

Memorandum

To: **SPPS**
 From: **CGA**
 Project: **St. Anthony Park Elementary School**
 Project Number: **16-0078**
 Subject: **Community Group Meeting #3 Notes**
 Date: **May 2, 2016**
 Copy To: **File**



The group was greeted and welcomed to the third Community Workshop. The goal of this meeting was for CGA to hear about what SAP wants for the future of the school. The bulk of this meeting will be focused on a design thinking exercise, when attendees will have the opportunity to design their ideal St. Anthony Park Elementary School.

First, the group was given a quick overview of the Facilities Master Planning (FMP) process as well as Workshops #1 and #2. “Day in the Life” Exercises were shared from meeting 2 and the key concepts that came out of each group’s work.

Key Concepts:

Welcoming	Furniture, Movement
Natural Light	Grade clusters
Flexibility <i>now</i>	Display
Flexibility <i>for the future</i>	Partnerships & Community
A variety of spaces	Collaboration

The group added a few key concepts to the list at meeting #3:

Outside connections	Appropriate mealtimes
Security and safety	Storage

The group was asked to bring an image of a space they found to be inspiring. Attendees shared their images with the group and explained what they thought was important about the space – or how it might be incorporated at SAP. Additionally, SAP staff had students do an exercise to answer the questions “What is the best thing about SAP?” and “What is one thing you would change?”

After the review, the group started the design thinking exercise. Each of the 6 tables was given a large print floor plan of SAP, a set of blocks with designated colors, as well and information to keep in mind during the design process (Key Concepts, SPPS Principles and Standards). The Key is as follows:

- BLUE: General Education
- PURPLE: Specialized Services
- GREEN: Specialties
- YELLOW: Media & Resource
- RED: Small Group Spaces
- ORANGE: Adult & Admin Spaces

Each group’s design is pictured on one of the following pages and paired with a written description of the group’s verbal presentation.

After the groups shared their work, the common ideas as well as any outlying ideas were recorded:

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Common Ground

Light in lunch room	Purposeful outdoor spaces
Shared common area spaces	Using every inch including roofs
Better use of entrance	Open spaces and closed spaces
Harnessing topography	Connections to community
Clustering of classrooms	Not a lot of adult space
Windows/light in classrooms	Grade level gathering spaces
Proximity of CR doors	

Outliers

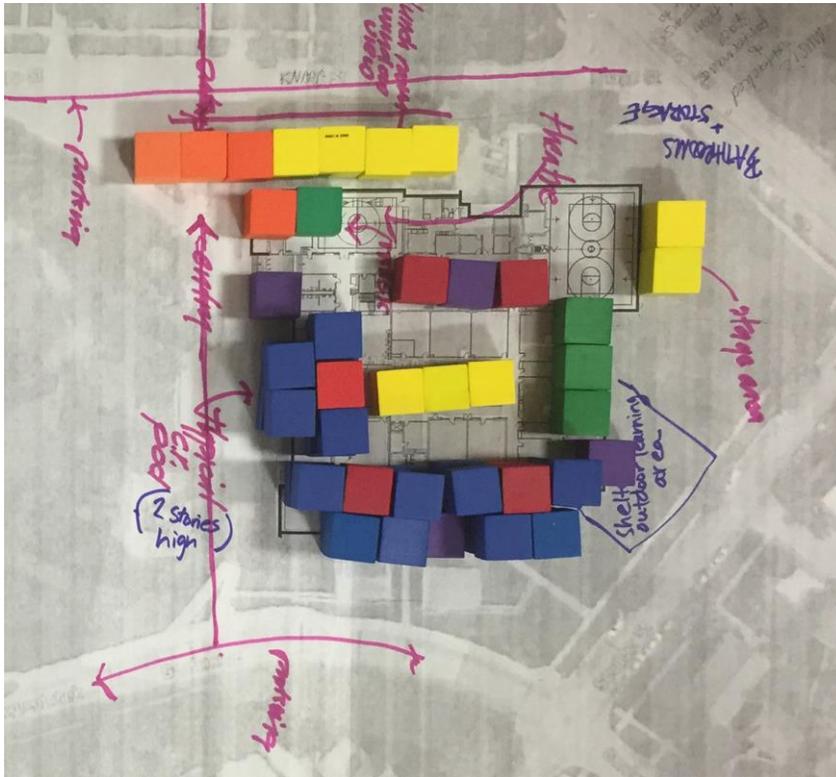
Table 3: Entrance, bring out office	Table 1: Lunchroom/Entrance, windows to Knapp (openable) – outdoor entry
Two level media center	Fine Arts performance to display
Table 1: Entrance – transparency	Table 1: Gym addition
Natural light to all	Table 5: Entrance and flow
Table 3: Transformative use of parks and rec land	

Overall there were many exciting ideas that came out in this design thinking block exercise. The design team will analyze what was heard tonight and be prepared to share a preliminary design diagram at the 4th community meeting.



