

Appendix C

FCT Meeting Dates, Attendance, and Minutes

The FCT met on the following dates. Attendance totals are listed, along with each meeting’s focus. The remainder of this appendix includes the attendance roster and a sequential compilation of meeting minutes.

| Date | Attendance | Meeting Focus/Topic |
|-----------------------------|-------------------|--|
| October 12 | 43 | Kickoff Meeting |
| Oct. 23, Nov. 6 | | Facility and campus tours |
| November 9 | 37 | Discussed “21st Century Learning” and facility impacts; analyzed needs based on tours |
| November 23 | 31 | Received reports on enrollment & utilization; began categorizing needs |
| December 7 | 26 | Continued reviewing & categorizing needs; formed study groups |
| January 4 | 30 | Refined need categories and elements |
| January 17 | 18 | Reviewed task force direction; received report from study group on 21st Century Learning |
| February 15 | 22 | Refined need categories |
| March 1 | 21 | Reviewed district finances, debt position, & preliminary estimates/tax impacts |
| March 15 | 19 | Developed preliminary recommendations |
| March 29 | 20 | Refined findings & recommendations; presentation on Educational Fine Arts |
| April 12 | 20 | Finalized recommendations, reviewed initial draft of report |
| April 19 | 19 | Finalized report; determined voting process to prioritize and voted |
| May 4 | | Presented recommendations to school board & community |

ARROWHEAD FACILITIES COMMUNITY TASK FORCE
ATTENDANCE

| LName | FName | Oct. 12 2010 | Nov. 9 2010 | Nov. 23 2010 | Dec. 7 2010 | Jan. 4 2011 | Jan. 17 2011 | Feb. 15 2011 | Mar. 1 2011 | Mar. 15 2011 | Mar. 29 2011 |
|------------|---------|-----------------|----------------|-----------------|----------------|----------------|-----------------|-----------------|----------------|-----------------|-----------------|
| Kozlik | John | X | X | X | | X | X | X | X | | X |
| Krisberg | Lew | X | X | X | X | X | X | X | X | X | X |
| Kuhn | Fred | X | X | X | X | X | | | X | X | X |
| LaFleur | John | | X | | | X | X | | | | |
| Langenkamp | Mike | X | X | | X | | X | | | | |
| Matter | Andy | X | X | X | X | X | X | X | X | X | X |
| Mertins | Don | X | X | X | X | | | | | | |
| Nelson | John | | | X | X | X | | | | | |
| Newman | David | X | X | X | X | X | X | X | X | X | X |
| Priest | Karla | X | | X | | X | | | | | |
| Radakovich | Jeff | X | X | X | X | X | | X | X | X | X |
| Reinowski | Ron | X | X | X | | X | | X | X | | |
| Retzlaff | Tammy | X | X | | | | | | | | |
| Reuteman | Julie | | X | | | | | | | | |
| Sandefur | Parrish | X | X | X | X | X | | X | X | X | |

ARROWHEAD FACILITIES COMMUNITY TASK FORCE
ATTENDANCE

| LName | FName | Oct. 12 2010 | Nov. 9 2010 | Nov. 23 2010 | Dec. 7 2010 | Jan. 4 2011 | Jan. 17 2011 | Feb. 15 2011 | Mar. 1 2011 | Mar. 15 2011 | Mar. 29 2011 |
|------------|----------------|-----------------|----------------|-----------------|----------------|----------------|-----------------|-----------------|----------------|-----------------|-----------------|
| Schaber | Deb | X | X | X | X | X | | X | X | X | X |
| Schneider | Paul & Debra | | X | | | | | | | | |
| Sellner | Beth | X | X | X | X | X | X | X | X | X | X |
| Slater | Bill | X | X | | | X | X | X | X | X | X |
| Slowinski | Christine | X | | X | | | | | | | |
| Thorson | Ginny | X | X | X | X | X | | X | X | X | X |
| Tubbs | Char | X | X | | X | | | | | | |
| Vernon | Jeff | X | X | X | X | X | | X | X | | X |
| Waite | Anthony | X | X | | X | X | X | X | | X | X |
| Ward | Mike | X | X | X | X | X | | X | X | X | X |
| Willicombe | Steve & Terrie | X | X | | | X | | | | | |
| | | 34 | 37 | 31 | 26 | 30 | 18 | 22 | 21 | 19 | 20 |

AUHS Facilities Community Task Force (FCT)

Meeting Minutes:

October 12, 2010

District Office Board Room

Community members in attendance: 43

Minutes recorded by Steve Bailey of Donovan Group LLC

I. Superintendent Craig Jefson welcomed community members and gave a presentation about current district statistics and enrollment trends.

II. Facilities Vision Statement/Board's Role:

- a. Board of Education President Joe LeBlanc presented the district's Facilities Vision Statement, included in the packet of information provided.

III. Overview of District Needs:

- a. President LeBlanc and Board Member Al Zietlow spoke about the issues that need to be addressed with the current Arrowhead facilities. Enrollment is currently on an upward trend, which will increase the need for updated buildings. Other considerations are safety concerns, code issues, traffic, and the community's use of the facilities. By 2018, the district is projected to have 2,700 students, placing greater demand on the current facilities.
- b. The board considered several different options for facilities updates, including building another high school at a different location, developing district-owned land, and remodeling the current structures. The board members made it clear that they would be "divorced" from the work of the task force and will not be participating in upcoming meetings.

IV. Committee Expectations:

- a. Joe Donovan, facilitator (of Donovan Group LLC), presented the official charge and the expectations of the Facilities Community Task Force.
- b. Bob Vajgrt and Kit Dailey of the architectural firm Eppstein Uhen Architects (EUA) gave a brief introduction and spoke about the district's approach to the project. The project is community-driven and will be based completely on input from the FCT.

V. Preliminary Topic Outline/Progress Plan:

- a. Mr. Donovan presented a rough outline of the topics that will be covered over the next six months at FTC meetings.
- b. Questions asked from the task force:
 - i. How does this plan relate to a possible referendum?

- If the FTC decides to move forward and the Board of Education approves a referendum, a possible vote could take place in February or April 2012, to coincide with other local elections. This all depends on the decision of the task force. (Answered by Mr. Jefson)
- ii. Is this study specific to adding a third building on the current campus, or is it a review of all other options, as well?
 - After reviewing the other options, the Board of Education found that the most practical would be to add a third building to the Arrowhead campus. However, this is only an option, and the district wants the input of the task force. The board has simply studied the different options, but does not want to force any decisions (Mr. Jefson).
- iii. In such a large group, how will everyone's voice be heard?
 - EUA has worked with even larger groups in the past, and have been able to hear everyone's input by having specific agenda items with very focused discussion topics. There will be opportunities to break into smaller groups and make recommendations, as well. The general rule is that the more people at the table, the more diverse and beneficial the input will be (Mr. Vajgrt).

VI. Housekeeping/Future Meeting Dates:

- a. The task force decided that all regular future meetings would be on the 2nd and 4th Tuesdays of each month at 7:00 p.m. From now on, the group will meet in the South Campus Library due to its larger capacity. The next regular meeting will be **Tuesday, Nov. 9**. There will also be a meeting on Tuesday, Nov. 23 at 7 p.m.
- b. There will be a special meeting on **Saturday, Oct. 23 at 9:00 a.m.** for a tour of the current facilities. Task force members should meet at the North Campus Main Entrance, and expect the tour to take about 3 hours. For those who cannot make it on this date, there will be an additional tour on Nov. 6 at 9:00 a.m.
- c. Call for Co-Chairs: If you are interested in becoming a co-chair, please contact the superintendent's office by calling 262-369-3611 or email jefson@ahs.k12.wi.us

VII. Questions/Comments;

- a. It would be helpful to set up a WikiSpaces or a similar online platform for the group to discuss items between meetings.
- b. Members also expressed a desire to receive an email with enrollment projections for upcoming years, as well as any other relevant data (including when it was collected).

- i. Note: An enrollment study from UW-Madison's Advanced Population Lab based on the third Friday in September attendance numbers is projected be available in mid-November
- ii. The district will also provide past projections for facilities to the task force, if the numbers are available.

