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To: Attendees
From: Patrick Triggs *PT*
Date: January 25, 2016
Comm. No: 152236
Subject: Independent School District #879
New Intermediate School Core Planning Group
January 20, 2016 Meeting Minutes

Attendees:

Joe Schleper, 4th Grade Teacher
Molly Stern, 4th Grade Teacher
Erin Olson, 5th Grade Teacher
Katie Culviner, 6th Grade Teacher
Matthew Shoen, Delano Public Schools
Mike Dailey, Band Teacher
Gwen Egly, Media Center Spec./Parent
Kris Larson, Food Service Director
John McDonald, DES A. Principal
Jon Moen, IT Coordinator/Parent
Paul Ludwig, IT Coordinator
Darren Schuler, DES Principal
Barry Voight, DMS/Intermediate Principal
Heather Walberg, Special Ed. Teacher
Steve Gilmer, Community/Neighbor
Peter Grant, Community
Brent Harder, Community
Adam Steffl, Community
Patricia Osmon, Community
Jo Ann Huebsch, Parent
Jeremiah Werner, Parent
Carolyn Kivisto, Parent
Bob Prell, ICS
Stephanie van Batavia
Linda Althoff
Mike Bauer
Vaughn Dierks, Wold Architects and Engineers
Derek Gallagher, 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 the Core Planning Group process, begin defining Criteria for the new school design, and plan a tour of area schools.

Discussion Topics:

- A. Core Planning Group members introduced themselves and their relationships to the School District.
- B. Wold reviewed the Core Planning Group process laid out at the previous meeting.

- C. Wold provided five example schools to illustrate the variety of ways in which a school might be organized. These examples included Wildwood Elementary in Mahtomedi, Minnesota, Oneka Elementary in Hugo, Minnesota, Northpoint Elementary in Blaine, Minnesota, Twin Lakes Elementary in Elk River, Minnesota, and the new Wayzata elementary in Plymouth, Minnesota. The existing Delano Elementary and Delano Middle were also compared.
- D. Design concepts introduced through these example schools included:
1. Arranging a school around a "hub" (media center, gym, etc.).
 2. Visual access versus physical access to spaces, especially upon entry.
 3. Double-loaded corridors versus pod-based classroom arrangement.
 4. Building modules and their relationship to fluctuating class loads.
 5. Centralized specialty spaces versus dispersed specialty spaces.
 6. After-hours community access.
 7. Placement of lockers in classroom, hallways, or locker commons.
 8. The media center as an enclosed destination versus an open hub.
 9. The media center as an evolving format in the face of a digital future.
 10. Furniture as a key component to successful spaces.
- E. Wold defined four "givens" for new school design.
1. Site Safety:
 - a. Separation of bus traffic and parent drop-off.
 - b. Direct student access to play fields without crossing traffic.
 - c. Administrative monitoring of main entry.
 2. Security:
 - a. One primary entry.
 - b. View of entry by administration.
 - c. All other exterior door locked from outside.
 3. Shared Use:
 - a. Ability to "lock-down" one side of building.
 - b. Potential to allow access to controlled classrooms or media.
 - c. Parking aligned with evening or "event" entry.
 4. Acoustics:
 - a. Separation of noisy and quiet building functions.
 - b. Organized around building circulation.
- F. Core Planning Group members engaged in small-group discussions to answer the question "What do you want your school to be?" from the perspectives of students, parents, staff, and community, respectively. These lists began to define Criteria for the design, and they will be revisited and revised as work progresses.
1. Students:
 - a. Active learning.
 - b. Inviting, big spaces.
 - c. Natural light/views.
 - d. Lockers that are near homeroom.
 - e. Fun/ "wow" factor – through color, coziness, science, furniture, and vertical alignment with progress.
 - f. Breakout spaces.
 - g. Collaborative space with each other, whole grades, and other grades.
 - h. Easy access to technology.
 - i. A "wow" playground.
 - j. Ownership of distinct space.
 2. Parents:
 - a. Safety through lockdown capability, visibility to reduce bullying, secure entry, and separate community access.



- b. Ease of navigation (signage).
 - c. Flexibility through spaces that can be non-static and able to change from year to year.
 - d. Energy efficiency.
 - e. Core spaces that are big enough, including cafeteria and classrooms.
 - f. Inclusivity for ADA and SPED.
3. Staff:
- a. Facilitated collaboration.
 - b. Breakout adjacent to classes.
 - c. Spaces for volunteers.
 - d. Common office for staff for team teaching.
 - e. Differentiated learning capabilities in classrooms.
 - f. Assisted audio devices.
 - g. Public/private spaces easily separated.
 - h. Storage.
 - i. Visibility of student movement.
 - j. Acoustic separation.
 - k. Waiting area for before school.
4. Community:
- a. Clear signage.
 - b. Ownership of building.
 - c. Wise use of money.
 - d. Wise use of space.
 - e. Access to a variety of big and small community spaces.
 - f. More gyms.
 - g. Parking and traffic not made worse.
 - h. Welcoming exterior and interior.
- G. As a large group, members discussed their most loved and most hated features of their current buildings.
- 1. Loved features included:
 - a. Break out spaces.
 - b. Lack of "inside" rooms at the Elementary School.
 - c. The overall feel of the Elementary media center.
 - d. Secure entry.
 - e. TAC.
 - 2. Hated features included:
 - a. Middle School lockers that are too far from classrooms.
 - b. The small size of the Elementary cafeteria.
 - c. The small size of Middle School classrooms.
 - d. SPED spaces in both buildings.
- H. Next Steps:
- 1. Group members will continue conversations with the community.
 - 2. The Core Planning Group will tour area schools on Friday, February 5, 2016.
 - 3. The next regular meeting for the Group will be on Wednesday, February 17, 2016. At this meeting, the Group will download information and images from the tours, begin developing a common language for design, and continue to develop Criteria for the project.

cc: Eric Linner, Wold