Blakely Elementary

Education Specification Document

August 18, 2016

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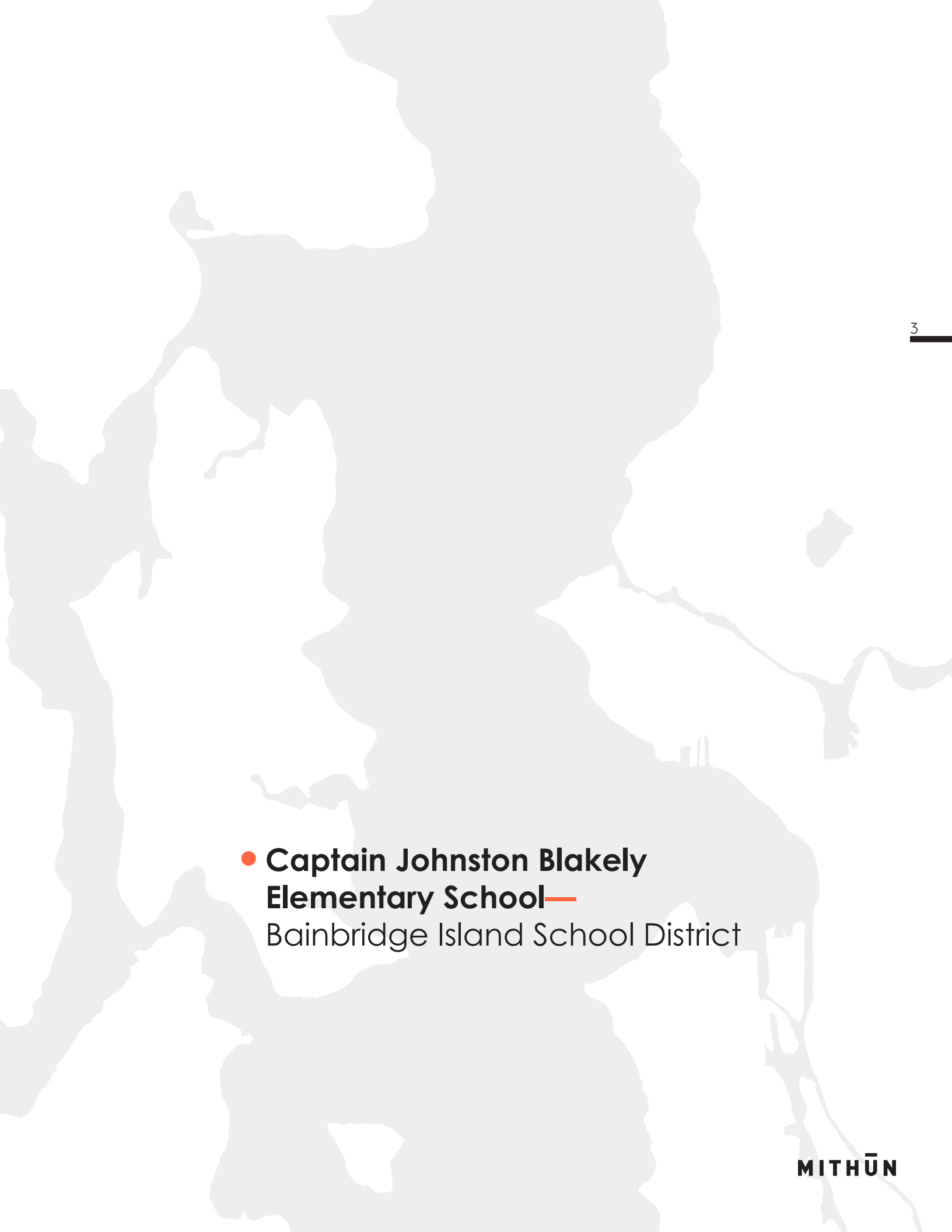

Captain Johnston Blakely Elementary School—
Bainbridge Island School District

MITHŪN

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Introduction


CAPTAIN JOHNSTON BLAKELY
ELEMENTARY SCHOOL 1965
BLAKELY
ELEMENTARY
STAFF APPRECIATION
WEEK 2-6
PTO MTG MAY 12 9AM

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INTRODUCTION

An important part of the Bainbridge Island School District (BISD), Captain Johnston Blakely Elementary School (Blakely Elementary School, or Blakely) serves the families of South Bainbridge Island, a community treasured for its beautiful, rural environment of northwest forest and Puget Sound shoreline. Consistently ranked among the top elementary schools in the State of Washington, Blakely Elementary School children in grades K-4 receive exceptional education that empowers them to become lifelong learners in a global society. Alongside extraordinary academics, Blakely embodies a culture of kindness, respect and creativity that is nurtured by a strong community of faculty, staff, volunteers, parents and kids.

The existing, aging facility will be replaced by a new elementary school located on the same property. This Educational Specification describes the spatial requirements for the new facility, as well as important programs and cultural characteristics that will be embodied by the new school.

PROJECT DESCRIPTION

The new Blakely Elementary School will replace the existing facility, which was constructed in 1965. A capital bond passed in February 2016 provides the funds for the school replacement. The bond allows for construction of approximately 65,150 square feet of space on a site of approximately 12 acres. The new school will be designed for Pre-K through grade 4, and it will include a gymnasium, a cafeteria/commons, art, STEM, music, and a range of special education resources.

PROJECT DATA

The school is located at 4704 Blakely Avenue NE, Bainbridge Island, Washington.

The existing school is approximately 43,505 gross square feet, single story, constructed primarily of concrete block. Original construction dates to 1965, and there were two subsequent additions in 1989 and 1993. There is no fire sprinkler system in the building, accessibility is inadequate, interior finishes need complete replacement, and mechanical, plumbing, and electrical systems are beyond their useful lifespan. There are critical pedestrian, bus and car conflicts with the current site layout, resulting in daily safety issues. The existing school will be operational throughout construction of the new school, and it will be demolished once the new school is constructed.

The 12-acre site is located within OSR -.4, Open Space Residential, one unit per 2.5 acres. It is within a Critical Overlay District, which generally has to do with aquifer recharge areas, fish and wildlife habitat conservation areas, frequently flooded areas, geologically hazardous areas and wetlands. The site is upstream of wetland areas on the neighboring IslandWood site, within an aquifer recharge area.

The construction type for the new school will be determined during schematic design, but based on site topography, it is likely to have more than one story. The new facility will be fully sprinklered, so some area increase will be allowed per code. Potential construction types include VA, IV, IIIA, IIA.

The construction cost provided by the February 2016 bond is $26,291,948.

EDUCATIONAL SPECIFICATIONS

from: Washington State Facilities Manual

The purpose of Educational Specifications is to define and communicate to the architect/ engineer the district's goals and requirements for what a given facility should be. Educational Specifications should reflect the goals and objectives set forth in the district's Study and Survey document.

The Educational Specifications should state what is good educationally, not what may be common practice. They should not be limited by economic constraints or other restrictions. They should be concerned with attaining improved educational experiences and conditions.

Educational Specifications should describe the following:

1. Instructional subjects and methods
2. Instructional and non-instructional activities
3. Spatial relationship between the facility and the site
4. Interrelationship of instructional activities with each other and with non-instructional facilities
5. Major items of furniture and equipment to be used
6. Special environmental provisions which would improve the learning environment and promote staff efficiency
7. Future needs and flexibility requirements

BLAKELY EDUCATIONAL SPECIFICATIONS PROCESS

The preliminary schedule for the Educational Specifications phase of work is April 2016 to August 2016.

The Educational Specifications process was structured into three general tasks: Mobilization, Programming, and Documentation/Refinement. The scope of work – and process outlined on the following pages – supported the development of the Educational Specifications (Ed Specs).

Overall, the Ed Spec process was critically informed by a series of intensive workshops, interviews and input from the Ed Spec Committee and representatives from the Bainbridge Island School District. Each meeting was structured to address important questions and gather feedback that comprise the Ed Spec, and that will also help guide the subsequent design phases for the new school.

TASK 1: MOBILIZATION - APRIL TO MAY

- Project Planning and Kickoff Meeting: determine schedule, meetings, and engagement process
- Preliminary Data Gathering: review previous documentation, preliminary project/site research
- Contract / Scope / Fee: negotiate and execute short-form contract for Ed Spec Phase
- School Tours: visit multiple local elementary schools

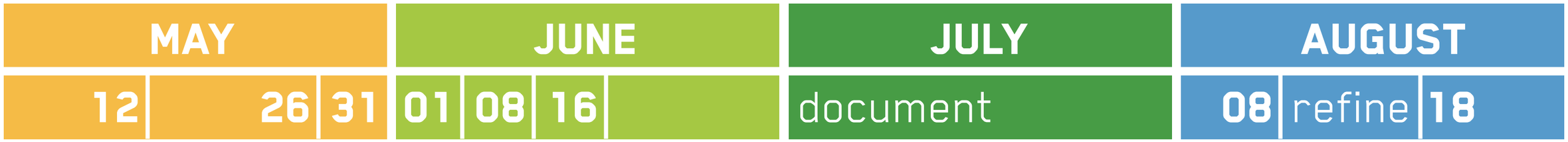
TASK 2: PROGRAMMING - MAY TO JULY

- Shadow Day: day-long observations of the school – each grade, class, and major activity/ program; documentation and report-back
- Visioning Workshop: vision, goals, educational philosophy, and 'heart' of school
- Visioning Follow-up Workshop: exploration of play, sustainability, and landscape vision
- Detailed Programming Interviews: small group meetings with each teacher/grade, specialist, and staff to understand detailed program requirements
- Community Meeting: evening meeting at the school with community members to discuss the project, potential community partnerships, and potential shared program elements
- Program Development: refinement of program template provided by BISD, tailored to specific needs of Blakely Elementary School
- Program Functionalities and Adjacencies Workshop: review draft program, discuss key program adjacencies, explore potential learning cluster arrangements
- Fire Marshal and KPUD Meeting: early coordination meeting
- Program Functionalities and Adjacencies Workshop (continued): further discuss learning cluster arrangements, whole building adjacencies
- Meeting to discuss potential partnership or shared program opportunities

TASK 3: DOCUMENTATION/REFINEMENT - JULY TO AUGUST

- Draft Ed Spec: 8.5x11 document w/ 11x17 foldouts
- Meeting to review Ed Spec, resolve outstanding questions, and finalize
- Final Ed Spec: The final deliverable will be an 8.5x11 document w/ 11x17 foldouts that can be distributed electronically or printed by the Owner as needed.

EDUCATION SPECIFICATION SCHEDULE SHOWING MAJOR MILESTONES AND WORKSHOPS



12 VISIONING + KICKOFF WORKSHOP

26 VISIONING FOLLOW-UP WORKSHOP

31 01 DETAILED PROGRAMMING INTERVIEWS

31 COMMUNITY MEETING

08 PROGRAM FUNCTIONALITIES AND ADJACENCIES WORKSHOP

16 PROGRAM FUNCTIONALITIES AND ADJACENCIES WORKSHOP (CONT.)

DOCUMENTATION

REVIEW EDSPEC, RESOLVE OUTSTANDING QUESTIONS, FINALIZE

08 WORKSHOP

18 COMPLETION OF ED SPEC

BLAKELY EXISTING CAMPUS

The following pages of images give an immersive look into the existing school. They offer a glimpse into the character of the school that is expressed by the teachers and students, displays of student artwork, inspirational phrases and mission statements, class photos and the daily hustle and bustle of the school day.

The character of Blakely shown in the following photos expresses not only the teachers and students, but also embodies the school's mission and beliefs. The 3 R's pf Blakely, Respectful, Reasonable and Responsible can be seen hanging in the hallways along with other characteristics taught at Blakely. In addition to the photos shown on the following pages, further insight into the existing facility can be found in the upcoming 'Shadow Day' section.

Blakely Campus Entry
Blakely Existing Campus


BAINBRIDGE SCHOOLS FOUNDATION
YOUR SUPPORT TO BSF
PLEASE DONATE TODAY!
BainbridgeSchoolsFoundation.org
BIFC
SELECT SOCCER
U11 - U18
Join Bainbridge Football
Open to boys & girls of all ages!

Main Entry—
Blakely Existing Campus


Reasonable
POSITIVE PAWS!

Hallways
Blakely Existing Campus

Typical Classroom—
Blakely Existing Campus


4
2
Aa
Bb
Cc
Dd
Ff
Gg
Hh
Ii
Jj
Kk
Ll
Mm
Nn
Oo
Pp
COMMON CORE STANDARDS
RESPECTFUL
Responsible
REASONABLE
Daily Five
Spelling
90
CHILE
RAPA NUI NATIONAL PARK
EASTER ISLAND, CHILE

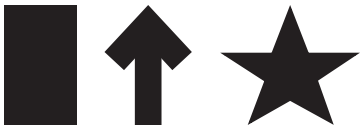
Library—
Blakely Existing Campus


READ
FICTION

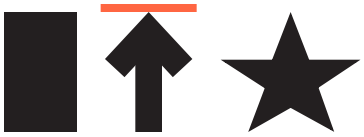
Courtyard—
Blakely Existing Campus

Playfields—
Blakely Existing Campus

PROJECT PARAMETERS



SIZE COST QUALITY



SIZE COST QUALITY

INTRO/SUMMARY

Throughout any design process, there is an interdependent interplay between the size of the project, the budget, and the quality of the work/materials. Funded by a capital bond, the new Blakely Elementary School has a fixed construction budget. The local development climate throughout the Puget Sound Region is extremely 'hot' presently, so contractor availability and escalation might lead to challenges in stretching the available budget. If interim cost estimates during subsequent design phases indicate that the project would exceed the budget, then the size of the project (program) and/or the quality of the work/materials are the main mechanisms that can be used to re-align the project with the budget.

PROGRAM (ABRIDGED)

Grades: Pre-K, K, 1, 2, 3, 4

Enrollment: Design for 450 students with the ability to expand to 600 students in the future

Pre-K

(1) AM class and (1) PM class sharing a space

12 students/class

Kindergarten

(3) classes

max 30 students/class

ideal 24 students/class

Grades 1-4

(4) classes each grade

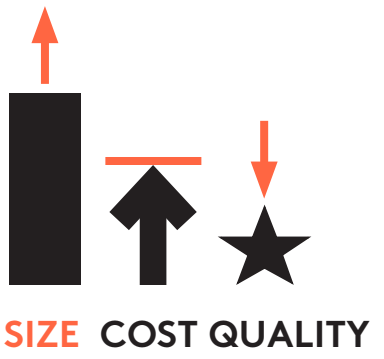
max 30 students/class

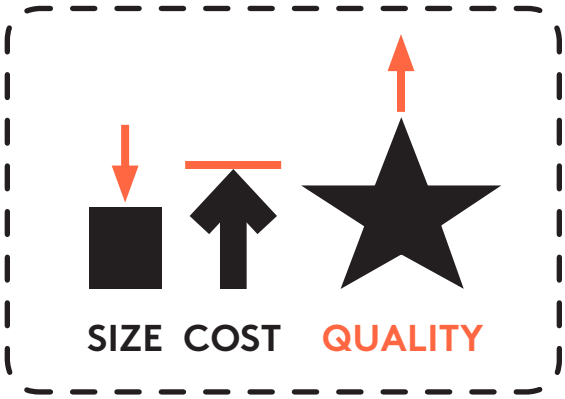
ideal 24 students/class

Shared Amenities

Gymnasium, multi-purpose cafeteria, music, art, STEM, etc.

Site area: approximately 12 acres





BUDGET

As of February 2016:

New Construction	$19,935,900
Site Development	$4,224,000
Building Demolition and Abatement	$435,050
Off-Site Allowance	$280,000
Off-Site Water Storage Tank	$165,000
Subtotal Construction Cost	$25,039,950
Island Premium 5%	$1,251,998
Total Construction Cost	$26,291,948

*Budget is fixed, despite escalation. Island Premium may not come into play.

QUALITY

Facilities built by the Bainbridge Island School District are generally of high quality, designed to be inspiring and enduring spaces for generations of children, while minimizing maintenance.

The BISD has furnished a set of construction standards that will serve as a guide for materials, assemblies, equipment and finishes for the new elementary school.

Executive Summary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EXECUTIVE SUMMARY

The approximately 65,000 square foot new Blakely Elementary School will replace the existing, aging 43,500 square foot facility within the same property. It will embrace Bainbridge Island School District's standards for "strongly held community values, a history of educational support, focused on 21st Century student learning, sustainability, energy efficiency, longevity, flexibility and community use," while cultivating the unique culture of Blakely.

The result of a collaborative process between the Educational Specification Committee, the school administration, the Bainbridge Island School District, and Mithun, this 'Ed Spec' captures the goals, functions, sizes, and relationships for the programs, spaces and activities for the new elementary school.

These Educational Specifications will guide the upcoming design process and provide a critical touchstone for assessing options and alternatives for the new school. The collective hope of all who contributed their time, energy and expertise to this fundamental document is that new Blakely Elementary School will symbolize the values of the South Bainbridge Community, will be a healthy outgrowth of the beautiful landscape, and will enable meaningful learning experiences for generations of Bainbridge Island's children.

NUMERIC PROGRAM SUMMARY

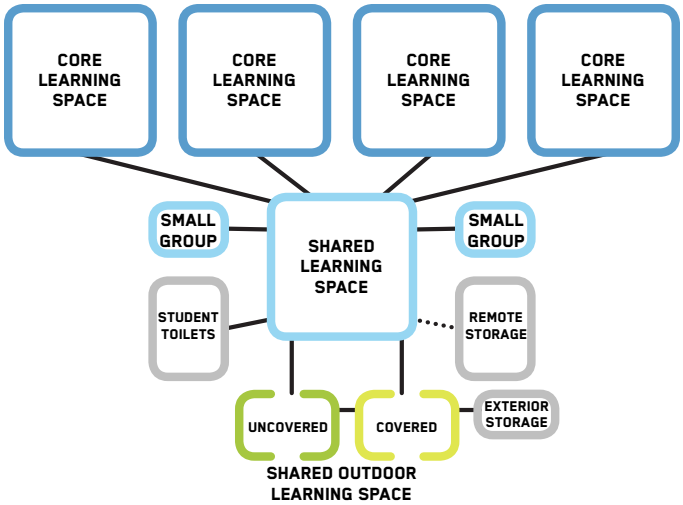
Space	Square Footage
Core Instruction	25,085 sf
Special Education	2,625 sf
Art / Science / Music / Tech	3,950 sf
Library	2,910 sf
Physical Education	4,150 sf
Commons / Dining	5,180 sf
Food Service	750 sf
Stage	1,540 sf
Administration and Student Services	2,975 sf
Faculty and Staff Support	745 sf
Support Spaces	3,070 sf
Total Building Net Square Footage	**52,980 sf**
Unassignable Areas	15,865 sf
Total Building Gross Square Footage	**68,845 sf**
Exterior Covered Spaces	6,150 sf
Exterior Spaces	128,250 sf
Total Exterior Program	**134,400 sf**

INCLUDED WITHIN THIS EDUCATIONAL SPECIFICATION:

BLAKELY CULTURE: summary of observations, images and discussions about what makes Blakely unique

strong MINDS,
strong HEARTS,
strong COMMUNITY

VISION DEVELOPMENT: BISD and Blakely vision and mission, translated into project-specific goals for the new school



PROGRAM DEVELOPMENT: summary of functions, sizes, relationships and detailed parameters for indoor and outdoor spaces

SUSTAINABILITY: preliminary overview of intentions, standards and strategies regarding sustainability

SITE ANALYSIS: introduction to key site considerations and information that can help guide bio-climatic design and generate a place-based design response

PROJECT SCHEDULE: current design and construction timeline highlighting the intended opening of the new school for fall 2019

APPENDIX: meeting/workshop agendas, meeting notes, and supplemental information from the Ed Spec process

Blakely Culture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WHAT MAKES BLAKELY UNIQUE?

A critical component in the development of a new school is to first understand the existing school, its culture, and its community. Through a series of workshops, detailed interviews and observation days, the design team created a summary of existing school activities and their facilities. The following questions served as lenses through which activities and programs were observed.

- Which aspects of the existing school are culturally or pedagogically important and should be preserved?
- Which aspects of the existing school are impediments to learning and need to be changed or enhanced in the new school?

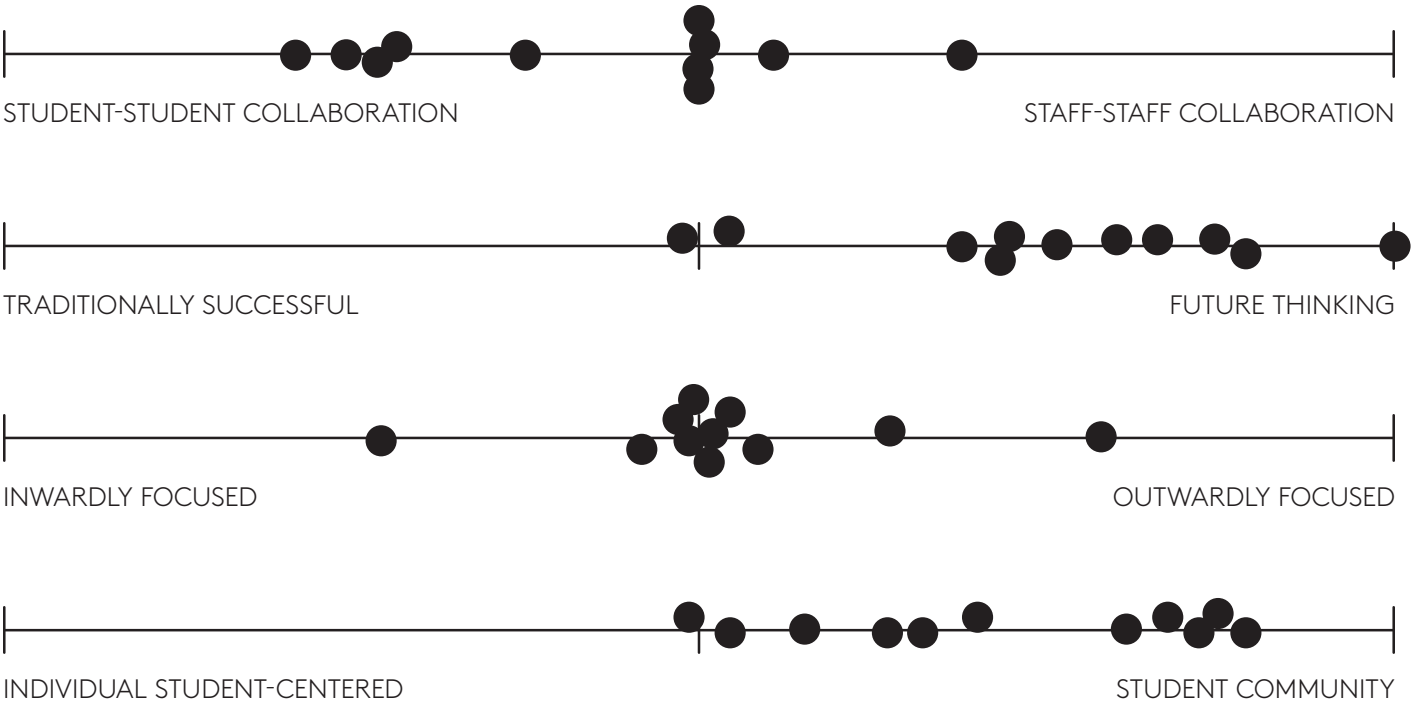
Overall, the design team felt inspired by the combination of rigorous, engaging education with a profoundly kind, creative culture that thrives at Blakely. This occurs despite the aging facilities, in large part due to the passionate and dedicated faculty, staff, and community.

The following list represents descriptions by faculty, staff and parents about what makes Blakely unique. The list varies widely from visionary aspects to specific program elements.

- Staff camaraderie and accessibility
    - Everyone who works at Blakely feels called to do meaningful work
    - Copy machine faces out – the proverbial 'water cooler'
    - Proximity, community
    - Willing to take risks
- Staff Room with large table where all faculty can gather
- Outside Community – has a great sense of working together to help each child
- Location – close proximity to IslandWood and Heyday Farm
- Traditions – activities and events they've been doing for a long time
- Kids go all the way through K-12 together within the BISD
    - Some Blakely graduates return and visit the story pit
    - Blakely feels like a home, an anchor
- Photos in hallway – class photos are important; do something cool with them in new school
- Culture of working hard, playing hard
- Custom climbing wall
- Courtyard/Playground – outdoor connections and play are critical, on weekdays and weekends (for the community)
- School leadership and office staff are in close proximity and work seamlessly together
- School, faculty and staff nurture students and families and create a welcoming feel

EDUCATIONAL PHILOSOPHY

BLAKELY'S MOST INTEGRAL VALUES ARE:



From prior Ed Spec

At Blakely Elementary School, educators, staff, parents and volunteers are committed to motivating each student to become a responsible learner and confident child. Educational delivery is tailored to each student, and instruction ranges from class wide introductions, to small group collaboration, to individual inquiry, to advanced learning, to supplemental tutoring and special needs education. The range of programs and support enables and challenges each student to learn at his/her own pace, ideally achieving his/her greatest potential while learning to "respect individual differences and honor creativity and kindness." (excerpted from Blakely School Vision Statement)

The above spectrum portrays the Educational Specification Committee's input regarding Blakely's most integral values. Each dot on the spectrum corresponds with a committee member's opinion about the relative relationship of Blakely to each of the juxtaposed values.

BLAKELY'S EDUCATIONAL PHILOSOPHY

Observed Themes:

- Student-Centered
- Experimentation
- Hands-on Learning
- Community of Learning
- Learning Clusters
- Future Thinking
- Adaptable / Universal
- Nature-based Learning
- STEAM
- Importance of Play
- Responsible + Reasonable + Respectful

SHADOW DAY

The following information was observed by Mithun during a day of shadowing at Blakely Elementary. These findings comprise 'a day in the life' of Blakely, and describe current utilization, strengths, and challenges.

PICK-UP / DROP-OFF SAFETY AND FLOW ISSUES

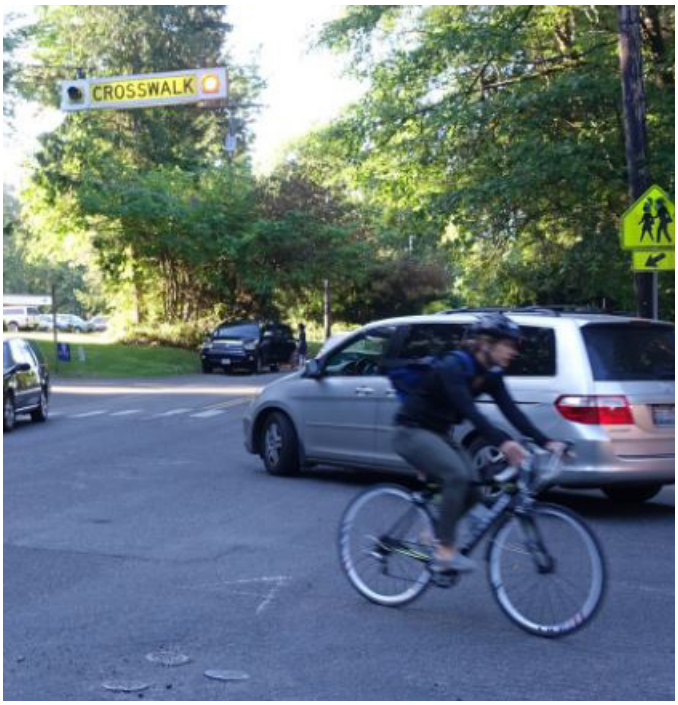
The Blakely pick-up/drop-off sequence is harried, but thoughtfully orchestrated to the limited degree that the current infrastructure enables. Multiple buses pull up in sequence alongside the main entry, while cars queue and drop off students through the overlapping parking lot. Once the buses have left the drop-off zone, cars are also allowed to pull up within the bus zone and drop off kids. Bikers and walkers must navigate the congestion with limited crosswalks and sidewalks.

Key observations:

- Heavy traffic during drop-off and pick-up times
- Parents and kids walk between buses to the main entry
- Bike parking is around the back of the school and only accessible through the drop-off area
- Service access is through the playground
- School exit is close to, but not aligned with, the nearby street intersection, complicating crossing and circulation for vehicles and pedestrians

THE MISALIGNED EXIT DRIVEWAY OF THE SCHOOL CREATES A CONGESTION OF PEDESTRIAN AND VEHICULAR CIRCULATION

PARENTS PARK ON THE SHOULDER OF BLAKELY AVENUE NE, WALKING THEIR KIDS ALONG THE BUSY STREET AND ACROSS THE PARKING LOT TO THE SCHOOL - WITH LIMITED SIDEWALKS, CROSSWALKS OR OTHER SAFETY FEATURES



STUDENTS AND FACULTY/STAFF WHO WALK OR BIKE TO SCHOOL ROUTINELY HAVE TO CROSS THE BUSY PARKING LOT AND BUS DROP-OFF AREA DURING CONGESTED TIMES

MAIN ENTRY SEQUENCE SAFETY AND FLOW ISSUES

The main entry at Blakely has minimal cover to help welcome visitors and shelter greeters, an important issue during inclement weather. In addition, the main office has limited visual access to the sidewalk, and no direct visual access to the main entry doors. Upon entering the school, visitors are directed to the main office via a small sign. The lack of clear visibility from the main office to the arrival area is a security issue that can be remedied with the design of the new school.

All doors except for the main entry remain locked throughout the day, complicating entry and circulation from the portables in the back of the school. Students who need to use the restroom must be let in by a teacher with a key. The elimination of portables in the design of the new school will help address this issue while maintaining a secure environment.

VISIBILITY FROM THE OFFICE TO THE FRONT ENTRANCE IS NONEXISTENT, MAKING THE ENTRY SEQUENCE DURING THE DAY COMPLICATED AND A SECURITY CONCERN

A MAKESHIFT SIGN IS MEANT TO GUIDE VISITORS TO THE MAIN OFFICE UPON THEIR ENTRY

IMPORTANCE OF STORYTELLING

In most classrooms, there is an area for gathering on the floor for storytelling, sharing, or lessons. Some classrooms sit in a circle, others sit in a cluster on dots in the floor. The library contains a 'story pit' for storytelling, and despite Blakely's integration of technology into the curriculum, a strong tradition of storytelling remains.

THE ‘STORY PIT’ IN THE LIBRARY IS A TREASURED SPACE FOR THE SCHOOL, REPORTEDLY INSTILLING FOND MEMORIES FOR BLAKELY GRADUATES

VARIETY OF CLASSROOM SETUPS

Teachers at Blakely thoughtfully arrange their classrooms to fit the specific needs of their class. Arrangements vary, with the most popular option being groups of 4-6 students.

Many teachers expressed the desire to have furniture that is easily moveable and therefore easy to reconfigure throughout the day. A few teachers expressed a desire for wanting to arrange the desks into a large circle within their space, but could not do so with the number of students and limitations of their existing rooms.

Popular Arrangements:

- Desk clusters of 4,5,or 6 students
- (2) large desk groups
- Modified U-Shape arrangement
- Rows of desks with columns clustered into groups of 2 or 3
- Rows of desks with all columns separated

CLASSROOMS ARE ARRANGED BY EACH TEACHER IN A UNIQUE MANOR THAT SUITS HIS/HER TEACHINGS AND ACTIVITIES CONDUCTED THROUGHOUT THE DAY. CURRENT ARRANGEMENTS ARE SHOWN IN THE PHOTOS ABOVE.




VARIETY OF POSITIONS FOR TEACHING/LEARNING

Most classrooms currently offer a number of different seating types for students depending on the activities that they are working on in class. Teachers and students utilize the many types throughout the day and most teachers wish to preserve or expand upon the options available. A common request was to have standing workstations in addition to the variety of seating options.

Current Seating Types:

- Size appropriate chairs
- Stools
- Wobble stools
- Bean bags
- Spots marked on the floor

A VARIETY OF SEATING TYPES FOR STUDENTS EXISTS THROUGHOUT THE EXISTING CLASSROOMS, CURRENT TYPES ARE SHOWN IN THE PHOTOS ABOVE

VARIETY OF ACTIVITIES RUNNING SIMULTANEOUSLY

Each class contains nooks for breakout or use during different activities throughout the day. The majority of classrooms include: a seated area for lessons, a reading nook, a computer nook and often, a nook for sitting on the floor/storytelling.

Nooks within the classrooms are important to teachers, so that students can work on a variety of different class activities without distracting each other. Meanwhile, the teacher maintains the ability to supervise each of the groups.

Some classes also utilize tables in the hallway outside of the classroom for tutoring or small breakout study with volunteers. Teachers expressed a desire to maintain the nooks within their classroom, but also to have access to shared spaces outside of the classroom for group work as long as a visual connection can be maintained.

A CONSTANT THEME ACROSS THE MAJORITY OF BLAKELY CLASSROOMS IS THAT TEACHERS CREATE MULTIPLE ZONES WITHIN THEIR ROOMS, ALLOWING FOR STUDENT BREAKOUT AND FOCUS ON SPECIFIC ACTIVITIES IN SMALL GROUPS


THE BIG BOOK OF U.S.
PRESIDENTS

Classroom Nooks are Important—
Blakely Existing Classrooms

VARIETY OF ACTIVITIES RUNNING SIMULTANEOUSLY

Small group activities represent a significant portion of class time for most teachers. Teachers specified that they would ideally like to spend 70% of their class time in small group breakout or individual study and 30% of the time in a large group gathering.

The general ratio given above varies throughout the year and across different grade levels. Younger students spend less time in small groups, because they don't use that time as effectively. Additionally, teachers spend more time with their classes in a large group setting at the beginning of the year, but by the end of the year they are in small group study more often than not.

During these periods of small group work, teachers rely heavily on the classroom/desk arrangement and the nooks that exist within the classroom. Teachers of older students may have their students rearrange the desks during these periods, however teachers of younger students rearrange the desks as little as possible if at all because it is much more difficult for the smaller children.

IN MOST CASES OF SMALL GROUP WORK, THE TEACHER WORKS THEIR WAY FROM GROUP TO GROUP WHILE THE STUDENTS WORK TOGETHER. IN OTHER CASES, SOME STUDENTS GROUPS WORK CLOSELY WITH A PARENT VOLUNTEER FOR EXERCISES OR TUTORING

STORAGE - SUFFICIENT FOR CLASSROOMS; INADEQUATE FOR STEM / ART

Most teachers believe that the existing amount of storage in their classrooms is sufficient, particularly when items used less frequently can be stored nearby (but outside the classroom). In the STEM and Art rooms however, storage is inadequate, particularly the STEM room. STEM and art use some common materials, and a shared storage area might be beneficial and efficient for both subjects. There is also a need for project storage with both of these classes.

THE CURRENT STORAGE IN THE STEM ROOM IS UNDERSIZED AND SUPPLES FOR MAKING STUDENT PROJECTS ARE STACKED ANYWHERE THAT THERE IS SPACE ON THE EXTERIOR EDGES OF THE CLASSROOM

EXISTING FACILITIES - PLAYGROUND EXPERIENCES

Play is an important part of the culture at Blakely. The existing playground offers a variety of experiences, including an open field, a climbing wall, a hill, an asphalt play area, a covered hardscape area, an outdoor seating area, several special trees, a perimeter trail, and a host of playground equipment for climbing, sliding, swinging and gymnastics. In addition to large and small group play opportunities, the playground offers opportunities for quieter, more contemplative activities for individuals. A number of key playground areas were identified by both students and teachers as being special outdoor locations.

Jennifer Ledbetter's Differentiation class carried out an extensive playground project, where they did analysis and observation and then budgeted and designed their ideal playground. From their observations, the most popular existing equipment/places are: soccer field, climbing wall, big toy, covered court, and the monkey bars. From their survey given out to the rest of the school, the most desired play equipment is: a zipline, climbing dome, long slide, play structure, and a climbing wall.

FAVORITE SPOTS FOR KIDS DURING RECESS INCLUDE THE ROCK TREE (ABOVE) AND THE PLAYFIELDS

STUDENTS HAVE ACCESS TO A VARIETY OF DIFFERENT PLAY TYPES FOR RECESS INCLUDING: A PLAYSCAPE, SWINGS, BASKETBALL HOOPS, A WALL-BALL AREA, A CLIMBING WALL, PLAYFIELDS, ETC

DIRECT ACCESS OUTSIDE

An increasing body of research underscores the benefits of landscape in a learning environment. Exposure to the outdoors enables students to recharge their minds between lessons, priming them for the acquisition of further knowledge. Landscape also has a calming effect that can help alleviate stress.

Based on observations and conversations with faculty, the following spaces would especially benefit from direct access to the outdoors:

- classrooms
- STEM/art
- music
- faculty lounge
- gymnasium
- OT/SLP/special education (if safe, contained)

SERVICE ACCESS THROUGH PLAYGROUND

The current service access point for Blakely is around back of the school, which means that it is only accessible by going through the playground. Additionally, the vehicle access gate to the playground/loading dock is locked during nights and weekends complicating the delivery process and causing some deliveries to be left in front of the school.

Heavy use of the playground during the day (multiple recess periods and class use through day) make the service access a hazard to students that can be eliminated through the site design of the new school.

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STRONG SENSE OF COMMUNITY

From the beautiful art that covers the walls, to the support and kindness evidenced by the students, parents, faculty and staff, Blakely Elementary School has an exceptionally cohesive sense of community. The school has numerous traditions that students remember long after graduation, and friendships forged during elementary school often endure through high school and beyond. The faculty collaborate often, and many of them gather on weekends or evenings to quilt or enjoy food and drinks. The PTO at Blakely is very active and numerous student centered events are held throughout the year, building the Blakely community.