Next Meetings:

Saturday, October 23, 2010 at 9 a.m. (Facilities Tour) – North Campus Main Entrance

Tuesday, November 9, 2010 at 7 p.m. – South Campus Library

AUHS Facilities Community Task Force (FCT)

Meeting Minutes:
November 9, 2010
South Campus Library

Minutes recorded by Steve Bailey of Donovan Group LLC

I. Reintroduction of Process and Roles

- a) Joe Donovan of Donovan Group LLC reviewed the charge of the committee and the role as defined by the board of education.
 - i. The task force will not be dealing with specific details in terms of design. Rather, it will be making recommendations.
 - ii. Mr. Donovan also shared an example of recommendations that were made by a task force in the Muskego-Norway School District.
- b) Bob Vajgrt of Eppstein Uhen Architects (EUA) shared the four-phases design process for planning: Educate, Vision, Explore, Refine
 - i. The task force is currently in the “education” phase, collecting and reviewing information.

II. Questions and feedback about the facilities tours.

- a) Mr. Vajgrt recorded the questions that were asked on the tours. Answers to these questions will be emailed to the group.
 - i. A facilities utilization chart will be sent with the information. When looking at chart, realize that 80% is optimal for usage (rooms need some off time for prep, etc.). Rooms above this mark are over-utilized.
- b) Questions/comments from the task force:
 - i. Do we have numbers for enrollment projections?
 - Yes, the numbers from the Advanced Populations Lab at UW-Madison are now available. (Steve Kopecky, Business Manager)
 - ii. Which campus was built first?
 - South Campus was built first.
 - iii. What process resulted in the campuses being so disjointed?
 - Because the students came from feeder schools with such varying populations, the South campus was meant to be a better transition for grades 9-10. The North campus (grades 11-12) is more open and operates a lot like a college campus. (Craig Jefson, Superintendent)
 - iv. Some observations: It appears that the buildings are grossly over-utilized. There are some major congestion problems for students, both within the buildings and in

the parking lot. The theater and music programs are “low-hanging fruit” in terms of things that need to be addressed. More classroom space is needed, as well as circulation space in the hallways, particularly at the North campus. Special education is also underserved in terms of space.

- v. Having to walk through an old theater to get into the art room is odd and not logistically ideal.
- vi. There are a number of safety hazards in the buildings, including hallways that are blocked by props during performances. There is a lack of storage space, especially in the fine arts facilities. Storage is a problem across the board.
- vii. While the maintenance of the facilities is exceptional within the buildings, the exterior infrastructure needs to be updated. Poorly designed parking lots have resulted in traffic, parking and storm water issues. The task force should address the overall campus, and not just focus on the fine arts portion.
- viii. The buses are not being fully utilized. Plus, one rumor is that students cannot get to their buses on time because they are parked too far away.
- ix. Could we get input from staff about what they think should be improved?
 - The district has interviewed department chairs and coordinators and has received feedback that could help with the task force’s efforts (Mr. Jefson).
- x. The field house and auditorium are too small and need to meet the 2500 students of both campuses. The gym should be able to hold a state-level tournament.
- xi. If it rains on graduation day, the indoor facilities are too small. This means that only two family members for each student are allowed to attend.
- xii. There are a lot of opportunities to take advantage of partnerships (healthcare, technology, business, foreign language) and to expand the current facilities. There is also no safety or protection currently in place from one campus to another.
- xiii. When walking through, there were no classrooms that could be considered a “21st Century” learning environment. Could we look at what makes a 21st Century classroom or campus? Could we look to universities for examples? The teaching methods would also impact this concept.
- xiv. Will we receive any information/data that will help us prioritize our needs?
 - The district administration will provide information that might be helpful, but they need the feedback of the task force to let them know what is needed. (Mr. Donovan)
 - The group may also break up into individual research groups, so you can hunt down the information you need (Mr. Vajgrt)
- xv. Should we look to examples for how other schools have dealt with expansion?
 - It’s best not to look at that kind of thing because each school is unique. It would be better to consider this when there’s a more clear vision determined by the task force. (Mr. Vajgrt)

- xvi. Do we need to be aware of the projects being taken on by the feeder districts? Taxpayers can only handle so much.
- xvii. The group should look at other facilities are being built at this time around the Hartland community. This could help us avoid duplication.
- xviii. Many of the rooms within the fine arts center are not adequate, including the acoustics. The home economics equipment is also very old.
- xix. Storage continues to be a problem. Perhaps we need to have a separate storage facility that would free up some classroom space.
- xx. Many of the classrooms lack natural light or any type of view. This could be negative for a learning environment.
- xxi. Could we get more information about AP classes? What is currently being offered?
- xxii. Should we get input from students on what they think should be improved?

III. Review of 21st Century Learning/Technology

- a) Mr. Jefson reviewed the 2010 Vision for Arrowhead School Districts document
- b) Reviewed the Facility Community Task Force handout, which provides resources that encompass the 21st Century learning environment
- c) What does this mean for Arrowhead?
 - i. Businesses are telling us that employees need to be able to evaluate relative importance of different information?
 - ii. Making judgments
 - iii. Creativity applying info so that technology becomes a resource to be more productive
 - iv. Be able to solve problems without directions from management
- d) Mr. Vajgrt discussed the potential to integrate technology into architecture for a school district. The 21st Century learning environment calls for a different setting for students to learn. Spaces need to be flexible with different furniture, and daylighting can play a major role in academic success.
- e) Questions/comments from the task force:
 - i. How are universities changing?
 - Higher education institutions are slowly changing, just like K-12 public schools. Many of the new buildings on college campuses are incorporating these techniques. (Mr. Vajgrt)
 - ii. What do some of the technology leaders, like Apple, think the learning environment should be? Should we look to them for input?

- f) Mr. Jefson showed a video of a charter school at Hartland Lakeland (grades 3-5). Students there were excited to be learning and were not wasting time, in his experience.
 - i. What happens to these students when they must re-enter the traditional classroom setting?

IV. Next Steps:

- a) Starting in January, the task force will meet on the first and third Tuesdays of the month
- b) Next meetings:
 - Tuesday, Nov. 23 at 7:00 p.m.
 - Tuesday, Dec. 7 at 7:00 p.m. (rescheduled from Dec. 14)
 - Tuesday, Jan. 4 at 7:00 p.m.
 - Tuesday, Jan. 18 at 7:00 p.m.
- c) All meetings will take place in the South Campus Library

V. Facility Tours: Items Identified by Task Force Member

- 1. Need for classroom space
- 2. Need for circulation space (class transition)
- 3. Site/ Safety issues – traffic/ parking/ storm water management – previous work made issues worse/ pedestrian circulation.
- 4. Special Ed space is lacking
- 5. Classroom layout (walking through 2 classrooms)
- 6. Storage (for all departments)
- 7. Safety- Lack of storage created blocked corridors
- 8. Buildings well maintained
- 9. Address needs school wide for all departments
- 10. Bus location and kids not getting to bus on time
- 11. Curriculum changes – what are they/ changes should be driven by need
- 12. Ability for students to get together in different size groups
- 13. Large areas are designed for less than the entire school (gym, auditorium) Should be designed for entire campus not one or the other – should be able to hold WIAA events. Graduation is an issue
- 14. Football stadium is where the we need to be
- 15. Take existing facilities and make changes for the better – maximize the use of spaces
- 16. Partnerships with the community – technology/ medical/ business/ special needs
- 17. Existing north gym is possible field house
- 18. Did not see 21st Century classrooms – What does this look like? Higher ed examples. Teacher methods will affect this as well
- 19. Lack of day lighting and views to exterior
- 20. AP course need?

21. Virtual classes
22. More needs than resources
23. What are feeder districts plans or needs (facilities)?
24. Do not duplicate facilities in the “community” – could consolidate facilities needs
25. Community Collaboration
26. Lack of support spaces for auditorium (dressing, storage, sound, lighting, stage, orchestra)
27. Lack of music room storage and support space (acoustics)
28. FACE lab is antiquated

AUHS Facilities Community Task Force (FCT)

Meeting Minutes:
November 23, 2010
South Campus Library

Attendance: 33

Minutes recorded by Steve Bailey of Donovan Group LLC

I. Review of Applied Population Lab report and building use information

- a) Steve Kopecky, AUHSD Business Manager and Bob Vajgrt of Eppstein Uhen Architects presented on current and future enrollment predictions for the district.
- b) Mr. Vajgrt shared the ultimate enrollment projections, which is the number of students the district has the potential to contain in the long term.
- c) Mr. Kopecky reviewed Applied Populations Lab report
 - i. This is based on K8 enrollments of feeder districts and historical enrollment information for AUHS. The report has taken this data and created ratios to determine how many students move from grade to grade.
 - ii. Mr. Kopecky also shared the AUHS Enrollment Projection spreadsheet, which is based on four different enrollment projections for the district; He also shared a document that tracked the accuracy of enrollment projections over the years.
 - iii. Open Enrollment History: 150 student are currently open enrolled in the district (about 6.5% of all students)

II. The task force broke up into smaller groups to do a review of the needs the entire group came up with as a result of the campus tours. The groups then reported back to the larger task force.

