DLR Group inc.
a Washington corporation

51 University Street, Suite 600
Seattle, WA 98101

MEETING MINUTES

Montlake Elementary School
School Design Advisory Team Meeting 03 (SDAT 03)
January 20, 2022 (Zoom Meeting)
3pm-5pm

Attendees

SDAT

- Anny Hunt- parent
- Beau Browman - Teacher
- Bianca DiJulio - alumna/parent
- Chester Wier - parent
- Ewa Sack - parent
- Jack Marshall - teacher
- Jennifer Lundgren - teacher
- Julie Choung - parent
- Mary Beth Hribar - parent
- Melissa Pody – parent/staff member
- Rebecca Gerben Mehta- parent
- Rob Dolin- parent
- Sarah Bruemmer – parent
- Tim Moore- teacher

Seattle Public Schools

- Paul Wight- Capital Projects Manager
- Julia Pearson- Montlake Principal

DLR Group

- Ariel Mieling
- Erica Cedar
- Shannon Payton
- Todd Ferking
- Dr. Marilyn Denison
- Kelly Mabry
- Dr. Peter Dry
- Ryan Luthman
- Mike Janes

Welcome

Land Acknowledgement

We would like to show our respect and acknowledge the Puget Sound Coast Salish peoples, past and present, on whose lands we gather today. The Suquamish Tribe and Muckleshoot Indian Tribe are the federally recognized Indian tribes of greater Seattle, under the treaties of Point Elliott and Medicine Creek.

Equity Moment

"To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin.“
- Bell Hooks, Teaching to Transgress: Education As The Practice of Freedom

Inclusive Meeting Environment Reminder

Please add your name, pronouns, and role to your zoom name title.

General Questions Since SDAT 2:

- Question: Is the 500 student body projected correct?
    - Answer: Yes, the specification and student body population is set to be 500.
        - Growing enrollment levels during the time the bond was past. The catchment area also shows that many children are going to other schools. This number also accounts for the potential of other families to choice into the new Montlake ES.
        - It is important to note, that we are planning to provide building space for 500 students, but we will not be able to fit all the site elements that are required for a 500 student body school.
- Question: How is planning for traffic and right of way use being planned for? Will SDOT be included?
    - Answer: DLR Group has applied for a pre-submittal meeting with the city. DLR Group has requested that SDOT be included in these conversations.

Homework Recap

Video Homework:

https://www.ted.com/talks/takaharu_tezuka_the_best_kindergarten_you_ve_ever_seen?language=en#t-182539

General Homework Comments:

- This is a great video. My parent's generation was quite hands off. My generation is much more hands on. This video captured that "ah-ha" moment of letting kids explore and figure things out on an individual and peer-based level. The school in the video demonstrated that outdoor space makes sense and if we could create fun outdoor space like this that would be ideal.
    - It shows spaces that allow for and encourage safe risk taking.
- The concept and building are amazing in theory but, seems difficult to reproduce in our culture as we are more legally risk adverse. It's difficult to imagine a school like this here because of that.
- Loved how exploratory the environment in the video was. Expresses the natural consequences of actions (getting your boot wet in the water, means you have a wet boot/sock all day). Opportunities for kids to have authentic learning/skill opportunities with a bit of risk was lovely. Trust our kids, let them learn.
- Love the concept of running and the circle.
    - Are there examples of this model being used for older grade levels? Exploratory, safe risk environment examples?
- Impressed with the use of space. Space is limited in Japan, and the project feels infinite because they have maximized. This seems relevant to the Montlake site.

- How do these concepts work with SPS education specs? Perhaps the incorporation of the greenhouse and outside garden along with other educational moments into a design feature?
- I loved how the natural elements were incorporated (trees poking through / skylights).
- If SPS could support an occupied roof space, it could be an appropriate response for our site, which is small and can't accommodate all of the outdoor program.