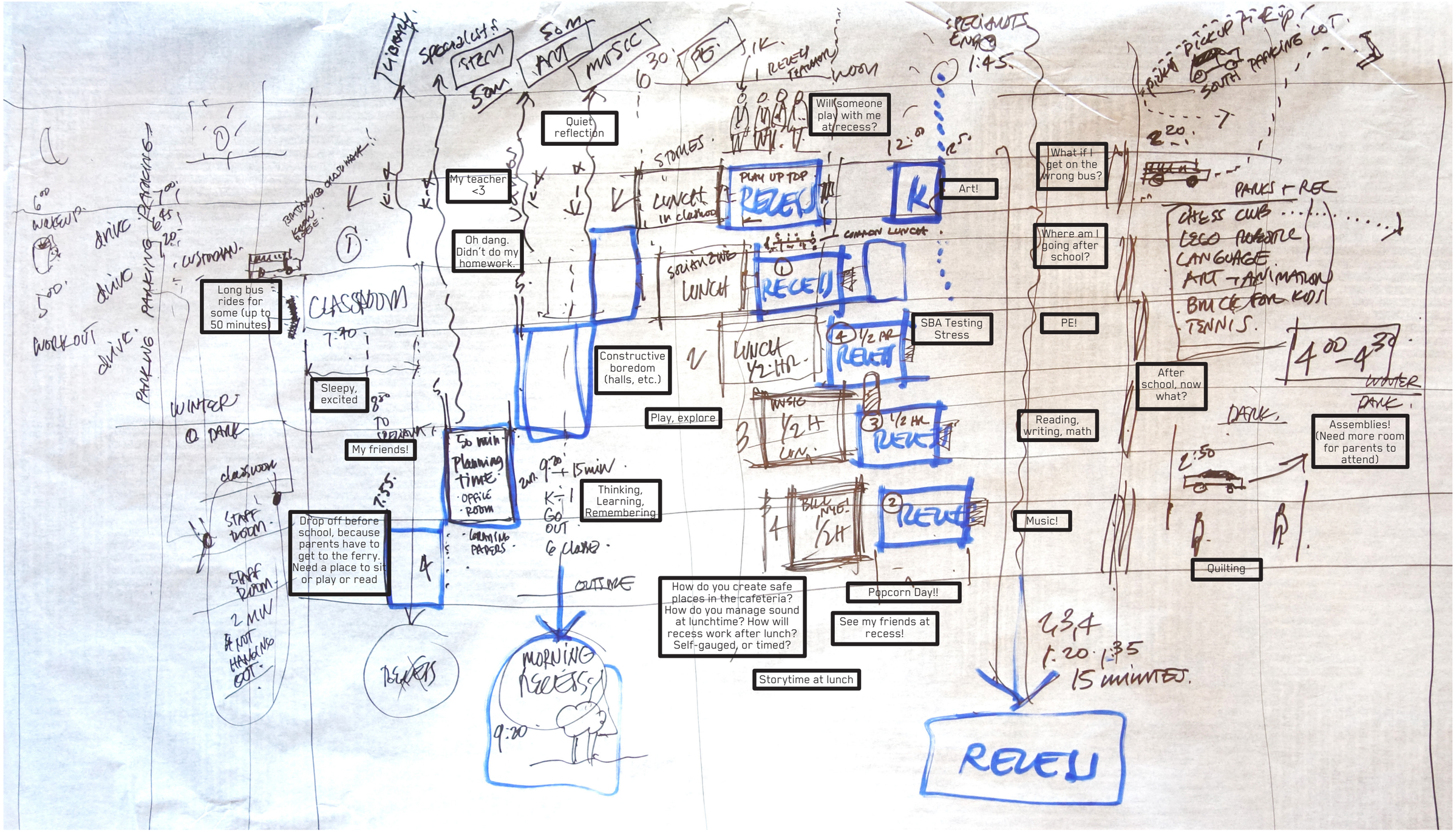
THE PTO-RUN POPCORN DAY HAPPENS ONCE A MONTH (TOP), AND STUDENTS PLAY TOGETHER DURING MUSIC CLASS (BOTTOM)

TEACHER APPRECIATION WEEK BRINGS IN FLOWERS AND FOOD AS STUDENTS AND PARENTS SHOW THEIR APPRECIATION (BOTTOM)

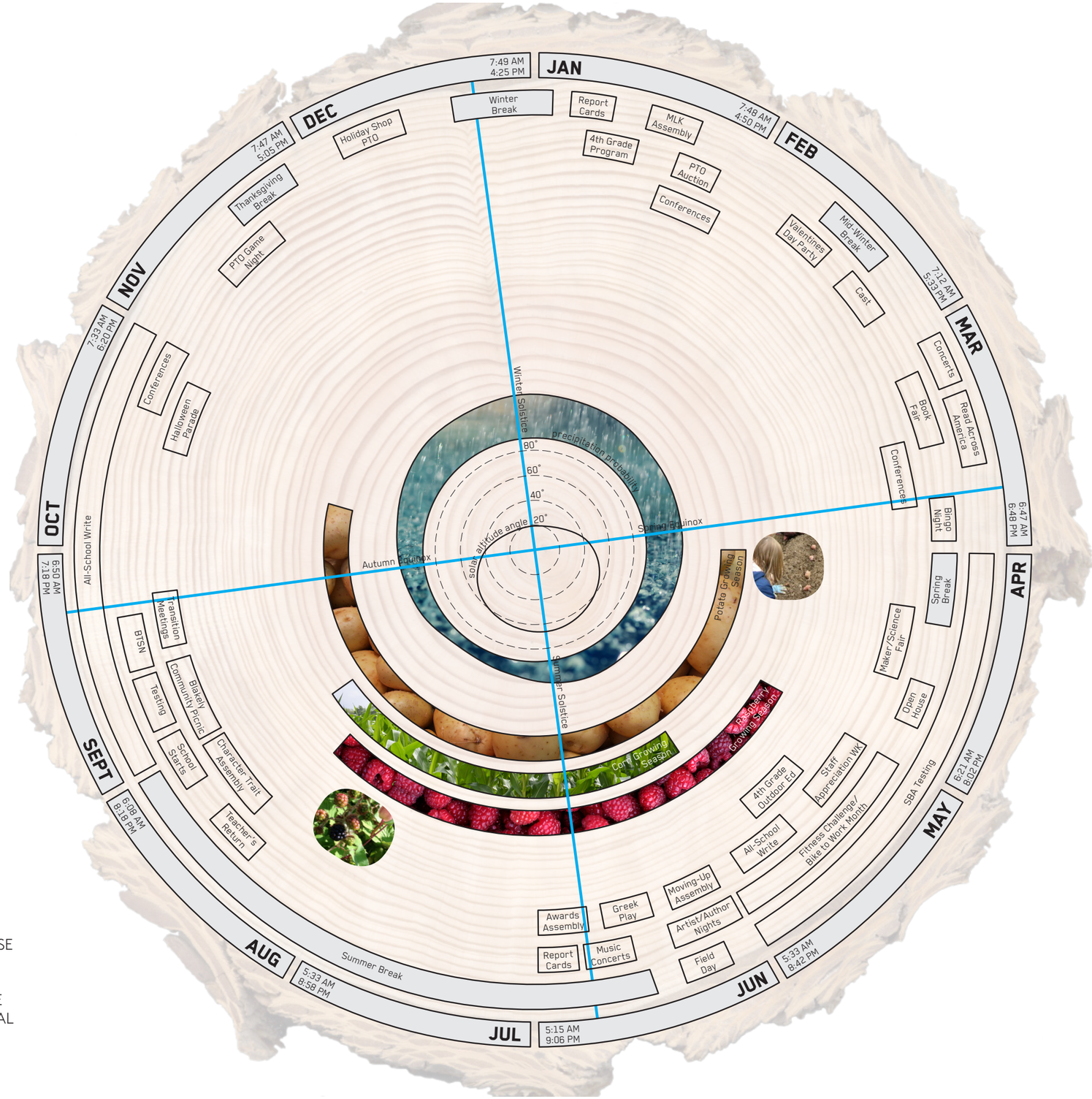
DAY IN THE YEAR

The *Day in the Year, Year in the Life* exercise explored the schedule of the school (1) throughout a typical day, and (2) throughout a typical year. A graphic summary of the exercise is shown at the right. Along with schedule complexities, commentary is integrated from the students' perspective to give an understanding of potential effects of the schedule on students.

In addition, this exercise helped to identify program elements that are critical to the schedule, as well as schedule elements that are being driven by the available space within the school. For instance, the lack of a lunch room governs the multi-tiered, complex sequence of in-classroom lunches, a structure that is time-intensive.


Long bus rides for some (up to 50 minutes)
Sleepy, excited
My friends!
Drop off before school, because parents have to get to the ferry. Need a place to sit or play or read
My teacher <3
Oh dang. Didn't do my homework.
Quiet reflection
Thinking, Learning, Remembering
Constructive boredom (halls, etc.)
Play, explore
Will someone play with me at recess?
Art!
SBA Testing Stress
How do you create safe places in the cafeteria? How do you manage sound at lunchtime? How will recess work after lunch? Self-gauged, or timed?
Storytime at lunch
Popcorn Day!!
See my friends at recess!
What if I get on the wrong bus?
Where am I going after school?
PE!
Reading, writing, math
Music!
After school, now what?
Assemblies! (Need more room for parents to attend)
Quilting

YEAR IN THE LIFE



THE *YEAR IN THE LIFE* PORTION OF THIS EXERCISE DEPICTS ACTIVITIES OF THE BLAKELY SCHEDULE THAT OCCUR ANNUALLY. THE EXERCISE ALSO SHOWS CHANGES IN SEASON, SUNSET/SUNRISE TIMES AND OTHER INFLUENTIAL ENVIRONMENTAL FACTORS.


CAPTAIN JOHNSTON BLAKELY
ELEMENTARY SCHOOL 1965
54

Vision Development


MITHŪN

VISION

BLAKELY ELEMENTARY SCHOOL VISION

from: Blakely website

IN THE BLAKELY SCHOOL COMMUNITY WE BELIEVE EACH STUDENT SHOULD BE ACTIVELY ENGAGED IN THE PURSUIT OF ACADEMIC EXCELLENCE. STAFF, PARENTS AND COMMUNITY WORK COLLABORATIVELY TO NURTURE AND CHALLENGE EACH STUDENT TO ACHIEVE THEIR GREATEST POTENTIAL AND BECOME ACTIVE CONTRIBUTORS IN A GLOBAL SOCIETY. WE APPRECIATE AND RESPECT INDIVIDUAL DIFFERENCES, AND HONOR CREATIVITY AND KINDNESS.

BAINBRIDGE ISLAND SCHOOL DISTRICT VISION

from: Bainbridge Island School District website

The Bainbridge Island School District is committed to providing each student with an excellent academic program in an engaging and supportive environment that

- fosters a passion for learning,
- instills a sense of civic and social responsibility, and
- develops the intellectual, physical, and social skills necessary for success in career, college, and life in the 21st century.

MISSION

BAINBRIDGE ISLAND SCHOOL DISTRICT MISSION

from: Bainbridge Island School District website

Our mission as a learning organization is to ensure that every student is:

- Prepared for the global workplace,
- Prepared for college,
- Prepared for citizenship in a democratic society, and
- Prepared for personal success.

The Guiding Principles describe the learning environments in Bainbridge Island School District that are required to foster every student's ability to develop the knowledge, skills, and attributes that are necessary for success in career, college, and life in the 21st century.

"Strong Minds"

- Challenging & Meaningful Curriculum
- High Expectations & Quality Instruction

"Strong Hearts"

- Interconnected Learning Experiences
- Personalization & Individual Attention

"Strong Community"

- Student Engagement & Leadership
- Caring & Supportive environment

DISTRICT BELIEFS

from: Bainbridge Island School District

Our beliefs represent our strongest values and highest ideals. They guide all that we do, including every day decision that significantly affect the learning and well-being of our students, staff, and school communities:

- Every student can learn
- Learning is the key to a better world
- An educated and informed society empowers responsible citizens
- Students must share responsibility for their learning and success, and should acquire the skills and interest necessary to successfully benefit from the rewards of lifelong learning
- It is essential for students to respect personal difference, value social diversity, and appreciate the multi-cultural heritage of our democratic society
- The family and larger community play an invaluable role in the educational process. Schools must evolve parents as partners in learning and engage the community in students' educational experience
- Accountability is necessary for achieving our District's mission and is shared by students, staff, school board, and parents

COMPREHENSIVE GOALS FOR DISTRICT FACILITIES

from: Bainbridge Island School District

Our goal is to address the comprehensive needs of our K-12 schools, guided by our educational mission/vision, to achieve a progressive, supportive learning environment providing optimum educational opportunities for all students. Goals outlined here for our school facilities are based on this vision and further guided with an understanding national education trends. These goals are intended to guide design efforts as we work to achieve the vision for the Bainbridge Island School District facilities.

Student Centered Learning Environment

The campus and buildings are designed with students' needs placed first.

- Buildings contain appropriate spaces to support a wide range of academic subjects and learning opportunities.
- Buildings provide spaces for students to work and socialize with peers.
- Buildings provide spaces for student work to be prominently displayed throughout the school.
- Buildings provide access and space for parents and community members to collaborate meaningfully as learning partners.

Adaptable Environments Supporting High Levels of Academic Achievement

Facilities meet functional requirements, anticipate change and provide flexibility for continued program and site development.

- Modernize or replace aged schools.
- Provide adequate core facilities and housing for current and projected enrollment needs.
- Upgrade all classrooms and equipment to current requirements and support high quality instruction.
- Provide teaching spaces that are adaptable to a variety of instructional strategies and learning styles.
- Design classrooms for a wide range of activities including teacher-directed lessons, individual or group projects and presentations, multi-sensory activities and laboratory experiences.
- Provide classroom spaces capable of supporting multi-use and interdisciplinary activities.
- Provide flexible teaching spaces and environments to accommodate individualized instruction, small group activities, and large group leaning areas.
- Plan and design for future needs by means of expandable, adaptable and sustainable facilities.
- Provide spaces to support a range of formats for students to demonstrate their knowledge, skills and talents, such as performances, exhibitions, projects, portfolios, etc.
- Provide spaces for individualized support services for students, including mental, physical, social and academic support.
- Provide expanded and appropriate performance venues.
- Provide athletic fields, gymnasia, and outdoor activity spaces to support a wide range of academic and extracurricular activities.

Integration of Technology

Technology is integrated into all aspects of the instructional program.

- Use technology in a seamless manner to support daily instructional use by students and teachers.
- Incorporate technology to support programs that help personalize education and maximize student learning.
- Provide robust tech network capability and high-speed access to the desktop.
- Provide adequate technology infrastructure to facilitate data acquisition, advanced teacher presentation capabilities, and personalized student learning.

Collaborative Environment

Buildings provide spaces for everyone associated with the school to work collaboratively.

- Design schools to provide opportunities for formal and informal interactions.
- Provide spaces that promote group work and communication.
- Provide spaces for students to interact with adults and with one another.

Core Facilities

Core facilities are designed to function efficiently, promote positive interactions among students and staff, and serve a variety of school and community activities.

- Design office and communal areas that are visible, accessible, functional and inviting.
- Modernize school kitchens to support the preparation, storage and distribution of fresh and nutritious foods.
- Design food service areas to function efficiently, promote positive interactions among students and staff, and serve a variety of school and community activities.
- Design multi-purpose areas to support a wide variety of school and community activities.
- Provide adequate space for storage of supplies, equipment and school records.
- Provide reasonable parking for school and community events.

Community Connections

Facilities are an integral part of the community, civic landmarks, and centers for community action and partnership.

- Promote shared community use of school district resources and facilities.
- Design athletic fields, gymnasia, and outdoor activity spaces suitable for expanded school and community use.
- Buildings provide access and spaces for parents to participate in decision-making and curricular activities at the school, and to gain a better understanding of their role in helping students meet academic expectations.
- Buildings provide spaces for the community to be actively involved and visible in supporting the District's educational program.

Safety and Security

Facilities are created to provide safety and security, while promoting the warmth and energy of an educational environment.

- Buildings promote safety and security.
- Provide for campus vehicular traffic, pedestrian safety, parking and accessibility.

- Provide secure and welcoming entrances at each district facility.
- Buildings include both individual and group meeting spaces, providing opportunities for each student to be known as adults.
- Buildings provide spaces for support services for students, including mental, physical, social, and academic support.
- Campus and buildings are designed to contribute to a low-incidence of disciplinary actions.

Aesthetics, Sustainability, and Environmental Design

Facilities meet functional requirements expressing a superior sense of design.

- Campus and building designs convey the priority of education to the community.
- Facilities are designed with environmental responsibility.
- Facilities incorporate best practices in environmental measures, durable materials and sustainable design to minimize ongoing facility operating and maintenance costs in campus improvements, and new facilities/buildings.
- Provide natural lighting to all occupied spaces.
- Include a variety of interesting spatial types that allow for exploration and educational growth.
- Provide facilities and landscaping that are durable and are cost effective to maintain.
- Provide pleasing tactile design.
- Provide comfortable, warm, stimulating and inviting environments.
- Convey a sense of place.
- Promote a sense of student pride and ownership.
- Incorporate student and community artists' work into the facilities.


RAYS
harters

GOALS

In collaboration with the Ed Spec Committee, the following goals emerged out of the workshops and conversations about what the new school should accomplish.

FOSTER NEXT GENERATION LEARNING

- Respect, honor, and extend traditional and innovative learning opportunities - exploration driven by curiosity, discovery inspired by play, and creativity and productivity enhanced by technology
- Support the quest for knowledge and discovery
- Celebrate and express the learning process through the built environment
- Emphasize the importance of play
- Inspire engagement in academic excellence

STRENGTHEN COMMUNITY

- Celebrate and strengthen the Blakely School culture + larger Bainbridge Island community
- Create flexibility and adaptability to support evolving pedagogical + program needs
- Accommodate expansion + convey wholeness regardless of enrollment
- Invite community partnerships
- Provide a welcoming place for parents and community users

ENHANCE CONNECTIVITY, SAFETY AND FLOW

- Allow access to the surrounding natural environment and nature-based play
- Create a safe place for all types of learners, educators and staff
- Configure effective pathways for students, parents and service to optimize efficiency and safety
- Employ balanced visual transparency to promote interconnection and safety
- Optimize layered functionality and accommodation of large and small group activities
- Design a facility to capture time and allow for educational innovation

CREATE A HEALTHY ENVIRONMENT FOR LEARNING

- Invite natural light into places of learning
- Integrate sustainability with the learning process
- Promote wellness and enhance learning through healthy materials and building systems
- Prioritize acoustic comfort and performance
- Design for lifetime maintenance commensurate with district resources

INNOVATIVE LEARNING SPACES

The types of spaces shown below help foster innovative learning techniques and activities.


INTROSPECTIVE
SPACE


PROJECT SPACE


SMALL GROUP SPACE

INSPIRATION

When asked about what would inspire future students and educators, the Ed Spec Committee, BISD representatives, and the community provided the following responses:

- Novelty
- Equity
- Timeless
- Daylight
- Designing for the unexpected, less specificity
- Having a motivating reaction to the building each day
- Timeless landscape design and integration
- Finding elements of novelty in the building, like the story pit

- Each classroom can have something different – something novel, hierarchy and identity
- Along with novelty, have to consider equity
- Maintenance and longevity

INSPIRATIONAL SPACES

Spaces for all students that inspire and create connections

Outdoor spaces, shared spaces with parents, community

Flexible use of space for parent/teachers to collaborate

Spaces to reset as a learner (look for it every morning). 'Wow' factor. Stimulating place. Reflective, hyperactive, exploratory.

Adaptive spaces, spaces that can be used in different ways as best for kids/teachers

Spaces that value each person, where they are and what they need. Kids who need to stand, sit, lay down. Comfort and choices.

Shady areas with green grass. Quiet spaces for kids who need a break.

Users need to be able to walk in and feel comfortable physically and emotionally, but also in terms of temperature, light and emotion. Inspiration from feeling comfortable and grounded, not institutional or dry. Welcoming feeling at entry.

Flexible and adaptable spaces for different types of learners to flourish

Inspiring, creative, flexible. Nooks and crannies. Spaces for iPads or books at the windows

Safety and security.

Spaces that support leadership and teaching

An environment that can support and enable organic outcomes.

Spaces that invite collaboration.

SPECTRUMS

A series of spectrum exercises explored dichotomies of numerous topics in order to understand important values and priorities for Blakely. For each topic, workshop participants were asked to place a dot on the portion of the spectrum that best corresponded to Blakely moving into the future. The responses shown on the following pages provide an important gauge for the next phases of design.

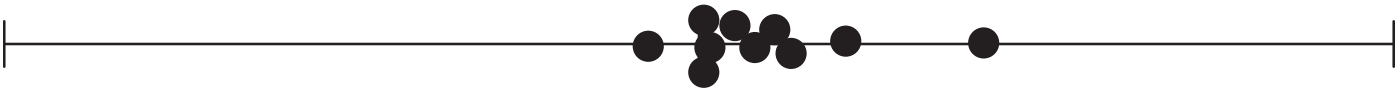
PLAY SHOULD BE:

LOW RISK

HIGHER PERCEIVED RISK

INDIVIDUAL FOCUSED

LARGE GROUP FOCUSED



SINGLE USE

MULTI-USE / FLEXIBLE

IMAGINATIVE / SELF-DIRECTED

STRUCTURED

THE CAMPUS SHOULD BE:

INTIMATE — OPEN

FEWER LARGER-GROUP SPACES — MORE SMALLER-GROUP SPACES

HORIZONTAL CONNECTIVITY — VERTICAL CONNECTIVITY

'TEACHER FAMILY'-FOCUSED — 'STUDENT FAMILY'-FOCUSED

carried over from 2015 workshops

MITHŪN

THE TEACHING SPACES SHOULD BE:

GROUPED BY GRADE — GRADE-INTERMINGLED

KINDERGARTEN CONDENSED — KINDERGARTEN DISTRIBUTED

SPECIALISTS CONDENSED — SPECIALISTS DISTRIBUTED

CUSTOMIZED (I.E. AGE APPROPRIATE) — UNIVERSAL

carried over from 2015 workshops

OUTDOOR SPACES SHOULD BE:

SOFTSCAPE HARDSCAPE

NATURAL ARTIFICIAL

CONTEMPLATIVE ACTIVE

INTERWOVEN WITH BUILDING DISTINCT PROGRAM SPACES

MITHŪN

SUSTAINABILITY SHOULD BE:

EXPRESSED AS TEACHING TOOL — INTEGRATED QUIETLY

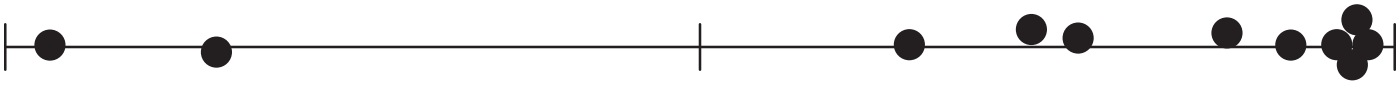
PASSIVE / NATURAL SYSTEMS FOCUSED — TECHNOLOGY FOCUSED

AUTOMATED + RESPONSIVE TO OCCUPANTS — ENGAGING + DYNAMIC

CONVEYANCE OF DISTRICT STRATEGIES — BUILDING + SPECIFIC MESSAGES

BLAKELY'S PROGRAM VALUES ARE:

4-CLASSROOM CLUSTERS — 2-CLASSROOM CLUSTERS



LARGER GYM — LARGER CLASSROOMS

MANY SMALLER PERFORMANCE VENUES — ONE LARGER PERFORMANCE VENUE

ONE DINING ROOM — MANY DINING ROOMS

carried over from 2015 workshops

MITHŪN

Technology Integration
Blakely Existing


SEEDS

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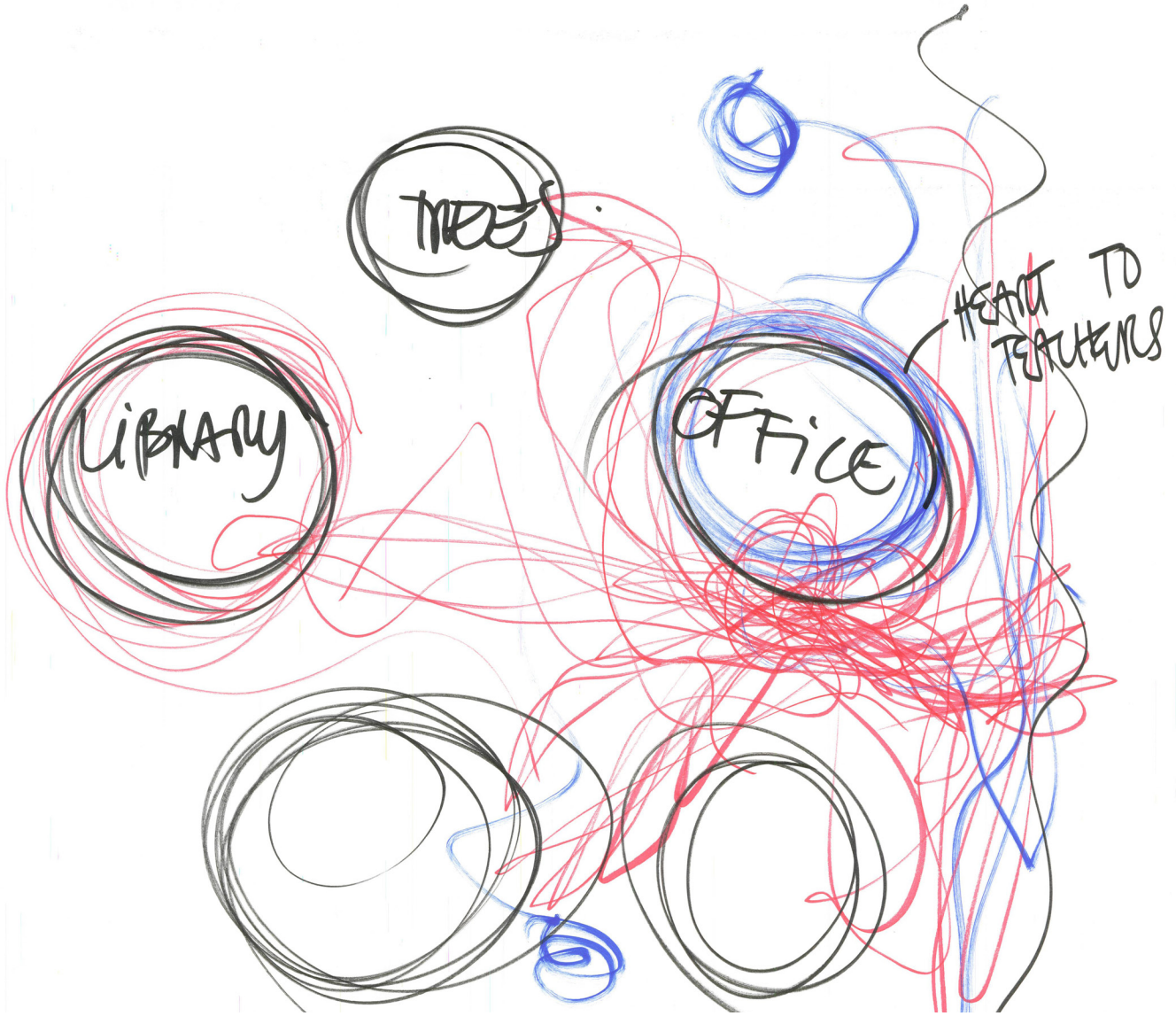
THE HEART OF BLAKELY



Blakely Elementary School has many special spaces that foster learning and build community, multiple hearts that nurture the life of the school.

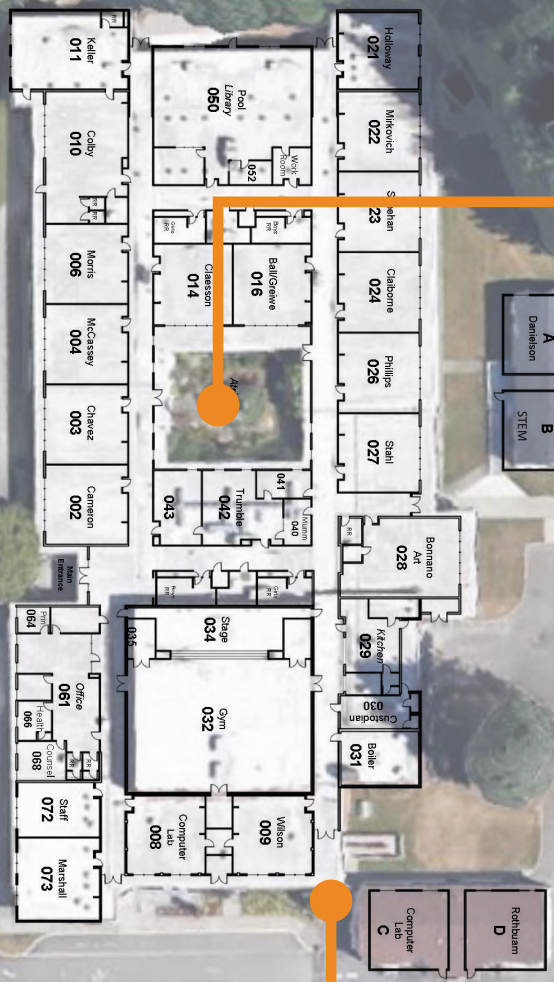
Among them, the library was consistently mentioned as a critical space, not only for learning, but also for instilling a sense of the school's identity for generations of children.

The office functions as a community building space for staff and faculty, but also as a place where parents interact with school personnel.

The forest setting is a beloved resource and character-defining feature for the school. The campus trees provide shelter/shade, connect kids with nature, help provide a sense of scale for the large play area, and support specific lessons for some classes.

It will be important for the new school to preserve the characteristics that make these hearts so special - the camaraderie, culture and discovery - while re-imagining the spaces themselves.

EXISTING SPECIAL OUTDOOR LOCATIONS



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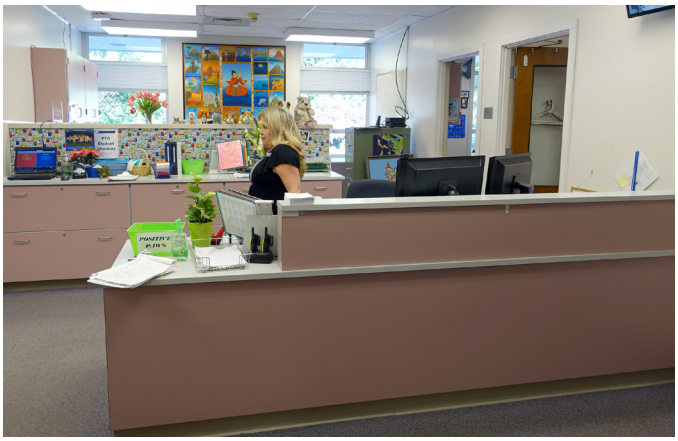
EXISTING SPECIAL INDOOR SPACES



CLOCKWISE FROM UPPER LEFT: READING NOOKS AND GATHERING SPACES IN EACH CLASSROOM, MAIN OFFICE, FACULTY LOUNGE, 'STORY PIT' IN LIBRARY

photo from 2015 workshops

SCHOOL TOURS

As part of the 2015 and 2016 workshops, the Education Specification Committee and the design team toured a number of schools in the greater Seattle area, listed here:

Wilkes Elementary School
Bainbridge Island, WA
Bainbridge Island School District
Mahlum, 2012

Cherry Crest Elementary School
Bellevue, WA
Bellevue School District
NAC, 2013

Rosa Parks Elementary School
Redmond, WA
Lake Washington School District
Mahlum, 2006

John Muir Elementary School
Kirkland, WA
Lake Washington School District
Mahlum, 2012

Riverview Elementary School
Snohomish, WA
Snohomish School District
NAC, 2011

Additionally, the committee was also given virtual tours of the following schools:

Franklin Elementary School
Kirkland, WA
Lake Washington School District
Mahlum, 2006

Northwood Elementary School
Mercer Island, WA
Mercer Island School District
Mahlum, 2016

Henderson-Hopkins
Baltimore, MD
Rogers Architects, 2014

Booker T. Washington STEM Academy
Champaign, IL
Canon Design, 2011

Arlington Elementary School
Tacoma, WA
Tacoma Public Schools
Mahlum, Under Construction

This section summarizes the committee's observations regarding the visitations. Additional notes are included in the Appendix.

ENTRY/ENTRY SEQUENCE

Preferred Elements/Qualities:

- Library with proximity to entry
- Covered outdoor waiting area
- Entry flowing through the office when main doors are locked
- Ability to view bus drop-off and car drop-off simultaneously
- Sense of arrival
- Transparency
- PTO room with proximity to entry
- Interior lobby
- Layer security, public to private flow of spaces
- Community used spaces with proximity to entry

CLASSROOMS

Preferred Elements/Qualities:

- Some casework/storage is remote
- All classrooms have a view into the shared spaces
- Use of furniture to create alcoves/nooks
- Tackable casework
- Mobile shelving

*ADDITIONAL FEEDBACK FROM THE SCHOOL TOURS IS AVAILABLE IN THE APPENDIX

LEARNING PODS

Preferred Elements/Qualities:

- Flexibility of spaces
- 2 classrooms sharing a shared space
- Each pod could be a different setup. Good to have diversity on the staff

SHARED SPACES

Preferred Elements/Qualities:

- Need the ability to be supervised
- Culturally, teachers have to embrace the shared spaces for them to work
- Small group breakout areas

KINDERGARTEN CLASSROOMS

Preferred Elements/Qualities:

- Appropriately sized furniture
- Pre K needs to be a separate playground, but not K

STEM/STEAM

Preferred Elements/Qualities:

- Design lab with outdoor space
- Opportunity for cooking
- Art and STEM not combined, but proximate to each other
- Messy project space with outdoor access
- Maker community space. Could be a partnership. Robotics, artists, etc.
- STEM needs to be a maker space
- Space that evolves over time – an experimental space combined with instructional coaching space

SPECIAL ED/OT

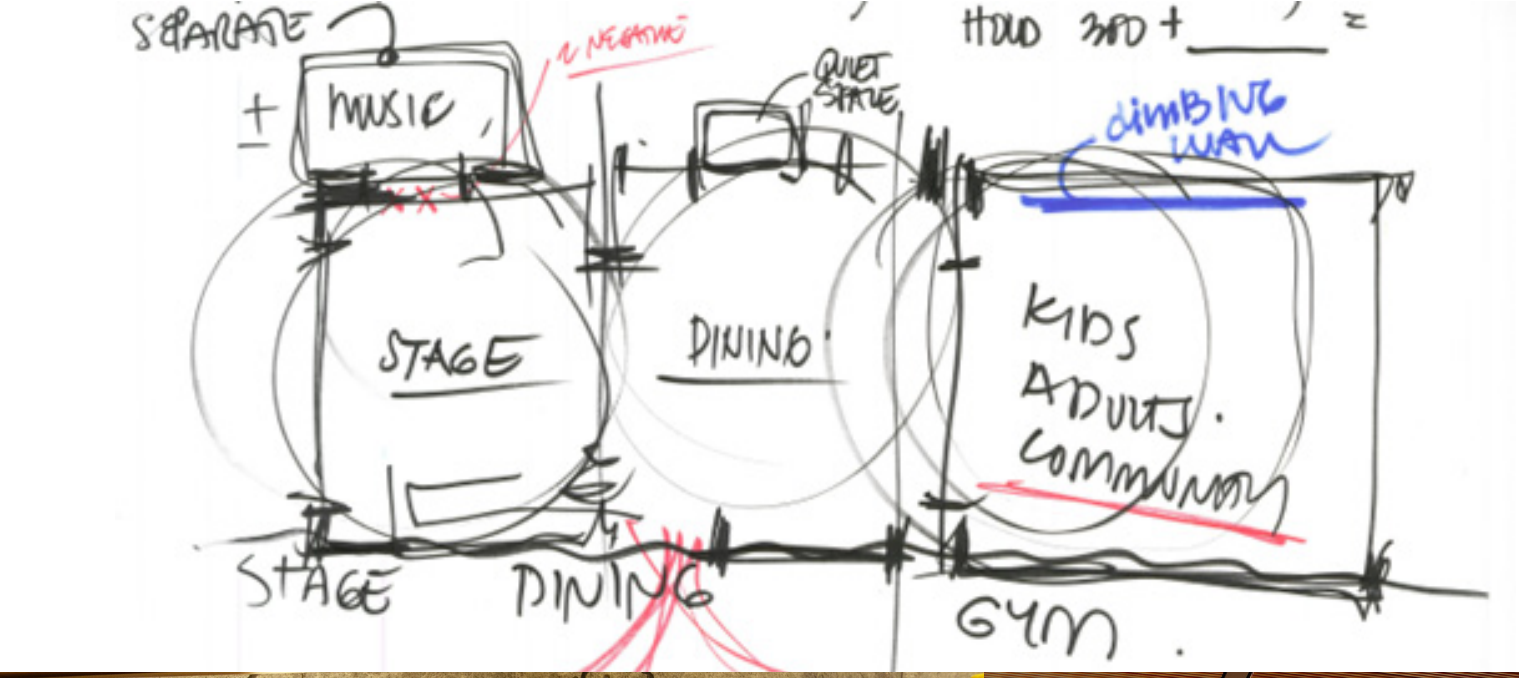
Preferred Elements/Qualities:

- Behavior room
- Structural support/flexibility for suspended furnishings/equipment
- Connection to outdoors
- Storage for therapy balls

LIBRARY

Preferred Elements/Qualities:

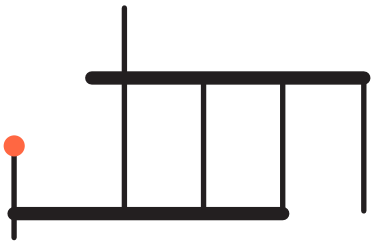
- Story nook with amphitheater style seating
- Circulation desk with view of both sides (centrally located)
- Flexibility
- Space for kids to lay on floor
- Ability to accommodate more than one activity at a time



THEATRODINASIUM

Preferred Elements/Qualities:

- Commons next to gym
- Ability for commons to be able to hold the whole school population for big events
- Stage and commons need to be together
- The music room doesn't have to be behind the stage
- Ability to close off commons/gym from one another
- Recording space
- Smaller nooks within a big cafeteria
- Gym is a community space, ability to be opened after hours



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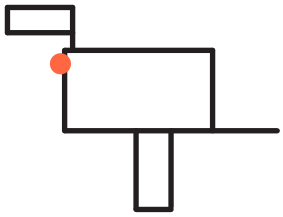
WILKES ELEMENTARY SCHOOL
BAINBRIDGE ISLAND SCHOOL DISTRICT
MAHLUM
2012



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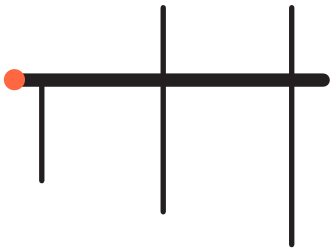
CHERRY CREST ELEMENTARY SCHOOL
BELLEVUE SCHOOL DISTRICT
NAC
2013



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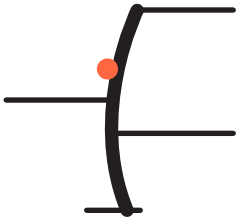
ROSA PARKS ELEMENTARY SCHOOL
LAKE WASHINGTON SCHOOL DISTRICT
MAHLUM
2006



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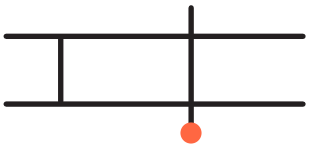
RIVERVIEW ELEMENTARY SCHOOL
SNOHOMISH SCHOOL DISTRICT
NAC
2011



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BLAKELY ELEMENTARY SCHOOL
EXISTING CONDITION

MAIN ENTRY
HALLWAY
MAJOR SPINE

CIRCULATION

Each circulation framework has pros and cons:

Extended circulation can support better daylight to classrooms with more enclosed outdoor areas.

More compact circulation schemes are easier to navigate, but typically have less daylight in internal classrooms.

'Dead end' circulation tends to reduce interaction at the hallway 'spurs.'

Preferred Elements/Qualities:

- Kids want to touch the wall – can we encourage this with texture?
- Active corridors
- Places to celebrate student work

LANDSCAPE CHARACTER

Preferred Elements/Qualities:

- Large outdoor play and covered area
- Soft trail through the woods/around campus
- Multiple modalities of play
- Blend with forest
- Seamless covered play
- Community P-Patch in summer, utilized for use only by students in spring
- Smaller nooks within playground
- Playground and courtyard functional for learning
- Importance of play for all grade levels
- Nature-based play easy to access
- Woods and trees, not just planted courtyard
- Outdoor stage or amphitheater

BAINBRIDGE COMMUNITY MEETING

On Tuesday, May 31st, the design team attended a community meeting to take part in a discussion with the greater Bainbridge Island community about the upcoming new school. Key takeaways from this meeting are as follows:

Interest in community use of play/sports field, gym, multi-purpose, meeting room

Interest in agricultural program or partnership

Interest in a partnership with IslandWood

Advocated for a welcoming, inviting entry: a place for parents to linger, where kids can play

Advocated for naturally daylit spaces and connection to nature

Space for South Bainbridge community meetings and events would be well utilized

Advocated for art integration

Discussed safety

Discussed history of south island

Program Development


Learning Environment 950 SF
Non-Covered Outdoor Learning 250 SF
Covered Outdoor Learning 250 SF
Learning Environment 950 SF
Learning Environment 950 SF

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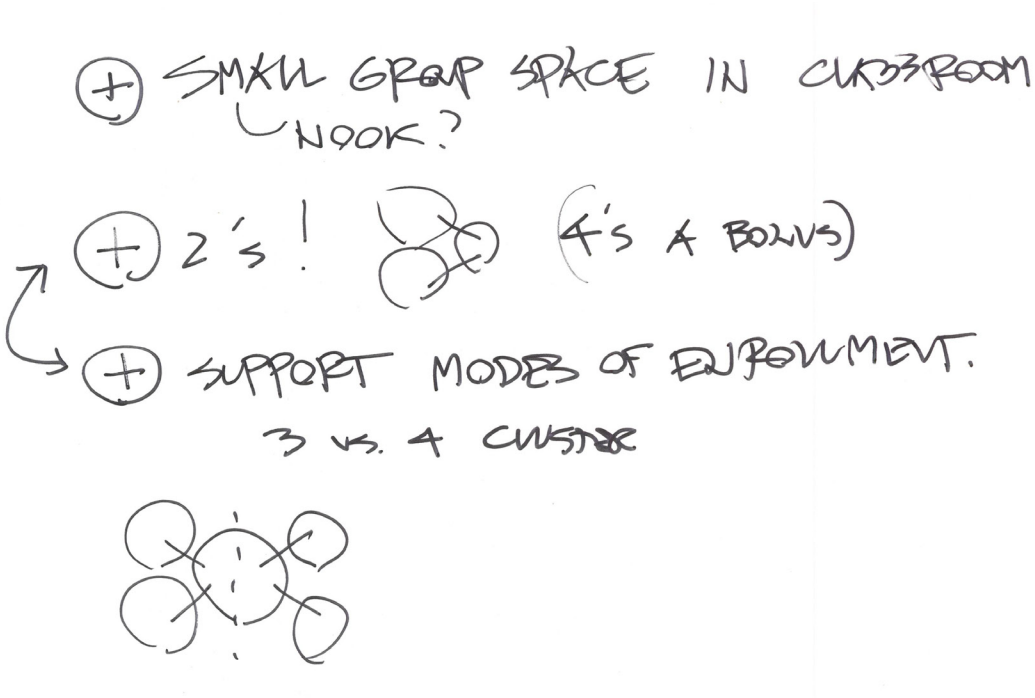
PROGRAM DEVELOPMENT



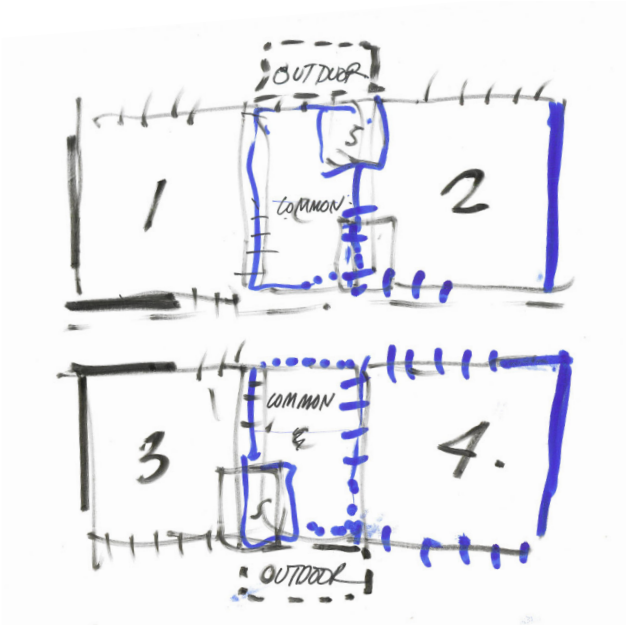
PROGRAM SUMMARY

The purpose of programming - from a facilities standpoint - is to quantify and qualify spatial parameters that will best support the vision and mission of Blakely Elementary School. How can facilities best support the learning and activities that take place today and in the future? Educational philosophies will continue to evolve, and spaces need to be flexible and adaptable, so that the new school will continue to function beautifully, will stand the test of time, and will be a treasured place for future generations of Blakely families.

