

Piedmont Unified School District

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Piedmont Unified School District

EDUCATION SPECIFICATIONS

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INTRODUCTION

Piedmont Unified School District (PUSD) has selected Quattrocchi Kwok Architects to create a comprehensive Facilities Master Plan for the District. The first step in this process is the creation of the Educational Specifications (Ed Spec). Education Specifications identify and standardize required facilities to meet the District's intended educational program at each type of school: Elementary Schools, Middle Schools and High Schools. The intent is not to define exactly what facilities each school campus should have, but instead, provide a clear set of facility standards. The completed Ed Spec will be an important piece of the overall Master Planning Process. During the next phase, QKA will be evaluating each PUSD campus against the requirements identified in this Ed Spec. We will then work with a Site Committee at each school, who represents the stakeholders in the school community, to create a long term Facilities Master Plan and identify the best way for each school to meet or exceed these standards at their school.

This PUSD Education Specification was developed in meetings with committees representing all grade levels and all school sites at Piedmont Unified School District.

ACKNOWLEDGEMENTS

The task of developing the PUSD Ed Spec could not have been accomplished without the dedication and contributions of the members of the Ed Spec Committee. We would like to take this opportunity to thank the following people for their contribution of time, leadership, and direction necessary to develop the following documents:

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APPLICABLE STANDARDS AND REGULATIONS

The Education Specification was developed in the context of and with reference to a variety of existing standards, requirements, and policies.

California Department of Education (CDE)

CDE and the California Education Code provide guidelines and standards for Educational Facilities.

Where applicable the committee referred to these standards in developing the Ed Spec. It is the intent of the Ed Spec for all schools to comply with CDE facility recommendations wherever possible.

Collaborative for High Performance Schools (CHPS)

CHPS is a non-profit, national organization focused on making schools a better place to learn by facilitating the design, construction, and operation of high performance schools. Creating high performance facilities is a benefit to the environment, the students and teachers that will use the facility, and to the financial well-being of the District. The Collaborative for High Performance Schools (CHPS) Best Practices Manuals and Criteria provide a guideline for implementing high performance concepts in the design of school facilities. The CHPS guidelines encourage the design of schools to provide environments that are energy and resource efficient, provides a safe and healthy educational environment, and link the physical environment to the educational mission of the building. The CHPS Best Practices Manuals and Criteria also provide the flexibility needed to adapt these concepts to the specific context of each school campus and each projects goals, scope of work, and budget. The CHPS criteria shall serve as a guideline for the development of Campus Master Plans and for the design of future facilities improvement projects.

Division of the State Architect (DSA)

Approval of project construction documents for all school renovations and additions are required from the Division of the State Architect. Requirements for California Building Code compliance, as well as the Americans with Disabilities Act (ADA) and requirements for emergency vehicle access will be addressed in the development of Campus Master Plans. All modernization or new construction projects will comply with the requirements of the current edition of the California Building Code as adopted by DSA.

PUSD Mission, Core Values and Goals

The process of developing the Ed Spec and this document were developed within the framework of the established direction and philosophy of PUSD, as summarized in these documents.

“Piedmont Unified, an exemplary school district committed to public education, is dedicated to developing independent learners who are responsible, competent, and intellectually curious with a strong sense of self and community. Through quality instruction and shared leadership, the District will impart knowledge and promote creative and critical thinking in a safe, nurturing, and challenging environment.”¹

PUSD Special Education Programs

Special Education vision statement is contained in Appendix **B**.

PUSD Technology Plan

The District has an adopted Technology Plan which provides direction for 2013-2016. This plan addresses educational technology from the standpoint of curriculum, professional development, infrastructure, and hardware. This document provided guidance to the Ed Spec near term technology needs. The plan is attached as Appendix **A**.

¹ <http://www.piedmont.k12.ca.us/district-info/mission-priorities/>

PURPOSE

The purpose of this Education Specification is to guide Facilities Planning across the District. The Ed Spec is intended to summarize the typical educational programs at each type of school and their facility's needs. It is intended to provide a standard level of facilities and to help ensure equity among campuses throughout the District. This Education Specification will serve as a starting point for campus specific Master Planning processes to be undertaken at each site.

From the California Department of Education:

Educational specifications are interrelated statements that communicate (or specify) to the architect, the public, and other interested parties what educators believe is required for a proposed educational facility to support a specific educational program.

Educational specifications serve as the link between the educational program and the school facilities. They translate the physical requirements of the educational program into words and enable the architect to visualize the educational activity to be conducted so that the architectural concepts and solutions support the stated educational program.

EDUCATION SPECIFICATIONS DEVELOPMENT

In order to develop the Education Specifications for the District, four meetings were held. Each discussion began with a critical set of questions that shaped the discussions on teaching methodologies, programs and facilities.

August 27th – Introductory Meeting

September 14th – Piedmont HS and Millenium HS

September 28th – Piedmont MS and Elementary Schools

October 20th– Ed Specs Review Meeting with District

DISTRICT WIDE STANDARDS

The following topics apply throughout the District to all school campuses. Any requirements in these areas specific to one of the school types will be addressed in that section.

Enrollment

Piedmont Unified School District 2015-16 Enrollment as of 09/23/15															
	TK	KN	Gr 01	Gr 02	Gr 03	Gr 04	Gr 05	Gr 06	Gr 07	Gr 08	Gr 09	Gr 10	Gr 11	Gr 12	TOTAL
BCH	0	37	44	46	70	64	73								334
HVN	16	61	69	69	106	88	89								498
WWD	15	38	46	63	46	51	52								311
PMS								250	235	195					680
PHS											226	193	205	178	802
MHS											10	15	21	23	69
NPS															0
TOTAL	31	136	159	178	222	203	214	250	235	195	236	208	226	201	2694
	TK	KN	Gr 01	Gr 02	Gr 03	Gr 04	Gr 05	Gr 06	Gr 07	Gr 08	Gr 09	Gr 10	Gr 11	Gr 12	

Classroom Loading

For the purposes of determining and monitoring the student capacity of each campus PUSD uses a standard number of students per classroom. These ratios are not intended to correlate to the actual number of students in a classroom at any one time or the maximum capacity of a classroom. They are a guideline used to track the overall capacity of school campuses. For grades Kindergarten through 3, the loading ratio is 24 students per classroom. For grades 4-5 the ratio is 26 students per classroom. For grades 6-12 the ratio is 28 students per classroom.

At the high School and middle schools most classrooms are used almost all 7 periods. Each teacher get 2 preps (5 classes taught, 2 preps). Sometimes they spend their prep in their classroom (even if another class is going on), sometimes they go to the department office, or sometimes they go in the staff lounge.

Specialized teaching spaces such as PE Classrooms, Band, Chorus, etc., may be calculated at a higher ratio depending on the size of the space and the program.

Campus Security

Student safety and Security is a primary concern of PUSD and an important consideration in any facilities decision. The Ed Spec committees discussed campus security at length during our meetings. These

conversations touched on many aspects of security, including, preventing unauthorized access to schools during the school day and maintaining student safety on campus during the school day. There is a fundamental need to maintain the school as a safe space for students. The committee also discussed the need for school campuses to feel open and inviting while maintaining security. Controlling the connection between the campus and the community and between spaces on each campus is an important part of maintaining security and supervision on a day to day basis. As a result of this discussion the following principal security requirements for all schools were identified:

- Secure Perimeter: Ideally, each school campus shall have a fenced and secure perimeter. The perimeter security should allow for only one point of entry, at the main office, during school hours. Wherever possible the campus buildings shall be used to create a secure perimeter to minimize the use of fencing and present a more inviting image to the community. While most security reviews recommend fencing to be eight feet tall to ten feet tall, the consensus is that the school community does not want to create the impression of a locked and intimidating compound. All fencing shall include lockable gates which allow emergency egress with the installation of panic hardware. Fencing design shall minimize the number of gates to make securing the school as easy as possible. The secure perimeter shall include field and asphalt play areas.
- Access to fields and playgrounds: Community access shall be provided to all fields and playgrounds during non-school hours. Gates shall be provided in the perimeter fencing and unlocked at the end of the school day to allow community access. A second line of fencing may be provided to separate the buildings, courtyards, and spaces around the buildings from the play area to prevent vandalism and theft at the buildings during non-school hours. However, this is a secondary concern and should be addressed at each campus.
- Video Surveillance: The District is considering adding video systems. This would not be continuous monitoring, but rather focused installations. While Beach and Wildwood have front cameras so that the administrative staff can see who is at the front door, other schools do not. This should be a minimum standard. Additional video security will be reviewed on a specific basis; i.e. to monitor areas at Piedmont High School that are subject to repeat acts of vandalism.
- Communications: Each classroom on every campus has an effective and operational two way communications system. The District standard Front Row Calypso system provides the ability to broadcast announcements to all areas of the campus simultaneously, including, all teaching spaces, offices and outdoor areas. The system shall also provide the ability for District Office staff to notify other school sites in an emergency.

- Doors and Windows: All classroom doors should be provided with a window or sidelight to provide visibility of the outside of that door. All classroom doors should have security hardware that allows the classroom to be locked from the inside with a key. All windows (including those in entry doors) shall have functioning blinds which can be closed easily to prevent visibility into classrooms from the outside. The District may opt to provide laminated glass at windows for additional protection from intrusion. Operable windows that allow for natural ventilation are preferred.
- Intrusion Alarm: Each campus shall have a functional intrusion alarm system.. Additionally, each campus shall have secure areas or rooms for technology storage that include additional security measures to prevent theft.
- Fire Alarm System: All fire alarms systems are code- compliant although new construction will be brought up to the prevailing code as improvements are made (per DSA requirements). A single system has been created on each campus and new construction should conform to the standard. PHS, PMS and MHS are on a common system. Alarm system is addressable so that emergency services can easily identify the specific room or area of concern; accuracy of the FA programming is reviewed on an on-going basis.

Other Security Issues Discussed

- Collaboration with Piedmont Police Department: PUSD has discussed campus safety with the Piedmont Police Department (PPD) to review safety at each school site. PPD will be involved in safe school plans. Additionally, the school has contracted with Crisis Management Solutions to review each site. It is appropriate for this collaboration to continue and be revisited on a regular basis.

Campus Visual Appearance

The visual appearances of school campuses are important. How campuses appear and how they relate to the community affect the connection between the school and its community. The initial impression that people get from the exterior of a school can have a lasting impact on their perception of that school and its value in the community. These impressions also have an impact on students and how they perceive schools and how much their community values their education. School campuses should present a warm and inviting, aesthetically appealing image to the community. In the process of Master Planning each school should include the following components to improve the visual appearance of the school and the connection to its community:

- Sense of Entry: Each school should have a single, main point of entry, as discussed under security above. The design of the school shall make that entry clear and inviting, leading people to that main entry point. This may include features of the building design or landscape design to make a compelling obvious entry.
- Signage: Each school should be clearly identified by monument or wall mounted signage. Messaging capabilities, such as notices regarding events and/or school schedules should be included wherever possible. Individual buildings should also be clearly marked (numbered) with signage. The accessible circulation path should be clearly identified.
- Finish Materials: Durable and attractive finish materials should be used so that the facility can be maintained and the appearance kept up over the long term.

Basic Learning Environment Standards

It is appropriate for the Educational Specifications to address the need for well-regulated classroom environments because this affects the educational program. Highly efficient mechanical systems should allow individual room control. Air conditioning will be limited to specific spaces. The District has opted to not air condition classrooms due to the relatively mild climate and costs of infrastructure retrofitting, and operation.

Windows should be easily operable for ventilation. Filtering and shading of direct sun should be provided to avoid heat gain. “Night flushing” uses a consistent and organized schedule for opening windows during the cooler evenings to help offset warm days.

Classroom interiors should have durable finishes that are easily cleaned. Wall finishes that can be used for pin-up should be maximized.

