


BRAINERD PUBLIC SCHOOLS

Comprehensive Long Range Facilities Plan

Volume I

Background, Framework, Conditions and Context, Process and Recommendations

Brainerd Public Schools
Opportunity. Innovation. Success.

CUNINGHAM GROUP

Approved by the School Board November 14, 2016

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

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Clark Engineering Corporation (Structural)

Introduction

MASTER PLAN PROCESS AND REPORT

The following Comprehensive 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 Comprehensive Planning Committee (CCPC) and Brainerd 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 Brainerd Public Schools to be thoughtful stewards in making decisions about its capital investments and school facilities now and well into the future.

District MISSION

Your Mission statement states that:

"…in partnership with the community, Brainerd Public Schools will ensure all students achieve their individual potential by providing the highest-quality programs and resources to prepare them for an ever-changing global society."

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

Comprehensive Long Range Facilities Plan

LONG RANGE FACILITIES PROCESS AND REPORT

Brainerd Public Schools is well-known for its community pride, quality staff and programs. The Comprehensive Long Range Facilities Planning effort demonstrates the intent of the Community Comprehensive Planning Committee along with the Steering Committee to maintain and build upon this excellence with regard to its facilities.

Facilities play a key role in the learning process. They can either hinder or support it. Our understanding of how all of us learn has changed dramatically in recent years. Today, learning is much more 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. This Comprehensive Long Range Facilities Plan represents the wisdom of the Brainerd Public Schools 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.

At the most basic level, this Comprehensive Long Range Facilities Plan serves as the road map for the future, grounded in your Mission, Priorities and Areas of Focus.

PRIORITIES

1. Quality Staff
2. Trusted Relationships
3. Academic Achievement
4. Technology and Innovation
5. Fiscal Stability, Accountability, and Alignment of Resources

AREAS OF FOCUS

1. Student Engagement
2. Transformed Learning Environments
3. Early Innovators
4. Personalized Student Learning
5. Professional Growth and Development
6. Communications
7. Collaboration

1. Guiding Framework

VISION

The following pages provide a summary of the key outcomes from a set of eight workshops in which the Community Comprehensive Planning Committee (CCPC) developed the recommendations put forward to the School Board. A pivotal first step in the process involved the articulation of a Vision for the Comprehensive Long Range Facilities Planning effort. Taking the time up front to craft a Shared Vision served to guide the entire planning process, helped set priorities, aligned resources against the priorities and provided for an efficient and effective method of reaching decisions. The shared Facility Vision of the Comprehensive Long Range Facilities Plan reads as follows:

WE SEE FACILITIES THAT...

Provide flexible learning environments,
Support the mental and physical health of students and staff,
Integrate 21st century technologies in teaching and learning,
Cultivate quality staff development and support for best practice teaching and learning processes,

...and reflect a shared vision and trust between educators, administration, and the community who are all working toward what is best for ***our*** future.

PRINCIPLES

A critical step in the Comprehensive Long Range Facilities Plan process involved creating a set of Facility Principles. Facility Principles are overarching commitments to what is important for Brainerd Public Schools. They provide background for facility decisions and improvements. The Principles (as identified by the CCPC) are centered around the following categories and read as follows:

LEARNING AND TEACHING PROCESSES (Staff Development)
Brainerd Public Schools are committed to implementing instructional best practices and engaging all learners.

FLEXIBILITY
Brainerd Public Schools are committed to environments that can adapt and respond to changes in teaching, learning and community use.

HEALTHY DEVELOPMENT
Brainerd Public Schools are committed to developing facilities that encourage and support the mental and physical development of students, staff and community members.

TECHNOLOGY INTEGRATION
Brainerd Public Schools are committed to integrating technology in order to enhance and simplify student learning while fostering efficiency in educational and operational systems.

SCHOOLS AS COMMUNITY ASSET
Brainerd Public Schools are committed to creating facilities to be the center of our communities.

COLLABORATION, BUY-IN AND TRUST
Brainerd Public Schools are committed to facilities that maximize collaboration for all members of the community to yield community support, enjoyment and involvement.

(See Volume II of this document for the full definition of each Facility Principle for Brainerd Public Schools.)

2. Conditions and Context

A. ENROLLMENT PROJECTIONS SUMMARY

In conjunction with the Comprehensive Long Range Facilities Plan (CLRFP), the district commissioned Hazel Reinhardt, former state demographer to conduct a study that looked at demographic trends and how they might affect enrollment in Brainerd Public Schools over the next ten years. These enrollment projections are critical to help guide the district-wide scenarios and individual facility enhancements. District leadership, with CCPC input, chose to base the CLRFP on mid-range enrollment projection through 2025.

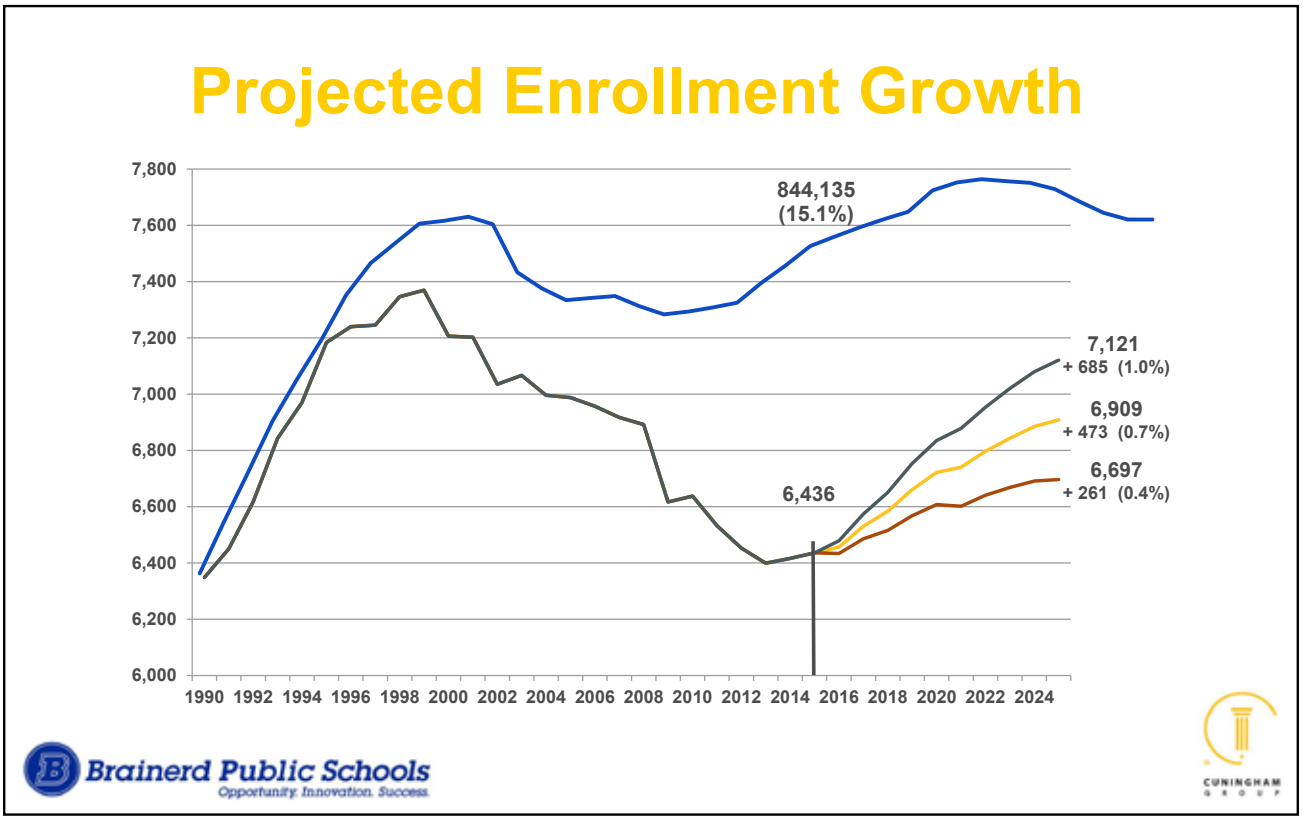


Figure 1.Projected Enrollment Growth

Blue line on top shows the corresponding trend of enrollment for the state of Minnesota, at a different scale

The mid-range 10-year projection is 6,909 students, an increase of 473, or 7%. Breaking it down by levels, this projected growth is:

Elementary level, K-5	150 students
Middle level, 6-8	120 students
High School, 9-12	183 students

The larger number at the high school level reflects the growth already 'in the pipeline' at the elementary level.

Executive Summary

- Brainerd Public School enrollment decreased by -7.7 percent in the past ten years
  - The district's estimated school age population decreased as well, but by less than 1 percent
  - The Brainerd Public Schools captured 82.3 percent of the district's school age population, a percentage higher than the state average
  - The decline in Brainerd Public School enrollment results from several factors including a decline in nonresident students and more district residents attending private schools as well as choosing other public education options

- Enrollment is projected to increase 4 to 11 percent in the next ten years
  - In 2024-25, projected enrollment ranges from 6,497 students to 6,921 students. This compares to 6,233 students in 2014-15
    - While kindergarten classes are projected to increase in size, much of the projected enrollment increase, especially with the high migration assumption, comes from increases at Grade 7 and Grade 9
    - Future enrollment will be lower than projected if competition for students increases beyond its current level

Figure 2. *Enrollment Study Summary - Written by Hazel Reinhardt, published on 6/22/2015, The Comprehensive Enrollment Report can be found in Volume II of this document.*

B. GAP ANALYSIS SUMMARY

Representatives for each of the schools identified the extent to which their campus met a set of Educational Facility Standards developed by planners to reinforce the Facility Principles, and confirmed by District personnel. The levels of conformance range from "Does not meet standards," to "Workable," to "Meets Standards." The result of this evaluation is referred to as the Gap Analysis.

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 Brainerd Public Schools.

Key Findings: Brainerd High School is lacking aspects critical to 21st Century Learning including daylight, flexibility, agile furniture, robust technology and spaces to adequately support the diverse program needs, and many athletic, arts and music activities that students are interested in. The oldest elementary schools, Harrison and Lowell, stand out as not meeting many of the standards. Baxter Elementary is low in site measures. Across the K-12 range, facilities for special education do not meet standards, particularly in terms of places for adults to work with individuals or small groups.

C. PARAMETERS

Considering the enrollment projections, the following questions were analyzed and discussed to inform the comprehensive plan.

- How many students can the district's elementary schools serve well? How overcrowded are they now?
- 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 many students a school building can serve, or capacity, can be approximated by a simple measure of area per student (in square feet/student), but is ultimately determined by a balance of the number of teaching stations and support spaces. While they have made it work, some of the BPS schools are not in balance. For instance, Riverside has more teaching spaces than its core Media Center, Cafeteria/Kitchen and even circulation spaces can handle. With only a single gym, Lowell Elementary has to offer shorter Physical Education class periods than other schools in order to fit them within its single gym. The Brainerd HS South campus relies on the North campus for core functions like Media Center and Physical Education spaces. In addition, area per student is low, particularly at Lowell and Baxter Elementary schools, reflecting overcrowding due to population growth.

