



Brooks and Associates

Civil Engineering - Marketing - Technical Support

MEMORANDUM

TO: File
FROM: Kathy Burgess
SUBJECT: New South Anchorage High School
Building Design Committee Meeting
May 23, 2000 3:30 p.m.
DATE: May 24, 2000

Terry Hyer of ECI/Hyer opened the meeting with a round of self-introductions of all present. The design of the new school is now mid-way through the schematic design phase and the purpose of this meeting is to seek the Committee's comment on the plan as it begins to evolve to a more detailed level.

Amy Yurko of Perkins & Will began a review of the building layout. Schematic Design is the meeting of the Conceptual Design and the hard facts of building codes, exit requirements, toilets, and so forth. The most noticeable change to the building footprint is that the long curve of the north side has been segmented into straight sections while still maintaining the curve of the large commons inside. The majority of academic classrooms are arranged in four "Houses" and are located on the south side of the building. This is very similar to the conceptual design with a more balanced distribution of rooms. This means that a house could consist of two sections of rooms side-by-side on the same level or a section on an upper and a lower floor. Houses could have either horizontal or vertical unity with equal ease. The houses now have a 'sawtooth' profile along the Commons.

On viewing a typical house plan, one committee member was concerned about security problems with having an exterior building entrance at each house section on the south side. This would be mainly an operational issue. These doors could be closed after morning entry time, yet still be available as emergency exits throughout the day.

Amy then reviewed the shared facilities, starting near the main entrance on the east with the

Library/Media Center. (The following summarizes questions and comments from the committee in plain type, presentation and responses of the project team in italics.)

- The media retrieval space seems rather large. In the Dimond High School plan, much of this space has gone to technology, see note below.
- The media retrieval area seems difficult to access—there are 2 or 3 doors to pass through to get in and out. This would be difficult to manage when borrowing or storing equipment. *Although this is not the intended use of this space, its location,*

buried within the Library's support spaces, is intended to give the room the required added security.

The media retrieval space is intended to be the "head end" of school media, not storage for hardware. For example, the server for the local computer network would be there. It is intended that every classroom be equipped with a TV monitor and that there be a dial-up system for video viewing.

- Is there a budget for in-classroom technology? *A percentage of the technology budget is designated for this.*

Central Administration

- Sometimes there are emotionally upset people at the reception counter. It might be a good idea to have a conference room near the front so that they can have immediate privacy.
- The stock clerk's position needs to be near both the vault and the admin storage room.
- What is visible from the principal's office window? *Staff/visitor parking and the forested area to the north.*
- How many assistant principals are located in the houses? *Three.*
- Where is there a place for the nurse's clerical helper? *It is difficult to find a desk space in such a small and busy area, but there is room for a less traditional work area.*

Guidance and Intensive Needs

- *The nurse's office is now near to the intensive needs students' area.*
- There needs to be a shower and a changing table in the intensive needs toilet area.
- The kitchen in the intensive needs area should open into a classroom; it would get more use that way.
- The intensive needs area in the new Dimond design tries to simulate living quarters with "room" areas that are like a living room, bedroom, kitchen, etc. This should be helpful in teaching living skills.
- Intensive needs classrooms must have water available for student care.
- There would be better interaction between related functions if the career resource center, curriculum office, and the community office were located together in the guidance area.

Music Rooms

- Won't there be a noise problem with the music rooms being located on a corridor open to the commons space? *Double walls and sound deadening features will contain most of the sound.*
- Why has the music area's location changed from the conceptual design? *The change is to improve area efficiency. With an upper level placement other program areas can be located below and the needed higher ceiling accommodated. The elevator placement will assist movement to the auditoria and lower level.*

- Does the choir room have a stepped floor? *All rooms have flat floors. The choir could use risers to achieve the effect of a stepped floor. This will increase flexibility for other uses.*
- It is hard to see the conductor and difficult to hear the other band members without a stepped floor in the band room. *The District has prescribed flat floors for all music rooms, but the project team will check with the music department to see if there could be steps in the main band room.*
- It is more desirable to have access to practice rooms open from the music rooms rather than from the corridor. *The project team will consult the District music department.*
- Are all three large music rooms used simultaneously through the day? Student committee members verified that at their school the music rooms are in use every hour of the school day. This level of use should be reviewed with the District.
- Uniform storage doesn't need to be so large; there are only choir robes, no marching band uniforms. Hoist storage or upper cabinets could be used.
- Is it necessary to devote so much space to music when the new graduation requirements are diminishing the demand for electives? *The design is intended to allow for flexibility of accommodating future programs. Using flat floors in the music room is an example of this. The Educational Specifications take a long-term view, superceding short-term budget cuts.*

PE and JROTC

- *JROTC and PE share the use of the health classroom adjacent to both areas.*
- Is storage here shared by PE and JROTC? *No. The storage provided is for the JROTC program.*
- Is there a JROTC office? There is an admin space that also serves as an anteroom to the rifle range. *The project team needs to talk to JROTC staff about adjacencies and JROTC space.*
- Why is access to the rifle range through an admin space? *It is required by the Ed. spec. The rifle range is in its present location because it is a space with lesser use and because of security requirements.*
- Riflery is also an interscholastic sport and the range is used by non-JROTC students for practice and competition.