VALUES Recap

Following the SDAT 2 VALUES session, the design team has summarized the group's collective thoughts and comments. The design team has formed themes to create a project guide. Each theme has measurable goals. As the design team continues to summarize the SDAT 2 Values conversation, these measurable goals will be used as benchmarks of success for the project.

Main Theme: A verdant garden of change-makers: a place to create, cultivate, and connect. We will build a vibrant and inclusive learning ecosystem that inspires curiosity about the world around us. We educate the change makers of tomorrow.

Theme 1: Inclusive Neighborhood Network
Montlake Elementary will be an integrated neighborhood hub, creating a safe, walkable, and accessible community resource for all.

- Goal 1: Safe and Accessible
- Goal 2: Engage community partners

Theme 2: Holistic Health
The new Montlake Elementary will improve holistic human health and wellness. The new school environment will encourage active play, wonder, and curiosity through a seamless connection to the garden, promoting a future generation of stewards.

- Goal 1: Design for connection to nature: create seamless connections between the garden (outdoor) and indoor learning spaces through quality daylight, biophilia, views, and ease of access.
- Goal 2: Design for Comfort and Well Being: Design and evaluate building systems based on occupant comfort.

Theme 3: Spirit of Place
Montlake Elementary will honor our collective history, rooting us in the spirit of place - past, present, and future.

- Goal 1: Honoring the Land
- Goal 2: Design for Historical Context and Culture

Theme 4: Cultivating a Resilient Future
Adapting to changing needs, climate and context, our school will model resilience by supporting shifts in education, technology and systems, and standing the test of time. Through resource conservation and stewardship of the land, the school will embody an optimistic outlook to the challenges of the future, inspiring its student and the school community.

To discuss these themes, the SDAT group broke into 2 small groups.

Small Group Discussion Share-out

Group 1:

Main Theme: There was some tension regarding the garden metaphor. Is the sense of garden too restraining? Is it not wild and free enough?

Inclusive Neighborhood: Understand the roadblocks and map out the connections.

Holistic Health: A sense that a piece of the puzzle is missing - it's about supporting all students (Special education students, different type of learners), building safety and material safety.

Group 2:

Main Theme: Image may be distracting as it's too pastoral. It feels lacking in the ability to prepare the students for the future in terms of technology. Adding verbiage addressing hands-on learning. Overall positive vibes.

Spirit of Place: Well received as this touches on celebrating the legacy and the history of the land. Discussion around using history, native plants, etc as learning and teaching tools.

Cultivating a Resilient Future: Discussions of building emotional resilience by supporting risk taking and learning by doing.

General Comments and Questions:

- Question: Innovative building systems - solar, water catchment?
    - Answer: This can be captured under Cultivating a Resilient Future.
- Comment: These themes seem to be drawing on a suburban neighborhood environment and does not recognize that the school will always host kids from a small feel, single family home neighborhood. How do we provide a more future focused lens overlay on these themes?
- Comment: A history or timeline will also potentially help connect the new building with the old, preserved building
    - Comment: We are working in a historic neighborhood - Nationally registered district - that will require some response to this context as we move forward.
- Comment: This project has a unique opportunity to embrace the historical aspects of the neighborhood and existing building, but still modernize it with the future learning amenities including technology. Opportunities to step into the next generation of technology and become a futuristic building for the next generation.

Learning Continuums Exercise

Small Group Exercise: Each group reviews a series of cards related to three themes, Learning, Teaching, Space. Each group will select one card per theme that it would like to see at the school.

Small Group Discussion Share-out

Group 1:

Learning: Inclusive Learning
- This was a difficult decision, we have chosen Authentic/Real World Learning as a sub type of learning

Teaching: Inquiry-Based Teaching
- Blending the two preferred learnings together.

Spaces: Spaces that Can Be Easily Adapted/changed, Outdoor Spaces, Media/Idea Lab
- Spaces that easily adapt and changed spaces could encompass many of the space types we did not pick.
- Media lab sounds great to test things and get dirty.

