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**To:** Attendees  
**From:** Patrick Triggs *PT*  
**Date:** February 23, 2016  
**Comm. No:** 152236  
**Subject:** Independent School District #879  
New Intermediate School Core Planning Group  
February 17, 2016 Meeting Minutes

**Attendees:**

- Linda Althoff
- Mike Bauer
- Carolyn Kivisto
- Stephanie van Batavia
- Molly Stern, 4th Grade Teacher
- Erin Olson, 5th Grade Teacher
- Katie Culviner, 6th Grade Teacher
- Heather Walberg, Special Education Teacher
- John McDonald, DES A. Principal
- Darren Schuler, DES Principal
- Barry Voight, DMS/Intermediate Principal
- Matthew Shoen, Independent School District #879
- Mike Dailey, Band Teacher
- Gwen Egly, Media Center Spec./Parent
- Jon Moen, IT Coordinator/Parent
- Paul Ludwig, IT Coordinator
- Kris Larson, Food Service Director
- Adam Steffl, Community Member
- Peter Grant, Community Member
- Brent Harder, Community Member
- Steve Gilmer, Community Member/Neighbor
- Patricia Osmon, Community Member
- Jo Ann Huebsch, Parent
- Jeremiah Werner, Parent
- Bob Prell, ICS
- Vaughn Dierks, Wold Architects and Engineers
- Derek Gallagher, Wold Architects and Engineers
- Kaitlin Schalow, Wold Architects and Engineers
- Lynae Schoen, Wold Architects and Engineers
- Patrick Triggs, Wold Architects and Engineers

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*Members of the Core Planning Group for the New Intermediate School met with Wold to review buildings visited on last meeting's tour and to continue defining criteria for the new building.*

**Discussion Topics:**

- A. Parker Elementary School:
  - 1. Review of school features.
    - a. The remodeled building has the Media Center at its core.

Minnesota  
Illinois  
Michigan  
Colorado  
Iowa

- b. Specialist spaces (art, music) are dispersed.
  - c. The cafeteria is adjacent to gym with a performance space.
  - d. Classrooms are organized in clusters.
  - e. Special education is unified in one area.
2. Group Likes:
- a. Breakout spaces outside classrooms.
  - b. Consistent design features (ceiling and floors).
  - c. Colors and wayfinding.
  - d. Semi-enclosed workspaces within media center.
  - e. Mobile book shelves.
  - f. Sinks outside toilets.
  - g. Obvious front desk in reception area.
  - h. Breakout spaces within Special Education.
3. Group Dislikes:
- a. Unwelcoming approach, ambiguous entry, and cramped vestibule.
  - b. Tight spaces and low ceilings.
  - c. Crowded media center and other spaces.
  - d. Small gym.
- B. Twin Lakes Elementary School:
1. Review of school features.
- a. The cafeteria/commons is the core of the building.
  - b. Specialist spaces (art, music) are dispersed.
  - c. The media center is a destination.
  - d. Classrooms are organized on double-loaded corridors
  - e. Special education is unified in one area.
2. Group Likes:
- a. Big, bright, multipurpose cafeteria hub.
  - b. Borrowed lights on hallway make it feel open.
  - c. Sloped ceilings in classrooms bring in natural light.
  - d. Destination media center.
  - e. Gym is near cafeteria.
  - f. Coat hooks are near recess exit.
  - g. Noisy components (gym, music) are grouped.
  - h. Unique character through architectural elements.
  - i. Operable wall in gymnasium.
3. Group Dislikes:
- a. Cracked tile flooring.
  - b. Administration separate from other parts of the building.
  - c. No large breakout spaces near classrooms.
  - d. Special Education area is too small.
  - e. Big pillars in cafeteria block sight lines.
  - f. Over-the-top exterior design is not appropriate for Delano.
- C. Westwood Elementary School:
1. Review of school features.
- a. The open cafeteria is the hub of the building.
  - b. The media center is a destination.
  - c. Special Education is dispersed through the building.