In thinking about the school of the future, the program for Blakely is intended for a near-term population of 450 students, and during schematic design, an additional expansion area will be identified for a future population of 600 students. This foresight will ensure that the school can grow gracefully to meet the needs of South Island families.

The elementary school program template developed previously by BISD served as a point of departure for the development of the Blakely Elementary School program. Throughout the Ed Spec process, and over the course of numerous meetings, workshops, and interviews, the template was discussed, dissected, and tailored to fit the specific needs and culture of Blakely Elementary School.

The target program for 450 pre-K-4 students is approximately 65,000 - 68,000 SF +/-. It includes 20 classrooms, office/admin space, an art room, a STEM room, a music room, a gymnasium, a commons/cafeteria, a stage, a library, and a range of special educational spaces. It also includes outdoor spaces, such as parking, bus drop-off, a play/sports field, play equipment areas, and a variety of outdoor learning spaces.



This Program Development chapter includes the following:

- Numeric program summary
- Graphic program summary
- Detailed program breakdown for each program element
- Description of spatial parameters
- Classroom spatial comparisons
- Learning cluster development diagrams
- Future expansion program
- Program adjacencies
- Whole school adjacencies
- Landscape program and character

NUMERIC PROGRAM

Space	Square Footage
Core Instruction	25,085 sf
Special Education	2,625 sf
Art / Science / Music / Tech	3,950 sf
Library	2,910 sf
Physical Education	4,150 sf
Commons / Dining	5,180 sf
Food Service	750 sf
Stage	1,540 sf
Administration and Student Services	2,975 sf
Faculty and Staff Support	745 sf
Support Spaces	3,070 sf
Total Building Net Square Footage	**52,980 sf**
Unassignable Areas	15,865 sf
Total Building Gross Square Footage	**68,845 sf**
Exterior Covered Spaces	6,150 sf
Exterior Spaces	128,250 sf
Total Exterior Program	**134,400 sf**

GRAPHIC PROGRAM

Core Instruction

LEARNING CLUSTER
2425 sf
(2 Classrooms)

LEARNING CLUSTER
2425 sf
(2 Classrooms)

LEARNING CLUSTER
2425 sf
(2 Classrooms)

LEARNING CLUSTER
2425 sf
(2 Classrooms)

K LEARNING CLUSTER
4385 sf
(3 Classrooms)

LEARNING CLUSTER
2425 sf
(2 Classrooms)

LEARNING CLUSTER
2425 sf
(2 Classrooms)

LEARNING CLUSTER
2425 sf
(2 Classrooms)

LEARNING CLUSTER
2425 sf
(2 Classrooms)

PRE K
1300 sf

Exterior Spaces

COVERED SPACES
6150 sf

FIELDS / PLAY
~67250 sf

Special Education

2625 sf

Arts / Science / Music / Tech

3950 sf

Theatrodinasium

PHYSICAL EDUCATION
4150 sf

COMMONS / DINING
5180 sf

FOOD SERVICE
750 sf

STAGE
1540 sf

Library

2910 sf

Administration + Faculty

ADMIN + STUDENT SERVICES
2975 sf

FACULTY + STAFF
750 sf

Support Spaces

SUPPORT SPACES
3070 sf

UNASSIGNABLE AREAS
15685 sf

Parking

CAR PARKING + DROP OFF
60 spaces

Drop Off

BUS DROP OFF
~22000 sf

DETAILED PROGRAM

The following pages detail specific program needs and spatial requirements for each of the summarized programmatic areas. Alongside the breakdown of spaces is a list of associated parameters resulting from program interviews carried out by the design team with teachers, faculty and staff. The parameters describe spatial qualities, experiential elements, and comments about furniture and other accessories.

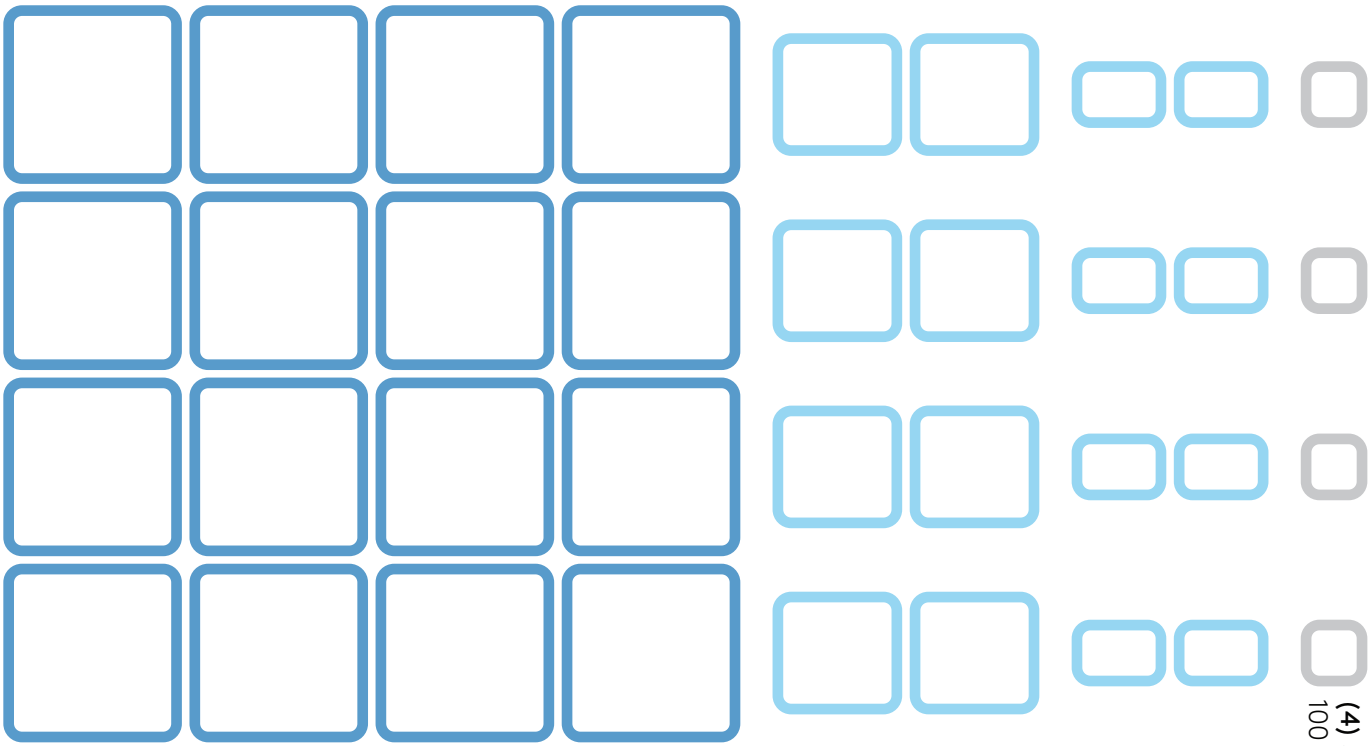
Grades 1-4

(16) Learning Environments 900 sf each

(8) Shared Instructional Area
425 sf each

(8) Small Group
150 sf each

(4) Shared Storage
100 sf each



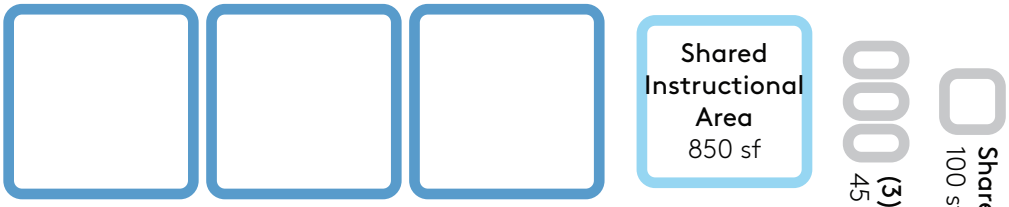
Kindergarten

(3) K Learning Environments 1100 sf each

Shared Instructional Area
850 sf

(3) Student Toilets
45 sf each

Shared Storage
100 sf



Preschool

Development al Preschool Classroom
1100 sf

Kitchenette
120 sf

Student Toilet
80 sf

CORE INSTRUCTION

Program Area	Teaching Stations	No. of Users	No. of Spaces	Net Square Feet	
				SF/Unit	Total SF
CORE INSTRUCTION					
Grade 1-4 Learning Cluster					
Classroom	16	30	16	900	14,400
Shared Instructional Area			8	425	3,400
Small Group gathering			8	150	1,200
Shared Storage			4	100	400
Kindergarten Learning Area					
Learning Environment	3	30	3	1100	3,300
Student Toilet			3	45	135
Shared Instructional Area			1	850	850
Storage			1	100	100
Planning Area			0		0
Developmental Preschool					
Classroom	1	12	1	1100	1,100
Toilet: Preschool fixtures			1	80	80
Kitchenette			1	120	120
TOTAL CORE INSTRUCTION PROGRAM					**25,085**

SPATIAL PARAMETERS

Pre-K + Kindergarten

Ability to carry out multiple activities at once, 3-4 zones

Big windows

Large cork board

Sink in room, (2) is ideal

Ability to carry out group activities across classes

Bathroom

Low counters

Cubbies

Natural Light

Low shelves

Ability to manipulate furniture

Storage

Shared space, with visibility

Ideal to be located near the front drop-off, direct access to outside for the buses is preferred

Breakout/small group room would be good for parent volunteers/tutors

Access to the outdoors, Pre-K to their own private space

Outdoor space doesn't have to be fenced in, could be bounded by hedges

Special need preschool will need a safe, dedicated play space

Class size: 19-23, 22 is a recent average

Tables are the ideal furnishing (like Karen's room), desks are unwanted

Desire to have flexible furnishings, chairs that

can be easily picked up

Wobbly chairs would be great, balls are too bouncy

Having a standing option would be ideal

Size appropriate fixtures

A fair amount of working on the floor occurs

Would be nice to have the ability to make cookies, etc. (an oven)

Grade 1

Operable windows – immediate access, possible egress (emergency escape)

Closet doors

Space for display of student work, in room and in hallway outside

Shelving

Remote storage for science kits, testing materials, etc.

Storage for classroom libraries, math manipulatives, individual book boxes, clip boards, white boards, iPads, computers, plugs, etc.

Mobile computer/devices

Tackable surfaces

Cabinet doors – writeable or tackable, magnetic preferred

Lockable cabinet drawers for assessments, personal belongings, tech

Accessible small group room for instruction - 5 kids average + some individual work, parent volunteers - nooks, zones, niches

Learning stations within the classroom for small group work, visual access is important

Smart board or whiteboard

Ability to have class lectures

Small storage bins at work tables

Standing work areas

Accessible outdoor space for reading buddies, quiet time, extension of the classroom

Phone/data jacks

Water fountains

Outlets

Blinds, door hardware

Dimmable lights

Spaces for sensory breaks

Grade 2

Furniture similar to current, a couch, nooks, and big pillows

Use of adjacent breakout spaces for 4-6 kids, visual connection to shared space is really important

Private study places for kids to escape to

Currently do a lot of small group work: 4-6 students per group, need a small group space for 6 kids sitting around a table

Easily accessible adjacent outdoor learning space

Nooks and crannies and small spaces

Mid-twenties is a typical class size: Never had 28, low is 20, 22 is reasonable

Flooring that is inviting to lay on and work on

Variety of furniture types: seating options, standing desks, bike and read at the same time, body break space and activities

Closeable storage, moveable storage (bookshelf on wheels)

Charging stations

Acoustically separated, movable partition between classroom

General need for visual calmness

Grade 3

Big windows with lots of natural daylight

More whiteboard/blackboard writing space

Visible adjacent small group breakout space, kids work in small groups for a high percentage of the day: group sizes 4-8, tables for 6-8 people would be ideal

Visible adjacent outdoor study area

Nearby covered outdoor space for group activities

Variety of furniture options for kids to stand or sit, rocking stools

Reading nook surrounded by bookshelves

Display space for student work

Smart board

Laptops with charging stations and well placed outlets for charging

Ability to have team teaching

Proximity to other grade levels

Equity among classrooms is important, but a rotation schedule could work

Grade 4

Adjacent breakout space for small group work

Natural daylight

Nooks for small group work within the classroom

Portable computers

Shared space for small group learning would be more important than having a team teaching setup, and more important than having a larger classroom

Quiet contemplative spaces

Adjacent outdoor space for study, teaching activities

Stools would be great

More surfaces that are tackable, writeable, all in one

Display space for student work

A small teacher closet for teacher books, manuals, other private things

Charging station for devices

Multiple small presentation devices/areas, projectors that swivel

In-classroom library

Team teaching would be a great possibility to have at some times in some of the rooms

Students are more independent and like to have the freedom to explore

CLASSROOM SPATIAL COMPARISONS

One of the most important considerations for the new school is the size of a typical classroom for grades 1-4. The classroom is the space where the majority of instruction will occur, and since there are 16 of them, efficiencies or inefficiencies will add up fast.

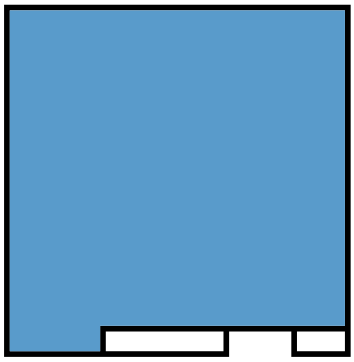
In order to gauge the optimal size for the classroom in a way that the Ed Spec Committee could relate, detailed measurements were taken at existing Blakely classrooms and at the new Wilkes Elementary School classrooms. These detailed measurements were averaged and illustrated on the following pages. As a baseline, the existing classroom size at Blakely was generally considered adequate by most teachers that were interviewed, even though it was common for teachers to express a desire for a little more wiggle room. Prior to the measurements, there was a perception that the new classroom spaces at Wilkes were smaller than the classroom spaces at Blakely, but the measurements revealed otherwise.

This exercise enabled acceptance that the planned classroom size for the new school, similar to Wilkes, will be a modest increase from the existing classrooms at Blakely. Coupled with some adjacent shared learning space, small group breakout space, and shared storage space, the combined learning space for each class will be significantly increased in the new school.

AN EXAMPLE OF AN EXISTING BLAKELY CLASSROOM. STANDARD ELEMENTS INCLUDE: TEACHING WALL, 2-3 NOOKS, LOW CASEWORK ALONG THE WINDOWS, AND CASEWORK/CLOSETS ALONG THE HALLWAY WALL

AN EXAMPLE OF A WILKES CLASSROOM. STANDARD ELEMENTS INCLUDE: TEACHING WALL, 1 NOOK, FLOOR-TO-CEILING GLAZING ON MOST OF TWO WALLS, AND CASEWORK ALONG THE TEACHING WALL AND THE WALL OPPOSITE IT

BLAKELY EXISTING

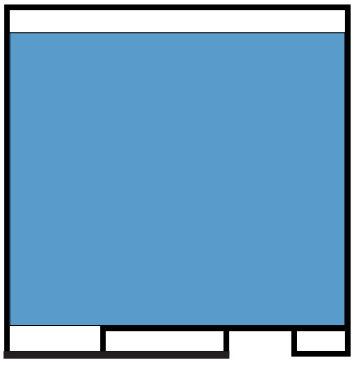


856 SF WALL-TO-WALL

WILKES EXISTING

903 SF WALL-TO-WALL

BLAKELY EXISTING



856 SF WALL-TO-WALL
- 76 SF CASEWORK

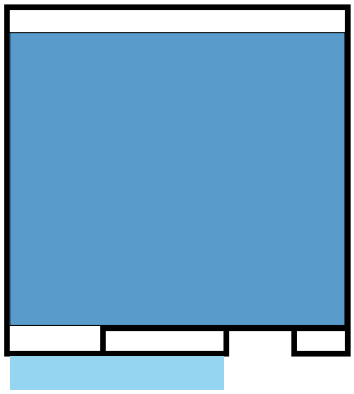
780 SF AVAILABLE IN-ROOM

WILKES EXISTING

903 SF WALL-TO-WALL
- 113 SF CASEWORK

790 SF AVAILABLE IN-ROOM

BLAKELY EXISTING

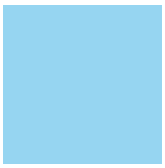


856 SF WALL-TO-WALL
- 76 SF CASEWORK

780 SF AVAILABLE IN-ROOM
+ 57 SF HALLWAY BREAKOUT

837 SF AVAILABLE LEARNING

WILKES EXISTING



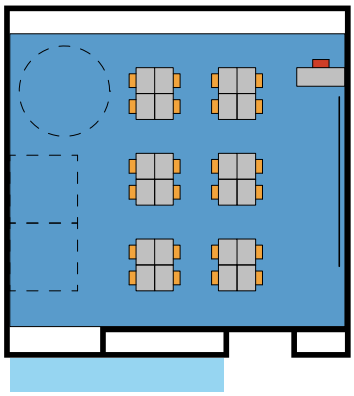
NEARBY SHARED SPACE

903 SF WALL-TO-WALL
- 113 SF CASEWORK

790 SF AVAILABLE IN-ROOM
+ 200 SF SHARED AND SMALL GROUP

990 SF AVAILABLE LEARNING

BLAKELY EXISTING



856 SF WALL-TO-WALL
- 76 SF CASEWORK

780 SF AVAILABLE IN-ROOM
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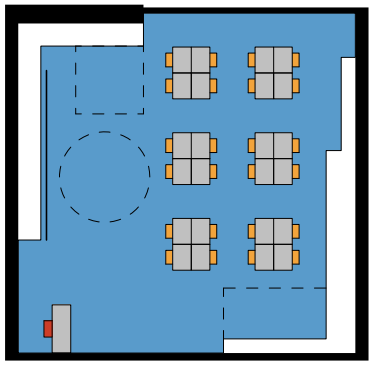
WILKES EXISTING



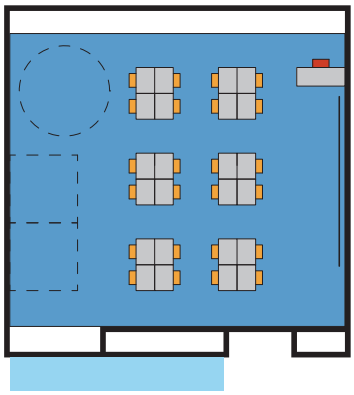
NEARBY SHARED SPACE

903 SF WALL-TO-WALL
- 113 SF CASEWORK

790 SF AVAILABLE IN-ROOM
+ 200 SF SHARED AND SMALL GROUP

990 SF AVAILABLE LEARNING

BLAKELY EXISTING

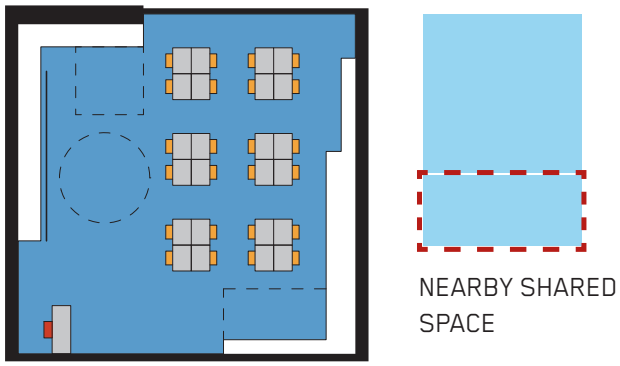


856 SF WALL-TO-WALL
- 76 SF CASEWORK

780 SF AVAILABLE IN-ROOM
+ 57 SF HALLWAY BREAKOUT

837 SF AVAILABLE LEARNING

BLAKELY OPTION



903 SF WALL-TO-WALL
- 113 SF CASEWORK

790 SF AVAILABLE IN-ROOM
+288 SF SHARED AND SMALL GROUP

1078 SF AVAILABLE LEARNING

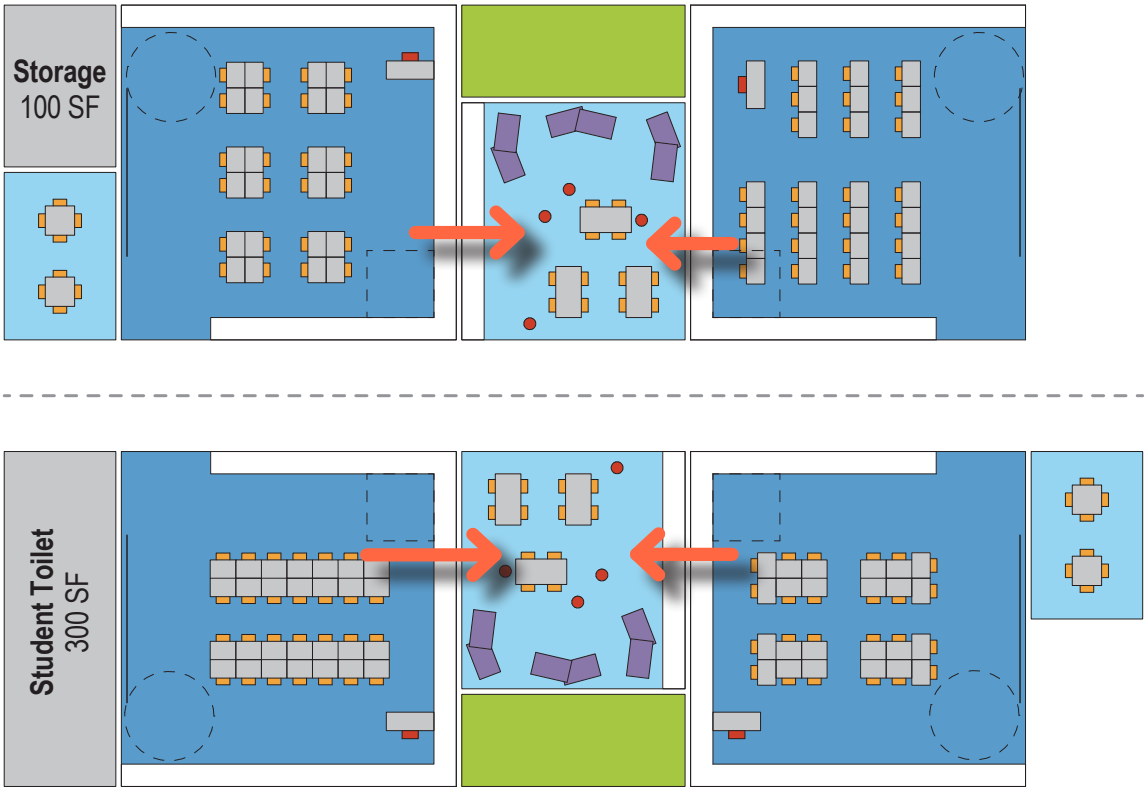
LEARNING CLUSTER DEVELOPMENT

The new Blakely Elementary School will have shared learning spaces, small group meeting spaces, and shared storage areas in addition to the classrooms. The result will be a much more dynamic and adaptable setup for innovative learning than the setup at the existing school.

There are numerous ways to arrange these elements, and each arrangement has different potential advantages and disadvantages for educational delivery. Throughout two workshops and multiple conversations, the design team and the Ed Spec Committee developed and discussed many, many options. The options that were generally positively received are included on the following pages. Many of the options that were considered but ultimately dismissed are also included in the Appendix.

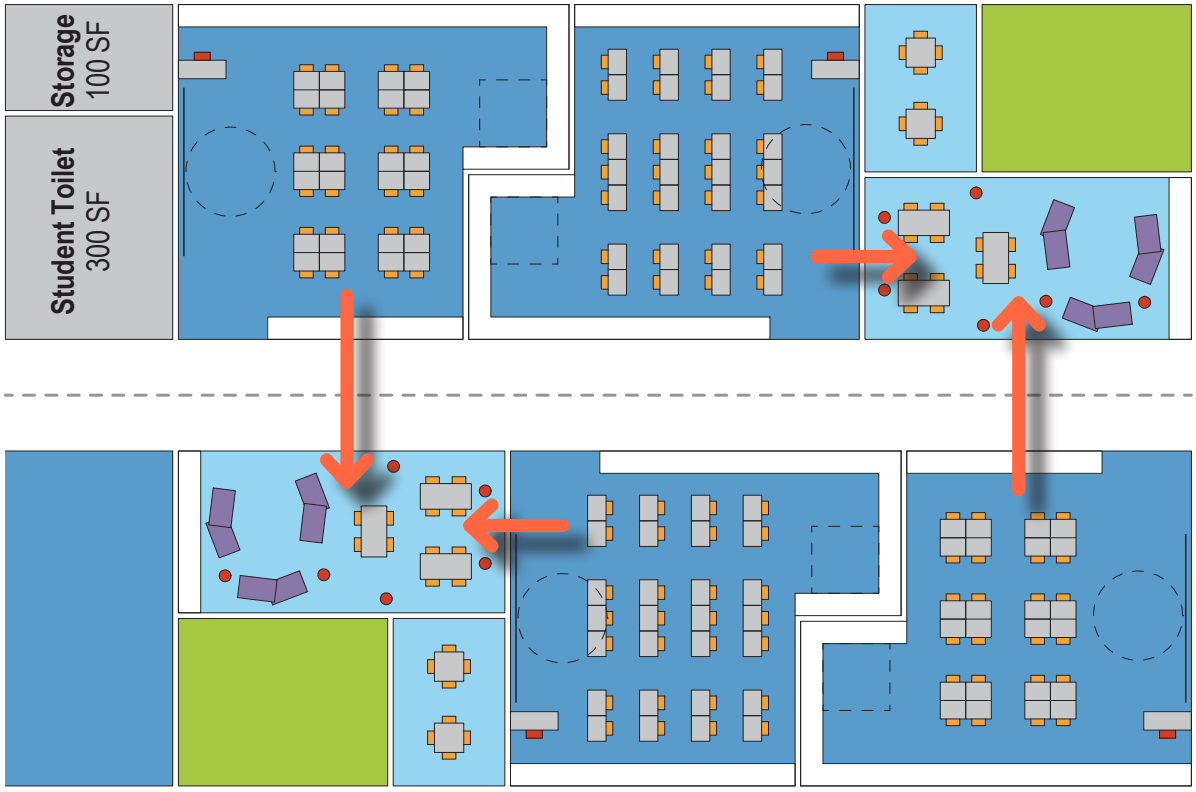
A couple overarching preferences for the learning clusters included:

- Preference for clusters of '2' rather than '4', but ideally can combine clusters in such a way that '2s', '3s', or '4s' may be possible.
- Visibility from classrooms to shared learning and breakout spaces is optimal



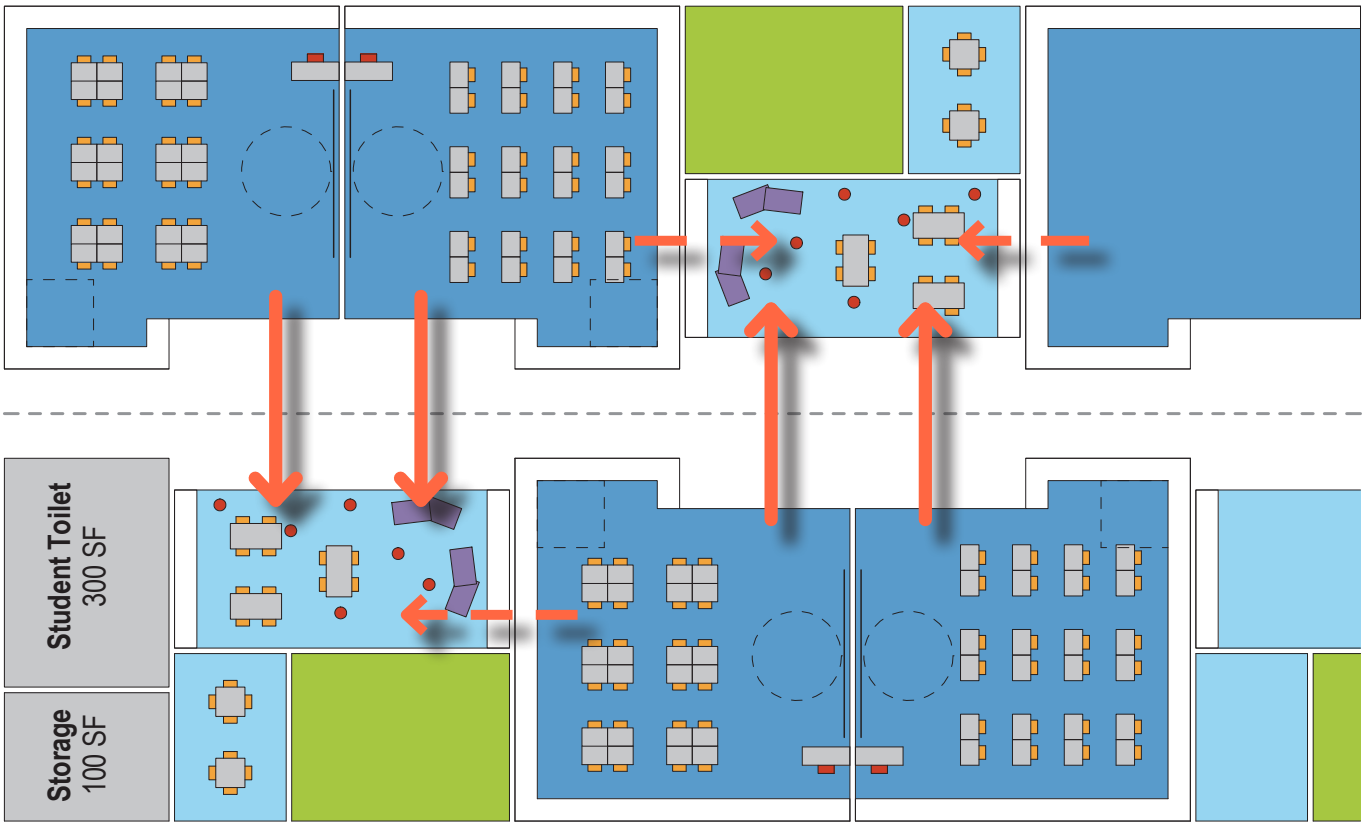
CONSIDERATIONS:

- POSSIBLE DIRECT ACCESS FROM SMALL GROUP SPACE TO CLASSROOM, BUT EQUITY ISSUE
- SMALL GROUP SPACE SHOULD BE MORE CENTRAL
- CONSIDER ONE LARGER SMALL GROUP SPACE FOR EVERY 4 CLASSROOMS, RATHER THAN TWO SMALLER SPACES
- SMALL GROUP SPACES NEED OPTION FOR PRIVACY



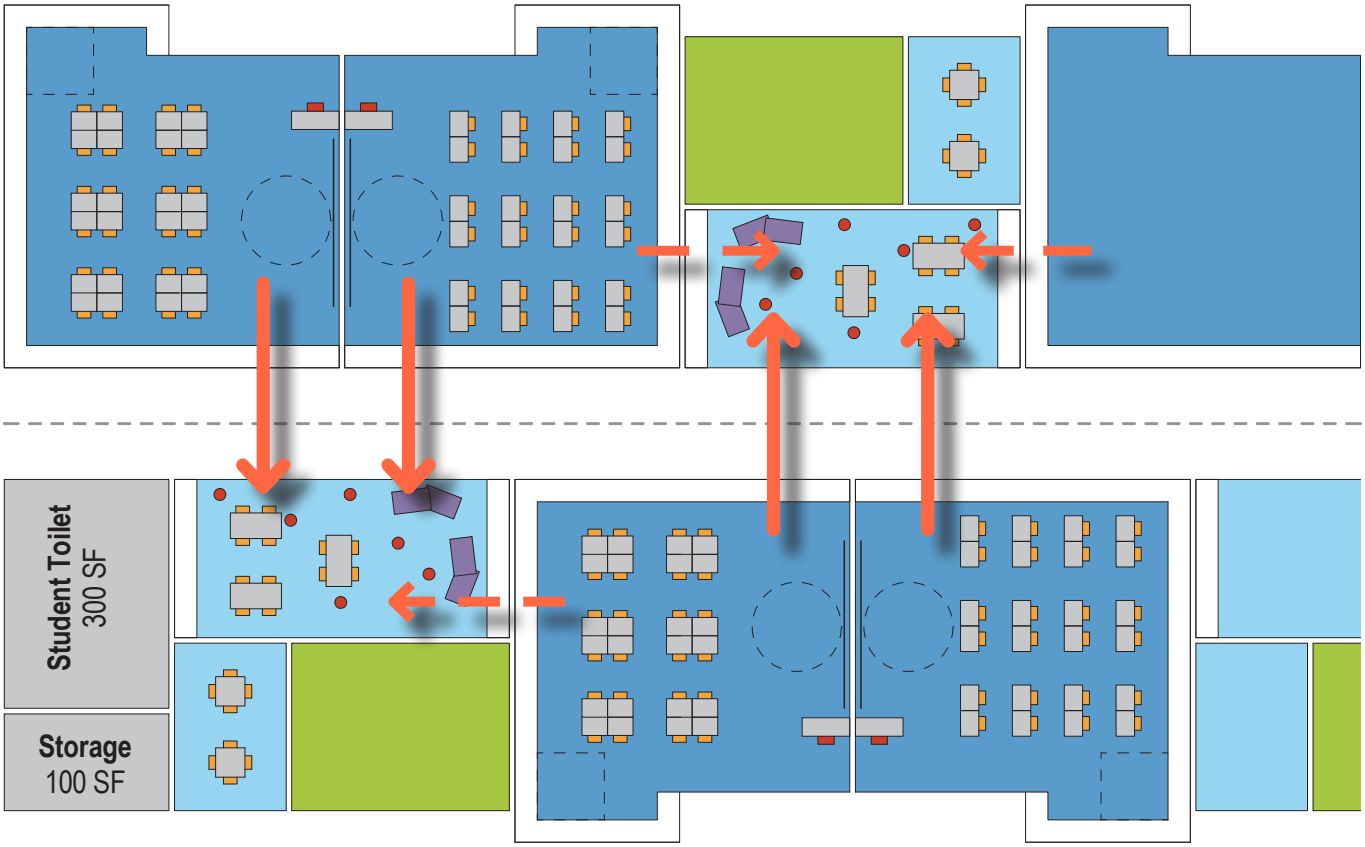
CONSIDERATIONS:

- LIKE INTERVAL OF OPEN SPACES AND CLASSROOMS
- LIKE INTEGRATION OF OUTDOOR SPACE
- ACCESS TO SMALL GROUP SPACE COULD BE PROBLEMATIC
- OKAY TO ACCESS SHARED LEARNING SPACE FROM ACROSS THE HALLWAY
- STAGGERING OF SHARED SPACE DOESN'T ENABLE AGGREGATING FOR A LARGER SHARED SPACE
- LIKE 'L' SHAPED ROOMS - GREAT SETUP FOR 4TH GRADE; GREAT FOR YOUNGER KIDS' READING



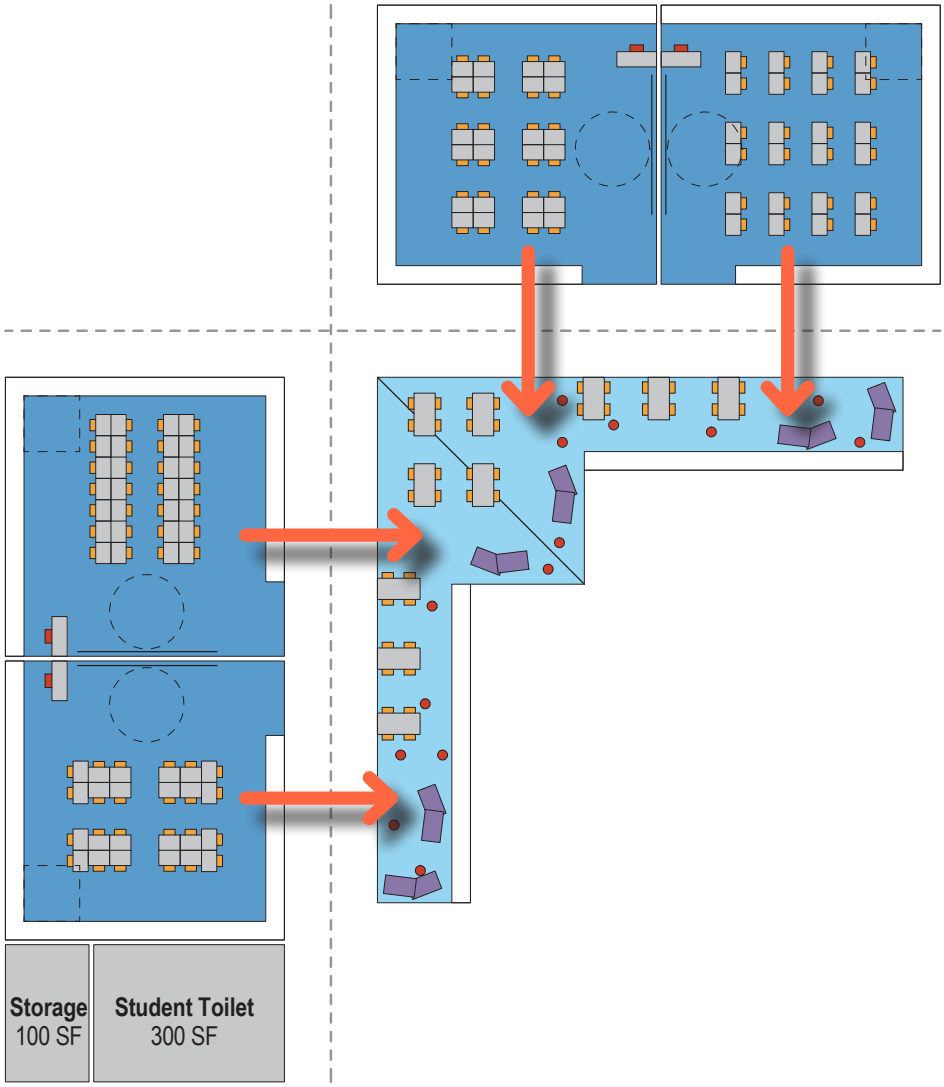
CONSIDERATIONS:

