

MEETING MINUTES

November 6, 2009

Project: PUSD/Sierra Mesa
PBWS P/N: 09007.00

Attendees: Fred Wesley, PBWS
Wade Frazier, PBWS
Kirstyn Perry, PBWS
Steve Brinkman, Pasadena Unified School District
Frazer Thompson, Pasadena Unified School District
Gayle Bluemel, Sierra Madre School
Garrett Newsom, Sierra Madre School
Melanie Kobayashi, Special Day Class Teacher, Sierra Madre School
Daniel Martinez, Science Teacher, Sierra Madre School
Cathy Imhoff, Art Teacher, Sierra Madre School

Purpose: The purpose of this meeting was to discuss the needs of specialized classrooms (ie. art, science, etc.) and other special purpose rooms (ie. work rooms, teachers' lounge, etc.) with the user groups.

- 1.1 Special Day Classroom:
 - A. Adjacent Restroom:
 1. Melanie indicated that a changing table which can accommodate children up to 16 years in age is needed in the restroom
 2. Wade suggested that a clinical sink should be included in the restroom; Melanie agreed that it would be helpful
 3. Melanie emphasized the need for hot water in the restrooms.
 - B. Melanie requested some dedicated outdoor space adjacent to the classroom. PBWS will design a paved area to the north of the room.
 - C. Melanie requested some dedicated area for storage of walking devices outside of the classroom in a location removed from other students to prevent vandalism. It was agreed that the exterior paved area could serve this purpose.
 - D. Melanie indicated the need for some carpet area within the room for activities on the floor. Other areas should be resilient flooring for easy cleaning.
 - E. Melanie indicated the need for storage of backpacks and supplies for each student in the classroom.
 - F. Melanie requested a sink in the classroom for use during lessons on life skills (ie. cooking).
 - G. Melanie expressed a desire for a "Sensory Room" adjacent to the classroom. The room would serve as a "time out" space with sensory stimuli such as lights, water, music, etc. This is a desire but not a necessity.
 - H. Melanie expressed a desire for additional space within the room to accommodate multiple wheelchairs maneuvering within it. The room should stay in the same location. PBWS will redesign the room to include the space currently used as the storage and restroom as part of the classroom and relocate the other two rooms.

- 1.2 Science Laboratories:
 - A. Daniel indicated that each lab room should accommodate 32 students
 - B. Daniel indicated that each of the three labs would be assigned to a grade level
 - C. It was decided that the 8th grade lab should be assigned to room F219
 - 1. Daniel requested that this lab have gas valves at each station with a main shut off valve at the teacher's station
 - 2. Daniel requested that this lab have a fume hood
 - D. Daniel indicated that each work station in all labs should have a sink with hot & cold water, electrical receptacle and data receptacle.
 - E. PBWS will locate eyewash stations in each room, probably at a sink as opposed to the fixed shower type.
- 1.3 Art Rooms:
 - A. See written information provided by Patrice Yocum.
 - B. Cathy requested that a space be planned for a future electric kiln.
 - 1. The kiln would require a 3 phase power receptacle
 - 2. The space needs to be outside of the classroom
 - 3. PBWS will provide adequate area and power for the kiln off of the exterior paved area adjacent to the classrooms.
 - C. Cathy requested that the rooms be wrapped with as much counter as possible with a tackable surface above the counters.
- 1.4 Teachers' Lounge:
 - A. Wade suggested that there be resilient flooring adjacent to the kitchenette portion of the room and carpet in the rest. Gayle and Garrett agreed.
 - B. Garrett suggested that the lounge might serve well for community meetings, school site council meeting, etc. and requested that it accommodate projection. PBWS will incorporate projection capabilities into the design.
- 1.5 Teachers' Work Room:
 - A. Gayle and Garrett requested that a separate Parent Room be created with some of the space currently allocated to the Teachers' Work Room
 - B. Gayle indicated that there should be as much storage as possible in the Work Room.
 - C. PBWS will locate copiers in the work room.
- 1.6 Music Rooms:
 - A. Gayle indicated that the Vocal Classroom needs to accommodate up to 100 students at a single time.
 - B. Steve requested that a sink be provided in the Band Room.
 - C. Gayle indicated that music and instrument storage are required in both rooms.
 - D. Gayle requested that the rooms accommodate the movement of a piano. PBWS will provide double doors in both rooms to accomplish this.
 - E. Steve indicated that infrastructure for the use of headphones within the rooms will be required.
- 1.7 Miscellaneous:
 - A. Garrett requested areas for display of trophies and awards. PBWS will provide display cases in the Multipurpose Room Lobby, Library Mezzanine and in the gym.

- B. Gayle requested an exterior display case near the entry for posting announcements.
 - C. Steve requested an interim housing plan within 2 weeks for use in determining which portables he will store for use on this site.
 - D. Garrett indicated that only three basketball courts are required to accommodate one P.E. class. It was agreed that one court would be eliminated and the area redesigned to allow for larger courts.
- 1.8 Community Meeting 11/09/09:
- A. Steve indicated that the community meeting would just be an update on the design, so the presentation should be brief.
 - B. Steve requested that PBWS mention the LEED certification which will be achieved.
 - C. Steve indicated that the interim housing plan should be presented as it is a likely topic of discussion.