Career Cluster

- The art offices would be better located between the 2-D and 3-D classrooms and have windows for better supervision of the whole area.
- Storage is needed for ceramic ware drying or waiting for firing. *There is storage in the kiln room.*
- It would be helpful to have a paved platform outside the art rooms with building access for some ceramics activities.
- The ceramics area is only useable for that one medium and creates dust that interferes with other activities such as jewelry and printmaking.

- *The ed spec sets the room sizes for 2- and 3-D art. Flexibility within those spaces can come from the furnishings.*
- *We may be able to zone the room for several activities.*
- The 3-D studio at Dimond High School has a clay throwing area separated from the rest of the studio and all surfaces are washable.
- *Combining the shared computer lab and the technology space creates 400 SF of unassigned space, but two teaching stations still need to be maintained there.*
- The art gallery space isn't large enough for a big art show. Could that space be spread out in the building? *The house commons areas are natural places for the display of student art and together provide plenty of space. The gallery might be reserved for close-up, smaller or fragile pieces that should be more carefully supervised.*
- *Should the art gallery be kept in the plan? Yes. Try to find a good crossroads location for maximum visibility.*

Gym

- Where is the office of the activities secretary? *It could be in the cluster of rooms in the center of the house area across from the gym.*
- The PE office should be nearer the locker rooms.
- It would be ideal for the activities assistant principal, the athletics director, and the activities secretary to be located close together. The assistant principal and the activities secretary should have highest priority for proximity.
- The activities secretary probably handles greater quantities of money than anyone else in the school and needs to have a clear path to the central admin vault. In the Dimond plan the activities secretary will have a portable safe to use during the day and return to the vault at night.

Auditeria

- Can the depth of the steps in the floor be increased to give better sight lines in performances? *The steps are 6 inches now. They could go to 8 inches, but not much more.*
- Perhaps there could be wider steps with more bleachers in the rear.
- The stage has a wing only on one side. *We anticipate adjusting this.*
- The auditeria should be the best it can possibly be, since we have already compromised by combining the cafeteria and auditorium.
- More performances are for audiences of around 300 rather than the 600 maximum. We shouldn't rely so much on bleachers to give good sight lines. They won't be used very often.
- *This space is to have multiple uses. It needs to accommodate total class meetings, house meetings or other large groups as well as performances.*
- If the ramp access to the stepped floor were on the side nearest to the food service counters there would be easier disabled access during dining room use.

John Dale of Perkins & Will showed pictures of examples of different materials used in building exteriors. Metal cladding systems can give vertical or horizontal line to a building, but can be vulnerable to damage. At Bartlett High School metal panels adjacent to parking areas have been damaged. Wood could be used in a selective way in protected, public areas or as the underside of projecting porch roofs. Wood would also lend itself to carving as memorials to graduating classes. There are also various types of fiber cement panels; these are easily painted.

- In thinking of building exteriors in this climate, it is important to remember the temperature extremes we experience. Also, there is great sun intensity on vertical surfaces; ultraviolet light resistance is important to consider.
- What is the best material? *There are tradeoffs for all of them. Durable materials may require less maintenance and be easier to clean or refinish.*
- Brick facing, though traditional for schools, is expensive, imported and in this climate has efflorescence problems.
- *Concrete masonry can be used indoors in high traffic areas. Masonry can also be treated to resist vandalism.*
- *We can also consider the use of insulated structural glass—it transmits a diffused light in clerestory applications, for example.*
- It is important to remember that it is windy here, especially in this part of town, and horizontal corrugations are likely to collect dust.
- Can concrete blocks be colored? *Yes, there is a large range of colors and textures. The Goldenview building makes good use of colored concrete block. Need to consider that blasting may be more expensive than repainting.*
- Maintenance of wood may be expensive if not used appropriately.
- Can concrete be colored and textured like wood? *Yes, it is possible but expensive and needs special skilled workers to do the installation. Concrete can be formed with rough-sawn wood or other textures.*
- Is corrugated metal stable in high winds? *Yes, with the right fastening systems.*

Greg Frosberg, of ECI/Hyer, presented the site plan as it now exists for the schematic design. The west end of the building is further northeast now, giving more buffer area to the subdivisions on the southwest and west. Staff and visitor parking has been extended west with a turnaround circle at the end; this means the fire lane does not need to go all around the building in order to have complete emergency accessibility. There is now more access to the building from the north parking lot for faculty and staff and the plaza at the main entrance is larger. The bus dropoff area on the west end of the building is also striped for car parking outside school hours, encouraging people attending evening events to park on the campus and not on neighboring roads. The AWWU facility and the school will share an entrance to their properties that joins Elmore Road at its intersection with 135th Avenue.

