

Meeting Minutes

SDAT Meeting 01

Prepared by: Mitch Kent

March 6, 1:30 PM

Attendees:

■ Farah Thaxton (FT)	WWES	■ Jill Farbarik (JB)	WWES
■ Brian Langley (BL)	WWES	■ Marie Sumpter (MS)	WWES
■ Katie Barrett (KB)	WWES	■ Paula Wittmann (PW)	WWES
■ Wynne York-Jones (WYJ)	WWES	■ Nicole Selstead (NS)	WWES
■ Ashley McClaran (AM)	WWES	■ Melissa Winchester (MW)	KIDSinc
□ Mike Skutack (MS)	SPS	■ Paul Wight (PW)	SPS
■ Michael McGavock (MM)	mcg-ARC	■ Mitch Kent (MK)	mcg-ARC
■ Matthew Bissen (MB)	mcg-ARC	■ Ben Fields (BF)	mcg-ARC

I. INTRODUCTIONS

- A. The SDAT team introduced themselves and described their connection to the WWES.
 1. Farah Thaxton – Principal
 2. Brian Langley – Teacher
 3. Katie Barrett – PE teacher, past parent
 4. Jill Farbarik – 2nd grade teacher, past parent
 5. Paula King – 2nd grade teacher
 6. Marie Sumpter – Office, Playground Supervisor
 7. Paula Wittmann – Librarian
 8. Wynne York-Jones – Kindergarten teacher, parent
 9. Nicole Selstead – Custodial Engineer
 10. Melissa Winchester – KIDSinc
 11. Ashley McClaran – parent
 - B. MM/MK/MB reviewed roles & responsibilities, guiding principles, ground rules, context, SPS Board Criteria – Attributes for High Achieving Schools. General discussion established the importance of the advisory role of the group, acknowledging that scope, budget and parity across the district is the responsibility of Capital Projects.
 - C. MB discussed the existing School Improvement Plan, the relevance and guidance that it will give to the project.
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- A. MB led a small group discussion exercise to generate a list of individuals ‘most powerful learning experience’. As it was reported out each group described the key elements of that experience, how did they facilitate learning, and what should be carried forward or fostered into the project.

- B. The shared examples of Powerful Learning Experiences are:
1. *Walking into Ballard High School auditorium – fostering a sense of possibility*
 2. *Space that truly supports learning*
 3. *One-to-one personal space – special and different than a classroom*
 4. *Large collaborative space – 3x a typical classroom, with opportunities for ownership / fluidity / varied opportunities*
 5. *Middle School Music room – a transitional space that celebrated the ‘inside’ and ‘outside learning environments*
 6. *Immersed in experience – agile, adaptive & goal oriented*
 7. *Exploration & Self-discovery – celebrating that ‘A-Ha’ moment*
 8. *Spatial Surprise*
 9. *Outside the ‘Comfort Zone’*
- C. Attached are the summaries provided by the groups.
- D. Discussion identified the following Common Characteristics:
1. Flexibility & Agility
 2. Connect to nature
 3. Exploration
 4. Comfort of the basic environment (warm, safe, dry)
 5. Inviting with intent
- A. MB described the breadth and depth of guidance established by others
1. Parameters -Distressed School Grant & BEX V Levy
 2. SPS Educational Specifications
 3. SPS Technical Building Standards
 4. Washington Sustainable Schools Protocol & SPS Green Resolutions
 5. Building Codes
 6. Project Schedule and Budget

IV. HOMEWORK

- A. MB described the exercise for the group to complete before the next SDAT meeting.
1. Reflect on the ‘Attributes of High Achieving Schools & Powerful Learning Moments
 2. Seek out (3) examples and tag them with the appropriate Attribute.
 3. MK will provide a digital version of the hard copy form distributed today (attached).

V. THE MEETING WAS ADJOURNED AT 2:45 PM. NEXT MEETING WILL BE ON WEDNESDAY, 3/20 STARTING AT 3:00 PM.

- Theater @ Ballard High
 - space giving possibilities/opportunities
 - Open concept
 - ownership of space by grade
 - great layout
 - built community w/in grade level
 - felt special
 - Abroad
 - Had to explore
 - self-motivated
 - Hands-on
- Portables ~~make some things~~ limit activities

space
possibilities
exploration

storage

KEY ELEMENTS ?

