board of Stillwater Area Public Schools ensures excellence in education by:

Increasing student achievement for ALL students

Securing long-term financial stability of the district

Increasing community trust and engagement

Recommendation:
Board action is not required.

Agenda Item V.
Date Prepared: February 10, 2020
ISD 834 Board Meeting

Agenda Item: Approval of the Agenda
Meeting Date: February 20, 2020

Background:
Once quorum has been established the School Board Chair will request approval of the meeting agenda.

Recommendation:
A motion and a second to approve the meeting agenda will be requested.

Motion by: _____ ***Seconded by:*** _____ ***Vote:*** _____

Agenda Item VI.
Date Prepared: February 10, 2020
ISD 834 Board Meeting

Agenda Item: Superintendent Report
Meeting Date: February 20, 2020

Background:
Each meeting the Superintendent will provide an update on items of interest in the announcement category. Many times these topics develop between the time the agenda is prepared and distributed, and the meeting date. Topics generally include announcement of attendance at district events, communication items, informational items and correspondence items worth noting. What is included in this item will vary each meeting depending on the nature of the topics, the school year schedule and time of activities.

Recommendation:
Board action is not required.

Agenda Item VII.
Date Prepared: February 10, 2020
ISD 834 Board Meeting

Agenda Item: Introductory Items
Meeting Date: February 20, 2020
Student Report and District Recognition

Background:

A. Each meeting the Student Board Members will provide updates on items of interest in the announcement category. Many times these topics develop between the time the agenda is prepared and distributed and the meeting date. Topics generally include announcement of academics, activities, arts and athletics. What is included in this item will vary each meeting depending on the nature of the topics, the school year schedule and time of activities.

B. Each meeting an individual, team, or program will be recognized for their excellence.

Recommendation:
Board action is not required.

Agenda Item VIII.
Date Prepared: February 10, 2020
ISD 834 Board Meeting

Agenda Item: Open Forum
Meeting Date: February 20, 2020

Background:

If you wish to speak to the School Board, you will be able to do so at the start of the school board meeting during Open Forum. You may sign in only for yourself, not other individuals or groups, and only in person. The sign in sheet is made available 30 minutes prior and up to the start of the meeting. Due to time limitations, we will limit the number of speakers to 15 for 3 minutes each. If you spoke at the last meeting, please consider allowing others to sign in before you. After you address the Board, please leave the podium.

Stillwater Area School District welcomes input from citizens as community involvement fosters better decision making and improved learning experiences for all students. While comments and questions are welcome during Open Forum, law prohibits the Board from discussing concerns about individual employees or students in a public meeting. We will stop the proceedings immediately if employee or student privacy issues are raised and direct the speaker to forward comments regarding individual employees or students to the superintendent.

Because we are modeling civil discourse for our community, speakers must present their testimony in a respectful manner. Vulgarity, character attacks, malice or specific complaints identifying staff or students by name or implication will not be permitted.

The Board will not deliberate, discuss, or engage in conversation with speakers during open forum.

However, the Board may ask administration to review the concern(s) presented.

Recommendation:
This is for informational purposes only.

Agenda Item IX. A.B.C.D.E.F.G.
Date Prepared: February 12, 2020
ISD 834 Board Meeting

Agenda Item: Consent Agenda
Meeting Date: February 20, 2020
Contact Person: Varies by item

Background:
The consent agenda is a meeting practice which packages routine reports, Board meeting minutes, and other non-controversial items not requiring discussion or independent action as one agenda item. The Board will approve this 'package' of items together in one motion.

A. School Board Business Meeting Minutes February 6, 2020
Contact Person: Mike Ptacek, Clerk or Sherri Skogen, Secretary
A copy of the minutes is included for your review.

B. School Board Closed Meeting Minutes February 6, 2020
Contact Person: Mike Ptacek, Clerk or Sherri Skogen, Secretary
A copy of the minutes is included for your review.

C. School Board Closed Meeting Minutes January 23, 2020
Contact Person: Mike Ptacek, Clerk or Sherri Skogen, Secretary
A copy of the minutes is included for your review.

D. Disbursement Register February 8 – 21, 2020
Contact Person: Kristen Hoheisel, Executive Director of Finance and Operations
A copy of the register has been distributed to board members.

E. Accepts Gifts and Donations January 2020
Contact Person: Kristen Hoheisel, Executive Director of Finance and Operations
A copy of the register has been distributed to board members.

F. Human Resources Report
Contact Person: Cathy Moen, Executive Director of Administrative Services
A summary of personnel transactions for the month is included for your review.

G. City of Oak Park Heights & Stillwater Area Public School Service Agreement – School Resource Officer Second Extension for Stillwater Area High School
Contact Person: Kristen Hoheisel, Executive Director of Finance and Operations
A copy of the agreement is included for your review.

Recommendation:

BE IT RESOLVED by the School Board of Independent School District 834 – Stillwater Area Public Schools that Consent Agenda Items A through G be approved as written, and a copy of the agenda items is attached to the minutes.

Motion by: _____ ***Seconded by:*** _____ ***Vote:*** _____

Independent School District No. 834 – Stillwater Area Public Schools
Stillwater City Hall, 216 North Fourth St, Stillwater, MN
February 6, 2020 – 6:00 p.m. Meeting Minutes

I. Call to Order: The meeting was called to order at 6:01 p.m.

II. Roll Call: Present: Sarah Stivland, chair; Shelley Pearson, vice chair; Tina Riehle, treasurer; Mike Ptacek, clerk; Mark Burns, director; Jennifer Pelletier, director; Superintendent Pontrelli, ex-officio. Absent: Liz Weisberg, director
Student Representatives: Elise Riniker and Khuluc Yang

III. Pledge of Allegiance: Chair Stivland led the Pledge of Allegiance.

IV. District Mission and School Board Goals: The mission statement was read by Director Riehle and the goals were read by Director Burns.

V. Approval of the Agenda

Motion to approve the agenda by Member Burns; seconded by: Member Riehle, Vote: 6 ayes, 0 nays, Motion Carried Unanimously.

VI. Superintendent Report

- Partnership Plan has agreed to help fund a curriculum position for the Pathways Program.
- SEC Festival was held this past Monday evening.
- Community concerns on the Bus Terminal.
- February is "I Love to Read" Month. Read to the 5th grade class at Stonebridge.
- Check out the social emotional learning video featuring our elementary staff on the district website.

VII. Introductory Items

A. Student Representative Report:
Elise Riniker: Saturday snowball dance; various athletic activities and successes were shared.
Khuluc Yang: Underclassman visited teacher's classes of possible courses they would take next year; Next week Student Council has their biggest event as it is BLAST week.

B. District Recognition – Superintendent Pontrelli welcomed the staff and students who participated in the Nobel Conference with the theme on climate change and sustainability. Students shared their experience at the conference.

VIII. Open Forum

1. Kristie Smith – Gave time to next speaker.
2. Kathy Harvieux – Oakgreen Ave, Baytown – Concerns with the bus garage mistakes
3. Julie Gruendemann – 105th St N, Stillwater – District bus garage concerns
4. Aaron Bye – Baytown – CDT is a recommending body to the board.
5. Michelle Deziel – 2783 Legion Ave N, Lake Elmo – Applaud the district implicit bias training
6. Melanie Zahler - Stillwater – Concerns of the bus terminal

7. Dianne Polasik – Stillwater Township – Thank Administration for giving students the opportunity to go to the Nobel Conference. Doing good things with the Achievement and Integration program.
8. Kate Niemann – Concern with Chair Stivland self-appointing herself to the Intermediate District 916.
9. Carl Blondin – Stillwater – Bus garage concerns mentioned by previous speakers contained incorrect statements.

IX. Consent Agenda

A. Minutes of January 23, 2020 Business Meeting
B. Disbursement Register January 25-February 7, 2020
C. Human Resources Personnel Report
D. Non MN Resident Tuition Agreement

Motion by: Member Ptacek to approve the agenda; Second by: Member Pearson; Vote: 6 ayes, 0 nays, Motion Carried Unanimously.

X. Reports

A. 2021 – 2024 Achievement and Integration Plan

Ms. Larson and Mr. Anderson reported to the board the three-year Achievement and Integration plan (July 1, 2020 to June 30, 2023). MDE requires that district's Achievement and Integration Plans be submitted by March 15, 2020. The purpose of Achievement and Integration are to pursue racial and economic integration, increase student achievement, create equitable educational opportunities and reduce academic disparities based on students' racial, ethnic and economic backgrounds. The district receives funding from the state of Minnesota to support voluntary integration and provide opportunities for professional learning, family and community engagement, college and career readiness and student programming. The report also included a timeline, revenue and budget information, plan highlights and the 2020-23 plan overview. The plan is one component of a bigger system within the school framework. AVID's budget has no impact on the general budget.

B. Demographic Study Quotes

Ms. Hoheisel presented that at the January 15, 2020 School Board Work Session, consideration was given to procure services to complete a demographic study. Two vendors were contacted to provide demographic study proposals. This week there was a request to also contact TeamWorks as a third option and that additional proposal was provided to the board and included on the district website. The study would provide the district with an enrollment forecast for the next seven years. The three proposals for review include:

- Hazel Reinhardt Consulting Services - $19,250
- Davis Demographics - $23,750
- TeamWorks - $15,000

Ms. Hoheisel reviewed the various components and costs for each of the demographer proposals. A request was made to check references for each of the companies. Action will be requested at the February 20 board meeting.

XI. Action Items

A. Final Reading: 521 - Student Disability Nondiscrimination

Member Burns indicated that the policy was reviewed to ensure all language is appropriate for students with disabilities throughout the policy. The contact coordinator at the end of the policy was also updated. No other changes were made since the previous meeting.

Motion by: Member Pelletier to approve Policy 521 and remove old Policy R 1.3.3; Second by: Member Pearson; Vote: 6 ayes, 0 nays; Motion Carries Unanimously.

B. Appointment of District Consultants for 2020

Superintendent Pontrelli shared with administration's recommendations for appointing consultants for the 2020 calendar year. Of note is that Laura Booth of Booth Law has moved to the law firm of Ratwik, Roszak and Maloney. The district has worked with this list of consultants for several years to help care for the human, financial and facility resources of the district.

RFP for architectural services is going out soon and financial auditors are also currently being reviewed. Recommend that this type of list be a part of the organizational meeting in the future. Indicate on the list the current vendors/consultants and replace as RFP's are completed and acknowledge these are the vendors being used in the moment of time. Request made that the list be sent to the Finance Working Group to update and bring back to the board for action.

Motion made by Member Pelletier to table until the information is updated; Second by Member Burns. Vote: 6 ayes; 0 nay, Motion Carries Unanimously.

C. Change in Elementary Start/Stop Times for 2020-2021

Dr. McDowell reported to the board that beginning the 2020-21 school year administration would like all elementary schools changed to a 8:45 am to 3:15 pm daily schedule. The change will increase the efficiency and effectiveness of scheduling across all elementary schools, and will potentially have a positive impact on transportation costs. Currently all elementary schools except for Stonebridge have a daily schedule of 8:40 am to 3:10 pm. This will also help with specialists traveling to the various schools. There are is no impact on the schools which are in the third tier.

Motion by: Member Riehle to approve that beginning the 2020-2021 school year, all elementary schools change to 8:45 am to 3:15 pm for the daily schedule; Second by: Member Burns; Vote: 6 ayes, 0 nays, Motion Carried Unanimously

XII. Board Reports

A. Board Chair Report
- Intermediate District 916 Foundation Gala is scheduled on February 21.
- Cambia Hills is a new inpatient pediatric mental health facility having an open house on March 25.
- Governor Waltz proclaimed this month as career and technical educational month.

B. Working Group Reports
1. Community Engagement – No meeting held.
2. Finance and Operations – Director Riehle – Meeting held on January 30. Working on auditor RFPs, next meeting dedicated to score and rank RFPs, discussed transportation proposals, and proceeding with negotiations. Future meetings were scheduled.
3. Legislative – Director Ptacek welcomes Member Burns and Member Pearson. AMSD legislative session Friday morning.
4. Policy – Director Burns indicated meeting is scheduled for February 10.

C. Board Member Reports
1. Director Pelletier – Invited to grand opening for Valley Library in Afton. Attended MSBA conference. PTA parent brought in University of Minnesota wrestlers to read at Lake Elmo Elementary.
2. Director Pearson – No report.
3. Director Ptacek – January 24 attended the SEE membership meeting with Sarah and Tina.
4. Director Riehle – Meeting Friday with Principal Gorde and visiting Lake Elmo. Thankful and learning a lot from the liaison program.
5. Director – Burns – January 29 attended "Change the Game Conference" put on by Special Olympics MN which promotes inclusion in schools. SAHS has the Trust Club peer groups meeting with special education students.

XIII. Adjournment

Motion by Member Stivland to move to go into closed session pursuant to Minn. Stat. § 13D.05, Subd. 3(b), for an attorney-client privileged discussion regarding litigation options to address EN Properties, LLC's failure to perform certain terms of the purchase agreement and the City's related denial of an amendment to the bus terminal CUP. Motion seconded by: Member Ptacek. Vote: 6 ayes; 0 nays. The meeting adjourned at 8:46 p.m. to closed session.

Respectfully submitted, Mike Ptacek, school board clerk.

Independent School District 834

Stillwater City Hall, 216 North Fourth St, Stillwater, MN
School Board Closed Meeting Minutes
February 6, 2020

I. The meeting was called to order at 6:01 p.m.

II. Roll Call

Members present: Mark Burns, Shelley Pearson, Jennifer Pelletier, Mike Ptacek, Tina Riehle, Sarah Stivland.

Others present: Superintendent Pontrelli, Bob McDowell, Kristen Hoheisel, Peter Mikhail

III. The Board adjourned to closed session at 8:46 p.m. pursuant to Minnesota Statute §13D.05 Subd. (3) to discuss attorney-client privileged discussion regarding litigation options to address EN Properties, LLC's failure to install water and sewer lines for the bus terminal site and the City of Lake Elmo's refusal to amend the site's CUP pending installation of the water and sewer lines.

Motion by: Member Stivland; Second by: Member Ptacek; Vote: 6 ayes, 0 nays, motion carried.

V. Closed meeting adjourned at 10:46 p.m.

Motion by: Member Stivland; Second by: Member Pearson; Vote: 6 ayes, 0 nays, motion carried.

Respectfully submitted by Mike Ptacek, clerk.

Independent School District 834

Stillwater City Hall, 216 North Fourth St, Stillwater, MN
School Board Closed Meeting Minutes
January 23, 2020

I. The meeting was called to order at 6:02 p.m.

II. Roll Call

Members present: Mark Burns, Shelley Pearson, Jennifer Pelletier, Mike Ptacek, Tina Riehle, Sarah Stivland, Liz Weisberg

Others present: Superintendent Pontrelli, Bob McDowell, Kristen Hoheisel, Peter Mikhail

III. The Board adjourned to closed session at 8:24 p.m. pursuant to Minnesota Statute §13D.05 Subd. (3) to discuss attorney-client privileged discussion regarding litigation options to address EN Properties, LLC's failure to install water and sewer lines for the bus terminal site and the City of Lake Elmo's refusal to amend the site's CUP pending installation of the water and sewer lines.

Motion by: Member Stivland; Second by: Member Ptacek; Vote: 7 ayes, 0 nays, motion carried unanimously.

V. Closed meeting adjourned at 9:29 p.m.

Motion by: Member Stivland; Second by: Member Riehle; Vote:7 ayes, 0 nays, motion carried unanimously.

Respectfully submitted by Mike Ptacek, clerk.

(New Hires, Resignations, Retirements, Terminations, Leave Requests)

RETIREMENT/RESIGNATION/RELEASE

NAME	STATUS	ASSIGNMENT	GROUP	EFFECTIVE DATE
Berg, Deeann	Retirement (10 years)	1.0 FTE Speech Pathologist Leave of Absence	SCEA	June 2, 2020
Meister, Kailea	Resignation	Community Education Assistant 5.0 hrs/week Afton/Lakeland Elementary	CE Leads & Assistants	February 5, 2020
VanTassel, Susan	Retirement (5 years)	1.0 FTE Elementary Education Teacher Lake Elmo Elementary	SCEA	June 2, 2020

HIRES/REHIRES

NAME	ASSIGNMENT	SALARY PLACEMENT/ HOURLY RATE	REASON	GROUP	EFFECTIVE DATE
Anderson, Samuel	1.0 FTE Physical Education Teacher Oak-Land Middle School	$43,728	Replacement	SCEA	February 4, 2020 - June 2, 2020
Dennis, Philip	Custodian Lvl VI, 8.0 hrs/day District Wide	$16.46 / hour	Replacement	Custodial	February 5, 2020
Johnson, Walfrid	Paraprofessional 6.0 hrs/day Stonebridge Elementary	$16.50 / hour	Student Need	SCPA	February 3, 2020 - March 27, 2020
Jones, Daphne	Cafeteria 4.0 hrs/day Stillwater Area High School	$15.33 / hour	Replacement	Cafeteria	February 10, 2020
Perry, Nathaniel	Electr. Comm. Tech. & Project Asst., 3.0 hrs/day Central Services Building	$24.00 / hour	Replacement	Tech Support	February 10, 2020
Schlenker, Theresa	Health Paraprofessional 6.5 hrs/day Afton/Lakeland Elementary	$18.14 / hour	Replacement	SCPA	February 4, 2020

ASSIGNMENT CHANGES

NAME	FROM	TO	REASON	GROUP	EFFECTIVE DATE
Kennedy, Chloe	Community Education Assistant 1.5 hrs/week Lake Elmo Elementary School	Community Education Assistant 3.0 hrs/week Lake Elmo Elementary School	Replacement	CE Leads & Assistants	February 18, 2020
Klein, Heather	1.0 FTE GATE LTS Teacher Stillwater Middle School	1.0 FTE GATE LTS Teacher Stillwater Middle School	Replacement	SCEA	September 26, 2019 - June 2, 2020 (End date adjusted)

Agenda Item IX. G
Date Prepared: February 10, 2020
ISD 834 Board Meeting

Agenda Item: Service Agreement – School Resource Officer for SAHS
Meeting Date: February 20, 2020
Contact Person: Superintendent Pontrelli

Background:

In July 2014 the City of Oak Park Heights and the Stillwater Area School District entered into a Service Agreement for the provision of a School Resource Officer.

The 2017 extension is expiring at the end of the 2020 school year. The second extension will be effective for the 2020-21; 2021-22 and 2022-23 school years.

Recommendation:
Approval of Consent Agenda item will be requested.

Stillwater
AREA PUBLIC SCHOOLS
Independent School District 834
1875 South Greeley Street | Stillwater, Minnesota 55082
Tel: 651.351.8340 | fax: 651.351.8380
www.stillwaterschools.org

EXPENDITURE APPROVAL FORM
Fiscal Year 2019-2020

Instructions: This form is to be completed any time a lease, purchase, or contract for goods or services exceeds $50,000.

___This is staffing increase due to student need/count. This form will only show as a consent item for the board.

REQUESTED BY: Denise Pontrelli / Kristen Hoheisel DATE: 2/20/20

DESCRIPTION OF REQUEST (Purpose, Intent, Reasoning)

The second extension of the original agreement provides the district with a school resource officer. The district shall pay the City of Oak Park Heights seventy percent of the annualized Personnel Costs of the SRO. The extension will be in effect for the following school years: 2020-2021; 2021-2022; 2022-2023

ANTICIPATED BUDGET AREA(S) IMPACTED

Anticipated Budget Area(s) Impacted (direct/indirect costs): General operating fund budget with use of safe schools revenue

Anticipated expense: Historical costs range from $63,315 - $90,096 annually

Is This a One-Time Expenditure?

___**Yes,** once implemented there will be no ongoing costs

___**No,** it will need to be funded indefinitely

_X__**No,** it will need to be funded for 3 years

Is there an off-setting revenue source(s)?

_X__**Yes** List Source(s): Safe schools revenue

___**No**

NEXT STEPS (measurement and/or follow up)

SERVICE AGREEMENT – SCHOOL RESOURCE OFFICER

2nd Extension.

In July 2014, the City of Oak Park Heights, (the "City") and the Stillwater Area School District, (the "District") entered into a Service Agreement for the provision of a School Resource Officer. Such Agreement is affixed hereto as EXHIBIT A. A 1st Extension was executed in 2017 which is expiring at the end of the 2020 school year.

The City and the District both have found the terms of the Service Agreement reasonable and desire to again extend the terms of the initial 2014 Service Agreement through the end of the 2023 school year via a second extension.

With the execution of this 2nd Extension; the City and the District agree that the 2nd Extension is hereby approved and shall be in effect for the following School Years: 2020-21; 2021-2022 & 2022-2023.

_____Date_____
ISD#834 - School Superintendent

_____ Date_____
Principal – Stillwater Area High School

_____ Date_____
Notary for ISD#834 - School Superintendent: Affix Notary Stamp Here ->

_____ Date_____
Notary for Principal – Stillwater Area High School: Affix Notary Stamp Here ->

_____Date_____
Mayor

_____Date _____
City Administrator

_____ Date_____
Notary for Mayor: Affix Notary Stamp Here ->

_____ Date_____
Notary for City Administrator: Affix Notary Stamp Here ->

EXHIBIT A – Service Agreement – School Resource Officer.

SERVICE AGREEMENT – SCHOOL RESOURCE OFFICER

THE FOLLOWING LANGUAGE OUTLINES THE PRIMARY ROLES AND COMMITMENTS MADE BETWEEN THE CITY OF OAK PARK HEIGHTS (the City) AND THE STILLWATER AREA SCHOOL DISTRICT (the District) AS IT RELATES TO THE CITY'S PROVISION OF A FULL TIME SCHOOL RESOURCE OFFICER (SRO)

For services provided herein, the District shall pay to the City a fee of seventy percent (70%) of the annualized Personnel Costs of the SRO officer which shall include: Salary, Benefits and Uniforms. (Salary, Benefits and Uniforms shall only include those available to other sworn officers of the Department as well as all other required State and Federal employer paid elements.) Such Personnel Costs are outlined in Exhibit A.

The City shall provide, through its Police Department a licensed, police officer as Full-Time School Resource Officer (SRO) for the Stillwater Area High School, (the School).

The Service Agreement shall be for the following School Years: 2014-2015, 2015-2016 & 2016-2017.

The Following Conditions Shall Prevail:

1. The time committed by the SRO will be a full-time officer of approximately 40/hours per week during the regular School year in a schedule set forth by Chief of Police. Scheduling of the officers time at the School is subject to the sole discretion of the Chief of Police taking into consideration the needs of the City, the Department and those of the School.

2. Any final schedule would remain confidential and only shared with District. The District shall keep the schedule confidential on a need to know basis of administrative staff but subject to relevant Minnesota Government Data Practices Act.

3. Additional hours requested by the District for the SRO beyond those normally funded and scheduled would be the additional cost responsibility of the District. This Agreement does not cover any other Police time or requirements of the District or School, such as an officer being present at sporting events or other special events. For any additional costs, standard City police hours and rates shall apply as are utilized to charge other organizations or entities.

4. If the SRO spends more time at the school due to an incident or other unscheduled event that requires the time of the SRO, the hours for the SRO shall be adjusted reducing the time at the school on upcoming days to account for the extra time spent for the incident or unscheduled event.

5. Hours taken for vacation or sick leave by the assigned SRO will be credited to the scheduled hours and made up at a later date at the School. The City shall not be obligated to provide a substitute SRO during routine vacations and/or sick leave. Should an unanticipated need for an extended absence arise in which the assigned SRO cannot fulfill the obligations of the assignment, the City shall appoint a new SRO officer to assume the duties either temporarily or through any remaining balance of the school year. The City retains the sole discretion as to which Officer shall fill the SRO.

6. During non-scheduled times the SRO is not at the School, the Department would respond no differently than to any other entity or person in the City requesting Police assistance.

7. The District may hold and compile information as needed for status and other minor offenses that may require Police action until the next time the SRO is scheduled to work.

8. The Department and the SRO shall have the sole discretion on the execution and practices of all Police matters.

9. The school is requested to provide input on the officer assigned as SRO, however the assignment is solely the decision of the Chief of Police taking into consideration the needs of the Department, considerations of discipline and work history of the potential or assigned officer, the fit and development of the officer at the school, and the needs and desires of the District.

10. The District will pay the City based on received invoices for prospective services. The City shall typically invoice one-half of any amounts due on June 1st and December 1st of each year.

11. The officer will only provide SRO responsibilities to District schools within the City of OPH.

12. The Department is not obligated to provide any special equipment other than that normally assigned to an Officer of the Department for the typical daily role of the SRO. Any additional or special equipment desired by the District would be the obligation of the District to provide the advanced funding. Only approved equipment or uniforms by the Chief of Police will be authorized to be used or worn by the SRO.

13. The District and City shall promptly communicate between the parties regarding any problems related to the execution of this Agreement and/or how provisions may be interpreted.

14. This Agreement may not be terminated by the District during the given School Year without the written consent of the City. Should the District desire to terminate the Agreement prior to the commencement of any prospective School Year, it may do so without penalty and for any reason but must inform the City by May 1st that it desires to discontinue the SRO for the upcoming school year; failure to provide the written notice by such date shall result in the District being required to pay to the City the full sum due for the upcoming year.

15. The City may terminate this Agreement for any reason and without penalty by the provision of ninety (90) calendar days written notice to the District, any remaining funds owed between the parties shall be prorated based on remaining days left in the School Year.

16. This Agreement shall prevail should there be any specific and/or unambiguous conflict with any other written agreement between the City and the District. The terms and conditions of all issued Permits or Developer's Agreements remain in full-force and effect.

The above terms and conditions are hereby agreed to.

For the Independent School District #834:

_____ Date 7/17/14
ISD#834 – School Board Chair

_____ Date 7/21/14
ISD#834 - School Superintendent

_____ Date 7/22/14
Principal – Stillwater Area High School

_____ Date 7/17/14
Notary for ISD#834 – School Board Chair: Affix Notary Stamp Here ->

SANDRA RHEA MANOR
NOTARY PUBLIC - MINNESOTA
My Commission Expires Jan. 31, 2015

_____ Date 7/21/14
Notary for ISD#834 - School Superintendent: Affix Notary Stamp Here ->

SANDRA RHEA MANOR
NOTARY PUBLIC - MINNESOTA
My Commission Expires Jan. 31, 2015

_____ Date 7/22/14
Notary for Principal – Stillwater Area High School: Affix Notary Stamp Here ->

SANDRA RHEA MANOR
NOTARY PUBLIC - MINNESOTA
My Commission Expires Jan. 31, 2015

For the City of Oak Park Heights:

_____ Date 7/22/14
Mayor

_____ Date 7-28-14
City Administrator

_____ Date 7/28/14
Notary for Mayor: Affix Notary Stamp Here ->

JENNIFER M. PINSKI
NOTARY PUBLIC - MINNESOTA
My Commission Expires Jan. 31, 2017

_____ Date 7/28/14
Notary for City Administrator: Affix Notary Stamp Here ->

EXHIBIT A: TO SERVICE AGREEMENT – SCHOOL RESOURCE OFFICER

Personnel Costs - for SRO position

2014-2015 Used as an example of rates and what is included – The annual rates would be applicable when in effect. The officer supplied may change and its related data.

The fee due to the City for the 2014-2015 School Year is $67,104.00 and an annualized rate as is the amount due from the District to the City.

OFFICER ESTIMATE: Based on L. Paradise		2014	2015	
Salary estimate		$ 66,401.64	$ 76,756.36	
PERA		$ 10,159.45	$ 12,434.53	
Medicare		$ 962.82	$ 1,112.97	
Health/Dental Insurance		$ 7,679.64	$ 7,502.04	
Life Insurance		$ 138.00	$ 138.00	
Disability Insurance		$ 325.37	$ 376.11	
Work Comp		$ 1,826.05	$ 2,110.80	
Uniforms		$ 850.00	$ 900.00	
TOTAL		**$ 88,342.97**	**$ 101,330.81**	
70% Juvenile Officer	**70%**	**$ 61,840.08**	**$ 70,931.57**	
Budget	**Months**	**2014**	**2015**	**Totals for 2014-15 School year**
Bill Sept-December	4.00	$ 26,038	$ -	$ 26,038
Bill Jan - June	5.50	$ -	$ 41,066	$ 41,066
Total	9.50	$ 26,038	$ 41,066	$ 67,104

Agenda Item X. A.
Date Prepared: February 13, 2020
ISD 834 Board Meeting

Agenda Item**:** Long Range Planning Recommendations
Meeting Date: February 20, 2020
Contact Person: Cuningham Group

Background:

The Cuningham Group has worked with a Community Design Team (CDT), made up of parents, students, staff and community members, to develop a Long Range Facilities Plan for the school district.

The CDT met seven times from October through January to study the district's long-range facilities needs. Members of the CDT, with support from the Cuningham Group, will share the group's final recommendation to address growth in the district and ensure all students have access to equitable, 21st-century learning spaces.

Recommendation:

This is a report for information. Action will be requested at a future board meeting.

STILLWATER AREA PUBLIC SCHOOLS

Long Range Facility Planning 2019

Volume I

Background, Framework, Conditions and Context, Process and Recommendations

Stillwater AREA PUBLIC SCHOOLS

CUNINGHAM GROUP

ON BEHALF OF:

CUNINGHAM GROUP ARCHITECTURE:
Judith Hoskens, REFP, Principal
Kathryn Wallace, AIA, Principal
John Pfluger, AIA, Principal
Todd Larson, AIA, Project Manager
Maria Petrova, Associate AIA

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Acknowledgments

The Cuningham Group team developed the content of this document with the support and assistance of Stillwater Area Public Schools, staff, students, parents and community members who participated on the Community Desing Team (CDT) to develop the Long Range Facility Plan 2019.

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:

Charlie Anderson
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Graham Arntzen
Rob Bach
Julie Balfanz
Karl Batalden
Bryan Bear
Derek Berg
Kourtney Bryan
Mark Burns
Nate Cox
Charlanda Crutchfeld
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Andy Fields
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Anita Fojtik-Craggs
Shannon Foster
Stephen Gorde
Aaron Haase
Michele Hanson
Jef Holtz
Jeremy Imhof
Kim Johnson
Eric Johnson
Michael Kaul
Pete Kelzenberg
Sharrone Kumaran
Daniel Kyllo
Malinda Lansfeldt
Suzy Lindeberg
Jodi Loblein-Lecker
Jimmy Longoria
Lancer Lumby
Flora Montcho
Sandra Moroney
Heather Nelson
Randall Newton
Daniel O'Connor
John Perry
Lisa Pletcher
Annie Porbeni
William Raymond
Elise Riniker
Darcy Rodriguez
Carrie Rolstad
Ava Roots
Gina Runck
Anne Sheridan
Garth Sherman
Sanjay Singhvi
Jennifer Stabenow
John Sterner
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Annette Sallman
Paul Lee
Tony Willger

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

PROJECT PARTNERS:
John Huenink, 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

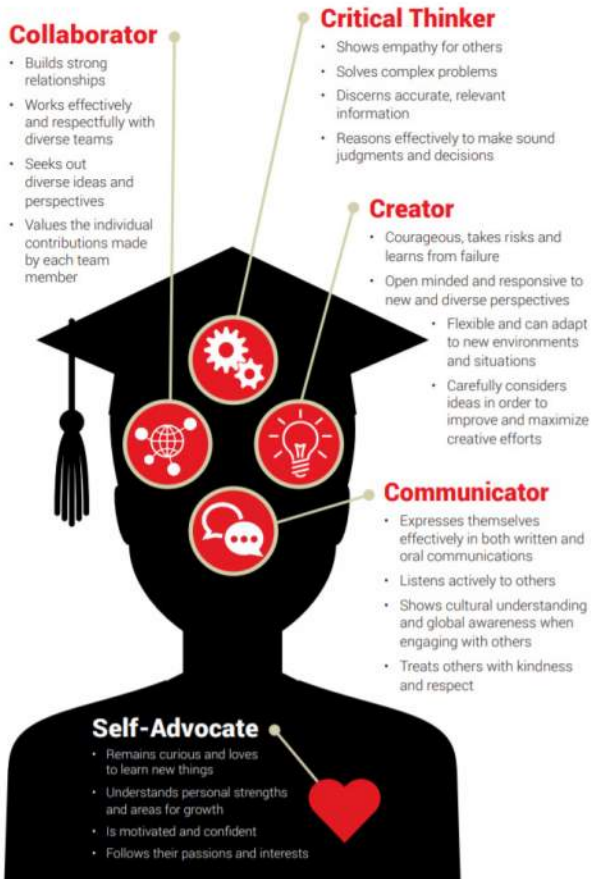
Stillwater Area Public Schools is well known for its community pride, quality staff and programs. The Long Range Facilities Planning effort demonstrates the intent of the Community Design Team along with the Resource Guides to maintain and build upon this excellence with regard to facilities while simultaneously 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.

