

FEASIBILITY STUDY VOLUME 2: MEETING MINUTES

KING OPEN AND CAMBRIDGE STREET UPPER SCHOOLS
& COMMUNITY COMPLEX

FEBRUARY 15, 2016



CITY OF CAMBRIDGE, MA

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MEETING NOTES

MEETING#: Community Meeting #1

DATE: 2014-01-08
DATE ISSUED: 2015-02-6

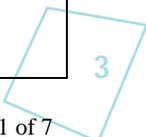
Project: King Open/ Cambridge Upper
By: Jeffrey Olinger
Project #: 21411

ATTENDEES from City, School Administration, and Design Team (members of the public – see attached sign in sheet)

- | | | |
|------------------|-----------------|----------------|
| Rich Rossi | Michael Black | Cliff Gayley |
| Lisa Peterson | Dick Burdette | Kevin Bergeron |
| Fred Fantini | Marjorie Decker | Sam Lasky |
| Kathleen Kelly | Jen Mason | Sindu Meier |
| Tim Toomey | Dana Ham | Jeff Olinger |
| Jeff Young | Ellen Semonoff | Larry Spang |
| James Maloney | Paul Ryder | Matt Rice |
| Darrell Williams | Adam Corbeil | Kate Bubriski |
| Manuel Fernandez | Chris Neil | |
| Susan Flannery | Bill Rawn | |

Distribution: Attendees, WRA team

New Business	Action
<p>1.0 NEW BUILDING</p> <p>1.1 Where will Valente Library go in the interim?</p> <p>1.2 There are (2) schools on the site, but they share a number of programs.</p> <p>1.2.1 What will the nature of the new library connection be?</p> <p>1.2.2 Each school currently has a separate library, should they be combined?</p> <p>1.2.3 The new building should group shared elements as much possible, and look for potential overlaps (i.e. city sprouts)</p> <p>1.2.4 Areas of physical activity should be separated by age</p> <p>1.3 How will the new building make the Auditorium, Pool, and Library feel like a real place? A public unit.</p> <p>1.3.1 The community would like for these facilities to feel like they are accessible to the public.</p> <p>1.3.2 The new building should be a hub of civic activity.</p> <p>1.4 Architects should hold design sessions with the kids & students.</p> <p>1.4.1 The students have wonderful insights into the environment they use.</p>	



<p>1.4.2 The designers should try to embed themselves in a school day to really get a sense for how the students use the building.</p> <p>1.5 Community would like to keep/integrate artwork, memorabilia, and plaques of existing school.</p> <p>1.5.1 Artwork should be recreated in other forms if need be.</p> <p>1.5.2 Care should be taken to infuse the school's artwork with the new building.</p> <p>1.5.3 The designers should look for spots in the school for regularly updated artwork, as well as art work that changes annually.</p> <p>1.6 Will the addition of the Administrative program add length to the construction schedule?</p> <p>1.6.1 Would cutting the Admin program get the students into the building earlier?</p> <p>1.6.2 What is the percentage of program that the administrative program will take up?</p> <p>1.6.3 City of Cambridge: Based on preliminary estimates, the new administrative facilities will take up approximately 8% of the new building program.</p> <p>1.7 Will the addition of Administrative staff to the site upset the ratio of adults to children?</p> <p>1.7.1 The community is concerned that the school will feel like it is less for children, more for adults if the administrative space is too present.</p> <p>1.7.2 Concern that small children will feel overwhelmed by the presence of too many adults.</p> <p>1.8 What is the square footage of the existing building?</p> <p>1.8.1 Michael Black: there are currently approximately 114,000 sf of school and library on site now.</p> <p>1.9 What is the square footage of the Thorndike Administrative Building?</p> <p>1.9.1 Will the new administrative spaces be larger or smaller than Thorndike?</p> <p>1.10 The new building should take care to retain the spirit of King Open: Openness, is a core value for the school (both physical and cultural)</p> <p>1.10.1 There is a concern that recent security concerns will limit the sense of openness.</p>	
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1.10.2 The new building should maintain & expand the sense of openness.

1.10.3 The building should feel like a welcoming environment for the community.

1.11 The community is concerned that the addition of the administrative program will make the project too dense, and overpower the other programs on site.

1.12 The community believes that it is the teachers that make the school.

1.12.1 Designers can learn a lot from the teachers

1.13 The new building should be light filled.

1.13.1 There should be a strong day lighting experience throughout the project

1.14 The density of the neighborhood compels the project to accommodate as much open space as possible.

1.14.1 Courtyards and gardens will help with open space

1.15 A year round pool would be welcomed.

1.15.1 The current pool season is only 2 months long and feels too short

1.15.2 Idea of an open air pool in the summer and closed the rest of the year.

1.16 Openness @ School:

1.16.1 Social Justice

1.16.2 Flexibility

1.16.3 Learn from the teachers

1.16.4 Legacy of openness in school is a reason that many parents send their kids to the schools.

1.17 Openness in Learning Spaces:

1.17.1 How will the new building create open, secure learning spaces?

1.17.2 How will doors & entrances work?

1.17.3 How will the new design balance openness & security?

1.17.4 The new design should take to minimize cross traffic between big kids and little kids.

1.18 Openness in new Building Architecture:

1.18.1 Community would like to see what is happening on the inside of the building.

1.18.2 Student projects should be on display.

1.18.3 The design team should learn about the school's creative programs.

1.18.4 The new building should integrate the making of art in the new design, and showcase the activity as much as possible.

1.19 There is a very rich extended day program.

1.19.1 The program needs a discreet space given all of the programs

1.20 The new building should echo the idea of welcoming as you enter.

1.20.1 People arrive from many different experiences.

1.20.2 Natural light helps to feel welcome.

1.20.3 There should be a comfortable space for parents.

1.21 What can we learn from new Putnam Ave. school?

1.21.1 New maker spaces?

1.21.2 Design labs?

1.21.3 What is the hot new stuff?

1.22 Shared Spaces have a lot of meaning to the students/community.

1.22.1 Should there be separate gyms for the students?

1.22.2 What can be available in the summer to the community?

1.22.3 The upper school kids are currently going to Frisoli center

1.22.4 Bad weather makes this trip challenging & messy for the school.

1.23 The new building should have breakout spaces for restorative practice

1.24 The new building should have a dedicated space for volunteer parents.

1.25 CSUS should have a more distinguished name relating to social justice.

1.25.1 Nelson Mandela Upper School?

1.26 The new building should have a welcoming space for families.

1.27 The new building should be able to host a community meeting with food.

1.28 The new building should have a venue that encourages community interaction.

1.29 In the new building can the cafeteria be divided by age?

2.0 NEIGHBORHOOD

2.1 More frequent bus runs might help to reduce onsite parking.

2.1.1 The appearance of more surface parking on the site is undesirable.

2.1.2 The community would like to increase access to public transportation in general, and specifically to accommodate potential added site traffic from the administration program

2.2 New Police Station location has increased the frequency of speeding Police Cars along Cambridge Street.

2.2.1 Added care should be taken to minimize the overlap of small children

with Cambridge Street.

2.2.2 Emergency vehicles may create potential sound control issue inside of classrooms.

2.3 Wide sidewalks help to minimize pedestrian & vehicular conflicts.

2.3.1 The narrow sidewalks along Willow Street create pedestrian congestion & poor parking conditions for vehicles.

2.3.2 Berkshire Street has a generous sidewalk that feels as though it is able to accommodate the pedestrian flows.

2.3.3 Wide Cambridge Street sidewalks help to separate traffic from pedestrians, but doesn't feel great to walk down.

2.4 Abundant shade trees are desirable to help integrate the site with pedestrian traffic.

2.4.1 The community really likes the Valente reading garden.

2.4.2 They would like to have more moments on the site where they can sit under trees.

2.5 Existing trees help to anchor the site within the community.

2.5.1 Big tree on Cambridge Street is iconic for the school.

2.5.2 The community would like to preserve as many of the great trees on the site as possible.

3.0 SITE

3.1 Retain and expand (if possible) the amount of open space on the site.

3.1.1 Would prefer to have a taller building rather than a reduction in open space.

3.1.2 Would prefer to have greater connections through the site via open space.

3.2 Don't build to the sidewalk

3.2.1 Allow for a setback from the sidewalk to provide a transition into the building.

3.3 Question of height, how tall is this building going to be.

3.3.1 Young children may not be able to handle a lot of stairs.

3.3.2 Big kids might be able to handle more building levels.

3.4 Parking and vehicular access a major community concern.

3.4.1 Underground parking may be a good solution for handling parking volume.

<p>3.4.2 Morning drop off a major parent concern.</p> <p>3.5 Rodent control during construction is a major community concern.</p> <p>3.5.1 The neighborhood is dense, and is readily impacted by construction activity.</p> <p>3.5.2 Recent construction activity has disturbed the local rodent population.</p> <p>3.5.3 The community would like to have a proactive rodent management plan during construction of new project.</p> <p>3.6 Donnelly field will not be a part of this project.</p> <p>3.6.1 The softball fields are beyond the scope of the project.</p> <p>3.6.2 Community members identified a swath of park east of the Frisoli Center that might be a good candidate for public gardens / amenities.</p> <p>3.7 Community would like to see a much stronger connection between Donnelly Field & New Project</p> <p>3.7.1 The new project might have a major moment of transparency from Cambridge Street through to Donnelly.</p> <p>3.7.2 The site edge with Donnelly is very active</p> <p>3.8 Children arrive from all directions to the school.</p> <p>3.8.1 Multiple approaches should be considered</p> <p>3.8.2 The community would like to see different entrance for each school, with a strong sense of differentiation between the two.</p> <p>3.9 Will the added parking on the site affect the building height?</p> <p>3.9.1 There is a community concern that the accommodation of new administration parking will displace the building mass and make the overall project taller.</p> <p>3.9.2 The community is concerned any added height will block sunlight for the abutters.</p> <p>3.10 Community would like the new project to enliven all four sides of the site.</p> <p>3.10.1 All sides of the site should feel safe.</p> <p>3.10.2 The existing building is too severe.</p> <p>3.11 Bike safety is a major concern</p> <p>3.11.1 How will the new project integrate bike storage?</p> <p>3.11.2 The community would like to see an expansion of bike parking if</p>	
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possible.

4.0 General

4.1 School Schedule: Why will students be moved off-site prior to construction?

4.1.1 Michael Black: Demo & abatement will occur prior to construction.

4.1.2 The City hopes to be demolishing (1) year from now.

4.2 Is (4) years too long of a project schedule?

4.2.1 The length of project duration will be disruptive to the existing sense of community.

4.2.2 Is it possible to reduce the schedule by (1) year.

4.3 The City of Cambridge should provide a website to allow for the exchange of idea.

4.4 Can Arrowstreet present what the future of schools could be?

4.5 What will education look like in the near future?

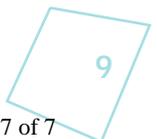
4.6 The Parents would like to have a tour of the new Putnam Ave. School.

4.7 Can Gold Star Pool be kept active longer?

4.8 The City of Cambridge should keep the community abreast of the projects progress via published meeting minutes.

4.9 Bus routing and drop off a major community concern.

The above is our understanding of the content of this meeting. If you take exception to any of the above, promptly notify WRA in writing.



Meeting Notes

Date 26 March 2014

Project / No. King Open / Cambridge Street Upper Schools & Community Complex / 14054

Present

Mayor David Maher	City of Cambridge [COC]
State Rep. Tim Toomey	Cambridge City Council
Rich Rossi	City of Cambridge
Lisa Peterson	City of Cambridge
Michael Black	City of Cambridge
Karen Preval	City of Cambridge
Superintendent Jeff Young	Cambridge Public Schools [CPS]
Fred Fantini	Cambridge Public School Board
Jim Maloney	Cambridge Public Schools
Claire Spinner	Cambridge Public Schools
Darrell Williams	King Open School [KO]
Manuel Fernandez	Cambridge Street Upper School [CSUS]
Susan Flannery	Cambridge Public Library [CPL]
Chris Neil	City of Cambridge
Cliff Gayley	William Rawn Associates [WRA]
Kevin Bergeron	William Rawn Associates
Sam Lasky	William Rawn Associates
Jeff Olinger	William Rawn Associates
Larry Spang	Arrowstreet [AST]
Matt Rice	Arrowstreet
Kate Bubriski	Arrowstreet

Reported By Jeffrey Olinger

Subject Community Meeting #2

Location King Open Auditorium, Cambridge MA

On Thursday, March 03, 2015 at 6:30 pm, the above met at the King Open School Auditorium to discuss the future design of the King Open School / Cambridge Street Upper Schools & Community Complex. The discussion focused on community group listening sessions, wherein WRA & AST facilitated four small group discussions regarding the community concerns for the project.

Lisa Peterson Introduction

- Deputy City Manager Lisa Peterson provided the following introduction
 - In response to concerns at Community Meeting #1, the City has reviewed the duration of the project schedule, and based upon careful analysis and lessons learned from the MLK School, the City has determined that the schedule duration is appropriately scaled provided the following project constraints.
 - The program for the King Open School / Cambridge Street Upper School & Community Complex will be 25% larger than the MLK School.
 - At the MLK School there was a 4 month delay due to hazardous material remediation. It is known that on the existing King Open site contains underground tanks that may require remediation.
 - Accelerating the schedule would lead to a detriment to quality, and would increase the impact of construction activities on the neighborhood.

Cliff Gayley Introduction

- The Design Team provided updates on the following topics:
 - **Introduction**
 - The Design team presented the general Project Schedule, and identified the main phases of the project.
 - The Design team re-presented the Goals of the Feasibility Study from Community Meeting #1.
 - The Design team presented the Feasibility Study Schedule, including the number of Community Meetings that are to be held during the Feasibility Study.
 - The Design team also presented the contact information for the community to provided questions and comments to the City.

Matt Rice Introduction

- **Summary of Community Meeting #1:**
 - Summary of what we heard at the first listening session:
 - The new design should be open and inviting.
 - The new schools should reflect the unique identity of each institution.
 - Increasing and maximizing open space is a primary consideration for both the school community and the neighborhood.
 - The new project should serve as a civic amenity.
 - The school community and the neighborhood is sensitive to the schedule of construction, and would like for the city to mitigate its negative impact as much as possible.
- **Project Schedule:**
 - Summary of additional comments regarding project schedule
 - The Design team presented a graphic diagram of construction & design schedules for the project.
 - Community Questions under consideration by the Project Team:
 - Does the inclusion of CPS Administration affect project duration? It was noted that it was a small percentage of the program and did not have an impact on the schedule duration
 - How long will the pool and library remain open this year? It was stated that the pool and library would remain open until fall.
 - Will there be a temporary pool and library open during construction? It was stated that there would not be a temporary pool; library services would be diverted to other nearby libraries. Hours at other branches, particularly the nearby O'Connell branch may be adjusted to accommodate Valente users.

Kate Bubriski Introduction

- **Programming Phase Update:**
 - Summary of key points from user meetings (teachers, staff):
 - The Design team presented a programming phase update and listed the 30+ Meetings with Teachers, Staff & Others.
 - The Design team presented the major user group themes as they relate to each component of the project.
 - Themes from User Group meetings with Teachers & Administrators matched in many cases the comments that the Design team heard in Community Meeting #1

Small Group Listening Sessions:

- o The audience of approximately 80 people was divided into 4 smaller groups. Each group consisted of approximately 10 – 15 community members, and a facilitator from the design team.
- o The Design team had note takers at each group, and the community members designated one group member to record the group's comments & to provide a summary at the end of the session to the larger group at the end of the meeting.

Listening Group #1

- 1) School Design Comments
 - a. Natural light important to users.
 - b. Proper ventilation is important to users, currently the 2nd floor is overheating.
 - c. Afterschool programs are important to both the users and the community.
 - a. Will the new facility be able to act as a youth center?
 - b. Will School Admin be in Project?
 - c. Flexibility in layout for the school will be important to the long-term success of the design.
 - d. Smart design should enable the building to be both functional and beautiful.
 - e. Balance between openness & safety should be maintained.
 - f. Social justice & openness are important values for the school community and the School's identity.
 - g. There is a concern by the school community that siblings will be separated during construction.
- 2) Library Design Comments
 - a. W. Cambridge Youth Center is a good precedent.
 - b. Current Library is small and dark.
 - c. Flexibility – one open room is preferred.
 - d. The Library will be used more if it is more inviting.
 - e. Parents regularly stop by the Library when going to and from the School.
 - f. The Library is an important component of the ESL program.
- 3) Pool Design Comments
 - a. The community would appreciate it if the pool is outdoors.
- 4) Community Access Comments
 - a. E. Cambridge will actively use the building.
 - b. How will local culture be preserved in the new design?
 - c. What is the plan for community access for Arts spaces
 - i. Will the Art room be accessible by the community?
 - ii. Will the Music room accessible by the community?
 - iii. Will the Dance studio be accessible by the community?
 - d. Community suggestions for providing access to the community amenities:
 - i. Should include spaces that are lockable from the interior of school but visually accessible from exterior.
 - ii. Should be accessible from the Cafeteria.
 - e. Auditorium Access:
 - i. Currently, the community theater feels restricted in its use of the auditorium.
 1. Stage rigging is not enough to support larger theater productions.
 2. Access to space is spotty.
 3. Cambridge Rindge Latin School has good access.
 - ii. What is the public plan for auditorium?
 1. Will there be public access?
 2. Will there be external access?
 3. Will the community theater still have a place?
 - f.
 - i. Should have a backstage area that can be used during productions.
 - ii. The music room used to serve as the "backstage" for the community theater groups.

- iii.
- 5) Open space Comments
 - a. Greenspace is important, in particular one neighbor mentioned the importance of the existing King Open courtyard & the City Sprouts program.
 - b. City Sprouts is an important Program and should be accommodated in the new design.
 - c. Will the trees remain in the front?
 - d. Outside play area is heavily utilized in the summer
 - i. Will there be shaded area?
 - ii. Will the new design be more inviting and less of a cement “parking lot”?
 - e. Green space / Garden is important
 - f. What will be the Impact of the final project on the community
 - i. Height
 - ii. Footprint
 - iii. Parking
- 6) Neighborhood Comments
 - a. Noise & parking are a concern
 - b. Concerned about impact of construction on streets and access.
 - c. Concerned about the impact of the building skyline and any shadows that may be cast.
 - d. Concerns over Housing Property values during construction.
 - e. Neighborhood Council would like to be involved in discussions.
 - f. Construction Activities Concerns:
 - i. Noise concerns
 - ii. Parking
 - iii. Community impact
 - iv. Rodents

Listening Group #2

- 1) School Comments
 - a. Parents are concerned that the school will be closed, which will be disruptive to the educational experience.
 - b. Adequate gymnasium space is important for student activities.
 - c. The project should push new technologies, such as smart boards.
 - d. The new design should compete in design quality with other great schools around the world.
 - e. A maker space would be a nice feature in the new design.
 - f. The new design should make the creative activities within the school more public, perhaps they could move from the second floor to the ground level.
 - g. The community wants the newest and freshest creative ideas to be used in the design.
 - h. No desks for student may be an interesting idea.
 - i. Creative configurations for classrooms are important.
 - j. Gymnastics space can help to increase the variety of PE activities.
 - k. What should parents know about the construction schedule?
 - l. Can the City wait to do construction another year?
 - m. How is information from parents being gathered? Is it at school council meetings?
 - n. The construction schedule should be online for the community.
 - o. The schedule should be a detailed schedule not just the general one currently provided. Will we see activity on a 3 week basis once construction starts?
 - p. Acoustic design in auditorium is an important consideration.
 - q. The School should have 21st century technology that is robust.
 - r. Will the students need to move this year?
 - s. The new design should be more child & family friendly.
- 2) Library Comments
 - a. The Library is nice, but has bad hours.
 - b. The Library Hours should be modified.
 - i. The Library is currently closed on Thursday, can it be opened?

- ii. The Community likes to use the library for video rental.
 - iii. A larger Children's area would be welcomed in the new design.
 - iv. The Library is currently not open weekend & nights, is it possible to have it open?
 - c. The new design should focus on places that don't necessarily need staff to operate them.
 - i. More Community spaces are a good idea.
 - ii. A sing-along and small group gathering space is a good idea.
- 3) Pool Comments
- a. The community would like to keep pool open during construction.
 - b. There are many neighborhood kids that learn to swim at the Gold Star Pool.
 - c. The community would like for the pool to be open for longer hours during the summer or enclosed in the winter.
 - d. People would like to keep the pool open to the sky in the summer (outdoors).
 - e. If the pool is enclosed:
 - i. What will the hours be?
 - ii. What will the season be?
- 4) Community Access Comments
- a. The new facilities should have better hours for community use.
 - b. The Design Team should keep the kids engaged throughout the design process.
 - c. The Design Team should also include uses for seniors in their plan.
 - d. In the new design, will the Auditorium have a community use?
 - e. After hours use of auditorium or multipurpose areas is a group concern.
- 5) Open Space Comments
- a. Amenities:
 - i. The new design should keep the same number of plantings/landscaping.
 - ii. Members of the community question the need for three fields and wonder if Donnelly can be re-programmed for more uses.
 - iii. The community would like the new design to have a space that is specifically for the neighborhood.
 - iv. Fields are currently not the most child or family friendly, how can they be improved?
 - v. Some in the community would like to have a soccer field.
 - vi. New play areas with swings would be welcomed.
 - vii. The community would love to keep the bocce court.
 - b. Site Considerations:
 - i. The community wants to see the building grow up not out.
 - ii. Open space and connectivity are major site concerns for the community.
 - iii. Softballs often come over by the school and hit kids, how will the new design better separate activities?
 - iv. Recesses is currently held outside of a building where there are not clear lines of sight.
 - v. In general, blind areas are a concern for parents & educators.
 - 1. New spaces need to have clear lines of sight
 - 2. Currently, a person can't see by the swings from the main building
 - vi. The community would like for the new project to have more transparency from the street.
 - c. Open Space during construction:
 - i. How will the connection between the school and the fields be treated (during construction)?
 - ii. Community needs a life outside of their apartments, and relies on public open space.
 - d. Certain residents are taking over the fields and limiting access to the greater community.
 - i. The field is heavily used by softball leagues.
 - ii. Little league baseball and kickball currently use Donnelly.

- iii. Other users feel crowded out.
 - e. Existing Field Improvements
 - i. What is the process/committee looking at the Third Street fields? Will this project be related to a larger initiative?
 - ii. Donnelly field is poorly maintained, what can be done to improve it?
 - iii. Donnelly Field needs to be looked at holistically as “one” for facility that functions for all of its multiple uses.
- 6) Neighborhood Comments
 - a. There is a general concern about increased rodent activity during construction due to site disturbances.
 - b. There is a general concern that old civil structures are failing to adequately accommodate new construction. (drainage/streets/sidewalks)
 - c. New zoning for taller buildings might increase local traffic congestion because of the higher building density.
 - d. Traffic is really heavy along Cambridge street (“in” on South Street, “out” on Water Street)
 - i. The street currently backs up during drop-off/pick-up times
 - e. There is a general concern that the security of the neighborhood will be a challenge over the next 4 years with so much construction activity.
 - f. Parking is an issue that will become a bigger problem during construction.
 - g. What will the tradeoffs to the community be with the net zero design?
 - i. It shouldn’t be at the expense of community amenities & programming.
 - h. The community is worried about construction activities limiting access to play areas during construction.
 - a. The community would like to keep the school as a polling location so that it can serve as an educational opportunity for students
 - b. Construction waste management is a concern for the community.
 - c. Neighborhood infrastructure may be negatively impacted by construction, how will this be mitigated?
 - d. Community would like to know about the High Level Milestones for the Project.

Listening Group #3

1) School Comments

- a. Cambridge Upper & King Open
 - i. School Arrival / Drop-off:
 1. Each school should have unique identities upon arrival.
 2. Separate LS / US entrances are preferred.
 3. Vestibule entry point needs its own signage for easy way finding.
 4. The entry lobby should be comfortable and able to accommodate large groups for drop-off & pick-up.
 5. Car/Bus drive in/out areas & parking are a concern, and should be skillfully handled in the new design.
 6. Earlier: a lot of entrances, access point fostered talks between parents
 7. Flexible space for small group instruction is important.
 - ii. School Flexibility Over Time:
 1. Long term flexibility for the District is a concern.
 2. What types of long term changes should the community expect? (Is it going to be k-12?)
 - a. Flexibility should be maintained, but the design should still create a unique sense of identity for each school.
 3. Demographics are also changing in the neighborhood.
 - a. The District needs to plan for change and the unknown.
 - iii. Shared Amenities:
 1. Communal spaces for LS / US spaces are a concern.

2. Family liaison space should be a part of a welcoming school.
 3. Parents regularly visit the Family Liaison space.
 - a. Open program needs to use the Family Liaison space.
 - b. The family Liaison space needs more storage
 - c. Family related activities could be coordinated with the Family Liaison space.
 4. Additional space is needed for:
 - a. Clothing drives
 - b. Food drives
 - c. FR activities
 - d. Backpacks
 5. Spaces of public interest are:
 - a. Auditoriums
 - b. Art spaces
 - c. Music rooms
- iv. School Activities Spaces:
1. Can the stage/performance areas provide a new learning opportunities?
 2. Existing Stage:
 - a. It is currently not a functional stage for performances.
 - b. The auditorium is used as a music group practice space.
 - c. In general dedicated Arts & Play spaces are needed.
 3. Will there be two gyms?
 - a. The concept is currently up for the discussion.
 - b. The school community is concerned that different age groups will be mixing together, and limits the accessibility of the space for younger children.
 4. Stress on Cafeteria schedule is a concern.
 - a. A bigger cafeteria is needed.
 - b. Lunch is currently very packed.
 - c. 10:45-11:15 is the first lunch time.
- v. Special Education Considerations:
1. ASD is stranded, and should be more integrated into the school.
 2. Special educators who meet with small groups need space.
 - a. Will this additional space be incorporate this into design?
 - b. Can the use of mobile walls create a more flexible layout?
 - c. Would different sizes of rooms help to create a more flexible space?
- vi. OLA program:
1. OLA needs to be more integrated into the rest of the school.
- vii. Community Access Comments:
1. Shared vs. dedicated spaces are a question that the community would like to see addressed.
 2. How will the gym be shared with the community in the new design?
 3. Managing transitions between programs is important to consider in the new design.
- b. Outdoor School Space:
1. Outdoor play-space is crucial to the operation of the school.
 2. How will the City sprouts program be integrated in the new design?
 3. City Sprouts garden space should be protected and have access to the science classes.
 4. The existing protected outdoor space is beloved.
 - a. The “secret garden” idea should be retained in future design.
 - b. A private safe space is a good space.
 - c. The garden may be hidden from the street, and safe to access.

- i. Can there be a feasibility study for an extended season?
- d. Could the new pool be a year round facility?
- e. Currently patrons have to change in the bathroom stalls due to the lack of changing rooms.
 - i. The community would like to have dedicated dressing stalls in the new design.
- f. The community would like to have different types of pools that consider:
 - i. A variety of activities
 - ii. Different ages
 - iii. Different operational times
- g. The new design should provide greater opportunities for swimming lessons
- h. A splash deck is a good idea.
- i. The community would like to still have a deep-end in the new design.
- j. The community would like to have shaded areas in the new design.
- k. The community would like to not to have the pool closed down for 4 years.
 - i. Will there be pool access during construction?
 - ii. Will the pool be open this summer?

Listening Group #4

1) School Comments:

- a. Outdoor space allowing teachers to bring students outside is a great idea.
 - i. The community would like to have a courtyard opposite to classrooms.
- b. The community would like to preserve the tree, and provide an abundant outdoor space.
- c. Garden around tree is a lovely space. Backyard, bunnies, blooms mean a lot to community without backyard.
- d. Summer activities with teams on Donnelly present another parking burden.
 - i. Great to have sports, but need to accommodate both.
- e. Chance to redefine what is unique about these schools and what their identities are.
- f. Net zero is an important part of the project, how will it impact the design? Worry about it distracting from other opportunities.
- g. Bi lingual Portuguese program is important.

2) Library Comments:

- a. Community Asset, should have a separate identity as a Civic building
- b. Toddler sing & craft time important
 - i. Librarians make a difference in the space
 - ii. Difficult with one open space, bad acoustics. Would like a way of partitioning but maintaining visibility for staff
- c. Electronic check-out system is great for pickup & drop off, convenient.
- d. Library should have an outward experience and be engaging from the street. Needs to be more obvious to pedestrians.
 - i. Retail as way to interact with street.
- e. What are new types of services that could be incorporated?
- f. Language library is a plus, but is currently hidden, incorporate into toddler area?
- g. Public computers could be more enclosed to allow for more space for browsing & reading materials.
- h. The Library should be located on a prominent part of site.
 - i. Transparency is important.
- i. Connectivity of school and library. Visually? Programmatically? Physically?
- j. One big room adds to acoustical issues.
 - i. Create separate spaces?
- k. The new design should improve/maintain outdoor space.
- l. Outdoor appearance and interaction with the street is important.
- m. The new design should increase accessibility of bilingual books.

3) Pool Comments:

- a. Longer season would be great, early June to until early September ideal.
 - i. The community is concerned that restrooms are "soggy" & slippery.

- ii. The current deck is small, awful, & wet.
 - b. A patio outside is a good idea if the pool is open longer.
 - i. The pool provides another choice for exercising
 - c. Substantial difference between outdoor pool in summer & indoor pool.
 - i. Year round indoor not as exciting. Certain energy about being at pool in the summer under the sun.
 - ii. Is an indoor/outdoor pool a possibility?
 - iii. This is where the tax money comes back to non-parents.
 - iv. Don't want it to be an unused/wasted space during off-season. Currently only open for 9 weeks. Can it be open longer if not year round?
 - d. Could indoor pool be integrated into curriculum?
 - e. A year round pool brings adults using the space for exercise and creates parking problems that compete with parents, teachers, and residents.
 - f. Don't want construction activity to be competing with teacher's parking, who need their own space.
 - a. Bath facilities and deck need to be improved.
 - b. Neighborhood fitness center would be welcomed.
 - c. Outdoor feel to pool is important.
 - d. Increased parking with increased use.
- 4) Open Space Comments:
 - a. Improve playgrounds. Too much concrete. Needs to address more age groups (ex. Toddlers)
 - b. Need more outdoor space for general use.
 - c. Green space out front of building is important.
 - d. Parking conflict with the field use is a constant problem.
- 5) Neighborhood Comments:
 - a. The community loves the field and the activity that comes with it.
 - b. The community is concerned about the four year time frame and its impact on parking.
 - e. Existing antiquated tanks are a potential environmental concern.
 - f. Field and pool will be the most significant public amenities.
 - g. Traffic and traffic control are a major concern.
 - c. Underground parking could help to alleviate the current shortage of parking spaces.
 - d. Rodent issues will need to be tracked throughout construction.
 - e. The new design should improve traffic during drop off and pick up.
 - i. Move buses for safety. Currently children and parents running in front of busses in morning 8:30-9:00 rush.
 - f. Period of construction and quality of life issues are a concern for the neighborhood.
 - i. Concerns over construction crew staging in dense neighborhood.
 - g. Underground parking should be free for teachers.
 - h. Possibility of underground parking under Donnelly?
 - i. Maintenance and improved school services are also a community concern.
 - j. Parents and teachers are using residential streets to park.
 - k. Guaranteed parking for teachers would help to alleviate parking conflicts within the neighborhood.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

William Rawn Associates, Architects, Inc.

A handwritten signature in black ink, appearing to read 'J. Olinger', with a stylized flourish extending to the right.

Jeffrey Olinger, AIA, LEED AP BD+C
Architect



03/26/2015 KOCSUSCC COMMUNITY MEETING #2



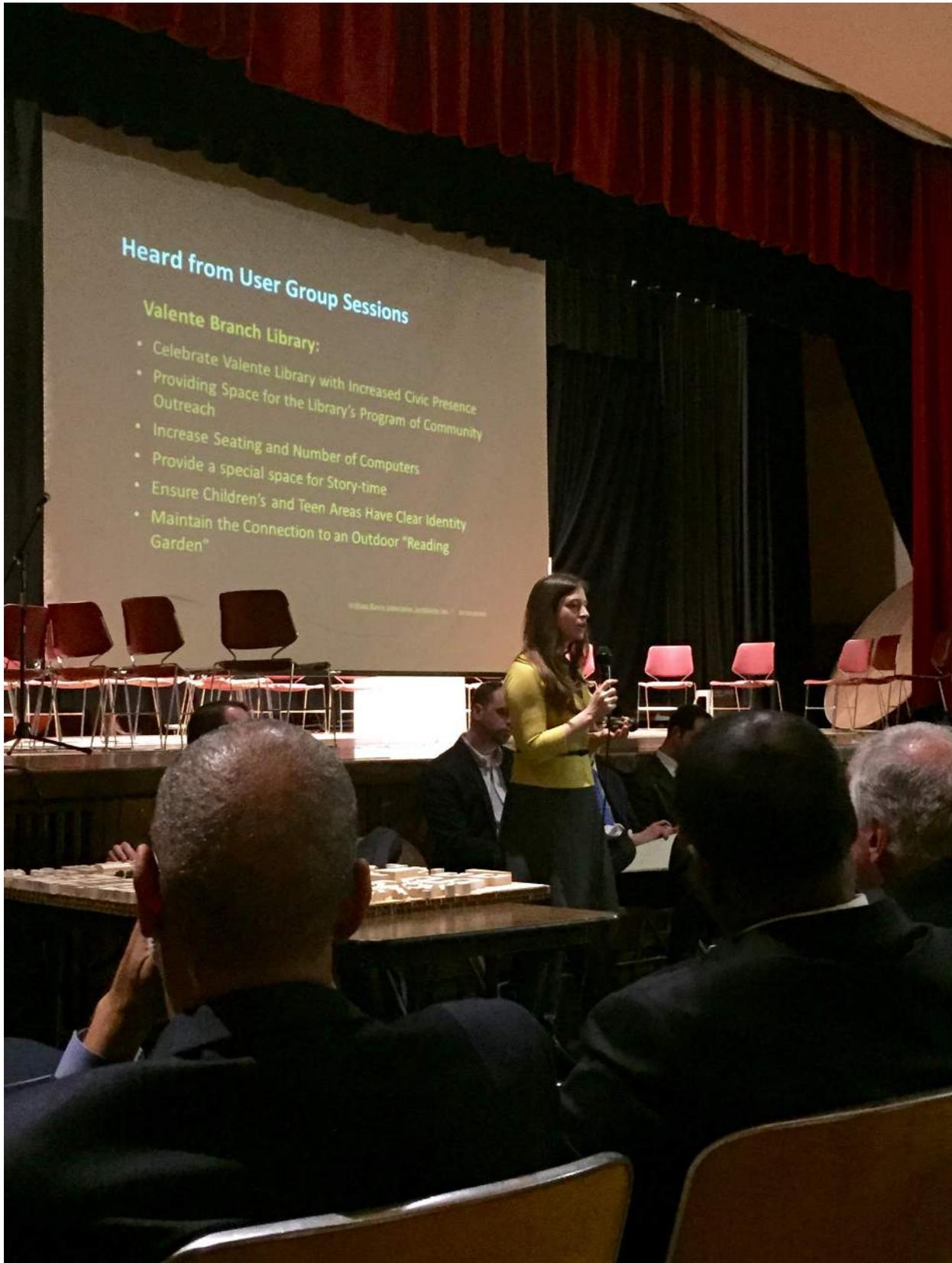
03/26/2015 KOCUSCC COMMUNITY MEETING #2



03/26/2015 KOCUSCC COMMUNITY MEETING #2



03/26/2015 KOCUSCC COMMUNITY MEETING #2



Heard from User Group Sessions

Valente Branch Library:

- Celebrate Valente Library with Increased Civic Presence
- Providing Space for the Library's Program of Community Outreach
- Increase Seating and Number of Computers
- Provide a special space for Story-time
- Ensure Children's and Teen Areas Have Clear Identity
- Maintain the Connection to an Outdoor "Reading Garden"



03/26/2015 KOCUSCC COMMUNITY MEETING #2



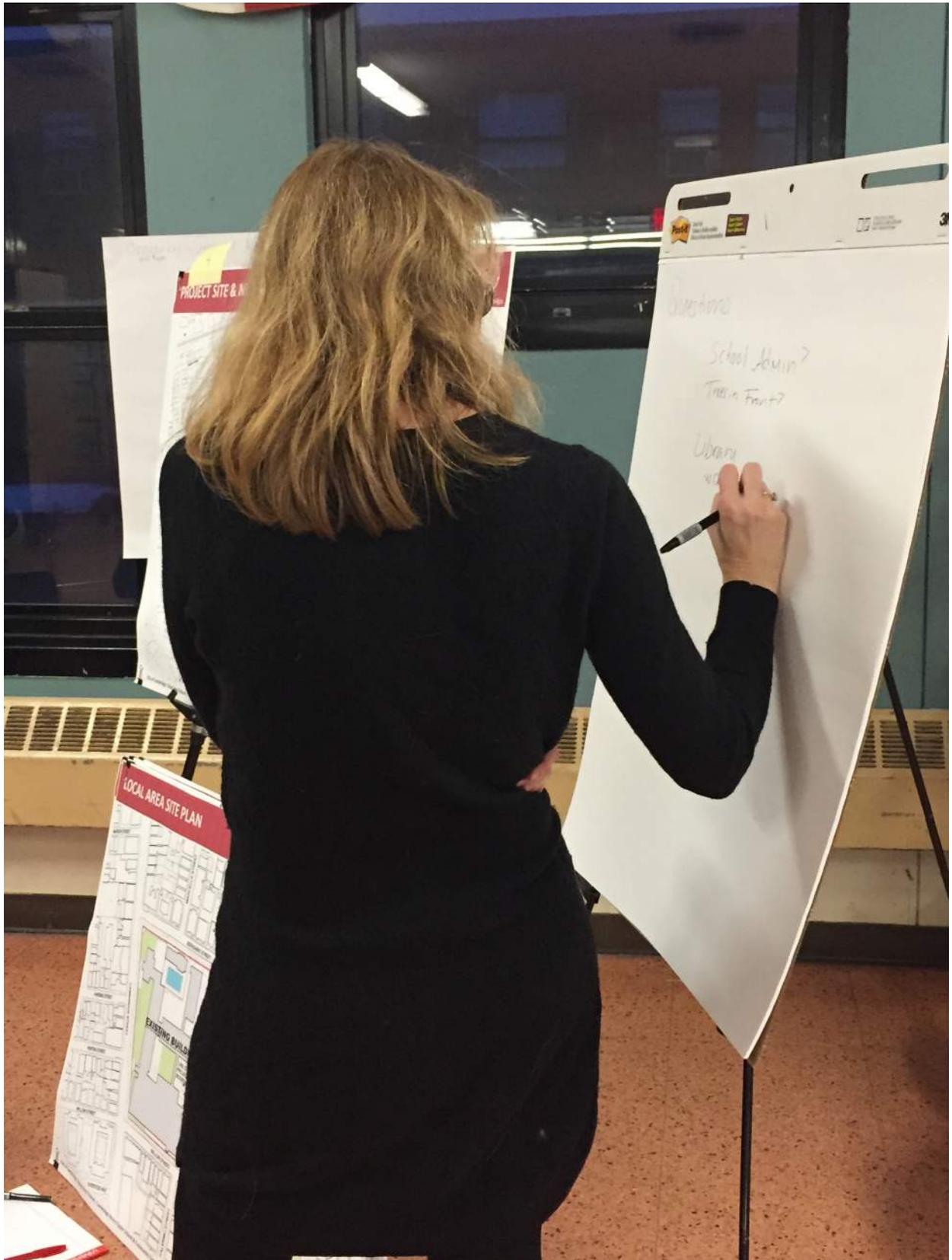
03/26/2015 KOCUSUSCC COMMUNITY MEETING #2



03/26/2015 KOCUSCC COMMUNITY MEETING #2



03/26/2015 KOCUSCC COMMUNITY MEETING #2



03/26/2015 KOCUSUSCC COMMUNITY MEETING #2







Concerns - lack of flexibility w/ design
and hops

- Smart Design

- Appreciate the pool as is

- Green Space / Garden

- Balance between openness / safety

- Noise during construction
Parking, community impact, rodents

- Plan for Auditorium (Public Access?)
external access
community theater

- Impact of final project on community
(height) Parking
footprint

- Community Access for space
(Arts, music, dance)

Questions

· School Admin?

· Trees in Front?

Library

- w Cambridge Youth Center - Good Example
- flexibility - one open room
- Connection to school
- More use if more inviting

· Outside play area - used a lot in Summer

- Shade

- More inviting, less of a "parking lot"^{Cement}

Group #2

- Pool enclosed? / Hours / Season length extended
- Stay outdoor (pool) →
- Gym Space / open spaces - Pre-school + school on rain days
- Keep Bocce Court
- Construction / waste
- Up instead of out
- Technology - 21st cent / Robust
- Creative stuff - Slide from upstairs down
- Kiosk spaces / Special spaces / gymnastics
- Impact of construction
- Open space / Not too high
- Neighborhood infrastructure
- Traffic
- Library hours / community use
- Theatre? / community use?
- High level milestones for community to know about
- Do we need to move this academic year?
- How ^{are} you getting input from parents?

Group #2

GROUP #2-1

03/26/2015 KOCUSCC COMMUNITY MEETING #2

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- Schedule over next year / 4 years in detail. (Post online)

- Can we do something with open space / Acres for community as whole?
- Be more Child / Family Friendly
- Safety / Security of Space over construction
- Can Scope be expanded to include fields
- Play area during construction
- Bus / drop-off / Pick-up
- Remove blind areas
- Library - Hours / kids
- Net-zero trade-offs

GROUP #2-2

03/26/2015 KOCUSCC COMMUNITY MEETING #2

GR #3

- Pool:
1. Opportunity for swim lessons
 2. all-year round facility - indoor/outdoor
 3. Separate changing access from Restrooms
 4. Like Splash dock
 5. Like deep end
 6. Needs Shade areas
 7. Welcoming entrance/signage
 8. pool access during construction?

GROUP #3-1

03/26/2015 KOCUSCC COMMUNITY MEETING #2

Gr 3 | Library

1. Open/separate "Read Aloud" space
2. More computers
3. Accommodate all age groups - spaces
4. Space for teens - collaborate/talk - Teen Room
5. ~~Bar~~ Space for refreshments
6. Indoor/outdoor space
7. Diverse/flexible programming/schedules
8. Maximize public space
9. Access to library collections during construction
10. Better access btwn library + school - Safe
- 11.

GROUP #3-2

03/26/2015 KOCUSCC COMMUNITY MEETING #2

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Gr. 3 / Human Services Component

1. Shared vs dedicated space - goal = dedicated
2. How to share gym etc.
3. Managing transitions btwn. programs
4. Pre-school stroller storage space
5. Vestibule / entry point / own ID / signage
6. Outdoor play space
7. City Sprouts garden space - protected + science curr. access?
8. Program storage areas
9. 2x OST programs - After school / Community Schools
10. Summer camps

GROUP #3-3

03/26/2015 KOCUSCC COMMUNITY MEETING #2

40

Gr 3 Schools

1. Flexible spaces for small group instruction
 2. ASD strand
 3. Integration of Olaf
 4. Separate LS/US - entrance, ID
 5. Communal spaces - LS & US
 6. Long-term flexibility to district needs
 7. Stress on cafeteria schedule
 8. Family liaison space - / school welcome / storage
- clothing drives, food drives, FR activities, backpacks
 9. Entry lobby comfortable for drop off / pick up
 10. Car / bus drive in / out areas / parking
 11. Stage / performance areas } learning opp'ts.
 12. Auditoriums -
- B. Art spaces

GROUP #3-4

03/26/2015 KOCUSCC COMMUNITY MEETING #2

Matt L Present 2 kids
 - Redefine what is unique about these schools
 - Net Zero

Luciana Resident (2009)
 loves field & hubul.

