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To: Attendees
From: Patrick Triggs 
Date: March 8, 2016
Comm. No: 152236
Subject: Independent School District #879
New Intermediate School Core Planning Group
March 2, 2016 Meeting Minutes

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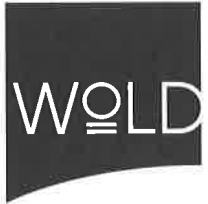
Members of the Core Planning Group for the New Intermediate School met with Wold to refine draft Commitments and Criteria and begin diagramming the programmatic adjacencies of the new building.

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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 concern over the security of an open cafeteria as the hub of the building. The need for security will be addressed through a secure vestibule.
 - b. Teacher feedback suggests that classrooms, computer areas, and the media center are private areas of the building, while the gym and cafeteria are public. Music and art might be public to serve community education needs.
 - c. Feedback about classrooms suggests that eight to ten classrooms (including dispersed Special Education) organized around a common resource area with nearby lockers is the preferred organization scheme.
 - d. Special Education should be near classrooms as well as entry to the building, and location should vary based on kind of Special Education.
 - e. The Group expressed the need to view the building not as an Elementary School but as a Grades 4-6 school when making assumptions and decisions.
 - f. The experiences and opportunities provided in the school need to prepare graduating 6th grade students for the Secondary School and well as college and careers. This need should inform organization and furnishing choices as well as curriculum and schedule.
 - g. Wold showed the Group the campus diagram currently under development in the Campus Core Planning Group, which relocated the New Intermediate School to the east side of the stadium.
- B. Commitments Review:
1. The Core Planning Group Commitments are important to the team in reviewing diagrams and plans because they help keep the goals in mind.
 2. The Commitments and the design will continuously be evaluated against one another.
 3. The Commitments explain the reasoning behind decisions to the Board and the Community.
 4. Wold and the Group walked through the draft Commitments developed at the last meeting and revised them to better reflect the intentions for the new building design. These revised 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.
- C. Activity and Discussion:
1. Wold provided diagram examples of some possible building organizations based on the last Core Planning Group meeting.
 2. At this stage, diagrams are about programmatic relationships and adjacencies; they are not floor plans.

3. The Group broke into four small groups and created their own building diagrams using paper bubbles representing the program for the new school. When these diagrams were complete, each group presented their arrangement for discussion.
 - a. Group 1:
 - 1) A central Commons with Admin and the main entry in front.
 - 2) Phy Ed is connected to the Commons with a stage between them.
 - 3) Specialists are grouped together and not connected to Phy Ed to help avoid a "choke point."
 - 4) Special Ed has pullout space on the first floor and dispersed spaces with classrooms throughout the building.
 - 5) The Media Center is a destination on the second floor and is open to the Commons with windows or operable walls and is easily accessed by classrooms.
 - 6) Classrooms are organized in eight-room clusters on two floors.
 - 7) Resource spaces are adjacent to the media center and cafeteria to allow larger groups to spill over into these spaces.
 - 8) The bus entry is opposite the main entry, near Phy Ed, allowing the gym to be used for staging.
 - b. Group 2:
 - 1) Phy Ed and Music are attached separately to a central Commons to avoid a "choke point."
 - 2) The Media Center is on the second floor with Art attached. These spaces are elevated to help provide natural light.
 - 3) The nurse is centrally located in the building.
 - 4) Admin is at the front entrance.
 - 5) Music and the Media Center are both open to the cafeteria for performances.
 - 6) Classrooms are clustered around resource spaces and lockers, similar to Princeton Middle School.
 - 7) Special Ed, Staff Support, Art, and the Lab are centrally located between two wings of classrooms.
 - c. Group 3:
 - 1) The cafeteria is a hub with Specialists grouped on one side and the media center on the other side.
 - 2) The bus entry is adjacent to Phy Ed, next to Specialists.
 - 3) Administration is grouped at the front entry with Staff Support and the Nurse.
 - 4) The Media Center is on its own level between the main level and second level as a visual element.
 - 5) The Media Center is open to the Cafeteria adjacent classroom areas.
 - 6) Classrooms are organized in three clusters with two clusters on the 1st floor and one on the 2nd floor. Adjacent clusters can share "swing" classrooms to accommodate fluctuating enrollment levels.
 - 7) Special Ed is present in each classroom cluster as well as in a fourth area for pull-out.
 - d. Group 4:
 - 1) The cafeteria is the hub of the building with Phy Ed, Music, and Art attached as public spaces.
 - 2) The Media Center is a destination on the second floor with flexible computer/breakout lab space.
 - 3) Classrooms are organized in three clusters around resource areas and lockers, similar to Princeton Middle School.
 - 4) Two classroom clusters are on the first floor, and one is on the second.
 - 5) Special Ed is located in each classroom cluster as well as in a fourth location to accommodate school-wide needs such as Speech.
4. Several commonalities among the diagrams were identified to begin forming Criteria for adjacencies in the building.
 - a. Art and music are public spaces.
 - b. The building has two stories.
 - c. The Media Center is on the second floor or an interstitial floor.
 - d. Classrooms are organized in clusters around resource spaces.



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Independent School District #879
New Intermediate School Core Planning Group
March 2, 2016 Meeting Minutes
Page Four

- e. The Cafeteria is the hub of the building.
- f. Admin is at the front door.
- g. Special Ed has a centralized component and a dispersed component.

D. Next Steps:

- 1. Wold will develop a diagram based on the Criteria defined through the activity.
- 2. The Group will continue to solicit input from the Community and consider Commitments and Criteria for the building design.

cc: Derek Gallagher, Wold
Eric Linner, Wold
Kaitlin Schalow, Wold

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