Comments, suggestions and questions included:

- a) The "storage" issue might be broken up into several possibilities: Centralized, off-site, or using the vertical space under the stadium bleachers, for example
- b) Pool expansion or redesign should be added to possible expansion of gym/auditorium
- c) What would the timeline be to develop the land across the street from the stadium (32 acres)?
- d) The fine arts center deserves its own specific need on the list
- e) One very important highlight should be the fact that the hallways are so crowded. Also, conference rooms might be an idea to provide a place for teachers and parents to meet, as well as provide prep space.
- f) The task force overall struck several items from the list that were comments instead of needs
- g) Item #1 on the list was changed to "Need for classroom *capacity*," to be more specific.
- h) Transportation and logistics need to be a standalone item, including how we can better utilize the bus system to lessen congestion at key periods during the day.

III. The task force broke up into smaller groups to begin categorizing the needs. Categories included:

Group 1:

Group 1 designated four categories, and also added list items to each category. Numbers are based on the updated needs list (see IV).

- Outdoor Site/Infrastructure: 3, 9
- Indoor Site/Infrastructure: 1, 2, 4, 5, 6, 7, 8, 10, 11, 13, 16, 17, 18, 19, 25, 26, 27
- Community Collaborative: 14, 22, 23, 24
- Large Space Consideration: 12, 15, 31, 32

Group 2:

- Safety
- Capacity/Students
- Unique Curriculum Facilities
- Storage/Equipment
- Design/Technology
- Special Education

Group 3:

- Class Capacity
- Class Configuration
- Student/People Movement (Transportation)
- Storage
- Infrastructure
- Large Indoor Spaces (for extracurricular)
- Large Outdoor Spaces (for extracurricular)
- Community Integration/Collaboration (feeder schools)

Group 4:

- Utilization
- Space
- Academics
- Safety

Group 5:

Group 5 also designated five categories, and added list items to each category. Numbers are based on the updated needs list (see IV).

- Program/Student Needs: 1, 2, 4, 5, 8, 10, 11, 16, 17, 18, 19, 25, 27, 30, 32
- Traffic/Logistics: 3, 9, 29
- Athletics Facilities: 12, 15, 28, 31
- Storage: 6, 7, 26,
- Alternative Facilities: 14, 22, 23, 24

- IV. The needs list from the facility tours was updated by the task force to include the following:
1. Need for classroom capacity
 2. Need for circulation space (class transition) – important issue
 3. Site/ Safety issues – traffic/ parking/ storm water management – previous work made issues worse/ pedestrian circulation.
 4. Special Ed space is lacking
 5. Classroom layout (walking through 2 classrooms)
 6. Storage (for all departments) –off site, centralized, use of vertical space at stadium
 7. Safety- Lack of storage created blocked corridors
 8. Address needs school wide for all departments
 9. Transportation/logistics issue: Bus location and kids not getting to bus on time, impact on community
 10. Curriculum changes – what are they/ changes should be driven by need
 11. Ability for students to get together in different size groups
 12. Large areas are designed for less than the entire school (gym, auditorium, pool)
Should be designed for entire campus not one or the other – should be able to hold WIAA events. Graduation is an issue
 13. Take existing facilities and make changes for the better – maximize the use of spaces
 14. Partnerships with the community – technology/ medical/ business/ special needs
 15. Existing north gym is possible field house
 16. Did not see 21st Century classrooms – What does this look like? Higher ed examples. Teacher methods will affect this as well
 17. Lack of day lighting and views to exterior
 18. AP course need?
 19. Virtual, online classes/approach
 20. Distance learning classrooms
 21. More needs than resources
 22. What are feeder districts plans or needs (facilities)?
 23. Do not duplicate facilities in the “community” – could consolidate facilities needs
 24. Community Collaboration
 25. Lack of support spaces for auditorium (dressing, storage, sound, lighting, stage, orchestra)
 26. Lack of music room storage and support space (acoustics)
 27. FACE lab is antiquated
 28. Timeline for land development: behind stadium, across K.
 29. Sewer capacity?
 30. Conference rooms for IEP, parents, teacher planning space
 31. Pool renovations, upgrades
 32. Theatre expansion

33. Title IX issues

34. Centralizing like classes/programs in central areas

V. Next Meetings:

a) Tuesday, December 7, 2010 at 7:00 pm

b) Tuesday, January 4, 2011 at 7:00 pm

c) Tuesday, January 18, 2011 at 7:00 pm

AUHS Facilities Community Task Force (FCT)

Meeting Minutes: December 7, 2010 South Campus Library

Attendance: 24

Minutes recorded by Steve Bailey of Donovan Group LLC

Agenda

I. Reintroduction

- a) Joe Donovan (Donovan Group LLC) welcomed the group and reviewed what was covered at the previous meeting.
- b) Superintendent Craig Jefson introduced Craig Uhlenbrauck (Vice President of Marketing) and John Schneider (Project Executive) from Miron Construction. The company will be attending the task force meetings to act as a resource for members to help identify realistic costs of potential options.
 - i. Mr. Jefson explained the process the school board took to select the construction management firm, and that the hiring of the firm does not necessarily mean that there will be a project. Using the firm as a resource is a part of the process.
- c) Uhlenbrauck introduced himself and Mr. Schneider, and gave an introduction to the services offered by Miron.

II. Questions about facility needs and enrollment projections:

- a) Many of the enrollment projections show an increase in enrollment over next several years, but the K-8 feeder schools show downward trend. How are feeder schools calculated in?
 - i. While grades K-3 in the feeder schools show lower enrollments, the 4-8 grades still have high numbers of students. The high school also takes in a lot of students from the parochial schools and tends to see growth in the higher grades. The AUHS enrollment is expected to grow up to a tipping point in about 2018-19, after which enrollments may start to go down.
 - ii. If the economy picks up, that could change, as there is a lot of buildable land in the area for young families to move in. These factors are why the district provided a variety of enrollment projections to the task force. (Steve Kopecky, Business Manager)

III. Review of needs categories

- a) Bob Vajgrt (Eppstein Uhen Architects) reviewed the categorization of needs. Based on the brainstorming from the group at the last meeting, he came up with

four very broad categories. He placed the needs under the categories they loosely fit into. The categories were:

- Building Capacity
- Academics
- Safety
- Site

Note: See item IV for a full list of needs within the categories

- b) The task force went through an exercise to review which needs fit into each categories, and dispute any they disagreed with. Discussion points were as follows:
- i. Community Collaboration and Community Partnerships
 - Community collaboration means allowing the community to utilize the campus and its facilities as a resource. Community partnerships are about working with businesses/organizations in the area to improve the learning environment, through fields like technology, medical and special needs.
 - Could community partnerships have a negative impact on building capacity, as students are going elsewhere in the community instead of staying in the classroom? If so, it could also go in the Building Capacity category.
 - ii. What role does the 21st Century classroom play?
 - Virtual classrooms should perhaps be a part of the 21st Century classroom. Does this deserve a category of its own?
 - The virtual classroom would be highly relevant in both Academics and Building Capacity, as it has a wide impact on both.
 - Virtual classrooms vs. distance learning – Virtual classrooms are more about learning anywhere at any time, using online resources. Distance learning is where there is a teacher at one location and students located in all different places (like a traditional class, just spread out)
 - Could distance learning be having a teacher at one campus teach to students at both? Or are we talking more large-scale, where we have students learning from across the country?
 - iii. Is “Building Capacity” the right terminology?
 - Should we shorten this to “capacity,” as we’re not simply talking about space within the existing buildings?
 - Building “Utilization” or “Configuration” might be a better name for the category, as it’s more about how students are using the space for instead of what space they are using.
 - iv. Need for special education space
 - This may also fit under Safety because the lack of space causes safety concerns. The students in special education have less space per person, with a population that may need more space than a typical group.

