



MEETING RECORD

PROJECT: Washington Elementary School
PROJECT NO: 18012.02
DATE: 09-19-2018
TO: See Meeting Attendance Sheet
SUBJECT: Design Advisory Group Meeting 4

The meeting was held with the Design Advisory Group to review the Space Diagrams, Site Analysis, and Site Partis 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. Doug emphasized the importance that the group focus on student interests and that it is important to speak up during these meetings.
2. Doug started with a quick overview of the updates to the Space Program and Space Graphics from the previous week.
 - a. Admin and Student Services
 - i. Brian explained that the school does not currently have a Conference Room but that it would be well used by School Leadership Teams for IEP meetings and Lighthouse meetings. It could potentially be THE meeting place.
 - ii. George asked for an additional office, or two, be considered in the Admin suite for Solvista Health to use. A counselor office would serve the students better if it was located off of the hallway so students don't feel that they were "sent to the office" when going to the counselor.
 - iii. Brian added that the school not only utilizes Solvista, but also has a full-time counselor / social worker.
 - iv. Administration brought up the need to accommodate 2-4 students at any given time for In School Suspension (ISS). Brian asked that an area where students could work at study carrels be provided in/near the main office. One teacher suggested a "murphy" style desk so that the desks are only out when in use.
 - v. Stacy asked about the School Based Health Center that is going in at the Middle School and if something like that would ever be added at Washington Elementary School. George responded to this question elaborating on why the Middle School was the best site for the Health Center and that it would be unlikely for the Elementary to have its own Health Center in the future.
 - b. Special Education
 - i. Joel briefly reviewed the minor changes to the Special Education diagrams and that they would be elaborated on when discussing the Learning Community diagram.
 - c. Learning Communities
 - i. Doug explained the changes to the Learning Community reflecting the comments made by the group last week.
 - ii. Teachers liked that flexibility of the Intervention rooms and that Special Education was closer to the classrooms. This proximity would allow all three smaller rooms to be used for Intervention.
 - iii. Teachers asked what "Flex Space" was meant to be. Doug described that the flex space could also be used for many things including Intervention and

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Service by Design

breakout learning. This could look similar to wide hallways like at Douglass Elementary.

- iv. The changes to the Kindergarten Learning Community focused mainly on the addition of including 1st grade to the community based on comments made last week. The staff agreed that adding 1st grade to the Learning Community means that no grade is by themselves.
- v. It was a concern to the teachers that there was not an equal number of intervention spaces for this learning community. The school currently does do Intervention with Kindergarten and 1st grade.
- vi. An additional intervention room and flex space will be added to the diagram.
- d. Art, Media Center, Computer Lab
 - i. Teachers liked the adjacency that the Media Center & STEM Lab have to the Learning Communities.
 - ii. Debbie was curious how having one library instead of two would change the way the students use the library. This will be further developed as we discuss and progress the program.
- e. Physical Education, Cafeteria, Music
 - i. Doug showed the group the changes of Concept 1, which completely separated the Gym from the other spaces.
 - 1. The staff explained how the After-School Program uses the gymnasium and what the Community Storage would need to include. Tables would be needed for the students to do their homework. The Community Storage would need to have space for: food storage, cold storage, play equipment, and a cart with a computer for check in/out.
 - 2. It was recommended that the Community Storage be shared with the Cafeteria for table access.
 - ii. Joel explained to the DAG Concept 2, which had some major changes including the Stage and Music Room being combined.
 - 1. Doug asked how the group felt about Music being located on the Stage. There was not a definitive answer from the group. Some concerns were voiced about noise from the Cafeteria impacting Music classes.
 - 2. Doug explained that typically there is a stage curtain, folding panel partition, and an additional curtain on the stage to mitigate sound transmission.
 - 3. Everyone in the group agreed that the Stage must be off the Cafeteria and not off of the Gym for scheduling reasons.
 - 4. A teacher brought up the fact that several times a year the Community uses the stage occasionally and the group will have large props that are left up throughout the week. If the Stage and the Music Room were the same space this could cause an issue. Doug suggested that additional storage could be provided for the Community's use, and to not decide based on a one or two time-a-year event.
 - 5. The staff would really like to see the Cafeteria able to seat the entire student population, 450 students, for assemblies.
 - 6. The group was open to the idea of having movable risers for assemblies in the Gym in addition to the Stage in the Cafeteria.
 - 7. Brian suggested that if the Music Room and the Stage were not the same space could the Stage open to both the Gym and the Cafeteria? Joel and Doug let the group know that more options would be explored reflecting these comments.
- 3. Doug moved the group forward to the Site Analysis.
 - a. Starting with showing a map of Cañon City and where Washington Elementary is located, Patti explained that this map and the other diagrams will be more important when we start to look at LEED and sustainability aspects of the project.

- b. Doug briefly touched on the other diagrams including major roads, intersections, geographic features, and solar analysis.
 - c. Joel elaborated on the solar studies explaining how these impact play areas and daylight in classrooms. Doug mentioned that the staff should pay attention to the shaded areas in the next exercise.
 - d. Staff expressed concern about traffic on 9th street and that would be a poor area for student drop-off and pick-up.
 - e. Joel also noted that we would try to keep the establish trees where possible on the site.
4. Doug quickly explained that a “Parti” is a basic diagram that gets a broad idea across. Doug did a brief overview of the three concepts and then gave instructions and split the DAG into 3 groups to create Pros & Cons of each Parti. After the groups worked for 30 minutes they presented the following:

a. Parti – Concept A

- i. Pros:
 - 1. Two Story classroom wing on the Southside of the building.
 - 2. Administration location provides good vision lines out of the school.
 - 3. The drive by Kindergarten is a good location for separate Kindergarten drop-off.
 - 4. The field area to the West of the Kindergarten wing would allow for a future addition for Pre-K Classrooms.
- ii. Cons:
 - 1. Kitchen delivery is on the North, ice could be a concern in the winter.
 - 2. There does not appear to be enough parking and with drop-off being from 9th Street the que could back up onto 9th Street causing more congestion.
 - 3. Poor access to playgrounds from Cafeteria and Gym.

b. Parti – Concept B

- i. Pros:
 - 1. Administration access to the student population and a controlled entry.
 - 2. Two-story wing with 4th & 5th Grade upstairs.
 - 3. Could accommodate single story with 4th & 5th and then K-3 in the two-story wing. No grade should be by themselves.
 - 4. Enter the building and see the Media Center or Cafeteria.
 - 5. Big Plaza Entry
- ii. Cons:
 - 1. Administration is too spread out
 - 2. Two story – people become isolated, maybe three grades should be upstairs.
 - 3. Single story vs. Two story – far away
 - 4. Single story has the big playground and less students
 - 5. Drop-off causes more traffic on 9th street.
 - 6. No direct access to playgrounds.
 - 7. Gym needs access to the big field.
 - 8. Congestion in the morning with Staff parking and Parent drop-off
 - 9. Bus access?
- iii. This group drew a modified plan with the Gym located on the South side of the building adjacent to the play fields with the Media Center just north followed by the Cafeteria. This allows PE better access to the fields and Students better access to the Cafeteria for Breakfast in the mornings.
- iv. The entire DAG agreed that 4th and 5th grade should be located upstairs.

c. Parti – Concept C

- i. Pros:
 - 1. 4th & 5th Grade could be upstairs.
 - 2. Potential to move the building further north.

- 3. Playground access from the classrooms.
- 4. Staff Parking is separate from student drop-off, if student drop-off occurs where Bus Drop-off is designated.
- 5. Can adjust layout for 3 Learning Communities with paired grades.
- ii. Cons:
 - 1. Administration is not centrally located and is spread out.
 - 2. Library is upstairs, this would make it difficult for the Kindergarten
 - 3. Kindergarten should be located with 1st grade for better collaboration.
 - 4. Playground access from the Cafeteria.
 - 5. Cafeteria and Music are touching Learning Communities, noise could be a problem.
 - 6. Kitchen delivery is on the North, ice could be a concern in the winter.
 - 7. Increased traffic on 9th Street if drop-off is located there.
- iii. The entire DAG agreed that Kindergarten should not be an island.
- d. Brian brought up a concern that none of the Partis include accommodation for a playground during the year of construction.
- e. The DAG had big concerns about traffic, particularly on 9th Street. Recommendations included:
 - i. One way only from College Ave. to N. 9th Street heading North.
 - ii. Using the Alley on the North side of the site to be one way to 10th Street during drop-off and pick-up times.
 - iii. Right turn only when entering or exiting on N. 9th Street.
- f. The DAG requested that some traffic simulations be done to see if one of these options would alleviate traffic on 9th street.

5. Next DAG Meeting

- a. Wednesday, October 3rd, 3:15 to 4:45pm room 17
 - i. Proposed Agenda
 - 1. Review Proposed Floor Plan Sketches

Attachments: Attendance Sheet and PPT from DAG 4

REPORTED BY: _____
Signature

Patti Sharp, AIA
Printed Name and Title

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X	X	X								Jeff Peterson	Operations	719-429-0656	Jeff.peterson@canoncityschools.org
		X	X							Paula Buser		719-429-7159	
		X	X							Zach Minniear	RLH Engineering	3-710-1439	zminniear@rlhengineering.com
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Washington Elementary School