To increase teacher audibility, acoustic considerations for classrooms include both noise from outside the room and noise within the room. Interior common walls should be designed to reduce transmitted noise from adjacent spaces. It is more difficult to completely control noise from the outdoors because the utility of operable windows usually overrides the need for noise control. However, double glazed exterior windows allow a greater separation when desired. Within the classroom, finishes should be chosen and installed to minimize reverberation.

Flexible furniture is called for throughout the Education Specifications to allow for greater variety in the classroom and student experience. Each teacher prefers a slightly different environment – some requesting student desks while others prefer student tables. Tables and chairs on castor and the ability to stack furniture are important. The District should prepare an inventory of available furniture and

develop a centralized storage space to encourage full use of available equipment. Future furniture purchases should be coordinated to provide an equitable provision of fixtures. Additional items might include portable white boards, adaptable teacher desks, and a variety of seating types.

Technology

It is the goal of PUSD and the Ed Spec Committee to strategically integrate technology into the educational environment to support teachers and students and enhance student learning. The District has begun to transition to a 1:1 technology program where all students have access to a computer or tablet type device throughout the school day.

Although the discussion of technology is wide ranging, it can be summarized in a few basic strategies:

- Infrastructure: It is impossible for this committee (or anyone) to know exactly what the infrastructure requirements will be for instructional technology in the future. What we can be sure of is the use of technology in all aspects is increasing rapidly and all of that technology requires access to the internet through an adequate bandwidth. To that end, one of the most important requirements for each campus is to provide an adequate main connection and main data network infrastructure to support continued growth in bandwidth for each campus.
- Wireless Access: Increasingly the internet is accessed on a wireless network. The additional flexibility provided by wireless access is necessary in a 1:1 scenario. Therefore, all campuses should continue to support robust wireless data access in each building, outdoor courtyards and learning areas.
- Classroom Audio-Visual (AV) Systems: The District standard is to have projectors and screens in classrooms. The teachers also use document cameras. Many of these systems are functional and serve teachers well, although they may not always be appropriately located or have the appropriate infrastructure in place resulting in the use of cords along the floor and other unfortunate fixes. Some may require replacement or updating due to age. Each classroom shall be provided with the following functionality to be accessed over the wireless network wherever possible:
 - Large format visual display (projector and screen, or monitor, etc.)
 - Document Camera
 - Laptop (or other portable device) for teachers
 - Speakers for audio playback in an integrated Front Row Calypso system.
 - As classrooms are adapted for greater flexibility in furniture and instruction, a second small flat screen or monitor may be practical.

The design of the components of Classroom AV Systems is constantly changing and will continue to evolve in the future; recognizing that the committee decided not to recommend particular components or systems for Classroom AV Systems. The system should be designed using the best available components at the time of installation. The AV system should also have the flexibility to address special education needs.

- Computer Labs: The District currently has a variety of computer labs across its school campuses which serve a number of purposes. Computer labs are currently used for a variety of activities, such as, specific courses, library research, testing, and specialized instruction. The committee expects that in the future the need for these computer labs may diminish as technology becomes more widely distributed among the students and access is more ubiquitous. However, there will likely still be a need for Computer Labs to serve specialized classes related to Computer Programming, Digital Media, Engineering Design, at upper grade levels as well as traditional instruction in the primary grades. In the short to medium term there is a definite need for functional computer labs at each campus. The existing computer labs may remain necessary to support technology access across a spectrum of future curriculum programs. Digital testing requirements will further affect the balance between traditional computer labs and wireless access.
- Building as a Learning Tool: As additional technology is introduced into the buildings, use it as a demonstration teaching tool. An example of this is solar panel monitoring stations that can show demand / supply data.

Support Spaces

Support spaces are discussed in greater detail at each of the grades levels. While school design and construction focus mainly on providing classroom space, today's educational programs frequently require a different kind of space. For example, small group break out spaces adjacent to classrooms are an integral part of 21st education planning. Small meeting rooms are also necessary for tutoring or conferences.

Restrooms are required by the California Building Code and the California Department of Education reviews them for conformance with the Education Code. Minimum standards may not meet the requirements of the school staff or students due to the numbers during recess or breaks. The CBC requires all new restrooms to be accessible. At least one accessible restroom should be provided on each floor or as is grade-level appropriate. Staff restrooms are required as well. As is discussed elsewhere,

special education programs require adequate restrooms. It is increasingly important to provide a gender-neutral restroom at each school campus.

Library /Media Center

The role of the Library is changing as we fully embrace concepts of 21st Century Learning. However, even with these changes, the need for a specialized, flexible space for students to access information and work collaboratively will be greater than ever. In this environment Libraries should be provided with the following features:

- Circulation Desk: Centrally located to provide supervision and access control. It should be adjacent to a Work/Resource/Librarian Room for staging returned media/books along with space for making repairs to returned items.
- Open flexible (reading room) space. The instructional aspects of its function require there to be flexibility of seating focused on a large presentation screen that is comfortably viewable by at least 75 people.
- Flexible furnishings and layout to support a variety of activities including: individual study, group collaboration, research, presentations, and work on projects.
- Stacks area for books, placed to allow for maximum flexibility.
- Integrated technology throughout for both student learning and group presentations.

ELEMENTARY SCHOOLS

Parking and Drop-off

All three elementary Schools have parking and drop-off challenges. The existing school sites are too small to have on-site parking for staff. Visitor parking is on-street as well. In general the following features should be provided:

- Each school should have designated parking for PUSD Maintenance vehicles.
- Food service delivery pathway should be separate from all student play areas if feasible.
- Clearly marked and signed drop-off areas should be provided. Clear curb striping and signage should be provided to direct traffic flow. A safe route for students from the drop-off to the school should be provided to minimize or eliminate the need for students to cross vehicle traffic areas.
- Special Education drop-off is handled on specific case basis. There are no buses. The parents should have many options to adapt their drop-off routine to the specific needs of the student.

Campus Circulation

A clearly defined and appropriately accessible circulation path should be provided. This must not only accommodate the students during the day, visitors for after-hour activities such as back-to-school night or parent meetings must be able to navigate the campus easily and safely.

Other Site Amenities

- Exterior Lighting - Provide night lighting throughout campus appropriate for evening use of all facilities. The District policy is not to light the campus after hours. This has been shown to reduce vandalism.
- Trash Collection - Place trash area in a well screened area close to the street and to mitigate crossing of trucks and students on campus.
- Landscape & Irrigation - Provide drought resistant, durable and maximize low maintenance and indigenous plant materials wherever practical. Plant selection should recognize the unique climate of Piedmont.
- Bicycle Storage - Provide storage area for bicycles at areas that are easily accessed by students and away from vehicular traffic in lockable caged area.

- Instructional Supplies – An adjunct storage area for seasonal and other classroom displays and supplies as well as large book rooms is beneficial. A central location can be efficient and reduce classroom clutter. This is in addition to the classroom built-in storage and the Staff Workroom. As master planning of each campus occurs, addressing this unmet need must be considered.

School Grounds

The playground areas, both landscaped and hardscape (asphalt) are an important part of every elementary school campus. While the California Department of Education (CDE) has specific guidelines for the size and amenities for playgrounds and play fields, it is not always possible to meet these within the urban limitations of the existing school sites. However, most school sites are co-located with adjacent city parks and fields. PUSD has updated and improved many of the elementary playgrounds within the last few years.

All elementary schools should be provided with safe, accessible and usable landscape and hardscape play areas that are easily supervised. It is recommended that in addition to the main playground areas, there be small periphery areas for quieter play or small groups.

Areas for outdoor education can be located immediately adjacent to the classrooms, although it is difficult to provide parity throughout all campuses due to the unique nature of each. Where possible, the link between outside and inside should be strengthened. See the Outdoor Education section in Learning Environments for additional detailed requirements.

A separate play area should be provided for Kindergarten classrooms and Pre-school programs. These areas should be separated from the rest of the playground by buildings or a short (4 feet minimum) fence. Outdoor storage for emergency supplies, outside programs, PE and recess equipment shall be provided and designed to be safely accessible to students and staff. Provide water stations – drinking fountains and bottle fillers next to the playground areas.

Administration

The Administration area should clearly serve as the point of entry to the school and should be architecturally expressed for a good impression and clear point of entry. The Administration area of an Elementary School serves many functions. It is the point of entry and security for the campus. It is the workplace of the school's staff and the primary hub of staff activity on campus.

It is increasingly important that the Administration Staff have clear overview of the main campus entry point.

At the point of entry, the Administration area should have a lobby or waiting area for parents and visitors with a reception desk that also serves as the work space for the school administrative staff, typically 2 workstations. The Administration area should also be centrally located within the campus to provide good visibility of the campus for supervision and for easy accessibility by the students. In addition to these general items, the Administration area should have the following areas to support school functions: Principal's Office; Health Services (nurse) with adjacent restroom; two to three Conference Rooms; private office(s) for use by itinerant staff

- The Staff Room and the Work Room can be combined into a single space or separated. The Work Room should be easily accessible from the campus and connected to the main Administration area. The staff room should be sized appropriately for the staff to lunch. There should be a small kitchen area as well. At the Work Room there should be storage cabinets, and counters for materials and equipment, space for large copiers and work tables. Staff restrooms should be located nearby.

To support healthy lifestyles the District may want to consider adding dedicated secure bike storage for staff as well as a shower.

- Mailboxes should be convenient and accessible while not interfering with general office functions. It should be ideally located where teaching staff can have daily exposure to the Student Services administrative staff while not interfering with their work.

Learning Environments

Elementary Schools include a variety of learning environments which should be designed for maximum flexibility to accommodate changing educational programs, policy, and demographics. Elementary School learning environments should include the following features:

- Classrooms - The basic size for an Elementary School Classroom is 960 gross square feet per District and State standards. Classroom sizes vary according to school site and the age of the building. Although a single exit door is sufficient for a standard classroom, where feasible a second exit should be provided in case of emergency.
- Kindergarten classrooms should be larger than standard classrooms at approximately 1,350 gross square feet. Wherever possible Kindergarten classrooms should include a single occupancy restroom accessible from the classroom and a shared resource/storage room. Currently, PUSD has a half day program for kindergarten. Should a full day program be instituted, additional kindergarten classrooms should be provided to this standard.

- Classroom technology and audio-visual systems should be provided in all classrooms as discussed above.
- All learning environments should provide an acoustic environment supportive of teaching in compliance with the Collaborative for High Performance Schools (CHPS) acoustics standards.
- All learning environments, as indicated in the CHPS Guidelines, shall be provided with natural light and views to the outdoors. Natural light should be provided through windows, and should be controlled to prevent glare and heat gain, and to allow spaces to be darkened.
- Flexible and functional furniture should be provided in each space. The furniture should be easy to move and re-configure to enable the use of a variety of teaching styles throughout the school day.

Small Group Instruction: Spaces should be provided to support pull out programs and groups of students working on projects. These spaces should be located adjacent to classrooms and be as easily supervised as possible from adjacent classroom spaces. They should be large enough to accommodate 6-10 people, approximately 200-300 square feet. Flexible furniture and a white board should be provided in each room.

Art / Project Room: Each Elementary School has a shared Art/Project Room. This room should be designed for maximum flexibility and durability. Effective storage for projects and flexible furnishings that allow for easy changes between teachers and activities can enhance the usability of these rooms.

Outdoor Learning Spaces: Functional outdoor spaces should be provided throughout each campus. These should be spaces for exploration, discovery learning, and allow students to interact directly and indirectly with nature. They should be easily visible for supervision from adjacent classroom spaces. Seating and shaded areas should be located to avoid creating noise issues for classrooms, and quiet enough that everyone can hear the lessons. Locations should be carefully considered, as not all classrooms can have spaces immediately adjacent. Additionally, whenever possible, one covered outdoor area should be provided and sized to accommodate a full class and provided with designated tables to ensure usability. All outdoor areas shall be supported with wireless internet access.

Special Education: Each school has Occupational Therapy, Speech, Counseling, and Reading Resource rooms. Some of these rooms have been adapted from other uses. The Home Base Program provides a home room for the student and dedicated assistance. The extent of integration is determined by the IEP. There are currently no classrooms for a Severely Physically Handicapped program. The same degree of flexibility and acoustic appropriateness mentioned elsewhere should be provided in all these spaces.