- It may also fit under Building Capacity, as the space has not been designed for special education use.
- v. Should we look at what classrooms look like at the best schools around the world?
- If our students are going to be working in an international economy, we need to provide them with workspace that is up-to-date with what students and professionals are doing globally.
- vi. Title IX
- The regulations are big on extracurricular offerings, which many categorize under Academics.
 - Title IX is also very big on space concerns, so that makes it relevant to Building Capacity
- vii. Academics category
- Would “Education” be a better name? This would seem to be a little more broad, implying extracurricular activities and specialized programs as well as core academic programs.
- IV. The task force participated in a prioritization exercise using stickers to “vote” for the needs that were most important, based on the discussion and campus tour. The group then discussed the results. Each member received 10 stickers for this purpose. *See item V for the number of votes collected for each need.*
- a) Overall, the Building Capacity category had the most votes.
- b) There were fewer dots under Academics; Is that cause for concern?
- i. Many members of the task force agreed that it wasn’t the AUHS academic programs that are the problem, but the space available to them. The facilities don’t seem to be able to support the academics.
 - ii. In the future, AUHS should be known not only for its athletics, but also for its cutting-edge classroom space (incorporating 21st Century learning environments)
- c) Are some of the needs too specific?
- i. For example, perhaps “pool upgrade” and “theater expansion” should just be “pool” and “theater.” Is it too early for us to know that we need to upgrade and expand?
- V. Categorization of Needs: The following are the needs placed within the four broad categories, serving as the source of discussion for items III and IV. The number next to each need indicates the number of votes each received during the exercise in IV.
- a) Building Capacity
- Classroom capacity - 5
 - Storage (for all departments) - 17
 - Ability for student group work - 1

- Large gathering areas (gym, auditorium, etc.) - 0
- Maximize use of existing spaces - 3
- Field house expansion (North gym) - 12
- Day lighting/views to the exterior - 6
- More needs than resources - 0
- Support spaces for auditorium - 9
- Music room storage - 8
- Conference rooms - 0
- Pool upgrades - 16
- Theater expansion - 26

b) Academics

- Special education space - 11
- Curriculum changes - 2
- Community partnerships - 3
- 21st Century classrooms - 25
- AP courses - 8
- Virtual classes - 6
- Distance learning - 7
- FACE lab space - 2
- Centralization of classes - 2
- Title IX issues - 0

c) Safety

- Circulation space for class transition periods - 5
- Traffic, parking, storm water management - 21
- Classroom layout - 3
- Storage space (blocked hallways) - 15
- Transportation & logistics - 7

d) Site

- Address school-wide needs for all departments - 0
- Plans of feeder districts - 7
- Avoid duplication of community programs - 8
- Community collaboration - 1
- Timeline for land development - 0
- Sewer capacity - 2

VI. Research group brainstorming

- a) The group came up with some questions that will require more information. Many of these questions can be answered by district staff. The bolded items below, however, will be topics for task force members to research in designated groups.

- 1. What 21st Century learning environment look like and what it will mean in terms of utilization?**

2. Are other feeder districts involved in a process like this? Are they doing this type of study or analysis of long-term needs?
3. **What will the universities and colleges expect for students coming in?**
4. **What are the college learning environments going to be like?**
5. What have the other schools in SE Wisconsin done for projects and what did it cost?
6. How have other area schools used population data in their other projects?
7. How do you weight involvement of students in the various programs? (i.e. how many are involved in theater versus football?)
8. Should we develop a link with DPI for what it sees as the learning environment of the future?
9. Is the theater expansion a fine arts expansion? If so, it would incorporate other academic programs.
10. What has been the growth for specialized programs over the past several years?
11. Why are parents elected to send students to Arrowhead via Open Enrollment? Why are parents electing to send students out through OE?
12. Are the district office spaces sufficient? Do they need to be in this building?
13. Do we have data for usage for various facilities from the community overall? Are they able to utilize the space right now, or are some groups left out?
14. Does EUA have information on what the classroom is expected to look at in 2020?

- b) Members had the opportunity to sign up to do research on the bolded topics above. They were encouraged to bring copies of what they found to next meeting to use toward the report to the school board.

VII. Housekeeping Items:

- a) The administration would like permission to use task force members' names and feeder district information to demonstrate that this is a community-driven initiative. Members were asked to specify their districts on a roster and cross off their names if they did not want their information shared.
- b) Volunteers were able to sign up to be co-chairs of the task force. Volunteers were Anthony Waite, Don Mertins and Tom Harter.
- c) Members are reminded that they can still sign up for the research topics indicated in item VI.
- d) Next meetings:
 - i. Tuesday, January 4, 2011 at 7:00 pm
 - ii. Tuesday, January 18, 2011 at 7:00 pm
 - iii. Tuesday, February 1, 2011 at 7:00 pm

AUHS Facilities Community Task Force

Meeting Minutes:

January 4, 2011
South Campus Library

Attendance: 28

Minutes recorded by Steve Bailey of Donovan Group LLC

I. Introduction

- a) Joe Donovan (of Donovan Group LLC) explained that this meeting's goal would be to further prioritize the list of needs for the facilities.
- b) Superintendent Craig Jefson spoke about the new Innovative Learning program that is being piloted in the district. The district is piloting several contextual learning environments to meet the needs of students in the 21st century.
 - a. Problem-based (learning through solving problems first-hand); project-based (learning through interactive projects); design-based (self-directed projects using science and technology); and self-directed (students more actively engaged in directing activities) learning are cornerstones of these programs.
 - b. An Academy will be a platform where teachers collaborate to structure the learning environment with flexible use of time, project and design-based learning methods.
 - c. We will continue to have traditional education at Arrowhead, because it is often the most appropriate method for teaching and learning.

II. Review of last week's meeting

- a) Categorization of needs and prioritization; Mr. Donovan reviewed the exercise the committee conducted at the Dec. 7 meeting.
- b) Introduced co-chairs of the Facilities Community Task Force.

III. Group Discussion for Categories & Priorities

- a) The task force broke up into smaller groups to discuss the perceptions of needs prioritization, formulate consensus on items that can be condensed, and prioritize which needs they felt were most pressing.

IV. The groups reported out to the task force about their discussions regarding prioritization of needs.

- a) Group 1: Reflected on experiences when they went to school, and wanted to be cost-effective as taxpayers. Had some difficulty with striking items of the list of prioritization.
 - a. Priorities: Integration with the community; Having the most impact on students, and not just special interest groups; Need to prepare students for real-life success, including in higher education and workforce
 - b. Storage seems to be the biggest priority. It would solve other problems because it would allow the school to free up space for learning.
 - c. Also concerned about flexibility/adaptability for the space, as the way classrooms are used in the future may be a lot different. Whatever is created should be able to be adapted and changed as needs of students change.

- b) Group 2: Researched and discussed four different categories and priorities within them. Then, started consolidating and shifting items, and incorporated the most pressing needs. The group felt that there was a greater need for consolidation than prioritization.
 - a. Recommended changes for Facility Configuration:
 - i. Combining theater with music room and auditorium into one category ("fine arts" space).
 - ii. Classroom capacity should be "classroom flexibility" instead.
 - iii. Moved "special education space" and "FACE lab space" from Academics into Facility Configuration.
 - iv. Discussed the possibility that the classrooms might be more important than the pool, but did not come to consensus.
 - b. Recommended changes for Academics:
 - i. Everything under this category can fall under 21st Century learning (with the exception of the items moved into Facility Configuration).
 - c. Recommended changes for Safety:
 - i. Circulation space – would like to specify to mean "between" buildings, instead of within.
 - d. Recommended changes for Site:
 - i. Combined "avoid duplication of community programs" and "community collaboration" into one priority.
 - c) Group 3: Discussed the perceptions of the needs prioritizations, including some of the bias that some of the group members might have had coming in. The group's main focus for the discussion was consolidating the list down to six items.
 - a. Six categories (in order of priority):
 - 1. 21st Century Learning
 - 2. Theater
 - 3. Storage
 - 4. Traffic/Parking
 - 5. Special Education
 - 6. Pool/Gym
 - b. The group took safety and community collaboration off the list, not because they're not important, but because they wouldn't be an issue with any new upgrades. Safety requirements are a part of any construction process.
 - c. Felt a lot of the items would be inherent in the design, so they are not needed on the list. For example, storm water management is needed for the design phase of any project that takes place, it should not be its own priority.
- V. The next meeting was rescheduled to Monday, January 17 at 7 p.m.
- a) Next Meetings:
 - a. Monday, Jan. 17, 2011 at 7:00 p.m.
 - b. Tuesday, Feb. 1, 2011 at 7:00 p.m.
 - c. Tuesday, Feb. 15, 2011 at 7:00 p.m.

