



VERONA AREA HIGH SCHOOL

Visioning Team Meeting Minutes | May 9, 2017

Introductions – EUA and VASD

What does PERSONALIZED LEARNING mean to you?

- In art, it means making sure every project has multiple pathways with options to choose (materials, process steps) and all students maintain voice and choice for these pathways of learning
I see it on two levels: 1) ways to make sure learners are engaged, self-guided and self-directed, and 2) ways in which the organization can organize and offer course choice and multiple delivery methods
 - Having all the tools and spaces to connect with all learners
 - Putting the learner at the center of power and attention; meaning, what he/she needs to be successful
 - Considering what each child needs and who they are as learners, meeting the needs of every kid
 - Every kid has a passion for something; we must find the conduit by which we connect the kid and their passion to success in college, career, and workplace
 - It is no longer about the “teacher in front” or a “one size fits all” approach. It is now more about the learner and the opportunity we have to create a structure to support PL
 - Flexibility and pathways to learning goals; use of space, material or time in multitude of ways
 - Still trying to figure this out (dynamic!)
 - Allow innovation and exploration and a variety of resources for teaching/learning
 - Working with students to figure out how I can teach differently; figuring out the pathways to get there
 - Teaching skills specific to a variety of career options
 - It is very new to me, but I believe it is all about the learner, pace and ways of learning
 - Ensuring that all students are successful with opportunity to access information and express what they know; engagement is so important and space is critical for allowing this type of learning
 - For me it is about learning how to implement; for my students it is about choice and how we can facilitate pathways for learning
 - Support for PL to educate staff; how do we help students get what they need (resources) for success
 - Relevant and engaging opportunities to learn and grow
 - Finding out what the needs of the individual student and figuring out what the appropriate pedagogy is for teaching and learning
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Review of the Architectural Design Timeline

Schematic Design (SD) – Info gathering; defining major educational spaces and learning concepts, overall building massing and layout, preliminary material conversations (building layout, exterior views, site layout)

Design Development (DD) - Refine building and space layouts, detailed planning of all spaces, refine material selections (consultant teams are diving in- theater, pool, MEP); building is designed at end of this stage

Construction Document (CD) – final material selection, final review of design (limited to no changes) ,construction detailing

Understanding the Visioning Team’s Role

- Provide input in school organization, curriculum delivery model, and guide design concepts (the “big idea”).





VERONA AREA HIGH SCHOOL

Visioning Team Meeting Minutes | May 9, 2017

- Conduit back to the staff – liaison to learning and input to shape designs; make a priority of having dialogue
- Pam’s encouragement to team:
 - VAHS/EA (charter) design will be based on our ability to consider how the building will function to serve the goals of PL
 - Importance of being that conduit to facilitate larger and higher level of discussion that center on adjacencies and big vision criteria/drivers.
 - The details of specific space come later- for now think about higher level concepts
 - VASD will establish a Google doc for the Visionary Design Team to collect and share information

Expectations

One conversation at a time; no idea is a bad idea; use specific examples, explain reasoning and intent, focus on future (building that will be here for the next 75-100 years); be present

Meeting Goals

- Guiding Principles
- Building Organization
- Space Adjacencies

Case Studies

- **Joplin HS (MS) – 2500 students | 488k sq ft**
Departmental model (grouping all disciplines in sections); small schools within schools to allow inter-disciplinary teaching; coupled disciplines into a career pathway; operates with partnerships as a career-technical school; use of levels intentionally with common meeting space/social environments meet in the middle; larger social spaces; labs integrated throughout, collaboration space interspersed throughout
- **Bloomfield Hills HS (MI) - 1800 students | 372k sq ft**
Small learning community flexibility for multi-function space; small/large group with teacher collaboration space adjacent; produced 7-8 learning communities within the school;
- **Alexandria Area HS (MN) 1400 students | 300k sq ft**
Arranged schools into academies with learning arranged around core learning strands; public learning is a “slice of the Loaf of Bread” and are adjacent to core learning; acts as hub; provides examples of how café becomes commons; use of furniture to create flexibility

Discovery Exercise #1

Board with images; choose an image which represents the Vision for the new VAHS and explain why you’ve chosen



VERONA AREA HIGH SCHOOL Visioning Team Meeting Minutes | May 9, 2017

Image and Vision – top words:

