



QUATTROCCHI KWOK  
ARCHITECTS

October 22, 2015

## Alameda USD District Standards – Technology and Communications Committee Meeting No. 2

Meeting Notes

### Attendees:

Kelly Gregor, Teacher Librarian  
Roxanne Clement, Teacher Librarian  
Michael O'Neill, Teacher  
Lynn Kinsey, Teacher Librarian  
Dana Adams, Teacher Librarian  
Janice Carroll, TSA Instructional Tech.  
Susan Jones-Szabo, Teacher Librarian

Robbie Lyng, Director of MOF, AUSD  
Jamie Ferranti, PM, MOF, AUSD  
Brenda Parella, PM, MOF, AUSD  
Rob van Herk, Director of I.T.  
Nick Stephenson, Associate Architect, QKA  
Benjamin Lundholm, Teacher Librarian  
Connie Chapman, Teacher Librarian

### Distribution:

Attendees  
Katherine Reilly  
Jessica Lucio  
Zoe Boese, Teacher Librarian  
Pieter Colenbrander, Electrical Engineer  
Shariq Khan, Interim Chief Business Officer, AUSD

Diana Kenney, Teacher  
Steve Allen, Teacher  
Deborah Kjelland, Teacher  
Erin Head, Teacher Librarian  
Jeffrey Gordon, Teacher  
Bethany Iping Ling, Classroom teacher

### Notes:

#### 1. Review of last meeting notes

- a. Nick began by explaining that we will briefly review the notes from the previous meeting and then continue with discussing technology and communications requirements for the balance of the elementary grades, and then attempt to move into a discussion around middle school requirements and how they may vary from elementary school requirements.
- b. Robbie began to review high lights of last meeting notes by sketching a floor plan of a classroom on the white board.

- c. Robbie mentioned that there could be two potential teaching locations per classroom. The committee seemed to be ok with this suggestion.
- d. Robbie sketched extension cords strung from the wall to an AV cart at center of the classroom sketch. He indicated that these are not acceptable but if they have covers on them (he sketched an example) that would be ok. Nick pointed out that the current technology of the projection device (flat screen panel, wireless connections, smart boards, etc.) may allow for elimination for the need to string extension cords along the floor.
- e. In recapping requirements for PK-2<sup>nd</sup> grade classrooms there was extended conversation around power and data distribution. May discussed need to have well distributed power and data around room at all walls. Nick suggested two of each per wall. It was requested that teaching walls have extra power and data, including being located at a teaching station.

## **2. Continuing conversation about Classroom Requirements:**

- a. Power and Data Distribution: It was mentioned that one or two data “drops” should be sufficient, especially if Wi-Fi is adequate. Rob Van Herk mentioned that one is required for a teacher’s computer, one for a printer, and one for phone. A fourth could be provided to serve balance of needs. He suggested adding a “switch” not a “router” to enable one port to serve up to eight devices. Needs to be high quality switch.
- b. Standards should include language that power and data and Wi-Fi infrastructure should be assessed at each site and enhanced if necessary in order to support the technology required by these standards.
- c. These standards will be used to guide modernization projects as well.
- d. Computer Charging and Storage Carts: For multiple devices (one per student etc.) the use of a charging cart will be used to minimize power outlet requirements. Quality, storage and quantity: Should be high quality to withstand the extended use of school environment. Locations should be site specific. Should be easily accessible location that teachers can have keys to, either one location per classroom, or one location per floor or per classroom building. There should be tracking devices or tracking software on carts and on devices. Google calendar check out was mentioned. It was agreed that the standards should include the requirement for procedures on check out and tracking as well.
- e. Computer Labs: These should be phased out for general computing, replaced by chrome books utilized in classrooms. Specific curriculums such as media technology, etc. may still require some sort of “computer Lab” space. Existing general computer labs could be converted and utilized for other uses.
- f. Projectors and AV devices: The use and location of projectors was discussed. We discussed ceiling mounted vs. short throw wall mounted in lieu of located on a cart. There was conversation whether or not projectors will remain as the technology of choice. Touch screens or interactive flat screens with apple TV may replace them. Flat screen TV’s need to be large enough to see clearly from back of room. Interactive white boards were also discussed. Ultimately, it was agreed that it will come down to ensuring that the proper power, data and Wi-Fi infrastructure is in place to run the most current, and what future may bring.

## **3. Next Steps**

- a. QKA will bring floor plans sketches to show suggested layouts of power, data, and technology and communication devices for typical classrooms to confirm what has been discussed thus far. QKA will also

include suggested layouts for specialized spaces (science classrooms, multi-purpose rooms, administration areas etc. These sketches will be used to guide the conversation of requirements for these spaces.

- b. QKA will also bring back feedback from other school districts on technology and communications devices being used in their schools in the hope of benefiting from “lessons learned”
- c. QKA will also reach out to other school districts that are employing newer technology and communication systems to inquire about this committee touring their sites.

**Next Meeting Date:** TBD

Attachment:

- Sign-In Sheet
- Meeting notes from meeting No. 1.
- Copy of slide presentation from meeting No. 1.