AUHS Facilities Community Task Force

Meeting Minutes: January 17, 2011 South Campus Library

Attendance: 16

Minutes recorded by Steve Bailey of Donovan Group LLC

I. Introduction

- a) The group had a discussion on the purpose of the task force. Discussion points were as follows:
 - a. It's important at this time to decide where this task force is going so that everyone is on the same plane. Doing nothing with the facilities is still on the table, so remember that it is one of the possible solutions (Co-chair David Newman).
 - b. There are several people who are here to serve as resources. Joe Donovan of Donovan Group LLC is an outside facilitator, and there are representatives from Miron Construction and Eppstein Uhen Architects (EUA). They are all here to give quotes on possible prices for different options and give the group better insight on potential avenues.
 - c. The group discussed the effects of clutter, particularly in the fine arts space. The area seems to be better at times than it was on the tour in October, but also much worse at other times.
 - i. The demands on the school district will always be there, so they may need to be addressed.
 - d. Are we dealing with wants or needs? The reason for the needs prioritization is because the district cannot afford every improvement; rather, the task force needs to find the biggest needs and move forward from there (Joe Eberle)
 - i. With possible reductions in shared revenue and lowered enrollments, does it make sense to add to the school facilities?
 - ii. If we don't make improvements, it will be difficult to attract families and top-tier teachers to the district, much like a business.
 - iii. The next step needs to find out what the most important needs are, and it requires the buy-in from the entire task force.
- b) Joe Donovan of Donovan Group LLC reviewed the official charge and purpose of the Facilities Community Task Force, laid out by the Board of Education.
- c) Questions about the process the task force is using:
 - a. EUA has done this type of process before. Can you reassure us that this process will work?
 - i. The progress that the group has made is normal, and this is how we start each project. This process is just to find out what you need,

- according to what the group decides. The prioritization is the hardest part because people have different ideas (Bob Vajgrt, EUA).
- b. What is the attitude of the school? What does the school staff feel that they need in terms of improvements?
 - i. If the administration told us what they needed, then a lot of people might feel that the process has been driven by the school. The school's input may be helpful, but it can only be part of the puzzle (Mr. Newman).
 - c. The group brings a wide variety of perspectives to the table, but needs to think about what the school is all about, which is to impact students for the future. Are we preparing them for our past workforce needs or for the 21st century workforce? We need to listen to the feedback of universities and employers, and constantly reassess its activities (Co-chair Tom Harter).
 - d. Are we giving the board only one recommendation? Or can we give more than one?
 - i. Our job is to define the issues and give them several options to address those issues (Co-chair Anthony Waite).
 - ii. The report that we're making is a blank slate and can be any type of a solution. Where we are supposed to be, according to the plan, is to prioritize those needs (Mr. Newman).
 - iii. School boards tend to take these recommendations seriously. The key is not to make the recommendations so specific that the board has no way out but to decline, however. What EUA normally suggests is for the board to survey the overall community on the recommendations made by the task force. Ultimately, it comes down to the taxpayers, who vote in a referendum, if the board doesn't have the funding in its operating budget (Mr. Vajgrt).
 - iv. If the group does not have these tough discussions, the process will not be a success. Any decisions the task force comes up with must have the buy-in from all members of the task force (Mr. Donovan).
 - e. How will we gather information from the students and staff?
 - i. There is a report that was made for the school board, which surveyed more on what was affecting teachers on a daily basis. The task force really is not too far off from what staff members are saying, so it's now about prioritizing those needs (Craig Jefson, Superintendent).
 - f. Can we get more information about how many students utilize each part of the school?
 - i. The district administration will get some numbers on how many students are involved in school activities. Numbers can also be accessed through WINNS on the Dept. of Public Instruction website (Mr. Jefson).
 - g. We need to acknowledge that funding comes from the community, and that we need to collaborate with the community whenever possible to save resources (Mr. Harter).
 - h. What's the difference between a solution and an option?

- i. Solutions are broader, something like "Improve the theater space." Options are more specific avenues, such as "Build a new theater" or "Add more seats to the existing space" (Mr. Vajgrt).
- ii. All of the needs that were brought up will go into the report, showing the process. The report should ultimately show how the needs were narrowed down, not just present a few options without any explanation of how the task force got there (Mr. Vajgrt).

II. The task force reviewed the work of the study groups.

a) 21st Century Learning:

- a. Study group member Bill Slater gave a presentation on technology trends and what 21st century learning might mean for educating students. Much of the information came from <http://www.21stcenturyskills.org>.
 - i. Critical thinking, communication, collaboration, creativity and innovation are all key components of competing globally.
 - ii. Technology looks to play an enormous role in the future of education. Current innovation has changed the way that teachers are able to educate students.
- b. Questions:
 - i. What kind of infrastructure needs to be implemented for this type of learning?
 1. In the past, technology upgrades were expensive due to infrastructure costs. However, with mobile devices, much of this infrastructure is no longer required (Mr. Slater).

III. At the Jan. 4 meeting, Group 3 came up with six overall needs categories. At the Feb. 1 meeting, the task force will pick up this discussion and come up with a prioritization based on this list.

- a) The categories were:
 - a. 21st Century Learning
 - b. Theater
 - c. Storage
 - d. Traffic/parking
 - e. Special education
 - f. Pool/gym
- b) The task force decided that it would like to hear from Gregg Wieczorek, the principal of AUHS, regarding some of the needs he sees for the facilities.

IV. Other business

- a) Next Meetings:
 - a. Tuesday, Feb. 1, 2011 at 7:00 p.m.
 - b. Tuesday, Feb. 15, 2011 at 7:00 p.m.

AUHS Facilities Community Task Force

Meeting Minutes:
February 15, 2011
South Campus Library

Minutes recorded by Steve Bailey of Donovan Group LLC

- I. Joe Donovan (Donovan Group LLC) provided an introduction and an outline of the goals for the meeting.
 - a) The goal is to create some general consensus regarding the six needs categories established in the previous meeting, go through some of the specifics of the items, and have a clearer picture of the needs categorization.
- II. The group worked to find consensus on the general needs categories, which were narrowed down at the previous meeting to the following:
 - 21st Century Learning
 - Theater
 - Storage
 - Traffic/Parking
 - Special Education
 - Pool/Gym

The task force then approached each category individually to consider the possibility of consolidating or prioritizing the needs. The discussion was as follows:

- a) 21st Century Learning
 - i. Curriculum in the future may be dependent on the types of learning spaces available, so the issue the task force needs to address is what a 21st Century learning environment might look like.
 - What does 21st Century learning mean to the school district?
 - Does this concept apply to everything the task force is addressing in terms of facilities?
 - ii. The role of technology plays a major role in 21st Century learning, so the school's infrastructure may be an important component. It is a fiber that runs through all of the facilities.
 - The group discussed the fact that technology is already a priority for the district, and might not be part of the charter for the task force
 - iii. The task force resolved to rename this category "Learning Spaces."
- b) Theater
 - i. This might be too specific for a needs category, as it implies performing arts only. There are many types of arts, including visual arts.
 - ii. The task force resolved to change the name of the category to "Educational Fine Arts"

c) Storage

- i. The group discussed the idea that storage probably fits in with all facility upgrades, and might not need to be its own needs category.
 - A concern was that if it was not its own category, it might not carry as much weight as something that needs to be addressed. During the tour the task force took in October, it was an obvious problem. The storage issue has impacted the function of various activities; it might remain a problem even after other areas are taken care of
 - Storage was a need driven by safety because of the dangers in the hallways (not enough space, students tripping over equipment, etc.)
 - Could storage be combined with safety as something that impacts all categories?
- ii. The group resolved to keep storage as its own category for the time being.

d) Traffic/Parking

- i. The task force discussed the fact that logistical services (like service vehicles, delivery trucks) also use the parking area. Ideally, the traffic situation outside the school in the mornings and afternoons should not interfere with the operations of the school.
- ii. Pedestrian traffic also needs to be considered, as the lack of walkways between buildings creates a safety hazard.
- iii. The group resolved to keep it as a needs category, but to rename it "Traffic/Parking/Logistics" to take into account all aspects of the need.

e) Special Education

- i. This need might fit into the new "Learning Spaces" category, as it seems to be more of a subset of a learning space need in general.
- ii. It is apparent that the special education department needs more space.
- iii. The task force resolved to place Special Education in the "Learning Spaces" category.

f) Gym/Pool

- i. The term "field house" might better communicate the fact that the area can be used for more than just a gym.
- ii. The field house has the potential to generate for the district, so should it stand on its own?
- iii. The task force resolved to change the category name to "Field House/Pool"

g) Additional discussion:

- i. Should technology be a stand-alone need category, as well?
 - Through a discussion, the group concluded that it should be weaved through all of the needs categories, just like safety issues.
 - It applies differently to different areas, so it might lose its meaning if it is its own category.

