



**To:** Attendees

**From:** Patrick Triggs | PT

**Date:** May 3, 2016

**Comm. No:** 152236

---

**Subject:** Independent School District #879 – Delano Public Schools  
New Intermediate School User Group Meeting – Special Services  
April 25, 2016 Meeting Minutes

**Attendees:**

Jana Kragerud Independent School District #879	jana.kragerud@delanoschools.org
Keely Schartzter, Independent School District #879	keely.schwartzter@delanoschools.org
Heather Walberg, Independent School District #879	heather.walberg@delanoschools.org
Matt Schoen, Independent School District #879	matt.schoen@delanoschools.org
Barry Voight, Independent School District #879	barry.voight@delanoschools.org
Bob Prell, ICS Consulting	bobp@ics-consult.com
Lynae Schoen, Wold Architects and Engineers	lschoen@woldae.com
Patrick Triggs, Wold Architects and Engineers	pтрiggs@woldae.com

*The Group met to discuss the preliminary User Group drawing. The drawings presented in the meeting are for diagrammatic purposes only, intended to facilitate discussion and visualize spatial adjacencies.*

**Discussion Topics:**

- A. The Group reviewed the preliminary Special Services User Group drawing.
- B. The Group outlined needs for specific spaces within Special Education.
  1. DCD:
    - a. A toilet room with a full-size hi-lo changing table should be provided. This toilet room should be separate from the DCD room to allow non-DCD students with changing needs to access the toilet room, but the doors should face one another so the DCD teacher can monitor both rooms simultaneously. The toilet should be positioned to allow two adults to help students – this will require a code appeal to the State.
    - b. One teacher, six to eight students (each with a paraprofessional) will use the room.
    - c. The room does not need a direct door connection to the nurse.
    - d. Lots of open space should be provided to accommodate the equipment required by students (standers, wheelchairs, etc.). This equipment is heavily used and so must be accommodated in the room (not a storage room).
    - e. Three tall cabinets should be provided for storage.
    - f. The room should have a dual basin sink with gooseneck faucet and drinking fountain.
    - g. A desk/landing pad is needed for the teacher.

**Wold Architects and Engineers**  
332 Minnesota Street, Suite W2000  
Saint Paul, MN 55101  
woldae.com | 651 227 7773

**PLANNERS  
ARCHITECTS  
ENGINEERS**



- h. Two to three teaching zones with markerboards should be provided.
    - i. The room should have eight lockers for students plus 12"x12" cubbies and coat hooks for paraprofessionals.
- 2. EBD:
  - a. This room should have a quiet space for students to calm down in. The quiet space should not be on the hallway to help prevent sound transfer. Wall pads should be provided from floor to 3'-0". The quiet space should have a door with a small window and no lock. The door should swing out.
  - b. One teacher, one paraprofessional, and four to six students will occupy the room.
  - c. This room should be located in the centralized component of Special Ed.
  - d. EBD and DCD should not be directly adjacent to each other. The motor room can separate them.
  - e. EBD should not have a sink.
  - f. Two tall cabinets should be provided for storage.
  - g. Two teaching zones should be provided.
  - h. A desk/landing pad is needed for the teacher.
  - i. Six lockers should be provided.
- 3. LD:
  - a. Two spaces, one on each level, should be provided.
  - b. Two adults and six to eight students will use each room.
  - c. Spaces should be designed similarly to EBD.
- 4. Speech:
  - a. Two spaces, one on each level, should be provided.
  - b. Each space needs a teacher desk, storage, a small group table for four students, and a markerboard.
  - c. Two tall cabinets are needed per room.
- 5. DAPE/Sensory/OT/PT:
  - a. The current DAPE space at the Elementary School is the size of a classroom with a high ceiling.
  - b. A dedicated Sensory space would be better than one combined with other functions.
  - c. The room will serve a group of three to four students with two to three paraprofessionals and one teacher.
  - d. The room is used for ball skills, running skills, etc. and should provide large, open floor space.
  - e. A connection hook for a 15' swing should be provided.
  - f. A niche for a laptop landing spot should be included.
  - g. Two mobile storage cabinets (not too tall) will allow for the room to be flexible.
  - h. Walls should be padded from floor to 3'-0".
- 6. Social Worker:
  - a. An office should be provided in the main administrative area.
- 7. Psychologist:
  - a. Home base is in the 7-12 school. The psychologist meets with students one-on-one for testing, so any conference room can be used for this purpose.



- C. All Special Ed spaces should have the same technology equipment (markerboard and projector) as typical classrooms.
- D. Flooring should be carpet in all Special Ed spaces except the motor room, which should be modular rubber flooring, and the DCD room, which should be half carpet and half hard surface.
- E. Paraprofessionals can use lockers/landing spaces at the main staff work area.
- F. Gifted and Talented can be worked into the flex classroom in the Media Center.
- G. Next Steps:
  - 1. Wold will revise the User Group drawing based on today's meeting.
  - 2. A follow-up meeting will be scheduled at a time and date to be determined.

cc: Attendees  
Traci Lawman, ISD #879  
Vaughn Dierks, Wold  
Eric Linner, Wold

KN/ISD\_879/152236/min/4.25.16 Special Services