



**Next Generation  
Facilities Advisory Task Force**

**Report and Recommendations**  
*Oct. 6, 2014*

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## Executive Summary

In August 2014, the Edina School Board approved a 24-member Next Generation Facilities Advisory Task Force (FATF) comprised of a broad cross-section of interests of the Edina Public Schools, including students, parents, staff, key community stakeholder groups, and residents-at-large.

The purpose of the FATF was to analyze pertinent information and consider options for district facilities to meet the needs of Edina Public Schools' Next Generation learners. In assessing both short- and long-term facility needs, the FATF would then make recommendations to the administration and School Board to address these needs and enhance the community's investment.

To accomplish its charge, the FATF analyzed, among other things, current and projected student enrollment, current district facility conditions and capacities, and projected future facility needs in alignment with the district's Next Generation of Edina Public Schools Strategic Plan.

The FATF met six times in August and September to review data, develop options and reach consensus on several facility improvement recommendations. During the 12 plus hours of FATF meetings, members engaged in small and large group discussions, plus additional individual work outside of the meetings reviewing data and touring facilities. FATF meeting discussions were open and honest, inclusive of diverse perspectives and encouraging productive debate on issues critical to their work.

The FATF reached consensus on the following recommendations, all of which are detailed later in this report.

- 1. Safety and Security Improvements District-wide** – The average age of Edina Public Schools' facilities is over 40 years, which ranks the district in the bottom quartile of Minnesota districts that qualify for deferred maintenance funding. As such, the district's schools and program spaces were built for a different time, with a different approach to safety and security. A security audit conducted by the district in 2013 identified recommendations to improve safety and security in all buildings, which included improvements of policies, protocols, staffing and training, as well as key facility enhancements to improve safety and security while still maintaining a welcoming environment. The FATF recommends advancing these facility improvements to enhance security, including renovating entrances/vestibules for controlled access and including zone security systems.
- 2. Maintenance Improvements** – The district's current Alternative Facilities Plan includes significant infrastructure improvements (roofing, heating and ventilation, building envelope), yet additional maintenance needs remain. The FATF recommends incorporating these improvements into the various improvements to maximize resources and minimize disruption to learning.
- 3. Elementary Improvements** – FATF members agree that in order to promote more Next Generation Learning, the district needed to construct more flexible learning spaces that allow for different learning styles and instructional needs, both for students and staff. Such recommended improvements include a variety of instructional spaces to accommodate individual, small and large group learning. Adaptable furniture improvements are also recommended to replace deteriorating current inventory and allow for better alignment with space improvements.
- 4. Middle School Improvements** – As with the elementary level improvements, FATF members agree that in order to promote more Next Generation Learning, the district needed to construct more flexible learning spaces that allow for a variety of learning styles and instructional needs. Such recommended improvements include a variety of instructional spaces to accommodate individual, small and large group learning. Adaptable furniture improvements are also

recommended to replace deteriorating current inventory and allow for better alignment with space improvements. With the approved future district grade configuration that moves grade 9 to the high school, the middle schools have an opportunity to repurpose current spaces into those that would be more flexible and provide for a variety of learning/instruction opportunities. Such opportunities will provide a more comprehensive middle school experience appropriate for young adolescents, allowing for more exploration and content integration.

5. **High School Improvements** - As with the elementary and middle level improvements, FATF members recommend more flexible learning spaces that allow for a variety of learning styles and instructional approaches in order to promote more Next Generation Learning. Such recommended improvements include a variety of instructional spaces to accommodate individual, small and large group learning. Adaptable furniture improvements are also recommended to replace deteriorating current inventory and allow for better alignment with space improvements. With the approved future district grade configuration that moves grade 9 from the middle schools to the high school, the district will need to construction additional space at EHS equivalent to 30 teaching/learning stations. FATF members recommended that new construction not just be traditional classroom space, but rather more innovative learning spaces to meet the district's strategic vision.
6. **Athletic / Activity Field Improvements** – After reviewing current athletic/activity field space, including comparisons with other Lake Conference districts and assessing current conditions of fields, the FATF recommends that significant improvements were needed to address overuse and participant safety. Recommendations include replacing some current grass turf fields on both the East and West Campuses.
7. **Early Childhood Improvements** – Given the growing evidence of the impact of early interventions on academic achievement, and the district's need to address a stagnant achievement gap between student groups, the FATF recommends allocating financial resources to address enhanced early learning programming. It was noted that specific improvements should be based on current programming discussions occurring as part of the district's Birth to Grade 5 Strategic Study, which are slated for identification by spring 2015. Current Early Childhood Family Education / Early Childhood Special Education program needs include minor improvements at the Edina Community Center. However, future considerations could include additional programming locations in different areas of the community.

