



To: Attendees
From: James Soh | JS
Date: July 14, 2016
Comm. No: 162043

Subject: Independent School District #194
Facility Master Plan Meeting #7
June 29, 2016 Meeting Minutes

This meeting was held at Crystal Lake Education Center at 4:30 p.m. on Wednesday, June 29, 2016.

Attendees:

- Attendees list with checkboxes and email addresses: Amy Olson, Barb Knudsen, Carmello Santoorjian, Chris Endicott, Don Sinner, Douglas Ninow, Emily McDonald, Heather Leier, Jason Molesky, John Boche, Judy Keliher, Justine Liekis, Lisa Snyder, Michael Baumann, Nancy Skaro, Pete Otterson, Richard Ringeisen, Sara Guyette, Sharon Krueger, Shirley Ward, Steve Porter.



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**Discussion Topics:**

A. Meeting Housekeeping:

1. Updates/Announcements:

a. On Tuesday, June 21, 2016, a status and progress update for the Long Term Facilities Master Plan was presented to the Board of Education.

2. Meeting Agenda/Facilities Master Plan Process Update:

a. This is Committee Meeting #7.

b. The Committee will review and confirm the Criteria developed during the last meeting.

c. The Committee will review, discuss and refine preliminary options based on criteria.

B. Criteria:

1. The common themes from criteria developed during the previous group exercise are:

a. District-wide strategic goals should be supported.

b. Capacity should address class-size flexibility.

c. Plans should work towards equity in schools.

d. A comprehensive and continued approach to addressing deferred maintenance should be part of the plan.

e. Safety and security should always be a main focus.

f. The district facilities are meant for the entire community.



2. Educational Criteria:
  - a. The configuration and components of facilities should provide for equity between sites. Any option considered should provide for equity in facilities aligned to School District goals.
  - b. Over time the functions of our facilities will change – that is inevitable. Recognizing this issue, options considered should be flexible in concept with the ability to easily accommodate multiple functions and uses over the life of the buildings.
  - c. There is support for the Strategic Plan and vision of the District. Options should include the types of spaces that support a broadened and wider approach to education.
  - d. The District should continue to evaluate flexible Pre-K instruction opportunities and space needs.
3. Physical Criteria:
  - a. The District should invest funding for annual maintenance to maintain the facilities. Funding for annual maintenance should maintain high quality buildings.
  - b. In addition to funding projects, the District should continue to have maintenance schedules to maintain systems.
  - c. Maintenance projects should consider long-term appropriate operational expenses and environmental impacts as well as initial costs.
  - d. Building obsolescence should be considered. If excessive renovations are required to meet educational and physical needs (for example, 60% of new construction) than replacement should be a viable option.
4. Safety and Security Criteria:
  - a. All facilities should meet and follow District Emergency Operations policy.
  - b. All facilities should have secure access control during operational hours.
  - c. All doors must provide the adequate level of security and safety for entering, exiting and monitoring intended for the area.
  - d. Safety measures should account for both internal and external security.
  - e. All buildings should have appropriate monitoring systems and capabilities. Security measures should include communication and integration with first responders and families.
  - f. Security should not impede normal educational activity and student traffic, or undermine a welcoming and inviting facility for students or the community.
5. Activities and Community:
  - a. Buildings and facilities should be welcoming and highly functional for all. Appropriate access should be a priority at all facilities.
  - b. All facilities should provide adequate and appropriate parking, pedestrian access and traffic circulation.
  - c. Indoor and outdoor restroom facilities should be appropriate with adequate access and privacy.



