

SDAT Meeting #1 - Meeting Minutes

Project	Kimball Elementary School
NAC No.	121-19024
Owner Project No.	
Meeting Date	September 19, 2019
Meeting Time	5:00 PM to 7:00 PM
Meeting Location	Library of Kimball Elementary School
In Attendance	*strickethrough means did not attend Melissa Gray, Kimball Alaron Lewis, Kimball Alex Black, Kimball Amanda Hubbard, Kimball Aubrey Chu, Kimball Erin McLaughlin, Kimball James Milne, Kimball Katie Hara, Kimball KT Raschko, Kimball Michael Henderson, Kimball Miriam Smith, Kimball Morgan Hougland Kimball Nicole Trudeau, Kimball Tanya Bagley, Kimball Deborah Northern, SPS Michael Skutack, SPS Paul Wight, SPS Bingram Lai, NAC Boris Srdar, NAC Brian Love, NAC Kevin Flanagan, NAC Kristen Petersen-Motan, NAC Vincent Montesano, NAC

- Welcome and Introductions
 - Kimball School Design Advisory Team, Seattle Public Schools representatives, and NAC Architecture design team introduce themselves.

- Overview of the School Design Advisory Team's (SDAT) responsibilities
 - The SDAT is composed of members of the school and community who help guide the design process by advising how the building design can align with the culture and educational needs of Kimball Elementary School. The product of the SDAT is a "site specific educational specification". A "site specific educational specification" is a list of the rooms, their primary functions, and their square footages which may be unique to Kimball Elementary School.
 - The SDAT is the first stakeholder the design team and district has consulted about the project. It is essential to get feedback and insight from the SDAT early to avoid schedule delay and additional costs. There are many stakeholders in the design process besides the SDAT.
 - The NAC design team will work with Kimball and the district to understand how the new building can support the new Seattle Public Schools Strategic Plan.
- Kimball Elementary School project schedule
 - The project has the following general activities/milestones:
 - SDAT process (September 2019 – December 2019)
 - Initial Design (November 2019 – June 2020)
 - Technical Design (April 2020 – March 2021)
 - Permitting (November 2020 – June 2021)
 - Construction Bids (April 2021 – May 2021)
 - Kimball will move to Original Van Asselt (OVA) (June 2021) Kimball will remain at OVA for two schools years.
 - Construction (June 2021 – August 2023)
 - Kimball will move to the new building (August 2023)
- Small Group Discussion. The following ideas are transcribed comments from members of the SDAT as the groups discussed each question listed below.
 - Where does the school & community like to gather at Kimball? Who gathers here?
 - Small playground
 - Commons (PTSA)
 - Art Walk (Offsite)
 - Pipe Dreams: community kitchen/cooking classes and family engagement center
 - ReWa Launch (for profit organization)
 - Girl Scouts
 - After school clubs
 - Playground for kids and community
 - Gym (events are favorite, not spaces)



- What Should People Think When They See The New Kimball?
 - Welcoming
 - What a beautiful school
 - Story room
 - Generations of families attending Kimball
- Where do Kids Want to Be? Where is the Favorite Place to Gather?
 - Playground equipment
 - The Hill
 - Courtyard
 - Library
 - Trees, but they're not accessible
 - Library (students gather who are not in same classroom)
 - Entry
 - Don't like going out for recess
 - Signs (designed by students / made here ~ 2001)
 - Window nooks (kids like to read there)
 - Running around in the green space starting in woods
 - Recess under covered play space outside Kindergarten classrooms
 - Making cultural instruments together (Hawaiian) and performance in internal courtyard
- Social Culture: What is Kimball's Vibe?
 - Cozy
 - Welcoming
 - Sheltered
 - Inviting
 - Openness: See what's going on
 - Diverse
 - Family
 - Collaboration
 - Teams
 - Flow is wonky
 - Disconnected
 - Kids feel connected (grade level identity, not classroom level identity)
 - No doors—feels connected
 - Accessibility of staff/spaces
 - So much culture
 - Diverse
 - Collaborative
 - Informal interaction
 - Working together
 - Staff who know ALL the kids
 - Low incidence of disciplinary action
 - If you need help, people are there



- We support one another
- We see our kids, they see us
- Connecting between generations—parents/students
- Rich tradition of diverse cultural celebrations
- Building fosters common support for staff: because of open concept, not being able to hide in your classrooms
- Checks and balances: everything you do is visible to all
- Teachers have to do everything they want students to do: work well together, etc.
- Physical connection: students have that need to want to work with other students
- Teaching Culture: What is the Teaching Culture?
 - Visibility—accountability (parents, teachers and students)
 - Hearing their colleagues
 - Kids know their classmates and teachers
 - Sense of family
 - Being exposed to students and families at school leads to connections outside of school
 - Special needs students may have difficulty with open concept
 - Lack of cafeteria adversely affects our schedule with ripple effects
 - Portables— have to go down the stairs to ELL and SPED
 - Never teaching on an island
 - Less marginalization
 - Collaboration on the fly (not after hours, etc.)
- Teaching Culture: Challenges of Open Concept?
 - Noise
 - Distractions
 - Overwhelming
 - Runners—easy to leave, impact other classrooms
 - Special ed—there is a limit to open concept (kids with sensory issues)
 - Main building--Portables—disjointed learning experience (missing experience)
 - “All other kids are all our kids”
 - Quick cross pollination (seeing something another teacher is doing and being able to implement it right away.
 - Division between classrooms have never been allowed/directed from the top
 - Kids are thoughtful of teaching stations around
 - They lower noise even at 5th level
 - Teachers rely on each other because they have access to others
 - One teacher can teach other person's class
 - A separate space for teachers to get together
 - Same students overwhelmed with what's going on
 - Reduce/climate noise for spec. ed students
 - Open plan not perfect for all students



- Kimball in the Future: How do We Address Inequities?
 - No doors
 - Different students have different needs
 - How does physical space help promote building and maintaining relationships?
 - Focus on marginalized groups/children of color
 - Space for ELL, SPED
 - Flexibility-Library
 - Family and student engagement center (Room of requirement)
 - Aesthetics
 - Basement vibe
 - Natural light
 - Technology
 - Sprinkler system
 - Space for performances
 - Flexible space
 - Cafeteria
 - Spaces for special ed (OT/SLP/Psyche/Breaks)
 - Space for intervention close to classrooms (less transition time)
 - Clear entrance
 - More white boards
 - Mountable projector
 - Accessible playground
 - Covered play area for one whole classroom
 - Grass on playground
 - Green spaces usable for classrooms/learning
 - Space in AM-drop-off
 - A natural environment that promotes inclusion
 - More access to technology for research (intentional purpose)
 - Some kids do not know how to use keyboards (need to teach basic skills)
 - Regular access to technology – not only for testing
 - Better art space
 - Performing art space –stage
- Wishes and Wonders
 - “Maintain promise to commit that it will be open concept as we know it”
 - Want clarity for public spaces
 - Build upon open concept (new model for all)
 - New building responds to neighborhood and site features
 - More green spaces/green building for learning
 - Incorporate special ed into open concept thoughtfully
 - Listen to all voices throughout community (gentrification is an issue)
 - Take advantage of topography (aspects of the site)



- Educational Specifications Overview
 - An educational specification is a list of the rooms, their primary functions, and their square footages. Kimball Elementary will begin with a generic educational specification. Changes to the ed spec can be requested by the SDAT based on unique school needs.
- Next Steps (5 min)

Next Meeting

8:00am-5:00pm, October 3rd, 2019, School Tours

Prepared by Brian Love

cc: Paul Wight, Mike Skutack

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