

## MINUTES

### **Bartlett High School Conceptual Design Building Committee Meeting August 24, 1999**

TO: File

FROM: Kathy Burgess, Brooks & Associates

DATE: August 25, 1999

Daphne Brown opened the meeting with a welcome and self-introduction of all present. She explained that this would be the last meeting of the conceptual design series. The architects will make the last few changes to the design and it will go on to have a cost estimate made and then go to the school board and assembly for approval and planning of finance for further design and construction.

Tim Dufault presented a table showing a comparison of Bartlett's numbers of teaching stations as found in the current building, as prescribed by the District Education Specification for a high school of 2000 students, and as proposed in the renewal design. In summary, there are 82 teaching stations in the present Bartlett, 87 recommended by the ed spec, and 86 shown in the new design. *Teaching station* is a program-derived figure that does not directly refer to the number of teachers who work in the building or to the number of students actually accommodated in a classroom. It is used to calculate the space in the school used for students' learning as differentiated from administrative and building service areas. The renewal design differs from the ed spec by one teaching station. This is for an auxiliary gym which would require constructing an addition to the building. Although this gym could be built at a later date, its square footage would push the facility's total area over the State DOE's reimbursable limit..

Jon Kumin and Elise Huggins began a presentation of the new site plan by reviewing the issues that had been raised about the site by the committee in previous meetings and the solutions accepted at the last meeting. The current design is based on the option previously called Scheme B, with a new main entrance to the west of the performing arts wing. A person entering the building there encounters the administration offices just inside the door and finds Main Place directly ahead.

A new feature of the design is earthen berm bleachers by the stadium, similar to Goldenview Middle School. Landscaping and traffic flow design will keep buses and pedestrians separate in the west parking lot, yet get buses closer to the building. One of the two hockey rinks will be demolished due to its deteriorated condition.

A participant asked if there will be fences to keep vehicles from driving from the parking lots onto playing fields. The answer is yes. Will this change the ski trails? No. In fact, they will be more accessible in the new plan.

A participant stated that both hockey rinks are in terrible shape and need to be demolished and a new one built. This means that the new one is free to be located in a different place. The west side of the tennis courts was suggested, as parents can easily park beside it and watch players from their cars.

A participant asked if the playing fields will be upgraded to varsity standards. This is uncertain; Rob Balivet will check on the situation and clarify.

Daphne and Joanne Croft then presented the design for the building itself. They reviewed the general scheme presented last time and pointed out areas that have been developed in the interim. The performing arts wing has a 700-seat theater, one large enough to seat all the members of a Core Academic Area or a single grade level. Not all of the administration area is settled yet, but the admin. offices, school store, and gallery will be in view as one enters Main Place. Excess locker room area in Physical Education was used to create office space for coaches or phys ed activities.

In the Core Academic Areas there are pairs of science rooms at the line between adjacent core areas. These paired rooms share a larger prep and storage space. In addition, there will be 5 rooms on the third level for advanced science. Teacher preparation rooms will be windowed and located in the center of the cores for better supervision of common areas. In addition, there will be counseling and security areas in each core area, which will also add adult supervision.

The interior walls of the building can be thoroughly reorganized for the new design because of the open framework given by the building's basic structure. A participant asked what kind of new walls will be used. They will be made of new, lightweight but durable materials. For example, there is a reinforced sheetrock that is very resistant to damage.

How feasible will it be to use a departmental organization in the new design? Science rooms are the least flexible because of utility, furniture, and equipment requirements, but other subjects could easily be arranged for either departments or Core Academic Areas. Because the new ed spec mandates the ability to have core areas, the building must be designed to make this possible.

A participant remarked that students are concerned that territoriality and competition could develop among the core areas. Vertical stacking of the areas means that a hallway is shared by neighboring cores and there will be some intermingling. Also, there is experience in other areas of the nation that have used this type of system and found that it works.

A participant said that there will be a dollar cost to the dispersal of some departments and functions because equipment can't be shared as easily as with departmental concentration. There will need to be good training for school staff in order to operate a core system in a way that will benefit the students. This will be a further development of the lessons learned in the district's changeover to a middle school organization for junior high schools.

A participant asked if the windows in the renovated school will open. That is a detail to be decided in the next design stage.

