

MEETING MINUTES

PROJECT NAME: William Schmidt S. Outdoor Environmental Education Center
 CLIENT: Prince Georges County Public Schools (PGCPS)
 QEA PROJECT NO.: 41802570
 MEETING NO.: Pre-Design 06 – Environmental Literacy Steering Committee Presentation and Feedback
 MEETING DATE: 02.22.2019



QUINN EVANS
ARCHITECTS

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ATTENDEES:

Attendance	NAME	ORGANIZATION	EMAIL
✓	James Roberson	PGCPS	james.roberson@pgcps.org
✓	Joseph Wolf	PGCPS	joseph.wolf@pgcps.org
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✓	Lisa Lee-Sang	PGCPS	lisa.leesang@pgcps.org
✓	Leslie Marcus	PGCPS	leslie.marcus@pgcps.org
✓	Joanne Flynn	GBACA+BSCLT	Jflynn1111@erols.com
✓	Sylvester Conyers	PGCPS	sconyers@pgcps.org
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✓	Wendy Rouget	PGCPS	Wendy.rouget@pgcps.org
✓	Travis Long	PGCPS	Travis.long@pgcps.org
✓	Chuck Floeck	PGCPS	cfloeck@pgcps.org
✓	Gabrielle Rashleigh	QEA	grashleigh@quinnevens.com
✓	Alfredo Davalos	QEA	adavalos@quinnevens.com
✓	Joe Cellucci	QEA	jcellucci@quinnevens.com
✓	Environmental Steering Committee Participants	See Attached Attendance List	

DISCUSSION NOTES:

NO	ITEM
6.1	<p>Introductions</p> <p>-Dr. Conyers and Dr. Libby provided introductions to the committee</p> <p>-James provided a summary of the committee's latest accomplishments. These include their exchange program with French students, and their Treating +Teaching program.</p> <p>-QEA and Rhodeside & Harwell introduced the Schmidt Expansion project and offered three big picture questions to consider as the Environmental Literacy Steering Committee (ELSC) members reviewed the expansion opportunities. QEA and R&H explained that as designers it is important to always absorb as much information from the site and from the stakeholders in order to build a better analysis that will help in the design process. QEA and R&H presented two options to locate the major program items on the site with a few variations.</p>

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	-ELSC members were then tasked to review the two options with their table and consider the three big picture questions. Their comments are listed below by table:
6.2	<p>TABLE 2</p> <p>Concept 2: <i>(preferred)</i></p> <p>Comments / Questions:</p> <ul style="list-style-type: none"> -What about the rest of the 300 acres? The other side? -Cost vs. "right" thing for programming -Build for the future -Locate ERC with Dining Hall where the existing restroom open air pavilion is located. -Neville Administration Building should be a staff-only space -Alternative: Replace the Dining Hall with Village II to group the 5th grade cabins closer to their activities. The Dining Hall should then move to Village I area. The ERC should move to the proposed Village II area to cluster high school activities in one zone
6.3	<p>TABLE 3</p> <p>Concept 2: <i>(preferred)</i></p> <p>Pros:</p> <ul style="list-style-type: none"> - Village II is closer to instructions. This minimizes unnecessary walking. <p>Cons:</p> <p>Comments / Questions:</p> <ul style="list-style-type: none"> -Eliminate temporary trailers (such as stream ecology structure). -Make sure that the tractor (etc.) storage is not along the paths that students take. This is distracting -To avoid walking along the road, a bridge / footpath could connect southeast activity zones with the Village I site. -The existing road / trail running between Neville Admin and the stream (currently not in use) could provide a more accessible route to the stream -Teachers should have easy access to all sleeping quarters. -Alternative: Move proposed Village II to New Dining area. Place ERC where Village II located.
6.4	<p>TABLE 4</p> <p>Big Picture Questions:</p> <p>1) What do you consider to be the most important element or process that the project must deliver in order to be a success?</p> <ul style="list-style-type: none"> -Basic Principle: make everything and every place accessible. -Provide sufficient facilities at each site. -All spaces and areas should be flexible and multipurpose. <p>2) What should be the timeless takeaway from outdoor environmental education?</p> <ul style="list-style-type: none"> -It should accommodate all bodies everywhere. -Keep it beautiful and use all natural resources well. Retain joyfulness. Fun science on display is a key concept. Signage should be multilingual.