① Discussed on 4 year time frame
 & Parking

② Tanks - Environmental Concerns

③ Underground Parking

④ Rodent Issues

Lisa Pelugon DCM

① Tree

Daphne - works nearby @
Just A Start
Community Advisor

- ① Hear as a point person for Residents
- ② Field & Pool
- ③ Traffic

Jennifer life long Resident

- ① Bi lingual Program Portuguese

Misha Resident 3 children
2 Blocks away

- ① Year Round Pool
- ② Improve Play Grounds
- ③ Improve Traffic During Dropoff Pick up.
More Busses.
for Safety

Susan Hansen

Librarian Director

Sophie Chang

Patrick

Jay Huey

Jim Pearson

Shelly

Lives Berkshire Sp
& Lamb

- ① Period of Construction
& Quality of life issues
- ② Underground Parking
Free for Teachers
- ③ Density Issues
- ④ Maintain & Improve
School Services

Library

- ① Prominent Part of Site
- Transparency
- ② Connectivity of School & Library
- ③ One big on Room adds
to Acoustical issue
~~etc~~ create separate spaces
- ④ Improve/maintain outdoor
space
- ⑤ Outdoor Appearance &
interaction w/ street:
- ⑥ Increase accessibility of
bilingual Books
- ⑦ Enclose public computers

Pool

currently open 9 weeks

- ① Bath facilities } need to be
- ② Decking } improved
- ③ Neighborhood Fitness
- ④ Outdoor feel
- ⑤ Increased parking w/ increased use

Parking

- ① Parents & Teachers using Residential Streets
- ② Guaranteed Parking for Teachers

Other

- ① Outdoor space for use
- ② Green space at front
- ③ Parking Issue w/ Field Use
- ④

Meeting Notes

Date 18 June 2015

Project / No. King Open and Cambridge Street Upper Schools Community Complex / 14054

Present

Lisa Peterson Tim Toomey Mark McGovern Fred Fantini Marjorie Decker Brendon Roy Chris Neal Jim Maloney Darrell Williams Manuel Fernandez Kevin Bergeron Sam Lasky Sophia Chang Matt Rice Kate Bubriski KO Staff CSUS Staff Human Services Staff Neighbors Parents Students Alumni	City of Cambridge, Deputy City manager Cambridge City Council, State Rep for East Cambridge and East Somerville Cambridge City Council Cambridge School Committee State Representative, Cambridge City of Cambridge, Assistant Project Manager City of Cambridge, Community Relations Manager Cambridge Public Schools [CPS], Chief Operating Officer King Open School [KO], Principal Cambridge Street Upper School [CSUS], Principal William Rawn Associates William Rawn Associates William Rawn Associates Arrowstreet Arrowstreet
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Reported By Sophia Chang

Subject Community Preview

Location King Open Gym, Cambridge MA

On Thursday, June 18, 2015 at 5:00 pm, two stations were set up in the King Open gymnasium; each displaying one of two possible scheme variations for the new facility organization. A summary of comments from Community meeting #2 was also displayed along with historic photos of the site. The above attendees at the end of school barbeque were invited to come by to look at the schemes, ask questions, and talk to the Design Team. A few hundred people participated in the event.

Scheme 1 – Shared Spaces front onto Cambridge Street – Create a larger civic space facing Cambridge Street and a large recreation space facing Donnelly. King Open and CSUS are separated (E & W) with shared resources in middle facing Cambridge Street. Those shared resources all face onto the front civic space, with a goal of making this a real place for the community after hours and on weekends.

Scheme 2 – Shared Spaces aligned North to South – Combine shared spaces along east end of site, linking Cambridge Street to Donnelly field to the South. King Open and CSUS are together on the West side of the site, surrounding a Recess and Play area facing Willow Street. Two glass connectors link the schools to the shared resources and create an enclosed courtyard at the middle of the site. Shared Resources can be easily closed off from school program and available to the community after hours and on Weekends.

General

1. School Design Comments
 - a. One KO student likes the idea of more floors, because stairs give a different way to get around and make getting around more interesting.
 - b. More floors are good for increasing open space.*
 - c. One community member was vehemently opposed to adding a fourth story.
 - d. Murals need to be part of new building*
 - i. One parent stressed how much work, thought, and ownership went into the mural by the students. She mentioned that students were very upset about the lost mural at MLK.
 - e. What will happen to existing auditorium chairs? Can they be souvenirs?
 - f. Concerned about schedule issues around only having one cafeteria. Currently there are students eating lunch at 10am and others closer to 2pm. *
 - i. Lunch would be too chaotic with both schools together at once.
 - ii. One parent indicated that her child prefers not to eat some days rather than stand in the long line.
2. Open Space Comments
 - a. City Sprouts should be visible
 - b. Keep the Bocce Court
 - c. Don't forget the reading garden*
 - d. How big is the pocket park on the corner of Cambridge Street and Berkshire going to be? Community relies on park there.
3. Library Design Comments
 - a. One parent commented that there was too much glass feels sterile. Preference for the cozy atmosphere of the current library.
 - b. Community members expressed excitement over glass and transparency, comparing it to the Cambridge Public Library.
4. Traffic Comments
 - a. Cambridge Street is dangerous and needs to be redesigned.*
 - i. Hubway
 - ii. Bike Lane
 - b. Please make the surrounding area pedestrian safe.

Scheme 1

1. School Design Comments
 - a. Makes great sense as a community school.
 - b. Like how it seems more compact – not walking as far to get to gym, etc.
 - c. Give CSUS more of a presence on Cambridge Street. Seems a bit hidden.
 - d. Schools should be flipped. King Open on Berkshire and Upper School on Willow more direct connection to Youth Center.
 - e. Where is the person who buzzes people in? Is access to cafeteria and gyms pre check-in a concern?
 - f. Love the curve
 - g. There is more sun in this scheme – better.
 - h. Current fenced in area is not used. It will be a plus to make the open space more inviting.
 - i. Some Parents, teachers, and students preferred the separation between upper and lower schools*
 - i. Avoid commotion of older students intimidating or knocking over younger students.
 - ii. Separate is good, but do not want to lose the mentoring connection between the two schools.
 - iii. Separation seems good for less congestion at pickup and drop-off
 - iv. Corridors too chaotic when kids mix. Older kids are “giant” and intimidating for kids. One teacher noted hearing this from many parents at the school.
 - v. Some of the older children prefer not being lumped with the younger kids.
2. Open Space Comments
 - a. Parents generally want shared space to move forward and to have back open space be even bigger.*
 - i. Front space is not seen as being used enough.
 - ii. Consider scale of civic space. Is it too big?
 - b. Will green surrounded on three sides on Cambridge Street really be used on the north side of the building? A corner plaza seems better in this aspect.
 - c. Need separate playgrounds
 - i. Use City Sprouts to divide upper and lower playgrounds.
 - d. How many people can fit on the plaza?
 - e. People don't use space in front of Library and School very much now as there is too much traffic.
 - f. Where does City Sprouts go?*
 - g. Open space connected to the field is good.
3. Pool Design Comments
 - a. Pool included is nice. Kiddie pool is a great idea.*
 - b. Desire for covered pool for classes to use the facility. Especially for 4th Grade Swimming.*
 - c. Desire for schools to use the pool with the curriculum.
 - d. Desire for covered pool to allow a longer season.
 - e. If there is a four year construction duration, pool could be enclosed.
 - f. Wish pool had access to green space.
4. Traffic Comments
 - a. Place parking for buses in front of Cambridge Street on the inside of the arc, separate from street
 - b. Need separate parking for parents away from buses.
 - c. Where do parents pick up kids? Parents currently can use the teacher lot.

Scheme 2

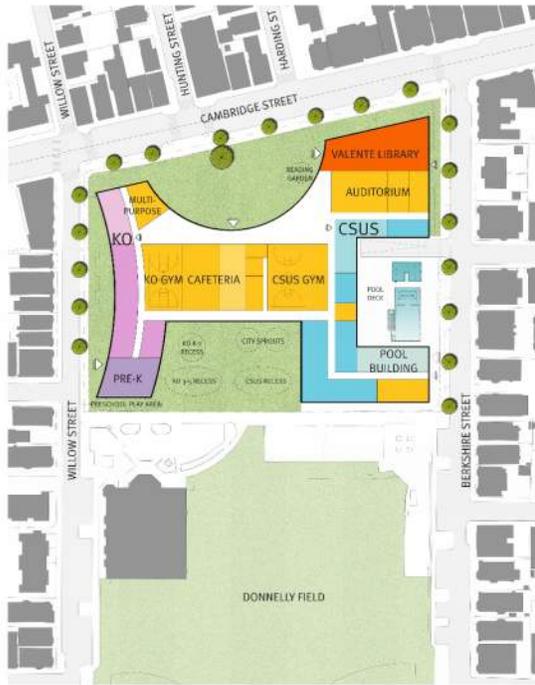
1. School Design Comments
 - a. A common first reaction which did not happen with scheme 1 is “Where’s the entrance?” and “How would each school have their own?”*
 - b. Seems way too long for kids to walk to gym and cafeteria
 - c. KO parent likes division of space in Bi-Part Scheme
 - d. Community members appreciate accessibility of amenities after hours.
 - e. Sunlight getting deep into the site from the south is great.
 - f. Scheme 2 seems to have more usable space for the kids – better. Also, the drawings where buildings are closer to the street offers more recess space – better.
 - g. Some parents preferred the idea of a more unified school.*
 - i. Encourages kids to be able to look ahead to the older kids, be mentored, and not have a break in the school experience.
 - ii. One student expressed liking being able to look ahead to older years as well.
 - iii. Sense of community encouraged by combined schools.
 - iv. Enclosed garden is good, but CSUS and King Open should be separate.
 - v. Like Community functions separate for clarity of use.
2. Open Space Comments
 - a. 50/50 mix on having a closed garden/play space
 - b. Any way to keep the sycamores and ancient apple tree in the current courtyard?
 - c. How is roof used? Can there be usable open space on the roof?
3. Library Design Comments
 - a. Question as to why Valente is smaller in 2A
4. Traffic Comments
 - a. Concerned about drop-off concentrated all on one side. *
 - b. Parents will stop wherever is convenient.
 - c. Bike parking at garage.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

Sophia Chang, LEED AP BD+C
William Rawn Associates, Architects, Inc.

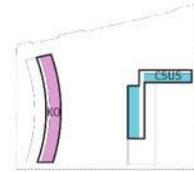
Boards from King Open School, Cambridge Street Upper School & Community Complex – Community Preview June 18, 2015



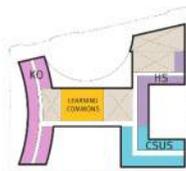
LEVEL 1



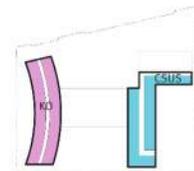
PERSPECTIVE VIEW



LEVEL 4



LEVEL 2



LEVEL 3

WILLIAM RAWN ASSOCIATES | ARCHITECTS, INC. | ARROWSTREET

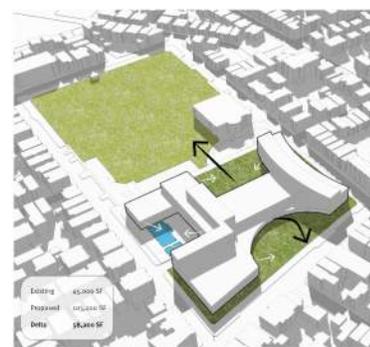
OPTION 1: SHARED SPACES FRONT ONTO CAMBRIDGE ST
1A - ARCED PLAZA



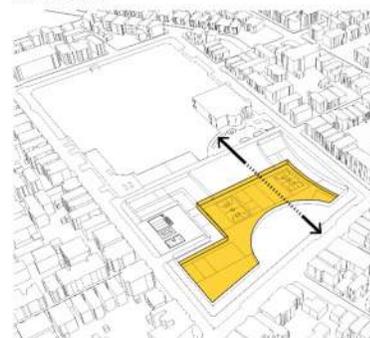
URBAN DESIGN



OPEN SPACE SCALE COMPARISONS



OPEN SPACE



AFTER-HOURS COMMUNITY ACCESS

WILLIAM RAWN ASSOCIATES | ARCHITECTS, INC. | ARROWSTREET

1A - ARCED PLAZA

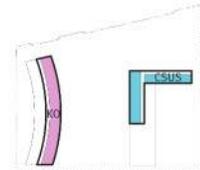
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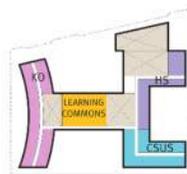
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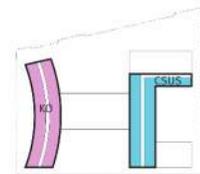
PERSPECTIVE VIEW



LEVEL 4

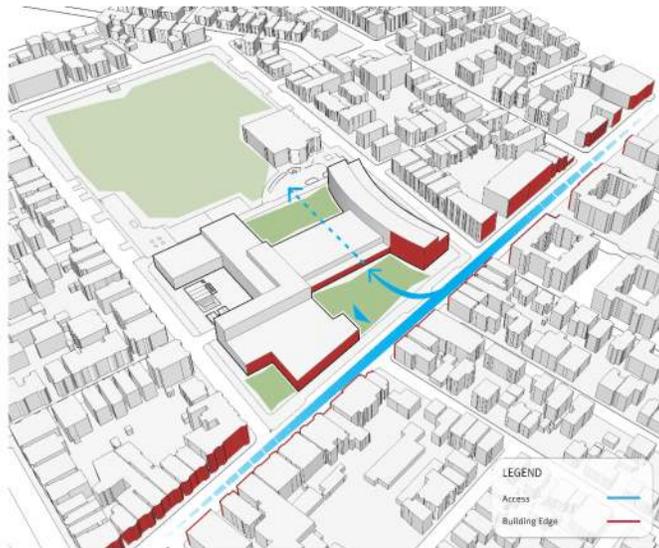


LEVEL 2



LEVEL 3

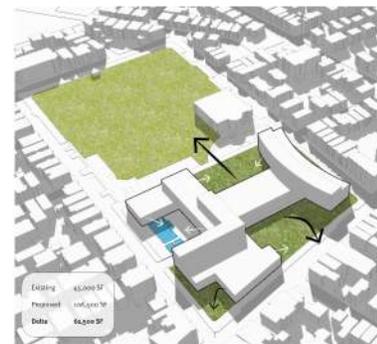

 WILLIAM RAWN ASSOCIATES | ARCHITECTS, INC. | ARROWSTREET
OPTION 1: SHARED SPACES FRONT ONTO CAMBRIDGE ST
 1B - THREE SIDED PLAZA



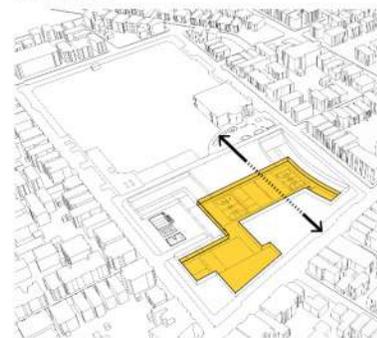
URBAN DESIGN



OPEN SPACE SCALE COMPARISONS



OPEN SPACE



AFTER-HOURS COMMUNITY ACCESS


 WILLIAM RAWN ASSOCIATES | ARCHITECTS, INC. | ARROWSTREET
1B - THREE SIDED PLAZA

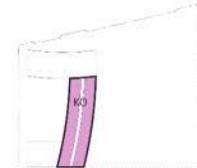
Boards from King Open School, Cambridge Street Upper School & Community Complex – Community Preview June 18, 2015



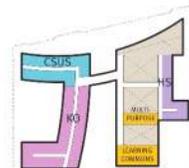
LEVEL 1



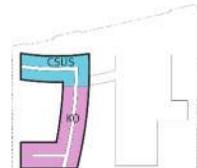
PERSPECTIVE VIEW



LEVEL 4



LEVEL 2



LEVEL 3

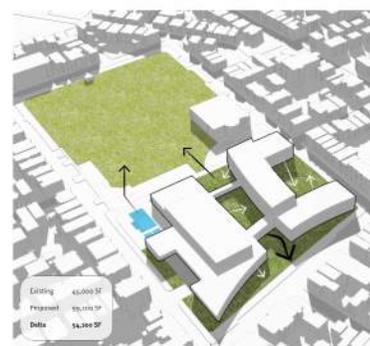
WILLIAM RAWN ASSOCIATES | ARROWSTREET | OPTION 2: SHARED SPACES ALIGNED NORTH TO SOUTH
2A - ARCED FRONT



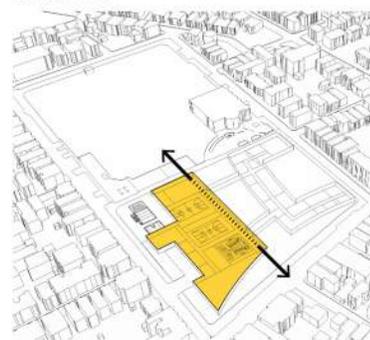
URBAN DESIGN



OPEN SPACE SCALE COMPARISONS



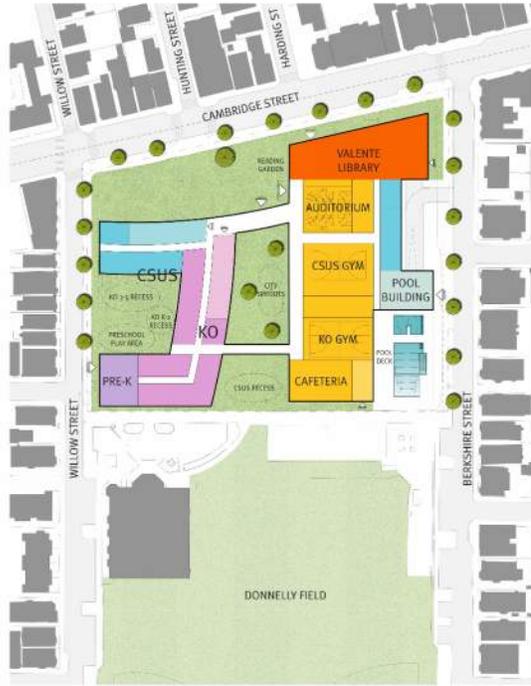
OPEN SPACE



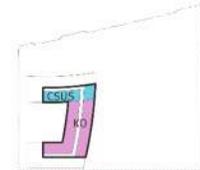
AFTER-HOURS COMMUNITY ACCESS

WILLIAM RAWN ASSOCIATES | ARROWSTREET | 2A - ARCED FRONT

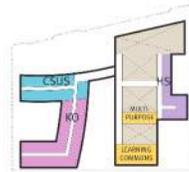
Boards from King Open School, Cambridge Street Upper School & Community Complex – Community Preview June 18, 2015



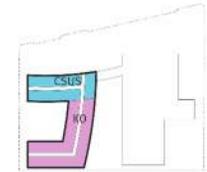
PERSPECTIVE VIEW



LEVEL 4



LEVEL 2

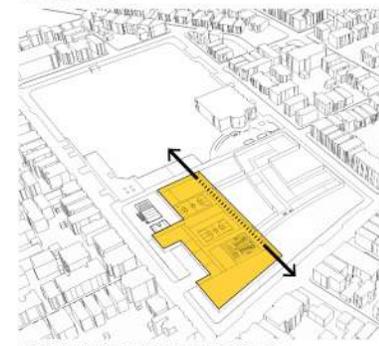
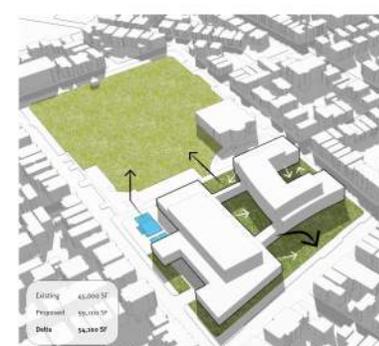


LEVEL 3

WILLIAM RAWN ASSOCIATES | ARCHITECTS, INC. | ARROWSTREET

OPTION 2: SHARED SPACES ALIGNED NORTH TO SOUTH

2B - CORNER PLAZA



WILLIAM RAWN ASSOCIATES | ARCHITECTS, INC. | ARROWSTREET

2B - CORNER PLAZA

COMMUNITY MEETING 2

WHAT WE HEARD FROM YOU



City of Cambridge

1. A Building Unique to KO/CSUS:

- Incorporate ideals of Social Justice and Openness into building as part of school's identity
- Schools should have unique identities
- Create flexibility for long-term success of the design
- Bring in new and fresh ideas and technology

2. Open and Inviting:

- Maximize Natural Light
- Balance Openness and Safety
- Create transparency from the Street
- Creative activities within school should be more public and visible from the street

3. Sensitivity to Open Space:

- Donnelly Field, the garden, and play areas are heavily used by the neighborhood and should be incorporated
- Outdoor spaces should address all age groups, be more inviting, and have less of a "parking lot" feel.
- City Sprouts is an important Program and should be accommodated in the new design.

COMMUNITY MEETING 2

WHAT WE HEARD FROM YOU



City of Cambridge

4. A Civic Amenity:

- Afterschool programs accessible for both users and community
- Can art, music, dance, gym, multipurpose, and auditorium rooms be accessible to the community?
- Extended season for pool and hours for library
- Library should be inviting and engage the street to encourage greater use. Program to be welcoming of various age groups and include hang-out space.

5. Sensitivity to Neighborhood:

- Preserve local culture
- Maximize open space. Balance height and footprint to reduce shadow impact at and around the site
- Concerns over increased traffic and reduced parking

6. Schedule and Construction:

- Noise and Pest Control During Construction
- Concerns about impact of construction and staging on already crowded street parking
- Making detailed schedule available online

Images from King Open School, Cambridge Street Upper School & Community Complex – Community Preview June 18, 2015



Images from King Open School, Cambridge Street Upper School & Community Complex – Community Preview June 18, 2015



Images from King Open School, Cambridge Street Upper School & Community Complex – Community Preview June 18, 2015



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Images from King Open School, Cambridge Street Upper School & Community Complex – Community Preview June 18, 2015



Images from King Open School, Cambridge Street Upper School & Community Complex – Community Preview June 18, 2015



CDate 17 September 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present

Michael Black	City of Cambridge [COC]
Rich Rossi	City of Cambridge
Lisa Peterson	City of Cambridge
Jim Maloney	Cambridge Public Schools [CPS]
Darrell Williams	Cambridge Public Schools
Susan Flannery	Cambridge Public Library [CPL]
Dan Riviello	City of Cambridge
Cliff Gayley	William Rawn Associates
Sam Lasky	William Rawn Associates
Kevin Bergeron	William Rawn Associates
Ellie Radich	William Rawn Associates
Larry Spang	Arrowstreet [AST]
Kate Bubriski	Arrowstreet
Jonathan Rich	WT Rich-KBE
Brian Santos	WT Rich-KBE
Dauida Flynn	WT Rich-KBE
Tim Toomey	City Council
Patty Nolan	School Committee
Fred Fantini	School Committee

Reported By Kevin Bergeron

Subject Community Meeting #3

Location King Open Auditorium, Cambridge MA

On Thursday, September 17, 2015 at 6:30 pm, the above met at the King Open School Auditorium to discuss the future design of the King Open School, Cambridge Street Upper School, Valente Branch Library, and Human Services & Gold Star Pool. The meeting began with a summary presentation in the main auditorium, followed by a breakout session around the model for discussion of two building options that are in consideration.

The City began the meeting with an introduction. Rich Rossi addressed the schedule and the results of investigations concerning the fire at the MLK School. Lisa Peterson also informed the community that the team has fully reviewed the impacts on the project of fully enclosing the indoor pool and that it was unlikely that the City would be able to proceed in this direction. However the City is looking into ways to enhance the scheduling at the War

Memorial Pool as a way to respond to the community's interest in more year round swimming opportunities.

The City introduced Dan Riviello, the new Community Relations Manager, and WT Rich-KBE as the Construction Manager.

Lisa announced that the City is looking for volunteers to serve on a selection panel for Public Artists.

William Rawn Associates and Arrowstreet gave an update on Community Meetings that occurred over the summer, the results of programming sessions with teachers and staff, and summarized the planning principles that have informed the development of two distinct design options for the project. Option 1 features a 3 sided courtyard open to Cambridge Street, and Option 2 features a central spine connecting Cambridge Street to Donnelly Field.

Following this presentation in the Auditorium, the group moved to the Cafeteria for an interactive question and answer session gathered around the model. First the group reviewed and discussed Option 2, then the models were changed and the group reviewed and discussed Option 1.

Community Comments from Model Session:

In review of the small session model presentation, we received the following questions and comments from members of the community:

OPTION 2 Session:

1. Would parking be lost near the basketball courts? The existing lot is used by neighborhood for parking on nights and weekends and groups that are playing on the field and in the gymnasium.
2. Is all of the planned parking for the project to be located below grade?
3. How tall will the proposed building be? Architects responded that it would be mostly 3 stories, with some portion @ 4 stories;
4. A community member said they really liked the rendering for Option 2;
5. A community member asked if cost analysis had been done to explore whether the connecting passages for Option 2 could be raised bridges like the walkways at the Cambridge Rindge and Latin High School. The teachers may prefer it to stay on the ground so the courtyard can be a secure space for the school.
6. A community member asked if the central space in Option 2 could be accessed all day- and if it could be used to access the park – the architects responded that the details of access via the central spine were flexible and could be worked out as the design progresses; but that it was envisioned as locked during school hours and potentially open during weekends as a way to access the park from Cambridge Street.
7. Is Valente Branch larger in proposal than the current building? Architects responded that yes, there is an increase in size of the branch library.
8. Is there a tot lot? Architects responded that yes there will be multiple play structures – including the existing one near the Youth Center. Details of where they will be located have not yet been developed.

9. What about City Sprouts? The architects confirmed that City Sprouts will have a home as part of the project, exactly where has not yet been developed.
10. Are we using solar panels? The architects confirmed that photovoltaic panels will be on most roof surfaces as part of the project's approach to net zero energy.
11. Some residents were concerned about height and loss of light. One community member asked about where the sun rose and set relative to the model. This led to an explanation of how the scheme responded with open space along Willow and setbacks along Berkshire Street.
12. If the Cambridge Public School Administration is included in the project, where will it be? The architects outlined this using the model. Follow-up questions asked about number of people and square footage proposed. The architects clarified that it was planned to be 20,000 sf, and that there were approximately 100 staff in the existing CPS space on Thorndike Street
13. How many of the planned CPS administration staff drive? The city acknowledged that some administration members do live in Cambridge and may park in permitted spaces in the neighborhood. The plan for CPS administration parking will need to be studied in detail and may involve renting spaces on lots in the vicinity.
14. One community member expressed a concern about the upper and lower schools sharing the same entrance.
15. One community member preferred the City Sprouts garden as a "private" space for students. The sense of it as a quiet sanctuary is important.
16. Will underground parking be restricted in some hours? This will be studied further in Schematic Design;
17. Will the building have central air conditioning? How much use will school get in the summer? This is a year round building.

OPTION 1 Session:

1. "I like the green space in front – could there be a sculpture in front";
2. In Scheme 1, where would entrance to CPS admin be?
3. The amount of green spaces seems abbreviated compared to what's there now;
4. One person said the existing green is not usable, another uses it to play with their children;
5. The courtyard in the existing building is used as an outdoor classroom;
6. Have you studied pickup and drop-off? The architects responded by explaining that the bus drop off may remain on Cambridge Street, with details of the parking and drop off areas being developed in future Schematic Design phase. The team is considering providing dedicated spaces for parent drop off along Willow and/ or Berkshire Streets.
7. Do you know how big the outdoor pool will be? The design team explained that the pool would be slightly larger than the existing pool, with an additional wading pool added.
8. One community member thought it would help to reverse the directionality of one ways at Willow and Cambridge Street – there was much discussion about traffic

particularly at Berkshire Street where people use it as a cut through in evenings to avoid the Cardinal Medeiros Avenue / Cambridge Street intersection.

9. One community member would like to see buses relocated off of Cambridge Street onto Willow. Issues of traffic, fumes, etc. – the buses are an hour late on occasion due to traffic,
10. How is timeline developing? The City responded that next week the Principals of the King Open and Cambridge Street Upper Schools will be announcing the timing of the relocation – Lisa Peterson had the sense that it would be a mid-year move.
11. One community member announced that there would be a block party on Winsor Street and they would have some of the Architect’s boards available – and would provide more feedback to the design team.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

William Rawn Associates, Architects, Inc.



Kevin Bergeron, AIA, LEED AP BD+C
Senior Associate

Date 22 October 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present

Michael Black	City of Cambridge [COC]
Rich Rossi	City of Cambridge
Lisa Peterson	City of Cambridge
Mayor David Maher	City of Cambridge
Jim Maloney	Cambridge Public Schools [CPS]
Darrell Williams	Cambridge Public Schools
Claire Spinner	Cambridge Public Schools
Susan Flannery	Cambridge Public Library [CPL]
Dan Riviello	City of Cambridge
Adam Corbeil	City of Cambridge
Cliff Gayley	William Rawn Associates
Sam Lasky	William Rawn Associates
Kevin Bergeron	William Rawn Associates
Sophia Chang	William Rawn Associates
Larry Spang	Arrowstreet [AST]
Kate Bubriski	Arrowstreet
Jonathan Rich	WT Rich-KBE
Brian Santos	WT Rich-KBE
David Flynn	WT Rich-KBE

Reported By Kevin Bergeron

Subject Community Meeting #4

Location King Open Auditorium, Cambridge MA

On Thursday, October 22, 2015 at 6:00 pm, the above met at the King Open School Auditorium to discuss the recommendations for the feasibility stage of the King Open School, Cambridge Street Upper School, Valente Branch Library, and Human Services & Gold Star Pool. The meeting began with a summary presentation, followed by a discussion around the model.

The City began the meeting with an introduction. Lisa Peterson discussed the City's plans for from swing space into the new building, and the plans for the move of the King Open and Cambridge Street Upper schools into the swing space.

Further, Nov 3 elections and the presidential primary in March will happen in the existing building before it closes. Regarding the pool, Lisa announced that the City is adding early morning swim times at the War Memorial Pool M-F from 6:00 to 7:30AM starting Dec 1.

The decision regarding the inclusion of CPS administration offices as part of this project will be made soon.

The design team summarized the community process that has occurred during the duration of the feasibility phase, the ongoing process that will continue during future design phases, and the extensive meetings with teachers, staff, and city departments that occurred during the feasibility stage to develop the program.

The design team presented the planning principles that were considered as the team reviewed design options, and the resulting recommended design scheme. A discussion session with community members around the model led to the following comments from the community:

1. What is the depth of the outdoor pool? Is it outdoor? We heard that there was interest from the neighborhood that it remain an outdoor pool. Is there a fence?
2. Students go to the cafeteria and gym in the mornings – will they have to go to the other wing in this design? Is there a place the cafeteria can go that is closer to the classrooms? The design team responded that yes, we are considering relocating the cafeteria as the project begins Schematic Design.
3. Are the connections between the two wings open or enclosed? The architects clarified that the connections will be enclosed with glass walls – possibly with large doors that can be opened to allow community passage during major events in the park while the schools are closed.
4. Where is the entrance? Where will the buses leave kids? The architects clarified that the front door faces Cambridge Street and each school will get its own entrance. Bus drop off is envisioned to remain on Cambridge Street and there may be the possibility to drop off on side streets.
5. Is the bocce court coming back? The team responded that yes the bocce court will be included, but it has not been determined exactly where it will be located.
6. Will the gyms be open to the public? How will they be administered? The City answered yes, they will be open and administered through the recreation department.
7. Where is the entrance to parking? The team showed the location of the garage ramp along Berkshire Street.
8. What will be the impact on the neighborhood of parking for CPS Admin? The city will conduct a traffic and parking study to verify its impact – but acknowledged that it would have some impact on spaces in the neighborhood. The city will study leasing spaces at Sacred Heart.
9. One community member suggested decreasing the size of the open space facing Willow Street and increasing the central spine – but others felt that it had a negative impact on Willow Street.
10. The City suggested future meetings dedicated to open space design – we should all continue to talk about how we want designed. Balancing the need for neighborhood access with security.

11. How tall is the building? Is this height allowed? The design team illustrated the height using the model. The scheme is mostly three stories, with a partial fourth floor. It is in compliance with zoning height limits. The fourth floor steps back to the middle of the site to comply with a 50' zoning setback that is required at this height.
12. Is there any way to set aside time for adult use?
13. What is the criteria for CPS decision? What happens to CPS admin if it isn't here? One community member stated that the "purple" [block shown on the model to reflect admin's location] "makes sense, I don't know why it can't happen".
14. Is CPS Admin the same size as it is at Thorndike Street? How many people work there? The community suggested we should describe how many staff are City residents and likely to be able to park in neighborhood.
15. What is the footprint of below grade parking? Is it on one level?
16. Would parking be open for community at night? The City said that it would need to be worked out, but during summer and snow emergency it made sense that the parking could be made available.
17. CPS Admin would add traffic to Berkshire Street – parking at church would help. The City is looking at possibility to add surface spaces along Berkshire St – about 12?
18. People sneak through to Berkshire Street to avoid light at Cardinal Medeiros – 7 accidents in last month at Cardinal Medeiros.
19. Would upper school be renamed the Nelson Mandela School?
20. One community member asked what would happen to parking on Willow Street and said "I like the courtyard". The design team responded that we are considering still the question of drop-off but the spaces would still exist as they are now.
21. The team should consider coordinating traffic studies with Somerville – during flooding at the railroad bridge traffic builds up into this neighborhood.
22. One community member summarized at the end "looks great guys"
23. One community member said "I wanted Option 2 so I won", another next to them said "I love it too".
24. One community member said if you need a list of residents that are pro CPS admin I'm for it.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

William Rawn Associates, Architects, Inc.



Kevin Bergeron, AIA, LEED AP BD+C; Senior Associates

Date 11 January 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present

Michael Black	City of Cambridge [COC]
Jim Maloney	Cambridge Public Schools [CPS]
Dana Ham	Cambridge Public Schools
Bob Medeiros	Cambridge Public Schools
Darrell Williams	King Open Elementary School [KOE]
Manuel Fernandez	Cambridge Street Upper School [CSUS]
Christen Sohn	Cambridge Street Upper School
Cliff Gayley	William Rawn Associates [WRA]
Kevin Bergeron	William Rawn Associates
Sam Lasky	William Rawn Associates
Sindu Meier	William Rawn Associates
Jeff Olinger	William Rawn Associates
Larry Spang	Arrowstreet [AST]
Matt Rice	Arrowstreet
Kate Bubriski	Arrowstreet

Reported By Matt Rice

Subject Leadership Visioning Sessions and Existing Conditions Tours – King Open, Cambridge Street Upper School and Gold Star Pool

Location 850 Cambridge St., Cambridge MA

On Tuesday January 6, 2015 at 11:00 am, the above met to tour the existing facilities at 850 Cambridge St. and discuss goals and operational concerns for the King Open Elementary School, Cambridge Street Upper School and the Gold Star Pool.

King Open Elementary School Goals and Operational Concerns:

1. Discussion began with notions of how to consider the spirit of KOE into the design of the new school. The spirit of KOE was described as the following:
 - a. The vision for KOE is grounded in social justice
 - b. Respect for all types of diversity
 - c. Integration of project based learning
 - d. Maintain balance
 - e. Includes a strong parent base, with parent interaction integrated into the classroom. Melds home & school, though differing levels of parent

- interaction are respected, according to parent preference.
- f. Focus on projecting each student's individuality
 2. KOE runs parent workshops
 3. River tables were described as one example of the project based learning approach. These tables are developed over the course of the year, eventually representing the Charles River. Project based learning opportunities should be accommodated in the new school design.
 4. Classroom teacher & specialist co-planning spaces are desired.
 5. Spaces for play are necessary. These spaces should be suitable for productive play that does not compromise educational goals. Acoustics and adjacency should be prime considerations with respect to the location of play spaces.
 6. The exterior murals/art should have some place in the new school.
 7. KOE and CSUS interaction was discussed:
 - a. Not enough space in the overall facility currently exists, which leads to compromises.
 - b. A reading buddy program currently exists that pairs KOE students with CSUS students
 - c. More social action projects could be a potential for increased KOE & CSUS interaction
 - d. Main challenge of the two schools being in proximity is the shared spaces and managing transitions between spaces.
 - e. More conference rooms/meeting spaces for staff would be advantageous
 - f. Distinct entrances for the two schools are desired, but there should still be opportunities for the schools to unite.
 - g. The theme of social justice as an ideal overlaps both KOE and CSUS
 8. Specialty programs that are present at KOE were discussed as needing special consideration:
 - a. After school program
 - b. Ola bi-lingual program
 - c. SPED program including:
 - i. ASD (Autism Spectrum Disorder)
 - ii. Inclusion model
 9. The layout/program for the new MLK school may be used as a baseline for comparison purposes during the course of the programming & design process.
 10. Scheduling for KOE was discussed:
 - a. The MLK program is an 8 hour day, which is different from the KOE & CSUS programs, where the community feels strongly about maintaining a 6 hour day. This type of schedule works better for many working families.
 - b. KOE schedule operates on a 6 day rotation.
 - c. Daily KOE hours are from 8:55 to 2:55
 - d. Early arrival happens every day. Earliest arrival is around 7:15 with approx.

4 students. By 8:10 the cafeteria is full, and by 8:40 students disperse from the cafeteria out to their classrooms.

11. Flexibility in the design of the new school is desired for “future-proofing” as programs and school organizations at the district level change over time.
12. Parking was discussed as a concern that will require close study.

A tour of the existing KOE spaces with Principal Williams followed the meeting.

Cambridge Street Upper School Goals and Operational Concerns:

1. CSUS was started in the spring of 2012.
2. A primary desire is for a facility that is well lit, making optimal use of natural day light.
3. Gathering places are desired both inside and outside. For staff, a space that will accommodate meetings of 50-60 people is necessary for planning.
4. Storage requirements should be considered and ample space provided in the new facility.
5. The new school should have a positive atmosphere.
6. Durability of materials should be a focus so that the school has longevity.
7. A small group of teachers meets on a weekly basis at CSUS to discuss diversity and closing of the achievement gap.
8. CSUS’ SPED program was discussed:
 - a. The Autism Spectrum Disorder program was described
 - b. SPED spaces are to be dispersed throughout the entire building.
 - c. Levels of integration and inclusion vary depending on the students. Some are fully mixed approaches, some have greater separation.
 - d. Dedicated SPED spaces are needed, but their planning should be flexible to allow for future needs
 - e. CSUS currently has and would want to maintain a special activity room, also known as a reflection room.
9. The relationship between KOE and CSUS was discussed:
 - a. A mentoring program exists between the two schools (reading buddies as noted above)
 - b. CSUS has developed an approach of “sustainable consequences” so that CSUS students can understand their impact and influence on KOE students
 - c. A distinct structural boundary between the two schools is desired
 - d. Distinct entrances for each school would help to reinforce each school’s identity
 - e. Sharing of the cafeteria space is currently challenging due to the size of the cafeteria and the shorter duration of the school day. A larger cafeteria or a cafeteria with two distinct areas would help alleviate this issue.
10. Scheduling pressures exist at CSUS due to the overall shortened day.
11. There is generally less parent interaction at CSUS than at KOE

12. Project based learning is desired to be included as part of the pedagogy at CSUS, if both the schedule and physical facility could accommodate this. When is it currently occurring at CSUS, it is interdisciplinary and stretches across grade levels.
13. A combined administrative suite that incorporates main office, guidance, etc. was seen as an effective planning strategy.
14. The CSUS early arrival program was discussed:
 - a. Typically accommodates 30-40 students by 7:00 am, with more arriving closer to 8:55
 - b. A before-school physical education program is currently being run
 - c. A before-school homework club is being started. This type of program requires access to technology for student use.
 - d. By 8:40 all students are in their homerooms
15. 275 students are currently enrolled in CSUS
16. Each period at CSUS is 55 minutes long. There are 6 periods per day in addition to a 30 minute lunch period.

Next steps

1. Community Meeting No. 1 to occur on January 8, 2015 at 6pm at the King Open auditorium.
2. WRA/AST to transmit proposed user group programming meeting schedule to COC for review and meeting confirmation.

NEXT MEETING:

The next leadership meetings will occur following the user group programming meetings which are scheduled to begin the second half of January.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

Date 20 January 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present

Matt Rice	Arrowstreet
Kate Bubriski	Arrowstreet
Kevin Bergeron	William Rawn Associates
Fern Fisher	King Open Elementary School (KOE)
Brenda Christie	King Open Elementary School (KOE)
Neusa DaCosta	King Open Elementary School (KOE)
Elizabeth Castellana	King Open Elementary School (KOE)
Darrell Williams	King Open Elementary School [KOE]
Dana Ham	CPS

Reported By Matt Rice

Subject King Open Elementary School –Programming for Administration No. 1

Location Frisoli Youth Center & King Open Elem. School, Cambridge MA

Arrowstreet & William Rawn Associates met with the King Open Administrative staff to review initial thoughts regarding the design of their spaces in the new school. Locations of existing spaces were reviewed with the staff, and a review of existing student circulation patterns was discussed. The conversation covered aspirations for the new school spaces as well as issues in the existing spaces that could be addressed as part of the new design. The following items were reviewed in detail:

Administration No. 1 Programming:

1. Staff:
 - Elizabeth – Admin. Manager
 - Neusa – Family Liaison
 - Brenda – School Clerk
 - Fern – Math Coach
2. Location:
 - a. Prefer to have main office staff together and near front of the school at the main office.
 - b. Remote office for a “Dean of Students” type of function would be ok
 - c. Need to have clear delineation of KO vs CSUS at the main entry to the

- facility.
3. Space Needs:
- d. Family Liaison:
 - i. 1 office – meets with 2-3 parents at a time
 - ii. Maybe connected to parents work room. Nurse, math, science coaches could also tie into this space.
 - iii. Need meeting area in the office or a separate room. Does not make sense to use a shared conference room.
 - iv. Don't think KO and CSUS parents can share same space.
 - v. Family Liason does events where they have need of a kitchenette or at least a sink. This can be in parent's room. They also pack lunches for kids to take home for the weekend.
 - e. Math and Literacy Coaches:
 - i. 2 Coaches
 - ii. Need an office for each coach
 - iii. They do 1 on 1 and group working with teachers, teaching directly with students and also workshops with parents
 - iv. Need small group confidential meeting space.
 - v. Need to have adjacency with parent room
 - vi. Professional development with teachers would be good to happen in mock classroom with all the same tech and setup.
 - vii. Storage:
 - 1. Literature Coach has bookroom
 - 2. Math Coach needs a small storage.
 - viii. Visuals – need dedicated non-projector whiteboard
 - f. Admin Manager:
 - i. Handles discipline.
 - ii. This position is similar to an Assistant Principal model.
 - iii. "Purple" room is time out calm down space which accommodates 1 student. Needs space for 2-4 students. Could have more dispersed in school if they were truly separate from other students. It is best to not be near visitors

- that are coming in. Visually and acoustically separate from main office. Also make sure staff can come into the room.
 - iv. Need a desk because students may be there all day.
 - v. Check requirements for square footage of tantrum room.
 - vi. One or two single student spaces
 - vii. One 3-4 student spaces.
 - g. Mother's room – will serve both staff and parents.
 - h. Main Office:
 - i. Visibility in and out.
 - ii. Mark / define KO
 - iii. If there are other entrances these would need to be controlled with card access.
 - iv. Would like to be physically separate from visitors with a reception desk. Need to have counter for paperwork.
 - v. Copy/workroom in the space or adjacent.
 - vi. Work counter in reception area.
 - vii. Distinct office from CSUS
 - viii. Access direct to main office reception so that people can't wander into school but more doors for when large number of kids / people are entering.
 - ix. Teachers access the same copier now and if stays like this needs a work counter
 - x. Mailboxes – good if easy to grab.
 - xi. Student records / file storage.
 - xii. Maybe AI phone if workroom is separate.
 - viii. Conference Room is critical
- 4. Have paired grades next to each other and also next to other similar grades.
- 5. School Psychologist, Student Adjustment Counselor, Behavioral Specialist, Nurse located in the school wings in one location together. This would be student support area.
- 6. Building Sub/Data Specialist will need a dedicated office space
- 7. Student improvement funds – interim staff that work with cafeteria /recess.
- 8. Waiting area for parents and students.
- 9. Building sub and student improvements could be located remotely by themselves.

10. Shared Spaces:
 - a. RTI = Response to Intervention – need pull-out or push-in.
 - b. Behavior Specialist and other part time (2 days a week) need a shared work space.
11. Interns only in work in classrooms, no need for dedicated office space
12. Conference Rooms:
 - a. Need projection with document camera.
 - b. Need 10-17 seats at main office.
 - c. Student support area needs 15 seats.
13. Lobby:
 - a. Show diversity of school
 - b. Display area and information board
 - c. Welcoming place
 - d. Control and security are prime concerns
 - e. Waiting area for parents and student pickup as long as this can be seen from the main office.
21. Library:
 - a. Is closed about four weeks during the year to each school while the other school uses the space for testing.

The final topic of discussion during the meeting was a review of the NetZero energy goals for the building. The new facility will be attempting to generate all of the energy needed to operate the building on-site, through the use of solar (photo-voltaic) panels located on the roof of the building. In order to accomplish this goal the building systems and envelope will be optimized to reduce energy consumption; however in addition the energy consumption by users in the building will need to be reduced. Subsequent meetings will touch upon some ideas and strategies to reduce the occupant energy use, also known as “plug-loads.”

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET

A handwritten signature in black ink, appearing to read 'M. Rice', written in a cursive style.

Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution

All attendees

P:\14\14054_King_Open_Cambridge_Street_Upper_School\ADMIN\g14_King_Administration_1_Programming_Mtg.docx

Date	16 January 2015	
Project / No.	King Open and Cambridge Street Upper School Community Complex / 14054	
Present	Matt Rice	Arrowstreet
	Kate Bubriski	Arrowstreet
	Sam Lasky	William Rawn Associates
	Kim Sneed-Johnson	King Open Elementary School [KOE]
	Sonia DaRosa	King Open Elementary School [KOE]
	Kristin Bell	King Open Elementary School [KOE]
	Darrell Williams	King Open Elementary School [KOE]
	Matt Thoman	CPS
	Fabiane Noronha	CPS
	Jim Maloney	CPS
	Christy Pica	CPS
	Robert Medeiros	CPS
	Dick Burditt	Assistant Project Manager [COC]
Reported By	Matt Rice	
Subject	King Open Elementary School –Programming for Kindergarten	
Location	Frisoli Youth Center, Cambridge MA	

Arrowstreet & William Rawn Associates met with the King Open Kindergarten staff to review initial thoughts regarding the design of their spaces in the new school. Locations of existing spaces were reviewed with the staff, and a review of existing student circulation patterns was discussed. The conversation covered aspirations for the new school spaces as well as issues in the existing spaces that could be addressed as part of the new design. The following items were reviewed in detail:

Kindergarten Programming:

1. Unique educational goals and functions as the transition from home setting. Greet and welcome students into the school.
2. Movement – activity within the room is very flexible and moves throughout the room.
3. Exploration – cooking, art and physical movement are all part of the curriculum.

