AGENDA

1. Introductions (5 min.)

2. Approval of Minutes from October 19 Meeting (5 minutes)

3. Presentation of Biology Curriculum Strands – Paul Buck (15 min.)

4. Discussion of Possible Advisory Board Structures – Michael Reiland (15 min.)

5. Update from Line and Space Architects – Les Wallach/Henry Tom (20 min.)

6. Discussion of Student Risk Analysis/Liability Issues (15 min.)

7. Standing Reports (10 minutes)
   A. UNLV/CESU Update – Nancy Flagg
   B. BLM Update – Michael Reiland

8. Committee Reports (5 min.)
   A. Building Committee – Angie Lara

9. Open Discussion / New Business (5 min.)
   A. January Meeting – Tuesday, January 18, 10:30 a.m., UNLV Paradise Campus
   B. Core Curriculum Handout

Oliver Ranch Core Group meetings are open to any interested member of the public. Attendance by new individuals is always welcomed. Reasonable efforts will be made to assist and accommodate physically handicapped persons attending the meeting. Please call the UNLV Public Lands Initiative Office (702-895-5148) in advance so that arrangements may be made.
Meeting Minutes

RED ROCK DESERT LEARNING CENTER CORE GROUP
Bureau of Land Management Interagency Office
Tuesday, November 16, 2004

The meeting commenced at 8:35 a.m. with the following persons in attendance:

1. Introductions
The group welcomed Sara Mills and Beth Domowicz to the meeting.

2. Approval of Minutes
The minutes of the October 19, 2004, meeting were approved with no changes.

3. Science Curriculum
Dr. Paul Buck, chair of the Educational Programs Committee, requested that his report be postponed to the next meeting.

4. Advisory Board Structure
Michael Reiland asked for a general discussion on ideas for a school advisory board and presented several options for consideration. One model is to set up a committee similar in structure to the current Resource Advisory Council (RAC), whose members are nominated to advise BLM on certain subjects. The downside of this option is that a formal charter is required, persons nominated to serve must be approved by the Secretary of the Interior, and all meetings have to be noticed in the Federal Register. A subset of this model would be to use the existing Southern Mojave Great Basin Resource Advisory Council, or a subgroup of the Council, as the school advisory board.

Another option is to create a committee of local citizens to make recommendations to the BLM. The downside is that such a committee would carry no real weight within the BLM organizational structure.

Alan O’Neill commented that most outdoor schools have their own board independent of the BLM; there is a relationship with the managing agency but there is also a separation. He felt the mission of the existing RAC is too general. The Red Rock Desert Learning Center needs a board that is familiar with how to operate this kind of center. Also, the operator might establish its own board. Michael agreed that most operators will establish a board. What is under discussion is whether there should be a more public board that has nothing to do with the operator or the BLM, which would give the public an opportunity to provide comments on the school’s management and operation in either a formal or informal manner.

Paul Buck noted there will be a cooperative agreement between the operator and the BLM, which he presumes will contain clauses that allow the BLM to have oversight of the school. Michael agreed and said the agreement would also allow the operator to develop its own method of oversight. Both are different levels of oversight, but concern has been expressed about public
input into the school. Paul stated the members of the core group are the best people to provide oversight. Paul saw no difference between the RAC and a community group, in that both are advisory. Michael noted, however, that one is official and one isn’t. Billie Young said there some difference between the two models. The RAC affords specific seats to maintain balance to ensure an evenness in its approach and awareness. While the BLM can advertise openings on the Council, people must be nominated and approved by the Secretary. Paul asked who identifies the representatives for the RAC? Michael said the charter establishes those details. Paul doesn’t want the core group to lose control. David Frommer asked if there is any mechanism in the coop agreement to mandate an advisory board? Michael replied there is some possibility to do this, even to dictate the kind of representative community groups desired on the board. The only issue is that this model still attaches the board to the operator, which might not exist with one of the other options. Alan agreed that the core group would be the logical constituency to make up this board. Michael reminded that no matter what model, BLM still cannot dictate who the actual members would be. At best, it would be nominations. David clarified that the BLM could designate organizations and people who represent different interests. Michael agreed that there would be some leeway but he would have to check how much. David advocated requiring a board in the agreement with some recommended structure, making clear that it is advisory but perhaps spelling out its mission.

