Date: 05/16/2024
Time: 4:30 PM

ALAMEDA UNIFIED SCHOOL DISTRICT

Site/Design Committee – Meeting #4

Microsoft Teams Virtual Meeting

Attendees:

- Shariq Khan, AUSD: Assistant Superintendent, Business Services
- Robbie Lyng, AUSD: Senior Director of Construction
- Ruth Boyd, AUSD: Construction Project Manager
- Pedro Mora, AUSD: Construction Project Manager
- Bernadette Gard, AUSD: Construction Office Specialist
- Susan Davis, AUSD: Senior Manager, Community Affairs

- Brian Dodson, AUSD: Otis ES Principal
- Amanda Gean, AUSD: Otis ES Speech & Language Pathologist
- Esparanza Mendez, AUSD: Otis ES Teacher
- Kara McClymont, AUSD: Otis ES Teacher
- Kristen Galvez, AUSD: Otis ES Teacher
- Lisa Goodwin, AUSD: Otis ES Teacher
- Anna Leah Ah, AUSD: Otis ES Teacher
- Anna Holdstedt, Otis ES Teacher

- Katie Honegger, Otis ES Parent
- Elizabeth Tran Wong, Otis ES Parent
- Gregg Rubenstein, Otis ES Parent

- Joel Williams, QKA: Project Manager
- Avian Soupholphakdy, QKA: Project Architect

Distribution:
Email via District

Introductions

- Joel gave an overview of the schematic design (SD), design development (DD) and construction document (CD) phases and the expected process.
  - Schematic design is the phase that we are currently in and the target for submitting SD drawing set and cost estimate to the School Board for review and approval is late August. A SD cost estimate is done to determine that the project is on budget prior to proceeding forward to the next phase.
  - Design development phase consists of further development of the SD drawings that involves figuring out structural, mechanical, plumbing, fire protection, electrical and fire alarm systems by the engineers. 100% DD drawing set and specifications will be submitted to the District and School Board when completed for review and approval prior to proceeding to construction document phase.
  - Construction document phase consists of further development of the DD drawings to include construction details and essential information needed to construct buildings. CD drawings and specifications will be submitted to the Division of State Architect (DSA) for plan review and approval for building permit. Review and approval by DSA typically take between 6 to 9 months.
  - Anticipated start of construction in the summer of 2026 and construction completion in the summer of 2028.

Recap Programming

- Joel gave a general overview and recap of the program space sheet.
  - 16 new classrooms and 6 existing classrooms.
  - 4 unloaded learning spaces (MPR, Library, S.T.E.A.M. lab, and Music).
  - 16 admin & student service spaces (lobby, offices, work room, break room and conference).
  - Miscellaneous spaces such as restrooms, custodial, electrical, mechanical, elevator, and storage rooms.
- Amanda commented that there are supposedly four new sections of kindergarten that are being added next year at Otis ES and how will this be accommodated? Shariq replied that the maximum capacity of students is 595 at Otis ES and we don't want to exceed this, which may require that some sections (such as TK or SDC) may have to move out of Otis ES to another school in the district. This will involve a higher-level conversation and decision with the "Cabinet Committee" for direction.
- The CEC counselor offices can be within the SCD classrooms.
- Amanda commented that Education Specialist space should be 200 sf per Ed code. QKA to increase space from 150 sf to 200 sf.

