



MEETING MINUTES

PROJECT:	Viewlands Elementary	PROJECT NUMBER:	2019908.00
DATE:	6 March 2020	FILE NAME:	200130 Viewlands SDAT 05 - Meeting Minutes
SUBJECT:	School Design Advisory Team 05		
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MEETING DATE:	30 January 2020	TIME:	4:00pm – 6:00pm
LOCATION:	Viewlands Library		
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ATTENDEES:	Amy Klainer (AK)	Viewlands Elementary	
	Carrie Wheeler (CW)	Viewlands Elementary	
	Kirsten Erickson (KE)	Viewlands Elementary	
	Kristen Beers (KB)	Viewlands Elementary	
	Signe Roscoe (SR)	Viewlands Elementary	
	Kyle Gray (KG)	Viewlands Elementary	
	Katie Laws (KL)	Viewlands Elementary	
	Breanne Kutch (BKu)	Viewlands Elementary	
	Beth Kelley (BKe)	Parent	
	Josh McGaffey (JM)	Parent	
	Christine Hatcher (CHa)	Parent	
	Denise Joines (DJ)	Community	
	Cheri Hendricks (CHe)	Community	
	Grace Alams (GA)	Community	
	Eric Becker (EB)	Seattle Public Schools	
	Brian Fabella (BF)	Seattle Public Schools	
	David Mount (DM)	Mahlum	
	Corrie Rosen (CR)	Mahlum	
	JoAnn Wilcox (JW)	Mahlum	
	Stacey Crumbaker (SC)	Mahlum	
	David Dahl (DD)	Mahlum	
	Jessica Lapano (JL)	Mahlum	
	Vinita Sidhu (VS)	Site Workshop	
	Ryan Storkman (RS)	Site Workshop	
COPY TO:	Marilyn McVay (MM)	Viewlands Elementary	
	Sohail Abrahams (SA)	Parent	
	Kristi Jones (KJ)	Seattle Public Schools	

ATTACHMENTS: :: 200130 Viewlands SDAT 05 Presentation
 :: 200130 Viewlands SDAT 05 Sign-in Sheet

The following represents the architect's understanding of discussions held and decisions reached in the meeting. Anyone with amendments to these minutes should notify the author within five (5) days of the minutes date in order to amend as appropriate.

ACTION ITEMS

:: None this session.

ITEM	DISCUSSION	ACTION BY
01.30-01	<p>Shareback</p> <ol style="list-style-type: none">1. Student Activity Shareback<ol style="list-style-type: none">a. On December 19, Mahlum held focus groups with Viewlands students to gain their input in the design of the new school. To begin the focus group, Mahlum asked the students about the current Viewlands.<ol style="list-style-type: none">1) <i>What do you like about the current Viewlands?</i> Student responses: The library. The great community and activities, particularly VCATS. A variety of play activities. The character of Viewlands.2) <i>What would you like the new Viewlands to have?</i> Student responses: Operable windows and fresh air. Lots of books and toys. Views to the outside. Science class. Lunchroom that is separate from the Gym!3) Carrie shared that students also asked why Viewlands being replaced. Carrie noted that this reflects the strong connection that students have with the school and community.b. Following the initial activity, students were asked the following four questions and responded by choosing images that answered that question and explaining why they chose them. A sample of the images selected can be seen in the attached SDAT presentation.<ol style="list-style-type: none">1) <i>Where would you go with your Reading Buddy?</i> Student responses: Somewhere quiet, with views. Nooks. Comfy spaces.2) <i>Where would you go to find joy?</i> Student responses: Somewhere to read and draw. Nooks and narrow places (both indoor and outdoor). Outside, open areas to play. In nature.3) <i>Where would you go with your class?</i> Student responses: Where it is comfy, fresh, and clean. Where there is space to write and work together.4) <i>Where would you feel welcome for school celebrations?</i> Student responses: Someplace BIG! Outdoors. A space to play and dance.2. Outdoor Learning Shareback	

- a. At the previous SDAT meeting, the committee members participated in a Site Character activity lead by Site Workshop (our Landscape Architect). The shareback reported the images most often selected by the committee during that activity, organized by Interactive, Individual and Group activities/spaces. The images can be seen in the attached SDAT presentation.

01.30-02 Site & Building Development: Review

1. Review
 - a. Mahlum shared a brief review of the site constraints including buffer zones, drainage and sewer locations, and exceptional tree locations.
 - b. Mahlum reviewed the building development options from the previous SDAT meetings and identified the two schemes which were identified for further development.