	<p>3) How can the layout & design reinforce the outdoor environmental education experience?</p> <ul style="list-style-type: none"> -Science on display. -Multilingual signage. <p>General Comments / Questions:</p> <p>Where will the stream instruction take place for each fifth grade group? Where will they be instructionally?</p>
6.5	<p>TABLE 5</p> <p><u>Big Picture Questions:</u></p> <p>1) What do you consider to be the most important element or process that the project must deliver in order to be a success?</p> <ul style="list-style-type: none"> -Connection with outdoors. -Convenience -Safety -“Chill out” zones for down time and meditation, such as outdoor lounges. <p>2) What should be the timeless takeaway from outdoor environmental education?</p> <ul style="list-style-type: none"> -Change of mindsets -Protect environment + learn importance <p>3) How can the layout & design reinforce the outdoor environmental education experience?</p> <ul style="list-style-type: none"> -Connection to all buildings -Use sustainable materials such as bamboo + hemp instead of wood. -Concept 1B allows better access for day usage of ERC and produced less traffic on the rest of the site. -Design for easy recycling + waste management. Provide collection areas outside buildings and cafeteria. <p><u>Concept 1:</u></p> <p>Pros:</p> <ul style="list-style-type: none"> -Keeping residential space separate from learning spaces is a positive. However, residential areas should maintain open space for team building such as small communal spaces <p>Cons:</p> <p>Comments / Questions:</p> <ul style="list-style-type: none"> -Accompanying learning space in villages helps during inclement weather. -Consider the impact of hosting more groups at a time. -<i>Minimize the amount of field trip days out of the school. Summit, Environthon, + High School Programs, etc.</i> -Maximize square footage now for future planning. The Dining Hall, for example, should serve the whole group of visitors. -Consider the security implications of keeping students in one area



	<ul style="list-style-type: none"> -Avoid metal roofs since they impact Wi-Fi use. Students need Wi-Fi for events such as the Environthon -Use solar energy -Is there a natural stream that could be developed to teach stream ecology? Habitats for invertebrates & mussels. -Cabins should be built to incorporate major environmental education theme -Will Village residences have porches? -Keep Old Man Clutch house -What about the pathway for the 5th grade trailer ride? What other rides can be created?
6.6	<p>TABLE 6</p> <p><u>Concept 2:</u></p> <p>Comments / Questions:</p> <ul style="list-style-type: none"> -What is the maximum occupancy for the Dining Hall? -Will the programming be impacted or required to stop during any part of the renovations? -Will there be improved ADA accessibility by the start of the 2019-2020 school year?
6.7	<p>GENERAL</p> <ul style="list-style-type: none"> -ADA access should be a primary consideration. All visitors should have an equally enriching experience at Schmidt. - Buildings can help enrich the environmental education experience by using sustainable materials and placing science on display -The layout should provide safe and convenient pathways for students to move across the site. -The site organization should provide distinct zones for each of the different groups on the site. -Build with the future in mind. Program areas should support existing requirements while allowing for flexibility and future growth.

Attachments:

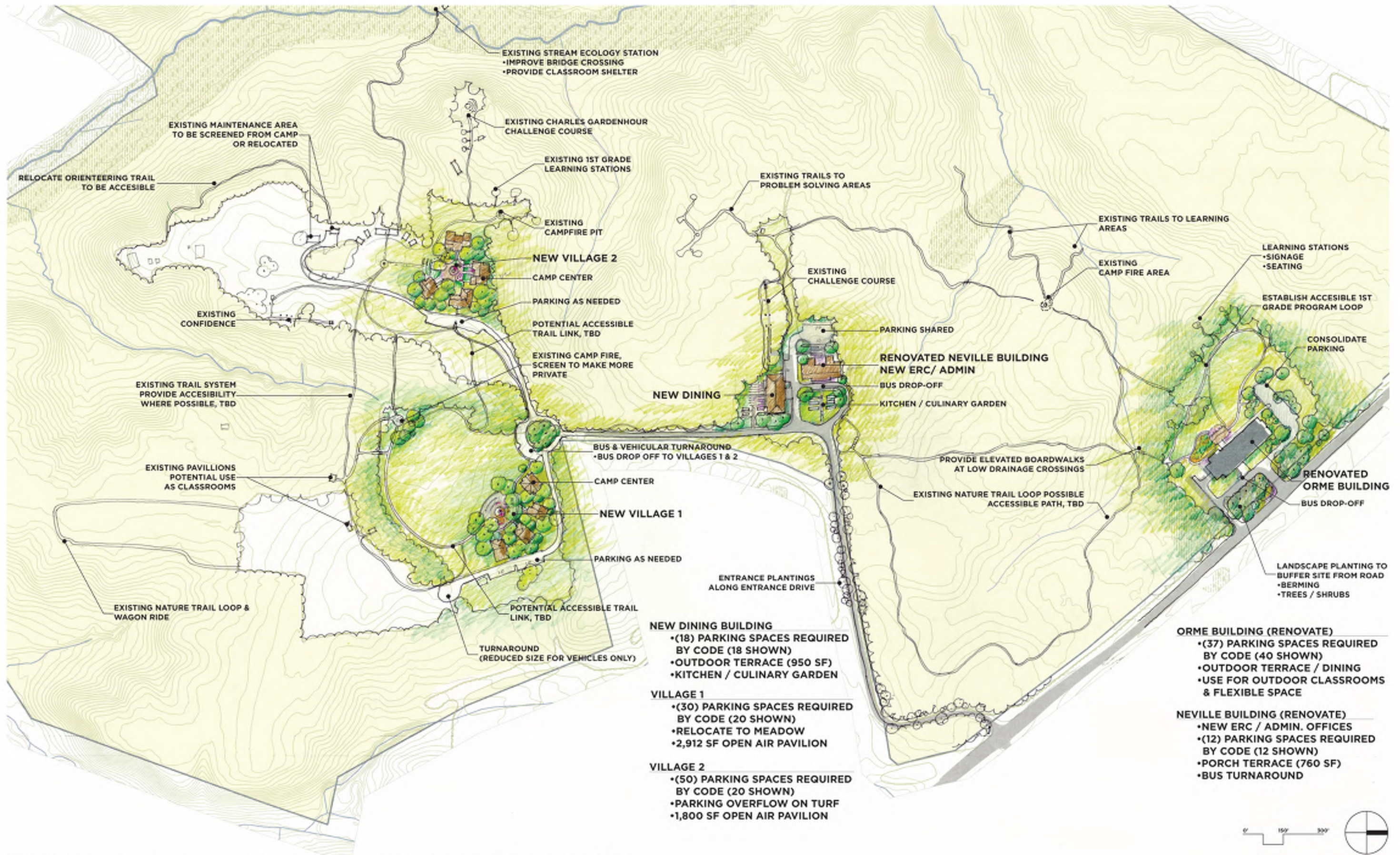
- 24x36" Concepts 1, Concept 2, and Existing Activity Maps
- 11x17" Diagrams and Alternate Schemes
- Activity Worksheet