- LIGHT - WINDOWS
 - CONNECTING TO NATURE
 - SPACE
 - MOVEMENT
 - STORAGE
 - EVERYTHING READILY AVAILABLE AND ACCESSIBLE
 - SELF EXPLORATION
- BRINGING THE ^{OUTSIDE} INSIDE

LEARNING ENVIRONMENTS OPEN FOR QUESTIONING
COMFORTABLE LEARNING ENVIRONMENT

Culture shock - humble. showed
Privilege; curious, inquiring

WPSI WOODLAND
GROUP DISCUSSION NOTES
SDAT 1
(LEFT GROUP)

AM - variety

- ★ one on one time w/ mentor
 - allow time
 - physical proximity, intimacy
 - moment of interaction to establish relationships

Mistake/Something went wrong
climb tree - falling

- ★ • all spaces are learning space
 - ★ • all ^{are} opportunity areas
 - ★ • adaptability, ease
 - ★ • agility to serve activities
 - ★ • flexibility
- experience @ the core

large groups to
smaller intimate
spaces.

BL - experience

opportunities outside

* Colonial Williamsburg
w/ other networks
immersion in place

* Institute - "history"
team work
create moment together

books & desks
more than outside
experience learning - actively
engaging in the activity

Students returning to report transfer
of experiences

JF - out of combat zone
expanded horizons

FT - emersion

another culture - visiting
uncomfortable immersed
connection w/ other people

there broadly
teaching in N. Seattle → Philly

WEST WOODLAND ES - ADDITION
SCHOOL DESIGN ADVISORY TEAM

6 MARCH 2019

Agenda

Introductions

Purpose

Activity

Parameters

Next Steps

AGENDA

WEST WOODLAND ES - ADDITION
SEATTLE PUBLIC SCHOOLS
5 MARCH 2019

Introductions

Team(s)



SEATTLE SCHOOL DISTRICT

MIKE SKUTACK

SPS CAPITAL PROJECTS

WEST WOODLAND STUDENTS

WEST WOODLAND FACULTY/STAFF

PAUL WIGHT

SPS PROJECT MANAGER

MATTHEW BISSEN

MCGRANAHAAN LEAD DESIGN

MITCH KENT

MCGRANAHAAN PROJ MANAGER

FARAH THAXTON

WEST WOODLAND PRINCIPAL

SDAT WORKING GROUP

WEST WOODLAND

WEST WOODLAND COMMUNITY

BEN FIELDS

MCGRANAHAAN ARCHITECT

MICHAEL MCGAVOCK

MCGRANAHAAN PIC

SDAT

(School Design Advisory Team)

Role & Responsibility

Guiding Principles

Activities

Communication



PURPOSE

WEST WOODLAND ES - ADDITION
SEATTLE PUBLIC SCHOOLS
5 MARCH 2019

ROLE

Identify the vision, philosophy, and objectives of West Woodland Elementary School

Provide a consistent & diverse voice for user groups during pre-design

Be accountable for supporting academic achievement for every student

Identify ways that West Woodland will meet SPS Guiding Principles for Design
(Attributes of High Achieving Schools)

Assist the Design Team in developing a site-specific Educational Specification from the District's Guide Specification

Make recommendations consistent with the School Improvement Plan

Assist with design and make recommendations within project schedule and budget

PURPOSE

WEST WOODLAND ES - ADDITION
SEATTLE PUBLIC SCHOOLS
5 MARCH 2019

RESPONSIBILITY

Attend Meetings & Field Trip

Be A Representative

Report Back To Constituents

Provide Input

Sdat Team Members Are Not 'Designers'

Be Honest With One Another

Follow The Ground Rules

Be Present & Active Participants



GROUND RULES

Be Respectful

Value Difference

Cooperate & Share Information

Bring Suggestions & Alternatives

Keep Commitments

Listen To Each Other

Revisit An Issue / Decision Only
If New Information Surfaces

Have Fun!