- LIKE VARIABILITY - VISUAL RELIEF - ALONG HALLWAY. OPPORTUNITIES FOR NOOKS, COATS, TRASH, ETC.
- TRY TO GET STORAGE CLOSER TO THE CLASSROOMS
- ACCESS TO SMALL GROUP SPACE MIGHT BE PROBLEMATIC



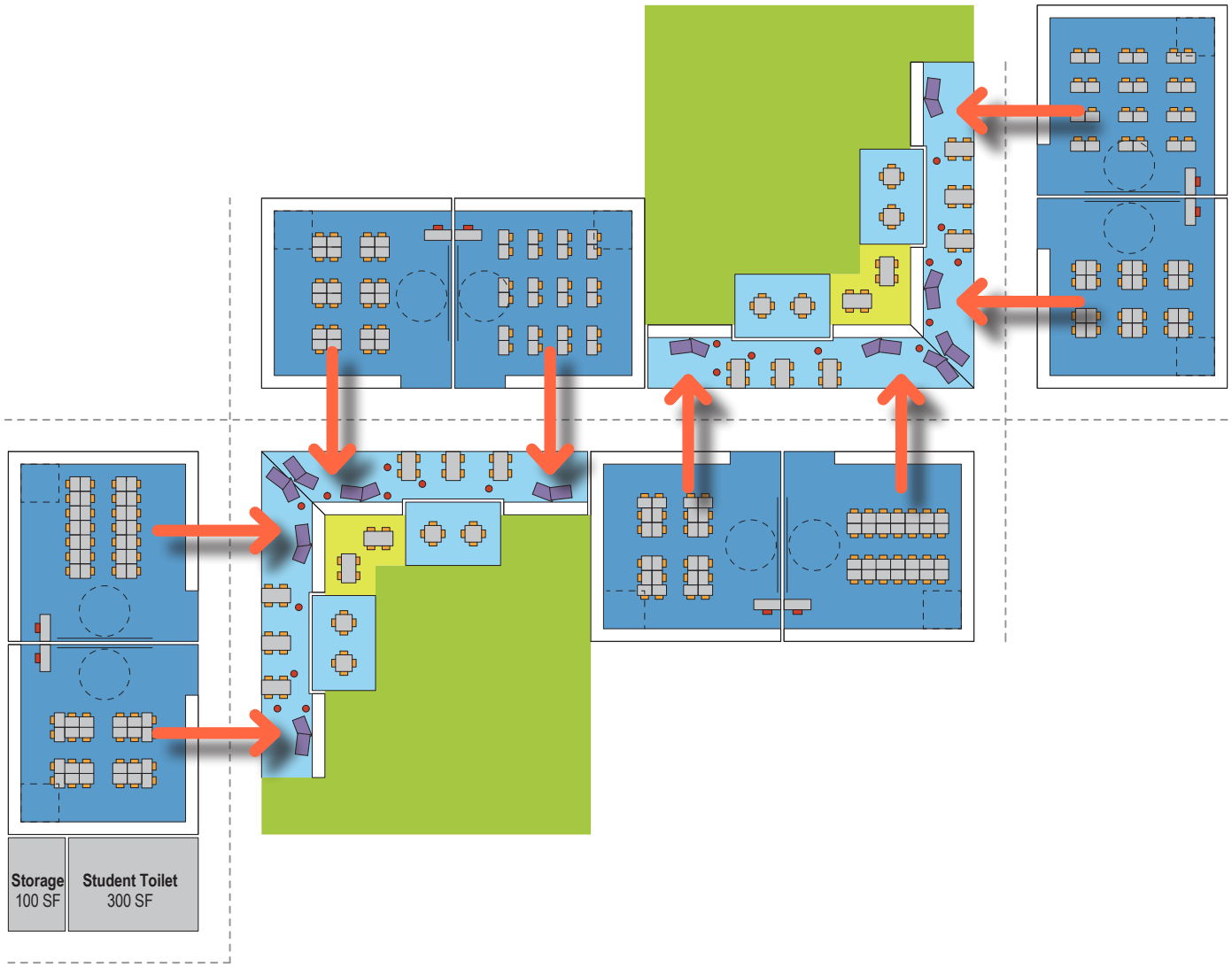
CONSIDERATIONS:

- CROSSING HALLWAY IS OKAY, DEPENDING ON THE AMOUNT OF 'TRAFFIC'



CONSIDERATIONS:

- GENERALLY, REALLY LIKE THE 'L' SHAPED ARRANGEMENT
- LIKE THAT THE SHARED LEARNING IS STRETCHED OUT, SO THAT EACH CLASS HAS DIRECT ACCESS
- LIKE HAVING ONE SLIGHTLY LARGER PORTION OF THE SHARED LEARNING
- NO SMALL GROUP BREAKOUT SPACES - COULD BE PROBLEMATIC
- LIKE POTENTIAL INTEGRATION OF LANDSCAPE
- POTENTIAL FOR OPERABLE PARTITIONS BETWEEN CLASSROOMS



CONSIDERATIONS:

- GENERALLY, REALLY LIKE THE 'L' SHAPED ARRANGEMENT
- LIKE THAT THE SHARED LEARNING IS STRETCHED OUT, SO THAT EACH CLASS HAS DIRECT ACCESS
- LIKE HAVING OUTDOOR PATIO PORTION OF THE SHARED LEARNING
- LIKE POTENTIAL INTEGRATION OF LANDSCAPE. WOULD BE NICE TO HAVE IT BE MORE CONTINUOUS, IF POSSIBLE

Special Education

SPECIAL EDUCATION

Program Area	Teaching Stations	No. of Users	No. of Spaces	Net Square Feet	
				SF/Unit	Total SF
SPECIAL EDUCATION					
Occupational Physical Therapy	1		1	550	550
Resource Room	1		1	900	900
The Cove (included)					
Speech Language Pathologist (SLP)	1		1	175	175
Title 1, LAP, Reading	1		1	500	500
Differentiation	1		1	500	500
Additional Special Needs (Flexible)			0	0	0
TOTAL SPECIAL EDUCATION PROGRAM					**2,625**

SPATIAL PARAMETERS

Occupational Therapy

Big open space

Storage, storage big enough for large exercise balls

Suspended equipment with a variety of different attachments (6-9 attachment points)

Soft flooring

Moveable shatter proof mirror

Adjustable height tables

Variety of seating options

Kitchen for therapeutic cooking classes

Outdoor space, visual access to main playground space

Safe room with minimal furniture, lockable storage

Resource Room

Multiple whiteboards/smart boards

Round table for 4-6 people

Storage/Lockable storage

Centralized location within school is ideal

Visual barriers for some separate spaces

Safe access to the outdoors with a separate playground

Quiet, calming, natural outdoor space

Separate office space rather than having the office resources in the room

Small adjacent room for academics as well as motor breaks

OT and Resource Room adjacent, proximity to speech

Some computerized testing is done here

Desire to be seen as a normal classroom

Rugs and bean bags

Calm room

Acoustically deadening surfaces

Universal design

Differentiation

Different size every year: for highly capable students, 2-15 each grade level

Serves grades 1-4, K in winter and spring: current enrollment K=2, 1st=4, 2nd=8, 3rd=7 4th=15

Room is well utilized after school

Standard classroom with 15 desks

Project storage

Students in room ~16 hours/week: 4 days/ week, 4 hours/day

40% utilized for highly capable students, 60% utilized for instructional coaching

Project-based learning for students

Smart board

Natural daylight/views out

Portable computers utilized

Adjacent outdoor teaching/learning space

Proximity to Art and STEM

Flexible furnishings, stools would be great; wide range of kid size

Title

6-8 students, mostly K, 1st, and 2nd grade

Shared space won't work well

No visual of other kids working

1/3 classroom size is ideal, with zones for different student activities/flexibility

Headphones are utilized for kids with focus issues

Avoid visual nodes

Proximity to support programs is essential

Proximity to 1st grade

Adjacent to library

Natural daylight

Strong internal focus

Discretion and privacy

Library/book storage, with cozy seats for reading

Smart board

Flexible space

Charging stations for portable computers

Proximity to outdoor space

Operable windows

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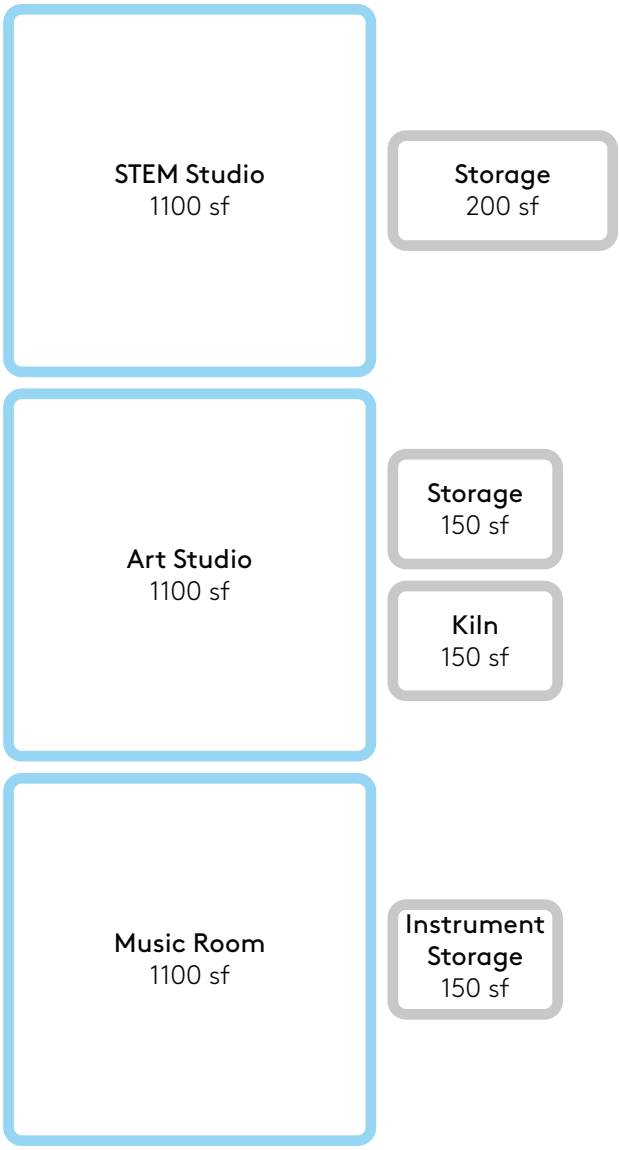
Art / Science / Music



ARTS / SCIENCE / MUSIC / TECH

Program Area	Teaching Stations	No. of Users	No. of Spaces	Net Square Feet	
				SF/Unit	Total SF
ARTS / SCIENCE / MUSIC / TECH					
STEM - Studio Space	1		1	1100	1,100
Storage Room			1	200	200
Outdoor Space (see 'Exterior Space')					
Arts - Studio Space	1		1	1100	1,100
Storage Room			1	150	150
Kiln			1	150	150
Outdoor Space (see 'Exterior Space')					
Music Room	1		1	1100	1,100
Instrument Storage			1	150	150
Tech Education			0	0	0
Temporary use of unused classrooms					
TOTAL ARTS / SCIENCE / MUSIC / TECH PROGRAM					**3,950**

SPATIAL PARAMETERS

Art + STEM

Shared storage space

Shared outdoor space for learning/making

Art

Sink

Shelving

Gathering area at front of class w/ smart board

Tables for 2-4

Elevated teacher station

3 days/week, K-4 the entire day

Standing for the majority of the time, stools as an option under the table

Power tool access 'safety zone'

Tools on display for kids to see what is available

Mop-able smooth flooring

Project storage, shelving w/ team boxes

Project display

Cart for portable computers

External users: 2 says/week, after hours teacher use

STEM

Double door access would be utilized a smart percentage of the time

Visual access to parts and pieces bins

Cardboard storage/scrap area

Acoustically absorbent space

Table with see-through surface

Proximity to cafeteria

Maker fair, spill out to outdoors

Lockable storage if utilized by community

Tackable/writable surfaces

Display area for student work

Apple TV for group sharing

Pulley/attachment points in ceiling

Exposed systems and finishes

Dematerialization of finishes

Tool zone (parent volunteer supervised)

Blackout space, adjustable lights

3d printers

Technology

Can be located anywhere, no specific proximities are desired, though proximity to library might be functional

Virtual Desktop Interface

Projection, voice, etc.

Sitting in a ring might be an ideal testing arrangement

Need a desk or counter for fixing things/ tracking and database updating

Desktops are not necessary, but wired is ideal

Charging stations

Classroom sized space would be great

Could be used for testing in April and May but other uses throughout the rest of the year

Furniture flexibility, lots of differently sized kids

SPATIAL PARAMETERS

Music

Detailed input about the music program area will be gathered during conversations with school and BISD representatives. Until that point, information gathered for Wilkes Elementary School serves as a template:

25-30 students per class

Space for physical movement

Acoustics tuned for both singing and instrumental music

Temperature control for piano tuning

Computers for special needs students

Instrument storage

Music room should be near performance area

Size room for storage, built-in risers, open space for instrument groups, movement-based activities, a computer and synthesizer station

Need sink to wash hands

Office with lockable storage room

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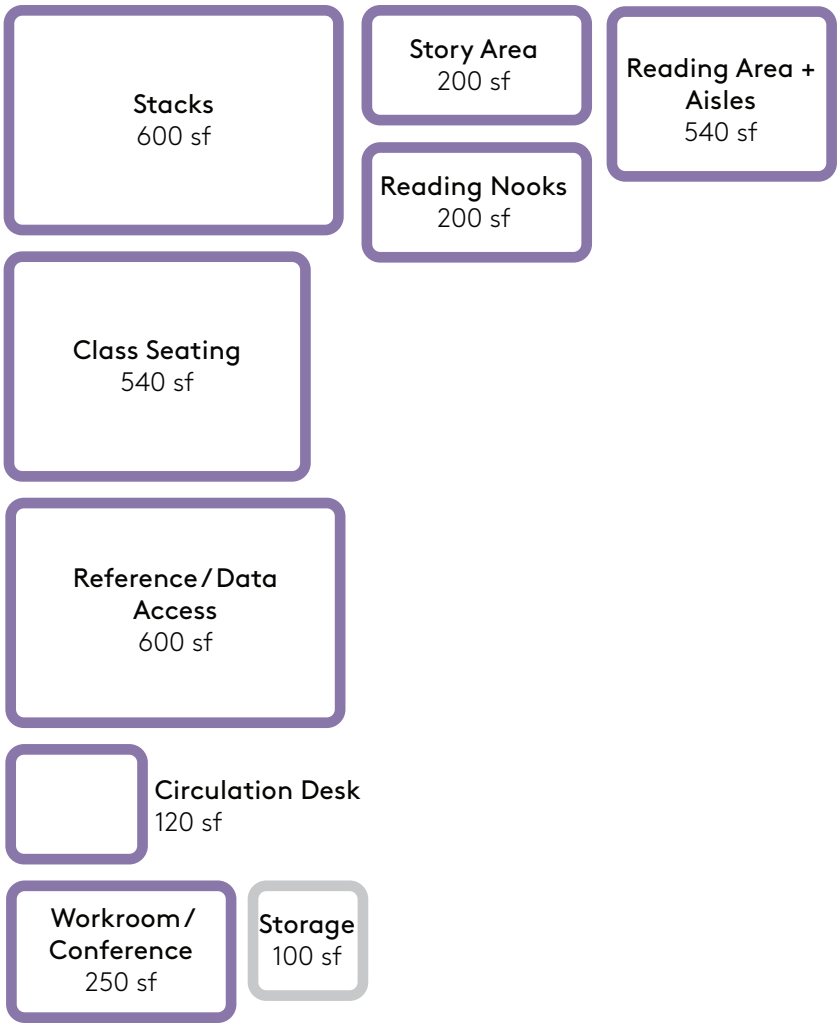
Library


Stacks
600 sf
Story Area
200 sf
Reading Area + Aisles
540 sf
Reading Nooks
200 sf
Class Seating
540 sf
Reference / Data Access
600 sf
Circulation Desk
120 sf
Workroom / Conference
250 sf
Storage
100 sf

LIBRARY

Program Area	Teaching Stations	No. of Users	No. of Spaces	Net Square Feet	
				SF/Unit	Total SF
LIBRARY					
Reading Room	1				
Stacks			1	600	600
Class Seating			1	540	540
Story Area			1	200	200
Reading Nooks			1	200	200
Reference/Data Access			1	600	600
Circulation Desk			1	120	120
Reading Area and Aisles			1	300	300
Workroom/Conference/Gather		10-12	1	250	250
(shared with office/school)					
Storage			1	100	100
AV Equipment Storage			0	0	0
TOTAL LIBRARY PROGRAM					**2,910**

SPATIAL PARAMETERS

Portable computer usage, online resources are prevalent

Teaching area for group teaching/sharing

One teaching wall/smartboard

Majority of instruction is 1-on-1, or with 2 students

More soft seating reading spaces

Staff/evening meetings happen in the library

Abundant natural daylight

Conference room for 10-12 people; shared with whole school.

Story time group should be sized for 30

Table seating area for 30, with projector display and podium

Additional student work tables for 3-4

Visual access is critical

Circulation desk in the middle is important.

Circulation should separate instructional areas. Needs to allow for a line of up to 25 students to approach the desk.

Curved circulation desk at Riverview is ideal, librarian utilized 70-80% of their time

Nooks/window seats, novel, distinctive spaces for reading

Space to be able to lay on the floor

Not adjacent to the gym or cafeteria

Adjacent work room

Adjacent storage area workroom

Carpet is ideal

Large computer monitors are important

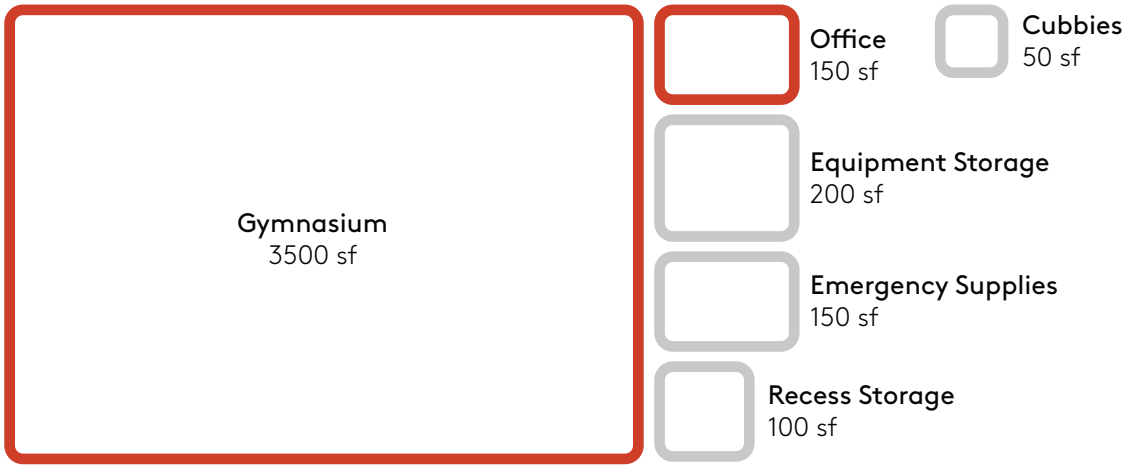
Low bookshelves in the middle of the room, high bookshelves along the perimeter

Shelving with integrated labelling system

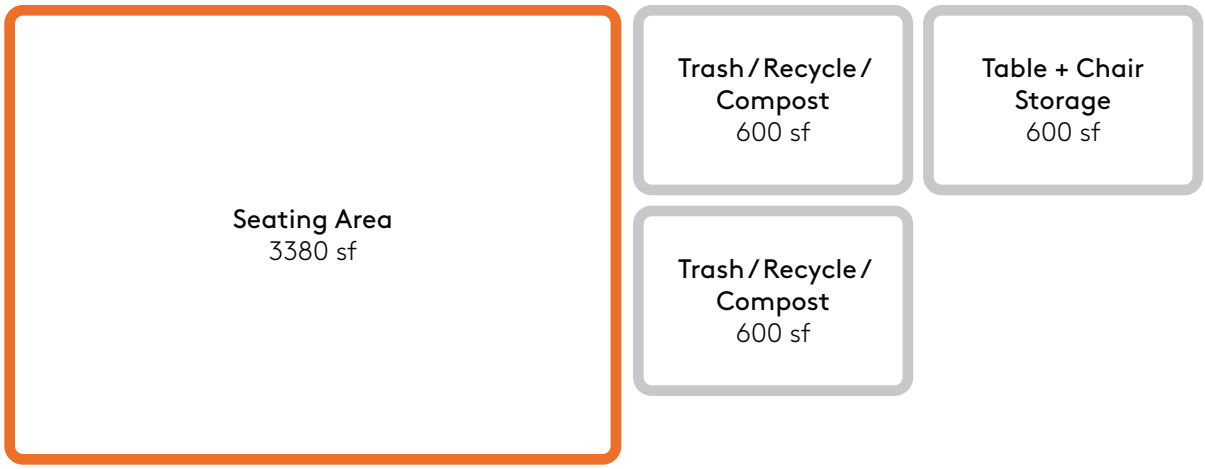
Protection from gym/playground noise

135 LF shelving for books

Physical Education

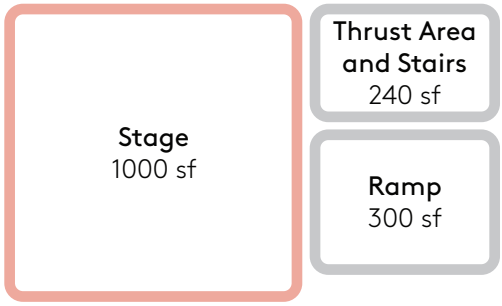


Commons / Dining



Food Service

Stage



THEATRODINASIUM

PHYSICAL EDUCATION

Program Area	Teaching Stations	No. of Users	No. of Spaces	Net Square Feet	
				SF/Unit	Total SF
PHYSICAL EDUCATION					
Gymnasium (Small)	1		1	3500	3,500
Office			1	150	150
Equipment Storage			1	200	200
Cubby/Storage Area/Wall			1	50	50
Fitness Area			0	0	0
Community Storage			0	0	0
Emergency Supplies Storage			1	150	150
(access from outside)					
Recess Storage			1	100	100
TOTAL PHYSICAL EDUCATION PROGRAM					**4,150**

COMMONS / DINING

Program Area	Teaching Stations	No. of Users	No. of Spaces	Net Square Feet	
				SF/Unit	Total SF
COMMONS / DINING					
Seating Area		225	1	3380	3,380
~15 SF/Seat					
Table and Chair Storage			1	600	600
Recycle/Garbage/Compost			2	600	1,200
TOTAL DINING / COMMONS PROGRAM					**5,180**

FOOD SERVICE

Program Area	Teaching Stations	No. of Users	No. of Spaces	Net Square Feet	
				SF/Unit	Total SF
FOOD SERVICE					
Kitchen			1	600	600
Serving Area			0	0	0
Office Alcove			1	50	50
Food Storage			1	100	100
TOTAL FOOD SERVICE PROGRAM					**750**

STAGE

Program Area	Teaching Stations	No. of Users	No. of Spaces	Net Square Feet	
				SF/Unit	Total SF
STAGE					
Stage Area			1	1000	1,000
Thrust Area and Stairs			1	240	240
Ramp			1	300	300
TOTAL STAGE PROGRAM					**1,540**

SPATIAL PARAMETERS

Physical Education

Adjacent direct accessible outdoor space

Lockable equipment storage

Visual access to drinking fountains

Lines on the gym floor are very important

Natural Daylight

Mat storage room

Fitness space for teachers

Bike/reading space

Visual access to outdoor covered play

Cubby/storage area for coat/bags (26 cubbies)

Sound system for playing music

Recess equipment storage

Projection/white board space

SPATIAL PARAMETERS

Commons/Dining, Food Service, and Stage

Detailed input about these program areas will be gathered during conversations with school and BISD representatives. Until that point, information gathered for Wilkes Elementary School serves as a template.

Stage

Locate close to music room

Size for 80-120 performers and musicals with back-stage entry and theater lighting with light board

stairs on each side of stage

Commons/Dining, Food Service

Dining for 224

Audience seating for 100 minimum, but 200-250 optimal (with opening to gym)

Full capacity seating 2-3 times/year

Performances and events occur 10+ times/year

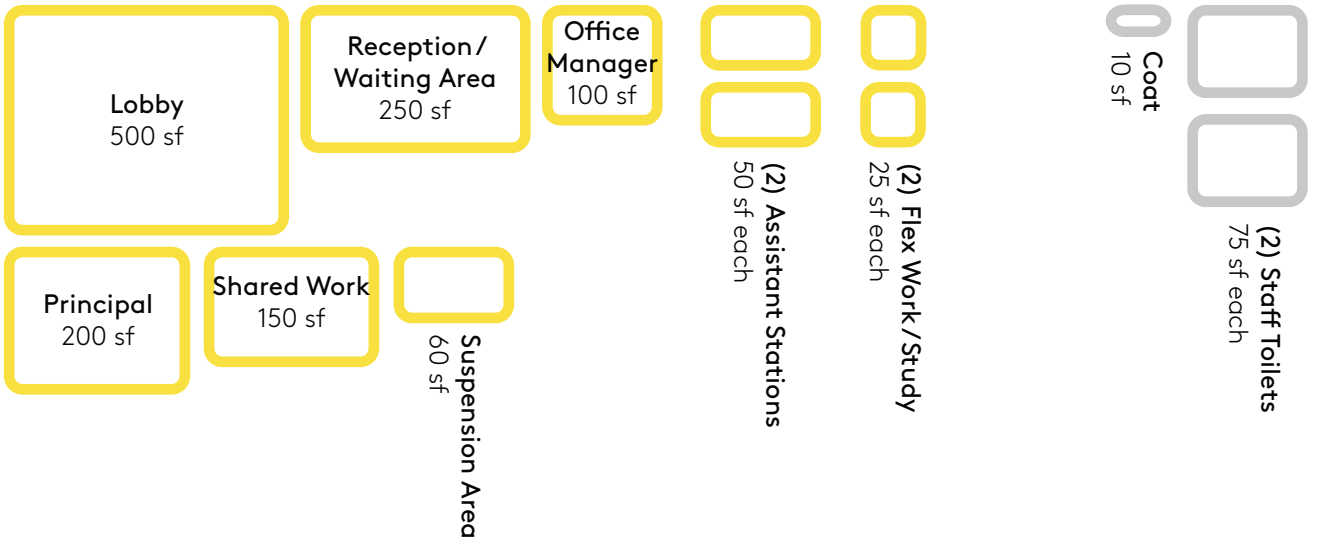
Acoustics important

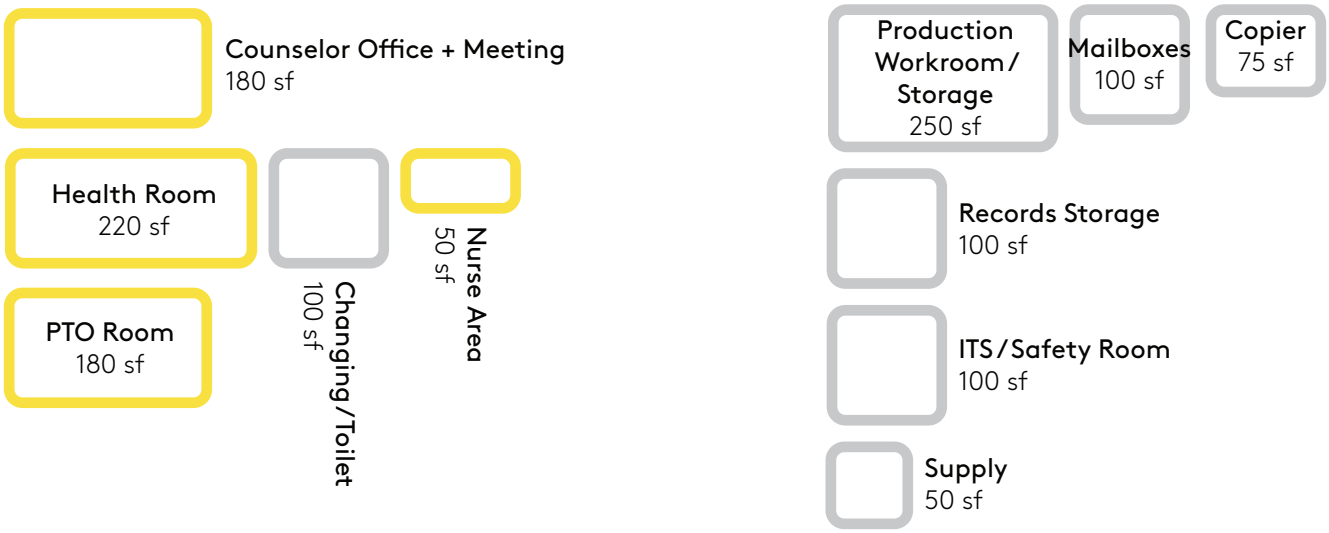
Servery area, chair and table storage, community storage

Flexible lighting for performance and dining

Adjacent to exterior play, gym, music

Administration / Student Services





Faculty + Staff Support

ADMINISTRATION / STUDENT SERVICES

Program Area	Teaching Stations	No. of Users	No. of Spaces	Net Square Feet	
				SF/Unit	Total SF
ADMINISTRATION and STUDENT SERVICES					
Lobby			1	500	500
Main Office					
Reception and Waiting Area			1	250	250
Office Manager			1	100	100
Assistants			2	50	100
Flex Work/Study - Plug-N-Play			2	25	50
Shared work space			1	150	150
Principal			1	200	200
In-School Suspension Area			1	60	60
Conference					
(shared with library, see 'Library')					
Coat Closet			1	10	10
Production Workroom/Storage			1	250	250
Copier/Pencil Sharpener Alcove			1	75	75
Mailboxes			1	100	100
Records Storage			1	100	100
Supply Storage			1	50	50
ITS/Safety Room			1	100	100
Staff bathrooms			2	75	150
Counselor Office and Meeting			1	180	180
(meeting within office)					
Health Room			1	220	220
Toilet/Shower/Changing/W/D			1	100	100
Nurse Area			1	50	50
Shared Itinerant Office			0	0	0
PTO Room			1	180	180
(main entry access - close to office)					
TOTAL ADMINISTRATION and STUDENT SERVICES PROGRAM					**2,975**

FACULTY + STAFF SUPPORT

Program Area	Teaching Stations	No. of Users	No. of Spaces	Net Square Feet	
				SF/Unit	Total SF
FACULTY and STAFF SUPPORT					
Staff Room and Kitchenette			1	650	650
Supply and Storage			1	20	20
Lactation Room/Phone Room			1	75	75
TOTAL FACULTY and STAFF SUPPORT PROGRAM					**745**

SPATIAL PARAMETERS

Office

Protected sight lines for computer screens

Principal, administrator with direct visual lines

Principal needs an office with a meeting space of 2-4 people within it

5-10 people congregate within the office

Important to feel welcoming

Longer counter helps people to spread out

PRO space adjacent

Paper storage

Outdoor space shared with faculty

Force people past main office for security reasons

Records storage (closet with shelves)

Proximity to kindergarten

Proximity to library

Proximity to special education staff

Conference room for 12-14 people; could be shared with library if nearby

Flexible plug-and-play workspace (1-2 stations)

Display for photos and student artwork, possibly a digital display

Display for schedule

Place for flyers (bulletin board)

Work Room

Preferably open

Counter space with depth

Separate copier room (copier/pencil sharpeners are loud)

Proximity to restrooms is good, but they are currently too visible

Health

Operable windows

Sink

Laundry/shower

2 beds with a privacy screen in between

Storage closet

Locking cabinet for medicine

Mini-fridge for medicine

Locking filing cabinet

Counselor

Proximity to nurse's office; a lot of students come in for stress-related issues

Proximity to office/principal

Office with a table large enough for 5 people

Lots of locking cabinets, files, books

Beanbag chair

Access through the main office, ideally near the front desk, not past the principal

Privacy from teacher/faculty areas/workrooms

Visibility in so that kids can see if she is there, but privacy while she is meeting

PTO

Equipment storage for popcorn machine, art supplies, toys for meetings

Small table for 3-4 people

Project table

Benches

Adjacent to office and lobby

Not utilized after hours

Lockable

Visible and observed by other teachers

Small group space for a committee

Information station

Auction basket space

Magnet board

Doesn't fit in with staff lounge

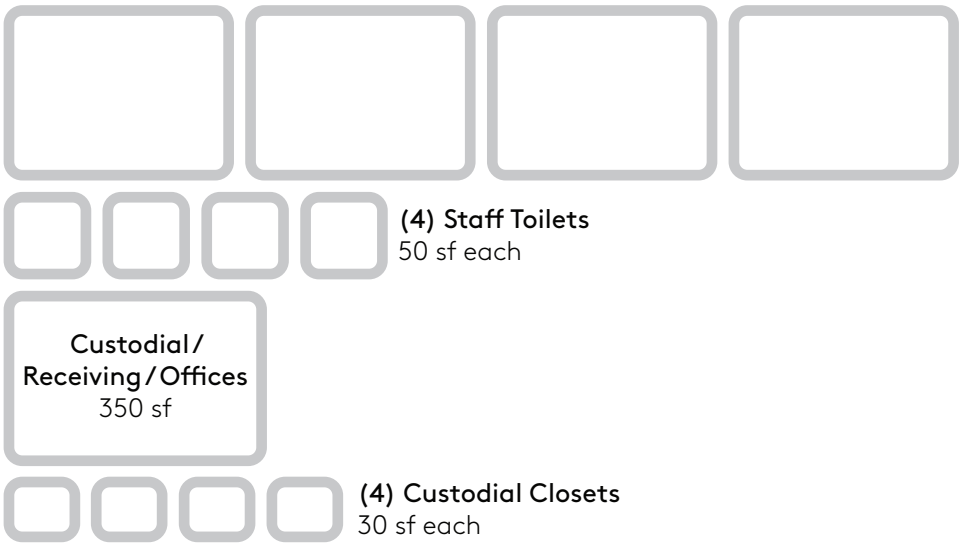
Storage can be separated

Temporary storage/countertop 10-12' long

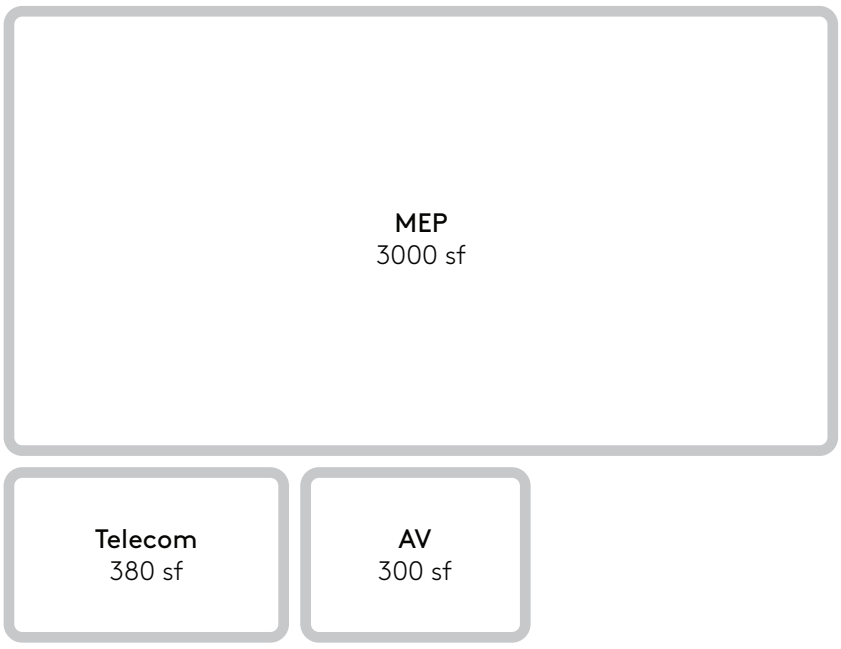
Display box would be nice

Coffee corner with sink

Support Spaces



Unassignable Areas



SUPPORT SPACES / UNASSIGNABLE AREAS

Program Area	Teaching Stations	No. of Users	No. of Spaces	Net Square Feet	
				SF/Unit	Total SF
SUPPORT SPACES					
Student Toilets					
Cluster 1			1	300	300
Cluster 2			1	300	300
Cluster 3			1	300	300
Cluster 4			1	300	300
Staff Toilets			4	50	200
Custodial					
Receiving / Offices			1	350	350
Closet and Sink			4	30	120
Exterior Covered Play (Outdoor)			0.5	2400	1,200
(1/2 total area - see Landscape)					
TOTAL SUPPORT SPACES					**3,070**

TOTAL BUILDING NET SQUARE FEET	**52,980**

Program Area	Teaching Stations	No. of Users	No. of Spaces	Net Square Feet	
				SF/Unit	Total SF
UNASSIGNABLE AREAS					
MEP					3,000
Telecom					380
AV					300
Circulation			18%		9,536
Interior and Exterior Walls			5%		2,649
TOTAL UNASSIGNABLE AREAS					**15,865**

TOTAL BUILDING GROSS SQUARE FOOTAGE	**68,845**

SPATIAL PARAMETERS

Maintenance

Janitor closets in every wing (distributed)

Adequate storage for larger monthly cleaning devices: large + small floor scrubber, restroom cleaning machines, vacuum cleaners

GENERAL FACILITY COMMENTS

from Maintenance Staff

The less carpet, the better

Rubber flooring (Nora flooring) is the standard

Need to redefine the carpet standard

Polished concrete should have no sealer

Gym floor preferably a rubber or vinyl composite

Tiled restrooms with epoxy mortar is preferred (2.5" tile or larger, the bigger the better); PLam stall partitions

Full height tile on wet walls is ideal

2500 lb elevator

The more LED lighting, the better; ideally limited to 15 bulb types per building

Genie lift on-site, 45' height

Waterless urinals don't work well

Drywall in high traffic areas can be a problem

More tackable surfaces would be ideal

Aluminum corner guards (4.5 or 6')

Wood in contact with the floor is hard to maintain

Pervious concrete works great

Polished concrete in multi-purpose room is ideal

Operable wall between gym and multi-purpose/commons is ideal for access

Walk-off carpet tiles in entry

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Student Cubbies—
Blakely Existing Classrooms


River
River
Sophie
Tehya
Vega
Will
Xana
River
Sophie
Tehya
Vega
Will

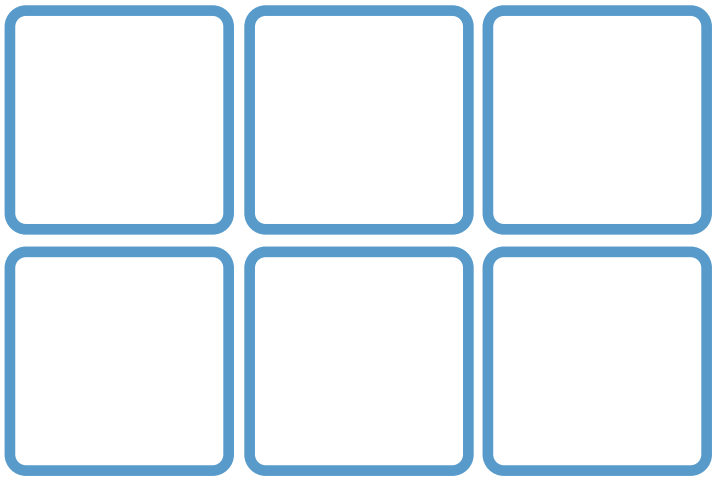
FUTURE EXPANSION

FUTURE EXPANSION PROGRAM SUMMARY

The new elementary school will initially be built to serve a near-term population of 450 students. In addition, the site layout and systems designs will be organized and sized to gracefully accommodate a future expansion of up to 600 students. The program may evolve moving into the future, but the preliminary expansion program on the following pages provides a reasonable set of assumptions for design, as well as flexibility for future changes.