END OF MINUTES

Recorded by Gabrielle Rashleigh and Alfredo Davalos

Reviewed and edited by Joe Cellucci

Please contact us within 7 days of issuance with any dispute of the information presented herein.



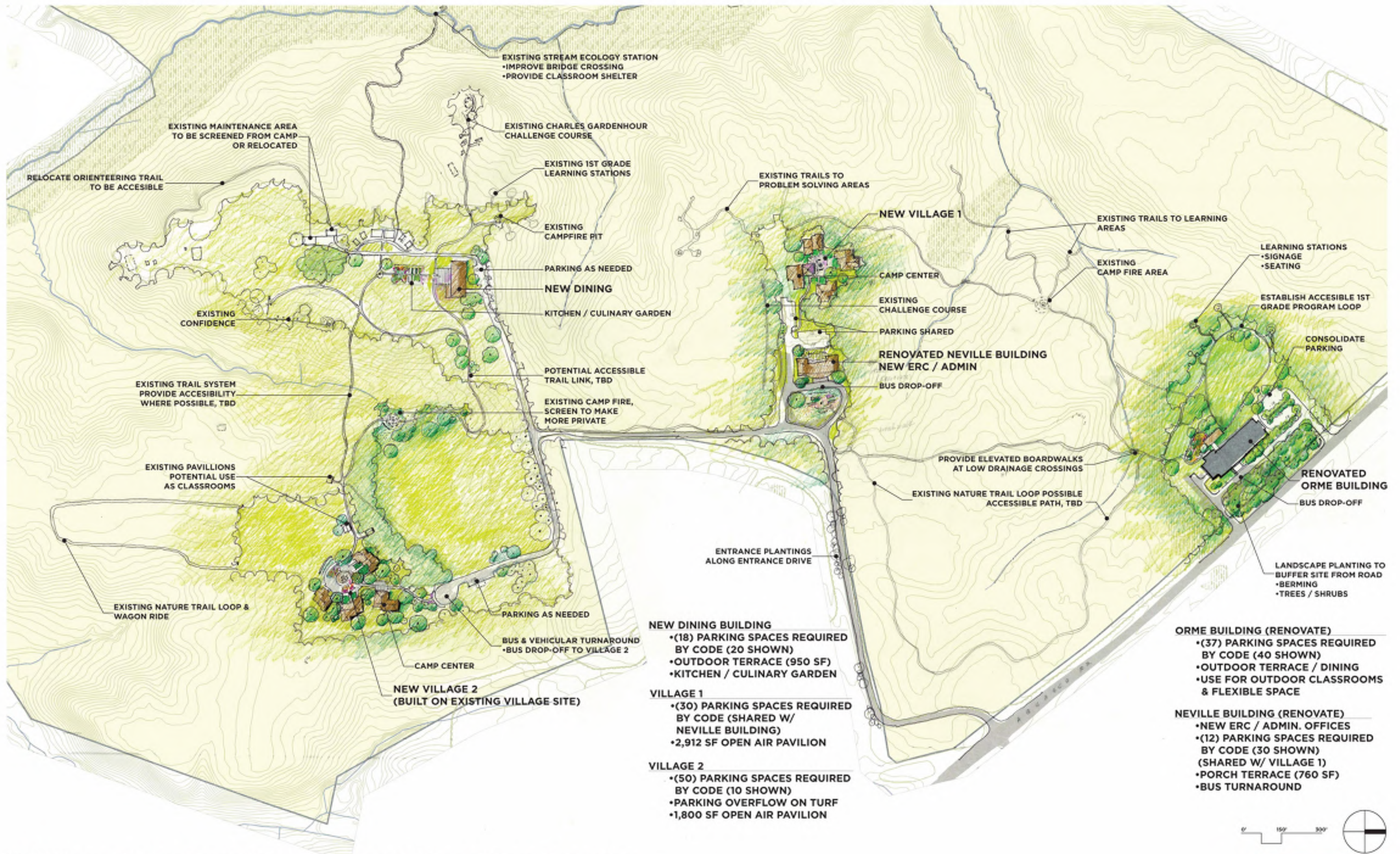
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Concept 1