01.30-03 Site & Building Development: Discussion

1. For both of the schemes, Mahlum reviewed the “What Works” and “What Doesn’t” items previously identified by the Committee. From there, Mahlum shared the new development of the two schemes and asked the Committee to identify “I Like” and “I Wonder” aspects of each scheme.
 - a. *Build North Enter South - Big Heart @ Entry*
 - I Like:
 - Classrooms and Library all have views
 - Covered Play
 - Commons location is convenient for drop-off and breakfast
 - Classrooms are in a peaceful location
 - Clear difference between outdoor learning and play
 - Separate (staff) parking and vehicular drop-off
 - I Wonder:
 - Congestion at 105th & 3rd
 - Hallway between Stage & Gym and how will that work for afterhours access
 - Variation of Views in Different Classrooms
 - Segregation of the grades and feeling that there is less “specialness” through the progression of grades
 - Could the Stage be located in between Gym & Commons
 - Childcare play near loading/receiving
 - Distance between Gym and paved Outdoor area
 - Security of School for afterhours Childcare access
 - How is the Developmental Childcare integrated?
 - b. *Build North Enter South – Big Heart @ Park*
 - I Like:
 - Open to Heart
 - Building wrapping the courtyard
 - U-shape makes it feel connected
 - U-shape open to park allows good air flow orientation

Each learning cluster has its own stair, helping to minimize interruption
Good student traffic flow from Commons to Playground
Library has a prominent location benefitting from views of the Park and Mountains, thereby celebrating the program
Clear difference between outdoor learning and play
Separation of Service (truck access) and Parking
Separate (staff) parking and vehicular drop-off

I Wonder:

Congestion at 105th & 3rd
Safety and Security at Gate / What is the fence at the secure perimeter?
Scale (height) at entry
Circulation through Commons to get to Gym
Priority of Views to Park
West Facing Spaces and Solar Orientation
WAC Childcare regulations
Access for Gym to Childcare
How is the Developmental Childcare integrated?

c. *Build South Enter Central – Big Heart @ Entry*

I Like:

Classrooms are clustered together and allow for more than one learning community on each floor
Admin location is central and feels more visually connected to learning spaces
Flexibility of classrooms
Classrooms have equal access to views of trees to the north and south
Retained large open space
Separation of play space and classrooms
Clear traffic pattern with access to the north parking lot from 107th

I Wonder:

Amount of Car Infrastructure on Site
Access to Childcare (Separate Entry)
Location of Library
What Happens at south side of classrooms
Traffic Flows from South

d. *Build South Enter Central – Big Heart @ Park*

I Like:

Classrooms are clustered together
Connection from Gym to outside and Covered Play
Separation of play space from the classroom
Classrooms have equal access to views of trees to the north and south
Transparency between the Commons and exterior
Retained large open space
Connectivity of the north parking lot to the street grid
Outdoor courtyard at the Flex classroom and Childcare
Flex Classrooms could be Developmental Preschool
Clear traffic pattern with access to the north parking lot from 107th
Loading area facing south has a presence

Face and Entrance to the South (on the approach)
The mass of the building in relation to the street
I Wonder:
Childcare by Street
Acoustics with 2-story Gym and Commons
Safe and secure playspace for childcare
Access to Childcare from South
Does all parking at the north accommodate pedestrian use from the south?
Amount of site area to accommodate vehicles

01.30-04 Shared Learning

1. Mahlum presented seven variations of classroom and shared learning space groupings for Committee review and discussion. The diagrams representing each shared learning type can be seen in the attached SDAT presentation. The Committee discussed the shared learning variations using the “I Like, I Like, I Wonder” format.

a. *Shared Learning Type A*

I Like:

Sight lines

I Wonder:

Separating the small group space from the classroom community (is it more or less desirable)

Use of large shared spaces

Will large shared spaces be difficult to share between 4-6 teachers?

b. *Shared Learning Type B*

I Like:

Shared space could be less distracting if foot traffic is away from stairs

I Wonder:

Shared spaces feels separate from classrooms

Use of large shared spaces

Will large shared spaces be difficult to share between 4-6 teachers?

Stair is close to shared space and may be distracting (even if it is only one learning community)

c. *Shared Learning Type C*

I Like:

None identified for this type.

I Wonder:

Distraction from the bathroom

Functionality of a shallow space (good for visibility from classrooms but does it limit functionality)

Acoustics

d. *Shared Learning Type D*

I Like:

Overall experience

Flexibility for different numbers of classrooms/grade from year to year

Allows continuity of community

Shared space between two classrooms

I Wonder:

Equitable access to larger shared learning areas
Equity for north views to the Park (applies to F and G as well)

e. *Shared Learning Type E*

I Like:

Overall experience
Flexibility of community

I Wonder:

Traffic flow – “speed bumps” in hall
Shared spaces bumped back to align with classrooms
Doors across from bathrooms may be distracting
Distraction between classrooms and larger shared areas
Hallway width

f. *Shared Learning Type F*

I Like:

Flexibility of community

I Wonder:

See E.

g. *Shared Learning Type G*

I Like:

Overall experience
Flexibility of community
Variation in size of shared learning
Teaching potential for a larger space, but not instead of small group spaces
Equity for all classrooms
Small group rooms are a priority and anticipate they will be used constantly

I Wonder:

Size of small group rooms
Can the large shared learning be subdivided? Nooks at edges of cluster

h. *Trespass*

JoAnn explained the concept of trespass when one learning community must pass through another and asked the SDAT for feedback.
Amy explained that trespass was not as much of a concern as the ability to have flexibility for different numbers of classrooms/grade from year to year. Others added that having some form of division (even if not floor to ceiling and wall to wall) will help limit distraction.