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BOARD OF EDUCATION
Working Meeting - June 22, 2020 - 4:05 PM
Zoom Teleconference
-

AGENDA

1. **CALL TO ORDER/ROLL CALL**
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2. **ADMINISTRATIVE**
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 - A. Introductions of New Administrators
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 - B. **TEACHING AND LEARNING**
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 1. Q Comp Presentation
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 2. Back to School Updates
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3. **FINANCE AND BUSINESS**
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 - A. Comprehensive Facilities Study
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4. **HUMAN RESOURCES**
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5. **SCHOOL BOARD**
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 - A. MSBA School Board Members of Color Update/Report
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 - B. Reimagine Minnesota Conference Overview
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6. **ADJOURN**
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Join Zoom Meeting <https://wayzataschools.zoom.us/j/94956546294?pwd=a2VRRzNJdUI6NndtSFhaODdGbVZJdz09>
Meeting ID: 949 5654 6294
Password: RT352H73

2020-2021 Board Presentation/ One page summary of MDE Report

In 2020, there were approximately 900 licensed staff who participated in Q-comp through interactions with their assigned Peer Coach as a form of job-embedded professional development. During 1:1 conversation with staff, peer coaches were purposeful about bringing teachers joy and their equity journey to the forefront of the conversations in order to build their efficacy around those topics. The following are examples of where this purposeful plan came to fruition:

Trusting Relationships → Collaboration → Reflection

A confidential relationship with a Peer Coach fosters meaningful reflection for a lasting impact on student learning.

- [Confidential conversations allow me to] share my thoughts about my instruction and students. I value my peer coach's thoughts and ideas about their observations and moving forward to improve my instruction.
- I had a class I was really struggling with classroom management wise this year, and she gave me some resources I could look into to find ideas and helped me reflect about what was good and what strategies I could implement to improve the course.
- “[Confidential conversations allow me to] think critically about my teaching and openly discuss "mistakes" or things that could have gone differently in the best interests of student learning.”
- Reflect on my work in the classroom and validate that my intentions for student learning are being accomplished as I perceive them.

Job-Embedded Professional Development

Each teacher in the district receives personalized job-embedded professional development through meeting with their assigned Peer Coach.

- Working with my Peer Coach has allowed me to more effectively meet my students learning needs – 96% agree (nine-year range 81-96%, all time high)
- “[Confidential conversations with my peer coach allow me to] reflect on my practice and get feedback that helps me in determining my effectiveness and direction for growth”
- “(My Peer Coach) does a great job of making me feel comfortable with new ideas. She also encouraged me to try different things.”
- Peer Coaches share building level professional development with each other to provide shared opportunities across the district.
- Peer Coaches continue to support teachers through confidential innovative spaces to take risks and reflect on their practices which align and support the district vision.
- Peer coaches committed to taking an active role in promoting Joy, Equity, and Efficacy through thought provoking questions, confidential conversations and participating in professional development.

Teacher Evaluation

The following question on the Peer Coach Survey addressed teacher perception of the impact of the observation/evaluation process on classroom instruction.

- I see the evaluation process as an opportunity to take risks and receive feedback as I try new strategies – 94% agree (five-year range 84-94%, all time high)
- The percent of teachers who agree that working with their Peer Coach allowed them to meet the learning needs of their students and supported their effectiveness as a teacher are at an all time high of 96%.
- Peer Coaches differentiate professional employee development to align with staff passion, student engagement and propel student learning.
- “Really focus on student achievement and try different teaching techniques that I might not normally. It pushes me to think outside the box and try new strategies, all while keeping the students at the center of my teaching.” (quote from teacher).

Teacher- leader trainings

Each Peer Coach participates in high quality professional development that requires reflection and practice.

- “The Cognitive Coaching Seminar provided the skills to build trust, encourage efficacy and problem solving with the staff we serve.”
- “The Metro Coaching Summit provided collaboration with other districts and insight on how to utilize our skills to impact teaching and learning.”
- “SHIFT helped me build empathy so I can personalize Peer Coaching experience for the staff that I serve.”
- CCRTL with Dr. Sharoky Hollie provided me with resources to share with the individuals that I serve to implement equitable teaching practices.

Wayzata School District

Q Comp Annual Report 2019-2020

This template, which may be changed as needed, is designed to help formulate the Quality Compensation (Q Comp) Annual Report. Per [Minnesota Statutes, section 122A.414, subdivision 3\(a\)](#) the report must be submitted to the school board by June 15 of each year and include findings and recommendations for the program. We also recommend that the report include a summary of what was implemented for the year, to help provide context for the findings and recommendations.

Please address the following questions for each program component describing the implementation of the approved plan, the impact of implementation, findings from the program review and recommendations to improve program effectiveness. **All information reported should be based on the current school year.** We recommend that each question be addressed with a brief summary of 3-7 sentences.

Core Component: Career Advancement Options

Implementation

Are the teacher leader positions that were implemented this year the same as those outlined in the approved plan (approval letter and subsequent plan change approval letters)?

YES

Impact

How did the work of teacher leaders through coaching, observing, mentoring, facilitating learning teams and performing other responsibilities impact classroom instruction?

The Peer Coaching process prioritizes personalized professional development that empowers teachers to try new instructional practices to better support their students. Building trusting relationships with teachers was the first step in this process to create opportunities for staff to authentically reflect upon their practice. Peer Coaches collaborated with staff to facilitate professional growth and serve as a resource for providing materials, ideas, and suggestions for achieving instructional goals. Peer Coaches structured conversations to help teachers create their team and/or individual SMART goal, and then they followed up with reflection on data gathered to help teachers propel their practice forward. These reflective discussions are designed to promote the use of research-based instructional practices.

Information was collected on the impact of the Peer Coaches through a Peer Coach Survey administered to licensed teachers in May 2020. The following bullets outline the responses from teachers regarding how working with their Peer Coach impacted their classroom instruction.

- *I have a trusting relationship with my Peer Coach - 99% agree*
- *I have experimented with new teaching practices as a result of interactions with my Peer Coach – 90% agree (nine-year range 81-90%, all-time high)*

- “[Confidential conversations allow me to] share my thoughts about my instruction and students. I value my peer coach's thoughts and ideas about their observations and moving forward to improve my instruction.”
- “I had a class I was really struggling with classroom management wise this year, and she gave me some resources I could look into to find ideas and helped me reflect about what was good and what strategies I could implement to improve the course.”
- “[Confidential conversations allow me to] think critically about my teaching and openly discuss “mistakes” or things that could have gone differently in the best interests of student learning.”
- “Reflect on my work in the classroom and validate that my intentions for student learning are being accomplished as I perceive them.”

How did the work of teacher leaders impact student achievement?

(This information is specific to the work of Peer Coaches only.)

According to the Peer Coach survey, 91% of teachers agreed that the peer coaching program impacts student achievement.

- “[Confidential conversations allow me to] reflect on my teaching and learning to create a better outcome for students.”
- “[Confidential conversations allow me to] reflect on my teaching practices and student achievement.”
- “My peer coach is fantastic! I have really appreciated how supportive, reflective, observant, and helpful she has been this year. She has helped me brainstorm and reflect on some different ways of teaching that I think really benefited my class this year. I have deeply appreciated her support.”

Review Findings

How did the training teacher-leaders received impact their ability to fulfill the responsibilities of the position and meet the needs of the licensed staff members?

(This information is specific to the work of Peer Coaches only.)

In our district, Peer Coaches are certified in an eight-day Cognitive Coaching Seminar that provides strategies, skills, and concepts to establish and support thinking and collaborating. They participate in a professional learning community, with bi-monthly meetings, which foster professional growth through discussion and book studies. Peer Coaches collaborate with Curriculum Instruction staff and Technology Integration Specialists to develop and maintain ongoing professional growth. Peer Coaches are also provided numerous professional development opportunities during the year through the Academy of Wayzata Educators, the Metro Coaching Summit, CCRTL with Dr. Sharroky Hollie and MyWay SHIFT. This year, a study group focused on behavior management programs that exist across the buildings and built Peer Coaches’ efficacy around the programs to best support the teachers we serve. Below is a summary of reflections from Peer Coaches regarding the impact of the training they received:

- “The Cognitive Coaching Seminar provided the skills to build trust, encourage efficacy and problem solving with the staff we serve.”
- “The Metro Coaching Summit provided collaboration with other districts and insight on how to

utilize our skills to impact teaching and learning.”

- *“SHIFT helped me build empathy so I can personalize Peer Coaching experience for the staff that I serve.”*
- *“CCRTL with Dr. Sharroky Holliie provided me with resources to share with the individuals that I serve to implement equitable teaching practices.”*

What did the results of the evaluations of the teacher leaders in their leadership roles demonstrate about the impact they had on the effectiveness of the licensed staff members?

(This information is specific to the work of Peer Coaches only.)

Two questions on the Peer Coach Survey addressed teacher perception of the impact of Peer Coaching on their own effectiveness.

- *The Peer Coaching program supports teacher effectiveness – 96% agree (eight-year range 90-96, all time high)*
- *Working with my Peer Coach helps me utilize my professional strengths – 96% agree (nine-year range 82-96%, all time high)*

The following are open-ended responses that relate to the impact of Peer Coaches on teacher effectiveness.

- *“My peer coach allowed me to open up and be honest on where I thought areas in my teaching could be more effective. It also allowed me to pull back those layers and really dive into what I wanted to work on and to receive honest feedback.”*
- *“He is relatable, offers specific feedback to my teaching. He really has helped me through the reflecting process of evaluating my teaching practices.”*

Recommendations

How will the district use the review findings to improve the effectiveness of teacher leadership?

Peer Coaches analyzed the Peer Coach survey data as a team to support individual and program wide reflection, planning, and professional growth. Two themes emerged.

1. *Develop staff understanding of options for using peer coaching to personalize their professional growth.*
2. *Continue to consider options for maximizing professional growth and supporting staff with documentation requirements.*

Peer Coaches will continue looking for more opportunities to support building professional development and PLC work, which may include delivering site-based professional development and/or participating in building and district professional development.

Core Component: Job-embedded Professional Development

Implementation

Are learning teams configured and meeting as outlined in the approved plan (approval letter and subsequent plan change approval letters)? *NO*

Learning teams were not outlined in the original Q Comp plan. However, all licensed teachers in the district meet regularly in PLCs. In 2019-2020 Peer Coaches were involved in PLCs by supporting them as they complete their individual/learning team SMART goals.

Job-embedded professional development through the Academy of Wayzata Educators (AWE), which includes AWE Courses and AWE Study Groups, was implemented as outlined in the approved plan.

Each teacher in the district receives personalized job-embedded professional development through meeting with their assigned Peer Coach.

Impact

How did teacher learning from learning teams and other job-embedded professional development activities impact classroom instruction?

Academy of Wayzata Educators (AWE)

In 2019-2020, there were 374 participants in AWE classes and 246 participants in AWE study groups. In 2018-2019, there were 399 participants in AWE classes and 247 participants in AWE study groups.

Common themes that emerged from staff regarding AWE classes included:

- *Collaboration and sharing of ideas*
- *Timeliness and immediacy of implementing new learning*
- *Relevancy of topics*

Common themes that emerged from staff regarding the AWE Study Groups included:

- *Time spent as a PLC to collaborate and extend learning*
- *Immediately and directly implement learning into practice*
- *Time to research and create processes and strategies for implementation*

Peer Coaching

In 2020, there were approximately 900 licensed staff who participated in Q-comp through interactions with their assigned Peer Coach as a form of job-embedded professional development.

Data from Peer Coach Survey:

- *“Working with my Peer Coach has allowed me to more effectively meet my students learning needs” – 96% agree (nine-year range 81-96%, all time high)*

- *“(Confidential conversations with my peer coach allow me to) reflect on my practice and get feedback that helps me in determining my effectiveness and direction for growth”*
- *“She does a great job of making me feel comfortable with new ideas. She also encouraged me to try different things.”*

How did teacher learning from learning teams and other job-embedded professional development impact student achievement?

This year, many PLCs set a group goal as their individual SMART goal and participated in data driven dialogues within their PLC to enhance student achievement. Teachers discussed and reviewed student data directly related to their goal to generate frameworks to positively impact student achievement. This process encouraged teachers to focus on specific students and groups of students that needed additional support and resources at particular sites.

All teachers reported on and reflected on their individual SMART goal as part of the TDE or Q Comp evaluation process. We do not have the individual SMART goal data summarized district-wide at this point. However, all teachers completed the goal setting, data collection and reflection process.

Review Findings

How did the sites or learning teams identify needs and instructional strategies to increase student achievement?

Each school set a site goal at the beginning of the school year. Building leadership teams participated in a data retreat in August to review MCA data, Student Engagement Survey data and to reflect on the practices of the previous year. Teams brought this information back to their buildings and together determined the building Site Goal.

How did learning teams use data and implement the selected instructional strategies and follow-up on implementation?

Building professional development for the year was planned around the building’s Site Goal. PLCs used content and grade specific student achievement data to set individual SMART Goals, which were set at the individual teacher, PLC or department level. PLC and individual work throughout the year supported teachers to meet their student achievement goals.

Recommendations

How will the district use the review findings to improve the effectiveness of job-embedded professional development?

The district will continue to connect job-embedded professional development to teachers’ needs. This is done using a personalized approach to professional development. Teachers select the AWE courses and study groups based on interest and/or building site goals.

Peer Coaches will continue involvement in building level professional development. In addition, Peer Coaches will share building level professional development with each other to provide shared opportunities across the district. Peer Coaches will continue to support teachers through confidential innovative spaces to take risks and reflect on their practices which align and support the district vision.

Core Component: Teacher Evaluation

Implementation

Are licensed staff members observed/evaluated as outlined in the approved plan (approval letter and subsequent plan change approval letters)? *YES*

Impact

What impact did the observation/evaluation process, including coaching, have on classroom instruction?

The following question on the Peer Coach Survey addressed teacher perception of the impact of the observation/evaluation process on classroom instruction.

- *I see the evaluation process as an opportunity to take risks and receive feedback as I try new strategies – 94% agree (five-year range 84-94%, all time high)*

Below are some direct quotes from Wayzata teachers.

Peer Coaching allows me to:

- *“Explore areas that I may not feel as confident about in a confidential space”*
- *“Reflect on my practice and get feedback that helps me in determining my effectiveness and direction for growth”*

What impact did the observation/evaluation process, including coaching, have on student achievement?

Peer Coaches work to promote teachers’ use of evidence-based practices that research has shown are linked to improved student achievement. Specific examples include helping teachers design and implement lessons that focus on standards-based learning targets, promote student discussion, and utilize formative assessment. We have implemented the Peer Coaching Program since 2006-07. Overall our district has consistently demonstrated high performance on state standardized tests throughout the implementation of the Peer Coaching Program.

According to teacher feedback in the Peer Coach Survey, 91% of teachers agreed that the Peer Coaching Program impacts student achievement. Below are direct quotes from Wayzata teachers.

Peer Coaching allows me to:

- *“Share my thoughts about my instruction and students. I value my peer coach’s thoughts and ideas about their observations and moving forward to improve my instruction.”*
- *“Really focus on student achievement and try different teaching techniques that I might not normally. It pushes me to think outside the box and try new strategies, all while keeping the students at the center of my teaching.”*

Review Findings

How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice?

The following question on the Peer Coach Survey addressed teacher perception of the impact of the feedback received through evaluation.

- *My Peer Coach supplies data/evidence that helps me reflect on my teaching practices – 96% agree (nine-year range 89-96%)*

Below are three direct quotes from Wayzata teachers:

Peer Coaching allows me to:

- *“Be vulnerable about where my practice is.”*
- *“Think critically about my teaching and openly discuss mistakes in an honest way. It allows me to voice concerns without feeling like I will be judged.”*
- *“Reflect on my work in the classroom and validate that my intentions for student learning are being accomplished as I perceive them.”*

How did the training observers/evaluators received throughout the year impact inter-rater reliability and their ability to provide constructive and meaningful feedback to all licensed staff members?

Peer Coaches conducted observations in teams and discussed the rubric placements for consistency. Peer Coaches shared written feedback and modeled conversations to provide examples for one another. Additionally, Peer Coaches collaborated with neighboring districts to examine evaluation practices.

Recommendations

How will the district use the review findings to improve the effectiveness of teacher evaluation?

According to information from the Peer Coach Survey, overall teacher satisfaction with the observation/evaluation process in the Peer Coaching Program is very high. The district will continue to work on updating and differentiating the rubric and aligning the Q Comp and TDE evaluation processes per teacher suggestions in the Peer Coach Survey

General Program Impact and Recommendations

What overall impact on instruction has the district or charter school seen as a result of implementing the Q Comp program?

The percent of teachers who agree that working with their Peer Coach allowed them to meet the learning needs of their students and supported their effectiveness as a teacher are at an all time high of 96%.

Over 99% of teachers who participated in AWE offerings agreed or strongly agreed that they learned concepts that will increase their effectiveness as a teacher.

What overall impact on student achievement has the district or charter school seen as a result of implementing the Q Comp program?

Overall our district has consistently demonstrated high performance on state standardized tests throughout the implementation of Q Comp. The Q Comp program is designed to promote best practices that have been shown through research to increase student achievement. Based on the self-report of Wayzata teachers, the Q Comp program has helped them apply these practices in their teaching.

How will the district use the review findings to improve the overall effectiveness of the program?

Based on the data collected in teacher feedback surveys, AWE course and study group evaluations, and district PLC committee work, the district will work on the following improvements to the Q Comp program in 2020-21:

- *Collaborate with PLCs to help foster a safe environment where teachers' contributions are honored and explored.*
- *Differentiate professional employee development to align with staff passion, student engagement and propel student learning.*
- *Personalize the coaching process based on expressed staff needs. This may include additional coaching sessions, assistance navigating My Learning Plan, collaboration with grade level teams district wide, etc.*
- *Assist staff to streamline the Peer Coaching components and if applicable, TDE requirements, to align with their vision for student innovation.*



Facilities Assessment Study

DRAFT: June 17, 2020

- Enrollment and Capacity
- Facility Conditions
- Safe, Secure, and Healthy Environments
- Student Learning Environment
- District Support and Community
- Operational Costs

ISD #284 – Wayzata Public Schools

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P.O. Box 660
Wayzata, Minnesota 55391

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Saint Paul, MN 55101
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PLANNERS
ARCHITECTS
ENGINEERS



WAYZATA PUBLIC SCHOOLS VISION AND MISSION



VISION – *By Realizing our Vision, We Achieve Our Mission*

The Vision of Wayzata Public Schools is to be a model of excellence where students of all ages discover their unique talents, develop a love and tenacity for learning and demonstrate confidence and capacity for success through:

- Exception Student Learning, Experiences and Relationships
- Community Trust, Confidence and Partnership
- Operational Excellence

MISSION

The Mission of Wayzata Public Schools is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.

WAYZATA PUBLIC SCHOOLS BACKGROUND

The Wayzata Public schools serves a 38-square-mile area located in the western portion of Hennepin County. District boundaries encompass either the entire geographic area or portions of the communities of Corcoran, Maple Grove, Medicine Lake, Medina, Minnetonka, Orono, Plymouth, and Wayzata.

The Wayzata Public Schools serves over 12,000 students in grades Early Learning through 12. The District operates nine elementary schools, three middle schools, and one high school. Wayzata Public Schools is a member of Intermediate District 287 and of the West Metropolitan Education Program, and some students are served by those organizations.



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A. DISTRICT INFORMATION



2019/2020 DISTRICT OWNED FACILITIES

- Birchview Elementary (K-5)
425 Ranchview Lane, Plymouth, Minnesota 55447
- Gleason Lake Elementary (K-5)
310 County Road 101 North, Wayzata, Minnesota 55391
- Greenwood Elementary (K-5)
18005 Medina Road, Plymouth, Minnesota 55446
- Kimberly Lane Elementary (K-5)
17405 Old Rockford Road, Plymouth, Minnesota 55446
- Meadow Ridge Elementary (K-5)
17905 County Road 47, Plymouth, Minnesota 55446
- North Woods Elementary (K-5)
18995 54th Avenue North, Plymouth, Minnesota 55446
- Oakwood Elementary (K-5)
17340 County Road 6, Plymouth, Minnesota 55447
- Plymouth Creek Elementary (K-5)
16005 41st Avenue North, Plymouth, Minnesota 55446
- Sunset Hill Elementary (K-5)
13005 Sunset Trail, Plymouth, Minnesota 55441

- Central Middle School (6-8)
305 Vicksburg Lane, Plymouth, Minnesota 55447
- East Middle School (6-8)
12000 Ridgemount Avenue, Plymouth, Minnesota 55441
- West Middle School (6-8)
149 Barry Avenue North, Wayzata, Minnesota 55391

- Wayzata High School (9-12)
4955 Peony Lane North, Plymouth, Minnesota 55446

- District Administration Building
210 County Road 101 North, Wayzata, Minnesota 55391
- Central Services Facility
17305 19th Avenue North, Plymouth, Minnesota 55447
- Central Sports Complex / Storage Facility
305 Vicksburg Lane, Plymouth, Minnesota 55447
- Central Sports Complex (Ice Arena and Inflatable Dome)
305 Vicksburg Lane, Plymouth, Minnesota 55447

- Wayzata Transition Building
19000 Highway 55, Plymouth, Minnesota 55446



2019/2020 LEASED FACILITIES

District Storage Off-Site Public Storage Units, 13011 Hwy 55, Plymouth, Minnesota 55441	3 Units
District Bus Facility (Some Temporarily at High School)	
Education Services Center 1455 County Road 101 North, PO Box 660, Plymouth, Minnesota 55391	13,038 SF
Wayzata Early Learning School 1461 County Road 101 North, PO Box 660, Plymouth, Minnesota 55447	27,504 SF

2019/2020 PROGRAMS OUT OF DISTRICT

Intermediate District #287 – Various Student Services
1820 Xenium Lane North, Plymouth, Minnesota 55441
(Multiple Sites)



DISTRICT MAP

From: Kristin Tollison



FACILITY SUMMARY

Facility	2019/20 Grades Housed	2019/20 Enrollment Oct. 1, 2019	Year Built	Year of Major Addn's	Site Acreage	Square Footage
Birchview ES	(K-5)	447	1969	1995	14	59,720 SF
Gleason Lake ES	(K-5)	634	1988	2003	22	80,710 SF
Greenwood ES	(K-5)	775	1964	1989, 1999	29	71,816 SF
Kimberly Lane ES	(K-5)	628	1991	—	21	83,000 SF
Meadow Ridges ES	(K-5)	768	2017	2019	21	107,100 SF
North Woods ES	(K-5)	569	2019	—	23	106,279 SF
Oakwood ES	(K-5)	494	1957	1992, 2008	40+	85,490 SF+
Plymouth Creek ES	(K-5)	675	1988	—	21	81,000 SF
Sunset Hill ES	(K-5)	682	1963	1989, 2000	20.3	64,983 SF

Central Middle School	(6-8)	1,316	1960	1962, 1964, 1968, 1973, 1989	65	308,568 SF
East Middle School	(6-8)	690	1967	1980, 2003	40	146,111 SF
West Middle School	(6-8)	748	1949	1968, 1989	35.5	167,000 SF

Wayzata High School	(9-12)	3,669	1997	2006	163**	487,432 SF
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District Admin. Bldg.	N/A	N/A	1969	—	incl	8,600 SF
Central Services	N/A	N/A	1983	—	incl	21,205 SF

Central M.S. Maint/Stor	N/A	N/A	2003	—	—	7,210 SF
Dome Restroom	N/A	N/A	—	—	—	800 SF
Football Storage	N/A	N/A	—	—	—	800 SF
Concessions/Garage	N/A	N/A	1999	—	—	1,500 SF
TOTAL	—	—	—	—	514.8	1,889,324 SF

Note: Square footages provided by the School District.

District Administration Building and Central Services acreage is part of Gleason Lake and Oakwood.

*Includes Significant Tunnel Square Footage

**Includes City Park Land

LEASED BUILDINGS/SPACE

Facility	Programs Housed	Number of Students	Year Built	Year of Major Addn's	Site Acreage	Leased Square Footage
Education Services Center	District Office	N/A	N/A	N/A	N/A	13,038 SF
Wayzata Early Learning Center	Early Childhood	N/A	N/A	N/A	N/A	27,504 SF



B. EXECUTIVE SUMMARY

- Study Overview
- Study Objectives
- Study Process
- Summary of Needs



STUDY OVERVIEW

This study was commissioned by the Independent School District #284 Board and Administration in September 2019 to provide a comprehensive Facilities Analysis of all currently owned buildings within the District.

FACILITY STUDY OBJECTIVES

“The facility study will be critical to the long and short term planning for possible facility improvements, additions and upgrades. The study should address possible changes in student enrollment, curriculum changes, and obsolescence of facility equipment, systems and infrastructure. Health, safety and security of students and staff as well as optimizing the student learning environment while minimizing the impact on operating costs should be over-riding themes of this study.

The scope of the study should also include, but is not limited to, the following items:

1. *Energy Conservation Opportunities*
2. *Mechanical System Upgrades (HVAC) to insure reliable and economical operation (does not include IAQ evaluation)*
3. *Electrical Distribution Systems*
4. *Plumbing and Water Distribution Systems*
5. *Building Automation Systems*
6. *Outdoor Athletic Facilities*
7. *Indoor Athletic Facilities including Locker Rooms*
8. *Safety and Security Issues including Building Entrances*
9. *Storage, Deliveries and Refuse/Recycling staging*
10. *Instructional Spaces including: Music, Art, Consumer Science, Industrial Tech, P.E., Science, Computer Labs, Language Labs, Robotics, etc.*
11. *Image/First Impression Areas including landscaping and Entrances*
12. *Kitchens, Cafeterias, Serving Areas*
13. *Deferred Maintenance including flooring, painting, doors and hardware, lighting and controls upgrades*
14. *Building Temperature and Ventilation Controls”*



STUDY PROCESS

Field Work

A critical component of the study process was the field analysis of each school facility. It was important to look at each space to understand current utilization, space shortages, and excesses. Additional field work was completed to verify District provided data and to more closely examine aspects of physical conditions and systems.