PURPOSE

WEST WOODLAND ES - ADDITION
SEATTLE PUBLIC SCHOOLS
5 MARCH 2019

CONTEXT

SDAT Input

SPS SDAT PROCESS	PRODUCTS	
ROLES	SITE-SPECIFIC ED SPECS	CONCEPTUAL DESIGN
SCHOOL BOARD	Approves Site-Specific Educational Specifications based upon Generic Educational Specification template	Reviews Concept Design for consistency with Site-Specific Ed Spec & District-wide goals
	↑	↑
BEX OVERSIGHT COMMITTEE	Review Site-Specific Ed Specs for consistency with Capital Program goals, budgets and schedule	Reviews concept for consistency with Capital Program goals, budgets & schedule
	↑	↑
SCHOOL DISTRICT STAFF LEADERSHIP	Provides pedagogical direction for Educational Specifications, recommends Board approval	Reviews design for consistency with educational direction
	↑	↑
CAPITAL PROJECTS	Manages process to assure program goals are achieved within budget and schedule	Manages process to assure design goals are achieved within budget and schedule
	↑	↑
ARCHITECTURAL DESIGN TEAM	Facilitate pre-design process & translate program needs into architectural concepts	Develop design schemes that address program goals & needs
	↑	↑
SCHOOL DESIGN ADVISORY TEAM	Formulate site-specific vision and goals, and serve as key communicators with community	Review concept for fit with site-specific vision, goals & ed specs
	↑	↑
INSTRUCTIONAL STAFF	Provides input into current and future instructional methods	Reviews for fit with current and future instructional needs
	↑	↑
OPERATIONAL STAFF, incl Facilities, Custodial, Nutrition Services, Transportation, Others	Provides input on site-specific operational goals & needs, in context of Technical Building Stds	Reviews for fit with operational goals and needs, in context of Technical Building Stds

PURPOSE

WEST WOODLAND ES - ADDITION
 SEATTLE PUBLIC SCHOOLS
 5 MARCH 2019

CRITERIA

Board Establish Criteria for Attributes of High Achieving Schools

Learner-Centered Environment

Personalizing Environment

Community Connections

Aesthetics

Safety

Collaboration

Sustainability



VISION & COMMITMENT

A community working together to create an educational success story for every student.



SCHOOL IMPROVEMENT PLAN

Mission

West Woodland is a **caring community working together** to create an educational success story for every student.

Vision

Educational success (Eliminating the Opportunity Gap, Multi-Tiered System of Support, and High Quality Teaching) is the result of the **combined efforts** of staff, family, and students.

The staff will know curriculum standards, assess student needs, **convey high expectations** to all students and **deliver differentiated instruction** based on best practices and student social/academic needs.

Clear communication between school and home will ensure that all families feel included, supported and valued.

Students will **understand their responsibility** to do their best work.

PURPOSE

WEST WOODLAND ES - ADDITION
SEATTLE PUBLIC SCHOOLS
5 MARCH 2019

Activity

Activity

Small Group Discussion

Discuss & Share

Describe your most powerful learning experience...
(10- 15 minutes)

What are key elements of your most powerful learning experience?

What facilitated this learning?

What should we capture or foster?

Parameters

Parameters

Guidance Established by Others

Distressed Schools Grant
& BEX V LEVY

SPS Educational Specs

SPS Technical Building
Standards

Washington Sustainable
Schools Protocol (WSSP)

