



MEETING RECORD

PROJECT: Washington Elementary School
PROJECT NO: 18012.02
DATE: 09-12-2018
TO: See Meeting Attendance Sheet
SUBJECT: Design Advisory Group Meeting 3

The meeting was held with the Design Advisory Group to review the school tours and to begin to define relationships within the program for the project. The following discussion took place.

1. Meeting Norms
 - a. Doug reviewed the meeting norms established for the Design Advisory Group meetings.
2. Doug started by reviewing where we had left off on the Space Program and Space Graphics
 - a. Admin and Student Services
 - i. George and Brian both commented that a DHS itinerant office may be needed.
 1. DHS stands for "Department of Health Services"
 - ii. Some of the staff had commented previously that a future Dean of students or AP office should be planned for.
 - iii. Itinerant offices were shown outside of the Admin suite, these offices will need to be flexible in that they will be used by potentially by Vision, Literacy, Social worker, ETC. Ken and Doug suggested that the itinerant offices be moved to be more inclusive to the admin space and grouped near other main admin offices.
 - iv. The school does have a fulltime health tech and needs to have access to the other Admin spaces as well as its own access off of the main circulation as shown on the space diagram.
 - v. Teacher break room will need its access to Admin spaces as well as its own access off of the main circulation path as shown on the space diagram. Doug mentioned that a restroom should be considered and incorporated into the lactation room and connected to the staff lounge.
 - vi. Doug pointed out and that a secure storage was not shown and the group agreed that one should be added.
 - b. Special Education
 - i. Doug mentioned that based on previous meetings it sounded like a full inclusion model for special ed would be preferred. The special education program is bundled with the schools Title I program. As mentioned at the last DAG, 9 fulltime staff manage the program for the school.
 - ii. Brian mentioned that Title I is currently done throughout the building and they would like to continue that model.
 - iii. The group decided that concept 3 would work better for the school and more closely matches what is currently done with the following changes.
 1. Possibly break the special ed classrooms down into more intervention spaces that are located near the learning communities with a more centrally located shared staff and meeting space with OT/PT near by.
 - iv. Currently a classroom is roughly 1000sf and broken down into four smaller meeting spaces. This model seems to adapt well to what RTA has shown for sizes of small groups. Kelly mentioned that the ideal would be that a classroom would break down into 6 small groups or so with 4 out in small groups rooms and 2 remaining in the classroom. Kelly also mentioned that she liked the layout and

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approach of Douglas Elementary in Boulder and appeared to meet Washington Elementary School's needs.

- v. Doug explained that we usually work to have 10 to 12 students with a teacher in a 250sf space and 5 to 6 in a 120 to 150 SF space
- c. Learning Communities
 - i. Brian began by explaining that he would like to see more collaboration between the different grade levels rather than only at each grade level which is what is currently done.
 - 1. Usually the younger kids K-2 (Primary) are grouped together and 3-5 (Secondary) are grouped together.
 - ii. Doug discussed the pros and cons of a Pod type plan.
 - 1. Pro is access to breakout space
 - 2. Con is its difficult to share a 4th classroom from another grade level due to separation of grades.
 - iii. Some of a more linear plans pros seem to be more in line with the school's future but more diverse than what they currently have. Circulation is currently not dynamic and is used mostly to get from one space to another rather than for access as well as meeting in small group or being utilized for breakout spaces.
 - 1. It was mentioned that a more linear plan can allow for people to connect more.
 - 2. It appears that a linear plan is preferred by group but more diversity will be introduced as described previously.
 - 3. Adam also stated that a linear 2 story plan allows for these kinds of breakout and small group spaces to be organized vertically and near stairs to create even more flexibility rather than being spread out down to hallway.
 - iv. The plan for a two-story core learning community for the higher grades seemed to be acceptable to the DAG.
 - 1. A one-story scheme has been looked at and can work but creates a plan similar to what they have now. Also, construction costs do go up when more spread out and GE Johnson agreed.
 - v. Teacher collaboration spaces were discussed in detail
 - 1. Everyone agreed that more collaboration between the grades including Kindergarten is needed. Brian mentioned that they started implementing a more collaborative teaching environment 4 years ago but have had trouble implementing it due to the current layout of the school being to linear.
 - a. Common areas are currently used as much as possible but mostly teachers visit other teacher's classrooms when needed or in passing.
 - 2. If teacher collaboration spaces are used then tables could be pushed together for meetings and could function as a small conference room.
 - a. Could have multiple grade teachers in one collaboration room.
 - b. Teachers would still like to see parent teacher conferences still occurring in classrooms.
 - c. If the collaboration room is not used as designed then it could easily be converted to a small classroom.
 - d. Brian mentioned that reading is the model that they would like to implement for the other educational disciplines.
 - e. Adam mentioned that this space could be used for lunch and/or additional itinerant space. There could be one or two and not more to encourage more collaboration.
 - f. Kelly reminded everyone that if desks are in teacher collaboration spaces then teachers don't need desks in the

classroom and classrooms are more flexible and shared more easily.

vi. Kindergarten

1. Brian mentioned that Kindergarten students are currently dropped off at the front of the building.
2. Teacher collaboration spaces for kindergarten teachers need to be flexible and multipurpose (see the comment above)
3. Classrooms that open into each other are not used much due to noise.
4. Each Kindergarten Classroom should have its own RR.
5. Title I reading is also provided at the Kindergarten level.

vii. The idea of Pre-school was also brought up.

1. George mentioned that there is not currently a plan to add pre-school but could be a possibility in the future. Space for the program seems to be the issue but there is no real timeline from the districts stand point for implementation. George also mentioned that Pre-K could help to attract more teachers if made available to them.
2. Currently the community handles pre-school through private institutions and a program called ECHO. ECHO is a 30 year old program and needs to be considered carefully against implementation in the district.
3. Adam mentioned that in his experience if pre-school is a possibility then its better to group them with Kindergarten and not 1st grade and above. The group appeared to agree with this assessment.
4. Doug reminded the group that there are different requirements for Pre-K. Separate drop off and play grounds need to be considered.
5. Brian does like the idea of having a Pre-School program.
6. Kelly suggested that SF potentially could be taken from Special Ed to provide an additional program. This could be a possibility but needs to reviewed to make sure the special ed requirements are being met.
7. Currently the space diagrams show 3 shared Pre-K and Kindergarten classrooms which lines up with the program. Pre-K will be taken off the label but the actual floor plans will be laid out to provide a separate drop off for Kindergarten which is what is currently done. This entrance can be used for future pre-k as well and one classroom could be designated as pre-k if enrollment for kindergarten allows, Brian mentioned that the school does have less Kindergarteners than last year.
8. At a minimum the design will show a future addition near Kindergarten for future pre-school classrooms.

d. Art, Media Center, Computer Lab

- i. Brian began by stating that when the new school opens in 2019 the District will have already started a 1 to 1 chrome book policy.
 1. George told the group that the plan was for the High Schools to get Chrome books this year. With Middle school and all staff getting chrome books next year. Grades 3 – 5 will get chrome books starting school year 2019, Brian mentioned that they would have the 2nd graders use the chrome books that they purchased this year.
 2. Janice stated that other technologies should be considered as well like smart boards that interconnect with the chrome books for additional teaching opportunities.
- ii. It was also stated that the library currently does not support much interaction at the space other than checking out books. Students usually just return to class with the books.
- iii. The Media Center / Computer Lab / Art rooms should be close by and connected to the main learning community and centralized in the building. Art should also have access to the outdoors.

