



# PROGRAMMING

## DOCUMENT SUBMITTAL

*Town of Snowmass Village*  
**Little Red School House ECE**

**4598 Owl Creek Rd,  
Snowmass Village, CO 81615**

Project #2023-7  
09. 25. 2023

TABLE OF CONTENTS

EXECUTIVE SUMMARY	2
PROJECT SCHEDULE	3
EXISTING CONDITIONS	4 - 7
PROGRAMMING DATA	8 - 10
ADJACENCY DIAGRAMS	11 - 13
CONCEPT DIAGRAMS	
PARKING	14 - 19
STRUCTURE	20
APPENDIX	
MEETING MINUTES	21 - 33
INTERVIEW MINUTES	34 - 39
SUPPLEMENTAL PROGRAMMING	40
SURVEYS	41 - 42

DIRECTORY

OWNER

Town of Snowmass Village

Greg LeBlanc  
Assistant Town Manager  
Cell: 970.922.2275  
gleblanc@tosv.com

Mike Horvath  
Project Manager / Town Engineer  
Cell: 970.922.2324  
mhorvath@tosv.comom

ARCHITECT | RECORD

Land + Shelter  
Architecture and Planning  
16 North 4th St.,  
Carbondale, CO, 81623

Andrea Korber  
Principal in Charge  
Direct: 970.969.0201  
andi@landandshelter.com

Taylor Higgins  
Project Manager  
Direct: 816.716.9954  
taylorhiggins@landandshelter.com

ARCHITECT | DESIGN

Alan Ford Architects  
3457 Ringsby Court, #217  
Denver, CO 80216

Alan Ford  
Principal in Charge of Design  
Direct: 720.961.9130  
aford@fordarch.com

Tyler Michieli  
Project Manager  
Direct: 720.961.9109  
michieli@fordarch.com

ARCHITECT | ECE SPECIALIST

RDG Planning & Design  
3461 Ringsby Court Unit 250,  
Denver, CO, 80216

Ed Buglewicz  
Architect, & ECE Designer  
Direct: 402.449.0836  
ebuglewicz@rdgusa.com

Molly Haas  
Architect  
Direct: 402.449.0850  
mhaas@rdgusa.com

### EXECUTIVE SUMMARY

The design team of Land + Shelter and Alan Ford Architects with RDG Planning & Design is pleased to present the following programming document for the LRSB renovation/addition project for your review and comment.

The accompanying documents represent the work completed to date and include:

- As built information on the existing structures
- Site Observations
- Program of spaces and requirements for a 4 classroom and 5 classroom configurations
- High level test fits of the program on the existing site
- Project schedule
- Questionnaire results
- Back up information from the meetings which shaped the current program document are included in the appendix
  1. Site visit on June 26th, 2023 (in person)
  2. Kick off meeting August 10, 2023 (virtual)
  3. Programming meeting #1 August 17, 2023 (virtual)
  4. Programming meeting #2 September 5, 2023(in person)
  5. Teacher interviews September 5, 2023 (in person)

### THE PROCESS

#### Preliminary site visit – June 26, 2023

Andi Korber and Alan Ford met on site with Greg LeBlanc, David Shinneman and Mike Horvath of the Town of Snowmass Village to discuss the opportunities and constraints of the site as well as reviewing the process and next steps.

Parking considerations were discussed relative to accommodating community use of the park and garden. The possibility of including an additional curb cut and extending the parking in the east west direction along Owl Creek Road.

Land use review will begin at the end of schematic design with a high-level review of the design with the 50% design development documents serving as the basis for review.

#### Kick off Meeting – August 10, 2023

Overarching goals for the project were discussed. The target construction budget was established as \$6.5 million with a total project budget at \$8 million. The structure of the executive committee was determined and will consist of Greg LeBlanc, Mike Horvath and Christina Holloway.

Land use review will begin at the end of schematic design with a high-level review of the design with the 50% design development documents serving as the basis for review. The site survey is underway with the document being available mid-September

#### Programming Meeting #1 – August 17, 2023

The design teams overall programming process was reviewed and agreed to which will include generalized research on the history of the site and school and review of prior work completed; stakeholder engagement in the form of questionnaires (one for the community and one for the staff) followed by staff interviews with a precedent exercise to define the qualitative aspects of the design.

Project goals were revisited - the housing is a nice to have and not a must have; consideration for expansion of the school in the future should be considered; The LRSB building could serve for auxiliary functions such as gross motor activities, art and community meetings but the building will need some renovation. The school is a year-round program and is not affected by seasonal variations according to Christina.

A draft program spreadsheet was reviewed with clarification given by Christina on the age configuration by classroom. A four-classroom option is a possibility. Administrative support functions can be kept to a minimum. The current program is a Reggio Emilia inspired pedagogy. Classrooms can be paired around a shared support core. Check-in occurs as each classroom and there will not be an attendant dedicated to the entry due to staffing limitations.

Next steps were outlined, and it was agreed a questionnaire for the staff and community will be developed and available for distribution in the next week.

#### Programming meeting #2 – September 5, 2023

The first session of the programming meeting occurred at the Town Hall building with the executive committee and included Christina Holloway school director, Town Manager Clint Kinney, Greg LeBlanc assistant Town Manager, project manager Mike Horvath and members from Alan Ford Architects and RDG Planning and Design. The second meeting occurred at the LRSB site with teachers and staff. Interviews were conducted with teachers on the questionnaire results and a precedent exercise was completed for qualitative information.

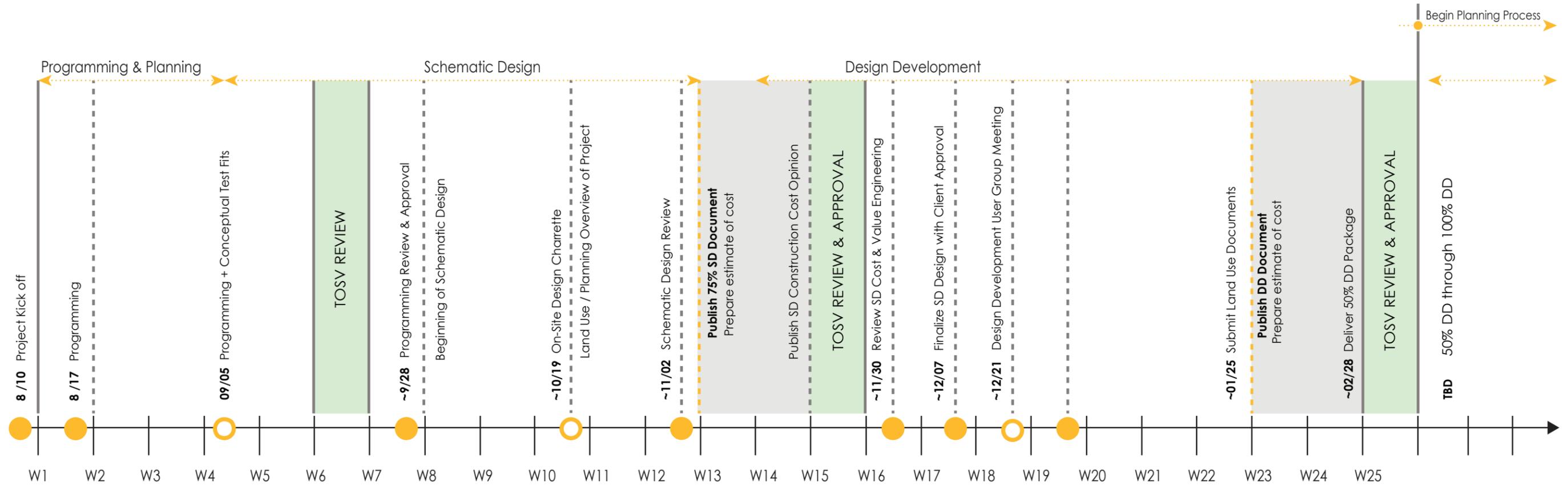
Significant outcomes of the executive committee meeting included:

- Determined that approximately 8,000 SF of new construction is the targeted square footage goal.
- Study a four-classroom version and a five-classroom option both within the 8,000 square foot cap.
- Eliminate the six classroom option
- Study the LRSB building for use as a supplemental program and allow some renovation dollars to upgrade the building
- Eliminate the housing as part of the program due to the limited budget
- Design to a total of 40 parking spaces including community use
- Set up a meeting with local fire to discuss their requirements
- The school needs to stay in operation on the site while the improvements occur

### CONCLUSION

After programming meeting #2, the program spreadsheet was updated, and test fits were conducted to explore site utilization and parking configurations. The site survey has been received and was incorporated into the studies. The test fits are not intended as design but simply to illustrate how the implications of the program will work on the site.

Once agreed upon, the program document will form the basis for proceeding into the schematic design phase at which time the full consultant team will be engaged.



KEY TASKS

- 8/17 > **Programming**
  - Interviews and Research
  - Site Analysis
  - Intake of owner information and developing back-grounds
- 8/24 > **Programming + Conceptual Test Fits**
  - Programming Spreadsheet with square footages and multipliers.
  - Concept Site Plans and Options
- 10/5 > **On-Site Design Charrette**
  - Schematic Site Plan
  - Concept Building Plan Options
  - Concept landscape plan options
- 10/19 > **Schematic Design Review**
  - Schematic Building Plan Options (2-3)
  - Building elevations and sections
  - Schematic narratives of Civil, LA, Structural, MEP+T, etc.

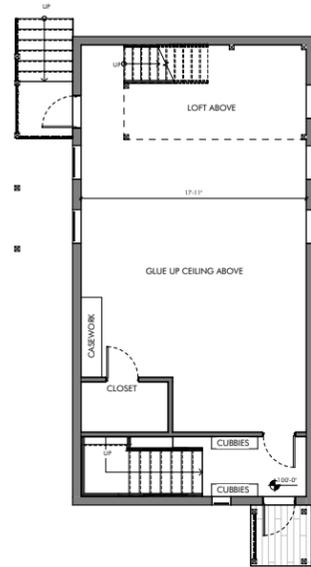
- 11/16 > **Review Schematic Design Cost & Value Engineering**
  - Select final design option for DD
  - Kick-off Planning Review
- 11/30 > **Design Development User Group Meeting**
  - Develop detail of Classrooms, Site, playground, kitchen.
- 12/21 > **Design Development Check-in**
  - Site Plan
  - Code Plans and Analysis
  - Floor Plans
  - Building Elevations
  - Building and wall Sections
  - Interior Elevations
  - Finish selections

KEY

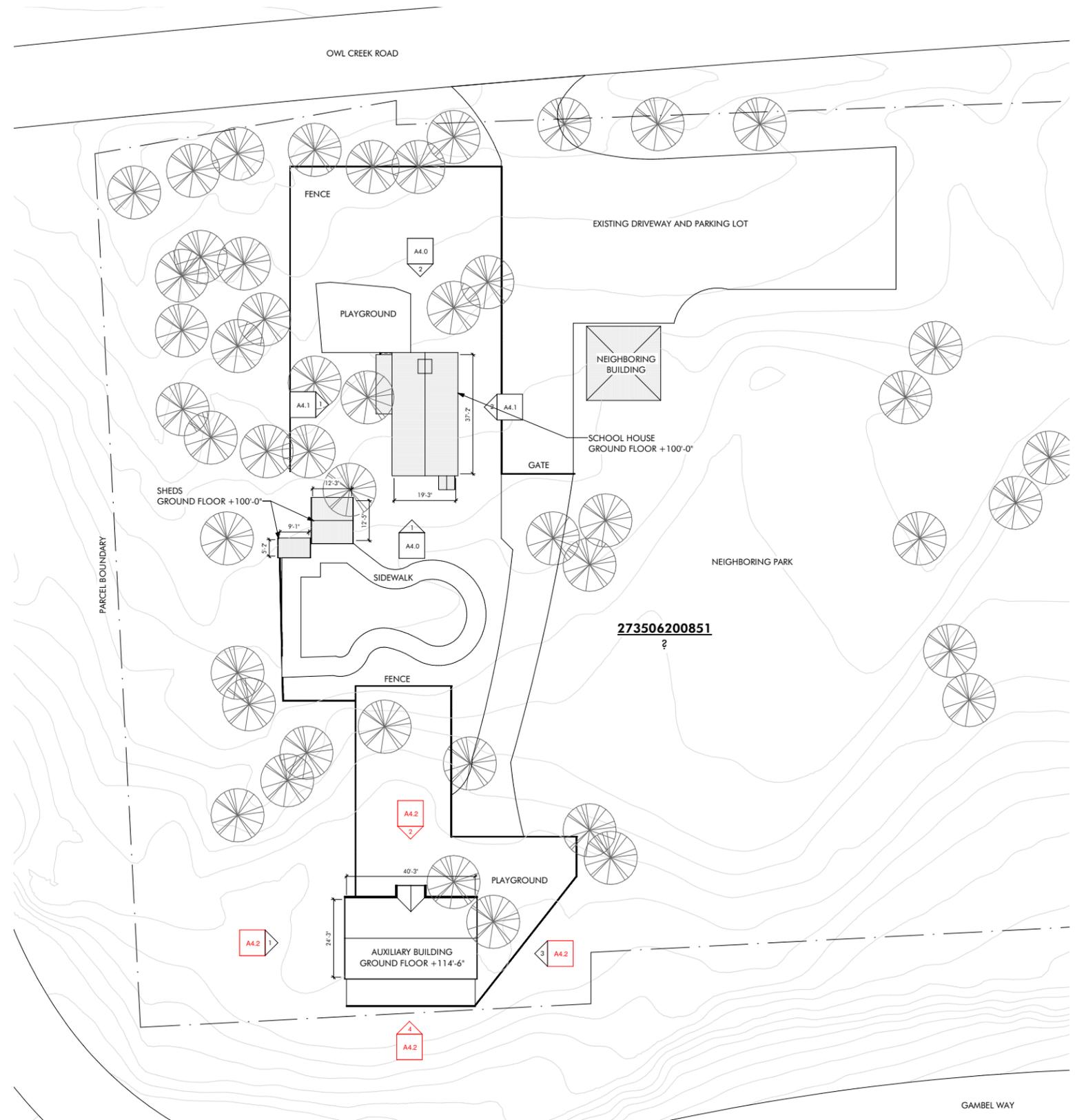
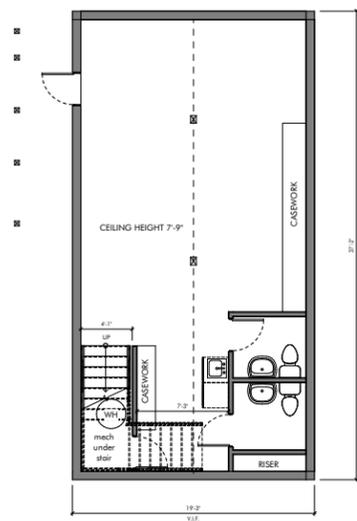
- Executive Committee Meeting (in-person)
- Executive Committee Meeting (Virtual)