SPS Green Resolution

Building Codes

Schedule & Budget



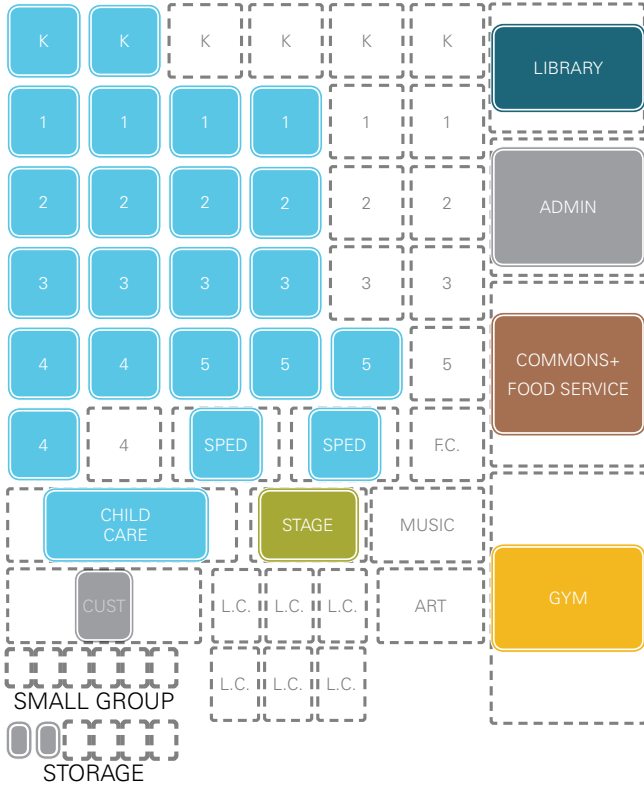
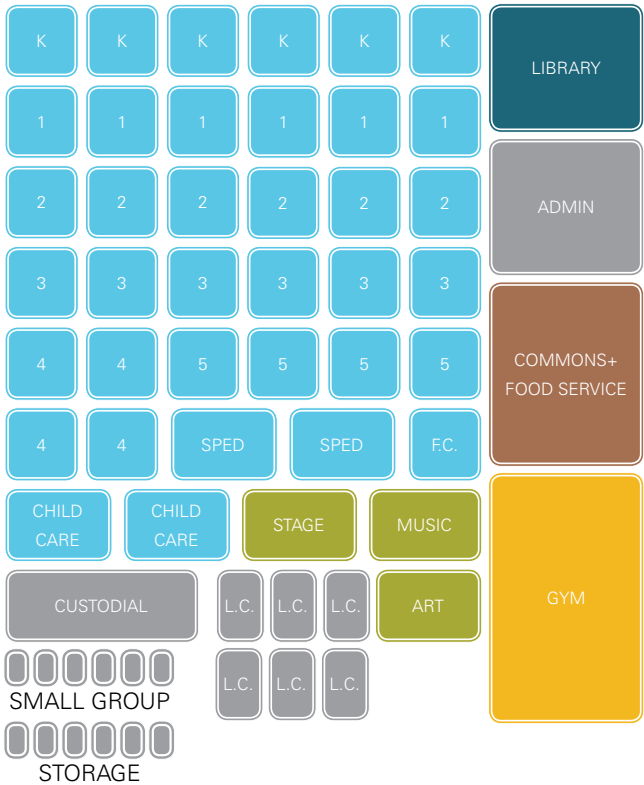
**SEATTLE
PUBLIC
SCHOOLS**



Educational Specs

Template For
Elementary Schools

Includes Recommended
Size & # of Spaces
Adjacencies
Furniture & Equip
Finishes



Core Academic	#Rms	Square Feet	Total SF	#Rms	Square Feet	Total SF	#Rms	Square Feet	Total SF	Notes
Kindergarten (max. 26 students)	6	900	5,400	4	1,006	4,025			0	Note 1 / Remodel (4) existing
K toilet	6	50	300	2	31	61			0	
Grade 1-3 Classroom (max. 26 students)	18	850	15,300	10	961	9,607	14	850	11,900	Note 2
Grade 4-5 Classroom (max. 28 students)	8	900	7,200	6	960	5,757			0	Note 2
Flex Classroom for Capacity at Grades K-3	1	850	850			0	1	850	850	Note 2
Flex Classroom for Capacity at Grades 4-5			0			0			0	Note 2
Learning Commons	6	600	3,600			0	2	600	1,200	Note 3
Small Group Collaboration Room	6	120	720			0	2	120	240	
Book/Technology Storage	6	100	600	1	386	386	1	100	100	Note 4
Subtotal Core Academic	57		33,970	23		19,836	20		14,290	156

Note 1: Classrooms shall not be less than 900 useable SF
 Note 2: Classrooms shall not be less than 850 usable SF
 Note 3: Configure to accommodate ~ 50 students (Grades K-3: 3 classes at 17 ea., or Grades 4-5: 2 @ 26, seated for presentation)
 Note 4: Preferred that space is 8' wide 12' deep with full height 24" deep built-in storage each side and space for 2 laptopcarts

Technical Building Standards

Collective wisdom of Operations Departments on materials and systems that are durable and cost effective to maintain.