- iv. Adam stated that the best schools that had the most dramatic impact and show the importance of the media center right as you walk in were very successful.
- v. Doug stated that a media center that incorporates a maker space and art gives students a place to create and interact with content and not just borrow content to take with them. Media centers become a destination.
- e. Physical Education, Cafeteria, Music
 - i. It is the consensus of the group that the stage should be off the Cafeteria which will serve as an auditorium at other times.
 - ii. Doug stated that the Cafeteria, Stage, Kitchen and Delivery numbers are a little mixed up and need to be moved around a bit to help make the Cafeteria larger and it appears that this will not affect the function or usability of the other spaces.
 - iii. The Cafeteria could be used for small to medium sized events and if there is a need for the entire school including teachers and parents then the gymnasium would have to be used. The Cafeteria will be designed to hold as many as possible and the team will review total students seating counts as the process continues.
 - iv. George mentioned that to gain additional square footage for the cafeteria to add room for seating we could have the music classroom occur on the stage. This could add significant seating capacity and space to the cafeteria.
 - v. It would be beneficial to have a separate community storage room off the gymnasium for afterschool and summer programs.
 - vi. It was mentioned that successful afterschool and summer programs perform well when that have a separate space to go to with playground and playfield access.

1. Next DAG Meeting

- a. Wednesday, September 19th, 3:15 to 4:45pm room 17
 - i. Proposed Agenda
 - 1. Written Space Program
 - 2. Updated Graphic Space Program
 - 3. Site Analysis Diagrams

Attachments: Attendance Sheet

REPORTED BY: _____

Signature

Joel Cox AIA A4LE

Printed Name and Title

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X	X	X								Jeff Peterson	Operations	719-429-0656	Jeff.peterson@canoncityschools.org
		X								Zach Minniear	RLH Engineering	3-710-1439	zminniear@rlhengineering.com
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X	X	X								Joel Cox	RTA Architects	719-471-7566	Joel@rtaarchitects.com
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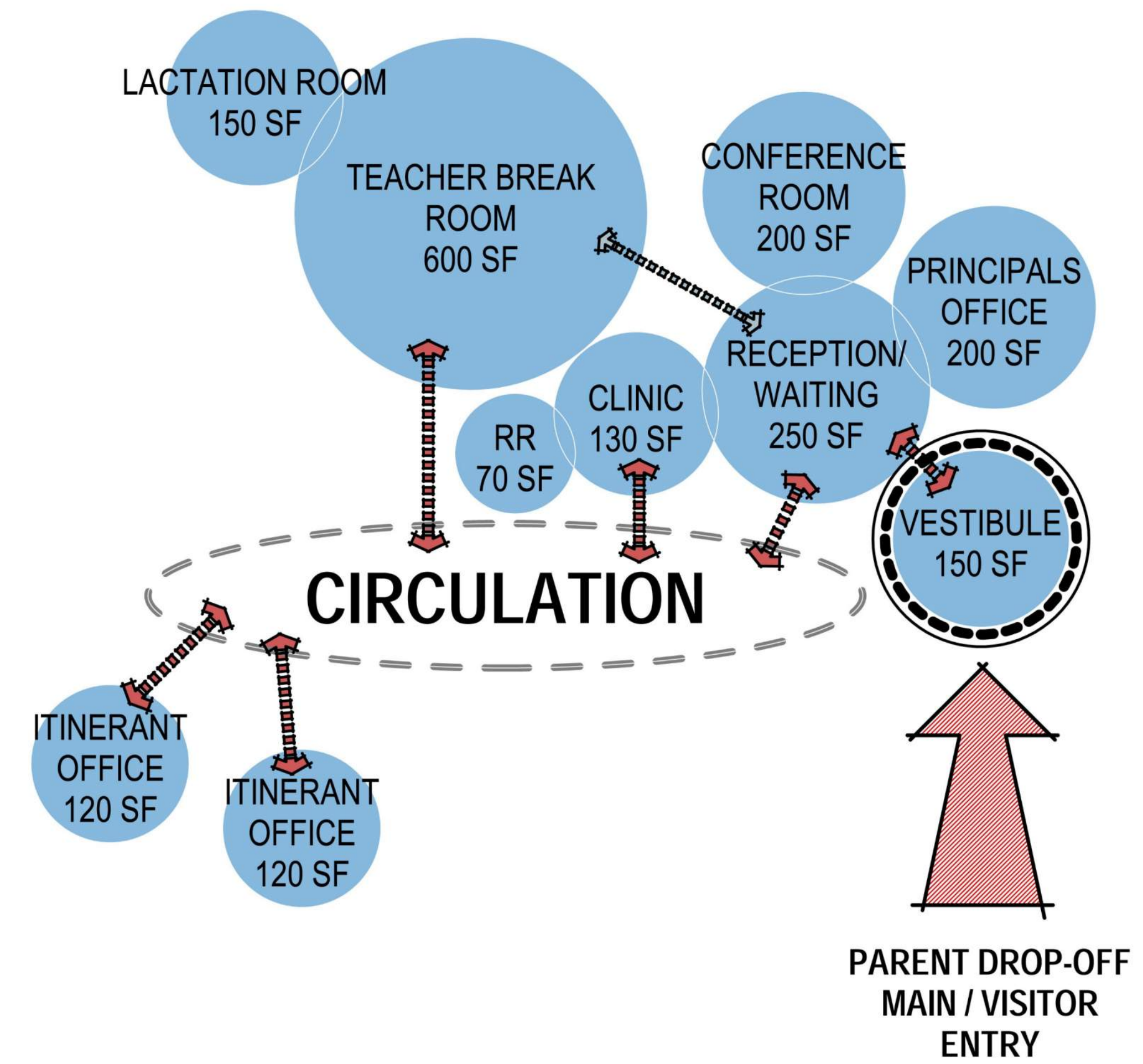
Washington Elementary School

