

Ponder Independent School District

Agenda ~ Regular Meeting

Monday, October 26, 2026 ~ Executive session will begin at 5:30 pm. Open session will begin at 6:30 pm.
Administration Building Meeting Room
400 West Bailey Street
Ponder, TX 76259

The subjects to be discussed or considered, or upon which any formal action may be taken, are as listed below. Items do not have to be taken in the order shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

If during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board would conduct a closed meeting in accordance with the Texas Open Meetings Act, Tex. Gov't Code, Chapter 551, Subchapters D and E, or Government Code 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)].

- I. **Call Meeting to Order / Roll Call**
- II. **Executive Session**
- III. **Opening Ceremony**
- IV. Student and Staff Recognitions
- V. **Public Forum / Comments to the Board**
 - A. Concerning Items Not on the Agenda
 - B. Concerning Specific Agenda Items
- VI. **Consent Agenda**
 - A. Consider minutes of previous meetings
James Hill
 - B. Consider approval of an alternate evaluation instrument for all district level coordinators and directors that incorporates the Ponder 44 values and expectations.
James Hill
 - C. Consider approval of Brandi Hunt and Daina Hunt as T-TESS Appraisers for the 2026-2027 school year.
 - D. Monthly Reports - District Finances
 - 1. Budget Summary & Check Register
 - 2. Fund Financial Status
 - 3. Re-cap from Denton CAD
 - 4. Utilities report
 - E. Consider acceptance of donations
 - F. Consider Approval of Books on the October Approval List
- VII. **Administrator Reports**
 - A. Chartwell Report
 - B. VLK Report
Trey Laird
 - C. Campus Principals
 - 1. Attendance & Enrollment / Academics & Extracurriculars / Current & Upcoming Events
 - D. Athletic Director
 - E. Director of Technology
 - F. Chief Financial Officer

- G. Chief of Elementary Schools
 - 1. ESL/Bilingual 25-26 Program Evaluation
Brandi Hunt
- H. Chief of Secondary Schools
- VIII. **New Business**
 - A. Consider District Budget Amendments
 - B. Consider approval of Interlocal Cooperation Contract Between University of Texas at Austin and Ponder ISD for free cyber security tools.
Richard Hooper
 - C. Consider approval of the 26-27 Ponder ISD District Improvement Plan and Campus Improvement Plans
Patricia Dawson
 - D. Consider Approval of the Ponder ISD Title 1 Plan, Ponder Elementary Title 1 Plan, and Parent Family Engagement Policy
Patricia Dawson
 - E. Consider Approval of the 26-27 Local Improvement Plan for Ponder Elementary
 - F. Consider a MOU between Krum ISD and Ponder ISD for Shared Special Education Services.
 - G. Consider a legal services retainer agreement with Walsh Gallegos for Special Education legal representation.
 - H. Consider taking action to adopt written findings as to the delinquent tax collections contract and approve a contingent fee contract with Perdue Brandon Law Firm pursuant to Sec. 6.30 of the Tax Code, said contract being for the collection of taxes owed to Ponder ISD and notice of said contract is posted with the agenda in accordance with Sec. 2254 of the Govt Code. Finally, take action to terminate current relationship with the MVBA law firm.
James Hill
 - I. Superintendent's Report
 - 1. Bond / Construction Updates
 - 2. Superintendent & Board Training
 - J. Personnel
 - 1. Resignations / New Employment
- IX. **Adjourn Meeting**

The notice for this meeting was posted in compliance with the Texas Open Meetings Act at the Ponder ISD Administration Office and on the web at www.ponderisd.net on .

Dr. James Hill, Superintendent

BOARD MEETINGS
PUBLIC PARTICIPATION

BED
(LOCAL)

**Limit on
Participation**

Audience participation at a Board meeting is limited to the portion of the meeting designated to receive public comment in accordance with this policy. At all other times during a Board meeting, the audience shall not enter into discussion or debate on matters being considered by the Board, unless requested by the presiding officer.

Public Comment

Regular Meetings

At regular Board meetings, the Board shall permit public comment, regardless of whether the topic is an item on the agenda posted with notice of the meeting.

Special Meetings

At all other Board meetings, public comment shall be limited to items on the agenda posted with notice of the meeting.

Procedures

Individuals who wish to participate during the portion of the meeting designated for public comment shall sign up with the presiding officer or designee before the meeting begins as specified in the Board's procedures on public comment and shall indicate the agenda item or topic on which they wish to address the Board.

Public comment shall occur at the beginning of the meeting.