Additionally, the FATF considered a recommendation for an activity center at Edina High School. While the group did not reach consensus, there was majority support for the activity center concept, with dissenting voices noting concerns about prioritization of need given current fiscal limitations.

8. **Activity Center** – With the future addition of 9<sup>th</sup> grade student to the high school, there exists a need for more health and physical education instructional spaces at Edina High School. Space is also limited for co-curricular activities, with many athletic activities utilizing spaces at district middle schools after school, and academic co-curricular activities, such as Robotics, piecing together various spaces throughout the school. An activity center could accommodate space needs for curricular programs during the day, co-curricular programs after school, and community activities in evening and on weekends. Furthermore, concerns about accessibility to the lower athletic fields could be addressed via the activity center's elevator.

The report also includes addition options, including a potential activity center at Edina High School, forwarded by the FATF for administrative study, as well as some key considerations for the administration and School Board to consult as it continues to develop a Next Generation Facilities Plan.

## Introduction

Edina Public Schools has a strong education tradition with a culture of innovation, which is being advanced by the district's Next Generation of Edina Public Schools Strategic Plan (approved in June 2012). This plan identifies key programmatic strategies aimed at advancing the district's mission to ensure all learners have the skills they need to thrive in a rapidly changing, culturally diverse, global society, while also advancing the district's core excellence in ways that allow Edina Public Schools to be among the premier districts both nationally and internationally.

While studies are continuing to advance Next Generation programming, the district recognizes that innovation and advancement of key actions may be limited by the age and condition of many district facilities, as well as by current capacity constraints.

The Facilities Advisory Task Force (FATF) was created to study the impact of facilities on learning, assess short- and long-term needs, and identify priorities for the administration and School Board to consider as it looks to a potential 2015 bond referendum. This document outlines the FATF's findings and recommendations for facility planning and development.

## Purpose

The purpose of the Next Generation Facilities Advisory Task Force (FATF) was to analyze pertinent information and consider options for district facilities to meet the needs of Edina Public Schools' Next Generation learners. The FATF, which was comprised of a broad cross-section of interests of the Edina Public Schools, including students, parents, staff, key community stakeholder groups, and residents-at-large, met six times in August and September to review data, develop options and reach consensus on several facility improvement recommendations.

The FATF focused on both short- and long-term facility needs. In addition to primary and secondary research, the FATF had access to district administration and staff at each meeting to clarify or provide additional information as requested.

What follows is a summary of information, needs and options reviewed by the FATF, enabling them to make recommendations to the Administration and School Board for consideration in a potential 2015 Bond Referendum. Recommendations will also be used as part of the District's implementation of the Next Generation of Edina Public Schools Strategic Plan.

## Facilities Advisory Task Force Membership

The FATF was comprised of a broad cross-section of interests of the Edina Public Schools, including students, parents, staff, key community stakeholder groups, and residents-at-large. Representation was inclusive of each school site, including Early Childhood, as well as various key interest groups, including athletic/activity boosters and the City of Edina. Many members also brought additional expertise in the fields of finance, architecture, engineering, construction, design and facilities planning. Members brought diverse opinions and representations.

In addition, most, if not all, Edina School Board members attended each FATF meeting to observe the process and discussions. All meetings were open to the public.

### FATF MEMBERS

Dennis Bao	Bill Neuendorf
Danielle Busby	Jeff Northrup
Libby Cecchi	Betony Osborne
Tom Connell	Mike Platteter
Josh Felton	Laurie Shimizu
Lynn Franz	Lonni Skrentner
David Frenkel	Skip Thomas
Stephanie Huss	Steve Velner
Robert Huntley	Vic Walker
David Kalogerson	Dick Ward
Phyllis Kohler	Michael Ward
Geoff Michel	John Wellborn

### DISTRICT RESOURCE PERSONNEL

Ric Dressen, *Superintendent*  
 Margo Bauck, *Director of Business Services*  
 Karen Bergman, *Principal, Countryside Elementary*  
 Valerie Burke, *Director of Community Education Services*  
 Vaughn Dierks, *District Consultant, Wold Architects and Engineering*  
 Shawn Dudley, *Principal, Valley View Middle School*  
 Eric Hamilton, *Director of Buildings and Grounds*  
 Jeff Jorgenson, *Director of Student Support Services*  
 Randy Smasal, *Director of Teaching and Learning*  
 Troy Stein, *Assistant Principal/Activities Director, Edina High School*

### FACILITATOR

Susan Brott, *Director of Communications and Community Engagement*

## Process

The FATF met weekly in the fall of 2014, from August 26 through September 30. The meetings were held in the Edina Community Center, and all meetings were open to the public. Meeting materials were archived on the district's website ([www.edinaschools.org/FATF](http://www.edinaschools.org/FATF)), and weekly updates were shared with Edina Public Schools staff, families and the community via the district's weekly electronic newsletters. Updates were also shared with local media.

