

FR SBC Meeting	Agenda/Goals	Responsible Party	Initiates...
9/5/2018	Programming		
	Discuss Target Enrollments	District / TSKP STUDIO	
	Document Existing Program	District / TSKP STUDIO	
	Establish Educational Plan for school	District	
	Discuss Existing Conditions Evaluation Progress	TSKP STUDIO	Evaluation Report writing begins
	Updated "Current Use" Floorplan	TSKP STUDIO	
	Updated "Current Use" Site Plan	TSKP STUDIO	
9/12/2018	Programming		
	Finalize Programming	District/TSKP STUDIO	Preliminary Options begins
9/26/2018	Present Preliminary Options to FRSSBC	TSKP STUDIO	
10/10/2018	Present Green Strategies	TSKP / Green Engineer / Kohler Ronan	
	Discuss Preliminary Options with FRSSBC	TSKP STUDIO	
10/24/2018	Confirm Preliminary Options	TSKP STUDIO	Cost Estimate begins
	Confirm Green Strategies	TSKP STUDIO / Green Engineer	Cost Estimate begins
11/7/2018			
11/21/2018	Review results of Cost Estimate	TSKP STUDIO	
	Confirm Community Engagement Schedule	FRSSBC	Community Engagement begins
12/5/2018	Discuss results of Ongoing Community Engagement		
	Discuss refinements to Preliminary Options	FRSSBC / TSKP STUDIO	
	Confirm next steps for Community Engagement	FRSSBC	

12/19/2018	Discuss results of Ongoing Community Engagement Discuss refinements to Preliminary Options	FRSBC / TSKP STUDIO	Refine Options begins
<hr/>			
1/2/2019			
<hr/>			
1/16/2019	Present Refined Options	TSKP STUDIO	Updated Cost Estimate begins
<hr/>			
1/16/2019	Review Results of Cost Estimate	TSKP STUDIO	Finalize Report regarding Options

DRAFT

Attendees

Name	Firm	Position	E-mail	Phone
Tim Sheehan	Amherst Pelham Regional Public Schools	Coodinator of Curriculum, Instruction, & Assessment	sheehant@arps.org	413.362.1810
Jonathan Salvon	FRSBC	Chair	jsalvon@kuhniddle.com	
Maria Kopicki	FRSBC	Member	kopickimaria@gmail.com	
Jesse Saylor	TSKP	Architect	JSaylor@TSKP.com	860.547.1970
Ryszard Szczypek	TSKP	Architect	RS@TSKP.com	860.547.1970

Item No	Description	Action
1	<p>Review Enrollment Scenarios</p> <p>TSKP presented room lists for three enrollment scenarios. A range of enrollment is to be studied and TSKP asked what the lower number in the range should be? For reference, we discussed that the Fort River school enrollment for 2017-18 year is 315.</p> <p>420 is the high number in the range and reflects 3 sections per grade at for grades PK-6, assuming 15 students per PK section and 18 student per section grades K-6.</p> <p>360: If we add three sections of PK (45 FTE students) to the current enrollment we end up with 360, which was presented as one option for the lower number in the range.</p> <p>or</p> <p>315: The other option for the lower number in the range is to accept the current enrollment as the total enrollment. This results in 270 students in grades K-6. We discussed that this lower number may be relevant to a scenario in which grade configuration or redistricting results in a lower population, such as the 6th grade being moved from elementary to intermediate school.</p>	Amherst Pelham Regional Public Schools
2	<p>Current Use Plans: TSKP presented a floor plan of the Fort River School which they said had been updated to reflect their current understanding of how the rooms are being used in the upcoming 2018-2019 school year. TSKP asked if Amherst Schools could review the plan and identify any inaccuracies. TSKP emailed the plan to Tim Sheehan on 8/24.</p>	Amherst Pelham Regional Public