Except as permitted by this policy and the Board's procedures on public comment, an individual's comments to the Board shall not exceed five minutes per meeting.

Meeting
Management

When necessary for effective meeting management or to accommodate large numbers of individuals wishing to address the Board, the presiding officer may make adjustments to public comment procedures, including adjusting when public comment will occur during the meeting, reordering agenda items, deferring public comment on nonagenda items, continuing agenda items to a later meeting, providing expanded opportunity for public comment, or establishing an overall time limit for public comment and adjusting the time allotted to each speaker. However, no individual shall be given less than one minute to make comments.

Board's Response

Specific factual information or recitation of existing policy may be furnished in response to inquiries, but the Board shall not deliberate or decide regarding any subject that is not included on the agenda posted with notice of the meeting.

**Complaints and
Concerns**

The presiding officer or designee shall determine whether an individual addressing the Board has attempted to solve a matter administratively through resolution channels established by policy. If not, the individual shall be referred to the appropriate policy to seek resolution:

- Employee complaints: DGBA
- Student or parent complaints: FNG

- Public complaints: GF

Disruption

The Board shall not tolerate disruption of the meeting by members of the audience. If, after at least one warning from the presiding officer, any individual continues to disrupt the meeting by his or her words or actions, the presiding officer may request assistance from law enforcement officials to have the individual removed from the meeting.



| SEPTEMBER 2026

CURATION REPORT

*PONDER ISD ELEMENTARY
CAMPUS NO. 2*

VLK | CURATION®



TABLE OF CONTENTS

03 *PART I — DISTRICT OVERVIEW & MISSION*

- 1.1 Purpose
- 1.2 District Information
- 1.3 Vision, Mission & Goals
- 1.4 Strategic Plan Overview
- 1.5 Ponder 44 Learner Profile — Elementary (PK–5)
- 1.6 Ponder 44 Learner Profile — Secondary (6–12)

10 *PART II — PONDER ISD ELEMENTARY CAMPUS NO. 2 VLK | CURATION®*

- 2.1 Ponder ISD Elementary Campus VLK | CURATION® Meeting
- 2.2 Learner Experience Mapping
- 2.3 Curriculum & Instruction Design Planning
 - Board 1 — Teaching & Learning
 - Board 2 — Collaboration Spaces
 - Board 3 — Flexible Learning Spaces
 - Board 4 — Specialized Spaces
- 2.4 Project Vision Statement

20 *PART III — COMBINED VLK | CURATION® SUMMARY*

- 3.1 Conclusions
- 3.2 Recommendations



PART I

DISTRICT OVERVIEW & MISSION

1.1 Purpose

1.2 District Information

1.3 Vision, Mission & Goals

1.4 Strategic Plan Overview

1.5 Ponder 44 Learner Profile — Elementary (PK–5)

1.6 Ponder 44 Learner Profile — Secondary (6–12)

1.1 PURPOSE

First, we must curate. The **VLK | CURATION®** process is a comprehensive approach to action research in collaboration with Ponder ISD. Through this process, VLK engages in a series of in-depth conversations to understand essential aspects of the district, including academic approaches, district culture, and the aspirations that reflect Ponder ISD's commitment to delivering projects that serve students well now and into the future. This approach enables VLK to understand Ponder ISD as it currently stands and aspires to become.

By combining insights from district stakeholders with an understanding of intended student outcomes and experience, the **VLK | CURATION®** process fosters a strong partnership and shared understanding, forming a clear foundation before any design work begins. The information gathered, ranging from the district's vision, mission, and beliefs to its strategic plan, learner profile, and facility goals, guides the development of the Project Vision Statement. This vision statement serves as a succinct direction for VLK, aligning with the district's design aspirations and educational expectations.

The outcomes of **VLK | CURATION®** form the foundation that drives every aspect of the project delivery process. Through this approach, VLK supports Ponder ISD in shaping a purposeful, community-centered vision for the district's new elementary campus, a facility that will enhance student experiences and ensure future-ready learning environments. Together, we design for a future that reflects the values, aspirations, and needs of Ponder ISD.

1.2 DISTRICT INFORMATION

Ponder Independent School District is a growing district in southwestern Denton County, Texas, serving the Town of Ponder and surrounding communities, including portions of Denton and Northlake. The district serves approximately 1,700 students across its campuses, offering education from pre-kindergarten through twelfth grade — a close-knit, small-town district experiencing steady enrollment growth as North Texas continues to expand.