If anyone present at the meeting have changes or corrections to the minutes as presented above, please notify PBWS in writing, within seven days after receipt of these minutes. In the absence of such notice, these minutes will be considered a true and accurate record of the meeting.

Kirstyn Pery, LEED AP
Intern Architect, PBWS

cc: Those in attendance, TMAD Taylor & Gaines, Integrated Design Group, Epic Engineers

Art Room Ideas

In the best of all possible worlds this equipment would make the art experience for the students' cutting edge. The ideas are arranged by importance with the essentials at the top.

Big industrial sink and hot water

Lots of storage and drying space with adjustable shelving and flat files for paper storage

(perhaps wrap around counters with storage underneath)

Uncarpeted floor

Lots of display areas with walls that will tolerate push pins

Natural light

Electrical lines that would accommodate a kiln (not in the classroom but in the office area)

An area for computer graphics (would need to consider electrical needs)

Tables that are taller (like in the science labs) with indestructible tops

(the octagon arrangement with stools is really efficient)

Since Patrice can't join you
today here is some of our
thoughts
Thanks.

I have taught as a K-12 art specialist for the past 36 years. My entire career has been spent working from "rolling carts" and going room to room for the Bridgeport School District, in Bridgeport, Ohio. The student enrollment is about 900-plus students in grades pre-K through 12. I wish to emphasize we are by no means a wealthy area. Our region has suffered recent losses of steel and manufacturing jobs.

The state of Ohio regularly evaluates and determines which districts are in need of physical remodeling or the rebuilding of facilities. Bridgeport was inspected several years ago and it was determined to be more cost feasible to build one larger pre-K through 12 campus complex, as opposed to remodeling the existing four structures. With funding based on a particular area's taxing status, the state of Ohio offered a one-time deal of \$16 million if our district would finance the other \$3 million needed for construction. Our taxpayers graciously said yes!

Immediately, the wheels began to turn and plans were quickly drafted. I was approached by our administration for my input as to my wishes for facilities

in my new art room. I was facing the opportunity of a lifetime! I researched books and classroom Web sites for suggestions and ideas. I prepared a list of my wishes for the "perfect art room" (see sidebar). Never depend on an architect or school administrator to know these details! If you are an art teacher/specialist, you might be faced with this "chance of a lifetime" dream as I was—don't blow it! Do your homework!

We moved in this past year. As you can see in the photos, the results far exceeded my expectations. Most of my plans were even used in the high-school art room. I was fortunate enough to get all I asked for and even more!

It has been a hectic half year getting settled in, but I enjoy going to school every day in a modern, clean, highly technologically advanced, state-of-the-art facility with my own art room! It is my wish for every art teacher to share my experiences at some point in their career. ■

Darry Wukeson is a K-7 art specialist in the Bridgeport (Ohio) School District.

THE PERFECT ART CLASSROOM

Sinks: Several sinks for quicker cleanup and less discipline problems.

Floor: No carpet! Washable floor tile is most suitable.

Work Tables: Preferable for class use as opposed to desks. Tables make it easier to distribute materials and clean up at the end of the lesson.

Display Space: Neutral or white tack boards for the classroom, plus additional boards or strips in the hallway for exhibiting work. A locking glass case is great for displaying 3-D artwork.

Drying Racks: For artwork from the many students who are using the same space each day.

Spotlighted Area: For still life and shadow drawing.

Windows: For observation.

Cabinetry: Adequate wall cabinetry and countertop areas for storage and workspace.

Storage Room: A separate, locked room for supplies, paints, papers, etc.

Kiln Room: A separate locked room with a proper ventilation system to extract exhaust fumes from firing. Storage racks and cabinets are necessary for drying clayware and storing firing supplies.

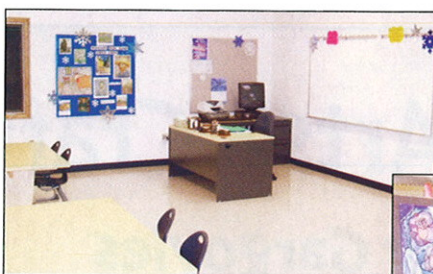
Rolling Cart: For daily supplies that can be rolled around the room for easy student access.

Smartboard: Preferably with DVD/VHS player and surround sound built into the ceiling. (I also got an unexpected bonus—a wireless microphone system that transmits through my ceiling sound system.)

PLANNING A NEW ART ROOM

AN ART TEACHER'S DREAM!

by Darry Wukeson



Teacher's desk, computer work station and tack- and whiteboards.



Hall window display.



Three sinks, drying racks, outside windows and ceiling flood lights.



Kiln room and supply storeroom.