4. Same size classes as upper grades in KO.
5. Lots of classroom material indicates a need for storage.
6. High degree of family involvement – at events such as breakfasts, helping in classrooms during the day. Parents socialize with each other.
7. Need room/area to speak to parents in a private setting.
8. ASD K teacher – in addition to standard classroom capabilities, would like to have washer / dryer and shower stall. Currently 5 students in this classroom.
9. Lots of areas for display of student’s work as children learn visually.
10. Some times during the day are unstructured so the students have a chance to explore.
11. Personal hygiene education needs to be considered. They have to schedule 15 minute transitions just for washing hands.
12. Would rather have multi stall bathrooms. Not just for efficiency but to see what is going on. Mini stalls.
13. If students are not enrolled in early program, parents bring the students directly to classrooms.
14. Early program staff escorts just the kindergarten students to their proper classrooms.
15. Specialty classes are attended outside of the regular classroom – gym, art, recess, music, library and garden. 10:45-1:00 is the most active time frame for the JK & K students moving around the school. Corridor congestion is a current concern.
16. All kindergarten students have recess together and lunch as well.
17. Quiet time works well being separate from the rest of the school.
18. Students and teachers go to the library (Valente) every other week. Allows for different experience. Ola participates in sing alongs at the Valente.
19. Dismissal – 2 spots to wait in cafeteria and stage. Stagger students that walk, bus riders, and parent pickup.
20. Students – gather three times a year for breakfast in classrooms then performance by all six classes in cafeteria. All K-5 school assemblies are also held.

21. Staff:
 - a. Currently have to reserve conference room or other small space to meet.
 - b. Don't use staff lunch area currently because it is too far away and don't want to be so far from the students.
 - c. Currently use library for K-5 all staff meetings but not meeting needs (due to space, technology and furniture).
 - d. Staff should have their own bathrooms.
 - e. Need connection/communicating doors between all rooms for easy communication with other teachers.
 - f. Ola and ASD would like to be near other K classrooms. ASD also needs to be near another ASD.
 - g. Would like the ability to use each other's room as "buddy rooms".
 - h. ASD needs to be near buses / vans for their students.
 - i. Would love to have K-2 clusters that would facilitate class interaction and book buddies.
22. Breakout Spaces – would prefer alcoves with visual access to main classroom. But also would want acoustically controlled area.
23. Rooms:
 - a. Cubbies are preferred in classrooms and not in hallway because students need more assistance and they tend to have a lot of belongings. Would love a bench for changing boots and taking coats on and off.
 - b. Sink area – more like kitchenette with counter space for snack preparation / layout. All K classrooms currently have microwaves and refrigerators.
 - c. Technology – kids use tablets (iPads) more than PC's. Maybe a computer area could be considered.
 - d. Would like direct access to exterior play areas
 - e. Classrooms should be easily accessed by strollers

- f. Current storage area size works well.
- g. Current room size works.
- h. ASD needs a “quiet room” that is enclosed.

The final topic of discussion during the meeting was a review of the NetZero energy goals for the building. The new facility will be attempting to generate all of the energy needed to operate the building on-site, through the use of solar (photo-voltaic) panels located on the roof of the building. In order to accomplish this goal the building systems and envelope will be optimized to reduce energy consumption; however in addition the energy consumption by users in the building will need to be reduced. Subsequent meetings will touch upon some ideas and strategies to reduce the occupant energy use, also known as “plug-loads.”

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

Date	16 January 2015	
Project / No.	King Open and Cambridge Street Upper School Community Complex / 14054	
Present	Matt Rice	Arrowstreet
	Kate Bubriski	Arrowstreet
	Sam Lasky	William Rawn Associates
	Ying Tao	King Open Elementary School [KOE]
	Darrell Williams	King Open Elementary School [KOE]
	Aida Bairos	King Open Elementary School [KOE]
	Ariel Klemmer	CPS
	Susan Forrest	CPS
	JoAnne Johnson	CPS
	Jim Maloney	CPS
	Michael Black	City of Cambridge [COC]
	Dana Ham	CPS
Reported By	Matt Rice	
Subject	King Open Elementary School –Programming for Grades 1 and 2	
Location	Frisoli Youth Center, Cambridge MA	

Arrowstreet & William Rawn Associates met with the King Open Grades 1 & 2 staff to review initial thoughts regarding the design of their spaces in the new school. Locations of existing spaces were reviewed with the staff, and a review of existing student circulation patterns was discussed. The conversation covered aspirations for the new school spaces as well as issues in the existing spaces that could be addressed as part of the new design. The following items were reviewed in detail:

Grade 1 and 2 Programming:

1. Reading specialist (K-3), ASD (1, 2, 3), Ola co-teachers were all present.
2. For this group, social justice means:
 - a. Having appropriate space to meet educational needs.
3. Ola room is integrated with other traditional GR 1 & 2 classrooms.
4. For student toilets, the group was mixed 50/50 as to whether they should be in the classrooms. Issue with locating in room is smell and nuisance.

5. Daylight and operable windows would be great. Would like to not have AC and use windows when they can. ASD – daylight and turning off electric lights is good for their students.
6. Breakout Areas:
 - a. ASD many times has to pull an individual student out into a different space
 - b. Sometimes need the ability to quickly move for de-escalation
 - c. Reading specialists often have to reserve conference room or other small space to meet.
7. Talked about multiple ways of activating wall surfaces ... tackable, tapable, white board surfaces.
8. Currently have tables in hallways for things like math intervention, reading groups, and other activities. Not ideal condition.
9. Cubbies – best at their age to have inside classroom entry.
10. Collaboration:
 - a. Connecting doors to other classrooms are good.
 - b. Space for part time interns or interventionists near specialists is needed.
 - c. Specialist near core classrooms would be best.
11. Recess happens after lunch but it would be preferred if it was before.
12. Special Classes:
 - a. Avoid path through cafeteria during 11:00 – 1:00 as it is very congested and pushes the students into breezeway.
13. Teacher’s lounge too far away and they also need a “mother’s room”.
14. Cool down / Calm room is needed to accommodate one student at a time to reflect and relax.
15. Reading recovery room
 - a. Needs an actual chalkboard. The tactile nature of the chalk is critical for the educational activities. The board needs to also be magnetic.
16. Breakout rooms
 - a. Views from main teaching space to see what is happening in breakout area.

- b. Could be used for hearing / vision testing area
- c. Space for parent involvement in classroom.

17. Classrooms:

- a. Teachers desk
- b. Lockable storage for teachers.
- c. No dedicated drinking fountains prefer to use cups at sink. Also could use a bottle refilling station.
- d. Coat hooks in the classroom.
- e. Kitchenette and storage area for snacks – centrally located. SPED needs access to refrigerators.
- f. Sinks with sanitizer that is wall mounted.
- g. PA system with individual volume control.
- h. Adjustable height / magnetic whiteboards for small kids.
- i. Movement and placement of furniture could / is hindered by extra doors in room. Location of doors needs to be well thought out.
- j. Built-in shelves under windows with a counter area is a desirable condition.
- k. Storage rooms in classrooms with shelving.
- l. Flex space for vision / hearing testing.

18. Valente Library – teachers would like to use it more even for personal use.

The final topic of discussion during the meeting was a review of the NetZero energy goals for the building. The new facility will be attempting to generate all of the energy needed to operate the building on-site, through the use of solar (photo-voltaic) panels located on the roof of the building. In order to accomplish this goal the building systems and envelope will be optimized to reduce energy consumption; however in addition the energy consumption by users in the building will need to be reduced. Subsequent meetings will touch upon some ideas and strategies to reduce the occupant energy use, also known as “plug-loads.”

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Respectfully submitted,

ARROWSTREET

A handwritten signature in black ink, appearing to read 'M. Rice'.

Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

P:\14\14054_King_Open_Cambridge_Street_Upper_School\ADMIN\g10_King_Grade_1+2_Programming_Mtg.docx

Date 16 January 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present

Matt Rice	Arrowstreet
Kate Bubriski	Arrowstreet
Caleb Dubofsky	CPS
Jonathan Horowitz	CPS
Jasmine Ruigrok-Borowiec	CPS
Jim Maloney	CPS
JoAnne Johnson	CPS
Dana Ham	CPS
Amy Monkiewicz	King Open Elementary School (KOE)
Luisa Raposa	King Open Elementary School (KOE)
Emily Sparks Perez	King Open Elementary School (KOE)
Deirdre McCarthy	King Open Elementary School (KOE)
Darrell Williams	King Open Elementary School (KOE)
Dick Burditt	Assistant Project Manager (COC)

Reported By Matt Rice

Subject King Open Elementary School –Programming for Grades 3 and 4

Location Frisoli Youth Center, Cambridge MA

Arrowstreet & William Rawn Associates met with the King Open Grades 3 & 4 staff to review initial thoughts regarding the design of their spaces in the new school. Locations of existing spaces were reviewed with the staff, and a review of existing student circulation patterns was discussed. The conversation covered aspirations for the new school spaces as well as issues in the existing spaces that could be addressed as part of the new design. The following items were reviewed in detail:

Grades 3 and 4 Programming:

1. Unique qualities
 - a. Back of house and staging and storage area for project based learning needed
 - b. Need central area for material storage.
 - c. Mini lessons followed by breakout work at tables.
 - d. River tables (4' wide x 8' long) are set up for third grade only as

project based learning activity

2. Flow:
 - a. Adjacent classrooms would be good
 - b. Breakout spaces with visibility would be useful, but would need to be enclosed.
 - c. Carpeted area or a rug area is necessary
 - d. Most kids are in early program, coming from in from either the gym, cafeteria, or recess yard.
 - e. Upper school comes down a stair in the middle of the classrooms and causes congestion and noise (stops the teachers from teaching).
 - f. Ola co-teachers best to be next to each other.
 - g. Impossible to get students to concentrate when classes are near recess areas.
 - h. Pairs of classrooms share Chrome Book and need access from each room, hopefully in a storage area.
 - i. Parents tend to hangout during drop-off time.
 - j. Built-in shelving for library books in classroom.
 - k. Mini kitchenette with lots of counter space.
 - l. Maintain current classroom size.
 - m. ASD needs a quiet enclosed room.
 - n. Ability to see into the corridor.
 - o. Increase the distribution of electrical outlets.
3. Specials – none are currently on the second floor, which is a desirable condition.
4. Special Education classrooms should be located close to grade levels
5. 3rd and 4th grade classes makes up about 120 students.
6. Adjacencies:
 - a. Teachers can be 3rd/4th flexible so having both grades near each other is helpful.
 - b. ASD likes being near other ASD classrooms but also good to be near grades that they serve.
7. Student Gathering:
 - a. Would do more large groups if they had more access to a suitable space.

- b. Reading buddy time is tight in one classroom because it's all of both grades (JK/4). For kindergarten they split half with each teacher.
 - c. The library is a more comfortable area. It has cozy/soft surfaces.
 - d. Family breakfast is one current large group activity
8. Staff Gathering :
- a. These occur once a month.
9. Toilet rooms – most teachers felt that these should not be in the classrooms. Only one wanted. For ASD classroom it needs to be in room.
10. White boards – would like to have a dual functioning side so teachers can prepare two lessons ahead of time. They wear out too fast.
11. Snack storage for students as they do have snacks in the room and need refrigerator access as well. Mini kitchenette with a sink is desired.
12. Teachers may have students do a persuasive writing assignment in conjunction with the design of the school.

The final topic of discussion during the meeting was a review of the NetZero energy goals for the building. The new facility will be attempting to generate all of the energy needed to operate the building on-site, through the use of solar (photo-voltaic) panels located on the roof of the building. In order to accomplish this goal the building systems and envelope will be optimized to reduce energy consumption; however in addition the energy consumption by users in the building will need to be reduced. Subsequent meetings will touch upon some ideas and strategies to reduce the occupant energy use, also known as “plug-loads.”

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Respectfully submitted,

ARROWSTREET

A handwritten signature in black ink, appearing to read 'M. Rice', written in a cursive style.

Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

P:\14\14054_King_Open_Cambridge_Street_Upper_School\ADMIN\g11_King_Grade_3+4_Programming_Mtg.docx

Date	20 January 2015	
Project / No.	King Open and Cambridge Street Upper School Community Complex / 14054	
Present	Matt Rice	Arrowstreet
	Kate Bubriski	Arrowstreet
	Kevin Bergeron	William Rawn Associates
	Caitlyn Olsen	CPS
	Kathy Drew	CPS
	JoAnne Johnson	CPS
	Darrell Williams	CPS
	Jim Maloney	CPS
	Ana Travassos	King Open Elementary School (KOE)
	Fern Fisher	King Open Elementary School (KOE)
	Darrell Williams	King Open Elementary School [KOE]
Reported By	Matt Rice	
Subject	King Open Elementary School –Programming for Grades 5	
Location	Frisoli Youth Center, Cambridge MA	

Arrowstreet & William Rawn Associates met with the King Open Fifth Grade staff to review initial thoughts regarding the design of their spaces in the new school. Locations of existing spaces were reviewed with the staff, and a review of existing student circulation patterns was discussed. The conversation covered aspirations for the new school spaces as well as issues in the existing spaces that could be addressed as part of the new design. The following items were reviewed in detail:

Grades 5 Programming:

1. Four 5th grade teachers (1 SpEd, 2 general, 1 Ola)
2. What is Unique:
 - a. Students are looking forward to middle school but still want parent involvement.
 - b. Liked that former Putnam Ave building had lots of varied performance and gathering area. A roof garden to accommodate about 50 students would be a wonderful space
 - c. Breakout need for four students.

3. Having nature present near windows even when students can't go out in winter has a beneficial effect. Some benefit as when they can see birds/animals in the trees.
4. Would love to have a performance / activity space that would be sized for one class.
5. Daylight is great but direct sunlight can cause students to get anxious and is disruptive. Indirect light is better.
6. Schedule:
 - a. 5th graders do not have access to the outdoor recess area during the early program. Only use computer lab, gym or cafeteria.
 - b. They use stairs near ASD rooms to get upstairs to their classrooms.
 - c. 5th grade has the longest distance to travel for special classes.
 - d. Right now teachers share copier with CSUS teacher's room.
 - e. Glass corridors. One teacher had an experience in a school with glass along the corridor and it was disruptive and teachers put up curtains. They built a student room recently with a window and the teacher in there completely blocked the window so you can't see in.
 - f. One teacher highlighted that she would love to see a new culture where hallways are activated and there is an awareness and view of how learning is happening.
 - g. Definitely need a calm down area / room for students.
7. Classrooms:
 - a. Do need a group gathering (rug) area.
 - b. Some prefer desks that can be rearranged into four student work tables. Others prefer tables. Tables also need storage area.
 - c. Currently students use lockers and like to give a sense of privacy. Most do not allow locks. There is a lot of lost time on locker access and just going to the hallway. Would prefer to have these in the classroom. It would take less time and be more secure which is important because some students have cell phones in their bags.
8. Do not have any relationships or collaboration with CSUS but think there should be even if just for gathering all schools / grades.
9. In addition to teaching walls they also need areas to display work.

The final topic of discussion during the meeting was a review of the NetZero energy goals for the building. The new facility will be attempting to generate all of the energy needed to operate the building on-site, through the use of solar (photo-voltaic) panels located on the roof of the building. In order to accomplish this goal the building systems and envelope will be optimized to reduce energy consumption; however in addition the energy consumption by users in the building will need to be reduced. Subsequent meetings will touch upon some ideas and strategies to reduce the occupant energy use, also known as “plug-loads.”

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Respectfully submitted,

ARROWSTREET

A handwritten signature in black ink, appearing to read 'M. Rice', with a stylized flourish at the end.

Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

P:\14\14054_King_Open_Cambridge_Street_Upper_School\ADMIN\g12_King_Grade_5_Programming_Mtg.docx

Date	20 January 2015	
Project / No.	King Open and Cambridge Street Upper School Community Complex / 14054	
Present	Matt Rice	Arrowstreet
	Kate Bubriski	Arrowstreet
	Kevin Bergeron	William Rawn Associates
	Fabiane Noronha	CPS
	Jonathan Horowitz	CPS
	Luisa Raposa	King Open Elementary School (KOE)
	Ying Tao	King Open Elementary School (KOE)
	Aida Bairos	King Open Elementary School (KOE)
	Ana Travassos	King Open Elementary School (KOE)
Reported By	Matt Rice	
Subject	King Open Elementary School –Programming for Language Arts Ola	
Location	Frisoli Youth Center, Cambridge MA	

Arrowstreet & William Rawn Associates met with the King Open Ola program staff to review initial thoughts regarding the design of their spaces in the new school. Locations of existing spaces were reviewed with the staff, and a review of existing student circulation patterns was discussed. The conversation covered aspirations for the new school spaces as well as issues in the existing spaces that could be addressed as part of the new design. The following items were reviewed in detail:

Language Arts Ola Programming:

1. Ola is half Portuguese and half English, a two-way immersion program. Co-teachers split the classes. One teacher does 3rd English while the other does 4th Portuguese and then they switch.
2. Kindergarten only has one teacher and she just splits morning / afternoon between languages.
3. Need another K/JK class so that they can accept more students. Sometimes they have to turn away 10 students because they can only accept 10 students in K/JK because of 1 teacher.
4. Citywide discussions are happening to determine if there are enough

applicants for another JK/K.

5. If there are more kids in the program then the classrooms would need to be full size (20 students) rooms.
6. Library interaction – they go to Valente every week to use Portuguese resources and also meet the authors and other events. Kindergarten students do sing-a-longs.
 - a. A small room would be good to have classes in instead of a space that is open to a public area.
 - b. Would love to have a keycard access instead of always having to call ahead.
7. Critical to have paired grades next to each other and also next to other similar grades.
8. Video conference with other programs across the country or world. Need tech to do this on classroom projectors over skype etc.
9. Right now teachers mostly have a full size classroom because they move through the same 5 stations as regular classrooms. Even with 20 kids a regular room would be fine.
12. Need more flexible whiteboards so can pre-write lessons for the two classes and can easily switch between them.
13. No language lab is needed.
14. Pickup can be an issue because parents can be late and there is nowhere to wait. Need room in the main office for this waiting activity.
15. Book displays where you can see the front of the books are great.
16. Do reading buddies with CSUS and would like to continue or do more.
17. Small group areas for up to 60 for group activities. Best for multi-purpose activities which could include singing, drama, stretching and projects.
18. Floor surface can be an issue for ASD students. For example the high school has a very squeaky material which can be distracting.
19. Playground:
 - a. Stormwater drainage is key.
 - b. Equipment needs to be non-slippery and safe for children of all sizes.

Currently there are some areas where small feet can fall through.

20. How could we use a water feature or stormwater to demonstrate energy generation or other learning opportunities?
21. Would like to have a presence in the main lobby to say that it is a bi-lingual program and represents many countries and cultures.

The final topic of discussion during the meeting was a review of the NetZero energy goals for the building. The new facility will be attempting to generate all of the energy needed to operate the building on-site, through the use of solar (photo-voltaic) panels located on the roof of the building. In order to accomplish this goal the building systems and envelope will be optimized to reduce energy consumption; however in addition the energy consumption by users in the building will need to be reduced. Subsequent meetings will touch upon some ideas and strategies to reduce the occupant energy use, also known as “plug-loads.”

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Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution

All attendees

Meeting Notes

Date	6 February 2015	
Project / No.	King Open and Cambridge Street Upper School Community Complex / 14054	
Present	Matt Rice	Arrowstreet
	Kate Bubriski	Arrowstreet
	Jeff Olinger	William Rawn Associates
	Kelley Mowers	CPS
	Kathleen Kolman	CPS
	Noah Downs	CPS
	Jim Edgehill	CPS
	Christine (KO Literacy Coach)	CPS
Reported By	Matt Rice	
Subject	King Open Art, Music, PE, Lit Coach – Programming Meeting #1	
Location	Frisoli Youth Center, Cambridge MA	

Arrowstreet & William Rawn Associates met with several of the King Open staff to review initial thoughts regarding the design of their spaces in the new school. Locations of existing spaces were reviewed with the staff, and a review of existing student circulation patterns was discussed. The conversation covered aspirations for the new school spaces as well as issues in the existing spaces that could be addressed as part of the new design. The following items were reviewed in detail:

King Open Physical Education

1. Two PE teachers
2. Adjacency
 - a. Would prefer the lower and upper school gyms to be near each other so that they can share so that students don't cross during circulation/transitions
3. KO PE staff runs a bike unit – where each student learns how to ride and repair a bike. Need hangers for 30 bikes in closet – could be ceiling hangers to maximize storage capacity
4. Sound system is a big part of the PE curriculum. The gymnasium needs a sound system, but each class on either side of the movable divider curtain would like to have different music playing at one time, so not sure how to



separate the system for two classes in the same gym.

5. Two gym classes will happen at the same time. Ideally would like some type sound barrier because one might be playing music while the other is trying to talk. Need to keep kindergarten students safe when third graders are also in a class at the same time, especially when they are all running around.
6. Would like to have access to a classroom at times for testing and other lessons.
7. Would love to have access to a dance room.
8. PE teachers do a lot of video projection for classes.
9. Would like to have access to a white board.
10. PE office for KO would be similar to what was described by CSUS PE teacher.
11. Retractable bleachers needed for large school community events that don't work well in auditorium.
12. Would prefer a wood athletic floor.
13. A scoreboard would be useful on each side of the gym.
14. Bathrooms should be located just off the gym for easy use by students during gym class.
15. Water fountains should be at multiple heights for students of different ages.
16. Climbing apparatus should be located outside.
17. Outdoor fenced area / basketball court would be useful for the PE program.
18. PE staff felt that they would have use for both volleyball and badminton setups within the gymnasium
19. A total of 6 basketball hoops in the gym are desired.

King Open Art

1. Would prefer room that could accommodate multiple types of activities at once as well as large scale projects / sculptures.
2. Would use clay more if the room was equipped with proper ventilation.
3. They currently do not use pottery wheels – and feel that their use would be complicated by the age of the KO students using the wheels.

4. Storage – most storage should be enclosed so as not to distract students while they are in the classroom.
5. Would be nice for each student to have a flat file to store work.
6. Would like students to be able to get some supplies themselves.
7. Supply storage should be both in the classroom as well as in a closet area.
8. Sinks should accommodate both little and tall students. A trough sink is desired.
9. Display LED digital displays throughout the public spaces would be desirable for exhibiting student work. There would be a benefit to having these everywhere including gathering areas like cafeteria and lobby.
10. Display cases should be designed so that they protect art in gathering areas. In addition to display cases, would like ample tackable surfaces in hallways.
11. Adjacency
 - a. Good to be able to have the upper and lower art teachers be able to talk to each other, but there is not a lot of student collaboration between KO & CSUS art classes.
 - b. Would like to be near other visual and performing art classrooms.
 - c. Art teacher coordinates curriculum with general classes and it would work better if classrooms would be near each other. She assists with lessons such as:
 - i. Lessons on symmetry tied into math lessons.
 - ii. Native American art tied to social studies and river project.
12. Classroom technology – need the ability to project very large images in the classroom.
13. FF+E
 - a. Rug area with benches and teaching wall are desired
 - b. Four students per table.

King Open Music

1. One general music teacher for KO.

2. Has need for an amplification system.
3. Would like risers along one wall, perhaps with storage underneath.
4. Need an open space for dancing.
5. Need open shelving for some large instruments like steel drums.
6. A teacher desk is needed within the classroom.
7. Lockable storage for more expensive and smaller instruments needed.
8. Technology requirements: White board, projector, and potentially having the ability to go to a computer room to do Garage Band lessons.
9. Chairs with tables are desired for furniture.
10. Adjacency
 - a. Can be difficult to be near upper school because of cross traffic of different age / sizes in hallways.
 - b. Would be useful to be near practice rooms with upright piano.
11. Music staff broadcasts speeches over the PA system. Need this system to be coordinated so that we are not putting a speaker in front of a microphone.
12. Sound system should be located in all large gathering areas (cafeteria, gymnasium and auditorium).
13. A small number of the KO classes use the music stands (4th and 5th graders). Need a cart for stands and an area in the classroom to store the cart.

KO Literacy

1. Book room for literacy staff holds resources for entire school, including teacher resources. Current storage includes both 40 linear feet of shelving x 73 in height as well as 16 LF x 73 in high. Staff would like all of this storage to be in one room and have expansion space for doubling the current capacity.
2. Math resources not included in the LF count above. Needs to be in addition to the capacity listed above, and should be in the same room as the literacy resources. Math has large “kits” that need to be stored in deeper shelving/cabinets.
3. Resource coach area / suite: Should include an office for each coach, family

liaison and a central shared workroom / office.

4. Resources are checked in and out throughout the year. They currently use clip system (name clipped on box) instead of digital bar codes.
5. Three workrooms near main office needed with tables setups for breakout areas, projector and white boards
 - Literacy coach - no projector needed
 - Match coach – may need a projector
 - Family Liaison – parent room needed
6. Adjacency
 - a. Should be near the KO main office and all three in one defined area.
 - b. Does not need to be next to SPED Suite.

The final topic of discussion during each of the meetings was a review of the NetZero energy goals for the building. The new facility will be attempting to generate all of the energy needed to operate the building on-site, through the use of solar (photo-voltaic) panels located on the roof of the building. In order to accomplish this goal the building systems and envelope will be optimized to reduce energy consumption; however in addition the energy consumption by users in the building will need to be reduced. Subsequent meetings will touch upon some ideas and strategies to reduce the occupant energy use, also known as “plug-loads.”

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

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Meeting Notes

Date	6 February 2015	
Project / No.	King Open and Cambridge Street Upper School Community Complex / 14054	
Present	Matt Rice	Arrowstreet
	Kate Bubriski	Arrowstreet
	Jeff Olinger	WRA
	Nicole Dillon	CPS
	Margie Carlman	CPS
	Jodi Leahy	CPS
	Brij Maliya	CPS
	Christine Leonard	CPS
	Paula Arruda	CPS
	Lila Gauthier	CPS
	Laurie Levine	CPS
	Caitlyn Olsen	CPS
	Andrea Hendricks	CPS
	Rejane Castro	CPS
	Jen Bump	CPS
	Ellen Quinn	CPS
Reported By	Matt Rice	
Subject	King Open – Office of Student Services (SPED, Counselor, OLA SPED) Programming Meeting #1	
Location	Frisoli Youth Center, Cambridge MA	

Arrowstreet & William Rawn Associates met with the KO Office of Student Services [OSS] staff to review initial thoughts regarding the design of their spaces in the new school. Locations of existing spaces were reviewed with the staff, and a review of existing student circulation patterns was discussed. The conversation covered aspirations for the new school spaces as well as issues in the existing spaces that could be addressed as part of the new design. The following items were reviewed in detail:

1. Made up of 11 staff members from the KO.
2. Special Education [SPED]
 - a. Staff share many materials, they collaborate and therefore a shared space / office for all SPED would be nice. Such a shared office space

would need to be near the SPED teaching spaces.

- b. Up to 4 - 6 students in a SPED space.
- c. Operable windows and daylight are ideal.
- d. Don't need full acoustic partition separation between adjacent classrooms. It is good to have another teacher to able to hear you.
- e. 80 SF is a good size for small classroom spaces, but spaces could stand to be a little larger so could do non-sitting activities.
- f. Flexible furniture is important.
- g. Two white boards would be ideal. One for normal writing use, and a separate projector projecting on a second white board.
- h. Space should include a computer area for students who are doing assessments separate from regular teaching area.
- i. Need an area for locked personal staff storage.
- j. If SPED has moveable partitions then make sure the rooms still have enough electrical outlets with good dispersion around the room.
- k. Sink in SPED suite or in each room is necessary.
- l. Adjacencies - Each teacher generally has two grades but sometimes they may have three. It is not easy to delineate which particular grade they are with due to this staffing reality. Would prefer to have all SPED classrooms together and be centrally located.

3. Speech Therapists

- a. One full time and two part time therapists.
- b. Need full acoustical separation from adjacent spaces.
- c. Need shared space for material storage.
- d. 2-4 students in a group.
- e. Need tables and chairs to accommodate students from Pre K – 5th grade.

4. Occupational/Physical Therapy [OT/PT]

- a. 5 staff / therapists total for KO & CSUS
- b. Staff currently functions together for both lower and upper schools.

- c. For fine motor skills area staff would prefer an individual student space, but this area doesn't have to be acoustically separate from other parts of the OT/PT space.
- d. For large motor skills areas, equipment will be in one shared space – would include such items as suspended equipment, mats, swings, climbing apparatus.
- e. For testing – need a 20 foot clear space plus some run-off room at the end of the run test area.
- f. Suspension area needed as part of the gross motor area. Should have sufficient clearance space around area for safety.
- g. Fine motor work is done on a table. Need 2 lower school tables and 1 in the upper school space.
- h. Adjacency – OT/PT space should be near the lower school gym because staff often observe students in the gym. Also need to be near ASD classrooms so the ASD teachers can come in for sensory breaks.
- i. Need a computer area for students to practice typing.
- j. Storage - Large motor equipment would be best in closet so it does not distract students. Scooters, balls, hockey sticks are typical of the types of equipment.
- k. Having a bench for removing shoes when students come in the space would be good.
- l. Access to a calm room would be good for not only from OT/PT but ASD and other classes.
- m. Proximity to a student bathroom is necessary.

5. School Psychologist

- a. 4 to 15 parent meetings occur during the week.
- b. Need office to do small group activities and then a “dedicated” conf. space or an office completely separated because it needs to have a professional appearance.
- c. Would like a room for a small students table for 2 students.
- d. Adjacency - Need to be able to have parents locate the space. Like to be

near ASD. Staff spends the most time working with ASD.

- e. Need calming space that feels safe and does not feel like it is in the “office”, but is supervised.
- f. As safe and enclosed as we can make the outdoor play area would be great knowing it is still “publicly accessible.” More swings for ASD students, as they use the swings through all of the K-8 grades.
- g. Social Justice - In ASD it means students in general classrooms as much as possible. Access / space for family liaison is important.

6. Counselors

- a. Community clinician and after school clinician.
- b. Currently they have two spaces.
- c. Needs to accommodate Pre-K through 5th grade ages.
- d. Lots of supplies and records. Prefer to not have in counselor’s room because students get overwhelmed by the visual appearance.
- e. Natural light is very important for a soothing environment.
- f. Adjacency - would like one room in each K-2 and 3-4.
- g. Groups up to 4 students and 2 adults.
- h. Need a rug area and table and chair area.
- i. Chairs need to accommodate both big and little students.
- j. Need a very acoustically conditioned room. Can get very loud in the room.

7. English as a Second Language [ESL]

- a. Two small spaces (1 office and 1 teaching) for up to 7 students.
- b. Need access to computer and projector
- c. Near general KO classrooms but not one specific.

The final topic of discussion during the meeting was a review of the NetZero energy goals for the building. The new facility will be attempting to generate all of the energy needed to operate the building on-site, through the use of solar (photo-voltaic) panels located on the roof of the building. In order to accomplish this goal the building systems and envelope will be optimized to reduce energy consumption;

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Respectfully submitted,

ARROWSTREET

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Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

P:\14\14054_King_Open_Cambridge_Street_Upper_School\ADMIN\g33__OSS.docx

Date 21 January 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present Matt Rice Arrowstreet
Kate Bubriski Arrowstreet
Jeff Olinger William Rawn Associates
Tiffany Robinson CSUS
Manuel Fernandez CSUS
Christen Sohn CSUS

Reported By Matt Rice

Subject Cambridge Street Upper School – Administration Programming

Location Frisoli Youth Center, Cambridge MA

Arrowstreet & William Rawn Associates met with the Cambridge Street Upper School Administrative staff to review initial thoughts regarding the design of their spaces in the new school. Locations of existing spaces were reviewed with the staff, and a review of existing student circulation patterns was discussed. The conversation covered aspirations for the new school spaces as well as issues in the existing spaces that could be addressed as part of the new design. The following items were reviewed in detail:

Cambridge Street Upper School – Administration Programming

1. A primary design goal for CSUS is to create the feeling that CSUS is a unique school, not to be combined with KO.
2. Have to deal with parent’s withdrawal.
3. Kids are bigger and need more space.
4. Would like clear identity when entering into the building and also conveyed on outside that school exists.
5. Would like to clearly see into the main office with glass.
6. Need waiting area at reception for kids and parents during the day.
7. Want it to be secure but warm and inviting.
8. Want kids to feel like they have come to a new school / next step in their educational path.

9. Reception – desk and waiting area is only place where visitors and students can get to.
10. Behind reception and connected to it would be offices, workroom and conference rooms.
11. Conference rooms – one for 12-15 seats and one for 1-6 seats.
12. Reception (secretary area) – spots for two people to work.
13. Prefer to have guidance room near and connected to the main office functions.
14. Reflection room near main office for 8-10 students.
15. Mailboxes – maybe able to open from corridor with a key instead of having to go to the Main Office.
16. Storage:
 - a. Need area for office supplies
 - b. Need space (does not need to be in office for events (like dances) supplies and supplies for teachers at the beginning of the year.
 - c. Dead file storage area / room (could be shared with KO and be in basement)
17. Guidance – three offices with own secretary and reception. Reception could be shared with nurse area. Need waiting room for up to 8 students/parents.
18. Need counter in public area spaces for attendance and late sign with computer (in future). Maybe also a parent working area.
19. Interns need shared touchdown spaces and access to personal belonging in a secure area.
20. Workroom – prefer to have dedicated to main office and have teachers in their lounge area. Teacher rooms should also have toilet rooms.
21. Parent Involvement:
 - a. Would like to feel inviting and have a workspace for the 1 to 2 parents to volunteer.
 - b. Do not think their parents can be in the room with KO parents at the same time.
 - c. They have other partners like City Spouts or other volunteer groups. Maybe a multipurpose room that they can sign out and maybe it has

location for literature and pamphlets.

The final topic of discussion during the meeting was a review of the NetZero energy goals for the building. The new facility will be attempting to generate all of the energy needed to operate the building on-site, through the use of solar (photo-voltaic) panels located on the roof of the building. In order to accomplish this goal the building systems and envelope will be optimized to reduce energy consumption; however in addition the energy consumption by users in the building will need to be reduced. Subsequent meetings will touch upon some ideas and strategies to reduce the occupant energy use, also known as “plug-loads.”

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Respectfully submitted,

ARROWSTREET

A handwritten signature in black ink, appearing to read 'M. Rice', written in a cursive style.

Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

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Date 21 January 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present Matt Rice Arrowstreet
Kate Bubriski Arrowstreet
Jeff Olinger William Rawn Associates
Betsy Preval CSUS
Melanie Morrison CSUS
Lauren Eckler CSUS
Christen Sohn CSUS

Reported By Matt Rice

Subject Cambridge Street Upper School – Language Arts Programming No. 1

Location Frisoli Youth Center, Cambridge MA

Arrowstreet & William Rawn Associates met with the CSUS Language Arts staff to review initial thoughts regarding the design of their spaces in the new school. Locations of existing spaces were reviewed with the staff, and a review of existing student circulation patterns was discussed. The conversation covered aspirations for the new school spaces as well as issues in the existing spaces that could be addressed as part of the new design. The following items were reviewed in detail:

Cambridge Street Upper School – Language Arts Programming with 6th Grade English, Lit Coach, 7th Grade English Teacher

1. Typical Class Schedule:
 - a. “Do Now” is an activity that is set up for the students when they first come into the room, so there is a need to grab supplies. Best if these are located on the way into the classroom.
 - b. Individual project time – would love to have an area to lounge and spread out.
 - c. Need breakout one-on-one area with no distraction from other others.
 - d. Teacher typically walks around during work time. Need to be able to flow around the classroom.
 - e. Tables (not circular) that can be grouped and ungrouped.

2. Storage – folders, notebooks, highlighters, paper and teacher supplies. Also need location to store and charge laptop carts in the classroom.
3. Adjacencies:
 - a. Best to have clusters of all classrooms of one grade. Door should be staggered so can get better view of corridors.
 - b. Windows, even in doors, is an issue when kids can see other classrooms across the hall this creates a distraction.
4. Breakout Rooms:
 - a. Small 1-4 students and teachers.
 - b. Multi-purpose room for up to 100 (full grade).
5. Coaches and Interventionist share an office and would be best to have two table areas to do one-on-one or up to four. (Maybe in future Interventionist would be a third person.)
6. Are electives going to all have their rooms? These could include such classrooms as drama, health, chess, library, yoga, and other volunteer classes.
7. Bookshelves and tack / magnetic area for student work.
8. Different light levels capability or dimmable lighting.
9. ELA central storage materials – could be in the Literature Coach’s office.
10. Teacher’s room is a must with its own bathrooms, work table and kitchenette.
11. Parents need a place to meet with parents that feels welcoming.
12. Early program can go to cafeteria or the gymnasium.
13. Class transitions as a swap between two rooms and then go to other two core subjects and then swap between those two.
14. Classroom communicating doors are definitely needed.
15. Library:
 - a. Need a defined half of the library to be for CSUS if it is connected to KO.
 - b. Would love to have more connection to Valente if there was a breakout room / preteen.

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goals for the building. The new facility will be attempting to generate all of the energy needed to operate the building on-site, through the use of solar (photo-voltaic) panels located on the roof of the building. In order to accomplish this goal the building systems and envelope will be optimized to reduce energy consumption; however in addition the energy consumption by users in the building will need to be reduced. Subsequent meetings will touch upon some ideas and strategies to reduce the occupant energy use, also known as “plug-loads.”

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Respectfully submitted,

ARROWSTREET

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Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

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Date 23 January 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present Matt Rice Arrowstreet
Kate Bubriski Arrowstreet
Jeff Olinger William Rawn Associates
Allison Scully CSUS
Angela DePalm CSUS
Christen Sohn CSUS

Reported By Matt Rice

Subject Cambridge Street Upper School – Programming for Social Studies No. 1

Location Cambridge Street Upper School, Cambridge MA

Arrowstreet & William Rawn Associates met with the Cambridge Street Upper School Social Studies staff to review initial thoughts regarding the design of their spaces in the new school. Locations of existing spaces were reviewed with the staff, and a review of existing student circulation patterns was discussed. The conversation covered aspirations for the new school spaces as well as issues in the existing spaces that could be addressed as part of the new design. The following items were reviewed in detail:

Cambridge Street Upper School – Social Studies No 1 Programming with Coaches 6th, 7th and 8th Head of History Department from the District

1. Activities – watch films, debates group work and individual work. Movement and flexibility is key.
2. Atmosphere – daylight and connection to outside world, high ceilings and non-CMU walls are all desirable. Good lighting for energy and good state of mind.
3. FF+E
 - a. Single table /desk that can be combined.
 - b. Chairs with basket shelf underneath.
 - c. Non slip flooring. VCT (waxed) is slippery with some shoes.
 - d. Lockers near classes.

- e. Standing desks with leg swings.
4. Adjacencies:
 - a. Doors between classrooms are necessary.
 - b. Supervision to hallway – admin areas central located.
 - c. All of the grade levels together including specialist in a cluster is preferred by all.
 - d. No corridor drinking fountains. These should be located only in classrooms.
 5. Breakout Spaces:
 - a. Prefer not to be open to corridor
 - b. Prefer enclosed spaces with glass. Maybe have exercise equipment that could help students expend their energy.
 6. Classroom entry door should not be in the middle of the classroom wall but towards the back corner.
 7. The students study human/environment interaction and would love to be more connected to garden or the outdoor space.
 8. All rooms, even the storage, should have access to daylight because it could become a class space in the future.
 9. Extended day would be good if they had their own space so that teachers can utilize their own classrooms for lesson plans, grading and parent meetings.
 10. It was asked whether there would be designated spaces for specialists and electives. The design intent will to be find dedicated spaces for these.
 11. It was asked whether there would be any spaces in the building that were dedicated for senior citizen involvement with the school.
 12. It was suggested that different floors for grades would be a good way of avoiding awkward social interactions between grades.
 13. Optimizing transitions and flow between classrooms should be a prime design consideration.
 14. It was recommended that attention be paid to providing opportunities for air exchanges in the classrooms and improving in the indoor air quality as much

as possible.

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Respectfully submitted,

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Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

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Date 23 January 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present Matt Rice Arrowstreet
Kate Bubriski Arrowstreet
Jeff Olinger William Rawn Associates
Vanusa Lima CSUS
April Hanlon CSUS
Omar Gueye CSUS
Christen Sohn CSUS

Reported By Matt Rice

Subject Cambridge Street Upper School – Programming World Language

Location Frisoli Youth Center, Cambridge MA

Arrowstreet & William Rawn Associates met with the CSUS World Language staff to review initial thoughts regarding the design of their spaces in the new school. Locations of existing spaces were reviewed with the staff, and a review of existing student circulation patterns was discussed. The conversation covered aspirations for the new school spaces as well as issues in the existing spaces that could be addressed as part of the new design. The following items were reviewed in detail:

Cambridge Street Upper School – World Language

Vanusa – Portuguese Language and Arts (some 6th – 8th grade students), currently 12 students

One Spanish (20-25 students)

One French (18 students or less currently)

1. Activities:
 - a. Come in and find assigned seat.
 - b. Might move around to do paired speaking activity.
 - c. For film / projection everyone needs to face the front – with heavy or fixed tables this does not work
2. Space
 - a. Spanish rooms are not big enough. It is currently less than the typical size classroom.

- b. Kids are too big for the furniture.
 - c. Backpacks are really large and are a tripping hazard at tables / desk. Not sure if kids would hang their bags in a spot in the classroom during the class.
3. Storage:
- a. Spanish – feels if she could utilize everything in the current room it would be enough but does not like the open shelves near the windows because books get dirty/dusty
 - b. Portuguese – has a large amount of storage and bookshelves needed
4. FF+E:
- a. Would love to have a platform for the front of the room that students could use when they are presenting their work or acting.
 - b. Would love a language lab or dedicated laptops with audio headsets that they don't have to share with core classes. Having a dedicated resource such as a language lab would help convey a perception of importance for the World Language program
 - c. The need for an area where a small group of students could be quiet and speak and record a lesson. This is their type of breakout room for up to 6-8 students.
5. All students take a language but less class time than the core classes.
6. Technology:
- a. Better wi-fi would be useful
 - b. More laptops
 - c. Space for cart charging
7. Adjacencies:
- a. Portuguese would like to be close to World Language. If it could be near Social Studies that is also good.
 - b. Spanish likes being away from 7th and 8th because 8th grade does off schedule activities and their students are in the hallways and it be loud.
8. For group activities would like access to auditorium for skits / plays. Access

to the kitchen for Spanish goods. Either for kids to cook or teachers to cook for the class.

9. City Sprouts summer program would also want access to the kitchen.
10. Extended day would be good if they had their own space so that teachers can utilize their own classrooms for lesson plans, grading and parent meetings.
11. More teacher/staff restrooms are necessary than what is currently available at CSUS. More copier locations are also necessary.

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Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

P:\14\14054_King_Open_Cambridge_Street_Upper_School\ADMIN\g18_CSUS_World_Language_Programming_Mtg.docx

Date 26 January 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present

Matt Rice	Arrowstreet
Kate Bubriski	Arrowstreet
Sam Lasky	William Rawn Associates
Donna Peruzzi	CSUS
Pam Shwartz	CSUS
Jeff Teixeira	CSUS
Christen Sohn	CSUS
Lisa Scolaro	CPS

Reported By Matt Rice

Subject Cambridge Street Upper School – Science Programming

Location Frisoli Youth Center, Cambridge MA

Arrowstreet & William Rawn Associates met with the CSUS Science staff to review initial thoughts regarding the design of their spaces in the new school. Locations of existing spaces were reviewed with the staff, and a review of existing student circulation patterns was discussed. The conversation covered aspirations for the new school spaces as well as issues in the existing spaces that could be addressed as part of the new design. The following items were reviewed in detail:

Cambridge Street Upper School – Science Programming for 6th, 7th and 8th Science

1. Lab Safety
 - a. Backpacks on floor is an issue
 - b. Floor receptacles are flexible but can be an issue in terms of dirt & water
 - c. Ceiling pigtailed are preferred for electrical in the center of rooms
2. Class activities – start in more traditional classroom with presentation and some partner work, then the class moves into lab work. Would love to have a separate teaching / gathering area and the lab area with flexible tables.
3. FF+E
 - a. Tables on casters only if all wheels have locks. Hidden caster locks would be ideal (student proof).
 - b. The epoxy surfaces can fracture and be sharp (when tables hit each

- other).
- c. There are heavy electrical plug loads in chemistry. Sufficient electrical capacity is required.
 - d. Blackout shades are necessary for light control.
4. Some rooms grow plants so need sunlit area that does not also become too hot because of heaters / radiators.
 5. Prep areas/rooms would be great with refrigerator, sink and dishwasher. MLK design has a dedicated prep room for each science room.
 6. Tackable surface – they do have a need to display a high quantity of non-projected information. Maximize tackable & writable wall surfaces.
 7. Student storage needed for science fair student project. Would need 24 spaces of half locker size plus poster flat file storage drawers. Robotics storage is needed.
 8. Projection – would love two screens of display so they can leave objectives up while other material is changed.
 9. Dedicated STEM classroom space for vocational learning is needed. Approx. 1,200 sf.
 10. Instructor sink not needed because enough perimeter and prep sink. Trying to get away from instructor in front of classroom.
 11. Rulers could be built into flooring for measuring exercises
 12. Ceiling hooks are needed for hanging things (like planets and pendulums)
 13. Timer clock should be on the wall for experiment purposes
 14. Tables – prefer standing height but sometimes want a seated height. Can they get height-adjustable tables?
 15. Accommodations for advisory should be considered. Advisory happens for 15-20 minutes three times per week. These activities are small group games that may happen in science lab and are intended to improve social interaction skills. Games like red light / green light.
 16. Would love to have use of a garden to grow and have lessons in. This might want to be distinct from the City Sprouts garden. Size and sun exposure of a potential garden space are considerations.