A variety of information was presented at each meeting to the FATF:

- Next Generation of Edina Public Schools Strategic Plan
  - Findings of Secondary and Birth to Grade 5 Studies
  - Program Strategic Plans: Special Education, Technology, Community Education Services
  - Next Generation Educational Competencies
  - Future grade configurations
- Demographic and enrollment trends and projections
- District Facilities:
  - Current facilities, capacities
  - District infrastructure needs
  - Next Generation learning facilities options – including individual, small and large group learning spaces from Birth through Grade 12 and beyond
  - Additional facility needs, e.g.:
    - Outdoor learning/competition space
    - Transportation Services facility
- District Finance information:
  - Current and retiring debt
  - Funding options
  - Costs and tax impact

After the first two weeks of initial data sharing, much of the FATF's remaining meetings focused on small and large group discussions assessing value and priority of facility improvements. Additional requests for information by FATF members were addressed as needed throughout the process.

This report is the result of the FATF's efforts to gain consensus on the district's facility needs and to recommend improvements. Items that did not reach consensus but did have majority support are also included in this report, with notations by both supporters and dissenters. Recommendations were based on financial parameters identified by the district per a representative sample community survey conducted in June 2014. All recommendations were prioritized by the FATF for possible inclusion in an upcoming facilities referendum as well as for use by the Administration and School Board in its implementation of the district's Next Generation of Edina Public Schools Strategic Plan.



Also included herein are additional considerations raised by the FATF that may not have been part of the FATF's original charge but about which district leadership are encouraged to consult and address prior to bringing a question for community vote.

## FATF Discussions

### **Meeting 1 - Aug. 26**

On Aug. 26, the Facilities Advisory Task Force (FATF) held its inaugural meeting to analyze pertinent information and consider options for facilities to meet the need of Edina Public Schools' (EPS) Next Generation learners. After a review of the group's charge and meeting process, the FATF participated in team development activities to get to know one another better and encourage group engagement, during which they discussed what school was like for them and how their experience was different from school today. Members also identified any preconceptions they had about current EPS facilities. The FATF then heard from Superintendent Ric Dressen and Director of Teaching & Learning Randy Smasal on the history of Edina Public Schools and the [Next Generation Strategic Plan](#).

### **Meeting 2 - Sept. 2**

On [Sept. 2](#), the FATF held its second meeting to analyze pertinent information and consider options for future district facilities to meet the needs of EPS' Next Generation learners.

The FATF reviewed a host of relevant data including: specifications, challenges and needs of current buildings as well as fitness, physical education and activities/athletics spaces; existing reports and work in progress related to safety and security, maintenance, and an alternative transportation site; community survey data; financing options; and a review of the most recent 2003 facilities bond referendum projects.

FATF members then heard about Next Generation efforts, including future [grade configurations](#), and a look at some current innovative spaces already in use in EPS.

### **Meeting 3 - Sept. 9**

The [Facilities Advisory Task Force](#) (FATF), which is focused on considering options for future district facilities to meet the needs of EPS' Next Generation learners, held its third meeting on [Sept. 9](#).

The FATF first heard examples of Next Generation learning spaces and discussed what is relevant and appropriate for EPS. They worked in small groups, reviewing draft options for four key program areas, including K-12, early learning, community education, athletic/activity spaces, safety and security, and maintenance. The groups were charged with assessing all of the data they have received to this point and developing a potential package of between \$100 and \$125 million. The groups shared their choices and rationales, during which some common themes and values emerged:

- Equitable distribution of basic and flexible spaces K-12
- Early childhood and specialized spaces as needed
- Safety and security, but incorporate into basic upgrades

- Maintenance and flexible furniture as part of flexible learning spaces

Administration used this value assessment to help frame potential options for the group to evaluate and discuss at future FATF meetings.

#### **Meeting 4 - Sept. 16**

The FATF continued its work to assess and prioritize options to meet the needs of EPS' Next Generation learners. Based on their previous assessments and feedback, the FATF spent its fourth meeting on [Sept. 16](#) further evaluating facility options.

As there was general consensus to pursue equitable facility upgrades K-12, the first exercise had them assessing the [strengths and weaknesses](#) of Birth-Grade 5 and Secondary (middle school and high school) options. The second half of the meeting was used to provide [input and feedback](#) on additional challenge areas, including wellness center / athletic space needs, adult learning / training space needs, additional maintenance needs, an alternative transportation department site, and investigating private sponsorships of district spaces. The input provided was review by administration to returned to next FATF meeting with refined facility options for further prioritization.

#### **Meeting 5 - Sept. 23**

The FATF continued refining options for district facilities to meet the needs of EPS' Next Generation learners. At its fifth of six meetings on Sept. 23, the FATF further reviewed options for the district's indoor and outdoor facilities.