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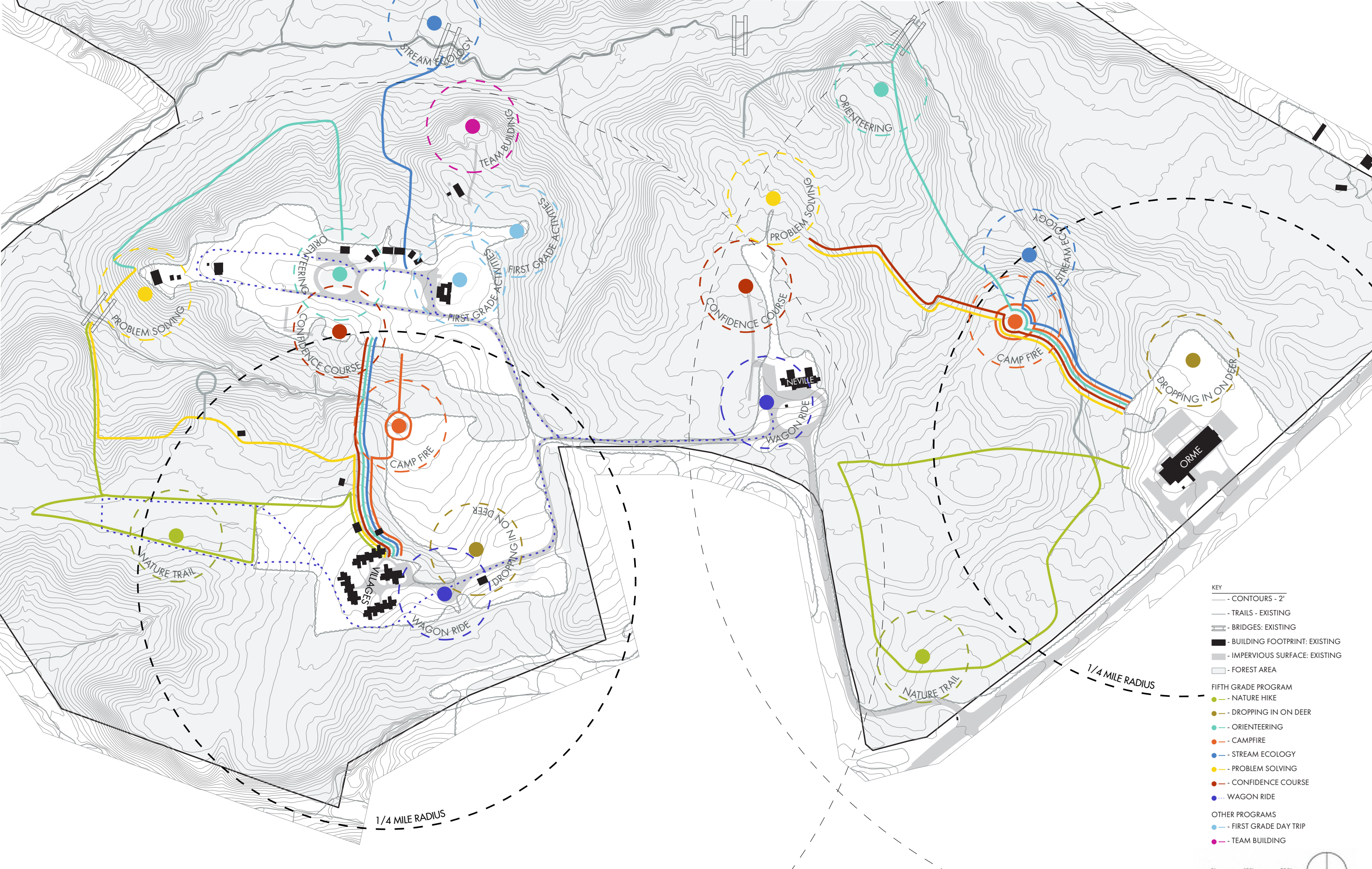
RHODESIDE & HARWELL



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Concept 2





- KEY**
- CONTOURS - 2'
 - - - TRAILS - EXISTING
 - ≡ BRIDGES: EXISTING
 - BUILDING FOOTPRINT: EXISTING
 - IMPERVIOUS SURFACE: EXISTING
 - FOREST AREA
- FIFTH GRADE PROGRAM**
- NATURE HIKE
 - DROPPING IN ON DEER
 - ORIENTEERING
 - CAMPFIRE
 - STREAM ECOLOGY
 - PROBLEM SOLVING
 - CONFIDENCE COURSE
 - WAGON RIDE
- OTHER PROGRAMS**
- FIRST GRADE DAY TRIP
 - TEAM BUILDING