17. Rainwater collection and stormwater management is something that they would love to use as a teaching tool. (6th grade teacher input)
18. As part of the MLK project the science staff were urged to go to battery powered science equipment but that puts a burden on district to dispose / manage batteries and is not an environmentally friendly approach to equipment use.
19. Science teachers are advocates of making energy usage in the building visible so that the building can act as a teaching tool.
20. Staff has a large preference for an abundance of natural light in the classroom – but that light needs to be controlled.
21. Accommodations were requested to allow year round bike storage, such as covered bike parking.

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Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution

All attendees

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Date 21 January 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present

Matt Rice	Arrowstreet
Kate Bubriski	Arrowstreet
Jeff Olinger	William Rawn Associates
Mary Elizabeth Cranton	CSUS
Danielle DeNufrio	CSUS
Kendal Schwarz	CSUS
Manuel Fernandez	CSUS
Tracey Pratt	CSUS

Reported By Matt Rice

Subject Cambridge Street Upper School – Math Programming

Location Frisoli Youth Center, Cambridge MA

Arrowstreet & William Rawn Associates met with the CSUS Math staff to review initial thoughts regarding the design of their spaces in the new school. Locations of existing spaces were reviewed with the staff, and a review of existing student circulation patterns was discussed. The conversation covered aspirations for the new school spaces as well as issues in the existing spaces that could be addressed as part of the new design. The following items were reviewed in detail:

Cambridge Street Upper School – Math Programming

Math Coach, 6th, 7th & 8th Grade Math and Co-Teach 6th (SPED)

1. Co-Teacher rooms may be in two groups (one with each teacher) at the same time. Whiteboards that could be used to divide classroom and also get kids standing and working together on the whiteboards would be a good approach.
2. Furniture:
 - a. Need desks without baskets below so that they can be formed into larger group tables.
 - b. Standing desk or a counter would be useful.
 - c. Quiet feet chairs are recommended.
 - d. Teachers need personal storage space within the classroom.
 - e. Flat file or upright slim storage for posters and sticky pads is needed.

- f. Bookcases for text books needed
- 3. Could use a combination of whiteboards on walls and movable whiteboards (also interested in the possibility of writing on the windows).
- 4. Small amount of storage needed for 3D tools/manipulatives
- 5. Would like a u-shaped table or a way to gather without having to entirely rearrange student desks during class.
- 6. Adjacencies:
 - a. 6th grade is currently a bit separated from the 7th and 8th graders and it works well because these students are getting used to being in a new school with older kids.
 - b. 6th graders currently don't share toilet rooms with 7th and 8th graders, which is also advantageous
 - c. Math Coaches feel that their classroom spaces can't be shared for two teachers having students at the same time. Too much potential for distraction.
 - d. Clusters seem like the best way to organize grades. Easier for transitioning between classes and also allows for comradery of students.
 - e. Breakout rooms – would like to have a breakout room (enclosed) to do pull-outs.
 - f. SPED would need to be next to other classrooms of the same grade.
- 7. Projectors – would love two so one can be used to list goals and schedule and be up all day while the other would be used for actual lessons.
- 8. Would like to have some whiteboards with graph lines and coordinates.
- 9. School needs to feel warm and inviting for families.
- 10. Refrigerators - need a separate one for teachers room and for after school events. Mixing these uses is problematic currently.

The final topic of discussion during the meeting was a review of the NetZero energy goals for the building. The new facility will be attempting to generate all of the energy needed to operate the building on-site, through the use of solar (photo-voltaic) panels located on the roof of the building. In order to accomplish this goal the building systems and envelope will be optimized to reduce energy consumption;

however in addition the energy consumption by users in the building will need to be reduced. Subsequent meetings will touch upon some ideas and strategies to reduce the occupant energy use, also known as “plug-loads.”

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET

A handwritten signature in black ink, appearing to read 'M. Rice', written in a cursive style.

Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

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Date 26 January 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present Matt Rice Arrowstreet
Kate Bubriski Arrowstreet
Sam Lasky William Rawn Associates
Susan Holm CPS
Elaine Koury CPS
Murray Tripp CSUS
April Silbert CSUS

Reported By Matt Rice

Subject King Open & Cambridge Street Upper School – Performing Arts and Visual Arts Programming

Location King Open Elem. School, Cambridge MA

Arrowstreet & William Rawn Associates met with the Visual and Performing Arts staff to review initial thoughts regarding the design of their spaces in the new school. CSUS VPA staff were present for the meeting. KO PA staff were present, but the KO VA staff could not attend and a subsequent meeting will follow to gather their input. Locations of existing spaces were reviewed with the staff, and a review of existing student circulation patterns was discussed. The conversation covered aspirations for the new school spaces as well as issues in the existing spaces that could be addressed as part of the new design. The following items were reviewed in detail:

KO/CSUS - Performing Arts and Visual Arts Programming

- 1. CSUS VPA program includes band, orchestra, drama, visual art and general music.
- 2. KO has general music, visual arts, 5th grade instrumental (would typically happen within CSUS band room).

CSUS Performing Arts - Music:

- 3. Band and orchestra – they both have small group lessons and a full band/orchestra group per week.
- 4. Largest amount of instrument use in any CPS lower school in the district

5. Band currently has 50 students
6. Orchestra currently has 20 students
7. At Putnam Ave they initially recommended:
 - a. (1) 60-70 seat room
 - b. (2) 20-25 seat rooms
 - c. (1) office to accommodate two teachers
 - d. (1) instrument storage room (plus lockers in large room). Lockers would need to be flexible for varying types of instruments.
8. Orchestra storage needs large instrument storage. Need to be flexible because the number of each instrument changes every year. All are in hard cases.
9. A/V for all music rooms to include projector, whiteboard and local sound system.
10. General music – for grades 6-8 there should be arm chairs with operable tablets, for K-5 seating will be on a rug or with stackable chairs.
11. Chorus happens in the general music rooms. May need extra space in 6-8 general music for risers for 20 students. Grades 4 & 5 don't use risers in general music.
12. Risers – need for 6-8 general music room and in auditorium (rolling/moveable would be ideal)
13. General Music Storage
 - a. CSUS – drums pads and tambourines.
 - b. KO – steel drums and other instruments.
14. Auditorium use for music performances
 - a. CSUS – 3 times per year with band, orchestra, and chorus.
 - b. KO – about once per month.
15. Small lesson/practice rooms for teachers and about 4 students and an upright piano. 1 or 2 of those rooms would be great.

CSUS Visual Arts:

16. CSUS Visual Arts would prefer one large art room space with all supplies immediately available for easy access without having to go into a closet to get them.
17. Dual shades (solar control and blackout) for projection during classes.
18. Too much direct sunlight can be a concern – it must be controlled.
19. Kiln gets very warm even though firing at end of day/night. Need a separate zone for art room. Would like kiln to be open or in cage so it can be seen from the main art room.
20. Tackable surfaces that are slideable/moveable so that teachers can have more than one display prepped.
21. VA has a need for two areas that can be used for a single student to do something calming by themselves in the room and not in a separate area.
22. Display area space should be flexible. Maybe a cable that can be pulled out and retracted as needed.
 - a. One display case within the larger school area and on each floor just for art display.
 - b. For displays that happen about twice a year VA would love to have a system where they can use clips (no tacks or tape) to display one piece of art from each student
23. Washer / dryer would be good to have for all school access.

CSUS Performing Arts – Drama/Auditorium:

24. Drama:
 - a. Needs to be large enough for kids to breakout into groups of 4-5 and do group exercises.
 - b. Storage ability needed for: costumes, wigs, props and heavy storage needs.
 - c. Need technology setup (whiteboard & LCD projector, wi-fi, etc.)
 - d. Need blocks for seating and drama use.
 - e. Need stackable chairs.

25. Auditorium:

- a. Theater needs lighting and sound capabilities, the ability to do crossover activities outside of the line of sight of the audience, wings and a traveler curtain across the front.
- b. Size – needs to fit all upper school (students and staff) at one time.
- c. Projection booth that can accommodate both light & sound controls is needed.
- d. Fly space would be great for functionality
- e. Stage height would like to be low - not as high as existing KOCSUS auditorium
- f. Outside use – will most likely be rented for use by community groups.
- g. Proscenium with a wide apron would be good. Look at incorporating steps up at the apron to also serve as performance risers.

The final topic of discussion during the meeting was a review of the NetZero energy goals for the building. The new facility will be attempting to generate all of the energy needed to operate the building on-site, through the use of solar (photo-voltaic) panels located on the roof of the building. In order to accomplish this goal the building systems and envelope will be optimized to reduce energy consumption; however in addition the energy consumption by users in the building will need to be reduced. Subsequent meetings will touch upon some ideas and strategies to reduce the occupant energy use, also known as “plug-loads.”

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Respectfully submitted,

ARROWSTREET

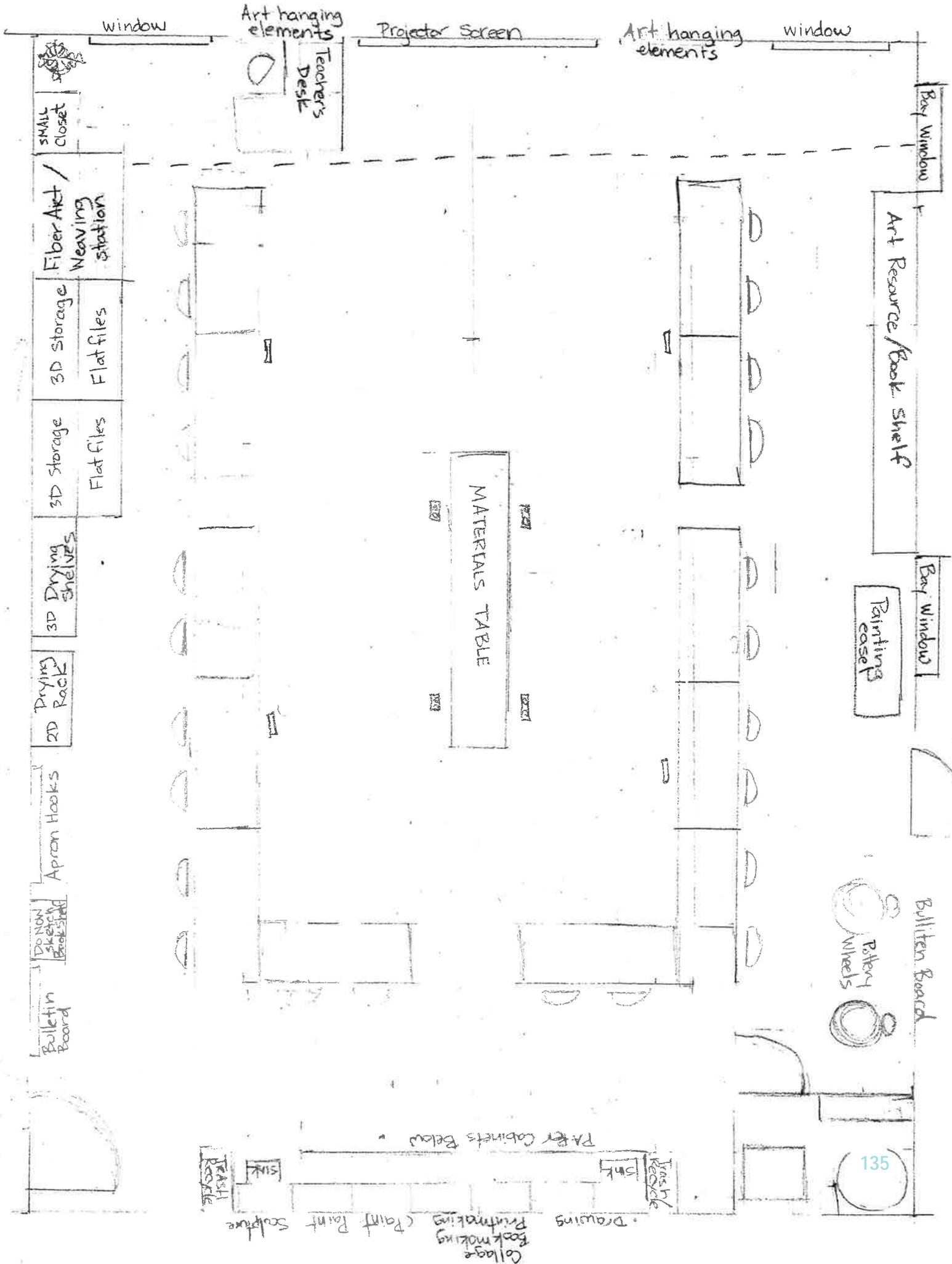


Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution

All attendees

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Window

Art hanging elements

Projector Screen

Art hanging elements

Window

Bay Window

Art Resource / Book Shelf

Bay Window

Painting easel

Bulletin Board

Pottery Wheels

135

SMALL Closet

Fiber Art / Weaving station

3D Storage Flat files

3D Storage Flat files

3D Drying shelves

Drying Rack

Apron Hooks

Bulletin Board

DO NOT sketch Bookshelf

MATERIALS TABLE

Trash / Recycle

Sink

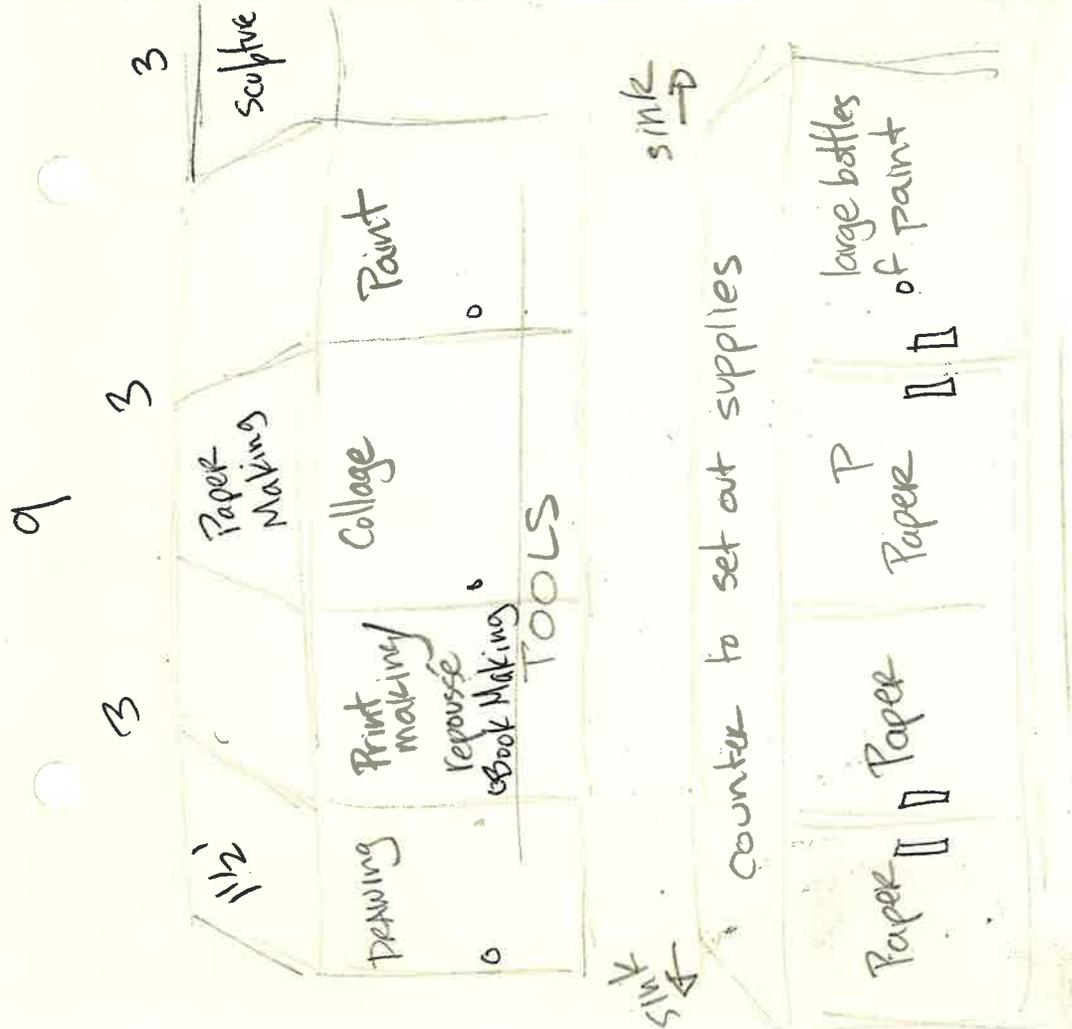
Trash / Recycle

PAKER Cabinets Below

Drawings

Collage Bookmaking

Paint Paint Sculpture



Flat files

List for 2019 CSUS Art Room
By April Silbert, art teacher
asilbert@cpsd.us

- Ideal space: 30' X 40' with everything accessible & visible within room with no separate storage closets
- Windows with black out screens; do not need a ton of windows. 2 med/large windows facing North on either side of screen windows great, plus a few high small ones above bookcase area, and two bay windows with built-in bench seating for scholars in need of "Quiet Space" to sit, ideally abutting ends of art resource bookcase/shelving area
- 15 Work tables & chairs with backs for 24 scholars plus teacher desk/demo area & supply tables: 2 person seated black science tables with chem. shield (Would like space to be able to place tables in a "U" shape with opening facing white board/projector screen)
- Enclosed wire-fenced 6'X6' Kiln Area for Kiln with concrete floor base, ventilation, rolling rack, small work table with shelving for clay supplies & space outside enclosure for 2 pottery wheels
- Space for extra large drying rack next to student work storage area (20 Flat file drawers with cabinets on top for 3d work)
- 2 standing sinks at opposite ends of supply cabinet area
- Technology: Projector, screen, 2 desktops (one for student use), printer, document camera, ~~speakers~~
- Full spectrum fluorescent lighting & track lighting with light switches accessible at main door entrance and by teacher's desk area/screen
- Flooring: durable & easily cleaned, no carpet
- Wall displays: 3 med/small bulletin boards and several large curtain rod/clip elements to hang art posters
- White paint on wall
- Retractable cable wire to go across room and hook on opposite wall to temporarily hang student art for reflections
- Lots of electrical outlets need along walls and in floor

Elsewhere in the school for displaying Student Artwork:

- Large In wall glassed in display cases 1' deep with shelving for 2d and 3D student art work on ground floor lobby with lighting and encased bulletin boards on each grade level floor designated for student Art
- Some type of permanent elements to use bi-annually for all school art shows in cafeteria/auditorium/community space to easily hang large amounts of art

Martin Luther King Jr. School
Space Need Survey

The City of Cambridge and the Cambridge Public Schools are preparing to redesign the Martin Luther King, Jr. School. To do so, the design team – led by Perkins Eastman – will work with the users to develop an Education Specification, a document that will convey critical information from the users to the design team about how the facilities should support teaching and learning as well as administrative and extracurricular/community uses.

There will be several complementary activities to collect information to define and understand the use and configuration of each desired space on campus and to ensure that it is well documented in the Education Specification. This survey is a critical input for this process and it will complement and enhance information collected through activities including focus groups, interviews and other quantitative analyses.

Thank you for responding to it as completely as possible and to the best of your knowledge. We greatly appreciate your time in helping us to plan and design a high-quality, learning environment. Please return the survey to the contact identified on the last page. Questions can also be directed to the contact person.

A separate survey should be filled out for each space desired unless the space is to be repeated in kind (in which case please indicate number of spaces needed.) Answer only those questions that apply to the particular space being described. Each individual user of a space should fill out a separate form (for example, each PE teacher should fill out a survey describing the gym.)

Your contact information:

Name: Murray Tripp
Unit/Department: VPA/Instrumental Music
Phone: 617 816-3729
Email: mtripp@cpsd.us

Space Need:

Please indicate the name and type of space being described (e.g.: lower school classroom, earth science lab, etc.):

The space being described is an instrumental music suite for band and orchestra for the upper school and grade 5 instrumental music.

Room 1 – (Large Rehearsal Room) for 50-70 students with chairs, music stands, full percussion equipment and piano.

Room 2 - Small Rehearsal Room for 20 students with chairs, music stands and piano.

Room 3 - Small Rehearsal Room for 20 students with chairs, music stands and piano.

Room 4 - Music Office to house 2 music teachers with desks, work table, file cabinets and computers.

Room 5 – Storage Room for all band and orchestra instruments, uniforms and music to supply 150 students.

Please circle all of the schools on campus that this space will be associated with:

Early Childhood

Lower School

Upper School ***

Please briefly describe the range of activities typically expected to be housed in this space (e.g.: the gym may be used for PE classes during the school day and basketball tournaments and community recreation after hours):

The band and orchestra rooms will be used for rehearsals of large and small ensembles such as; string orchestra, orchestra, concert band, jazz band, percussion ensemble and small group ensembles.

Please describe how the space will be used during a class or other activity (e.g.: we begin with a short lecture followed by small group project work):

The band and orchestra rooms will be used for small and large ensemble rehearsals and small group lessons. Students may use the small rooms for individual practice on their instrument.

Students begin class by getting their instrument from their individual music locker and proceed to their appropriate rehearsal space.

Once in the rehearsal space, students will be seated in a chair and two students will share one music stand.

Students will be seated in rows from 5 to 20 students per row. Number of rows may be from 1 to 4. The final row in the large rehearsal room will be designated for the percussion section.

This space will also be used before and after school for rehearsals, lessons and practice sessions.

Please indicate the typical number of users (please distinguish between staff and students) expected within this space and any appropriate staff/student ratios. Please also note the desired seating capacity for any assembly events to be held in this space.

There will be one band teacher and one orchestra teacher sharing the

band and orchestra rooms.

**Room 1 - Large Rehearsal Room for 50-70 students and 1 teacher.
As an assembly space it should house 150 people.**

Room 2 - Small Rehearsal Room for 20 students and 1 teacher.

Room 3 - Small Rehearsal Room for 20 students and 1 teacher.

Room 4 - Music Office to house 2 music teachers.

Room 5 – Storage, Instrument Repair and Locker Room for all band and orchestra instruments, uniforms and sheet music to supply 150 students.

Will there be any other users of the space (student clubs or community groups after hours for example):

As long as the instruments were locked up at the end of the day, this room could be used as a large meeting space after school.

Please describe the relationship of this space to others in the building. What should it be adjacent to, close to or away from? Why?

The instrumental music suite should be next to the auditorium and the lower and upper school's general music rooms.

The instrumental music suite should be away from general classrooms due to sound levels from rehearsals.

Please list the loose furniture and equipment that would be required within this space (e.g.: tablet arm chairs, tables and chairs, systems furniture, etc.). Also, if known, please indicate quantities and sizes (linear feet of shelving, for example):

Room 1 - Large Rehearsal Room – 50-70 chairs, 30 music stands, 3 mobile folio cabinets, 1 mobile percussion cabinet, piano, 1 smart board & projector.

Room 2 - Small Rehearsal Room - 20 chairs, 12 music stands, storage cabinet, piano.

Room 3 - Small Rehearsal Room - 20 chairs, 12 music stands, storage cabinet, piano.

Room 4 - Music Office - 2 desks with chairs, 1 worktable, 2 file cabinets, 2 bookcases and 2 computers.

**Room 5 - Storage and Locker Room
4 Music Library Systems**

1 unit dimensions: 44"d (80"d in open position) 16"w 81 1/2"w

Several Instrument Storage Lockers.

Please describe built-in furniture, casework, etc. that should be associated with this space (benches in a science lab, for example.) Please describe these items using any known sizes and shapes, capacities and other features:

Room 5- Workbench and tool storage for instrument repair.

Please describe the storage needs within this space by describing the materials, their sizes and the approximate quantities to be stored:

Please describe the anticipated use of information technology, audio-visual and other telecommunications equipment in this space:

Rooms 1 (rehearsal rooms) should have smart boards, overhead projectors, sound system with ipod dock.

Room 2-3 should have sound system with ipod docking system.

Please describe any loose, non-computer, electrical equipment (Xerox machine, fax, microwave, etc.) to be used in this space and any special power requirements, like 220-volt outlets. (Please be specific as this is critical to ensure that power is available.)

The music office should be equipped for 1 copier and 1 microwave.

Please describe any specific environmental conditions required for the activities within this space (for example, specific temperature ranges and relative humidity requirements):

Please indicate any special plumbing, heating, ventilation, or air conditioning systems infrastructure desired (e.g.: sinks, hose bibs, natural gas, etc.):

A deep sink for cleaning instruments in room #5.

Please describe any other environmental needs associated with the use of this space (e.g.: lighting types/quality, specific acoustical criteria, etc.):

The ceiling and walls should be equipped with appropriate acoustical panels.

Please describe any particular floor, ceiling, wall or other finishes desired for the space (e.g.: operable partition, carpeting, “sprung” wood flooring, finished concrete, seamless sheet flooring, etc.):

The ceiling and walls should be equipped with appropriate acoustical panels.

Seamless sheet flooring should be used for the floors.

In Room 1 (Large Rehearsal Room) the floor should be a permanent 4 or 5 level raised riser.

Please feel free to draw a simple diagram of the space as it might be used below (and attach any other documentation that might be useful to describe the space more completely):

Please return this survey by March 6th, digitally to **HYPERLINK**
"mailto:KingRenovation@cpsd.us" KingRenovation@cpsd.us or in hard copy to Joanne
Johnson, Cambridge Public Schools, Office of the Chief Operating Officer, 159
Thorndike Street.

Page **PAGE 8** of **NUMPAGES 8**

Page **PAGE 1** of **NUMPAGES 8**

Date 23 January 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present Matt Rice Arrowstreet
Kate Bubriski Arrowstreet
Jeff Olinger William Rawn Associates
Dan Fusco CSUS
Sara Reese CSUS

Reported By Matt Rice

Subject Cambridge Street Upper School – Programming Health and PE

Location Frisoli Youth Center, Cambridge MA

Arrowstreet & William Rawn Associates met with the CSUS Physical Education & Health staff to review initial thoughts regarding the design of their spaces in the new school. Locations of existing spaces were reviewed with the staff, and a review of existing student circulation patterns was discussed. The conversation covered aspirations for the new school spaces as well as issues in the existing spaces that could be addressed as part of the new design. The following items were reviewed in detail:

Cambridge Street Upper School – PE and Health

Physical Education

1. Currently they share equipment with KO PE program, so one storage room that is easily accessible by each program would be good.
2. Gym size as is currently is a good size. Two gyms are necessary.
3. Bleachers are necessary (4 rows high seems adequate).
4. Best if sound system is located near half court so that the teachers can access easily during classes.
5. Need access back into gym from outdoors without having to go to front entry.
6. Locker rooms – kids don’t change for gym class but want a room for kids to gather (team room) and after school program does use it as a locker room.
7. Need access to a classroom sometimes and gym does not accommodate the

need (floor can get dirty). Need to show films sometimes and then go into the gym to perform what was just learned.

8. Weight / fitness room do not need machines because they currently can't accommodate enough kids at once (unless you are able to fit 10 machines). Free weights and stretching area is needed.
9. Dance room – PE wouldn't use much but could see small kids, dance elective or drama class using this space.
10. What to do with kids during recess when the weather is bad. The kids can't always sit still in cafeteria. Points to a need for as many indoor activity areas/rooms as possible.
11. Project adventure - not sure what the district program would be or what equipment it could mean. Maybe a climbing wall or other things that need to hang from structure.
12. Pool use – feels that having kids do a swim class for CSUS would be a challenge with changing into bathing suits but if they had a pool CSUS would probably use it. KO would definitely use it because the 4th grade currently goes to the high school to use the pool for swim classes.
13. Sports to be played in the gym:
Volleyball and basketball lines on the floor
Badminton and other activities can use cones
Volleyball sleeves
Basketball hoops that are retractable (power operated)
14. Floor surface – prefer wood.
15. Shot clocks likely aren't necessary, but they would use them if they were provided.
16. Daylight is necessary.
17. Fresh air in the gym is appreciated, but doesn't feel any overhead/large doors from the gym to the exterior would be used during the day unless they open onto a secure courtyard.

Health & Wellness

18. Typically subject matters cover both physical and mental health, nutrition, sexual awareness and education, and hygiene.

19. Emotional health focuses on stress relief and relaxation. They teach stretching and yoga and need an area to spread out in the classroom
20. Classrooms – would love to have a non-hard surface for learning. Yoga balls to sit on. Balancing ball while learning a lesson.
21. Stations around the room with non-traditional furniture.
22. Demo kitchen would be ideal to have. Even if just a blender to teach healthy eating to students.
23. Best if they have a dedicated room that has the flex setup. They typically need to move between “traditional” teaching and “exercise” type of lessons during some classes.
24. Daylight is critical.
25. Storage – would need access to some of the gym equipment like weights or resistance bands.
26. Lots of teaching tools and things like samples of health snacks that they are learning about.
27. Class size is typically 25 students.
28. Hygiene class includes lessons in washing hands.
29. Flooring – foam matting in one area.
30. Lighting – need dimming controls and potentially different lighting levels on each side of the room.
31. Uses projectors 95% of the time.
32. The health teacher is part of the school climate team and they are working on internal messaging and marketing to students. They focus on improving the culture of CSUS for students.
33. Cafeteria Design Project – was conducted with the students to get their input on what they would like in the cafeteria:
 - a. Students want to be able to eat outside.
 - b. Students don’t want fixed chairs because all friends don’t fit at one table.
34. Look at ways to help students identify as middle school students vs. elementary school students? Some simple ideas are making sure there are

“right sized” bathrooms fixtures, furniture, etc. Also more mature color schemes can help reinforce this unique identity.

35. Promoting hygiene in the health classroom is also important (soap and purel).
36. Privacy is important because of some of the subject matters discussed. May mean having less visibility into the classroom.
37. Interaction with food services is desired, as right now students don't always have options that health would teach or they are paired with unhealthy choices.

The final topic of discussion during the meeting was a review of the NetZero energy goals for the building. The new facility will be attempting to generate all of the energy needed to operate the building on-site, through the use of solar (photo-voltaic) panels located on the roof of the building. In order to accomplish this goal the building systems and envelope will be optimized to reduce energy consumption; however in addition the energy consumption by users in the building will need to be reduced. Subsequent meetings will touch upon some ideas and strategies to reduce the occupant energy use, also known as “plug-loads.”

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Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

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CSUS Gymnasium Wish List

- Two Gyms: CSUS and King Open
- Largest closets between gyms with access from both gyms. Lots of strong shelving.
- Smaller closets all along the baseline walls (CRLS)
- Dimensions of middle school gym at least that of the current K.O. gym
- Higher ceilings (Frisoli/Kennedy-Longfellow)
- Pull out bleachers (not for classes but for events)
- 1-2 Scoreboards (school doesn't need shot clocks but after school groups might)
- Speakers in ceilings attached to sound system in a closet (CRLS) near half court
- Office for each gym, large enough for two desks/teachers
- Bathroom /shower/closet/built in bookcase in each office (shower not necessary but have 1 now)
- Walk out access to the athletic fields out back
- Access to re-entry directly into the gym (key fob?)
- Boys girls locker room/ Bathrooms in Elementary gym.
- OT/ PT room near gymnasium
- All exits directly from gym (not in closets like KO has)
- Padded walls
- Air Conditioning and Heat with a thermostat for the gym's heat zone.
- Motion sensor lights that automatically go on/off
- 6 baskets that we can raise mechanically with a key
- Built in white boards on wall. Protective covering?

Downstairs???

- Classroom large enough to seat 25 for academics/ smart board
- weight/fitness room
- Indoor track?
- Dance room (KLO) mirrored walls. (could be used for electives/drama as well)

Roof?

- Tennis court? Shuffleboard? Other?
- Elem. Roof - enclosed playground for indoor recess days?

Project Adventure?

- Department or District
- Structural needs for high elements?
- Climbing wall?

Meeting Notes

Date	13 February 2015	
Project / No.	King Open and Cambridge Street Upper School Community Complex / 14054	
Present	Matt Rice Kate Bubriski Sam Lasky Abbie Stern	Arrowstreet Arrowstreet William Rawn Architects CSUS
Reported by	Matt Rice	Arrowstreet
Subject	Cambridge Street Upper School - Occupational Therapy Meeting #1	
Location	Frisoli Youth Center, Cambridge MA	

Arrowstreet & William Rawn Associates met with the Occupational Therapy [OT] staff to review initial thoughts regarding the design of their spaces in the new school. Locations of existing spaces were reviewed with the staff, and a review of existing student circulation patterns was discussed. The conversation covered aspirations for the new school spaces as well as issues in the existing spaces that could be addressed as part of the new design. The following items were reviewed in detail:

1. CSUS has 1 Occupational Therapist and 1 Physical Therapist [PT]
2. King Open has 2 Occupational Therapists, plus another OT/PT staff member that sees students from preschool and/or private schools
3. Current space is located in the renovated locker room space.
4. Would like to have access to suspended equipment, a ball pit, and tables with multiple heights to seat 2-3 students. Three of these tables areas would be ideal, but they need to be separated enough physically so as not to cause distractions between the groups.
5. Adjacencies:
 - a. Would like to be near the gymnasium, but need good acoustical separation from the gym at the same time

- b. Separate CSUS OT/PT space would still want to be near the larger KO gross motor space so that they can do work in that space in addition to their own.
 - c. Space could also benefit from being located close to the CSUS academic classrooms.
- 6. Space should include a clerical work area for up to four staff. Work area should include file cabinets for records.
- 7. CSUS program serves a smaller amount of students when compared to the lower school program, but CSUS has more participation when compared to other upper schools in CPS due to the ASD program being on-site at CSUS.
- 8. Within the OT/PT space, it is typical for only one OT or PT staff member to be present at one time based on student load. CSUS students typically have more need for OT than PT.
- 9. Storage for equipment would be needed in the CSUS room if it was not located in proximity to the larger KO space. Presently many materials are shared between the two programs.
- 10. Collaboration:
 - a. OT Staff sometimes do co-teaching with the speech pathologist
 - b. OT Staff sometimes does service within the general academic classroom setting
- 11. Technology – no need for a projector in the space, but students do need access to tablet PCs and the teacher needs access to a computer
- 12. Staff sometimes works on self-care skills with the students, such as dressing or brushing teeth. To support these activities, it would be great to have access to a private space/toilet room.
- 13. Students also work on cooking skills. Staff would like to have access to a small kitchenette with a sink, microwave and cabinets. A range could also be a good piece of equipment to include, but only if there were some way of making sure it was a safe condition.

The final topic of discussion during the meeting was a review of the NetZero energy goals for the building. The new facility will be attempting to generate all of the energy needed to operate the building on-site, through the use of solar (photo-voltaic) panels located on the roof of the building. In order to accomplish this goal

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Respectfully submitted,

ARROWSTREET

A handwritten signature in black ink, appearing to read 'M. Rice', with a stylized flourish at the end.

Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

P:\14\14054_King_Open_Cambridge_Street_Upper_School\ADMIN\g36__CSUS_OT_Programming_Mtg1.docx

Date 6 February 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present

Matt Rice	Arrowstreet
Kate Bubriski	Arrowstreet
Jeff Olinger	William Rawn Associates
Indira Dexaus	CSUS
Ashley Endicott	CSUS
Maggie Smyth	CSUS
Amatul Mahmud	CSUS
Colleen Ives	CSUS
Abbie Stern	CSUS
Deb Stewart	CSUS
Audra Burns	CSUS
Manuel Fernandez	CSUS
Kini Griffin	CSUS

Reported By Matt Rice

Subject Cambridge Street Upper School - Office of Student Services Meeting #1

Location Frisoli Youth Center, Cambridge MA

Arrowstreet & William Rawn Associates met with the CSUS Office of Student Services [OSS] staff to review initial thoughts regarding the design of their spaces in the new school. Locations of existing spaces were reviewed with the staff, and a review of existing student circulation patterns was discussed. The conversation covered aspirations for the new school spaces as well as issues in the existing spaces that could be addressed as part of the new design. The following items were reviewed in detail:

1. Includes 10 staff total.
2. Counselor School Psychologist.
 - a. Would like a warm and therapeutic space.
 - b. Needs a table area.
 - c. Need to be able to move around in small space to do activities such as yoga

- d. Psychologist is also on the CSUS Climate Committee and a main issue that the group has heard is that students feel unsafe in bathrooms. Could the hand wash area to visible from the hallway to alleviate some issues?
3. English as a Second Language [ESL] – is a K-8 program (serves both schools)
- a. Difficult to have furniture to accommodate students of all ages and sizes, given the variety of students that they work with.
 - b. In their spaces there can be up to six students and one adult.
 - c. Need table space that is appropriate for all ages.
4. Special Education [SPED] 7th Grade
- a. Would prefer to not all be together, and instead be spread amongst the general education classrooms using an inclusionary model. Need a separate space just for each teacher where students feel safe and the space is all theirs.
 - b. Could be up to six but typically just 1-3 students at a time.
 - c. Need to have the office space acoustically separated from teaching space.
 - d. Technical requirements would include a projector, white board and laptops.
5. Occupational Therapy [OT]
- a. In addition to sharing space with lower school OT, a CSUS small OT room would be good that includes a table work area and a small gross motor area. Space should have ceiling hooks for a small swing, similar to the one that would be located in the lower school OT room.
 - b. For adjacency, locating CSUS OT space near the ASD classrooms could be useful.
6. Autism Spectrum Disorder [ASD]
- a. Can be up to seven students at a time
 - b. Need a safe, small room. Does not have to be in a classroom but there is an adjacency need with a vision window. Daylight would be good for the safe room, but only if it was via clerestory window so as to minimize

distractions.

- c. Need one main teaching space.
- d. ASD classes also teach vocational/life skills.
- e. Need access to microwave and refrigerator but would also like access to full cooking area.
- f. Large, open room so that teachers can see easily see the students throughout the space.
- g. Would be ideal to have the ability to use natural ventilation.
- h. Need storage area that is off of the floor for therapy balls. Teachers have seen these types of ball stored on high shelves, above doors, etc.
- i. Three small tables needed for group areas and one large gathering area.
- j. Storage needs: records and supplies along with exercise equipment (therapy balls and bands)
- k. Have communication devices that need to be plugged in.
- l. Need access to a single unisex toilet for students who need assistance with toileting.

7. SPED 8th Grade

- a. Up to four students at one time now but prefer to accommodate up to 10 students.
- b. Need for a white board, tack board and projector.
- c. It would be nice to have areas in the hallway to display student work.
- d. A quiet/zen area with pillow and a couch would be ideal.
- e. Kidney table area for small group work would be good.
- f. Need for acoustic privacy from other rooms.
- g. Bookshelves for student and teachers for reference books are needed.
- h. An easel on wheels would be useful.
- i. Cubbies should be in the room for storing student work and materials.

8. Speech Therapists

- a. Work closely with sub-separate students (SPED 8th) as well as general

classrooms. Would like to be near SPED 8th grade.

- b. Two speech rooms are needed which share supplies and board games. These rooms want to be near each other.
- c. 1 to 4 students at a time in the room.
- d. Would prefer to have a kidney table.
- e. White board and a projector are needed.
- f. Space should accommodate role play activities
- g. Occasional need to accommodate preschool testing – so need one space has furniture to accommodate smaller students.
- h. Work with hearing loss students so acoustics are very important in this room.

9. SPED 6th Grade

- a. Need technology for showing video lessons.
- b. Moveable white boards would be useful.
- c. Operable windows are desired.
- d. Acoustical privacy is critical.
- e. There is a need to access to a de-escalation room.
- f. Need to be near the counselor(s).
- g. The design of the space should target a classroom that is pleasant to be in.
- h. Need access to a private printer.
- i. Need access to a conference room for Individual Educational Plan [IEP] staff meetings that can accommodate up to 20.

10. Counselors

- a. Need two spaces
- b. Need access to a therapeutic space that could be shared by all three.
- c. Proximity to psychologist and SPED classrooms would be good
- d. Serves 6th through 8th grades, but would like to be near all grades.

- e. Spaces should accommodate space for a couch, kidney table areas and a teacher's desk.

11. School Psychologist (oversees all IEP departments)

- a. Has a storage need for test kits which are bulky, as well as records and reference materials.
- b. Space needs a white board, but no projector is necessary
- c. Need for a testing table
- d. Need to have sufficient electrical plug capacity located evenly throughout the space.

12. General Comments

- a. A school store or café might be a good idea. Such a store could be staffed by students to teach responsibility and life skills.

The final topic of discussion during the meeting was a review of the NetZero energy goals for the building. The new facility will be attempting to generate all of the energy needed to operate the building on-site, through the use of solar (photo-voltaic) panels located on the roof of the building. In order to accomplish this goal the building systems and envelope will be optimized to reduce energy consumption; however in addition the energy consumption by users in the building will need to be reduced. Subsequent meetings will touch upon some ideas and strategies to reduce the occupant energy use, also known as "plug-loads."

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

Date	30 January 2015	
Project / No.	King Open and Cambridge Street Upper School Community Complex / 14054	
Present	Matt Rice	Arrowstreet
	Kate Bubriski	Arrowstreet
	Ginny Berkowitz	CPS
	Gina Roughton	CPS
	Steve Smith	CPS
	Kevin Keegan	CPS
	Sam Lasky	William Rawn Architects
	David Pereira	Garcia Galuska DeSousa (GGD)
Reported By	Matt Rice	
Subject	ICTS - Programming Meeting #1	
Location	Frisoli Youth Center, Cambridge MA	

Arrowstreet & William Rawn Associates met with the CPS ICTS staff to review initial thoughts regarding the design of the Learning Commons space in the new school, as well as to review needs and requirements with respect to technology integration. Locations of existing spaces in the schools were reviewed with the staff, and a review of existing student circulation patterns was discussed. The conversation covered aspirations for the new school spaces as well as issues in the existing spaces that could be addressed as part of the new design. The following items were reviewed in detail:

1. What makes ICTS unique is that it works as one cohesive department incorporating the arts, library and technical support.
2. Right now they are upgrading to a 10 GB connection between the central servers (located at the high school) and the individual schools and also to the wireless access points [WAP] in each room.
3. GGD suggested considering running a dark fiber line to each of the WAP's to "future proof" the installation. At MLK doing two CAT6 drops, but one CAT6 drop and one fiber drop might be the best for KOCSUS given the advancement of technology over the course of 4 years.
4. MDF – for KOCSUS, this will only need to house the security camera server (all others servers are at central high school), a UPS and a small VOIP rack.

VOIP will be installed by City (Avia).

5. End devices – current school is 2:1 ratio in terms of students to computers. MLK is 1:1 with teachers on laptops. ICTS is assuming students don't take home devices so will have charging carts in each homeroom which is approximately 15 students per room. KOCUS may be a different number. Some of the issues associated with the 1:1 model have not been worked out yet.
 - a. How do they return devices at the end of the day?
 - b. Should they have done one central pickup / drop off location where they could streamline and also handle maintenance?
 - c. How do they get maintained if they are in 20 different homerooms?
6. The notion of having a student help desk area for students to help other students was discussed. In four years a more robust curriculum will definitely exist to leverage the additional student technology.
7. Media lab – this should be a flexible space with laptops (as is the case with the MLK design) and should have docking stations with monitors. Can be used by students and teacher for professional development. There may be value in having classrooms with some docking stations as well.
8. STEM / STEAM space – think that this space will have a much more robust curriculum in 3-4 years. In addition to this dedicated curriculum space there is a need for a more flexible maker space. At MLK the learning commons does not have this maker space, but it could benefit from it. Would be best if students could feel that they are really part of a community of creative learning and making with connection through all creative and technical programs.
 - a. need to think about how to display the product that the students are making.
 - b. Would like to see all students K-8 using it or if two spaces (STEM and maker space) are provided that all grades have access to that type of space.
9. Library needs to have one collection. Part of the notion of social justice is to not discriminate against students who need to access differing levels of reading materials, even if those reading materials might be lower than their

grade level.