Cañon City Schools

Design Advisory Group Meeting 4

September 19, 2018



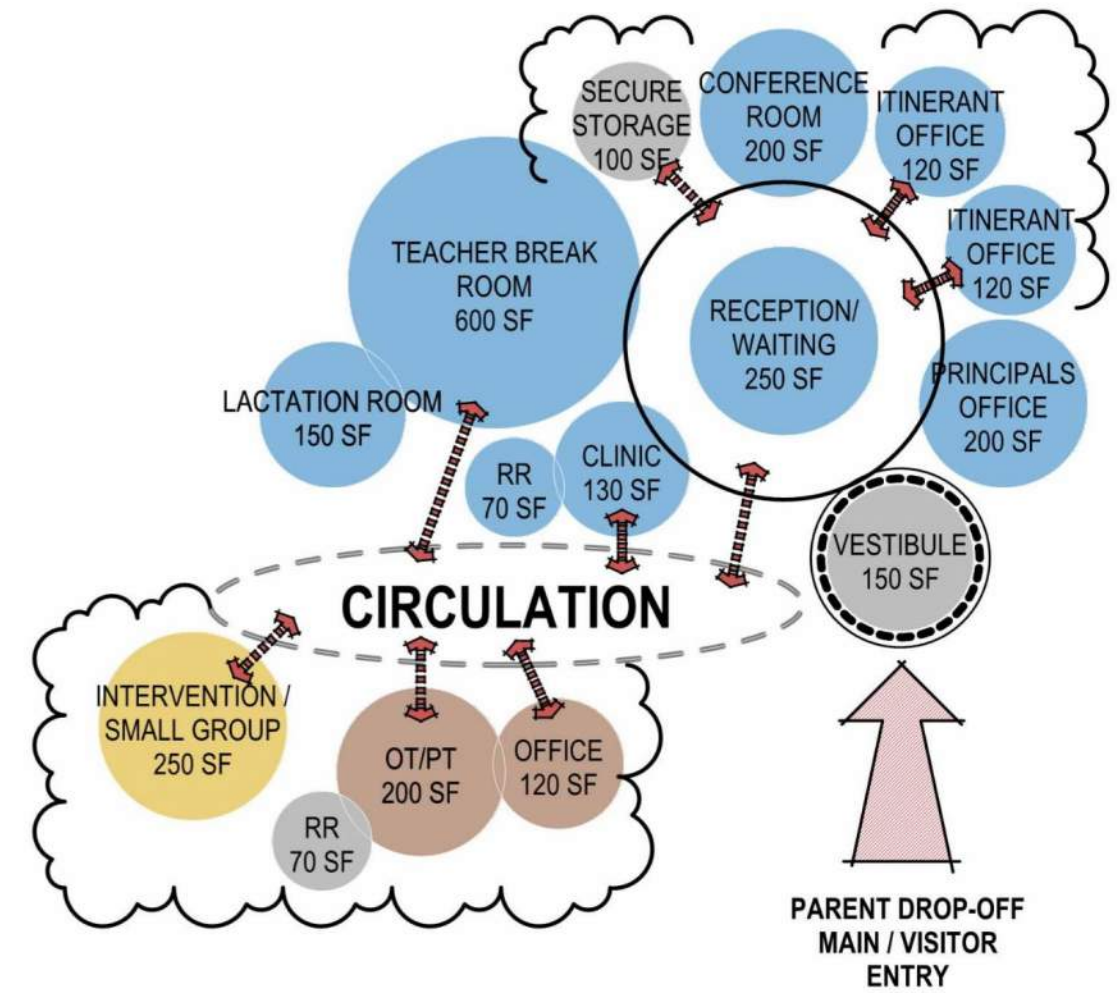
Meeting Agenda

- 1. Agenda / Attendance Sheet**
- 2. Review Graphic Space Program**
- 3. Site Analysis**
- 4. Site Parti Diagrams**
- 5. Closing**

Meeting Norms

- Attendance is expected at all scheduled meetings.
- The meetings will start and end on time with duration of **1-1/2 hours** (typical). Group members should be on time and expect to remain for the entire meeting.
- The purpose of each meeting will be defined; members are requested to come prepared to discuss the topic.
- The students' interests come first.
- Committee members will operate and work towards consensus on all issues. All agree to support the solutions and decisions of the group.
- Committee members are requested to focus on solutions that address the needs of Canon City Schools as a whole.
- Committee meetings will stay on task.
- Discussion, evaluation, and decisions will be research and data based guided by district's mission statement.
- Minutes of each meeting will be distributed by email within one week of meeting date.
- All members are to speak up in an open forum- all points of view will be heard and valued.
- All participants will be treated with mutual respect.
- Members of the committees will operate on a first name basis.
- Snacks and Refreshments will be served at all meetings to give "energy boost."

ADMIN & STUDENT SERVICES



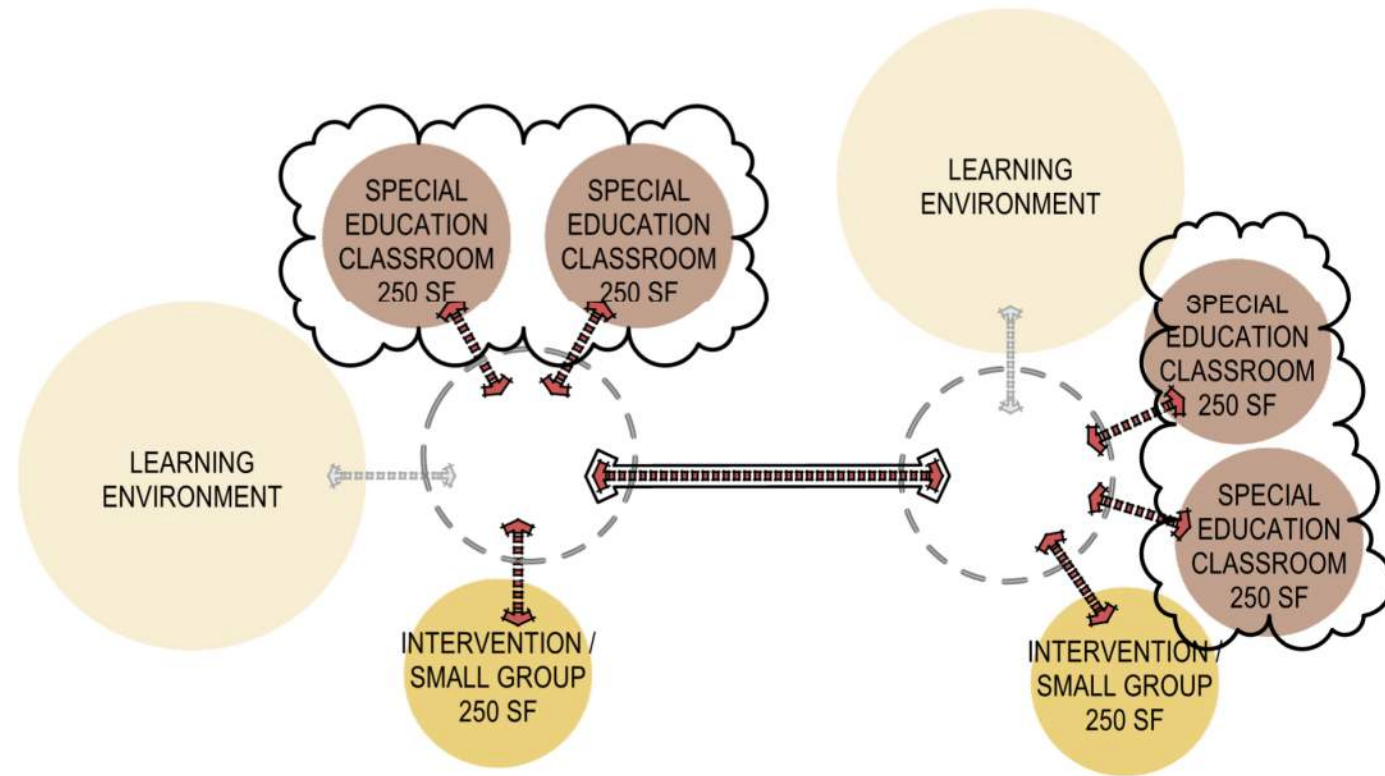
LEGEND

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			
OT/PT	1	200	200
OFFICE	1	120	120
TOTAL SPECIAL EDUCATION			320
ACADEMIC SUPPORT			
INTERVENTION	2	250	500
TOTAL ACADEMIC CORE			500

SPECIAL EDUCATION



SPECIAL EDUCATION - CONCEPT 3

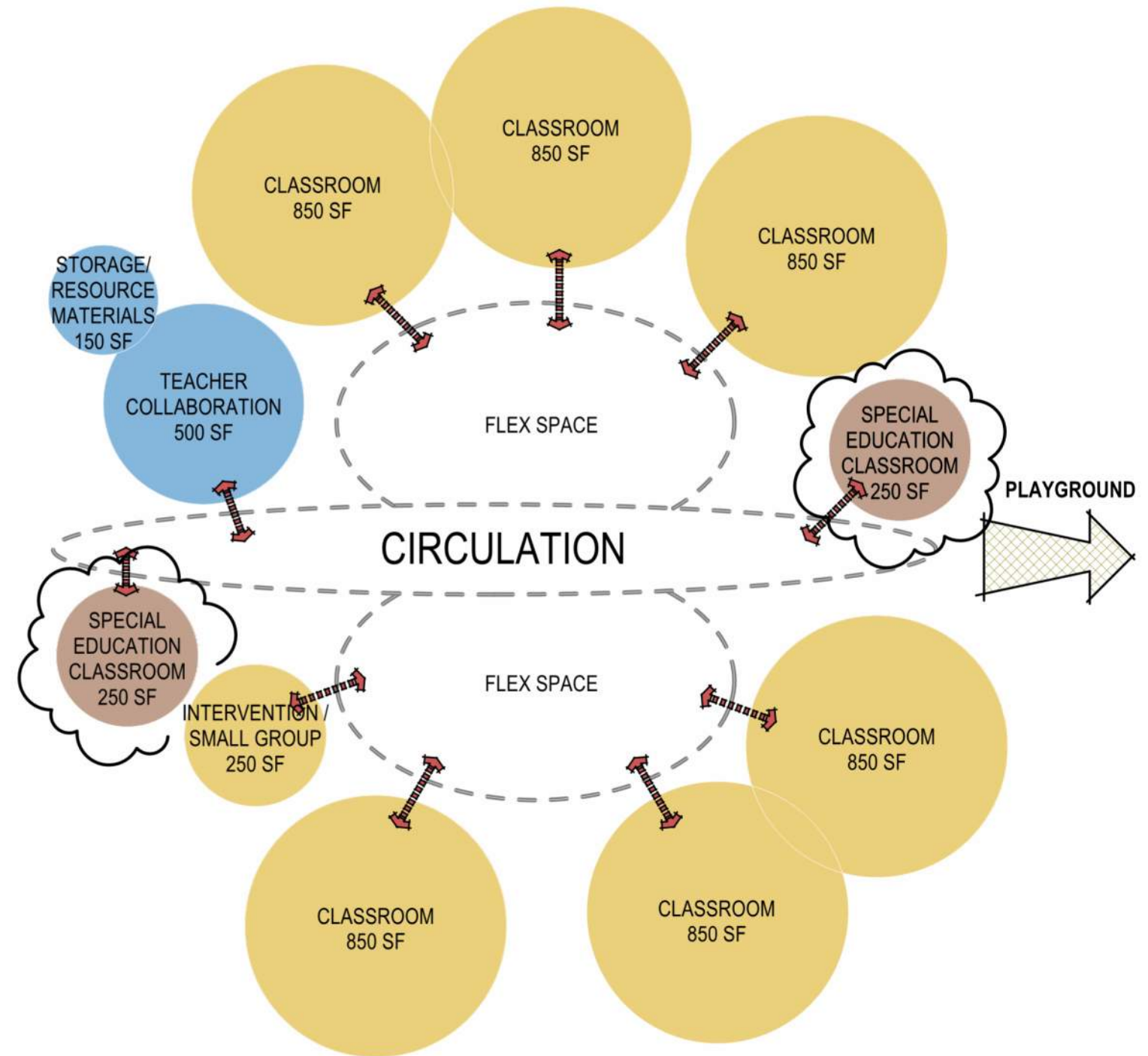
1/16" = 1'-0"

LEGEND

PRIMARY PATH

DEPARTMENT / PROGRAM	NUMBER SIMILAR ROOMS	NET AREA	TOTAL AREA
SPECIAL EDUCATION			
SPECIAL ED CLASSROOM CLASSROOM	4	250	1,000
TOTAL SPECIAL EDUCATION			1,000
ACADEMIC SUPPORT			
INTERVENTION	2	250	500
TOTAL ACADEMIC CORE			500