Home of the Lions, Ponder ISD has built a strong district identity around its motto, “Made for Greatness,” and its Ponder 44 Learner Profile, which sets shared expectations for student character and conduct at every grade level. As growth within district boundaries continues, Ponder ISD is planning a new elementary campus intended to keep pace with enrollment while preserving the culture and community connection that define the district today.

Ponder ISD’s facilities planning is guided by its 2024–2029 Strategic Plan, which establishes district-wide priorities for student achievement, staff recruitment and retention, stakeholder engagement, and financial stewardship. A brief overview of the plan is provided in Section 1.4 of this report.



PONDER ISD ELEMENTARY CAMPUS NO. 2 — PROJECT SNAPSHOT

<i>Campus</i>	Ponder ISD — New Elementary Campus No. 2
<i>District</i>	Ponder Independent School District
<i>Project</i>	New Elementary School
<i>Curation Meeting Date</i>	September 9, 2026



1.3 VISION, MISSION & GOALS

<i>Motto</i>	Made for Greatness
<i>Vision</i>	Equipping tomorrow's leaders... today.
<i>Mission</i>	To serve, inspire, and empower students to achieve greatness and positively impact their world.

DISTRICT BELIEFS

In Ponder ISD, We Believe...

- All students will be provided choice and opportunity for academic, social and emotional growth, so that they are empowered to take ownership of their learning in a way that ensures individual educational progress.
- Parents, caregivers and families are considered collaborative partners who are welcomed, valued and engaged in a way that supports our students and staff.
- Faculty and Staff shall surround each child that comes through the school doors with love, understanding, discipline, and intentional focus to succeed in everything they do.
- Campus leaders shall be engaged listeners and communicators who inspire all students and staff to explore and discover their true purpose and potential in preparation for a life of belonging, service, and commitment.
- The Superintendent and Central Office staff shall be servant leaders who steward the district resources, traditions, history and experiences to chart a future course of proud achievement, performance and purpose.
- Board members shall be active, visible and engaged in the community and school events in a way that clearly demonstrates a desire for student success and fiscal responsibility.



1.4 STRATEGIC PLAN OVERVIEW

Ponder ISD's Board Balanced Scorecard establishes the district's 2024–2029 Strategic Plan, organized around four priorities.

Priority 1	Student Achievement — Every student grows every year; every teacher is equipped to provide high-quality instruction; students are safe and emotionally well.
Priority 2	Faculty & Staff Recruitment, Retention, and Capacity Building — Competitive compensation, ongoing professional learning, and a supportive, safe working environment.
Priority 3	Stakeholder Engagement — Meaningful communication and engagement with students, staff, families, and the broader community.
Priority 4	Strong Financial Stewardship — Transparent, effective, and efficient operations, including coherent facilities and budget planning.



1.5 PONDER 44 LEARNER PROFILE — ELEMENTARY (PK–5)

Ponder ISD's Ponder 44 Learner Profile defines 44 shared expectations for student character and conduct, organized under the LIONS framework: Leads with Purpose, Integrity in Character, Outstanding Communicator, Next Level Ready, and Strength through Resilience. The Elementary version, shown below, translates these five pillars into age-appropriate expectations for students in Grades PK–5.

PONDER LIONS

ELEMENTARY

GRADES PK-5

L

LEADS WITH PURPOSE

1. Use respectful words like "Yes ma'am" and "No sir."
2. Make eye contact when someone is speaking.
3. Encourage others and celebrate their success without showing anger when you lose.
4. Follow school and classroom expectations at all times.

I

INTEGRITY IN CHARACTER

5. Show gratitude by saying "thank you" when others help you or you receive something.
6. Never cut in line.
7. Perform random acts of kindness.
8. Always act with honesty and integrity.

O

OUTSTANDING COMMUNICATOR

9. Introduce yourself to new people and welcome visitors and new students by shaking hands and making eye contact.
10. When asking for something use the word "please."
11. Say "excuse me" if someone bumps into you even if it is not your fault.
12. Respect others' ideas, opinions, and differences.

N

NEXT LEVEL READY

13. Accept responsibility for your mistakes.
14. Transition quickly, quietly, and safely.
15. Be prepared to learn every day.
16. Advocate for yourself by asking a trusted adult for help when needed.

S

STRENGTH THROUGH RESILIENCE

17. Stand up for what is right.
18. Hold doors open and help others.
19. Clean up after yourself and care for your space even if the mess is not yours.
20. Tell a trusted adult if someone is bothering or hurting you or others.
21. Choose a positive attitude each day.
22. Be the best version of yourself every day.