First, the group reviewed [K-12 space options](#). At the elementary level, the FATF reviewed improvements that allow for more flexible learning spaces, safety and security updates, potential additions for increased specialist spaces, and ways to address maintenance needs. At the middle schools, the team assessed how to utilize spaces that will become available once [ninth grade moves to the high school](#), in ways that provide a variety of flexible learning spaces for all middle school learners, safety and security updates, and maintenance upgrades. For the high school, discussions focused on additional space needs to accommodate ninth grade being incorporated into the high school, renovations that allow for a variety of learning opportunities, safety and security updates, and maintenance updates.

Discussions then moved to [other areas](#) about which administration needed further input, including spaces for early childhood and adult learning, and athletic spaces. Discussion of athletic spaces incorporated a potential addition at the high school for increased gymnasium and fitness spaces, both to accommodate more students (i.e. ninth grade) and to accommodate limitations of current athletic and activity team needs. Concerns about the condition of current fields and the possibility of adding artificial turf (both for safety and to extend the use of the fields) were also discussed.

Administration reviewed the input provided and returned for the FATF's final meeting on Sept. 30 with additional information requested by the group as well as draft recommendations on key needs and priorities for members to discuss. The goal of the last meeting was to reach consensus on recommendations to be forwarded to the administration.

### **Meeting 6 - Sept. 30**

The FATF spent its final meeting on Sept. 30 holding additional discussions to clarify some areas (athletic fields/turf, activity center at EHS, and early childhood space). Following the discussions, the group reviewed [draft recommendations](#) as developed by administration. The draft recommendations were compiled from previous discussions and data sharing of the FATF and were grouped into three categories: Foundational Improvements about which there has been some previous general agreement; Additional Improvements that needed additional clarity and insight (as presented earlier in the meeting); and Unmet Needs, which identified additional elements under consideration by the Administration/School Board.

The group spent time discussing, debating and modifying the recommendations in an effort to reach consensus on the first two categories. They then discussed and assessed the last category of options.

The final FATF Report, slated to be presented to the School Board on Oct. 6, will include the areas for which consensus was reached, while also including "additional options" with areas that did not achieve consensus but did receive majority support. The report will also include additional considerations (i.e., issues, concerns, suggestions) that the administration should take into account in developing a referendum proposal. All recommendations, options and considerations will be used as representative community input by the administration and School Board as they develop a possible 2015 bond referendum proposal. The Board is expected to hold a first reading on a proposal at its meeting on Oct. 20.

## Assumptions / Agreements

In developing its recommendations, key agreements, assumptions and potential solutions were identified, which were crafted based on gathered data and FATF discussions throughout the process.

### **Overall Agreements**

<b>Assumption</b>	<b>Potential Response / Action</b>
Enrollment is stable to slightly growing, district facilities are at capacity	Need to retain all facilities to accommodate district enrollment
Community is supportive of \$100-125 million bond (increase to property taxes)	Must prioritize needs to meet financial parameters (not going to be able to include everything) while also meeting educational needs of district
Our facilities are old, but structurally sound; there is value in our current facilities.	Need to continue to invest in them as needed to assure the strength of these district/community assets

### **Assumptions and Actions Based on Identified Needs**

<b>Assumption</b>	<b>Potential Response / Action</b>
Grade 9 will eventually be relocated to EHS to create a comprehensive 4-year high school experience	Need to create additional learning spaces at EHS to accommodate additional 650 students
Commitment to Next Generation Plan calls for focus on personalized learning	Need to create a variety of spaces to meet diverse learning styles and instructional needs
Spaces currently occupied by curricular specialist and special education programs were not necessarily designed for such purposes and do not provide the appropriate level of design and	Need to take a district-wide approach and develop appropriate spaces to better align and meet the needs of specialized programs

attention to meet learner needs.	
Our facilities are aging and in need of critical maintenance upgrades. The district's deferred maintenance plan addresses many of these needs, but a backlog remains	Need to include in any renovation or construction work additional maintenance projects identified but not currently included in district's plan
Safety and security of students and staff is critical	Need to provide secure entry sequences and additional security measures where appropriate
Existing learning space furniture is aging and limited in flexibility to accommodate different learning styles	Need to allow for replacement and new furniture options that provide opportunities for flexible learning - individual, small and large group collaboration
Due to strong school and community-wide participation in a variety of activities by our students, current activity fields are limited in quantity and condition. Overuse of natural grass surfaces has worn down current fields creating potential risk of injury of participants.	Need to look at synthetic turf resurfacing of current fields, and look at potential of increasing the number of mixed use fields to accommodate a variety of current and emerging activities both during the day for district participants, and after school hours for community use
Grade 9 will eventually be relocated to EHS to create a comprehensive 4-year high school experience	Need to create additional athletic, fitness and physical education learning spaces at EHS to accommodate additional 650 students
While multiple venues for athletics and activities do exist across the community, lack of a centralized location creates additional challenges for staff and participants (as well as spectators).	Need to create additional activity space at EHS that accommodates additional ninth graders and provides for better activity supervision, student safety, efficiency of resources, and greater team identity and spirit
Early Childhood programming within the district provides a valuable service and amenity for our community. Demand for quality early learning programming continues to grow, despite many quality private programs in the community. The current centralized facility limits expansion possibility both in terms of growth capacity and location on the eastern side of the district.	Need to create additional early learning space to provide more alignment with K-5 program and allow for program expansion to address waiting list. As the program is at capacity in current location, the district needs to look at additional space options, potentially on the western side of the district.
Current adult learning spaces in the district (both at Edina Community Center and in other school sites) are limited and many are in need of upgrades	Need to continue to invest in current adult learning spaces at the Edina Community Center to meet the professional needs of staff and support lifelong learning opportunities for the entire district community

