FDB Brenda Meeting Summary

Participants: Brenda, Liz, Joji
Date: 7/25/2025
Subject: Programming, Space Allocation, and Facility Design Considerations

1. Curriculum Coordinator Space

- Discussion centered on office needs for curriculum coordinators (also referred to as coaches).
- Brenda noted every school now has at least one, and sometimes up to three, depending on student needs.
- The group explored the possibility of shared office space with access to a nearby conference room, rather than individual offices.
- Existing campus examples were cited, including elementary schools and a middle school where shared rooms are in use.

2. Shared Administration & Support Spaces

- Strong resistance from stakeholders to sharing administrative areas between schools.
- Concerns were raised about maintaining clear separation of student support services for different school levels.

3. Dining & Assembly Space

- Covered dining for middle school is being used to accommodate required seating.
- Elementary and middle school dining areas are to be physically separated.
- The group discussed the need for each school to have independent assembly spaces due to scheduling conflicts (e.g., holiday performances).
- Flexibility in covered space design is essential to accommodate varying weather and usage.

4. Space Adjustments & Reductions

- Resource rooms are being removed in favor of integrated elective classrooms.
- The dedicated fitness room may have been omitted to stay within space constraints; Brenda to confirm.
- Potential for reducing library size by reevaluating:
    - Librarian office space
    - Linear footage requirements for books
    - Opportunities to combine video and multimedia production spaces
    - Space-sharing for video broadcast areas and student conference rooms

5. Sensory and Medically Fragile Rooms

- Medically fragile students require dedicated, spacious rooms.
- A shared sensory room adjacent to a fully self-contained classroom was discussed as a beneficial layout, potentially accessible to general student population.
- Importance of maintaining separate access points for these rooms (not passing through self-contained classrooms).

6. Pull-Out & Breakout Spaces

- Pull-out rooms near general education classrooms remain necessary for inclusion support, tutoring, and testing accommodations.
- These should be distributed by grade level and integrated with general classroom clusters.

7. Library Functions

- Ongoing effort to redefine library support spaces such as professional staff areas, production zones, and storage in light of evolving digital needs.
- Flexibility in space designation was emphasized to prevent underutilization (e.g., renaming rooms as areas).

Action Items

- Brenda to confirm the inclusion/exclusion of the fitness room.
- Continued discussion planned for Monday’s 2:30 PM meeting regarding stage design and halau concept for multi-purpose spaces.

Transcript

00:00:00:00 - 00:00:32:01

Unknown

Officially confirmed, we will officially confirm it or will make a judgment call by the end of today. Yeah. To see if people, you know. Okay. Sorry. Is that Doug talking? It's very loud. It is. Okay. I'm sorry. I'm having a hard time focusing. Okay? Yeah. Thanks. Okay, thanks. Okay, so I know Brenda, you're probably strapped for time.

00:00:32:03 - 00:00:55:20

Unknown

I hope if you have questions, I'm going to have to write them down and get back to you, right? Because. Yeah, I probably don't. Yeah. I mean, you know, I think that on a high level, the take away from the meeting the other week from the programing thing coming out of the your own meeting with principals and such to work through the allocations is that, we appreciate it.

00:00:55:24 - 00:01:37:10

Unknown

It seems like you're trying to, accommodate some space savings by doing some of the trade offs and meeting some of the, the totals that we're trying to, achieve. And then I guess there were some, some small new, things added in, like some of the offices and such. And so I think on a high level, like I said on the call, well, so I don't know if this is what you're doing with the new aspects, but is there any part of looking at how much in terms of work space like, you know, there's kind of that I don't call it movement, like in workplace environments in general.

00:01:37:10 - 00:02:01:29

Unknown

There's just look at how much individualized space do you actually need versus how much meeting space do you need. And all of that kind of balance of like space sharing. Like trying to get away from just complete ownership of rooms and closed off rooms and things like that, both from like and understandably, it's not. It's a school. It's not like a regular office, but at the same time, are there any things around that?

