

supporting

the

innovation

agenda



Cambridge City Council Members

- Mayor – Henrietta Davis
- Vice Mayor – E. Denise Simmons
- Leland Cheung
- Marjorie C. Decker
- Craig Kelley
- David P. Maher
- Kenneth E. Reeves
- Timothy J. Toomey, Jr.
- Minka vanBeuzekom



APPENDICES

Martin Luther King, Jr. School Construction Project

JULY 31, 2012

City of Cambridge

- City Manager – Robert W. Healy
- Deputy City Manager – Richard C. Rossi
- Construction Project Manager – Michael J. Black

Cambridge School Committee

- Mayor – Henrietta Davis
- Alfred B. Fantini
- Richard Harding
- Marc McGovern
- Patricia M. Nolan
- Mervan F. Osborne
- Alice Turkel

Cambridge Public Schools

- Superintendent of Schools – Dr. Jeffrey Young
- Deputy Superintendent – Dr. Carolyn L. Turner
- Chief Operating Officer – James Maloney



City of Cambridge

Perkins Eastman

On behalf of the Perkins Eastman Team we would like to acknowledge and thank the leadership team identified on the cover of this Volume as well as those listed below, who participated and made the timely completion of the Feasibility Study for the Martin Luther King, Jr. School Construction Project possible. Many others, too numerous to name them all, also contributed to this document that will provide the appropriate framework for completing the design, documentation and construction that will transform the Martin Luther King, Jr. School into a true 21st century learning environment.

Cambridge Public Schools:

City of Cambridge Public School staff and administrators

Cambridge Human Services Department:

City of Cambridge Human Services Department staff and administrators.

Perkins Eastman Architects PC: Architecture, Educational Specification / Visioning, and FF&E:

Sean O'Donnell, John Pears, Jana Silsby, Alicia Caritano, Erik Dalen, and Jill Garzik

The Entire Design Consultant Team:

Acentech – Acoustics and Audiovisual
AKF – Mechanical, Electrical, Plumbing and Fire Protection Engineering
Boyes-Watson Architects – Community Outreach
Crabtree McGrath – Foodservice
Davis Langdon – Cost Estimating
Foley Buhl Roberts & Associates – Structural Engineering
Fuss & O'Neil EnviroScience, LLC – Hazardous Materials
In Posse – Net Zero
Linnean Solutions – Embodied Energy
Nitsch Engineering – Civil Engineering, Land Survey, and Traffic Engineering
School Scheduling Associates – Scheduling

Owner's Consultants:

CDM Smith – Environmental and Geotechnical Engineering
Stephen Turner Inc. – Commissioning



Volume 3b – Appendices

Section

1.0 Meeting Minutes

Volume 1 – Feasibility Study (separate cover)

Volume 2 – Educational Specification (separate cover)

Volume 3a – Appendices (separate cover)

Volume 4 – Cost Estimate (separate cover)

1.0 MEETING MINUTES

MEMORANDUM

TO: Perkins Eastman (PE)
Attn: Alicia Caritano
John Pears

FROM: Foley Buhl Roberts & Associates, Inc. (FBRA)
Jon Buhl 

REFERENCE: Martin Luther King Jr. School

SUBJECT: February 23, 2012 Geotechnical/Environmental Meeting

DATE: February 29, 2012

A meeting was held on February 23, 2012 at 2:30 PM in the Sophie Room at Cambridge City Hall to discuss geotechnical and environmental issues at the Martin Luther King Jr. School in Cambridge. In attendance were:

Michael Black (MB)	- City of Cambridge
Brendon Roy (BR)	- City of Cambridge
John Pears (JP)	- Perkins Eastman
Alicia Caritano (AC)	- Perkins Eastman
Kate Murphy (KM)	- CDM Smith
Roger Howard (RH)	- CDM Smith
Jon Buhl (JB)	- FBRA

1. JP presented an overview of the existing school and outlined the three basic approaches under consideration: Full Renovation, Renovation/Addition (Hybrid Scheme) and all new Construction.
2. JB and JP briefly described the existing structure. Part A (Academic Wing) is a reinforced concrete structure supported on a spread footing foundation. Part B (Gym and Auditorium Wing) consists of reinforced concrete (posttensioned), long-span roof construction supported on unreinforced masonry bearing walls and spread footings. The Part B structure is substandard with respect to current codes (unreinforced masonry walls) and there are water problems. JB pointed out that original foundation documents appear to call for an underslab drainage system in Part A, but not in Part B. If Part A ultimately remains, the wing will be fully gutted, including the exterior walls. A copy of the original foundation drawings will be forwarded to CDM Smith for their use.
3. RH summarized the findings of the preliminary subsurface investigations and evaluation, followed by discussions:
 - Six (6) test borings were taken and one (1) observation well was installed. Additional borings will be required at a future date, once the Preferred Scheme has been determined.
 - Fill was encountered in all borings (as much as 18 feet depth), along with organic soils (locally present), sand and gravel (locally present) and marine clay (Boston blue clay) overlying glacial till. The upper clay layer is over-consolidated and stiffer than the soft (under-consolidated) clay layer below.
 - Groundwater was encountered 6.5 to 10 feet below the existing grade, and is controlled by the Charles River (there is a gradient from the site, downwards to the river).

Groundwater will be an issue during construction; temporary dewatering will be required. As water is a significant issue for design and construction, JP suggested that additional observation wells be installed at the north end of the site (Part B, in the area of the existing Gym).

- RH indicated that new construction can be supported on a spread footing foundation, with an allowable bearing pressure of 2.0 TSF. JB noted that the existing building is supported on spread footings.
 - Lowest level floor construction can be a concrete slab on grade.
 - Structural fill will be required below all new footings, following the removal of unsuitable fills and soils. JB asked if existing soil materials could potentially be screened and used as ordinary fill or perhaps in the lower zones below new slabs on grade. RH indicated that this may be possible; ultimately limiting the amount of imported fill required.
 - The site can be considered as Site Class D, for seismic design. Liquefaction is not an issue.
 - Settlement (total and differential) in the soft clay layer will be an issue; particularly in a hybrid scheme, where new construction will interface with existing construction. This will need to be considered in design. If existing grades are raised significantly, excessive settlement could result.
 - It may be possible to crush demolished concrete elements on site and re-use in common fill (not structural fill), to avoid hauling it away. Noise may be an issue.
 - Temporary lateral earth support may be required during construction. CDM Smith recommends a pre-construction survey along with vibration monitoring during construction – PE and FBRA concur.
4. KM summarized the findings of the preliminary environmental evaluation:
- Samples were taken from the six (6) borings and tested for hazardous materials.
 - No reportable findings resulted from the testing.
 - Previous reports indicate no environmental issues at neighboring sites.
5. AC, JP and MB discussed additional issues, next steps and schedule:
- JP indicated that Net Zero considerations are being evaluated (geothermal, storm water collection, etc.).
 - Green roofs may be considered.
 - The existing Auditorium seats 350 persons, the City desires a 450 seat capacity Auditorium.
 - Adequate parking is an issue to be addressed in the new design.
 - MB indicated that the school will be moving out this June. Additional borings and investigations can be conducted thereafter.
 - An evaluation of hazardous materials in the building will be conducted, once the school is vacated (Fuss & O'Neil). The existing Boiler Room is of particular interest.
 - Demo may begin in late 2012 or early 2013.
 - The project may go CM at Risk.
 - The Feasibility Study will be completed in mid-June, identifying a preferred option.

Please let us know if the above summary of the meeting discussions is inaccurate, or if there are any omissions.

END OF MEMORANDUM

Date Prepared: March 5, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Focus Group Meeting No. 1: Upper School, Principal

Meeting Location: Cambridge Rindge & Latin School, School Committee Meeting Room
Meeting Date: March 1, 2012

Prepared By: Jill Garzik
Contact Information: T. 617.449.4007 F. E. j.garzik@perkinseastman.com>

Participants
 Brenden Roy, City of Cambridge - Construction Project Manager
 Frank Geary, CPSD - Construction Project Manager
 Jim Maloney, CPSD - Chief Operations Officer
 Joanne Johnson, CPSD - Assistant to COO
 Dana Ham, CPSD - Director of Facilities
 Mirko Chardin, Martin Luther King Jr. School - Principal (Upper School)
 Gerald Yung, Martin Luther King Jr. School - Principal (Lower School)
 Sean O'Donnell, Perkins Eastman
 Jana Silsby, Perkins Eastman
 Jill Garzik, Perkins Eastman

Filename: j:\47930.00_martinlutherking_fs\47930.00 docs\minutes & agendas\peapc\focus groups_meeting no. 1\mm_focus groups no.1_upper school, principal - 120301.docx

New Business	Notes	Action by / Date Req'd
1.01	<p><u>Overview:</u> During this process, we will be conducting a Feasibility Study. We will work to complete an Educational Specification, which will be used by the architectural/engineering team to design the building.</p> <p>The final outcome of the building design will be one of the following options: Full tear-down and new construction; Full renovation of existing buildings; or a hybrid option of Partial Renovation and Partial New Construction.</p>	
1.02	<p><u>Schedule:</u> Over the next 12 weeks, the Design Team will conduct a series of meetings with each focus group/department to develop each program space for the new building.</p> <p>The Design Process to develop the preferred option will commence following the completion of the Feasibility Study, with a target move-in date of the new building in September 2015.</p>	Perkins Eastman/3-21
1.03	<p><u>Goals for Today's Meeting:</u> As an initial meeting, the Design Team would like to understand how individuals work/teach and how</p>	

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in five working days, this Meeting Record will stand as published.

Date: March 5, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 1, 2012

	<p>students learn in the current building – as well as ways the new building can improve upon these in the future. The group will also discuss how the new space can help further foster a sense of community within the school and its surrounding neighborhood.</p>	
1.04	<p><u>Campus Connection:</u></p> <ul style="list-style-type: none"> -How do both schools (Upper and Lower) come together? -What is the big picture? -Village concept – Create small environments as you move students from space to space -Two unique schools with some shared facilities -Separate cultures and identities important for child growth and acknowledgement of transitioning from Lower to Upper School -Mascots can help this: ‘Small Cub’ at Lower School to ‘Big Bear’ at Upper School -Distinct identity for each school on outside of building -Separate Entrances -Internal connection between entrances (for parents, siblings, etc.) -Where do older siblings go after they bring younger sibling to school in interim before school starts? -US students linger on campus – How do you keep them active after dismissal? -More study needed on Identity/Entrance resolution -Mentoring opportunities between LS and US -Level of independence given to students different from LS to US; more so again from 6th to 7th to 8th grades (ex. lockers given in 6th grade) 	
1.05	<p><u>Planning Model:</u></p> <ul style="list-style-type: none"> -House Model – 6th grade ‘house’ organized away from 7th and 8th grade ‘house’; Principal/Asst. Principal in each -Grade Level Model – Students organized by grade; Principal/Asst. Principal at central office 	
1.06	<p><u>Technology:</u></p> <ul style="list-style-type: none"> -Access to technology is key -Built-in technology resources -Access to different types of tech (laptops, tablets, iPads, multi-media, film editing/production, 2D & 3D design) -Smart classrooms (tech. integrated into furniture) -Display of electronic work – in classroom, around school (LCD screens) -Use of electronic displays for student-produced videos, school events, calendar, morning announcements 	

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	-Access to digital context – ‘school to home’ technology	
1.07	<p><u>Sustainability:</u></p> <ul style="list-style-type: none"> -Engage students on environmental issues -Net Zero building – use as an opportunity for teaching in classroom; promote this aspect of building within community -Relate building to surrounding context -Visual access to green spaces -Natural lighting -Create comfortable spaces -Outdoor classrooms (spaces w/whiteboards for outdoor lessons, also CitySprouts) 	
1.08	<p><u>Classrooms:</u></p> <ul style="list-style-type: none"> -Classroom is a microcosm of larger building system -Resource for students, teachers -Technology Integrated within -Flexible spaces (furniture) allow teachers to teach in different ways throughout the day -Common areas/breakout spaces in corridor 	
1.09	<p><u>Electives:</u></p> <ul style="list-style-type: none"> -Performing & Visual Arts -Dance -Music -Athletics -Vocational Education (digital and analog integration, engineering, computer drafting and hand skills together) 	
1.10	<p><u>Library :</u></p> <ul style="list-style-type: none"> -Technology -Learning Center -Media Center – ‘Crown Jewel’ of tech. resources -Dynamic and diverse resources (production software, studios, crossover w/CAD engineering piece) 	
1.11	<p><u>JK/K:</u></p> <ul style="list-style-type: none"> -Parent Resource Center w/in building (control point for parents in school; location to meet, plan, volunteer) -Outside ‘plaza’ for parents to talk to each other -Family Liason – K-5, 25hr position 	
1.12	<p><u>Precedents:</u></p> <p>Boston Arts Academy & the Fenway School (separate schools w/shared lobby)</p> <p>Young Achievers (outdoor classrooms)</p>	

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Next Meeting:

Next Steps: A follow-up meeting will be scheduled.
Please review and comment on attached Survey and return at next scheduled meeting.

cc: Attendees
John Pears, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman
Michael Black – City of Cambridge
Carolyn Turk, CPSD
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Corinne Tobias, Aaron Gallagher, Gary Pease, Fayssal Hussein – Nitsch Engineering
John Sousa – Crabtree McGrath
Bob Fuss, Robert May – Fuss & O’Neil
Dennis Dyer, Peter Reilly, Daniel Hurley – AKF Group
Robert Diemer, Shannon Kaplan - InPosse

Attachments: Sign-In Sheet
Space Need Survey
Cambridge Public Schools Security Analysis & Report

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Perkins Eastman

MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

FOCUS GROUP: UPPER SCHOOL - PRINCIPAL

DATE: 3/1/2012

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
21	JIM MALONEY			
22	JO-ANNE JOHNSON			
23	DANA HAM			
24	FRANK GEARY			
25	GERALD YUNG			
26	MIRKO CHARDIN	PRINCIPAL / UPPER SCHOOL		
27	SEAN O'DONNELL			
28	JANA SKSBY			
29	JILL GARZIK			
30	BRENDEN ROY			
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CC: CAROLYN TURK

Date Prepared: March 13, 2012

Project Name: Martin Luther King Jr. School

Project Number: 47930.00.0

Subject: Steering Committee #2

Meeting Location: CRLS - School Committee Conference Room

Meeting Date: March 9, 2012

Prepared By: Alicia Caritano

Contact Information: T. 617.449.4001 F. E. a.caritano@perkinseastman.com>

Participants

- Frank Geary (FG), CPSD - Constuction Project Manager
- Joanne Johnson (JJ), CPSD - Assistant to COO
- Jim Maloney (JM), CPSD - Chief Operations Officer
- Brendon Roy (BR), City of Cambridge - Assistant Project Manager
- Claire Spinner (CS), CPSD - CFO
- Gerald Yung (GY), Martin Luther King Jr. School - Principal
- Sean O'Donnell (SOD), Perkins Eastman -Principal in Charge
- Alicia Caritano (AC), Perkins Eastman - Project Manager
- Jana Silsby (JS), Perkins Eastman - Project Architect

Filename: MM_Steeringcommittee_2_030912.docx

New Business	Notes	Action by / Date Req'd
2.01	<u>Community Meetings</u> : Per schedule 3 targeted; 1 each during Existing Conditions, Design Options, and at Preferred Option. After subsequent scheduling discussions meetings are scheduled for: 4/5, 5/10 and 6/21. As a standard we will review content for Community Meetings at previous Steering Committee Meeting.	Record
2.02	<u>Net Zero / Sustainability Charrette</u> : Meeting is on 3/16 from 9-12. Arrangements have been made for various City and CPSD groups to attend. Refer to Minutes to be issued under separate cover.	Record
2.03	<u>Land Survey</u> : Nitsch began the survey on 3/13; Brendon met them at the site. Work will be ongoing through next week and Brendon will coordinate Nitsch schedule and building access as required.	Record
2.04	<u>Hazardous Materials Sampling</u> : Work will be done week of school vacation 4/16 – 4/20 and should take 2-3 days;	Record

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	sampling scope will include below grade access to MEP tunnels. Fuss and O'Neil has confirmed that this work can take place while the building is occupied and no special precautions are required. Gerald will notify the school. Building/ MEP tunnel access will be coordinated with City.	
2.05	<u>Additional Classrooms:</u> JM requested that PE include 3-4 additional classrooms to allow for enrollment growth.	Record
Old Business	Notes	Action by / Date Req'd.
1.04	<p><u>Focus Group (FG) Meetings:</u> FG 1 meetings occurred on 2/16 & 2/17. FG 1 will continue on 3/1; if possible this round would also include meeting:</p> <ul style="list-style-type: none"> - Gerald and the New Upper School Principal 3/9: Focus Group Meeting w/ Gerald & Mirko on 3/1. - Transportation Director/Transportation Contractor/Lt. Jack Albert of the Police Department 3/9: Focus Group Meeting on 3/7. - Separate meetings to review student pick-up 3/9: PE and Nitsch observed Pick-Up on site on 3/13. - Ellen Semonoff to review: licensing, permits, inspection, accreditation 3/9: Additional meeting not required at this time: will review again upon distribution of draft Educational Specification. - After School Program: Ellen Semonoff and Physical Education 3/9: Additional meeting not required at this time: will review again upon distribution of draft Educational Specification. <p>Some of these meetings may need to move to FG 2 on 3/6, 7 & 8. For FG 2, the City will reschedule the same group as FG 1 to continue more detailed discussions based upon initial meeting. PE to issue minutes for FG 1 the week of 2/27. City to confirm schedule for FG 1 & 2 and coordinate with PE. 3/9: Focus Group Meetings will be completed on 3/16. Minutes to follow under separate cover.</p>	<p>City – JJ 3/6/12</p> <p>Record</p> <p>Record</p> <p>Record</p> <p>Record</p> <p>Record</p> <p>Record</p>
1.05	<p><u>Focus Group Space Need Survey:</u> PE issued draft survey to the City on 2/13. Concept of survey was discussed at Focus Group Meetings: completed forms to be returned to PE by end of day on 3/7. City to revise last line of survey to indicate where and to whom survey should be returned, and distribute week of 2/27 to all Focus Groups. City to provide copies hard copies</p>	<p>City 3/7/12</p>

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	or electronic copies of all surveys to Alicia Caritano via email; a.caritano@perkinseastman.com.		
	3/9: JJ has provided some completed Focus Group Space Need Surveys and subsequently issued a list on 3/20 of surveys issued and received. JJ to also send reminder that all surveys due by 3/30/12 so that information can be incorporated into Educational Specification.	JJ	3/30/12
1.06	<u>Parent Focus Group</u> : Will include: Room Parents from each grade at MLK, plus parents from Middle School and Morse School, and Buildings and Grounds Committee (ad-hoc group formed from MLK, and Morse School +/- 1.5 yrs. Ago), and also parents from the Middle School. The City will schedule these meetings as part of Focus Group 2: target 3/8; likely 6-7PM. Tentative location MLK Auditorium; tbd. Larger parent group will be able to participate in forthcoming Community Mtgs. Targeted for week of 3/19-3/23: target date evening of 3/22 – City to schedule.	City	3/8/12
	3/9: The Buildings and Grounds Meetings held on 3/8 fulfilled this requirement. Refer to Minutes of the Meeting distributed under separate cover.	Record	
1.07	<u>Parent Questionnaire</u> : PE to develop a separate questionnaire for parents and will forward under separate cover after Parent Focus Group.	PE	3/9/12
	3/9: PE to develop Parent Questionnaire for School Department distribution. JM requested that the survey is limited to +/- 5-6 questions. Team discussed that survey will need to be translated into: Mandarin, Spanish, Creole, and English.	PE	3/28/12
1.08	<u>Scheduling Discussion Questions and Time Allocation Chart/ Staffing Template</u> : PE sent these forms to the City on 2/14. City to input current and projected enrollment for the 3 schools, K-5 and also include population by grade, and return by 3/7.	City	3/7/12
	3/9: Gerald subsequently provided scheduling information for MLK 2011/2012 on 3/10. Claire Spinner subsequently provided information for projected enrollment on 3/16. Additional staffing information regarding upper school scheduling to be sent to PE. All scheduling information due to PE by 3/30 in order to be factored into Educational Specification / Programming.	CSPD	3/30/12
1.9	<u>FDP/Traffic/ DPW/Parks Meeting</u> : City to schedule meetings target week of 3/26-3/30. PE to confirm dates with MEP,	PE	3/14/12

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	Traffic, Civil and Community Outreach Consultants and provide available dates to the City to coordinate with those agencies.	
	3/9: Meetings with DPW and Parks subsequently scheduled for 3/21. Tentative meeting with Traffic week of 3/26; date tbd. Per discussions with MB, Fire Department meeting will be deferred until there are specific design options to review.	PE

Next Meeting: March 23, 2012 - 1:00 - 2:00

Next Steps: Per Action Items above

cc: Attendees
Michael Black, City of Cambridge –Construction Project Manager
John Pears, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Gary Pease, Aaron Gallagher, Fayssal Hussein – Nitsch Engineering
John Sousa – Crabtree McGrath
Bob Fuss, Robert May – Fuss & O’Neil
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Attachments: Sign-In Sheet

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MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

FOCUS GROUP: STEERING COMMITTEE #2

DATE: 3/9/12

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	AUCIA CARITANO	PE - PM		a.caritano@perkinseastman.com
2				
3	Claire Spinner	CEO CPS		cspinner@cpsd.us
4	Jane Johnson	OFFICE OF CEO		
5	Jim Maloney	CPS		Jmaloney@cpsd.us
6	SEAN O'DONNELL	PE		s.odonnelle@perkinseastman.com
7	Brendan Roy	City		
8	JANA SILSBY	PE - PA		
9	FRANK GEARY	CPS - const PM		FGEARY@cpsd.us
10	Gerald Yung	CPS - King		gyung@cpsd.us
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Date Prepared: March 13, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Focus Group Meeting No. 1: City of Cambridge, Out of School Time Initiative
Meeting Location: Cambridge Rindge & Latin School, School Committee Meeting Room
Meeting Date: March 8, 2012
Prepared By: Jill Garzik
Contact Information: T. 617.449.4007 F. E. j.garzik@perkinseastman.com>

Participants
 Brenden Roy, City of Cambridge - Assistant Construction Project Manager
 Jim Maloney, CPSD - Chief Operations Officer
 Dana Ham, CPSD - Director of Facilities
 Frank Geary, CPSD - Construction Project Manager
 Khari Milner, CPSD - Learning Partnerships Director
 Susan Richards, City of Cambridge - Agenda for Children
 Gerald Yung, Martin Luther King Jr. School - Principal
 Sean O'Donnell, Perkins Eastman
 Jana Silsby, Perkins Eastman
 Jill Garzik, Perkins Eastman

Filename: j:\47930.00_martinlutherking_fs\47930.00 docs\minutes & agendas\peapc\focus groups_meeting no. 1\mm_focus groups no. 1_city of cambridge public schools, out of school time initiative - 120308.docx

New Business	Notes	Action by / Date Req'd
1.01	<p><u>Overview:</u> During this process, we will be conducting a Feasibility Study. We will work to complete an Educational Specification, which will be used by the architectural/engineering team to design the building.</p> <p>The final outcome of the building design will be one of the following options: Full tear-down and new construction; Full renovation of existing buildings; or a hybrid option of Partial Renovation and Partial New Construction.</p>	
1.02	<p><u>Schedule:</u> Over the next 12 weeks, the Design Team will conduct a series of meetings with each focus group/department to develop each program space for the new building. The Design Process to develop the preferred option will commence following the completion of the Feasibility Study, with a target move-in date of the new building in September 2015.</p>	Perkins Eastman/3-21

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1.03	<p><u>Goals for Today's Meeting:</u> As an initial meeting, the Design Team would like to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future. The group will also discuss how the new space can help further foster a sense of community within the school and its surrounding neighborhood.</p>	
1.04	<p><u>Advocacy Program:</u></p> <ul style="list-style-type: none"> -K-8 Out of School Time Community -Middle School focus recently -Full Day-Full Year program for young people -Build Service Network: Network of four campuses for middle schools (1200 students) -Equity: Innovation Agenda (equitable access to all children) -Opportunities for high risk youth -Helpful for teachers throughout school Day as well as children after school -Children tend to take advantage of opportunities all across community – a network around them to be able to take advantage of all of the opportunities -Support the needs of early adolescents and learners: <ul style="list-style-type: none"> -rethinking curriculum -engaging around technology, media use, environmental science -access to technology outside of school -Innovation Lab -Gym -Learning Commons 	
1.05	<p><u>Innovation Agenda Design Team:</u></p> <ul style="list-style-type: none"> -Recommendations of Superintendent, Dr. Jeffrey Young (end of month/2 months off) -Will 50% of Upper School kids stay after school initially? -Matriculation of existing Amigos students into Putnam Ave Middle School -Flexible option for students at other middle schools that live in the neighborhood to use MLK after school programs (may even itself out because this option works both ways - i.e. MLK students using other facilities in their own neighborhoods) -Student Portfolio - leadership, arts, athletics, off-campus (explore/experience the city) 	

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 Meeting Date: March 8, 2012

1.06	<p><u>Partners (This initiative is advocate for non-profit community):</u></p> <ul style="list-style-type: none"> -Community Schools -Preschool/Afterschool -CitySprouts -Science club for girls -Jamnastics 	
1.07	<p><u>Current Campus:</u></p> <ul style="list-style-type: none"> -Increasing number of 6-8 students at new school (from 60 to 250) in Upper School -Middle School after school need -How do we track activities and need -Range of activity: Identity, continuity, developmental needs of MS students -Youth Centers in Cambridge: closest doesn't serve middle school students (Youth Centers provide a home base, 5 days/week programs) -Not many nearby providers in general for middle school -HS 2nd floor space (?) 	
1.08	<p><u>Community/Afterschool - What are the needs?:</u></p> <ul style="list-style-type: none"> -3-6pm -No programming right now for middle school -Middle School kids need physical activity (tight site – not enough open space) -Supervision -Structured and unstructured activities -Informal environments w/supervision -Distinct places for middle school students (separation from younger students) -Many at risk kids in middle school community -Could be in neighborhood if not building (proximity to Harvard, MIT, Putnam Gardens housing is nearby) -Gallery space for art -Need partnerships with trust that foster the concept of sharing environments, facilities, equipment, materials (Science lab classrooms and CitySprouts for example) -“Shared Use – Shared Spaces” = Joint Educational Strategies -3 Partnerships: <ul style="list-style-type: none"> -King Open School -Kennedy-Longfellow -Peabody School -New MLK School (Adult communication, Professional 	

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Date: March 13, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Meeting Date: March 8, 2012

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	development & communication)	
1.09	<u>Other:</u> -Opportunities for roof gardens? (CitySprouts) -More outdoor space	
1.10	<u>Precedents:</u> Harlem Children's Zone inspiration (future of outreach)	

Next Meeting:

Next Steps:

cc:

Attendees
John Pears, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman
Michael Black – City of Cambridge
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Corinne Tobias, Aaron Gallagher, Gary Pease, Fayssal Hussein – Nitsch Engineering
John Sousa – Crabtree McGrath
Bob Fuss, Robert May – Fuss & O'Neil
Dennis Dyer, Peter Reilly, Daniel Hurley – AKF Group
Robert Diemer, Shannon Kaplan - InPosse
Joanne Johnson, Dana Ham, Steve Smith- CPSD

Attachments: Sign-In Sheet

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Perkins Eastman

MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

FOCUS GROUP: CPS - OUT OF SCHOOL TIME INITIATIVE

DATE: 3/8/12

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	Gerald Yung	Principal King	617-349-6562	gyung@cpsd.us
2	Khari Wilner	CPS Learning Partnerships Dir.	617-349-6553	kmilner@cpsd.us
3	Brendan Roy			
4	Susan Richards	Agenda for Children	417 349 4099	S.RICHARDS@CAMBRIDGE.MA.GOV
5	FRANK GEARY			
6	DANA HAM			
7	JIM MALONEY			
8	SEAN O'DONNELL			
9	JANA SIBBY			
10	VILL GARZIK			
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Date Prepared: March 14, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Focus Group Meeting No. 1: Traffic & Transportation
Meeting Location: Cambridge Rindge & Latin School, School Committee Meeting Room
Meeting Date: March 7, 2012
Prepared By: Jill Garzik
Contact Information: T. 617.449.4007 F. E. j.garzik@perkinseastman.com>

Participants
 Brenden Roy, City of Cambridge - Asst. Construction Project Manager
 Jim Maloney, CPSD - Chief Operations Officer
 Dana Ham, CPSD - Director of Facilities
 Joanne Johnson, CPSD - Assistant to COO
 Frank Geary, CPSD - Construction Project Manager
 Gerald Yung, Martin Luther King Jr. School - Principal
 Rick Riley, City of Cambridge - Cambridge Police
 Chuck Winitzer, Eastern Bus Co.
 Tina Fisher, CPSD - Transportation
 Fayssal Hussein, Nitsch Engineering
 Sean O'Donnell, Perkins Eastman
 Jill Garzik, Perkins Eastman

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New Business	Notes	Action by / Date Req'd
1.01	<p><u>Overview:</u> During this process, we will be conducting a Feasibility Study. We will work to complete an Educational Specification, which will be used by the architectural/engineering team to design the building. The final outcome of the building design will be one of the following options: Full tear-down and new construction; Full renovation of existing buildings; or a hybrid option of Partial Renovation and Partial New Construction.</p>	
1.02	<p><u>Schedule:</u> Over the next 12 weeks, the Design Team will conduct a series of meetings with each focus group/department to develop each program space for the new building. The Design Process to develop the preferred option will commence following the completion of the Feasibility Study, with a target move-in date of the new building in September 2015.</p>	Perkins Eastman/3-21

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Date: March 14, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 7, 2012

1.03	<p><u>Goals for Today's Meeting:</u> As an initial meeting, the Design Team would like to understand how the current building/site facilitates arrival/dismissal, parking, traffic and deliveries – as well as ways the new building can improve upon these in the future. The group will also discuss how the new space can help further foster a sense of community within the school and its surrounding neighborhood.</p>	
1.04	<p><u>Drop-off:</u> -Morning bus drop-off is on Putnam Ave -Putnam Ave: Buses' stop signs are out when doors are open; traffic legally can't pass -Morning is a problem with parents/cars -Traffic and double parking an issue</p>	
1.05	<p><u>Pick-Up:</u> -Pick-up is the major problem (over Drop-Off) -Afternoon bus Pick-Up is on Magee Street -Magee St: Allows for standing buses; more accidents than any other street; snow major problem, stops flow of traffic -Dismissal at Upper School at 3pm; Lower School at 4pm -Lower School students wait inside (Lobby) and are escorted to buses/parents - Up to 6-8 buses at a time can idle at end of day pick-up (Lower School) (Note: 3/13 Design Team viewed MLK Pick-up: 4 full size buses parked on Magee @ the same time and 1 small bus on Magee and one small bus on Putnam) -Can only load 1-2 buses at a time</p>	
1.06	<p><u>Office near Arrival/Dismissal:</u> -Visual communication between front office and buses is key -Lower School needs to be closer to bus arrival/dismissal area (tags) -Upper School needs to be closer to car drop-off/pick-up area</p>	
1.07	<p><u>Buses:</u> -35' long x 9.5' wide -Small buses too</p>	
1.08	<p><u>Other:</u> -60-65% of students take bus; majority of students arrive by bus and car -Big /pedestrian area – sufficient bikes racks are key -Staff parking: 75 cars/day onsite -Parking on both sides at corners -Left from Kinnaird to Putnam is difficult -Mail and other deliveries block traffic on Kinnaird Street</p>	

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Date: March 14, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Meeting Date: March 7, 2012

Page 3 of 3

1.09	<u>Improved Scenarios:</u> -Could there be a dedicated drop-off/pick-up? (Tobin and Peabody setup is ideal) -Could it run through or alongside existing playground space? -Could we widen the streets to create a cutback/curb to accommodate buses? (10' cutback)	
1.10	<u>Precedents:</u> Tobin School (horseshoe shaped drive for dedicated drop-off/pick-up) Peabody School (horseshoe shaped drive for dedicated drop-off/pick-up)	

Next Meeting:

Next Steps:

cc:
Attendees
Jana Silsby, John Pears, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Corinne Tobias, Aaron Gallagher, Gary Pease, Fayssal Hussein – Nitsch Engineering
John Sousa – Crabtree McGrath
Bob Fuss, Robert May – Fuss & O’Neil
Dennis Dyer, Peter Reilly, Daniel Hurley – AKF Group
Robert Diemer, Shannon Kaplan - InPosse

Attachments: Sign-In Sheet

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Perkins Eastman

MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

MTG #1

FOCUS GROUP: Transportation / Traffic

DATE: 3/7/2012

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	Jim Maloney		617-261-6100	@cpsd.us
2	Rick Riley	Police Dept. / Traffic	617 349-3321	rriley@cambridgepolice.org
3	Tina Fisher	Transportation	617 349 6862	TFisher@CPSD.US
4	Chuck Winitzer	Eastern Bus	617-628-6868	CWinitzer@EasternBusCo.com
5	Fayssal Hussein	Nitsch Eng	617-338-0063	FHussein@Nitscheng.com
6	GERARD YUNG			
7	BRENDEN ROY			
8	DANA HAM			
9	FRANK GEARY			
10	JO-ANNE JOHNSON			
11	SEAN O'DONNELL			
12	JILL GARZIR			
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cc: Jim MALONEY, JANA SILSBY

Date Prepared: March 13, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Focus Group Meeting No. 1: Plant Maintenance
Meeting Location: Cambridge Rindge & Latin School, School Committee Meeting Room
Meeting Date: March 9, 2012
Prepared By: Jill Garzik
Contact Information: T. 617.449.4007 F. E. j.garzik@perkinseastman.com>

Participants
 Brenden Roy, City of Cambridge - Assistant Construction Project Manager
 Frank Geary, Cambridge Public School District (CPSD) - Construction Project Manager
 Claire Spinner, CPSD - CFO
 Rob Smith, CPSD - Electrical
 Christopher Daniels, Electrical
 William Tinker, CPSD - Electrical
 William DiBiase, CPSD - Electrical
 Benjamin Tavares, CPSD - Plumbing
 Ron Heim, CPSD - Plumbing
 Sergio Pace, CPSD - HVAC
 Joe Lombardo, CPSD - HVAC
 Frank Dodge, AKF Group
 Dennis Dyer, AKF Group
 Peter Reilly, AKF Group
 Sean O'Donnell, Perkins Eastman
 Jana Silsby, Perkins Eastman
 Jill Garzik, Perkins Eastman

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New Business	Notes	Action by / Date Req'd
1.01	<p><u>Overview:</u> During this process, we will be conducting a Feasibility Study. We will work to complete an Educational Specification, which will be used by the architectural/engineering team to design the building. The final outcome of the building design will be one of the following options: Full tear-down and new construction; Full renovation of existing buildings; or a hybrid option of Partial Renovation and Partial New Construction.</p>	
1.02	<p><u>Schedule:</u> Over the next 12 weeks, the Design Team will conduct a series of meetings with each focus group/department</p>	Perkins Eastman/3-21

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Date: March 13, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 9, 2012

	to develop each program space for the new building. The Design Process to develop the preferred option will commence following the completion of the Feasibility Study, with a target move-in date of the new building in September 2015.	
1.03	<u>Goals for Today's Meeting:</u> As an initial meeting, the Design Team would like to understand how individuals work in the current building – as well as ways the new building can improve upon these in the future.	
1.04	<u>Group Functions:</u> -Plumbing -Fire Protection -Electrical -HVAC	
1.05	<u>Plumbing:</u> -Basic domestic system: - Sanitary/storm - Condensing hot water heaters - Maximize recovery rates - PVI tanks - hard to remove/transport, too heavy - Simple systems – Raypack with storage tanks -Solar assist – preheat water, storage tanks, heaters on roof -Showers: Not in locker rooms, only for staff -Lav load – low-flow fixtures ok (no issues, blockages) – NO waterless urinals (odor a problem) -Time delay fixtures – too slow to deliver hot water; extend circ line closer to the faucets; prefer not to use sensors on anything -Kitchen load – still TBD -Reclaim/collect stormwater – irrigation, greywater, roof drains to tank, clean and dye, use for flushing; make up water for dry spells -Steam for producing hot water? NO -Dual flush toilets ok in HS, no problem to fix -Mixing valves in bathrooms in HS a problem, prefer Chicago system/lever -Acid waste in science labs (Upper School only), central tank easier to maintain, with remote alarm needed; pH adjustment instead of marble chip system preferred -Emergency shower/eyewash combo in labs; Are floor drains needed? (Floor drains can dry out and are hard to flush.) PE and AKF had conflicting notes - <u>B. Roy Please Confirm if drains are needed.</u>	

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Date: March 13, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 9, 2012

	<ul style="list-style-type: none"> -Eyewash at sink? Probably not -Add access points, cabling through ceiling (conduits) -Need list of chemicals from Science Department 	
1.06	<p><u>Fire Protection:</u></p> <ul style="list-style-type: none"> -Building to be fully sprinklered, no pro-action, steel piping -Fire pump? Depends on pressure -No standpipe 	
1.07	<p><u>Electrical:</u></p> <ul style="list-style-type: none"> -Photovoltaics: Grid tie-in over battery (grid in HS) -PV preferred on PPA rather than owning (HS owns)? – City’s call -Wind turbines? May raise objections unless small and educational -Incoming service: Pad Mount or vault transformer? Vault preferred. Vault: NStar maintains. -Fire Alarm: adjustable system preferred, schools maintain -Lighting at stairwells – hard to maintain on ladder at HS; wall-mtd fixtures accessible from landings may be better than ceiling-mtd fixtures; LED? -Card access: meet with MIS, integrate all sites; empty conduit system for proprietary spec – City to confirm. -Preferred mfrs: SquareD, Cutler, Siemens, Johnson (digital system) at War Memorial -Add access points, cabling through ceiling (conduits) -Adequate space in electric rooms -Attic Stock: lamps, fire alarm products, fuses, circuit protectors -Lighting: <ul style="list-style-type: none"> - Occupancy sensors now in 5 elementary schools; initial mfr problem with “Watt Stopper” occupancy sensors (problem now fixed); relay and sensors? - Occupancy sensors in program space only - Lighting presets: not now except with daylight setting to dim lighting; outside bank of lights if one lamp blows it darkens all – is there another system that allows one lamp to blow without others going out? - Daylight harvesting and dimming - LED: not using yet; T5 in field house and gyms with individual sensors (replaced the metal halides) more quiet and already saving lots of money -Emergency Generator: <ul style="list-style-type: none"> - Shut off emergency lighting? Everything but exit lights shut off in HS; selector switch too. - Freezers, refrigerators, emergency lights, boiler and pumps, ejectors - Two separate systems – one for emergency, one for 	

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Date: March 13, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 9, 2012

	stand by for non-code items – City to determine if shelter.	
1.08	<p><u>HVAC – Heating Systems:</u></p> <ul style="list-style-type: none"> -Hot water production, condensing boilers, lower water temperatures increase productivity of boilers; requires gas source; no dual fuel/tank; would allow radiant floor systems, high efficiency radiation, zoning -Ground source heat rejection -Minimize number of fans, locate away from classroom and easily accessible for service -Duct ventilation only? Piping more efficient -Program change impacts systems (HVAC, Plumbing, Elec) <ul style="list-style-type: none"> - Systems need flexibility - Create infrastructure spines for flexibility for future use - Keep pipes out of stud walls? - Good record keeping helps -Redundancy in systems/load sharing – program will dictate priorities -Premium motors -Service walkways for rooftop access? Enclosed if possible for inclement weather. -CO2 monitoring? Yes in some places; teachers agreement requires comparable LEED conformance; indicators on sensors – teachers call if too high (can these be located out of view?) -Above ceiling units are hard to access and replace 	
1.09	<p><u>HVAC – Cooling Systems:</u></p> <ul style="list-style-type: none"> -High performance, centralized with multiple unloading characteristics -Mostly centrifuge chillers now -McQuay noisy, not preferred system mfr - 4 pipe systems -Variable flow pumps/drives; -Radiant cooling system? (net zero) -Radiant systems, displacement ventilation are used more lately; more research needed on these topics -DDC systems? -Acoustical criteria removes equipment from rooms 	
1.10	<p><u>Sustainability:</u></p> <ul style="list-style-type: none"> -Advanced sustainable building -Net zero energy (produce as much as it consumes), -Geothermal systems -Sustainable also means easy to maintain -Wind turbines – if small and educational? 	

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Next Meeting:

Next Steps:

cc:

Attendees

John Pears, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman

Michael Black – City of Cambridge

Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects

Iona Pieleanu, Wayne Cornell – Acentech

Corinne Tobias, Aaron Gallagher, Gary Pease, Fayssal Hussein – Nitsch Engineering

John Sousa – Crabtree McGrath

Bob Fuss, Robert May – Fuss & O'Neil

Dennis Dyer, Peter Reilly, Daniel Hurley – AKF Group

Robert Diemer, Shannon Kaplan - InPosse

Jim Maloney, Joanne Johnson, Dana Ham, Steve Smith, Gerald Yung - CPSD

Attachments:

Sign-In Sheet

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Perkins Eastman

MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

MTG #1

FOCUS GROUP: PLANT MAINTENANCE + SECURITY

DATE: 3/9/12

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	Rob Smith	ELECT	617-201-6124	
2	Benjamin Tarnes	Plumber	617 201-6180	
3	Christopher Daniels	Electrical	617 201-6131	
4	Sergio Pagan	HVAC	617 201 6110	
5	William Tubae	Electrical	617-201-6129	
6	Joe Lombardo	HVAC	617-201-2240	
7	William Di Biase	ELECTICAL	617-201-6128	
8	Dennis Dyer	AKF Group	617-535-8214	ddyer@akfgroup.com
9	Frank Dodge	AKF GROUP	617-535-8220	fdodge@akfgroup.com
10	SEAN O'DONNELL	Perkins Eastman		s.odonnell@perkinseastman.com
11	Brendon Roy	City		
12	RON HEIM	PLUMBING	617 201-6164	
13	SEAN O'DONNELL			
14	JANA SILSBY			
15	JILL GATZUK			
16	FRANK GEARY			
17	PAT CARVELLO			
18	CLARE SPINNER	CFO, CPSID		
19				
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Date Prepared: March 23, 2012

Project Name: Martin Luther King Jr. School

Project Number: 47930.00.0

Subject: Steering Committee #3

Meeting Location: Martin Luther King Jr. School - Conference Room

Meeting Date: March 23, 2012

Prepared By: Alicia Caritano

Contact Information: T. 617.449.4001 F. E. a.caritano@perkinseastman.com>

Participants

- Michael Black (MB), City of Cambridge - Construction Project Manager
- Brendon Roy (BR), City of Cambridge - Assistant Project Manager
- Carolyn Turk (CT) CPSD - Deputy Superintendent
- Jim Maloney (JM), CPSD - Chief Operations Officer
- Dana Ham (DH), CPSD - Director of Facilities
- Joanne Johnson (JJ), CPSD - Assistant to COO
- Gerald Yung (GY), Martin Luther King Jr. School - Principal
- John Pears (JP), Perkins Eastman - Principal
- Alicia Caritano (AC), Perkins Eastman - Project Manager

Filename: MM_Steeringcommittee_3_032312.docx

New Business	Notes	Action by / Date Req'd
3.01	<u>Net Zero / Sustainability Charrette Powerpoint:</u> PE provided a copy of the 3/16 powerpoint that can be shared with City / School Dept. personnel that missed the presentation, including but not limited to Gerald. The team will continue to investigate the possibilities of pursuing a Net Zero project during the Feasibility Study and evaluate this aspect is each of the Design Options and Cost Estimates.	Record
3.02	<u>Community Meeting 4/5 - Existing Conditions Site Analysis:</u> John Pears presented drafts of the Existing Conditions Site Analysis that will be presented at the 4/5/12 Community Meeting. The analysis included: Scale/Use, Site Access, Student Drop-Off, Student Pick-Up, Parking (do not include numbers at 4/5 meeting), Street Frontage, Abutters, Pervious / Impervious Surfaces, Useable Outdoor Space; PE will also add analysis of the Solar Orientation and Geotech / Topography. In addition to the site analysis PE will also provide an overview of the Creative Analysis / programming / Ed Spec process in	Record

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Date: March 23, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 23, 2012

	progress. The team will also show the three design options that were presented at the interviews for the project.		
3.02	<u>Existing Mechanical Tunnels/ Stormwater Storage</u> : JP proposed the possibility of using existing mechanical tunnels for storm water storage. The team will consider this in design options.	Record	
3.03	<u>Possible Summer Program @ MLK</u> : JM mentioned that the building may be used for a summer program or dead storage.	Record	
Old Business	Notes	Action by / Date Req'd.	
1.05	<u>Focus Group Space Need Survey</u> : PE issued draft survey to the City on 2/13. Concept of survey was discussed at Focus Group Meetings: completed forms to be returned to PE by end of day on 3/7. City to revise last line of survey to indicate where and to whom survey should be returned, and distribute week of 2/27 to all Focus Groups. City to provide copies hard copies or electronic copies of all surveys to Alicia Caritano via email; a.caritano@perkinseastman.com.	City	3/7/12
	<u>3/9</u> : JJ has provided some completed Focus Group Space Need Surveys and subsequently issued a list on 3/20 of surveys issued and received. JJ to also send reminder that all surveys due by 3/30/12 so that information can be incorporated into Educational Specification.	JJ	3/30/12
	3/23: CPSD will issue final request for outstanding Space Needs survey: all forms due to PE by 3/30.	JJ	3/30/12
1.07	<u>Parent Questionnaire</u> : PE to develop a separate questionnaire for parents and will forward under separate cover after Parent Focus Group.	PE	3/9/12
	<u>3/9</u> : PE to develop Parent Questionnaire for School Department distribution. JM requested that the survey is limited to +/- 5-6 questions. Team discussed that survey will need to be translated into: Mandarin, Spanish, Creole, and English.	PE	3/28/12
	3/23: PE issued Parent Questionnaire on 3/22. Team reviewed questionnaire this date and requested edits to better incorporate responses from Morse School and Kennedy Longfellow parents. PE issued revised survey on 3/26. CPSD to issue translated questionnaire with cover letter; surveys due to PE by 4/12/12. This information will be factored into Ed Spec and Traffic Analysis.	CPSD	4/12/12
1.08	<u>Scheduling Discussion Questions and Time Allocation Chart/ Staffing Template</u> : PE sent these forms to the City on 2/14. City to input current and projected enrollment for the 3 schools, K-5 and also include population by grade, and return by 3/7.	City	3/7/12

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Date: March 23, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 23, 2012

	3/9: Gerald subsequently provided scheduling information for MLK 2011/2012 on 3/10. Claire Spinner subsequently provided information for projected enrollment on 3/16. Additional staffing information regarding upper school scheduling to be sent to PE. All scheduling information due to PE by 3/30 in order to be factored into Educational Specification / Programming.	CSPD	3/30/12
	3/23: Final Scheduling information due to PE by 3/30/12.	CPSD	3/30/12
1.9	<u>FDP/Traffic/ DPW/Parks Meeting</u> : City to schedule meetings target week of 3/26-3/30. PE to confirm dates with MEP, Traffic, Civil and Community Outreach Consultants and provide available dates to the City to coordinate with those agencies.	PE	3/14/12
	<u>3/9</u> : Meetings with DPW and Parks subsequently scheduled for 3/21. Tentative meeting with Traffic week of 3/26; date tbd. Per discussions with MB, Fire Department meeting will be deferred until there are specific design options to review.	PE	
	3/23: Meeting with DPW and Parks held on 3/21. Refer to minutes issued under separate cover.	Record	

Next Meeting: April 6, 2012 - 1:00 - 2:00

Next Steps: Per Action Items above

cc: City / CPSD Attendees via Michael Black
 Sean O'Donnell, Alicia Caritano, Erik Dalen, Jill Garzik, Chris Boyce – Perkins Eastman
 Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
 Iona Pieleanu, Wayne Cornell – Acentech
 Gary Pease, Aaron Gallagher, Fayssal Husseini, Corinne Tobias – Nitsch Engineering
 John Sousa, Rob Miller – Crabtree McGrath
 Bob Fuss, Robert May – Fuss & O'Neil
 Dennis Dyer, Peter Reilly, Frank Dodge, Gary Frigon – AKF Group
 Robert Diemer, Shannon Kaplan - InPosse

Attachments: Sign-In Sheet

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Perkins Eastman

MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

GROUP: STEERING COMMITTEE

DATE: 3/23/12

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	Michael Bartz	City		
2	Brandon Roy	City		
3	Dana Ham	Schools		
4	Gerald Yung	King Principal		
5	Jim Maloney	ePS		
6	Joanna Johnson	Asst. to CEO		
7	Carolyn L. Turk	CPS		
8	JOHN PEARS	PERKINS EASTMAN	857.354.1403	j.pears@perkins-eastman.com
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March 28, 2012

MINUTES OF MEETING

MEETING DATE: March 27, 2012

LOCATION: City of Cambridge Water Department
Cambridge, MA

RE: Martin Luther king Jr. School
AKF Project No. B120063-000

PREPARED BY: Peter J. Reilly

ATTENDEES: **Cambridge Water Department – (CWD)**

Steven Lush – Full Time
Mark Gallagher - Full-Time

City of Cambridge – (CC)

Michael Black - Full-Time

Perkins Eastman – (PE)

Alicia Caritano - Full-Time

Nitsch Engineering – (NE)

Aaron Gallagher - Full-Time

Atkinson Koven Feinberg Engineers, LLP - (AKF)

Peter Reilly - Full-Time



PURPOSE: Meeting with Water Department to present overview of project

Action By

The following items were discussed:

- 1.0 PE gave brief overview of possible schemes for the modifications to the MLK School and indicated the team is in the study phase of the project
- 2.0 CWD indicated there was a potential project to upgrade the water main in Cunard Street that could benefit the project. This replacement project is not yet scheduled
- 3.0 CWD indicated redundant services should be provided for both domestic water and fire water
- 4.0 CWD indicated that when demolition commences, the existing domestic and fire services shall be cut back to the site and capped and protected during the construction NE/AKF
- 5.0 CWD indicated that the portion of water main at the corner of Magee and Putnam that runs under the sidewalk and the school property should be relocated during construction NE
- 6.0 CWD suggested the water mains around the site should be looped between Hayes and Magee or Hayes and Cunard to alleviate low pressure problems in some dead-end runs adjacent to the site NE
- 7.0 CWD suggested the existing capped sub on Putnam should be removed CWD/NE
- 8.0 CWD indicated that dedicated taps to the city mains are required for Domestic and Fire services to the school
- 9.0 CWD indicated the static water pressure in the vicinity of the school is approximately 65 psi
- 10.0 Hydrant Flow Tests are required for the design phase of the project. \$175.00 fee shall be waived. CWD and CC to coordinate CWD/CC
 - 10.1 When filing for Permits, CWD indicated Hydrant Flow Test results shall not be older than 6 months
 - 10.2 When tests are performed, Engineer of Record shall confirm results in a letter to CWD. AKF
 - 10.2.1 CWD to forward templates to design team CWD
- 11.0 CWD indicated the FD may request a new Hydrant on Magee

March 28, 2012

Re: Martin Luther King Jr. School
AKF Project No. B120063-000

Action By

- 12.0 CWD owns meter assembly and requests that meter be located immediately inside of foundation wall at both the primary and secondary service entrance locations
- 13.0 CWD indicated that containment reduced pressure backflow preventers will be required on the domestic water services and Double check valve assemblies will be required on the fire services to prevent cross connection to the city mains

All meeting minute items are considered correct and accurate unless the author is notified in writing within ten (10) days.

PJR

cc: All Attendees

Perkins Eastman

MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

FOCUS GROUP: WATER DEPT/MT.

DATE: 3/27/12

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	Steve Lus	CWD	617 349 4782	SLUSHT@CambridgeMa.gov
2	FRANK GALLAGHER	NITSCH ENG.	617 338 0063	agallagher@nitscheng.com
3	MICHAEL J. BORDAK	CITY	617-349-4251	mblack@CambridgeMa.gov
4	AUCIA CARITANO	FE	617-449-4001	a.caritano@perkins-eastman.com
5	Mark Gallagher	CWD	617-349-7754	mgallagher@CambridgeMa.gov
6	PETER PERLY	AKF	617-535-8217	PERILY@AKFGROUP.COM
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April 11, 2012

MINUTES OF MEETING

MEETING DATE: April 3, 2012

LOCATION: City of Cambridge Water Department
Cambridge, MA

RE: Martin Luther King Jr. School
AKF Project No. B120063-000

PREPARED BY: Frank A. Dodge

ATTENDEES: **Cambridge Electrical Department – (CED)**
Stephen Lenkauskas – Full Time
George Fernandes - Full-Time

City of Cambridge – (CC)
Michael Black - Full-Time

Perkins Eastman – (PE)
Alicia Caritano - Full-Time

Atkinson Koven Feinberg Engineers, LLP - (AKF)
Frank Dodge - Full-Time

PURPOSE: Meeting with Electrical Department to present overview of project

Action By

The following items were discussed:

- 1.0 PE gave brief overview of possible schemes for the modifications to the MLK School and indicated the team is in the study phase of the project
- 2.0 CED questioned if photovoltaics can be located offsite for this project. AKF recommended the PV system to be located onsite to serve the school as a remote PV system can be difficult to distribute or transmit power from a remote location to the school.

AKF

April 11, 2012

Re: Martin Luther King Jr. School
AKF Project No. B120063-000

		<u>Action By</u>
3.0	CED indicated that the City of Cambridge regularly loses normal power. CED suggested that AKF to look into a double ended substation for dual feeds from the utility company (NSTAR).	AKF
4.0	CED indicated that a utility owned transformer is preferred. Installation shall conform to NSTAR standards which is typically a utility vault.	AKF/PE
5.0	CED indicated that LED lighting shall be utilized as much as possible to include areas such as site lighting. CED indicated there will be standardization for light fixtures (similar to the Library at the High School) by June, 2012 to follow for this project.	AKF/PE
6.0	CED indicated that lighting controls shall consist of occupancy sensors for areas such as classrooms, janitors closets, etc. A lighting control panel shall be used in areas such as corridors, gymnasium, etc. Day light harvesting shall be utilized where suitable and shall be the dimmable type.	AKF
7.0	CED indicated that photovoltaics shall be grid tie in and be metered to monitor the energy being produced.	AKF
8.0	CED noted that there is redundant fiber feeds into building from Putnam Street. One may be dedicated to security for monitoring cameras off-site.	PE
9.0	CED indicated that the municipal fire alarm circuit is run via the same route as the fiber feeds. The fire alarm system shall be non-proprietary. The fire alarm system is currently configured for radio communications for the Cambridge Fire Department.	AKF
10.0	CED indicated a VOIP telephone system is preferred.	PE

All meeting minute items are considered correct and accurate unless the author is notified in writing within ten (10) days.

FAD

Page 3

April 11, 2012

Re: Martin Luther King Jr. School
AKF Project No. B120063-000

cc: All Attendees

Date Prepared: April 12, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Focus Group Meeting No. 1: Administration, Lower School

Meeting Location: Martin Luther King, Jr. School, Admin Conference Room
Meeting Date: April 11, 2012

Prepared By: Jill Garzik
Contact Information: T. 617.449.4007 F. E. j.garzik@perkinseastman.com>

Participants
 Michael Black, City of Cambridge - Construction Project Manager
 Jim Maloney, CPSD - Chief Operations Officer
 Dana Ham, CPSD - Director of Facilities
 Gerald Yung, Martin Luther King Jr. School - Principal (Lower School)
 Sean O'Donnell, Perkins Eastman
 Jana Silsby, Perkins Eastman
 Jill Garzik, Perkins Eastman

Filename: j:\47930.00_martinlutherking_fs\47930.00 docs\minutes & agendas\peapc\focus groups\focus groups_meeting no. 1\mm_word files\mm_focus groups no. 1_administration, lower school - 120411.docx

New Business	Notes	Action by / Date Req'd
1.01	<p><u>Goals for Today's Meeting:</u> As continuation of the Lower School portion of the program, the Design Team would like to understand how the Lower School administrative functions relate to each other and to the rest of the program elements.</p>	
1.02	<p><u>Lower School Administration:</u></p> <ul style="list-style-type: none"> - Main Office <ul style="list-style-type: none"> - Reception - Clerk - Mailboxes - Workroom - Move Family Liaison to Instructional Support - Dedicated Supply Storage (small room or closet) - Records Storage (secure) - IEP/Conference Room - Bathroom - Itinerant Staff - Principal's Office - Remove Assistant Principal - Add Administrative Assistant - Remove Parent Resource Center 	

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in five working days, this Meeting Record will stand as published.

Date: April 12, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: April 11, 2012

1.03	<p><u>Main Office:</u></p> <ul style="list-style-type: none"> - Reception: Prefer Traditional model but would like better sightlines into Lobby and outside <ul style="list-style-type: none"> - <u>Traditional model:</u> Entry through main door into Reception area w/counter and waiting area, total acoustic separation and privacy - <u>Concierge model:</u> Approach at walk-up counter, not into office; Lobby becomes waiting area - <u>Open model:</u> No door; Reception open to Lobby; No acoustical separation or privacy; Supervision w/LS students could be a problem; If too open, cold air (ex. Baldwin school, K-Lo) and sunlight coming in (heat and glare) become issues - Clerk: sits at Reception counter - Mail: Delivery of mail and packages goes to main offices; Monitored by clerk? Who is loading the mail into the mailboxes? Locate mailboxes convenient to Clerk; avoid potential bottleneck or visual connection from Reception - Workroom: <ul style="list-style-type: none"> - Provide copier, laminator, and layout table for mailings, report cards - Supply storage to be integrated into Workroom and shared cage storage for school
1.04	<p><u>Principal's Office:</u></p> <ul style="list-style-type: none"> - Current Principal's office too remote within Main Office, enclosed and not visible - Gerald would like to have visibility of the school community to help foster sense of connectedness and approachability - Visible directly out to front of building? Helps monitor kids/visitors coming into the school - Granite Parks on Linnaean Street – Sarah's office cited as good example for office scenario: Visible but not immediately accessible - Back door exit access important
1.05	<p><u>Instructional Support:</u></p> <ul style="list-style-type: none"> - Family Liaison: should be located near administration, but not in Main Office - Parent Resource Center: do not provide dedicated space; incorporate parent resource services into Family Liaison space
1.06	<p><u>Security:</u></p> <ul style="list-style-type: none"> - Cameras at least on 1st floor (breaks, thefts) - No security desk/office in school. City has a community police that is very present, so no need

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Date: April 12, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Meeting Date: April 11, 2012

Page 3 of 3

1.07	<u>Time Out Room:</u> <ul style="list-style-type: none">- A dedicated place for discipline- Informal and minimal space that should encourage diffusion of behavior- Visible from Main Office- Window to outside- Furniture Table and four chairs, shelving or bookcase for books (accessible to kids)- No technology (i.e. computers) provided in this space
1.08	<u>School Psychologists:</u> <ul style="list-style-type: none">-Two staff – provide one each for LS and US; .6 FTE positions-Two offices – provide one for each psychologist, each with meeting space for 3-5 people-Locate close to Admin offices/common space on floor

Next Meeting:

Next Steps:

cc:

Attendees
John Pears, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Corinne Tobias, Aaron Gallagher, Gary Pease, Fayssal Hussein – Nitsch Engineering
John Sousa – Crabtree McGrath
Bob Fuss, Robert May – Fuss & O’Neil
Dennis Dyer, Peter Reilly, Daniel Hurley – AKF Group
Robert Diemer, Shannon Kaplan – InPosse
Jonathan Buhl – Foley Buhl Roberts & Associates, Inc.

Attachments:

Sign-In Sheet
MLK Jr. Space Needs 2012-04-11 – 2nd Draft

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in five working days, this Meeting Record will stand as published.

Perkins Eastman

MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

GROUP: ADMINISTRATION #1 (LOWER SCHOOL)

DATE: 4/11/12

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	Michael Blake			
2	Jim Malony			
3	Dana Ham			
4	Gerald Yung			
5	Sean O'Donnell			
6	Jana Silsby			
7	Jill Garzik			
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MLK Jr. & Putnam Avenue Schools

Facility Space Program

2nd DRAFT

PE Project No.

students	CAPACITY	NET AREA total	GROSSING factor	GROSS AREA total
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A. Area Summary

1. Low Target area				N/A
2. High Target Area				N/A
3. Program area		105,999 nsf	1.40	148,399 gsf

Difference from Low N/A
Difference from High N/A

B. Capacity Summary

1. Target JK to 5	300 students	
2. Target 6th to 8th	264 students	
3. Target Preschool	40 students	
4. Support Spaces		
5. Total Capacity (at 100% Utilization)	604 students	
6. Effective Student Capacity	604 students	
7. Lower School Utilization:	100%	
8. Upper School Utilization:	86%	
9. Average Utilization Factor:		
10. Teaching Stations		

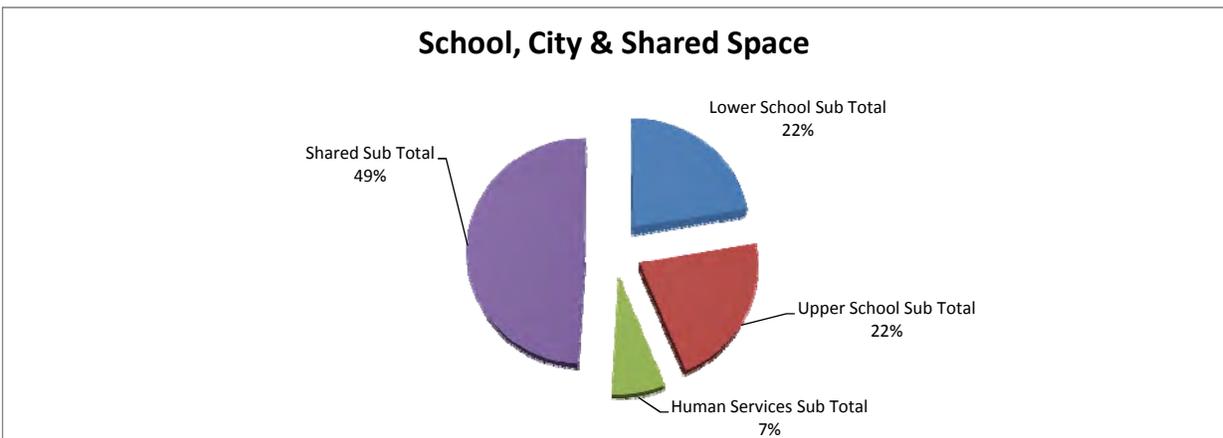
C. Area Analysis

1. Square Feet per student: Actual	604 students	245.7 sq. ft. per student
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D. Area Comparison

		Net Sq Feet	Gross S. F.
1. Lower School Classroom Spaces:	16%	16,864 nsf	23,610 gsf
2. Lower School Instructional Support Spaces:	5%	4,965 nsf	6,951 gsf
3. Lower School Administrative Spaces:	1%	1,555 nsf	2,177 gsf
4. Lower School Distributed Administration Spaces:	0%	300 nsf	420 gsf
5. Upper School Classroom Spaces:	17%	18,000 nsf	25,200 gsf
6. Upper School Instructional Support Spaces:	3%	3,070 nsf	4,298 gsf
7. Upper School Administrative Spaces:	1%	1,415 nsf	1,981 gsf
8. Upper School Distributed Administration Spaces:	0%	290 nsf	406 gsf
9. Human Services Preschool Spaces:	3%	2,925 nsf	4,095 gsf
10. Human Services Instructional Support Spaces:	4%	4,010 nsf	5,614 gsf
11. Human Services Administrative Spaces:	1%	530 nsf	742 gsf
12. Total learning commons spaces:	8%	8,560 nsf	11,984 gsf
13. Total Gym/Health Center Spaces:	17%	18,500 nsf	25,900 gsf
14. Total Dining Dpaces:	6%	6,720 nsf	9,408 gsf
15. Total Auditorium Spaces:	6%	6,750 nsf	9,450 gsf
16. Total Performing Arts Instructional Spaces:	4%	4,620 nsf	6,468 gsf
17. Total Nursing Suite spaces:	1%	605 nsf	847 gsf
18. Total Student Support Service Spaces:	1%	1,180 nsf	1,652 gsf
19. Total Other Spaces:	2%	2,560 nsf	3,584 gsf
20. Total Buildings & Grounds Spaces:	2%	2,580 nsf	3,612 gsf
21. Total GSM	100%	105,999 nsf	148,399 gsf

E. Area Chart



Facility Space Program

SPACE DESCRIPTION	PROPOSED NUMBER OF SPACES, CAPACITY AND SIZE								Priority	NOTES
	SPACES		STUDENTS		NET SQUARE FEET					
	total spaces	total staff	each room	total students	sq. ft per student (staff)	sq. ft per room	square feet sub-total			

1 LOWER SCHOOL

A Lower School (LS) Classroom Space

1.	JK	2	2	24	48	45	1,080	2,160		toilet + sink & bubbler in classroom
2.	Kindergarten, Grade 1	4	2	24	96	45	1,080	4,320		toilet + sink & bubbler in classroom
3.	Grade 2 to 5	8	2	24	192	40	960	7,680		sink & bubbler
4.	Extended Learning Space	14	0	0	0	0	96	1,344		
5.	Learning Center	2	1	5		40	200	400		
6.	Resource Classroom	3	3	8		40	320	960		

Lower School Classroom Spaces: 33 336 16,864

B Arts, Language and Instructional Support

1.	Chinese Enrichment (Ni Hao)	2	1	24	48	40	960	1,920		
2.	Visual Art	1	1	24	24	50	1,200	1,200		
4.	Laptop Cart Storage	3					50	150		
5.	De-escalation Room	3		1	1	75	75	225		
6.	Teacher Workroom	3					250	750		
7.	Bookroom	1					250	250		
8.	Conference Room	1	10				250	250		
9.	Coaching Office	1	4			60	220	220		Math, Literacy & District Coaches

Lower School Instructional Support Spaces: 15 4,965

C Lower School Administration

1.	Main Office									
1a	Clerk	1	1			80	80	80		
1b	Community Liaison	1	1			80	80	80		
1c	Mailboxes	1					50	50		
1d	Supply Storage	1					50	50		
1e	Reception	1					100	100		
1f	Workroom & Copier	1	1				150	150		
2.	IEP/Conference Room	1	20				400	400		
3.	Bathroom	1					65	65		
6.	Itinerant Staff	1	1				120	120		Use by Social Worker. Others
7.	Principal's Office	1	1				200	200		
8.	Assistant Principal	1	1				120	120		
9.	Parent Resource Center	1	0				140	140		Size?

Lower School Administrative Spaces: 12 1,555

SPACE DESCRIPTION	PROPOSED NUMBER OF SPACES, CAPACITY AND SIZE								NOTES
	SPACES		STUDENTS		NET SQUARE FEET			Priority	
	total spaces	total staff	each room	total students	sq. ft per student (staff)	sq. ft per room	square feet sub-total		

D Distributed Administration - Counseling										
1.	Counseling	1	1			140	150	150		
2.	Interns	1	4		-	120	150	150		

Lower School Distributed Administration Sp: **2** **300**

2 UPPER SCHOOL

A Upper School (US) Classroom Space										
1.	Self Contained Classrooms	3	3	12	36	80	960	2,880		
2.	6th Grade Math	1	1	24	24	40	960	960		
3.	6th Grade Science	1	1	24	24	60	1,440	1,440		
	Science Prep Room	1	1	24		10	240	240		Prep room may be shared between two labs
4.	6th Grade ELA, Social, World Lang.	2	2	24	48	40	960	1,920		
2.	7th Grade Math	1	1	24	24	40	960	960		
3.	7th Grade Science	1	1	24	24	60	1,440	1,440		
	Science Prep Room	1	1	24		10	240	240		
4.	7th Grade ELA, Social, World Lang.	2	2	24	48	40	960	1,920		
2.	8th Grade Math	1	1	24	24	40	960	960		
3.	8th Grade Science	1	1	24	24	60	1,440	1,440		
	Science Prep Room	1	1	24		10	240	240		
	8th Grade ELA, Social, World Lang.	2	2	24	48	40	960	1,920		
4.	Extended Learning Space	15	0	0	0	0	96	1,440		

Upper School Classroom Spaces: **18** **324** **18,000**

B Arts, Language and Instructional Support										
1.	Visual Art	1	1	24	24	50	1,200	1,200		
1a	Kiln Room	1					75	75		
2.	De-Escalation Room	3					75	225		
3.	Laptop Cart Storage	1					100	100		
4.	Teacher Workroom	3					250	750		
5.	Bookroom	1					250	250		
6.	Conference Room	1	10				250	250		
7.	Coaching Office	1	4			60	220	220		Math, Literacy & District Coaches

Upper School Instructional Support Spaces: **12** **3,070**

SPACE DESCRIPTION	PROPOSED NUMBER OF SPACES, CAPACITY AND SIZE							Priority	NOTES
	SPACES		STUDENTS		NET SQUARE FEET				
	total spaces	total staff	each room	total students	sq. ft per student (staff)	sq. ft per room	square feet sub-total		

C Upper School Administration

1.	Main Office								
1a	Clerk	1	1			80	80	80	
1b	Community Liaison	1	1			80	80	80	
1c	Mailboxes	1					50	50	
1d	Supply Storage	1					50	50	
1e	Reception	1					100	100	
1f	Workroom & Copier	1	1				150	150	
2.	IEP/Conference Room	1	20				400	400	
3.	Bathroom	1					65	65	
6.	Itinerant Staff	1	1				120	120	Use by Social Worker, others.
7.	Principal's Office	1	1				200	200	
8.	Assistant Principal	1	1				120	120	

Upper School Administrative Spaces: 11 1,415

D Distributed Central Administration - Counseling

1.	Counselor's Office	1	1				150	150	
2.	Interns	1	4				140	140	

Upper School Distributed Administration Sp: 2 290

3 HUMAN SERVICES

A PreSchool

1.	Classrooms	2		20	40	50	1,000	2,000	
2.	Bathrooms	2					65	130	
3.	Office	1					140	140	
4.	Pantry	1					140	140	
5.	Reception	1					150	150	
6.	Staff Bathroom	1					65	65	
7.	Stroller Storage	1					50	50	
8.	General Storage	1					150	150	
9.	Mudroom	1					100	100	
10.									

Human Services Preschool Spaces: 11 40 2,925

2012-04-11 - 2nd DRAFT

SPACE DESCRIPTION	PROPOSED NUMBER OF SPACES, CAPACITY AND SIZE								Priority	NOTES
	SPACES		STUDENTS		NET SQUARE FEET					
	total spaces	total staff	each room	total students	sq. ft per student (staff)	sq. ft per room	square feet sub-total			

B Gym/Health Center										
1.	Multi-Purpose Gymnasium	1					10,000	10,000		200 seat bleacher
2.	Small Gym	1					4,000	4,000		
3.	Storage	1					500	500		
4.	P. E. Office	1					120	120		
5.	Locker Rooms	2					600	1,200		
6.	Fitness Center	1					1,600	1,600		
7.	Health Classroom	1	1	24		40	960	960		
8.	Staff Changing Room/Shower	1					120	120		

Total Gym/Health Center Spaces:	9						18,500			
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C Dining										
1.	Dining	2					1,500	3,000		100 x 15 sf/student - allows one LS and one US seating: 3 seatings
2.	Kitchen	1					1,500	1,500		Placeholder
	Food Prep									
	Dry Storage									
	Ware Washing									
	Refrigerator									
	Freezer									
	Recycling									
	Office									
	Breakroom									
	Bathroom									
	Changing/Locker Room									
3.	Servery	1					1,500	1,500		Placeholder
4.	Food Lab	1	1	24		30	720	720		Use Dining as extension of the lab?

Total Dining Dpaces:	5						6,720			
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D Auditorium										
1.	Lobby	1					500	500		
2.	Auditorium	1	100	300	10		4,000	4,000		sq ft based on 10 net sf per seat
	Projection/Control Room	1					150	150		
3.	Stage	1					1,000	1,000		
4.	Scene & Prop Storage/Shop	1					500	500		
5.	Dressing Rooms	2					250	500		
6.	Green Room	1					100	100		

Total Auditorium Spaces:	8						6,750			
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E Performing Arts Instructional Space										
1.	LS General Music room	1	1	24		40	960	960		
2.	US Chorus & General Music	1	1	24		50	1,200	1,200		
	US Band & Orchestra	1	1	24		50	1,200	1,200		

SPACE DESCRIPTION		PROPOSED NUMBER OF SPACES, CAPACITY AND SIZE							NOTES
		SPACES		STUDENTS		NET SQUARE FEET			
		total spaces	total staff	each room	total students	sq. ft per student (staff)	sq. ft per room	square feet sub-total	
3.	Practice rooms	2		10			150	300	
4.	Theater Classroom	1	1	24		40	960	960	
5.									
6.									
Total Performing Arts Instructional Spaces:		6						4,620	

SPACE DESCRIPTION	PROPOSED NUMBER OF SPACES, CAPACITY AND SIZE								Priority	NOTES
	SPACES		STUDENTS		NET SQUARE FEET					
	total spaces	total staff	each room	total students	sq. ft per student (staff)	sq. ft per room	square feet sub-total			

F Nurse's Suite											
1.	Office	1	1					120	120		
2.	Reception/Waiting	1	1	4				140	140		with counter for additional staff
3.	Rest Areas	3		1				80	240		
4.	Bathroom	1						75	75		
5.	Storage	1						30	30		
6.											
7.											

Total Nursing Suite spaces: 7 605

G Student Support Services											
1.	Psychologist's Office	1						120	120		
2.	Speech Therapist's Office	1						120	120		
3.	OT/PT	1	1	6			120	720	720		
4.	Office	1	2					120	120		
5.	Storage	1						100	100		
6.											
7.											

Total Student Support Service Spaces: 5 1,180

H Other											
1.	Entry Lobby	2						1,200	2,400		
2.	Security/Reception	2						80	160		include locking storage
3.											
4.											

