



Physical Conditions Findings and Needs Statements

TOPIC: Equity in Facilities

Equity in Facilities Findings:

- The facilities in the District are not equitable currently. Some examples include site features, field space, parking, parent drop off, labs, gyms, cafeteria, auditoriums, and music facilities. The District's Strategic Plan calls for inspiring learning environments for all students at all age levels and facilities.

Equity in Facilities Needs Statements:

- The District must endeavor to provide equitable access to facilities ~~learning environments~~ to meet the needs of all learners. Equity does not mean the same and may look different at different buildings.
 - Classrooms, office spaces, health services, restrooms and locker rooms, cafeteria space, media centers, multipurpose labs, furniture, gymnasium, community spaces, and outdoor facilities.
- The District needs a focused approach to equity which depends on the needs of the student population.
- Each school population has unique needs. The District must respond to these needs with programs appropriate to that population. The facility should support these unique programs.



Physical Conditions Findings and Needs Statements

TOPIC: Flexible and Future Ready Spaces

Flexible and Future Ready Spaces Findings:

- Personalized learning and student agency are a part of the District's Strategic Plan. *(same as Learning Spaces committee)*
- Variety and choice in learning environment are important aspects of modern learning environments. *(same as Learning Spaces committee)*
- Technology plays an essential role in student learning, especially in promoting student agency.
- Education is changing to incorporate more experiential and project-based learning to prepare students for their future, including critical thinking and problem-solving skills. Facilities will require changes as a result. *(same as Learning Spaces committee)*
- Current building spaces place restrictions on teaching and learning methods.

Flexible and Future Ready Spaces Needs Statements:

- A variety of options for learning spaces need to be provided to support student choice, including individual, small, and large group learning. These spaces need to be flexible and adaptable to handle changes in the future. *(same as Learning Spaces committee)*
- It is important for our students to be future-ready, including incorporating appropriate technology infrastructure and devices. *(same as Learning Spaces committee)*
- Flexible and future-ready spaces need to be a part of core design and planning.



Physical Conditions Findings and Needs Statements

TOPIC: Safety and Transportation

Safety and Transportation Findings:

- The District has made recent investments in their facilities to improve safety and security, but additional improvements to meet best practices are required.
- Safety is fundamental to student learning; all District facilities need to be safe and secure.
- Projected growth in the District will impact busing, drop-off/pick-up and parking needs at impacted sites.
- Transportation is an issue at many buildings, including mixed flow of cars and buses and amount of available parking.

Safety and Transportation Needs Statements:

- The District needs to implement an equitable safety and security standard to all buildings in the District. This includes secure vestibules, monitoring and access control systems, communications systems, and lockdown procedures.
- Whenever possible, building sites should be designed to align with site safety best practices, including separating parent and bus traffic.
- All buildings need the ability to compartmentalize or zone different areas of the building for various events (i.e. elections, night and weekend events, etc.)
- Enhance “Crime Prevention Through Environmental Design” (CPTED) principles to increase safety around the exterior of our schools.
- Parking and bus/car traffic need to be considered when buildings are expanded to accommodate projected growth.
- Whenever possible, new and existing building sites should be designed to align with site safety best practices, including separating parent and bus traffic and providing adequate parking. Provide safe routes to school for pedestrians and bicyclists. Students should have access to crosswalks.



Physical Conditions Findings and Needs Statements

TOPIC: Capacity and Enrollment

Capacity and Enrollment Findings:

- The District is projected to experience significant growth over the next ten years, and there is currently not adequate space at any grade level (elementary, middle, or high schools) to accommodate this growth. Buildings in the northern part of the District are particularly affected by this growth.
 - The District is projected to have 10,806 students enrolled in the year 2027-28.
 - Elementary: 4,712 total students (594 additional students)
 - Middle: 2,617 total students (645 additional students)
 - High: 3,476 total students (988 additional students)
- The District's buildings are currently at or above capacity based on the 2018 Capacity Study.
 - Elementary Capacity 4,096 seats; Enrollment 4,118 students
 - Middle Capacity 1,931 seats; Enrollment 1,972 students
 - High School Capacity 2,674 seats; Enrollment 2,488 students
- There are some classrooms in the District that are not adequately sized to support current or future enrollment.
- There are some core capacity spaces, including cafeterias and gymnasiums, that are not adequately sized to support current enrollment.