All school sites need a Quiet Room, a restroom / changing area that is outside the existing student restrooms and storage for specialized equipment. Integrating an outdoor learning space for the Special Education

students (minimal visual and acoustic distraction within a safe zone) should be a part of the planning discussion.

School Garden: Garden locations, size and use vary by school site. While they should be located for easy access, they should not be on a thoroughfare. Locating an outdoor seating area next to the gardens would allow for integrated instruction. . In addition to gardens, an outside wet and dirty area for non-structured play could be provided. An outdoor sink for washing up should be integrated into the design.

Library/Media Center

Each elementary school has a dedicated Library space. All Libraries should reflect the requirements for the technology backbone and flexibility noted in the district-wide standards. Additionally, elementary school libraries should have multiple reading areas and dispersed book display (to avoid age / reading level connotations).

Computer Labs may be integrated with the Library or separate. Currently the lower grades do not have a 1:1 Chrome book program and labs are used for computer access as well as instruction.

Multi-Purpose Room & Auditorium

As their name implies, Multi-Purpose rooms support a wide variety of programs and activities within each Elementary School. Among the major uses are school programs, physical education, large group learning, performance, and as a community gathering space. Each of the existing elementary school campuses in Piedmont Unified School District has an Auditorium that is architecturally significant and a unique link to the history of the school campus. Future improvements should continue to preserve and enhance the use and nature of the spaces. Havens and Wildwood have both a Multi-Purpose Room and an auditorium, while Beach has only the auditorium.

- While the auditoriums are easily accessible by the community for events, additional control of the access for outside groups should include the use of restrooms without allowing un-monitored access to classroom hallways.
- The stages serve as a place for music or drama performances and presentations. If possible, use of the stage for storage should be minimized by providing appropriate storage areas elsewhere.
- An update of the A/V system for presentations and performances in line with district-wide upgrades may be provided. The A/V system should include equipment for large format video presentations, audio amplification, and playback.

- Acoustic treatment to allow the space to be effectively used for performances and presentations may be pursued in greater detail.
- Dedicated storage space for multiple programs should be provided.

Food Service

Piedmont Unified School District elementary schools use an outside food service program (Choice Lunch).

- Adjacent outdoor eating area to provide additional seating space. Shaded seating is preferred. Flexible, age appropriate and safe dining tables with a dedicated storage area.

Future considerations include the provision of a small site kitchen area for parent or after-school groups at all school campuses.

Before and After School Programs

After school programs are typically operated by outside agencies (School Mates) and vary slightly from campus to campus. A dedicated classroom should be provided for each site that is typically adjacent to the play area(s) and pickup and drop-off areas. Different operating hours require appropriate controlled access to the school.

Provisions for Future Expansion

Whenever possible, designate space for three (3) or more expansion classrooms.

MAGNOLIA CAMPUS

Piedmont Middle School, Piedmont High School, Millennium High School

Parking and Drop-off

Piedmont Middle School, Millennium High School and Piedmont High School campuses are all on Magnolia Avenue, a sloping and congested public street. They have a high volume of students walking to campus or being dropped off at school. Secondary vehicular access from the other edges of the site is limited, with a single drive from El Cerrito Avenue at the south. PUSD has been working with the city of Piedmont to mitigate the parking and drop off impacts with strictly enforced parking zones, permits, and signage.

The schools should have a safe, well-defined drop-off area that provides a clear path for students onto campus without crossing traffic. Signage should be provided to encourage parents to obey traffic laws and school rules when dropping off students.

Off-street, paved parking is desirable for faculty and staff although the constrained site makes it difficult for all employees to have a secure space on campus. Designated visitor parking should be provided as well with appropriate informational signage.

Campus Circulation

A clearly defined and appropriately accessible circulation path should be provided. This must not only accommodate the students during the day, visitors for after-hour activities such as back-to-school night, games, or meetings must be able to navigate the campus easily and safely.

Security

In addition to the general security requirements described under District Wide Standards above, the campus also has a number of public use facilities. Where possible, fencing and security features should be designed to allow access to these facilities without allowing access to the rest of the school campuses. The current signage program closing the campus to the public during school hours does not prevent the occasional casual visitor from walking through. Community outreach should discuss balancing security concerns with public use.

Athletic Fields

Witter Field serves both the Middle School and High School needs. Witter Field House contains lockers rooms and restrooms for both the students and public as well as team rooms. As upgrades occur, planning must ensure an accessible path of travel from the access point (at El Cerrito) to all facilities. Field improvements should continue to support as wide a variety of sports and users as possible. Additional storage units for equipment should be provided as feasible. New lights are suggested as well.

Provide a shaded outdoor area for classes. Due to the limited area available, this would be best integrated into a lower portion of the bleachers. Should the field ever undergo a comprehensive renovation, some portion of the bleachers may have to be updated to current accessibility standards.

Provide water stations – drinking fountains and bottle fillers next to each of the major field areas.

PIEDMONT MIDDLE SCHOOL

“MISSION STATEMENT: Piedmont Middle School is dedicated to providing students with a comprehensive educational program that includes a broad-based curriculum, exemplary staff, and an environment that fosters respect for oneself and others. Our goal is to create a community of students, parents, teachers, support staff, and administrators who collaborate in an environment of mutual trust and support for the educational development of the diverse student body.

We believe:

- All students can learn.
- Students learn best in a safe, orderly, responsible, and inviting environment.
- Students should have equal access to educational opportunities.
- Parent involvement and support enhance the teaching and learning process.
- Education is the shared responsibility of the home, school, and community.

We are committed to providing a comprehensive and rigorous program that is student- centered and encourages students to communicate, to problem solve, and to think independently, creatively, and critically in applying academic and social skills”.²

Campus

As noted previously the Piedmont and Millennium High Schools and Piedmont Middle School are co-located on a single site.

Piedmont MS Entry

The existing entry to Piedmont Middle School from Magnolia is complicated by the site topography and the multi-level building design. There is no recognizable “front” and the administration offices are tucked into the center of the MS quad. This works well for the students, but not the public. A recent signage program by the District has provided needed direction for new visitors to the campus, but this only works for pedestrians. A strong identifiable entry design and greater administrative oversight of the entry point would provide an important and desirable improvement.

While the existing stairs meet code requirements, the single stair at the classroom Building I should be supplemented by additional stairs to reduce crowding.

² <http://www.piedmont.k12.ca.us/pms/about/mission/>

Administration

The Administration area of the Middle School should serve as the main entry to the school welcoming students, parents, and community members. It is the point of entry and security for the campus. It is the workplace of the school's staff and the primary hub of staff activity on campus. It should be architecturally expressive to present a good impression to the community and create a sense of entry, as discussed above under Campus Visual Appeal. At the point of entry, the Administration area should have a lobby or waiting area for parents and visitors which provides a welcoming environment. The Lobby should provide a clear space for Parents to wait when visiting the campus and a Reception Desk for control of visitors entering the campus. The Reception Desk serves as the work space for the school administrative staff, typically 2 workstations. The Lobby should also include an Attendance Desk accessible to students and parents. The Administration area should also be centrally located within the campus to provide good visibility of the campus for supervision and for easy accessibility by the students. In addition to these general items, the Administration area should have the following specific features:

- Principal's Office large enough to provide space for a desk and a small meeting table. The office should be close to the main lobby and be connected to or close to a conference room.
- Assistant Principal's Office adjacent to the Principal's office where possible.
- Nurse's Office easily accessible from the main campus area. The Nurse's office should have a sink and storage cabinetry for first aid supplies. . A restroom should be directly accessible from the Health Services Office.
- 2-3 Conference Rooms for meetings, IEP's and visiting support staff. One Conference Room should be large enough to accommodate 10-12 people. The other Conference Rooms can be smaller, for groups of 4-6. The large conference room should be provided with an AV system and marker board. The smaller rooms should just have a marker board. It is critical that conference rooms be private and acoustically insulated for confidential discussions.
- Resource Specialist Office to provide workspace for Resource Specialist. (Work with students to take place in additional spaces such as Small Group Instruction spaces)
- 2-3 private offices for use by itinerant staff. These offices are to be used by the Psychologist, Counselor, Community Schools Program and other staff when they are on campus.
- Teacher Collaboration/Work Room should be easily accessible from the campus and connected to the main Administration area. There should be a small kitchen area, storage cabinets and counters for materials and equipment, space for large copiers and work tables.

Staff restrooms should be located near the administration area, staff and/ or work rooms. Restrooms beyond the code minimum may be provided as needed. At least one accessible restroom is required. To support healthy lifestyles the District may want to consider adding dedicated secure bike storage for staff as well as a shower.

- Mailboxes should be convenient and accessible while not interfering with general office functions. It should be ideally located where teaching staff can have daily exposure to the Student Services administrative staff while not interfering with their work.

Learning Environments

Middle Schools should contain a variety of learning spaces to serve their varied curriculums. All learning environments should be designed for maximum flexibility to accommodate changing educational programs, policy and demographics. Middle School learning environments should include the following features:

- The basic size for a Middle School Classroom is 960 square feet per CDE standards. However, the existing PMS has classrooms which are as much as 20% smaller. While the possibility for joining classrooms together into larger learning environments should be explored, the impact on the total number of classrooms available must be considered. No current educational program exists for team teaching.
- Classrooms should be connected to the outdoors wherever possible. All learning environments, if possible, should be provided with natural light and views to the outdoors. Natural light should be provided through windows controlled to prevent glare and heat gain, and to allow spaces to be darkened.
- Classroom technology and audio-visual systems should be provided in all classrooms as discussed in the PUSD Technology Plan.
- All learning environments should provide an acoustic environment supportive of teaching in compliance with the CHPS acoustics standards.
- Flexible and functional furniture should be provided in each space. The furniture should be easy to move and re-configure to enable the use of a variety of teaching styles throughout the school day.

Cooking: A small kitchen area and table area to support all instruction (garden programs, student studies, special education) should be centrally located. It may even be shared between the HS and MS campuses. A residential range and hood, cabinets and counters and a sink to allow food preparation without affecting either the main kitchen or staff room is desirable.

Small Group Instruction: Spaces should be provided to support pull out programs and groups of students working on projects. These spaces should be located adjacent to classrooms and be as easily supervised as possible from adjacent classroom spaces. They should be large enough to accommodate 6-10 people, approximately 200-300 square feet. Flexible furniture and a white board should be provided in each room.

School Garden: The Middle School has an active outdoor garden program which should be supported, encouraged and expanded. Ideally, school gardens should be located adjacent to outdoor learning areas or integrated with them; they should not be attached directly to classroom buildings. It is important that they do not affect emergency vehicle access pathways or other secondary site uses while providing a safe area for the students to work.

Outdoor Learning Spaces: In addition to the garden spaces and outdoor classrooms, other types of outdoor learning spaces should be provided throughout each campus. These should be designed to serve a variety of needs including: quiet study, small groups, formal classes, exploration and discovery learning. They should be easily supervised from adjacent classroom spaces. A covered outdoor area should be provided and sized to accommodate a full class. This may be adjacent to the school garden as discussed previously. The covered outdoor area should have power and wireless internet access.

Special Education: The District currently has approximately 15% of the student population in the Special Education program. There is currently only one Special Day Class which does not adequately meet the needs of the student population. Non-Severely Handicapped students are generally integrated into mainstream classrooms with a Resource Specialist providing additional support. The growing population of autistic students means a greater need for more spaces and individual aids.

As part of the Master Planning process each Special Ed program should be matched to the most appropriate facilities. All Special Ed classrooms should be accessible and located as close as possible to a safe and accessible drop-off area. Special Ed facilities should also be integrated into the campus so that they do not feel separate.

Classrooms should be calm and orderly. Students have differing needs which include a Quiet Room. Meeting spaces with visual and acoustical privacy are necessary. Although there is currently no Severely Handicapped program, support facilities for the Special Education program should provide the appropriate access to specialized restroom and changing facilities.