Total Other Spaces: 4 2,560

I Building & Grounds											
1.	Office, Lunchroom	1						160	160		
2.	Toilet / Shower / Locker	1						120	120		
3.	General Storage	1						1,200	1,200		
4.	Supply Storage / Receiving	1						200	200		
5.	Loading Dock	1						200	200		Shared with Kitchen but separate entrances
6.	Outdoor Storage	1						200	200		
7.	Janitor's Closets	5						50	250		
8.	Distributed Storage	5						50	250		

Total Buildings & Grounds Spaces: 16 2,580

SPACE DESCRIPTION	PROPOSED NUMBER OF SPACES, CAPACITY AND SIZE							Priority	NOTES
	SPACES		STUDENTS		NET SQUARE FEET				
	total spaces	total staff	each room	total students	sq. ft per student (staff)	sq. ft per room	square feet sub-total		

OUTDOOR SPACES

- Entry Plaza
- Grassy Play Space
- Hardscape Playspace
- Play Structures
- Outdoor Eating Area
- Outdoor Classroom / Ampitheater
- City Sprouts Garden

notes
 2 separate entrances?

 adjacent to cafeteria
 adjacent to cafeteria

VEHICULAR REQUIREMENTS

- Dropoff / Pickup Zone(s)
- Outdoor Secure Bike Storage
- Staff Entrance?
- Loading Dock
- Kitchen Deliveries
- Waste and Recycling
- Receiving
- Service / Mechanical Access

PARKING

	<i># of spaces</i>	
Staff and Faculty Parking	TBD	
Visitor Parking	5?	
Student Parking	<u>0</u>	
	TBD	

notes

Date Prepared: April 16, 2012

Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Subject: Steering Committee #4

Meeting Location: Martin Luther King Jr. School - Conference Room
 Meeting Date: April 11, 2012

Prepared By: Alicia Caritano
 Contact Information: T. 617.449.4001 F. E. a.caritano@perkinseastman.com>

Participants
 Michael Black (MB), City of Cambridge - Construction Project Manager
 Brendon Roy (BR), City of Cambridge - Assistant Project Manager
 Jim Maloney (JM), CPSD - Chief Operations Officer
 Claire Spinner (CS), CPSD - Chief Financial Officer
 Dana Ham (DH), CPSD - Director of Facilities
 Gerald Yung (GY), Martin Luther King Jr. School - Principal
 Sean O'Donnell (SOD), Perkins Eastman - Principal
 Alicia Caritano (AC), Perkins Eastman - Project Manager

Filename: MM_Steeringcommittee_4_041112.docx

New Business	Notes	Action by / Date Req'd
4.01	<p><u>Draft Projection of Spaceneeds Powerpoint:</u></p> <ul style="list-style-type: none"> - Overview of 2nd draft of program (attached) - Overall percentages for academic spaces fairly typical for K-8 - 245 sf/ Student is on the higher side due to extensive community space in the program i.e. 2 gymnasiums, and auditorium. Claire noted that Cambridge typical sf / student is on the high end in the state. - JM commented upon district's preferred numbers for students and numbers of classrooms including but not limited to: Kindergarten – 5 classrooms, 1st and 2nd grades - 3 classrooms, 3rd, 4th and 5th grades – 2 classrooms; 6th, 7th and 8th grade – 4 classrooms. Refer to 3rd draft of program (attached) that incorporates comments from this meeting. - Program size will be informed by Scheduling WebEx on 4/13 and utilization analysis. - PE to issue revised program after scheduling 	Record

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in five working days, this Meeting Record will stand as published.

Date: April 16, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: April 11, 2012

	discussion; this sf will be evaluated relative to budget.	
4.02	<u>Cost of Shared Facilities:</u> Davis Langdon to provide costs in budget for shared facilities i.e. gyms, auditorium, cafeteria to help the team understand the costs of spaces that are shared with the afterschool programs and community.	David Langdon Record
4.03	<u>Draft Guiding Principles Powerpoint:</u> <ol style="list-style-type: none"> 1. Upper, Lower and Preschools each have a distinct entrance and identity vs. A central entrance defines the campus and each school has a front door on the campus / community commons. <ul style="list-style-type: none"> - JM noted that he would like entrances that weren't "absolutely separate". GY also saw benefits to separating the younger and older children. The team agreed that PE should pursue the best solution for the site / site circulation. 2. The campus is zoned for community/school and school-dedicated areas organized around a campus commons. The enables active community use without disruption to the schools. <ul style="list-style-type: none"> - GY noted that special attention needs to be paid to areas of overlap in order to manage security. - It was noted that Morse school works well - JM suggested that PE look at BB&N center area as well. 3. Each school administration controls the front door (s) and the campus commons. <ul style="list-style-type: none"> - GY is concerned about security and who controls front door and commons; Principals and Vice Principals need to overview this area. SOD noted that there may need to a Memorandum of Understanding (MOU) between schools and Human Services to help clarify operation of these areas during and after school hours. 4. The Preschool has its own entry but is also integrated into the campus-community commons. <ul style="list-style-type: none"> - Preschool needs public access; open all year including snow days. 5. The learning commons is the heart of each school. <ul style="list-style-type: none"> - Claire noted that due to the staffing model (1 Full-time Librarian, 1 Librarian Assistant - could be 2 	Record

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Date: April 16, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Meeting Date: April 11, 2012

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part-time FTEs, and 1 Technology Integration Specialist), the Learning Commons cannot be 2 totally distinct spaces. The schools should share a single central main desk but could have separate rooms for LS and US to address different environments for younger and older children. Claire also noted that future Technology Integration Specialists will also likely be Librarians.

6. The Lower School is organized into two teams: JK-2, 3-5.
 - JM and GY suggested that due to revised # classrooms per grade team may need to be JK-1, and 2 – 5.
7. The Upper School is organized into three grade-level teams; 6th, 7th, 8th. The team discussed the benefits of “extended learning” space adjacent to the Classrooms, and would prefer that these spaces were located in a way that minimized distraction from main corridors.
8. Each school is organized to build a professional community and administrators.
9. The garden, dining, server, kitchen and food lab combine to foster a comprehensive experience and education about healthy eating and an active lifestyle.
10. The experience of dining is smaller scaled, less institutional and more family-style.
 - As the design develops the team will look at various types of furniture that provide flexibility but are easy to maintain; CPSD does not want cushioned seats
11. Natural Light should be pervasive throughout the campus.
12. Education should flow seamlessly from indoors to outdoors.
13. The school fosters “subtle security”.
 - Need to find balance of transparency and security, as well as possible distraction to teaching spaces.
14. Administrators should be dispersed throughout the building and have “open doors”. Gerald would like to be visible but still have some layer of separation so that people cannot directly access his office

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Date: April 16, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: April 11, 2012

	without checking in with administration first.		
4.04	<u>Drama and Chorus</u> : CPSD to confirm if these spaces can share a room?	JM	4/20/12
4.05	<u>Instrument Storage</u> : Need clarification on possible shared instrument room, and amount of instrument lockers required, and storage of instruments in homerooms. Requirements may vary for specific instruments.	JM	4/20/12
4.06	<u>Vocational Program</u> : JM requested that a placeholder of 1,000 nsf be included in the program. Actual vocational program components to be determined pending further discussions within the District. Possible subjects could include: woodworking, technical drawing, home-ec (this could be handled via Food Lab). Team discussed need to possible lock and separate items like computers that are easily damaged vs. more robust equipment such as drill presses.	Record	
	<u>Lockers</u> : Time did not permit a discussion regarding lockers. This issue will need to be included in a subsequent discussion.	PE	4/20/12
4.07	<u>Upper School Principal Input</u> : PE suggested that if possible Mirko should attend the Stakeholder Meeting on 4/20 to review the next draft of the program / initial Design Options. PE is available to have a separate meeting / conference call or WebEx if Mirko is not available on 4/20. City / CPSD to advise if a separate discussion should be scheduled.	MB	4/20/12
4.08	<u>Shelter Designation</u> : Michael confirmed that the school will not be designated as an Emergency Shelter.	Record	
Old Business	Notes	Action by / Date Req'd.	
1.05	<u>Focus Group Space Need Survey</u> : PE issued draft survey to the City on 2/13. Concept of survey was discussed at Focus Group Meetings: completed forms to be returned to PE by end of day on 3/7. City to revise last line of survey to indicate where and to whom survey should be returned, and distribute week of 2/27 to all Focus Groups. City to provide copies hard copies or electronic copies of all surveys to Alicia Caritano via email; a.caritano@perkinseastman.com.	City	3/7/12
	<u>3/9</u> : JJ has provided some completed Focus Group Space Need Surveys and subsequently issued a list on 3/20 of surveys issued and received. JJ to also send reminder that all surveys due by 3/30/12 so that information can be incorporated into	JJ	3/30/12

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Date: April 16, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: April 11, 2012

	Educational Specification.		
	3/23: CPSD will issue final request for outstanding Space Needs survey: all forms due to PE by 3/30.	JJ	3/30/12
	4/11: No additional surveys received to date. CPSD to forward other surveys to PE upon receipt.	Record	
1.07	<u>Parent Questionnaire</u> : PE to develop a separate questionnaire for parents and will forward under separate cover after Parent Focus Group.	PE	3/9/12
	3/9: PE to develop Parent Questionnaire for School Department distribution. JM requested that the survey is limited to +/- 5-6 questions. Team discussed that survey will need to be translated into: Mandarin, Spanish, Creole, and English.	PE	3/28/12
	3/23: PE issued Parent Questionnaire on 3/22. Team reviewed questionnaire this date and requested edits to better incorporate responses from Morse School and Kennedy Longfellow parents. PE issued revised survey on 3/26. CPSD to issue translated questionnaire with cover letter; surveys due to PE by 4/12/12. This information will be factored into Ed Spec and Traffic Analysis.	CPSD	4/12/12
	4/11: Gerald to confirm if the Parent Questionnaires were issued and forward surveys to PE upon receipt.	GY	4/20/12
1.08	<u>Scheduling Discussion Questions and Time Allocation Chart/ Staffing Template</u> : PE sent these forms to the City on 2/14. City to input current and projected enrollment for the 3 schools, K-5 and also include population by grade, and return by 3/7.	City	3/7/12
	3/9: Gerald subsequently provided scheduling information for MLK 2011/2012 on 3/10. Claire Spinner subsequently provided information for projected enrollment on 3/16. Additional staffing information regarding upper school scheduling to be sent to PE. All scheduling information due to PE by 3/30 in order to be factored into Educational Specification / Programming.	CSPD	3/30/12
	3/23: Final Scheduling information due to PE by 3/30/12.	CPSD	3/30/12
	4/11: Survey Web Ex scheduled for 4/13 at 2:30 pm. Program draft will be adjusted based upon discussions.	Team	4/13/12

Next Meeting: April 20, 2012 - 1:00 - 4:00

Next Steps: Per Action Items above

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Date: April 16, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Meeting Date: April 11, 2012

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cc: City / CPS via Michael Black
John Pears, Jana Silsby, Erik Dalen, Jill Garzik - Perkins Eastman
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Gary Pease, Aaron Gallagher, Fayssal Hussein, Corinne Tobias – Nitsch Engineering
John Sousa, John Maidment – Crabtree McGrath
Robert May – Fuss & O’Neil
Dennis Dyer, Peter Reilly, Frank Dodge, Gary Frigon – AKF Group
Robert Diemer, Shannon Kaplan – InPosse
Jon Buhl – Foley Buhl Roberts

Attachments: Sign-In Sheet, Program 2nd Draft, Program 3rd Draft,
Powerpoint sent to Michael Black / Brendon Roy via Newforma under separate cover on 4/16.

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Perkins Eastman

MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

GROUP: STEERING COMMITTEE 4

DATE: 4/11/12

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	ALICIA CARITANO	PE - PM	617-449-4001	a.caritano@perkinseastman.com
2	Brandon Roy	City		
3	Dina Hawn	Schools	617-349-6855	DHawn@CPSD.US
4	MICHAEL J. BLACK	City City	617-349-4211	mblack@cambridge.ma.gov
5	Gendal Yung	Procurement	617-349-6562	gyung@cpsd.us
6	Jim Maloney	CPD	617-349-6421	Jmaloney@cpsd.us
7	LUKE SPINER			
8				
9				
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Date Prepared: April 16, 2012

Project Name: Martin Luther King Jr. School

Project Number: 47930.00.0

Subject: Traffic Study

Meeting Location: Conference Call

Meeting Date: March 26, 2012

Prepared By: Alicia Caritano - Perkins Eastman And Corinne Tobias - Nitsch Engineering

Contact Information: T. 617- 449- 4001 F. E. a.caritano@perkinseastman.com>

Participants

- Michael Black - City of Cambridge
- Sue Clippinger - City of Cambridge Traffic, Parking and Transportation
- Adam Shulman - City of Cambridge, Traffic, Parking and Transportation
- John Pears - Perkins Eastman
- Alicia Caritano - Perkins Eastman
- Mark Boyes-Watson, Boyes-Watson Architects
- Fayssal Husseini - Nitsch Engineering
- Corinne Tobias - Nitsch Engineering

Filename: <http://orchard.perkinseastman.com/templates and forms/templates and forms library/chicago/meeting record.docx>

New Business (Agenda Items)	Notes	Action by / Date Req'd
1	Overview: The call was held to allow the Traffic, Parking and Transportation Department to provide comment on Nitsch's originally proposed scope for the traffic study as the school will close on June 21, 2012 and not reopen again until September of 2015 when the project is completed so data must be collected now. The City's comments were based upon a memorandum from Adam Schulman to Michael Black dated 3/19/12 that is attached for reference.	Record
2	Feasibility Study Schedule: <ul style="list-style-type: none"> • School Vacation is from April 16 – April 20 • There will be Design Options for Hybrid: Renovation / Addition & New Building • May, 2012 the Design Options will be completed and the costs calculated • June 2012 a preferred option will be selected and the costs calculated • Traffic counts will be conducted the week of April 2 	Record
3	Traffic Scope <ul style="list-style-type: none"> • Traffic Scope is similar but expanded to 	Record

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Date: April 16, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 26, 2012

	<p>include additional locations for traffic counts and additional analysis for bicycles.</p> <ul style="list-style-type: none"> • Broad issues: <ul style="list-style-type: none"> ○ Data collection needs to happen early ○ Leave out generic traffic issues that aren't helpful ○ Focus on areas of concern, parking for staff, pick-up/drop-off for parents • If size is constant no additional future analysis is necessary, but if school patterns change significantly with bussing patterns, students and staff, analysis should be provided. Residents know the impacts today, more interested in changes. • The scope of phase 1 should be expanded to include proposed future students. Make sure all data is collected now because school closes in June 2012. Additional analysis can happen later in subsequent phases once the preferred option is selected. Collect as much data now as possible. • Do not count after hours/off-peak uses, as they aren't the critical time. 	
4	<p>Anticipated Traffic Impacts</p> <ul style="list-style-type: none"> • Even if the number of students and staff is similar one major change occurring is the Amigo School is moving. The Amigo School has a high percentage of walkers; there may be fewer with the new school coming in. • The change in where the students are coming from will change future traffic patterns for analysis. • May be more buses and pick-up/drop-off. If population is different the focus should be on the impacts. • A parent survey about arrival information is going out asking future students how they would arrive at the King. • Some guesswork as parents are uncertain about the future. • Even if the new school starts smaller it may grow after the first year. • Need to estimate how the expansion will impact students, staff, and parents. The 	

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Date: April 16, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 26, 2012

	<p>assumption may change but the building is for the long-term (not short-term) future.</p> <ul style="list-style-type: none"> • Kennedy/Longfellow (located near the police station) and Morse schools are moving to the Middle School as well. 	
5	<p>Additional Notes</p> <ul style="list-style-type: none"> • The schools don't start at the same time: <ul style="list-style-type: none"> ○ PreSchool: 7:30 am – 5:30pm, open vacations and holidays ○ Lower School: 8:00 am – 4:00pm ○ Upper School: 9:00 am – 3:00 pm ○ Community and After School Use: start at 3PM and extend until 6PM, 6PM-9PM Adult Recreation Programs • Most Amigos students are coming in from the back. • Drop off in the morning works fairly well as there are few buses and they move along fairly quickly. Pick-up in the afternoon is difficult in that buses are queued and waiting as are parents. Teacher parking is also a challenge. 	
6	<p>Coordination with the City: Nitsch to coordinate with Michael Black who will coordinate with the School.</p>	Record

Next Meeting:

cc: City of Cambridge / CPSD via Michael Black
 Sean O'Donnell, John Pears, Jana Silsby, Erik Dalen, Jill Garzik - Perkins Eastman
 Mark Boyes-Watson – Boyes-Watson Architects
 Gary Pease, Aaron Gallagher, Fayssal Hussein, Corinne Tobias – Nitsch Engineering

Attachments: Memorandum from Adum Shulman to Michael Black dated 3/19/12

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Date Prepared: April 27, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Steering Committee #5

Meeting Location: Martin Luther King Jr. School - Conference Room
Meeting Date: April 20, 2012

Prepared By: Erik Dalen
Contact Information: T. 617.449.4005 F. E. e.dalen@perkinseastman.com>

Participants
 Michael Black (MB), City of Cambridge - Construction Project Manager
 Brendon Roy (BR), City of Cambridge - Assistant Project Manager
 Ellen Semenov (ES), City of Cambridge - Director of Human Services
 Jim Maloney (JM), CPSD - Chief Operations Officer
 Claire Spinner (CS), CPSD - Chief Financial Officer
 Dana Ham (DH), CPSD - Director of Facilities
 Gerald Yung (GY), Martin Luther King Jr. School - Principal
 Sean O'Donnell (SOD), Perkins Eastman - Principal
 John Pears (JP), Perkins Eastman - Principal
 Erik Dalen (ED), Perkins Eastman

Filename: MM_Steeringcommittee_4_042012.docx

New Business	Notes	Action by / Date Req'd
5.01	<p><u>Review of Last Week's Changes:</u></p> <ol style="list-style-type: none"> 1. Overview of 4th draft of program & recent changes. 2. Reviewed change in classroom numbers and target enrollment numbers. New target JK-5 is 400, target 6-8 is 300, Preschool is 40. 3. Contractually bound to provide 25 students per class grades 1-5 and 20 students for JK/K. Design should reflect that. 4. Auditorium should not increase in size due to changing numbers. Keep at 400 seats. 5. World Language classroom requirements. 2 classrooms for all US. Desire to have permanent space. Will review and resolve along with Scheduling Effort to explore potential shared spaces. 6. GY expressed need for small conference spaces. JM wants to find as many of these smaller spaces 	Record

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Date: April 27, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: April 20, 2012

	<p>around the school as possible for use by teachers, students, specialists, and para-professionals.</p> <ol style="list-style-type: none"> 7. Spaces for Specialists have different needs for visibility, security, and confidentiality. 8. Currently 1 Social Worker for each school. US may add Guidance Councilor in the near future. 9. Currently 1 School Psychologist. Needs are for 1.6-1.8 FTE so this may expand to 2 Psychologists. Separate offices with confidentiality requirements. 10. Staff lunch room (10-15 teachers) needed for each school. Possibly by student dining, but would need complete visibility and acoustic separation. Fridge, Microwave, Vending. 11. Initial discussion on how we treat dining. Programmed for three seatings. How is the overall space organized for different age groups and uses. Does furniture reflect these differences. 12. Possibility of booth/counter type seating for US. Options needs to be explored to see if it is age appropriate. 13. JM - Balance will need to be required between City Sprouts and school's outdoor play space. 14. 5th Draft of program that incorporates changes noted above was subsequently issued to MB under separate cover on 04/26/12. 15. Final program to be evaluated relative to additional scheduling discussions / alignment with budget. 	
5.02	<p><u>Design Options Powerpoint:</u></p> <ol style="list-style-type: none"> 1.) Focus of all design options should be "Neighborly" 2.) Existing Modified option rear configuration may be too close to abutter 3.) Concerns about pass thru traffic on site. Address concerns through additional options. 4.) Existing green roofs have issues with maintenance and use. 5.) Roof top usage needs architectural language that avoid the "prison" look. 6.) Auditorium shouldn't get too big to avoid large non-school congregations from meeting and affecting neighbors. 7.) Overhangs and Alcoves become sleeping area for 	Record

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Date: April 27, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: April 20, 2012

Old Business	Notes	Action by /	Date Req'd.
	homeless and hangout for teenagers. Possible use of landscape to minimize this. 8.) Pre-school drop/off parking needs to be discussed further.		
4.04	Drama and Chorus: CPSD to confirm if these spaces can share a room?	JM	4/20/12
4.05	Instrument Storage: Need clarification on possible shared instrument room, and amount of instrument lockers required, and storage of instruments in homerooms. Requirements may vary for specific instruments.	JM	4/20/12
4.06	Lockers: Time did not permit a discussion regarding lockers. This issue will need to be included in a subsequent discussion.	PE	4/20/12
4.07	Upper School Principal Input: PE suggested that if possible Mirko should attend the Stakeholder Meeting on 4/20 to review the next draft of the program / initial Design Options. PE is available to have a separate meeting / conference call or WebEx if Mirko is not available on 4/20. City / CPSD to advise if a separate discussion should be scheduled.	MB	4/20/12
1.05	3/9: PE to develop Parent Questionnaire for School Department distribution. JM requested that the survey is limited to +/- 5-6 questions. Team discussed that survey will need to be translated into: Mandarin, Spanish, Creole, and English.	PE	3/28/12
	3/23: PE issued Parent Questionnaire on 3/22. Team reviewed questionnaire this date and requested edits to better incorporate responses from Morse School and Kennedy Longfellow parents. PE issued revised survey on 3/26. CPSD to issue translated questionnaire with cover letter; surveys due to PE by 4/12/12. This information will be factored into Ed Spec and Traffic Analysis.	CPSD	4/12/12
	4/11: Gerald to confirm if the Parent Questionnaires were issued and forward surveys to PE upon receipt.	GY	4/20/12
1.08	Scheduling Discussion Questions and Time Allocation Chart/ Staffing Template: PE sent these forms to the City on 2/14. City to input current and projected enrollment for the 3 schools, K-5 and also include population by grade, and return by 3/7.	City	3/7/12
	3/9: Gerald subsequently provided scheduling information for MLK 2011/2012 on 3/10. Claire Spinner subsequently	CSPD	3/30/12

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Date: April 27, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Meeting Date: April 20, 2012

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	provided information for projected enrollment on 3/16. Additional staffing information regarding upper school scheduling to be sent to PE. All scheduling information due to PE by 3/30 in order to be factored into Educational Specification / Programming.		
	3/23: Final Scheduling information due to PE by 3/30/12.	CPSD	3/30/12
	4/11: Survey Web Ex scheduled for 4/13 at 2:30 pm. Program draft will be adjusted based upon discussions.	Team	4/13/12
	5/3: Subsequent WebEx tentatively scheduled for 5/3 from 2-3pm to further discuss scheduling that will be factored into required program square footage.	Team	5/3/12

Next Meeting: May 4, 2012 - 1:00 - 2:30

Next Steps: Per Action Items above

cc: City / CPSD via Michael Black
John Pears, Jana Silsby, Erik Dalen, Jill Garzik - Perkins Eastman
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Gary Pease, Aaron Gallagher, Fayssal Husseini, Corinne Tobias – Nitsch Engineering
John Sousa, John Maidment – Crabtree McGrath
Robert May – Fuss & O’Neil
Dennis Dyer, Peter Reilly, Frank Dodge, Gary Frigon – AKF Group
Robert Diemer, Shannon Kaplan – InPosse
Jon Buhl – Foley Buhl Roberts

Attachments: Sent under separate cover to Michael Black and Brendon Roy for via Newforma or City of Cambridge ./ CPSD Distribution:
4/20/12 Steering Committee Powerpoint, 4/24 5th Draft of Program

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in five working days, this Meeting Record will stand as published.

Date Prepared: May 3, 2012

Project Name: Martin Luther King Jr. School

Project Number: 47930.00.0

Subject: Project Overview w/ City Manager

Meeting Location: Cambridge City Hall Ackerman Room

Meeting Date: April 30, 2012

Prepared By: Alicia Caritano

Contact Information: T. 617.449.4001 F. E. a.caritano@perkinseastman.com>

Participants

- Bob Healy (BH), City of Cambridge - City Manager
- Rich Rossi (RR), City of Cambridge - Deputy City Manager
- David Kale (DK), City of Cambridge - Budget Director/ Deputy Finance Director
- Louis DePasquale (LDP), City of Cambridge - Assistant City Manager / Finance
- Cynthia Griffin (CG), City of Cambridge - Purchasing Agent
- Lisa Peterson (LP), City of Cambridge - Commissioner of DPW
- Ellen Semenov, City of Cambridge - Director of Human Services
- Karen Preval (KP), City of Cambridge-Office of the City Manager, Senior Management Analyst
- Michael Black (MB), City of Cambridge - Construction Project Manager
- Jim Maloney (JM), CPSD - Chief Operating Officer
- Claire Spinner (CS), CPSD - Chief Financial Officer
- Dana Ham (DH), CPSD - Director of Facilities
- John Pears (JP), Perkins Eastman - Principal
- Jana Silsby (JS), Perkins Eastman - Associate Principal, Project Architect
- Alicia Caritano (AC) Perkins Eastman - Senior Associate, Project Manager
- Mark Boyes Watson (MBW) Boyes Watson Architects - Principal

Filename: MM_OverviewCityManager-43012.docx

New Business	Notes	Action by
1.01	<p><u>Powerpoint:</u> The presentation that included further development of material that has been reviewed with the Steering Committee at ongoing meetings:</p> <ul style="list-style-type: none"> - <u>Draft Organizational Principles:</u> 14 principles were noted. - <u>Existing Building:</u> JP noted that due to seismic constraints of portions of the existing building, a pure renovation scheme is not feasible to pursue as a design option. - <u>Design Options:</u> Modified Existing, and 2 New Buildings - "Pi" and "Clover". Reviewed stacking 	Record

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Date: May 3, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Meeting Date: April 30, 2012

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diagrams for each plan level for all design options that were based upon 5th draft of Space Program. Design options in progress; team to further develop and confirm all elements are incorporated, and then add exterior wall thicknesses to determine gsf. Team had extensive discussions regarding pros and cons of each option. JP noted that based upon investigations to date, the portion of the existing building that is retained /renovated in the Modified Existing Option is smaller than the required program and cannot easily accommodate the projected academic programs / required configurations, and may prove to be more expensive than a new building. Tbd pending further study and cost estimate.

- 5th draft of Facility Space Program: Totals 156.226sf. BH stated that program must be based upon populations and aligned with budget. JM is concerned about variability of populations especially K, as well as implementation of the Innovation Agenda. He also noted that certain program elements are in flux and being reviewed by the School Department, i.e. Vo Tech. Adjusted SF pending School Scheduling discussion on 5/3 @ 2pm.
- Exterior Views: Reviewed comparative views and aerials for existing and design options and discussed pros and cons of each including but not limited to: separate entrances, massing, site constraints, relationships to neighbors, street edges, etc.
- Green Roof Options:
 - a. Spaces w/ Specific purposes preferred (Academic, City Sprouts, intramural tennis?, no play structures)
 - b. Greenroof / Stormwater retention
 - c. PVs, or combination of Greenroofs / PVs.Team agreed that amount of occupiable spaces would need to be carefully discussed. CPSD noted that current green roofs in Cambridge schools are not well utilized and are maintenance concerns. Final programming of green roof options does not need to be determined during Feasibility Study and will be continued to discussed by the team into SD. JS noted

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Date: May 3, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: April 30, 2012

	<p>pressure between scheduled activities for outdoor play and site area available; Green Roofs could help mitigate this.</p> <ul style="list-style-type: none"> - <u>Site Circulation</u>: discussed buses, parent drop off, loading and parking for each option. Further study is required. If driveway is pursued, it should not bisect school access and play areas. JM suggested reviewing option where site drive is behind the play area at the perimeter of the site to avoid conflict between students and vehicles. Discussed benefits of tweaking/improving current circulation patterns that people are accustomed to. Team agreed it was ok to have different drop off/ pick up for upper and lower schools if this a benefit to overall design. - <u>Traffic Study</u>: In progress and should be available end of this week; data will be available to do additional studies if required in FS or future phases pending final design and population. - <u>Fire Department Access</u>: Preferred option will be reviewed with Fire Department in June. 	
1.02	<p><u>Net Zero Update / Next Steps:</u></p> <ul style="list-style-type: none"> - Meeting was held on 4/25 to discuss HVAC systems options / interface w/ NZE. - Review 3 design options and test energy performance for each / conceptual energy model. - Evaluate 3 options and impact on NZE goals. - Factor size of renewable energy systems and installation requirements for 3 design options into cost estimate. - Evaluate relative annual energy use for each scheme: expect +/- 5-10% variance from scheme to scheme - Beginning of June: WebEx with Owner and design team to discuss preferred scheme and integration of NZE. MB and AC to schedule WebEx 	City / PE
1.03	<p><u>Community Meeting 5/10:</u></p> <ul style="list-style-type: none"> - Schedule meetings with City / Community Development and Traffic to discuss design options; meetings subsequently scheduled for 5/8. - Focus on big picture concepts: building entrances, site circulation, building exterior, +/-20 minutes presentation to allow time for interactive Q+A 	Record

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Date: May 3, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Meeting Date: April 30, 2012

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1.04	<u>Correspondence with Community / Neighbors:</u> It was reiterated that the design team should correspond directly with community / neighbors and per project protocol are to forward correspondence from neighborhood / community members to the City via Michael.	Record
1.05	<u>Feedback from Middle School Principal:</u> It was subsequently confirmed that Mirko will attend the Steering Committee Meeting on 5/4. PE is available to meet with him separately to if required.	Record
1.06	<u>Schedule:</u> The schedule for the Options portion of the schedule was reviewed.	Record
1.07	<u>Next Meeting:</u> First week of June date tbd. MB to schedule w/ AC.	MB/AC

Next Meeting:

Noted above

Next Steps: Noted above

cc: City /CPSD Attendees via Michael Black
John Pears, Sean O'Donnell, Jana SilsbyAlicia Caritano, Erik Dalen, Jill Garzik – Perkins Eastman
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Gary Pease, Aaron Gallagher, Fayssal Hussein, Corinne Tobias – Nitsch Engineering
John Sousa, John Maidment – Crabtree McGrath
Robert May – Fuss & O'Neil
Dennis Dyer, Peter Reilly, Frank Dodge, Gary Frigon – AKF Group
Robert Diemer, Shannon Kaplan – InPosse
Jon Buhl – Foley Buhl & Roberts

Attachments:

Sign-In Sheet

Powerpoint sent to Michael Black and Brendon Roy via Newforma under separate cover on 5/2/12

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Perkins Eastman

MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

GROUP: PROJECT OVERVIEW

DATE: 4/30/12

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	AUGIA CARITANO	PE - PROJECT MGR	617-449-4001	a.caritano@perkinseastman.com
2	MICHAEL J. BLACK	City	617-349-4251	mblack@cambridgema.gov
3	Danathan	Schools	617-201-6054	DHorn@CPSD.US
4	Cy Griffin	City	x 4310	cgriffin@CambridgeMA.gov
5	Jim Mahoney	Schools	6421	Jmahoney@CPSD.US
6	Bob Healy	City	4300	rhealy@CambridgeMA.gov
7	David Kale	City	4268	djkale@CambridgeMA.gov
8	Louis DePaquali	City	4228	ldepaquali@CambridgeMA.gov
9	Karen Preval	CITY	4221	KPREVAL@CambridgeMA.gov
10	Gaire Spinner	Schools	349-6429	cspinner@CPSD.US
11	LISA Peterson	City	349 4802	LISAPE@CAMBRIDGEMA.GOV
12	Rich Rossi	City	349-4304	rrossi@CambridgeMA.gov
13	JOHN PEARSON	PERKINS EASTMAN	857-334-1403	jpearson@perkinseastman.com
14	Ellen Sewiff	City - Human Serv	349-6200	esewiff@CambridgeMA.gov
15	JANA SILSKY	PERKINS EASTMAN	617-449-4003	j.silsky@perkinseastman.com
16	MARK BYES WATSON	BYES - WATSON MEMBERS	617-621-0200	mbyes@byeswater.com
17				
18				
19				
20				

Date Prepared: May 14, 2012

Project Name: Martin Luther King Jr. School

Project Number: 47930.00.0

Subject: Steering Committee #6

Meeting Location: Martin Luther King Jr. School - Conference Room

Meeting Date: May 4, 2012

Prepared By: Alicia Caritano

Contact Information: T. 617.449.4001 F. E. a.caritano@perkinseastman.com>

Participants
 Michael Black (MB), City of Cambridge - Construction Project Manager
 Ellen Semenoff (ES), City of Cambridge - Assistant City Manager
 Jim Maloney (JM), CPSD - Chief Operations Officer
 Dana Ham (DH), CPSD - Director of Facilities
 Gerald Yung (GY), Martin Luther King Jr. School - Principal LS
 Mirko Chardin (MC), Martin Luther King Jr. School - Principal US
 Sean O'Donnell (SOD), Perkins Eastman - Principal (Via Conference Call)
 John Pears (JP), Perkins Eastman - Principal
 Jana Silsby (ED), Perkins Eastman

Filename: MM_SteeringCommittee_6_050412.doc

New Business	Notes	Action by / Date Req'd
6.01	<p>School Scheduling/ Program: The team continued the school scheduling discussions per the 5/3 WebEx. The following was discussed:</p> <ul style="list-style-type: none"> - Reviewed the space projections resulting from the latest scheduling analysis. - Discussed the lightest utilized spaces including health classroom, drama and the arts. It was decided that health could use the two classrooms projected for the common spaces of the building. - The staffing for the arts was indicated to be higher than modeled and it was decided to retain both art studios. - A meeting to review the utilization of drama and the music spaces should be scheduled: possibly combine uses into one space for two of the less utilized spaces such theater and chorus. - VoTech Lab not currently in schedule. City/School Committee to make decision on whether or not this 	JM

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Date: May 14, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: May 4, 2012

	space is required for the program.	
6.02	<p>Design Options Update / Site Circulation:</p> <ul style="list-style-type: none"> - The team reviewed site plans for the Design Options: Existing Modified, Clover and Pi - Gerald and Mirko prefer Pi - Big issue is clear entry space identity possible separate addresses 100A /100B or 100 / 101; this will affect mail delivery. - Separate signs with each school name? - Each building could look a little different – material changes? - Possibly scale down public spaces for Lower School - Want to avoid looking like “Mall of America” 	Record
6.03	<p>Green Roofs / Useable Terraces: Jim is becoming more open to exploring limited use of the roof as outdoor teaching spaces under the following conditions:</p> <ul style="list-style-type: none"> - Very clear & direct indoor / outdoor visual connection - Very clear & direct indoor/outdoor physical connection - Solor snow melting - Limit size of the roof “decks” or terraces - No “Canyons” 	Record
Old Business	Notes	Action by / Date Req'd.
4.04	<u>Drama and Chorus:</u> CPSD to confirm if these spaces can share a room?	JM 4/20/12
	<u>5/4:</u> Will be addressed in school scheduling discussions noted in item 6.1. This record closed.	Record
4.05	<u>Instrument Storage:</u> Need clarification on possible shared instrument room, and amount of instrument lockers required, and storage of instruments in homerooms. Requirements may vary for specific instruments.	JM 4/20/12
4.06	<u>Lockers:</u> Time did not permit a discussion regarding lockers. This issue will need to be included in a subsequent discussion.	PE 4/20/12
4.07	<u>Upper School Principal Input:</u> PE suggested that if possible Mirko should attend the Stakeholder Meeting on 4/20 to review the next draft of the program / initial Design Options. PE is available to have a separate meeting / conference call or WebEx if Mirko is not available on 4/20. City / CPSD to advise	MB 4/20/12

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Date: May 14, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: May 4, 2012

	if a separate discussion should be scheduled.		
	5/4: Mirko attended meeting this date. PE is available to schedule a separate meeting with him as requested.	Record	
1.05	3/9: PE to develop Parent Questionnaire for School Department distribution. JM requested that the survey is limited to +/- 5-6 questions. Team discussed that survey will need to be translated into: Mandarin, Spanish, Creole, and English.	PE	3/28/12
	3/23: PE issued Parent Questionnaire on 3/22. Team reviewed questionnaire this date and requested edits to better incorporate responses from Morse School and Kennedy Longfellow parents. PE issued revised survey on 3/26. CPSD to issue translated questionnaire with cover letter; surveys due to PE by 4/12/12. This information will be factored into Ed Spec and Traffic Analysis.	CPSD	4/12/12
	4/11: Gerald to confirm if the Parent Questionnaires were issued and forward surveys to PE upon receipt.	GY	4/20/12

Next Meeting: May 18, 2012 - 1:00 - 2:30

Next Steps: Per Action Items above

cc: City / CPSD via Michael Black
 John Pears, Jana Silsby, Erik Dalen, Jill Garzik - Perkins Eastman
 Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
 Iona Pieleanu, Wayne Cornell – Acentech
 Gary Pease, Aaron Gallagher, Fayssal Hussein, Corinne Tobias – Nitsch Engineering
 Seamus Fennessy – David Langdon
 John Sousa, John Maidment – Crabtree McGrath
 Robert May – Fuss & O’Neil
 Dennis Dyer, Peter Reilly, Frank Dodge, Gary Frigon – AKF Group
 Robert Diemer, Shannon Kaplan – InPosse
 Jon Buhl – Foley Buhl Roberts & Associates, Inc.

Attachments: None

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Date Prepared: May 22, 2012

Project Name: Martin Luther King Jr. School

Project Number: 47930.00.0

Subject: Steering Committee #7

Meeting Location: Martin Luther King Jr. School - Conference Room

Meeting Date: May 18, 2012

Prepared By: Alicia Caritano

Contact Information: T. 617.449.4001 F. E. a.caritano@perkinseastman.com>

Participants
 Michael Black (MB), City of Cambridge - Construction Project Manager
 Brendon Roy (BR), City of Cambridge - Asstant Project Manager
 Jim Maloney (JM), CPSD - Chief Operations Officer
 Claire Spinner (CS), CPSD - Chief Financial Offider
 Dana Ham (DH), CPSD - Director of Facilities
 Sean O'Donnell (SOD), Perkins Eastman - Principal
 John Pears (JP), Perkins Eastman - Principal
 Alicia Caritano (AC), Perkins Eastman - Senior Associate

Filename: MM_SteeringCommittee_7_051812.doc

New Business	Notes	Action by / Date Req'd
7.01	<p>Draft Educational Specification: Sean presented the 6th draft of the program and the Educational Specification report in progress. Revisions to the program included:</p> <ul style="list-style-type: none"> - Added Administration Master Clock – 100 sf. ea. @ LS & LS. Shared single room pending SD. - Deleted Health Classroom. - Laptop Storage increased to 100sf ea. - Draft of the Ed Spec to be issued +/- 6/1 for teacher review prior to last day of school 6/18. <p>Jim and Claire asked what program areas could be reconsidered should budget be tight. Sean suggested:</p> <ul style="list-style-type: none"> - Community Classrooms - Chinese Enrichment - Drama / Music. 	PE 6/1/12
7.02	<p>Design Options: John presented updated plans / models of Design Options. He noted that after tweaking the plans the sf of all schemes are within 3% of each other. He also noted that all schemes sought to improve conditions for neighbors</p>	Record

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Date: May 22, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: May 18, 2012

	<p>wherever possible; including but not limited to the closest residential neighbor to the north. Comments on the design options included but are not limited to:</p> <ul style="list-style-type: none"> - <u>Existing Modified</u>: Portion of existing building to be retained does not accommodate the Ed Spec and requires several small potentially costly additions to in order to fulfill the program. - <u>Clover</u>: Internal amphitheater component should be considered for Preferred Option, Learning Commons located at "heart of school", 2 story massing at neighbor to north is a pro. - <u>Pi</u>: Distinct entrances for LS and US, strong cross-connections to Magee and Kinnaird, increased setbacks @ Neighbor to North - but 3 story massing. 	
7.03	<p><u>Parking</u>: Team is interested in concept of underground parking: provides additional spaces to supplement those on-grade, could free-up areas for play space, neighbors supported this idea at 5/10 community meeting. Clover and Pi options allow for possible underground parking that re-use existing foundation at Putnam Avenue. JP noted that there are some cost premiums to retain existing foundation. Davis Langdon to provide as alternates. Dana Ham noted that existing electric vault is located on the North side of the Ground Level and should be considered in designs. Jim to see if there are possibilities for parking sharing in vicinity of school i.e. churches.</p>	<p>Davis Langdon</p> <p>JM</p>
7.04	<p><u>Photovoltaics (PV's)</u>: John presented PV designs that; maximize coverage, raised PV's above the roof (above snow/ allow for maintenance) and have green roofs for stormwater below. Final PV gsf pending investigations in progress.</p> <ul style="list-style-type: none"> - <u>Existing Modified</u>: PV's elevated above light monitors at portion of existing building to remain to eliminate shadow. PE showed 3 PV options; flat plane, sloped plane, and combination of sloped at existing to limit height and flat at addition to allow for possible trellised usable outdoor space. - <u>Clover / Pi</u>: Options show +/- 4' high parapet that could screen PV's so not visible. <p>All schemes will be reviewed for mechanical coordination should PV's be pursued pending NZE/ budget.</p>	<p>Record</p>
7.05	<p><u>Drop-Off on Putnam Avenue</u>: Team discussed the possible</p>	<p>PE</p>

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Date: May 22, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: May 18, 2012

	benefits of the existing narrower street as a traffic calming measure. As requested by the Mayor at the 5/10 Community Meeting, drop-off at Putnam will be studied (during Preferred Option).	
7.06	<u>Fence/ Gates @ Entry Plaza:</u> The team likes the idea of providing fences with closed gates at the Entry Plazas on the Clover and Pi schemes; enclosure provides safe play areas and deters the homeless. Jim requested sliding gates. Fence / gates to be included in estimates.	Record.
7.07	<u>Green Wall:</u> Living wall / green screen will be considered for preferred option as appropriate.	Record
7.08	<u>Artwork:</u> Arts Council will provide \$100K for new commissioned artwork. Team to explore options to possibly incorporate the existing exterior murals (possibly in a more abstract way) to respond to some community members' attachment to the existing murals and their place in MLK history. JM / DH noted that the existing murals are mounted on plywood and are in poor condition. The reuse of the existing sculpture will also be considered relative to design and budget: City has price of \$88K to store and reinstall the sculpture. Team to meet with Arts Council to review artwork potential for Preferred Option.	Record
7.07	<u>World Language:</u> Serves 6, 7 th and 8 th grades and should be in a central location where designs permit; more difficult in Existing Modified.	Record.
7.08	<u>Site Designs:</u> Site / landscape plans will not be developed until SD when Landscape Architect is on board. Estimates will assume areas for on-grade; Parking, basketball court, playground.	Record
7.09	<u>Estimate:</u> Design Options estimate in progress will be provided to Owner on 5/29.	Record
Old Business	Notes	Action by / Date Req'd.
6.01	<p><u>School Scheduling/ Program:</u> The team continued the school scheduling discussions per the 5/3 WebEx. The following was discussed:</p> <ul style="list-style-type: none"> - Reviewed the space projections resulting from the latest scheduling analysis. - Discussed the lightest utilized spaces including health classroom, drama and the arts. It was decided that health could use the two classrooms projected for the common spaces of the building. 	

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Date: May 22, 2012
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 Project Number: 47930.00.0
 Meeting Date: May 18, 2012

	<ul style="list-style-type: none"> - The staffing for the arts was indicated to be higher than modeled and it was decided to retain both art studios. - A meeting to review the utilization of drama and the music spaces should be scheduled: possibly combine uses into one space for two of the less utilized spaces such theater and chorus. - VoTech Lab not currently in schedule. City/School Committee to make decision on whether or not this space is required for the program. 		
	<p>5/18:</p> <ul style="list-style-type: none"> - Meeting will be scheduled to further discuss utilization of Music / Drama/ possible shared spaces. - VoTech is currently in program at 1,000 sf. Relabel deleted Health Classrooms as Votech as placeholder in Design Options. 	MB/JM	target 6/1
4.05	Instrument Storage: Need clarification on possible shared instrument room, and amount of instrument lockers required, and storage of instruments in homerooms. Requirements may vary for specific instruments.	JM	4/20/12
4.06	Lockers: Time did not permit a discussion regarding lockers. This issue will need to be included in a subsequent discussion.	PE	4/20/12
1.05	Parent Questionnaire: PE to develop Parent Questionnaire for School Department distribution. JM requested that the survey is limited to +/- 5-6 questions. Team discussed that survey will need to be translated into: Mandarin, Spanish, Creole, and English.	PE	3/28/12
	3/23: PE issued Parent Questionnaire on 3/22. Team reviewed questionnaire this date and requested edits to better incorporate responses from Morse School and Kennedy Longfellow parents. PE issued revised survey on 3/26. CPSD to issue translated questionnaire with cover letter; surveys due to PE by 4/12/12. This information will be factored into Ed Spec and Traffic Analysis.	CPSD	4/12/12
	4/11: Gerald to confirm if the Parent Questionnaires were issued and forward surveys to PE upon receipt.	GY	4/20/12
	5/18: MLK Parent surveys were provided to PE.	Record	

Next Meeting: June 1, 2012 - 1:00 - 2:30

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Date: May 22, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Meeting Date: May 18, 2012

Page 5 of 5

Next Steps: Per Action Items above

cc: City / CPSD via Michael Black
John Pears, Jana Silsby, Erik Dalen, Jill Garzik - Perkins Eastman
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Gary Pease, Aaron Gallagher, Fayssal Hussein, Corinne Tobias – Nitsch Engineering
Seamus Fennessy – David Langdon
John Sousa, John Maidment – Crabtree McGrath
Robert May – Fuss & O’Neil
Dennis Dyer, Peter Reilly, Frank Dodge, Gary Frigon – AKF Group
Robert Diemer, Shannon Kaplan – InPosse
Jon Buhl – Foley Buhl Roberts & Associates, Inc.

Attachments: None

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MEETING MINUTES

Date of Meeting: 3/21/2012
Date Prepared: 3/23/2012
Location: DPW - 147 Hampshire Street, Cambridge MA

Project: Martin Luther King Jr. School
Subject: Introductory Meeting DPW / Parks
Nitsch Project #: 8837

Attendees:	John	Pears	Perkins Eastman
	Alicia	Caritano	Perkins Eastman
	Michael	Black	City of Cambridge
	Aaron	Gallagher	Nitsch Engineering, Inc.
	Owen	O’Riordan	City of Cambridge/ DPW
	Lisa	Peterson	City of Cambridge / DPW
	Paul	Ryder	City of CambridgeRecreation
	John	Nardone	City of Cambridge/DPW
	Mark	Boyes-Watson	Boyes-Watson Architects

Meeting began at 3:30 PM

Playground Discussion:

- Existing equipment installed over 10 years ago and requires minimal maintenance.
- Existing play field was installed by Field Turf about 10 years ago and should be replaced in lieu of trying to reuse. Field Turf brand is preferred by the City for any new artificial surfaces.
- Assessor has confirmed that the playground lot and school property are all one lot now.
- Rob Steck is the playground designer for the city and works with Community Development. Any new playground design should be coordinated with him as design develops
- Playground design will be reviewed by the city (Open Space Committee).
- City has shifted to “Healthy Parks and Playgrounds” standards.
- Look at Cambridge Commons and Franklin Street Park for examples of recently constructed playground areas.
- Playground areas need to be highly visible for safety issues at night.
- The playground areas will be open to the public at all hours of the day even during school hours.

Other Site Issues:

- Neighbors along Kinnaird Street would love to upgrade the streetscape and tree plantings on that side of the school property. Their current view of the school property is not very appealing.
- Parking is an important issue that will be discussed with Planning and Traffic, Parking and Transportation
- This area has a large dog walking community and people don’t always clean up after their pets. Can be a maintenance issue.
- Putnam Ave frontage should be looked at to determine if it would be possible to upgrade the streetscape and redesign sidewalks with more trees and less asphalt.
- Fences will be required at the school property boundary with private properties.
- Once the design for the building is advanced, a holistic view of the surrounding area in terms of sidewalks, roadways, traffic, traffic calming needs will be required by the DPW.

Drainage:

- Owen mentioned there is quite a bit of low permeability clay soils in this area of the City.
- It was mentioned that there is a groundwater problem under the existing gym building along Kinniard Street, 4-5 feet of water in the crawlspace under the gym. Floor has had to be repaired from water damage.
- There may be micro-drainage issues in the area of the project site but there are no known large scale drainage issues in the immediate site area.
- There are larger drainage issues farther down Kinniard Street at Western Ave, but this issue is with the Western Ave system that is due to be upgraded eventually.
- DPW has electronic models of the storm sewer system in the area.
- The project will be expected to mitigate flows from any renovated portions of the existing building where the roof is modified. New building must fully mitigate. Must mitigate the 25 year storm to no more than the 2 year storm flow.
- Phosphorus must be mitigated no matter which design option is chosen for the building. All impervious surfaces on-site are required to mitigate phosphorus. Jellyfish units were mentioned as a possible solution for this problem. Greening of the site would also be a way to mitigate this.
- City would be very happy with Green Roofs
- Need to get all drainage to the Flagg Street system if possible. Owen mentioned this system is fairly deep. If we can't get drainage to Flagg street the only other option would be to discharge to a combined sewer so storage on-site will become very important.

Sewer:

- No sewer system issues in the immediate area of the project site.
- Rodent issue under the Tot lot could be from an abandoned sewer line in the area. Need to video inspect to investigate.

Water:

- Water department will require upgrades to the water mains surrounding the site if the water mains are not larger than any new service connections proposed by the project. Will schedule a separate meeting with Water department to discuss this and other issues.

Electric/Gas:

- No known issues with these utilities in the immediate area of the project site. Will schedule separate meetings with these utilities.

If any of the attendees feel these Minutes do not accurately reflect the discussions, please notify the writer within one (1) week of receipt. Nitsch Engineering will determine if edits will be made and, if so, the Minutes will be reissued.



Prepared by: AAG

____/____

cc: All Attendees via Michael Black

DPW/PARKS MEETING 3/21/12

<u>NAME</u>	<u>ORG.</u>	<u>EMAIL</u>
MICHAEL BLACK	CITY	mblack@cambridgema.gov
JOHN NACONKA	DPW	JNACONKA@CAMBRIDGEMA.GOV
MARK BOYES-WATSON	BWA/PERKINS EASTMAN	m.bw@boyeswatson.com
JOHN PEARSON	PERKINS EASTMAN	j.pearson@perkinseastman.com
AARON GAUGHAN	NITSCH ENGINEERING	agallagher@nitschengr.com
ALICIA CARITANO	PERKINS EASTMAN	acaritano@perkinseastman.com
ORRIN O'ROURKE	DPW	oororodan@cambridgema.gov
PAUL RYDER	RECREATION	pryder@cambridgema.gov
LISA PETERSON	DPW	LISAP@CAMBRIDGEMA.GOV

Date Prepared: June 11, 2012

Project Name: Martin Luther King Jr. School

Project Number: 47930.00.0

Subject: Steering Committee #8

Meeting Location: Martin Luther King Jr. School - Conference Room

Meeting Date: June 1, 2012

Prepared By: Alicia Caritano

Contact Information: T. 617.449.4001 F. E. a.caritano@perkinseastman.com>

Participants

- Michael Black (MB), City of Cambridge - Construction Project Manager
- Brendon Roy (BR), City of Cambridge - Asstant Project Manager
- Ellen Semenov (ESP), City of Cambridge - Assistant City Manager
- Jim Maloney (JM), CPSD - Chief Operations Officer
- Claire Spinner (CS), CPSD - Chief Financial Officer
- Dana Ham (DH), CPSD - Director of Facilities
- Gerald Yung (GY), CPSD - Principal
- Sean O'Donnell (SOD), Perkins Eastman - Principal
- Alicia Caritano (AC), Perkins Eastman - Senior Associate

Filename: MM_SteeringCommittee_8_060112.doc

New Business	Notes	Action by /	Date Req'd
8.01	Draft Educational Specification: Sean presented the draft of the Ed Spec that was based upon information gathered to date including: Steering Committee Meetings, the Innovation Agenda, Focus Group meetings, responses to Space Needs Surveys, etc.. It was noted that this document supersedes the Space by Space Educational Specification included in the previously issued Draft Feasibility Study dated 5/14/12 that was issued for cost estimating. The Ed Spec with cover letter for Focus Groups was subsequently provided for distribution / review & comment on all topic including not limited to: program, room requirements, items in Construction Budget vs. FFE budget (not by Construction Manger / noted as "by Owner" in draft Ed Spec) , i.e. smartboards etc.. Comments due to PE by 6/15/12.	MB/JM	6/15/12
8.02	Draft Feasibility Study: Comments due to PE by 6/15/12.	MB	6/15/12
8.03	Electrical Vault: MB and DH to confirm if the existing electrical vault serves buildings other than the school.	MB	6/15/12

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in five working days, this Meeting Record will stand as published.

Date: June 11, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: June 1, 2012

8.04	<u>Garden: Label Program / Plans as "Garden" to encompass all uses including but not limited to CitySrouts.</u>	Record
7.01	<p><u>Program:</u> Sean presented the 6th draft of the program and the Educational Specification report in progress. Revisions to the program included:</p> <ul style="list-style-type: none"> - Added Administration Master Clock – 100 sf. ea. @ LS & LS. Shared single room pending SD. - Deleted Health Classroom. - Laptop Storage increased to 100sf ea. - Draft of the Ed Spec to be issued +/- 6/1 for teacher review prior to last day of school 6/18. <p>Jim and Claire asked what program areas could be reconsidered should budget be tight. Sean suggested:</p> <ul style="list-style-type: none"> - Community Classrooms - Chinese Enrichment - Drama / Music. 	PE 6/1/12
	<p><u>6/1/15: 7th version of the Program that includes discussions with Music / Drama on 5/31 was distributed and reviewed. GSF increased to 156,016. Refer to attached program for revisions. Also refer to separate Focus Group Minutes for this meeting distributed previously under separate cover. Additional program discussions / possible VE pending budget.</u></p>	Record
7.03	<p><u>Parking:</u> Team is interested in concept of underground parking: provides additional spaces to supplement those on-grade, could free-up areas for play space, neighbors supported this idea at 5/10 community meeting. Clover and Pi options allow for possible underground parking that re-use existing foundation at Putnam Avenue. JP noted that there are some cost premiums to retain existing foundation. Davis Langdon to provide as alternates. Dana Ham noted that existing electric vault is located on the North side of the Ground Level and should be considered in designs. Jim to see if there are possibilities for parking sharing in vicinity of school i.e. churches.</p>	Davis Langdon JM
7.05	<p><u>Drop-Off on Putnam Avenue:</u> Team discussed the possible benefits of the existing narrower street as a traffic calming measure. As requested by the Mayor at the 5/10 Community Meeting, drop-off at Putnam will be studied (during Preferred Option).</p>	PE
Old Business	Notes	Action by / Date Req'd.

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Date: June 11, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: June 1, 2012

6.01	<p><u>School Scheduling/ Program</u>: The team continued the school scheduling discussions per the 5/3 WebEx. The following was discussed:</p> <ul style="list-style-type: none"> - Reviewed the space projections resulting from the latest scheduling analysis. - Discussed the lightest utilized spaces including health classroom, drama and the arts. It was decided that health could use the two classrooms projected for the common spaces of the building. - The staffing for the arts was indicated to be higher than modeled and it was decided to retain both art studios. - A meeting to review the utilization of drama and the music spaces should be scheduled: possibly combine uses into one space for two of the less utilized spaces such theater and chorus. - VoTech Lab not currently in schedule. City/School Committee to make decision on whether or not this space is required for the program. 	
4.05	<p><u>Instrument Storage</u>: Need clarification on possible shared instrument room, and amount of instrument lockers required, and storage of instruments in homerooms. Requirements may vary for specific instruments.</p>	JM 4/20/12
	<p>Refer to Focus Group Minutes for 5/31/12 Visual and Performing Arts issued under separate cover for additional information / clarification.</p>	Record
4.06	<p><u>Lockers</u>: Time did not permit a discussion regarding lockers. This issue will need to be included in a subsequent discussion.</p>	PE 4/20/12
	<p>Refer to Focus Group Minutes for SAA Upper School Teacher #2 dated 3/16/12 and Draft Ed Spec issued previously under separate cover for additional information clarification.</p>	Record

Next Meeting: June 29, 2012 - 1:00 - 2:30

Next Steps: Per Action Items above

cc: City / CPSD via Michael Black
 John Pears, Jana Silsby, Erik Dalen, Jill Garzik - Perkins Eastman
 Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
 Iona Pieleanu, Wayne Cornell – Acentech

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Date: June 11, 2012
Project Name: Martin Luther King Jr. School
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Gary Pease, Aaron Gallagher, Fayssal Husseini, Corinne Tobias –
Nitsch Engineering
Seamus Fennessy – David Langdon
John Sousa, John Maidment – Crabtree McGrath
Robert May – Fuss & O’Neil
Dennis Dyer, Peter Reilly, Frank Dodge, Gary Frigon – AKF Group
Robert Diemer, Shannon Kaplan – InPosse
Jon Buhl – Foley Buhl Roberts & Associates, Inc.

Attachments: Facility Space Program 7th Draft

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Date Prepared: June 26, 2012

Project Name: Martin Luther King Jr. School

Project Number: 47930.00.0

Subject: Steering Committee #9

Meeting Location: Martin Luther King Jr. School - Conference Room

Meeting Date: June 1, 2012

Prepared By: Alicia Caritano

Contact Information: T. 617.449.4001 F. E. a.caritano@perkinseastman.com>

Participants
 Michael Black (MB), City of Cambridge - Construction Project Manager
 Ellen Semenov (ESP), City of Cambridge - Assistant City Manager
 Jim Maloney (JM), CPSD - Chief Operations Officer
 Claire Spinner (CS), CPSD - Chief Financial Officer
 Gerald Yung (GY), CPSD - Principal
 Sean O'Donnell (SOD), Perkins Eastman - Principal
 Alicia Caritano (AC), Perkins Eastman - Senior Associate

Filename: MM_SteeringCommittee_9_061512.doc

New Business	Notes	Action by / Date Req'd
9.01	Preferred Option: Pi was confirmed as the Preferred Option. Budgets for all three design options were so close (within +/- 1%) that cost was not a determining factor in evaluations. Selection was based upon which options best responds to the Guiding Principles and Innovation Agenda to provide the best teaching environment, as well as a building that responds to the neighborhood and community concerns.	Record
9.02	Basketball Court: Will be discussed with Paul Ryder including facilities are available in the area and what the school and community needs are. JM mentioned that this component would be helpful for the Upper School. Issue will be further studied in Schematic Design.	Record
9.03	Student Input: The team will solicit additional student input during Schematic Design; process for input to be confirmed.	Record
9.04	High Utility Bills: The team commented upon the high cost of energy bills for the existing facility and is looking forward to the long term reductions in energy costs resulting from the new high performance building envelope with more efficient MEP systems, as well as the potential cost benefits of NZE.	Record
9.05	Food Lab Shared Use: In response to Ellen's question PE	Record

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Date: June 26, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: June 1, 2012

Old Business	Notes	Action by / Date Req'd
	confirmed that the food lab will be a shared school and community use.	
8.01	Draft Educational Specification: Sean presented the draft of the Ed Spec that was based upon information gathered to date including: Steering Committee Meetings, the Innovation Agenda, Focus Group meetings, responses to Space Needs Surveys, etc.. It was noted that this document supersedes the Space by Space Educational Specification included in the previously issued Draft Feasibility Study dated 5/14/12 that was issued for cost estimating. The Ed Spec with cover letter for Focus Groups was subsequently provided for distribution / review & comment on all topic including not limited to: program, room requirements, items in Construction Budget vs. FFE budget (not by Construction Manger / noted as "by Owner" in draft Ed Spec) , i.e. smartboards etc.. Comments due to PE by 6/15/12.	MB/JM 6/15/12
	6/15/12: Comments provided by Ellen Semenoff and the Science Department will be included in the Ed Spec. No additional comments were provided by 6/15. JM extended duration for comments by staff until 7/1; minor comments provided by that date will be incorporated into the Ed Spec. Additional items will be addressed in Schematic Design.	Record
8.02	Draft Feasibility Study: Comments due to PE by 6/15/12.	MB 6/15/12
	6/15/12: No additional comments provided.	Record
8.03	Electrical Vault: MB and DH to confirm if the existing electrical vault serves buildings other than the school.	MB 6/15/12
	6/15/12: Michael confirmed that the vault only serves the school.	Record
7.03	Parking: Team is interested in concept of underground parking: provides additional spaces to supplement those on-grade, could free-up areas for play space, neighbors supported this idea at 5/10 community meeting. Clover and Pi options allow for possible underground parking that re-use existing foundation at Putnam Avenue. JP noted that there are some cost premiums to retain existing foundation. Davis Langdon to provide as alternates. Dana Ham noted that existing electric vault is located on the North side of the Ground Level and should be considered in designs. Jim to see if there are possibilities for parking sharing in vicinity	Davis Langdon JM

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Date: June 26, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: June 1, 2012

	of school i.e. churches.	
	6/15/12: Approximately 60 spaces of underground parking will be incorporated into the Preferred Option, Pi; this allows for additional on-grade play space. There are +/- 20 additional on-grade spaces.	Record
7.05	Drop-Off on Putnam Avenue: Team discussed the possible benefits of the existing narrower street as a traffic calming measure. As requested by the Mayor at the 5/10 Community Meeting, drop-off at Putnam will be studied (during Preferred Option).	PE
	6/15/12: Preferred Option Pi, contains a drop-off on Putnam Avenue that will continue to be studied during Schematic Design.	Record

Next Meeting: 7/18/12 target Community Meeting: confirmation / scheduling pending City.

This 6/15 /12 meeting concludes Steering Committee meetings for Feasibility Study. Schematic Design meeting schedule tbd.

Next Steps: Per Action Items above

cc: City / CPSD via Michael Black
 John Pears, Jana Silsby, Erik Dalen, Jill Garzik - Perkins Eastman
 Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
 Iona Pieleanu, Wayne Cornell – Acentech
 Gary Pease, Aaron Gallagher, Fayssal Hussein, Corinne Tobias – Nitsch Engineering
 Seamus Fennessy – David Langdon
 John Sousa, John Maidment – Crabtree McGrath
 Robert May – Fuss & O’Neil
 Dennis Dyer, Peter Reilly, Frank Dodge, Gary Frigon – AKF Group
 Robert Diemer, Shannon Kaplan – InPosse
 Jon Buhl – Foley Buhl Roberts & Associates, Inc.

Attachments: none

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Date Prepared: March 13, 2012

Project Name: Martin Luther King Jr. School

Project Number: 47930.00.0

Subject: Buildings and Grounds Committee Meeting

Meeting Location: Martin Luther King Jr. School - Library

Meeting Date: March 8, 2012

Prepared By: Alicia Caritano

Contact Information: T. 617.449.4001 F. E. a.caritano@perkinseastman.com>

Participants
 Jim Maloney (JM), CPSD - Chief Operations Officer
 Brendon Roy (BR), City of Cambridge - Assistant Project Manager
 Gerald Yung (GY), Martin Luther King Jr. School - Principal
 Sean O'Donnell (SOD), Perkins Eastman - Principal in Charge
 John Pears (JP), Perkins Eastman - Principal
 Alicia Caritano (AC), Perkins Eastman - Project Manager
 Parents: Bethany Versoy, Wendy Noblett, Katie Driscoll, Frank Shirley, Joseph Grassi
 Roberto Cremonini, Bill Boehm, Vincent Milli, Timothy Sullivan, Wen-hao Tien, Julie Hodges

Filename: MLK_MM_Buildings and Grounds 030812.docx

New Business	Notes	Action by / Date Req'd
1.01	<u>Overview:</u> Jim Maloney (JM) explained that this project is being run by the City of Cambridge and being managed by Rich Rossi the Deputy City Manager, this is not a Cambridge Public School District Project. The City's Construction Project Manager is Michael Black; Brendon Roy, Assistant Project Manager is representing the City at this meeting while Michael is on vacation. JM explained that this meeting is an opportunity for the City, School Department, and Design team to get feedback from the MLK and Morse School parents regarding how the proposed building could affect the teaching environment for their children, and how could the architecture support that. JM noted that the Buildings and Grounds Committee is not an advisory group to the project. He also noted that this group is welcome to attend the three forthcoming "Community Meetings".	Record
1.02	<u>Project Update:</u> Sean O'Donnell provided an overview of Perkins Eastman's history including; the firm was founded to design schools, is currently working on dozens of national and	Record

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Date: March 13, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 8, 2012

	<p>international schools and specializes in urban schools such as MLK. SOD also explained that this initial Feasibility Study (FS) stage is underway and the PE Creative Analysis Process is comprised of:</p> <ul style="list-style-type: none"> - Educational Programming - including ongoing Focus Group Meetings with the City and School Department) - Existing Conditions Investigations - Design Options; the team will pursue 3 options likely including; Renovations / Hybrid of Renovation and Addition / New Construction. SOD stressed there is no preconceived notion as to a preference for direction; this is an exploratory process that will review all the data to determine the best solution for the project, that adheres to the schedule and budget, responds to approvals criteria, and addresses the unique culture of the school. - A final preferred Option will be chosen to develop in Schematic Design - An integral part of the study is to explore Net Zero Energy and Sustainability - Three Community Meetings are targeted this process: one each in Educational Programming, Design Options and Preferred Options: dates to be confirmed by the City. - Target completion of FS scheduled to be complete June 2012. 	
1.03	<p><u>Comments About the Existing Building / Proposed Project:</u> An interactive discussion with the group included numerous comments as follows;</p> <ul style="list-style-type: none"> - Not the most welcoming building - Old/Ugly - Prison / Eastern bloc architecture - Drop-Off and flow are difficult - Need a place by the door to facilitate process - Items to address; massing/scale/materials - Possibility to transform the existing - Putnam edge more scaled to the neighborhood - Kinnaird edge no scale - Existing building has some good bones - Pick-Up Challenging / chaotic - Trees on Putnam and strange unusable, asphalt, 	Record

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Date: March 13, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Meeting Date: March 8, 2012

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	<ul style="list-style-type: none">wasted space- Flexibility / a growing school: considering change- Playground very important; need activity space outdoors- Could the roof be utilized? Garden?- Separate identities for schools; some balance and opportunities for schools to come together – Learning Commons or Garden?- Competing with other schools in Cambridge: other 3 setback from the road with driveway / drop-off, located on fields, have or are adjacent to Youth Centers (Tobin best), King is only neighborhood w/out Youth Center – need to provide for students, King has highest Free and Reduced Lunch- Older siblings walking younger together; can they be together arriving, one entrance good for parents / kids come together on the bus/ stay together- Some positives and negatives to mixing ages; older kids can mentor younger, will +/- 300 older students overwhelm younger?- New children need identify for Middle School/ ownership of space- Rite of passage; lower to upper school- Buddy system?- Cluttered building is evidence of programmatic mis-fit- Way finding is hard- Gymnasium; need seating for sporting events- Two Gyms good for young children; not overwhelming- Kennedy Longfellow: splits gym into smaller spaces, separate by age, multipurpose room, cafeteria, lobby build furniture into it, gym need stands for parents- Scheduling: two different start and end times- Current meeting spaces; cafeteria, courtyard, library; activity nights are difficult- Quiet place for students?- Greenhouse?- Natural light is key; existing art room is room- Garden is great- Garden used academically- Auditorium is good- Library is important	
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Date: March 13, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 8, 2012

	<ul style="list-style-type: none"> - Need Real Science Labs? - Art program has some interesting aspects - Encouraging community use - Cafeteria is noise after school: need focused instruction space - A more adaptable / flexible Cafeteria? - Tiny Elevator (Code will require larger in new) - Display; lighting - Identify for Middle School; great pride for Students and Riverside Community - Challenge of working / taking advantage of opportunity - Indoor air quality important - Sustainability important - Middle School/ concept of taking on more responsibility - Morse" brilliantly designed parti": central lobby / wings pinwheeling, immaculate, wall of glass /doors/outdoors, courtyards for natural light, community use; parties, fundraisers, drama basketball - Security; not a prison but safe; issues of afterschool and summer school program, not all doors can be open – SOD mentioned the concept of "subtle security" that provides for transparency and engagement but not in a fortress-like way - Chinese emersion component: how does this affect the architecture - Incorporation of existing artwork: murals, sculpture, tiles will be explored and reviewed with the Arts Commission - Security J Peabody Community, light integrated w/landscape/architecture. 	
1.04	<p><u>Parent Survey:</u> PE is preparing a survey that will allow for additional input on the project. The school department will distribute this survey to parents in the next few weeks.</p>	Record

Next Meeting: Community meeting targeted for April 5, 2012.

Next Steps: As noted above.

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Perkins Eastman

MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

FOCUS GROUP: BUILDINGS & GROUNDS COMMITTEE

DATE: 3/8/12

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	Brendan Roy	City		broy@cambridgema.gov
2	Bethany Versoy	Parent - King School	617-497-8675	bethany.mlk@earthlink.net
3	Wendy Nobleff	"	617-441-7818	wnobleff@gmail.com
4	Katie Driscoll	Parent - MLK	617-7355749	Katiemichelle.driscoll@gmail.com
5	FRANK SHIRLEY	PARENT - MORSE	617-547-2139	fshirley@901.com
6	JOHN PEARSON	PERKINS EASTMAN		
7	AUGIA CARITANO	PERKINS EASTMAN	617-449-4000	a.caritano@perkinseastman.com
8	Joseph Grassi	Parent - Morse School	617-699-1994	joegrassi1@msn.com joegrassi1@msn.com
9	ROBERTO CREMONINI	PARENT - MLK JR.	617-491-8014	rcremonini@alum.mit.edu
10	BILL BOEHM	PARENT - MORSE	617-521-9002	bill@boehmarchitecture.com
11	Vincent Mili	Assistant Principal ^{MORSE}	617-399-6575	vmili@cpsd.us
12	Timothy Sullivan	Parent MLK	857-851-9200	swhallo@gmail.com
13	JIM MALONEY	CPSD		
14	SEAN O'DONNELL	PE		
15	Wen-hao Tien	Parent MLK	617-519-8990	whtien@gmail.com
16	Juli Hodges	Parent MLK		jshodges@gmail.com
17	GERARD YUNG	MLK - PRINCIPAL		
18				
19				
20				

Date Prepared: May 16, 2012

Project Name: Martin Luther King Jr. School

Project Number: 47930.00.0

Subject: Community Meeting #2

Meeting Location: Martin Luther King, Jr. School Auditorium

Meeting Date: May 10, 2012

Prepared By: Alicia Caritano

Contact Information: T. 617.449.4000 F. E. a.caritano@perkinseastman.com>

Participants

- The Honorable Henrietta Davis - Mayor
- Fred Fantini - School Committee Member
- Michael Black - City Construction Project Manager
- Jim Maloney - CPSD Chief Operating Officer
- Dana Ham - CPSD Director of Facilities
- Mirko Chardin - Martin Luther King Jr. School - Principal Upper School
- Gerald Yung - Martin Luther King Jr. School - Principal
- John Pears - Perkins Eastman
- Jana Silsby - Perkins Eastman
- Mark Boyes Watson - Boyes Watson Architects
- Community Members: Per Attached Sign-In Sheet

New Business	Notes	Action by
2.01	<p><u>Goals for Meeting:</u> As a follow-up to the initial Community Meeting on 4/5/12, the Design Team presented the preliminary design options and sought input from the community. The Powerpoint presentation included:</p> <ul style="list-style-type: none"> -14 Draft Organizational Principles - Preliminary Design Options: "Existing Modified", "Clover" and "Pi", (Existing provided as baseline comparison) -Site Plans -Aerial Views from Putnam Avenue -Views from Putnam Avenue -Views from Magee Street -Views from Hayes Street -Aerial Views from Kinnaird Street -Views from Entry Drive at Kinnaird Street -Views from Putnam Avenue looking South -Bicycle Concerns -Net Zero Next Steps -Schedule 	Record
2.02	<u>Discussion / Note Format:</u> The group participated in an interactive	Record

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Date: May 16, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: May 10, 2012

	<p>discussion as noted below.</p> <ul style="list-style-type: none"> -Comments by Community members are noted in typical font. -Perkins Eastman (PE) comments are indicated in bold font. 	
2.03	<p><u>Parking and Traffic:</u></p> <ul style="list-style-type: none"> -Can parking be underground? PE: Underground parking will be considered; option is possible but costly due to excavation and high water table. New Build options (Clover and Pi) may allow for reuse of existing foundation to help mitigate cost. -Can drop-off be underground? PE: Underground drop-off will be considered; option may be possible but very costly. -Can buses be underground? PE: This will not be considered because option is prohibitively costly due to additional excavation depth required for height of buses. -Need place to pull over at child drop-off/bus; study pull-off on Putnam Avenue? <ul style="list-style-type: none"> -Parking on Putnam; parents have difficulty with logistics of child drop – off, time for seat belts etc. -The Mayor suggested that the widening of Putnam Avenue be explored - Neighbor concerns that lost spaces could have negative impact. PE: Widening of Putnam Avenue will be studied. -Tour buses travel at high speeds on Putnam Avenue; can City implement traffic control measures i.e. limiting speeds for buses during drop-off and pick up hours? -Concerns with safety: student struck by vehicle recently on Putnam Avenue. - Existing parking along Putnam Avenue helps slow down traffic. -Is there a Traffic Study being done? PE Response:Traffic Study data has been recently collected and will be used for future analysis. -Zoning for Parking on Kinnaird in front yard? PE: Zoning will be considered as part of Zoning Analysis. -Can underground parking spaces be sold / shared? City confirmed that school cannot sell parking spaces. - Don't just make parking lots; create usable green spaces, i.e. previously existing community garden on corner lot. 	Record
2.04	<p><u>Trees:</u> Kinnaird Street once had substantial trees that eventually died; City replaced with younger trees not as nice as original mature trees. PE: Proposed designs will consider trees / landscaping on street edges with a view to substantially improving the existing conditions.</p>	Record
2.05	<p><u>Lighting:</u></p>	Record

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Date: May 16, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: May 10, 2012

	- Community is concerned about site light levels / light spill PE: Design will be sensitive to height and type of fixtures used to minimize light spill and view of lamps.	
2.06	<u>Community Use:</u> -Don't forget CitySprouts! PE: CitySprouts is being considered in the programming. -Playgrounds are DUAL USE for community and the school. Playgrounds should not be on the roof, seating areas on the roof are ok. -Elevated play ground with parking below? -Existing Playground; large construction project, fence issue, disease/rodents, construction mitigation PE: The City will work with the Construction Manager to develop a Construction Mitigation Plan.	Record
2.07	<u>Mural /Cultural Significance:</u> -Murals represent the activist struggle in the 70's. -Do not lose identify & power inherent in the history of murals. - Part of the MLK cultural integrity; "the heart and soul of the school" -Can MLK murals be preserved, transferred, or opportunities for new murals be provided? PE: Methods to incorporate murals will be considered.	Record
2.08	<u>Existing Building:</u> -Putnam Avenue Facade; asphalt play area at front not used, areas below cantilevers not used. -Kinnaird St. Façade-least successful defensive/ugly - Architect /Community member voiced strong desire to retain existing building that holds the street edge PE: All proposed options retain the existing urban street edge; Clover and Pi options also provide entry courtyards.	Record
2.09	<u>Design Option Comments:</u> - <u>Existing Modified:</u> Retained portions to remain 10'-6" floor to floor – 14' desired, Architect / community member, thought this looks like a good option that was possibly a cost effective PE: PE initially thought scheme was cost effective as well; further study has proven that the portion of the existing building to be retained cannot easily accommodate the Educational Specification and required numerous additions to fulfill the program that could increase the cost. There is also cost to seismically upgrade the portion of the building to be retained. -Separate entrances of Pi option and connections from Magee to Kinnaird of Pi option universally liked. -Include Hayes Street on future plans.	Record

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Date: May 16, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: May 10, 2012

	<ul style="list-style-type: none"> - Clover and Pi: Height @ Putnam / Magee: +/- 42' tbd PE: Proposed height is very similar to height of existing building with light monitors and mechanical enclosure. -Neighbor to the North noted that setbacks at x and x affect the 4 units in her building PE: Proposed side yard setbacks on the Clover and Pi options are greater than the existing condition. Proposed rear setback on Pi are greater than the existing. 	
2.10	<p><u>Biking:</u></p> <ul style="list-style-type: none"> -Putnam Avenue too narrow -Goal for Biking? -Widening at Putnam? PE: Bicycle lanes and parking will be provided within the site as required. Bike routes to the school are a larger issue that will be considered by the City. This is a large issue that is beyond the scope of this project. 	Record
2.11	<p><u>Design Process Overview:</u></p> <ul style="list-style-type: none"> -Feasibility Study (currently in progress) -Schematic Design -Design Development -Construction Documents -Construction -Open September 2015 	Record

Next Meeting: 6/21/12 MLK Auditorium 6:00PM -7:30 PM

cc: City / CPSD / Community Members via Michael Black
 John Pears, Jana Silsby, Sean O'Donnell, Erik Dalen – Perkins Eastman
 Mark Boyes-Watson– Boyes-Watson Architects
 Consultant Team

Attachments: Sign-In Sheet

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in five working days, this Meeting Record will stand as published.

