

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