AUSD Otis ES - Preliminary Program

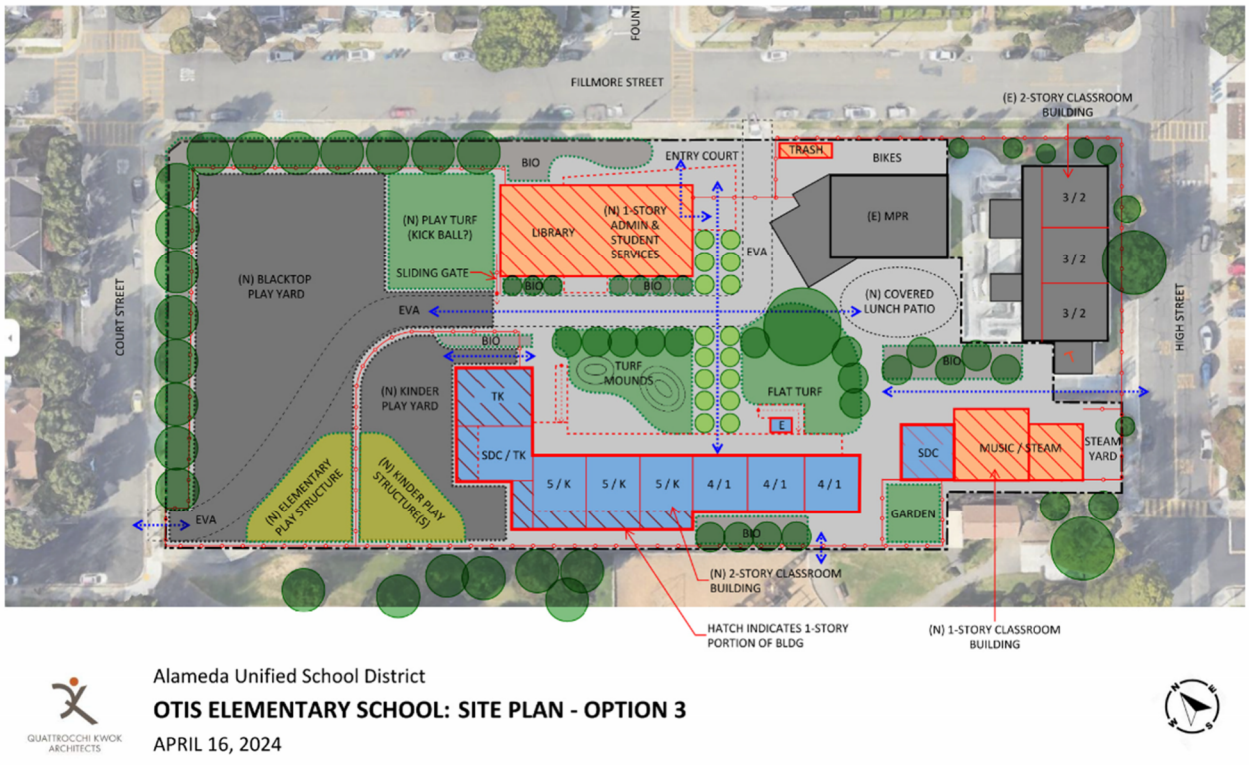
	Proposed	Loading	# Students	Unit Area	Subtotal Area	Notes
Main Classrooms				SF	SF	
Transitional Kindergarten	2	24	48	1350	2700	
Kindergarten	3	25	75	1350	4050	
1st Grade	3	25	75	960	2880	
2nd Grade	3	25	75	960	2880	
3rd Grade	3	25	75	960	2880	
4th Grade	2	32	64	960	1920	
5th Grade	2	32	64	960	1920	
4/5 Combo	1	32	32	960	960	
Flex Classroom	1	32	32	960	960	
Special Needs	2	12	24	1050	2100	
Subtotal	22		564		23250	
Existing classrooms	6			960	5760	Area of existing classrooms to remain
New Classrooms	16				17490	Area of new construction to be provided
Unloaded Learning Spaces				SF	SF	
MPR	1				0	existing to remain
Library	1			1920	1920	
STEAM Lab	1			1350	1350	
Music	1			1350	1350	
Art	0			1350	0	continue to push into classrooms
After School Care	0				0	share with another space
	4				4620	
Teaching Space Subtotal	26				22110	
Administration & Student Services				SF	SF	
Lobby	1			150	150	
Open Office	2			100	200	
Principal	1			175	175	
Nurse	1			200	200	
Work Room	1			480	480	
Break Room	1			480	480	
Conference	1			200	200	
Invtervention Lead	1			150	150	
Occupational Therapist	1			250	250	needs room for activity area (ball pit)
Psychologist	1			150	150	
CEC Counsellor	2			150	300	locate near SDC classrooms. Small groups of 2-5
Education Specialist	1			150	150	part of special education for general ed students. Small groups of 4-5
Speech Therapist	1			150	150	groups of 2-5
Math Interventionist	0			150	0	Not district funded
Reading Interventionist	0			150	0	Not district funded
PE Office	1			100	100	
	16				3135	
Admin offices	4				575	
Student Services offices	7				1150	
Other offices	1				100	
Existing offices	2			150	300	(2) existing in classroom bldg to remain
Admin & Student Services Subtotal	16				2835	
Project Subtotal	**#REF!**				**24945**	
Miscellaneous Space				%	SF	
Mechanical				1.5%	374	
Electrical				1.5%	374	
Elevator				1%	249	
Restrooms				6%	1497	
Storage				10%	2495	
Office Circulation				2%	499	
				22%	5488	
Grand Total					**30433**	