SIGN IN SHEET

Meeting 2: May 10, 2012, 6:00 – 7:30, Martin Luther King Jr. School Auditorium
Topic: Design Options – Renovation/ Hybrid (Renovation and Addition) / New Construction

Name Address

Jeff Sydes
Olga Petrusky
Patsy Chace
Walter Cortez
Jean Tanouel
Kimberly Mancino
CAROLYN SHIPLEY

Steven Brumby

Steve M

1

Date Prepared: April 18, 2012

Project Name: Martin Luther King Jr. School

Project Number: 47930.00.0

Subject: Community Meeting

Meeting Location: Martin Luther King Jr. School Auditorium

Meeting Date: April 5, 2012

Prepared By: Alicia Caritano

Contact Information: T. 617.449.4001 F. E. a.caritano@perkinseastman.com>

Participants

- Richard C. Rossi - Deputy City Manager
- Ken Reeves - City Councilor (part time)
- Alfred Fantini - School Committee Member
- Jim Maloney - CPSD Chief Operating Officer
- Claire Spinner - CPSD Chief Financial Officer
- Gerald Young - Martin Luther King Jr. Principal
- Michael Black - City Construction Project Manager
- John Pears - Perkins Eastman
- Jana Silsby - Perkins Eastman
- Mark Boyes Watson - Boyes-Watson Architects
- Community Members per attached Sign-In Sheet

New Business	Notes	Action by
1.01	<u>Goals for Today's Meeting:</u> To provide an overview of the Feasibility Study process and obtain input from the Community groups that will be considered when developing the Design Options that will be presented at the next Community Meeting on 5/10/12.	Record
1.02	<u>Overview:</u> PE presented a powerpoint presentation that summarized the Feasibility Study in progress: <ul style="list-style-type: none"> - Iterative process February to June 2012 - Meet with School Groups, Community and City Groups including three neighborhood meetings (this meeting first of three) - Analyze and Document Existing Conditions - Create Educational Specification - Create Options and Evaluate - Develop Preferred Option - Beginning of Ongoing Process; subsequent phases - approximately 1 year of Design and 2 years of construction. 	Record
1.03	<u>Approvals:</u> <ul style="list-style-type: none"> - <u>Informational Meetings:</u> Current phase includes Informational Meetings with city agencies, school administration, parents, abutters and the neighborhood 	Record

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Date: April 18, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
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	<ul style="list-style-type: none"> - <u>Approvals Process</u>: Formal Approvals process will occur at the next design phase as the building takes shape (Schematic Design). The City is currently reviewing zoning for existing school sites. Design team anticipates a series of information sharing meetings, and has the goal of a submission to the Planning Board in Summer of 2012. The design review process is anticipated to take 6-8 weeks. - <u>Technical Review</u>: The Design will be vetted by the following city agencies: Planning Department or Planning Board – Overall design and compatibility with the neighborhood Department of Public Works: Storm water, sewer, streets and sidewalks, other utilities Traffic Department: Traffic and pedestrian flows, safety and management. Bus pick-up and drop-off Fire Department: Life safety, fire fighting access 	
1.04	<u>Design Strategies</u> : The team noted that they will explore strategies that include; Renovation, Hybrid of Renovation and Addition and a New Building.	Record
1.05	<u>Existing Site Analysis Presentation Included:</u> <ul style="list-style-type: none"> - Neighborhood Context - Solar Orientation - Use & Scale Diagram - Macro Site Access - Morning Drop Off - Afternoon Pick Up - Existing Parking On-Site - Street Frontage - Abutters - Pervious / Impervious Surfaces - Useable Outdoor Spaces - Site Grades 	Record
1.06	<u>Building:</u> <ul style="list-style-type: none"> - 21st Century School-Push for Best Practices - Renovation- would be gut renovation with new services - Existing Building-No curb appeal, not a great building, building does not speak to what it is, can't "Read" the building - Air Quality/ Dirt-School Dirty - Concerns regarding windows in school and privacy of adjacent abutters 	Record

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1.07	<u>Parking / Loading:</u> <ul style="list-style-type: none"> - Neighbors that live across from deliveries report that Teacher parking very crowded - Some truck deliveries at 4:00 a.m. and teachers talking loudly at 6:00 a.m. - both disruptive to the abutters - Underground parking, is it possible? - Traffic Study ongoing and collecting data on area streets - Truck loading, have trucks come early to avoid the jam - Teachers have equipment etc 	Record
1.08	<u>Drop Off:</u> <ul style="list-style-type: none"> - Kinnard drop off prevent abutter using roadway / circular driveway - Student Drop off should have a protocol, which City (School) should enforce 	Record
1.09	<u>Kinnaird Street:</u> <ul style="list-style-type: none"> - Scary-ugly existing school façade - Usually quiet street except when school is coming and going and park activities - Abutting interior-noisy - Weekends and Summer Nights are more disruptive - North Side, most homes have issues with water in basement 	Record
1.10	<u>Putnam Avenue:</u> <ul style="list-style-type: none"> - Pretty orderly - Tough roadway for bikers 	Record
1.11	<u>Western Avenue:</u> <ul style="list-style-type: none"> - Storm water management - Area construction schedule - How does Western Ave impact this area? - City to schedule informational meeting with abutters and Owen O’Riordan of Department of Public Works 	City
1.12	<u>Bicycling/Walking to School:</u> <ul style="list-style-type: none"> - Walk to school “program to encourage” - Walk/ride-carpool - Suggestion to encourage walking to school instead of using vehicular travel, Gerald Yung noted that school has a Walk Ride day program, will review for increasing - PE should take bike routes into consideration with busses, vehicular traffic and pedestrian traffic flow, City responded that it would be reviewed by the biker groups and PE acknowledged it should have been included in site analysis and will be added to study. 	Gerald Young PE
1.13	<u>Basketball Court:</u> <ul style="list-style-type: none"> - Basketball court is source of some noise and other problems. City is 	Record

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	recommending to continue without any lighting to discourage evening activity	
1.14	<u>Rodents:</u> <ul style="list-style-type: none"> - Rodent issues associated with Peabody Terrace - City suggested a meeting with abutters pre-demo so all are aware of prevention methods which City has learned through education of City staff 	City
1.15	<u>Transparency Cambridge Public Library:</u> Like New Library, but need to balance privacy	Record
1.16	<u>Vocational Educational:</u> Is being considered for curriculum; discussions in progress.	Record
1.16	<u>Construction Mitigation Plan:</u> Plan will be done once Construction Manager is on board.	Record
1.17	<u>Parent Surveys:</u> Parent Surveys will be distributed and parents are encouraged to complete and return these forms so that their input can be considered.	Parents
1.18	<u>Student Input:</u> What is the process for student input? CPSD to advise.	CPSD
1.19	<u>Precedents:</u> It was suggested that PE visit the NuVu school. CPSD to arrange for visit.	CPSD
1.20	<u>Sustainable Opportunities:</u> <ul style="list-style-type: none"> - Project will explore Net Zero Energy - Sustainability Comes Naturally - Natural Opportunities: growing and eating healthy food, playing, relaxing, learning - LEED for Schools Categories: Sustainable Sites, Water Efficiency, Energy & Atmosphere, Materials & Resources, Indoor Environmental Quality (targeting measurement and verification), Innovation - Life Cycle costs will be considered. 	Record
1.21	<u>Measures of Design Excellence:</u> <ul style="list-style-type: none"> - Enhanced Community - Smarter Schools - Healthier, More Sustainable Spaces - Safer Places 	Record

Next Meeting: 05/10/12

Martin Luther King Jr. School Auditorium 6:00 PM – 7:30 PM

Next Steps: Present Progress Design

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cc: City / CPSD / Community Attendees via Michael Black
John Pears, Sean O'Donnell, Jana Silsby, Alicia Caritano, Erik Dalen, Jill Garzik - Perkins Eastman
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Gary Pease, Aaron Gallagher, Fayssal Hussein, Corinne Tobias – Nitsch Engineering
John Sousa, John Maidment – Crabtree McGrath
Robert May – Fuss & O'Neil
Dennis Dyer, Peter Reilly, Frank Dodge, Gary Frigon – AKF Group
Robert Diemer – InPosse
Jon Buhl – Foley Buhl Roberts

Attachments: Sign-In Sheet

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PLEASE SIGN IN

NAME

WENDY NOBLETT

Maria Ritz

Jean POLGAR

Lee Montgomery

BILL BOETHM

Wanda Mooney

KATHLEEN MAROTTA

Fred FANTINI

Liz Duraisingh

Tom Snyder

Date Prepared: March 5, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Focus Group Meeting No. 1: Cambridge Public Health Department
Meeting Location: Cambridge Rindge & Latin School, School Committee Meeting Room
Meeting Date: March 1, 2012
Prepared By: Jill Garzik
Contact Information: T. 617.449.4007 F. E. j.garzik@perkinseastman.com>

Participants
 Brenden Roy, City of Cambridge - Construction Project Manager
 Frank Geary, CPSD - Construction Project Manager
 Jim Maloney, CPSD - Chief Operations Officer
 Joanne Johnson, CPSD - Assistant to COO
 Dana Ham, CPSD - Director of Facilities
 Barbara Meade, City of Cambridge - Clinic Manager, School Health
 Sean O'Donnell, Perkins Eastman
 Jana Silsby, Perkins Eastman
 Jill Garzik, Perkins Eastman

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New Business	Notes	Action by / Date Req'd
1.01	<p><u>Overview:</u> During this process, we will be conducting a Feasibility Study. We will work to complete an Educational Specification, which will be used by the architectural/engineering team to design the building.</p> <p>The final outcome of the building design will be one of the following options: Full tear-down and new construction; Full renovation of existing buildings; or a hybrid option of Partial Renovation and Partial New Construction.</p>	
1.02	<p><u>Schedule:</u> Over the next 12 weeks, the Design Team will conduct a series of meetings with each focus group/department to develop each program space for the new building.</p> <p>The Design Process to develop the preferred option will commence following the completion of the Feasibility Study, with a target move-in date of the new building in September 2015.</p>	Perkins Eastman/3-21
1.03	<p><u>Goals for Today's Meeting:</u> As an initial meeting, the Design Team would like to understand how individuals work/teach and how students learn in the current building – as well as ways the new</p>	

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Date: March 5, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 1, 2012

	building can improve upon these in the future. The group will also discuss how the new space can help further foster a sense of community within the school and its surrounding neighborhood.	
1.04	<p><u>Nurse's Office:</u></p> <ul style="list-style-type: none"> -Adjacent to or located nearby Main Office (connecting door?) (Students more likely to come in if there is some privacy from Main Office area) -Located near pick-up area -Display panel/case that can be viewed by public for notices -1 F/T Staff -Separate office within for private conversations – space for meeting with parents -Restroom within suite with Nurse Call button, shower (?) -2-3 Rest Areas within suite <ul style="list-style-type: none"> Walls on two sides, cubicle curtain at front w/beds, power, Nurse Call button Used for 15-30 minute treatments (G-tubes, catheters, migraines) -Handwash sink (outside of bathroom) -Locked undercounter refrigerator for meds -Locked dry storage for meds, supplies -Window for staff. Room darkening ability in rest areas -Waiting area for parents, other students outside office 	
1.05	<p><u>Services:</u></p> <ul style="list-style-type: none"> -Screenings 1x/year for Dental, Vision, Postural – use large common room (privacy and acoustics needed) 	
1.06	<p><u>Precedents:</u></p> <ul style="list-style-type: none"> Morse School (nurse office and connection to main office) 	

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Date: March 5, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Meeting Date: March 1, 2012

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Next Meeting:

Next Steps: A follow-up meeting will be scheduled.
Please review and comment on attached Survey and return at next scheduled meeting.

cc: Attendees
John Pears, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman
Michael Black – City of Cambridge
Gerald Yung, MLK
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Corinne Tobias, Aaron Gallagher, Gary Pease, Fayssal Hussein – Nitsch Engineering
John Sousa – Crabtree McGrath
Bob Fuss, Robert May – Fuss & O’Neil
Dennis Dyer, Peter Reilly, Daniel Hurley – AKF Group
Robert Diemer, Shannon Kaplan - InPosse

Attachments: Sign-In Sheet
Space Need Survey
Nurse’s Office Info Sheet
MA DPH Manual, Chapter 4 ‘A Safe and Healthful Environment’

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Perkins Eastman

MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

FOCUS GROUP: CAMBRIDGE PUBLIC HEALTH DEPT.

DATE: 3/1/2012

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	Frank GEARY			
2	DANA HAM			
3	JoAnne Johnson			
4	BRENDEN ROY			
5	JILL GARZUR			
6	JANA SILSBY			
7	SEAN O'DONNELL			
8	BARBARA MEADE	CLINIC MGR / School Health		
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Date Prepared: March 12, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Focus Group Meeting No. 2: Cambridge Public Health Department, Cambridge Health Alliance

Meeting Location: Cambridge Rindge & Latin School, School Committee Meeting Room
Meeting Date: March 8, 2012

Prepared By: Jill Garzik
Contact Information: T. 617.449.4007 F. E. j.garzik@perkinseastman.com>

Participants Brendon Roy, City of Cambridge - Asst. Construction Project Manager
 Barbara Meade, City of Cambridge - Clinic Manager, School Health
 Sean O'Donnell, Perkins Eastman
 Jill Garzik, Perkins Eastman

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New Business	Notes	Action by / Date Req'd
2.01	<u>Goals for Today's Meeting:</u> As a follow-up to our initial meeting, the Design Team would like to clarify and confirm the spatial needs of the departments and further develop our understanding of how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.	
2.02	<u>Preliminary Organizational Ideas:</u> -Adjacent to (lower school if separated) Main Office with connecting door or in the community center portion of the building -Convenient to Front Door(s)	
1.03	<u>Spaces Identified for Potential Inclusion in the "Ed Spec": Health Suite:</u> -Waiting Area -Nurse's Office -Supply Storage -Rest Areas (2-3) -Bathroom -Janitor's Closet proximate to suite?	
1.04	<u>Staff & Students:</u> -1 Staff; may have another staff -2- 3 Students typically	

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Date: March 12, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Meeting Date: March 8, 2012

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1.05	<u>Attributes:</u> <ul style="list-style-type: none">-Adjacent to or located nearby Main Office with a connecting door (Students are more likely to come in if there is some privacy from Main Office area)-Counter at waiting for potential future second staff member-Separate office with glazing between waiting; for private conversations-Restroom within suite with Nurse Call button (local)-2-3 Rest Areas within suite-Walls on two sides, cubicle curtain at front w/beds, power, Nurse Call button-Also used for 15-30 minute treatments (G-tubes, catheters, migraines)-Hand wash sink (outside of bathroom) with counter and locked under counter refrigerator for meds – lots of ice distributed-Locked dry storage for meds, supplies – cabinet (locked, doubled locked in suite)-Records storage in file cabinet in office-Window (for staff)-Room darkening ability in Rest Areas-Waiting area for parents, other students outside office: 3-4 chairs-Eye exam requires about 22 feet
1.06	<u>Precedents:</u> <p>Morse School (nurse office and connection to main office)</p>

Next Meeting:

Next Steps:

cc: **Attendees**
John Pears, Jana Silsby, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman
Michael Black – City of Cambridge
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Corinne Tobias, Aaron Gallagher, Gary Pease, Fayssal Hussein – Nitsch Engineering
John Sousa – Crabtree McGrath
Bob Fuss, Robert May – Fuss & O’Neil
Dennis Dyer, Peter Reilly, Daniel Hurley – AKF Group
Robert Diemer, Shannon Kaplan - InPosse
Frank Geary, Jim Maloney, Joanne Johnson, Dana Ham, Steve Smith, Gerald Yung -CPSD

Attachments: Sign-In Sheet

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Perkins Eastman

MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

FOCUS GROUP: CAMBRIDGE HEALTH ALLIANCE

DATE: 3/8/12

Mtg #2

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	BARBARA MEADE			
2	BRENDEN ROY			
3	SEAN O'DONNELL			
4	JILL GARZIK			
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Date Prepared: March 2, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Focus Group Meeting No. 1: City of Cambridge - Human Services (Preschool)
Meeting Location: Cambridge Rindge & Latin School, School Committee Meeting Room
Meeting Date: February 16, 2012
Prepared By: Jill Garzik
Contact Information: T. 617.449.4007 F. E. j.garzik@perkinseastman.com>

Participants
 Ellen Semonoff, City of Cambridge - Dept. of Human Services Programs
 Lei Anne Ellis, City of Cambridge - Dept. of Human Services Programs, Childcare
 Michael Black, City of Cambridge - Construction Project Manager
 Frank Geary, Cambridge Public School District (CPSD) - Construction Project Manager
 Jim Maloney, CPSD - Chief Operations Officer
 Joanne Johnson, CPSD - Assistant to COO
 Carolyn Turk, CPSD - Deputy Superintendent
 Dana Ham, CPSD - Director of Facilities
 Laurie Fletcher, Martin Luther King Jr. School - Preschool
 Gerald Yung, Martin Luther King Jr. School - Principal
 Sean O'Donnell, Perkins Eastman
 Jana Silsby, Perkins Eastman
 Jill Garzik, Perkins Eastman

Note: Corrections Noted in Bold.

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New Business	Notes	Action by / Date Req'd
1.01	<p><u>Overview:</u> During this process, we will be conducting a Feasibility Study. We will work to complete an Educational Specification, which will be used by the architectural/engineering team to design the building.</p> <p>The final outcome of the building design will be one of the following options: Full tear-down and new construction; Full renovation of existing buildings; or a hybrid option of Partial Renovation and Partial New Construction.</p>	
1.02	<p><u>Schedule:</u> Over the next 12 weeks, the Design Team will conduct a series of meetings with each focus group/department to develop</p>	Perkins Eastman/3-21

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	<p>each program space for the new building. The Design Process to develop the preferred option will commence following the completion of the Feasibility Study, with a target move-in date of the new building in September 2015.</p>	
<p>1.03</p>	<p><u>Goals for Today's Meeting:</u> As an initial meeting, the Design Team would like to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future. The group will also discuss how the new space can help further foster a sense of community within the school and its surrounding neighborhood.</p>	
<p>1.04</p>	<p><u>General & Classrooms:</u></p> <ul style="list-style-type: none"> - There are currently two Preschool classrooms with 17 children each. In the future there should be two classrooms designed for a capacity of 20 students -The children range in age from 2yrs 9mos to 5 yrs - The Preschool is NAEYC accredited and QRIS standards apply - There are 8 staff (2 Admin, 6 Teachers) - Hours: 7:00 am teachers arrive / 7:30 am students arrive 5:30 pm students / 5:45-6pm teachers leave Open vacations/holidays During a Snow Emergency – Delayed opening to 10am - The school has and needs a dedicated playground - Classrooms should accommodate 7-8 typical activity centers including: art, science and math, circle, block, writing, quiet, gross motor skills, sensory, sand & water table, computer - There should be 2 sinks near art/sensory areas (one adult height, one child height) - Storage , with shelving, is needed for (10'x6') for cots - There should be a teacher station and storage for personal belongings in the classroom - Natural light preferred with ability to darken rooms at nap time - Windows should be at child height and near doors so kids can say/wave goodbye to parents; windows should also enable teachers to monitor who's arriving/outside -Variation at ceilings (textures, heights) might help create different "environments" - Need an office for the administrator who is on site from 10 am to 6pm - Need playground storage for tricycles, scoot boards, etc. - Each afterschool classroom should have a camera and buzzer to let parents in at pick-up time 	<p>DHSP/3-14-2012</p>

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Date: March 2, 2012
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1.05	<p><u>MLK Library:</u></p> <ul style="list-style-type: none"> - Currently access to the MLK library is constrained by heavy school use. The Preschool would like to have greater access in the future. - Access now creates "comfort level" for kids as they matriculate into the school - Library time also fosters a love for reading and it builds a sense of a larger community on campus 	
1.06	<p><u>Gym:</u></p> <ul style="list-style-type: none"> - NAEYC requires 1 hour/day of activity - The Preschool would like access in inclement weather when playground not available - The existing smaller gym is preferable – size of large gyms can be intimidating for 2-5yr olds even when the large gym is divided in half. - Typical activities include: for gross motor skills include hula hoops, scoot boards, tricycles, balls, parachute - "Life is Good" program, " Playmakers" 	
1.07	<p><u>Food:</u></p> <ul style="list-style-type: none"> - Need own food preparation area (it can be shared between 2 classrooms) for snacks, cooking activities, washing toys - The PreSchool does not warm food or do "Heat Ups" - This area could be accessible to rest of school (for vocational electives, afterschool activities) - It needs dishwasher, refrigerator, sink, stove, counter, dry storage and microwave - Would like that this kitchen area not be open to other programs, but be exclusively for the use of the preschool. Children nap until 3 p.m. and then have snacks. - Kitchen is a food prep kitchen where 2 snacks a day are prepped for service. Kitchen may be used by preschool to help children prepare a dish or two of a pot-luck dinner. (Example: children grew broccoli outside and then prepared it in several ways for a parent pot-luck.) - Appliances (stove, fridge, dishwasher) should be enclosed by a wall and gate so that children cannot enter this space; mechanism to open gate should be on the inside of the gate. - There should be one locked cabinet for cleaning supplies like bleach. 	<p>DHSP/3-14-2012</p>
1.08	<p><u>Toilets:</u></p> <ul style="list-style-type: none"> - There should be at least 2 toilets and 2 sinks (child height) shared between both classrooms 	

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	<ul style="list-style-type: none"> - There should be some visibility into changing/toilet rooms: e.g.: using half-height or Dutch doors - A changing station is also needed - Storage for Pull-ups, extra clothes - Storage for extra clothing or for pull-ups need in each bathroom. - Should there be a drinking fountain in the bathroom area? Am concerned that they often break and require maintenance; however, it would be good for children to have independent access to a child-sized drinking fountain. 	DHSP/3-14-2012
1.09	<p><u>Relationship of two classrooms:</u></p> <ul style="list-style-type: none"> - A connecting door between the classrooms w/vision panel would enable teachers to assist each other - At certain times during the day, children can move back and forth between the two rooms - It is important to be able to limit noise transference between the two rooms - Is there a connection to Special Start (adjacent to Kindergarten?) – Will there be a Special Start program on campus? - Meeting space for 10-15 people max. – more typically meeting are 4 to 5 people - for parent teacher conferences, staff meetings; there should be a welcoming “home-like” place to meet. 	
1.10	<p><u>Displays:</u></p> <ul style="list-style-type: none"> - Art display areas for Preschool should be located throughout however the Fire Dept. often makes school take displays down - Could they be in glass, lockable cabinets or in “art alcoves” with recessed bulletin board? - Would like a display board in front of the classroom as well as in other places throughout the lower school or community wing. 	DHSP/3-14-2012
1.11	<p><u>Admin Office:</u></p> <ul style="list-style-type: none"> -Preschool Admin office open 10am-6pm -8-9 staff -Teacher storage for personal belongings in Admin office -Teacher stations in each class 	
1.12	<p><u>Entry Vestibule:</u></p> <ul style="list-style-type: none"> - There needs to be a queuing area for kids/parents - Cubbies could be external to classroom - There is a current problem with security: access to the rest of building requires disengaging the alarm for the whole building off-hours. This is difficult to do. - There could be a security camera at the entrance to allow teachers 	

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	<p>to "buzz in" arriving visitors</p> <ul style="list-style-type: none">- There should be stroller storage outside: to the side, covered and secure; most parents use only at drop-off/pick up, some parents leave strollers at the school all day.- While all discussions have been focused on the inside of the building, wanted to bring up that the relationship of the entry to parking should be considered in sighting the location of the preschool. It would be ideal to have close access to parking for drop-off and pick-ups.	DHSP/3-14-2012
1.13	<p><u>Precedents:</u> Morse at Upton Kennedy Longfellow</p>	

Next Meeting:

Next Steps: A follow-up meeting will be scheduled.
Please review and comment on attached Survey and return at next scheduled meeting.

cc: Attendees
John Pears, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Cheeta Soga, Fayssal Hussein – Nitsch Engineering
John Sousa – Crabtree McGrath
Bob Fuss, Robert May – Fuss & O’Neil
Dennis Dyer, Peter Reilly, Daniel Hurley – AKF Group
Robert Diemer, Shannon Kaplan - InPosse

Attachments: Space Need Survey
Sign-In Sheet
DHSP MLK Preschool Information

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in five working days, this Meeting Record will stand as published.

Perkins Eastman

MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

FOCUS GROUP: CITY OF CAMBRIDGE - HUMAN SERVICES

DATE: 2/16/2012

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	FRANK GEARY	School Const PM	617-447-0113	FGEARY@CPSD.US
2	Lei Anne Ellis	DISP child care	617 349-6203	LeEllis@cambridge.ma.gov
3	Lauree Fletcher	MLK Preschool	617 349-6270	lfletcher@CambridgeMa.gov
4	Eileen Semm	Human Service Dep	617 349-6207	esemmon@cambridge.ma.gov
5	Carolyn L. Turk	CPS Deputy Supt.	617-349-6418	cturk@cpsd.us
6	Jim Maloney	CPS Chief Operating	617-201-6100	Jmaloney@cpsd.us
7	Joanne Johnson	Asst to CUD	617-349-6420	JJohnson@cpsd.us
8	MICHAEL J. BLACK	City - OAM	617-349-4251	mblack@cambridge.ma.gov
9	JANE SILSBY	P.E.	857-334-3139	j.silsby@perkins-eastman.com
10	Gerald Yung	Principal / King School	617-349-6565	gyung@cpsd.us
11	Dana Ham	Director of Facilities	617-201-6054	dham@CPSD.US
12	SEAN O'DONNELL	PE.		
13	JILL GARZIK	PE.		
14				
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DHSP MLK PRESCHOOL INFORMATION

Parking:

- Area for drop-off and pick-up for 34-40 children
- Able to have discharge children on sidewalk safely

Entrance Area

- Covered with a canopy so that egress is unblocked by snow
- The path into the site must be 36 inches wide and be level
- Stroller storage

Room Size:

- 28' x 30' (840 square feet)
- 32' x 25' (800 square feet)
- 35 square feet per child is activity space. It does not include normally excluded area such as doorways, built-in sinks, kitchens, bathrooms, etc.
- 145.5 square meters of for a classroom that can go up to 20 children
 - Occupiable floor area is different from actual floor space for children

Bathrooms

- Bathrooms must be well ventilated
- Two independent bathrooms with small toilets
- Area for changing diapers necessary because we have children 2.9
 - Wipes and gloves stored as well
- Storage area for extra underwear and pants for children who have accidents
- Small sinks with soap dispenser outside bathrooms
 - Plumbing should not be accessible to children
- ½ doors to be able to afford privacy, but be able to see the child inside.
- Locks must open from inside and outside
- Adult bathroom close by for staff to use
- Drinking fountain for children to use

Windows

- Generous natural lights with a minimum of artificial light
- Light from two directions
- Ability to darken room during nap time (shades)
- Windows should be child height and give onto the playground and the drop-off and pick-up areas

Classroom:

- Classroom entrance with enough space for greeting several parents and children taking off winter clothing (4' x 8')
- A large amount of architecturally unrestricted available space which teachers and children can divide into smaller learning environments (activity centers)
 - Areas: dramatic play, art, science, writing, math, blocks, circle, quiet area (alcove), water and sand tables, gross motor play, computer
- Teachers should have an unobstructed view of all areas of the classrooms
- Vary ceiling heights
- Risers – small three level steps built in and then carpeted
- Provide ample display space for children's work with devices that does not include tape or tacks
- Art area sink
- Computer area with data jack
- Electrical sockets must be covered with a safety device or a covering
- Sound transmission from one room to another should be controlled

Kitchen

- Large fridge
- Stove
- Microwave
- Dishwasher
- Counter tops for food prep
- Storage area for dishes, cutlery, dry goods
- Lockable cabinet for cleaning supplies
- Easy to clean walls and ceiling
- Kitchen area should be cordoned off with a gate (that latches on the inside)

Playground:

- Required to have 75 square feet per child who is outside at any one time
- Multiple-purpose space, if provided.
- Fenced in area with gate that closed with some mechanism
- Fence has to be 4 feet tall
- 50% of playground should have sunlight at any one time
- Should have some shaded area
- Ability to access water for planters

Office Area:

- Two desks and computers, printers, phone
- Seating for Director and parents to talk
- Filing cabinets for children and teacher files
- Another work station for teachers to use
- Storage for teachers' personal belongs (coats and bags)

Conference Room:

- Small space for teachers to have parent-teacher conferences

Storage:

- Space for cots and materials that are stored when not in use. (10' x 6.2')
- Outside storage for trikes and wagons

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:
Unit/Department:
Phone:
Email:

Space Need:

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

2. Please circle all of the schools on campus that this space will be associated with:
 - a. Early Childhood
 - b. Lower School
 - c. Upper School

NORTH AMERICA
BOSTON, MA
CHARLOTTE, NC
CHICAGO, IL
NEW YORK, NY
PITTSBURGH, PA
SAN FRANCISCO, CA
STAMFORD, CT
TORONTO, ON
WASHINGTON, DC

SOUTH AMERICA
GUAYAQUIL, ECU

ASIA
MUMBAI, IND
SHANGHAI, PRC

MIDDLE EAST
DUBAI, UAE

PERKINS EASTMAN ARCHITECTS, PC
50 FRANKLIN STREET
SUITE 402
BOSTON, MA 02110
T. 617.449.4000
F. 617.449.4049

3. 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):

4. 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):

5. 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.

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

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

8. 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):

9. 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:

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

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

12. 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.)

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

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

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

16. 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.):

17. 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 1st, digitally to Sean O'Donnell at s.odonnell@perkinseastman.com, or in hard copy to Michael Black, City of Cambridge.

Date Prepared: March 2, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Focus Group Meeting No. 1: City of Cambridge - Human Services, After School Programs
Meeting Location: Cambridge Rindge & Latin School, School Committee Meeting Room
Meeting Date: February 16, 2012
Prepared By: Jill Garzik
Contact Information: T. 617.449.4007 F. E. j.garzik@perkinseastman.com>

Participants
 Ellen Semonoff, City of Cambridge - Dept. of Human Services Programs (DHSP)
 Lei Anne Ellis, City of Cambridge - DHSP, Childcare
 Roslyn Shoy, City of Cambridge - DHSP, Program Manager
 Michelle Farnum, City of Cambridge - DHSP, Youth Programs
 Eileen Keegan Bongiorno, City of Cambridge - DHSP, Community School
 Michael Black, City of Cambridge - Construction Project Manager
 Frank Geary, Cambridge Public School District (CPSD) - Construction Project Manager
 Jim Maloney, CPSD - Chief Operations Officer
 Joanne Johnson, CPSD - Assistant to COO
 Carolyn Turk, CPSD - Deputy Superintendent
 Dana Ham, CPSD - Director of Facilities
 Catherine Park, Martin Luther King Jr. School - Director
 Gerald Yung, Martin Luther King Jr. School - Principal
 Sean O'Donnell, Perkins Eastman
 Jana Silsby, Perkins Eastman
 Jill Garzik, Perkins Eastman

Note: Corrections Noted in Bold.

Filename: j:\47930.00_martinlutherking_fs\47930.00 docs\minutes & agendas\peapc\focus groups_meeting no. 1\mm_focus groups_city of cambridge human services, after school programs - 120216_rev1.docx

New Business	Notes	Action by / Date Req'd
1.01	<p><u>Overview:</u> During this process, we will be conducting a Feasibility Study. We will work to complete an Educational Specification, which will be used by the architectural/engineering team to design the building. The final outcome of the building design will be one of the following options: Full tear-down and new construction; Full renovation of existing buildings; or a hybrid option of Partial Renovation and Partial New Construction.</p>	

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Date: March 2, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: February 16, 2012

1.02	<p><u>Schedule:</u> Over the next 12 weeks, the Design Team will conduct a series of meetings with each focus group/department to develop each program space for the new building. The Design Process to develop the preferred option will commence following the completion of the Feasibility Study, with a target move-in date of the new building in September 2015.</p>	Perkins Eastman/3-21
1.03	<p><u>Goals for Today's Meeting:</u> As an initial meeting, the Design Team would like to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future. The group will also discuss how the new space can help further foster a sense of community within the school and its surrounding neighborhood.</p>	
1.04	<p><u>Out of School Programs:</u> Hours: Starts at 3pm K-5 until 4pm, Wed early release at 2pm 6-8 until 3pm, no early release</p> <p>There are three programs:</p> <ul style="list-style-type: none"> - After School (2 classrooms, 48 kids); - Community School (drawing from each school, 165 kids/week); - Youth Center (5-8th grade, not currently programmed at MLK – (The MLK and new upper school will evolve from 400 k-8 students now to a model where there are approximately 250 students K-5 and 260 kids 6-8).) - The goal of these programs is to provide educational opportunities throughout the day and keep children engaged and onsite - Cafeteria, Gym, Library have overlapping uses during and after school - Since children from other schools attend the MLK after-school programs, students arrive as early as 2:15 to attend the program. - We can have up to 50 students: 25 enrolled in K-2 classroom and 25 enrolled in 2-5 classroom - Each afterschool classroom should have a camera and buzzer to let parents in at pick-up time. 	DHSP/3/14/2012

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Date: March 2, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: February 16, 2012

<p>1.05</p>	<p>After School Program:</p> <ul style="list-style-type: none"> - 48 K-5 Students attend from MLK and elsewhere - This requires two classrooms: <ul style="list-style-type: none"> - K-2nd grade - 2 to 5th (mature 2nd graders) - Project-based learning; homework time, playground/gym activities, Quiet time are among the activities - Small group activities (K-2 circle time, 2-5 meeting time) - There should be a kitchen/snack area with a sink and refrigerator - There should be an office for staff (There are 3 staff/classroom) and they begin to arrive at 11:30 am, it should be adjacent or close to the classrooms and have storage - Students arrive at 2:15 pm and depart at 5:55 pm - All day (8am-6pm) when school closed and on early release days - Access to school bathrooms for teachers/students - Classrooms should be open and flexible rooms with moveable tables and chairs - Should there be a loft? The previous one fell apart - There should also be a place for meetings with parents and progress reports - There should be a clear parent entrance (should it be through a Community Wing? Who controls access if the entry is shared?) - We can have up to 50 students: 25 K-2 and 25 2-5 - Kitchen area should include a microwave oven as well. - Bathrooms, both for children and for adults, should be on the same floor. - We would like cubbies, not lockers. - Pick-ups take place in the child's classroom. 	<p>DHSP/3/14/2012</p>
<p>1.06</p>	<p><u>Enrichment Classes:</u></p> <ul style="list-style-type: none"> - 70 classes/week are offered M-F -The number of students varies daily - need space to accommodate 45-80 kids per day typically. - Classes start at 3pm except for Wednesdays which is an early release day at 2pm; The school day will change in the future though - MLK K-5 will day will end at 4pm, with Wed early release - Putnam Ave School will end at 3pm with no early release - Enrichment also is open on vacations with camps 7 days a week during the summer and early release can begin at noon. 	

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	<ul style="list-style-type: none"> - Activities include reading, art, ballet, martial arts, music (drumming, piano (taught every day)), fencing, science, homework – there are both quiet and noisy activities - Most kids come from within the MLK/Amigos schools, some are bused from other schools - Outside vendors are involved too: Museum of Science, Museum of Fine Arts, Aquarium, Green Fox Schools - The program is currently experiencing space constraints, for example, drama is using the halls for some classes. - Need a dedicated office. - Both gyms are being used and the lower gym is currently dedicated to Enrichment after 3pm. - The building should be zoned for active community use. Right now security for the building works well before 3pm. After 3pm it becomes very difficult to manage. - For teachers whose rooms are being used for after school programs, they need a place to meet and continue working. - For shared rooms - typically non-core classrooms – there needs to be separate lockable storage. 	
1.07	<p><u>Middle School After School Program:</u></p> <ul style="list-style-type: none"> - Extra-curricular begin activities after 3pm - There are clubs, science, sports, voc/tech education, photo labs, culinary arts, wood working, digital graphics lab/gaming - This is part of the three-way partnership on campus between the City, School and other after school programming providers - MS also runs Intramurals October-May (volleyball, basket ball, tournaments between upper schools) 	
1.08	<p><u>Adults and Seniors:</u></p> <ul style="list-style-type: none"> - These groups use auditorium now - They could also use access to computers (lab, wireless, laptops, secure storage?) - They also use the gym for (volleyball, Zumba) - From 6pm on (Adults) and early AM (Seniors) - Access to a conference room is also desirable (Seniors) 	
1.09	<p><u>Major Overlapping Demands on Space:</u></p> <ul style="list-style-type: none"> - Cafeteria - Gyms: lower gym dedicated to program after 3pm; upper gym to intramural sports & leagues (Adult after 6pm) - Library - Non-core classrooms: teachers need space for class prep and meetings 	

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1.10	<p><u>Zoning:</u></p> <ul style="list-style-type: none"> - Quiet vs. Active areas for different activities - Dedicated vs. Swing classrooms/conference rooms - can be reserved for activities or teacher prep/mtgs - "Community Wing" - adjacent to playgrounds, gym, café, auditorium; improve security and access to building; help teachers/after school programs to work together - Multi-purpose spaces - Storage 	
1.11	<p><u>Storage:</u></p> <ul style="list-style-type: none"> -Need storage for after school programs -Need separate storage from day (school) use - It is preferred to have storage located in areas of use - Currently use outdoor shed 	
1.12	<p><u>Precedents:</u></p> <ul style="list-style-type: none"> Peabody School (for lower school) Haggarty School (for lower school) CRLS (for upper school) Vassel Lane (for upper school) Cambridge Street (for upper school) 	

Next Meeting:

Next Steps: A follow-up meeting will be scheduled.
 Please review and comment on attached Survey and return at next scheduled meeting.

cc: **Attendees**
 John Pears, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman
 Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
 Iona Pieleanu, Wayne Cornell – Acentech
 Corinne Tobias, Aaron Gallagher, Gary Pease, Fayssal Hussein – Nitsch Engineering
 John Sousa – Crabtree McGrath
 Bob Fuss, Robert May – Fuss & O’Neil
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Attachments: Space Need Survey
 Sign-In Sheet
 DHSP MLK After School Information

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FOCUS GROUP: Human Services (Cont.)

DATE: 2/16/2012

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	Roslyn Shay	Program Manager DHS	617-349-6227	Rshay@CambridgeMA.GOV
2	Glen Sullivan			
3	Catherine Park	Dir. of ML King Comm	- 6269	cpark@CambridgeMA.gov
4	Michelle Farnum	Human Services / Youth Programs	349-6266	mfarnum@CambridgeMA.gov
5	Eileen Keegan Bonifacio	Human Services / Community School	349-6225	eKeegan@CambridgeMA.GOV
6	Lei Anne			
7	Carolyn Turk			
8	Jim Maloney			
9	JoAnne Johnson			
10	Michael Black			
11	Gerald Young			
12	Jana Silsby			
13	Sean O'Donnell			
14	Jill Garzik			
15	Dana Ham			
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DHSP MLK AFTER-SCHOOL INFORMATION

General Information

- 2 classrooms: 1 for children Kindergarten (4/5 yrs. old) to Grade 2 and one Grade 2-5 (7-11/12 year olds)
- Each class has 25 Students and 3 Teachers
- Teachers arrive at staggered times:
 - Head Teacher arrives at 11:30 and plans for the day/theme/vacation week
 - A Teacher arrives at 12 and has time to plan as well
 - Last Teacher arrives at 2 and meets with other Teachers about the day's plans
- Students generally attend 3-4 hours a day after-school
- Students come early one day a week/month when school has early release day
- Open for full-day programming during vacation weeks (10 hours a day) and reduced schedule on snow days (8 hours a day)
- On full days, teachers usually have no time to meet – don't use their offices.
- After-school classroom used by Community Schools during summer for their camps

Parking:

- Area for drop-off and pick-up for 45-50 children

Entrance Area

- Covered with a canopy so that egress is unblocked by snow
- The path into the site must be 36 inches wide and be level
- Stroller storage as some parents will have younger children

Room Size:

- 1,100 square feet of space for 25 children
 - 35 square feet per child is activity space. It does not include normally excluded area such as doorways, built-in sinks, kitchens, bathrooms, etc.
 - 9 square feet per child for child's storage, art sink, and teacher supply storage. Teacher supply closet should be large as it has to hold sports equipment, arts and crafts material, and lots of games.

Bathrooms

- Access to both a boys and girls bathroom on the same floor
 - Staff must be able to take children to the bathrooms and supervise from outside the bathroom so visibility is an issue
- Adult bathroom close by for staff to use

Windows

- Generous natural lights with a minimum of artificial light
- Light from two directions
- If classrooms are side by side, windows for viewing for both children and adults into the other classroom

Classroom:

Note: Since after-school runs on the days that schools are closed and, therefore, locked. It would be great to have a camera security system that allows staff to buzz parents in at drop-off/pick-up time. The issue is that if the children are in the gym during pick-up time, there is no way to actually buzz parents in. Is it possible to have a camera security system that is portable or also is located in the gym?

- Classroom entrance with enough space for greeting several parents and children taking off winter clothing (4' x 8'?)
- Storage area for children's coats, books, etc.
- Impervious floor area for eating and messy projects
- Corners unrestricted so that they can be used as interest areas or "retreats"
- A quiet area to do homework
- A large amount of architecturally unrestricted available space that is open and flexible to use in many ways
- Teachers should have an unobstructed view of all areas of the classrooms
- Vary ceiling heights
- Risers – small three level steps built in and then carpeted
- Provide ample display space for children's' work with devices that does not include tape or tacks
- Art area sink
- Counter by window to allow for science projects, like growing plants
- Computer area with data jack
- Sound transmission from one room to another should be controlled

Kitchen

- Large fridge as children have snacks every day and programs have potlucks cooked by children
- Stove (see above)
- Microwave
- Dishwasher if rooms are side-by-side as we use plastic cups, plates, and cutlery
- Counter tops for food prep
- Storage area for dishes, cutlery, dry goods
- Lockable cabinet for cleaning supplies
- Easy to clean walls and ceiling

Playground:

- Required to have 75 square feet per child who is outside at any one time
- Multiple-purpose space, if provided.
- 50% of playground should have sunlight at any one time
- Should have some shaded area
- Ground covering should be “resilient” or be wood chips

Office Area:

- Two desks and computers, printers, phone
- Seating for Head Teacher and parents to talk
- Filing cabinets for children and teacher files
- Another work station for teachers to use
- Storage for teachers’ personal belongs (coats and bags)

Conference Room:

- Access to a small space for teachers to have parent-teacher conferences

Note:

Currently, the After-School classrooms are used by the school for band classes. It is useful to have the teacher’s office in one of the after-school classrooms; however, noise from the band is a problem.

Martin Luther King Jr. School

Space Need Survey

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Your contact information::

Name:
Unit/Department:
Phone:
Email:

Space Need:

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

2. Please circle all of the schools on campus that this space will be associated with:
 - a. Early Childhood
 - b. Lower School
 - c. Upper School

NORTH AMERICA
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CHARLOTTE, NC
CHICAGO, IL
NEW YORK, NY
PITTSBURGH, PA
SAN FRANCISCO, CA
STAMFORD, CT
TORONTO, ON
WASHINGTON, DC

SOUTH AMERICA
GUAYAQUIL, ECU

ASIA
MUMBAI, IND
SHANGHAI, PRC

MIDDLE EAST
DUBAI, UAE

PERKINS EASTMAN ARCHITECTS, PC
50 FRANKLIN STREET
SUITE 402
BOSTON, MA 02110
T. 617.449.4000
F. 617.449.4049

3. 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):

4. 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):

5. 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.

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

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9. 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:

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

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

12. 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.)

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

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

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

16. 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.):

17. 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 1st, digitally to Sean O'Donnell at s.odonnell@perkinseastman.com, or in hard copy to Michael Black, City of Cambridge.

Date Prepared: March 14, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Focus Group Meeting No. 2: City of Cambridge - Human Services (Preschool & After School Program)
Meeting Location: Cambridge Rindge & Latin School, School Committee Meeting Room
Meeting Date: March 7, 2012
Prepared By: Jill Garzik
Contact Information: T. 617.449.4007 F. E. j.garzik@perkinseastman.com>

Participants
 Brendon Roy, City of Cambridge - Asst. Construction Project Manager
 Dana Ham, CPSD - Director of Facilities
 Ellen Semonoff, City of Cambridge - Dept. of Human Services Programs (DHSP)
 Lei Anne Ellis, City of Cambridge - DHSP, Childcare
 Eileen Keegan, City of Cambridge - DHSP, Community Schools
 Yolande Goode, City of Cambridge - Preschool Manager
 Susan Richards, City of Cambridge - Agenda for Children
 Ginny Berkowicz, CPSD - Media Arts Manager
 Gerald Yung, Martin Luther King Jr. School - Principal
 Sean O'Donnell, Perkins Eastman
 Jana Silsby, Perkins Eastman
 Jill Garzik, Perkins Eastman

Filename: j:\47930.00_martinlutherking_fs\47930.00 docs\minutes & agendas\peapc\focus groups_meeting no. 2\mm_focus groups no. 2_city of cambridge human services, preschool and after school programs - 120307.docx

New Business	Notes	Action by / Date Req'd
2.01	<u>Goals for Today's Meeting:</u> As a follow-up to our initial meeting, the Design Team would like to clarify and confirm the spatial needs of the departments and further develop our understanding of how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.	
2.02	<u>Preliminary Organizational Ideas:</u> -Activities zoned within secure, shared school/community spaces -Three-way partnership on campus between the City, School and other after school programming providers -Separate arrival for Enrichment vs. After School programs?	
2.03	<u>Spaces Identified for Potential Inclusion in the "Ed Spec" - Instructional:</u> -Enrichment: Shared with the schools inc. Art, Music, Gym, Cafeteria, Learning Commons	

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Date: March 14, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 7, 2012

	<ul style="list-style-type: none"> -After School Program: 2 classrooms (dedicated if possible) -Upper School After School: Use school resources -Seniors: Auditorium, conference rooms (shared with schools) 	
2.04	<p><u>Spaces Identified for Potential Inclusion in the "Ed Spec" - Administrative</u> Office shared by Enrichment & After School with small conf room (?) or office adj to After School classrooms? -Teacher Workspace (see MLK/Putnam Ave School)</p>	
2.05	<p><u>Spaces Identified for Potential Inclusion in the "Ed Spec" - Other</u> Dedicated & Distributed Storage</p>	
2.06	<p><u>Enrichment Classes:</u> -Staff varies -45 to 80 Students (10 children per class; 12 classes typical; 70 – 75 typical per week) -Activities include reading, art, ballet, martial arts, music (drumming, piano (taught every day)), fencing, science, cooking, homework – there are both quiet and noisy activities -Office for teachers that arrive before/after school; could be shared with After School Program -Teacher Workspace for teachers in shared rooms to continue to work</p>	
2.07	<p><u>After School - Instructional:</u> -48 K-5 Students attend from MLK and elsewhere -This requires two classrooms (operable partition?): -K-2nd grade -2 to 5th (mature 2nd graders) -Project-based learning; homework time, playground/gym activities, quiet time are among the activities -Small group activities (K-2 circle time, 2-5 meeting time) -There should be a kitchen/snack area with a sink and refrigerator -Storage (cots) convenient to use</p>	
2.08	<p><u>After School - Administrative:</u> Shared office with Enrichment for early arrival of teachers?</p>	
2.09	<p><u>Precedents:</u> MLK School (Teacher Workspace)</p>	

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Date: March 14, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Meeting Date: March 7, 2012

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Next Meeting:

Next Steps:

cc:

Attendees
John Pears, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Corinne Tobias, Aaron Gallagher, Gary Pease, Fayssal Hussein – Nitsch Engineering
John Sousa – Crabtree McGrath
Bob Fuss, Robert May – Fuss & O’Neil
Dennis Dyer, Peter Reilly, Daniel Hurley – AKF Group
Robert Diemer, Shannon Kaplan – InPosse
Jim Maloney, Joanne Johnson, Frank Geary - CPSD

Attachments:

Sign in Sheet
PowerPoint Images

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MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

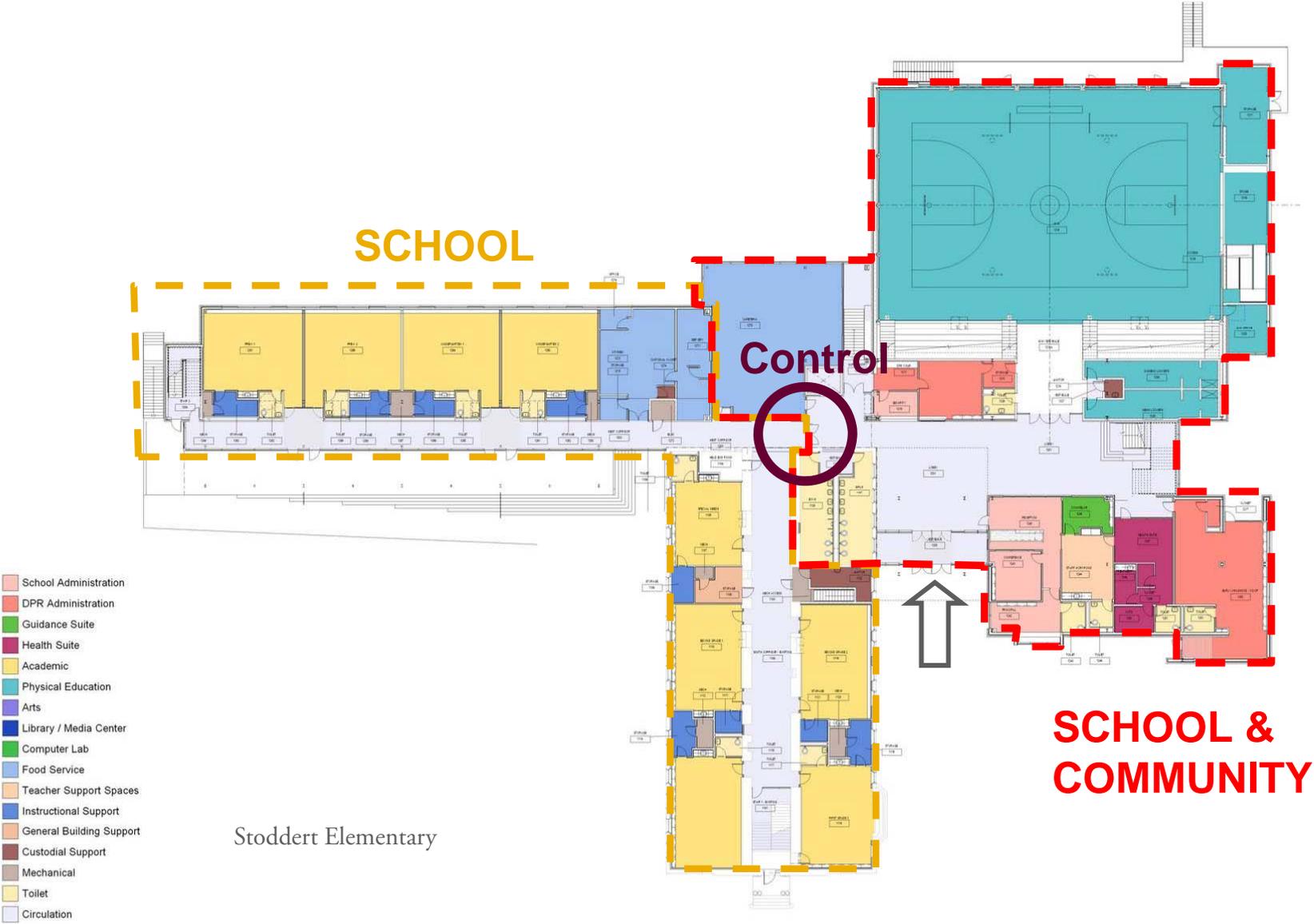
#2

FOCUS GROUP: CITY OF CAMBRIDGE - HUMAN SERVICES (PRESCHOOL & AFTER SCHOOL)

DATE: 3/7/2012

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	Yolande Goode	Preschool Manager	6211	Ygoode@cambridge.ma.gov
2	Kei-Anne Ellis	Division Head DHSP	617-349-6203	KEllis@cambridge.ma.gov
3	Dana Ham			
4	Brandon Roy			
5	Queen Keen Conyon	DHSP Community School	617-349-6225	eKeegan@CambridgeMA.GOV
6	Susan Richards	Agenda for Children	617 349 4099	S.RICHARDS@CAMBRIDGE.MA.GOV
7	Ginny Berkowitz	Media Arts Manager	617 349-6744	gberkowitz2@cpsd.us
8	Carol King	Principal		
9	Ellen Smith	Human Services	617 349-6200	esemonoff@cambridge.ma.gov
10	JANA SILSBY	PERKINS EASTMAN		
11	SEAN O'DONNELL	"		
12	JILL GARZIK	"		
13				
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Joint Use: A Community Center



Spaces Identified for Potential Inclusion in the "Ed Spec"



Kitchen



Meeting & Learning Resources Also Available to Community



Stoddert Elementary (all)

After School Program



Date Prepared: March 2, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Focus Group Meeting No. 1: CitySprouts

Meeting Location: Cambridge Rindge & Latin School, School Committee Meeting Room
Meeting Date: February 16, 2012

Prepared By: Jill Garzik
Contact Information: T. 617.449.4007 F. E. j.garzik@perkinseastman.com>

Participants
 Jane Hirschi, CitySprouts
 Michael Black, City of Cambridge - Construction Project Manager
 Jim Maloney, CPSD - Chief Operations Officer
 Joanne Johnson, CPSD - Assistant to COO
 Gerald Yung, Martin Luther King Jr. School - Principal
 Sean O'Donnell, Perkins Eastman
 Jana Silsby, Perkins Eastman
 Jill Garzik, Perkins Eastman

Filename: http://orchard.perkinseastman.com/tj:\47930.00_MartinLutherKing_FS\47930.00 Docs\Minutes & Agendas\PEAPC\Focus Groups_Meeting No. 1

New Business	Notes	Action by / Date Req'd
1.01	<p><u>Overview:</u> During this process, we will be conducting a Feasibility Study. We will work to complete an Educational Specification, which will be used by the architectural/engineering team to design the building. The final outcome of the building design will be one of the following options: Full tear-down and new construction; Full renovation of existing buildings; or a hybrid option of Partial Renovation and Partial New Construction.</p>	
1.02	<p><u>Schedule:</u> Over the next 12 weeks, the Design Team will conduct a series of meetings with each focus group/department to develop each program space for the new building. The Design Process to develop the preferred option will commence following the completion of the Feasibility Study, with a target move-in date of the new building in September 2015.</p>	Perkins Eastman/3-21
1.03	<p><u>Goals for Today's Meeting:</u> As an initial meeting, the Design Team would like to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future. The group</p>	

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Date: March 2, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: February 16, 2012

	will also discuss how the new space can help further foster a sense of community within the school and its surrounding neighborhood.
1.04	<p><u>Program:</u></p> <ul style="list-style-type: none"> - Based in Cambridge for 11 years - Every classroom has had a garden for the last 3-11 years - Non-profit; funding from state, schools, parents, fundraising, volunteers - Teaches teachers to teach outside - Survey teachers twice/year on how often they use gardens and what they teach - Program is both in service to and a resource to teachers - Especially beneficial w/Extended Day program
1.05	<p><u>Outdoor Classroom:</u></p> <ul style="list-style-type: none"> - Maintained as part of teachers curricula - Extension of Science, Math (ex. Pea unit, Soil/Growth/Genetics, Habitat) - Extension of Health (Future) - Extension of Bilingual and ESL studies - Extension of Special Education programs - Opportunities to explore - Visibility from Library (Academic connection) is desired.
1.06	<p><u>Nutrition/Foodservice:</u></p> <ul style="list-style-type: none"> - In cooperation w/Cambridge Health Alliance - Training with most staff (planting, clipping herbs) - Planting food-growing plants that align w/menu - Incorporated into various curricula, not dedicated
1.07	<p><u>Design Criteria:</u></p> <ul style="list-style-type: none"> - Courtyard (helps w/safety, wandering, focus) - Gateway entrance w/fencing (signals to students they have entered the outdoor 'classroom') - Visual consistency w/other gardens (raised beds with cedar posts, compass sunflower, shallow sheds for tools, hydrant) - Seating areas are wasted space - Separate gardens for K-5 and 6-8 - Current size of MLK garden is OK - ADA accessibility (Special needs learners, ramps, sensory opportunities) - Stations (Dissecting, Journaling, Harvesting/Gardening, other)

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in five working days, this Meeting Record will stand as published.

Date: March 2, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Meeting Date: February 16, 2012

Page 3 of 3

1.08	<u>References:</u> <ul style="list-style-type: none">- website (www.citysprouts.org)- 40 Essential plants used- Plans of CitySprout gardens
1.09	<u>Precedents:</u> <ul style="list-style-type: none">- Existing MLK garden- Morse at Upton- Baldwin (ex. of small garden)- Peabody (ex. of courtyard)

Next Meeting:

Next Steps: A follow-up meeting will be scheduled.
Please review and comment on attached Survey and return at next scheduled meeting.

cc: **Attendees**
John Pears, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Cheeta Soga, Fayssal Hussein – Nitsch Engineering
John Sousa – Crabtree McGrath
Bob Fuss, Robert May – Fuss & O’Neil
Dennis Dyer, Peter Reilly, Daniel Hurley – AKF Group
Robert Diemer, Shannon Kaplan - InPosse

Attachments: Sign-In Sheet
CitySprouts Annual Report 2011
CitySprouts – Essential Plants
CitySprouts Design Presentation Boards
Space Need Survey

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in five working days, this Meeting Record will stand as published.

Perkins Eastman

FOCUS GROUP SIGN-IN SHEET

MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP: CITYSPROUTS

DATE: 2/16/2012

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	Jane Hirschi	Citysprouts		jhirschi@citysprouts.org
2	Jim Maloney			
3	Joanne Johnson			
4	Michael Black			
5	Gerald Jung			
6	Jana Silsky			
7	Sean O'Donnell			
8	Jill Garzik			
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citysprouts
Public school gardens for teaching and learning

Annual Report 2011



The CitySprouts mission is to develop, implement and maintain beautiful, resource-rich school gardens in collaboration with public school communities. Integrated into the curriculum, CitySprouts gardens inspire teachers, students, and families with a deep, hands-on connection to the food cycle, sustainable agriculture, and the natural environment.

Cambridge • North Shore • Boston

www.citysprouts.org



CitySprouts Fall 2011

CitySprouts envisions children having access to green space in their urban neighborhoods. We have seen that kids engaged in growing and harvesting food fosters healthier food choices and good health. We believe that all schools have the potential to provide a schoolyard learning garden that give kids engaging, real-world applications of core academic concepts. Changes in children's health and learning *can* happen in public schools.

Since 2001, CitySprouts has partnered with Cambridge Public Schools to develop a thriving district-wide school garden program in all the city's schools -- junior kindergarten through 8th grade. In the summer, CitySprouts runs a tuition-free program in Cambridge to teach middle school youth garden skills, to cook with the garden harvest and to support active stewardship of their community. This year CitySprouts expands to new schools in Gloucester and prepares to expand its unique school garden model to schools in Boston and Lynn next year.

Thank you to our many friends who make our work possible by supporting our efforts financially, volunteering in the gardens, classrooms, in our office and at events; and in partnering with us to support our mission. Read on to learn more about the impact CitySprouts is having on children, youth, schools and neighborhoods.

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Principal, Morse School
Cambridge Public Schools

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BioMed Realty Trust

Brian Kelley (2012)
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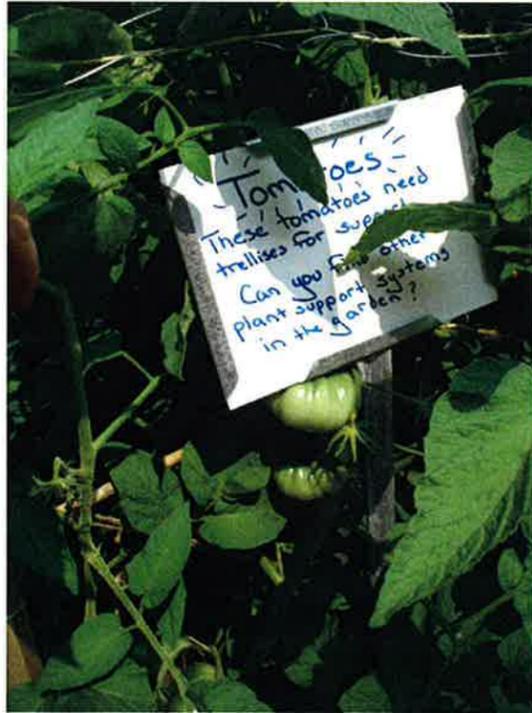
Ben Lummis
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Bridget Rodriguez
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Diane Savitzky
Nutritionist and ESL
Teacher

Henry Vandermark
President
SolarWave Energy, Inc.



The CitySprouts Model

Given the limited hours of the school day and the ever-increasing mandates teachers face to meet academic benchmarks, it is no easy matter to ensure that all children have access to a school garden as a learning environment. CitySprouts has developed a successful school garden model that works with schools' existing resources: teachers' classroom lessons, the outdoor space around the school, and the school cafeteria where children nationwide get as much as 50% of their daily calories.

As a district-wide program in all of the K-8 Cambridge Public Schools, CitySprouts has a decade-long relationship with Cambridge teachers, administrators and families in developing a school garden program that's intrinsic to every child's education. Results indicate that more than 60% of teachers in Cambridge consistently use the school garden for teaching, across all grade levels and subject areas. That means that thousands of urban children have consistent access to the school garden—for exploring the connection between classroom lessons and real-world applications, to harvest and taste food they've helped grow, and to strengthen their own, personal relationship with the natural world in the city.

CitySprouts in Cambridge

In its 11th year as a partner with Cambridge Public Schools (CPS), CitySprouts school garden program continues to grow. This year, 251 Cambridge teachers report using their CitySprouts garden to teach lessons, most frequently in science (58%) but also math, literacy, social studies and art. For example, 4th grade teachers at every one of the city's 12 schools incorporated the garden for the Changes Over Time math lesson by graphing the growth of peas through the spring. Two classes created an African garden as part of their 5th grade social studies unit, planting peanuts, millet and squash in the spring and then harvesting in the fall.

CitySprouts continues to work closely with the CPS science department to align the school garden with the district's K-8 science units. Cambridge recognizes the value of the school garden and the CitySprouts program as an education initiative by including it as a line item in the school budget. Finally, as Cambridge moves next year to a new middle school model—the Innovation Agenda—CitySprouts joins other community partners in designing and integrating young people's out-of-school time in addition to supporting learning in the school day.

CitySprouts & FoodCorps

In 2011, CitySprouts joins partners The Food Project and Boston Public Schools (BPS) Food and Nutrition Services as the Massachusetts FoodCorps Initiative.

FoodCorps is an AmeriCorps initiative that places service members at host sites in high-need communities throughout the country to improve children's education about and access to healthy, locally grown food. Our Massachusetts FoodCorps Initiative is one of 10 inaugural FoodCorps sites in the nation.

In CitySprouts first FoodCorps year, our staff is implementing the CitySprouts school-year program at the Veteran's Memorial and Beeman elementary schools in Gloucester, and has led professional development in garden-based teaching for middle school teachers at the Henry Dearborn Middle School in Boston, another one of the MA FoodCorps Initiative's sites. We anticipate bringing CitySprouts program to four additional Boston and Lynn schools in 2012-2013.



Veterans' student charting plant growth

"Erin Taylor, our CitySprouts Garden Coordinator here at Beeman School, brings all the wonder of our gardens alive for our students. She helps the students - and the teachers too - learn all about how the very small things in the garden work together to bring us a large variety of delicious things to eat! Erin and CitySprouts have changed the whole culture of our school for good!"

Ellen Sibley,
Principal, Beeman
Elementary School,
Gloucester, MA

Growing in the Community



Students tending the garden at Squirrel Brand Community Garden

From peas to pumpkins, children grow food in the CitySprouts gardens from March until late November. As soon as the snow melts we begin preparing the school gardens for planting peas for the 4th grade math lesson on graphing growth over time. By mid-May, schools across the city are gearing up for the Great Bean Race in their school gardens. All summer long, CitySprouts youth interns (ages 11-14) are harvesting, cooking and re-planting the gardens. In early October, we celebrate the school garden harvest from all 12 CitySprouts gardens with a community Stone Soup—chopped, cooked and eaten by children right in the schoolyard. The growing season draws to a close with close to 3,000 children pressing apple cider in the schoolyard before we put the school garden to bed in early December.

CitySprouts is part of the fabric of the Cambridge community. In addition to our decade-long partnership with Cambridge Public Schools, we care for a number of plots in community gardens located near schools. This year, we planted trees through the Boston Tree Party, participated in the Urban AG Fair in Harvard Square and joined the Museum of Science's Let's Talk About Food Festival.

"CitySprouts school gardens have inspired hundreds of Cambridge kids over the years to become fans of fruits and vegetables. CitySprouts has been a valuable partner in the city's effort to reduce childhood obesity."

Claude-Alix Jacob, Chief Public Health Officer, City of Cambridge and Director, Cambridge Public Health Department

CitySprouts Summer Youth Program

In CitySprouts tuition-free summer program, middle school youth get a hands-on education in local food systems. Every summer, about 80 youth ages 11 to 14 spend one month of their summer vacation learning garden skills, including food production, through daily care of their schoolyard garden. They explore their neighborhood bodegas and grocery stores to learn where food comes from and examine food choices. Interns take trips to local farms to help plant and harvest. They volunteer at local food banks and food distribution centers to prepare a meal or distribute food to people in need. Each youth intern receives a \$100 stipend at the end of their four-week internship: a very tangible reflection that we value the skills and knowledge they are accumulating, and expect them to continue to deepen their engagement in good food and local agriculture.



Interns plant seedlings at Gaining Ground Farm in Concord



Interns checking on plants at Fletcher-Maynard Academy

During the program, each youth intern team is paired with a Cambridge restaurant and chef to learn more about food preparation. We are grateful to the following restaurants for hosting our summer youth interns: Bondir, Clover Food Lab, Flatbread & Co., Hungry Mother, Marriott Cambridge Restaurant, Muqueca, Rendezvous and Zing! Pizza.

CitySprouts summer program is 'nested' in the City of Cambridge Youth Services: Gately Youth Center and Russell Youth Center. This partnership with the city's youth services has helped CitySprouts meet its goal of serving a diverse range of youth and families. More than half of the youth in our summer internship (53%) come from low-income families; 35% of the youth receive special education services. With funding from Massachusetts Department of Elementary and Secondary Education (DESE), CitySprouts looks forward to an additional partnership with the East End House (in East Cambridge) in 2012.



Interns cooking at the Iron Chef Dip Off

In 2011, more than half of our 79 interns tried a new vegetable for the first time at CitySprouts: swiss chard (51%), kale (49%) and basil (42%).

Interns love to cook! All summer interns learn how to make: bruschetta, collard greens and rice, fajitas, garden lemonade, basil pesto, pickled radishes, potato salad, salad & salad dressings, salsa, smoothie, sun tea, tzatziki, vegetable stir fry, veggie scramble, veggie wraps, zucchini circles.

This fall our summer youth interns gathered at the CitySprouts Festival in the first annual **Iron Chef Dip-Off Challenge**: teams of interns impressed the judges and the crowds with their outrageously delicious and healthy recipes from produce harvested from CitySprouts gardens – in under 20 minutes.



Photo by Susan Young

Thank you to all of our generous supporters



Anonymous
 Anonymous
in honor of Dina Maddell and David Sandberg
 Sandra Abbott and Don Hemwall
 Gretchen Adams and Rob Hayes
 Liz Adams and Cliff Lasser
 Virginia Adams *in honor of Gretchen Friesinger*
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 David Emerson and Amanda Peters
 Heather Esme and Nicholas Caramello
 Dominique Facile
 Hannah Fairbairn *in honor of Hanh and Andrew Fairbairn and in honor of Alland Spewer Nienberg*
 Michelle Farnum
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 JoAnn Moynihan
 Mark Mulligan and Arend Sluis
 Anne Murphy Davis and William Davis
 Claire and Tim Murphy
 Sheila Murphy
 Susan Musinsky,
For Jeanette in memory of her mom Christa
 Peter and Alyson Muzila
 Laura Nash
 Bouke and Amy Noordzij
 Diane and Charles Norris
 Stephanie O'Neill
 Deborah O'Donnell and John Riley
 Jean Pagani
 Anne Peretz

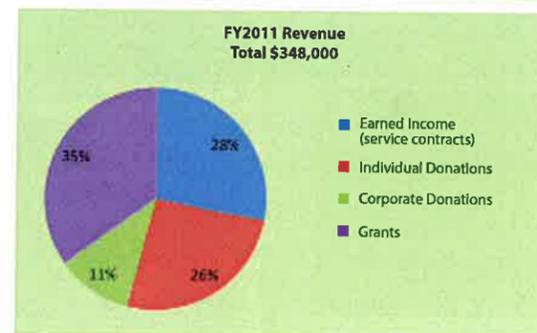
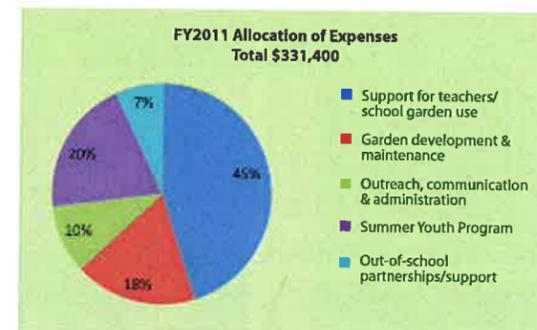


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 Susanna Porte
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 Jane Rupp *in honor of Barbara A. Rupp*
 Annie Santulan
 Dea Savitzky *in honor of Diane Savitzky*
 Diane Savitzky and Michael Pappone
 Ed Schein
 Anne Shuhler
 Daniel and Frederique Schutzberg,
in memory of Victoire Schutzberg
 Rita Schwantes
 Everett and Amy Shorey
 Gil and Jeanne Slater
 Janet Slemenda and James Monteverde
 Christopher Small and Carol Sandstrom
 Alan Smillie and Jean Howard
 Anna Smillie
 Katie Smillie and Daniel Hungerford
 Anne and Tom Snyder
 Niels Sokol and Carol Smith
 Karen Sollins
 Michele Sprengnether and Gil Gonzalez
 Sprouts of Hope, Roots and Shoots Group
 Lois Stanley and Mark Bildman
 Anne Strong and Charles Allen
 Michael and Denise Sullivan
 Anne Strong and Charles Allen
 Patton and Richard Tabors
 Susan and Gary Taylor
 Jean Terranova
 George Thrush
 Councilor Tim Toomey
 Detlev and Dorothy Vagts
 Amy Marie Walrod
 Ray & Joan Walther
 Jay and Julie Wasserman
 Jose Wendel and Boudewijn Dejonge
 Louise and Charles Weed
 Jessie Wenning and Steve Watt
 Erika and John Werner
 Mary Rita Weschler and Douglas Payne
 Bruce and Susan Whetle
 Susan White
 Meg Winslow and Matthew Longo
 Lissa Winstanley
 Alice and Bob Wolf
 Amy Woods
 Nancy and Fred Woods
 Laurie Young
 Tim Zessin and Jenn Furstnau Zessin
 Cathie Zusy and Sam Kendall

Thank you to all of our in-kind supporters

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 ZipCar



Thank you to all of our amazing volunteers



Volunteers at Fletcher-Maynard Academy

What is the impact of volunteers on CitySprouts? All year round, volunteers are hard at work keeping our program flourishing. During fall and winter, volunteers helped organize the first ever CitySprouts Gala to celebrate our 10th anniversary. In late March, students from Lesley University built trellises for our peas and helped install them at our gardens in Cambridge. In April and May, corporate volunteer teams and individual volunteers dropped by our gardens on Thursdays and readied the gardens for planting. All through the spring and fall, parents gave their time at afterschool drop-ins in the gardens.

In May, teams of volunteers were dispatched across Cambridge and dutifully watered and tended the CitySprouts gardens all spring and summer. Staff at CitySprouts doubles in mid-June with the addition of college interns from Lesley and other universities, and our college Fellows who assist in our summer program and maintain the gardens. In July and August, chefs from area restaurants donate their expertise and time to teach CitySprouts youth about food preparation and the professional food world. In early October, volunteers from across the city and Cambridge Public Schools come out to help with our annual CitySprouts Festival.



CitySprouts Festival Fletcher-Maynard Academy 2011

In 2010-2011 CitySprouts volunteers donated almost 4,000 hours of their time. Thanks to all of our volunteers: the hundreds of individuals, parents, Lesley University interns, Summer Crew, Summer Fellows, companies and corporations (1369, Microsoft, ZipCar, Nature Publishing Group, Sonos, Harvard Service Public Network, Vertex) for helping CitySprouts. *We couldn't do it without you!*



Thank you to the following foundations, corporations and other institutional donors



Whole Foods 5K Run for FoodCorps Fall 2011

- | | |
|------------------------------------|--|
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CitySprouts Turns 10 in 2011



CitySprouts 10th Anniversary Gala
CitySprouts interns and honorary guests
Ana Sortun and Mel King

photo by Randy Goodman

CitySprouts was founded in 2001 by a group of parents, teachers and a dynamic school principal who were deeply concerned about children's health in the broadest sense of the word. They wanted all children in the city to have access to outdoor exploration; to know where their food comes from and make good food choices. They wanted children to have practical, hands-on learning at school. Following are a few highlights from the past 10 years as CitySprouts grew from a volunteer-run "good idea" to a program serving an entire school district... and beyond:

In 10 years, CitySprouts:

- Grew its program from 2 to all 12 Cambridge Public Schools (K-8th grade)
- Made school gardens as an outdoor classroom accessible to hundreds of teachers *each fall and spring*
- Graduated 275 middle school youth from its summer program
- Collaborated with Cambridge Public School science educators to extend district science curricula to the school gardens
- Was recognized as a social innovator in 2008 by Social Innovation Forum (Root Cause)
- Was selected as an inaugural FoodCorps site, with The Food Project and Boston Public Schools
- Expanded its program to two Gloucester public elementary schools in 2011



CitySprouts Staff and College Fellows - Summer 2011



CitySprouts Essential Plant and Design List

Every CitySprouts garden is unique in design and content, reflecting the natural environment and the community where it is located. However, we use this list of plants and garden features common to all CitySprouts Gardens as a guide to help ensure that each garden is complete and functional as an outdoor classroom.