10. Technical workroom – will be working on up to 5 computers at a time with up to three people in the space. Needs to be an office feel because staff will be in the space on a daily basis for the entirety of the day.
11. General / multi-purpose areas – need considerations in large open areas (such as the cafeteria, lobby, etc.) for digital projection for display and instruction.
12. Breakout rooms – if they are in the 6-10 student size then having a monitor on the wall to plug into smaller size laptops is fine. In this scenario only power would be needed.
13. Media digital arts – right now they stream work on their channels and also archive. They use Media Cast software for the whole school which allows classrooms to access TV, internal district channels and also upload their own student work (visual and/or sound).
14. Not sure if performing arts will want filming cameras in auditorium with either plug-in cameras or cameras coming back to the control room or robotic cameras. This is to be reviewed with VPA at a future meeting.
15. Projectors in classrooms – try to mount as low as possible. Give a step-up at the board for the smallest students. Need to also allow for flexibility in the classrooms to change over time and to allow other grades to potentially use the room in the future as the school layout may change.
16. Printers – need to think about student accessible printer locations sprinkled throughout if the school wants student printing.
17. Copiers – ICTS recommends one or two per school for teacher use.
18. CPS admin – will have its own dedicated printer connections in their work room.
19. Pool and Valente Library – will need to be on the City's network which is separate from CPS.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET

A handwritten signature in black ink, appearing to read 'M. Rice', written in a cursive style.

Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

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Meeting Notes

Date	13 February 2015	
Project / No.	King Open and Cambridge Street Upper School Community Complex / 14054	
Present	Matt Rice	Arrowstreet
	Kate Bubriski	Arrowstreet
	Sam Lasky	William Rawn Associates
	Steve Smith	CPS
	Norah Connolly	CPS
	Jim Maloney	CPS
	Amy Short	CPS
Reported by	Matt Rice	Arrowstreet
Subject	Library Services – Programming Meeting #1	
Location	Frisoli Youth Center, Cambridge MA	

Arrowstreet & William Rawn Associates met with the Library Services and ICTS staff to review initial thoughts regarding the design of their spaces in the new school. Locations of existing spaces were reviewed with the staff, and a review of existing student circulation patterns was discussed. The conversation covered aspirations for the new school spaces as well as issues in the existing spaces that could be addressed as part of the new design. The following items were reviewed in detail:

1. The Learning Commons is a place for the schools to come together and also connect to the City Sprouts Garden.
2. Flexibility is key
 - a. Plan for moveable shelving / stacks.
 - b. Stackable chairs.
 - c. Allowance for several different classes or groups to be in the space all at once. (For this condition, consideration needs to be given to both the visual and acoustical challenges of multiple adjacent activities).
3. Administrative Area
 - a. Should include a circulation station for 2 people and one student helper.

- b. Needs to include a workroom for book processing and repair. Repair area should include a sink.
- 4. Breakout Rooms
 - a. One small room for individual/quiet study
 - b. One medium sized for students and teachers.
- 5. Technology
 - a. iPad search stations should be located throughout the space.
 - b. There should be plenty of areas for charging devices/laptops.
 - c. Wire management should be utilized to make sure the installation is clean.
 - d. Remote (wireless) checkout is currently being planned for the MLK learning commons and should be considered for the KO/CSUS.
- 6. Maker space
 - a. Would ideally be located near the library. The range of activities in the maker space could be low tech (such as working with textiles) to high tech tasks such as taking apart machines / computers or producing videos.
 - b. Staff were interested to understand whether the maker space would be in addition to the STEM/STEAM room. Library services felt that it would need to be additive because the STEM/STEAM room would be scheduled most of the day with a dedicated teacher and curriculum.
 - c. Would like it to feel as part of the learning commons with a transparent/glass wall separation for acoustical separation.
- 7. Furniture
 - a. Should be comfortable (bean bags, couches) for all levels.
 - b. Rug for small students.
 - c. KO side should be sized for those students.
 - d. CSUS side should be sized for those students.
 - e. Flexible (light weight) furniture would be ideal to facilitate reconfiguration.

- f. Moveable folding tables could be used.
 - g. Reading nooks would have a benefit.
 - h. Low height shelves should be considered for the middle of the floors.
 - i. Shelves could be higher against the wall for the CSUS side.
8. Entry
- a. Staff were not opposed to a two story space with an internal open stair but would need to think about supervision issues.
 - b. One main entrance is desired to help with the unified feel of the learning commons.
 - c. Central checkout near the entry would be the most efficient in terms of staffing.
 - d. Library is the heart of the school – which should be conveyed in the design of the entrance.
9. Security
- a. Library services staff will check on whether they want to have a book security system.
10. Display
- a. Should be considered for librarian and also for teacher usage
 - b. Both hard copy and digital media would ideally be able to be displayed
 - c. Tack board and display cases should be located throughout the learning commons
11. Current volume inventory will need to be taken as well as anticipated inventory. Library services to provide this information.
12. Special collections – currently includes graphic novels, Portuguese, and biographies.
13. Openness
- a. A fully open area is appealing in terms of the visual impression and accessibility it gives, but the potential for acoustical distraction needs to be considered in terms of a potential design approach.
 - b. Display could happen at glass wall along corridor.

14. Flooring
 - a. Carpet tile is the preferred flooring for the learning commons.
 - b. Area rugs with “spots” for little students could be used to create smaller, more intimate areas.
15. Larger groups - could be up to four classes at a time (100 students) for an author presentation or similar event. All staff or other larger groups to be in the Learning Commons for professional development activities.
16. Collaboration
 - a. Currently the librarians from the school do go to the Valente Branch library to borrow books and/or resources.
 - b. Part of the curriculum is to teach students how to go to Valente and look-up and check-out.
 - c. Hoping to not have to go to Valente as much because they will have more room in the school library for materials.

The final topic of discussion during the meeting was a review of the NetZero energy goals for the building. The new facility will be attempting to generate all of the energy needed to operate the building on-site, through the use of solar (photo-voltaic) panels located on the roof of the building. In order to accomplish this goal the building systems and envelope will be optimized to reduce energy consumption; however in addition the energy consumption by users in the building will need to be reduced. Subsequent meetings will touch upon some ideas and strategies to reduce the occupant energy use, also known as “plug-loads.”

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Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution

All attendees

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Meeting Notes

Date	13 February 2015	
Project / No.	King Open and Cambridge Street Upper School Community Complex / 14054	
Present	Matt Rice Kate Bubriski Sam Lasky Michael Black Dana Ham Melissa Honeywood	Arrowstreet Arrowstreet William Rawn Architects City of Cambridge CPS CPS
Reported by	Matt Rice	Arrowstreet
Subject	Food Services Programming Meeting #1	
Location	Frisoli Youth Center, Cambridge MA	

Arrowstreet & William Rawn Associates met with the CPS Food Services staff to review initial thoughts regarding the design of the kitchen, servery and cafeteria spaces in the new school. Locations of existing spaces were reviewed with the staff, and a review of existing student circulation patterns was discussed. The conversation covered aspirations for the new school spaces as well as issues in the existing spaces that could be addressed as part of the new design. The following items were reviewed in detail:

1. Philosophy – progressive food program. CPS Food service is recognized nationwide as a high quality and innovative program.
2. Program focuses on scratch prep, local ingredients and connection to the City Sprouts garden.
3. Need to have prep areas for scratch cooking
4. Flash freezer / blast chiller for off season local produce.
5. Caters to local community with culturally specific cuisine.
6. Seating
 - a. Prefer less institutional setting
 - b. Acoustically sensitive design
 - c. Varied seating types and areas

- d. Feels like an eating environment
7. Composting
 - a. They do composting but have not installed water separators yet.
 - b. They will want to look at how the MLK setup works and see if they want to do something differently.
 8. CPS is looking into universal breakfast in classrooms. What does this mean in terms of disposal in the classrooms.
 - a. Depends on whether it is all cold or if they have carts to have hot food.
 - b. Would need at least a compost bin in each classroom.
 9. Loading – should have close proximity to kitchen and kitchen on grade level.
 10. Typically uses box trucks (24-ft) for deliveries.
 11. Remote / mobile service areas such as a salad bar and does not have to be in the line area.
 12. Number of lunch periods.
 - a. Making cafeteria bigger to accommodate more students so there are less lunch periods would probably require more staff because would need three lines = three servers and potentially two cashiers as well.
 13. Openness
 - a. Natural light would be great.
 - b. Prep area open to seating area or perhaps glass wall to corridor would be the best way to connect students and curriculum.
 - c. Kitchen and server should be able to be closed off when events happen in the cafeteria seating area.
 14. Outdoor seating may be difficult with food services. Would need to make sure they are putting trash and compost away and that the garden is not too close to where students are eating so they don't contaminate the garden produce. Rodents are also a consideration when thinking about storage of compost.
 15. Flooring
 - a. Epoxy is preferred in the kitchen.

- b. Epoxy or linoleum-like materials are preferred in the cafeteria seating area.
 - c. Synthetic terrazzo should be considered the main lobby.
16. Curriculum collaboration
- a. International taste test – partnership with public health.
 - b. Information goes out to teachers about how the dishes are made and with what ingredients.
 - c. Some teachers assign reading and research lessons based on the dishes.
 - d. Done three times a year.
 - e. Dishes come as one option in the menu for a taste test first.
 - f. If all students like a dish it may get added to the regular school menu.
17. City Sprouts – they will say what produce they have and it will get used in a dish and City Sprouts will do a lesson in the cafeteria.
18. Chinese New Year – KO does this and they do a full menu around the celebration.
19. School can pay Serve Safe Staff when they want to use the kitchen area for an event.
20. Would like design of space to reflect all that is going on with food services, farm to table, ethnic cuisine, compost and healthy eating.
21. Summer Camps
- a. They will sometimes move mobile refrigerators out to the cafeteria seating area to plug it in.
 - b. Prefer not to have camp staff use any of the kitchen area because it tends to not be cleaned properly.
22. Home Lunches
- a. Prefer not to have microwaves out in the cafeteria for the kids who bring in their lunch from home because the kitchen staff can't clean and they get out of control with dirt and mold. Student accessible microwaves also present a safety issue given the age of the students and the heat of the cooked food.

- b. CPS will check if it would be possible liability wise to have staff clean a micro self-serve area.
23. Family style – Melissa mentioned that she might do some research and thinking on whether family style might be an option for some or all of the student grade levels.

The final topic of discussion during the meeting was a review of the NetZero energy goals for the building. The new facility will be attempting to generate all of the energy needed to operate the building on-site, through the use of solar (photo-voltaic) panels located on the roof of the building. In order to accomplish this goal the building systems and envelope will be optimized to reduce energy consumption; however in addition the energy consumption by users in the building will need to be reduced. Subsequent meetings will touch upon some ideas and strategies to reduce the occupant energy use, also known as “plug-loads.”

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Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

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Meeting Notes

Date	20 February 2015	
Project / No.	King Open and Cambridge Street Upper School Community Complex / 14054	
Present	Matt Rice	Arrowstreet
	David Pereira	GGD
	Keith Lane	GGD
	Michael Black	City of Cambridge
	Sam Lasky	William Rawn Architects
	Frank Geary	CPS
	Dana Ham	CPS
	Kristen von Hoffmann	CPS
	Stephen Edmonds	CPS
	Kenneth Munroe	CPS
	Joanne Johnson	CPS
	William Tinker	CPS
	Ronald Heim	CPS
Reported By	Matt Rice	
Subject	Facilities and Maintenance – Programming Meeting No. 1	
Location	Frisoli Youth Center, Cambridge MA	

Arrowstreet & William Rawn Associates met with the Cambridge Public Schools Facilities staff to review initial thoughts regarding the systems and materials that might be included in the new schools. The conversation covered aspirations for the new facility as well as known issues with potential products and/or systems that should be avoided. The following items were reviewed in detail:

1. Geothermal is currently being considered for this project.
2. Some controls in each classrooms. Systems should be savvy enough to sense non-occupied spaces.
3. Occupancy sensors with ultrasonic interfere with hearing aids. Technology to be used in occupancy sensors should be selected to avoid this problem.
4. Lighting Control System
 - a. Centralized control is desired
 - b. Evaluate on a life cycle cost basis – 10 years.

- c. GGD to set up a presentation with one of the lighting control system vendors.
 - d. Non – proprietary / non-special technician maintenance is desired. Graphic interface should be clear and easily used.
 - e. A 10-year warranty on LED fixtures for lighting controls is necessary.
 - f. LED's offer the ability to drop foot candles to help conserve energy by gradually dropping light levels.
 - g. Lighting control system will have graphics to help improve the ease of use.
 - h. CPS would like LED lamping throughout.
5. Photovoltaic System
 - a. Match up panels and inverters to maximize a 25 year warranty.
 6. School committee has asked about whether a generator would be possible.
 - a. School to be designed as a City Shelter. Needs to be Red Cross, but not FEMA shelter. WRA/AST to review these guidelines.
 - b. Facilities would prefer a generator, gas in the preferred fuel source.
 - c. AST/WRA will investigate the viability of a co-gen generator.
 7. Maintainability of all systems and products is the key to maximizing the facilities staff.
 - a. Location of windows and lights needs to be considered in terms of access.
 - b. Ease of use is key.
 8. Desire to exceed ASHRAE for fresh air to classrooms.
 9. Centralized systems are the preference but if individualized, attic stock packaged units are preferred.
 - a. Equipment should be accessible from hallways so as not to disrupt classes
 10. Decibel rating for HVAC equipment is important.
 11. Air Conditioning:

- a. Politics associated with MLK will drive this project towards full AC.
 - b. Can a full AC system be provided that can run de-humidification initially but have the capability to ramp up to full AC. This would be an “economy mode” concept.
12. Sun loading in low CFM HVAC systems makes control of those spaces difficult.
13. Desire for additional control beyond.
14. No visual Co2 displays in classrooms.
15. Preferred plumbing brands/systems:
- a. Faucets: Chicago metering faucets in student toilet rooms.
 - b. No PVI brand hot water heaters
 - c. Domestic hot water boiler is preferred vs. tanks
 - d. Metering faucets have difficulty meeting temp with PVI hot water.
 - e. Do not use a series of mixing valves – prefer to have individual shower valves, hydro static controls (Simmons, Chicago, etc.)
 - f. Prefer to avoid waterless urinals.
 - g. Project to review potential use of grey water system. MLK did this to control phosphors
 - h. Look at new compressed grease interceptor, above ground type.
 - i. Separate hot water feed to the kitchen so that temperature can be controlled independently of the rest of the school
16. Natural ventilation is okay with CPS, but not combined with chilled beams (leads to condensation and dripping), and screens must be on the windows.
17. Potential proprietary specification items
- a. Air Acuity system
 - b. CTI BMS system
18. Team is to review wind turbines but should be wary of noise issues.
19. Door Hardware
- a. Schlage locks and Von Duprin panic bars (will require proprietary

- specifications)
- b. No vertical rods in doors, simple panic bars.
 - c. Mag hold opens for corridors.
 - d. All bathroom doors should have the ability to be locked with keys from the outside. Desire is to be able to shut down the bathrooms if they are out of order.
20. Flooring
- a. Rubber floor at the high school is good but maintenance may be an issue.
 - b. Look for flooring with high recycled content with heat welded seams. This needs to be highly durable.
 - c. Epoxy terrazzo in main corridors.
 - d. All carpet must be carpet tiles.
 - e. Gym floor should be maple.
 - f. Walls – abuse resistance is a key consideration
 - g. Epoxy floors in kitchen and mechanical areas.
21. Abuse resistant toilet room fixtures should be selected
22. Plumbing
- a. Chemical stations at each mop sink. Most include a backflow preventer at each sink and at kitchen.
23. Switchgear on ground or second floor would be preferable for resiliency.
24. Consider how to get large equipment through the building.
25. Be conservative on room sizing for equipment clearances.
26. Custodial storage – to include provisions for paper goods and snow removal equipment.
27. Dedicated space for recycling / compost / trash.
- a. One recycle bin in each classroom.
 - b. One big compost bind
28. Storage area off of cafeteria

- a. Mop sink
 - b. Barrel wash stations
29. Roof considerations:
- a. Roof access is key. Make sure roof access is large enough to permit personnel and service equipment to pass through.
 - b. Tie downs should be provided on roof. Needs to be coordinated with PV array.
 - c. Focus on snow loading requirements.
30. Hydronic snowmelt system should be reviewed at the main entries.
31. Hand driers would be nice.
32. Floor drains in toilet rooms and showers should be pitched to drains.
33. More acoustic vs GWB ceilings, but GWB ceilings should be in all student toilet rooms.
34. No loading dock required. Only box truck deliveries
35. City indicated that the roughed-in condition of all walls will be photographed prior to any GWB installation for reference by the facilities group after the completion of construction.
36. Pressure washers may be used to clean the exterior of the building.
37. Security system should mimic what was done at MLK.

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Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution

All attendees

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Date 30 January 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present

Matt Rice	Arrowstreet
Kate Bubriski	Arrowstreet
Sam Lasky	William Rawn Architects
Chuck Winitzen	Eastern Bus Co.
Meghan Houdlette	VHB Transportation
Tina Fisher	CPS
Jim Maloney	CPS

Reported By Matt Rice

Subject Transportation

Location Frisoli Youth Center, Cambridge MA

Arrowstreet & William Rawn Associates met with the CPS Transportation staff and Eastern Bus Co. to review initial thoughts regarding options for school bus operations associated with the new schools. Existing practices with respect to bus operations were reviewed for understanding. The conversation also covered concepts for how the existing drop-off & pick-up conditions might be improved as part of the new design. The following items were reviewed in detail:

1. Current bus situation does not work because the bus drop off area is not deep enough and it is filled up by parents or general public temporarily parking / stopping. The crossing guard is not allowed to tell people where to go or to move their car.
2. Have previously tried to do drop off on Willow and pick up on Berkshire but turning is tight especially with the snow. The Willow/Berkshire approach also requires a slightly longer route. When they did do drop off on Berkshire they oftentimes came down Windsor to Webster to avoid traffic bottlenecks.
3. It was Eastern's opinion that a bus only lane between the school and Frisoli/Donnelly Field is the best situation for drop off and pick up. In that scenario, parents would be free to stop in front on Cambridge Street.
4. Release – There is an issue where bigger students get released first while drivers are waiting for younger students (K-2) to get dismissed. The older students wander around, go to stores and fool around on the bus.

5. Currently the buses (5 total on average) can all fit into the space that has been designated along Cambridge St. assuming no cars are blocking them.
6. Buses don't use their lights when they are waiting for the students to be released.
7. Teachers and staff sometimes leave at the same time as the students so the design team needs to consider cross traffic issues associated with those groups leaving at the same time as buses are picking up.
8. Special start preschool – if they have a bus it would be a van-type vehicle.
9. Consideration needs to be given to the bus drop off locations for special education students. Aids must often escort these students from the bus into the school. A dedicated entrance in proximity to that special education bus drop off is currently used, and it was suggested that this relationship be maintained.
10. After school programs don't have busing transportation provided.
11. School does have a late bus that departs at 5:00pm.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

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Date 30 January 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present Matt Rice Arrowstreet
Kate Bubriski Arrowstreet
Sam Lasky William Rawn Associates
Michael Black City of Cambridge
Jim Maloney CPS
Dana Ham CPS
John Silva CPS

Reported By Matt Rice

Subject Safety & Security – Programming Meeting No. 1

Location Frisoli Youth Center, Cambridge MA

Arrowstreet & William Rawn Associates met with the CPS Safety staff to review initial thoughts regarding the design of the new school. Existing safety procedures and policies were reviewed for understanding. The conversation covered safety considerations that should be considered as part of the new design. The following items were reviewed in detail:

1. The school follows the National Standards lockdown procedure which assumes an intruder is already in the building. Teachers have a key to lock their doors from inside the classroom. They turn off the lights and hide in one corner of the room where they can't be seen from the hallway.
2. "Secure and Hold" procedure is when a threat is outside the building. The administrative team goes to secure each exterior entry point into the building.
3. Fencing – playgrounds are always open to public and that city-wide culture needs to be maintained, but need to think about the possibility that the public could be using the playground area (sitting on a bench or playing basketball in the courtyard) during the school day.
4. Exterior cameras – will need to have them around the building so that they do pick up some of the sidewalk. It would be ideal to have cameras located at all proxy reader doors as well.
5. Interior cameras – should be located in the main hallways, stairwells, outside

the bathrooms in the hall, recess yard and the gardens.

6. With respect to the interior design of the hallways, CPS recommended trying to reduce the amount of staggering or curved walls so line of site for cameras it not reduced.
7. After hours, weekend and community use functions create the need to block off and secure certain areas from the rest of school. Being able to shut down sections of the building in this manner helps with security and electric use.
8. No dedicated security staff person will be located at the school. Assistant Principal manages buses and main office person controls entry points. Prefer to have a clear indicator that visitors are to check-in but don't want to have it feel like a sally-port entry.
9. Wall construction – do not need bulletproof glass or wall construction.
10. One of the biggest security concerns is staff working late and making sure people in the building are the only ones who should be there. Securing of the after school programs separate from school is essential.
11. It was asked whether staff bathrooms might lock with a card reader.
12. All rooms should be labeled with room numbers inside and out.
13. Jim would like to have Darrell and Manuel to give their security feedback at the next meeting.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET

A handwritten signature in black ink, appearing to read 'M. Rice', with a stylized flourish at the end.

Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution

All attendees

P:\14\14054_King_Open_Cambridge_Street_Upper_School\ADMIN\g25__Security_Mtg_1.docx

Date 5 March 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present

Matt Rice	Arrowstreet
Kate Bubriski	Arrowstreet
Kevin Bergeron	William Rawn Associates
Michael Black	City of Cambridge
Jim Maloney	CPS
Darrell Williams	King Open
Neusa DaCosta	King Open
Robert Medeiros	King Open
Brenda Christie	King Open
Elizabeth Castellana	King Open
Christine Reycroft	King Open

Reported By Matt Rice

Subject King Open Administration Programming Meeting No. 2

Location King Open Library, Cambridge MA

Arrowstreet & William Rawn Associates met with the King Open Administrative staff to review a draft space summary based on the previous meeting. The designers also presented and discussed examples of potential main office organizations and internal office designs. Also, the existing conditions plans were reviewed to confirm locations and counts of existing spaces. The following items were discussed in detail:

1. Reflection room needs to be visible to receptionist area without needing to go out into the corridor or another room to see. Reflection area should have 2 carols in one room and another room for one student.
2. Add safe room near counseling area to fit 1 student and 3 adults.
3. Openness and visibility from reception to principal and admin manager important so receptionist does not have to leave desk to see into offices.
4. Need some ability to close off reception office for security.
5. Record storage could be in workroom.
6. KO admin doesn't want parents going directly to the nurse. Parents need to

stop and check in at the main office.

7. Professional development for KO and CSUS occur at the same time. Will need to utilize cafeteria, auditorium, learning commons and multi-purpose rooms on these days.
8. Make sure that there is equal travel time and access to student services (including ASD and SPED) for mutual staff support.
9. Need to add small rooms for RTI - 1 or 2 per grade - to the program.
10. Family Liaison
 - a. Needs to be accessible from lobby. It can be the public face of King Open off of the lobby but make sure not too much glass.
 - b. Does not need to be near coaches
 - c. Do not need access to small conference room because will use the parent's room.
 - d. A small table in the office is necessary.
11. Coaches
 - a. Each meets in office with students. Setup on plan looks good.
 - b. No projector necessary.
 - c. Coaches in proximity to main office and also close to classrooms for improved access.
 - d. Reading Recovery room should be next to book room
 - e. Book room is more of a resource room with storage and work area. Also would need a 15 person professional development training area with whiteboard and projector. Room to be directly adjacent to coaches' offices.
12. Counselors / School Psychologist
 - a. Locate in the academic area with equal distance access to all grades.
 - b. Should be near ASD and SPED
 - c. Not priority but would be nice to be close to CSUS counseling.
 - d. Admin staff likes the idea of counselors being adjacent to nurse.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET

A handwritten signature in black ink, appearing to read 'M. Rice', written in a cursive style.

Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

P:\14\14054_King_Open_Cambridge_Street_Upper_School\ADMIN\g48_KO_Admin_Mtg_#2.docx

Date	2 March 2015	
Project / No.	King Open and Cambridge Street Upper School Community Complex / 14054	
Present	Matt Rice	Arrowstreet
	Kate Bubriski	Arrowstreet
	Kevin Bergeron	William Rawn Associates
	Michael Black	City of Cambridge
	Darrel Williams	King Open
	Kim Sneed-Johnson	King Open
	Sonia DaRosa	King Open
	Kristin Bell	King Open
	Matthew Thoman	King Open
Reported By	Matt Rice	
Subject	Junior K/Kindergarten Programming Meeting No. 2	
Location	Frisoli Youth Center, Cambridge MA	

Arrowstreet & William Rawn Associates met with the King Open Kindergarten staff to review a draft space summary based on the previous meeting. The designers also presented and discussed examples of potential classroom organizations and internal classroom designs. The conversation covered concepts for how classrooms, breakout spaces, and grades might be laid out and designed in the new school. Also, the existing conditions plans were reviewed to confirm locations and counts of existing spaces. The following items were discussed in detail:

1. Classroom Layout
 - a. The general feeling of the teachers is that they do not want to compromise any classroom square footage for breakout spaces.
 - b. Prefer shared breakout room over the shared toilet room.
 - c. It is great if there is enough natural daylighting to dim or turn off interior lighting.
 - d. Separate cubby area preferred over cubbies open visually into class area.
 - e. There are concerns about glass with respect to distraction. Don't mind glass that is 4ft off floor (adults can see but children can't).

- f. There are lockdown concerns with glass to corridor. Wonder about needing shades or not depending on glass layout.
 - g. Small children and glass doors are not a good combination if the glass can break.
 - h. Do not want glass between classrooms.
 - i. May use an operable wall between classrooms but not often.
 - j. Need a connecting door between classrooms for teachers.
 - k. Close proximity of teacher workrooms to classrooms is good.
 - l. Creating an identity for K classrooms within the school is a good idea.
 - m. The Longfellow School has wall mounted laptop charging stations that architects should potentially take a look at as a precedent.
2. Breakout Space
- a. Use of nearby closed breakout resources is potentially more useful than one single large open multi-purpose space.
 - b. Teachers would be able to share a breakout space.
 - c. Small furniture in corridor areas outside the classroom would work well for parent drop – offs.
 - d. Like use of both nooks and breakout rooms in the option shown with both of these spaces.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution

All attendees

P:\14\14054_King_Open_Cambridge_Street_Upper_School\ADMIN\g41_K_Mtg_#2.docx

Date	2 March 2015	
Project / No.	King Open and Cambridge Street Upper School Community Complex / 14054	
Present	Matt Rice	Arrowstreet
	Kate Bubriski	Arrowstreet
	Kevin Bergeron	William Rawn Associates
	Michael Black	City of Cambridge
	Darrell Williams	King Open
	Aida Bairos	King Open
	Ada Riggins	King Open
	Kate Clark	King Open
	Dorothy Ferranti	King Open
	Ying Tao	King Open
	Suzanne Pothier	King Open
	Susan Forrest	King Open
Reported By	Matt Rice	
Subject	King Open First and Second Grade Programming Meeting No. 2	
Location	Frisoli Youth Center, Cambridge MA	

Arrowstreet & William Rawn Associates met with the KO First and Second Grade staff to review a draft space summary based on the previous meeting. The designers also presented and discussed examples of potential classroom organizations and internal classroom designs. The conversation covered concepts for how classrooms, breakout spaces, and grades might be laid out and designed in the new school. Also, the existing conditions plans were reviewed to confirm locations and counts of existing spaces. The following items were discussed in detail:

1. Building Layout
 - a. Flexibility over time is limited by a cluster arrangement vs a linear hallway arrangement of grades.
 - b. Staff likes the cluster due to it's entry feel into a grade because it gives each grade an identity.
 - c. Breakout spaces in proximity to the classrooms are more appropriate than remote for this age level. Small enclosed breakout spaces are

more useful for this grade level than larger open multi-purpose spaces.

2. Classroom Layout

- a. Staff likes windows between rooms and hallways that allow adults to see across but are too high for students to see through.
- b. Cubbies should be open with no doors, have hooks for coats and compartments on top and bottom for items such as books, lunch boxes, etc.
- c. Need to preserve as much solid wall space as there can be in the room for display and teaching surface.
- d. Individual breakout rooms would be preferable.
- e. Making breakout room near exterior wall is not the most flexible location. Better to be adjacent to hallway so could be used by SPED or something else in future.
- f. Prefer no access to breakout space from hallway due to issues of students potentially leaving through the door.
- g. Need cabinets for large paper storage.
- h. Shelving under the windows is valuable storage space.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution

All attendees

P:\14\14054_King_Open_Cambridge_Street_Upper_School\ADMIN\g43_King_Grade_1+2_Mtg_#2.docx

Date	2 March 2015	
Project / No.	King Open and Cambridge Street Upper School Community Complex / 14054	
Present	Matt Rice	Arrowstreet
	Kate Bubriski	Arrowstreet
	Kevin Bergeron	William Rawn Associates
	Michael Black	City of Cambridge
	Emily Sparks-Perez	King Open
	Caleb Dubofsky	King Open
	Deirdre McCarthy	King Open
	Amy Monkiewicz	King Open
	Jonathan Horowitz	King Open
Reported By	Matt Rice	
Subject	King Open Third and Fourth Grade Programming Meeting No. 2	
Location	Frisoli Youth Center, Cambridge MA	

Arrowstreet & William Rawn Associates met with the KO Third and Fourth Grade staff to review a draft space summary based on the previous meeting. The designers also presented and discussed examples of potential classroom organizations and internal classroom designs. The conversation covered concepts for how classrooms, breakout spaces, and grades might be laid out and designed in the new school. Also, the existing conditions plans were reviewed to confirm locations and counts of existing spaces. The following items were discussed in detail:

1. Building layout
 - a. Family breakfast could happen in a large shared breakout/multi-purpose room but small group activities would not be good for that type of large space.
2. Classroom layout
 - a. Prefer cubbies to be open to room with no half height wall. Prefer wall hooks with cubby box / bench below.
 - b. Classrooms should be visually closed from hallway.
 - c. Whiteboard walls are very important.

- d. Maybe rounded corners on breakout rooms would be good for visibility.
 - e. Need to have proper electrical outlets on each wall.
3. Breakout spaces
- a. Would be used for 8 person reading and 5 person math groups
 - b. Having shared breakout rooms between two classrooms is desired. Teachers can coordinate schedules for use of the room.
 - c. Like the nook in classroom idea in addition to breakout room
4. Project Based Learning
- a. River table should be in or adjacent to classroom. Think would need one per class because having only one project room per grade would be too far away to be part of everyday lessons.
 - b. River tables are started every year but is there a way to not have to rebuild the base each year?
 - c. Darrell wondered how we could have river tables and other projects on display to hallways. Glass wall with moveable panels or shades?

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution

All attendees

Date	3 March 2015	
Project / No.	King Open and Cambridge Street Upper School Community Complex / 14054	
Present	Matt Rice	Arrowstreet
	Kate Bubriski	Arrowstreet
	Kevin Bergeron	William Rawn Associates
	Michael Black	City of Cambridge
	Caitlyn Olsen	King Open
	Emily Lyons	King Open
	Ana Travassos	King Open
	Darrell Williams	King Open
	Kathleen Drew	King Open
Reported By	Matt Rice	
Subject	King Open Fifth Grade Programming Meeting No. 2	
Location	Frisoli Youth Center, Cambridge MA	

Arrowstreet & William Rawn Associates met with the KO Fifth Grade staff to review a draft space summary based on the previous meeting. The designers also presented and discussed examples of potential classroom organizations and internal classroom designs. The conversation covered concepts for how classrooms, breakout spaces, and grades might be laid out and designed in the new school. Also, the existing conditions plans were reviewed to confirm locations and counts of existing spaces. The following items were discussed in detail:

1. Building Layout organization
 - a. Like the clustered grade concept for the identity and collaboration that the concept fosters but worry about isolation with resources (teacher room, bathrooms) all in cluster. It provides great grade collaboration but maybe weak school collaboration so find a way to have all the positives but not feel remote or isolated.
 - b. If school is on two floors, staff would like the open stair and floor opening for visual connection between floors.
 - c. See potential in having operable walls to combine classrooms that have

- students of similar age.
- d. Translucent glass instead of clear glass from hallway to the classroom is useful to avoid distractions.
 - e. Flexibility is important and closed cluster can limit future flexibility. Open cluster is better.
 - f. Display in hallways is important. It allows students to recall shared memories of projects done.
2. Classrooms layouts
- a. Back wall between classrooms should have large solid surface area so can be a second teaching wall.
 - b. Near cubbies need somewhere to put instruments. Students carry with them twice a week, primarily small string instruments. Not every student has one but should prepare for 75% of students having instruments. Storage for instruments could be in breakout rooms.
3. Breakout spaces
- a. Prefer breakout spaces connected to classrooms. Open breakout spaces in the hallway are not functional, as that is what currently exists.
 - b. Do not want door/access from corridor
 - c. Darrell would like to see RTI Response to Intervention spaces in addition to the breakout rooms. Need 1 or 2 RTI rooms per grade for up to 3 students and 1 teacher in each. They would be accessed from hallway not classroom.
 - d. Would like to have the ability to have a large multi-purpose area for combined 5th grade (75 students) events. With parents would have 150 max.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution **All attendees**

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Date 11 March 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present Matt Rice Arrowstreet
Kate Bubriski Arrowstreet
Christine Reycroft KO
Fern Fisher KO

Reported By Matt Rice

Subject King Open Coaches Programming Meeting No. 2

Location Frisoli Youth Center, Cambridge MA

Arrowstreet & William Rawn Associates met with the King Open Math and Literacy Coaches to review a draft space summary based on the previous meeting. The designers also presented and discussed examples of potential office/classroom organizations. The conversation covered concepts for how the various coaching spaces might be laid out and designed in the new school. The following items were discussed in detail:

1. Resource room was previously a full size classroom in the existing building before space needs cut it in half so coaches feel that it needs to be 1,000 sf in the new building.
2. Most important needs for the resource room are enough storage for everything and a work area with technology capabilities for teachers. The quantity of storage materials may drive up the size of the room.
3. The coaching rooms could be a little smaller than shown if all storage is accounted for in the resource room.
4. Reading Recovery needs a setup similar to the coaches' rooms. Don't need a rug area. Should be near coaches and resource room.
5. Coaches area to be in proximity to central admin and academics classrooms.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET

A handwritten signature in black ink, appearing to read 'M. Rice', written in a cursive style.

Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

P:\14\14054_King_Open_Cambridge_Street_Upper_School\ADMIN\g50_KO_Coaches_Mtg_#2.docx

Date	9 March 2015	
Project / No.	King Open and Cambridge Street Upper School Community Complex / 14054	
Present	Matt Rice	Arrowstreet
	Kate Bubriski	Arrowstreet
	Kevin Bergeron	William Rawn Associates
	Michael Black	City of Cambridge
	Darrell Williams	King Open
	Andrea Hendricks	King Open
	Caitlyn Olsen	King Open
	Marc Wright	King Open
	Karyn Grace	King Open
	Shelagh Walker	King Open
	Margie Carlman	King Open
	Nicole Dillon	King Open
	Rae Ann Somerville	King Open
	Laurie Levine	King Open
	Ariel Klemmer	King Open
	Maria Gauthier	King Open
	Dana Ham	King Open
	Ben White	King Open
	Jodi Leahy	King Open
	Jennifer Bump	King Open
	Ellen Quinn	King Open
	Nancy Mazzel	King Open
	Paula Arruda	King Open
	Christine Leonard	King Open
Reported By	Matt Rice	
Subject	King Open Office of Student Services Programming Meeting No. 2	
Location	Frisoli Youth Center, Cambridge MA	

Arrowstreet & William Rawn Associates met with the KO OSS staff to review a draft space summary based on the previous meeting. The designers also presented and discussed examples of potential office/classroom organizations and internal office/classroom designs. The conversation covered concepts for how the various OSS spaces might be laid out and designed in the new school. Also, the existing conditions plans were reviewed to confirm locations and counts of existing spaces.

The following items were discussed in detail:

1. Special Education
 - a. Prefer the combined suite layout best.
 - b. Provide two remote doors into the suite.
 - c. Break apart individual work stations so there are some on each end of the suite.
 - d. Provide walls with doors to fully separate teaching areas. Door should be sliding to allow for a large opening for when they want to have the space feel combined.
 - e. Kids don't bring any belongings with them so don't need any cubbies or coat hooks.
 - f. Teaching area layout looks good
2. Guidance
 - a. Prefer larger offices with meeting space for 6 within each but still like the suite concept. Close access to shared conference room.
 - b. No need for waiting area as they will go to pick-up visitors from the main office.
 - c. Prefer combined work and meeting area over split office.
3. Speech
 - a. Smaller teacher desk area, more storage and a sink are needed. Make teacher work area at the counter.
 - b. Should be located near ASD/OT/PT
 - c. Rooms should be near each other so they can share resources.
4. OT/ PT
 - a. Separate student workstations instead of group tables.
 - b. Staff work counter area should be away from student work area.
 - c. Separate storage closet is needed.
 - d. Cubby area near door for shoes.

- e. OTA space located at the Jane Koomar Center in Watertown is a good example to look at.
 - f. Would ideally like a ball pit area.
5. ASD
- a. Cubbies – nothing low that the kids could stand on. Just hooks on wall or open cubbies without bench.
 - b. 2 group table areas and 7 individual student / teacher tables.
 - c. Rug area near entry
 - d. At least one very secluded area in the room. Will use furniture to create. Could use the breakout room for this instead.
 - e. Safe (padded) room needed unless new standards prohibit. Can be shared or per classroom.
 - f. Toilet rooms for each classroom need shelves for clothes and supplies. Could be located high above sink/toilet
 - g. K/1, 2/3, 4/5 – rooms would ideally be grouped in this way
6. ESL
- a. Should plan for two rooms for each school. Each should accommodate 6-8 students.
 - b. If SEI (Self Contained English Intervention) comes to KO/CSUS then would only need two total ESL rooms but then 5-6 additional general classrooms in the school. This would be a question for Jim Maloney. Subsequently Jim Maloney confirmed SEI program will not be located on site.
 - c. Provide storage / sink / work counter instead of a teacher desk.
 - d. Projector should be located on the long wall.
 - e. Yes, they do need a rug area.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution **All attendees**

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Date 16 March 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present

Matt Rice	Arrowstreet
Kate Bubriski	Arrowstreet
Sam Lasky	William Rawn Associates
Kevin Bergeron	William Rawn Associates
Michael Black	City of Cambridge
Dana Ham	CPS
Kelley Mowers	KO
Steven Mossberg	CSUS
Elaine Koury	CPS

Reported By Matt Rice

Subject KO + CSUS Visual & Performing Arts Programming Meeting No. 2

Location Frisoli Youth Center, Cambridge MA

Arrowstreet & William Rawn Associates met with the King Open and Cambridge Street Upper School VPA staff to review a draft space summary based on the previous meeting. The designers also presented and discussed examples of music classroom, drama rooms, and auditorium organizations. The conversation covered concepts for how each space in the VPA program might be designed in the new school. The following items were discussed in detail:

1. CSUS Music
 - a. They need two 1,200 sf classrooms (1 for general/chorus, 1 for orchestra) and one 1,500 sf for band.
 - b. Would like two small practice rooms that are 100 sf. They should be located off of the band classroom with vision glass for supervision.
 - c. Wenger style music chairs are ideal.
 - d. Storage should be flexible as types of instruments change every year. Architects will check to see if they make cage style with adjustable shelving.
2. CSUS Chorus / general music

- a. Would like tack boards on sides of smart board.
 - b. Do not really need music storage cabinets in this room. Would prefer to have an open area with outlets where keyboards on stands can be placed and a small counter and paper storage. Make sure storage can accommodate sheet music paper.
 - c. Needs sink with a drinking fountain incorporated.
 - d. Want built in speaker system with audio-in ports at teacher's area and at keyboard area.
 - e. Add a space for chair and desk for timeout.
 - f. High windows to hallway are better than low windows because then they can stack chairs, etc along that wall.
3. Orchestra
- a. Confirmed that they do need wall of storage cabinets with room for cellos.
 - b. No need for risers in this room.
 - c. Do not think they need a sink but the design team indicated that there likely will be one so that there is consistency among all classrooms.
 - d. Orchestra room should be close to the instrument storage room.
4. Band
- a. Add a small sink in the casework area.
 - b. Instrument storage room should be next to band room. It would also be good to have a door that accessed instrument storage from the hallway so more than band can store in there.
5. KO Music
- a. Provide rug area.
 - b. Provide storage for small instruments and some large instruments like steel drum set. All storage should be locked.
 - c. Will need stackable chairs for 4th and 5th grade and block risers for younger students.

6. CSUS Art
 - a. Do not want storage closet. Prefer that the square footage of the storage room be added to the main art room. Everything should be readily accessible.
 - b. Provide glass doors on upper cabinets for visibility of materials.
 - c. Provide a sink for just hand washing and drinking fountain where no art materials would go. This should be an ADA compliant sink.
 - d. Need a “U” table layout for the overall arrangement of tables in the room, as this is the only viable instructional setup for art.
7. KO Art
 - a. Room and storage layout looks good but would prefer to have a rug area near teacher and then four person group tables in back.
 - b. Teacher will bring student projects to the kiln at the end of the day. Projects can be fragile so should have easy access to kiln.
8. Drama Room
 - a. Natural light is not necessary. If had windows they would need full black-out capability.
 - b. Provide some stage lighting at perimeter
 - c. Do not want vision glazing to hallway.
 - d. A whiteboard and projector are needed.
 - e. Would love a sprung floor.
 - f. Mirror wall would be ok as long as it can be covered with curtains.
 - g. Storage for props and costumes can be the same as auditorium storage room if it is adjacent to the drama room and big enough for both needs.
9. Auditorium
 - a. Thrust should be fixed not demountable.
 - b. Lighting should be able to focus on the floor in front of the proscenium so staff/students can present from this area when needed. Need multiple lighting positions for theatrical lights.

- c. Make sure there is rigging for hanging flat banners or signs at back of the stage.
- d. Not sure if a balcony is a good idea or an issue with small children. The school administrations should weigh in on decision.
- e. Designers should consider a steeper rake in the house so that small students can see the stage.
- f. Daylighting the auditorium could be nice but staff has maintenance concerns with shades.
- g. It was suggested that a permanent location for art in the auditorium be considered.
- h. Need wings on stage left and right for performance stage access.

10. Stage access

- a. Prefer designs where side aisles are flush with stage. This configuration has the added benefit of being good for handicap accessible stage access.
- b. Staff likes a cross aisle to be flush with side aisles to break up the 400 seats (if no balcony).
- c. Do not really like the three-sided seating configuration (in a balcony design). There could be an issue with students looking across at other students and not at stage. Should be reviewed the school administration.
- d. Steps in front of thrust should be designed primarily to be risers, not stairs, so they are wide enough to stand on for performances.

11. Recording

- a. Would like to have some video recording capability, but it would not need to include permanent cameras.
- b. Provide fiber infrastructure connection for live performance recordings.
- c. Provide overhead area microphones.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET

A handwritten signature in black ink, appearing to read 'M. Rice', written in a cursive style.

Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

P:\14\14054_King_Open_Cambridge_Street_Upper_School\ADMIN\g70_CSUC_World_Language_Mtg_#2.docx

Date 11 March 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present Matt Rice Arrowstreet
Kate Bubriski Arrowstreet
Kevin Bergeron William Rawn Associates
Dana Ham CPS
Noah Downs King Open

Reported By Matt Rice

Subject King Open PE Programming Meeting No. 2

Location Frisoli Youth Center, Cambridge MA

Arrowstreet & William Rawn Associates met with the KO PE staff to review a draft space summary based on the previous meeting. The designers also presented and discussed examples of potential gymnasium organizations. The conversation covered concepts for how these spaces might be laid out and designed in the new school. Also, the existing conditions plans were reviewed to confirm locations and counts of existing spaces. The following items were discussed in detail:

1. Bike Storage might be best to be on wall or ceiling to free up floor space for other storage. Total of 30 bike hangers presently.
2. Vision glass from gym to corridor is too distracting for students. Could see a possibility if the glass was to a fitness room. Vision glass down low to ground may be an issue to outside because of distraction. High windows for daylighting are good.
3. Would love to have access to a dance room. Especially for kindergarteners who are getting used to their bodies and moving where mirrors would be great to have.
4. Staff was concerned about the fact that the program is indicating a decrease in gym size from the existing. They have bleachers in existing but do not think it takes up that much room. Existing conditions check on useable court size should be done. They really can't have the gymnasium be smaller than they have now.