Administration/Staff Input

The study team met with each building’s leadership to obtain site based view points on the facilities, space, utilization and site realities. Additional meetings were held with select committees such as community youth activity organizations, city officials, etc.

Board of Education Facilities Sub-Committee

The Facilities Sub-Committee of the Board made up of three School Board members and District Administration met eight (8) times to serve as a feedback circle for the study team’s progress and findings. This group helped focus study components and progress towards the needs and expectations of the District and Community.

Meetings

- **November 20, 2019** – Other Populations B-4, Transitions 18-21, Adults
Guests: Jenni Ebert/Jody Remsing
- **December 18, 2019** – MS: ETD/Encore, etc.
Guests: Jill Johnson/Shelly Nelson
- **January 15, 2020** – HS: CTE/Flexible Learning
Guests: Jill Johnson/Tyler Shepard
- **February 19, 2020** – Conditions Overview/LTFM
Guests: Jon Deutsch/Rod Peterson
- **March 18, 2020** – Meeting cancelled due to COVID-19
- **April 15, 2020** – Fields/Green Space Utilization (Gymnasiums too)
Guests: Sloan Wallgren/Jenni Ebert
- **April 29, 2020** – Administrative Space/Transportation/Storage/Carbon Neutral
Guests: Jon Deutsch/Wold
- **May 20, 2020** – Safety/Security Update
Guests: Dan Carlson/Wade Phillips *Entire School Board Invited to Attend
- **June 17, 2020** – Summary of Needs Report

Facilities Sub-Committee of the Board

Andrea Cuene, Board Member
 Cheryl Polzin, Board Member
 Chris McCullough, Board Member
 Chace Anderson, Superintendent
 Jim Westrum, Exec. Dir. of Business and Finance
 Jill Johnson, Exec. Dir. of Teaching and Learning
 Stacie Vos, Exec. Dir. of Human Resources

Jon Deutsch, Dir. of Facilities and Transportation
 Wade Philips, Dir. of Technology
 Jennifer Ebert, Dir. of Community Education
 Kristin Tollison, Dir. of Administrative Services
 Jill Schwindt, Controller
 Rodney Peterson, Construction Project Coordinator
 Amy Parnell, Dir. of Comm. + Community Engagement

Board of Education

The study team presented updates and requested input in workshop formats on:

- November 18, 2019
- December 16, 2019
- January 27, 2020
- February 24, 2020
- April 27, 2020
- May 18, 2020
- June 22, 2020



STUDENT ENROLLMENT AND CAPACITY

Student enrollment is growing.

- The District's enrollment has been growing; there has been an increase of 2,000 students since the 2011 study.
- On October 1, 2019, the District had 12,095 students attending Wayzata Public Schools.
- District-wide projected student totals are at/around 13,750 (5-year) and +/- 15,000 (10-year).
- On October 1, 2019, Kindergarten enrollment was 975 students.
- Open enrollment allows the District to bring buildings close to capacity for maximum efficiency. All schools are now closed to open enrollment.
- In the 2019/20 school year, the District allowed open enrollment for the 1% of kindergarten students required: 9 students.
- The District population is increasing; it is currently estimated at 71,000 and projected to grow to XX,XXX in XXXX.

The District has very little excess building capacity.

- The 5-year projection (2024/25) high school (9-12) enrollment is in excess of capacity by 58 students.
- The 5-year projection (2024/25) middle schools (6-8) enrollment is in excess of capacity by 167 students.
- *The 5-year projection (2024/25) Central Middle School enrollment is in excess of capacity by 200 students with current attendance boundaries.*
- The 5-year projection (2024/25) elementary schools (K-5) potential capacity exceeds enrollment by 19 students.
- The 10-year projected student enrollment is in excess of capacity as follows:
 - Elementary Schools: 23.
 - Central Middle School: 555.
 - High School: 625.

Core facilities need to be in better balance with building capacities.

- Some buildings Core Facilities are undersized to meet existing building capacity needs.
- The cafeteria of East Middle School is significantly undersized compared to total building capacity and MDE guidelines.
- Elementary satellite kitchen spaces have inadequate serving, prep, cooler and storage space.

Pressure relief is needed in some school attendance areas.

- Elementaries have recently felt relief with the construction of Meadow Ridge and North Woods.
- The Central Middle School attendance boundary is currently set to receive all of the middle school enrollment growth.
- Projections do indicate overall growth at the elementary and high school levels. There will be significant growth at the middle school level that supports a fourth middle school or significant additions at the three existing middle schools.



CONDITION OF FACILITY EQUIPMENT, SYSTEMS AND INFRASTRUCTURE

Maintaining your facilities has been a high priority for many years.

- The State’s annual funding formulas provide the District with approximately \$1.5 million for capital projects.
- The State legislature, clearly understanding that state funding formulas are inadequate compared to best practices, in 2008 and 2009 they provided approximately \$635,000 (\$55/pupil unit) in one time deferred maintenance revenue.
- The District utilizes Long Term Facility Maintenance bonding for \$9,000,000 annually. It also budgets \$700,000 annually for Health and Safety projects.
- There have been two bonds, in 2014 and 2017 that have added significant square footage to your District to deal with your growing communities and enrollment.
- In the last few years the District has initiated a number of energy saving projects, not only by utilizing the LTFM program, but also funds from a voter-approved bond in 2014.

Cyclical maintenance needs are ongoing.

- All building components have “useful lives” and future replacement needs can be determined. The new compiled database attempts to predict future needs.
- Significant building systems and components fall within 15-25 year life cycles.
- Meadow Ridge will be 15 years old in 2031 and will start it’s more major component replacement at that time.
- Much of a facility’s reinvestment needs involve mechanical and electrical infrastructure that is not easily seen by the public. A lot of upcoming needs are roof replacement, tuckpointing, and window replacements. These are often not easily seen by the public as well.
- Since 2010, the District has added over 441,000 SF of new facilities and additions. This square footage will need to be incorporated into a cyclical maintenance plan.
- Your high school will be 25 years old in 2021. Significant needs start to need to be addressed around year 25, which include both mechanical, electrical, roofs, exterior walls and windows.
- Systems need updating to leverage energy savings opportunities, as well as to be serviced as at times parts become unavailable for dated equipment.

Asset preservation needs are creating a backlog.

- State funding formulas generate revenue for the maintenance of facilities. In 2011, \$2.3 million was generated for capital funding revenue and of that \$1.5 million was allocated for capital facilities maintenance and improvements.
- For Wayzata Schools, 5 year asset preservation needs total \$102,134,439 (2021-2025).
- 6-10 year needs total another \$73,036,390.
- In total, over the next 10 years, over \$175,170,829 of LTFM work has been identified.
- To keep on top of asset preservation the District would have to spend \$18 million annually.
- The LTFM funding allocation, originally set in 2011 amount should be reviewed to be current with inflation, market conditions, and new square footage added throughout the District.



SAFE, SECURE, AND HEALTHY ENVIRONMENTS FOR STUDENTS AND STAFF

Safety and security needs some improvement to keep pace.

- Site/traffic/drop-off are now all a consistent approach, but some sites require continual parent/visitor training.
- Building secure entrances/greeter systems are now all a consistent approach.
- Camera and sign-in systems District-wide are implemented.
- Maintain and reinvest in existing infrastructure.
- Interconnectivity of systems is needed for streamlining District-wide communications.
- Plan for growth as the District and community grow.
- COVID-19 Response: new protocol coming that will likely require time and funding beyond summer/fall 2020.

The District's buildings offer healthy environments.

- Projects classified as "Health and Safety" are funded by the District under separate funding. Over the past XX years, this budget has been approximately \$XX million annually (with a few exceptions).
- Hazardous materials like asbestos, mold, radon, mercury and lead are all managed in accordance with Federal and State guidelines.
- General safety protocols and equipment are implemented and updated continually to achieve compliance with all applicable requirements.
- Indoor air quality has been studied throughout the District to determine fresh air quantities as compared to ASHRAE-62N code requirements.

OPTIMIZE THE STUDENT LEARNING ENVIRONMENT

Some spaces in existing school facilities are not equitable or are not designed to be flexible for multiple functions.

- Some secondary science instructional spaces are undersized for class size.
- Per the 2017 bond funding, all elementary and middle school media centers will be renovated by summer 2021 per the District objectives to create a flexible Learning Commons.
- All elementary gyms are undersized per MDE guidelines but designed and constructed per District standards.

The ongoing challenge of learners' needs inspires continual evaluation and change.

- Some facilities are challenged to flex with individualized learning needs.
- The future of K-12 education will continue to evolve into:
 - Experience based learning.
 - Technology integration/independence.
 - Individualized learning planning.
 - Flexible time.
- Spaces will be needed to adapt to hands-on learning.
- Core spaces will need to continue to evolve to respond to individualized learning and flex time.



OPTIMIZING THE STUDENT LEARNING ENVIRONMENT

Program needs will require some space redefinition.

- Mandated State testing on personal devices currently relieves pressure on existing labs, greater access to technology in every classroom is being achieved.
- Popular hands-on classes (Encore) require additional flexible space (FACS, Science, Tech Ed, etc.).

Other programs in the District are growing and emerging.

- Some additional preschool space is needed to meet half day and full day demand.
- Technology based/online learning is robust in practice per COVID-19 practices of spring 2020, but future impact on space will remain unclear.
- Early Learning maintains best practices: align with District K-12 programs.
- Compass program at Wayzata High School desires “storefront” opportunities to showcase partnerships with local businesses in the community.
- At Wayzata High School, Career and Technical Ed (CTE) curriculum is growing. Specially designed spaces that are clustered together for synergy opportunities would best support this program.

Co-curricular needs are growing.

- Practice times are pushed later into the evening with demand on gym and field space.
- Additional facilities such as artificial turf and additional gym space are being requested by a segment of the community.

The future calls for reworking school buildings for an expanded or flexible individualized learning day.

- Classrooms will continue to evolve technologically.
- Cafeteria and Commons will likely be called upon to support individualized and small group learning throughout the day
- Media Centers have recently been redefined to support broader access and individualized activities.
- Computer Labs will likely be minimized and redefined.
- Specialized labs will likely evolve to become more flexible for multiple disciplines and instructional uses.

OTHER ISSUES

- Customer welcome center could be in a more “storefront” location.
- Administrative services locations could be re-addressed.
- The transportation program has one-third of fleet with no home.
- As furniture standards grow and evolve, additional flexible storage is needed.
- General District storage is undersized by 50%.



MINIMIZING OPERATING COSTS

The energy performance of the District's school buildings is substantially better than peer metro area districts.

- Both gas and electric utilities typically serve school buildings in Minnesota. To compare building energy performance, the industry has built consensus around stating the total energy use in energy use intensity (EUI) in a common unit expressed as kBtu's per sq. ft.
- The energy performance of peer school buildings in the metro area is available through the Minnesota B3 Benchmarking site and is categorized as either a primary or secondary school.
- The EUI of all primary schools in the District perform better than the metro area peer average of 69.2 kBtu's per sq. ft. The District's primary school average EUI is 41.8 kBtu's per sq. ft.
- The EUI of all secondary schools in the District perform better than the metro area peer average of 76.3 kBtu's per sq. ft. The District's secondary school average EUI is 50.7 kBtu's per sq. ft.
- The District's low building EUI translates into lower operating costs and a lower overall impact on the environment than the peer metro area districts.
- Thoughtful management of the buildings by the District's facility team and re-investment in the buildings through the Long Term Facilities Maintenance (LTFM) plan are the most significant factors on the exceptional building energy performance.
- Major energy conserving measures to date include completing the conversion from steam heating to hot water, the installation of high efficiency boilers for part load operation, converting from fluorescent to LED lighting and upgrading controls, and investments on the building control systems to convert from pneumatic to direct digital controls and incorporate the industries best control strategy practices.

The energy performance will continue to improve through investment in the facilities.

- The majority of investments in the building systems that have resulted in the exceptional building energy performance have been completed through the Long Term Facilities Maintenance (LTFM) plan.
- Annual investments in the buildings are planned as funding allows to replace aging infrastructure with the current systems and technology and to continue to improve the overall building efficiency.
- Planned investments in the near future include completing the conversion from fluorescent to LED lighting, conversion of constant volume systems to variable air volume, and installing high efficiency boiler capacity at the high school.

Additional consideration to minimize environmental impact / net zero design.

- There is a greater awareness of the relationship between that of the carbon foot of our built environment and the possible contribution to climate change.
- Industry forces are aligned to strive for a goal of buildings achieving their energy needs with no net carbon output.
- Possible considerations to reduce the carbon footprint of existing buildings includes adding solar power generation to offset the current electric energy use.
- Possible considerations for future new building construction include eliminating fossil fuels as an energy source through the inclusion of geothermal heating and cooling systems. An all-electric approach allows for the total building energy needs to be offset with on-site solar power generation.



SUMMARY OF NEEDS

Student Enrollment and Capacity

- Middle school capacity at Central Middle School (three years out).
- High school capacity (five years out).
- Satellite kitchen capacity.
- East Middle School kitchen and cafeteria.
- High school kitchen capacity.
- Birchview and Sunset Hill gym size.

Condition of Facilities, Equipment, Systems, and Infrastructure

- Replacement of deteriorating components.
- Update mechanical and electrical equipment to enhance indoor occupant comfort.
- Replace original roofs.
- Cyclical maintenance replacement.

District Safety and Security

- Surveillance and server upgrades.
- Badging and identification.
- Visitor and building management.
- Communications.
- Interconnectivity.

Optimizing the Student Learning Environment

- Early Childhood capacity to meet demand and growth.
- 18-21 Transition Program capacity to move to in-District facilities.
- Adult basic education space.
- High school media center renovation to meet District standard.
- Middle school Tech Ed and Encore.
- High school CTE and Compass Program.
- Middle school furniture.

Other Issues

- Community: Additional gymnasium and field use.
- Transportation facilities.
- District Storage: furniture, grounds equipment, vehicle maintenance, etc.
- District administration/professional development/training space.

Minimizing Operating Costs

- Building utility and energy use strategies.
- Sustainability.



C. STUDENT ENROLLMENT AND CAPACITY (2019-2020 SCHOOL YEAR)

- Student Enrollment
- Building Capacity
- Structural Balance
- District Population



SUMMARY OF STUDENT ENROLLMENT

The District prepares short and long term enrollment projections using an independent demographer, Hazel Reinhardt. In a District report titled “Enrollment Projects through 2030 as of October 1, 2019: Multiple Average,” initial 5-year projections indicated a continued enrollment increase in the elementary grades K-5, an increase in middle school grades (6-8,) and an increase in high school grades (9-12). These updated enrollment studies placed additional reliance on housing starts methodology, and indicate increasing resident enrollment growth in all grades K-12.

The District’s response to the projected resident enrollment growth is to limit open enrollment. Minnesota’s open enrollment laws allow the District to balance overall District student enrollment by admitting non-resident students to attend as space permits. At the time of this study, open enrollment at all grades has been closed.

The District has been experiencing significant residential development in the northwest portion of the District which has contributed to student growth. At the same time, the more mature portions of the District have experienced stable student enrollment as these households turn over. The District administration continues to review these trends to balance student enrollments with facility capabilities.

OVERVIEW:

- Projected increase in resident enrollment.
- Resident student growth in the northwest; resident student stability in the south.
- Neighbors have continued interest in open enrolling into your District.
- The middle school resident enrollment increase is projected to be 500 students (5 years) and 1,000 students (10 years) in the Central Middle School boundary.



DISTRICT-WIDE ENROLLMENT HISTORY/PROJECTIONS

Grade	History						Projections				
	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25
K	748	808	822	888	881	976	986	975	971	976	978
1	721	803	880	875	934	905	1,027	1,037	1,026	1,022	1,027
2	823	754	865	915	918	951	941	1,068	1,079	1,067	1,063
3	755	845	808	915	955	939	991	980	1,113	1,124	1,112
4	844	767	879	833	932	964	958	1,011	1,000	1,136	1,147
5	902	864	796	919	859	937	989	983	1,037	1,026	1,166
6	836	939	952	854	974	894	993	1,048	1,042	1,099	1,087
7	845	868	947	968	861	982	904	1,004	1,060	1,054	1,112
8	865	832	888	943	972	878	990	912	1,013	1,069	1,063
9	877	855	869	898	943	970	883	996	918	1,019	1,076
10	823	864	855	843	905	958	971	884	997	919	1,020
11	786	799	850	828	818	908	941	953	868	979	902
12	744	733	767	810	805	833	890	922	934	851	960
ADM K-5	4,793	4,841	5,050	5,346	5,479	5,672	5,892	6,054	6,226	6,351	6,493
ADM 6-8	2,546	2,639	2,787	2,764	2,806	2,754	2,887	2,964	3,115	3,222	3,262
ADM 9-12	3,230	3,251	3,341	3,380	3,471	3,669	3,685	3,755	3,717	3,768	3,958
Total ADM	10,569	10,731	11,178	11,490	11,756	12,095	12,464	12,773	13,058	13,341	13,713

Notes: Minnesota Department of Education Historical Adjusted Average Daily Membership (ADM-1.0)

*District’s provided estimate.

OBSERVATIONS:

- Current projections utilize a “flat” kindergarten pool of 975 students.
- Projections indicate a 5-year increase of student enrollment to approximately 13,700 students.
- Projections indicate a 10-year increase of student enrollment to approximately 14,700 students.
- See Appendix B for 10-year enrollment projection.



BUILDING CAPACITY OVERVIEW

Contrary to popular opinion, school buildings do not have a fixed capacity. In fact, they have a capacity based upon how an organization chooses to allocate use of space. As the District allocates space for computer labs, special education, intervention, or other support functions, this technically reduces the number of spaces (classrooms) available for capacity.

Typical practice for school districts is to assign use of space (utilization) in preparation for each upcoming school year. Therefore each year capacity can be calculated, and each year the capacity may change. The current allocation of space dictates what spaces are available to provide capacity.

For long range planning purposes, the District has created Target Capacity numbers for each building. The administration updates these capacity calculations as program assumptions and target class sizes change.

What follows is a methodology for determining capacities for your elementary, middle school and high school buildings.

- Each school has a 2019/20 Target Capacity that is based on current programming assumptions.
- Review Appendix A for a description of the capacity calculation methodology, and assumptions as developed with District Administration.
- Summary of current capacity and available capacity as compared to current enrollment follows.



OVERALL CAPACITY: 2019/2020 BUILDING CAPACITIES

Elementary Schools	District Target Capacities	Enrollment October 1, 2019
Birchview	576	447
Gleason Lake	720	634
Greenwood	837	775
Kimberly Lane	720	628
Meadow Ridge	889	768
North Woods	835	569
Oakwood	552	494
Plymouth Creek	720	675
Sunset Hill	693	682
Totals:	6,512	5,672
Available Space		840*

Notes:

*Available space is calculated by subtracting October 1, 2019 enrollment from District Target Capacity.

Middle Schools	District Target Capacity	Enrollment October 1, 2019
Central	1,680	1,316
East	918	690
West	873	748
Totals:	3,471	2,754
Available Space		717

Notes:

Middle School Capacity is based on an 80% utilization factor.

High School	District Target Capacity	Enrollment October 1, 2019
High School	3,900	3,669
Totals:	3,900	3,669
Available Space		231

Notes:

High School Capacity is based on a 90% utilization factor.



SEE APPENDIX A

**2019/20 TARGET CAPACITY DIAGRAMS FOR
EACH BUILDING**



ELEMENTARY CORE FACILITIES COMPARISON

Media Centers	Student Enrollment	District Target Capacity	Existing Media Center Total SF	MDE Guidelines Target Capacity	Difference
Birchview	447	576	4,116 SF***	3,863 SF	253 SF
Gleason Lake	634	720	4,439 SF***	4,266 SF	173 SF
Greenwood	775	837	6,543 SF**	4,594 SF	1,949 SF
Kimberly Lane	628	720	3,974 SF***	4,266 SF	(292) SF
Meadow Ridge	768	889	4,102 SF	4,740 SF	(638) SF
North Woods	569	835	4,073 SF	4,588 SF	(515) SF
Oakwood	494	552	4,179 SF	3,796 SF	383 SF
Plymouth Creek	675	720	4,710 SF**	4,266 SF	444 SF
Sunset Hill	682	693	4,649 SF**	4,190 SF	459 SF

* MDE guidelines suggest (8% of students x 35 SF) + (2,250 SF) to determine media center sizing.

** Remodel complete summer 2020

*** Existing SF today, scheduled for remodel summer 2021

OBSERVATIONS:

- Media center remodels for all existing elementary schools occurred in summer 2020 and 2021 per the 2017 Bond Referendum.



ELEMENTARY CORE FACILITIES COMPARISON, CONTINUED

Gymnasiums	Existing Gymnasium Total SF	MDE* Guidelines	Difference
Birchview	4,715 SF	7,000 SF	(2,285) SF
Gleason Lake	6,025 SF	7,000 SF	(975) SF
Greenwood	5,814 SF	7,000 SF	(1,186) SF
Kimberly Lane	5,948 SF	7,000 SF	(1,052) SF
Meadow Ridge	5,870 SF	7,000 SF	(1,130) SF
North Woods	5,875 SF	7,000 SF	(1,125) SF
Oakwood**	5,880 SF	7,000 SF	(1,120) SF
Plymouth Creek	5,964 SF	7,000 SF	(1,036) SF
Sunset Hill	4,732 SF	7,000 SF	(2,268) SF

* MDE guidelines for gym stations contemplates a Physical Education station at 3,500 SF.

** New gym addition to be complete fall 2020.

OBSERVATIONS:

- Birchview and Sunset Hill gym stations are smallest compared to the newer schools and recent gym additions at Greenwood and Oakwood (2020).
- All gymnasiums meet the District standard size with the exception of Birchview and Sunset Hill.



ELEMENTARY CORE FACILITIES COMPARISON, CONTINUED

Kitchens	Existing Kitchens Total SF	MDE Guidelines	Notes
Birchview	208	N/A	Undersized
Gleason Lake	1,896	N/A	-
Greenwood	386	N/A	Undersized
Kimberly Lane	1,584	N/A	-
Meadow Ridge	1,877	N/A	-
North Woods	1,928	N/A	-
Oakwood	2,413	N/A	-
Plymouth Creek	1,584	N/A	-
Sunset Hill	323	N/A	Undersized

NOTES/OBSERVATIONS:

- The satellite kitchens at Birchview, Greenwood and Sunset Hill are undersized and struggle to provide adequate serving and storage space.
- Wayzata Food Service Administration would like to see full production kitchens at all sites but acknowledge that this approach is not likely feasible.
- A modified/hybrid model is acceptable for the satellite kitchens. Some criteria include: at a minimum double the square footage and provide additional equipment (ventless electric oven, steamers, storage).
- The food temperature, freshness, and offerings are limited District-wide due to logistics planning for food transport and “warming” conditions.



ELEMENTARY CORE FACILITIES COMPARISON, CONTINUED

Cafeterias	Target Capacity	# of Students per Lunch Period*	Existing Cafeteria Total SF	MDE Guidelines	Difference
Birchview	576	192	2,410 SF	2,880 SF	(470) SF
Gleason Lake	720	240	2,884 SF	3,600 SF	(716) SF
Greenwood	837	279	5,220 SF	4,185 SF	1,035 SF
Kimberly Lane	720	240	3,182 SF	3,600 SF	(418) SF
Meadow Ridge	889	297	3,565 SF	4,455 SF	(890) SF
North Woods	835	279	3,590 SF	4,185 SF	(595) SF
Oakwood	552	184	2,267 SF	2,760 SF	(493) SF
Plymouth Creek	720	240	3,247 SF	3,600 SF	(353) SF
Sunset Hill	693	231	2,424 SF	3,465 SF	(1,041) SF

* Assumes three lunch periods with 15 SF/person.

NOTES/OBSERVATIONS:

- Cafeteria aesthetics at Birchview, Sunset, and Gleason Lake should be improved upon to match North Woods calm and subtle color palette for an improved dining experience.
- Some cafeterias (mainly satellite kitchens) are cluttered with kitchen and serving equipment. Need to move these back into the kitchen for an improved dining experience.



MIDDLE SCHOOL CORE FACILITIES COMPARISON

Cafeterias	District Target Capacity	# of Students per Lunch Period*	Existing Cafeteria Total SF	MDE Guidelines	Difference
Central	1,680	560	9,949 SF	8,400 SF	1,549 SF
East	918	306	3,136 SF	4,590 SF	(1,454) SF
West	873	291	5,221 SF	4,365 SF	856 SF

* Assumes three lunch periods with 15 SF/person.

NOTES/OBSERVATIONS:

- East Middle School cafeteria is undersized per MDE guidelines.
- East Middle School cafeteria needs improvement on aesthetics. It feels like a foyer with lockers, which is not the best dining experience. Central Middle School cafeteria colors are good.
- East Middle School kitchen is vastly undersized for preparation, storage, and overall size.
- West Middle School cafeteria is very loud/noisy.

Gymnasiums	District Target Capacity	-	Existing Gymnasium Total SF	MDE* Guidelines	Difference
Central	1,680	-	10,667 SF	10,000 SF	667 SF
East	918	-	14,066 SF	13,500 SF	566 SF
West	873	-	11,785 SF	10,000 SF	1,785 SF

*MDE guidelines for gym stations contemplates one Physical Education station per every 500 students.

