



QUATTROCCHI KWOK
ARCHITECTS

February 20, 2014

Time 3:30PM

Alameda USD Master Planning

Woodstock Child Development Center - Master Planning Meeting #1

Attendees:

Ray Keck, Project Manager, QKA
Stan Clark, Senior Associate, QKA
Also see sign-in sheet attached

Distribution:

Via District Website

Facility Master Planning for Woodstock Child Development Center:

1. General Discussion:

- WCDC has programs at Longfellow ES, Ruby Bridges ES and Haight ES
- The program is capacity – driven, not subject to demographic shifts
- Staff envisions potential program expansion, given additional space and funding
- WCDC was relocated from a purpose-built facility on the Naval Base, at Singleton Avenue
- Consider relocating WCDC back to Base preschool site if needed repairs can be accomplished
- Current District plans are for WCDC to remain on the Longfellow campus, sharing it with Island High School
- Co-locating WCDC with Island High School could be problematic, with a mix of toddlers, teens and adult students
 - Near-term plans should include fencing, gates, defined parking areas, and restriction at child play yard to keep student populations separate
- Communication – outreach meetings
 - Distribution via District website
 - Public outreach meetings to be scheduled
- Discussion of District Facilities Assessment

2. Needed improvements:
 - a. Site Improvements

Pick up/ Drop off / Parking

- WCDC hours are 7:30-5:45 Monday through Friday
- 75% of learners arrive by car, the balance by bicycle or bus
- Staggered arrival by approved schedule
 - 20% by 7:30
 - Most at approximately 9:00am
- Parking is adequate - maintain the current number of spaces
- Bus drop off zone for 3 busses at a time is needed
 - Will likely increase with additional Special Education classes expected to be added
- Busses cannot currently enter school grounds due to clearance and area constraints; Ideally they would enter the yard for safer, dryer and more convenient drop off and pick up
- Currently the entrance gate is a bottleneck without adequate width for two cars to pass simultaneously
- Visibility at gate is hindered by parked cars; consider coordinating with the City of Alameda to designate red zones on street entrance to increase sight lines

Security

- Parents must bring children to classroom – sign in and wash hands
 - Provide hand sinks at all classrooms
- Configure layout to prevent parents/visitors from entering student toilet rooms
- Ideally, locate toilet rooms within classrooms
- Need for locked exit gates to prevent intruders; Columbine locks are needed at all classrooms
- Provide visual barriers to classrooms
- Alarmed gates are required at all child areas
- Lockable toilet rooms for security
- Preference for keypad entry at the main entrance
- Main entrance with keypad entry, electric door release to provide access to parents and visitors

Playgrounds/ Kinder Playground

- Fenced play yard
 - Separate areas for different age groups
 - Toddler 18 months - 3 years
 - 3-5 years

- Age-appropriate play equipment with appropriate fall zones
- Provide awnings, covered walks in play areas
- Provide adequate drainage at play areas, which currently flood
- Indoor play area is needed for rainy days
- STEM curriculum is taught starting at toddler age
- Provide a learning garden
 - Preferably one for each classroom
 - Planters or planter boxes
- Provide hose bibs at garden areas
- Provide drinking fountains inside and out
- Provide paved area or path for wheeled toy vehicles
 - Simulates road use: signs, stops, lanes, etc.
- Striping / marking for Tic tac toe, hopscotch, etc.
- Preference for some turf areas
- 4-foot high minimum fence between age groups is required

c. Buildings

Administration

- Currently cramped, without adequate area
- Need for a Staff Workroom, with space for approximately 30 to meet
- Provide two Conference /meeting spaces, large enough for 4-5 people
- Director's office
- Administration office with two staff.
- One Itinerant office for speech, psychologist, etc.
- Need additional designated staff toilets – 2 existing are inadequate

Multi-Purpose Building

- WCDC does not currently share use of the Longfellow MPR, and would like to have shared access

Classrooms

- Total expected classroom count of 11 classrooms 2014 – 2015
- The longer goal is for 15 classrooms, to incorporate full-tuition learners
- 6 general classrooms
 - 1 toddler
 - 5 preschool
- 3 special education classes – going to 5 special education in 2014-15 (moving from Maya Lin)
- Toddlers - 1 staff per 4 toddlers (up to 16 toddlers/4 staff)
- Preschoolers – 1 staff per 8 students
- Generally 24 preschool students per classroom
- Need counter space for toothbrush stand
- Provide mirrors in bathrooms and classrooms
- All chemicals, cleaners (bleach, Lysol, etc.) stored securely in lockable area
- Provide storage for brooms, mops, etc.
- Provide for a small refrigerator in each classroom
- Provide a dishwasher in the Toddler classroom
- Need laundry room adjacent to Toddler classroom
 - Consider providing 2 washing Machines
 - 1 washer within Toddler classroom
 - 1 washer for general use
- 2 changing tables at Toddler classroom
 - Located to allow supervision, with adjacent sink dedicated to changing
- 2 hand sinks minimum each classroom; 1 adult height, one child height
- Food service area with counter space for each classroom for:
 - Food preparation
 - Bottle preparation
 - With dedicated sink
 - Fruit preparation with secure knife storage
 - Allow supervision during use
- Safe storage (secured from tipping)
- Nap mat storage in cubbies
 - Mats cannot touch each other
- Coat hanging

- Coats cannot touch
- Provide intercom system to communicate with office
- Provide telephones with ability to call out
- Utilize resilient flooring with area rugs
- Desire for cooking instruction in a central kitchen, not a classroom

Specialized Educational Spaces:

- 3 special education classrooms
- Motor skills room
- Speech & language room of approximately 480 square feet
- Occupational therapy of approximately 960sf

Library/Media Center:

- Currently none exists, but there is need for one
 - Equip with projector and marker board
 - Preferably with community access

Before and after school programs:

- Currently exist at Haight and Ruby Bridges Elementary Schools
 - Housed in portable classrooms
 - Yard gates are locked prior to end of day at Bridges ES, causing difficulty with parents picking up children – consider reconfiguration or call-in system

Storage/Restrooms:

- In class storage plus central storage
- Mats, etc. As outlined above
- Provide play yard storage for toys, vehicles
- Provide separate stalls at student toilets
- Provide changing tables at each toilet room

Next meeting:

March 17, 2014 at 6 pm.