Capacity and Enrollment

To address the overcrowding issues, "right-size" capacity was established for each school, rounding to the nearest whole number of sections per grade (at 25 students per class, elementary level). Comparing to current enrollment in the chart below, it is clear that there is a need for additional space at the elementary school level. Adding in the projected 10-year enrollment increase of 150 K-5 students, there is a need to find space for an additional 475 K-5 students.

Building	Age	Right Size Capacity	Current Enrollment
Baxter Elementary	1955	425	502
Garfield Elementary	1955	375	407
Harrison Elementary	1938	250	274
Lowell Elementary	1938	350	400
Nisswa Elementary	1952	250	272
Riverside Elementary	1955	500	620
		2,150	**2,475**
Forestview Middle School	2004	2,000	2,200
Brainerd High School SC	1964	600	480
Brainerd High School NC	1968	1,400	1,300
Lincoln Education Center	1938		70
Brainerd Learning Center	2003		300
Washington Educational	1929		350

Figure 3. "Right-size" Capacity and Chart of 2015-2016 Student Enrollment

School Size Parameters

Early Childhood Programs

As early support for children has been shown to be critical, public funding for programs has increased. After All-Day Kindergarten was funded for all districts in 2014, discussions have shifted to 4-year old universal preschool, putting further pressure on the schools to house students. The vision at Brainerd Public Schools is to grow preschool services to allow an increase from 20% of the population currently served to 60-80% served in future.

Facility plan should increase the number of preschool rooms from what is currently available:

Baxter Elementary (1 room, 2 classes), Nisswa Elementary (1 room, 2 classes), Riverside Elementary (2 rooms), Brainerd Learning Center (6 rooms).

A parameter established by the CPCC for elementary school size was 500-625 students, or 4-5 sections per grade.

Brainerd Public Schools currently has a wide range in the sizes of its six elementary schools, from 272 (2+ sections) at Nisswa to 620 (5 sections) at Riverside. This broad range is due in some cases to geography (Nisswa Elementary, at the north edge of the district, has a small population to draw from), and partly the small sites and structures of the oldest schools (see site and building square feet data in the Existing Site Section below).

The district estimates the annual cost to add another school building (with same number of students) to be approximately $300,000. Given that cost, the CCPC narrowed the options ***to those that keep a total of 6 elementary schools,*** with support for enlarging existing buildings where possible (and enrollment demand supports) in order to keep size of new school(s) lower.

An additional parameter was adopted to include ***flexibility to enlarge any new elementary school in the future to 625.*** *This would be achieved by initially building its core facilities such as cafeterias and gymnasiums for a population of 625.*

Existing Utilization

In the planning process, Use and Utilization plans were created for each of the buildings to inform planners and the CCPC how the schools are used for learning. The Use plans for all buildings, showing what functions occur in a school's spaces, are included with the recommendations in Section 4. At the high school level, utilization, or the number of periods per day that a space is scheduled for classes, is also a factor in setting capacity. Rooms utilized less frequently can absorb growth in enrollment, yielding a larger capacity.

The Utilization plans on the following pages represent the Fall 2015/16 class schedule at the high school level. The diagrams show the rooms scheduled for classes during the day, with color indicating numbers of periods used. Industry standard for utilization is 80-85% (equivalent to about 5 of 6 periods/day). Current utilization of teaching space is 69% at North Campus, 73% at South Campus. Higher utilization is desirable.

The CCPC's conclusion, based on part on this analysis, was that eliminating duplicate services and travel by students between two buildings (across vehicular traffic), was strong justification for bringing all high school students together in the North Campus. This consolidation provides the opportunity for removal of the South Campus building, which significantly hinders the options for the site.

High School Utilization:

Brainerd High School South

South Campus utilization plan illustrates that a relatively small proportion of the building is used for scheduled high school classes. South Campus was a technical college facility acquired over 30 years ago and initially converted to Mississippi Horizons (a middle school and administrative offices) before being converted to a 9th grade center, after Forestview Middle School opened. Since then, operational funding changes have led to modifications of how 9th grade is served resulting in much more crossover between the campuses. 9th grade students no longer spend most of their time in the South Campus building and many 10th-12th grade students take courses at the South Campus building.

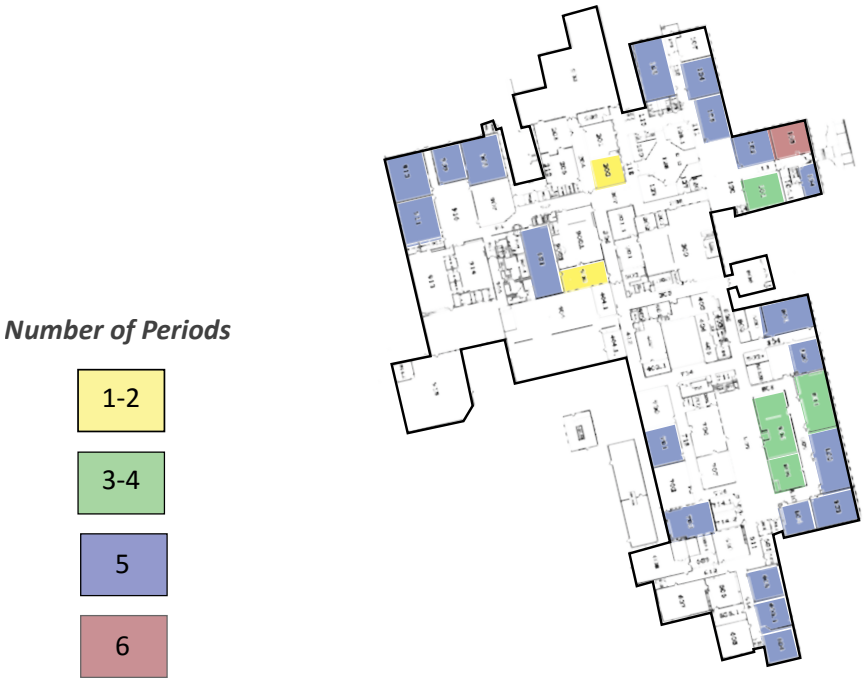


Figure 4. Brainerd High School - South Campus. Existing Utilization Plan

The diagram above indicates the number of periods (out of 6) Brainerd High School South rooms are used on average. Rooms left uncolored inlcude offices that are in use, dining, district storage that could go elsewhere, and rooms not scheduled for classes.

Brainerd High School North

North Campus utilization plan illustrates the rooms that could be scheduled more intensely. The potential increase in use, while not enough to serve all functions currently in South Campus, helped support conversations around unifying the high school onto a single efficient and effective campus.

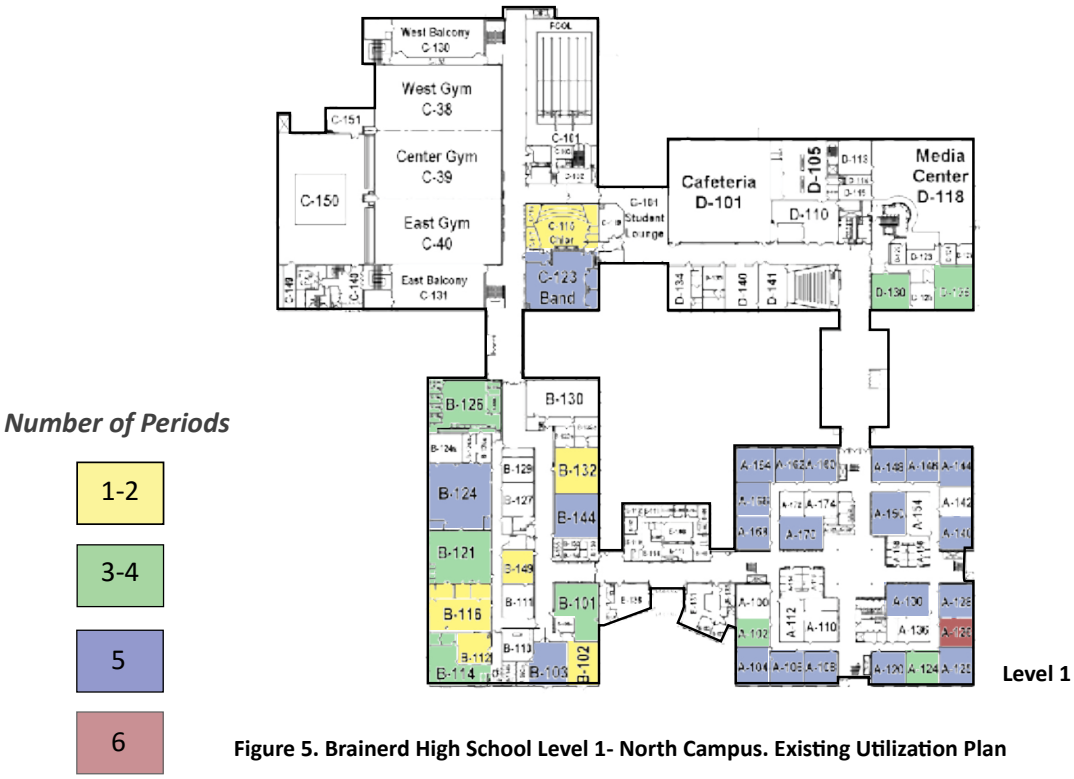


Figure 5. Brainerd High School Level 1- North Campus. Existing Utilization Plan

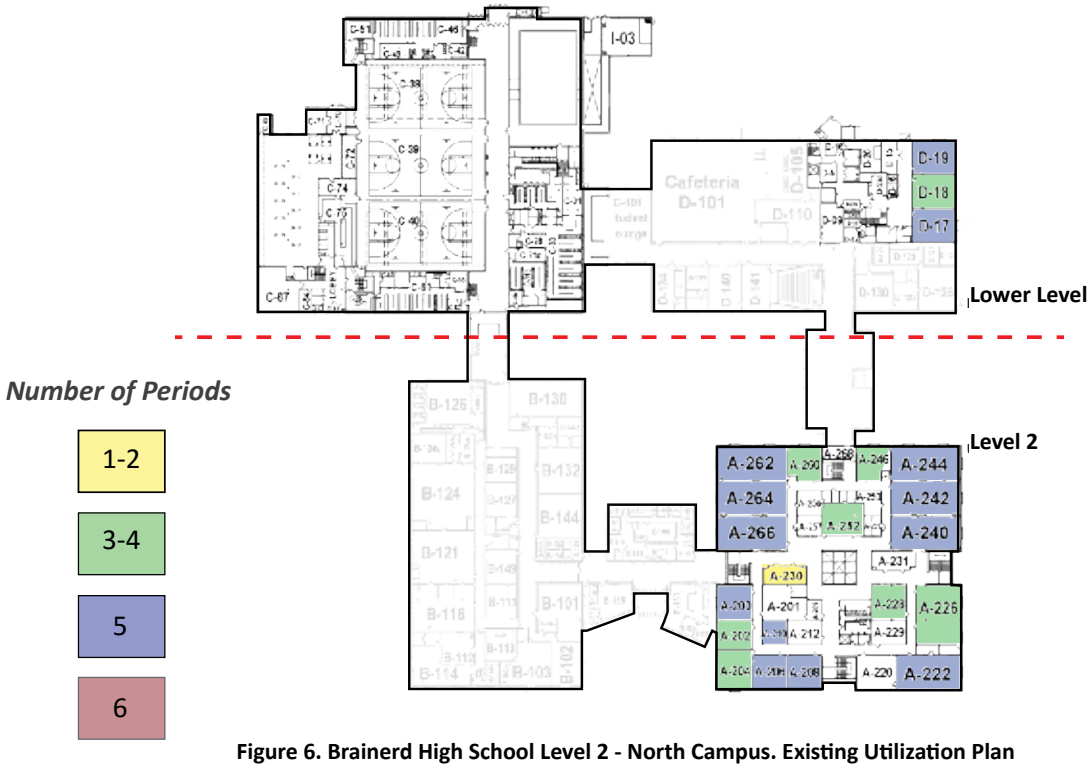


Figure 6. Brainerd High School Level 2 - North Campus. Existing Utilization Plan

The diagram above indicates the number of periods (out of 6) Brainerd High School South rooms are used on average. Rooms left blank are administrative offices, dining, not scheduled for classes, used for district storage or are non-classroom/lab functions.