OBSERVATIONS:

- Middle school gymnasiums are above MDE guidelines for square footage.



HIGH SCHOOL CORE FACILITIES COMPARISON

Cafeterias	Target Capacity	# of Students per Lunch Period*	Existing Cafeteria Total SF	MDE Guidelines	Difference
High School	3,900	1,300	22,400 SF	19,500 SF	2,900 SF

* Assumes three lunch periods with 15 SF/person.

NOTES/OBSERVATIONS:

- The high school cafeteria is right sized for the current target capacity and for future capacity if/when needed.
- High school kitchen storage is at capacity now. Need to continue to plan for growth in enrollment.
- Expressway/a la carte area needs additional dry storage space.
- Now, may need to modify food delivery schedule from two weeks to three weeks due to lack of storage. This is time consuming for staff.

Gymnasiums	-	-	Existing Gymnasium Total SF	MDE* Guidelines	Difference
High School	-	-	58,720 SF	40,000 SF	18,720 SF

* MDE guidelines for high school gym stations contemplates 10,000 SF per two stations for physical education.

OBSERVATIONS:

- MDE requirement for Wayzata High School is a total of eight gym stations. The high school meets/exceeds MDE guidelines for quantity of gymnasium stations and square footage.



STRUCTURAL BALANCE ANALYSIS

Definition: (Structural Balance)

The comparison of school building capacities to examine the relationship of building capacities at each grade level to the size of student population. If a District has capacity of 975 per average class at the elementary level, how does that compare to capacity at middle school level and high school level. Also how does capacity accommodate natural in-migration growth and typical parochial in-migration student population at key opt in grades.

How does structural balance apply to ISD #284?

Based upon our current analysis, at the elementary level, Wayzata Public Schools has a capacity of 1,085 students per average grades K-5. As we reach the middle level, capacity increases to 1,157 students per average grades 6-8. When we arrive at high school, their capacity is reduced to 975 students per average grades 9-12.

If there were no in-migration of students (either resident or otherwise) it would appear that the District is not optimally structurally balanced as each grade level grouping has a different average class capacity. In most districts there is resident-student in-migration at either 6th or 7th grade and also at 9th grade representing students coming from parochial schools or other options. However, in Wayzata there is in-migration each year at each grade level which is reflective of parents moving into the District with older school-age children and/or open-enrollment.

What are the important factors?

- Building capacities.
- In-migration (resident).
- In-migration (open enrollment).
- Open enrollment policy/enforcement.

See the following pages that show enrollment and capacities by building. The structural balance analysis is also studied per the elementary to middle school feeder diagrams.



STRUCTURAL BALANCE ANALYSIS OCTOBER 1, 2019

Elementary Schools (K-5)

	<u>BV</u>	<u>GL</u>	<u>GW</u>	<u>KL</u>	<u>MR</u>	<u>NW</u>	<u>OW</u>	<u>PC</u>	<u>SH</u>
Capacity	576	720	837	720	889	835	522	720	693
2019/20 Enrollment	447	634	775	628	768	569	494	675	682
Available	129	86	62	92	121	266	28	45	11

Total Elementary School Capacity: 6,512 students

Total Elementary School Available Capacity Today: 894 students

Middle Schools (6-8)

	<u>CMS</u>	<u>EMS</u>	<u>WMS</u>
Capacity	1,680	918	873
2019/20 Enrollment	1,316	690	748
Available	364	228	125

Total Middle School Capacity: 3,337 students

Total Middle School Available Capacity Today: 717 students

High School (9-12)

	<u>HS</u>
Capacity	3,900
2019/20 Enrollment	3,669
Available	231

Total High School Capacity: 3,900 students

Total High School Available Capacity Today: 231 students



Districtwide Facility Capacity

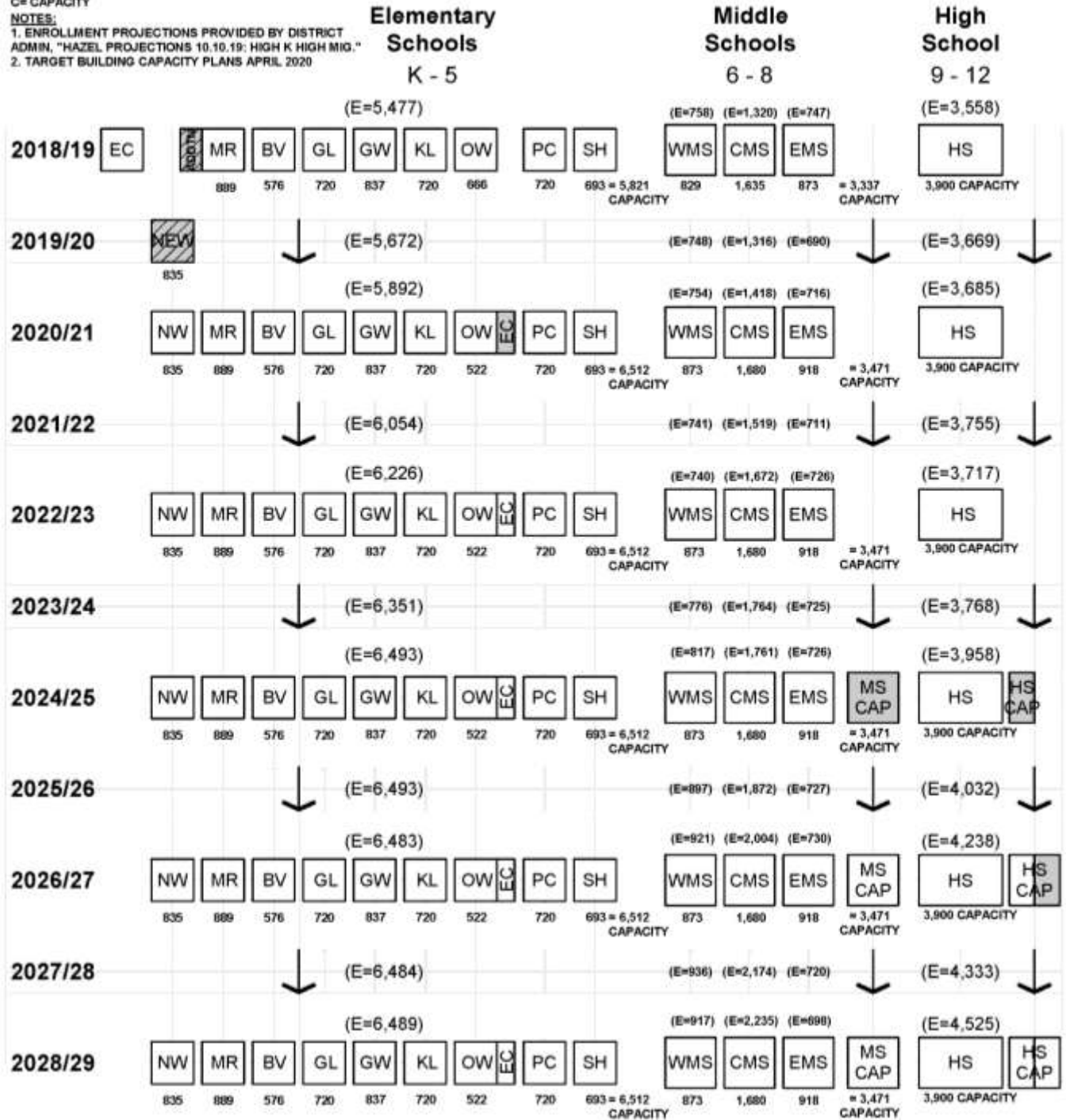
EC / K-5 / 6-8 / 9-12

KEY

E= ENROLLMENT
C= CAPACITY

NOTES:

1. ENROLLMENT PROJECTIONS PROVIDED BY DISTRICT ADMIN, "HAZEL PROJECTIONS 10.10.19: HIGH K HIGH MIG."
2. TARGET BUILDING CAPACITY PLANS APRIL 2020

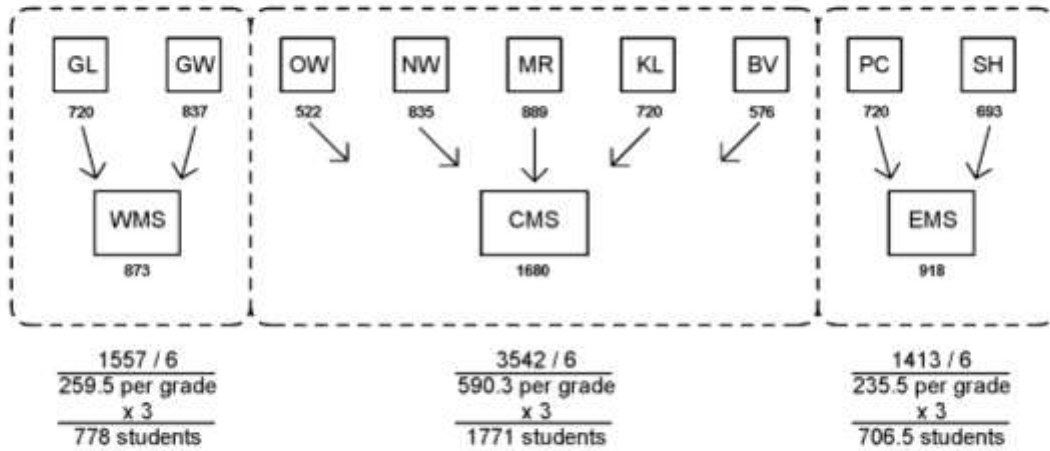




Structural Balance

Middle School Feeder Schools

Current MS Attendance Area/Feeder Schools



(826 estimated including in-migration)

(2341 estimated including in-migration)

(826 estimated including in-migration)

Key Messages:

1. Maintaining a middle school feeder strategy offers predictability to students and families.
2. Middle school population size is somewhat limited by the feeder schools aligned to it.
3. In-migration is a huge factor in Wayzata Schools. In the projections as we look ahead 10 years, 700+ resident students arrive in their middle school years.



OBSERVATIONS:

- Based upon recent enrollment trends and open enrollment results, District-wide Elementary Level capacity is in balance with enrollment.
- Capacity at the Middle Level is higher than the Elementary and allows for natural in-migration and additional open enrollment.
- Capacity at the High School is similarly balanced with the Elementary capacities, but is smaller than Middle School capacity.
- Natural in-migration and/or open enrollment pressures at the middle level appear to be able to be accommodated at those buildings.
- Middle School capacity appears to possibly be slightly out of balance (too large) with Elementary and High School.



DISTRICT POPULATION

The population of residents within the Independent School District #284 boundary is constantly changing.

Independent School District #284 Resident Population						
	2014	2015	2016	2017	2018	2019
All	XX,XXX	XX,XXX	XX,XXX	XX,XXX	XX,XXX	71,000
School Enrollment (All)	XX,XXX	XX,XXX	XX,XXX	XX,XXX	XX,XXX	XX,XXX
Resident School Enrollment	XX,XXX	XX,XXX	XX,XXX	XX,XXX	XX,XXX	XX,XXX
% Student Resident of Total Residents	XX%	XX%	XX%	XX%	XX%	XX%

Source: Enrollment information from District Administration.

Note: Population data based on information from property developers and cities, methodology approved by State Demographer’s Office.



SUMMARY: CHANGES IN STUDENT ENROLLMENT AND CAPACITY

Student enrollment is growing.

- The District's enrollment has been growing by an average of 320 students per year since 2014/15.
- In 2019/20, the District served 12,095 students attending Wayzata Public Schools.
- District-wide projected totals are at/around 13,700-14,700 students for another 5-10 years.
- Total Kindergarten enrollment is projected to be at/around 975 students.
- Open enrollment is closed as all buildings are at maximum efficiency.
- The District population is increasing; it is currently estimated at 71,000 and projected to be **XX,XXX** in 5 years and **XX,XXX** in 10 years.

Today the District has little excess building capacity.

- Currently high school (9-12) enrollment is less than capacity by 231 students.
- Central Middle School (6-8) enrollment is less than capacity by 319 students.
- Currently elementary schools (K-5) capacity exceeds enrollment by 840 students. This will fill by 2024-25.
- With the new Meadow Ridge and North Woods Elementary Schools online, the northern elementary schools and southern elementary schools have some available space.

Some core facilities need to be in better balance with building capacities.

- Some buildings core facilities are undersized to meet existing building capacity needs.
- The cafeteria of East Middle School is significantly undersized compared to total building capacity and MDE guidelines.
- Elementary satellite kitchen spaces have inadequate serving, preparation, cooler, and storage space.
- Central Middle School cafeteria will be stressed in two years.

Pressure relief is needed in some school attendance areas.

- Central Middle School attendance area is projected to increase by 500 students in the next 5 years and 1,000 students in the next 10 years.



D. CONDITIONS OF FACILITIES EQUIPMENT, SYSTEMS, AND INFRASTRUCTURE

- Introduction
- Cyclical Maintenance Needs
- Asset Preservation Inventory
- Storage, Deliveries, and Reuse/Recycling Staging – By Building



INTRODUCTION

Over the last 10 years, the District became eligible for Alternative Facilities Bonding in Fiscal Year 2015/16. This funding authority gave the Board of Education an additional levy and bonding authority for replacement of deteriorated facility items. The Alternative Facility Bonding program (formerly referred as “Alt Facilities”) was limited to Districts that had more than 1.5 million square feet and an average building age over 35 years. Since that time, the MDE has evolved the program, now known as Long Term Facility Maintenance (LTFM) and is accessible by all districts in Minnesota. To qualify for LTFM revenue, school districts, cooperatives and intermediate districts (not charter schools) must have a ten-year plan adopted by the school board and approved by the commissioner.

The Long Term Facilities Maintenance Program is defined by Minnesota Statutes, section 123B.595, where revenue can be used by Districts for the following:

- Deferred capital expenditures and maintenance projects necessary to prevent the future erosion of facilities.
- Increasing accessibility of school facilities.
- Health and safety capital projects.
- By Board resolution, to transfer money from the general fund reserve for LTFM to the debt redemption fund to pay the amounts needed on general obligation bonds issued.

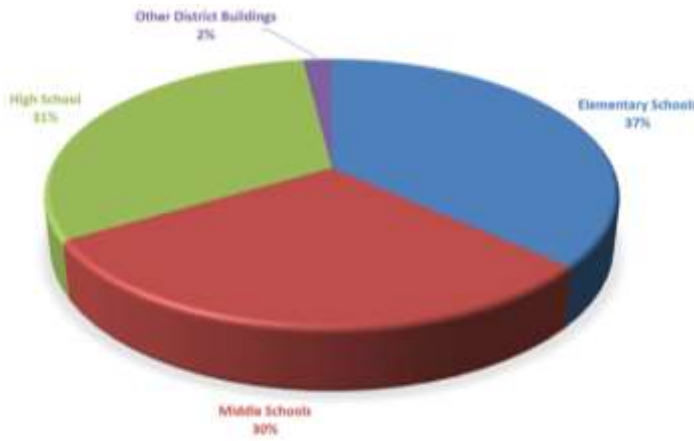
Funding can be used for replacement of pre-existing elements and systems (i.e., “like for like”). Funding does not allow for constructing new square footage and is only applicable to District-owned facilities, not leased facilities.

Since 2012, the District has expended approximately \$115,317,000 of Alt Facilities/LTFM and Health and Safety funds towards the reinvestment of their facilities. This is no small venture and it is quite an achievement to be proud of! The dedication of the District over the past 8-9 years has been attributed to the building components and systems being replaced. The majority of buildings have had some major renovations performed to update not only the systems but also improve the indoor air quality and indoor environments. A few buildings remain, and these are some of the “newer” schools, such as Birchview, Gleason Lake, Kimberly Lane, and Plymouth Creek Elementaries.

The following diagrams help explain the LTFM and Health and Safety expenditures since 2012 through January 2020.

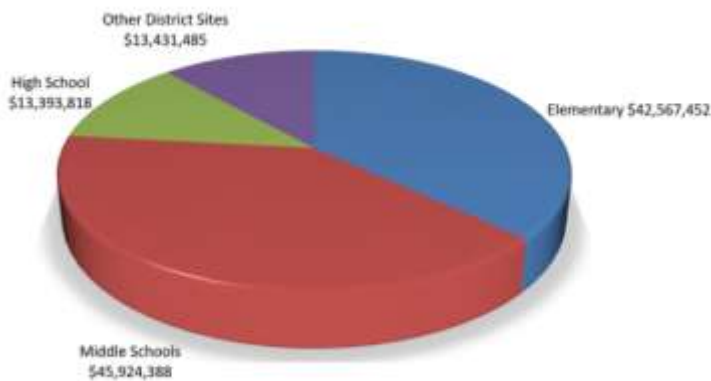


2019-20 DISTRICT BUILDING SQUARE FOOT ALLOCATION



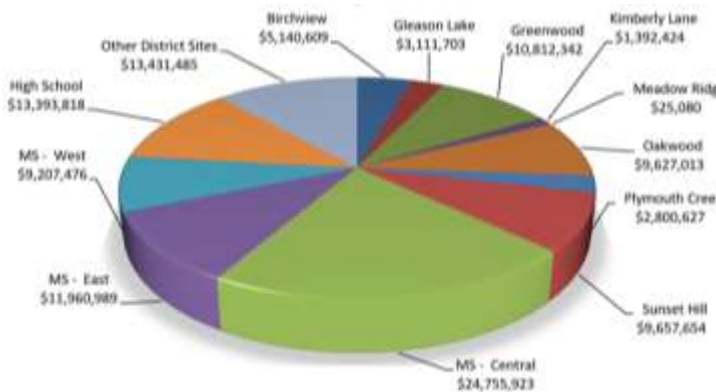
This pie chart represents how the total District square footage breaks out between elementary schools, middle schools, high school, and other District buildings.

LTFM AND HEALTH AND SAFETY PROJECTS BY BUILDING TYPE, 2012 THROUGH JANUARY 2020



This pie chart represents how much of the LTFM/Health and Safety spending has gone to the various building types. Almost equal values have been placed at the elementary and middle school buildings, which is proportionate to their square foot allocation. The high school has had less funding since it will be 23 years old in 2020.

LTFM AND HEALTH AND SAFETY PROJECTS BY BUILDING, 2012 THROUGH JANUARY 2020



This represents the amount of spending per building. You can see elementaries have been addressed, for the most part, in order of oldest to newest, with upcoming projects planned at Birchview, Gleason Lake, Plymouth Creek and Kimberly Lane. Central Middle School is the largest middle school and has had similar funding per square foot as East and West Middle Schools.

Previously, the approach for asset preservation was to tackle the top priorities. As mentioned, much of the top priorities have been completed and now the focus turns to cyclical maintenance. Great strides have been made with the commitment to consistent reinvestment.



CYCLICAL MAINTENANCE NEEDS

Overview/Process

Identifying Systems/Components

To prepare for field work, the Wold team met with Wayzata Schools Buildings and Grounds Staff to determine scope of the study by identifying the components that should be reviewed as well as establishing a baseline of qualifiers that would indicate need for replacement. The group also discussed methodology of how to categorize and document items into a database. These items are the basis for the analysis of all District-owned facilities. A sample list of components that are reviewed is included in the next few pages of this report.

Development of Component Life Cycles

For each of the components, it was necessary to establish the District's expected life cycle based in part on industry standards and in part on Independent School District #284's experiences in the past. Through this process, it is clear that facilities constantly deteriorate, and replacement can be planned far in advance.

Understanding of District Standards

As we discussed the components, it was important to establish a District standard for replacement of components. Throughout the years, the District has developed District standards for building systems and materials with Wold. We are considering these standards when identifying a replacement budget allowance. It is important to note that a deteriorated item may not have the ability to be replaced with the exact same quality system or component. In a number of cases the District's desired replacement is with a different system. In a lot of cases, technology or industry changes have created the original component obsolete and the replacement component may be different. The budgeted cost allowance for the preferred system is then included in the database and is meant to serve as an allowance for the work, however with these components being planned for replacement in future years, specific project scoping and systems/materials are not yet defined.

Development of Project Costs

Each component condition in the field required the team to determine a replacement project cost. Cost estimating involved all disciplines as well as project implementation costs. Part of the database requires an assumption of future annual cost inflation. The data presented in this report uses an annual inflation of 3.5%.



CYCLICAL MAINTENANCE NEEDS, CONTINUED

Components Analyzed by Discipline:

Discipline	Category	
Exterior: Architectural	Doors and Frames	
	Roofs and Accessories	
	Wall Systems	
	Window/Skylight Systems	
Interior: Architectural	Casework and Countertops	
	Ceiling Systems	
	Doors, Frames and Hardware	
	Flooring and Base	
	Miscellaneous Metals	
	Shelving	
	Wall Systems	
	Paint, wall tile, and similar finishes	
	Windows , Storefronts, and Curtain Walls	
	Specialties: Architectural	Divider Curtain, Operable Walls
		Food service, Lockers, Misc.
Condition of Bleachers, Toilet Room Partitions		
Elevators/Lifts, Window Blinds		
Markerboard, Tackboards		
Exterior: Site	Asphalt Pavement	
	Concrete	
	Fencing Types	
	Field	
	Gravel	
	Irrigation	
	Landscaping	
	Pumps	
	Retaining Walls	
	Site Drainage	
	Site Features	
	Tanks	
Utilities		



CYCLICAL MAINTENANCE NEEDS, CONTINUED

Discipline	Category
Electrical	Lighting Types
	Power
	Generator
	Systems
Mechanical	Building Automation System
	Cooling
	Domestic Water
	Fire Suppression
	Fuel Oil
	Heating
	Plumbing Fixture
	Sanitary
	Storm Water
	Ventilation



CYCLICAL MAINTENANCE NEEDS, CONTINUED

• **Different Components**

On the previous page, we indicated the discipline and category of components that were surveyed.

• **Component Life Cycles**

Each component has its life cycle, which is essentially an assumption around “useful life” and can be the basis for a replacement schedule.

• **End of Useful Life**

As you can see in the charts that follow, components require reinvestment at the end of their useful life. Even a new building does not remain new indefinitely. Surveyed components from the database are listed in order by length of useful life. The majority of the Life Cycle Assumptions have remained unchanged from the previous study as it is believed that they have proven to be reliable.