Capacity and Enrollment Needs Statements:

- The facilities need to accommodate the District's projected enrollment growth in the next ten years; we need to plan enough space for the projection based on 75% buildout of available land (approximately K-12 10,800 total students District-wide). This includes both classroom and core capacity space.
- The District needs to develop a comprehensive plan that studies the benefits of repurposing sites along with possibilities of updating the physical conditions, expanding current facilities and new construction.
- District building planning needs to meet the capacity for all students, Pre-K through High School and beyond (including all specialty populations)
- Classrooms and support spaces, including food service, need to be right-sized to support intended programming.



Physical Conditions Findings and Needs Statements

TOPIC: Building Conditions

Building Conditions Findings:

- Annual State funding falls considerably short of what is required to maintain District assets. The LTFM (long term facilities maintenance) funding source generates about \$3M/year, including required yearly expenses.
- The District would require 2%-4% of replacement cost every year to keep up with maintenance needs; the current system of funding does not support this, which leads to maintenance being deferred.
- There are \$270M in deferred maintenance needs District-wide; \$125M of these are priority I. Priority I is defined as items not functioning or broken and includes HVAC systems, windows, accessibility upgrades, domestic piping, and fire alarm systems.
- More time is required to repair older systems, and at some point, it is counterproductive and inefficient to do these repairs.

Building Conditions Needs Statements:

- All District facilities need appropriate and reliable systems to support an effective learning environment.
- It is important to consider replacement costs as well as ongoing operational/maintenance costs for building systems.
- We need to have a plan to address the high priority deferred maintenance needs, with all needs being addressed in a phased approach.
- We need to evaluate the cost of not addressing or planning to fix priority #1 needs (catastrophic replacement).
- Beyond new additional buildings, we need to discuss the prioritization of full scale replacement versus repair / maintenance / partial updates for existing buildings.



Learning Spaces Findings and Needs Statements

TOPIC: The Future of Learning

The Future of Learning Findings:

- Personalized learning and student agency are a part of the District's Strategic Plan.
- Choice in learning environment is an important aspect of modern learning environments. A multitude of space solutions, including flexible learning environments and conventional spaces, are required to meet the needs of all learners.
- Education is changing to incorporate more experiential and project-based learning to prepare students for their future, including critical thinking and problem-solving skills. Facilities will require changes as a result.
- Our schools are a focal point of the community, and our learners are diverse – students, families, and community members.
- The District has valuable partnerships with local businesses to facilitate life-long learning and industry skills development.
- Technology infrastructure, including connectivity and cabling, are increasingly important as devices are utilized at all levels.
- Several sites have parking issues that affect both daytime programming and community events.
- Flexible space supports a variety of activities for building agility and longevity.

The Future of Learning Needs Statements:

- We need to have facilities that support students being the primary agent of their learning.
 - Facilities need to be designed to serve the academic, physical, social, and emotional needs of each child.
- How classrooms and other learning spaces are designed should complement the strategic plan.
- Our schools need a variety of options for learning spaces to support student choice, including individual, small, and large group learning. These spaces need to be flexible and adaptable to handle changes in the future.
- It is important for our students to be future-ready, including spaces that are aligned with industry practices.
- The facilities need to support equitable access to technology and associated infrastructure.
- The District needs to partner with local businesses for lifelong and adult learning.
- The District's buildings need to be climate-controlled to allow for year round programming.
- The facilities need to provide equitable technology infrastructure.
- The facilities need to support consistency in delivery for food services.



Learning Spaces Findings and Needs Statements

TOPIC: Early Learning

Early Learning Findings:

- Early Childhood programming has constraints based on the space currently available. All programs have grown and there are waiting lists for several programs. This will increase with the projected enrollment of the District.
- When preschool occurs in Elementary environments, it can help students transition and become familiar with the building and procedures. Some early childhood programming benefits from being centralized to support collaboration, operations, and service delivery. Birth to five years old is a critical time of development for children, and early learning programming has improved outcomes for many students.
- Facilities to support early intervention for students with special needs through ECSE (early childhood special education) programming are essential.
- As demand and funding for early childhood education increases, more building capacity will be needed.
- Some families face challenges accessing early childhood programming, including language, transportation, socio-economic, etc.
- Note: data challenging to support. The District provides a variety of program offerings to support parent and family choice.
- Our schools are a focal point of the community, and our learners are diverse – students, families, and community members. This also applies to those who access early childhood programming.

Early Learning Needs Statements:

- Future District plans need to include early learning considerations in all planning.
- The facilities needs to provide adequate space for both current and anticipated future space needs due to growth and learning needs of all students
- The facilities need to support ECFE (early childhood family education) programming for families.
- Our facilities need to be responsive to developmental needs of all learners.
- Facilities and staffing for early childhood education need to reflect the diversity of our community.
- Need to provide resources and programming at appropriate locations for families who cannot access preschool due to scheduling or location limitations.