GARDEN AREA	Plant	Curriculum Connections	Culinary Connections	Agricultural Connections	Harvest time (for Zone 6)	Notes
Herb Garden	Basil	Science: Sense Exploration Social Studies: Cultural Connections	Pizza, Pesto	Companion Planting (Tomatoes)	Summer to Fall	Essential
	Chives	Science: Sense Exploration Social Studies: Colonial History (colonial gardens)	Salad, Edible flowers		Early spring	Essential
	Cilantro	Science: Sense Exploration	Salsa		Late Spring to Fall	Essential
	Dill	Science: Sense Exploration, Habitats (butterflies), Butterfly Life Cycle (food for butterfly larva), Ecosystems (producers and consumers)			Summer to Fall	Essential
	Garlic	Science: Plant Life Cycle	Pizza, Salsa, Pesto, Edible Flowers	Companion Planting	Fall	Essential
	Lavender	Science: Sense Exploration Social Studies: Medieval and Renaissance Life (traditional medicinal herbs)			Summer to Fall	Optional
	Lemon Balm	Science: Sense Exploration Social Studies: Medieval and Renaissance Life (traditional medicinal herbs)			Summer to Fall	Optional
	Oregano	Science: Sense Exploration	Pizza		Late Spring to Fall	Essential
	Parsley	Science: Sense Exploration			Late Spring to Fall	Essential
	Rosemary	Science: Sense Exploration Social Studies: Ancient Cultures (Greek and Roman), Medieval and Renaissance Life (traditional medicinal and sacred herb)			Summer to Fall	Essential
	Sage	Science: Sense Exploration	Tea		Summer to Fall	Essential
	Thyme	Science: Sense Exploration			Summer to Fall	Essential



CitySprouts Essential Plant and Design List

GARDEN AREA	Plant	Curriculum Connections	Culinary Connections	Agricultural Connections	Harvest time (for Zone 6)	Notes
Fruit and Vegetable Garden	Beans	Science: Plant Life Cycle (flowers to fruit) Social Studies: Native Americans/Colonial History (Three Sisters Garden) Math: Measuring, Graphing (bean plant growth over time)	Nutrition	Nitrogen Fixing, Companion planting (corn and squash)	Late spring/Early Summer	Essential
	Beets	Art: Natural dyes			Late Spring to Fall	Essential
	Broccoli	Science: Plant Parts	Edible flowers, Nutrition		Early Summer and late Fall	Essential
	Cabbage				Summer	Essential
	Carrots	Salads	Salad, Nutrition		Summer to Fall	Essential
	Collards		Southern food, Nutrition		Summer to Fall	Essential
	Corn	Social Studies: Native Americans/Colonial History (Three Sisters Garden), Maya, Inca and Aztecs, Colombian Exchange		Companion planting (beans and squash)	Late Summer	Essential
	Cucumber	Science: Plant Life Cycle (flowers to fruit)	Salad		Summer	Essential
	Eggplant	Science: Plant Life Cycle (flowers to fruit)			Late Summer	Essential
	Green pepper	Science: Plant Life Cycle (flowers to fruit)	Pizza		Late Summer	
	Hot pepper	Science: Plant Life Cycle (flowers to fruit)	Salsa		Late Summer	Optional
	Kale		Southern food, Nutrition		Late Spring to Fall	Essential
	Lettuce/Salad greens		Salad		Spring-Fall	Essential
	Onion		Pizza, Salsa		Summer to Fall	Optional
	Peas	Science: Genetics (Mendel), Soils (nitrogen fixing), Plant Life Cycle (flowers to fruit, seed saving), Flower Dissection Math: Graphing (growth over time)		Nitrogen Fixing	Late spring	Essential
	Potato	Social Studies: Incas, Colombian Exchange (between Americas and Europe)			Late Summer	Essential
	Pumpkin	Science: Plant Life Cycle (seed saving, flowers to fruit)			Late Summer to Fall	Optional
	Radish		Salad		Late spring to Fall	Essential
	Spinach		Salad, Nutrition		Spring and Fall	Optional



CitySprouts Essential Plant and Design List

GARDEN AREA	Plant	Curriculum Connections	Culinary Connections	Agricultural Connections	Harvest time (for Zone 6)	Notes
	Squash	Science: Plant Life Cycle (flowers to fruit) Social Studies: Native Americans/Colonial History (three sisters garden)		Companion planting (beans and corn)	Summer to Fal	Essential
	Swiss Chard		Nutrition		Late spring to Fall	Optional
	Tomatillo	Science: Plant Life Cycle (flowers to fruit)	Salsa		Late Summer to Fall	Optional
	Tomato	Science: Plant Life Cycle (flowers to fruit) Social Studies: Colombian Exchange (between Americas and Europe)	Pizza, Salsa		Late Summer to Fall	Essential
	Apple	Science: Plant Life Cycle (flowers to fruit), Genetic variation	Cider pressing		Fall	Optional
	Blueberries	Science: Plant Life Cycle (flowers to fruit)	Nutrition		Summer	Optional
	Husk cherry	Science: Plant Life Cycle (flowers to fruit)			Summer to Fall	Optional
	Raspberries	Science: Plant Life Cycle (flowers to fruit)			Summer to Fall	Optional
	Strawberries	Science: Asexual and Sexual Reproduction, Plant Life Cycle (flowers to fruit)			Late spring	Essential
	Winter Wheat	Literacy: Little Red Hen	Grinding wheat berries to make flour and bread		Fall	Essential
	Winter Rye	Science: Soils (erosion and cover cropping)	Nutrition	Cover Crop	Summer	Essential
					BLOOM TIME	
Flower Garden	Calendula	Social Studies: Ancient Cultures (traditional medicinal plants)			Summer	Optional
	Clover	Science: Soils (nitrogen fixing, erosion and cover cropping)		Nitrogen Fixing; Cover Crop	Spring to Summer	Optional
	Cosmos	Science: Plant Life Cycle (seed saving)			Summer to Fall	Essential
	Daffodil	Science: Plant Parts, Flower Dissection			Spring	Optional
	Daylilies	Science: Plant Parts, Flower Dissection			Summer	Essential
	Globe Thistle	Science: Plant Life Cycle (seed saving), Pollination, Symbiotic Relationships (between pollinators and plants)			Summer to Fall	Optional
	Marigold	Science: Plant Life Cycle (seed saving)		Companion planting (tomatoes)	Summer to Fall	Essential



CitySprouts Essential Plant and Design List

GARDEN AREA	Plant	Curriculum Connections	Culinary Connections	Agricultural Connections	Harvest time (for Zone 6)	Notes
	Nasturtium		Edible flower		Summer to Fall	Essential
	Nigella	Science: Plant Life Cycle (seed saving)			Summer	Essential
	Onion, decorative				Summer	Optional
	Sunflowers	Science: Plant Life Cycle (seed saving), Habitats (seeds attract birds for food), Ecosystems (producers and consumers)		soil phytoremediation (draws heavy metals out of soil)	Summer	Essential
	Tulip	Science: Plant Parts, Flower Dissection			Early spring	Essential
	Mayflower				Mid Spring	Optional
	Solomon seal				Spring	Optional
	Starflower (Trientalis borealis)				Late Spring	Optional
	Ferns	Science: Plant Reproduction (spores)			NA	Essential
	Flowering dogwood				Spring	Optional
	Milkweed	Science: Butterfly Life Cycle, Habitats (monarch butterflies), Ecosystems (producers and consumers)			Fall	Essential
	Aster	Science: Symbiotic Relationships (between pollinators and plants)			Fall	Essential
	Echinacea	Science: Plant Life Cycle (seed saving), Habitat (attracts birds for food), Ecosystems (producers and consumers) Social Studies: Native Americans (traditional medicinal plant)			Summer	Essential
	Mallow	Science: Butterfly Life Cycle (attract Painted Lady Butterfly larva), Habitats, Ecosystems (producers and consumers)			Summer	Essential
	Bee Balm	Science: Symbiotic Relationships (between pollinators and plants)			Summer	Optional
	Summersweet	Science: Symbiotic Relationships (between pollinators and plants)			Summer	Optional
	Azalea				Spring	Optional



CitySprouts Essential Plant and Design List

GARDEN AREA	Plant	Curriculum Connections	Culinary Connections	Agricultural Connections	Harvest time (for Zone 6)	Notes
Hardscape features	Compost bins	Decomposition, Soils, Insect identification, Insect life cycle		Soil Fertility		Essential
	rotting log	insect habitat, decomposition				Essential
	Outdoor classroom space	Area for classes to gather for instruction				Essential
	Weather instruments (thermometer, rain gauge, barometer)	Weather and water				Essential
	Raised beds or edging	Measuring perimeters and areas, mapping				Essential
	Compass Rose	Mapping, orienteering				Optional
	Sundial	Sun, Earth's rotation				Optional
	Shed					Essential
	Table and bench					Essential

City Sprouts Garden at MORSE SCHOOL

Entry Sign



Street Bench



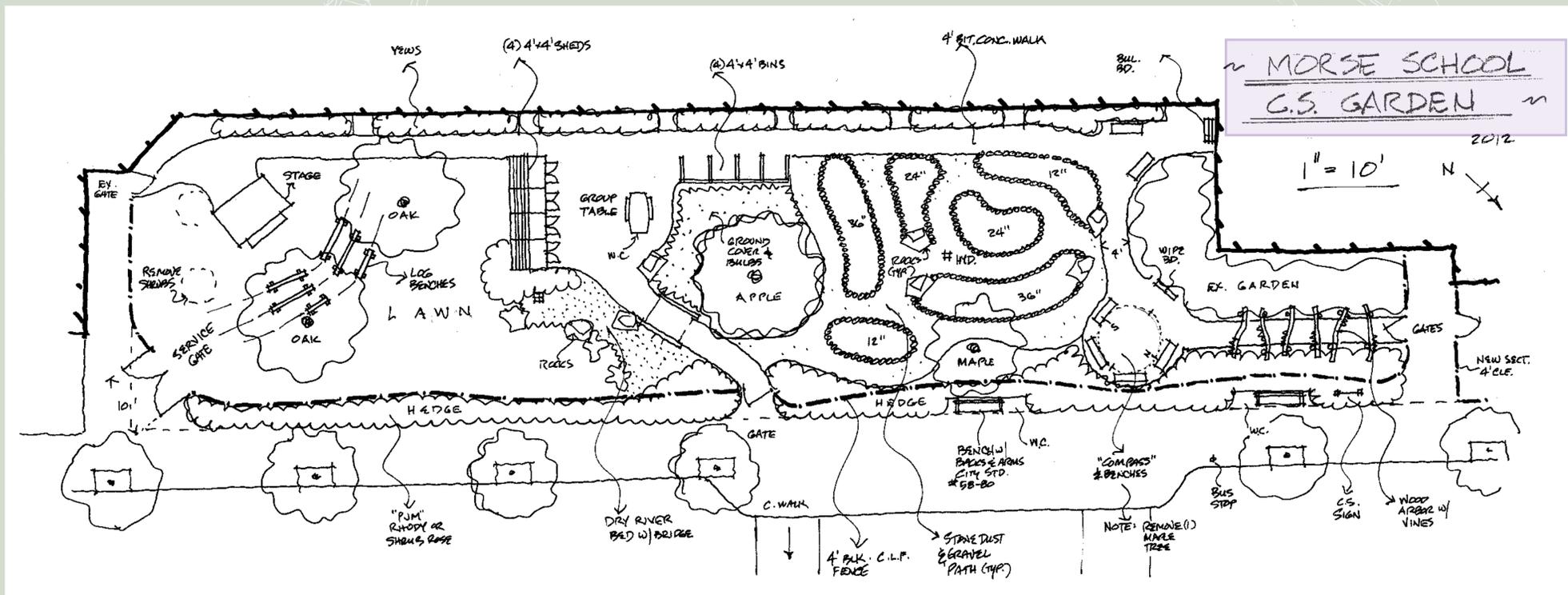
Group Table



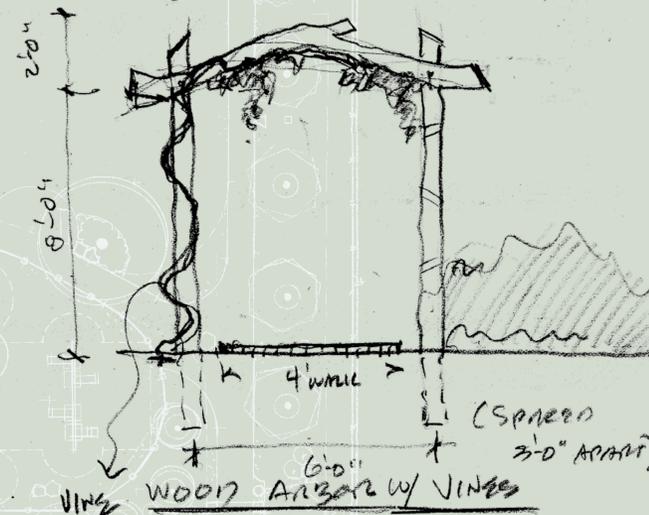
Raised Plant Bed



Raised Bed Detail



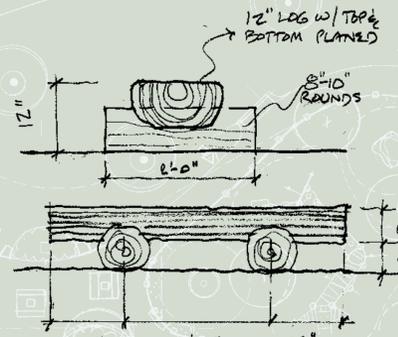
Entry Arbor



Hydrant



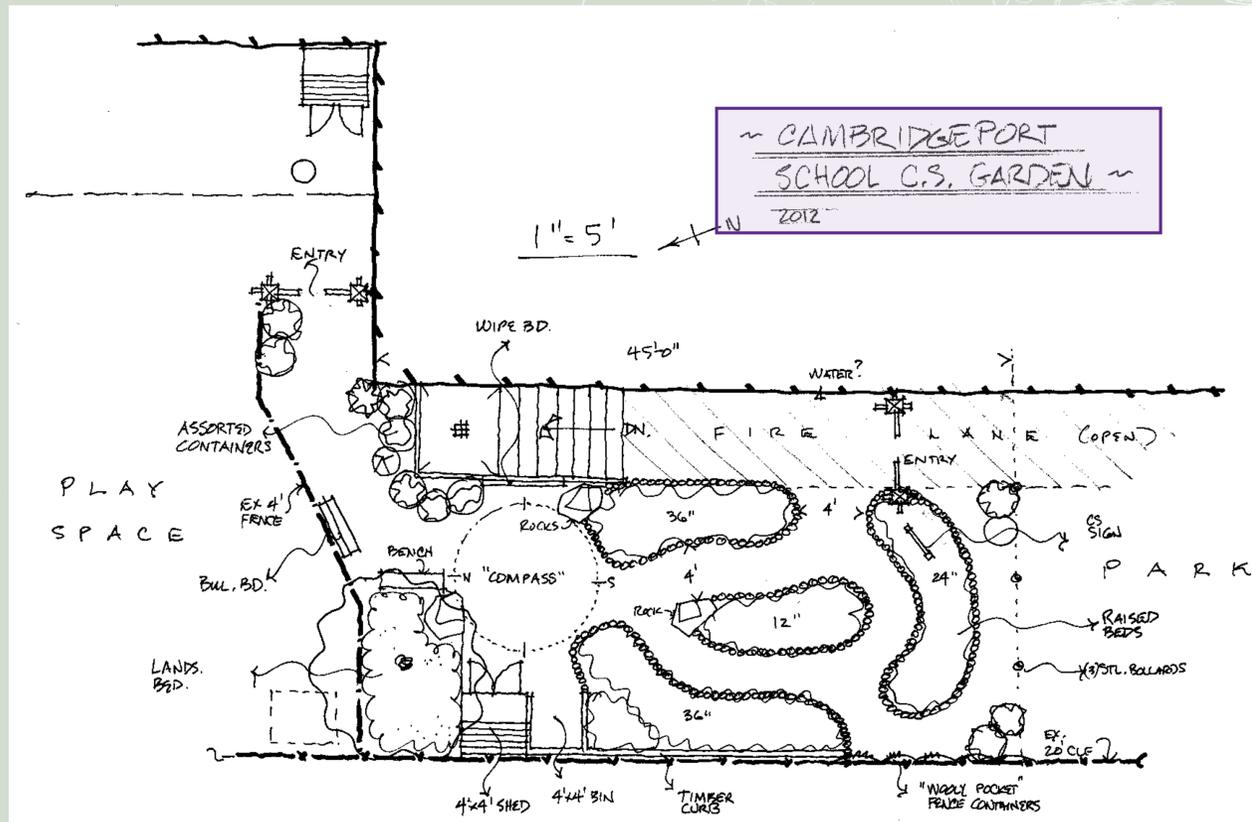
Log Benches (Portable)



Shed (4' x 4' Basic Unit)



City Sprouts Gardens at CAMBRIDGEPORT & BALDWIN SCHOOLS



Entry Totems



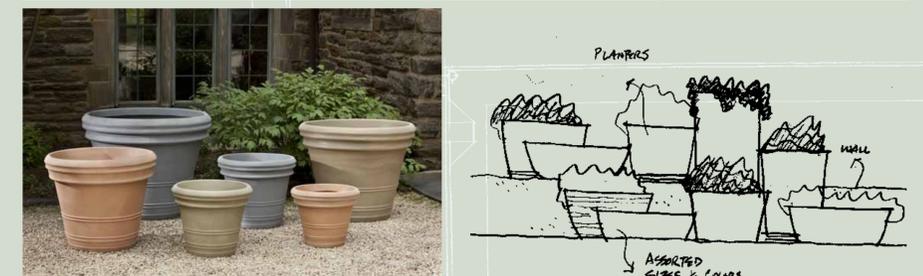
Entry Sign



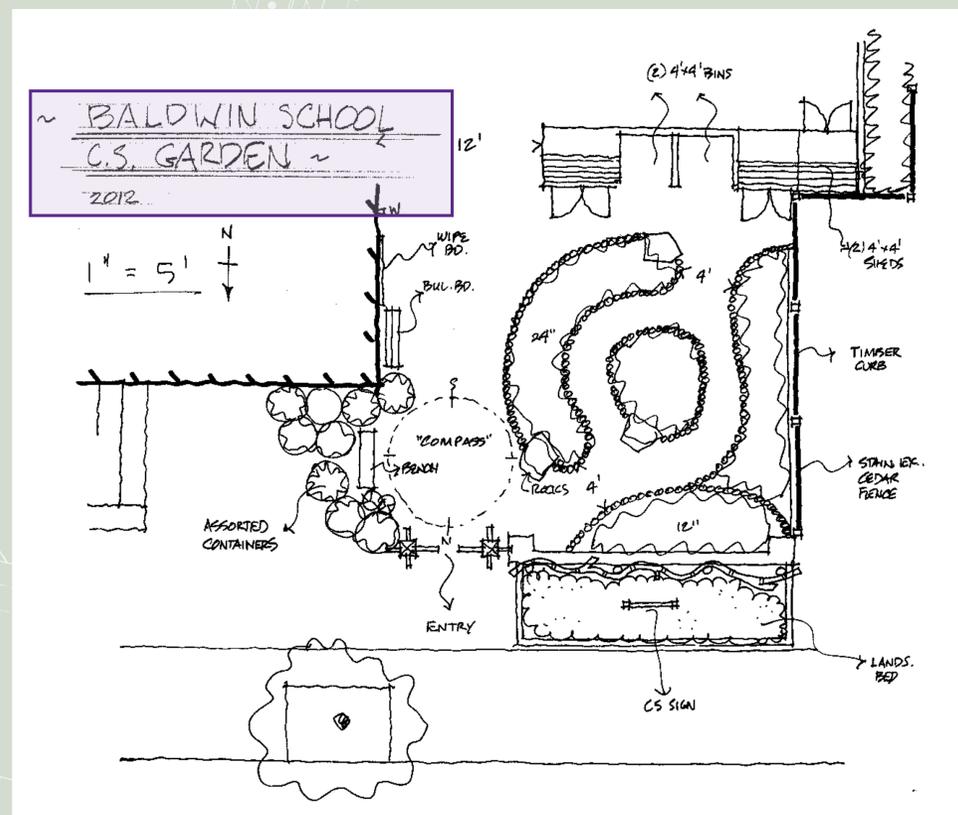
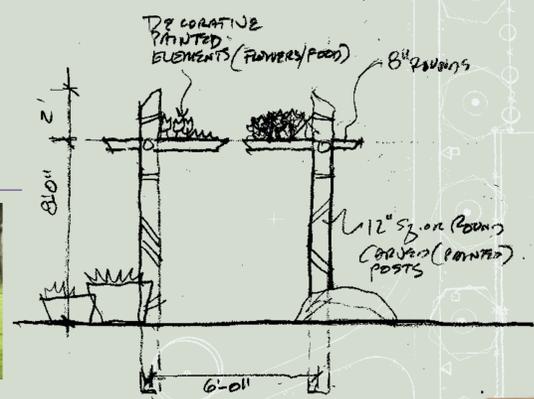
Raised Plant Beds



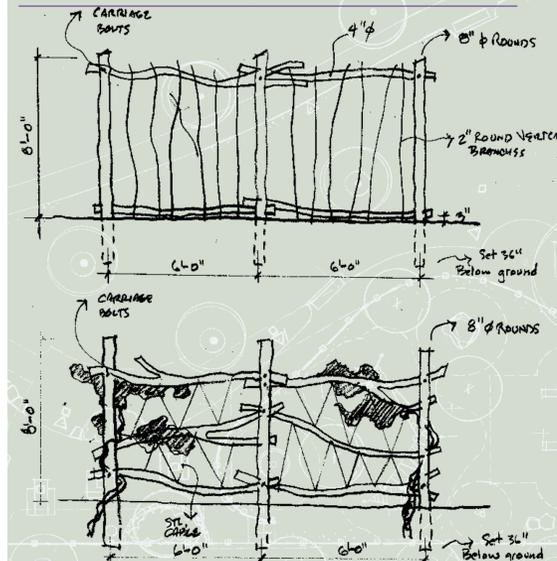
Assorted Containers



Bulletin Board



Trellis with Vine



Shed (4' x 4' Basic Unit)

Sitting Rocks



Work Station with Sink

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:
Unit/Department:
Phone:
Email:

Space Need:

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

2. Please circle all of the schools on campus that this space will be associated with:
 - a. Early Childhood
 - b. Lower School
 - c. Upper School

NORTH AMERICA
BOSTON, MA
CHARLOTTE, NC
CHICAGO, IL
NEW YORK, NY
PITTSBURGH, PA
SAN FRANCISCO, CA
STAMFORD, CT
TORONTO, ON
WASHINGTON, DC

SOUTH AMERICA
GUAYAQUIL, ECU

ASIA
MUMBAI, IND
SHANGHAI, PRC

MIDDLE EAST
DUBAI, UAE

PERKINS EASTMAN ARCHITECTS, PC
50 FRANKLIN STREET
SUITE 402
BOSTON, MA 02110
T. 617.449.4000
F. 617.449.4049

3. 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):

4. 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):

5. 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.

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

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

8. 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):

9. 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:

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

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

12. 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.)

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

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

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

16. 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.):

17. 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 1st, digitally to Sean O'Donnell at s.odonnell@perkinseastman.com, or in hard copy to Michael Black, City of Cambridge.

Date Prepared: March 12, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Focus Group Meeting No. 2: CitySprouts

Meeting Location: Cambridge Rindge & Latin School, School Committee Meeting Room
Meeting Date: March 8, 2012

Prepared By: Jill Garzik
Contact Information: T. 617.449.4007 F. E. j.garzik@perkinseastman.com>

Participants
 Brendon Roy, City of Cambridge - Asst. Construction Project Manager
 Jim Maloney, CPSD - Chief Operations Officer
 Jane Hirschi, CitySprouts
 Sean O'Donnell, Perkins Eastman
 Jill Garzik, Perkins Eastman

Filename: j:\47930.00_martinlutherking_fs\47930.00 docs\minutes & agendas\peapc\focus groups_meeting no. 2\mm_focus groups no. 2_citysprouts - 120308.docx

New Business	Notes	Action by / Date Req'd
2.01	<u>Goals for Today's Meeting:</u> As a follow-up to our initial meeting, the Design Team would like to clarify and confirm the spatial needs of the departments and further develop our understanding of how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.	
2.02	<u>Preliminary Organizational Ideas:</u> -Visual connection to the Learning Commons -Connection to Food Prep/Service? -Outdoor Dining? -Existing glass walls shows food production garden while eating; cooks can access easily as well; it's not a field trip; it's right there, visible. -Within a Courtyard is Ideal – it's a good place for the grades to interact. Parents too- beautification day. -MS program over summer: 25 students, emphasis on food production, cooking in garden, hot plates: power and water. -Custodians have grills – ownership of the garden by all -Children outside is desirable for healthy activity; socialization, eat.	
1.03	<u>Outdoor Classroom:</u> -Extension of current curriculum -Academic Connection-Visibility from Learning Commons -Gateway establishing the Entrance	

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in five working days, this Meeting Record will stand as published.

Date: March 12, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 8, 2012

	<ul style="list-style-type: none"> -Courtyard helps children focus -Same garden for K-5 and 6-8 -Visual consistency w/other gardens (raised beds with cedar posts, compass sunflower, shallow sheds for tools, hydrant) -Do not allocate too much space to seating, dining is separate -Current size of MLK garden is OK -ADA accessibility (Special needs learners, ramps, sensory opportunities) -Stations (Dissecting, Journaling, Harvesting/Gardening, other) -Sink, hose and outlets outside -Fruit trees small orchard outside of garden? – apples, apricot, plum, cherries – rodents? Pressing cider at schools now. 	
2.04	<p><u>Nutrition and Learning:</u></p> <ul style="list-style-type: none"> -Cooperation with Cambridge Health Alliance -Plants Incorporated into Menu -Staff Training -Exterior dining near garden? -Food Lab/Teaching Kitchen? -Teachers lounge used during summer as back up for summer cooking. Process outdoors of picking, washing, cooking, outside is good. 	
2.05	<p><u>Site Demolition:</u></p> <ul style="list-style-type: none"> -What can be saved and replanted? -What is the last day to remove plants and grape arbor (can it be dismantled and removed?) – probably late June 	

Next Meeting:

Next Steps:

cc:

Attendees

John Pears, Jana Silsby, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman
 Michael Black – City of Cambridge
 Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
 Iona Pieleanu, Wayne Cornell – Acentech
 Corinne Tobias, Aaron Gallagher, Gary Pease, Fayssal Hussein – Nitsch Engineering
 John Sousa – Crabtree McGrath
 Bob Fuss, Robert May – Fuss & O’Neil
 Dennis Dyer, Peter Reilly, Daniel Hurley – AKF Group
 Robert Diemer, Shannon Kaplan - InPosse
 Frank Geary, Joanne Johnson, Dana Ham, Steve Smith, Gerald Yung - CPSD

Attachments:

Sign-In Sheet
 PowerPoint Images

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in five working days, this Meeting Record will stand as published.

Perkins Eastman

MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

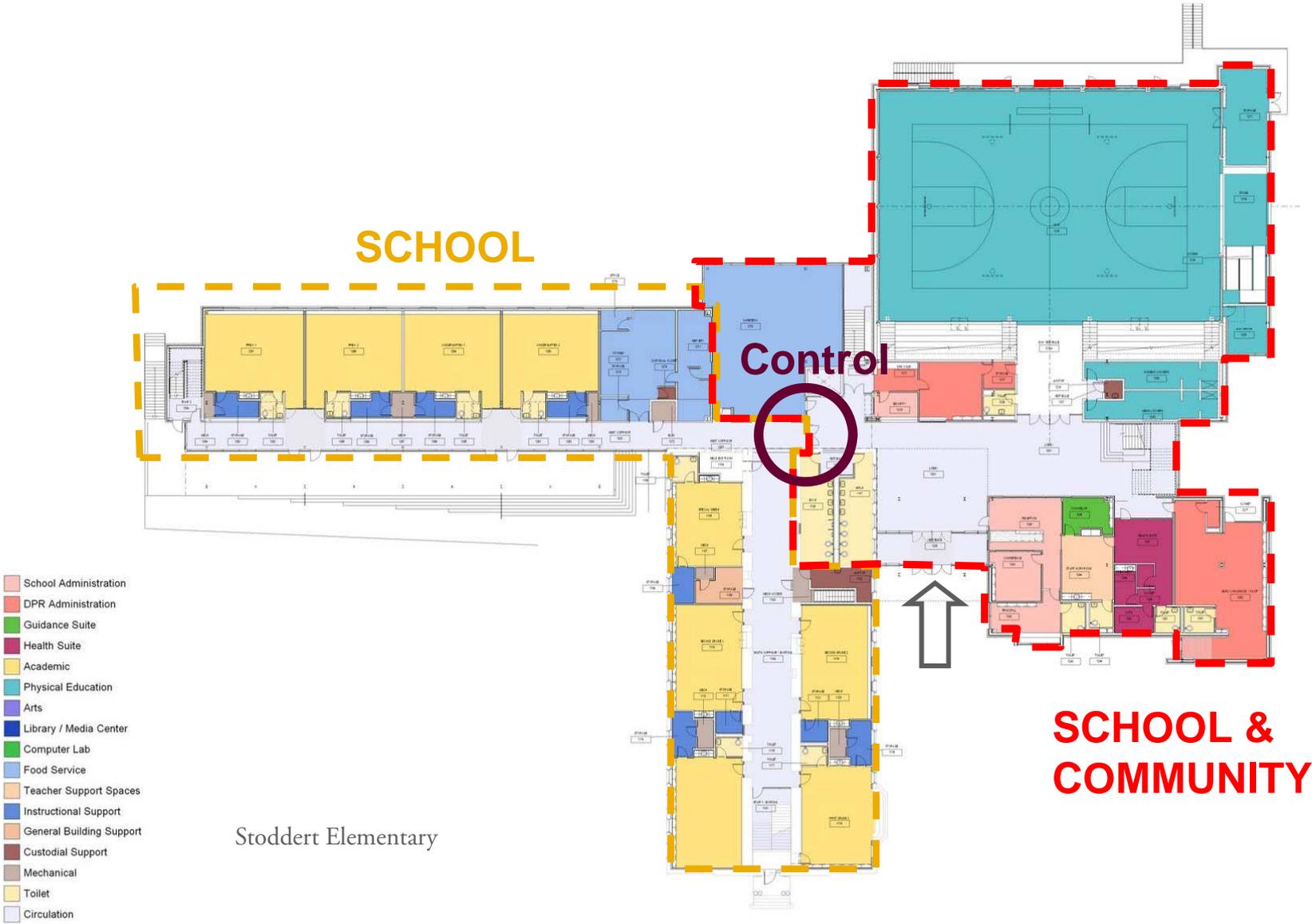
Mtg #2

FOCUS GROUP: CITY SPROUTS

DATE: 3/8/12

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	SEAN O'DONNELL			
2	JILL GARZIK			
3	BRENDEN ROY			
4	JIM MALONE			
5	JANE HIRSCAPF			
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Joint Use: A Community Center



Spaces Identified for Potential Inclusion in the "Ed Spec"



Date Prepared: March 5, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Focus Group Meeting No. 1: Food Services

Meeting Location: Cambridge Rindge & Latin School, School Committee Meeting Room
Meeting Date: March 1, 2012

Prepared By: Jill Garzik
Contact Information: T. 617.449.4007 F. E. j.garzik@perkinseastman.com>

Participants
 Brenden Roy, City of Cambridge - Construction Project Manager
 Frank Geary, CPSD - Construction Project Manager
 Jim Maloney, CPSD - Chief Operations Officer
 Joanne Johnson, CPSD - Assistant to COO
 Dana Ham, CPSD - Director of Facilities
 Anthony Grein, CPSD - Asst. Food Services Director
 Lorraine Gomes, CPSD - Head of Kitchen
 John Sousa, Crabtree McGrath - Food Facilities Planners
 Gerald Yung, Martin Luther King Jr. School - Principal
 Sean O'Donnell, Perkins Eastman
 Jana Silsby, Perkins Eastman
 Jill Garzik, Perkins Eastman

Filename: j:\47930.00_martinlutherking_fs\47930.00 docs\minutes & agendas\peapc\focus groups_meeting no. 1\mm_focus groups no.1_food services - 120301.docx

New Business	Notes	Action by / Date Req'd
1.01	<p><u>Overview:</u> During this process, we will be conducting a Feasibility Study. We will work to complete an Educational Specification, which will be used by the architectural/engineering team to design the building.</p> <p>The final outcome of the building design will be one of the following options: Full tear-down and new construction; Full renovation of existing buildings; or a hybrid option of Partial Renovation and Partial New Construction.</p>	

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in five working days, this Meeting Record will stand as published.

Date: March 5, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 1, 2012

1.02	<p><u>Schedule:</u> Over the next 12 weeks, the Design Team will conduct a series of meetings with each focus group/department to develop each program space for the new building.</p> <p>The Design Process to develop the preferred option will commence following the completion of the Feasibility Study, with a target move-in date of the new building in September 2015.</p>	Perkins Eastman/3-21
1.03	<p><u>Goals for Today's Meeting:</u> As an initial meeting, the Design Team would like to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future. The group will also discuss how the new space can help further foster a sense of community within the school and its surrounding neighborhood.</p>	
1.04	<p><u>Servery:</u></p> <ul style="list-style-type: none"> -New equipment has not been installed because of this project; will be distributed among other schools -Current layout not working or worth saving -New layout should have at least two serving lines, with cashiers at center -Three lunch periods -Need to study flow in and out of cafeteria as lunch periods switch; Entry is a queuing area for kids to line up both going in and coming out -Winsharp websmart software tied to inventory -Improve ventilation and lighting -Current ceiling is very low -Early Childhood program is self-contained and does not use Servery or Cafeteria 	
1.05	<p><u>Menu:</u></p> <ul style="list-style-type: none"> -Set by Food Services Director -One main meal now, two in the future -Add salad bar and incorporate before cashier – Salad bar is unlimited once student has paid; should it be outside the cashier line for better flow? -Heights of servery line equipment needs to cater to age/size range of K through 8 students (ex. Morse School) -Each school makes its own food (80%/20% scratch cook); not serving other facilities -Fresh foods preferred over frozen (King school currently used for extra frozen storage for other schools) -Not currently baking onsite, only cooking 	

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Date: March 5, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 1, 2012

	<p>-No current educational opportunities planned; limit of CitySprouts in Food Services is use of herbs in meals – is there an opportunity for student cooking?</p>	
1.06	<p><u>Equipment:</u> -Tilting kettle (40 gal.) -Warmers -Double ovens -Prep Areas (currently lacks appropriate prep space) -Two-compartment steamer -Range (six-burner) -Combi ovens -Mixers (30 qt. and a 20 or 5 qt.) -Automatic slicer -Automatic shredder (cheese) -Food processor -#10 racks -Dishwasher -Hand sinks -Washer/Dryer for linens, hand towels -Janitor’s closet/mop room -Toasters – Expanded hot breakfast option in future; school currently serves 100 students breakfast and expect it to increase -Condiment Stations -District-wide standards for supplies: five-compartment foam trays, etc. -Waste: single stream recycle bins, trash, liquids, compost; separate compost in kitchen -Water dispenser in café (bottles) -No vending for students, possible in teacher lounge -Merchandising refrigerators/open air screens (low) for milk, juice, yogurt and prepared salads in serving lines</p>	
1.07	<p><u>Staff:</u> -10 staff -Dedicated bathroom -Lockers and changing room -Break room for kitchen staff? Where do they eat? All other faculty eat in teacher lounge/workroom -Office w/desk, chair, computer, safe and storage for production records, supply orders -Food Services Director’s office is separate and offsite – position is district-wide</p>	

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Date: March 5, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 1, 2012

	-Timeclocks (?) Coordinate w/IT and Payroll kiosk	
1.08	<u>Delivery:</u> -Loading dock – currently has conflicts with parking, Maintenance -Schedule: Monday-Friday: Dairy Thursday: Grocery Friday: Paper	
1.09	<u>Temperature Control:</u> -Automation in future -Refrigerators on generators, typ. -Other equipment on generators only if building to be used as emergency shelter; TBD -Energy Performance: Net Zero Energy building (1/3 consumption of a buildings energy by Food Services)	
1.10	<u>Outdoors:</u> -Possible outdoor dining?	
1.11	<u>Materials and Finishes:</u> -Easy to maintain -Nice Looking -Epoxy and Terrazzo preferred -Quarry tile/grout not OK (ex. Peabody School); refrain from anything with grout, typ.	
1.12	<u>After Hours:</u> -Servery closed after hours -Kitchen may be used for warming up food for groups (Use of refrigerator, microwaves)	
1.13	<u>Precedents:</u> Morse School (K-8 Cafeteria) Peabody School (flooring)	

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Date: March 5, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Meeting Date: March 1, 2012

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Next Meeting:

Next Steps: A follow-up meeting will be scheduled.
Please review and comment on attached Survey and return at next scheduled meeting.

cc: Attendees
John Pears, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman
Michael Black– City of Cambridge
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Corinne Tobias, Aaron Gallagher, Gary Pease, Fayssal Hussein – Nitsch Engineering
Bob Fuss, Robert May – Fuss & O’Neil
Dennis Dyer, Peter Reilly, Daniel Hurley – AKF Group
Robert Diemer, Shannon Kaplan - InPosse

Attachments: Sign-In Sheet
Space Need Survey
Cambridge Public Schools Breakfast & Lunch Program Analysis

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in five working days, this Meeting Record will stand as published.

Perkins Eastman

MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

FOCUS GROUP: FOOD SERVICES

DATE: ~~3/1/12~~ 3/1/12

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	FRANK GEARY			
2	DANA HAM			
3	JIM MALONEY			
4	JANNE JOHNSON			
5	BRENDEN ROY			
6	GERALD YUNG			
7	JULIE GARZIK			
8	SEAN O'DONNELL			
9	JANA SILSBY			
10	ANTHONY GREIN	ASST FOOD SER. DIR	617-349-6858	AGREIN@CPSD.US
11	JORRAINE GOMES	HEAD OF KITCHEN	781-249-6512	
12	JOHN SOUSA	CRABBTREE	978-352-8500	Jsousa@crabtree-mcgrath.com
13				
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**Current Breakfast and Lunches for Putnam Building + Grades 6-8 at the Kennedy Longfellow
and Morse Schools**

	Breakfast		Lunch	
	Month	Per Day	Month	Per Day
Grades K-5				
King School	1018	51	3080	154
Subtotal	1018	51	3080	154
Grades 6-8				
Kennedy Longfellow	275	14	1484	75
King School	401	20	893	45
Morse School	226	11	1244	63
Subtotal	902	45	3621	183
Total	1920	96	6701	337

Date Prepared: March 12, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Focus Group Meeting No. 2: Food Services
Meeting Location: Cambridge Rindge & Latin School, School Committee Meeting Room
Meeting Date: March 9, 2012
Prepared By: Jill Garzik
Contact Information: T. 617.449.4007 F. E. j.garzik@perkinseastman.com>

Participants
 Brendon Roy, City of Cambridge - Asst. Construction Project Manager
 Jim Maloney, CPSD - Chief Operations Officer
 Frank Geary, CPSD - Construction Project Manager
 Claire Spinner, CPSD - Chief Financial Officer
 Melissa Honeywood, CPSD - Food Service Director
 Anthony Grein, CPSD - Asst. Food Services Director
 Dawn Olcott, Cambridge Public Health Dept (CPHD) - School Health
 John Sousa, Crabtree McGrath - Food Facilities Planners
 Sean O'Donnell, Perkins Eastman
 Jana Silsby, Perkins Eastman
 Jill Garzik, Perkins Eastman

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New Business	Notes	Action by / Date Req'd
2.01	<p><u>Goals for Today's Meeting:</u> As a follow-up to our initial meeting, the Design Team would like to clarify and confirm the spatial needs of the departments and further develop our understanding of how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.</p>	
2.02	<p><u>Preliminary Organizational Ideas:</u></p> <ul style="list-style-type: none"> -Serving needs reconfiguration -Loading is obstructed by adhoc parking now -Flow into and out of cafeteria needs reconfiguration -Should there be a central kitchen: LS/US dining? -Wholesome feel, less institutional, not a hospital -Nutrition education interaction space -Green materials, garden visible from dining, connection with education (this works well there now) -Completely green: reduce foam trays, flatware instead, what's the cost? 	

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Date: March 12, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 9, 2012

	<p>(Harvard: water wash system/composting)</p> <ul style="list-style-type: none"> -Meal time not an interruption, kitchen is central to daily life -After school activities, catering for events, theater. Kitchen to support catering – complement the greater school image, open comfortable, presentations and training opportunities, refreshments support conferences. -Part of the kitchen exposed for educational activity, catering, lock up grant supplies/inventory. -Vocation education in cooking (Burlington, VT– roof top gardens) -Green kitchen: equipment Energy Star, combi oven vs conventional/steamer results in less waste; easy to clean reduced chemical use; composting pest free – need rodent proof barrels; collected once per week now; Worm farm? -No fryers -No A La Carte now. Need intelligent choices organic veggie slices, etc. students could pay if it can't be part of food program -Alliance for Healthier Generation guidelines -Natural lighting, food placement, spot lighting – make the food appealing (book: Nudge, Cornell) -Upfront salad bar before cash registers -Space for taste tests: prep area to dining, access -Education/Prep area: table space, racks, recipes/cooking class with children 	
<p>1.03</p>	<p><u>Kitchen: Preliminary Equipment List:</u></p> <ul style="list-style-type: none"> -Tilting kettle (40 gal.) & tilt skillet -Warmers -Double ovens -Prep Areas (currently lacks appropriate prep space) -Two-compartment steamer -Range (six-burner) -Combi ovens -Mixers (30 qt. and a 20 or 5 qt.) -Automatic slicer -Automatic shredder (cheese) -Food processor -#10 racks -Dishwasher -Hand sinks -Washer/Dryer for linens, hand towels -Toasters – Expanded hot breakfast option in future; school currently serves 100 students breakfast and expect it to increase 	
<p>1.04</p>	<p><u>Servery:</u></p> <ul style="list-style-type: none"> -Need new layouts: at least two lines with central cashier -Are there different models for serving: Food Court? 	

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Date: March 12, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 9, 2012

	<ul style="list-style-type: none"> -Currently Three Lunch Periods -Snacks & Juice throughout the day, after school? -Merchandising refrigerators/open air screens (low) for milk, juice, yogurt and prepared salads in serving lines -Flow in and Out as lunch periods switch -Improve ventilation and lighting -Heights of servery equipment catering to age/size K-8 -Current ceiling very low -Early Childhood Program is self contained; does not use Cafeteria 	
1.05	<p><u>Dining:</u></p> <ul style="list-style-type: none"> -More Diversity of Seating: Booths, counters, tables? -Family Style for LS, US? -Outdoor dining -Less institutional, smaller scaled? -Need Condiment Stations -District-wide standards for supplies: five-compartment foam trays, etc. -Waste: single stream recycle bins, trash, liquids, compost; separate compost in kitchen -Water dispenser in café (bottles) like high school -Microwaves -No vending for students 	
2.06	<p><u>After Hours:</u></p> <ul style="list-style-type: none"> -Servery Closed After Hours -Kitchen may be used (Refrigerator and Microwave) 	
2.07	<p><u>Nutrition and Learning:</u></p> <ul style="list-style-type: none"> -CitySprouts & Cambridge Health Alliance -Plants Incorporated into Menu -Staff Training -Exterior dining near garden? -Food Lab/Teaching Kitchen? 	
2.08	<p><u>Energy:</u></p> <ul style="list-style-type: none"> -Temperature Control Automated in future -Refrigerators on Generators -If space Used as Emergency Shelter(?), then other equipment on Generators -Energy Performance is important in the building's overall sustainable design 	
2.09	<p><u>Materials and Finishes:</u></p> <ul style="list-style-type: none"> -Epoxy and Terrazzo -Easy to Maintain 	

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Date: March 12, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Meeting Date: March 9, 2012

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2.13	<u>Precedents:</u> Morse School (K-8 Cafeteria) Peabody School (flooring) Book: Nudge, Cornell Harvard (Water wash system/composting) Burlington, VT (Roof top gardens)	
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Next Meeting:

Next Steps:

cc:

Attendees
John Pears, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman
Michael Black – City of Cambridge
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Corinne Tobias, Aaron Gallagher, Gary Pease, Fayssal Hussein – Nitsch Engineering
John Sousa – Crabtree McGrath
Bob Fuss, Robert May – Fuss & O’Neil
Dennis Dyer, Peter Reilly, Daniel Hurley – AKF Group
Robert Diemer, Shannon Kaplan - InPosse
Frank Geary, Joanne Johnson, Dana Ham, Steve Smith, Gerald Yung - CPSD

Attachments:

Sign-In Sheet
PowerPoint Images

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Perkins Eastman

MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

MTG #2

FOCUS GROUP: FOOD SERVICES

DATE: 3/9/12

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	John Sousa	CHARITTE MCGATH	978-352-8500	JSOSA@CHARITTE-MCGATH.COM
2	Jim Maloney	CPS	617-201-6100	jmaloney@cpsd.us
3	Brendan Roy	City		
4	M. Honeywood	CPS Food Service Director	617-349-6858	mhoneywood@cpsd.us
5	ANTHONY GREIN	ASST FOOD SRV DIR	"	AGREIN@CPSD.US
6	Pawis Olcott	School Health (PH)	617-665-3809	olcott@challenge.org
7	FRANK GEARY			
8	SEAN O'DONNELL			
9	JANA SUSBY			
10	JILL GARZIK			
11	CLARE SPINNER	CEO, CPSD		
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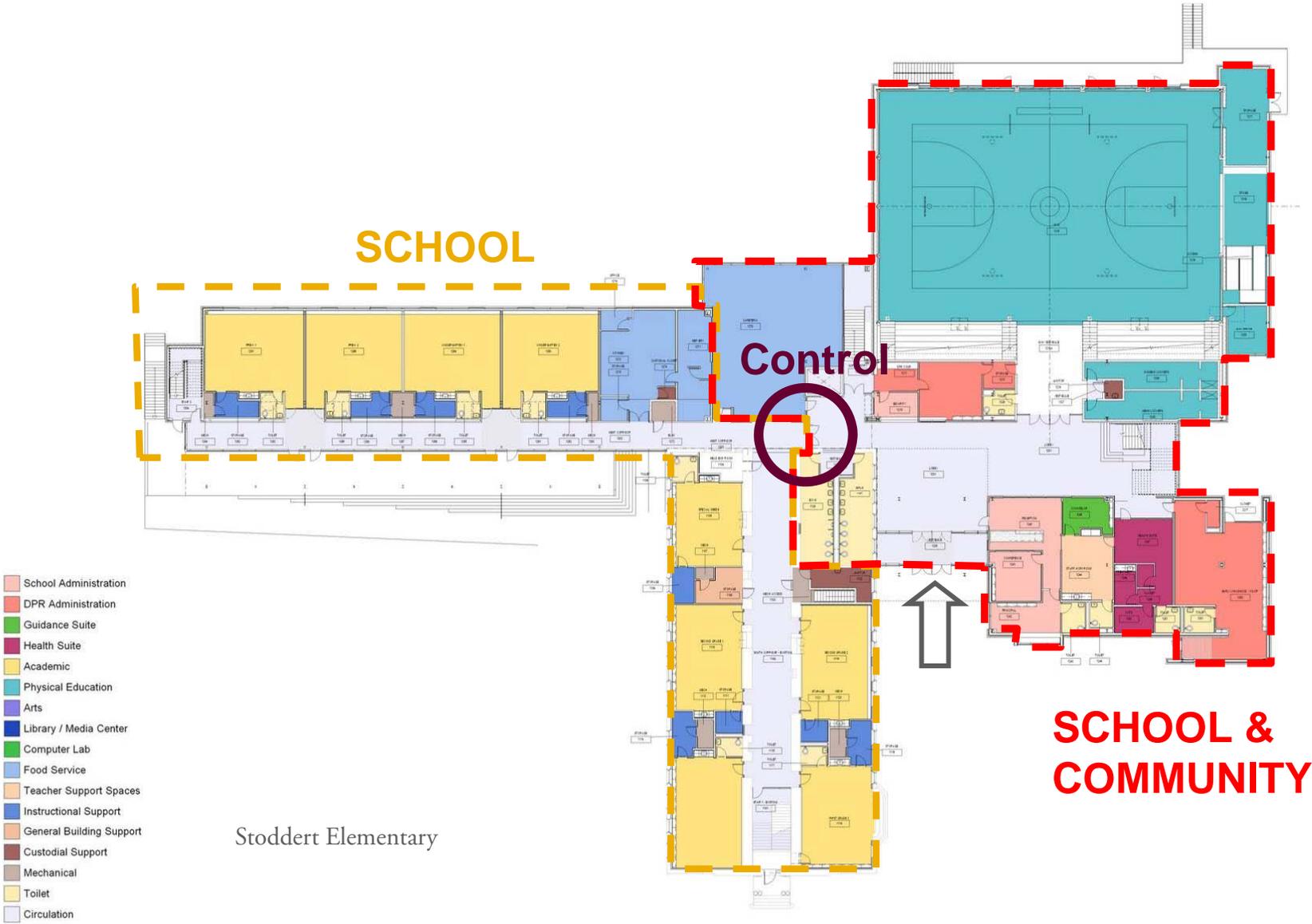
Dining



Spaces Identified for Potential Inclusion in the "Ed Spec"



Joint Use: A Community Center



Date Prepared: April 13, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Focus Group Meeting No. 3: Food Services
Meeting Location: Cambridge Rindge & Latin School, School Committee Meeting Room
Meeting Date: April 11, 2012
Prepared By: Jill Garzik
Contact Information: T. 617.449.4007 F. E. j.garzik@perkinseastman.com>

Participants
 Michael Black, City of Cambridge - Construction Project Manager
 Jim Maloney, CPSD - Chief Operations Officer
 Dana Ham, CPSD - Director of Facilities
 Mellissa Honeywood, CPSD - Food Services Director
 Gerald Yung, Martin Luther King Jr. School - Principal
 Bill Maidment, Crabtree McGrath - Food Facilities Planners
 Sean O'Donnell, Perkins Eastman
 Jana Silsby, Perkins Eastman
 Jill Garzik, Perkins Eastman

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New Business	Notes	Action by / Date Req'd
3.01	<p><u>Goals for Today's Meeting:</u> This meeting is a continuation of the Food Services portion of the program, intended to allow for the program Director and Design Team to better coordinate the individual and shared program elements.</p>	
<p>1.06 UPDATED – Mtg #3 4/11/2012</p>	<p><u>Equipment:</u> -Tilting kettle (40 gal.) -Warmers -Double ovens (Redundant; Combi Ovens used) -Prep Areas (currently lacks appropriate prep space) -Two-compartment steamer (Occurs at Combi Ovens) -Range (six-burner) -Double Combi ovens -Mixers (30 qt. and a 20 or 5 qt.); with shredder and dough hook attachments -Automatic deli slicer -Automatic shredder (cheese) (Shredder attachment to be used w/Mixer)</p>	

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Date: April 13, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: April 11, 2012

	<ul style="list-style-type: none"> -Food processor – more specifics needed -#10 racks -Dishwasher – Type(s) will be determined by use of reusable vs. disposable trays and ware -Hand sinks -Two-compartment food prep sink (produce) -Washer/Dryer for linens, hand towels -Janitor’s closet/mop room -Toasters (rotating feed model for easier self-use); Expanded hot breakfast option in future - school currently serves 100 students breakfast and expect it to increase -Condiment Stations -District-wide standards for supplies: five-compartment foam trays, etc. Preference for reusable trays and silverware – Cost/Benefit (Sustainability) Analysis needs to be done. -Waste: single stream recycle bins, trash, liquids, compost; separate compost in kitchen; City currents does offsite composting and recycling – is there an opportunity to bring this onsite? What are the benefits/challenges to doing this? This should be able to be a standard across the district. -Water dispenser in café (To refill bottles); This is a health and environment issue. -No vending for students, possible in teacher lounge; Healthy a la carte options to be provided in lieu of vending machines for during school hours; Is there potential for after school hours use (3-6pm) of vending? Consider planning for space and electrical for potential use. -Merchandising refrigerators/open air screens (low) for milk, juice, yogurt and prepared salads in serving lines; B. Maidment recommends standard milk unit and pulled wells w/lower reach requirement over open air screens 	<p>Dana Ham will provide info on container size currently used</p>
<p>1.07 UPDATED – Mtg #3 4/11/2012</p>	<p><u>Staff:</u></p> <ul style="list-style-type: none"> -10 staff -Dedicated bathroom – Provide 2 -Lockers and changing room -Break room for kitchen staff? Where do they eat? All other faculty eat in teacher lounge/workroom -Office w/desk, chair, computer, safe and storage for production records, supply orders -Food Services Director’s office is separate and offsite – position is district-wide 	

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Date: April 13, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: April 11, 2012

	-Timeclocks (?) Coordinate w/IT and Payroll kiosk	
3.02	<p><u>Principles:</u> The garden, dining server, kitchen and food lab should combine to foster a comprehensive experience and education about healthy eating and an active lifestyle.</p>	
3.03	<p><u>Spatial Organization:</u> - Loading to Storage (freezer/ref/dry); Storage to Prep; Prep to Serving Area (Prep is the intermediate space between Storage and Servery) - Office closer to Loading Dock than Servery; provide window to outside for deliveries and window into prep area for oversight - Loading Dock and Kitchen – what is their connection to the rest of the food services spaces? -Separate dining spaces for upper and lower schools - Snack area?</p>	
3.04	<p><u>Kitchen:</u> - Access to chemical sink/storage - Dry storage can be intermingled – dry cereal, grains, pasta, rice, paper products, - Dining utility storage area (for ware to dry and be stored) – convenient to washing area and serving area - Intermediate storage for quick access closer to where food is being served - Ref/freezer storage – walk ins preferred over individual units - Multi-use equipment, not single-purpose - equipment that can do multiple things; Eliminate redundancy - 100-125 sf needed for tray washing (tall unit), otherwise standard dishwashing for utensils under counter</p>	
3.05	<p><u>Salad Bar:</u> - Mobile unit for salad bar? Or two types of salad bars? - Height suited for US? Or adjustable height salad bar? Scale and access of equipment to all age groups is a challenge - Prepackaged salads for LS? Options for LS could be a slight variation from salad bar, such as packaged carrot sticks, celery sticks, etc. - Scheduling lower/upper together vs. separate?</p>	
3.06	<p><u>Dining:</u> Separate seating areas Dividers to separate them Helping to break down the space into smaller areas helps with behavior (architecture and furniture) Supervision is key</p>	
3.07	<p><u>Breakfast/After School:</u> - Where do older siblings go in the morning after they drop off</p>	

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Date: April 13, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: April 11, 2012

	<p>younger siblings? - Intimidation factor and supervision a problem - Could breakfast move into the classrooms? And then...where do you go after you eat breakfast? - Similar issues for after school – Where do older siblings go while they wait to pick up their younger siblings?</p>	
3.08	<p><u>Composting:</u> - Want guidance on reusable/washable ware vs disposable – staffing and environmental requirements, compostable (cost immediate and over time); compostable trays - no system set up to compost them on site yet though. - Currently composting at the high school – we can include it as part of overall energy performance of the building - Cost/Benefit Analysis to be considered in subsequent phase. - Could there be an area outside for composting? Precedent for all future middle school buildings - City: offsite composting and recycling; Dana Ham will provide info on container size currently used</p>	
3.09	<p><u>Vending:</u> - General consensus is for no vending for students - If it was to be allowed for after school activities only, the equipment would have to be off during school hours so as not to compete with school food program - Should we provide a place and power source in case? Option may be good to have - As an alternative: there are reimbursable after school snack programs</p>	
3.10	<p><u>Other:</u> - Could the School partner w/a local farm program for fresh vegetables? Would need to provide power wash equipment to help clean vegetables off - Water bottles – not an issue now, possibly because the current school is small (middle school); could be used to cause trouble, putting other fluids in it other than water - Food service worker contract – get overtime after 7 hours</p>	

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Date: April 13, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Meeting Date: April 11, 2012

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Next Meeting:

Next Steps:

cc: Attendees
John Pears, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Corinne Tobias, Aaron Gallagher, Gary Pease, Fayssal Hussein – Nitsch Engineering
John Sousa – Crabtree McGrath
Bob Fuss, Robert May – Fuss & O’Neil
Dennis Dyer, Peter Reilly, Daniel Hurley – AKF Group
Robert Diemer, Shannon Kaplan – InPosse
Jonathan Buhl – Foley Buhl Roberts & Associates, Inc.

Attachments: Sign-In Sheet

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Perkins Eastman

MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

GROUP: Food Services - #3

DATE: 4/11/12

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	Michael Black			
2	Dana Ham			
3	Jim Maloney			
4	Seyald Young			
5	Melissa Honeywood			
6	Sean O'Donnell	PE		
7	Jana Sibby	PE		
8	Jill Garzik	PE		
9	Bill Mardment	Crabtree McGrath		
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Date Prepared: February 21, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Focus Group Meeting No. 1:Health and Physical Education
Meeting Location: Cambridge Rindge & Latin School, School Committee Meeting Room
Meeting Date: February 17, 2012
Prepared By: Jill Garzik
Contact Information: T. 617.449.4007 F. E. j.garzik@perkinseastman.com>

Participants
 Michael Black, City of Cambridge - Construction Project Manager
 Brenden Roy, City of Cambridge - Asst. Project Manager
 Frank Geary, Cambridge Public School District (CPSD) - Construction Project Manager
 Jim Maloney, CPSD - Chief Operations Officer
 Joanne Johnson, CPSD - Assistant to COO
 Chris Aufiero, CPSD - Health & Physical Education Coordinator
 Dana Ham, CPSD - Director of Facilities
 Steve Smith, CPSD - CPS CIO
 Gerald Yung, Martin Luther King Jr. School - Principal
 Wayne Cornell, Acentech
 Sean O'Donnell, Perkins Eastman
 Jana Silsby, Perkins Eastman
 Jill Garzik, Perkins Eastman

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New Business	Notes	Action by / Date Req'd
1.01	<p><u>Overview:</u> During this process, we will be conducting a Feasibility Study. We will work to complete an Educational Specification, which will be used by the architectural/engineering team to design the building. The final outcome of the building design will be one of the following options: Full tear-down and new construction; Full renovation of existing buildings; or a hybrid option of Partial Renovation and Partial New Construction.</p>	
1.02	<p><u>Schedule:</u> Over the next 12 weeks, the Design Team will conduct a series of meetings with each focus group/department to develop each program space for the new building. The Design Process to develop the preferred option will commence following the completion of the Feasibility Study, with a target move-in date of the new building in September 2015.</p>	Perkins Eastman/3-21

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Date: February 21, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: February 17, 2012

1.03	<p><u>Goals for Today's Meeting:</u> As an initial meeting, the Design Team would like to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future. The group will also discuss how the new space can help further foster a sense of community within the school and its surrounding neighborhood.</p>	
1.04	<p><u>There should be Two Gyms:</u></p> <ul style="list-style-type: none"> - One Small (lower school) - One Large (upper school) - The gyms are used all day during school hours - After hours use will be coordinated w/Human Services - There should be a scoreboard and shot clocks in each gym - There should be wood sprung floors - Sound system for intramurals - Are there other activities in the gyms (voting, emergency shelter?) The City will confirm. 	
1.05	<p><u>Small Gym (Lower School):</u></p> <ul style="list-style-type: none"> - The Lower school gym would ideally be larger than the existing - Padding around walls - Bulletin Boards? - White Boards? - There should be some storage for the children's Epi-Pens, etc; Coordinate w/Nurse 	
1.06	<p><u>Large Gym (Upper School):</u></p> <ul style="list-style-type: none"> - 120'x90' (see CRLS gym) - Able to be divided to allow two classes to use at same time - Bulletin Boards and White Boards would allow for teaching and display - Pull-out bleachers (seating 200 people) for volleyball and basketball tournaments - The floor should be striped for basketball, volleyball and a small indoor running circuit - Locker Room (should there be showers?) - Locate Health classroom nearby - Volleyball stands built-in to floor 	

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Date: February 21, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: February 17, 2012

1.07	<u>Project Adventure would use:</u> -Low climbing wall -High climbing wall (add) -Low swinging ropes -Two-line bridge -6 climbing ropes	
1.08	<u>Zoning for Community Use:</u> - The community will not use the students' locker rooms. There should be some lockers in the public restrooms for them to use. - Separate Storage	
1.09	<u>Fitness Room:</u> - Used before, during and after school - Rubber floors - There should be visibility from large gym - White Board - Aerobic and Anaerobic activity - 25 machines (stationary bike, treadmill, elliptical) - Mats - Resistance machines (8-9) - Free weights (light-weight)	
1.10	<u>Office:</u> - For Phys. Ed. teacher/coach - Shared between both gym teachers - There should be a private shower for PE teacher use or one that is also available for teachers (after biking to work or exercising).	
1.11	<u>Outdoor Space:</u> -Recess space (open) -Basketball courts -Blacktop (Foursquare, hopscotch) -Green space w/hardtop walkway encircling it (walking, jogging, bicycling)	

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Date: February 21, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Meeting Date: February 17, 2012

Page 4 of 4

1.12	<u>Storage:</u> <ul style="list-style-type: none">- There should be one large storage space for both gyms- It will be used to store balls, jump ropes, mats, bikes (7-8), uniforms	
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Next Meeting:

Next Steps: A follow-up meeting will be scheduled.
Please review and comment on attached Survey and return at next scheduled meeting.

cc: **Attendees**
John Pears, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Cheeta Soga, Fayssal Hussein – Nitsch Engineering
John Sousa – Crabtree McGrath
Bob Fuss, Robert May – Fuss & O’Neil
Dennis Dyer, Peter Reilly, Daniel Hurley – AKF Group
Robert Diemer, Shannon Kaplan - InPosse

Attachments: Space Need Survey
Sign-In Sheet

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in five working days, this Meeting Record will stand as published.

FOCUS GROUP: Health & Physical Education
 DATE: 2/17/2012

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	Chris Aufiero	HIPC Coaches	6696	Caufiero@cpsd.us
2	Maryann MacDonald			
3	Jim Malony			
4	Joanne Johnson			
5	Michael Blaik			
6	Brenden Roy	Asst PM City	857-998-7312	broy@cambridgema.gov
7	Gerald Young			
8	Jana Silsby			
9	Sean O'Donnell			
10	Jill Garzik			
11	Wayne Cornell			
12	Dana Ham			
13	Frank Geary			
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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:
Unit/Department:
Phone:
Email:

Space Need:

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

2. Please circle all of the schools on campus that this space will be associated with:
 - a. Early Childhood
 - b. Lower School
 - c. Upper School

NORTH AMERICA
BOSTON, MA
CHARLOTTE, NC
CHICAGO, IL
NEW YORK, NY
PITTSBURGH, PA
SAN FRANCISCO, CA
STAMFORD, CT
TORONTO, ON
WASHINGTON, DC

SOUTH AMERICA
GUAYAQUIL, ECU

ASIA
MUMBAI, IND
SHANGHAI, PRC

MIDDLE EAST
DUBAI, UAE

PERKINS EASTMAN ARCHITECTS, PC
50 FRANKLIN STREET
SUITE 402
BOSTON, MA 02110
T. 617.449.4000
F. 617.449.4049

3. 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):

4. 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):

5. 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.

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

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

8. 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):

9. 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:

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

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

12. 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.)

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

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

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

16. 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.):

17. 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 1st, digitally to Sean O'Donnell at s.odonnell@perkinseastman.com, or in hard copy to Michael Black, City of Cambridge.

Date Prepared: March 12, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Focus Group Meeting No. 2: Health and Physical Education
Meeting Location: Cambridge Rindge & Latin School, School Committee Meeting Room
Meeting Date: March 8, 2012
Prepared By: Jill Garzik
Contact Information: T. 617.449.4007 F. E. j.garzik@perkinseastman.com>

Participants
 Brendon Roy, City of Cambridge - Asst. Construction Project Manager
 Jim Maloney, CPSD - Chief Operations Officer
 Chris Aufiero, CPSD - Health & Physical Education Coordinator
 Sean O'Donnell, Perkins Eastman
 Jill Garzik, Perkins Eastman

Filename: j:\47930.00_martinlutherking_fs\47930.00 docs\minutes & agendas\peapc\focus groups_meeting no. 2\mm_focus groups no. 2_health and physical education - 120308.docx

New Business	Notes	Action by / Date Req'd
2.01	<u>Goals for Today's Meeting:</u> As a follow-up to our initial meeting, the Design Team would like to clarify and confirm the spatial needs of the departments and further develop our understanding of how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.	
2.02	<u>Preliminary Organizational Ideas:</u> -Two Gyms (lower and upper) - Large adj. to lockers or bath, fitness, office, storage (both gyms) -Zoned within the building for Community Use by Human Services and other Partners -Access to Natural Light	
2.03	<u>Spaces Identified for Potential Inclusion in the "Ed Spec": Instructional:</u> -Small Gym -Large Gym -Proximity of gyms to each other not necessary but preferred, but need to be removed from classrooms -Fitness Room -Health Classroom – share with After School? Maybe not due to chairs, white boards; After school sports use as team rooms.	