Component Life Cycle Assumptions (Selected Examples: 5-10 Years):

Discipline	Category	Name	Description	Life
Architectural	Interior	Paint -High Traffic	Wall Paint -High Traffic	5 yrs
Site	Asphalt Pavement	Seal Coat	Parking Lots Seal Coat	5 yrs
Site	Asphalt Pavement	Color Coat	Tennis Courts Color Coat	5 yrs
Architectural	Interior	Wood Refinishing	Flooring Wood Refinishing	7 yrs
Electrical	Systems	Camera	Security - Surveillance Camera Replacement	7 yrs
Architectural	Exterior	Painting	Painting	8 yrs
Mechanical	Building Automation System	Maintenance	Building Automation System Maintenance	8 yrs
Mechanical	Domestic Water	Water Softener	Water Softener Replacement	8 yrs
Architectural	Interior	Carpet Tiles-Corridor	Carpet Tiles-Corridor Replacement	10 yrs
Architectural	Interior	Paint - Low Traffic	Wall Paint - Low Traffic	10 yrs
Architectural	Specialties	Garbage Disposal	Garbage Disposal Replacement	10 yrs
Architectural	Specialties	Metal	Elementary - Metal Toilet Partition Replacement	10 yrs
Mechanical	Domestic Water	Booster Heater	Booster Heater Replacement	10 yrs



CYCLICAL MAINTENANCE NEEDS, CONTINUED

Component Life Cycle Assumptions (Selected Examples: 12-20 Years):

Discipline	Category	Name	Description	Life
Mechanical	Domestic Water	Standard Efficiency	Standard Efficiency Water Heater Replacement	12 yrs
Architectural	Exterior	Handicapped Operators	Handicapped Operators Replacement	15 yrs
Architectural	Exterior	EPDM 60 mil	EPDM 60 mil Roof Replacement	15 yrs
Architectural	Interior	Plastic Laminate	Plastic Laminate Countertop Replacement	15 yrs
Architectural	Interior	Carpet Broadloom	Carpet Broadloom Replacement	15 yrs
Architectural	Interior	Welded Seam	Welded Seam Flooring Replacement	15 yrs
Architectural	Interior	Vinyl Wall Covering	Vinyl Wall Covering Replacement	15 yrs
Mechanical	Building Automation System	Replacement	Building Automation System Replacement	15 yrs
Mechanical	Cooling	Split AC Systems DX UNIT	Split AC Systems Replacement	15 yrs
Mechanical	Plumbing Fixture	Electric Water Cooler	Electric Water Cooler Replacement	15 yrs
Mechanical	Ventilation	Maintenance	Air Handling Unit Maintenance	15 yrs
Mechanical	Ventilation	Exhaust Fan	Exhaust Fan Replacement	15 yrs
Mechanical	Ventilation	Exhaust Fan Kitchen Hood	Exhaust Fan Kitchen Hood Replacement	15 yrs
Mechanical	Ventilation	Return Fans Medium (5000 CFM - 15000 cfm)	Return Fans Medium (5000 CFM - 15000 cfm) Replacement	15 yrs
Site	Asphalt Pavement	Overlay	Hard Play Overlay	15 yrs
Site	Asphalt Pavement	Overlay	Running Track Overlay	15 yrs
Site	Asphalt Pavement	Overlay	Tennis Courts Overlay	15 yrs
Site	Pumps	Replace	Lift Station Pumps Replace	15 yrs



CYCLICAL MAINTENANCE NEEDS, CONTINUED

Component Life Cycle Assumptions (Selected Examples: 12-20 Years), Continued:

Discipline	Category	Name	Description	Life
Architectural	Interior	Acoustic Panel	Acoustic Panel Ceiling Replacement	20 yrs
Architectural	Interior	ACT-2x2	ACT Replacement	20 yrs
Architectural	Interior	Paint	Ceiling Painting	20 yrs
Architectural	Exterior	Four-ply Built Up Roofing	Four-ply BUR Roof Replacement	20 yrs
Architectural	Specialties	Tack Board 4' High w/ Map Rail	Tack Board Replacement	20 yrs
Architectural	Specialties	Dishwasher	Dishwasher Replacement	20 yrs
Electrical	Power	Transformers	Power - Transformers Transformers Replacement	20 yrs
Electrical	Systems	PA / Intercom Head-End	PA / Intercom Head-End Replacement	20 yrs
Electrical	Systems	Card Reader	Card Reader Replacement	20 yrs
Mechanical	Heating	Burner	Burner Replacement	20 yrs
Mechanical	Plumbing Fixture	Faucet Manual	Faucet Manual Replacement	20 yrs
Mechanical	Plumbing Fixture	Flush Valve Electronic	Flush Valve Electronic Replacement	20 yrs
Mechanical	Ventilation	Rooftop-Large (10 ton+)	Rooftop-Large (10 ton+) Replacement	20 yrs
Site	Asphalt Pavement	Reconstruction	Bus Drive Reconstruction	20 yrs
Site	Asphalt Pavement	Reconstruction	Drives Reconstruction	20 yrs
Site	Irrigation	Replace	Irrigation Field Areas Replace	20 yrs



CYCLICAL MAINTENANCE NEEDS, CONTINUED

Component Life Cycle Assumptions (Selected Examples: 25-100 Years):

Discipline	Category	Name	Description	Life
Architectural	Interior	Vinyl Composition Tile	VCT Flooring Replacement	25 yrs
Architectural	Specialties	Gym-Operable Wall	Gym Operable Wall Replacement	25 yrs
Mechanical	Cooling	Cooling Tower	Cooling Tower Replacement	25 yrs
Architectural	Exterior	Double Glazed Aluminum	Double Glazed Aluminum Window Replacement	30 yrs
Architectural	Interior	Media Center Shelving	Casework Media Center Shelving Replacement	30 yrs
Architectural	Interior	Wood - Single	Wood - Single Door Replacement	30 yrs
Architectural	Specialties	Athletic	Athletic Locker Replacement	30 yrs
Electrical	Lighting	Parking Lot Lighting	Parking Lot Lighting Replacement	30 yrs
Electrical	Lighting	2x4 - T8 Fixture	Light Fixture Replacement	30 yrs
Mechanical	Fuel Oil	Fuel Oil Tank Underground	Tank Replacement	30 yrs
Mechanical	Ventilation	VAV Box	VAV Box Replacement	30 yrs
Mechanical	Ventilation	Unit Ventilator	Unit Ventilator Replacement	30 yrs
Architectural	Exterior	Tuckpointing	Tuckpointing	35 yrs
Architectural	Exterior	Standing Seam Metal Roof	Standing Seam Metal Roof Replacement	35 yrs
Architectural	Interior	Ceramic Tile	Ceramic Tile Flooring Replacement	40 yrs
Architectural	Specialties	Corridor	Corridor Locker Replacement	40 yrs
Architectural	Specialties	Classroom-Operable Wall	Classroom Operable Wall Replacement	40 yrs
Architectural	Specialties	Auditorium Seating	Auditorium Seating Replacement	40 yrs
Architectural	Specialties	Bleacher	Bleacher Replacement	40 yrs
Mechanical	Domestic Water	Piping Replacement (Includes Mains and All Branches)	Piping Replacement (Includes Mains and All Branches)	40 yrs



CYCLICAL MAINTENANCE NEEDS, CONTINUED

Component Life Cycle Assumptions (Selected Examples: 25-100 Years), Continued:

Discipline	Category	Name	Description	Life
Mechanical	Heating	Boiler (water or steam)	Boiler (water or steam) Replacement	40 yrs
Mechanical	Heating	Cabinet Unit Heater	Cabinet Unit Heater Replacement	40 yrs
Mechanical	Heating	Unit Heater	Unit Heater Replacement	40 yrs
Mechanical	Heating	Hydronic System Piping	Hydronic System Piping Replacement	40 yrs
Architectural	Interior	Tall Cabinet - Wood	Casework Tall Cabinet - Wood Replacement	45 yrs
Mechanical	Ventilation	Interior-Medium (5000 CFM - 15000 CFM)	Interior-Medium (5000 CFM - 15000 CFM Air Handler) Replacement	45 yrs
Architectural	Exterior	Precast Concrete Wall Panel	Precast Concrete Wall Panel Replacement	50 yrs
Mechanical	Fire Suppression	Fire Suppression System	Fire Suppression System Replacement	50 yrs
Mechanical	Storm Water	Underground Piping	Underground Piping Replacement	50 yrs
Architectural	Exterior	Brick	Brick Wall Replacement	100 yrs
Architectural	Interior	Exposed Concrete	Exposed Concrete Flooring Replacement	100 yrs



ASSET PRESERVATION INVENTORY

Overview/Process

Field Work and Survey/Data Collection

The Wold team of Engineers and Architects, spent August through October 2020 in the buildings cataloguing and observing conditions. Our teams walked through 2,117,509 square feet of ISD #284 built infrastructure to conduct this survey. We also met with the Buildings and Grounds team and custodians to learn about items that may not be documented or be visible. We also reviewed the District standards and initiatives so that the items identified for replacement could align as much as possible.

Incorporating Existing District Reports

Our team reviewed reports the District shared to further understand facility conditions. Reports on categories such as roofing, flooring, playgrounds were reviewed and pertinent information was included in the database.

Estimating Replacement Costs

The Wold team drew upon a multiple of sources to estimate costs. We utilized our firm’s recent experience with School District upgrades as well as collaboration with other district service providers to arrive at representative budget allowances for each deferred maintenance need.

The Database

Through a series of initial meetings, Wold and the District discussed the success and struggles of the previous database and began to brainstorm needs for the new database. The group thought a Microsoft Excel-based database would be optimal as it is software that is already owned by the District and everyone has familiarity with the software. We are not vendors or developers of software, but we have found the database format to be helpful for both this study and the District as the end user. Therefore it has been formatted to be beneficial not only for recording information but as well as using it as a tool for the annual LTFM Review and Comment submittals. The database can also be organized not only by building type (elementary, middle, or high school), but also by the specific building, or by a specific category of work (i.e. mechanical, roofs, flooring, etc.). The intent of the database is for it to be a “living” document whereas members of Buildings and Grounds can add components (for example if an exhaust fan is continuously needing maintenance, it’s anticipated replacement timeframe can be adjusted) as well as move line items around to help project budget shortfalls and overages.



ASSET PRESERVATION INVENTORY, CONTINUED

Input Into Database

Our field work and estimating is all loaded into the Excel-based database, with Wold-developed, customizable pivot tables that are easily altered for the user and Owner's convenience.

Items are compiled into the database with the following identifiers: By School, by FIN Code, an abbreviated description of work, the anticipated or end-of-life cycle year of replacement, a project allowance and inflation factor, if necessary. The FIN (Finance) Code categories are recognized by MDE as well as align with the District Finance department. Below is the list of FIN Code Number and Title:

- 347 Physical Hazards
- 349 Other Hazardous Materials*
**Identification of hazardous materials, nor the pricing of it's removal was not included in this scope. The District will work with their Environmental Consultant for continuously updating the survey and budget values.*
- 352 Environmental Health and Safety Management
- 358 Asbestos Removal and Encapsulation*
**Identification of hazardous materials, nor the pricing of it's removal was not included in this scope. The District will work with their Environmental Consultant for continuously updating the survey and budget values.*
- 363 Fire Safety
- 366 Indoor Air Quality
- 377 Accessibility
- 368 Building Envelope (excluding roof)
- 369 Building Hardware and Equipment
- 370 Electrical
- 379 Interior Surfaces
- 380 Mechanical Systems
- 381 Plumbing
- 382 Professional Services and Salary
- 383 Roofing Systems
- 384 Site Projects

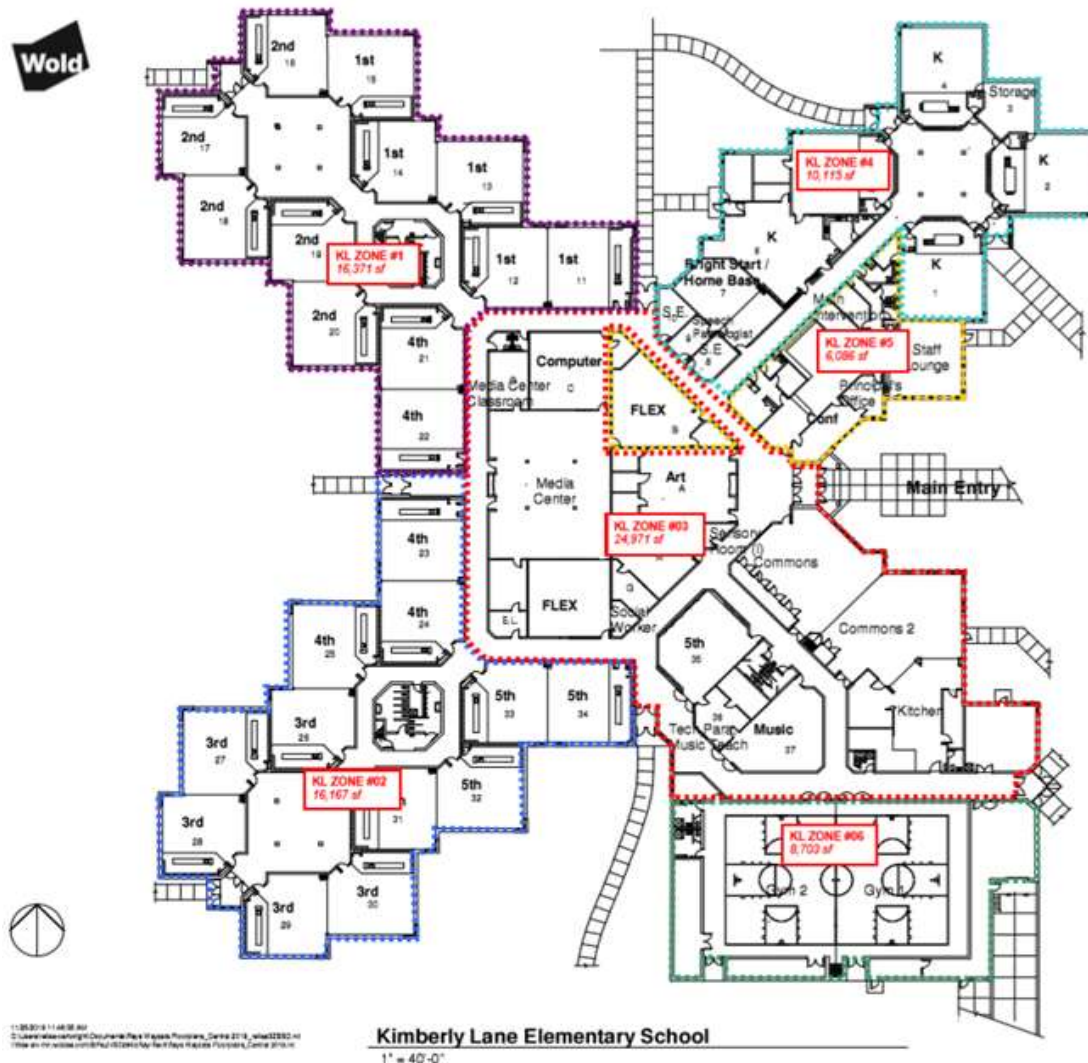


ASSET PRESERVATION INVENTORY, CONTINUED

Project Scope Planning

With the reality of the school year and leaving the summer months available for construction activities, this sets up some real parameters for the duration and ultimately the scale of the construction project. In an effort to minimize overall summer programming, both for the District but as well as Community Ed and other partnerships, the District has made an effort to minimize the number of buildings that have medium to major construction work to limit the number of sites that will need to be closed each summer. Because of this, database items are bundled into larger projects to not only minimize construction disruption at District sites, but also to help economize the value of the construction projects.

To assist with this approach to identifying project scope, the database also has building maps that identify “zones” of work. These zones are identified by the mechanical unit that serves them as it is often the replacement of this unit, its ductwork, diffusers, and controls that start to identify other items that need to be removed for its replacement, and therefore should be replaced. Items such as ceilings, lights, fire protection, plumbing, casework, etc. Here is an example of a building map:





ASSET PRESERVATION INVENTORY, CONTINUED

Summary of Findings

The following data report represents a “snapshot” of the database as it exists at the time of this report. No adjustment has been made to match project timing with available funding. This is essentially the “raw data.” As typical with this process, the data indicates a backlog of components which are at or have exceeded their expected life. In some cases, this is seen as fortunate that components have exceeded expectations, but for the majority of components, it represents a liability that will soon require attention. As of this “snapshot” there are currently 1,391 line items identified in the database.

The data on the tables below is presented by school and by year. The District buildings are grouped by building type; Elementary Schools, Secondary Schools, and Other.

5 Year Asset Preservation Needs Totals (By Building/By Year)

Elementary School	2021	2022	2023	2024	2025	1-5 Year Totals
Birchview	\$1,004,597	\$966,781	\$59,139	\$262,209	\$298,703	\$2,591,429
Gleason Lake	\$5,037,291	\$8,746,129	\$510,010	\$165,528	\$241,100	\$14,700,059
Greenwood	\$12,679	\$791,252	\$221,466	\$299,790	\$140,444	\$1,465,631
Kimberly Lane	\$1,089,855	\$2,437,230	\$5,644,150	\$4,789,487	\$89,076	\$14,049,798
Meadow Ridge	\$0	\$21,425	\$0	\$40,163	\$14,252	\$75,840
North Woods	\$0	\$0	\$22,174	\$0	\$26,129	\$48,303
Oakwood	\$52,236	\$566,142	\$30,213	\$85,204	\$2,627,162	\$3,360,957
Plymouth Creek	\$3,807,722	\$607,654	\$0	\$122,785	\$6,047,720	\$10,585,881
Sunset Hill	\$843,784	\$221,180	\$125,553	\$498,599	\$201,907	\$1,891,023
1-5 Year Totals	\$11,848,164	\$14,357,792	\$6,612,706	\$6,263,765	\$9,686,494	\$48,768,921

Secondary School	2021	2022	2023	2024	2025	1-5 Year Totals
Central Middle School	\$75,555	\$1,622,488	\$894,766	\$5,717,992	\$27,317	\$8,338,119
East Middle School	\$730,209	\$386,660	\$1,677,668	\$963,919	\$1,827,253	\$5,585,708
West Middle School	\$3,115,868	\$428,207	\$2,830,712	\$1,895,564	\$692,718	\$8,963,069
Wayzata High School	\$2,317,609	\$303,118	\$5,803,380	\$3,207,740	\$4,110,300	\$15,742,147
1-5 Year Totals	\$6,239,240	\$2,740,473	\$11,206,525	\$11,785,216	\$6,657,587	\$38,629,042

Other	2021	2022	2023	2024	2025	1-5 Year Totals
Central Service Facility	\$32,085	\$622,489	\$33,262	\$0	\$694,084	\$1,381,919
Central Sports Complex	\$5,175	\$21,425	\$0	\$2,013,645	\$0	\$2,040,244
District Administration Building	\$31,050	\$0	\$205,246	\$479,091	\$0	\$715,387
District Project Manager	\$879,750	\$915,897	\$1,025,564	\$1,262,275	\$1,306,455	\$5,389,942
District Wide	\$597,713	\$602,564	\$683,525	\$1,468,829	\$1,856,354	\$5,208,984
Ice Arena	\$0	\$0	\$0	\$0	\$0	\$0
1-5 Year Totals	\$1,545,773	\$2,162,375	\$1,947,596	\$5,223,840	\$3,856,893	\$14,736,476

1-5 Year Totals	\$19,633,176	\$19,260,640	\$19,766,828	\$23,272,820	\$20,200,974	\$102,134,439
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OBSERVATIONS:

- Cyclical maintenance 5 Year forecast for all facilities totals **\$102,134,439**.
- There are higher values in years 2022 and 2024 to accommodate for major roofing projects at Gleason Lake, Kimberly Lane, Sunset Hill, and Central Middle School.
- At the current District LTFM and Health & Safety Allocation of \$9,700,000 per year, after 5 years the funding would be short of identified needs by **\$53,634,439**.



ASSET PRESERVATION INVENTORY, CONTINUED

Years 6-10 Asset Preservation Needs Totals (By Building/By Year)

Elementary School	2026	2027	2028	2029	2030	6-10 Year Totals
Birchview	\$489,868	\$1,003,148	\$738,651	\$0	\$0	\$2,231,667
Gleason Lake	\$107,490	\$203,565	\$0	\$233,737	\$0	\$544,791
Greenwood	\$765,422	\$636,140	\$0	\$238,507	\$0	\$1,640,069
Kimberly Lane	\$1,205,826	\$751,917	\$0	\$0	\$0	\$1,957,743
Meadow Ridge	\$12,293	\$0	\$0	\$0	\$0	\$12,293
North Woods	\$43,024	\$0	\$0	\$0	\$0	\$43,024
Oakwood	\$0	\$0	\$1,053,447	\$0	\$195,509	\$1,248,956
Plymouth Creek	\$1,425,564	\$318,070	\$0	\$340,724	\$0	\$2,084,358
Sunset Hill	\$339,274	\$2,196,921	\$0	\$545,159	\$0	\$3,081,354
6-10 Year Totals	\$4,388,760	\$5,109,760	\$1,792,098	\$1,358,127	\$195,509	\$12,844,254

Secondary School	2026	2027	2028	2029	2030	6-10 Year Totals
Central Middle School	\$4,961,753	\$1,272,279	\$2,870,027	\$2,332,735	\$0	\$11,436,794
East Middle School	\$61,463	\$381,684	\$928,350	\$715,794	\$0	\$2,087,291
West Middle School	\$540,135	\$1,255,193	\$217,273	\$357,079	\$0	\$2,369,680
Wayzata High School	\$3,858,979	\$618,328	\$3,234,873	\$4,089	\$4,059,527	\$11,775,796
6-10 Year Totals	\$9,422,329	\$3,527,483	\$7,250,524	\$3,409,697	\$4,059,527	\$27,669,560

Other	2026	2027	2028	2029	2030	6-10 Year Totals
Central Service Facility	\$61,463	\$0	\$0	\$0	\$0	\$61,463
Central Sports Complex	\$0	\$0	\$0	\$0	\$0	\$0
District Administration Building	\$12,293	\$0	\$0	\$0	\$0	\$12,293
District Project Manager	\$1,352,181	\$1,335,893	\$1,448,490	\$1,499,187	\$0	\$5,635,751
District Wide	\$3,196,064	\$5,811,772	\$6,877,694	\$7,982,490	\$282,120	\$24,150,139
Ice Arena	\$0	\$0	\$0	\$370,708	\$2,292,223	\$2,662,931
6-10 Year Totals	\$4,622,000	\$7,147,665	\$8,326,184	\$9,852,385	\$2,574,343	\$32,522,576

6-10 Year Totals	\$18,433,090	\$15,784,908	\$17,368,805	\$14,620,209	\$6,829,379	\$73,036,390
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OBSERVATIONS:

- Scheduled maintenance needs for years 2026 through 2030 for all facilities totals another \$72,907,318.
- There is a shift of the majority of funds transferring from elementary to secondary schools.
- Although it appears that there is a drop in year 2030 that is not the start of a trend. In 2031 Meadow Ridge is 15 years old and will start to need some cyclical maintenance replacement of items for their end-of-life cycle. North Woods will be 15 years old in 2034.



ASSET PRESERVATION INVENTORY, CONTINUED

5 Year Asset Preservation Needs Totals (By Building Type/By Year)

Building	2021	2022	2023	2024	2025	1-5 Year Totals
Birchview	\$1,004,597	\$966,781	\$59,139	\$262,209	\$298,703	\$2,591,429
Central Middle School	\$75,555	\$1,622,488	\$894,766	\$5,717,992	\$27,317	\$8,338,119
Central Service Facility	\$32,085	\$622,489	\$33,262	\$0	\$694,084	\$1,381,919
Central Sports Complex	\$5,175	\$21,425	\$0	\$2,013,645	\$0	\$2,040,244
District Administration Building	\$31,050	\$0	\$205,246	\$479,091	\$0	\$715,387
District Project Manager	\$879,750	\$915,897	\$1,025,564	\$1,262,275	\$1,306,455	\$5,389,942
District Wide	\$597,713	\$602,564	\$683,525	\$1,468,829	\$1,856,354	\$5,208,984
East Middle School	\$730,209	\$386,660	\$1,677,668	\$963,919	\$1,827,253	\$5,585,708
Gleason Lake	\$5,037,291	\$8,746,129	\$510,010	\$165,528	\$241,100	\$14,700,059
Greenwood	\$12,679	\$791,252	\$221,466	\$299,790	\$140,444	\$1,465,631
Ice Arena	\$0	\$0	\$0	\$0	\$0	\$0
Kimberly Lane	\$1,089,855	\$2,437,230	\$5,644,150	\$4,789,487	\$89,076	\$14,049,798
Meadow Ridge	\$0	\$21,425	\$0	\$40,163	\$14,252	\$75,840
North Woods	\$0	\$0	\$22,174	\$0	\$26,129	\$48,303
Oakwood	\$52,236	\$566,142	\$30,213	\$85,204	\$2,627,162	\$3,360,957
Plymouth Creek	\$3,807,722	\$607,654	\$0	\$122,785	\$6,047,720	\$10,585,881
Sunset Hill	\$843,784	\$221,180	\$125,553	\$498,599	\$201,907	\$1,891,023
Wayzata High School	\$2,317,609	\$303,118	\$5,803,380	\$3,207,740	\$4,110,300	\$15,742,147
West Middle School	\$3,115,868	\$428,207	\$2,830,712	\$1,895,564	\$692,718	\$8,963,069
1-5 Year Totals	\$19,633,176	\$19,260,640	\$19,766,828	\$23,272,820	\$20,200,974	\$102,134,439

Building Type	2021	2022	2023	2024	2025	1-5 Year Totals
Elementary	\$11,848,164	\$14,357,792	\$6,612,706	\$6,263,765	\$9,686,494	\$48,768,921
Secondary	\$6,239,240	\$2,740,473	\$11,206,525	\$11,785,216	\$6,657,587	\$38,629,042
Other	\$1,545,773	\$2,162,375	\$1,947,596	\$5,223,840	\$3,856,893	\$14,736,476
1-5 Year Totals	\$19,633,176	\$19,260,640	\$19,766,828	\$23,272,820	\$20,200,974	\$102,134,439

OBSERVATIONS:

- Current District funding towards asset preservation items is approximately \$9,700,000 annually. In the coming years per District Administration forecast, \$X,XXX,XXX is able to be allocated for capital projects.
- Five years of planned funding levels would only address \$48.5 million of a \$102 million liability. This would leave a \$53.5 million deferment.
- A blended approach of project prioritization and more appropriate funding will be necessary to establish a plan that will be sustainable.
- In 2020, the District’s “new” High School will be 24 years old. The District’s “older” schools like West Middle School will be 76 years old and Oakwood Elementary will be 67 years old.
- In 2031, one the District’s “newest” elementary school, Meadow Ridge, will be 15 years old.



ASSET PRESERVATION INVENTORY, CONTINUED

6-10 Year Asset Preservation Needs Totals (By Building Type/By Year)

Building	2026	2027	2028	2029	2030	6-10 Year Totals
Birchview	\$489,868	\$1,003,148	\$738,651	\$0	\$0	\$2,231,667
Central Middle School	\$4,961,753	\$1,272,279	\$2,870,027	\$2,332,735	\$0	\$11,436,794
Central Service Facility	\$61,463	\$0	\$0	\$0	\$0	\$61,463
Central Sports Complex	\$0	\$0	\$0	\$0	\$0	\$0
District Administration Building	\$12,293	\$0	\$0	\$0	\$0	\$12,293
District Project Manager	\$1,352,181	\$1,335,893	\$1,448,490	\$1,499,187	\$0	\$5,635,751
District Wide	\$3,196,064	\$5,811,772	\$6,877,694	\$7,982,490	\$282,120	\$24,150,139
East Middle School	\$61,463	\$381,684	\$928,350	\$715,794	\$0	\$2,087,291
Gleason Lake	\$107,490	\$203,565	\$0	\$233,737	\$0	\$544,791
Greenwood	\$765,422	\$636,140	\$0	\$238,507	\$0	\$1,640,069
Ice Arena	\$0	\$0	\$0	\$370,708	\$2,292,223	\$2,662,931
Kimberly Lane	\$1,205,826	\$751,917	\$0	\$0	\$0	\$1,957,743
Meadow Ridge	\$12,293	\$0	\$0	\$0	\$0	\$12,293
North Woods	\$43,024	\$0	\$0	\$0	\$0	\$43,024
Oakwood	\$0	\$0	\$1,053,447	\$0	\$195,509	\$1,248,956
Plymouth Creek	\$1,425,564	\$318,070	\$0	\$340,724	\$0	\$2,084,358
Sunset Hill	\$339,274	\$2,196,921	\$0	\$545,159	\$0	\$3,081,354
Wayzata High School	\$3,858,979	\$618,328	\$3,234,873	\$4,089	\$4,059,527	\$11,775,796
West Middle School	\$540,135	\$1,255,193	\$217,273	\$357,079	\$0	\$2,369,680
6-10 Year Totals	\$18,433,090	\$15,784,908	\$17,368,805	\$14,620,209	\$6,829,379	\$73,036,390

Building Type	2026	2027	2028	2029	2030	6-10 Year Totals
Elementary	\$4,388,760	\$5,109,760	\$1,792,098	\$1,358,127	\$195,509	\$12,844,254
Secondary	\$9,422,329	\$3,527,483	\$7,250,524	\$3,409,697	\$4,059,527	\$27,669,560
Other	\$4,622,000	\$7,147,665	\$8,326,184	\$9,852,385	\$2,574,343	\$32,522,576
6-10 Year Totals	\$18,433,090	\$15,784,908	\$17,368,805	\$14,620,209	\$6,829,379	\$73,036,390

OBSERVATIONS:

- Looking 6 to 10 years out, facilities needs are still present. Asset Preservation needs for years 2026 through 2030 for all facilities totaling \$73,036,390.
- Five years of planned funding levels would only address \$48.5 million of a \$73 million liability for years 2026-2030. This is about a \$24.5 million deferment over 5 years. When combined with years 2021-2025, this is a total of \$77.4 million deferment.
- In 2026, the District’s “new” High School will be 30 years old. The District’s “older” schools like West Middle School will be 82 years old and Oakwood Elementary will be 75 years old. In 2031, one of the District’s “newer” elementary schools will be 15 years old.



