



**DLR Group inc.**  
a Washington corporation

51 University Street, Suite 600  
Seattle, WA 98101

## **MEETING MINUTES**

Montlake Elementary School  
School Design Advisory Team Meeting 06 (SDAT 06)

### **Attendees**

#### **SDAT**

Cheri Bloom, Former Garden Coordinator  
Anny Hunt, Parent  
Bianca DiJulio, Parent  
Chester Weir, Parent  
Jack Marshall, Teacher, 5th grade  
Jennifer Lundgren, Art Teacher  
Julie Choung, Parent  
Mary Beth Hribar, Parent PTA  
Missy Pody, Staff, Parent  
Cathy Patnoe, Special Education  
Rebecca Gerben Mehta, Parent  
Rob Dolin, Parent  
Sarah Bruemmer, Parent  
Tim Moore, Teacher

#### SPS

Paul Wight  
Julia Pearson  
Deborah Northern

#### DLR Group

Ariel Mieling  
Shannon Payton  
Todd Ferking  
Kelly Mabry  
Veronica Finney

#### Osborn Consulting

Kas Kinkaed

#### Skanska

Margo VanSwearingen  
John Amdal

## **Welcome**

### **Julia's Welcome Message**

As we go into the 6th meeting, Julia reminded the group to come together as an advisory team to advise DLR Group as they create designs for Montlake ES. Let's recognize that our role is to serve as a community liaison as the design progresses. Thank you for your time, past, current, and future as we head into the remaining SDAT sessions.

## **Contractor Introduction**

The Montlake Elementary School project now has a Contractor Partner on board. Please welcome Skanska to the team:

Margo VanSwearingen: Senior manager with Skanska

John Amdal: site super intendant

### **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**

Women's History Month: Diversity not for diversity's sake, but for the sake of brilliance and building bridges for the next generation.

### **Inclusive Meeting Environment Reminder**

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

### **Group Norms**

Reiteration of Group Norm Guidelines - Questions are key and important, but please remember that our questions should be beneficial for the group as a whole to help the design move forward.

### **Community Engagement Update**

DLR Group met with MES student council March 4.

DLR Group teacher engagement to occur March 17

Community meeting to occur March 23

Additional student engagement activities - coming in April

### **Ed Specification Allocations**

#### **Offices + Spaces for Adults**

##### **Main office Area:**

- Principal
- AP office
- PE office with storage
- speech, psych
- Office 1: counselor
- Office 2:
- Office 3:

##### **Other Adult Spaces**

- Resource
- Access
- OT/PT

SDAT Comments: Office spaces align with anticipated needs.

## Special Education

- Addition of self-regulation to incorporated into hallway space via nooks. This is not additional square footage, but is noted as a desire for self regulation space for the Montlake students.

SDAT Feedback: This aligns with school desires.

## Flex Classrooms

What is a flex classroom? A Flex Classroom is a classroom is a space that is typically identical to a core learning classroom and may be used as a grade level classroom when additional teaching space is required for a larger grade cohort.

- The District is moving towards one flex classroom used as a family resource center which would included an office (From the allotted Admin Program), a conference area and storage.
  - Questions & Comments
    - Q: It's difficult to image filling (4) classrooms per grade at this moment, but if we lose a flex classroom - are we not preparing for the future growth?
    - Q: The idea of a family resource center is nice, but is it functional after school hours? If it's only used after hours, could the resource room be used for classroom space throughout the day? A: Depends on location and access within the school.
    - Q: How is the resource room typically used? A: seen more in the district schools that have multi-lingual student bodies as it's a good resource for families who may need assistance with language translation or finding things in the community such as healthcare.
    - Q: Because the site is so constrained for space, could we partner with community resources in the community?
      - Comment: I understand space constraints, but I'm a little hesitant to push families that would need the resources that a family resource center and a family advocate could provide out to a different space away from the school. Feels a little bit like pushing those families to the side.
    - Q: Is this space staffed? A: No.
    - Q: Could PTA room double up space with family resource room? A: Paul believes that this has been done in the past in other schools
      - Comment: PTA just needs storage - so doubling up the Family Resource and PTA could work
- One flex space is allotted to a green house.
  - Questions & Comments:
    - Comment: Can this space be designed for multi-use? This space would need to function as a full greenhouse and classroom to be successful for garden use.

- Big Question: Do you want a classroom that functions like a green house, a classroom that is in the garden, or is it a hybrid?
  - Would be good to have an indoor space that can be used for the garden program in the winter.
  - Could the greenhouse serve as a multifunctional family space after hours or as the family resource space?
- **BIG Summary:** School should be family forward - space flexibility would be key to allow for all the program needs in this area with the priority that space functions properly for students during the day by maintaining two flex classrooms and having the greenhouse focused so it can also serve families.

### Childcare

- Childcare to be reduced to one classroom and a shared play with all other grades.
- Launch would have access to this room as well as other areas such as gym and dining.
- This space would function more for aftercare and launch instead of a fixed pre-school nature.
- Questions & Comments:
  - Q: How do the enrichment programs fit into this? What about sports related programs? Finding afterschool space has been challenging in the past.
  - Q: If the current Federal Administration requires integration of pre-school how do we plan for this in the future? A: This is a great point and SPS is thinking about this for the future, but the big question is can this type of program fit on the Montlake Site?

### Gym

- Reduced Gym from 6,200sf to 5,800sf - would allot additional space for outdoor play.
- SDAT team to consider if the space could be reduced further.
- General consensus is to reduce but keep a full sized court.

### Site Constraints

Site access is becoming a driver for the building design because we have such a dynamic site.