Helen Mortenson noted that two key people (Jackson Ramsey and Blaine Benedict) weren’t at the meeting to participate in this discussion, so she hoped this was just an initial discussion. Michael said he had talked to both of them, knowing they couldn’t be here today.

5. **Cultural Survey**
Michael Reiland handed out a one-page summary of the cultural survey conducted as part of the Environmental Assessment (EA) process. The summary described what was found on the Oliver Ranch property without identifying locations. The report does not appear to indicate any findings that cannot be mitigated. However, Michael cautioned that the EA process will actually determine what needs to be done with these findings.

Paul Buck noted that even if mitigation occurs, 7000 students annually creates an adverse situation regardless. He suggested doing data recovery prior to the school being built and asked if the architect will have the locations plotted on the site map. Michael said the sites are confidential, but as the EA goes along, the findings will be part of the design process. Paul said the architects need to know where to put the trails. Michael said a team plans to map the trails on Nov. 29-30 (NOTE: the trail mapping was subsequently postponed to an as-yet undetermined future date.)

5. **Update from Line & Space Architects**
Henry Tom and Les Wallach of Line and Space Architects provided an update on recent activities (on file in UNLV Public Lands Initiative office and BLM office). Henry handed out copies of the most recent Building Committee report. Schematic design is moving along quickly and is approximately 90 percent complete to date. Dec. 9 is the completion date for schematic design and the architects will make a presentation to the Building Committee on that date. The design will be reviewed by BLM and undergo a value analysis between Dec. 13 and Jan. 31. Design development is slated to begin February 1.

Les then made a presentation on the site plan progress. He reminded the group that the general protocol is that the architects first present to the Building Committee before coming to the core group. The only building on the site that has been reviewed by the committee is the student housing. There are approximately 6 buildings or parts of buildings that will be shown today to
the Building Committee; those will then be presented to the core group at its January meeting. Les showed the group an aerial view of the property, with circulation paths, trails, and facilities indicated in color blocks. The school facilities are almost universally located on a north-south orientation. Everything is keyed to Americans with Disabilities Act (ADA) guidelines. On the aerial view, Les described how students arrive by bus at a shade structure, then go to a friendship circle where they pick up carts for their belongings. The friendship circle can handle the entire capacity of the school – 140 people. It will also be a good place for other community events, as deemed appropriate. The student flex labs are out in the flood plain but have been sited well above the federal requirements. There are two main service buildings – a central plant and maintenance building – that will be bermed to reduce visibility from the road. The general palette of materials will be keyed to either sandstone or stone from the site. If the budget won’t allow sandstone, the fallback position is some kind of split-face stone. Staff enter on the service road and their parking is near the service buildings. The original ranch buildings can be used as learning venues.

The student dormitories are set up to be passive machines and are almost fully buried on one side. Each dorm is approximately 4,000-5,000 square feet. Students will have an opportunity to control their environment and take responsibility for the temperature in the dorms. Students enter into a central gathering place, with split sleeping quarters for boys and girls on each end of the building. The sleeping quarters have loft spaces in which students will use sleeping bags on mats, with the lofts built as high as traditional bunk beds. There is also a flex room for ADA kids with traditional beds and a bathroom. Bathrooms are located below the loft rooms, down a set of steps. There are two showers/two toilets for each group of 8 kids. Additional bathrooms are located in the flex room and in chaperone area. Toilets will be flushed with recycled water. Showers will be measurable – students will be able to see the water in the reservoir.

Kim Blanc asked about the lofts and whether there is any separation between the mats; she noted health and safety regulations regarding space between beds. She offered to provide Les with information on these standards. Pam Vilkin asked about outdoor space at the dorms. Les said there is a deck outside the central gathering space.

Helen Mortenson asked about central facilities for communications. Les said this has not been talked about this much but a communications overlay will be added to the design later. He indicated there will probably be a fair amount of wireless connectivity. Helen noted the need to export curriculum to other schools around the nation. Les said the architects are allocating space for that, but nothing else has yet been determined.

Finally, Les said the notes from the Resource Conservation Workshop held in Tucson last month will be sent for uploading to the RRDL website.

