



MEETING MINUTES

<b>PROJECT:</b>	Viewlands Elementary	<b>PROJECT NUMBER:</b>	2019908.00
<b>DATE:</b>	10 July 2020	<b>FILE NAME:</b>	200518 Viewlands SDAT 06 - Meeting Minutes DRAFT.Docx
<b>SUBJECT:</b>	School Design Advisory Team 06		
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<b>MEETING DATE:</b>	18 May 2020	<b>TIME:</b>	4:00pm – 6:00pm
<b>LOCATION:</b>	Microsoft Teams Video Call		
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<b>ATTENDEES:</b>	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	
	Jesse Walton (JWa)	Mahlum	
	Jessica Lapano (JL)	Mahlum	
	Erin Burkard (EBu)	Mahlum	
	Vinita Sidhu (VS)	Site Workshop	
	Ryan Storkman (RS)	Site Workshop	
<b>COPY TO:</b>	Marilyn McVay (MM)	Viewlands Elementary	
	Sohail Abrahams (SA)	Parent	



Kristi Jones (KJ)

Seattle Public Schools

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**ATTACHMENTS:**     ::   200604 Viewlands SDAT 06 Presentation

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**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.**

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**ACTION ITEMS**

::   None this session.

<b>ITEM</b>	<b>DISCUSSION</b>	<b>ACTION BY</b>
<b>05.18-01</b>	<b>Introduction</b>	
	1. Introduction Mahlum provided overview of where the team has been in the design process since the last SDAT.	
	2. Community Open House	
	a. Mahlum reviewed major themes from the Community Open House in February, including curiosity about traffic flow on the site, how the watershed story in the neighborhood and Carkeek park may be present in this site, and concern for what would happen with the existing playground.	
	b. Mahlum noted that an effort to look for continued opportunities to engage student, parent, and community feedback is ongoing.	
	3. Eco-Charette Mahlum reviewed feedback from the Eco-Charette categorically in the order of Site, Energy, Water, Material, and Health, presenting word maps which showed major themes of feedback from each.	
	4. What We Heard Mahlum reviewed the feedback heard at the SDAT 5 meeting, showing the (4) prior design schemes that had been discussed, and followed up with a slide capturing 'Top "10"' goals for the project	
<b>05.18-02</b>	<b>Site &amp; Building Development: Design Updates</b>	
	1. Entry and Site Site Workshop shared the design updates, covering the following areas respectively.	
	1) Site Plan	
	2) Outdoor Learning Nodes	
	3) Existing Playground, including plans to relocate portions of the existing structure, and to find a way to commemorate the donors.	

# mahlum

- 4) Public Plaza
  - 5) Play Terrace & Field
  - 6) Raingarden Courtyard
2. Sectional Approach to Viewland's Big Heart and Program Diagrams
    - a. Mahlum reviewed content on the approach of experiencing Viewland's heart sectionally from the approach of Public, Play, and Park, sharing renderings of the view standing in the library looking to the gym and commons, and beyond to the park. *Following a question from Cheri, it was clarified that the Olympic Mountains would be visible from here over the treeline.*
    - b. Following, Mahlum reviewed program diagrams of the upper Public Level (Level 3), middle Field/Play Level (Level 2), and lower Park Level (Level 1), sharing a rendering of the public entry plaza following.
  3. Water Story

Mahlum opened the section by sharing a rendering of the rain garden as seen from the handwashing on Level 3, connecting the story of the centralized handwashing on each level and on-site opportunities for interaction with stormwater to the greater watershed.
  4. Learning Cluster and Outdoor Learning
    - a. Mahlum and Site Workshop presented this portion of the presentation in tandem, Mahlum providing overview of the Classroom Cluster Axonometrics, touching briefly on the no trespass condition, and visibilities from the classrooms to both Small Group rooms and the Learning Commons.
    - b. Site Workshop followed by sharing ideas for the Outdoor Learning Space, opening opportunity for feedback.
      - 1) In the chat, DJ noted that the bioswale is loved by the community, and should not be affected.
      - 2) SR suggested concern about kids walking through the adjacent plantings and bioswale, VS noting gravel pathways through the gardens, or raising the outdoor learning area from the area around it could aid in preventing this.

## 05.18-03 Site & Building Development: Discussion

Following the "Design Update" overview provided by Mahlum and Site Workshop, both teams opened the discussion to members of the SDAT to provide "I like" and "I wonder" statements.

1. *I Like...*
  - a. General Comments
    - 1) The connection to water
    - 2) The connection to nature
    - 3) The change in shape from a straight rectangle to a flexible form
  - b. Site Design
    - 1) The flow of the outdoor spaces