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Date: March 12, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 8, 2012

2.04	<u>Spaces Identified for Potential Inclusion in the "Ed Spec": Administrative:</u> -Office for Phys Ed Teacher/Coach – 2 teachers -Shared space between Lower & Upper
1.05	<u>Spaces Identified for Potential Inclusion in the "Ed Spec": Other:</u> -School Locker Rooms -Public Restrooms with Community Locker -Gym storage -Community storage -Outdoors: Hardscape, Grassy Area
1.06	<u>Small Gym (Lower School, typ.):</u> -Size? JK-2, 3 now 4th or 5th in future. A little larger than existing: Striped for ES basketball. -No bleachers -Wood Floors -Padding around walls -Boards-Bulletin, Whiteboards for Teaching & Display -Cubbies for belongings? More for After school if space allows. -Epi-Pen Storage on Wall -Adjustable baskets (6); scoreboard/shot clock -PA system; Wi-Fi (testing here?) -Water fountains -Nylon partition in small gym? Power at a min.
1.07	<u>Large Gym (Upper School typ.):</u> -Sized for HS (84' x 50') basketball court w/200-seat bleacher -Nylon rolling divider to allow for two classes at once -Wood Floors striped for Volleyball, Basketball & Running "Loop" -Boards: Bulletin, White for Teaching & Display -Bleachers – Moveable (?) Seating 200 -Adjacent to Health Classroom -6 basketball hoops, adjustable -Water fountain -Wi-Fi -Scoreboard, PA, shot clock -Pull up bar
1.08	<u>Project Adventure:</u> -In Large Gym -Climbing walls-High and Low or just high if constrained, short end -Two-line Rope Bridge -6 Climbing Ropes
1.09	<u>Fitness Room:</u> -25 machines (stationary bikes, elliptical, treadmill) enough to accommodate

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 Project Number: 47930.00.0
 Meeting Date: March 8, 2012

	<ul style="list-style-type: none"> a class -8 to 9 resistance machines -Small amount of light free weights -Open mat area (how big?) stretching with class, work with medicine ball, kettle ball -Open Scheduling -Visibility from Large Gym -Whiteboard at Mat -Lots of outlets 	
1.10	<p><u>Health Classroom:</u></p> <ul style="list-style-type: none"> -Like upper school classroom: Smartboard, storage, whiteboards, chairs & desks -Close to Gyms preferred; may not be used for community 	
2.11	<p><u>Lockers (M/F):</u></p> <ul style="list-style-type: none"> -6-8 grade use -Toilets; Showers, maybe two? -20 lockers are only for school use. -Adjacent to Large Gym 	
2.12	<p><u>Public Restrooms (M/F):</u></p> <ul style="list-style-type: none"> -Include lockers (number?) for community use? -Cubbies in gym like small gym? 	
2.13	<p><u>Faculty Changing & Restroom(s?):</u></p> <ul style="list-style-type: none"> -Include shower (& lockers?) for coaches and teachers to change/shower -Can be located off of/within Fitness Room 	
1.14	<p><u>Storage:</u></p> <ul style="list-style-type: none"> -Shared Space between Lower & Upper Gym; to be located closer to Large Gym -51 by 8 now, not enough. Use rubber maid storage; some shelving, Bikes. -Separate Community Storage Room – probably not -Extra storage would be needed if gymnastics program could move to building; currently use MIT space for practice and storage (beams, horse, bars, mats, etc) 	
1.15	<p><u>Outdoor Space:</u></p> <ul style="list-style-type: none"> -Hard surface (Blacktop now) for foursquare, hopscotch, basketball -Green space with running loop 	

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Date: March 12, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Meeting Date: March 8, 2012

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Next Meeting:

Next Steps: Chris Aufiero to send gym equipment/accessories specifications to Joanne Johnson

cc:

Attendees

John Pears, Jana Silsby, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman
Michael Black – City of Cambridge
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Corinne Tobias, Aaron Gallagher, Gary Pease, Fayssal Hussein – Nitsch Engineering
John Sousa – Crabtree McGrath
Bob Fuss, Robert May – Fuss & O’Neil
Dennis Dyer, Peter Reilly, Daniel Hurley – AKF Group
Robert Diemer, Shannon Kaplan - InPosse
Frank Geary, Joanne Johnson, Dana Ham, Steve Smith, Gerald Yung - CPSD

Attachments:

Sign-In Sheet
PowerPoint Images

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Perkins Eastman

MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

Mtg. #2

FOCUS GROUP: HEALTH & PHYSICAL EDUCATION

DATE: 3/8/12

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	SEAN O'DONNELL			
2	JILL GARZUK			
3	BRENDEN ROY			
4	CHRIS AUFIERO			
5	JIM MALONEY			
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2Gym - Indoor/Outdoor Connections & Natural Light



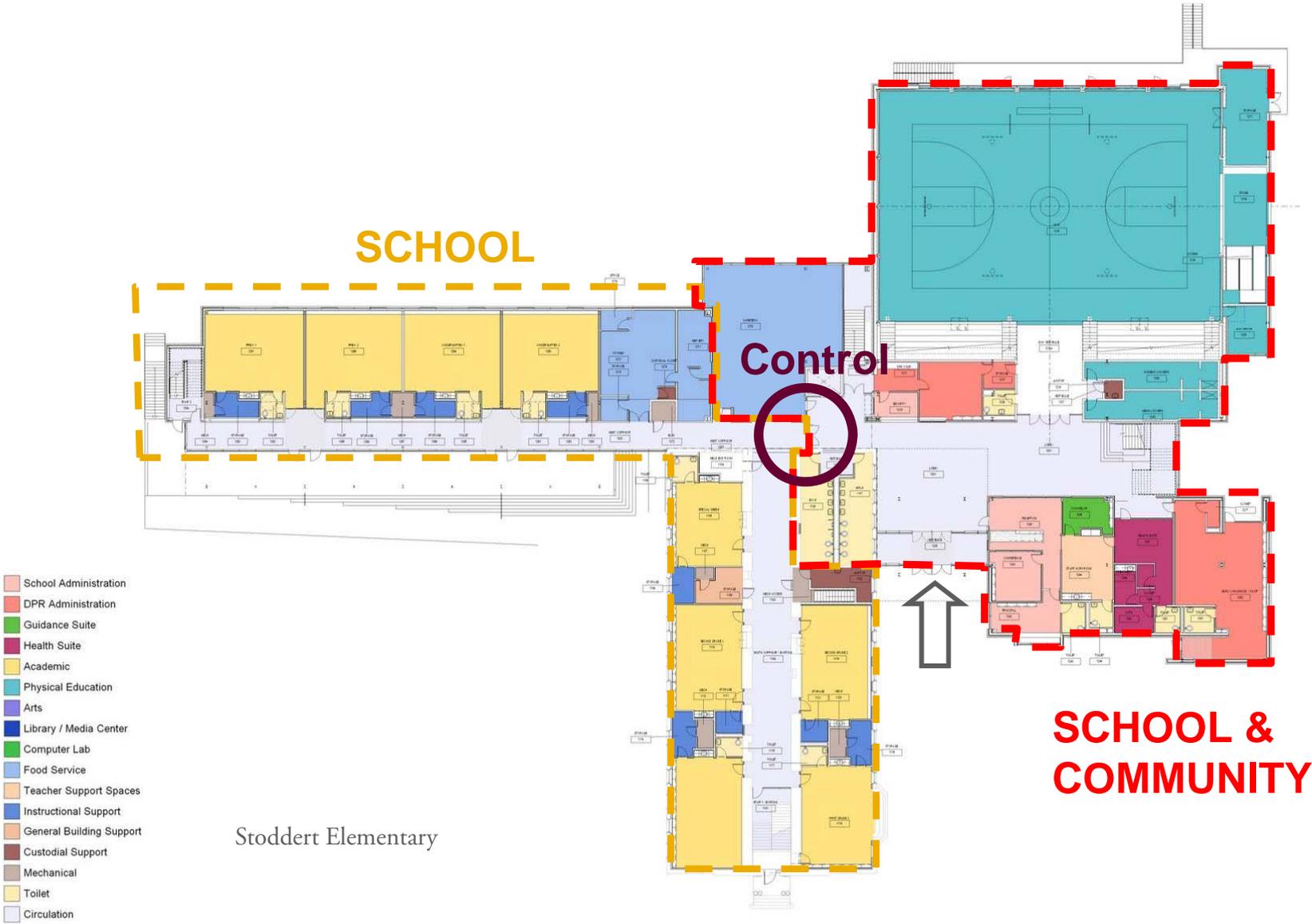
Photo: Joseph Romeo

Glazing & Civic Presence



Photo: Joseph Romeo

Joint Use: A Community Center



Date Prepared: March 1, 2012

Project Name: Martin Luther King Jr. School

Project Number: 47930.00.0

Subject: Steering Committee #1

Meeting Location: Martin Luther King Jr. School Conference Room

Meeting Date: February 24, 2012

Prepared By: Alicia Caritano

Contact Information: T. 617.449.4001 F. E. a.caritano@perkinseastman.com>

Participants

- Michael Black (MB), City of Cambridge - Construction Project Manager
- Brendon Roy (BR), City of Cambridge
- Jim Maloney (JM), CPSP - Chief Operations Officer
- Gerald Yung (GY), Martin Luther King Jr. School - Principal
- Joanne Johnson (JJ), CpSD - Assistant to COO
- Sean O'Donnell (SOD), Perkins Eastman
- Alicia Caritano (AC), Perkins Eastman

Filename: MM_Steeringcommittee_1_022412.docx

New Business	Notes	Action by / Date Req'd
1.01	<u>Overview:</u> Steering Committee meetings will be bi-weekly on Fridays from 1:00 -2:00 to discuss; Steering Committee Goals, key decisions, confirmation of decisions with other groups, project status/updates, and strategy for next steps.	Record
1.02	<u>Schedule:</u> PE distributed a schedule dated 2/24/12 and then issued the attached revised schedule dated 2/28/12 based upon comments at the meeting / authorization to proceed for consultants.	Record
1.03	<u>Goals for Today's Meeting:</u> Review the project status, and strategize for next steps as noted below and as indicated in the PE PowerPoint presented this date that; reiterated the project approach including: Design Team (team organizational diagram attached), PE Three-Step process noted in interviews, Schedule, Design Options for Renovation, Hybrid and New Building, Schedule, Selected Initial Focus Group Themes, etc.	Record
1.04	<u>Focus Group (FG) Meetings:</u> FG 1 meetings occurred on 2/16 & 2/17. FG 1 will continue on 3/1; if possible this round would also include meeting:	City – JJ 3/6/12

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Date: March 1, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: February 24, 2012

	<ul style="list-style-type: none"> - Gerald and the New Upper School Principal - Transportation Director/Transportation Contractor/Lt. Jack Albert of the Police Department - Separate meetings to review student pick-up and drop-off - Ellen Semenovoff to review: licenscing, permits, inspection, accreditation - After School Program: Ellen Semonoff and Physiscal Education <p>Some of these meetings may need to move to FG 2 on 3/6, 7 &8. For FG 2, the City will reschedule the same group as FG 1 to continue more detailed discussions based upon initial meeting. PE to issue minutes for FG 1 the week of 2/27. City to confirm schedule for FG 1 & 2 and coordinate with PE.</p>		
1.05	<p><u>Focus Group Space Need Survey</u>: PE issued draft survey to the City on 2/13. Concept of survey was discussed at Focus Group Meetings: completed forms to be returned to PE by end of day on 3/7. City to revise last line of survey to indicate where and to whom survey should be returned, and distribute week of 2/27 to all Focus Groups. City to provide copies hard copies or electronic copies of all surveys to Alicia Caritano via email; a.caritano@perkinseastman.com.</p>	City	3/7/12
1.06	<p><u>Parent Focus Group</u>: Will include: Room Parents from each grade at MLK, plus parents from Middle School and Morse School, and Buildings and Grounds Committee (ad-hoc group formed from MLK, and Morse School +/- 1.5 yrs. Ago), and also parents from the Middle School. The City will schedule these meetings as part of Focus Group 2: target 3/8; likely 6-7PM. Tentative location MLK Auditorium; tbd. Larger parent group will be able to participate in forthcoming Community Mtgs. Targeted for week of 3/19-3/23: target date evening of 3/22 – City to schedule.</p>	City	3/8/12
1.07	<p><u>Parent Questionnaire</u>: PE to develop a separate questionnaire for parents and will forward under separate cover after Parent Focus Group.</p>	PE	3/9/12
1.08	<p><u>Scheduling Discussion Questions and Time Allocation Chart/ Staffing Template</u>: PE sent these forms to the City on 2/14. City to input current and projected enrollment for the 3 schools, K-5 and also include population by grade, and return by 3/7.</p>	City	3/7/12
1.9	<p><u>FDP/Traffic/ DPW/Parks Meeting</u>: City to schedule meetings target week of 3/26-3/30. PE to confirm dates with MEP,</p>	PE	3/14/12

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Date: March 1, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: February 24, 2012

	Traffic, Civil and Community Outreach Consultants and provide available dates to the City to coordinate with those agencies.	
1.10	<u>Neighborhood Traffic/Parking Concerns:</u> JM noted that many of the neighbors park in the school lot overnight and have become used to this convenience, Mc Gee street slope can make for slippery streets and bus back-ups,	Record
1.11	<u>Goals/Vision for the Project:</u> JM stated that some of the important goals for the project in his opinion are: <ul style="list-style-type: none"> - Find the best solution for the universal overall use of the building - Finding the fine balance between Academic & Community use of the building - To increase enrollment at this traditionally under-enrolled school - Author Jonathan Kozol’s observations (in his books Savage Inequalities and Shame of the Nation) are that school’s named after Martin Luther King have tended to be underfunded and underperforming. Cambridge’s MLK should prove this point wrong through great design and an exciting curriculum. - Superintendent Young has said that we need to consider that we are “educating children for their future not our past.” The design should be responsive to 21st Century education and technology and be flexible enough to continue to evolve. - Provide a campus that is “alive” and entices children to stay and participate in activities until 5:00 or 5:30 when they are picked up 	Record
1.12	<u>After School Program:</u> Need to find a balance of square footage for shared community space and academic space. Gym should be a flexible, multi-purpose space. Scheduling will be an important component; City to provide data for hours of usage and enrollment for various schools, and also known information on community programs including but not limited to; intrascholastics, intramurals, science drama. Need to coordinate with Gym usage for children especially younger ones. This should be discussed at Focus Group 2 meetings with Ellen Semonoff and Physical Education	Record

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1.13	<u>Vocational Education for Middle School</u> : School Committee is interested in this. Team to consider how this incorporated into the curriculum: Media Labs, Recording /TV studios, Digital Music and Photography, Design Labs, Cooking, others?	Record
1.14	<u>Michael Black Vacation</u> : Michael is on vacation from 3/1 – 3/14. PE to copy Brendon Roy on all correspondence during this period.	Record

Next Meeting: March 9, 2012 - 1:00 - 2:00

Next Steps: Per Action Items above: Focus Group 2 Meetings

cc:

Attendees
John Pears, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Gary Pease, Aaron Gallagher, Fayssal Hussein – Nitsch Engineering
John Sousa – Crabtree McGrath
Bob Fuss, Robert May – Fuss & O’Neil
Dennis Dyer, Peter Reilly, Daniel Hurley – AKF Group
Robert Diemer, Shannon Kaplan - InPosse

Attachments:

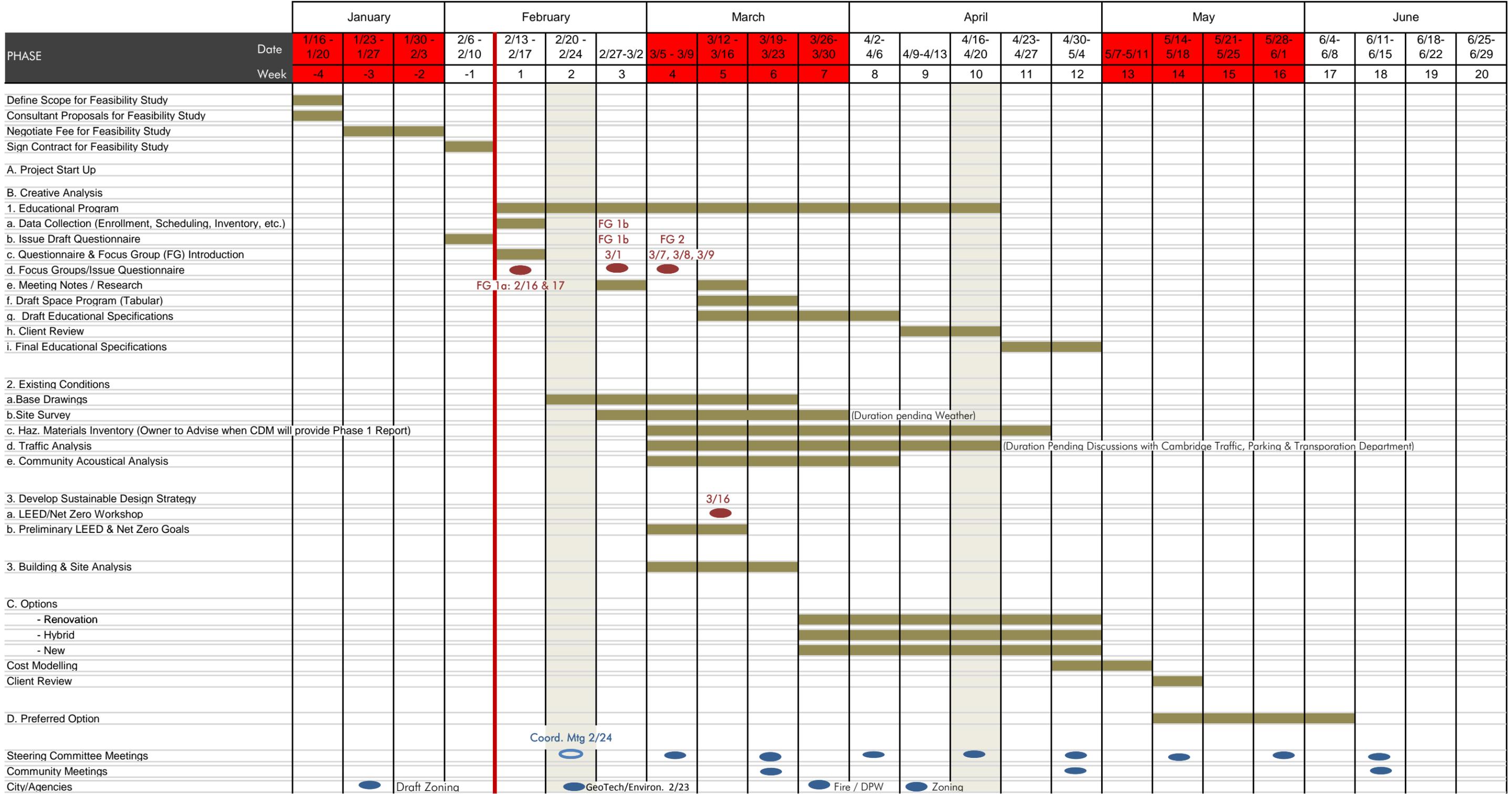
Schedule
Team Organizational Diagram

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Perkins Eastman

MARTIN LUTHER KING JR. SCHOOL

2/28/2012



Notice to Proceed

School Vacation

Fire / DPW Parks Traffic

School Vacation

Legend:

- Activity Duration
- Meetings
- User Group Meetings

CITY OF CAMBRIDGE

ARCHITECTURE – PERKINS EASTMAN

Principal-in-Charge

SEAN O'DONNELL, AIA,
LEED AP

Project Manager

ALICIA CARITANO, AIA,
LEED AP

Project Architect

JANA SILSBY, AIA, LEED AP

Design Principal/Renovation Expert

JOHN PEARS, RIBA

Community Outreach

MARK BOYES-WATSON, AIA

SUBCONSULTANTS

**Educational Programming
Consultant/Visioning Expert
Furniture, Fixtures, and
Equipment Consultant**
PERKINS EASTMAN

**Traffic Consultant
Civil Engineering
Environmental Permitting**
NITCH ENGINEERING, INC.

Structural Engineering
FOLEY BUHL ROBERTS &
ASSOCIATES, INC.

**Mechanical Engineering
Electrical Engineering
Plumbing/Fire Protection
Engineering**
AKF GROUP LLC

**Sustainable/Green
Design/Renewable Energy
Consultant**
SUSTAINABLE PERFORMANCE
INSTITUTE

Cost Estimating
DAVIS LANGDON

**AV Consultant
Acoustical Consultant**
ACENTECH

**Accessibility and Code
Consulting**
R.W. Sullivan Engineering

Landscape Architect
CAROL R. JOHNSON
ASSOCIATES, INC.

Net Zero Energy Consultant
IN POSSE

Food Services Consultant
CRABTREE MCGRATH
ASSOCIATES, INC.

Specifications Consultant
ARCHITX, LLC

**Hazardous Materials
(Additional Service)**
FUSS & O'NEIL
ENVIROSCIENCE, LLC

**Data/Communications and
Security Consulting**
GARCIA, GALUSKA,
DESOUSA, INC.

Date Prepared: February 21, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Focus Group Meeting No. 1: ICTS Dept. - Information, Communication & Technology Services
Meeting Location: Cambridge Rindge & Latin School, School Committee Meeting Room
Meeting Date: February 17, 2012
Prepared By: Jill Garzik
Contact Information: T. 617.449.4007 F. E. j.garzik@perkinseastman.com>

Participants
 Michael Black, City of Cambridge - Construction Project Manager
 Frank Geary, Cambridge Public School District (CPSD) - Construction Project Manager
 Jim Maloney, CPSD - Chief Operations Officer
 Joanne Johnson, CPSD - Assistant to COO
 Kevin Keegan, CPSD - Technical Service Manager
 Gina Roughton, CPSD - Asst. Dir. Ed. Tech
 Margorie Berger, CPSD - Asst. Dir. Library Media
 Maryann MacDonald, CPSD - Exec. Director of Student Achievement/Accountability
 Ginny Berkowitz, CPSD - CPS Media Arts Studio
 Dana Ham, CPSD - Director of Facilities
 Steve Smith, CPSD - CPS CIO
 Gerald Yung, Martin Luther King Jr. School - Principal
 Wayne Cornell, Acentech
 Sean O'Donnell, Perkins Eastman
 Jana Silsby, Perkins Eastman
 Jill Garzik, Perkins Eastman

Filename: http://orchard.perkinseastman.com/tj:\47930.00_MartinLutherKing_FS\47930.00 Docs\Minutes & Agendas\PEAPC\Focus Groups_Meeting No. 1

New Business	Notes	Action by / Date Req'd
1.01	<p><u>Overview:</u> During this process, we will be conducting a Feasibility Study. We will work to complete an Educational Specification, which will be used by the architectural/engineering team to design the building. The final outcome of the building design will be one of the following options: Full tear-down and new construction; Full renovation of existing buildings; or a hybrid option of Partial Renovation and Partial New Construction.</p>	
1.02	<p><u>Schedule:</u> Over the next 12 weeks, the Design Team will conduct a series of meetings with each focus group/department to develop each program space for the new building. The</p>	Perkins Eastman/3-21

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Date: February 21, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: February 17, 2012

	Design Process to develop the preferred option will commence following the completion of the Feasibility Study, with a target move-in date of the new building in September 2015.	
1.03	<u>Goals for Today's Meeting:</u> As an initial meeting, the Design Team would like to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future. The group will also discuss how the new space can help further foster a sense of community within the school and its surrounding neighborhood.	
1.04	<u>General:</u> -ICTS was formerly several different departments: MIS, Education Technology and Library Media Services -Flexibility is the key	
1.05	<u>The campus will have the following dedicated IT staff:</u> -F/T Tech Integration -F/T Tech Assistant -F/T Library Media Specialist(s) – possibly two - Media Services?	
1.06	<u>Flexibility:</u> - Currently technology is tied to electrical outlets and fixed to the wall. This will evolve to technology is everywhere and its use is seamless and embedded in the learning activities. - Furniture should be light, but sturdy and easy to reconfigure for small group or individual technology use - The building should be Wireless (tied to outlets now) - The current computer “lab” should integrated into Learning Commons (see below); there will be no lab in the traditional sense in the future	
1.07	<u>Technology:</u> - Teachers are using technology on daily basis (daily tasks, report cards) - Upper school students currently use technology in classrooms and the library - Lower school are still using a more traditional model (computer labs) - Should there be dedicated space for teachers to learn about technology and its application? Professional development currently happens in the classroom and will likely continue there. - There could be a small media studio for student-produced	

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	<p>video where students could create morning announcements and other presentations</p> <ul style="list-style-type: none"> -mobility of technology (iPads, tablets vs. laptops) -Instant access -Central technology infrastructure for all schools (standards, access cards, security cameras, time clocks, wireless, phones) 	
1.08	<p><u>Learning Commons:</u></p> <ul style="list-style-type: none"> - Create a dynamic, flexible and collaborative learning environment where technology is “everywhere”. - There should probably be two separate but related commons for upper and lower school age groups. The upper school space may be more student-initiated work (e.g.: research and table work) and the lower school may support more teacher-initiated activity (e.g.: storytelling). - The Learning Commons should be the hub of each school. - Should the two commons overlap? It may be useful for the children to see their peers in the other commons. - There could be a single class (room) for 20-24 students working at a time or several classes working together. There can also be community partners working in the space - It should provide a diversity of space: there could be a “Creative Commons,” and a “Quiet Commons.” - Available as a learning center for students and teachers alike - It should also be open to the community and inviting to parents; it can be a place for them to learn about technology and their children’s work. - Instead of a conventional computer lab, the commons should provide flexible furniture and mobile technology that allows for easy reconfiguration into a lab-like environment. - An important question for the schools is how will the Learning Commons be scheduled? Will there be coverage for a period and flexible-use time? - Will the After School program use this space? (TBD) - Professional Development and staff meetings could also occur here. - The space could provide access to iPads, Video/Gaming/Media-making software - The learning commons Media Distribution (live streaming/sharing between schools) 	

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	<ul style="list-style-type: none"> - There should be a diversity of spaces allowing for varied activities: Areas for tutoring, an active Library area – for storytelling, author presentations; Quiet areas for studying; closed spaces (with acoustical separation but visual connection) - Furniture: Upper school students need desk/research areas – no carrels, rather open work areas; moveable shelving can help create division of spaces; Flexible furniture and shelving will accommodate larger groups or multiple classrooms. 	
1.09	<p><u>Books:</u></p> <ul style="list-style-type: none"> - The Learning Commons will still house books – books are immediate and tangible - Children use books differently as they get older - The collections should allow for different groups: early childhood, lower school and upper school. - feature half books, half electronic e-readers? 	
1.10	<p><u>Auditorium:</u></p> <ul style="list-style-type: none"> - It should be multi-purpose including the ability to broadcast and record performances - There could also be robotic capture of performances - Types of performance recording (drama, assemblies, Powerpoint presentations) 	
1.11	<p><u>Alternative Spaces:</u></p> <ul style="list-style-type: none"> - How do classes use technology in the future; can there be more immediate access in addition to the commons? - Perhaps there should be breakout areas that use the circulation space adjacent to the classrooms. For example there could alcoves w/inset benches - Is there a need for spaces that would allow long-term student activity/exploration/project work? - Display: Can the building feature 2D/3D and multimedia display of students work? Can there be print and digital galleries? 	
1.12	<p><u>Precedents:</u></p> <ul style="list-style-type: none"> -iSchool (NYC) -Chelmsford High School library -Cambridge Public Library 	

Next Meeting:

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Next Steps: A follow-up meeting will be scheduled.
Please review and comment on attached Survey and return at next scheduled meeting.

cc: Attendees
John Pears, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Cheeta Soga, Fayssal Hussein – Nitsch Engineering
John Sousa – Crabtree McGrath
Bob Fuss, Robert May – Fuss & O’Neil
Dennis Dyer, Peter Reilly, Daniel Hurley – AKF Group
Robert Diemer, Shannon Kaplan - InPosse

Attachments: Space Need Survey
Sign-In Sheet

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Perkins Eastman

MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

FOCUS GROUP: ICTS DEPT - INFORMATION, COMMUNICATION, & TECHNOLOGY SERVICES

DATE: 2/17/2012

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	Maryann Mac Donald	Ex. Dir. Student Achievement/Accountability	617-349-6483	mrmacdonald@cpsd.us
2	Gina Loughton	Asst. Director Ed. Tech.	617-349-6478	gina.loughton@gmail.com gina.loughton@cpsd.us
3	Margorie Berger	Asst. Director Lib. Media	617-349-6940	mberger@cpsd.us
4	Jim Malone	Operating Officer	617-349-6421	jmalone@cpsd.us
5	KEVIN KEEGAN	TECHNICAL SERVICE MANAGER	617-349-6814	KKEEGAN@cpsd.us
6	Joanne Johnson	Office of CIO	617-349-6420	jjohnson@cpsd.us
7	MICHAEL BLACK	City	617-349-4251	mblack@cambridgema.gov
8	Ginny Berkowitz	CPS Media Arts Studio	617-349-6744	gberkwitz2@cpsd.us
9	Candice King	Principal	617-349-6565	gking@cpsd.us
10	Wayne Cornell	Acentech	617-499-8067	WCORNELL@Acentech.com
11	Stew Smith	CPS CIO	617-349-6830	SSmith@CPSD.US
12	Jill			
13	JANA			
14	SEAN			
15	Frank Geary			
16	Dana Ham			
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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:
Unit/Department:
Phone:
Email:

Space Need:

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

2. Please circle all of the schools on campus that this space will be associated with:
 - a. Early Childhood
 - b. Lower School
 - c. Upper School

NORTH AMERICA
BOSTON, MA
CHARLOTTE, NC
CHICAGO, IL
NEW YORK, NY
PITTSBURGH, PA
SAN FRANCISCO, CA
STAMFORD, CT
TORONTO, ON
WASHINGTON, DC

SOUTH AMERICA
GUAYAQUIL, ECU

ASIA
MUMBAI, IND
SHANGHAI, PRC

MIDDLE EAST
DUBAI, UAE

PERKINS EASTMAN ARCHITECTS, PC
50 FRANKLIN STREET
SUITE 402
BOSTON, MA 02110
T. 617.449.4000
F. 617.449.4049

3. 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):

4. 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):

5. 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.

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

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

8. 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):

9. 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:

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

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

12. 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.)

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

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

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

16. 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.):

17. 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 1st, digitally to Sean O'Donnell at s.odonnell@perkinseastman.com, or in hard copy to Michael Black, City of Cambridge.

Date Prepared: March 13, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Focus Group Meeting No. 2: ICTS Dept. - Information, Communication & Technology Services
Meeting Location: Cambridge Rindge & Latin School, School Committee Meeting Room
Meeting Date: March 7, 2012
Prepared By: Jill Garzik
Contact Information: T. 617.449.4007 F. E. j.garzik@perkinseastman.com>

Participants
 Brendon Roy, City of Cambridge - Asst. Construction Project Manager
 Jim Maloney, CPSD - Chief Operations Officer
 Dana Ham, CPSD - Director of Facilities
 Joanne Johnson, CPSD - Assistant to COO
 Frank Geary, CPSD - Construction Project Manager
 Kevin Keegan, CPSD - Technical Service Manager
 Margorie Berger, CPSD - Asst. Dir. Library Media
 Ginny Berkowitz, CPSD - CPS Media Arts Studio
 Steve Smith, CPSD - CPS CIO
 Gerald Yung, Martin Luther King Jr. School - Principal
 Wayne Cornell, Acentech
 Sean O'Donnell, Perkins Eastman
 Jana Silsby, Perkins Eastman
 Jill Garzik, Perkins Eastman

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New Business	Notes	Action by / Date Req'd
2.01	<u>Goals for Today's Meeting:</u> As a follow-up to our initial meeting, the Design Team would like to clarify and confirm the spatial needs of the departments and further develop our understanding of how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.	
2.02	<u>Preliminary Organizational Ideas:</u> -Learning Commons as "the Hub" of each school -Connections between each Commons? -Extend the classroom /distribute the Commons -With a very inviting view	
2.03	<u>Spaces Identified for Potential Inclusion in the "Ed Spec" - Instructional:</u> -One Lower School Learning Commons – adjacent to US; bathroom esp.	

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	<p>for youngest children; fixed scheduling up to 3rd; flexible scheduling for 4th & 5th grades</p> <ul style="list-style-type: none"> -One Upper School Learning Commons – adjacent LS -Technology-Rich Classrooms & Labs (wireless) -Theater classroom: 2-3 classes in Blackbox
2.04	<p><u>Spaces Identified for Potential Inclusion in the “Ed Spec” - Administrative:</u> (Team located inside of the commons, serve both commons; transparent)</p> <ul style="list-style-type: none"> -Technology Integration -Technology Assistant -Library Media Specialist (k-5 and 6-8) -Library Media Assistant (desk within Commons?) -Workroom separate
2.05	<p><u>Spaces Identified for Potential Inclusion in the “Ed Spec” - Other:</u></p> <ul style="list-style-type: none"> -Extended Learning Opportunities -After school: different staff, book clubs, community use -Storytelling for PreSchool – not a driver.
2.06	<p><u>The Learning Commons - Spaces:</u></p> <ul style="list-style-type: none"> -Place for classes of 24 students to meet & two classes to collaborate, school council mtgs, media events -“Spontaneous” computer lab – no conventional, fixed lab -Distributed screens, reconfigurable -Small, transparent project rooms -Book collection -Media Production – edit space indiv/group work 8 stations/tables -Teaching station, monitor -Audio booth for 4 people, podcasts, music, narration, glassy with darkening -Use the theater room for LS video/ broadcast too. Adj to Learning Commons -Central Circ Desk -Themed areas for younger children. -Workroom: Staff/Faculty? -Storage for field equipment for checkout adj to circ -Alcove for creating media, morning news, lighting, walls? Some quiet. -Head End – not remotely served -Potential to stack US & LS Commons w/ connecting stair- Put stair to side out of the way, not in center
2.07	<p><u>The Learning Commons - Attributes:</u></p> <ul style="list-style-type: none"> -Secure the doors; book detection? -Less defined media production for LS; use the US space for “heavier” production

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Project Number: 47930.00.0
Meeting Date: March 7, 2012

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	<ul style="list-style-type: none">-Teachers are using technology on daily basis (daily tasks, report cards)-Upper school students currently use technology in classrooms and the library-Lower school are still using a more traditional model (computer labs)-Should there be dedicated space for teachers to learn about technology and its application? Professional development currently happens in the classroom and will likely continue there.-There could be a small media studio for student-produced video where students could create morning announcements and other presentations-Mobility of technology (iPads, tablets vs. laptops)-Instant access-Central technology infrastructure for all schools (standards, access cards, security cameras, time clocks, wireless, phones)
2.08	<p><u>In the Classroom:</u></p> <ul style="list-style-type: none">-Learning Environment Integrated into the Classroom-Flexible Use-Lockable Storage within Classrooms for Technology-Collaboration on-line with classmates & teachers via mobile devices; Google Apps next year-Power-Teacher Use: Instant Access, Display of Student Work, Professional Development-Student Use: School to Home Technology, Educational Development

Next Meeting:

Next Steps:

cc:

Attendees

John Pears, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman
Michael Black – City of Cambridge
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Corinne Tobias, Aaron Gallagher, Gary Pease, Fayssal Hussein – Nitsch Engineering
John Sousa – Crabtree McGrath
Bob Fuss, Robert May – Fuss & O’Neil
Dennis Dyer, Peter Reilly, Daniel Hurley – AKF Group
Robert Diemer, Shannon Kaplan - InPosse

Attachments:

Sign-In Sheet
PowerPoint Images
Acentech Meeting Notes

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MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

MM#2

FOCUS GROUP: ICTS

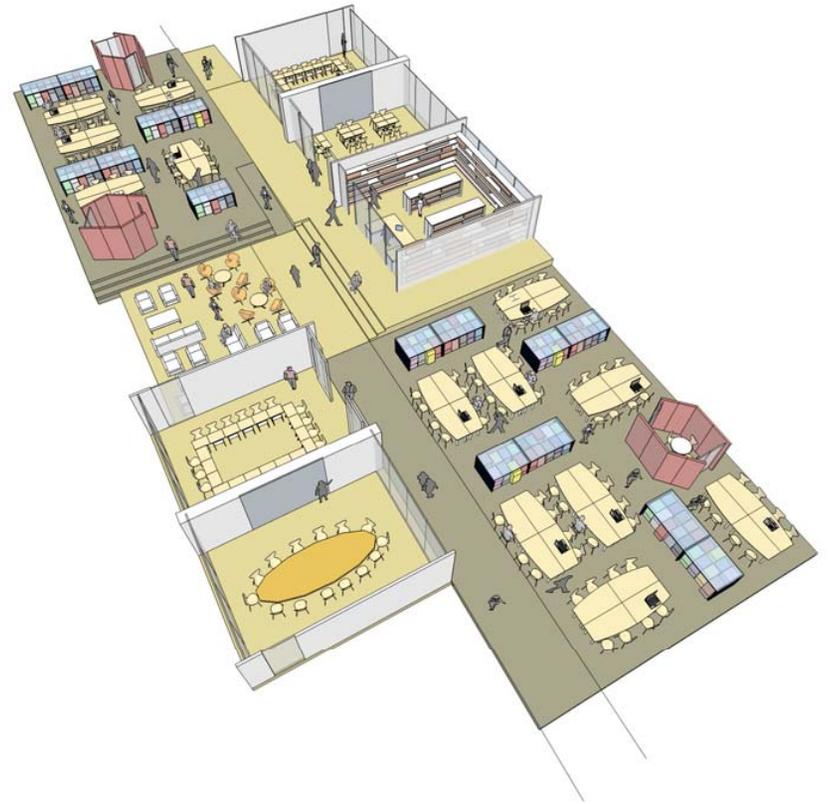
DATE: 3/7/2012

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	Dana Johnson			
2	Dana Ham			
3	Brandon Roy			
4	Gerald King			
5	SEAN O'DONOVAN	Perkins Eastman		
6	Ginny Berkowitz	Media Arts Manager	617 349-6744	gberkowitz2@cpsd.us
7	Steve Smith	CIO ICTS	617 349 3055	Ssmith@cpsd.us
8	JANA			
9	KEVIN KEEGAN	Technical Services Manager	617-349-6814	KKEEGAN@cpsd.us
10	Wayne Cornell	Acentech	617-499-8087	wcornell@Acentech.com
11	Margaret Berger	Asst. Director Lib. Media	617-349-6942	mberger@cpsd.us
12	Frank Geary			
13	Jill GATZIK			
14	JIM MALONEY			
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Chelmsford High School Learning Commons



Nation's Academy Learning Commons



Learning Commons

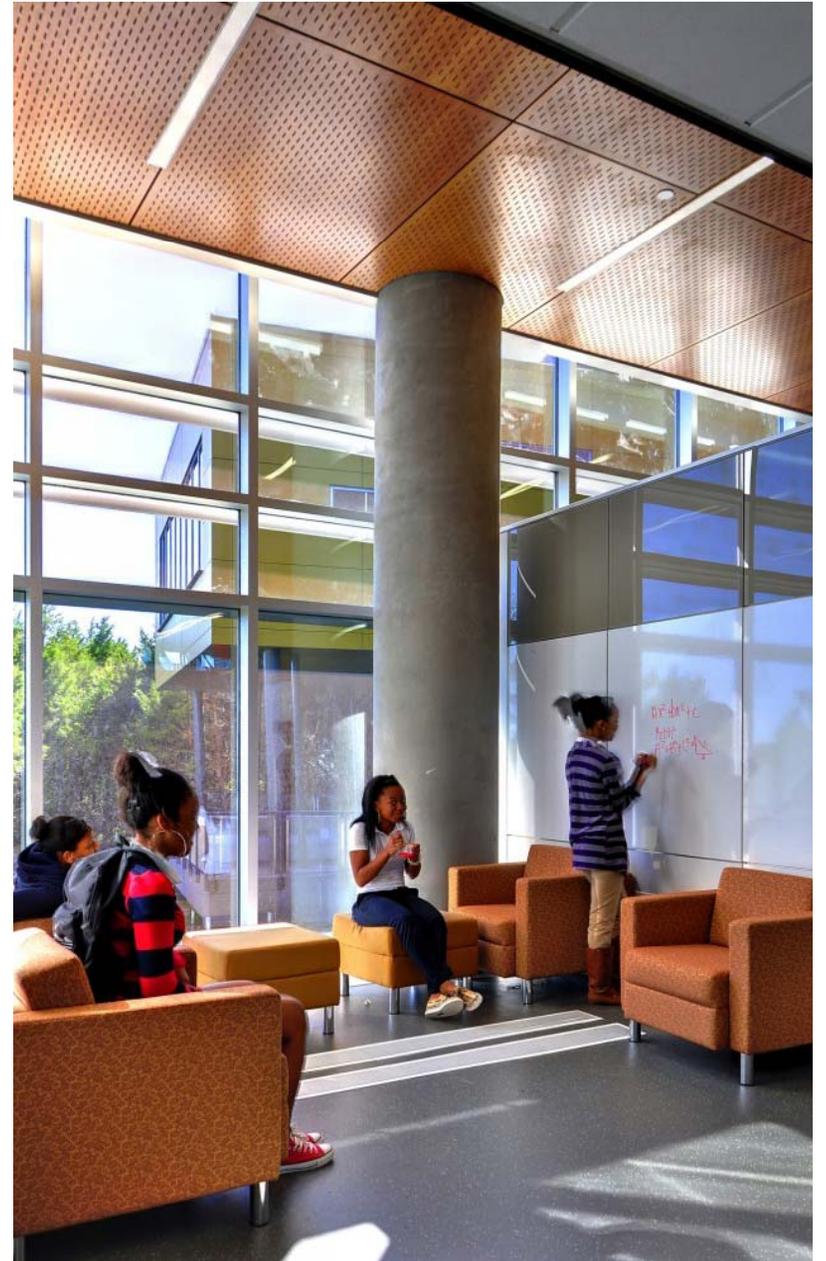
In the Classroom



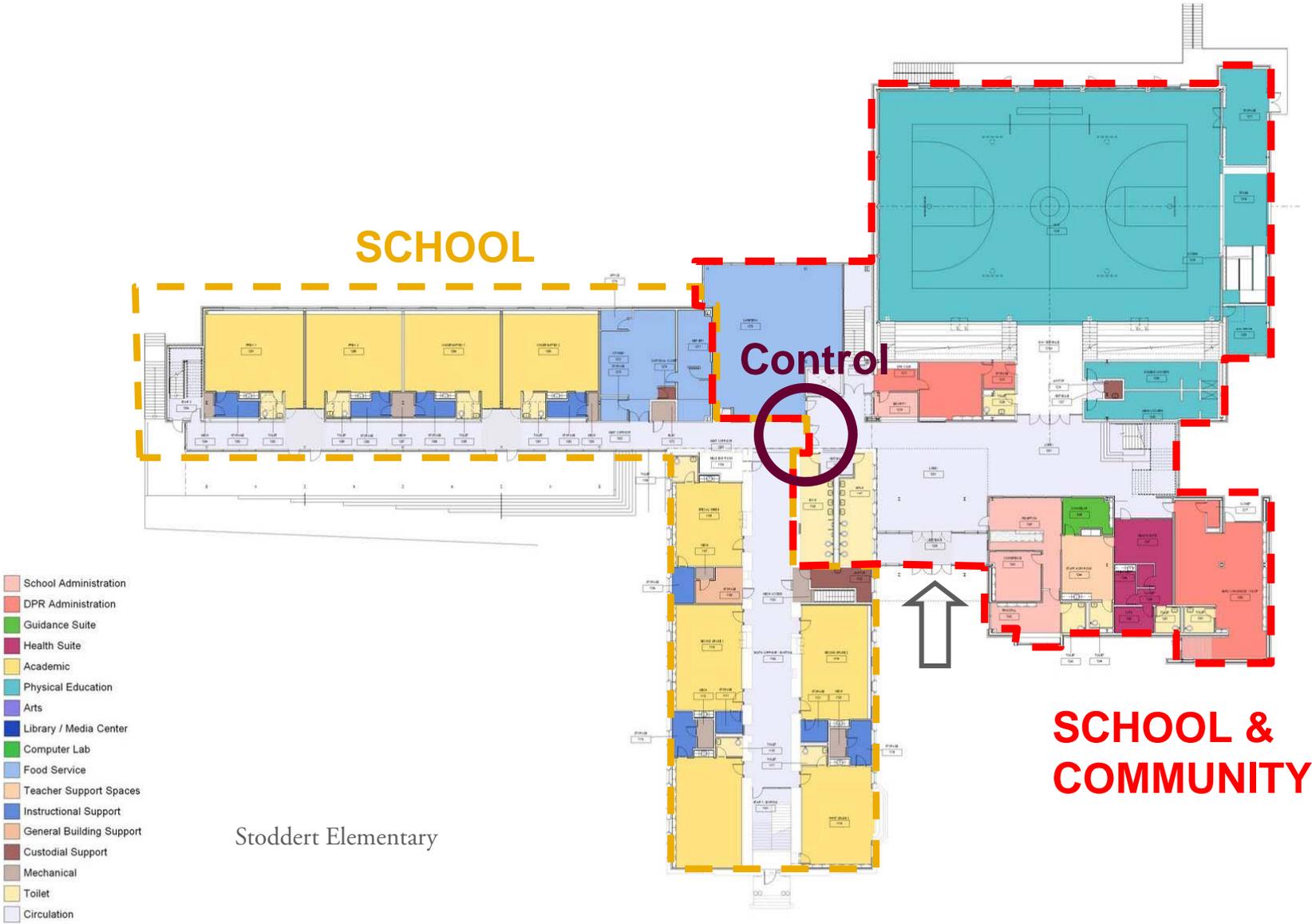
Spaces Identified for Potential Inclusion in the "Ed Spec"



Spaces Identified for Potential Inclusion in the "Ed Spec"



Joint Use: A Community Center



Project Meeting Notes

To: Alicia Caritano
Perkins Eastman

Date: 3/2/2012

Project: Cambridge MLK School

Project No: 621786

Subject: Meeting Notes

Meeting Date: February 17, 2012

Remarks:

- 1) The facility needs to serve the needs of the students and staff.
- 2) The school environment will rely heavily on wireless connectivity.
- 3) Some rooms will need "Smartboards"
- 4) I-Pads type devices will become a greater tool.
- 5) The school mentioned that they liked the Chelmsford library with the dynamic learning commons.
- 6) Also mentioned as a possible model was the NYC I-School.
- 7) The new environment should also include conferencing and collaboration capabilities.
- 8) The learning center should be centralized in the design and include:
 - a. A center for technology.
 - b. Separation of upper and lower grades.
 - c. A media specialist.
 - d. Editing capabilities.
 - e. Movable shelving.
- 9) Auditorium should be:
 - a. A gathering space for the student body.
 - b. Provided with a technology for capture and streaming of events.
- 10) There should be complete integration of LAN network systems including control access, cameras, and time clock systems.

- 11) The performing arts areas need the following capabilities:
 - a. Sound playback.
 - b. Performance recording.
 - c. ENO boards.
 - d. Separate facilities for K-5 and 6-8 classes.
 - e. Electronic music support.
- 12) For the theater refer to the document handed out by the school.

Copy:

By: Wayne Cornell
Supervisory AV/IT Consultant

Date Prepared: March 5, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Focus Group Meeting No. 1: King School Teachers, Grades K-5 (Lower School)
Meeting Location: Cambridge Rindge & Latin School, School Committee Meeting Room
Meeting Date: March 1, 2012
Prepared By: Jill Garzik
Contact Information: T. 617.449.4007 F. E. j.garzik@perkinseastman.com>

Participants
 Brenden Roy, City of Cambridge - Construction Project Manager
 Jim Maloney, CPSD - Chief Operations Officer
 Joanne Johnson, CPSD - Assistant to COO
 Dana Ham, CPSD - Director of Facilities
 Carolyn Turk, CPSD - Deputy Superintendent
 Etta Gaudet, Martin Luther King Jr. School - Special Educator
 Cheryl Green, Martin Luther King Jr. School - School Psychologist
 Brooke Macintosh, Martin Luther King Jr. School - JK/K Teacher
 Linda Galante, Martin Luther King Jr. School - Grade 1 Teacher
 Christine Fetter, Martin Luther King Jr. School - Grade 4 Teacher
 Sarah Healy, Martin Luther King Jr. School - Grade 5 Teacher
 Gerald Yung, Martin Luther King Jr. School - Principal (Lower School)
 Sean O'Donnell, Perkins Eastman
 Jana Silsby, Perkins Eastman
 Jill Garzik, Perkins Eastman

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New Business	Notes	Action by / Date Req'd
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1.02	<p><u>Schedule:</u> Over the next 12 weeks, the Design Team will conduct a series of meetings with each focus group/department to develop each program space for the new building. The Design Process to develop the preferred option will commence following the completion of the Feasibility Study, with a target</p>	Perkins Eastman/3-21

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	move-in date of the new building in September 2015.
1.03	<u>Goals for Today's Meeting:</u> As an initial meeting, the Design Team would like to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future. The group will also discuss how the new space can help further foster a sense of community within the school and its surrounding neighborhood.
1.04	<u>Lower School Overview:</u> -Two 'teams': Pre-K through Grade 2 and Grades 3 through 5 -Chinese Immersion program from K-2; Ni Hao K-5 -Four classrooms total for Pre-K and K combined -Two classrooms total per grade (1-5), adjacent and with connecting door -Chinese Enrichment room for Ni Hao program Chinese culture/identity 25 students Full classroom setup with shelving, display, books, etc. -One itinerant office or swing space -One De-escalation or cool down room per floor
1.05	<u>Resource Room Reading Recovery:</u> -Room for books for Reading Recovery and books for general ELA -Adjacent to, but separate from, meeting areas -Small group pull-out area large enough for 3-5 students -Area for teacher and student one-on one to work at same time as smaller group
1.06	<u>Resource Room for General Education (Math & Literacy):</u> -Faculty meet with coach -Locate one Math & Literacy Resource Room per 'team' -Small group pull-out area large enough for 3-5 students -Private area for student testing -Area for teacher and student one-on one -Storage
1.07	<u>Conference Rooms:</u> -Conference space for teacher use – 20+ teachers, IEP -Conference space for parent-teacher use – 10 people -Teacher work room
1.08	<u>Learning Center for Special Education:</u> -One per 'team' -Room for Specialist teacher and 3-5 students for testing -Provide secure storage for testing materials, teaching materials, equipment

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1.09	<p><u>Speech Therapy:</u></p> <ul style="list-style-type: none"> -One for Lower School, may be shared with Upper School -Room for Speech therapist and 3-5 students -Provide secure storage for testing materials, teaching materials, equipment
1.10	<p><u>Occupational and Physical Therapy :</u></p> <ul style="list-style-type: none"> -Shared space for OT and PT -Two offices and a Movement Room -Occupational Therapist – P/T -Physical Therapist – P/T -Movement room has ceiling mounted equipment (OT) and provides space for gross motor skills (PT) -Locate near gym (can be noisy) -Probably not appropriate for community or after school use – dangerous and expensive equipment, liability
1.11	<p><u>School Psychologist & Counselor:</u></p> <ul style="list-style-type: none"> -Two staff -Two offices, each with meeting space for 3-5 people -Transitional space – used by both schools -Close to Admin offices/common space on floor
1.12	<p><u>Art:</u></p> <ul style="list-style-type: none"> -Pushes into Kindergarten space now -Dedicated art space needed for K-5
1.13	<p><u>Cafeteria:</u></p> <ul style="list-style-type: none"> -Appropriate scale for 4-6 years olds (spatially, heights, furniture, noise) -Could space be partitionable? -Current space is “too open” for the youngest kids and those with sensory issues -Dedicated allergen-free area (peanuts, etc.) -Social and academic environment for teaching manners, conversation; teachers often sit with their classes at meals -Depending on grade, Lower school sits either by class or grade level -Could it be family style? Round or square tables, nooks for each class -Long lunch lines now – could there be an express line or separate lines for meals and beverages? -Queuing a problem -Storage room off Café for rainy day activities - Teaching opportunities – Do kids help clean up or prepare food?

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in five working days, this Meeting Record will stand as published.

Date: March 5, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 1, 2012

	<ul style="list-style-type: none"> -Add microwave station for kids to heat up meals -Visual connection to gardens is key – helps connect to CitySprouts -Is there an opportunity to eat outside? The custodians currently grill outside sometimes
1.14	<p><u>Bathrooms:</u></p> <ul style="list-style-type: none"> -Pre-K and K: one each per classroom (in the classroom) -Grades 1 and 2: shared between classrooms by grade (connecting classrooms), separated for boys and girls -Grades 3-5: common bathrooms (outside classrooms), separated for boys and girls; Not shared with Upper School grades 6-8 -Staff bathrooms: increase qty in general and locate nearby classrooms -Hand dryers preferred over paper towels
1.15	<p><u>Classrooms:</u></p> <ul style="list-style-type: none"> -Operable windows -Sink space and counter -Plenty of outlets -Access to computers, wireless technology -Connecting door to paired classroom -separate areas for desks, rugs, computers, library, listening, science (near windows) -Teacher area w/desk and secure storage for personal belongings -Closet and open shelving for materials storage -Furniture should be child size and lightweight <ul style="list-style-type: none"> K-2: Round tables in varying sizes for 3 to 6 people 3-5: desks and separate tables for group work -Proximity of Lower School classes to gardens; makes better use of them in general
1.16	<p><u>Precedents:</u></p> <ul style="list-style-type: none"> -MLK Jr. School (Room 203 for typical classroom) -Argenzio School (Somerville)

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Date: March 5, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Meeting Date: March 1, 2012

Page 5 of 5

Next Meeting:

Next Steps: A follow-up meeting will be scheduled.
Please review and comment on attached Survey and return at next scheduled meeting.

cc: Attendees
John Pears, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman
Michael Black– City of Cambridge
Frank Geary – CPSD
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Corinne Tobias, Aaron Gallagher, Gary Pease, Fayssal Hussein – Nitsch Engineering
John Sousa – Crabtree McGrath
Bob Fuss, Robert May – Fuss & O’Neil
Dennis Dyer, Peter Reilly, Daniel Hurley – AKF Group
Robert Diemer, Shannon Kaplan - InPosse

Attachments: Sign-In Sheet
Space Need Survey
Cambridge Public Schools Security Analysis & Report

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in five working days, this Meeting Record will stand as published.

Perkins Eastman

MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

FOCUS GROUP: KING ~~School~~ School Teachers - GRADES K-5

DATE: 3/1/2012

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	Brodie Mackintosh	JK/K teacher	617.349.6562x102	bmackintosh@cpsd.us
2	Linda J. Galante	Gr. 1 teacher	339-221-0356	lgalante@cpsd.us
3	Christine Fetter	Gr. 4 Teacher	617.349.6562ext203	cfetter@cpsd.us
4	Jim Winkley	Admin	201-6700	@cpsd.us
5	Joanne Johnson	Asst to CSD	617-349-6420	Johnson@cpsd.us
6	Carolyn Turk	Deputy Superintendent	617-349-6418	cturk@cpsd.us
7	Dana Ham	Director of Facilities	617-349-6855	DHam@cpsd.us
8	Etta Gaudet	Special Educator	617-349-6562	egaudet@cpsd.us
9	Cheryl Green	School Psych.	617-349-6568	cgreen@cpsd.us
10	Sarah Shealy	5th Grade Teacher	(617) 349-6562	shealy@cpsd.us
11	JILL GARZIK	PERKINS EASTMAN		
12	SEAN O'DONNELL	"		
13	JANA SLSBY	"		
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Date Prepared: March 5, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Focus Group Meeting No. 2: King School Teachers, Grades K-5 (Lower School)
Meeting Location: Cambridge Rindge & Latin School, School Committee Meeting Room
Meeting Date: March 1, 2012
Prepared By: Jill Garzik
Contact Information: T. 617.449.4007 F. E. j.garzik@perkinseastman.com>

Participants
 Brendon Roy, City of Cambridge – Asst. Construction Project Manager
 Jim Maloney, CPSD - Chief Operations Officer
 Dana Ham, CPSD - Director of Facilities
 Gerald Yung, Martin Luther King Jr. School - Principal
 Etta Gaudet, Martin Luther King Jr. School - Special Educator
 Cheryl Green, Martin Luther King Jr. School - School Psychologist
 Brooke Macintosh, Martin Luther King Jr. School - Grade 3 Teacher
 Carol Basile, Martin Luther King Jr. School - Kindergarten Teacher
 Linda Galante, Martin Luther King Jr. School - Grade 1 Teacher
 Christine Fetter, Martin Luther King Jr. School - Grade 4 Teacher
 Sarah Healy, Martin Luther King Jr. School - Grade 5 Teacher
 Sean O'Donnell, Perkins Eastman
 Jana Silsby, Perkins Eastman
 Jill Garzik, Perkins Eastman

Filename: j:\47930.00_martinlutherking_fs\47930.00 docs\minutes & agendas\peapc\focus groups_meeting no. 2\mm_focus groups no. 2_king school teachers, grades k-5 - 120307.docx

New Business	Notes	Action by / Date Req'd
2.01	<u>Goals for Today's Meeting:</u> As a follow-up to our initial meeting, the Design Team would like to clarify and confirm the spatial needs of the departments and further develop our understanding of how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.	
2.02	<u>Preliminary Organizational Ideas:</u> -Organized by the Two Teams: JK-2 and 3-5 -Adjacent Classrooms per Grade Level -Classrooms Zoned for different types of learning and activities -Proximity and Access to Gardens	
2.03	<u>Spaces Identified for Potential Inclusion in the "Ed Spec" - Instructional:</u> -Four Pre-K and K Classrooms (Ni Hao & Immersion)	

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Date: March 5, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 1, 2012

	<ul style="list-style-type: none"> -Two Classrooms per Grade (1st through 5th) -One Chinese Enrichment Room for Ni Hao -One Resource Room for Math -Two Resource Rooms for Literacy - One per Team -One Special Ed Learning Center per Team -One Speech Therapy Room -One OT/PT Room with adjacent office(s) -One School Psychologist Office -One School Counselor Office -One Itinerant Staff Office (2-4 People) -One De-Escalation Room per Team -One Shared? Large Conference Room for IEPs -One Small Conference room for Parent Meetings -One (?) Teacher Workroom, desks, copier, laminator -One Break Room w/pantry, microwave 	
2.04	<p><u>Spaces Identified for Potential Inclusion in the "Ed Spec" - Other::</u></p> <ul style="list-style-type: none"> -Breakout Spaces = Extend "Commons" to Team Areas 	
2.05	<p><u>Classrooms:</u></p> <ul style="list-style-type: none"> -2 Staff; occasional volunteers -25 Students max. (K max. 20) -Flexible use; 7 to 8 activity centers -Wireless & Mobile Devices (iPad, Laptops) 1 Per 2 Students -Interactive Whiteboard? Sound Reinforcement(?), other? -Sink, bubbler and counter -Bathroom within Pre-K, K and 1st – shared between pair rooms (1st only) -Door connecting to adjacent classroom (paired by grade) <p>Furniture:</p> <ul style="list-style-type: none"> -PreK-2 Shared Tables & chairs, Grades 3-5 individual desk & chairs; group circle rugs, shelving -Storage supplies, Teacher's belongings, technology, science materials -Teacher's workstation -Transitional cubby alcove at entry – "Mud Room" concept for student belongings 	
2.06	<p><u>Resource Rooms:</u></p> <ul style="list-style-type: none"> -Meeting Areas for groups up to 3 to 5; individual instruction; 2 groups/individuals at same time <p>Furniture: tables & chairs</p> <ul style="list-style-type: none"> -Technology? -Whiteboards -Shelving for materials 	

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Date: March 5, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 1, 2012

2.07	<u>Conference Rooms:</u> -One for Groups of 10 -One for Groups of 20 (IEP) -Phone/data; video
2.08	<u>Occupation and Physical Therapy:</u> -Shared Space With Upper School -Office and Movement Spaces -Close to Gym -Ceiling-mounted Equipment -Currently use hallways for ride-on activities
2.09	<u>Resource Rooms/Bookrooms - Literacy:</u> -Table -Shelving for books -Adj. to small reading recovery room for two groups of 3 students & 2 faculty
2.10	<u>Resource Rooms/Bookrooms - Math:</u> -Table -Shelving for books, manipulatives
2.11	<u>Coaches Office & Conf Room:</u> -3 desks -Adj. small conf. room -Phone/data
2.12	<u>Special Education Learning Center (2):</u> -3 to 5 students -1 faculty -Testing -Storage -Teacher desk; tables for small group; two individual desks -White boards -Computers & printers (outlets to allow)
2.13	<u>Speech Therapist:</u> -3 to 5 students -1 faculty -Shared with Upper School -Storage -Teacher desk; tables for small group -White boards -Computers & printers (outlets to allow)
2.14	<u>Offices:</u> -School Psychologist (shared?) Close to LS Main Office -School Counselor close to/within classrooms -Each with space for 3 to 5 to meet

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Date: March 5, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Meeting Date: March 1, 2012

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	<ul style="list-style-type: none">-Itinerant Staff-Interns Adjacent to Offices, potential for Psych & Guidance to each have up to two interns; Interns can share office w/ each other but not w/ Psych & Guidance-Two way mirror for interns to observe (intern office) or video camera?-Storage for counselor: tests, lockable, books
2.15	<u>Cafeteria:</u> <ul style="list-style-type: none">-Appropriate Scale of Space for Children: Divisible?-Dedicated Allergen-Free Area-A More Academic Environment-Visual Connections to Outdoors
2.16	<u>Other:</u> <ul style="list-style-type: none">-Art: For Lower School-JK, Kindergarten play area outside classroom - acoustics? Could be noisy for other classrooms nearby

Next Meeting:

Next Steps:

.

cc:

Attendees
John Pears, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman
Michael Black– City of Cambridge
Frank Geary – CPSD
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Corinne Tobias, Aaron Gallagher, Gary Pease, Fayssal Hussein – Nitsch Engineering
John Sousa – Crabtree McGrath
Bob Fuss, Robert May – Fuss & O’Neil
Dennis Dyer, Peter Reilly, Daniel Hurley – AKF Group
Robert Diemer, Shannon Kaplan - InPosse

Attachments:

- Sign-In Sheet
- PowerPoint Images
- Art Room Suggestions Handout
- Existing JK/K Room #102 Sketch Diagram

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Perkins Eastman

MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

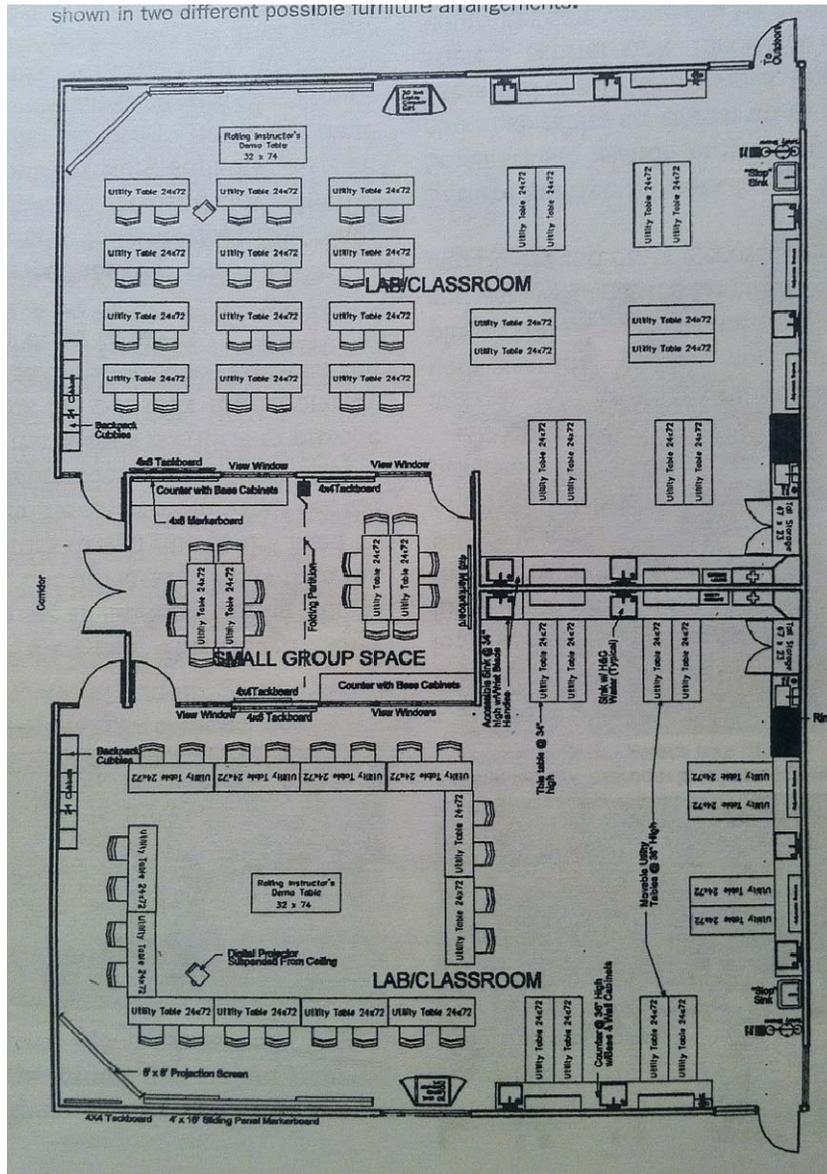
Mtg #2

FOCUS GROUP: King School Lower Grade Teachers

DATE: 3/7/12

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	Sarah Healy	5 th Grade Teacher		shealy@cpsd.us
2	Carol A. Basile	K Grade Teacher		cbasile@cpsd.us
3	Christine P. Fetter	4 th Grade Teacher		cfetter@cpsd.us
4	Brandon Roy			
5	Etta Gaudet	Special Educator		egaudet@cpsd.us
6	Kelly Langan	3 rd grade		klangan@cpsd.us
7	Linda J. Galante	1 st grade		lgalante@cpsd.us
8	Gerald Young	Principal		
9	Cheryl Green	School Psych / Team Chair	(617) 349-6568	cgreen@cpsd.us
10	Dana Ham			
11	Sean O'Donnell			
12	Jana Silsky			
13	Jill Garzik			
14	Jim Maloney			
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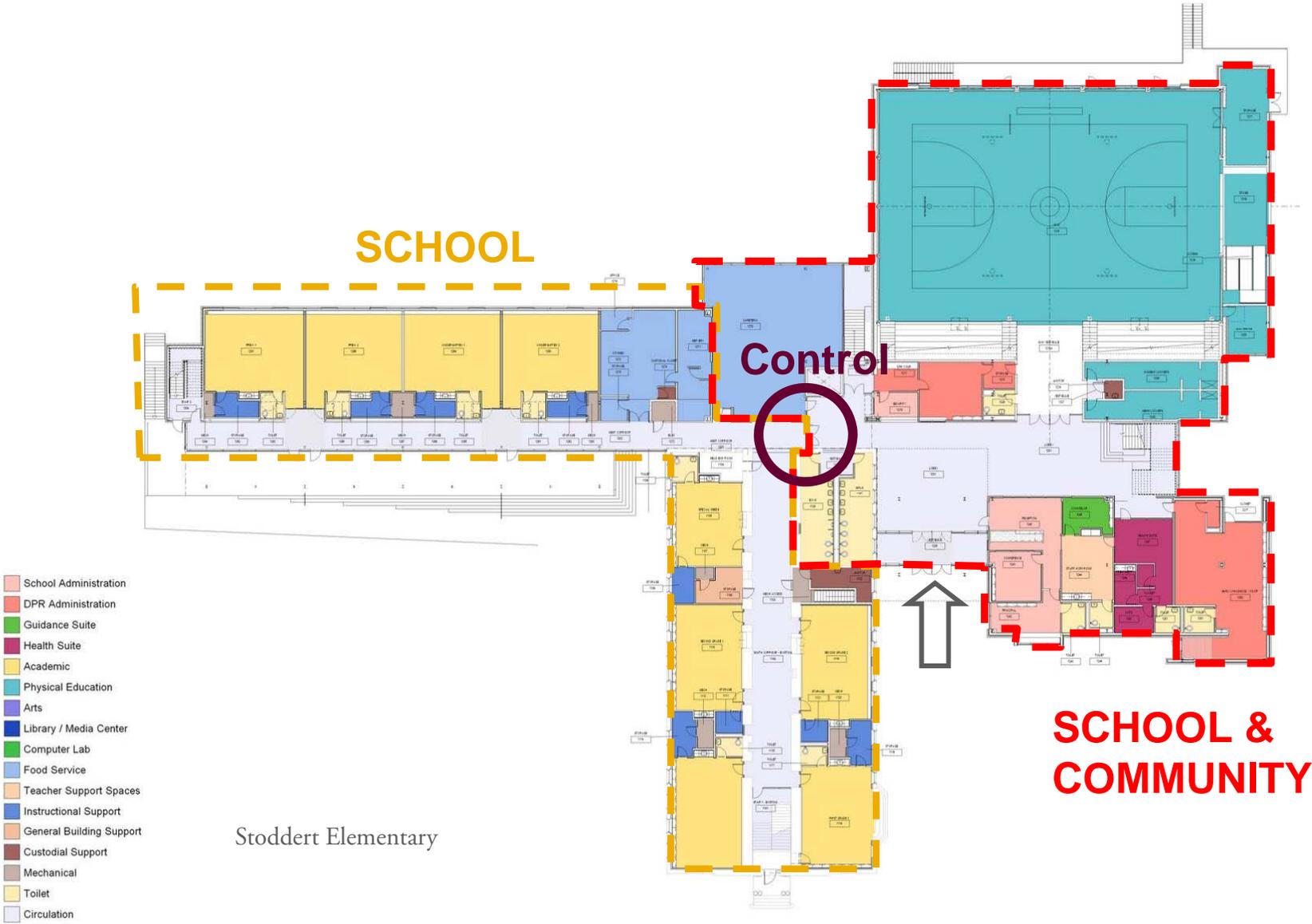
Shared / Extended Resources



Extended Learning Opportunities: Making more out of Circulation



Joint Use: A Community Center



Art room suggestions: M.L. King

3/4/12

two art rooms: one to house the elementary students and one to house the middle school students (this is very important if we want to prevent the elementary art teacher from teaching art on a cart in the classrooms)

Art Room necessities: Many of these things are already in the current art room however could use some improvements

2-3 sinks (at least one with a sediment trap for clay)

separate kiln room with proper air ventilation and lockable door

Humidor box for storing moist clay.

floor space for 6 large work tables, a teacher's desk, additional supply tables, and space for group discussions(4 long benches).

storage space : cabinets, long map drawers for large paper, shelving, counter space

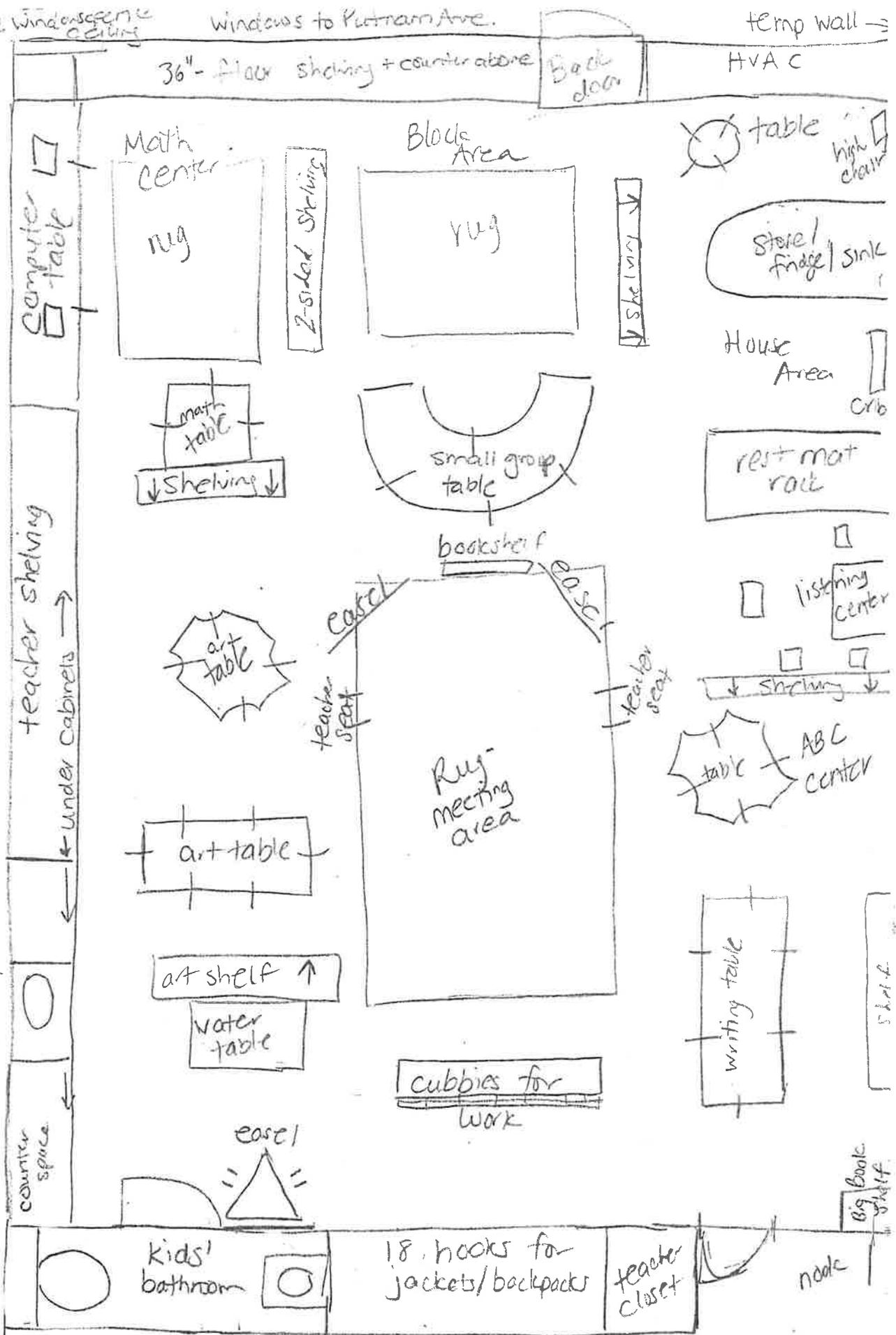
electrical outlets (one on each wall)

tiled floor

Room 102/JTKK
B. Mockintosh

Bulletin board - high up

Sink/water fountain



- K-1 hallway

Date Prepared: March 2, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Focus Group Meeting No. 1: Maintenance

Meeting Location: Cambridge Rindge & Latin School, School Committee Meeting Room
Meeting Date: February 16, 2012

Prepared By: Jill Garzik
Contact Information: T. 617.449.4007 F. E. j.garzik@perkinseastman.com>

Participants
 Michael Black, City of Cambridge - Construction Project Manager
 Frank Geary, Cambridge Public School District (CPSD) - Construction Project Manager
 Pat Donovan, CPSD - Sr. Custodian
 Jim Maloney, CPSD - Chief Operations Officer
 Joanne Johnson, CPSD - Assistant to COO
 Dana Ham, CPSD - Director of Facilities
 Gerald Yung, Martin Luther King Jr. School - Principal
 Sean O'Donnell, Perkins Eastman
 Jana Silsby, Perkins Eastman
 Jill Garzik, Perkins Eastman

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New Business	Notes	Action by / Date Req'd
1.01	<p><u>Overview:</u> During this process, we will be conducting a Feasibility Study. We will work to complete an Educational Specification, which will be used by the architectural/engineering team to design the building. The final outcome of the building design will be one of the following options: Full tear-down and new construction; Full renovation of existing buildings; or a hybrid option of Partial Renovation and Partial New Construction.</p>	
1.02	<p><u>Schedule:</u> Over the next 12 weeks, the Design Team will conduct a series of meetings with each focus group/department to develop each program space for the new building. The Design Process to develop the preferred option will commence following the completion of the Feasibility Study, with a target move-in date of the new building in September 2015.</p>	Perkins Eastman/3-21
1.03	<p><u>Goals for Today's Meeting:</u> As an initial meeting, the Design Team would like to understand how individuals work/teach and</p>	

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Date: March 2, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: February 16, 2012

	<p>how students learn in the current building – as well as ways the new building can improve upon these in the future. The group will also discuss how the new space can help further foster a sense of community within the school and its surrounding neighborhood.</p>	
1.04	<p><u>Space Needs:</u></p> <ul style="list-style-type: none"> - Dedicated Loading Dock - Delivery Area/Parking - Office/Break room, adjacent to Loading Dock and Storage room - Storage room, adjacent to Loading Dock and Maintenance Office (currently only accessible through cafeteria) - Larger elevator(s) 	
1.05	<p><u>Office:</u></p> <ul style="list-style-type: none"> - Shared between Maintenance staff (5) - Computer (1) - Desk (1) and chairs - Unisex change room w/lockers, toilet, shower 	
1.06	<p><u>Storage Room:</u></p> <ul style="list-style-type: none"> - Direct access needed from loading dock area – not through other space like cafeteria - Current SF is OK, if not too large - Currently available as swing storage space for other schools - One large room/central storage space, lockable - Cages inside (TBD) for books, teachers materials? - Dry Storage for paper, cleaning materials, etc - There should be outdoor storage space for snow blowers, large equipment, etc. 	
1.07	<p><u>Break Room:</u></p> <ul style="list-style-type: none"> - Currently shared between maintenance and Kitchen staff - Break room table and chairs - Refrigerator - Microwave 	
1.08	<p><u>Preferred Materials/Products:</u></p> <ul style="list-style-type: none"> - Terrazzo - Rubber is hard to clean, dull - Entry Mats - Tile at Toilet rooms (KayVac cleaning system) - Risers at Gym could moveable to ease cleaning behind them - Existing blue tables at Cafeteria (folding, casters, durable and easy to move for cleaning) 	

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Date: March 2, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Meeting Date: February 16, 2012

Page 3 of 3

1.09	<u>Site:</u> - There are too many slopes making it difficult for ice and snow removal, and allowing for flooding.	
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Next Meeting:

Next Steps: A follow-up meeting will be scheduled.
Please review and comment on attached Survey and return at next scheduled meeting.

cc: **Attendees**
John Pears, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Cheeta Soga, Fayssal Hussein – Nitsch Engineering
John Sousa – Crabtree McGrath
Bob Fuss, Robert May – Fuss & O’Neil
Dennis Dyer, Peter Reilly, Daniel Hurley – AKF Group
Robert Diemer, Shannon Kaplan - InPosse

Attachments: Space Need Survey
Sign-In Sheet
DHSP MLK Preschool Information

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in five working days, this Meeting Record will stand as published.

FOCUS GROUP: MAINTENANCE

DATE: 2/16/2012

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	JIM MALONEY			
2	JOANNE JOHNSON			
3	MICHAEL BLACK			
4	GERALD YONG			
5	SEAN O'DONNELL			
6	JANA SILSBY			
7	JILL GARZIK			
8	PAT DONOVAN	Sr. Custodian		pdonovan@cpsd.us
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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:
Unit/Department:
Phone:
Email:

Space Need:

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

2. Please circle all of the schools on campus that this space will be associated with:
 - a. Early Childhood
 - b. Lower School
 - c. Upper School

NORTH AMERICA
BOSTON, MA
CHARLOTTE, NC
CHICAGO, IL
NEW YORK, NY
PITTSBURGH, PA
SAN FRANCISCO, CA
STAMFORD, CT
TORONTO, ON
WASHINGTON, DC

SOUTH AMERICA
GUAYAQUIL, ECU

ASIA
MUMBAI, IND
SHANGHAI, PRC

MIDDLE EAST
DUBAI, UAE

PERKINS EASTMAN ARCHITECTS, PC
50 FRANKLIN STREET
SUITE 402
BOSTON, MA 02110
T. 617.449.4000
F. 617.449.4049

3. 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):

4. 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):

5. 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.

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

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

8. 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):

9. 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:

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

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

12. 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.)

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

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

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

16. 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.):

17. 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 1st, digitally to Sean O'Donnell at s.odonnell@perkinseastman.com, or in hard copy to Michael Black, City of Cambridge.