LEARNING COMMUNITY

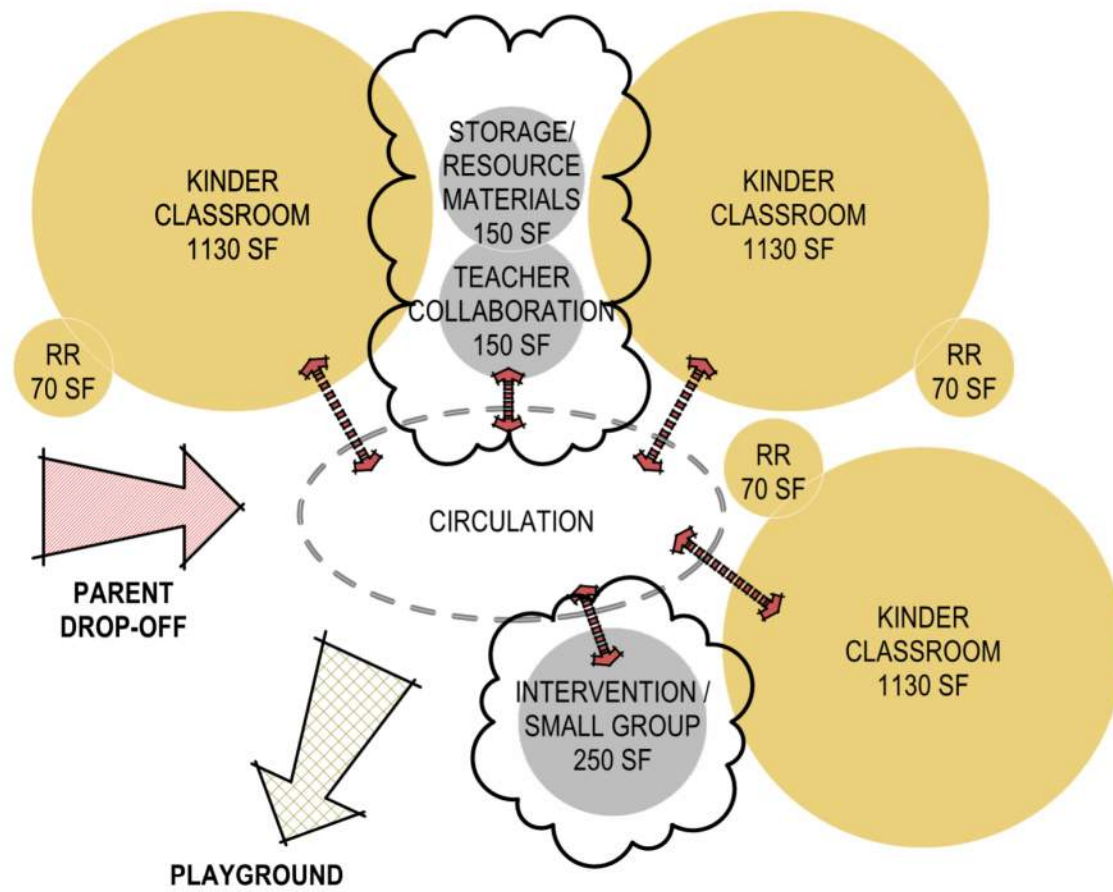


LEGEND

- 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	500	1,000
STORAGE/RESOURCE MATERIALS	2	150	300
TOTAL ACADEMIC CORE			14,550
SPECIAL EDUCATION			
SPECIAL ED CLASSROOM CLASSROOM	4	250	1,000
TOTAL SPECIAL EDUCATION			1,000

LEARNING COMMUNITY KINDER / 1ST GRADE



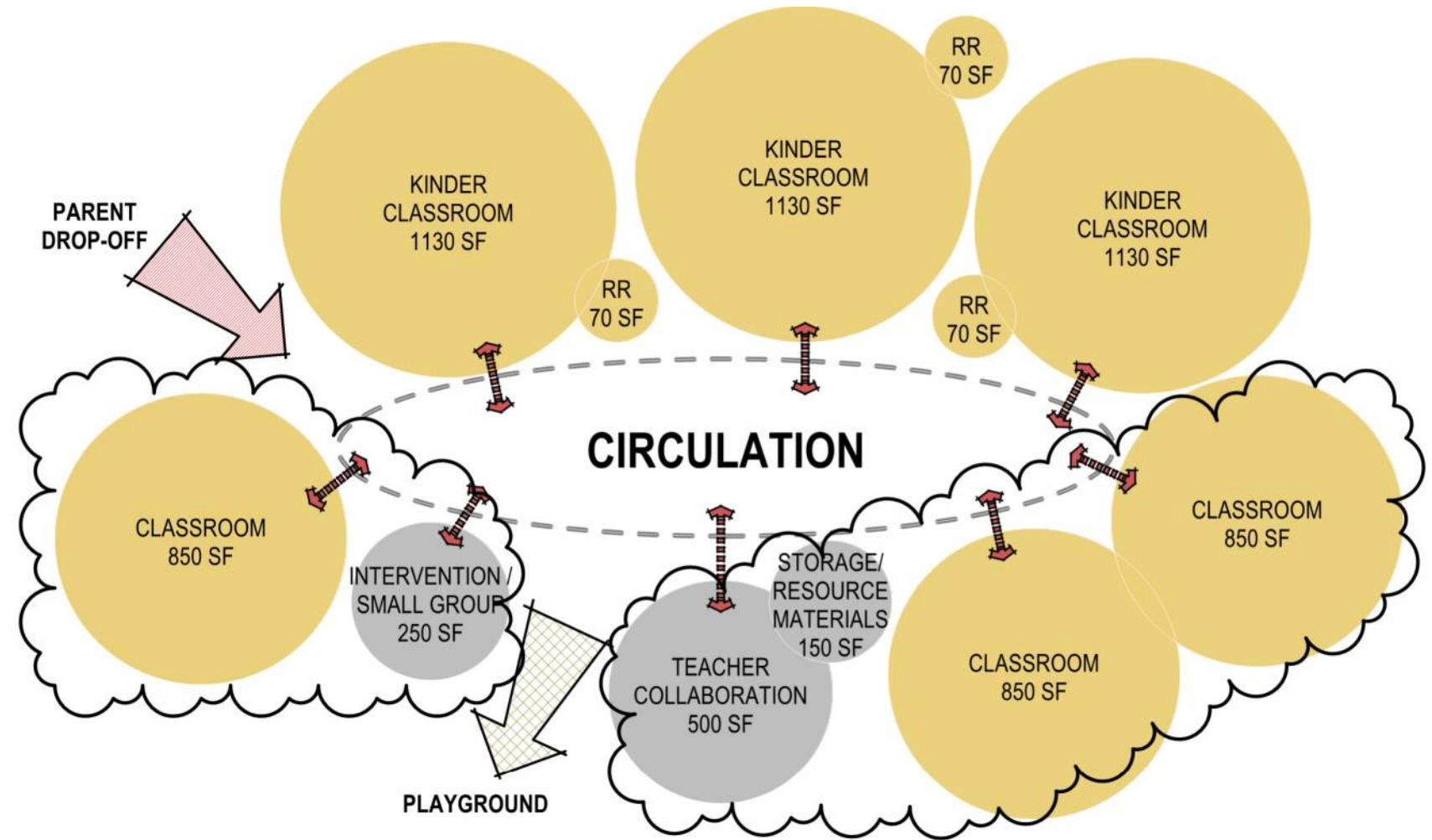
KINDERGARTEN

1/16" = 1'-0"

LEGEND

-  PRIMARY PATH
-  SECONDARY PATH

DEPARTMENT / PROGRAM	NUMBER SIMILAR ROOMS	NET AREA	TOTAL AREA
ACADEMIC CORE			
KINDERGARTEN W STORAGE AND RR	3	1200	3,600
1ST GRADE	3	850	2,550
ACADEMIC SUPPORT			
INTERVENTION	1	250	250
TEACHER COLLABORATION / WORKROOM	1	150	150
STORAGE/RESOURCE MATERIALS	1	150	150
TOTAL ACADEMIC CORE			6,700

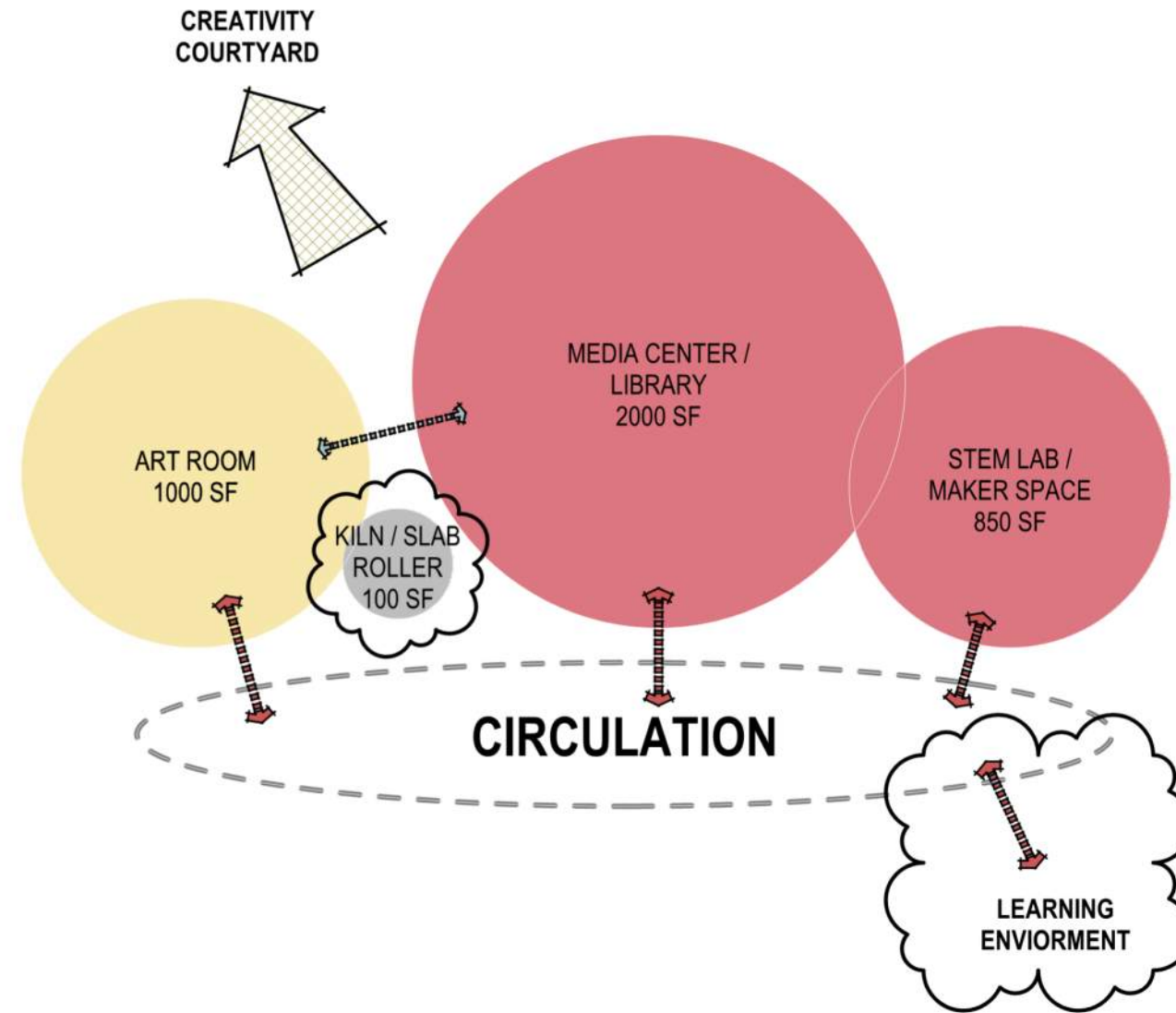


KINDERGARTEN & FIRST GRADE

1/16" = 1'-0"