- d. The District should leverage partnerships with local government agencies and the local business community to maximize economic efficiency, student and community opportunities, and shared responsibility.
- C. Preliminary Options:
1. Option Categories Overview:
    - a. Capacity diagrams will be finalized for the upcoming meeting after demographics study is completed.
    - b. With the significance of safety and welfare issues for students, educators, and staff members, security (in particular entries) options will be an important stand-alone category.
    - c. Programming, Equity and Alignment options can be grouped and categorized as Educational issues.
    - d. Site options will consider issues such as site accessibility, traffic circulation, and fields' conditions.
    - e. Activities/Community options are included as noted in the criteria.
    - f. Furniture, Maintenance, and Operations options cannot be demonstrated graphically in the diagrams but are part of any plan.
  2. Security (Entries) Options:
    - a. A matrix showing the type of secured entry methods for all district facilities was presented.
    - b. Type of secured entry options can be utilized by district facilities are:
      - 1) Buzzer
      - 2) Secure Vestibule
      - 3) Relocate Office
      - 4) Satellite Office
      - 5) Close-off Entry
      - 6) Addition
      - 7) Other needs (as noted)
    - c. The Committee evaluated how each option can be applied to individual facilities, possibilities, and limitations.
    - d. Equity can be difficult to achieve for all district facilities because not all security options can be implemented district wide due to existing building design and/or physical conditions.
    - e. Cherry View, Lakeview, and Lake Marion Elementary Schools:
      - 1) Options:
        - a) Both buzzer and satellite offices can be installed and located at the main entry respectively.
        - b) Closed-off entry can be established in the immediate area at the main entry before anyone can access the rest of the building but it significantly impedes student circulation.
        - c) Possible addition can be added adjacent to the existing main entry to relocate the office.



- 2) It was noted that secured vestibule and relocating office internally options are not applicable to these schools.
- 3) Committee Discussion/Feedback:
  - a) Can we relocate entrance to the upper right corner of the building?  
Response: It is possible but it also involves relocating classrooms to another location within the building. This location would most likely be the existing office as a swap, which would eliminate windows for these classrooms.
  - b) The Committee discussed security options related to technology vs. face-to-face control at the access, which is the preferred method.
  - c) Do any schools have visual identification equipment? Response: There are no schools in the district that have screen shot or video surveillance of individuals entering the building.
  - d) Are there currently any offices located within the vestibule? Response: There are only offices located internally in these buildings.
  - e) The Committee acknowledged that additional personnel will be required to control building access during after-school hours.
  - f) The Committee recognized the importance of "visual line of sight" for access control, whether it is being carried out remotely or directly.
  - g) The Committee discussed the cost effectiveness of implementing entry additions and how it can impact displaced classrooms.
  - h) Visual surveillance methods can greatly enhance access control as well as provide ample time to respond to emergencies and notifying first-responders.
  - i) It was determined that the following options were acceptable:
    - I. Secure interior vestibule doors with high quality video screen and communication to the office.
    - II. Satellite office at entry.
    - III. Study of relocating classrooms adjacent to entry.
- f. Christina Huddleston, Eastview, Oak Hills, Orchard Lake Elementary Schools; Century and Kenwood Trail Middle Schools; Crystal Lake Education Center and Area Learning Center:
  - 1) Options:
    - a) Buzzer can be installed at the main entry.
    - b) A secured vestibule can be easily established with the existing main entry layout.
  - 2) It is important to establish visual line of sight for anyone entering the building.
- g. John F Kennedy Elementary Schools:
  - 1) Options:
    - a) Both buzzer and satellite office can be installed and located at the main entry.



- b) In order to create an office at the main entry, relocating the office to the existing Kindergarten classrooms, moving SPED to the existing office, and Kindergarten classrooms to existing SPED would be required.
- c) Closed-off entry could be established in the immediate area at the main entry but would significantly impede student circulation.
- 2) It is important to establish visual line of sight for anyone entering the building.
- 3) It was determined that the following options were acceptable:
  - a) Secure interior vestibule doors with high quality video screen and communication to office.
  - b) Relocation of office to main entry (including classroom relocation).
- h. McGuire Middle School:
  - 1) Options:
    - a) Buzzer can be installed at the main entry.
    - b) Staff Center and SPED could swap spaces with Admin offices to relocate office to entry.
    - c) The option for a satellite office is a possibility.
    - d) Closed-off entry could be established in the immediate area at the main entry but would significantly impede student circulation.
  - 2) It is important to establish visual line of sight for anyone entering the building.
  - 3) It was determined that the following options were acceptable:
    - c) Secure interior vestibule doors with high quality video screen and communication to office.
    - d) Relocation of office to main entry (including classroom relocation).
- i. Lakeville North High School:
  - 1) Options:
    - a) Buzzer can be installed at the main entry;
    - b) Closed-off entry could be established in the immediate area at the main entry with some impact to student circulation.
    - c) An addition can be incorporated to either relocate the office or entry to create adjacency.
  - 2) It is important to establish visual line of sight for anyone entering the building.
  - 3) It was determined that the best option for the High Schools would be secure interior vestibule doors with high quality video screen and communication to office.
- j. Lakeville South High School:
  - 1) Options:
    - a) Buzzer can be installed at the main entry.
    - b) A significant addition could be incorporated in front of the existing main entry area to relocate the office.
  - 2) It is important to establish visual line of sight for anyone entering the building.
  - 3) It was determined that the best option for the High Schools would be secure interior vestibule doors with high quality video screen and communication to office.