Library/Media Center

All Libraries should reflect the requirements for the technology backbone and flexibility noted in the district-wide standards. The Piedmont Middle School Library should support student access across a variety of user

groups. These include tutoring, individual or small group study and research as well as classroom visits. In order to meet all needs, it may be advisable to place multiple secondary spaces adjacent to the library. Sliding glass walls could provide visual supervision and acoustic separation.

Full support for the Chrome book program includes not only wireless access, but adequate power for recharging devices. The Library is used before, during and after school hours. Some of these uses may require designated storage space.

Books should be placed at the periphery of the space to maximize the open and flexible space. Secondary bookshelves at the interior of the space should be on casters so that they can be re-arranged. The Library should have a connected classroom space so that a teacher can bring a class into the Library without disrupting other students in the space.

Performing Arts

Performing Arts are a significant part of the Middle School experience. Band and music are very active programs which are important to the Community. Dedicated instructional spaces are provided for the Music program at PMS (shared with the high school) but should be supported by additional storage and small group areas.

Gymnasium/MPR

At the Middle School, there are both a Multi-Purpose Room and a Gymnasium which serve multiple uses, some of them better than others. The MPR is used for the drama classroom, lunchtime programs, and district or community presentations. The gymnasium has basketball and volleyball courts but safer bleachers that are easily operated and access compliant are necessary. A Physical Education Classroom space should also be provided, ideally adjacent to the Gym/MPR, fields and/or playground.

Adjacent locker rooms should have adequate lockers to hold uniforms and backpacks. Locker rooms should be laid out to provide adequate supervision of the locker room. The PE programs do not require showers. In future renovations the district must provide fully accessible locker rooms, a changing area, and restrooms. Accessible lockers are also required, which must have a lock that does not “require pinching, grasping, or twisting” motions; i.e. digital locks.

A common presentation space for the campus is should be provided. The gym is inappropriate for formal educationally focused events although a sound reinforcement system would allow the gym to be used for a greater variety of activities.

Food Service

The food service at PMS is small and cramped. There is no space available for the students to eat when it rains other than hallways (and classrooms, which they choose not to use). As lunchtime is a large part of the social networking important to student's emotional growth, provide a covered area for the students to congregate while well supervised.

Wellness Center

There is currently no space or accommodation for a Wellness Center to provide social and emotional health curriculum. The goal of the District is to make this an integrated and proactive program through dispersal of the program services. This may require additional support spaces such as small conference rooms or group gathering areas.

School Grounds

The Middle School shares field areas with the adjacent High School site, and master planning should work to keep the areas as large as possible to accommodate Physical Education and Athletics activities. It is important for the Middle School grounds to provide a wide variety of spaces for MS student groups to hang out on their own campus. Provide water stations – drinking fountains and bottle fillers.

PIEDMONT HIGH SCHOOL

“MISSION STATEMENT: It is the mission of Piedmont High School to provide quality preparation that challenges students to achieve honorably and realize their present and future potential. Four assets support this mission and high academic standards:

- A qualified, inventive and student-oriented staff;
- A generous, involved and supportive parent community;
- A K-8 program that prepares students effectively for the rigors of high school;
- A bright and motivated student body of high schoolers who are diverse in their talents and their contributions to our educational setting.

“Achieve the Honorable,” the long-standing motto of Piedmont High school means that all students demonstrate academic and personal integrity in their work. Being honest in all situations promotes learning, supports growth in intellect as well as character, and signifies each student’s responsibility to respect peers, teachers, staff, and the administration.”³

Campus

As noted previously the Piedmont and Millennium High Schools and Piedmont Middle School are co-located on a single site.

Piedmont HS Entry

The existing entry to Piedmont High School from Magnolia is a paved passage that is also used for parking and deliveries. There is no recognizable “front” and the administration offices are tucked around a corner. A recent signage program by the District has provided needed direction for new visitors to the campus, but this only works for pedestrians. A strong identifiable entry design and greater administrative oversight of the entry point would provide an important and desirable improvement.

³ <http://www.piedmont.k12.ca.us/phs/about-phs/mission.php>

Administration

The main campus Administration will continue to house a large portion of the administrative team for the High School and should be the main entry point for the campus. The main Administration should be an open and inviting space with a strong connection to the community. It should be architecturally expressed to create a clear sense of entry. There should be an open and welcoming Lobby and waiting area with a reception desk which serves as a workspace for some of the administrative team. The main Administration area should provide work spaces for all of the administrative staff including the Principal, Campus Supervisors, Attendance Office, Psychologist and other staff. In addition to these general items, the Administration area should have the following specific features:

- Principal's Office sized to provide space for a desk and a small meeting table. The office should be close to the main lobby and be connected to or close to a conference room.
- Assistant Principal's Office adjacent to the Principal's office where possible.
- Nurse's Office easily accessible from the main campus area. The Nurse's office should have a sink and storage cabinetry for first aid supplies. . A restroom should be directly accessible from the Health Services Office.
- 2-3 Conference Rooms for meetings, IEP's and visiting support staff. One Conference Room should be large enough to accommodate 10-12 people, approximately 250 square feet. The other Conference Rooms can be smaller. The large conference room should be provided with an AV system and marker board. The smaller rooms should just have a marker board. It is critical that conference rooms be private and acoustically insulated for confidential discussions.
- Resource Specialist Office to provide workspace for Resource Specialist. (Work with students to take place in additional spaces such as Small Group Instruction spaces). This may be adjacent to classrooms rather than in the Administration office area.
- 2-3 private offices for use by itinerant staff. These offices are to be used by the Psychologist, Counselor, and other staff when they are on campus.
- The Staff Room and the Work Room can be combined into a single space or separated. The Work Room should be easily accessible from the campus and connected to the main Administration area. . The staff room should be sized appropriately for the staff to lunch. There should be a small kitchen area as well. At the Work Room there should be storage cabinets, and counters for materials and equipment, space for large copiers and work tables. It may be advisable to have multiple small work rooms dispersed throughout the campus.

Staff restrooms should be located near the administration area, staff and/ or work rooms.

Restrooms beyond the code minimum may be provided as needed. At least one accessible restroom is required. To support healthy lifestyles the District may want to consider adding dedicated secure bike storage for staff as well as a shower.

- Mailboxes should be convenient and accessible while not interfering with general office functions. It should be ideally located where teaching staff can have daily exposure to the Student Services administrative staff while not interfering with their work. They should also be relatively private and secure.

Learning Environments

Within the school, context learning environments should be configured to serve the needs of those programs. Learning environments should also be designed to create flexible spaces that can adapt to future programs, pedagogy and future career paths. Opportunities to create larger multi-teacher learning environments should be explored.

The District is slowly adopting Pathways – which are to be thought of as a series of linked programs that support student exploration within the academic program. For example, a broadcast studio can support drama, journalism, communication, and writing programs. In addition to the traditional core classes, high schools should provide adequate facilities to respond to the specific requirements of elective offerings such as art, drama, music, home arts and world languages. A variety of electives can support multi-modal learning. While some of these are specifically addressed it is important to remember that the changing nature of education in the 21st century may require spaces that are unlike today's traditional classrooms.

It is essential to provide a sufficient number of classrooms for the number of students and types of classes offered as well adequate teacher support space.

The basic size for a Classroom is 960 square feet per CDE standards. However, there are existing HS classrooms which are as much as 20% smaller. Some are also larger. While the possibility for joining classrooms together into larger learning environments should be explored, the impact on the total number of classrooms available must be considered. No current educational program exists for team teaching, but future planning may incorporate strategies to support this such as doors between classrooms.

- Classrooms should be connected to the outdoors wherever possible. All learning environments, if possible, should be provided with natural light and views to the outdoors. Natural light should be provided through windows controlled to prevent glare and heat gain.

- Classroom technology and audio-visual systems should be provided in all classrooms as discussed in the PUSD Technology Plan.
- All learning environments should provide an acoustic environment supportive of teaching in compliance with the CHPS acoustics standards.
- Flexible and functional furniture should be provided in each space. The furniture should be easy to move and re-configure to enable the use of a variety of teaching styles throughout the school day.

Small Group Instruction: Spaces should be provided to support pull out programs and groups of students working on projects to support the more autonomous learning styles of the high school student. These spaces should be located close to classrooms and be as easily supervised as possible from adjacent spaces. They should be large enough to accommodate 6-10 people, approximately 200-300 square feet. Flexible furniture and a white board should be provided in each room.

Science: Provide appropriately sized facilities, including lab and preparation spaces and infrastructure, to support a robust science curriculum. Facilities should allow for Chemistry, Life Science and Physics curriculums. Future programs might include Engineering or Design. Fixed demonstration tables and fixed sinks tend to limit the ways in which a classroom can be used.

In addition to the traditional lab spaces, project based learning requires flexible functional spaces that can withstand dirt, sand, model making, and other creative and messy activities. These spaces should be co-located with the more traditional curricular spaces to encourage interaction. Surfaces and storage should be efficient and varied so that multiple types of labs can be set up simultaneously. Excessive setup and breakdown times adversely affect instructional time.

Cooking: A small kitchen area and table area to support all instruction (garden programs, international studies, special education) should be centrally located. It may even be shared between the HS and MS campuses. A residential range and hood, cabinets and counters and a sink to allow food preparation without affecting either the main kitchen or staff room is desirable.

Technology: Provide both infrastructure and the space for specific technology electives, such as graphic arts.

Regional Occupational Program: the District would like to expand their offerings for the ROP beyond the current Culinary Class. Additional options to be considered are expanded computer or web design classes. Sharing these additional uses with the Computer Labs may have adverse impacts on scheduling.

Special Education: There is currently only one Special Day Class which does not adequately meet the needs of the student population. Non-Severely Handicapped students are generally integrated into mainstream

classrooms with a Resource Specialist providing additional support. The growing population of autistic students means a greater need for more spaces and individual aids.

As part of the Master Planning process each Special Ed program should be matched to the most appropriate facilities. All Special Ed classrooms should be accessible and located as close as possible to a safe and accessible drop-off area. Special Ed facilities should also be integrated into the campus so that they do not feel separate.

Classrooms should be calm and orderly. Students have differing needs which include a Quiet Room. Meeting spaces with visual and acoustical privacy are necessary. Although there is currently no Severely Handicapped program, support facilities for the Special Education program should provide the appropriate access to specialized restroom and changing facilities.

Library/Media Center

The Library in a High School campus serves increasingly diverse roles. It will continue to function as an important location to access information and resources, but it is becoming much more of an active and collaborative space. The room should provide a variety of work and study spaces for individuals, small groups, large groups, and even full classes. The Library should be a technology rich environment with the infrastructure and equipment to support a future transition to digital textbooks. Full support for the Chrome book program includes not only wireless access, but adequate power for recharging devices.

The Library should be equipped to be a space for presentations and other large group activities. It should also serve as a staff or public meeting facility with provisions for secure after-hours access.

Performing Arts

A Theater space is required for performances or large group gatherings. The Theater should have durable and comfortable finishes, an appropriate lighting and acoustical environment, a raised stage, and an up-to-date Audio Visual system for performances that is simple to use and connect to for school and community use. In addition to the traditional performance venue, the theater should be adaptable for presentations. Seating for one half of the student population (approximately 450 students) should be provided for assembly use.

The theater is also a “learning space”. Full accommodation for student involvement in all aspects of presentations should be provided to support programs in theater staging, technical production, set design, etc. A separate and dedicated classroom for Drama would allow more flexibility in scheduling the theater for multiple events, as would a small assembly space for student presentations and lectures.

Dedicated and appropriate spaces for the various music, dance and choirs programs should be supported with storage space.

Fine Arts

A sufficient number of Art and Ceramics classrooms should be provided to meet student demand. Each should have finishes and materials appropriate for their use as well as adequate daylighting. Storage for both materials and projects should be provided. This storage may include paints or glazes that require limited access. Any kiln should be appropriately installed with sufficient wall clearances and ventilation.