44 MADE FOR GREATNESS 44

1.6 PONDER 44 LEARNER PROFILE — SECONDARY (6–12)

The Secondary version of the Ponder 44 Learner Profile carries the same LIONS framework forward into Grades 6–12, translating each pillar into expectations appropriate for middle and high school students as they prepare for life beyond Ponder ISD.

PONDER LIONS

SECONDARY

GRADES 6-12

L

LEADS WITH PURPOSE



1. Remember who you are and who you represent.
2. Choose joy and make a positive impact on others.
3. Transitions in the classroom and hallways should be purposeful and respectful.
4. Lions take care of the den and the pride. (Take care of each other, be respectful of others and your environment, and be inclusive)



I

INTEGRITY IN CHARACTER



5. Use technology responsibly and appropriately.
6. Stand up for what you believe while respecting the opinions of others.
7. Understand that there is a time and place for everything.
8. Respect other students' comments, opinions, ideas, differences, and personal space.
9. See a need, fill a need and always leave a space better than you found it.
10. Be an advocate for others when you see inappropriate behavior.

O

OUTSTANDING COMMUNICATOR



11. When meeting an adult or someone new, shake their hand, make eye contact, ask appropriate questions, and engage in meaningful small talk.
12. Use complete sentences in both written and verbal communication.
13. Use respectful language, tone, and actions in all conversations.
14. Be prepared to present to an audience of peers or adults successfully.



N

NEXT LEVEL READY



15. Be service-minded in our school and community.
16. Complete your assignments/homework daily and be prepared for tomorrow.
17. Learn to save and spend money wisely. (Financial literacy and budgeting skills)
18. Manage your time wisely and be organized. (Example: Follow the 10-10 rule; do not ask to leave class during the first or last 10 minutes.)

S

STRENGTH THROUGH RESILIENCE



19. Set short and long term goals with actionable steps.
20. Reflect and learn from your mistakes, and move on with a growth mindset.
21. Advocate for yourself and don't accept mediocrity.
22. Channel energy into resolving or improving a difficult situation rather than complaining.



44

MADE FOR GREATNESS

44

PART II

***PONDER ISD ELEMENTARY
CAMPUS NO. 2
VLK | CURATION®***

2.1 Ponder ISD Elementary Campus No. 2

VLK | CURATION® Meeting

2.2 Learner Experience Mapping

2.3 Curriculum & Instruction Design Planning

2.4 Project Vision Statement

2.1 VLK | CURATION® MEETING

As Ponder ISD begins planning for its new elementary campus, a Curation Team was established to provide current teaching and learning information as it relates to instructional practices, reflects district goals, and speaks to the future of academic programming for the district's youngest learners. The Ponder ISD Curation Team met to build a shared understanding of the district's philosophy regarding facility design needs for the new elementary school. By gaining a comprehensive understanding of current instructional goals and future aspirations, the district can better align its planning efforts to meet future needs. Discussions centered on open-ended questions related to Ponder ISD's core documents, curriculum, instructional strategies, best practices, and student experience, all of which significantly impact planning decisions.

PONDER ISD CURATION TEAM MEMBERS

Representing Ponder ISD

- **Dr. James Hill** — Superintendent
- **Tara Allred** — Chief of Secondary Schools
- **Dr. Patricia Dawson** — Chief of Elementary Schools
- **Suzette Henderson** — Chief Financial Officer
- **Heather Carson** — Communications Director
- **Kent Josselet** — Operations Coordinator
- **Tiffani Sandoval** — Ponder Elementary Principal
- **Vangee Deussen** — Ponder ISD School Board Trustee