- k. Additional Discussion/Feedback:
  - 1) The Committee brought up the issue of sufficient exterior lighting to provide a sense of security especially if the building is being accessed through late hours.
  - 2) With student safety being a top priority, the consensus among the Committee is the preference for dedicated personnel controlling the main entry access.
  - 3) The Committee agreed that if possible, an office with visual line of sight monitoring at the point of entry is highly preferred.
  - 4) A combination of utilizing technology, dedicated personnel and/or modification to existing entries is a good approach.
  - 5) The Committee stated that if any facility is not viable for adding an office at point of entry, it would be ideal to have a satellite office or incorporation of high quality technology, such as video surveillance to monitor entry access. This is relatively easy to implement across all district facilities while adding offices could pose a set of challenges.
  - 6) Are any perimeter doors currently being electronically controlled? Response: No.
- 3. Educational Issues:
  - a. Educational issues can be broken down into three categories on the diagrams:
    - 1) Programming:
      - a) Space shortage
      - b) Change of function
    - 2) Equity:
      - a) Comparable experience
      - b) Not "Equal" or "Same"
    - 3) Alignment:
      - a) Flexible Learning
      - b) Small/Large Group
      - c) Personalized Learning
  - b. Cherry View, Lake Marion, and Lakeville Elementary Schools:
    - 1) In order to create dedicated Center Based Special Education locations, classrooms could be relocated and converted to create both center based programming and resource functions.
    - 2) In addressing Alignment issues, Flex Learning spaces can be created at the center cores in the classroom wings while existing Media Center should be transformed and updated.
    - 3) Building expansion at the classroom wings would be possible (if needed) given available land on site.
    - 4) Committee Discussion/Feedback:
      - a) Does it make more sense to have a Center Based SPED? Response: Yes, It is part of the District Strategic Alignment goals.



- c. Christina Huddleston Elementary School:
  - 1) An addition to the west end of the building could accommodate relocated (4) classrooms in order to create Flex Learning areas in the center of classroom space.
  - 2) Existing Media Center/Maker Space should be transformed and updated.
  - 3) Further expansion would be possible (if needed) on either side of the proposed building addition.
- d. Eastview Elementary School:
  - 1) Due to existing site conditions, there is no viable room for further expansion.
  - 2) Enrollment and attendance is at maximum capacity.
  - 3) Attendance boundaries, or similar study, will be required for this building.
- e. John F Kennedy Elementary School:
  - 1) In addressing Alignment issues, Flex Learning spaces could be created in the existing courtyards while Media Center should be transformed and updated.
  - 2) Depending on need, building expansion could be added to the north of the North Gymnasium.
- f. Oak Hills Elementary School:
  - 1) There may be a need for additional computer Lab spaces.
- g. Orchard Lake Elementary School:
  - 1) In addressing Programming issues, the current Art classroom and Staff Office could be replaced by a centrally located Project Based Learning space (while relocating spaces to a new addition).
  - 2) In addressing Equity issues, a new gymnasium addition can be located to the east of the existing cafeteria and gym space.
  - 3) Expansion space, if needed, could be added adjacent to the existing single-loaded corridor area on the lower level.
  - 4) Committee Discussion/Feedback:
    - a) Is Orchard Lake Elementary too old of a building for addition or changes?  
Response: No. With thoughtful design solution, upgrade can be made to the building. (Site limitations may pose a problem – see next section in minutes).
- h. Century Middle School:
  - 1) In addressing Programming issues, a new addition for Center Based SPED functions could be added north of the Media Center. This area was master planned for an addition.
  - 2) In addressing Equity issues, a new pool addition was Master Planned to be added west of the existing gymnasium area.
  - 3) In addressing Alignment issues, the Media Center should be transformed and updated.
  - 4) Committee Discussion/Feedback:
    - a) The Committee brought up the need for auditorium or similar assembly space to house 300 students.





