

West Woodland Elementary School – Classroom Addition

Seattle Public Schools

1821.00-6

Meeting Minutes

SDAT Meeting 04

Prepared by: Matthew Bissen

April 24, 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
■ Deborah Northern	SPS	■ Kelly Vancil	WWES

ITEMS DISCUSSED

I. INTRODUCTION

II. ACTIVITY

A. Race and Equity Discussion

1. Deborah Northern facilitated a group discussion on how District initiatives pertaining to race and equity can inform the SDAT process and decision making at West Woodland

B. Site & Building Opportunities

1. Presented the Education Specification Goals and Space Type allocation for the project. The primary focus is development of 10-12 new classrooms and expansion/remodel of the gym and commons.
2. Presented site analysis and building configuration options. The 'C' scheme was preferred by the group. Design team was to study the extent and characteristics of the outdoor learning areas shown. Questions were raised regarding if the areas designated for outdoor learning can support both active play and focused outdoor learning.
 - a. Childcare requires 75 sf/student of dedicated outdoor play space.
 - b. How will new building access point effect significant flows of students through courtyard?
 - c. Kickball is an important game for the school. Make sure design and location of covered play accommodates.
 - d. Courtyard is currently highly kinetic and will stay that way into the future due to small site.
 - e. Covered play could be a collection of smaller structures, in lieu of one large structure, to support smaller group activities or reading on rainy days.

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- f. Child pick/up and drop off for lower grades could occur at the south end of the site. Potential new tradition and node developed on site to reduce hectic and congested main entry.
 3. Group discussed preferences with regards to the quantity of parking. The quantity of parking provided is directly related to the amount of play area available on site. Design team to study minimal to no staff parking options.
- C. Building Design Goals and Strategies
1. Presented grade groupings and major program organization strategies for the building for this phase within the context of a potential future full space build out to meet a 650-student education specification requirement. Group preferred the 'Unified Art-Info' Spine option. Design team to continue to study this option and refine options for the commons/gym configuration and the south academic wing.
 - a. IEP students are integrated into the school. Planning should reflect SPED classrooms and support programs spread out to provide inclusive environment.
 - b. Locating library in the south wing and integrated into the core learning environment is an intriguing idea. However, the library functions as a strong community asset and space in the current school. The group preferred it remain in the more public north wing.
 - c. Planning for Kindergarten on the ground floor of the south wing was well received. A strong early learning (Pre-1) grouping is possible which arranges Child Care, Kindergarten, and First in a defined and integrated zone that defines the southeast corner of the building. This is an exciting opportunity.
 - d. SPED needs direct outdoor access if possible. This requirement will be balanced with the desire to integrate SPED into the full school and some of the program will then likely be on the 2nd floor.
 - e. Planning for part of SPED program to be located near Child Care is a goal.
 - f. Planning arrangement of grade level groupings is strong.
 - g. New south wing should not feel disconnected.
 - h. Building should be fully enclosed and entry secure for all students.
 - i. Discussed value of the computer lab. Continue to see this room as a flexible program space focused on digital technology.
 - j. Is it possible to accommodate dedicated parent/community spaces in this project?
 - k. Avoid ramps in the building, if possible.
 - l. How can this project accommodate two music teaching spaces?
 - m. Is it possible for Child Care to be relocated to be more closely linked to the office?
 2. Reviewed with group the project goal statements which emerged from previous 'Attributes of High Achieving Schools' exercises and School Tours.
 3. Presented preliminary design options for gym and commons expansion and remodel. The 'east commons' option where the commons is adjacent to the main public entry and the gym is oriented toward the playfields and adjacent to other core teach spaces was preferred. Discussed desire for a full separation of the gym into two smaller gyms. Design team to continue to study both commons/gym options to further confirm viability of each option and gather deeper feedback from the group.
 4. Introduced preliminary recommended Linear and Node Models for learning commons. Follow up information and discussion set for SDAT 5.

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III. HOMEWORK

5. Reflect on content and reach out to various constituents regarding the ideas discussed.

IV. THE MEETING WAS ADJOURNED AT 4:30 PM. NEXT MEETING WILL BE ON WEDNESDAY, 5/6 STARTING AT 2:45 PM.