		Schools
2.1	Tim Sheehan noted that the existing classrooms look larger in the floor plans than they are in reality because an area in each classroom is used as circulation space due to the fact that the building lacks corridors. TSKP will revise the plan to show the defacto corridors that erode classroom square footage in the current design.	TSKP STUDIO
3	Educational Plan Update: We confirmed that Amherst Pelham Regional Public Schools would update the existing Educational Program as Mr. Sheehan clarified that the two school consolidation strategy is no longer being considered.	Amherst Pelham Regional Public Schools
4	Planning / Organizational Concepts: We discussed programming concepts which would influence and inform planning.	
4.1	Grade Clustering: We confirmed that the district prefers clustering classrooms by grade level. For future flexibility we were asked to explore a sequential arrangement of grade groupings recognizing that changing enrollments sometimes result in the need to add a class to a grade.	TSKP STUDIO
4.2	Dual Language: We learned that the district is currently exploring models for delivery of a dual language program. One model, a 50/50 model, requires two classrooms of which one is taught in a second language and the students move between the two classrooms throughout the day. If there were three classes per grade, the third class would not participate in dual language.	
4.3	Common Teacher Planning Areas: We noted that the original school's design envisioned open classrooms and provided a common work room for teachers. Currently, most teachers use their classrooms for planning. We will plan on teacher planning happening in the classrooms.	
4.4	Classroom Breakout Space: TSKP wondered if the large size of the current building results in a tendency for special programming to spread out into available spaces. TSKP asked if break-out spaces of about 100-150sf per grade level were provided adjacent to each classroom cluster, would these be able to utilized for some of the pull-out programming, such as ELL, Math, Reading, etc.	Amherst Pelham Regional Public Schools
4.5	One Story vs. Two Story: TSKP asked if the district had any experience with two story elementary schools and learned that Crocker Farm is a two story school	
4.6	Music is currently taught in one music room near the cafeteria. At the opposite end of the building another small room is devoted to Band and another is for Orchestra. Instruments appear to be stored in a third room towards the center of the building. TSKP asked if a larger instrumental music room should be provided to support larger ensembles. Tim explained that if a stage is included in the school design, it can be the space for the larger ensemble practices which happen about once a week. Two smaller rooms which each fit about 6-8 musicians are required for orchestra and band. Also an instrument storage room.	
4.7	Media Center and CPU lab: We confirmed that both a media center and a CPU lab are required. We noted the two spaces are on opposite ends of the building. Preference is to have them	

	adjacent to each other. We noted that the existing media center exceeds current space standards by a good margin. We will propose a media center according to current standards. The media center is currently staffed by one FT staffmember and one paraprofessional. The CPU lab has one FT staffmember	
4.8	Art: We discussed that space guidelines call for one Art room in all enrollment scenarios and that the district feels this is appropriate.	
4.9	Public Access Areas in building: We discussed that the building should be zoned to allow public entry into areas such as the gym and cafeteria, but limit access to the classrooms. We noted it is desirable to have restrooms to serve the fields in the publicly accessed area, particularly if the project results in the removal of an outbuilding which currently provides restrooms for field use.	
	TSKP to follow up with Jim McPherson to understand who operates the restroom outbuilding on the site.	TSKP STUDIO
4.10	Gym: We discussed that the current gym is undersized according to guidelines and we asked if it should be "brought up to standard". We discussed that the gym is not seen as deficient and is currently staffed by one FT staff member. A concern was raised about parity with the other elementary schools in town if the gym size is made larger at Fort River; the belief is that the other schools have gym sizes similar to Fort River or even smaller (Crocker Farm). We discussed some of the other community groups who use the gym currently, such as Youth Basketball and voting.	
4.10	Transportation: We briefly discussed transportation. Jonathan noted that the current vehicular drop-off pickup queue should be improved. Currently it happens in the parking lot to the East of the school with students walking around the service area to reach the vehicles. We also discussed that traffic immediately off-site is not ideal due to the proximity of the Western drive to the an intersection. A PVTA bust stop is nearby. TSKP followed up with Tim Sheehan asking for current bus and vehicle counts.	Amherst Pelham Regional Public Schools
4.11	Cafeteria: We discussed that the three cafeteria rooms exceed space guidelines and will be proposed as a smaller size in line with guidelines, which is capable of serving the entire school population in two waves.	
4.12	General Office Area: We discussed that the General Office area is currently staffed by 3 FT staff members. A desk has been set up in what used to be the waiting area so that the staff can see who is entering the building.	
4.13	Guidance Office: We discussed that the guidance office is rather large for the one staff member. Tim noted that the room is also used for circulation.	
4.14	Book Storage: We discussed that the general storage room appeared to be well-used and full of reading level books. TSKP acknowledged that their experience has included many approaches to the storage of reading books and usually they are not part of the media center. TSKP has seen them stored in classrooms, in corridor shelving areas, in book rooms such as this, etc. The group discussed that a corridor accessible storage areas distributed into two or three areas of the	