<p>The age and size of the current transportation department facility does not meet the needs current and future of the district (e.g. include inadequate parking spaces for both buses and staff, unsecured location). However, the current site does occupy a valuable location in the community in relation to other community development plans.</p>	<p>Need to look at ways to partner with the City and other potential stakeholders to find a solution that better meets the needs of the district and is in the best interest of the community.</p>
<p>Current district sites provide difficulty in meeting the required number of parking spaces to accommodate staff, student drivers, parents/families as well as the community at large during school and community events</p>	<p>Need to continue to explore and find ways to increase parking opportunities, especially at the West Campus (EHS / VVMS) to accommodate additional students and staff as part of the transition to a grade 9-12 high school</p>

## Recommendations by Consensus

To meet the needs of EPS's Next Generation learners and maintain the community's investment in district facilities, the FATF recommends the following options for administrative and School Board consideration. The recommendations are presented first in narrative form, with additional details of scope, projected cost and timeline to follow.

- A-1. Safety and Security Improvements district-wide** – The average age of EPS' facilities is over 40 years, which ranks the district in the bottom quartile of Minnesota districts that qualify for deferred maintenance funding. As such, the district's schools and program spaces were built for a different time, with a different approach to safety and security. Tragic school and worldwide events over the last 15 years have identified shifting perspectives and new approaches to securing school sites. A security audit conducted by the district in 2013 identified recommendations to improve safety and security in all buildings. In addition to improving policies, protocols, staffing and training, the district also identified key facility enhancements to improve safety and security while still maintaining a welcoming environment. The FATF recommends advancing these facility improvements to enhance security, including renovating entrances/vestibules for controlled access and zoned security systems.
- a. The FATF encourages the district to look at additional partnership opportunities with local law enforcement, to include potential increased Edina Police Department presence at key times during the school day.*
- A-2. Maintenance Improvements** – The district's current Alternative Facilities Plan includes significant infrastructure improvements (roofing, heating and ventilation, building envelope), yet additional maintenance needs remain. The FATF recommends incorporating these improvements into the various improvements to maximize resources and minimize disruption to learning.
- A-3. Elementary Improvements** – FATF members agree that in order to promote more Next Generation Learning, the district needs to construct more flexible learning spaces that allow for different learning styles and instructional needs, both for students and staff. These recommended improvements include a variety of instructional spaces to accommodate individual, small and large group learning. Adaptable furniture improvements are also recommended to replace deteriorating current inventory and allow for better alignment with space improvements.
- a. Concerns were raised by members as to whether the amount allocated was enough to allow for basic updates and desired improvements. In particular, it was noted that perhaps additional resources may need to be applied to provide more equitable spaces between the six elementary schools (e.g. gym/cafeteria space).*



*b. It was noted that while financial allocations may seem to be disproportionate to secondary level improvements, elementary sites are seeing phased improvements to mechanical systems (totaling approximately \$6 million per site) as part of district's alternative facilities / deferred maintenance plan.*

**A-4. Middle School Improvements** – As with the elementary level improvements, FATF members agree that in order to promote more Next Generation learning, the district needs to construct more flexible learning spaces that allow for a variety of learning styles and instructional needs. Such improvements recommended include a variety of instructional spaces to accommodate individual, small and large group learning. Adaptable furniture improvements are also recommended to replace deteriorating current inventory and allow for better alignment with space improvements. With the approved future district grade configuration moving grade 9 to the high school, the middle schools have an opportunity to repurpose current spaces into those that would be more flexible and provide for a variety of learning/instruction opportunities. Such opportunities will provide a more comprehensive middle school experience appropriate for young adolescents, allowing for more exploration and content integration.

