

01 15 2022

Consolidated Discovery Report

Introduction

Following the completion of a preliminary master planning study, Smith Sinnett Architecture, in conjunction with the Leadership of the American Cooperative School of Tunis, embarked on a weeklong, site visit. Our goal was to better understand the culture and community of ACST to refine our approach for a new campus master plan and the subsequent schematic design phase.

During this visit we had a robust itinerary that included individual and departmental interviews, group charettes and several meetings with ACST's Leadership group. This group included Mike Emborsky, School Director, Omar Mrad, Business Manager, Marina MacDonald, Director of Teaching and Learning, Lori Newman, Elementary Principal and Kevin Thomas, Secondary Principal, and Alex Wood, facilities Project Manager.

The team conducted two community engagement meetings with members of each stakeholder group, comprised of the School Board, Leadership, faculty, students and parents. Instructional and student service programs were explored and discussed. Small group meetings were held with representatives of the Administration, the Science Department, Counseling Services, the Learning Center, Secondary Learning Support, Finance, PE/Athletics, Visual Arts, IT, and Design Tech. Several hours were spent visiting and observing instructional programs in the classroom. All of these sessions yielded information regarding class size, desired and required adjacencies, preferred campus locations and actual space usage.

As part of our visit, we conducted an audit of the campus, touring the entire facility to verify existing program elements and to incorporate undocumented plan alterations which occurred over time to accommodate programmatic changes. From this information, the team has since produced a preliminary programming document to reflect appropriate space sizes. The goal of the new program is to develop an overall master plan that incorporates successful similar spaces and to improve other spaces to better support these programs, all while simultaneously celebrating the collaborative, inclusive culture of ACST.

Prior to our visit, we prepared and submitted a survey to the faculty to better understand their preferences regarding technology, exterior space, small group learning spaces, and student engagement, among other issues.

The following Consolidated Discovery document includes an introductory synopsis, meeting minutes, survey results, an updated comprehensive master planning approach for the future campus build out and amended floor plans reflecting existing conditions. It is recommended that the design scope for this redevelopment include a comprehensive program verification. While a programming phase is standard, this project will require a detailed evaluation of current classroom scheduling and the capacity trade-off at each phase that weighs pre-

demo against post-completion capacity. This will help the owner prepare for temporary facilities, operations, and infrastructure throughout the duration of construction.

Front of mind is that all new facilities shall reinforce ACST's long-term vision for education and community. The master plan will establish the overall scope and parameters of future campus development. All new structures will support and promote the core educational concepts and values of the ACST community.

The following is representative of some common themes discussed and key observations made from information shared during charettes, group meetings and individual conversations. Additional information for all areas are contained in the appendix. Major themes and information related to each program will be incorporated into the master plan and schematic design options.

Science

- The existing science classroom layouts work rather well, with a few minor alterations to include, but not be limited to: interactive projectors, additional white boards, additional power sources, larger work benches and minor changes to provide better student supervision from the office and prep room.
- Provide a central location for chemical and hazardous storage. The lab assistant should be connected through a corridor that goes from classroom to classroom and has access to lab storage with vision panels to corridor and classrooms for supervision.
- Create a shared STEAM community hub for both middle and high schools, preferred location generally near the library and/or student commons area
- Environmental science needs exterior space for instruction, preferably a green house and roof top gardens for plants and produce.

English Language Arts

- Spaces would be best served by having small collaborative working/writing/reading areas within the classroom to promote independent reading, small group instruction, mentor texts and core works. The classrooms are seen as supporting a community of readers and writers.
- Shared Break out areas, associated with the classrooms or the Secondary Learning Center would be valued to support the program.

World Languages

- Additional spaces for recording, in varying sizes ranging from a single student to a small group space are needed to support the world language programs.

Mathematics/Social Studies

- Provide Classroom storage for study materials
- Break out spaces within or adjacent to classrooms would best facilitate small group collaboration

Visual Arts (waiting on additional information from Lauren)

- Exhibition space / Gallery space for art and design, locate close to a high traffic area for maximum interaction and visitation, this space could double as a pre-function space for the Theater
- Other amenities for the art room include a kiln room and a dark room for pinhole art/camera obscura
- The Art Room and Maker Space need space for approximately 18 to 20 students. Provide at least 5 or 6 island sinks, it was noted that the current configuration works rather well.
- Provide the ability for projection, speakers, tack walls, etc.

Design Technology (waiting on additional information from Justin)

- The best location for Design Tech would be a central location on the ground floor adjacent to the Learning Center. A first-floor location is preferred to provide easy access for deliveries and to exterior workspaces.
- Provide a Workshop space and a separate clean space (6m x 7m). Provide a separate room for dust generating activities. The workshop needs more space for kickback at the saw and other equipment (for safety).
- The current design lab classes accommodate 18 middle school students, and from 18 to 20 high school students. A transparent wall would be valuable for sharing lab demonstrations to elementary students (for safety concerns). The Design Lab interacting with elementary students is preferred. Outdoor working space and proximity to the theater is desirable.

