



Attendees

From: Patrick Triggs | PT

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Comm. No: 192245

Subject: Independent School District #728
New Otsego Middle School Core Planning Group
January 28, 2020 Meeting Minutes

Attendees:

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Members of the Core Planning Group met with Wold Architects and Engineers to review the January 22, 2020 building tours and to continue to define Criteria and Commitments for the new Otsego Middle School.

Discussion Topics:

- A. The group reviewed the January 22, 2020 building tours and reflected on pros, cons, and lessons learned from each site. Group members' feedback is recorded below:

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1. Jordan Middle School:
 - a. Appropriate professional development is key to the success of the model – the training has to mesh with the vision for the school.
 - b. Access to natural light was an asset.
 - c. Wide circulation spaces permitted easy movement and flexibility.
 - d. Room arrangements and use of glass enabled generous sightlines.
 - e. Students and teachers were invested in using the space; furniture was not arranged to divide the openness.
 - f. Spaces were sized to enable real flexibility with furniture and activities.
 - g. Students were engaged even without direct supervision.
 - h. A separate community entrance to the athletic facilities enabled secure access.
 - i. Special education spaces were too traditional, too far away from the classrooms, and too segregated.
 - j. The group wondered how users might take ownership and personalize spaces when classrooms are not assigned to a specific teacher.
 - k. The group wondered how instructional tools would be stored with unassigned classrooms; possible locations could be a school-central area, a house-central area, or in the classrooms.
2. Prairie Winds Middle School:
 - a. The Special Education Suite was an asset that could be expanded to include a broader view of student services. The group liked that the layout mirrored the general education classrooms but did not like that the area seemed to be located far from the core of the building.
 - b. Middle school-age students are sensitive to attention, so student services should be provided with opportunity for privacy.
 - c. Flex spaces should have intentional, built-in marker board surfaces, as opposed to mobile boards, to help limit clutter.
 - d. Mobile storage and display elements should be intentional so that they are not unused.
 - e. Supervision and safety are critical design aspects of the Technology Education areas; openings, glass, and doors must be carefully coordinated to this end.
 - f. Flex spaces should be defined enough that they may be designed appropriately to their expected use.
 - g. Security lines at each grade entry provided a sense of safety and intimacy.
 - h. Consolidating the book collection allowed for more open, flexible space associated with media center.
 - i. A service door and driveway for the fax room enabled easier support to the FACS room. The FACS room adjacency to STEM and kitchen spaces could help enable this support.
3. South View Middle School:
 - a. Students' responsibility to clean the flex spaces creates a sense of ownership and improves daily treatment of the spaces.
 - b. The tech education spaces, organized into zones connected with glass walls, were an asset.

