



- Committee Overview
- Executive Summary
- Task Force Meeting Overview
- Task Force Themes
- Recommendation



# COMMITTEE OVERVIEW



## COMMUNITY TASK FORCE COMMITTEE OVERVIEW

Jeremy Graves, Staff Member

Amanda Indra, Staff Member

Toni McDevitt, Staff Member

Brenda Nelson, Staff Member

Katie Pearce, Staff Member

Laura Watkins, Staff Member

Cindy Amberg, Community Member

Julie Biggerstaff, Community Member

Jackie Goyette, Community Member

Laura Greseth, Community Member

Kaylee Haun, Community Member

Ted Hazelton, Community Member

Julie Heinrichs, Community Member

Allen Hillery, Community Member

Drew Kings, Community Member

David Kuklinski, Community Member

Kris Lynch, Community Member

Lucy McMartin, Community Member

Lindsay O'Shea, Community Member

Andy Pierce, Community Member

Theresa Sadler, Community Member

Christa Schul, Community Member

Luke Sims, Community Member

Karen Sullivan, Community Member

Ed Thompson, Community Member





## COMMUNITY TASK FORCE COMMITTEE OVERVIEW

- Nine meetings
- October 2022 to March 2023
- Toured all District Buildings
- Met for up to 3 hours (with tour) each time
- All meeting information, meeting minutes and reports located on the District Website

**WAPS**  
**Community**  
**Task Force**





# EXECUTIVE SUMMARY



## COMMUNITY TASK FORCE EXECUTIVE SUMMARY

- The Task Force studied and evaluated the District needs and then evaluated 12 different options to meet those needs.
- The Task Force was able to reach consensus and are recommending one option to the School Board for consideration.





## COMMUNITY TASK FORCE EXECUTIVE SUMMARY

**Con·sen·sus** (ken sen'ses), n., pl. -sus'es.

1. collective judgment or belief; solidarity of opinion: *The consensus of the group was that they should meet twice a month.*
2. General agreement or concord; harmony

Our Definition (For Long Range Planning)

**Con·sen·sus**

The group is in agreement about the specific idea being discussed, and the group agrees to move forward. If a member (or members) of the group has concerns about moving forward, they must voice their concerns for all to hear. The group will then consider any additional information until the consensus agreement to move forward is reached.



# TASK FORCE MEETING OVERVIEW

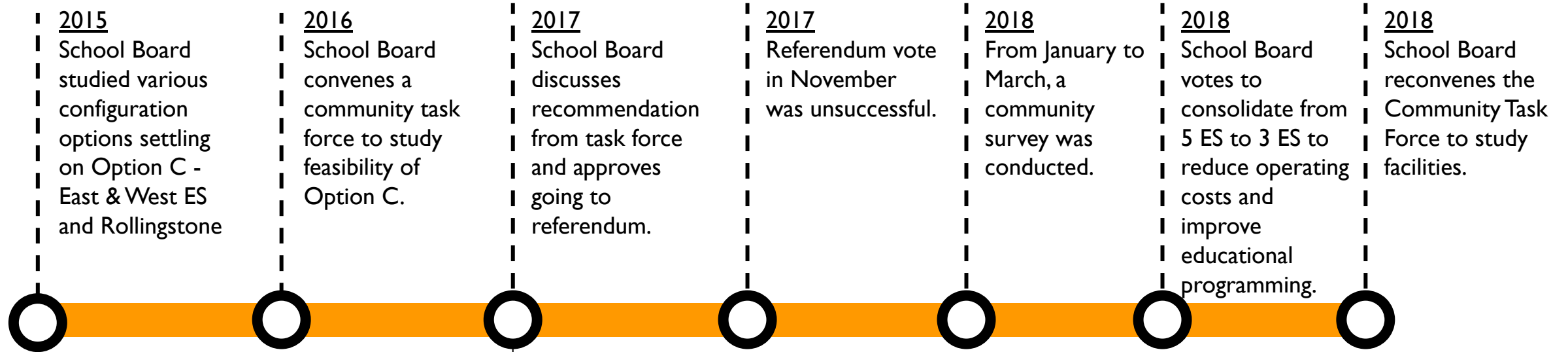
## Meeting I

- Introductions
- Committee Charge
- Recent History of District Initiatives
- Facility Overview
- Facility Analysis Report
- Meeting Norms Exercise
- Look Ahead / Meeting Dates
- Key Messages





## COMMUNITY TASK FORCE RECENT HISTORY OF DISTRICT INITIATIVES



### Proposed 2017 Referendum Summary

- Close some ES & Renovate/Add to other ES
- Gym addition and learning space renovation at high school
- Gym Addition at the ALC
- Deferred maintenance at all sites



# COMMUNITY TASK FORCE RECENT HISTORY OF DISTRICT INITIATIVES

## 2018 Task Force

Phase 1: Led to 2018 Successful Referendum

Recommends planning for a Phase 2 to  
address other needs

2018 Debt from referendum is paid in full in  
2023

Projects were implemented in 2019 and  
2020

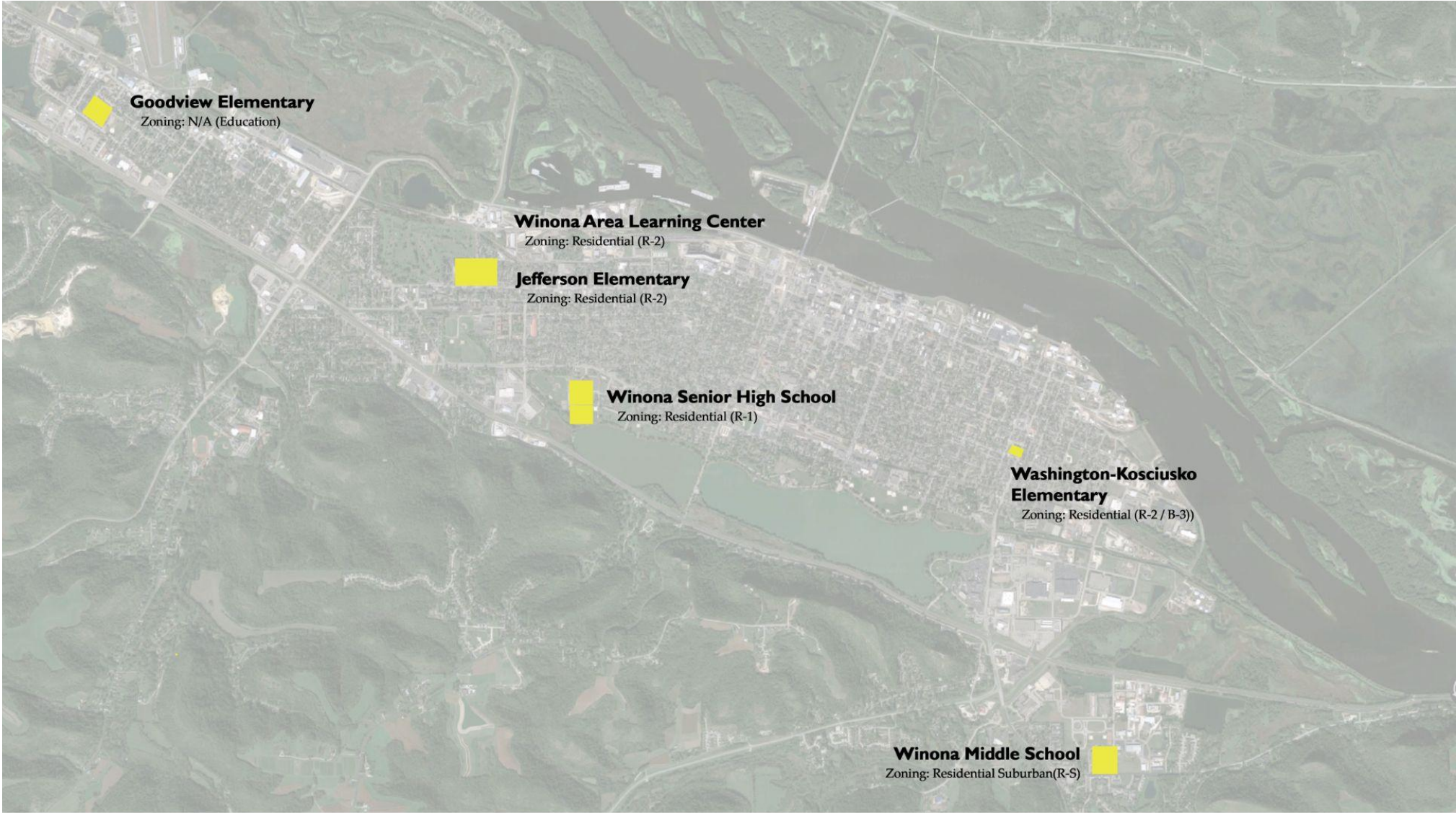
## 2021 Task Force

Phase 2:





# COMMUNITY TASK FORCE FACILITY OVERVIEW







## COMMUNITY TASK FORCE FACILITY ANALYSIS

	Jefferson	Goodview	Washington - Kisciusko
Site	\$400,000	\$182,856	\$99,463
Exterior	\$3,029,014	\$1,236,525	\$3,367,787
Interior	\$1,116,247	\$964,084	\$753,405
Accessibility	\$2,058,071	\$316,000	\$1,825,626
Mechanical	\$6,786,003	\$2,168,870	\$5,283,216
Electrical	\$719,349	\$439,055	\$715,034
Technology	\$38,911	\$11,218	\$25,641
<b>Total</b>	<b>\$14,147,595</b>	<b>\$5,318,608</b>	<b>\$12,070,173</b>



## COMMUNITY TASK FORCE FACILITY ANALYSIS

	Middle School	High School	ALC	Paul Giel Field
Site	\$2,524,527	\$321,750	\$224,000	\$1,330,000
Exterior	\$3,023,567	\$5,363,200	\$415,000	\$0.00
Interior	\$2,271,690	\$4,961,893	\$250,106	\$25,000
Accessibility	\$0.00	\$733,231	\$0.00	\$465,000
Mechanical	\$1,744,260	\$3,704,134	\$167,682	\$0.00
Electrical	\$1,864,535	\$1,942,635	\$143,143	\$3,000
Technology	\$47,070	\$45,034	\$11,500	\$0.00
<b>Total</b>	<b>\$11,475,648</b>	<b>\$17,071,878</b>	<b>\$1,211,431</b>	<b>\$1,823,000</b>

*This represents all identified needs over the next 10+ years. Districts typically would not address all of this work at one time.*

**TOTAL (ALL FACILITIES)**

**\$63,118,334**

## Meeting 2

- Thoughts since last meeting
- Meeting Norm's Review
- Facility Analysis Priority Discussion
- Enrollment and Projections
- Enrollment vs. Capacity
- 21st Century Learning Concepts
  - Teaching & Learning
  - Facilities
- Large Group Discussion
- Key Messages





# COMMUNITY TASK FORCE FACILITY ANALYSIS

- Priority 1 (0-2 years)
- Priority 2 (2-5 years)
- Priority 3 (6-10 years)
- Priority 4 (Would like to do within 10 years)

<b>Priority 1 (0 - 2 years)</b> Life Safety Issue Deterioration Item Health Issue Accessibility Issue Hazardous Materials	As typically noted by Fire Marshal/Life Safety Officials. Further deterioration will create higher future repair costs or will damage other areas in the building. Rooms with no ventilation or items that do not meet state health code requirements and have been tagged. Must complete to provide access into the building, to the curriculum within the building, to access a restroom or to obtain a drink of water. Item posing a significant impact on building occupants.
<b>Priority 2 (2 - 5 years)</b> Energy Issue Deterioration Item Accessibility Issue Modernization Hazardous Materials Health Issue	Item replaced results in a payback in 10 years or less. Material or system that currently functions but will require replacement or maintenance within 5 years. Modification required to meet state code guidelines. Removal of items affected by other changes occurring in Group 2. Inadequate exhaust and ventilation in lab environments and other areas lacking adequate ventilation.
<b>Priority 3 (6 - 10 years)</b> Energy Issue Health Issue Deterioration Item Hazardous Materials	Item replaced results in a payback in more than 10 years. Non-tagged items that do not meet state health code requirements. Material or system that currently functions but will require replacement or maintenance in 6-10 years. Removal of items affected by other changes occurring in Group 3.
<b>Priority 4 (Would like to do within 10 years)</b> Aesthetics Hazardous Materials Accessibility Issue	Item which impacts the visual environment. Removal of items affected by other changes occurring in Group 4. To meet full requirements of federal guidelines as stated in the ADA (American with Disabilities Act).



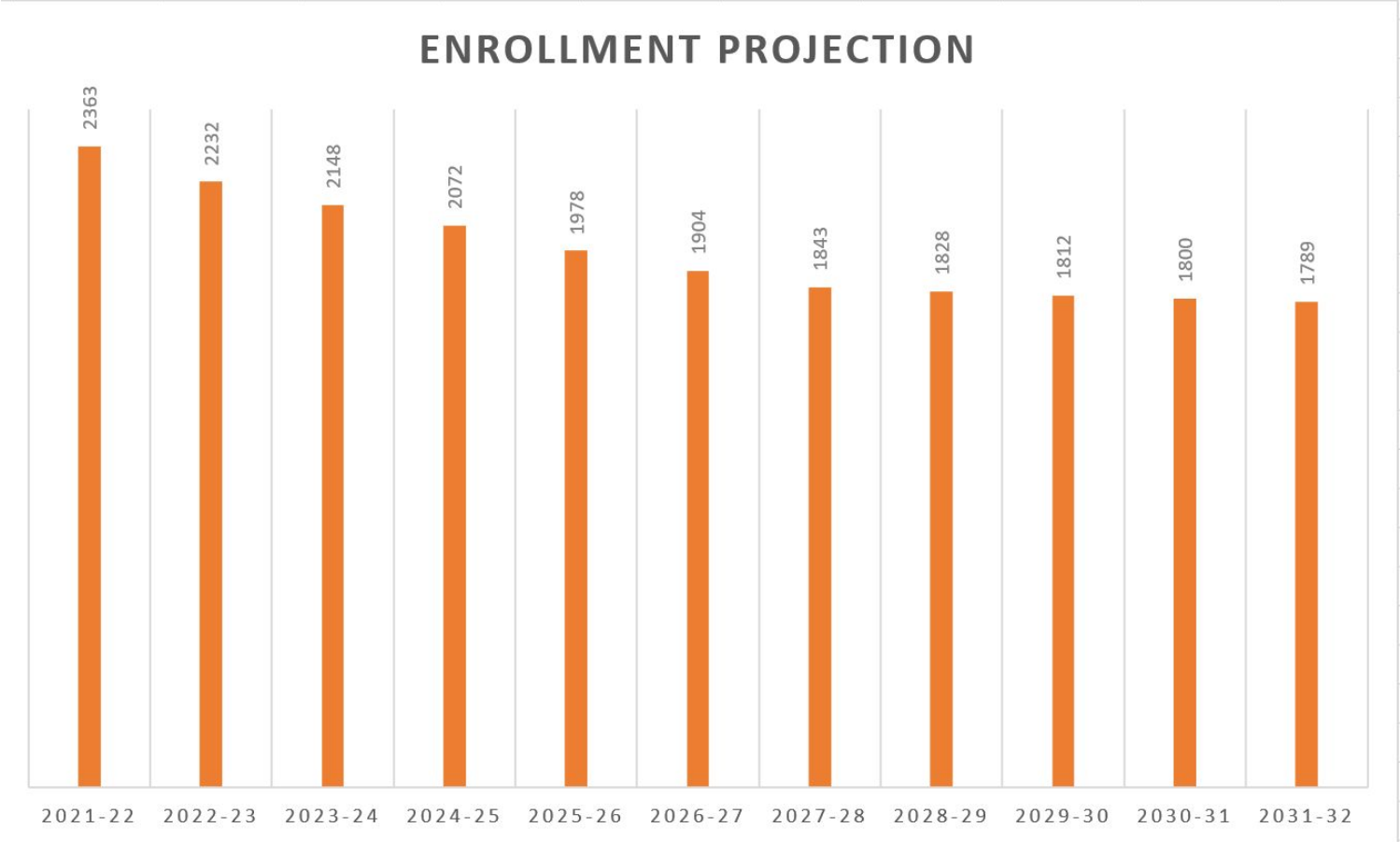
# COMMUNITY TASK FORCE ENROLLMENT & PROJECTIONS

## ENROLLMENT HISTORY:





ENROLLMENT PROJECTIONS:





## COMMUNITY TASK FORCE ENROLLMENT VS. CAPACITY

	2021/22 Enrollment*	2020/21 Capacity	Open Seats	2020/21 Potential Capacity	Open Seats
Goodview ES	202	259	57 (78% Full)	259	57 (78% Full)
Jefferson ES	319	376	57 (85% Full)	425	106 (75% Full)
Washington Kosciusko ES	264	351	87 (75% Full)	112	96 (70% Full)
<b>Elementary Total</b>	<b>785</b>	<b>986</b>	<b>201 (80% Full)</b>	<b>1,060</b>	<b>275 (74% Full)</b>
<b>Middle School</b>	<b>661</b>	<b>900</b>	<b>239 (73% Full)</b>	<b>1,176</b>	<b>515 (56% Full)</b>
<b>High School</b>	<b>887</b>	<b>996</b>	<b>109 (89% Full)</b>	<b>1,296</b>	<b>409 (68% Full)</b>
ALC	99	60	-39 (165% Full)	84	-15 (118% Full)
<b>Districtwide</b>	<b>2,432</b>	<b>2,942</b>	<b>510 (83% Full)</b>	<b>3,616</b>	<b>1,184 (67% Full)</b>

*\*updated based on 10/1/2021 enrollment numbers.*





## COMMUNITY TASK FORCE ENROLLMENT VS. CAPACITY

	2031/2032 Enrollment	20/21 Capacity	Open Seats	20/21 Potential Capacity	Open Seats
Elementary Total	740	986	246 (75% Full)	1,060	320 (70% Full)
Middle School	522	900	378 (58% Full)	1,176	654 (44% Full)
High School*	528	1,056	528 (50% Full)	1,380	852 (38% Full)
Districtwide	1,790	2,942	1,152 (61% Full)	3,616	1,826 (50% Full)

*\*Includes ALC*



## 21st CENTURY LEARNING CONCEPTS / TEACHING & LEARNING

### Keys of 21st Century learning and teaching:

- Project Based learning (Hands-on, collaborative, multi-disciplinary, student centered, real time, real world, flexible)
- Personalized Learning (learning that is designed for each student based on their needs)
- Integrate the AVID WICOR strategies (Writing, Inquiry, Collaboration, Organization, Reading)
- Ownership and engagement (students have personal responsibility of their learning and a motivation to succeed)
- Collaborative Teaching and Cooperative Learning
- Citizenship, Leadership and Personal Responsibility
- Mastery of Curriculum and Higher Order Thinking Skills
- Technology and 21st Century Skills (role of supporting workflow)
- Physical, mental and social-emotional well-being
- College and Career Readiness
- Career and Technical Education offerings
- Cradle to Career
- Community Partnerships

- Every learner has unique talents and weaknesses
- Students must find their “Super Power” and leverage it while cultivating supports for their weakness

Mario  
the  
Manager



Izzy  
the  
Innovator



Ollie  
the  
Owner



Penny  
the  
Persistent



Rex  
the  
Reflector





## Meeting 3

- Thoughts since last meeting
- 21st Century Learning Concepts
  - Facilities
- District Presentations
  - Activities
  - Early Childhood
  - Special Education
  - Career Ed / CTE
  - Fine Arts
- Grade Configuration / Current Facilities
- Large Group Discussion
- Key Messages



# COMMUNITY TASK FORCE 21<sup>st</sup> CENTURY LEARNING CONCEPTS IN FACILITIES

## LEARNING STUDIO





Casey Indra, Activities Director

WINONA AREA PUBLIC SCHOOLS  
Welcoming All Learners

## Future Vision

COMMUNITY TASK FORCE  
ACTIVITIES PRESENTATION

- Increased participation in athletics and activities
- All practices held immediately after school
- A reduction in the time students need to miss class for home athletic events
- Open up the weight room to more students and staff
- Comfortable experience for fans
- Comfortable experience for visiting teams
- More community use of our fields and facilities
  - Increased revenue
  - Stronger connection with residents

Ann Riebel, Director of Community Education

WINONA AREA PUBLIC SCHOOLS  
Welcoming All Learners

## Future Vision

COMMUNITY TASK FORCE  
EARLY CHILDHOOD PRESENTATION

- Community Kids Preschool
  - Universal Pre Kindergarten is an ongoing conversation in legislation
  - Universal access is a step towards allowing all children the opportunity to prepare for Kindergarten
- Currently serving some preschool children in their home school, others transfer for Kindergarten
  - Alignment between Early Childhood and Kindergarten programs can smooth transitions for children and families
- Program is growing and we are reaching capacity this year.