6. Discussion of Student Risk Analysis/Liability Issues
Michael Reiland said that issues related to student risk and liability were discussed at the Design Oversight Committee held the night prior. In particular, there are been concerns expressed about sitting the flex labs in the flood plain and whether sufficient investigation of this has been done. This issues will be taken up by the Building Committee, but he asked if the core group had any other issues it wished to raise. Paul Buck said he assumed the operator will assume liability for the site. Michael said yes and no. The operator will have to indemnify the U.S. government. Loretta Asay reiterated that the Clark County School District assumes no liability. Parents will sign a waiver. Loretta noted that good evacuation plans and contingencies for students with medical needs will be needed. Kim Blanc emphasized the need for a communication plan; every instructor should be provided a source of communication, like a walkie-talkie. Loretta noted
privacy concerns with adequately separating students and adults. David Frommer said Line and Space has to make some operational assumptions to do its work. There must be some kind of narrative about the 4-day stay and what happens as students enter to the property – based on curriculum and based on design – so that design decisions are tied to operations’ strategies. He felt an emergency management plan – some kind of outline of what that is – is important to have now. It will help expose where the conflicts will happen to help make decisions about the facilities. Paul Buck said the Educational Curriculum Committee has done a rough outline so that the architects know where things need to go, but he had figured on another year to flesh out the curriculum program. David reiterated that, ideally, it would be good to have the narrative before design is completed.

Alan O’Neill said lightning strikes may need to be a consideration. Loretta said that should be part of the emergency management plan. Michael agreed and said, operationally, there may have to be rules that you don’t go to a particular area during a thunderstorm watch, for example.

7. **Standing Reports**

A. **UNLV**
Nancy Flagg provided an update on UNLV’s activities related to the project. The university is working on several Round 6 SNPLMA proposals, including an assessment plan for Education in the Environment initiatives. This proposal will help the agencies demonstrate and verify the benefits of outdoor education to the general public in southern Nevada.

B. **BLM**
Michael Reiland invited core group members to attend programming sessions for the Red Rock Visitor Center during the week of December 13th. All meetings will be held at the interagency facility, and a schedule will be sent to everyone on the core group.

8. **Committee Reports**

A. **Building Committee**
Angie Lara provided a report on the Building Committee’s activities. There is nothing new to report beyond Les Wallach’s previous presentation. The committee meets today to go over designs on the rest of the buildings.

B. **Design Oversight Committee**
David Frommer reported on the meeting held last night. He plans to use his committee meetings as an open forum on the design, since the Building Committee meetings are not open to non-members. This should allow broader input into design issues and concerns. The Design Oversight Committee normally is held the night before the core group at 4pm. Michael Reiland said this is a good opportunity for people who can’t attend a core group meeting yet want to stay informed.

9. **New Business**
There will be no December core group meeting. The January core group meeting will be held Tuesday, January 18, 10:30 a.m., at the UNLV Paradise Campus.

Jeanne Klockow handed out results of the exercise at the last meeting to prioritize topics for the core curriculum. She will be forming working groups to develop a broad framework for the core curriculum over the next six months, and she provided a sign-up sheet for anyone interested in participating.
Pam Vilkin noted she has boxes of historical information on the development of the school. Michael Reiland encouraged her to provide it to him for the archives.

Angie Lara asked Michael to discuss the official role between UNLV and BLM. All curricular activities now need to go through Jeanne Klockow. Similarly, Mary Peterson is handling public outreach. Angie noted it is critical for Jeanne to be involved in any curricular activities, and she requested that anything of this nature be forwarded through Jeanne.

The meeting adjourned at 10:20 p.m.
Agenda

Red Rock Desert Learning Center - CORE Meeting
Line and Space, LLC.

November 16, 2004

BLM Las Vegas Office  8:30am

1.) Meeting Reports
   - Building Committee meeting minutes, Schematic Progress Meeting 10/19/04

2.) Report on Schematic Progress
   - Red Rock Desert Learning Center
   - Wild Horse and Burro Facility

3.) Schedule
   - November 29-30 Trails Layout on site at Oliver Ranch
   - December 9 Schematic Design Presentation
   - December 13- January 20 BLM Value Analysis, Review and Approval
   - January 21 Design Development Phase Starts
Building Committee Meeting Minutes
Red Rock Desert Learning Center
Wild Horse and Burro Facility

Subject: Schematic Progress Presentation
Location: BLM Las Vegas Field Office
           4701 N. Torrey Pines Drive, Las Vegas, NV
Date: Oct. 19, 2004
Time: 8:30 – 10:30 am

Attendees
Angie Lara, Jeanne Klockow, Michael Reiland, Bill Cates, David Frommer, Billie Young, Pat Fleming, Loretta Asay, Les Wallach, Henry Tom, Bob Clements, and David Bullaro