A participant remarked that elevators located on the far end of the Core Academic Area halls will be more difficult for the users from the inner core areas to reach. While it is true that elevator users will have to travel further than stair users, they will still be moving mainly within one building wing rather than having to go to widely separated corners of the school every hour. Also, it may be possible to change the elevator in later design stages, but the end of the wing is the easiest place to add an elevator to the building.

A participant asked if areas of emergency refuges are included in the new design. Areas of refuge are not required because the renovated school will be fully fitted with sprinklers.

A participant asked if the new theater will be disabled-accessible. It is required to be accessible.

A participant inquired how the construction will be done-it is more than a summer's worth of work, yet the high school will need to continue to hold classes. The changes will be arranged into phases which will take place over several years. This will not only minimize disturbance to the ongoing work of the school, but will mean that funding for the project will be spread over time.

A participant suggested that perhaps the stage and audience ends of the theater should be flipped to put the stage closer to the performing arts/drama room. With the original arrangement it will be easier to use Main Place and its nearby areas for intermission. Also, keeping the audience on the north end will facilitate entry of students from other parts of the school during day use. It is important to keep the lower profile audience area at the north so that classrooms above will continue to have windows-the stage has a tall "fly" and "proscenium". This may be studied further.

A participant asked if Main Place will remain the same size. In fact, it will be slightly larger on the entry level. There are other features nearby, such as rounded corners on the Media Center for possible use of corridors as an indoor track.

*There followed a break. Upon reconvening, committee members offered the following comments and questions to the design team:*

- There is not enough storage in Core Academic Areas for social studies classes. A teacher resource center in the current building will be lost when departments are dispersed.
- The English department needs shared storage space for novels.
- The proposed special needs area is good and the teacher will be glad to assist in further development of the design.
- Service access and the trash compactor areas need attention.
- Can areas under the stairs be used for storage? They can if they are on the sprinkler system and contained within a fire-rated assembly.
- The visual arts and photo lab is also a video lab.
- The location of the activity director's office is good.
- The attendance office should be handy to the arrival of the bus students.
- There should be 2 exits from some of the administration offices.
- In the current building there are computer labs which teachers may use for their classes. What takes the place of this in the new design? Each Core Academic Area will have a room or area fitted for 30 computers. It is difficult to know how computer use and technology will develop in the future; the design must try to be as flexible as possible so that it can accommodate developing technology.
- Will there be a ski room? That will be considered at the next level of design.
- Will the loftiness of Main Place be lost in the changes? No. Next year the skylight will be changed to eliminate maintenance problems.
- Heating and ventilation is being improved *now* so that there will be much less temperature variation within the building by the start of the heating season.
- Electrical modifications are being made *now* to enable more computer plugins.

Once the modifications that arise from this meeting are incorporated into the design, it will go to cost estimators who will determine an estimated price for the changes. In mid-October the project will go to the Anchorage School Board for its approval, then on to Assembly approval for inclusion on a bond issue.

On September 14 the project team will present the renovation design to a Bartlett Parent Advisory Group meeting, and on September 15 do the same for the Bartlett faculty.

A copy of the design drawings will be posted at Bartlett along with a 1-page explanation so that all interested members of the Bartlett community can find out what changes are being proposed.

Jon Kumin thanked the members of the committee for the donation of their time and effort over the summer to make the Bartlett design a better and more useful plan.

Lewis Sears thanked the project team for listening to the needs and preferences of the committee members and implementing them into the new vision for Bartlett.

ATTENDING:

Juliana Armstrong, Bartlett  
Rob Balivet, ASD Facilities  
Kathryn Berkowitz, Bartlett  
Daphne Brown, Kumin

Kathy Burgess, Brooks & Associates  
Gerry Chambers, Bartlett  
Joanna Croft, Kumin  
Tim Dufault, Cuningham  
Mary Henderson, Bartlett  
Elise Huggins, Earthscape  
Francine Jackson, Bartlett  
Robert Jackson, Bartlett  
Judy Knecht, Bartlett  
Jon Kumin, Kumin  
Erica Meccage, Kumin  
Robert Moser, Bartlett  
Lewis Sears, Bartlett  
Pam Stratton, Bartlett  
Peter Tryon, Bartlett