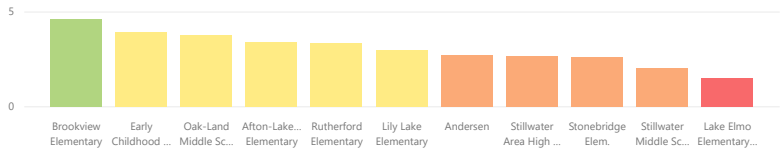
Lake Elmo Elementary stands out as not meeting most of the standards to support teaching and learning, was rated ‘workable’ only in the newer office area and spaces for technology. Stonebridge Elementary’s site is generally good, but the building is low in specialized and collaborative space for learning, 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.

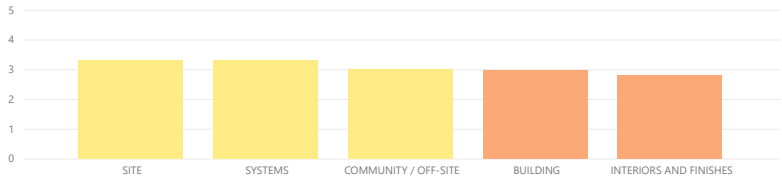
Stillwater Area Public Schools - Gap Analysis Report

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
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											
FOOD SERVICE AND DINING											
TECHNOLOGY SPACE											
STORAGE SPACE											
PLUMBING CORE											
INTERNAL CIRCULATION											
COMMUNITY / OFF-SITE											
COMMUNITY / OFF-SITE LEARNING SETTINGS											
JOINT-USE FACILITIES											
CONNECTIONS BETWEEN SCHOOL SITES											
INTERIORS AND FINISHES											
FLEXIBLE / ADAPTABLE SPACE											
SIGNAGE AND DISPLAY											
EXPERIENTIAL INTERIORS											
FURNITURE AND FINISHES FOR LEARNING											
SITE											
SAFE AND ACCESSIBLE											
TRAFFIC CONTROL											
PARKING AND SERVICE ACCESS											
LANDSCAPE CHARACTER											
SAFE, ACCESSIBLE, AND INCLUSIVE OUTDOOR PLAY											
OUTDOOR LEARNING SETTINGS											
PLANNED EXPANSION											
PERMANENT FACILITIES											
SYSTEMS											
QUALITY HVAC / PLUMBING											
AMPLE ELECTRICAL SERVICE SYSTEMS AND LIGHTING											
TECHNOLOGY INFRASTRUCTURE AND HARDWARE											
TECHNOLOGICALLY ENHANCED SYSTEMS											

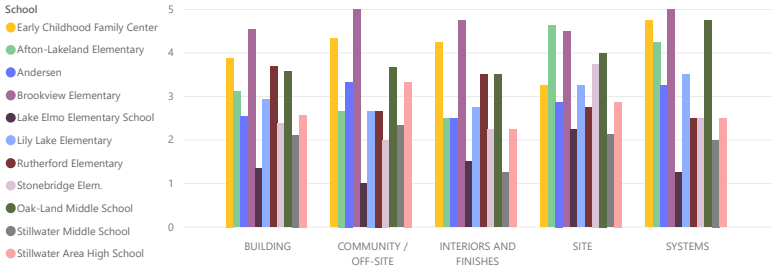
Average of Assessment Values



Average of Assessment Values



Average Assessment Values by Category



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
Total	**3.05**

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

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).

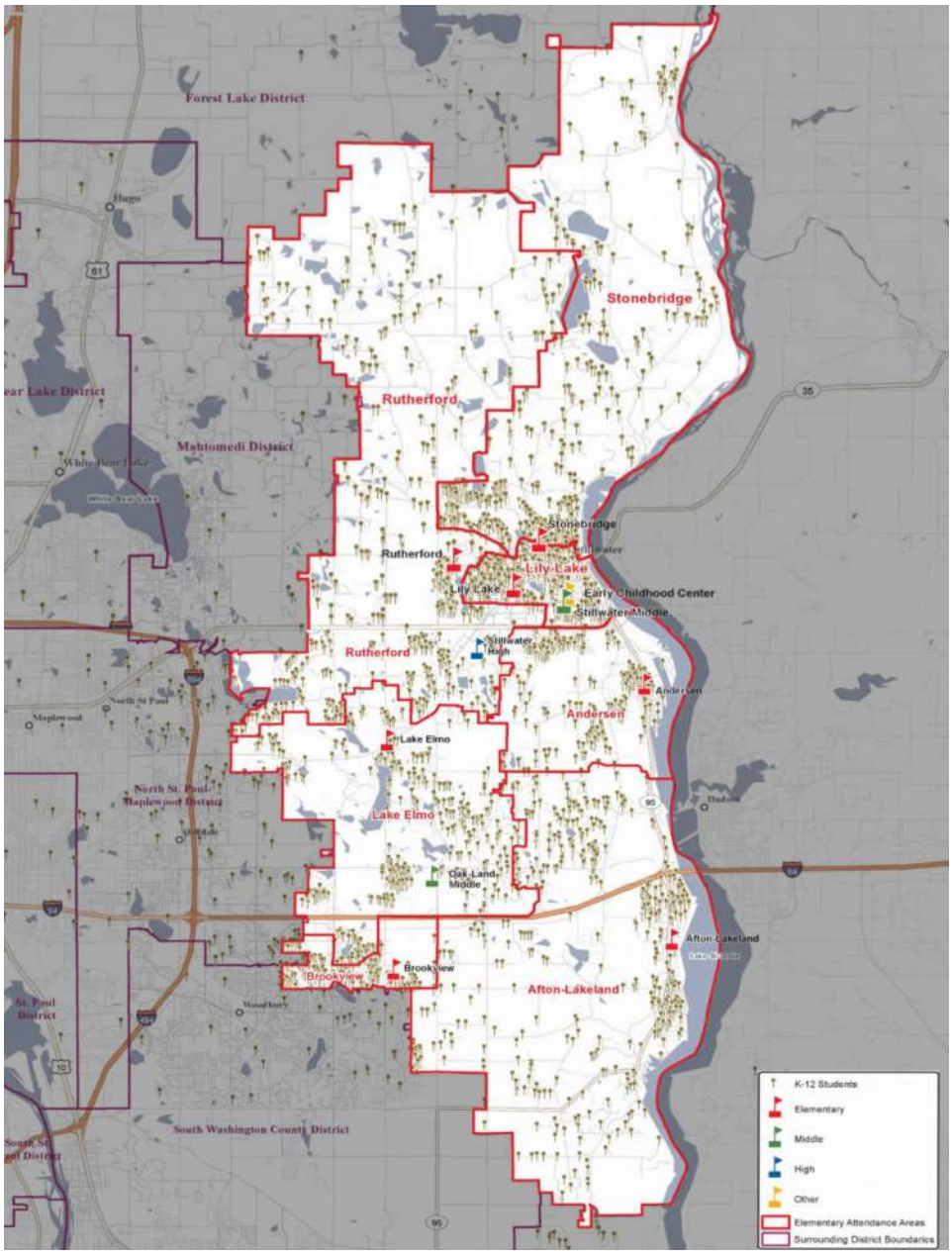


Figure 1

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

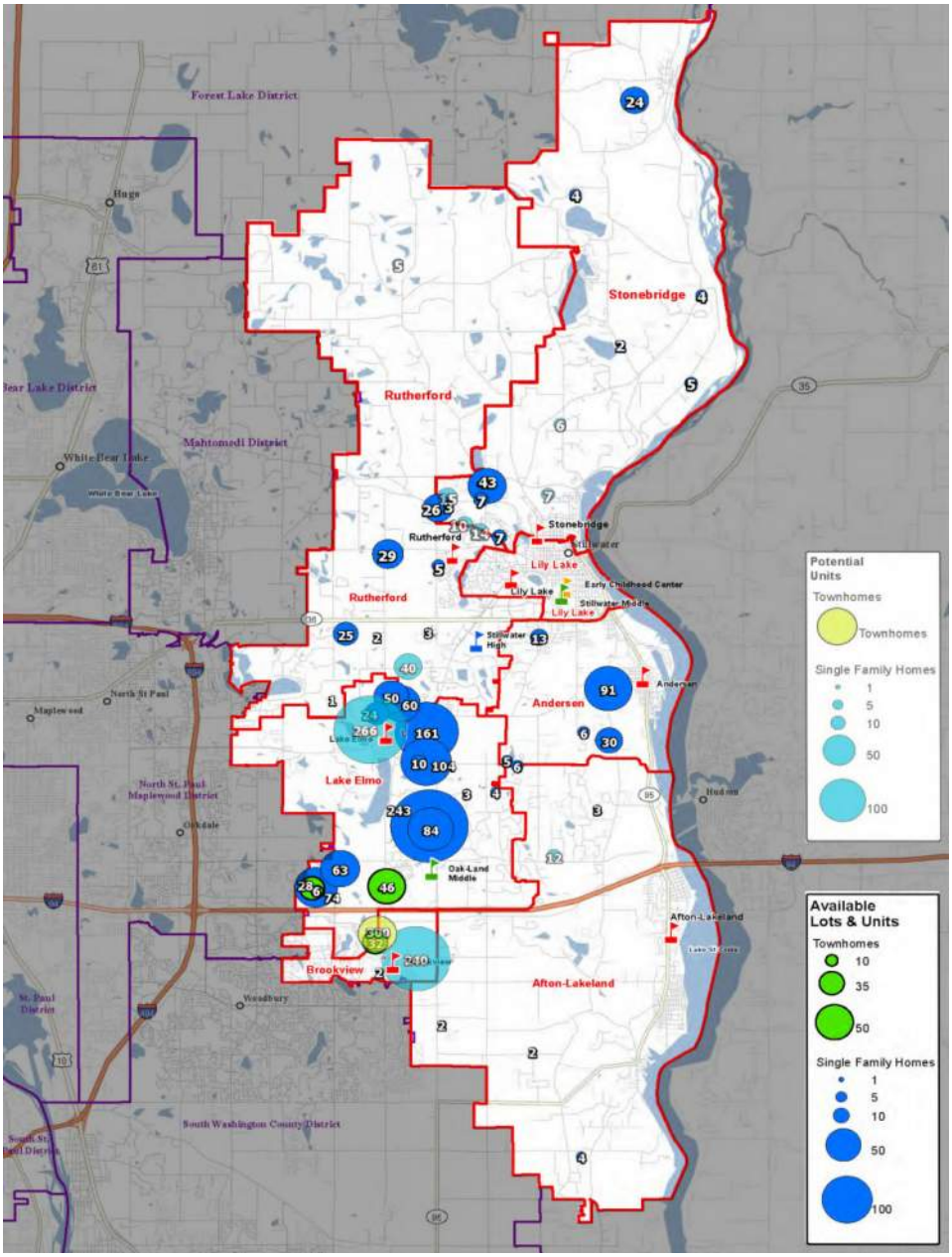


Figure 2

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

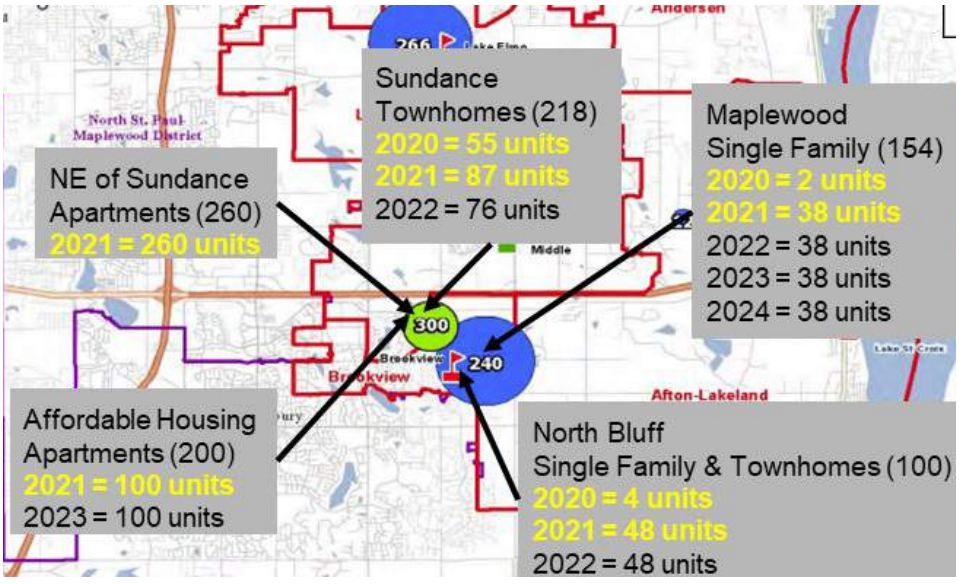


Figure 3

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 and 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.

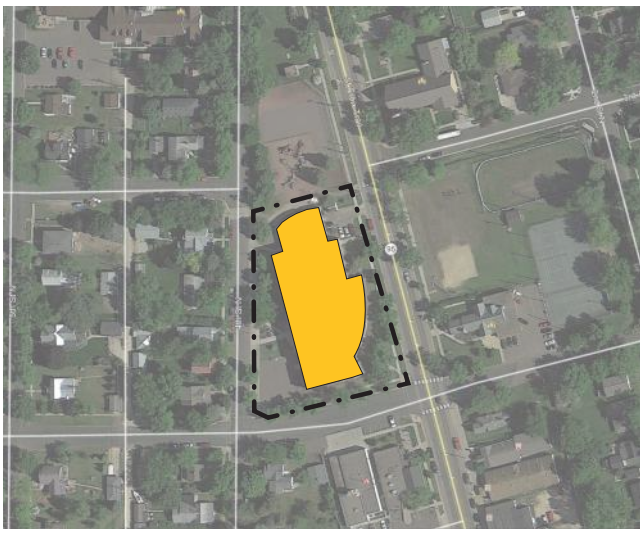
Key Findings; The tours reinforced the Gap Analysis results indicating significant need for improvements at the Lake Elmo Site and the challenges the current building presents in making improvements at that site. The tours further highlighted the areas where Stillwater Area Public Schools buildings support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

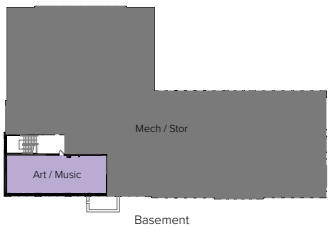
See following pages for basic information and floorplans of district's facilities.

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

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

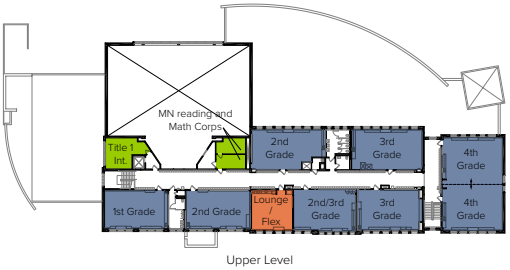
Andersen Elementary School has a long tradition of excellence, since opening its doors in 1919. It is located in the heart of Bayport. Though there is no parking on-site, the local small-town park, library, police station and senior center are all within walking distance. The 2-story older building and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





Basement

Ground Level



Upper Level

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

Grades:	PK-5
Building Age/ Additions:	1951 1954, ‘65, ‘68, ‘80, 2001
Size:	63,368 sf
Site:	17.0 acres
2018/19 Enrollment:	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.

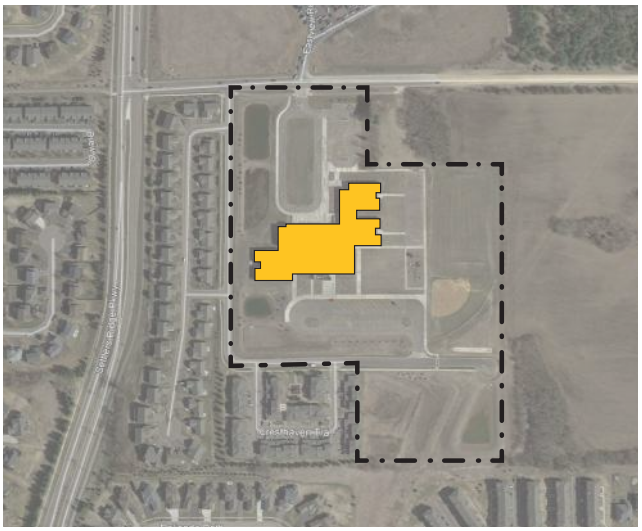
Legend:

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

BROOKVIEW ELEMENTARY 11099 Brookview Road, Woodbury, MN 55129

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

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

Legend:

Special Programs:

- Spanish Immersion
- Medically Complex

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

Grades:	PK-5
Building Age/ Additions:	1963 1966, 1969, 1990
Size:	73,088 sf
Site:	12.0 acres
2018/19 Enrollment:	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
- Art
- Athletics
- Career & Tech Education
- Common Space
- Dining
- Facilities Support
- General Learning
- Media Center
- Performing Arts
- Science
- Special Education
- Student Support

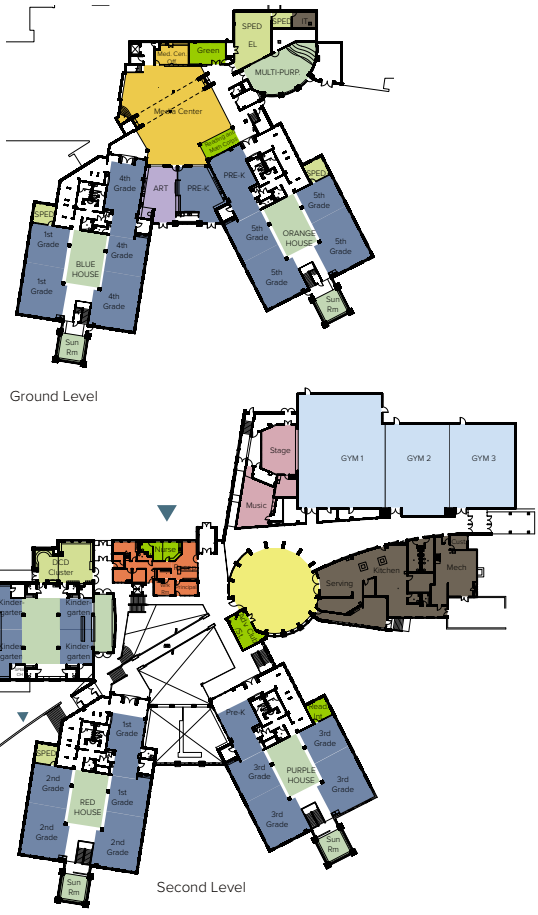
Special Programs:

- ASD Cluster

RUTHERFORD ELEMENTARY 115 Rutherford Road Stillwater, MN 55082

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

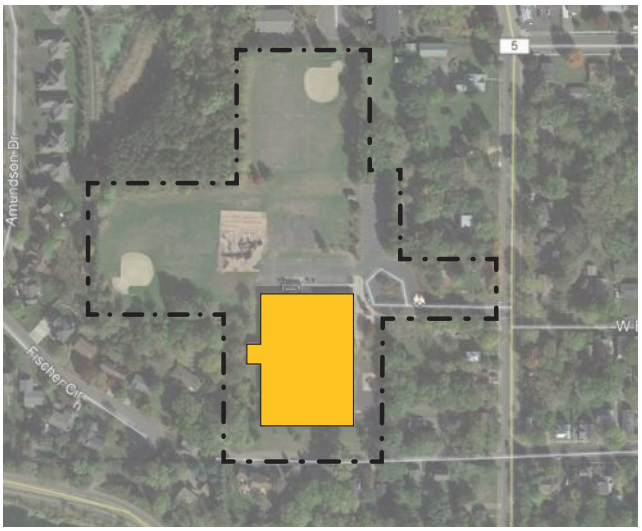
Special Programs:

- DCD Cluster

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

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

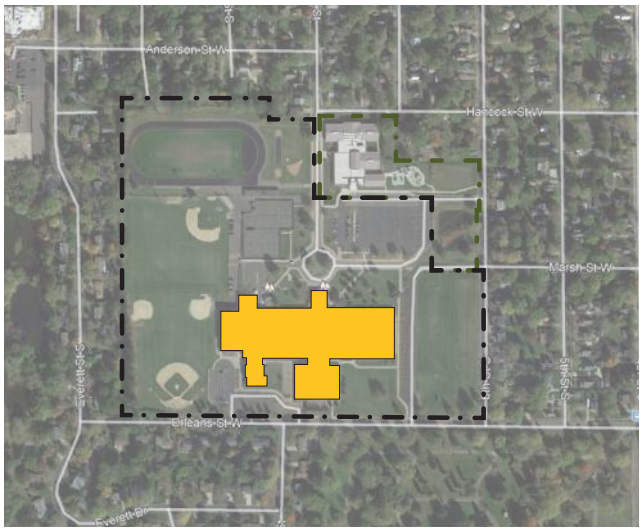
- EBD Cluster

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

STILLWATER MIDDLE SCHOOL 523 West Marsh Street Stillwater, MN 55082

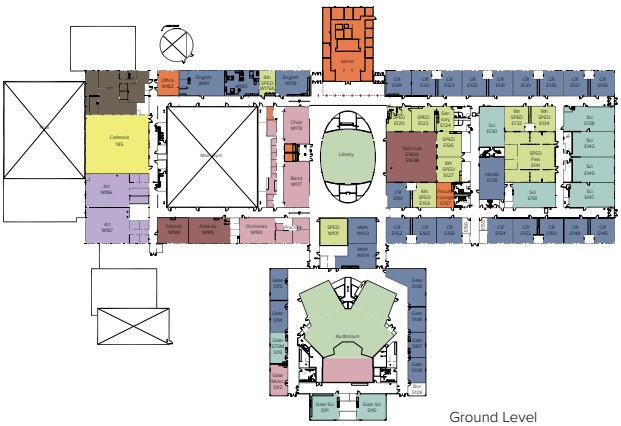
Grades:	6-8
Building Age/ Additions:	1959 1965, ’69, ’79, ’93, 2014
Size:	212,924 sf
Site:	38.0 acres
2018/19 Enrollment:	1024 students, plus 55 students in the GATE 4/5 program.

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.

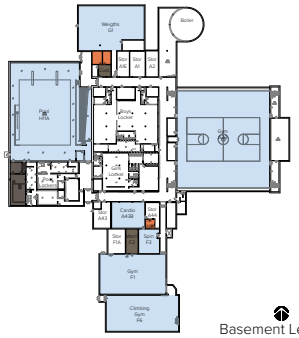


Legend:

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



Ground Level



Basement Level

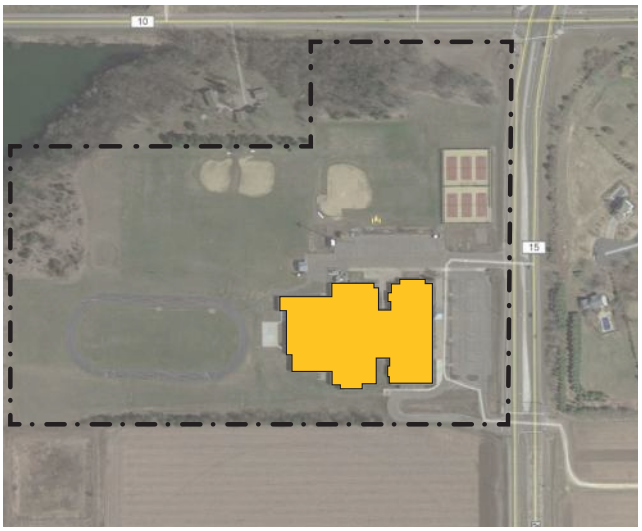
Special Programs:

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

OAK-LAND MIDDLE SCHOOL 820 Manning Ave. N. Lake Elmo, MN 55042

Grades:	6-8
Building Age/ Additions:	1967 1969, 2016
Size:	135,238 sf
Site:	40.0 acres
2018/19 Enrollment:	973 students

Oak-Land Middle School is located just off of Interstate 94 in the southern portion of the school district. The majority of its student population comes from Afton-Lakeland, Andersen, Brookview and Lake Elmo elementary schools. The one story brick building includes traditional classrooms with gymnasium, pool and locker rooms, music classrooms, an auditorium and Media Center at its core. Oak-Land is also home to the district's Middle School medically-complex cluster program.



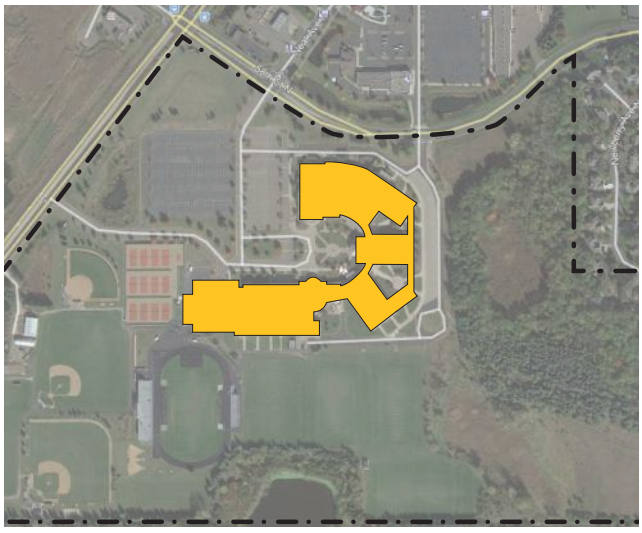
Special Programs:

- Medically Complex Cluster

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

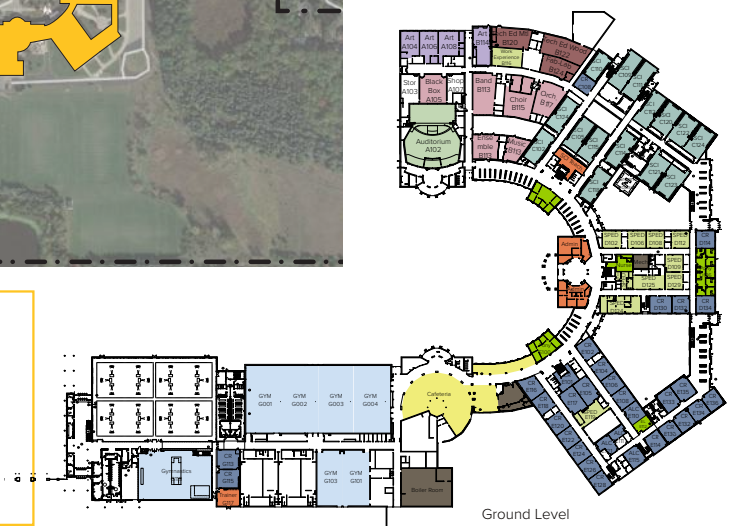
Grades:	9-12
Building Age/ Additions:	1993 2000, 2017
Size:	491,125 sf
Site:	131.9 acres
2018/19 Enrollment:	2755 students, plus 76 ALC students

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.

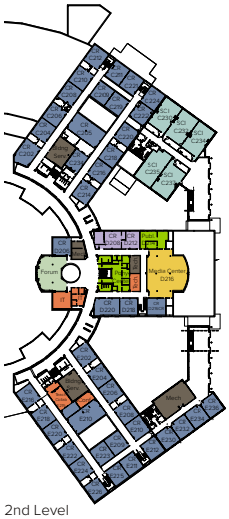


Legend:

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



Ground Level

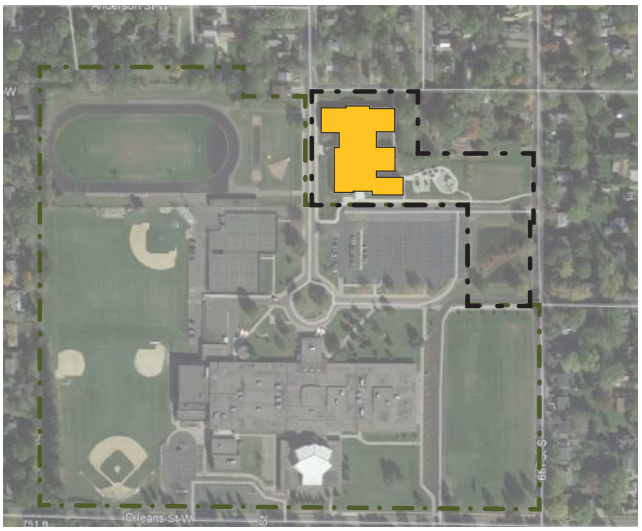


2nd Level

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

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

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:

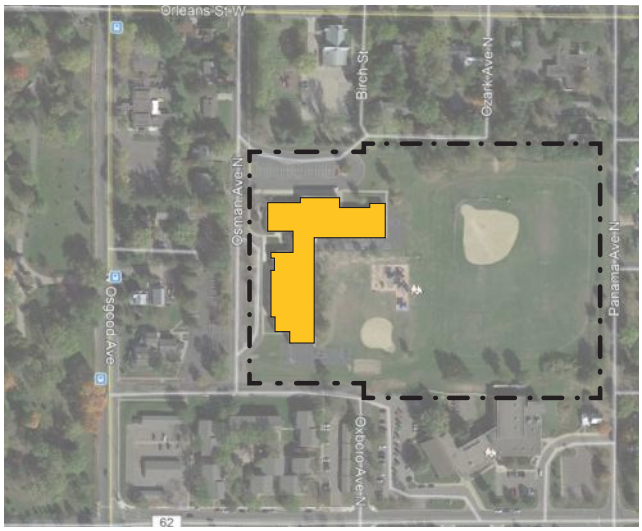
- Clusters + ASD Flex
- ALC
- Welness Center
- Clinic

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

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

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

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.