D. SITE ANALYSIS

Brainerd Public Schools covers approximately 516 square miles, owns about 289 acres of land and 12 facilities comprising over 1.2 million square feet. Graphics on the following pages illustrate the range of size, age and context of these sites and buildings.

In addition to small floor plans shown here, existing plans with uses coded by color can be found in section 4. Future maintenance, repairs and renewal needed to preserve facilities as they age is also referenced here, however a more in depth analysis can be found on Page 22 or in Volume II of this report.

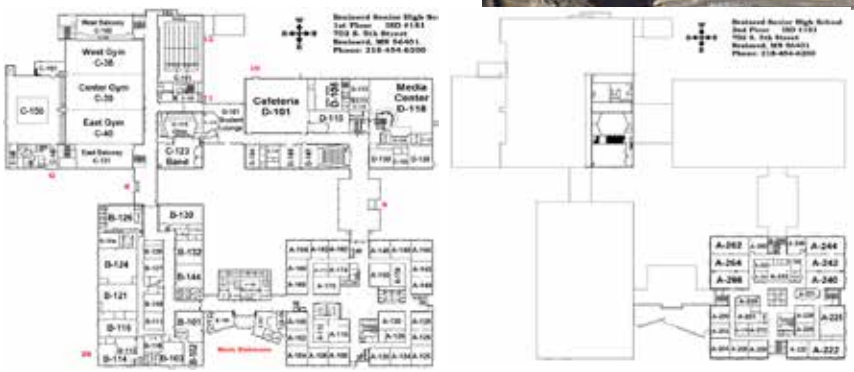
Other properties owned by district include additional land associated with Forestview Middle School (as an area for an expansion school); 22 acres adjacent to Buffalo Hills Park in Brainerd, and some small properties in the block across from the High School.

High School- North Campus:

The high school anchors the south end of a downtown public and cultural zone, and offers beautiful views to the river and an excellent field complex. However, the school lacks a strong consistent presence along 5th Street, its North and South campuses are divided by a frequently-traveled drive, and a limited amount of visitor parking is confusingly distant from the main entrance.

Brainerd High School North Campus

Year Built – 1968
Right Size Capacity – 1,400
Current Enrollment – 1,300
Building Size – 290,000 Sq. Feet
Land Area – 52 Acres
Future Maintenance – $15.7 million
Expansion Opportunities – Yes



High School - South Campus

The building forms an island on the south side of the high school campus. The major access drive forms a barrier to the North Campus. Because its current use is different from the intent of its original design, the building is underutilized.

Brainerd High School South Campus

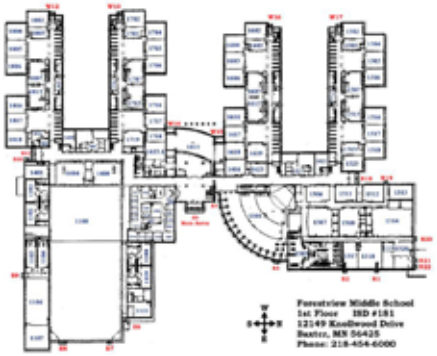
Year Built – 1964
Right Size Capacity – 600
Current Enrollment – 480
Building Size – 117,000 Sq. Feet
Land Area – 52 Acres
Future Maintenance – $5.8 million
Expansion Opportunities – No

Forestview:

Great site and fields offer capacity for outdoor learning and experimentation. Underdeveloped acreage available for another school.

Forestview Middle School

Year Built – 2004
Right Size Capacity – 2,200
Current Enrollment – 2,000
Building Size – 339,000 Sq. Feet
Land Area – 181 Acres
Future Maintenance – $1.1 million
Expansion Opportunities – Yes



Baxter Elementary

Baxter site challenges include that it is bounded by roads and a cemetery and has no place to expand, in a part of town that has the potential for additional growth. Parking and parent access are remote from the main entry and office; busy adjacent frontage road to Hwy 210 presents risks for safe arrival.

Baxter Elementary School

Year Built – 1955
Right Size Capacity – 425
Current Enrollment – 502
Building Size – 58,000 Sq. Feet
Land Area – 6.5 Acres
Future Maintenance – $5.7 million
Expansion Possibilities – No

Garfield Elementary

Garfield, a one story school, fills half its site but does have play areas and a small parking lot; no space for major expansion on current site.

Garfield Elementary School

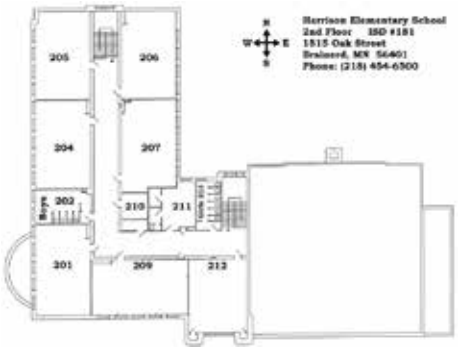
Year Built – 1955
Right Size Capacity – 375
Current Enrollment – 407
Building Size – 48,000 Sq. Feet
Land Area – 4 Acres
Future Maintenance – $7.4 million
Expansion Opportunities –
YES, with Property Acquisition

Harrison Elementary

Harrison site is too small to allow expansion without acquiring additional land; safety challenges of drop-off and pick-up along busy Oak Street/Highway 18. The building is currently not accessible.

Harrison Elementary School

Year Built – 1938
Right Size Capacity – 250
Current Enrollment – 274
Building Size – 35,000 Sq. Feet
Land Area – 2 Acres
Future Maintenance – $9.1 million
Expansion Opportunities –
YES, with Property Acquisition

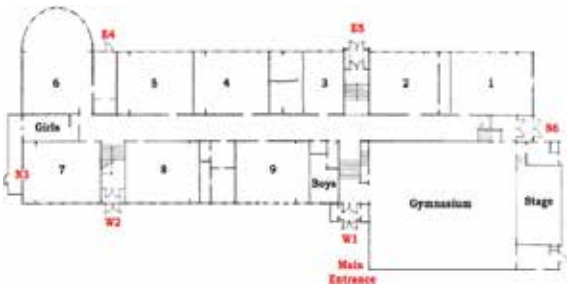


Lowell Elementary

Lowell site is also small and lacks on-site parking; expansion options are limited without acquiring land for additional parking. The district has recently invested into making Lowell's hallways ADA accessible and has invested in new mechanical throughout.

Lowell Elementary School

Year Built – 1938
Right Size Capacity – 350
Current Enrollment – 400
Building Size – 42,000 Sq. Feet
Land Area – 2.5 Acres
Future Maintenance – $3.4 million
Expansion Opportunities –
YES, with Property Acquisition



Nisswa

Nisswa has the largest of the elementary school sites; has a shared library with the town; it has some capacity to expand to the east.

Nisswa Elementary School

Year Built – 1952
Right Size Capacity – 250
Current Enrollment – 272
Building Size – 37,000 Sq. Feet
Land Area – 8 Acres
Future Maintenance – $6.1 million
Expansion Opportunities – Limited

Riverside Elementary

Site sits above the Mississippi river; has maximized its potential for expansion east or north. Recent addition of parking, bus and car drop-off area.

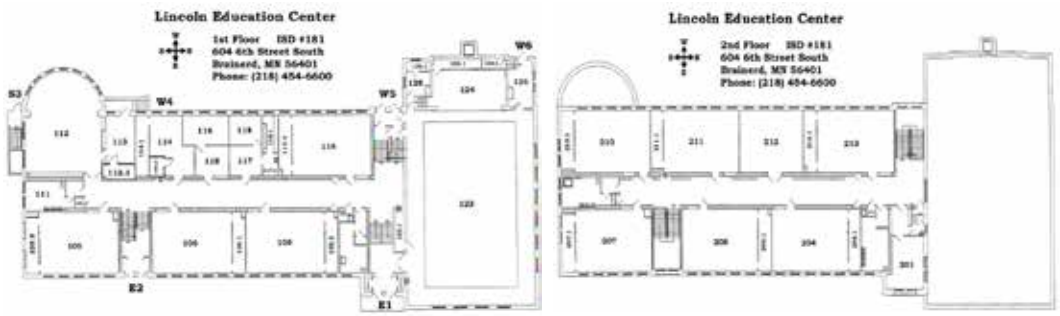
Riverside Elementary School

Year Built – 1955
Right Size Capacity – 500
Current Enrollment – 620
Building Size – 88,000 Sq. Feet
Land Area – 5.5 Acres
Future Maintenance – $3.9 million
Expansion Opportunities – No

Lincoln Education Center (LEC)
Small 1-block site across 5th Street from the high school campus has potential to house parking more convenient to high school entry.

Lincoln Education Center (LEC)

Year Built – 1938
Right Size Capacity –
Current Enrollment – 70
Building Size – 33,000 Sq. Feet
Land Area – 2 Acres
Future Maintenance – $8.8 million
Expansion Opportunities – No



Brainerd Learning Center
This converted store serves multiple programs. The site off Hwy 210 and 10th Ave has easy parking and access.

Brainerd Learning Center

Year Converted – 2003
Right Size Capacity –
Current Enrollment – 300
Building Size – 30,000 Sq. Feet
Land Area – 4 Acres
Future Maintenance – $1.8 million
Expansion Opportunities – No

E. FACILITY ASSESSMENT REPORT SUMMARY

A key component of a comprehensive facilities plan is information about the upcoming needs for renewal and replacement of aging building elements: roofs, mechanical systems, finishes, etc. is the Facility Condition Assessment, conducted by Cuningham Group Architects, Clark Engineering (Structural), Hallberg Engineering (Mechanical, Electrical, Technological) and civil engineers together with district representatives, evaluated the district's structures. The assessment report not only looks at facility maintenance needs, but also takes into account future liabilities and capital reinvestment and needs.

The evaluation included interiors, exteriors, sites, finishes, mechanical, electrical and structural systems, as well as ability to meet accessibility and security needs.

Future Maintenance

In summary, the assessment found facilities that were clean and clearly have been cared for, but have significant (facility) renewal and maintenance needs. These are being referred to as "Future Maintenance" and include:

- Renewal and update of structures and systems that are reaching the end of their useful life,
- Deficiencies that district has not had funds to address such as compliance with Americans with Disabilities Act accessibility requirements,
- Roofs, boilers, air handling, windows, paving, etc.