5. Bathrooms need to be directly off of the gym without going into the main corridor. Maybe one changing room for the few students who change for class.
6. No locker rooms are needed.
7. Staff asked whether the sound system could accommodate two classes occurring at the same time? The designers will review as the project progresses.
8. Sound system would be best if can control zones of speakers to have different things playing or not playing on one side of the gym. Would like to have a remote control.
9. KO Coaches could share offices with CSUS Coaches if necessary.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

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Date	4 March 2015	
Project / No.	King Open and Cambridge Street Upper School Community Complex / 14054	
Present	Matt Rice	Arrowstreet
	Kate Bubriski	Arrowstreet
	Kevin Bergeron	William Rawn Associates
	Michael Black	City of Cambridge
	Aida Bairos	King Open
	Ying Tao	King Open
	Ana Travassos	King Open
	Jonathan Horowitz	King Open
Reported By	Matt Rice	
Subject	King Open Ola Programming Meeting No. 2	
Location	Frisoli Youth Center, Cambridge MA	

Arrowstreet & William Rawn Associates met with the KO Ola Program staff to review a draft space summary based on the previous meeting. The designers also presented and discussed examples of potential classroom organizations and internal classroom designs. The conversation covered concepts for how classrooms, breakout spaces, and grades might be laid out and designed in the new school. Also, the existing conditions plans were reviewed to confirm locations and counts of existing spaces. The following items were discussed in detail:

1. Would like to see one of the two additional Kindergarten classrooms be designated for the Ola program, for a total of 2 dedicated K Ola rooms. Also would like to see an additional 5th grade Ola classroom.
2. Building Layout
 - a. Ola classrooms don't necessarily have to be next door to each other but should be surrounded by non-Ola classrooms of the same grade, so that the program feels integrated into the overall school.
 - b. Transitions of students from 1st to 2nd and 3rd to 4th Ola classrooms are important. Should be within close proximity.
 - c. Would like display space in hallways that highlights Ola program.

- b. ESL program is used by all K-5 Ola and non-Ola so needs to be central.
3. Classroom Layout
- a. Generally have the same needs as mono-lingual classrooms.
 - b. Whiteboard surface flexibility is important. Like the ideas thrown out and think that any could work; flipping, sliding, spinning boards
 - c. Consensus is to have cubbies inside classrooms. Prefer walled cubby to not be full height so kids can't hide in it. Could be either double tier cubbies or open hooks on the wall with low cubby below.
 - d. Visibility of breakout room is of critical importance.
 - e. Would like areas scaled to children that they can nestle into but still maintain observation by teacher.
4. Breakout Space
- a. Would like to have the breakout space/room be visible and audible from main classroom.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

P:\14\14054_King_Open_Cambridge_Street_Upper_School\ADMIN\g47_Ola_Mtg_#2.docx

Date 11 March 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present Matt Rice Arrowstreet
Kate Bubriski Arrowstreet
Kevin Bergeron William Rawn Associates
Christen Sohn CSUS Assistant Principal
Tiffany Robinson CSUS Clerk
Manuel Fernandez CSUS Head of School

Reported By Matt Rice

Subject CSUS School Administration Programming Meeting No. 2

Location Frisoli Youth Center, Cambridge MA

Arrowstreet & William Rawn Associates met with the CSUS Administrative staff to review a draft space summary based on the previous meeting. The designers also presented and discussed examples of potential main office organizations and internal office designs. Also, the existing conditions plans were reviewed to confirm locations and counts of existing spaces. The following items were discussed in detail:

1. Requested one additional flex SPED room for a total of 5 in the program.
2. CSUS Main office reception should feel like a space that is open directly to Principal/Assistance Principal offices without a hallway in between.
3. Reception area needs lateral file cabinets behind desk in addition to under the desk.
4. Work room needs to maximize storage.
5. Need dedicated admin breakout space.
6. Would prefer a direct access door from Principal's office to a conference room.
7. Receptionist/clerk should have a printer at their desk as a backup.
8. Having mailboxes accessible to the teachers from the hallway is desirable.
9. Separate identity for CSUS is key.

10. Counseling and Psychologist need staff eyes on waiting area.
11. Direct door from hallway to Reflection room is desired.
12. Reflection room needs a desk for staff use
13. Assistant Principal's office should be approximately 200sf so it can accommodate a small meeting space.
14. Community Liaison office is not currently staffed but the design team should plan for this position in the future. Room does not need a meeting area but needs room to store all the supplies for school events (table cloths, paper plate, decorations, etc.).
15. Workroom should have lots of shelving and tall storage cabinets.
16. Would like a kitchenette for administrative / guidance staff use only.
17. Staff likes the location and relationship of the guidance offices shown on plan.
18. Guidance waiting area will not have a staffed reception so should have glass to one or two guidance offices so they can observe the waiting area.
19. Two conference spaces are enough. Large one could be used for the IEP meeting room.
20. Group student toilet rooms should designed for "airport" entry but with door that can be locked/held in open position. This allows flexibility if they want to close off the rooms.
21. Coaches
 - a. One room for math and one room for literacy.
 - b. Do need a book and math kit storage room.
 - c. Workroom is needed with significant storage space, which would be similar in volume to the King Open.
 - d. Once a week coaches work with groups of teachers (10-12). Need to determine where this can/should happen.
 - e. Coaches need to be out amongst the academic classrooms vs with central admin.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET

A handwritten signature in black ink, appearing to read 'M. Rice', written in a cursive style.

Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

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Date	2 March 2015	
Project / No.	King Open and Cambridge Street Upper School Community Complex / 14054	
Present	Matt Rice	Arrowstreet
	Kate Bubriski	Arrowstreet
	Kevin Bergeron	William Rawn Associates
	Michael Black	City of Cambridge
	Melanie Morrison	CSUS
	Betsy Preval	CSUS
	Janice Tingle	CSUS
	Lauren Eckler	CSUS
Reported By	Matt Rice	
Subject	CSUS ELA Programming Meeting No. 2	
Location	Frisoli Youth Center, Cambridge MA	

Arrowstreet & William Rawn Associates met with the CSUS English Language Arts staff to review a draft space summary based on the previous meeting. The designers also presented and discussed examples of potential classroom organizations and internal classroom designs. The conversation covered concepts for how classrooms, breakout spaces, and grades might be laid out and designed in the new school. Also, the existing conditions plans were reviewed to confirm locations and counts of existing spaces. The following items were discussed in detail:

1. Overall building layout discussion
 - a. Flexible classroom layout is good so teachers could adjust use of classrooms over time.
 - b. Staff likes the clustered grade layout but feel that small breakout spaces are more useful than a larger multi-use space. The “living room” spaces are too open to be useful. Would like the identity and resources of the cluster without a multi-purpose space.
 - c. Classroom doors should be spread down the hallway for supervision.
 - d. There is a need for de-escalation rooms within a clusters or small nook in classroom.

- e. Need to consider ability to monitor student activity within the hallways. Maintaining hallway sightlines is important. Any hallway nooks need to be more open / visible. Breakout rooms should not obstruct line of sight through the hallways. Reduce or eliminate recessed classroom doors. Lockers should be recessed into walls.

2. Classrooms

- a. Need shades and control of glare for exterior windows.
- b. Need low bookcases throughout room.
- c. Space out bookcase storage areas within the classrooms to avoid student log jams as they pick up supplies.
- d. Higher/clerestory windows along the hallway would be best.

3. Breakout Space

- a. Breakout room with natural light could be nice. If that means no corridor access it looks like it will be fine.
- b. Visibility from classroom to breakout space is critical.
- c. Sharing of breakout space is potentially difficult for teachers planning purposes.
- d. If only have a four person break-out space dedicated to each classroom instead of a shared larger room then would need an 8 person teaching room somewhere else for each grade.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution

All attendees

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Date 3 March 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present

Matt Rice	Arrowstreet
Kate Bubriski	Arrowstreet
Kevin Bergeron	William Rawn Associates
Michael Black	City of Cambridge
Tracey Gordon	CSUS
Allison Scully	CSUS
Angela DePalma	CSUS

Reported By Matt Rice

Subject CSUS Social Studies Programming Meeting No. 2

Location Frisoli Youth Center, Cambridge MA

Arrowstreet & William Rawn Associates met with the CSUS Social Studies staff to review a draft space summary based on the previous meeting. The designers also presented and discussed examples of potential classroom organizations and internal classroom designs. The conversation covered concepts for how classrooms, breakout spaces, and grades might be laid out and designed in the new school. Also, the existing conditions plans were reviewed to confirm locations and counts of existing spaces. The following items were discussed in detail:

1. Building Layout organization
 - a. Feel that four core classrooms laid out in a linear manner is isolating. They should be across the hall from each other.
 - b. Cluster arrangement is beneficial operationally and creates a sense of community for grades.
 - c. Desire for communicating doors between classrooms.
 - d. Acoustic construction between classrooms is important.
 - a. Some teachers see issue with not having printers in each classroom because they can't send students out of the room to pick up their prints.
 - b. Some teachers see issue with not having a microwave and refrigerator in

classroom. It needs to be very close by because teachers have almost no time for lunch.

2. Classroom layout
 - a. Do not need much counter space
 - b. Need mobile bookcases.
 - c. Longer classroom dimension on the window wall would be preferable to maximize natural light.
 - d. Need space for laptop cart.
 - e. Classrooms open as shown without jogs is good for flexibility.
3. Breakout spaces
 - a. Definitely prefer enclosed breakout spaces to open ones.
 - b. Could see the breakout space needing a door to the corridor for upper school so an intervention or SPED teacher would be able to see students in there without having to go through the classroom.
 - a. Shared vs individual breakout – If shared worry about scheduling and domination of storage by one teacher (since would not be the same subject)
 - b. Breakout spaces with a door to the hallway could be functional if could be locked from inside. Architects pointed out that door must remain unlocked from inside so that in emergency egress can occur. Options will be reviewed to address the contradicting requirements.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution

All attendees

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Date 13 March 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present Matt Rice Arrowstreet
Kate Bubriski Arrowstreet
Jeff Olinger William Rawn Associates
Michael Black City of Cambridge
Jim Maloney CPS
Lisa Scolaro CPS

Reported By Matt Rice

Subject CSUS Math / Science Curriculum Coordinator Programming Meeting No. 2

Location Frisoli Youth Center, Cambridge MA

Arrowstreet & William Rawn Associates met with Lisa Scolaro to review a draft space summary of the CSUS math and science programs based on the previous meeting. The designers also presented and discussed examples of potential classroom organizations and internal classroom designs. The conversation covered concepts for how classrooms, breakout spaces, and grades might be laid out and designed in the new school. The following items were discussed in detail:

1. Math Classrooms
 - a. Important to have ample natural light. Prefer as much glass between classroom and hallway to allow interior hallways and spaces to feel day lit. Lower portion should probably be frosted to not allow vision into classrooms as teachers will prefer that. Coordinator would prefer to see portions be clear so that learning is seen for collaboration. Need to balance openness vs distraction between the hallways and classrooms.
 - b. STEM curriculum would suggest a shared breakout room between math and science classrooms.
 - c. A technology storage area for chrome books or laptops. Should be provided in each classroom
2. Science Labs

- a. Bench area in science room should accommodate 26 students.
- b. Do not need center group tables if bench tables are mobile (though they need to be easily moveable).
- c. There is worry about tables at the benches blocking power. Architects explained that the power will not be located under the table but above the counter and as well as ceiling drops located in the center of the room.
- d. A mobile teacher demo cart without sink is needed. There is a need for a teacher desk as well.
- e. 8th grades have grow carts for large portions of the year that plug-in and are stored in the classrooms. Most teachers have 2 carts per room. Space should be available in the science classrooms to store these.
- f. Include a beam or attachment points for hanging items above work surfaces. These will be used for hung models and experiments.
- g. Science has Mac Books on a 1:2 ratio that need to be stored in the classroom. These have software that currently can't be run on the Chrome Books.
- h. Would be good to join science and math classrooms back to back to facilitate collaboration.
- i. Provide tall cabinets in the main science classroom for storage.
- j. All cabinets should be lockable.

3. STEM Classroom

- a. Would be designed for 7th and 8th grade curriculum.
- b. Would use laser cutter, 3-D printer, hand saw and soldering equipment.
- c. Dust collection is an issue for CNC router so probably would not have one.
- d. No power saws or drill presses.
- e. Would have a robotic area.
- f. Visual supervision needed so instructor can see all tools and areas.
- g. Would need collaboration tables for small groups and 25 student groups.

- h. See difficulty in allowing use of STEM and science classroom by after school programs because the room is prepped at the end of the day for the next day's lesson.
 - i. Not sure this could be STEAM room because it will be scheduled most of the time by STEM.
 - j. Could see benefit to being near the Maker Space in the Learning Commons.
 - k. Need storage for projects as they are working on these over the course of a semester.
 - l. Potential for transparency is heightened in this space but still need to be aware of the potential for distractions of students.
 - m. Focus on interactive teaching opportunities within the space.
- 4. Curriculum coordinators and teachers need to investigate how the curriculum can utilize the building as a teaching tool.
 - 5. Breakout space is really interesting and can be a good resource. Curriculum coordinators and teachers should start to think about what to use it for. Assume intervention happens elsewhere – yes there is a math coach in the intervention room.
 - 6. A weather center on the building would be great.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution

All attendees

P:\14\14054_King_Open_Cambridge_Street_Upper_School\ADMIN\g51_Math-Science_CC_Mtg_#2.docx

Date 17 March 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present

Matt Rice	Arrowstreet
Kate Bubriski	Arrowstreet
Sam Lasky	William Rawn Associates
Michael Black	City of Cambridge
Dana Ham	CPS
Pam Schwartz	CSUS
Donna Peruzzi	CSUS

Reported By Matt Rice

Subject CSUS Science Programming Meeting No. 2

Location Frisoli Youth Center, Cambridge MA

Arrowstreet & William Rawn Associates met with the CSUS Science staff to review a draft space summary based on the previous meeting. The designers also presented and discussed examples of potential classroom organizations and internal classroom designs. The conversation covered concepts for how classrooms, breakout spaces, and grades might be laid out and designed in the new school. Also, the existing conditions plans were reviewed to confirm locations and counts of existing spaces. The following items were discussed in detail:

1. Classroom
 - a. Separate desk space from lab space is good.
 - b. Look at potential for dual projection areas in the classrooms.
2. Need to determine where lab kit boxes and student paper/pencil supply area should be kept for students to be able to pick-up on their own. Center of room could be used for student supplies. Kits could be handed out through an operable window in the prep room.
3. Breakout Space
 - a. Breakout spaces would be valuable and used.
 - b. Would like access to a breakout room for small groups.
 - c. Best to share with math classroom or be separate.

- d. Teacher sometimes meets with a couple of students in a small group setting. This could be at the large tables shown in the middle of the classroom or in the breakout room. Would be best to have this happen in an enclosed room instead of the middle of the room.
4. Plant table should be the same size as the lab table.
5. Serving counter opening between prep room and main science room would be very useful.
6. Accommodations should be made for science library shelving.
7. Prep Room
 - a. Dishwasher is needed.
 - b. Peg board over all sinks (should also be in sinks in classrooms)
 - c. Refrigerator is needed.
 - d. Staff asked whether there would be a way to have a roll-up opening where you could have students come and pick-up their lab materials.
8. Blackout shades are necessary
9. Staff asked about potential accommodations for a bee hive since the teachers would like to do a unit that involves bee hives.
10. STEM room should be near core math and sciences.
11. Openness – staff doesn't want vision glass to hallway from classroom.
12. Amount of perimeter wall shown as open (without cabinets or teaching wall) looks fine as shown on example. Would only need space for grow station and laptop cart.
13. Classes currently do Skype with scientists so would want camera in instruction area.
14. Teachers demo cart will float between front and back of classroom.
15. Need a dedicated computer cart storage area.
16. Maximize whiteboard surfaces.
17. Hooks under science lab tables for hanging backpacks was mentioned as something that could be a good approach.

18. Adjacency to grade more important than department.
19. Only need one sink per wall in the lab area.
20. Currently they only have one small chemical cabinet, in which they typically only ever have rubbing alcohol and diluted hydrochloric acid.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET

A handwritten signature in black ink, appearing to read 'M. Rice', with a stylized flourish at the end.

Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

P:\14\14054_King_Open_Cambridge_Street_Upper_School\ADMIN\g60_CSUS_Science_Mtg_#2.docx

Date	17 March 2015	
Project / No.	King Open and Cambridge Street Upper School Community Complex / 14054	
Present	Matt Rice	Arrowstreet
	Kate Bubriski	Arrowstreet
	Sam Lasky	William Rawn Associates
	Michael Black	City of Cambridge
	Danielle DeNufrio	CSUS
	Mary Elizabeth Cranton	CSUS
	Kendal Schwarz	CSUS
	Sarita Spillert	CSUS
	Tracey Pratt	CSUS
Reported By	Matt Rice	
Subject	CSUS Math Programming Meeting No. 2	
Location	Frisoli Youth Center, Cambridge MA	

Arrowstreet & William Rawn Associates met with the CSUS Math staff to review a draft space summary based on the previous meeting. The designers also presented and discussed examples of potential classroom organizations and internal classroom designs. The conversation covered concepts for how classrooms, breakout spaces, and grades might be laid out and designed in the new school. Also, the existing conditions plans were reviewed to confirm locations and counts of existing spaces. The following items were discussed in detail:

1. Breakout Space/Classrooms
 - a. Reviewed size of breakout rooms. A 100 SF room would accommodate 3-4 students, a 200 SF room would accommodate 6-8 students for breakout.
 - b. Operable partition through the middle of the breakout room.
 - c. Sink with a water fountain would be useful in the classrooms
 - d. Too much casework shown in the classrooms
 - e. 6th Grade is co-taught. A breakout space for this grade would need to accommodate 13 students.
 - f. For all grades, breakout space is only useful when connected to the

classroom with supervision. In the corridor or across/down the hall does not work.

- g. Staff liked glass between the breakout and corridor if there is a way to control when it is open or how much is open. Maybe shades or panels. Same is true for between classrooms.
 - h. Do not like rooms protruding into corridor due to problems with sight lines and potential areas for students to be un-seen.
2. Storage needs
 - a. Don't need as much counter or storage as shown on the diagrams. Could use one tall cabinet, 1 personal storage cabinet and a sink area.
 3. Projection
 - a. Would really like two projectors so that one could keep up a schedule and daily lesson throughout the day with the other functioning as a teacher projector. This could also be done with a monitor on a wall for the daily lesson.
 4. Openness
 - a. Really want to have more connection between classrooms and corridors.
 - b. Mixed opinions about whether it is clear or frosted at eye level and below.
 - c. A feeling that is more open and transparent is desired which will allow for potential changes.
 5. Coaches
 - a. The district is changing to a full time coach and a ½ time interventionist model. So would need a shared coach's office to accommodate the math and the literacy coaches and then two 200 sf teaching rooms for the math and literacy interventionists.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution **All attendees**

P:\14\14054_King_Open_Cambridge_Street_Upper_School\ADMIN\g54_CSUS_Math_Mtg_#2.docx

Date 17 March 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present

Matt Rice	Arrowstreet
Kate Bubriski	Arrowstreet
Sam Lasky	William Rawn Associates
Michael Black	City of Cambridge
Jim Maloney	CPS
Omar Gueye	CSUS
April Hanlon	CSUS

Reported By Matt Rice

Subject CSUS World Language Programming Meeting No. 2

Location Frisoli Youth Center, Cambridge MA

Arrowstreet & William Rawn Associates met with the World Language staff to review a draft space summary based on the previous meeting. The designers also presented and discussed examples of potential classroom organizations and internal classroom designs. The conversation covered concepts for how classrooms, breakout spaces, and grades might be laid out and designed in the new school. Also, the existing conditions plans were reviewed to confirm locations and counts of existing spaces. The following items were discussed in detail:

1. Ola teacher was not present at meeting. Principal needs to confirm that Ola 6-8 is only one classroom vs 2 as that teacher also teaches social studies.
2. Language Lab
 - a. If room accommodates half a class, it needs to fit 13 students. It should then be located between the two classrooms with vision glass to main classrooms.
 - b. If room accommodates full size class (25 students) it could be located anywhere as the whole class would move to the room. Teachers are not sure if 25 students would be able to actually work in a lab together at one time as they have not had the opportunity. There may be issues with distraction or noise.

- c. Teachers feel that mobile technology that could convert the typical classroom to a lab wouldn't work because it would need to be reliable and it typically isn't, especially if it has to be setup and dismantled often. Also students could accidentally knock equipment off desks.
- 3. Classroom Layout
 - a. The only classroom connection that is desired is a communicating door. Staff do not see a need for an operable wall between classrooms.
 - b. Would like to have hot plate or microwave in their room so the teacher can make (or warm) pre-prepped food. This could be in the breakout space to share. Would need a good number of outlets along the casework counter for appliances.
 - c. Provide a short platform (stage) at the front of the classrooms for teacher use.
- 4. Breakout space
 - a. Would definitely use an in-classroom breakout area where they could have a small group or one individual.
 - b. Not sure they would have need of an enclosed breakout room in addition to the language lab, because the teacher cannot be in 3 places at once.
 - c. If they did have an enclosed space, it should be one larger shared space for educational purposes.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET

A handwritten signature in black ink, appearing to be 'A. L. R.', written in a cursive style.

Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution **All attendees**

P:\14\14054_King_Open_Cambridge_Street_Upper_School\ADMIN\g70_CSUC_World_Language_Mtg_#2.docx

Date	9 March 2015	
Project / No.	King Open and Cambridge Street Upper School Community Complex / 14054	
Present	Matt Rice	Arrowstreet
	Kate Bubriski	Arrowstreet
	Kevin Bergeron	William Rawn Associates
	Ashley Endicott	CSUS
	Bria McNulty	CSUS
	Margie Carlman	CSUS
	Maggie Smyth	CSUS
	Adenike Babatunde	CSUS
	Colleen Ives	CSUS
	Megan Martin	CSUS
	Marc Wright	CSUS
Reported By	Matt Rice	
Subject	CSUS Office of Student Services Programming Meeting No. 2	
Location	Frisoli Youth Center, Cambridge MA	

Arrowstreet & William Rawn Associates met with the CSUS OSS staff to review a draft space summary based on the previous meeting. The designers also presented and discussed examples of potential office/classroom organizations and internal office/classroom designs. The conversation covered concepts for how the various OSS spaces might be laid out and designed in the new school. Also, the existing conditions plans were reviewed to confirm locations and counts of existing spaces. The following items were discussed in detail:

1. Special Education
 - a. Prefer separate rooms located close to general education classrooms.
2. Guidance
 - a. Prefer larger meeting space as part of the office. Show kidney style table instead of round.
 - b. Reflection room is good to have
 - c. Reception/waiting area is not a staffed reception desk so need to make

sure there is supervision from offices to waiting. Need five chairs in waiting area. Would be best near conference room for IEP meetings.

- d. See advantage to being near main office more as opposed to other adjacencies.
- e. Reflection area setup should be in each general classroom as well.
- f. Student support (ISS) room should be close by.

3. Speech

- a. Sink not needed in room.
- b. Add storage cabinets and work counter.
- c. Like to have both rooms next to each other with shared storage cabinets in a room between them.
- d. Highest priority adjacency to be next to ASD rooms.

4. OT

- a. Life skills kitchen would be best to have in OT so then OT and ASD can both use.
- b. Two staff work areas needed.
- c. Some visual separation between fine and gross motor areas.
- d. Should be near ASD classrooms.

5. ASD

- a. 7th and 8th grades don't use safe room as much as 6th so it could be shared between rooms.
- b. Breakout space would be used differently by 6th and 7th/8th so it should be dedicated to one classroom not shared. Limit the amount of glass to high windows for safety.
- c. Toilet rooms need to be dedicated to ASD but not in classrooms. Separate the toilet stall from sink so can teach hygiene.
- d. 8 student maximum allowed in classrooms
- e. Provide 1 group kidney table, individual student desks spread throughout the space and a rug area.

- f. Students will use lockers in hallway.
- g. Accommodate paras at work counter
- h. Would be nice to have a bed making area and kitchen where staff can teach life skills.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

P:\14\14054_King_Open_Cambridge_Street_Upper_School\ADMIN\g57_CSUS_OSS_Program_Mtg_#2.docx

Date 11 March 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present

Matt Rice	Arrowstreet
Kate Bubriski	Arrowstreet
Kevin Bergeron	William Rawn Associates
Michael Black	City of Cambridge
Sara Reese	CSUS
Dan Fusco	CSUS
Dana Ham	CPS

Reported By Matt Rice

Subject CSUS PE + Health Programming Meeting No. 2

Location Frisoli Youth Center, Cambridge MA

Arrowstreet & William Rawn Associates met with the CSUS PE and Health staff to review a draft space summary based on the previous meeting. The designers also presented and discussed examples of potential gymnasium organizations and internal classroom designs. The conversation covered concepts for how these spaces might be laid out and designed in the new school. Also, the existing conditions plans were reviewed to confirm locations and counts of existing spaces. The following items were discussed in detail:

1. Coaches offices should accommodate two staff members each.
2. Make sure there is enough gym storage.
3. Consider having separate CSUS and KO toilet rooms for the gym to avoid different age students mixing together.
4. Gym Design
 - a. Low vision glazing either to corridor or outside would be too distracting to students. Only use if translucent and can't see through.
 - b. Provide high windows for daylight.
 - c. Cross-court basketball should have full striping.
 - d. Provide cross-court volleyball striping.

- e. Separate lockers / changing rooms for boys and girls, but no showers are necessary for students.
 - f. A/V access needed close to center of court. The designers explained that an A/V room with equipment can be remote and controls can be at half court.
 - g. Need crash mat storage area. Could be hung or in a closet.
 - h. Bike storage is not included in their existing 480 sf. Need to increase storage area by 300 sf to accommodate.
5. Fitness Room
- a. Would rather have more equipment and no gathering area in Fitness Room. They can do gathering and stretching in the gym.
 - b. Fitness room should be more closed to the hallway in terms of vision, due to sensitive subject matter.
 - c. Staff asked whether this room (or another) could be used for small groups.
 - d. Vision glass only if the traffic in the corridor is a low volume.
 - e. Storage room/closet and shelving to lock equipment away such as yoga mats.
 - f. Mirrors for free weights would be good.
 - g. Local sound system? Would be used if included.
6. Health Room
- a. Flexible furniture is most important.
 - b. Mirrors are nice but not necessary.
 - c. Lots of outlets at counter area for hot plates, blender, etc. Like how the counter/work area is separate from teacher area.
 - d. Staff inquired whether mat storage might be in the ceiling?
7. Dance Room
- a. Really would like to have one. Could be in drama room or in health room. Probably best in drama room, limited in health room by casework and furniture.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET

A handwritten signature in black ink, appearing to read 'M. Rice', written in a cursive style.

Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

P:\14\14054_King_Open_Cambridge_Street_Upper_School\ADMIN\g58_CSUS_PE_Health_Mtg_#2.docx

Date	10 March 2015	
Project / No.	King Open and Cambridge Street Upper School Community Complex / 14054	
Present	Matt Rice	Arrowstreet
	Kate Bubriski	Arrowstreet
	Kevin Bergeron	William Rawn Associates
	Michael Black	City of Cambridge
	Amy Short	ICTS-CPS
	Gina Roughton	ICTS-CPS
	Ginny Berkowitz	ICTS-CPS
	Steve Smith	ICTS
	Kevin Keegan	ICTS
Reported By	Matt Rice	
Subject	Information, Communications & Technology Services Programming Meeting No. 2	
Location	Frisoli Youth Center, Cambridge MA	

Arrowstreet & William Rawn Associates met with the ICTS staff to review a draft space summary based on the previous meeting. The designers also presented and discussed examples of potential learning commons organizations and maker space designs. The conversation covered concepts for how learning commons might be laid out and what type of maker space might be in the new school. The following items were discussed in detail:

1. For reference, during the FF&E procurement phase, the MLK learning commons media studio has been changed to all flexible furniture and wall monitors for plug-in of laptops.
2. Maker Space
 - a. Need to have a digital studio and a crafting/making space. Staff liked the “wet lab / dry lab” concept. Doesn’t have to be separate rooms, could be two sides of the same room.
 - b. The overlap of some tools and also progression from digital to making would suggest adjacency and flow from one space to another.

- c. Maker space “on display” is a good/needed thing. Plus areas for displaying work longer term.
 - d. Need area to store long term projects that are not completed in one class.
3. Openness
- a. Important to be able to see what is happening in Learning Commons for collaboration.
 - b. Important for the one librarian to see all areas at once.
4. Media Area
- a. Should have a small sound proof room for recording.
 - b. Need teaching classroom with flexible furniture.
 - c. Nice to have an area for green screen filming. A painted wall is fine.
 - d. Needs access to Maker Room.
5. Open Library Area
- a. Computer stations for book look-up will be tablets at the end of aisle. No dedicated sit down area.
 - b. Do not need dedicated computer areas in open library. Tables for a class to be doing work with laptops/tablets.
 - c. Should have a staff (non-library) work and computer area. Station for two adults to come in and use a computer as well as a printer. Paras, aids, parents, other school staff as well.
 - d. It is more important to have circulation desk to have visibility to whole space rather than be near the staff workroom
 - e. Provide one built-in projector and screen for large group gatherings. Two mobile setups (monitors or projectors) for small class sizes.
6. Help Desk
- a. Would be run by students
 - b. Need locked storage room that is separate from the IT workroom. Students will not have access to IT workroom.

- c. "Genius Bar" setup could be a good approach

7. Laptops

- a. Things ICTS will need to determine location and procedures for: storage of laptops, check-in and check-out, charging. ICTS will use MLK as a test case and advise the design team further as operations there are flushed out.

8. Printing

- a. All printers will have a print release function. A key code is required at the printer for a job to be released and printed. They are already using this system in the district.
- b. Would be fine with printers in corridor alcoves instead of in teacher rooms so a student could grab a print from them.
- c. Would not be providing printers in individual classrooms.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution

All attendees

P:\14\14054_King_Open_Cambridge_Street_Upper_School\ADMIN\g53_ICTS_Mtg_#2.docx

Date	20 March 2015	
Project / No.	King Open and Cambridge Street Upper School Community Complex / 14054	
Present	Matt Rice	Arrowstreet
	Kate Bubriski	Arrowstreet
	Sam Lasky	William Rawn Associates
	Robert Fogarty	Tavares Design Associates
	Michael Black	City of Cambridge
	Dana Ham	CPS
	Manuel Fernandez	CSUS
	Melissa Honeywood	CPS
	Elizabeth Castellana	KO (attended portion of meeting)
Reported By	Matt Rice	
Subject	Food Services Programming Meeting No. 2	
Location	King Open / CSUS Conference Room, Cambridge MA	

Arrowstreet & William Rawn Associates met with the Food Service staff to review a draft space summary based on the previous meeting. The designers also presented and discussed examples of servery and kitchen organizations and dining area seating designs. The following items were discussed in detail:

1. Manuel and Melissa discussed trying to figure out an alternative to the current lunch schedule to reduce the length of the day that lunch periods run and/or reduce the amount of time students wait in line and increase the amount of time to eat. These two solutions can be mutually exclusive.
2. Combined King Open and Cambridge St Upper School lunches and overlapping certain King Open grades are not good.
3. Melissa is supportive of a teaching kitchen in terms of the curriculum and in terms of its proximity to cafeteria, but food service funds and staff cannot be used to support this kitchen. Increasing the size of the cafeteria should take precedence over a teaching kitchen.
4. Outdoor seating areas could be viable but if cost was an issue then it wouldn't make sense for 6-8 weeks of use unless other programs could use it during the summer as well.

5. Melissa likes the brightly colored & varied seating styles. Does not like the typical school cafeteria seating with the chair attached to table even if in round table. Should think about some standup tables or high counters for the upper school.
6. They would do some events like a science fair and would be nice to have a stage. Might consider having a portable stage. Do not want a permanent stage because it isn't flexible. Would need storage for portable stage. Other option is to have one large area elevated 10"-12" and used as a "stage".
7. Need loading and receiving areas that are easily accessible from the street.
8. Food service would use a dedicated washer and dryer. Cannot share with other departments due to hygiene concerns
9. Serving lines
 - a. They serve a hot, cold and pre-packed meal every day at every meal period.
 - b. All foods need to be staff served (no self-serve) because the youngest students can't serve themselves. If had separate serving areas for upper and lower school they could provide a more age-appropriate style for each school.
 - c. Melissa has not looked into family style meals for King Open any further from last meeting but will look into. San Francisco has started to implement their plans and would be a good resource to reach out to.
10. How to shorten line time and increase eating time:
 - a. Lunch period is currently only 25 minutes.
 - b. If there were three lines students wouldn't need to stand in line as long and could have more eating time. Need to make sure the cross traffic as students enter and exit lines is worked out.
11. How to have less lunch periods in the school day so students are eating too early or too late in the day:
 - a. Provide two cafeterias or have both schools eating at the same time
 - b. Physically divide dining area for one school on each side. Would need 150-200 students per school.
 - c. Would need 3 lines to handle the number of kids. This number of lines

would not give any more time for eating. Each line can handle 100 kids in 10-20 min. Would need 4 lines to give more time to eat.

- d. Two lunch periods for CSUS is preferred.
 - e. This would allow for the two schools to have distinct meal options and displays and maybe self-serve at CSUS.
 - f. Need to think about if both schools eat at the same time then they have recess at the same time and would need two separate playgrounds as well. Or the recess would be staggered before or after eating.
12. School identity for exterior playground equipment is as critical as interior identity.
13. Current capacity
- a. CSUS 6th grade (100) one period
 7th and 8th grade (200) one period
 - b. KO J/K – one period
 1st and 2nd grade – one period
 3rd and 4th grade – one period
 5th grade - one period (can't eat with younger grade)

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

Date 23 March 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present

Matt Rice	Arrowstreet
Kate Bubriski	Arrowstreet
Sam Lasky	William Rawn Associates
Dana Ham	CPS
Steve Edmonds	City of Cambridge
Ben Tavure	CPS Plumber
William Tinker	CPS Electrician
Joe Lombardo	CPS HVAC
Robert Medeiros	KO Custodian
Rom Heim	CPS Plumber
Frank Geary	CPS
Dominick Puniello	GGD Engineers
David Pereira	GGD Engineers
Brendon Roy	City of Cambridge

Reported By Matt Rice

Subject Facilities and Maintenance Meeting No. 2

Location Cambridge MA

Arrowstreet & William Rawn Associates met with the Cambridge Public Schools Facilities staff to review the systems and materials that might be included in the new schools. Specifically we reviewed displacement ventilation, lighting controls and heating and cooling systems. The following items were reviewed in detail:

1. Discussion on addressable lighting controls:
 - a. GGD walked through the concept of a low voltage CAT 6 cabling system, including how all associated hardware works.
 - b. 40% - 60% savings in lighting operating expenses. System can run \$1.50 – 2.00 / square foot in terms of first cost.
 - c. Control systems are rack mounted and easily accessible and can be accessed via the web for the technicians.

- d. CPS asked if the system can use isolation modules to identify location of problems - for instance how would they know where a wire is cut between fixtures. GGD to review with manufacturer.
 - e. Light fixtures would be 277 volts for the project.
 - f. The Weston Field School has this type of lighting control system installed. GGD will send a list of schools with this system for CPS reference and contact.
 - g. CPS asks that the systems be simple to operate and maintain. Facilities operating expenses have increased at CRLS and the War Memorial due to lighting controls because of specialty technician costs.
 - h. Occupancy sensors operation: the current energy code does not require them to be full vacancy sensors (though could be if wanted to). Vacancy function means the lights don't come on when you enter a room. Occupants have to be manually turn them on and then the light auto shuts off when leave. However, the building could also be setup with occupancy sensors that only turn lights to a 50% lighting level (or other target) and then manually occupants could adjust for a higher light level.
 - i. This system would also be able to monitor lighting energy load without a separate metering system. Has a back connection to feed info to BAS. GGD will look into whether the system could also be added to plug receptacles to meter plug loads and if the cost is more or less than circuiting line voltage system on receptacles.
 - j. GGD will check how the modules are addressed. Likely they contain a MAC address.
 - k. CPS asked if when swapping out modules is programming as simple as cut and paste. Manufactures rep to give input.
 - l. The school schedule can be inputted into the lighting control system.
2. HVAC systems
- a. GGD explained the operation and advantages of displacement air delivery systems.
 - b. The displacement system is the method in which the air is delivered

and can be used with several heating and cooling plant system options.

- c. Benefits include: 1.) acoustically quiet 2.) better classroom health as it reduces germ / bacteria disbursement 3.) more efficient because air is delivered at breathing zone 4.) higher percentage of occupant thermal comfort because do not have a cool drop experience like in overhead systems 5.) lower cooling load in a space because not all of the heat gains from lighting, envelope, people is accounted for because it isn't getting to the occupied zones.
- d. System can work with both dehumidified air and full cooling.
- e. Ceiling height of 8'-6" minimum needed for maximum efficiency for displacement system.
- f. Outside air: In full AC mode would like thermostat, VAV terminal box and CO2 sensors in each room to control how much outside air percentage is required. Ideally would like to get to 100% outside air but there are caveats to getting to this.
- g. Morning warm up cycle would be higher supply air temperature than throughout the day.
- h. Radiant ceiling panels at the perimeter will supplement the system for heating. CPS suggested looking at integrating radiant panels in daylight shelves.

3. Heating/Cooling System types:

- a. Design team will be looking at life cycle cost and energy efficiency of systems to recommend the "best" one.
- b. A central system is preferred over unitary system by CPS.
- c. A central system would have multiple AHU's spread throughout the roof or building. Typically a few for classrooms, one per each large space such as gym, cafeteria, auditorium and one for admin spaces. CPS and library would have their own.
- d. Chilled water could happen in one central modular heat pump chiller or each AHU could have their own if the geothermal water was sent directly to AHU's.
- e. ATC is district wide system with Johnson Controls. Vincent Mark with

Control Technologies (CTI) 603 657 8545 is CPS contact person.

- f. Based on energy efficiency a boiler should only be supplemental to geothermal well field not in reaction to outside conditions because the building envelope would be tight and would eliminating swings.
 - g. For purposes of evaluating systems we will look at a minimum of three different systems. They could be:
 - o Displacement air with central system.
 - o Unitary system.
 - o Chilled beams.
 - o Overhead supply VAV system (baseline).
 - h. The building will have natural ventilation. The decision on whether controls would connect windows to the heating/cooling system would be based on how occupants will be educated and expected to use the building and how maintenance wants to operate.
 - i. CPS requests that units be located so that there is good access for staff to maintain them. Ceiling mounted is tough to get to.
4. For energy modeling CPS, Human Services, Library and Pool need to provide a very clear schedule of the hours of operation.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

Date 4 February 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present Matt Rice Arrowstreet
Kate Bubriski Arrowstreet
Jeff Olinger William Rawn Associates
Michael Black City of Cambridge
Barbara Meade Cambridge Health Alliance
Bonnie Wilkins Cambridge Health Alliance

Reported By Matt Rice

Subject Cambridge Health Alliance –School Nurse Programming Meeting #1

Location King Open Elementary School, Cambridge MA

Arrowstreet & William Rawn Associates met with Cambridge Health Alliance staff to review initial thoughts regarding the design of the nursing spaces in the new school. Locations of existing spaces were reviewed with the staff, and a review of existing student circulation patterns was discussed. The conversation covered aspirations for the new school spaces as well as issues in the existing spaces that could be addressed as part of the new design. The following items were reviewed in detail:

1. Nurse serves both lower and upper school and location should be equal distance to each so that they feel they have equal opportunity to service.
2. Nurse likes the existing location of toilets because it does not require people to walk through the office to get to it. The toilet room is currently located toward the entrance of the nursing suite.
3. Three treatment areas would be nice to have. One isolation room with observation window to serve as a quiet area.
4. Need to make sure there is enough space in the nursing area for wheelchairs to maneuver.
5. They use portable oxygen and suction if necessary.
6. Two refrigerators are necessary. One is for medications, and needs to be securable. One is for snacks.
7. They currently use a portable ice machine to make ice bags to store in the

freezer. This practice could continue in the new school.

8. Nurse's office needs the ability to lock up medicine and file cabinets. Needs to incorporate both a reference area and a work counter. Needs to have a view to the treatment areas for supervision.
9. Ambulance and parents need an entrance that is close to the nurse's office so that they don't have to go through the lobby.
10. Would like easy access to the gymnasium and recess yards, as these are areas that typically see a lot of nurse activity.
11. Storage needs:
 - a. Two full size medicine cabinets.
 - b. Order supplies once a year so need good amount of tall cabinets for gauze, etc.
 - c. Two file cabinets for records.
12. Up to six students need to be accommodated in the waiting area.
13. AED (defibrillator) located in a public / lobby space is necessary. It needs to be portable. Would also like one for inclusion in an emergency bag, but the existing AED could potentially be used for this purpose.
14. KO would like the nurse near the school psychologist and counselor in an area that is not too public.
15. Nurse may have times when there is a need to have private conversation with students or parents. This can be an issue during the school day as they need to get a visitor pass to pick up a sick student or talk to the nurse.

The final topic of discussion during the meeting was a review of the NetZero energy goals for the building. The new facility will be attempting to generate all of the energy needed to operate the building on-site, through the use of solar (photo-voltaic) panels located on the roof of the building. In order to accomplish this goal the building systems and envelope will be optimized to reduce energy consumption; however in addition the energy consumption by users in the building will need to be reduced. Subsequent meetings will touch upon some ideas and strategies to reduce the occupant energy use, also known as "plug-loads."

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET

A handwritten signature in black ink, appearing to read 'M. Rice', with a stylized flourish at the end.

Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

P:\14\14054_King_Open_Cambridge_Street_Upper_School\ADMIN\g28__Public_Health_Mtg_1.docx

Date	20 March 2015	
Project / No.	King Open and Cambridge Street Upper School Community Complex / 14054	
Present	Matt Rice	Arrowstreet
	Kate Bubriski	Arrowstreet
	Sam Lasky	William Rawn Associates
	Dana Ham	CPS
	Michael Black	City of Cambridge
	Bonnie Wilkins	School Health, Cambridge Health Alliance
	Barbara Meade	School Health, Cambridge Health Alliance
Reported By	Matt Rice	
Subject	Public Health and Nurse Programming Meeting No. 2	
Location	Frisoli Youth Center, Cambridge MA	

Arrowstreet & William Rawn Associates met with the school nurse and Cambridge Health Alliance staff to review a draft space summary based on the previous meeting. The designers also presented and discussed a diagram of a potential nurse suite organization. Also, the existing conditions plans were reviewed to confirm locations and counts of existing spaces. The following items were discussed in detail:

1. Staff would like a nurse call light for the toilet room that is visible in the nurse's office.
2. Make sure that the toilet room is a full handicap accessible room and allows extra room for nurse assistance.
3. Need separate lighting control for each space in nurse suite.
4. Need individual heating/cooling control for nurse area.
5. Confirmed that cot areas needs cubicle curtain surrounding them.
6. Medical material storage cabinets that are located in the nurse's office should not have glass doors.
7. Medical refrigerator needs to be locked with alarm. It also needs to be on emergency power and it has a localized temperature alarm built in.
8. Would need some access to natural light. It is ok to have windows because

shades will be pulled if need privacy.

9. Computer in the nurse's office needs a dedicated data line which will be brought in by the Cambridge Health Alliance.
10. Either need a full computer setup in office and in treatment area or need a mobile computer workstation on wheels. Would need to get hospital input on type of mobile computing to be used.
11. Currently the main school offices will not give parents a visitor pass to go to the nurse to pick up children. The nurse has to bring the child to the main office. This is difficult for two reasons. One the nurse needs to speak to parents and need privacy to do so. Secondly, other students in the nurse area are unsupervised when the nurse has to go to main office or she has to bring them with her. In the new building the nurse needs to be located in a way that the main offices will allow for parents to go to the nurse's office to pick-up children.
12. Need a wall phone in treatment area in addition to the one in the office.
13. Office should have view window to waiting area.
14. Check with admin and security to see if it is okay to have kids waiting in the nurse waiting area if they are sent to the nurse and she is not in the nurse suite when they arrive.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution

All attendees

Date	3 February 2015	
Project / No.	King Open and Cambridge Street Upper School Community Complex / 14054	
Present	Matt Rice	Arrowstreet
	Kate Bubriski	Arrowstreet
	Liz Lewis	Human Services
	Crisálida Rebelo	Human Services
	Roslyn Shoy	Human Services
	Sam Lasky	William Rawn Associates
	Safrya Browne	Human Services
	Michelle Farnum	Human Services
	Erika Peter-Harp	Human Services
	Bucky O’Hare	Human Services
	Ellen Semonoff	Human Services
	Kamala Kindell	Human Services
Reported By	Matt Rice	
Subject	Human Services - After School Programs, Programming Meeting No. 1	
Location	Frisoli Youth Center, Cambridge MA	

Arrowstreet & William Rawn Associates met with the Human Services After School Program staff to review initial thoughts regarding the design of their spaces in the new school. Locations of existing spaces were reviewed with the staff, and a review of existing student circulation patterns was discussed. The conversation covered aspirations for the new after school spaces as well as issues in the existing spaces that could be addressed as part of the new design. The following items were reviewed in detail:

1. There are two distinct after school programs: KO Extended Day [KOED] and Community Schools [CS].
2. **Community Schools Program**
 - a. After school program runs until 5:30 which offers enrichment programs five days a week and full day summer camps. They also run modified vacation camps during school vacation weeks.
 - b. CS Program also offers a senior program in the morning and during the weekends at some locations. In this neighborhood seniors want to meet noon – 3:00 which does not work with the space they have,

so there are no senior programs currently located at KOCSUS.

- c. Staff – they have one full time director and part time staff specialists. Also includes other part time staff five days a week to support the program.
- d. Serves mostly King Open students, and students usually participate in both CS and KOED.

