

**SEATTLE PUBLIC SCHOOLS
BUILDING EXCELLENCE
SCHOOL DESIGN TEAM (SDT) RETREAT**



**HAMILTON INTERNATIONAL MIDDLE SCHOOL
SDT Retreat: March 6, 2006 / 8:00 AM / Center for Urban Horticulture**

Attendees:

Name	Representing	Name	Representing
Larry Barilleau	Hamilton	Kathy Lee	Hamilton
Katie Cryan	Hamilton	Julia Leonas	Hamilton
Chris Davis	Hamilton	Larry Matsuda	Facilitator
Megan Davis	Community	Dale Menchhofer	Community
Deena Docter	Hamilton	Rick Minutoli	Community
Greg Flood	Community	Sue Ranney	Hamilton
Don Gillmore	Seattle Public Schools	Alex Rolluda	Rolluda Architects
Rebecca Goertzel	Hamilton	Michael Romero	Heery PM
Karen Kernell	Hamilton	Sandra VanderVen	Hamilton
Leila Kipp	Hamilton	Neil Yeda	Hamilton
Joe Kiser	Hamilton		

Attendees participated in an all-day workshop to kick off the design process for Hamilton, including: Presentations by the District program manager, Hamilton Project manager, the group facilitator, and the SDT leadership; A group exercise to detail the existing programs and activities at Hamilton; A group exercise to imagine a day in the life of a typical student at the future, redeveloped Hamilton, and; A summary of the project schedule and next steps. Meeting began on time at 8:00, and ended 30 minutes early at 2:30.

NEXT MEETING: Monday, March 16 2006, at HIMS Library @ 2:30 PM.

1. Introductions, background, and expectations: *Don Gillmore and Larry Matsuda*

- 1.1. Don Gillmore, Seattle Public Schools BEX II Program Manager, introduced the SDT Project Staff:
Larry Matsuda, the SDT facilitator, a former Seattle Public School principal and current education professor at Seattle University, who will conduct the meetings.
Alex Rolluda, the SDT architect, who will help the SDT develop their educational goals into expression within the framework of a building.
Michael Romero, HIMS Project Manager, who will be responsible for day-to-day coordination and communication throughout design and construction.
 The SDT members introduced themselves (attendees contact list attached).
- 1.2. Don and Larry discussed the role and function of the SDT: To develop an educational program for Hamilton and advise the School Board of the SDT's program recommendations, to work with project architects to develop a building design that expresses the educational program and reflects Hamilton's identity, and to represent the SDT to the Hamilton school community, the Wallingford neighborhood, and the School Board, including participating in and testifying at district and community meetings.
- 1.3. Don provided an overview of other, concurrently progressing activities related to the school design:
Landmarks status: The District is nominating the existing Hamilton International Middle School building to the Landmarks Preservation Board, a City of Seattle body. The nomination process is expected to last approximately 6 months, and to result in significant

portions of the building being nominated. Don explained that the District has in the past been able to alter or remove nominated components of buildings if the alteration is required for the educational program.

See: <http://www.ci.seattle.wa.us/neighborhoods/preservation/landmarks.htm> for more information on this process.

Environmental Impact Statement(EIS): The District will be developing an EIS to examine the impacts on the local community, examining such issues as traffic and parking, light, view, and noise impacts. The EIS will be developed through a series of community meetings and community comment periods. The EIS process is expected to last approximately six months, and is required before the City will permit the project.

Master Use Permit (MUP): The District will apply to the City for a MUP for the project once the EIS is substantially complete. The MUP is the basic permit provided by the City of Seattle to allow a project to move forward as designed at a specific location. The MUP process is expected to take approximately six months.

- 1.4. Don discussed the methods of communication of the SDT's ongoing activities and findings. These will be distributed to the SDT membership via email, and can be posted on school bulletin boards and the school website.
- 1.5. Larry distributed the SDT Framework for Success (attached), and reviewed the content. Don asked that members volunteer to participate at community and District meetings to represent the viewpoint of the SDT.