Wold

## COMMUNITY TASK FORCE STAFF PRESENTATIONS

Tim Gleason, Band Teacher

WINONA AREA PUBLIC SCHOOLS  
Welcoming All Learners

# Future Vision

COMMUNITY TASK FORCE  
FINE ARTS PRESENTATION

- Senior High - short term
  - Rehearsal Spaces
    - Choir
      - Acoustical restructuring of room
      - Larger projection screen
      - Wegner Chairs
      - Lighting
    - Orchestra
      - Humidity and Temperature controlled storage
      - Wegner Chairs
      - Lighting
    - Band
      - Carpet
      - Reimagining of storage in band room
      - Wegner Chairs
      - Lighting
  - Music Library
    - Conversion of Ensemble/storage room into Music Library.

Dr. Sarah Knudsen, Director of  
Special Education

WINONA AREA PUBLIC SCHOOLS  
Welcoming All Learners

# Future Vision

COMMUNITY TASK FORCE  
SPECIAL EDUCATION PRESENTATION

- Early Childhood
  - Birth to Three providers offices housed with other Early Childhood programs
  - Programs at all Elementary buildings or all in one location
- Accessibility
  - Readily available handicap accessible restrooms with changing stations
  - More reasonable access to playgrounds, track, outdoor spaces

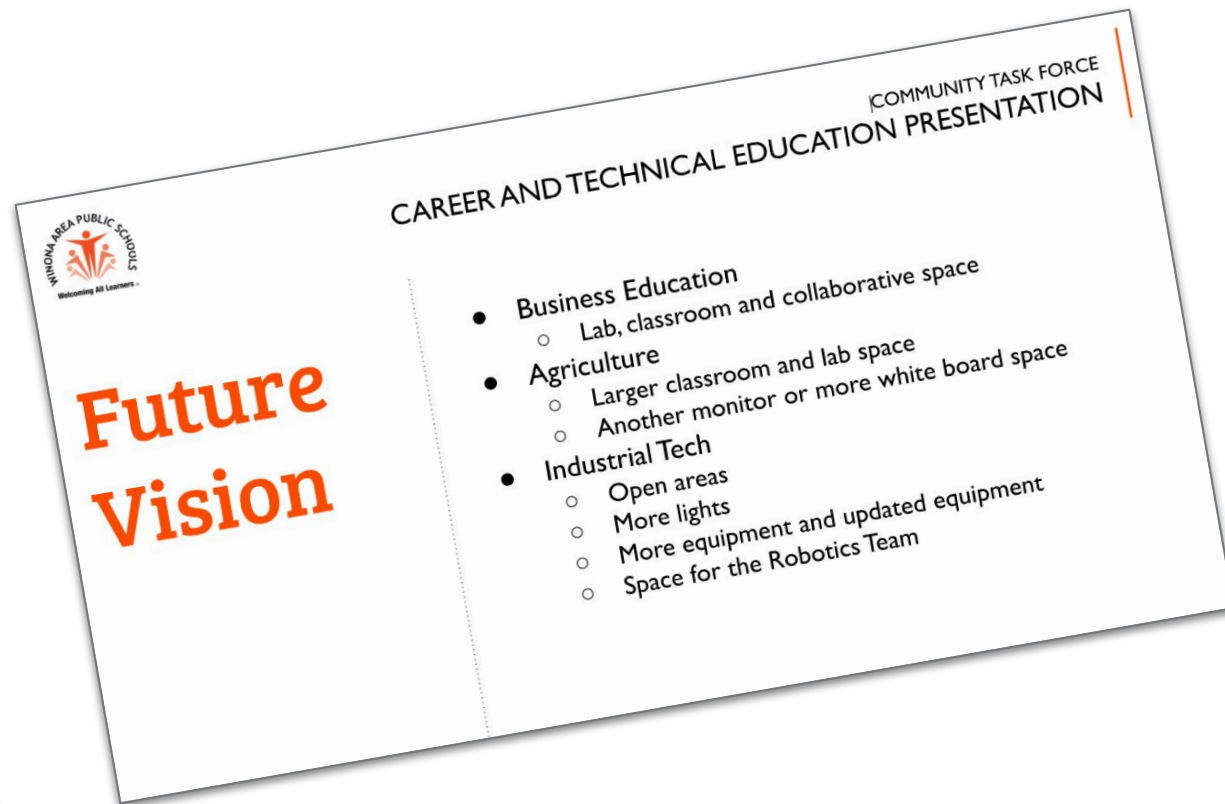


## Meeting 4

- Tour
- District Presentations
  - Career Ed / CTE
- Thoughts since last meeting
- Grade Configuration / Current Facilities
- Discussion Activity
- Key Messages



## COMMUNITY TASK FORCE STAFF PRESENTATIONS



Heather Fitzloff, WSHS



## Grade Configuration

Source: Alternative Grade Configurations,  
Hannover Research 2017

<https://www.gocruisers.org/Downloads/Alternative%20Grade%20Configurations.pdf>



## COMMUNITY TASK FORCE GRADE CONFIGURATION



RESEARCH PRIORITY BRIEF – *Groveport-Madison Schools*

### ALTERNATIVE GRADE CONFIGURATIONS

#### Introduction

Districts arrange student grade level configurations in a variety of ways, with models ranging from traditional K-5/6-8/9-12 configurations to wide-scale schools that serve up to seven grade levels, or single- or two-grade buildings.<sup>1</sup> As such, this research brief evaluates alternative grade configuration models and their impact on student outcomes. Key findings from this review include:

- Research indicates that students do not benefit from isolated grade configurations.
  - Students in standalone pre-primary schools (i.e., PreK and/or Kindergarten) do not gain skills as fast over the course of the school year as their peers in elementary schools. Rather, research suggests students benefit from aligned PreK-3 pathways.
  - Intermediate schools (Grades 5 and 6 only) are not supported by the literature. Students in Grades 5 and 6 perform better in schools with more grade levels (i.e., traditional elementary schools) than in isolation.
  - Ninth grade academies are often difficult for schools to fully implement, and research on their impact is inconclusive.
- Schools with few or single grades create more school transitions, which can negatively impact student academic and social-emotional outcomes. Research associates transitions with decreased academic achievement, an increase in negative student behaviors, and fewer positive student-teacher relationships.
- The decision to reconfigure grades is typically driven by practical needs such as budget, space, and school accreditation. Additionally, when implementing a grade level reconfiguration, districts face both logistical and cultural challenges, while success factors include planning, communication, and collaboration.

Grade configuration has been examined by education practitioners and policymakers for decades as school and district administrators search

for ways to leverage organizational and structural elements to improve outcomes.<sup>2</sup> Constraints surrounding school and district boundaries, student populations, financial resources, and community preferences—among other factors—can often dictate how a school system configures grade levels. This multiplicity of considerations explains the wide range of grade configurations across the United States.<sup>3</sup> **However, in the United States, there is no universally agreed-upon best practice for grade span configuration.**



Although there are numerous possible grade span configuration options, the National Center for Education Statistics (NCES) finds that the **most common elementary school configuration is PreK/Kindergarten through Grade 5, while the most common secondary school configuration is Grades 9 through 12.** During the 2014-2015 school year (the most recent year of data from the NCES), there were over 25,000 schools in the United States that ended elementary school in Grade 5 and nearly 16,000 schools that spanned the traditional high school years. Comparatively, in Ohio, 24.5 percent of all elementary schools<sup>4</sup> follow the PreK/K/1-5 model and 68.2 percent of all regular secondary schools follow the Grades 9-12 model.<sup>5</sup>

<sup>1</sup> Enrollment/Number of Schools by Grade Span and Type. California Department of Education. <https://www.cde.ca.gov/eds/eds/cb/cw/enroll/grade/type.asp>

© 2017 Hannover Research

<sup>2</sup> Renscher, R. "Grade Span." National Association of Elementary School Principals. 16.3, Spring 2000. p.2. <http://files.eric.ed.gov/fulltext/ED440471.pdf>

<sup>3</sup> Ibid.

<sup>4</sup> Excluding special education, alternative, and vocational schools.

<sup>5</sup> [1] "Table 216.75: Public Elementary Schools, by Grade Span, Average School Enrollment, and State or Jurisdiction: 2014-15." National Center for Education Statistics. 2015. <https://nces.ed.gov/ipeds/data/ipeds/data/216.75.asp?document=yes>





## COMMUNITY TASK FORCE DISCUSSION ACTIVITY



What resonated with you about the presentations to date?



What other School District Facility topics are on your mind?



What topics rise to the top?



What topics might be better addressed in the future?

What do we need to discuss related to:

- »Enrollment
- »Capacity
- »Deferred Maintenance
- »21st Century Learning
- »Grade Configuration
- »Career and Technical Education
- »Special Education
- »Fine Arts/Music
- »Early Childhood Education
- »Activities

b. Post-it Notes:

- 1) WSHS – Auditorium, do it all.
- 2) We need to fix what we have to make it a conducive environment.
- 3) Balance deferred maintenance with additions and new space that would allow efficiency if under one roof (ex. K-4 configuration or other grade configurations).
- 4) Outdated.
- 5) All buildings are in need.
- 6) All the phase repairs.
- 7) Bathrooms at Paul Giel field.
- 8) Paul Giel restrooms.

b. Post-it Notes:

- 1) Jefferson seventh and eighth grade.
- 2) Daycare at Elementary Schools.
- 3) Plan for Pre-K through fourth grade.
- 4) What can/could our buildings look like with re-imagining?
- 5) Multi-grade classes.
- 6) Cafeteria to basement Washington-Kosciusko, Jefferson.
- 7) Elementary: Large classes and rooms with team teachers.
- 8) Can we repurpose Washington-Kosciusko for community use?
- 9) Third through sixth grade at Winona Middle School.
- 10) Early Childhood / Early Intervention Space.
- 11) Can seventh and eighth grade be at WSHS but separate wing?
- 12) Pre-K through second grade Goodview and Washington-Kosciusko.
- 13) Add gym to Washington-Kosciusko, Jefferson, Goodview, and repurpose former Physical Education space for classes.

## b. Post-it notes:

- 1) Current facilities are not conducive to 21<sup>st</sup> Century learning needs.
- 2) Using enrollment numbers, brainstorm grade configuration to better maximize capacity (ex. grades seven through twelve and Pre-K through sixth grade.
- 3) Centralized ECFE/Pre-K for efficiency, easy transition in numbers to K.
- 4) Flexible multi-use spaces that are adaptable to needs.
- 5) The need for rooms that hold 21<sup>st</sup> Century learning bigger.
- 6) Pre-K programs not in all Elementary Schools.
- 7) Flexible 21<sup>st</sup> Century learning spaces.
- 8) Flexible space.
- 9) Collaborative learning spaces.

## b. Post-it Notes:

- 1) All WK students do not have access to same doors as classmates. Segregated to front door away from classmates.
- 2) Make buildings communicate that students using walking aids are welcome.
- 3) Lack of accessibility to basement classrooms at Jefferson.
- 4) Lack of accessibility to basement classrooms at Washington-Kosciusko.
- 5) Jefferson students using walking aids are not allowed access to the same entrances as classmates.
- 6) 20% WK students have adequate bathroom access during Physical Education class.
- 7) Inclusive bathrooms / lockers in our buildings.



## Meeting 5

- Tour
- Thoughts since last meeting
- Needs Statements
- Prioritizing Need Statements
- Modernizing Old Buildings
- Discussion
- Key Messages





# COMMUNITY TASK FORCE COMMITTEE OVERVIEW

Wold  
WINONA  
STOOD  
Winning All Learners

January 12, 2022

*DISTRICT ORGANIZATION*

**Need Statements: Reconfiguring (Proposal):**

- We have additional space in our buildings that would allow us to accommodate other needs:
  - Pre-school program growth and planning for Universal
  - Pre-K programming
  - Community Education use of facilities
  - Community use of facilities (space rental)
  - Special education space
  - District Office / Miller Mentoring etc.
- Grade reconfiguration is also a possibility based on available space.

*- OPTIMIZE OPERATIONAL COST OF FACILITIES TO CREATE EFFICIENT AND EFFECTIVE EDUCATION.*

*We need to prioritize reconfiguring needs with a focus on educational needs.*

*Think big and for the future*

NEEDS STATEMENTS  
Comm No: 9999

*TO CREATE EFFICIENT AND EFFECTIVE EDUCATION.*

Wold  
WINONA AREA PUBLIC SCHOOLS  
Winning All Learners

ISD #861 - WINONA SCHOOL DISTRICT  
WAPS - TASK FORCE  
January 12, 2022

*Program Needs AND REDESIGN*

**Need Statements: Upgrades (Proposal)**

- Currently, our gym space is scheduled heavily in the winter and spring months causing many students to have very early or very late practices and activities.
- Our support spaces to our activity spaces are outdated and inequitable.
  - Examples of this are the locker rooms and fine art spaces.
    - LOCKER ROOMS
    - MUSIC STORAGE

*There is a need to expand athletic and activity spaces to provide equitable access to all students and community members in order to meet health and wellness needs, including physical and mental health.*

- SPECIALIST SPACES ARE OUTDATED AND INEQUITABLE
  - IE BASEMENT SPECIALIST SPACES
- CTE SPACES ARE INSUFFICIENT TO MEET THE NEEDS TO PREPARE OUR STUDENTS FOR CAREERS IN OUR COMMUNITY

NEEDS STATEMENTS  
Comm No: 9999



- **Examples in your community:**
  - **Kolter Math and Science Wing**



- **Examples in your community:**
  - **Education Village**





- **Examples in your community:**
  - **Education Village**





# NEEDS STATEMENTS



## COMMUNITY TASK FORCE TASK FORCE NEEDS STATEMENTS

### Need Statements: Repairs:

- We need our publicly used facilities to be **maintained** at a consistently **high quality standard**.
- Currently, we have **needs for replacement** of many exterior envelope systems, finishes, HVAC and electrical systems across our buildings. Some systems are 90+ years old, the middle school is 20 years old, and all require significant maintenance.
- The current State funding source for facility maintenance allows us to spend about \$1,000,000 a year on maintenance related projects as well day to day operations. This **funding** alone **is not viable to keep up** with all our maintenance needs. It is also tied to enrollment and may possibly decline in the future.
- We need to recognize that **repair needs will continue** through the years and plan spending accordingly.





## COMMUNITY TASK FORCE TASK FORCE NEEDS STATEMENTS

### Need Statements: District Organization

- We have additional space in our buildings that would **allow us to accommodate other needs:**
  - Pre-school program growth and planning for Universal Pre-K programming
  - Community Education use of facilities
  - Community use of facilities (space rental)
  - Special education space
  - District Office / Miller Mentoring etc.
- Grade reconfiguration is also a possibility based on available space. *(Not recommended at this time)*
- The District should optimize operational cost of facilities to create efficient and effective education.
- We need to prioritize reconfiguring needs with a focus on educational needs.
- We need to think big and for the future.



