

## MEETING MINUTES

**PROJECT:** Queen Anne Elementary School  
Seattle Public Schools

**PROJECT NO:** 2015917.00

**DATE:** 23 February 2016

**FILE NAME:** 160217 (DRAFT SDAT  
01 mins).docx

**SUBJECT:** School Design Advisory Team (SDAT) Meeting 01

**MEETING DATE:** 11 February 2016

**TIME:** 4:30-6:30

**LOCATION:** Queen Anne Elementary School

<b>ATTENDEES:</b>	Joe Bailey -Fogarty	QAES	JBF
	X Nancy Buran	QAES, Nutrition	NB
	X Jenny Brailey	Parent	JB
	Gloria Chambers	Neighbor	GC
	Julie Colando	QAES	JC
	X Elena Damm	Parent	ED
	X John Leary	Parent	JLa
	X Jenny Lee	Parent	JLe
	X Patty Maxfield	Neighbor	PM
	X Amy McCue Jessee	QAES	AMJ
	X Megan Palumbo	QAES	MP
	X Ted Panton	Parent	TP
	X Geness Reichert	Neighbor	GR
	Jeffrey Riley	QAES	JRi
	X Jeff Rothenberg	QAES, PE teacher	JRo
	X Mark Stewart	Parent	MS
	X Vince Gonzales	SPS	VG
	X David Mount	Mahlum	DM
	X JoAnn Wilcox	Mahlum	JW
	X Forest Payne	Mahlum	FP

The following represents the architect's understanding of discussions held and decisions reached in the meeting. Anyone with amendments to these minutes should notify the author within five (5) days of the minutes date in order to amend as appropriate.

### CORRECTIONS TO PREVIOUS MEETING

:: n/a

ITEM	DISCUSSION	ACTION BY																											
1.1	<p>Agenda and introductions</p> <ul style="list-style-type: none"> <li>:: DM presented the agenda for the meeting and made introductions.</li> <li>:: DM presented background about Mahlum, who we are and what kind of work we do</li> </ul>																												
1.2	<p>Project Overview</p> <ul style="list-style-type: none"> <li>:: DM presented a summary of the budgeted scope for the project</li> <li>:: The scope included in the bond is for the addition of (8) teaching spaces for 200 seats and a gymnasium. Some of the classroom spaces may be accommodated within the existing buildings by relocating existing non-classroom program space into the new construction.</li> <li>:: The current student count is 440. The total projected capacity is 500. The additional classrooms will eliminate the (4) portable classrooms, the portable gym, and will allow for appropriate growth of some non-classroom spaces and a slight increase in the total school capacity.</li> </ul>																												
1.3	<p>Schedule and budget</p> <ul style="list-style-type: none"> <li>:: DM presented the project schedule showing the design phase through the end of 2017 and construction completing for school re-opening in Fall 2019. The school will be moved to the John Marshall building during the 2018-19 academic year.</li> <li>:: The SDAT process will be 6 meetings from February through April or May with some additional involvement from the group during Schematic Design after the summer break.               <table border="0" style="margin-left: 20px;"> <tr> <td>:: SDAT 01 :: Learn</td> <td>11 February</td> <td>4:30-6:30pm</td> </tr> <tr> <td>:: Focus group meetings</td> <td>22 February</td> <td>all day</td> </tr> <tr> <td>:: SDAT 02 :: Uncover</td> <td>25 February</td> <td>4:30-6:30pm</td> </tr> <tr> <td>:: SDAT 03 :: Eco-charrette</td> <td>03 March</td> <td>12:00-4:00pm</td> </tr> <tr> <td>:: SDAT 04 :: Discover</td> <td>24 March</td> <td>4:30-6:30pm</td> </tr> <tr> <td>:: SDAT 05 :: Conceptualize</td> <td>07 April</td> <td>4:30-6:30pm</td> </tr> <tr> <td>:: SDAT 06 :: Finalize</td> <td>TBD</td> <td></td> </tr> <tr> <td>:: On-site Observation/Student Activity</td> <td>TBD</td> <td></td> </tr> <tr> <td>:: Community meeting</td> <td>TBD</td> <td></td> </tr> </table> </li> <li>:: The design team will be on site to meet with focus groups (users) on February 22nd. SDAT members are not expected to attend.</li> <li>:: The design team is planning an on-site observation day to observe a typical day at QAES.</li> <li>:: A community meeting will also be schedule sometime mid-way through the SDAT process.</li> <li>:: The budget allotted in the bond (BEX IV) is for a total \$16.4M project cost. The construction cost is \$10.8M. JW noted that this is the budget for the scope of work under the purview of the SDAT.</li> </ul>	:: SDAT 01 :: Learn	11 February	4:30-6:30pm	:: Focus group meetings	22 February	all day	:: SDAT 02 :: Uncover	25 February	4:30-6:30pm	:: SDAT 03 :: Eco-charrette	03 March	12:00-4:00pm	:: SDAT 04 :: Discover	24 March	4:30-6:30pm	:: SDAT 05 :: Conceptualize	07 April	4:30-6:30pm	:: SDAT 06 :: Finalize	TBD		:: On-site Observation/Student Activity	TBD		:: Community meeting	TBD		
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1.4	<p>SDAT process</p>																												

