

MEETING MINUTES

Project Rainier Beach High School Project No 2008
Subject School Design Advisory Team #1 (SDAT #1) Meeting Date 4/29/2020

Attending – Due to Zoom meeting a sign in sheet was not completed. All SDAT members listed

SDAT Members

Naj Ali	Aaron Jefferson	Angelina Riley
Becky Asencio	Gary Ladd	Kelly Rolon
Michael Bethea	Ron Little	Gian Rosario
Geoff Bolan	Steven Miller	Kieth Smith
Gloria Briggs	Sara Mirabueno	Deborah Stanley
Robyn Busch	Sarah Moges	Laura Stuart
Dwayne Chapelle	Elizabeth Moore	Savali Taamu
Kevin Curtis	Deborah Northern	Angie Thomas
George Foster	Karla Nyquist	LaNita Thomasson
Rhonda Goodrich	Betty Patu	Autumn Tocchi
Pam & Andrew Heyman	Virginia Patu-Bethea	Grace Wedgwood
Lanita Hill	Sarah Pritchett	Patrick Yolian
Marty Jackson	Nicolas Ragland	

Seattle School District Capital Projects and Planning

Richard Best
Mike Skutack
Paul Popovich

Design Team

Bassetti Architects
Jordan Kiel
Lorne McConachie
Debora Ashland
Jean Stolzman
Thomas Cohen

Moody Nolan Architects

Curt Moody
Jonathan Moody
Jakiel Sanders
Christian Joosse

AGENDA:

- + Introductions
- + SDAT Process Overview
- + Attributes of High Achieving Schools
- + Master Plan Process
- + Small Group Discussions for Attributes

INTRODUCTIONS

All participants introduced themselves and their role. The Design Team provided an overview of who they are and some examples of their work.

SDAT PROCESS OVERVIEW

Discussion of SDAT Roles and Responsibilities:

School Design Advisory Team members will contribute their voices to the design of the new Rainier Beach High School. They do not function in the role of “designers.” Members have an important role to help guide the design team with input as to what and who Rainier Beach High School is and wants to be in the future. The members agree to the following roles and responsibilities:

- 1.1 Attend meetings and field trips (possibly virtually)
- 1.2 Serve as a representative and report back to constituencies
- 1.3 Provide input, including from those constituencies
- 1.4 Be honest with one another
- 1.5 Follow the Ground Rules
- 1.6 Be respectful
- 1.7 Value differences
- 1.8 Cooperate and share information
- 1.9 Bring suggestions and alternatives
- 1.10 Keep commitments
- 1.11 Listen to each other
- 1.12 Revisit an issue/decision only if new information surfaces
- 1.13 Have fun!

PROJECT OUTREACH SCHEDULE

The schedule for outreach with SDAT, Program Area Leaders, students, alumni, and the general community was reviewed. Conversations will occur in a variety of forms.

- 2.1 A Rainier Beach High School Design website will allow anyone to come up to speed with the progress of the project and contribute comments.
- 2.2 The Design Team will be holding Virtual Town Halls throughout the process to inform the broader community about the work.
- 2.3 The SDAT group will have their own website with meeting summaries, District policies, and other pertinent background information.
- 2.4 Surveys will be conducted to gather input.

PROJECT BASICS: SCHEDULE AND BUDGET

Pre-design	April 2020 - August 2020
Design	September 2020 - July 2021
Construction Documents	August 2021 - June 2022
Permit + Bidding and Award	July 2022 - November 2022
Groundbreaking	November 2022
Phased Construction	November 2022 - August 2025

The Total Budget for the project is \$238,300,000 including all “Soft Costs” which account for taxes, permits, design, furniture and equipment, technology, and curriculum and instruction. The construction budget is \$153,000,000.

ATTRIBUTES OF HIGH-ACHIEVING SCHOOLS.

Seattle Public Schools has developed key Attributes for High Achieving Schools. The Design Team reviewed these attributes with the SDAT members as a precursor to discussing them in small groups to assess further specifics related to Rainier Beach High School. For further detail of each item, see the Small Group Summary below.

- + Learner-Centered Environment
- + Personalized Environment
- + Program Adaptability
- + Community Connections
- + Aesthetics
- + Safety
- + Collaboration
- + Sustainability

BEX V MASTER PLAN WORK

A summary was provided as to the previous work completed for the Bex V Master Plan. Many people contributed to that effort which focused on the possibilities for a new school on the existing site and determined any site constraints. The result was a Master Plan which identified multiple options to be considered as a starting point in design. These efforts helped develop cost estimates to establish the Bex V Levy. This information is a starting point as the team moves forward into design, and not intended to be the school design.

SMALL GROUP ACTIVITY: ATTRIBUTES OF RAINIER BEACH HIGH SCHOOL

Four groups of SDAT members, District staff, and Design Team members considered more in-depth review of 2 of the attributes. The summaries below represent the District Attributes in regular text, added comments from SDAT members in ***bold italics***, and Additional Information that was discussed in the session.