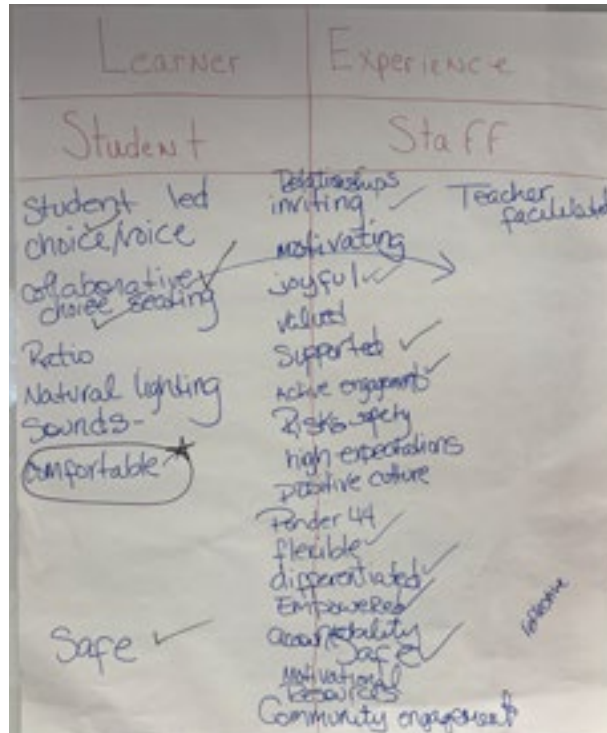
Representing VLK

- **Trey Laird** — Managing Principal
- **John Klein** — Principal
- **Kevin Worthy** — Educational Planner
- **Moon Cho** — Designer
- **Jarod Sterzinger** — Principal
- **Matt Crowley** — Project Architect
- **Peter Noonan** — Educational Planner



2.2 LEARNER EXPERIENCE MAPPING

As part of the **VLK | CURATION®** process, the Ponder ISD Curation Team participated in a structured experience mapping exercise designed to define what students (Learner) and staff (Experience) should feel, have access to, and encounter within the new elementary campus. Two small groups worked independently to identify priorities across the Learner and Experience categories, then shared their responses with the full group.



LEARNER EXPERIENCE MAPPING RESULTS — GROUP 1

Learner (Student)

- Student-led choice / voice
- Collaborative choice seating
- Appropriate ratio
- Natural lighting
- Comfortable acoustics / sounds
- Comfortable
- Safe

Experience (Staff)

- Relationships, inviting, motivating
- Teacher-facilitated
- Joyful, valued, supported
- Active engagement
- Risks / safety, high expectations
- Positive culture; Ponder 44
- Flexible, differentiated, empowered
- Accountability, safe, reflective
- Motivational resources; community engagement

Learner	Experience
Student	Staff
Engaging Safe Belonging Welcome Reflective PROUD Collaborative Personalized Intentional Joyful Functional Home Comfort choice	Functional & Collaborative Safe Belonging Proud Creative Inviting Resources, Equity Organized Joyful Choice / being heard Needs / Likes Value Support

LEARNER EXPERIENCE MAPPING RESULTS — GROUP 2

Learner (Student)

- Engaging, safe, belonging
- Welcome, reflective
- Home / comfort
- Proud, collaborative
- Personalized, intentional
- Joyful
- Functional

Experience (Staff)

- Functional, collaborative
- Safe, belonging, proud
- Creative, inviting
- Resources, equity, organized
- Joyful
- Choice / being heard
- Needs & likes; value, support

EXPERIENCE MAPPING THEMES

Across both groups, several themes emerged as shared priorities for students and staff alike. These themes should directly inform design decisions for the new elementary campus:

Comfort as the Common Thread — Both groups independently circled or starred “Comfortable” or “Comfort/Home” signaling that physical and emotional comfort underlies safety, belonging, and student ownership of learning.

Safety and Belonging — Safety, belonging, and being welcomed were named for both students and staff as foundational, non-negotiable experiences within the building.

Joy, Proud, and Engagement — Joyful, proud, engaging, and motivating experiences were consistently prioritized for both learners and staff.

Choice, Voice, and Flexibility — Student-led choice and voice, collaborative seating, and differentiated, personalized approaches point toward flexible, learner-centered environments.

Culture Connected to Ponder 44 — Staff repeatedly tied the desired experience back to the Ponder 44 Learner Profile and district culture, reinforcing that the building itself should reflect and reinforce these shared values.

2.3 CURRICULUM & INSTRUCTION DESIGN PLANNING

To guide meaningful dialogue around teaching and learning priorities and the future of Ponder ISD's new elementary campus, Curriculum and Instruction Design Planning Response Boards were utilized to prompt focused conversations across four key planning areas: Teaching & Learning, Collaboration Spaces, Flexible Learning Spaces, and Specialized Spaces. These discussions helped establish a shared understanding of the district's instructional and programmatic priorities, reinforced the alignment of student experiences with district values, and explored approaches that support high-quality teaching, learning, and community engagement. The in-depth dialogue with the Curation Team led to the following summary of key findings for each board.



BOARD 1

Teaching & Learning

Ponder ISD's new elementary school is thoughtfully designed to foster student engagement, support high-quality teaching and learning, and promote the safety and well-being of every child. The facility will provide innovative learning environments that encourage collaboration, creativity, and academic excellence while ensuring all teachers have access to the resources, technology, and instructional spaces needed to deliver high-quality instruction.