Examples include

Interior walls shall be hard durable surfaces such as concrete masonry units, brick, or drywall

Use polished concrete for the finish floor in corridors, lunchrooms, common areas, art & science rooms

For safety & security, all operable windows to have stops that keep windows from opening wide

Use drinking water fountains only; no water cooler

Limit lamp types in lighting fixtures to no more than eight

Use drought tolerant plantings

Air conditioning is appropriate in main administration area; no whole school cooling

PARAMETERS

WEST WOODLAND ES - ADDITION
SEATTLE PUBLIC SCHOOLS
5 MARCH 2019

Sustainability

Washington Sustainable Schools Protocol (WSSP)

SPS Green Resolution
Resource Conservation Policy

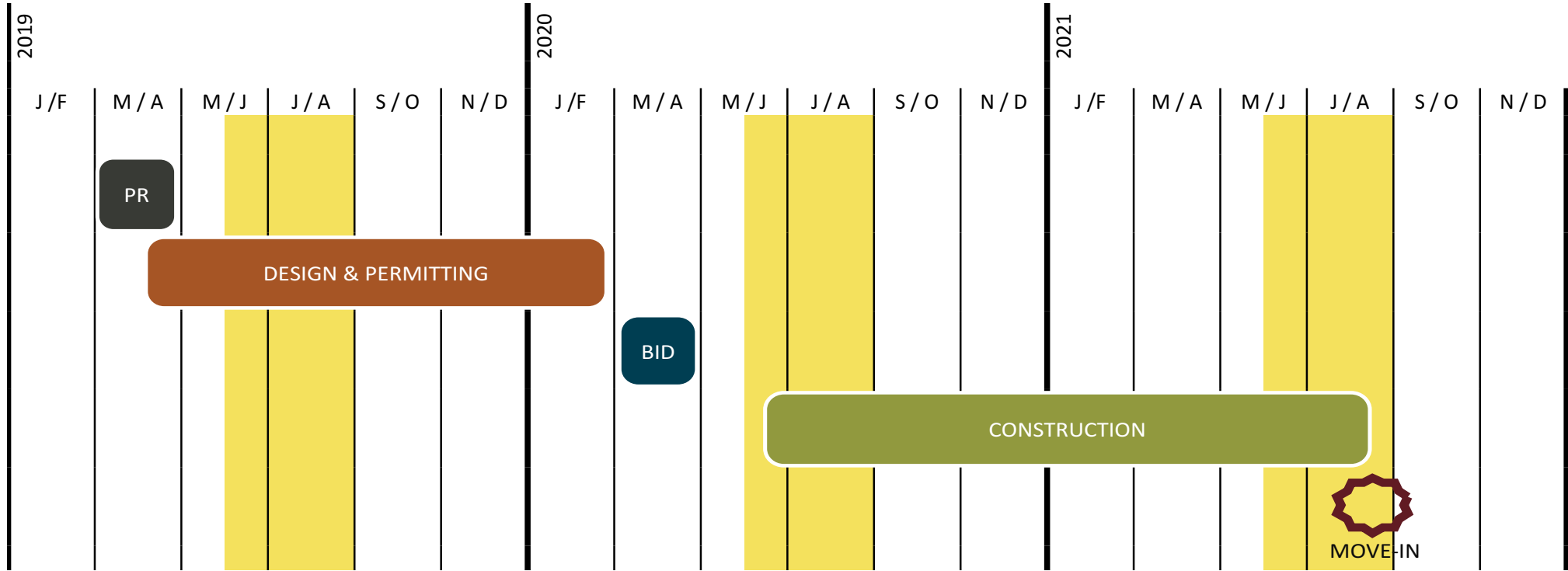
Board Resolution

WSSP 2015 Workplan - Scorecard				New Middle School in Redmond Ridge - CD Progress					
Category	Group	Credit Number	Credit Name	Possible Points	Yes	No	Maybe	Design Team Comment	
Site 17 points	1) Selection & Use	S1.0	Code Compliance	R	R	R	R		
		S1.1	Sensitive Areas	1	1			Clarified that site does not meet definition of a Sensitive Area, therefore qualifies for point.	
		S1.2	Greenfields	1			1	Need to clarify whether or not existing site qualifies as a "greenfield". Majority is currently undeveloped, however primary infrastructure to site has been performed to support development.	
		S1.3	Central Location	1			1	LWSD to confirm at least 50% of students live within 2 miles of site.	
		S1.4	Joint Use of On-Site Facilities	1-2	1		1	1 pt avail. for shared use + 1 pt for dedicated use. Gym, stage & ballfields are used by community. LWSD to confirm whether or not there will be a dedicated use.	
		S1.5	Joint Use of Off Site Facilities	1			1	Point could be achieved with adjacent King County park. LWSD to confirm.	
	2) Transportation		S1.6	Minimal Footprint	1-2	2			1 point avail. for footprint less than 80% of the building's total sf (yes); 2 pts for footprint less than 60% of the total building area (yes) ==> 78,000 footprint/134,000 gross sf = 58%.
			S2.1	Public Transportation	1	1			In suburban areas, with limited or non-existent rail/bus service, provide busing to the school. King County Metro bus route #224 runs on NE Cedar Park Crest.