GROUP 1: LEARNER-CENTERED ENVIRONMENT & COLLABORATION

LEARNER-CENTERED ENVIRONMENT

- + The building is designed with students’ needs placed first.
- + The building and campus provide opportunities for students to explore hypotheses and test ideas.
- + The building provides spaces for interdisciplinary learning to occur, as well as spaces for teachers to collaborate.
- + Flexibility in building design enables teachers to engage students’ attention with creative learning activities and make them active participants.
- + The building provides spaces for student work to be prominently displayed throughout the school.
- + The building provides access and space for parents and community members to collaborate meaningfully as learning partners.
- ***Support the IB program through providing spaces for tutoring, community partnerships, and flex spaces.***
- ***The building provides flexibility through offering a variety of types of spaces so that all types of functions and activities can be accommodated; inside and out.***

- *The building provides a variety of types of spaces including spaces of gathering as well as spaces of respite and individual learning*
- *The building reflects the diversity of the school – students should be able to see themselves in the school*
- *The building is welcoming with entries that are inviting and active*

Additional Information:

- Concerns about how to make sure hands-on learners are actually learning
- Current facility is missing special spaces for students
- Teachers need space to grab a cup of coffee and maybe meet with a student
- No current practice space for dance – only performance space
- Science labs have some recent updates which allow some flexibility
- Oral exams are currently occurring in the hallways
- Film program is currently in the hallways
- Need shared adaptable spaces inside the building and out (noted in Adaptability section)

COLLABORATION

- + The building provides spaces for everyone associated with the school to work collaboratively.
- + The building design incorporates elements that emphasize the purpose of the school and how each person contributes to the school's success.
- + The school's vision and focus are apparent in the building design and shared by staff, students, parents, and the community.
- + The building provides spaces that promote group work and communication.
- + The building provides spaces for students to intercede with each other, listen to their peers, and have a voice in the operation of the school.
- *The building provides opportunities for students to take ownership over their space*
- *The building provides spaces for collaboration that allow students to feel comfortable being there*
- *The building and furniture provide for equitable access for all abilities*
- *The building provides visual connections between spaces to enhance supervision and increase the use of collaborative spaces*
- *Open and transparent spaces are desirable for collaboration and supervision*
- *The building provides resources for a variety of student needs beyond education: food, shelter, laundry, medical, emotional, etc.*

Additional Information:

- Teachers need more spaces in which to collaborate
- IB program needs lots of flexible collaboration spaces
- It is important to have an active entry that is visible and open (noted in Safety section)
- Need entry for homeless students that is near the main entry and provides direct access for resources
- THC entry to be near the main entry
- Social workers don't need to be in admin area and could be spread around. Privacy is key.
- 90% IB for all
- See IB Learner Profile document on SPS website <https://ibo.org/benefits/learner-profile/>

GROUP 2: PERSONALIZED ENVIRONMENT & SAFETY

PERSONALIZED ENVIRONMENT

- + The building provides **formal and informal** spaces for students to develop personalized relationships with adults.
- + The building provides spaces for students to work and socialize with peers – **both noisy and quiet**
- + The building design encourages feelings of safety and trust.

- + The building provides spaces for individualized support services for students, including mental, physical, social, and academic support.
- + The building design enables small learning communities to operate within the school.
- + The building contains appropriate spaces to support a wide range of academic subjects, learning opportunities, **and ways of learning**
 - **The building is visibly inclusive**
 - **The building supports active student leadership**
 - **The building inspires students to be their best**

Additional Information:

- Current building environment is so far from this ideal anything would be an improvement
- Teacher planning spaces with windows connecting to hallways would be helpful – need more staff collaboration space (Noted in Collaboration section)
- Plans to group 9th + 10th and 11th+12th - small group discussion was not keen on this organization. Preferred departmental grouping
- Operable windows
- Window shades
- Light and sound control in classrooms
- Sharing classrooms has advantages in terms of teacher collaboration but 5 min. passing periods are too short to make it work.
- Voice enhancement systems desired in teaching spaces
- Taller desks for students would make assisting them easier on teachers' backs
- Little pockets of space outside classrooms can be useful for small group work – differentiated teaching/learning
- Laptop/tech charging is an issue
- Storage behind the whiteboard is desired

SAFETY

- + Spaces within the building promote safety and security.
- + The building contains both individual and group meeting spaces, providing opportunities for each student to be known by adults.
- + The building provides spaces for support services for students, including mental, physical, social, and academic support.
- + The building design contributes to a low incidence of disciplinary actions.
- + The building is well lit and can be easily monitored.
- **The building entry is visible, open, and has a second means of egress**
- **The building provides spaces, inside and out, that belong to students and are safe**
- **The building supports good passive supervision of common areas**

Additional Information:

- Baer Sheva Park is an outdoor hang out spot for students – would prefer they stay onsite
- Need to be able to react to violence in the outside community

GROUP 3: PROGRAM ADAPTABILITY & SUSTAINABILITY

PROGRAM ADAPTABILITY

- + Flexibility in building design makes it possible to offer a wide variety of interdisciplinary educational programs.
- + The building incorporates technology to support programs that help personalize education and maximize student learning.
- + The building provides spaces to support multiple instructional strategies and program delivery models, such as individualized instruction, small and large group learning, and independent learning.