DEPARTMENT / PROGRAM	NUMBER SIMILAR ROOMS	NET AREA	TOTAL AREA
ACADEMIC CORE			
KINDERGARTEN W STORAGE AND RR	3	1200	3,600
ACADEMIC SUPPORT			
INTERVENTION	1	250	250
TEACHER COLLABORATION / WORKROOM	1	500	500
STORAGE/RESOURCE MATERIALS	1	150	150
TOTAL ACADEMIC CORE			4,500

ART, MEDIA CENTER, & STEM LAB

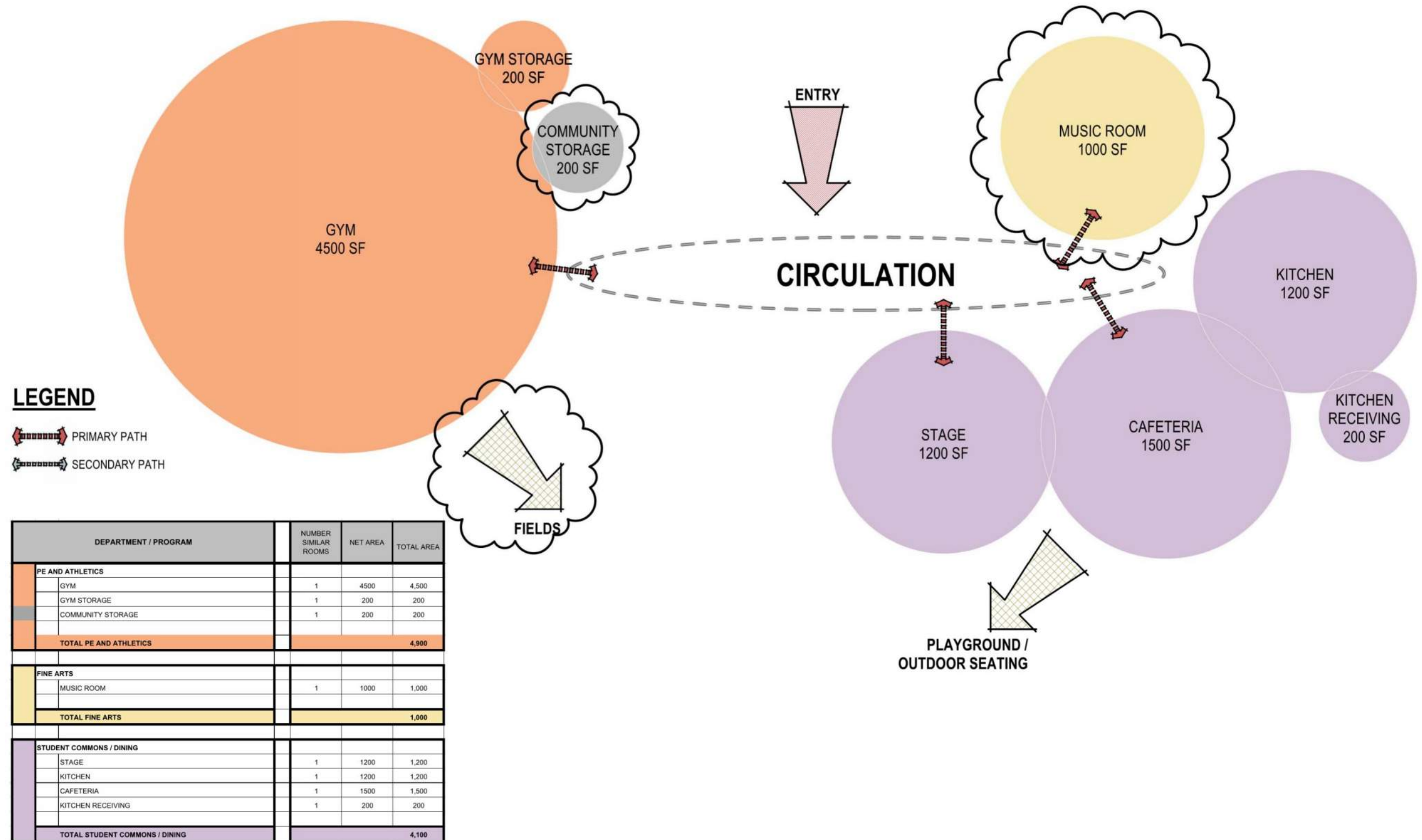


LEGEND

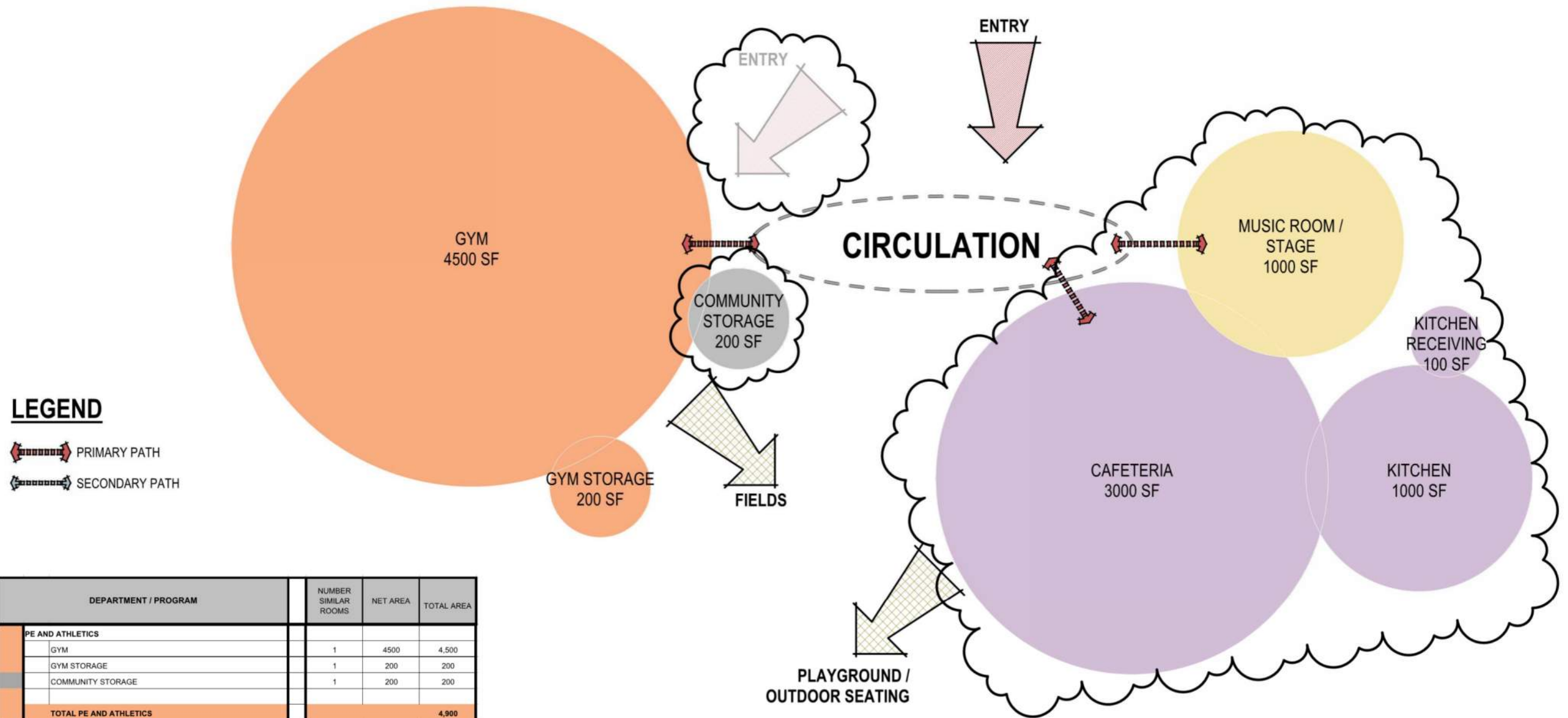
- PRIMARY PATH
- SECONDARY PATH

DEPARTMENT / PROGRAM	NUMBER SIMILAR ROOMS	NET AREA	TOTAL AREA
LIBRARY / TECHNOLOGY			
MEDIA CENTER / LIBRARY	1	2000	2,000
STEM LAB / MAKERSPACE	1	850	850
TOTAL LIBRARY / TECHNOLOGY			2,850
FINE ARTS			
ART ROOM	1	1000	1,000
KILN / SLAB ROLLER	1	100	100
TOTAL FINE ARTS			1,100

PHYSICAL ED , CAFETERIA, & MUSIC CONCEPT 1



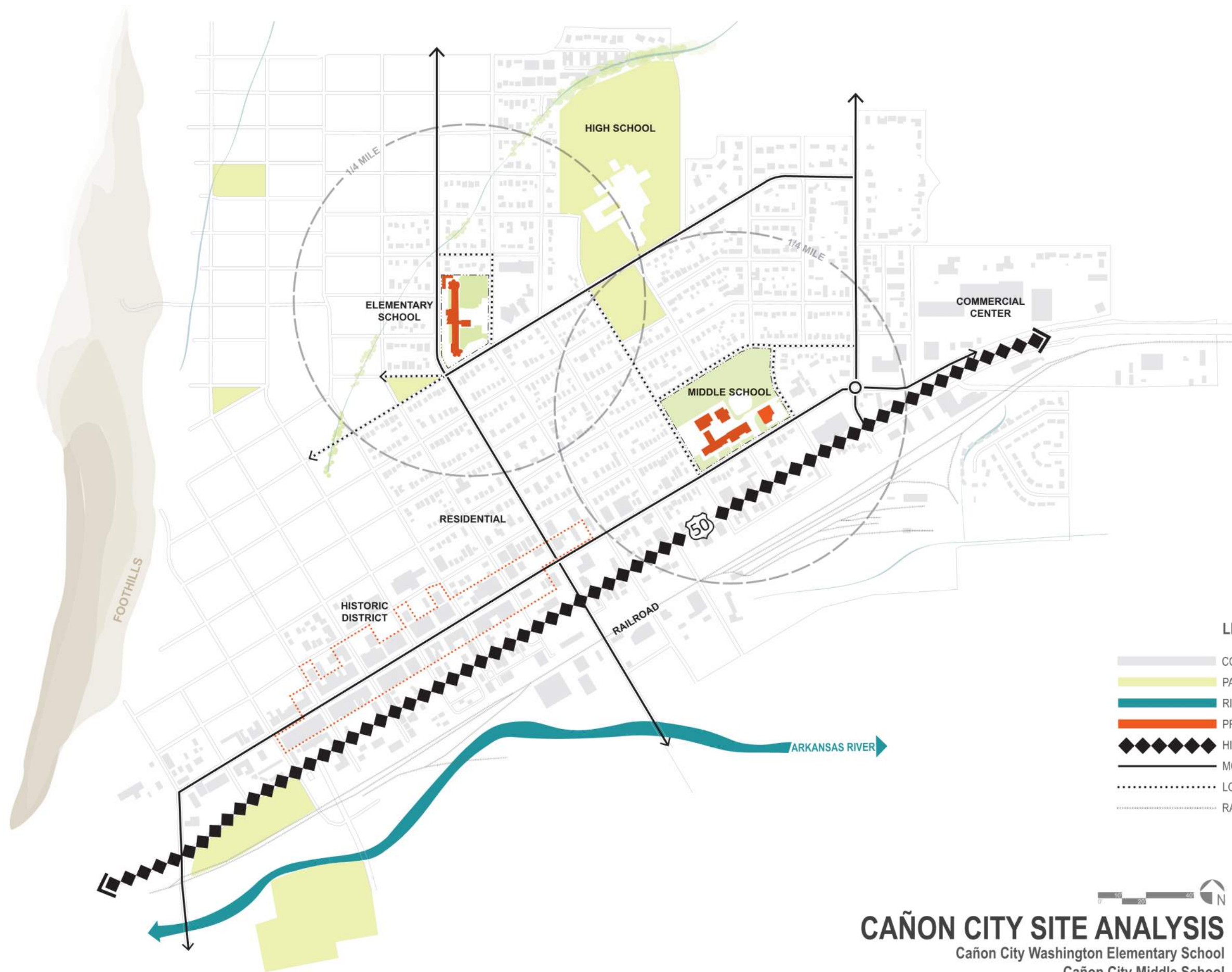
PHYSICAL ED , CAFETERIA, & MUSIC CONCEPT 2



