



MEETING MINUTES

PROJECT:	Viewlands Elementary	PROJECT NUMBER:	2019908.00
DATE:	9 January 2020	FILE NAME:	191212 Viewlands SDAT 04 - Meeting Minutes
SUBJECT:	School Design Advisory Team 04		
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MEETING DATE:	12 December 2019	TIME:	4:00pm – 6:00pm
LOCATION:	Viewlands Library		
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ATTENDEES:	Amy Klainer (AK)	Viewlands Elementary	
	Carrie Wheeler (CW)	Viewlands Elementary	
	Kirsten Erickson (KE)	Viewlands Elementary	
	Kristen Beers (KB)	Viewlands Elementary	
	Signe Roscoe (SR)	Viewlands Elementary	
	Kyle Gray (KG)	Viewlands Elementary	
	Katie Laws (KL)	Viewlands Elementary	
	Marilyn McVay (MM)	Viewlands Elementary	
	Breanne Kutch (BKu)	Viewlands Elementary	
	Beth Kelley (BKe)	Parent	
	Sohail Abrahams (SA)	Parent	
	Christine Hatcher (CHa)	Parent	
	Denise Joines (DJ)	Community	
	Cheri Hendricks (CHe)	Community	
	Grace Alams (GA)	Community	
	Deborah Northern (DN)	Seattle Public Schools	
	Sara Mirabueno (SM)	Seattle Public Schools	
	Eric Becker (EB)	Seattle Public Schools	
	Brian Fabella (BF)	Seattle Public Schools	
	David Mount (DM)	Mahlum	
	Corrie Rosen (CR)	Mahlum	
	JoAnn Wilcox (JW)	Mahlum	
	David Dahl (DD)	Mahlum	
	Jessica Lapano (JL)	Mahlum	
	Vinita Sidhu (VS)	Site Workshop	
	Ryan Storkman (RS)	Site Workshop	
COPY TO:	Josh McGaffey (JM)	Parent	
	Kristi Jones (KJ)	Seattle Public Schools	



Stacey Crumbaker (SC) Mahlum

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- ATTACHMENTS:** :: 191212 Viewlands SDAT 04 Presentation
 :: 191212 Viewlands SDAT 04 Sign-in Sheet

The following represents the architect's understanding of discussions held and decisions reached in the meeting. Anyone with amendments to these minutes should notify the author within five (5) days of the minutes date in order to amend as appropriate.

ACTION ITEMS

:: None this session.

ITEM	DISCUSSION	ACTION BY
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12.12-01 SPS Strategic Plan Presentation

1. Racial Equity Advancement Coordinator Deborah Northern reviewed the goals of the strategic plan with the Committee.
 - a. DN reviewed the Seattle Public Schools goals to 'Educate, Engage, Empower' all students
 - b. DN and JW discussed the difference between a space being 'welcoming for all' and 'designed with you in mind'.

12.12-02 What We Have Done

1. Top "10" Shareback
 In SDAT 03, the Committee completed an exercise to identify opportunities and challenges for each of the Committee's Top "10" Goals. JW asked the Committee to review these challenges and opportunities with the Strategic Plan in mind.

"1: Viewlands will be infused with nature, outdoor learning, and natural light."

- a. Opportunities: Nature supports intrinsic learning opportunities. Natural light helps with sensory sensitivities. Transparency throughout the school feels more welcoming and inviting.
- b. Challenges: None identified by the Committee.

"2: Viewlands welcomes ALL! The design will be accessible to all students, staff, community, and culture."

- a. Opportunities: Opportunities for a Community Board as a way to create two-way communication with the surrounding community. Signage can explain the significance of the surrounding Viewlands environment.
 - i. SR commented that the 'Community Board' is intended to be a physical board, and not a group of people.
- b. Challenges: Ensuring physical accessibility. How can all cultures be represented authentically in the space? How can we make sure students

see themselves and their culture in the design and flow of the building, but not superficially?

