

## SDAT Meeting #6 - 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>	December 19, 2019
<b>Meeting Time</b>	5:00pm - 7:00pm
<b>Meeting Location</b>	Commons
<b>In Attendance</b>	<p>*<del>striethrough</del> means did not attend</p> <p>(MG) Melissa Gray, Kimball</p> <p>Aaron Lewis, Kimball</p> <p>Alexander Black, Kimball</p> <p><del>Amanda Hubbard, Kimball</del></p> <p>Aubrey Chu, Kimball</p> <p>Erin McLaughlin, Kimball</p> <p><del>James Milne, Kimball</del></p> <p>Katie Hara, Kimball</p> <p>Kathleen (KT) Raschko, Kimball</p> <p>Michael Henderson, Kimball</p> <p>Miriam Smith, Kimball</p> <p>Morgan Hougland Kimball</p> <p><del>Nicole Trudeau, Kimball</del></p> <p>Tanya Bagley, Kimball</p> <p>Carter Kemp, Kimball</p> <p><del>Youssour Djama, Kimball</del></p> <p><del>Zeinab Ahmed, Kimball</del></p> <p>Chandra Reinke, Kimball</p> <p>Brittany Williams, Kimball</p> <p><del>Qi Qun Ma, Kimball</del></p> <p><del>Deborah Northern, SPS</del></p> <p><del>Michael Skutack, SPS</del></p> <p>(PW) Paul Wight, SPS</p> <p>(BLai) Bingham Lai, NAC</p> <p><del>(BS) Boris Srdar, NAC</del></p> <p>(BLove) Brian Love, NAC</p> <p>(KF) Kevin Flanagan, NAC</p> <p>Kristen Petersen-Motan, NAC</p> <p>(VM) Vincent Montesano, NAC</p> <p>(AR) Arnulfo Ramirez, NAC</p>

- **Introduction**

- BLove provided an update of the SDAT process and a recap of what was accomplished during the last SDAT meeting including a recap of the conceptual design review of three schemes (Wrap, Two Towers and Compact) and the classroom layout review.

- **Educational Specifications Update**

- KF provided an update on the Educational Specifications (Ed Spec) after a discussion with the PW and MG to confirm necessary changes:
  - Family engagement room is needed; the flexible classroom can be used for this purpose.
  - Dedicated pre-school classrooms are needed. Community partner and after school roll-out programs will be accommodated at the gym/commons.
  - Community kitchenette should be in the commons instead of in the family room.
  - Gender-neutral single-user restrooms should be provided.

- **Design Inspirations**

- The design team shared design inspirations and presented what experiential quantities were considered during the development of the design schemes:
  - Views – how to use buildings to frame views of the surroundings; these views can be grand or intimate.
  - Light – how to use light (direct and indirect), color, textures and materials to evoke a sense of place.
  - Transparency/Connection – how to provide transparency and connection within the building and by integrating indoor and outdoor spaces (e.g. by extending exterior landscape into the interior); how to metaphorically connect to the site by retaining memories of the current building (e.g. integrating existing artwork and salvaged materials into the design).
  - Sense of Scale – how to adapt individual spaces and the common areas like hallways for student use; scale of design elements can vary to meet the needs of students from different grades; how to create sense of comfort, discovery and shelter by changing the scale. In addition, it's important to carve out individual spaces in larger spaces as a refuge (e.g. individual seating areas in the cafeteria).
  - Play – how to create a sense of play and its importance in a child's development by promoting social interaction and engagement. In addition, it's important to let children customize and adapt spaces for play.



- **SDAT #5 Concept Design Recap**

- The design team reviewed SDAT comments on the previous design schemes (both pros and cons) and the design improvements that were implemented based on comments from SDAT members:
- Below are improvements made to the **Wrap** scheme.
  - SDAT members missed organic shape (swoopiness) so it was implemented again
  - Odd-shaped program spaces were re-designed to be more functional
  - Courtyard between classroom wings was widened to make it more usable
  - Raising Library to the second floor for views
  - Circulation from commons to gym was isolated
  - Better Parking on new WRAP scheme
- Below are improvements made to the **Two Towers** scheme.
  - Design team improved the connection of classrooms
  - Improved gym to commons pathway
  - Extra stair to alleviate traffic
  - Pathway of gym through library
- Below are improvements made to the **Compact** scheme.
  - Improved gym to commons pathway
  - A learning stair was integrated into the library
  - Reduce the amount of asphalt
  - Better views to southeast

- **Concept Design Revision**

- The SDAT team members were broken into (3) smaller groups to review updated design of the three schemes and provide feedback. Each scheme was presented with floor plans, a building section and perspectives (interior and exterior).
- Below are SDAT's comments on **Concept Design #1 - Wrap** (revised scheme)  
Small-Group Discussion - Pros:
  - Everyone really liked the shape of the wrap scheme.
  - Proximity of classrooms to each other is great. 6 Classroom pods is good for collaborative work and similar to Mary Lyons Elementary.
  - SDAT members referenced and liked the Mary Lyons ES lounge. Ideally the lounge is separated from workroom to allow for people who want to eat lunch and relax. Having a copier in the lounge makes it a working room and prevents teachers from taking time to dedicate to their break.
  - Pre-school location is great and feels like part of school, and great covered play.
  - Pathway from gym to commons has improved now that it has a dedicate circulation.