Variety, Together, Diversity, Choice, Flexibility and Light

- (crew) – all have to work together to be successful in our planning; everybody needs to be in sync with one another
- (hands raised) – students have opportunity to collaborate – learning is social – kids need to have choice, hoping that different styles of learning can function in a variety of spaces (adaptability)
- (giraffe) – team needs to be accepting of how things look differently; colorful, vibrant and non-traditional
- (gears) – work together; lab spaces need to be more advanced, allow students more career/real-life experiences
- (girl/sunflower) – flower is so beautiful and smells great/want to embrace this fully , want to be a warm space where people want to come in; inviting, whatever we design we need to create a feeling in spite of the need to secure our buildings
- (clock/stopwatch)- learning academies/career strands, evolution of teaching paradigms have evolved over time – how can we make this stand the test of time
- (globe) - hands of people of different color- college/career readiness and how we prepare kids for careers that will change over time. BUT what won't change is the need to be global citizens, sharing space, shows bright blue sky-needs lots and lots of natural light!
- want place where kids can climb trees, use of green space
- (signs) – traveled the world, important to be able to go anywhere with the education and skills that you receive, take your own direction, help students understand the possibilities
- taught overseas, meeting point is a place where kids come together
- (faces) – music is collaborative, Love the diversity, mix of everyone and everything but blends; color and light, place is for everyone
- (hand with plant) – nurturing, giving students all the tools (nutrients)
- (computer)– plethora of ideas, interests and experiences; shared space is important but spills out
- worker bee (teacher point of view) I want to feel like “that” when I come into work on Monday mornings. I hated school and I wanted to feel differently
- (lightbulbs)- sustainable development goals, saw this as a focus on energy and environment; school should be environmentally friendly (CO2/clean/green energy); bike path=how can we encourage kids/students to use natural resources; natural light important
- (chalk) – rules of composition-unity and variety critical; feels planned with variety with common
- (chalk) – saw chalk as students as unique kids with unique needs; need to develop school where everyone feels that they matter, feel part of school community; embracing/honoring diff cultures and incorporate this into the planning process; whether it is school or curriculum- what we are providing kids is “white” reflection- need that all kids need to see themselves in the design
- (chalk) - creative and things can be messy; every time I use chalk it leaves an impact on hands and need the environment to have this impact on souls/spirit on the kids



VERONA AREA HIGH SCHOOL

Visioning Team Meeting Minutes | May 9, 2017

Discover Exercise #2

Discovery Words | When this project is complete what five words will describe the new high school?

Adaptable, Collaborative, Daylight, Sustainable and Engagement

Discovery Exercise #3 – Adjacencies

(start with the CORE learning areas and then later we will go beyond and consider electives/other)

Break into 2 groups to explore these ideas and create adjacencies

Case Study Reflection – what resonates with you as it concerns space/adjacency?

- Joplin- groupings, miniatures schools within school although may not fit VAHS
- Would like to stack and optimize green space surrounding learning – extending learning environments to outdoors
- Surround all vertical space with learning space (and security purposes- more glass, less walls and visible connections to collaborative areas)
- How to make a big school feel small so kids feel connected; intrigued by learning pathways
- Don't cluster by grade level
- Explore design around "career pathways" (even beyond interdisciplinary)
- What does a pathway look like? How will programs function within the pathways?
- More vertical
- Departmental vs Interdisciplinary? Or is it a Pathway?
- Above all else we need to build with flexibility because the teaching/learning WILL change
- Music/Art learning spaces are interconnected; with public spaces connected but separate from the learning space There are public and teaching spaces now; music is isolated. Music/art should be within the learning spaces and we should be intentional about how public facing elements connect to learning environments
- The way we think about classrooms must change-not long term solution with teachers sharing classrooms; important for teacher collaboration is proximity; English teachers have offices together because classrooms could be spread out Thinking in terms of "this is my classroom" is not a viable option. As enrollment goes up teachers will share classrooms. It doesn't need to look like all English teachers are in the same wing, but maybe all of their offices are together.
- One school had career based programs – how could VAHS build space around career pathways versus "departments"
- Need more information about VAHS designs around career pathways - Pam
- Culinary was near commons/café (example)
- Don't "ignore" the electives and think of them as an after-thought – how can these areas be showcased and not lost
- Discovery Exercise #3 photos attached

Homework/Follow-up:



VERONA AREA HIGH SCHOOL

Visioning Team Meeting Minutes | May 9, 2017

- Research online and check out schools and work environments as models for how concepts are being applied in other non-education environments (we are biased about what our schools should look like- break out of this) - Dean
- Research A4LE and award winning educational designs – EUA to send link/include in Vision Update
- Visit and walk the new VAHS site – Dean to schedule group tour
- Stop. Start. Continue. Exercise explained by EUA– consider this for next time start to prepare for this exercise for Meeting 2
- School Tours will be coordinated w/Vision Team for May-June timeline
- Can we tour Epic? Talk to the design team from Epic and understand guiding principles?
- Future Vision Meeting – Robin will send Doodle poll for final 2 meetings
- Communications – will set a framework for key messages coming out of each visioning session so that everyone is on the same page and we aren't sharing multiple versions of the work – Jill to turn Vision Update within 48 hours for District review/edits