Core Learning

(3) Learning Environments
900 sf each



(3) Shared Instructional Area
425 sf each

(3) Small Group
150 sf each

Shared Storage
100 sf each

Support Spaces

Student Toilets
300 sf

Staff Toilet
50 sf

Custodial Closet
30 sf

Exterior Spaces

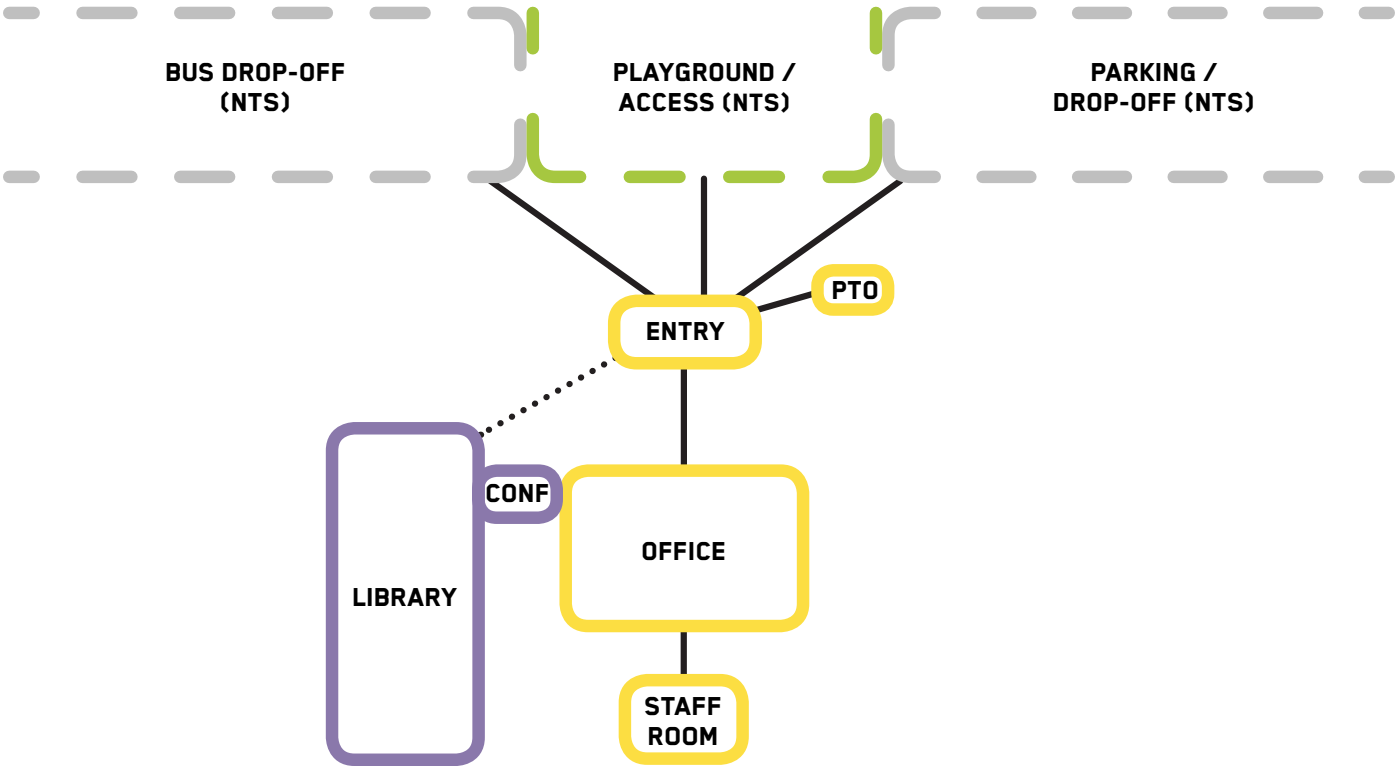
Outdoor Learning
250 sf

Covered Learning
250 sf

Parking, Dropoff + Queuing
6500 sf

Program Area	Teaching Stations	No. of Users	No. of Spaces	Net Square Feet	
				SF/Unit	Total SF
CORE INSTRUCTION					
Additional Learning Clusters					
Classroom	6	30	6	900	5,400
Shared Instructional Area			3	425	1,275
Small Group gathering			3	150	450
Shared Storage			1	100	100
TOTAL CORE INSTRUCTION PROGRAM					**7,225**
SUPPORT SPACES					
Student Toilets			1	300	300
Staff Toilets			1	50	50
Custodial					
Closet and Sink			1	30	30
TOTAL SUPPORT SPACES					**380**
EXPANSION NET SQUARE FEET					**7,605**
UNASSIGNABLE AREAS					
Circulation			18%		1,369
Interior and Exterior Walls			5%		380
TOTAL UNASSIGNABLE AREAS					**1,749**
EXPANSION GROSS SQUARE FOOTAGE					**9,354**
EXTERIOR COVERED SPACES					
Learning			1	250	250
TOTAL EXTERIOR COVERED SPACES					**250**
EXTERIOR SPACES					
Learning			1	250	250
Parking, Dropoff + Queuing	10	spaces	1	6,500	6,500
TOTAL EXTERIOR SPACES					**6,750**
EXPANSION EXTERIOR PROGRAM					**7,000**

PROGRAM ADJACENCIES



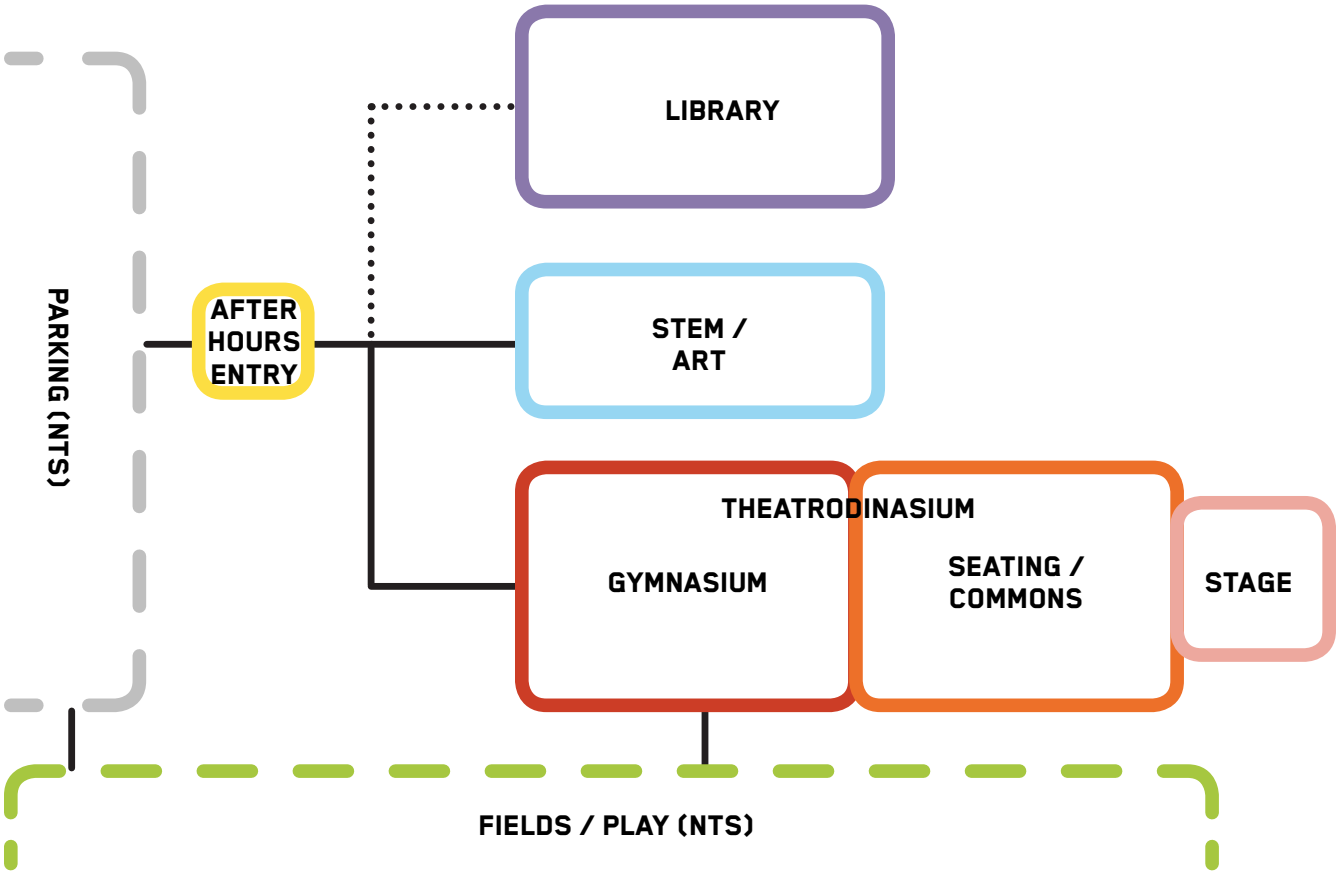
MAIN ENTRY

Committee commentary:

Special Education/Title do not need proximity to the entry, but relationship to office is helpful

Pre-K and K should have proximity to each other and should be relatively centralized but do not necessarily need proximity to the entry

Entry could have a connection to the library, but the overall feeling at the entry is the main driver behind that potential association.



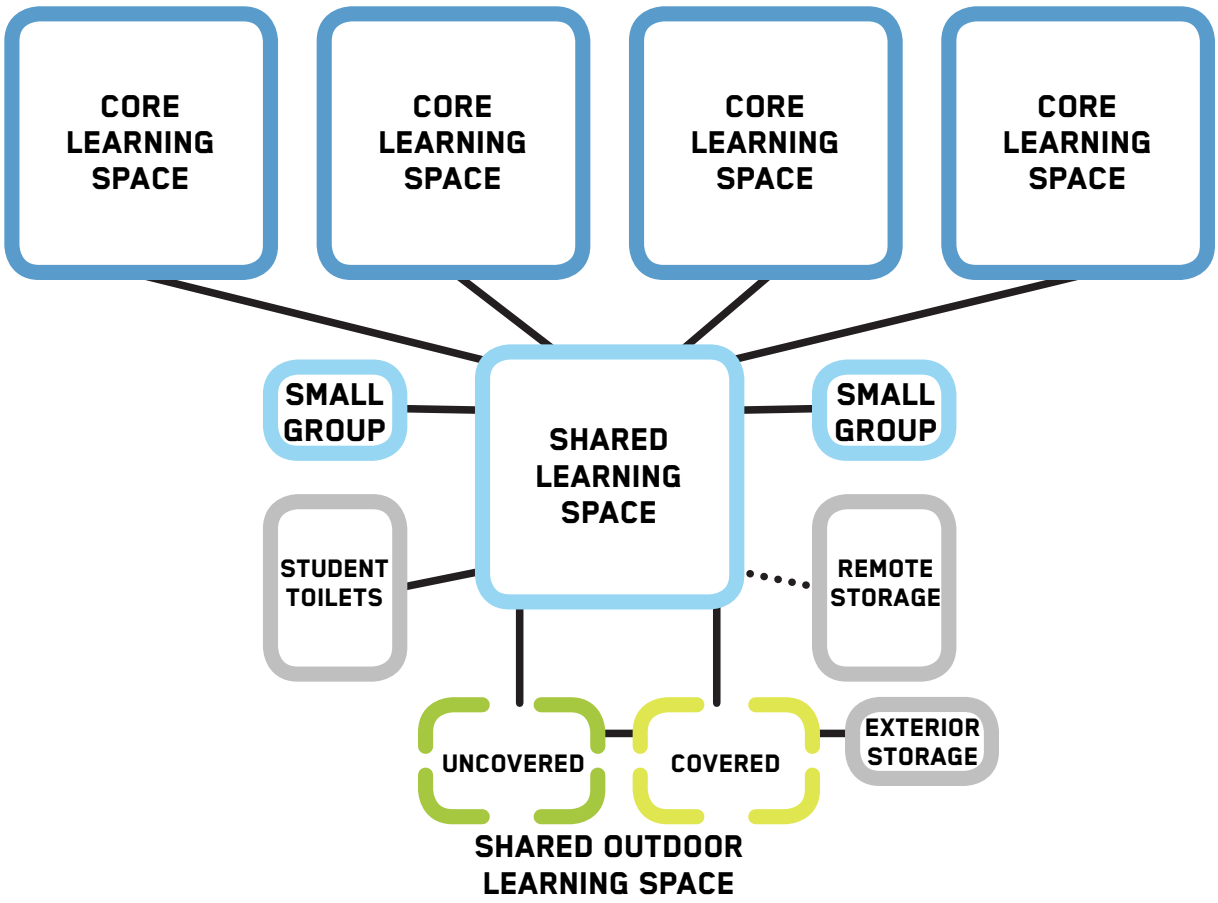
COMMUNITY ACCESS

Committee commentary:

Cafeteria and gymnasium are undesirable at the main entry, maybe accessible through a separate after hours entry to the school

STEM/Art could be a community maker space with the right partnerships

Library is a lower priority on the community access list, and noise from gym/dining could be an issue if nearby



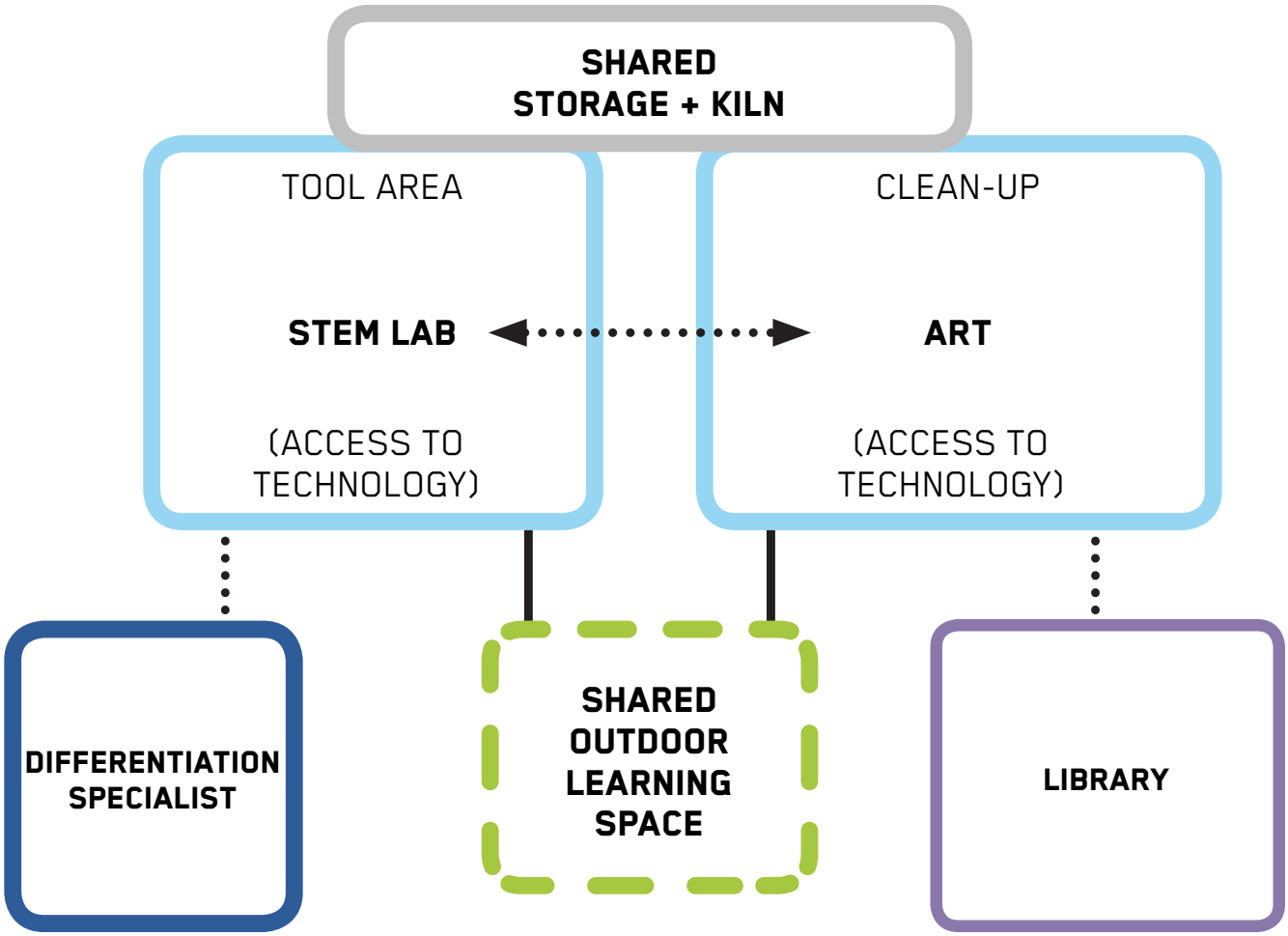
LEARNING CLUSTER

Committee commentary:

Each shared space needs to have equitable access from each of the classrooms that share it.

Shared spaces need to have a visual connection back into the classrooms in order to be easily supervised

Small group rooms would be well utilized by parent volunteers



STEAM

Committee commentary:

Art and STEM need separate spaces, but there is a lot of overlap of spatial need that can be harnessed through shared storage, etc.

They both need access to technology, which could be the library

Differentiation could be nearby due to an overlap in projects and material needs

Ability to have outdoor access would be ideal

PROGRAM ADJACENCIES EXERCISE

Building off the smaller scale program adjacencies exercise where the Ed Spec committee was looking at specific areas of the school and their connections, this exercise challenged the committee to look at adjacencies for the entire program. The explorations were helpful in understanding priorities for preferred relationships school-wide, both indoors and outdoors.

Common Themes:

Separation of bus circulation and parking

Common point of entry for bus and car arrivals

Easy arrival for main entry, but also gym/ commons after hours

Library as a special place

Integration of landscape

Overall, these explorations illustrate that there's more than one way to arrange the program. The integration of the program during the schematic design phase will be key.

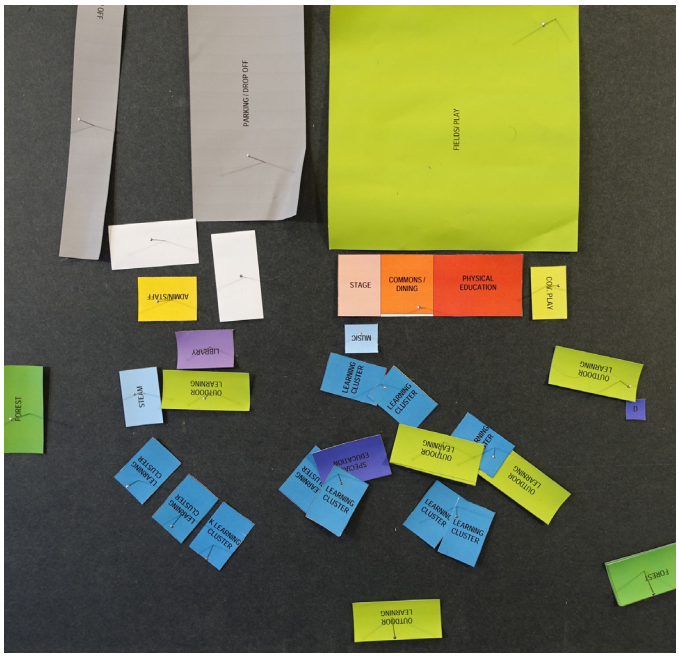
EXPLORATION 1

Split fields to distribute landscaped area

Gated bus entry, allowing kids to access the fields during the day and buses to block their access at the beginning and end of the day

Outdoor meandering view/landscape corridor with library at the end

Want people to walk in and feel drawn to the outdoor elements



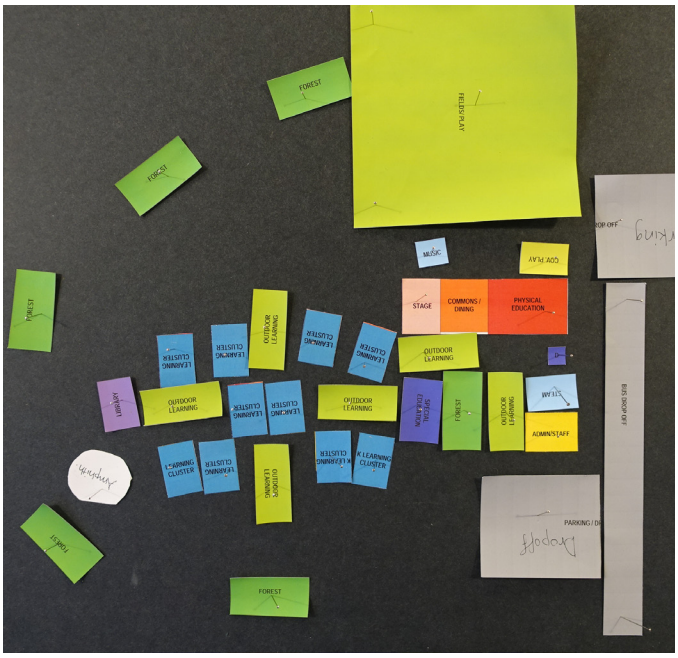
EXPLORATION 2

Focused on adjacencies at the entry: What is the statement / first impression?

Special Ed in a field of other classrooms

Library up front, not necessarily drawn to it however; the heart doesn't have to be centralized

Dispersed outdoor learning



EXPLORATION 3

Like STEAM up front publically accessible

STEAM lends itself to being up front because it is loud, active, messy, serves as an exhibit almost, seems like an elementary school

Love library accessible from the outdoors at the end of the wing

Amphitheater outside of library for teaching outdoor lessons

Kindergarten w/ proximity to Special Ed

Parking cut in half

LANDSCAPE

SUMMARY

The new Blakely Elementary School includes the construction of approximately 65-68,000 square feet of building space on a site of 11.98 acres. The landscape program will include parking, bus drop-off, a play/sports field, play equipment areas, and a variety of outdoor learning spaces.

The site is located within OSR -.4, Open Space Residential, one unit per 2.5 acres. It is within a Critical Overlay District, which generally has to do with aquifer recharge areas, fish and wildlife habitat conservation areas, frequently flooded areas, geologically hazardous areas and wetlands. The site is upstream of wetland areas on the neighboring IslandWood site, and is within an aquifer recharge area.

ENVIRONMENT AS TEACHER

The landscape at Blakely Elementary will play an important role in managing rainwater that falls on site in an environmentally sensitive manner. Best management practices like rain gardens will also become important teaching tools that embed the concept of stewardship into the building and landscape.

OUTDOOR LEARNING SPACES

There is a strong preference for outdoor learning spaces that are rustic in character, primarily composed of natural materials, with informal layouts. Seating could be fixed in an amphitheater-like environment or flexible and movable, using log rounds or movable outdoor furniture. Opportunities for outdoor environmental and experiential learning should be provided. Learning should be integral to the outdoor spaces which can be achieved by subtly embedding stories in paving, walls, or softscape. Connections between indoor and outdoor learning spaces should be strong, with some percentage of outdoor space covered for protection from the elements. STEAM curricula should be integrated into outdoor spaces and paired with the indoor STEM lab and art spaces.

OUTDOOR PLAY SPACES

Outdoor play spaces at Blakely should promote and accommodate physical and athletic activity, self-directed and safe nature play, and more traditional playground equipment. Playfields will accommodate games such as soccer and become an asset to the community after hours. The Blakely School property already has many natural assets, including forest and open lawn areas that can be built upon in order to provide opportunities for mental restoration, respite, reflection and engagement with the natural world. There is a strong preference for playground equipment that is composed of natural or naturalistic materials that engage a child's imagination and draw connections to the environment around them.

PARKING & DROP OFF

There are critical pedestrian, bus and car conflicts with the current site layout, resulting in daily safety issues. The new design will seek to accommodate a parking and vehicle drop off area that is separate from bus drop off. Covered bike storage will also be provided at the main entrance of the building. The design objective will facilitate all of these modes of arrival at a single covered main entrance.

While these functions are critical to the functional success of the school, there is a strong desire to minimize the on and off-site visual impact of the asphalt parking lots and shuttle drives.

OUTDOOR ELEMENTS

Play

Playground equipment

Naturalistic materials

Informal but controlled use of natural objects

Informal natural play areas

Play field

Blacktop play surface

Pre-K play area

Covered play areas

Learning

STEAM outdoor area in proximity to STEM and ART labs.

Amphitheater-like space for gathering

Cover outdoor areas for learning

Outdoor learning spaces adjacent to building classrooms

Hands on garden spaces

Site Furnishings

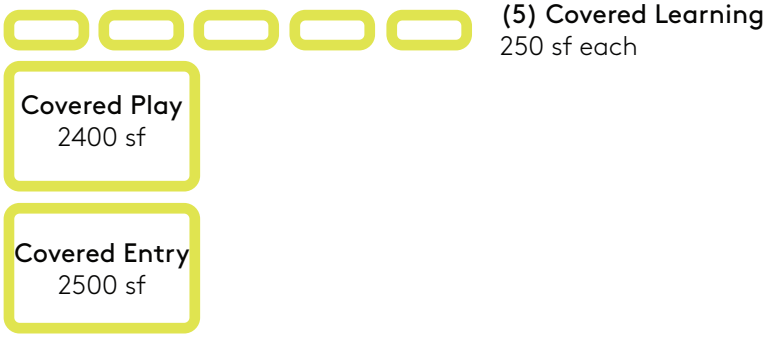
Fixed seating (in Amphitheater or courtyard setting)

Flexible seating- durable chairs or rustic/ natural seating

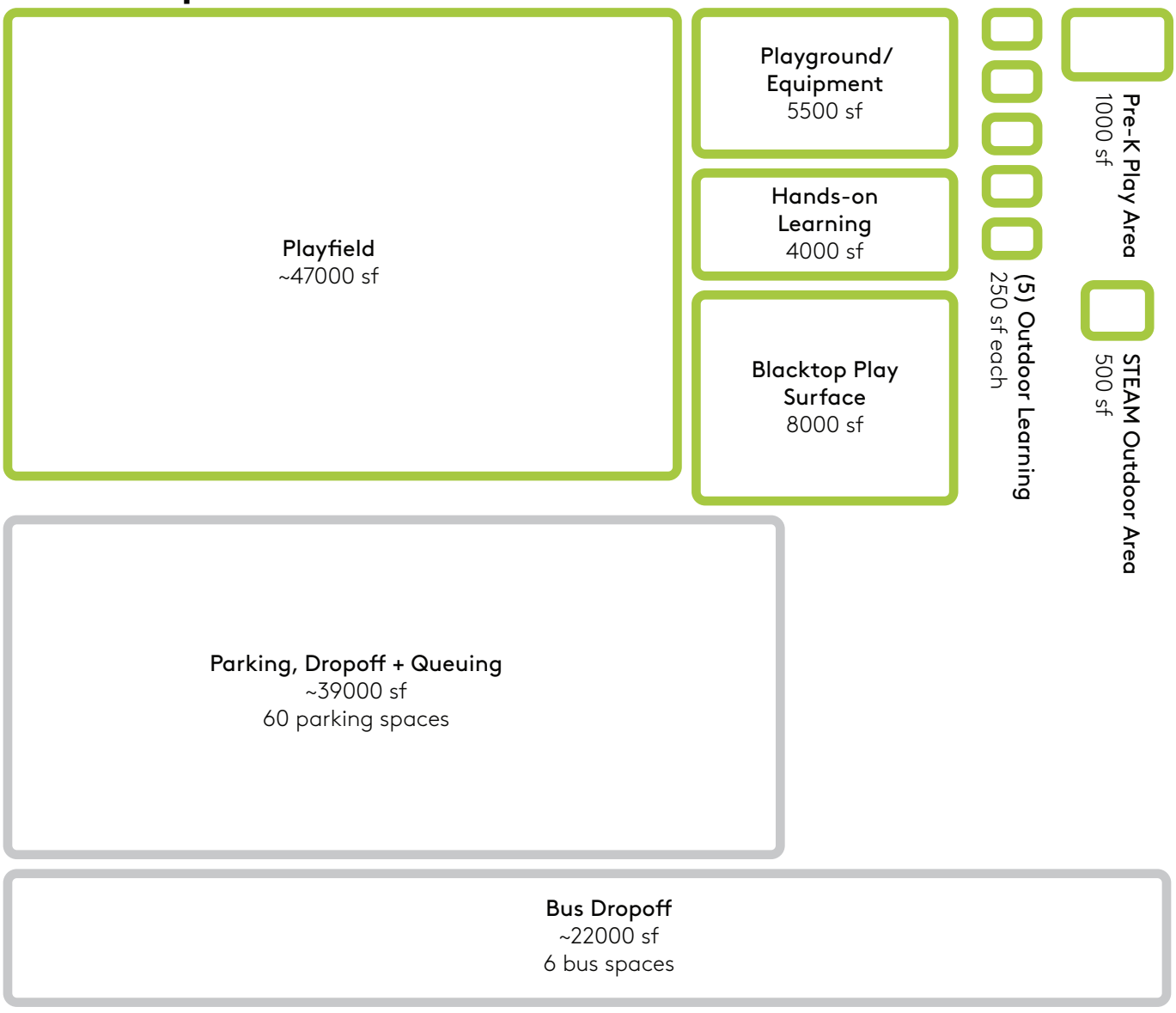
Bike racks

Outdoor storage

Exterior Covered Spaces



Exterior Spaces



OUTDOOR SPACES

Program Area	Teaching Stations	No. of Users	No. of Spaces	Net Square Feet	
				SF/Unit	Total SF
EXTERIOR COVERED SPACES					
Play			1	2400	2,400
Hard-surfaced with 25' high roof					
Outdoor Storage Option			0	0	0
Learning			5	250	1,250
Lingering' Space at Entry			1	2,500	2500
Bike Storage					
TOTAL EXTERIOR COVERED SPACES					**6,150**

Program Area	Teaching Stations	No. of Users	No. of Spaces	Net Square Feet	
				SF/Unit	Total SF
EXTERIOR SPACES					
Play field			1	47,000	47,000
Playground / Equipment			1	5500	5,500
Blacktop Play Surface			1	8000	8,000
Learning			5	250	1,250
STEAM Outdoor Learning Area			1	500	500
Hands-on Learning (e.g. gardens)			1	4000	4,000
Amphitheater (uncovered, informal)			0	0	0
Pre-K Play Area			1	1000	1,000
Parking, Dropoff + Queuing	60	spaces	1	39,000	39,000
Bus Dropoff	6	buses	1	22,000	22,000
Storage (at learning clusters)			0	0	0
TOTAL EXTERIOR SPACES					**128,250**

TOTAL EXTERIOR PROGRAM	**134,400**

LANDSCAPE CHARACTER

LANDSCAPE CHARACTER EXPLORATION EXERCISE

In order to understand the vision and character for landscape experiences at the new school, the Ed Spec committee was asked to place dots on a generous selection of images - red dots for disliked elements/images, and green dots for preferred elements/images. The following pages, organized into several broad categories, showcase the images that received positive reactions. These provide inspiration for the character and feeling that the landscape design should evoke.

PLAY

LANDSCAPE CHARACTER

GATHER

LEARN

INDOOR | OUTDOOR CONNECTIONS

SECURITY

One of the most essential elements of a successful learning environment is security. Kids, faculty and staff who feel safe and secure are able to focus on learning and teaching, rather than being preoccupied by security concerns. Beyond providing safe street crossings and playground fall zones, designing a secure environment appropriate for Blakely entails thinking about overcoming worst case scenarios and providing the infrastructure to deter potential perpetrators, without designing an enclave that might compromise the culture and spirit of the school.

Preliminarily, high level security principles that will be explored further in the Schematic Design phase include:

- Thinking about providing a secure perimeter, and how people will approach the school
- Looking at how the school sits on the site, and where vehicles, parking, and school buses will circulate. There is a current trend in keeping parking away from windows, and in defining a 'standoff perimeter' from classroom spaces
- Using the landscape to help define the perimeter, and situating the play space in front of the school as a buffer
- Restricting entry points and access into the facility
- Providing a separate entrance for after hours access to cafeteria, auditorium, gymnasium
- Incorporating appropriate surveillance. Video cameras are pretty standard at this point for elementary schools. Cameras around the perimeter of the site may be recommended. With schools, there is sensitivity about how cameras look, so it's helpful to use the minimum number of cameras to cover a large area. For interiors, cameras might cover entrances/exits, maybe vestibules, but potentially not hallways.
- Incorporating an electronic visitor system

Sustainability


MITHŪN

SUSTAINABILITY

INTRO

An increasing body of research shows important connections between sustainable, 'green' design and academic success. A healthy environment with daylight, non-toxic materials, fresh air, views, balanced acoustics, thermal comfort and access to nature is optimal for learning. In addition, the visible and tangible incorporation of environmentally responsible design strategies and features illustrates concepts of science, technology, engineering, art, and math that can amplify kids' understanding of the world around them and encourage lifelong stewardship.

DESIGN GOALS

This project will not be pursuing LEED certification, but WSSP Protocol [Washington Sustainable Schools Protocol] and LEED can serve as guides for sustainable school design. BISD is interested in a sustainable design that is "at the forefront of the industry." Whether or not the district decides to officially pursue WSSP for Blakely may be a function of available funding, however, it is a given that the new school will demonstrate high performance, and will be a healthy place to learn. There are numerous strategies that have been discussed regarding sustainable design, including the use of low-emitting (or zero-emitting) materials, daylight, resource efficiency, and marrying sustainable design with educational opportunities.

Key strategies and opportunities for site, water, indoor environmental quality, daylight, and energy are summarized on the following pages.

NATIVE ISLAND LANDSCAPE PROVIDES AN IMMERSIVE SETTING AT THE SUQUAMISH MUSEUM

SITE

A healthy site is one of the most meaningful outward signs of a sustainable school. The re-designed site for Blakely will ground the school, create a positive public image, and provide the setting for weekend and evening activities that will bring the community together. There are multiple considerations in developing a healthy site, including:

- Soils and vegetation: a healthy site starts – and is sustained - with healthy soils. Soil is a living ecosystem that nourishes plants, animals, and humans. Generally, the soils at Blakely are composed of glacial drift deposits made up of sand, small round pebbles, gravel and silt. The Pacific Northwest has an abundance of native plants that are naturally well-adapted to local soil conditions. The use of plants appropriate to specific conditions throughout the site will minimize necessary soil amendments and ongoing maintenance, enabling the site to be as self-sustaining as possible, while supporting local fauna. Children will contact the ground on a daily basis, so practices and guidelines such as Salmon-Safe, non-toxic maintenance regimes, and plant composting to return natural nutrients to the soil cycle will be important. Other strategies to foster healthy soils and vegetation include balancing cut-and-fill on site (if possible), salvaging and re-using on-site rocks, and encouraging a robust recycling program.
- Opportunities for exercise: The playground and outdoor learning environment should encourage exploration and help make movement fun for different types of learners. Accessible walkways and trails, open areas, and a variety of equipment options will enable kids of all abilities to engage with the outdoors, develop their physical skills, interact with others, and feel refreshed.
- Connection with nature: Studies have shown that connections with nature improve learning. The forested perimeter of Blakely Elementary School is a tremendous asset, and the new school will incorporate ample opportunities to connect with nature, such as views, fresh air, and a variety of outdoor environments.
- Potential for gardening: During the Ed Spec process numerous community members, faculty members, and kids expressed strong interest in developing a schoolyard garden or edible garden program. With sufficient interest, this type of program could provide a wonderful connection to the community and valuable lessons about the food cycle, but without sufficient interest, maintenance of edible and annual plants can be a challenge, or even a burden, for BISD. Ongoing conversations about this aspect will help determine the feasibility and appropriate scale for potential garden areas or programs that can benefit the school and community.
- Community connections: The site will host a variety of community activities during evenings, weekends, and school breaks. Outdoor (and indoor) sports, club activities, and informal play will enliven the school and increase its service to South Island families. In turn, these connections will strengthen the culture and legacy of the school as a sustaining element of the community.

'TIPPY CUP' RAIN CHAIN CELEBRATES RAINWATER HARVESTING AT THE SUSTAINABILITY TREEHOUSE

WATER

Water is one of the essential resources in sustaining life, yet we often treat it as an expendable commodity. The Washington State Department of Ecology attests that, "Puget Sound is in trouble – caused mostly by the everyday activities of the 4.4 million people who live on or around the nation's second largest marine estuary." (http://www.ecy.wa.gov/puget_sound/threats.html) Among the ongoing threats to the health of the sound are toxic chemicals, polluted stormwater, and loss of habitat. Despite the relative abundance of water in the Pacific Northwest for most of the year, it is important to conserve the quantity and quality of this resource we share with all life on earth.

The new Blakely Elementary School will follow best practices and current, progressive regulations for water stewardship. Site strategies may include on-site water detention, filter strips, rain gardens, vegetated roof areas, and pervious paving. In addition, the planting design will limit the use of irrigation to the driest portion of the year following overall establishment. Building strategies may include rain water harvesting, low-flow plumbing fixtures, composting toilets, water conserving appliances, and non-toxic maintenance practices. Finally, wherever feasible, strategies that protect water will be implemented as tangible, visible, or immersive experiences, so that kids can learn about their connections to the larger ecosystem.

STUDENTS WORKING INDEPENDENTLY ON THE FLOOR, IN CLOSE CONTACT WITH THE CARPET AND FURNISHINGS

INDOOR ENVIRONMENTAL QUALITY

The indoor environmental quality of the new elementary school will be essential to the health and well-being of the people who occupy the spaces within it. Adequate post-construction flushing coupled with the use of low- and no-VOC content materials and non-toxic materials – both indoors and outdoors – will help ensure that kids are breathing fresh air and contacting healthy surfaces.

BALANCED DAYLIGHT AT THE UNIVERSITY PREP LIBRARY DUE TO HIGH WINDOWS AND LIGHT SURFACES

DAYLIGHT

Students spend much of their school day indoors, and studies have repeatedly shown that natural daylight is associated with healthier students. Good daylighting improves academic performance and fosters a positive outlook, in addition to saving energy, generating cost savings and demonstrating stewardship. Daylight will focus on minimizing direct solar gain and glare while balancing the available light throughout learning spaces. Strategies and tools may include tall windows that let more light deeper into a space, sun shades, light shelves, skylights, and baffles and other elements that frame views while harvesting beneficial natural light.

'TRUTH WINDOWS' AT WILKES ELEMENTARY SCHOOL REVEAL HYDRONIC RADIANT SYSTEM.

ENERGY

Buildings are one of the largest consumers of energy worldwide, and meaningful efforts to reduce greenhouse gas emissions and climate change strive to minimize energy use in buildings. The new elementary school will demonstrate wise use of energy, in part, by following district-wide standards, such as a preference for hydronic radiant floors, LED-source lighting, and integrated controls for daylight harvesting. Additional strategies, as well as future adaptability for the integration of potential renewables, e.g. solar panels, will also be considered during the design phase. Again, the visibility and expression of these building systems as teaching tools can hopefully inspire deeper curiosity and stewardship for the environment.

Site Analysis


STEVENS
PASS

BLAKELY ELEMENTARY SCHOOL

SITE DESCRIPTION

Blakely Elementary is located in zoning district OSR-0.4, which is a low density delineation. The school property is also located within a Critical Overlay District which protects aquifer recharge areas, wildlife habitat, wetlands, flood zones and geologically hazardous areas. Site development will need to protect and accommodate these issues where applicable, and will also need to properly steward existing trees, design ample perimeter landscape buffers and low impact stormwater management facilities.