Current Use

Legend:

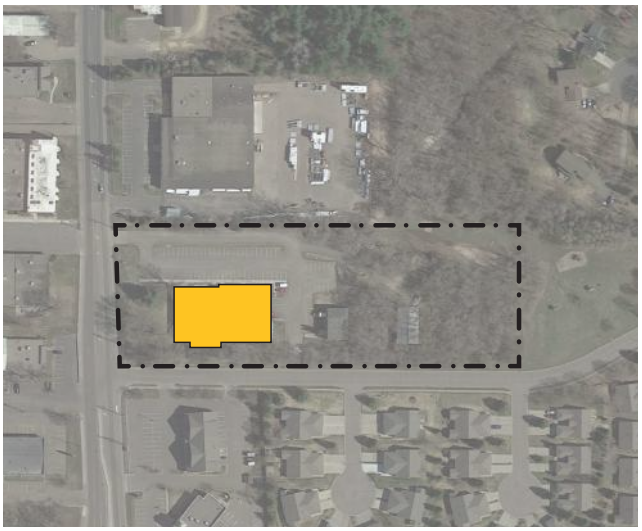
- Administration / Staff
- Art
- Athletics
- Career & Tech Education
- Common Space
- Dining
- Facilities Support
- General Learning
- Media Center
- Performing Arts
- Science
- Special Education
- Student Support

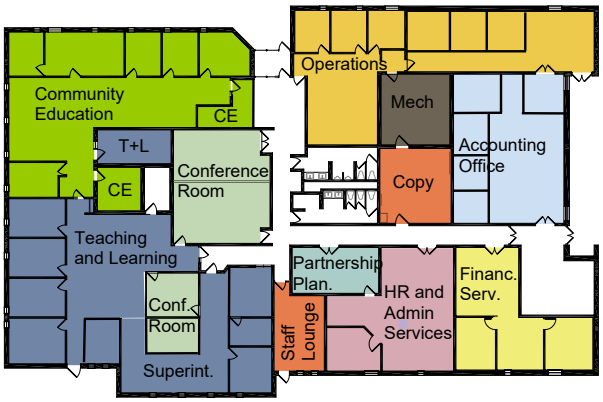
Central Services 1875 Greeley St. S.

Administrative Site

Building Age/ Additions:	1975 --
Size:	16,139 sf
Site:	4.73 acres
2018/19 Employees:	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.





Curernt Use Plan Legend

Department
- Accounting Office
- Administration / Lounge
- Community Education
- Facilities Support
- FInancial Services
- HR and Amin Services
- Operations
- Pratnership Planning
- Teaching and Learning

WITHROW 10158 122nd St N, Hugo, MN 55038

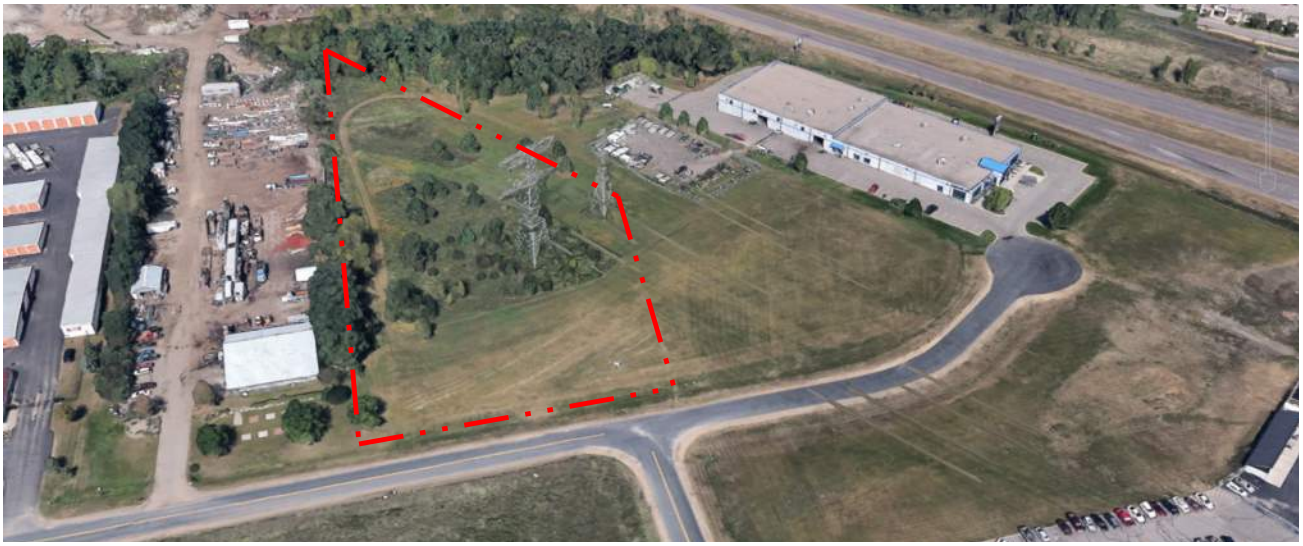
Grades:	--
Building Age/ Additions:	1954 1965, 1975, 1997
Size:	33,034 sf
Site:	9.0 acres
2018/19 Enrollment:	--

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

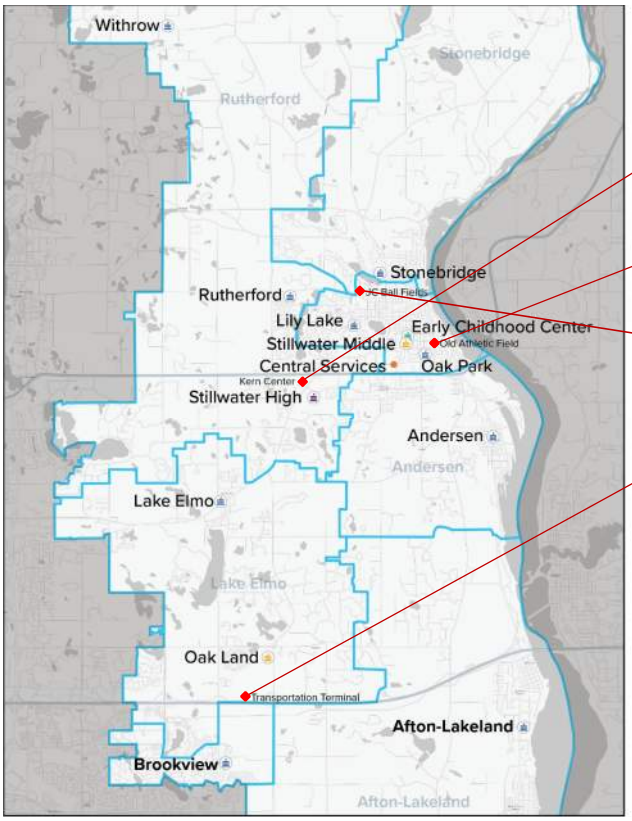


KERN SITE Memorial Ave N, off Hwy. 36

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
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)

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 Cuningham 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."

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.

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–

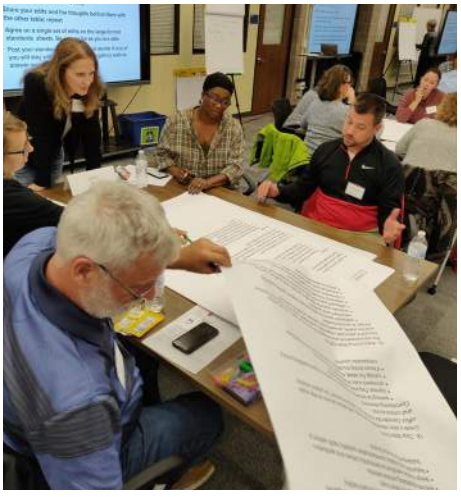
"Opportunity to see how the District's buildings support instruction and visit buildings that team members may not be familiar with."

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."

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.

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.

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. 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

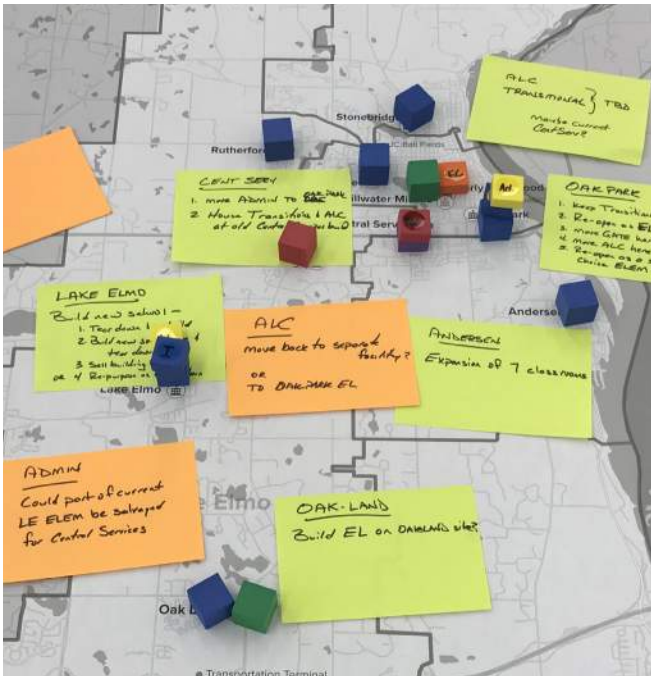
Introduction to Section:
Guided by the Shared Vision and the Facility Principals and Standards, and an understanding of how the District's current schools compare to this criterion as represented in the Gap Analysis, the Community Design Team and CGA synthesized needs, constraints and opportunities to 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.

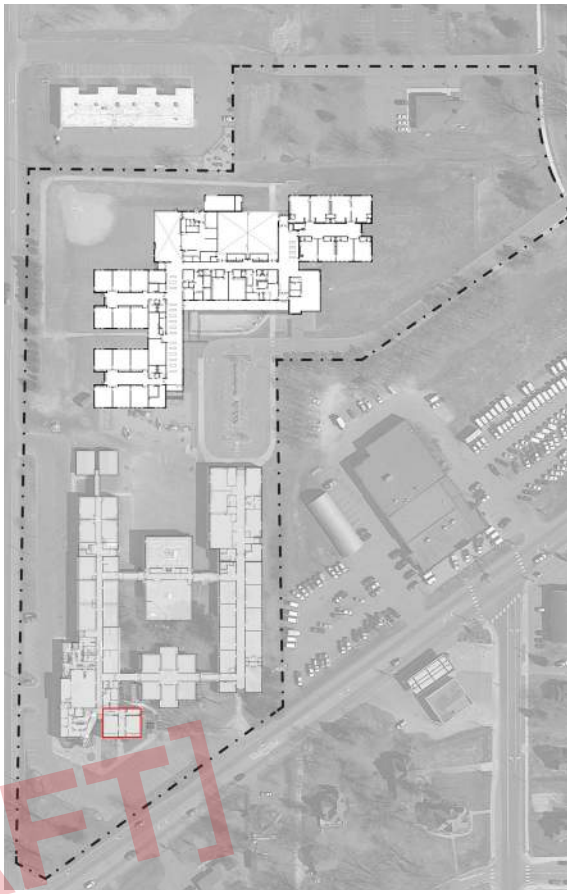
The recommendations also provide environments that support a personalized approach to learning supporting a variety of instructional and delivery methods. As 21st century best practices demand, you will also see a variety of spaces distributed around the schools to support the importance of hands-on, 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

[DRAFT]

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-Clasroom 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.

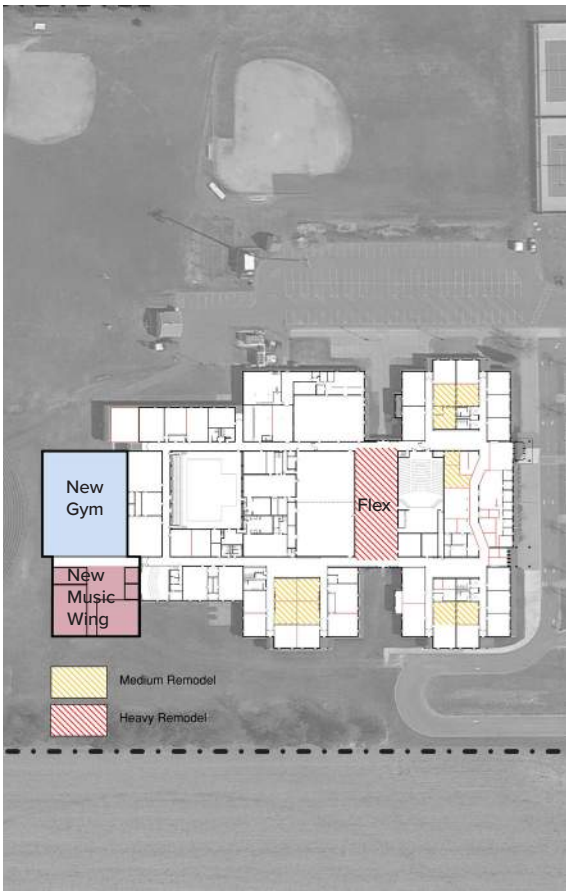
PRIORITY SCORE:

***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.



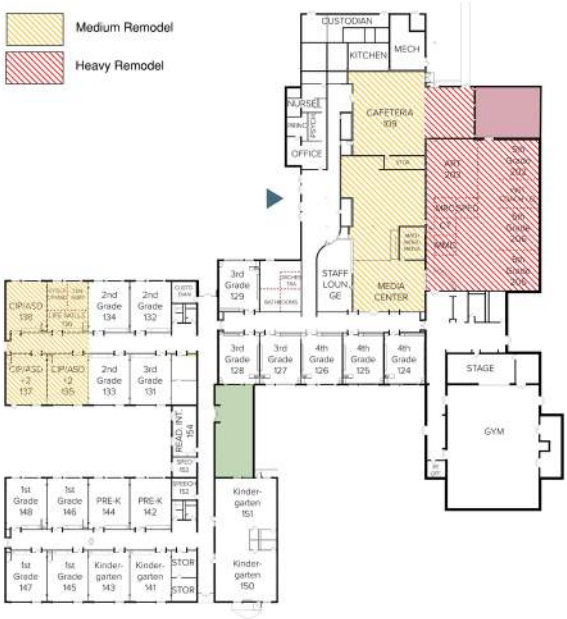
PRIORITY SCORE:

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)

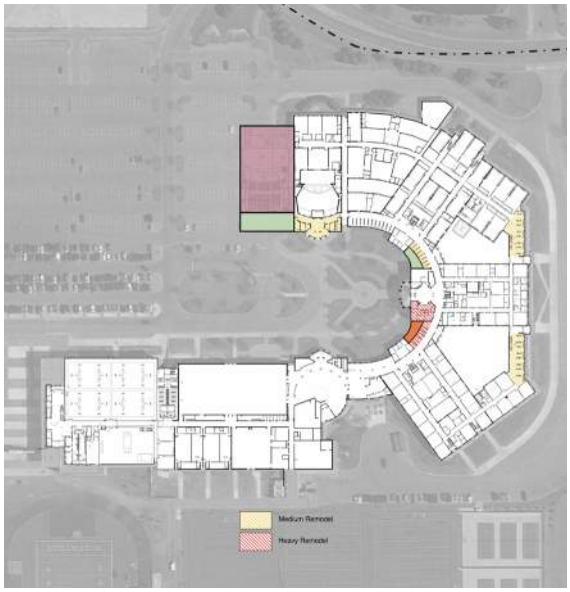
23** – Open Classroom Remodel, Cafeteria Remodel, Mew Music Room **($4.6 M)

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**

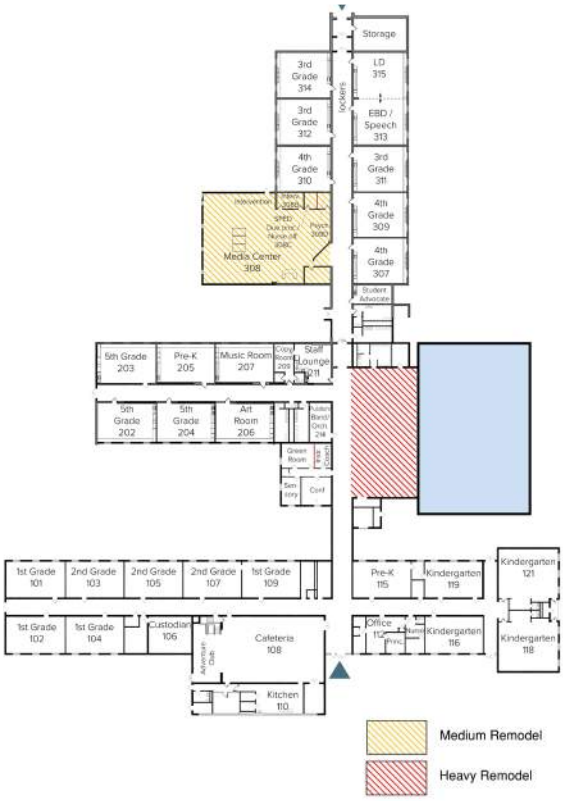
PRIORITY SCORE:

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:

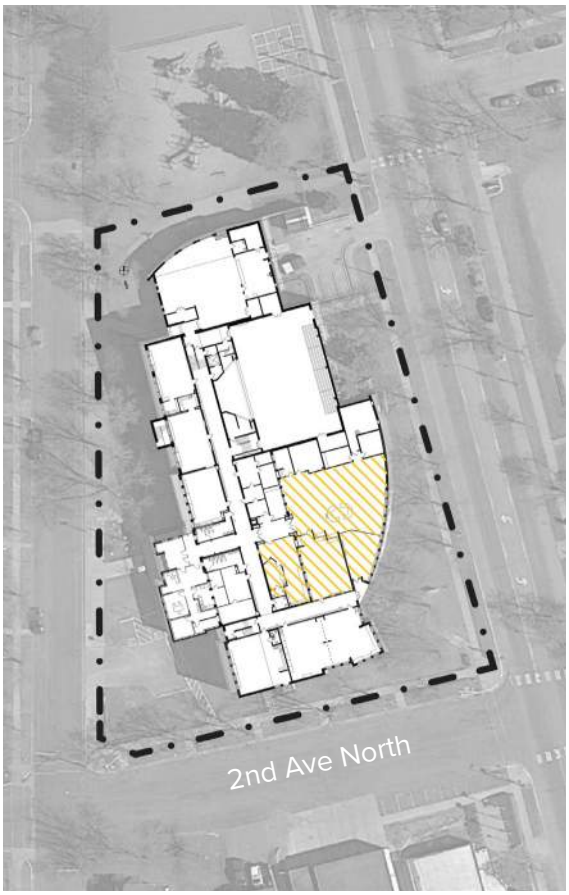
25 *: Flex Space* ***($0.9 M)***

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.



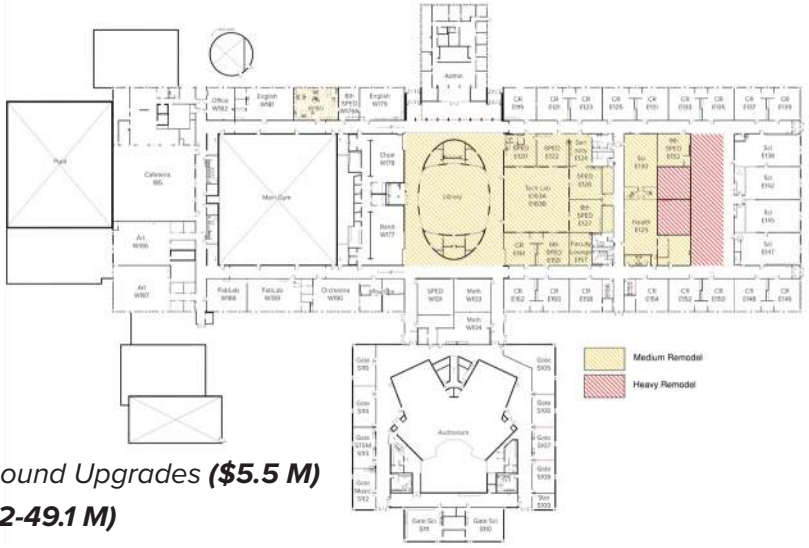
PRIORITY SCORE:

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:

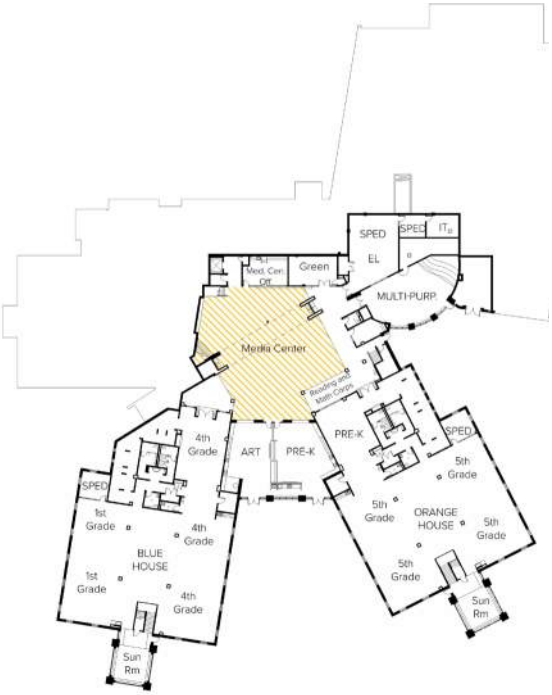
17**: Library Remodel, Daylight and Sound Upgrades **($5.5 M)

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
GROUP

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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:

CUNINGHAM GROUP ARCHITECTURE:

Judith Hoskens, REFP, Principal
Kathryn Wallace, AIA, Principal
John Pfluger, AIA, Principal
Todd Larson, AIA, Project Manager
Maria Petrova, Associate AIA

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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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CUNINGHAM
GROUP

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

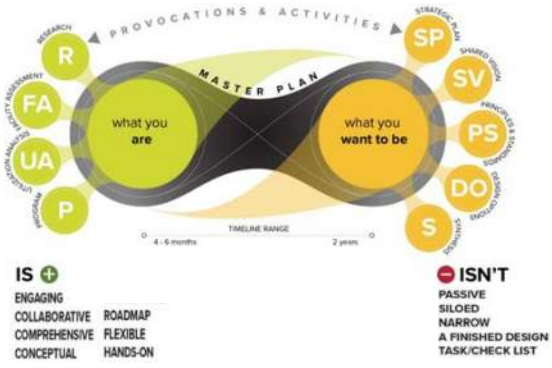
COMMON GROUND

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.

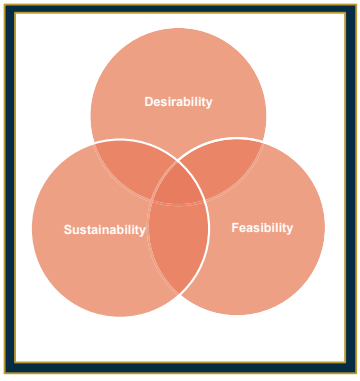
RESULTING DESIGN

PROJECT UNDERSTANDING

What is Important to You?

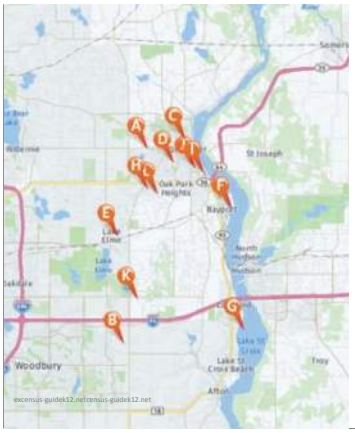
- Educational Focus
- Support Strategic Plan and Worlds Best Workforce Goals
- Alignment of Space to support Programs and Enrollment
- Community Engagement and Transparent Process

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

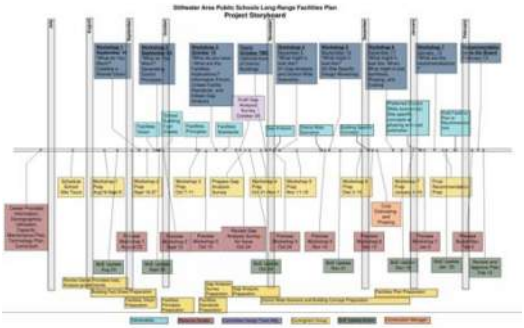
WHAT IS A DESIGN WORKSHOP?

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
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- **Workshop 7** January 14 – Creating and Finalizing the Plan

DESIGN WITH NOT FOR

welcome to the design team!

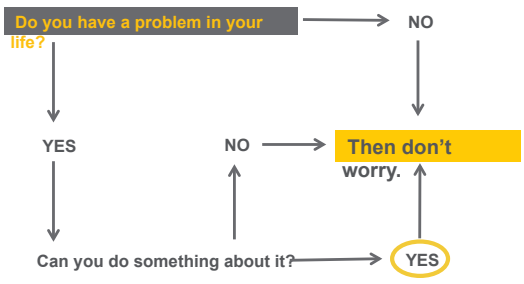
co-creative mindset

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.

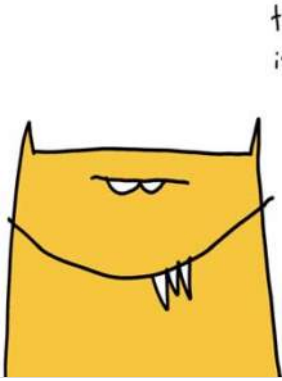
PRECONCEPTIONS:

{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
CUSTOMIZATION

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

GREATNESS

BE BOLD...

CREATIVITY

EMPOWERS 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

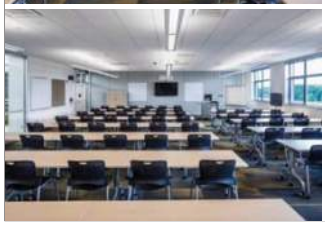
How can we prepare learners for an unknown future?

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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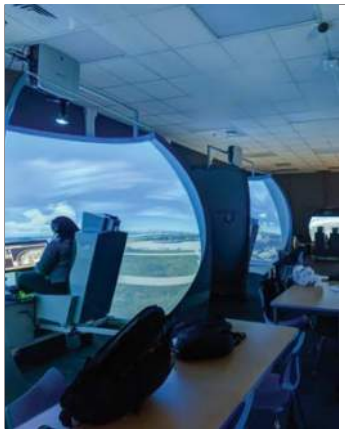

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- **Learning happens everywhere**

REFLECTIONS

North Park Elementary
COLUMBIA HEIGHTS, MINNESOTA

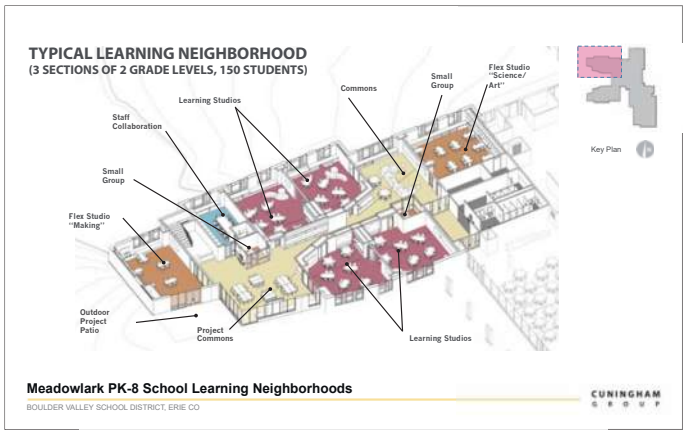
North Park Elementary
COLUMBIA HEIGHTS, MINNESOTA

North Park Elementary
COLUMBIA HEIGHTS, MINNESOTA

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
BOULDER, COLORADO

Meadowlark Elementary
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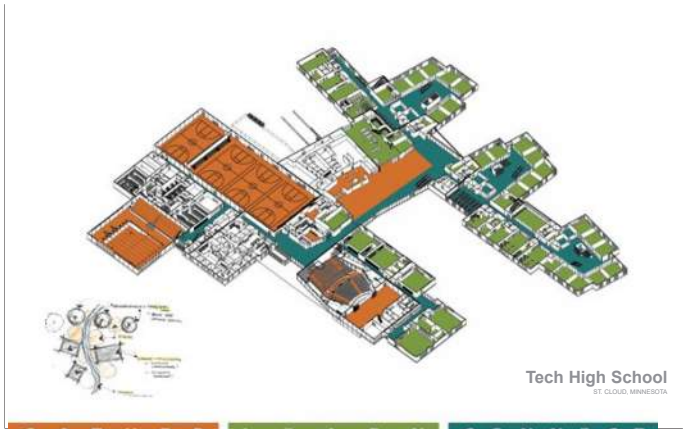
Meadowlark Elementary
BOULDER, COLORADO

Meadowlark Elementary
BOULDER, COLORADO

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

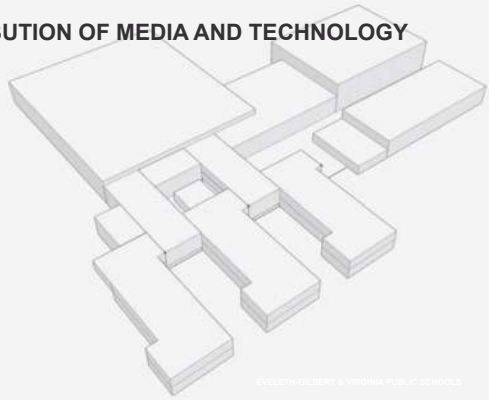
Visual Lab

Design Lab

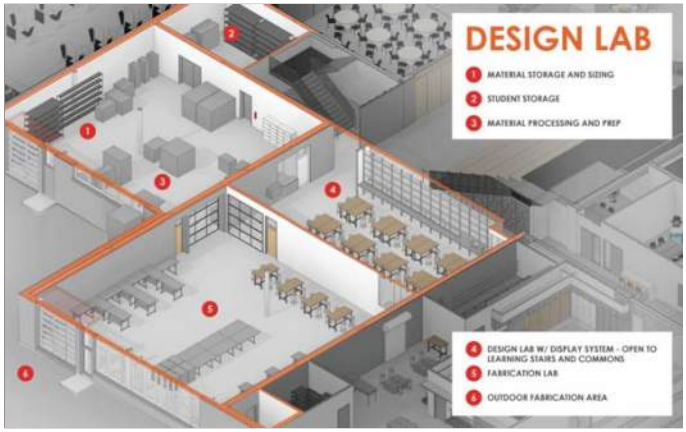
Little Library

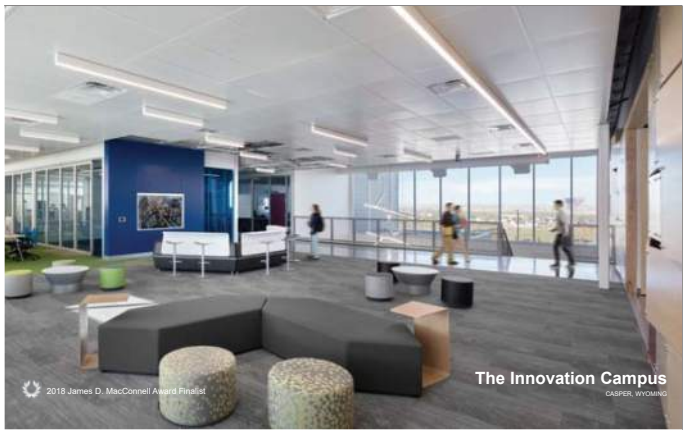
EVELETH-GILBERT & VIRGINIA PUBLIC SCHOOLS

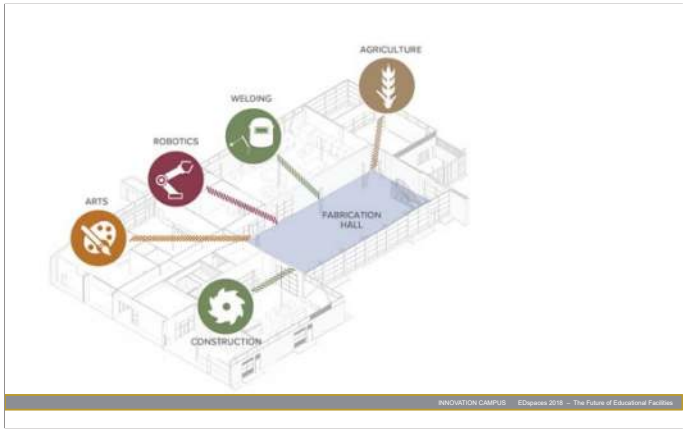
DISTRIBUTION OF MEDIA AND TECHNOLOGY



EVELETH-GILBERT & VIRGINIA PUBLIC SCHOOLS







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
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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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201 Main Street SE
Suite 325
Minneapolis, MN
55414

Tel: 612 379 3400
Fax: 612 379 4400

cuningham.com

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

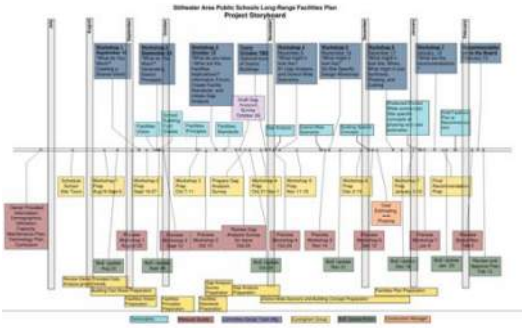
Stillwater Area Public Schools Mission

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
- **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

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 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.