Performing Arts

- A pre-function space and an increased back of house space is desired.
- Otherwise, the theater functions quite well acoustically and functionally.

Health/PE/Aquatic Center

- Provide a main gym, an auxiliary gym, and an aquatic center
- The main gym (250 to 500 seats) and the aquatic center (100 seats) will require spectator seating and locker room access
- Provide a shared office for the coaches
- Provide adult/faculty lockers for coaches and parents (for after school activities) with an adult family changing/restroom.

Dining and Food Service

- Add more exterior dining spaces
- There is a need for an adequate loading dock, loading/unloading space and turnaround space for delivery trucks, if possible.
- Increased storage space at the dock for food service, as well as other deliveries, is also desired.

Administration

- Add a second administration area adjacent to the parent parking area

Student Services/Counselors

- Provide reception area, 2 secondary school offices, one elementary school office
- The counselor's office needs to be easily accessible and visible to students, located in and around other functions, relatively transparent, near the nurse's office, centrally located and easy to approach without stigmatization.

Support Services

- Provide a small classroom/resource room (half the size of a regular classroom) for approximately 15 students. This space should be equipped with sliding glass windows to ensure it is an easily observable space.
- The classroom should be centrally located, preferably on the first floor and in close proximity to the counselors.
- Provide space for individual testing rooms for students with special needs and provide small group testing rooms.

Learning Center

- The Learning Center has the potential to be the hub of the secondary school with several vibrant programs (Maker spaces, Design tech, etc.) which could successfully pinwheel from the learning center, serving both the primary and secondary schools.
- The Learning Center needs to be in a more accessible location, preferably on the first floor. It may be beneficial to locate the design tech space adjacent to the Learning Center with a maker space in between them. Locate the Elementary Learning Center close to the Secondary Learning Center. Within the Learning Center, provide a Senior room to preserve space as a "privilege space." The existing senior room is seen as an asset by the student body and has become a traditional use by the seniors.
- Provide a projection unit for the I Lab. Connecting (bridge) from A Block to the Learning Center is seen as advantageous to connect the elementary school to the Learning Center hub. Elementary /Secondary library should have two separate areas and circulation desks.
- Transparent flex space needs to be provided and easily supervised. Flex space activities include drama, photography, podcasting, yoga, etc. This space should have foldable tables and stackable chairs and associated storage for both.
- Additional information is contained in the meeting notes.

Collaborative Spaces

- Collaborative space for teachers should be centrally located.
- Lounges, quiet social/study spaces, and a meeting room near or in the library for seniors (11th and 12th graders) would be much appreciated by students.

Facilities and Maintenance

- Provide a warehouse area to receive and store both locally and imported equipment, furnishings, supplies, etc.

General Comments

- Teachers are in favor of community learning suites, as providing group departmental space would promote collaboration and foster interaction between teachers. Collaborative space for teachers should be as centrally located as possible.
- Transparency is important for supervision through the use of glass partitions, operable glass garage doors, and a generally open layout.
- Space to accommodate 40 to 50 students for guest lectures (both indoor and outdoor are desirable). Space to accommodate an entire grade would be a plus. This space could be in the student commons or adding a pair of large classrooms with an operable partition.

Elementary School

- Lack of storage is paramount
- Theater lacks an appropriate pre-function space and clear access to restrooms
- Priority spaces to move out of A Block would be the Media center and Secondary Music.
- Out of necessity, offices on the 3rd floor have been repurposed into small substandard classrooms. Moving the Media Center and Secondary Music could allow for additional full-size classrooms

MEETING MINUTES/NOTES

Monday 11 14 2022

8:00 AM, Facilities Committee

- It was noted that the idea of expanding the student population is no longer a driver in future school development. It is probable the student population will remain between 460 and 480, with a 500 student population cap.
- The idea of preserving open space for student and teacher use is seen as valuable. The facilities committee is open to the idea of placing program and utility spaces that are not functionally dependent on natural light in a basement area (may include athletics, storage, mechanical, and other service areas).