Group 2:

Learning: Inclusive Learning
- Don't want to segregate those with different needs
- Authentic learning was the alternate choice

Teaching: Differentiated Learning
- Meeting students where they are

Spaces: Spaces that Can be Easily Adapted/Changed, Transparent Spaces, Spaces for Creative Work/Maker Spaces, Spaces that Allow for Movement, Outdoor Spaces, Connections to Nature
- Adaptable spaces with a sense of transparency so students with different needs are not isolated.
- Great match for Montlake's passion for art and the desire to include more technology.
- Connections to nature are important and these spaces support that.

Group 3:

Learning: Authentic/Real Wold Learning & Personalized Learning
- Personalized Learning is equally as important as authentic/real world learning

Teaching: Differentiated Teaching & Inquiry-Based Learning
- Would help accomplish the learning types

Spaces: Educator Planning Areas, Small Group or Small Collaboration Spaces, Spaces that Can be Easily Adapted/changed
- Educator planning areas so educators have space to take a break and collaborate away from the student activity (something we don't have that seems valuable).
- Small group or collaboration spaces that connect to nature. Provide spaces that allow students to decompress while still being a part of the group.

- Spaces that can be Easily Adapted/Changed could connect indoor/outdoor spaces with covered areas, having indoor outdoor rooms that are adaptable. (still allow for fully uncovered outdoor spaces to enjoy the vitamin D!)

Educational Specifications

Review of the educational specification. The Design team is seeking input to ensure that nothing is forgotten. Asking the question, "Do we have the correct building recipe?"

SPS - High Achieving Schools: SPS's goals for the building environment include learner centered environments, personalized environment, program adaptability, community connections, aesthetics, safety, collaboration, sustainability.

The current recipe for the new building:

- 500 Student building program.
- See slide for SPS standards for program square footage

Space Types

Core Learning & Special Education

- Core Academic classrooms (grades K-5)
  - Grades 4-5 are provided additional square footage as class size student to teacher ratios are allowed to be larger. There is also a historic decline in enrollment in the upper grades.
  - Core classrooms provide largely the same amount of square footage across the grade levels, therefore offering flexibility for grade level needs to shift and how classrooms are used.
- Flex Classrooms - additional classrooms for additional specialty learning or if additional grade classroom is required.
  - These spaces are separate from music, art, gym, and other specialty learning spaces.
- Learning Commons - spill out space that binds grade levels together.
- Special Education
  - Two classrooms with adjoining restrooms
  - OT/PT room
  - Resource and Access room. These are often small group pull out rooms. Resource room provides 1 teacher and assistance instructor with 18 students. The Access room is focused on high needs students to assist with academics. Typically, 1 teacher and assistance instructor with 10 students.
- As we tour other facilities - consider how classrooms and shared spaces are arranged. Is special education more integrated with the core classroom spaces?
- Comments: The layout shown in the slides make me think we might want to tour Hamilton MS. They have learning pods with storage that look just like this visual.
- Question: Would it be more useful to allot the square footage of the resource and access room to smaller spaces spread throughout the core learning areas?

    - Answer: To provide space for more inclusive learning, it feels better to have the Student SPED spaces distributed throughout the learning suites so SPED students are not separated from their peers.

The current Educational Specifications contain additional space types other than Core Learning Academics and Special Education. Due to time constraints, the remainder of the program spaces (administration, dining/food, specialties, childcare, library/media, maintenance, storage, etc) shall be discussed during a later SDAT meeting.

Final Thoughts

- Would a virtual tour of Mercer Island school be possible?

Next Steps

- SDAT 4 School Tours: Thursday, Feb 3. 830am-4pm
    - Group transportation will be provided - all are welcome to join based on comfort level.
        - Additional information regarding meet-up time and place is forthcoming.
    - Proof of vaccination (picture or actual card) will be required.
        - Proof of booster is not required, but full vaccination is.
    - Touring four Schools
    - Lunch will be provided
- No homework today!