LAND USE & ZONING ANALYSIS	
LAND USE DESIGNATION	Critical Overlay District
ZONING DISTRICT	OSR- 0.4
ALLOWED USES	1 Unit per Acre Zone (100,000 SF)
SETBACKS	25'- Landscape areas may serve as setback, some encroachments are permitted, see 18.12.040
MAXIMUM LOT COVERAGE	
TREE/VEGETATION REMOVAL	Up to 20%, Significant trees 10"+ for conifer, 12" for deciduous. Removal of 6 significant trees triggers Vegetation Management Permit which may trigger SEPA. (need to confirm, tree code has changed and is totally clear)
SITE LANDSCAPING REQUIREMENTS 18.15.010 G SITE TREE UNIT REQUIREMENTS	Total Landscape coverage Perimeter (Non Parking)-25', Full Screening R-0.4 zone districts leaves the development parcel with at least a specified minimum amount of tree coverage, measured in tree units per acre, that reflects the degree of tree coverage prior to development or redevelopment and that discourages avoidable site disturbances that would require tree removal
PARKING REQUIREMENTS 18.15.020 SCHOOLS- K-JUNIOR HIGH 18.15.010 PERIMETER REQUIREMENTS 18.15 GENERAL RESTRICTIONS (ELECTRIC, CARPOOL, ADA, COMPACT) 18.15.010 F PARKING ALONG ROW	1 Space per 50 students, 1 space per employee 25' Perimeter width, full screening (70% evergreen trees, etc...see additional reqs.) E-vehicle/carshare only for commercial or mixed use? One tree every four stalls, Min 30% evergreen, height requirements, landscape at end of parking aisles
18.15.040 OUTDOOR LIGHTING	No light trespass, sheilded and aimed downward, no light visible above rooflines, spotlighting up to 150 watts incandescent 2,220 lumens
15.20 STORMWATER MANAGEMENT	Creation or addition of impervious surfaces greater than 800 SF, installation of a building, replacement of impervious surface are regulated. Must adhere to Feb 2005 Ed. Of WSDE Stormwater Management Manual for Western Washington & LID guidance manual for Kitsap County
CRITICAL AREAS	
16.20.010 CRITICAL AREA DESIGNATION	"Critical areas" means aquifer recharge areas, fish and wildlife habitat conservation areas, frequently flooded areas, geologically hazardous areas, and wetlands. This site upstream of wetland areas on the islandwood site, within in aquifer recharge area.
16.20.120 AQUIFER RECHARGE AREA	Highly susceptible recharge area- Indicates areas with greater than 20 inches of infiltration into the groundwater system per year. Generally, areas with high recharge have permeable surficial soils and shallow slopes.
16.20.160 WETLANDS	Wetlands do not exist on site. However, the far east side of the site is upslope from Category I wetlands on the adjacent Islandwood property. Wetlands appear to be within 150' of project boundary, therefore buffers may influence site development
18.15.010-4 SCENIC ROADS	Site subject to standard ROW requirements. Only Highway 305 is scenic. Assuming non residential uses within residential zone, then 25' partial screen/15' minimum in ROW
PERMITTING REQUIREMENTS	
16.22.050 VEGETATION MANAGEMENT PERMIT	Vegetation management permit for harvesting of trees and/or removal of vegetation. Not likely to be exempted.
LAND USE PERMITS	
SEPA ENVIRONMENTAL REVIEW	


BLAKELY ELEMENTARY SCHOOL
BLAKELY AVE NE
POTENTIAL NEW
SCHOOL SITE

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SITE INVENTORY

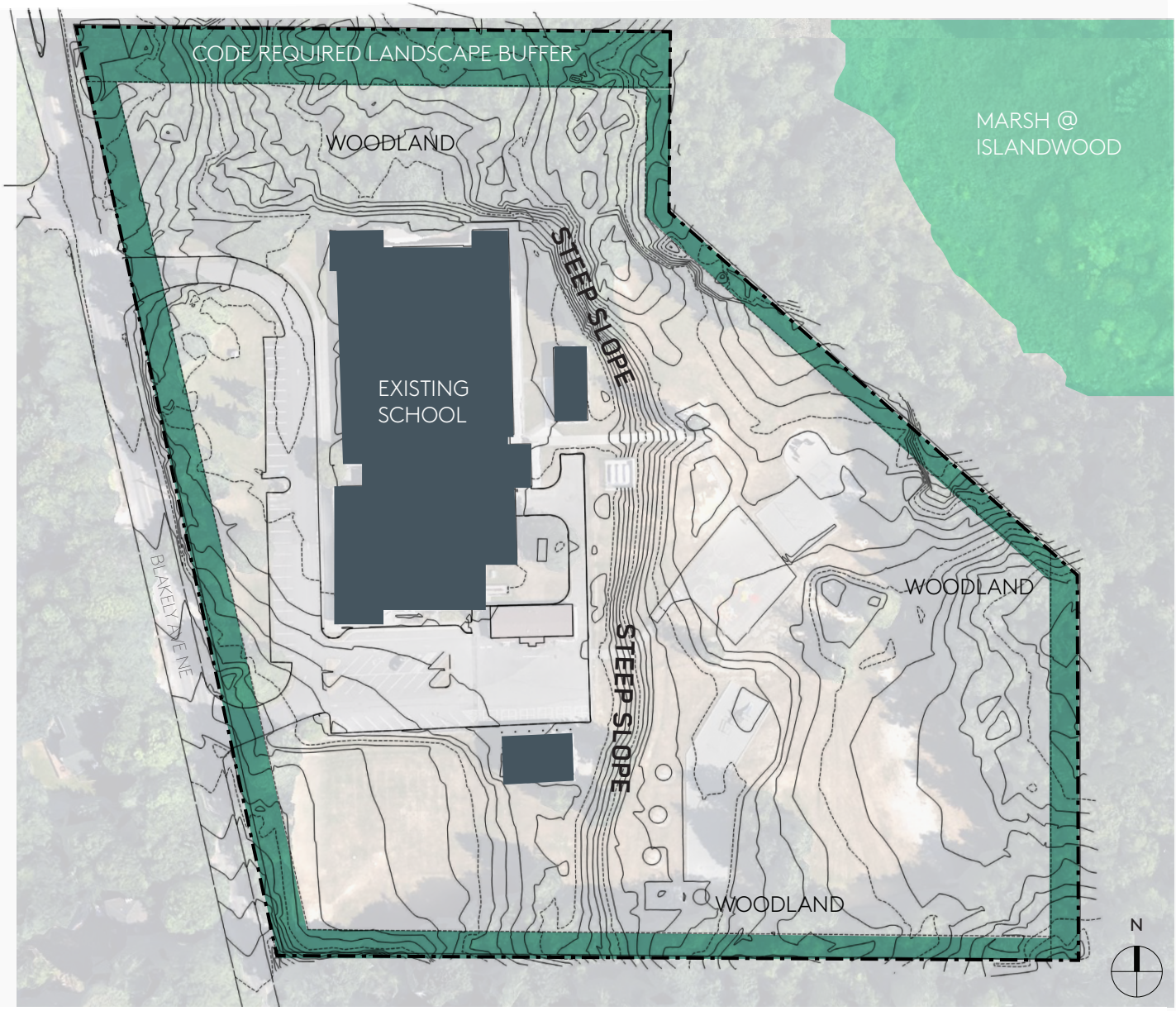
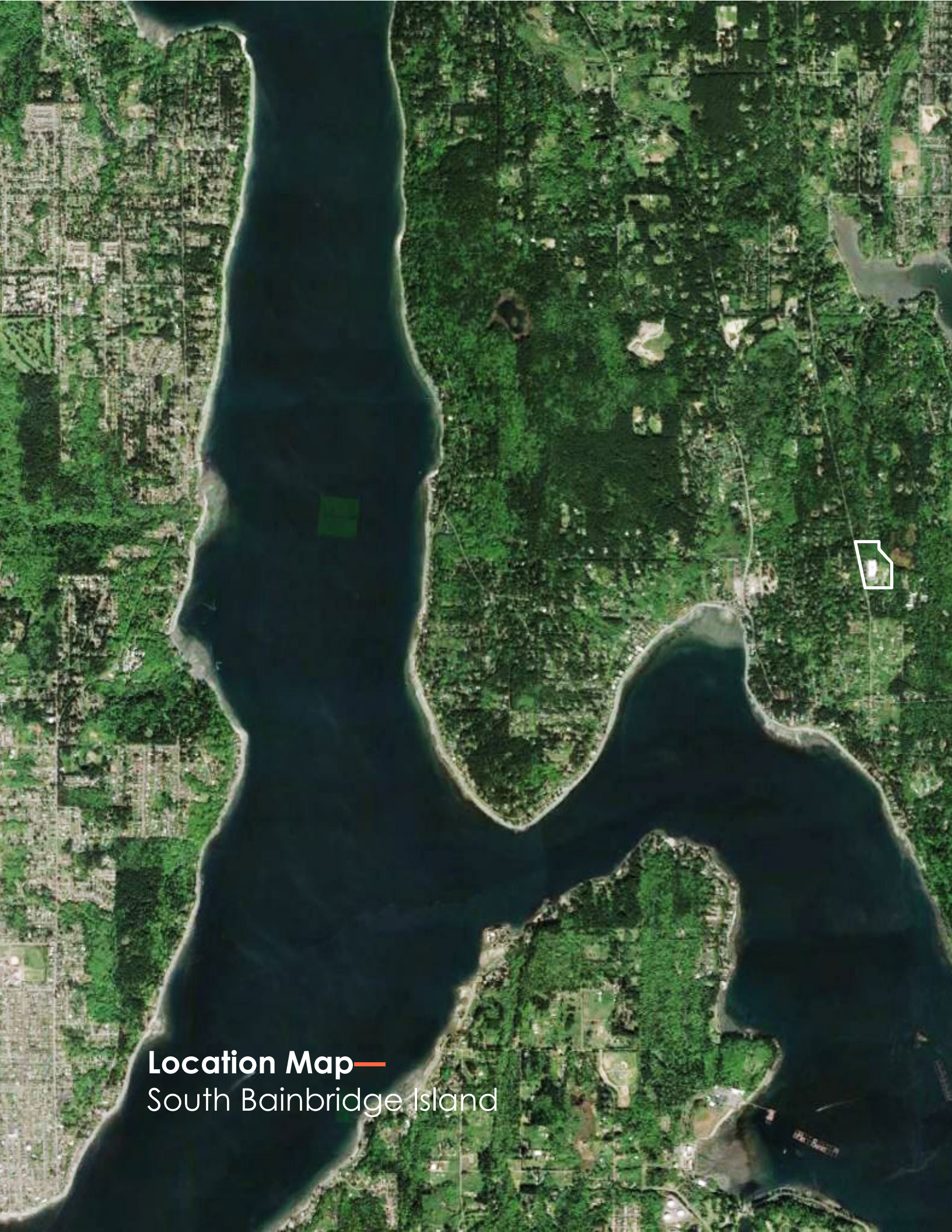







PHOTO COLLAGE OF EXISTING SITE

THE EXISTING PLAY FIELDS, BORDERED BY THE FOREST EDGE, PROVIDE PLENTY OF OPEN AREA FOR GAMES, RUNNING AND EXPLORING.



Location Map—
South Bainbridge Island


N
NTS

SOUTH BAINBRIDGE SETTING

HISTORY

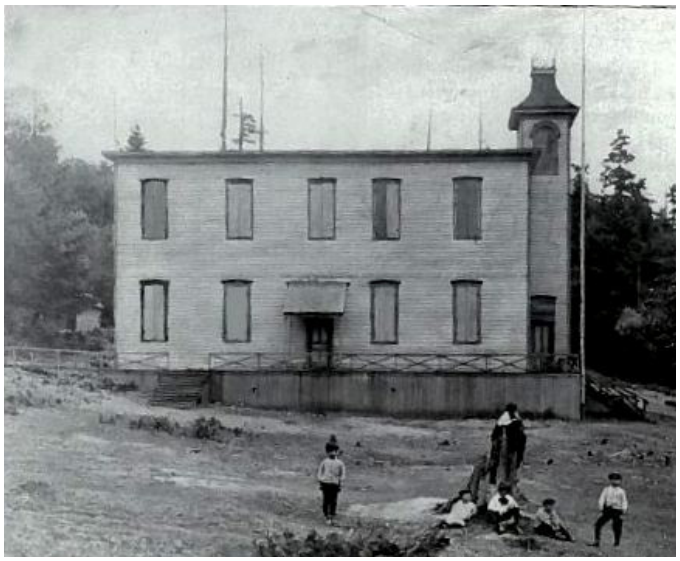
By the late 1800s, Port Blakely boasted the worlds largest sawmill. Mill workers came from many nations. Japanese and Hawaiian communities and an Indian village were located nearby. Many Filipinos emigrated to Bainbridge Island during the 1920s; others came as shipyard workers during World War II. The waters surrounding the island attracted Croatian fisherman who settled an area called Ichville, now called Eagledale.

Fort Ward was originally known as Beans Point and was established in 1890 as one of several U.S. Army Coastal Artillery Corps installations, including Fort Flagler, Fort Casey and Fort Worden, built to defend Puget Sound from enemy warships. Its primary objective was to protect the nearby Bremerton Naval Shipyard.

Both towns, Port Blakely and Port Madison, had large hotels, schools, foundries, and substantial shipbuilding enterprises. The Hall Brothers Shipyard built 88 vessels, most of which were large schooners for hauling lumber. The economic depression of 1893 helped close the Madison Mill. Port Blakely Mill closed in the mid-1920s, 57 years after it began.

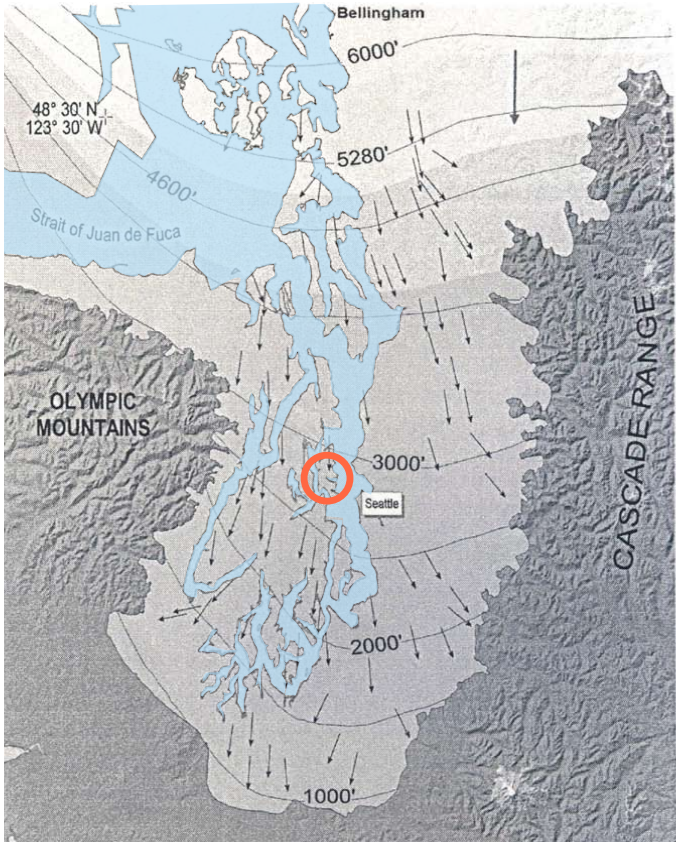
COMMUNITY TODAY

Since the 1960s, Bainbridge Island has become an increasingly bedroom community of Seattle, a 35-minute ride away on the Washington State Ferries. The community is strongly dedicated to preserving green space and carefully controlling development, both residential and commercial. The Bainbridge Island Land Trust, city and park district are instrumental in maintaining island open space.



IMAGES OF EARLY ISLAND SCHOOLS
Source: http://www.ci.bainbridge-isl.wa.us/195/Island-History

LANDSCAPE CONTEXT



2002 EXTENT OF VASHON PUGET LOBE OF THE CORDILLERAN ICE SHEET. BAINBRIDGE HIGHLIGHTED. (KOVANEN & EASTERBROOK)

FORMED BY ICE

Puget Sound and Bainbridge Island were formed during the last ice age, about 15,000 years ago, when the 3,000 foot thick Vashon Glacier advanced and retreated through the area.

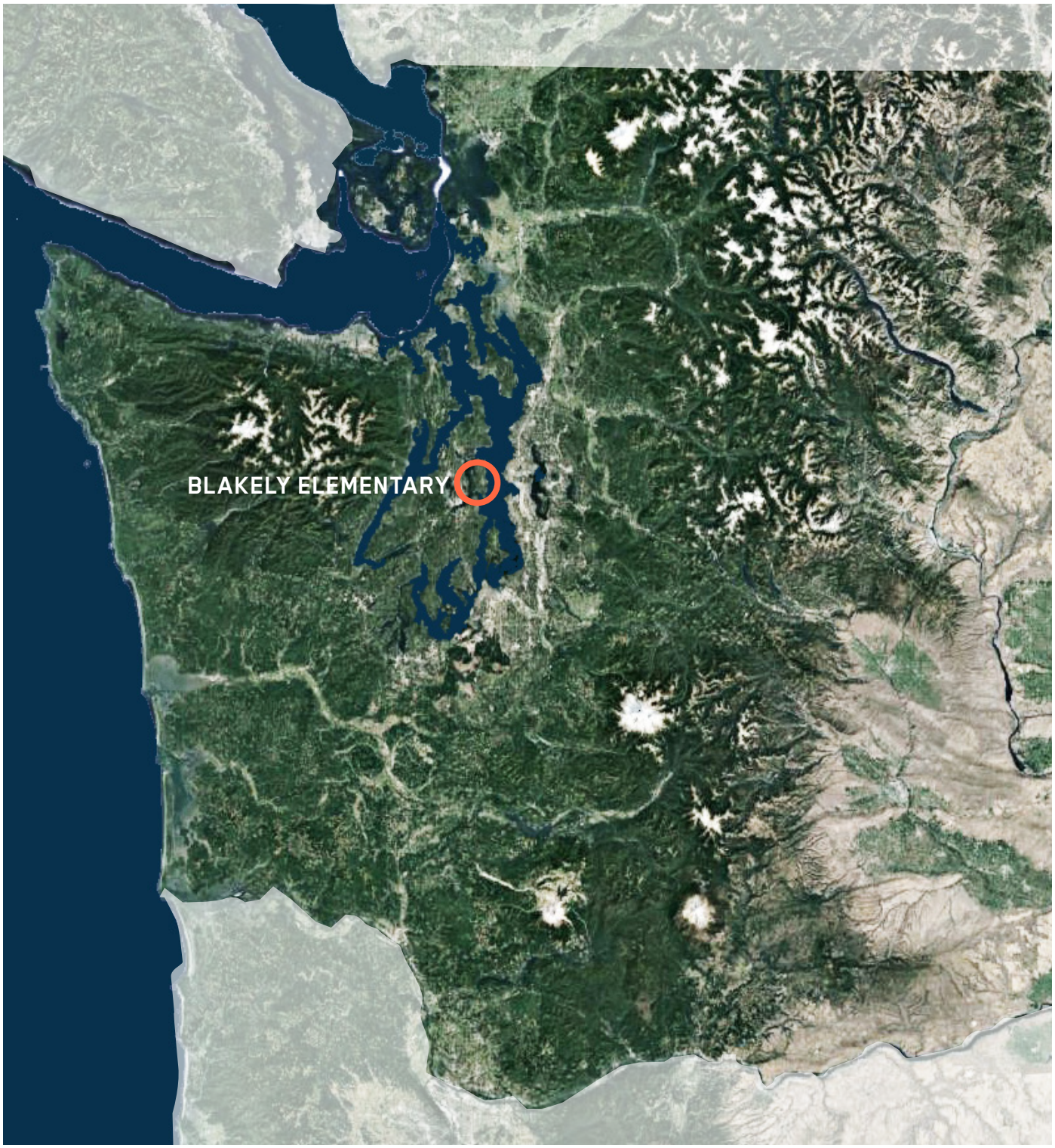
A FOREST LANDSCAPE

Puget Sound and Bainbridge Island landscapes are comprised of mixed coniferous species such as Western Hemlock, Red Cedar, Douglas Fir, Red Alder and Big Leaf Maple. Common understory plants are Oregon Grape, Salal and Sword Fern. These heavily forested regional landscapes feature lakes, wetlands and small sinuous stream and riparian areas.

CENTRAL PUGET LOWLAND

The Central Puget Lowland is the heart of the Puget Sound both in natural and human terms. It is composed of undulating hills, or drift plains, that are heavily urbanized in the east and more rural and forested in the west. Well drained, gravelly soils are common and exhibit limited moisture holding capacity and low agricultural productivity.

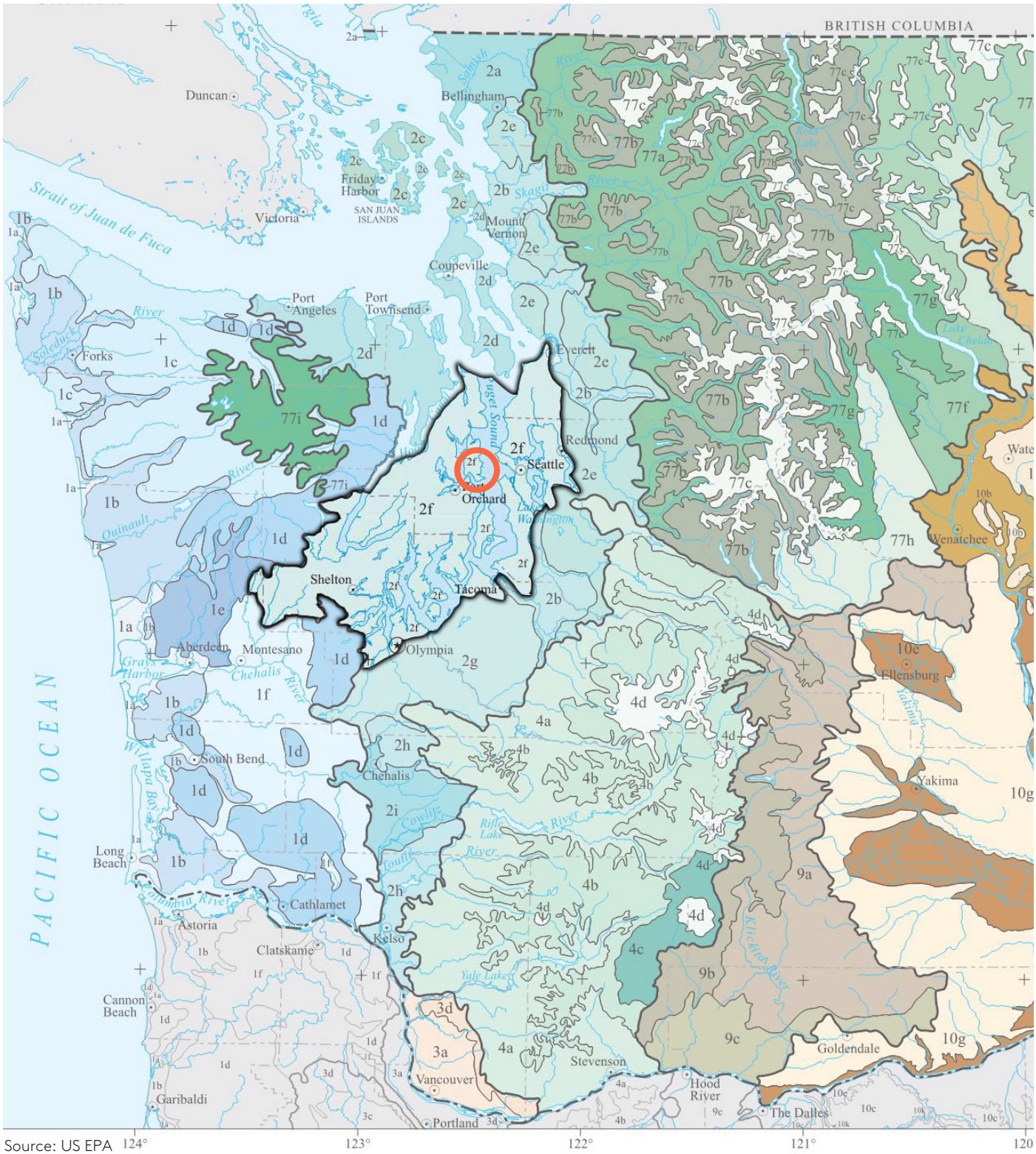
LANDSCAPE CONTEXT



Source: Google Earth

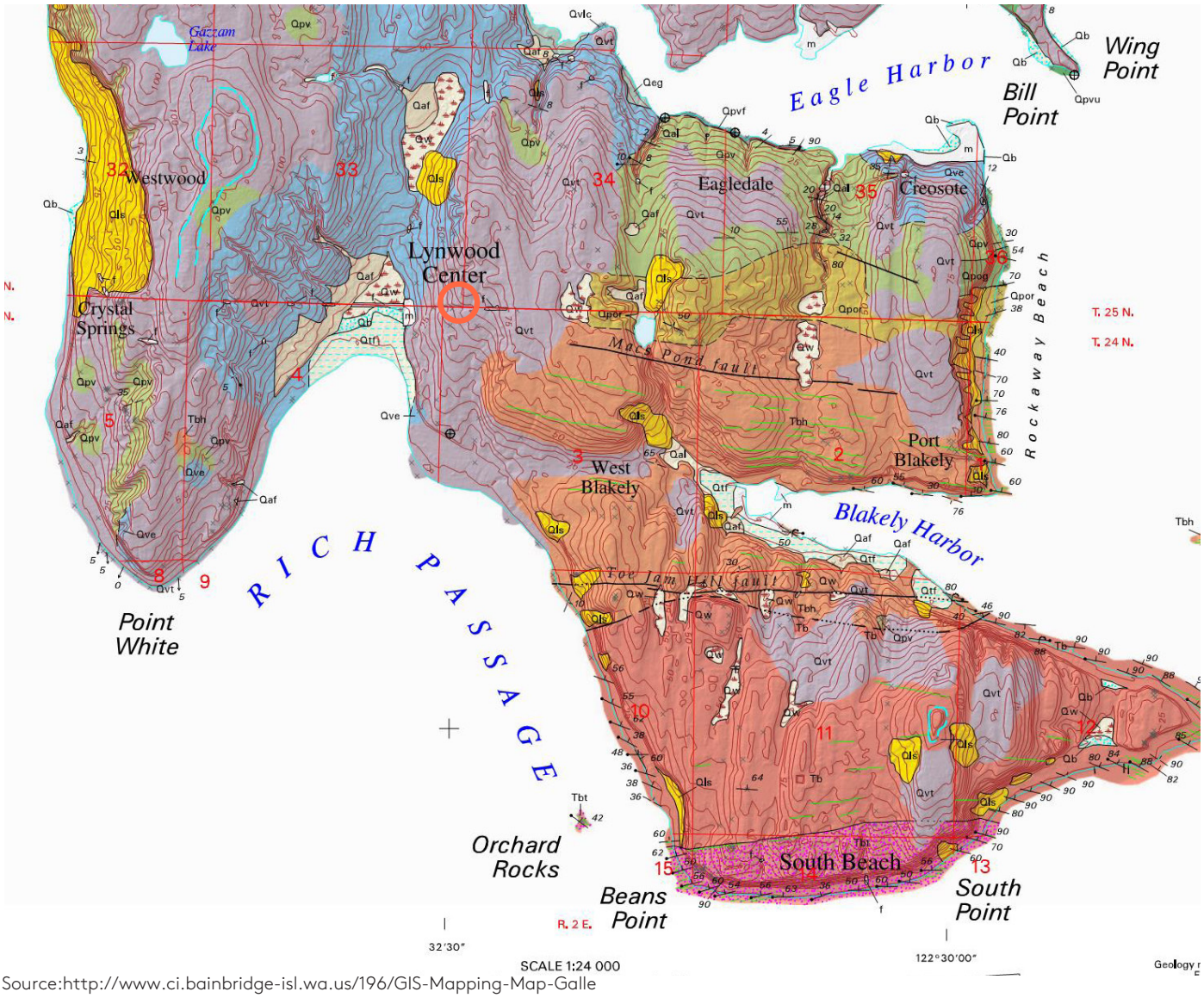
ECOREGIONAL CONTEXT

CENTRAL PUGET LOWLAND



Source: US EPA

LOCAL GEOLOGY

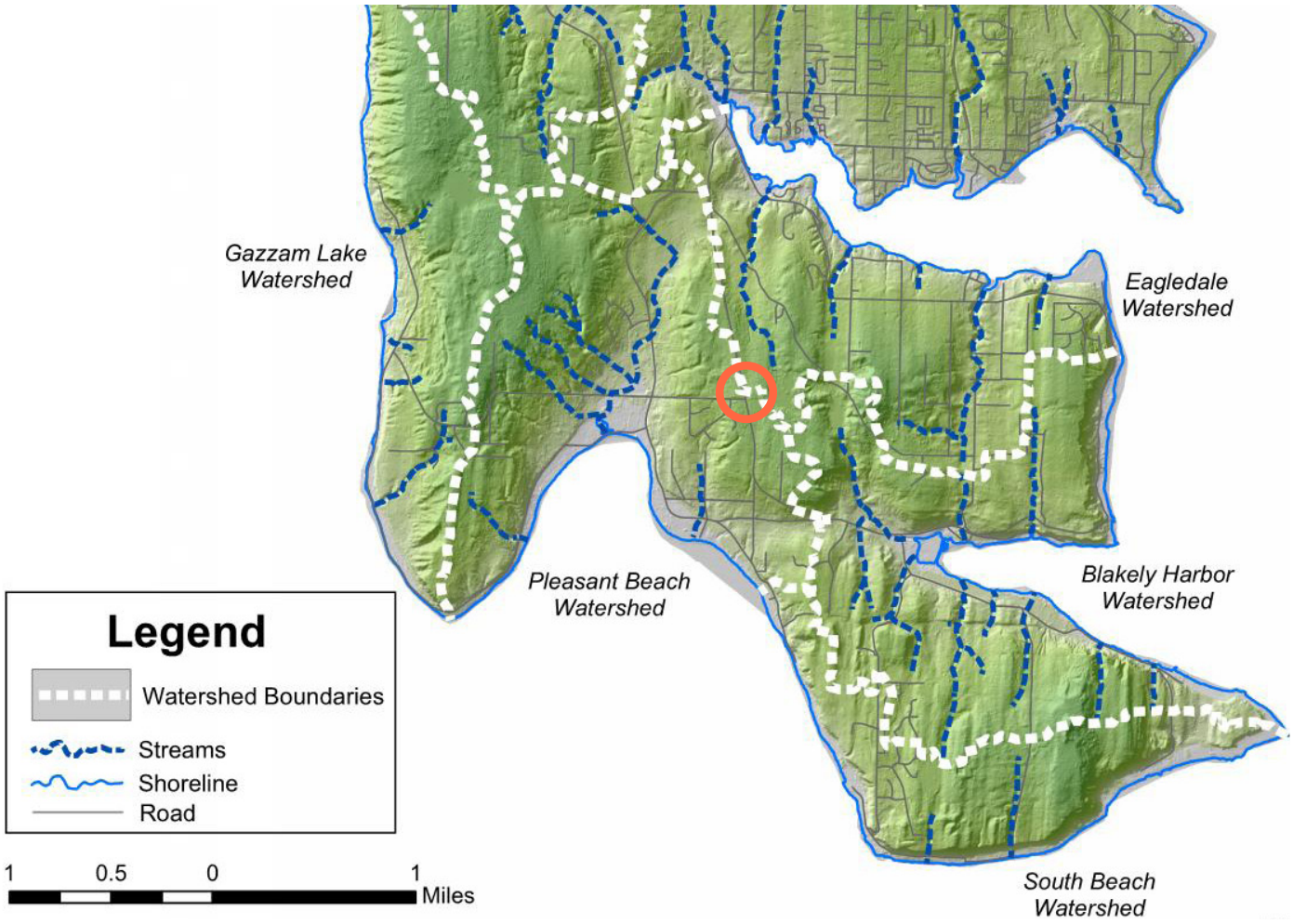


Source:http://www.ci.bainbridge-isl.wa.us/196/GIS-Mapping-Map-Galle

VASHON TILL

Soils at Blakely are composed of glacial drift deposits made up of sand, small round pebbles, gravel and silt.

LOCAL WATERSHEDS



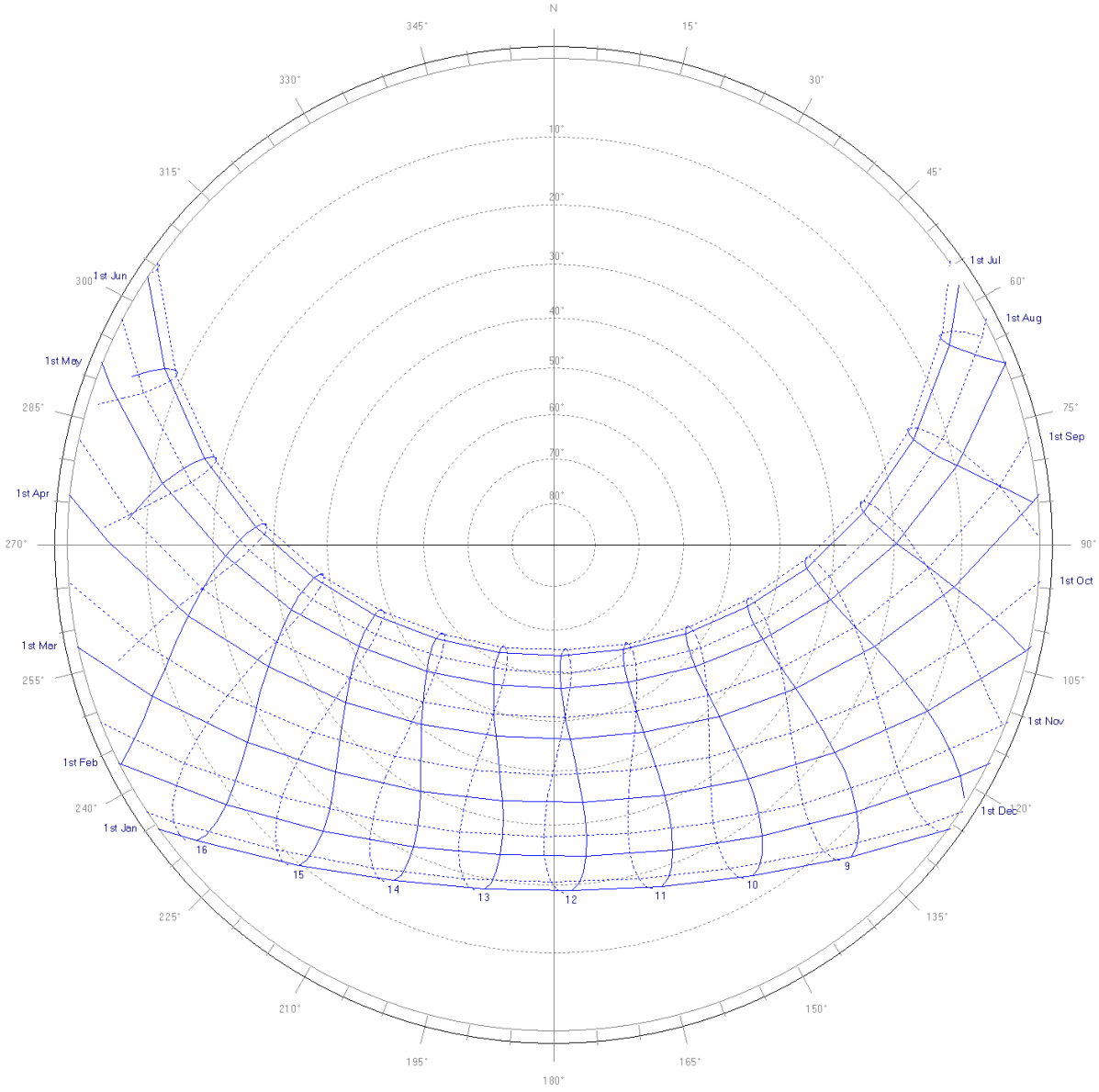
Source:http://www.ci.bainbridge-isl.wa.us/196/GIS-Mapping-Map-Galle

PLEASANT BEACH

Blakely Elementary is primarily located in the Pleasant Beach Watershed, an aquifer recharge area, with a small portion of the site located in the Eagledale Watershed. Annual rainfall is approximately 52 inches of rain per year.

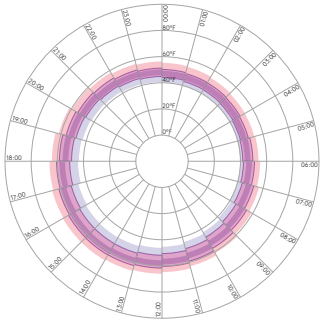
CLIMATE ANALYSIS

SOLAR PATH

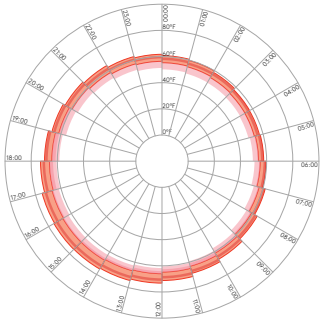


This chart shows the location of the sun, displaying the direction and altitude of the sun at any given time throughout the year. Understanding the chart allows for optimization of passive solar design, daylighting and solar gains. The Puget Sound area features low sun angles in the winter and relatively high sun angles in the summer.

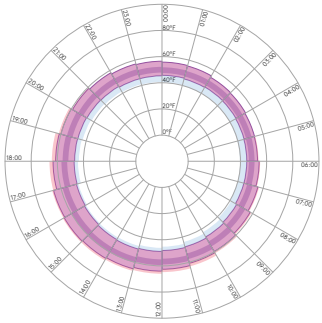
TEMPERATURES



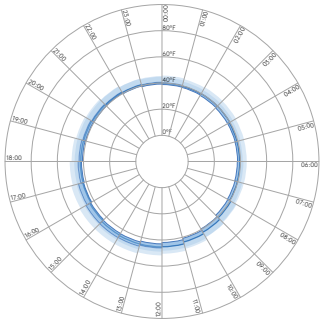
SPRING



SUMMER



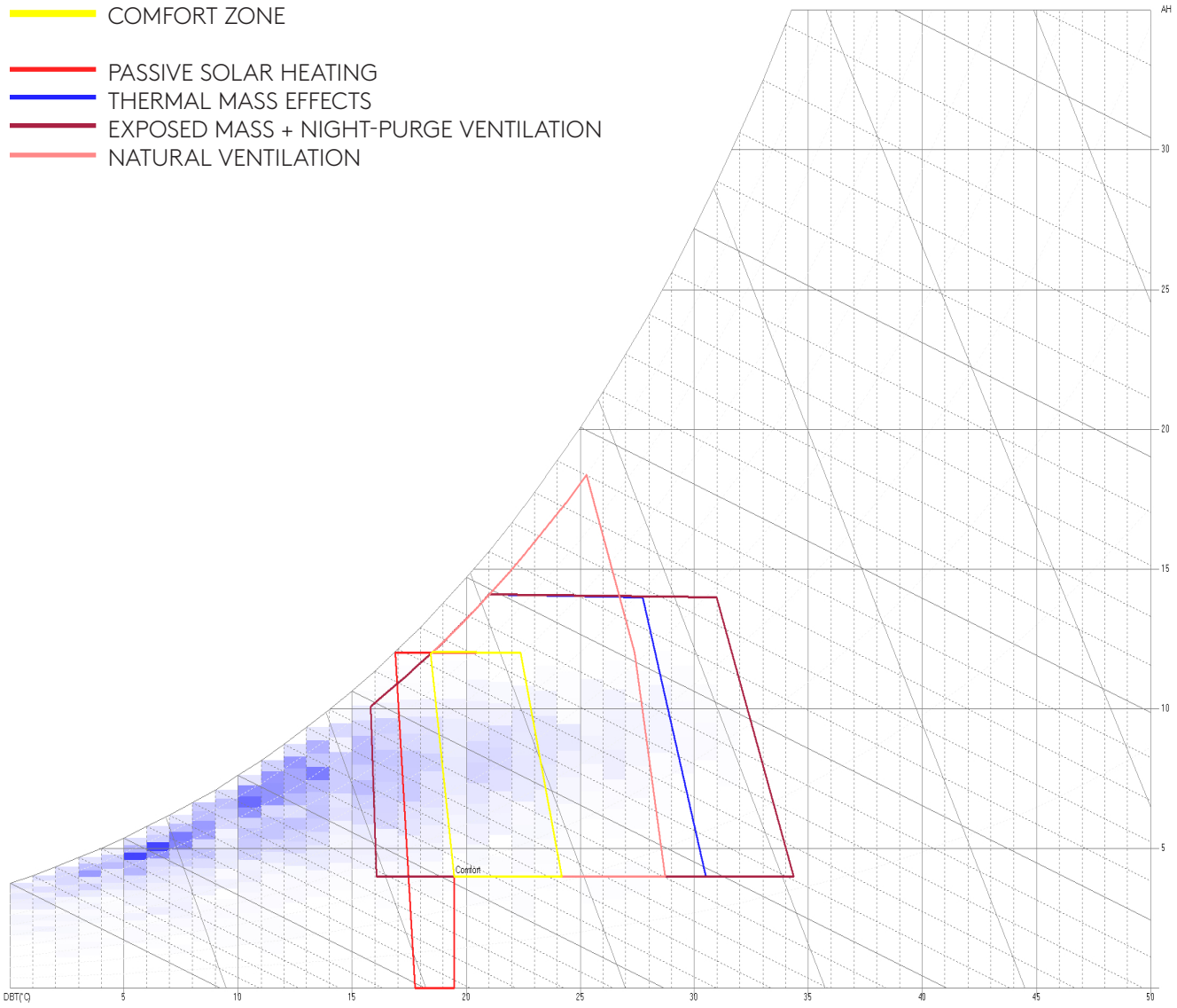
FALL



WINTER

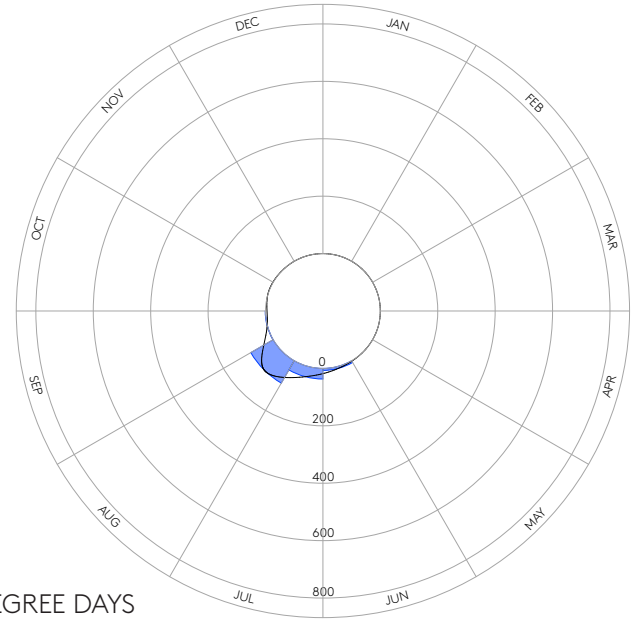
Seattle is characterized by mild winters with low diurnal swings and warm summers with high diurnal swings. The charts above show average temperatures for each hour of the day throughout a given season.