Learning Spaces Findings and Needs Statements

TOPIC: Building Configuration

Building Configuration Findings:

- There are strengths and weaknesses associated with grade configuration choice at each level, including at the High School.
 - Efficiency – services and space use
 - Leadership opportunities for students
 - Collaboration opportunities for staff and students
- Continuity in student experience is essential to child development, including social, emotional and academic growth.
 - It is challenging to support student choice and agency across grade levels and disciplines in the current High School grade configuration.
- While we consider ourselves to be one High School, most of the benefits associated with a single High School are lost with the current facilities configuration.
- Student agency is an important aspect of the District's strategic plan. Student agency is defined as a student taking ownership in their own learning.
- Many committee members value unifying the high school campuses, and building unity across the District. The District should seek to verify this statement through broader community input.
- 6th, 9th and 11th grade are transition years for students. Transitions can negatively impact students by requiring them to build new relationships and learn a new environment.

Building Configuration Needs Statements:

- The facilities need to support equitable opportunities for all students.
- The facilities plan will eliminate barriers toward achieving student agency. A student's age should not determine their access to programs and opportunities they need.
- The impact of transitions on students' needs to be considered and minimized when possible.
- It is critical to create a community of learners facilitated by professionals who know them well.
- Spaces need to be able to be reconfigured to allow for flexibility and adaptation as needed.



Community Spaces Findings and Needs Statements

TOPIC: INDOOR FACILITIES

Indoor Facilities Findings:

- There is an inadequate amount of indoor practice space to support all users, including daytime PE, District activities/athletics, extended day programming, and community users. This has led to practice times late into the evening or users not having access to space and forgoing practice.
- Several teams have to utilize a variety of spaces to support all levels, including being divided between multiple buildings. This creates supervision challenges and difficulty in creating unity among teams.
- The High School (between North and South campus) has two competition gymnasiums. Due to demand, several teams utilize other facilities throughout the District and community. There is time lost as a result of this travel.
- The current available indoor spaces are particularly challenging if there is inclement weather, when outdoor spaces may not be accessible. This is a recurring issue in the spring.
- The District has many more activities that need to access locker rooms, weight rooms, storage space, and practice space than when the buildings were built, especially at the secondary level.
- The District has fewer competition game and practice gyms at the High School level than many peer Districts of similar enrollment and in their athletic conference.
- 1,545 number of students participate in District activities, and 1,002 number of students participate in extended day.
- Strong programs and quality facilities are an important consideration when families are making choices. Of our peer districts (Mounds View, Roseville, Stillwater, Forest Lake, North St. Paul, Woodbury and Centennial), WBLAS has less gyms per student and less auditorium seats per student. Scheduling demands on available space limits opportunities for students and the community.

Indoor Facilities Needs Statements:

- We need to provide an adequate quantity of spaces and locations for all users to support equitable access. This would benefit daytime physical education programming and allow for practices to be held at recommended times, teams to be together, and better access for the community.
- Facilities need to be planned to include the projected growth.



Community Spaces Findings and Needs Statements

- Appropriate storage space for equipment should be provided to protect these investments.
- We need a variety of multipurpose spaces to address the needs of all users of our indoor community spaces.
- The District needs to provide indoor activities space to support student opportunity and experience
 - Spaces to in order for student athletes to continue to compete and grow.
 - Strategic Plan: “Provide expanding access to a broad range of opportunities for all students”
 - Meeting space for clubs, community groups (nonsports activities)



Community Spaces Findings and Needs Statements

TOPIC: COMMUNITY

Community Findings:

- The School District provides recreation activities and opportunities for the community.
- The District's buildings are utilized by a wide variety of users of all ages.
- There is not adequate room for youth programming, including academic enrichment, athletic and fine arts experiences. This creates challenges for programs to grow or expand and limits opportunities for all.
- The District's athletic facilities have very little availability to the broader community due to the current scheduling demands. The communities of White Bear Lake Area Schools are projected to continue to grow.
- Due to space challenges, access to certain spaces by community groups or for events within the District can be limited. This can lead to divisiveness and conflict between those trying to access these spaces.
- The District has a unique role in providing community access to sports and activities facilities. The District operates recreational programming for the communities of White Bear Lake Area Schools.

Community Needs Statements:

- The District should continue to collaborate with community partners to provide the opportunities and experiences valued by all. These spaces should be multi-purpose to maximize utilization.
- The District should foster relationships with new potential community partners; per the Strategic Plan, "We will foster community engagement and partnerships."
- Opportunities at our facilities for all age levels are important, including access to activity and fitness space.
- Community amenities, such as access to social services, food shelf pantries, social services, etc. are essential and need appropriate space within the District.
- It is important to our community to keep seniors active and engaged.