NOTES FROM VISIONING TEAM PLACEMATS

General Comments & Agenda Notes

- Commons areas on multiple floors – look at multi-level design
- Increase open space – green space; maximize outdoor learning spaces
- Consider underground parking
- Daylighting and need for windows in EVERY classroom and office space; no interior rooms
- Moveable walls
- Consider Career Centers for CTE
- Rock climbing wall
- Security, especially at entrances
- Need to consider what spaces can be flexible (academic classrooms) and which cannot (electives/science)
- The commons is utilized from 7AM-5PM...how can we best manage this space?
School lockers are no longer needed (only for PE/Teams)

Questions

Communications/Learning

- How can we communicate back to our stakeholders at the High School?
- Learning communities (vs Departments) – we need PD to develop understanding and collaborative thought
- How can scheduling be managed differently?
- Need to look at how many PE days are missed due to wet grounds, maintenance, applications (8-10/year?)
- What is the cost of artificial vs turf?
- Would like copy of presentation to show staff?



VERONA AREA HIGH SCHOOL

Visioning Team Meeting Minutes | May 9, 2017

- Need to confirm remaining meetings – concerns for summer plans and need to schedule around this priority
- Will academies/strands stand the test of time – need to think about evolution and change; flexibility in design
- Be familiar with DPI's 16 Pathways (get info from Pam on this)

Growth

- If schools are built for next 75-100 years, will we have population growth to support, what happens beyond "2500" capacity? Will our community really grow beyond this?

Design/Referendum

- There must have been an initial design to set the budget for the referendum...can we see that?

Sustainability

- Need more information on options and best practices in sustainable design – what does this really mean?
- What are our goals for sustainability and energy use? CO2 emissions? Is green/clean energy an option?

Safety

- How to prevent blind spots in hallways and corridors
- How to provide security and cameras without this feeling like a "jail"
- Can we look at "BKB" design
- How can we supervise the Common(s) spaces? Small/Larger or Collaborative learning spaces?
- How do we secure the open environments/outdoor spaces?

Health/Well-being

- Can we leverage the bike path so students and staff are encouraged to bike to school/work?

Transgender Restrooms/Lockers

- How will we manage appropriate space for our transgender students?

Academic

- PLTW – do these course need dedicated spaces? (+/-)
- Teacher collaboration/work space
- Will our classrooms be our office too? (-)

Key Messages to Share with Staff

COLLABORATE AND SHARE WITH STAFF

- Share the "words" we use to describe our new school with Staff (can they also weigh in?)
- Share the "pictures" we chose and the explanations



VERONA AREA HIGH SCHOOL Visioning Team Meeting Minutes | May 9, 2017

- Share the activity with staff on the “Start, Stop, Continue”
- Share case studies

ORGANIZATION OF SPACE/ADJACENCIES

- Consider adjacencies; consider vertical vs horizontal adjacencies
- Consider organization of space and design a building in ways other than “by department”
 - Understand the pros/cons of interdisciplinary teaching/learning vs “pathways”
 - Consider how we design the public/private spaces
 - Consider STEAM-Humanities-Music; STEM-Arts-Music-Athletics as focal points of our school if we are moving toward career strands and personalized learning
 - Consider fabrication area that partners/collaborates with local industry
 - Consider physical education classrooms/gyms, team rooms/locker rooms and like amenities in close proximity to gyms/outdoor fields or stadium and indoor/outdoor competition spaces

ADAPTABILITY/FLEXIBILITY/LONG-TERM

- Encourage one another to think differently, both inside and outside of the box, and be “flexible thinkers”
- Consider adaptable teaching spaces to serve multiple teachers/purposes (we don’t “own” our classrooms)
- Think long-term and how we ensure that our new high school will flex and adapt to *future* teaching philosophies
- Leverage design and use of collaborative spaces to encourage engagement among students and staff.

DESIGN

- Maximize daylighting in all student/staff spaces
- Prioritize aesthetics- the “feel and mood” within buildings and throughout the site
- Consider designs that reflect *our students’ diversity* (culture and vision) for what a school should look like
- Think about students as “personalized learners” when designing