PSYCHROMETRIC CHART

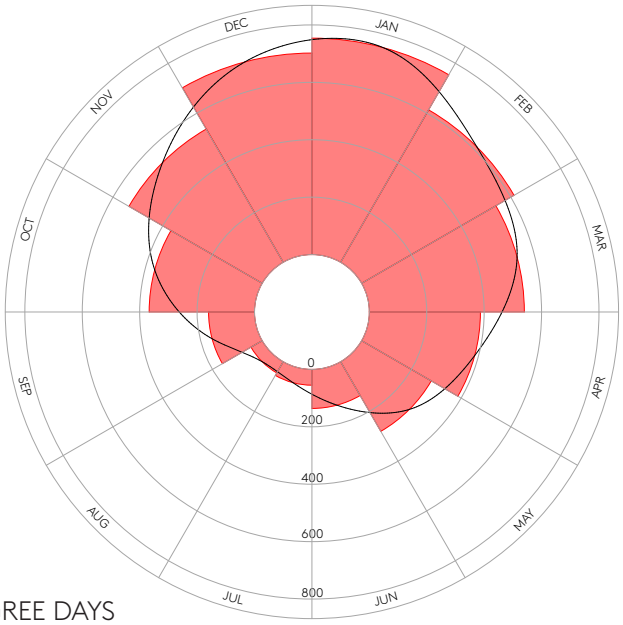


This chart displays the frequency of temperature and humidity conditions in Seattle, WA (shown by intensity of purple tone), as well the temperature (DBT: dry bulb temperature, °C) and humidity conditions (AH: absolute humidity) considered to be within the comfort zone for people at a medium level of physical activity. The expansion of the comfort zone is shown for various passive design strategies. `

HEATING/COOLING DEGREE DAYS



COOLING DEGREE DAYS



HEATING DEGREE DAYS

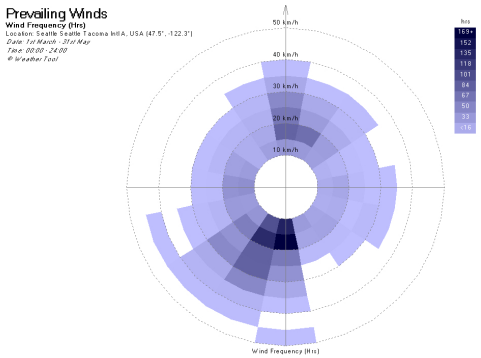
Heating/Cooling Degree Days show the difference in outdoor temperature from the desired indoor temperature and give insight into the relative amount of heating or cooling that is required for a building during a given month.

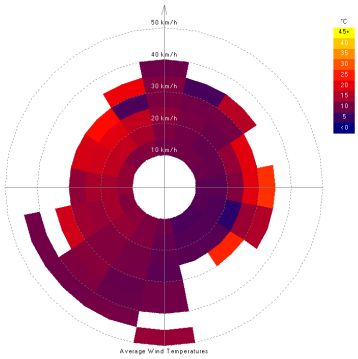
Note: Internal building loads are not factored into this calculation

WIND FREQUENCY

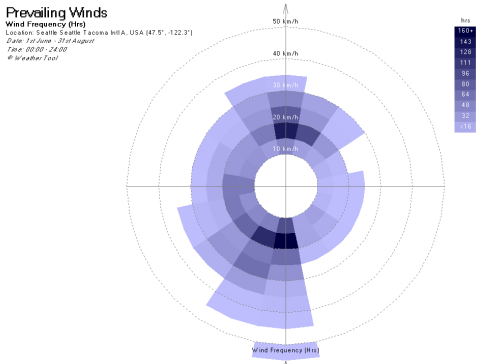
AVERAGE WIND TEMPERATURES

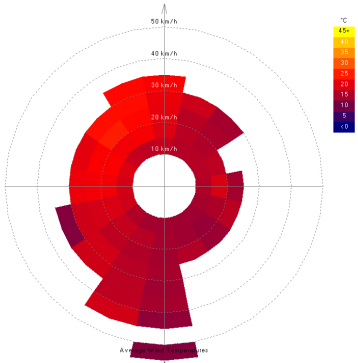
SPRING



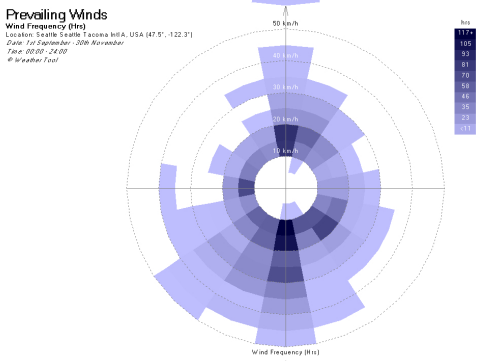


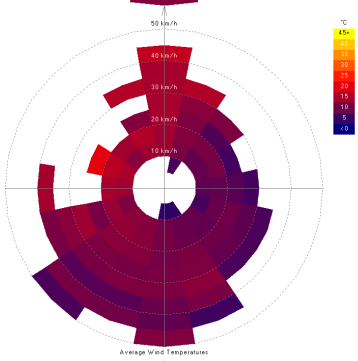
SUMMER



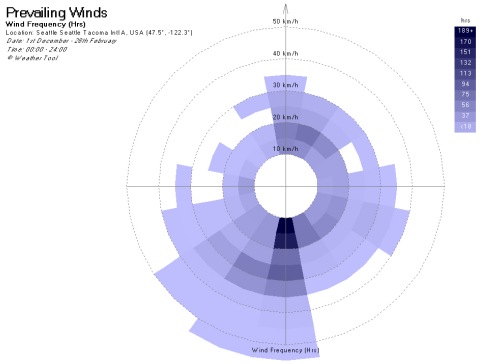


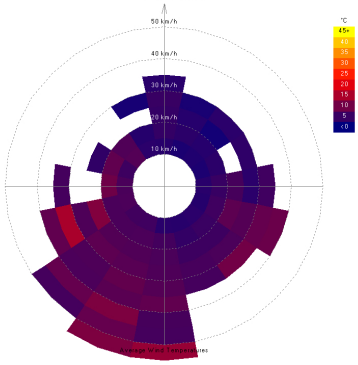
FALL





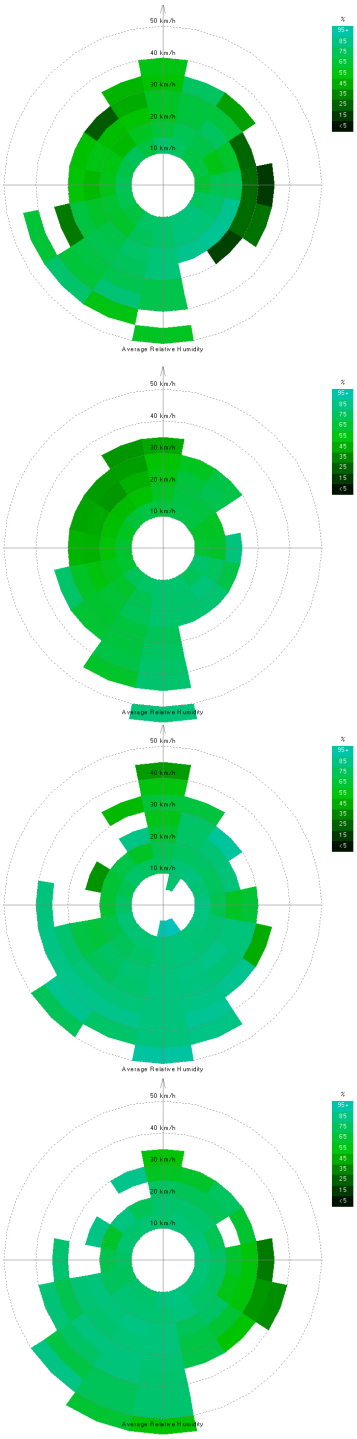
WINTER



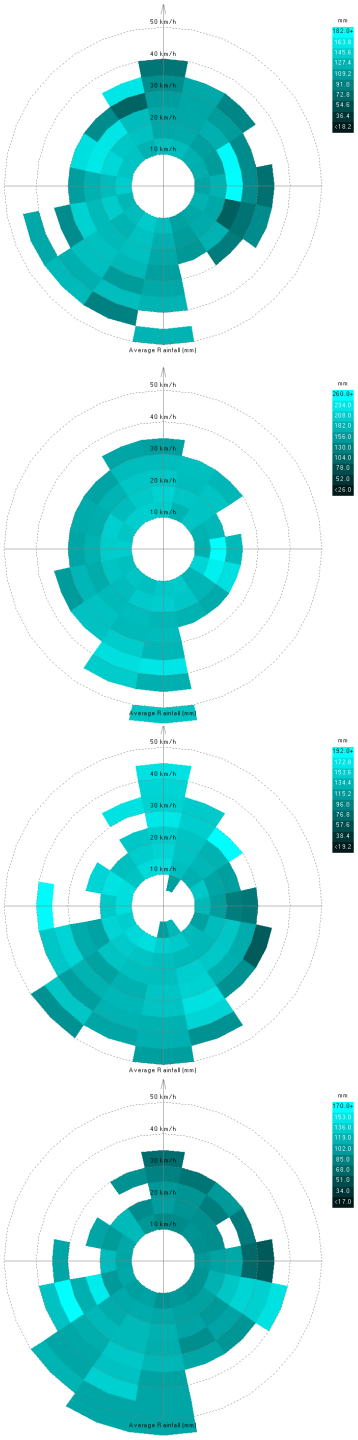


These charts illustrate the predominant seasonal wind direction and temperature:
Spring: wind direction varied but predominantly from the S, and cool
Summer: wind direction predominantly from south, and warm
Fall: wind direction predominantly from the S, and cool
Winter: wind direction predominantly from the S and SE, and cold

AVERAGE RELATIVE HUMIDITY



AVERAGE RAINFALL



SPRING

SUMMER

FALL

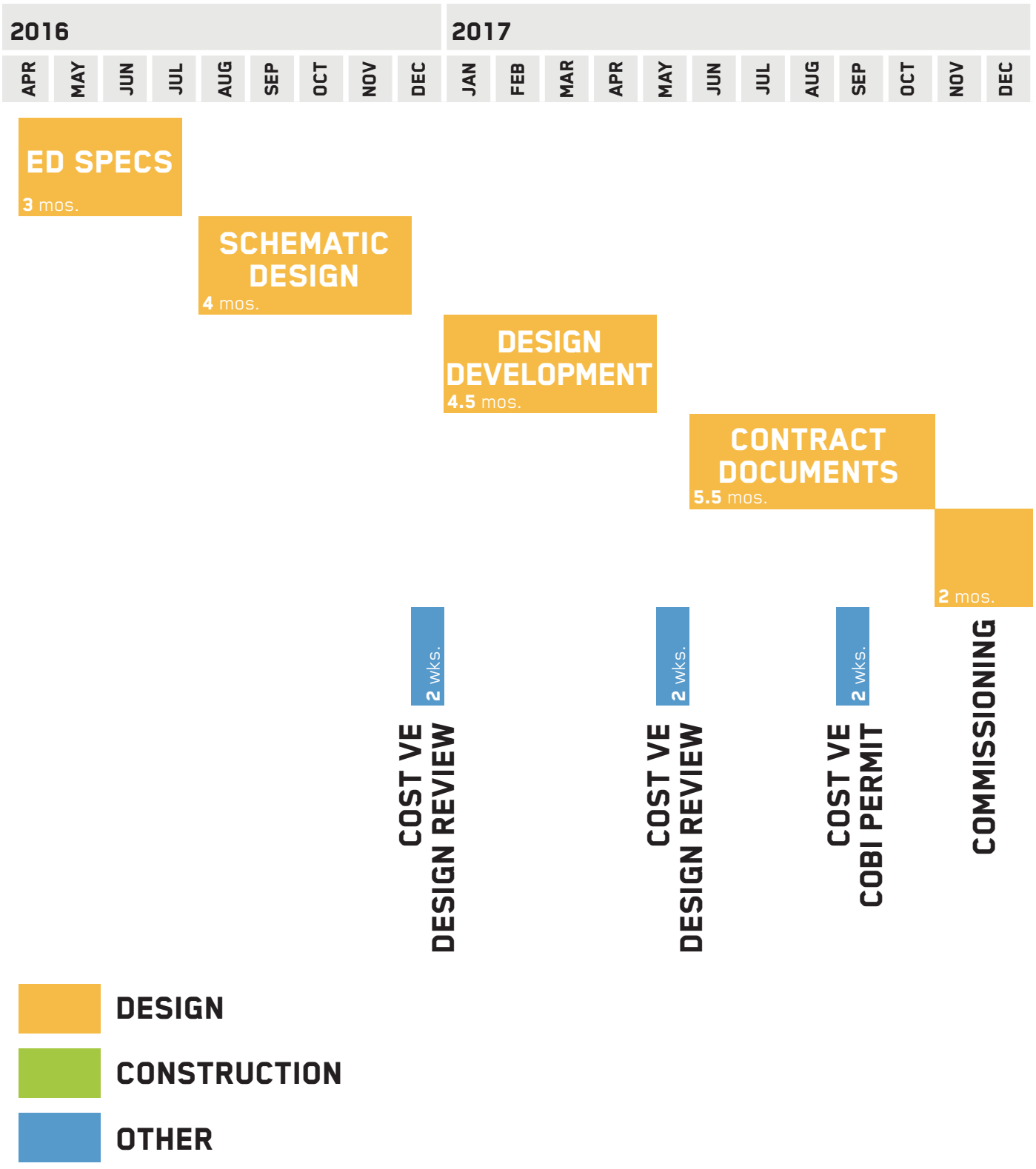
WINTER

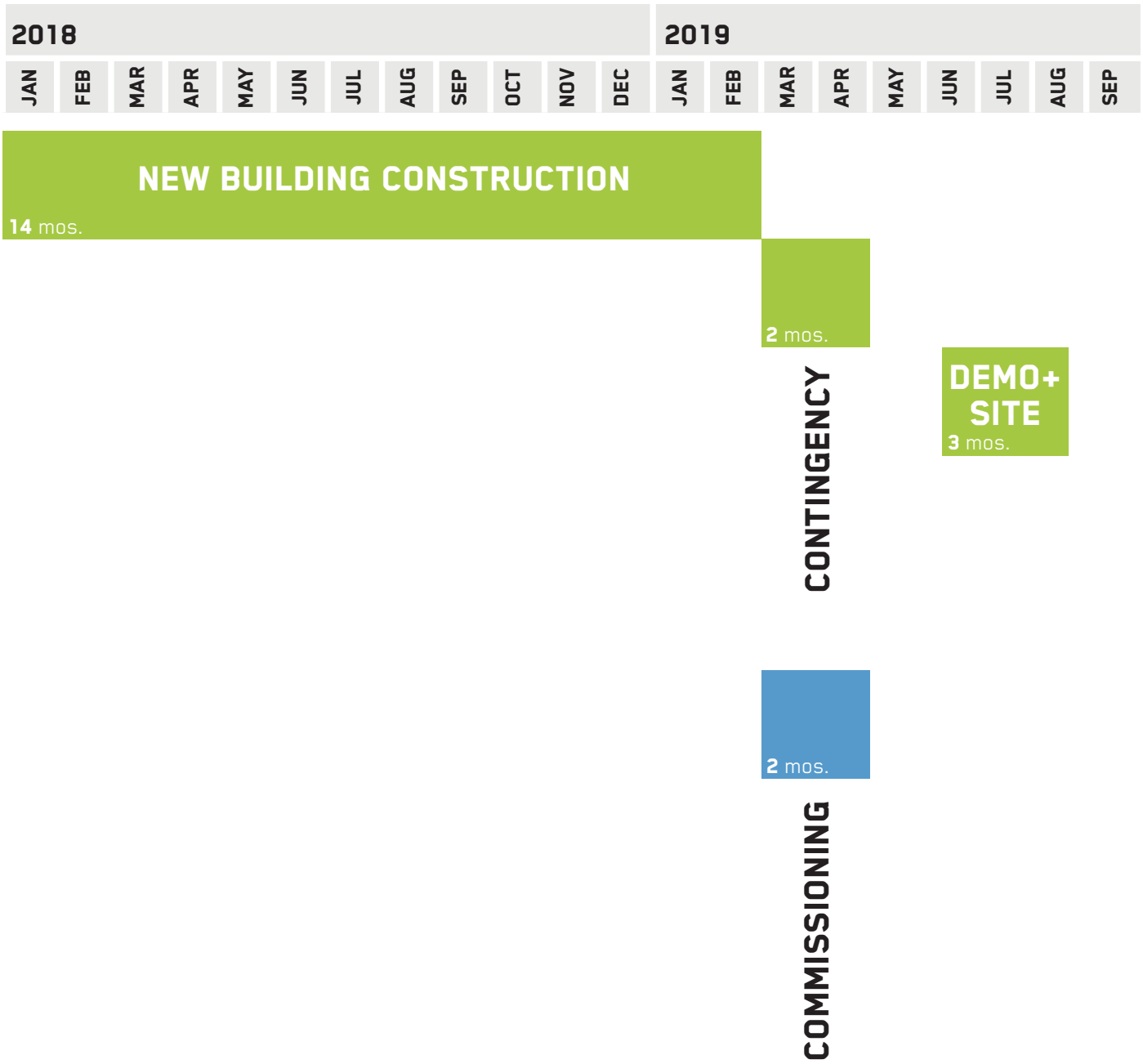
The climate is moderately humid throughout the fall, winter, and spring but dry during the summer. Precipitation patterns mirror this with the wet seasons being the fall, winter and spring with the summer relatively dry.

Project Schedule


Respectful
MITHŪN

PROJECT SCHEDULE





SCHEDULE UPDATED AS OF AUGUST 18, 2016

Appendix

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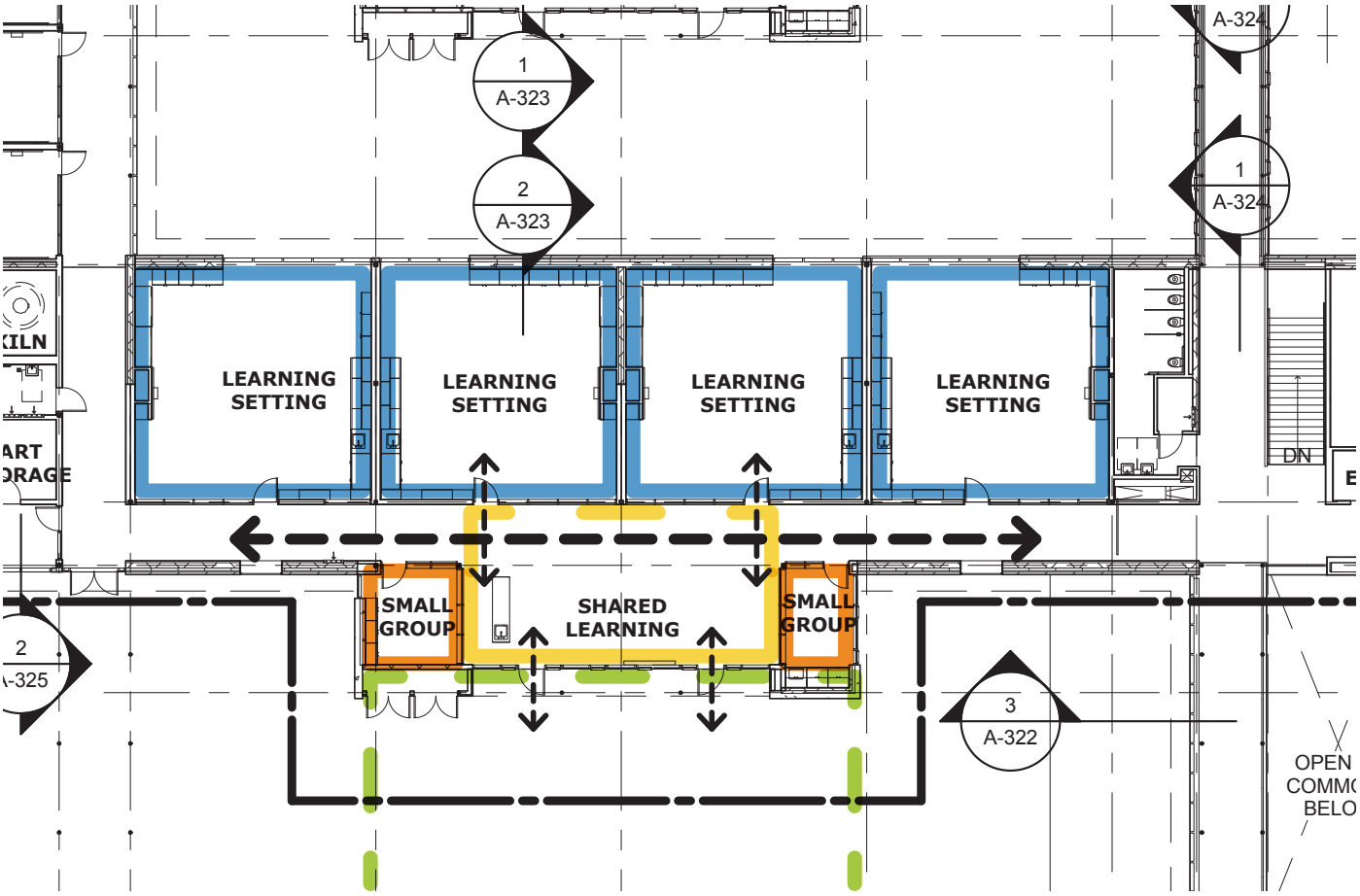
LEARNING CLUSTER DEVELOPMENT

WILKES LEARNING CLUSTER

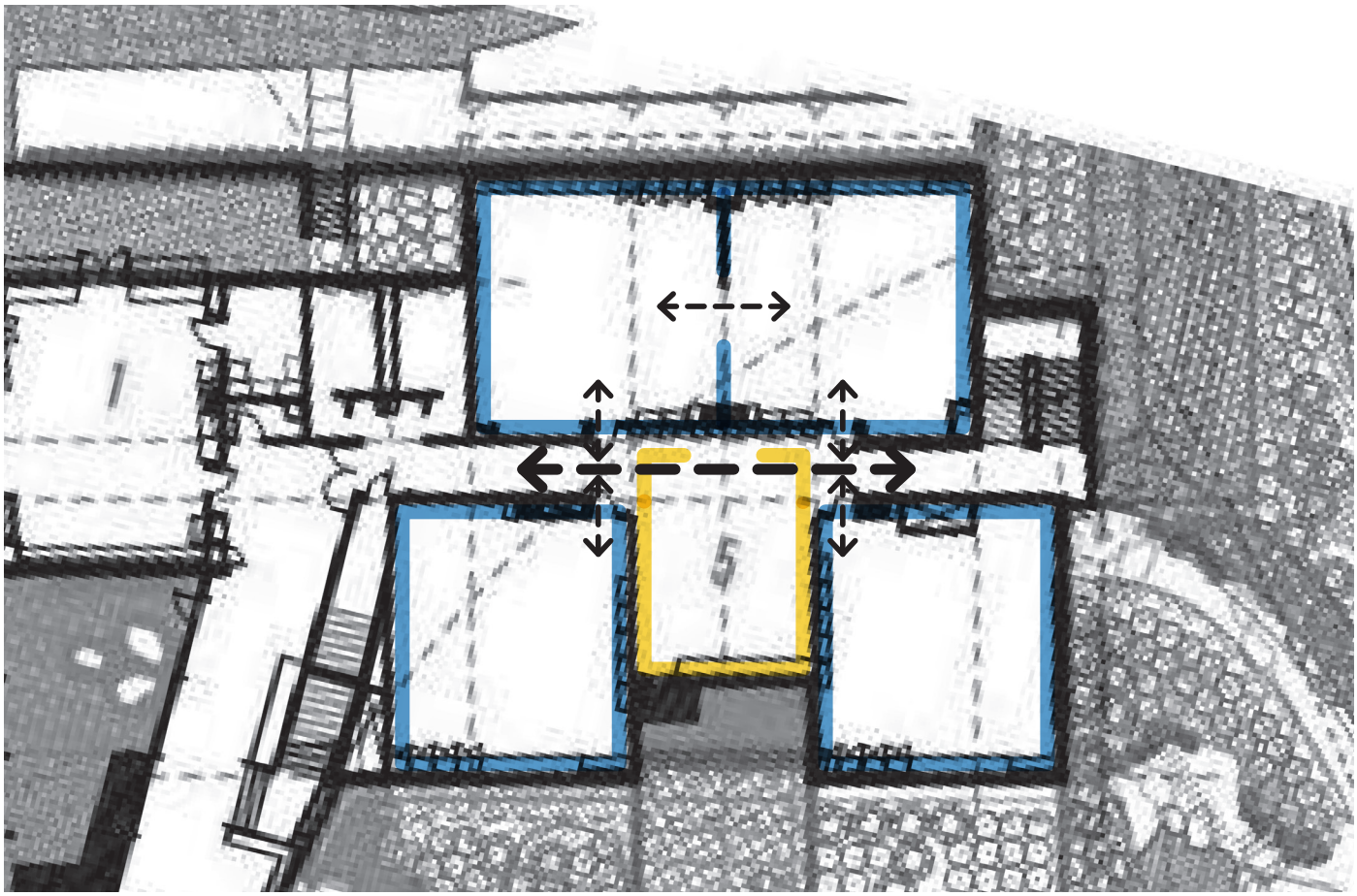


CLASSROOM
SMALL GROUP BREAKOUT
SHARED LEARNING
EXTERIOR LEARNING

Committee commentary:

Feels like the middle two classrooms own the shared space, equitable access would be better

RIVERVIEW LEARNING CLUSTER



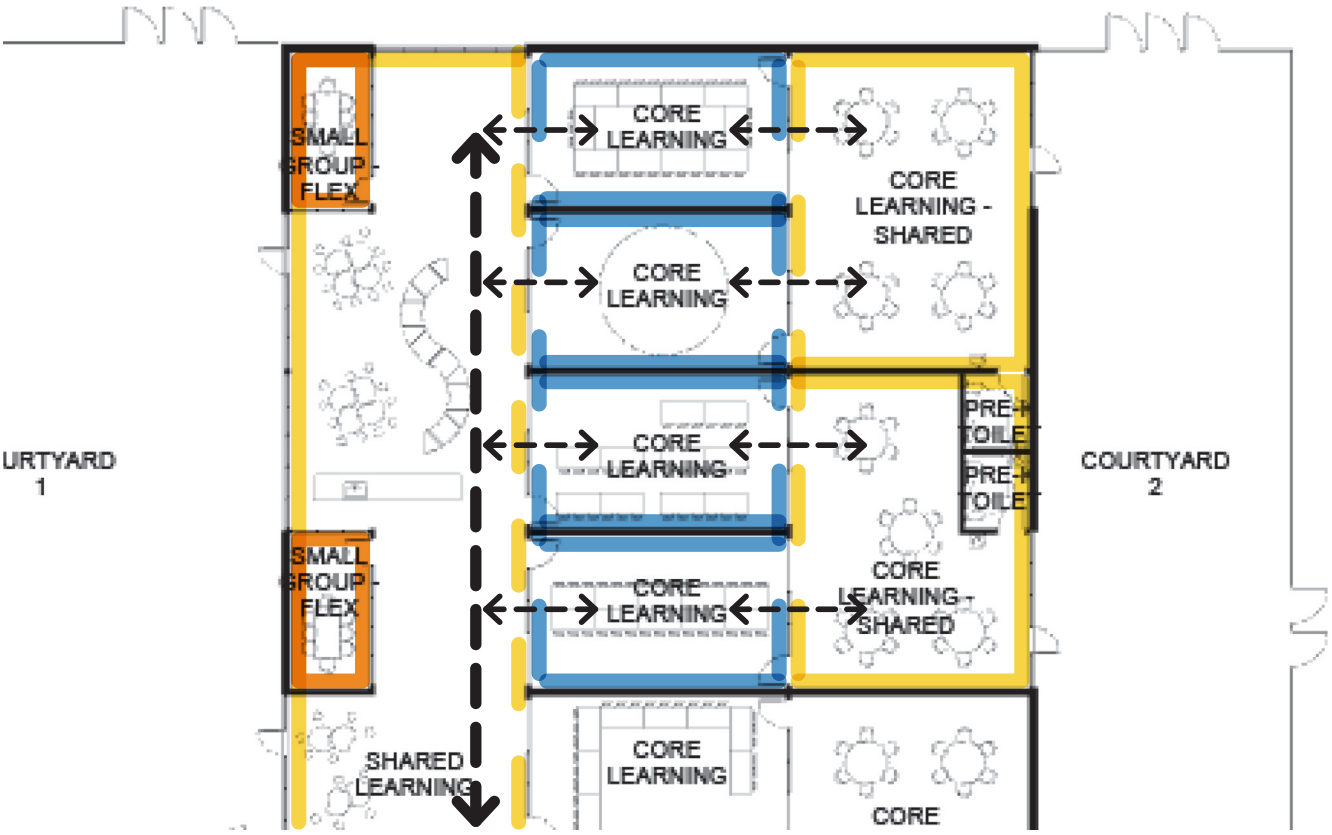
CLASSROOM
SMALL GROUP BREAKOUT
SHARED LEARNING
EXTERIOR LEARNING

Committee commentary:

Classrooms are very generously sized

Having two core learning spaces open to each other is desirable

ARLINGTON LEARNING CLUSTER



CLASSROOM
SMALL GROUP BREAKOUT
SHARED LEARNING
EXTERIOR LEARNING

Committee commentary:

Shifted thinking

Huge flexibility of spaces

Two classrooms sharing a shared space may be better than four sharing a larger space

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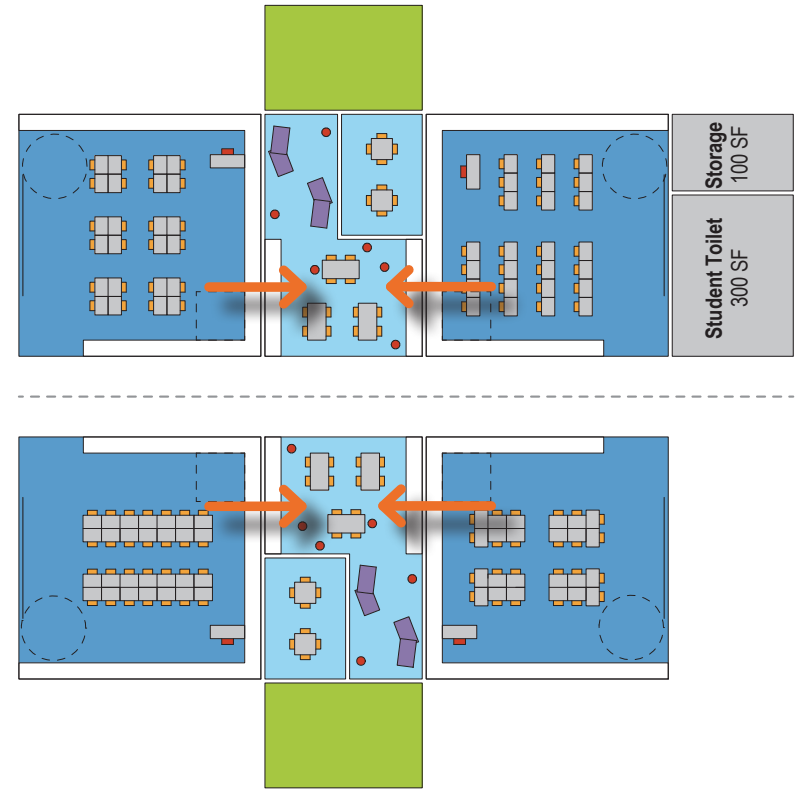
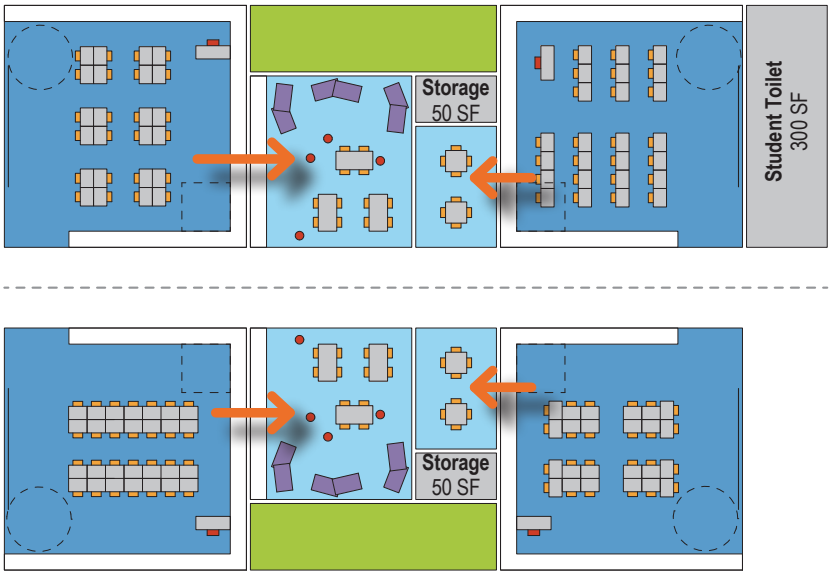
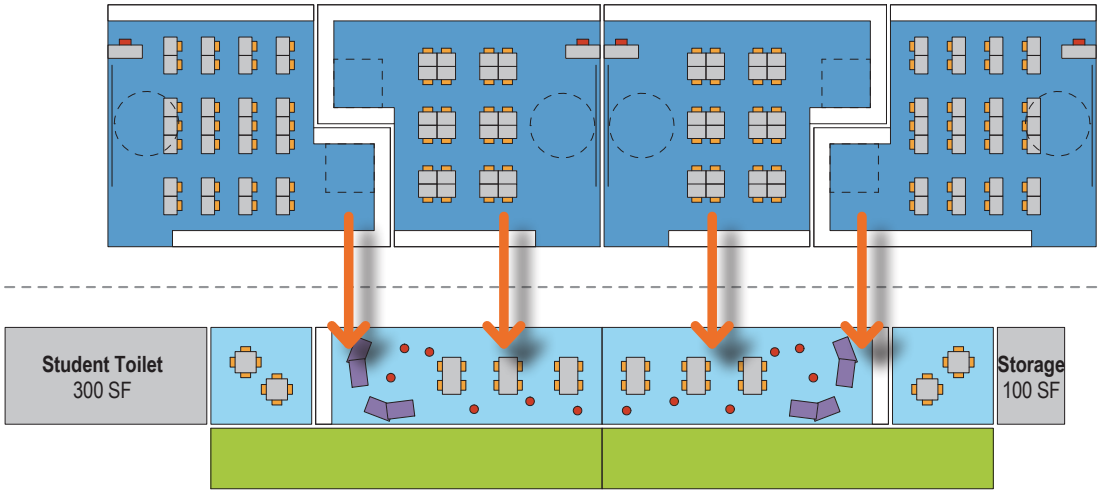
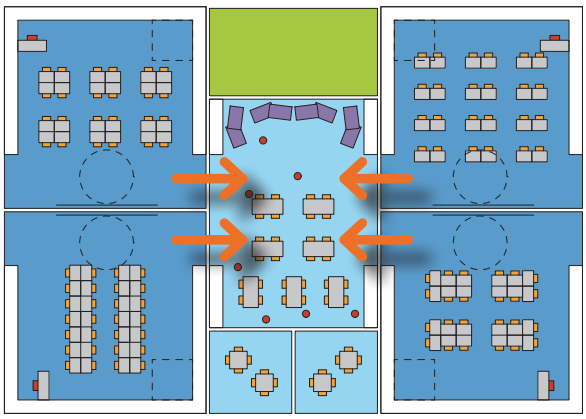
OPTIONS CONSIDERED AND DISMISSED

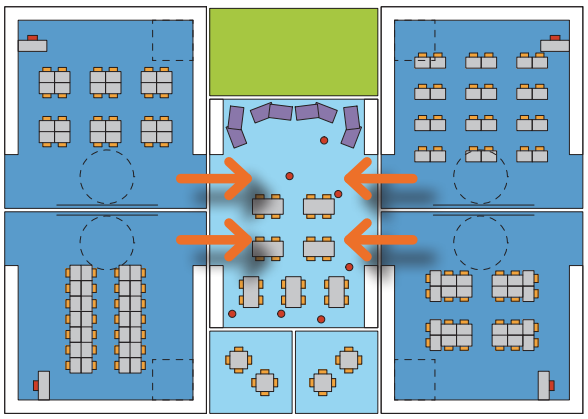
Commentary for these design options has been included in the 'Meeting Notes' section as a part of Workshop 04.

