



**To:** Attendees

**From:** James Soh | JS

**Date:** May 2, 2016

**Comm. No:** 162043

**Subject:** Independent School District #194  
Facilities Master Plan Meeting #2  
April 20, 2016 Meeting Minutes

**Attendees:**

<input checked="" type="checkbox"/> Amy Olson, ISD #194, Director of Communication	amy.olson@isd194.org
<input checked="" type="checkbox"/> Barb Knudsen, ISD #194, Exec. Dir. of Teaching and Learning	barbara.knudsen@isd194.org
<input checked="" type="checkbox"/> Chris Endicott, ISD #194, Middle School Principal	chris.endicott@isd194.org
<input checked="" type="checkbox"/> Don Sinner, ISD #194, Teacher Representative	sinn1802@isd194.org
<input checked="" type="checkbox"/> Douglas Ninow, ISD #194, Data System Analyst	douglas.ninow@isd194.org
<input type="checkbox"/> Emily McDonald, ISD #194, Director of Equity and Innovation	emily.mcdonald@isd194.org
<input checked="" type="checkbox"/> Heather Leier, ISD #194, Teacher Representative, Lakeville South HS	heather.leier@isd194.org
<input checked="" type="checkbox"/> Jason Molesky, ISD #194, Exec. Dir. of Data & Technology Services	jason.molesky@isd194.org
<input type="checkbox"/> John Boche, ISD #194, High School Dean	john.boche@isd194.org
<input checked="" type="checkbox"/> Judy Keliher, ISD #194, Board Member	judy.keliher@isd194.org
<input type="checkbox"/> Lisa Snyder, #ISD 194, Superintendent	lisa.snyder@isd194.org
<input checked="" type="checkbox"/> Michael Baumann, ISD #194, Exec. Dir. of Business Services	michael.baumann@isd194.org
<input checked="" type="checkbox"/> Pete Otterson, ISD #194, Elementary Principal	peter.otterson@isd194.org
<input checked="" type="checkbox"/> Richard Ringeisen, ISD #194, Community Member	richard.ringeisen@isd194.org
<input checked="" type="checkbox"/> Sharon Krueger, ISD #194, Special Education Representative	sharon.krueger@isd194.org
<input checked="" type="checkbox"/> Steve Porter, ISD #194, Community Education Director	steve.porter@isd194.org
<input checked="" type="checkbox"/> Terry Lind, #ISD 194, Board Member	terry.lind@isd194.org
<input type="checkbox"/> Daryl Morey, City Of Lakeville	dmorey@lakevillemn.gov
<input type="checkbox"/> David Anderson, Community Member	davidandersonjd@gmail.com
<input checked="" type="checkbox"/> Jane Thompson Rowe, TLAC Representative	jane.rowe@gmail.com
<input checked="" type="checkbox"/> Jacob Whittaker, Community Member	j_whittak@yahoo.com
<input checked="" type="checkbox"/> Jon Seybold, Community Member	seyboldjs@aol.com
<input checked="" type="checkbox"/> Josh Kutzler, Community Member	jdkutzler@gmail.com
<input checked="" type="checkbox"/> Laura Peterson, Schmitty's Transportation	lpeterson@sasbus.com
<input checked="" type="checkbox"/> Mark Rath, Community Member	rathmark@hotmail.com

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**PLANNERS  
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<input checked="" type="checkbox"/> Noelle Bartlett, GT Representative	nm.bartlett@hotmail.com
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<input type="checkbox"/> Tom Terry, ENM Representative	
<input checked="" type="checkbox"/> Sara Guyette, Wold Architects and Engineers	sguyette@woldae.com
<input checked="" type="checkbox"/> Sean Kelly, Wold Architects and Engineers	skelly@woldae.com
<input checked="" type="checkbox"/> James Soh, Wold Architects and Engineers	jsoh@woldae.com

*This meeting was held at Crystal Lake Education Center at 4:30 p.m. on Wednesday, April 20, 2016.*