DEPARTMENT / PROGRAM	NUMBER SIMILAR ROOMS	NET AREA	TOTAL AREA
PE AND ATHLETICS			
GYM	1	4500	4,500
GYM STORAGE	1	200	200
COMMUNITY STORAGE	1	200	200
TOTAL PE AND ATHLETICS			4,900
FINE ARTS			
MUSIC ROOM / STAGE	1	1000	1,000
TOTAL FINE ARTS			1,000
STUDENT COMMONS / DINING			
KITCHEN	1	1000	1,000
CAFETERIA	1	3000	3,000
KITCHEN RECEIVING	1	100	100
TOTAL STUDENT COMMONS / DINING			4,100

SITE ANALYSIS





LEGEND

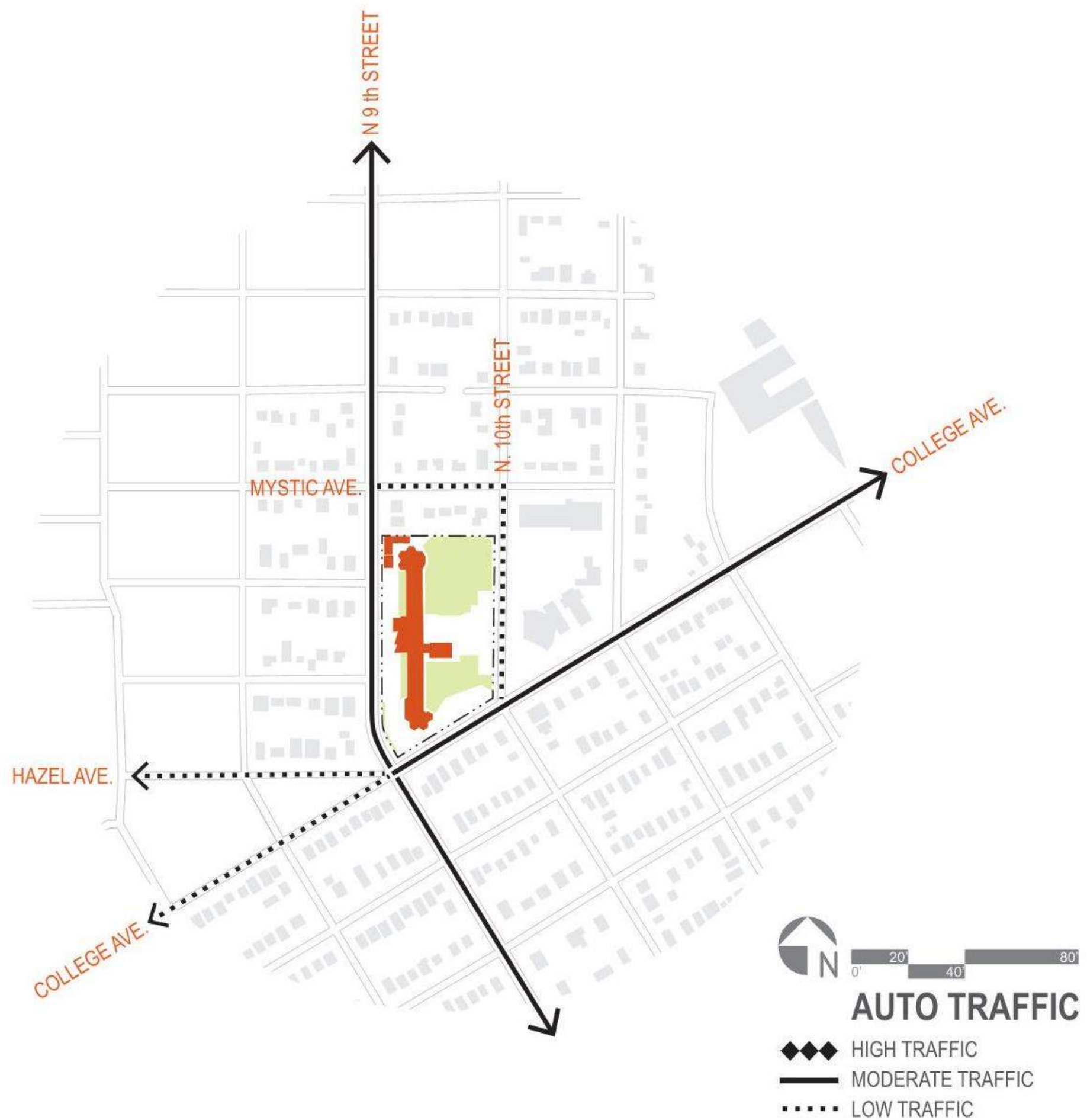
- CONTEXT BUILDINGS
- PARK / GREENSPACE
- RIVER / STREAM
- PROJECT SITE
- HIGH TRAFFIC
- MODERATE TRAFFIC
- LOW TRAFFIC
- RAILROAD

