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To: Attendees
From: Patrick Triggs 
Date: March 21, 2016
Comm. No: 152236
Subject: Independent School District #879
New Intermediate School Core Planning Group
March 16, 2016 Meeting Minutes

Attendees:

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Members of the Core Planning Group for the New Intermediate School met with Wold to refine draft Commitments and Criteria, refine the draft diagram for the new School, and begin discussion around resource area, classroom, and locker design concepts.

Discussion Topics:

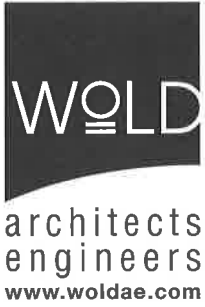
A. Thoughts Since Last Time:

1. The meeting began with the Group discussing thoughts since the last meeting and Community input and concerns.
 - a. The Community expressed a desire to see the District implement a building maintenance schedule to address potential issues before they reach a critical point.

B. Draft Commitments and Criteria:

1. Wold and the Group reviewed, revised, and expanded draft commitments and criteria developed in previous meetings.
2. These draft commitments are:
 - a. The building should have an identifiable, welcoming approach with an intuitive entrance.
 - b. Finishes and furniture should be modern, ergonomic, flexible, accessible, and exciting.
 - c. Spaces in a variety of sizes should accommodate collaboration and flexible learning for staff and students.
 - d. An age-appropriate, accessible outdoor active space should be provided for Grades 4-6.
 - e. The building should be open to the Community with a variety of easily accessible spaces.
 - f. Student and staff safety is a priority.
 - g. The building should be easy to navigate.
 - h. Spaces should be flexible enough to change as enrollment and technology needs change.
 - i. The building should be energy efficient.
 - j. The building design should be inclusive of students with special needs.
 - k. The design should be a long-lasting, good investment.
 - l. Thoughtful placement of technology should be adaptable and provide access to staff and students, as well as the Community through power outlets and Wi-Fi.
3. These draft Design Criteria are:
 - a. Art and music should be public spaces.
 - b. The building should have two stories.
 - c. The media center should be on the second floor or an interstitial floor.
 - d. Classrooms should be organized in clusters around resource space.
 - e. The cafeteria/commons should be the hub of the building.
 - f. Administration should be at the front door.
 - g. The nurse should be adjacent to the main office.
 - h. Special education should have a centralized component and a dispersed component. The centralized component should be on the main level and near the nurse.
 - i. Opportunities to incorporate performance space into the commons should be explored.
 - j. Classrooms (private spaces) should be separated acoustically and securely from loud area (public spaces).
 - k. Classroom clusters should have physically adjacent breakout spaces.
 - l. Lockers should be in classrooms in two of the three classroom clusters and in a locker commons adjacent to the third classroom cluster.
 - m. The design should include dedicated storage space.
 - n. The design should provide volunteer space.
 - o. Student movement should be easy to observe.
 - p. The reception area should be easy to understand, with a prominent front desk.

- q. Natural light and views should be incorporated throughout the design through windows and borrowed lights.
 - r. The design should incorporate some "character piece" that marks the building as special.
 - s. The building does not need locker rooms.
- C. Commitment and Criteria Discussion:
- 1. Locker rooms were confirmed to be unnecessary in this building. The Grade 4-6 curriculum for physical education does not necessitate locker rooms.
 - 2. Volunteer space should not be a dedicated office as volunteers are infrequent and square footage is precious. Lockers or other accommodation should be made within the administration area.
 - 3. "Public" spaces, such as band, are considered public for organizational purposes, but can still be locked off from visitors as necessary.
- D. Draft Diagram and Discussion:
- 1. Wold presented a draft diagram for the new school based on commonalities among last week's group activity diagrams. This diagram was then evaluated against the draft commitments and criteria. Moving forward, the diagram, the commitments, and the criteria are all changeable.
 - 2. Some items were recognized that need to be further understood and refined to align the diagram with commitments and criteria.
 - a. The desire for performance space in the commons needs to be developed.
 - b. Storage and other support spaces will be fleshed out as the design develops.
 - c. Centralized special Education should be on the main level near the nurse.
 - d. DAPE needs to be accommodated via a shared motor room in the building.
 - e. The art room and flex labs should be adjacent to one another to allow for future change.
 - f. It is vital that a dedicated art room be maintained in the design because the arts are important to Delano.
 - g. The music room would benefit from a practice room component. The Principal confirmed that one music room could serve the curriculum needs of band and choir.
 - h. The cafeteria/commons should be designed to encourage circulation around its perimeter rather than through its center.
- E. General Discussion:
- 1. The Fourth Wall:
 - a. Wold presented ideas about breaking down the fourth wall to allow enhanced flexibility with adjacent resource space in the classroom cluster.
 - b. The Group was receptive to the idea of a modified fourth wall to increase flexibility, though they had a few concerns.
 - 1) Classroom safety with expansive glass can be addressed by moving lockdown points from individual classroom doors to classroom-cluster entrances.
 - 2) General classroom noise levels are not a problem for operable glass walls.
 - 3) The potential for students to be distracted by high visibility of the space outside the classroom mostly fades after a short adjustment period, partial translucency can control the amount of view out of the room, and moveable classroom furniture allows for temporary adjustments during specific time, such as testing.
 - c. The Group was in favor of a flexible fourth wall for its ability to facilitate collaboration, differentiated learning, and grade-wide activities.
 - 2. Lockers: Wold provided images and information about three possible locations for lockers.
 - a. Lockers in the classroom leave resource areas open to greater flexibility and waste the least floor space because they are accessed directly from the classroom floor. These lockers can be designed as cabinets or even have marker board faces.
 - b. Lockers along the wall outside the classroom make the fourth wall less flexible.



- c. Lockers in a commons take up the most floor space because six-foot aisles must remain between rows of lockers.
 - d. The Group decided that lockers in the classrooms were the best choice, but may be impractical for 6th grade, which changes classes every period. A hybrid solution with lockers in classrooms for 4th grade and 5th grade and lockers in a commons for 6th grade is desired.
3. The media center is changing as a concept and so its specific uses and form need to be defined.
 4. Furniture and technology facilitate flexibility through increased student choice, mobility, ergonomics, and adjustability.
- F. Next Steps:
1. Wold will revise the diagram based on tonight's discussion to further align with the refined commitments and criteria.
 2. Wold will begin laying out lockers and further developing the plan.
 3. Wold will meet with special education to better understand their specific needs.
 4. The Group will specifically focus on the media center, especially in comparison to the existing media centers at the elementary school and middle school. What about the existing designs should be kept, and what should be let go?
 5. The Group will continue to solicit input from the Community and consider what should be included in the commitments and criteria for the building design.

cc: Traci Lawman, ISD 879
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