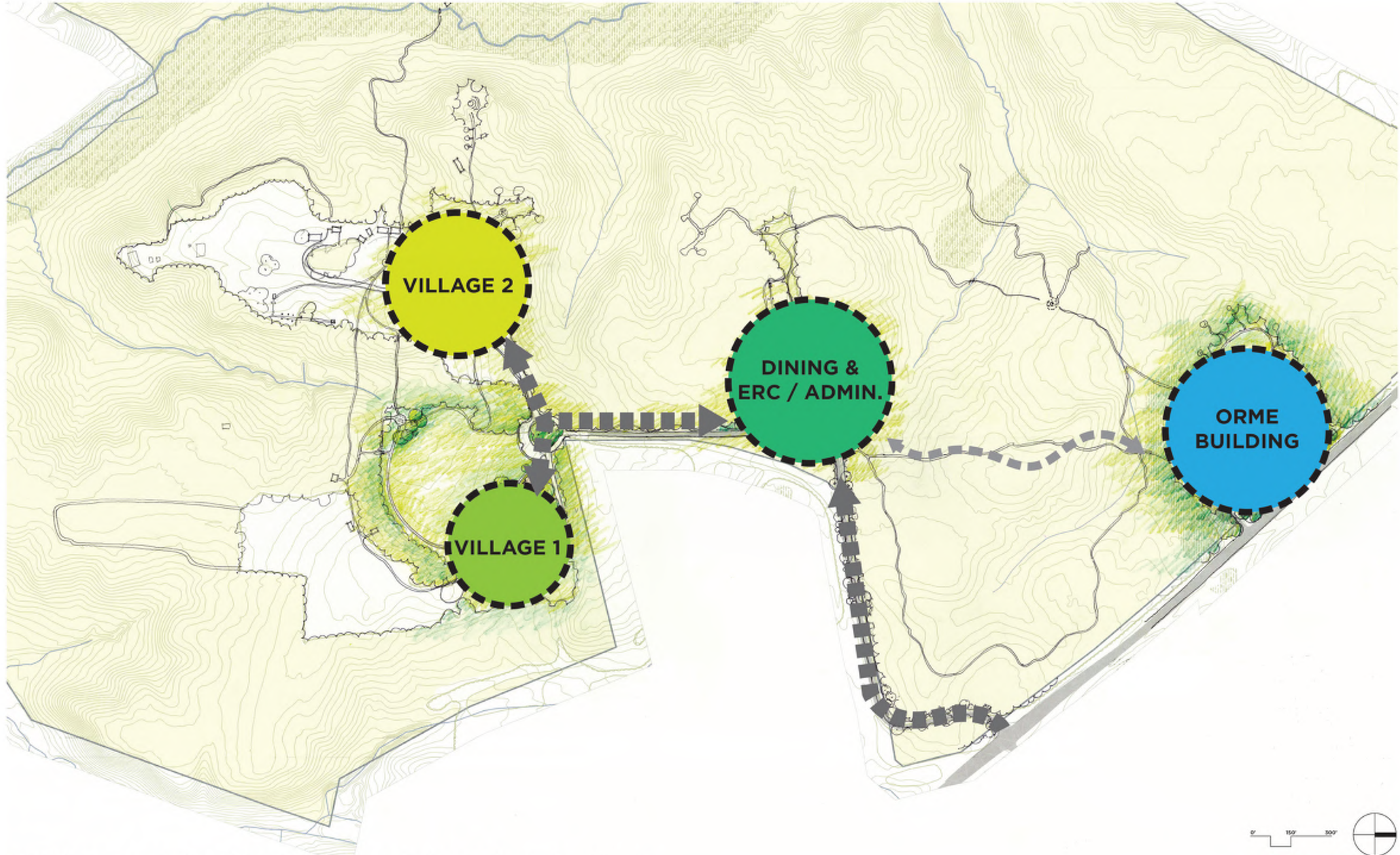
1/4 MILE RADIUS

1/4 MILE RADIUS

SITE - EXISTING ACTIVITIES

02/22/2019





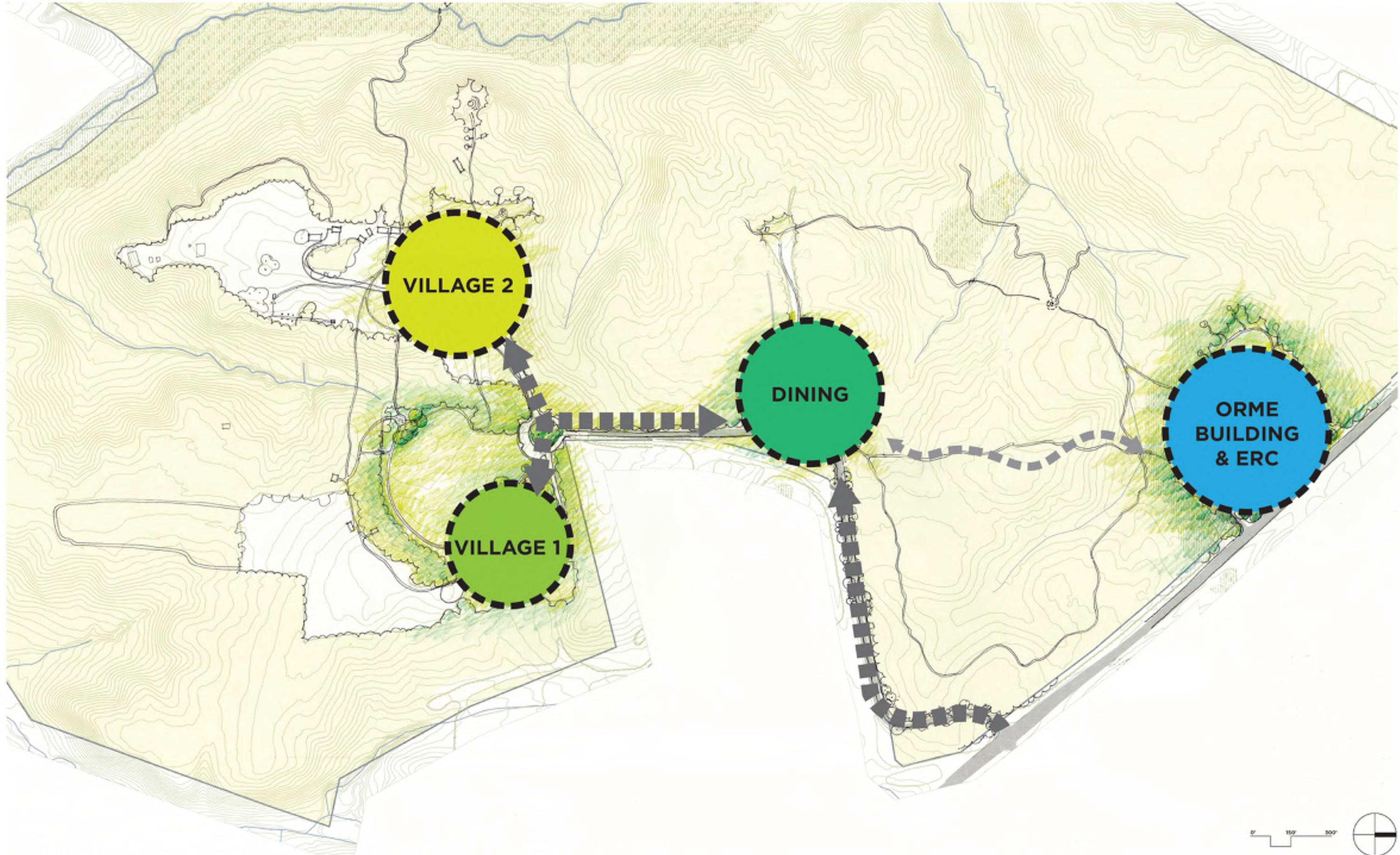
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Concept 