00:02:01:29 - 00:02:23:20

Unknown

And have you already considered that when you list out some, like the curriculum needs, for example, the new curriculum coordinator spaces you added to the library? Was there any thought about how they could share space because they might be doing something similar, and then maybe there's a separate room in addition to that that allows them to meet as needed.

00:02:23:22 - 00:02:55:28

Unknown

If they need to have a private conversation, or was there anything like that? I know we had, spoken about it with them. Sorry, I can't I need to call up the fans in front of me. I have too many different ones. It's crazy trying to standardize, you know, for schools across the board and and and then not right me, you know, and it's like we take it up to senior leadership and they're like, principals should have the ability to, you know, manage their school.

00:02:55:28 - 00:03:17:06

Unknown

And it's like, yeah, but from a facilities point of view, you know, it's it's kind of crazy. So I do I did think we did that a little bit, but maybe we didn't on this one where we provide, a conference room near the curriculum coordinators so that they do, and I apologize if that's, you know, let me see.

00:03:17:06 - 00:03:35:13

Unknown

Let me look at mine here. Maybe I could just share my screen since it's the second I don't really want screen to the, this one. Okay, let me share my screen, and I'll.

00:03:35:15 - 00:04:10:21

Unknown

It's so. I mean, we're still. Through it. You just look at my actual screen, so. Right. Have zoom in a little view. Zoom. Did I not even include them in the curriculum? Coordinator side of the. So how recent is that? Brenda, the curriculum coordinator I've been around for, like, you know, probably they were even around when we were doing the ad specs in 2006.

00:04:10:21 - 00:04:47:24

Unknown

I'm not sure, but it they call them different names. And so, you know, now it's their coach curriculum coaches, or curriculum coordinators or for a while maybe 20 years ago. So maybe it was after we did the ad specs. They, it was race to the top. So they were or RTI response to intervention. You know, there were all these different, funding things coming out of, I think the federal government for, for support and, you know, trying to improve.

00:04:47:24 - 00:05:11:12

Unknown

So they were called different things, but now and we thought they came and went and they weren't always, you know, there. But now every school has them. And sometimes they do that. You do have up to three. Really. Yeah. It really depends on you know, that's a full time position. Yeah. It's a full time position. And I think it depends on this is crazy too.

00:05:11:12 - 00:05:37:29

Unknown

But like the size of the school but also the population, you know, like the students and if they need more help or not. Okay. Then I went to a session that, Oh, yesterday at that Eli thing, which is the opening of the school year. You know, they always have a leadership meeting, and

then they have a bunch of breakout sessions for principals on and vice principals on, different things.

00:05:37:29 - 00:06:04:15

Unknown

But Ohana Hana Elementary, it was, math. And they, they have a, a complex area or a district math specialist who comes eight times a year, but then they have a curriculum coach, even at that school, like a K-12, you know, small school. But so they just but they have one for math that then works with the teachers to improve and and review data for new students.

00:06:04:15 - 00:06:33:02

Unknown

It's not unusual to have someone on its list, but to have three for one middle school seems a little much surprised. I've never heard of that. Yeah, one for a school and just teaching and learning. And so I guess back to my question. Like, do these people really need individualized offices, or are we talking about a team of curriculum coordinators that can share an office with access to a conference room nearby?

00:06:33:02 - 00:07:05:09

Unknown

That could work, and I think that could work. I think it's something to propose because, you know, it's, they're just. Yeah, it is kind of. In other news, schools, you're like, providing three separate offices for these curriculum for nerds. And this and there was something like this where they had they need three. And then, yeah. I mean, because the aspects are evolving right now in this next year, like we have it for, I mean, one couple elementary is under construction and they're sharing a room.

00:07:05:09 - 00:07:38:15

Unknown

They're the curriculum coordinators, on the same level as the library, which is connected by a bridge to the classroom building, kind of like Solomon, where they shared an office that they had

meeting space within the room, too. But that's the elementary school, and we haven't done a middle school yet with that. The Honolulu Uli, they do share a room or we provided a room, you know, where those elective rooms are on the second floor of each of the three story.

