

Grammar School Design Committee Mtg 3

Mendocino Unified School District

15 March 2005
QKA Project #686.04

Agenda Items in Italics, Meeting notes in plain text

1. **Call to Order**

1.1. *Roll Call* *Based on sign up list*

Gloria Liner	MUSD Board of Trustee	gliner@mcn.org
Charlie Acker	MUSD Board of Trustee	cacker@mcn.org
Jim Shock	Superintendent	jims@mcn.org
Mark Morton	MGS Teacher Rep	mark@mcn.org
Deena Zarin	MGS Teacher Rep	dzarin@mcn.org
Tom Birdsell	Parent Rep	tbirdsell@adelphia.net
Eric Hillesland	Parent	inn@oceanfrontmagic.com
Janet Stein	Parent	jstein@mcn.org
Bronwyn Rhoades	Principal @ MGS & MMS	k-8principal@mcn.org
Kelly Grimes		Grimie@mcn.org
Barbara Mueller		catdog@mcn.org
Jack Rappaport	Community member	Jackrapp@mcn.org
Mark Quattrocchi	Quattrocchi Kwok Architects	markq@qka.com
Debra McGuire	Quattrocchi Kwok Architects	debram@qka.com

1.2. *Approval of Agenda*

Agenda revised to move the Futures Committee from 3.2.1 to top of Middle School / Grammar School Discussion, and to add Multi-Use Update as Item 3.4.

1.3. *Public Hearing - Parent/Community*

2. **Committee Business**

2.1. *Introduction of Committee Members*

2.2. *Review email delivery of minutes, common email header?*

E-mailed Meeting Minutes should be embedded not attached. QKA will request that the District do the same for Agendas that are issued through email. The official heading for emails for this committee will be "Grammar School Design Committee Minutes".

2.3. *Review and/or Approval of previous meeting minutes*

No meeting minutes were issued for 10 February. Mark and Debra did watch the video and incorporated pertinent items into the agenda for Meeting 3. In response to a question raised at that meeting, Mark Q confirmed that the state

would allow central section structural repair monies to go to new construction on the same site.

2.4. Review and confirm future meetings, need to reschedule April 7th meeting.

Tuesday March 22 at 3:45 p.m.

Tuesday April 12 at 3:45 p.m.

Tuesday May 3 at 3:45 p.m.

3. Middle School / Grammar School Discussion

3.1. Report on Futures Committee recommendations.

Jenny Otter presented the Futures Committee Report. The Futures Committee is comprised of teacher representatives of all grades and the two sites in question, focusing on program, curriculum and staff. (Site visits were directed by the GSD Committee, although some Futures members participated.) While declining enrollment instigated the discussion of campus configuration, the curricular / educational program benefits quickly became apparent to the Committee. This chance to revisit the approach of the District led to investigation of options and discussion of pros and cons. The recommendation is that the MUSD develop a K-8 identity at the current GS/MS site, and maintain the 9-12 identity at the high school. It is felt that this best serves the needs of the students.

She noted that while the school will be an integrated K-8 campus, the Middle School students still need some of their own spaces and activities. Every site visited broke off at grade 5 for separate facilities. Interaction between grade levels through tutoring, special projects, use of shared facilities and family groups seems to create a strong sense of ownership.

This does not rule out the reuse of the center wing of the existing building. It is felt that there is there is opportunity to create a campus / village/compound. Flexibility of spaces is imperative to respond to future fluctuations in grade level.

3.2. Discussion of site visits by Principal to K-8 campuses

Comments from the site visits include input from many members. Not all members visited all sites. Harmony and Forestville had K-8 programs. The comments below include insights on both facilities and curriculum.

Harmony: This is a very similar situation in that the District had declining enrollment and faced the loss of a facility. They held a number of community forums, did a phone survey, actually hired a project manager to officially

disburse information and rally support for the relocation. The school has developed a focus on environmental issues. Can Mendocino develop a theme?

The visitors strongly felt the lack of a Multi-Use building was a problem. Students ate outside under a shelter in all weather. Separate restrooms are a must. Facilities were not well laid out in conjunction with classrooms, although Kindergarteners didn't have to leave the buildings. The play structure for the youngest children was located directly outside the 7-8 classrooms. Organization and way-finding are important!

"Green" cottage classrooms with day lighting are very pleasant. MUSD could use this type of building to accommodate future growth at our campus.