ASSET PRESERVATION INVENTORY, CONTINUED

Asset Preservation Needs Totals: 5 Year, 6-10 Year (By Building/By Year)

Building	1-5 Year Totals	6-10 Year Totals	10 Year Totals
Birchview	\$2,591,429	\$2,231,667	\$4,823,095
Central Middle School	\$8,338,119	\$11,436,794	\$19,774,912
Central Service Facility	\$1,381,919	\$61,463	\$1,443,382
Central Sports Complex	\$2,040,244	\$0	\$2,040,244
District Administration Building	\$715,387	\$12,293	\$727,679
District Project Manager	\$5,389,942	\$5,635,751	\$11,025,693
District Wide	\$5,208,984	\$24,150,139	\$29,359,123
East Middle School	\$5,585,708	\$2,087,291	\$7,672,999
Gleason Lake	\$14,700,059	\$544,791	\$15,244,850
Greenwood	\$1,465,631	\$1,640,069	\$3,105,700
Ice Arena	\$0	\$2,662,931	\$2,662,931
Kimberly Lane	\$14,049,798	\$1,957,743	\$16,007,541
Meadow Ridge	\$75,840	\$12,293	\$88,133
North Woods	\$48,303	\$43,024	\$91,327
Oakwood	\$3,360,957	\$1,248,956	\$4,609,913
Plymouth Creek	\$10,585,881	\$2,084,358	\$12,670,239
Sunset Hill	\$1,891,023	\$3,081,354	\$4,972,377
Wayzata High School	\$15,742,147	\$11,775,796	\$27,517,942
West Middle School	\$8,963,069	\$2,369,680	\$11,332,749
Totals	\$102,134,439	\$73,036,390	\$175,170,829

Asset Preservation Needs Totals: 5 Years (By Category)

Discipline	2021	2022	2023	2024	2025	1-5 Year Totals	Percentage
Electrical	\$1,150,920	\$1,287,184	\$1,830,493	\$1,624,319	\$1,447,790	\$7,340,706	9%
Architectural	\$6,045,558	\$5,795,346	\$6,991,010	\$7,494,385	\$7,723,997	\$34,050,295	35%
Roofing	\$4,997,825	\$5,837,594	\$1,611,029	\$6,078,424	\$2,205,819	\$20,730,689	8%
Mechanical	\$5,767,349	\$5,671,001	\$8,419,604	\$6,543,750	\$7,136,855	\$33,538,558	43%
Site	\$1,671,525	\$669,516	\$914,692	\$1,531,943	\$1,686,515	\$6,474,191	5%
1-5 Year Totals	\$19,633,176	\$19,260,640	\$19,766,828	\$23,272,820	\$20,200,974	\$102,134,439	100%

OBSERVATIONS:

- Of asset preservation needs and/or scheduled maintenance over the next 5 years, nearly 45% is in the mechanical systems category.
- The cost distribution percentages by category is typical of most school districts.



ASSET PRESERVATION INVENTORY, CONTINUED

Asset preservation needs Totals: 6-10 Years (By Category)

Discipline	2026	2027	2028	2029	2030	6-10 Year Totals	Percentage
Electrical	\$2,242,162	\$1,477,116	\$3,496,128	\$1,711,118	\$2,389,554	\$11,316,078	15%
Architectural	\$8,026,214	\$6,424,839	\$6,443,004	\$6,317,302	\$282,120	\$27,493,478	38%
Roofing	\$2,588,658	\$2,045,520	\$1,388,812	\$1,771,767	\$1,865,482	\$9,660,238	13%
Mechanical	\$3,904,269	\$4,247,084	\$4,329,010	\$3,048,256	\$2,292,223	\$17,820,842	24%
Site	\$1,671,787	\$1,590,349	\$1,711,852	\$1,771,767	\$0	\$6,745,755	9%
6-10 Year Totals	\$18,433,090	\$15,784,908	\$17,368,805	\$14,620,209	\$6,829,379	\$73,036,390	100%

OBSERVATIONS:

- Of asset preservation needs and/or scheduled maintenance, roofing and exterior envelope become larger percentages of the 6-10 year needs.

10 Year Summary

Discipline	1-5 Year Totals	6-10 Year Totals	10 Year Totals	Percentage
Electrical	\$7,340,706	\$11,316,078	\$18,656,783	11%
Architectural	\$34,050,295	\$27,493,478	\$61,543,773	35%
Roofing	\$20,730,689	\$9,660,238	\$30,390,928	17%
Mechanical	\$33,538,558	\$17,820,842	\$51,359,400	29%
Site	\$6,474,191	\$6,745,755	\$13,219,945	8%
Totals	\$102,134,439	\$73,036,390	\$175,170,829	100%

OBSERVATIONS:

- Roofing alone is a \$30.3 million liability looking over the next 10 years.
- Mechanical systems were the largest portion representing 42.6% between 2010-2019. For years 2021-2030, architectural is the largest portion at 35% primarily because of exterior replacement of all exterior windows, tuckpointing needs at High School and CMS.
- In a 10 year snapshot, components with 5 to 8 year expected lives are not in the database twice, and therefore the Asset Preservation liability is larger than represented. Mechanical components replaced between 2010-2015 will start to show up in 2035.



ASSET PRESERVATION INVENTORY, CONTINUED

- **State Funding Formulas Result in Necessary Deferring of Some Maintenance Needs**

For every District in Minnesota, annual funding allocations by the state fall considerably short of what is required to maintain district assets.

Capital funding for School Districts is tied to age of buildings and District owned square footage as well as pupil counts. Capital funding can only be used for capital expenditures such as buildings, textbooks, technology, etc. Each District makes difficult choices as to allocations for the different types of capital investments.

- **Wayzata Schools Prioritizes Facilities**

For Wayzata Schools in 2019/20, the capital funding allocation totaled \$2.3 million. Of that, \$1.5 million is prioritized for facilities. The remaining capital allocation is used for equipment and curriculum adoptions. Of the facilities allocation, \$1,000,000 is available for facilities related projects; the remainder is for principal and interest on capital facilities bonds.

\$1,000,000 represents approximately \$0.60 per square foot.

- **Comparison to Facility Maintenance Benchmarks**

The following information was the benchmarks used in the Facilities Assessment dated April 2011:

One benchmark for maintaining facilities suggests \$4.50 to 5.00 in reinvestment per square foot annually, to keep from falling behind. For ISD #284, that would be \$7,500,000 to \$8,380,000 investment annually.

Another benchmark calls for 2% annual reinvestment of a facility's value. If ISD #284 operates 2,117,509 square feet, to build that square footage new would cost approximately \$200/SF or \$423,501,800. Using a 2% reinvestment would calculate to be \$6,700,000 investment annually.

The benchmarks should be updated to account for inflation, current market conditions, and incorporate new square footage. These benchmarks can help guide the District's LTFM bonding goals.

One benchmark for maintaining facilities suggests \$5.93 to 6.30 in reinvestment per square foot annually, to keep from falling behind. For ISD #284, that would be \$12,556,800 to \$13,340,000 investment annually. This is based off of 1,675,945 current district square footage.

Another benchmark calls for 2% annual reinvestment of a facility's value. If ISD #284 operates 2,117,509 square feet, to build that square footage new would cost approximately \$340/SF or \$719,953,000. Using a 2% reinvestment would calculate to be \$14,400,000 investment annually.

Currently the District allocates a total of \$9,000,000 for LTFM plus \$700,000 for Health and Safety for a total annual budget of \$9,700,000. Both benchmarks call for 1.2 to 1.4 times the investment that the District is able to make annually with current dedicated resources provided under State funding formulas.



ASSET PRESERVATION INVENTORY, CONTINUED

- **Best Practices in Maintaining School Facilities Requires Voter-Approved Reinvestment every 10-15 years.** Minnesota State funding for capital expenditures falls short 80% annually; over a 15 year period, this leads to an approximate \$75 million backlog in deferred maintenance for a School District the size of Wayzata Public Schools.

Even when a District approaches its taxpayers with a significant facility reinvestment plan, it is unlikely that a School District will ever be able to fully catch up. Prioritization becomes important when discussing facilities needs with the public.

The combination of inadequate annual funding and maintenance needs of 2,117,509 square feet of facilities leads to a cycle of maintenance reinvestment request every 10-15 years to stay on top of facility issues.

- The District’s approach to creating a sinking fund for roofing projects which is funded with \$300,000 from the Capital funding allocation is a commendable strategy. Today that fund has a balance of \$3,000,000. The projected roofing needs over the next five years total \$2,823,002.
- Under current law, the District expects to qualify for Alternative facilities finding authority in fiscal year 2015/16. This funding authority gives the Board of Education an additional levy and bonding authority for replacement of deteriorated facility items. This authority will not be able to be used for all projects in this report.
- A comprehensive plan utilizing multiple funding sources (as established by the legislature) is recommended by the MDE to resolve facilities issues.



STORAGE, DELIVERIES AND REFUSE/RECYCLING STAGING - BY BUILDING

Condition of Facilities

Schools	Building Service Areas				Notes
	Building Storage	Deliveries/Staging	Refuse	Recycling	
Birchview	Minimal	Small Receiving Room	See Notes	See Notes	
Gleason Lake	Minimal	In Corridor	See Notes	See Notes	
Greenwood	Minimal	In Corridor	See Notes	See Notes	No Receiving Area
Kimberly Lane	Minimal	Dock/Cust. storage	See Notes	See Notes	
Meadow Ridge Elementary	OK	Receiving Room	See Notes	Recycling Area - See Notes	
North Woods Elementary	OK	Receiving Room	See Notes	Recycling Area - See Notes	
Oakwood	Minimal	Corridor	See Notes	See Notes	
Plymouth Creek	Minimal	Dock/Cust. storage	See Notes	See Notes	
Sunset Hill	Minimal	Corridor	See Notes	See Notes	
Central Middle School	OK	Deliveries to multiple Locations	See Notes	See Notes	Would like to relocate Trash.
East Middle School	Poor	Corridor No Dock	See Notes	See Notes	Trash Enclosure is desired.
West Middle School	Minimal	Corridor	See Notes	See Notes	Trash Enclosure is desired.
High School	OK	Dock	Compactor	Very Congested on Dock	

NOTES/OBSERVATIONS:

- All schools have had to add recycling to already undersized service areas.
- All schools have less than optimal space for deliveries, staging and storage.
- High school dock now has additional recycling/composting – sanitation company picks up 2-3 times/week.
- Custodians remove recycling from the classroom/offices/etc. and put it in hand trucks or carts to bring to the building dumpster.
- Dedicated areas were indicated for recycling at North Woods and Meadow Ridge Elementary when designed. These locations are in the receiving areas.



STORAGE, DELIVERIES AND REFUSE/RECYCLING STAGING - BY BUILDING, CONTINUED

NOTES/OBSERVATIONS, CONTINUED:

- Replacement of dumpster/loading area screen walls is needed at several locations. Screening is undersized, bad location or deteriorating – composting and recycling causing overcrowding.
- Screening of Refuse and Recycling is desired to be added at East Middle School and West Middle School. Currently there is no screening at these sites.
- All refuse is collected in large Rubbermaid dump carts and wheeled out to the dumpster. Very little is staged indoors.

SUMMARY: CONDITION OF FACILITIES, EQUIPMENT, SYSTEMS AND INFRASTRUCTURE

District Facilities Have Been Well Maintained!

Buildings Age Each Year

- Components analyzed, each has a “useful life”. Over 1,400 items have been logged into the database!

A Necessary Backlog of Asset Preservation Needs Accumulate

- Annual funding for Capital projects ranges from \$1.0-1.6 million.
- Identified Long Term Facilities Maintenance needs total approximately \$175 million over next 10 years.
- LTFM/cyclical maintenance needs projected makes up for \$102 million in the next 5 years
- LTFM/cyclical maintenance needs projected for years 6-10 add another \$73 million.



E. SAFE, SECURE, AND HEALTHY ENVIRONMENTS FOR STUDENTS AND STAFF

- Safety and Security
- Site Safety
- Healthy Environments
- Technology



SAFETY AND SECURITY

Site/Traffic/Drop-Off

An important part of student safety is arriving or departing from school safely. Because of significant parent drop-off and pick-up activity, it has become important to upgrade all school sites to separate parent from bus activities. Such redesign has favored intuitive routes for parents/visitors and typically place buses away from front entry areas.

Building Entrances

An important part of establishing a secure building is controlling entry. In schools, it is desirable to limit daytime entry to a single entrance. Best practices design that main entries such that the inner set of doors are locked and visitors, once in a vestibule, are directed via a side door into the school's main office. This process allows for all visitors to be identified and managed.

Systems: Fire Alarm, Security Alarm, Card Reader, Surveillance

Students and staff gain additional safety through systems which monitor the school environment: addressable fire alarms indicate where fire is detected; card readers manage who can enter; surveillance video monitors activity and security alarms monitor after-hours activity. District-wide integrated systems provide the greatest flexibility and effectiveness.

Data Rooms

Student data is important to safeguard. Today's school districts have important data networks handling volumes of data. Servers and distribution closets should be protected with coding and specialty fire suppression systems. Major hubs should be safeguarded with backup cooling and a back-up power source.

Operations and Procedures

The District is committed to partnerships with local first responders. Standardized plans and practices are consistent across the District and are drilled with staff and students on a regular basis.



SAFETY AND SECURITY

Site/Traffic/Drop-Off

Schools	Separated Drop-Offs?	Intuitive Wayfinding?	Other	Notes
Birchview ES	Yes	Yes	Entry from two different streets	–
Gleason Lake ES	Yes	Yes	Parent drop off too small	Site work planned for 2021
Greenwood ES	Yes	No	–	–
Kimberly Lane ES	Yes	Yes	–	In the morning, cars drop off in fire lane and buses at the front door. In the afternoon, buses pick up in fire lane and cars at the front door. Buses stack up on Rockford Road/congestion; short on visitor parking.
Meadow Ridge ES	Yes	Yes	–	–
North Woods ES	Yes	Yes	–	–
Oakwood ES	Yes	Yes	–	Separated parking for K-5 and Early Learning School.
Plymouth Creek ES	Yes (bus on fire lane)	No	Not clear separation of traffic	–
Sunset Hill ES	Yes	Yes	–	Site construction summer 2020
Central MS	Yes	Yes	–	Mixed use campus
East MS	Yes	Yes	–	Overflow to city lot
West MS	Yes	Yes	Multiple lots	Overflow to church
High School	Yes	Yes	Multiple areas; may be confusing once parked	–

OBSERVATIONS:

- Some elementaries have had site construction projects done in the last eight years to improve drop off and wayfinding.
- All sites now have buses separated from parents.



SAFETY AND SECURITY

Schools	Entrance Components		
	Secure/Direct to Office	Observable	Sign-In
Birchview ES	Yes	Partially	Yes
Gleason Lake ES	Yes	Yes	Yes
Greenwood ES	Yes	Yes	Yes
Kimberly Lane ES	Yes	Partially	Yes
Meadow Ridge ES	Yes	Yes	Yes
North Woods ES	Yes	Yes	Yes
Oakwood ES	Yes	Yes	Yes
Plymouth Creek ES	Yes	Partially	Yes
Sunset Hill ES	Yes	Partially	Yes
Central MS	Yes	Partially	Yes
East MS	Yes (remote from main office)	No	Yes
West MS	Yes	No	Yes
High School	Yes (remote from main office)	No	Yes

OBSERVATIONS:

- All elementary schools now include a secure entrance that directs visitors directly into the office.
- Some offices are not located where they can fully observe entrance activities.
- The High School entrances are not directly related to the office, and the office location offers no visual security support.
- East Middle School and Wayzata High School security check-ins are remote from the main office (this is by design since the last study).



SAFETY AND SECURITY

Systems

Schools	Systems Present				Notes
	Card Readers	Cameras	Fire Alarm	Security Alarm	
Birchview ES	Yes	Yes	7 years old	7-10 years old	–
Gleason Lake ES	Yes	Yes	7 years old	7-10 years old	–
Greenwood ES	Yes	Yes	7 years old	7-10 years old	–
Kimberly Lane ES	Yes	Yes	7 years old	7-10 years old	–
Meadow Ridge ES	Yes	Yes	New 2017	New 2017	–
North Woods ES	Yes	Yes	New 2018	New 2018	–
Oakwood ES	Yes	Yes	7 years old	7-10 years old	–
Plymouth Creek ES	Yes	Yes	7 years old	7-10 years old	–
Sunset Hill ES	Yes	Yes	7 years old	7-10 years old	–
Central MS	Yes	Yes	7 years old	7-10 years old	–
East MS	Yes	Yes	7 years old	7-10 years old	–
West MS	Yes	Yes	7 years old	7-10 years old	–
High School	Yes	Yes	7 years old	7-10 years old	–

X note: all scheduled for replacement in 2012

OBSERVATIONS:

- District-wide standardized systems are most desired.
- The District continues towards a consistent security system approach District-wide.
- Integrated systems are ideal as upgrades are considered.
- Card readers have been implemented District-wide.
- Camera replacement cycle continues. The oldest cameras were installed in 2016.
- Security panels are BOSCH GV and range in age from 2016-2020.
- Fire alarm systems were upgraded seven to ten years ago, all are Notifier ONYX NFS2-3030 and are current technology.
- All District-owned buildings other than schools are included in the Safety and Security Technology Approach.



HEALTHY ENVIRONMENTS

Air Quality

The District comprehensively tracks air quality in each building and actively completes projects through the Indoor Air Quality Improvement Plan.

Summary

The District annually completes ventilation projects to improve indoor air quality throughout the facilities. Measurements of fresh air, radon, and carbon dioxide are recorded before and after each project occurs. Ongoing real time monitoring of air quality helps ensure that ventilation systems continue to maintain acceptable air quality levels.

Water Quality

The District monitors water quality in its buildings. The District has been conducting maintenance and selective upgrades to water systems over the years.

Summary

Water testing occurs throughout the District to help ensure safe drinking water for all building occupants. Projects to improve water quality are executed when appropriate.

OBSERVATIONS:

- Several drinking fountains and fixtures have been replaced when contaminants were identified.
- Filtration strategies have been implemented when required.

Hazardous Materials

The District comprehensively documents hazardous materials in its buildings. All known hazardous materials are contained and do not pose a risk to students or staff. Over time various hazardous components containing asbestos have been abated and replaced with non-hazardous material.

Summary

Hazardous materials are actively managed in all District facilities. When possible, hazardous materials are removed/remediated and when necessary hazardous materials (i.e., gasoline, chemicals) are stored in dedicated areas constructed for said purpose. Staff members partake in ongoing educational training to facilitate appropriate action.

OBSERVATIONS:

- All mold is remediated/removed immediately upon identification.
- Asbestos is removed from all areas except where it is buried in walls or floors. Removal of asbestos continues in conjunction with renovation projects.



SUMMARY: SAFE, SECURE, AND HEALTHY ENVIRONMENTS FOR STUDENTS AND STAFF

Wayzata Public Schools is providing healthy learning environments for its students and staff.

- Classroom environments appear to meet code requirements for ventilation.
- Hazardous materials are fairly limited (and typical for District facilities vintages) and appear to be managed properly.
- Many classrooms are provided with windows directly to the outside offering students daylight as part of their school day.

As traffic pressure increases, site vehicle management and infrastructure has been challenged.

- Some elementaries have had site construction projects done in the last eight years to improve drop off and wayfinding.
- Middle schools multiple lot and/or driveway configurations lead to confusion for visitors and offer challenges for safe drop-off.
- The High School site has an increase in vehicular queuing on to and off of the site at the peak start and end times of the school day. This leads to traffic back up and congestion onto city streets.

Building entrances need upgrades to implement current door management strategies.

- All elementary schools have been remodeled to facilitate required office pass-through during the school day.
- Secondary schools have moved all or part of administration closer to the entrance to provide additional door/visitor management.

Safety systems are in place, but are ripe for reinvestment.

- Most systems have a 5-7 year life expectancy.

Systems and operations.

- Need expansion to keep up with District enrollment growth.
- Code changes, some systems are grandfathered in, but could be considered for upgrades to meet current code.
- Interconnectivity for building-wide and District-wide communications is a cyclical investment as systems and technology change swiftly.
- Emergency operations and response technology is planned for and evolves annually.

COVID-19 response/requirements.

- Need to rethink how visitors, staff, and students experience the facility through new means of touchless systems and distancing.
- CDC requirements are ever changing as the pandemic is further defined.



F. OPTIMIZING THE STUDENT LEARNING ENVIRONMENT

- Community Education: Early Childhood
- 18-21 Year Old Transition Program
- Adult Learning
- District-wide Furniture Standards
- Emerging and Changing Programs: Middle School
- Emerging and Changing Programs: High School



COMMUNITY EDUCATION

EARLY CHILDHOOD PROGRAM

The District intends to make sufficient preschool space available to meet current demand and student needs. The District has projected future 5-year demand for birth to 4-year old students.

CURRENT FACILITIES (2019/2020)

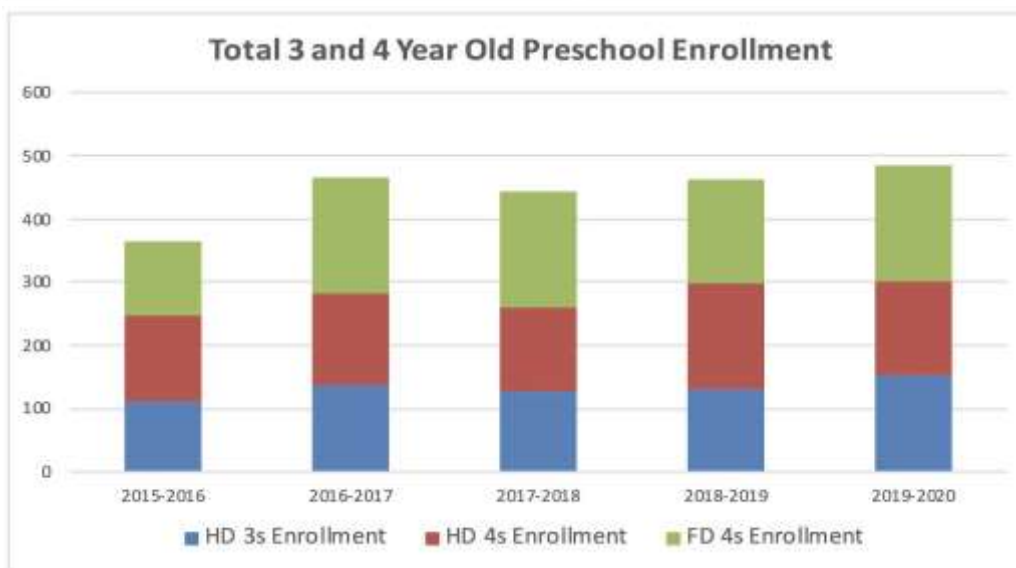
Wayzata Early Learning School 12 classrooms
 Interfaith Outreach 1 classroom
 Oakwood Elementary 1 classroom half-day (and 1 classroom for full-day also noted below)
 All elementary schools 1 classroom each for full-day (9 total with OW)

Type of Class	# of sections offered				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
4s half-day preschool	9	9	9	9	9
4s full-day preschool	6	9	9	8	9
3s half-day preschool	7	9	9	10	10
3/4s half-day preschool	-	-	-	1	1
Total sections 3s and 4s preschool	22	27	27	28	29
2s half-day preschool/ECFE combo	4	5	5	5	5
enrichment	1	3	6	5	5
BLOCK Time	5	5	5	5	5
Extended Day	2	2	2	2	2
ABE early learning	2	2	2	3	3
ECFE	17	20	19	14	16
ECFE Outreach	-	-	2	4	3
ECSE - speech	2	2	2	3	3
ECSE only - 2s	-	-	-	1	1



Many openings are afternoon spots. These often go unfilled as parents prefer a morning option and choose to remain on a waitlist for morning preschool rather than attend in the afternoon. The table below details available data on waitlist numbers.

Waitlist - High Count	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
4s Half-day Preschool	49	38	60	73	55
4s Full-day Preschool	unknown	unknown	unknown	110	86
4s Subtotal	49	38	60	183	141
3s Half-day Preschool	98	36	67	58	67
3s and 4s Half-day Subtotal	147	74	127	131	122
Total Waitlist	147	74	127	241	208



Preschool Capture Rate

One statistic to consider is our capture rate of 3 and 4 year olds in our preschool programs. This number represents the percentage of students attending in relation to the total number of children that age in our district. Below is a 5-year summary of our capture rate.