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

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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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 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?

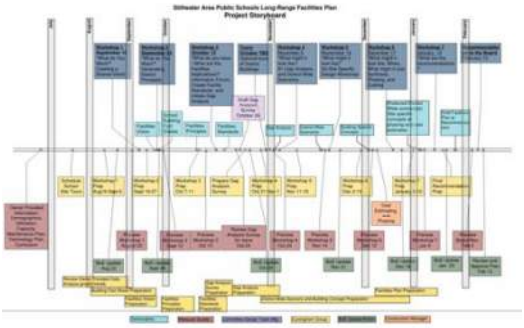
- 10-15 year road map for the future
- Grounded on your Vision for Learning
- Living/breathing document
- Physically & fiscally responsible
- Allows logical implementation over time

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.

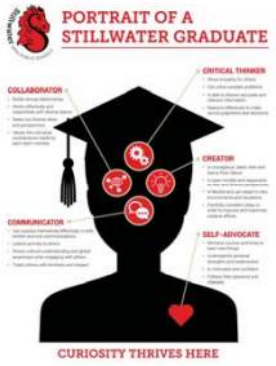
CLARITY IS NOT A VIRTUE. If everything you say is detailed and explicit, you won't give your collaborators room to run. Put ideas out there that are half-baked.

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

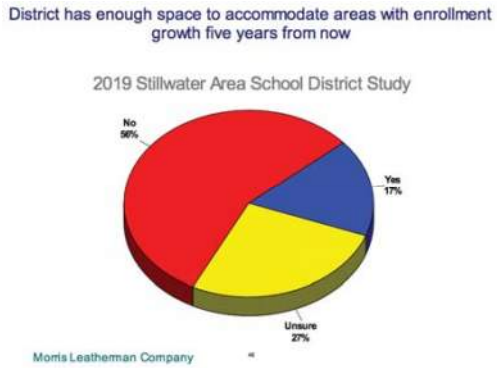
Transitions 18-21 Program
- 9 classrooms
- Staff lounge, half of the gym, and cafeteria

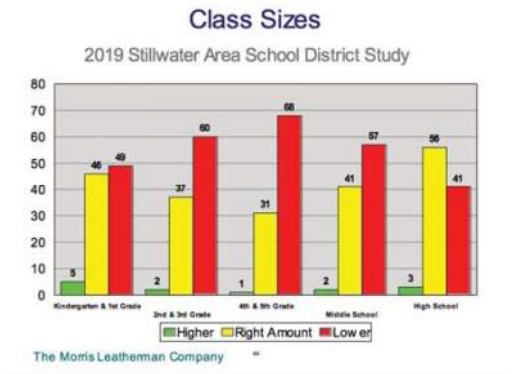
Flexible Meeting Space
- 100+ people capacity
- 1 to 3 individual meeting spaces
- Audio/Visual capabilities

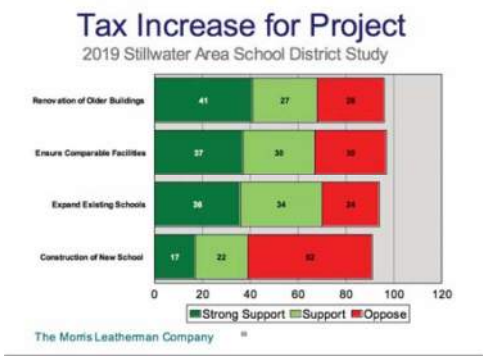
Special Education Department
- Main office

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

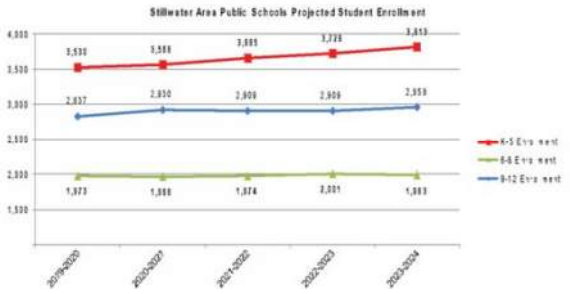
	K-6	7-9	10-12	Total
2013-14	**4,291**	**1,970**	**2,019**	**8,280**
2016-17	4,202	2,007	2,062	8,271
2017-18	4,056	2,034	2,103	8,193
2018-19	4,096	2,062	2,134	8,292
Low K/Low Mig	3,999	2,038	2,007	8,045
Low K/High Mig	4,078	2,075	2,030	8,183
High K/Low Mig	4,116	2,038	2,007	8,162
High K/High Mig	4,195	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	3,989	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

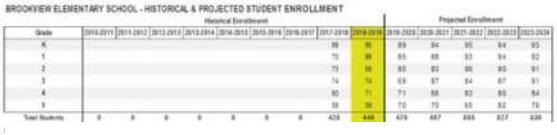
ENROLLMENT PROJECTIONS 18-19

APTON-LAKELAND ELEMENTARY SCHOOL - HISTORICAL & PROJECTED STUDENT ENROLLMENT

ANDERSEN ELEMENTARY SCHOOL - HISTORICAL & PROJECTED STUDENT ENROLLMENT

ENROLLMENT PROJECTIONS 18-19

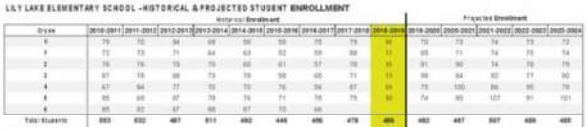
BROOKVIEW ELEMENTARY SCHOOL - HISTORICAL & PROJECTED STUDENT ENROLLMENT



LAKE ELMO ELEMENTARY SCHOOL - HISTORICAL & PROJECTED STUDENT ENROLLMENT

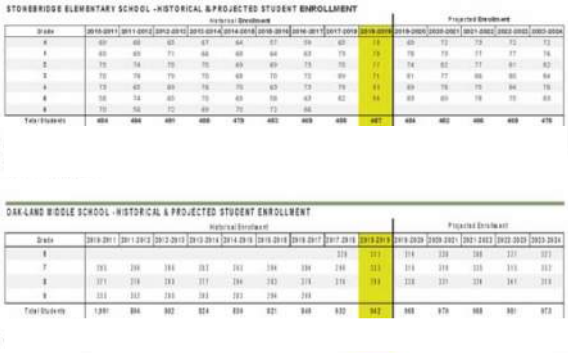
ENROLLMENT PROJECTIONS 18-19

LILY LAKE ELEMENTARY SCHOOL - HISTORICAL & PROJECTED STUDENT ENROLLMENT

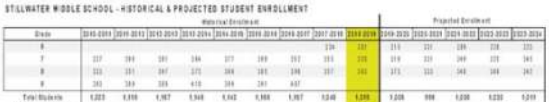


RUTHERFORD ELEMENTARY SCHOOL - HISTORICAL & PROJECTED STUDENT ENROLLMENT

ENROLLMENT PROJECTIONS 18-19



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!

CUNINGHAM
GROUP

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Architecture Interior Design Urban Design Landscape Architecture
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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

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
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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

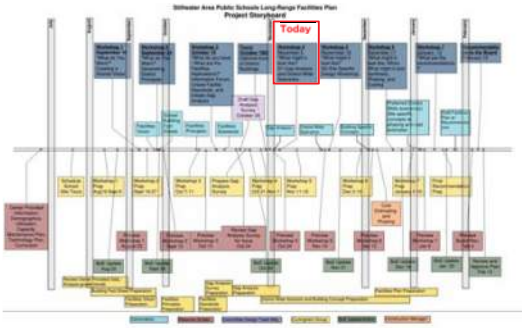
"THE BEST WAY TO PREDICT THE FUTURE IS TO DESIGN IT"
–BUCKMINSTER FULLER

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

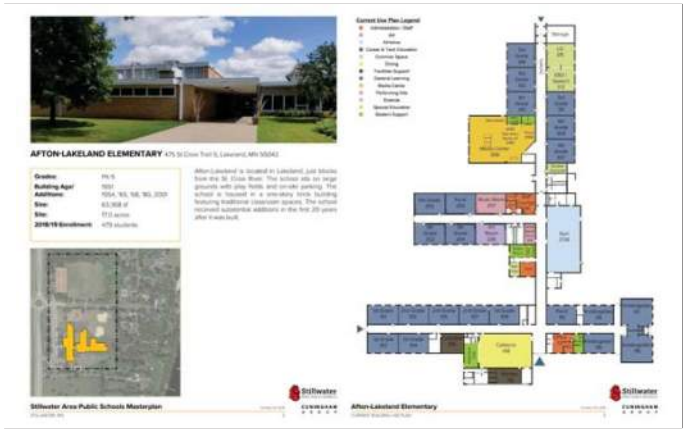
RELAX & ALLOW. Constant self monitoring will get in the way of group performance. Let go…

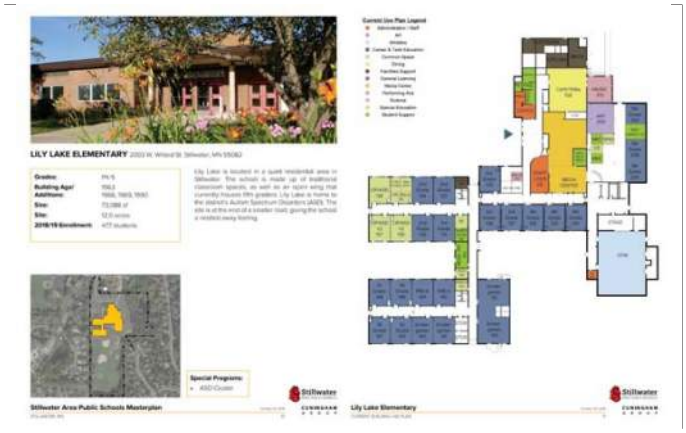
DON'T WORRY ABOUT WHO GETS CREDIT. When everyone genuinely collaborates, everyone ends up being more creative.

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



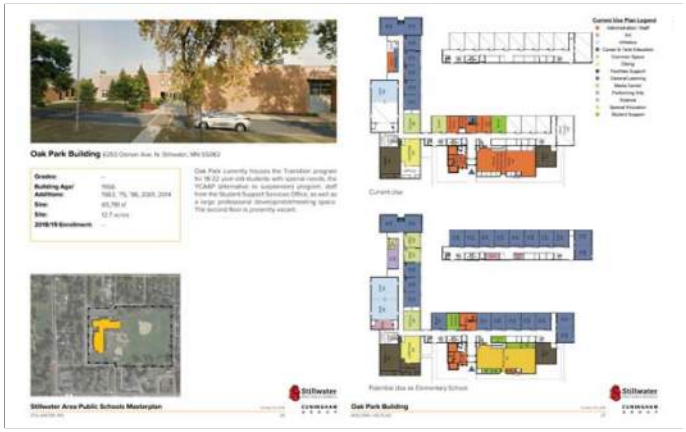


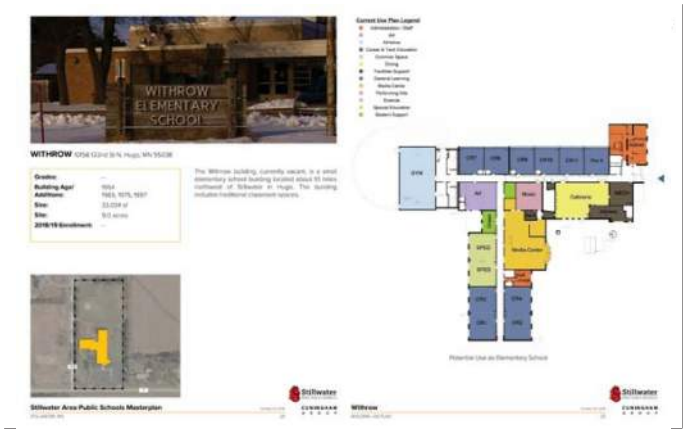
OBSERVATIONS

Elementary Schools

OBSERVATIONS

Secondary Schools





OBSERVATIONS

Other Buildings

Early Childhood Center, Oak Park, Withrow, Central Services

GAP ANALYSIS

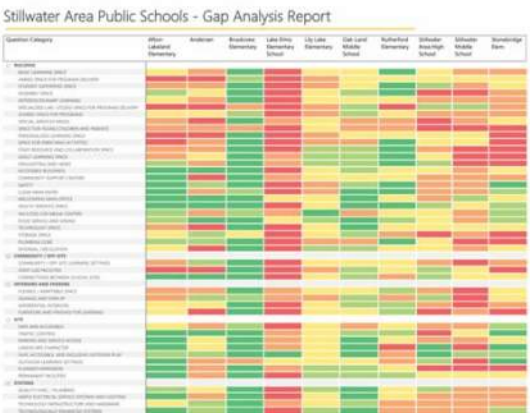
(Part 1)

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'



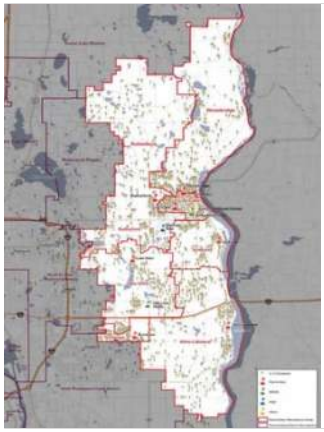
REFLECTIONS

Any surprises?

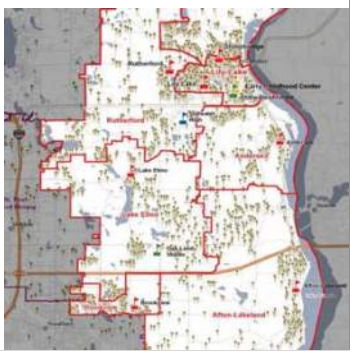
Where do you agree or disagree with assessments?

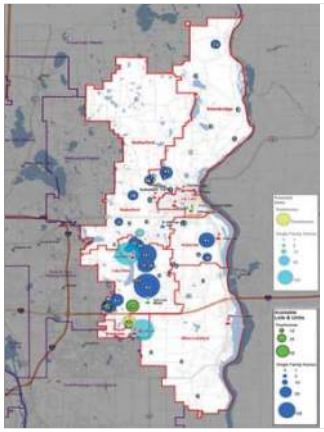
BREAK

DISTRICT-WIDE PLANNING PARAMETERS

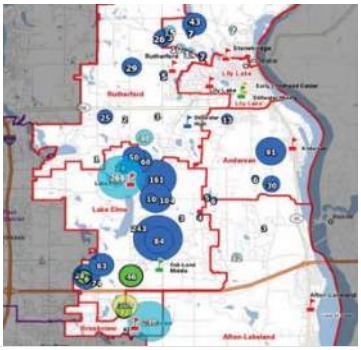


ENROLLMENT – WHERE ARE THE STUDENTS?



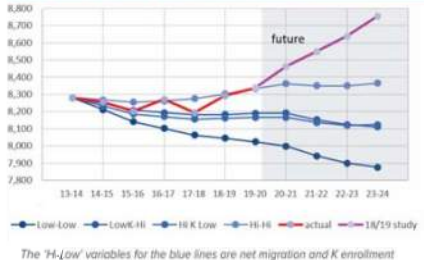


ENROLLMENT – WHERE IS THE GROWTH?



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:

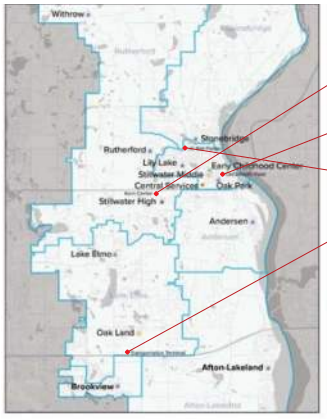
Current Building/Program Use	Current Enrollment	Planning Capacity	
Afton-Lakeland Elementary	479	500	
Andersen Elementary	364	325	
Brookview Elementary	480	450	
Lake Elmo Elementary	697	660	150 +/- Dual Immersion
Lily Lake Elementary	477	535	
Rutherford Elementary	567	560	
Stonebridge Elementary	433	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:

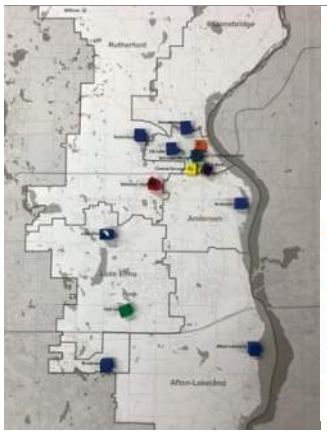
Attendance Area / Program	Current Enrollment	Projected Enrollment	Planning Capacity	
Afton-Lakeland Elementary	479	486	500	
Andersen Elementary	364	376	325	
Brookview Elementary	480	630	450	
Lake Elmo Elementary	697	900	660	250 +/- Dual Immersion
Lily Lake Elementary	477	485	535	
Rutherford Elementary	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
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	
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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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Workshop #5 – Furthering District-wide Design – Meeting Notes……..…3

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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

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GROUP

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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

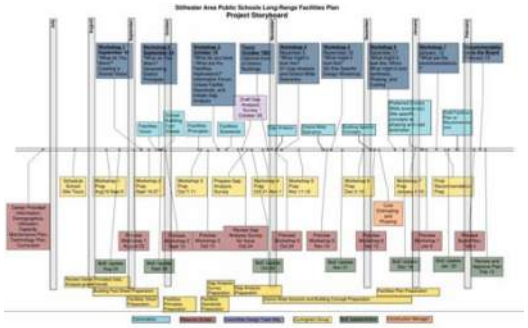
Workshop #4 Gap Analysis and District Wide Scenarios
Review the survey of how the buildings meet the Standards from Workshop #3
Discuss and Create District Wide Scenarios to address the Gap and District level issues.

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.

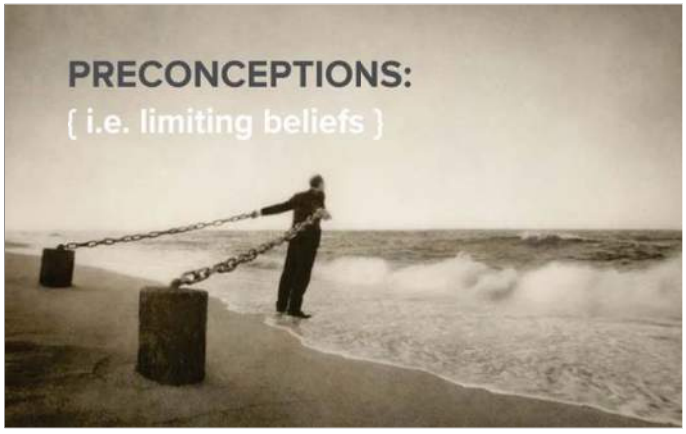
LET'S REVIEW

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.

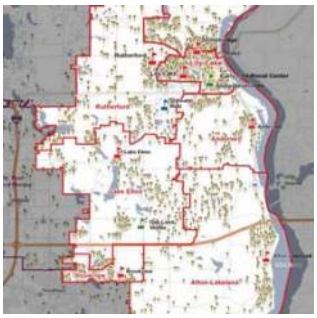
Facility Design Parameters

Considerations, cont.:

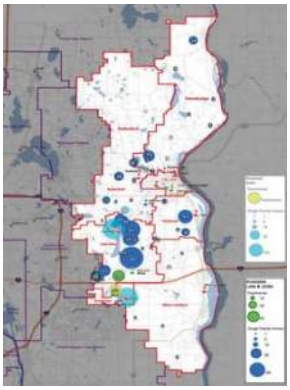
7. Remodeling, additions, new construction or replacement are all options. Consider:
   - New construction is less politically supported than remodeling/additions (community survey).
   - Land for new construction may be difficult to find.
   - Some existing sites have significant limitations on additions.

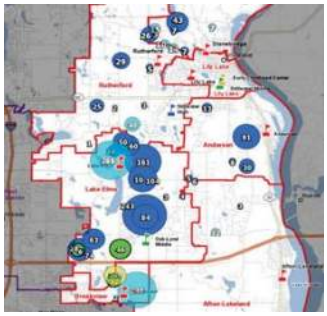
8. You may relocate special programs.
   - Consider student ages – Transitions+ students are 18-21.
   - Moving programs with specialized facilities (e.g. medically complex at Oak-Land MS or Lake Elmo) has a cost.
   - Open concept schools are not the best option for ASD cluster.

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	
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	

District-wide Scenarios – Table work

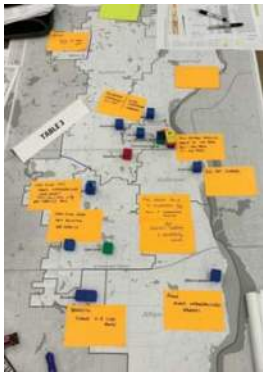
TABLE #1:

- 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.

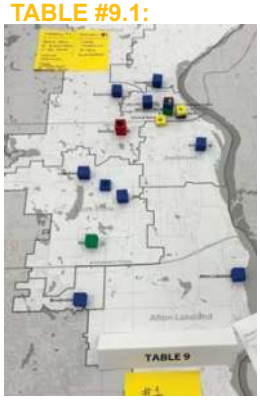
TABLE #7:

- 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:



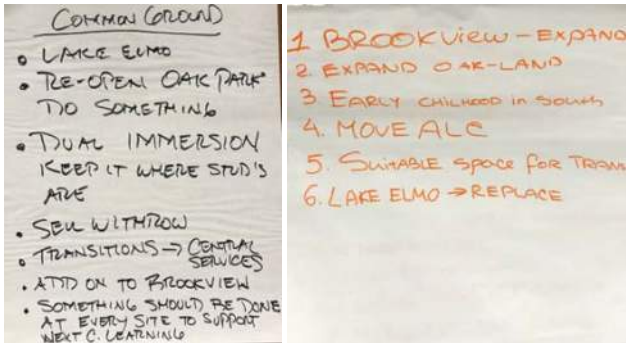
- Build new elementary in the South.
- Expand Oak-Land Middle School
- Make improvements to Lake Elmo
- Move Dual Immersion to new elementary.

TABLE #9.2:

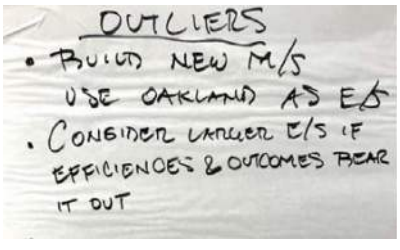
- Re-open Oak Park Elementary.
- Relocate Dual Immersion to Oak Park Elementary and provide transportation.
- Expand Brookview
- Relocate Transitions to Central Services
- Relocate Central Services to Transportation Terminal.
- Expand Oak-Land Middle School
- "Feed" Immersion to Stillwater Middle School.

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

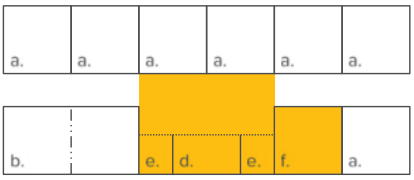
- Rapidly (re)configurable
- Mobile furnishings & technology
- Visual transparency
- Relentless variety
- invites INQUIRY (not passive)
- Shared ownership of space
- Learning happens everywhere

What you have.

cells and bells

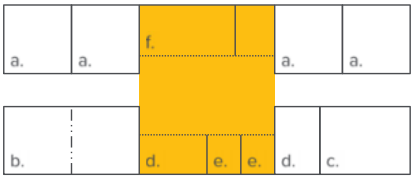
a. classroom

What can we do with what we have?



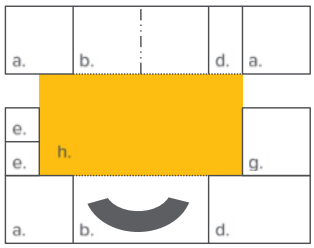
cells and bells **+ differentiation**

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



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

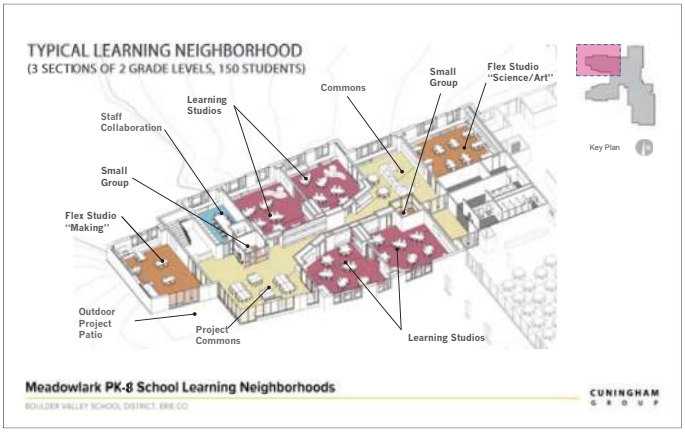
a. classroom
b. double classroom
c. project studio
d. medium group
e. small group
f. staff collaboration



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.

DISTRICT-WIDE SCENARIO - REPRISE

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?

DISTRICT-WIDE SCENARIO - REPRISE

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?

DISTRICT-WIDE SCENARIO - REPRISE

Some additional information for your planning:

Take as a starting point:

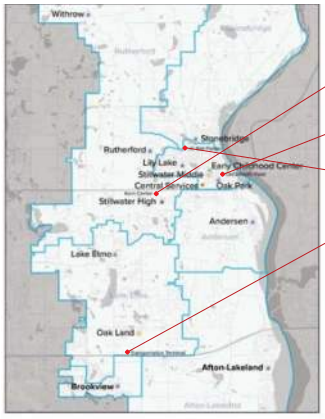
- Replace Lake Elmo building
- Add to Brookview Elementary

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:

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	
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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	

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.

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!

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GROUP

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Architecture Interior Design Urban Design Landscape Architecture
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OUTLIERS	
Build new middle school; use Oak Land as an elementary school	2
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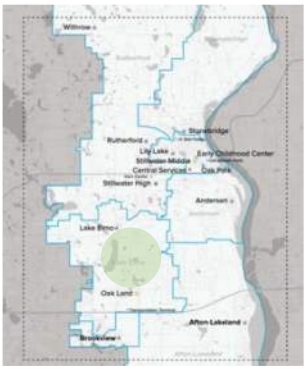
Oak Park Options: Consider 200-student or 400-student elementary ++	1

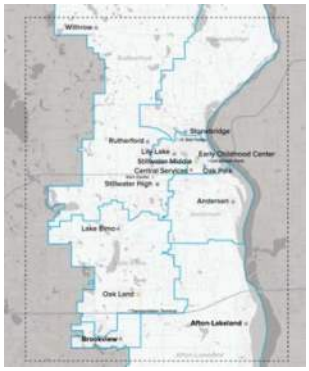
COMMON GROUND	
Replace, move, +/or sell Lake Elmo Elementary	9
Expand Brookview	8
Relocate ALC to Oak Park or Central Services	6
Relocate Central Services to Oak Park Building	5
Keep Transitions in Oak Park	5
Move Transitions to Central Services	4
Expand Andersen	4
Dual Immersion stays in South Side 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+

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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Meeting Agenda……2
Workshop #6 – Synthesis, Cost Estimating– Meeting Notes……3

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

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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

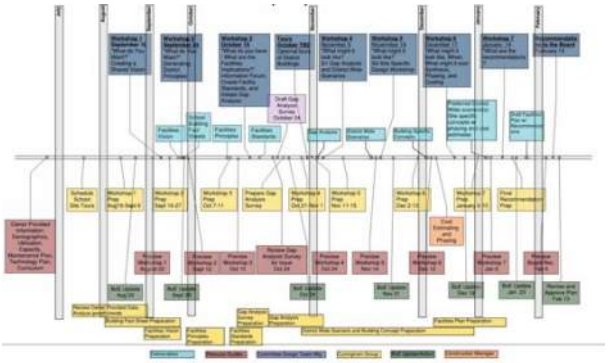
Workshop #4 Gap Analysis and District Wide Scenarios
Review the survey of how the buildings meet the Standards from Workshop #3
Discuss and Create District Wide Scenarios to address the Gap and District level issues.

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:

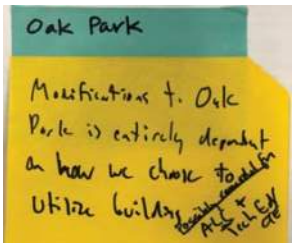
Core Needs

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.
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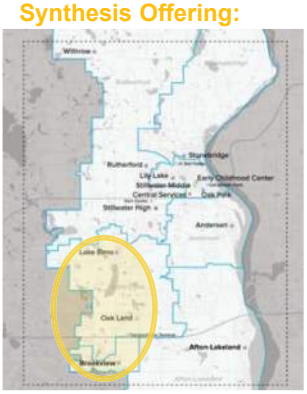
COMMON GROUND Workshop 4	
Replace, move, +/or sell Lake Elmo Elementary	9
Expand Brookview	8
Relocate ALC to Oak Park or Central Services	6
Relocate Central Services to Oak Park Building	5
Keep Transitions in Oak Park	5
Move Transitions to Central Services	4
Expand Andersen	4
Dual Immersion stays in 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

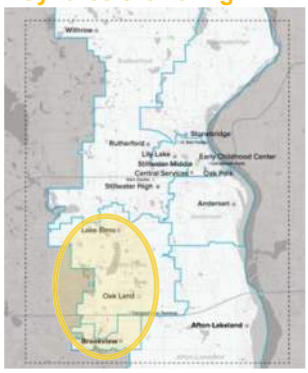
Synthesis Offering:



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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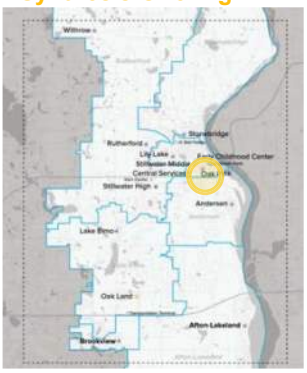
  - Two new schools at 450 students

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
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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Oak Park Building:

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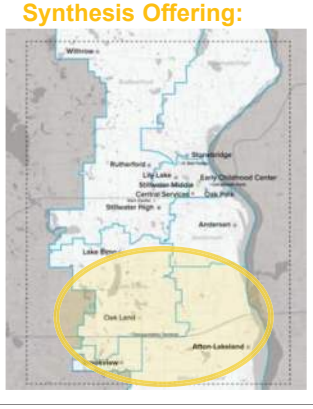
Improvements at all schools for 21st Century Learning and to address specific needs

Synthesis Offering:



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Oak Park Building:

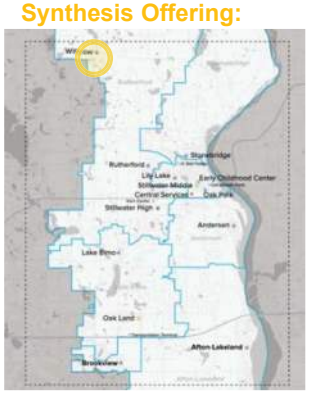
Option 1

- 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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Oak Park Building:

Option 1

- Move Central Services to Oak Park and keep Transition Program
- Renovate Oak Park for both
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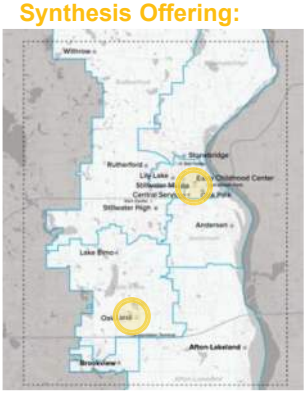
Improvements at all schools for 21st Century Learning and to address specific needs

Provide early childhood programs in the South

Withrow remains vacant. Sell?