## COMMUNITY TASK FORCE TASK FORCE NEEDS STATEMENTS

### Need Statements: Public Perception:

- The Community needs to understand that **engaging the community** in our programming benefits our students.
  - Business partnerships and other institutions
  - Tailoring our curriculum to meet the needs of our community businesses.
  - Classes that include more career immersion opportunities with our local business partnerships and other institutions.
- Buildings should be perceived as **welcoming and easily accessible** to all community members, especially those with identified disabilities.
- The community needs to better understand **our buildings are not meeting all of our needs.**
- The community needs to understand school **finances are not sufficient for facilities.**



## COMMUNITY TASK FORCE TASK FORCE NEEDS STATEMENTS

### Need Statements: Program Needs and Updates

- Currently, our **gym space is scheduled heavily** in the winter and spring months causing many students to have very early or very late practices and activities.
- Our **support spaces to our activity spaces** are outdated and inequitable.
  - Examples of this are the locker rooms and fine art spaces.
- **Specialist spaces are outdated and inequitable.** Examples are basement specialists, auditoriums, locker rooms, etc.
- There is a need to expand athletic and activity spaces to provide equitable access to all students and community members in order to **meet health and wellness requirements.**
- We need to advance the CTE spaces to **prepare students for careers in our community.**



## COMMUNITY TASK FORCE TASK FORCE NEEDS STATEMENTS

### Need Statements: Program Needs and Updates (Continued)

- We need **flexible/multiple-use spaces** to meet the needs of all learners and educators.
- We need to be sure that grade configurations support a maximized growth and change in 21<sup>st</sup> century learning. (e.g. needs are different in different grades)
- **Pre-K should be part of a continuous experience** in our district.
  - Alignment of pre-k with elementary programs.
- Programs should be accessible to all students.



## COMMUNITY TASK FORCE TASK FORCE NEEDS STATEMENTS

### Need Statements: Accessibility

- Every student, staff member, and community member needs **equitable access** to our facilities.
- **Currently, we have accessibility challenges** at the elementaries and the high school including access to all instructional use spaces and building entries.





## Meeting 6

- Tour
- Thoughts since last meeting
- Needs Statements
- Discussion Questions
- Options Discussion
- Key Messages

### What will your community support?

1. Is it viable to have less students in the elementary schools?
2. Can we have less attendance centers than we do now?
3. Are we comfortable with more transitions than we have now?
4. Planning for an enrollment projection:
  - a. 2,000 students - slightly higher than the projections we saw.
  - b. School board is considering enrollment through the FY2023 budget assumptions.

# COMMUNITY TASK FORCE OPTIONS DISCUSSION



A

**Investments at each facility**

- PK-4 @ each elementary
- Renovation / Addition

B

**Replace 1 elementary school**

- PK-4 @ each elementary
- Renovation / Addition
- Close 1 ES & Build 1 new

BI

**Replace all elementary schools**

- Close All ES & Build 1 new

C

**Paired Buildings**

- PK-K / 1 - 2 / 3 - 4 @ ES
- Renovation / Addition

D

**Primary Centers**

- PK-3 @ each ES
- Renovation / Addition
- 4th Grade to MS

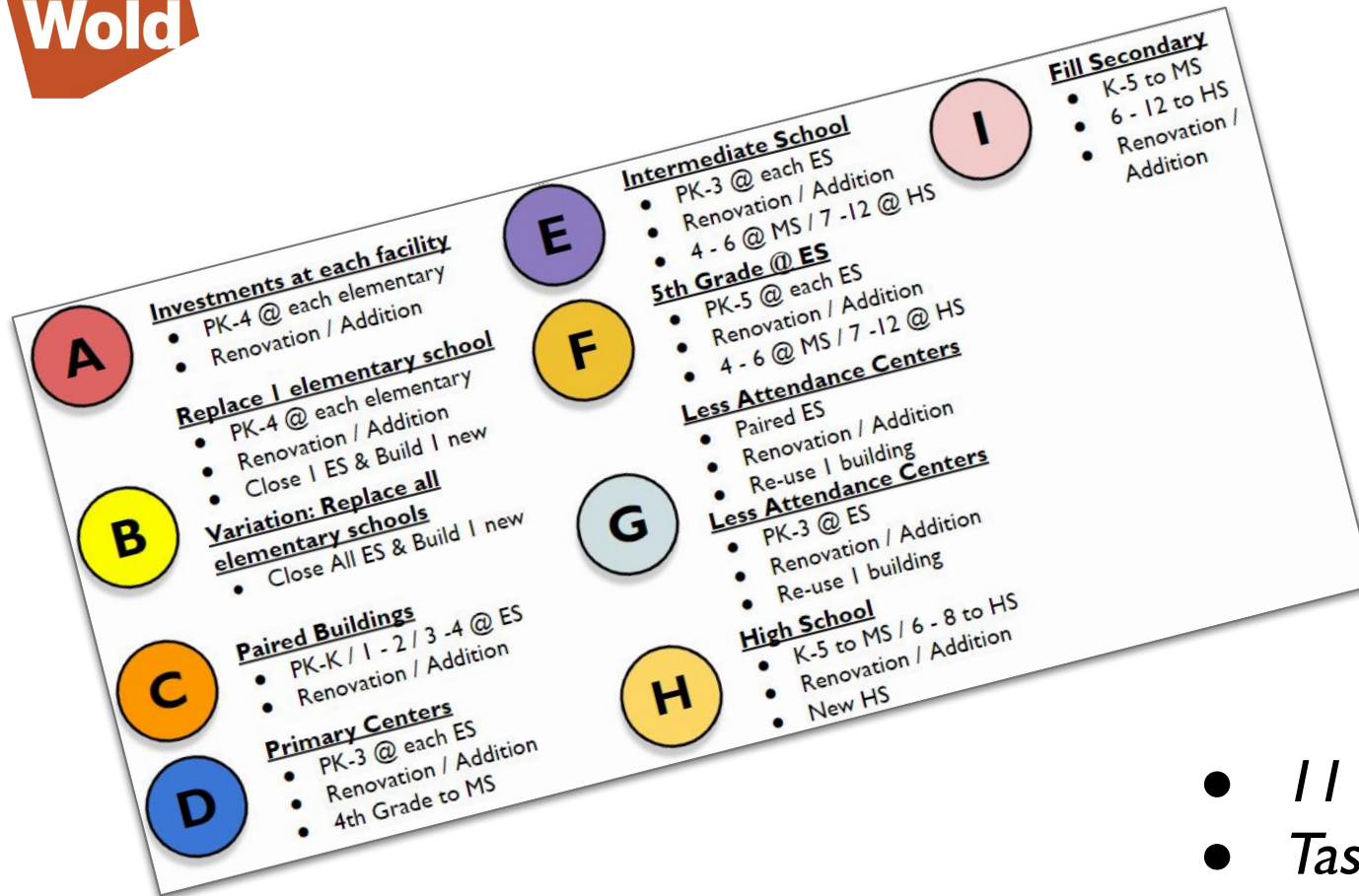
- *5 initial options studied by the task force to meet the needs statements*
- *Task Force discussed advantages and disadvantages of each option and brainstormed other options to be tested*



## Meeting 7

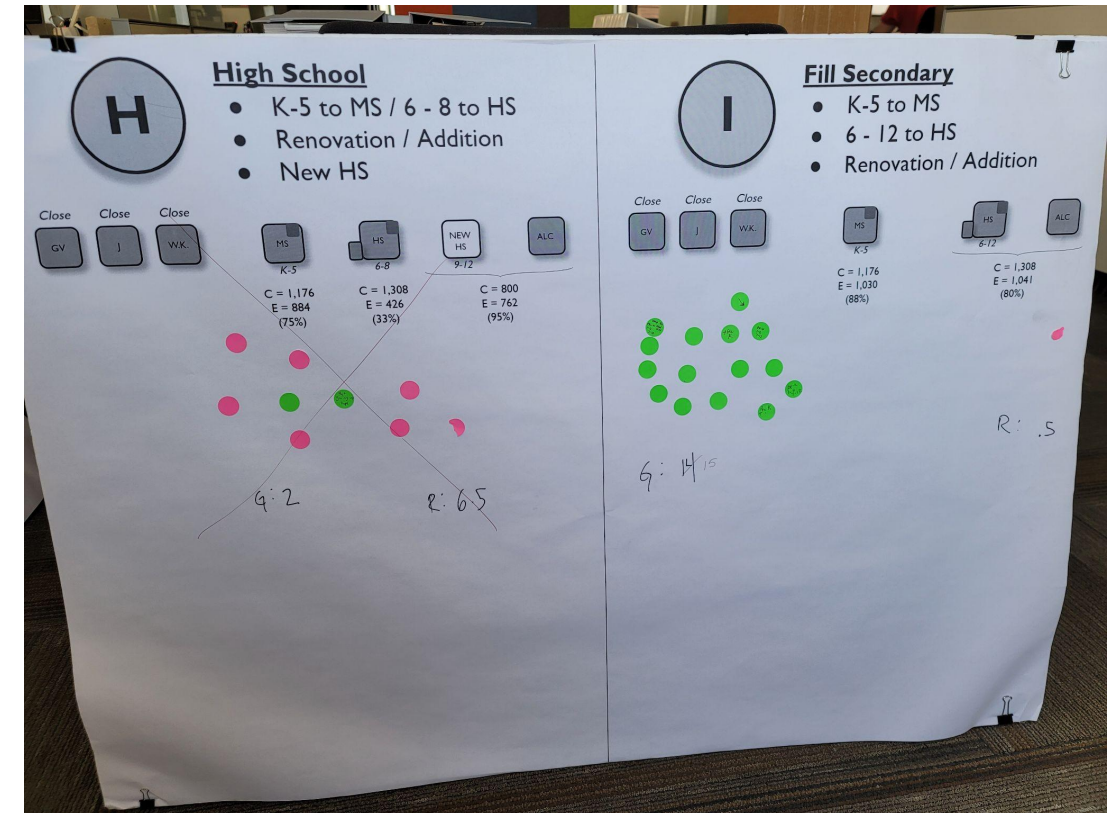
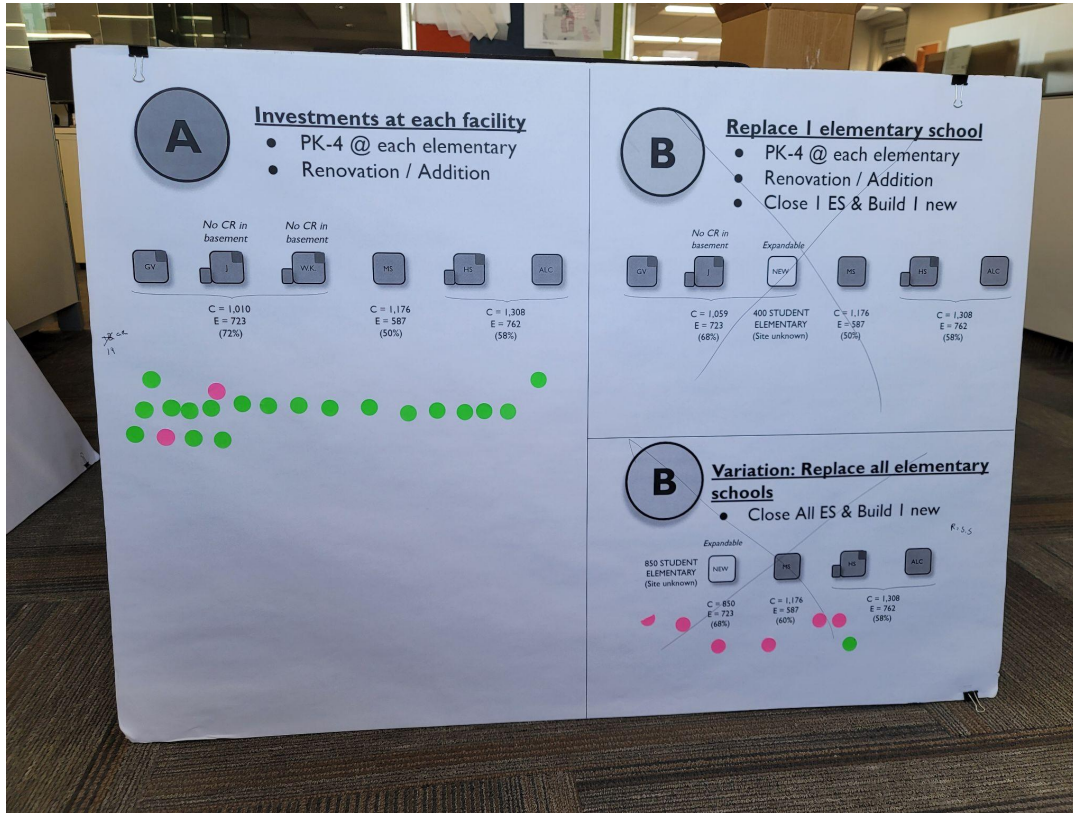
- Tour
- Thoughts since last meeting
- Option Review
- Discussion
- Key Messages

# COMMUNITY TASK FORCE OPTIONS DISCUSSION



- 11 options studied
- Task Force spent time discussing feasibility of each option
- Task Force Members were polled (3 green dots and 1 red dot)





# COMMUNITY TASK FORCE OPTIONS DISCUSSION

**A** Investments at each facility

- PK-4 @ each elementary
- Renovation / Addition

**B** Replace 1 elementary school

- PK-4 @ each elementary
- Renovation / Addition
- Close 1 ES & Build 1 new

**C** Variation: Replace all elementary schools

- Close All ES & Build 1 new

**D** Paired Buildings

- PK-K / 1 - 2 / 3 - 4 @ ES
- Renovation / Addition

**E** Primary Centers

- PK-3 @ each ES
- Renovation / Addition
- 4th Grade to MS

**F** Intermediate School

- PK-3 @ each ES
- Renovation / Addition
- 4 - 6 @ MS / 7 - 12 @ HS

**G** 5th Grade @ ES

- PK-5 @ each ES
- Renovation / Addition
- 4 - 6 @ MS / 7 - 12 @ HS

**H** Less Attendance Centers

- Paired ES
- Renovation / Addition
- Re-use 1 building

**I** Less Attendance Centers

- PK-3 @ ES
- Renovation / Addition
- Re-use 1 building

**Fill Secondary**

- K-5 to MS
- 6 - 12 to HS
- Renovation / Addition

**High School**

- K-5 to MS / 6 - 8 to HS
- Renovation / Addition
- New HS

- Through discussion, the Task Force eliminated 8 options and added a 1 new variation

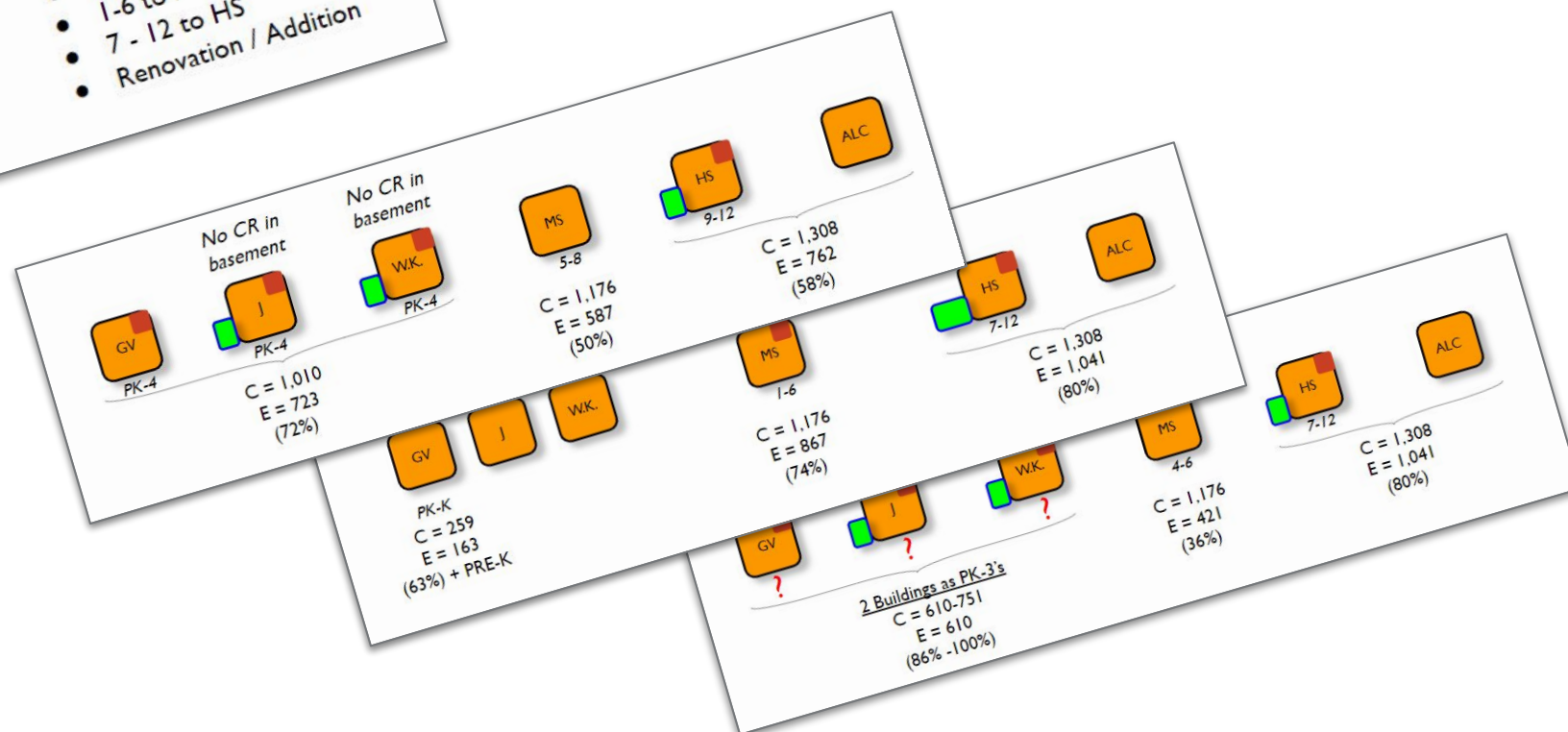
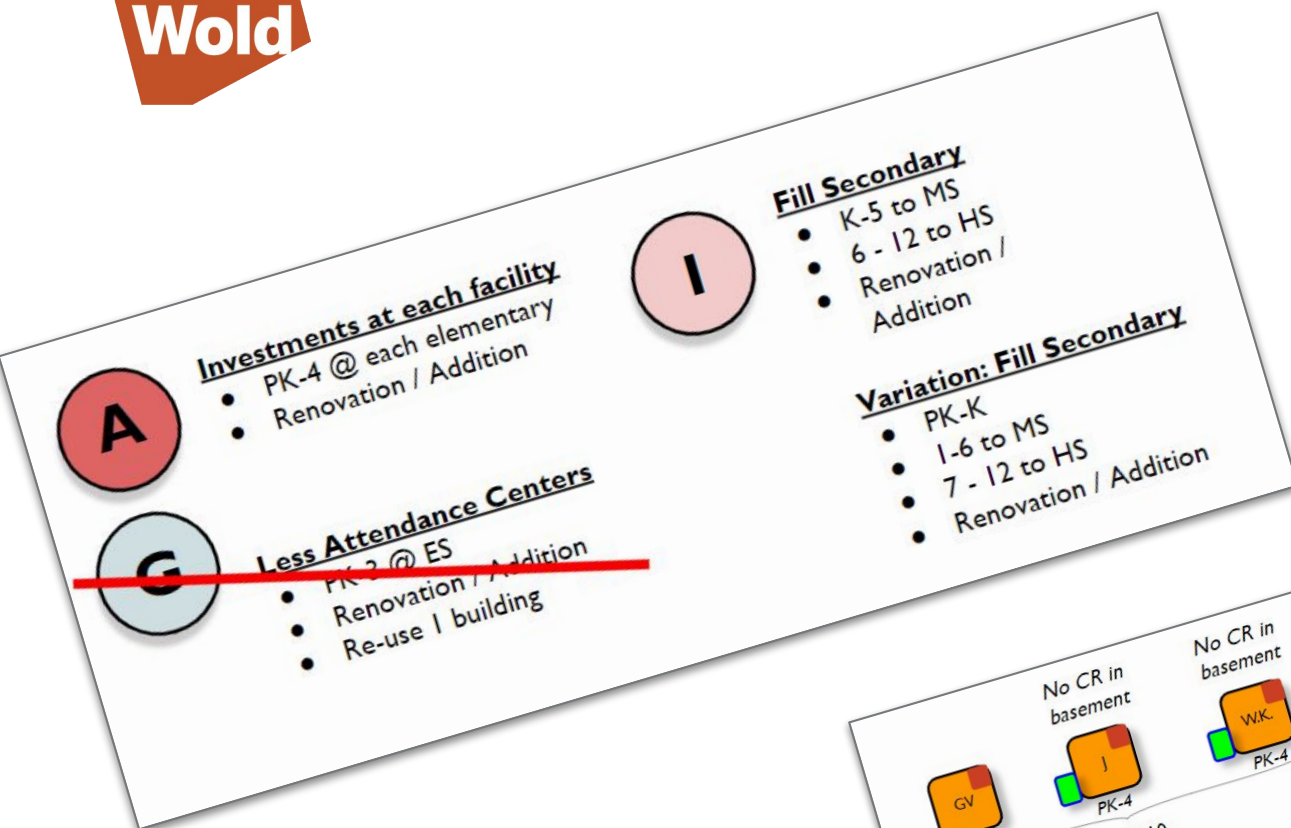


