



To: Attendees
From: Jenna Vertrees | JV
Date: March 20, 2019
Comm. No: 195002

Subject: Thompson School District
New PK8 Design Advisory Group #3
March 14, 2019 Meeting Minutes

Attendees:

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Absentees (Continued):

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Discussion Topics:

- A. Introductions:
 1. New members were introduced to the DAG Group.
- B. Process:
 1. Wold explained the process and role of the DAG within all of the projects in TSD (CTE, Early Childhood and PK8 Building).
 - a. Wold mentioned that the PK8 Building is currently in Schematic design and that the DAG will work alongside the design team throughout the design process.
 2. Wold described that in Pre Design, TSD created overarching Guiding Principles and a Teaching and Learning Vision for the District that will be used to help guide the DAG.
 - a. These high-level guidelines were created by members from the District level and input from TSD Leadership Staff, Innovation Day and members of the community.
 3. Wold explained that the DAG is meant to help define criteria that is specific to Thompson School Districts new PK8 School to help Wold create a meaningful design.
- C. Thompson School District Leadership Discussion:
 1. Wold received input on the Guiding Principles and Teaching and Learning Vision from TSD leadership and shared the feedback with the group.
 - a. Include sustainability and environmental considerations.
 - b. Consider the integration of embedded partnerships (health clinics, etc.)
 - c. Student inclusion in the design.
- D. Innovation Day:
 1. Wold explained that Innovation Day was an event that included several TSD students and Staff members to help test the planning parameters and the Educational Specification, as well as build excitement District-wide and to receive input for the planning group.
 2. Key Takeaways
 - a. The event was mostly focused on prototyping and did not suggest revisions to the Teaching and Learning Vision or Guiding Principles.
 - b. A balance between technology and human interaction is important.
 - c. Strong connection to outside/outdoor learning.
 - d. Appropriate spaces for itinerant staff.
 - e. Flexible learning environments.
 - f. Inclusion of natural light into the building.
 - g. Collaboration between students and teachers.



- h. Include professional development that reflects the educational vision.
 - i. Design criteria was created for PK/K, general learning environments, project spaces and labs, physical education and outdoor learning, learning commons/media center, cafeteria, and CTE/arts.
- E. Community Meeting:
- 1. Wold shared the big takeaways from Community Meeting #1 with the DAG group.
 - a. Exterior Aesthetics:
 - 1) The community wants the new building to be contemporary and bold but still fit into the Thompson River Ranch neighborhood.
 - 2) The group would prefer to not have a modern building.
 - 3) Scale was communicated through the pictures shown on the boards.
 - 4) Lighting needs to be implemented into the design so that the building can be used before and after school in a productive manner.
 - 5) Landscaping around the building should be inviting, but should be cognizant of maintenance.
 - b. Site:
 - 1) Pick-up and drop-off should be conscious of safety.
 - 2) The school should have more than one entrance.
 - 3) Can existing pathways be used?
 - 4) Slow traffic down on the main roadway.
 - 5) Shared fields with the Recreation Center.
 - c. Interior:
 - 1) Flexible seating environments:
 - a) There were mixed feelings about full height openings (transparency/visibility).
 - Opens up flexible environments for teachers and students.
 - Can be distracting.
 - b) Safety concerns with railings on second floors.
 - c) Addressing acoustics while still maintaining openness.
 - 2) Natural lighting was an important factor.
 - 3) Other Comments:
 - a) Variety of seating (adjustable)
 - b) More general learning environments in hallways
 - c) Acoustic planning
 - d) Equity to ES and MS
 - e) Lockers
 - f) Mud Rooms?
 - g) Separate ES and MS
 - h) Zones for different types of program
 - i) Special Education
 - j) Secure Entry



F. Summary of Input:

1. Wold summarized the key factors from the input received by the Leadership Discussion, Innovation Day, and the Community Meeting.
 - a. Desire for a variety of spaces for a variety of students and learning styles.
 - b. Hands on making is as important as technology.
 - c. Human interaction should not be replaced by technology.
 - d. Directive to include student voices in design/decisions.
 - e. Inclusion of natural light.
 - f. Connections to the outdoors.
 - g. Guidance for underrepresented staff spaces that could be added.

