



PROJECT: Canon City MS Addition and Renovations

PROJECT NO: 18012.01

DATE: 09/11/2018

ATTENDANCE: (see attendance sheet)

SUBJECT: Design Advisory Group Meeting #3

The meeting was held to ...

Reviewed

1. Doug reviewed the meeting norms established for Design Advisory group meetings.
2. The Admin and Student Services bubble diagram was presented with revisions made from last week's discussion.
 - a. The group commented that there needs to be a connection from the workroom/mailroom directly to the circulation corridor.
 - b. The I.S.S. space in the administration area was discussed. There needs to be space for up to 3 students to sit in the admin area prior to being moved to the ISS room. The ISS room will need to accommodate up to 10 students. The ISS space is also used for credit recovery.
 - c. Jessie was given homework to think about what the ISS process will be in the new school. Can credit recovery and alternative suspension students be in a classroom type space that is not in or near the admin area?
3. The Community Health Center was a focus of discussion with Solvista Health and Valley-Wide Health Systems representatives in the room.
 - a. There are requirements that will need to be met in order to get SBHC funding.
 - b. Paula is leading this effort on the Canon City Schools side and plans to form a committee to manage this effort. They are just starting the process and will have more info soon.
 - c. Solevista mentioned that they may not need the whole 850sf of space designated to the program and that 600 sf would be plenty of space for them. They don't want to use up more space than they need.
 - d. Valley-Wide said it may be too early to give up the designated square footage because the intention of this space is to be an integrated space with both behavioral and physical health services in the same area.
 - e. Both Solevista and Valley-Wide agreed that it would be smart to place this CHC adjacent to the school nurse area and have a connection from the CHC into the school for students access. A separate public exterior entrance will also be required.
4. Student Commons and Dining area bubble diagram was presented
 - a. The group questioned the potential seating capacity for a dining commons that will also be used a performance area. Doug mentioned that Douglas Elementary in Boulder could hold 400 people when set up as a performance space.
 - b. The cafetorium scheme would work if capacity needs were maximum 400-500. Doug said if more seats were needed we would have to look at a gym/performance area scheme (for example if they needed 800 seats).

- c. Group agreed since the school has a 400 student population that the cafetorium would work for most things. If they needed more capacity once or twice a year they could set up the gym.
 - d. Jessie questioned if this space could also perform a third function as an aux gym. They need space for volleyball, basketball and indoor recess. They have four basketball teams so when games are played they need to run two games at one time. If they can only play one basketball game at a time they would run into time issues. It's a struggle for teams that travel and get home late.
 - e. Ken pointed out that it's hard to make a space have three different functions work well. The usefulness of all three functions can suffer because you are trying to do too many things.
 - f. Could do wrestling in this space fairly easily, but that is not the issue. Basketball and volleyball need the additional space.
 - g. Moving on to the kitchen area, Doug pointed out that 1200 sf is a very generous space for the kitchen. Douglas Elementary in Boulder has a full serving kitchen using only 900 sf. The extra space could be used elsewhere if needed.
5. Phys Ed, Heath, and Athletics diagram was presented.
- a. Option 1 was presented first which created a larger gym that could be split into two smaller gyms with a curtain for basketball and volleyball.
 - b. Doug explained that recently they have been designing a separate PE office group that isn't directly connected into the locker rooms.
 - c. Jessie questioned if there will be room for spectators during the split games. The gym will need room for about 100 people.
 - d. The group agreed that they do not want the stage off of the gym.
 - e. The group requested that the concession space be accessible from the inside and the outside.
 - f. The fitness/weight room is a separate room and can be designed to be a more flexible space The space could function as an extra visitor's locker room, a place for yoga and different types of fitness.
 - g. The group agreed that Option 2 is not a good solution for them without a way to play two basketball games at once.
6. Fine and Performing Arts diagrams were presented.
- a. Courtney commented that the office and the instrument storage rooms could be used as practice rooms instead. She doesn't need an office and the instruments can be stored in the larger space where she can keep an eye on them.
 - b. A tall room is important for acoustics.
 - c. Being adjacent to the stage is important.
 - d. The group debated on whether the art room needs a separate office or not.
 - e. There needs to be lockable space in the art room for valuable and/or sharp tools.
7. Library / Tech / Career and Tech Ed diagram was presented
- a. The group agreed that there may not need to be a wall or any kind of separation between the modular lab and the coding lab. The design team will meet with the technology teacher to gain further insight into the program (16 stations – what are they?)
 - b. Adam and George questioned if there needs to be dedicated/wired computer space anywhere due to 1 to 1 technology. There may still be a need for computers in the coding lab space that are more powerful than the one to one Chromebooks.
 - c. Karen suggested that all the tech rooms could be one larger room and the office and storage room off the stacks could be part of the larger stack space.
 - d. They will need dedicated device storage area for the 1 to 1 program.
 - e. The design team questioned the group about what is in the Production/Fabrication lab. Jessie would like to see a woodshop, small engine shop and welding area if possible.
 - f. A direct connection to the outdoors would be helpful for the fab lab.
 - g. The program will also need access to receive materials in the fab lab from the outside.
 - h. Christine asked how the group sees the large maker space being used. Adam responded that it needs to be a place supplied with a lot of different materials for students to use freely to create. It was connected to the library in the program with the intention that if a teacher had a class in the library researching something the class could