"3: Viewlands will have collaborative, flexible spaces throughout (that are not vanilla)."

- a. Opportunities: Flexible spaces create opportunities for multiple classes and grades to gather, such as the Reading Buddies program. Fluid connections to spaces would allow easy movement among groups. The interaction between students would help maintain the small school feel.
- b. Challenges: How can we create a flexible indoor space for 50-75 students? How can we maintain privacy while not stigmatizing those using collaborative or small group spaces for additional support? How can we keep an intimate community feel with a larger school population?

"4: Viewlands has a big Heart: a large, welcoming space for celebrations with a soft feel."

- a. Opportunities: The gathering space can be responsive to the community and a place to work in partnership with families of at-risk students. It can provide opportunity for students and parents to gather together, such as during V-CATS performances.
- b. Challenges: How do we make a large, durable gathering place feel warm and welcoming?

"4.5: Viewlands has many gathering spaces that foster relationships with community partners."

- a. Opportunities: It is an opportunity to provide gathering spaces at multiple scales for different types of gathering and relationship-fostering activities.
- b. Challenges: How do we group grades together but also provide flexibility from year to year? How do we create a space for the community and a space for school gatherings? Are these the same space?

"5: We are connected to the history of place."

- a. Opportunities: Displays and learning opportunities can be embedded into the design. Gathering and community spaces could be named for the first peoples of this land or incorporate the language that describes the topography of the area. Connection to the history of place supports the goal of Viewlands being a welcoming environment.
- b. Challenges: How do we create **authentic** connection, without misappropriation of culture? How do we create a timeless design that continues to be relevant as the school changes?

"6: Our building hugs the children!"

- a. Opportunities: We can create a sense of stewardship for the site.
- b. Challenges: How do we create a balance of spaces? How do we create a building that is both welcoming and secure?

12.12-03 Site Analysis

1. Ryan Storkman of Site Workshop presented a landscape analysis of the Viewlands site.

- a. The site topography is made of (3) relatively flat plateaus with $\pm 10'$ grade change between each plateau. There is also a 10' drop in grade from 107th to the northeast corner of the site.
- b. RS noted the steep slopes on the site, which present challenges and opportunities of navigating the slopes in an accessible way.
- c. RS presented a diagram of Exceptional Trees located on Viewlands property.
 - i. Exceptional Trees are categorized by their size relative to their species' maximum size.
- d. RS presented a diagram of current vehicular and pedestrian circulation to Viewlands and noted the future greenway expansion locations.

12.12-04 Building Development and Organizational Framework

1. Organizational Framework Discussion

JW presented a series of Shared Learning model examples for discussion with the Committee.

 - a. *Shared Learning Model A*

This Shared Learning Model indicated a pair of L-shaped classrooms with a shared space in between.

 - i. The Committee asked if this could be sliding walls if it was an enclosed space. JW noted it could be an open or enclosed space, or some of each. JW noted that the dimensions of the diagram are not exact, and the diagram is meant to explore concepts.
 - ii. The Committee noted that if the shared learning space had direct connections to both classrooms, the IA's could use it as a push-in space and work with students from both classrooms when needed.
 - iii. EB asked if these can work with outdoor learning opportunities and commented that they feel internalized. JW noted that this model is internalized, however there are opportunities for this or other shared learning models to connect to outdoor learning.
 - iv. CW asked if classrooms can open to the outside. EB noted that it may be possible for exit only doors to the exterior.
 - b. *Shared Learning Model B*

This Shared Learning Model indicated four classrooms opening into a shared learning space.

 - i. CHe asked if the circulation through the shared space was dedicated to the people in the surrounding classrooms or if there would be other movement through the space. JW responded that it could be either.
 - c. *Shared Learning Model C*

This Shared Learning Model indicated a shared learning space between four classrooms, and providing adjacency to a flex classroom and outdoor learning space.