			S2.2	Bike and Walk to School	1	1			Design includes bike routes extending to end of property and bike racks to be provided for 5% of students & staff (approx. 48). School Walk Route Map shall be completed.
	3) Stormwater Management		S2.3	Minimize Parking	1	1			Preferred parking designations & minimizing overflow parking will determine compliance. Requires 4 preferred parking stalls (5% of staff).
			S3.0	Construction Stormwater Pollution	R	R			King County requirement
			S3.1	On-site Stormwater Management and Flow Control	R-1	1			Stormwater flow control is being provided as part of a regional stormwater retention system adjacent to our site.
	4) Outdoor Surfaces		S3.2	Stormwater Treatment	R-1	1			Regional water quality systems designed for Basic Water Quality Treatment.
			S3.3	Soil Management	1	1			King County and Redmond Ridge UPD require thicker topsoil section which achieves second half of this credit.
	5) Outdoor Lighting		S4.1	Reduce Heat Island - Site	1		1		Typically possible only through the use of porous paving in vehicle areas which has cost implications since stormwater is already addressed at existing ponds. DD Scope does not include porous paving.
			S4.2	Reduce Heat Island - Roof Design	1	1			Energy-star labeled cool roof for minimum 75% of roof surface specified. McG to inquire regarding optimal color for bird habitat.
	Total possible				17	12	1	4	
Water 9 points	1) Outdoor Systems	W1.0	Landscape Water Use Budget	R	R	R	R	Fields are exempt so this requirement will be achieved.	
		W1.1	Irrigation Water Reduction (50% 100%)	1-2		1	1	There is a possibility of achieving this credit but it would require	

Schedule & Budget

Key Milestones

Design	Spring 2019
Construction	Spring 2020
School Opening	Fall 2021



Key Figures

Project Cost \$14 Million

Construction Cost \$9 Million

\$6 Million from Distressed School Grant
 \$8 Million from Bex V

Next Steps

Homework

Individual Exploration / Large Group Activity

Photo Safari

Reflecting on the 'Attributes of High Achieving Schools' & Powerful Learning Moments...