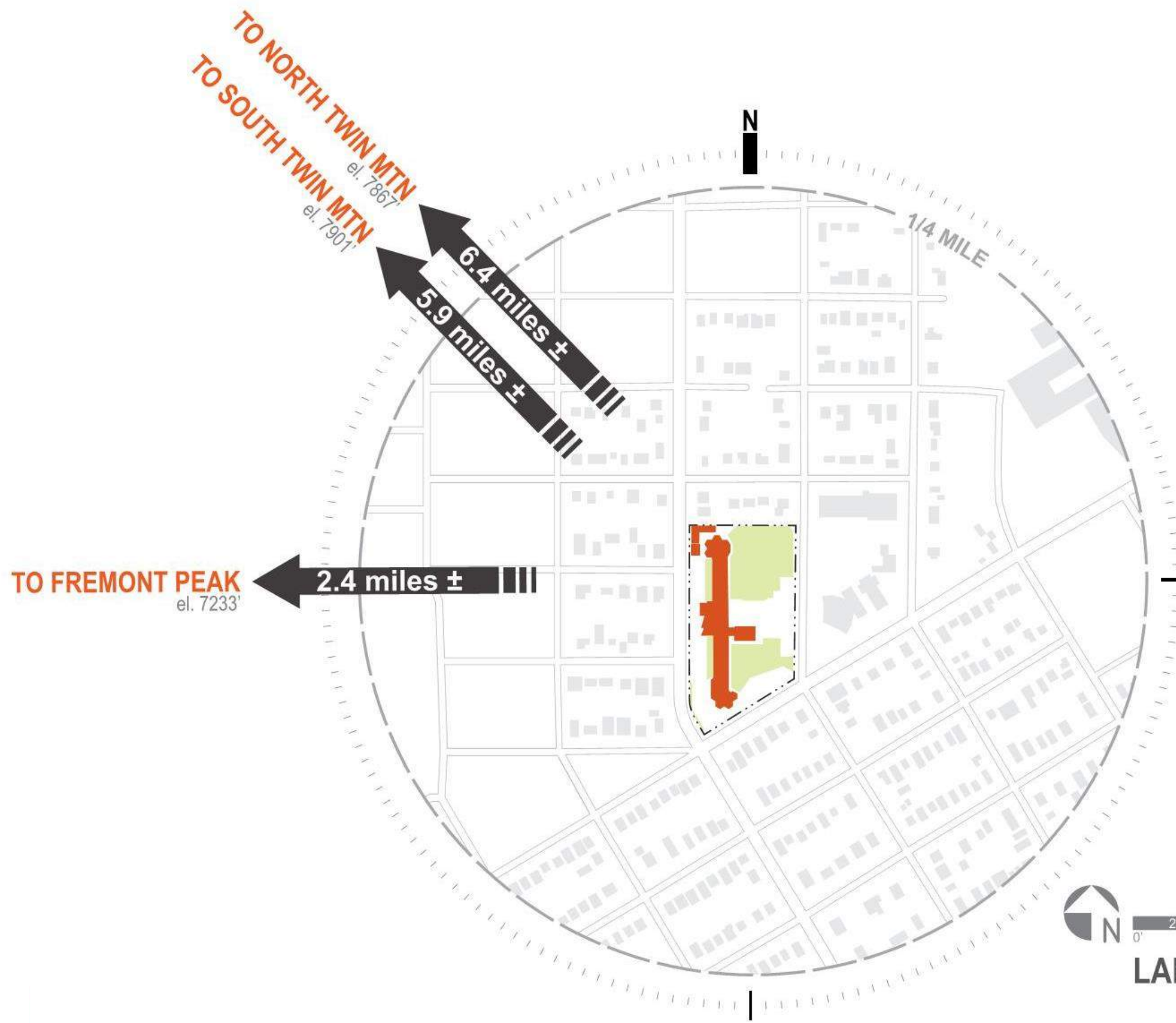


CAÑON CITY SITE ANALYSIS

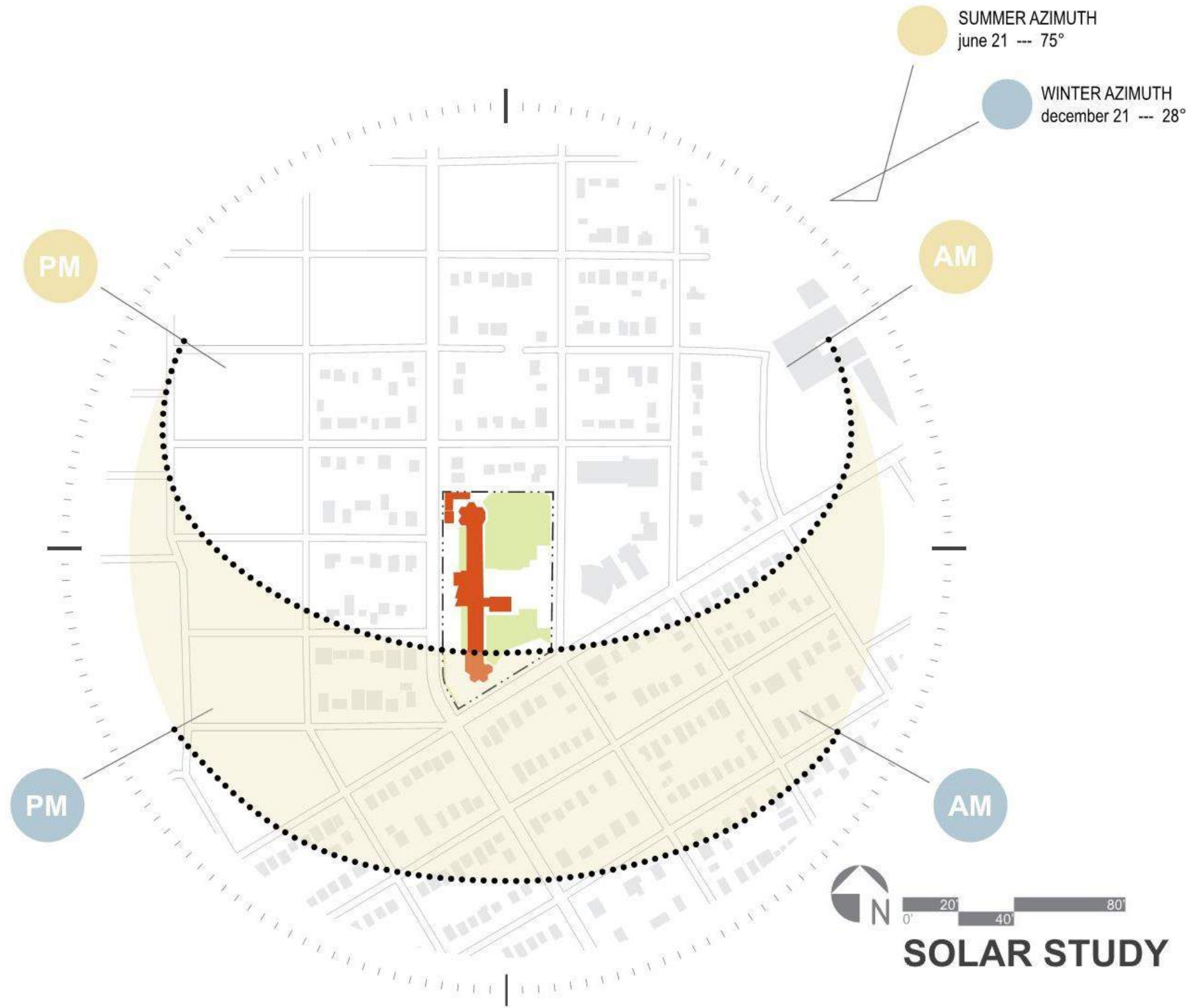
Cañon City Washington Elementary School
 Cañon City Middle School

