



DLR Group inc.
a Washington corporation

51 University Street, Suite 600
Seattle, WA 98101

MEETING MINUTES

Montlake Elementary School
School Design Advisory Team Meeting 05 (SDAT 05)
February 17, 2022 (Zoom Meeting)
3pm-5:30pm

Attendees

SDAT

Anny Hunt
Bianca DiJulio
Chester Weir
Jack Marshall
Jessie Kaarbo
Julie Choung
Mary Beth Hribar
Matt Sneddon
Missy Pody
Rebecca Gerben Mehta
Sarah Buemmer
Tim Moore

Seattle Public Schools

Paul Wight
Julia Pearson

DLR Group

Ariel Mieling
Shannon Payton
Shanna Crutchfield
Todd Ferking
Kelly Mabry
Erica Ceder
Veronica Finney

Osborn Consulting

Kas Kinkaed
Martina Wirtle

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

“Inclusion is a mindset. It is a way of thinking. It is not a program that we run or a classroom in our school or a favor we do for someone. Inclusion is who we are. It is who we must strive to be.” - Lisa Friedman; Removing the Stumbling Block

Inclusive Meeting Environment Reminder

Please include your name, pronouns, and role in your name.

Community Engagement Update

Listening sessions for Special Education and BIPOC community members occurred in mid Feb.

Larger, All Community Listening Session to occur March 23rd.

- Flyer to come - please share with all you know
- DLR Group will be posting flyers around the Montlake Neighborhood

Listening Sessions Recap

What isn't working well in the existing school?

- Calm spaces needed for de-escalation
- More space to run and play
- More open office - feels cut off from the community

What are your hopes for the current school?

- Provide spaces that are calming and provide areas of decompression for students who may have come from experiences of trauma or just need space and time for themselves to decompress
- Spaces to burn off energy.
- Use of color to represent many cultures and people of different backgrounds.
- Outdoor sinks for gardening
- Customizable pin-up wall space

Image Studies - Pick and Image that students would find Welcoming:

- See slides for images most selected throughout listening sessions
- Image most shared is a small wooden nook with lots of daylight.

Tour Recap

Schools Visited included: Hazel Wolf K-8 Stem, Cascadia Elementary, Loyal Heights Elementary, and Magnolia Elementary school

SDAT Member Tour Recap Notes:

- Beau: loved the student sinks in the bathrooms facing the bathrooms, the wiggle stools for student movement, and the clever retrofit of historic classroom casework to include a sink.
- Anny: grassy area for play, classrooms that feel clean and uncluttered - felt ready to learn, retrofit of historic classroom casework to include a sink, Cascadia's mural incorporated into the building (would be nice to keep the murals that Montlake

currently has) covered waiting area, updated stairwell at Magnolia reminds me of Montlake's stairwell area but updated.

- Julie: Storage to reduce clutter in school.
- Rebecca: Stairway at Hazel Wolf was bright and fun with the calculations on the wall, outdoor gathering space that was covered - great for small groups to use throughout the day because of benches and rock seating and would be useful to wait with kids at the end of the day in a nice dry spot that is comfortable, Magnolia's maker space in the library was fantastic.

Tour Highlights - themes throughout the SDAT Tour books

- Cultivating a Resilient Future: Outdoor spaces for hands-on student work, versatile spaces
- Holistic Health: warm and peaceful feeling in school, good acoustics in classrooms, natural light and bright and airy spaces
- Spirit of Place: Access to outdoor spaces, honors roots, yet modernized (Magnolia ES reference)
- Inclusive Neighborhood Network: Spaces for community events, feels central to neighborhood with nod to history

Site Analysis

A series of diagrams and macro/micro context information was shared about the site and the existing historic building to remain.

Group Questions:

- Q: Height limitation - is this set by the architecture team or by zoning code? A: To respect the presence of the existing historic building and the scale of the neighborhood, the architecture team is investigating building a new addition that is no taller than the historic building to remain on site.
- Q: Would we ever have a level lower than the courtyard level? A: Possibility is still under investigation

Group Comments:

Comment: Regarding the Historic Landmarks Committee: Look and feel doesn't preclude a new addition from being taller so long as it doesn't overwhelm the historic building. (Note from Matt)

- Q: Has Landmarks approved the removal of the chimney and play court/gym area yet? A: Because the site is so tight removing the chimney and play court area will likely be

necessary to align with programmatic adjacency needs. This is currently a proposal that needs to be discussed with the Landmarks committee.