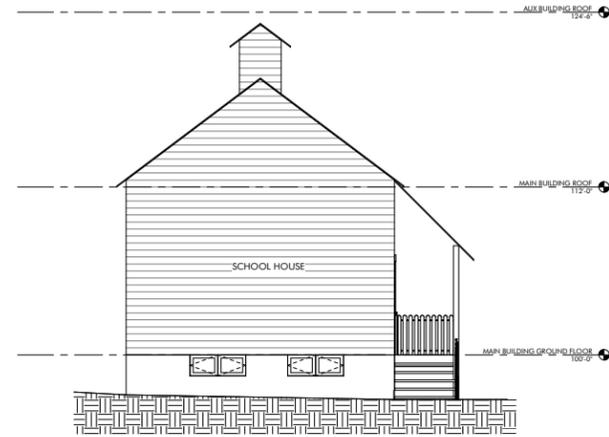


MAIN LEVEL FLOOR PLAN

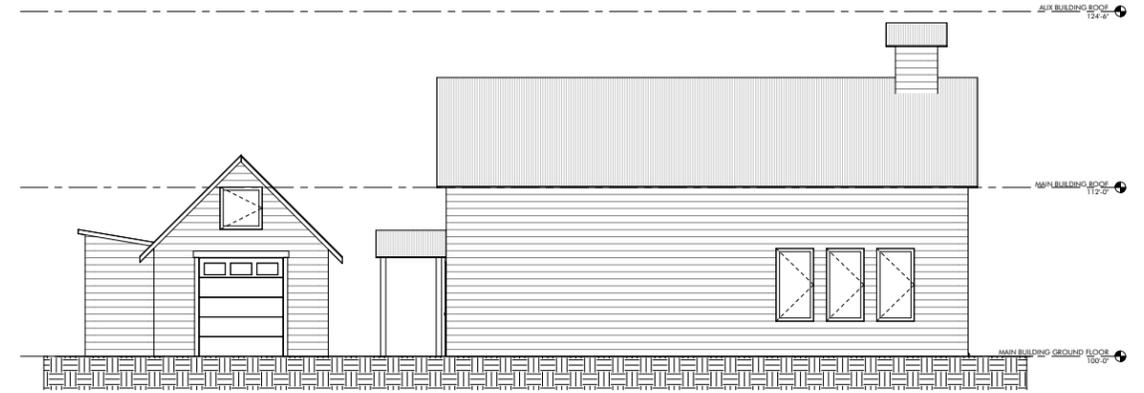


LITTLE RED BASEMENT FLOOR

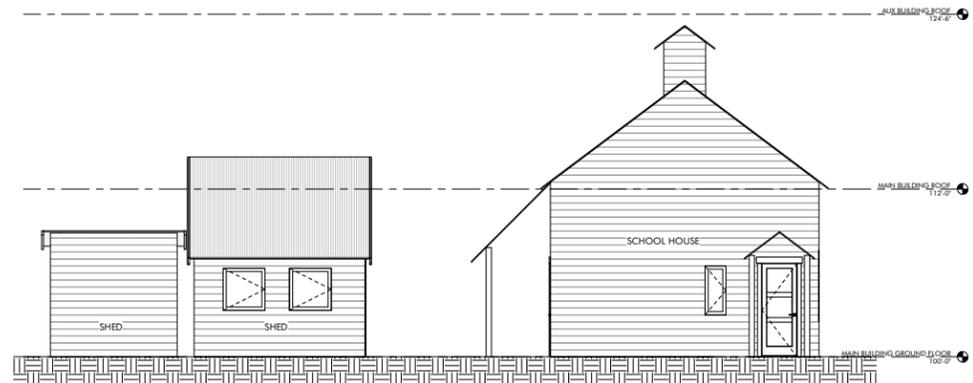




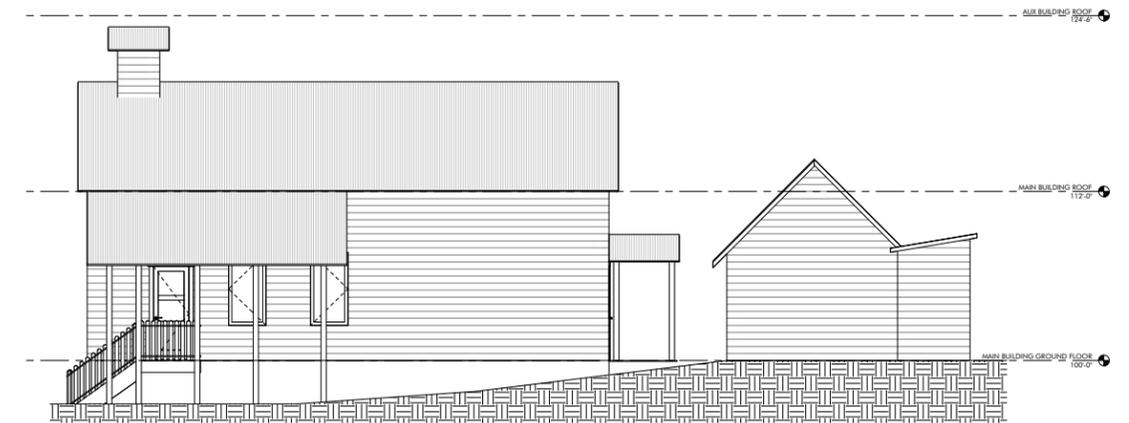
NORTH ELEVATION



EAST ELEVATION



SOUTH ELEVATION



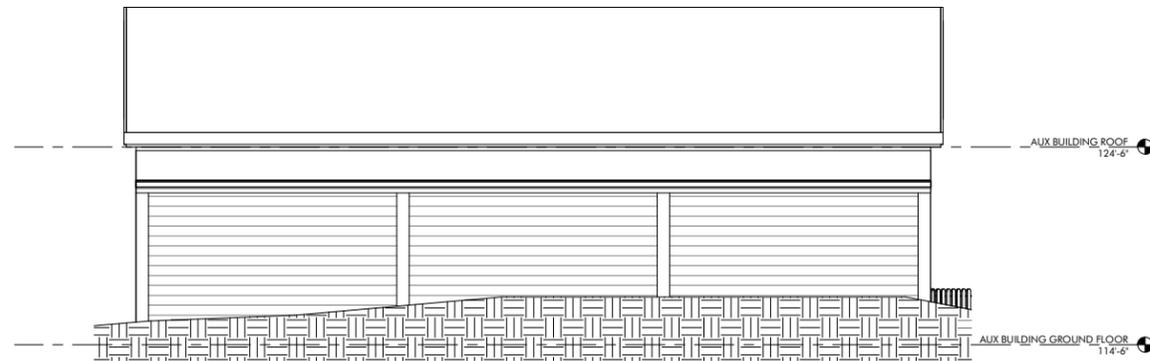
WEST ELEVATION



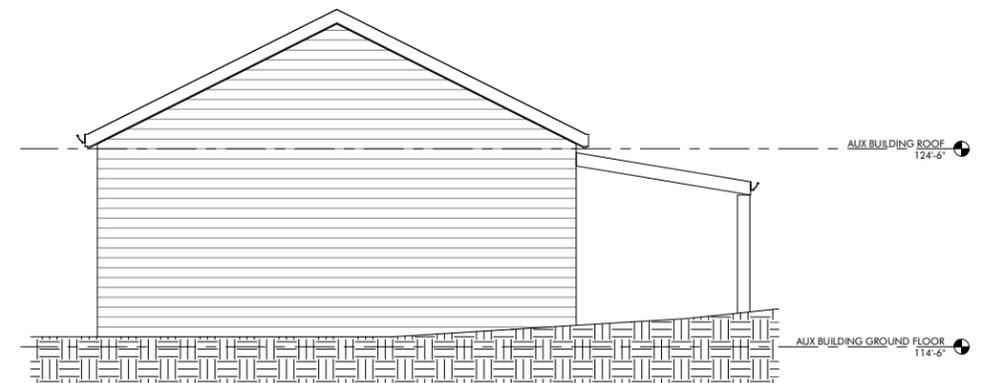
AUX | NORTH ELEVATION



AUX | EAST ELEVATION



AUX | SOUTH ELEVATION



AUX | WEST ELEVATION

OPTION 1 | FOUR CLASSROOMS

TOWN OF SNOWMASS VILLAGE ECE MINIMUM + DESIRED SQUARE FEET					
Room	Max Room Capacity	Desired Room Capacity	Max Child/Teacher Ratio	MINIMUM	QUALITY SF
Infant/Toddler (6 weeks - 18 mo)	10	8	1:5	605	790
Toddlers (18 mo - 36 mo)	10	8	1:5	595	790
Preschool A (3 - 4 yr )	20	18	1:10	745	940
Preschool B (4 - 5 yr )	20	18	1:12	745	940
Total Enrollment:	60	52			
Administrative Spaces				190	180
Support Spaces				1045	1275
Kitchen (Small) Spaces				165	165
Flexible Storage Spaces				395	395
Restroom Spaces				300	300
Assignable Square Feet (ASF)				4785	5775
Efficiency Mark Up				72%	72%
Gross Square Feet (GSF)				6,646	8,021
Renovation of LRSH footprint - Gross Motor / Community Room				600	625
Grand Total: Gross Square Feet (GSF)				7,246	8,646

OPTION 2 | FIVE CLASSROOMS

TOWN OF SNOWMASS VILLAGE ECE MINIMUM + DESIRED SQUARE FEET					
Room	Max Room Capacity	Desired Room Capacity	Max Child/Teacher Ratio	MINIMUM	QUALITY SF
Infants (6 weeks - 12 mo)	10	8	1:5	635	850
Toddler A (12 mo - 24 mo)	10	8	1:5	635	850
Toddler B (24 mo - 36 mo)	14	12	1:5	786	886
Preschool A (3 - 4 yr )	20	18	1:10	810	1065
Preschool B (4 - 5 yr )	20	18	1:12	810	1065
Total Enrollment:	74	64			
Administrative Spaces				180	230
Support Spaces				1075	1460
Kitchen (Small) Spaces				165	180
Flexible Storage Spaces				395	540
Restroom Spaces				300	300
Assignable Square Feet (ASF)				5791	7426
Efficiency Mark Up				72%	72%
Gross Square Feet (GSF)				8,043	10,314
Renovation of LRSH footprint - Gross Motor / Community Room				600	775
Grand Total: Gross Square Feet (GSF)				8,643	11,089

# TOSV Little Red Schoolhouse ECE

# PROGRAMMING DATA | Breakdown

## OPTION 1 | FOUR CLASSROOMS

## OPTION 2 | FIVE CLASSROOMS

September 12, 2023

### TOSV CLASSROOM SPACES

	Max Room Capacity	Desired Room Capacity	Max Child/Teacher Ratio	TOSV				NOTES		
				MIN. NET SF	QUALITY NET SF	MINIMUM SF	QUALITY SF			
<b>Infant/Toddler (6 weeks - 18 mo)</b>										
GROSS	10	8	1:5	61	76	79	99	605	790	
Activity Area				50	41.5			500	415	Quality - revised from 45 down to 41.5
Activity Sink								15	15	
Crib Area						20		-	200	MIN: Combined with Activity area / QUALITY: Separate Crib or sleep Area
Food Prep								15	25	Quality - revised from 40 down to 25
Diapering								25	35	Quality - revised from 40 down to 35
Restroom								0	40	Quality: Include RR to allow flex to Toddler Rm
Cubbies								15	15	
Storage/Casework								25	30	Storage Unit + Cot Storage
Teacher Work Station								10	15	Quality - revised from 35 down to 30
<b>Toddlers (18 mo - 36 mo)</b>										
GROSS	10	8	1:5	60	74	79	99	595	790	
Activity Area				45	41.5			450	415	Quality - revised from 45 down to 41.5
Activity Sink								15	15	
Sleep / Crib Area						20		-	200	MIN: Combined with Activity area / QUALITY: Separate Crib or sleep Area
Food Prep								15	25	Quality - revised from 40 down to 25
Diapering								25	35	Quality - revised from 40 down to 35
Restroom								40	40	Area will be combined into a shared RR with adjoining classroom
Cubbies								15	15	ideally placed at mudroom entry to classroom
Storage/Casework								25	30	Storage Unit + Cot Storage
Teacher Work Station								10	15	Quality - revised from 35 down to 30
<b>Preschool A (3 - 4 yr)</b>										
GROSS	20	18	1:10	37	41	47	52	745	940	
Activity Area				30	39.25			600	785	Quality - revised from 45 down to 39.25
Activity Sink								15	15	
Food Prep								15	20	
Restroom								50	45	Area will be combined into a shared RR with adjoining classroom
Cubbies								30	30	ideally placed at mudroom entry to classroom
Storage/Casework								25	30	Storage Unit + Cot Storage
Teacher Work Station								10	15	Quality - revised from 35 down to 30
<b>Preschool B (4 - 5 yr)</b>										
GROSS	20	18	1:12	37	41	47	52	745	940	
Activity Area				30	39.25			600	785	Quality - revised from 45 down to 39.25
Activity Sink								15	15	
Food Prep								15	20	
Restroom								50	45	Areas combined into a shared RR w/ adjoining classroom
Cubbies								30	30	ideally placed at mudroom entry to classroom
Storage/Casework								25	30	Storage Unit + Cot Storage
Teacher Workstation								10	15	Quality - revised from 35 down to 30
<b>TOTAL CHILDREN</b>	<b>60</b>	<b>52</b>								

MUST LOCATE ON

September 12, 2023

### TOSV CLASSROOM SPACES

	Max Room Capacity	Desired Room Capacity	Max Child/Teacher Ratio	TOSV				NOTES		
				MIN. NET SF	QUALITY NET SF	MINIMUM SF	QUALITY SF			
<b>Infants (6 weeks - 12 mo)</b>										
GROSS	10	8	1:5	64	79	85	106	635	850	
Activity Area				52	45			520	450	MIN - revised from 50 up to 52
Activity Sink								15	15	
Crib Area						20		-	200	MIN: Combined with Activity area / QUALITY: Separate Crib or sleep Area
Food Prep								15	25	MIN - revised from 15 up to 25
Diapering								25	40	
Restroom								0	40	Quality: Include RR to allow flex to Toddler Rm
Cubbies								15	15	
Storage/Casework								25	35	Storage Unit + Cot Storage
Teacher Work Station								10	15	
<b>Toddler A (12 mo - 24 mo)</b>										
GROSS	10	8	1:5	64	79	85	106	635	850	
Activity Area				48	45			480	450	MIN - revised from 45 up to 48
Activity Sink								15	15	
Sleep / Crib Area						20		-	200	MIN: Combined with Activity area / QUALITY: Separate Crib or sleep Area
Food Prep								15	25	MIN - revised from 15 up to 25
Diapering								25	40	
Restroom								40	40	Area will be combined into a shared RR with adjoining classroom
Cubbies								15	15	ideally placed at mudroom entry to classroom
Storage/Casework								25	35	Storage Unit + Cot Storage
Teacher Work Station								10	15	
<b>Toddler B (24 mo - 36 mo)</b>										
GROSS	14	12	1:7	56	66	63	74	786	886	
Activity Area				45	45			630	630	
Activity Sink								15	15	
Sleep Area						5		0	70	MIN: Combined with Activity area / QUALITY: Separate Crib or sleep Area
Food Prep								20	20	MIN - revised from 15 up to 20
Diapering								25	40	
Restroom								40	40	Area will be combined into a shared RR with adjoining classroom
Cubbies								21	21	ideally placed at mudroom entry to classroom
Storage/Casework								25	35	
Teacher Work Station								10	15	
<b>Preschool A (3 - 4 yr)</b>										
GROSS	20	18	1:10	41	45	53	59	810	1065	
Activity Area				33	45			660	900	MIN - revised from 30 up to 33
Activity Sink								15	15	
Food Prep								20	20	MIN - revised from 15 up to 20
Restroom								50	50	Area will be combined into a shared RR with adjoining classroom
Cubbies								30	30	ideally placed at mudroom entry to classroom
Storage/Casework								25	35	Storage Unit + Cot Storage
Teacher Work Station								10	15	
<b>Preschool B (4 - 5 yr)</b>										
GROSS	20	18	1:12	41	45	53	59	810	1065	
Activity Area				33	45			660	900	MIN - revised from 30 up to 33
Activity Sink								15	15	
Food Prep								20	20	MIN - revised from 15 up to 20
Restroom								50	50	Area will be combined into a shared RR with adjoining classroom
Cubbies								30	30	ideally placed at mudroom entry to classroom
Storage/Casework								25	35	Storage Unit + Cot Storage
Teacher Workstation								10	15	
<b>TOTAL CHILDREN</b>	<b>74</b>	<b>64</b>								

MUST LOCATE ON

BOTH OPTIONS | OPERATIONS

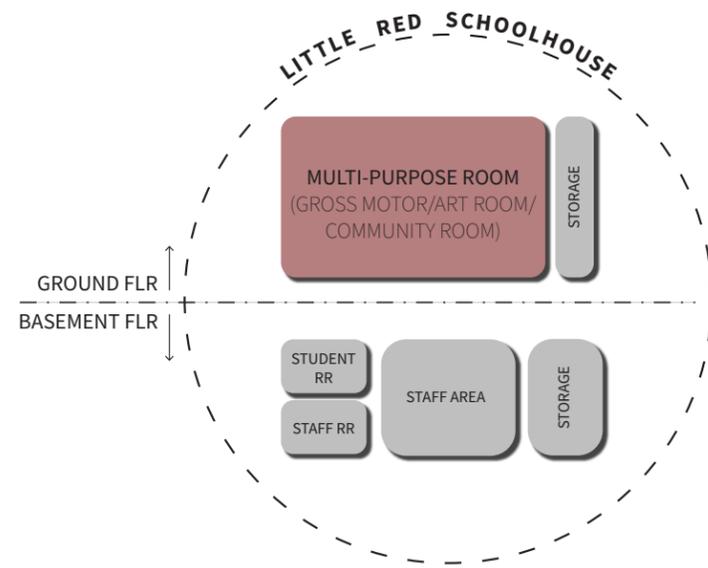
	MIN SF	QUALITY SF	Notes
<b>Administrative Spaces</b>			
<b>GROSS</b>	<b>190</b>	<b>180</b>	
Director's Office + 10 SF storage	150	180	use office as small meeting area
Receptionist / Admin Assistant	40	0	Eliminate Receptionist - CH indicated not req'd
<b>Support Spaces</b>			
<b>GROSS</b>	<b>1045</b>	<b>1275</b>	
Vestibule	80	100	Controlled entry Quality - revised from 125 down to 100 SF
Lobby /Reception	150	190	Touch down station to have view of entry
Sign-in / Touch Down Station	0	0	daily sign-in/out occurs at classroom
Learning Resource Center / Teacher Work Room / Lounge	300	350	built-in storage cabinets, Quality - revised from 400 down to 350
Staff Lounge	0	0	
Laundry w/ 10 sf storage	80	90	Quality - revised from 100 down to 90
Mothers Nursing Room	0	0	Utilize another space for nursing
Telecom	50	70	Quality - revised from 75 down to 70
Mechanical	200	250	Quality - revised from 300 down to 250
Water Entry	60	90	Quality - revised from 100 down to 90
Electrical	100	100	Quality - revised from 125 down to 100
Janitorial Closet	25	35	
<b>Kitchen Spaces</b>			
<b>GROSS</b>	<b>165</b>	<b>165</b>	
Kitchen SMALL	135	135	No onsite food prep
Refrigerator / Microwave / Cabinets	30	30	To be near office Quality - revised from 150 down to 135 includes staff refrigerator
<b>Storage Spaces</b>			
<b>GROSS</b>	<b>395</b>	<b>395</b>	
Child Seat/Stroller Storage	25	25	Quality - revised from 30 down to 25
Buggy Stroller Storage	30	30	Quality - revised from 40 down to 30
General Program Storage (distributed)	150	150	Quality - revised from 200 down to 150
Playground Storage	100	100	near playground bathrooms Quality - revised from 150 down to 100
Custodial Receiving/Storage	90	90	Quality - revised from 120 down to 90
<b>Restroom Spaces (non classroom)</b>			
<b>GROSS</b>	<b>300</b>	<b>300</b>	
Adult Restrooms (single stall)	200	200	4 fixtures; 1 staff, 1 public & 2 at Community Room
Child Playground Restrooms (single stall)	100	100	2 fixture stalls for preschool playgrounds located next to outside storage
<b>Little Red School House Renovation</b>			
<b>GROSS</b>	<b>600</b>	<b>625</b>	
Gross Motor/Community Room	550	550	To be located as refurbished space in the Little Red Schoolhouse. Sized to be add licensed space (before/after school care).
Offices (2 @ 100 SF)	0	0	REVISED SIZE DOWN TO 550 TO FIT AT UPPER LEVEL OF LRSH
Restrooms (Single Stall)	0	0	
GM Storage - Manipulatives and Table & Chairs	50	75	