Date Prepared: March 12, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Focus Group Meeting No. 2: Maintenance
Meeting Location: Cambridge Rindge & Latin School, School Committee Meeting Room
Meeting Date: March 8, 2012
Prepared By: Jill Garzik
Contact Information: T. 617.449.4007 F. E. j.garzik@perkinseastman.com>

Participants
 Brendon Roy, City of Cambridge – Asst. Construction Project Manager
 Jim Maloney, CPSD - Chief Operations Officer
 Pat Donovan, CPSD - Sr. Custodian
 Sean O'Donnell, Perkins Eastman
 Jill Garzik, Perkins Eastman

Filename: j:\47930.00_martinlutherking_fs\47930.00 docs\minutes & agendas\peapc\focus groups_meeting no. 2\mm_focus groups no. 2_maintenance - 120308.docx

New Business	Notes	Action by / Date Req'd
2.01	<u>Goals for Today's Meeting:</u> As a follow-up to our initial meeting, the Design Team would like to clarify and confirm the spatial needs of the departments and further develop our understanding of how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.	
2.02	<u>Preliminary Organizational Ideas:</u> -Centralized Storage adjacent to Loading -Outdoor Storage -Loading Dock, Dedicated entry separate from Food Services	
1.03	<u>Spaces Identified for Potential Inclusion in the "Ed Spec":</u> -Office -Break room -Loading Dock -Storage room -Outdoor Storage -Maintenance Closet on each Floor	
1.04	<u>Office & Break Room:</u> -Desk with Computer & Phone -Close or Adjacent to Loading Dock buzzer and main office -Unisex changing room and shower within -Lockers (6)	

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Date: March 12, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 8, 2012

	<ul style="list-style-type: none"> -Table and chairs for 6? -Counter w/sink, microwave, refrigerator -Adjacent to Loading Dock 	
2.05	<p><u>Storage:</u></p> <ul style="list-style-type: none"> -Lockable storage room with direct access from Loading Dock (1/2 of existing?); shelving dry storage; paper towels toilet paper; wet vacs, stripers, KaiVac. Some attic stock (flooring, ceiling tiles, paint). -Plant maintenance space? 15 by 15 +/-. -Separate paper storage for each school. -Outdoor storage for large equipment (snow blowers, gas, etc.) -Maintenance closet with sink on each floor large enough to house paper, bottles, cleaning cartridges, plunger, mop/bucket (2x3 cart), small shelving unit -Paper product storage in each, paper towels cleaning products -Cartridge based cleaner dispensed from sink. 	
1.06	<p><u>Preferred Materials:</u></p> <ul style="list-style-type: none"> -Terrazzo, Epoxy Flooring preferred; washable ceiling in bathrooms, damage? -Tile on restroom walls (KaiVac cleaning system); -Entry mat system -No rubber, grout on floors -Concrete art room floor – floor drains? 	
1.07	<p><u>Equipment/Furniture:</u></p> <ul style="list-style-type: none"> -Moveable Risers at Gym -Large Elevator(s) -Hand driers in bathrooms? (cost, waste, cleanliness, maintenance, noise) -Automatic faucets, flush? -Waterless urinals ok? 	
2.08	<p><u>Site:</u></p> <ul style="list-style-type: none"> -Many slopes on site create issues with flooding, snow removal -Existing dock height is good 	
2.09	<p><u>Precedents:</u></p> <p>Morse School cited as good example for toilet rooms fixtures</p>	

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Date: March 12, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Meeting Date: March 8, 2012

Page 3 of 3

Next Meeting:

Next Steps:

cc: **Attendees**
John Pears, Jana Silsby, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman
Michael Black – City of Cambridge
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Corinne Tobias, Aaron Gallagher, Gary Pease, Fayssal Hussein – Nitsch Engineering
John Sousa – Crabtree McGrath
Bob Fuss, Robert May – Fuss & O’Neil
Dennis Dyer, Peter Reilly, Daniel Hurley – AKF Group
Robert Diemer, Shannon Kaplan - InPosse
Frank Geary, Joanne Johnson, Dana Ham, Steve Smith, Gerald Yung - CPSD

Attachments: Sign-In Sheet
PowerPoint Images

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Perkins Eastman

MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

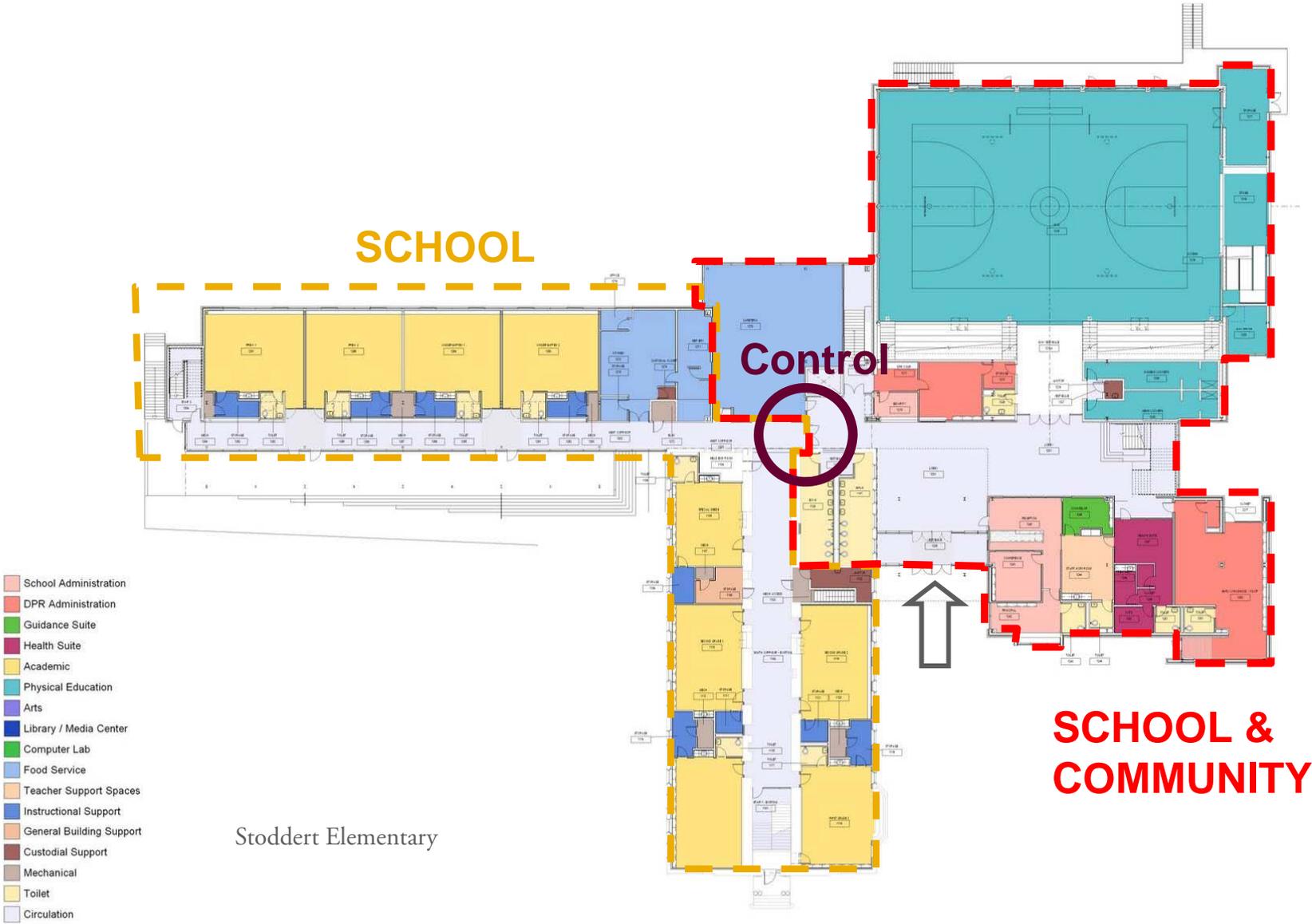
MTG #2

FOCUS GROUP: MAINTENANCE

DATE: 3/8/12

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	FAT DONOVAN			
2	BRENDEN ROY			
3	SEAN O'DONNELL			
4	JILL GARZIK			
5	JIM MALONEY			
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Joint Use: A Community Center



Date Prepared: March 2, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Focus Group Meeting No. 1: Special Education

Meeting Location: Cambridge Rindge & Latin School, School Committee Meeting Room
Meeting Date: February 16, 2012

Prepared By: Jill Garzik
Contact Information: T. 617.449.4007 F. E. j.garzik@perkinseastman.com>

Participants
 Michael Black, City of Cambridge - Construction Project Manager
 Frank Geary, Cambridge Public School District (CPSD) - Construction Project Manager
 Jim Maloney, CPSD - Chief Operations Officer
 Joanne Johnson, CPSD - Assistant to COO
 Jean Spera, CPSD - Office of Special Education
 Richard Whitehead, CPSD - Office of Special Education
 Aida Ramos, CPSD - Office of Special Education
 Carolyn Turk, CPSD - Deputy Superintendent
 Dana Ham, CPSD - Director of Facilities
 Gerald Yung, Martin Luther King Jr. School - Principal
 Sean O'Donnell, Perkins Eastman
 Jana Silsby, Perkins Eastman
 Jill Garzik, Perkins Eastman

Filename: http://orchard.perkinseastman.com/tj:\47930.00_MartinLutherKing_FS\47930.00 Docs\Minutes & Agendas\PEAPC\Focus Groups_Meeting No. 1

New Business	Notes	Action by / Date Req'd
1.01	<p><u>Overview:</u> During this process, we will be conducting a Feasibility Study. We will work to complete an Educational Specification, which will be used by the architectural/engineering team to design the building. The final outcome of the building design will be one of the following options: Full tear-down and new construction; Full renovation of existing buildings; or a hybrid option of Partial Renovation and Partial New Construction.</p>	
1.02	<p><u>Schedule:</u> Over the next 12 weeks, the Design Team will conduct a series of meetings with each focus group/department to develop each program space for the new building. The Design Process to develop the preferred option will commence following the completion of the Feasibility Study, with a target move-in date of the new building in September 2015.</p>	Perkins Eastman/3-21

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Date: March 2, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: February 16, 2012

1.03	<p><u>Goals for Today's Meeting:</u> As an initial meeting, the Design Team would like to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future. The group will also discuss how the new space can help further foster a sense of community within the school and its surrounding neighborhood.</p>	
1.04	<p><u>Staff:</u></p> <ul style="list-style-type: none"> - Offices could be located near school administration area (at both upper and lowers schools) - Guidance/School Adjustment Counselor - School Psychologist (Half time) - Speech therapist (ST) - Occupational Therapist (OT) - Physical Therapist (PT) - Three interns – shared office <p>These staff needs should be confirmed as addressed above or not:</p> <ul style="list-style-type: none"> - Itinerant Staff (3) - Behavioral Specialist - Assistant Tech - Shared office w/Desk/chair and table/chairs for kids 	
1.05	<p><u>Offices:</u></p> <ul style="list-style-type: none"> - Two offices - Testing room (quiet) - Informal mtg room for staff and students (office size) - Storage for test materials 	
1.06	<p><u>OT and PT Classrooms:</u></p> <ul style="list-style-type: none"> - Flexible classroom-sized space - Equipment, swings, structures to hang equipment from - 2-3 children at a time - Can be shared but need separate offices - Conference room for 12-15 people - Can be centrally located between upper and lower schools 	
1.07	<p><u>Learning Center:</u></p> <ul style="list-style-type: none"> - Same as a typical classroom, but smaller - 1 teacher, 5 students - One per floor 	
1.08	<p><u>De-Escalation Rooms:</u></p> <ul style="list-style-type: none"> - One per Floor 	

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Date: March 2, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: February 16, 2012

	<ul style="list-style-type: none"> -Locate centrally on floor for quick access from all classrooms, but away from the Learning Center -Padding on walls -No furniture -Provide a door with glass vision panel for faculty observation from hallway -Appropriate acoustical provisions are key 	
1.09	<p><u>Developmental Delay Classrooms (Upper campus only):</u></p> <ul style="list-style-type: none"> - These rooms are self-contained and will be used to teach a combination of life skills and a modified Upper School curriculum - Two to three rooms will be needed - Located on each floor if possible – the desire is that these spaces and students feel integrated w/the rest of the Upper School - Max 12 students/teacher in each room - The room should house work carrels for desks, flexible tables and chairs for group work - Technology in rooms - Sink - Access to central kitchen if available 	
1.10	<p><u>Cafeteria:</u></p> <ul style="list-style-type: none"> - Large open areas can be overwhelming for these children - The design should create smaller, more intimate spaces w/in Café - Noise/disruption can cause sensory problems - Lower ceilings a plus - There should be a clear Entry/Exit 	
1.11	<p><u>Design Criteria for all spaces:</u></p> <ul style="list-style-type: none"> - All spaces to be acoustically sound - This student population is particularly sensitive to sound, light, distractions - For example, Autistic children are sensitive to noise and they are mainstreamed so the general environment should be designed to support their needs as well as the other students <p>Other attributes that may help designing for this population:</p> <ul style="list-style-type: none"> - Task Lighting - Room Darkening - No sensors on lights (teachers need to be able to control lighting) - FM System 	

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Date: March 2, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Meeting Date: February 16, 2012

Page 4 of 4

1.12	<u>Outdoor Spaces:</u> - Playground - Garden - Separate/dedicated exit to outdoor spaces if possible	
1.13	<u>Health/Nurse Support:</u> - Cambridge Health Alliance - Adjacency is ideal	

Next Meeting:

Next Steps: A follow-up meeting will be scheduled.
Please review and comment on attached Survey and return at next scheduled meeting.

cc: Attendees
John Pears, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Cheeta Soga, Fayssal Hussein – Nitsch Engineering
John Sousa – Crabtree McGrath
Bob Fuss, Robert May – Fuss & O’Neil
Dennis Dyer, Peter Reilly, Daniel Hurley – AKF Group
Robert Diemer, Shannon Kaplan - InPosse

Attachments: Space Need Survey
Sign-In Sheet

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Perkins Eastman

MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

FOCUS GROUP: OFFICE OF SPECIAL EDUCATION

DATE: 2/16/2012

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	Jean Spera	OSE	617 349-6507	jspera@cpsd.us
2	RICHARD WHITEHEAD	OSE	617-349-6507	rwhitehead@cpsd.us
3	SEAN O'DONNELL			
4	Gerald Y...			
5	M.J. BRACK			
6	Jim Maloney	CPS parenting		
7	Arda Arun	OSE	617-349-6507	aravamos@cpsd.us
8	DANA HAM			
9	FRANK SEARLY			
10	CAROLYN TURK			
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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:
Unit/Department:
Phone:
Email:

Space Need:

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

2. Please circle all of the schools on campus that this space will be associated with:
 - a. Early Childhood
 - b. Lower School
 - c. Upper School

NORTH AMERICA
BOSTON, MA
CHARLOTTE, NC
CHICAGO, IL
NEW YORK, NY
PITTSBURGH, PA
SAN FRANCISCO, CA
STAMFORD, CT
TORONTO, ON
WASHINGTON, DC

SOUTH AMERICA
GUAYAQUIL, ECU

ASIA
MUMBAI, IND
SHANGHAI, PRC

MIDDLE EAST
DUBAI, UAE

PERKINS EASTMAN ARCHITECTS, PC
50 FRANKLIN STREET
SUITE 402
BOSTON, MA 02110
T. 617.449.4000
F. 617.449.4049

3. 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):

4. 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):

5. 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.

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

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

8. 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):

9. 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:

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

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

12. 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.)

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

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

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

16. 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.):

17. 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 1st, digitally to Sean O'Donnell at s.odonnell@perkinseastman.com, or in hard copy to Michael Black, City of Cambridge.

Date Prepared: March 12, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Focus Group Meeting No. 2: Special Education

Meeting Location: Cambridge Rindge & Latin School, School Committee Meeting Room
Meeting Date: March 8, 2012

Prepared By: Jill Garzik
Contact Information: T. 617.449.4007 F. E. j.garzik@perkinseastman.com>

Participants
 Brendon Roy, City of Cambridge - Asst. Construction Project Manager
 Jim Maloney, CPSD - Chief Operations Officer
 Dana Ham, CPSD - Director of Facilities
 Jean Spera, CPSD - Office of Special Education
 Richard Whitehead, CPSD - Office of Special Education
 Gerald Yung, Martin Luther King Jr. School - Principal
 Sean O'Donnell, Perkins Eastman
 Jana Silsby, Perkins Eastman
 Jill Garzik, Perkins Eastman

Filename: j:\47930.00_martinlutherking_fs\47930.00 docs\minutes & agendas\peapc\focus groups_meeting no. 2\mm_focus groups no. 2_office of special education - 120308.docx

New Business	Notes	Action by / Date Req'd
2.01	<u>Goals for Today's Meeting:</u> As a follow-up to our initial meeting, the Design Team would like to clarify and confirm the spatial needs of the departments and further develop our understanding of how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.	
2.02	<u>Preliminary Organizational Ideas:</u> -Inclusion Model with Distributed Resource Rooms -Upper School includes Self-Contained Classrooms -Convenient access to Health/Nurse Suite (offices near nurse?)	
2.03	<u>Spaces Identified for Potential Inclusion in the "Ed Spec" - Instructional:</u> -Three Self-Contained Classrooms -One Special Ed Learning Center per LS Team -One Special Ed Learning Center per US Floor? -One Speech Therapy Room per school One OT/PT Movement Room with adjacent office & a testing room (stand up, balance, some paper & pencil work)	

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Date: March 12, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 8, 2012

2.04	<p><u>Spaces Identified for Potential Inclusion in the "Ed Spec" - Administrative:</u></p> <ul style="list-style-type: none"> -One School Psychologist Office (Near Main Office) -One School Adjustment Counselor Office (per school): Near Main Office in US; Near classrooms in LS -One School Social Worker Office per school (K-5, 6-8) -Interns (3-4) Workstations? (Adjacent to Counselor(s) & Psychologist) -One Itinerant Staff Office (per school) -Large (up to 20 seat) Conference Room for IEPs (per school) -One Small Conference room for Meetings (per school)
2.05	<p><u>Spaces Identified for Potential Inclusion in the "Ed Spec" - Other:</u></p> <ul style="list-style-type: none"> -One De-Escalation Room per floor (min.)
2.06	<p><u>Staff Projection:</u></p> <ul style="list-style-type: none"> -School Psychologist -Guidance/School Adjustment Counselor (LS and US) -Social Worker (LS and US) -Speech Therapist (use Speech Therapy classroom: 4-5 students at table chairs; teachers desk) -Occupational Therapist -Physical Therapist -Three+ Interns (Shared intern office with two way mirror for interns to observe Psychologist (or video camera?); other interns are for counselors) -Behavioral Specialist (itinerant office) -Assistant Tech (itinerant office) -Teacher/Special Educator in Learning Centers
2.07	<p><u>Special Education Learning Center:</u></p> <ul style="list-style-type: none"> -One per Floor (or one per Team JK-2 & 3-5 in LS) -LS: 3 to 5 students; 1 faculty; US: 8 Students, 1 staff -Testing; instruction activities -Storage -Furniture at Lower School: Teacher desk; tables for small group work; two individual desks -Furniture at upper School: Same as LS, but larger table; two carrels in each -Whiteboards; Smartboard -Computers & printers (outlets to allow) -Design to reduce external stimulus
2.08	<p><u>Occupational and Physical Therapy:</u></p> <ul style="list-style-type: none"> -Shared Space With Upper School -Office (shared by OT & PT) and Movement Space -Close to Gym; not adjacent to classrooms -Ceiling Mounted Equipment: -OT/PT uses hall; skateboard-like, tricycle

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Date: March 12, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 8, 2012

	<ul style="list-style-type: none"> -Computers for assessment -Suspension with at least 6 points of attachment rigged into the ceiling -Rubber/composite floor of some type that is soft, yet hard enough to bounce a ball on (better than vinyl); does not have to cover the whole room, just under the suspension equipment and an area for exercising. -Gym mats for extra cushion would also be required. -It is also important to have space for scooters to roll and games such as floor hockey to be played. -Included in the large space should be storage (tall built in cabinets for larger equipment, drawer space for smaller items: all lockable), and a sink and counter top with associated cabinet space (for prep and fine motor utensil work). -A bathroom nearby would be useful, but not essential. -Natural light with the ability to adjust and control for external distractions. -Lighting should be zoned (whole room, small space and task) to help with regulation. -Sound system (CD) and FM system (the ability to turn down the overhead announcement speaker is essential) -The space should be large enough to create two distinct areas so multiple students could be working without space being an issue. -Multiple boards (chalk, white, smart) would be good. The chalkboard is required to provide a 'resistant' writing environment for students. A concern over a smart board is the durability in an area where balls are thrown, but it could be good for visuals, videos, games etc. -Temperature control: A gross-motor space essentially functions like a gym where body temperature tends to rise. Teacher regulated heat and AC would be appreciated. 	
2.09	<p><u>Offices:</u></p> <ul style="list-style-type: none"> -Each with space for 3 to 5 to meet -Desk, chair, computer, small mtg table -Storage: tests, lockable, books 	
2.10	<p><u>Conference Rooms:</u></p> <ul style="list-style-type: none"> -One for each school -Seating for Groups up to 20 (IEP) -Phone/data/wireless; video -Near Main Offices -FM system 	
2.11	<p><u>De-Escalation Rooms:</u></p> <ul style="list-style-type: none"> -Padded up to 6 feet; Manville school precedent -Faculty Observation via Glass from corridor -Acoustical separation from adjacent spaces 	

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Date: March 12, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 8, 2012

	<ul style="list-style-type: none"> -Centrally on each floor min. but away from Learning Centers -No outlets, recessed lighting/sprinkler, light switch outside of room 	
2.12	<p><u>Upper School: Basic Academics Classrooms (3):</u></p> <ul style="list-style-type: none"> -Self-Contained -12 Students; 1 Teacher and 1 Aide -Combination Life Skills and Modified Upper School curriculum -On each floor for integration with rest of Upper School -4 Work carrels, Reconfigure tables two groups of 6 -Sink -Technology in room -Access to central kitchen -Acoustically Separate -Task Lighting -Room Darkening -FM System -Convenience to Health/Nurse Support 	
2.13	<p><u>Design for All Spaces:</u></p> <ul style="list-style-type: none"> -Acoustically separate: Shrewsbury HS common space quiet -Task Lighting -Room Darkening -FM System -Convenient to Health/Nurse Support 	
2.14	<p><u>Café Space:</u></p> <ul style="list-style-type: none"> -Smaller, Intimate Spaces -Lower Ceilings -Ease of access & flow: separate entry & exit? 	
2.15	<p><u>Outdoors:</u></p> <ul style="list-style-type: none"> -Playground -Garden -Dedicated/Separate Entry/Exits -Minivan arrival, well lit, clear sight lines, surface at entry adds focus; reduce congestion. 	
2.16	<p><u>Precedents:</u></p> <ul style="list-style-type: none"> -Manville School (De-Escalation Room) 	

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Next Meeting:

Next Steps:

cc:

Attendees

John Pears, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman

Michael Black – City of Cambridge

Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects

Iona Pieleanu, Wayne Cornell – Acentech

Corinne Tobias, Aaron Gallagher, Gary Pease, Fayssal Hussein – Nitsch Engineering

John Sousa – Crabtree McGrath

Bob Fuss, Robert May – Fuss & O’Neil

Dennis Dyer, Peter Reilly, Daniel Hurley – AKF Group

Robert Diemer, Shannon Kaplan - InPosse

Frank Geary, Joanne Johnson, Steve Smith, Aida Ramos Carolyn Turk - CPSD

Attachments:

Sign-In Sheet

PowerPoint Images

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in five working days, this Meeting Record will stand as published.

Perkins Eastman

MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

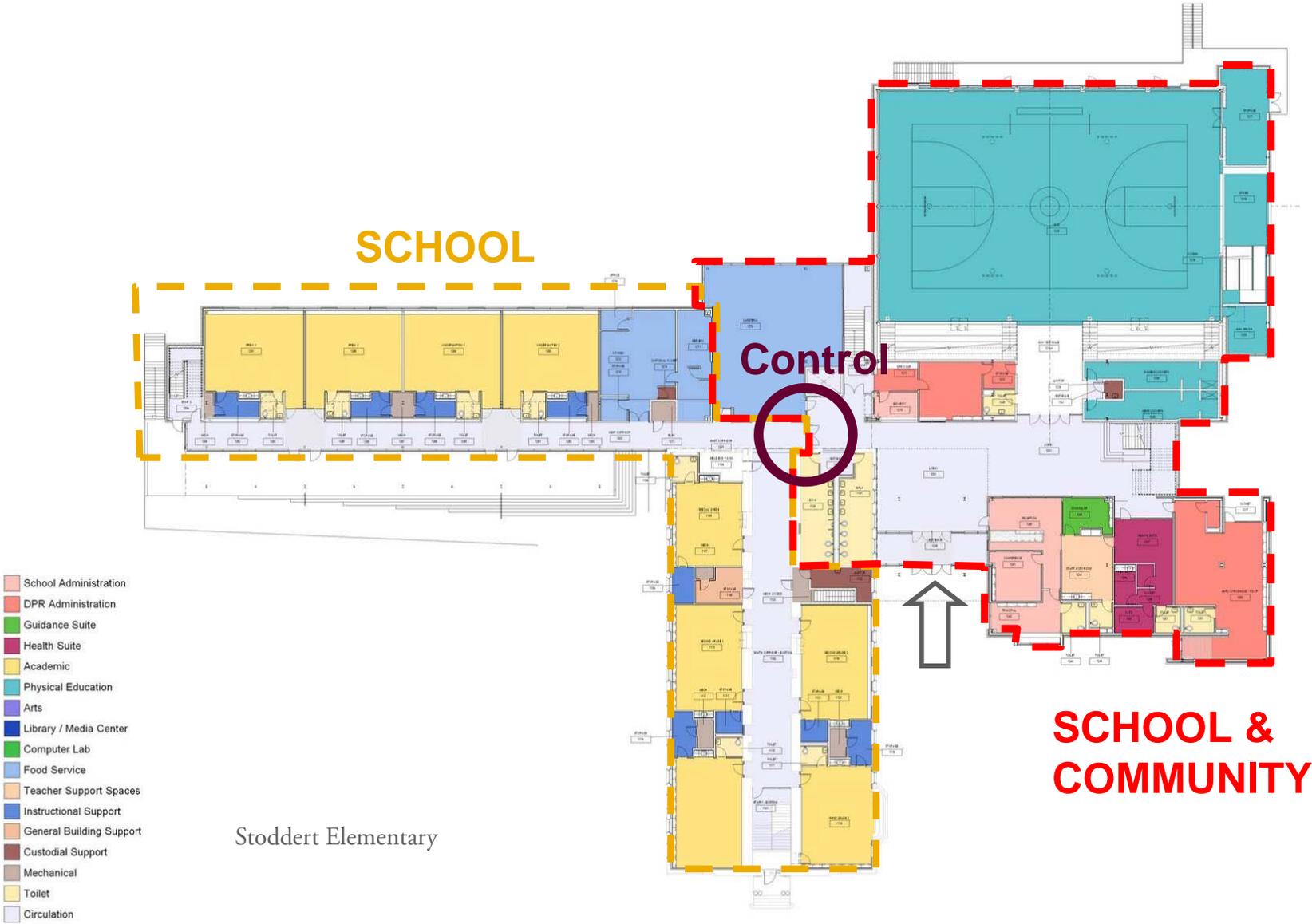
mtg #2

FOCUS GROUP: OFFICE OF SPECIAL EDUCATIONS

DATE: 3/8/12

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	JEAN SPERA			
2	RICHARD WHITEHEAD			
3	JIM MALONEY			
4	GERALD YUNK			
5	BRENDEN ROY			
6	DANA HAM			
7	FRANK GEARY			
8	SEAN O'DONNELL			
9	JANA SILSBY			
10	SEAN JILL GARZIK			
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Joint Use: A Community Center



Date Prepared: March 5, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Focus Group Meeting No. 1: SAA - Student Achievement & Accountability
Meeting Location: Cambridge Rindge & Latin School, School Committee Meeting Room
Meeting Date: March 1, 2012
Prepared By: Jill Garzik
Contact Information: T. 617.449.4007 F. E. j.garzik@perkinseastman.com>

Participants
 Brenden Roy, City of Cambridge - Asst. Construction Project Manager
 Jim Maloney, CPSD - Joanne Johnson, CPSD - Assistant to COO
 Joanne Johnson, CPSD - Assistant to COO
 Dana Ham, CPSD - Director of Facilities
 Mark Healy, Martin Luther King Jr. School - Math Coordinator
 Janice Tingle, CPSD - ELA Coordinator
 Barbara Van Sickle, CPSD - Exec. Director of Curriculum & P.D.
 Kelly Rowan, CPSD - 6th Grade Math
 Latrice Bates, CPSD - ELA teacher
 Tacey Gordon, CPSD - 7/8 Grade Social Studies
 Wendell Bourne, CPSD - History/Social Studies Coordinator
 Carolyn Turk, CPSD - Deputy Superintendent
 Gerald Yung, Martin Luther King Jr. School - Principal
 Sean O'Donnell, Perkins Eastman
 Jill Garzik, Perkins Eastman

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New Business	Notes	Action by / Date Req'd
1.01	<p><u>Overview:</u> During this process, we will be conducting a Feasibility Study. We will work to complete an Educational Specification, which will be used by the architectural/engineering team to design the building.</p> <p>The final outcome of the building design will be one of the following options: Full tear-down and new construction; Full renovation of existing buildings; or a hybrid option of Partial Renovation and Partial New Construction.</p>	
1.02	<p><u>Schedule:</u> Over the next 12 weeks, the Design Team will conduct a series of meetings with each focus group/department to develop each program space for the new building.</p>	Perkins Eastman/3-21

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Date: March 5, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 1, 2012

	The Design Process to develop the preferred option will commence following the completion of the Feasibility Study, with a target move-in date of the new building in September 2015.	
1.03	<u>Goals for Today's Meeting:</u> As an initial meeting, the Design Team would like to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future. The group will also discuss how the new space can help further foster a sense of community within the school and its surrounding neighborhood.	
1.04	<u>Campus Connection:</u> -Building a "new" school -Upper school coming in; restructuring of Lower School -Educating students for their future, not their past -How do you combine a Lower School and an Upper School? Traditional model is Middle School with High School -New school is an opportunity for a physical and psychological uplift for the community -Limited flexibility now -Central space for teachers – work area, Common Room -Opportunities for teachers to collaborate -Opportunities for 5 th and 6 th grades to collaborate -Recognize transition from 5 th grade to 6 th grade (key) -Adjacencies: By grade level or discipline? -How does the building adapt over 10 years?	
1.05	<u>Classrooms:</u> -Consistent size needed; too much variation now -Consistent division of equipment, furniture, materials, outlets -Flexibility for teachers to teach various disciplines in different ways -Technology in the classroom (keep flexible for future), ratio 1 gadget (iPad, laptop, etc) to every 2 students, diversity of tools camera, smartboard -Windows and doors: equal among teachers (can vary between LS and US); too much visibility can be distraction for students -Secure storage for technology in each classroom; no longer want to have to use laptop carts	
1.06	<u>Planning:</u> -By Grade level preferred; indiv. disciplines meet regularly for departmental mtgs -Helps with curriculum crossing between disciplines (ex. could group Math and Science together; English and SS – see handout about	

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	<p>classroom connections)</p> <ul style="list-style-type: none"> -Helps teacher work together with each student -Helps overcome teacher isolation -Create collaboration/breakout spaces for teachers and students -Teacher common rooms -Student work room (?) with project supplies, computers, etc. and access during and after school -Library and Media Center should be centrally located; place for entire classes to come to use technology 	
1.07	<p><u>Upper School:</u></p> <ul style="list-style-type: none"> -Coming together as a community -How much independence is allowed for 6-8th graders? -Responsibilities increase from 6th to 8th grade; each grade becomes more independent -Lockers 	
1.08	<p><u>Professional Development:</u></p> <ul style="list-style-type: none"> -A lab classroom for observation: <ul style="list-style-type: none"> 2-way mirror, Bring your class to the room Parents could observe Students could observe -Could technology help with observations? (e.g. cameras in the classrooms to document lessons, privacy concerns) -‘Flipped’ classroom – video production, distance learning, part of learning commons? (Kahn Academy) -Separate teacher rooms for K-5 and 6-8 -Separate student book rooms for K-5 and 6-8 	
1.09	<p><u>Science:</u></p> <ul style="list-style-type: none"> -Math and Science coming together -Central space for two classes (44 kids) to congregate (see handout) -More flexible – moveable benches, desks -Secure storage – in classroom and outdoors 	
1.10	<p><u>ELA:</u></p> <ul style="list-style-type: none"> -Reading corner -Built-ins and bookcases for books -Track system for flexibility and reconfiguring 	
1.11	<p><u>Special Education:</u></p> <ul style="list-style-type: none"> -Self-contained classroom in 6-8; Integrated in Lower School -Breakout spaces -Inclusion model – relationship to ELL as well 	

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Date: March 5, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Meeting Date: March 1, 2012

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1.12	<u>Precedents:</u> High School (CRLS) Peabody & Baldwin Schools (New spaces: Natural light, Lighting, Integrated technology in classrooms, Scale/proportion of rooms) Tufts University (lab classroom) Lesley university (lab classroom w/2-way mirror)	
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Next Meeting:

Next Steps: A follow-up meeting will be scheduled.
Please review and comment on attached Survey and return at next scheduled meeting.

cc: **Attendees**
Jana Silsby, John Pears, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman
Michael Black – City of Cambridge
Frank Geary, Jim Maloney – CPSD
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Gary Pease, Fayssal Hussein – Nitsch Engineering
John Sousa – Crabtree McGrath
Bob Fuss, Robert May – Fuss & O’Neil
Dennis Dyer, Peter Reilly, Daniel Hurley – AKF Group
Robert Diemer, Shannon Kaplan - InPosse

Attachments: Sign-In Sheet
King School Handouts

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in five working days, this Meeting Record will stand as published.

Perkins Eastman

MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

FOCUS GROUP: SAA - STUDENT ACHIEVEMENT & ACCOUNTABILITY

DATE: 3/1/2012

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	MARK HEALY	MATH COORDINATOR	617-349-6683	mhealy@cpsd.us
2	Tanice Tingle	ELA Coordinator	617-349-7762	jtingle@cpsd.us
3	Barbara Van Sickle	Exec. Dir Curriculum & P.D.	617-349-6483	bvansickle@cpsd.us
4	Jim Maloney	AS Min	617-221-6100	jmaloney@cpsd.us
5	Jeanne Johnson	Asst to COO	617-349-6420	JJohnson@cpsd.us
6	Brendan Roy	City	857-998-7312	broy@cambridgema.gov
7	Kelly Rowan	6 th gr. math	617-349-6841	krowan@cpsd.us
8	Latrice Bates	ELA Teacher	617-349-6575	lbates@cpsd.us
9	Tracey Gordon	7/8 social studies	617-349-6588 x 207	TGordon@cpsd.us
10	Wendell Bourne	History/SS Coordinator	617-349-6731	wbourne@cpsd.us
11	Gerald Yung	Principal	617-349-6562	gyung@cpsd.us
12	Dana Ham	Director of Facilities	617-349-6855	DHam@cpsd.us
13	CAROLYN TURK			
14	JUL GABZIK	PERKINS EASTMAN		
15	SEAN O'DONNELL	PERKINS EASTMAN		
16				
17				
18				
19				
20				

King School

Grades K - 5

Classrooms	#	Target Enrollment	Contract CAP
Kindergarten	4	80	80
Grade 1	2	44	50
Grade 2	2	44	50
Grade 3	2	44	50
Grade 4	2	44	50
Grade 5	2	44	50
Art	1	300	330
Music	1		
OT/PT	1		
Other	? 3 - 5		
Total	17 or 20 - 22		

Target K-5 Population 300

Contract Cap K-5 Population 330

Upper School

Subject	# of Classrooms	
ELA	3	
Math	3	
Social Skills	3	
Science	3	Lab/Lecture Area
World Language	2	
Art	1	
Music	1	
Flexible Space	2	
Total	18	

Target Population 264

88 per grade

Cap Population 300

100 per grade

Position by School & Program

FY13 FTE

Position by School & Program	FY13 FTE
17-King School	46.50
110-Kindergarten	
Instructional Aide Gr K	4.00
Teacher Gr JK	1.00
Teacher Gr K	3.00
111-Early Childhood Resource	
Early Literacy Interventionist	2.00
115-Grades 1-8 Basic Skills Instructional	
Teacher Gr 1	1.00
Teacher Gr 1 Chinese Immersion	1.00
Teacher Gr 2	2.00
Teacher Gr 3	2.00
Teacher Gr 4	2.00
Teacher Gr 5	1.00
117-Computer Education	
Teacher Technology Integration	0.50
Technology Support Technician	0.50
119-Literacy Coach	
Literacy Coach	0.50
121-Math Coach	
Math Coach/Interventionist	0.50
124-World Language	
Teacher World Language Chinese	1.00
126-Physical Education	
Teacher Physical Education	1.00
128-Art	
Teacher Art	0.60
130-Music	
Teacher Music	0.60
133-ESL Support	
Teacher ESL Support	1.00
142-Library/Media	
Teacher Library Media	1.00
148-Elementary General Instructional Support	
Instructional Aide	2.33
149-Elementary Parent Support Services	
FamilyResourceLiaison-Contract	0.63
150-Elementary School Mgt and Supervision	
Clerk (11M/40Hrs)	1.00
Principal K-8	1.00
Principal's Assistant	1.00
315-OT/PT	
Occupational Therapist(.8 FTE)	0.60
Physical Therapist	0.00

Position by School & Program	FY13 FTE
129-Dramatic Arts	
Teacher Drama	0.50
130-Music	
Teacher Music	1.00
142-Library/Media	
Library Assistant	1.00
150-Elementary School Mgt and Supervision	
Administrative Assistant	1.00
Assistant Principal	1.00
Guidance/Counselor Guidance Gr 6-8	1.00
Head of Upper School Gr 6-8	1.00
Teacher	1.00
315-OT/PT	
Occupational Therapist(.8 FTE)	0.20
Physical Therapist	0.60
320-Speech/Language	
Speech/Language Pathologist	1.00
330-Academic Strategies Support	
Teacher/Special Ed Support	2.75
335-Inclusionary Support	
Teacher/Inclusion Specialist	1.17
340-Self-Contained Academic Instruction	
Instructional Aide (SC)	2.00
Instructional Aide Inclusion	1.00
Teacher-DevelopmentDelayed(SC)	2.00
365-Team Chairs	
Psychologist	1.00
Grand Total	84.72

Date Prepared: March 14, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Focus Group Meeting No. 2: SAA - Student Achievement & Accountability, Curriculum Coordinators
Meeting Location: Cambridge Rindge & Latin School, School Committee Meeting Room
Meeting Date: March 1, 2012
Prepared By: Jill Garzik
Contact Information: T. 617.449.4007 F. E. j.garzik@perkinseastman.com>

Participants
 Brendon Roy, City of Cambridge - Asst. Construction Project Manager
 Dana Ham, CPSD - Director of Facilities
 Joanne Johnson, CPSD - Assistant to COO
 Mark Healy, Martin Luther King Jr. School - Math Coordinator
 Gerald Yung, Martin Luther King Jr. School - Principal
 Sean O'Donnell, Perkins Eastman
 Jill Garzik, Perkins Eastman

Filename: j:\47930.00_martinlutherking_fs\47930.00 docs\minutes & agendas\peapc\focus groups_meeting no. 2\mm_focus groups no. 2_saa - student achievement & accountability, curriculum coordinators - 120307.docx

New Business	Notes	Action by / Date Req'd
2.01	<p><u>Goals for Today's Meeting:</u> As a follow-up to our initial meeting, the Design Team would like to clarify and confirm the spatial needs of the departments and further develop our understanding of how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.</p>	
2.02	<p><u>Preliminary Organizational Ideas:</u></p> <ul style="list-style-type: none"> -Learning Commons as Hub of Each school -Lower School organized by Teams (PreK-2 & 3-5th) -Upper School organized by Grade (6/7/8) -Teacher collaboration & planning connects disciplines within each school -School Zoned: School/Community & School-only -After School Programs 	
1.03	<p><u>Lower School:</u></p> <ul style="list-style-type: none"> -Organized by Teams (PreK-2 & 3-5th) -Adjacent Classrooms per Grade Level -Classrooms Zoned for different types of learning and activities -Proximity and Access to Gardens 	

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Date: March 14, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
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1.04	<p><u>Upper School:</u></p> <ul style="list-style-type: none"> -Organized by Grade (6/7/8) preferred over House model -Build sense of community -Separate 7th and 8th graders -8th graders nearer to Main Offices 	
2.05	<p><u>Collaboration and Planning:</u></p> <ul style="list-style-type: none"> -Teacher Workroom: central and easily accessible to classrooms -Small breakout rooms that connect classrooms (4 ppl) – opportunities for cross-discipline activities (math/science, English/social studies); see Baldwin and Peabody Schools -Cluster grades into separate wings with shared open breakout space and contained lockers? Would foster community in grade level and improve/ease communication between teachers. See attached 'Diagram A' 	
2.06	<p><u>Specialists:</u></p> <ul style="list-style-type: none"> -Math Coaches (proximate to classrooms, shared "coaching area" with ELA?) -ELA Coaches (proximate to classrooms, shared "coaching area" with Math?) -District Coaches (4 subjects; require private workspaces, no FT offices) -Adjustment Counselor (office) -K-8 Special Educators (within classroom) 	
2.07	<p><u>Coaching Areas (2):</u></p> <ul style="list-style-type: none"> -One at each school -Desk and chair for Math Coach -Desk and chair for ELA Coach -Desk and chair for swing workspace for District Coaches -Small internal conference room (3-5 ppl) for private coaching/conversations -See 'Diagram B' 	
2.08	<p><u>After School Programs:</u></p> <ul style="list-style-type: none"> -K-2: Arts & Crafts, finger painting -3-5: Physical activity, outside -6-8: Varies – Intramural sports, art, science, etc. 	
1.09	<p><u>Precedents:</u></p> <p>Peabody & Baldwin Schools (Breakout spaces at classrooms)</p>	

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Date: March 14, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Meeting Date: March 1, 2012

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Next Meeting:

Next Steps:

cc:

Attendees
Jana Silsby, John Pears, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman
Michael Black – City of Cambridge
Frank Geary, Jim Maloney, Carolyn Turk, Janice Tingle, Barbara Van Sickle, Kelly Rowan, Latrice Bates, Tracey Gordon, Wendell Bourne – CPSD
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Corinne Tobias, Aaron Gallagher, Gary Pease, Fayssal Hussein – Nitsch Engineering
John Sousa – Crabtree McGrath
Bob Fuss, Robert May – Fuss & O’Neil
Dennis Dyer, Peter Reilly, Daniel Hurley – AKF Group
Robert Diemer, Shannon Kaplan - InPosse

Attachments:

- Sign-In Sheet
- PowerPoint Images
- Sketch Diagrams

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Perkins Eastman

MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

MTG #2

FOCUS GROUP: CURRICULUM COORDINATORS (SAA)

DATE: 3/7/2012

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	JOANNE JOHNSON			
2	DANA HAM			
3	BRENDEN ROY			
4	SEAN O'DONNELL			
5	MARK HEALY			
6	GERALD YUNG			
7	JILL GARZIK			
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Meeting & Learning Resources Also Available to Community

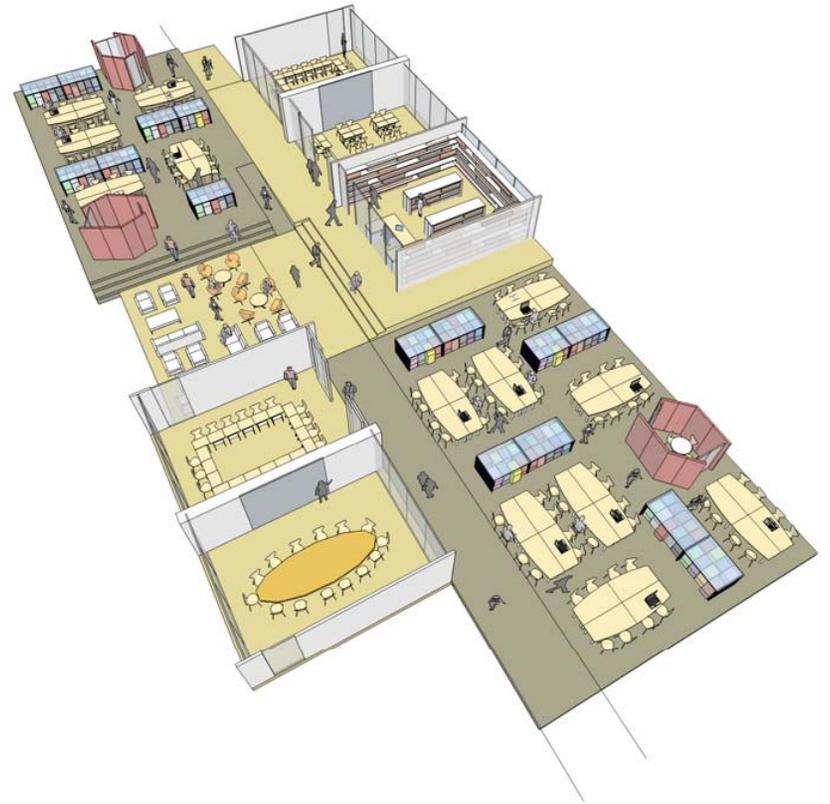


Stoddert Elementary (all)

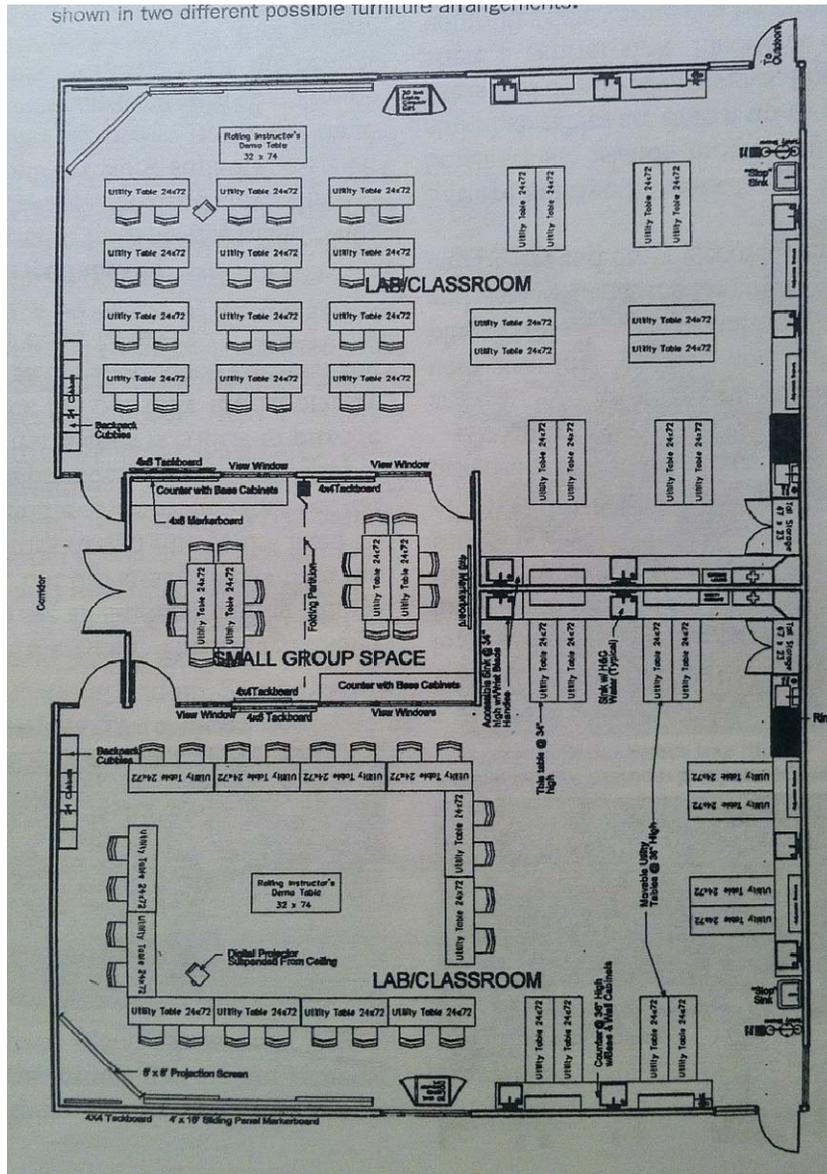
Chelmsford High School Learning Commons



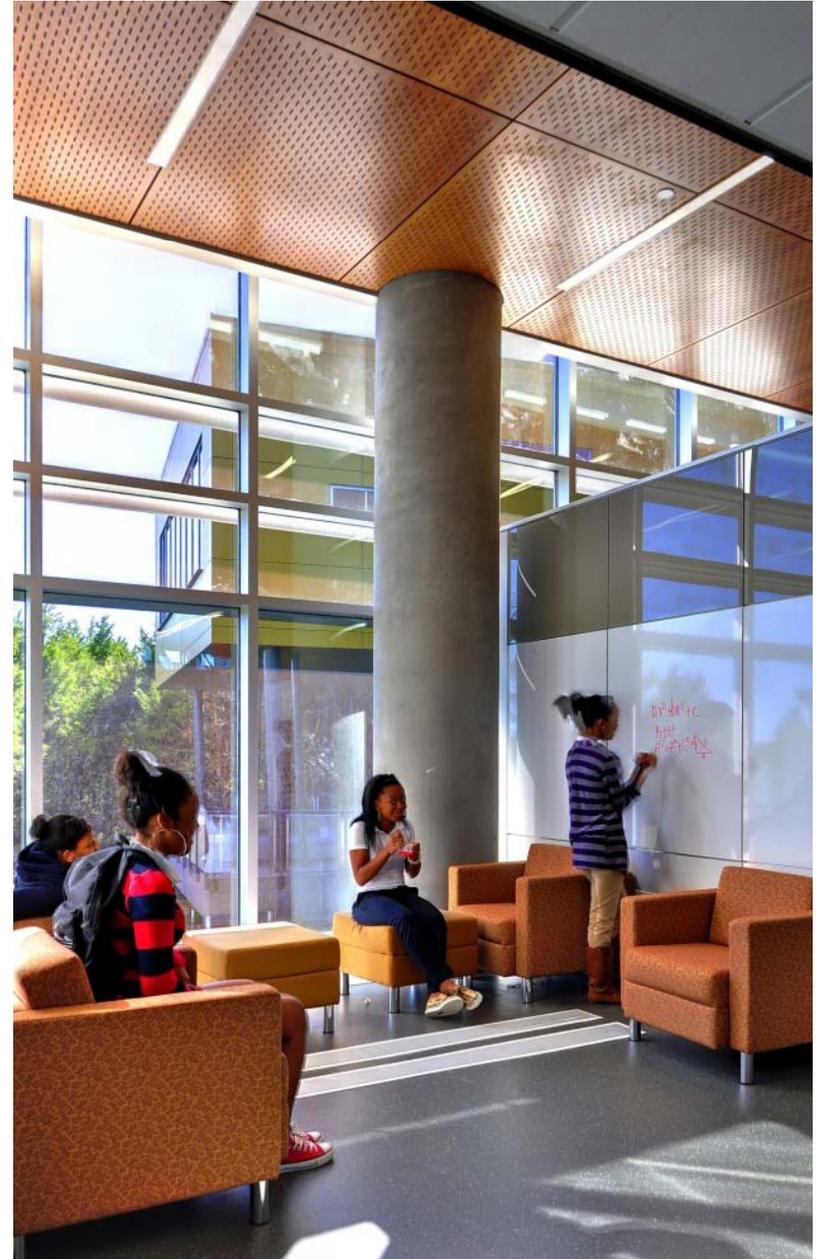
Nation's Academy Learning Commons



Shared / Extended Resources

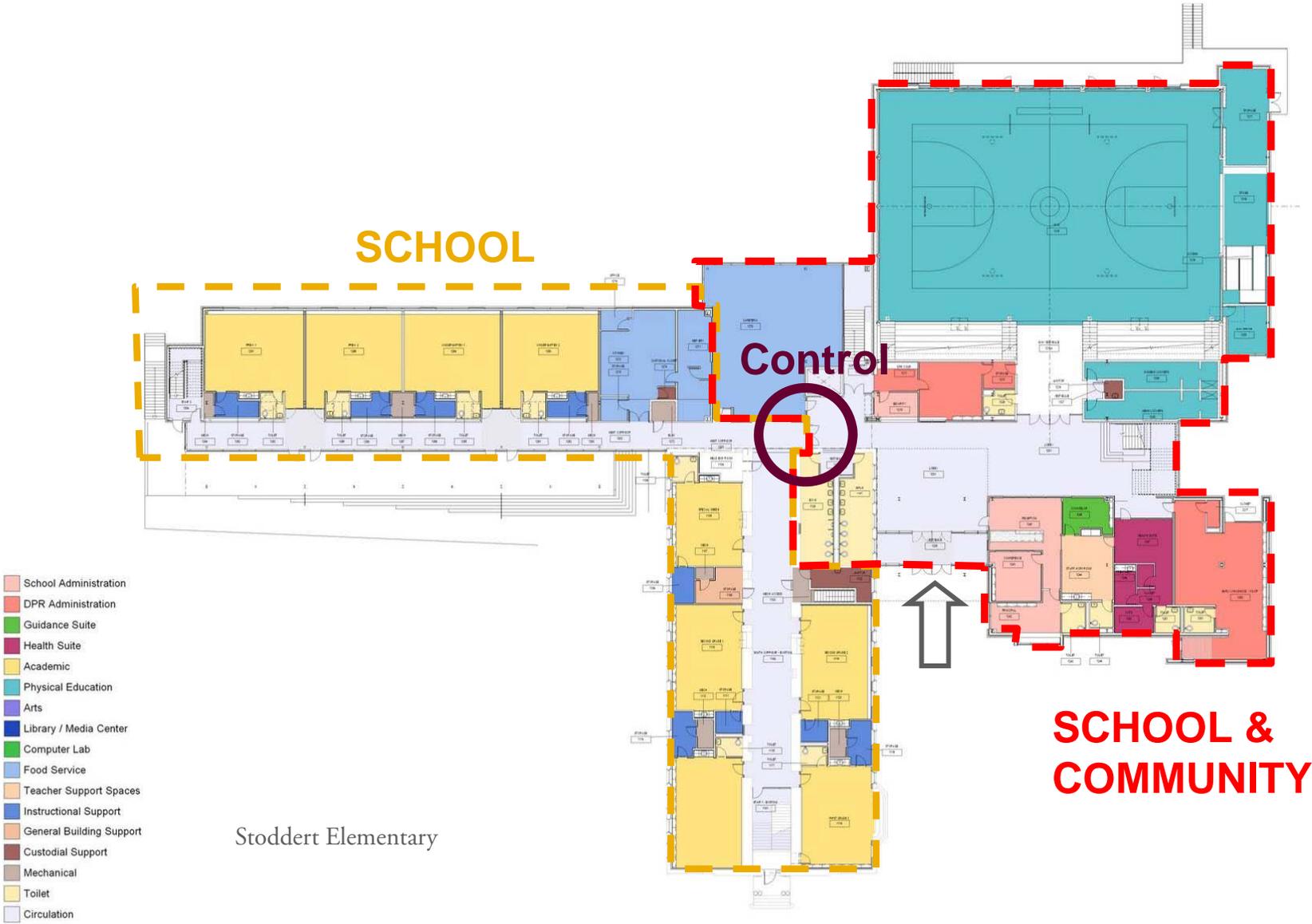


Extended Learning Opportunities: Making more out of Circulation





Joint Use: A Community Center



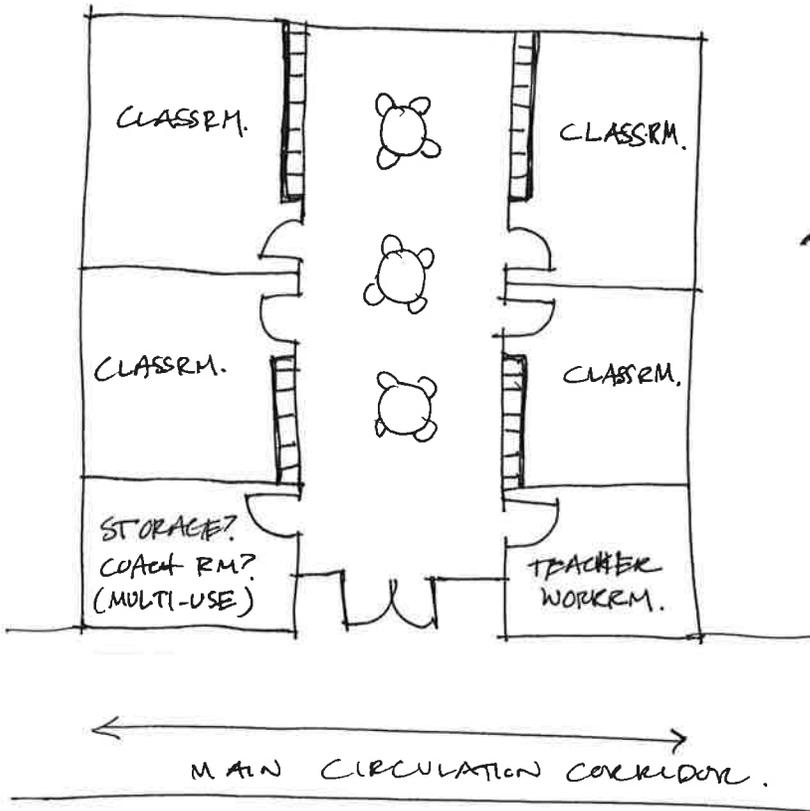


DIAGRAM "A"

- ENCLOSED WING BY GRADE W/ ALL 4 DISCIPLINES
- CENTRAL OPEN BREAKOUT SPACE & CONTAINED LOCKERS

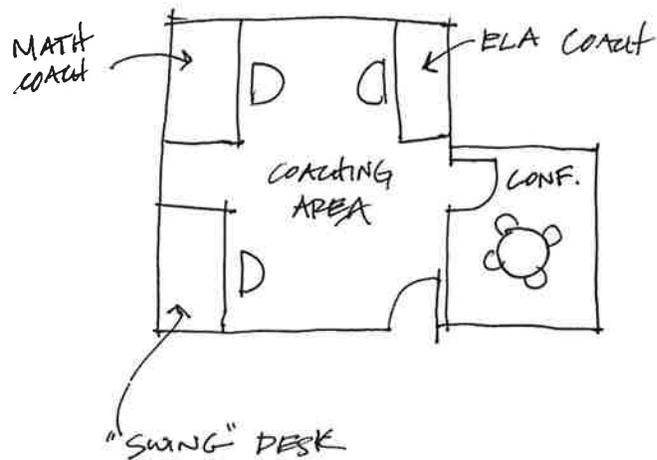


DIAGRAM "B"

- COACHING AREA w/ SM. INTERNAL CONF. RM.

Date Prepared: March 16, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Focus Group Meeting No. 2: SAA - Student Achievement & Accountability, Upper School Teachers
Meeting Location: Cambridge Rindge & Latin School, School Committee Meeting Room
Meeting Date: March 16, 2012
Prepared By: Jill Garzik
Contact Information: T. 617.449.4007 F. E. j.garzik@perkinseastman.com>

Participants
 Michael Black, City of Cambridge - Construction Project Manager
 Brendon Roy, City of Cambridge - Asst. Construction Project Manager
 Jim Maloney, CPSD - Joanne Johnson, CPSD - Assistant to COO
 Dana Ham, CPSD - Director of Facilities
 Barbara Van Sickle, CPSD - Exec. Director of Curriculum & P.D.
 Carol Worsham, CPSD - ELA & Social Studies Teacher
 Latrice Bates, CPSD - ELA teacher
 Sean O'Donnell, Perkins Eastman
 Jana Silsby, Perkins Eastman
 Jill Garzik, Perkins Eastman

Filename: j:\47930.00_martinlutherking_fs\47930.00 docs\minutes & agendas\peapc\focus groups_meeting no. 2\mm_focus groups no. 2_saa - student achievement & accountability, upper school teachers - 120316.docx

New Business	Notes	Action by / Date Req'd
2.01	<u>Goals for Today's Meeting:</u> As a follow-up to our initial meeting, the Design Team would like to clarify and confirm the spatial needs of the departments and further develop our understanding of how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.	
2.02	<u>Preliminary Organizational Ideas:</u> - Separate wings per grade - "Identities" for each grade (color, materials, school spirit) – color identifiers for grade level spaces - Active outdoor space for recess – Preschool, JK/K, separate for LS and US, indoors and outdoors	
2.03	<u>Classroom Space for US:</u> - 30x30 classrooms now - Limited Flexibility - Can't easily reconfigure desks and chairs - Do not like round tables with this age group; encourages socializing	

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Date: March 16, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 16, 2012

	<ul style="list-style-type: none"> - Desks or two person tables provide flex for how to group the kids, but need floor more space to reconfigure - Breakout space: Work area for kids to 'conference' with each other, do small group activities without disturbing others; within classroom – not small room connected to classroom unless all glass so kids are visible (visual connection is key) -Technology – tech carts, 2 kids to every device, variety of devices - Teacher station – connected to Smartboard, but un-tethered/wireless for more flexibility - Separate teacher desk - Magnetic whiteboards - Integrated speakers in the classroom – all disciplines - Counter space with storage below instead of floor to ceiling storage cabinets – allows for more windows in classrooms - Showcase student work – bulletin boards, display cabinets, consistency of size, and large. Want materials on walls that are conducive to hanging up student work, posters, announcements, etc. ; current spaces with cinderblock and brick makes it hard to hang up student work - Natural light - Windows that are easy to open and stay open - Currently have sink and water fountain in each classroom and would like this setup in the new school; when these are in the hall, students are out of the classroom a lot of the time, it can be disruptive - Lockable storage closet with shelving for materials and for teacher personal belongings within classroom - Connecting doors between classrooms: <ul style="list-style-type: none"> - Safety - Teacher collaboration - Security (theft); needs to be lockable from each side after end of school day - Acoustical separation between rooms 	
2.04	<p><u>Classroom Library (ELA):</u></p> <ul style="list-style-type: none"> - Will need enough space/storage built-in for library - Needs to be within the classroom; part of the workshop model - Independent reading books - Bookcases – flexible, out of the way - Currently have 5 shelves for books, audio books 	
2.05	<p><u>Music:</u></p> <ul style="list-style-type: none"> - New instruments, piano especially - Storage - Sound-proofing - Cork on walls - Storage for instruments – at music rooms and homerooms 	

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Date: March 16, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 16, 2012

2.06	<p><u>A Dedicated Place for Discipline (?):</u></p> <ul style="list-style-type: none"> - Most teachers try to handle behavior problems themselves, but need a place to bring the kids - Not feasible to always send kids to principal’s office - Could space be associated with the guidance/adjustment counselor? - An area with stress balls, games, writing materials - things to settle them down -Most of the kids in these schools have very challenging lives; bring it with them in their behavior; - Feel - Want to be able to anticipate and plan for their needs to help the students cope better - Crisis Management (current) vs. Crisis Prevention (future) - The environment/atmosphere they are in should reinforce that going to this space is “not a punishment” 	
2.07	<p><u>Lockers:</u></p> <ul style="list-style-type: none"> - Type of locker should be conducive to good organization - Currently have half lockers; two tier – hard for two students to access at same time; no shelving or hooks - Want shelving, hooks and better ways for students to stay organized - Some teachers spend time doing weekly locker cleanup 	
1.08	<p><u>Staff Support Spaces:</u></p> <ul style="list-style-type: none"> - Teacher workroom with windows preferable - Staff bathrooms – not single rooms; multiple stalls and separated by sex; unless there are enough bathrooms and they are distributed evenly and conveniently located - Separate faculty book room and separate staff work/copier room – currently combined - Faculty meetings: <ul style="list-style-type: none"> - Primarily school faculty meetings will be separate (by school) - Needs good acoustics - Comfortable adult-sized seating (upholstered task), flexible, not auditorium style - Atmosphere should be comfortable, relaxing and creative, as mtgs are usually after school, at end of the day - Operable windows - Ability to heat/cool - Whiteboards, presentation equip, computer 	
2.09	<p><u>Other:</u></p> <ul style="list-style-type: none"> - Need ample on-site parking for teachers; subsidy for public transit - Garden (Morse) is uplifting (at front, on way into building) - Outdoors - a place for writing, calming effect - Courtyard in middle – every classroom has view of greenery 	

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Date: March 16, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Meeting Date: March 16, 2012

Page 4 of 4

2.10	<u>Precedents:</u> - Morse (outdoor garden) - Kennedy-Longfellow (lack of natural light) - Hoyt Field near Peabody School (active outdoor space: not used during day, but after school)	
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Next Meeting:

Next Steps:

cc:

Attendees
Jana Silsby, John Pears, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman
Michael Black – City of Cambridge
Frank Geary, Jim Maloney, Carolyn Turk, Janice Tingle, Barbara Van Sickle, Kelly Rowan, Latrice Bates, Tracey Gordon, Wendell Bourne – CPSD
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Corinne Tobias, Aaron Gallagher, Gary Pease, Fayssal Hussein – Nitsch Engineering
John Sousa – Crabtree McGrath
Bob Fuss, Robert May – Fuss & O’Neil
Dennis Dyer, Peter Reilly, Daniel Hurley – AKF Group
Robert Diemer, Shannon Kaplan - InPosse

Attachments:

Sign-In Sheet
PowerPoint Images

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Perkins Eastman

MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

FOCUS GROUP: SAA-UPPER SCHOOL TEACHERS

DATE: 3/16/2012

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	MICHAEL BLACK	CONST. PM		
2	BRENDEN ROY	ASST. PM		
3	DANA HAM	FACILITIES		
4	JIM MALONEY	COO		
5	BARBARA VAN SICKLE	EXEC. DIR. of CURRICULUM + PROF. DEV.		
6	CAROL WORSHAM	ELA/SOCIAL STUDIES TEACHER		
7	LATRICE BATES	ELA TEACHER		
8	SEAN O'DONNELL	PERKINS EASTMAN		
9	JANA SILSBY	"		
10	JILL GARZIK	"		
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Meeting & Learning Resources Also Available to Community

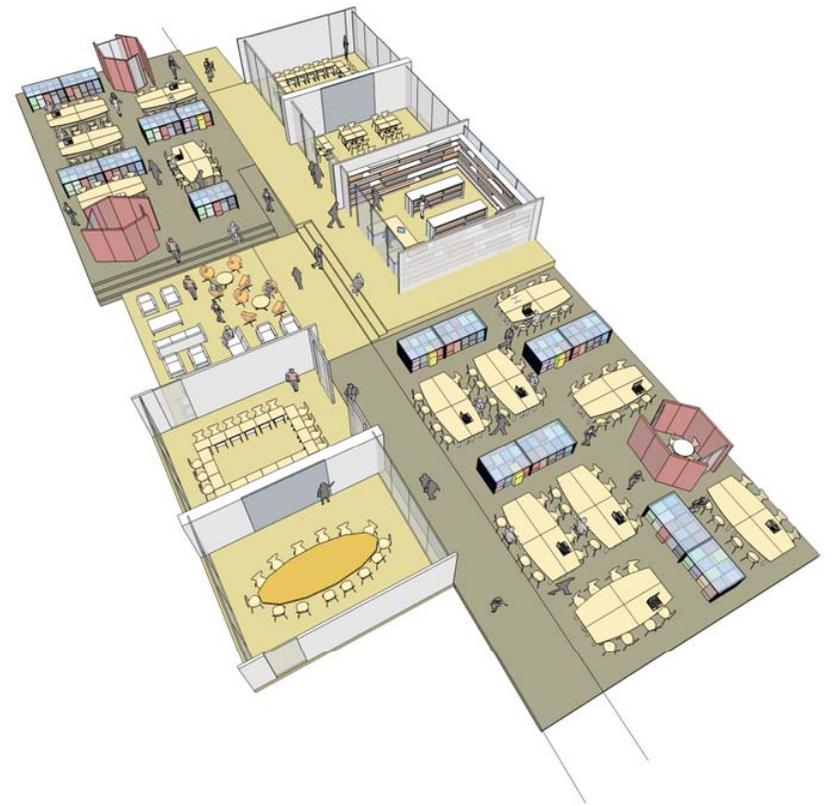


Stoddert Elementary (all)

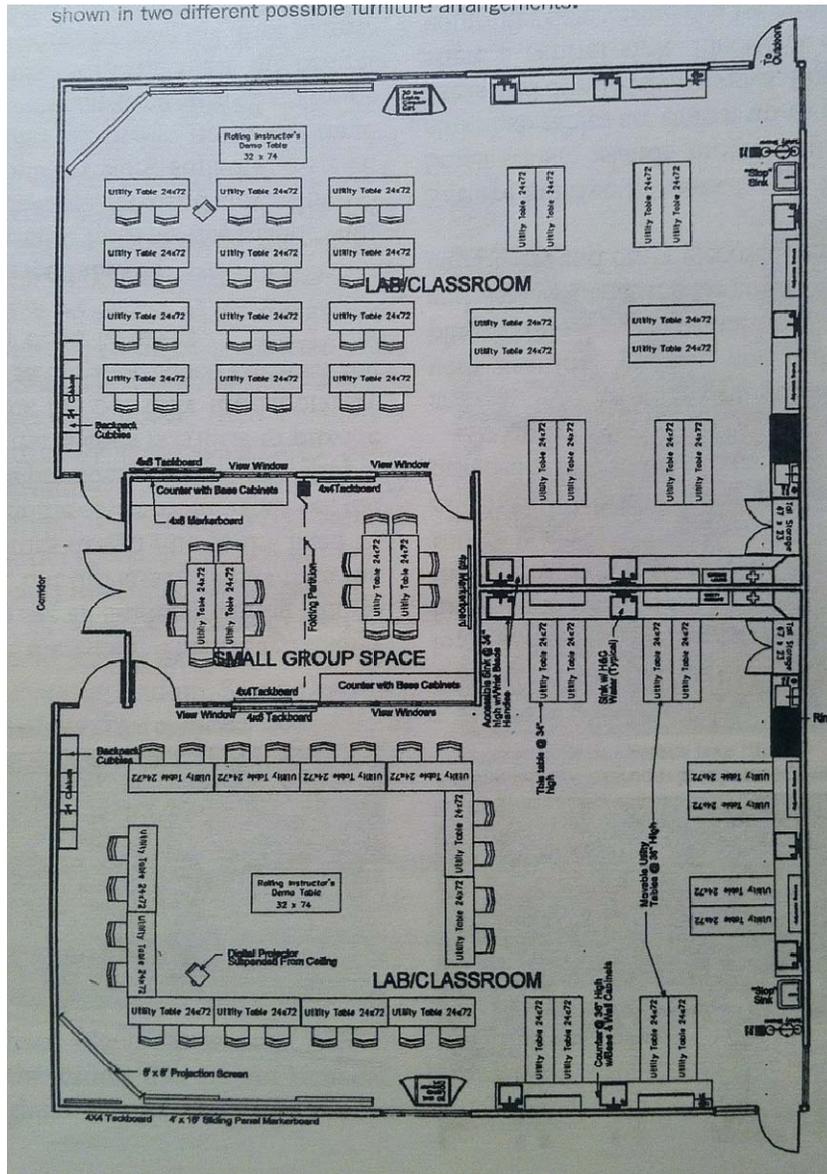
Chelmsford High School Learning Commons



Nation's Academy Learning Commons



Shared / Extended Resources

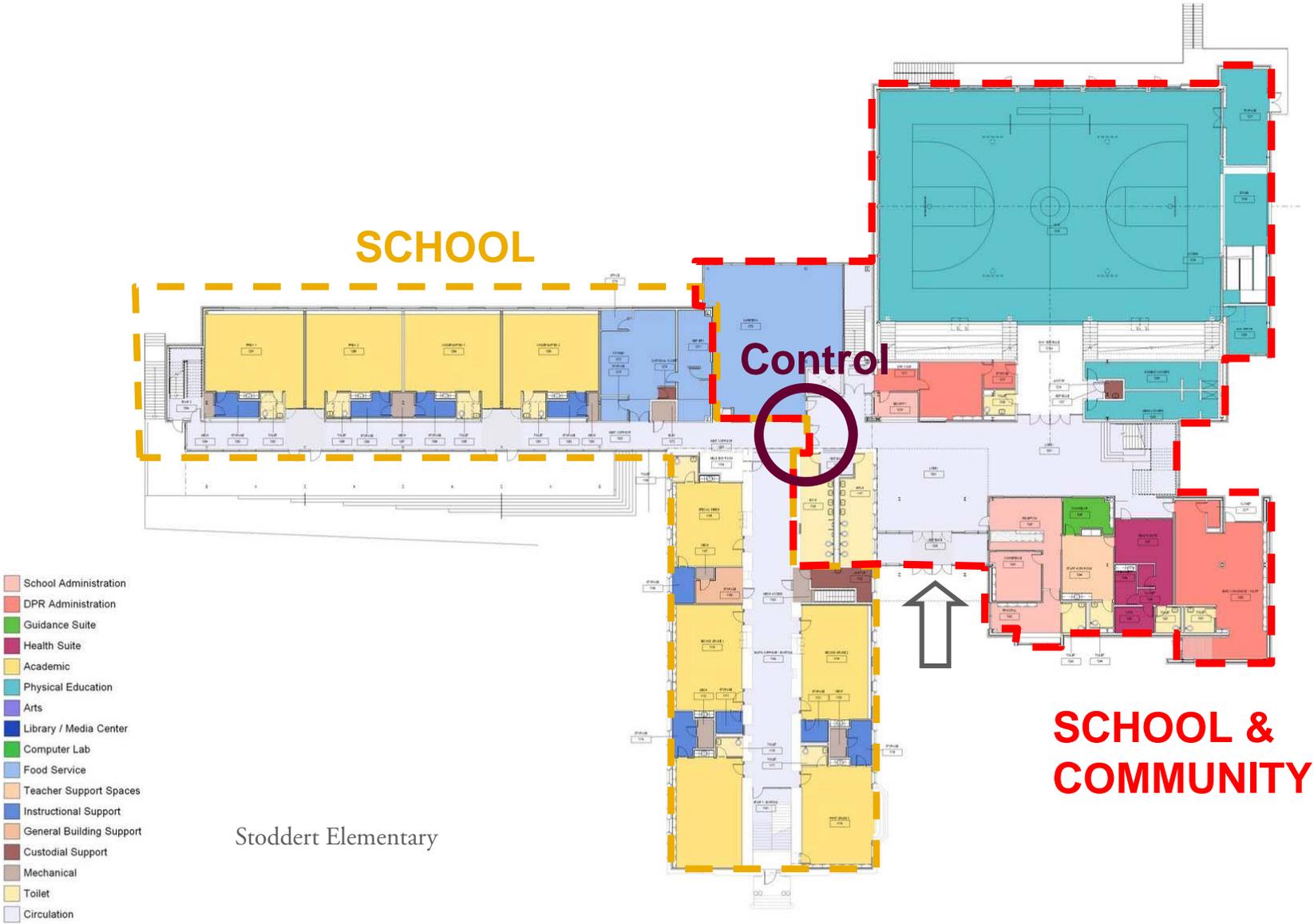


Extended Learning Opportunities: Making more out of Circulation





Joint Use: A Community Center



Date Prepared: March 5, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Focus Group Meeting No. 1: Safety & Security
Meeting Location: Cambridge Rindge & Latin School, School Committee Meeting Room
Meeting Date: March 1, 2012
Prepared By: Jill Garzik
Contact Information: T. 617.449.4007 F. E. j.garzik@perkinseastman.com>

Participants
 Brenden Roy, City of Cambridge - Construction Project Manager
 Jim Maloney, CPSD - Chief Operations Officer
 Joanne Johnson, CPSD - Assistant to COO
 Carolyn Turk, CPSD - Deputy Superintendent
 Dana Ham, CPSD - Director of Facilities
 John Silva, CPSD - Director of Safety & Security
 Pat Carello, CPSD - Safety & Security
 Gerald Yung, Martin Luther King Jr. School - Principal
 Sean O'Donnell, Perkins Eastman
 Jill Garzik, Perkins Eastman

Filename: j:\47930.00_martinlutherking_fs\47930.00 docs\minutes & agendas\peapc\focus groups_meeting no. 1\mm_focus groups no.1_safety & security - 120301.docx

New Business	Notes	Action by / Date Req'd
1.01	<p><u>Overview:</u> During this process, we will be conducting a Feasibility Study. We will work to complete an Educational Specification, which will be used by the architectural/engineering team to design the building.</p> <p>The final outcome of the building design will be one of the following options: Full tear-down and new construction; Full renovation of existing buildings; or a hybrid option of Partial Renovation and Partial New Construction.</p>	
1.02	<p><u>Schedule:</u> Over the next 12 weeks, the Design Team will conduct a series of meetings with each focus group/department to develop each program space for the new building.</p> <p>The Design Process to develop the preferred option will commence following the completion of the Feasibility Study, with a target move-in date of the new building in September 2015.</p>	Perkins Eastman/3-21
1.03	<p><u>Goals for Today's Meeting:</u> As an initial meeting, the Design Team would like to understand how individuals work/teach and how</p>	

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in five working days, this Meeting Record will stand as published.