3. King Open Extended Day Program

- a. Only serves KO students. Currently serving between 107-130 students.
- b. Teachers – Head teachers with a part time teacher that works with them, as well as additional support staff and two administrative staff.
- c. Goal is to support social and emotional growth which will lead to success for the students.
- d. Teachers also work in KO school during the school day as interventionists.
- e. Family participation is important – KOED does generate progress reports.
- f. 2/3 of the students have individual education programs [IEP].
- g. Currently they use the same grade classrooms that their KOED students use during the day.
- h. The currently use carts from a central storage area to bring tools and supplies out to the classrooms
- i. Part of the program includes a snack that is given out during the afternoon.
- j. Full staff is up to 30 people.
- k. Current shared office space is a half classroom and was more useful when they had a full classroom.
- l. If they had separate classrooms they would want three of them. 15 students per classroom and then access to other space for breakout for up to 4 classrooms.
- m. When they used to have dedicated (all 7) classrooms they were near the grade and then regular day teachers would use the KOED classrooms for breakout.

4. CS Space

- a. Need access to conference rooms.
- b. Ballet, piano, sports, Portuguese, homework (everyday) Tai kwon do, theater are some examples of the types of activities that they offer
 - up to six different activities are offered per day
 - 30-45 students. 75% of the students also do KOED activities
- c. KOED & CS students meet in cafeteria at 2:45 and then spread out.
- d. Need space for activities even when school is doing activities (like practicing after school for play/musical).
- e. CS does an 8 week summer camp that runs 8:00 am to 6:00 pm. 50 students until 3:30pm then about 20-35 until 6:00 pm.
- f. Students do swimming lessons at the camp, making use of the Gold Star Pool
- g. Lunch is provided (chilled and served only on site, not prepared on site). Discussion is needed to determine whether KOCSUS Food Services kitchen can be used for any of this activity.

5. KOED Collaboration

- a. Sometimes the 5th grade KOED students go to Frisoli to participate in pre-teen programs.
- b. Access to kitchen with refrigerator, cooktop, and dishwasher is desired. In MLK this resource is located in one of the EDKS classrooms and it is used to teach students, not necessarily for cooking snacks. Snacks need an additional dedicated refrigerator. The currently have three refrigerators.

6. Project Based Learning for KOED

- a. 6-8 week projects are typical – need an open space and table area in the rooms for the projects. Would like to have an area to display student work.
- b. Lots of storage for supplies is needed.
- c. Access to a refrigerator in storage or close by in a shared space because the teachers need to get snacks ready while being close to students.
- d. 3rd – 5th grade project based learning mostly happens outside the classroom. Exercises like “Let’s Move”, video production and cooking as

some examples. The gym, kitchen, computer lab, stage and dance area are also used for these types of activities.

- e. There is a need for breakout space for student / teacher or parent / teacher meetings.

7. Storage Needs

- a. CS – they do have activities with supplies and would like a cabinet storage in the classrooms.
- b. KOED needs storage for supplies and records.

8. Classrooms

- a. Should be equipped with sinks, drinking fountains, low bookshelves, personal locked storage, smart boards and cubbies in the room (except for grades 3 through 5 which can be located in the hallway).
- b. Student technology – There was discussion around whether students would be bringing any CPS laptop / tablets to after school. This will be discussed in subsequent meetings with CPS ICTS.
- c. Need good lighting for safety during afterschool because it gets dark early. Pathways to Frisoli and to the entrance from where parents park should also be well lit.

9. Entrance

- a. Currently they have their own and they control it, but this approach does not work well because parents don't find it convenient.
- b. Would like their own entrance but it needs to feel easily accessible and safe to walk to.

10. City Spouts

- a. KOED does projects with City Spouts when the hours align.

The final topic of discussion during the meeting was a review of the NetZero energy goals for the building. The new facility will be attempting to generate all of the energy needed to operate the building on-site, through the use of solar (photo-voltaic) panels located on the roof of the building. In order to accomplish this goal the building systems and envelope will be optimized to reduce energy consumption; however in

addition the energy consumption by users in the building will need to be reduced. Subsequent meetings will touch upon some ideas and strategies to reduce the occupant energy use, also known as “plug-loads.”

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET

A handwritten signature in black ink, appearing to read 'M. Rice', written in a cursive style.

Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

P:\14\14054_King_Open_Cambridge_Street_Upper_School\ADMIN\g26__Human_Services_After_School.docx

Date	3 February 2015	
Project / No.	King Open and Cambridge Street Upper School Community Complex / 14054	
Present	Matt Rice	Arrowstreet
	Kate Bubriski	Arrowstreet
	Sam Lasky	William Rawn Associates
	Yolande Goode	Human Services
	Ellen Semonoff	Human Services
	Lei-Anne Ellis	Human Services
	Margaret Woisin	Human Services
	Paul Ryan	Human Services
	Michael Black	City of Cambridge
Reported By	Matt Rice	
Subject	Human Services - Preschool, Programming Meeting No. 1	
Location	Frisoli Youth Center, Cambridge MA	

Arrowstreet & William Rawn Associates met with the Human Services Preschool Program staff to review initial thoughts regarding the design of their spaces in the new school. Locations and configurations of existing spaces were reviewed with the staff. The conversation covered aspirations for the new preschool spaces as well as issues in the existing spaces that could be addressed as part of the new design. The following items were reviewed in detail:

1. On snow days Pre-K and afterschool will be open starting at 10:00am and will run all day. In the event of snow days, they need access to more supplies/resources than what they might use on a regular day.
2. After school program caters to K-5th.
3. Frisoli Center (and some clubs) has grades 6th – 8th.
4. Preschool typically accommodates 17-20 students. Preschool days are 10 hours, and there are 3-4 teachers per classrooms (with a max of three at any given time)
 - a. 35 sf of interior space/child is required per state regulations for the classrooms
 - b. 75 sf of exterior play space/child is required per state regulations for

playground

- c. Need guaranteed access to indoor and outdoor play spaces.
 - d. Need a computer station in classroom for the staff and also a shared office with 2 computer stations.
 - e. A parent / teacher conference area in the office would be a useful resource
 - f. One large indoor storage area is needed, as well as an outdoor storage area to accommodate large equipment such as scooters.
5. Need kitchen for making meals. Eating is done in the classrooms. Dishwasher, cooktop and oven, microwave and refrigerator are necessary components. Kitchen should not be accessible by children – staff use only.
 6. Stroller storage is needed.
 7. Philosophy – they are partnering with parents and children so space needs to feel welcoming and homelike.
 8. QIRS recommendation system for the classrooms – Human Services will forward this report and the associated rating system.
 - a. Project based choice immersion.
 - b. Children choose their path and lessons.
 - c. Have “7 domains”: language, literacy, science, math, physical, social and emotional.
 - d. Block areas in classrooms are defined with furniture. Need flexibility to rotate and move them around throughout the year.
 9. Need cubby area that is accessible from inside the classroom by the students throughout the day.
 10. Children are not arranged by age, they are a mix of 2.9 – 5 years old.
 11. Human services did not want a loft as kids tend to go underneath and hide.
 12. Human services did not want a raised floor area as it restricts flexibility in the classroom.
 13. Schedule is 8:00am – 6:00pm, and generally is organized as follows:
 - a. Breakfast and free play

- b. Lessons
 - c. Noon – lunch and quiet time activity
 - d. 1:00 – 3:00 is nap time
 - e. Three lessons and active play each day.
14. Currently the program has only one classroom but hoping and planning for two in the new building.
 15. Toilets – Human Services likes the model that has been designed for the MLK project with toilet rooms located near the center and shared between two classrooms.
 16. If parent / teacher conference space cannot fit within the office then the program should be located in close proximity to another conference room for access.
 17. Need both student height and teacher height sinks in the classroom.
 18. Book storage – need storage for large books in classroom as well as storage for smaller (regular sized) books that kids take home.
 19. Washer / dryer could be a valuable resource. Extra clothing needs to be stored both in cubbies and in the bathroom.
 20. Program runs all year round, so temperature control for all seasons is necessary.
 21. During the summer they have outdoor water play access.
 22. Human Services likes the MLK play space design for small sized children that can be used exclusively by the preschool. Would be okay with sharing with kindergarten but not ideal. Play space needs to be entirely enclosed with gated access for security.
 23. Would need a locked storage area with access from outdoor play area.
 24. Kids participate in program lessons with City Spouts during the summer and fall.
 25. Collaboration
 - a. Preschool goes to Valente once a week for story time. Would be open to more interaction.
 - b. Sometimes they use Frisoli playground and works because Head Start

program only uses this during the mornings. They could share a much larger playground with them as long as it has playground equipment for children up to 5 years old.

26. Entrance
 - a. Right now there is a connection from present area to KO area. They would prefer to not have this access especially in the later afternoon when KO is actually closed.
 - b. Drop-off design similar to the MLK project is preferred as there are two spaces dedicated for drop off. There are mostly Cambridge residents at KO so right now they park in the neighborhood and walk the kids in.
27. Lessons Learned from MLK
 - a. Not sure if they will like the kitchen location as it ultimately got positioned so that it will not be directly accessible from the classrooms.
28. Technical
 - a. One smart board – use for parent workshops and maybe some student use.
 - b. No child use of laptops/devices.
 - c. Teachers use laptops.

The final topic of discussion during the meeting was a review of the NetZero energy goals for the building. The new facility will be attempting to generate all of the energy needed to operate the building on-site, through the use of solar (photo-voltaic) panels located on the roof of the building. In order to accomplish this goal the building systems and envelope will be optimized to reduce energy consumption; however in addition the energy consumption by users in the building will need to be reduced. Subsequent meetings will touch upon some ideas and strategies to reduce the occupant energy use, also known as “plug-loads.”

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET

A handwritten signature in black ink, appearing to read 'M. Rice'.

Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

P:\14\14054_King_Open_Cambridge_Street_Upper_School\ADMIN\g27__PreSchool_Mtg_1.docx

Date	16 March 2015	
Project / No.	King Open and Cambridge Street Upper School Community Complex / 14054	
Present	Matt Rice	Arrowstreet
	Kate Bubriski	Arrowstreet
	Kevin Bergeron	William Rawn Associates
	Sam Lasky	William Rawn Associates
	Michael Black	City of Cambridge
	Liz Lewis	Community Schools
	Crisálida Rebelo	Community Schools
	Roslyn Shoy	Community Schools
	Kamala Kindell	KO Extended Day
	Bucky O'Hare	KO Extended Day
	Michelle Farnum	Human Services
	Safrya Browne	KO Extended Day
Reported By	Matt Rice	
Subject	Human Services KOED/Community School Programming Meeting No. 2	
Location	Frisoli Youth Center, Cambridge MA	

Arrowstreet & William Rawn Associates met with Human Services staff from the two after school programs (KOED and Community Schools) to review a draft space summary based on the previous meeting. The designers also presented and discussed examples of potential classroom organizations and internal classroom designs. The conversation covered concepts for how classrooms and breakout spaces might be laid out and designed in the new facility. Also, the existing conditions plans were reviewed to confirm locations and counts of existing spaces. The following items were discussed in detail:

1. Kitchen
 - a. Would like for it to be a “semi-commercial” kitchen.
 - b. Walk-in cooler or 2 large refrigerators, 1 large freezer, 3 pot sink would be good because can't easily access school kitchen. They have 300-400 person catered events twice per year.
2. Classrooms

- a. Could really make use of the breakout room for 1st through 5th grades. Kindergarten would not use a breakout room.
 - b. Classroom setup looks good as presented.
 - c. U shaped is preferable.
 - d. Flexibility is a prime concern.
 - e. K-2 and 3-5 students have different movement schedules.
 - f. Lockdown ability is a necessity.
 - g. Cubbies should be the open type with no half walls.
 - i. Low boxes with coat hooks above is a good configuration.
 - h. Some transparency would be good to the hallway. Half height walls with frosted glass might be one option.
 - i. Kindergarten toilets should be shared between two classrooms.
 - j. Should plan for “art” projects to happen in all classrooms.
 - k. Shelving for supplies in the classrooms are necessary
 - l. Potential for a full mirrors in classrooms to allow dance.
3. Sediment traps on all KO and CSUS sinks, and one art space could use a kiln.
 4. Snack time in the cafeteria may be necessary to allow for transition and prep time.
 5. Workroom
 - a. Teacher wardrobe cabinets are needed in the workroom.
 - b. Workroom should also have a copier machine.
 6. Community School Classrooms
 - a. One would be an art based room.
 - b. One would be a flexible room with maybe mirrors for movement activities.
 7. Visibility
 - a. Staff liked the connection potential between two classrooms.
 - b. Staff liked visibility to breakout space.

- c. Like frosted glass between classrooms and corridor down low with clear above.
8. Community Schools needs to be able to access other spaces such as music, art (kiln only), auditorium and gym.
9. King Open cafeteria is used by Community Schools and KOED during transition from school to afterschool. They gather all the students and serve snack. This also allows the currently shared rooms to be setup.
10. Administrative Area
 - a. Two offices each with two people. One for KOED and one for Community School.
 - b. KOED shared offices can also function as reception. Can be an after 3:00 pm entry into the building
 - c. One large reception/workroom with work stations and locker area.
 - d. Extended day office.
 - e. Reception area to have mailboxes for all human services.
11. KO Conference area needs to accommodate 30 people.
12. For kindergarten rooms, breakout could be replaced with storage rooms.
13. Breakout room resource is good for the upper grades.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

P:\14\14054_King_Open_Cambridge_Street_Upper_School\ADMIN\g52_Human_Services_Mtg_#2.docx

Date	16 March 2015	
Project / No.	King Open and Cambridge Street Upper School Community Complex / 14054	
Present	Matt Rice	Arrowstreet
	Kate Bubriski	Arrowstreet
	Kevin Bergeron	William Rawn Associates
	Sam Lasky	William Rawn Associates
	Michael Black	City of Cambridge
	Lei-Anne Ellis	Dept Human Service Programs
	Yolande Goode	DHSP
	Margaret Woisin	DHSP
	Paul Ryder	DHSP
	Michelle Farnum	DHSP
Reported By	Matt Rice	
Subject	Preschool Programming Meeting No. 2	
Location	Frisoli Youth Center, Cambridge MA	

Arrowstreet & William Rawn Associates met with the Human Services Preschool staff to review a draft space summary of the preschool program. The designers also presented and discussed examples of overall program layout and classroom designs. The following items were discussed in detail:

1. Storage:
 - a. Outdoor equipment storage and indoor equipment storage are necessities.
 - b. Would like to increase the amount of in-class storage area over what is shown in diagrams.
 - c. Staff noted that they buy bulk food often and need to consider refrigerator and freezer storage for it. Suggested adding a second refrigerator in the kitchen or the storage room.
2. Sill heights for exterior windows should be low enough so that children can see out.
3. Student toilets:

- a. Doors to the bathrooms want to open directly into the classrooms.
 - b. Better to have a toilet be dedicated to each classroom instead of shared. Each should have two-stalls and a hand washing area.
 - c. Would like a dutch door to toilet room to allow teachers to observe toilet room activity but still give some level of privacy.
4. Kitchen:
- a. Staff felt that this should be included. Should be located as shown next to classrooms with access directly into each room.
 - b. Should have two refrigerators, stove, and an oven.
 - c. May want a dutch door from the classroom for the kitchen
5. Connection between classrooms: They wouldn't really use a large opening between rooms, only need a standard 3ft wide door.
6. Classrooms:
- a. They do not need a teacher desk. Prefer to have a work area at a counter.
 - b. Need more built in storage than shown in diagram. Make full walls of storage (in the short room dimension).
 - c. New requirement says that children have to be able to access personal belongings throughout the day. So cubby area needs to be part of the classroom. Cubbies should feel like a defined area but be open to classroom for visibility. No walls near cubbies but can define space with furniture.
 - d. Each classroom should be connected to the video intercom at the front door.
 - e. A smartboard is needed but student devices are not necessary.
 - f. All furniture except tables and chairs need to be bolted to the floor. They re-bolt when they need to be moved.
 - g. Built in low bookcases along perimeter could be viable
 - h. Do not want a loft, slide or large play equipment in the classrooms.
 - i. Students should have chairs with backs vs stools.

- j. Provide an ability to hang art work at student's eye level.
- k. Flooring should be resilient surface with area rugs.
- l. Provide a durable wainscoting material.
- m. Softer colors / pastels would be preferable.

7. Office Area:

- a. Director should have a private office.
- b. Add a shared office with workstations for 4 people.
- c. The staff office should be near the vestibule so can have window between for viewing. They do not buzz in visitors from office it is done from the classrooms.
- d. Parent-teacher conversation area cannot happen in the shared work room. It is better to be able to have a way to separate that is more private. Add a small meeting room with a couch or comfortable furniture.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution

All attendees

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Meeting Notes

Date	13 February 2015	
Project / No.	King Open and Cambridge Street Upper School Community Complex / 14054	
Present	Matt Rice	Arrowstreet
	Kate Bubriski	Arrowstreet
	Sam Lasky	William Rawn Associates
	Michael Black	City of Cambridge
	James Maloney	CPS
	Khari Milner	CPS
Reported by	Matt Rice	Arrowstreet
Subject	CPS Out of School Programming [OSP] – Programming Meeting #1	
Location	Frisoli Youth Center, Cambridge MA	

Arrowstreet & William Rawn Associates met with the CPS Out of School Programming staff to review initial thoughts regarding the design of the new school. Locations of existing spaces and the existing after school programs were reviewed with the staff, and a review of existing student circulation patterns was discussed. The conversation covered aspirations for the new school spaces as well as issues in the existing spaces that could be addressed as part of the new design. The following items were reviewed in detail:

1. OSP works across many different after school programs.
2. At this location OSP works mostly with CSUS but also some with KO.
3. OSP works directly with the Human Services Department staff who coordinate/manage the after school programs.
4. The philosophy of OSP is to create experiences and opportunities to make upper school students successful and allow them to enter CRLS with a good set of opportunities as background.
5. Social equity for the after school programs should be a design goal.
6. Having good access to the school facilities is important for OSP’s vision so that clubs, tutoring areas, gym, theater, STEM/STEAM room, etc. are all available for after school uses if those resources would be useful for the various programs.



- a. Access for community partners to have a presence or just access to a meeting space is important. Community partners could consist of Cambridge Volunteers, senior citizen groups or others. More community partnerships might be viable if they had access to a STEM/STEAM space.
 - b. When the building “shuts down” at night it should not feel uninviting or limit access. They want students to want to be part of the after school programs, so the design should facilitate inclusion of these programs.
7. Uses / needs of some specific current programs:
- a. Bike storage area and bike repair station.
 - b. Rock climbing opportunities.
 - c. Winter gardening / growing.
8. Students from other schools go to different schools than their own for after school programs, and OSP is currently encouraging more of this to happen. Given this usage, consideration should be given to students coming from outside and inside the building to the after school programs.
9. OSP’s goal is that 75% of upper school students would attend after school programs at least three days a week.
10. In order to “advertise” the after school program, having access to both physical and digital display areas to show students work is important.
11. It would be ideal for the after school programs to have access to a parents’ space to enhance parent participation in the programs.

The final topic of discussion during the meeting was a review of the NetZero energy goals for the building. The new facility will be attempting to generate all of the energy needed to operate the building on-site, through the use of solar (photo-voltaic) panels located on the roof of the building. In order to accomplish this goal the building systems and envelope will be optimized to reduce energy consumption; however in addition the energy consumption by users in the building will need to be reduced. Subsequent meetings will touch upon some ideas and strategies to reduce the occupant energy use, also known as “plug-loads.”

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET

A handwritten signature in black ink, appearing to read 'M. Rice', written in a cursive style.

Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution **All attendees**

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Date 18 March 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present

Matt Rice	Arrowstreet
Kate Bubriski	Arrowstreet
Sam Lasky	William Rawn Associates
Michael Black	City of Cambridge
Dana Ham	CPS
Khari Milner	CPS

Reported By Matt Rice

Subject Out of School Time Programming Meeting No. 2

Location Frisoli Youth Center, Cambridge MA

Arrowstreet & William Rawn Associates met with Khari Milner to review a draft space summary of the Human Services programs. The designers also presented and discussed examples of potential classroom organizations and internal classroom designs. The conversation covered items that were discussed at the second Human Services meeting. The following items were discussed in detail:

1. Classrooms should have lots of wall surfaces (white boards and tack) to foster creativity.
2. The extended day programs at MLK are only for early childhood (K-2).
3. Upper School Clubs
 - a. School committee recently talked about having more resources and focus on clubs. There may be a dedicated staff person who would need an office. Staff might grow to include positions like Community Liaison, Social Worker and Guidance Counselors.
 - b. Need storage rooms for clubs.
 - c. Should have dedicated display area for clubs to info about clubs and to display work.
 - d. Clubs are not run only by CSUS teachers but also outside partners.
 - e. Should have access to Learning Commons, multi-purpose room, general

classrooms.

f. Would need dedicated space that they are using every day and not be moved around. Could share space with others as long as it is dedicated schedule for them to use every day.

4. Would love to have clubs that could use STEM and/or Maker Space.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET

A handwritten signature in black ink, appearing to read 'M. Rice', with a stylized flourish at the end.

Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution

All attendees

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Date 6 February 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present
 Matt Rice Arrowstreet
 Kate Bubriski Arrowstreet
 Sam Lasky William Rawn Associates
 Justin Caron Aquatic Design Group
 Paul Ryder Gold Star Pool
 Adam Corbeil Gold Star Pool

Reported By Matt Rice

Subject Gold Star Pool – User Group Programming Meeting #1

Location Frisoli Youth Center, Cambridge MA

Arrowstreet & William Rawn Associates met with the Gold Star Pool staff to review initial thoughts regarding the design of the pool facility in the new complex. The operation and condition of the existing pool was reviewed with the staff, and a review of existing public use was discussed. The conversation covered aspirations for the new pool facilities as well as issues with the existing facilities that could be addressed as part of the new design. The following items were reviewed in detail:

1. Pool is used 7:00am-7:15pm / 7 days a week during the summer
 - Morning camp and lessons
 - Afternoon public swim
 - Friday, Saturday, Sunday – open to the public
 - More demand for swim lessons than they can accommodate at the Gold Star Pool
2. Would like the facility to be more connected with the park, school and/or library
3. Seasons
 - a. From a city-wide resource perspective, it would be ideal to have a three-season pool with retractable walls / roof for summer.
 - b. Off season would be used for teaching (lessons), recreation / aerobic classes and swim team.
 - c. Increasing the outdoor pool schedule from 9 to 14 weeks does not make

sense because it is hard to find part time staff for first and last weeks of summer. Most of the lifeguard staff for the pool are high school students who would not be available to work beyond the 9 weeks.

- d. Potentially could be one small pool indoors and a larger one outdoors.
 - e. The City needs to review the need for having an indoor component from an overall resource perspective.
4. Size and Facilities
- a. Would like to have the ability for a full lap length pool.
 - b. Pool should be fully accessible and have an area that is appropriate for preschool age kids
 - c. There should be enough deck area around the pool for spectators to stay dry.
 - d. Shaded areas are not currently available but would greatly improve the experience in the summer.
 - e. Lockers would be ideal.
 - f. Play / spray area would be a good addition to improve the functionality of the pool space.
 - g. No diving boards are desired, unless an indoor pool is being considered
 - h. Would like to consider a concession stand. City would contract it to a vendor. Would have a dedicated food / beverage area. However – if forced to prioritize due to budget - more swim area is the priority.
 - i. Low maintenance surfaces and landscaping are desired. Shrubs / high grasses should be considered – but not lawn due to the high degree of maintenance that is required.
 - j. Pool staff would like a winter cover.
 - k. Seven lifeguards are typically on duty at once, rotating between activities
 - l. Staff area for breaks and changing is needed.
 - m. Toilet, changing, locker room and shower facilities are all needed.
 - n. Family toilet room with a changing table are needed resources.
5. Support building should be set far enough from the water so that people

don't try to jump off the roof. There is a history with that type of activity at the Gold Star Pool.

6. If the pool will remain an exterior pool only – heating the pool could be a good but is likely not necessary.
7. Appropriate lighting would be helpful to keep the pool open a little later in the evening during heat waves and at the end of the season when it starts to get dark earlier.
8. The pool staff asked that the pool area not be accessed during off of Cambridge Street because it is too public with too much traffic. While direct vision/access off of Cambridge St is not desirable, it would be good to make sure there is some sort of presence for the pool along Cambridge St so the public can be aware of the resource.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

P:\14\14054_King_Open_Cambridge_Street_Upper_School\ADMIN\g31__Pool_Mtg_1.docx

Date 3 April 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present Matt Rice Arrowstreet
Kate Bubriski Arrowstreet
Sam Lasky William Rawn Associates
Kevin Bergeron William Rawn Associates
Justin Caron Aquatic Design Group
Paul Ryder Gold Star Pool
Adam Corbeil Gold Star Pool

Reported By Matt Rice

Subject Gold Star Pool – User Group Programming Meeting #2

Location Frisoli Youth Center, Cambridge MA

Arrowstreet & William Rawn Associates met with the Gold Star Pool staff to review a draft program and diagrams of proposed pools and pool house based on the discussion from the previous meeting. The following items were reviewed in detail:

1. Main Pool
 - a. The diagram shows a pool sized for either five 8 ft wide or six 7 ft wide lanes for lap swimming.
 - b. Deep end as shown is what they want. They definitely need a deep end for both educational and recreational purposes, as well as training life guards in deep water rescues.
 - c. The size of the pool as shown on the program is smaller than the existing. This is not acceptable; it should be increased or equal to the existing size. If the existing size is maintained, the youth pool should be in addition to the existing pool size.
2. Training Pool
 - a. Do not want a lift for handicapped accessibility. They want to have ramps only due to maintenance and safety concerns associated with a lift.
3. Pool Building
 - b. Family changing rooms should have a shower and sink but no toilet.

There should be 4 rooms total and be located so access is not associated with men's or women's room. Locate a locker area near family changing.

- c. One family changing room may want to include a toilet so as to allow for trans-gender usage.
 - d. Workroom, first aid and office should be separate rooms and sized as shown on the program.
 - e. Need to be able to have at least a 180 degree view of the pool deck from office.
 - f. When people enter the building it would be nice if the lobby felt more open to the pool and had a view of it but controlled access.
 - g. People should be able to get to the pool deck without going through locker rooms. However, it is fine to have exits from locker rooms to the pool deck as well.
 - h. Concessions should be served outside of the fenced pool area. Concessions are low on the priority list.
 - i. Storage room doors should open onto the pool deck.
 - j. Mechanical systems should be easily fixed and understood by the maintenance staff. Should think about similar systems to War Memorial Pool. CPS indicated that they could provide drawings of the War Memorial pool systems for reference by the design team.
 - k. If pool building is arranged so that pools can be seen from street it would be good for security and for letting people know the pool is there.
4. The staff has thought about it and definitely wants the pool water to be heated so that they can extend the length of the season.
 5. The staff has not determined that indoor pool is definitely out but at present to not see the need for it to be enclosed.
 - a. Proposed layout of the pools would remain the same even if it was an indoor pool.
 6. Shading should be provided by fabric sails or built structure not by vegetation. Vegetation is an issue with pool filtration. Preference would be for an operable shading solution so that it could be retracted during off-season to prevent vandalism and deterioration.
 7. The draft of the city's climate change Vulnerability Assessment shows that increase temperatures may be experienced and that this area is a vulnerable area. The pool area will be an important resource in this scenario, so the design team should think about the ability to have misting stations.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET

A handwritten signature in black ink, appearing to read 'M. Rice', written in a cursive style.

Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

P:\14\14054_King_Open_Cambridge_Street_Upper_School\ADMIN\g76__Pool_Mtg_#2.docx

Date 18 March 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present

Michael Black	City of Cambridge [COC]
Susan Flannery	Cambridge Public Library
Sam Lasky	William Rawn Associates [WRA]
Kevin Bergeron	William Rawn Associates
Jeff Olinger	William Rawn Associates
Matt Rice	Arrowstreet [AST]
Kate Bubriski	Arrowstreet
Anders Dahlgren	Library Planning Associates [LPA](By Phone)

Reported By Jeffrey Olinger

Subject User Group Meeting with Cambridge Public Library regarding the new Valente Branch Library

Location Frisoli Center, Cambridge MA

On Wednesday, March 18, 2015 at 9:00 am, the above met at the Frisoli Center to discuss the future design of the Valente Branch Library. The discussion ranged from topics regarding general space planning and the functional requirements for the branch staff. At the meeting WRA and LPA presented an initial draft program for the Libraries' review.

Valente Branch Library

- 1) General Space Planning:
 - a. Program Room & Story Time: The multipurpose room should be able to accommodate a wide range of functions, and also be design to accommodate large groups of children during Story-Time.
 - i. The Library is open to the idea of a multipurpose room with a Barn Door that is able open into a larger event space
 - ii. The multi-purpose room will require a sink.
 - iii. Library to confirm size.
 - b. The Library would like to have a quiet study room that can serve several functions for visitors, such as small group discussion and small group instruction.
 - i. Library to confirm size.

- c. The library would also like to have a dedicated small meeting room for 3-4 people.
 - i. Library to confirm size.
 - d. Library to confirm counts for seating & CPUs.
- 2) Shelving:
 - a. Modular shelving helps to aid flexibility in layout.
 - b. Library prefers that shelving be no lower than 48", but would like shelving height for adults to be higher; approximately 66".
 - c. The Library would like to have a retail-type display for Children's and New Books.
 - d. Some movable shelves with casters would be desirable.
- 3) Youth Services:
 - a. The new Children's space & Teen area is important because the primary function of the branch library network is to serve early learning.
 - b. Children's and Teen areas should be readily identifiable.
 - c. The Children's library requires a dedicated Children's CPU.
 - d. Story-Time should be located in the multipurpose room.
 - e. The Children's Library color palette should be gender neutral.
- 4) Approach to non-print: In general the Library sees the print collections (and non-print) drawing down, and would like to remain flexible in space planning in the event that there is a shift in the function of the shelving from non-print to books.
- 5) Self-check-outs stations:
 - a. The library would like (3) self-check-out stations integrated into reception desk.
 - b. A low ADA computer will be required at the reception desk.
 - c. Design team is to set-up a follow up meeting with library technical staff to discuss coordination of IT with FFE.
- 6) Staff Work Area:
 - a. There are 2-3 staff in the library at any given time, and they need to run the entire branch while maintaining a connection to visitors.
 - b. In general, staff needs to be frontal to entrance so that they are able to greet and direct visitors as they arrive.
 - c. Staff areas should be accessed via Card/key card profiles.
 - d. The Library would like to prioritize staff being out on the floor.
 - e. The Library is disinclined to have a Branch Manager office
 - f. The Library would like to have a staff conference room for 3-4 people

- g. The Library would like to have a break room that is separate from the work room.
 - h. The back of house staff areas will require a full-size refrigerator and a full kitchen.
- 7) Shipping and Receiving:
- a. The Library would like for the new layout to separate shipping and receiving from the main service desk.
 - b. The bins are typically sorted in the morning, which can cause congestion with other morning deliveries.
 - c. The sorting area will need to have a CPC Scanner & RFID pad.
- 8) Misc.:
- a. The library would like to have an abundance of electrical plugs throughout the project.
 - b. The layout and seating should be in dialogue with the collections, and 'Look more like a library' than a coffee shop or other type of hybrid program.
 - c. A flexible layout is important for long term use of the new building.
 - d. The Library would like to use the same furniture as main CPL Library so that furniture can be easily maintained and rotated if necessary.
 - e. CPL to provide figure for Valente visitors, which is expected to increase substantially with the construction of the new project.
- 9) The Library also would like to have a program adjacency meeting in order to discuss the interrelation of operations and spaces in the Schools and Community Complex.
- a. The Library would like to have preschool near the library with interior access if possible.
 - b. Team should consider connection or adjacency to the school library.
 - c. The Library would like to have convenient access to the Auditorium for author talks and events.
 - d. The Reading Garden is a cherished public amenity that should be retained in the new design.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

William Rawn Associates, Architects, Inc.

A handwritten signature in black ink, appearing to read 'J. Olinger', with a stylized flourish extending to the right.

Jeffrey Olinger, AIA, LEED AP BD+C
Architect

Date 03 April 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present

Michael Black	City of Cambridge [COC]
Susan Flannery	Cambridge Public Library [CPL]
Karen Brown	Cambridge Public Library
Cliff Gayley	William Rawn Associates [WRA]
Kevin Bergeron	William Rawn Associates
Jeff Olinger	William Rawn Associates
Matt Rice	Arrowstreet
Kate Bubriski	Arrowstreet
Anders Dahlgren	Library Planning Associates [LPA]

Reported By Jeffrey Olinger

Subject User Group Meeting with Cambridge Public Library regarding the new Valente Branch Library

Location Frisoli Center, Cambridge MA

On Friday, April 03, 2015 at 9:00 am, the above met at the Frisoli Center to discuss the future design of the Valente Branch Library. The discussion ranged from topics regarding general space planning and the functional requirements for the branch staff. At the meeting WRA & LPA presented an updated functional program.

Valente Branch Library

General Comments

- 1) The purpose of this meeting was to provide feedback on the functional program developed by Library Planning Associates with WRA.
 - a. The Library generally agreed with the base assumptions for space allocation and collections counts.
 - i. The Library is to provide a percentage of collection that is in circulation.
 - ii. The functional program as presented assumes that 0% of the collection is in circulation.
 - b. The Library expressed a desire to review the contents of the program in detail after the meeting, and to provide comments on any modifications to the base assumptions indicated in the functional program as well as modifications to the proposed new programs.

- c. The Library expressed an interest in having the design team evaluate impact of shelving capacity factors higher than 0.75 volumes per foot.
 - d. The Library expressed an interest in accounting for the percentage of collection in circulation, and is to provide the Design team with an estimate of the collection that will be in circulation.
- 2) This meeting also served as an opportunity to confirm program configuration for the new library:
- a. The Library has confirmed that there will not need to be a separate Story Time open area located in the Children’s Library. Story Time will occur in the enclosed Multi-Purpose room.
 - b. The Library would like for the Multi-Purpose Room to function as a Program Space, with associated sink and child friendly furnishings.
 - i. The Library has identified the CPL Main Library Program Room as an approximate size for the new Multi-Purpose Room.
 - ii. The Library would like to have significant flexible storage associated with the Multi-Purpose Room.
 - c. The library would like to have a quiet room similar in scale to the quiet room at East Boston Public Library.
 - d. The Library would like to have a small conference room that can be used for coaching and tutoring.
 - e. The Library has suggested a base number of (60) seats.
 - f. The Library has suggested a base number of (20) public computers.
 - i. There is a concern that desktop computers may not have a long life-span.
 - ii. The Library is moving towards providing laptops and tablets for visitors to check out while they are in the library.
 - iii. The Library would like for the Design Team to meet with the CPL IT staff to coordinate space layout and technical requirements
- 3) WRA presented a selection of project comparisons and diagrams illustrating the existing Valente Library program compared to East Boston Public Library, Mattapan Branch Library, and The Boston Public Library.
- a. The Library confirmed that the reception desk is not required to directly connect to the back-of house functions in the library.
 - b. The Library re-stated that they are OK with low shelving for Children and Teens, with a limit of shelving no lower than 48” in height.
 - c. Adult and Portuguese collections should have shelves that are +/- 60”
 - d. The Library would like to explore +/- 60” shelves for adults, but expressed a concern for sightlines and easy supervision with high stacks.
 - e. The East Boston model was discussed as a viable option, wherein stacks are generally low and step up in height at moments of level transition within the library.

- f. The Library is interested in exploring the use of digital end stacks (card catalogues) integrated into the stacks.
- g. The Library does not want the digital end stacks to have the ability to toggle between public catalogues, and the Library's staff IT infrastructure.
- h. The Library re-stated their desire to increase the availability of Self-Check-Out machines.
 - i. The configuration of the self-check-out area should be such that staff can freely interact with visitors and assist them in operating the self-check-out machines if necessary.
- i. The Library expressed a desire for the new library to have its own identity that is separate from the School's.
 - i. The Library would prefer to have a clearly identifiable building, and is disinclined towards having program above it.
- j. The Library has expressed a desire to have a connection to the Schools, with the potential for having a physical link from a shared lobby.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

William Rawn Associates, Architects, Inc.



Jeffrey Olinger, AIA, LEED AP BD+C
Architect

MEETING NOTES

MEETING#: Valente Library Walkthrough

DATE: 2014-01-06
DATE ISSUED: 2014-01-15

Project: King Open/ Cambridge Upper
By: Ann Salerno
Project #: 21411

ATTENDEES:

Michael Black (COC)	Sindu Meier (WRA)	Kate Bubriski (AST)
Cliff Gayley (WRA)	Jeff Olinger (WRA)	Susan Flannery
Kevin Bergeron (WRA)	Larry Spang (AST)	Paul Ryder
Sam Lasky (WRA)	Matt Rice (AST)	

Distribution: Attendees, WRA team

	<i>ACTION:</i>
<p>1.0 New Building: Transparency to street</p> <p>1.1. Seeing in would be good - connection to street important. 1.2. Susan would like a strong visible human connection to street. 1.3. Susan would like to show off what is going on inside. 1.4. The street appeal should almost be retail in orientation.</p> <p>2.0 New Building: Library is a civic gathering space - would like access to auditorium</p> <p>2.1. Design should explore the possibility of a shared civic auditorium. 2.2. Design question: Should there be a separate school library? 2.3. Staff would like to have the School libraries separate, but within very close proximity. 2.4. Connection between the library and the school is desirable from the library's point of view. This must be reviewed with the schools.</p> <p>3.0 Schools: Controlled access to Elementary school from the Library</p> <p>3.1. Kindergarten classes regularly visit the library. 3.2. Portuguese Collection is part of immersion program. 3.3. Children receive library cards.</p> <p>4.0 Schools: After school programs in the Library</p> <p>4.1. Regular after school programs - Story Hour, Crafts, etc. 4.2. Staff would like to have better connection to CSUS. 4.3. Staff is mindful of creating spaces for different aged children. 4.4. The Library works as an overflow for after school activities.</p> <p>5.0 Schools: Greater collaboration between Human Services and the Library</p>	



5.1. Susan: "We want to collaborate with the school as much as possible, especially Human Services"

6.0 Schools: Portuguese library

- 6.1. The collection is important for the community.
- 6.2. The collection is important for immersion classes at school.

7.0 Program: Susan wants to promote the Community Interactions

- 7.1. Would like to see a community of connected public spaces.
- 7.2. The new library should be a community resource for the long-term.
- 7.3. Outreach - Popular Community Nights
 - 7.3.1. Egg Hunt in Reading Garden
 - 7.3.2. Library is very busy at 3pm, Monday & Wednesday evening
 - 7.3.3. Friday @ 3pm Crafts

8.0 Program: Valente is the most ethnically diverse branch

- 8.1. At least 26 languages are spoken at the Library.
- 8.2. 26 languages appeared on the welcome board within 36 hours of it being up.
- 8.3. The library serves as a community center.
- 8.4. Library is a center for American cultural outreach.
- 8.5. New immigrants learn about American Culture & Traditions.
- 8.6. The community is very open to learning about each-others culture.
- 8.7. The community would like separate ESL/computer room or rooms for tutoring.
- 8.8. They liked the idea of a sliding door so the space would not be separate during the day.

9.0 Program: Community emphasis on gardens, flowers, etc.

- 9.1. The Reading Garden is a flowering garden.
- 9.2. The prizing of flowers and gardens, has made the Reading Garden very successful.

10.0 Program: Collections

- 10.1. The shelving space is adequate, WRA needs to measure it and determine the volume.
- 10.2. Approximately 10,000 volumes are currently held in the library.
- 10.3. Collection is right sized.
- 10.4. Program: 12-14 bins arrive daily
 - 10.4.1. Processing can be unsightly and would ideally be B.O.H., although that would require the coordination of staff to ensure F.O.H. is properly secured.
 - 10.4.2. Pretty unsightly @ O'Neil branch
 - 10.4.3. The bin processing sequence is important for the feasibility study
 - 10.4.4. The idea of shelves on castors is interesting to the library.
 - 10.4.5. Potentially decouple reception desk from shipping

11.0 Program: Facilities

- 11.1. The Library needs more group space.
- 11.2. The Library would like to explore the possibility of a Maker Space
- 11.3. The more building levels, the more staff is required to monitor the space.
- 11.4. There are never more than 3 people staffing library at any one time.
- 11.5. Poor acoustics in the space, the noise from desk activity can be an issue.
- 11.6. Small kitchen, is not adequate for the staging of food for events.
- 11.7. Small office is ok, but needs to be more functional.
- 11.8. Library would like "real" storage, i.e. a storage room, lockable cages, etc.

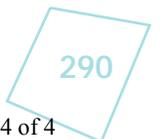
12.0 Program: More computers needed

- 12.1. Library would like to provide computer Instruction for the community.
- 12.2. Library would like more general access computers.

13.0 Program: Better Story Time space for kids needed

<p>13.1. Library would like for story time to have an acoustic or physical separation from the rest of the library.</p> <p>13.2. Story time should not block access to the books.</p> <p>14.0Program: Staff needs to quantify amount of Children's program</p> <p>14.1. Staff would like to visit the East Boston program space.</p> <p>14.2. Staff would like to have better space for activities that generate noise.</p> <p>15.0Program: Need parking for Library Delivery Vehicles & Library Staff</p> <p>15.1. The Library staff currently has 2 spaces that they use for 4 cars.</p> <p>15.2. The parking spaces are negotiated with the school.</p>	
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The above is our understanding of the content of this meeting. If you take exception to any of the above, promptly notify WRA in writing



Meeting Notes

Date	23 February 2015	
Project / No.	King Open and Cambridge Street Upper School Community Complex / 14054	
Present	Matt Rice	Arrowstreet
	Kate Bubriski	Arrowstreet
	Kevin Bergeron	William Rawn Associates
	Michael Black	City of Cambridge
	Maryann MacDonald	CPS
	Claire Spinner	CPS
	Carolyn Turk	CPS
	Lori Likis	CPS
	Barbara Allen	CPS
	Jeff Young	CPS
	Robert Goodwin	CPS
	Jim Maloney	CPS
	Maureen MacFarlane	CPS
	Jessica Huizenga	CPS
	Victoria Greer	CPS
	Bob Ettinger	CPS
	JoAnne Johnson	CPS
	Anne Marie Picanco	CPS
	Elaine Carrieri	CPS
	Marc Wright	CPS
Reported By	Matt Rice	Arrowstreet
Subject	CPS Admin Programming Meeting #1	
Location	159 Thorndike St, Cambridge MA	

Arrowstreet & William Rawn Associates met with the Cambridge Public Schools Central Administration Staff to review initial thoughts regarding the design of their new office space that will potentially be included in the King Open and Cambridge Street Upper School Community Complex. Locations of existing spaces were reviewed with the staff, and a review of existing departmental structure was discussed. The conversation covered aspirations from each department for the new office space as well as issues in the existing spaces that could be addressed as part of the new design. The following items were reviewed in detail:

1. Human Resources [HR] needs:
 - a. Needs to be in close proximity to Payroll Office.
 - b. Open and welcoming atmosphere but with privacy as well. Needs both a public front and space for confidential work.
 - c. Staff works closely together and has a high volume of files. The hope is that these will be moving on-line in the future so it could reduce the amount of paper files in the office. File volume to be confirmed by HR for programming.
 - d. Should plan for increased use of technology for public use (job applicants, etc.) and a dedicated waiting area.
 - e. Staff conducts group interviews
 - First impression of the space is currently demoralizing for applicants
 - Groups of 10-15 typically meet for interviews
 - f. Lunch room space for staff is needed
 - g. Workroom type space / layout for projects (creating informational packets & mailings).
2. Office of Student Services [OSS] needs:
 - a. Level of customer service is required, but there is also a need for privacy.
 - b. Staff works in a collaborative manner.
 - c. Staff could work with an open office area, but they do have a need for a private meeting space.
 - d. Receive daily visits from the public, so consideration of public experience must be given.
 - e. Storage closet for assistive learning devices is needed. They receive deliveries (box trucks arrive daily) of bulk items that need to be stored.
 - f. Need a waiting area for the public.
 - g. Safety / security at the main entry is a concern due to sensitive issues being discussed.
3. Payroll, Budget and Purchasing Office needs:
 - a. There is a total of five employees in purchasing.

- b. Chief Finance Officer's office should be located near Superintendent's area and the academic team so there is a finance connection/input for those departments.
 - c. Budget Office has one manager and three staff.
 - d. All offices need to be in proximity to each other.
 - e. There is currently cross training of staff between departments.
 - f. Need for meeting space, as there is currently not enough. 4-6 is the typical attendance for meetings, though there can be 20 or more for budget meetings.
 - g. Desire adjacency/connection to both the HR and OSS departments.
4. Curriculum Coordinator needs:
- a. Coordinates both teaching and learning activities for staff
 - b. All coordinators and professional development managers should be located together.
 - c. Three conference areas are necessary, with a total need to accommodate 25 people
 - d. Needs of a dedicated storage room
 - e. Needs a training space with breakout rooms surrounding it
 - f. Needs a work area for projects with layout area
 - g. Should be located close to SPED Coordinators
 - h. Teacher training is done both during and after school, and all throughout the year.
 - 160 + participants in training sessions is the upper end of the range
 - 40 participants is an average training session
5. Asst. Superintendent of Elementary Education needs:
- a. Should be located with the Curriculum Coordinators in a suite.
 - b. Meeting space is needed.
 - c. Four staff total would be in the suite.
 - a. This count would include an assessment and grant specialist.
 - d. Meeting space is of prime importance:

- Kennedy Longfellow School has a good example of a meeting space that would be useful to reference as a precedent
- 60-70 people are typically in a principals meeting
- Meetings/trainings occur a few times per month
- Operable partitions could be considered to help grow/shrink the size of the room for the various sized groups

6. Legal Counsel needs:

- a. Confidential space is necessary
- b. Staff includes one attorney, one assistant and three interns.
- c. Functional work space is necessary
- d. Conference room and library are necessary, but could be combined in one space. Ten file cabinets and six book shelves are currently used for storage.
- e. Storage space is needed for both active and inactive files.
- f. Attorney's office should have a small conference table.
- g. Legal Counsel, OSS and HR departments deal with groups in conflict. Consideration should be made in the layout of waiting and meeting spaces to allow for separate groups to gather and deliberate privately.