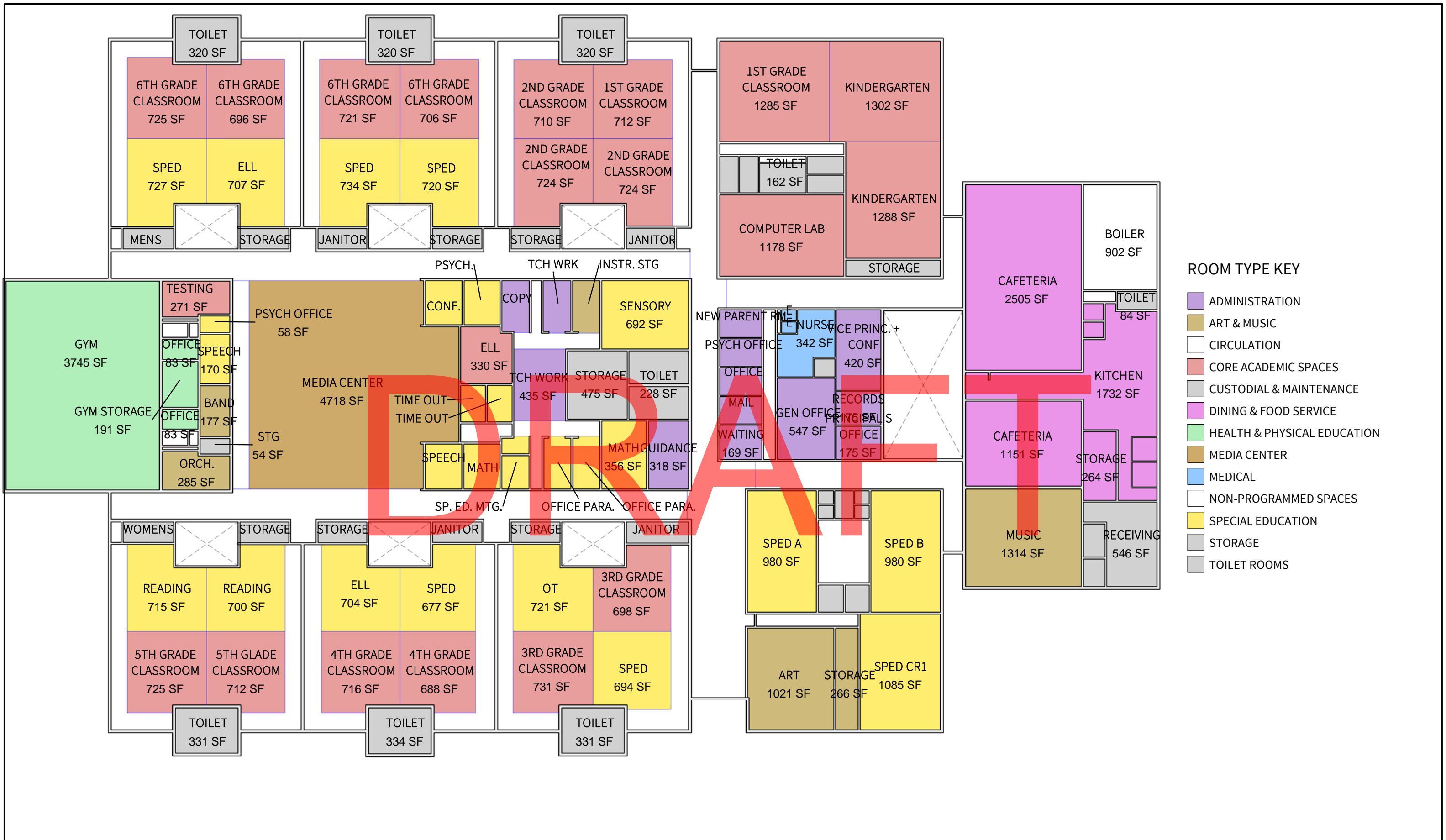
	building may be preferable.	
--	-----------------------------	--

Copy to: All Present

Written by: Jesse

Saylor, AIA

DRAFT



TSKP STUDIO One Hartford Square West 146 Wyllys Street, Bldg 1-203 Hartford, CT 06106 • 860.547.1970	JOB NAME / NUMBER: PROJECT NAME		TITLE: AMHERST FORT RIVER SCHOOL EXISTING BUILDING PLAN	DRAWING NO: SKA-002
	SCALE: 1" = 30'-0"			
	DATE: 08/06/18	PREPARED BY: Author		

1 FIRST FLOOR PLAN
1" = 30'-0"