9:00 AM, Leadership Committee

- Initially, programmatic adjacencies were discussed broadly. The initial desire expressed by leadership was for the middle school to have a dedicated wing and the high school to have a dedicated wing, with a one-to-one classroom and teacher ratio (each teacher has a dedicated classroom, with the exception of the science program). A portion of the student learning commons would bridge the two wings, though the majority of the commons area would be dedicated either to the middle or the high school programs. This idea was broadly tested throughout the week.
- Breakout spaces are used now and seen as being important to the program and pedagogy of the school. Additional and more flexible breakout spaces would be valued.
- It was noted by the Director of Teaching and Learning that collaborative spaces, shared by teachers, would be beneficial throughout the school facility to encourage communication and inter-program engagement.
- The elementary principal expressed some concern for lack of space in A block. Classrooms were crowded and art is operating in a classroom space that is too small.
- The function of the learning commons was discussed broadly. It was noted that an active and effective student commons would include student learning and technical support spaces as destinations in the commons (IT support and learning support areas).
- Discussion of separation of middle and high students initially involved the importance of separate identities and space. Additional discussion revealed an openness toward meshing the grade levels together.

Tuesday 11 15 2022

9:30 am, Charette 1: Leadership Team, Teacher Representatives, and Students

- Many questions and discussions occurred around the appropriate location of the learning center, certainly as it is seen as an energizing component of the new master plan. Several comments involved the consideration of locating the learning center on the ground floor and the value of it being adjacent to parent drop off, as parents traditionally spend time with one another at the café.

- The Learning Center has the potential to be the hub of the secondary school with several vibrant programs (Maker spaces, Design tech, etc.) which could successfully pinwheel from the learning center, serving both the primary and secondary schools. Concerns were expressed regarding noise impacting spaces adjacent to the learning commons.
- Generally, the students requested more breakout spaces to support smaller group learning opportunities. Some functions that need more space include recording/broadcasting studios, a frequent activity requiring small, enclosed, visually connected spaces allowing for adequate supervision. On average, students have one to two recording sessions per week. According to the faculty, given available space, this activity would be much more frequent. Additionally, these spaces can multifunction as language speaking centers for the language department. These spaces could be located within or between the language teaching classrooms as a shared space. Both students and teachers recommended alternative recording spaces of various sizes, to suit one or multiple users and stated that these spaces could be in the form of private booths as a part of a multipurpose room. Presently, the SLC (library) is the most used space for this form of instruction.
- The proposed location of the cafeteria is a cause of concern regarding noise levels and odor issues affecting surrounding spaces and upper-level classrooms. A primary school student suggested separating the cafeteria into multiple spaces, primarily to separate some of the grade levels from one another and to allow for quieter group lunch spaces. Conversely, middle and high school students would prefer to intermingle in the cafeteria space. All students expressed a desire to keep and hopefully expand exterior eating areas. Teachers and students noted that the existing exterior areas frequently serve as breakout and instructional space.
- Comments regarding advantageous classroom arrangements and equipment included intelligent shading which would help facilitate different teaching tasks. In many cases the classrooms are too bright for projections, a commonly used teaching tool (teacher's comment). Outdoor space is helpful for small group teaching, effectively making the use of classrooms more efficient (student). Small break-out rooms within the classroom are highly recommended/desired, these areas would be very useful for social studies and math studies (student comment). Large high tables in some locations in the classroom are desirable for students working on group projects. Providing more storage space within classrooms would allow for easy access to study materials. This storage could be either in the form of lockable cabinets and/or open shelving, (students and teachers comment).
- There is interest in having larger occupiable green spaces, larger lawns and different types of furniture for gathering, as well as instruction.
- More meeting spaces of various capacities are needed for IB students.
- Language art classrooms need to have more cozy, casual spaces for reading. These lounge areas should be outfitted with movable, comfortable furniture, for example bean bags chairs.
- Students are enthusiastic about the idea of intermingling middle and high school teaching spaces, for example, creating a large, shared STEAM community for both schools. The idea of a STEAM hub for high and middle schools is valued (*See Appendix # ?)
- Community departments having community spaces are desirable (students). The teachers think that community departments would offer great interaction opportunities for students.
- Cross circulation, for example, elementary students traversing the campus to get to the existing cafeteria, disturbs ongoing activities in classrooms located along the path of travel.