BOTH OPTIONS | SITE

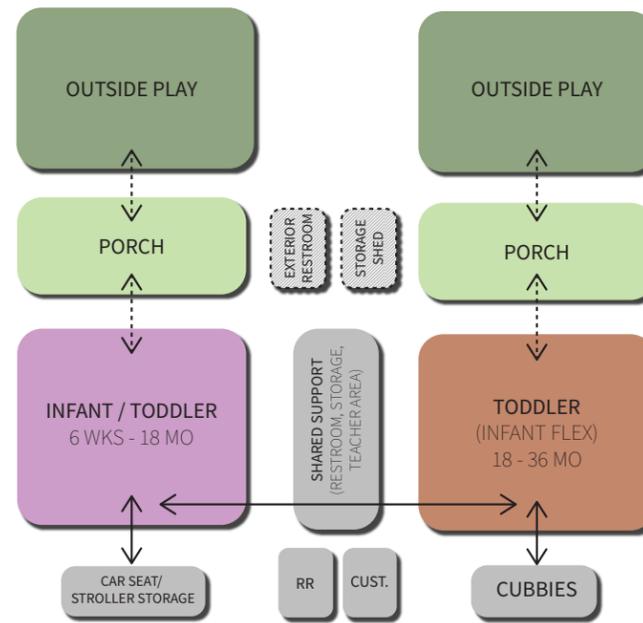
Playgrounds	Age Group Capacity	SF Outdoor storage unit	SF Garden Area	NET Area per Child (Minimum/Desired)	MINIMUM	QUALITY	Notes
<b>GROSS</b>				<b>70</b>	<b>2800</b>	<b>4540</b>	Playgrounds to be far from parking or road
Infants	8	12	75	50	400	800	400 SF, Can be shared with other groups but not at the same time
Toddlers	12	36	150	75	900	1740	
Preschool	20	36	200	75	1500	2000	
Open Field Play					TBD	TBD	

Parking		Net Area Space	Area SF
<b>GROSS</b>			
Staff Parking:			
Classroom Teachers	8	300	2400
Floating teachers	2	300	600
Admin Staff	2	300	600
Kitchen/Janitorial	1	450	450
Handicap	2	300	600
Drop off Parking	15	300	4500
Mini Bus Parking/Deliveries	separate drive/approach to building	500	500
EV Charging Stations	2	450	900
<b>TOTAL</b>	<b>32</b>		<b>10,550</b>

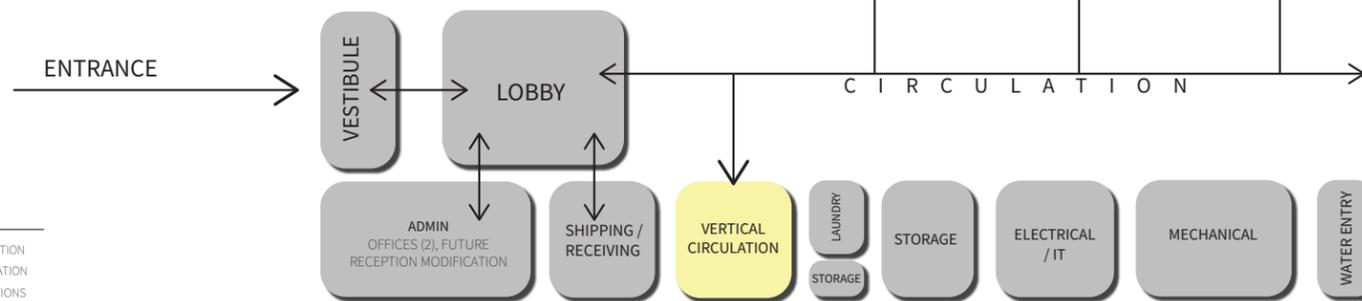
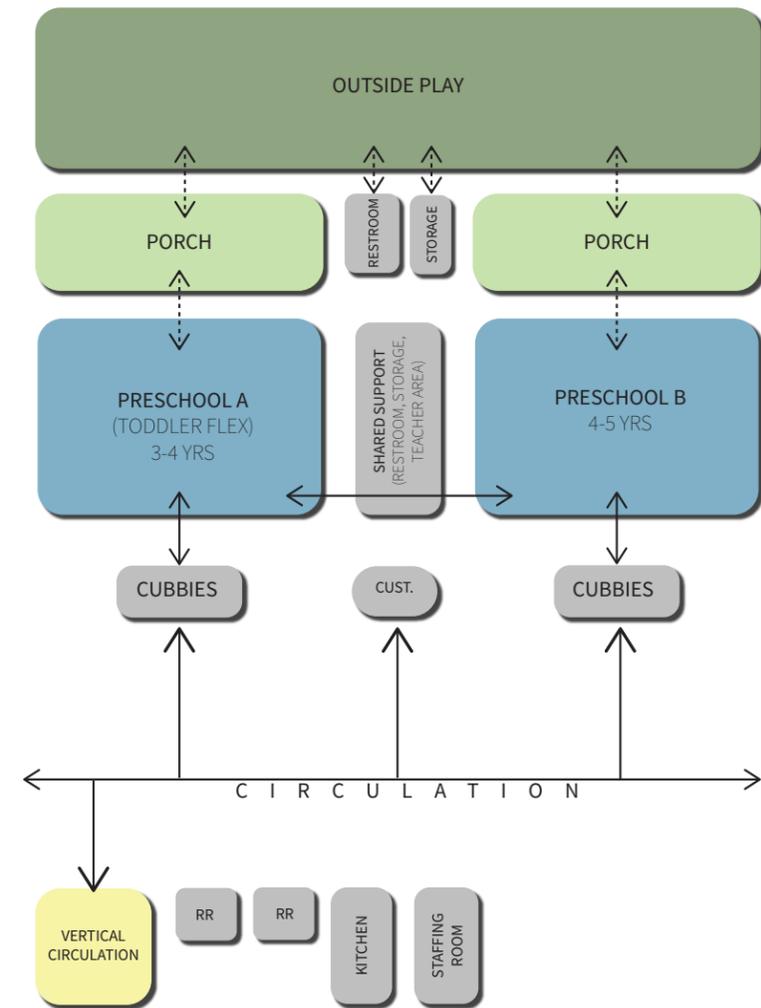
4 CLASSROOMS | OPTION 1



GROUND FLOOR



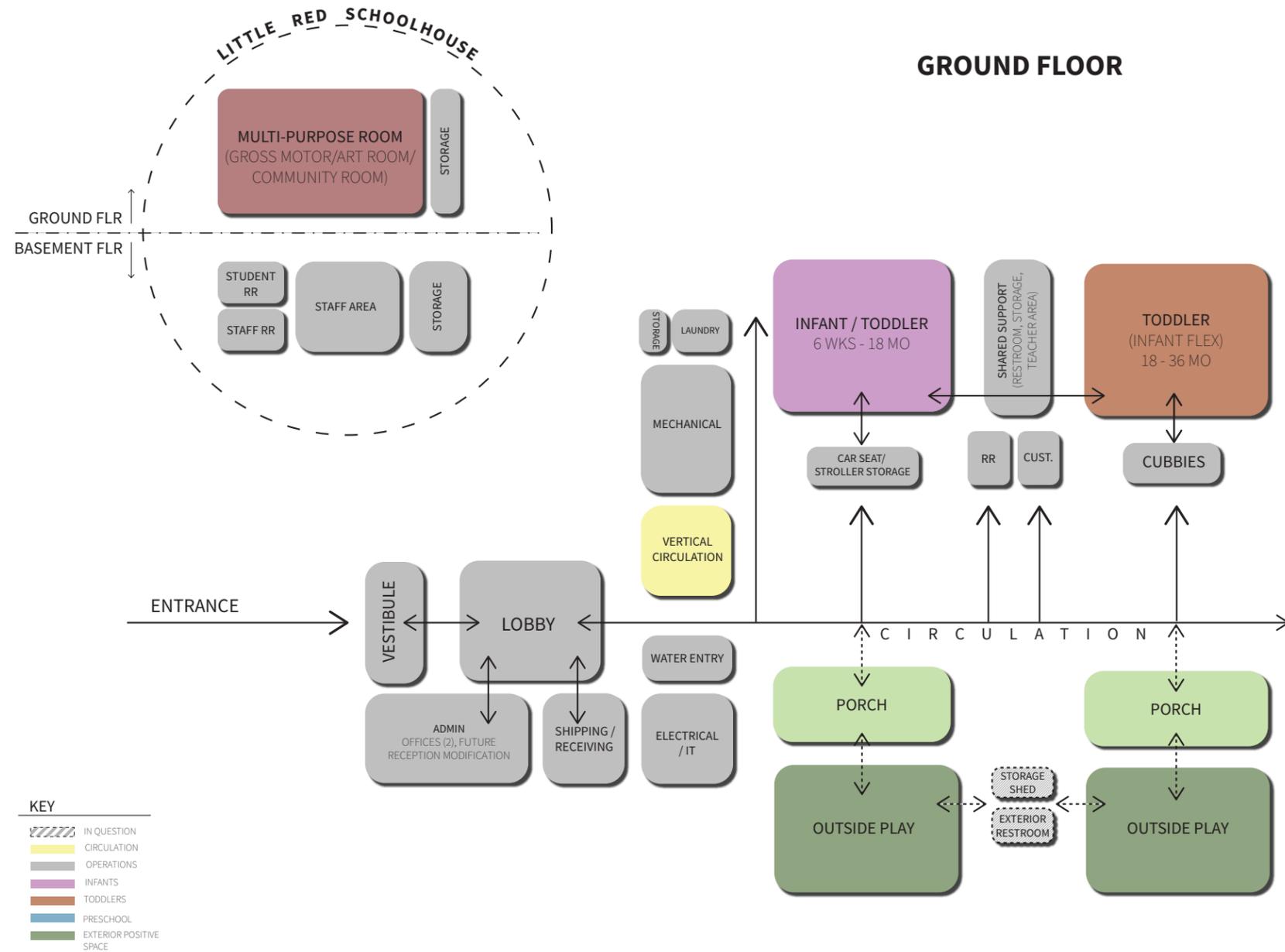
SECOND FLOOR



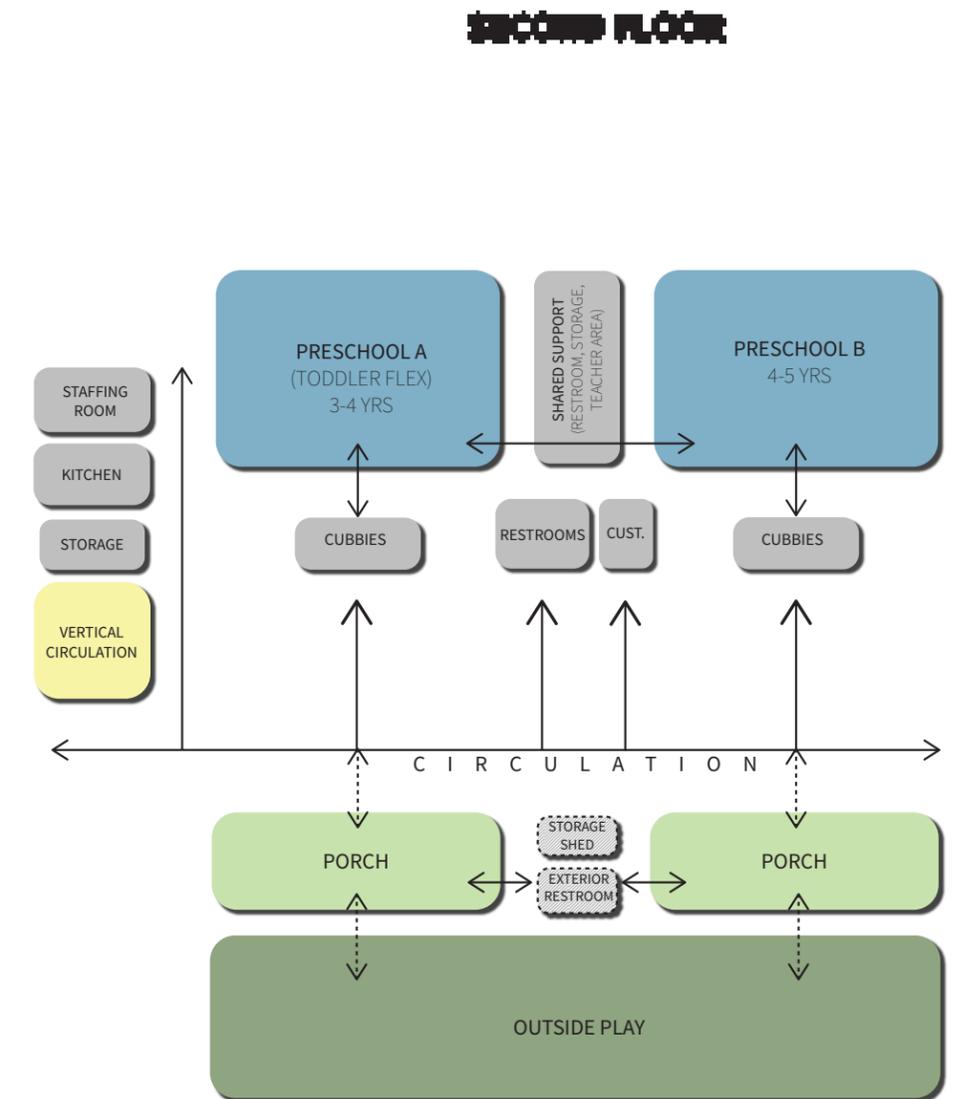
- KEY**
- IN QUESTION
  - CIRCULATION
  - OPERATIONS
  - INFANTS
  - TODDLERS
  - PRESCHOOL
  - EXTERIOR POSITIVE SPACE