G. School Tours:

1. Wold and the group reviewed and discussed the schools that were toured in DAG #2, floor plans and pictures were shown.
 - a. Thunder Vista PK8
 - 1) Separation of ES and MS by floor.
 - 2) The group enjoyed the flexible learning environments in the hallways that the whole school had access to.
 - a) No adjacencies to classrooms, which creates poor visibility.
 - b) Good size.
 - c) The group was curious since it was very open, how transitions work and how that affects the acoustics.
 - d) Hard create a "classroom" or storage location.
 - e) Good space to display projects outside of the classroom.
 - 3) High traffic areas where artificial turf is surrounding the site makes for easy maintenance addresses safety and establishes a zone.
 - a) Rock elements are challenging for maintenance
 - 4) The parking lot needs to be designed practically for plowing.
 - 5) The group enjoyed the learning stairs to use for assemblies (projection capabilities), display projects, performances, seating environment for eating, etc.
 - a) The learning stair may be a trend and does not introduce flexibility, uses a lot of space and can be expensive. However, it does create a sense of community, or a "heart" of the building.
 - b) Acoustics would need to be addressed since the space is so large.
 - 6) The classrooms were very closed off to the hallways (traditional double loaded corridor school).
 - b. High Plains EC8:
 - 1) A group member mentioned they enjoyed the learning element of the school (tiles, footprints, conduit, brail), which could lead with design.
 - c. Soaring Heights PK8:
 - 1) Separation of ES and MS by plan.
 - 2) In the ES wing, the flexible spaces in the hallways (porches) and the closed off small group rooms seem effective.
 - a) The group did not like the fishbowl effect.



- 3) The middle school wing felt institutional (tight knit hallways).
 - 4) The group enjoyed the maker spaces with an adjoining courtyard to bring learning outside.
 - 5) Large operable glass doors are preferred as long as security and acoustics are maintained.
 - d. Meadowlark PK8
 - 1) The use of multi-grade learning communities.
 - 2) It is a three (3) round school.
 - 3) Substantial acoustic paneling in the "heart" makes the spaces more scalable.
 - 4) Strong connection to the outside.
 - e. Centerview EC4:
 - 1) The school is built around learning studios and flexible spaces.
 - 2) The cubby spaces warrant the option for other students to rummage through other students personal items.
 - 3) The operable walls offer flexible spaces and cross grade collaboration.
 - 4) The learning studios are extremely flexible.
 - a) The staff would need to be proactive and be educated on how to use these new spaces.
 - 5) Learning Studios accomplish the District Teaching Vision of 'Learning is a social process'.
 - 6) Where do specialists live in this design? These spaces are great for general learning environments, but does not generate more opportunity for specialists.
 - a) Consider spaces for different size groups.
 - b) Consider a dedicated space for specialists.
 - f. Other comments by the group:
 - 1) 21st century learning should include operable walls and flexibility.
 - 2) Open concept idea would have to get the community, staff and students on board in order to make the space effective.
- H. Guiding Principles:
1. Wold directed the group to start extracting guiding principles (higher level guidelines) and Design Criteria for the new PK8. The group referenced the District Guiding Principles and Teaching and Learning Vision and added:
 - a. Guiding Principles – the building should...
 - 1) Support a unified school community that honors the needs of varying age levels.
 - 2) Provide appropriate spaces for all staff to effectively serve students.
 - 3) Provide clear, understandable and playful wayfinding.
 - 4) Support hands on/ project learning.
 - 5) Offer opportunities for students to interact with their surroundings.
 - 6) Be easily maintained and durable.
 - 7) Provide an environment that encourages collaboration between students, staff, grades, and community.
 - b. Design Criteria
 - 1) Color palette should bring in natural elements and/or a theme.



- 2) Building should have curb appeal but it should fit in with the surrounding area (natural and modern blend).
- 3) Learning environments should be comfortable (temperature, seating, natural lighting, appropriate scale) and engaging.
- 4) Gyms should allow for Middle School home games by providing sufficient seating and locker rooms.
 - a) Stage location? Performance requirements?
- 5) Building should provide good lines of sight to put learning on display and support supervision.
- 6) Site should have safe and effective traffic circulation along with sufficient parking.
- 7) Playgrounds should be located out of the wind, have access to sunlight and address shade accommodations.
- 8) Cafeteria should provide outdoor eating areas.
- 9) Provide outdoor area for middle school students.
- 10) Provide safe site pathways.
- 11) Provide specific band, orchestra and choir spaces.
- 12) Include specific spaces for CTE and FCS?

I. Next Steps:

1. The next meeting is scheduled for April 4, 2019 from 5:00 p.m. to 7:00 p.m. at the Thompson School District Building.