- d. Classrooms are organized in clusters.
- e. Art and science are centrally located.
- 2. Group Likes:
  - a. Identifiable approach.
  - b. Balcony over cafeteria.
  - c. Colored concrete floor (in addition).
- 3. Group Dislikes:
  - a. Flat wall of front entrance is not welcoming.
  - b. Flex space is small and not very usable.
  - c. Vestibule is tight.
  - d. No immediately identifiable (upon entry) destination/hub for gathering.
  - e. Choke point at music and gym hallway.
- D. Princeton Middle School:
  - 1. Review of school features.
    - a. Entrance is through front office.
    - b. 10-classroom clusters are widely separated from one another.
    - c. Gym and cafeteria are adjacent.
    - d. The building doesn't have a hub.
  - 2. Group Likes:
    - a. Low locker banks allow for good sight lines.
    - b. Pod-based grade organization.
    - c. Large break outs, specialists, and toilets in classroom pods.
    - d. Nice gym.
    - e. Two music rooms with dedicated practice spaces.
    - f. Multipurpose computer/tech space.
    - g. 3 nice gyms.
    - h. Ability to lockdown makes public use possible.
  - 3. Group Dislikes:
    - a. Entrance through administration with multiple desks.
    - b. Lack of clarity in layout and signage.
    - c. Special Education is very tight.
    - d. Kitchen/cafeteria relationship presents a traffic issue.
    - e. No dedicated stage/performance space.
- E. Group Discussion:
  - 1. Wold posed four questions to the group for discussion.
    - a. What is the "heart" or "core" of the building?
    - b. How are classrooms organized?
    - c. Where are specialists?
    - d. What are some sequences? (Students arriving on a bus, community members arriving at night, parents coming to the school during the day, etc.)
  - 2. What is the "heart" or "core of the building?"
    - a. The group consensus is that a commons-style cafeteria should be the core of the building. This organization allows for multipurpose use of the large space versus a traditional cafeteria.
    - b. The group noted that a media center core (as at the existing Elementary) poses a noise problem for the classrooms that open onto it. As this noise concern would be present with a commons, as well, classrooms need to be isolated from the "noisy hub" of the building.

- c. Classrooms also need to be isolated from the hub for to provide for after-hours use of common space by the public while limiting access to the classrooms.
  - d. The commons hub could open to specialist spaces such as music, science, gym, and art or other areas deemed useful to the community.
  - e. The art room needs to be clarified in terms of what it will do, who it will serve, etc.
  - f. The group began to organize the building into public space (the commons and gym) and private space (classroom clusters) with a transitional buffer zone between them which might include the media center, art room, or other multipurpose spaces.
  - g. It was noted that "media isn't quiet anymore," and thus that the openness of part of the media center to the commons could be an asset.
  - h. The potential exists for programmatic overlap, which could create new functional possibilities while helping maintain budget considerations.
- F. Principles & Criteria:
1. The group began forming some criteria for the new design, including:
    - a. The building should be organized around a central commons which serves multiple uses including a before- and after-school waiting area.
    - b. The building should have an identifiable, welcoming approach and entrance.
    - c. Opportunities to incorporate performance space into the commons should be explored.
    - d. Classrooms private spaces should be separated acoustically and securely from loud areas public spaces.
    - e. Classroom clusters should have physically adjacent breakout spaces.
    - f. The design should include dedicated storage space.
    - g. The design should provide dedicated volunteer space.
    - h. Student movement should be easily observed.
    - i. The building should be easy to navigate.
    - j. The reception area should be easy to understand, with a prominent front desk.
    - k. Natural light and views should be incorporated throughout the design through windows and borrowed lights.
    - l. The design should incorporate some "character piece" that marks the building as special.
    - m. The building does not need locker rooms.
  2. Some criteria that need to be established include:
    - a. Lockers should be located \_\_\_\_\_.
    - b. Special Ed should be located \_\_\_\_\_.
    - c. Music is located \_\_\_\_\_ the gymnasium.
- G. Next Steps:
1. Group members will continue conversations with the community.
  2. Homework is to continue considering the four discussion questions and design criteria for the building. Specifically, how big are the classroom clusters? What spaces must be adjacent to classes versus public space? Where should Special Ed be? What are some sequences?
  3. The next meeting for the Group will be on Wednesday, March 2, 2016 at 5:30 p.m., in the High School Media Center.

cc: Gwen Briesemeister, ISD #879  
Joe Schleper, ISD #879  
Jason Seurer, Community Member  
Eric Linner, Wold

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