7. Title One Office needs:

- a. Should be located near the Curriculum Coordinators.
- b. Staff is bilingual to enhance communication with families
- c. One large copy / work room area is needed
- d. One waiting area and two smaller group waiting areas needed for privacy to avoid group conflicts sitting next to each other.
- e. May mean space is large enough to allow for different groups in different areas

8. Family Coordinator needs:

- a. Should be located near the Curriculum Coordinators.

9. Deputy Superintendent needs:

- a. Parking is a concern. Currently CPS staff is not allowed to park in the

vicinity of the offices.

- b. Conducts meetings with parents in their office.
 - c. Professional development space would be ideal to have.
 - d. Need to be in closer proximity to both the Superintendent and Chief Operating Officer.
 - e. Building needs to be accessible to persons with disabilities.
10. Infant accommodations / child care accommodations need to be made for both HR and OSS activities, as small children often accompany visitors to these departments.
 11. There is a need for a facilities office and overall storage area for the CPS offices. Need a janitor's closet/sink which they currently do not have, as well as paper storage.
 12. Considerations should be made for both mail delivery and sending. Work area to assemble mailings is needed.
 13. Superintendent Office needs:
 - a. There needs to be a dedicated space for the Superintendent and Cabinet to meet; which may mean that the superintendent's office is large enough for conference table, as is currently the case
 - b. The "bee – hive" quality of activity ongoing that is found in the current office setup is a desirable quality. Collaboration is important, so the new office should engender this type of environment.
 - c. CPS Admin offices should be a distinctive space from either of the schools that would be located at the site so that each school has a sense of autonomy.
 - d. Balance the feeling of an open/welcoming environment with the pragmatic need for security
 14. Operable windows are desired by all of the CPS staff.
 15. CPS offices should feel like a part of the community, rather than an over-seeing entity.
 16. There could be an executive area for offices. If so, the CFO's office should be near here.

17. Educational leadership should be near their teams.
18. There should be a general demeanor/feeling through the interior design that the CPS office space is a teaching/learning environment versus an administrative office.
19. Separate copier / workroom would be a good idea as well as a mailroom. Workrooms need acoustic separation from the office areas.
20. Flexibility of space is a high priority, as the staff and departmental structure is likely to evolve over time.
21. Need to account for flexible/itinerant employees. This could mean hoteling-type workstations located along a continuous counter, as well as associated flexible storage areas.
22. White boards are a high priority in all meeting and office spaces.
23. CPS Office Perception – Overall Design Goals:
 - a. Needs to be publicly accessible, both in terms of the building and in terms of access to the building – such as via public transit. Office location is currently isolated, which is counter to this design goal.
 - b. CPS Central Office is not doing student registration – this happens at a different site
 - c. Office space should feel welcoming and comfortable, and should provide parking for visitors. The desire for welcoming needs to be balanced with the need for security.
 - d. Fears of traffic impact and parking impact need to be addressed for the potential new location.
 - e. The administrative offices are the face of CPS and the appearances of the offices should reflect this.
 - f. Office space should give the relay the high quality, highly professional aspects of the staff.
 - g. The central goal of the CPS administrative offices is “work for children.” This goal should be part of the message that is conveyed by the new space. To that end, it would be good to find a way to incorporate student artwork into the office environment.
 - h. The offices should be seen as a good neighbor that doesn’t “take over”

the site or neighborhood in any way.

- i. To reinforce the operational aspirations of the CPS offices, the design of the offices should embrace a sense of humility. This humility is grounded in the desire for health and safety of the students and staff, with a high premium on functionality and efficiency.

24. Parking

- a. Some staff park at the old bus yard which is a 5 to 7 min walk away. The yard can accommodate about 25 cars.
- b. Staff who are Cambridge residents can park on adjacent side streets.
- c. Some staff are given parking passes by traffic and parking, but need to park a certain distance away from the offices so as not to exacerbate parking impact on local neighborhood around Thorndike St.

25. The reality is that the CPS offices have been in “temporary space” for 40 years.

The final topic of discussion during the meeting was a review of the NetZero energy goals for the building. The new facility will be attempting to generate all of the energy needed to operate the building on-site, through the use of solar (photo-voltaic) panels located on the roof of the building. In order to accomplish this goal the building systems and envelope will be optimized to reduce energy consumption; however in addition the energy consumption by users in the building will need to be reduced. Subsequent meetings will touch upon some ideas and strategies to reduce the occupant energy use, also known as “plug-loads.”

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution

All attendees

Meeting Notes

Date	20 November 2015	
Project / No.	King Open and Cambridge Street Upper School Community Complex / 14054	
Present	Michael Black	City of Cambridge
	Brendon Roy	City of Cambridge
	Claire Spinner	CPS
	Jim Maloney	CPS
	JoAnne Johnson	CPS
	Larry Spang	Arrowstreet
	Sam Lasky	William Rawn Associates
Reported By	Larry Spang	Arrowstreet
Subject	CPS Admin Programming Meeting #2	
Location	Cambridge MA	

Arrowstreet (AST) and William Rawn Associates (WRA) met with the Cambridge Public Schools Central Administration Staff to review the initial program developed from the first meeting and the information provided by CPS for the design of their new office space that will potentially be included in the King Open and Cambridge Street Upper Schools Community Complex. The following items were reviewed in detail:

1. Admin Staff Projections
 - a. CPS admin provided updated staffing list for the departments. Overall staff count is 89, subject to notes below.
 - b. WRA/AST to revise space needs summary to reflect revised staffing list. See attached program summary.
2. General Space Needs:
 - a. CPS expressed need for flexibility; there tends to be a general flux in office needs to provide space for doctoral students and grant funded positions that change regularly.
 - b. There is a general need for training space to accommodate 25 people. The training space would ideally be located on site but could be elsewhere in the City if necessary and conveniently located.
 - c. A number of CPS admin staff, such as Curriculum Coordinators and Coaches, that spend their time out of the office at schools and other locations. At any given time one third to half of the staff may be off-site. Desk spaces should be provided at CPS admin but could be small



since they're not used constantly. Can also investigate hoteling type stations that would not be assigned to individuals. See attached summary for further detail.

- d. Existing conference rooms:
(1) large conference room that seats approximately 20; (1) mid-sized room (approx. 750-800 SF) for 15 people around table with back row seating; (2) small 8-person conference rooms; and (1) table in open office area that seats 12.
 - e. Copier/printer areas can be shared between departments if centrally located.
3. Proximity
 - a. In general, Financial Operations, Payroll, Accounts Payable, Purchasing and HR should be located in close proximity to each other.
 - b. Superintendent, Deputy and Assistant Superintendents all should be located within close proximity to each other.
 4. Human Resources (HR)
 - a. HR has steady stream of visitors, particularly for seasonal employment.
 - b. Should be located near the front door/entrance and in close proximity to Payroll.
 5. Legal
 - a. Tends to work independently but should be close to the Administration area to be near Superintendent, Deputy and Ass't Superintendents.
 - b. Legal Counsel needs access to private conference room.
 - c. Legal tends to have fair amount of desktop printing needs which should be kept confidential.
 6. Office of Student Services (OSS)
 - a. Minimal visitor traffic. OSS hearings and meetings tend to occur at schools.
 - b. Should be located near the education part of CPS Admin such as Curriculum Coordinators to help facilitate communications between Special Needs programs and other parts of the curriculum.
 7. Curriculum Coordinators (CC) and STEM
 - a. CC and STEM should be co-located to help foster curriculum innovation.

- b. Both CC and STEM tend to be in schools on day to day basis, so desks can be small or shared. WRA/AST to review hoteling options during Schematic Design.
 - c. STEM has need for science kit storage, approximately 900-1000 SF. Can be located off-site or in basement.
8. Other Program Comments
- a. Other program adjustments are reflected in the attached program update.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET



Laurence Spang, AIA, LEED AP
Principal

Distribution All attendees

L:\21411 - KO & CSUS & Valente Branch Library\03 MEETING NOTES\03B Meeting Notes\2015 11 20 CPS Admin Meeting #2\g85_CPS_Admin_Programming_Mtg2.docx

Date	4 February 2015	
Project / No.	King Open and Cambridge Street Upper School Community Complex / 14054	
Present	Kate Bubriski Matt Rice Jeff Olinger Michael Black Kim Goldstein Liz Anderson Jane Hirschi	Arrowstreet Arrowstreet William Rawn Associates City of Cambridge City Sprouts City Sprouts City Sprouts
Reported By	Matt Rice	
Subject	Cambridge Street Upper School – City Sprouts Meeting #1	
Location	King Open Elementary School, Cambridge MA	

Arrowstreet & William Rawn Associates met with City Sprouts staff to review initial thoughts regarding the design of the garden spaces in the new complex. Location and condition of the existing garden was reviewed with the staff, and a review of existing student use was discussed. The conversation covered aspirations for the new garden spaces as well as issues in the existing garden that could be addressed as part of the new design. The following items were reviewed in detail:

1. Goals of City Sprouts
 - a. The schools comes first and supporting the teachers / students use as well as the after school programs. They measure success by how much the garden is used by the schools.
2. Two teams of 15 kids (15 from each school) during the summer are in a program where they grow and cook for themselves, making lunch every day. They setup an electric cooktop to cook on in the garden. They would like an outdoor sink and an area for cooking / prep. They also need to have access to a refrigerator.
3. Would like to have visible connection from the garden to the cafeteria.
4. Essential parts of the program are the growing area which includes plant beds, room to dig and plant, a compost area and non-edible planting areas.
5. Writing spaces/surfaces could be useful near the garden

6. Water features – these could be a good way for students to learn about connections between water and growing. Rainwater collection system is good. Open ponds are not a good idea.
7. Rooftop vs On-grade Garden Space
 - a. Prefer on-grade because it feels more natural and a better experience for urban kids.
 - b. Space on-grade has benefits on in-ground beds, large trees, wild/organic safe feeling and disconnected from the street which is good for sound but not good for visibility.
 - c. Would like to have more visibility to the public and hopefully parents; community would feel more welcomed and use the facility more.
8. Garden is used to help the kids be calm. Need an area to dig and discover things like insects in the earth.
9. Storage sheds – look at using long shallow sheds. They store tools and some educational materials (paper, books, clipboard, etc.).
10. The existing area of the garden at KO/CSUS is a little bigger than they would ideally need. Ideal garden sizing would include:
 - 8-10 beds
 - gathering space
 - natural seating area (the existing City Sprouts garden at the Mather School in Boston has a good example of this)
 - pathways should be made of grass and not stone dust. Accessibility concerns need to be reviewed with respect to pathway surfacing garden.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET

A handwritten signature in black ink, appearing to read 'M. Rice', written in a cursive style.

Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

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Date	20 March 2015	
Project / No.	King Open and Cambridge Street Upper School Community Complex / 14054	
Present	Matt Rice	Arrowstreet
	Kate Bubriski	Arrowstreet
	Sam Lasky	William Rawn Associates
	Michael Black	City of Cambridge
	Dana Ham	CPS
	Erin Taylor	City Sprouts
	Jane Hirschi	City Sprouts
Reported By	Matt Rice	
Subject	City Spouts Programming Meeting No. 2	
Location	Frisoli Youth Center, Cambridge MA	

Arrowstreet & William Rawn Associates met with the City Sprouts staff to review the types of program spaces needed. The designers presented and discussed examples of urban and school gardens, outdoor classrooms and ways in which to incorporate curriculum into the city sprouts environment. The following items were discussed in detail:

1. "Wooly pockets" are a vertical wall planter that they use now at certain City Sprouts sites and could continue to use.
2. They like the idea of combining rainwater collection features with City Spouts structure and think it could be considered as part of the playground too. A playground expert in Cambridge is Rob Steck with Community Development and should be contacted during the course of the project.
3. Planter aisles should be made of stone dust, pavers or permeable asphalt.
4. The outdoor sinks need to be used by staff and students for hand washing and also produce washing. There are 15 kids at a time that would need to use.
5. In the summer time an outdoor kitchen setup is used. Staff wondered if they could potentially use human services kitchen as another option.
6. ADA compliance is necessary for garden paths.

7. Group gathering spaces
 - a. Do not want an outdoor classroom as they do not do lecture style teaching and want seating to be flexible so can be used in multiple ways. Would like only a “circling up” area where kids can sit on benches or grass.
 - b. A bit wary of an amphitheater because it can be too formal. Having a variety of opportunities for students to interact is important so space should allow for this.
 - c. Need to have table and chair setup sometimes but do not want permanent or heavy furniture, only want foldable tables and chairs for 25 kids that they can store away in the shed.
 - d. Prefer a permanent shade structure over an awning or tent structure that would need to be taken down and set up. Shade should be associated with the circle-up time.
 - e. It is important to have grass areas for sitting.
8. Location
 - a. The city sprouts location should have visibility to public sidewalks but prefer to not be directly on street unless there is a buffer (vegetation) between sidewalk and circle up area to deal with noise and distraction.
 - b. They like the Graham and Parks City Sprouts garden layout as well as its location on site.
 - c. It should be separate enough from any recess areas.
 - d. Staff sees benefit to classes exiting building and walking by the garden on the way to other areas.
 - e. Would really be interested in the concept of two gardens. One for upper school and one for the lower school. They have no problem staffing the program with two gardens.
 - f. Open compost areas have a much better educational value but the city has reluctance to use them depending on where they are located. Reluctance stems from potential rodent issues.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET

A handwritten signature in black ink, appearing to read 'M. Rice', written in a cursive style.

Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

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Date	25 March 2015	
Project / No.	King Open and Cambridge Street Upper School Community Complex / 14054	
Present	Matt Rice	Arrowstreet
	Kate Bubriski	Arrowstreet
	Sam Lasky	William Rawn Associates
	Kevin Bergeron	William Rawn Associates
	Michael Black	City of Cambridge
	Dana Ham	CPS
	Jim Maloney	CPS
	Jeff Roberts	Cambridge Community Development Department [CDD]
	Adam Shulman	Cambridge Traffic, Parking & Transportation [CTPT]
	Sean Manning	VHB
Reported By	Matt Rice	
Subject	Cambridge Community Development, Zoning and Traffic Programming Meeting No. 1	
Location	Frisoli Youth Center, Cambridge MA	

Arrowstreet & William Rawn Associates met with the Cambridge CDD and TPT departments to review initial thoughts regarding the zoning, parking and traffic considerations for the site. The following items were reviewed in detail:

Traffic

1. Traffic Impact
 - a. By zoning we do not fall under the Article 19 requirement for a traffic impact study. Also a traffic study is not needed for the PTDM (parking transportation demand management) city ordinance 10.18. Therefore we do not need to do a full traffic impact study. Scope of the traffic study to be conducted will be reviewed with CTPT moving forward.
 - b. New baseline was set in the 90's.
2. PTDM plan

- a. We fall under Large PTDM requirement because we have over 20 existing parking spaces. However, if the project does not increase parking beyond the city record which states there is parking for 55 spaces on the current site we don't have to do the large PTDM. The site actually has about 85 cars parked on it in a given day. If this number was provided in new project than would trigger doing the PTDM plan.
 - b. PTDM requires 10% less staff to drive than the 1990 baseline. The PTDM officer would help to determine the baseline. Stephanie Groll is the PTDM officer. (sgroll@cambridge.ma.gov).
 - c. PTDM would like to have no more than 45% of employees driving.
 - d. Parking percentage would need to be reported every year to show progress in reduction. If we are at 80% we will not be expected to get to 45% in a year but need to try to reduce some each year.
3. CDD collects "Journey to Work" with the census data, and this information could be referenced by the project team.
 4. School department wants to have as many spaces as they can fit and be afforded. At the same time they realize there is room for improvement and will work on other forms of commuting as possible.
 5. The project will do a traffic study that will look at where people are currently parking both in lots and street areas. VHB will start existing conditions analysis now because it needs to be done before the end of the year.
 6. There is a yearly survey done by the school department that collects information on how people get to work. Not 100% of staff respond but might be useful information. CPS will provide the recent year.

Zoning

7. Zoning was redone in anticipation of the school projects.
8. There are three "as of right" zoning options:
 - a. Meet existing conditions.
 - b. Meet the school exceptions.
 - c. Apply for special permit within the ranges allowed for in the schools

special permit zoning.

9. Our site is a separate parcel from Donnelly Field but for development purposes we can consider it one large lot if we wanted. 278,000 SF in the open space district to be confirmed.
10. Architects asked if the City would prefer to do no special permit or a special permit meaning going to the Planning Board. The City indicated that the project may need to go to Planning Board regardless based on the nature of the project but the less we need to ask for on zoning relief the better.
11. Planning Board Special Permit will be required:
 - a. If the height is between 45' up to 60'.
 - b. If we increase FAR to 1.25 for the C-1 area only.
12. As of right gross building area per City's calculation
 - a. 242,000 square feet – per school zoning article
 - b. 357,000 square feet – per school zoning article special permit
13. CPS admin is not in zoning definition for schools so it is required to follow the dimensional relief of business use. This means that it needs to either have a zoning change or go for a special permit. Probably needs to be a “separate” building. CDD can't be definitive if that means fully detached until a legal review is done.
14. If the only special permit needed is the conditional use of the CPS admin then we'd only go to Board of Zoning Appeals. If there are more special permit needs then the Planning Board can decide all and don't have to go to BZA.
 - a. Zoning has bike parking requirements that can take up a considerable amount of space. These are exempt from zoning GFA, but need to be considered as part of the project's design.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution **All attendees**

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Date 25 March 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present

Matt Rice	Arrowstreet
Kate Bubriski	Arrowstreet
Sam Lasky	William Rawn Associates
Kevin Bergeron	William Rawn Associates
Michael Black	City of Cambridge
Jim Maloney	CPS
Dana Ham	CPS
John Silva	CPS
Jon Cameron	CPD
Peter Donovan	CFD
Chris Towski	CFD
Joseph Wilson	CPD
James DeFrancesco	CPD
David Pereira	GGD
Robert Nesselle	GGD

Reported By Matt Rice

Subject Public Safety and Security Programming Meeting No. 1

Location Frisoli Youth Center, Cambridge MA

Arrowstreet & William Rawn Associates met with the CPS Safety Dept, Cambridge Police Dept and Cambridge Fire Dept to review initial thoughts regarding safety and security related operations associated with the new schools. Existing operations were reviewed for understanding. The following items were reviewed in detail:

1. Cambridge Police Department
 - a. Police are concerned when there are deep recesses or 3-sided courtyards in the building where they cannot see people without getting out of the car. They ask that we design avoid hidden areas and maintain site lines.
 - b. Designers should make sure connecting classrooms have locks on both sides of the door to prevent someone from getting access to

multiple rooms after entering just one room.

- c. Access and security are not opposing considerations. Look at where exits leave the building so that they are in well-lit & secure areas.

2. Cambridge Fire Department

- a. Need fire department connection on building to be within 100' of a hydrant. Make sure the connection is not too close to the building entrances or exits.
- b. CFD suggested including a mass notification system as part of the building design.
- c. CFD is not opposed to looking at ways to not have full evacuation when alarm is pulled. For instance occupants could be moved from the alarmed area to another safe area to shelter in place.
- d. If the city is using the building as an emergency/storm shelter it will mean looking at assembly use triggers and being careful about occupant loads, layout and egress.
- e. Provide a good room numbering system so that the number indicates where in the building it might be (floor, east, west, etc.).
- f. If we can make a fire lane in the back alley viable with removable bollards it would be good from a CFD access standpoint.

3. Demolition of Existing Building

- a. CFD reminded the City to maintain proper safety procedures with combustible materials.
- b. The building is most vulnerable during abatement. CFD expressed concern about the fire protection system being cut and capped for an extended period of time before building is demolished because there would be no fire protection system in place for that duration.
- c. Dust control must be maintained.
- d. Maintain a 14'-18' truck clearance for fire truck access.
- e. Keep CPD up to speed with the construction traffic plan.

4. Active shooter scenario

- a. CPD has concern over glass panels in and next to (sidelights) doors

- because intruder can break glass and get in or reach handle. Look at the glazing around the main entrances.
- b. CPD recommended that the design team look at bullet tolerant laminated glass that does not fall apart completely if hit.
 - c. CFD is concerned that when rooms are locked from inside they have to break down doors to enter spaces. Is there a way to have them electrified so CFD/CPD can remotely unlatch?
 - d. Need PV panels with rapid shutdown.
5. Would prefer the building have a public safety room where head end equipment, camera, screens, intercom and control for fire protection system were all located. Similar to a command center.
 6. BDA radio system can be designed to have frequency for CFD and CPD and school admin. GGD noted that the building will also need to have a cell phone repeater system to deal with signal reduction because of building tightness.
 7. Gold Star Pool
 - a. Pool currently has its own fire alarm system.
 - b. Pool has some issues with people jumping over the fence and hanging out but no major safety issues.
 - c. CFD noted that attention must be paid to how pool chemicals are being stored. Make sure they are contained properly.
 8. Polling location consideration
 - a. CPD noted that the existing school is a voting site and design team will have to think about how public can access the polling room with direct entry. There are two security concerns with public getting access to school: first don't want to have to close school on election day and secondly public cross traffic with school occupants is not good.
 - b. Needs to be fully handicapped accessible.
 9. Pick-up and drop-off
 - a. CPD feels buses have to remain located on Cambridge Street even

though they block traffic.

- b. CPD thinks could be good to have parent drop-off somewhere other than Cambridge Street.

10. Garage

- a. Parking garage should have controlled access only. Do not recommend garage to be open to the public especially at night. After hour access has many security related issues.
- b. Maybe in a snow emergency it could be used by the neighborhood but would suggest it get closed at night.

11. Playgrounds

- a. Should have sense of separateness and security while still being open to public.
- b. Suggest designers/school talk with Frisoli Center staff about any potential conflicts with their play area.
- c. Need to think about combustibility of the exterior play surfaces.

12. Security (due to flammability) of recycling rooms in building needs to be considered.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

Date	23 March 2015	
Project / No.	King Open and Cambridge Street Upper School Community Complex / 14054	
Present	Matt Rice	Arrowstreet
	Kate Bubriski	Arrowstreet
	Sam Lasky	William Rawn Associates
	Brendon Roy	City of Cambridge
	Owen O’Riordan	DPW
	John Nardone	DPW
	Dana Ham	CPS
	Aaron Gallagher	Nitsch Engineering
Reported By	Matt Rice	
Subject	Cambridge DPW Meeting No. 1	
Location	Frisoli Youth Center, Cambridge MA	

Arrowstreet & William Rawn Associates met with the Cambridge Dept of Public Works staff to review initial thoughts regarding DPW related operations associated with the new schools. Existing operations were reviewed for understanding. The following items were reviewed in detail:

1. DPW Manages the following areas:
 - a. Bocce court
 - b. Valente Library garden
 - c. All green and open space such as Frisoli, Donnelly field, Valente, pool
 - d. Start up and shutdown of pool
 - e. Utilities to the site
 - f. Interior courtyards. They help City Sprouts and CPS with when they are asked to.
 - g. Street trees.
 - h. Sidewalks around the site Cambridge, Willow and Berkshire Streets
2. There is an existing pervious paved lot behind the library.

3. Utilities
 - a. The water main is newer on Cambridge Street. Others are older (fairly old).
 - b. The sewer and storm systems are older and it is a combined system all around the site. School sewer system needs backflow prevention.
4. Cambridge Climate Change Preparedness Assessment (CCPA)
 - a. There is flooding on Cambridge Street in the 100 year storm in current model. DPW will forward design team the elevation. Obviously we do not know yet what recommendations will be from the CCPA but will need to think about flooding potential for 100, 25, and 2 year events.
5. Waste Management
 - a. Trash is picked up once a day via a dumpster. Trash dumpster provided by DPW.
 - b. Comingled recycling is picked up at least once a week. A dumpster is needed and is by separate contractor. Pickup is at 7:00am.
 - c. Compost is picked up twice a week. The composting area for new facility should be increased size for future growth.
 - d. Thursday is trash pickup for the neighborhood.
 - e. There have historically been rodent issues at the library and the Gold Star Pool area (intersection of Berkshire and Marcella Street).
 - f. Sewer currently backs up during heavy storm events.
 - g. There have been complaints by the neighbors about trucks on Berkshire once a day.
6. If the facility is used by the city as a shelter there are no impacts on DPW operations. They may do some setup of cots and similar activities but that is it.
7. Sidewalks
 - a. Cambridge Street and side streets have good widths currently. Would not want them to be narrower.
 - b. The wide sidewalks along Cambridge Street have helped expedite

- snow removal because a plow can be driven down the sidewalk.
- c. Sidewalks should be concrete, not brick.
 - d. DPW may want to redo sidewalks and/or streets around the site as their own project or cost. Project team should coordinate with DPW for the timing of these related projects.
 - e. The more trees the better from DPW's perspective. We should increase tree well size if possible.
8. Lighting
- a. Donnelly lights stay on until late at night for field and neighbors like it for security reasons.
9. Photovoltaics
- a. DPW asked if we are going to look at a micro grid associated with the PV system
10. Construction protection must protect and maintain the large tree along Cambridge St.
11. Should have a separate electrical meter for each use on site.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

Date 27 March 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present

Matt Rice	Arrowstreet
Kate Bubriski	Arrowstreet
Lauren Haggerty	Arrowstreet
Sam Lasky	William Rawn Associates
Michael Black	City of Cambridge
Rika McNally	Cambridge Arts Council
Lillian Hsu	Cambridge Arts Council
Dana Ham	CPS

Reported By Matt Rice

Subject Cambridge Arts Council Programming Meeting No. 1

Location Frisoli Youth Center, Cambridge MA

Arrowstreet & William Rawn Associates met with the Cambridge Arts Council to review initial thoughts regarding CAC artwork associated with the new schools, library and pool. Existing artwork was reviewed for understanding what needs to be replaced and what will be removed permanently. The following items were reviewed in detail:

1. The city and school need to be considerate of political issues associated with existing murals. Policy No. 4 states the guidelines for existing artwork.
2. The mural at the entrance, pieces underside of the canopy and other pieces on the buildings are school art works commissioned work by David Fichter and others.
3. CAC pieces
 - a. Cat benches – should be removed for construction and put back in a quiet, contemplative area by a professional art mover. The public should easily be able to access. These should remain associated with the library.
 - b. Gold star fish – this artist should be given a new location for a piece on metal panel to be inside pool building with much more color than

the existing.

- c. Five Dogs and cats sculptures – These are near Frisoli and done by Jay Cougan. They are probably going to need to be removed for construction and should be put back near Frisoli. Positioning of these is critical. CAC will work to get a replacement for the missing dog.
 - d. Bronze manhole cover – located in the front of the school. There is one cover per school that coordinates with a map in the water works building. It needs to be removed and reinstalled in front of school. Should be in same general location.
 - e. Fish bike racks are not artwork and it is at the project’s discretion to save or not.
4. New CAC art
- a. All art is outside of the construction budget. The art budget is set as a percentage of the project cost with a 1% cap. A meeting will be held to review the art budget but it is currently \$400,000.
 - b. CAC oversees the Article 4 ordinance.
 - c. CAC has a general need to understand the building materials. They will need to get specifications and physical samples.
 - d. There is an artist that was supposed to do a piece associated with the Western Avenue project but it was canceled and they need to find a new project for him. Matthew Mazzotta is the artist. They would like to give him a piece in the landscape / open space of this site. This is already funded and would not come from the project budget depending on final cost of piece being under \$100,000. Matthew Mazzotta’s work could be associated with any exterior program (City Sprouts, pool, reading garden, playground).
 - e. CAC would like a “Play” themed piece. They have been doing a study with Cambridge Development Dept looking at making an adventure playground and this site a strong candidate. An adventure playground is a space that has a dedicated staff person and kids are making and building structures. There would be things that consist of mud, water and fire. It should be open to the public. There would be a mix of ages and a sense of community. Need to confirm with school dept if schools could use it during recess. Jim will check with

Darrell to see what his thoughts are.

- f. The design team should provide a list of exterior spaces in the program as well as thoughts/concepts including a description of the site teaching tool concept for artist RFP.
 - g. CAC staff asked the question: does/should any new art work pay tribute to Martin Luther King?
5. Art procurement Process
- a. Stage 1: The CAC puts out an RFQ to artists nationally (about 400 artists) and narrows down from responses.
 - b. Stage 2: A site committee is created and artists are selected.
 - c. Stage 3: There is a paid RFP process that includes school and public community reviews.
6. CAC staff indicated that the CAC has been looking for spaces in the city to have art exhibitions. Could this occur somewhere in the new building?

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

Date 22 April 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present
 Matt Rice Arrowstreet
 Kate Bubriski Arrowstreet
 Lauren Haggerty Arrowstreet
 Sam Lasky William Rawn Associates
 Michael Black City of Cambridge
 Lillian Hsu Cambridge Arts Council

Reported By Matt Rice

Subject Cambridge Arts Council Programming Meeting No. 2

Location Frisoli Youth Center, Cambridge MA

Arrowstreet & William Rawn Associates met with the Cambridge Arts Council to review thoughts regarding CAC artwork since the art budget was established and to plan the schedule for the selection process. The following items were reviewed in detail:

1. As stated at the last meeting the artwork on the Gold Star Pool building does not need to be recreated but the artist should be given a new location to do a more colorful piece. The budget for this piece will be small. It would be best if this piece was incorporated into the built environment. Such as mosaic tiled wall, image on bottom of pool, imprinted into pool deck or pavers. The cost of the architectural material would be covered in the construction budget. Lillian will send examples of the artists' work to Michael Black for architects to see.
2. Matthew Mazzotta work will not be incorporated on this project.
3. The art budget is \$400,000. The removal, repair and reinstall of existing pieces are covered by an additional budget.
4. Art procurement Process was reviewed
 - a. The art jury would consist of about 3 artists and they would also like members of the architects group. It was suggested that Lauren Haggerty, Sam Lasky and a member from Copley-Wolff landscape

architects would be on the jury. Jury members would review artists online and then meet as a full jury to narrow down to 4 finalists and 4 alternates.

- b. In May the CAC will put out an RFQ to artists who are not already in their database. Art jury would meet in June to select finalists.
- c. The 4 finalists would speak with and probably meet the architecture team and the CAC to understand the project as the design develops in Schematic Design. Artists may also come to a community meeting to listen.
- d. The artists are typically given \$1,500 to do proposals but may be a little more for this project because it may be more involved/more meetings/calls.
- e. Artists are given 8 weeks to do proposals. Proposals are not just concepts but show/describe finished piece. The site committee is created to select final artist from 4 proposals. Could select more than one artist but the budget may not allow for this.
- f. It makes the most sense to send out call for proposals at the beginning of Design Development phase and artist will be selected about the middle of Design Development.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution

All attendees

Date 15 March 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present Matt Rice Arrowstreet
William Rawn Associates

Reported By Matt Rice

Subject East Cambridge Business Associates Meeting No. 1

Location Cambridge MA

1. The school should be more community oriented and inviting.
2. Michael Grille
 - a. School / blank walls take away from the life of Cambridge Street. Not currently inviting.
3. Traffic on sidewalks is tied to the weather.
4. Bus drop-off and school administration is a concern along Cambridge Street.
 - a. Cambridge Public School admin still to be determined.
 - b. For buses, traffic study to be completed.
 - c. Willow Street should be considered for drop-off. Cambridge Street can be dangerous for students.
5. Maybe make more municipal functions accessed directly from Cambridge Street (pool, library, CPS admin).
6. Highly encourage underground parking for safety of aesthetics.
7. Consideration of building as a shelter.
8. 65' height limitation.
9. Look at impact of the Green Line coming in regarding pedestrian impacts. Let the building act as a beacon to help draw foot traffic.
10. 1% for the arts?
 - a. Will be part of the project.
 - b. Should be integrated with the building design.

11. Look at the tree lighting opportunities.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET

A handwritten signature in black ink, appearing to read 'M. Rice', written in a cursive style.

Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

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Meeting Notes

Date 25 February 2015

Project / No. King Open and Cambridge Street Upper School Community Complex / 14054

Present Matt Rice Arrowstreet
Kate Bubriski Arrowstreet
Cliff Gayley William Rawn Architects
Sam Lasky William Rawn Architects
Kevin Bergeron William Rawn Architects

Reported by Matt Rice

Subject KO / CSUS Steering Committee Meeting #2

Location Cambridge MA

1. Community Meeting #2
 - a. Make sure to include all of the people who have part of the user group meetings (essentially every person who works in any of the entities that will be on site)
 - b. Lisa Peterson suggested we should think about doing small group discussions so everyone feels they can participate productively
 - c. Include what was heard in Community Meeting #1. Make sure parking is on this list
 - d. City/CPS to provide any answers to questions that they can. For example why did they determine schedule to be 4 school years, what happens to Valente and Pool.
2. Deputy Superintendent mentioned that when the district was going around to talk to students in 6th, 7th, 8th grades about the innovation agenda they heard feedback that the middle schoolers wanted their own pool and swim teams.
3. Make sure that a meeting for traffic, planning and urban design is included in user group meetings
4. Susan asked about the ability for the Valente library branch to share the auditorium and potentially other spaces like the multi-purpose room. The library shouldn't feel like an outside user but as part of the site community.
5. Susan would like to have a community meeting for just the library or a dedicate group discussion about the library at one of the next meetings.
6. Question was asked: what is the plan for Portuguese collection in Valente during

construction?

7. Program – The group likes the idea of a flexible maker space as part of the learning commons in addition to the curriculum STEM space. Valente Library would like to be able to use the maker space.
8. The city should setup a FAQ for the community on the website
9. Net Zero Energy
 - a. Architect team suggested holding one large group workshop in the feasibility study phase. Potential with teachers and with students in later phase.
 - b. Architect team suggested that a working group of users be formed to follow and advise on net zero related topics from now through construction. Jim Maloney is in favor of setting up a working group for the duration of the project. He and others will start to think about who should be in group.
 - c. Jim Maloney feels workshops with the staff and also the students are a good idea to educate and get buy-in. A change in business practice for teachers is key to operating a building at net zero energy. Proximity for teacher’s rooms to classrooms is critical for successful behavior change.
4. Project Themes were discussed and these were mentioned as potential themes
The Building/Project:
 - a. Creates Openness and Welcoming Atmosphere
 - b. Enhances Collaboration and Teaching
 - c. Supports Learning
 - d. Provides Healthy Occupant Environment
 - e. Minimizes Impact on the Environment
 - f. Embodies Social Justice
 - g. Connects Community On-site and Beyond Boundaries
 - h. Engages Parent Community

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

All attendees

Distribution

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Meeting Notes

Date	10 June 2015	
Project / No.	King Open and Cambridge Street Upper Schools Community Complex / 14054	
Present	Kate Bubriski Matt Rice Larry Spang Susan Flannery Manuel Fernandez Dana Ham Jim Maloney Claire Spinner Darrell Williams Michael Black Lisa Peterson Suzannah Bigolin Michelle Farnum Paul Ryder Ellen Semonoff Kevin Bergeron Cliff Gayley Sam Lasky	Arrowstreet Arrowstreet Arrowstreet Cambridge Public Library Cambridge Public Schools Cambridge Public Schools Cambridge Public Schools Cambridge Public Schools Cambridge Public Schools Cambridge Public Schools City Manager's Office City Manager's Office Community Development Dept. Dept. of Human Service Programs Dept. of Human Service Programs Dept. of Human Service Programs William Rawn Associates William Rawn Associates William Rawn Associates
Reported by	Matt Rice	
Subject	Steering Committee Meeting #3	
Location	City Hall Sullivan Chamber, Cambridge MA	

-
1. The meeting began with the architect team outlining the agenda for the meeting.
 2. **Program**
 - a. The first item discussed was the current project program. An overview of the process which was followed to establish the program was reviewed. It included user meetings, initial program review, program reduction discussions with each group (CPS, DHSP, CPL).
 - b. The list of key program spaces was reviewed.
 - c. The current program for each use was reviewed. A range of the program sqft area was given. It was explained that the high range is the current program as has been agreed upon by each group (CPS, DHSP, CPL) to date. The low range is a target that is needed to align the program with the City's



project cost. This is based on construction costs that are assumed to be appropriate for when the project will be constructed. The preferred project scheme will be estimated to test whether the assumed construction costs are the correct assumption.

- d. The final program area is still in flux at this time. A list of potential program reductions was handed out. The architect team will continue to meet with each user group (CPS, DHSP, CPL) to determine the best program for each group and develop a plan for meeting the target program area. If it is determined that the construction cost and/or design will allow additional program to be added back to the building following the reductions, this will be developed in the Schematic Design phase of the project.
- e. Jim Maloney asked that the meeting to discuss subsequent program reductions happen before the end of the school year if possible.
- f. It was suggested that a meeting with all groups may be needed at some point after the next round of individual program revision.

3. Site Schemes

- a. The architect team presented the major project goals as heard throughout the user group and community meeting processes; and discussed other aspects that need to be considered when evaluating each scheme such as parking, drop-off, etc.
- b. The architect team discussed potential ways to organize the uses on site as well as the internal school organization and relationships.
- c. Both schemes would allow the community/public to access spaces such as gyms, auditorium and cafeteria after hours without allowing access to the schools.
- d. Ellen Semonoff inquired into how the architects are thinking about security for the after school programs. The architects described that the after school programs would need to be able to be secure from public access and potentially secure from parts of the schools which they are not utilizing. Ellen felt that the after school spaces should be closer to the KO classrooms to make a shared classroom approach viable, rather than the shared areas (gyms, caf). The architects pointed out that there is flexibility to develop this adjacency moving forward, and that the issue will be discussed & studied further when designing the preferred scheme.
- e. Suzannah Bigolin asked how net zero is impacted by the two schemes. The architect team noted that both schemes have the same potential for roof mounted PV. There will be a need for some PV to be mounted in other areas on the site or building in each scheme. Both schemes have generally similar potential energy use based on orientation and massing. The architects will look at shading potentials for areas with larger expanses of glass.

- f. It was mentioned that the traffic on Berkshire street can be heavy in the late afternoon as people use it as a cut through to get from Cardinal Medeiros to Cambridge St. Traffic backs up at the end of Berkshire because there is no light. It was discussed whether there is any way to adjust the traffic pattern on this street especially if it is considered the location of a parent pick-up area. Both schemes 1 and 2 propose the garage ramp on Berkshire which would mean a similar amount of cars as the existing condition since the existing school parking happens on Berkshire. The heads of school did not feel this was an issue to have parking ramp on Berkshire but could be if parents are here too.
- g. Jim Maloney and others felt that the school bus drop-off and pick-up are best located on Cambridge St and not brought into the neighborhood or across the site behind the school. ASD vans would need to be accommodated from a side street.
- h. The Pre-school needs dedicated short-term parent drop-off area. King Open also has some parents that park and walk kids inside. The architect team shared their and the traffic consultant's observations and are aware of amount of parent drop-off. They pointed out areas along either Willow or Berkshire streets that could be used and potentially be resident parking after school hours.
- i. It was suggested that maybe the pool could be covered and have another use in the off-season. The architect team can look at these potentials in the design phases of the project.
- j. Susan Flannery noted that any public open space along Cambridge St needs to be designed to seem inviting to the public so that they will utilize the space.
- k. For any scheme Susan Flannery felt that the reading garden is best situated with a connection to the library entry. It should also have defined area which is separate from the main path of travel for other activities on site.
- l. Lisa Peterson mentioned that there is potential that the basketball court area, play structures and walk at the back of the school may need to be reconstructed due to impacts of construction activity. Paul Ryder mentioned that in any scheme if we're redoing the basketball courts it could be a possibility to relocate them to the area south of the Frisoli Center in order to have more open space close to the school building. There could also be potential to have 1 court.
- m. The architects were requested to define the implications of an enclosed pool. It is understood that there are impacts on cost, views to other spaces, and energy use.

4. **Scheme 1 A&B** – was discussed and commented on as follows

- a. Jim Maloney asked about the potential for the building to be used as one large middle school in the future. The architects discussed how each scheme has potential to be used in this way. They walked through how each scheme could accommodate this scenario in the future. Scheme 1 could have wings of different grade levels, subject matter, or other organization.
- b. The committee commented that they liked the following aspects of scheme 1:
 - The identity of each school and the library on the exterior and interior was clear.
 - Entries easy to identify.
 - The school circulation was clear and would work for how the schools operate.
 - The connection of the cafeteria to the recess area, bus drop-off and natural light.
 - The large open space on two sides of the community/shared spaces.
 - Opening the street and providing open space for neighbors along Willow St.
 - The massing that is low in the middle opens the site.
- c. Jim Maloney asked about how the west open space along Willow would feel from inside the school. The architect team pointed out that the building would be about 30 feet further back from the street than the existing building. The shadows of the residences will not cover the full open space or the school building so it will get direct sunlight.
- d. An option was reviewed where the pool would be placed in the area of the existing basketball courts to allow for a more direct connection from the pool to Donnelly field. The committee felt that this option was interesting but not necessary if the pool receives enough sunlight where shown on options A&B.
- e. The location of CPS Admin offices was discussed. The proposed location in the center of the site on top of the shared spaces reduces the sense of openness from Cambridge St to Donnelly Field. Committee would prefer if there is another option if it is included in the program but understand it has a massing and cost impact no matter where it is located.

5. Scheme 2 A&B – was discussed and commented on as follows

- a. Both Heads of School have concerns about the schools' entrance and circulation.
 - They felt that the entrance to the building was less clear than scheme 1. Also there would be many students for both schools coming through one entry point and would cause congestion and

- undesirable cross-traffic between schools.
 - Also during the school day CSUS students would not have a path to get to the gym/caf area without going through the secure checkpoint. It was understood that they could connect on the second floor but this might still pose an issue and doesn't allow flexibility.
 - Also pointed out need for connector between KO and shared wing on the second floor in addition to the first floor.
 - They felt the shared spaces seemed like a longer walk to get to from classrooms than in scheme 1. The architect team will review the relative travel distances and report back.
- b. The committee felt that the cafeteria had a nice connection to daylight and if the high fences of the basketball court could be relocated it would have a nice connection to Donnelly field. On the other hand wondered if maybe it could be located closer to the north to be more connected with entry (bus drop-off).
 - c. The committee liked the idea of a view to Donnelly Field if it can be achieved through the building connectors and courtyard.
 - d. The committee was wary of this scheme as it has smaller deep courtyards on all four sides that can be harder to supervise than scheme 1. Specifically there was concern about the courtyard along Willow St because it does not feel like a useable community asset and also it is deep and could be hard to supervise. This courtyard is better in scheme 2A than 2B because it is a bit bigger. Architects should study height of building an impact on this courtyard as well.
 - e. The open space on Cambridge St in scheme 2A is roughly the same size as the existing. The committee wondered, how would it be designed differently to be utilized more than it is today? Jim Maloney and Manuel Fernandez had a question about whether the school building would feel imposing on Cambridge St. How to make inviting but not too distracting for students inside?
 - f. The corner plaza in scheme 2B feels too removed from the schools (too public, no supervision or connection).
 - g. The committee felt that city sprouts might be better located on the roof than in the center courtyard. Perhaps for any scheme it would be better to locate on roof to have a green roof for neighboring buildings to look at. It was noted by the architects that a garden would need to be on roof of level 1 or 2 in order to allow any neighbors to view and benefit from it. A roof garden can create complications with respect to placing PV but could be a canopy structure above the garden.
 - h. The location of CPS Admin offices was discussed. The proposed location on

top of the shared spaces creates a large façade on Berkshire St. Committee would prefer if there is another option if it is included in the program but understood that it has a massing and cost impact no matter where it is located.

6. Community Meeting #3

- a. Due to the fire at the MLK construction site there will be an impact on the KOCSUSCC project. The community meeting will be postponed as outlined in the letter from the City Manager to the CPS Superintendent earlier this week. The community meeting will be rescheduled for September when school resumes.
- b. The King Open and Cambridge St Upper schools are hosting an event on June 18th to “say farewell” to the existing school building. It will include school tours. The architects are asked to be present and setup in the gym with the two schemes presented to the steering committee today. It will be a preview of the next community meeting and allow for folks to browse the boards and models and leave comments.

These meeting minutes constitute our understanding of matters discussed and directions given at this meeting. Should there be any other substantial interpretations, please direct them in writing to our office.

Respectfully submitted,

ARROWSTREET



Matthew Rice, AIA, LEED AP BD+C
Associate Principal

Distribution All attendees

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