

**Bartlett High School Conceptual Design
Building Committee Meeting
August 5, 1999**

TO: File
FROM: Kathy Burgess, Brooks & Associates
DATE: August 6, 1999

Daphne Brown of Kumin Associates welcomed all present and a round of self-introductions followed.

Jon Kumin announced some improvements to the Bartlett building that will be made almost immediately. Improvements to the heating and ventilating system have been agreed upon to be put in place this fall as the heating season begins. Extra electrical outlets will also be installed this fall.

Meg Parsons of Cuningham Group reviewed important points raised by the Committee in the previous meeting. These guided the architects in producing the concepts to be presented later.

- Flexibility must be designed into the Core Academic Areas
- The Humanities Intensive Program now at Bartlett is a model for these core areas
- Building circulation must be an important consideration of the design
- The Muldoon entrance to the school must be improved.
- The school site is isolated from the nearby business and residential community.
- The school has an unwelcoming entry.
- The Little Theater is too small.
- Student gathering spaces are important.
- Outdoor activities are hard to get to and far from parking.
- The school could work with nearby business, the military, and the Native Heritage Center for wider community involvement and school use.
- Intensive needs student programs are important.
- Bartlett has many strengths, for example, adequate physical education space.

No definite numbers are available yet to compare the new Bartlett design to the District Education Specification, but the project team is confident that it will fit the requirements.

Jon Kumin reviewed the problems found with the existing Bartlett site:

- People turn down the Native Heritage Center road instead of the Bartlett road.
- It is a long, blind route from Muldoon Road to the front of the school
- The front door of the school is difficult to find.
- Playing fields are isolated from the view of visitors and from the parking areas.
- The school needs better access without losing its unique "school in the woods" feel.
- There are security problems in the narrow walkways on the back side of the building.

Jon then displayed two options for site redesign.

Both schemes make use of the paved road now marked for the Native Heritage Center. This is in fact a public road and can be connected to the Bartlett road system to give a more direct entrance from Muldoon Road and the option for two left-turn exits onto Muldoon at the end-of-school rush time.

Another feature of both schemes is the thinning of the woods between the front parking lot and the playing fields to retain tall trees but create a more open "park-like" landscape that gives better view and access to the playing fields. The lines of parked cars in the front lot are reoriented to be diagonal to the

school. This will give better walking access from cars to building and a better view of the parking lot from the building.

Scheme A keeps the current main entrance location and includes a student drop-off loop in front of it.

Scheme B has a new main entrance that would bring the visitor in directly on the south side of Main Place. There is a small visitor and staff parking area on a loop beside it and the student drop off is by the old entrance. Another possible design for the west parking area relocated the tennis courts to provide convenient parking to the pool.

A participant asked if buses will continue to use the same gravel road for separate access to the site. The answer is yes, they will. Also, People Mover is changing its local route to bring municipal buses into the Bartlett site. Access routes will need to accommodate those vehicles also.

A participant asked whether clearing around the playing fields would cause Bartlett to lose the wind break around the track that makes it one of the best in the state. The answer is that no clearing is planned around 3 sides, which should maintain its sheltered situation. Tree planting could even be arranged on the fourth side to give further protection while maintaining good sight lines. There will be a guard rail or other block to prevent vehicles escaping the parking lot toward the fields.

Daphne then presented the A and B Schemes for the building and its central areas.

Scheme A

- The main entrance to the building is the same as at present with the administration offices changing places with the visual arts rooms in order to be easy to find upon arrival.
- The library/media center is smaller than at present (in accord with the ed spec) but in the same relative location.
- Most other areas (special needs, cafeterias, performing arts, family & consumer science, technology) are in their current locations.
- JROTC is moved to a shared area above the rifle range.
- An auxiliary gym is added on the east side of the main gym. A school of 2000 students is allocated an auxiliary gym in the ed spec and there currently is no such space in the school.
- There is a group of 4 advanced science labs on the upper level that is not part of the core academic areas.

Scheme B

- The new main entrance goes through the middle of what is now the administration suite. Administration offices remain in the same area on both sides of the entrance corridor, which opens onto Main Place.
- In this option the expanded theater fills what is now a courtyard plus its old space.
- Most other central spaces are the same as Scheme A.

Joanna Croft presented the design for the 4 Core Academic Areas, which are the same in both schemes.

- Classrooms are located on the outside corridors for maximum access to daylight from windows. Other spaces, such as teacher preparation, storage, and offices are on the inside.
- Each core area is on two levels for easier circulation within the area.
- Special education is to be distributed throughout the building.
- General science rooms in each area are paired side-by-side with the adjoining area to have a shared science preparation room.

- Each core has at least 3 small group areas and shares a large group area (about double the size of a classroom) with the neighboring core.
- There is a teacher preparation area on each wing on each floor.
- Toilets are added so that every core area has enough for its students.
- An elevator is added to the east wing.
- The new design needs an activities office added to the phys ed area.
- It may be possible to make larger teacher preparation rooms by combining the space for two adjoining core academic areas.