Leadership and Publications

Journalism programs that develop the newspaper and yearbook may be web-centric, but they still require classroom space for instruction, meetings, and organization. Additionally, archival storage space for the historical record reflecting Piedmont High School should be provided that is attractive and available, yet secure.

Associated Student Body (ASB) needs a creative space with durable finishes that can withstand the messier activities such as painting banners. It should be appropriately sized for instruction as well as activities. There should be multiple sinks. A large storage area is also necessary.

The campus also needs a space for the publications that are created outside of class time such as the Literary Magazine. This may be a shared space but should allow secure storage for work.

Gymnasiums

The main Gymnasium spaces should be sized for competition basketball and volleyball courts with bleachers as space allows. Since it is the one space on campus that can hold the entire student population, audio reinforcement for presentations is necessary.

Adjacent locker rooms should have adequate lockers to hold uniforms and backpacks. Locker rooms should be laid out to provide adequate supervision of the locker room. The PE programs do not require showers. In future renovations the district must provide fully accessible locker rooms, a changing area, and restrooms. Accessible lockers are also required, which must have a lock that does not “require pinching, grasping, or twisting” motions; i.e. digital locks.

A Physical Education Classroom space should also be provided, ideally adjacent to the Gym, fields and/or playground. This classroom could allow for group instructions, test taking, CPR training and other

complementary programs. Sports medicine facilities should be co-located and should include a teaching classroom as well as fitness or therapy rooms.

College and Career Center

The College and Career Center serves an important role in connecting students to their future and should have a central location on campus that makes it easily accessible and visible to students. It should provide a central location for all college and career information for students. There should also be easy public access for parents and family members. The College and Career Center could be located adjacent or connected to the Library.

Wellness Center

While the Wellness Center is currently a specific and dedicated space to provide social and emotional health curriculum, it is an underutilized resource. The goal of the District is to make it an integrated and proactive through further dispersal of the program services. This may require additional support spaces such as small conference rooms or group gathering areas.

Lockers

Although there is recognition that textbooks are being replaced with electronic media, the consensus is that students will always need to store personal belongings somewhere. Existing lockers should remain and be adequately maintained. An analysis of required building exit widths should be performed before any additional lockers are placed in the corridors.

School Grounds

The High School shares field areas with the adjacent Middle School site, and master planning should work to keep the areas as large as possible to accommodate Physical Education and Athletics activities. It is important for the High School campus to provide a wide variety of spaces for groups to congregate socially and academically. Greater use of the outdoor areas should be encouraged with new seating and landscaped areas, such as those which have been installed in the new Eileen Rohmer Memorial Garden. Adding the same improvements at walkways, plazas and the amphitheater⁴ is suggested. Shaded areas are desirable. The noise impact of these outdoor spaces on adjacent classrooms should be minimized.

⁴ The District has qualified for a grant to install demonstration features for water management such as bio-swales, rain capture and low-water landscaping.

MILLENNIUM HIGH SCHOOL

Millennium High School (MHS) is the alternative high school in Piedmont Unified School District serving a broad cross-section of students with diverse learning styles, proficiency levels, and personal needs. MHS prides itself on building an educational community, with an array of educational options and instructional strategies not readily available in traditional classrooms.

Students at MHS are challenged in small, interactive, non-competitive classes. Instruction is individualized, and students work at their own pace until mastery is achieved. Many opportunities are provided for experiential learning, self-directed projects, small group discussions, tutorials, community-based learning, service-learning, interdisciplinary and multiple intelligences instruction, flexible scheduling, and personal counseling.

MHS has developed a unique “community-building approach to education” guided by four principles: Respect, Communication, Empowerment and Community...⁵

MillenniumHS Entry

The existing entry to Millennium High School from Magnolia is an elevated walkway. The students have done an admirable job in branding their building, and a recent signage program by the District has provided needed direction for new visitors to the campus. A strong identifiable entry design would provide an important and desirable improvement as well as enhancing the possibility for creating a unique school identity.

Administration

The administrative services for MHS should be supported with offices and conference rooms appropriate for their specific needs. This includes a number of conference rooms as well as offices.

School Grounds

Millennium High School shares facilities and the school campus with Piedmont High School and is immediately adjacent to Piedmont Middle School. In addition to MHS classrooms, the current assigned building also houses the District Office. Students at MHS should have their own community space for presentations, as well as an associated outdoor space for small and large group gatherings.

⁵ <http://www.piedmont.k12.ca.us/mhs/about-mhs/educational-approach>

APPENDIX A

Piedmont Unified School District Connected Learning Initiative 2014-2015

As of the 2014-15 school years PUSD introduced a one-to-one mobile learning pilot for 6th, 9th and 11th graders and their teachers called “Connected Learning”. Students in these grades next year will be provided a Chromebook for use at home and at school. The devices will enhance our Common Core implementation permitting teachers and students to:

- Connect student to student and student to teacher with collaboration,
- Connect to content on the internet with research
- Connect learning at school and home with a mobile device

The use of the digital tools will also support our implementation of Common Core Standards and learning practices. As detailed in the PUSD Technology Plan, the District has developed the following:

Goals Overview

Goal 1: Improve Student Achievement & Close Student Achievement Gaps

Goal 2: Student Acquisition of Technology and Information Literacy Skills

Goal 3: Ethical Use of Technology and Internet Safety

Goal 4: Efficient & Effective Student Data Collection, Analysis & Decision Making

Goal 5: Improve Communication among Home, School, and Community

For additional information see: <http://www.piedmont.k12.ca.us/district-info/pusd-technology/>

APPENDIX B

PUSD Special Education

Special Education Services provide individualized, educational intervention to students based on a team evaluation of a student's specific needs where students are assessed and screened to confirm eligibility. The Special Education Team meets with parents, and with their approval an Individual Education Plan (IEP) is developed using some or all of the following programs or resources: Resource Specialist Program, Speech and Language Therapy, Occupational Therapy, adapted physical education and Hearing-Impaired Therapy. Approximately 15 percent of the student population receives some form of special education services.

Section 504 Services provide individualized, educational accommodations to students based on an assessment and evaluation conducted by the Student Study Team. A plan is developed by the team working with parents, and reviewed annually. Any student who meets the federal eligibility criteria receives services in the Section 504 program.

APPENDIX C

Education Specification Meeting Minutes



QUATTROCCHI KWOK
ARCHITECTS

August 27, 2015

Piedmont Unified School District

Educational Specifications

Attendees: See attached sign in sheet.

AGENDA

- Review of Education Specifications
- Goals for Today
- 21st Century Learning Environments – PowerPoint Show
- Discussion of Education Program and Building Program

Discussion

Introductions – Randy Booker “where do we need to focus?”

Teaching Practices and Learning Environments

- “A lot of what I do is dictated by the architecture”.
 - E.g. there is no space for the A.P. students to tutor 4th grade students.
- How will new elements be maintained and how will they age? Concern expressed specifically in regard to keeping sliding glass doors clean and attractive outdoor learning landscapes.
- “Hot is a distractive learning environment”.
- Some teachers share classrooms (HS & MS) so they might spend two periods in one classroom and then move to another. This makes it challenging to arrange for team teaching and difficult for them to customize the classroom to the curriculum.
- “Square pegs in a round hole” or conversely, they want to be round pegs in a square hole.
 - “The work environment of today doesn’t align with what we do in schools”.
 - You can put desks together to face each other, but collaboration doesn’t working spatially. It is also difficult to rearrange the furniture to adapt to the group size. Cove’s furniture on wheels would allow that flexibility.

- “Redefine the front of the classroom.” Full collaboration and flexibility requires four boards – one each wall. Sometimes it is necessary in group instruction to “teach to the front wall”.
- Having flexible work spaces is necessary both indoors and outdoors.
 - If science is to happen inside the classrooms there needs to be space to clean up.
 - At Havens there are garden areas, but not out door work areas.
- Spaces should be functional – don’t put projection screens where they cut off spaces, such as a ceiling mounted screen four feet in front of the white board. When it is down not only can you not see the white board, you lose four feet of room to move.
 - High ceilings don’t create more display space because nothing over 10 feet can be safely accessed.
- Storage – think about creating more shared storage spaces for common materials.
 - Are there technological solutions to things we are used to storing or posting in the room? Web-based PDFs can be brought up on the screen when needed.
 - How can the district support teachers’ efficient use of space?
- Out Door Spaces
 - Teachers are creating their own outdoor spaces.
 - E.g. teachers use the amphitheater and chalk to create groups for certain activities.
 - Currently the entire class needs to go outside because there is no easy visual supervision between the classroom and patio. Some classrooms have no windows at all.
 - Outdoor spaces should be instructional within themselves. (PVs, nature gardens)
 - All schools need outdoor areas that are semi-shaded. Not too bright for computers but not so dark they are oppressive.
 - Special Education students benefit from being outside as well, but may need more carefully designed spaces to reduce distractions and maintain safety.
- Middle School Issues
 - MS Teachers just want space. QKA to confirm what the average MS classroom size is.
 - The acoustical issue with the old folding doors, most of which don’t work, is a constant distraction.
 - Small group work rooms and double classroom size spaces would both be useful.
- Collaboration
 - If students are collaborating they need the ability to present the work.
 - E.G. Fifth grade students need a large gathering area to do presentations and have discussions.
 - Proximity enhances the ability to share.
 - Simple doors between classrooms would benefit interaction.
 - The teacher should be able to work with both the entire classroom and small group.

- The restroom lobby frequently becomes an ad-hoc meeting space – we can create a better space for collaboration!
 - Adequate teachers' work spaces are needed.
 - One attendee noted that having one big table in the staff lounge facilitates community interaction.
- Specific Program issues
 - Special Education at the Middle school lacks confidential conference or testing rooms, as well as rooms for specialists.
 - TK / Kindergarten is currently a half day program – is there any way to extend the day within the spatial constraints?
- Libraries
 - All libraries are used for larger gatherings or meetings as well as school activities.
 - There are before and after-school homework programs.
 - At the Middle school a flexible schedule allows one week for science research, unlike at the elementary schools where each class has a day assigned.
 - High School
 - At the HS library there are after school tutoring programs.
 - Printing for school homework is a major use.
 - There are three conference rooms available at the HS library for IDPs etc.
 - An alcove is used for “book talks” but the furniture is ancient and heavy and the acoustics are terrible.
 - Middle School
 - There needs to be enough room for two classes and independent studies.
 - Textbooks need to have their own storage.
 - Book shelves on wheels are requested so that the room can be reconfigured.
 - Blur the lines between the library and technology.
- Music
 - Both the HS and MS need more small sound proofed rooms.
 - While Havens has a small music room next to the auditorium the other school sites need spaces for the elementary instrumental woodwind program to practice in small groups. Currently they use the hallways, stage, library and classrooms.
- Art
 - Ceramics needs more classrooms and space to store projects
 - While there is an interest in provide integrated arts, this is difficult to do in a classroom environment. In order to move on to the next subject, they have to clean up. “Hurry up” is not conducive to creativity.

- Technology
 - Computer Labs
 - The HS and Middle School have traditional computer labs.
 - Wildwood has a lab.
 - Havens does not, there are two data points for **connecting to the system*(verify)**
 - The district is implementing a 1-1 ratio for student computers with a Chrome notebook for each student in grades 4 and up.
 - The 4th and 5th grade computers stay in the classrooms.
 - Dedicated storage space with elevator access for almost 1500 computers is needed over the summer months.
 - There is a need for more outlets to charge laptops, typical throughout the schools.
- Food Service
 - Kids need to eat and all school sites need enough tables for everyone to eat. Otherwise there are conflicts that come into the classroom.
 - At the MS and HS the serveries need to be big enough to handle the number of students. This is more an issue at the MS which is a closed campus that serves both brunch and lunch. The HS is an open campus.
 - There is no food service at the elementary schools.
- Unmet Needs or “Defining what isn’t there...”
 - Randy’s example was that of the previously proposed black box theater sized for two classrooms. This would have provided a lecture space for school or outside presentations.
 - Some classes, such as Spanish, have multi-modal learning units such as dancing or cooking. There need to be spaces that allow this.
 - There is no “Home-Ec” type of space, which could be an expanded culinary program.
 - Science classrooms need a teaching space and a lab space, with the engineering space nearby (which is currently across campus). Having the equipment and space to build and the storage space for long term projects is important.
 - Create areas for incidental collaboration. “Cafes”
 - Unmet program needs include video, digital photography, animation or digital recording studios.
 - Maker spaces such as wood shop or metal shop could be provided.
- After-Hours and Community Use
 - It is important to remember that the school fields are designed as community parks. The District outreach to the community should discuss balancing security concerns during school hours with public use after school.