What's Working

- New interactive TVs
- Hallway TVs
- Cameras
- Student / teacher ratio
- Current storage space
- HVAC
- Room space

What's Not Working

- Furniture (functional)
- No collaborative spaces
- Lack of restrooms (PK & Kinder)
- Functional lighting
- Consistency in flooring
- Air quality / smell (upper floor)
- Instructional technology
- Lack of whiteboard space
- Lack of uniformity
- Outdoor space; lack of storage

What We Want and Need

- Functional furniture
- Collaborative (grade-level) spaces

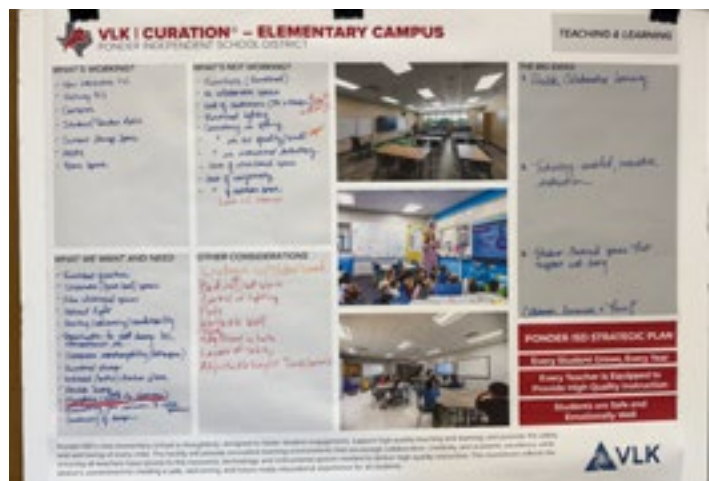
- More whiteboard spaces
- Natural light
- Inviting / welcoming / comfortable
- Opportunities for staff sharing (PLC, interventionist, etc.)
- Classroom interchangeability / flexibility
- Functional storage
- Dedicated (built-in) teacher space
- Flexible seating
- Microphone / sound in classroom
- Accessibility from classroom to collab spaces
- Continuity of design

Other Considerations

- Windows w/ slider board
- Built-in workspace
- Control of lighting
- Pods
- Writable wall
- Tack board in halls
- Layers of safety
- Adjustable-height touch screens

Big Ideas

1. Flexible, collaborative learning
2. Technology-enabled, innovative instruction
3. Student-centered spaces that support well-being



BOARD 2

Collaboration Spaces

Collaboration spaces at the new elementary campus are envisioned as Think, Exchange, and Impact spaces — purposeful settings for small-group work, building-wide gathering, and hands-on learning, woven throughout the school rather than isolated to a single location.

What's Working

- Space for teachers to collaborate

What's Not Working

- Lack of collaborative spaces
- Lack of intentionality within teacher collaboration spaces

What We Want and Need

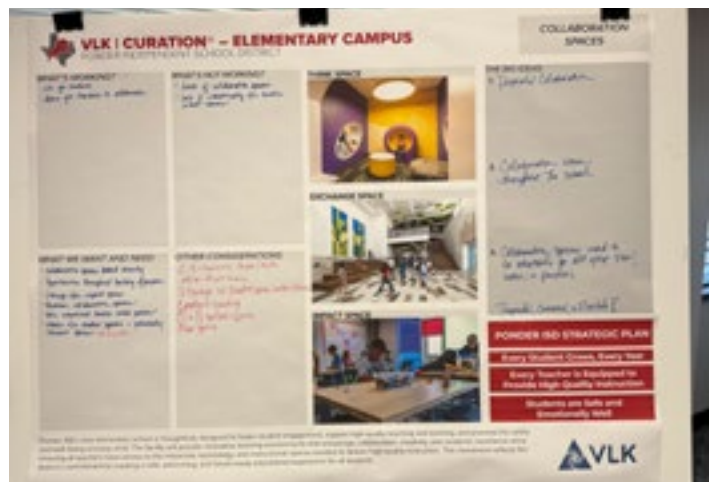
- Collaboration spaces behind security
- Opportunities throughout the building, each with purpose
- Storage within impact space
- Outdoor collaboration spaces
- More intentional teacher collaboration spaces
- Media within teacher spaces, and potentially student spaces / offices

Other Considerations

- Two entrances — gym / cafe, other than main
- Storage or creative space under stairs
- Comfortable seating
- 1:1 collaboration space
- Flex space

Big Ideas

1. Purposeful collaboration
2. Collaboration woven throughout the school
3. Collaboration spaces need to be adaptable for different group sizes, users, and purposes



BOARD 3

Flexible Learning Spaces

Flexible learning spaces, a centrally located, two-level library, a STEM room, and a makerspace are envisioned to bring creativity, collaboration, and fun into daily instruction, while remaining functional and connected to the campus.