Refresher of Site Plan Option 3

- Joel gave a general recap of Site Plan Option 3 from the previous meeting that illustrates the location of new and existing buildings, academic quad, play areas, and outdoor shade structure for eating lunch outside.
- Katie asked why is SDC not close together and both not on the ground floor? Kindergarten, 1st and 2nd grade classrooms are located on the ground floor, so an SDC

classroom is provided on the ground floor for them. The other SDC classroom is on the 2nd floor where it serves the 3rd, 4th, and 5th grade classrooms. QKA will look at possibly putting both SDC classrooms in the new classroom building.

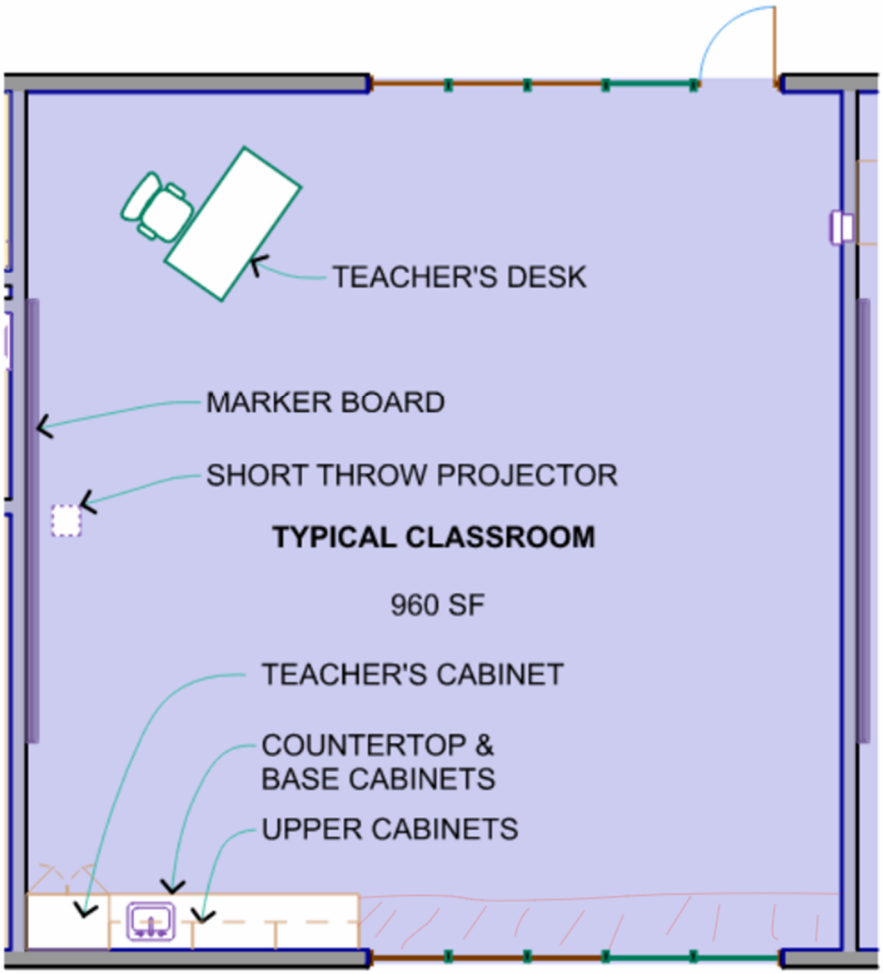
- Elizabeth commented that at Earhart school, the buildings are layout in a "tripod" and makes it feel like a community. Is it possible to have covered walkways between the buildings to make them connected? Joel replied that there is a 20 feet wide emergency vehicle access (EVA) pathway that runs through the campus that will not allow for covered walkway between some of the buildings. In addition, there are code requirements for fire separation of buildings that are too close in proximity of each other and restrictions of a building being too large as single building.



Review Schematic Design Plan

- New 2-story classroom building
  - Typical Classroom Layout
    - 1st through 5th grade classrooms is standard 960 sf per California Department of Education (CDE) requirement.
    - Lisa suggests making the shape of the room rectangular rather than square because it's a better use of space for flexible seating layouts.