- + Learning is enabled at the school with a variety of sizes and spaces.
- + The building provides spaces to support a range of formats for students to demonstrate their knowledge, such as exhibitions, projects, portfolios, etc.
- **Learning spaces are sized appropriately to accommodate a variety of teaching configurations**
- **The building will provide a social place that is for the students (push beyond just a cafeteria) that can also be used for a range of student activities**
- **Exterior spaces are adaptable**

Additional Information:

- Visible connection to small group work spaces is important (noted in Collaboration section)
- How do we ensure small group spaces aren't used as offices?
- Need adequate storage
- Furniture should be easily movable (furniture will be purchased later in the process)
- Outdoor space should be located at ground level
- Use digital bulletins for student work (note in Personalization section)
- Drama program would make use of many small meeting rooms organized around a practice theater
- Incorporate technology in a way that allows multiple spaces in the building to be used to study and help provide a seamless transition from studying at home to studying at school.
- Ensure that layout of classrooms and group spaces are designed around the the way teachers work.

SUSTAINABILITY

- + The building incorporates features that make the building healthier, cleaner and less costly.
- + The building incorporates features that "show" resource utilization and conservation.
- + Building incorporates features that allow students and teachers to affect their environment in an "eco-friendly" manner (resource use / recycling).
- + The building incorporates sustainable priority features as identified in the Washington
- + Sustainable Schools Protocol (see attachment "c")
- **The site accommodates opportunities for hands-on connections to nature (community garden etc.)**
- **The building has strong interior/exterior connections**
- **The building incorporates biophilic elements**
- **The project includes great exterior spaces that offer connections to nature for students, staff and community. (not just hardscape)**
- **The building finishes and colors are natural feeling and support learning**

Additional Information:

- Consider LEED certification for the project
- Desire for non-gendered bathrooms
- Water bottle fillers are desired
- Make use of views to the lake
- Daylight is really important (strategy to support first bullet above)
- Provide effective natural and artificial light control
- Strong desire for site visits for other schools if/when possible
- Provide active as well as meditative outdoor spaces that attend to the social emotional needs of students.

GROUP 4: COMMUNITY CONNECTIONS & AESTHETICS

COMMUNITY CONNECTIONS

- + The building design incorporates and helps convey the school’s mission to the community.
- + The building provides access and spaces for parents to participate in decision-making and curricular activities at the school, and to gain a better understanding of their role in helping students meet academic expectations.
- + The building provides spaces for the community to be actively involved and visible in promoting a rigorous academic environment at the school.
- + Community resources and spaces help support and supplement the school’s educational programs.
- + The building provides spaces for students to be mentored by community members.
- ***The building reflects the community and engenders pride***
- ***The building faces the community (Henderson)***
- ***The campus sets collegiate/career expectations and prepares students to be comfortable in those settings***

Additional Information:

- Front door to be close and accessible. Need a second exit for safety (noted in Safety section)
- Mental health counselors need space
- Are auto shop and metal shop programs coming back?
- Cultural art hub
- World-class athletic and arts facilities
- Support local community partnerships
 - o THC
 - o Asian Referral Service
 - o Community in Schools
 - o CIS
 - o Teen Health Center
 - o Black Business Men Breakfast Group
 - o Skills Center
 - o CTE programs (aviation)
 - o TEALS (Microsoft volunteers)

AESTHETICS

- + The building is appealing, warm, and inviting.
- + The building has comfortable, fun spaces that entice kids.
- + The building has a variety of interesting spatial types that allow for exploration.
- + The building facilities and landscaping are well maintained.
- + The building is pleasing in a tactile way.
- + The building provides a stimulating environment.
- + The building conveys a sense of place, *pride, and identity*.
- ***Art is boldly displayed throughout the campus***
- ***The building conveys a sense of high expectations preparing students for career and/or college***

Additional Information:

- Lots of natural light (noted in Sustainability)
- Include “soft spots” casual spaces to congregate, learning steps, spaces for students to congregate and study
- RBHS to be leading campus that prepares students and attracts employers
- Bring out the brand of RBHS
- The building should celebrate noted community members who have made significant contributions to the school’s success

NEXT STEPS:

SDAT #2 will be scheduled in a few weeks.

The SDAT website will house a number of resources for SDAT members to review

- + District Strategic Plan
- + Guiding Principles for BEX V
- + Racial Equity Analysis Tool
- + District Educational Specifications (Ed Specs)
- + Technical Building Standards
- + Project schedule
- + Project budget

END OF MEETING MINUTES