School Year	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	5-year average
School Census	832	967	981	1048	1019	
Total 4s Served	254	329	315	329	332	
% of 4 Year Olds Served	31%	34%	32%	31%	33%	32%
School Census	785	890	933	841	855	
Total 3s Served	111	138	128	132	154	
% of 3 Year Olds Served	14%	16%	14%	16%	18%	16%
School Census	1617	1857	1914	1889	1874	
Total 3s and 4s Served	365	467	443	461	486	
% of 3s and 4s Served	23%	25%	23%	24%	26%	24%

Note: School Census is the count of children that age at that point in time. Most of these grade levels are now closer to 1,000 total students.



EARLY CHILDHOOD FAMILY EDUCATION (ECFE)

ECFE is for families with children from birth to kindergarten entrance and is a nationally-celebrated, school district-based parenting education program. Participating in ECFE helps you to form relationships with other families in the district and introduces you to our districts learning experts and resources. It also engages your children in fun, age-appropriate learn/play activities.

ECFE Enrollment			
Year	# of Participants in Classes	# of Participants in Family Activities*	Total
2017-18	120	131	251
2018-19	202	415	617
2019-20**	173	201	374

* e.g. Park Play, Family Play Time

** as of 11/2019; registration is open year round with new activities starting throughout the year

NOTES/OBSERVATIONS:

-

BRIGHT START SPACE NEEDS (MULTIPLE SITES)

Classroom Space Need for Preschool Programs at Elementary School Sites				
School Site	Peppermint Fence Preschool	Bright Start*	ECSE	ECFE
Birchview	N/A	1 Classroom	N/A	N/A
Greenwood	N/A	1 Classroom	N/A	N/A
Meadow Ridge	N/A	1 Classroom	N/A	N/A
North Woods	N/A	1 Classroom	N/A	N/A
Oakwood	N/A	1 Classroom	N/A	N/A
Sunset Hill	N/A	1 Classroom	N/A	N/A
Plymouth Creek	N/A	1 Classroom	N/A	N/A
Gleason Lake	N/A	1 Classroom	2 Classrooms	N/A
Kimberly Lane	N/A	1 Classroom	N/A	N/A
Totals	N/A	9 Classrooms	2 Classrooms	N/A

NOTES/OBSERVATIONS:

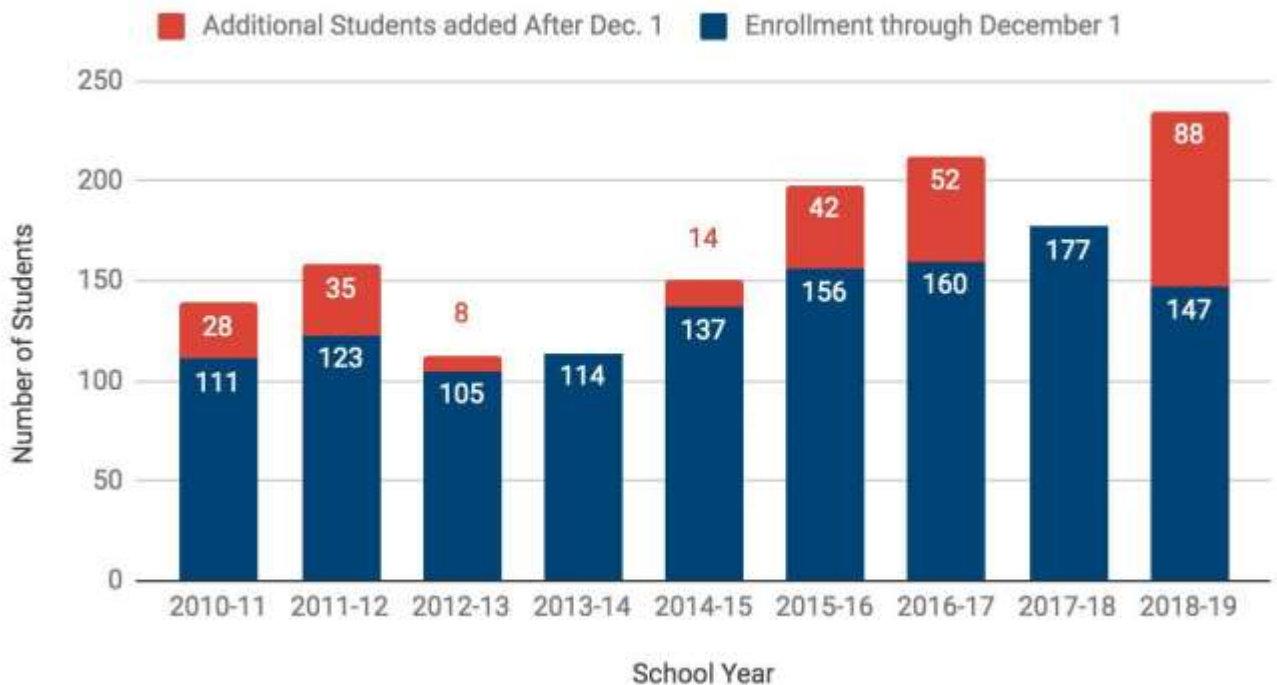
- Bright Start Students typically make up 10% of a Home Base Classroom
- Administration estimated that if there were two Home Base/Bright Start rooms per site, they would be full.



EARLY CHILDHOOD SPECIAL EDUCATION (ECSE)

As the school district increases in enrollment, so do the number of children served in the Early Childhood Special Education (ECSE). ECSE program differs from the District’s other early childhood programs because it is an entitlement program for children birth to kindergarten who qualify for special education services under Federal Regulations and Minnesota Rule.

ECSE Enrollment (Age 0-4) by School Year



Notes: Data is unavailable for 2013-14 and 2017-18 students added after Dec. 1.

NOTES/OBSERVATIONS:

- All birth to 4-year old programming will be moved from leased space to a newly constructed addition at the Oakwood Elementary School site.
- The District has committed to one Home Base/Bright Start (4-year old programming) classroom per elementary school as a part of the 2019/20 elementary school assumptions for the Target Capacity Analysis.



18-21 YEAR OLD TRANSITION PROGRAM

The District has recently moved a portion of the 18-21 year old Transition Program into District-operated facilities for the 2019/20 school year. The remainder of the Transition and all of the Vector Program will move into District-owned facilities over the next three years. Eligible Special Education students, ages 18 through 21, have been stable over the last five years, and are projected to slightly increase in the future.

Enrollment Projections				
Program	2019-20	2020-21	2021-22	2022-23
Transition	16 in District	26	31	33
287 Vector	–	9	28	42
Total	16 in District	35	59	75

Immediate Facility Needs (at Clubhouse Site)

- Sound dampening acoustics.
- Three classrooms on the main level.
- Breakout space (office size) on the main level.
- Transportation (one van/minibus).
- Main level storage.
- Student lockers.

Future Facility Needs

- Eight classrooms.
- Transportation (van/minibus – two and MTI).
- Bathrooms (space for changing table).
- Conference room.
- Nurse’s office.
- Sound dampening acoustics.
- Office – HTC (Pathways).
- Curriculum needs to support a wider range of students.
- Space for outside agencies (VRS, Hennepin City, etc.).
- Main level storage space for gross motor (gait trainer, standers, etc.).

NOTES/OBSERVATIONS:

- The Clubhouse site may/may not be feasible for building expansion.



ADULT EDUCATION

This program services Minnesota adult residents (17 years or older) who are working towards a high school credential, learning English, improving basic skills, and/or preparing for post-secondary education or employment. It is funded with both Federal and State funds and is delivered through a network of 43 consortia comprising all Minnesota school districts.

Enrollment History					
2014-15	2015-16	2016-17	2017-18	2018-19	2019-20

Projected Enrollment				
2020-21	2021-22	2022-23	2023-24	2024-25

NOTES/OBSERVATIONS:

- The program will move to the Oakwood Elementary School/Early Learning School site before the 2020/21 school year.
- Childcare will be provided at the Oakwood site.



DISTRICT-WIDE FURNITURE INITIATIVE

In October 2018, District Administration engaged a Furniture Task Force to plan and procure furniture for all elementary schools with the exception of Meadow Ridge (the newest elementary school at the time which had all new furniture).

This process was started in response to community requests and site-based input for flexible and adaptable learning spaces.

Furniture Planning Commitments

1. Create a standard to elevate consistency amongst all elementary schools.
2. Provide furniture options that allow for student choice in personal learning space.
3. Support the delivery of current and future educational programming.
4. Improve the ease, efficiency, and sustainability of the procurement process.
5. Allow for current and future technology tools to support curriculum delivery and personalized learning.
6. Ensure mobile and flexible furniture for ease of movement.
7. Establish a good fiscal investment and replacement cycle.
8. Purchase products that are safe, durable, easy to maintain, and supported by warranty.
9. Strive to meet the ergonomic and physical needs for all sizes and ages.
10. Specify the furniture to be compatible with the built environment.

Furniture Planning Criteria

1. All furniture shall be intuitive to use.
2. Students should not be working in the same position all day; provide variety.
3. A defined “Kit of Parts.” Organized by K-1/2-5.
4. Provide training on “why” and “how to use” for teaching and maintenance staff.
5. Provide multiple options for the student “station” that can be configured into a small group setting (two person tables/individual desks/soft seats, etc.).
6. Plan for student storage at the desk/table station.
7. All student stations should include a seat and designated writing surface. Soft seating is “in addition to” the student station.

OBSERVATIONS:

- All elementary schools will have the new furniture standards by summer 2020.
- The high school will have the new classroom furniture standards implemented by summer 2021.
- The middle schools have yet to go through a furniture standard planning process.



EMERGING AND CHANGING PROGRAMS: MIDDLE SCHOOLS

In June 2019, the District launched a Middle School Task Force to provide a report and recommendation to the School Board for “Middle School Level Teaching and Learning Best Practices.” This will create a guide on how to provide a similar student experience across the District. The “Middle School Program Review” report dated December 2019 is included in the following pages in the Appendix C.

The following is a summary of the topics discussed:

- Tech Ed/ETD/Encore Programs are pathway opportunities that feed into the high school.
- Middle school team delivery model ideally includes 120 students that split into the four core classes of math, science, language arts, and social studies.
- Currently 6th and 7th grades have four-person staff teams. 8th grade has five-person staff teams, which is not ideal.
- Advisory and mental health time is highly beneficial at the middle school level.
- The group agreed that an ideal middle school is 1,000 students or less. It is at this milestone size that the model starts to break down.
- Special education has a centralized and decentralized approach for middle level delivery. Students are bused across the District to attend the program they need.
 - General resource rooms are at all three middle schools.
 - Central Middle School: DCD special designed classrooms.
 - East Middle School: DCD special designed classrooms.
 - West Middle School: Behavior and mental health special designed classroom.
- Fitness center type of activities are popular P.E. choices (yoga, pilates, etc.). East MS has a new fitness center opening in 2020, Central MS and West MS could use a dedicated fitness center as well.



EMERGING AND CHANGING PROGRAMS: HIGH SCHOOL

State of Wayzata High School

1. Current enrollment is nearly 3,700.
2. Projected enrollment for the previous referendum/expansion: 3,900. We are projected to reach 3,800 in 2021 (current 7th grade class).
 - Updated projections show growth to over 4,300 (4,525 in 2028).
 - Propose mock schedule study to see how the master schedule will be impacted.
3. Zero private office spaces available (one staff member using a cubicle area as office).
4. Mother's room location is not ideal.
5. Wood and metals shop are "dirty," difficult to properly ventilate.
6. TV studio is outdated with low enrollment.
7. Bathrooms are very busy, especially staff/office bathrooms.
8. Nurses office is extremely tight.
9. 39 students enrolled in HTC Pathways, nursing/medical-related programs.

Facilities Needs: Theme

1. Academic Classrooms.
2. Career and Technical Education.
3. Media Center.
4. Office Spaces.
5. Future Academic Programming.
6. Athletics.
7. Parking.
8. Bathrooms.

Academic Classrooms

1. Teachers are sharing classrooms now. This will continue to be the case.
2. Will need additional classrooms to handle growth. This includes labs (science).
3. Forum spaces have limited functionality (tables/chairs secured to floor, tiered floor).

Career and Technical Education

1. Limiting opportunity to expand programming to include PLTW/EDD (engineering design and development).
2. COMPASS courses are spread throughout WHS.
3. Equipment requires specialized ventilation, fire suppression equipment.
4. Storage is very limited.
5. Advanced Home Construction / off-site building options, projected growth of course into building an actual home.



EMERGING AND CHANGING PROGRAMS: HIGH SCHOOL, CONTINUED

Media Center

1. Current space is landlocked and lacking flexibility with cutting-edge technology, flexible learning spaces, and innovative environment.
2. Slow shift with furniture and storage, but outdated.

Office Spaces

1. Every office space we have available is occupied.
2. Innovative partnerships are being formed with agencies, for example: Hazelden & Relate Counseling Services, requiring private offices to meet with students.
3. Teachers are sharing classrooms. Cubicle spaces lack flexibility in teamwork, collaborative planning, privacy, and innovative technology.
4. Mental health needs to continue to grow. “Zen Den” student support space concept will provide benefit to our students, but need a location close to SSTs.
5. Health Office is landlocked, but needs to continue to grow and current space is stale. Branch out into a “mental and physical health” space?

Future Academic Opportunities

1. Nursing / health careers interest from students; currently these students attend HTC Pathways program.
 - Partnership with “mental/physical health” space?
2. Career and Technical Education.
3. Unknown yet!

Athletics

1. Aquatics Center (Lifetime lease ends in 2036).
2. Tennis Courts – adding 4 will increase to total of 14, which will allow 7 for practice and 7 for a meet.
 - *Note: We do not have off-site locations.*
3. Lockers:
 - *Propose: study locker usage in locker rooms.*

Parking

1. Limited parking spaces available for students. Currently using a “zone 1/zone 2” approach and students park down “Trojan Trail.”
2. Becomes extremely challenging with snow removal.
3. Reconstruction of Peony/Schmidt Lake Road entrance will impact parking.
 - *Jon reviewing data on green space usage.*



EMERGING AND CHANGING PROGRAMS: HIGH SCHOOL, CONTINUED

Bathrooms

1. Single stall bathroom model becoming more popular.
 - St. Paul Schools have moved to a single-stall model for students bathrooms and have seen a decrease in bathroom behavior violations (i.e. vaping).
2. Will need additional bathrooms due to student population growth.
3. Staff bathrooms are very busy, also used by students (based on student need, i.e. transgender or preference).
4. No staff bathrooms were added to addition; staff population has also increased along with student enrollment.

Ideas

1. On-site, detached CTE building to feature:
 - WPS Innovative Center.
 - Advanced classes in CTE Business, FACS, and Technical Education.
 - COMPASS Professional Studies.
 - Nursing / Health Careers.
 - WPS Professional Development Center.
2. Develop new “health hub” at WHS.



G. OTHER ISSUES

- Community Activity Space: Gyms and Fields
- District Transportation
- District Storage
- Welcome Center/District Administration



COMMUNITY ACTIVITY SPACE

Community Education’s Role

School Board Policies 919 and 920:

The school board affirms a strong commitment to the community education program. The school board welcomes, and strongly encourages use of school buildings and activity areas by the community when not used for regularly scheduled early education, elementary and secondary programs.

- Maximum use should be made of public school facilities within the school district service area.
- Area residents and non-residents, as space is available, should be encouraged to actively participate in program opportunities.
- Collaboration and integration of services between the Community Education staff and personnel whose primary responsibilities are in the K-12 program.
- Building strong community-district relationships.
- Assist in developing inter-agency coordination and cooperation.
- Involve community members in evaluating and creating program and service opportunities.

Facility Rental Spaces

30 Multi-Use Grass Fields (Football, Soccer, Lacrosse)	2 Pools
24 Gymnasiums	1 Sports Dome
24 Baseball/Softball Fields	1 Ice Arena
5 Turf Fields	29 Tennis Courts
3 Auditoriums	+ Cafeterias, Classrooms, Computer Labs, Green Spaces, Media Centers, and Parking Lots

Our Largest Partnerships

City of Plymouth*	Wayzata Area Youth Volleyball Association
City Wayzata*	Wayzata Girls Basketball Association
Plymouth Wayzata Youth Baseball Association*	Wayzata Boys Basketball Association
Plymouth Wayzata Youth Softball Association*	Minnesota Synchronettes
Fusion Soccer Club*	Wayzata Area Youth Hockey Association*
Wayzata Lacrosse Association*	Yucai Chinese School
Wayzata Youth Football Association*	Eagle Brook Church*
Wayzata Youth Wrestling Association*	Substance Church*

*Contracts in place



COMMUNITY ACTIVITY SPACE, CONTINUED

Partner Feedback

- Need for additional gyms and fields to meet growth and demand, access to gyms earlier in the evening (Basketball, Fusion, and City of Plymouth).
- Field conditions at CMS and WMS (Lacrosse, Football, Fusion, and City of Plymouth).
- Construction of new and current facilities (all associations and City).
- Renting from multiple entities and would prefer to rent from one, preferable WPS.
- Pool upgrades and expanded space needs (City of Plymouth).
- Expand community use of West Middle School outdoor spaces (City of Wayzata).
- Opportunities to partner (associations and cities).

Additional Considerations

- Efficiency of scheduling (hockey is a good example).
- Introduction of new sports or activities, like badminton, ultimate frisbee, and eSports.
- Coordinating school use and community use (Basketball, Volleyball, and Fusion).

Future Needs Considerations from Partners

- Turf fields, 1-2 additional fields (Fusion Soccer).
- Convert grass fields to turf at CMS (football).
- Gyms, 2-4 additional gyms (basketball associations).
- Additional smaller diamond fields (baseball association).
- Cricket pitch (City of Plymouth).
- Platform tennis at WMS (City of Wayzata).
- Pickleball courts (community input).



DISTRICT TRANSPORTATION

- There are two locations for the bus fleet and one-third of the fleet is nomadic.

Location 1: Leased space at 32nd Avenue and Vicksburg.

- Houses approximately two-thirds of the fleet.
- District holds lease and charges rent back to First Student.
- Includes open parking space, dispatch, propane fill, and mechanic shop.
- No room for expansion.
- Not enough parking space for the drivers (lease adjacent lot).

Location 2: High school open parking (uncovered).

- Houses approximately one-third of the fleet.
- Not ideal location as it creates issues with high school student/staff parking.

Bus Fleet Today

- Leased from First Student or MTI.
- Approximately 90 full size buses; 40 special services buses.

- It is ideal to have one District-owned property to store entire fleet and include a maintenance garage, dispatch, and driver parking. An east side location is preferred to be in closer proximity of bus drivers.

- Plan for future enrollment and a bus fleet of 100+/- buses.



DISTRICT STORAGE

Central Services Facility could be more efficient and needs more space.

1. Warehouse is one-third student records and building plans (these could be digitized).
2. Wood shop and spray booth.
3. Grounds trucks.
4. Culinary freezer and dry goods/supplies.
5. “Dumping ground” for auction disposal furniture.
6. Bulk copy paper (could send directly to sites).
7. Music staging, risers, and acoustic shells.
8. Internal loading dock.

Storage is in leased space and in less than favorable locations throughout the District.

- District grounds equipment is stored under the high school stadium bleachers. It is ideal to move this equipment to a more secure site as the space is shared with the high school.
- Rented public storage should be in District-owned buildings.
 - One unit for special services equipment.
 - Two units for miscellaneous school furniture.
 - Next year there is a need for one additional storage unit for furniture.
- The needs of the District-owned vehicles surpass the maintenance capacity at CSF.



DISTRICT ADMINISTRATION

Welcome Center

- The District's interface with its community is important to establish a positive long term relationship. When the community selects ISD #284 as its School District of choice, it is important that the customer relationship begins with a positive experience.
- Current policy requires new students to find their way to the Welcome Center for final registration and intake process.
- The Welcome Center is currently located with the Early Learning Center in leased space.
- Fall 2020, the Welcome Center will move to the Oakwood Elementary School site and be co-located in a building addition with the Early Learning Center.

District Office

- All administration buildings are efficient and at capacity today. There is very little room for future growth.
- The District Administration team is currently housed at four sites:
 - District Administration Building: Superintendent, Business and Finance, Communications, and Human Resources.
 - Education Services Center: Teaching and Learning, Special Services, and Community Education.
 - Central Services Office Space: Building and Grounds (Transportation) and Food Service.
 - Central Middle School: Technology Department.
- There is a current initiative to move the Education Service Center out of leased space. These departments will be moving into a building addition at Oakwood Elementary School in fall 2020.
- The District is investing in new 21st Century furniture standards for the adults moving to Oakwood and at the D.A.B. for more function-based and efficient use of space.
- The Central Services Facility was added on to in 2014. This building addition included new and modern office space for the staff.
- The Technology Department is located at Central Middle School. It would be ideal to be co-located with the Teaching and Learning Department. The office space has not yet been assessed for office or furniture upgrades.
- Currently the District utilizes professional development and staff training space out of the District due to lack of space. It is desired to have these spaces in-District to minimize travel costs and be more efficient with staff time.



H. MINIMIZING OPERATING COSTS

- District Utility Cost Summary
- Current Building Utility Use
- Sustainability/Net Zero Analysis



BUILDING UTILITY COST SUMMARY

Utility Cost Data

There has been significant investment in the school district buildings over the last 10 years to accommodate growth, educational delivery, and updating aging infrastructure. In addition, there is also a much greater awareness of how the quality of the interior environment effects a student’s ability efficiently learn. Investments in the District’s buildings through the Long Term Facilities Maintenance funding have focused on improving the quality of the environment by ensuring compliance with minimum outside air ventilation rates, improved temperature zone control, managing high humidity levels, and improving the quality of lighting. Typically, increasing the outside air ventilation rates and adding building dehumidification will increase the building total energy usage. However, by improving the system efficiency through current technology and approached and through careful management by the District’s maintenance staff, the total utility cost per sq. ft. is actually lower in the recent years as compared to prior to 2010.

Combined Gas and Electric Utility Costs

Building	Building	2006 - 2010	2016 - 2018
	Area	\$ / Sq. Ft.	\$ / Sq. Ft.
Greenwood	88,163	\$ 0.93	\$ 0.79
Plymouth Creek	80,388	\$ 1.07	\$ 1.15
Oakwood	72,786	\$ 0.80	\$ 1.01
Kimberly Lane	86,235	\$ 0.98	\$ 1.01
Birchview	57,992	\$ 1.23	\$ 1.12
Sunset Hill	73,075	\$ 0.71	\$ 0.71
Gleason Lake	82,048	\$ 1.06	\$ 1.18
East MS	159,054	\$ 0.99	\$ 0.94
West MS	156,860	\$ 1.06	\$ 0.78
Central MS	367,594	\$ 0.98	\$ 0.72
High School	613,980	\$ 1.00	\$ 0.79
Weighted Ave	1,838,175	\$ 0.99	\$ 0.85
Districtwide Reduction			14.35%

OBSERVATIONS:

- The total cost for utilities per building square foot is 14.35% lower in the average recent years than prior to 2010.
- At the same time the cost for utilities have been decreasing, investments in the District’s building have improved the quality of the interior environment.



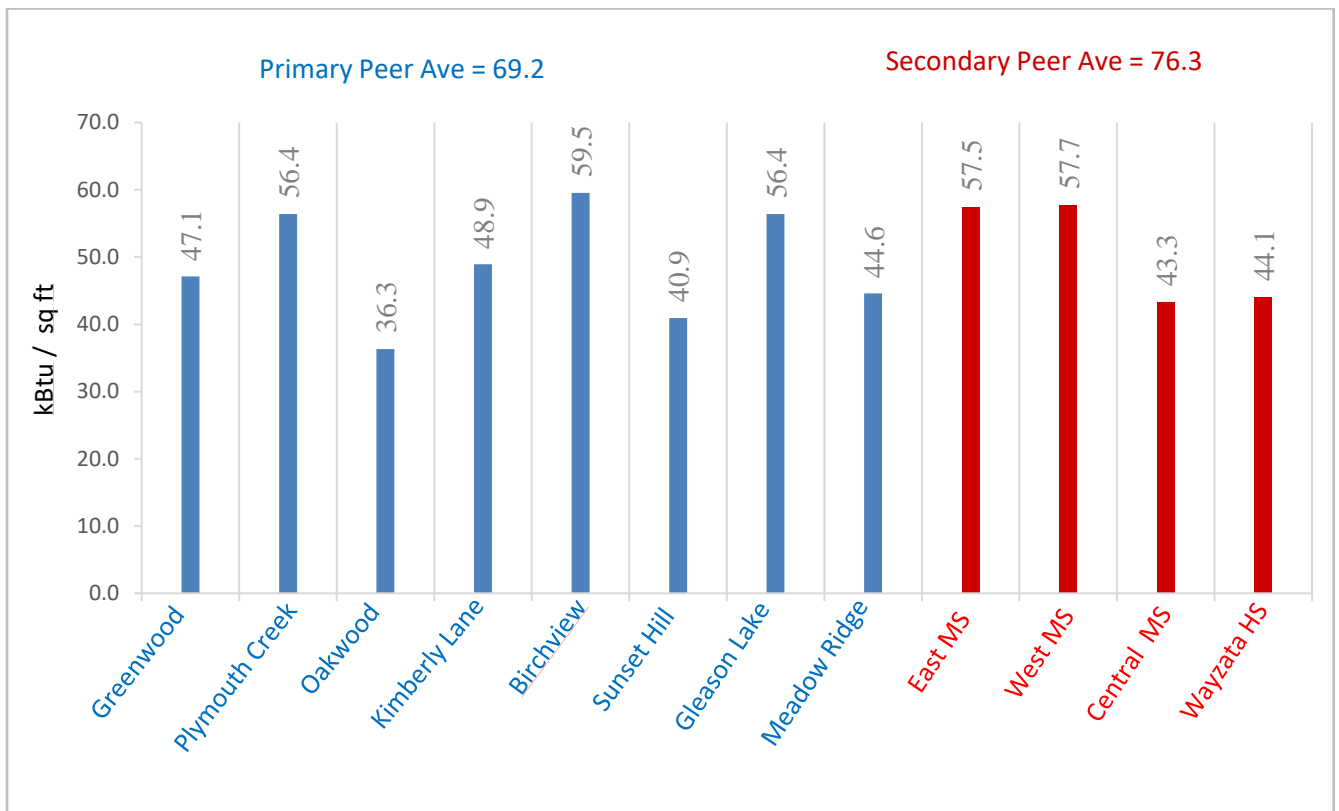
CURRENT BUILDING ENERGY USE

District-wide Summary

The buildings in the Wayzata School District are served by both electric and gas utilities for the total energy needs. Gas and electric utility sources have different unit of measurement, costs, carbon footprint, and uses in the building. The industry has built consensus around normalizing the data into a single total energy unit per square (Energy Use Intensity EUI) foot expressed in kBtu’s.