Rough Order of Magnitude Costs to address all of the items were developed by Kraus-Anderson, and analyzed at each building. Strategies for avoidance (replace buildings with highest projected costs), leveraging (parallel program space remodeling), and appropriate deferral were identified.

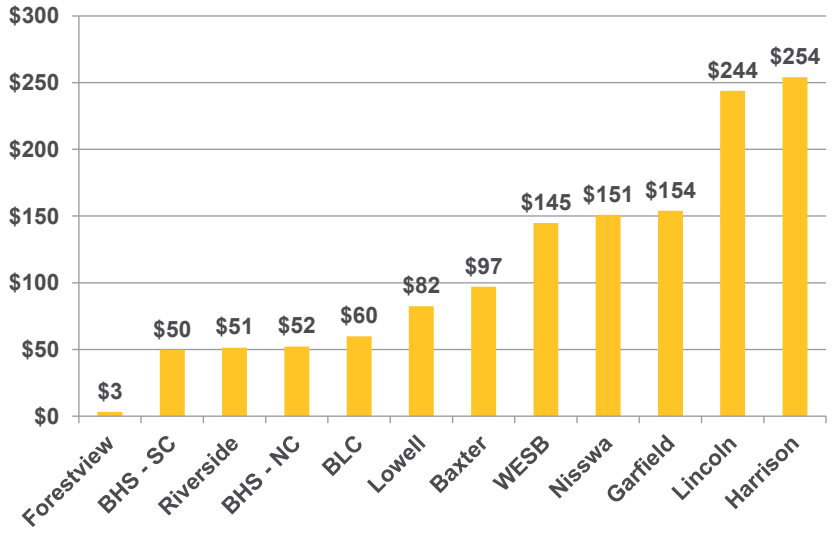


Figure 7. Future Maintenance Cost per sq. ft.; This graph shows costs as a factor of building size, or square feet; two of the oldest elementary schools have the highest future maintenance per square foot values.

Building	Age	Future Maintenance
Baxter Elementary	1955	$5.7M
Garfield Elementary	1955	$7.4M
Harrison Elementary	1938	$9.1M
Lowell Elementary	1938	$3.4M
Nisswa Elementary	1952	$6.1M
Riverside Elementary	1955	$3.9M
Forestview Middle School	2004	$1.1M
Brainerd High School SC	1964	$5.8M
Brainerd High School NC	1968	$15.7M
Lincoln Education Center	1938	$8.2M
Brainerd Learning Center	2003	$1.8M
Washington Educational	1929	$20.0M
Total		**$88.2**M

Figure 8. Table of Future Maintenance

Conclusions

- A long range vision must consider a combination of replacement, renewal and upgrades to maintain the community's investment in its educational facilities.
- Replacement of the buildings with the highest future maintenance needs per square foot is fiscally prudent. Specifically, Lincoln Education Center and Harrison Elementary School.
- Remodeling and upgrades that address both future maintenance and desired learning environment improvements should be given priority.

Many of the future maintenance items have been incorporated into the Comprehensive Facilities Planrecommendations and associated cost estimates, especially where the facility repairs overlap with upgrades to meet learning environment goals.

The full Facilities Assessment Report can be found in Volume II of the Comprehensive Facilities Plan Report together with summary of projected costs.

3. Process Overview

The Community Comprehensive Planning Committee (CCPC) assembled by the District, was charged with shaping the District's baseline standards, criteria and priorities for Brainerd 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.

Two community presentations provided input on the summarized needs and the master plan options.

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

WORKSHOP 1 – SHARED FACILITY VISION – NOVEMBER 4, 2015

"Co-creating a clear and compelling Shared Facility Vision that will help inform the Comprehensive Facilities Plan and Principles"

After an introduction of the roles, responsibilities and an overview of the long-range planning process, as well as "ground rules" for work in the workshop format, participants stated questions they were curious about relating to school buildings and grounds (facilities) to help guide the planning.
A summary of Facilities Assessment results for each of the school building sites was presented by the architects as a way for the group to understand existing conditions. 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 Brainerd 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.

WORKSHOP 2 – FACILITY PRINCIPLES – NOVEMBER 19, 2015

"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 welcome and introduction from Superintendent Bob Gross who described some of the more recent pressures on school space in addition to the growth in enrollment: Early Childhood Special Education and All-day Kindergarten. Steve Lund shared facilities data comparing Brainerd and neighboring Districts. It illustrated that Brainerd's buildings are older, average area per student is smaller, and operating/maintenance costs are higher than most other Districts, especially those that have improved their buildings.
Reviewing the first workshop, the small group that developed a single statement from the "We See" introduced the Comprehensive Facility Plan Vision. CGA presented observations made at representative schools constructed from different eras, describing strengths, challenges and deficiencies.
The Director of Technology for the District presented her five-year Technology Vision. Observations were made by the group, and short videos illustrating approaches to learning environments and furniture were shown. Finally, participants drafted Facilities Principles that build from the vision and the community's values.

TOUR OF ALEXANDRIA HIGH SCHOOL – DECEMBER 10, 2015

A group of team members toured the newly built Alexandria High School, in Alexandria Minnesota.

WORKSHOP 3 – PARALLEL STUDIES/DESIGNING THE DISTRICT – DECEMBER 17, 2015

"Sharing results and updates from parallel studies, and designing the District"

Before the workshop, members of the CCPC as well as a group of teachers toured Alexandria High School. Superintendent Bob Gross reflected on the path Alexandria took to their new high school. Kraus-Anderson shared preliminary cost projections to answer the question "What are the costs for just fixing what we have?"
Demographic projections for the district were shared as well as capacity of the existing buildings. Participants broke into small groups and created possible scenarios for housing the District's programs and learners. At the end of this activity, participants were interested in the common ground established.

TOUR OF WATERTOWN-MAYER ELEMENTARY SCHOOL, HOPKINS HIGH SCHOOL AND NORTH PARK ELEMENTARY SCHOOL – JANUARY 13, 2016

"A group of team members... newly built ---... significantly remodeled Hopkins... and new furniture and space configuration at NPES."

WORKSHOP 4 – DISTRICT-WIDE SYNTHESIS AND SITE SPECIFIC DESIGN – JANUARY 28, 2016

"Evaluate elementary school approach and consider opportunities at Brainerd High School"

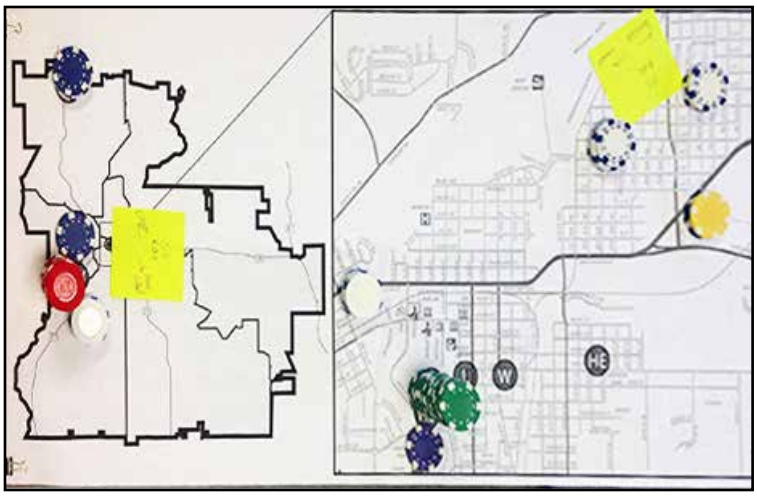
This workshop opened with reflection on the new and remodeled schools toured and their different types of learning settings. A common observation was the importance of furniture in supporting collaborative and personalized learning.

CGA presented the Common Ground discussion results from the previous workshop and led conversations about balancing enrollment parameters and using renewal and/or replacement strategies for the elementary schools. Small groups discussed approaches to Brainerd High School, including benefits of a single campus. In addition, the group covered District-wide program locations.

WORKSHOP 5 – SYNTHESIS – MARCH 17, 2016

"Review and develop the master plan recommendations, and advise on content to be taken to Community Forum"

The District and Architects presented summaries of "What We Want" (goals for 21st Century learning facilities), "What We Have and What's Coming Up" (analysis of the numbers around enrollment, future maintenance costs and potential funding), and "What Might Be" (Options). The group discussed these elements, confirming the general goals, as well as suggesting content to be presented at a first Community Forum.



COMMUNITY FORUM – APRIL 12, 2016

CCPC members and Steve Lund presented the summaries of "What We Want," "What We Have and What's Coming Up" and responded to questions from the community attendees.

WORKSHOP 6 – VOICES AND CHOICES – APRIL 14, 2016

"Discuss feedback, view options in the context of the whole picture including costs, and make choices"

Reviewed feedback and questions from Community Forum and returned to the elementary school options, defining variables such as size, balance of new and remodeled and considerations that justify re-purposing a building. Preliminary costs for new construction and potential remodeling at the District's buildings were shared. Participants worked in groups to discuss the scope, developing what were known as "All In" options and "Backed Off" scope. With growing consensus on much of the vision, the Architects were given the charge to refine the selected options and costs.

WORKSHOP 7 – SETTING DIRECTION – MAY 11, 2016

"Review Long Range Facility Plan options and cost, and select option(s) to present to community forum."

Recapped discussions from April 14, including potential ways to reduce scope and associated specific building improvement approaches and options for elementary, secondary, and other buildings. The CCPC evaluated the long range vision options and what to share at a community forum in June, prior to the recommendation to the school board.

COMMUNITY FORUM – 5/23/2016

CCPC members and Steve Lund presented background analysis, two options to address the challenges at the elementary level and the remainder of the facility vision. Comments and questions were collected.

WORKSHOP 8 – RECOMMENDATION – MAY 11, 2016

"Finalize Recommendation to School Board."

Reflected on responses to options at the Community Forum, and discussed how best to serve long term interests of students at each school. Unanimously agreed on recommendation to the Board.

4. Summary of Recommendations

OVERALL DISTRICT COMPREHENSIVE FACILITIES PLAN

Introduction to Section:
Guided by the Shared Vision and the Facility Principals and Standards, the Community Comprehensive Planning Committee and CGA synthesized needs, constraints and opportunities to create both a District-wide approach and individual facility recommendations. The committee reached consensus on these recommendations on June 16th, 2016 at Workshop 8. The recommendations are illustrated later 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 implemented, the design process should allow schools to explore solutions in much greater depth; the remodeling and new construction scope is intended to enable other solutions.

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 to engage each and every learner. And 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 these recommendations create the kinds of environments that will allow Brainerd Public Schools to propel its commitment to excellence forward for years to come.

What Won't the Recommendation Include?

- Specific site for new construction
- Timing of construction
- Operational issues (e.g. boundaries or transportation)

Furniture and Technology are not included in this report. However, implimentation 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.

