

Lopez Island School District  
 PDAT Workshop 5  
 6 May 2015

### Lopez Island School District Improvements

TCF Architecture Project Number: 2014-012

#### Attendance:

Present?	Name	Contact Information
X	Brian Auckland, Lopez Island Elementary School Principal & Superintendent	<a href="mailto:bauckland@lopez.k12.wa.us">bauckland@lopez.k12.wa.us</a>
X	Russel Barsh, KWIAHT / Lopez Island School Science Enrichment	<a href="mailto:rlbarsh@gmail.com">rlbarsh@gmail.com</a>
X	Kathy Booth, Lopez Island Special Services Teacher	<a href="mailto:kbooth@lopez.k12.wa.us">kbooth@lopez.k12.wa.us</a>
X	Georgeana Cook, Community Representative	<a href="mailto:mycoachgmc@hotmail.com">mycoachgmc@hotmail.com</a>
X	Bill Evans, Community Member	<a href="mailto:evanslkw@hotmail.com">evanslkw@hotmail.com</a>
X	Jennifer Everett, The Robinson Group	<a href="mailto:beverett@robinson-co.com">beverett@robinson-co.com</a>
X	Brian Fitzgerald, TCF Architecture PLLC	<a href="mailto:brian@tcfarchitecture.com">brian@tcfarchitecture.com</a>
	Patsy Haber, LISD Board Member	<a href="mailto:Habers211@gmail.com">Habers211@gmail.com</a>
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Distribution: Attendees via LISD PDAT Google Drive.

## Action Items:

Item #	Topics/Discussions	Discussions/Action/Status/Follow-up
1	<b>Introduction</b>	<p>A. John Holding (JH) opened the meeting and gave an introduction to the agenda. (3) levels of ideas with associated costs were developed over the past weeks – Full Buildout, Medium Buildout, Light Buildout. This was a starting point to begin looking at ideas, especially as they relate to the existing building layout and condition and the available budget. Once the engineers had the opportunity to look closely at the condition of the existing facility, it was estimated that more money would be needed to address the infrastructure challenges. The result is that the design team had hoped to be close to the Medium Buildout level but it now appears that the project is closer to the Light Buildout level.</p> <p>B. JH reviewed the school board priorities and noted there are Givens under the priorities (work that must be done) and Hopes under the priorities. This meeting will be an opportunity to discuss the relative importance of the components currently contained in the Light Buildout Level, understanding that with the feedback it will likely need to be rejiggered to meet the needs and the priorities.</p> <p>C. Brian Fitzgerald (BF) added that the infrastructure work will not really be directly discussed at this workshop – that work is what has been labeled ‘must do’.</p> <p>D. JH reminded everyone of the goal to achieve operational efficiencies – combined administration was looked at closely but may not be possible at the level previously envisioned – as an example. A helpful point is that moving walls costs money, thus we will probably not move as many walls in order to save money and will work with the walls already in place.</p> <p>E. BF added that modernization of spaces is much more economical than reconfiguration and we are trying to get further within the budget. JH noted to look at areas to prioritize where walls get moved.</p> <p>F. JH continued with the project goals with ‘enhancing educational opportunities’. There are givens such as classroom upgrades and science upgrades with the detail of those upgrades still to be determined. There will not be a bunch of new classrooms. ‘Enhance Lopez Island School as a school of choice’ – the investment will inherently enhance the school.</p> <p>G. BF summarized where we are and the goals for workshop 5. The process started by identifying all of the wants and needs. Plans were developed around those wants and needs in order to test the budget. Those ideas propelled the project forward and some will become part of the project. What is being presented today is a ‘cost model’ which means that there is still a great deal of information needed. An example is the video of the concealed piping in order to fully understand the condition and what the remediation is. This is all part of the process. The next phase will include a ‘cost estimate’ which utilizes the additional information. Today we need to know your priorities and gather information in order to guide the direction of the design. Think about three levels of priority with 1 being very important and 3 being it would be great but we could live without it.</p>
2	<b>Conceptual Ideas Prioritization Discussion</b>	<p>A. JH, in response to a question noted that there are not detailed costs for every area, but obviously costs will color priorities, as they always tend to. It is also possible that low priority items could still be included in the project scope should opportunities arise.</p> <p>B. Tina Katzenberger (TK) stated that in prioritizing, enhancements that make ‘Lopez Island School as a school of choice’ should be addressed. JH said that would be discussed. Also keep in mind that it is a school of choice for staff and faculty – ability to attract and retain high quality staff.</p> <p>C. Kerman Taylor (KT) said he feels like we need to determine the first priority – the building repairs- and then look at other improvements. JH answered that the</p>