# TOSV Little Red Schoolhouse ECE

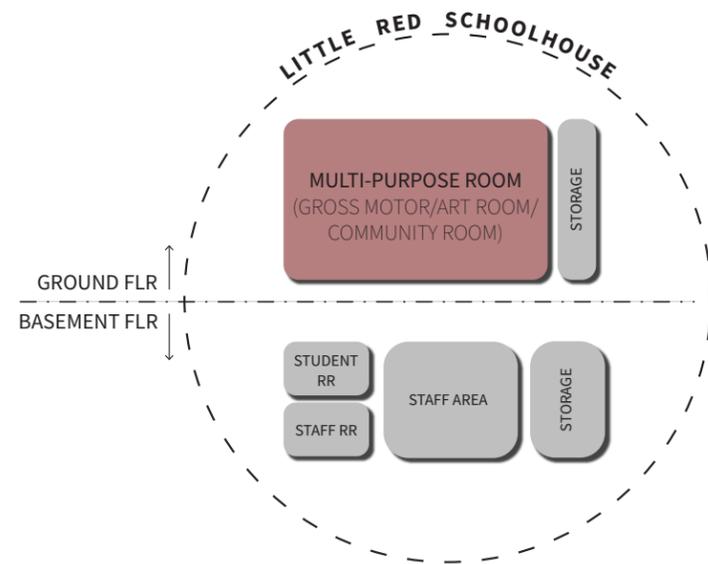
## 4 CLASSROOMS | OPTION 2



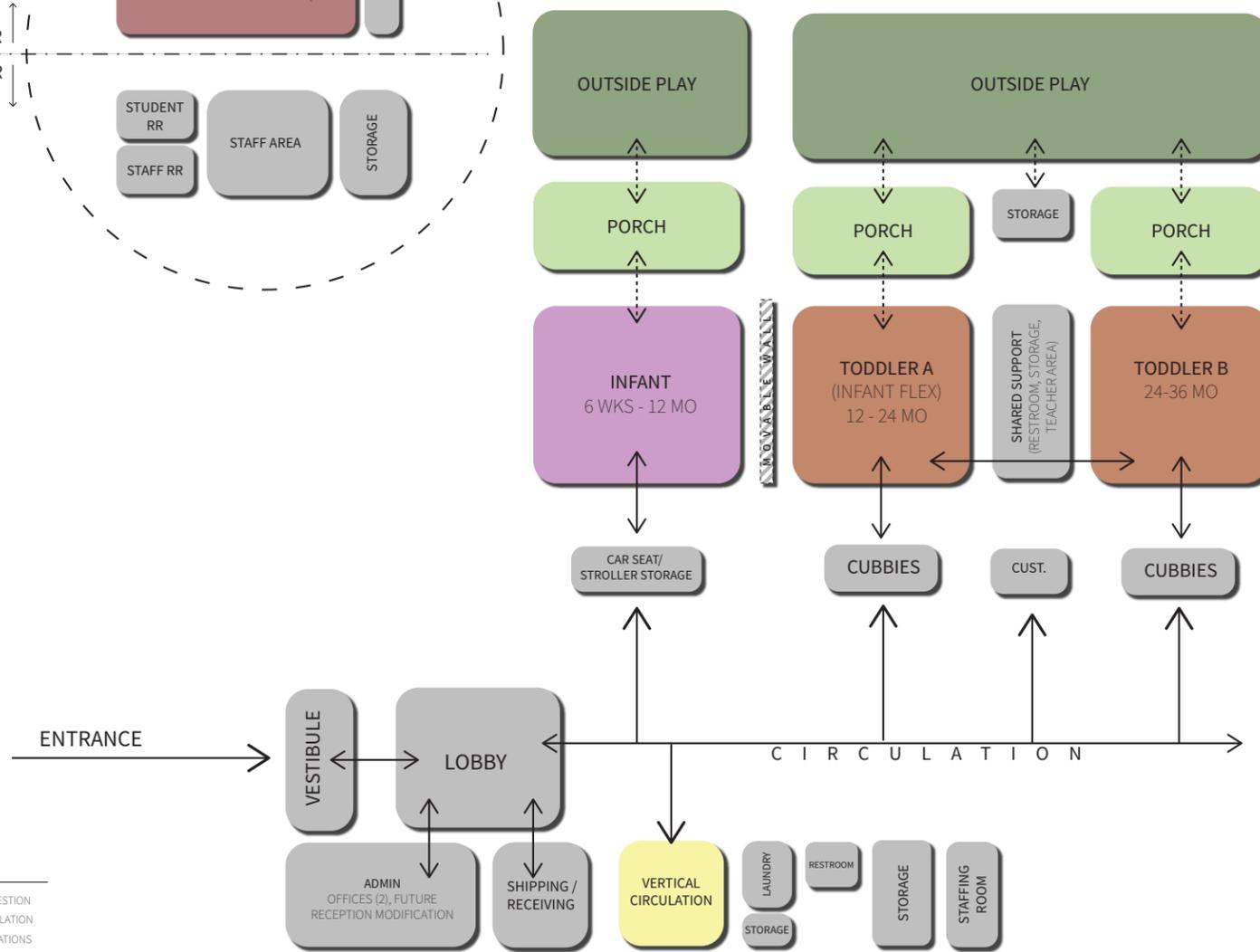
# ADJACENCY DIAGRAMS



5 CLASSROOMS

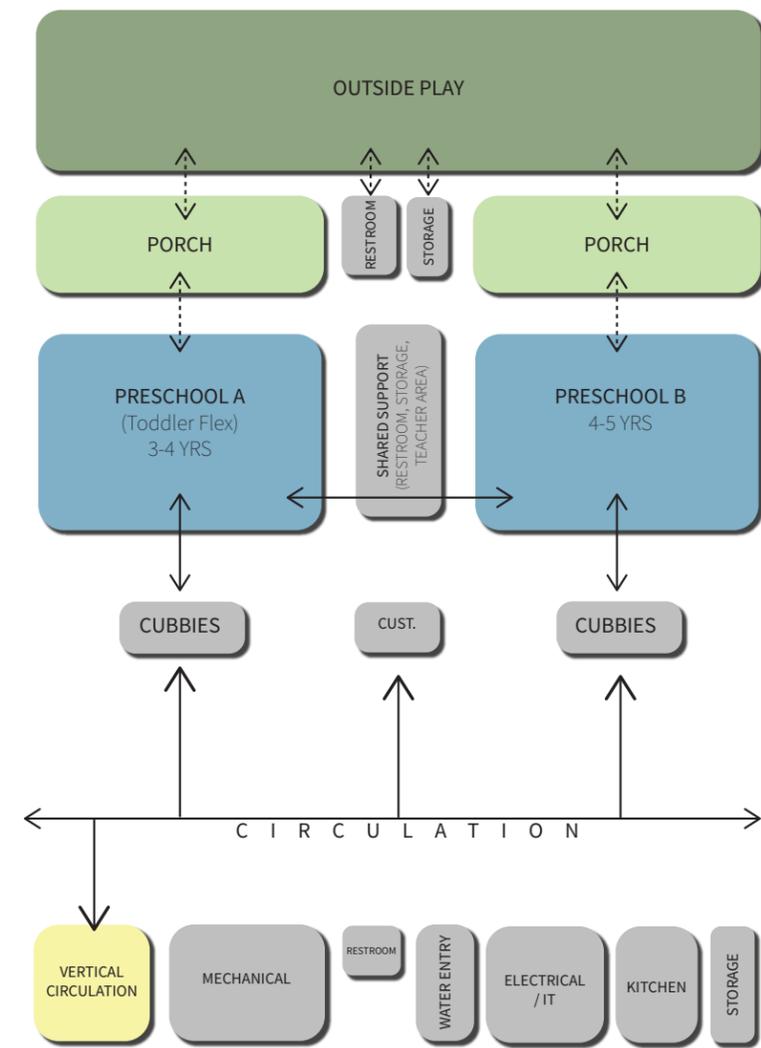


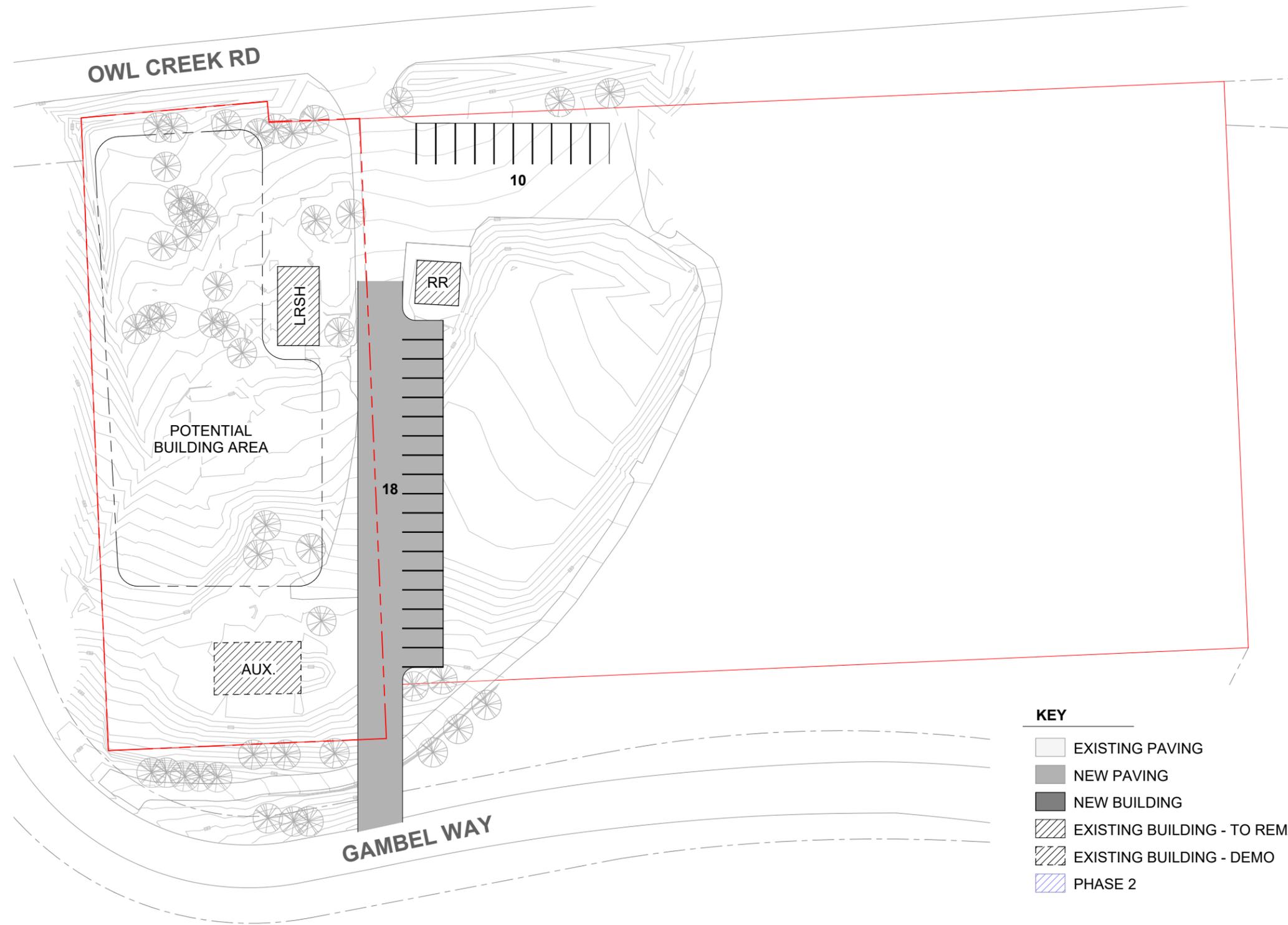
GROUND FLOOR



- KEY**
- IN QUESTION
  - CIRCULATION
  - OPERATIONS
  - INFANTS
  - TODDLERS
  - PRESCHOOL
  - EXTERIOR POSITIVE SPACE

SECOND FLOOR



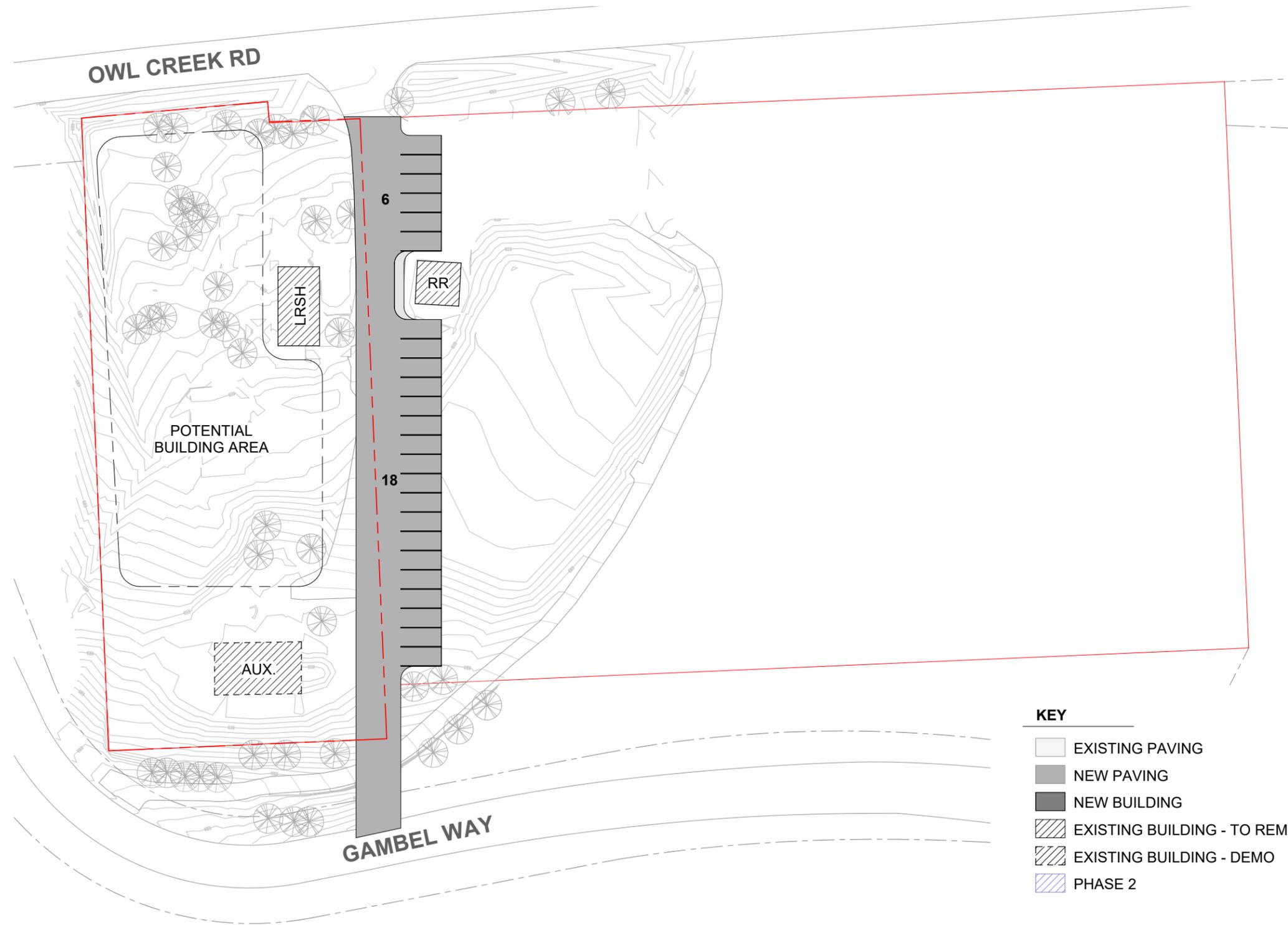


- KEY**
- EXISTING PAVING
  - NEW PAVING
  - NEW BUILDING
  - EXISTING BUILDING - TO REMAIN
  - EXISTING BUILDING - DEMO
  - PHASE 2

**PARKING | CONCEPT 1**



**TOTAL | 28 SPACES**

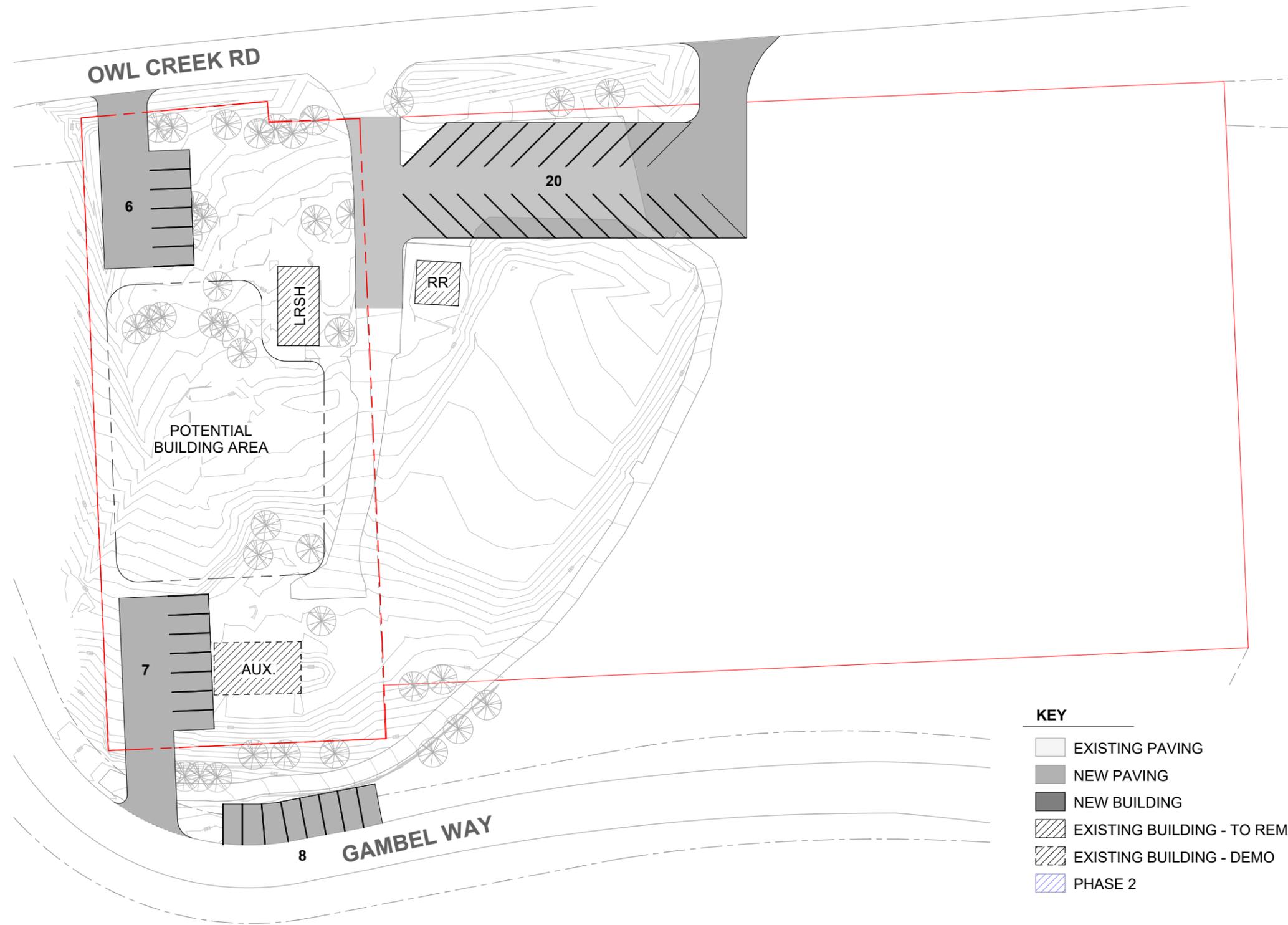


- KEY**
- EXISTING PAVING
  - NEW PAVING
  - NEW BUILDING
  - EXISTING BUILDING - TO REMAIN
  - EXISTING BUILDING - DEMO
  - PHASE 2