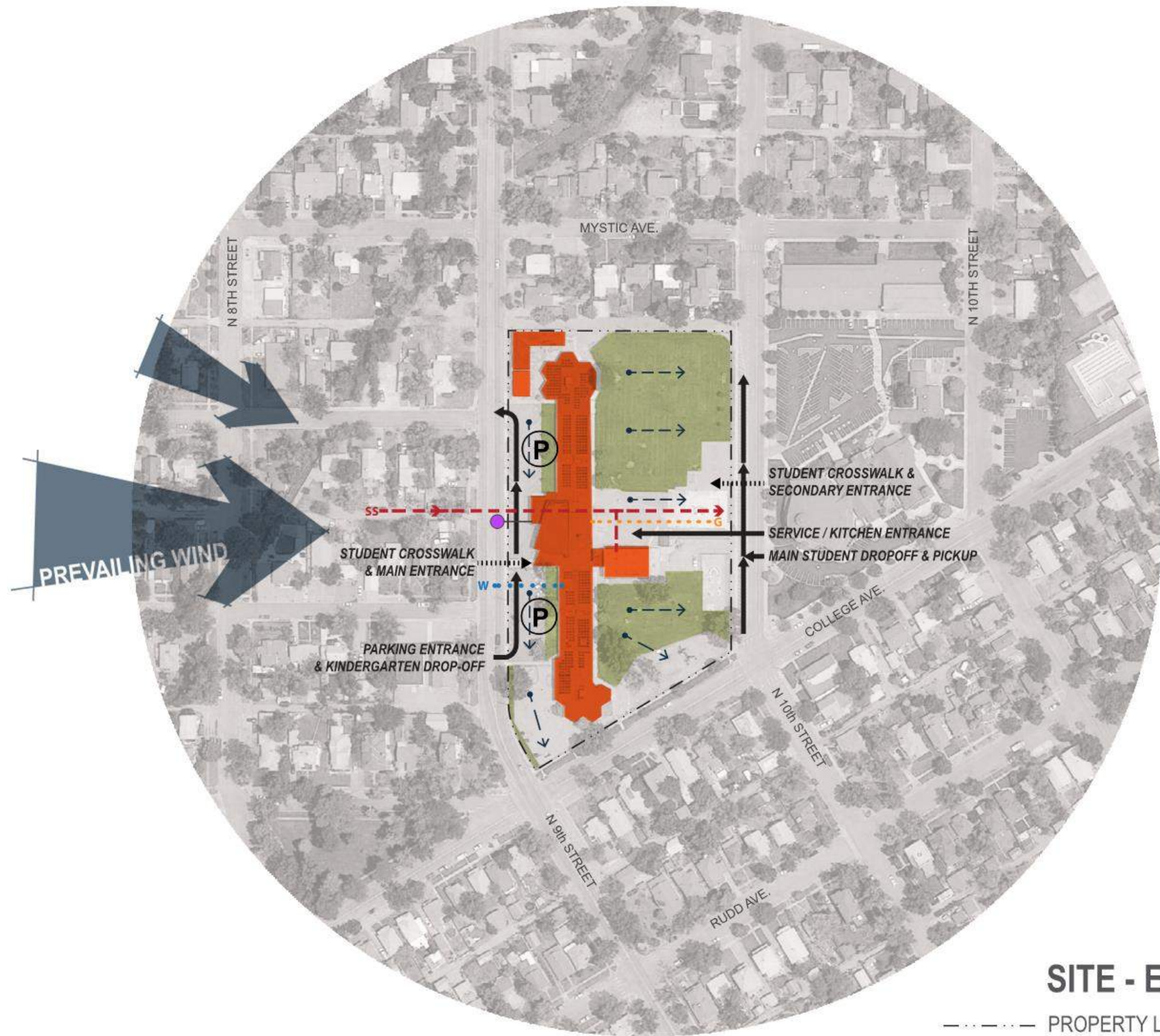






LANDMARKS / VIEWS

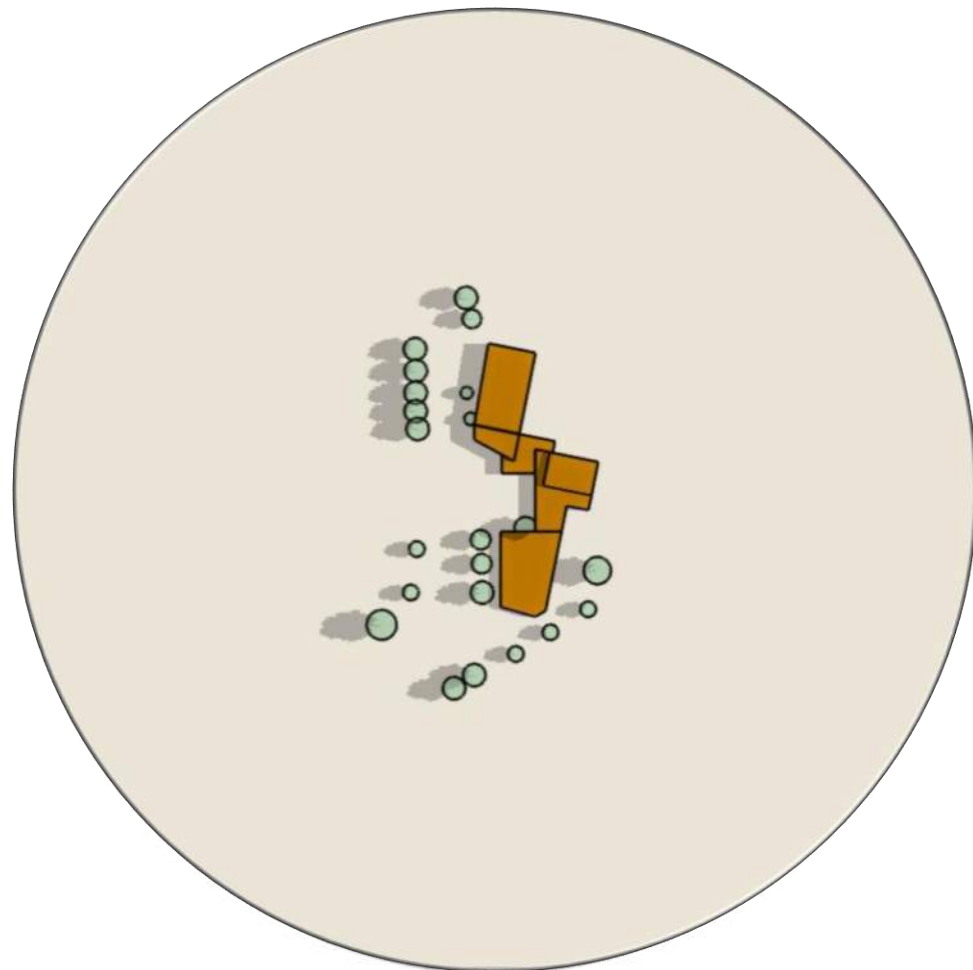




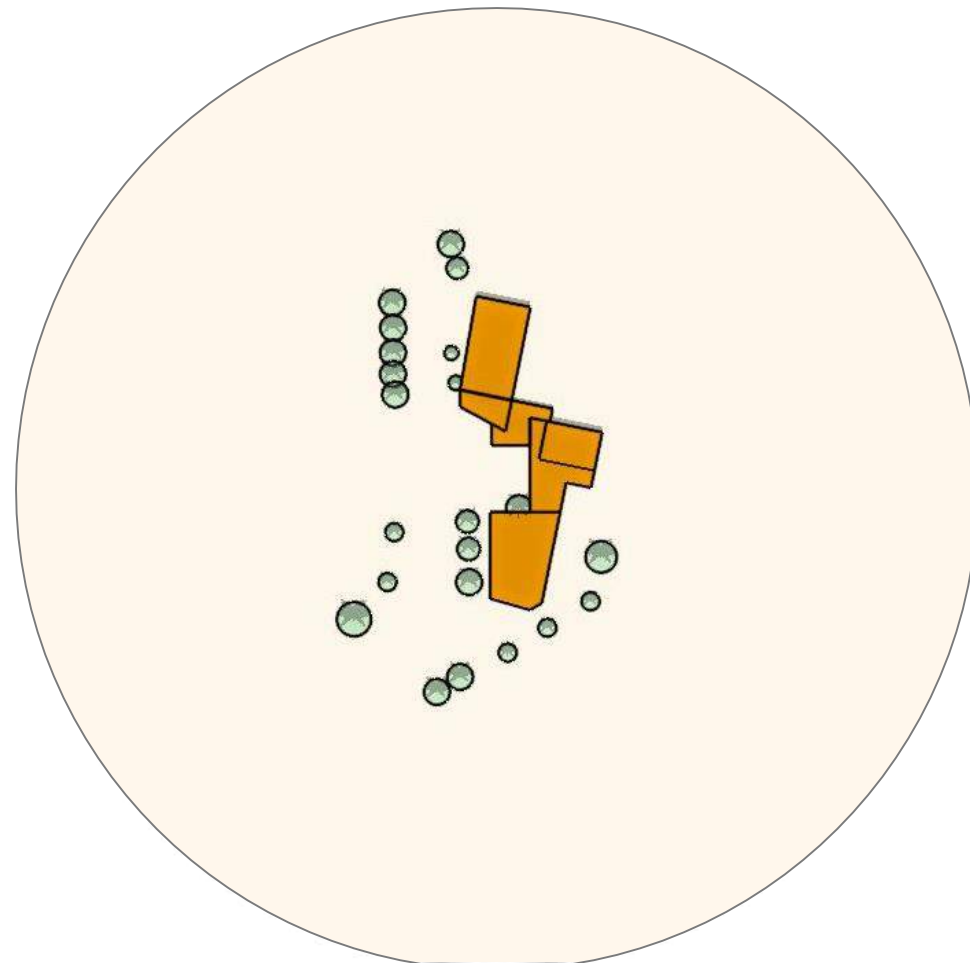
SITE - EXISTING CONDITIONS

- PROPERTY LINE
- ←--- DRAINAGE
- ←--- ACCESS / CROSSWALK
- ←--- PREVAILING WIND
- (P) ON-SITE PARKING
- > SANITARY
- ELECTRICAL (POLE MOUNTED)
- WATER
- GAS