**Discussion Topics:**

- A. Next two upcoming Meeting Dates were rescheduled due to District events and meeting room conflict.
  - 1. Meeting 3 - Tuesday, May 3, 2016 (was Wednesday, May 4, 2016).
  - 2. Meeting 4 - Thursday, May 19, 2016 (was Wednesday, May 18, 2016).
    - a. There are approximately 6 members that have schedule conflict with this date but group decided to keep it scheduled.
- B. Thoughts since last meeting.
  - 1. Are school boundaries going to change and what is the impact? Realization that this work ties into school boundaries.
  - 2. If boundaries changed will the bus ride duration affecting students improve or worsen?
    - a. Some current routes are in excess of one hour.
- C. Recap of Meeting #1.
  - 1. Committee reviewed the Facility Master Plan Committee Charge statements.
  - 2. Committee reviewed the planning process.
  - 3. Committee reviewed the meeting norms. None were added or modified.
- D. Group Exercise was conducted to gain insight into the groups' knowledge and concerns regarding the district through three questions. Each group shared their lists:
  - 1. What do you know about our schools?
    - a. Top notch school district.
    - b. Various ages of facilities.
    - c. Differing maintenance and upgrade needs of each facility.
    - d. The district has eight Elementary Schools, three Middle Schools, two High Schools, Educational Center, Community Education and ALC.
    - e. Blended age of all facilities is 27 years. Aging facilities.
  - 2. What do you want to know about our schools?
    - a. Capacity vs. projected enrollment.
    - b. Detail demographic.
    - c. Title I – Improving the Academic Achievement of the Disadvantaged.
    - d. Needs of each individual facility within the district.
    - e. Shared resources i.e.: athletic facilities, classrooms, auditoriums etc.
    - f. Average classroom size presently as well as the future.
    - g. Changes in computer technology, current status, implementation for future change.



- h. Security issues. Setup, access and control.
- i. Type of facilities' needs. Remodel, addition, refurbishment.
- j. Income generated from the facilities.
- 3. What concerns do you have?
  - a. The turf issue. LNHS needs repair, LSHS needs turf.
  - b. The need for adequate swimming pools. Upgrade or new addition?
  - c. Any potential need for additional gym space?
  - d. Repurposing of Middle School sports facilities?
  - e. Technology needs: computer, internet access, connectivity, electrical supply.
  - f. Class sizes of each grade.
  - g. The impact of universal Pre-K program if implemented and how it will affect facility capacity.
  - h. Kid zone setup in Elementary Schools.
  - i. Pre-K and adult learning program outside of school hours.
  - j. How city authorization of new multi-family housing development will affect school district boundaries.
  - k. Flexibility of facilities and spaces.
  - l. More choices of programs being provided to students.
  - m. Transportation needs.
  - n. The challenge of gender-based facilities.
  - o. Building security issues especially High Schools.
  - p. Schools start and end time.
  - q. Where do we look and manage growth in the future.
- E. Introduction to Capacity. A draft capacity study book was distributed.
  - 1. It is the ability of a school facility to house students based on the programs it provides and schedule it operates.
  - 2. It sets the standard for a fully functioning school that accommodates anticipated programs.
  - 3. A change in the utilization of a space can alter the capacity.
  - 4. The average number of seats per classroom is predetermined by the district
  - 5. Capacity analysis is conducted based on school by school, grade by grade calculation method.
  - 6. Capacity calculation assumption of classroom sizes ranges at the Middle and High School levels. The range used in the calculation is the actual running average.
  - 7. Potential Capacity spaces are general classrooms currently used for another use, such as Computer Labs.
  - 8. The use of these general classrooms for small groups reduces the building's capacity.
  - 9. Each example of Elementary, Middle and High schools were shown regarding how the calculations are being made.
  - 10. Middle School uses an 80% Efficiency factor whereby High School uses 85% Efficiency Factor.
  - 11. Example of each Elementary, Middle and High Schools Capacity Diagrams were shown.



