

MEETING MINUTES

Date: 1/23/13 7:00-8:30 pm
Project: Salida Elementary School Replacement
Project No: 1290.00
Reference: Salida Community Meeting #1
Location: Longfellow Elementary School Gymnasium

Attendees:

Darryl Webb	Salida SD
Dan Estell	LES
Jeff Chamberlin	RLH Engineering
Derek Spinuzzi	RLH Engineering
Anne Weber-Williams	BWG Architects
Scott Sondrup	BWG Architects
Community Members	

Action Key: NAR - No Action Required AR - Action Required

No	Item	Action
1	Jeff Chamberlin updated the community members on the overview of the project for the New Elementary School and introduced the team members (indicated above) and what their roles will be on the project.	
2	Anne Weber-Williams described overall process (Programming, SD, DD, CD, Construction)	
3	Anne Weber-Williams described initial thinking on SD/ DD scheduling	
4	<p>Anne Weber-Williams delivered a slideshow presentation which included imagery from other school projects BWG has completed, which covered the following topics:</p> <ul style="list-style-type: none"> -Interactive approach/ collaborative design -Schedule management -Expectations -High Performance School: Learning Environments -High Performance School: Sustainability, Green Design, Energy Efficiency -Foodservice -Technology Integration -Operations and Maintenance -Images on school character/ feel/ identity/ 'style': <p>BWG does not apply our style to the projects we work on- we will work closely with the Design Advisory Group (DAG), School Principal and Teachers, and the whole Salida Community to develop a building of this specific place, and for those specific people.</p>	

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5	<p>The forum was then opened up for Community questions, comment, concerns, suggestions.</p> <p>Notes were taken on a large easel-pad by Scott Sondrup (BWG). Images of those notes are attached at the end of these minutes, for reference.</p> <p>Notes are elaborated upon individually below:</p>	
6	Garden. As a part of the site, there should be a garden component that allows the students to participate in and learn about how our food is made. This component could also feed into the Garden-to-Table food-service modality currently being implemented and expanded within the Salida Schools.	
7	Bike Parking. There will need to be a large number of bicycle racks. Safe access for bikes and pedestrians is also, obviously, critical and needs to be deliberately studied and carefully executed.	
8	Surrounding Neighbors (neighborhood context). See item #13 below	
9	Materials (Corrugated Siding at High School). There was a discussion about what materials and even design 'style' might be appropriate for the new School building. The example of the corrugated metal panel siding at the High School was offered as an example of a material choice that may not relate to Salida in a strong way. Jeff Chamberlin discussed the back-story of why that material selection was made by the DAG, District and Community at that time. For the new School building, the DAG will be sensitive to developing a design that fits well within the neighborhood as well as Salida in general.	
10	Light, Glass, Views. Daylighting is essential for a positive educational environment. In addition, the excellent views from the site of the surrounding mountains should be taken fully leveraged wherever possible.	
11	Inspiration, Sensual Stimulation, Color. Young minds are extremely creative and have a voracious appetite for stimulation, wonder, inspiration and realization. The School should be lively, interesting, engaging, and stimulating- but without being overpowering or distracting to the learning/ teaching process.	
12	Construction Activities in the Neighborhood. Concerns were expressed about the possibility of noise, dust, traffic, and (especially) safety during construction. The DAG, the District, the A/E Team and the Construction Team (Haselden/ Diesslin) all have expansive experience with this type of project and bring that wealth of expertise to this endeavor and are extremely sensitive to these concerns. Every effort will be taken to maintain a 100% safe environment for kids and to be responsible, courteous, conscientious neighbors.	

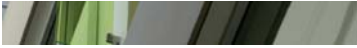
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13	<p>1 Story vs. 2 Story. There was concern on the part of Community members who live on property which surrounds/ faces the Elementary School site that the design for the new School not diminish current views of the surrounding mountain ranges, etcetera. There was concern that a two story school might block those views. As a part of this dialogue, RLH and BWG discussed the construction phasing with the community group. In short, the current LES sits pretty much in the middle of the site, though slightly more to the south end than the north. For this reason, and since the current school must remain intact and fully operational during the construction of the new School on the same site, the new School will need to be built on the north end of the site. Currently, due to the orientation of the current school building, the resulting portion of the site is relatively small and triangular in shape, which creates additional limitations and challenges for the placement and orientation of the new school.</p> <p>In addition, the new Gymnasium will be significantly taller than the current Gymnasium, since the District is requiring that the new gym meet the official height clearances (below roof structural elements) for basketball and volleyball, which will result in that portion of the building being approximately 30 to 32 feet tall, which is the same height as a typical 2-story school building- so there will be elements of the building that will be 'effectively' 2-stories tall whether the building is all on the same level or not.</p> <p>From a sustainability standpoint, it was also discussed that a 2-story building is more compact, has less exterior envelope, and is therefore more energy efficient long-term and less expensive to build up-front.</p> <p>Lastly, there was a question as to whether portions of the building could be set into the ground (garden level) to reduce building height. Often, this creates difficult and unsafe exiting scenarios, is generally much more costly than typical above-grade construction, and can result in awkward views from the building (feeling of being in a basement). This approach will be considered, though, and it may be more applicable at the north end of the site (high point) and if it is applied to functions like the kitchen loading areas, trash enclosure, and so on.</p> <p>The design team and the School District are committed to doing whatever can be done to mitigate impacts to neighbors. A single story option will certainly be explored, though the very tight portion of the site available may make a 1-story option difficult, impractical, or possibly even cost-prohibitive- but again, ALL options will be explored and discussed at upcoming DAG and Community Meetings.</p>	
14	<p>Stage Idea Good. Some images presented by BWG showed a configuration of a stage off of the Gymnasium. This was seen as a nice feature by several Community members.</p>	
15	<p>Landscaping. There was a comment about the trees at the High School not being native or appropriate (and, therefore not healthy or happy) so the request was made that the design teams work with the Salida Tree Board to select appropriate landscaping elements.</p>	
16	<p>Art. The building should foster an artful 'attitude'. Art is not limited to pictures in frames. Consider the building as art, classrooms as art, public spaces, forms, colors. Community desire for art as an idea applied throughout.</p>	