- The existing single loaded exterior corridors have the added advantage of offering an abundance of natural light to most classrooms. Trying to maintain similar amounts of natural lighting in classrooms will be important. Teachers noted a decrease in student concentration when artificial lighting is in use.
- Transparency is important for passive supervision within the learning commons.
- Operable glass walls or overhead glass doors are important and desirable as ways to extend classroom space, on both interior and exterior spaces.
- Teachers are in favor of community learning suites, as providing group departmental space would promote collaboration and foster interaction between teachers.
- Provide more and smaller restrooms in more frequent locations versus large group restrooms. This would allow for better time efficiency for students.
- Consider adding a Maker Space for elementary students. This space should be centrally located and adjacent to the Theater/Auditorium. The maker spaces may be best located adjacent/near the Learning Center and Learning Commons. It may be important to separate Elementary functions from Secondary School Maker Space functions, though it would be advantageous for the elementary school students to be able to see the work going on in the Secondary Maker Space area.
- Robotics is not in the current curriculum.
- Passing through the IB study hall is quite disturbing (presently it is essentially a very narrow corridor-like space).
- As there is no need or provision for gas in middle school science classrooms, providing movable experiment platforms would maintain classroom flexibility.
- A shared teacher touch-down space would be better than a dedicated office (opinion of middle school science teacher).
- Lab material storage should be centrally located and easily accessible to all teachers and lab assistants.
- Storage for ongoing projects is desirable (opinion of middle school science teacher).
- **Learning commons with breakout spaces need to be managed by an assigned person (a closed room could become storage) ??????**
- Movable furniture for flexible arrangements
- Operable walls between classrooms are desirable but consider adequate sound attenuation.
- Marker/Magnetic walls is a desirable option
- Provide more colorful spaces throughout the school (student comment).
- Students prefer to have lockers, a teacher proposed the idea of putting cubbies outside of the classroom or in the interior of the classroom for efficiency, but students present in the charrette seem to dislike this idea. One student proposed locating most lockers near the main stairs, as it would be a more convenient location.
- Pavilions/exterior installations for exterior eating spaces.
- A Cafeteria, with various table sizes and heights would make for a more interesting configuration. Multiple serving lines would lead to improved efficiency. A snack bar would be beneficial to students if it were located remotely from the cafeteria serving line (middle school student's comment).
- From the visioning pictures shown in the charette, students showed great excitement for the idea of having exterior movie theater projection capability.

- Students would like to have family members attend athletic activities, suggesting more bleachers in the gym and providing seating at the pool would increase attendance.
- Space to accommodate 40 to 50 students for guest lectures (both indoor and outdoor are desirable). Space to accommodate an entire grade would be a plus. This space could be in the commons or a pair of classrooms with an operable partition.
- A request was made for operable windows in the corridors.
- It would be advantageous to have casters on classroom desks/worktables to allow for more flexible arrangements.

12:00 to 12:45 pm, Marina MacDonald & Kevin Thomas

- Circulation is an issue, and the learning center needs to be in a more central location. The Learning center could serve as the heart of the campus (presently the campus feels disconnected due to the size of discreet spaces that make up program space).
- A Maker space should be located adjacent/close to the theater (could be placed on the second floor).
- Collaborative space for teachers should be centrally located.
- Parents spend a good amount of time at school, in the library, café space, and weight room. Provide a parent meeting area /room close to the hub of the school. Coaches, Counselors, Nurses and IT Department should be located close to the hub of the school.
- Counselors' offices need to be easily accessible, and not next to principal office(s). Create a pleasant appealing sitting area next to the counselor's office (Marina).
- In the proposed Campus Master plan, likely 2 reception desks are necessary in 2 different locations. One at the main entry and one adjacent to the parking area. In addition, the office of curriculum should be located near the parking area.
- From experience, mixing different grade levels within classes has helped to build a vertical culture. Community learning is suitable within this culture and helps students build confidence and connection to their school community (Kevin).
- Lounges, quiet social/study spaces, and a meeting room near or in the library for seniors (11th and 12th graders) would be much appreciated by students.

1:30 to 2:00 pm, Science, Colin Simpson and Krystina Hullinger:

- Add as many white boards as possible, Sliding/movable white boards would add needed flexibility. Writable/ magnetic walls seen as a possibility.
- Wall mounted TVs with swiveling brackets are essential for speaking to both halves of the room (lab and lecture.)
- Centralized teaching desk, similar to present classroom configuration is a positive arrangement.
- Bigger experiment benches, 2m length, with bigger sink, (one at each end of lab desk), not octagonal in shape (see photos).
- 24 Elec plugs (quads), US and EU types, 110V ,220V as they have different equipment.
- 12 gas tabs, per classroom

- Provide a central location for chemical and hazardous storage. The lab assistant should be connected through a corridor that goes from classroom to classroom and has access to lab storage with vision panels to corridor and classrooms for supervision.
- The countertop along the side wall is unnecessary, taller storage cabinets would be more useful.
- Provide eye wash stations.
- Provide one double sided fume hood (physics lab), one additional fume hood in classroom, one smaller fume hood (environmental science classroom).
- Environmental science needs exterior space for instruction, preferably a green house and roof top gardens for plants and produce.
- Rather than the large tv monitors, the teachers prefer an interactive projector (Environmental science teacher comment).
- Provide blackout shades, all classrooms
- Science office - the preferred location is along the corridor wall with the prep room behind it. Separate ventilated room within the prep room for chemical storage. Biology and Environmental Science will need storage for demonstration materials.
- Chem prep. Spark free refrigerator, eye wash, dishwasher
- **Attach sketch picture**

2:00 to 2:15 pm, Pascale Thomas, Secondary Counselor and Josh Richardt, Elementary Counselor

- Two counselor offices are needed for the secondary school. Elementary and Secondary counselors should be located remotely and separately from one another.
- Windows/transparent partitions on both sides of the room are important for visibility in order to provide safe and secure spaces.
- There is a benefit in having a reception area outside of the offices for waiting, though it needs sound separation from the activities inside the offices.
- The counselor office needs to be easily accessible and visible to students, located in and around other functions and easy to approach without stigmatization. A location near the Nurse's office is advantageous. The Counselors would prefer not to be located near the cafeteria, administration or principal's office. The preferred location in the proposed master plan is centrally located on the 1st floor below the learning center.