Synthesis Offering:

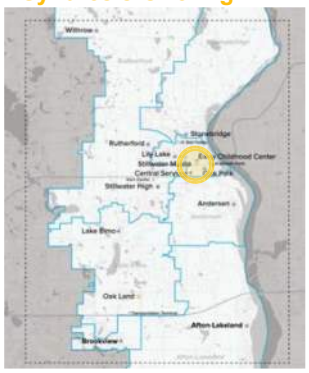


Secondary Schools

- 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

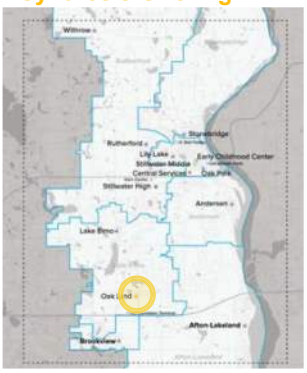
Synthesis Offering:



Secondary Schools

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

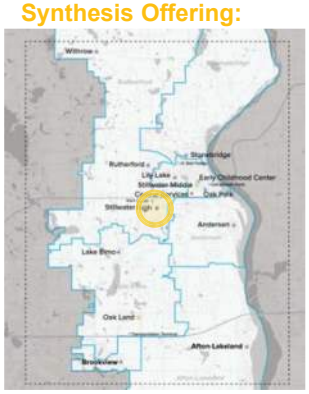
Synthesis Offering:



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):

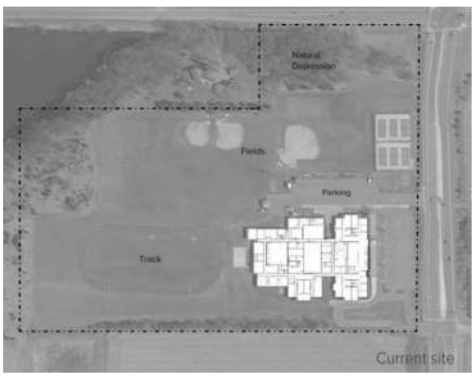
Priorities:

- 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

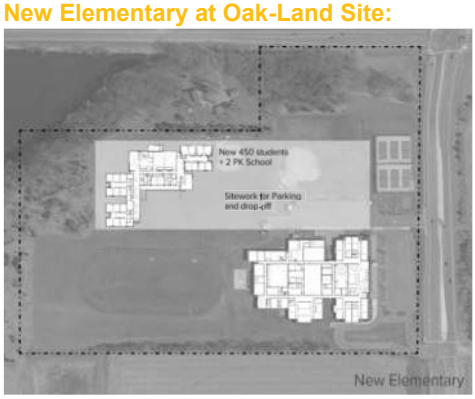
Oak-Land Site:



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

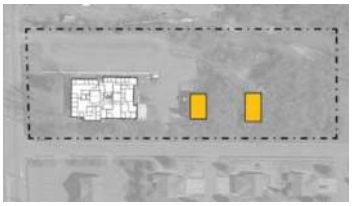
Estimate:

- 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

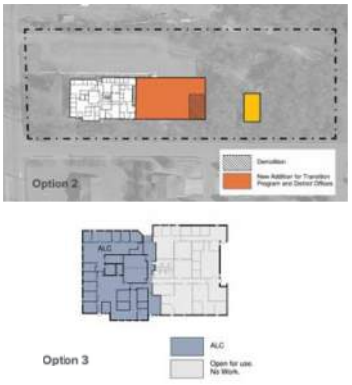
- Add to Central Services Building to house Transition Program and district SPED offices

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:

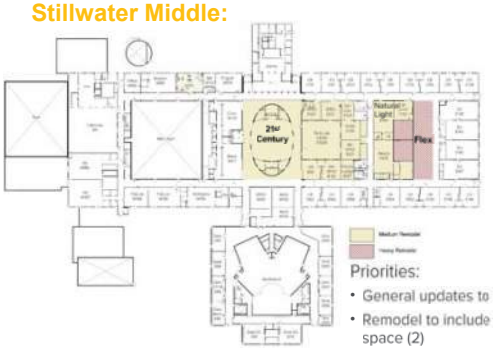
- Gym addition, possible expansion on west side of the building (17 dots)
- Re-draw boundaries + shift portion of students to SMS (12 dots)
- Reconcile Space needs of media center and maker space (6 dots)
- Resolve classrooms without daylight access (2 dots)

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

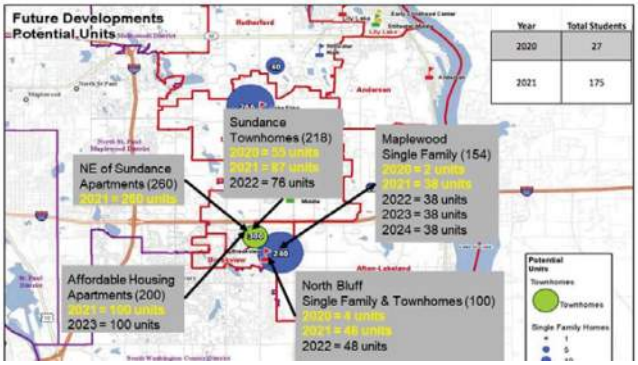


TABLE DISCUSSION

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.

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 – Meeting Notes…..…..…….3

CUNINGHAM GROUP

Cuningham Group Architecture, Inc.

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Suite 325
Minneapolis, MN
55414

Tel: 612 379 3400
Fax: 612 379 4400

cuningham.com

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

CUNINGHAM GROUP

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

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 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

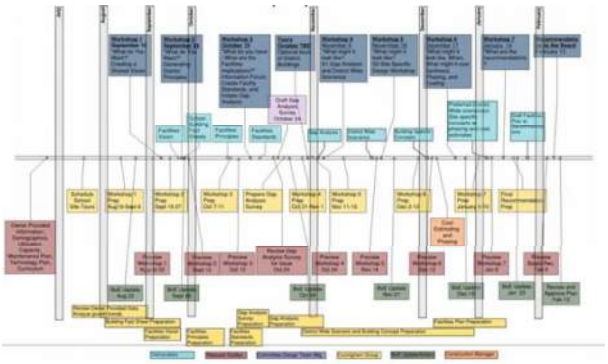
Workshop #4 Gap Analysis and District Wide Scenarios
Review the survey of how the buildings meet the Standards from Workshop #3
Discuss and Create District Wide Scenarios to address the Gap and District level issues.

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

Collaborative

Innovation

Engagement

Student Focus

Technology

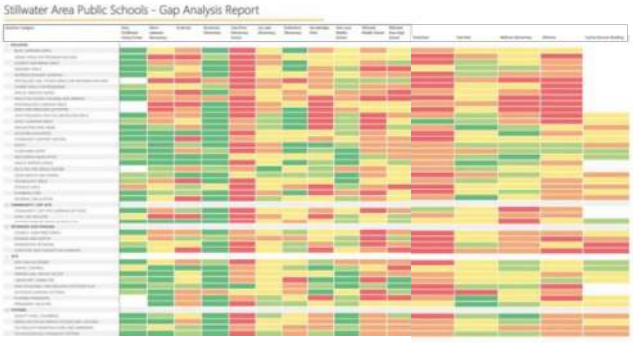
Sustainable – Ecologically and Financially

Equitable / Diverse

Flexible

Supportive

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:

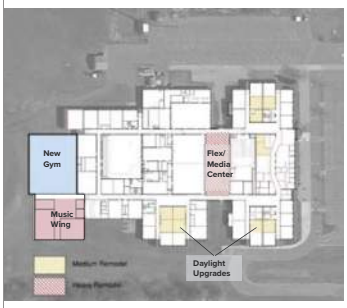
- **What do you Like?:**
  - Media upgrade (7/10 tables)
- **What concerns do you have?:**
  - Cost
  - Understanding Scope

Stonebridge Elementary:

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

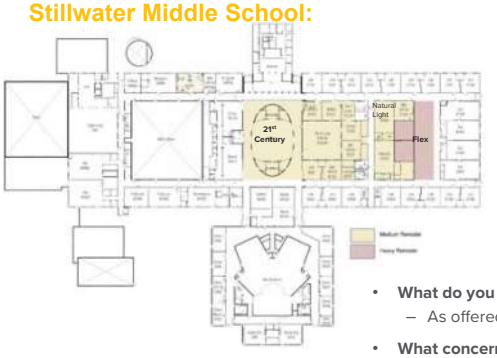
Stonebridge Elementary:

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

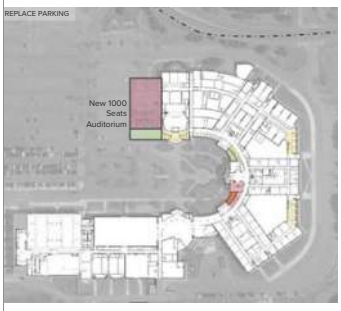
Stillwater High School Option1:

- **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

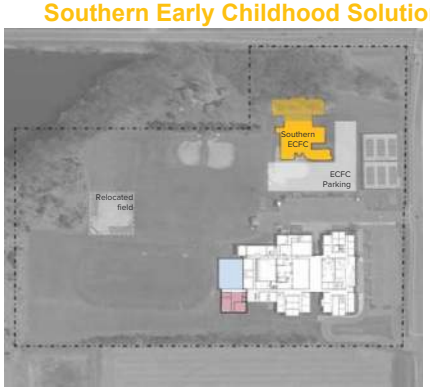
Existing Early Childhood Family Center:

- 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:

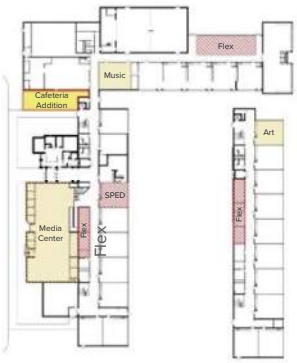
- Functional Renovations in Specialized Rooms
- Media Center Renovation
- Cafeteria Expansion
- Misc Classroom Upgrades
- *NEXT*Century upgrades

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

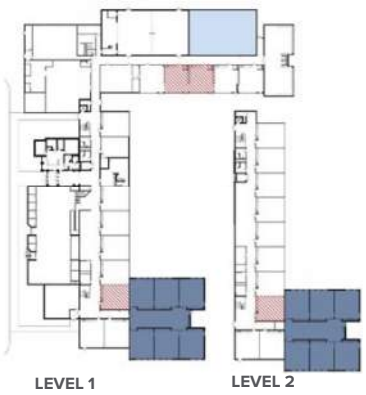


LEVEL 1 LEVEL 2

Expand to 650 students:

Phase 2 Capacity 650:

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



Central Services:

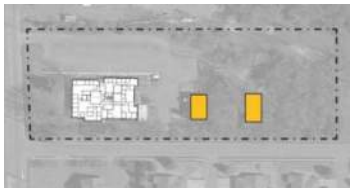
Option 1

- 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!

CUNINGHAM
GROUP

uplifting the human experience®

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

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:

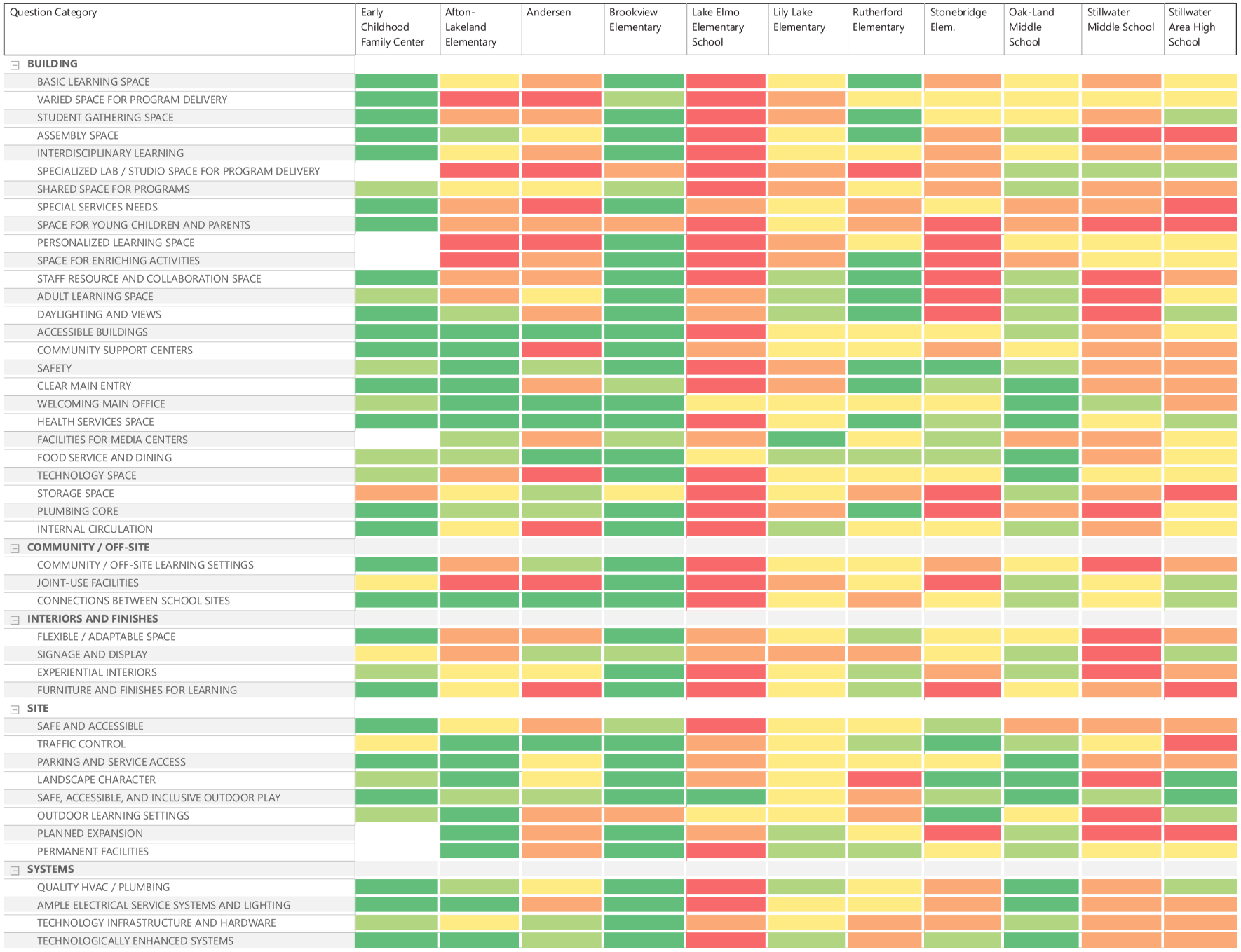
1) meeting/conference facilities
2) gymnasiums
3) performing arts space
4) fitness rooms
5) multi-purpose spaces
6) video and media facilities
7) swimming pools
8) playgrounds/athletic fields
9) lunchroom/community kitchens
10) Branch banks, Minute Clinic, dental, Lifetime Fitness, etc.

45. Connections Between School Sites

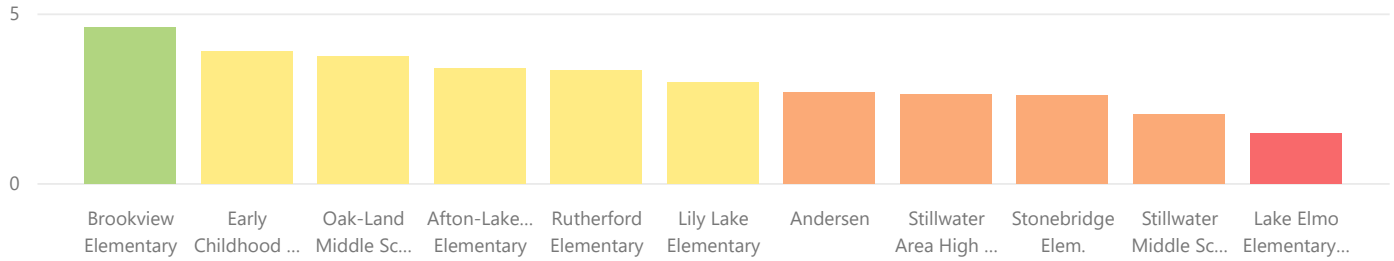
Establish connections that foster equitable programs and communications between sites. Consider:

1) transportation
2) communication networks

Stillwater Area Public Schools - Gap Analysis Report



Average of Assessment Values



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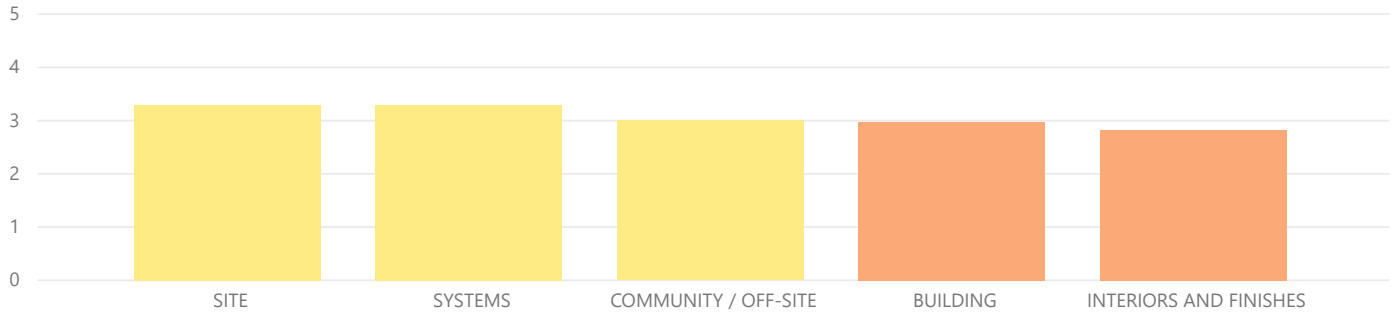
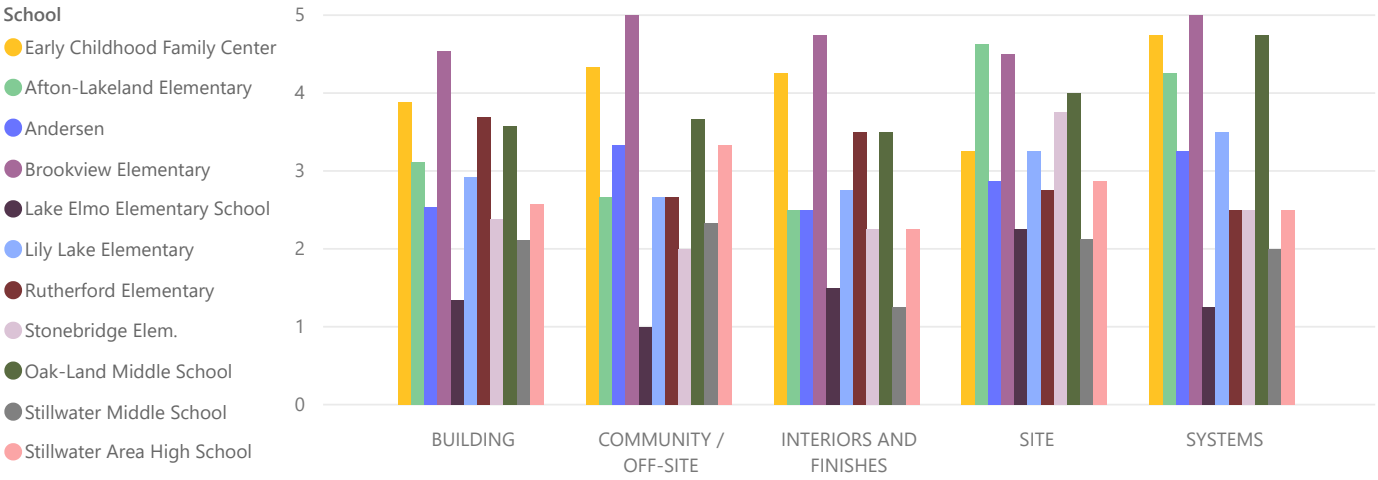


Average Assessment Values by Category

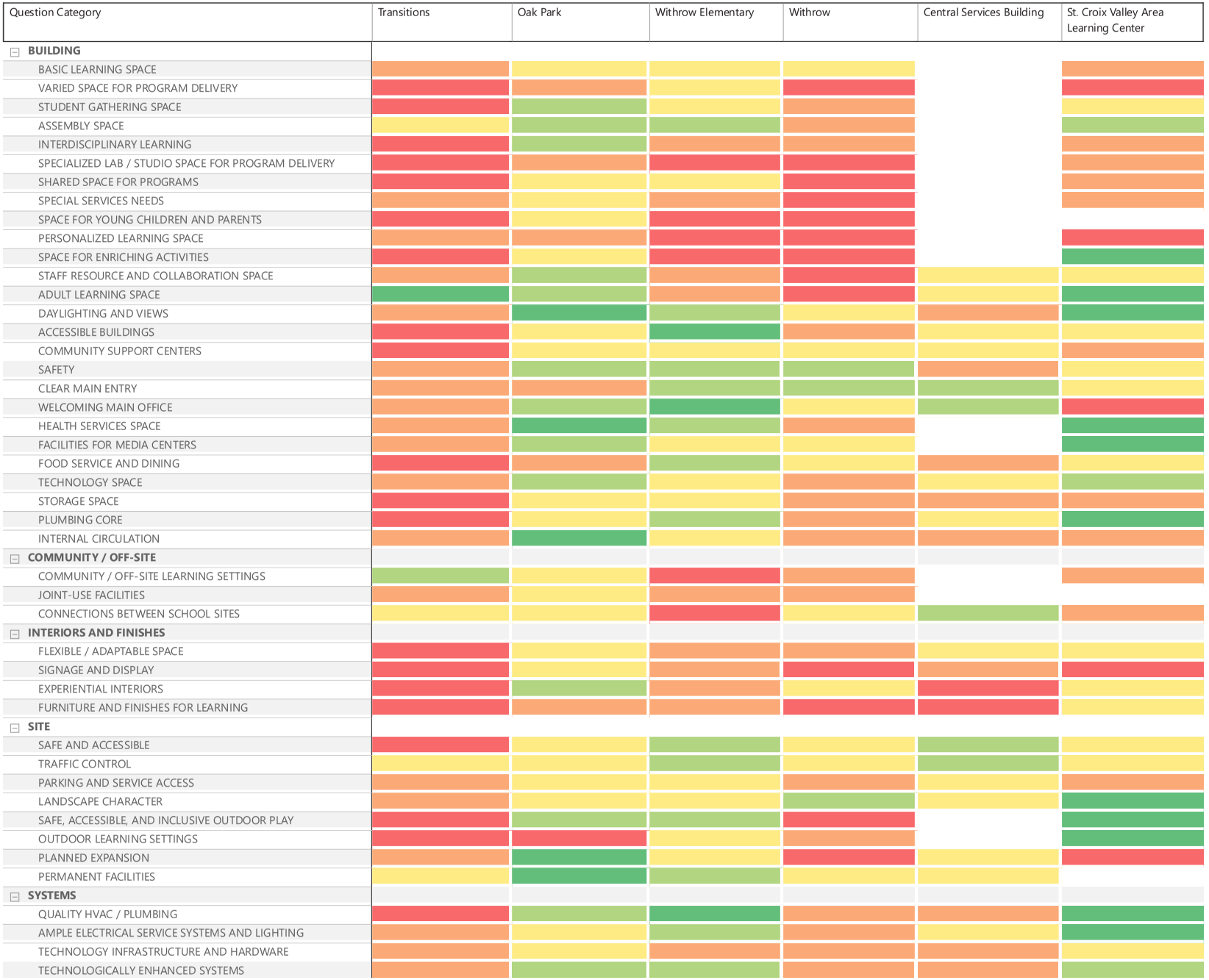


CUNINGHAM GROUP

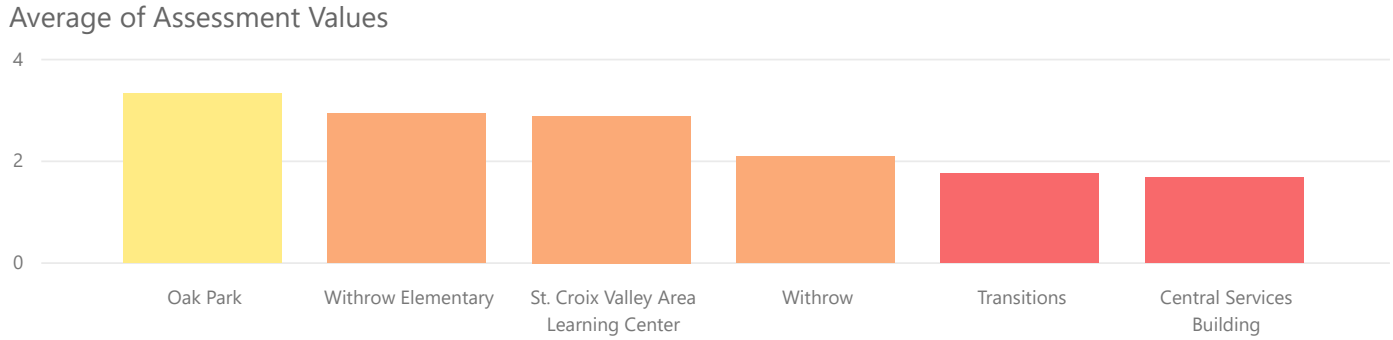
A score of 1/RED means that a facility does not meet district standards in its current condition, a score of 3/YELLOW means a facility may not meet all criteria of district standards but is still workable, a score of 5/Green means a facility perfectly meets district standards.

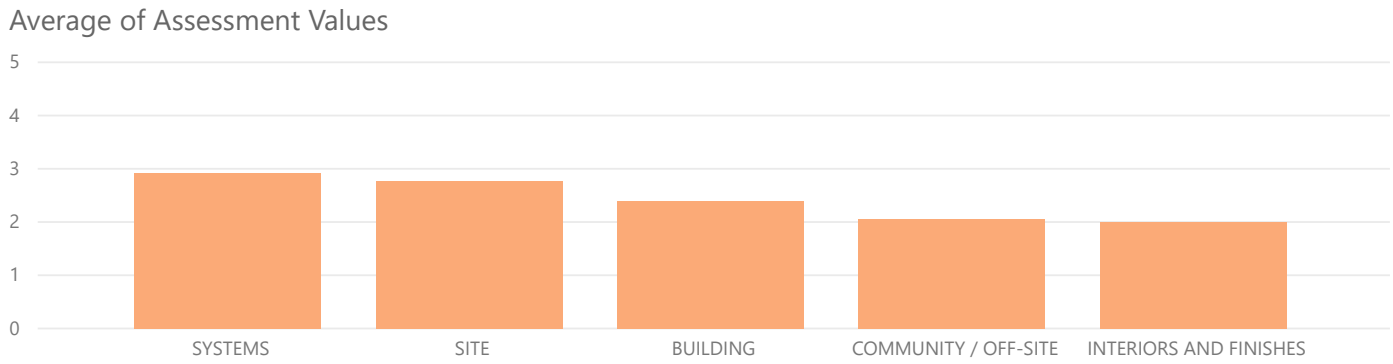
Scoring was carried out by Principals or building leaders, and reflects their perspectives

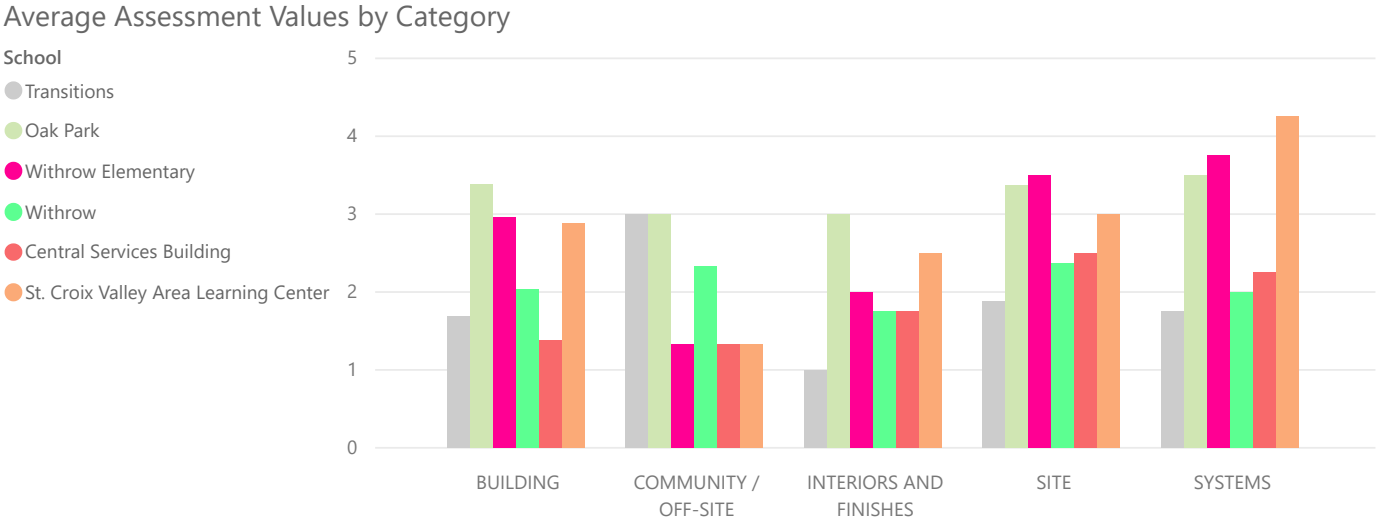
Stillwater Area Public Schools - Gap Analysis Report



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						
FOOD SERVICE AND DINING						
TECHNOLOGY SPACE						
STORAGE SPACE						
PLUMBING CORE						
INTERNAL CIRCULATION						
COMMUNITY / OFF-SITE						
COMMUNITY / OFF-SITE LEARNING SETTINGS						
JOINT-USE FACILITIES						
CONNECTIONS BETWEEN SCHOOL SITES						
INTERIORS AND FINISHES						
FLEXIBLE / ADAPTABLE SPACE						
SIGNAGE AND DISPLAY						
EXPERIENTIAL INTERIORS						
FURNITURE AND FINISHES FOR LEARNING						
SITE						
SAFE AND ACCESSIBLE						
TRAFFIC CONTROL						
PARKING AND SERVICE ACCESS						
LANDSCAPE CHARACTER						
SAFE, ACCESSIBLE, AND INCLUSIVE OUTDOOR PLAY						
OUTDOOR LEARNING SETTINGS						
PLANNED EXPANSION						
PERMANENT FACILITIES						
SYSTEMS						
QUALITY HVAC / PLUMBING						
AMPLE ELECTRICAL SERVICE SYSTEMS AND LIGHTING						
TECHNOLOGY INFRASTRUCTURE AND HARDWARE						
TECHNOLOGICALLY ENHANCED SYSTEMS						







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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**

Cuningham Group Architecture, Inc.

St. Anthony Main
201 Main Street SE
Suite 325
Minneapolis, MN
55414

Tel: 612 379 3400
Fax: 612 379 4400

cuningham.com

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**

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

Cuningham Group Architecture, Inc.

St. Anthony Main
201 Main Street SE
Suite 325
Minneapolis, MN
55414

Tel: 612 379 3400
Fax: 612 379 4400

cuningham.com

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

CUNINGHAM
GROUP

Cuningham Group Architecture, Inc.