**A-5. High School Improvements** - As with the elementary and middle level improvements, FATF members recommend more flexible learning spaces that allow for a variety of learning styles and instructional approaches in order to promote more Next Generation learning. These recommended improvements include a variety of instructional spaces to accommodate individual, small and large group learning. Adaptable furniture improvements are also recommended to replace deteriorating current inventory and allow for better alignment with space improvements. With the approved future district grade configuration moving grade 9 from the middle schools to the high school, the district will need to construction additional space at EHS equivalent to 30 teaching/learning stations. FATF members recommended that new construction not just be traditional classroom space, but rather more innovative learning spaces to meet the district's strategic vision.

*a. The FATF stresses that these spaces should not only be considered in terms of school-day instructional space, but should also be seen as an opportunity to increase co-curricular space to meet growing district and community needs.*

**A-6. Athletic/Activity Field Improvements** – After reviewing current athletic/activity field space, including comparisons with other Lake Conference districts and assessing current conditions of fields, the FATF recommends that significant improvements are needed to address overuse and participant safety. Recommendations include replacing some current grass turf fields on both the East and West Campuses.

- a. *The FATF also encourages seeking additional partnership opportunities with the City of Edina to utilize park land, and to seek options that may include more field spaces at elementary sites.*

**A-7. Early Childhood Improvements** – Given the growing evidence of the impact of early interventions on academic achievement, and the district’s need to address a stagnant achievement gap between student groups, the FATF recommends allocating financial resources to address enhanced early learning programming. It was noted that specific improvements should be based on current programming discussions occurring as part of the district’s Birth to Grade 5 Strategic Study, which are slated for identification by spring 2015. The current Early Childhood Family Education / Early Childhood Special Education program needs include minor improvements at the Edina Community Center. However, future considerations could include additional programming locations in different areas of the community.

- a. *The FATF notes its recommendation likely will not meet all future programming needs, but that it will allow the district to continue its strategic study and not let current spaces limit what is best for early learning.*
- b. *The FATF also encourages continued conversation with other private/public preschools in the area to seek opportunities for partnership where appropriate.*

Recommendations (*continued*)

Improvement	Location	Scope / Needs	Potential Project Cost	Timeline
<b>Safety and Security Improvements</b>	District-wide	Secure Vestibules <ul style="list-style-type: none"> <li>• Office adjacency to front door</li> <li>• All access through offices</li> </ul> Expand Duress Functions <ul style="list-style-type: none"> <li>• Zone Lockdown Points</li> <li>• Controlled classroom door locks</li> </ul>	\$2 - 4 million	Phased completion ( <i>Secure Vestibules by 2017; expanded improvements by 2018</i> )
<b>Maintenance Upgrades</b>	District-wide ( <i>incorporated with other construction and improvements</i> )	Aligned w/ District's Alternative Facilities Plan <ul style="list-style-type: none"> <li>• Physical improvements with potential renovation work</li> <li>• Address additional maintenance needs not currently included in Alternative Facilities Plan</li> </ul>	Cost included in project scopes	Completion based on project scopes
<b>Elementary Improvements</b>	Concord, Cornelia, Creek Valley, Countryside, Highlands, Normandale	Basic Renovations <ul style="list-style-type: none"> <li>• Specialist areas (special education, art, music, PE)</li> <li>• Equitable spaces between schools</li> <li>• Maintenance updates as noted above</li> </ul> Flexible Learning Spaces <ul style="list-style-type: none"> <li>• Create variety of learning spaces that meet various learning styles and instructional needs for both students and staff, to include:                             <ul style="list-style-type: none"> <li>○ Individual spaces for student learning, staff work</li> <li>○ Small group spaces for collaboration and direct instruction</li> <li>○ Large group space for traditional instruction and collaboration</li> </ul> </li> </ul>	\$20 million	Phased completion through 2018

		<ul style="list-style-type: none"> <li>○ Performance space for students to demonstrate learning</li> <li>• Revision media centers for a variety of digital learning needs</li> <li>• Flexible furniture where appropriate (equivalent to approximately 50% replacement in a building)</li> </ul>		
<b>Middle Level Improvements</b>	South View, Valley View	<p>Basic Renovations</p> <ul style="list-style-type: none"> <li>• Update existing spaces; reprogram 9<sup>th</sup> grade spaces</li> <li>• Specialist areas (e.g., special education, art, music, PE, STEM)</li> <li>• Core improvements as needed (e.g., lockers, toilets, etc.)</li> <li>• Equitable spaces between schools</li> <li>• Maintenance updates as noted above</li> </ul> <p>Flexible Learning Spaces</p> <ul style="list-style-type: none"> <li>• Create variety of learning spaces that meet various learning styles and instructional needs for both students and staff, to include:                             <ul style="list-style-type: none"> <li>○ Individual spaces for student learning, staff work</li> <li>○ Small group spaces for collaboration and direct instruction</li> <li>○ Large group space for traditional instruction and collaboration</li> <li>○ Performance space for students to demonstrate learning</li> </ul> </li> <li>• Revision media centers for a variety of digital learning needs</li> <li>• Flexible furniture where appropriate (equivalent to approximately 50% replacement</li> </ul>	\$25 million	Phased completion by 2018