- ii. Where does community collaboration fit? Should it be its own need category?
 - Community groups and members will be using the facilities at the school, as well. This is particularly true for the theater space, field house and pool.
 - This might not be a need, but is certainly an added benefit for both the school and community groups. That being the case, it likely fits within all categories.
- III. Based on the discussion in item II, the task force re-addressed the categories to clarify the general needs.
- a) Learning Spaces
 - i. These should be functional spaces that fit the needs of the teachers and students. A good term for this is “purpose-based space,” which means that the spaces fit the purposes for which they are used.
 - ii. The space should be technologically sound and supportive.
 - iii. It should be flexible and able to be used for a variety of purposes and to accommodate different types of learning.
 - iv. Space should be determined based on the needs of special education students. There is currently in inadequate amount of space, and logistically some students must be transported across the school for a variety of purposes. The space is not efficient at this time.
 - Accessibility to certain areas of the school is also an issue for some students (e.g. the library does not have automatic doors)
 - b) Educational Fine Arts
 - i. Practice/Teaching space
 - Includes where equipment is stored and the students practice band, choir, orchestra, etc.
 - ii. Performance space (theater, art display area)
 - The theater is used for a variety of purposes unrelated to fine arts; it serves as a place to bring a large number of students together.
 - Has an impact for students beyond the performers; also serves as a learning opportunity for those who want to learn about the technical side of theater (lights, props, etc.). A modern theater is one that has the capacity for an audience and facilitates components of the performance arts
 - For art students, there is currently no space to structurally display student work, which impacts students’ motivation for creating art pieces. Visual arts students need a place to showcase their work.
 - iii. Storage space
 - iv. Prep space
 - Most performances at the theater require prep time to set up the stage and rehearse; this takes up a lot of time/space, and displaces other groups that might need to use the theater.
 - The limited amount of space in general right now means that the school can only sustain a certain number of events at the theater.

- c) Storage
 - i. Storage seems to be a component of every other category, so should it be its own stand-alone need? Or should it be intertwined with the others?
 - ii. Bob Vajgrt (Eppstein Uhen Architects): Storage is a by-product of facilities upgrades in most cases; having more efficient use of space can take care of storage issues so that a school does not have to set aside a certain area for storage space.
 - iii. The task force resolved to remove storage as a need category and instead make it an intertwined part of each need.

- d) Traffic/Parking/Logistics
 - i. The group was in agreement that this remained its own need category
 - ii. The name of the need was changed to “Traffic, People and Parking” to account for the fact that pedestrian traffic is an issue.

- e) Field House/Pool
 - i. The group resolved to change “pool” to “aquatic center” because of its functional use (category now called “Field House/Aquatic Center”)
 - ii. Aquatic center issues:
 - The pool is only 6 lanes (should be 8), and so it can only hold small meets; there are also limits on how many kids can practice in the pool at once
 - Spectator seating is limited
 - Logistically, there’s a flow issue as kids lining up for races get in the way of those trying to get to the locker rooms
 - Some special needs students also use the pool for programs
 - iii. Field House issues:
 - Capacity is an issue, as it does not allow for sufficient space if graduation needs to be held indoors
 - If students are added to the school as projected, the space will likely be inadequate; the field house is already very heavily used (e.g. in May, AP testing takes place there, requiring a great logistical effort)
 - Throughout the school, there is not a space to hold an all-school assembly

IV. Compilation of needs categories:

- a) At the end of the meeting, the task force had gained consensus on the following for its overall needs categories:
 - i. Learning Spaces
 - ii. Educational Fine Arts
 - iii. Traffic, People and Parking
 - iv. Field House/Aquatic Center

- b) The group also decided that the following needs are intertwined with each of the needs categories:
 - i. Safety
 - ii. Storage
 - iii. Community collaboration
 - iv. Technology

V. Other business

- a) The next meeting of the Facilities Community Task Force will be Tuesday, March 1, 2011 at 7:00 p.m. in the South Campus Library.

AUHS Facilities Community Task Force

Meeting Minutes:

March 1, 2011

South Campus Library

Attendance: 24

Minutes recorded by Steve Bailey of Donovan Group LLC

- I. Joe Donovan (Donovan Group LLC) opened the meeting by leading a review of the previous meeting's work.
- II. Presentation of financial overview of district and tax impact perspective for future borrowing.
 - a) Steve Kopecky (School District Business Manager) gave a presentation on the district's financial outlook, covering the following points:
 - i. Revenue for 2010-11 is about \$24,720,775.
 - ii. State aids will decrease by an estimated 10% due to the governor's 2011-13 biennial budget.
 - iii. The district's fund balance as of June 2010 is \$5,564,988; the district barrows about \$3,700,000 annually to cover cash flow issues.
 - iv. The general fund balance demonstrates fiscal stability; the district's Moody's rating is Aa1, which is a very good rating (only 11 in state have that rating). This is due to solid reserve levels, large tax base, and a low debt burden.
 - v. The revenue limit for the district depends on: per-pupil cost adjusted annually (governor's budget projects a \$500 decrease per student); three-year rolling average enrollment change; state equalization aid reimbursement; community service tax levy; and referendum approved debt service tax levy
 - vi. The only way to go over the revenue limit is with a referendum.
 - vii. Question: Is there any way for a district to save up money for a facilities improvement project?
 - Any contributions to the capital expansion funds must come from another expenditure area. If a district were to use money from its operating budget to pay for a project, the money would have to come at the expense of another program (Mr. Clark and Mr. Kopecky).
 - b) Mike Clark of Robert W. Baird & Co. (the district's financial advisor) spoke to the group about the district's credit rating:
 - i. The school district's high Moody's credit rating means that it has low interest loans available to it. It also has a great deal of debt capacity to work with.
 - ii. When there is a referendum passed, the money does not come out of the tax base right away. Instead, the money is collected over a number of years (usually 10-20 years).
 - iii. Increasing the district's debt would not impact its credit rating.

III. The group confirmed consensus on the four key areas of need: 1) Learning Spaces; 2) Educational Fine Arts; 3) Traffic, People, and Parking; 4) Field House/Aquatic Center.

- a) The task force decided to break up "Field House/Aquatic Center" into two separate items.
- b) The five general categories are now:
 - i. Learning Spaces
 - ii. Educational Fine Arts
 - iii. Traffic, People and Parking
 - iv. Field House
 - v. Aquatic Center
- c) The group discussed the timing of the task force's tentative May 4 presentation to the school board. It was decided that time should not be a factor in these discussion, and it is more important to make the right recommendation and not rush the process.

