



**To:** Attendees

**From:** Jake Wollensak | JW

**Date:** November 2, 2016

**Comm. No:** 162135

**Subject:** Independent School District #861  
2016 WAPS Facilities Task Force  
October 18, 2016 Meeting #4 Meeting Minutes

**Attendees:**

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**Attendees Continued:**

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**Discussion Topics:**

A. Thoughts Since Last Meeting:

1. Question: How big of a site is required for a new school?  
a. Answer: The Minnesota Department of Education Guidelines recommend 10-15 acres plus an additional acre for each 100 students for an elementary school site.
2. Several answers to questions submitted to the Task Force were summarized to the group. The questions and answers can be found on the Winona Area Public School website under FAQ's in the Facility Task Force section.
3. A cost/pupil spreadsheet was presented to the group.  
a. Question: What is the "pro-rated District-wide educational costs" referring to?
  - 1) Answer: These costs are for situations where there are costs that are spread throughout the District instead of being attributed to a particular school like Maintenance Staff that work across the District, for example.

B. 21<sup>st</sup> Century Learning Concepts:

1. A presentation was made to the Task Force highlighting the recent shift from traditional classroom arrangements to more versatile and accommodating modern learning environments.
2. Questions and Comments from the Task Force:
  - a. Comment: The examples presented offer a lot of opportunities for collaboration among teaching staff which is extremely exciting.
  - b. Question: Does the 21<sup>st</sup> century model require more square footage?
    - 1) Answer: Based on experience, no, it does not.
  - c. Question: How do these spaces accommodate situations that require confidentiality? How do these spaces accommodate students that are easily distracted?
    - 1) Answer: There are several factors that allow active environments to provide opportunities for private interactions to occur. In some cases, a small conference room is provided. In other cases, furniture and the design of the building can accommodate a diversity of spaces for both group learning and individualized focused learning. In addition to the way the space is organized, the activities taking place within the space can also reinforce opportunities for more private interactions and focused learning.
  - d. Question: Do the 21<sup>st</sup> century learning spaces have a higher operating cost the traditional model?
    - 1) Answer: There is no evidence to suggest that they do.



- e. Question: Is there any research on this topic?
  - 1) Answer: We are not aware of any research that investigates the correlation between educational benefits and 21<sup>st</sup> century learning spaces. This may be due to the fact that there are some many factors in each situation that could be very difficult to control in an empirical study. There are, however, plenty of scholarly papers that cover this subject. One book that covers this topic is "The Third Teacher", a collaboration between Cannon Design, VS Furniture and Bruce Mau Design, which offers a multitude of ways in which design can transform teaching and learning. It could be possible that there is some research on this subject in Europe.
- C. Planning Criteria:
  1. The group performed an activity that highlighted shared questions or issues with the proposed "Planning Criteria". Using green dots for statements that made sense to the group and red dots for statements that raised questions, several statements were identified as being either a "hot-button" issues or not worded properly.
    - a. "Provide for appropriate space in every building to provide District or Community provided infant/toddler care, wrap-around care, and preschool (ages 6 weeks to 5 years)".
      - 1) There was a lot of confusion about this statement. The statement will be revised and presented to the group at the next meeting.
    - b. Provide a family center(s) for birth to age five children and their families.
      - 1) There was a lot of confusion about this statement. The statement will be revised and presented to the group at the next meeting.
    - c. Provide Special Education (SPED) services to all children at their home school that meets the unique needs of each individual child.
      - 1) There was confusion with the term "home school".
    - d. Create an environment that could accommodate a modified school calendar.
      - 1) The group offered that this statement might be too open ended.
  2. The group was asked if they felt any additional statements should to be added to the Planning Criteria.
    - a. One member recommended that the group add the following statement: "A school should be a place where a community can flourish".
- D. Variations on Option C:
  1. The group split into sub-groups of four to five members and brainstormed possible variations of Option C, along with their respective pros and cons of each (as weighted against the Planning Criteria.
  2. The options were recorded on sheets and submitted to the facilitators at the end of the meeting. The facilitators are going to consolidate the options and present them to the group at the next meeting.



E. Next Steps:

1. An email address for the Task Force has been created for people to ask questions, etc.
2. All information is going to be posted on the website and shared with the School Board.
3. Next Meeting: November 1, 2016 from 6:00 – 8:00 p.m. in the High School Media Center.

cc: Absentees  
Mike Klass, Wold

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