		<p>in a building)</p> <ul style="list-style-type: none"> <li>• Student Commons areas</li> </ul>		
<b>High School Improvements</b>	Edina High School	<p>Basic Renovations</p> <ul style="list-style-type: none"> <li>• Capacity for teaching/learning stations through additions and renovations to accommodate 9<sup>th</sup> grade</li> <li>• Specialist areas (e.g., special education, art, music, PE, STEM)</li> <li>• Core expansions (e.g., cafeteria, lockers, toilets, etc.)</li> <li>• Maintenance updates as noted above</li> </ul> <p>Flexible Learning Spaces</p> <ul style="list-style-type: none"> <li>• Create variety of learning spaces that meet various learning styles and instructional needs for both students and staff, to include: <ul style="list-style-type: none"> <li>○ Individual spaces for student learning, staff work</li> <li>○ Small group spaces for collaboration and direct instruction</li> <li>○ Large group space for traditional instruction and collaboration</li> <li>○ Performance space for students to demonstrate learning</li> </ul> </li> <li>• Continue media center improvements for variety of digital learning needs</li> <li>• Collaborative centers</li> <li>• Flexible furniture where appropriate (equivalent to approximately 50% replacement in a building)</li> </ul>	\$35 million	Phased completion by 2018
<b>Fields / Turf</b>	District-wide (EHS, Edina	Basic improvement of existing spaces to address quality (safety) and quantity of spaces	\$5 million	Completion by fall 2017

	Community Center)	<ul style="list-style-type: none"> <li>• Synthetic Turf               <ul style="list-style-type: none"> <li>○ EHS - three</li> <li>○ ECC - two</li> </ul> </li> <li>• Replace Tennis Courts (EHS)</li> <li>• Universal Design providing accessibility to fields</li> </ul>		
<b>Early Childhood</b>	Edina Community Center/ District-wide	Basic Improvements <ul style="list-style-type: none"> <li>• Summer Programming</li> <li>• Core improvements (storage)</li> </ul> Additional Spaces <ul style="list-style-type: none"> <li>• Accommodate program expansion to address waiting lists; potentially in west side of district</li> </ul>	\$2-4 million	Completion by fall 2017

## Additional Options

**B-1. Activity Center at Edina High School** – While consensus was not reached on the following option, there was majority support of FATF membership. The two dissenting voices noted that they supported the improvement in concept, but felt that given limited financial resources as provided in the district’s parameters, they would prefer additional improvements be allocated in the above areas to facilitate more flexible and equitable learning spaces.

- a. *The concept presented for discussion included a maximum approach in terms of size and number of elements. FATF discussions included a possible reduced size options to allow for some sort of activity center addition and reallocation of financial resources to above improvement recommendations.*

Improvement	Location	Scope / Needs	Potential Project Cost	Timeline
<b><i>Athletic / Activity Center</i></b>	EHS	New Activity Center <ul style="list-style-type: none"> <li>• Accommodate additional PE space needed for 9th grade</li> <li>• Capacity for evolving fitness, athletic needs (including new EHS wrestling team)</li> <li>• Additional locker rooms</li> <li>• Accessibility to lower fields</li> </ul>	\$25 million	Completion Fall / Winter 2017?

## Administrative Options to address district needs

In addition, the following administrative options were discussed with FATF members. The options were not included for FATF recommendation, as the items require further administrative study and School Board discussion. Nonetheless, the FATF includes the following for administrative consideration with identified varying levels of support.

### ***Assumptions and Actions Based on Identified Needs***

<b>Assumption</b>	<b>Potential Response / Action</b>
Current adult learning spaces in the district (both at Edina Community Center and in other school sites) are limited and many are in need of upgrades	Need to continue to invest in current adult learning spaces at ECC to meet the professional needs of staff and support lifelong learning opportunities for the entire district community
The age and size of the current transportation department facility does not meet the needs current and future of the district (e.g. include inadequate parking spaces for both buses and staff, unsecured location). However, the current site does occupy a valuable location in the community in relation to other community development plans.	Need to look at ways to partner with the City and other potential stakeholders to find a solution that better meets the needs of the district and is in the best interest of the community.
Current district sites provide difficulty in meeting the required number of parking spaces to accommodate staff, student drivers, parents/families as well as the community at large during school and community events	Need to continue to explore and find ways to increase parking opportunities, especially at the West Campus (EHS / VVMS) to accommodate additional students and staff as part of the transition to a grade 9-12 high school