- Esperanza commented that there appears to be not much storage and request that more be provided. QKA to look at extending the countertop across the room from wall to wall and add more base cabinets for storage as budget allows.
- Lisa requests power outlets be provided in the center of the room and more power outlets on the wall where the projector is located.



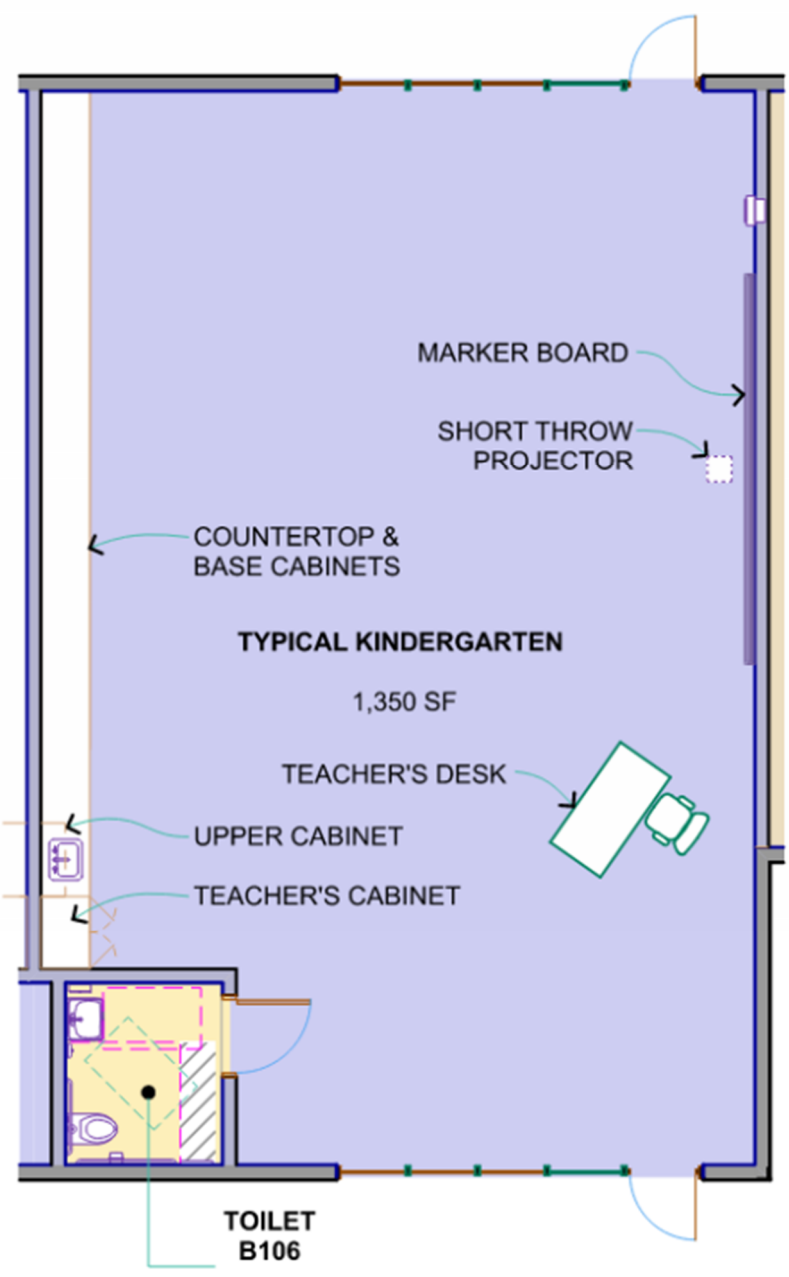
TYPICAL CLASSROOM ROOM

1/8" = 1'-0"

- Typical Kindergarten Classroom Layout
  - Classrooms are on the ground floor and each has its own dedicated toilet room.
  - Anna asked if it's possible to have two single occupant toilet rooms in lieu of one. Joel replied that CDE requirement is a minimum of one toilet room, and

this is what is being provided. Toilet room is expensive and providing two will not likely happen because of construction budget.

- The large size classroom has two exit doors as required by code.