- i. Kenwood Middle School:
    - 1) In addressing Equity issues, a new pool (diving wall) addition could be attached to the existing pool facility. This has been studied extensively in the past few years.
    - 2) In addressing Alignment issues, centrally located Flex Learning spaces could be created in the upper level by replacing current classrooms through additions to the north.
    - 3) The existing Media Center/Maker Space should be transformed and updated.
  - j. McGuire Middle School:
    - 1) In addressing Equity issues, a new gymnasium addition could be attached to the east of the existing gym.
    - 2) In addressing Alignment issues, Flex Learning spaces could be created by relocating current labs on the main level and offices on the upper level respectively to new additions to the south or east of classroom areas.
    - 3) Future expansion, if needed, would still be possible.
  - k. Lakeville North High School:
    - 1) Industrial Technology and Scene Shop areas should be transformed and upgraded (This includes appropriate ventilation).
    - 2) In addressing Alignment issues, Flex Learning spaces could be created in the central area of the classroom wings on all three levels, with relocated classrooms in addition to the south.
  - l. Lakeville South High School:
    - 1) A STEM expansion area could be located next to the existing STEM areas of the building.
  - m. Crystal Lake Education Center:
    - 1) Additional adult sized restrooms need to be created.
  - n. Area Learning Center:
    - 1) Building cannot adequately provide:
      - a) Gymnasium/cafeteria space
      - b) Learning commons
      - c) Outdoor Physical Education space
      - d) Science programming
    - 2) Given the inadequacies of this building, current programs being offered at the Area Learning Center will be relocated to other district facilities (High School).
4. Site Issues:
- a. There are three components to site issues:
    - 1) Traffic:
      - a) Separating bus and parent pickup/drop-off area and vehicular circulation.
      - b) Appropriate stacking space for cars.
    - 2) Equity/Accessibility:
      - a) Comparable experience
      - b) Not "Equal" or "Same"



- 3) Activities/Community:
  - a) Quantity of spaces available
- b. The Committee was given the example of a recent traffic study that was conducted for the Delano school district. The general rule-of-thumb mentioned that a 5 to 10 minute delay in traffic is considered normal for any school site at peak times. In contrast, spending 20 to 30 minutes in delayed traffic would require immediate solutions to solve the traffic congestion issues.
  - 4) For the majority of schools in the District, the current site approach probably meets acceptable criteria (these include Cherryview, Christian Huddleston, Eastview, Lake Marion, Lakeview, and Century Middle School):
    - a) Separate bus and parent areas already exist.
    - b) Appropriate stacking space already exists.
    - c) Limited changes can be made to the site due to land constraint.
- c. John F Kennedy Elementary and McGuire Middle Schools:
  - 1) Given existing site conditions, a new shared bus loop would be ideally situated to the north of McGuire in between the tennis courts and school building in order to separate bus and parents traffic.
  - 2) There is sufficient stacking spaces on the site.
  - 3) The Committee discussed the possibility of a new vehicular access and connected through the District Office parking lot. The existing grades north of the tennis courts would be a limitation.
- d. Oak Hills Elementary School:
  - 1) The parent drop-off/pick-up area through the parking lot causes major congestion.
  - 2) The bus separation works well.
  - 3) Redesigning the main lot and separation of the pick-up loop should be studied further.
- e. Orchard Lake Elementary School:
  - 1) Due to existing site conditions including proximity to residential property and roads, neither condition for separate bus and parent areas, stacking space, or vehicular approach to the school is satisfactory.
  - 2) Any future site work could mean losing valuable outdoor greenspace.
  - 3) Any possible building expansion or addition would also result in loss of usable space.
  - 4) Site constraints would be a significant factor in determining feasibility of future work at this school.
- f. Kenwood Trail Middle School.
  - 1) Separate bus and parent areas already exist.
  - 2) Appropriate stacking space already exists.
  - 3) Additional tennis courts should be provided to meet programming and community needs.
- g. Lakeville North High School:
  - 1) Separate bus and parent areas already exist.