- :: DM presented the SDAT process, which takes place during pre-design and schematic design. The SDAT process includes the 6 SDAT meetings, the Focus Group day, on-site observation day and a student workshop. The goal for the SDAT process is to develop a site specific Ed Spec and a Conceptual Design incorporating the goals and specific needs of QAES.
- :: The education specifications, or Ed Specs, communicate the district's goals and requirements for what a given facility should be to accommodate their program. The district has a standard Ed Spec for school types throughout the district.
- :: Each SDAT meeting has a different objective with custom tailored group activities leading to the development of the final Ed Spec and Conceptual Design:
  - :: Learn & Uncover - Foundational questions, visioning and identifying goals
  - :: Eco Workshop - setting sustainability goals, aspirations and opportunities
  - :: Envision - Exploring different modes of teaching and learning, and precedents for designing spaces that house these activities
  - :: Discover - Needs assessment, learning environments & organizational diagrams
  - :: Conceptualize - Programming & building/site plan diagrams

## 1.5 BEX IV Guiding Principles - Seattle Public Schools

- :: Maintain and improve physical condition
- :: Flexible to meet changing needs
- :: Responsive to urban context of schools
- :: Invest in technology and consider future adaptability
- :: Reduce operating costs, carbon emissions and impacts to the environment
- :: Address increase and changes to student enrollment
- :: Replace athletic turf fields where needed
- :: Reduce dependency on temporary structures

## 1.6 DM summarized the group's roles and responsibilities and presented a list of ground rules for the SDAT participants. AMJ distributed a handout with a few additional thoughts and reiterated the expectations for the group.

### SDAT Role and Responsibilities

- :: Attends meetings
- :: Serves as representative and reports back to constituencies
- :: Provides input
- :: Team members do not function in the role of "Designer"
- :: Be honest with one another
- :: Follow the Ground Rules

### SDAT Ground Rules

- :: Be respectful
- :: Value differences
- :: Cooperate and share information
- :: Bring suggestions and alternatives

- :: Revisit an issue/decision only if new information surfaces
- :: Keep commitments
- :: Listen to each other
- :: Have fun!