00:07:38:17 - 00:08:05:05

Unknown

Yeah, yeah. One of those was for curriculum coordinators, whether they use it that way or whether they use it for a classroom, you know, and put the curriculum coordinators in whatever other spaces, because we did provide an office and a conference room separately in each of those buildings. And then we were touring it. I forget when and and a room that we thought was a conference room.

00:08:05:07 - 00:08:29:07

Unknown

The VP had taken over for his office, I think, or a counselor. So that again, that's why we don't label things because, you know. Yeah, yeah. I mean, after we open, we can't control who uses. But the staff can change depending on. Yeah. The principal or also depending on funding levels, you know, so we just try and make it as flexible as possible.

00:08:29:07 - 00:08:52:12

Unknown

So in a way, you know, providing like you're suggesting a conference room and shared office space can be flexible because then you don't have these little offices that could sit empty of, you know, no one needs. So is this, for them or is this a separate person? The the coaches conference room is for the is that that's the conference room for the three curriculum.

00:08:52:15 - 00:09:23:25

Unknown

Okay. So this is a set here. The assistant okay. Yeah. That was okay. All right. Yeah. Understood. Okay. Good to know. Okay. So I also at a high level, I just wanted to check in. So, so I'm clear in terms of the sharing component, it's it seems like there's definitely, like, the

strongest, as far as I can tell, the strongest resistance around sharing anything related to admin on both sides.

00:09:23:25 - 00:09:55:13

Unknown

So the idea of sharing that area for student support is, is really being pushed back on. Is that inaccurate? Yeah. Hesitation. Yeah. Okay. Okay. And on the, the dining. So I think the, the to me the unresolved part is the way and I know it's, it's hard to do it this way because you don't you need to just either do one or the other.

00:09:55:13 - 00:10:25:13

Unknown

But the way we're doing it is we're considering as part of the accommodation of seating, some covered dining board, middle and then the ability to, expand and then, understanding that the area for the elementary will be more physically separated. So it's not like there, right next to each other and can interact with each other directly.

00:10:25:15 - 00:10:52:28

Unknown

But from a sizing standpoint, it sounded like there was it was okay. And the right size it to the population as needed, instead of going with the kind of the spec, which kind of does like a tiered sizing. Right. I'm meant for a range, right. But I think the like, I think it's 15ft² per occupant or whatever for, yeah.

00:10:53:03 - 00:11:20:23

Unknown

You know, assembly occupancy without fixed seating or whatever. But the problem is then that, that ends up being really tight. If you, if you also consider having to have a ramp to the stage and, you know, all the other kind of circular motion and, like even our, our boys and girls restrooms, because we now build the cafeterias to be those enhanced hurricane protection areas.

00:11:20:25 - 00:11:46:12

Unknown

So we need gain toilets in there for the size of the shelter space or whatever. And anyway, so that's why I think I, you know, I didn't think it was that much less than, depending on. And these numbers aren't even right and right with the of 800. Sorry. Yeah. When I see so many of these, like, it's forget which ones I know.

00:11:46:19 - 00:12:10:01

Unknown

Yeah, but yeah, but the one thing that I've heard, and maybe it's because the middle school, elementary school that I'm working on is the Wheeler one, right? The two schools next to each other, and they're in Wahiawa, where it rains a lot. But they've been saying how they do their middle school students do it outside when it's nice, but they can't always count on the weather being nice.

00:12:10:01 - 00:12:32:12

Unknown

So, you know, that's. Yeah, I mean, we whenever there is we would make sure it's a protected area. It's like winter and rain can't affect the way that space is used. Right. Like it needs to be. Right. Yeah. But the other pushback we got from Wheeler was when they want to have an assembly, they want as much space as possible in the room where the assembly is happening.

00:12:32:12 - 00:12:55:13

Unknown

Right. And that's why these multi-purpose and this is where like our latest twist on the halau idea, which I know we're never in and hopefully we can talk more about it on Monday. Might address some of those like, Eva makai thing where, like we're solving it through potentially another route in terms of the stage and the whole assembly aspect.