Cañon City Schools

PROGRAMMING ANALYSIS AND DIAGRAMS



ADMIN & STUDENT SERVICES

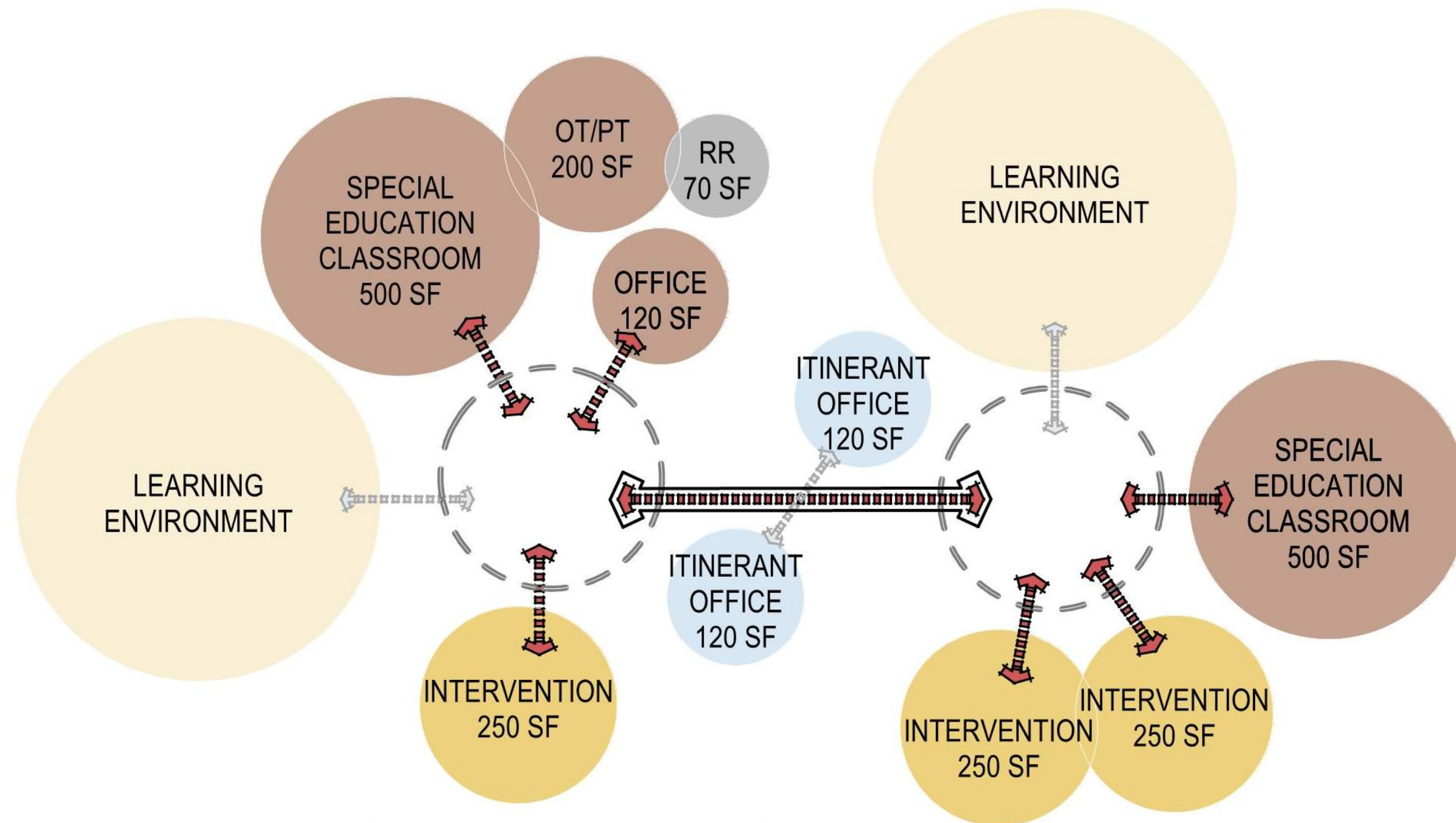


LEGEND

- PRIMARY PATH
- SECONDARY PATH

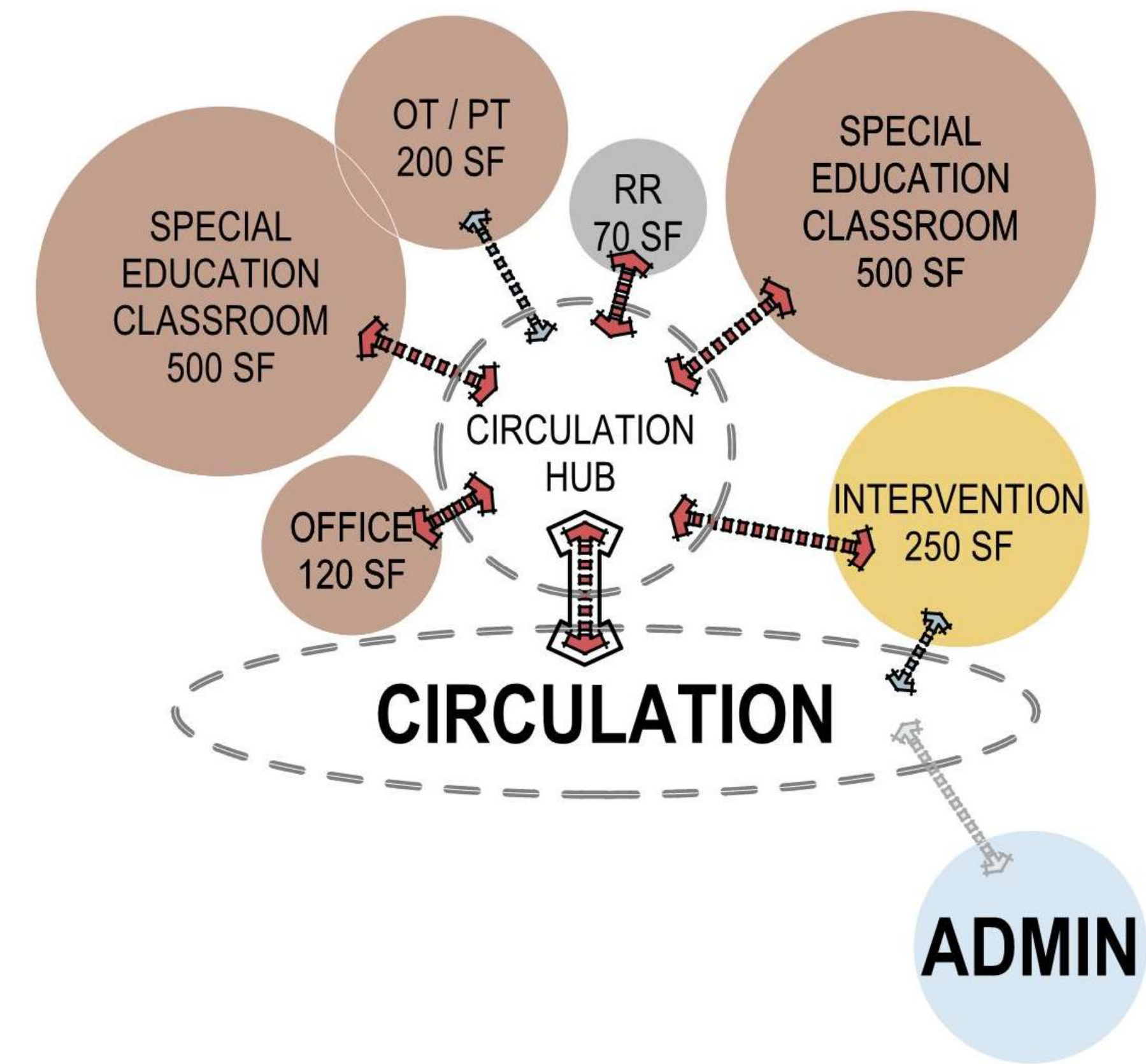
DEPARTMENT / PROGRAM	NUMBER SIMILAR ROOMS	NET AREA	TOTAL AREA
ADMIN & STUDENT SERVICES			
RECEPTION/WAITING AREA	1	250	250
PRINCIPALS OFFICE	1	200	200
ITINERANT OFFICE	2	120	240
TEACHER BREAK ROOM	1	600	600
LACTATION ROOM	1	150	150
CLINIC W/HC RESTROOM	1	200	200
CONFERENCE ROOM	1	200	200
TOTAL ADMINISTRATION & STUDENT SERVICES			1,840