1/1A - Diagram



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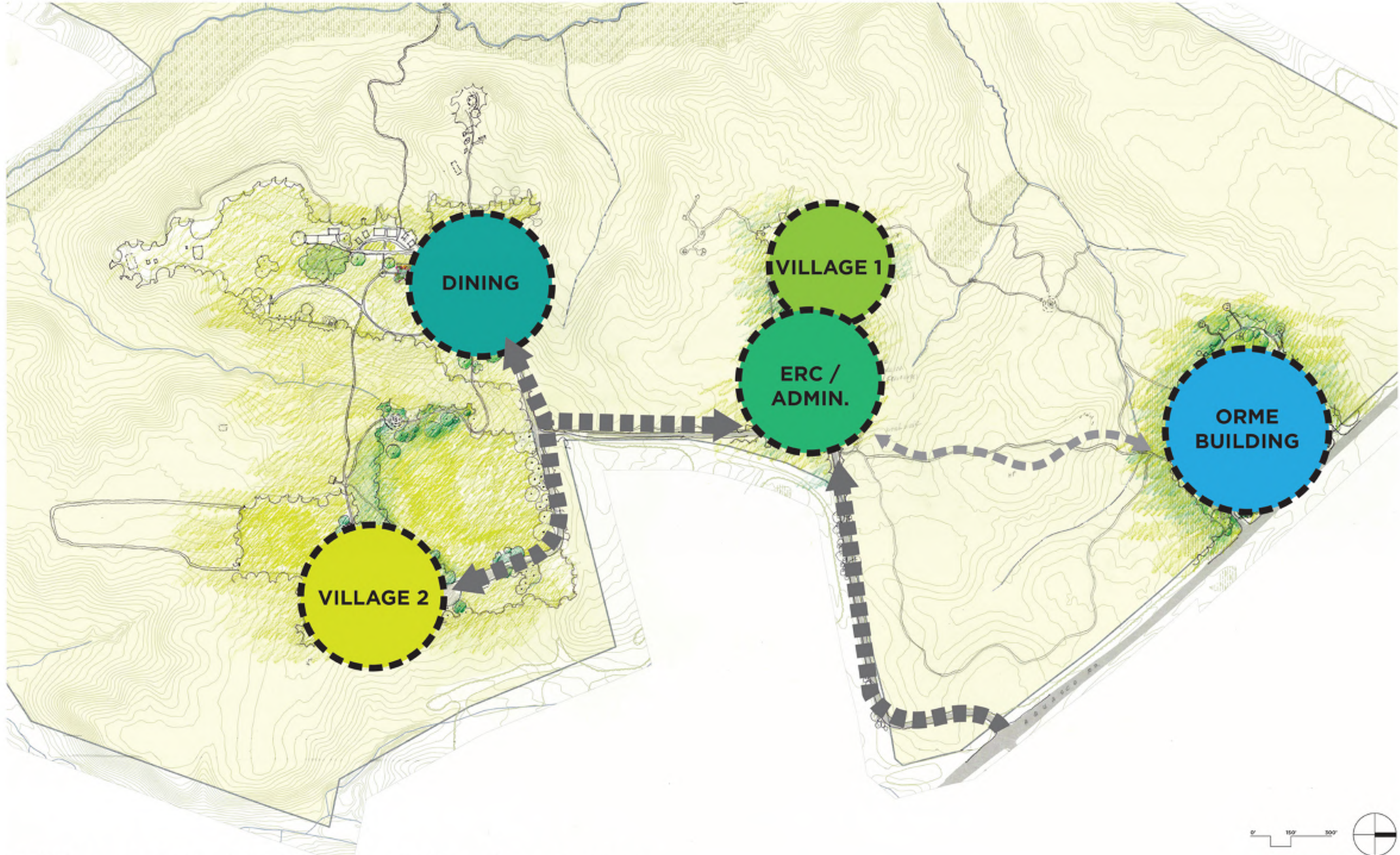
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Concept 1B - Diagram