- C-1. Adult Learning Space Improvements** – The FATF members expressed modest support for adult learning space improvements (for both staff training and community education use) at the Edina Community Center. Discussions of current capacity and condition of spaces/furniture warrant continued examination by administration.
- Strong Support – 33%
  - Modest Support – 62%
  - Little/No Support – less than 1%
- C-2. Alternative Transportation Department Location** – The FATF expressed strong support for the district to continue conversations with the City of Edina for a new site to house its transportation services. Concerns were raised as to whether including this option in a bond referendum was the most appropriate financial option.
- Strong Support – 100%
  - Modest Support – 0%
  - Little/No Support – 0%
- C-3. Parking Improvements** – The FATF expressed support to continue exploring options for additional parking space, particularly at the West Campus. Concerns were expressed about where the best location of parking would be, especially if it reduced athletic/activity field space at EHS.
- Strong Support – 82%
  - Modest Support – 11%
  - Little/No Support – less than 1%

Administrative Options to address district needs *(continued)*

Improvement	Location	Scope / Needs	Potential Project Cost	Timeline
<b>Adult Learning</b>	Edina Community Center / District-wide	Basic Improvements <ul style="list-style-type: none"> <li>• Renovating for basic maintenance, modernization</li> <li>• Accommodations for additional adult learning spaces, to incorporate into existing improvements</li> </ul>	\$1-2 million	Completion by 2018
<b>Transportation Dept.</b>	TBD	Basic capacity and security concerns <ul style="list-style-type: none"> <li>• Increase space to accommodate current fleet (quantity and bus sizes)</li> <li>• Space to accommodate staff parking</li> <li>• Controlled access and secured facility</li> </ul> Flexibility <ul style="list-style-type: none"> <li>• Provide for potential growth of services (e.g. special education transportation in house)</li> </ul>	TBD <i>(likely includes partnership agreement with City of Edina)</i>	TBD
<b>Parking</b>	VVMS / EHS	Basic improvements <ul style="list-style-type: none"> <li>• Alleviate current congestion</li> <li>• Accommodate increased capacity needs with 9th grade at EHS (increased staff, families)</li> </ul>	\$500,000	Completion by fall 2018

## Additional Considerations

The report will also include additional considerations (i.e., issues, concerns, suggestions) that the administration should take into account in developing a referendum proposal.

FATF discussions included additional items and priorities that, while not part of the group's original charge, were important considerations to be shared. The FATF recommends that district leadership consult and address these considerations (i.e., issues, concerns, suggestions) either prior to bringing a question for community vote or as part of the district's information campaign with the community.

### Flexible Learning Spaces:

- Variety of Learning Spaces - How will a school "schedule" these spaces? Who gets to use the spaces and when (whole year, class period, etc.)
- Private Professional Spaces - What kinds of private professional spaces will be available for teachers/staff to use for 1-on-1 conversations or private workspace?
- Important to include a variety of spaces; not all instruction can happen in the same environment
- With less ownership of classrooms at the secondary level, how do you incorporate artifacts, visual teaching tools that have traditionally been on classroom walls, etc.?
- Specialized Spaces
  - Appropriate special education spaces
  - Adequate spaces for music/performing arts
  - Adequate spaces for STEM labs, hands-on learning experiences

### Programming for Current and Future Learners

- How does Edina Public Schools retain core excellence (e.g. AP strength) while incorporating different learning spaces and focusing on personalized learning? That is, how does the Next Generation of EPS Strategic Plan retain core Edina Excellence while also advancing strategic vision of personalized learning for all?
  - Are we creating "world class" spaces to match our strong academic/programming options?
- What is role / future of Early Childhood programming by EPS, especially in light of efforts to close the achievement gap?
- Are there other "choice" programs considered for elementary? How do we maintain "neighborhood" schools?
- How best do we house middle school choice option(s)?

### Additions / New Construction:

- What is the neighborhood impact (especially at EHS)
- What is the environmental impact (additions, increased traffic, synthetic turf)

- Other organizational impacts (e.g. Watershed District, City of Edina) need to be considered
- Are we building for current capacity or future?
- Is there still a need for traditional spaces like locker (especially at EHS)?
- How do we get more natural light into the classrooms/learning spaces?
- Keep in mind the need for less innovative improvements, like basic maintenance (paint, carpet, etc.) and storage spaces (especially for students to store large athletic/activity equipment)
- When presenting improvements to the community (especially safety and security improvements), the district must be careful not to position the improvements in a way that the community feels threatened to support them

#### Designing for Next Generation Learning

- Look at examples in higher education, other countries for inspiration
- Include staff voice in design phase

#### Long-Term Vision

- What is our long-term vision for district facilities?
- How do we continue to create “world class” spaces to enhance learning?

#### Private Fundraising

- Continue to explore options for private fundraising to help address facility needs
  - Legal options
  - Policy Review (including both legal and moral stance on advertising)