While selection of sites was outside the purview of the CCPC, the group did identify criteria for selection of sites for new elementary schools:

- Adequate acreage for building, parking, playgrounds and play fields, and natural settings.
- Potential for expansion
- Ease of access (roadways, walking if possible, circulation for buses)
- Ability to serve potential growth. The city of Baxter has substantial areas that are not yet developed. As the recession-caused slow-down in new housing and population growth has gradually ended, it is advisable to provide additional capacity on the west side. In addition, current out-migration of about 150 students to Pillager might be reversed if there were an attractive new school choice on the west side of Baxter. Acquisition Cost
- Potential to support Community Development goals

RECOMMENDATION: RIGHT-SIZE, RENEW, REPURPOSE, AND REPLACE.

Each school was looked at independently as well as holistically within the scope of the District. Based on the Workshops and additional analysis preformed throughout the master planning phase, schools were placed under a Right-size, Renew, Repurpose or a Replace category (or in some cases, variations of multiple categories)

Right-size **-** Modify the existing building to adequately serve the new capacity requirements
Renew **-** Update the existing building to properly serve educational standards
Repurpose **-** Modify the existing building to fit a new program
Replace **-** Replace the existing building

BUILDING-BY-BUILDING RECOMMENDATIONS

For each building, there are:

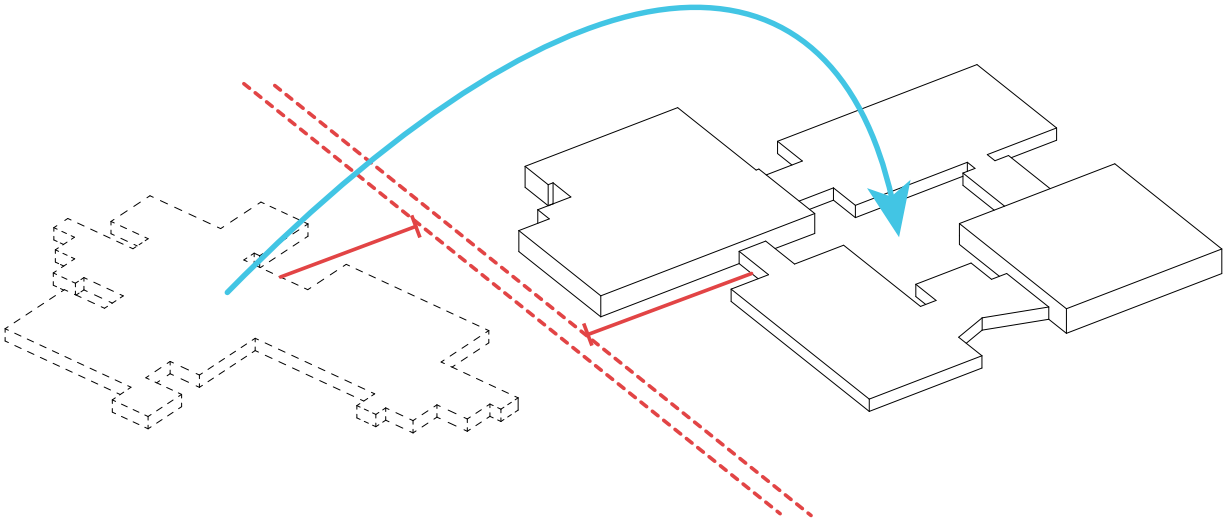
1. Description of proposed improvements
2. Existing use plan
3. Recommended use plan

OVERVIEW OF RECOMMENDATIONS:

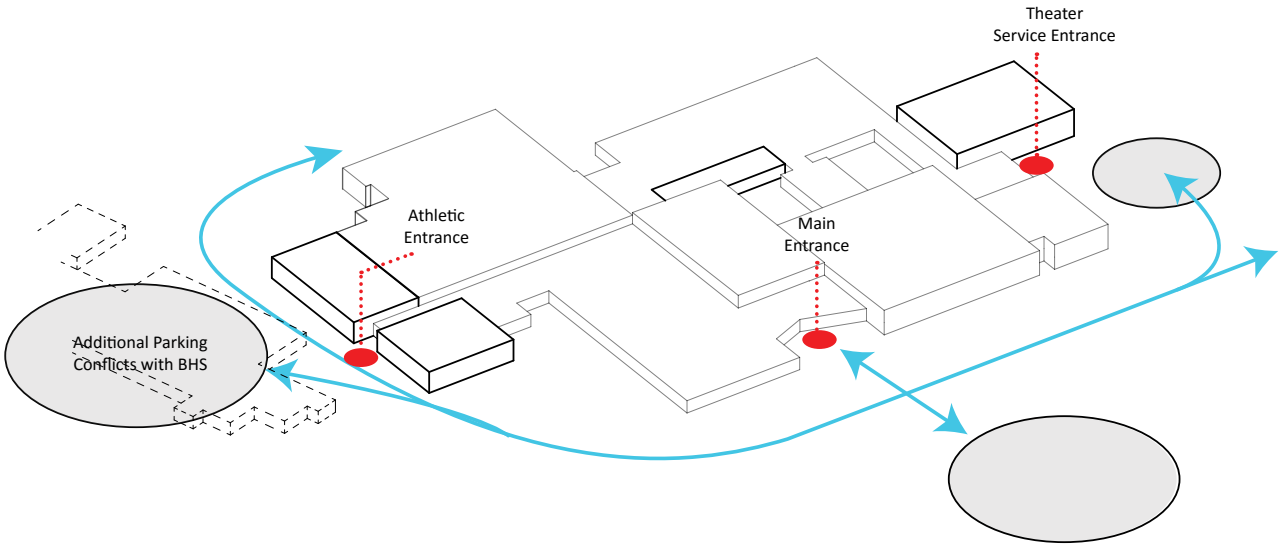
Brainerd High School:	Renew and reinvest
Forestview Middle School:	Maintain
Baxter Elementary School:	Replace, with a new school; Repurpose for programs from Lincoln and BLC
Garfield Elementary:	Right-size and renew
Harrison Elementary:	Replace with a new school
Lowell Elementary:	Right-size and renew
Nisswa Elementary:	Right-size and renew
Riverside Elementary:	Right-size and renew
Brainerd Learning Center (BLC):	Reinvest for Early Learning
Lincoln Education:	Vacate, relocating programs to current Baxter Elementary Building

BRAINERD HIGH SCHOOL

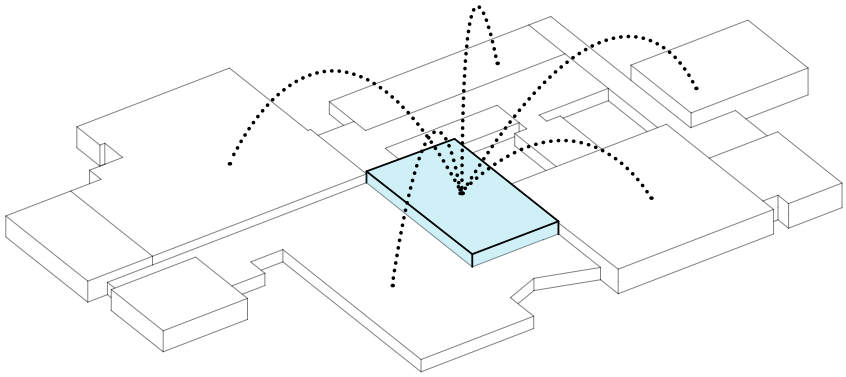
Renew and Reinvest in Brainerd High School to unify the campus into one comprehensive facility on the current site, uniquely located in the heart of Brainerd. This includes the removal of the South Campus and the utilization of the Lincoln property to address long-standing site circulation issues. Proposed improvements will greatly improve the ability to meet expansive academic and enriching activity needs of students in grades 9-12.



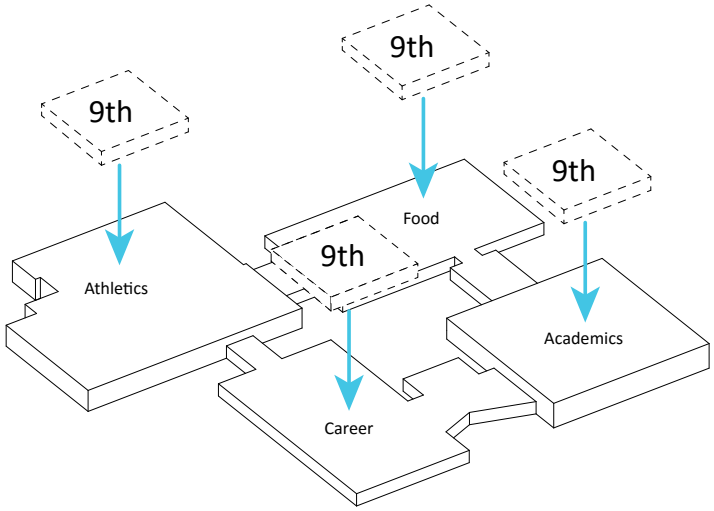
Combining two buildings for safety, efficiency and effective opportunities for students.



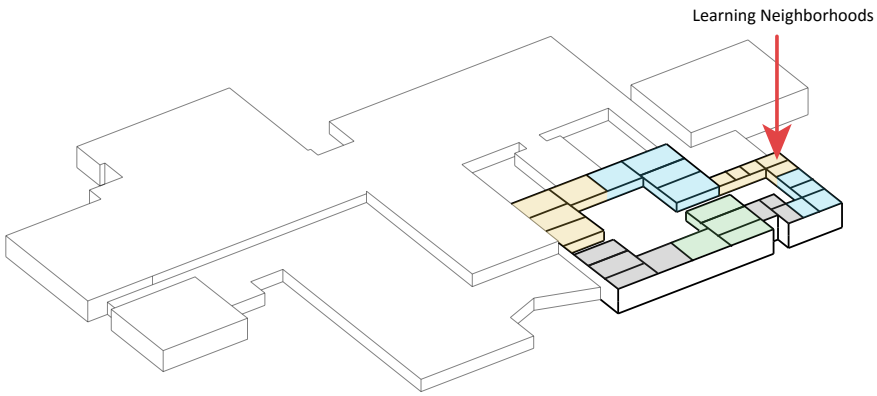
Fix traffic flow issues such as accessing parking between the two campuses. Adding additional parking for students and visitors at existing South Campus location. Developing strong pedestrian connections to the Main Entry and providing for three safe nodes of entry for school functions.



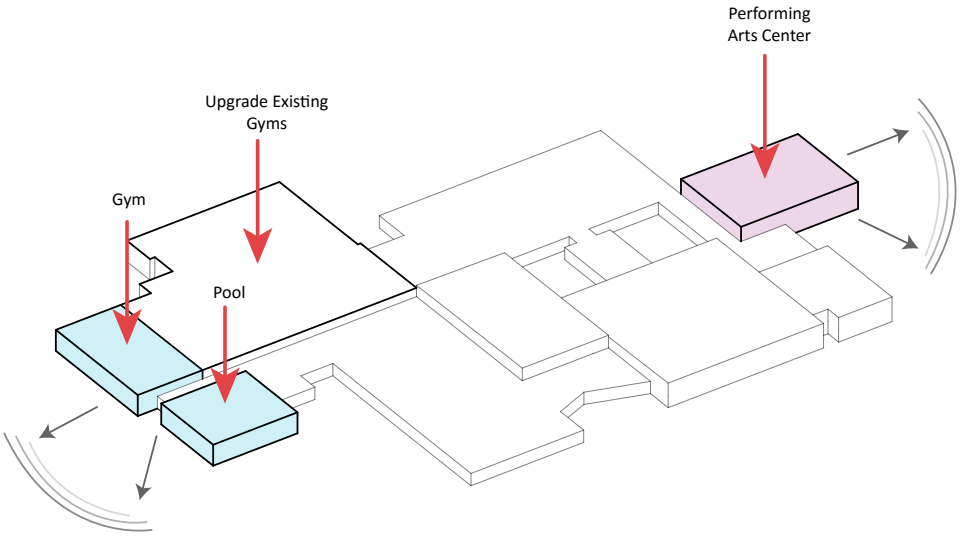
A new Student Commons – heart to the building that enhances collaboration and creates a sense of community. Establishing a lasting desire to attract and retain students.