St. Anthony Main
201 Main Street SE
Suite 325, Minneapolis, MN 55414
612 379 3400

Agenda Item X.B.
Date Prepared: February 12, 2020
ISD 834 Board Meeting

Meeting Date: February 20, 2020
Contact Person(s): Policy Working Group
Action Item: Policies for First Reading

Summary:
The 2020 Policy Working Group will be presenting these policies that are up for bi-annual review for first reading.

Policy 101 – Legal Status of School District
Policy 101.1 – Name of the School District
Policy 102 – Equal Educational Opportunity
Policy 103 – Complaints – Students, Employees, Parents, Other People
Policy 104 – School District Mission Statement

The policies are included for your review.

Recommendation:

This is a report for future action.

Stillwater AREA PUBLIC SCHOOLS

SCHOOL DISTRICT

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Legal Status of School District	**101**	**Adopted: 11-16-2017**	**2-YEAR**

I. PURPOSE

A primary principle of this nation is that the public welfare demands an educated and informed citizenry. The power to provide for public education is a state function vested in the state legislature and delegated to local school districts. The purpose of this policy is to clarify the legal status of the school district.

II. GENERAL STATEMENT OF POLICY

A. The school district is a public corporation subject to the control of the legislature, limited only by constitutional restrictions. The school district has been created for educational purposes.

B. The legislature has authority to prescribe the school district's powers and privileges, its boundaries and territorial jurisdictions.

C. The school district has only the powers conferred on it by the legislature; however, the school board's authority to govern, manage, and control the school district, to carry out its duties and responsibilities, and to conduct the business of the school district includes implied powers in addition to any specific powers granted by the legislature.

III. RELATIONSHIP TO OTHER ENTITIES

A. The school district is a separate legal entity.

B. The school district is coordinate with and not subordinate to the county in which it is situated.

C. The school district is not subservient to municipalities within its territory.

IV. POWERS AND AUTHORITY OF THE SCHOOL DISTRICT

A. Funds

1. The school district, through its school board, has authority to raise funds for the operation and maintenance of its schools and authority to manage and expend such funds, subject to applicable law.

2. The school district has wide discretion over the expenditure of funds under its control for public purposes, subject to the limitations provided by law.

3. School district officials occupy a fiduciary position in the management and expenditure of funds entrusted to them.

B. Raising Funds

1. The school district shall, within the limitations specified by law, provide by levy of tax necessary funds for the conduct of schools, payment of indebtedness, and all proper expenses.

2. The school district may issue bonds in accordance with the provisions of Minn. Stat. Ch. 475, or other applicable law.

3. The school district has authority to accept gifts and donations for school purposes, subject to applicable law.

C. Property

1. The school district may acquire property for school purposes. It may sell, exchange, or otherwise dispose of property which is no longer needed for school purposes, subject to applicable law.

2. The school district shall manage its property in a manner consistent with the educational functions of the district.

3. The school district may permit the use of its facilities for community purposes which are not inconsistent with, nor disruptive of, its educational mission.

4. School district officials hold school property as trustees for the use and benefit of students, taxpayers, and the community.

D. Contracts

1. The school district is empowered to enter into contracts in the manner provided by law.

2. The school district has authority to enter into installment purchases and leases with an option to purchase, pursuant to Minn. Stat. § 465.71 or other applicable law.

3. The school district has authority to make contracts with other governmental agencies and units for the purchase, lease or other acquisition of equipment, supplies, materials, or other property, including real property.

4. The school district has authority to enter into employment contracts. As a public employer, the school district, through its designated representatives, shall meet and negotiate with public employees in an appropriate bargaining unit and enter

into written collective bargaining agreements with such employees, subject to applicable law.

E. Textbooks, Educational Materials, and Studies

1. The school district, through its school board and administrators, has the authority to determine what textbooks, educational materials, and studies should be pursued.

2. The school district shall establish the school curriculum.

F. Actions and Suits

The school district has authority to sue and to be sued, subject to statutory limitations.

Legal References: Minn. Const. art. 13, § 1
Minn. Stat. Ch. 123B (School Districts, Powers and Duties)
Minn. Stat. Ch. 179A (Public Employment Labor Relations)
Minn. Stat. § 465.035 (Conveyance or Lease of Land)
Minn. Stat. §§ 465.71; 471.345; 471.6161; 471.6175; 471.64 (Rights, Powers, Duties of Political Subdivisions)
Minnesota Association of Public Schools v. Hanson, 287 Minn. 415, 178 N.W.2d 846 (1970)
Independent School District No. 581 v. Mattheis, 275 Minn. 383, 147 N.W.2d 374 (1966)
Village of Blaine v. Independent School District No. 12, 272 Minn. 343, 138 N.W.2d 32 (1965)
Huffman v. School Board, 230 Minn. 289, 41 N.W.2d 455 (1950)
State v. Lakeside Land Co., 71 Minn. 283, 73 N.W.970 (1898)

FIRST READING 2.20.20

SCHOOL DISTRICT

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Name of the School District	**101.1**	**Adopted: 11-16-2017**	**2-YEAR**

I. PURPOSE

The purpose of this policy is to clarify the name of the school district.

II. GENERAL STATEMENT OF POLICY

Pursuant to statute, the official name of the school district is Independent School District No. 834. However, the school district is often referred to by other informal names. In order to avoid confusion and to encourage consistency in school district letterheads, signage, publications and other materials, the school board intends to establish a uniform name for the school district.

III. UNIFORM NAME

A. The name of the school district shall be Stillwater Area Public Schools.

B. The name specified above may be used to refer to the school district and may be shown on school district letterheads, signage, publications and other materials.

C. In official communications and on school district ballots, the school district shall be referred to as Independent School District No. 834 – Stillwater Area Public Schools, but inadvertent failure to use the correct name shall not invalidate any legal proceeding or matter or affect the validity of any document.

Legal References: Minn. Stat. § 123A.55 (Classes, Number)

FIRST READING 2.20.20

Stillwater AREA PUBLIC SCHOOLS

SCHOOL DISTRICT

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Equal Educational Opportunity	**102**	**Adopted: 11-16-2017**	**2-YEAR**

Note: School districts are required by statute to have a policy addressing these issues.

I. PURPOSE

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the school district.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, gender, marital status, parental status, status with regard to public assistance, disability, sexual orientation, or age. The school district also makes reasonable accommodations for disabled students.

B. The school district prohibits the harassment of any individual based on any of the categories listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence.

C. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.

D. Every school district employee shall be responsible for complying with this policy conscientiously.

E. Any student, parent, or guardian having a question regarding this policy should discuss it with the appropriate school district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the Human Rights Officer.

Legal References: Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)

Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1681 *et seq.* (Title IX of the Education Amendments of 1972)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

FIRST READING 2.20.20

SCHOOL DISTRICT

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Complaints – Students, Employees, Parents, Other People	**103**	**Adopted: 12-14-2014 Revised: 11-16-2017**	**2-YEAR**

I. PURPOSE

The school district takes seriously all concerns or complaints by students, employees, parents or other persons. If a specific complaint procedure is provided within any other policy of the school district, the specific procedure shall be followed in reference to such a complaint. If a specific complaint procedure is not provided, the purpose of this policy is to provide a procedure that may be used.

II. GENERAL STATEMENT OF POLICY

A. Students, parents, employees or other persons, may report concerns or complaints to the school district. While written reports are encouraged, a complaint may be made orally. A person may make a complaint at any level of the school district, i.e. principal, superintendent or school board; however, persons are encouraged to bring a complaint at the building level when appropriate. Any employee receiving a complaint shall advise the principal or immediate supervisor of the receipt of the complaint-so a decision can be made as to whether the complaint should be referred to a district level administrator(s).

B. Complaints-containing serious allegations shall-be referred to the superintendent or his/her designee, who shall determine whether an internal or external investigation should be conducted, the nature and scope of the investigation, and-the person/entity responsible for the investigation or follow-up procedures. The person designated to investigate the complaint shall report the outcome of the matter to the appropriate administrator.

C. The appropriate administrator shall inform the complainant of the outcome of the investigation or follow-up and any corrective measures that were taken, within the confines and limitations of the Minnesota Government Data Practices Act or other applicable law. The superintendent or other appropriate administrator shall be consulted in advance of communication with the complainant and copied on correspondence to the complainant.

D. The classifications of data (public, private or confidential) related to complaints made pursuant to this policy are governed by applicable provisions of the Minnesota

Government Data Practices Act and the Family Educational Rights and Privacy Act (FERPA).

Legal References: Minnesota Government Data Practices Act (MGDPA), Minn. Stat. Ch. 13; Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g

FIRST READING 2.20.20

SCHOOL DISTRICT

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
School District Mission Statement	**104**	**Adopted: 11-16-2017**	**2-Year**

I. PURPOSE

The purpose of this policy is to establish a clear statement of the purpose for which the school district exists.

II. GENERAL STATEMENT OF POLICY

The school board believes that a mission statement should be adopted. The mission statement should be reflect the beliefs and values of the district community, should influence any change effort and should be considered when decisions are made. The school board, on behalf of and with extensive participation by the community, should develop a consensus among its members regarding the nature of the enterprise the school board governs, the purposes it serves, the constituencies it should consider, including student representation, and the results it intends to produce.

III. MISSION STATEMENT

The mission of Stillwater Area Public Schools, in partnership with students, family and community, is 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.

IV. REVIEW

As part of the strategic planning process, the school board will conduct a comprehensive review of the mission, including the beliefs and values of the community.

Legal References: Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement

Agenda Item XI. A.
Date Prepared: February 11, 2020
ISD 834 Board Meeting

Agenda: Action Item: 3 Year Achievement and Integration Plan July 1, 2020 to June 30, 2023
Meeting Date: February 20, 2020
Contact Persons: Rachel Larson, Director of Learning and Student Engagement
Eric Anderson, Office of Equity and Integration

Background:
Following the January 23rd Learning Session and the February 6th 1st reading, Stillwater Area Public Schools is asking the Board of Education to approve our proposed 3 Year Achievement and Integration Plan (July 1, 2020 to June 30, 2023) prior to submission to the Minnesota Department of Education for their approval.

Recommendation:
A motion and a second to approve the July 1, 2020 to June 30, 2023 Achievement and Integration Plan will be requested.

Motion by: _____ ***Seconded by:*** _____ ***Vote:*** _____

Agenda Item XI. B.
Date Prepared: February 6, 2020
ISD 834 Board Meeting

Action Item: Demographic Study Proposals
Meeting Date: February 20, 2020
Contact Person: Ms. Kristen Hoheisel, Executive Director of Finance and Operations
Action Timeline: February 20, 2020

Summary:
Ms. Hoheisel presented the demographic study at the February 6, 2020 board business meeting.

Administration contacted three vendors to provide demographic study proposals. All vendors responded with the results listed:

Company	Pricing for Demographics	Data Provided	Other Products
Davis Demographics	Demographic Study - Year 1 = $23,750 Demographic Update - Year 2 = $21,500 Demographic Update - Year 3 = $21,500	Residence-based student forecast - helpful in facilities planning Attendance Matrix 2 year - impact of open enrollment/school of choice Variety of maps included with the demographic study report	Planning Software - $7,000 year 1, $3,500 subsequent years
Hazel Reinhardt Consulting Services	Demographic Study - Year 1 = $19,250	District-wide enrollment projections Individual school projections and attendance area projections Enrollment and Housing study	
TeamWorks International	Demographic Study – Year 1 = $15,000	Enrollment projections, facility utilization, residential birth analysis, housing study and online data tool	

Recommended Action: Administration recommends approval of entering into an agreement with one of the vendors listed.

A copy of the all agreements was previously provided.

Recommendation:
A motion and a second to approve an agreement are requested.

Motion by: _____ ***Seconded by:*** _____ ***Vote:*** _____

Stillwater
AREA PUBLIC SCHOOLS

Proposal

Demographic Study

Comprehensive Student Enrollment Projections
+ optional additional services (Redistricting?) and/or software

Prepared by

DAVIS
DEMOGRAPHICS

January 18, 2020

January 20, 2020

Ms. Kristen Hoheisel
Executive Director, Finance & Operations
Stillwater Area Public Schools
1875 Greeley Street South
Stillwater, MN 55082

Dear Ms. Hoheisel:

Thank you for taking the time for a demonstration/discussion with Greg Davis along with your continued interest in services from Davis Demographics. We would be most pleased to provide the Stillwater Area Public Schools with a comprehensive demographic study and detailed enrollment forecasts. Over 70% of our work is providing demographic studies and related planning services exclusively to public K-12 school districts serving over 250 clients throughout the U.S.

We understand that getting a handle on future enrollment is your highest priority, but we have also included options for annual demographic study updates as well as software tools that would allow District staff to have access to data and planning capabilities (similar to South Washington County Schools and many others). On the following pages we have outlined a scope of work and a fee proposal for your consideration.

I know the demonstration time was short and you may not have been able to experience all of the capabilities and services that we can provide, so I kindly ask that if you have any questions or need further explanation on any items listed in our proposal, please feel free to contact me.

We look forward to discussing our proposal in more detail and having the opportunity to assist you and the Stillwater Area Schools with your planning efforts.

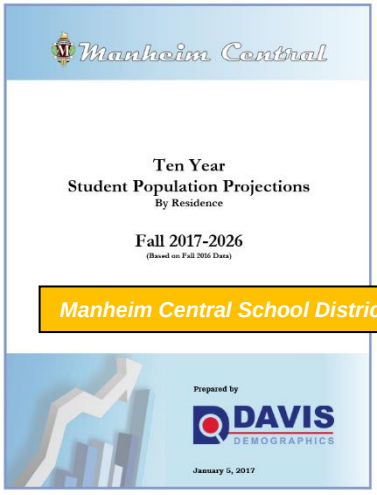
Sincerely,

Ken Ward
Director of Sales

Greg Davis, President | Ken Ward, Director of Sales | Lorne Woods, Texas Regional Manager | Jared Nelson, Manager of Client Outreach

Why choose Davis Demographics

The primary purpose for a demographic study is to assemble and derive the critical data needed for making informed decisions about school facilities. This involves preparing student forecasts that tell the true story of where students reside in relation to where school campuses are located. Forecasts generated using small planning areas and oriented towards student resident locations (as opposed to merely where students attend school) will accomplish this objective of having the vital data for decision-making. A demographic study from Davis Demographics will identify areas within the district where the Administration may need to address alternative means of placing students. These alternatives may involve re-aligning school boundaries to better match area student populations, or perhaps the possible expansion or closure of existing facilities and the possible identification of future site requirements. Proposed solutions will sometimes require a school district to re-evaluate open enrollment policies to ensure that appropriate facilities and programs are provided to accommodate the realistic population trends.



For over a quarter of a century, we have been a premier provider of K-12 Demographic Studies to school districts across the nation. Since our clientele is exclusively K-12 school districts, we firmly understand school district needs in planning and growth management. No demographic consulting firm has assisted more school districts nationwide over the past 25 years than Davis Demographics.

#1 K12 Demographer in the USA

Why do we put so much emphasis on LOCATION?

Since the purpose for a demographic study is all about informed decision-making, we stress the fact that **much of that information for making those decisions is location-based**, so the study should lean strongly towards location/geography. Examples:

- *Where do students live?*
- *Where are schools located?*
- *What are the attendance boundaries of each school?*
- *Where are new homes (generating future students) being built?*
- *Where should our new elementary school be located?*
  And what will its boundaries look like?
  These questions all involve LOCATION

If a Demographer is minimizing or completely omitting GEOGRAPHY, the results will certainly be skewed…it's inevitable.

What's provided to Stillwater Area PS?

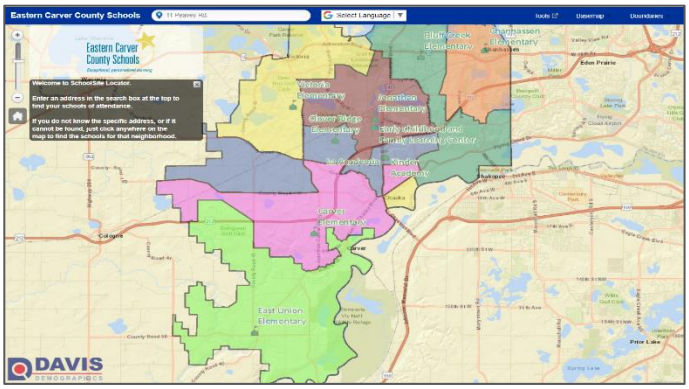
1) **SchoolSite Locator**
2) **Student Forecasts & Demographic Study**
3) **SchoolSite planning software (optional)**

1) SchoolSite Locator

Complimentary with the Study
(thru June 2021)

Eastern Carver County Schools
(click above to launch sample)

SchoolSite Locator is subscription of $1,295 annually after June 2021. We think you're going to love it.



2) Student Forecasts & Demographic Study

- Collection of all information required for resident student forecasts
  - New housing research, mapping, type, number, phasing schedule
  - Historical birth data trends
  - In/out migration trend analysis
  - Historical enrollment trends at District, mapping student residence (geocoding students from Fall 2016, 2017, 2018, and 2019).
- 7 Year Residence-based Student Forecasts, summarized by school attendance zone, by grade level, and district-wide, all prepared down to the level of small planning unit or study area. So for example, a typical school district that we might partition into 200 small planning areas, we would generate 200 unique student forecasts, one unique forecast for each individual planning area. This shows WHERE enrollment growth/decline is occurring. Our specialized software then aggregates together those 200 forecasts into meaningful summaries depending on how the data is being examined.
- Residence-based Forecasts are indeed based on student residency, not student school of enrollment. **WHY?** (another type of forecast, by student's school of enrollment, is useful for staffing and budgeting……we will provide that type of 2-year forecast as well). These RESIDENCY FORECASTS are by far the most useful for long-range facility planning and any decision-making related to facilities such as:
  - Boundary realignment
  - Next new school location or modeling the closing of a school
  - Program placement optimization
  - Capacity/portables
- Final Report including methodology, data utilized and discussion of results. Includes third-party demographic information in support of the forecasts.
- Impact of open enrollment/school of choice; report of student's home attendance area versus their school of enrollment. We call it an Attendance Matrix. Very useful and eye-opening.
- A variety of maps included with the demographic study report.
- Two (2) onsite visits to SAPS. The first for a kickoff meeting with district staff as well as research of any new housing. The second visit at the conclusion of the study is for a presentation to the School Board.
- Discussion with SAPS about any next steps after forecasts. Redistricting is the most common. Let's talk.

OPTIONAL desktop tools

SchoolSite
VISUALIZE | ANALYZE | STRATEGIZE

This is the software that WE USE for doing our incredible work. Your school district can license SchoolSite, just like hundreds of school districts in 34 states have done.

No other consultant offers desktop or web-based tools where the school district can review, modify, and/or create various enrollment forecasts linked directly to boundary planning, all directly working as Extensions within ArcGIS. We have many clients who have transitioned over time from being consultant-dependent to being more self-sufficient in their planning efforts, greatly reducing or even eliminating the ongoing consultant fees…..if that's a path you may want to take.

Enrollment Forecasting

Redistricting

Age pyramids

Population Tapestry Segmentation

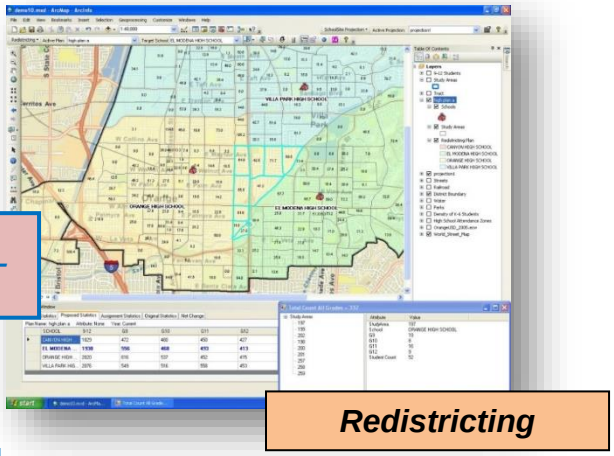
Community Analyst

Demographic Profiles

Make amazing Maps

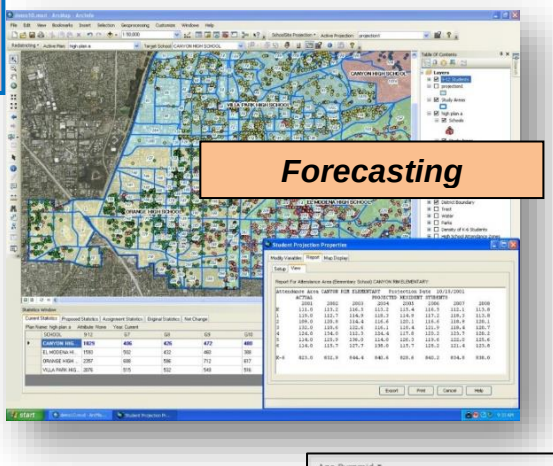
Perform Extensive Analysis

Our SchoolSite Redistricting software, running as an add-on extension to ArcGIS



Redistricting

Our SchoolSite Projections software, running as an add-on extension to ArcGIS

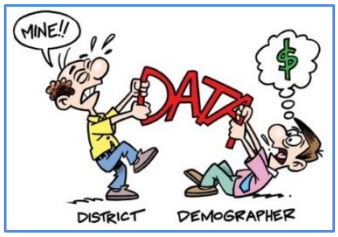


Forecasting

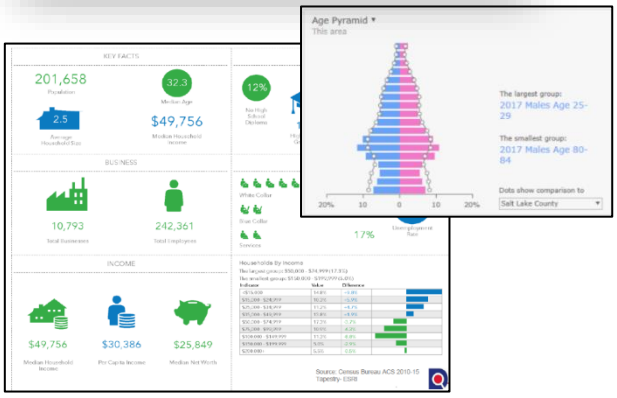
PREMIER TOOLS in-house
When a school district licenses SchoolSite, they ALSO get access to the ArcGIS Online tools mentioned on the previous page. If you're interested in SchoolSite desktop tools, let's devise a precise strategy for implementing.

This is the Major Leagues

Don't be this…



…be this instead.

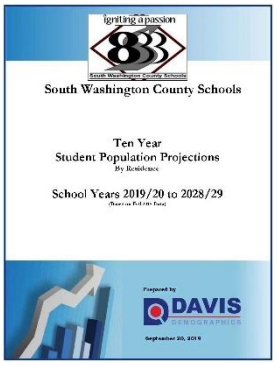


Demographic Study

A complete scope of work from start to finish, highlighted by 7-Year student forecasts, a comprehensive Final Report, and a Presentation to the School Board. Our flagship consulting service.

Sample – South Washington County Schools

Year 1 Demographic Study – Stillwater Area PS	**$23,750**
Year 2 Demographic Study UPDATE – Stillwater Area PS	**$21,500**
Year 3 Demographic Study UPDATE – Stillwater Area PS	**$21,500**

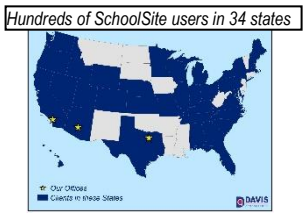


Online School Finder Lookup Tool

Included complimentary *through June 2021*

Planning Software

1 license SchoolSite (bundled with 1 license ArcGIS Standard)



12-month license **$7,000***

SchoolSite annual license renewal after 1 year: $3,500
ArcGIS annual license renewal after 1 year: $750*
We would include a 12-month license of ArcGIS initially, at no extra cost. After the first year, the $750* ArcGIS renewal fee would be payable directly by district to Esri.

With a full demographic study, SchoolSite costs:
$7,000 first 12 months
$3,500 annual renewal

Complimentary training and on-site training options outlined in sample contract.

School Planners Conference (19th Annual) June 17-19, 2020

More than just GIS software training. Attend the conference and interact with nationwide peers involved in school planning, as well as with the entire Davis Demographics staff. ***Registration OPEN at www.SchoolPlannersConference.com $700***

If these tasks and software products meet with your approval, we offer the following sample contract agreement for your review on the following pages.

DEMOGRAPHIC AND PLANNING CONSULTING AGREEMENT
WITH OPTIONAL SOFTWARE

Stillwater Area Public Schools
1875 Greeley Street South
Stillwater, MN 55082
TEL: (651)351-8340 FAX: (651)351-8380

and

Davis Demographics & Planning, Inc.
11850 Pierce Street #200, Riverside, CA 92505
TEL: (951)270-5211 FAX: (951)270-5212

This Agreement is made by and between Davis Demographics & Planning, Inc., a California Corporation, (hereinafter referred to as "DDP") and Stillwater Area Public Schools (hereinafter referred to as "DISTRICT") with reference to the following:

The DISTRICT has requested professional services in demographic analysis, enrollment forecasting, facilities planning, committee and public meeting support, geographic information system (GIS) data development, GIS software, training or other services as requested.

Therefore, it is agreed between the parties hereto, as follows:

SECTION ONE - SERVICES OF DDP

DDP shall perform consulting services and/or provide licenses to software products as outlined in Appendix A of this Agreement. Any additional work not specifically listed under Appendix A and requested by the DISTRICT will be performed at an agreed upon fee through an additional project authorization and separate purchase order, but shall be governed by the same terms of this Agreement.

This Agreement will not take effect and DDP will have no obligation to provide services, until the DISTRICT returns a signed copy of this Agreement and furnishes payment of the initial Retainer Fee set forth in Section Six below.

SECTION TWO - PERIOD OF PERFORMANCE

Performance of consulting services outlined in Appendix A shall be on an annual basis commencing upon the later date this Agreement is signed by both parties through June 30, 2020, and in the event of a multiple year agreement, consulting services shall continue through June 30th of each subsequent year of a multiple year Agreement.

Any license renewals of optional software are governed by the terms of the individual software product license included in Appendices B and/or C.

SECTION THREE - OBLIGATIONS OF THE DISTRICT

A) DISTRICT agrees that its employees will cooperate with DDP in the performance of services under this Agreement and will be available for consultation with DDP at reasonable times.

B) DISTRICT shall provide, at no cost to DDP, DISTRICT data which are requested by DDP and required for providing the services of this Agreement.

C) DISTRICT shall aid DDP in obtaining data from other public offices or agencies, local business firms, and private citizens whenever such data is necessary for the completion of the work outlined in this Agreement.

SECTION FOUR - LIMITATIONS

A) DDP understands that time is of the essence in completing the work outlined in this Agreement. However, DISTRICT understands that DDP may be dependent upon the timely delivery of data from the DISTRICT as well as third parties and that all tasks may not be completed in the allotted time as may be specified in this Agreement. DDP will make all reasonable efforts to complete all tasks in a timely manner.

B) DISTRICT understands that the work performed by DDP is based upon the best information available to DDP at the time of rendering services. DISTRICT also understands that DDP makes no guarantees for these services and DISTRICT hereby agrees.

C) DISTRICT understands that the mapping databases and associated information licensed from third parties in the performance of this Agreement are detailed and complex products. DDP will make all reasonable efforts to bring these databases and products into compliance for accuracy standards within the industry, however DDP makes no warranties for these third-party data products and DISTRICT hereby agrees.

SECTION FIVE - GENERAL PROVISIONS

This Agreement is a contract for services including the licensing of any optional software. Software licensed as part of this Agreement is/are subject to the software license terms outlined in the Appendices of this Agreement.

All report formats and software application programs remain the property of DDP. The DISTRICT may make as many duplicates of any hardcopy maps and reports as may be deemed necessary for its business use. Unless clearly stated in this Agreement, due to various data licensing and copyright agreements, the DISTRICT does not receive automatic access or use of any internal data or GIS map data, other than the DISTRICT's own student record data provided to DDP. If data is made available and transferred to the DISTRICT for use with any DISTRICT GIS software, it is expressly understood that such data developed by DDP, and/or licensed from, an outside data provider is for DISTRICT internal use only, and may not be reproduced, distributed or released by the DISTRICT to any third parties without the written consent of DDP and the data provider.

DDP is acting as, and shall be considered, an independent contractor, and will be responsible for determining the sequence, method, details and manner in which it performs those services required under the terms of this Agreement. Nothing herein contained shall be construed as creating a relationship of employer and employee, or principal and agent, between DISTRICT and DDP or any of DDP's agents or employees. DDP assumes exclusively the responsibility for the acts of its employees or agents as they relate to the services to be provided during the course and scope of their employment. DDP, its agents and employees, shall not be entitled to any rights and/or privileges of DISTRICT's employees and shall not be considered in any manner to be DISTRICT's employees.

SECTION SIX - COMPENSATION

Twenty-five percent (25%) of the consulting contract amount is due as a Retainer Fee upon execution of this Agreement and will be invoiced by DDP and is payable before substantial work will commence. This fee is non-refundable indicating a commitment by DDP staff to be available to complete any work outlined or requested as part of the Agreement. Initial hours and expenses incurred will be applied to this Retainer Fee amount. Once the Retainer Fee has been reached, compensation to DDP shall be made at an hourly rate of $170.00 with a maximum fee for tasks to be completed as outlined in Appendix A. Any software will be invoiced in full upon shipment.

DDP shall invoice DISTRICT on a monthly basis at which time such invoices shall be due and payable. DDP reserves the right to charge interest at the rate of 10 percent per annum, on the unpaid balance, compounded annually (to the extent permitted by the law) on any sums not paid within 90 days of the initial billing date.

Professional services tasks outlined in Appendix A and their associated fees are for estimate purposes only within the total scope of the Agreement—task fees are not individual maximum fees—DDP retains the right to shift fees between the tasks in order to complete the overall scope of work outlined in the Agreement.

If this Agreement is for multiple years, each additional year will be handled in the same manner as the first year, with the Retainer Fee of 25% of each year's contract amount invoiced and due on July 1st.

Any additional services not specifically outlined in this Agreement shall be invoiced at the hourly fee noted above. Any meetings not specifically outlined in this Agreement shall be invoiced at the hourly fee (inclusive of travel time to and from any meeting) plus any airfare and $275 per diem travel expenses (for overnight trips or any trips requiring air travel).

SECTION SEVEN - TERMINATION

It is understood and agreed that the DISTRICT may terminate this Agreement for the DISTRICT's convenience and without cause by giving DDP written notice at least thirty (30) days before the effective date of such termination. Upon termination, DDP shall:

1) Stop work under the Agreement on the date and to the extent specified in the Notice of Termination.

2) Transfer to the DISTRICT (to the extent allowed under Section Five of this Agreement) and deliver, in the manner, at the times and to the extent directed by the DISTRICT, the work in process on the effective date of the Notice of Termination.

3) Require Payment

   The amount due DDP upon receipt of termination notice shall be payment for all work completed including:

   a) The Retainer Fee (representing commitment of resources/personnel and lost opportunity for profit);

   b) payment at the hourly rate specified in this Agreement for all time spent over the Retainer Fee towards the performance of this Agreement up until the receipt of notice of termination;

   c) payment for all expenses incurred by DDP in the performance of this Agreement, including, but not limited to, mapping and other purchased or licensed data;

   d) in the case of a multiple year Agreement, additional Retainer Fees of 25% of the annual consulting contract amount for each year of the Agreement not completed shall be due, as an early termination convenience to compensate for commitment of staff, multiple year discount offered, and lost profit opportunity.

