



### 3.0 What are the characteristics or types of spaces that support Reading?

- Encourage Curiosity (in the Building and through Teaching)
- Distributed mini-Libraries (like Little Free Library)
  - Located in nooks near Learning Commons
- Spaces suitable for working with tutors or para educators and small groups
  - Small group rooms, learning commons (consider acoustics)
- Nooks for independent reading
- Library should be welcoming

### 4.0 Introduction of Prompts for Group Conversation:

- What are the Spatial Characteristics that Support all students, especially those with trauma?
- What are the characteristics or type of Spaces that support reading?

### 5.0 Criteria for Evaluating the Design

- Restorative and supportive
- Celebrates and encourages Curiosity
- Facilitates Community
- Contains a Tapestry of Spaces
- Feels Non-Institutional

### 6.0 Design Comments from the Previous Meeting that apply to all building Options:

- Parent drop-off on 120<sup>th</sup> street is preferred – it is a less busy street.
- Art room should be able to have an outdoor space immediately adjacent to the room
- The Library should be celebrated
- Special Ed suite should have some level of privacy.

### 7.0 Presentation of Preliminary design schemes

NAC gave a brief recap of the design schemes and conversation from the previous meeting. The team then broke into small groups for review and discussion of the updated Schemes A & C. After 20 minutes the whole team came back together to review the schemes and to vote on the final scheme to be selected for development.

#### Scheme A

##### Features

- Building Entry on N 120<sup>th</sup> Street
- Gym and Commons located at West end of site on upper terrace.
- Library located on upper floor with view of city skyline and Mt. Rainier.
- Childcare located below the classrooms on the East End of the building, opening out to the lower terrace.

##### Comments

- Special Ed teacher loved the Special Ed location at the end of the building with its own backyard and the fact that no walls are shared with other classrooms
- Staff did not feel the location of the Gym and Commons on the upper terrace was problematic. Parents however, were concerned it was too far from the play area and



would make supervision of kids at family events more difficult.

- Like the art terrace.
- Like having the parent drop-off on 120<sup>th</sup>.

### **Scheme C**

#### Features

- Building Entry on 1<sup>st</sup> Avenue
- Floor plan with classroom groupings that are less 'pod-like' and more open to the central shared use / circulation space
- 2 story library space – can look down into library from level 2.
- Curving interior walls and hallways
- Gym and Commons located on lower terrace
- An option showing the Entrance on 120<sup>th</sup> Street was also presented

#### Comments

- Principal really likes having the family Room next to Administration and likes having ChildCare on the same level as the rest of the building.
- One team member noted that she liked the library having a view of a courtyard rather than a vista.

#### Decision

- This scheme was the team's favorite scheme and will be move forward in design.

### **Other Things to Study**

- Special Ed layout and outdoor spaces
- How to make communal events seem not so loud, noisy and overwhelming.
- Location of the community Kitchenette – in the family room? In the commons? Somewhere else?
- Reading nooks / window seats in the classrooms
- Exposed wood ceilings as a feature in some spaces
- Location of washer / drier

If there are any corrections to these minutes, please notify the Architect within (7) days of receipt.  
Prepared by AJ.