Community Spaces Findings and Needs Statements

TOPIC: ADAPTIVE / DIVERSITY

Adaptive / Diversity Findings:

- Many buildings in the District do not have appropriate space for DAPE or adapted sports.
- The space needs for special services have grown, especially since many of the buildings were built. Many of the buildings were designed before special services were a part of the public school system.
- Accessing the buildings, including parking and pick-up and drop-off, can be a challenge at several sites for those with mobility challenges.
- The District leases part of Otter Lake Elementary from Intermediate School District 916, and some White Bear Lake Area Schools students are served in offsite ISD 916 facilities.

Adaptive / Diversity Needs Statements:

- Equitable access to indoor and outdoor facilities for all learners is important. These facilities need to be universally accessible.
- The District needs to provide accessible parking and reasonable distances to the main door at all of their buildings.
- Appropriate space, including storage, is needed to support programs, including adaptive physical education, clubs, enrichment activities, and adapted sports.
- All buildings need to meet relevant accessibility codes to support all those who use the buildings, including students, staff, and the community.



Community Spaces Findings and Needs Statements

TOPIC: OUTDOOR FACILITIES

Outdoor Facilities Findings:

- The available outdoor facilities in the District are not appropriately distributed by location; this requires increased travel by users and teams are not always able to practice together.
- There is only one track in the District that can host a meet, and the Middle Schools do not have a surfaced track.
- Inclement weather causes many of the District's available outdoor fields to be unusable for daytime PE and activities; these fields require additional resting time after rain to avoid further deterioration, which causes scheduling issues.
- There is only one field in the District with an artificial turf surface; there are extensive demands on this field.
- There is not adequate access to restroom or concessions facilities within the District for outdoor events.
- Due to lack of available space, there are staggered or varying practice times for many student athletes.

Outdoor Facilities Needs Statements:

- We need to provide adequate and appropriate outdoor spaces for all users to support access and equity, including holding practices at recommended times and teams to be together. This would benefit daytime physical education programming as well as those who use these spaces outside the school day. Outdoor facilities need to be appropriately distributed by sport, age, and location.
- The District needs to provide additional surfaced track space to support Middle School and High School use.
- The District needs outdoor field space that is less limited by weather to meet the needs of students' capacity and schedule.
- The District needs to provide appropriate restroom and concessions facilities at practice and competition venues.



Community Spaces Findings and Needs Statements

TOPIC: FINE ARTS

Fine Arts Findings:

- Sunrise Middle School does not have an auditorium; they are required to utilize another building's space for events and performances.
- The auditoriums at North and South Campus do not currently have adequate seating for a class of students to meet together or to allow for parents to attend their student's concerts and other events. Parking is also an issue for many of these events.
- The District has added orchestra programming, which will continue to expand to all buildings. The buildings do not all have equitable space to support this program due to the continued growth.
- The performance spaces in the District lack adequate support spaces, including storage, scene/set shops, etc. Hallway space is currently used when possible as support space. This lack of support space creates limitations for performances.

Fine Arts Needs Statements:

- The Elementary Schools need to have equitable space to support performances and events.
- Middle School students need equitable access to spaces that support the fine arts, including performance spaces.
- Performance spaces need to provide adequate seating capacity to support the variety of events they are used for, including a grade level assembly.
- The performing arts venues in the District need to have adequate support spaces, including storage, green room, scene shop, etc.
- All buildings in the District need to provide equitable space for music programming, including band, orchestra and specialized storage.



Community Spaces Findings and Needs Statements

TOPIC: SPECIALIZED SPORTS

Specialized Sports Findings:

- Specialized sports includes gymnastics, hockey, archery, trap shooting, cheer, dance, golf, swimming and other important programs.
- The current amount of available space for many specialized activities does not accommodate the growing needs. This has led to inconsistency in available space for many teams, and may limit offerings.
- There is high demand for ice time within the communities of White Bear Lake Area Schools, which impacts when students are available to practice.
- The only access to pool facilities in the District is at the YMCA.

Specialized Sports Needs Statements:

- Specialized sports have unique space needs; these would be utilized both by student athletes and relevant community members.
- Flexible, multipurpose spaces for these activities are important.
- It is important to protect equipment in appropriate and adequate storage space.
- Weights and other personal fitness areas must adequately support the needs of students, staff and the community.
- Students need spaces that are safe for both practice and competition.
- The District needs to utilize community partnerships to meet needs of some specialized sports.
- The District will work with community partner(s) to provide an improved pool environment.