Meeting Notes
- Henry presented the minutes from the building committee meeting on 9-29-04 and the Resource Conservation Workshop (R.C.W.) Summary.
- Key points of the summary were:
  - Meet ASHRAE 62 energy efficiency baseline
  - Energy use baseline of 8.5 kW/ft²
  - Water baseline of 50 gal/day/person
  - Utilize earth integration strategies in design
  - Utilize night/sky radiation strategies in design
  - Central air cooling in lieu of evaporative system which use large quantities of water
  - Maximize daylighting strategies to reduce energy loads (3/4 w/ft² artificial lighting level)
  - Establish net metering relationship with Nevada Power
  - The roof of the arena of the WHB facility could be a location for photovoltaics for the school
  - Biogas generation not feasible for quality and quantity of waste available
  - Zero discharge strategy for the site
    - Les mentioned that zero discharge is actually minimal discharge with recyclables and some minimal other waste being removed from site.
- Les mentioned that the Wild Horse and Burro Facility (WHB) is a good location to supply water for fire suppression: elevation difference between the two facilities should provide some head pressure to the system in case of pump failure
- A few ideas for teaching students about the use of resources included:
  - A system of displays for energy consumption and exposed mechanical systems in areas
  - A see-through reservoir that is the total water for shower allows children to visualize water expended during shower and control excess usage
  - Establishment of baseline mechanical criteria allowing children to get uncomfortable but not too uncomfortable while having the possibility to increase comfort through passive means
- Pat Fleming mentioned that we need to meet codes during design but operator does not need to operate systems at those requirements (students will have the possibility to increase comfort through passive means). Pat mentioned that ASHRAE 62 exceeds Clark County School District requirements and may be adopted in future in Clark County School District
Building Committee Meeting Minutes
Red Rock Desert Learning Center
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Schematic Design Progress
- Les presented the current level of progress on the schematic design of the Red Rock Desert Learning Center (RRDLC) beginning with the arrival sequence that was mapped out on site the previous day. A circulation diagram was passed out to describe this
- Les proposed a kinetic wind sculpture in the bus unloading/shade area
- Les traced the path from bus to mesquite trail to the “friendship circle” where classrooms will be divided into groups and assigned to instructors
- Students would use the “islandwood carts” to move their gear from bus to dorms
- 5% grade inclines are explained in regards to ADA requirements
- Les passed out the circulation diagram

Flex Labs
- Les described the Flex Lab concepts:
  - 7ft above grade
  - Finished floor (FF) will be 4ft above 100 year flood level
  - Placed up in vegetation for exposure to flora and fauna
  - A solar bridge that will be approximately 12ft above lowest wash level and leads to the flex labs with solar tracking photovoltaic systems providing maximum shade as they track the sun
- The solar bridge provides a view of the floodplain where markers present a real time graph of water levels during flood events
- Loretta Asay described concern over a need for railing which discourage children from climbing
  - Les explained that railings could be glass or perforated metal designed to mitigate as an alternative horizontal rails may be utilized including battering/angling into pathway as preventative measures
- Bill Cates mentioned that Peg Reese inquired about moving the Flex labs out of the floodplain
  - The committee felt the Flex labs are properly located within the floodplain due to the immense educational potential of the experience for the students. There are a number of hazards, which must be properly administered by the school.
  - Labs would not be used during large flood events. Also snakes and cactus are hazards.
  - Les mentioned that the Friendship Circle is within the low flow eddy zone
  - Dining and the Dorms are now located completely out of the flood zone
  - Loretta Asay mentioned that the biggest danger in site would be from children overheating unless properly cared for.

Trails/Paths
- David Frommer inquired how students are controlled to stay on trails
  - Les explained that trails will be a hardened surface defining pathways
  - All trails within the regular teaching and residential venues will be ADA accessible
  - Access to some venues could be ADA restricted through grade and terrain but alternative methods of access (e.g. vehicular) will be provided
  - Goal for trails is “access”; using inclines instead of ramps will eliminate need for railings across desert environment
  - Certain trails could be designed for multi-use including pedestrian, “islandwood carts”, and maintenance vehicles
Building Committee Meeting Minutes
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- Les mentioned that on Oct-18-2004 rough layout of entry sequence to dining structure was done and would like to have a crew available to trim trees along the main entry trails during the design process
  - Tim Rash was mentioned as a contact for fire prevention clearing as a method of trimming along trails without impacting the NEPA review