- SDAT liked central stair a lot as it is near main entrance.
- There was great response of hallway view into classroom pods.
- They liked the view of commons and main stair.
- Good layout to give directions.
- Good response to views.
- Direct sidewalk connection from 23rd to classrooms.

Small-Group Discussion - Cons:

- There was a concern that the ELL offices might be missing a few locations.
- Resources Room (Special Ed) and OTPT should be between Special Ed classrooms - programmatically in a floor accessible to both Special Ed classrooms.
- Possible integration of learning stair to this design scheme.
- Access of Special Ed K-2 classroom could benefit from outdoor tree grove access. Maybe it can be located on the first floor.
- Concern on the size of the ELL offices.
- Maybe lounge can be near commons, since teachers can drop off their classes in the cafeteria and go to the lounge after.
- Possible outdoor terrace for teacher lounge towards grove.
- Would it be possible to have a better arrival space?
- Transparency of family room could help create space.
- Could improve egress stairs by moving to the side and allowing light into shared spaces.
- Could improve odd storage spaces.
- Covered Play area could be closer.
- Need to think of ground heat pump locations.
- Could we add a slide in the library?
- Possible connection of gym to play area. Possibly a pathway by receiving. Could the receiving space shift to the east?
- The music teacher proposed using the white wall on the library to project movies or presentations on.
- Need entrance from western parking to gym/commons for afterhours events.

- Below are SDAT's comments on **Concept Design #2 - Two Towers** (revised scheme)

Small-Group Discussion - Pros:

- Flow from lunch to recess is good.

Small-Group Discussion - Cons:

- Grades 4/5 feel far from outdoor play; a more direct circulation path is preferred.
- Classroom pods are very detached.
- Special Ed feels very separated- should be more on Level 1.
- Play area is far from commons- would make supervision difficult.
- Covered play is too far from building; worried it won't get used as much.
- Can the stage go on the opposite side?
- Make sure there's adequate lighting around the trees- there are concerns about how dark it will be.



- Library is very narrow and removed from classroom pods.
  - There are concerns over acoustics in the library.
  - Having the gym and commons at the center of the building would be very noisy.
  - Feels like a hospital. Spaces are very segregated, and they feel like they're connected by "chaos".
  - Having play area outside of classrooms would be very distracting.
  - Special Ed feels very clumped together, which would make transitions difficult.
  - Some specialists have to get students from several different areas of the building for each session, so their office should be as central as possible to minimize travel time.
  - Small workrooms don't feel useable for lunch and rest.
  - Having the staff lounge near the commons is ideal- saves time for teachers.
- Below are SDAT's comments on **Concept Design #3 - Compact** (revised scheme)  
Small-Group Discussion - Pros:
    - Has a good flow.
    - Learning stairs are great.
    - Commons and gym are in good location.
    - Good use of conference room to break up shared learning space.
    - Angle of the commons take advantage of the view.Small-Group Discussion - Cons:
    - The south wall is too harsh with no protection.
    - Too angular.
    - Learning stairs through the library can be distracting.
- At the end of the review all members were regrouped to discuss about the updated schemes. KF asked each member to share what elements of the design got one excited.
    - On design features
      - Learning stairs
      - Space with multi-uses
      - Pre-school better integrated into school
      - Use of Learning Space to break up shared spaces
      - 6 classroom pods
      - Importance of a good sense of direction
    - On site access
      - No turns on 23rd Ave
      - Wrap scheme has a good sense of arrival
      - Compact scheme has benefit of having access at 2 sides
    - On community spaces
      - Promenade of Compact scheme is great
      - Wrap scheme is cohesive and well put together
      - Wrap scheme is more playful
      - Southern sun of Compact scheme is too exposed
      - When compared to Kimball scale of Wrap scheme is better for children



- Compact scheme does a great job distributing ELL offices and Special Ed classrooms throughout floors
- Guiding Principles – Blove reiterated the five guiding principles that NAC learnt from SDAT and used to guide the design.
  - Transparency and Accountability
  - Diversity and Inclusion
  - Sense of Family
  - Helping Others/Learning from Others
  - This Site is Special
- **Ballot**
  - SDAT members were asked to cast their votes on their favorite scheme between the Wrap and Compact schemes and stated the reasons for their vote. The Two Towers scheme was discarded after the review as it didn't seem to be preferred by most members.
  - SDAT unanimously voted for the Wrap scheme (*Correction: It was announced at the meeting that the Wrap scheme received 16 votes and the Compact scheme received 1 vote. After the meeting the ballots were reviewed again and there was no vote for the Compact scheme*).
  - KF thanked the group for the recommendation and NAC will continue developing the Wrap scheme in the next design phase with continued guidance from the group.
- **Next Meeting**
  - There will be follow-up meetings with SDAT in the next design phase. NAC is to schedule the meetings with PW and MG.

Prepared by Bingham Lai  
cc: Paul Wight, Mike Skutack, Tina Christiansen

\\nac\100\it\nac-forms\2016-form-updates\don potts\new forms\general\meetingagenda.docx