**PARKING | CONCEPT 2**



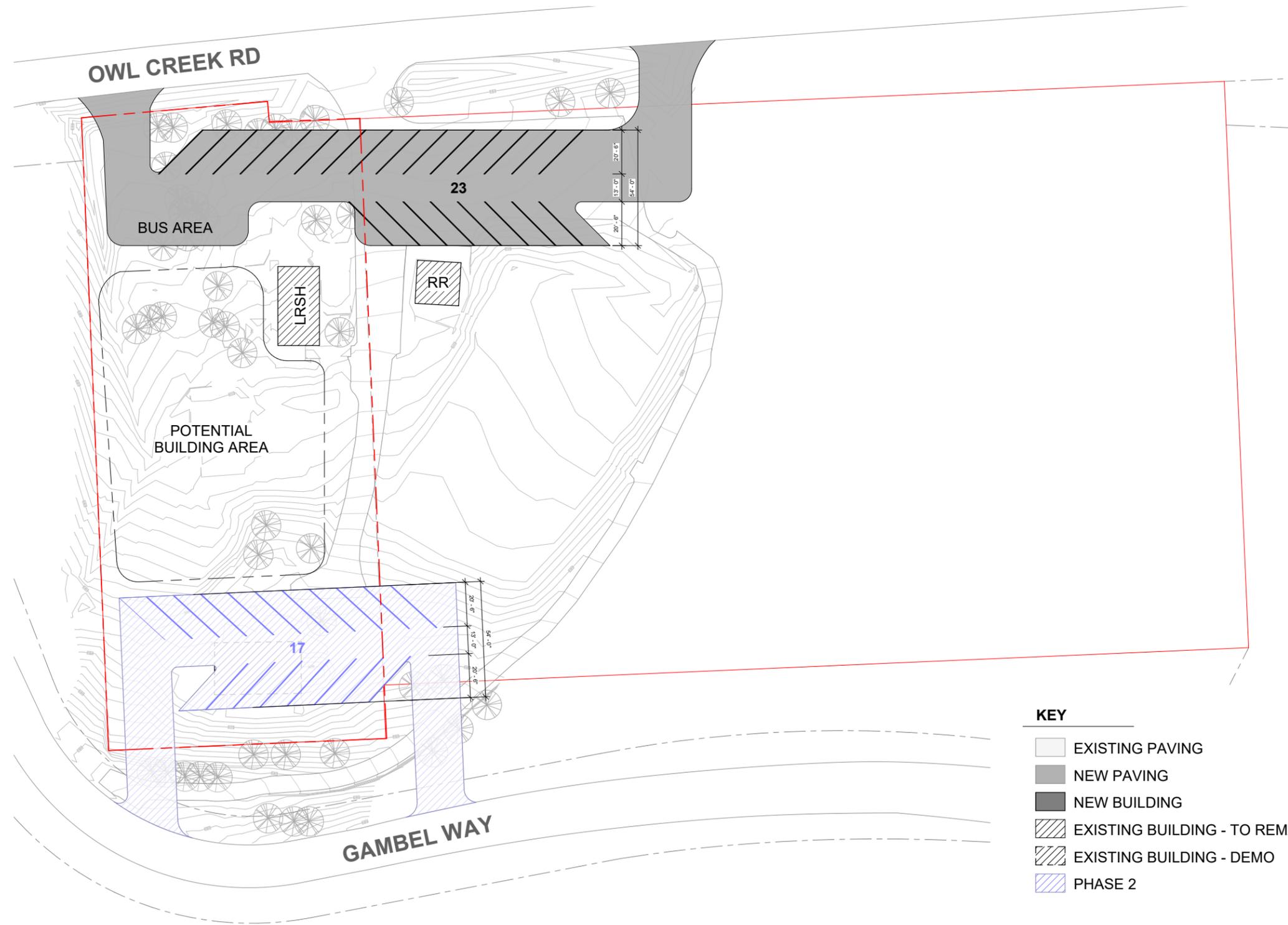
**TOTAL | 24 SPACES**



PARKING | CONCEPT 3

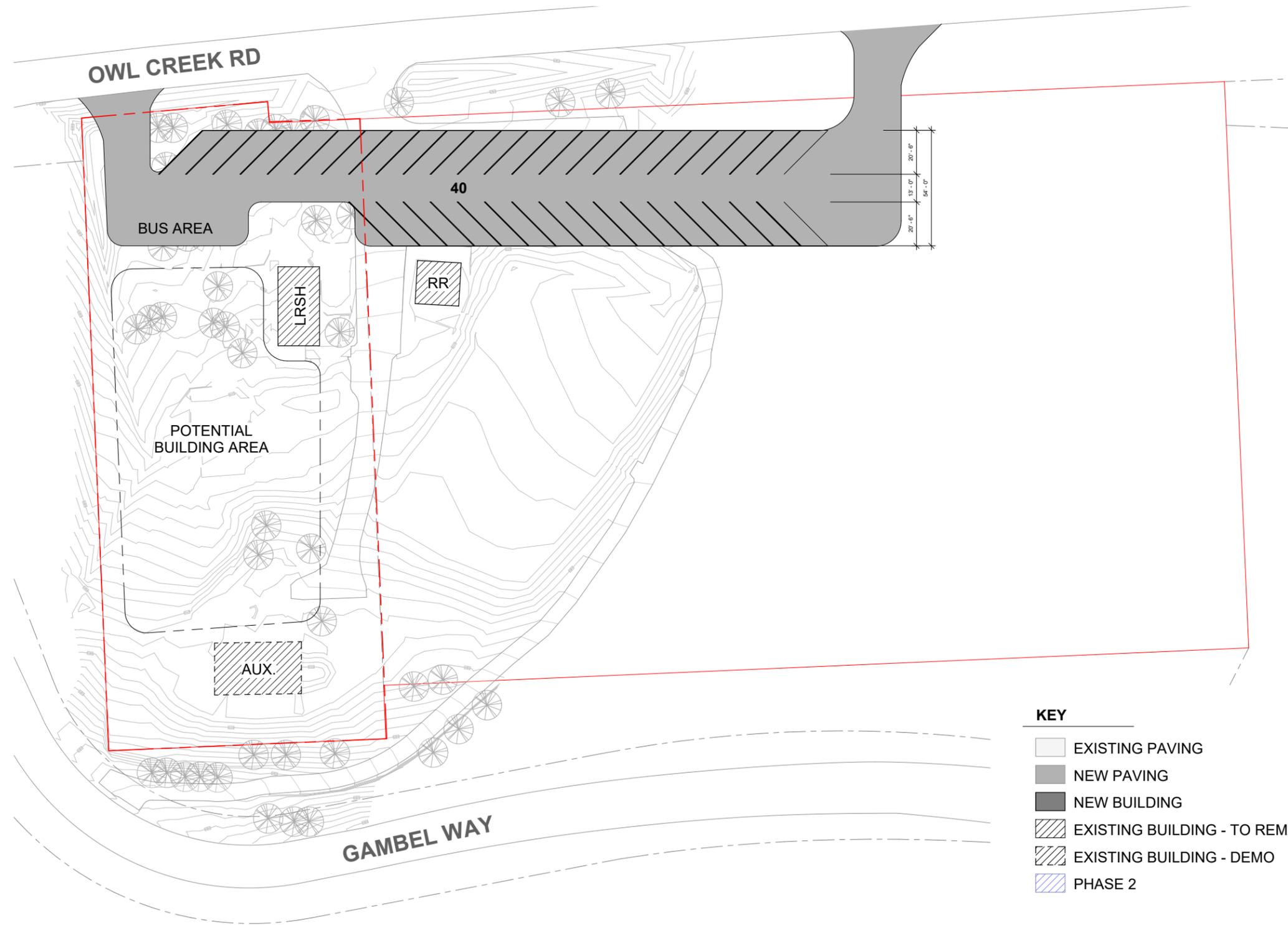


TOTAL | 41 SPACES



PARKING | CONCEPT 4

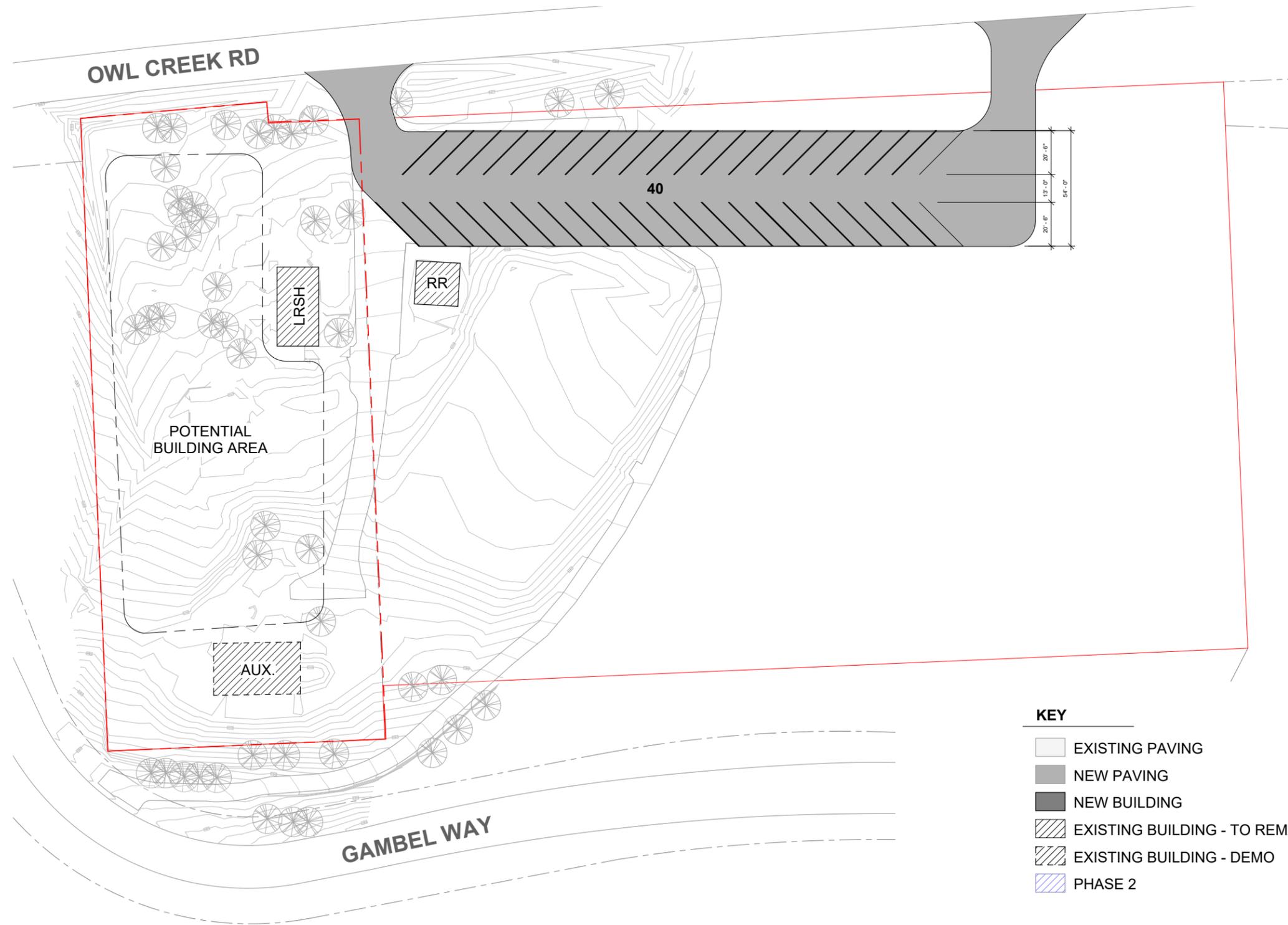
TOTAL | 40 SPACES



PARKING | CONCEPT 5



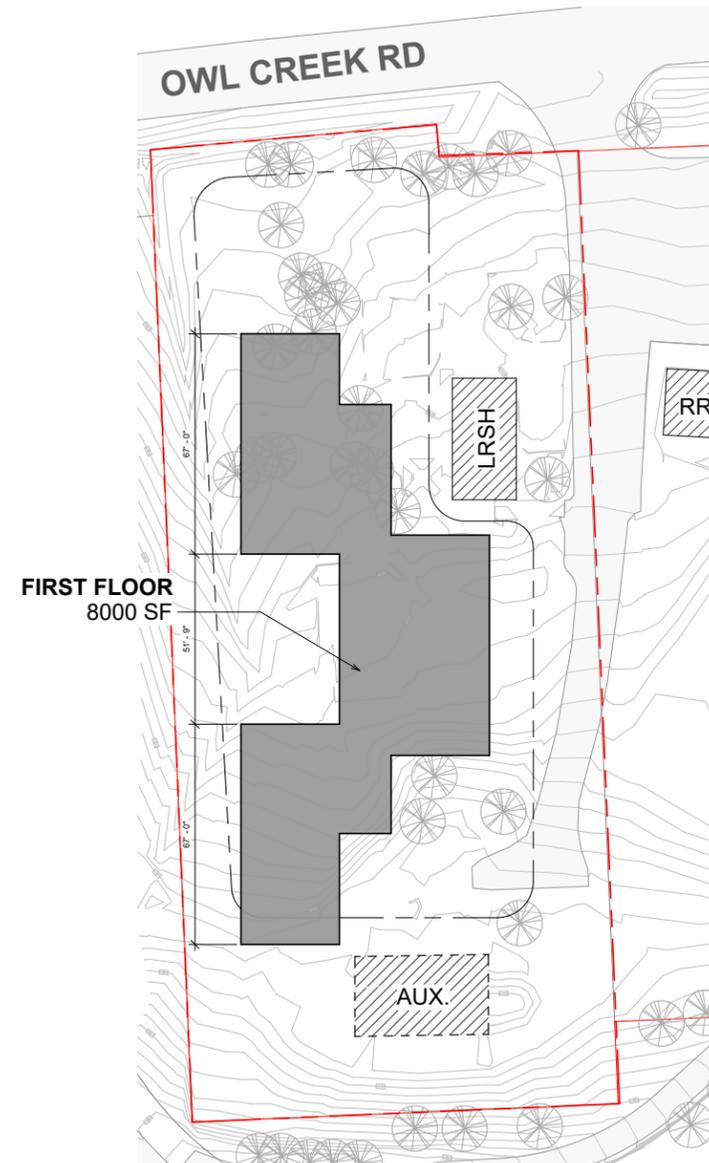
TOTAL | 40 SPACES



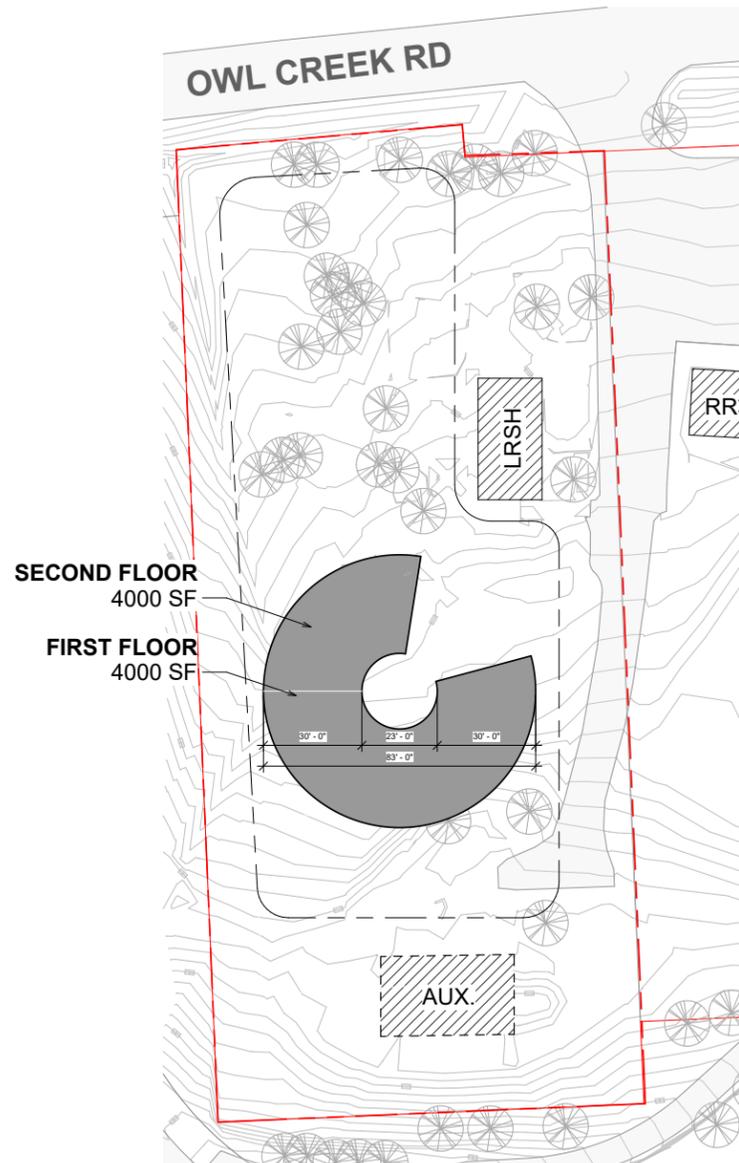
PARKING | CONCEPT 6



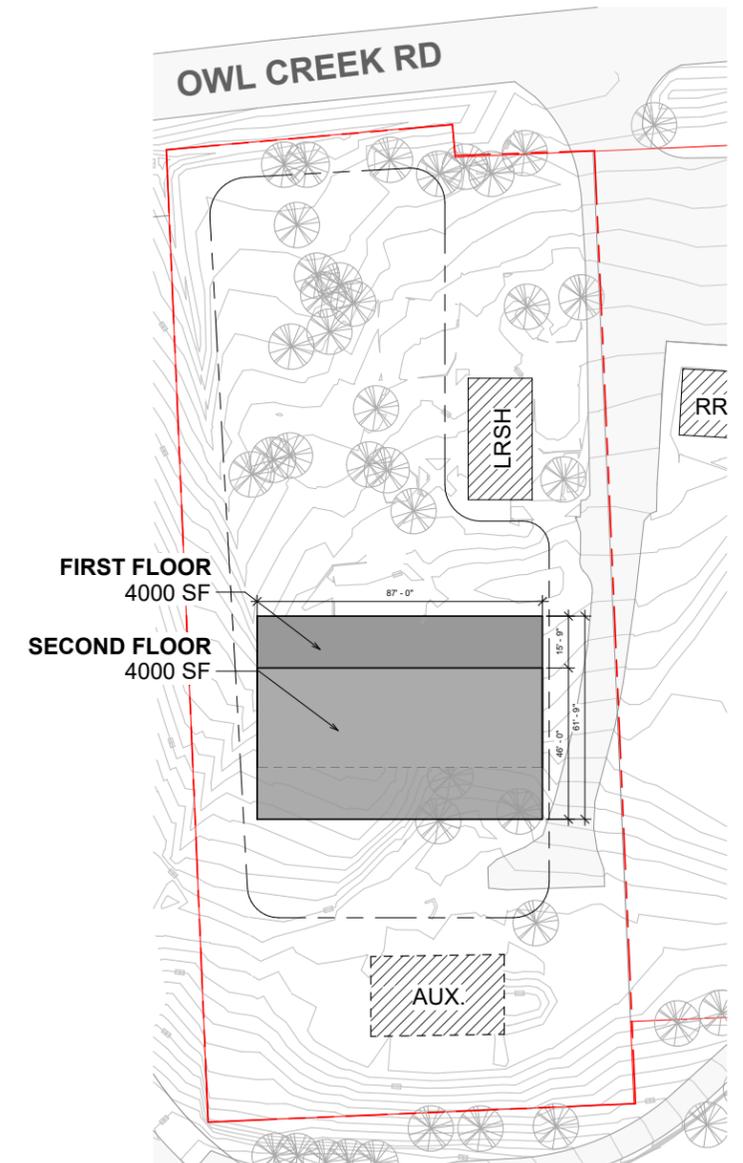
TOTAL | 40 SPACES



STRUCTURE | CONCEPT 1



STRUCTURE | CONCEPT 2



STRUCTURE | CONCEPT 3

**MEETING MINUTES: LRSH PROJECT KICK-OFF**

**Date:** August 10, 2023  
**Time:** 10:00 am to 11:00 am MT  
**Location:** ZOOM  
**Outcomes:** TBD

(Black text – Agenda Items Red text – Meeting Minute Notes)

1. Introductions (5 minutes)
  - a. AFA/RDG – design architect, managing SD/DD
    - i. Alan Ford principal in charge of design
    - ii. Ed Buglewicz – interior design
    - iii. Tyler Michieli – project manager for AFA; POC for design SD/DD
    - iv. Fili Alvarez – production and ECE experience
    - v. Emma Coffman – production support
  - b. Land+Shelter – record architect, managing contract administration/billing, design and local support for site visits/meetings as needed, land use application and managing future phase CD/CA
    - i. Andi Korber – L+S managing Principal
    - ii. Taylor Higgins – project manager
  - c. Town of Snowmass Village
    - i. Mike Horvath – POC for Town
    - ii. Greg LeBlanc – Assistant Town Manager
  - d. Executive Committee will be: Mike Horvath, Greg LeBlanc, Christine
    - i. Council will feel some ownership and will want ability for input.
2. Goals and Desired outcomes (10 minutes)
  - a. Determine ways to balance information release between council and public

- b. Prioritize Program needs
  - i. Energy efficiency is 2<sup>nd</sup>.
  - ii. Develop easy “wins” through sustainable design
- c. Target of budget, sustainable goals, community goals.
- d. Priorities:
  - i. Functionality
  - ii. Flexibility between spaces – may have few infants at center.
  - iii. Building efficiency
- e. Budget:
  - i. 8 mil for total construction budget - Includes CA, soft cost, etc.
- f. Public engagement as required.
- g. Possible first meeting at end of SD – Mike to confirm.
  - i. Typ. Council meetings on Monday and Wednesday’s Open house
- h. Possible 3 options to study. At 50% narrow down to 2 options (one with housing?).
3. Discuss Project Schedule (5 minutes)
  - a. For this meeting
    - i. Agree on the process steps: design steps, stakeholder approvals, pricing
    - ii. What will the deliverables for each phase be
  - b. For this project
    - i. Function is a priority – increased program or quality of space?
    - ii. Prioritize sustainability but secondary to program
    - iii. Flexibility in programmed spaces for aging children using program
    - iv. Parking function and access from Owl Creek – going to be a project driver
  - c. (3) test fits – parking iterations, housing component, existing building.