## Meeting 8

- Thoughts since last meeting
- Updates on Options
- Review Task Force Charge
- Discussion on Options
- Key Messages



- *Through discussion, the Task Force eliminated another option*





## COMMUNITY TASK FORCE COMMITTEE CHARGE

1. Based on historical enrollment data, the April 1, 2021 and Capacity Report, 2021 Capacity Analysis and May 20, 2021 Facility Analysis Report, and May 11, 2021 District Wide Facility Analysis what priorities should be considered to address identified needs in the reports?
2. What renovating and/or remodeling of existing space would support the creation of 21st Century learning environments from pre-school to post high school and community education programming?







## COMMUNITY TASK FORCE COMMITTEE CHARGE

3. What financial resources does WAPS have access to in order to accomplish addressing district organization and 21st Century programming needs while remaining financially sustainable and sound?

4. What are the optimal uses of WAPS organization, anticipated future needs and what topics will require further study?





Wold

a. Question 1:

- 1) Maintain high quality education
- 2) Get priority maintenance done
- 3) Creating engaging environments
- 4) Serve ALL kids well
- 5) Access to learning for ALL kids (Not ADA related)
- 6) Ability to adapt to enrolment fluctuations

b. Question 2:

- 1) Must have flexibility, in respect to 21<sup>st</sup> Century learning
- 2) Technology must play a massive role or be greater integrated
- 3) Create engaging environments
- 4) Accommodating diverse needs (Educationally and Physically)
- 5) Spaces that prepare students for careers
- 6) Pre-K with wraparound care
- 7) Need for athletic / gym space

c. Question 3:

- 1) Maintenance fund
- 2) Tech levy
- 3) Bond/levy for construction (Payment in lieu of taxes)
- 4) Health and safety
- 5) Bond
- 6) Private Donations
- 7) Corporate sponsorship
- 8) Rebate programs
- 9) Federal Lands
- 10) Grants
- 11) Needs to be supported by program and operation funding

d. Question 4:

- 1) Ongoing technology upgrades
- 2) Community engagement, involvement, and participation
- 3) Getting the community back with schools
- 4) 21<sup>st</sup> Century learning
- 5) Generational learning
- 6) Dialogue Communication
- 7) RIOS – Programs that make us stand out
- 8) Personalized learning
- 9) Learning styles that adapt to the individual, rather than the whole

## COMMUNITY TASK FORCE COMMITTEE CHARGE

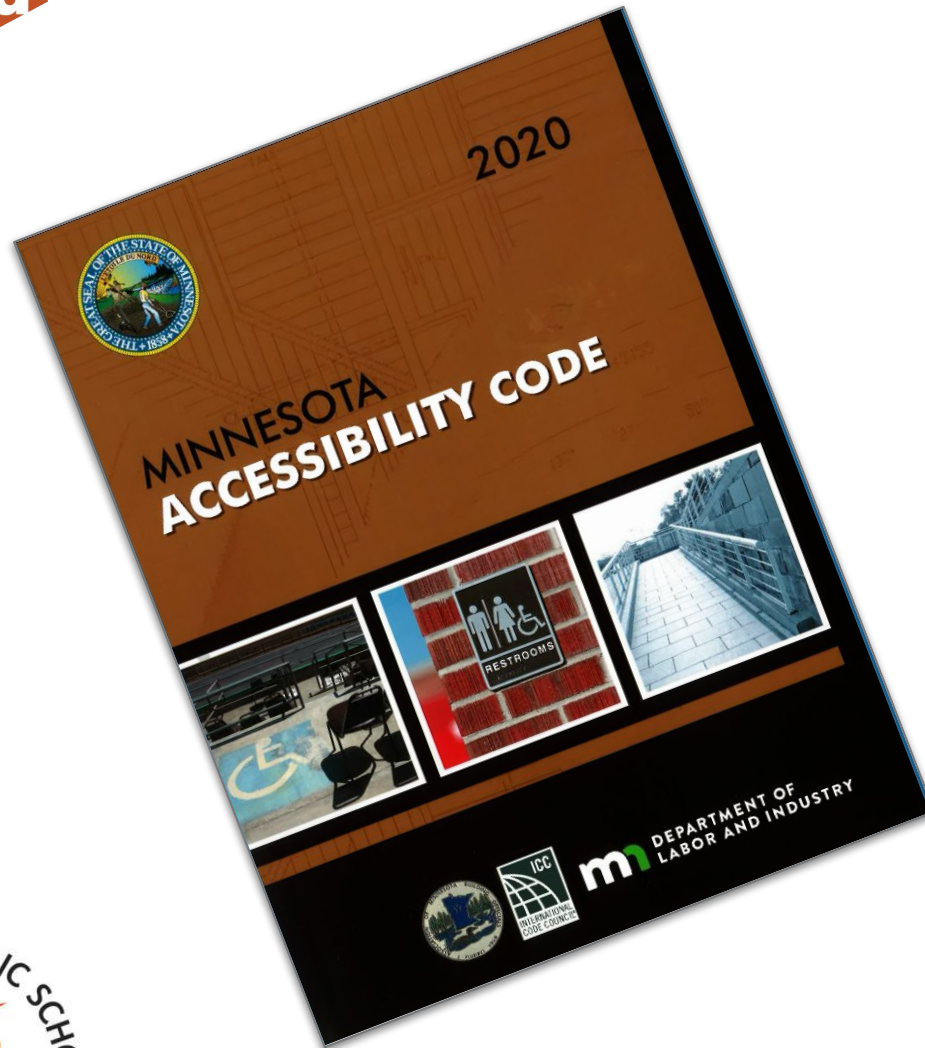
- In small group discussion, the Task Force focused on answering the School Board charge questions



## Subcommittee Meeting: Accessibility

- MN State Accessibility Code Overview
- Deferred Maintenance Report
- Option Review
- Discussion
- Key Messages

## COMMUNITY TASK FORCE ACCESSIBILITY SUBCOMMITTEE



- Accessibility was a topic that was important to the the Task Force
- Formed a small group study this topic in more detail to bring back to the Task Force



### KEY TAKEAWAYS:

- All accessibility items in the deferred maintenance report should be addressed, regardless of priority.
- All normally used student access routes should be accessible.



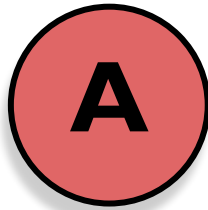


## Meeting 9

- Thoughts since last meeting
- Final Options Review
- Task Force Charge
- Discussion
- Key Messages

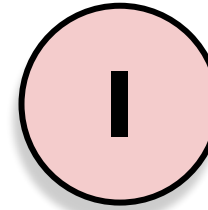


## COMMUNITY TASK FORCE OPTIONS DISCUSSION



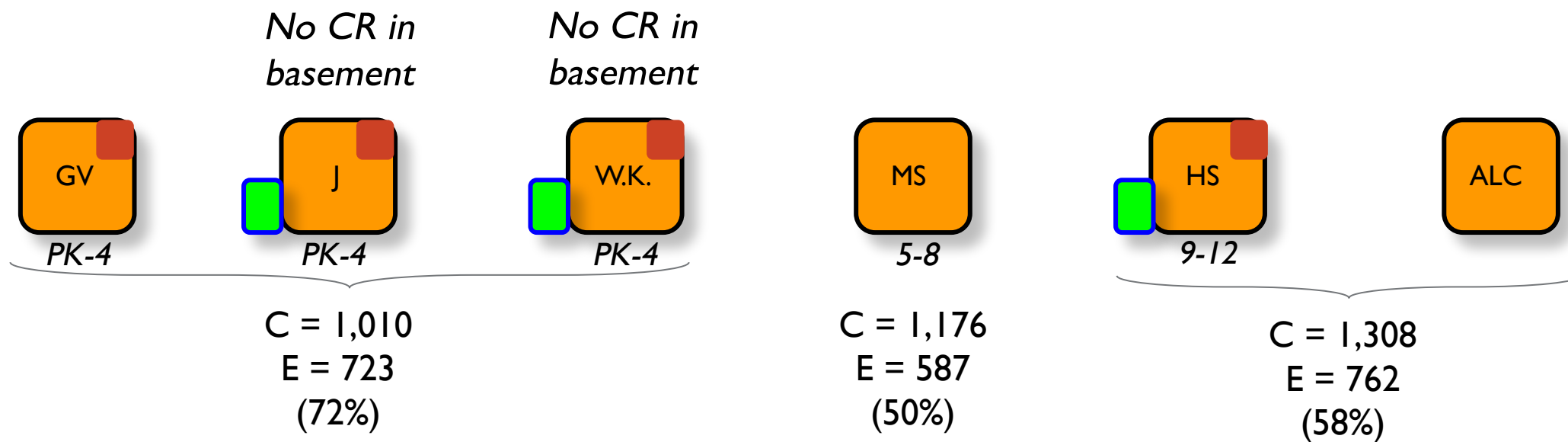
### Investments at each facility

- PK-4 @ each elementary
- Renovation / Addition



### Variation: Fill Secondary

- PK-K
- 1-6 to MS
- 7 - 12 to HS
- Renovation / Addition



## Investments at each facility

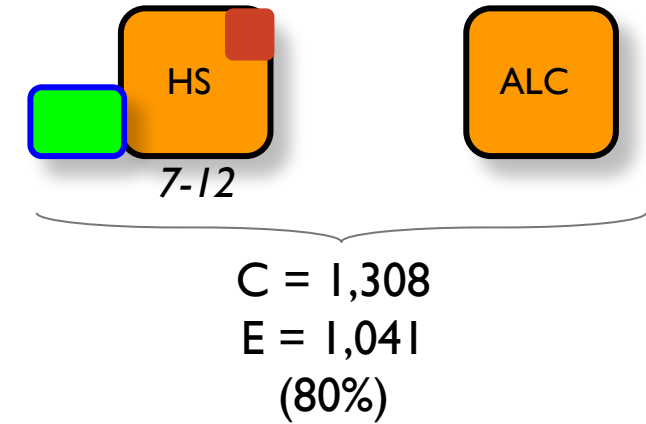
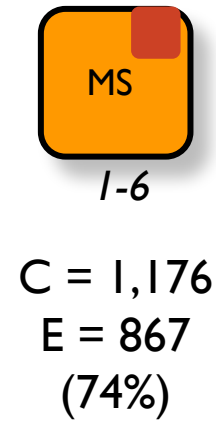
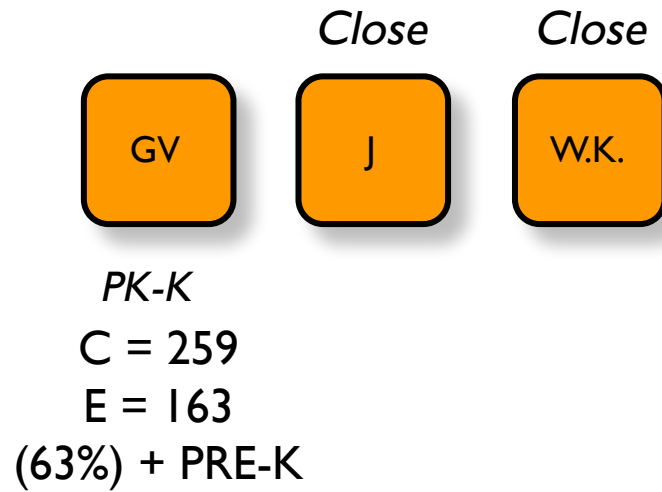
- PK-4 @ each elementary
- Renovation / Addition



Proposed  
Addition



Proposed Flex Space /  
Classroom Renovation



## Variation: Fill Secondary

- PK-K at Goodview
- 1-6 to MS
- 7 - 12 to HS
- Renovation / Addition



Proposed  
Addition



Proposed Flex Space /  
Classroom Renovation



# TASK FORCE RECOMMENDATION





## COMMUNITY TASK FORCE COMMITTEE CHARGE

*I. Based on historical enrollment data, the April 1, 2021 and Capacity Report, 2021 Capacity Analysis and May 20, 2021 Facility Analysis Report, and May 11, 2021 District Wide Facility Analysis what priorities should be considered to address identified needs in the reports?*

- Re-engage with the community to revitalize WAPS and maintain high quality education, be more marketable, and attract families.
- Make education accessible to all kids to serve them well.
- Right size building utilization, make it more efficient for education, and retain the ability to adapt to enrollment fluctuations.
- Attempt to stem the decline in enrollment.



## COMMUNITY TASK FORCE COMMITTEE CHARGE

*1. Based on historical enrollment data, the April 1, 2021 and Capacity Report, 2021 Capacity Analysis and May 20, 2021 Facility Analysis Report, and May 11, 2021 District Wide Facility Analysis what priorities should be considered to address identified needs in the reports?*

### Address Facilities Priorities:

- Address deferred maintenance priorities 1 & 2 District wide.
- Modernize educational space PK-12 to improve student engagement, support 21st century learning, and better connect students with opportunities in our community.
- Reinvest in all facilities and keep our neighborhood schools to help stabilize WAPS and our families.
- Invest in Winona Sr. High to support more Career and Technical Education and other programs that support graduates to be well rounded whole life learners with pride in their school and their community.
- Expand pre-K educational offerings and better align them with student's K-12 education.





## COMMUNITY TASK FORCE COMMITTEE CHARGE

*2. What renovating and/or remodeling of existing space would support the creation of 21st Century learning environments from pre-school to post high school and community education programming?*

Create engaging and flexible environments that better serve students today and remain valuable for the future that is unknown.

- Improve indoor air quality and renew the condition of our facilities to better support learning and build support and pride in our schools
- Modernize learning space by incorporating more flexible learning, opening up collaboration, providing more specialized spaces that support 21st century career skills and learning, and better meeting the needs of all our diverse learners.
- Expand preschool offerings, align them educationally with K and beyond, and co-locate them with each elementary school to attract and retain families.
- Improve equity and access to fine arts and co-curricular opportunities for our students and community.





## COMMUNITY TASK FORCE COMMITTEE CHARGE

*3. What financial resources does WAPS have access to in order to accomplish addressing district organization and 21st Century programming needs while remaining financially sustainable and sound?*

The District should leverage all available funding sources to best support our community's needs:

- Long Term Facilities Maintenance (LTFM)
- Health and Safety
- Bond Elections
- Capital Levies
- Private Donations
- Permanent School Fund (Minnesota School Trust Lands Proceeds)
- Rebate Programs
- Grants
- Corporate Sponsorships



Facilities improvements need to be supported by programming and operational funding.