Scheme Review

Scheme A “Portage”

- Parent entry, Admin, and childcare sit along Calhoun Str. on the north side of the site.
- Bus entry along McGraw Str.
- Community space - gym, student dining, music, and art are center stage adjacent to the west face of the historic building.
- Core learning (classrooms, learning commons, small group spaces, Special Education) wrap the north and east sides of the site on the 2nd and 3rd level (1st and 2nd level of historic building). Most core learning spaces have optimal north/south daylighting.

Group Questions:

- Q: Will buses drop-off occur on site: A: No, buses will drop-off on street.
- Q: Will there be opportunities for multiple entry points into the school? A: Yes, this scheme allows for a single main entry, but could allow for secondary public entries if desired.
- Comment: Equity is a concern because bus and parent drop off are segregated. Students who can be dropped off by parents vs kids who can't.
- Q: Can Calhoun and McGraw become one way streets? A: That is unknown at this time, however, this is a question we could approach the city with to further understand traffic options.

Scheme B “Community Edges”

- Admin and secure main entry are located along McGraw at the courtyard level.
- Gym, dining, music, art, media, and child care all on the courtyard level.
- Core learning is wrapping along the north and east side, most core learning spaces have north/south daylight.
- Minimal program interventions within the historic building to reduce costs of interior changes.
- This scheme puts significant mass along the west side of the site.

Group Questions:

- Q: Gym is at courtyard level - 1 floor down from the historic level. (elevations would be helpful for the next meeting) How does this effect the scale of the west side of the site. A: The scale and façade of the gym are being studied to answer this question. We believe we could push the gym down further to assist with the scale concerns.

Group Comment:

- Equity concerns with parent and bus drop off being separate, similar to Scheme A.

Scheme C “Garden Heart”

- Scheme speaks to the historically intended north/south wing additions of the historic building, by flanking the historic building with classroom wings. Admin, gym commons and service are along the west side of site (20th) to create a south facing courtyard.
- Gym, admin, dining, along courtyard level.
- Art, and core learning sit on second level. Core learning wraps the north, east, and small portion of the south side of site.
- Third floor contains core learning and the media. Media is north/south facing. Core learning wraps the north, east, and small portion of the south side of site.

Group Questions:

- Q: Can you move through the building to the courtyard at the main entry? Could this be a breezeway so that north and south entry feel equitable? A: This is a great idea that we can explore with the scheme.

Group Comments: N/A

Scheme Compare and Contrast

General:

- Pre-pandemic: cars drop on Calhoun, buses on McGraw - enter into a shared space from either side
- Questions: Did you explore pushing the gym against the west face of the gym? A: Yes, but this could undermined the structure of the historic building due to it's large massing and footprint. It could potentially be done, but the question of additional cost to upgrade the historic building foundations is a major consideration at this point. At this time, Scheme C creates the simplest connection between the historic building and new addition - structurally and from a cost standpoint.

Scheme A:

- **Pros:** Building allows people to see more of the community - less enclosed and greater connection to the trees along the site edges. More visibility to and from the campus
- **Cons:** Many outdoor play areas - supervision may be more difficult.

- **Questions:**

- Could childcare and admin flip spots - enter admin at NW corner of site - to create similar access to the same shared outdoor space. A: This can be explored.

Scheme B:

- **Cons:** Feels closed off from the outside world, if admin moves it would feel more open

Scheme C:

- **General:** Felt in between scheme A and B
- **Pros:** Potential for breezeway entry so everyone feels like they enter into the courtyard from the north or south side of the site. This would create a similar pre-COVID-19 entry vibe that the existing site provides.
- **Cons:** Feels enclosed, but less so than scheme B

Next Steps

- SDAT 6
- Community meeting in March