00:12:55:13 - 00:13:17:21

Unknown

Okay. So as long as that's covered, it sounds like maybe there's a little bit of, yeah, in right sizing this so that the elementary could have their own kind of assembly space and the middle school could, because they're going to collide at the end of the school year at Christmas time, you know, when they both need to have assembly space.

00:13:17:21 - 00:13:43:21

Unknown

Right. So that's where they're. Yeah. Well we'll keep that in mind. We'll keep in mind the ability to have two kind of large gathering assemblies, simultaneous and alternate spaces. Okay. Yeah. And that's the I mean that's what I'm getting anyway. Is that the, you know, the assembly part and the eating part. Yeah. And that they're both different or whatever.

00:13:43:24 - 00:14:08:29

Unknown

Okay. And then I think, the, I know some small things. I want to triple check on the research rooms are removed because you're doing more of a specialized bed approach and then and more of a integration and integrated model and then, elective rooms are kind of in almost in its place, and left as classrooms.

00:14:09:01 - 00:14:29:17

Unknown

However, the fitness you are not seeing any more. So that's been absorbed as part of those elective classrooms for P.E. and health and all that. Is that all correct? And I get a fitness room I think might have not been included. Right. Yeah. I didn't see it in here. And usually it's down here. It it's usually in this kind of.

00:14:29:17 - 00:15:01:05

Unknown

Yeah. So I think that's where it because it's usually in the Commons areas. Right. Like laundry first aid and then fitness. So I'm wondering if that's where we were trying so hard not to, you know, to fit everything in without going over, the numbers. So yeah, we see where that on what ended up. But.

00:15:01:07 - 00:15:26:15

Unknown

Let me check on that one and get back to you. Okay. Yep yep yep. And then the last thing we, I asked when I asked for, you know, is there anywhere else and generally, you mentioned the library may have some ability to get a little bit smaller, so is that I just want to make sure that that's I mean, when you, when you say that, like, can you talk about what you think that might look like?

00:15:26:15 - 00:15:49:28

Unknown

Because I don't, I don't, you know, we don't want to just start thinking about, you know, and so I so like the one thing is the office. Right. So even like Carol, Jacqui said that her librarian. Librarian has moved out into the library, right. Kind of a thing. And then that office space has become, I think, her curriculum coordinator.

00:15:49:29 - 00:16:11:09

Unknown

Oh, I see, yes. Or someone else in there, I think. So, you know, existing schools rearrange things, so. But but I know that because so we, we wouldn't, we would trade off some of that if we left the office for the library, that would be like, you know, 160ft², because they might not have one or they might.

00:16:11:09 - 00:16:36:13

Unknown

So that kind of a thing, that the idea of everyone always says, oh, resource centers, we don't need three rooms. And it's like, yeah, it wasn't meant as three rooms. It was meant as areas

within that mean library area where you might have groups of tables, you know. So the hard thing is just judging how. And the inspects have a linear feet of books.

00:16:36:13 - 00:17:02:23

Unknown

And what we haven't done yet, we haven't gotten to the library in our, in our update. But to talk to the librarians about, you know, how many what what's realistic these days because so much is. Yeah. Right. Yeah. And maybe we don't get to cut down so much on the elementary school, linear feet, because they have less anyway, in that middle school or you know, because their books are narrower or whatever.

00:17:02:25 - 00:17:24:21

Unknown

Fit more kind of. But so we do I mean, we tend to trade off space from there if, you know, if we needed it or downsize it in order to, like, I think it was it Chad, or am my mixing up schools who said that they used to have a daily bullet or, you know, video broadcast?

00:17:24:23 - 00:18:01:01

Unknown

One school said they had a daily broadcast. I thought the other school said they record theirs and then share it or something. But that idea where we have, you know, zero for the video production at the middle school, the 350 isn't very big. In order to have it be a class where they're able to do it. So sometimes it was traded off because they weren't using it, but I, I don't I wondered like, what is the difference between them, both the video production and then their multimedia production room.

00:18:01:01 - 00:18:26:08

Unknown

Yeah. And that I think is old fashioned from 25 years ago there was video production and then there was starting to be like, oh, digital multimedia, you know, where you use computers more to

do graphic design and stuff. So we're straightening that out and also to see if that's a class. I think 25 years ago he would bring kids there maybe.