- 2) Appropriate stacking space already exists.
  - 3) A synthetic turf could be provided at Athletic Deck #3 to meet activity and community need.
  - h. Lakeville South High School:
    - 1) Separate bus and parent areas already exist.
    - 2) Appropriate stacking space already exists.
    - 3) A synthetic turf could be provided at both the Stadium and adjacent practice field to meet activity and community need.
    - 4) An outdoor dome could provide additional year-round usage for athletic programs and other events as well, although it would create inequity between sites.
    - 5) The Committee discussed the issues of accessibility at the outdoor fields:
      - a) Concerns were shared regarding the travel distance to various fields in relation to the existing parking lot, especially with regards to the handicapped and the elderly.
      - b) The Committee would like solutions proposed such as additional road way or parking spaces nearer to the fields.
    - 6) The drainage issue and retention ponds (and stream) to the south end of the site was also discussed and how it could impact possible solutions.
  - i. Crystal Lake Education Center:
    - 1) Separate bus and parent areas already exist.
    - 2) Appropriate stacking space already exists.
    - 3) An additional playground should be provided at the site.
  - j. Area Learning Center should be reevaluated in regard to potential new occupants.
5. Flexible Furniture:
- a. A potential matrix chart for evaluating flexible furniture needs was demonstrated for Committee consideration, although none of the areas have been filled in. The implementation of flexible furniture can be a relatively subjective matter and more discussion is required on how spaces such as classrooms; labs and specialty areas; flex learning areas; media centers; and staff offices can best utilize flexible furniture to suit specific needs, educational programs and individual facility as well.
  - b. Committee Discussion/Feedback:
    - 1) Can flexible furniture be phased-in when current furniture replacement starts?  
Response: Yes, although the lifecycle of current furniture has to be factored into the decision-making process as well.
    - 2) How do we budget the cost? Response: Depending on the solution, it would likely need to be an application of average cost per space, while considering phased options as well.
    - 3) Implementing flexible furniture would also depend on the type of educational programs being offered. Not all classrooms might require flexible furniture.
    - 4) The Committee's preferred approach would be to start implementing flexible furniture at Flex Learning spaces and Media Centers first before other areas.



6. The Committee was informed the following analyses are always a work-in-progress, and would inform any facility plan:
  - a. Maintenance Plan – both 2 and 10 Year plans.
  - b. Operations decisions, particularly related to efficiency.
  - c. Activities/Community needs, including:
    - 1) Overlap with current programming and scheduling
    - 2) Quantity of spaces available
    - 3) Partnerships that might exist
7. A preliminary Summary is starting to emerge:
  - a. The District has done a great job of keeping schools focused on today's learning.
  - b. Many of the buildings already support flexibility and District Strategy, i.e. Alignment – the goal is to get all buildings to this point.
  - c. FMP must address equity in Safety, Programming, and Opportunities.
  - d. The needs at the buildings are not overwhelming, but need to be addressed.
8. Key Messages the committee would like to share with the community are:
  - a. Safety is a top priority.
  - b. The "Preliminary Summary" is a good synopsis.
9. Next Steps:
  - a. Security diagrams will be uploaded and be available on the Google Drive.
  - b. The next meeting is scheduled for July 27, 2016, Wednesday, 4:30 p.m. – 6:30 p.m. at Crystal Lake Education Center.

cc: Absentees

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