Flood/Evacuation Planning
- Jeanne Klockow mentioned that a single accident could damage the image of the school and open it up to liability concerns
  - Loretta Asay mentioned that a well documented evacuation plan, careful planning and educational/administrative curriculum options could mitigate liability concerns
  - Les mentioned that the entire property is bound by the 100 year floodplain including the main entrance; evacuation would require crossing a torrent of water during a flood event
  - There is a second exit strategy through the WHB uphill from the RRDLC but Bonnie Springs road is also bound by same 100 year floodplain
  - It is noted that high water is normally a short duration event in the realm of 1-3 hours and the normal safe response is simply to wait until water subsides
  - Establishment of an advanced evacuation plan to get children to safe areas and restrict access to flood prone areas during certain predictable conditions must be provided by the school.
  - Loretta Asay and Pat Fleming concurred that the Dorms are safe and the Flex Lab functions could take place in other locations under flood conditions.

- General consensus was that planning around flood events is a solution that supports an exciting and stimulating experience as well as mitigating risk
- Michael Reiland mentioned that managed risk is acceptable and keeping children in dining area during flood events lessens the risks effectively
- Les closed with the fact that the major risks include desert heat and snakes and that a measured and continuous risk education is part of desert living

Dorm Design
- Les passed out Design Program excerpts and mentioned the main differences between the current schematic design and Design Program
- Room arrangements
  - Loft Rooms sleep 8, four rooms/dorm
    - 8 mats per loft area, with children utilizing sleeping bags
    - 3 additional spaces for students who may be scared of heights in community space
    - Light tunnels for ventilation and daylight/night sky viewing
    - Loft Rooms are more adventurous and flexible than standard rooms
    - Room’s energy patterns based on natural ventilation and daylight as per R.C.W.
    - Sleeping mats removable/adjustable for cleaning/discipline/differing arrangements
    - Design allows for differing male/female ratios
    - 5’ high loft over bath area with bath 4’ below main floor grade
  - 2 Flex Rooms (ADA compliant)(2 per Dorm) each with four beds

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- Flex rooms immediate to entry/living room/chaperone rooms, adaptable to differing needs
- Similar to programmatic design
  - 2 Chaperone Rooms
    - Two rooms for three chaperones necessary to account for sex ratios
    - Loretta Ayas mentioned that we need to provide for handicapped uses; a shower will be added to the adjacent ADA compliant bathroom which serves the gathering space
    - Sharing of restroom facilities is utilized in lieu of individual bathrooms
- Gathering Space and Porch
  - Making the unisex restroom off the gathering space ADA compliant was mentioned in order to accommodate chaperones and students
  - Question of "landwood" cart storage lead to decision that cart corral needs to be included at dorms, most likely on porch
  - Can accommodate 3 children on benches for sleeping e.g. if necessary for discipline or for other reasons for very close proximity to chaperones
- Dorm Room Bathrooms (one per 8 persons)
  - 2 showers, 2 water closets, 2 lavatories
  - ADA showers should accommodate chaperone for support
  - Loft bathrooms separated by grade drop from Loft Room living space
  - Utility tunnel runs along length of Dorms mechanical room under Chaperone Rooms
  - Pat Fleming mentioned sewage system could require more excavation to accommodate the run causing disruption of more site and increased monies due to additional excavation
  - Les mentioned possible grated floor to accommodate sewage drop and Pat Fleming thought this might solve the problem of access
- Loretta Ayas mentioned that the flexibility of design would allow segregation/isolation of students for situations where that is needed.
- Hot water through central plant; solar heated
- Pat Fleming mentioned need for gas/propane backup for water heating; backup generators for PV failure/low performance;
- Les diagramed net energy usage chart from R.C.W.
  - Flat photovoltaic arrangement will tend to match energy demands
- Circulation through Dorm buildings
  - Dorm layout includes natural ventilation and daylit rooms
  - Student's path will be bound between the trombe wall of the rooms and a glass wall (heat trap)
  - Students will experience greenhouse effect here; longwave/shortwave radiation relationship will build temperature and give them an appreciation of thermal gain
  - Circulation becomes part of educational process
- Climatic controls
  - Each dorm has a different relationship to site based on their alignment relationship to contours of cistern hill
    - Earth Immersion
    - Sky Radiation
    - Sun Catcher
  - Children manage their own environments by manipulating insulation, windows, ventilation, sky radiation, and shading associated with each loft room
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Wild Horse and Burro Facility