The following chart is a districtwide summary of the energy use intensity for each building. The chart excludes North Woods Elementary at this time because there is not yet a representative sample of utility data. We anticipate that North Woods Elementary School will perform similarly to Meadow Ridge due to the similar building design and operation.

The data is separate into primary and secondary schools. The peer average is based upon the data report to the Minnesota B3 Benchmarking web site for schools within the metro area. A key takeaway from the data is that the building energy performance of the Wayzata School District is substantially better than the peer buildings within the metro area.



Districtwide Energy Use Intensity Summary (2016-2018)

OBSERVATIONS:

- The energy performance of Wayzata school buildings is substantially better than peer district buildings in the metro area.

UTILITY MANAGEMENT STRATEGIES

The energy performance of a building and the resulting carbon footprint is the combined result of the building systems and the building operations. The District’s holistic approach to building performance by investments in building systems and focus on the management has resulted in the favorable comparison to peer districts in the metro area.



Building Performance Flow Diagram

Building Systems: Improvements in the building systems has been accomplished primarily by investments through the Long Term Facilities Maintenance (LTFM) plan. When aging building systems are replaced because they are nearing the end of their useful life, it is an opportunity to leverage the recent improvements in building technology and approaches. The new systems and technology not only improve the quality of the educational environment, but also do so while lowering the total cost of operation by improved system efficiency. LTFM investments in the buildings over the last 10 years that have had a significant building performance impact include the following:

- All buildings have been converted from steam to hot water heating
- Replacement of pneumatic controls with direct digital control is nearly complete
- High efficiency boilers have been installed at all buildings (except the HS)
- Conversion to LED lighting is on-going as funding allows
- New and upgraded systems include CO₂ management of outside air quantities
- Variable speed everything – including air delivery

Building Operations: Effective regular building maintenance ensures that after building systems are replaced that they continue to operate at peak efficiency. Policy on how the building operates also has a significant impact on the performance outcome. These factors include the following:

- Run time of equipment for building occupancy
- Night / weekend use
- Temperature and humidity set points
- Humidity control (are we running the boilers in the summer?)

OBSERVATIONS:

- The District’s holistic approach has been effective in achieving the high building performance outcomes.



Building Energy Report Cards:

The following are Building Energy Report Cards for each of the District buildings. The report card summarizes the energy use data for each building, the carbon output impact on the environment, and how each building compares to various industry benchmarks. The energy data is formatted as a living document such that the building energy performance towards a goal can be tracked into the future.

Key features include the following:

Energy Performance Data: The chart is populated with the 2018 energy data. The data includes electric utility use expressed as kWh/sq. ft., gas utility use in kBtu's / sq. ft. normalized total energy use intensity expressed in kBtu's per sq. ft., cost / sq. ft., and total the annual carbon footprint in metric tons. The data shown for geothermal is meant to bookend the possibilities in lowering the total energy use of the building. The actual cost to operate, however, in most cases is high due to the high per unit cost of electricity vs. natural gas.

Building Systems: The physical construction of the building and the building systems have a significant impact on the overall energy use of the building and set limits as to the potential for additional energy savings. The Building Systems section of the report catalogues the large factor in terms of envelope insulation, glass exposure, type of lighting, the air delivery method, and if the building has a high efficiency boiler.

Operations and Policy: The building operation has a significant impact on the overall energy use of the building. The Operations/Policy section of the report catalogues how the building is used in terms of time of day occupancy for various areas, the typical temperature heating and cooling set points, if the building is operated to actively manage humidity in the summer months, and if the building is operated to active humidify in the winter months. Adjustments to any of these operations would have an impact on the energy outcome.

Current Energy Use: The current energy use is shown as a pie chart to visually indicate the portion of energy contributed to each of the electric and gas utility services. It is typical in our climate zone that the larger portion of energy is contributed to the gas utility for the purposed of heating. It is also typical that the larger cost component is contributed to the electric utility due to the unit cost of energy. The cost per unit of energy is summarized under utilities. The total carbon footprint contributed to both gas and electric energy use is stated metric tons of carbon.

Zero Energy Performance Index: The Zero Energy Performance Index is a scale from 0 to 100 to normalize building energy performance baselined to the 2003 nationwide Commercial Building Energy Use Survey. The right side of the scale shows the evolution of the energy performance guidelines in terms of the ASHRAE energy code in each of the years 2004, 2007, 2010, and 2016. The ASHRAE Max Tech indication is based on a theoretical study of the lowest possible building energy use base on the technology anticipated to be available in the year 2030. Below the Max Tech line are the Architecture 2030 challenge goal for carbon reduction. The achieve these goals in the drive towards a net zero carbon building, the industry preferred option is to include on site solar power generation to offset the building's energy use. The left side of the scale shows where the district building performs based on the 2018 data.



SUSTAINABILITY / NET ZERO ANALYSIS

There is a greater awareness of the relationship between the carbon footprint of our built environment and its contribution to climate change. The industry forces are aligned around the Architecture 2030 challenge to achieve carbon neutral buildings by the year 2030. The Architecture 2030 challenge was established in 2006 following a nationwide energy use survey that concluded that commercial buildings accounted for 40% of the total energy consumed in the U.S. The Architecture 2030 Challenge sets ever-increasing goals to reduce greenhouse gas emissions to achieve net zero carbon buildings by the year 2030 as follows:

Year	Carbon Output Reduction
2010	60%
2015	70%
2020	80%
2025	90%
2030	100% (Net Zero Carbon)

To date, the carbon reduction targets have been achieved primarily through the evolution of building systems and technology as has been encouraged through the commercial building energy code. The continued improvement in building technology has limitations and industry consensus is that to continue to meet the carbon reduction targets, on-site renewable energy is required. Although it is not currently a code requirement to include on-site renewable energy, the cost of on-site solar power generation has significantly reduced in cost making it a financially viable investment when considering a 20 to 30 year life of the system.

A fundamental fact driving options to achieve a net zero carbon building is that the electric utility restricts the on-site power generation capacity to be no more than 120% of the annual electricity use. The only option to achieve a net zero carbon building with a traditional gas and electric utility approach is to purchase carbon offsets equivalent to the building’s gas use in addition to installing on-site renewable power generation equal to the annual electric use.

The study developed options around both an existing traditional buildings served by gas and electric utilities and a new building served entirely by the electric utility.

New Buildings: The study concluded that it is financially viable over the 20 to 30 year lifecycle of the system to provide a building systems approach that is served entirely by the electric utility. The all-electric approach allows for on-site renewable power to be installed equal to the entire annual energy use of the building.

Existing Buildings: The study concluded that it is not financially viable to convert a traditional building served by both gas and electric utilities to all electric operation. It is financially viable over the 20 to 30 year life cycle of the system to install on site solar power generation to offset the current electric use of the building.

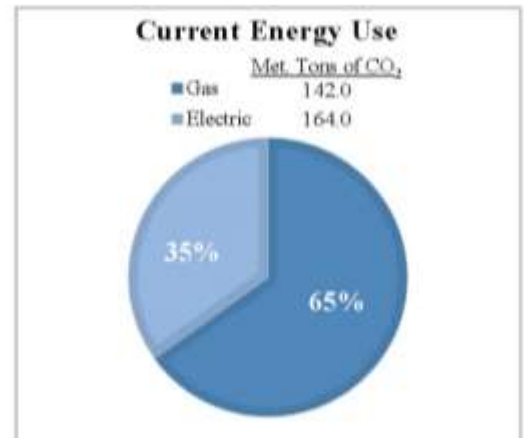
OBSERVATIONS:

- It is financially viable over the 20 to 30 year life of the system to install on-site power generation capacity equal to the building’s annual electric use for both new and existing buildings.
- For new buildings, net zero carbon can be achieved with an all-electric approach.



Greenwood Elementary School

ADDRESS: 18005 Medina Road
 Minneapolis, MN 55446
YEAR BUILT: 1964
ORIGINAL AREA: 60,421 ft²
CURRENT AREA: 88,163 ft²
UTILITIES: Electric Gas
 Xcel Energy Kinect Energy Group
 \$0.039/kBtu \$0.011/kBtu



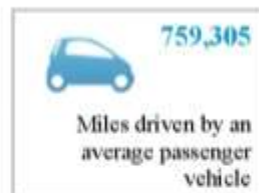
Year	Electric (kWh/ft ²)	Gas (kBtu/ft ²)	Total EUI (kBtu/ft ²)	Cost (\$/ft ²)	Met. Tons of CO ₂
2018	4.8	30.4	46.7	0.81	306.0
2019					
2020					
2021					
2022					
2023					
2024					
2025					
Geothermal	7.3 (+52%)	11.5 (-62%)	36.5 (-22%)	1.02 (+26%)	304.6 (-1%)
Goal					



BUILDING SYSTEMS

ROOF R-VALUE: 75% R-16.5, 25% R-11
WALL R-VALUE: 58% R-8, 42% R-1.9
GLASS EXPOSURE: 13%
LED LIGHTING: 60%
HIGH EFF. BOILER: Yes (2/3)
HIGH EFF. WH: No, Existing
DDC CONTROLS: 100%
AIR DELIVERY: 65% UV, 25% VAV, 10% CV

GHG emissions from:



Carbon sequestered by:



OPERATIONS/POLICY

Season	Occupied Area	Temp. Setpoint (°F)	Typical Hours	Active De-Humidification	Active Humidification
School Term	Whole Bldg.	68-70 Heat/72-74 Cool	6AM-4PM (M-F)	Yes	No



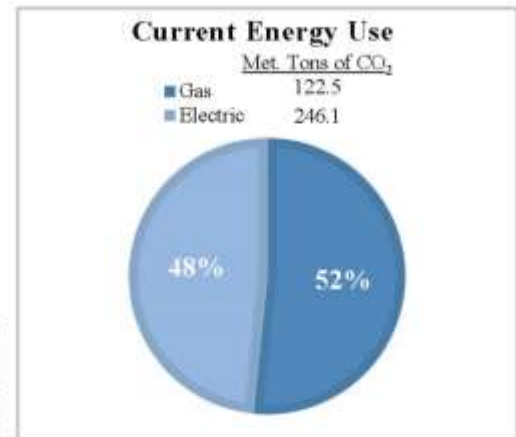
Plymouth Creek Elementary School

ADDRESS: 16005 41st Ave N
 Minneapolis, MN 55446

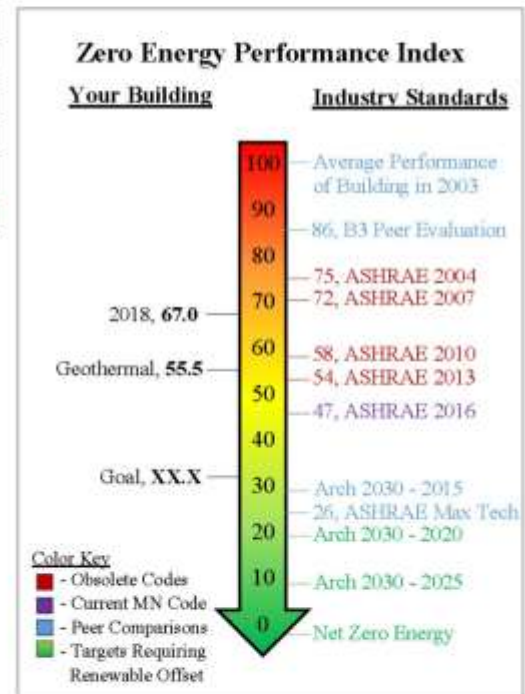
YEAR BUILT: 1988

ORIGINAL AREA: 80,388 ft²
CURRENT AREA: 80,388 ft²

UTILITIES: Electric Gas
 Xcel Energy Kinect Energy Group
 \$0.038/kBtu \$0.011/kBtu



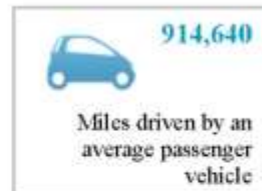
Year	Electric (kWh/ft ²)	Gas (kBtu/ft ²)	Total EUI (kBtu/ft ²)	Cost (\$/ft ²)	Met. Tons of CO ₂
2018	7.9	28.7	55.6	1.21	368.6
2019					
2020					
2021					
2022					
2023					
2024					
2025					
Geothermal	10.3 (+30%)	10.9 (-62%)	46.1 (-17%)	1.41 (+17%)	368.4 (0%)
Goal					



BUILDING SYSTEMS

ROOF R-VALUE: R-9
WALL R-VALUE: R-8.5
GLASS EXPOSURE: 17%
LED LIGHTING: 5%
HIGH EFF. BOILER: Yes
HIGH EFF. WH: No, Existing
DDC CONTROLS: 100%
AIR DELIVERY: 95% VAV, 5% CV

GHG emissions from:



Carbon sequestered by:



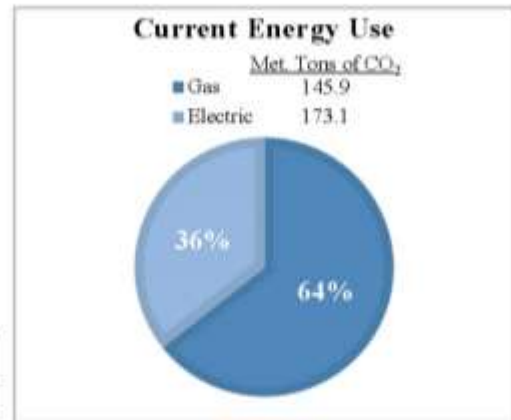
OPERATIONS/POLICY

Season	Occupied Area	Temp. Setpoint (°F)	Typical Hours	Active De-Humidification	Active Humidification
School Term	Bldg. Majority	68 Heat/72 Cool	6AM-3PM (M-F)	No	No
School Term	Office Space	68 Heat/72 Cool	6:15AM-4:30PM (M-F)	No	No
School Term	Area 'A'	68 Heat/72 Cool	6AM-6PM (M-F)	No	No
School Term	Exhaust Fans	NA	6AM-6:30PM (M-F)	NA	No

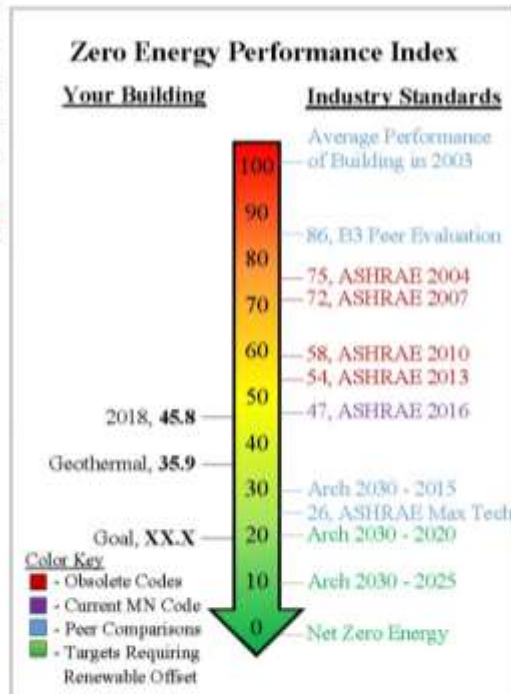


Oakwood Elementary School

ADDRESS: 17340 County Road #6
 Minneapolis, MN 55447
YEAR BUILT: 1957
ORIGINAL AREA: 72,786 ft²
CURRENT AREA: 118,068 ft²
UTILITIES: Electric Gas
 Xcel Energy Kinect Energy Group
 \$0.037/kBtu \$0.013/kBtu



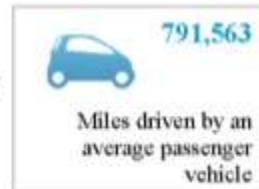
Year	Electric (kWh/ft ²)	Gas (kBtu/ft ²)	Total EUI (kBtu/ft ²)	Cost (\$/ft ²)	Met. Tons of CO ₂
2018	3.8	23.3	36.2	0.63	319.0
2019					
2020					
2021					
2022					
2023					
2024					
2025					
Geothermal	5.7 (+50%)	8.8 (-62%)	28.3 (-22%)	0.77 (+22%)	317.6 (-1%)
Goal					



BUILDING SYSTEMS

ROOF R-VALUE: 85% R-18, 15% R-10
WALL R-VALUE: 75% R-2, 25% R-10
GLASS EXPOSURE: 17%
LED LIGHTING: 0%
HIGH EFF. BOILER: Yes
HIGH EFF WH: No
DDC CONTROLS: 100%
AIR DELIVERY: 70% UV, 20% VAV, 10% CV

GHG emissions from:



Carbon sequestered by:



OPERATIONS/POLICY

Season	Occupied Area	Temp. Setpoint (°F)	Typical Hours	Active De-Humidification	Active Humidification
School Term	Bldg. Majority	68-70 Heat/72-74 Cool	7AM-3PM (M-F)	No	No
School Term	Media Center	68 Heat/72 Cool	6AM-4PM (M-F)	No	No
School Term	Office Space	68 Heat/72 Cool	6:30AM-4:30 PM (M-F)	No	No



Kimberly Lane Elementary School

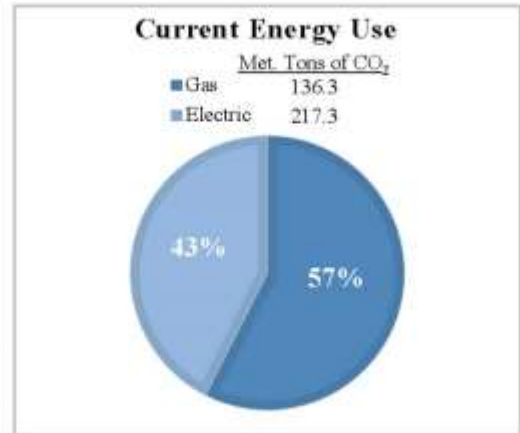
ADDRESS: 17405 Old Rockford Road
Minneapolis, MN 55446

YEAR BUILT: 1991

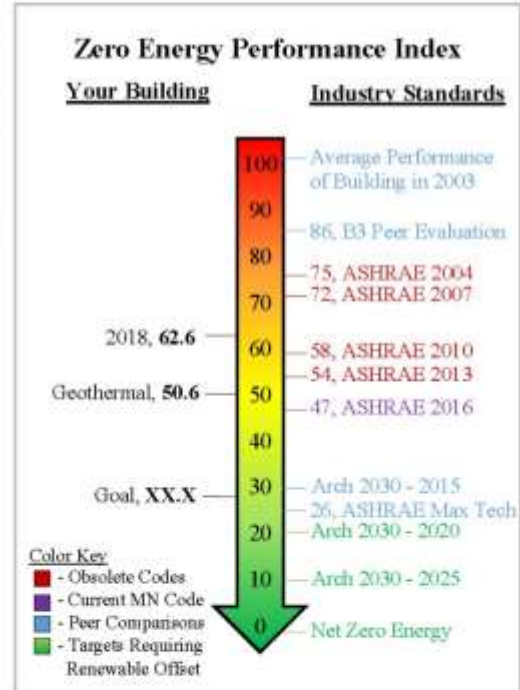
ORIGINAL AREA:

CURRENT AREA: 86,235 ft²

UTILITIES: Electric Gas
Xcel Energy Kinect Energy Group
\$0.039/kBtu \$0.010/kBtu



Year	Electric (kWh/ft ²)	Gas (kBtu/ft ²)	Total EUI (kBtu/ft ²)	Cost (\$/ft ²)	Met. Tons of CO ₂
2018	6.5	29.8	51.9	1.05	353.5
2019					
2020					
2021					
2022					
2023					
2024					
2025					
Geothermal	9.0 (+38%)	11.3 (-62%)	42.0 (-19%)	1.27 (+21%)	352.7 (-1%)
Goal					



BUILDING SYSTEMS

ROOF R-VALUE: R-11.3

WALL R-VALUE: R-9.9

GLASS EXPOSURE: 17%

LED LIGHTING: 5%

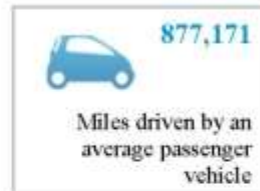
HIGH EFF. BOILER: Yes

HIGH EFF. WH: No, Existing (1990)

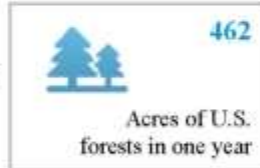
DDC CONTROLS: 100%

AIR DELIVERY: 90% VAV, 10% CV

GHG emissions from:



Carbon sequestered by:



OPERATIONS/POLICY

Season	Occupied Area	Temp. Setpoint (°F)	Typical Hours	Active De-Humidification	Active Humidification
School Term	Whole Bldg.	70 Heat/72 Cool	6AM-4PM (M-F)	No	No



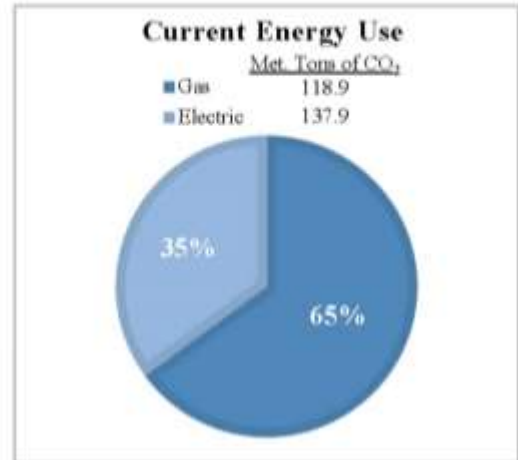
Birchview Elementary School

ADDRESS: 425 Ranchview Lane
 Minneapolis, MN 55447

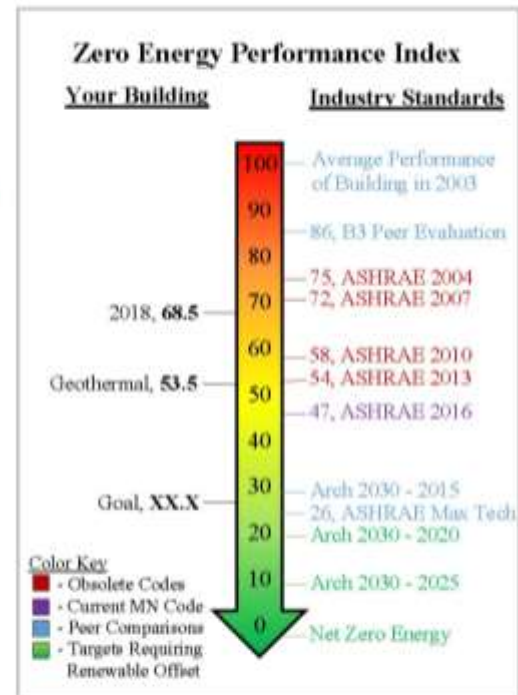
YEAR BUILT: 1969

ORIGINAL AREA: 55,440 ft²
CURRENT AREA: 57,992 ft²

UTILITIES: Electric Gas
 Xcel Energy Kinect Energy Group
 \$0.041/kBtu \$0.018/kBtu



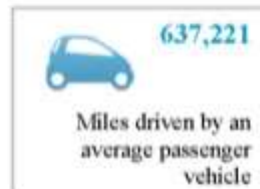
Year	Electric (kWh/ft ²)	Gas (kBtu/ft ²)	Total EUI (kBtu/ft ²)	Cost (\$/ft ²)	Met. Tons of CO ₂
2018	6.1	38.7	59.6	1.09	256.8
2019					
2020					
2021					
2022					
2023					
2024					
2025					
Geothermal	9.3 (+52%)	14.7 (-62%)	46.5 (-22%)	1.37 (+26%)	255.6 (-1%)
Goal					



BUILDING SYSTEMS

ROOF R-VALUE: R-11
WALL R-VALUE: R-1.3
GLASS EXPOSURE: 4%
LED LIGHTING: 10%
HIGH EFF. BOILER: Yes
HIGH EFF. WH: Yes
DDC CONTROLS: 100%
AIR DELIVERY: 90% MZ, 10% VAV

GHG emissions from:



Carbon sequestered by:



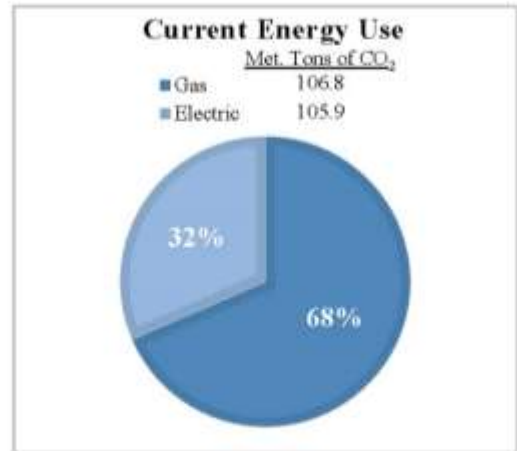
OPERATIONS/POLICY

Season	Occupied Area	Temp. Setpoint (°F)	Typical Hours	Active De-Humidification	Active Humidification
School Term	Whole Bldg.	70 Heat/72 Cool	6:30AM-5PM	No	No