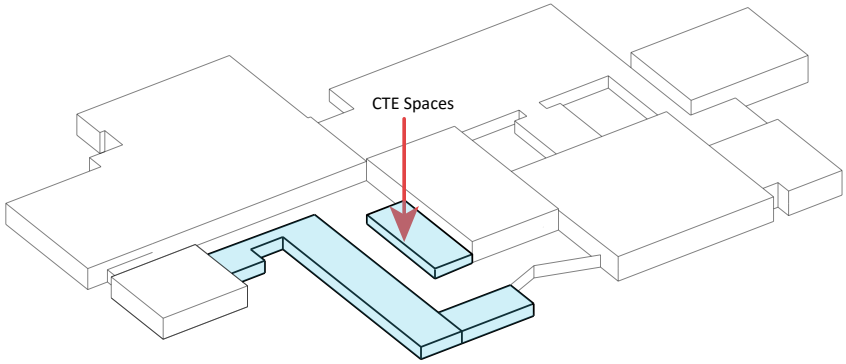
Combining the two High Schools changes the nature of 9th grade program, establishing greater flexibility in a single building. In addition, students have access to more activities and options.



New and remodeled space that supports 21st Century Learning.

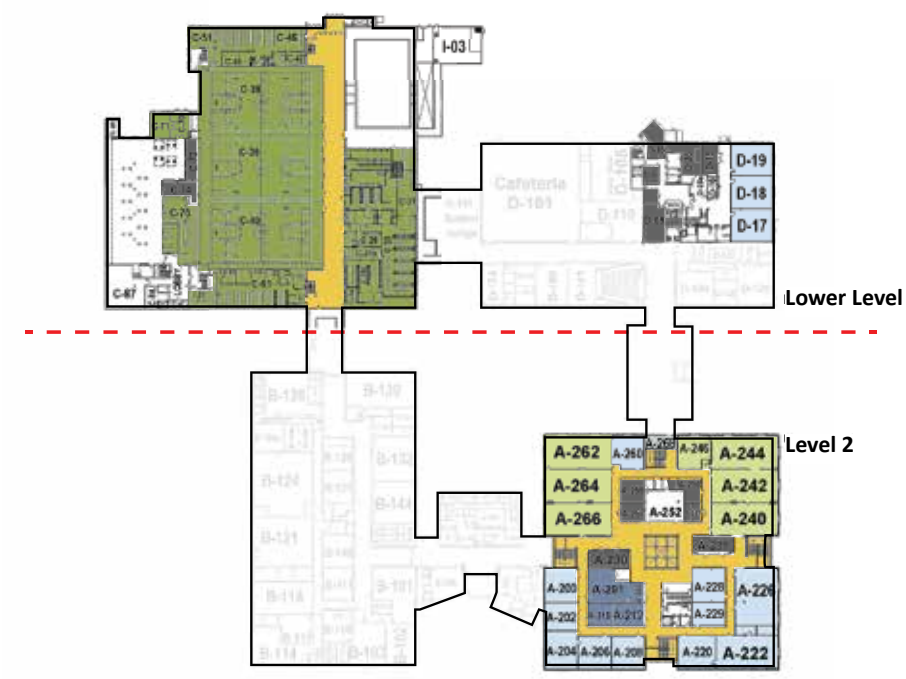


New Facilities for activities: Athletics, Performing Arts and Commons. Attracting and retaining high school students through involvement in the community and at school.



Career and Technical Education (CTE) facilities directly off commons. Renewal may offer competitive advantage, attracting students to learn on site.

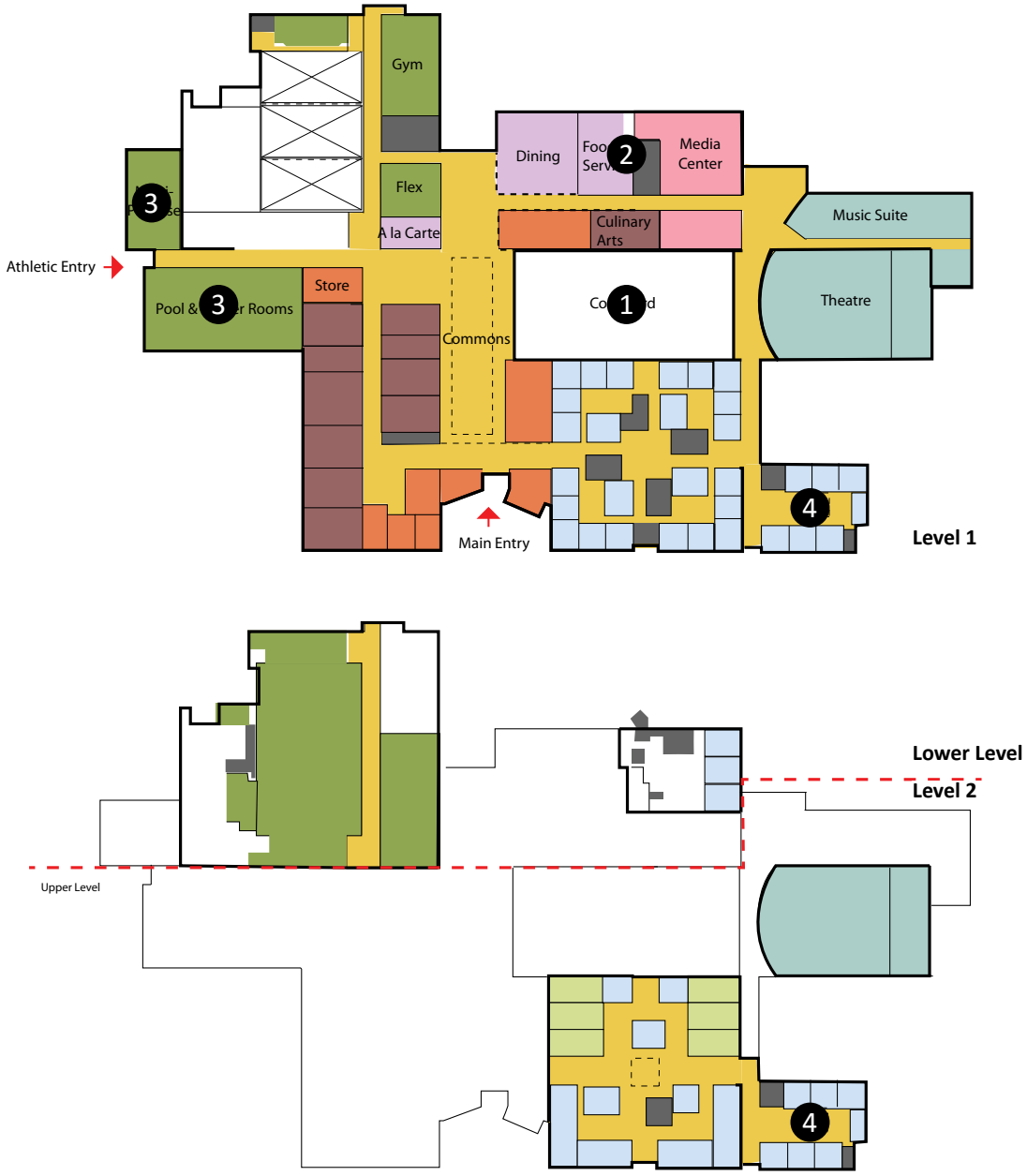
Brainerd High School - Existing Use Plan



Space Classification

- Facility Support
- Performing Arts
- Dining
- Media Center
- Administration
- General Learning
- Special Education
- Science
- Career & Tech Ed.
- Circulation
- Art
- Athletics

Proposed Plan



1. Create commons as heart to the school
2. Light remodeling to upgrade kitchen/cafeteria and media center. Place theater lobby adjacent to media for collaboration
3. Added a 5,000 sf. multi-purpose activity space and new pool. A future gym addition could be added to the south side of the building
4. 2 story academic addition on the Northeast corner to accommodate the additional learning spaces needed in just 1 area; it has access to views and light on 3 sides

Space Classification

- Facility Support
- Performing Arts
- Dining
- Media Center
- Administration
- General Learning
- Special Education
- Science
- Career & Tech Ed.
- Circulation
- Art
- Athletics

FORESTVIEW MIDDLE SCHOOL

Maintain: Forestview Middle School is the district's newest building and is serving the community well. With a capacity of 2200 students, it has the ability to accommodate the projected growth in the district. It should be maintained essentially as is, with minor improvements recommended to improve safety and security at the main entrance and improve site circulation.

Existing Use Plan

Level 1

Level 2

Space Classification

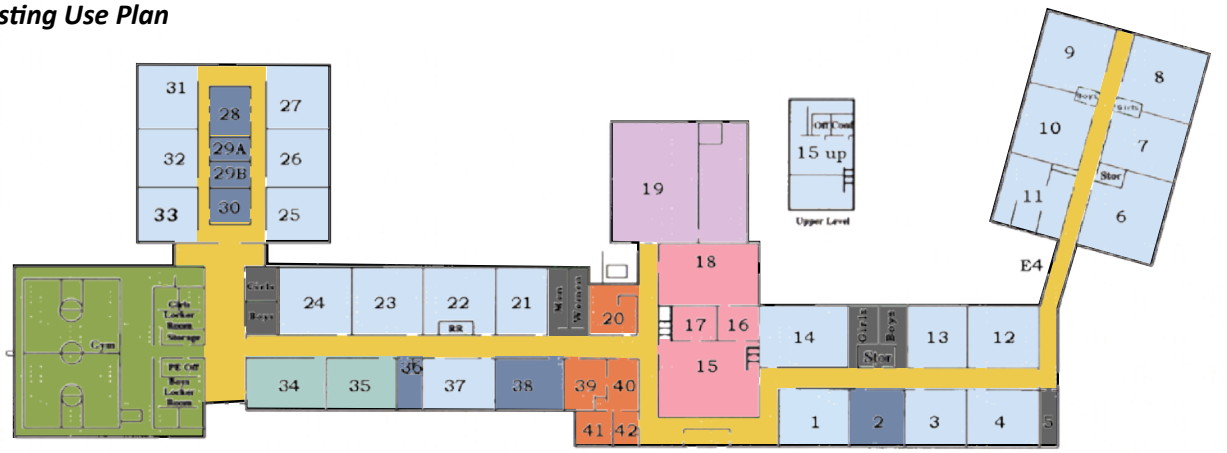
- Facility Support
- Performing Arts
- Dining
- Media Center
- Administration
- General Learning
- Special Education
- Science
- Career & Tech Ed.
- Circulation
- Art
- Athletics