- Thermal chimney vents air and allows light passage into loft area/night sky view into area
- Glass above wall is in permanent shade in all hot seasons and allows views from the loft area to the landscape
- Ventilators within rooms are adjustable by children to vary air exchange
- Roof composition is earth or water filled bladders allowing passive radiation cycling, adjusted by students
- Children control all climactic controls within bounds of established temperature thresholds

- Variances from the Design Program
  - Programmed for 8 students; Loft Rooms replace standard rooms with four bunk beds and will have 11 sleeping spaces for flexibility and comfort
  - Programming called for bunk beds, individual sleeping mats and sleeping bags will be used
  - The bathroom is now under the loft/sleeping area
  - A community area separate from sleeping is present on main floor level with beanbags, etc
  - ADA compliant rooms are now “Flex Rooms” allowing for other sleeping options in lieu of Loft areas
  - Chaperone rooms are reduced in size with a shared bathroom in lieu of two separate rooms. ADA use and overflow will occur in adjacent bathroom in gathering space

- For Building Committee Final Schematic hand-drawn sections and plans, similar to those presented for the Dorms, will be presented for all buildings

Wild Horse and Burro Facility Schematic Design Progress

- Bob Clements presents the current stage of schematic design of the Wild Horse and Burro Facility
- As a result of research on feed stores/horse stables, the design has changed since conceptual acceptance.
- Correspondence with Billie Young has generated positive results on schematic design
- Development of a system for children to interact with the horse from different perspectives
  - Development of an incline and bridge to remedy vehicular/pedestrian circulation concerns from the conceptual acceptance phase
  - Tack Room becomes part of wall at outdoor gathering space with windows to allow view into room for visitors and RRDLC students
  - First, students interact with animals at ground level, and then eye to eye from incline
  - The bottom of the bridge over the vehicular circulation will need to be 14’ above the road. This may require some changes to the elevation of the main level or the drive into the facility to meet the height requirements

- Loretta Asay mentioned that trail from RRDLC could be interpretive trail through time of history of wild horses and burros in RRCNA
- Loretta Asay inquired whether the horses would be comfortable with children so close to them
  - Billie Young mentioned that there could be a second fence for horse and children protection
  - First priority should be children’s safety, horse safety, and well being

- Presentation of the Administration
  - Single point of control, possible with even one person present

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Red Rock Desert Learning Center
Wild Horse and Burro Facility

- Offices with views into WHB Facility for control and supervision
- Public moves to office then to outdoor gathering space, or they can proceed to the incline to see facility unsupervised
- Outdoor gathering space has barrier, perhaps grade change, to control access to facility
- Drop-in and RRDLC students could view with no disruption of facility and no danger to public safety
- Offices have corridor through open office plan with access to facility
  - Loreta Asay mention that there should be direct access from office to staff work room
  - Possible integration of staff room to opposite side of corridor
  - Loreta Asay mentioned the need for a locked/limited access storage room; Billie Young concurred on the need for locked storage for some files

- Maintenance and feed storage moved from wall to location in line with infirmary
  - Cleans up circulation
  - Separated functions
  - Segregates children from maintenance area

- Public restrooms
  - For children and individual adopters from outdoor gathering and catwalk
  - People at the facility during large events access the public restrooms through a gate from the main facility level

- Wall
  - Mentioned as possible water storage fire suppression: elevation difference between the two facilities should provide some head pressure to the system at the school in case of pump failure

- Research component
  - Michael Reiland mentioned that, if present, it will be built after facility is functioning
  - Location will allow it to be integrated while reducing disruption of function of operating facility
  - Incline can interact with future research component allowing view into area by RRDLC students and public (as in Ethyl M facility)

- Biogas Generation
  - Determined to be not feasible due to amounts of waste produced as discussed during the R.C.W.
  - Composting in concrete slots proposed as potential choice to meet the requirements of SNPLMA Round 5 provision for horse waste digestion
  - Les mentioned that there is also composting at RRDLC food service facility

- Unresolved MOU for Bonnie Springs parking lot use should be resolved immediately; if it cannot be agreed to use the parking lot for big events, the design will be greatly affect by needing to account/design additional parking on site