SPECIAL EDUCATION



SPECIAL EDUCATION - CONCEPT 3



1/16" = 1'-0"



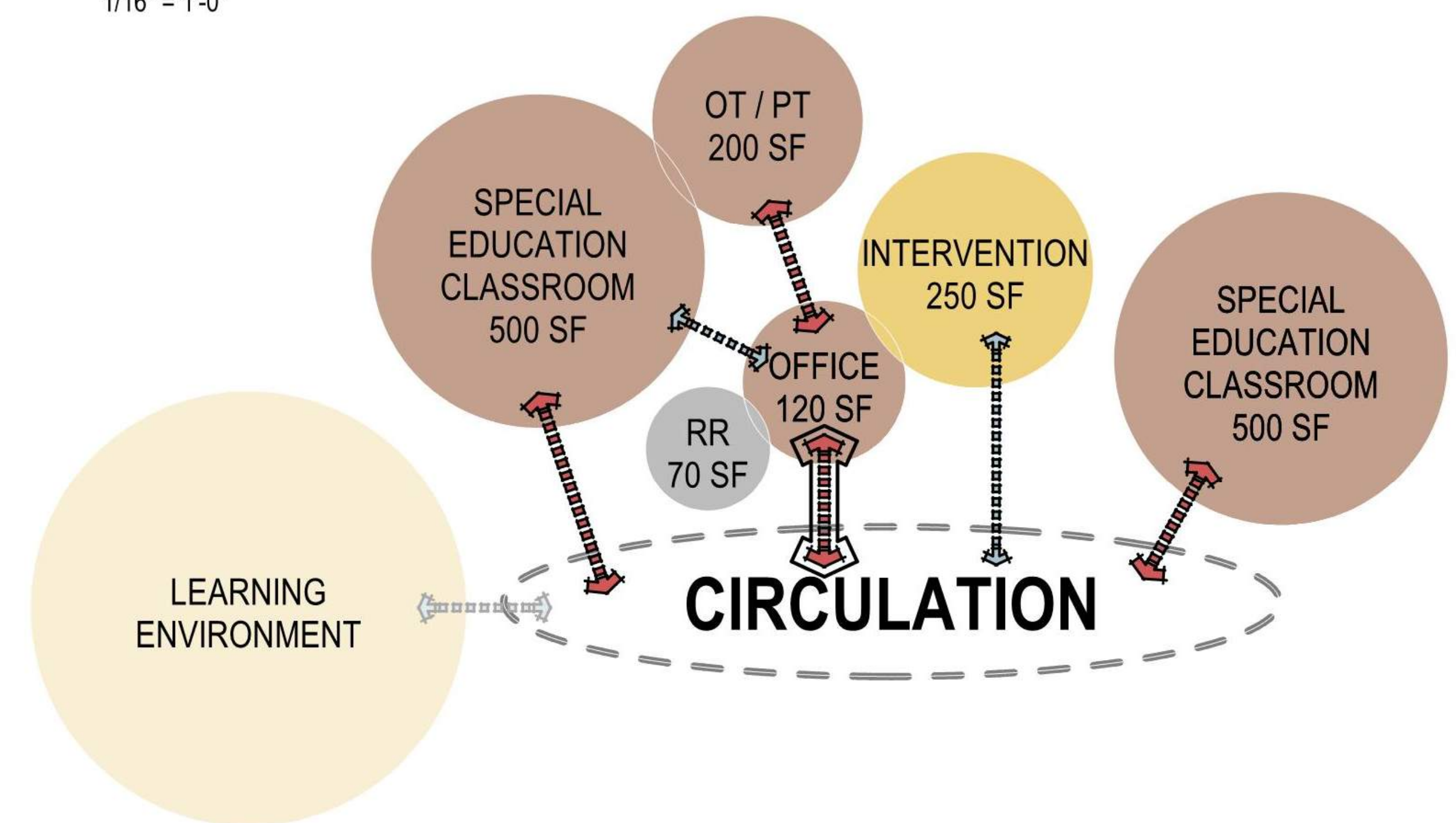
SPECIAL EDUCATION - CONCEPT 2

1/16" = 1'-0"

LEGEND

-  PRIMARY PATH
-  SECONDARY PATH

DEPARTMENT / PROGRAM	NUMBER SIMILAR ROOMS	NET AREA	TOTAL AREA
SPECIAL EDUCATION			
SPECIAL ED CLASSROOM CLASSROOM	2	500	1,000
OFFICE	1	120	120
OT/PT	1	200	200
TOTAL SPECIAL EDUCATION			1,320
ACADEMIC SUPPORT			
INTERVENTION	1	250	250
TOTAL ACADEMIC CORE			250





SPECIAL EDUCATION - CONCEPT 1

1/16" = 1'-0"