Date: March 5, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 1, 2012

	students learn in the current building – as well as ways the new building can improve upon these in the future. The group will also discuss how the new space can help further foster a sense of community within the school and its surrounding neighborhood.	
1.04	<u>Arrival/Dismissal:</u> -Buses coming in from Putnam Ave -Can Kinnaird become a 2-way road? (Harvard Law example) -Pedestrians – Can we take them out of the traffic path -Separate entrances for Preschool, Lower School and Upper School -Someone with authority stationed at each entrance during arrival/dismissal -Staggered arrival times	
1.05	<u>Visibility:</u> -Glass in doors allows for ease of supervision from corridor to classroom (STEPCO) -Glass in windows allows for supervision of those approaching -Causes distractions for children – is there a way to balance visibility while lessening distractions?	
1.06	<u>Safety Office:</u> -No dedicated safety office onsite -Is each school responsible for its own security? -Cameras in the classrooms could be tied back to a remote office for monitoring – would teachers be comfortable with this?	
1.07	<u>Safety & Security Standards:</u> -Coordinate this building w/district standards -Use proprietary specification for cameras, card access, locks, etc. -Early Childhood, Afterschool Programs and interface of Upper and Lower schools create unique challenges and a complicated security program for this building -Break-ins are infrequent (standard camera/alarm system OK) -Community zoning is key	
1.08	<u>Front Lobby/Administration:</u> -Locate at front of buildings, in view of entrances -Lobby should require visitors to interface with Admin offices upon arrival and restrict unsupervised access to rest of building; Current office is too remote now -Lobby should have lots of glass and provide enough room for parents to greet parents during afternoon dismissal	
1.09	<u>After Hours:</u> -Control of entrances is more difficult -Building design should take After Hours access and security into	

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Date: March 5, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 1, 2012

	<p>consideration – which building/sections of buildings are open and accessible? Which are secured and off-limits? -Upper School Intramural program starting – confirm use of locker rooms w/Athletics Dept. -Provisions for faculty safety</p>	
1.10	<p><u>Outdoors:</u> -Playgrounds/parks are open to the public during the day – are there subtle ways to convey these spaces as ‘school property’ during school hours? -Ways to secure: Fencing, lighting, cameras; Teenagers hang out there on weekends -Parking: Parent drop-off/pick-up, Bus drop-off/pick-up compete for space – how can this be improved? -Parking: Staff – secure and well-lit -Separate entrances/flow for pedestrian and vehicle access? -Front of building is underutilized</p>	
1.11	<p><u>Lockers:</u> -Students start using lockers in Upper School -Seen as a rite of passage -Locked even when not in use -Provide space around lockers -Break lockers up/space them out</p>	
1.12	<p><u>Internal Safety:</u> -Less institutional seating in larger classes reduces bullying; flexible and varied furnishings are key -Ability to isolate floors: bathrooms, locker rooms, outside gym and music rooms, Stage Room, behind stairs (isolated incidents between male and female students) -Provide cameras outside these areas -Locate faculty offices nearby</p>	
1.13	<p><u>Precedents:</u> High School (CRLS) Peabody School (New spaces: Natural light, Lighting, Integrated technology in classrooms, Scale/proportion of rooms)</p>	

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Date: March 5, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Meeting Date: March 1, 2012

Page 4 of 4

Next Meeting:

Next Steps: A follow-up meeting will be scheduled.
Please review and comment on attached Survey and return at next scheduled meeting.

cc: Attendees
Jana Silsby, John Pears, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman
Michael Black – City of Cambridge
Frank Geary – CPSD
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Corinne Tobias, Aaron Gallagher, Gary Pease, Fayssal Hussein – Nitsch Engineering
John Sousa – Crabtree McGrath
Bob Fuss, Robert May – Fuss & O’Neil
Dennis Dyer, Peter Reilly, Daniel Hurley – AKF Group
Robert Diemer, Shannon Kaplan - InPosse

Attachments: Sign-In Sheet
Space Need Survey
Cambridge Public Schools Security Analysis & Report

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in five working days, this Meeting Record will stand as published.

Perkins Eastman

MARTIN LUTHER KING JR. SCHOOL

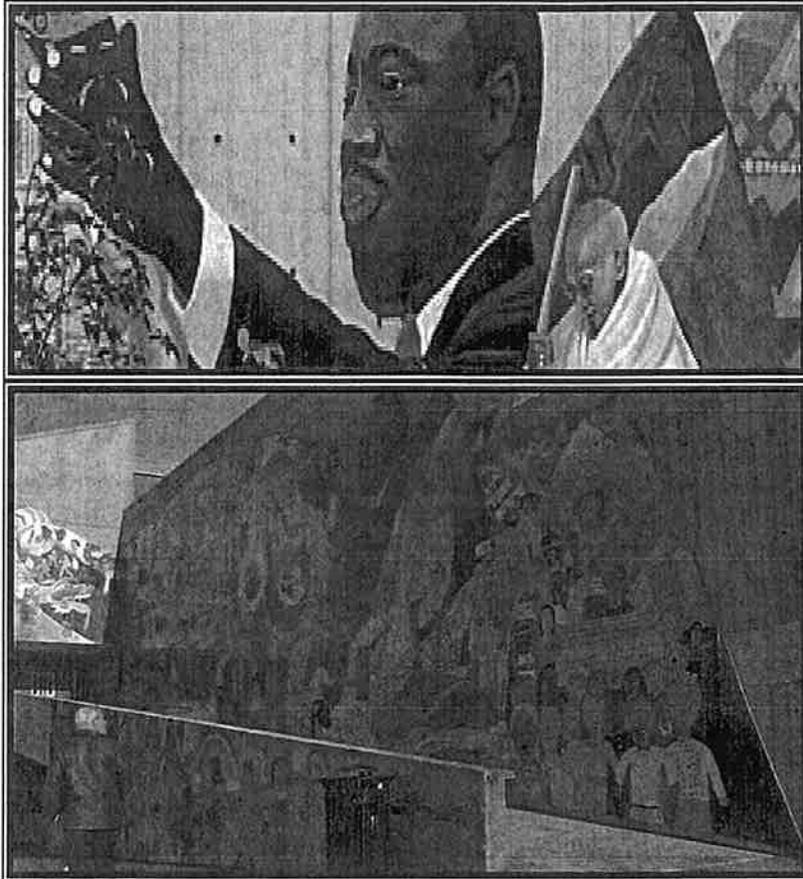
FOCUS GROUP SIGN-IN SHEET

FOCUS GROUP: SAFETY + SECURITY

DATE: 3/1/2012

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	DANA HAM			
2	CAROLYN TURK			
3	JIM MALONEY			
4	JOANNE JOHNSON			
5	BRENDEN ROY			
6	GERAUD YUNK			
7	JILL GARZIK			
8	SEAN O'DONNELL			
9	PAT CARVEIL			
10	JOHN SILVA	Dir Safety/Security	617-349-6772	JSilva@cpsd.us
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Cambridge Public Schools Security Analysis & Report



King and Amigos Schools

Presented by:
Standing Stone Consulting Inc.
PO Box 389/708 Mifflin Street
Huntingdon, PA 16652
Phone: 814.641.7600
Fax: 814.641.7676
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King and Amigos Executive Summary

Surveillance

- Consider installing lights in the parking areas.
- Consider installing lighting around the perimeter of the school building.
- Consider removing the trees located on Putnam Avenue.
- Consider contacting SAS to check exterior doors that have alarms and to reassess doors that do not currently have alarms.
- Consider installing blinds in all classrooms.
- Keep in mind the size and amount of font on signs.
- Signs on exterior doors that have vision panels should have transparent backgrounds so that surveillance is not blocked. All sign lettering should contrast with the sign's background so it can be easily read.
- Continue to monitor the children during arrivals and dismissal times.
- Consider making all hallway doors metal framed inset with full view vision panels to create uniformity in construction and to increase viewing potential.
- Consider removing window covers to allow for surveillance.

Access Control

- Consider requesting assistance from appropriate City Officials to have speed limit signs reposted to areas closer to the school property.
- Consider implementing staff car pooling.
- Consider coordinating with City officials to install speed bumps or rumble strips near the school perimeter on MaGee, Kinnard Streets and Putnam Avenue.
- Consider implementing both schools starting at the same time.
- Consider having all buses load and unload at the MaGee Street entrance.
- If changing the bus routine is not possible, consider painting a line for children to stand behind to gain a safe distance from the busses.
- The creation of segregated parent drop-off pick-up points will continue to provide parents the opportunity escort their children to school without interfering with the buses.
- The implementation of physical barriers such as bollards or heavy planters between the sidewalk and the street will provide greater protection to pedestrians.
- Continue to encourage individuals involved in after school activities to keep doors secured.
- Consider implementing a sign strategy that would clearly indicate which entrance is located at what part of the school.
- Consider implementing a buzzer system that would allow both offices to communicate and view either door.
- Placing all movable exterior items in storage sheds can hinder the ability of creating a ladder or the stacking of items to gain access to the roof.
- Consider replacing/re-keying all locks to regain key control.
- Consider switching all the interior handles to thumb switch locks which will allow them to be locked by anybody inside the classroom in case of an emergency.
- Ensure that all doors close and secure properly.
- Providing signs that communicate to go to the main entrance and providing directions towards that main entrance will minimize the number of legitimate people wandering the property.
- After arrival, posting a volunteer at the main entrance to provide access control can allow the school to have greater control over who is gets into the building.

- Continue to maintain positive relationships with the Cambridge Police Department and the assigned officer(s).
- Consider developing a closer relationship with the local fire and ambulance companies.
- Understanding that the response time is five minutes, school personnel would benefit from training with fire extinguishers and when it is appropriate to use them or simply leave the building.
- Sharing and coordinating emergency response plans can allow the school and the hospital to be better prepared for emergencies.
- In the event of a pandemic it is also important to coordinate with the local hospitals.

Communications

- Determining what we want to communicate to each of the three user groups, such as:
Intended users- 'welcome' and 'help keep the school in good condition'
Unintended users- 'keep off/away'
Emergency personnel- 'welcome' and 'help here'
Then create signs to communicate this throughout the property. For example we would post signs specifying what activities are not permitted on property at the perimeter, not on the face of the building. We do not want someone breaking a rule prior to being able to read what the rule is.
- Continue having teachers share issues that have arisen with a student or between two students can help teachers to watch out for potential problems that might arise in the halls or classrooms.
- Consider sending out a questionnaire to each school that endeavors to find out if those carrying the Nextel phones can; operate them effectively, carry them regularly and to identify any dead zones that the phones do not work in. Then follow up with training and adding 'drops' to eliminate dead zones.
- Continue to hold and develop positive relationships with personnel in these departments.

Community Buy-In

- Consider getting the community involved in the school.
- Consider building relationships with the local businesses and the community.
- Find out what local businesses are present to determine if they may be an asset or threat.

Maintenance

- Consider speaking with City Officials to check the school caution light for repairs and to see if there is a way to have stop signs replaced with stop lights. If this recommendation is not feasible, request having a stronger police presence during arrival and dismissal times to ensure safety of all.
- Consider removing the trees and replacing them with trees that have root systems that grow downward into the ground.
- It can not be stressed enough – graffiti must be photographed and removed from the property immediately. Daily inspections of the property can help institute this practice. Consider painting whole sections of wall when covering graffiti.
- Continue to maintain walkways in excellent shape.
- Inspecting and making proper work orders (broken fixture, replace bulb, bad ballast, etc.) can help to identify current status.
- It will be very important to inspect lighting once per month to ensure all fixtures are in working order. Having a map (location and type of light) of the light fixtures makes it easy

- Consider removing any student art work that includes names with the photos of the children.
- Keeping student art work to less than 20% of the wall's available space helps reduce fire hazards while supporting territoriality.
- Approach any abandoned package/book bag with caution. If unsure of a package's origins, call the local authorities and evacuate the immediate area.
- Consider a formal, written dress code within the school that is part of the student and teacher handbooks to avoid conflicts with the district policy.
- Consider the creation of a communications policy during emergencies.

Management Oversight

- After all lights are operational a second light meter reading can help determine if lighting is appropriate for all of the school's uses. Once complete a plan can be made and executed.
- Consider contacting the sanitation company and requesting dumpsters that have the ability to securable lids.
- Creation of a comprehensive sign strategy will not only benefit King and Amigos Schools, but can benefit the District as a whole if coordinated properly.
- Consider working with SAS to determine the appropriate angle to set the motion detectors for the most efficiency. While communicating with SAS, ask if individually breached doors are identified at their location. If specific locations can be identified and communicated to those responding; risks to the responders can be reduced.
- Consider angling window ledges. Making ledges into an angle makes the ledge harder to stand on and to 'boost yourself' up. In addition angled ledges are also slippery in wet conditions.
- Consider purchasing a fire cabinet for combustibles. This would decrease the ability to create or accidentally start a fire.

I. THE SCHOOL & THE NEIGHBORHOOD

Name: King and Amigos Elementary Schools
100 Putnam Avenue, Cambridge, MA 02139
Phone: 617-349-6567
Date of Visit: May 1, 2007

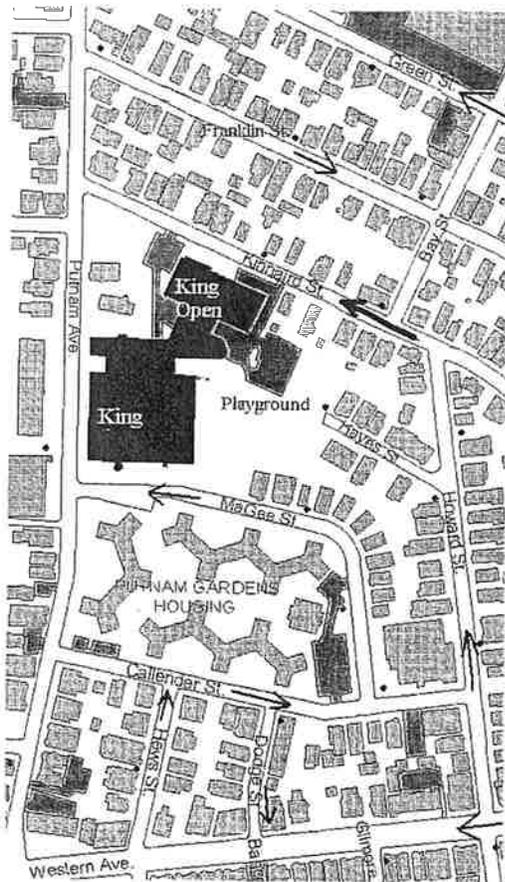
Community Traits

What happens in the community around the school directly impacts the school and those that use it. The surrounding neighborhood displays both the general socioeconomic status and pride of the people who live there, reflecting both its positive and negative traits. The school itself is a microcosm of the community it resides within.

The overall impression of this area was good with the homes and surrounding properties cared for. The one way streets are a bit confusing when it comes to finding directions and where to park. At night, the neighborhood seemed quiet and calm.

Traffic Trends

Traffic around the school is addressed to gain a better understanding of the dangers that can be associated with it and if the roads aid or impede emergency response times. In addition to roads, rail air and water vessels have the ability to impact facilities and those that use them.



Amigos and Martin Luther King Jr. Schools are two separate schools located inside one generously proportioned building. For this reason, there are two entrances into the school that are acceptable. The entrances are located on Putnam Avenue, a two-way street that runs north to south, and off of Kinnard Street, a one way street that traffic flows from east to west.

MaGee Street is located to the south of the school building, its traffic flows in a south to a north easterly direction. Howard Street intersects with Kinnard Street. Howard Street's traffic runs from south to north.

Drivers and pedestrians has the ability to be fully aware there is a school nearing. "SCHOOL" is clearly marked on Putnam Avenue and on Kinnard Streets. In addition Putnam Avenue is equipped with a blinking school caution light, but at the time of this interview the sign was not on / working.

The posted speed limit for the area is 25 mph. This signage is located several blocks away from the school building. This distance can result in traffic moving faster than the set limit.

Opportunities for Improvement

Consider getting the community involved in the school. This can be accomplished by community events i.e. yard sales, pizza and a movie night, sporting events that involve the community, etc. When a community feels a sense of ownership, they are more likely to help protect the school and school property.

Businesses

There are many office buildings located within several blocks from the school property. These buildings were not labeled. When we know what assets and threats exist within a community, we can create appropriate relationships/partnerships or develop defenses to existing threats.

Approximately two blocks away from the school is a parking garage. This garage does not have any signs of being a hang out, but does possess the ability to become a threat to the school if there were to be a bomb threat or worse.

At this point, consultants are unaware of any relationships between the school and the local businesses.

Opportunity for Improvement

Consider building relationships with the local businesses and the community. These relationships would prove to be useful in the event of community watch programs and other community buy-in. Community buy in is where the community feels a sense of ownership and pride for the school and its students; thus, creating a bond of willingness to help protect the school and its assets.

Find out what local businesses are present to determine if they may be an asset or threat. If an asset, strive to build beneficial relationships; if a threat, work to eliminate or reduce vulnerabilities to that threat.

Emergency Personnel

Police

Cambridge Police Department, located at 5 Western Avenue (617)349-3301, half mile away from the school. Interviews revealed that the expected response time for police during an emergency situation is approximately five minutes. This is an excellent response time; however, requires the school to handle the situation during that same five minutes

The relationship to Cambridge Police is excellent. There is a police officer assigned to rotate between the elementary schools. This officer (Jean Murrell) is very well respected and appreciated among all of the schools. Officer Murrell has an active presence by speaking to classes on various subjects, although this is not a mandatory practice.

Opportunities for Improvement

The school personnel and students must be prepared to handle a crisis for at least 5 minutes until outside help can arrive. Skills to provide basic first aid, appropriate sheltering in place, lock down procedures and/or evacuating the building will be of benefit. Details on these procedures are fully detailed in the emergency response plan review portion of the deliverables.

Hospital

The Cambridge Hospital, located at 1493 Cambridge Street is less than a mile from the school. They can be reached at 617-576-7478. There is no current relationship formed between the hospital and the school.

Opportunities for Improvement

Sharing and coordinating emergency response plans can allow the school and the hospital to be better prepared for emergencies. For example, if there is a mass casualty incident where 20 students are having difficulty breathing, it is important to know if the hospital can accommodate those 20 students or if a certain percentage would be rerouted to another hospital.

In the event of a pandemic it is also important to coordinate with the local hospitals. Often times their plan for vaccinating the public includes giving shots at the local public schools.

Again, schools are often the location of shelters when there is a need. Coordinating with local Red Cross in addition to hospitals and other planning agencies in the community are key to making sure events such as these run smoothly. We want to ensure that students can still be educated and the facilities are returned in good condition.

Crime Statistics

Understanding the most prevalent crimes allows the District to spend its resources more wisely by targeting the proven threats to the school and those that use the building. It is still important to understand the full range of potential crimes. The number of wonderings and lighting combustibles, for example, should not be discounted or ignored simply because they happened with less frequency. Statistics just help decision makers balance their resources better.

King and Amigos elementary infractions are listed as if they are one school, these infractions are as follows:

Abusive Language	2	Disrupting a Classroom	2
Assault on Staff	5	Leaving the Building	2
Assault of Student	2	Using Profanity	1
Dangerous Behavior	5	Weapon – Knife	1
Defy School Authority	2	TOTALS	22

10+ Occurrences
7-10 Occurrences
4-6 Occurrences
1-3 Occurrences

Citizenship

Relationships with the citizens are vital to the overall security as well as the future success of the school. When students are treated as *citizens* of the school greater security can be achieved. The term *citizen* is used to refer to "a person owing allegiance to and entitled to the protection of a state in which sovereign power is retained by the people and sharing in the political rights of those people". Those who feel a sense of ownership and belonging to the school will contribute to, and provide protection for, the school. The more people feel a sense of ownership, the greater the protection of the school.

II. PERIMETER & OPEN SPACES

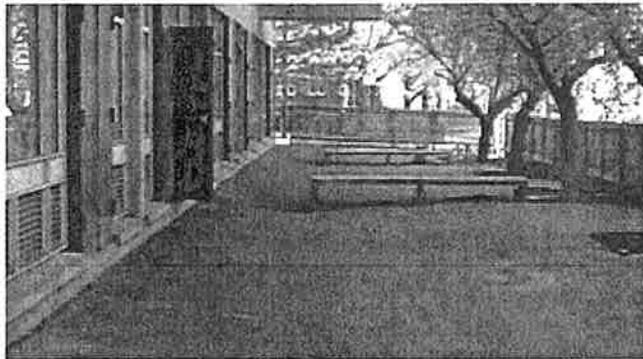
Perimeter -*"a factor that tends to restrict the free movement and mingling of individuals or populations."*

The perimeter communicates many things, such as the purpose of the property, care given to, and the expected and acceptable behaviors while on the property. The first impression of the school is created from this vantage point and should be aesthetically pleasing, creating a positive image and providing transitional space from public to semi-public property. Because the perimeter is the first layer in a school's defense, defining the property through the use of physical and psychological barriers, such as signs, landscaping and good maintenance, aid in communicating that the property is cared for and protected. A well-designed perimeter can also aid emergency response efforts.

Physical barriers are used to guide legitimate users to desired areas, i.e. not to go beyond the edge of the parking lot. They can also be used to delay and / or deter access to the property while supporting the definition of the property. Fencing, bollards, walls, landscaping, electronic devices, and grates are just some of the possible physical barriers that can be utilized. This is part of an **access control** plan. The goal is to make the legitimate users of the school feel safe while making the potential illegitimate user feel vulnerable (psychological barriers) to detection and capture. Areas that are well cared for and defined make the illegitimate user feel unsafe. For example, would one feel more at ease littering in an area that already has litter, or in an area where the grass is cut, bushes are trimmed and signs that read **DO NOT LITTER**? This is creating **territoriality**. Signs, lighting, walkways, maintenance, etc. are the tools used to create psychological barriers.

Transitional Space

Transitional space is the ability to notice an area is changing from full public to semi public to complete private in some cases. The school property is a semi public place in comparison to the sidewalks on the street which are fully public. The school's landscaping and architecture help define these areas.



There are physical barriers that surround most of the school building. These barriers are porous, with openings and gates that can allow for entry/exit.

On Putnam Avenue, the King entrance side of the school, there are four/ four and half foot high wooden fences. These fences are in good condition. The fencing limits the ability to enter or exit through this area. The openings towards the school's main entry door, could allow for small adults and children to pass through. Inappropriate items could also be passed through

Psychological indicators are items that can be seen yet can not physically stop a person from entering a space.

The Amigos entrance has a large mural that depicts students, teachers, community, happiness, dreams and Dr. Martin Luther King Jr. The mural is as grand as the building itself, and is a great representation of school pride.

Flowerbeds and shrubs line the perimeter of the building on MaGee Street, back portions of the school building and the playground areas. Shrubs can create potentially hazardous situations, they allow for people or inappropriate items to be hidden from plain sight. In this case, the shrubs are appropriately trimmed to a size that would not allow for persons to hide in without being seen. The shrubs size would also make it harder to hide inappropriate items.

Putnam Avenue's front side of the school building is very bland; the lack of color can draw inappropriate behaviors such as tagging while being a deterrent for desired surveillance. If a place is not attractive, people passing by will be less likely to look at and watch over the property. Inside the fencing, surfacing is cracked creating potential trip hazards. These cracks are a direct result of the trees that have been planted inside of the fences. Roots of the trees have pushed the surfacing up into bumps and cracks.



Kinnard Street's side of the building is not signed and is showing signs of abuse. To look at the building from this view one would think of the school as a warehouse type building. Walls are not uniform in color, as a direct result of spot



painting over graffiti. Other graffiti is still present in this area.

Graffiti seems to be an issue at King and Amigos. All four sides of the building and the playground area have been tagged. Tagging communicates a message just as clearly as a sign that was designed and posted by legal means. They communicate that criminal activity can take place here without anyone seeing.

Opportunities for Improvement

Even though the wooden fencing is in good condition, consider painting the fence with school colors. Painting the fence serves two purposes; it would give the school some color thus creating territoriality, and it would help preserve the fence.

Consider removing the trees and replacing them with trees that have root systems that grow

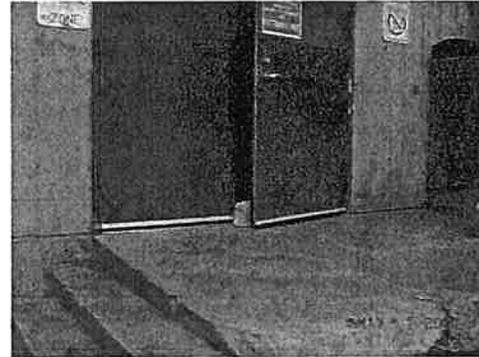
Lot #2

Lot #2 is at the loading dock and dumpster area. There are concrete loading docks that could handle slow moving vehicle impacts, but the distance between these docks increases the possibility of the school being hit by a vehicle.



Staff props open the entry doors into the building in lot #2; as seen in the picture on the right. Propping doors open leaves the school vulnerable for anyone to enter the building without being seen.

There is not a designated walkway for lot #2; however the lot is too small to accommodate a walkway.



These lots are poorly lit, and have no illumination of their own. The only lighting is provided by the street lamps and the lights mounted to the school building. When areas are poorly lit, people with questionable intentions have a better ability to create hazards or perform illegal activities without being seen. Please refer to the section on lighting for more information.

Surveillance of both lots is possible through the windows located in stairwells of the school building. Lot #1 can also be seen from the playground areas. The greater the surveillance potential the less likely inappropriate actions will take place.

The posted speed limit for the surrounding streets is 25 mph. Consultants observed traffic was traveling at speeds that exceed 25 mph. When traffic does not follow posted speeds, it creates the potential for harm to the children at the school, the school building and the vehicles trying to enter/leave the lots.

Opportunities for Improvement

Consider implementing staff car pooling. Car pooling not only helps the environment, but will help control parking situations. This would reduce the number of vehicles in the lots, thus reducing potential liabilities and accidents, while building relationships among staff members.

Consider installing lights in the parking areas. With the installation of lights, surveillance opportunities would increase, thus reducing inappropriate behaviors.

Consider coordinating with City officials to install speed bumps or rumble strips near the school perimeter on MaGee, Kinnard Streets and Putnam Avenue. Speed bumps would aid in driver awareness and remind drivers to slow down, especially in the school zone.

Bus Loading Zones

Bus zones help to further create a sense territoriality by being properly defined and designated

would have to have appropriate supervision for the incoming students as well as those getting picked up after school. If this suggestion is taken, providing supportive signage, appropriate lighting and a crosswalk from the parking area to the Amigos' door will be beneficial.

The implementation of physical barriers such as bollards or heavy planters between the sidewalk and the street will provide greater protection to pedestrians. Again, the use of school colors is beneficial in creating uniformity and territoriality.

Continue having a strong adult presence outside of the school to greet children arriving at school as well as watch those going home for the day. The increased adult presence diminishes opportunities for horseplay, injuries, abductions and more.

Walkways

Walkways create a sense of territoriality as they designate where one should walk. When properly designed, sidewalks also aid in access control as they lead people to the proper entrance of the school.

Concrete walkways are located on Putnam Avenue and MaGee Streets. These walks are in excellent condition.

Behind the school is a concrete walkway that converts into asphalt. This walk leads to individual classroom doors, the Amigos entrance and into the community playground/recreational areas. This walkway is also in excellent condition.

Illumination is lacking. The light provided to these walks are street lamps and several mounted lights on the school building. When illumination is not present, trip hazards and other potential hazards are multiplied.

Opportunities for Improvement

Continue to maintain walkways in excellent shape.

Consider installing lighting around the perimeter of the school building. Please refer to "Lighting" for specifications and standards.

Lighting

Illumination is judged by foot candles. A minimum standard is 2.0 foot candles wherever there is a reasonable expectation that pedestrians may be during hours of darkness. This can place those using the school at risk of tripping or being attacked because they cannot see. Poor lighting can also hamper law enforcement response as they may not be able to get a good description, or not being to see the suspect while putting the officer at risk. At Fletcher Maynard the lighting does not meet the minimum standards as set forth by the American Society for Industrial Security (ASIS) or the International Engineering Society of North America (IESNA).

The fixture on the right is a sconce style full cut-off luminaire. It is most appropriate for wall mounts near sidewalks.

General education on lighting

Glare

Bad Glare

Glare can be technically described as “the sensation produced by a bright light source within the visual field that is sufficiently brighter than the level to which the eyes are adapted, which causes annoyance, discomfort, or loss in visual performance.” Glare is essentially horizontal light. Strong horizontal light can make it difficult to see beyond the light source, creating a blind spot from which an assault can occur. Too much lighting may not be a good thing. Glare can be particularly difficult for CCTV systems where the light shines into the lens of the camera.



Good Glare

Glare can be technically described as “the sensation produced by a bright light source within the visual field that is sufficiently brighter than the level to which the eyes are adapted, which causes annoyance, discomfort, or loss in visual performance.” Glare is essentially horizontal light. Strong horizontal light can make it difficult to see beyond the light source, creating a blind spot. If yours is a military site, or other secure type of facility, glare can be used in a nonresidential environment to discourage the approach of those wishing to cause harm or damage.

Transient Adaptation

Transient adaptation becomes a problem when there is a significant change in illumination within a ten foot area and it takes less than 20 seconds to traverse that area. This quick change in levels can result in; difficulty seeing, disrupted balance, making identification difficult to impossible and can contribute to injury. Problematic transient adaptation is what happens when you come out of a movie theatre on a bright summer afternoon.

Uniformity

Uniformity is determined by how even the illumination is in a given area – avoid pools of light with darkness between.

- 6:1 ratio from brightest to darkest (youthful population)
- 3:1 ratio from brightest to darkest (older population)

The ratio refers to the comparison of foot-candle (fc) readings taken with a light meter every ten linear feet. In the 6:1 ratio: If the foot-candle reading at the door is six fc then the lowest the reading should be ten feet from the door is 1fc. If the reading at the door is 12 fc then the lowest the reading should be ten feet from the door is 2 fc.

Neighbors

How lighting impacts those around you can determine how much attention they pay to activities on your property. Too much light “trespass” and the neighbors may not look at your property at all. Not enough light on your property and the neighbors may forget you exist. But consider

materials (glass) can reach 20% reflectivity. At a 20% surface reflective factor the pavement itself can help fill in the shadows between cars in a parking lot with reflected light.

Shadows

Shadows are viewed differently from different vantage points and from different perspectives. If you are the one doing the hiding, shadows can be a good thing. If you are looking into the shadows in your own defense they are a major risk factor.

Shadows are created by interrupted illumination (light). The greater the strength of the illumination the darker the potential shadows. Finding a balance between too strong and too weak illumination is important. Uniformity is the greatest tool to minimize the number and impact of shadows. With uniformity we seek to have more lights of moderate strength rather than a few very strong luminaires.

Protective Light Sources

Each light source elicits a different set of reactions by those in the environment.

Consider that common sources of white light (incandescent and fluorescent) are generally inefficient but well regarded by people spending time in areas illuminated by them. The 'instant on' characteristic makes them appropriate for many interior environments or as motion sensitive light sources. The high level of color rendition means that they will support better witness descriptions.

High Intensity Discharge (HID) lamps take much longer to warm up and reach normal operating levels but are much more energy efficient. Mercury Vapor is generally discouraged in security lighting because it takes a long time to restrike (re-warm-up) after a short power outage. High Pressure Sodium (HPS) lighting is quick to restrike but is fairly low on the color rendition index, making identification of colors more difficult. On the good side it is easier for sensitive eyes (older eyes) to see in environments illuminated by HPS. Metal Halide (MH) is not as efficient as HPS but is crystal white and very high on the color rendition index. With a quick restrike time it is fast becoming the choice of most architects and planners. Unfortunately the crystal white light generated by MH causes discomfort in sensitive eyes and is a major source of glare.

That leaves Low Pressure Sodium (LPS) among HID light sources. Often referred to as the "anti-vandal light" it is very low on the color rendition index causing all colors to appear as a shade of gray. LPS has been touted for the fact that those in an environment illuminated by LPS may become uncomfortable, slightly off balance and everything will look like "microwaved meat." That is only true in environments in which there are no other light sources but LPS. Highly efficient, LPS is most effective in the way it contrasts movement in a monitored environment. CCTV systems pick up movement in an LPS illuminated environment much better than is those lighted by any other light source.

Common Illumination Standards

Entrances of buildings

Interior is 60fc then outside the entrance should not be below 10fc (30 fc for

Dumpsters that do not have securing lids pose the potential hazard of creating hiding places for people, stolen items, inappropriate materials, fires, bombs and etc. This is especially dangerous if the dumpsters are positioned to closely to the building and / or doors.

Dumpsters that do not have wheels eliminates the ability to move the dumpster to create a climbing aid for window or roof access.

Clear trash bags were not being used. When colored trash bags are used, it hinders the ability to do trash checks. Trash checks are important when trying to recover misplaced or stolen property.

The overall area surrounding these dumpsters is in disarray. There are maintenance items sitting around instead of being placed into storage. Broken limbs from trees were on the ground. Trash is hanging out of the dumpster and pallets were propped up against the building. This creates an image to those passing by that this area is not cared for, thus not cared about.

The bulk of the materials that are "just sitting around" are combustible. When the school provides both the means and the opportunity for a crime; anyone with the motive can take advantage, and start a fire.

Opportunities for Improvement

Consider contacting the sanitation company and requesting dumpsters that have the ability to securable lids.

Consider using clear trash bags and conducting periodic trash inspections. These inspections will allow for the school to monitor if there are inappropriate items being dumped at the site or if inappropriate behaviors are occurring in the area.

Removing unused items and trash from the dumpster area will help deter unwanted behaviors and improve the appearance of the area.

Sports Fields & Playgrounds

School playgrounds and sports field have the potential to be an asset to a school and its students when properly designed, designated, defined and proper maintenance applied. If however, one or more of these components is lacking, a sports field or playground can be a dangerous place.

Often gym classes and recesses are held at set times, allowing for stalkers and pedophiles to watch their intended victim regularly. Sports fields and playgrounds tend to be positioned at the rear of the school, where surveillance by the surrounding community and the interior of the school are hindered. This positioning can also hinder emergency response efforts should they be required on the field. The lack of radios compounds this problem.

Sports field surfacing, the condition of the equipment and the number of teachers/coaches per students are also important factors in determining the level of safety provided to the students.

King and Amigos' community playgrounds are located to the west side of the school (the Amigos side). The surfacing types vary depending on what playground is being used.

While conducting this assessment, consultants got the opportunity to watch while students were at recess and gym. The students had proper supervision during gym class. The students at recess were allowed to use all of the playground equipment, yet staff chose to sit on benches that were located 20 feet -75 yards away from students. This distance hinders observation and response times.

Article: Supervision + Recess = Injury Prevention

By Heather M. Olsen, Susan D. Hudson, and Donna Thompson

If you ask young children, "What do you like most about school?" the majority will answer "recess!" Recess is a fundamental part of the elementary school curriculum because it enhances children physically, emotionally, socially, and intellectually. One of the most popular things to do at recess is to play on playground equipment. Unfortunately, unintentional playground injuries are the leading cause of all injuries for elementary children, according to Risks to Students in Schools, published by the U.S. Office of Technology Assessment. In fact, the U.S. Consumer Product Safety Commission's Handbook for Public Playground Safety estimates that more than 200,000 children each year are injured on playground equipment. In order for the children to continue to have a positive and enriching experience, the playground must be a safe place for them to play.

As schools try to do more with less, many PTAs have stepped up to the plate to work with school officials to help improve the school environment. Playground safety is yet one more area where PTAs can have a positive influence. How can this be done?

Playground supervision duties

The National Program for Playground Safety (NPPS) has advocated for years that one of the crucial elements in playground safety is supervision. It is estimated that nearly 40 percent of all the playground-related injuries each year can be attributed to inadequate supervision. The good news is that recent research studies have shown that with adequate training of adults and students, playground injuries can be substantially reduced.

In the school setting, there are many suggestions for adult supervisor-to-child ratios. NPPS recommends that the playground supervision ratio be equal to the indoor classroom ratio. However, a recent study in Iowa found that many supervisor-child ratios were extremely high compared to the recommendations. The largest ratio found the study was one supervisor to 125 children, and the most frequent ratio was one supervisor to 50 students. Two percent of the schools surveyed have parents volunteering to be supervisors.

PTAs can work with the school to set up a schedule for volunteers who can help with recess duties. However, it is recommended that adults have playground safety training so they understand supervisors' responsibilities and know the playground rules. Also, supervisors should be able to perform a daily check to make sure that the equipment is not broken, the surfacing is at the proper depth under the equipment, and that no trash is found on the ground. Reports of broken equipment, hazardous surroundings/surfaces, etc., should be brought to the attention of the school district so it can make repairs.

Teaching children about safety

Children assume that the playground environment is a safe place for them to play. However, they are unaware of all the hidden dangers that can occur on the playground. It is important that adults talk with children and teach them about appropriate play behavior. Children should understand the rules of the playground and be taught to avoid unsafe situations. They should be able to identify and report hazards, and should be taught which pieces of playground equipment are appropriate for their ability level.

Parents can be instrumental in preventing children from being injured on the playground. It is essential that PTAs continue to advocate for playground safety, and the best place to start is to contact your principal and inform him or her that your PTA is willing to become involved with this crucial issue.

Opportunities for Improvement

Consider contacting the appropriate city officials to help remove tagging on community signs.

Safety is also affected by maintenance. For example, a light bulb that is burned out may result in someone tripping and becoming injured. Criminals would also be able to hide in this dark area.

King and Amigos' building, when first approached, reminds one of a warehouse rather than a school building. With the combination of poor / lacking signage, spot painted exterior walls, poor lighting, etc. anyone passing could be lead to the same conclusion.

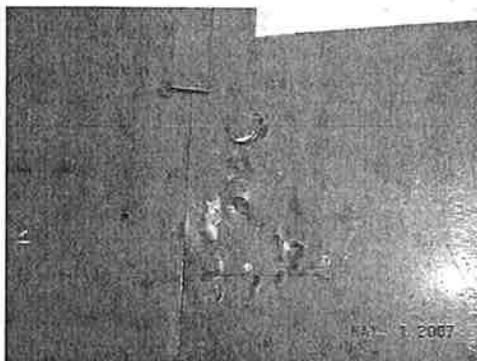
Vandalism will likely continue to be an issue until the school regains territoriality.

Opportunities for Improvement

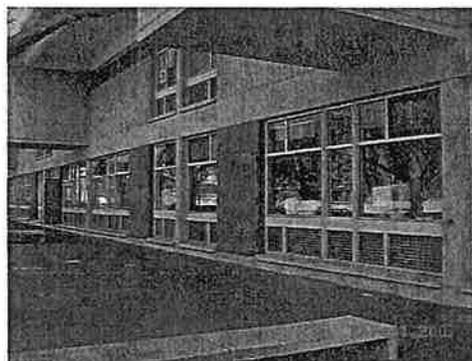
Territoriality can be regained through the use of illumination, signage, and a color scheme for the outside perimeter of the building.

Maintenance issues are listed throughout this document, please refer to that issue's specific section for recommendations.

the school at night doing light meter readings and checking door security. At that time, there were no doors unlocked or propped open. This was excellent, because there was a concern that those involved in after school activities were leaving doors open. This was not the case that evening.



Exterior doors are painted green allowing them to be able easily distinguished. Maintenance on these painted doors is suffering. Peeling and chipping paint on maintenance and



classroom doors are indicators to the community that this building is not diligently cared for.

Lack of exterior hardware/handles on classroom doors is good. This reduces maintenance costs and reduces the ability of someone to break in



Maintenance doors located near parking lot #2 have had the hardware replaced with push bar hardware. Although the replacement of this hardware is not an issue, the hole left from the previous hardware may become an issue. Not only is this hole unattractive, it allows the potential of inappropriate or hazardous items being placed inside the door. (Please note that these maintenance doors were propped open at the time of this assessment.)

It was reported to the consultants that not all doors have the appropriate alarms and some do not have alarms. At that time it was also reported the motion detectors are not set properly for full spectrum detection. Motion detectors and door alarms will be discussed in more detail later in this report.

Opportunities for Improvement

Repainting exterior doors not only will improve the look of the doors but will help to re-establish appropriate territoriality.

Continue to encourage individuals involved in after school activities to keep doors secured.

Consider replacing exterior doors that are not maintained solid due to hardware removal.

Consider contacting SAS to check exterior doors that have alarms and to reassess doors that do not currently have alarms. This will allow for needed repairs in addition to possibly installing alarms on doors that have the ability to be breached.

Consider stressing to staff the importance of locking all windows at the end of the day. This message can be in the form of an email, memo or any effective way to let everyone know that the building must be kept secure to reduce the amount of annual loss.

External Signage

Uniformly distributed external signage is used to create territoriality and denotes proper and expected behaviors while on the property. Again this aids in access control and creates the image that the unintended users will be watched. Proper maintenance and lighting of the signs support these efforts.

External signage around the perimeter of the building is non-existent. There are only a few signs in relation to the school that creates any type of direction.

The following sign functions are included in a comprehensive sign strategy:

Sign functions include:

Signs that provide **educational information** such as the historical background of King School or the neighborhood can encourage desired use by interested community members. Placing a plaque with information on the school's namesake can help the students, parents and neighborhood feel a stronger sense of connection.

- Signs that provide **locational information** allow users to identify where they are, desired areas to be in and how to communicate the location in the event of an emergency.

Examples include: identifying the four outdoor play areas by color or letter; numbering all doors so that they can clearly be identified by an emergency responder on the perimeter roadways; and identifying the main, staff and delivery entrances.

- **Expected and acceptable behaviors** allow users to understand what activities, behaviors and actions are acceptable and what are not. Such signs provide a deterrence effect to potential rule breakers and allow those not complying to stand out, be reported and dealt with.

These signs can include directives to report those breaking the rules (with the phone number on the sign).

- **Directional signs** provide directions on how to get from one location to another.

An example is to provide signs directing people to parking, playground and desired entrances. All doors should be provided arrows directing people to the desired entrance of the building.

- **Warning signs** can identify such items as changes in surfacing materials or elevations as well as consequences for rule-breakers.

These can be safety cones used to identify surface changes within the Outdoor Play Areas and a safety line painted on the sidewalk for children to stand behind in the bus loop. Warning signs

Creation of a comprehensive sign strategy will not only benefit King and Amigos Schools, but can benefit the District as a whole if coordinated properly. The use of Cambridge School colors and or individual school colors helps create a sense of unity and territoriality.

Determining what we want to communicate to each of the three user groups, such as:

Intended users- 'welcome' and 'help keep the school in good condition'

Unintended users- 'keep off/away'

Emergency personnel- 'welcome' and 'help here'

Then create signs to communicate this throughout the property. For example we would post signs specifying what activities are not permitted on property at the perimeter, not on the face of the building. We do not want someone breaking a rule prior to being able to read what the rule is.

Keep in mind the size and amount of font. Text should be one inch high for every 20 feet of distance.

Checking signs weekly for abuses and mapping sign locations for maintenance to identify signs in need of care will help keep signs in optimum condition.

Consider posting the school symbol at the Kindergarten playground areas furthest out to the public; near where the accepted and expected city behaviors are posted, so people realize that they are entering the school zone.

Consider posting the name of the school on the playground and sports field fencing with signs that communicate 'help our school to keep looking good'.

Identifying school property on all sides of the building helps to create territoriality. These signs should be lit at night and be visible from a reasonable distance. This will help enforce the rules.

Signs on exterior doors that have vision panels should have transparent backgrounds so that surveillance is not blocked. All sign lettering should contrast with the sign's background so it can be easily read.

Closed Circuit Television Systems (CCTV)

CCTV systems are used during times when natural surveillance of an area is difficult or impossible. Such areas generally include the main entrance, high traffic areas and secluded areas such as stairwells and dark corners.

There is a CCTV camera located at the main entrance of King and another at the main entrance for Amigos. These two cameras are not on the same buzzer system. If a individual enters through the "wrong" door for the desired school, staff must then call the other school and watch the visitor to ensure that he/she is going to the proper office. Mean while the now expecting office must send a staff member to go into the hall to greet the visitor.

This seems confusing, yet this is a system that works for everyone to a certain point and is better than allowing a visitor to wonder freely. Not that the system can not be improved upon so that the office staff can more effectively allow individuals to enter the building. This can be 29

identified at their location. If specific locations can be identified and communicated to those responding; risks to the responders can be reduced.

Utility Runs and Boxes

Vandalism to a utility runs and boxes, such as gas mains can cause fatalities and serious damage to the school, not to mention lost time and money in repairs to the school and in potential lawsuits. The protection of the utilities from tampering and impact is paramount.

Consultants did not see power lines or gas lines; we have to assume that they are underground. The custodian who was escorting the consultants was asked; however he was not sure where the lines were located. When at the school for the night assessment, consultants heard a humming from the grate located in the ground to the north of the King entrance doors. If this is where utilities are located, the school should consider securing the grate not only so no one can tamper with the utilities but so no one gets caught inside the grate.

Air Intake Vents

The air intake vents are just above ground level making them an easy target for poisoning the air in the school.

Opportunity for Improvement

Consider training staff to look for items located below air vents regularly.

Climbing Aids

Climbing aids are those items, such as trees, pipes, ladders, etc. that can be used to scale the sides of the building in order to gain access to the roof and / or the school interior.

Stationary Climbing Aids

The exterior of King on Putnam Avenue is a climbing aid. The window ledges are approximately two and a half feet off the ground and have a flat surface. These ledges can aid in the ability of gaining access to the building through the first floor windows.

Opportunity for Improvement

Consider angling these ledges. Making ledges into an angle makes the ledge harder to stand on and to 'boost yourself' up. In addition angled ledges are also slippery in wet conditions.

Roof

It was reported to the consultants the lower rooftop had been breached. It was not reported how this incident might have occurred. Kids are resourceful and "when there is a will there is a way".

Opportunities for Improvement

Securing all interior doors at the end of the school day can help deter the possibility of gaining access to the roof from the interior of the school.

Placing all movable exterior items in storage sheds can hinder the ability of creating a ladder or the stacking of items to gain access to the roof.

boxes stored in drawers or file cabinets invites trouble. If it is difficult to access, locate, store or issue keys they may be handed out without accountability.

The responsibility for key control should not rest in too many hands. At most, two people should have absolute control over the system and be held responsible for the condition of the key inventory and related records.

When keys are issued the recipient should know they will be held accountable for its timely return upon transfer, resignation or termination. Withholding the last paycheck or, in the case of students, grade report will further demonstrate the accountability they accepted when the key was received.

Maintenance of the key inventory involves tracking or auditing the inventory on a semi-annual basis to determine the location and appropriate distribution of the issued keys. Not knowing how many keys have been issued or the status of the recipient can cause breakdown in key control; once maintenance of records falls behind it become increasingly difficult to catch up. Electronic cards (smart cards) can be temporarily disabled to force the card holder to contact the key control officer for an update of the records.

Features

There are some basic features that can make control easier:

- Difficult to copy keys (electronic keys)
- Dedicated keyway
- Easily re-keyed lock systems
- Smart Cards
- Secondary access device

There are many keys that are difficult to copy. Stamping "Do Not Duplicate" on the key accomplishes next to nothing. If such a key is presented to a locksmith with tape blocking the wording (writing something on the tape will further this scam) it will likely be copied without hesitation. Key systems that require special machines for copying serve to slow the process and sometimes require that the request be accompanied by a form signed by the authorized agent. Abloy and Medico are two common brands offering such difficult copying.

Dedicated keyways are purchased from the lock manufacturer. Key blanks are purchased by the customer so that only the customer and the manufacturer have them. If a copy is needed the key and key blank are presented to the locksmith (if the customer does not have a cutting machine). Strict control of access to the blanks is required.

Locks that are easily re-keyed are also important. If someone is terminated and does not return the issued key the lock should be re-keyed immediately. Some locks offer interchangeable cores that can be easily removed, replaced, swapped or otherwise re-keyed by someone with the required special key or tool.

Smart cards are believed to be in the process of eliminating keys altogether. Smart cards can carry data and identify the card attempting to unlock the door. Users can be limited to appropriate times of access and denied access when applicable. Cards not returned can be 33

The principals for both schools were positioned outside during arrivals to supervise the children. The Vice Principal for King was supervising the children in the cafeteria during breakfast times. Both of these morning procedures are excellent as they communicated that the children are vigilantly watched over.

Opportunities for Improvement

Consider restricting access to any exterior door that the school wishes not to be used for arrival and dismissal times. This can be accomplished by sending memos to all staff and students requesting to use the two main entrances for the building. When access is restricted, the amount of pedestrian traffic will be able to be and monitored more effectively.

Continue to encourage staff to wear professional type clothing and name badges. This will help visitors to the school and students identify staff from other adults.

Continue to monitor the children during arrivals and dismissal times.

Visitor Access/Policy

The visitor policy for all of Cambridge Public Schools is that all visitors must report to the office to sign in. Once signed in with proper identification, the visitor is required to wear a visitors badge while on school property. There are several signs posted on doors communicating this policy.

The visitor policy is not upheld at King or Amigos. Consultants arrived in the morning during student arrival, proceeded to evaluate the buildings interior, before returning to the office by free will to be signed in. One staff member stopped to ask if the consultants needed any help. Once in the office to be signed in, no one questioned who the consultants were or asked for identification.

Opportunities for Improvement

The following suggestions can be considered for improving current conditions:

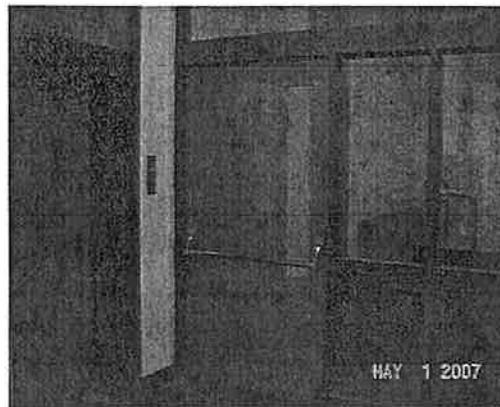
- Document alarm tests of the door contacts monthly to ensure their functionality. Having the alarms sound both locally and to a central monitoring location can provide extra deterrence to criminal behavior.
- Ensure that all doors close and secure properly. If they do not, then make the repair of the door a priority. This task can be everyone's responsibility. Asking all staff to check exterior doors as they pass them throughout the day can improve access control.
- Providing signs that communicate to go to the main entrance and providing directions towards that main entrance will minimize the number of legitimate people wandering the property. Those that do wander will stand out more and be more easily identified.
- Consider time and space zoning of proximity card access for staff, teachers and administration.
- After arrival, posting a volunteer at the main entrance to provide access control can allow the school to have greater control over who is getting into the building. This person can check photo ID and provide expiring visitor's badges. This person should also be provided a phone to verify that the visitor is expected or to announce that the visitor is coming. In this manner, should the visitor not arrive, personnel can react.

hardware on them as well as the consistency of those that use them. An open door is not a barrier and cannot provide protection.

Properly installed floor to ceiling gates or door sets can allow for the securing of desired portions of the school while leaving other areas open for use. Gates can also aid in a lockdown situation.

Hallway Doors

There are two noted types of corridor doors found throughout the building. There are solid wood doors with various sized vision panels set within steel frames, and metal framed door sets inset with full length vision panels. These doors have the ability to zone the building; this creates restricted access to different areas. When access control is utilized, the potential of vandalism, or worse, decreases. In addition to deterring crime, if a crime has happened, the persons during after school activities can then be held responsible and accountable.



Opportunities for Improvement

Consider making all hallway doors metal framed inset with full view vision panels to create uniformity in construction and to increase viewing potential. When view potential is increased the ability to detect harm or harmful situations increases. Vision panels also help emergency responders in locating the threat or avoiding harm.

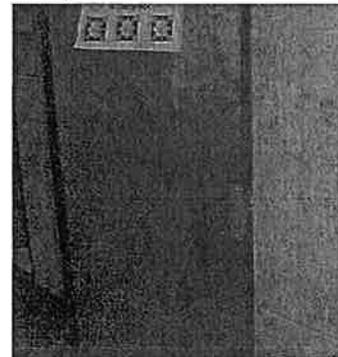
Consider installing locks on hall doors to create zoning. Zoning will further limit the ability of unwanted persons traveling through the building and their ability to create potential harm to persons or the building.

Classroom Doors

Throughout the school building there are many different types of classroom doors.

Solid Doors without inset Vision Panels

Doors that do not have vision panels can be inappropriate for many reasons. When the doors are closed, the people occupying the room can not see out into the hallway. Pedestrians walking by the door could get hit by the opening door. In the same instance, persons inside the room would not know if there is potential of entering into harm's



The walls of the school are constructed from cinderblock and cement. Condition of these walls is good.

Student art work and some posters are on the walls and in display cases throughout the building. There are student murals painted in the stair wells. The walls are not overabundant with art work and posters. Painted murals are excellent for reducing the potential for fire hazards and are good signs of territoriality.

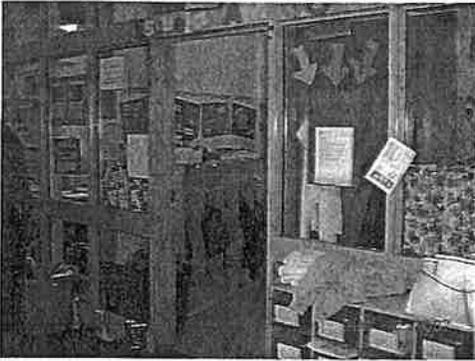
Bulletin boards also have student art work on them. This particular art work includes pictures and names of the students who completed the work. When pictures and names are provided, this increases the potential of persons with questionable intentions or pedophiles to be able to approach the young victim and call them by name.

Opportunity for Improvement

Consider removing any student art work that includes names with the photos of the children.

Keeping student art work to less than 20% of the wall's available space helps reduce fire hazards while supporting territoriality.

Internal Windows



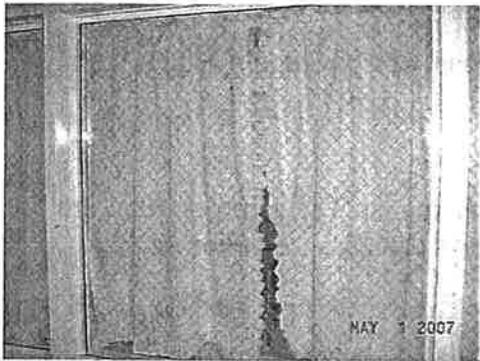
Internal windows are constructed from plexi-glass or tempered glass set within steel frames. First floor windows have been just recently replaced with tempered glass. All windows are set flush with the walls.

Surveillance through internal windows is limited or non-existent due to the use of posters and curtains. When surveillance is blocked, persons inside the room would not know if there is the potential of harm or oncoming dangers. Emergency responders also would not know of potential harm waiting on the other side of the door in the case of an emergency.

Opportunities for Improvement

Continue to replace interior windows as needed.

Consider removing window covers to allow for surveillance. Windows can be covered for when there is the need to block the additional light i.e. movies, slides, etc.



Theft Control

At both schools there are no official inventory procedures.

King:

Computers are identified by metal stickers that are easily removed.

Opportunity for Improvement

Consider a formal, written dress code within the school that is part of the student and teacher handbooks to avoid conflicts with the district policy.

Internal Traffic

Hallway congestion can lead to fights and an inability to identify inappropriate behaviors. These issues can be addressed in a variety of ways: from staggered class dismissals to wider halls. Dark corners and stairwells are areas of concern as unwanted behaviors could take place here without surveillance possible.

Internal traffic is fairly well controlled with teachers leading students in the lower grades. At the seventh and eighth grade levels teachers monitor the halls as students move from class to class.

Opportunity for Improvement

Continue with current practices. Having teachers share issues that have arisen with a student or between two students can help teachers to watch out for potential problems that might arise in the halls or classrooms.

Internal Communication

There are telephones in every classroom that provide the means to call the office, other classrooms and outside of the building for emergency help. The office has the capacity to use the phones as a public address system to contact all classrooms at once. This is exceedingly important in emergencies.

Cell phones are allowed to be carried but must be kept off.

Nextel phones are carried by the Principal, Vice-Principal, secretary and custodial staff. The phones reportedly cannot be used in some parts of the building as there are 'dead zones'.

Opportunity for Improvement

Consider sending out a questionnaire to each school that endeavors to find out if those carrying the Nextel phones can; operate them effectively, carry them regularly and to identify any dead zones that the phones do not work in. Then follow up with training and adding 'drops' to eliminate dead zones.

Consider the creation of a communications policy during emergencies. For example, all staff should know who to divert the press to for official statements and when it is ok to use their personal cell phones.

Computer Security

Students and staff are trained in the proper use of the computers and the internet and proactive training is provided on the dangers of chat rooms, child abusers and pedophiles. There is also a blocking device used to restrict access to certain web sites.

V. MISCELLANEOUS

Alternate Uses of the School

When outside groups use school facilities the opportunity exists to reinforce ties to the neighborhood, create additional surveillance capabilities and have more citizens feel a sense of ownership about the school. Additional access control, maintenance and supervision, coupled with property accountability, must be addressed for these outside events. When all of these issues are addressed, a win-win situation is created for both the school and the community.

It was reported to the consultants, anyone has the ability to “rent” an area of the school for virtually *any* function. This includes but not limited to: church services, sports, birthday parties, etc. When there are damages done to the facilities due to these functions, the school system must pay for the repairs rarely without any consequences to the “renters”.

Opportunity for Improvement

Consider limiting the functions that can be held at King and Amigos. By limiting these privileges and zoning the building, the schools can create a less chaotic situation.

School Safety Security Department

School resource officers can be a wonderful source of additional surveillance, and territoriality. They help to create a presence that indicates that the school is cared about and watched over.

School Resource/Security Officers

School resource officers can be a wonderful source of additional surveillance, and territoriality. They help to create a presence that indicates that the school is cared about and watched over.

In interviews with the School Resource Officers it was apparent that the officers assigned to this duty are well suited for the position. They have a rapport with the school administration as well as the Officers of the Safety Department. There are two officers who cover the primary schools and one who works the high school. Much of the work of the officers is in crime prevention and education. Officers were observed teaching bicycle safety at one school. The enthusiasm of these officers was quite apparent as they work with the students.

The officers also realize they are in a potentially dangerous environment. They have trained and have plans do deal with active shooter situations. They realize too that they may have to intervene to stop such actions.

The officers are pushed for time to give support to the primary schools. Scheduling is difficult to provide time to teach and interact with the students. Although requests for the officers for law enforcement support takes priority, the officers are also involved with the educational staff in teaching civic and safety programs to the students. This interaction with the students is a large part of the success of the School Resource Officer program.

The Command Staff of the Community Relations Section, which has oversight of the School Resource Officers, is completely supportive of the program. Serving as both command and liaison for the officers, the supervision of the School Resource program is prepared to provide support and supplemental services when the officers are unavailable. Use of the bicycle

stop problems before they happen. They investigate and respond to any innuendo of trouble regardless of the source, to insure a small problem does not enlarge itself into a confrontation. The Safety Officers are skilled in the interview processes with young people and also skilled in the conduct of complete investigations. Recently there was an incident with graffiti which was puzzling the Safety Officers and using the resources and ingenuity they were able to finally identify and apprehend the perpetrator.

The Office of Safety and Security conducts training for staff members and writes policy for issues such as evacuation, lockdowns, threats and security related emergencies. The training has been provided to the administrators of the schools; however, there seems to be a lack of pass-down training to the teachers and other staff. Several teachers were asked about procedures for a bomb threat and could not answer. The teachers, although not certain of emergency procedures, commonly answered that their response to any emergency would be to contact security and it was apparent they have great faith in the Office of Safety and Security to provide service and protection when called upon. The Office of Safety and Security has fostered relationships and partnerships with other agencies such as the Universities to provide shelter in the event of emergencies. There was a recent use of this when students were removed from an elementary school as a result of a small fire and they were sheltered and fed at Harvard University nearby.

Interviews with the officers revealed a dedication to duty. Although they do not see themselves as police officers they do feel an obligation to protect the students even if it puts them in harm's way. They feel confident in their ability to control confrontation and to deal with school problems concerning security. They prefer to be referred to as "safety officers" rather than "security guards" and denote a pride in their profession. Some of the phrases used by the officers to describe how they feel about their profession were such as "I do it for the kids" or "I feel like a make a difference" and "I really enjoy it". The tenure of these officers is indicative that they have chosen this path as a career and not a job with the majority of the officers having ten plus years of experience. To achieve this is testimony to the pride of the organization and the leadership which is apparent. The director of the office sets a high bar of achievement and the officers of the department constantly seek to meet that bar. The staff of the school recognizes this and sets the Safety Officer at the plateau of a professional associate within the educational system and the department is regarded with respect that it is due.

In interviews with the various Safety Officers when asked about equipment that would benefit them in their duty, the majority asked for a camera system to assist them in monitoring the school. Another suggestion was to have a better locking system for the doors.

The overall professionalism of the Office of Safety and Security is admirable. The program could well be used as a model for other school districts. It is a well run program with effective and supportive leadership.

The Conflict Mediator was well liked by Morse Administrators and her services have been utilized in student to student conflicts that occurred both inside and outside of the school. The conflict mediator was referred to by her first name, Chandra, indicating a positive relationship indeed exists.

Date Prepared: March 13, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Focus Group Meeting No. 2: Safety & Security
Meeting Location: Cambridge Rindge & Latin School, School Committee Meeting Room
Meeting Date: March 9, 2012
Prepared By: Jill Garzik
Contact Information: T. 617.449.4007 F. E. j.garzik@perkinseastman.com>

Participants
 Brendon Roy, City of Cambridge - Asst. Construction Project Manager
 Frank Geary, CPSD - Construction Project Manager
 Claire Spinner, CPSD - CFO
 Pat Carello, CPSD - Safety & Security
 Frank Dodge, AFK Group
 Sean O'Donnell, Perkins Eastman
 Jana Silsby, Perkins Eastman
 Jill Garzik, Perkins Eastman

Filename: j:\47930.00_martinlutherking_fs\47930.00 docs\minutes & agendas\peapc\focus groups_meeting no. 2\mm_focus groups no. 2_safety & security - 120309.docx

New Business	Notes	Action by / Date Req'd
2.01	<u>Goals for Today's Meeting:</u> As a follow-up to our initial meeting, the Design Team would like to clarify and confirm the spatial needs of the departments and further develop our understanding of how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.	
2.02	<u>School Use and Community Use Zones:</u> -Emerging design principle -Parents advocating for one building entrance -Arrival/Dismissal concerns about older siblings with younger siblings in the LS – where do they go before/after school? -New opportunities for Before School programs (in addition to breakfast)	
2.03	<u>Learning Commons (2):</u> -Modified Library, contemporized -One at LS and one at US -Who is supervising? -Monitoring system – proprietary? May vary from school to school based on each schools' needs	

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Date: March 13, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Meeting Date: March 9, 2012

Page 2 of 2

2.04	<u>Visual Transparency :</u> -Teachers tend to prefer more opacity because of distractibility, while more transparency may be better for Security – esp if there is a disruption; transparency allows for support from outside -Lockdown? Ability to close off (blinds)? -Bullying – transparency and visual sightlines are crucial in managing this	
2.05	<u>Security:</u> -Fob access helps control and limit access to faculty; also allows Security to see who goes where -Motion detectors on grade floor windows -Alarm software – secure points can be identified once plan is set (securing Preschool, for example) -Doors – people slipping out during school hours, letting others in -Cameras at critical areas, esp. egress doors, are a great deterrent (graffiti, fights), outside bathrooms, locker rooms, stairwells, roof door -Peabody K-8 is most similar to what MLK will have security-wise	

Next Meeting:

Next Steps:

cc:

Attendees
John Pears, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman
Michael Black – City of Cambridge
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Corinne Tobias, Aaron Gallagher, Gary Pease, Fayssal Hussein – Nitsch Engineering
John Sousa – Crabtree McGrath
Bob Fuss, Robert May – Fuss & O’Neil
Dennis Dyer, Peter Reilly, Daniel Hurley – AKF Group
Robert Diemer, Shannon Kaplan - InPosse
Jim Maloney, Joanne Johnson, Dana Ham, Steve Smith, Gerald Yung - CPSD

Attachments:

Sign-In Sheet
PowerPoint Images

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Perkins Eastman

MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

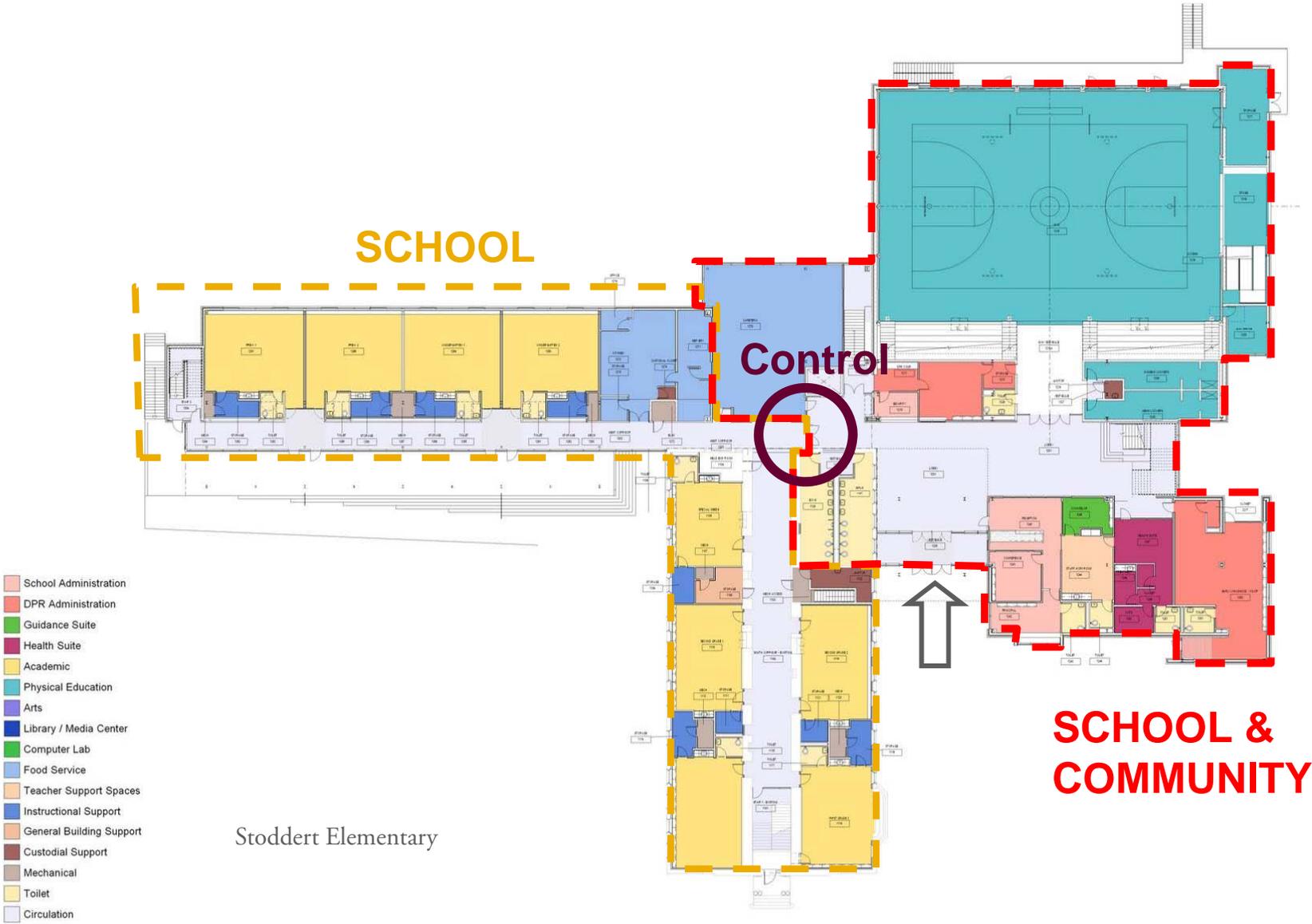
MTG # 1

FOCUS GROUP: PLANT MAINTENANCE + SECURITY

DATE: 3/9/12

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	Rob Smith	ELECT	617-201-6124	
2	Benjamin Tammes	Plumber	617 201-6170	
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4	Seung's Park	HVAC	617 201 6110	
5	William Pulso	Electrical	617-201-6129	
6	Joe Longano	HVAC	617-201-2240	
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10	SEAN O'DONNELL	Perkins Eastman		s.odonnell@perkinseastman.com
11	Brendon Roy	City		
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13	SEAN O'DONNELL			
14	JANA SILSBY			
15	JILL GATZIK			
16	FRANK GEARY			
17	PAT CARVELLO			
18	CLARE SPINNER	CFO, CPSID		
19				
20				

Joint Use: A Community Center



Date Prepared: March 5, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Focus Group Meeting No. 1: Science Department

Meeting Location: Cambridge Rindge & Latin School, School Committee Meeting Room
Meeting Date: March 1, 2012

Prepared By: Jill Garzik
Contact Information: T. 617.449.4007 F. E. j.garzik@perkinseastman.com>

Participants
 Brenden Roy, City of Cambridge - Construction Project Manager
 Frank Geary, CPSD - Construction Project Manager
 Jim Maloney, CPSD - Chief Operations Officer
 Joanne Johnson, CPSD - Assistant to COO
 Dana Ham, CPSD - Director of Facilities
 Barbara Van Sickle, Martin Luther King Jr. School - Executive Dir. of Curriculum & P.D.
 Lisa Scolaro, Martin Luther King Jr. School - Science Coordinator
 Gerald Yung, Martin Luther King Jr. School - Principal
 Sean O'Donnell, Perkins Eastman
 Jana Silsby, Perkins Eastman
 Jill Garzik, Perkins Eastman

Filename: j:\47930.00_martinlutherking_fs\47930.00 docs\minutes & agendas\peapc\focus groups_meeting no. 1\mm_focus groups no. 1_science department - 120301.docx

New Business	Notes	Action by / Date Req'd
1.01	<p><u>Overview:</u> During this process, we will be conducting a Feasibility Study. We will work to complete an Educational Specification, which will be used by the architectural/engineering team to design the building.</p> <p>The final outcome of the building design will be one of the following options: Full tear-down and new construction; Full renovation of existing buildings; or a hybrid option of Partial Renovation and Partial New Construction.</p>	
1.02	<p><u>Schedule:</u> Over the next 12 weeks, the Design Team will conduct a series of meetings with each focus group/department to develop each program space for the new building.</p> <p>The Design Process to develop the preferred option will commence following the completion of the Feasibility Study, with a target move-</p>	Perkins Eastman/3-21

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Date: March 5, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 1, 2012

	in date of the new building in September 2015.	
1.03	<u>Goals for Today's Meeting:</u> As an initial meeting, the Design Team would like to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future. The group will also discuss how the new space can help further foster a sense of community within the school and its surrounding neighborhood.	
1.04	<u>Department Overview (Upper School):</u> -3 F/T Staff -3 identical classrooms for flexibility of subject: Life, Earth and Physical Science -Prep space (can be shared between rooms) -Middle School Model (grade level together) preferred over High School Model (departments together)	
1.05	<u>Planning:</u> -Middle School model (core disciplines at each grade level together) has science grouped with other classrooms -Middle School model allows teachers collectively to know students better, communicate with each other -NSTA model standards (40sf/student)	
1.06	<u>Classroom (Upper School):</u> -24 students/classroom -12 tables (moveable) and chairs - Flexible -12 bench tables (moveable, same height as tables) and chairs - Flexible -Fixed casework only around perimeter of room, with 6 sinks -Zoning in classroom for separate discussion, project and lab areas -No gas, compressed air or fume hoods at US level -Grow lights -Acid neutralization -Outlets around perimeter and hanging points over lab area for microscope use keeps room flexible -Access to technology: documentation video camera, wireless, iPads, laptops -Access/proximity to outdoors (CitySprouts); gardens for curriculum will be utilized more if close by -Nutrition covered in Health curriculum -Room darkening for astronomy laser use Metric scales (floor tiles) on floor for curriculum use -Emergency eye wash, shower, floor drain -Chemical resistant countertops	

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Date: March 5, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 1, 2012

	<ul style="list-style-type: none"> -Greenhouse (6-8, maybe some K-5 use): <ul style="list-style-type: none"> Control over what plants are grown Control growing season to align with curriculum (e.g. winter) -Writing surfaces, smart boards, tack boards all around classroom (wall space very limited due to all of the casework); PE suggested casework finish writable laminate material 	
1.07	<p><u>Prep Room (Upper School):</u></p> <ul style="list-style-type: none"> -Storage of chemicals with vented cabinets -Storage of microscopes, slides, etc. -Counter space with sink, dishwasher -Refrigerator w/ice dispenser 	
1.08	<p><u>Science Overview (Lower School):</u></p> <ul style="list-style-type: none"> -High use of garden in K-5 – a lot of growing in curriculum -Access/proximity to outdoors (CitySprouts); gardens for curriculum will be utilized more if close by -Partner w/MA Audubon Society -Each class given pre-made science “kits” that are divided by season/subject; would like to have a Science Area in classroom so items can be accessible by students year-round – combination display and storage. Currently kits in boxes in hallways due to lack of storage. Need storage in classroom so items can be unpacked from boxes and easily accessible. -Flat tables in K-5 for science -Flat files for student work 	
1.09	<p><u>Outdoor Gardens/CitySprouts(Upper School):</u></p> <ul style="list-style-type: none"> -Life Sciences curriculum (planting, measuring, insects, soil) -ELA curriculum (sketching) -Composting -Weatherstation -Astronomy (sundial) -Stream tables for erosion (messy and difficult to do in classroom) 	
1.10	<p><u>Learning Commons:</u></p> <ul style="list-style-type: none"> -Provide place for Science and Math connection -Flexibility -Space/furniture appropriate for 8th grades (size) -Teachers need work space in building if rooms to be shared w/After School Programs so they can continue working when/if others need classroom spaces 	
1.11	<p><u>Professional Development:</u></p> <ul style="list-style-type: none"> -Videotape lectures, demonstrations (ex. Kahn Academy) -Teacher video lab (?) 	

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Date: March 5, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Meeting Date: March 1, 2012

Page 4 of 4

Next Meeting:

Next Steps: A follow-up meeting will be scheduled.
Please review and comment on attached Survey and return at next scheduled meeting.

cc: Attendees
John Pears, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman
Michael Black – City of Cambridge
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Gary Pease, Fayssal Hussein – Nitsch Engineering
John Sousa – Crabtree McGrath
Bob Fuss, Robert May – Fuss & O’Neil
Dennis Dyer, Peter Reilly, Daniel Hurley – AKF Group
Robert Diemer, Shannon Kaplan - InPosse

Attachments: Sign-In Sheet
Space Need Survey
Nurse’s Office Info Sheet
NSTA Guide to Planning School Science Facilities: Chapter 5 Handout

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in five working days, this Meeting Record will stand as published.

Perkins Eastman

MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

FOCUS GROUP: SCIENCE DEPT

DATE: 3/1/2012

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	Lisa Scolaro	coordinator	617 349 3012	lscolaro@cpsd.us
2	Barbara Vom Siede			
3	Jim MALONEY			
4	JOANNE JOHNSON			
5	GERALD YUNG			
6	BRENDEN ROY			
7	FRANK GEARY			
8	DANA HAM			
9	JILL GARDIK			
10	SEAN O'DONNELL			
11	JANA SILSBY			
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Designing Facilities for the Middle School (6–8)

Key ideas in this chapter:

- Make science facilities the core that is accessible from each wing.
- Recommended space for the middle school laboratory/classroom is 60 square feet per student with a maximum of 24 students for any one class.
- Additional space is needed for multiple courses taught in same room, for technology, and for ADA requirements.
- Laboratory/classroom designs allow greater flexibility and encourage more concrete laboratory activities, which lead to greater depth of understanding.
- Planning for project-based learning and long-term student projects requires careful planning and designs that support both curriculum and instruction.

While most trends in middle school curricula emphasize integrating subjects, they also provide specialists who teach science. This means that students in the middle grades must change classes several times a day, even though research and best practice encourages small communities of learners. A high-quality middle school science program requires science classrooms with safe, well-designed laboratory space, and school designers must consider the distance students will have to travel to these spaces. Trying to balance high quality science facilities with smaller, integrated subject subunits (sometimes called pods or houses) creates

challenges for facility planners and designers.