		<p>infrastructure costs are somewhat known, but as details continue to be discovered the overall design needs to progress concurrently. Some of the improvements are infrastructure; that is known. Also, the next meeting, due to timing, has been moved out four weeks and progress needs to continue. KT said that he does not know where we are without having the infrastructure costs fully identified. Kirk Robinson (KR) added to JH's point that in order to move forward on schedule there should not be two separate processes. Infrastructure will be addressed to an appropriate level and the high priority improvements will be added into the scope. It will be easier to answer KT's concerns at the next meeting.</p> <p>D. Denny Jardine (DJ) asked about the water source (well) and whether there would be a change. Without an answer the treatment might not be the same. JH's response was that the source would be matched to the treatment at the point that decisions need to be made.</p> <p>E. KT noted that the consolidated administration sounds like a high priority. Brian Auckland (BA) answered that yes, it would save staff, personnel and operational costs. BF added that in reference to how money gets spent and the level of work with all of the walls and doors and associated systems, the likely \$3/4 million cost may not be proportionally right with the total funds available. BA added that it may not send the right message to the community to spend so much of the budget on administration. BF added that the issue would continue to be studied. Bill Evans (BE) asked if there were alternatives such as combining two of the three offices. BF answered yes, but do not want to delve into details at this meeting. Kathy Booth (KB) added that this is a high priority item, but not a high priority at the stated cost. Georgeana Cook (GC) said it would not sit well with the public. She asked if we could vote individually. JH answered that the topic of voting was discussed, but they are looking for collective direction.</p> <p>F. A question was asked regarding the Instructional Shop – what type of shop? BF – a multi-purpose shop.</p> <p>G. Another voice noted that since the island already has a suitable performing arts venue that perhaps money should go toward STEM.</p> <p>H. JH re-emphasized the need to look at operating costs and to look for efficiencies that can potentially reduce capital costs.</p> <p>I. Someone asked whether the building entry (security) would be regulated by the state. JH answered that it was possible.</p> <p>J. Administration (combined) was put on the table for discussion – Is it a high priority? A high priority at less cost? Or don't put above other improvements. Someone asked what the likely payback per year would be in efficiency – JH responded probably about \$30-50,000/yr.</p> <p>K. The connector between the buildings was discussed. The likely cost is around \$250,000. It was considered a high priority. Lorri Swanson (LS) noted that if the administration is not combined, the elaborate connector may be as high a priority. Cheryl Harlan (CH) thought that it could help to bring the campus together as one – students and staff may feel more welcome throughout by removing the barrier of separate buildings. GC asked if it would improve safety. BF answered that yes, under some circumstances but that fencing at a couple of key locations could also improve safety. Kathryn Kester (KK) felt like at minimum there should be a covering. BF answered that all options will continue to be looked at. DJ noted that if it were covered it could be enclosed later. Teri Linneman (TL) asked if students would have keys if exterior doors were locked. The answer – that is not known yet. BA asked for a thumbs up/down vote. CH pointed out the wind tunnel effect between the buildings. Following the thumbs up/sideways/down (1/2/3) that this was voted as a fairly high priority.</p>
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<b>3</b>	<b>Wrap up</b>	<p>A. BE indicated that his understanding is that Priority one means the design team should pursue further.</p> <p>B. JH closed the meeting noting that some attendees had ferries to catch. Thanked everyone for their participation, noted that we have made progress and that the input will be helpful in moving forward.</p> <p>C. Next meeting June 4, 2015 4pm to 8pm. Goal is to leave that meeting with a floor plan for schematic design.</p>

Minutes by Andrew Hickman, TCF Architecture, PLLC

### END OF MEETING MINUTES

If any information contained in these minutes does not meet with your understanding, please provide written comments stating any differences, or exceptions taken, to TCF Architecture PLLC prior to the next meeting. Revisions and clarifications to these notes will be formally made at the following meeting. In the event no exceptions are taken within one calendar week, TCF Architecture will assume that these minutes reflect a true and accurate record of the meeting.

(Note: Follow-up information or status updates, not specifically discussed at the meeting, may be included herein and identified as such.)