LEARNING COMMUNITY THREE GRADE - PODS




LEGEND

-  PRIMARY PATH
-  SECONDARY PATH

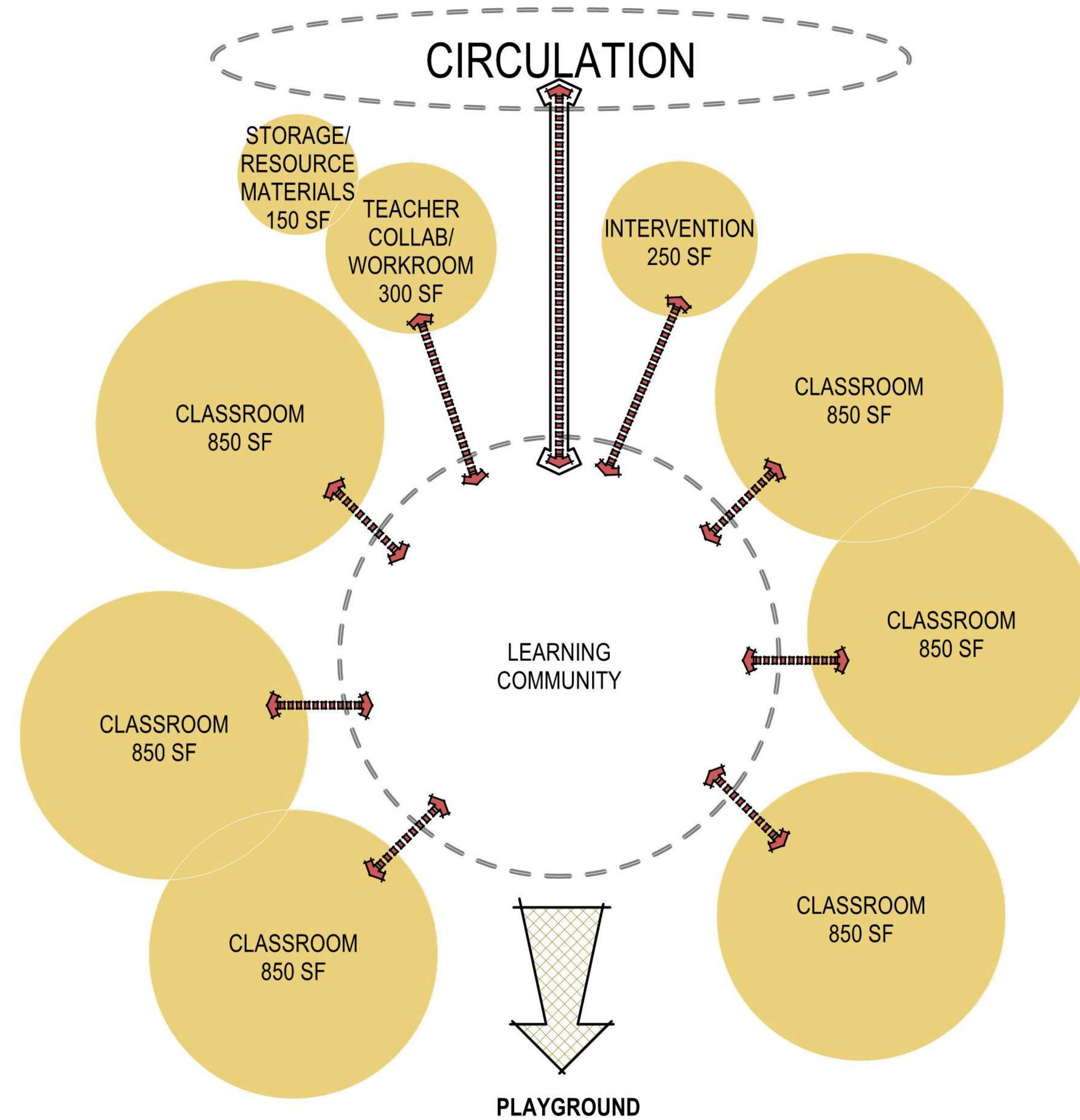
DEPARTMENT / PROGRAM	NUMBER SIMILAR ROOMS	NET AREA	TOTAL AREA
ACADEMIC CORE			
1ST GRADE	3	850	2,550
2ND GRADE	3	850	2,550
3RD GRADE	3	850	2,550
4TH GRADE	3	850	2,550
5TH GRADE	3	850	2,550
ACADEMIC SUPPORT			
INTERVENTION	2	250	500
TEACHER COLLABORATION / WORKROOM	2	300	600
STORAGE/RESOURCE MATERIALS	1	100	100
TOTAL ACADEMIC CORE			13,950

LEARNING COMMUNITY TWO GRADE - POD

LEGEND


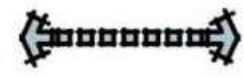
-  PRIMARY PATH
-  SECONDARY PATH

DEPARTMENT / PROGRAM	NUMBER SIMILAR ROOMS	NET AREA	TOTAL AREA
ACADEMIC CORE			
1ST GRADE	3	850	2,550
2ND GRADE	3	850	2,550
3RD GRADE	3	850	2,550
4TH GRADE	3	850	2,550
5TH GRADE	3	850	2,550
ACADEMIC SUPPORT			
INTERVENTION	2	250	500
TEACHER COLLABORATION / WORKROOM	2	300	600
STORAGE/RESOURCE MATERIALS	1	100	100
TOTAL ACADEMIC CORE			13,950

