

## MEETING MINUTES

**Project** Rainier Beach High School **Project No** 2008  
**Subject** School Design Advisory Team #5 (SDAT #5) **Meeting Date** 9/23/2020

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### AGENDA:

- + Welcome
- + Small Group Breakout Discussions
  - Site Planning
  - Building Organization
  - Academic Neighborhoods
  - Special Areas

## SMALL GROUP BREAKOUT DISCUSSIONS

### 1.1 Site Planning Breakout Discussion

- Main entrance off Henderson is preferred (vehicle and pedestrian); Seward Park Ave. is congested. Bus stops on Henderson, and other buses stop on Rainier Ave; like different entrance options to mitigate traffic problems.
- Seward Park Ave is considered suburbs; there's no connection to the school. Henderson is the city; buses and city activity occur on Henderson.
- New multi-family building and RV Food Bank planned to North of site; could provide pedestrian access from the North. Consider creating pedestrian access from other parts of site.
- Fields are wrapped in chainlink; need to be more inviting. Field need to be safe; welcoming but controlled field access.
- Mapes walkway: at grade pedestrian access. Students walk to the Safeway via Mapes Walkway (the Circle) during lunch; maintain pedestrian connection.
- Prefer the building to be set back with obvious entry and visibility; the front door should be obvious, noticeable, and spacious. Plaza space at school entrance feels grand.
- Locate Admin, Health Center, Security near main entry. Health Center stays open longer than main office; needs separate entrance.
- Would like quality of outdoor spaces; seating and gathering spaces; sun and covered gathering areas. Offer a variety of outdoor spaces, large/small, natural/man-made, direct access to outdoors.
- Like the football field along Henderson because it allows for big broad view to a nice, new building.
- The Street: blocks views to/from the building; too close to Rainier & Henderson intersection.
- Bridge offers better outdoor visibility, better supervision. Prefers this site plan because it doesn't move the Football field.
- Lakeview: likes the organization; right on street; likes building being highly visible.
- Bridge: set back but likes the gathering space at site entrance; not sure about track and field in front of building.
- Hub & Spoke: Size and location to smaller neighbors might be imposing.

### 2.1 Building Organization

- Admin, Teen Health Center, Public Conference/Meeting Rooms should be located at the ground level for access/emergency services/community services.
- Activity Center should be centrally located.
- Teen Health Center has afterhours appointments - needs its own entry.
- Provide ample parking for sporting events; consolidated parking is preferred for security purposes.
- Classrooms: minimize foot traffic / minimize students being able to leave school easily.
- Classrooms are not required at the ground level.
- Security should be located at ground floor and in other areas of school as well.

- SPED access to outdoors/located at ground level for students with physical disabilities.
- Skill Center should be at ground level w/ separate entrance for students coming in from other schools.
- Athletics/Performing Arts should have their own lobby/have the ability to lock the school side during after hour events; allow for Gym/Theater separated ticketing so you don't have crossover of events.
- Bridge/Lakeview stand out as top schemes but would like outdoor access for classrooms on upper floors.
- Hub & Spoke is least flexible/adaptable option (it maxes out the site).
- Regularly spaced classrooms that can be reconfigured would offer future flexibility/adaptability.
- Library centrally located, natural light, prominent location, double height space would be desirable.
- Views to Lake Washington are desirable.
- Natural daylight throughout the school is critical esp. in this region.
- Community is requesting a new theater. The theater is not landmarked. The theater should feel as new as the rest of the school. Current arrangement does not function well.
- Hub & Spoke: concerned that it is 3 separate wings; consider overlapping programs & spaces more.
- Bridge scheme: like that it is a gem/iconic building for the community; like the ability to have views toward Lake Washington.
- Lakeview: concerns about safety with it being so close to the street; move it away from the street; like that it has views toward Lake Washington.