SECTION EIGHT – RENEWAL

If agreed to in writing by both parties no less than 30 days prior to the expiration of this Agreement, the Agreement may be renewed for the same period of performance (number of years as originally agreed to), for the same consulting services scope and fee as outlined in Appendix A, and under all the same terms and conditions. Software licenses are subject to separate renewal as outlined in the software license agreements.

SECTION NINE – NONHIRE OF DDP PERSONNEL

It is hereby mutually agreed that the DISTRICT will not solicit for hire any current or former employee(s) of DDP's staff without the written permission of the President of Davis Demographics for a period of two years after completion of the services outlined in this Agreement, or any ongoing Agreements for services for additional work, whichever is later. In the event the foregoing provision is breached, liquidated damages equal to twenty-four (24) months of the employee's compensation plus any legal expenses associated with the enforcement of this provision shall be paid by the DISTRICT to DDP.

SECTION TEN - CONFIDENTIALITY

All communication and information obtained by DDP from the DISTRICT relating to this Agreement and all information developed by DDP under this Agreement are confidential. Should there be a need for DDP to maintain on its server(s) and/or other data storage media, personnel and/or student information protected by the Family Educational Rights and Privacy Act Regulations 34 CFR Part 99 (FERPA), DDP will take appropriate measures to ensure the security of said information and maintain its confidentiality according to applicable regulations. In addition, DDP acknowledges and agrees that, in the course of its Agreement with the DISTRICT, DDP will receive or have access to personal information. Personal information means information provided to DDP or to which access was provided to DDP by or at the direction of the DISTRICT in the course of DDP's performance under this Agreement that (a) identifies or can be used to identify an individual, including without limitation, names, addresses, or other unique identifiers or (b) can be used to authenticate an individual, including, without limitation identification numbers or other sensitive information. DDP shall comply with this Agreement in its collection, receipt, transmission, storage, disposal, use and disclosure of personal information under its control or in its possession and shall remain liable to the DISTRICT and to any other person whose personal information is under its control or in its possession. In recognition of the foregoing, DDP agrees and covenants that it shall: (a) keep and maintain all personal information in strict confidence using such degree of care as is appropriate to avoid unauthorized access use or disclosure, including but limited to security or data breach, malware intrusion or any other unauthorized access to such personal information; (b) shall not use, sell, rent, transfer or otherwise disclose or make available personal information for the benefit of anyone other than the DISTRICT; (c) at a minimum, DDP shall have in place safeguards for the protection of personal information which shall include limiting access to the DISTRICT information, securing business facilities, data centers, servers, back-up systems and computing equipment with information storage capability, as well as implementing network, database and platform security on computing equipment that are either owned by, used by or in the care or control of DDP.

SECTION ELEVEN - INDEMNIFICATION

DDP shall defend, indemnify and hold DISTRICT, its officials, officers, employees and agents free and harmless from all liability due to damage to property or injury to persons, including wrongful death, arising out of or incident to any negligent acts, omissions or willful misconduct of DDP arising out of or in connection with DDP's performance of this Agreement, including without limitation the payment of attorney's fees. Further, DDP shall defend at its own expense, including attorney's fees, DISTRICT, its officials, officers, employees, and agents in any legal action based upon such negligent acts, omissions or willful misconduct.

SECTION TWELVE - DISPUTE

The parties agree to be subject to binding arbitration to resolve any dispute arising of or relating to the Agreement that cannot be settled through negotiation. The Commercial Arbitration Rules of the American Arbitration Association will govern the arbitration proceedings. The prevailing party in such action shall be entitled to recover from the other party the prevailing party's actual Attorney's fees and costs incurred, including witness fees, and associated expenses whether or not the action proceeds to judgment.

SECTION THIRTEEN – ENTIRE AGREEMENT

This Agreement contains the entire Agreement of the parties with respect to the subject matter hereof, and supersedes all prior negotiations, understandings or agreements, either oral or written prior to the execution of this Agreement.

This Agreement may be modified by subsequent agreement of the parties only by an instrument in writing signed by both parties.

THE PARTIES HAVE READ AND UNDERSTOOD THE FOREGOING TERMS AND AGREE TO EXECUTE THIS AGREEMENT BY THE SIGNATURES OF THEIR DULY AUTHORIZED REPRESENTAIVES BELOW. THE SERVICES ALONG WITH THE TERM OF SERVICES AND/OR SOFTWARE ACCEPTED BY THE DISTRICT, ARE INDICATED BY A CHECK MARK AND INITIALS NEXT TO EACH ITEM IN APPENDIX A.

Davis Demographics & Planning, Inc.

_____

Gregory H. Davis

President

January 20, 2020
Fed Employer #: 33-0759263

Stillwater Area Public Schools

_____
Signature

_____
Print Name

Title_____

Date_____

Billing Contact:

_____
Name

_____
Email

_____
Address

_____
City/State/Zip

Appendix A
Comprehensive Demographic Study Scope and Fee

Tasks Performed and Deliverables:

- Collection and research of all information required for resident student forecasts
    - New housing research, mapping, type, number, phasing schedule
    - Historical birth data trends
    - In/out migration trend analysis
    - Historical enrollment trends at District, mapping student residence (geocoding (mapping) students for Fall 2016, 2017, 2018, 2019)
- Creation/update of all GIS computer mapping layers for planning purposes including existing attendance zones, small planning areas and school locations.
- Acquisition/setup of computer GIS basemaps appropriate for school district from local county sources.
- Research and compile all new residential housing project information, including type, number of planned units, and estimated timing of completion.
- Prepare 7 Year Residence-based Student Forecasts at the detailed level of each individual small planning area, and summarized by school attendance area, by grade level, and district-wide. So for example, a typical school district that we might partition into 400 small planning areas, we would generate 400 unique student forecasts, one unique forecast for each individual planning area. This shows WHERE enrollment growth/decline is occurring. Our specialized software then aggregates together those 400 forecasts into meaningful summaries depending on how the data is being examined.
- Residence-based Forecasts are based on student residency, not student school of enrollment. **WHY?** (another type of forecast, by student's school of enrollment is useful for staffing and budgeting……we will provide that type of 2-year forecast as well). These RESIDENCY FORECASTS are by far the most useful for long-range facility planning and any decision-making related to facilities.
    - Boundary realignment
    - Next new school location or modeling the closing of a school
    - Program placement optimization
    - Capacity/portables
- Final Report including methodology, source data utilized and discussion of results. Includes third-party demographic information in support of the forecasts.
- Impact of open enrollment/school of choice; report of student's home attendance area versus their school of enrollment. We call it an Attendance Matrix. Very useful and eye-opening.
- A variety of maps included with the demographic study report.
- Two (2) onsite visits to SAPS. The first for a kickoff meeting with district staff as well as research of any new housing. The second visit at the conclusion of the study is for a presentation to the School Board. Additional meetings available at a $1750 per meeting fee (includes all travel costs).
- Discussion with SAPS about any next steps after forecasts. Redistricting is the most common. Let's talk.
- Setup of online mapping tools: SchoolSite Locator (complimentary through June 2021).

TOTAL FEE ONE YEAR: $23,750

Initial above
for ONE-YEAR Consulting Services Agreement

3 YEAR AGREEMENT OPTION
Year 1: $23,750
Year 2: $21,500
Year 3: $21,500

Initial above
for THREE-YEAR Consulting Services Agreement

Appendix A

OPTIONS

If the DISTRICT is interested in any of these optional items below, please circle the dollar amount and initial beside the circle drawn.

REDISTRICTING SERVICES

REDISTRICTING SERVICES – Typical Tasks and Deliverables:

- Create Boundary Scenarios using forecasted student populations.
- As-needed phone calls, Go-To-Meetings, etc.
- Deliverables are primarily consultant's time and materials produced.
- Onsite visits are typically outside of a set number of hours

$ TBD upon further discussion

Based upon anticipated hourly rate for scenarios and # of meetings

STORY MAP

Optional Story Map

Need to spotlight your District to the community? Here's a real-time, interactive web-map in a STORY format. People love it, and it's been used to help pass local bonds.

Examples (created by Davis Demographics)

Dublin, CA

http://ddp.maps.arcgis.com/apps/MapJournal/index.html?appid=8261a1a2f07e42ca9298d4c7036db29b

Huntington Beach, CA

https://ddp.maps.arcgis.com/apps/MapSeries/index.html?appid=87871ce8d7bc436f84379025f534e96b

Amarillo, TX

https://ddp.maps.arcgis.com/apps/MapJournal/index.html?appid=247b718b477c4512ad0586ae4e3cc322

A Story Map is a very specialized part of ArcGIS Online, and can be very powerful because it does exactly what its name implies…it tells a story through maps, pictures and data. It can be a fantastic Public Relations tool.

A Story Map is an optional service offered by Davis Demographics. $7,500

Software:

SchoolSite Locator Address-to-School Assignment Web Service:

SchoolSite Locator is a DDP-hosted web page/application for district staff and parent use to determine school assignments/options for user-entered addresses. The service web link can be used internally by the DISTRICT or posted on the DISTRICT's web site for public access. Access is through any standard web browser supporting HTML5.

Software features of SchoolSite Locator are highlighted in Appendix B.

► **Subscription is complimentary through June 30, 2021.**

Annual hosting/subscription fee, beginning July 1, 2021: $1,295

(Complimentary through June 30, 2021. If DISTRICT does not wish to continue using SchoolSite locator after June 30, 2021, we will simply disconnect it, and there is no further obligation on the DISTRICT)

_____

Initial above if the DISTRICT wishes to license SchoolSite Locator subject to the Software License Agreement: Appendix B

Software:

SchoolSite Planning Suite for ArcGIS Desktop Software:

Attendance boundary planning, mapping and student demographic reporting tools, PLUS comprehensive student forecasting that integrates with the Redistricting tools.
Software features are highlighted in Appendix B.

Floating/Concurrent Use (1 License) for one user accessing the software at a time.
SchoolSite licensing includes documentation, technical support and free SchoolSite upgrades for one year.
SchoolSite is an extension to Esri's ArcGIS Desktop GIS software and requires a license of ArcGIS to operate. The first year license of Esri's ArcGIS Standard software is included with SchoolSite. Subsequent years ArcGIS cost are billed directly from Esri to the District and are typically $750 per license.

SchoolSite license is for 12 months. After 12 months, the following applies:
License Renewal and Support Fees (aka software maintenance)
SchoolSite™ software from Davis Demographics runs on ArcGIS® software from Esri. Both programs require an annual license renewal fee for continued functionality.
Renewal fees listed below are based upon quantity of SchoolSite licenses issued. Please contact us with any questions.

SchoolSite Planning Suite	1st license, annual renewal	**$3,500** + applicable tax
ArcGIS desktop software	payable to Esri	**$750** + applicable tax

☐ _____
Check the box and initial above,
the DISTRICT desires **ONE (1) SchoolSite floating license** **$7,000 First Year**
$3,500 annually thereafter

SchoolSite software Training:

TRAINING @Davis Demographics' Office (Riverside CA, Dallas TX, Scottsdale AZ)
(24 hours) 3 days onsite at Davis Demographics' office for up to three people, followed by
(14 hours) 7 weeks @ 2 hours/week. 14 hours is online training with our trainer, and is to be completed within 60 days of initial 3-day training session.
Travel arrangements and costs are the responsibility of the DISTRICT.

☐_____
Check the box and initial above, the DISTRICT wishes to receive training at a Davis Demographics office. **COMPLIMENTARY Included with software price**

TRAINING @DISTRICT Office (Stillwater, MN)
One trainer sent by Davis Demographics for up to three trainees.
Trainer costs: $2,100 per day X 3 days = $6,300 **$6,300**
Followed by 14 hours training, same as outlined above.
Includes all DDP travel expenses [airfare + per diem (hotel, car, meals)]

☐_____
Check the box and initial above, the DISTRICT wishes to receive training at the DISTRICT office.

Appendix B

SCHOOLSITE™ SOFTWARE HIGHLIGHTS

Davis Demographics' SchoolSite is the most powerful and widely used planning software for school districts throughout the U.S. It is built upon Esri's ArcGIS, the world's leading industry-standard GIS mapping software. Over 95% of the counties in the U.S. and most of the Fortune 500 companies utilize Esri technology to improve decision-making. SchoolSite brings together the best in GIS mapping as well as school planning tools.

Davis Demographics' SchoolSite is the ONLY school planning solution that:

- ❖ Is integrated directly within the Esri ArcGIS software platform.

- ❖ Provides the ability to directly utilize (no import or conversion necessary) locally sourced map data from your planning agencies and as well as internal district data to provide an unlimited level of analysis and expandability to meet any information needs of the district. This level of analysis may include a district-wide visualization of mapped students and boundary planning for one project or perhaps the updating of a site plan of school buildings and rooms for maintenance and operations. Mapping for all uses; not just demographic planning.

- ❖ Provides access to review and work with enrollment forecasts developed by Davis Demographics as well as modify and create your own projections. At best, other vendors only allow you to view and print their projections.

- ❖ Includes powerful desktop mapping and analysis capabilities coupled with the ability to share your maps and data through online web maps. This unique and powerful web publishing capability, which no other software offers, provides Davis Demographics and the district with the ability to share information internally among designated district groups, departments and users as well as optionally to the public. Collaborative online access to your mapping and analysis has never been made easier.

- ❖ Allows your district the option to handle all of your planning efforts in-house instead of being dependent upon an ongoing consultant agreement. Davis Demographics can assist you, maintain data and provide ongoing planning services if desired, however, the district can become self-sufficient taking ownership of the data with our SchoolSite planning tools at any time. Other consultants "turn off" access to your data if a contract is not extended.

Beyond the key characteristics noted above, the following is a partial list of the software features of SchoolSite:

- Virtually unlimited display of map layers for any type of information, i.e. students, streets, attendance boundaries, residential subdivisions, schools, buildings, demographic or socio-economic data, assessor parcels, etc. Map data is available online, through numerous third party sources such as your local government agencies, commercial data sources, Davis Demographics as well as your own internal data.

- Query, summarize and display students and other data within any user-defined boundary, along streets, or within distances of other map features.

- Use selected map features in one layer to select features/records in other layers, i.e students within study areas, students within attendance zones, streets with walking distance of a school, etc.

- Query a map layer directly on the map or through the layer's the underlying tabular data. The selected map features and data records are color highlighted and always 'in-sync'. Export the data records in a variety of formats including Excel. For example, select student point locations on the map or through filters and export the selected student records into Excel for a mail merge.

- Create student density maps including thematic maps based upon any field attribute from the district's SIS such as grade, school of attendance, test scores, ethnicity, FRL, etc.

- Create walk zones following streets. Determine students within or outside each area and use these areas to help determine attendance zones that maximize walk-in attendance.

- Identify optimal placement of educational programs at school sites based upon a list of candidate schools, their capacities and the demand location of students. This is a unique capability that only SchoolSite and ArcGIS can perform.

- Map and track residential development projects. Display new projects on the map and color-code or filter the data based upon unlimited multiple fields such as type of development, timing of the project, or developer name.

- Create a variety of demographic and population characteristic reports from online data. Reports are available in Adobe PDF or Excel format.

- Publish data and maps from SchoolSite and ArcGIS as live interactive web maps. These web maps can be embedded in your district's web site as well as shared through URL links. Web maps can be shared to the public or only those groups of individuals within the district you choose to give access. This is a unique feature of SchoolSite and ArcGIS giving you the powerful capability to collaborate and share a wealth of maps and information.

- Embed your live web maps in your PowerPoint presentations (map zoom and view on your slides)

- Design, print and export professional-quality maps in an interactive map layout. Maps can be a printed in a variety of sizes and exported in numerous graphic formats including direct support for Adobe PDF.

- Geocode (map by address) students, as well as almost any type of data, to streets, parcels or other map source. The software is very flexible during the matching process allowing the ability to overcome deficiencies in the accuracy or completeness of user address data. Consistent match rates of 99.5+ percent.

- Direct import of student data records from the Aeries.net SIS. Other student information system provider links coming soon. Create street directory/listing for import into your SIS for address and school of assignment validation.

- Not only view and print enrollment forecasts developed by Davis Demographics, but modify and create your own student resident projections using our integrated short-term and long-range forecasting model. SchoolSite models future enrollment up to 10 years, along with optional build-out, by grade level and geographic area (planning areas, summarized by attendance zones, district-wide, and user-defined regions). It incorporates birth trends, student mobility as well as future residential projects.

- Projections by school of enrollment (typical for staffing needs) are also included in the latest release of SchoolSite.

- Projections can be summarized based upon many grade level scenarios such as K-5, K-6, 7-9, 9-12, etc. to model grade reconfigurations and the associated effect on attendance boundaries.

- Enrollment forecasts are integrated with our powerful SchoolSite boundary planning software to interactively modify attendance boundaries and model the opening or closing of school sites using existing as well as projected future student counts. As boundaries are updated, student count and other field statistics update and are displayed on the map. Multiple plans can be developed simultaneously; for example, see the impact of changing both elementary and middle school boundaries.

- Boundary planning can include statistical reports for any student attribute field displaying raw numerical counts and percentages by grade range or individual grades. Reports can be exported to Excel.

SCHOOLSITE™ PLANNING SOFTWARE FOR ESRI ARCGIS LICENSE AGREEMENT

1. BACKGROUND

The Licensee desires to acquire, and DDP is willing to grant, subject to terms and conditions set forth below, certain rights to use Davis Demographic & Planning, Inc. (DDP) proprietary SchoolSite™ demographic and planning software, together with associated documentation and other instructional and informational materials (hereinafter collectively the "Software").

2. LICENSE

Subject to the provisions herein, and upon payment of DDP's current license fee, DDP grants to the Licensee a nonexclusive, nontransferable license, without the right to sublicense, to use the Software on the number of licensee's computers simultaneously equal to the number of software licenses the Licensee has obtained.

3. SINGLE USE LIMITATION

The license granted above is a "floating use" or "concurrent use" license. This means that a separate license is necessary and checked-out from the "pool" of licenses for each stand-alone computer or workstation on which the Licensee uses the Software. More specifically, the Licensee is authorized to use the Software only on the number of computers for which the Licensee has obtained licenses. One license is required for each concurrent use of the Software on a single computer.

4. INTERNAL USE AND NONTRANSFERABILITY

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7. LIMITED WARRANTY

DDP warrants to the Licensee that the media on which the software is recorded is free from defects and materials and workmanship under normal use and service for a period of ninety (90) days from the date of delivery of such media. DDP represents and warrants that the unmodified software will substantially conform to the published Documentation.

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9. TERM

SchoolSite™ software from Davis Demographics & Planning, bundled with ArcGIS® software from Esri, both come with one year of telephone support and software enhancements as they are released. At the end of the first year and each subsequent year thereafter, license renewal fees are required for continued use of each GIS software application and its accompanying support. Timely payment of annual maintenance fees will ensure uninterrupted use of all software. Maintenance for ArcGIS software will be invoiced directly by Esri. Maintenance for SchoolSite software will be invoiced separately by Davis Demographics & Planning. This Agreement, and the license granted herein, is effective for a term of one (1) year. The Agreement may be renewed annually for additional terms of one year each, but only if the Licensee pays DDP's then **current** license renewal fee at least 15 days prior to expiration of this Agreement. License renewal fees include software product updates and are therefore considered a product under IRS guidelines and are subject to local taxes where applicable. The annual license renewal fee is subject to increase upon written notice and shall not increase more than 10% within a three year period. **The software is protected by a license server/manager and a license password file, which will terminate every 365 days (1 year) unless the license renewal fee is paid and a new password file is obtained from DDP.** The License Agreement will automatically terminate if the Licensee fails to comply with any provision of this License. Upon termination, the Licensee will, within five (5) working days, return to DDP the Software, and any materials relating thereto, including, without limitation, updates, whole or partial copies, codes, modifications, and merged portions in any form. The Licensee's obligations under paragraphs 3, 4, 5 and 6 shall survive termination.

10. UPGRADES AND ENHANCEMENTS

During the term of this Agreement, any upgrades and enhancements that DDP makes generally available to Licensees of the Software will be provided to the Licensee at no further charge. Upon delivery of such upgrades and/or enhancements by DDP to the Licensee, the Software shall be deemed to include such upgrades and/or enhancements and all provisions of this License Agreement, including all restrictions, limitations, and conditions shall apply thereto.

11. ADDITIONAL LICENSES

Additional software licenses may be acquired by the Licensee under the same terms and the Licensee acknowledges that additional annual license renewal/support fees may be required for such licenses.

12. TRAINING

Training at DDP's offices for one person is included in the software license fee. Training services for additional persons and/or at Licensee's site is an additional cost. Davis Demographics & Planning, Inc. has minimum skill requirements for customer personnel who wish to be trained. The Licensee should consult with DDP regarding these required skills. Training is to be provided only by personnel authorized by DDP.

13. NON-HIRE OF DDP PERSONNEL

It is hereby mutually agreed that the Licensee will not solicit for hire any employee(s) of DDP staff without the written permission of the President of Davis Demographics during the license period and for a period of two years after any discontinuance of the license. In the event the foregoing provision is breached, liquidated damages equal to twenty-four (24) months of the employee's compensation plus any legal expenses associated with the enforcement of this provision shall be paid by the Licensee to DDP.

14. BUNDLED THIRD-PARTY SOFTWARE

The Software provided by DDP under this license may include additional ArcGIS mapping software provided Esri, Inc. The software provided by Esri is subject to appropriate Esri License Agreements. The maintenance and support of Esri software is between the Licensee and Esri.

15. ENTIRE AGREEMENT

This Agreement represents the entire Agreement between DDP and the Licensee and supersedes any prior communications, oral or written, relating to the Software. It may be amended only by a writing executed by both parties. If any of the provisions of this Agreement are found invalid or unenforceable, such provision or provisions shall be deemed deleted; the Agreement shall then be enforced according to the maximum extent permitted by law, and all other parts of this Agreement will remain in full force and effect as written. A waiver of any of the provisions of this Agreement on any one occasion will not be deemed to amend or waive that provision nor any of the other provisions on any other occasion. This Agreement will be governed by the laws of the state of California.

Appendix C

SCHOOLSITE LOCATOR™ LICENSE AGREEMENT

1. BACKGROUND

SchoolSite Locator™ ("SSL") is a web-based Application and Service that combines a variety of map and other data sources through the Internet for finding addresses and student school assignments based upon school attendance boundaries. The Service is accessible through a mapping web site using data stored on DDP computer servers and potentially, accessing other third party data servers hosting map and aerial image data. The Licensee, by accessing the SSL agrees to the following license provisions. Davis Demographics & Planning, Inc. ("DDP"), reserves the right to immediately terminate this license should the Licensee use the Service for any use not permitted under this License Agreement.

2. LICENSE

Subject to the provisions herein, and upon annual payment of the SSL current hosting fee, DDP grants to the Licensee a nontransferable license to access the SSL, including any applicable data or documentation. Access to the web site and service is obtained through the issuance of a web site Uniform Resource Locator ("URL") link which the Licensee agrees to post only on their internal or external school district web page(s). The URL, or any Licensee web page containing the URL, is not to be directly provided to any third party for posting from any third party web site. This License Agreement will automatically terminate if the Licensee fails to comply with any terms of this agreement.

3. USE LIMITATION

Access to the SSL is to be used for the Licensee's own school district business use. Access to the SSL may not be used to provide outside services, share data with third parties, or provide maps, reports or data as a service bureau.

4. RESERVATION OF OWNERSHIP AND GRANT OF LICENSE

The SSL is proprietary to DDP and contains trade secrets, inclusive of unpublished specifications. All rights, title, ownership in patents, trademarks, copyrights, trade secrets, know-how, and any proprietary rights in the Service remain exclusively with DDP. The SSL is protected by United States copyright law and the Licensee acknowledges that the SSL is proprietary to DDP.

5. ANNUAL HOSTING PERIOD

The annual hosting period is from July 1 to June 30 each year. Renewal invoices shall be sent automatically 30 days prior to the expiration of the annual hosting period. The service is subject to discontinuance if any invoice is not paid within 90 days.

6. MAP DATA UPDATES

The annual subscription fee does not include any map updates--the subscription fee is for hosting and access to the service only. For the initial setup of the service, the Licensee has 20 calendar days from the date of the email notice that SSL is ready to use (including the URL links), to advise DDP of any boundary corrections or other data changes that may be necessary. Once the 20 days has transpired, it is assumed that the GIS data and SSL service is correct and operational. Any notice after such date will require the Licensee to utilize their one data update for the year (see below) and/or may require additional data setup fees. If the Licensee has chosen to utilize the online street data from Esri for address locating purposes, the Licensee understands that DDP has no control over accuracy or timeliness of updates to street and address information (see Section 7 below).

If the Licensee has its own GIS software and is continually maintaining its own GIS data (street, schools and/or boundaries) to be submitted and used in SSL, one data upload submission from the Licensee to DDP is included per year in the annual hosting fee. Data sent to DDP must be in a format according to DDP specifications and changes to all data layers should be sent in one submission. Data not conforming to DDP specifications may require additional fees to make the data usable with SSL. Additional data uploads beyond one submission per year are subject to $500 per submission which is required for the additional time required for loading and testing the new data.

If the Licensee is not maintaining their own GIS data, DDP may, at the Licensee's request, provide those services for a separate fee. It is suggested that the Licensee maintain an internal list of corrections/changes and submit those to DDP upon which DDP will provide a quote for updating at our current hourly rate. If DDP is maintaining GIS map data for the Licensee under a consulting services contract, automatic updates to the SSL GIS data will be included once a year upon completion of the annual GIS updates (usually in fall).

Services such as aerial photography are updated by third parties and may not be on a regular update schedule. Third party web-based street address data services provided in the Esri map version subscription are generally updated twice per year.

7. THIRD PARTY DATA SOURCES/USE OF DATA RESTRICTIONS

Certain portions of the SSL utilize third party maps, imagery and other data sources owned and licensed by those parties. Licensee's use of such third party data through SSL shall be governed, in addition to the terms and conditions of this Agreement, by the following Use of Data Restrictions:

a. The Licensee understands that the data products are complex in nature and are not free from defects. The data is not fault-tolerant and are not designed, manufactured, or intended for use with critical safety, emergency response, terrorism prevention or response, or high-risk navigation or location applications.

b. Certain data provided by third parties are updated periodically by those third parties, in some cases, on an irregular schedule. DDP is not responsible for the completeness, accuracy or timeliness of data updates.

8. SERVICE UPTIME/UPGRADES AND ENHANCEMENTS

From time to time, DDP may upgrade the SSL web site and Service. DDP reserves the right to make any changes it deems necessary or desirable to the SSL. The Licensee will automatically gain access to the new application upgrades and enhancements. During times of upgrade or maintenance, access to SSL may be temporarily unavailable. DDP will attempt to notify all clients prior to any downtime. Uptime for SSL is generally over 99%, however, the Licensee understands that periodic unavailability may occur due to internet issues and other circumstances beyond DDP control.

9. LIMITED WARRANTY

The SSL is provided “as-is” without warranty of any kind, express or implied, including, but not limited to, the warranties of merchantability or fitness for a particular purpose. Licensee bears all risk as to the quality and performance of SSL and the services provided by the application. The Licensee’s sole remedy is a written request to DDP for a refund of the annual license fee which shall be pro-rated on an annual basis based upon the time that SSL was made available to the Licensee (issuance of URL link providing access).

HAZEL REINHARDT
CONSULTING SERVICES

PROPOSAL

January 15, 2020

Ms. Kristen Hoheisel
Executive Director of Finance and Operations
Stillwater Area Public Schools
1875 Greeley Street South
Stillwater, MN 55082

Dear Kristen,

Thank you so much for inquiring about a proposal for a demographic study and K-12 public school enrollment projections for the Stillwater Area Public Schools. This proposal covers the scope of study you requested. It also provides a brief overview of the methodologies that will be used, a list of the project's work products, and the project's data requirements that you must provide.

Overview

Today, school enrollment projections must reflect not only population characteristics but also the market dynamics of school choice. Naturally, a district's school age population is closely related to other population characteristics of a school district. A prime example is the relationship between the age of adults and the number of births in a school district. A larger number of women of prime childbearing age results in more births and larger kindergarten classes five to six years later. Another example is the relationship between age and changing one's residence. Older people move less frequently than younger people. Families with children under 18 years who move from one locale to another do influence school enrollment. Further, in a mobile society, enrollment changes throughout the school year as families and children move.

While population changes affect the total number of school age children residing in a school district, Minnesota students and their families have education choices. These choices also effect enrollment in the district's schools. Therefore, when analyzing public school enrollment, choice must be considered as well as population dynamics. Choice includes nonpublic schools, home schools, and the public options of open enrollment, charter schools and alternative schools. In addition, two other choices exist: a) dropping out of high school; and b) delaying entering kindergarten (redshirting).

Most macro population changes, for example, changes in birth or fertility rates, affect most school districts. While these changes most often are manifest in trend lines, many other changes

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effecting school enrollment contain an element of randomness that results in annual fluctuations, which are impossible to anticipate.

Methodology

Public school enrollment projections will be made using two methodologies. Each is described below.

Cohort Survival Method

The cohort survival method is the most common and most robust model for projecting school enrollment. In the cohort survival method, the first step is to move a grade to the next higher grade. Because mortality is so low in the school age population, the entire grade is assumed to "survive" to the next higher grade in the following year. Once a grade or cohort has been "aged" to the next grade, net migration is added to or subtracted from that grade. Using survival rates accomplishes both "aging" and migration in a single step. Over time, because of migration, the size of a cohort will increase or decrease as its progresses through the grades.

Resident births in the district or a proxy for the district will be used to project kindergarten five to six years later. Of course, not every child born in the district will enter the district's kindergarten classes five to six years later. However, some "district born" children who move out before enrolling in kindergarten will be replaced by children born elsewhere who move into the district before entering kindergarten. If the number of "ins" and "outs" are equal, the net effect is zero and the kindergarten class would be 100 percent of resident births. However, no public-school system captures all its potential kindergarten students. Some resident kindergarten students attend private schools or are home schooled. Others may attend a charter school or open enroll at another district. Therefore, the public schools' kindergarten to births ratio is expected to be less than 100 percent. If the ratio is 100 percent or higher, more preschool children are moving into or open enrolling into the district than leaving (net in migration).

To extend kindergarten projections for the final five projection years, population projections made by the State of Minnesota will be used as a guide.

The cohort survival method's strength is that it shows the effects of differences in grade size as those students progress through the grades. For example, this method will show how a large or small kindergarten class effects enrollment over 13 years or how larger elementary grades will affect the size of the middle school and high school grades in five to ten years. The weakness of the cohort survival method is that it is slow to reflect the impact of new housing units, especially if single-family detached units are added rapidly and in large numbers.

The main reason to use a housing unit method is to understand the effect of new single-family housing units on school enrollment. It could be said that housing stock is like DNA. It determines the size and characteristics of the resident school age population.

An Enrollment and Housing Study provides the best input data for the housing unit method. In the past ten years, geographic information system (GIS) technology became more widely available. This technology allows for the overlay of students on property tax parcel data. Housing type, year the unit

was built, and estimated market value are recorded in the property tax records for all residential property in a school district. In addition, the tax records show when a housing unit was last sold.

The Enrollment and Housing Study makes it possible to project enrollment through a more refined version of the housing unit method called the housing starts method. The housing starts method is based on estimating the school age children per new unit and adding these students to the student population from existing units. This method shows the immediate effect of new housing units. Historically, the weakness of the housing unit method was the difficulty in quantifying the effect of housing turnover (sales) and the demographic changes that occur when existing housing units are sold. With yield data from the Enrollment and Housing Study, some of these problems are overcome. A unit's status, i.e., new; existing but recently sold; or existing but no recent sale, becomes a valuable addition in making projections using this methodology. The student yields for each status type are different and student yields also differ by geographic area within a school district.