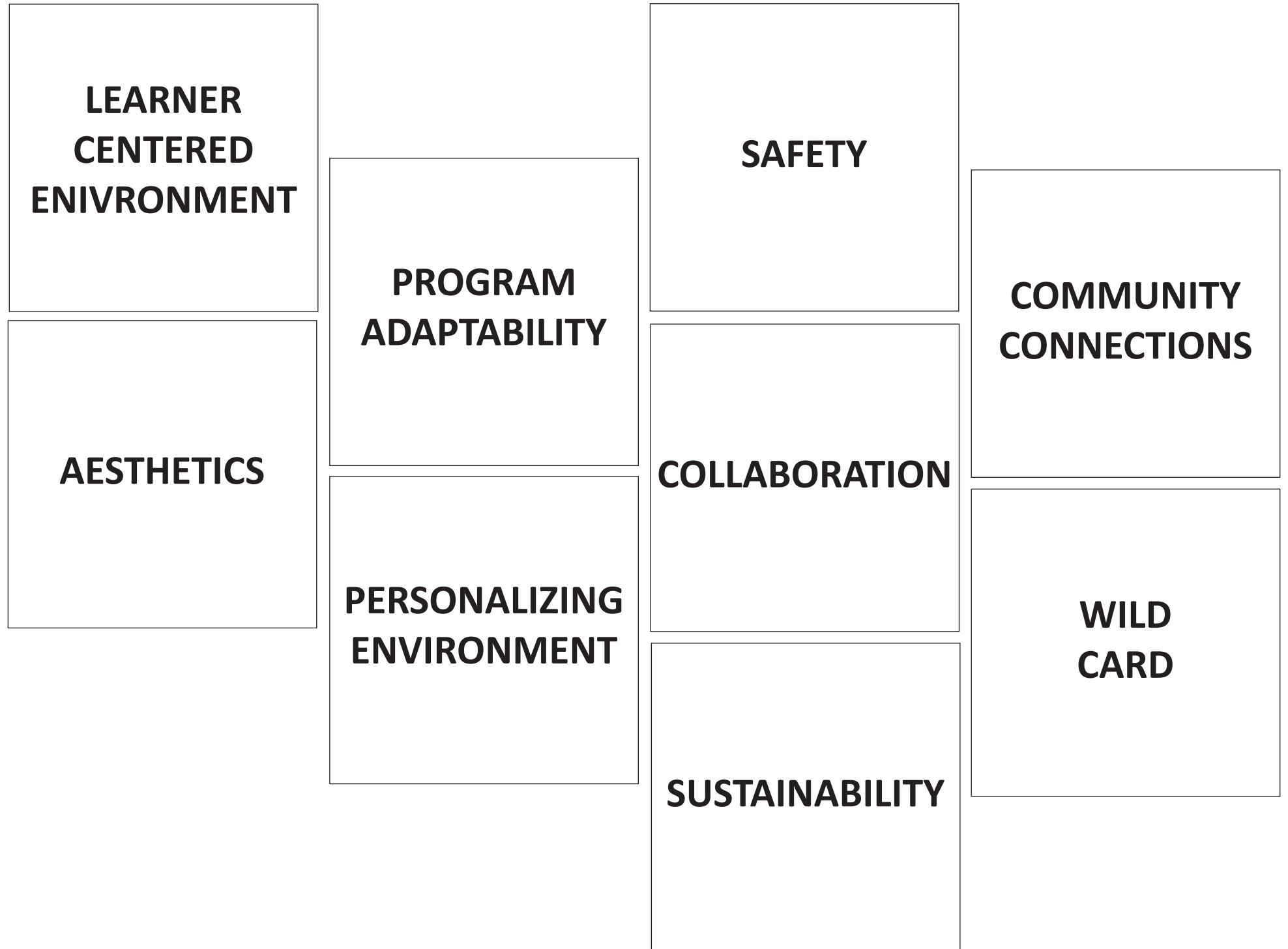
Seek out examples of (3) places of powerful learning, preferably in our region, that are NOT school

Images from any source – web, smartphone, magazines that capture aspects of the “Attributes”.

Print and attach the image to the provided handout and tag each image with one or more of the appropriate attributes

Homework

Attributes



Next Steps

Visioning and Goals

Meeting: March 20 - 3:00pm

Thank You