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17	Security. Obviously, now more than ever before, safety and security is critical. The Community expressed this concern, but it was expressed by BWG, RLH, and the District that security is already a top priority and numerous active and passive security strategies will be utilized to make the new school as safe and secure as possible. These approaches will be shown and discussed further in future meetings.	
18	Volunteering/ Nurturing. There is a lot of community involvement, volunteerism, guest instruction, etcetera. It is desirable to have more small break-out spaces for small group instruction, collaboration. Flex spaces in hallways might be a good way to address this. Additional Flex classrooms in the program will also be useful in this regard.	
19	Future Growth and Expansion. Design for the new school should not only take into account current student population, but should also include space and strategy for future additions, should they be needed. This is a part of the current site program and is also a component that must be addressed to conform with the BEST requirements.	
20	Garden Level to Reduce Building Height? See item #13 above	
21	Long Term Thinking. Similar to #19 above, but also thinking in terms of durability and future adaptability. The way the school is used may change as future educational methodologies develop and improve. the school should be able to be easily and inexpensively adaptable to changes in layout, technology infrastructure, and so on. The Design Team is always sensitive to this need, especially for schools.	
22	Height of Gym Consideration. See item #13 above	
23	Playgrounds. The identity of the school grounds/ playgrounds was raised. There was a sentiment that these areas should be thought of collectively, like a natural mountain environment, or meadow, or rock outcropping- more natural, as opposed to a field with a play structure. Something more organic and natural is desired.	
24	Community Use/ Access/ Layout. This building is not only a school. In many ways, it is a community center- or, as we prefer to think of it, a Center of Community. The building must lend itself to after-hours use, and must be capable of being utilized in 'segments' (like the Commons, Gym, Library) without allowing free access to classrooms, computer labs, and so on. The building will be designed such that certain areas can be secured (inaccessible) after hours for security purposes, while still allowing access to those public-use functions in a safe and straight-forward manner.	
25	Re-use Climbing Wall. There is a relatively new Climbing Wall on the grounds. The District, RLH and BWG will evaluate equipment (inside and outside the school) that can be re-used, re-purposed, or salvaged.	

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26	Acoustics. Last, but certainly not least-Acoustics within and between classrooms is critical! Learning environments need to be free from distractions. Noise 'bleed' from adjacent classrooms or hallways is highly distracting and detrimental to a focussed classroom learning environment. The Design Team is very sensitive to this issue and will ensure that acoustical performance is optimally designed and executed.	

These notes are considered to be an accurate accounting of the meeting. If any discrepancy exists, please contact our office, in writing, as soon as possible.

Respectfully Submitted,
Scott R Sondrup
Project Architect

prepared by: Scott R Sondrup

cc: File, RLH Engineering

1/23/13

SALIDA E.S

1/3

- GARDEN - TO TABLE
- SCHOOL LUNCH.
* DANNY QUINTO - FOOD SERVICE DIRECTOR * TEACHING OPPORTUNITY.
- BIKE PARKING! → CHARLITE.
- SURROUNDING NEIGHBORS. VIEWS
SCALE OF BLDG.
- CORRUGATED SIDING @ H.S. → APPROPRIATE FOR SALIDA?
SEFF: → BREAK DOWN SCALE / COST OF MATERIAL
- → DAG & COMMUNITY BUY-IN - STEAM PLANT PRECEDENT
- LOW MAINTENANCE
- LIGHT. GLASS. VIEWS
(HANDPRINTS)
- INSPIRATION. SENSUAL STIMULATION. COLOR
- CONSTRUCTION ACTIVITIES IN NEIGHBORHOOD /
- ✓ 1 STORY VS. 2 STORY - STAIRS / ELEVATOR / * WILL INVESTIGATE
(SUPERVISORS) (KEY, CODE) 1-STORY
- STAGE IDEA GOOD - OPEN TO GYM
HILARY PROGRAMS / GRANTWORKS /
- LANDSCAPING. SALIDA TREE BONDS. SPECIES / NATIVE
- ART. EXTERIOR ACCESS, SPACES

2/3

- ART THROUGHOUT / *
- SECURITY. (IT. — JEFF BLONDEAU
DAVID BLACKBURN
ACADEMIC COORDINATOR)
- VOLUNTEERING / NURTURING
→ SMALL GROUP SPACES. MENTORING OPPORTUNITIES
268 /
- FUTURE GROWTH & EXPANSION
- CLASSROOM ORIENTATION ↔ DAYLIGHT
↳ SITTING / LAYOUT / BLDG. GEOMETRY
- GARDEN LEVEL TO REDUCE BLDG HT?
- LONG TERM THINKING - ADAPTABLE ✓
FLEXIBLE ✓
DURABILITY
- HEIGHT OF GYM CONSIDERATION
IN 1-STORY VS 2-STORY. ↳ 20' CLEAR REQ'D
↳ 28'-30' TALL OVERALL
- PLAYGROUNDS → "PLAYSTRUCTURES"?
↳ HILLSIDE & MEADOWS & ROCK OUTFROP?
* SPACE TO RUN & SCREAM! "EXTERIOR PROGRAMMING"
- COMMUNITY USE / ACCESS / LAYOUT...

RE-USE (E) CLIMBING WITH -

EXTENSION.

3/3

- ACOUSTICS