IV. The task force broke up into smaller groups to brainstorm and discuss possible solutions to each of the needs categories. The groups then reported back to the task force about their ideas. The following ideas for each needs category emerged from these discussions:

- a) Learning Spaces
 - i. Build a separate, free-standing space for the theater/field house to make room for more classroom space
 - ii. Reutilize space within the existing buildings
 - iii. Explore possibilities of off-campus learning
 - iv. Create flexible learning spaces for different uses (group learning, traditional setting, etc.)
 - v. Improve infrastructure in make upgrades to technology
 - vi. Relocate the district administrative offices to free up space
 - vii. Build a separate building for the fine arts center; use existing space for classrooms
 - viii. Remodel the current space to make for 21st century learning opportunities
 - ix. Allow space to utilize purpose-driven, project-based learning
 - x. Work more "pod" areas into common spaces
- b) Educational Fine Arts
 - i. Private dollars might be available from the community to support arts center
 - ii. A separate building might mean an increase in traffic and use
 - iii. Expand the theater into the current gymnasium
 - iv. Make the space flexible for use other than fine arts
 - v. Construct a separate building between the two schools; recoup space

- c) Traffic, People, Parking
 - i. Work with the Village of Hartland/Town of Merton to resolve the bypass issue nearby
 - ii. Having a building between the north and south campuses might help provide a place for students to move back and forth; perhaps it is a good place to relocate district administrative offices
 - iii. Conduct a complete overhaul of traffic patterns and parking spaces
 - iv. Create a defined area for pedestrians
 - v. Add defined traffic flow through one-way streets, etc.
 - vi. Build a tunnel or bridge for pedestrians

- d) Field House
 - i. Expand the field house to full capacity
 - ii. Build the other half of the field house

- e) Aquatic Center
 - i. Build a new pool, with the old pool becoming a practice facility
 - ii. Expand the current pool
 - iii. Reconfigure current area to make for more space
 - iv. Build a new pool and use the old space for something else

- f) The group also discussed the possibility of doing nothing with the facilities, which is a viable option to recommend to the school board.

V. The task force discussed the framework of its report to the Board of Education.

- a) The framework document is flexible and makes for a comprehensive presentation to the board. It takes all of the discussion that the task force has had into account.
 - i. Joe Donovan will share an example of a framework with the task force
- b) The target date for completion is May 4, 2011.
- c) The task force reviewed the remaining schedule and the focus for future meetings.
 - i. The next meeting of the FCT will be Tuesday, March 15, 2011 at 7:00 p.m. in the South Campus Library
 - ii. Members are welcome to bring recommendations on what they have already heard, just to get a start and to hear reactions.

AUHS Facilities Community Task Force

Meeting Minutes:
March 15, 2011
South Campus Library

Attendance: 16

Minutes recorded by Steve Bailey of Donovan Group LLC

- I. The task force co-chairs opened the meeting by leading a review of the previous meeting's work and the process of creating the group's report.
 - a) Co-chair David Newman reviewed the charge of the committee developed by the school board, including six tasks that the group was to take on.
 - b) Task force members will be available to consult and clarify aspects of the recommendation to board members. The process is not necessarily finished once the recommendation is presented to the school board.
 - c) Has the task force looked completely into other facilities that are being built in the community?
 - i. Other community facilities that may be built should be addressed within the solutions that are presented.
 - d) Mr. Newman shared a draft recommendation he came up with based on what the task force has discussed so far. This was shared as an example of what a recommendation might look like.
 - i. The report can include the fact that there was not necessarily consensus on certain details of the recommendation (Bob Vajgrt, Eppstein Uhen Architects).
 - ii. A flexible report will allow the board to make decisions, especially if there are aspects of the recommendation that not everyone on the committee agreed upon. Note that the task force is a representation of the community as a whole.
 - iii. The board will also use the minutes from the meetings to look at all of the discussions that took place.
- II. The task force broke up into several smaller groups for a solution creation exercise. Each group focused on a specific needs category and brainstormed possible solutions for each need.
- III. The task force met as a whole and discussed the recommendation process.
 - a) The recommendations should be weighted based on how members of the task force felt about certain issues. Should the recommendations be more strongly worded for those that had a great deal of support from task force members?
 - b) The solutions could then be prioritized based on what percentage of task force members agreed that specific solution.
 - i. The solutions should not be "nice to haves," but rather solid solutions based on how strongly the task force agreed.

- ii. A statement like, "The district does not have to do anything, but the task force strongly recommends that we be proactive and address these issues promptly," would be a good example.
- c) The recommendations are simply to tell the board what the task force thinks is necessary. It is up to the board to take action on the recommendations.

IV. The task force reviewed the suggested solution conversations that occurred within each sub-group. The brainstormed solutions were as follows:

- a) Educational Fine Arts
 - i. Create a standalone facility centrally located on campus; this new facility would have fine arts education space, storage, traffic/parking space
 - ii. Increase the need for arts, including a possible charter-type school designated for fine arts students
 - iii. Add 6-8 classrooms, 4 practice/recital rooms, art project classrooms, 8 offices and a conference room
 - iv. Performance space: Add a new theater, a black box theater, and an art gallery
 - v. Build additional long-term storage areas for props and other equipment
- b) Learning Spaces
 - i. Optimize and reconfigure the current learning spaces
 - ii. Create flexible learning spaces for various uses, including group learning, traditional classrooms, small groups, "pods," project-based learning)
 - iii. Reallocate district office space to another facility; utilize for education space
 - iv. Build a new fine arts center and reallocate current space for other educational purposes
 - v. Utilize common areas for special education, other uses
 - vi. Re-examine and improve the school's technology infrastructure
- c) Traffic, People and Parking
 - i. Conduct a flow analysis of pedestrian/vehicle flow on the entire campus; identify problem areas
 - ii. Move the tennis courts to make more room for parking and flow
 - iii. Implement express lanes for certain times of the day when traffic is an issue
 - iv. Utilize the feeder road to create a circular flow of traffic around the buildings
 - v. Construct a covered walkway for pedestrians
 - vi. Create a painted pedestrian walkway
 - vii. Implement a "cell phone lot" area, similar to what is found at airports
 - viii. Designate a specific area for parents to pick up their children
- d) Field House
 - i. Create a space that's large enough for graduation ceremonies and all-school assemblies
 - ii. Expand the indoor track so that the school can hold indoor track/field events

- e) Aquatic Center
 - i. Expand the current pool to a minimum of 10 lanes, which would expand its ability to host events
 - ii. Leave the current pool as-is for community use, and build an additional pool
 - iii. Demolish the current pool and build a 50m competition pool; increased capacity would mean more revenue for the school
 - f) The co-chairs also emphasized that recommending that the school district does nothing with its facilities is still an option that is on the table.
- V. Mr. Newman requested assistance in putting together the final report document. Three members of the task force volunteered to help.
- VI. Next meeting dates:
- a) Tuesday, March 29, 2011 at 7:00 p.m. – South Campus Library
 - b) Tuesday, April 12, 2011 at 7:00 p.m. – South Campus Library

AUHS Facilities Community Task Force

Meeting Minutes: March 29, 2011 South Campus Library

Attendance: 19

Minutes recorded by Steve Bailey of Donovan Group LLC

- I. Co-chair David Newman reviewed the document drafting process that occurred since the last meeting.
 - a) One thing that is missing is a section outlining the discovery process the group went through, examining the current facilities.
- II. Task force member Andy Matter gave a presentation on why educational fine arts are important for the school district.
 - a) Mr. Matter argued that the arts promote left brain vs. right brain development and support the 2020 vision for AHS. The school needs to invest in arts to maintain quality of education and, ultimately, property values.
 - b) Discussion:
 - i. Because the arts program has so many students enrolled, is there a lot of room for growth?
 - ii. For some students, the arts are their only connection to the school; without an arts program, dropout rates may increase.
 - iii. The current facility may be constraining the ability for the program to grow.
 - iv. With a great fine arts program, more open enrollment students may decide to come to Arrowhead.
- III. Mr. Newman led a discussion on 21st century learning environments
 - a) It's difficult to determine what it means to have a 21st century learning environment.
 - b) The challenge is that by building these types of classrooms, the school is taking a chance on what it means to have 21st century learning spaces.
 - c) Does 21st century learning mean more or less space is needed per student (in general)?
 - i. According to Bob Vajgrt, Architect with Eppstein Uhen Architects, is likely that it will mean less space for each student. How much exactly is unknown.
 - ii. Enlarging building space opens up space for 21st century learning and for future growth.
 - d) The actual structures may not be as important as the furniture and equipment within the space. Curriculum and technology should drive the space issues.

IV. The task force discussed the possibility of doing nothing with the facilities, and the option of having it as a recommendation provided to the Board of Education.