Sunset Hill Elementary School

ADDRESS: 13005 Sunset Trail
 Minneapolis, MN 55441
YEAR BUILT: 1963
ORIGINAL AREA: 57,973 ft²
CURRENT AREA: 73,075 ft²
UTILITIES: Electric Gas
 Xcel Energy Kinect Energy Group
 \$0.046/kBtu \$0.014/kBtu

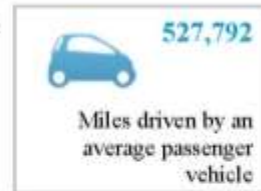


Year	Electric (kWh/ft ²)	Gas (kBtu/ft ²)	Total EUI (kBtu/ft ²)	Cost (\$/ft ²)	Met. Tons of CO ₂
2018	3.7	27.6	40.3	0.69	212.7
2019					
2020					
2021					
2022					
2023					
2024					
2025					
Geothermal	6.0 (+62%)	10.5 (-62%)	31.0 (-23%)	0.95 (+38%)	211.5 (-1%)
Goal					

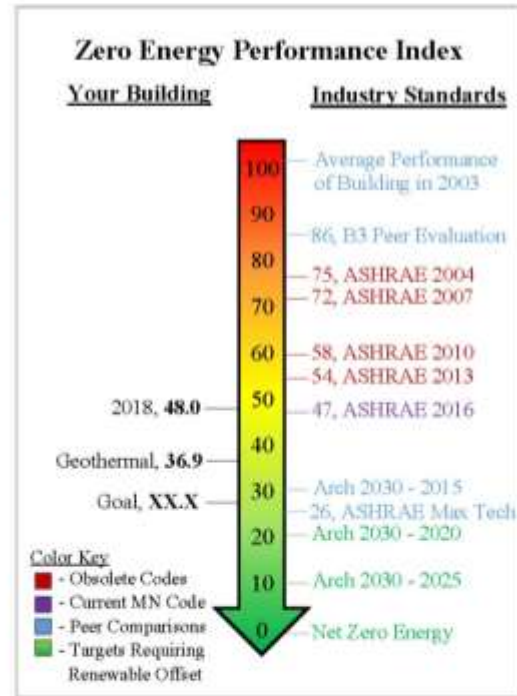
BUILDING SYSTEMS

ROOF R-VALUE: 80% R-9, 10% R-15, 10% R-23
WALL R-VALUE: 79% R-1.9, 21% R-12.5
GLASS EXPOSURE: 12%
LED LIGHTING: 5%
HIGH EFF. BOILER: Yes
HIGH EFF WH: Yes
DDC CONTROLS: 100%
AIR DELIVERY: 85% UV, 5% CV, 10% VAV

GHG emissions from:



Carbon sequestered by:



OPERATIONS/POLICY

Season	Occupied Area	Temp. Setpoint (°F)	Typical Hours	Active De-Humidification	Active Humidification
School Term	Bldg. Majority	68-70 Heat/72 Cool	7AM-3:15PM (M-F)	Yes	No
School Term	Office Space	68 Heat/72 Cool	6:15AM-3:30PM (M-F)	Yes	No



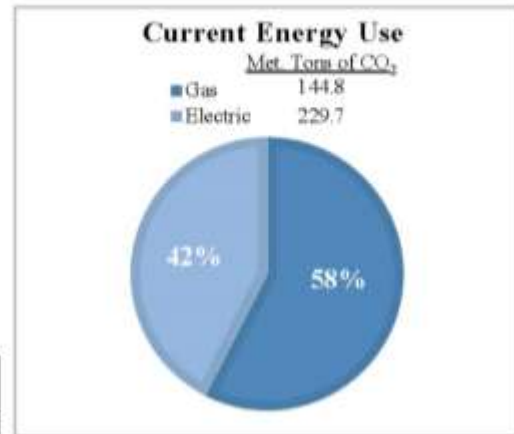
Gleason Lake Elementary School

ADDRESS: 301 N County Road 101
 Minneapolis, MN 55447

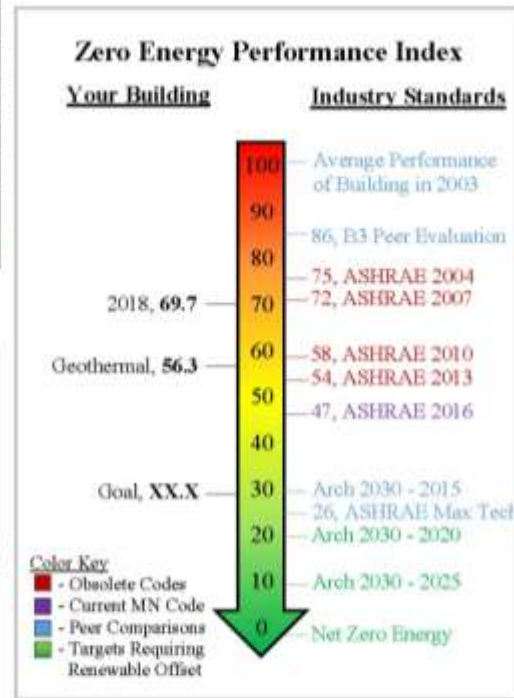
YEAR BUILT: 1988

ORIGINAL AREA: 82,048 ft²
CURRENT AREA: 82,048 ft²

UTILITIES: Electric Gas
 Xcel Energy Kinect Energy Group
 \$0.040/kBtu \$0.011/kBtu



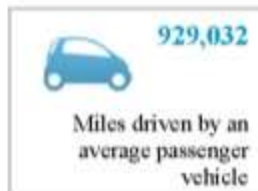
Year	Electric (kWh/ft ²)	Gas (kBtu/ft ²)	Total EUI (kBtu/ft ²)	Cost (\$/ft ²)	Met. Tons of CO ₂
2018	7.2	33.3	57.9	1.22	374.4
2019					
2020					
2021					
2022					
2023					
2024					
2025					
Geothermal	10.0 (+39%)	12.6 (-62%)	46.7 (-19%)	1.49 (+22%)	373.6 (-1%)
Goal					



BUILDING SYSTEMS

ROOF R-VALUE: R-20
WALL R-VALUE: R-5.6
GLASS EXPOSURE: 9%
LED LIGHTING: %
HIGH EFF. BOILER: Yes
HIGH EFF. WH: No, Existing (1988)
DDC CONTROLS: 100%
AIR DELIVERY: 75% VAV, 25% CV

GHG emissions from:



Carbon sequestered by:



OPERATIONS/POLICY

Season	Occupied Area	Temp. Setpoint (°F)	Typical Hours	Active De-Humidification	Active Humidification
School Term	Bldg. Majority	68-72 Heat/72-74 Cool	6:30AM-4PM (M-F)	Yes	No
Jan-Dec	Bldg. Majority	68-72 Heat/72-74 Cool	9AM-1PM (Sun)	Yes	No
School Term	Gym Unit	72 Heat/72 Cool	6:30AM-6PM (M-F)	Yes	No
School Term	Gym Unit	72 Heat/72 Cool	7:30AM-6PM (Sat)	Yes	No



Meadow Ridge Elementary School

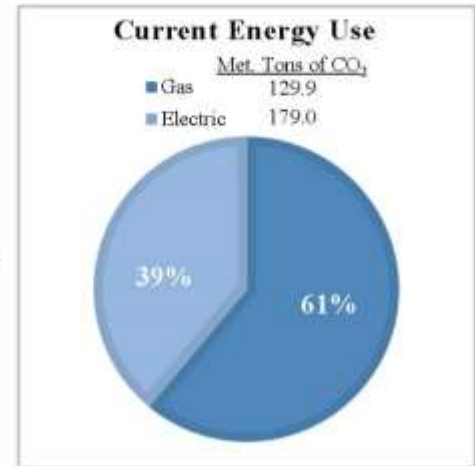
ADDRESS: 17905 County Road 47
Plymouth, MN 55446

YEAR BUILT: 2016

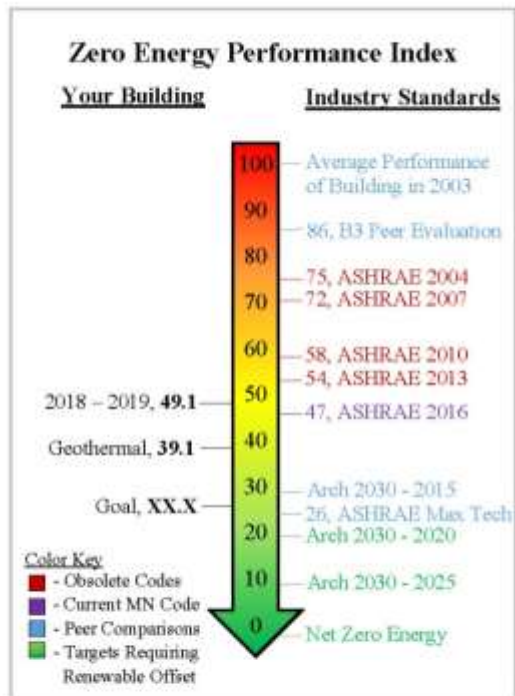
ORIGINAL AREA: 85,208 ft²

CURRENT AREA: 101,040 ft²

UTILITIES: Electric Gas
Wright-Hennepin Cooperative CenterPoint Energy &
Electric Association Kinect Energy Group
\$0.040/kBtu \$0.007/kBtu



Year	Electric (kWh/ft ²)	Gas (kBtu/ft ²)	Total EUI (kBtu/ft ²)	Cost (\$/ft ²)	Met. Tons of CO ₂
Sept 2018 - Aug 2019	4.6	24.3	39.8	0.79	308.9
2019					
2020					
2021					
2022					
2023					
2024					
2025					
Geothermal	6.6 (+43%)	9.2 (-62%)	31.7 (-20%)	0.97 (+23%)	307.9 (-1%)
Goal					



BUILDING SYSTEMS

ROOF R-VALUE: R-18.5

WALL R-VALUE: R-12

GLASS EXPOSURE: 14%

LED LIGHTING: 100%

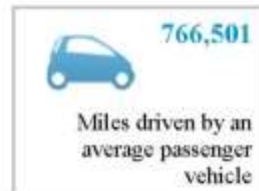
HIGH EFF. BOILER: Yes

HIGH EFF. WH: Yes

DDC CONTROLS: 100%

AIR DELIVERY: 95% VAV, 5% CV

GHG emissions from:



Carbon sequestered by:



OPERATIONS/POLICY

Season	Occupied Area	Temp. Setpoint (°F)	Typical Hours	Active De-Humidification	Active Humidification
School Term	Whole Bldg.	68-70 Heat/72 Cool	6AM-3/5PM (M-F)	Yes	No
School Term	Exhaust Fans	NA	7AM-5PM (M-F)	NA	No



Wayzata East Middle School

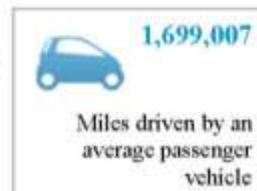
ADDRESS: 12000 Ridgemont Ave.
 Minneapolis, MN 55441
YEAR BUILT: 1967
ORIGINAL AREA: 134,711 ft²
CURRENT AREA: 159,054 ft²
UTILITIES: Electric Gas
 Xcel Energy Kinect Energy Group
 \$0.036/kBtu \$0.008/kBtu

Year	Electric (kWh/ft ²)	Gas (kBtu/ft ²)	Total EUI (kBtu/ft ²)	Cost (\$/ft ²)	Met. Tons of CO ₂
2018	5.9	38.0	58.1	0.94	684.7
2019					
2020					
2021					
2022					
2023					
2024					
2025					
Geothermal	9.1 (+54%)	14.4 (-62%)	45.3 (-22%)	1.18 (+26%)	681.4 (-1%)
Goal					

BUILDING SYSTEMS

ROOF R-VALUE: R-8.5
WALL R-VALUE: 90% R-8, 10% R-10
GLASS EXPOSURE: 9%
LED LIGHTING: 40%
HIGH EFF. BOILER: Yes
HIGH EFF. WH: Yes
DDC CONTROLS: 95%
AIR DELIVERY: 40% VAV
 60% (CV, DC, UV)

GHG emissions from:



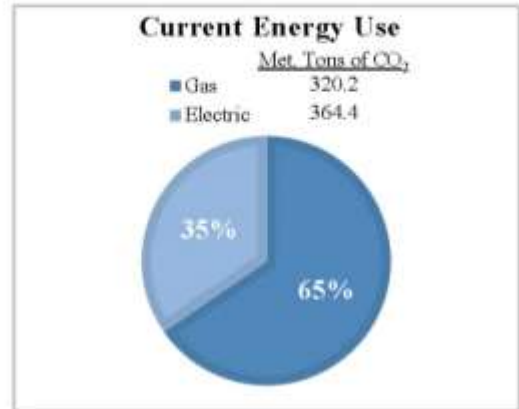
Carbon sequestered by:



OPERATIONS/POLICY

Season	Occupied Area	Temp. Setpoint (°F)	Typical Hours	Active De-Humidification	Active Humidification
School Term	Classrooms	70 Heat/72 Cool	7AM-4:30PM (M-F)	No	No
School Term	Office Space	70 Heat/72 Cool	7:30AM-5:30PM (M-F)	No	No
School Term	Gym(s)	70 Heat/72 Cool	8AM*-4:30PM* (M-F)	No	No
Jan-Dec	Pool Area	86 Heat/86 Cool	24/7	Yes	No

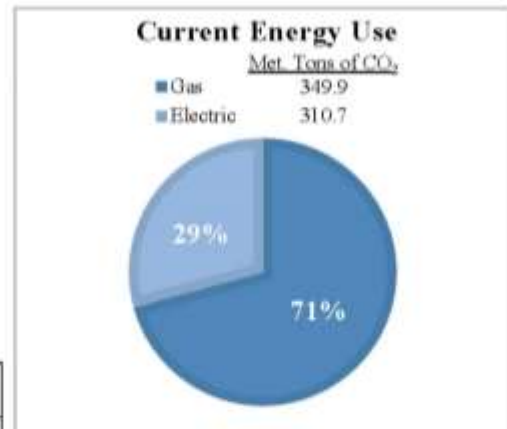
*Hours vary minimally based on day.



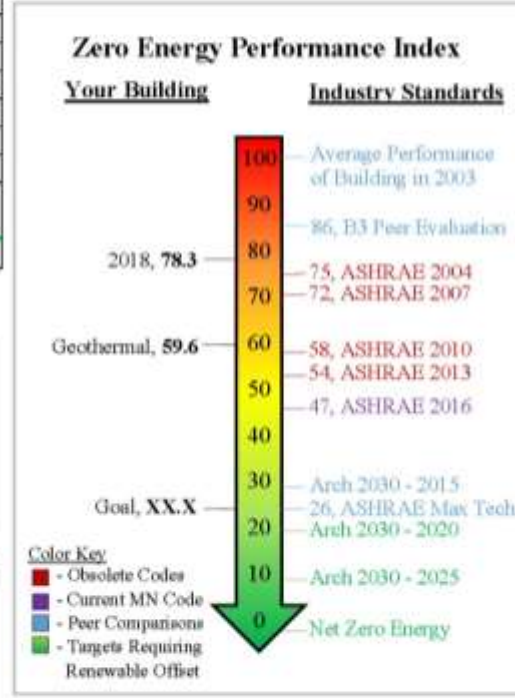


Wayzata West Middle School

ADDRESS: 149 Barry Ave.
 Wayzata, MN 55391
YEAR BUILT: 1949
ORIGINAL AREA: 103,000 ft²
CURRENT AREA: 156,860 ft²
UTILITIES Electric Gas
 Xcel Energy Kinect Energy Group
 \$0.032/kBtu \$0.007/kBtu



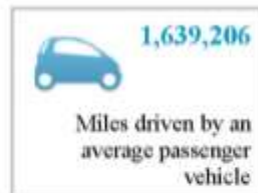
Year	Electric (kWh/ft ²)	Gas (kBtu/ft ²)	Total EUI (kBtu/ft ²)	Cost (\$/ft ²)	Met. Tons of CO ₂
2018	5.1	42.1	59.5	0.80	660.6
2019					
2020					
2021					
2022					
2023					
2024					
2025					
Geothermal	8.6 (+69%)	16.0 (-62%)	45.3 (-24%)	1.03 (+29%)	656.2 (-1%)
Goal					



BUILDING SYSTEMS

ROOF R-VALUE: 85% R-7, 15% R-18.5
WALL R-VALUE: 85% R-2, 15% R-10.5
GLASS EXPOSURE: 24%
LED LIGHTING: 40%
HIGH EFF. BOILER: Yes
HIGH EFF. WH: Yes
DDC CONTROLS: %
AIR DELIVERY: 60% UV, 40% CV

GHG emissions from:



Carbon sequestered by:



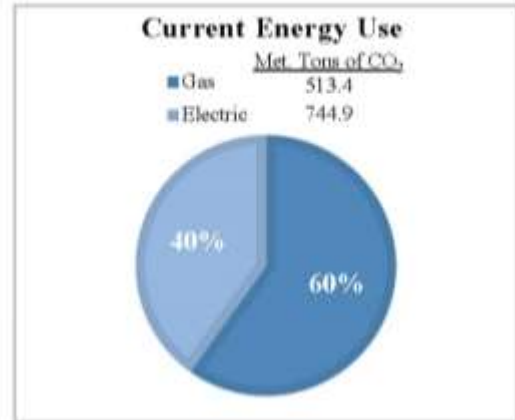
OPERATIONS/POLICY

Season	Occupied Area	Temp. Setpoint (°F)	Typical Hours	Active De-Humidification	Active Humidification
School Term	Bldg. Majority	68-70 Heat/72-73 Cool	7:30AM-4:15PM (M-F)	No	No
School Term	Office Space	68-70 Heat/72-73 Cool	7:00AM-5PM (M-F)	No	No
School Term	Cafeteria	68-70 Heat/72-73 Cool	6:30AM-2:30PM (M-F)	No	No
Jan-Dec	Pool Area	82 Heat/84 Cool	24/7	Yes	No



Wayzata Central Middle School

ADDRESS: 305 Vicksburg Lane
 Minneapolis, MN 55447
YEAR BUILT: 1960s
ORIGINAL AREA: 97,246 ft²
CURRENT AREA: 367,594 ft²
UTILITIES: Electric Gas
 Xcel Energy Kinect Energy Group
 \$0.034/kBtu \$0.008/kBtu



Year	Electric (kWh/ft ²)	Gas (kBtu/ft ²)	Total EUI (kBtu/ft ²)	Cost (\$/ft ²)	Met. Tons of CO ₂
2018	5.2	26.4	44.1	0.73	1258.3
2019					
2020					
2021					
2022					
2023					
2024					
2025					
Geothermal	7.4 (+42%)	10.0 (-62%)	35.3 (-20%)	0.89 (+22%)	1254.7 (-1%)
Goal					



BUILDING SYSTEMS

ROOF R-VALUE: R-8.5
WALL R-VALUE: 85% R-2, 15% R-8.5
GLASS EXPOSURE: 5%
LED LIGHTING: 80%
HIGH EFF. BOILER: Yes
HIGH EFF. WH: No
DDC CONTROLS: 100%
AIR DELIVERY: 50% VAV, 30% CV
 20% DD VAV

GHG emissions from:



Carbon sequestered by:



OPERATIONS/POLICY

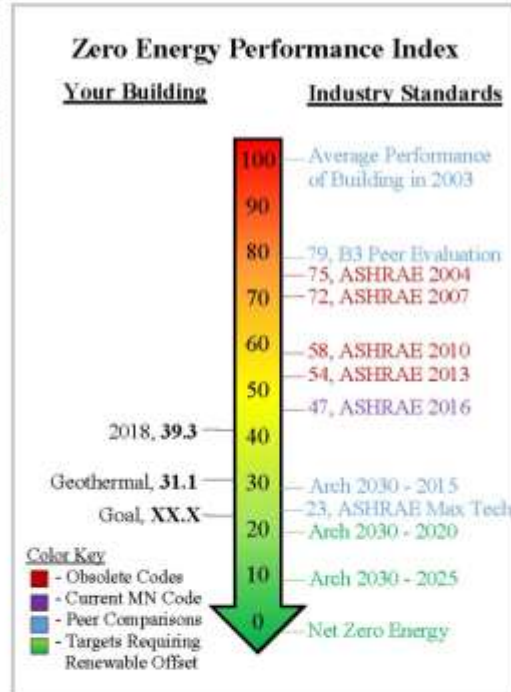
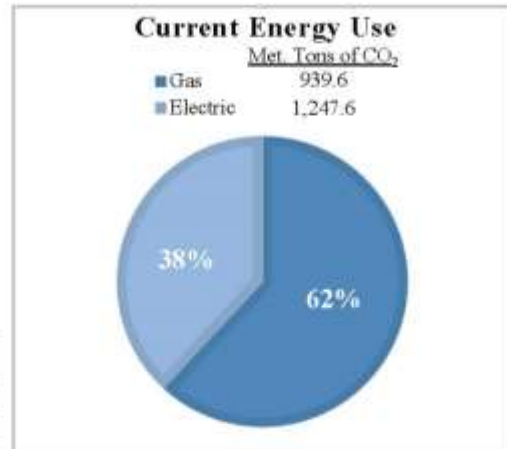
Season	Occupied Area	Temp. Setpoint (°F)	Typical Hours	Active De-Humidification	Active Humidification
School Term	Bldg. Majority	68 Heat/72 Cool	6:30AM-4:30PM (M-F)	No	No
School Term	Office Space	68 Heat/72 Cool	6AM-5PM (M-F)	No	No
School Term	Cafeteria	68 Heat/72 Cool	6AM-6PM (M-F)	No	No



Wayzata High School

ADDRESS: 4955 Peony Lane
 Minneapolis, MN 55416
YEAR BUILT: 1997
ORIGINAL AREA: 487,000 ft²
CURRENT AREA: 613,980 ft²
UTILITIES: Electric Gas
 Xcel Energy Kinect Energy Group
 \$0.052/kBtu \$0.006/kBtu

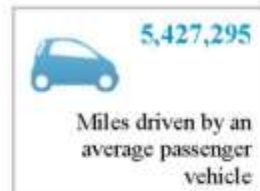
Year	Electric (kWh/ft ²)	Gas (kBtu/ft ²)	Total EUI (kBtu/ft ²)	Cost (\$/ft ²)	Met. Tons of CO ₂
2018	5.2	28.9	46.7	0.83	2,187.2
2019					
2020					
2021					
2022					
2023					
2024					
2025					
Geothermal	7.6 (+46%)	10.9 (-62%)	37.0 (-21%)	1.04 (+25%)	2179.4 (-1%)
Goal					



BUILDING SYSTEMS

ROOF R-VALUE: R-22
WALL R-VALUE: R-19
GLASS EXPOSURE: 15%
LED LIGHTING: 70%
HIGH EFF. BOILER: No
HIGH EFF. WH: Yes
DDC CONTROLS: 100%
AIR DELIVERY: 80% VAV, 20% CV

GHG emissions from:



Carbon sequestered by:



OPERATIONS/POLICY

Season	Occupied Area	Temp. Setpoint (°F)	Typical Hours	Active De-Humidification	Active Humidification
School Term	3 rd & 4 th Floor	70 Heat/72 Cool	7:15AM-4PM (M-F)	No	No
School Term	1 st & 2 nd Floor	70 Heat/72 Cool	7AM-5:30PM (M-F)	No	No
School Term	1 st & 2 nd Floor	70 Heat/72 Cool	5AM-3PM* (Weekend)	No	No

*Hours vary minimally based on day.



I. SUMMARY OF NEEDS/PRIORITIZATION

- Administrative Input



PRIORITIZATION: ADMINISTRATIVE INPUT

High Priorities

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-
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Medium Priorities

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-
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Medium-Low Priorities

-
-
-
-
-

Low Priorities

-
-
-
-
-



J. NEXT STEPS

- Community Task Force



WAYZATA FACILITIES COMMITTEE OF THE BOARD FUTURE FACILITIES PLANNING AGENDA

- **November 20, 2019** – Other Populations B-4, Transitions 18-21, Adults
Guests: Jenni Ebert/Jody Remsing
- **December 18, 2019** – MS: ETD/Encore, etc.
Guests: Jill Johnson/Shelly Nelson
- **January 15, 2020** – HS: CTE/Flexible Learning
Guests: Jill Johnson/Tyler Shepard
- **February 19, 2020** – Conditions Overview/LTFM
Guests: Jon Deutsch/Rod Peterson
- **March 18, 2020** – Meeting cancelled due to COVID-19
- **April 15, 2020** – Fields/Green Space Utilization (Gymnasiums too)
Guests: Sloan Wallgren/Jenni Ebert
- **April 29, 2020** – Administrative Space/Transportation/Storage/Carbon Neutral
Guests: Jon Deutsch/Wold
- **May 20, 2020** – Safety/Security Update
Guests: Dan Carlson/Wade Phillips *Entire School Board Invited to Attend



K. APPENDIX

- 2019/2020 Target Capacity
Diagrams for Each Building
- Wayzata Schools' Enrollment
Projections through 2030 as of
October 1, 2019 (Multiple Avg.)
- Teaching and Learning:
Middle School Program Review
(December 2019)



APPENDIX A

2019/2020 Target Capacity Diagrams for Each Building



APPENDIX B

Wayzata Schools' Enrollment Projections through 2030 as of October 1, 2019 (Multiple Avg.)



APPENDIX C

Teaching and Learning: Middle School Program Review (December 2019)