00:18:26:08 - 00:18:51:17

Unknown

But it wasn't like a whole elective class. And that's why it was in the library. It was like the teacher would bring their class there and someone would help them, but I don't that I don't think that's how it happens anymore. So we're trying to flush that out. Whether you really need both or you combine those, you know, but that that student conference room, which is a good space in a library to have, you know, acoustically separated.

00:18:51:22 - 00:19:29:09

Unknown

But if you did have it next to a bigger room, that could be the production. This, a new film into the use. The conference room is like the studio with a green screen or green, whatever it's called behind. That, that. But the functional relationship kind of makes sense, right? Okay. And then kind of, you know, but so between the student conference around the video production run, the multimedia production, there might be a way to condense or combine those to be able to create, like the green screen studio with control area, combination space that would be useful for the school.

00:19:29:09 - 00:19:48:16

Unknown

But like that green screen room could also the green screen could be I don't know if they're rolled up or if they're, you know, it's a curtain and they're moved to the side kind of a thing where it could just be a table and an area for a small group to meet, because sometimes in the library that is a useful space.

00:19:48:20 - 00:20:13:11

Unknown

But you would need interior windows, you know, visual supervision in the library. So the, the back part, I think it was Jacqueline, maybe one of those, principals talked about how our work room, I don't see oh, she took out all the cabinetry. Remember that room work? Yeah. Not everyone would do that. I don't think, but the idea of that.

00:20:13:11 - 00:20:40:24

Unknown

You do have a room where you can have, 3D printers even or laminate or the chart paper that they still put up on tack board walls and stuff, you know, and there's one location on campus that that stuff is usually in. And so that's usually like the work production area of the library. Okay. Do you know when they do need to repair books?

00:20:40:24 - 00:21:01:25

Unknown

I know they say, oh, they don't do that a lot, but that idea that they have some layout or counter space, to with the designated, you know, fix books and stuff in terms of professional staff and materials area, I think like the Ed spec calls for a certain number of file cabinets. That's all changed because of digital.

00:21:01:25 - 00:21:25:19

Unknown

You know, they don't need very much in the way of file cabinets for old curriculum kind of things. So that area. But the idea that you'd have a secured storage room, but we don't again, we've called it an area, over time from a room because too many rooms that don't get used. Right. But there should be like a secured storage room.

00:21:25:22 - 00:21:50:27

Unknown

The professional staff material, work, production all kind of together is usually because there's a restroom there. But staff. But. Yeah, typically on a school, we haven't provided a kids restroom.

If because they came from, you know, their class, they'd use the restroom at the elementary school, then go to the library. But over time, it's like, yeah, you do need a student.

00:21:51:00 - 00:22:19:24

Unknown

Yeah. You know, so that idea that are they then off the work room or off the entry to the library or whatever is, you know, we haven't figured that one out yet. And whether the curriculum coaches or with the library or in the classroom buildings, again, I think it's hard when we do a new library on an existing campus, we tend to include them in the library because there isn't enough space, you know, on the existing campus.

00:22:19:24 - 00:22:42:25

Unknown

They've taken up a classroom or something. And so we have them in the mix with like the classrooms, because it kind of makes sense that they're, you know, directly involved in and where the teachers are, you know. So yeah, but I, I just think, yeah, that that's the functional relationship of that could be still discussed and then the, the spaces of that.

00:22:42:25 - 00:23:05:19

Unknown

Yeah. The tech coordinators office, you know, you know it looks big but no, no, I know it's not. They have a lot of stuff and they need to have they might have a few people. It's like weird right. So yeah. Yeah. And it sounds like they don't like the idea of mixing the two schools in that tight corner space because they're worried about assets and, you know, things getting mixed up.

00:23:05:20 - 00:23:30:22

Unknown

Is that right? Yeah. And I, I didn't realize that how much until they were really talking about that right then. Yeah. No we don't want to share storage or we don't want to share whatever for those reasons. So, okay, that could be. But I know you're busy. I don't want to say no, I just I wish I had I'll get back to you on the fitness room.