Physical Concerns

- Bathrooms for special needs students, as well as transgender staff and / or students should be provided.
- The accessible path of travel needs to be provided, clearly identified and available as needed. If access is with an elevator, and the elevator is locked after hours, what is a parent who wants to attend a basketball game to do?
- ENTRY! The new maps help with way finding but all school need a strong identifiable entry point with oversight of the main entrance.
 - At the HS the office is tucked into the breezeway and does not have any visual oversight of the entry off Magnolia Avenue.
 - At the MS the office area is buried within the building and there is no clear oversight nor is there any way to secure the edges of the campus.
 - Havens Elementary is very open to the community and accessible from all four streets. There can be people on the campus without the administration being aware of them.
 - Wildwood office is easily accessed and has a small window but could use a stronger identifying element.
 - Beach has the historical front entry but once inside the building it is not obvious where the office is, nor can the office see who is coming in other than thru the security camera.

Scheduled Ed Spec Meetings (corrected from previous agenda)

September 17th – Piedmont HS and Millenium HS – MS may have crossover topics.

(Mark Q will not be attending)

September 29th – Piedmont MS and Elementary Schools

October 20th (tentative)– Ed Specs Review Meeting with District

Action Items:

Meeting minutes emailed to Randy for distribution.

QKA to prepare a draft Agenda for the Piedmont HS and Millenium HS meeting September 17th.



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MEETING RECORD

-B.2

Date: Aug 27, 2015

Piedmont Unified School District

Educational Specifications

Attendees:

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Affiliation

Email

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September 17, 2015

Piedmont Unified School District

Educational Specifications

Attendees: See attached sign in sheet.

AGENDA

- Goals for Today
- Discussion of Site Concerns for Each School
- Discussion of Educational Programs at Each School
- Discussion of Program Facility Needs

Discussion

Introductions

Reviewed some key points discussed at Meeting #1:

- “Redefine the front of the classroom.” Full collaboration and flexibility requires four boards – one each wall. Sometimes it is necessary in group instruction to “teach to the front wall”.
- Having flexible work spaces is necessary both indoors and outdoors.
- 21st Century Learning Environments

Existing Site Concerns

- Campus Identity –
 - Each school is lacking a clear identity.
 - Millennium High School wants a clear identity and needs its own unique space.
 - Almost impossible to find each school and school offices.
 - Guests and parents need to be able to find their destination.
 - Students know the edges/borders of the campus and each school.
 - Students want a clear identity for each school.
 - Closed Campus
 - Signage does not work.
 - The public continues to go through the campus with dogs, etc.

- City Center is across the street and the campus becomes a thoroughfare to the rest of the city.
 - The community feels that the campus is also a place for them.
- Parents have not requested a lockdown/security/fencing at PHS/MHS/PMS.
 - Haven's does want lockdown option at their campus.
- 8/27/15 Meeting: After-Hours and Community Use
 - It is important to remember that the school fields are designed as community parks. The District outreach to the community should discuss balancing security concerns during school hours with public use after school.
- Accessibility Issues
 - Gym is difficult to access and needs an improved path of travel.
 - 400 building does not have a good evacuation path.
- Challenging Acoustics – Noisy echo throughout campus.
 - Resource Room (Special Education/Learning Center) is next to the gym.
 - Loud, no outlets, etc.
 - Only private meeting space is the conference room at the high school.
- Temperature Issues
 - Computer Studies classroom is too hot due to the Western sun and electronic devices.
 - PHS/MHS/PMS – One thermostat is used for multiple classrooms. Some classrooms use portable heaters and radiators.
- Neither campus has a communal space for presentations.
 - It is challenging to have a more formal education related event in the gym with the entire school.
- Amphitheater – Wasted space.
 - Poor sound quality, lack of shade, etc.
 - Not a successful flexible learning space.
 - Space used infrequently.
 - 8/27/15 Meeting: E.g. teachers use the amphitheater and chalk to create groups for certain activities.
- Exterior Space Outside of Admin. Building – Wasted space.
 - Students sit inside hallways instead of outside.
 - Students are craving places to sit.
 - The new benches outside of the 20's building get lots of use.
 - Campus needs more useful shared spaces for both social groups and study groups.

Educational Programs + Program Facility Needs

- Schools need clear educational programs. Concern was expressed about balancing the program to ensure that college requirements are still met. Will parents support an innovative program if they feel it distracts from the academics?
- Computer Studies
 - Even with a 1:1 Chrome notebook, dedicated computer labs can support a more diverse multi-media focus in the program.
- Engineering/Design
 - Need lab environment plus a teaching environment
 - Labs need mobile benches, fume hoods, a central outlet, etc.
 - Shop classroom is on the PMS campus with no access for the high school students.
 - Wood shop classroom needs to be transformed into a maker space.
- Science
 - Project based learning needs to be flexible.
 - Faucets/sinks located in center of tables are not flexible.
 - Demonstration tables are used by some, but not all teachers, so they should be movable.
 - Approximately 30 students in an 8th grade class.
 - Safety – Need chemical storage.
 - MHS needs multiple lab spaces.
 - Limited lab space makes it difficult and a scheduling challenge to set up different labs throughout the day.
 - Anatomy/Physiology
 - Need refrigerators; do not need a cadaver room.
 - Environmental Science
 - Need functional spaces that can be cleaned and hold up with dirt and sand.
 - AP Environmental Science uses the park. Is there a better solution?
 - Computer Science
 - PHS – 331 students take Computer Science in two (2) classrooms/labs. This makes scheduling extremely challenging. PHS needs more Computer Science space.
- Music/Drama/Dance/Visual Arts: Art, Ceramics
 - Classrooms have insufficient storage space. These spaces do not meet the student demand.
- ASB
 - The ASB Classroom needs storage space and creative space. A creative space should include sinks, shall be functional, and should be durable and able to be cleaned effectively or allow paint messes.

- PE
 - Need flexible classroom/group spaces for PE classes that include CPR training, a health focus, written tests, etc.
 - Lacking enough space for two PE classes to be successfully and safely held at the same time (currently loud, insufficient space, students test-taking on the gym floor while others participate in physical activity).
- Special Education
 - PMS – No ADA restrooms (doorways are not compliant).
 - Classrooms are small.
 - PMS and PHS each have one Special Day class.
 - Classrooms are busy, crowded, overwhelming (should be calm, orderly, etc.).
 - Students are all at different levels and need different types of spaces (E.g. Students need a dedicated space for life skills). However, previous Home Ec classrooms are currently used, and are not ideal and lack quiet private spaces.
 - Classrooms need quiet, separate, personal spaces, as well as meeting spaces and the flexibility to have acoustical and visual privacy.
 - The special education population is growing (approximately 15% of students).
 - Growing population of autistic students means a greater need for more spaces and individual aids.
 - Need safe parking drop-off for autistic students.
 - Desire to see special education students more integrated with other students, while maintaining a comfortable environment for them. Special education classrooms are currently located in the 40's building at MHS, and are located in building H/J at PMS.
- Service Learning
 - Garden space needs to include table spaces and congregation spaces for active learning.
 - Students need flexible furniture.
 - Locations should avoid distracting classrooms.
- Building Career Pathways – The district is slowly adopting Pathways. Pathways are to be thought of as a series of linked programs that support student exploration within the academic program, not limited focus tracks.
 - Arts/Entertainment
 - Campus does not have a film studio.
 - Broadcast studios (as seen at new Elementary schools and High Schools) could be used for multiple pathways.

- The existing theater can't support the teaching environment necessary for a Theater/Entertainment pathway, notably stage design or technical staging.
- Green Team (Environmental)
 - Culinary
 - Sports Medicine
 - Facilities are separated and they do not have a designated teaching space.
- Dedicated Classes
 - Journalism, Yearbook, Newspaper: Classrooms lack storage space for yearbooks, previous work, etc. The yearbook is web-based.
 - Campus needs space for Literary Magazine, etc. (publications created outside of class time). They currently use the library.
- ROP Classes – Need spaces for Culinary, Computer Applications, Web Design, etc.
- Wellness Center – Currently a reactive environment; Randy would like to see the services dispersed through programs.
 - The campus goal to make the Wellness Center a more proactive environment.
 - The Wellness Center provides social and emotional health curriculum and is an underutilized resource.
 - PMS does not have space for a Wellness Center.
- Library – Needs to be flexible for different user groups and storage.
 - The campus needs more shared spaces for both social groups and study groups.

Enrollment information from District via email

- PHS Enrollment: 865 students + co-enrolls from MHS (could be up to 30 students). This can fluctuate anywhere from about 830 to 925 +/-
- MHS Enrollment: 69 students. This can get as high as 80.
- PMS Enrollment: 683 students. This can fluctuate anywhere from about 625 - 690

Scheduled Ed Spec Meetings (corrected from previous agenda)

September 29th – Piedmont MS and Elementary Schools

October 20th (tentative)– Ed Specs Review Meeting with District

Action Items:

Meeting minutes emailed to Randy for distribution.

QKA is to prepare a draft Agenda for the Piedmont MS and Elementary Schools meeting September 29th.



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MEETING RECORD

-B.2

Date: Sept 17, 2015

Piedmont Unified School District

Educational Specifications

Attendees:

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QUATTROCCHI KWOK
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September 29, 2015

Piedmont Unified School District

Educational Specifications – Beach, Havens and Wildwood Elementary Schools

ATTENDANCE

- See Attached Sign Up Sheet

SITE CONCERNS for each school

As we have noted previously when discussing the PHS/MHS/PMS sites, it is necessary to balance the need for student and school security with the community use of the school sites.

- Entry and Oversight: As a policy the District would like to see multiple entry points for the students in the morning and afternoon, but have a single controlled point during the school day. It is preferred to have these gates allow the students access to the playgrounds but not the buildings. This single controlled access point should be overseen by the Administration office. While we will discuss this further in the site specific planning meetings the following should be noted.
 - At Havens, gates are secured and public access is from Highland. The Library, Music and Admin areas are outside the secure perimeter, but the front doors can be locked.
 - At Beach and Wildwood it is possible for visitors to wander through the halls as the office is not easily identified and is set somewhat back from the main entry doors. The idea of being “buzzed in” is not popular and a different solution should be found.
 - The District has reviewed one site with an Emergency Procedures Consultant. They can provide the report to QKA. They may have this done at the other school sites.
 - It is expected that new security procedures will require a change in both parent behavior and the way in which students flow through the campus.
 - School Mates before and after day care have their own assigned gate and separate access needs. For example at Beach the gate is locked and parents ring a bell.
- Staff and Visitor Parking, Street Parking and Drop-off / Traffic Mitigation /Traffic flow is an ongoing issue. None of the three elementary sites have parking on site. Street parking is available. Drop-off is on the street with staff (and student) monitors to help it move smoothly.
- Security / Park Adjacencies / Connection to the Community
 - The after-hours use of buildings and sites should allow access to certain portions while maintaining security of other area. For example, someone renting the Multi-Use Room needs access to restrooms, but the long hallways at Beach and Wildwood make it difficult to corral these visitors.
- Accessible path of travel continuity
 - After the recent construction on each site, an accessible circulation path is provided at all sites. Each of the three schools has a ramp at the school entry that is readily visible. Some secondary signage might be required at Wildwood.

