

## SDAT Meeting #2 (Bus Tour) - Meeting Minutes

<b>Project</b>	Kimball Elementary School
<b>NAC No.</b>	121-19024
<b>Owner Project No.</b>	N/A
<b>Meeting Date</b>	October 03, 2019
<b>Meeting Time</b>	8:00am-5:00pm
<b>Meeting Location</b>	Various Schools
<b>In Attendance</b>	<del>*strikethrough</del> means did not attend Melissa Gray, Kimball Alaron Lewis, Kimball <del>Alexander Black, Kimball</del> Amanda Hubbard, Kimball Aubrey Chu, Kimball Erin McLaughlin, Kimball <del>James Milne, Kimball</del> <del>Katie Hara, Kimball</del> Kathleen (KT) Raschko, Kimball Michael Henderson, Kimball Miriam Smith, Kimball Morgan Hougland Kimball Nicole Trudeau, Kimball Tanya Bagley, Kimball Carter Kemp, Kimball Youssour Djama, Kimball Zeinab Ahmed, Kimball <del>Chandra Reinke, Kimball</del> Brittany Williams, Kimball <del>Qi Qun Ma, Kimball</del> <del>Deborah Northern, SPS</del> <del>Michael Skutack, SPS</del> Paul Wight, SPS Bingram Lai, NAC Boris Srdar, NAC Brian Love, NAC Kevin Flanagan, NAC <del>Kristen Petersen-Motan, NAC</del> Vincent Montesano, NAC

- Introduction
  - The goal of this bus tour was to familiarize the Kimball School Design Advisory Team (SDAT) with the types of typical rooms/spaces included in the district standard educational specification for new elementary schools. It also provided an opportunity for the SDAT to learn from other recent school designs within Seattle School District and other school districts.
  - NAC selected four elementary schools from three school districts for the tour. These school were built in the last 10 years and have architectural elements that may be similar to those that interested the Kimball SDAT.
  - The group met outside the entrance at Kimball ES at 8:00am. NAC handed out a program area summary, school brochures and feedback sheets to be collected at the end of the tour.
- **Genesee Hill Elementary School**, Seattle (tour guide – school principal Gerrit Kischner)
  - The tour lasted approximately from 8:45am to 9:45am
  - The school is located in West Seattle and was built about 6 years ago for a student population of 660. It used a previous version of the district standard educational specifications.
  - School elements that are worth studying include: the relationship of the building to nature (views and site access), a 3-story tall building, and connection between classrooms and learning commons (double doors connect 4 classrooms per shared area).
- **Arbor Heights Elementary School**, Seattle (tour guide – school principal Christy Collins)
  - The tour lasted approximately from 10:10am to 11:15am
  - The school is located in Arbor Heights and was built about 5 years ago for a student population of 660.
  - School elements that are worth studying include: a bridge connecting two wings, a 3-story building, separated gymnasium/commons, a natural play area, and connection between classrooms and learning commons (6 classrooms per shared area).
- **Mary Lyon Elementary School**, Tacoma (tour guide – school principal Anita Roth)
  - The tour lasted approximately from 1:00-2:00pm.
  - The school is located in south Tacoma and was completed last year for a student population of 450.
  - School elements that are worth studying include: an open library, a 3-story building, a community room, the location of the special education spaces on the 1<sup>st</sup> floor and connection between classrooms and learning commons (6 classrooms per shared area).



- **Lakeland Elementary School**, Federal Way (tour guide – Director of Capital Projects Casey Moore)
  - The tour lasted approximately from 2:20-3:00pm
  - The school is located in Lakeland South and was completed about 8 years ago for a student population of 550.
  - School elements that are worth studying include: an open library, a 1-story building, learning commons located in a middle spine and an outdoor learning area.
- Debrief
  - Following the bus tour the group had a debriefing meeting at the library of Kimball ES to evaluate the four schools visited today. The group focused on individual spaces:
    - Classroom and Shared Learning Spaces – Except Lakeland, all schools had classroom spaces arranged around a shared learning space. These classroom pods also had break out study areas and extra flexible rooms that could be used for small groups. At Mary Lyons these classrooms connected to the central area through folding glass doors. The SDAT liked the mobile furniture and felt that their classrooms were the closest to what Kimball needed. The classrooms allowed teachers to help and learn from each other.
    - Art and Music Rooms – Arbor Heights had great music and art spaces that were large, open and filled with daylight. The stainless steel tables were great. The exposed mechanical and electrical systems were great learning opportunities.
    - OT/PT and Special Education Rooms – Genesee Hill and Mary Lyons had nice examples of these rooms located near the other classrooms. One notable space that intrigued the group was a green room at Genesee Hill where students could go to calm down and relax.
    - Library – Mary Lyons and Lakeland both had large open libraries at a centralized location of the school. The group liked the multi-story library at Mary Lyons that was designed as the heart of the school with an open teaching area near the entrance (a sunken tide pool area). The libraries at Genesee Hill and Arbor Heights had great views but were less centralized and less of a communal or gathering space for students. Post-tour comments from the librarian (Carter) - the library could be part of a larger space that might include meeting space, community gathering space, art space and makerspace.
    - Gym and Cafeteria – The first three schools had large gymnasiums and cafeterias. The cafeterias generally had a raised stage that was connected to the music room or could be blocked off to create a music or dance room. They also had full kitchen facilities. The gymnasiums were in general large enough to hold two gym classes simultaneously. At Genesee Hill there was a moveable wall between these two spaces to allow for larger assemblies, although such design was not optimal for hearing or sight lines. The two spaces at Arbor Heights were



not connected and worked well acoustically. At Mary Lyon the sinks in the cafeteria were great especially for hand-washing. The SDAT would like to see storage in gymnasium/cafeteria for after school use.

- Outdoor and Covered Play areas – All schools had covered play areas and outdoor playgrounds of various sizes. Mary Lyons had a well-designed small playfield with a track around it and timed gates that were unlocked for community access after school.
  - Administration Spaces – All four schools had fairly secluded areas for administrative offices. The SDAT agreed that these spaces needed to be more integrated into the school. The outdoor deck by the staff lounge at Mary Lyon was a great amenity.
  - Community Spaces - Mary Lyons had a very nice community space with a separate entrance that could be accessed during off school hours for community meetings. Having a changing table at the communal area was also a nice touch.
  - Other Considerations – The group discussed site and building features that could be integrated into the new school:
    - It would be nice to have a theme to tie together various spaces like the “Sea to Sky” theme at Mary Lyon. For Kimball it could be images/mural of notable people from Beacon Hill.
    - Low-maintenance landscape such as the one in Lakeland should be considered. Native plants could require a lot of maintenance at the beginning.
    - Sustainable features like storm water collection could be teachable moments.
    - Gender-neutral staff toilets could be great considering the higher ratio of female teachers. Lockers and a shower for staff who bike to work would be nice also.
- NAC would put together a slideshow of the bus tour for the next outreach event with the PTA.

### **Next Meeting**

3:00pm-5:00pm, October 24th, 2019 at school library

Prepared by Bingham Lai

cc: Paul Wight, Mike Skutack, Tina Christiansen