## COMMUNITY TASK FORCE COMMITTEE CHARGE

*4. What are the optimal uses of WAPS organization, anticipated future needs and what topics will require further study?*

### Topics That Require Further Study

- Ongoing technology upgrades
- Bringing the community back with WAPS
  - Engagement
  - Involvement
  - Participation
- Define what 21st Century learning is
  - Personalized Learning?
  - Student Agency?
  - Evolve teaching strategies
  - Generational Learning
- Offer programs that make us stand out Ex: RIOS



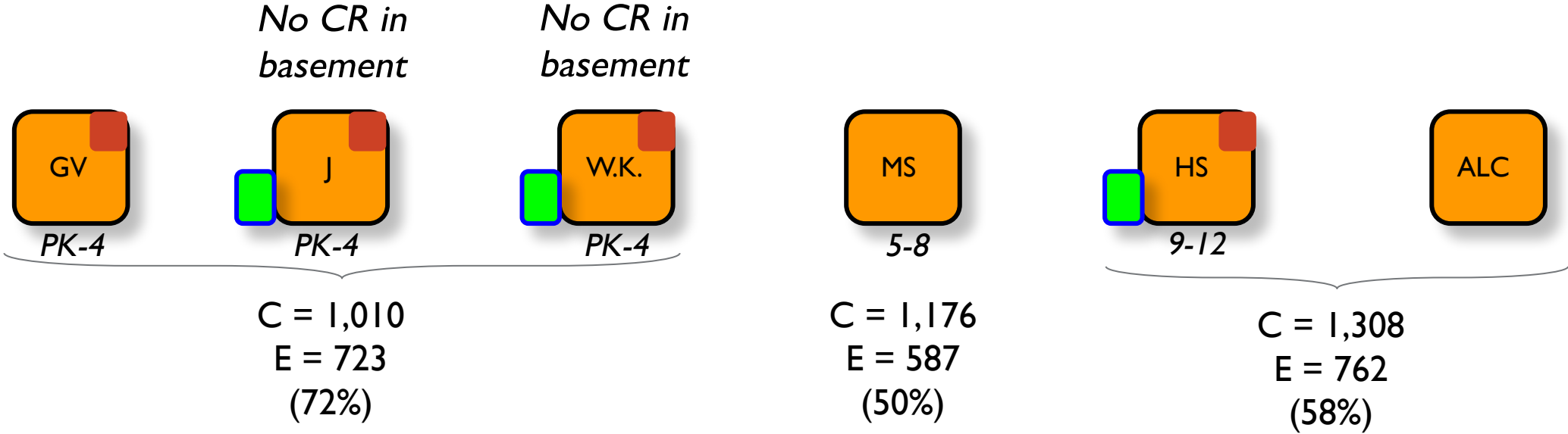




# TASK FORCE DISCUSSION THEMES



- What will the community support?
  - This belief needs to shape the masterplan.
- How much change should families endure?
- Building Utilization / Flexibility for the future



**Investments at each facility**

- PK-4 @ each elementary
- Renovation / Addition



Proposed Addition



Proposed Flex Space / Classroom Renovation



**Elementary**

Jefferson ES:

- Renovate to add 21st Century / Flex Learning Spaces and Furniture
- Small Addition for Office and Student Services
- Priority 1 and 2 Maintenance\*

WVK ES:

- Renovate to add 21st Century / Flex Learning Spaces and Furniture
- Small Addition for Office and Student Services
- Site Playground Improvement
- Priority 1 and 2 Maintenance\*

Goodview ES:

- Renovate to add 21st Century / Flex Learning Spaces and Furniture
- Small Addition for Office and Student Services
- Priority 1 and 2 Maintenance\*



COMMUNITY TASK FORCE  
TASK FORCE RECOMMENDATION

ELEMENTARY OPTION A

Budgeted Cost: \$39.8 M +/-

<u>Elementary</u>		
Remodel	\$6,300,000	
Addition	\$13,800,000	
Furniture	\$1,500,000	
Maintenance Priority 1 and 2	\$12,700,000*	
Project Costs	\$5,500,000	
Total		\$39,800,000

\*Removes any duplicate items from Maintenance report covered by renovation scope

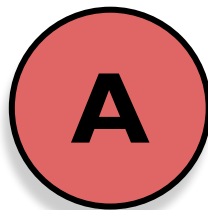


## COMMUNITY TASK FORCE DIAGRAMS



### Goodview ES

- Light Remodel on CR and Common Areas
- Flexible Walls
- Furniture Throughout



### Investments at each facility

- PK-4 @ each elementary
- Renovation / Addition

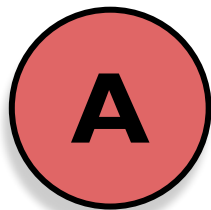
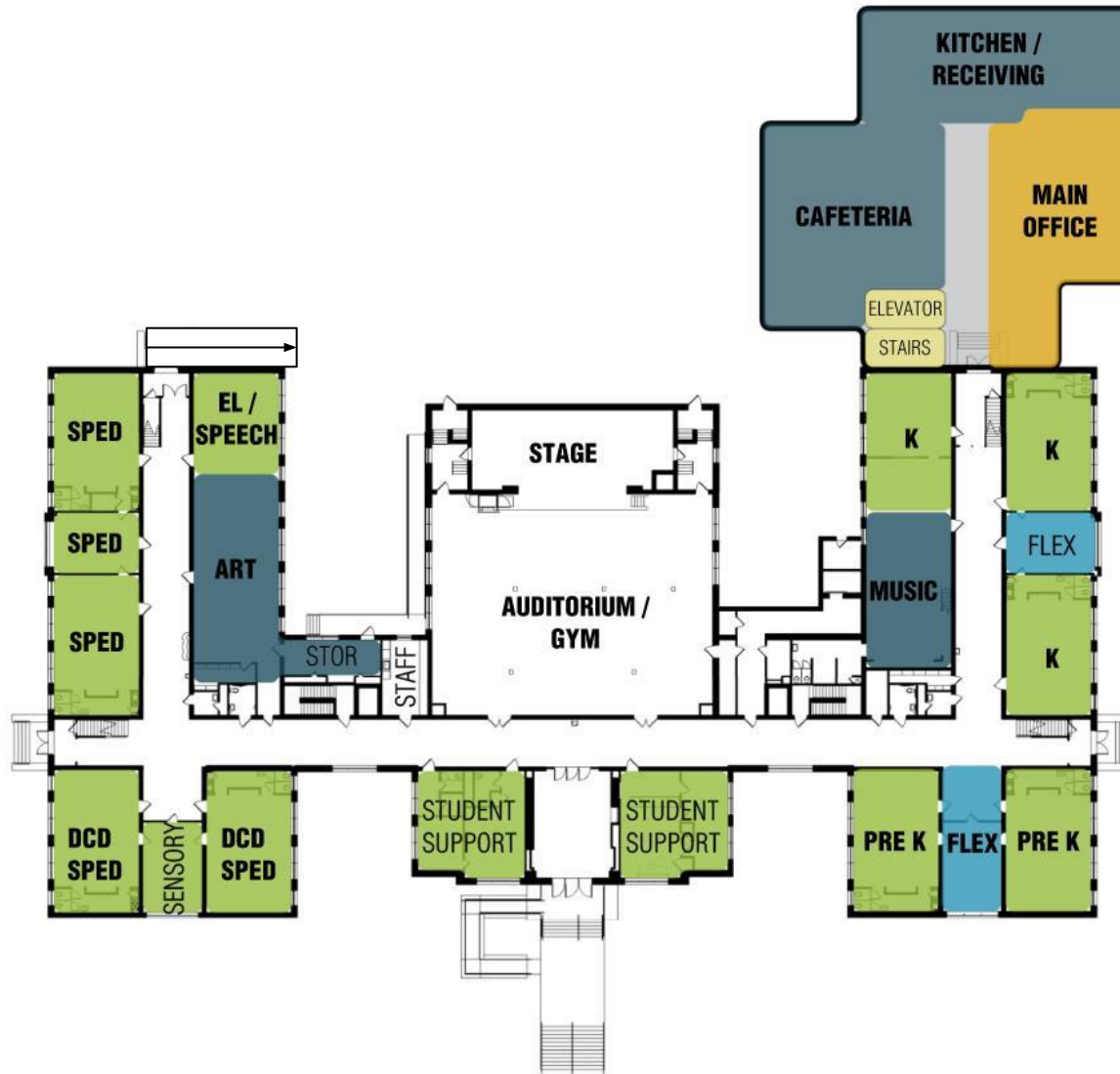




# COMMUNITY TASK FORCE DIAGRAMS

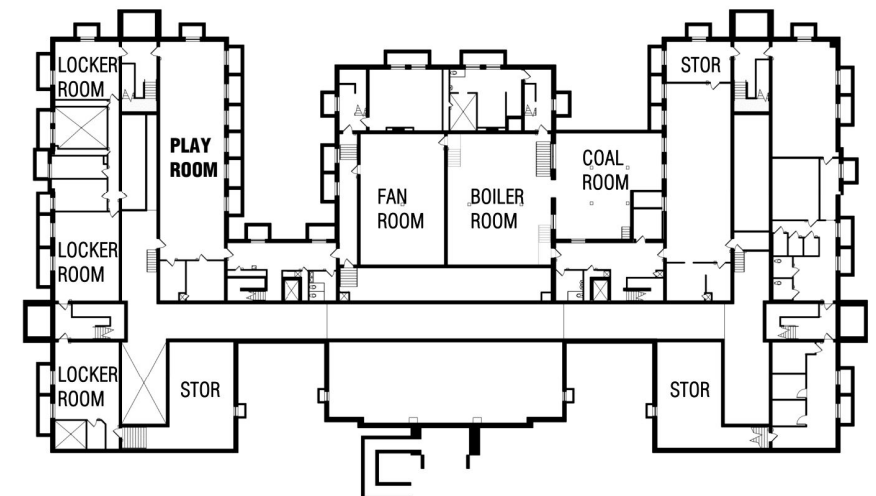
## Jefferson ES

- Light Remodel on CR's
- Heavy Remodel to create Flex Areas
- Cafeteria/Student Service Addition
- Flexible Walls
- Furniture Throughout



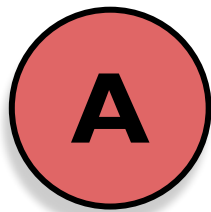
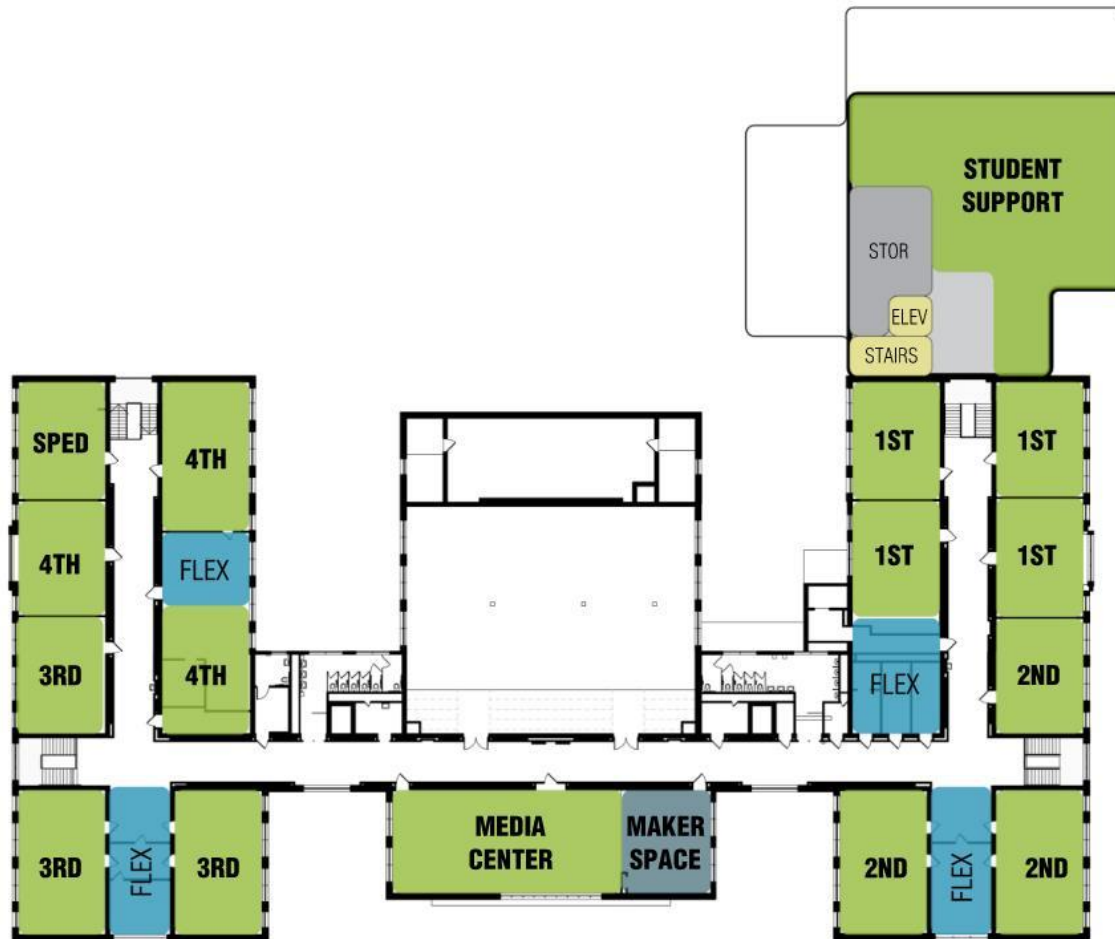
### Investments at each facility

- PK-4 @ each elementary
- Renovation / Addition





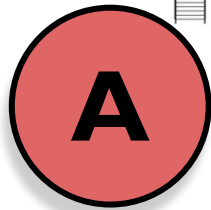
## COMMUNITY TASK FORCE DIAGRAMS



### Investments at each facility

- PK-4 @ each elementary
- Renovation / Addition





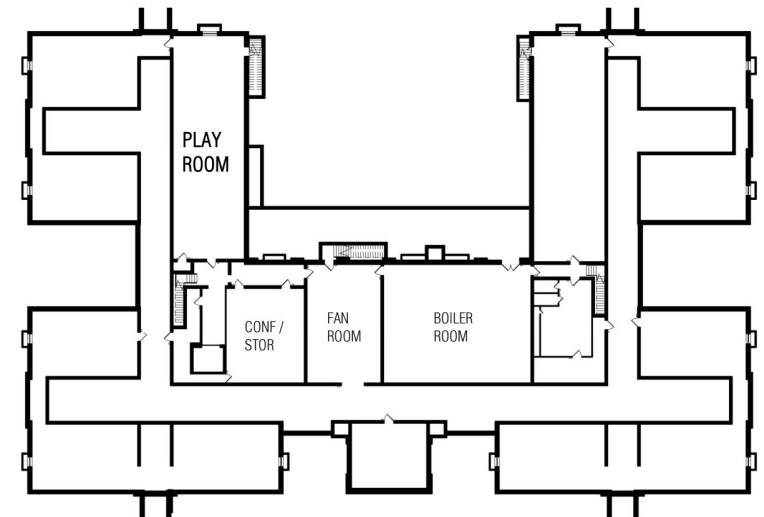
### Investments at each facility

- PK-4 @ each elementary
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## COMMUNITY TASK FORCE DIAGRAMS

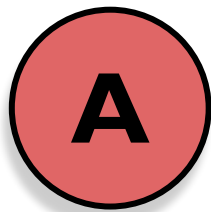
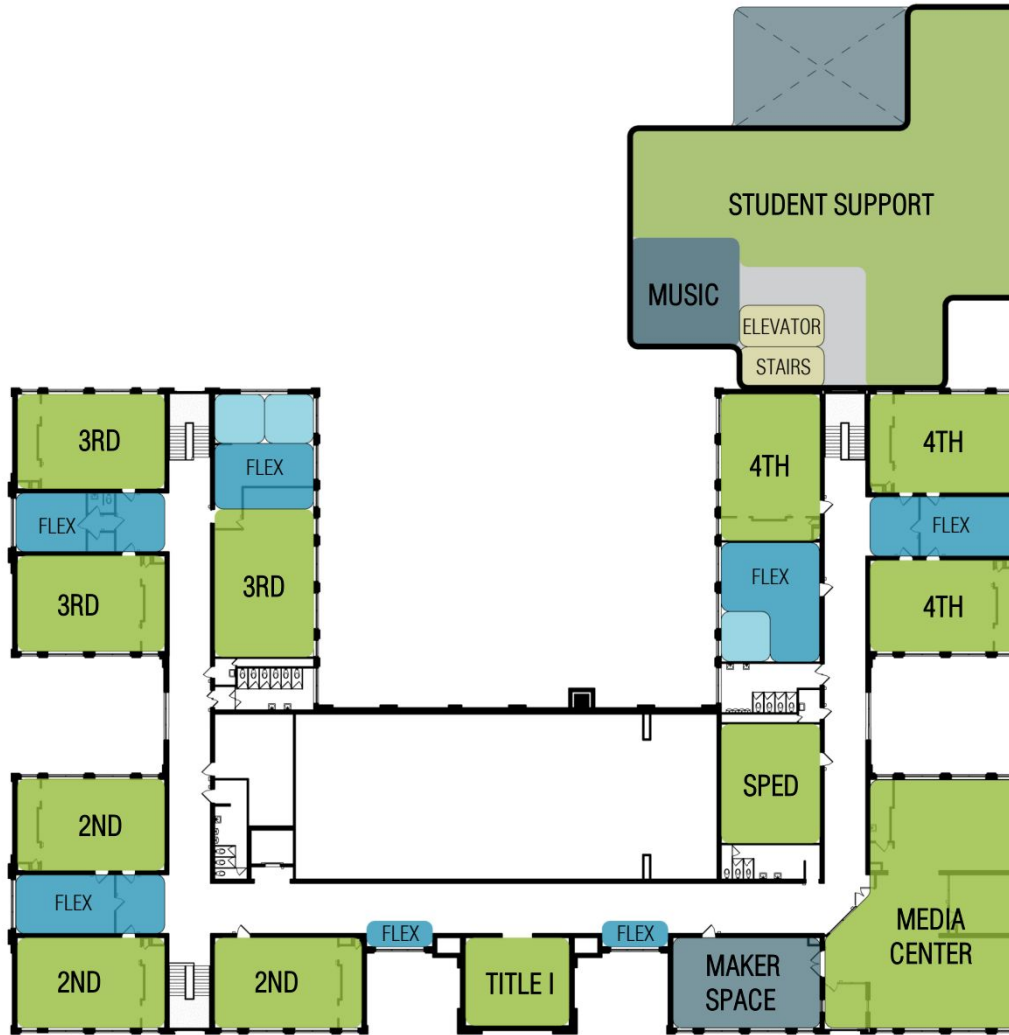
### Washington Kosciusko ES

- Light Remodel on CR's
- Heavy Remodel to create Flex Areas
- Cafeteria/Student Service Addition
- Flexible Walls
- Furniture Throughout