TYPICAL KINDERGARTEN ROOM

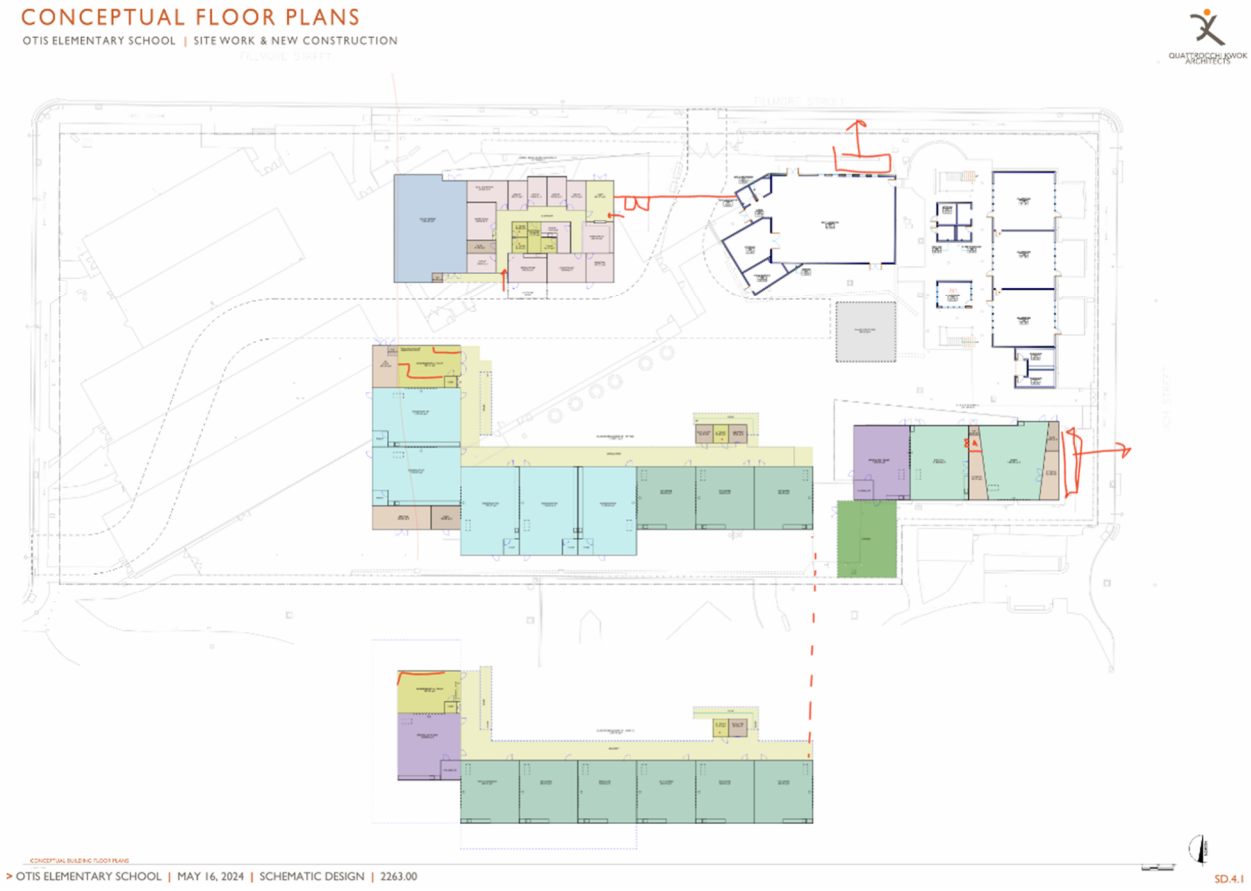
1/8" = 1'-0"

- A separate storage room is provided to store playground equipment, balls, tricycles, etc.
- SDC Classroom Layout
  - CEC counselor office is provided within the classroom.
  - Elizabeth commented that SDC tends to be louder spaces than the other classrooms and if the walls should be angled like the music classroom. Joel replied that the wall surface could be treated with acoustic dampen materials and the wall assembly can also be designed/constructed as an acoustic wall type.
  - Amanda commented that younger/smaller SDC classroom students must use toilets that are lower in height and request that a single occupant toilet room be provided in the SDC classroom for them. Joel replied that a toilet room is not provided because it's not part of the program requirement.
  - Brian mentioned that the counselor office in the classroom appears small and that there needs to be a space within the SDC classroom to provide flexibility so when a kid is in a crisis, the class can be separated from the kid. Joel suggests that a separate meeting session be scheduled with SDC teachers to discuss the classroom space needs and requirements in more detail. Brian concurs.
- A dedicated P.E. storage room is provided near the play yard.