- i. Programming goals (to be verified in programming meeting)
    - 1. 65 program spaces – infant, toddler, pre-k – flexibility in program
    - 2. Investigate potential for continued use of the LRSH.
  - d. Mike to get number for the parking and housing
  - e. 1 in-person meeting with ex com on each phase. Prog – DD
    - i. Touch base before each to determine if in-person is needed.
  - f. Initiation of Land Use Process – To start at %50 percent DD
    - i. During SD phase to receive feedback before starting application
  - g. Greg to share recent land use example with TH
  - h. At 50% schematic there should be 2/3 concepts, determine how many concepts at EO concept design.
  - i. Provide intermediate submittal at 50% SD, Final Submittal at EO DD
    - i. Greg to provide Example Submittal
4. Programming and Project Approach (30 minutes)
- b. Discuss Stakeholder Groups: Goals and Participation Rules
    - i. Mike, Greg, and Tyler to have 30 Min intermittent meetings every Thursday morning, time permitting.
      - 1. Council directed staff to begin this project – sessions on Mondays
    - ii. Public communication is going to be one-way.
      - 1. Possible future ‘open house’ at SD
      - 2. Possible engagement campaign.
  - b. Define Executive Committee Members
    - i. Mike Horvath, Greg LeBlanc, Christina to be Executive team.
  - c. Project Budget - Target total budget and budget Per/SF
    - i. 8M total project budget – includes soft costs

3/ 5

- 1. Design goals are for a \$6.5M direct construction cost (2024 dollars)
  - 2. Est. inflation is 10%/year
  - 3. FCI to provide cost/sf for comparison to town historic data (Mike to provide)
- d. Public Outreach Plan and Stakeholders Engagement
- i. Teacher/Staff questionnaires and interviews
    - 1. Per Christina to decide
  - ii. Housing
    - 1. Provide test fits at SD
      - a. Investigate locations – adjacent or combined building.
    - 2. If can be included without extra – great. If it makes more expensive then no
      - a. Possible future phase
  - iii. Brodsky Report –
    - 1. Design team to send takeaway and provide SWAT
    - 2. Think on what's sacred within the feasibility study?
    - 3. What should the design team carry forward into the project?
    - 4. The goal is to get the best facility we can – bring forward what best enhances that goal
5. Status of Survey and Geotechnical Information
- a. Moving forward, August 21<sup>st</sup> site completion goal (that's when school resumes)
    - i. Reports by mid-September
    - ii. Utility locates are underway
6. Land use process (5 minutes)
- a. Timing – end of SD or end of 50% DD?
    - i. Greg resent the LUA example from Dave

4/ 5

- ii. High level LUA review by P&Z at the end of SD
    - iii. Submit LUA using 50% DD set
  - b. Pre-Submittal meeting to start around completion of SD
- 7. Next Steps (5 minutes)
  - a. Programming meeting next week.
    - i. Two hour window for programming meeting. Doodle poll to be sent out.
  - b. Contract administration and billing by L+S
    - i. Typical monthly billing process
    - ii. What format and to who should invoicing be sent?
  - c. Best practices for program operation during construction?
    - i. Could the program move offsite temporarily?

*Issued: 08/14/2023 Meeting minutes are for your review and comment, if after five business days with no comment, the minutes will serve as a mutually agreed to record of the discussion.*

**MEETING AGENDA: LRSH PROGRAMMING MEETING #1**

**Date:** August 17, 2023  
**Time:** 9:00 am to 11:00 am MT  
**Location:** ZOOM  
**Outcomes:** TBD

(Black text – Agenda Items Red text – Meeting Minute Notes)

**10:00 AM**

1. Introductions (5 minutes)
  - a. Alan, Ed, Taylor, Tyler, Christina, Mike, Greg.
2. Goals and Desired Outcomes (5 minutes)
  - a. Overall Goals (Short Term and Long Term) for this Meeting and this Project
  - b. Program Area Summary
  - c. Program Count and Ages
  - d. Distribution of Classrooms
  - e. Support Functions
3. Review Standard Programming Process (10 Minutes)
  - i. Outreach could be to the parents – Mike helps a data base – some challenges to extending outreach to users (parents) out of the ToSV
  - ii. Outreach could be the parent list from Christina (120ish people)
  - iii. Possible 2 studies, one for parents (5ish questions) and one for teachers (20ish questions)
- b. Research
  - i. x
- c. Stakeholder Engagement
  - i. x

- d. Questionnaires
  - i. Outreach could be to the parents – Mike helps a data base – some challenges to extending outreach to users (parents) out of the ToSV
  - ii. Outreach could be the parent list (& waitlist families) from Christina (120ish people)
  - iii. Possible 2 studies, one for parents (5ish questions) and one for teachers (20ish questions)
  - iv. Questionnaires to be sent out next week, and give teachers a week or so to fill out.
- e. Interviews
  - i. Christina is open to interviews
  - ii. Schedule on a teach work day – do it with teacher groups, or the entire staff.
    1. Tyler to work with Christina to set up a time after the questionnaires have been sent back and reviewed (approx. 2+ weeks from now)
    2. Might be during nap time or after hours.
- f. Precedent Exercise
  - i. Done with a smaller group – Christina and Staff
4. Review Program Participants (5 Minutes)
  - i. Executive committee is going to be Christina, Mike, and Greg
5. Review Overall Project Schedule (5 Minutes)
  - i. No questions from Executive Committee
  - ii. 3 touch points to council, 1<sup>st</sup> in Sept, 2<sup>nd</sup> once we have a drawing (early), 3<sup>rd</sup> in SD option selection.
6. Brodsky Report (10 Minutes)
  - i. 10 toddlers and 20 3-5yrs.
  - ii. Currently run a school and summer program.
    1. Want to have a consistent (non-seasonal) (year-round) enrollment.

- iii. To serve people who live and/or work in ToSV.
- iv. Flex for rooms to be used by different age groups.
- v. Attract/retain teaching staff.
- vi. Scenario Review
  - 1. Christina prefers the 5 classroom option (2mo-1, 1-2 years [1 and walking], 2-3 years, 3-4 [potty trained], and pre-k room)
    - a. Consider 6 classrooms for paired classrooms see below \_\_\_\_\_
    - b. With future growth?
      - i. Need is for two and under – provide the flex classroom in this age range, one flexes up and one flexes down.
  - 2. Built the rooms for the max allowed capacity, but plan on a reduced actual student count.
    - a. That the capacities provide a min SF, hoping to have larger spaces.

7. Programming and Project Approach (60 minutes)

b. Lessons Learned

- i. Run classrooms with 3 teachers – 3<sup>rd</sup> is the built in substitute and classrooms run smoother. Sometime the 3<sup>rd</sup> person 'get's lazy' or a 'third wheel' all are lead teacher qualified. Plan to have 2 fulltime teachers per room with a floater.

c. Discuss Project Goals

- i. Housing as a nice to have, should be looked at for locating in a future phase
- ii. Expansion of the Education space in the future.
- iii. Renovation (plumbing) is needed in Historic building, the auxiliary structure needs to go.
- iv. Sustainability
  - 1. Radiant flooring is ideal (woody creek has it and the licensing temp req is not an issue there)
  - 2. LRSH lacks daylight

3. Christina to send images of Woody Creek to Design Team

v. Budget

vi. Future Expansion

- 1. Future expansion is unlikely due to other sites being utilized

vii. Clarity about Seasonal Variation

- 1. None – it's a year round school.
- 2. Currently has a school year and summer program

viii. Housing

- 1. Nice to have if there is space and budget

ix. Parking

- 1. Parking for the bus (daily pick-up/drop-off use at Wood Creek and field trips a LRSH) 29 passenger.
- 2. Greg to reach out to park facilities.
- 3. Drop off is spaced out and not a big issue, but drop off is the problem.
  - a. If there are events, they have to park at two creeks and get shuttled in.
- 4. Owl creek road is busy and is a concern.
- 5. Study the 2<sup>nd</sup> curb cut.
- 6. It could become a bussing scenario. (intercept and rodeo lots) – 1 year olds and up, 8 car seats.

d. Program Area Summary

i. Share Overview Program Spreadsheet

- 1. 4 classrooms is a viable option (6mo to 18mo, 18-36mo, 3-4yr, 4-6yr)
  - a. Bigger higher quality space is more important then the amount of rooms.

ii. Program Count and Ages

- 1. See Above in \_\_\_\_\_

- 2. See availability of doing a 'Pod' for infant and toddlers.
- 3. Priority for SF is in the classrooms larger.
- iii. Distribution of Classrooms
  - 1. Reggio inspired pedagogy
  - 2. Paired classrooms are ideal
- iv. Support Functions
  - 1. Efficiency in the support spaces is desired.
  - 2. Interior break out spaces are wonderful due to the extreme winter weather. Could be small group spaces.
  - 3. Christina envisions a parent observation area – where they can watch the kids without being seen by them.
  - 4. Parent space is highly valuable for creating community.
  - 5. Outside facing toilet facility is not a high priority. Could be incorporated into exterior storage area.
  - 6. Cubbies outside the classrooms (mudrooms?)
    - a. Consider drying time of the winter gear so they can go outside twice.
  - 7. No need for separate lactation room – could be a space in the infant rooms
  - 8. 1 room that has conference table for staff and is combined with the directors office (but a need for private meetings as well).
  - 9. Check-in is at classrooms (by teachers) – via brightwheel.
  - 10. Keypads at the doors (currently not functioning)
  - 11. Staffing is an issue for front desk control/access
- v. FOOD SERVICE – kitchen to be multi-purpose, so the kids can do baking/cooking.
  - 1. Families bring their own lunch and snacks and drinks. School doesn't provide anything for food/drink. Typ. stored in the cubbies.

- 2. Teachers use the fridge (single large fridge)
- 3. Mini-fridge in the classrooms
- e. Site Improvements – Parking/Drop Off/Playgrounds/Outdoor Learning
  - i. Climbing Tree
  - ii. Eat outside all summer long
  - iii. Use Park for sledding/hiking/snowshoeing/etc.
  - iv. Would love to have a free flow of inside and outside with the kids.
  - v. Lots of wildlife on the site (consider the fencing to keep it outside the play area)
- 8. Next Steps (10 minutes)
  - i. Questionnaires by mid-next week
    - 1. Community base
    - 2. Staff
    - 3. Client to distribute – give them about a week to fill out.
  - ii. Next meeting is the conceptual test fits, to be conducted after the questionnaires are received.
    - 1. At meeting we can conduct teacher interviews
    - 2. Tyler to send out doodle poll.
    - a. Send out Schedule Update when meeting dates are confirmed.

*Issued: 08/21/2023 Meeting minutes are for your review and comment, if after five business days with no comment, the minutes will serve as a mutually agreed to record of the discussion.*

**MEETING AGENDA: LRSH PROGRAMMING MEETING #2**

**Date:** September 5<sup>th</sup>, 2023  
**Time:** 10:00 am to 12:00 pm MT  
**Location:** In Person  
**Outcomes:** TBD

**Attendees:** Christina Holloway (LRSH), Clint Kinney (ToSV), Mike Horvath (ToSV), Greg LeBlanc (ToSV), Alan Ford (AFA), Tyler Michieli (AFA), Ed Buglewicz (RDG, Virtual), Molly Hass (RDG, Virtual)

(Black text – Agenda Items Red text – Meeting Minute Notes)

**10:00 AM**

1. Review Program Spread Sheet (10mins)
  - b. NOTE: no program support spaces (gross motor rooms, breakout spaces) are included in any of the option's square footage
  - c. Cubbies are to be in the hallway or a mudroom.
  - d. 40 parking spaces is the goal with room for short bus. The 40 spaces includes park and community garden parking.
2. Review Questionnaire Results (5mins)
3. Precedent Exercise (15mins) – See attached images below.
4. SWOT Analysis and Other Considerations (20mins) – See attached images below.
  - b. Park Parking Requirements
  - c. Snow Storage Requirements
  - d. Site Limitations/Extents
5. Programming Layout Exercise (1hr) – See attached images below.
  - b. 4 classroom option (15min) – Option to be explored at approx. 8,000sf.
  - c. 5 classroom option (15min) – Option to be explored at approx. 8,000sf.

- d. 6 classroom option (15min) – No further options to be pursued.
  - e. Housing option (15min) – Housing was deemed not feasible due to budget and limited site area. Housing is not to be investigated further.
6. Wrap Up (10mins)
- b. Define 2-3 options to investigate further.
    - i. Goal is provide approx. 8000 sqft center to accommodate 60-64 children.
      1. Investigate option for a 4-classroom building with 'quality' spaces for classrooms.
      2. Investigate option for a 5-classroom building at childcare regulation spaces for classrooms.
    - ii. Parking to investigate a one-way, angled parking, strategy with an entry and exit point. Approx 40 parking spaces. One way in and one way out.
    - iii. No housing options to be investigated.
    - iv. Options for new buildings to accommodate the existing program during construction.
      1. Focus investment on the existing LRSH site.
      2. There is an ability to utilize the adjacent park for construction and permanent building. However, park restoration will be required to come for the project budget.
    - v. SCHEDULE:
      1. Programing spreadsheet and concept diagrams to client the week of the 18<sup>th</sup>. Review and comments to architect back for a virtual meeting approximately 9/28.
        - a. Client may provide an update to City Council with this information.
      2. SD Charrette to take place approx. 10/19.
        - a. Goal will be on 10/19 will to settle on 1 scheme to present to City Council.

*Issued: 09/06/2023 Meeting minutes are for your review and comment, if after five business days with no comment, the minutes will serve as a mutually agreed to record of the discussion.*

### EVIDENCE-BASED DESIGN

Snowmass Little Red School House  
Early Childhood Education Center  
Land+Shelter + alanford + RDG

**CLASSROOM DESIGN FACTORS PROMOTING LEARNING ABILITY**

INTERLUCE	CLASSROOM DESIGN	STIMULATION
49%	28%	23%

### QUALITY MATTERS IN EARLY CHILDHOOD LEARNING SPACES

1. **HEALTH & WELL-BEING**
2. **LEARNING**
3. **ENVIRONMENTAL QUALITY**
4. **COMMUNITY**
5. **OPERATIONAL EFFICIENCY**
6. **RESILIENCE**

### AIR QUALITY

### LIGHTING

PHILIA

PLANTS ON THE INSIDE

### FITNESS & LEARNING

**SPARK**  
THE REVOLUTIONARY NEW SCIENCE OF PHYSICAL ACTIVITY AND THE BRAIN  
JOHN J. RATEY, MD  
with ERIC HAUGHEM

**Average composite of 20 students brains taking the same test**

BRAIN AFTER SITTING QUIETLY | BRAIN AFTER 20 MINUTE WALK

### SUSTAINABILITY

SUSTAINABLE DESIGN ELEMENTS

GOAL: ALL ELEC  
SUSTAINABILITY IS DOING THE BEST WE CAN AFFORD

Snowmass Little Red School House  
Early Childhood Education Center  
Land+Shelter + alanford + RDG