12. Charts for Current Building Capacity and Enrollment for current school year and next were presented.
  - a. Efficiency of each school was noted.
  - b. 90% indicate close to maximum capacity; 85% indicate attention is required.
- F. Introduction to Deferred Maintenance
  1. Deferred Maintenance is work that is scheduled or delayed for a future period, and that replaces one building component or system with a similar one (i.e. roof for roof).
  2. The District relies on a database that inventories schools and includes items ranging from: flooring, mechanical, electrical, roofs etc.
  3. Each year this database is analyzed and presented to the district to determine the need for maintenance projects.
  4. It is a tool that provides a framework for prioritizing deferred maintenance projects based on life-cycle costs of building components and systems.
    - a. Life-cycle is a measure of the duration of a building system or component can lasts. In addition to industry standard, the period and/or frequency of use can also affect the life-cycle of a building system or component before it requires maintenance or replacement.
  5. This objective database is also a tool for life-cycle tracking, deferred maintenance planning, funding allocation strategy, and a Facility Condition Index (FCI).
  6. Facility Categories are generally group into the following:
    - a. Electrical.
    - b. Exterior.
    - c. Interior.
    - d. Mechanical.
    - e. Site.
  7. Introduction to Facility Condition Index (FCI):
    - a. It is a set of industry standard data points derived from the cost of building renovation divided by the cost of a building replacement.
    - b. It is an indicator identifying the average condition of a facility.
    - c. The higher the FCI would indicate more work is required. Lower is better
    - d. According to the "Guide for Planning School Construction", an FCI of 60 represents a threshold to begin considering building-wide maintenance or replacement.
  8. Deferred Maintenance Plan for each district facility noting the next ten years of work was distributed and discussed along with a summary and current building FCIs.
- G. Question and Answer Session:
  1. Is it possible to compare our FCI data with another school district?  
*Response:*
    - a. No, not at the moment.
    - b. Although it is possible to find district(s) that has similar size in facilities, enrollment etc. for equivalent comparison.
  2. What is the status of Pre-K, Early Childhood Education building analysis/capacity?  
*Response:*
    - a. It is work in progress and information will be distributed as soon as possible.



3. Has and does the district taken into consideration of high-efficiency, renewable energy and equipment use?

*Response:*

- a. Yes. Implementation is ongoing with the electrical and mechanical components of the building.
    - 1) For electrical, LED lighting had been utilized where facilities require lighting replacement or upgrade.
    - 2) Likewise, steam boilers in most facilities had been upgraded to hot-water boilers, which are much more efficient.
  - b. It was noted that there is a higher upfront cost of using high-efficiency equipment however, the district will typically see operational cost reductions in the long term.
  - c. There are rebates through utility companies for some work.
4. Do we have data on community use of the facilities such as continuing education, adult learning programs etc.? What is the frequency of use for such purposes?

*Response:*

- a. Yes. This will be addressed in an upcoming meeting.
5. How long does it take for the implementation of the Facilities Master Plan to occur? Will actual vs. projected enrollment create a lag time with regards to the Master Plan?

*Response:*

- a. The implementation period of the actual plan will depend on the work recommended by the Board of Education and the available funding.
  - b. The district will either integrate the enrollment information into the plan or call the committee back together once received.
- H. Homework:
1. Review Capacity Diagrams and 10 Year Deferred Maintenance charts per school. Bring back any questions. Deferred Maintenance will be addressed again in an upcoming meeting.
- I. Next steps:
1. The next committee meeting is scheduled to be held at the Crystal lake Education Center on Tuesday, May 3, 2016 from 4:30 p.m. to 6:30 p.m.
  2. Topics of discussion for the next meeting are:
    - a. Strategic Plan.
    - b. Educational Program and Vision.
    - c. Educational Adequacy.

Attachment: images of group exercise

cc: Absentees

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