be split up with some making and some reading with the single teacher still being able to see all of the students.

- i. It is meant as a creative outlet for the students that all of the teachers can use.
8. Special Education diagrams were presented – two options were shown (suite and non-suite)
- a. Adam stressed the importance of this decision for how they approach the special ed program. If they use a suite-based model, then it may deter the mild/moderate students from getting the help they need because of the stigma of the space.
 - b. The special ed area should have a central location.
 - c. The quiet room should be off of the sensory room.
 - d. The life skills area should be connected to the severe needs classroom.
 - e. The group discussed whether the special ed classroom should be integrated into the other classroom areas and treated as just another classroom to help the more sensitive mild/moderate students when they enter that room for help.
 - f. This decision will need to be further researched by the staff – no decision made.
9. Three classroom organization options were presented.
- a. Adam stressed that this is an important decision for the group to make and will need further examination outside of the DAG meetings before an answer is given to the design team.
 - b. This is a decision between middle school model vs. junior high school model of teaching.
 - c. George mentioned that Amendment 72 will affect this decision.
 - d. The group first addressed the smaller break out rooms. These could be used for students with special needs or some that are struggling. The group agreed that a 10 person space would be flexible enough for this type of use.
 - e. These break-out spaces could also be used for the teacher collaboration space.
 - f. Jessie voiced concern about having designated teacher collaboration spaces turn into a lot of “teacher lounges” that become a place to vent and be angry. The space should not be “comfortable” for that sort of thing with no fridge or microwave.
 - g. Stephanie suggested creating smaller maker spaces next to each science room that can double as the science lab when needed, but also be used by any of the teachers on non-lab days. Then the science room could be a regular sized classroom.
 - h. Jessie said for that to work it would be critical for the schedule of that room to be organized and managed so it wouldn’t turn into just an extension of the science lab.
 - i. Do the science labs need gas and other items that would make it non-conducive to also be used as a maker space? Doug said that Cherry Creek School have stopped installing gas in their labs and now just buy tanks as needed. The group reacted positively to this idea.
10. Next DAG Meeting
- a. Tuesday, September 18th, 3:15 to 4:45pm
 - i. Proposed Agenda
 1. Review Graphic Space Program Revisions
 2. Review Site Analysis
 3. Site Parti Diagrams
 - ii. Homework
 1. Review Graphic Space Programs with other students and staff.

Attachments:

CC:

REPORTED BY:

Signature

Christine Costa RA

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