### PASSIVE DESIGN

### OPERABLE WINDOWS

### GREEN ROOF

### RENEWABLE ENERGY

### PASSIVE VENTILATION

### DAYLIGHTING DEVICES

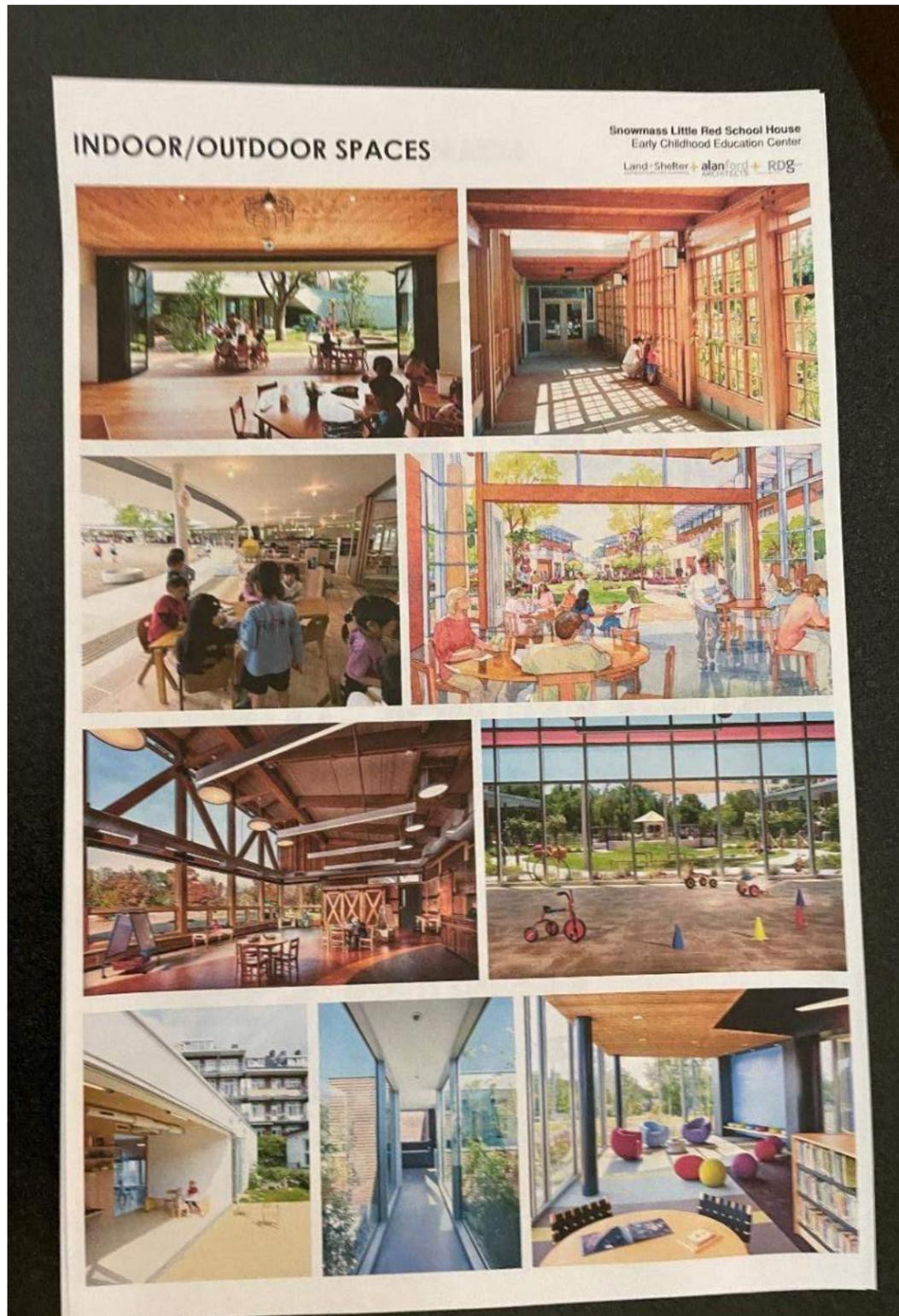
### DAYLIGHTING HARVESTING

### LEARNING EXPERIENCE

- green roof
- sunshading
- vegetated screen
- natural ventilation
- down draft cooling lowers
- passive solar wall
- daylighting
- photovoltaic power
- geothermal heat pumps
- bio-filtration swales
- permeable pavers

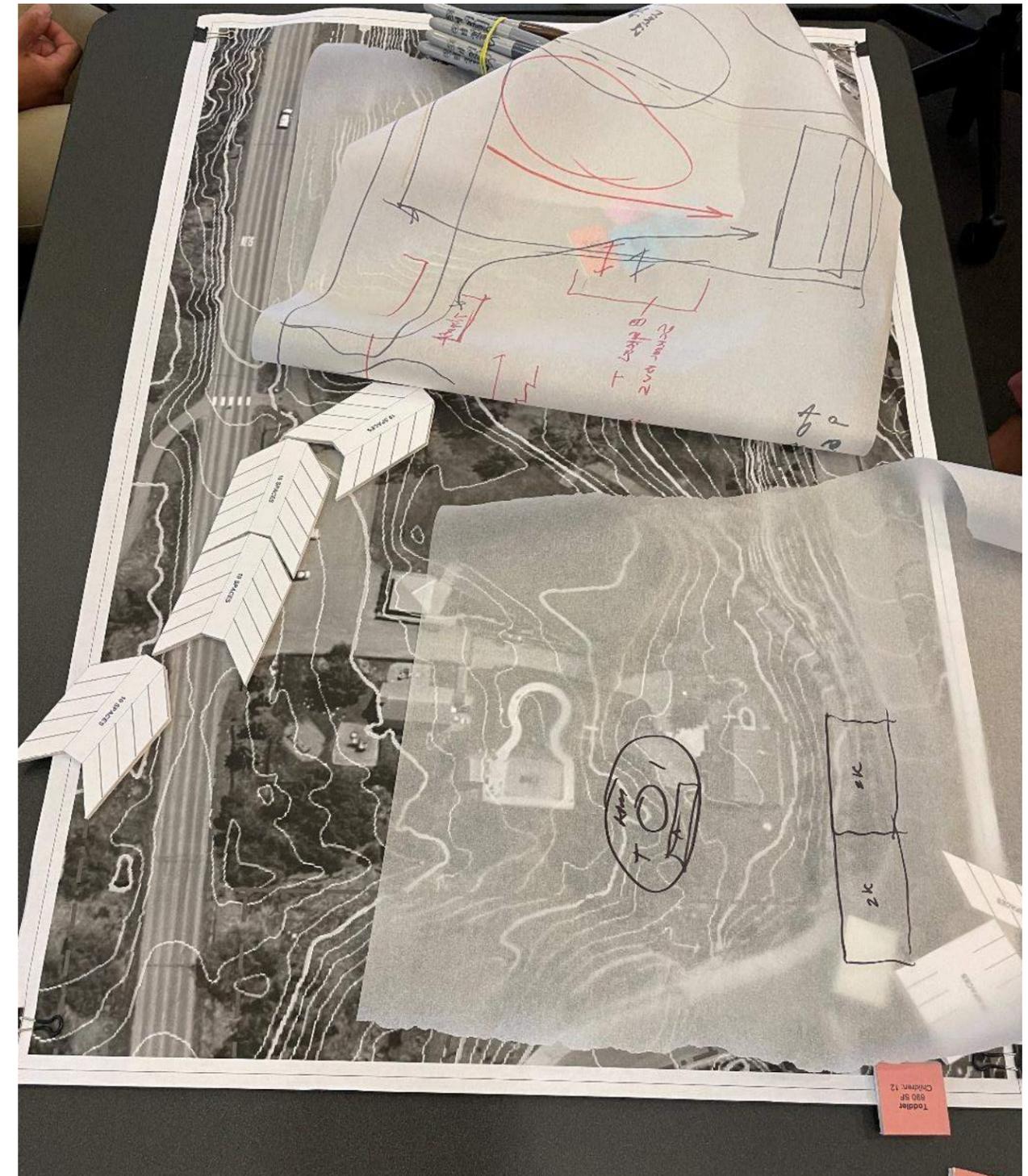


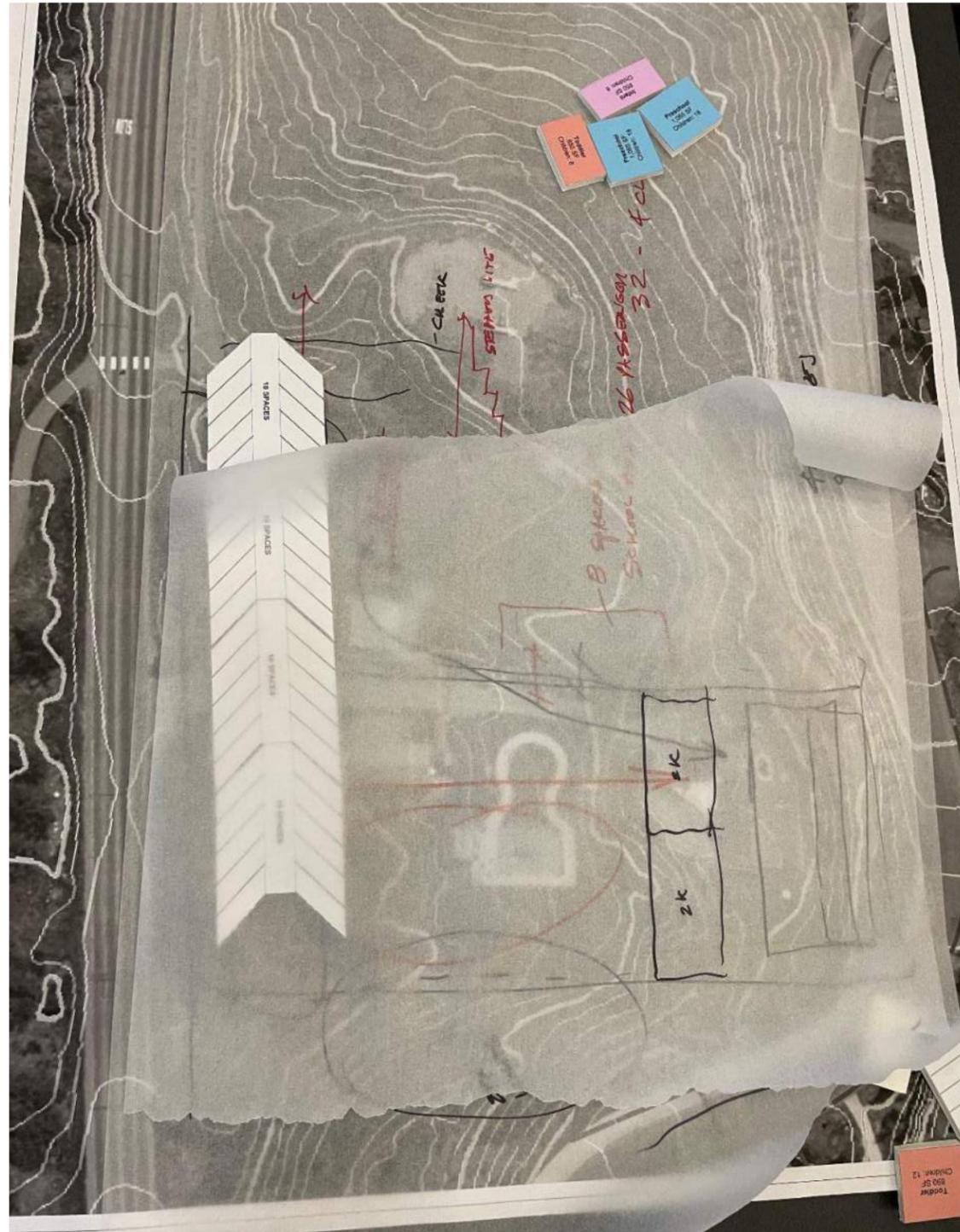




Post-it EASEL PAD TABLEAU À FEUILLES BLOC DE HOJAS  
 super sticky super collantes súper adhesivas  
 CONT. 30 25 IN/PO/PULG. X 30 IN/PO/PULG.  
 (63,5 cm x 76,2 cm) 5.2 FT<sup>2</sup>/PI<sup>2</sup> (0,483 m<sup>2</sup>) 3M

STRENGTH	WEAKNESS	OPPORTUNITY	THREAT
<ul style="list-style-type: none"> <li>• TOPOGRAPHY</li> </ul>	<ul style="list-style-type: none"> <li>• SINGLE POINT OF ACCESS</li> <li>• NEED TO CONTINUE PROGRAM FOR THE CONSTRUCTION</li> <li>• HOA OWNS WETLANDS</li> </ul>	<ul style="list-style-type: none"> <li>• USE THE CORNERS</li> <li>• BUILD ON THE PARK + RETURN (E) SITE TO PARK</li> <li>• MINIMIZING IMPACTS TO (E) SCHOOL</li> <li>• MODULAR BLDG.</li> </ul>	<ul style="list-style-type: none"> <li>• PARK - PARKING - CROSS COUNTRY SHECS - NOT USED MUCH DURING THE WEEK</li> <li>• NO LOSS OF PARK SPACE</li> <li>• A TOILET ROOM NEEDS TO BE STAY</li> </ul>





TEACHER INTERVIEWS

Date: September 5<sup>th</sup>, 2023  
 Time: 12:00 pm to 2:00 pm MT  
 Location: In Person  
 Outcomes: TBD

Interview 1 | Pre-School (ages 3&4 and 4+)

Attendees: Christina Holloway, Martha, Jesenia, Yolonda.

What is Working?

- J – That there are options for playgrounds (front and back) and they are both big
  - M – that there are exits to both playgrounds
- M – The front proch/entry makes a great first impression
  - J – It could be bigger, it gets clogged with people
- M – Ability to see the kids coming from a distance. Its' great to interact with parents and greet the kids
- M – Connection to the bike path
- J – Separate buildings are not bad
- J – that they have art closets (but need them in both spaces)

What isn't Working?

- J – Parking, especially for big events (graduation, thanksgiving)
- M – need bike racks
- J – need a bigger spaces for teacher areas and bathrooms
  - Y – Kitchen Area with a full size sink

- J - Stairs are not in a good location and worries about students falling
- M - Outdoor storage (in tube)
- M - Fluorescent lights
- Y – Wall display space (need more)
- J – Storage for nap & cleaning supply, 'ugly storage'.

Love to see!

- M – Project Room
  - J – Arts & crafts room
  - C – where you can leave a project and come back
  - M – can see the different age groups working on various projects
- M – nature/science space (indoor greenhouse)
- J – 'Oh...It's sooo open"
- M – Indoor Sandbox (with skylight)
- C – Community Spaces
- J – Outdoor classroom & storage
- M – Different ways to get places (climbing wall)

Interview 2 | Toddlers

Attendees: Christina Holloway, Crystal, Arabelle, Ivett

What is Working?

- I – That it feels like a house/home
- C – Bright, safe, comfortable

- C – don't need a receptionist
- C – kids see each other (on the playground)
- C – getting to talk to families
- C – the outdoor space(s)
- C – Loves the garden!

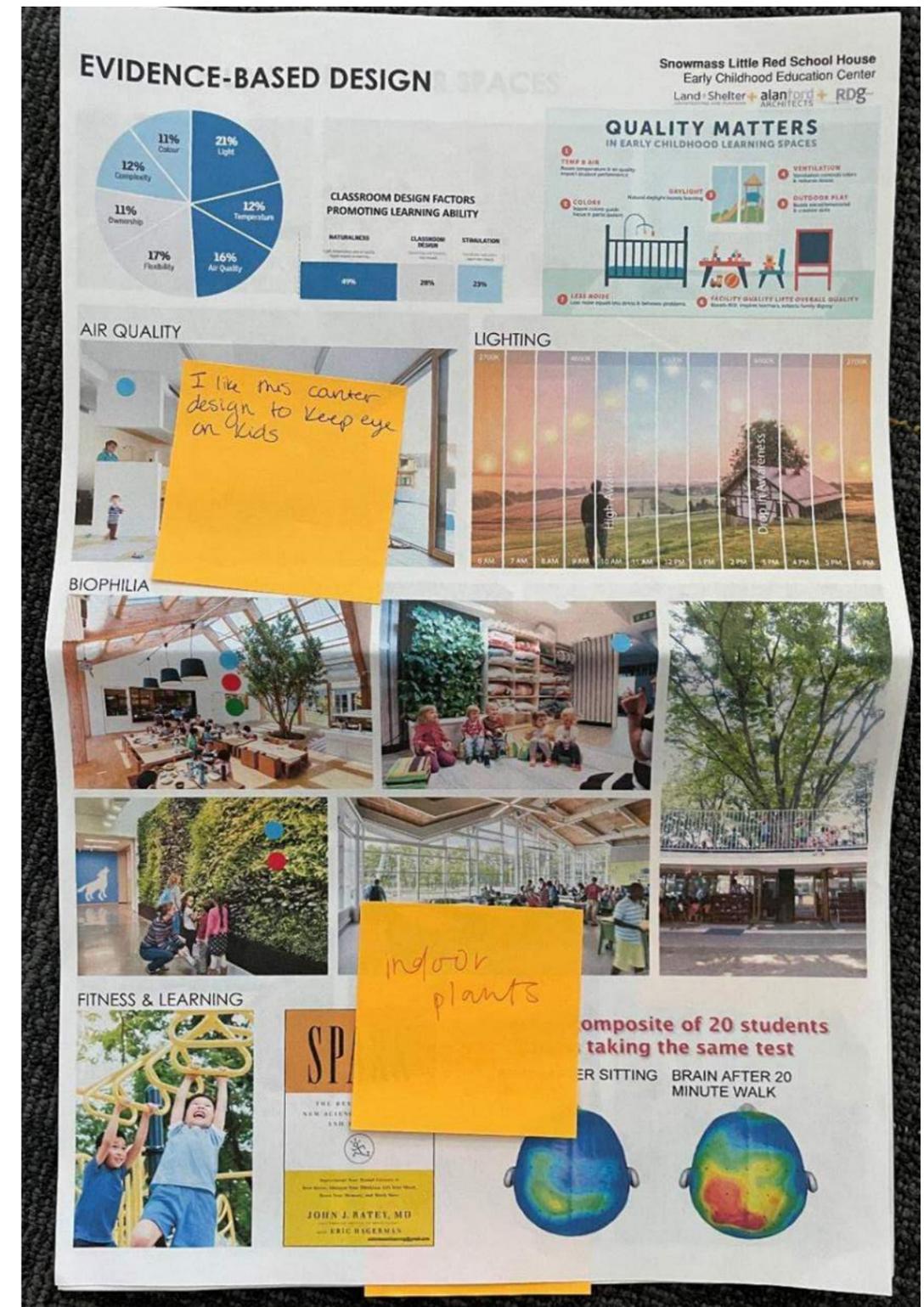
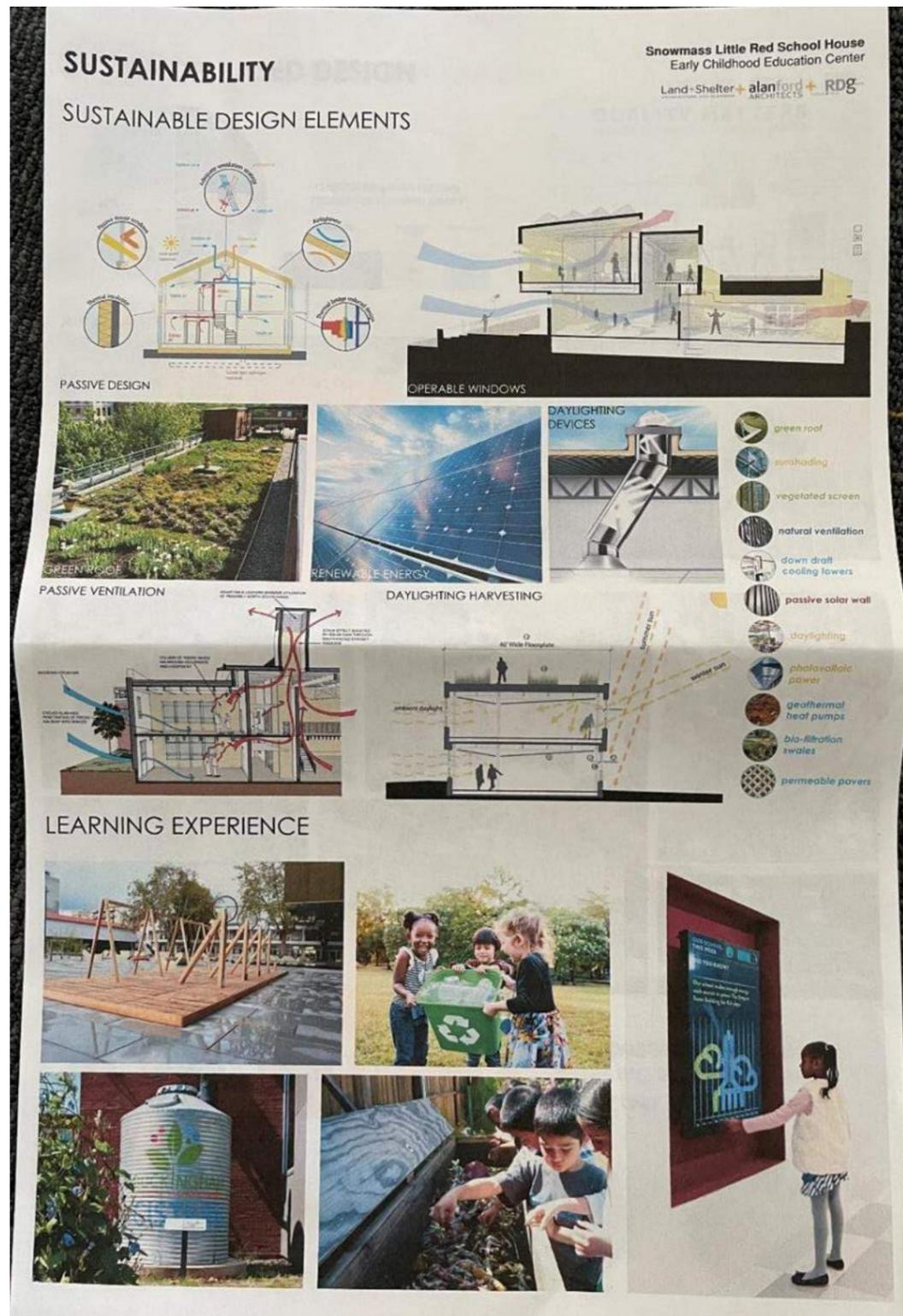
### What's not working?