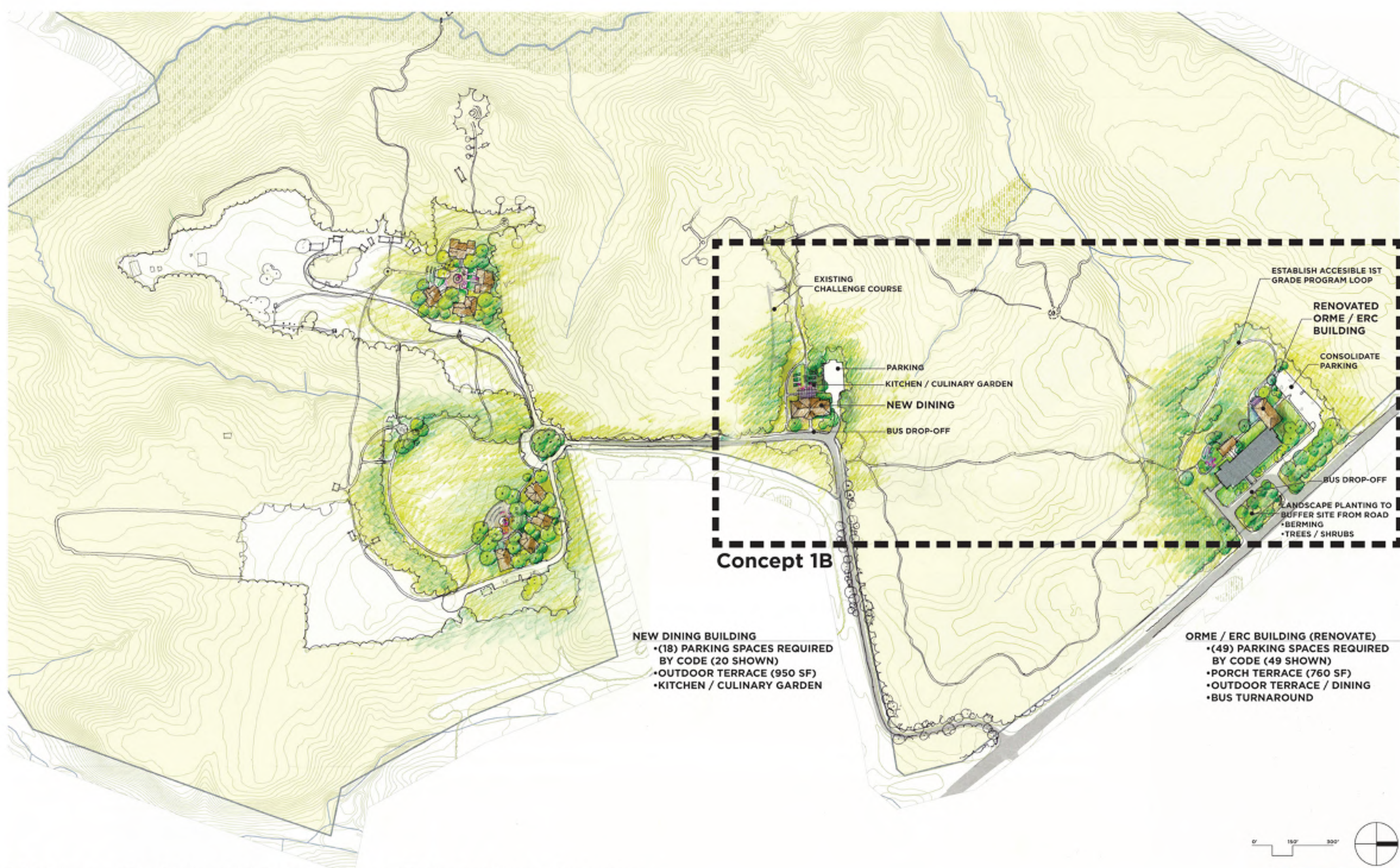
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Concept 2 - Diagram