Wednesday 11 16 2022

8:15 am to 9:30 am, Charette 2 - Board / Parents:

- The discussion with parents was engaging and enlightening relative to their concerns about the school's master plan. They inquired about the design and construction timeline, as well as construction phasing. We communicated that the school will remain safe and in operation throughout the duration of construction. SSA explained that phasing is taken into consideration and athletic activities and the gymnasium will stay continuously available during construction.

- Alex Wood stated that the preliminary schedule for full build out was likely seven years at a minimum. SSA will remain active throughout the whole design / construction process to assure high quality design and construction.
- A Block will be minorly affected as the design will explore rethinking the connections between campus buildings to create a cohesive entity.
- As the new learning center becomes the hub for the entire school, housing both the elementary and secondary libraries, new space will be available within the elementary school for much needed expansion.
- A Board member asked about the separation between the middle and high school, SSA explained that students consider themselves as one community and would like to share several future spaces of the school with one another. No one saw any reason to separate middle and high departments.
- When asked by a parent about new aquatic center features, SSA explained that programming is in progress. The pool will be a 25m pool similar to the Embassy Pool, with a separate swimming pool for the younger children.
- A new roof garden will be used for science activities, as well as the addition of much needed outdoor green space.
- A parent expressed concern about the lack of playground equipment for secondary students. They proposed more playground spaces for 6th or higher graders (climbing walls, slides, etc.)
- A parent asked about accessibility, SSA explained that the whole campus will be accessible.
- A parent commented positively on the centralized position of the learning center and the cafeteria.
- Another parent asked that the design consider natural, passive ventilation, due in part to lessons learned from the COVID pandemic.
- The RSO will help define security features and the best applications for the new facility.
- Parents ask about perimeter fencing improvements to make the street appeal more esthetically pleasing.
- Question regarding the possibility of continued community engagement during the schematic design process. SSA and ACST assured the group that the design update process will be continued throughout the life of the project.
- Comments regarding design approach included being cognizant, respectful and keeping the scale and local Tunisian architectural context front of mind. The perception is that this will be helpful in recruiting new students, accentuating pedagogical differentiators, and lead to an appropriate palette of materials with sustainability and local sourcing in mind.
- Concerns about using double-loaded corridors and the loss of the familiar in and outdoor experience were expressed.

10:00 am to 10:30 am, SUN Solution meeting

- STEG (local Elec utility company) does not buy more than 30% of the solar panel's production and the reimbursement is of very little monetary value to ACST.
- Currently, In Tunisia clients are not authorized to store energy and use batteries.
- ACST currently saves 30% of its energy consumption thanks to its solar panel system.
- Sun Solution indicates that 30% SP production is easily achievable.

- There is no provision for storing the peak load for later use.
- Suggested using LEED standards for basic design concepts.
- Research availability of triple glazed windows.
- Sun Solutions can provide energy efficient green buyers and vendors.
- While A Block does not appear to have thermally broken glazing, this option is available in Tunisia and should be explored.
- The addition of a dashboard is possible to exhibit energy usage.
- An energy audit and its legal requirements are available, in the form of a prescriptive code.
- There is a percentage of allowable glazing by code, when asked about overriding that with energy modeling, SUN stated that this is unacceptable by the local jurisdiction, the percentage is the rule of thumb. It was also stated that this code requirement may not be applicable to schools and needs to be confirmed.
- The proposed massing in the preliminary master plan should not affect the existing rooftop solar arrays.
- ACST stated that a new energy audit will be conducted in the next month.

Lori Newman, Elementary Principal

- Lack of storage is paramount
- Arabic language class located outside of the A Block due to a lack of space
- Out of necessity, offices on the 3rd floor have been repurposed into small substandard classrooms.
- The principal does not see an issue with the classrooms and commons being located on the 1st floor.
- In A Block there are two music classrooms, one for the elementary and one for the secondary school.
- Theater lacks an appropriate pre-function space and clear access to restrooms
- Priority spaces to move out of A Block would be the Media center and Secondary Music.