## 1.7 History of QAE

- :: FP presented a brief history of the Queen Anne Elementary buildings and campus, originally called the John Hay School before that name was moved to a new building.
  - :: 1904 - James Stephen, as the official school architect for Seattle School District, begins design of John Hay School.
  - :: 1904 - The community can't wait, so school opens in a one-room portable
  - :: 1905 - The original 8-room schoolhouse opens for 267 students in grades 1-6. Grades 7 & 8 added the following year.
  - :: 1920 - Enrollment tops 500 students. District approves construction of a new building, to be designed by Floyd Narramore, the new district architect.
  - :: 1922 - The new building opens, intended to replace the original, but the Stephen building was never torn down.
  - :: 1955 - Reduced to grades K-6, enrollment continues to increase.
  - :: 1960 - 600 students with 7 portables on site, including the gym and library
  - :: 1970s/80s- Enrollment decreases and the school becomes K-3 with a series of options type programs
  - :: 1988 - School closed with construction of New Hay School
  - :: 1990s/2000s - Intermittent use by options, alternative and special needs programs until closed for renovation.
  - :: 2010 - Reopened as Queen Anne Elementary School following modernization with around 400 students.
- :: DM described the current program housed at Queen Anne Elementary
  - :: Option School
  - :: Creative Approach School
  - :: Social and Emotional Learning Focus
  - :: Project Based Learning
  - :: One to World / Digital Learning
  - :: Five Pillars
    - :: We are self-directed learners
    - :: We encourage each other to think critically and learn
    - :: We are concerned, confident and compassionate citizens of the world
    - :: We learn everywhere, we learn together
    - :: We are creative
  - :: DM showed a 'heatmap' of the Seattle school district indicating where all the students that attend QAE live. A majority of the students come from Queen Anne and Magnolia neighborhoods, but students travel from all corners of the district.

## 1.8 Places of Memory/History

- :: JW arranged a group activity to identify important features on site and in the adjacent tree allée owned by the Parks Department. The groups drew circles on site plans and noted the following:
  - :: Places that the community values
  - :: Places of memory or historic events
  - :: Your most beloved place
  - :: Where is change necessary?

The results will be aggregated and shared at the next SDAT meeting.

## 1.9 Virtual Tours

JW presented images of past Mahlum elementary schools and other teaching/learning spaces by other architects, followed by examples of spaces for health and fitness. JW asked for comments. The groups comments included:

- :: A parent noted the low window sills she saw in many of the slides and the connection to the outdoors and nature they created. She liked the warmth of the wood structures.
- :: A parent asked about the size of the gym planned, wondered if no gym would mean lots of outdoor access.
- :: A parent asked if kids can operate the big doors or other components of the building, so they can take an active role in changing the space.
- :: A teacher brought the Washington State standards for 100 minutes/day of physical education and activities. He noted the current gym is very small, and for all the students to meet the criteria would mean a full size gym and two teachers. There is currently only one. Another teacher noted the “teaching opportunities” that arise from small spaces. He thought there were too many conflicts in the current spaces (portable and covered play).
- :: A teacher liked the shared and small group teaching areas shown in the presentation, but noted that the lack of transparency and inability to supervise in the existing buildings essentially mean they can’t send students into the hallways. She advocated for more transparency.
- :: A staff member noted the small size of the existing cafeteria space and how many conflicts it causes, similar to the comments regarding the PE spaces. She noted there’s not an effective space for assemblies. She liked the gym and cafeteria being adjacent and openable to each other to create a larger space.
- :: A teacher liked the small nook spaces off the hallways, but noted that the spaces where 1 on 1 work between a teacher and student might occur need options for acoustic separation.
- :: A neighbors liked the small learning niches also. She raised strong concerns about adding full size gym and the lack of sufficient on-site parking.
- :: A parent suggested exploring the possibility of kids growing food on site.
- :: A parent advocated for a covered connection between the buildings.

## 1.10 Creative Teaser

- :: JW arranged a closing activity for everyone to select photos from a large collection and identify how they think the image represents each of the

following, and asked everyone to share why they picked their images.

:: What is an ideal learning environment?

:: What is the spirit of Queen Anne Elementary?

## 1.11 Summary of Activities

The aggregated results of these activities will be reported back at the next meeting and made available the district project website.