QUATTROCCHI KWOK ARCHITECTS

Meeting Minutes

November 20, 2013 1:30 am to3:15 pm

Alameda Unified School District

Educational Specifications - Meeting 1 - Elementary Schools, Part b

AUSD Office, Marina B Conference Room

Attendees:

Stan Clark	Quattrocchi Kwok Architects	stanc@qka.com
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See attached Sign-In Sheet		

Distribution:

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The notes below reflect the discussion of the group during the meeting. Any additional information added after the meeting is shown in *italic text.*

- Introductions
- Resume meeting 1 agenda starting with agenda item V – Learning Environment Standards:
- General consensus that 21st Century concepts of collaboration resonates with AUSD elementary staff.
- The future of AUSD should include teaching collaboration opportunities
- Flexibility and mobility is seen as an issue related to the "furniture" as much as the architecture.
- If air conditioning is currently provided we should continue to provide.
    - Each classroom and meeting room should have its own controls.
- Outdoor P.E. spaces should not be located directly outside classrooms.
- Classroom Technology:

- Ceiling mounted projectors should be provided in center of rooms.
- Provide for amplified sound capabilities that also record teacher presentations for future use by independent study, home study, and absent students. Small, private meeting rooms are needed. This technology already exists.
- Convenient storage areas should be provided for computer/device carts that can provide for charging. Possibly under a countertop.
- Wireless Wi-Fi reliance should be expanded and the systems should be getting faster and more reliable.
- Ceiling mounted power drops for connectivity and for flexibility are desired.
- Should prepare for "mobile technology" as opposed to the current computer lab model.

- Additional Teaching Spaces:
  - General consensus that a connection to outdoor learning environments should be provided.
  - Water should be provided for some outdoor learning environments such as art projects, the school gardens, etc. Should be secured from vandalism.
  - Small group spaces with good acoustic separation is desired. Sized for 5-10 people.
- Libraries:
  - Library should be dividable into a variety of spaces ranging in size large to small with easily movable furniture. Evolve into a "learning commons".
  - Library facility is used by the community and should be located near edge of campus, easy to find and close to parking.
  - Include a room that can function as a child care facility for the numerous parent meetings where young children accompany parents.
- Multi use rooms:
  - Should support food service, sports, P.E., music.
  - Include a stage (indoor and outdoor).
  - A music classroom adjacent to stage and acoustically isolated.
  - Storage for large tables, music instruments and stage equipment
  - Main room should be dividable with good acoustic separations.
  - Speed lines and good food service flow should be provided.
  - Provided a safe, covered area for queuing of students for food service.
  - There should be a standard size and amenities provided at each site. Should be same for each school.

- A uniform size campus and facilities should be provided for each elementary school, and each school should house the same number of students.

- Administration Facilities:

    - It was noted that Ruby Bridges Elementary School was referred to as an example of what the District Standard for administration spaces should be

    - Spaces should be provided for Principal psychologist/counselor, health director, receptionist and attendance.

    - Direct audio connection between office and all classrooms and meeting rooms/break out rooms is essential.

    - Waiting areas for parents is necessary.

    - A separation of attendance office/staff from receptionist area/staff is desired.

    - Admin. Should be the "portal" to the rest of the campus.

        - Front and center.

        - Adjacent to visitor parking.

    - Should provide a workroom space that can be used by parent volunteers.

    - Conference and testing spaces should be provided with good acoustic separation.

    - Secure storage should be provided.

    - Storage for books and supplies should be provided near access to delivery parking.

- Special Education spaces:

    - Lum Elementary School was referred to as an example of what the District Standard for special education spaces. Also see Lincoln Middle School?

    - District should be moving toward a "learning center" model for "mild to moderate" students.

    - Special education classrooms should be larger than the standard 960 s.f. classroom.

    - Should be dividable into 3 teaching zones per classroom.

    - Important to be part of student body not isolated from.

    - Moderate to severe students require a toilet room within their classroom.

    - Acoustic isolation is required.

    - Small acoustically isolated break out or cooling down spaces are desired.

    - Office or meeting spaces for speech therapy, i.e.p. meetings, etc. are required.

    - Provide refrigeration for food and medication storage.

- District will set up a task force to further study the special education needs and report back to QKA for master planning of these spaces.

- Site Amenities:
  - Playgrounds: use Edison ES and May Lin ES as a model for playground structures.
  - Need to have outdoor P.E. spaces that are separate from recess spaces for schools with overlapping scheduling.
  - Need dedicated fenced in kindergarten play yards that are adjacent to kindergarten classrooms.
  - P.E. spaces need to be located so that they are not distracting (visually and acoustically) to classrooms.
  - 1/8 mile track should be provided.
  - Outdoor shaded areas are desired.
  - Outdoor spaces should have intercom capability for announcements just as the classrooms do.
  - Debbie Opperud of the P.E. staff will become the primary advisor to QKA for design of P.E. and playground spaces.
  - Striping needs to be provided for evacuation areas separate from the playground striping.

The **Master Planning** meetings, with all school sites, including Principals, PTA members, teachers, community members and administrators will begin in January. Elementary, Middle, High and Charter schools will all be included in the **Master Planning** process. Schedule of meetings will be sent to Principals as soon as possible.

At conclusion of all meetings QKA will generate meeting minutes and distribute to the committee for review.