12:00 pm to 12:30 pm, Elementary Students, SGA Lunch

- The group loved the idea of adding tennis courts and a pool to their campus.
- Almost all students feel very safe at their school.
- When they had to use the safe haven in the basement of the A Block, they felt it lacked essential features, such as toilets, which have since been added, as well as sitting areas.
- They were asked how they feel being around older kids, and all of them answered that they don't see any issue with that, they feel comfortable with older students.

Thursday 11 17 2022

1:30 to 3:30 pm, Tour Aquatic Center, RSO Deputies

- School-wide security systems have been recently updated.
- The existing Safe Haven in the A Block basement is large and adequate.
- Multiple Safe Haven and Safe areas of different sizes and in various locations on campus is optimal. It was noted that not all safe areas need to be underground. The secondary school was better off with its own safe haven to avoid overcrowding when moving to A Block basement. Tunnels not advised.

- Current gym doors are sufficient, possibly even salvageable for the new safe haven.
- The RSO noted the importance of Safe Haven and safe areas to have solid communication systems and that they are stocked with essential supplies.
- The RSO prefer less glass, especially at the perimeter. The existing glass has been treated with an 8 mil mylar coating.
- Other measures taken to reinforce the perimeter were the addition of jersey barriers, raising the height of the perimeter walls, hardened doors and a steel guarded gate.
- Threats to consider include: active shooters, civil unrest and potential bombing. The sited incident was at the perimeter wall where the fire started, and the fire department was unresponsive for 45 minutes. In this urban location, hydrants at perimeter were recommended.
- It was noted that additional parking is not part of the program.
- The OBO (Overseas Building Operations) from the Embassy will forward their standard safety standards for incorporation into the project.

Friday 11 18 2022

8:00 am to 8:30 am, Learning Center / Tech Hub Kathy Kraemer and Ida Espino

- Kathy: The Learning Center needs to be in a more accessible location, preferably on the first floor. It may be beneficial to locate the design tech space adjacent to the Learning Center with a maker space in between them. Locate the Elementary Learning Center close to the Secondary Learning Center. Within the Learning Center, provide a Senior room to preserve space as a “privilege space.” The existing senior room is seen as an asset by the student body and has become a traditional use by the seniors. New plans should incorporate a similar dedicated space.
- Provide a projection unit for the I Lab. Connecting (bridge) from A Block to the Learning Center is seen as advantageous to connect the elementary school to the Learning Center hub. Elementary /Secondary library should have two separate areas and circulation desks.
- Transparent flex space needs to be provided and easily supervised. Flex space activities include drama, photography, podcasting, yoga, etc. This space should have foldable tables and stackable chairs and associated storage for both. The flex Lab needs both US and EU electrical outlets and the ability to project within the space. Flex space, consider overhead electrical reels and/or floor boxes.
- Ida: Provide easily movable furniture to make the space truly flexible and allow use as an auxiliary classroom as needed.
- The I lab may be used for media arts, training, leadership class and recordings.
- Kathy: Provide study cubicles in the library, for quiet study, but not too isolated to allow for supervision.
- Kathy referenced the book [Finland Book Haven](#) as a representation of a dream library space.
- Ida: proposed providing exterior space (patio) that is accessible from the Learning center.
- Break-out spaces /booths for private meetings/study spaces in the library.
- Garage doors opening to the Learning Commons are desirable.
- With the library being 2 stories, a service stair should be provided

- Library Shelving Information: D=Depth H=Height L=Linear meters

Elementary Library:

- Low book bins - D 73cm x H 62cm x L 1040cm
- Double-sided shelving units - D 60cm x H 123cm x L 846cm
- Single-sided shelving units - D 32cm x H 184cm x L 10786cm
- One additional storage room with 8 meters of single-sided storage.

Secondary Library:

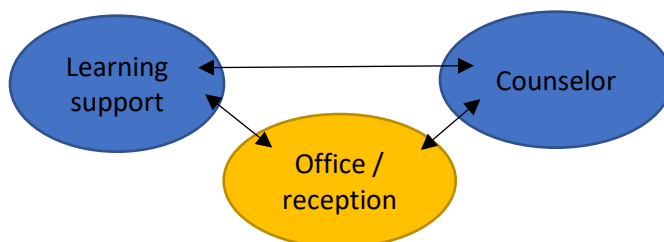
- Double-sided shelving - D 60cm x H 206cm x L 1960cm
- Single-sided shelving - D 32cm x H 206cm x L 410cm
- Low Single-sided - D 32cm x H 110cm x L 2020cm
- Low Double-sided - D 60cm x H 110cm x L 540
- An additional area in the Sr. Room has another 7m of tall single-sided shelving and 5m of low single-sided shelving

8:30 am to 9:00 am, Jonathan Wood/Mary Porter/Megan O'Bannon – Secondary Learning Support

Jonathan: Academic support, Mary: English Assistance Language, Megan: Learning support

