



To: Attendees/Absentees

From: Patrick Triggs | PT

Date: April 7, 2016

Comm. No: 152236

Subject: Independent School District #879 – Delano Public Schools
New Intermediate School Core Planning Group
March 30, 2016 Meeting Minutes

Attendees:

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Members of the Core Planning Group for the New Intermediate School met with Wold to refine commitments, criteria and diagrams for the New Intermediate School.

Discussion Topics:

- A. Lockers in the classrooms:
1. The Group expressed concerns about lockers in the classroom related to space, sound, and odor.
 2. Wold indicated that lockers in classrooms are the most space-efficient location because locker-accessing space can be shared with the usable floor space of the room rather than becoming dedicated circulation space in a commons or blocking connection between classrooms and commons areas when lockers are aligned to the hallway.
 3. Wold also indicated that in-class lockers would be laminate casework and therefore more aesthetically and acoustically pleasing than traditional metal lockers. Space above student lockers would be designated as teacher storage cabinets, improving in-room storage.
 4. Wold indicated that, in its experience with in-class lockers, odor has never been an issue.
 5. The Group decided that lockers in the classrooms for Grades 4 and 5 and lockers in a commons for Grade 6 is the appropriate solution for this school.
- B. 8-section school:
1. The Group expressed concern about future capacity of the school and the decision to design it around 8 sections in each grade.
 2. Wold reminded the Group that the decisions about capacity were made in the planning for the referendum and that the Group has been tasked with carrying out the referendum's intent. One of the tenets of the referendum was not to "overbuild."
 3. The District stated that the population projections are derived from a detailed study and that these statistics must be trusted in planning.
 4. Wold reiterated that the new building will be designed to accommodate future additions, so the opportunity will exist to increase capacity of the building should the need arise.
- C. The fourth wall:
1. The Group indicated that it sees this building as an opportunity to "reinvent" education in Delano, saying that "we shouldn't build the same thing we have now."



2. The Group indicated a need to move resource-area use beyond “passive supervision” to “active participation,” from “trusted kids” to “all kids.” This need requires more connection between classrooms and resource areas than the borrowed lights currently at the Elementary and Middle Schools.
 3. The Group indicated that listening sessions currently being conducted show a readiness for a new school to be “21st century,” “flexible,” and to promote “life-long learning.”
 4. The Group expressed concerns about sound, security, and student attention related to transparent walls, but also expressed interest in 21st-Century design and flexibility.
 5. Glass is important for resource areas to work because teachers need to monitor students in order to send them out on their own.
 6. A design with high transparency between classrooms and resource areas would move lockdown points from classroom doors to classroom pod entrances, simplifying the lockdown procedure.
 7. Transparency can be modulated through strategic film or etching to filter views, for instance when students are seated at desks. Modern furniture also allows for quick desk movement, so students might be oriented away from the glass while a test is administered.
 8. Wold reminded the Group of the need to make strong decisions now about the overall character of the building so that the Group’s intent is not lost in the User Group process.
 9. Operable walls between classrooms were also suggested a possibility, but the Group decided this was not an appropriate solution for this school.
 10. Outfitting different classrooms with varying levels of flexibility was discussed, but the Group decided that it was unrealistic to reassign teachers to new rooms every year based on teaching styles and so the classrooms should be consistently designed.
 11. The Group decided that all classrooms should be treated equally and that they should have high transparency and an operable fourth wall between the classroom and the resource area.
- D. Diagram Review:
1. Wold and the Group walked through the building diagrams and discussed questions as they arose.
 - a. The cafeteria-media center connection will not be completely open for acoustic and code reasons. There is the opportunity to use glazing and/or a balcony to connect these spaces.
 - b. The building will be designed for future classroom additions as well as future expansion of core spaces including the gym.
 - c. The central staircase can be a highlight and the main vertical circulation route in the building.
 - d. The flex lab and art rooms should be connected to each other, so storage should be moved to increase their shared wall area. The flex lab should be closest to the commons.



- e. The Group expressed concern that one gym and one music room are too few for the school, but Administration indicates that these are the spaces warranted by curriculum. Wold reminded the Group that these spaces are what were covered by the referendum and that the program is a balance of square footage – i.e., an additional gym would require cutting 7,000 square feet from other parts of the building. The District reminded the Group that the budget for the building was made as part of the decision about how much support could be asked of the Community in the referendum.
 - f. An option to open the gym to the cafeteria for expanded gym space outside lunch hours was discussed, but the Group decided it would not sufficiently meet any need for additional gym space, and the concept was rejected.
 - g. Wold will continue to develop an element in the commons that directs traffic flow from the classroom wings around the center of the commons. This element will be developed as a small performance space.
 - h. The Group indicated that volunteer space should be integrated into the first floor administrative area.
 - i. Traffic from the classroom wings to the commons at the end of the day will be accommodated through a wide corridor and staggered release times.
- E. Commitment and Criteria Discussion:
- 1. Wold and the Group reviewed the draft Commitments and Criteria below and the Group agreed that these statements embody its intent for the building. Wold reminded the Group that these statements are critical to the coming design phases as the building's development is constantly tested against them.
 - 2. Commitments:
 - 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. Criteria:
 - 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 spaces.
 - e. Classrooms should have a transparent, operable fourth wall shared with the resource space.
 - f. The cafeteria/commons should be the hub of the building and should serve multiple purposes including before- and after-school waiting.
 - g. Administration should be at the front door.
 - h. The nurse should be adjacent to the main office.
 - i. Special Education should have a centralized component and a dispersed component. The centralized component should be on the main level and near the nurse.
 - j. Opportunities to incorporate performance space into the commons should be explored.
 - k. Classrooms (private spaces) should be separated acoustically and securely from loud areas (public spaces).
 - l. Classroom clusters should have physically adjacent breakout spaces.
 - m. Lockers should be in the classrooms in two classroom clusters and in a locker commons adjacent to the third classroom cluster.
 - n. The design should include dedicated storage space.
 - o. The design should provide volunteer space.
 - p. Student movement should be easy to observe.
 - q. The reception area should be easy to understand, with a prominent front desk.
 - r. Natural light and views should be incorporated throughout the design through windows and borrowed lights.
 - s. The design should incorporate some "character piece" that marks the building as special.
 - t. The building does not need locker rooms.

F. Next Steps:

1. The Group indicated that the commitments, criteria, and diagrams as discussed and shown at this meeting are ready to advance to the Design Development phase.
2. The Group will reconvene at a time and date to be determined, in approximately two months, to review the developing design.

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