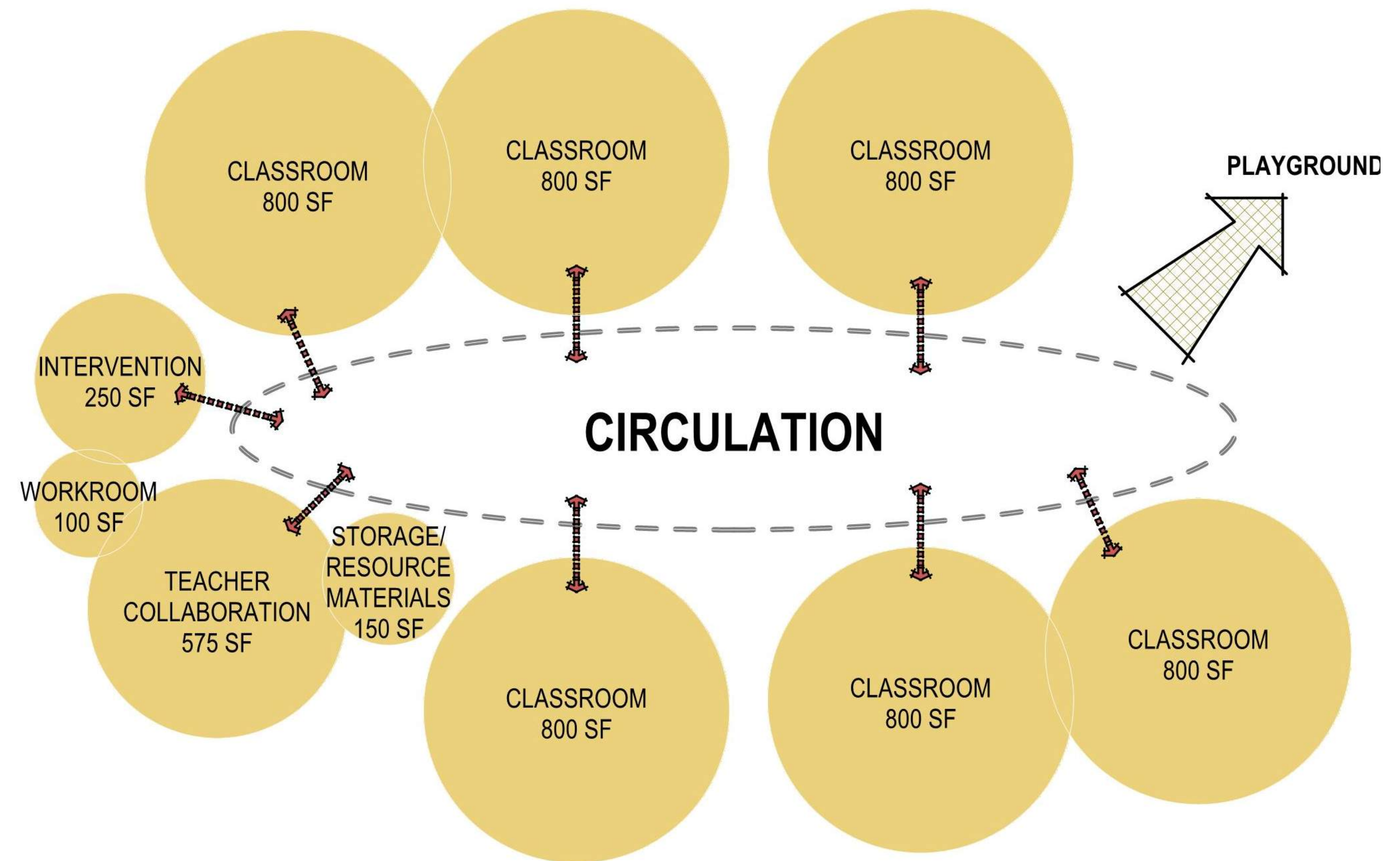


LEARNING COMMUNITY LINEAR

LEGEND

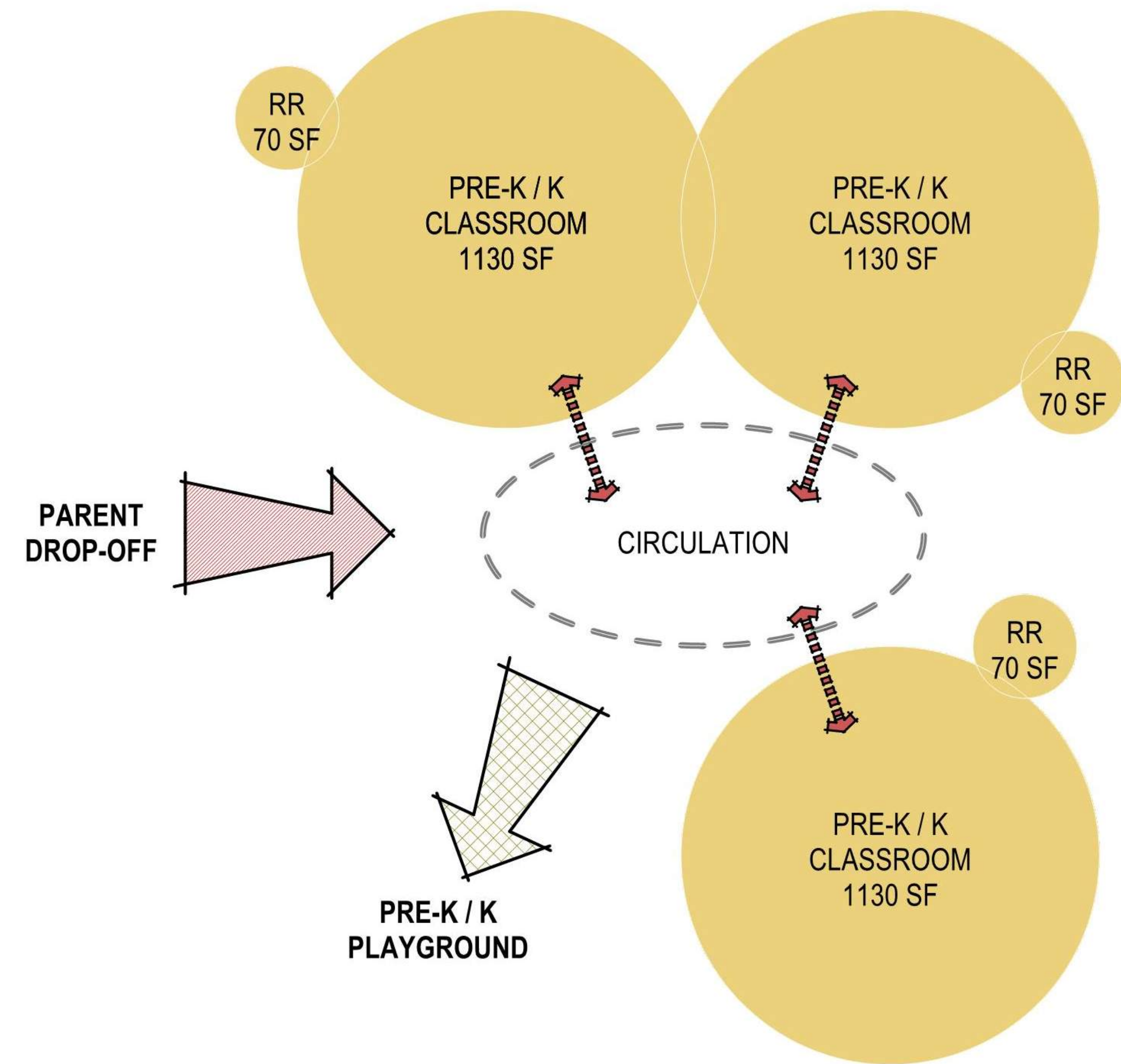
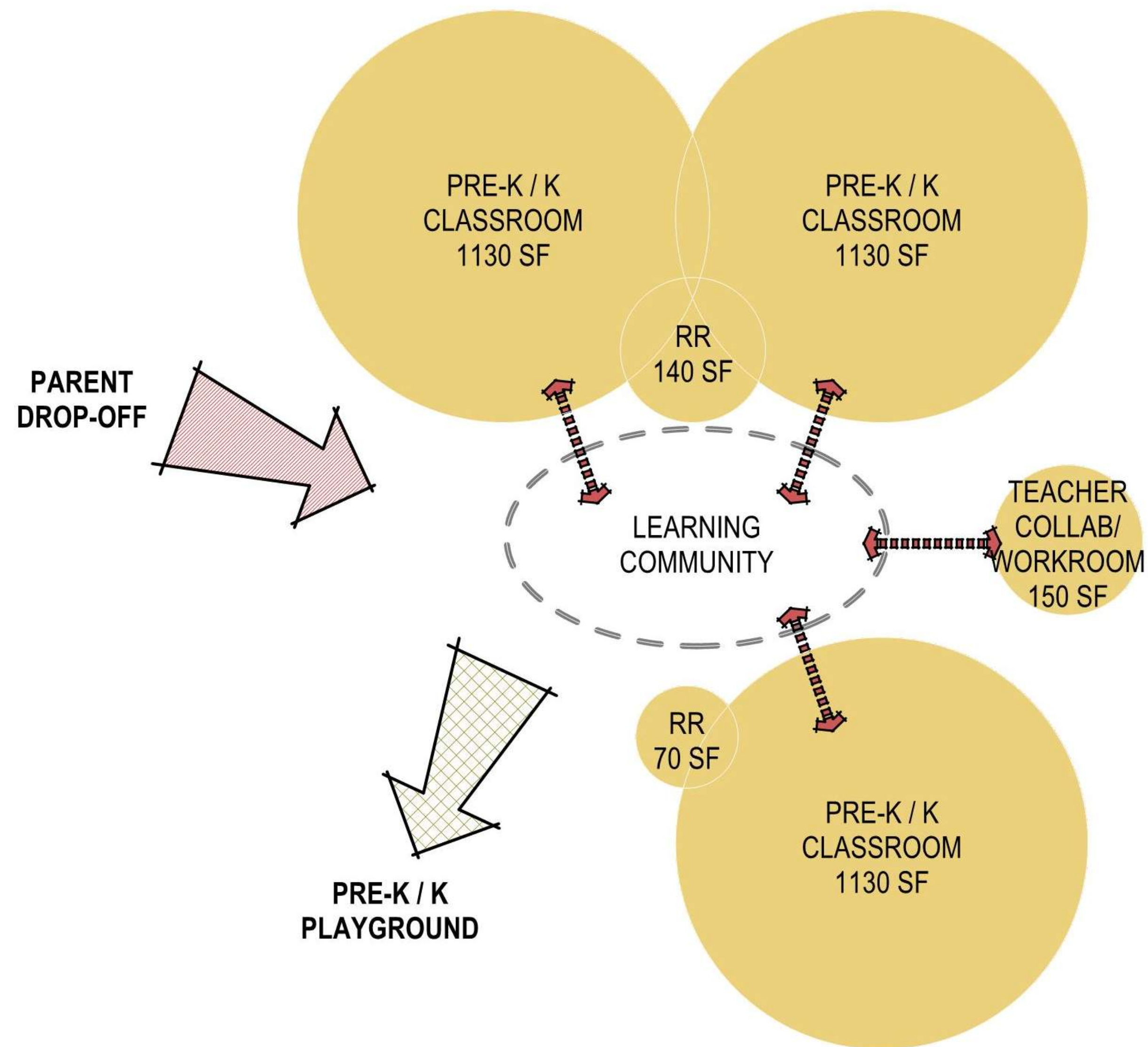
-  PRIMARY PATH
-  SECONDARY PATH