- Jonathan and Mary share the same space, a classroom with break-out spaces, sometimes used for proctoring.
- Though primarily serving the Secondary school there are some services for rising 6th graders. There is typically a 1 to 2 (teacher) ratio throughout the day.
- Provide space for individual testing rooms for students with special needs and provide small group testing rooms.
- The existing space gets loud, consider sound proofing and isolating the space from exterior noise
- Provide a small classroom/resource room (half the size of a regular classroom) for approximately 15 students. This space should be equipped with sliding glass windows to ensure it is an easily observable space.
- There is a great need for a storage room and lockable built-in cabinets and secure filing cabinets.
- A shared office area with three desks is preferred.
- The classroom should be centrally located, on the first floor and preferably in close proximity to the counselors.

Adjacency; Learning support / Office / Counselor → Student support suite



- Pull-out (2 to 3 kids maximum in a breakout room) / Push-in classroom support
- Students with ADHD, ADD, and autism need more confined spaces for comfort.

9:15 am to 9:45 am, Mark Temperley, Finance Director

- Budget 35M phased in 7 years.
- Preparing phasing budgets for 3 phases, each occurring every 2 years. Each phase will be competitively bid (in all likelihood , not under one General Contractor).
- Total budget not to exceed 40 million
- The total amount of reserves required by the Board is approximately 25% or 3 million, 5 of the 40 million constitutes the required reserve.
- Funding possibilities include seat fees or altered tuition fees.
- Depending on the valuation/devaluation of the Dinar, it could equate to more money available for the project.
- Important to take the cost of temporaries into consideration relative to the overall project and construction budget.

9:45 am to 10:15 am, Chris Cronin, Athletic Director , Melek Sioud, Secondary PE Teacher

- Need auxiliary gymnasium and Main gymnasium, ASAs mostly use the auxiliary gymnasium
- Storage for each gymnasium
- “Studio” space for ASA activities, an additional room
- Seating for Gymnasium, 250 to 500 seats requested
- Volleyball is played in both gyms, JV and Varsity
- Varsity; volleyball, basketball season
- Provide adjustable basketball hoops
- Tennis courts are a plus
- The auxiliary gym does not need access to locker rooms, though the existing auxiliary gym does need more space on each side of the court.
- Shared offices for coaches work well
- Provide adult/faculty lockers for coaches and parents (for after school activities) with an adult family changing/restroom.
- Advised to look at the American International School of Dhaka; <https://www.aisdhaka.org/about/our-campus-facilities>

<https://csdadesigngroup.com/portfolio-item/american-international-school-dhaka/>

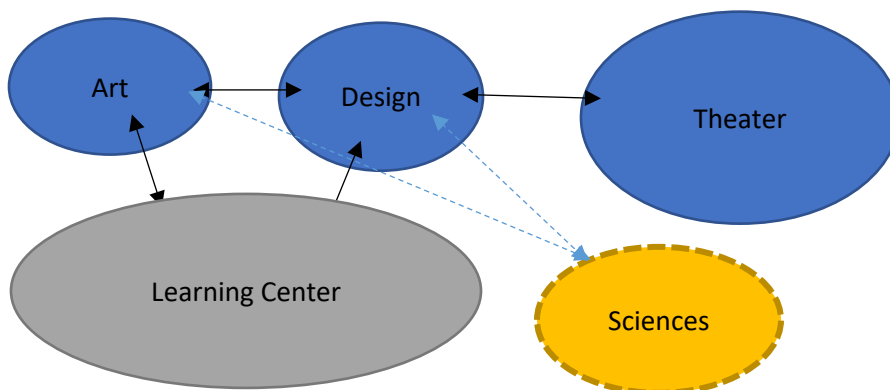
10:15am to 10:30 am, Pascale Thomas, Swimming Coach

- Provide practice clocks on each side of the pool

- Provide more storage for the new pool (Kickboards, fins, goggles, swim bags, etc.) than the existing storage at the Embassy.
- Seating for 100 spectators (Chairs or retractable bleachers would be fine).
- Provide a swimmer's prep area adjacent to the pool
- Pool 25M, 6 lanes. Step down/ shallow area outside of the lanes is desirable.
- Provide a transparent coach office within the pool area.