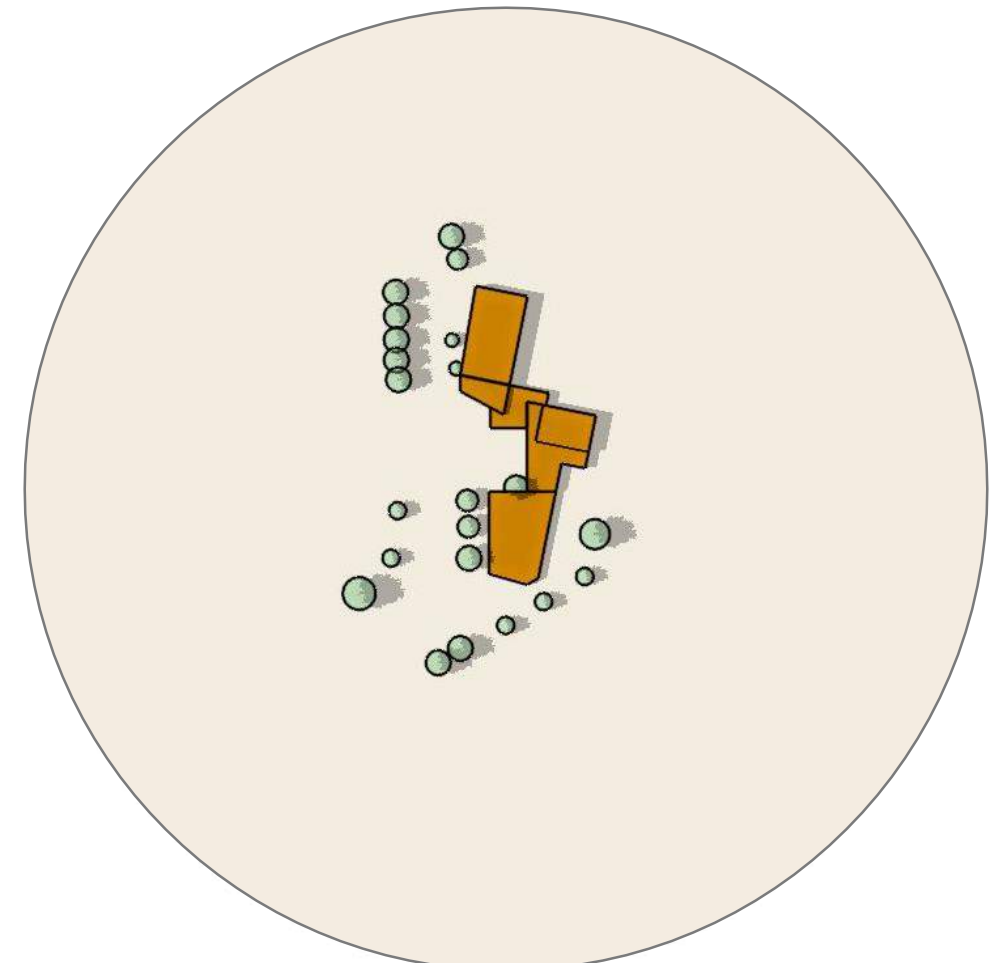




8:00 am



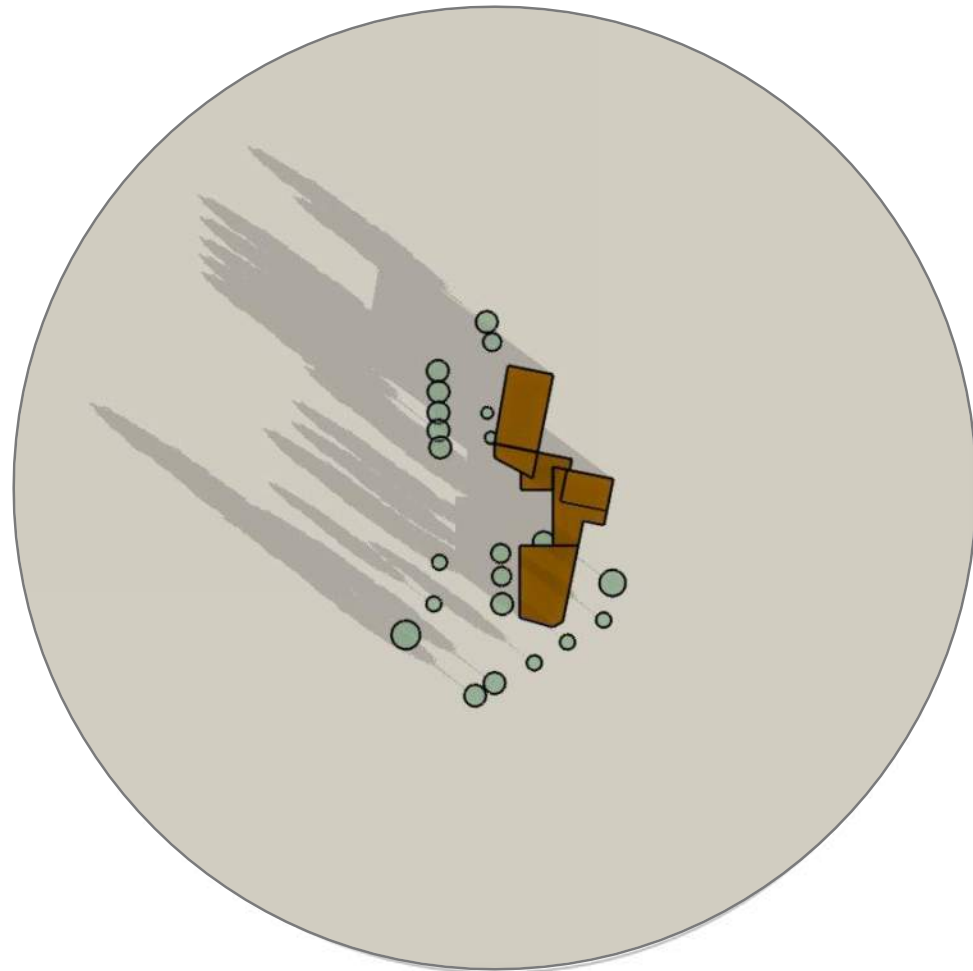
12:00 pm



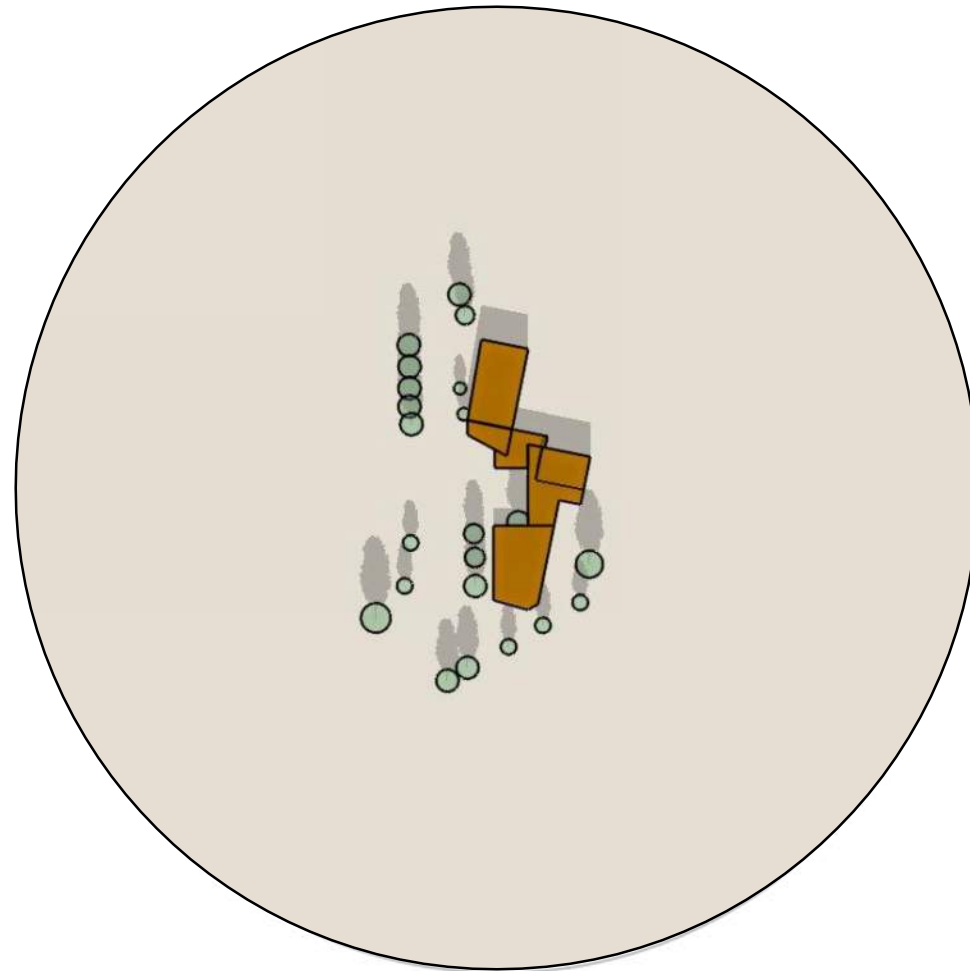
3:00 pm

SUMMER SOLSTICE - june 21st

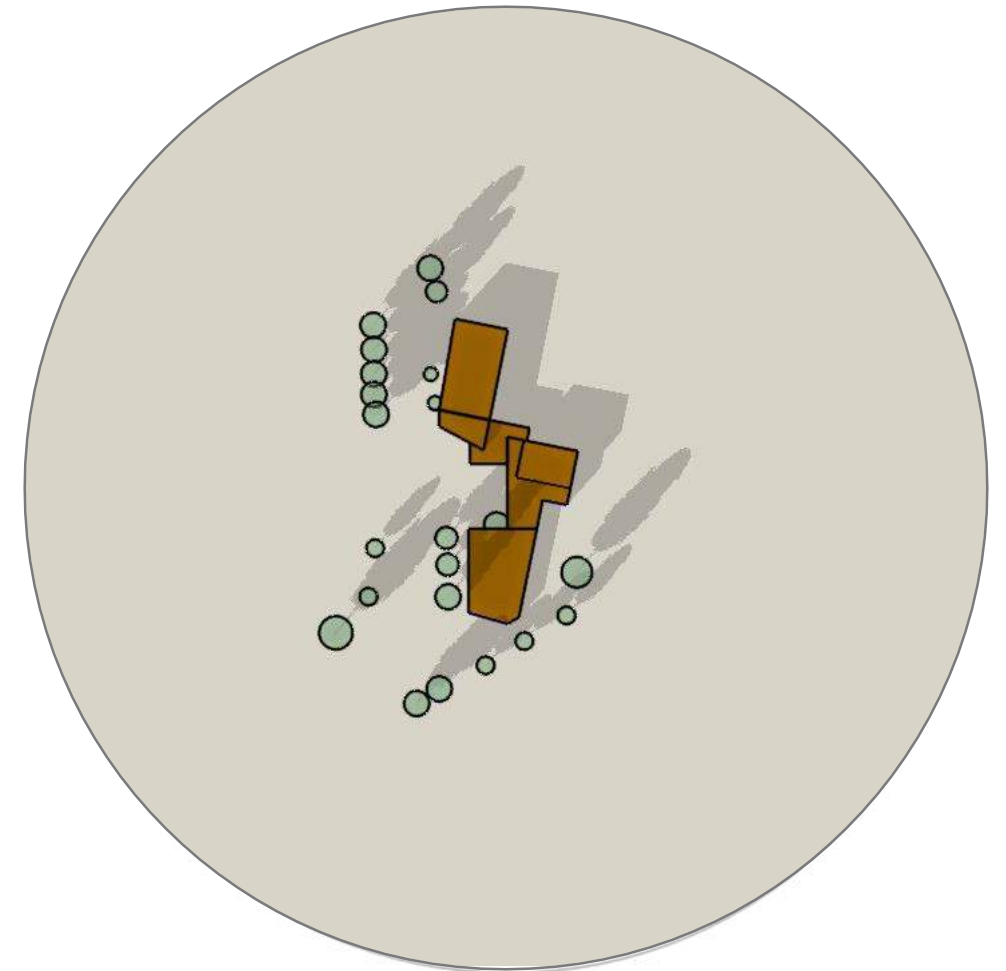




8:00 am



12:00 pm



3:00 pm

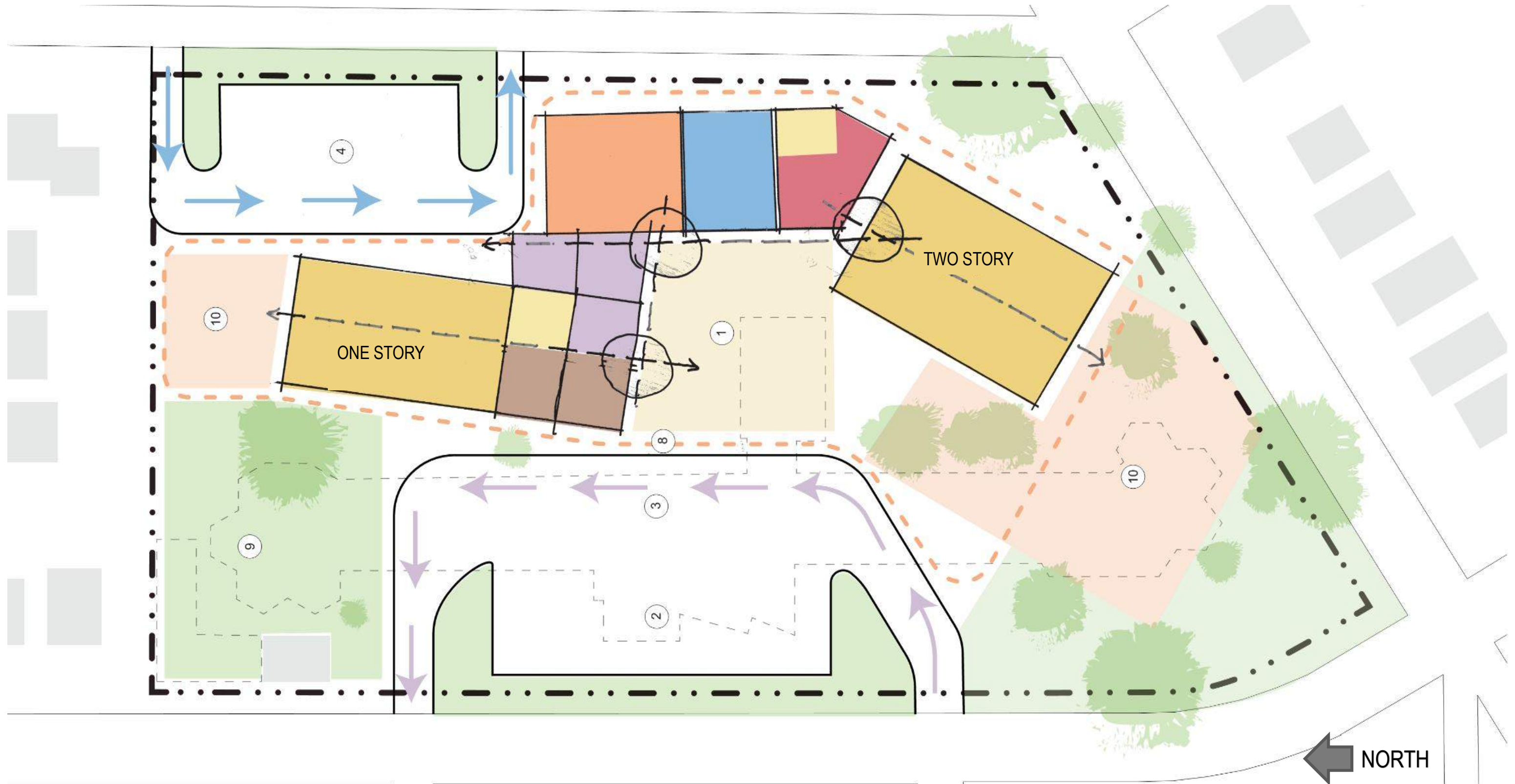
WINTER SOLSTICE - december 21st



PARTI DIAGRAM



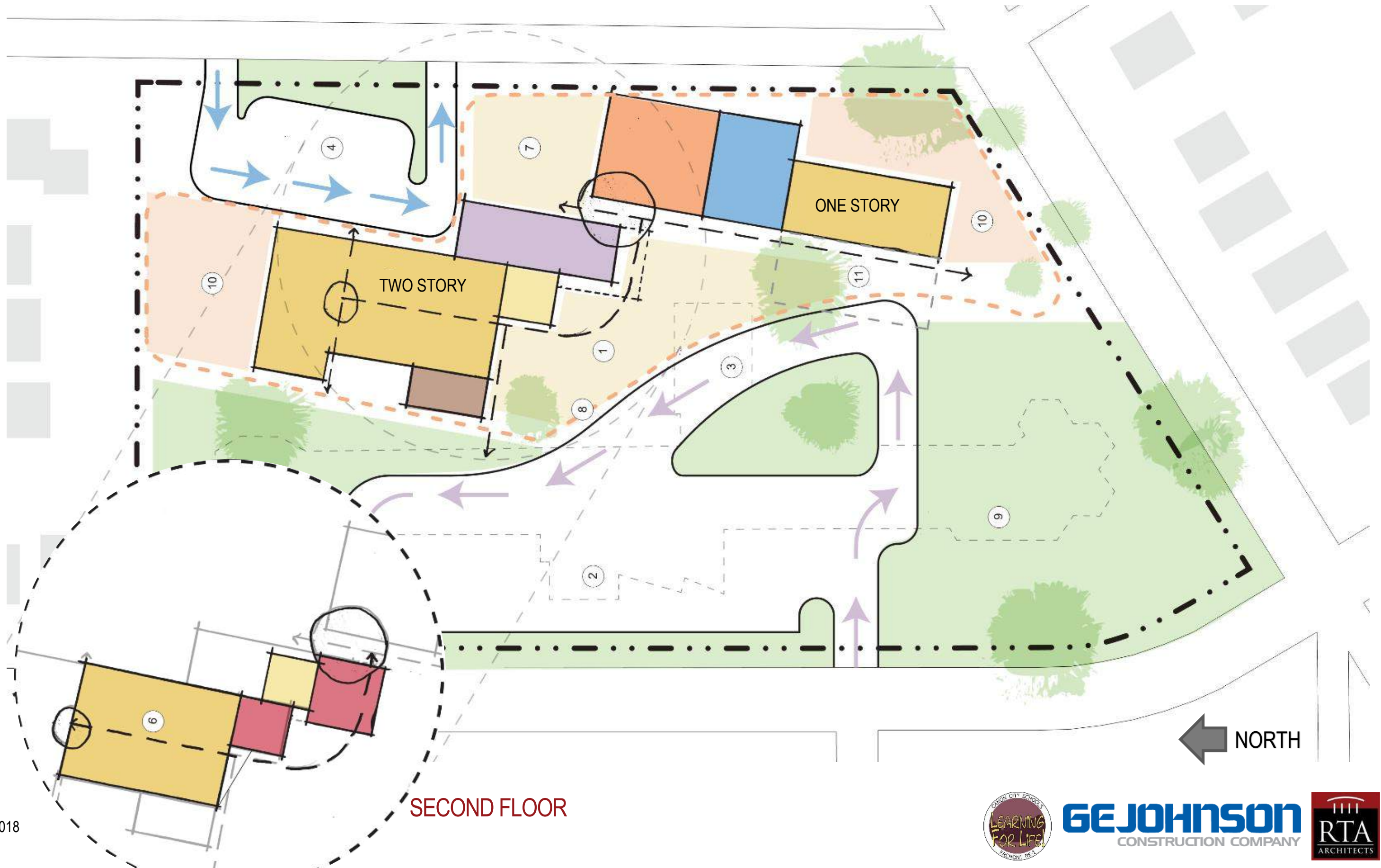
CONCEPT A



CONCEPT B



CONCEPT C



SITE PARTI QUESTIONS:

1. How does the administration location impact the site?
2. How would having two or three grades on a second floor impact the school?
3. Should Kindergarten be located with 1st Grade?
4. How are the playgrounds accessed from the classrooms?
5. How are the playgrounds accessed from the cafeteria?
6. How does parking and parent drop-off impact the site?
7. Should there be a north drive aisle for bus access?

Next DAG Meeting

Wednesday, September 26th, 3:15-4:45pm

Agenda Items

1. Review Graphic Space Program Revisions
2. Site and Building Design Options

Homework:

1. Review Graphic Space Program and Parti Diagrams with other Students and Staff