What's Working

- Library — could have more; doing its best
- Quiet

What's Not Working

- Lack of flexible learning spaces
- Not functional / not inviting
- No makerspace
- Not comfortable furniture

What We Want and Need

- Two-level library
- Collaborative spaces
- Makerspace in proximity
- STEM room
- Flexible learning spaces

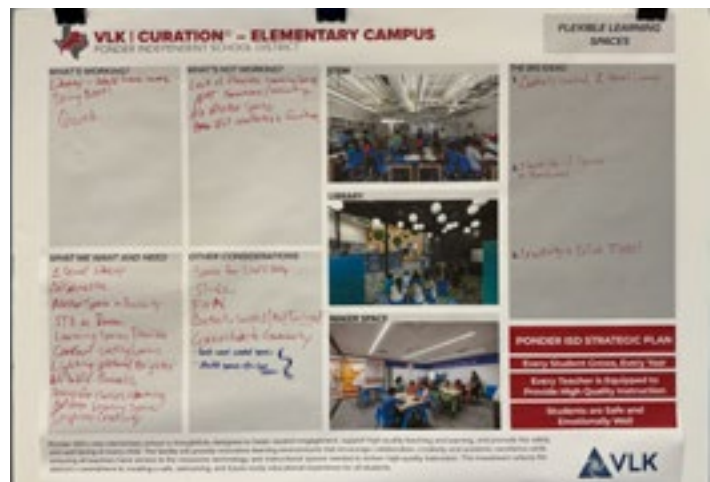
- Comfortable seating / spaces
- Brighter, natural lighting
- Writable boards
- Spaces for classes and learning
- Outdoor learning space
- Inspires creativity

Other Considerations

- Space for staff meetings
- Slide
- Fun
- Centrally located but enclosed
- Connection to community
- Don't want wasted space
- Flexible spaces within bookcases

Big Ideas

1. Centrally located, two-level library
2. Flexibility of spaces and functionality
3. Creativity and collaboration — fun!



BOARD 4

Specialized Spaces

Specialized spaces — art, music, cafeteria, and the gym — round out the elementary campus, supporting the district's fine arts and athletics programs with adequate storage, acoustics, and access to shared spaces such as the cafeteria.

What's Working

- Size of the gym
- Seating
- Music / art space and storage
- Cafeteria space, accurate

What's Not Working

- Not enough storage
- Displays in halls (student work / cafe)
- Serving space
- Playground
- Comfortable furniture; bench seating in cafe

What We Want and Need

- Lighting
- Sound system + bathrooms / gym
- Seating / gym
- Access to stage
- Padding on walls (gym)

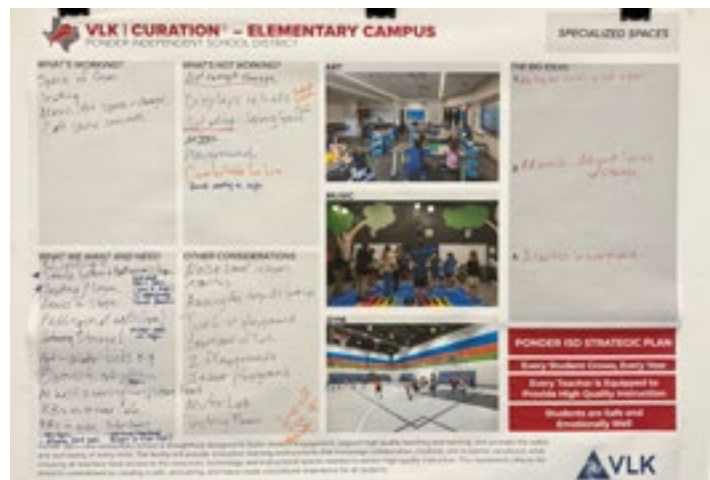
- Storage!
- Art — water / sinks (3 - 4)
- Access to cafe w/ kitchen
- At least two serving lines / store front
- Restrooms in or near cafe and gym
- Slider doors; big gym
- Adjustable basketball goals
- Additional / functional floor designs (gym)

Other Considerations

- Noise level in gym; acoustics
- Awning for drop-off / pick-up
- Turf on playground; courtyard w/ turf
- Two playgrounds; indoor playground
- Motor lab
- Testing rooms
- Drop-off / pick-up at cafe

Big Ideas

1. Ability for access to cafe and gym
2. Restroom access; adequate spaces with storage
3. Acoustics in every space



2.4 PROJECT VISION STATEMENT

Ponder ISD's new elementary campus will create a future-ready home for the district's youngest learners, one that will reflect the pride, comfort, and belonging identified throughout the **VLK | CURATION®** process.