Forestville: Visitors were struck by the sense of mutual respect that has been created. Cross age tutoring is a part of curriculum.

The school has an exterior amphitheater built on natural slope, also used for ball play. There was a nice integration of various types of outdoor play areas.

The classrooms were pleasant, with day light, storage, sinks, and two doors. A shared lunch room with overlapping schedules allows the staff to see themselves as a community. Science facilities were great, with the ability for small groups to break out for lots of hands-on activities. The library had cushy reading spots.

This school does bus older kids to the high school for math courses, which works well.

General Comments: Med-tech was small at both schools (Nurse's Office). At one school, Custodial shared space with the teacher restroom off the lunch room which was unpleasant and inadequate. Bus, parent drop off and Parking is a problem everywhere.

The groups tried to solicit candid comments. For the most part, there were no concrete complaints about the campus and age grouping particularly. However, it was noted at the K-6, 7-12 split that there needs to be more preparation for transition into the high school campus. There needs to be clear communication with parents.

3.3. Campus Consolidation - Continuing Discussion

It was realized that a comprehensive approach to the campus will require improvements at the Middle school, and modernization funding should be applied for concurrently with the Grammar School Project.

3.3.1.1. Input from Committee members from other parents

No comments made about this subject.

3.3.2. Discuss which facilities might be easily shared, such as Administration

K-5 will have one teacher for each classroom.

6,7,8 Generally speaking, these students will move between classes to allow more varied curriculum and aid in transition to high school

Shared Facilities:

Library	Perhaps separate areas for age appropriate use
“Heart”	As yet unknown. Quad? Building?
Admin	Principal, HealthTech, & other Admin functions
Staff Workroom / Lounge	
Ind Study/Homeschool	
Computer Lab	Perhaps one space for cost, Tech. Separate sections for age appropriate controls.
Art Cooking Projects / Garden	Perhaps a wet/dirty room combines art and cooking for lower grades – still need middle school science classroom.
Band / Choral	
Special Ed	With shower
RSP	
Speech Therapy	
Custodial	
Storage	General storage for Custodian and School
Quad	
Free Play – Fields & Courts	Some of these areas will be specific to certain grades (e.g. kindergarten playground).

Separate Facilities:

Gym	Current scheduling is tight with all classes in the afternoon
Current GS Multi	There was a great deal of discussion of this space as a shared space including a cafeteria for all grades. This will require further study with the Committee.
K-6 or K-5 Science	In Classrooms, with sink. Preferably HW
7-8 or 6-8 Science	Do not limit flexibility to use as a standard classroom
Restrooms	Located near appropriate CR's and Play areas
Staff Restrooms	Sufficient number appropriately distributed.
Playing Fields	Organized for Sport or Open play options
Free Play	
Storage	Teacher storage by age or subject
Teacher Parking	Close to classrooms preferred

Undecided:

Transit issues need to be analyzed during the site design discussion. Loading Kindergarteners and first-graders onto the bus requires a lot of direct supervision. There are currently multiple pickup and drop off times staggered slightly.

Grade Level Groupings:

The campus is conceived and must be designed as an integrated K-8 campus. However, there will be certain grouping of grades to reflect developmental differences. Tentatively the groupings of classrooms and their respective support spaces are:

- Grades K-2, or K-1 with or without preschool
- Grades 2-4 or 1-4
- Grades 5-8 (secondary breakdown of 5-6, 7-8 possible)

3.4. Publication / Community Communication venues

Now is the time to start Community Forums, as the decisions are being made. The Committee asked Mark Q for dates he might be available, preferably in early April.

3.5. Multi-Use Update

Due to the amount of dry rot damage and deterioration that has been uncovered, the project must go to competitive bid. The scope, schedule, and budget will be presented to the MUSD board on Thursday March 17, following a walk-through of the grammar school building to review the damage uncovered to date.

The current schedule shows a completion of date of November. This provides for an expedited review by DSA and competitive bidding, with a three month construction period. The structural work that will be done will be rolled into the modernization project. The only cost that is short term is the new roof. It is necessary to patch the roof to prevent any further degradation.

It was noted that this will not be well received by the parents, who had hoped to have the Multi-Use this August. As a time savings, the District could opt to overlap bidding with the DSA review period. However, DSA will have corrections and comments to the drawings that will then have to be incorporated into the drawings by Change Order. Change Order pricing is frequently non-competitive (as opposed to bid pricing) and a difficult concept for some to accept.