- S.T.E.A.M. / Music Building Layout
  - Music classroom has angled walls to eliminate echoes. The storage room between the classrooms also helps buffer sounds.
  - Brian asked is there a reason why the music classroom and S.T.E.A.M. lab location was swapped? Joel replied that the music room is noisy, and it was moved away from the SDC classroom.
  - Katie commented that since there is not an art classroom, a dedicated storage space should be provided for art supplies. Suggested providing a storage room with an exterior door to avoid having to go through the S.T.E.A.M. lab to get the art supplies.
  - Shariq commented that purchasing premanufactured Tuff Sheds could be a possible solution if more storage space is needed. Tuff Sheds can be located anywhere on campus.
- Admin Layout
  - The campus will have perimeter fencing and the main entry gate is under the canopy at Admin building. The gate will be open in the morning for student drop-off and entry. It will be closed during school hours and reopened when school gets out for students to leave and get picked-up.
  - Visitors access to the campus will be through the lobby (secured vestibule). Controlled access will be by office receptionist/staff.

- Amanda commented that Otis currently has three different operation times/hours for TK, Kindergarten, and the other grades. Brian shared that next year, TK and Kindergarten will be on the same schedule so there will be only two separate operation times. Joel replied that operation is something that we will need to further discuss in a separate meeting and coordinate with the District.
- A separate staff entry is provided for teachers to access the work room and break room in the Admin building.
- During school hours, students enter the lobby to get permission to access the office area.
- Amanda commented that students don't come to the staff offices on their own. Staff typically go to the students in the classrooms and bring them to their office. Request was made to provide exterior doors for the offices so that the student may enter the office directly and not have to walk through quiet corridors.
- Brian suggested that the work room and break room be combined as a single large space. This will allow teachers and staff to run copies or tasks if they chose while they're taking a break.
- Lisa commented that the current staff restrooms are far away and there's always a line for use. Joel replied that two single occupant toilet rooms are provided in the Admin building and at the new classroom building.
- Anna suggests possibly providing direct access to the toilet room from the break room for convenience.
- Esperanza requests that wide corridors be provided so it doesn't feel like you're walking down a narrow tunnel and plantings/landscaping be provided around the building.
- Katie commented that PTA are very involved at Otis ES and that a storage space is needed for them. Requested that a storage room be provided for PTA in the Admin building.

- Media Center Layout
  - Joel commented that a separate meeting session is needed with stakeholders to determine Media Center needs.
  - Katie suggests providing a single occupant toilet room in the Media Center.



- Inclusive Restrooms
  - Joel shared a Mentimeter survey of words that come to mind when you think of public restrooms in schools.