 - i. AK liked the movement in Model A, but liked that Model C was accessible to each grade.
 - ii. The Committee noted that Model C felt like it was good for gathering, but it may be publicizing a student who needs daily singular intervention.
 - d. *Shared Learning Model D*

This Shared Learning Model indicated six classrooms opening into a shared learning space and separated from the shared learning by sliding doors.

 - i. The Committee felt that the shared learning space was too big and would have too much movement through it.

- e. *Shared Learning Model E*

This Shared Learning Model indicates a shared learning stair or amphitheater adjacent to the Commons.

 - i. The Committee commented that the shared learning stair seemed like too big of a space. It may be helpful for the upper grades, but the lower grades would likely not use it as it would be difficult to supervise.
 - ii. The Committee liked the glazing between the shared learning space and the opening in the floor above.
- 2. Building Development

Mahlum shared updated building concepts based on the feedback from the Committee at SDAT 03.

 - a. *Build South & Enter Central*
 - i. SR asked if the rain garden is similar to other areas that they see being installed all over the city. VS responded that the raingarden is a bioretention area. Stormwater mitigation on the site is required and bioretention is one way of incorporating that mitigation. Low maintenance requirements for the bioretention area will be coordinated with the district.

JW noted that the bioretention area creates a buffer between the classrooms and the play area.
 - ii. GA expressed a desire for Childcare to have its own entrance. EB asked whether childcare should be access from the parking lot level. GA noted that easy access to the play area is a priority.
 - iii. DJ expressed safety concerns about the access to the campus from the south edge of the property and Carkeek park.
 - iv. DJ asked for clarification about vehicular access from 105th. JW noted that access from the south is for service vehicles.
 - v. DJ expressed concern about the increase in parking spaces and water mitigation. JW noted that exact parking counts required input from the traffic consultant and zoning codes. VS noted that there are strict codes in place for water mitigation. DJ noted a need for a gate to the parking lot and a way for Child Care to access the site before or after school hours.

DJ asked about the extent of campus fencing.
 - vi. KG asked about covered areas at the “PE Yard.”
 - vii. EB asked if the lowest level will have access to daylight. JW noted that there is no grade against the north and south facing sides as it would be held back by retaining walls.
 - b. *Build North & Enter South*
 - i. DJ expressed that entering on 105th is a concern.
 - ii. CW liked the classrooms clustered together.
 - iii. CH noted that there are advantages to having the play area south of the building for good solar exposure
 - iv. SDAT appreciated the adjacency of the gym and the field and proximity to the park.
- 3. Character Activity

The Committee was split into five groups. Each group was given a plan with a building development concept and various images of outdoor learning spaces. The Committee was then asked to locate their preferred outdoor learning spaces on the site plan.

 - a. Group 1 | Build South & Enter Central

- i. Group 1 located outdoor seating at the drop off area, hardscape play next to Child Care, an integration of bioretention areas into the natural slope, a sun dial adjacent to the Gym, and group destination in the blackberry patch.
- b. Group 2 | Build North & Enter South
 - i. Group 2 called out a cistern with the bioretention area and large steps for gathering at the entry.
- c. Group 3 | Build North & Enter South
 - i. Group 3 identified the blackberry patch and willow alcove as gathering spaces in the natural environment. They liked a natural separation between the play and field areas, and preferred to avoid pieces that could be obstacles or climbing opportunities at the drop off zone.
- d. Group 3 | Build South & Enter Central
 - i. Group 3 located salmon graphics in the outdoor area, rain drums in the garden area, and vertical, low maintenance planting close to the building.
- e. Group 4 | Build South & Enter Central
 - i. Group 4 located boulders near the bus zone, a more natural gateway to Carkeek Park, and suggested using salmon as wayfinding graphics throughout the site.
- f. Group 5 | Build South & Enter Central
 - i. Group 5 noted that they liked the idea of whale sculptures, but preferred orcas to humpback whales. They located edible plants at the north end of the site and rain drums at public places. They discussed potential safety and security concerns around the blackberry patch.