2. School Tour Slideshow: *Larry Matsuda and Michael Romero*

- 2.1. Larry discussed the School Design Standards Checklist major criteria: Learner-Centered Environment, Personalizing Environment, Program Adaptability, Community Connections, Aesthetics, Safety, and Collaboration. Larry asked that SDT members examine the schools in the tour with these criteria in mind.
- 2.2. Michael and Larry presented images of six schools: Madison Middle School and Redmond Junior High School, which SDT members had toured, and Thunder Mountain Middle School, Truman High School, Edmonds-Woodway High School, and Mt. Tahoma High School (see attached). Discussion of the various elements of school design took place throughout the show, and thanks were given to Dale Menchofer for providing the photographs from the SDT school tour. A synopsis of the SDT's comments from immediately after the tour was distributed to refresh the SDT's memory (attached).

3. Transformational Plan, Mission, and Program: *Katie Cryan and Julia Leonas*

- 3.1. Katie and Julia provided a summary of the current school community and programs:
Students:
724 students, 67% minority.
33% non-english-speaking home, 39 non-english dialects.
200-250 students each grade.
120 Special education students in three categories: High challenged, moderate challenge, and emotionally challenged; 30 students' schoolday functions independent of the school master schedule.
110 Students in the ELL program, 60 students' schoolday functions independent of the school master schedule.
Teaching/Scheduling:
Project focused education, immersion based.
50 teachers, 74 staff total.
Six periods in school day.
Math every day.
Three years of foreign language, Spanish or Japanese.

Gyms only allow for 10 classes per day, need 12.

School has technology needs now, may not be able to wait for new building.

Other programs:

After school for-credit instrumental music classes.

YMCA after-school programs – provide transportation, academic awards, sports banquets, instrumental programs, student lounge.

Church which meets at HIMS each Sunday.

Next year, there will be an autism program, functioning independently of the school master schedule.

The international program was discussed, and described as an emphasis on world languages and a global perspective integrated into the curriculum, including the integration of community artists into multiple curricula.

3.2. Katie and Julia provided a summary of the school transformation plan:

Differentiated instruction and curriculum mapping.

Assessments at beginning, middle, and end of year for continued evaluation.

Governance by grade level teams and by departments.

Building leadership team of faculty, staff, and parents.

Emphasis on positive discipline, relationships between teachers and families.

Develop grade-level assemblies, once per month.

Develop cross-curricular projects, with cross-curricular team meetings of 100-125.

Further integrate the international program.

4. Group Exercise 1: Who are we, what do we do, why do we do it that way, and who benefits from the way we do things? Larry Matsuda

4.1. The SDT was split into three teams to develop answers to the questions posed (see written notes, attached)

4.2. Larry summed up the results of the exercise, noting that HIMS focuses on whole child development, and on academic achievements. That there is a strong emphasis on diversity and on developing more productive members of society. That there are some recognized constraints of budget and the physical plant. And, that the influence of each teacher is clearly much larger than just the fifty minutes per day they spend with any given student.

5. Group Exercise 2: A Day in the life. Larry Matsuda

5.1. The SDT remained in three groups to develop a typical day in the life of a HIMS student in five years in the new building with the transformation plan in action (see written notes, attached).

6. Synopsis and next steps. Don Gillmore and Michael Romero

6.1. Don reviewed the steps taken during the day's meeting, and described the content of the next meeting: SDT members will, in groups, develop diagrams of relationships within the proposed school as a first step in the design process. The next SDT meeting will take place March 13th at 2:30 at the library at HIMS.

6.2. Don requested volunteers to attend the following public/district meetings:
Wallingford Community Council, April 5, 7PM at the Good Shepherd Center (Julia, Katie, Leila, Rebecca, and Sue will attend).
Seattle Public Schools Board Operation Committee, April 18, 4PM at the Stanford Center (Katie and Greg will attend).
Seattle Public Schools Board Meeting, May 5, 6:00 PM at the Stanford Center (Larry, Chris, Julia, Becky, and Katie will attend).

6.3. Michael summarized the overall project schedule (attached): Construction is anticipated starting summer of 2008, and the school to be reopened for fall of 2010. Michael also discussed the current survey work, and indicated there will be some additional work during

spring break to verify below-ground conditions in the asphalt yard at the back of the building, which will require some excavation and repaving.

- 6.4. Don discussed the sustainable schools initiative and described some potential sustainable design elements that could be incorporated into the school design. The SDT requested a checklist of potential design elements with a discussion of the pros and cons, and Don indicated this would be provided to the whole SDT.