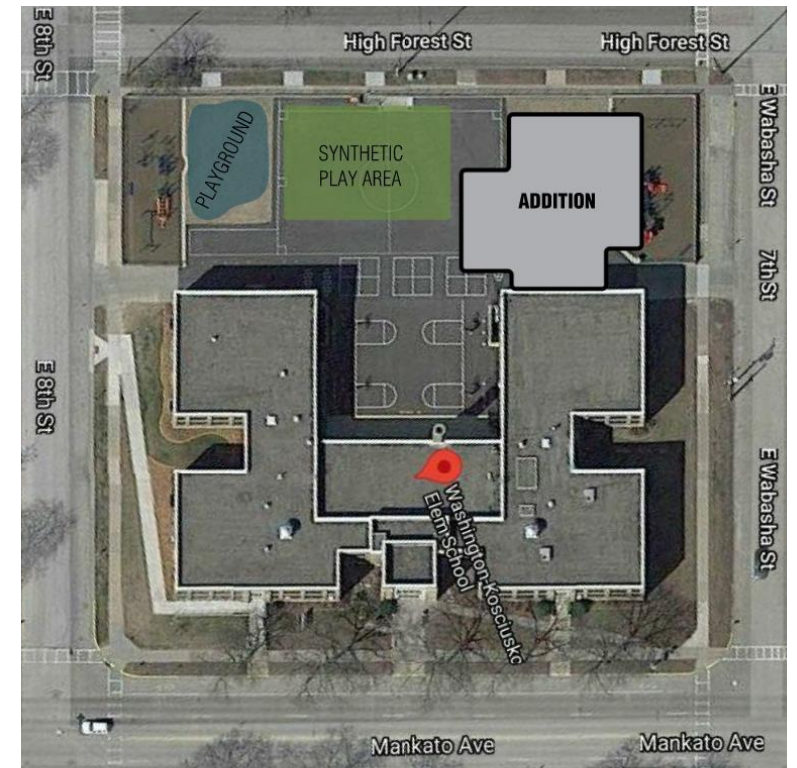


## COMMUNITY TASK FORCE DIAGRAMS



### Investments at each facility

- PK-4 @ each elementary
- Renovation / Addition







FLEXIBLE FURNITURE  
ALLOWS FOR DIFFERENT  
CLASSROOM LAYOUTS

## COMMUNITY TASK FORCE DIAGRAM

BARN DOORS ADD  
FLEXIBILITY TO  
CLASSROOM FUNCTION

CONFERENCE  
ROOMS

CREATION OF  
SHARED FLEX  
AREAS

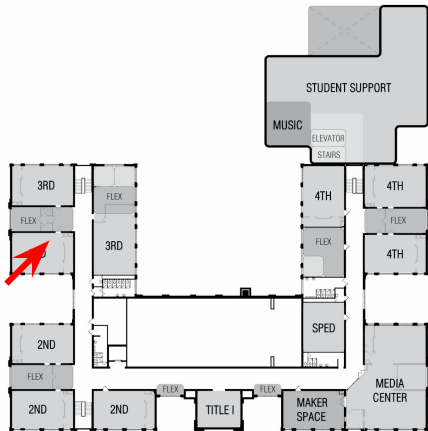
BORROWED LITES  
ALLOW FOR  
SUPERVISION OF  
RESOURCE AREAS WHILE  
PROVIDING VISUAL RELIEF  
IN HALLWAYS  
FOR VISIBILITY





# COMMUNITY TASK FORCE RENDERING

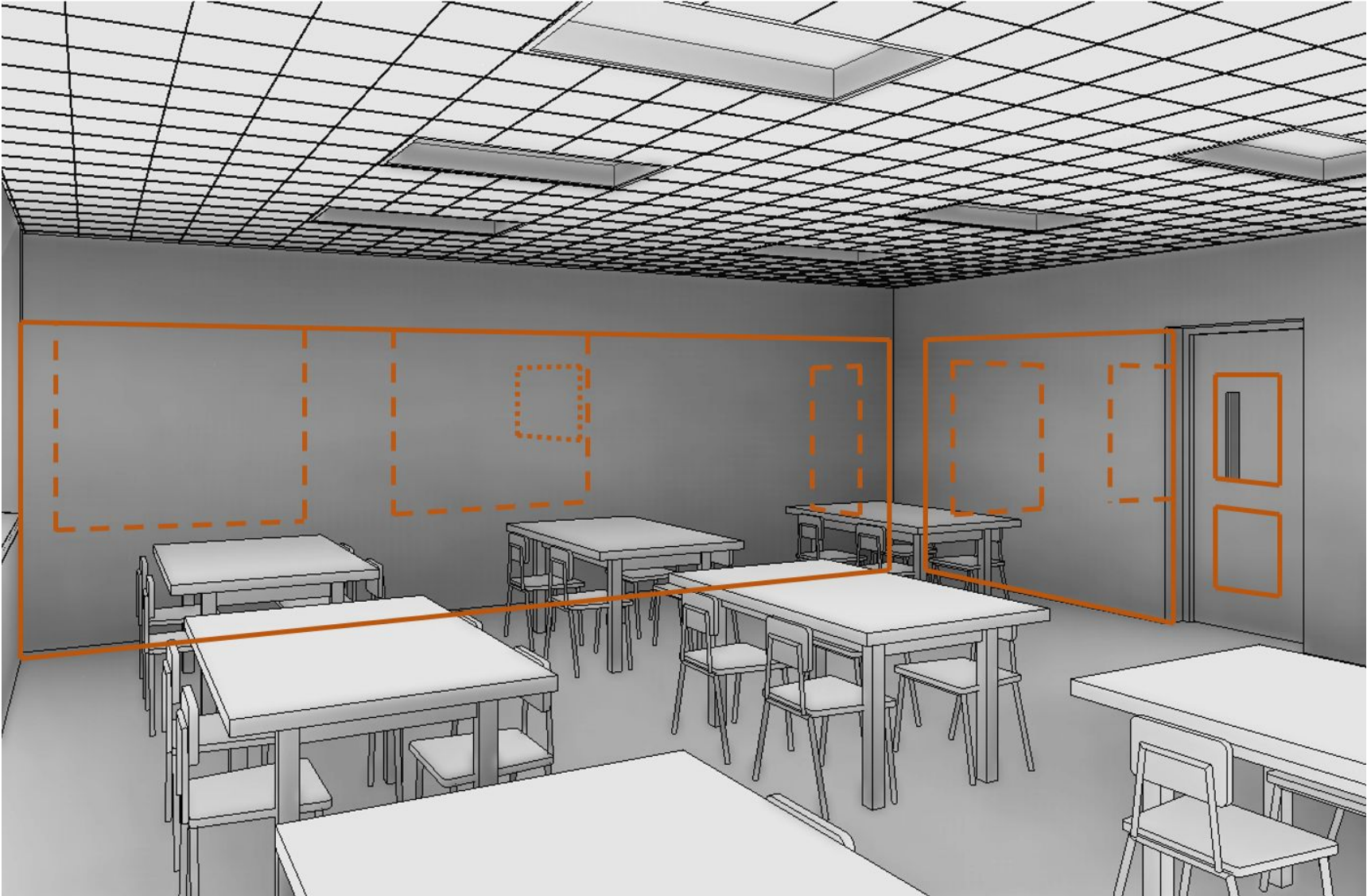
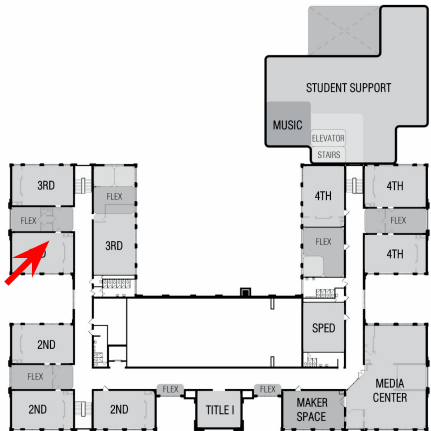
## Classroom Example:





# COMMUNITY TASK FORCE RENDERING

## Classroom Example:

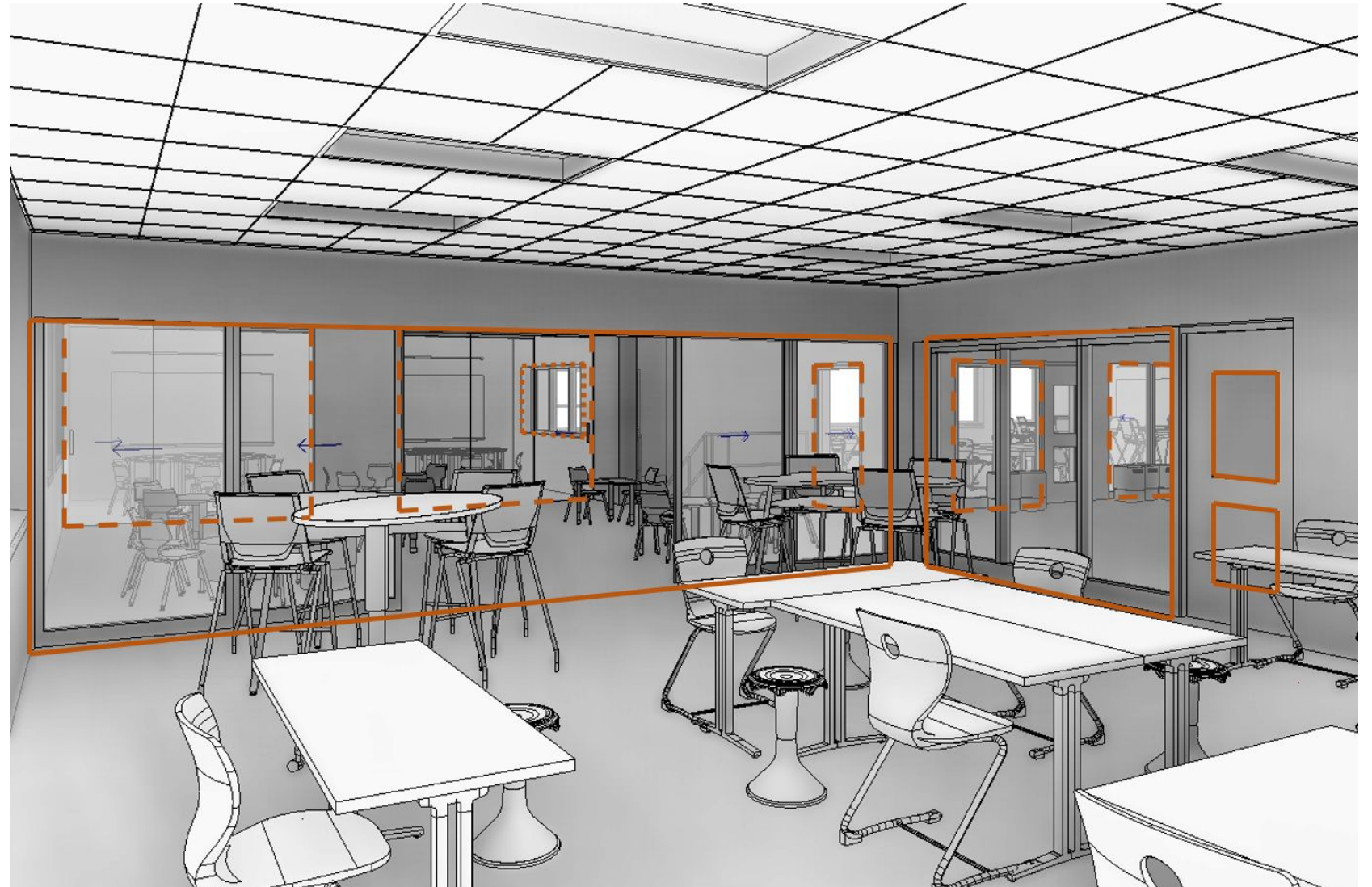
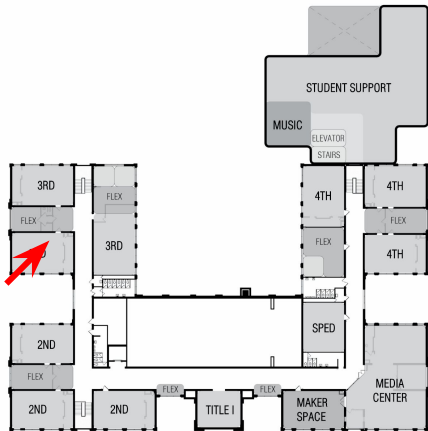






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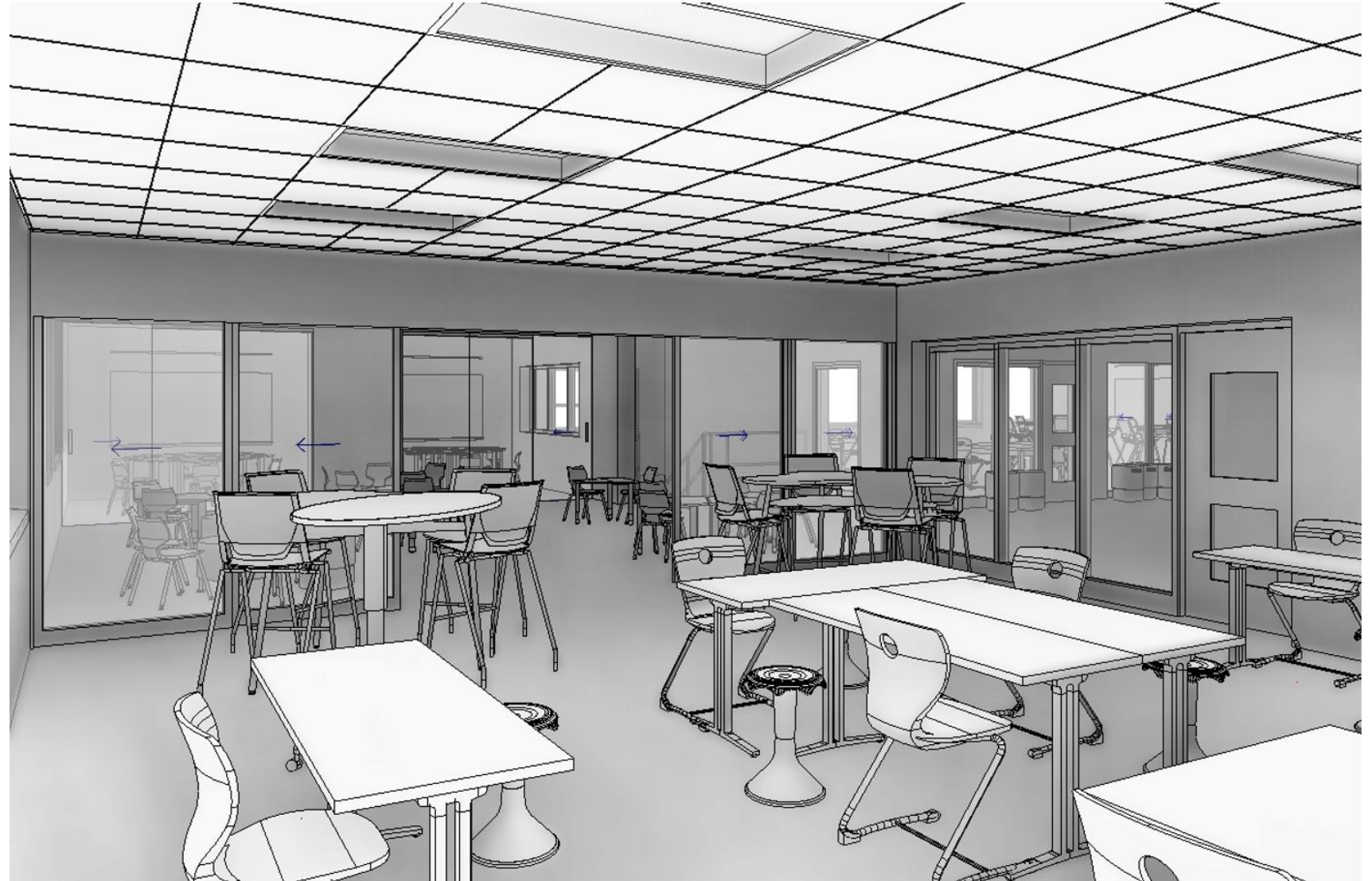
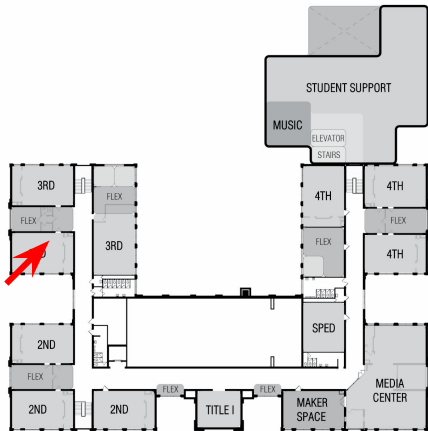
## Classroom Example:





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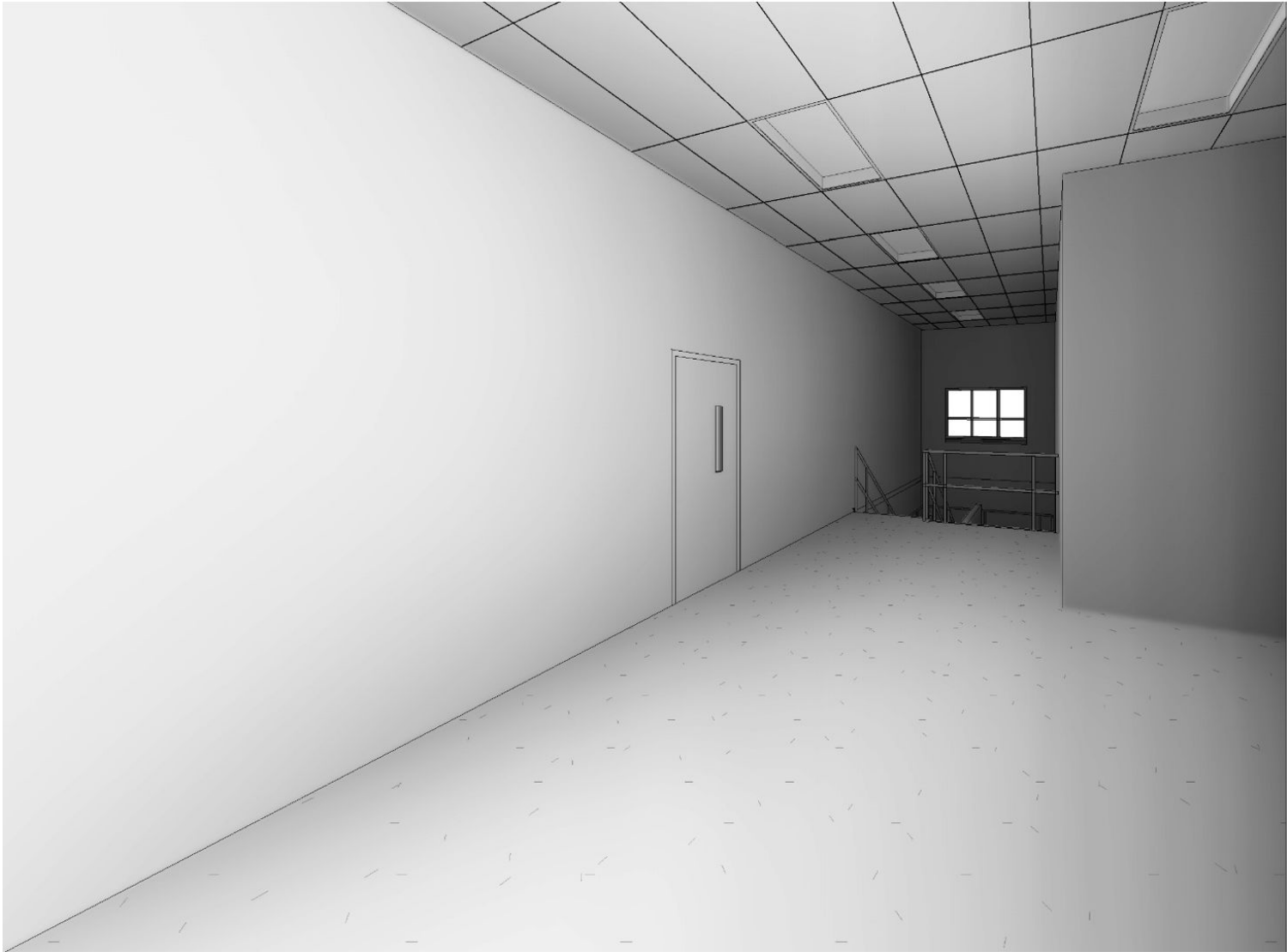
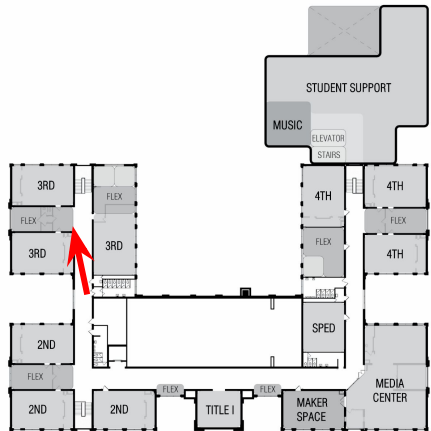
## Classroom Example:





# COMMUNITY TASK FORCE RENDERING

## Hallway:

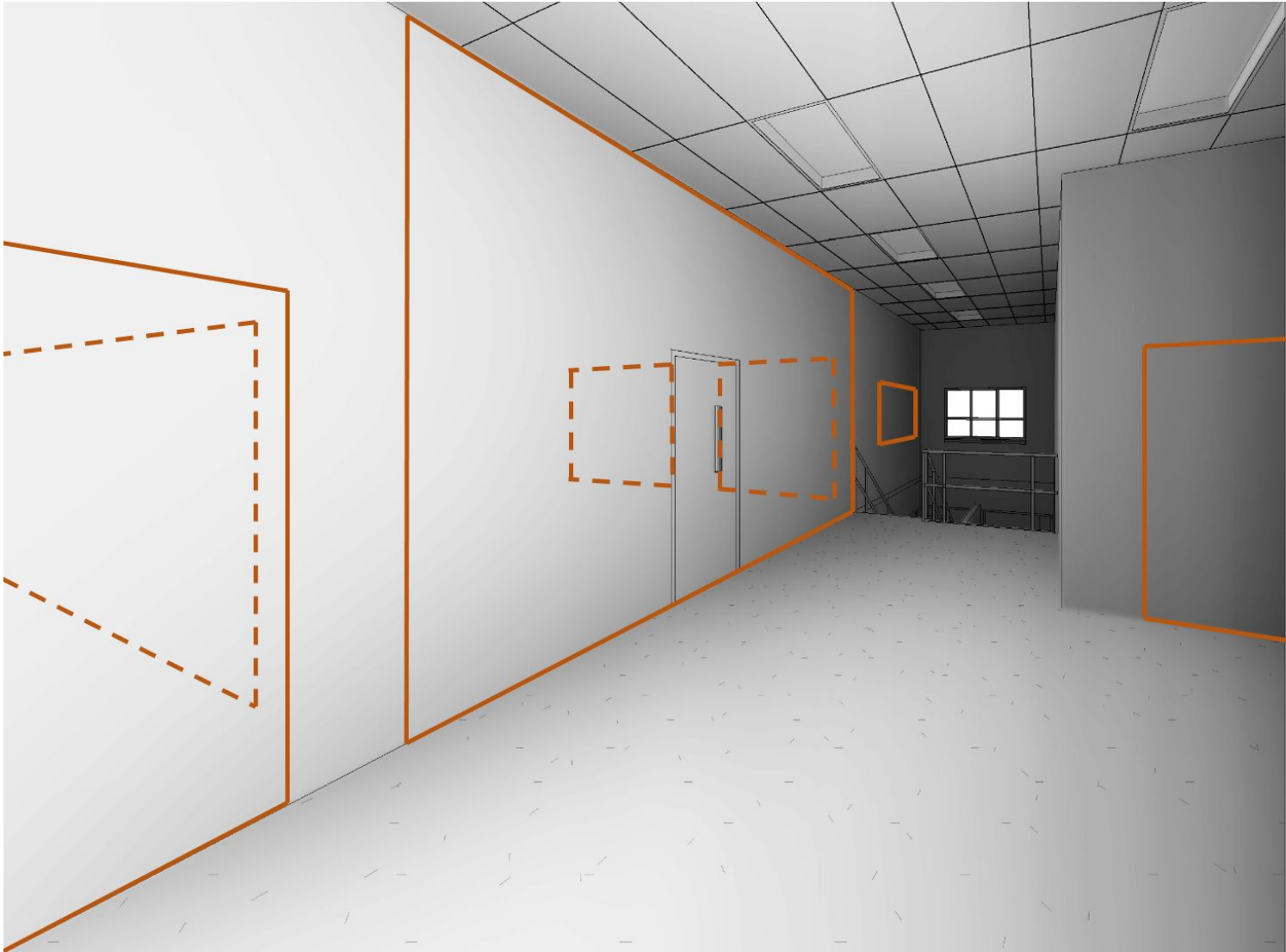
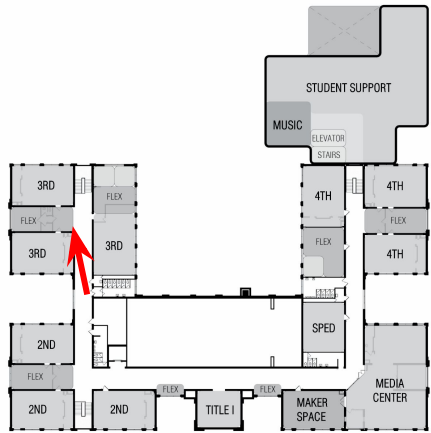






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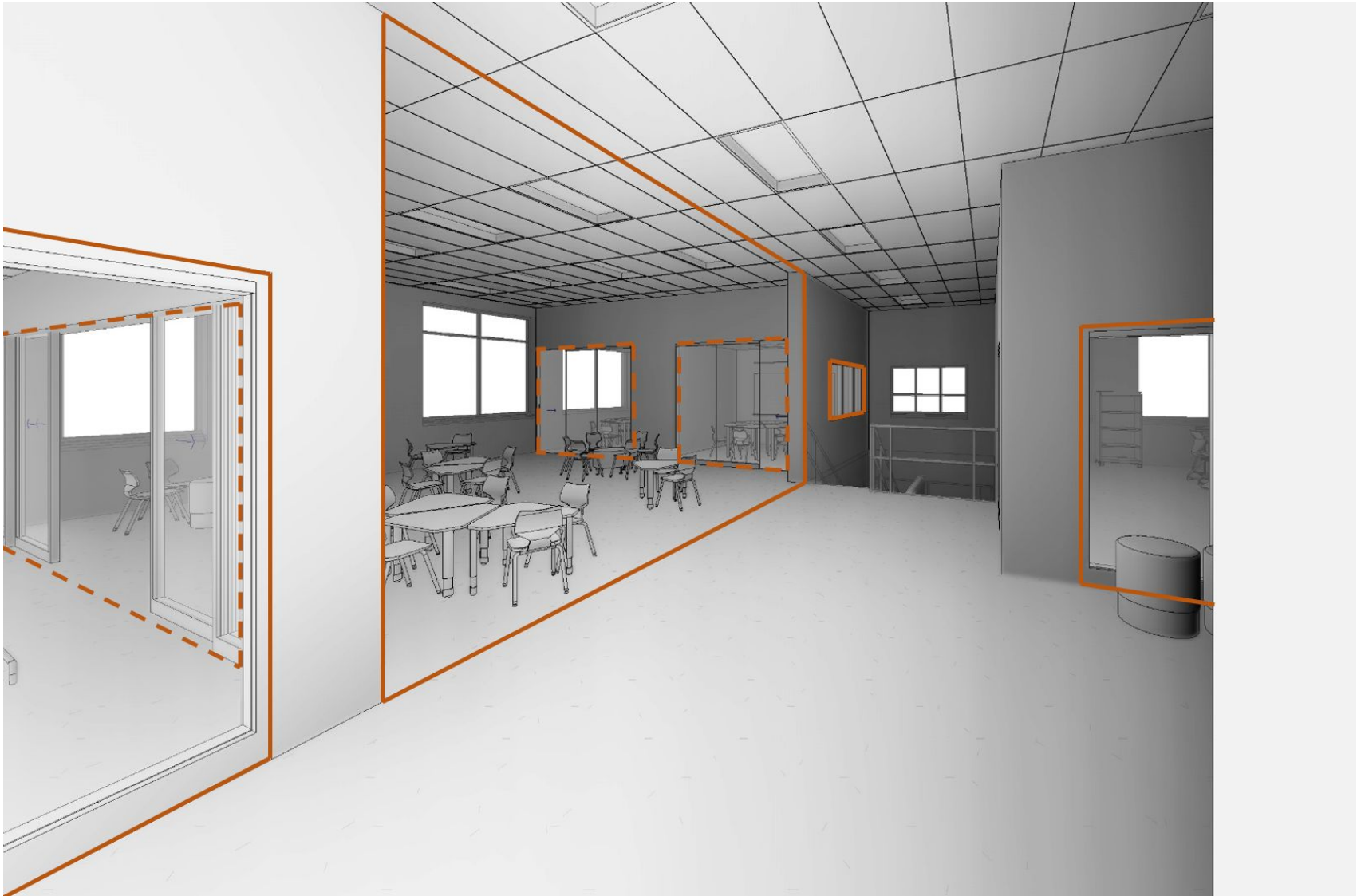
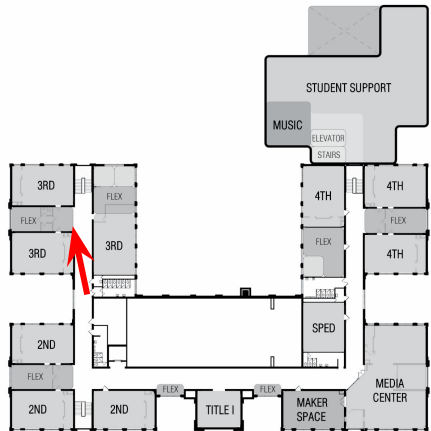
## Hallway:





# COMMUNITY TASK FORCE RENDERING

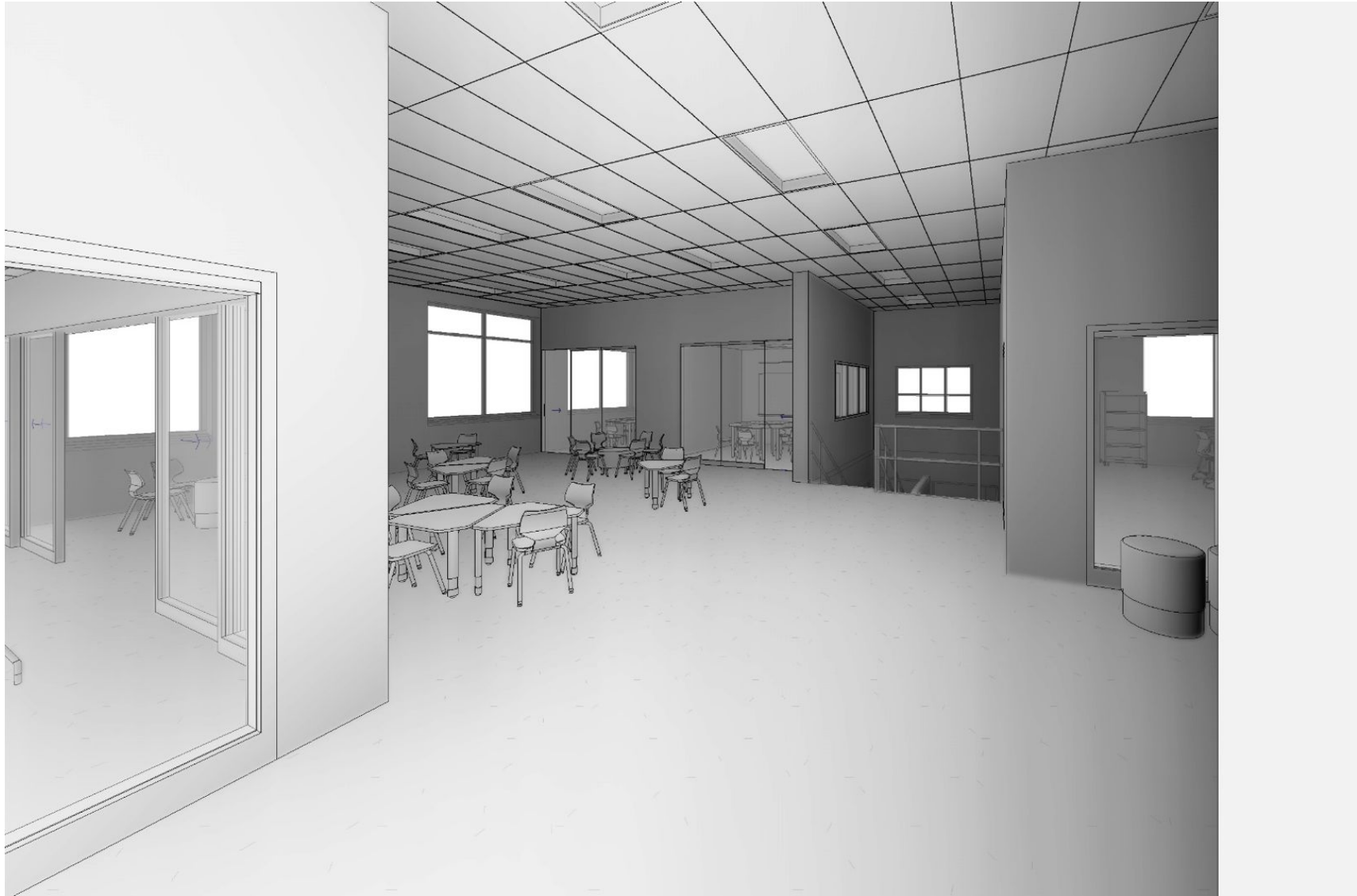
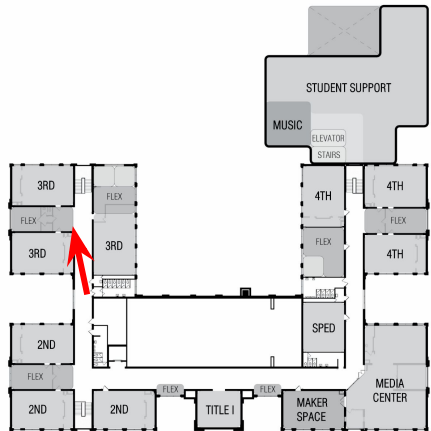
## Hallway:





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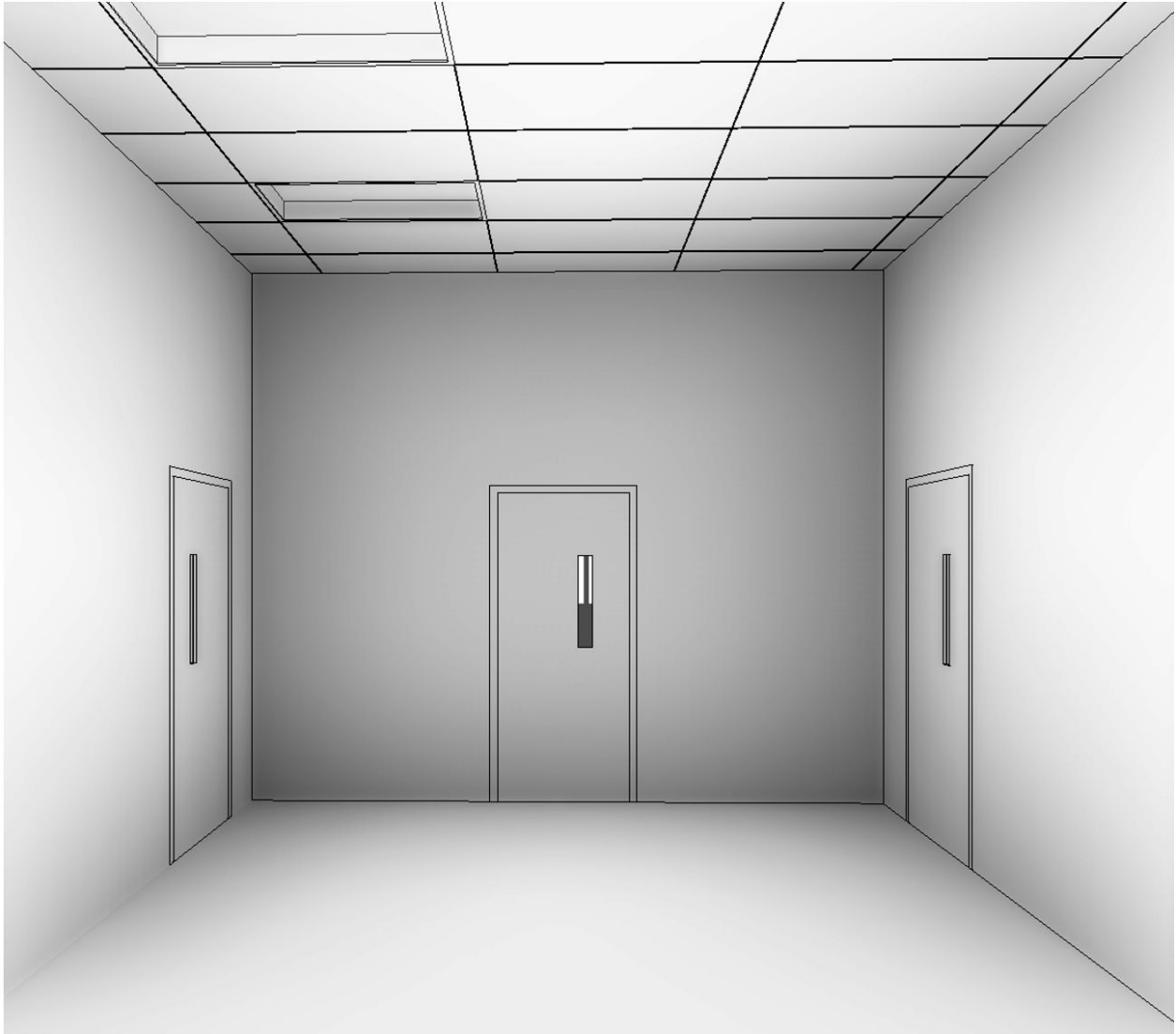
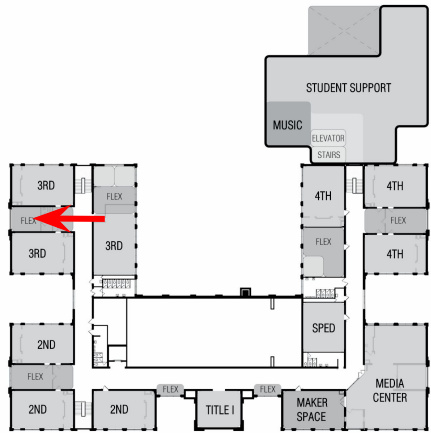
## Hallway:





# COMMUNITY TASK FORCE RENDERING

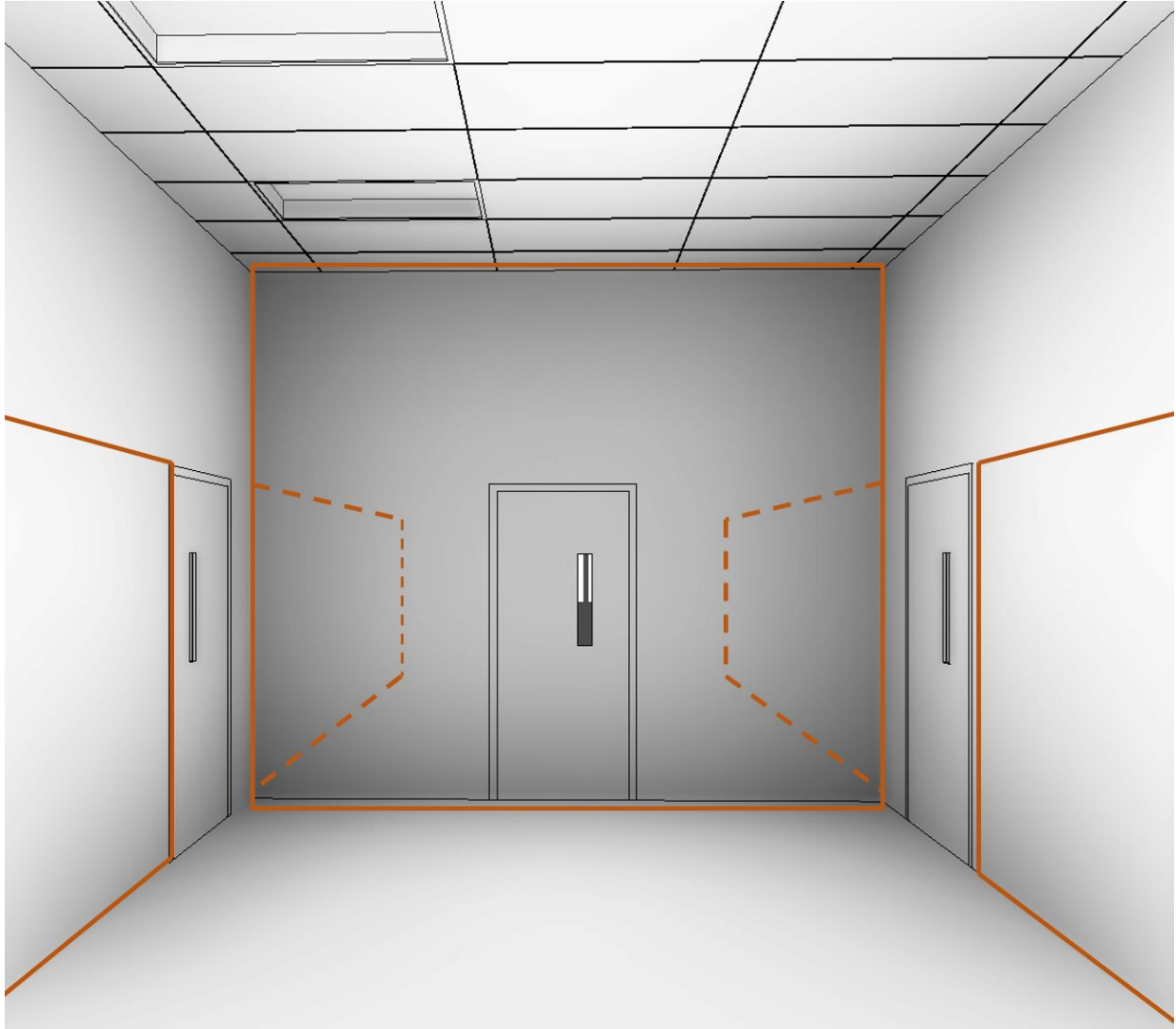
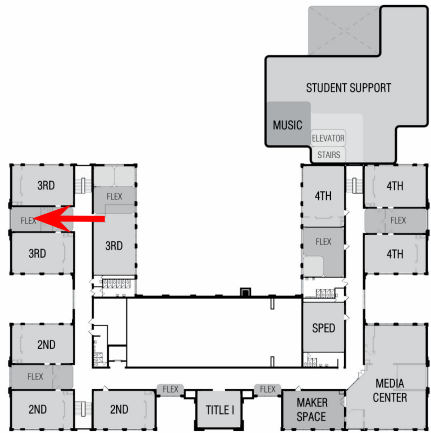
## Flex Area:





# COMMUNITY TASK FORCE RENDERING

## Flex Area:

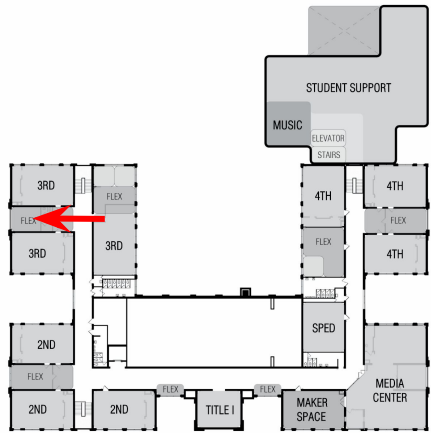






COMMUNITY TASK FORCE  
RENDERING

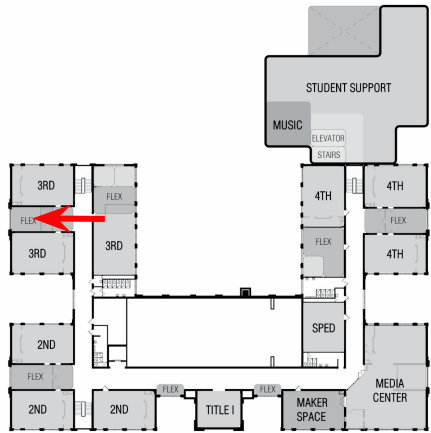
Flex Area:





# COMMUNITY TASK FORCE RENDERING

## Flex Area:





## COMMUNITY TASK FORCE TASK FORCE RECOMMENDATION

### Secondary

Middle School:

- Priority 1 and 2 Maintenance\*

High School

- Renovate to add 21st Century / Flex Learning Spaces and Furniture
- Additions for Gym / Locker Rooms
- Renovate Industrial Tech/Music/1st Floor Locker Rooms
- Priority 1 and 2 Maintenance\*
- Replace parking lot

ALC:

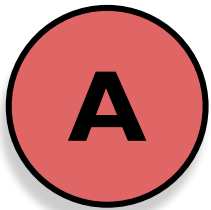
- Priority 1 and 2 Maintenance\*

Paul Giel Field:

- Priority 1 and 2 Maintenance\*,\*\*

### SECONDARY OPTION A

Budgeted Cost: \$45.7M +/-



\*Removes any duplicate items from Maintenance report covered by renovation scope  
\*\* Moves toilet room remodel up to Priority 1



# COMMUNITY TASK FORCE TASK FORCE RECOMMENDATION

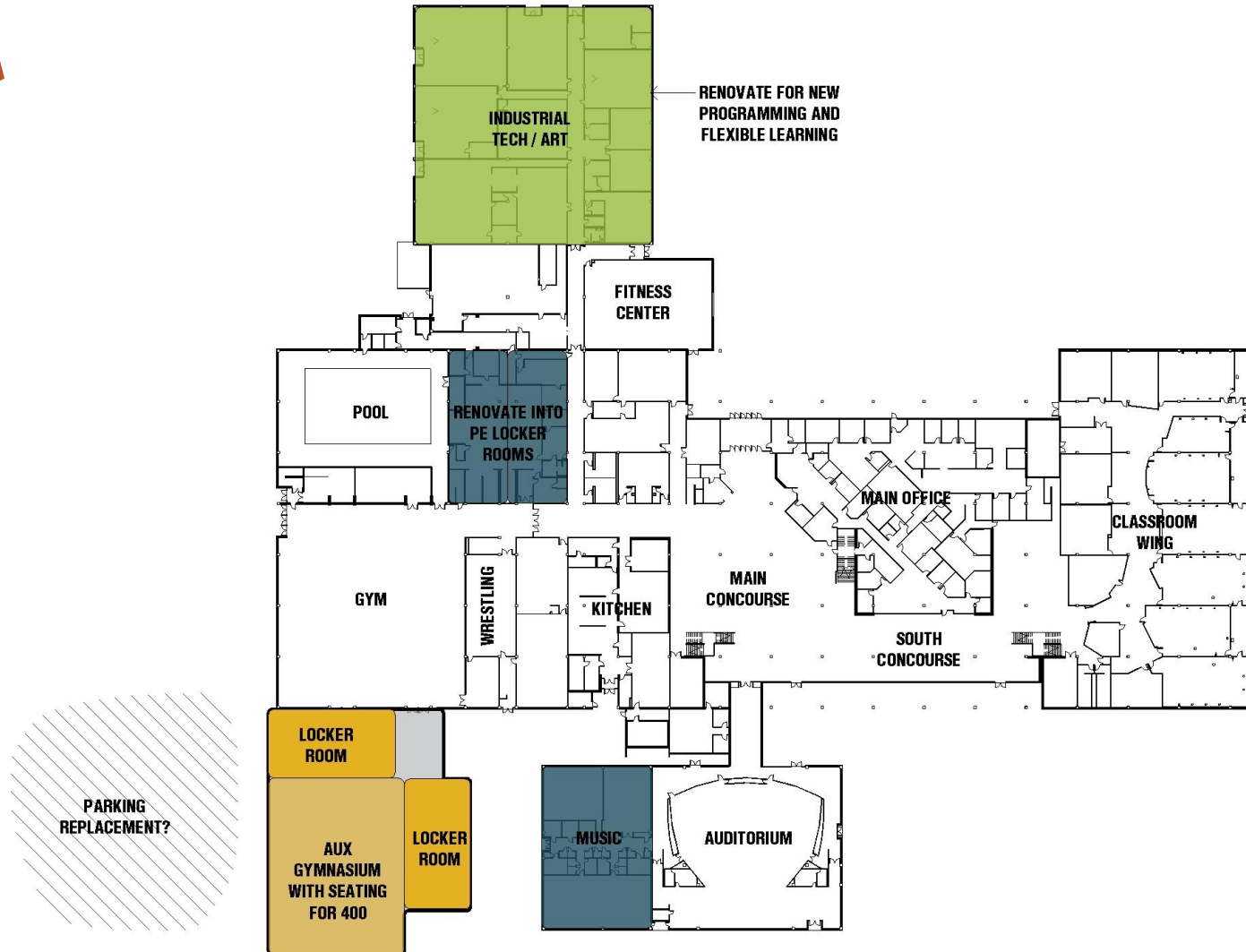
<b><u>Winona Middle School</u></b>		
Maintenance Priority 1 and 2	\$7,500,000	
<b>Total</b>		<b>\$7,500,000</b>
<b><u>Winona ALC</u></b>		
Maintenance Priority 1 and 2	\$280,000	
<b>Total</b>		<b>\$280,000</b>
<b><u>High School</u></b>		
Remodel	\$9,100,000	
Addition	\$9,000,000	
Furniture	\$1,000,000	
Maintenance Priority 1 and 2	\$13,000,000*	
Project Costs	\$4,700,000	
<b>Total</b>		<b>\$36,800,000</b>
<b><u>Paul Giel Field</u></b>		
Maintenance Priority 1 and 2	\$1,200,000	
<b>Total</b>		<b>\$1,200,000</b>
<b>Subtotal Secondary</b>		<b>\$45,780,000</b>

\*Removes any duplicate items from Maintenance report covered by renovation scope  
\*\* Moves toilet room remodel up to Priority 1



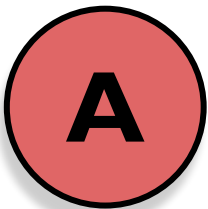


## COMMUNITY TASK FORCE DIAGRAMS



### High School

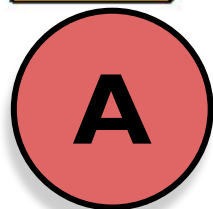
- Light Remodel on CR's
- Heavy Remodel to create Flex Areas
- Heavy Remodel on CTE, Fine Arts CR's and FACS
- Gym and Locker Room Addition
- Flexible Walls
- Furniture Throughout
- Does not include Kolter Wing



### Investments at each facility

- PK-4 @ each elementary
- Renovation / Addition





## Investments at each facility

- PK-4 @ each elementary
- Renovation / Addition



# COMMUNITY TASK FORCE ESTIMATED FINANCING COSTS

DRAFT

Bond Issue Amount		\$29,550,000	\$50,000,000	\$75,000,000	\$100,000,000
Average Interest Rate		3.50%	3.50%	3.50%	3.50%
Number of Years		20	20	20	20
Type of Property	Estimated Market Value	Estimated Change in Annual Taxes from Pay 2022 to 2023*			
Residential Homestead	\$100,000	\$0	\$29	\$63	\$97
	125,000	0	40	87	133
	150,000	0	51	111	170
	175,000	0	63	135	207
	200,000	0	74	159	244
	250,000	0	96	207	317
	300,000	0	118	255	390
	350,000	0	140	302	464
	400,000	0	162	350	537
	450,000	0	183	395	606
	500,000	0	204	439	674
Commercial/ Industrial **	\$100,000	\$0	\$61	\$132	\$202
	200,000	0	132	285	438
	300,000	0	214	461	707
	500,000	0	377	813	1,246
	1,000,000	1	784	1,691	2,594
Agricultural Homestead *** (average value per acre of land & buildings)	\$4,000	-\$0.23	\$0.01	\$0.29	\$0.58
	5,000	-0.29	0.01	0.37	0.72
	6,000	-0.35	0.02	0.44	0.86
	7,000	-0.41	0.02	0.52	1.01
	8,000	-0.46	0.02	0.59	1.15
Agricultural Non-Homestead *** (average value per acre of land & buildings)	\$4,000	-\$0.46	\$0.02	\$0.59	\$1.15
	5,000	-0.58	0.03	0.74	1.44
	6,000	-0.70	0.04	0.88	1.73
	7,000	-0.81	0.04	1.03	2.02
	8,000	-0.93	0.05	1.18	2.30



## COMMUNITY TASK FORCE CONSIDERATIONS

### **Why Option A?**

- Supports our neighborhoods
- Invests in our community across the District
- Invests in our children's education
- Allows flexibility for the future
- Addresses high priority maintenance
- We have looked at the needs and this option addresses them
- This plan supports our students to be college and career ready.
- Prepares our youngest learners a successful transition into school.
- Potential to increase enrollment and support an opportunity for growth
- Addresses accessibility throughout the District
- Buildings will be more engaging and attract students
- Will enhance relationship with City, County, Universities/Colleges and school district
- Improve practice times to allow students to be home earlier





## COMMUNITY TASK FORCE CONSIDERATIONS

### Why Option A?

- The Board should give consideration to what the community will support.
- This plan will modernize teaching and learning spaces.
- Provides for more personalized and individualized learning.
- Gets the students out of the basement.
- Improves spaces the community uses most:
  - Paul Giel Field
  - Auditorium
  - Gyms
  - Pools
  - Locker Rooms
- Updates industrial tech area to prepare students for career opportunities today.
- Some concerns:
  - a. There will be some concerned that the money will be wasted.
  - b. There will be a need to get the school staff on board.





## COMMUNITY TASK FORCE CONSIDERATIONS

### **Other considerations:**

- This may need to be a phased masterplan to better fit the tax tolerance of our community.
- There needs to be a strong emphasis on the 21st Century Learning needs.
- Alignment with the Strategic plan is important.





## COMMUNITY TASK FORCE CONSIDERATIONS

- **Task Force Representatives:**
  - Julie Biggerstaff
  - Jeremy Graves
  - Dave Kuklinski



# QUESTIONS?