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BLOCK DIAGRAM: GROUP 1

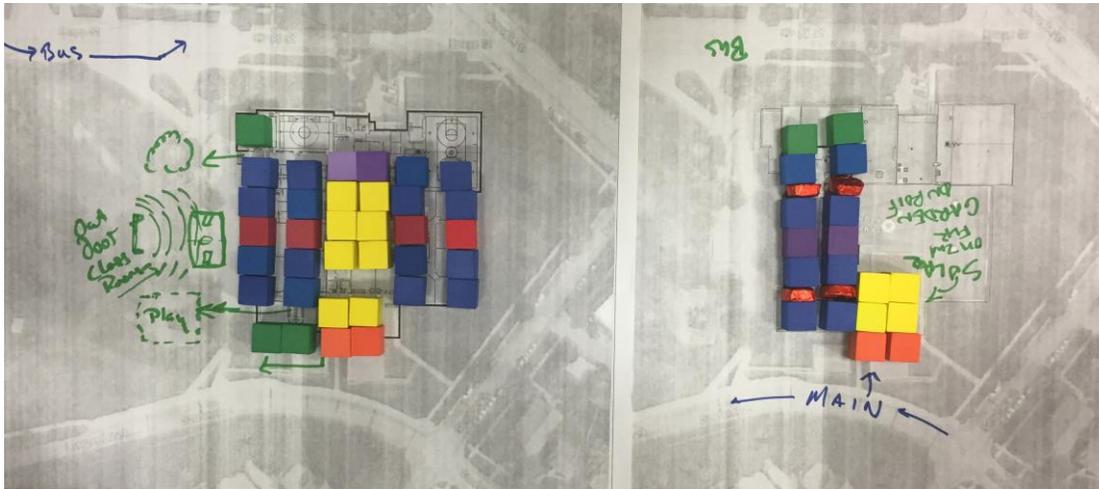


1. Addition along Knapp creates a more prominent entry (orange) and a new cafeteria space (yellow). The cafeteria has windows along Knapp to be more visible to the community and streetscape. The entry extends toward the park to allow for an entry from both Knapp and Scudder – it would have a lot of glass for transparency.
2. Existing multi-purpose space becomes the music/performance area.
3. Small addition on east side of gym becomes a stage/focal point for whole school assembly.
4. Classrooms are clustered in groups of 4 around a central shared area (red). The arrangement allows for all classrooms to have windows.
5. Specialists move to the east side of the building.
 - a. Widened hallway allows for easier class transitions and small group work areas.
 - b. Science and Art has connection to outside.
6. Restrooms have a common sink washroom area.
7. Specialized services are distributed throughout the building.



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BLOCK DIAGRAM: GROUP 2



1. The main entry (orange) is relocated to Scudder. Due to topography, one would enter the building on level 2 and flow down through a 2 story media center atrium space (yellow).
 - a. Unfortunately, this would take the Principal's eyes off of the recess area and unable to watch social interaction of students during that time.
2. Entry on the first floor is into a large media center surrounded by clusters of grade level classrooms with dispersed small group rooms and specialized services.
3. Take advantage of the rooftop with gardens, solar panels, etc.



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BLOCK DIAGRAM: GROUP 3



1. The main office is made larger.
 - a. Incorporates the Nurse's and Counselor's offices so office staff can more easily cover these functions.
 - b. A canopy is included at the main entry for protection during rainy days while students wait for school to start.
2. Classrooms clustered in a "flower" diagram to keep classroom doors adjacent for easy collaboration. Also allows for natural light.
3. Large media/gathering space at center of school with technology.
4. Specialists are dispersed.
5. Two ELL spaces are included as well as a calming area (used by TO and SW)
6. Gathering room is added to 4th and 5th grade space to allow for grade level meetings, yearbook startup (for example) or other flexible opportunities to occur. This is shown in yellow, which is different from the red small group spaces.
7. An amphitheater is constructed where the existing portables are located to take advantage of the topography. An awning could even cover the performance space.
8. A running track is placed at the perimeter of Langford with a cut-through at the middle for bikes and other walking traffic.



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BLOCK DIAGRAM: GROUP 4



1. Grades 2-3 and 4-5 are clustered together. Each cluster contains 8 classrooms (blue), shared open space (yellow), small group (red), and a staff space (orange) for storage or collaboration.
2. Kindergarten and 1st grade are clustered separately, each with 4 classrooms (blue) and an open space. Learning is different in these lower grades.
3. Clusters allow for daylight into classrooms as well as a community feel.
4. Open space is at the center and contains: specialists, technology, and specialized services.
5. Entry is made more prominent.
6. Cafeteria is made larger.
7. Amphitheater built into hill behind gymnasium.



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BLOCK DIAGRAM: GROUP 5



1. The main entry (orange) is made more prominent and an “alumni center” is added. It was also noted that this side of the school is the natural entry point for people flooding in from the neighborhood.
2. The lunch room (yellow) is made larger and has more windows/prosity toward Knapp. Glass garage doors could be incorporated to allow for a greater connection to the exterior. Outdoor dining and a great community space.
3. When kids arrive before school, they need a waiting area. Could tiered seating be incorporated into the multi-purpose room? This could also be used as a gathering space, band, etc.
4. Music is placed by the gymnasium for sound and the access to the amphitheater in hill.
5. Science can directly access the exterior.
6. Use the roof: Gardens, reading space, etc.
7. Other comments not shown in the diagram:
 - a. Lunchroom could be adjacent to the playground for a view outside, plus not track in so much mud.
 - b. Thought about moving the front entry to Scudder as well, but it ignores the “sea of people” coming from the north.



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BLOCK DIAGRAM: GROUP 6



1. Main office (orange/yellow) is made to be more of a community gathering area with a level 2 space for teachers with lots of light. Internal office connection between level 1 and 2.
2. Clustered the grade level classrooms together. K-3 on lower level and 4-5 on upper level.
3. Places a science room on the upper level for grade 4-5 science. Maybe they could take advantage of the roof for experiments, etc.
4. When portables are gone, this south side of the site would be great for a garden.
5. Common media / resource area in the center.
6. Specialized services are dispersed throughout.
7. A more natural play area as opposed to so much hard surface.

BLOCK DIAGRAM: GROUP 7 (Clara, student)

Grade levels closer in age should be grouped closer in the building, physically.



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