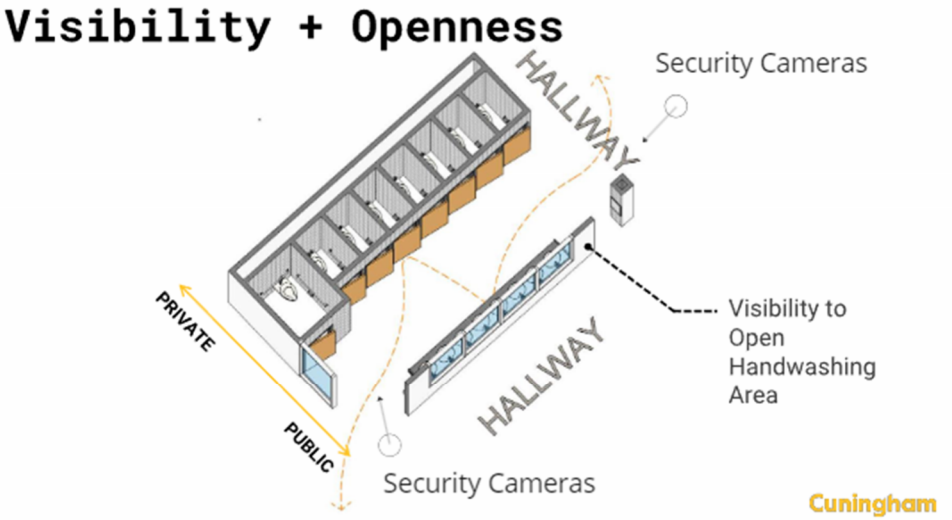


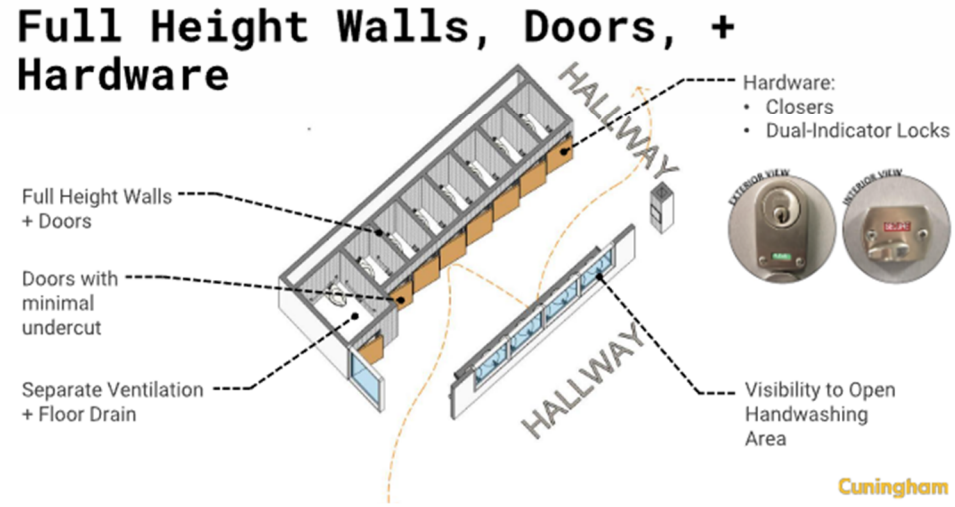
- Joel shared a survey by Saint Paul Public Schools on results of their experience with Pre-Inclusive Restoom and Post-Inclusive Restrooms.





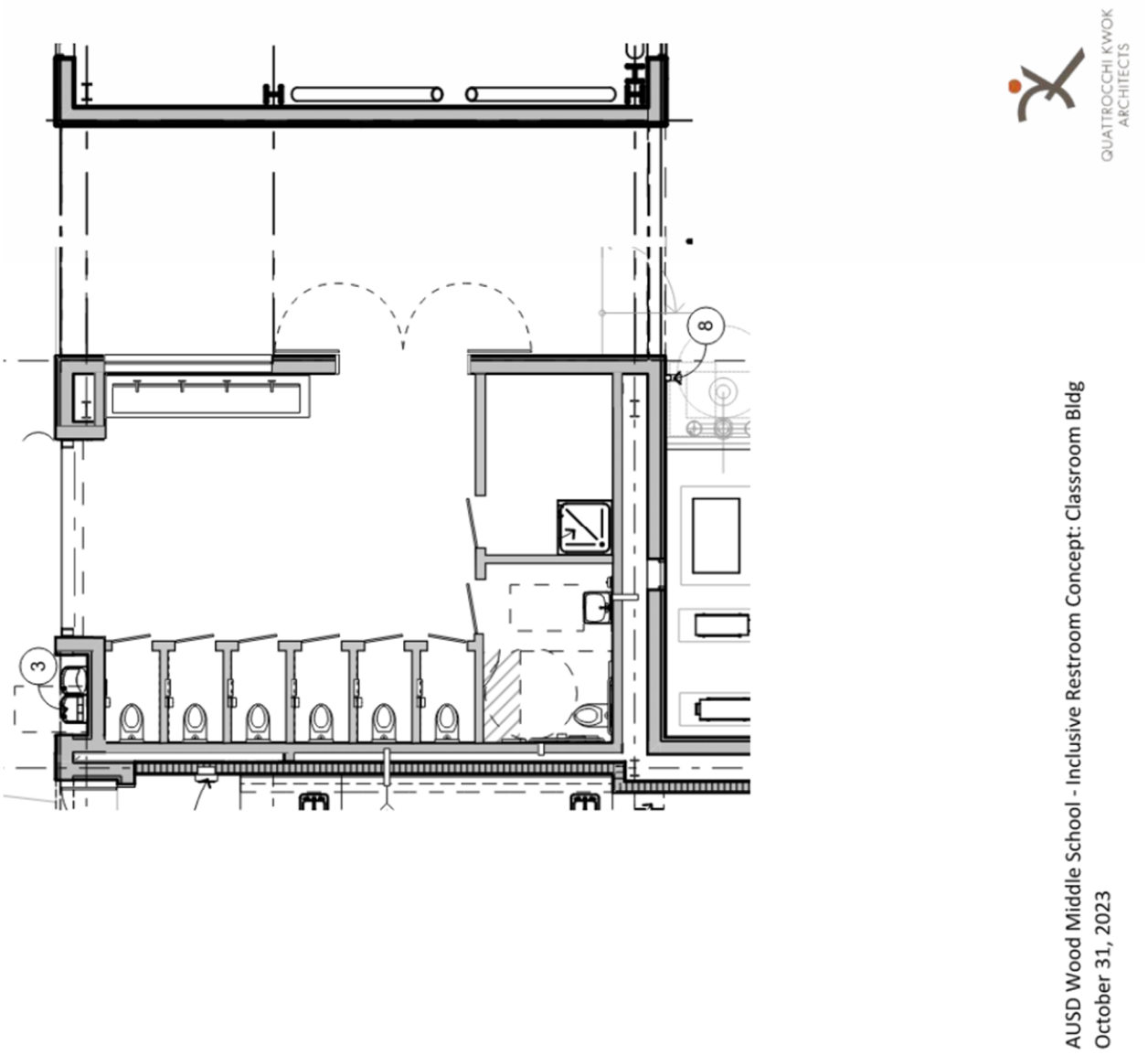
- Supervision of restrooms in school is a challenge in providing a balance between privacy and safety as well as comfort.
  - Locating handwashing sinks in the public area of the restroom space provides more visibility and better supervision.
  - Provide full height walls and doors for privacy in the water closet room.