BAXTER ELEMENTARY

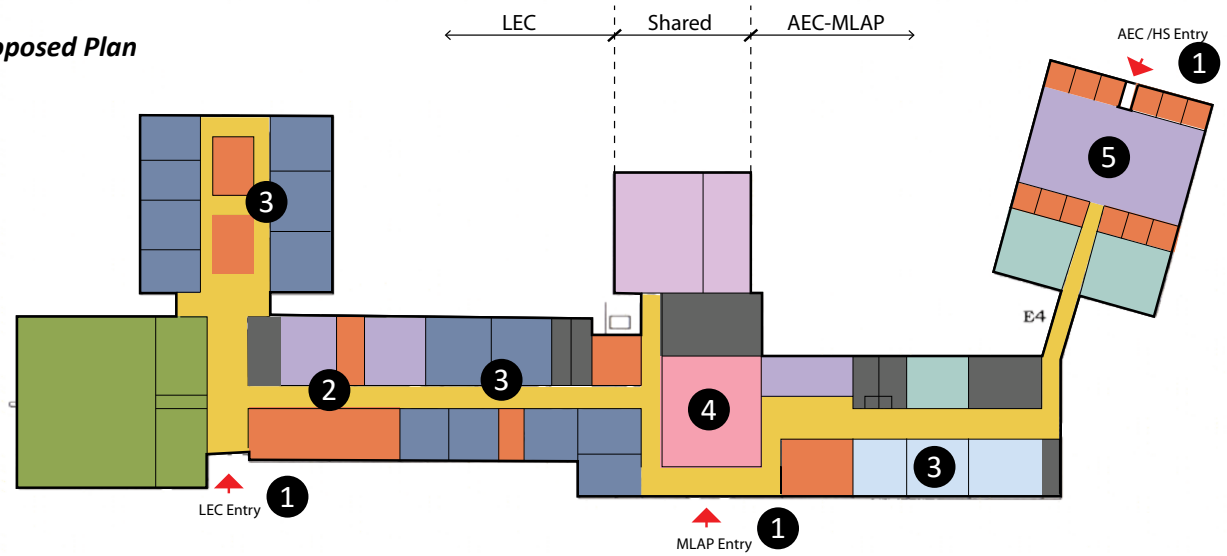
Replace: Build a new *5-section elementary school on the west side of the district with a capacity of 625 students and space for two preschool classes. This elementary will serve the existing Baxter Elementary community as well as accommodate projected growth. One option for a location is the current Forestview site which has ample land to accommodate the robust outdoor program requirements of a new elementary school and offers synergies for transportation, fields and site maintenance with the Middle School.*

Repurpose *Baxter Elementary School to accommodate the middle and high school level alternative programs (MLAP and Alternative Education Center (AEC)), and the program relocated from the Lincoln Education Center.*

Existing Use Plan



Proposed Plan



1. Create separate secure entries related to bus drop-off and parking
2. Intersperse small group and specialist space to serve student needs in Lincoln programs
3. Renew instructional space
4. Repurpose Library as Multi-purpose room
5. Remodel NE wing to create flexible learning space for alternative high school program (AEC)

Space Classification

- Facility Support
- AEC General Learning
- Dining
- Media Center
- LEC General Learning
- Science
- Administration
- MLAP General Learning
- Performing Arts
- Circulation
- Lab
- Athletics

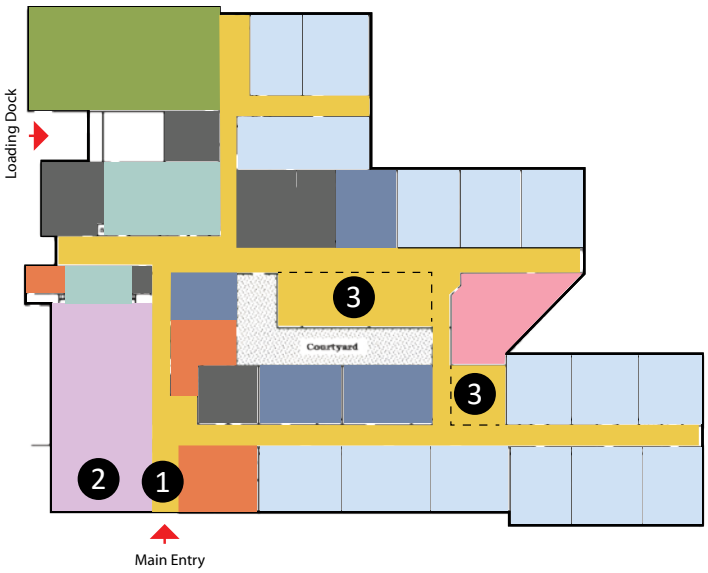
GARFIELD ELEMENTARY

Right-Size and Renew

Address future maintenance needs and renew learning spaces at Garfield for 21st century learning with flexible learning environments that are enabled with technology. The new design opens existing learning spaces to the hallway, providing informal learning areas and increasing transparency throughout the school.

Existing Use Plan

Proposed Plan



1. Create secure entrance through main office
2. Expand kitchen to improve efficiency in Food Service
3. Create breakout/group areas to support collaborative learning beyond the classroom

Space Classification

- Facility Support
- Dining
- Media Center
- Administration
- General Learning
- Special Education
- Circulation
- Art
- Phy. Ed.

HARRISON ELEMENTARY

Replace

Replace Harrison Elementary with a new 4-section elementary school on the southeast side of the district with a capacity of 500 students and core capacity for 650 students. This elementary will serve the existing Harrison Elementary community on a new site which has yet to be determined, as well as accommodate future growth by sizing the core facilities for 625 students. The physical design of the school should reflect the small learning community feel that Harrison has.

Existing Use Plan

Lower Level | 1st Level | 2nd Level

Proposed Plan:

New 4-section Elementary, including pre-school classrooms.

Space Classification

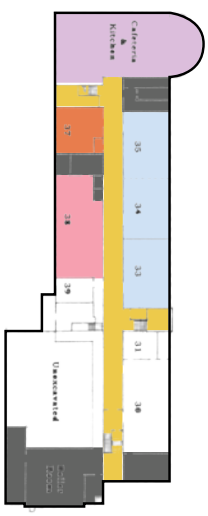
- Facility Support
- Dining
- Media Center
- Administration
- General Learning
- Special Education
- Circulation
- Art
- Phy. Ed.

LOWELL ELEMENTARY

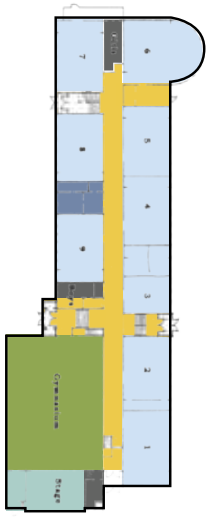
Right-Size and Renew

Address future maintenance needs and renew learning spaces at Lowell for 21st century learning with flexible learning environments that are enabled with technology. An addition may trigger city requirements for off-street parking. Acquiring land will be necessary as it becomes available.

Existing Use Plan



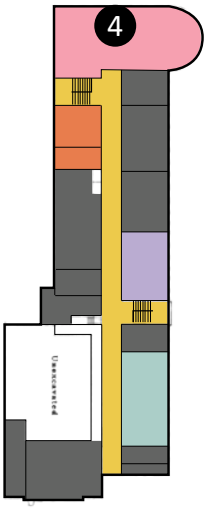
Lower Level



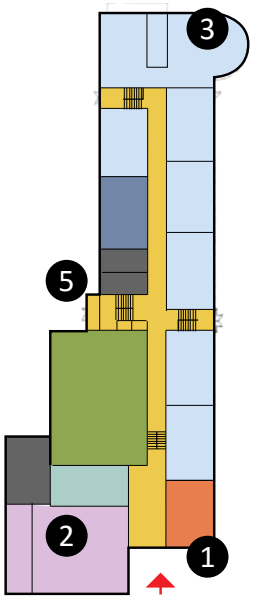
Level 1

Level 2

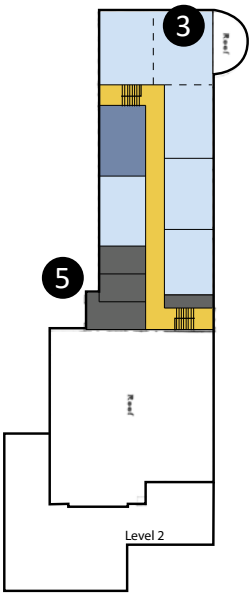
Proposed Plan



Lower Level



Main Entry



Level 2

1. Create secure new accessible entrance adjacent to relocated office
2. Add multi-purpose room and new kitchen at grade, for dining and activities
3. Group core classrooms in daylit space on 1st and 2nd floors
4. Remodel for enlarged Media Center
5. Renew restrooms

Space Classification

- Facility Support
- Dining
- Media Center
- Special Education
- Circulation
- Administration
- Art
- Phy. Ed.
- General Learning

NISSWA ELEMENTARY

Right-Size and Renew

Address future maintenance needs and renew learning spaces at each school for 21st century learning with flexible learning environments that are enabled with technology.

Existing Use Plan

Proposed Plan

1. Remodel for secure entrance through main office
2. Provide expandable addition to relieve space pressure and increase flexibility
3. Create breakout/group areas to support collaborative learning beyond the classroom

Space Classification

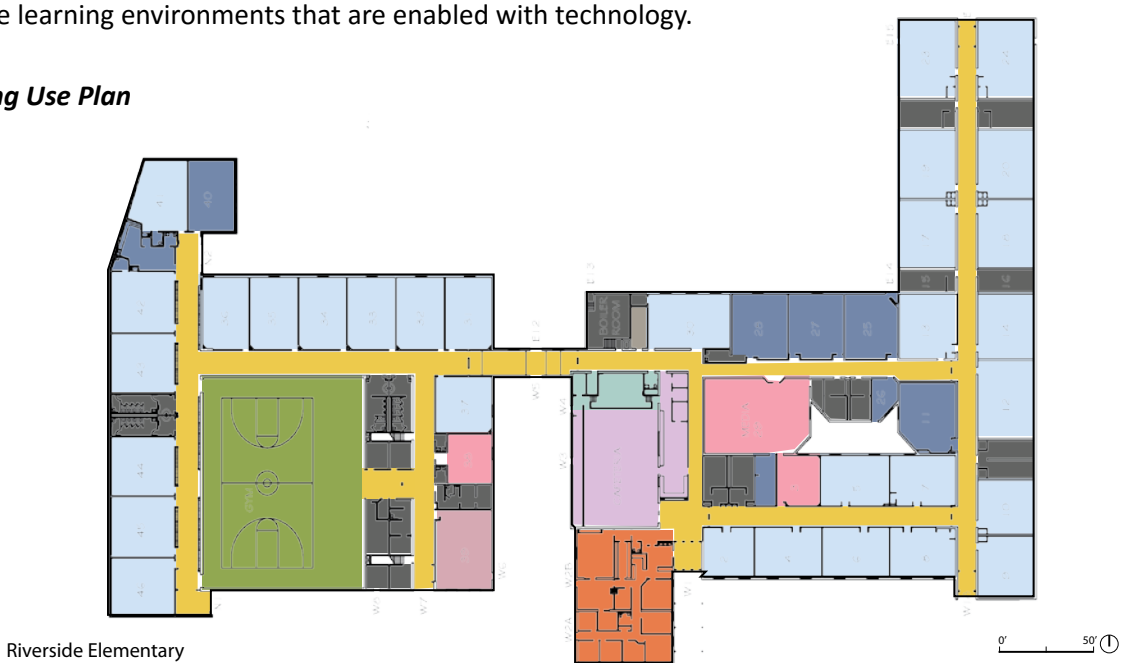
- Facility Support
- Dining
- Media Center
- Administration
- General Learning
- Special Education
- Circulation
- Art
- Phy. Ed.