Guided by Ponder ISD's vision of "Equipping tomorrow's leaders... today," the campus will be safe, comfortable, and joyful, giving every student and teacher access to flexible, collaborative learning spaces that support the Ponder 44 Learner Profile and the district's Strategic Plan priority that every student grows, every year.

A centrally located, two-level library paired with a STEM room and makerspace will anchor creativity and collaboration, while purposeful Think, Exchange, and Impact spaces, woven throughout the building rather than confined to one location, will give students and staff adaptable settings for group work of every size.

Specialized spaces for art, music, and physical education will be equipped with proper acoustics, storage, and access to shared community spaces such as the cafeteria and gym, reflecting the quality Ponder ISD expects for its fine arts and athletics programs.

Together, these investments will support Ponder ISD's Strategic Plan priorities for student achievement, staff capacity, stakeholder engagement, and financial stewardship, ensuring every Ponder ISD elementary student has access to a safe, welcoming, and future-ready learning environment.

PART III

COMBINED VLK | CURATION[®] SUMMARY

3.1 Conclusions

3.2 Recommendations

3.1 CONCLUSIONS

The Ponder ISD **VLK | CURATION®** process produced a clear and consistent picture of a close-knit district planning a new elementary campus that keeps pace with growth while protecting the culture, comfort, and belonging its community values. Across the learner experience mapping exercise and each of the four CURATION boards, several overarching conclusions emerged:

Comfort and Belonging Anchor the Design — “Comfortable” and “Home” were independently identified by both mapping groups as core to the student and staff experience; comfort is not a finishing touch, but a design driver.

Flexibility Is the Throughline — From classroom furniture to the library to teacher collaboration spaces, every CURATION board called for spaces that flex, for grade-level teams, for different group sizes, and for growth over time.

Collaboration Should Be Woven Throughout — Rather than a single collaboration room, stakeholders envisioned Think, Exchange, and Impact spaces distributed throughout the building, appropriately secured but connected.

Storage Is a Persistent, Building-Wide Gap — Nearly every CURATION board (classrooms, collaboration spaces, art, music, and the gym alike) cited a lack of adequate, functional storage as a limiting factor today.

Specialized Programs Need Acoustics and Access — Music, gym, and shared cafeteria spaces all raised acoustics, noise control, and direct access to shared community spaces as priorities.

Culture Is Meant to Be Built into the Building — The Curation team repeatedly connected their priorities back to the Ponder 44 Learner Profile and the district’s Strategic Plan, signaling that the new campus should visibly reinforce Ponder ISD’s identity.

3.2 RECOMMENDATIONS

Based on the findings of the **VLK | CURATION®** process, VLK offers the following recommendations to guide the design of the Ponder ISD's new elementary campus:

Design Grade-Level Collaborative Team Spaces — Locate collaborative, grade-level workspaces adjacent to classroom clusters so PLC time, interventionist support, and co-planning happen close to instruction.

Build In Generous, Purpose-Specific Storage — Storage was the most consistently cited need across every board. Plan dedicated, functional storage early for classrooms, collaboration spaces, art, music, and the gym.

Center the Library as a Flexible, Two-Level Hub — Pair a centrally located, two-level library with an adjacent STEM room and makerspace to support creativity and collaboration across grade levels.

Prioritize Acoustics and Noise Control — Address acoustics and noise level in the gym, music room, and classrooms alike, along with adequate padding, sound systems, and sound-dampening finishes.

Provide Purposeful Collaboration Spaces Throughout — Distribute Think, Exchange, and Impact-style collaboration spaces throughout the building (appropriately secured, but visible and connected) rather than concentrating collaboration in a single room.

Distribute Restroom and Support-Space Access — Provide restroom access near the PK/Kindergarten wing, the gym, and the cafeteria, rather than relying on a single centralized location.

Reflect Ponder 44 and “Made for Greatness” Throughout — Carry the district's LIONS framework, Ponder 44 Learner Profile, and Made for Greatness identity into finishes, signage, and shared spaces so the building reinforces the culture the district is building in its classrooms.