- 2) The different types of outdoor spaces that have been incorporated
- 3) The thought put into outdoor play
- 4) The separation between the outdoor learning and play areas
- 5) The separation of the play and classroom areas
- 6) Spots for outdoor play around the field and the south side of the classrooms
- 7) Paved areas, and the opportunity for outdoor science experiments
- 8) The combo of natural structures and reuse of existing play structures in the playground
- 9) The centrally located art at the raingarden
- 10) The location of the outdoor area next to the gym
- c. Building Design and Program Relationships
  - 1) All of the light
  - 2) Learning Clusters
    - a) The plan layout in the classroom wing that shifts the east cluster to the south
    - b) The integration of the grade bands
    - c) The classroom between clusters that has two doors to allow flexibility from year to year
  - 3) The location of special education and the speech language pathologist & psychologist offices
  - 4) Library, Community Room, Commons/Gym and Carkeek Park
    - a) The location of the flex classroom next to the library as a community resource room
    - b) The library community room, and its visibility to the administrative area
    - c) The visual connection and openness of the library to the commons and gym area
    - d) The transparency from the Library through the heart to the outside
  - 5) The new childcare arrangement
  - 6) The integration and location of handwashing
  - 7) The “big reveal” into the commons and gym
2. *I Wonder...*
  - a. General Comments
    - 1) How commercial the new building will feel, and how it can be softened
    - 2) How security will be implemented to handle graffiti, trash, campers, etc
    - 3) What can be strategically used on the windows to help eliminate distraction yet maintain transparency
  - b. Site Design
    - 1) The location of the bus lane
    - 2) Why the aperture to see the bus lane from the Administrative area is so narrow
    - 3) The supervision of the playground space if kids are on both the hardscape and below

- 4) The location of the play area due to reduced visibility for neighbors
  - c. Building Design and Program Relationships
    - 1) Learning Cluster
      - a) The centralized location of the grey blocks (toilet rooms) in the cluster
      - b) Why Small Group rooms are not located where the toilets are
      - c) About the Learning Commons and insets in those clusters
    - 2) Library, Community Room, Commons, Gym and Carkeek Park:
      - a) Why Art is located where it is, and how people will circulate through the library or outside to get to the classroom
      - b) Classes having to travel through the Library to get to Art
      - c) What the function of the Library is
      - d) How the Library space will be used
      - e) If the view to the Commons and Gym will be distracting, and if it could be used better as wall space
      - f) If Art could move closer to the community portion due to concern about disruption for the Librarian
      - g) If the commons is not deep enough, and will diminish access to views
      - h) If the Gym form pulls the commons too much, and does not leave enough area for seating
      - i) If the climbing wall can be relocated
    - 3) Gym/Covered Play
      - a) The location of the covered area next to the Gym, and if the door could move more towards the “meat” of the covered area for better supervision
      - b) About the nature of the visual connection between the Gym and Outdoor Covered Area
    - 4) About the layout of the Offices
    - 5) What the nature of transitions will look like for younger students and students with mobility issues to the common area
    - 6) If odor from the Service Yard will be carried by the Southwest prevailing winds into the Childcare Courtyard.  
*Another SDAT team member noted that 1-2 delivery trucks per day would be okay so long as the smell was not an issue*
  - d. COVID:
    - 1) Access to the building and playground post-pandemic
    - 2) Can more handwashing locations be installed
3. Following Feedback, CW suggested Mahlum further cover the Shared Learning for staff, especially regarding visibility, at the All-Staff Meeting on Wednesday.

## 05.18-04 Vehicle Access Studies

1. Mahlum presented four options for the handling of bus and car traffic on the site that based on feedback from the School Traffic Safety Committee as well as ongoing conversations with the Seattle Department of Transportation (SDOT) and the District’s traffic consultant, Heffron Transportation. Final direction has

not yet been determined.

Options presented for the site included the following:

- a. Buses on 3<sup>rd</sup> Avenue NW, Cars on Site
- b. Buses on Site, Cars on 3<sup>rd</sup> Avenue NW
- c. Buses on 3<sup>rd</sup> Avenue NW (South), Cars on 3<sup>rd</sup> Avenue NW (North)
- d. Buses on NW 107<sup>th</sup> Street and 4<sup>th</sup> Avenue NW, Cars on 3<sup>rd</sup> Avenue NW

## 05.18-05 What Happens Next

Mahlum closed by providing an update on the project schedule, noting the revisions to the Design Development and Construction Document phases and continued meetings with the Central-Office, Consultants, Public Agencies, and various building departments before opening the discussion to questions.

## 05.18-06 Post-Presentation Questions

1. EB and BF provided facilitation
2. CH brought up concerns being voiced in the chat, asking if the project budget would be affected by recent events, BF confirmed the budget is part of a separate BEX V budget, and would not be.
3. Blinds were asked about by an SDAT member, Mahlum responded noting that Relites typically below 7' will get blinds for Shelter-In-Place situations, and if blinds are not proposed for a location that the alternative will be reviewed. JHW noted motorized blinds would be strategically located in response to a follow-up question.
4. KG asked if rails would be provided at Covered Play to keep kids (and balls) in
5. EB asked CR to elaborate on the budget and alternatives that are currently being tracked.
  - a. CR noted that the project is coming in under budget currently, though potential alternatives are being tracked in case needed, including Covered Play, Theatrical Lighting, and other items that could be added in the future
  - b. EB followed, noting that the board is considering a Student Community Workforce Agreement (SCWA), that could have significant impact on the project budget.
  - c. CR clarified that this is being calculated to utilize 10% of the budget, and that if the SPS Board adopts, some additional alternatives could include building the shell, but not interior partitions of the lower level except for what is needed for egress paths, and bringing the Childcare classrooms into the clusters to reduce SF.
  - d. SR asked for clarification on what the SCWA is, EB provided response, noting that it would increase labor costs on the project, but encourages students from the community to work on the project as a means of training.
6. BF closed the meeting.