- a) Pro: The recommendation is based on the tax/financial/economic environment that exists at this time, and respects the discussions around the facilities that have taken place.
- b) Con: "Doing nothing" as a recommendation might be too time-specific. When the economy improves, the board should have something to look at when facility improvements are more viable.
- c) The group discussed if doing nothing has a place in the recommendation. The question was whether the task force should make recommendations for certain needs and if doing nothing is already an obvious option.
 - i. A new category might not be necessary, as members who don't want to do anything could vote no on the recommendations. However, right now, taxpayers might not feel that now is the right time to move forward on facilities upgrades.
 - ii. Ultimately, it is up to the school board to make a decision.
- d) One suggestion was that instead of having "do nothing" as a recommendation, the task force could spell out in its report that a "nay" vote on any particular need means that the group has decided that it is not a good time to move forward on a project.
 - i. Another idea is to have three voting options for each recommendation: Yah, nay, and nay (but with the addendum that members feel that right now is not a good time to move forward due to economic reasons).
 - ii. The argument came up that the task force is here to recommend what needs to be fixed, and not necessarily worry about the current economic conditions. When conditions improve, the board could decide to move forward then. The board has no obligation to start anything right away.
 - iii. Part of the executive summary will include the fact that the task force was concerned about the impact of projects on taxpayers.

V. The task force discussed the issues of Traffic, People and Parking:

- a) A majority of the task force agreed that the logistics of the parking and traffic flow around the building is obviously something that needs to be addressed.

VI. The task force discussed the Aquatic Center;

- a) The pool was built for the school and community needs in the 1970s and has not grown to meet current needs. It has been overlooked in favor of other areas for over 35 years.
- b) A couple years ago, the school implemented a new ventilation system at the current pool due to air quality issues.
- c) Within the conference, the pool has a reputation for being too small. There are problem areas in terms of flow and access to the locker rooms.
 - i. Athletes lining up to swim are interrupted by those trying to get to the locker rooms.

- d) Large swim meets bring in a lot of people, which helps spur more people patronizing local businesses.
 - i. The current pool cannot accommodate the Lake Country swim team's practices, so it has to split between renting three different pools. Allowing more groups to use the pool will create revenue for the school.
- e) The recommendation is to expand the pool to double the size of it, extending capacity.
 - i. The best option would be a 50m-competition pool to run both short and long meets.

VII. The group discussed the Field House.

- a) Take the gym that the school currently has and make it into a field house to fix some of the space issues there. Create a space that can be used by multiple sports, including for practices.
- b) The area needs a storage space for both sports and physical education needs.
- c) There is no facility that gets used more than the gym space. The current space is booked solid and does not allow for kids to engage in recreation.
- d) One option would be a self-standing field house and aquatic center, built into one.

VIII. Other business.

- a) Mr. Newman asked for volunteers to help put together the next version of the report.
- b) The task force members decided that if any meetings are scheduled after April 12, the rule that states that people cannot vote if they miss two consecutive meetings will not be in effect.
- c) Next meeting: Tuesday, April 12, 2011 at 7:00 p.m. – South Campus Library

AUHS Facilities Community Task Force

Meeting Minutes: April 12, 2011 South Campus Library

Attendance: 20

Minutes recorded by Steve Bailey of Donovan Group LLC

- I. Co-chair David Newman opened the meeting by introducing the draft recommendation document. He invited Superintendent Craig Jefson to speak about the process of the committee and the board's charge.
 - a) The goal of the task force is to identify the needs of the school from the community's perspective, which is what has gone on over the past six months. The board is sensitive to economic conditions and other projects going on in the community, and it is up to board members to make a final decision on when to move forward on any recommendations that come from the task force.
 - b) The school board will use the discussions and recommendations from the task force and weigh them very heavily. It is up to the board to move or not move on the recommendations based on all of the outside factors that are currently impacting the district and taxpayers.

- II. Member Lew Krisberg suggested that the task force vote on whether "doing nothing" should be a recommendation or a consideration included in the final report. The group discussed whether or not it was appropriate for the task force to place it as its own recommendation.
 - a) The task force decided to keep the item on the considerations list (pg. 13), and not include it as a recommendation. The report will make clear that members of the task force were concerned about the fiscal viability of facilities projects.

- III. The task force reviewed the rest of the draft recommendation document.
 - a) The task force rearranged the order of the document to include:
 - i. The charge of the FCT
 - ii. Committee members
 - iii. Task force history
 - iv. FCT approach
 - v. FCT discovery
 - vi. Considerations of the recommendations
 - vii. Recommendations of the task force
 - b) Mr. Newman requested that all revisions to the various sections of the report be sent to him by Friday, April 15, 2011.
 - c) An addendum was suggested to page 8 in order to account for classrooms that are too small.
 - d) A concern was raised that "do nothing" should be a recommendation from the task force due to a possible lack of growth in the district in the future.

- e) It was pointed out that the Educational Fine Arts format is slightly different from the rest of the sections. This will be adjusted before the next meeting.
- IV. The task force reviewed the recommendations as outlined in the draft document. The group discussed the specific recommendations and made changes and adjustments.
- V. The task force reviewed the group's method of voting.
- a) Mr. Newman proposed that the FCT vote on a 1-5 weighted scale, ranking preferences for the recommendations. There would also be the option of voting "0" on any recommendation in order to show no support.
 - b) The task force established the list of eligible voters for all measures moving forward.
 - i. The FCT voted in favor (15-3) to allow voting power to members Fred Kuhn and Craig Haase due to their active participation in the task force's activities.
 - ii. The following task force members are eligible to vote on all measures:
 - Liz Arsnow
 - Richard Burnside
 - Lisa Carey
 - Kristin Graves
 - Craig Haase
 - Tom Harter
 - Ginny Henningsen
 - Doug Johnson
 - Martin Komondoros
 - John Kozlik
 - Lew Krisberg
 - Fred Kuhn
 - Andy Matter
 - David Newman
 - Jeff Radakovich
 - Parrish Sandefur
 - Deb Schaber
 - Beth Sellner
 - Bill Slater
 - Ginny Thorson
 - Jeff Vernon
 - Anthony Waite
 - Mike Ward
 - c) At the next meeting, the group will discuss other methods of voting within the first 30 minutes.
- VI. Next meeting:
- a) Tuesday, April 19 at 7:00 p.m. – South Campus Library (This meeting has been rescheduled from April 26 due to Spring Break)
 - i. Note: Due to the fact that the next meeting has been rescheduled, the task force will allow those not able to attend to vote using an absentee ballot.

AUHS Facilities Community Task Force

Meeting Minutes: April 19, 2011 South Campus Library

Attendance: 19

Minutes recorded by Steve Bailey of Donovan Group LLC

- I. Co-chair David Newman opened the meeting and started the discussion on how the task force will conduct voting.
 - a) Members who were unable to attend this meeting will be allowed to vote using an absentee ballot.
 - b) Regardless of the method, the task force will prioritize the list of recommendations, which is the group's objective.
 - c) Mr. Newman proposed two possible different methods of voting:
 - i. Rate each recommendation on a scale of 0-5 (5 being the highest). Each member can rate each recommendation as he or she chooses.
 - ii. Rank the recommendations as 1-5 (1 is first choice, 2 is second, etc). The task force can only use each number one time. Members can also choose to vote "0," which means that the member is unable to endorse that recommendation.
 - d) The group discussed the voting options and the pros and cons of each.
 - e) The task force came to a consensus to vote by ranking items 1-5, and members can abstain from voting for recommendations they do not support.
 - i. Members will vote "5" for recommendations they support the most and "1" for those they support the least. Each number can only be used once. Members can also vote "0" for those they do not support at all, and can do so as many times as they wish.
 - ii. In calculating percentages, each recommendation will be calculated based on how many members voted, not including those who abstained (or voted "0").
 - iii. An abstained vote will be recorded and noted as "unable to support the recommendation." This will be reflected in the report.
 - iv. The following members will be voting on an absentee basis:
 - Richard Burnside
 - Martin Komondoros
 - Anthony Waite
- II. The task force took time on an individual basis to consider the various recommendations. Ballots were then collected and recorded by Joe Donovan of Donovan Group LLC.

III. Results of voting:

- IV. Because the final report is so large, there will only be one full document printed. The document distributed to the board members will include the recommendations and the first two appendixes only.
 - a) The rest of the appendixes will be provided digitally on flash drives.
 - b) The entire report can also be posted on the district website.

- V. Mr. Newman suggested that, if community members are interested, task force members could guide interested individuals through the facilities and the process the group used to come to its recommendations.
 - a) The tour should also be offered to the school board, which can then invite community members.
 - b) A deadline has been set for absentee ballots of end of the day on Thursday, April 21.

- VI. Other business:
 - a) The task force will present the recommendations at the May 4, 2011 school board meeting. Mr. Newman will be the lead presenter.
 - i. Mr. Newman requested a practice session for presenting the document, which will be scheduled at a later date.