A participant commented that Bartlett has some well-equipped science rooms now and it would be a shame to rip it all out and buy new. In addition, it seems that more than 4 higher science rooms will be needed. The response was that most of the good science lab equipment can be unbolted and refitted to a new location. Perhaps one science room in each core pair should be designated and equipped as a biology lab. Also, proximity of science rooms is important for equipment sharing and cooperation of teachers.

A participant asked how the flow of students in the halls is changed by the new plan. The answer is that stacking the core academic areas on two levels mean students travel up and down a staircase rather than down long corridors between most of their classes.

Will there be student lounges? The cafeterias and large group areas can serve as student gathering places.

Will there still be two cafeterias? Yes.

Where will the center for science teachers be? Science teachers will mostly be divided into the Core Academic Areas, unless the school decides to go to a department-type organization. The interdisciplinary nature of the core academic organization means that teachers from all areas of the curriculum can interact in their own areas.

A conflict has been noted between the ed spec and the Department of Defense requirements for JROTC facilities. The District is working to resolve it.

After a break the committee broke up into small groups to discuss the proposed schemes, to note positive aspects and look for solutions in problem areas. The points raised in the small groups follow below arranged by general topic:

Site

- Scheme B was preferred overall. It is easy for a person entering the building to identify where she is and to get assistance from the administrative offices.
- Scheme B has better vehicle circulation and the designated dropoff loop is a great feature.
- The parking configuration is good-there needs to be lots of parking especially on the east side of the site.
- The west parking should be designed so that people don't walk through the bus area.
- Perhaps part of the west parking lot can be moved closer to the building.
- Separation of cars and buses is important.
- The bus area of the existing west parking lot is used for hard surface play.
- The gravel road used by the buses should be paved.
- Better signage is extremely important both outdoors and inside the building.
- Committee members liked the open view to the fields and track

Core Academic Areas and Classrooms

- Computer labs or stations are needed in the Core Academic Areas.
- Elective classes may be located in the core areas; students will travel between core areas to attend them.
- Students like moving from class to class.
- Core Academic Areas help abate movement problems. Committee members liked the vertical movement by stairways.
- Large group areas should be open and used by students when passing between classes.
- School book storage areas are needed.
- There should be a special conference room in each core for counseling use.
- Windows in classrooms are great.
- Perhaps solar tubes or other devices could be used to bring more daylight into other areas.
- Nooks in hallways are a security risk.
- Present hall widths are good.
- Security and counseling offices should be in Core Academic Areas.
- Science disciplines should be located together.
- There is currently inadequate science and general storage.
- There should be hallway access to science preparation areas
- The interaction of teachers within a department is important.

Lockers

- There should be separation of lockers and combustible storage.
- Perhaps a locker arrangement could alternate full and half size lockers.
- Full size lockers are usually filled--bulky coats, books, and sports gear are usually more than enough for the space available.
- Students wouldn't mind traveling somewhere away from their core area if they could have full size lockers.
- Locker areas need supervision.
- Locker bays have not worked at Bartlett. A bay arrangement has been removed from the school.
- It would be great for students to have their lockers in their core areas.

Theater and Performing Arts

- The loss of the performing arts courtyard creates a dungeon corridor.
- There are possible security problems with having the theater adjacent to the school.
- Discipline problems occur at the blind end of the performing arts corridor.
- Perhaps the theater could be located at the end of the Performing Arts wing to create a large plaza or outdoor amphitheater in the space by the main entrance. The Native Heritage Center might want to make use of such a space.
- The theater exit should not be a school exit. It is desirable to be able to isolate the theater from the rest of the school facility.
- A large performing arts area would free up the gym for other functions.

Special Education

- Special education administration should be near a counseling area.
- Exits from the Special Needs area to the south side of the building are desirable for fast emergency evacuation of wheelchairs.
- There should be enough special needs area to serve its population and have group activities.
- Special Needs should have toilet, shower, and laundry facilities.

Other

- An auxiliary gym is very desirable. More physical education classes could be offered.
- A resilient track surface would be good to have in the gym.
- Dispersed counseling services will require good communication between the counselors.
- The teacher preparation areas are fine as shown.
- There is no need for a separate staff lounge.
- Perhaps the second JROTC classroom can be found by dividing the photo lab.
- Keep two separate cafeterias

Daphne thanked the participants for attending. The next Building Committee meeting will be August 24 at 2 p.m. in the Bartlett library. The architects will present a revised plan that incorporates some of the changes that have been suggested.

ATTENDING:

Juliana Armstrong, Bartlett
Rob Balivet, ASD Facilities
Daphne Brown, Kumin
Kathy Burgess, Brooks & Associates
Joanna Croft, Kumin
Mike Griffith, Kumin
Mary Henderson, Bartlett
Deb McGee, Earthscape
Ray Johnson, Bartlett
Lauri J. King, Bartlett
Judy Knecht, Bartlett
Jon Kumin, Kumin
Erica Meccage, Kumin
Robert Moser, Bartlett
Meg Parsons, Cuningham
Lewis Sears, Bartlett
Pam Stratton, Bartlett
Peggy Robinson, Bartlett, School Board
John Robinson, Bartlett
Chuck Fannin, Bartlett