RIVERSIDE ELEMENTARY

Right-Size and Renew

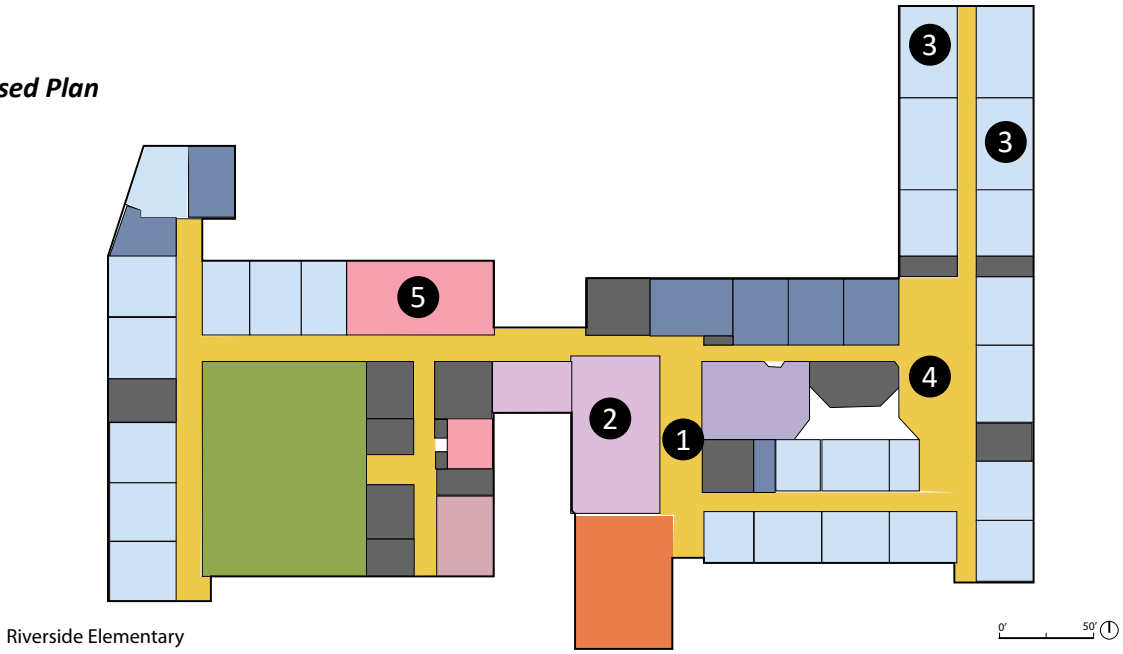
Address future maintenance needs and renew learning spaces at Riverside for 21st century learning with flexible learning environments that are enabled with technology.

Existing Use Plan



Riverside Elementary

Proposed Plan



Riverside Elementary

1. Expand entry hall to relieve congestion
2. Enlarge kitchen and dining to serve enrollment
3. Create flexible learning environments by removing offices between classrooms
4. Create breakout/group areas to support collaborative learning beyond the classroom
5. Relocate and improve Media Center

Space Classification

- Facility Support
- Dining
- Media Center
- Administration
- General Learning
- Special Education
- Circulation
- Art
- Phy. Ed.

BRAINERD LEARNING CENTER

Re-invest

Expand the existing Early Childhood programs at Brainerd Learning Center**.**

Existing Use Plan

Proposed Plan

1. Repurpose vacated areas for potential new “wrap-around” health/dental clinic and Early Childhood space.
2. Repurpose MLAP classrooms for Early Childhood classrooms, either relocated or expanded.

Space Classification

- Facility Support
- Dining
- Media Center
- Administration
- General Learning
- Special Education
- Circulation
- Phy. Ed./Movement

LINCOLN EDUCATION CENTER

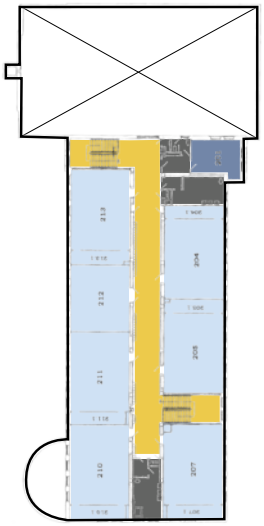
Vacate

Relocate Lincoln Educational Center program to the current Baxter Elementary School. Vacate and demolish the Lincoln building and utilize its site, directly across 5th from BHS, to address long-standing HS site circulation issues.

Existing Use Plan

Lower Level

Level 1

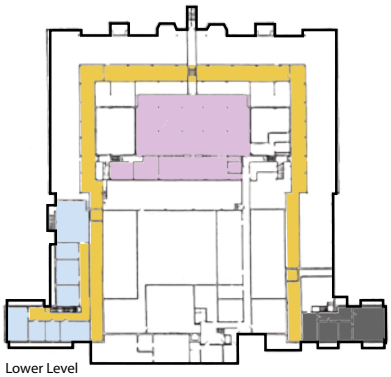


Level 2

WASHINGTON EDUCATIONAL SERVICES BUILDING

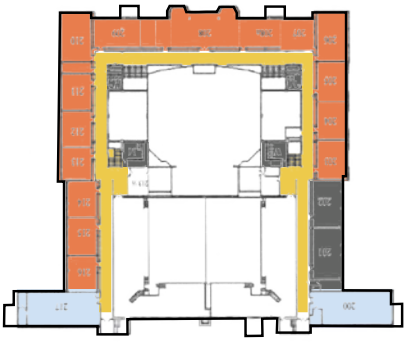
Reinvest

Maintain and reinvest in the Washington Educational Services Building for district and community use, because of its value as a resource to the whole community. While it is the district's oldest building with a higher than average cost/square feet to operate, it is a treasured building downtown and is highly used.

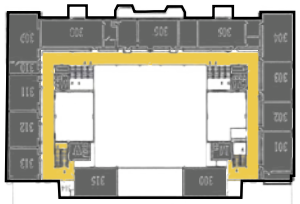


Lower Level

Level 1



Level 2



Level 3

Proposed Plan

Level 1

1. Create safe and secure entry into the building.

Space Classification

- Facility Support
- Performing Arts
- Dining
- Media Center
- Administration
- General Learning
- Special Education
- Circulation
- Athletics

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. The blackboard at the front of the room is being complemented by additional marker boards and monitors that leverage hand-held digital technology.




Thus, the comprehensive facilities plan recommendations include costs to improve furnishings and the support technologies for learning spaces, specifically where the 'bricks and mortar' of spaces are not affected. We recommend that the improvements be rolled out over time, as part of a cyclical replacement of furniture and equipment, and that they be designed with attention to ergonomics and upcoming best practices in teaching and learning.

Furniture: The costs include the movable items in a learning space: seating, tables, moveable marker board, teacher station. The numbers address learning spaces (classrooms, labs, media centers, informal learning areas).

Fixed Technology: Costs are for the learning technology equipment that is fixed onto the walls/ceiling of a room: display, sound reinforcement and controls. These are based on one large monitor or interactive white board, speakers and amp, and controls to link the systems.

Where areas are new, or designated for renewed in the Program recommendations, the furniture and fixed technology costs are incorporated into the Program costs. For example, because the Brainerd High School Program Plans is intended to impact all learning areas, the furniture and fixed technology costs are included in the overall High School cost.

COST

Kraus-Anderson Construction, a consultant of Cuningham Group Architecture, developed the order of magnitude cost analysis of the options developed with the Community Facilities Planning Committee. The estimates include the entire cost of the Master Plan expended over 10-15 years. Since no schedule has been established for the various components of the plan, the costs are not adjusted for increases in inflation as these would be factored into the development and implementation plan. The estimates are based on a database of projects of similar scope and scale. The estimates are divided into New Construction, Heavy, Medium and Light Remodeling, defined as follows:

Heavy Remodeling consists of complete remodeling of the space including replacement of mechanical, electrical and/or plumbing systems and remodeling as needed to meet the CCPC goals for 21st century learning space.

Medium Remodeling consists of partial remodeling to a space that may include partial 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.

Projected costs for a District-wide Comprehensive Facilities Plan:
Note: these costs overlap and should not be summed

Future Maintenance Costs	**$88.2M**
Program Costs	**$135.8M**
Land Acquisition and Site Development Costs	**$2.8M**
Furniture and Fixed Technology – Program	**$6.8M**
Furniture and Fixed Technology – Rollout	**$3.5M**

Explanation of the different categories:
Future Maintenance Costs are related to needs of aging systems or elements of the existing buildings and sites.
Program Costs are for the recommendations presented in plans on the previous pages), for replacement, repurposing and renovations. Because the Program recommendations include remodeling and demolition of some structures, there is intersection with the Future Maintenance Costs.
Land Acquisition Costs depend on what sites are selected for the new elementary schools, and whether additional land may be acquired for other growing schools.

Furniture and Fixed Technology Costs are to upgrade learning settings throughout the district, and separated out by those that should be included for new or remodeled areas (‘Program’), and those that might be rolled out over time (‘Rollout’) to all teaching stations within the district.

The consultants and the District have analyzed what is eliminated or projected to be addressed through the Program recommendations, and projections are shown in the detailed Future Maintenance cost summary. This will allow a total to be calculated. That total is not included here as it is dependent on implementation: final decisions about when and to what extent the identified Future Maintenance and Program recommendations are addressed.

IMPLEMENTATION

The next steps in a process to implement some or all of the Comprehensive Facilities Plan recommendations in coordination with the acceptance of the plan by the School Board (or a modified portion of the Plan that is implemented). Following that would be development of a funding and bond referendum plan for all or part of the CFP.

A Bond Planning and Design phase would follow which would gather input from students and teachers.

The CCPC recommended that the school board consider the following in their deliberations and decisions:

- Focus on creating small school culture in new sites to help retain neighborhood feel.
- Explore/consider community partnerships, particularly in connection with reinvestment into the High School.
- Potential for additional funding of Preschool/Early Childhood programs from state.
- Given the importance of swimming skills within this community, the School Board should also consider location of a new pool (HS or MS) to best achieve:
  - maximum use and utilization
  - partnerships/community
  - whole community's benefit (socio-economic accessibility)

The Community Comprehensive Planning Committee has made a conscious and sustained effort to address stated and potential concerns of the community, while shaping learning facilities for the future. It is the intent of this document to assemble the results of those efforts and support the transformative power of education in the communities of Brainerd Public Schools to propel their commitment to excellence forward for the next generation of learners!

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