### 3.1 Academic Neighborhoods (AN)

- Lakeview/Bridge allow for more flexibility & growth, and do not isolate learning as much as others.
- Lakeview/Bridge offer better sightlines for supervision, better sightlines from classrooms, and discourage students from hiding out. Good visual oversight is critical; could result in less bullying due to higher visibility/more interaction.
- Lakeview/Bridge offer a variety & more breakout spaces which is preferred, students like different options in terms of spaces
- Noise is a key issue; good acoustics in Learning Commons (LC) is critical.
- ELL (English Language Learners) would prefer smaller neighborhoods for increased focus.
- Bridge is preferred; more open, better sightlines, creates more options for teachers/learners.
- Prefer mostly Bridge AN, but would like some Street AN options for specific programs. A mix of AN could be beneficial. AN's should respond to different department's needs. Mix of AN organizations is appealing.
- International Baccalaureate program needs areas for small group sessions combined with larger group coming back together. This requires the learning space to be able to expand and contract; up to 3/4/5+ classrooms in large group gathering – Forums

(as outlined in Ed Specs) need to accommodate 4 classrooms then breakdown to support smaller groups.

- AN's need to be flexible
- Natural light in the breakout spaces; they're most effective when they have natural light, instead of buried as an interior space.
- Natural light is critical in all classrooms. Street/Bridge/Lakeview provide best daylight. Hub & Spoke has more east/west light which is more difficult to control.
- Concern for science arrangement – how do labs share equipment/chemicals? Diagrams show grouped science labs stacked over 2 or 3 floors. Stacking allows efficiency of plumbing and ventilation as well as dumbwaiter to transfer equipment and chemicals between labs safely. Labs can be grouped for departmental organization or more integrated learning curricular models.
- Ensure whole school is accessible indoors for security reasons. Could have an atrium like bridge connecting different AN.
- How crowded will Lakeview/Bridge be when students change class? Could have +/- 600 students moving at one time. In an AN, most of the students would be staying within the AN as they change classes, with a smaller percentage going off to a gym or music type class.
- How will transgender toilets be dealt with? Ongoing dialog in District, will need deeper discussion. Lincoln HS (latest SPS high school) provided Boys, Girls, and All-gender toilet rooms. Key issues include safety/bullying as well as supervision of students when using single occupancy locked doors. Lincoln model provided 2-3 toilets per all-gender restroom.
- Smaller, more numerous LC's more desirable than a large breakout space.
- Bridge provides multiple breakout spaces that support more teachers; better mix of spaces, not a hallway.
- Hub & Spoke AN are more intimate.
- Hub & Spoke has too many small dead-end corridors.
- Desire very interactive LC's; they do not have to be the same all over school.
- Outdoor access not critical for most classrooms. This is more equitable for all rather than having direct access for 1<sup>st</sup> floor classrooms only.

#### 4.1 Special Areas

- Provide hardscape outdoor space that students can spill out.
- Natural light throughout school is critical.
- Indoor/outdoor connection are important.
- Provide a secured outdoor area for students, protected from street.
- Denny Chief Sealth commons area was noted as a positive example, flexible double doors on both sides; multi-functional space that can be rented out for dances/events.
- Rebuild existing theater. Current theater only fits 500 people; find a way to accommodate smaller and larger performances, movable walls?
- Exit located near busses.
- Locate bathrooms near kitchen; locate kitchen at ground floor for outdoor access.
- Gym Lockers need access to both gym and outdoors.
- How can gymnasium be used as multiuse space? Dances.
- What spaces need direct access to outdoors? Athletics.

- Bridge: like the separation of Gym and commons area; separate entrances and ticketing booths.
- Would like a community space/atrium.
- Centrally located Commons/a place kids want to hang out. Provide garage doors opening to the outside. Could be a space for community gatherings. Good light, comfortable, and safe spaces.
- All programs accessible within the building for security.
- Would like speakers to play music.
- Like the visibility from Admin to Commons at Issaquah HS.
- Existing theater is too small; the community uses the theater. The stage is too small and needs a better sound system. Would prefer one cohesive building.
- Would like for SPED students to be integrated in the school, gives non-SPED students empathy. Locate near Teen Health Center on first floor.
- Commons should lead to an outdoor space; allow students to spill out to a plaza that is more private. Outdoor space where students can hangout after hours, relationship to fields on main floor. Concern for safety with a second-floor outdoor space, due to difficulty getting students out of the building. Provide a safe outdoor space for students to wait for afterschool pick up.
- Would like a Learning Stair.

NEXT STEPS:

Design Team will review the feedback received today and determine how best to accommodate what we have heard. One version will be developed to move forward with and provided at the next meeting for feedback.

SDAT Members can log onto the SDAT webpage to provide additional comments

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END OF MEETING MINUTES