- Common spaces include playgrounds, fields, outdoor spaces and gardens.
 - It has been noted, especially at Havens, that there is a need for new non-ball-centric spaces. Small quiet edges that allow students to be a part of the community and yet in their own space for self-directed play should be provided when possible.
 - When feasible, the development of outdoor learning spaces for classes to gather should be provided in future design. These should include seating such as seat walls or benches so that they are easy to use. These outdoor spaces should be carefully located to avoid creating noise issues for classrooms. They also need to be spaces that are quiet enough that everyone can hear the lesson.
 - Small-group outdoor learning spaces immediately adjacent to classrooms would allow a “push -out” of the classroom. However, there is an issue with equity since some sites have second story classrooms or rooms without an adjacent yard large enough to use.
 - More shade is requested. All sites. All uses.
 - Drinking fountains (and water stations) on the playground rather than inside the building are better.
 - Garden locations, size and use vary by school site. It would be nice to have them located for easy access but not on a thoroughfare and adjacent to outdoor seating.
 - In addition to gardens, an outside wet and dirty area for non-structured play could be provided. An outdoor sink for washing up should be integrated into the design.
 - All schools have outdoor wi-fi on the playgrounds and fields. Should there be any areas where it is weak, Stephanie can add equipment.
 - Emergency supplies are stored on each campus. Additional storage for PE and Garden supplies is requested to support the educational program. The more time it takes for a teacher to fetch things, the less time available for teaching.
 - Havens has a study by Learnscapes for softening the playgrounds. Pete is to forward a copy to QKA. The architect understands that this is an information item to be considered within all project constraints of budget and site concerns.
 - Providing outdoor areas for appropriate for Special Education students that reduce noise or visual distraction would serve an unmet need.

BASIC LEARNING ENVIRONMENT STANDARDS

- Comfort: It is appropriate for Educational Specifications to address the need for well-regulated classroom environments because this does affect the educational program. Students cannot learn if the room is too hot. At the start of the school year several classrooms were recording 90 degree temperatures.
 - Some of this is due to heat gain from the windows and some is due to ventilation. Cross ventilation in classrooms is difficult where there are no openings into the corridors (due to the fire rated corridor wall requirements). The District is working with custodians and staff to open windows in the cool of the morning. It is important to close them once it gets warm.
 - Some of the windows are difficult to open – too tall or too hard to reach through the screen access port. While there are interior shades, sometimes the teacher must spend a lot of time opening and closing shades depending on the time of day and classroom activity.
 - Some small spaces are linked to adjacent rooms and they can’t control their own temperature.
 - Pete noted that providing air conditioning is unlikely. This is due not only to the expense of the AC units, it is the need to upgrade the PGE service to accommodate the additional load. There would also be condensing units and their associated noise.

- The goal is to analyze the specific issues and recommend what improvements can be made to existing systems and conditions to mitigate this problem.
- Buzzing and noise in the classrooms is probably more related to the speakers than the lighting.
- Technology: The District's 1:1 Chromebooks program is in place for 4th and 5th grades. Lower grades are sharing computers as appropriate to their age group and educational goals.
 - Projectors and screens will remain the District standard as the price of flat screen monitors is still too expensive. Some projectors need upgrading. Some projection setups need to be reconfigured as they use too much of the classroom. In the future all screen locations should minimize their impact on the classroom.
 - Small monitors might be feasible for small group instruction, as the trend towards making all walls teaching walls continues.
 - The teachers also use document cameras.
 - There is still an issue with cords, even with wi-fi. Power and some data cords are still required. They continue to be a trip hazard. While floor outlets are difficult to retrofit, perhaps there are other solutions?
 - There should be enough coverage and capacity for each of the schools Stephanie is continuing to provide upgrades. With computer based testing this is increasingly important.
- Flexibility / Furniture: One word – casters!
 - Moveable furniture in different configurations and heights should be incorporated into future District furniture purchases.
 - Each teacher is a little different. Some prefer desks, some tables. An inventory of available furniture and the ability to store unused furniture would let new teachers outfit their rooms as desired.
 - Soft seating, as long as it is easily cleaned.
 - Portable whiteboards on casters.
 - Most teachers still have teacher desks, some are very old. The District may want to study alternatives for flexible, adaptable desks especially as technology reduces the need for the computer to be in one place.

ELEMENTARY EDUCATIONAL PROGRAM DISCUSSION

- General Education: There are no central book rooms on campuses.
 - Art – each school has a dedicated Art Classroom. Havens is both Art and Science. Perhaps the existing classrooms could be more effectively outfitted for storage and other needs? If these become maker labs, can there be storage cubbies? Scheduling, prep and clean up needs can inhibit the teachers.
 - Kindergarten art is in the classroom.
 - Better sinks would go a long way towards making the rooms better for project based learning.
- Kindergartens: The District currently has half day Transitional Kindergarten and Kindergarten classes. It is difficult to get all of the educational program units in the three hours and 20 minutes available. Everyone acknowledges that to go to full day classes additional spaces are required. Per California Department of Education standards, and for site equity, this requires 1,350 square feet of space for a classroom, storage and restroom.
 - There are six preschool kids for which the District **is responsible**. If the trend towards universal pre-school education continues this is another program that must be considered in planning.

- Special Education: Each school has Occupational Therapy, Speech, Counseling, and Reading Resource rooms. Some of these rooms have been adapted from other uses. Rather than a Special Day Class the Home Base Program provides a home room for the student and dedicated assistance. The extent of integration is determined by the IDP.
 - The issues of flexibility of spaces is as important here as elsewhere.
 - There is a need for a Quiet Room at all sites.
 - A changing area that isn't inside the student restrooms should be provided.
 - Storage for related equipment is required. Sometimes this can be pretty sizeable; e.g. a swing.
 - There are no buses. Drop-off concerns are addressed individually with the student and parent and accommodations are made as required.

PROGRAM FACILITY NEEDS

- Administration – access, identity, oversight have been discussed. Conference rooms are needed.
- Multi Use Rooms at Wildwood and Havens / Auditoriums at Beach and Wildwood will be covered in the site specific meetings.
- Libraries – is their function evolving as integrated technology is adopted? The consensus is that there a lot more that can be done to adapt the libraries to a variety of functions while continuing their traditional book-centric services. This includes more flexible furniture, including book shelves, as well as integrated technology for individual student learning and group presentations.
- Computer Labs: Beach and Wildwood have computers labs, with desktop computers and monitors. Havens does not. These are mostly for the younger students because there is always a need for instructional spaces.
 - Can we adapt computer labs to include robotics?
- Food Service – to be discussed. The District food program for elementary schools is provided by Choicelunch.
- Community programs on site – School mates to be discussed.

Scheduled Ed Spec Meetings

October 20th (tentative)– Ed Specs Review Meeting with District

Action Items:

Meeting minutes emailed to Randy for distribution.



QUATTROCCHI KWOK
ARCHITECTS

October 20, 2015

Piedmont Unified School District

Educational Specifications – Review

PIEDMONT UNIFIED SCHOOL DISTRICT EDUCATION SPECIFICATIONS

23 October 2015

2. Education Specifications

Identify needs and standardize facilities to meet the District's intended educational program at each level.

3. Standards and Regulations

Piedmont Unified School District Mission & Goals
California Department of Education
Division of State Architect
Collaborative for High-Performance Schools

4. Campus Identity & Entry

Provide an identifiable Front Entry. Administrative oversight of Entry. Wayfinding and identifying signage.
Drop off and parking

5. Campus Security

Secure campus perimeters. Open during morning drop off and afternoon pickup. Controlled access during school hours. Community access after hours. Two-way communication system all classrooms. Fully addressable fire alarm. Video surveillance for entry & after hours security and intrusion alarms.

☐ Add clarification language that the video cameras are for entry oversight and to address areas that are frequently vandalized.

6. Basic Learning Environment Standards

Appropriate size. Acoustically appropriate. Natural but controlled daylighting. Comfortable. Durable, cleanable finishes. Security locks. Second exits as feasible

7. District Technology Standards

Wireless access full coverage. District AV standard projector & screens. Support 1:1 Chromebook program including backbone and storage needs

8. Furniture and Fittings

Flexible and varied furniture on casters. Keep an inventory of existing furniture. Support multi-functional spaces

9. Support Spaces

Small Group Spaces: Identified as an unmet need. Individual quiet space, small groups, peer-to-peer or teaching. Conferences

Storage

Provide multiple storage areas for diverse needs at the interior and exterior of the school.

☐ PMS computer labs are a different sort of computer class than ES or HS. More traditional.

Restrooms

Provide restrooms to meet campus need. At least one accessible each restroom for students and staff. One ~~trans-gender~~ gender neutral restroom each site. Consider providing staff showers as well to support healthy lifestyles

10. Special Education Standards

Home Base provides support for classroom integration. Resource Specialist room and additional conference and meeting rooms required. Calm and orderly classrooms. Quiet room. Access to specialized restroom and changing facilities. Dedicated storage for equipment

11. Outdoor Learning Environments

Variety of spaces for learning. Visual relief from built environment. Educational content. Connection to environment.

- ☐ Strengthen indoor / outdoor connections, realizing that it is not feasible for all classrooms to be connected directly to an outdoor space.
- ☐ Provide an outdoor area at each campus, shaded and sized for a classroom.

12. Gathering/ Sense of Community

Create community, display space and opportunities for student work/ gathering

13 ELEMENTARY SCHOOLS

Beach Elementary School / Havens Elementary School / Wildwood Elementary School

14. ES Campus Requirements

Campus: Secure perimeters. Outdoor learning spaces. Small protected areas as well as ball play. Shade. Garden Areas

- ☐ When considering master planning changes, consider how PE uses the space. E.G. changing boundary edges affect running the mile.
- ☐ Install water bottle stations as well as drinking fountains in the buildings and on the play grounds.

Administration: Oversight of Entry

15. ES Learning Environments

Learning Environments. : Controlled daylight. Comfortable heating / ventilation. Flexible furniture. Second exit if feasible

Support spaces: Maximize efficiency of rooms, e.g. Art . Secondary support spaces for small groups needed. Storage.

- ☐ When Havens was remodeled, they lost the industrial level kitchen in the Ellen Driscoll Theater building. They would like to have something for the site.

Library / Media: Flexibility in furniture, fixtures and fittings. Strong technology backbone

Program Needs: Full-Day Kindergarten program. Special Education restrooms, storage, conference rooms

16. MAGNOLIA CAMPUS

Piedmont Middle School / Piedmont High School / Millennium High School

17. Common Campus Concerns

Campus: Secure perimeters. Safe drop-off. Strong Entry and Identity. Parking controls

Circulation After-hours accessible circulation path. Signage and wayfinding

18. PIEDMONT MIDDLE SCHOOL

19 PMS Site

Administration: Should be identifiable and easily accessible , provide oversight of campus. Adequately sized for all services.

Access: Provide a fully lit and appropriately signed accessible path of travel. Accessible restrooms

Site: Support and expand garden areas. Provide shaded areas for student groups / lunch. Water bottle fillers

20. PMS Learning Spaces

District Learning Environment Standards

Flexibility / Technology / Daylight / Comfort

Enough classrooms to support the educational program. Mitigate or compensate for undersized classrooms

21 PMS Learning Spaces

Additional Program Needs: Computer labs. Science / maker spaces. Cooking Center (may be shared with HS)

☐ PMS computer labs are a different sort of computer class than ES or HS. More traditional.

22. PMS Library Media Center

Flexible furniture and varied spaces for classroom, tutoring, individual or small group study and research. Before, during and after school hours. Robust technology infrastructure

23. PMS

Additional Program Needs: A common presentation space for formal education presentations to the campus. Integrate the Wellness Center program through out the campus.

- ☐ PMS MPR is used for lunch time, as a drama classroom and for District and community events.
- ☐ Extending the idea of the cooking center, can a small kitchen area be provided for the MS to support the garden and special education? Do NOT locate it in the Faculty Room.