EXISTING CHALLENGE COURSE

PARKING

KITCHEN / CULINARY GARDEN

NEW DINING

BUS DROP-OFF

ESTABLISH ACESIBLE 1ST GRADE PROGRAM LOOP

RENOVATED ORME / ERC BUILDING

CONSOLIDATE PARKING

BUS DROP-OFF

LANDSCAPE PLANTING TO BUFFER SITE FROM ROAD
•BERMING
•TREES / SHRUBS

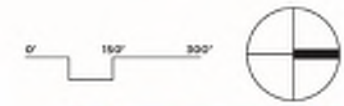
Concept 1B

- NEW DINING BUILDING**
- (18) PARKING SPACES REQUIRED BY CODE (20 SHOWN)
 - OUTDOOR TERRACE (950 SF)
 - KITCHEN / CULINARY GARDEN

- ORME / ERC BUILDING (RENOVATE)**
- (49) PARKING SPACES REQUIRED BY CODE (49 SHOWN)
 - PORCH TERRACE (760 SF)
 - OUTDOOR TERRACE / DINING
 - BUS TURNAROUND

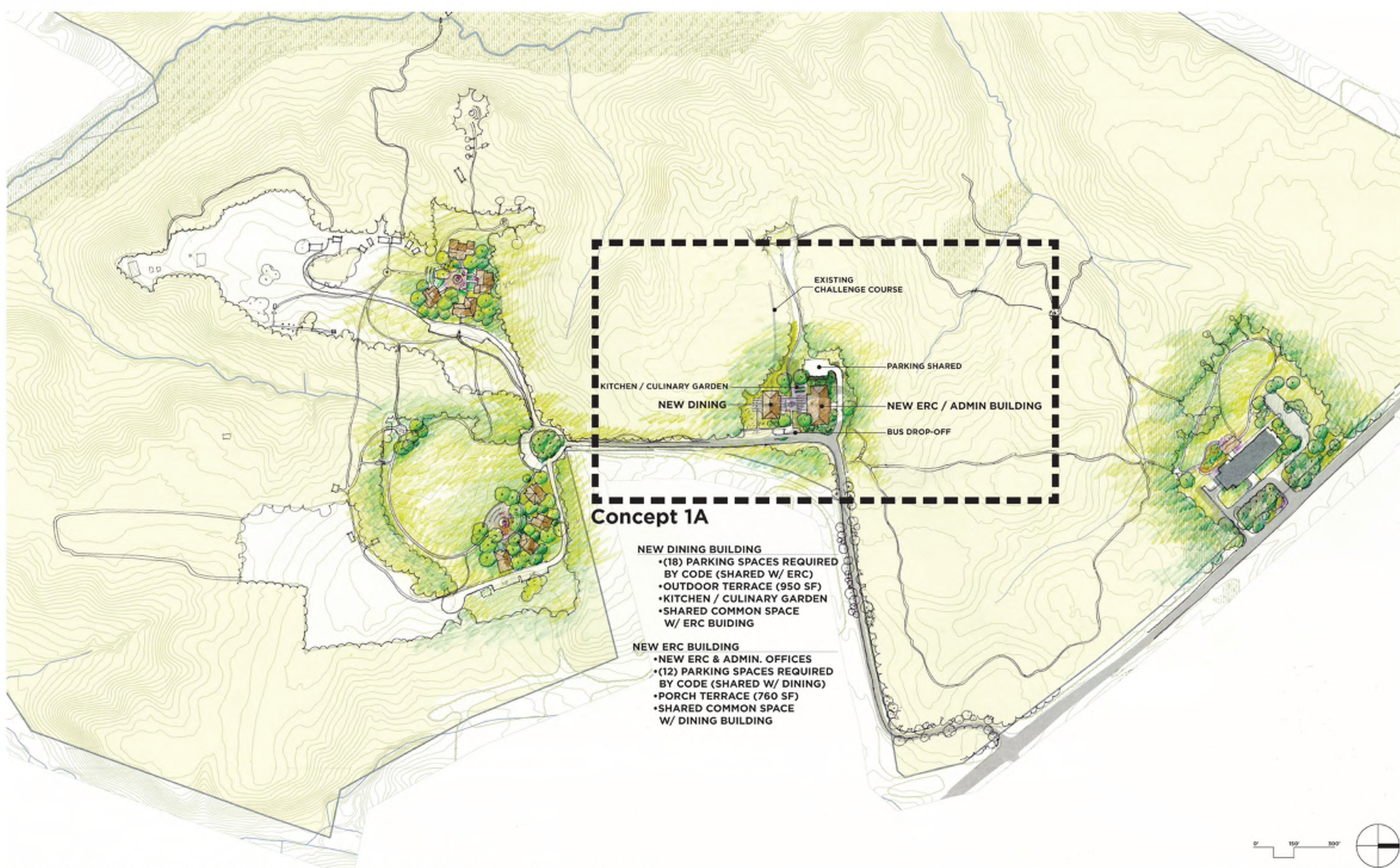
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Concept 1



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- 1 What do you consider to be the most important element or process that the project must deliver in order to be a success?
- 2 What should be the timeless takeaway from outdoor environmental education?
- 3 How can the layout & design reinforce the outdoor environmental education experience?

CONCEPT 1

 Pros:

 Cons:

 Comments/Questions?

CONCEPT 2

 Pros:

 Cons:

 Comments/Questions?