In traditional construction, science facilities were clustered in one wing of the school, bringing plumbing, gas, ventilation, and specialized fire protection together and reducing construction costs. In middle schools today, the “house” curriculum model is gaining popularity. In this model, the large student body is divided into smaller groups that share the same teachers for all of their basic subjects, and each group has its own classroom for most of these subjects.

Building a school to accommodate teaming can be much more expensive, because it requires that science rooms, storage rooms, and other science facilities be replicated in each cluster. Some of this expense can be avoided by making the science facilities part of the central core of the building, easily accessible from each wing of the school (see diagram on page 7). A building so designed can function in either curricular model, because the wings can be used to house the different teams or the different disciplines. If the science rooms must be decentralized and distributed among the houses, clustering rooms that need running water, such as science, fine arts, industrial arts, and consumer science rooms, with custodial closets and the cafeteria will help reduce costs. It is also important to plan ahead for storage facilities near the point of use; transporting



Technology in the laboratory

chemicals and other types of equipment can create dangerous situations.

Easy access to outside instructional sites is highly recommended. Field investigations and gardening activities provide concrete learning experiences about the natural world and should be integrated into the science curriculum.

Grouping Facilities for Integration

Whether the goal is to have separate departments, to team teach, or to be able to accommodate any model, planners will want to consider opportunities for integrating other subjects with science by grouping several facilities for science with related subjects such as

are combination laboratory/classrooms and both provide flexibility for various types of instruction if adequate space is provided.

1. *Movable Lab Stations Design.* This design allows furniture to be moved to accommodate either laboratory or classroom activities. Sinks and utilities are located along the perimeter of the room. This room arrangement allows for a variety of instructional strategies and techniques and configurations for laboratory and classroom work.

2. *Fixed Lab Stations Design.* This design has a room with fixed laboratory stations and a designated classroom area. This arrangement may require more floor space than a flexible room, because it has separate zones for each type of activity. This design does allow for more efficient use of the instructional time because no furniture needs to be moved as students move back and forth between lab and class activities.

The greatest advantage of these two arrangements is that they provide ongoing access to laboratory activities for each class. Research has shown that up to 50% more hands-on science is taught in combination laboratory/classrooms (West, Motz, and Biehle 2000).

An important design consideration in either case is the room's ability to accommodate each type of instruction well. During non-lab instruction in the classroom area, all students often need to face the instructor or the marker board. During laboratory activities, the teacher must have easy supervision of the students at their lab stations.

For any room layout, always allow unobstructed aisle space of at least 4 feet between a counter or table and the areas set aside for general seating. There should be 8 feet between the front wall of the classroom and the first tables. An overcrowded room is a serious safety hazard. See Chapter 3 for linkage between overcrowding and increased accident rates.

Movable Lab Stations Arrangement

In this design, sinks and utilities are located on the perimeter counters or in service islands in the middle of the lab area. Students can use the movable laboratory tables for both general classroom and laboratory work.

For example, two 60-inch long \times 24-inch wide tables, each seating two students on a side, can form each lab station. The tables, which are flat-topped, can be grouped to form flat surfaces and rearranged to suit a variety of activities throughout the room. To avoid the necessity of moving the tables when changing from a discussion format to a laboratory format, separate 1 or 2 student, desk-height, flat-topped tables can be used for the "classroom" activities and taller laboratory tables used for the laboratory activities (see diagram).

Each group of four students has use of a sink; a source of heat, such as a hot plate; electric power for equipment and computers; and network connections.

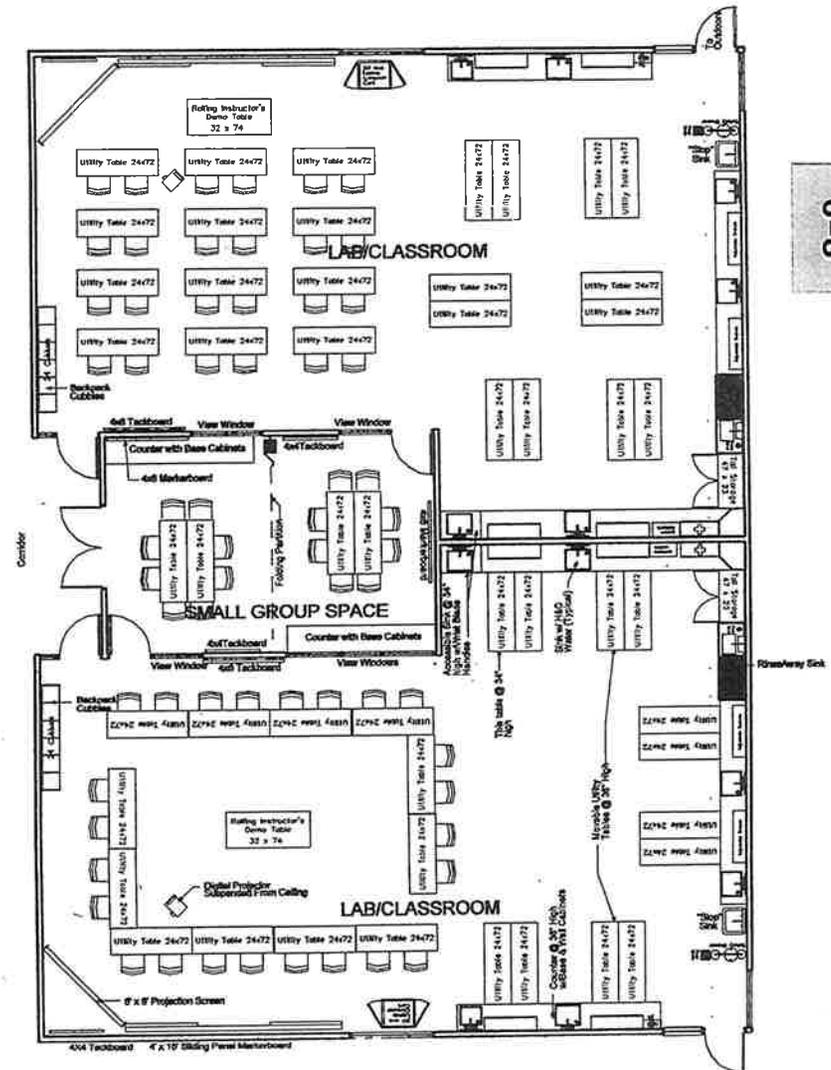
Movable Lab Stations With Perimeter Utilities

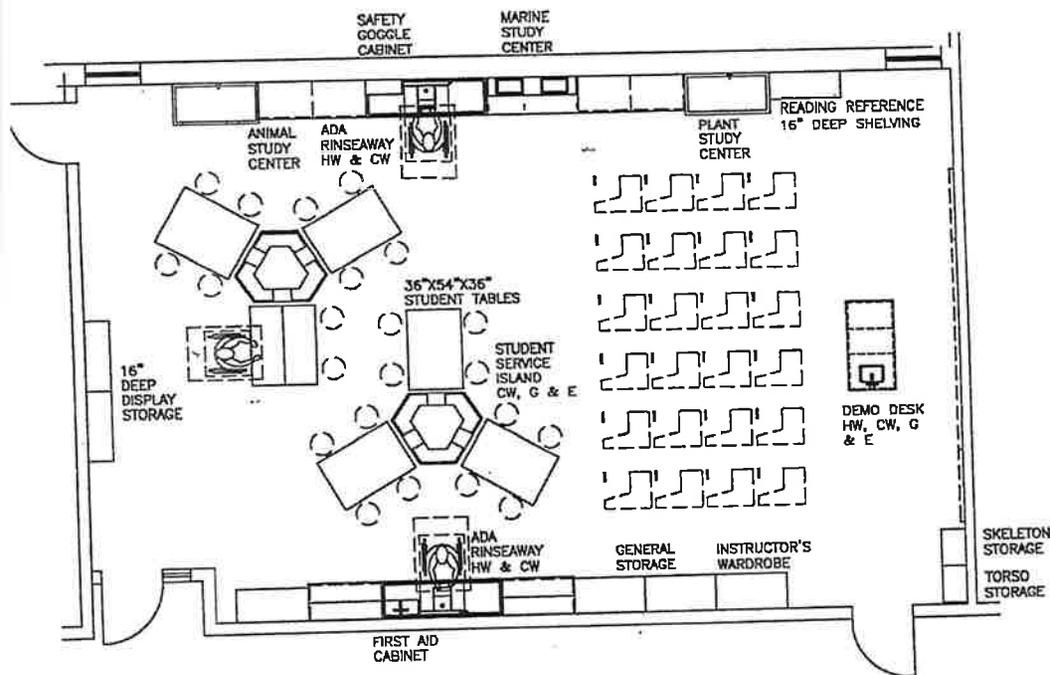
This design provides the maximum flexibility and makes the most efficient use of space.

Two Science Lab/Classrooms With Shared Small Group Space

Room sizes: Lab/CR 29' \times 28' + 22'6" \times 36'6" (1,652 SF)
 (9m \times 8.5m + 6.9m \times 11.1m = 153.6m²)
 Small Group Space: 2 @ 16' \times 12'3" (196 SF Each; 392 SF Total)
 (2 @ 4.9m \times 3.7m; 18.25m² Each; 36.5m² Total)

NOTE: These two generously sized middle school lab/classrooms are shown in two different possible furniture arrangements.





Laboratory/classroom with trifacial service islands



Trifacial service island

Fixed Lab Stations Arrangement

The two types of fixed lab stations are perimeter and freestanding. There are advantages and disadvantages with both types. Both require adequate space to be safe and instructionally effective. Designs with fixed freestanding lab stations in the middle of the room tend to require more space.

Fixed Perimeter Lab Stations

Fixed perimeter lab station designs include “fingers or piers” and “banjos” designs that extend into the classroom from the perimeter counters.

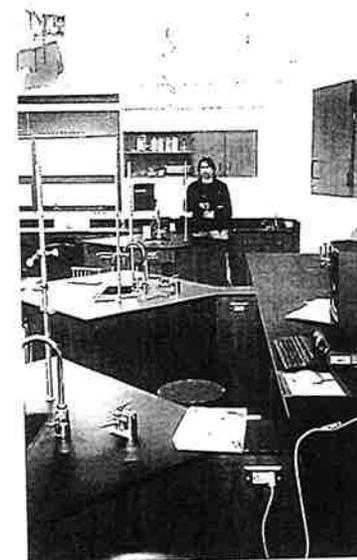
The “banjos” design generally does not provide at least 30 inches per student of horizontal work surface area needed for safe science activities. Another hazard with the “banjos” design is that it creates spatial traps where a student may be unable to readily escape in an emergency. Therefore, the “banjos” design should be avoided.

The fixed perimeter “pier” or “finger” design allows for a more efficient use of the instructional time as previously discussed because furniture does not need to be moved with changes of activities or classes. This lack of ability to rearrange work surfaces could be considered a disadvantage. However, the classroom area can provide such flexibility if adequate space is allocated. Some advantages of the fixed perimeter “finger” lab station design are easy supervision of all students and ready availability of all utilities.

A separate classroom area provides seating for the nonlab portion of the curriculum. Seating here can be flat tablet armchairs or tables in a classroom format for one or two students with chairs or stools.

Fixed Freestanding Lab Stations

There are variations of this design. The best version of this design provides ample workspace with the utilities located so that they don’t interfere with the work area. Some fixed island lab stations have small sinks in the middle that are not large enough to wash glassware, are difficult to reach making them



A potentially dangerous trap (the “banjo” design)

running water and a drain and require long-term storage. The sink may be equipped with a garbage disposal or a plaster trap to catch sand or gravel. A pullout face shower on a hose can be used for cleaning up at the sink, but cannot substitute for a dual hands-free eyewash. (See photo, p. 51.)

- A deep, porcelain-enameled, wall-mounted janitor's slop sink, which is very useful for cleaning large containers and for filling deep vessels with water. Avoid the typical fixed faucet and opt for a swiveling, goose-neck one, because the fixed faucet reduces the open area of the bowl.



Slop sink

Glassware drying racks come in various sizes, and are often useful if installed above the perimeter sinks. Mount each rack so that it drains directly into the sink rather than down the wall. Request a high backsplash to protect the wall, so the drying rack can be mounted high enough above the sink to clear the faucet. The perimeter electrical raceway, if used, should not pass under the drying rack. Some teachers use a standard kitchen-counter drying rack, which can be removed and stored beneath the sink when not in use.

Work Space

For work space, counters 30 or 36 inches high from the floor and tables 30 or 36 inches high are convenient for most students. It may be advantageous to vary the counter height some-

what, in order to accommodate all students.

Countertops should be made of epoxy resin or a similar chemical-resistant material. They should be caulked between the backsplash and the wall, and along any other joints, using clear silicone. Backsplashes 4 inches high are standard. Backsplashes should also run along the counter beside any tall cabinets and other surfaces that interrupt or are set into the counter space.

Movable laboratory tables should be at least 60 inches long—long enough to seat two students on one side—and 24 inches deep. These may be used with chairs or stools in the classroom area. The legs at each end of resin-topped tables subtract about 6.5 inches from the width of the knee space under the table. The knee space of a 48-inch table will usually be only 21 inches per student. For stand-up purposes, the height of the table should be 36 inches.

For durability, choose an oak- or steel-framed laboratory table with a resin top, available from most manufacturers. Sockets can be installed for laboratory apparatus. Check the connection between the leg and the table frame for durability, as the tables will be subject to abuse during their lifetime. Tables constructed with lag bolts may come apart when they are moved. A better design bolts the leg to a steel plate set into the frame. Stronger still is a design that bolts the leg to the plate using a bolt that passes completely through the leg and is held in place with a nut and washer. Any tables taller than 30 inches should be equipped with H-shaped stretchers that provide extra support for the legs.

The resin tops come in various colors. Col-

ored resin is more expensive than the standard black, but helps to brighten up the space.

Teacher's Demo Table

Many teachers prefer to use a movable demonstration table, because science is no longer taught with only teacher demonstrations. Instead, students are actively engaged in learning science by "doing science." Teachers also feel that a fixed table at the front of the room separates them from the students and interferes with students' access to the board. A fixed demonstration table is expensive and also defines a space 8 feet deep across the front of the room that is perceived as unavailable for uses other than the teacher's demonstrations. In a 30-foot wide room, this might be as much as 17% of the total floor space. A mobile teacher's table can have base cabinets or drawers, knee space, its own water and gas, and an electric cord, enabling it to be used nearly anywhere in the room.

Storage

It is desirable to provide base cabinets and countertops along at least two walls for storage and additional workspace. All upper shelves and wall cabinets should have base cabinets beneath them, for safety reasons and as an ADA requirement. High quality cabinets, such as those made of hardwood plywood (wood millwork only), should be a priority. Avoid particleboard assembly for casework, because this material is affected by moisture and generally will not withstand the abuse of a middle school environment.



Stretcher-reinforced table frame



Movable teacher's demo table

3 feet above the floor. Mounting a projection screen on a diagonal in a corner of the room can allow use of the marker board at the same time the screen is employed.

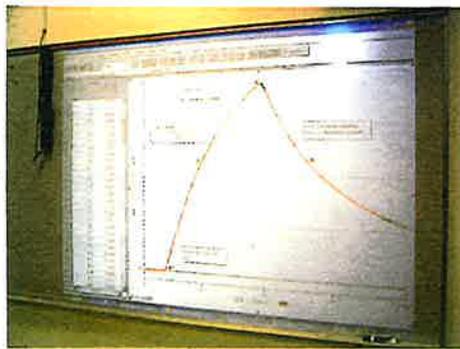
Marker boards generally do not make good projection screens, because their surfaces do not reflect light well.

A variety of interactive electronic marker board systems have been developed recently that allow the user to input data to a computer program using special markers that transmit their movements to a sensor in the system. These can be used in conjunction with a digital projection system to enhance instructional materials. Many of these systems consist of a screen, either mounted on the wall, or on a movable frame; others have sensing devices that mount on an ordinary marker board with suction cups. If use of one of these systems is envisioned, space should be provided for the screen.

Ceiling hooks, a 1-inch diameter steel pipe or an industrial strut system suspended from suitable structures above the ceiling tiles will provide a place to hang demonstration and experimental apparatus. Each hook should have at least a 50-pound capacity, and the pipe or strut should hold at least 200 pounds per foot. It is advisable to over-design the suspension system.

Utilities

All circuits (20 amp) or electrical outlets in the lab/classroom should have ground-fault interrupter (GFI) protection, to protect occupants from shocks. In order to avoid overloading circuits and eliminate the need for extension cords, overlapping wires, and plug-in outlet



Interactive electronic scanning device mounted on a marker board

extenders, lab/classrooms and preparation areas should be equipped with plenty of duplex electrical outlets on several circuits. These should be available at frequent intervals along walls that have counters and cabinets. One duplex outlet for every two students at the laboratory stations is recommended. Three duplex outlets are desirable along the front or instructional area wall, and three on any wall that lacks cabinets. Outlets should not be placed beneath counters because electrical cords should not hang over the edge. At least one hard-wired network connection should be provided in each room.

DC power can be provided using small dry cells such as 9-volt batteries (never automotive storage batteries). The teacher may also use a portable DC converter that plugs into the AC outlet and is protected by a circuit breaker.

Providing outlets for electric power, cable television, and computer networking in an appropriate location will make it possible to connect a digital projector for viewing internet sites, videotapes, DVDs, or images from a microscope or flex-cam.

It is never safe to run wires or conduits across a classroom floor in an attempt to supply power for equipment that may be set up there. However, there are several ways to provide electric power to locations in the center of the room.

One example is pull-down, retractable electric cords, similar to those in automotive shops. These can be arranged as multiple outlets. The primary drawbacks of this system are the dangling overhead wires and the tendency of the retractors to pull the cords back quickly, damaging ceiling tiles. Recessed floor outlets can bring utilities to the center of the room. Floor boxes should comply with Underwriters Laboratories (UL) water exclusion requirements and should never be located close to water sources or areas where water is used.

Care should be taken to investigate the characteristics with respect to safety of any alternative to wall outlets.

Two-way communication between the classroom and the office is essential. Teachers need and want good phone communications from their laboratory/classroom to the school's main office. Phones should be provided in every science classroom, preparation room, and workroom/office.

Middle school programs should not require gas, and gas service is not recommended. There are specialized hot plates available that have controlled heat and use minimal power. Warming candles can also be used for heat. In the rare case that a higher level of heat is needed for a demonstration or special program, a butane stove or Bunsen burner can be used and then securely stored. If central gas is used, it should be located at the

are made of a completely opaque material and have both edge and bottom tracks. Care should be taken in specifying room-darkening shades to avoid extremely wide units as the bottom rail of the shade may buckle and pull the material out of the sidetracks. Remember, too, that window-mounted exhaust fans let sunlight in around their edges, and windows into preparation rooms or in the classroom doors are yet another source of light. Room-darkening shades are fairly expensive and are needed only when near-total darkness is required. If necessary, only one science room could be so equipped, in order to keep costs down.

Computers

Counters on which desktop computers are to be permanently installed should be at table height and not higher than 32" and there should be knee space beneath them. Space and GFI-protected electric power will be needed to accommodate computers. Each desktop computer station takes up about 15 square feet, and a 20-amp GFI-protected electric circuit can service three computers. Surge protectors are also needed. Most new schools are being built with wireless computer networks, providing one



Laptops with a wireless network can go anywhere

or two hard-wired data ports in every classroom. More commonly available, laptop computers can be used virtually anywhere, but should be kept away from the faucets and chemicals. Lockable laptop storage carts, which allow the units to be recharged when not in use, can include a printer and a wireless network hub. Provide floor space for the cart when planning the room layout.



Computers, charger, printer, and wireless hub on wheels

When power outlets are beneath the counter or when tower units are used, leave a 2-inch-diameter hole with a rubber grommet in the countertop for the wire connections. There are two reasons for not installing computers on countertops near sinks, the more obvious being that computers can be damaged by water. The other is that standard countertops are too high for comfortable computer use.

Some schools have equipped their science classes with handheld computing devices or PDAs. Probe-ware manufacturers have adapted their units to connect to these



Technology keeps shrinking

units allowing great flexibility both within the lab/classroom and in remote locations. Newer handheld units can connect directly to a wireless network.

Workstations for Students With Disabilities

An appropriate work area for students with physical disabilities includes a sink accessible to a person in a wheelchair. The *ADA Accessibility Guidelines for Buildings and Facilities* (ADAAG) specifies a number of requirements, including maximum counter heights, reach ranges, adequate space for feet, and grasping and twisting limitations. These specifications are for adults, but ADAAG recommendations are available for younger students. See appendix B.

For an adult, the top of the sink must not be mounted higher than 34 inches above the floor. Knee space of at least 27 inches high and a minimum of 30 inches wide are required; by necessity, the sink depth will be no more than 6 1/2 inches. Controls for the faucet must also comply with the ADA guidelines, which require lever or wrist-blade handles. The intent of the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA) is to include students with disabilities with their peers, rather than segregating them at workstations remote from the class. At least one furniture manufacturer of utility islands produces a unit that meets ADAAG specifications.



An accessible workstation integrated with other workstations



Fume hood shared between prep room and lab/classroom

length of counter with knee space, adjacent file drawers and a 2-inch-diameter hole at the back of the counter for the computer wiring (unless power and data are in a raceway above the counter). Provide GFI-protected electrical circuits, at least one computer network hookup, and a telephone.

Locating the room so that it gives teachers access without going through a classroom is desirable, because it allows teachers who share the room to work without disrupting classes in the adjacent space. A view window into the adjacent laboratory/classrooms enables teachers to observe any activity in those rooms and lets students know when the teachers are in their office.

Equipment storage rooms provide needed security and specialized storage for large, expensive, or sensitive equipment. Programs and enrollments change more often in middle schools than at other levels, so it is prudent to preserve as much flexibility as possible by installing tall cabinets, wall cabinets, a variety of base cabinets with different sized drawers,

and open shelving. If the school curriculum integrates the sciences or offers alternating modules, centralized or movable storage units may be useful.

Hinged doors are preferable on the cabinets, because sliding doors waste about 3 inches of interior cabinet depth and can knock over bottles. Cabinets should have positive latches that can withstand seismic events without opening. Storage shelving of several depths is needed: 10 inches for books, 12 to 15 inches for multiple uses, and 18 to 24 inches for bulky items. A rule of thumb for shelving depths is: 12 inches for chemistry, 16 inches for biology/life science, and 22 inches for physics/physical science. Shelving is best mounted on standards that allow adjustment to different heights. Some standards can lock in place for use in seismic areas.

Shallow drawers for storing poster board are very popular with middle school teachers. Flat-stock drawer units will require a cabinet with at least a 36-inch-deep countertop. Cabinets that fit under 24- and 30-inch-deep counters have drawers that are only 21 and 27 inches deep, respectively. A cabinet with vertical dividers beneath a counter can store panels and other large, flat objects.

Rolling compact shelving units that require only one aisle for several banks of shelves are useful when space is at a premium and for schools where Earth, life, and physical sciences are integrated. These units tend to be expensive and add a significant structural load to the floor system.

Chemicals should be stored in either a separate, lockable/secure storeroom or in the preparation room in a locked cabinet that is

vented to the outside of the building, above the roofline, and away from air intakes. Chemicals should be stored safely. The flammables should be stored in a UL-approved flammables cabinet whether the cabinet is in a separate storeroom or not. Chemicals should be stored by category: acids stored separately from bases, with nitric acid stored separately from other acids, and so on. Corrosives should be stored in a locked corrosion-resistant cabinet vented to the outside of the building. Cabinets with metal shelves, metal shelf support clips or metal hinges are not appropriate.

In general, one can never have sufficient storage. A critical inventory of all existing items can determine whether some items are no longer used and might be discarded. In case of a fire or accident, a complete list of what is stored, together with material safety data sheets (MSDS), will be needed.

Student Project Areas

With science curricula becoming more inquiry-oriented and more directed toward individual and small-group work, there is an increasing need for space for long-term student projects. This space should be as close to the laboratory/classroom as possible. It is important to have a window between the two rooms or between the corridor and the student project room to facilitate supervision. A door from the corridor will allow students and teachers to use the project space without disrupting nearby classes.

Student project space has always been at



View windows between prep room and lab/classroom



Storage space for plant stands needs to be considered

Date Prepared: March 13, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Focus Group Meeting No. 1: Science Department

Meeting Location: Cambridge Rindge & Latin School, School Committee Meeting Room
Meeting Date: March 9, 2012

Prepared By: Jill Garzik
Contact Information: T. 617.449.4007 F. E. j.garzik@perkinseastman.com>

Participants
 Brendon Roy, City of Cambridge - Asst. Construction Project Manager
 Frank Geary, CPSD - Construction Project Manager
 Claire Spinner, CPSD - CFO
 Lisa Scolaro, Martin Luther King Jr. School - Science Coordinator
 Sean O'Donnell, Perkins Eastman
 Jana Silsby, Perkins Eastman
 Jill Garzik, Perkins Eastman

Filename: j:\47930.00_martinlutherking_fs\47930.00 docs\minutes & agendas\peapc\focus groups_meeting no. 2\mm_focus groups no. 2_science department - 120309.docx

New Business	Notes	Action by / Date Req'd
2.01	<p><u>Goals for Today's Meeting:</u> As a follow-up to our initial meeting, the Design Team would like to clarify and confirm the spatial needs of the departments and further develop our understanding of how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.</p>	
2.02	<p><u>Preliminary Organizational Ideas:</u></p> <ul style="list-style-type: none"> -Upper School: Labs Distributed Among Grades Levels -Lower School: Science Integrated into classroom and access to CitySprouts garden -Learning Commons: Math and Science shared connection -Starlab: Traveling planetarium, needs a place for set up, used by both schools; needs some acoustical separation -Greenhouse: Upper school, more used if access inside. Not priority but would be useful. Curriculum connection: evolution, plant growth, relation to CitySprouts; No community use 	
2.03	<p><u>Spaces Identified for Potential Inclusion in the "Ed Spec" –</u></p> <p><u>Instructional-Upper School:</u></p> <ul style="list-style-type: none"> -3 Flexible Classrooms for Life, Earth and Physical Science with prep room 	

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Date: March 13, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 9, 2012

	<ul style="list-style-type: none"> -Teacher Video within Labs -Greenhouse for use by 6-8, some K-5 -Shared prep space between rooms 	
2.04	<p><u>Spaces Identified for Potential Inclusion in the "Ed Spec" – Instructional-Lower School:</u></p> <ul style="list-style-type: none"> -CitySprouts - Outdoor Garden -Science Area in each classroom w/ storage 	
1.05	<p><u>Upper School Classrooms – Furniture:</u></p> <ul style="list-style-type: none"> -12 tables & 24 chairs -6 larger benches and 24 chairs same height as tables (no stools for US) with power at bench; could also be 6 tables that seat 4 -Chemical resistant countertops -Teacher's station not tethered to Smartboard; not in prep.; site lines to hall -Laptop to allow for Smartboard & desk or two PCs? (Discuss w/Steve Smith (IT)) 	
1.06	<p><u>Upper School Classrooms – Infrastructure:</u></p> <ul style="list-style-type: none"> -Perimeter Casework -6 Perimeter sinks -Acid neutralization -Emergency Eye wash, shower, drain in casework reduces mishaps -Mobile technology & power -Smart Boards & Many Whiteboards -Grow Lights (in all three labs & 3rd grade uses too) -Room Darkening -Flat Files -Secure Balance storage -Hanging Points? -Drying racks too high to use in HS at each sink in lab & prep room -Need Paper towel dispensers; locked is problematic to refill as needed 	
1.07	<p><u>Upper School Prep Rooms:</u></p> <ul style="list-style-type: none"> -Vented Cabinets for Chemical Storage -Counter with Sink, Dishwasher -Refrigerator w/ Ice Dispenser -General Storage of Science Lab Equipment: Microscopes, Slides, Telescopes, etc. -Doors proximate to safety shower & eyewash -Current drying racks too high to use (see prep rooms in HS) – should be at each sink in lab classroom and in prep rooms 	
2.08	<p><u>Lower School Classrooms - Instructional:</u></p> <ul style="list-style-type: none"> -High Use of Garden -Area in current classroom -Partnering with MA Audubon Society 	

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Date: March 13, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Meeting Date: March 9, 2012

Page 3 of 3

	-Indoor Garden (?): What would it look like if each teacher in LS had a trough in their own classroom? See pic of classroom with green roof from Afterschool program PowerPoint; Something different from window sill; an opportunity for parents to volunteer/participate
1.09	<u>Lower School Classrooms - Furniture:</u> -Flat Tables
1.10	<u>Lower School Classrooms - Infrastructure:</u> -Combination Display/Storage -Pre-Made Science Kits need storage -Grow lights
2.11	<u>Outdoor Garden:</u> -Life Sciences -ELA Curriculum -Composting -Weather station (WeatherBug at Tobin) -Astronomy (Sundial) -Stream Tables for Erosion
1.12	<u>Teacher Video in Lab:</u> -Videotape lectures -Demonstration
2.13	<u>Precedents:</u> Green Education Foundation, Stoddert School in DC

Next Meeting:

Next Steps:

cc: **Attendees**
John Pears, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman
Michael Black – City of Cambridge
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Corinne Tobias, Aaron Gallagher, Gary Pease, Fayssal Hussein – Nitsch Engineering
John Sousa – Crabtree McGrath
Bob Fuss, Robert May – Fuss & O’Neil
Dennis Dyer, Peter Reilly, Daniel Hurley – AKF Group
Robert Diemer, Shannon Kaplan - InPosse
Jim Maloney, Joanne Johnson, Dana Ham, Steve Smith, Gerald Yung, Barbara Van Sickle - CPSD

Attachments: Sign-In Sheet
PowerPoint Images

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in five working days, this Meeting Record will stand as published.

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MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

FOCUS GROUP: SCIENCE DEPT

MTG #2

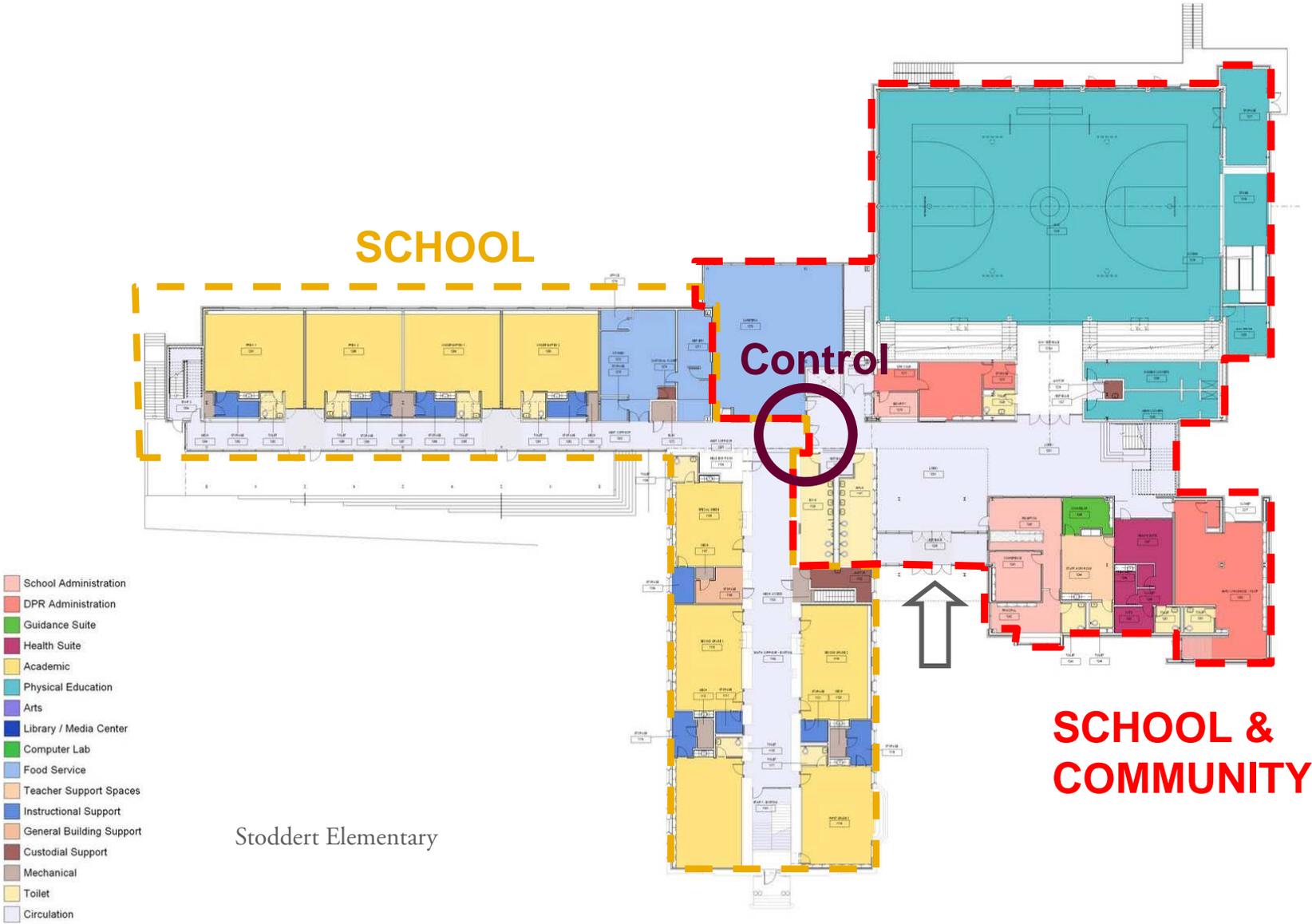
DATE: 3/9/12

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	LISA SCOLARO			
2	BRENDEN ROY			
3	FRANK GEARY			
4	CLAIRE SPINNER			
5	SEAN O'DONNELL			
6	JANA SILSBY			
7	JILL BARZIK			
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Upper School Science Class/Lab



Joint Use: A Community Center



Date Prepared: February 21, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Focus Group Meeting No. 1: Visual and Performing Arts
Meeting Location: Cambridge Rindge & Latin School, School Committee Meeting Room
Meeting Date: February 17, 2012
Prepared By: Jill Garzik
Contact Information: T. 617.449.4007 F. E. j.garzik@perkinseastman.com>

Participants
 Michael Black, City of Cambridge - Construction Project Manager
 Frank Geary, Cambridge Public School District (CPSD) - Construction Project Manager
 Jim Maloney, CPSD - Chief Operations Officer
 Joanne Johnson, CPSD - Assistant to COO
 Elaine Koury, CPSD - Coordinator for Visual and Performing Arts
 Maryann MacDonald, CPSD - Exec. Director of Student Achievement/Accountability
 Ginny Berkowitz, CPSD - CPS Media Arts Studio
 Dana Ham, CPSD - Director of Facilities
 Steve Smith, CPSD - CPS CIO
 Gerald Yung, Martin Luther King Jr. School - Principal
 Wayne Cornell, Acentech
 Sean O'Donnell, Perkins Eastman
 Jana Silsby, Perkins Eastman
 Jill Garzik, Perkins Eastman

Filename: http://orchard.perkinseastman.com/tj:\47930.00_MartinLutherKing_FS\47930.00 Docs\Minutes & Agendas\PEAPC\Focus Groups_Meeting No. 1

New Business	Notes	Action by / Date Req'd
1.01	<p><u>Overview:</u> During this process, we will be conducting a Feasibility Study. We will work to complete an Educational Specification, which will be used by the architectural/engineering team to design the building. The final outcome of the building design will be one of the following options: Full tear-down and new construction; Full renovation of existing buildings; or a hybrid option of Partial Renovation and Partial New Construction.</p>	
1.02	<p><u>Schedule:</u> Over the next 12 weeks, the Design Team will conduct a series of meetings with each focus group/department to develop each program space for the new building. The Design Process to develop the preferred option will commence following the completion of the Feasibility Study, with a target move-in date of the new building in</p>	Perkins Eastman/3-21

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Date: February 21, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: February 17, 2012

	September 2015.	
1.03	<u>Goals for Today's Meeting:</u> As an initial meeting, the Design Team would like to understand how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future. The group will also discuss how the new space can help further foster a sense of community within the school and its surrounding neighborhood.	
1.04	<p><u>Auditorium:</u></p> <ul style="list-style-type: none"> - The maximum seating capacity should allow for the larger school (students and faculty) plus 75 to 100 additional people to be seated. - The Auditorium will be used for music performances (chorus and band), theater productions, assembly, and other meetings, including lectures, community use. - The current stage allows for ease of access by young children. - AV provisions should include: robotic camera systems, fixed cameras, large sound booth to accommodate AV equipment plug-in. The booth will be used by students and its needs to be accessible from the house floor. It should also open to the auditorium to allow performance and direction to be heard. - There should be space for a pit band in front of stage that could also be available for parents w/cameras and/or preschoolers to sit on the floor. - The wings of the stage should allow children to gather out of sight from the seating. - Should there be a removable thrust to extend stage? - Should there be tablet arm chairs for meetings? - When professionals (and the community) use the stage they bring their own equipment, so the school's equipment should be moveable. <p>Other attributes:</p> <ul style="list-style-type: none"> - Matte finish for the stage floor to avoid glare - Scrim for projection use - Tall doors backstage for loading/access - Adjacent Prop Shop – there will not be large power tools - Adjacent Green Room - Adjacent Dressing Rooms - Storage - Ability to turn off school PA system during performance 	
1.05	<p><u>Music:</u></p> <p>-See also Elaine's notes</p>	

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Date: February 21, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: February 17, 2012

	<ul style="list-style-type: none"> - K-5 General Music (using recorders and learning to read sheet music) - 6-8 general Music (primarily violin, viola, cello, trumpet, trombone, clarinet, flute, saxophone, drum set) - 6-8: Electric Instruments (piano, bass, guitars) 	
1.06	<p><u>Art:</u></p> <ul style="list-style-type: none"> - See also Elaine’s notes - Maximum 25 Students/classroom - Natural Daylight preferred - K-5: Discussion/Instruction Area (rug, benches), Materials Area (with two sinks), Work Area - Kiln (shared between Upper and Lower schools if close in proximity) - Access to outdoor space for activities - Display cases allowing for 2D and 3D work 	
1.07	<p><u>After Hours Use:</u></p> <ul style="list-style-type: none"> - Community use (auditorium) - Moveable equipment (music) - Separate, lockable storage for community materials (art) 	

Next Meeting:

Next Steps: A follow-up meeting will be scheduled.
 Please review and comment on attached Survey and return at next scheduled meeting.

cc: **Attendees**
 John Pears, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman
 Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
 Iona Pieleanu, Wayne Cornell – Acentech
 Cheeta Soga, Fayssal Hussein – Nitsch Engineering
 John Sousa – Crabtree McGrath
 Bob Fuss, Robert May – Fuss & O’Neil
 Dennis Dyer, Peter Reilly, Daniel Hurley – AKF Group
 Robert Diemer, Shannon Kaplan - InPosse

Attachments: Space Need Survey
 Sign-In Sheet
 Facility Needs for the Arts Handout (Elaine Koury)
 Arts in the CPS Upper Schools Brochure

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in five working days, this Meeting Record will stand as published.

Perkins Eastman

MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

FOCUS GROUP: VISUAL + Performing Arts

DATE: 2/17/2012

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	Elaine Koury	Coordinator, Visual + Performing Arts	617-349-6789	ekoury@cpsd.us
2				
3	Ginny Berkowitz			
4	MaryAnn Macdonald			
5	Jim Maloney			
6	Jeanne Johnson			
7	Michael Black			
8	Gerald Young			
9	Jana			
10	Sean			
11	Jill			
12	Wayne Cornell			
13	Frank Geary			
14	Dana Ham			
15				
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Facility Needs for the Arts

Music

Separate rooms for:

- K-5 General Music – chairs, a rug , a piano, instrument storage and music storage, enough space for 20 children to move around the room, white board, teacher desk with computer
- 6-8 Chorus/general music – space for 40 children to sing, risers, space for movement, piano, small sound system, instrument storage and music storage, white board, chairs, teacher desk with computer
- 6-8 orchestra/band – graduated floor (to be used as built-in risers) for forty instruments, chairs, music stands, large instrument storage closet, music storage, piano, teacher desk with computer, sound proofed or isolated from other classes
- 2 smaller rooms for lessons – capacity 10 with instruments, storage cabinet for music and space for stands, sound proofed or isolated from other classes

Visual Art

Separate rooms for:

- K-5 Art– tables, chairs, materials storage and artwork storage (flat files), drying racks, white board, meeting/instruction space and work space, kiln (to share with 6-8), overhead projector with computer hook-up, screen, tack boards (as many as possible), teacher desk with computer
- 6-8 Art– tables, chairs, materials storage and artwork storage (flat files), drying racks, white board, meeting/instruction space and work space, kiln (to share with K-5), overhead projector with computer hook-up, screen, tack boards (as many as possible), teacher desk with computer

Theater

Separate rooms for:

- Instruction 6-8 – 2 tables, materials storage and costumes/props storage, white board, 24 medium theater blocks, space for students to move around, overhead projector with computer and DVD hook-up, small sound system, screen, 1 tack, teacher desk with computer
- Performance (See Below)

Performance Space

- 400 -450 seats
- Stage lighting with console for booth at back, dimmers and racks, separate circuits from rest of building, placement of lighting such that bulbs can easily be changed, 24 channels
- Sound - PA system and removable sound system, with console for rear of house operation
- Curtains – Traveler at proscenium, 2 sets of legs, dark color, fire retardant
- Fire curtain
- Wooden floor on stage – not shiny
- Dimmable houselights
- Backstage and two side stage areas
- Proximity to music and theater classrooms preferable
- Proximity to loading dock necessary
- Dressing rooms and green room
- Stage area walls painted black
- Soundproofed
- Able to be shut off from announcement system
- Screen
- Computer hook-ups for Powerpoint and other audio visual presentations
- Podium
- Handicapped accessibility



Personal Development

The arts offer adolescents unrivalled development opportunities. They challenge students to develop a nimbleness of mind, encouraging the brain to function as an integrated unit and develop new pathways of thought. The arts teach new skills which are practiced, ingrained, and used throughout life. They impart social skills: working with others in an ensemble toward a shared goal, understanding responsibility to others, accepting direction, discovering new capacities, and developing a disciplined work ethic. They build self-esteem through the creation of original work, as well as appreciation for the work of others.

Visual and Performing Arts Department
Coordinator K-12, Elaine T. Koury
Cambridge Public Schools
459 Broadway
Cambridge, MA 02138
617-349-6788

Superintendent Jeffrey Young
School Committee:
Alfred Fantini
Richard Harding
Marc McGovern
Patricia M. Nolan
Mervan Osborne
Alice Turkel
Kenneth E. Reeves, Acting Mayor

Photos: Larry Aaronson
Cover Photo: Suzie Blackburn



Arts in the CPS Upper Schools

The CPS Upper School arts program will be patterned after our award-winning high school program.

Creativity

The arts encourage students to stretch and explore, focusing on creative problem solving, multiple approaches to a task, and finding a variety of solutions. This leads to the mental dexterity needed to be successful in high school and the 21st century workplace beyond. The arts are universal, and reach students from the whole range of learning styles.



Offerings

All arts classes at the Upper School level address the Massachusetts state frameworks in their respective disciplines.

Theater – Sixth grade students will take theater classes that teach the basics of theater, emphasizing working with others. Seventh and eighth graders will have the opportunity to elect to continue in theater and/or perform in a play. Theater students learn poise, how to present themselves in public, and how to get along with others.

General Music – Sixth, seventh, and eighth graders will learn the essentials of music appreciation, listening, singing, and performing in class. They will experience simple improvisation and composition while learning about various styles and genres of music. Learning about music helps students understand their culture better, place themselves in history, and become better citizens of the world.

Visual Art – Sixth, seventh, and eighth graders will learn about line, color, texture, shape, form, pattern, space, and composition through drawing, painting, printmaking, ceramics, and sculpture. These classes help students learn to focus, to analyze, and to express themselves.

Art Electives – Each Upper School will offer various art electives, depending on the expertise of the particular teacher.

Instrumental Music – Sixth through eighth graders may elect to take small group instrumental lessons where they will work on reading and notation, musical expression, and improvisation, while studying various genres. Playing an instrument is a skill that can be continued throughout life, opening doors to many social and enjoyable activities.

Band – Each Upper School will have its own band. Wind and percussion students may elect to develop their individual technique while experiencing the power that only rousing band music can deliver.

String Orchestra – Each Upper School will have its own string orchestra. String students may elect to play and perform together, becoming stronger players while experiencing the excitement of performing in a larger ensemble.

Chorus – Singers will have an opportunity to elect Chorus. They will experience the exhilaration of belonging inside a larger musical sound, as they study and perform choral arrangements of different genres from classical to pop.



Joy

The process of making art provides students with a learning experience radically different from other disciplines: personal answers to personal questions. Hands, hearts, and minds are engaged in the delicate interplay of the creative search for beauty. Successful performances and exhibits of creative visual art teach students to strive for excellence. The arts bring joy to the lives of individual students. They enrich and enliven the school experience for both creators and audiences, enhancing and unifying the school community.

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:
Unit/Department:
Phone:
Email:

Space Need:

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

2. Please circle all of the schools on campus that this space will be associated with:
 - a. Early Childhood
 - b. Lower School
 - c. Upper School

NORTH AMERICA
BOSTON, MA
CHARLOTTE, NC
CHICAGO, IL
NEW YORK, NY
PITTSBURGH, PA
SAN FRANCISCO, CA
STAMFORD, CT
TORONTO, ON
WASHINGTON, DC

SOUTH AMERICA
GUAYAQUIL, ECU

ASIA
MUMBAI, IND
SHANGHAI, PRC

MIDDLE EAST
DUBAI, UAE

PERKINS EASTMAN ARCHITECTS, PC
50 FRANKLIN STREET
SUITE 402
BOSTON, MA 02110
T. 617.449.4000
F. 617.449.4049

3. 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):

4. 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):

5. 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.

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

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

8. 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):

9. 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:

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

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

12. 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.)

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

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

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

16. 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.):

17. 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 1st, digitally to Sean O'Donnell at s.odonnell@perkinseastman.com, or in hard copy to Michael Black, City of Cambridge.

Date Prepared: March 13, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Focus Group Meeting No. 2: Visual and Performing Arts
Meeting Location: Cambridge Rindge & Latin School, School Committee Meeting Room
Meeting Date: March 7, 2012
Prepared By: Jill Garzik
Contact Information: T. 617.449.4007 F. E. j.garzik@perkinseastman.com>

Participants
 Brendon Roy, City of Cambridge - Asst. Construction Project Manager
 Jim Maloney, CPSD - Chief Operations Officer
 Dana Ham, CPSD - Director of Facilities
 Joanne Johnson, CPSD - Assistant to COO
 Frank Geary, CPSD - Construction Project Manager
 Elaine Koury, CPSD - Coordinator for Visual and Performing Arts
 Ginny Berkowitz, CPSD - CPS Media Arts Studio
 Gerald Yung, Martin Luther King Jr. School - Principal
 Wayne Cornell, Acentech
 Sean O'Donnell, Perkins Eastman
 Jana Silsby, Perkins Eastman
 Jill Garzik, Perkins Eastman

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New Business	Notes	Action by / Date Req'd
2.01	<u>Goals for Today's Meeting:</u> As a follow-up to our initial meeting, the Design Team would like to clarify and confirm the spatial needs of the departments and further develop our understanding of how individuals work/teach and how students learn in the current building – as well as ways the new building can improve upon these in the future.	
2.02	<u>Preliminary Organizational Ideas:</u> -Interconnectivity between Schools – Shared vs. Dedicated Spaces -Zoned for School, After School & Community Use -Loading for stage convenient to outdoors -Visual Art convenient to outdoors	

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in five working days, this Meeting Record will stand as published.

Date: March 13, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: March 7, 2012

2.03	<p><u>Spaces Identified for Potential Inclusion in the "Ed Spec" - Instructional:</u></p> <ul style="list-style-type: none"> -One K-5 General Music – within shared space; some separation to avoid conflict in circulation -One 6-8 Gen. Music & Chorus – within shared space -One 6-8 Band & Orchestra – acoustically separate -Two 10-person Practice Rooms -One K-5 Art (25 students) – within lower school; clay in both -One 6-8 Art (25 students) – within upper school; clay in both; US students may work in over lunch? Near cafeteria? -One community school art/multipurpose room? – in community space with sink; no kiln -One Kiln Room close to both rooms if possible. -One Theater Classroom – small performance space; black box; media presentation; drapes curtains, some lighting; shared btwn LS and US; accommodates one LS/US class -400-450 Seat Auditorium <ul style="list-style-type: none"> -Storage -Prop Shop -Dressing Rooms 	
1.04	<p><u>Spaces Identified for Potential Inclusion in the "Ed Spec"- Administration:</u></p> <ul style="list-style-type: none"> -Within each instructional space 	
1.05	<p><u>Spaces Identified for Potential Inclusion in the "Ed Spec"- Other:</u></p> <ul style="list-style-type: none"> -Display: 2D, 3D & Electronic 	
1.06	<p><u>Auditorium - Uses:</u></p> <ul style="list-style-type: none"> -Performance, Theater, Lectures, Assembly, Community Outreach -School and Professional Use -400-450 Seats -Area for young children and parents in front -Stage designed for easy child access -No natural light? 	
1.07	<p><u>Auditorium - AV:</u></p> <ul style="list-style-type: none"> -Robotic Camera Systems -Sound/AV Booth out of sight lines; plus three-sided at mid point in theatre; potential for two cameras; networked -Temp sound and light control in center -Projector and Computer System -Education Integration 	
1.08	<p><u>Auditorium – Adjacent Spaces:</u></p> <ul style="list-style-type: none"> -Prop Shop, Dressing Rm., Storage -Related Programs: Art & Music 	

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Date: March 13, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Meeting Date: March 7, 2012

Page 3 of 3

2.09	<u>Classrooms - Music:</u> -Separate Music Rooms at Upper and Lower Schools -Lesson Rooms for Upper School -Adjacencies & Acoustics are Key	
2.10	<u>Classrooms – Visual Art:</u> -Zoning in classrooms for separate instruction, materials, & work areas -Access to Outdoors & Natural Daylight -Display areas in Classrooms & throughout School for 2D & 3D Art -Storage for Community Use	

Next Meeting:

Next Steps:

cc:

Attendees
John Pears, Alicia Caritano, Erik Dalen, Chris Boyce – Perkins Eastman
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Corinne Tobias, Aaron Gallagher, Gary Pease, Fayssal Hussein – Nitsch Engineering
John Sousa – Crabtree McGrath
Bob Fuss, Robert May – Fuss & O’Neil
Dennis Dyer, Peter Reilly, Daniel Hurley – AKF Group
Robert Diemer, Shannon Kaplan - InPosse

Attachments:

Sign-In Sheet
PowerPoint Images

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in five working days, this Meeting Record will stand as published.

Perkins Eastman

MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

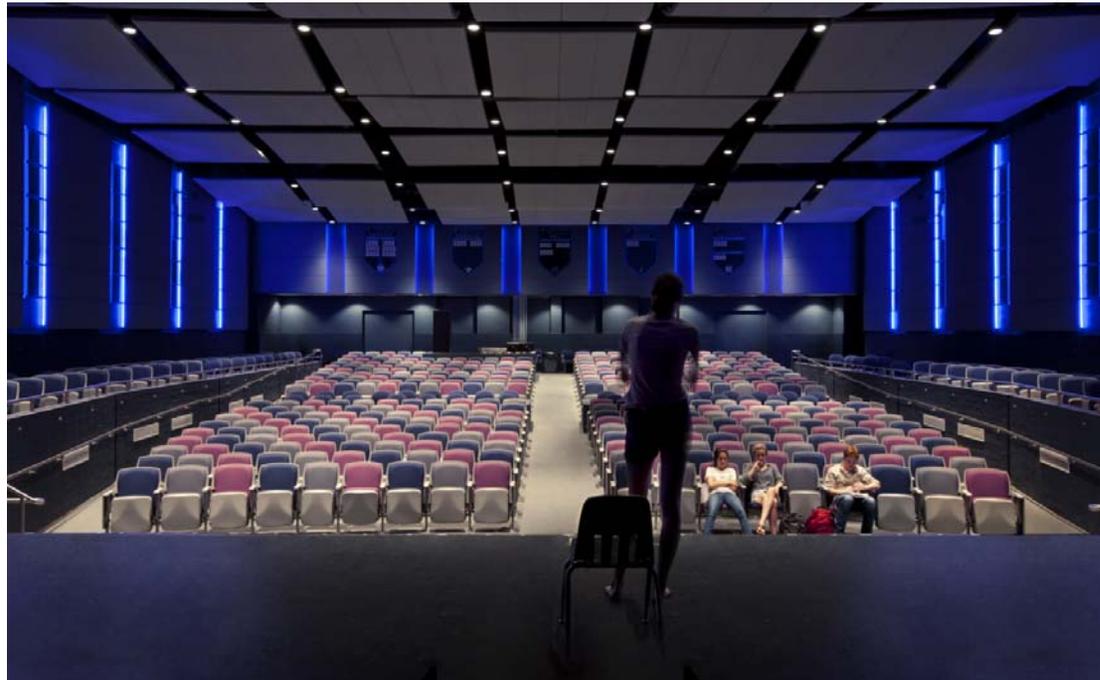
MTG #2

FOCUS GROUP: VISUAL + PERFORMING ARTS

DATE: 3/7/12

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	JIM MALONEY			
2	JOANNE JOHNSON			
3	DANA HAM			
4	FRANK GEARY			
5	BRENDEN ROY			
6	WAYNE CORNELL			
7	SEAN O'DONNELL			
8	JANA SILSBY			
9	JILL GARZIK			
10	GERARD YUNG			
11	GINNY BERKOWITZ			
12	ELAINE KHURY			
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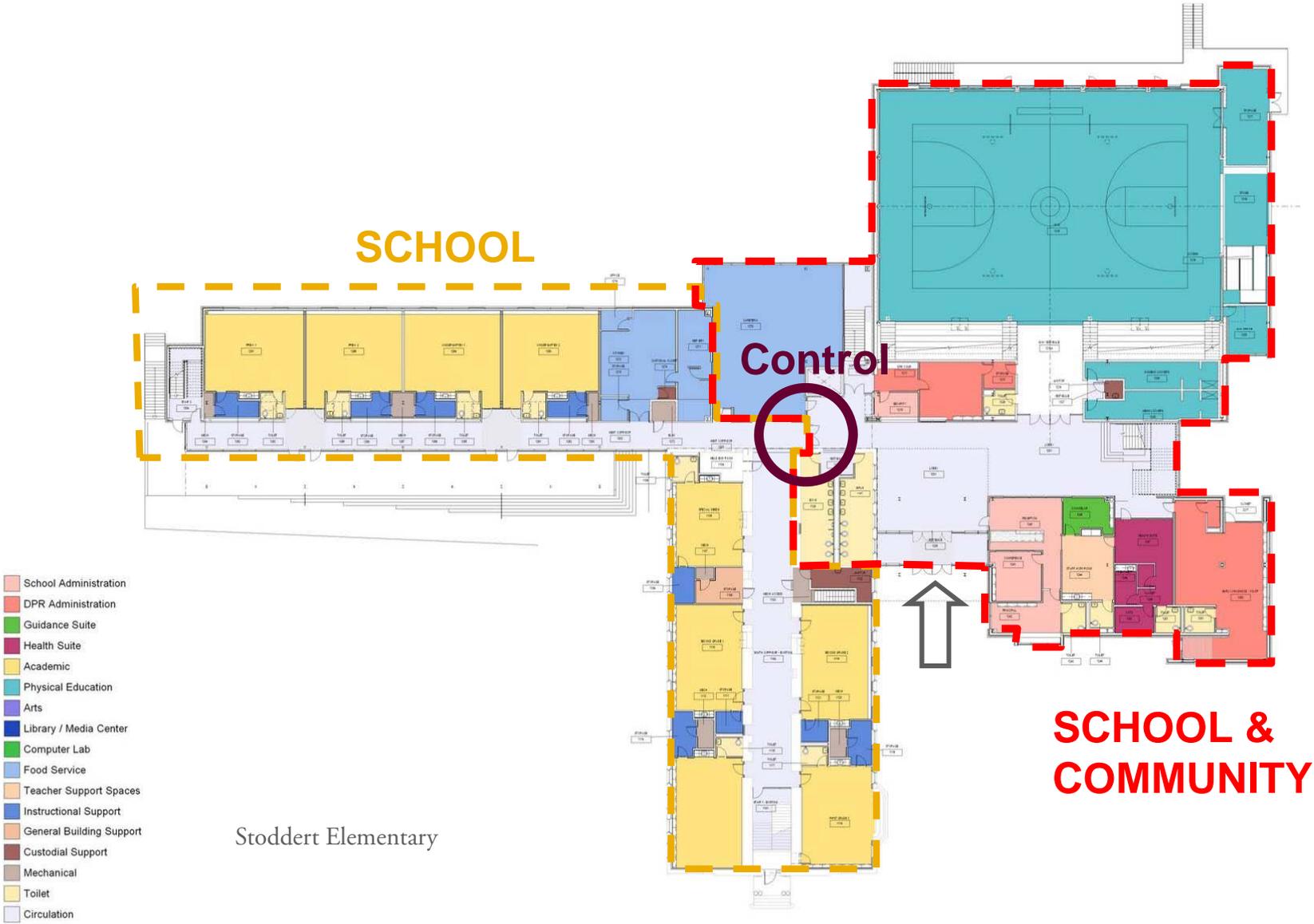
Auditorium



Classrooms



Joint Use: A Community Center



Date Prepared: June 8, 2012
Project Name: Martin Luther King Jr. School
Project Number: 47930.00.0
Subject: Focus Group Meeting No. 3: Visual and Performing Arts

Meeting Location: 159 Thorndike Street, 2nd Floor Conference Room
Meeting Date: May 31, 2012

Prepared By: Jill Garzik
Contact Information: T. 617.449.4007 F. E. j.garzik@perkinseastman.com>

Participants
 Michael Black, City of Cambridge - Construction Project Manager
 Jim Maloney, CPSD - Chief Operations Officer
 Elaine Koury, CPSD - Coordinator for Visual and Performing Arts
 Maryann MacDonald, CPSD - Exec. Director of Student Achievement/Accountability
 Sean O'Donnell, Perkins Eastman
 Jill Garzik, Perkins Eastman

Filename: j:\47930.00_martinlutherking_fs\47930.00 docs\minutes & agendas\peapc\focus groups\focus groups_meeting no. 3\word files\mm_focus groups no. 3_visual and performing arts - 120531.docx

New Business	Notes	Action by / Date Req'd
3.01	<u>Goals for Today's Meeting:</u> As a follow-up to our previous meetings, the Design Team would like to clarify and confirm the spatial and staffing needs of the Performing Arts department.	
3.02	<u>Scheduling:</u> - Current scheduling allows for one elective block – which means everyone is using those spaces at the same time - Impacts space because some rooms may not be able to double-up - This is the expected schedule for the US; restricted by length of the school day - Schedule is driving the space design	
3.03	<u>Staffing Projections:</u> US Instrumental music: 1.5 (one 1 FTE plus one 0.5 FTE) LS Instrumental music: Itinerant, 2 days a week (3 people)	
3.04	<u>Auditorium:</u> - Remove Green Room - No Prop "Shop" needed; Room is for Scene and Prop "Storage" only	
3.05	<u>LS General Music:</u> - One room OK - Utilization at .6	
3.06	<u>US General Music:</u> - One room OK	

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Date: June 8, 2012
 Project Name: Martin Luther King Jr. School
 Project Number: 47930.00.0
 Meeting Date: May 31, 2012

3.07	<p><u>US Band & Orchestra:</u></p> <ul style="list-style-type: none"> - Separate spaces (2) needed for Band and Orchestra due to scheduling of elective blocks - Low utilization rooms are not favorable: 80% utilization ideal - Do we request to overbuild the building or do we build the building for what the ideal building will be in 3 or 4 years? Consider budget and Net Zero goals as well as building spaces that may later be under-utilized - Could we use auditorium? No - Can we create a multipurpose room that can be used for second space? Yes 	
3.08	<p><u>Multipurpose Performance Room:</u></p> <ul style="list-style-type: none"> - Used .5 for Orchestra and .5 for Theater classroom - Orchestra: strings, violin, cello; no large music equipment that needs to stay (i.e. drums, timpani, etc.) - Locate Instrument Storage Room in between this classroom and Band Room. - Instrument Storage Room should have doors to each room and to the corridor (3) - Also provide storage for theater classroom 	
3.09	<p><u>Instrument Storage:</u></p> <ul style="list-style-type: none"> - Current SF allocation too small - No built-in storage: portable or movable shelving units (Wenger) - Needs to be adjustable/flexible 	
3.10	<p><u>Practice Rooms:</u></p> <ul style="list-style-type: none"> - Should not be two separate rooms - Combine SF allotment of both rooms with previous Green Room SF and create one larger Practice Room large enough to hold 10-12 students 	
3.11	<p><u>Options for Increasing Utilization rate in Community Classrooms:</u></p> <ul style="list-style-type: none"> - Currently holding space for two Community Classrooms - Option 1: One Community Classroom to be used for Practice Room during the day rather than have separate rooms for each; Will need to address flooring/acoustical needs for this space if shared - Option 2: Other Community Classroom to be used for Health Classroom during day (otherwise US classrooms used during teachers prep periods in their classrooms for Health –not ideal) - With shared rooms in Community school program rooms: US-sized furniture during the day; mostly LS kids size after school 	
3.12	<p><u>Art Rooms:</u></p> <ul style="list-style-type: none"> - LS art teacher needs to be able to get items to the kiln without having to go very far - Kiln should be on same floor at minimum 	

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Next Meeting:

Next Steps:

cc: Attendees
John Pears, Jana Silsby, Alicia Caritano, Erik Dalen, Chris Boyce -Perkins Eastman
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Corinne Tobias, Aaron Gallagher, Gary Pease, Fayssal Hussein – Nitsch Engineering
John Sousa – Crabtree McGrath
Bob Fuss, Robert May – Fuss & O’Neil
Dennis Dyer, Peter Reilly, Daniel Hurley – AKF Group
Robert Diemer, Shannon Kaplan - InPosse
Jonathan Buhl – Foley Buhl Roberts & Associates, Inc.

Attachments: Sign-In Sheet

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in five working days, this Meeting Record will stand as published.

Perkins Eastman

MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

GROUP: PERFORMING ARTS / MUSIC
DATE: 5/31/2012

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	ELAINE KOURY	CPSD		
2	MICHAEL BLACK	CITY OF CAMBRIDGE		
3	JIM MALONEY	CPSD		
4	MARY ANN MACDONALD	CPSD		
5	SEAN O'DONNELL	PERKINS EASTMAN		
6	JILL GARZIK	PERKINS EASTMAN		
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March 22, 2012

MINUTES OF MEETING

Meeting Date: March 16, 2012

Location: Cambridge Rindge & Latin School
School Committee Meeting Room
Cambridge, MA

Re: Martin Luther King Jr. School

Prepared By: Rob Diemer

Attendees: See attached sign-in sheets

Purpose: NZE / Sustainability Workshop

Action By

The following items were discussed:

- | | | |
|-----|---|-----|
| 1.0 | Introductions of participants and overview of material to be discussed. | N/A |
| 1.1 | Overview of sustainability opportunities for school projects | |
| 1.2 | Understanding of Net Zero Energy (NZE), what it is, what it means and the feasibility of achieving it at the MLK school | |
| 2.0 | In Posse presented an overview of the environmental impact of buildings, building energy performance standards (ASHRAE 90.1) and the various responses that have been developed to reduce the impact of buildings including LEED, 2030 Challenge and the Living Building Challenge. | N/A |
| 2.1 | Net Zero Energy buildings are part of several green building rating and certification systems either as current requirements or projected in the future. | |
| 2.2 | Building energy performance for future versions of ASHRAE 90.1 (basis for building energy codes) project building energy use that is less than half of the current standard. | |

	<u>Action By</u>
<p>3.0 Perkins Eastman presented an overview of sustainability opportunities for the project in the context of LEED for Schools and reviewed the main categories of LEED including Sustainable Sites, Water Efficiency, Energy & Atmosphere, Materials & Resources, Indoor Environmental Quality and Innovation & Design.</p> <p>3.1 Indoor Environmental Quality has a major impact on the quality of the learning environment through:</p> <p>3.1.1 Access to daylight and views</p> <p>3.1.2 Acoustics</p> <p>3.1.3 Thermal comfort</p> <p>3.1.4 Controllability of systems</p>	N/A
<p>4.0 In Posse pointed out that all of the LEED categories have an impact, either directly or indirectly on energy use.</p>	N/A
<p>5.0 In Posse explained that net zero energy means a building that gets as much energy from renewable sources as it uses over the course of one year.</p> <p>5.1 In Posse explained that in net zero energy, energy use is real and absolute, unlike in LEED where energy performance is treated in more relative terms comparing a specific design to a hypothetical baseline.</p> <p>5.2 Energy performance in NZE buildings is measured and metered and therefore meters tell you if you achieved the goal.</p>	N/A
<p>6.0 In Posse reviewed definitions developed by the National Renewable Energy Laboratory (NREL) for how to account for energy in a NZE building – at the site, at the source, by cost or by emissions.</p> <p>6.1 Most NZE buildings have used the definition of NZE where energy is accounted for at the site as it is easy to understand, easy to measure (by utility meters) and easy to communicate.</p>	N/A
<p>7.0 In Posse also reviewed classifications for how renewable energy is harvested developed by NREL – within the building footprint, on the building site, imported from off site and purchased renewable energy certificates (RECs)</p>	N/A



		<u>Action By</u>
7.1	Most NZE buildings harvest renewable energy within the building footprint or within the footprint plus the site.	
7.2	The NZE definition and the classification of where renewable energy is harvested needs to be established early on in the project as it impacts the design and economics of the project in a significant way.	
8.0	In Posse went through the steps in achieving net zero energy operation.	N/A
8.1	Establish an energy performance target – generally well below that of a building just built to the energy code or ASHRAE 90.1. In general this target may be 50 to 70% below ASHRAE 90.1.	
8.2	Optimize the building orientation, window area, insulation and other factors.	
8.3	Optimize the passive systems such as daylighting and natural ventilation.	
8.4	Optimize the active systems such as the heating, cooling, lighting and other systems using energy.	
8.5	Engage the building occupants and users in helping to achieve the NZE goal.	
9.0	There was a lengthy discussion about the need to monitor energy use within the NZE building, who will have the responsibility for doing this and how much time and effort it will involve.	N/A
9.1	The focus on energy performance may introduce additional tasks and responsibilities for staff to manage. It is a good idea to identify a NZE energy coordinator to be responsible for tracking performance. A building dashboard system can provide good information to help manage the process and will track energy performance in real time as well as allow for a comparison over time.	



	<u>Action By</u>
9.2 Building occupants who are engaged in trying to achieve the NZE goal can be very useful in monitoring the performance of NZE buildings. It is anticipated that the students will be good “watchdogs” and pay attention to how energy is being used, particularly if energy and NZE is part of the curriculum.	
10.0 There was discussion about the complexity of building systems used in high performance buildings and how these systems don’t always work the way they are supposed to or malfunction over time. Complexity may not really save energy and may not be sustainable in the end. Perkins Eastman encourages “simple” systems with sophisticated controls, monitoring and sensors.	N/A
10.1 Commissioning and training can help ensure that systems operate as intended and that the proper operation can be maintained over time.	
11.0 In Posse introduced the concept of the energy budget as a tool to use in developing the target for how much energy use will be planned for on an annual basis. NZE buildings have to live within an energy budget just like most people have to live within a financial budget. The energy budget establishes the amount of renewable energy required to achieve the NZE target.	N/A
11.1 The energy budget is often expressed in terms of the amount of energy used per square foot of building per year or Energy Use Intensity (EUI) and in units of kbtu/sf/year	
12.0 The impact of equipment loads and the need to engage building users and occupants in the NZE goal was discussed. Occupants and users need to be included during the design phase. Annual energy use due to plug loads and equipment can represent over half of the annual energy use of the building.	N/A
12.1 Occupant engagement requires research and education to help occupants understand their role in energy use in the building.	
12.2 Building dashboards can help users understand energy use and their role in achieving the NZE goal but the use of a dashboard on its own is not enough to fully engage and educate occupants.	



	<u>Action By</u>
13.0 In NZE buildings, the cost of the renewable energy system is a major cost that impacts decisions about design strategies and features to be included in the project. If a strategy saves energy, it also saves on the amount of PV that has to be installed on the building which may be more than the added cost of the energy saving strategy.	N/A
14.0 In Posse reviewed the potential for renewable energy harvesting at the MLK site	N/A
14.1 If the entire site is utilized, enough renewable energy could be harvested to support an EUI of approximately 57 kbtu/sf/year. This is obviously not a realistic assumption and is also more energy than would likely be required.	
14.2 A more likely annual energy requirement is 30 kbtu/sf/year. This would require approximately 73,500 square feet of renewable energy system (photovoltaic panels).	
15.0 In Posse presented a list of common technologies used in several NZE projects as well as two case studies for net zero energy schools	N/A
15.1 Richardsville – Warren County, KY has an EUI of 18-20 kbtu/sf/year. The school has limited summer and evening use and is probably not comparable to the use that MLK will require	
15.2 PS62 – Staten Island, NY has an EUI of approximately 30 kbtu/sf/year. The school is used year around and has significant community use. It is much closer in terms of the intensity of use to the use that MLK will require	
15.3 Lessons learned from the case studies included:	
15.3.1 Food service was the biggest single energy use in both schools	
15.3.2 All NZE projects presented utilized geothermal heat pumps and daylight harvesting to reduce annual energy needs and photovoltaic systems (PV) to harvest on-site renewable energy.	



	<u>Action By</u>
15.3.3 Annual energy use is heavily influenced by the intensity of use (hours per year). PS62 is projected to use 50% energy on an annual basis than Richardsville primarily due to heavier use.	
16.0 In Posse presented information on how third party providers can be used to finance renewable energy systems through power purchase agreements. For-profit third party providers can take advantage of tax breaks that non-profits and government agencies don't have access to.	N/A
17.0 Massachusetts is one of several states that have a market for Solar Renewable Energy Credits (SRECs) that can help to further offset the cost of the renewable energy system. SRECs are generally more valuable than regular RECs and therefore they can be sold at a high cost and replaced with lower cost RECs to maintain the renewable aspects of power used at the site. The difference in price between the two can be used to help offset the cost of the PV system.	N/A
18.0 For owners with multiple buildings, the lessons learned about energy use from doing a NZE project can be used to reduce energy use across all buildings. This helps leverage the cost of a NZE building across all buildings and improves the return on investment.	N/A
19.0 At the conclusion of the workshop, attendees were asked to forward any thoughts or ideas they might have related to net-zero energy or sustainability to Michael Black at the City of Cambridge. In general, the following questions should be considered:	All
19.1 How is energy used at MLK School?	
19.2 How could energy use at MLK School be reduced?	
19.3 How could net zero energy be integrated into the curriculum at MLK school?	
19.4 Are there other sustainability goals or opportunities that should be included as part of the project?	

All meeting minute items are considered correct and accurate unless the author is notified in writing within ten (10) days.



cc: All Attendees
Chris Boyce, Jill Garzik – Perkins Eastman
Mark Boyes-Watson, Kelly Speakman – Boyes-Watson Architects
Iona Pieleanu, Wayne Cornell – Acentech
Gary Pease, Fayssal Hussein, Corinne Tobias – Nitsch Engineering
Bob Fuss, Robert May – Fuss & O'Neil
Peter Reilly, Daniel Hurley, Gary Frigon – AKF Group
Robert Diemer, Shannon Kaplan – InPosse
Colleen Soden – Sustainable Performance
Garcia Galuska DeSousa – David Periera

Enc: Sign-In Sheet



FOCUS GROUP: NET ZERO / SUSTAINABILITY

DATE: 3/16/12

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
21	ERIK DALEN	PERKINS EASTMAN	617-449-4005	E.DALEN@PERKINS EASTMAN.COM
22	John Bolden	Cambr. Comm. Dev. Dept	617-349-4628	jbalden@cambridgema.gov
23	Lisa Peterson	Public Works Commissioner	349-4802	lisap@cambridgema.gov
24	Paul Cyle	Superintendent of Buildings DPW	617-349-4852	plyle@cambridgema.gov
25	PETER A Boudreau	FACILITY MANAGER CPD	617 349-3345	PBOUDREAU@CAMBRIDGE POLICE.ORG
26	Owain Jones	Cost Management	617-3714513	ojones@clawstangdon.us
27	Claire Spinner	Chief Financial officer	617 349 6429	cspinner@cpsd.us
28	Steve Smith	CIO	617 349 3055	SSMITH@cpsd.us
29	Carolyn Turk	Deputy Superintendent	617 349 6418	cturk@cpsd.us
30	GERGE FERNANDES	CITY ELECTRICIAN	617 349 4925	GFERNANDES@CAMBRIDGE.MA.GOV
31	Steve LENKAUSKAS	DEP CITY ELECTRICIAN	617 349 4925	SLENKAUSKAS@CAMBRIDGE.MA.GOV
32	KEVIN KEEGAN	TECHNICAL SERVICE MGR/CPD	617 349-6814	KKEEGAN@CPD.US
33	SUSANNE RASMUSSEN	Dir. of Env./Transp. Planning Community Devt Dept	617-349-4607	srasmussen@cambridgema.gov
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Perkins Eastman

MARTIN LUTHER KING JR. SCHOOL

FOCUS GROUP SIGN-IN SHEET

FOCUS GROUP: NET ZERO / SUSTAINABILITY

DATE: 3/16/12

	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	Alicia Cantano	PERKINS EASTMAN - PM	617-449-4001	a.cantano@perkins-eastman.com
2	Brendan Roy	City	857-998-7312	b.roy@cambridge.ma.gov
3	Dana Ham	Schools	617-201-6054	DHam@CPSD.US
4	Kristen vonHoffman	Schools	617-319-6856	Kvonhoffmann@cpsd.us
5	FRANK GEARY	'1	617-447-0113	FGEARY@CPSD.US
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	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
1	AARON GALLAGHER	NITSCH Engineering / Civil	617-858-0063	agallagher@nbscheng.com
2	JASON MARTINEZ	ACENTECH (ACOUSTICS/AU)	617-499-8000	jmartinez@ACENTECH.COM
3	Jayne Allard	Stephen Turner Inc.	401 273 1935	jayne@sturnerinc.com
4	Stephen Turner	Stephen Turner Inc.	401 273 1935	stephen@sturnerinc.com
5	BILL MAIDMENT	CRABTREE MCGRATH	978-352-8500	MAIL@ CRABTREE-McGRATH.com
6	JOHN SOUSA	"	"	
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	ATTENDEE	POSITION/DEPARTMENT	PHONE NUMBER	EMAIL ADDRESS
21	Melissa Honeywood	Food Service Director	617-349-6858	mhoneywood@cpsd.us
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