00:23:30:22 - 00:23:48:12

Unknown

Okay? Okay. Check. In there. I don't think there was any other really outstanding thing for me to follow up on for you. Sure.

00:23:48:14 - 00:24:02:06

Unknown

Okay.

00:24:02:08 - 00:24:25:27

Unknown

So medically fragile can be. It's like, on its own. The kids, if they're. If they're there, you know, they might be on oxygen or something. So they're not really going to be going out. Too often. And, but it needs to be a big room. I think the, the medically fragile is like the type X, right? The largest one what Jackie shared.

00:24:25:27 - 00:24:51:15

Unknown

And then we had heard from another school principal to the idea of the sensory room, which they've created out of a room in one of, her existing rooms. But in talking with her and with Chad and the other principal was actually the principal of Maui High, but he had been Pukalani Elementary principal, having a sensory room. And the elementary didn't think it needed to be as big.

00:24:51:20 - 00:25:27:18

Unknown

She likes the idea of a 600 square foot one because the kids are bigger, and attaching that, adjacency wise to a fully self-contained room because. So the reason for like medically fragile

and fully self-contained, they can kind of operate independently. And you never know what kind of kids are getting going through the system. Right. But the idea that you need to, because you could have those autistic kids that are very set off by other kids, or you could have and you could have those at the same time that you have some medically fragile that you know, have other needs.

00:25:27:18 - 00:25:51:22

Unknown

And the staff might be different for both, but the sensory room connected or adjacent to a type room means that the kids who who could be set off by something, you could put them into a different space and calm them down. But that that sensory room wouldn't. You wouldn't have to walk through the fully self-contained to get to the sensory room that it would have its own door.

00:25:51:27 - 00:26:12:16

Unknown

Because. Because any kid on campus could maybe make use of a sensory room, right? So there'd be, you know, an adult who would go in there with them. There's always an adult with the kid on campus. But that idea. So that was like a good trade off when she said, yeah, we don't need, I was thinking a fully self-contained for each grade level, like we did it for Mickey.

00:26:12:16 - 00:26:36:29

Unknown

Okay. Overkill. But they do take medically fragile from a living facility nearby, so they actually use their fully self-contained rooms. But, it this having the one for the fully self-contained, a fully self-contained for the medically fragile, and then using some of that fully self-contained for the sensory room. But that sensory, could be open to other people.

00:26:36:29 - 00:27:05:03

Unknown

You ask about the pull out rooms. Those are more, near by the general classrooms, because when you do inclusion, sometimes there's a e adult who's with the special ed kids in the general

classroom. And if they need to be, you know, need extra tutoring or whatever, they can be pulled out nearby because while it's an integrated model, there's still many moments that may need special, special support, right?

00:27:05:03 - 00:27:33:19

Unknown

And they need it sometimes a separate space to be able to do that. Right. Or even. Yeah, sometimes when there's when they're testing that few years that I was a math teacher at an early learning middle, and I had a student with the E in the room, and then she would go, we had those little breakout rooms between the two classrooms, and she would take the student in there for the test because accommodations might mean that she could read the the problems to him or the story problems or whatever.

00:27:33:23 - 00:27:57:20

Unknown

So having those breakout spaces or pull out spaces nearby are helpful. And then the other ones were just because they. The middle school model requires so many classrooms to get those. Cause, you know, that's inclusion. And the rest of this bed or resource rooms are just included is like general classrooms. So the I mean, that was the that count on that.

00:27:57:20 - 00:28:06:16

Unknown

Yeah.

00:28:06:18 - 00:28:31:06

Unknown

Closer to general classrooms rather than the so distributed near general classrooms. That. Right okay. Right. Like and because three of there's three grade levels you know it could be that way or it could be however, it works. Thank you. Brenda. Okay. So see you guys at 230 on Monday. Unless we hear you. Hopefully I'll see you. Let me know by the end of the day.

00:28:31:06 - 00:28:50:08

Unknown

Thank you for sending the invite. Okay. Thanks. Okay, bye. Have a better day. By the way.