10:30 am to 11:15 am, Lauren Walter, Art, and Justin Sheehan, Design Tech/Maker Space

- Lessons learned: Justin mentioned experiencing a good design tech space of approximately 300 m2 in the American School in China. *(Waiting on Justin's list/explanation of facility advantages)*
- The best location would be a central location on the ground floor adjacent to the Learning Center. Prefer a first-floor location for easy access to the grounds.
- Design Tech would prefer that students check out design tech tools from the library.
- Provide space and curriculum for an Intro to STEAM course.
- Provide a collaborative space for elementary school students with a viewing window to watch the Secondary Students work in the Maker/Design Tech spaces, all located in some proximity to the Theater.
- These spaces all need larger doors and access to the exterior, when possible, for ease of material delivery.
- Provide a Workshop space and a separate clean space (6m x 7m). Provide a separate room for dust generating activities. The workshop needs more space for kickback at the saw and other equipment (for safety).
- Operator room stations, provide tables at 1m x 2m
- Adjacencies:



- The current design lab accommodates 18 middle school students, and from 18 to 20 high school students. A transparent wall would be valuable for sharing lab demonstrations to elementary students

(for safety concerns). The Design Lab interacting with elementary students is preferred. Outdoor working space is desirable.

- Drop-down/ electrical reels for Art and Design Classroom, EU plug in types.
- Provide a charger station for the art and design classroom.
- Provide space for guest Speakers to present to classroom size groups.
- (Waiting on Lauren's Art list)
- Art teacher: Exhibition space / Gallery space for art and design, locate close to a high traffic area for maximum interaction and visitation, this space could double as a pre-function space for the Theater
- Other amenities for the art room include a Kiln Room and a dark room for pinhole art/camera obscura
- The Art Room and Maker Space need space for approximately 18 to 20 students. Provide at least 5 or 6 island sinks, it was noted that the current configuration works fairly well. Provide the ability for projection, speakers, tack walls, etc.

1:00 pm to 2:00 pm, Leadership Debrief

- Discussion of Class/School Identity (Pod versus Grade Level separations) and the centrality of the Learning Commons
- Elementary library connected to secondary library, likely to be located on the ground floor (elementary library), priority over the parents' space discussed/proposed to be placed on the ground floor below the learning center hub.
- Prefer a central location for the cafeteria.
- Health office close to the cafeteria and the administration (preference).
- Teacher and learning center / teacher collaborative space.
 - Private space for each teacher cubical type, stand up/sitting desks
 - Meeting room, adjacent to small, shared office, larger conference and smaller round tables
 - Lounge corner with couches, comfortable seating
 - Visibility from the exterior, fishbowl
 - Writable wall / idea thinking wall
 - Plan for space for Advisory functions for Middle and High, clubs and advice
 - The plan should consider different ways people may want to teach now and the possibility for pedagogical and teaching approach changes in the future (flexibility, though this will be a challenging consideration).
 - Steve and Mariana will use the space beside teachers

LEADERSHIP GROUP AGREES ON THE OPTION OF GROUP TEACHING AREA/LEARNING COMMUNITY WITH A SHARED TEACHERS' COLLABORATIVE SPACE AND SHARED STEAM COMMUNITY LAYOUTS

- Elementary library to be shifted to first floor of the learning center
- No basement unless needed for mechanical or storage space
- Drop off information:
 - 120 students entering from main entrance
 - 250 students entering from buses

- 100 students entering from parents' parking

1:00 pm to 2:00 pm, Facilities Committee Debrief

- Sonia Miranda Palacios shared information [codes/regulations](#)
- May 30th Board meeting
- ACST wants to keep the community engaged, communicating updates of the design progress

Security

- Staff 15 people
- Copy center / warehouse same staff
- Possible Warehouse location?

Time passed in classrooms (observation time)

Art classroom:

- Movable monitor
- Teaching / Learning setup configuration 2/3 – 1/3
- Storage in different parts of the classroom, open shelves, closed cabinets, full height cabinets, special trays/ cart to help dry paints
- Teacher emphasized the importance of natural lighting
- Large sinks on both sides of the classroom
- A dedicated space or breakout room is needed as IB students often come into the classroom during other class times to work on their art projects.
- Max class size is 25 students.
- IB students from 4 to 10
- Outdoor space is strongly desirable (Teacher)
- Design tech and Art should be in proximity

Science Classrooms

- Today's class size – 6 students
- Teacher prefers office close to the classroom entrance
- IB students come in often to work on experiments / projects in occupied classrooms
- Largest class has 20 students currently, to consider 24 students for new design
- Currently the largest number of students per grade is 46 in 6th grade

Learning center

- Students are sent here by their teachers to study or to record projects (recording spaces/rooms to consider in the future design)
- Break time or after school activities, 15/20 students

- During classes around 8 students
- Librarian sees the future leaning center as a central hub where students can hang out to study and connect with their peers.

Miscellaneous Issues

- Need for a storage/warehouse for receivables, presently using the gym, not optimal
- Trash/Recycling, difficult access, consider location and a turn around
- ATMs are located throughout the Campus
- Consider elevator locations (A Block elevator does not work well)
- Consider additional toilets adjacent to the Theater
- Provide 2 diesel backup generators (discuss what portions of the facility are to run when on generator power)