### Outdoor Space Needs

Review of exterior spaces from school tours:

- Hazel Wolf K-8: Courtyard scale is long and around 70' wide.
- Magnolia Elementary School: Courtyard scale feels reasonable 60' wide.
- Montlake: Looking at courtyard dimension similar to Magnolia.

### SDAT Recap: what we heard in SDAT 5

- Open play with garden area protected from flying sports balls.
- Dining, gym, and childcare want to be zoned together so they are lockable.
- Community edges scheme felt too enclosed.
- Parents drop off along McGraw is not desired.

## Site Plan & Scheme Development

### General:

- Team has analyzed service access and due to grade changes has identified the optimal location is on the NW corner of the site. This access anchors the location of the kitchen and dining towards the NW corner.
- Main Entry
  - Optimal at the NE corner as this allows us to maximize the outdoor space in sunnier locations elsewhere on the site.
  - This allows the new addition to relate to the historic east entry façade.
  - Existing historic entry
    - Ideas are still in development, but the design team is looking at creative ways to secure historic entry stairs/plinth in a respectful way. Currently exploring options.
    - Questions & Comments:
      - This will be an SPS security item.
      - Great opportunity to reallocate this front area for student use.

### Scheme A: Garden Terrace:

#### General:

- An evolution of the Garden Heart Scheme from SDAT 5.
- Moving away from sandwiching the historic building with new building on the North and South Side.
- This evolution focuses on creating outdoor spaces around the historic building and throughout the site - creating terraced outdoor areas.
- Creates an open gracious courtyard on the south side of the site.
- The courtyard level, garden, and historic plinth area are all connected via accessible ramping to celebrate the SE corner of the site and historic building.
- All entry/plaza areas at the site corners will be designed to a level of equal importance to provide equitable entry to all.
- Courtyard is below sidewalk level on the South side.
- This scheme does not show a turf field. There is not currently enough space for a large swath of turf field. There could be space for turf on the gym roof, but this would be on the third floor, not at ground level. Ground floor (courtyard level) turf is not currently possible.
  - Question: could gym be pushed lower to meet the level of the roof terrace? Could allow for turf play and reduce mass of gym.
  - Kids play and create organized sports, having a turf area would be really beneficial.
- Level 1: Main entry at the north east corner. Enter into a lobby space off of main admin waiting and student dining. Childcare, gym, and music sit along the west and north sides of the site.
- Level 2: Most core learning classrooms along the north side of site and testing out different classroom shapes to provide nook and tuck away spaces for emotional regulation and learning needs. Art has direct access to an outdoor learning space as well as the garden from the historic building.

- Level 3: Media site on the east side of the historic building. Core learning classrooms are in the new addition, along the north side of the site.

**Group Review:**

**Pros:**

- Courtyard feels more open. Connectivity to the garden and edges of site are nice.

**Cons:**

- All SpED classrooms group together doesn't feel right. Would like to see them more integrated.
- Access to courtyard on SW feels like lost space for play.

**Questions:**

- How will we keep the sense of the historic building if we do not use them as classrooms?
  - A: The demising walls between classrooms and the hallway are currently constructed of clay tile and will need to be replaced. The classroom casework is historically landmarked and can be reused and reincorporated into these spaces to keep the sense of historic character.

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**Scheme B:**

**General:**

- Evolution of Portage Scheme from SDAT 5
- Provides an L-shape courtyard same width as Magnolia, with opening to the SW.
- Access similar to Scheme A with main entry on the NE corner and through the courtyard.
- Play structures not as large as ed spec.
- Learning Terrace off of art with connection to garden in its current location
  - Level 1: Provides visual connection across entries from NE corner to courtyard and through to SW play entry plaza.
  - Level 2 + 3
    - Very similar to Scheme 1
    - Learning terrace is adjacent to Art.

**Group Review:**

• **Pros:**

- Garden at the corner- Can it be connected to the front of the building

• **Cons:**

- Art is about the view - we watch the season change and we love the light. Access to the garden is a nice to have, but the view is more key with the natural light
- Resource and access would be nice to have spread out - could work if there was quick vertical access
- Feels less open, with more nooks and hidden spots on the site. Gym cuts off site.

- Garden far from play space, and overly isolated.
- Feeling changes when you can easily access the garden

**Questions:**

- Could gym be rotated and adjacent to historic building and pushed down into the ground to be level with the art terrace

**Both Schemes**

**Group Review:**

**Pros:**

- NE entry feels great
- I really like the usage of the front of the school as the new outdoor classroom.

**Cons:**

- Loss of rooftop play space

**Comments:**

- Like moving mechanical to top of building.
- Make use of the front of the school!
- Access and Resource on the 2nd floor- between

**Options for learning suites:**

- L shape classrooms vs Square classrooms
- Special Education - would be ideal to be more distributed. Access and resource would be great on the second floor - as it less distance for the younger students (K-1) to travel to and from.
- Library in the Historic or new addition
  - A full learning suite doesn't fit into the historic with Art and Library. On each floor in the historic it can be classroom or library/art
  - If a learning suite is placed on the first floor and second floor of the historic building, this would feel less isolating than only having one learning suite on the second floor. This would require both the Library and Art to move into the new addition.
  - Unless all classrooms can be equitable, there is some hesitation for classrooms to be placed in the existing building - may feel too separate and different for some teachers.
  - For Art - it's all about the access to good daylight and views of nature. The art class watches the seasons change and uses this as inspiration. Walking a down to the garden from elsewhere in the building is fine. Proximity to the garden is not a driving factor.

Additional Notes: Additional comments, questions, and review notes for both schemes and learning suites can be found in the Montlake SDAT 6 Mural PDF.

**Next Steps**

- The group discussion ran long, homework and next Steps for SDAT 7 will be sent via SDAT 6 follow up email.