DEPARTMENT / PROGRAM	NUMBER SIMILAR ROOMS	NET AREA	TOTAL AREA
ACADEMIC CORE			
1ST GRADE	3	800	2,400
2ND GRADE	3	800	2,400
3RD GRADE	3	800	2,400
4TH GRADE	3	800	2,400
5TH GRADE	3	800	2,400
ACADEMIC SUPPORT			
INTERVENTION	2	250	500
STORAGE/RESOURCE MATERIALS	2	100	200
TEACHER COLLABORATION / WORKROOM	1	100	100
TEACHER COLLABORATION	2	575	1,150
TOTAL ACADEMIC CORE			13,950



LEARNING COMMUNITY

PRE-K / KINDER



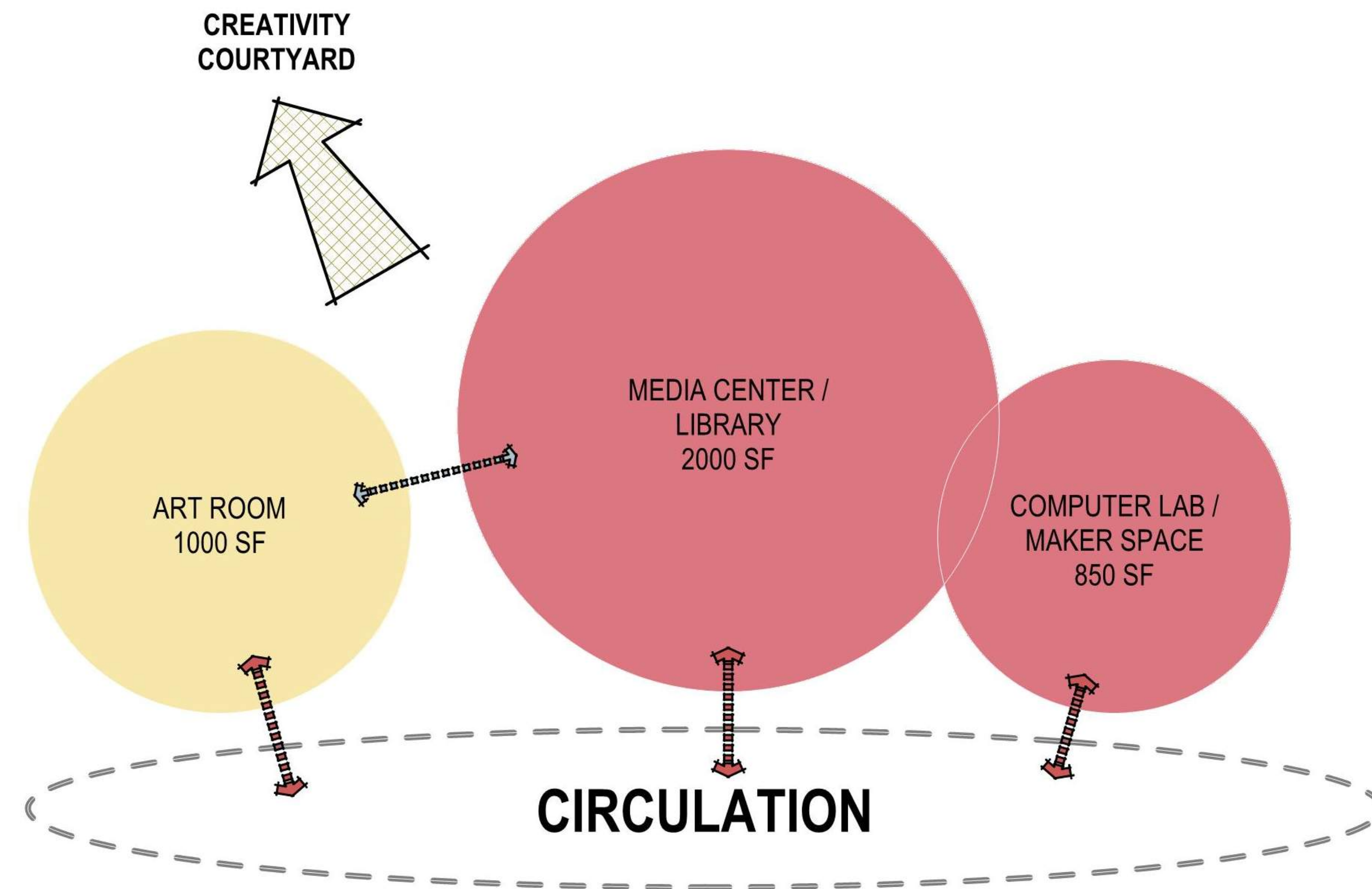
LEGEND

- PRIMARY PATH
- SECONDARY PATH

DEPARTMENT / PROGRAM	NUMBER SIMILAR ROOMS	NET AREA	TOTAL AREA
ACADEMIC CORE			
PRESCHOOL, KINDERGARTEN W/ STORAGE AND RR	3	1200	3,600
TEACHER COLLABORATION	1	150	150
TOTAL ACADEMIC CORE			3,750