- C - Animals (getting inside the fence – fox, bears, deer, cats, mice)
- C - Security against people (low fence allows people to walk over fence due to snow banks)
  - C – wants a '13ft' fence
- No lunch area
- I – too many plastic toys
  - Need sand/rocks
  - Kids like to hide under the tree
  - More natural

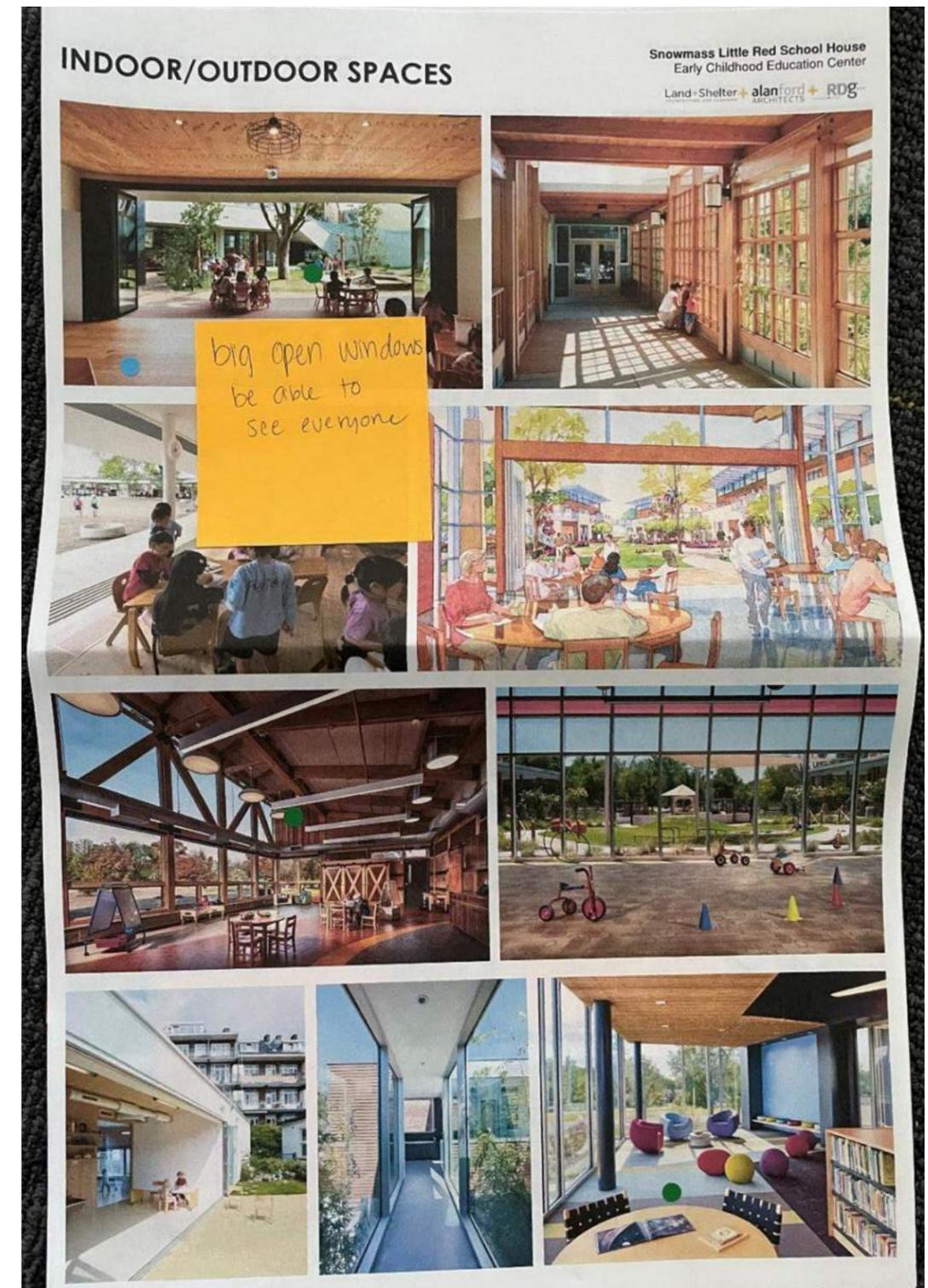
### Love to see!

- C – 1 large room (currently room has blind corners)
- C – Staff room away from kids – where teachers get a real mental break
- C - Bid windows for natural light
- C – Indoor gross motor room
- C – heated walks
- C – Greenhouse or a natural area that is covered

- C – Music area, outside
- I – canopy over a learning space (for music, arts, etc.)













Q9 What would you like us to know about this project? Are there specific areas – i.e. neighborhood impacts, location, capacity, housing, parking, traffic, etc. – that you believe require special attention? Please detail your questions, concerns, and comments.

Answered: 11 Skipped: 0

#	RESPONSES	DATE
1	We are missing both space at LRS for snowmass resident's children and housing for LRS employees, there is also not enough parking or well designed space in the parking lot. We are also grossly underpaying the teachers and the turnover rate is very high (in the last two months we have lost 3 teachers at LRS). Redevelopment needs to be wholistic. Space for kids (possibly a prioritization of SMV families), lodging for teachers (we just lost a fantastic woman who has to drive from Silt), intelligent parking and safety from owl creek, in addition to being a great learning facility. If there is any community that can nail this in the country, I believe it is our home!	9/10/2023 2:23 PM
2	The parking lot gets way to busy for only one way out.	9/1/2023 5:15 AM
4	Love what LRSH has going on. A few recent changes have made it tough for a parent, specifically the earlier pickup time and the Fridays off in the summer.	8/29/2023 3:19 PM
5	What parking or bus solutions will there be? Will you be able to keep the historical parts of the school house? It would be great to keep it red.	8/28/2023 12:58 PM
6	More parking will be needed if more families are involved. The road crossing from the trail should have an under or overpass, as traffic is too fast and frequently inattentive to the flashing light. It is DANGEROUS.	8/28/2023 11:13 AM
7	Parking at LRSH is incredibly difficult - tight space, everyone picking their children up at 4, our car was actually hit last week during the back to school event. It's also very unsafe with so many cars pulling in/out while children are walking around the lot.	8/28/2023 10:27 AM
8	The parking lot needs expansion. The crosswalk in front of LRSH is dangerous (I've pressed the button for the light and multiple times almost caused pile-ups because of the speed at which motorists are driving). Hours definitely need expansion. Please consider working parents and offering 7:45 am - 5:15 pm hours. Also, please consider offering care year-round and for more days per year than what is currently offered. Working parents with infants/toddlers should not have to adhere to the public school schedule, particularly when they are paying for childcare and often caring for multiple infants/toddlers. To truly support the community and retain families in SMV, this must be taken into consideration. Otherwise, you are simply serving wealthy families with additional nannies and the capacity to stay at home.	8/28/2023 9:40 AM
9	Housing for teachers	8/28/2023 8:55 AM
10	Timing of this project	8/28/2023 8:54 AM
11	Parking at the current space doesn't work if everyone picks up and drops off at the same time.	8/28/2023 6:42 AM

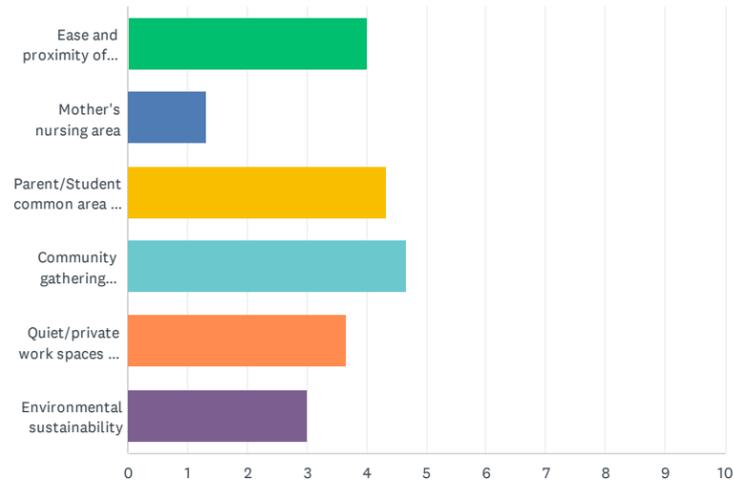
Q10 Are there any additional comments you would like to add?

Answered: 11 Skipped: 0

#	RESPONSES	DATE
1	LRS is also not offering coverage for working families in SMV. There are 52 weekdays per year (not including 11 normal holidays) that there is no care. This is extremely stressful on families and kids that thrive on consistency. When nannies are often \$30-35 per hour, this adds to the stress, it is not easy to fill the gaps. We need a good educational facility but it needs to get a bit closer to a facility that also supports working families of kids under 5. SMV needs to provide the funds to either help the current provider offer this or find a provider that will.	9/10/2023 2:23 PM
2	An adult bathroom and break room would help for mental health on the staff, making sure they have somewhere they can't hear crying. Parents need a better parking situation, the winter is the worst in the parking lot, summer a lot of people will bike to pick up their kids.	9/1/2023 5:15 AM
6	The hours are not workable for working families like ours. 7:45 to 5:15 at the minimum should be available year around. Not everyone has nannies!	8/28/2023 11:13 AM
7	In general, it is difficult to find childcare in the area. We are a dual working household with demanding jobs that don't offer much flexibility. We were on a waitlist for close to a year and a half before our son was admitted and limited options that would take anyone under 18 months. I appreciate the school calendar but the time off for the kids at this young of an age is really challenging for working parents. Toddlers require direct supervision at all times so it would be really nice if the community provided after school care for under 5 (til 5 or 530), programs during things like fall break, thanksgiving break, winter holiday break, spring break, 2 summer breaks (June/August) etc. The current programming caters to a certain socioeconomic status and I worry for local families that cannot afford babysitters/nannies to support all the time off. That said, we are very happy with the WKC program in general.	8/28/2023 10:27 AM
8	The Little Red School House has improved since its change in leadership in the area of staffing and educational support for children. It has become far less supportive by offering less days/hours of care for children and support for their working families. There is a new stigma in the community for the term child care, and emphasis is placed on early childhood education. I firmly believe in an emphasis on education, but it is classist and elitist to assume that working class families who need support are somehow below everyone else. Offering supportive child care is a reality if the TOSV wants to retain working class families who are civil servants, work in the valley's non-profit sector, and serving in other culturally important, community roles. Please keep us in mind!	8/28/2023 9:40 AM
9	Maybe add an after school program for working parents?	8/28/2023 8:55 AM
11	Childcare in SMV should cater towards working parents. This means a childcare facility that doesn't end at 4pm and take a month off over the summer. If the town is providing a space virtually rent free, the provider should accommodate working parents. Thank you!	8/28/2023 6:42 AM

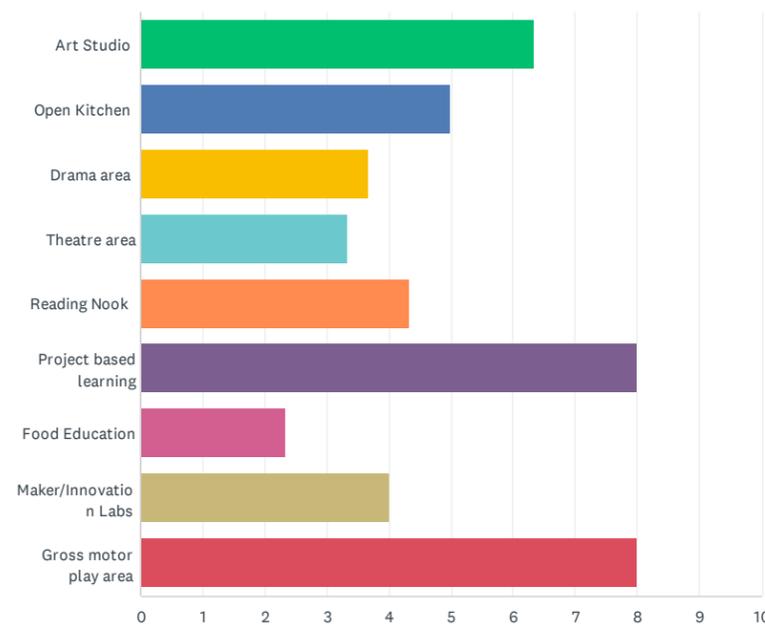
Q4 Rank the following according to importance in an early childhood education facility? One (1) being most important.

Answered: 3 Skipped: 0



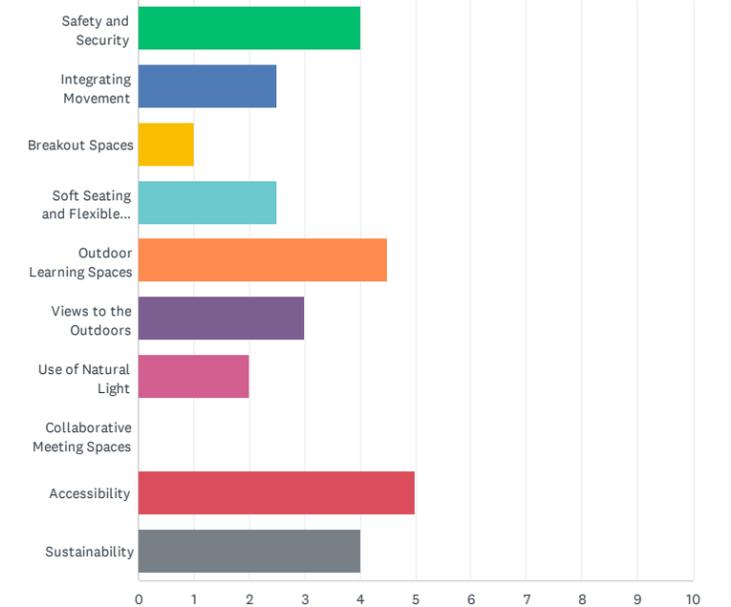
Q9 If you were to have a specialty classroom, please rank the following in order of importance.

Answered: 3 Skipped: 0



Q11 Rank the following according to importance in the learning environment. 1= Not important at all 5= Very Important

Answered: 3 Skipped: 0



Q6 Describe your approach and preferences to outdoor learning.

Answered: 3 Skipped: 0

#	RESPONSES	DATE
1	The outdoors should be an extension of the classroom, where the children's curiosity can still be sparked. I like to have "hidden" areas where the children can feel like they are alone, even though the adults can still supervise them	8/30/2023 6:32 AM
2	I love outdoor learning. Outdoor education is my favorite. I think it would be really cool for the children to have access to a more naturally styled play space.	8/28/2023 2:48 PM
3	Kids need to play outside!	8/25/2023 1:59 PM

Q7 How do you foresee using the existing park and garden areas?

Answered: 3 Skipped: 0

#	RESPONSES	DATE
1	Not sure as I don't know what the main idea is... I guess it depends on where the building is	8/30/2023 6:32 AM
2	We try to use the existing park often, but sometimes we can't get over there due to needing staff coverage during breaks.	8/28/2023 2:48 PM
3	It's great for the kids to take trips next door to visit the garden weekly to see what growth has occurred	8/25/2023 1:59 PM