24. PIEDMONT HIGH SCHOOL / 25. PHS Site

Administration: should be identifiable and easily accessible , provide oversight of campus entry. Adequately sized for all services.

Access: Provide a fully lit and appropriately signed accessible path of travel

Site: Maximize use of site and provide shaded areas for student groups. Additional drinking fountains and water bottle fillers

26. PHS Learning Spaces

Enough Classrooms to support the educational program. Mitigate or compensate for undersized classrooms.

27. PHS Library / Media Center

Flexible furniture and varied spaces for classroom, tutoring, individual or small group study and research. Before, during and after school hours. Robust technology infrastructure

28. PHS Science

Support project based learning. Flexible functional spaces for creative activities, including wet and dirty activities.

29. PHS Media Arts

Expanded offerings for computer, web design or graphics supported with additional computer labs. Additional media studies / presentation spaces such as broadcast studios

30. PHS Performing Arts

Theater: Serves the community as well as school. As a learning space provide full accommodation for student involvement in all aspects of presentation – staging, technical production, set design as well as performances. Should seat one half the student populations for assemblies. A second small space for presentations would increase scheduling flexibility.

31. PHS Performing Arts

Drama: Provide a dedicated classroom for drama instruction.

Dance: Storage. Heating / Ventilation / AC

Choir: In addition to choir classrooms, provide sufficient storage for risers and equipment

Music: Accommodate movements between presentation and instructional spaces. Music instrument storage

32. PHS Fine Arts

Provide a sufficient number of well-designed arts and ceramics classrooms . Dedicated storage. Safe materials storage and equipment installation.

33. PHS Leadership and Publications

Journalism and Yearbookz: Dedicated classroom space for instruction & meetings.. Dedicated secure archival storage.

Associated Student Body: Dedicated creative space for wet and dirty activities. Dedicated storage

Publications : Publications created outside of class time may share spaces. Allow for secure storage of work.

34. PHS Athletics

Gymnasium(s):

Competition sports. Bleachers. Comfortable heating / ventilation. Upgraded locker rooms

P.E.

P.E. Classroom to allow for instruction and testing. Sports medicine co-located to provide teaching and fitness therapy rooms.

☐ Add water stations at Witter Field. And shaded areas.

35. MILLENNIUM HIGH SCHOOL/ 36. MHS Campus

Campus: Strong Entry and Identity. Communal gathering space. Adequate Administrative Offices and support spaces

Questions and Comments

Q: Is adding square footage possible?

Yes, the District has acknowledged that the size of the classrooms is too small, but it will be necessary to balance re-configuring classrooms with the total number of classrooms that will be required. Additional classroom types may be necessary as well. Future enrollment projections hold fairly steady, but it should be remembered that historically the student enrollments do fluctuate slightly.

Q: How will the City redesign affect the campus?

Unknown, although the District meets regularly with city officials and will continue to update everyone as necessary.

C: Food service all Magnolia sites – there is n place to eat when it rains. All cafeteria areas are too small. Students eat in hallways, occasionally classrooms.

C: Create environments that can be used to teach – using the building itself as a learning tool Examples are the American Canyon interface with the photo-voltaic panels.

C: New finishes should be clean and hygienic – no “icky” carpet.

C: When remodeling the lockers rooms, please provide a centralized gender-neutral changing area. If a student requires assistance, sometimes the aide is of a different gender and cannot enter the locker room. Also, PE locks need to be provided that don't require fine motor skills.

C: The middle school stairways are crowded - can the safety be improved because there are a lot of students moving quickly.

C: Consider combining or sharing spaces for use by PHS, MHS and PMS.

Action Items:

Meeting minutes emailed to Randy for distribution.

Site specific Master Planning meetings:

Piedmont High School:	October 26 th	3:45pm-5:15pm
Piedmont Middle School:	November 2 nd	3:30pm-5:00pm
Millennium High School:	November 5 th	3:30pm-5:00pm
Havens Elementary School:	November 12 th	3:30pm-5:00pm
Wildwood Elementary School:	November 19 th	3:30pm-5:00pm
Beach Elementary School:	November 30 th	3:30pm-5:00pm
Piedmont High/Millennium High	December 1 st	3:30pm-5:00pm

QUATTROCCHI KWOK
ARCHITECTS

Date: Oct 20, 2015

Piedmont Unified School District

Educational Specifications 4

Attendees:

Name	Affiliation	Email
Carolyn White	PMS	cwhite@piedmont.k12.ca.us
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Lizbeth Adams	Havens	ladams@piedmont.k12.ca.us
Virginia Leskowsky	PHS	vleskowsky@piedmont.k12.ca.us
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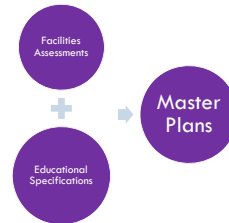
PIEDMONT UNIFIED SCHOOL DISTRICT EDUCATION SPECIFICATIONS

23 October 2015



Education Specifications

Identify needs and standardize facilities to meet the District's intended educational program at each level.



Standards and Regulations

Piedmont Unified School District Mission & Goals

The established direction and philosophy of PUSD supporting educational goals of the District.

California Department of Education

Guidelines and standards for Educational Facilities

Division of State Architect

Structural Safety, Accessibility, Fire Life Safety and Energy Compliance reviews.

Collaborative for High Performance Schools

Facilitates the design of energy and resource efficient schools that provide a safe and healthy educational environment.

Campus Identity & Entry

Provide an identifiable Front Entry
Administrative oversight of Entry
Wayfinding and identifying signage
Drop off and parking



Campus Security

Secure campus perimeters
Open during morning drop off and afternoon pickup
Controlled access during school hours
Community access after hours
Two-way communication system all classrooms
Fully addressable fire alarm
Video surveillance for entry & after hours security and intrusion alarms



Basic Learning Environment Standards

Appropriate size
Acoustically appropriate
Natural but controlled daylighting
Comfortable
Durable, cleanable finishes
Security locks
Second exits as feasible



IMPROVED LEARNING

Studies have shown that increasing Natural Daylight in the Classroom improves student learning 20-26%

District Technology Standards

Wireless access full coverage
District AV standard projector & screens
Support 1:1 Chromebook program including backbone and storage needs



Cupertino HS, QKA

Furniture and Fittings

Future Planning
Flexible and varied furniture on casters.
Keep an inventory of existing furniture.
Support multi-functional spaces



American Canyon HS, QKA

Support Spaces

Small Group Spaces

Identified as an unmet need
Individual quiet space, small groups, peer-to-peer or teaching Conferences

Storage

Provide multiple storage areas for diverse needs at the interior and exterior of the school.

Restrooms

Provide restrooms to meet campus need
At least one accessible each restroom for students and staff
One trans-gender restroom each site
Consider providing staff showers as well to support healthy lifestyles

Special Education Standards

Home Base provides support for classroom integration
Resource Specialist room and additional conference and meeting rooms required
Calm and orderly classrooms
Quiet room
Access to specialized restroom and changing facilities
Dedicated storage for equipment



Hilldale High School, QKA

Outdoor Learning Environments

Variety of spaces for learning
Visual relief from built environment
Educational content
Connection to environment



American Canyon HS, QKA



Neil Cummins School, QKA



Gathering/ Sense of Community

Create community, display space and opportunities for student work/gathering



Herrington High School, QKA

ELEMENTARY SCHOOLS

Beach Elementary School
Havens Elementary School
Wildwood Elementary School

ES Campus Requirements

Campus

Secure perimeters
Outdoor learning spaces
Small protected areas as well as ball play
Shade
Garden Areas

Administration

Oversight of Entry



ES Learning Environments

Learning Environments

Controlled daylight
Comfortable heating / ventilation
Flexible furniture
Second exit if feasible

Support spaces

Maximize efficiency of rooms, e.g. Art
Secondary support spaces for small groups needed
Storage

Library / Media

Flexibility in furniture, fixtures and fittings
Strong technology backbone

Program Needs

Full-Day Kindergarten program
Special Education restrooms, storage, conference rooms

MAGNOLIA CAMPUS

Piedmont Middle School
Piedmont High School
Millennium High School



Common Campus Concerns

Campus

Secure perimeters
Safe drop-off
Strong Entry and Identity
Parking controls

Circulation

After-hours accessible circulation path
Signage and wayfinding



PIEDMONT MIDDLE SCHOOL

PMS Site

Administration

Should be identifiable and easily accessible, provide oversight of campus

Adequately sized for all services

Access

Provide a fully lit and appropriately signed accessible path of travel

Accessible restrooms

Site

Support and expand garden areas

Provide shaded areas for student groups / lunch

Water bottle fillers

PMS Learning Spaces

District Learning Environment Standards

- Flexibility
- Technology
- Daylight
- Comfort

Enough classrooms to support the educational program

Mitigate or compensate for undersized classrooms



PMS Learning Spaces

Additional Program Needs

Computer labs

Science / maker spaces

Cooking Center (may be shared with HS)



PMS Library Media Center

Flexible furniture and varied spaces for classroom, tutoring, individual or small group study and research

Before, during and after school hours

Robust technology infrastructure



PMS

Additional Program Needs

- A common presentation space for formal education presentations to the campus
- Integrate the Wellness Center program through out the campus



PIEDMONT HIGH SCHOOL

PHS Site

Administration

Should be identifiable and easily accessible, provide oversight of campus entry

Adequately sized for all services

Access

Provide a fully lit and appropriately signed accessible path of travel

Site

Maximize use of site and provide shaded areas for student groups

Additional drinking fountains and water bottle fillers

PHS Learning Spaces

District Learning Environment Standards

- Flexibility
- Technology
- Daylight
- Comfort

Enough core classrooms and elective classrooms to support the educational program as it is today and as it may be.



PHS Library / Media Center

Flexible furniture and varied spaces for classroom, tutoring, individual or small group study and research

Before, during and after school hours

Robust technology infrastructure



PHS Science

Support project based learning

Flexible functional spaces for creative activities, including wet and dirty



PHS Media Arts

Expanded offerings for computer, web design or graphics supported with additional computer labs.

Additional media studies / presentation spaces such as broadcast studios



PHS Performing Arts

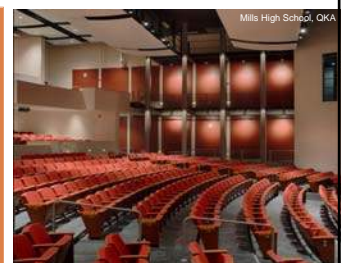
Theater

Serves the community as well as school.

As a learning space provide full accommodation for student involvement in all aspects of presentation – staging, technical production, set design as well as performances.

Should seat one half the student populations for assemblies.

A second small space for presentations would increase scheduling flexibility.



PHS Performing Arts

Drama

Provide a dedicated classroom for drama instruction.

Dance

Storage
Heating /
Ventilation / AC

Choir

In addition to choir classrooms, provide sufficient storage for risers and equipment

Music

Accommodate movements between presentation and instructional spaces.
Music instrument storage



Dance Lab
Hillsdale High School
QKA

PHS Fine Arts

Provide a sufficient number of well-designed arts and ceramics classrooms
Dedicated storage
Safe materials storage and equipment installation



Ceramics Lab
Burlington HS QKA

PHS Leadership and Publications

Journalism and Yearbook

Dedicated classroom space for instruction & meetings.
Dedicated secure archival storage

Associated Student Body

Dedicated creative space for wet and dirty activities
Dedicated storage

Publications

Publications created outside of class time may share spaces.
Allow for secure storage of work.

PHS Athletics

Gymnasium(s)

Competition sports
Bleachers
Comfortable heating / ventilation
Upgraded locker rooms

P.E.

P.E. Classroom to allow for instruction and testing
Sports medicine co-located to provide teaching and fitness therapy rooms.



MILLENNIUM HIGH SCHOOL

MHS Campus

Campus

Strong Entry and Identity
Communal gathering space
Adequate Administrative Offices and support spaces

Community

Presentation Space
Small group learning spaces

Learning Environment

Calm orderly classrooms
Quiet Room





Questions and Comments