DEPARTMENT / PROGRAM	NUMBER SIMILAR ROOMS	NET AREA	TOTAL AREA
ACADEMIC CORE			
PRESCHOOL, KINDERGARTEN W/ STORAGE AND RR	3	1200	3,600
TOTAL ACADEMIC CORE			3,600

ART, MEDIA CENTER, & COMPUTER LAB

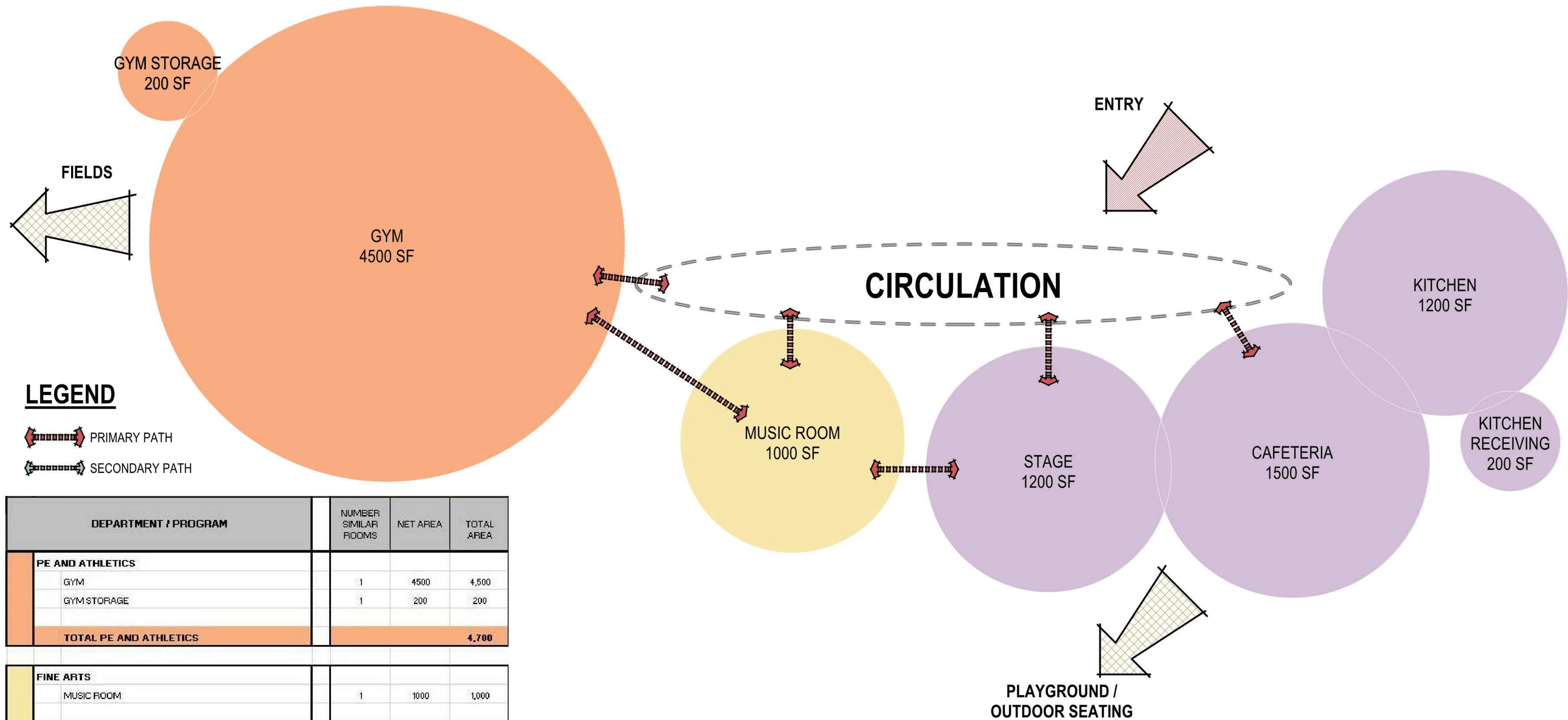


LEGEND

- PRIMARY PATH
- SECONDARY PATH

DEPARTMENT / PROGRAM	NUMBER SIMILAR ROOMS	NET AREA	TOTAL AREA
LIBRARY / TECHNOLOGY			
MEDIA CENTER / LIBRARY	1	2000	2,000
COMPUTER LAB / MAKERSPACE	1	850	850
TOTAL LIBRARY / TECHNOLOGY			2,850
FINE ARTS			
ART ROOM	1	1000	1,000
TOTAL FINE ARTS			1,000

PHYSICAL ED , CAFETERIA, & MUSIC OPTION 1



DEPARTMENT / PROGRAM	NUMBER SIMILAR ROOMS	NET AREA	TOTAL AREA
PE AND ATHLETICS			
GYM	1	4500	4,500
GYM STORAGE	1	200	200
TOTAL PE AND ATHLETICS			4,700
FINE ARTS			
MUSIC ROOM	1	1000	1,000
TOTAL FINE ARTS			1,000
STUDENT COMMONS / DINING			
STAGE	1	1200	1,200
KITCHEN	1	1200	1,200
CAFETERIA	1	1500	1,500
KITCHEN RECEIVING	1	200	200
TOTAL STUDENT COMMONS / DINING			4,100

PHYSICAL ED , CAFETERIA, & MUSIC OPTION 2

LEGEND

-  PRIMARY PATH
-  SECONDARY PATH

DEPARTMENT / PROGRAM	NUMBER SIMILAR ROOMS	NET AREA	TOTAL AREA
PE AND ATHLETICS			
GYM	1	4500	4,500
GYM STORAGE	1	200	200
TOTAL PE AND ATHLETICS			4,700
FINE ARTS			
MUSIC ROOM	1	1000	1,000
TOTAL FINE ARTS			1,000
STUDENT COMMONS / DINING			
STAGE	1	1200	1,200
KITCHEN	1	1200	1,200
CAFETERIA	1	1500	1,500
KITCHEN RECEIVING	1	200	200
TOTAL STUDENT COMMONS / DINING			4,100