- Where will the snow storage be? *It will be at the edge of the north and the south parking lots. This will be reviewed with ASD maintenance.*
- Will there be a traffic light near the school or at Elmore and Huffman? *The traffic studies that have been done don't support a need for traffic signals. This and other*

traffic calming measures will be dealt with in the Elmore Road development public process, which is a separate matter from the school site.

- Will the steep Huffman hill be addressed before the opening of the school? *It is not in current road projects in the area. Changes to Huffman Road are a separate process from the school site development.*
- Will there be a road to access the site directly from DeArmoun? *Land would have to be acquired from owners in that area south of the site and their overwhelming response is that they are not at all interested in selling. Moreover, a supplement to the LTIA showed it offered no advantage and exasperated neighborhood road congestion.*
- Where will the students go to smoke? There will be a long distance to walk to get offsite.
- They might go out the main entrance drive to Elmore Road, but they would be in full view of the admin office.
- The neighborhood will help watch for smokers and make sure the school is aware of their activities.

Jon Steele of ECI/Hyer reviewed the special limitations in the site's current zoning. Vegetative buffer space is required at the perimeter of the site—80 feet on the Leyden Road side, 60 feet on the Elmore side plus a 6 foot wooden fence, and 40 feet on a portion of the south plus a 6-foot wooden fence.

Elise Huggins of Earthscape led a discussion of buffer and fencing issues. Is opaque (wooden) fencing appropriate at the entrance of a high school? Opaque fencing can also lead to students hiding behind it. These and other issues need to be considered for the rezoning of the site.

- There should be more creative ways of creating a buffer than a "Fort Apache" look with a tall wooden fence.
- We could put a good crosscountry ski track in the wooded buffer area that would be a benefit and amenity for the community as well as for the school.
- The Turnagain View homeowners would like a non-opaque fence on their side of the site. The fence should focus foot traffic to the one access point on that side.
- *Many of the property owners on that side have fences at the back of their lots. It would be better to have any school fencing located against neighbor's fencing in order to avoid creating a corridor between the two.*
- *Perhaps the school could help the homeowners complete the fence line so there is only one line of fencing.*
- Who should meet with the subdivision to work this out? *This committee is the forum for that type of discussion.*
- People on the Leyden side want the fence inside the buffer area so that their view is of forest.
- *The fence might be within the buffer in order to provide benefit to both the school and the neighbors.*

- Parking on surrounding streets for access to the school facilities is a neighborhood concern.
- *Do the neighbors want their own access to the school site and its outdoor facilities blocked by seamless fencing?*
- Would a perimeter ski trail be lighted? *No.*
- To not create a perimeter trail would make both the community and the school lose a potential asset.
- How could the buffer problem be solved without the use of fencing? *Vegetative masses and the placement of boulders are solutions that have been successful. There are others.*
- Noise and light from the school site should be considered. It is a residential area on all four sides.
- You've done a great job on the site design so far. It does a lot to eliminate conflict with the neighborhood.
- *Snow storage is an important consideration in the site design. The district wants to move snow only once when it clears parking lots.*
- *The fencing issue needs to be discussed by the neighbors and taken up again later. There may be other alternatives developed as further site study is done.*
- Some involvement from potential students in the neighborhood is needed. How would kids living nearby view the school site and how would they like to use it? We need to start building a community for the school even though attendance boundaries are not yet set.
- *Geotech crews will be on the site soon drilling and taking samples for soil analysis. There has been some difficulty with their survey stakes being pulled up overnight. If their stakes are not respected, they may have to resort to some less sightly method of marking such as spraying paint on tree trunks.*

The project team will continue working to prepare the Schematic Design for the District. The goal is to finish by the end of June and submit it to the District in July. Over the summer the team will meet with department representatives to work on details of each specialized area of the building. The next Building Design Committee meeting will be needed after the District has digested the Schematic Design, perhaps late summer or early fall.

Attendees:

Tony Bennett, Turnagain View Estates
Heather Brooks, East HS student
Shirley Coulson, Bear Valley PTA
Angela Kuentzel, Huffman/O'Malley Council
Mark Mason, East HS student
Guy Okada, Dimond HS
Mary Rasmussen, Mears/Dimond
Debbie Rozman
Marianne See, State DEC & parent
Jan Thompson, Dimond HS

Rob Balivet, ASD Facilities
Kathy Burgess, Brooks & Associates
Myrna Clark, ASD Art Curriculum
Esther Cox, ASD Coordinator
John Dale, Perkins & Will
Michael Franks, ASD Maintenance
Greg Frosberg, ECI/Hyer
Elise Huggins, Earthscape
Terry Hyer, ECI/Hyer
Ralph Rentz, MOA Parks
Dennis Roney, Perkins & Will
Jon Steele, ECI/Hyer
Amy Yurko, Perkins & Will