- Alameda Unified School District standard is to provide both gendered specific restrooms and gender-neutral restrooms. Each type of restroom is provided at Otis ES. New gender-neutral restrooms are planned on the 1st and 2nd floors of the new classroom building. Gender specific restrooms are already provided at the existing 2-story classroom building.

- Katie asked if the gender-neutral restrooms have urinals and feminine hygiene product dispensers? Joel replied there are no urinals in gender-neutral restrooms. Feminine hygiene product dispensers can be provided in the larger accessible stalls with a sink.
- A floor plan of gender-neutral restrooms at Wood MS was shared with the committee. The restroom layout will be similar for Otis ES.



- Trash Enclosure
  - Location "A" of the trash enclosure is next to the existing MPR building and service pick-ups will be on Fillmore Street.

- A new curb cut will be needed for trash trucks to access the trash bins.
- The trash enclosure will have solid walls with gates for the trash bins and a roof to protect them from exposure to the weather.
- The existing bike parking area and racks will need to be relocated elsewhere on Fillmore Street or on High Street.
- Existing windows on the north wall of MPR building will be obstructed by trash enclosure.

- Location "B" of the trash enclosure is next to the new S.T.E.A.M. building and service pick-ups will be on High Street.
  - A curb cut with service driveway will be needed for trash trucks to access the trash bins. The curb cut will need to be discussed with the City of Alameda and an encroachment permit will be required.
  - A discussion of the trash enclosure location and approval of pick-up on High Street with the trash service company (Alameda County Industries) will be required.
  - A potential issue is that the custodian will need to bring the trash from the MPR building and across the academic quad to the trash enclosure by the S.T.E.A.M building.
- Katie commented that there are pros and cons of the trash enclosure at both proposed locations. There is an existing white curb for student drop-offs and pick-ups where the curb cut will be on High Street. The location of the trash enclosure by the MPR building will affect the bike parking area that is highly used by students. Whatever decision is made, the bike racks and parking area should not be diminished. Currently there are around 50 bike racks.
- Robbie suggests putting bike racks in more than one location to eliminate a single large bike parking area. A smaller bike parking area can be on Fillmore Street and the other can be on High Street.

Other Discussions

- The existing building will get painted to match the new buildings.
- Kristen commented that the interior doors between the classrooms in the existing 2-story classroom building are not lockable and is a safety concern because there is no way to prevent someone from going from one classroom to another. Joel replied that we don't see any issue with providing new locks to the existing interior doors.
- Brian requests a size comparison of the current blacktop play area and the new play area being provided.
- There are currently five lunchtime supervisors for the play area at Otis ES.

Next Steps

- QKA to continue work on Schematic Design and engage engineers.

- QKA will coordinate with AUSD construction team to schedule a follow up meeting with the site committee before leaving for summer to confirm we are on the right track with the conceptual plans and exterior massing.
- QKA to email meeting notes to AUSD construction team for distribution.

End of Notes