Even with these major improvements, the housing starts method does not yield projections by individual grade; however, grades can be aggregated, that is, elementary, middle school, etc., and projected for individual attendance areas. Projections using the housing unit method are for resident students by year for five years into the future.

An Enrollment and Housing Study has an additional benefit. Most states have data that reflects the age of the population and these data when overlaid on the parcel data provide clues as to the future turnover of single-family detached housing units.

Accuracy

Clients often ask about the accuracy of projections, that is, is there a percentage plus or minus such as exists in sample surveys. Projections are different from sample surveys, therefore, there is no estimate of the "sample" error or variability. That said, I like to focus clients on the factors that can affect accuracy. Assumptions about these factors are embedded in enrollment projection assumptions. They are:

- Change in the fertility rate, that is, the number of children born to women in the prime childbearing age. Currently, the Total Fertility Rate (TFR) in Minnesota is 1.93. (The U.S. TFR is 1.84.) Both these rates are below replacement, which is 2.11 children per woman at the end of childbearing. No demographer is predicting a significant increase in fertility. That said, no one predicted the end of the Baby Boom either. Further the total fertility rate varies by race/ethnicity in the U.S. and in Minnesota.
- The Millennials are delaying marriage, childbearing and home ownership. What the long-term effects of these delays mean is unknown. Will a higher percentage of this generation remain childless? The outcome of this delay will influence future school enrollment.
- The economy is a factor embedded in the net migration (survival rate) assumptions. Individuals and families move in response to local job gains and losses, perceived opportunities elsewhere, etc. These changes are hard to predict. Further, recessions occur with some regularity, but no one can predict when.
- Change in international immigration. Both the economy and public policy are affecting international immigration to the U.S. Future students from these streams are impossible to predict.

There is one thing that we can be certain about. The population is growing older. By 2025, 20 percent of the population will be 65 years of age or older. There is no historical precedent for this high proportion of older population; therefore, society is entering uncharted waters as to the effects of this change. However, we know that aging will affect the housing market and reduce geographic mobility because older people move less frequently than younger people. Further, the percentage of households with school age children will decline.

The kindergarten and net migration (survival rate) assumptions are trend lines, which remove annual fluctuations. However, the future, like the past, will be characterized by annual fluctuation, sometimes large. Because there is no reasonable way to forecast when fluctuations around trend lines will occur, it is arbitrary to project them. Long-term projections are designed to approximate a future point in time not to yield the best projection for each intervening year between the present and the projection end date. For this reason, long-term projections should not be used for annual budgeting purposes.

Making decisions based on projections always contains some element of risk. The user must decide whether it is better to err on the high side or the low side.

Work Products

District-wide Enrollment Projections

- District-wide K-12 enrollment projections by grade by year for 10 years into the future (cohort survival method) excluding Early Childhood
- District-wide K-12 enrollment projections for five years into the future using the housing unit method (residents only) excluding Early Childhood

Individual School Projections and Attendance Area Projections

- Elementary Schools. Individual school projections for 7 elementary schools by grade by year using the cohort survival method and elementary attendance area projections for 7 elementary attendance areas using the housing unit method. Both these projections will be for five years into the future
- Middle Schools. Individual school projection for 2 middle schools (cohort survival method) and 2 middle school attendance areas (housing unit method). Projections will be for five years into the future

The sum of the individual school cohort projections will closely approximate the district-wide projections, which will be made first. The sum of the individual schools will equal the district-wide projections at kindergarten and Grade 6. The sums of other grades may not equal the district-wide projections for those grades.

The individual attendance area projections will be based on each attendance area's annual rate of turnover (sales) for single-family detached units, per student yield for newly constructed single-family detached units, existing single-family detached units that did not turnover and existing single-family detached units that did turnover.

This work, along with all assumptions and analysis, will be contained in a report and presentation to the district.

Enrollment and Housing Study

This project consists of the following:

- Acquisition of resident births by attendance areas;
- Geocoding of K-12 enrollment to parcels;
- Housing unit counts district-wide and by attendance area;
- Projected new housing development by attendance area;
- K-12 yield analysis by housing type district-wide and for each attendance area;
- K-12 yield analysis for single-family detached units for new units, recently sold units, units not sold district-wide and for each attendance area;
- K-12 yield analysis for single-family detached units by age and value district-wide;
- K-12 analysis of socio-economic characteristics (race/ethnicity and economic indicator) district-wide;
- Analysis of household structure of single-family detached units (empty/nester households and households with District 834 students); and
- Resident enrollment based on current elementary and middle school boundaries

Results from this work will be used to project enrollment via the housing starts method.

Cost

- $7,000 District-wide study with district-wide K-12 enrollment projections
- $5,500 Housing and Enrollment Study
- $3,850 for 7 individual elementary school projections ($550 per school)
- $1,100 for 2 individual middle school projections ($550 per school)
- $1,800 for 9 attendance areas ($200 per attendance area)

Timeline

This project can be completed by mid to late May 2020

Terms

A payment of $3,500 payable to Hazel Reinhardt Consulting Services is required as a part of accepting this proposal.

Data Requirements

To make district-wide enrollment projections for the Stillwater Area Public Schools, the following data from the school district are required:

1. Fall enrollment (headcount) by grade in the Stillwater Area Public Schools—2009-10 through 2019-20. (Excluding Early Childhood)

2. Fall enrollment (or ADMs) of nonresident students who attend the Stillwater Area Public Schools through open enrollment and tuition agreements, 2009-10 through 2019-20. Please report tuition agreements separately from open enrollment students;
3. Fall enrollment of Stillwater School District residents enrolled in nonpublic schools, 2009-10 through 2019-20;
4. Fall enrollment of Stillwater School District residents enrolled in home schools, 2009-10 through 2019-20;
5. Fall Enrollment (or ADMs) of Stillwater School District residents who attend public schools in other districts through open enrollment and tuition agreements, 2009-10 through 2019-20. Please report tuition agreement students separately from open enrollment students; and
6. Stillwater School District residents who attend charter schools, 2009-10 through 2019-20.

Data requirements for individual school projections:

1. Fall enrollment (headcount) by grade for each elementary school (7 schools)—2014-15 through 2019-20;
2. Fall enrollment (headcount) by grade for each middle school (2 schools)—2014-15 through 2019-20; and
3. The elementary schools that feed each of the middle schools in the most current year.

Data requirements for the Enrollment and Housing Study:

1. The district must provide Dick Carlstrom with student data by address. Carlstrom will specify the data needed.

Thanks for requesting this work.

Regards,

Hazel

Hazel H. Reinhardt

01/04/2019

Dr. Denise Pontrelli, Superintendent of Schools
Stillwater Area Public Schools
1875 Greeley Street South
Stillwater MN 55082

Re: Consultant Agreement

Dr. Pontrelli,

Thank you for extending the invitation to partnership with TeamWorks International, Inc. through the Enrollment Intelligence Services Proposal, dated January 4, 2019. TeamWorks International, Inc. is a Minnesota company which provides consulting, coaching, research, analysis and related planning / organizational development services. A clear understanding of our respective roles and responsibilities helps both of us to benefit from our cooperative relationship; for that reason, it is our policy to provide a written confirmation of our agreement with respect to our services, fees and billing in this matter. For purposes of this Agreement, TeamWorks International, Inc. may be referred to as "Consultant" and the Stillwater Area Public Schools may be referred to as "Client."

To enable you to benefit as fully as possible from our work with you, per this Agreement, you will provide to us: (a) the general objectives and scope of work, (b) the availability of you and your staff to confer with us, and (c) the format of any report required by you with your request for the particular actions to be taken and procedures to be followed. Except as specifically agreed, the scheduling of our work and the amount of time devoted to it will be at our discretion.

When our services are for an entity, such as Stillwater Area Public Schools, this firm's services are for the entity, not the individuals associated with said entity, such as officers, directors, employees and the like.

1. SCOPE OF CONSULTING, COACHING AND PLANNING SERVICES. We mutually anticipate that our services will consist of research, analysis, reports, meetings, retreats, workshops, review of your practices and needs, review of your specific requests for assistance and providing of services appropriate to your needs and the circumstances of each assignment. If the scope of the agreed-upon services is to be altered, we will sign an amendment. Attached as “A Proposal for Services” and incorporated herein by reference is a further description of particular consulting, coaching, planning, research, and development services requested.

This accepted Proposal for Services includes the Client's right to copy any provided copyrighted and/or trademarked property in printed and electronic forms. In order to protect intellectual property and copyrights, Client agrees not to attempt in any way to obliterate or destroy the copyright notice and associated name and address as they are incorporated into and part of the documents and reports. Client agrees to reproduce

fully the copyright notice and name in all materials produced. Violation of any provision in this Subsection shall be the basis for the immediate termination of this accepted Agreement.

2. IDENTIFICATION OF CONSULTANT-USE OF NAME. Consultant agrees to identify itself to your stakeholders and employees, and other persons whenever performing services under this Agreement by Consultant's name. Neither this Agreement nor the services provided hereunder gives the Consultant the right to use the Client's name or any derivations thereof or any trademark or service marks owned by the Client, except for the limited rights expressly granted hereunder, and the Consultant hereby disclaims any right, title or interest in such names and marks.

3. FEES. As defined in the separate “A Proposal for Services” document or in subsequent Work Orders or written Amendments. The enclosed "Standard Client Billing Policy" (Schedule B) is incorporated as a part of the terms of our engagement. That policy and this letter comprise our services agreement with you. We will send you monthly statements itemizing the services performed and the costs and disbursements incurred. Prior to billing, statements will be reviewed to assure their accuracy.

4. EXPENSE REIMBURSEMENT. Client will reimburse Consultant for all production, duplication and out-of-pocket expenses such as travel incurred by it in carrying out each assignment hereunder, which shall be in addition to Consultant's fees for services rendered. All costs and expenses (including production, copies at the Consultant's standard rates, duplication, and out of pocket expenses such as travel) incurred by Consultant will be billed at actual cost without any premium or mark up. Reasonably necessary travel expenses will be paid. Reasonable travel is travel by non-first class rate, hotel accommodations that are moderately priced or provided at no cost by the Client, meal charges that are reasonable, and rental cars to be of reasonable cost only, or as may be provided by the Client. Copies of invoices/receipts for out-of-pocket expenses will be appended to the invoices the Consultant provides to the Client.

5. FEE AND EXPENSE STATEMENTS. Consultant agrees to submit statements to Client for fees and expenses payable or reimbursable hereunder within ten (10) days after the end of each month. Services will be billed either in full day increments or in hourly increments. Services will be adequately described to inform the Client of the nature, purpose, or subject of the work performed, and the specific activity that is being undertaken. When the billings are hourly, the statements for fees and expenses will disclose, for each separate matter, (a) a brief description of the nature of the services rendered, indicating the dates on which the services were rendered, (b) the amount of time and expenses in rendering such services, and (c) the fees for such services. Undisputed Statements submitted will be paid promptly upon receipt of each statement by Client.

6. OUR COMMITMENT TO EXCELLENCE. It is our goal to provide services of the highest quality in the most efficient, timely and responsible manner possible, consistent with our standards of excellence. Success in the consulting, coaching, planning, and research matters pursuant hereto is dependent upon the existence of a cooperative joint effort to which we both agree. You can expect the following from us in providing our services:

(1) To maintain the information you provide to us in confidence.

(2) To provide our best known advice about certain potential actions and positions and to assist you in the pursuit of the position elected by you, to the extent proper under the circumstances.
(3) To provide prompt responses to questions and requests.

7. YOUR RESPONSIBILITES. To serve you efficiently and effectively, we need your commitment to the following important responsibilities:

(1) Provide accurate and complete information to us with respect to your needs and the proposed services and action in a timely manner.
(2) Follow recommendations for our providing services to you and for pursuing such actions, unless you accept the consequences of refusing our recommendations.
(3) Ask us if you do not understand any aspect of our advice/recommendations.
(4) Pay our statements promptly within 30 days of receipt.
(5) Your retention in confidence, without publication or furnishing to any other person or firm for their use without our prior written approval, of all our confidential and proprietary information.

8. RELATIONSHIP OF THE PARTIES. It is understood and agreed that Consultant's relationship with Client is that of an independent contractor. As such, Consultant is not an employee, agent or partner of Client and has no authority to commit or obligate Client in any manner without first obtaining the approval of Client's contract representative designated hereunder. As an independent contractor, Consultant is responsible for paying all of its own expenses, providing all of its own liability, workers compensation, medical and other insurance coverages (at its expense), securing, paying for and maintaining all licenses and permits to do business, and paying all taxes applicable to any payments received by it hereunder.

9. TERM OF AGREEMENT. This Agreement becomes effective as of 01/04/19 (the "Effective Date") and will remain in effect until 01/04/20 unless extended by written Amendment signed by both Parties.

10. LIABILITY/INDEMNIFI CATION. To the extent permitted by law, each party will defend, indemnify and hold the other party harmless and shall be liable to the other party in connection with any claim or liability to the extent the same results from the negligence or willful misconduct or breach of this Agreement by the indemnifying party; provided, however, that in no event shall either party be liable for consequential damages. Consultant shall not be held responsible for any damages in excess of the service fees payable to Consultant by Client.

11. CONFIDENTIALITY OF INFORMATION. Each party hereto agrees to hold in strict confidence and not to disclose to any third party any information relating to the Consultant or Client and their respective businesses gained in the performance of, or by reason of the relationship established by, this Agreement, except as it may be required by law or if expressly permitted or required to perform obligations undertaken in this Agreement; provided, however, that the obligation to keep such information confidential will not apply to any information which is received from an independent source which, to the best of the respective parties' knowledge, is not bound by any obligation of secrecy regarding such information. If a subpoena, notice to provide or other legal process is received requiring disclosure of

information which would otherwise be subject to the confidentiality provisions of this Agreement, each party hereto will immediately notify the other party, and cooperate with the other party in any efforts it may make to intervene on its own behalf and at its own expense to prevent or limit disclosure of its confidential information.

12. DISCLAIMER OF WARRANTIES. The performance of Consultant services is dependent upon the sufficiency of information and expression of needs provided by Client. Consultant hereby disclaims any and all express or implied warranties of its services, including, without limitation, warranties of fitness for purpose, and Consultant shall not be liable upon any claims of breach of warranty.

13. NOTICES. Any notice or communication required to be given hereunder must be in writing and will be deemed given when (a) mailed by certified or registered mail, portage paid, return receipt requested, (b) delivered by hand, (c) sent by receipted courier service, or (d) sent by facsimile transmission with a confirmation copy to:

Service Provider: TeamWorks International, Inc.
A Minnesota corporation
7037 20th Avenue South
Centerville, MN 55038
Tel No. 651.429.7340
Fax No. 651.429.7782

Client: Stillwater Area Public Schools
1875 Greeley Street South
Stillwater MN 55082
Tel. No. 651-351-8340
Fax No. 651-351-8380

Consultant and Client each designates the following respective persons as its contract representative hereunder with full authority to act for and bind the respective party hereunder in the administration of this Agreement:

Consultant:	TeamWorks International, Inc. A Minnesota corporation	Approved authorized contract Representative: Mr. Dennis Cheesebrow
Client:	Stillwater Area Public Schools	Approved authorized contract Representative: Dr. Denise Pontrelli

Each party may change its address and telephone and fax numbers and its contract representative by giving the other party written notice pursuant to this section.

14. TAXES AND INSURANCE. Consultant shall receive Form 1099-MISC or similar federal and state tax forms from Client and Consultant shall be obligated to pay all of its own federal and state taxes on fees paid by Client. Consultant and Client each shall be responsible for, keep in force and pay for commercially

reasonable levels of liability, workers compensation, and other appropriate insurance and upon request shall provide copies of all policies and evidence that it is in force to the other party hereto.

15. GOVERNING LAW. This Agreement will be governed by and construed and enforced in accordance with the laws of the State of Minnesota with regard to its choice of law principles.

16. ENTIRE AGREEMENT-AMENDMENT. This Agreement, the Request for Proposal and the response to the Request for Proposal are incorporated and become part of this agreement and constitutes the entire agreement between the parties and may be amended, in whole or in part, and the obligations of the parties may not be waived, except by written amendment executed by the parties.

17. HEADINGS. The headings of the various paragraphs in this Agreement are for convenience of reference only and shall not be considered a part of this Agreement.

We appreciate the opportunity to assist you as our Client and want you to be pleased with both our services and our charges. Whenever you have any questions regarding our services, our monthly statements or the status of your matter, please contact me or any of my colleagues with whom you are working.

We also welcome inquiries that aid us in maintaining your confidence in our firm. If you are at any time concerned, unhappy or dissatisfied with the services that we are rendering, please promptly discuss your concerns with us.

(continued on following page)

APPROVAL

This Agreement has been agreed to by the parties listed below. All terms and conditions of the work, deliverables and associated costs have been included, reviewed and accepted. Additional services may be requested at any time and an addendum to the proposal will be provided before the delivery of future services.

Dennis M. Cheesebrow
President, TeamWorks International, Inc.

Dr. Denise Pontrelli
Stillwater Area Public Schools

SCHEDULE B

TeamWorks International, Inc.

STANDARD CLIENT BILLING POLICY AGREEMENT

This Standard Client Billing Policy, together with the engagement letter from TeamWorks International, Inc. ("Consultant"), contains the agreement ("Agreement") under which TeamWorks International, Inc. will provide services to Stillwater Area Public Schools as the client ("Client") named in that engagement letter. This Agreement describes TeamWorks International, Inc. standard billing policies and practices and will be applicable to all of your Client matters unless otherwise agreed in a subsequent separate writing.

Services. TeamWorks International, Inc. will provide you the services described in the "A Proposal for Services" document - Accepted and other services agreed to between Consultant and Client.

Fees. Unless otherwise agreed in writing, the cost of consulting services rendered will be determined at the respective standard hourly rate of the person(s) rendering the services. Consultant will designate the appropriate person to render the services based on: Client request, the complexity of the matters involved, skill and availability of the person to be assigned and other relevant factors.

Billing. Unless otherwise agreed in writing, the fees, service charges and disbursements are billed monthly and payment is due within thirty (30) days after receipt. Consultant may also send Client monthly Statements of Account that summarize all outstanding invoices. Client will pay interest on fees, services, charges and disbursements which are not paid within thirty (30) days after receipt of invoice as defined on the invoice, or the highest lawful annual interest rate.

Termination. Consultant may terminate or suspend or limit its services for reasons, including failure to pay promptly invoices when due, misrepresentation of or failure to disclose material facts, or any other conduct or situation that, in our judgment, impairs an effective relationship between us or presents conflicts with our work for other clients.

Upon termination of our engagement, Consultant will return all client papers and property immediately, retaining copies as appropriate for Consultant's files. The termination of Consultants' services will not affect Client responsibility to pay for services rendered and all costs incurred up to the date when Consultant receives notice of termination, and for any further work required in order to facilitate an orderly turnover of matters in process at the time of termination. Client agrees to pay all costs and fees associated with maintenance of your files and transfer of your files and documents upon termination.

Collection. In fairness to our clients who timely pay their bills, the firm has collection procedures it follows to ensure that accounts are paid promptly. In the event of a billing dispute, the prevailing party shall be entitled to its attorney's fees and costs.

Questions or Disputes. Questions or disputes concerning invoices should be brought to the attention of Consultant within fifteen (15) days after receipt of the invoice. If we do not receive comment about a statement within fifteen (15) days of the invoice receipt, our statement shall be deemed acceptable and fully payable.

Services Charges. Unless otherwise agreed in writing, Consultants' charges that appear on fee statements for other incidental services are based upon Consultants' direct cost or the following schedule, which is subject to periodic adjustment.

SCHEDULE C

TeamWorks International, Inc. Work Order / Proposal Addendum Service(s)

Requested: Delivery Date(s)

Deliverable Description	Date Due

Service Fee(s)

Fee Description	Fee	Payment Due Date

X TeamWorks International, Inc. Title

X Stillwater Area Public Schools Title

A Proposal for Enrollment Intelligence Services

January 4, 2019

Proposed to:

Dr. Denise Pontrelli, Superintendent of Schools
Stillwater Areas Public Schools
1875 Greeley Street South
Stillwater MN 55082

Email: pontrellid@stillwaterschools.org
Phone: 651-351-8340

Prepared by:

Dennis Cheesebrow President and Founder
TeamWorks International, Inc.
7037 20th Avenue South
Centerville, MN 55038

Email: dennisc@teamworksintl.net
Phone: 651-387-0827

INTRODUCTION

Stillwater Area Public Schools has requested TeamWorks International, Inc. to provide the following proposal to assist in gaining a better understanding of enrollment trends in the district. More specifically, Stillwater Area Public Schools seeks to develop a deeper, more comprehensive understanding of certain enrollment-specific dynamics including:

1. Historical enrollment trends and retention rates
2. Residential Births within the district
3. District facility utilization
4. Tailored housing & commercial development research study provided on a quarterly basis that evaluates the demand for and marketability of residential and commercial real estate projects including:
    - Housing & commercial real estate sales and startups
    - Housing stock age
    - Estimated market value
    - Student yields per dwelling type

PROPOSED DELIVERABLES & **COSTS***

• Fall and Spring Enrollment Projections by grade for each school in the district		
• Facility utilization analysis for each school in the district		
• District-wide residential birth analysis		
• Customized learning and socio-economic analysis		
		$ 8,500
• District-wide housing study to reflect overall housing trends		$ 5,000
• Customization & 1 year access to Online Data Tool and Services		$ 1,500
• Comprehensive reports describing the above-mentioned items		Included in above
	Total Cost	**$ 15,000**

Costs are calculated on a $ 1.0O per student basis and an estimated 8,500 total students. The cost of the online data too and housing studies are flat fees

*Completion of all tasks and deliverables stated above is contingent upon the ability of the Stillwater Area Public Schools to provide all requested information deemed necessary by TeamWorks, International, Inc.

INTRODUCTION TO TEAMWORKS INTERNATIONAL, INC.

For 23 years, TeamWorks International, Inc. has been working with organizations to enhance their capacity for strategic, constructive change resulting in realization of vision in practical and measurable ways. Our clients come from education, community, religious, business, and government settings but they share a common aspiration; to achieve their goals while remaining healthy, dynamic and accountable.

OUR MISSION

To enhance the capacity for strategic, constructive change in mission-focused, passion-driven organizations

OUR APPROACH

- We honor our clients as competent and offer realism, hope and compassion in challenging situations.
- We take the time to really know our clients and their organizations.
- We customize our services specifically for each client and each situation.
- We are co-learners with our clients and recognize the value of their perceptions and insights.
- We have made a conscious choice to engage in this work in these environments and are deeply invested in our clients' success.

OUR CORE STRATEGIES

Insight Research Services	Insight Services involves the synthesis of client data with relevant external data derived from demographic research, surveys and cultural analyses to deepen clients' understanding of both challenges and opportunities. Our specific Insight Services include GIS mapping, online surveys, customized research and analysis, and Subscription Services.
Vision Delivery Services	An organization can have a great mission, great people and great leadership and still not perform well because of internal misalignment. We help clients integrate their mission, vision, strategies, structures, success systems and leadership practice. We then develop a roadmap for the ongoing organizational journey. Our comprehensive, practical and personalized approach encourages those in governance, management and consultative roles to work in concert for the mission and success of their organization.
Partnership Leadership Services	TeamWorks has earned a national reputation for helping organizations develop the capacity for *Leadership through Partnership*, a compliment to the traditional "command/control" style of leadership. Through this approach, organizations become more adaptive, responsive and proactive as individuals and groups at different levels of authority begin to use consistent images, language and process in their interactions with one another.
Proprietary FrameWorks™ Series	FrameWorks are graphical images that help guide and support leadership and organizational development. Developed and delivered exclusively by TeamWorks professionals, these simple, memorable images provide both a process and a frame of reference through which leaders can interpret and manage complex webs of situations, environments, people, and influences.

Dennis M. Cheesebrow

Founder and Principal, TeamWorks International

With more than 20 years of experience serving the education, faith, government, business and human service marketplaces, Dennis Cheesebrow brings a broad array of experience in coaching, consulting, leadership and systems development to each client and audience. His direct style is sprinkled with humor, abundance and a deep appreciation for the human dynamics and potential in organizations and communities.

TeamWorks International is a leading national consultancy in the area of public education and well known for the Education Leadership System™ (ELS): an insightful and pragmatic view into the three authorities of governance, management and consultation. ELS is the model for partnership between six groups of adults to provide for the mission and promise of public education for all students. This structural and systemic approach of aligning the adults for ALL students learning is being applied in urban districts such as Columbus City Schools, Paterson Public Schools, Saint Paul Public Schools, Greenwich Public Schools and Santa Fe Public Schools, in addition to more than 30 other suburban and rural school districts across the country. System tools such as the Strategic Roadmap, VisionCards, StrategyCards, and Monitoring Reports are becoming more commonplace among public school districts striving for mission and student success.

TeamWorks International is breaking new ground in continuous improvement in public education through its Insight Services group in assisting districts and communities to more deeply understand the intersection of learning, poverty, race, gender and housing to develop collaborative solutions to increase learning while closing the achievement gap.

Dennis has authored a new book, just released in 2012, titled Partnership; Redefined: Leadership through the Power of *&* as well as the Educational Leadership System Guidebook (2009) and the FrameWorks Guidebook (2009). He was a contributing author to the book, Voices From The Field: An Introduction to Human Systems Dynamics in 2003. He also holds three U.S. Patents from his 17 years at 3M as an engineer, research laboratory manager and marketing/business manager prior to founding TeamWorks International.

Christine Wroblewski
Senior Consultant, TeamWorks International

Christine Wroblewski, senior consultant at TeamWorks International, is a seasoned advisor, executive, and strategic communications practitioner for public and non-profit organizations. As a valued, effective and personal consultant and coach, Christine guides organizations and the people in them to connect and communicate more effectively by developing a deeper capacity for analysis, planning, prioritization, and development. Her areas of expertise include strategic planning and communications, issue identification and management, stakeholder analysis, and stakeholder engagement.

She has worked inside and alongside education-focused organizations since 1993. As Chief Community Relations Officer for Saint Paul Public Schools until early 2010 (with Interim Superintendent Suzanne Kelly and Superintendent Maria Carstarphen), Christine lead the transformation of the office from a communications-only focus to a broader community relations and engagement focus. While there, she also assisted in two superintendent searches and three superintendent transitions; actively supported two successful school referendum campaigns; and advocated successfully for the development of a year-round, cross-departmental outreach and family engagement team.

Christine's projects have included guiding organizations through change processes and major decision-making efforts with an emphasis on stakeholder engagement; conducting needs assessments; strategic communications consulting; focus group facilitation on a number of topics; individual and cohort coaching grounded in TeamWorks' proprietary FrameWorks™; and project coordination and facilitation of groups small and large.

Christine has received numerous state and national communications awards and presents on communications and community relations topics, both locally and nationally. She currently serves on the board of the Breast Cancer Education Association, previously served as president of the Minnesota School Public Relations Association and has served on the boards of the St. Paul Area Chamber of Commerce Foundation and the Family Tree Clinic.

Christine is a two-time alumnus of the University of Minnesota with a Bachelor's degree in Journalism and a Masters degree in Leadership and Management of Public and Nonprofit Organizations from the Humphrey Institute of Public Affairs. She previously has served as communications director and media liaison for Saint Paul Public Schools under Interim Superintendent Lou Kanavati and Superintendents Pat Harvey and Curman Gaines. She also served as editor and writer for a weekly Twin Cities area newspaper company.

Dan Hoverman
Associate Consultant, TeamWorks International

Dan Hoverman, associate consultant at TeamWorks International, is an experienced and well-respected superintendent and leader of organizational change through partnership. As Superintendent of Mounds View Public Schools, Dan was critical in developing the district's equity promise and building capacity among the administrative team to understand and implement educational change for the benefit of students, staff and families. Dan guides organizations and the leaders within them to identify their foundational values, beliefs and strategic directions and then supports them in developing focused action plans to achieve their goals. His areas of expertise include systematic organizational design for continuous improvement and innovation, strategic coaching, superintendent and school board development and consultation to support clients in addressing difficult leadership, management or political issues.

He has worked in public education in a variety of capacities since 1975. Dan has been an administrator in the Mounds View Schools since 1987 serving in a number of different capacities, including Director of Special Services, Director of Curriculum and Instruction, Deputy Superintendent and Superintendent. While serving in these roles he has guided the passage of three levy referenda and one major bond initiative. Dan was the chief architect of the district Q-Comp program with Mounds View as one of the first three districts in the state to implement this program. He has also designed and lead the district's efforts to implement an innovative teacher appraisal system and the Early College program at both district high schools. He has also developed and implemented professional development programs at all levels of the district from the school board to district teachers and support staff.

For the past eighteen years, Dan has utilized the TeamWorks proprietary FrameWorks in his daily work as an administrator. He is highly skilled in the use of the FrameWorks and has a wealth of experience in adapting them for use with a wide range of issues. Dan has expertise in the use of a wide variety of other complimentary strategies to support clients in resolving difficult issues and promoting organizational development.

Dan has served on many regional collaborative boards as well as being a member of the Board of Junior Achievement of the Midwest, Executive Committee of TIES and Council for Youth Citizenship.

ADDITIONAL TEAMWORKS INTERNATIONAL TEAM MEMBERS

Rich Swanson
Insight Services Manager, Research Analyst

Rich joined TeamWorks International in the fall of 2009 as the manager of our Insight Research Department. He holds a B.S. in geology from Winona State University and a Masters in geography from Hunter College of the City University in New York. Rich's extensive background and experience in private business, military, government, k-12 public education, post-secondary education, faith-based organizations and various non-profit industries has allowed him to develop unique insight and a system approach to serving a wide range of client needs. Rich also serves as faculty at Southeast Technical College where he teaches courses on Physical and World Regional Geography.

Matt Pohl
Geospatial Technology Manager

Matt began working with TeamWorks International in March of 2010. He has a B.S. in geography from the University of Wisconsin LaCrosse and a Masters in GIS (Geographic Information Systems) from St. Mary's University of Minnesota. Before joining TeamWorks, Matt was the GIS coordinator for Buffalo County, WI. Matt works hand-in-hand with many of TeamWorks' clients, helping them discover relationships within their data and ensuring efficacy in future planning. Matt is responsible for the development, deployment and administration of Insight Online, TeamWorks' web-based mapping and analytical tool.

Connie Buberl
Office Manager/Project Support

Connie joined TeamWorks International in 2012 as an administrator with a background in record keeping, finance, and office management. With her expertise, she assists the team on logistics, client contact and is the lead contact for client invoicing. She previously worked with SIMA International and the US Bank branch both located in Stillwater, MN.

Agenda Item XII. A. B.C.
Date Prepared: February 10, 2020
ISD 834 Board Meeting

Agenda Item: School Board Reports
Meeting Date: February 20, 2020

Background:

A. Chairperson Report

B. Working Group Reports

1. Community Engagement
2. Finance and Operations
3. Legislative
4. Policy

C. Board Member Reports

Each meeting the Board Chair and the members of the school board will provide updates on items of interest in the announcement category. Many times these topics develop between the time the agenda is prepared and distributed, and the meeting date. Topics generally include announcement of attendance at district events, working group updates, communication items, informational items and correspondence items worth noting. What is included in this item will vary each meeting depending on the nature of the topics, the school year schedule and time of activities.

Recommendation:
Board action is not required.

Agenda Item XIII.
Date Prepared: February 10, 2020
ISD 834 Board Meeting

Agenda Item: Adjournment
Meeting Date: February 20, 2020
Contact Person: School Board Chair

Background:
The meeting must be adjourned formally.