

## SDAT Meeting #3 - 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 24, 2019
<b>Meeting Time</b>	3:00pm-5:00pm
<b>Meeting Location</b>	Library
<b>In Attendance</b>	<del>*strikethrough</del> means did not attend (MG) Melissa Gray, Kimball Alaron Lewis, Kimball Alexander Black, Kimball Amanda Hubbard, Kimball <del>Aubrey Chu, Kimball</del> Erin McLaughlin, Kimball James Milne, Kimball <del>Katie Hara, Kimball</del> Kathleen (KT) Raschko, Kimball Michael Henderson, Kimball Miriam Smith, Kimball <del>Morgan Hougland Kimball</del> Nicole Trudeau, Kimball <del>Tanya Bagley, Kimball</del> Carter Kemp, Kimball <del>Youssour Djama, Kimball</del> <del>Zeinab Ahmed, Kimball</del> Chandra Reinke, Kimball <del>Brittany Williams, Kimball</del> <del>Qi Qun Ma, Kimball</del> <del>Deborah Northern, SPS</del> <del>Michael Skutack, SPS</del> (PW) Paul Wight, SPS (BLai) Bingham Lai, NAC (BS) Boris Srdar, NAC (BLove) Brian Love, NAC (KF) Kevin Flanagan, NAC (KM) Kristen Petersen-Motan, NAC (VM) Vincent Montesano, NAC (AR) Arnulfo Ramirez, NAC

- **Introduction**

- KF provided an update of the SDAT process and a recap of what was accomplished since the last SDAT meeting (bus tour). NAC conducted a 2-day site observations on 10/9 and 10/10 to learn about the culture of Kimball and how the school operated. NAC also held an outreach event on the evening of 10/15 to provide project updates to parents and teachers.

- **What We Have Learned So Far**

- NAC summarized what was learned from previous events into (5) main key features that were important to the design of the new Kimball school. Other projects were used as examples to illustrate these features.
  - a) Transparency and Accountability – NAC shared a school project in Australia showing how transparency of the project spaces could improve the learning environment.
  - b) Diversity and Inclusion – NAC shared the floor plan of Des Moines Elementary School (Highline School District) to show how the school became more inclusive by integrating the Special Ed programs into the classroom areas.
  - c) Sense of Family – NAC showed two schools from the bus tour (Lakeland and Mary Lyon Elementary Schools) that had community spaces that helped to foster a sense of family. Steven Creeks Early Learning Center (Lake Stevens School District) was used to show how a community room was integrated into the design of the school.
  - d) Helping Others/Learning from Others - NAC used Steven Creeks Elementary School (Lake Stevens School District) as an example to show how a 2-story commons/library space promoted opportunities for students to learn from each other.
  - e) The Site is Special – NAC shared special places of the site as observed during site visits including the woody hill west of the open field and the tree groves between the upper and lower terraces.

- **Education Specifications**

- KF provided an overview of the Education Specifications (Ed Spec) used by the School District as a guidance for the design of the new Kimball:
  - a) Total Building Area is 94,836 sf including an 1,500 sf covered play structure
  - b) The Ed Spec has a target 650 student capacity
  - c) About 28K sf is allotted for circulation, walls and supporting areas (restrooms, mechanical and electrical spaces)



- d) If SDAT/school wants to add program spaces (e.g. a community room) that are not currently in the Spec Ed, same amount of area will need to be eliminated from the Ed Spec to maintain the overall project area (i.e. a zero-sum game)

- **Design Exercises**

- The SDAT group was divided into (3) groups to perform (2) different design exercises – Program Blocks Exercise and Classroom Design Exercise.
- VM explained what the program blocks represented using the classroom pods and cafeteria as examples.

Program Blocks Exercise (Station led by VM)

- There were approximately 10 total participants at this station.
- Site drainage and the management of surface water was a reoccurring concern.
- Nicole Trudeau presented a precedent (Copenhagen International School) to the group showing in particular the connection of the library to the commons as well as the connection to the gym.
- Parking was also a reoccurring topic of conversation. People would like to have enough parking on site to accommodate staff and potentially event parking.
- Common aspiration to have a drop-off loop on site.
- The desire for sustainable features such as solar panels and/ or a water feature that showcased the management of rainwater on the site.
- Several schemes were developed that fall into the follow categories:
  - Building located on the south end of the site (mid plateau).
  - Building along the west edge of the property line, the full length of the site.
  - Building on the north / northwest portion of the site where the current building is located.
  - Building condensed to the middle of the site.
- In almost all cases, the library was placed central to the classroom pods or was a connection between the classroom areas and the gym / commons.
- None of the schemes produced at this station placed the office in its current location. A few explored having the office on the south of the site while the majority placed the office more central to the building.

Program Blocks Exercise (Station led by AR)

- 6 Participants collectively worked on this exercise, with 2 or 3 participants coming and going to other exercises.



- Site drop off was a high priority topic to prevent street congestion.
- Student morning access from the Northwest corner of site was a common understanding when everyone was setting the program block on site.
- The use of water run-off from planting areas or gray water use was proposed.
- Centrally locating the Principal and admin was a common desire that the principal and the admin expressed.
- Easy access for childcare drop off is a priority.

Classroom Design Exercise (Station led by BLai)

- There are about half a dozen participants.
- Taller casework is preferred so kids don't see each other and get distracted.
- "Big window walls" are desirable for the exterior walls (similar to Mary Lyon).
- Special Ed teacher - the middle classroom currently gets the most distraction.
- PW - solid walls are needed to bring power and A/V to the teaching walls.
- Pairing of two classrooms might provide the teaching walls needed (see picture below).
- Connection between teachers are still desirable - visual connection should be maintained. Teachers should have the option to close the opening (e.g. with a glazed door) if needed.

- **Recap**

- The SDAT team re-convened and each station lead provided a recap of key observations.
- The model and kits were handed over to the principal so she could experiment with her staff.

- **Next Meeting**

- 5:00pm-7:00pm, December 14th, 2019 at school library

Prepared by Bingham Lai

cc: Paul Wight, Mike Skutack, Tina Christiansen