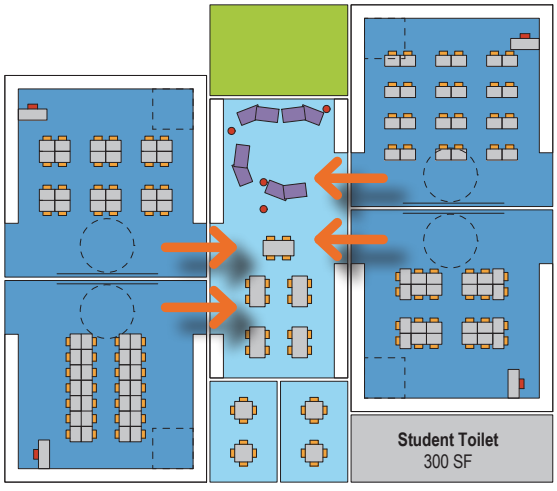


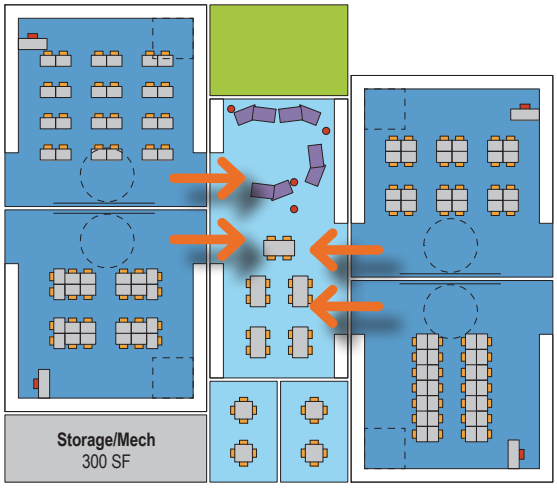



Student Toilet
300 SF
Storage
100 SF






Student Toilet
300 SF


Storage/Mech
300 SF

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Meeting Agenda

Project:	Blakely Elementary School	**Date/Time:**	05/12/2016, 9:00 – 3:00
		Project #:	1622400
Subject:	**Workshop 01: Visioning + Kickoff**	**Location:**	Blakely Elementary School
Attendees:	Blakely Ed Spec Committee BISD representatives Mithun	**Submitted by:**	Susan Olmsted
		Meeting No.:	01

Workshop #1: Visioning + Kickoff

The purpose of this workshop is to:

- Kickoff the Educational Specifications (Edspec) phase
- Provide an overview of the project schedule and process, especially near-term
- Align high level assumptions and expectations about the project
- Discuss / explore Blakely Elementary School's mission and educational philosophy
- Discuss vision/goals
- Discuss / explore what is central to the school
- Review previous programming work as a primer for further discussion
- Further understand ideal flows and functionalities for Blakely

AGENDA

	Topic:	Time:
A.	Arrival and Introductions / brief icebreaker exercise	9:00 – 9:15
B.	Project Overview Presentation • Schedule / process • Early milestones • Engagement • Budget parameters (high level) • Program parameters • Gross SF parameters	9:15 – 9:30
C.	Picking up where things left off: As a primer to further exploration, Mithun will summarize key activities and outcomes from previous Edspec planning, with an emphasis on: • Educational philosophy • Vision / Mission / Goals • School 'heart' For each topic, we will facilitate discussion and/or activities to verify some of the initial assumptions and expectations set by the previous work as a way of	9:30 – 10:30

	understanding where we need to pick things up moving forward. (Note that we will spend more time with the Edspec Committee to further understand the previous work as we move forward.)	
D.	Postcard Exercise – Classroom and Shared Learning	10:30 – 10:55
E.	Break	10:55 – 11:00
F.	Summary and discussion of school tours • Comparison exercise: What makes a successful ___? (shared learning space, library, entrance, gym, etc.)	11:00 – 12:15
G.	Lunch	12:15 – 12:45
H.	Summary and discussion of shadowing at Blakely	12:45 – 1:15
I.	Small Group Exercise: A Day in the Life / A Year in the School	1:15 – 1:45
J.	Picking up where things left off: Spectrum Exercises • Confirm outcomes from previous spectrums • Explore additional spectrums	1:45 – 2:30
K.	Picking up where things left off: Program Adjacencies and Relationships	2:30 – 2:55
L.	Wrap up and next steps	2:55 – 3:00

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Meeting Agenda

Project:	Blakely Elementary School	**Date/Time:**	05/26/2016, 2:45 – 5:15
		Project #:	1622400
Subject:	**Workshop 02: Visioning Follow-up**	**Location:**	Blakely Elementary School
Attendees:	Blakely Ed Spec Committee BISD representatives Mithun	**Submitted by:**	Susan Olmsted
		Meeting No.:	02

Workshop #2: Visioning Follow-up

The purpose of this workshop is to report back on the previous visioning workshop and complete the visioning discussions and activities as a precursor to the upcoming detailed programming discussions/workshops.

AGENDA

	Topic:	Time:
A.	Arrival	2:45 – 2:50
B.	Project progress update / schedule / agenda	2:50 – 2:55
C.	Report back from previous workshop • Vision / goals progress • Typologies (big print – leave behind) • Day/Year in the Life (big print – leave behind)	2:55 – 3:15
D.	Picking up where things left off: Spectrum Exercises • Confirm outcomes from previous spectrums • Explore additional spectrums: 'Play', 'Sustainability', 'Landscape'	3:15 – 3:50
E.	Landscape character exploration Intro / summary of kid research project • Types of experiences the landscape should support – gardening, food production, running, reading, visual relief, PLAY…. • Outdoor play areas of various types • Outdoor learning spaces, adjacent to building vs. destinations • Landscape details that integrate learning concepts: math, science, reading • Landscape spaces or details that illustrate sustainability	3:50 – 5:10

- Playfield programming, baseball, youth soccer, football, etc.
- 'Landscape' spectrum wrap up

F.	Wrap up and next steps	5:10 – 5:15

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Meeting Agenda

Project:	Blakely Elementary School	**Date/Time:**	06/08/2016, 9:00 – 3:00
		Project #:	1622400
Subject:	**Workshop 03: Program Adjacencies**	**Location:**	Blakely Elementary School
Attendees:	Blakely Ed Spec Committee BISD representatives Mithun	**Submitted by:**	Susan Olmsted
		Meeting No.:	03

Workshop #3: Program Adjacencies

The purpose of this workshop is to explore program relationships and adjacencies

AGENDA

	Topic:	Time:
A.	Project progress update / schedule / agenda	9:00 – 9:15
B.	Recap May 26 workshop	9:15 – 9:25
C.	Recap programming discussions to-date	9:20 – 9:40
D.	Report back from Community Meeting	9:40 – 9:45
E.	Discuss master program list	9:45 – 11:45
F.	Discuss key program adjacencies for: • Office/entry, community, STEAM, learning cluster	11:45 – 12:15
G.	Lunch	12:15 – 12:45
H.	'Cluster's Last Stand' – learning cluster exercise	12:45 – 2:00
I.	Whole building adjacencies – review and exercise	2:00 – 2:55
J.	Wrap up and next steps	2:55 – 3:00

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Meeting Agenda

Project:	Blakely Elementary School	**Date/Time:**	06/16/2016, 10:00 – 3:00+/-
		Project #:	1622400
Subject:	**Workshop 04: Programming Adjacencies (Continued)**	**Location:**	Blakely Elementary School
Attendees:	Blakely Ed Spec Committee BISD representatives Mithun	**Submitted by:**	Susan Olmsted
		Meeting No.:	04

Workshop #4: Programming Adjacencies (Continued)

The purpose of this workshop is to resolve critical questions about program functionalities and adjacencies prior to the development of the draft Ed Spec.

AGENDA

	Topic:	Time:
A.	Arrival / Brief office tour	10:00 – 10:15
B.	Project progress update / schedule / agenda	10:15 – 10:20
C.	Report back from previous workshop • Program summary • Learning cluster exercise summary… where we left off	10:20 – 10:25
D.	Learning cluster progress • Functional space needs – core classes and other key educational activities (e.g. tutoring, make-up testing, clubs, etc.) • Importance of shared spaces for next generation learning. Evolution of educational design. • Learning space comparisons with known spaces at Blakely and Wilkes • Various setups for learning clusters	10:25 – 12:15
E.	LUNCH	12:15 – 12:35 +/-
F.	Inspiration! 3D visualization and virtual reality	+/- 12:35 – 1:00
G.	Whole building adjacencies exercise and report back	1:00 – 2:45
H.	Wrap up and next steps	2:45 – 3:00

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Meeting Agenda

Project:	Blakely Elementary School	**Date/Time:**	08/08/2016, 9:00 – 11:30+/-
		Project #:	1622400
Subject:	**Workshop 05: Ed Spec Draft Preview**	**Location:**	Blakely Elementary School
Attendees:	Blakely Ed Spec Committee BISD representatives Mithun	**Submitted by:**	Susan Olmsted
		Meeting No.:	05

Workshop #5: Ed Spec Draft Preview

The purpose of this workshop is to walk through the draft Ed Spec with the committee prior to final revisions and completion.

AGENDA

	Topic:	Time:
A.	Arrival / Welcome back! • Inspiration from schools in China (Brendan)	9:00 – 9:15
B.	Summary/recap of the Ed Spec process	9:15 – 9:20
C.	Next Steps in the design process: • Overview of Schematic Design process, • Approach to translating Ed Spec information into design, • Description of where/when the Ed Spec Committee will provide additional input.	9:20 – 9:30
D.	Recap of previous Ed Spec workshop: • Learning cluster feedback • 3D inspiration • Whole building adjacencies	9:30 – 9:45
E.	Summary / walk-through of draft Ed Spec	9:45 – 11:00
F.	Discussion	11:00 – 11:25
G.	Thank you!	11:25 – 11:30

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MEETING NOTES

WORKSHOP 01 - VISIONING + KICKOFF

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Meeting Note Summation

Project:	Blakely Elementary School	**Project #:**	1622400
Subject:	**Workshop 01 – Visioning + Kickoff**	**Date/Time:**	05/12/2016
Attendance:	Amanda Gardner Kathleen Watt Mev Hoberg Tamela VanWinkle John Gray Carrie Morgan Reese Ande Kyanne Hawkins Kathleen Pool Karen Keller Lisa McCassey Maureen Wilson Teresa Ball Terra Claiborne Karin Knight Rich Franko Brendan Connolly Susan Olmsted	**Location:** **Submitted by:** **Meeting No.**	Blakely Elementary School Michael Everett 01

GENERAL PROJECT INFORMATION

Upcoming Meeting Dates:

May 26th - Workshop
May 31st - Interviews
May 31st @6:30pm – Community Meeting
June 1st - Interviews
June 8th – Workshop
June 16th – Workshop @ Mithun
August 8th – Workshop

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Blakely Elementary School – Workshop 01 Notes
Project No. 1622400

Programming/Parameters

Pre-K is in the program
- Pre-K Normally mirrors the K class
- Typically (1) AM class and (1) PM class, so (2) sections can share a single space.

Design for 450 with an option to expand to 600 students with an addition

Current Enrollment: 330
- Next year's enrollment is 336, but we have to think about the future

Design: 450
Expansion: 600
Budget: 27m
- The budget is fixed, despite escalation
- Island premium may not come into play
- Tamela wants the contractor in early

Site: 12 acres
Tamela: For Wilkes we started with nothing and needed to establish all the SF numbers, but for Blakely we want to establish something unique to the school

Action Items

- Hold a Virtual Reality demo when team visits Mithun on June 16th
- May 31st evening (6:30 pm) workshop with community. LISTENING! What will the other oppositions be along the way? Video on website. Talk about timeline and answer questions. Q+A. Round table where people can learn about topics and leave notes
  - Aerial map of special spots (kids)
  - Postcard activity – mail and drop off
  - Maybe some advance info
  - Send scope of work for traffic study
- Nix the mission statement, focus on the goals
- Get Maureen's take on technology, she said it eloquently
- Tamela would like conversation with neighbors to see what the opportunities with IslandWood might be.
  - Set up a smaller group meeting. Mev, Mike, Peter, Faith

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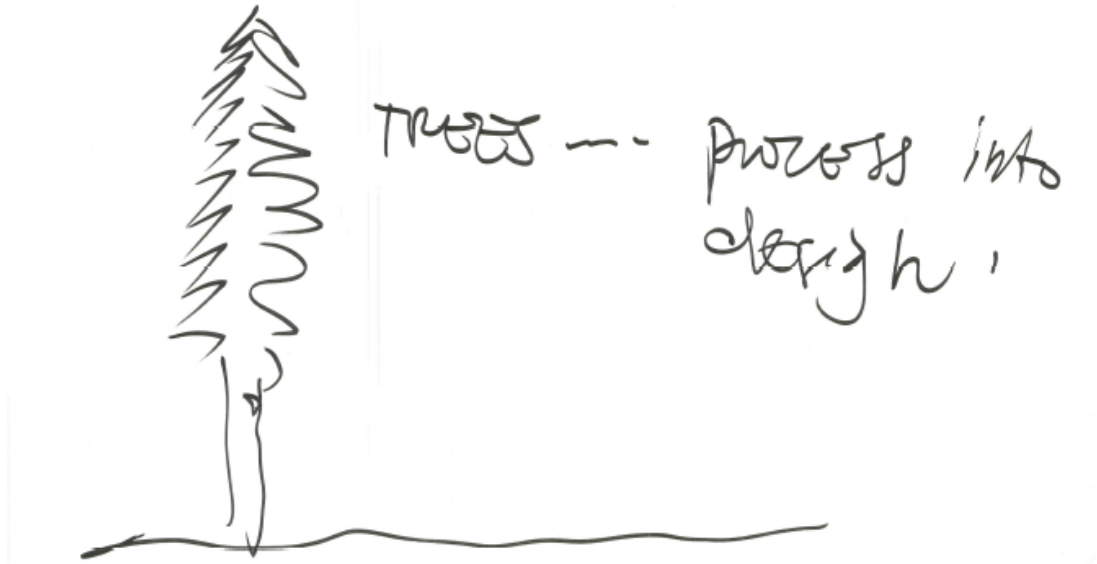
Blakely Elementary School – Workshop 01 Notes
Project No. 1622400

RESPONSES

Inspirational Spaces
Reese: Spaces for all students that inspire and create connections
Kyanne: Outdoor spaces, shared spaces with parents, community
Amada: Flexible use of space for parent/teachers to collaborate
Maureen: Spaces to re-set as a learner (look for it every morning). Wow factor. Stimulating place. Reflective, hyperactive, exploring.
Terra: Adaptive spaces, spaces that can be used in different ways as best for kids/teachers
Lisa: Value each person, where they are and what they need. Kids who need to stand, sit, lay down. Comfort and choices.
_____: Shady areas with green grass. Quiet spaces for kids who need a break. Use nature in that way
Karin: Users need to be able to walk in and feel comfortable physically and emotionally
Kathleen Watt: Comfortable (in terms of temperature, light and emotion). Inspiration from feeling comfortable and grounded, not institutional or dry. Welcoming feeling at entry. 3 kids – all different learners, so the space needs to be flexible and adaptable for them to flourish
Teresa: Inspiring, creative, flexible. Nooks and crannies, finding little spaces. iPads at the windows
John: Safety and security. The building is also a project of leadership and teaching
Tamela: The challenge in design is to create environments that can support and enable organic outcomes. Open environments that invite collaboration.



Concern about the trees on the playground – process into design

What will inspire future students and educators?
Novelty

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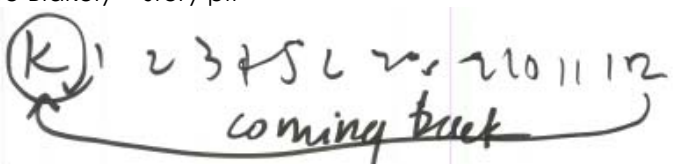
Blakely Elementary School – Workshop 01 Notes
Project No. 1622400

Equity
Timeless
Equity of light/rooms
Maintenance
Orientation
Designing for the unexpected. Less specificity.
Having a motivating reaction to the building each day
Timeless landscape design and integration
Trying to find elements of novelty in the building, like the story pit
Each classroom can have something different – something novel. Hierarchy and Identity
Along with novelty, have to consider equity
Northwood had too much disparity
Need equity of daylight
Maintenance and longevity will be important

What makes Blakely unique?
Rock wall
Staff – tightness and accessibility
- The staff room is big enough for gathering
- Everyone who works at Blakely feels called to do their meaningful work
- Copy machine faces out – helpful for Reese to hear, it is their water cooler
- Proximity, community
- 'We don't let walls get in our way'
- Willing to take risks

Staff Room – helps having one BIG table instead of several small ones
Outside Community – has a great sense of working together to help each child
Location – close proximity to IslandWood and Heyday Farm
Traditions – things they do that are hard to even track back to know the origin
- Kids go all the way through k-12 together
- Come back to Blakely + story pit



Blakely feels like home, anchor
Photos in hallway – class photos important, do something cool with them
The teachers never stop…
- Teaching
- Making beer
- Quilting

Work hard, play hard
Courtyard/Playground – have to be able to go outside. Communities use the playground on the weekends
Covered play area
Reese, Kyanne, and Karin Knight always in close proximity

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Blakely Elementary School – Workshop 01 Notes
Project No. 1622400

Mission Statement
Not best work, don't use that. Nix the mission statement, focus on goals

Goals
Add safety
- Wilkes floor to ceiling glass feels unsafe – nowhere to hide
- Don't like fishbowl feeling
- Challenges with flexibility/learning commons

Safe place to work
- Want to be able to see who is coming in and out, but in a friendly way

Division of students
- Want/Like space that allows mixing of grades – crossing paths
- Originally thinking about pods
- Maybe create a space that allows for either/or/both.
- Be as flexible as possible – may not have grade levels in the future
- Don't do a lot of grade intermixing though (within the context of all the stuff that needs to get done throughout the day)
- Proximity among grade level helps teachers communicate and collaborate
- Ultimately need ability to have grade separate and grade intermingled

Maureen – Technology
- Respect, honor, and extend traditional and innovative learning opportunities - exploration driven by curiosity, discovery inspired by play, and creativity and productivity enhanced by technology.

Autism spectrum – really need to think about flow and safety
Safe place for all types of learners
Celebrating knowledge, the learning process
- Stories and reading are a big deal
- Celebrating of books, reading, knowledge, in every type of space
- Storytelling: Culture of learning
- Helping kids understand that they are writing their own narrative – in a quest for knowledge and discovery

Maybe implied with curiosity, but can we have a building that encourages thinking outside the box. Think about: What is it to be a learner in the world?

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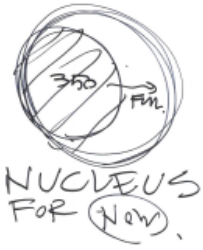
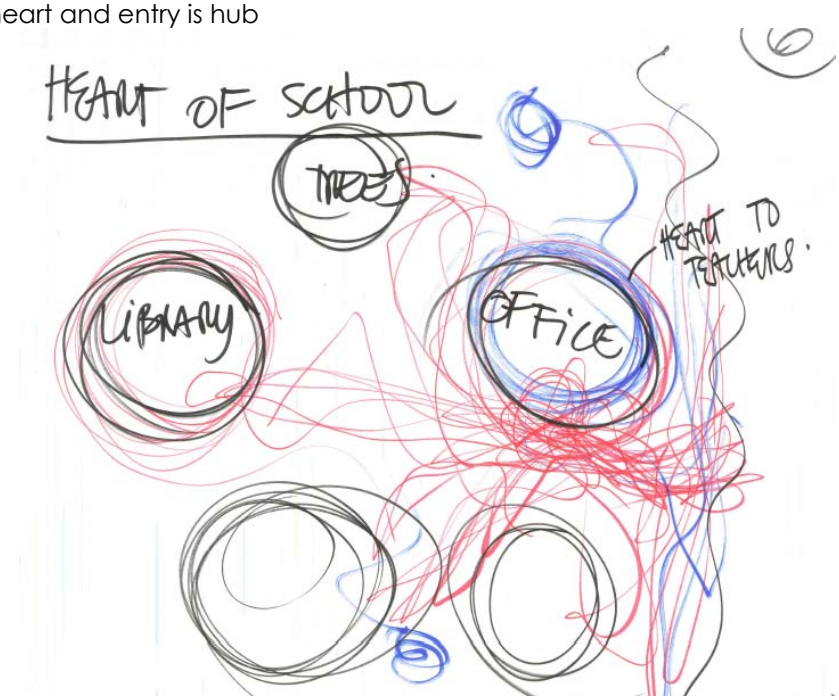
Blakely Elementary School – Workshop 01 Notes
Project No. 1622400

Still have to keep our feet on the ground
    Practical, pragmatic, order etc. are still very important because we have to manage a large # of children
    Cherry Crest was overly ordered
Idea of time – instructional time
    Any way the building can allow us to capture time is helpful
Due to population fluctuation, may need to try to have a nucleus of activity



Farm to table, we would need a real kitchen
Nature-based learning is great, but hard to fit in with all the requirements
    A lot of time spent on requirements
    4.5 hours of instructional time for 8 hours of content
Little buddies/big buddies

Heart
<3 = library
<3 = office – gathering space for everyone, maybe office can grow
    Need multiple hearts
Office is heart and entry is hub



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Blakely Elementary School – Workshop 01 Notes
Project No. 1622400

TYPOLOGIES

Entry/Entry Sequence
John Muir:
- Like having library at entry

Northwood/Mercer:
- Like the elevated covered area

Riverview:
- Entry with chairs and rocks was nice
- Flow: open main doors when kids arrive, then lock down and force others to enter through the office
- Best entry and lobby

Rosa Parks:
- Did not like Rosa Parks

Wilkes:
- Like the porch, but don't like side entrance and hallway – would rather have a lobby or courtyard
- Addresses safety and security
- Drop-off works great from Reese's perspective because he could greet bus kids and drop-off kids

Big crazy roof feels added on with some schools at entry
Like covered area @ entry for parent pickup, etc. is great
Language of entry sending the message
Hallway outside office
Want the entry to be appropriate to the scale of the student
Reese wants transparency to entry
PTO room with supplies and workspace in close proximity to the entry
Still want informal community building space…maybe foyer, or lobby
Should have layering of security…public to private, entering a portion of the school
Kathleen wants entrance to look like a school
    John Muir doesn't look like a school
    Cherry Crest looked like a school
    Wilkes fits in naturally
Liked one of the Integrus' projects, a red high school
    Vashon Island High School?
    http://www.integrusarch.com/work/work_k12_proj_1.php
A more square space feels like a lobby – linear spaces feel more like corridors
<3 community space near front
    Would be good to have (not just the office)
    As a parent you don't feel welcome in the office (coming into their workspace)

Classrooms
Northwood:

- Like that all casework is in a separate space

Riverview:

- <3 classrooms
- All looked onto shared space
- Used furniture to create alcoves
- Each room was unique
- Teacher's desk placed out of the way, but podium or plug-n-play spot somewhere else
- Smart furniture choices
- Mobile shelving

Tackable casework

Learning Pods

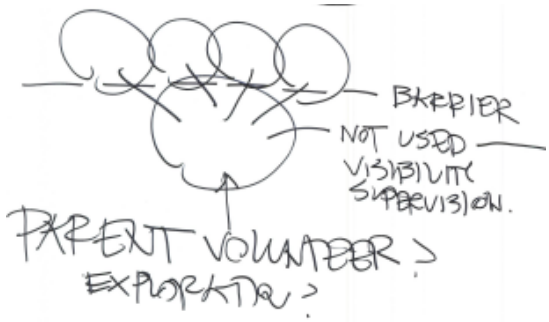
Arlington:

- Shifted thinking
- Huge flexibility of spaces
- 2 core learning spaces can be opened to each other

Riverview:

- Narrow, dark hallways, but generous classrooms
- John felt that the shared areas were isolated, but others liked the pod shape

2 classrooms sharing a shared space (Mercer Island example)
Each pod could be a different setup. Good to have diversity on the staff
Don't get obsessed with equity, or things will be too generic
Shared spaces
If they aren't used, they are 'haunting'
Need supervision



1st grade has more volunteers, so helps with monitoring shared space at 3rd and 4th
Culturally, teachers have to embrace the shared space
Great to have small group breakout areas

Kindergarten Classrooms

K furnishings are smaller
K uses same playground at Blakely
Maybe K shouldn't be different

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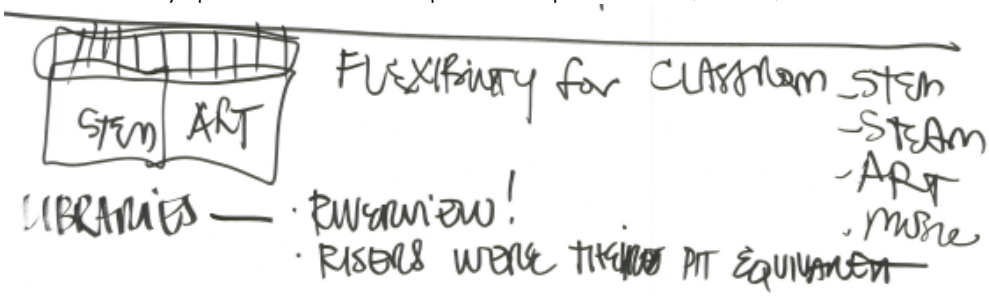
Blakely Elementary School – Workshop 01 Notes
Project No. 1622400

Does K need a flexible space?
Field Day
Pre K needs to be a separate playground, but not K

STEM/STEAM
Riverview:

- Like the design lab with outdoor space
- Their opportunity for cooking would be great to have

Don't combine the Art specialist with STEM (have different spaces), but proximity would be good to have
Rooms that are too specific to a given discipline don't allow flexibility or sharing
Messy project space. Flex space with outdoor access
Maker community space. Could be a partnership. Robotics, artists, etc.



STEM needs to be more of a maker space
Maureen thinks eventually STEM will become much more integrated, rather than a separate room (but still will have a STEM space for now) and teachers will teach as part of every day
Still want a space that evolves over time – an experimental space combined with instructional coaching space

Special Ed/OT
Special Ed might need a behavior room eventually
Instructional coaching?
Special Ed @ Wilkes may not be enough

Library
Cherry Crest:

- Didn't seem used

John Muir:

- Like the location of the library (at entry)

Riverview:

- Clear winner
- Risers were so cool
- Seemed like it would get used a lot
- Combination of great feeling, but also great function
- Works great for adults and children

Blakely Elementary School – Workshop 01 Notes
Project No. 1622400

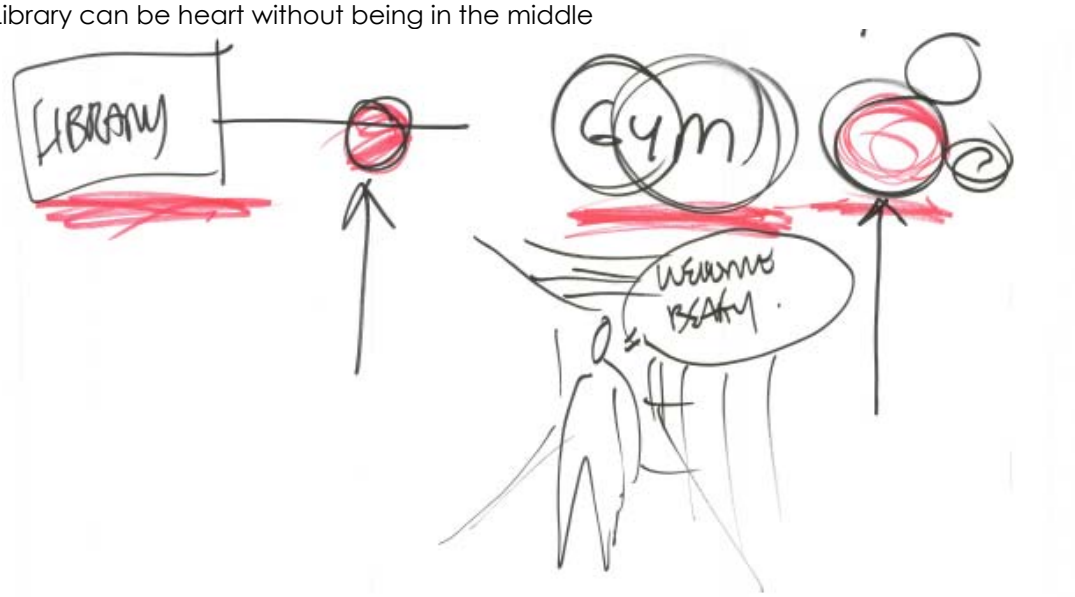
- Circulation desk with view of both sides (centrally located)
- Flexible
- Space for kids to lay on floor
- Had a softness that was nice, comforting
- Cozy

Wilkes:

- The problem is that you walk past storage, which is not welcoming at the entry

Interior/Entry like John Muir, with a library like Riverview would be ideal
The library is a space the community wants to access. How do you separate it?

Is the library truly public? Or more internal?
An open library would have to be staffed
Who are we welcoming to the library? Blakely population
Library can be heart without being in the middle



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Blakely Elementary School – Workshop 01 Notes
Project No. 1622400

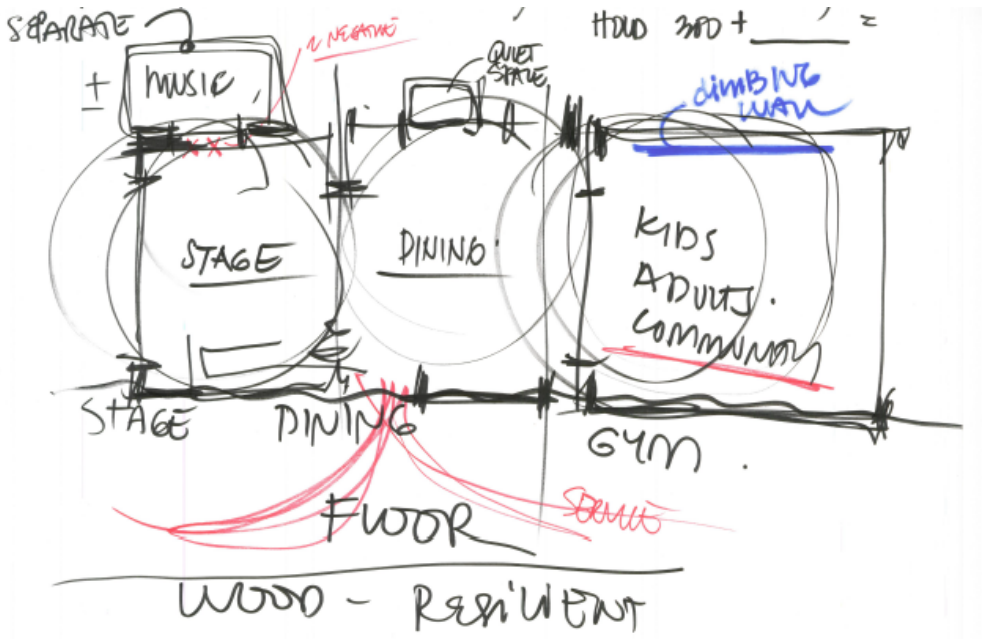
Want library to accommodate more activity (and multi age) – more than one activity at a time

Theatrodinasium
Rosa Parks:

- Cafeteria noise was harsh
- Colors are bad

Wilkes:

- Wood floor wasn't paid for by the school



Programs currently max out the space, so having expansion is great
Wood floor requires some protection from street shoes
Woodward has pads that can go down to protect floor
Commons next to gym is pretty standard now
Commons – hold the whole school population, hold a big event
Stage and commons need to be together
The music room doesn't have to be behind the stage
Reese doesn't prioritize the larger gym
Important to have a real stage, but not shared with music
Use the stage for every assembly
Music room nearby
Stage used as a meeting space for clubs almost daily
Never enough club space
Helpful to close off from gym
Could help with smaller space for kids who need quiet at lunch
Recording space
Community will use the gym, regardless of size

Blakely Elementary School – Workshop 01 Notes
Project No. 1622400

Board will help drive decision about gym
Yoga equipment in hallway doesn't really work
Need some smaller nooks within big cafeteria
Gym as public space – evenings, weekends, etc
Gym and maker space as open to community

Circulation
Some challenges in integrating play into learning with traffic flow/circulation
Kids want to touch the wall – can we encourage that w/ texture? Lean in to the walls
Salt Lake Library – Moshe Safdie. Everything is revealed. Words embedded. Things you can find
Active corridors
    Sometimes hate, but might be important if pods are too far apart, then leads to a disconnection
Clear desire to have spaces where we can celebrate student work (but not on glass windows)

Landscape Character/Playground
Cherry Crest:
- <3
- Great play and covered area
- Having a soft trail like theirs would be great
- Playground setup great for visibility
- Multiple modalities of play
- Mixed feelings about the play equipment
- Blend w/ forest
- Seamless covered play

Riverview:
- Too big, not comfortable

Rosa Parks:
- Steps to playground didn't work

Wilkes:
- Connection to outdoors is wonderful, but teachers do talk about drawbacks of travel distance
- Has a good setup, but will take time for plants to grow
- Raised planters don't work

Community P-Patch in summer, but for use only by students in spring
Improvements for soccer/field to be played on (very important for it to work)
Sand or grass field? Artificial turf? Yes, at high school. May be controversial
If partnership, then may need lights
Need some smaller nooks within playground
How can playground and courtyard also be functional for learning?
Importance of play for all grade levels
Building needs to help make nature-based play easy to access
Trees provide smaller, quieter, refuge – reshape the environment
Woods and trees, not just planted courtyard

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Blakely Elementary School – Workshop 01 Notes
Project No. 1622400

Would love an outdoor stage or amphitheater

Traffic Flow

Neighbors on the other side of the road complain about parking/driveway blocking occasionally, but not much else

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Meeting Note Summation

Project:	Blakely Elementary School	**Project #:**	1622400
Subject:	**Workshop 02 – Visioning Follow-Up**	**Date/Time:**	05/26/2016
Attendance:		**Location:**	Blakely Elementary School
		Submitted by:	Michael Everett
		Meeting No.	02

Goals
Maureen's statement: captures in one thought, all of the thoughts

Day in the Life
Great visual to represent the intensity, we need a building that will calm us
- Wilkes achieves this quality, can't point a figure to it

Spectrums (Maybe not as accurate as intended)
Teaching spaces spectrum
- Flexibility for either by grade/intermingled - override
- Kindergarten wants to be in the thick of things, but condensed together - keep in mind proximities for smaller body sizes
- Specialists - adjacencies for certain specialists are important. Could become a bottleneck in circulation if all specialists are condensed
- Universal verified

Integral values
- student-student, staff-staff might be more in the middle
- Verified
- Verified
- Verified - make sure there are nooks and crannies for more private focus areas

Program values
- Verified intrigued by either, both could work
- Verified
- Kind of want both, one could be landscape/outdoors
- Rooms within rooms, making some smaller spaces, maybe kids don't all need to go to the same space to eat. Having a cafeteria that supports multiple functions for uses. Northwood addresses this, was kind of weird having two spaces. Think about how much time will be spent in this space

Campus
- Verified middle
- Verified middle

- 2 story vs 1 story. Or grades? Let's focus on grade interactions. Black: physical, colors: grade.
- Verified

Sustainability
Everybody loves the fish, speaks to the user.
Maintenance balance, strategies can be simple and maintenance free

Landscape
Red dot/green dot
Drawn to things that tell a story
Natural objects/landscape integration
Loose parts is great, but hard for recess monitors. Younger kids like things from nature
Parking lot, less linear. Blend into natural
Low maintenance is very important
Rolling down the hill is very important
Detraction from strong bright painted asphalt, too literal
Grass fields are not great because they have to be closed at certain times so they don't get ruined
Like Bellevue with separated field...wasn't a primary element
Kingston high school - field blends
Art integration? Long term plan for projects

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Meeting Note Summation

Project:	Blakely Elementary School	**Project #:**	1622400
Subject:	**Workshop 03 – Program Adjacencies**	**Date/Time:**	06/08/2016
Attendance:		**Location:**	Blakely Elementary School
		Submitted by:	Susan Olmsted
		Meeting No.	03

Report Back: Detailed Programming Interviews
"Making our kids teachers" (e.g. numerous projectors/presentation)
Everyday sharing – technology, portable
Size difference between 1st and 4th grade

Any grade level in any room within the building
Games take up space (4th grade)
Boys bathroom close to 1st grade is good (actually pretty universal)
Proximity to work space – printers + copiers are important (maybe more than having a one teacher workspace)(multiple satellite locations)
K cubbies – eliminate coats and backpacks in the hallway
Maureen had some Pinterest photos of backpacks in hallway to share
Depends on how corridors are designed
Lice is an issue
Kathleen feels really strongly about carpet in the library – noise, cozy
Need more visually calm spaces in the classroom…but still some variation among teachers about tackable vs writable surfaces
Art/projects in hallways give the building life/character

- Display cases
- Hanging rods
- Monitors/electronic display

Nice for 1st grade to see 4th grade work
Maureen would love to enable kids to be able to comment or interact with work on the wall
Pullout storage shelves

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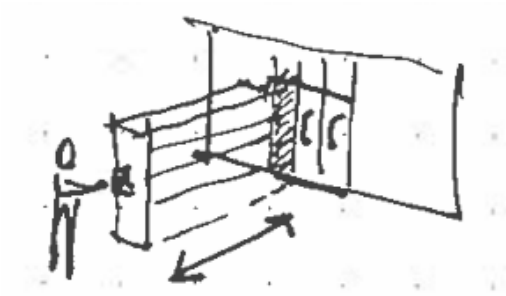
Blakely Elementary School – Workshop 03 Notes
Project No. 1622400



Developmental preschool will need some special equipment, e.g. changing table

Program Discussion
Title 1(books) and Differentiation (projects) needs shared storage
STEM/art space as income-producing community space
Lots of conflicting input about size of STEAM
Storage is key, so that space can be maximized
Library
- Wilkes main meeting/reading area is too small for people to look at each other
- What is Riverview SF? (roughly 2400 sf)

Tamela thinks gym size is fine for now
Emergency storage supplies may need to be accessed from the outside
Gender Neutral
Teachers like having the staff room separate
Bathrooms: like having the common sink area
State requirement for counting outdoor play at 50%
Exterior storage at Wilkes outside every class cluster

Program Adjacencies
Don't want Special Ed/Title so close to the front
K + Pre K may not need to be so close to the entry
Library connection to the entry should be stronger – but more about a feeling as you enter, so maybe not literally the library at the entry
Art+Stem – add some technology space adjacent to STEM/art (add note about access to technology, not a separate space)
Library may want to be next to STEM/art (technology component
Some caution about having Differentiation next to STEM/art
Differentiation could be in space shared by STEM/art
Do have library on the community use list, but maybe lower priority
Single entry for day and evening use, but don't want cafeteria/gym right at entry – could have a separate entry

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Meeting Note Summation

Project:	Blakely Elementary School	**Project #:**	1622400
Subject:	**Workshop 04 – Program Adjacencies (Continued)**	**Date/Time:**	06/16/2016
Attendance:		**Location:**	Mithun
		Submitted by:	Michael Everett
		Meeting No.	04

Functional Space Needs (Time Split)

- 70/30 represents more what they want to be doing but not necessarily what we are doing
- Changes based on grade level
- Changes throughout the year – this maybe more represents the end of the year
- Kindergarten is more whole class
- Much more back and forth, short increments a lot of transitions
- Younger kids don't use small group time as efficiently
- 2nd grade – 50/50
- 3rd grade – 40/60
- Large group often in a cluster, not at desks – small group spaces are not used at this time

Next Generation Learning

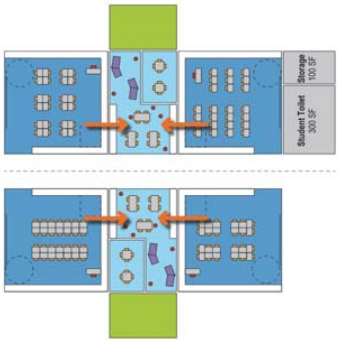
- Art wall – students may not look up to the art at all time, it is nice to have all of the are/display at kid level

Classroom Spatial Comparisons

- Tamela: would like to capture area for casework outside of the classroom, Wilkes is not working quite the way they thought it would under design
- There was a hope that classrooms could be bigger
- So many of the shared learning spaces were not well utilized, especially for the younger kids
- Additionally, older kids are good at moving furniture and young kids are NOT
- Should we reconsider having different spaces for different grades, certain things about kids will stay the same (ex little kids need proximity to teachers)?
- Little kids like the ground, big kids like the tables and stools
- Reese: Flexibility vs Appropriate Spaces

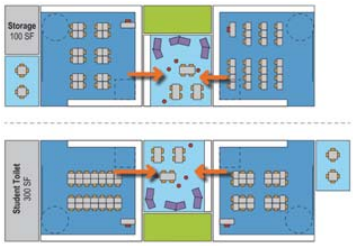
Learning Cluster Arrangements

A



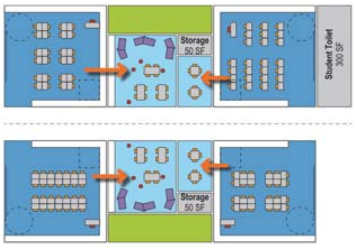
- Undesirable to look through a small group to a shared
- Flip the casework and teaching wall
- Enter the classroom through a shared space
- Awesome possibility to cross the hall and get a larger group in

B



- Small group might work well because they would always have an adult in there, sightlines are not necessary
- Advantages to having access from both the hallway and the classroom (some concern about equity, Reese and others would like for this concern to disappear but it is a reality)
- It might be better if the small groups were on the same side
- 4 classrooms might be able to share 1 room, 4th uses them a lot and can send students in without students, Tamela says small groups are used constantly at Wilkes, but 150sf is too small (1 larger one?)
- Seems to be a consensus of fewer total number but larger spaces

C



- Could have an operable partition between the shared space and the small group

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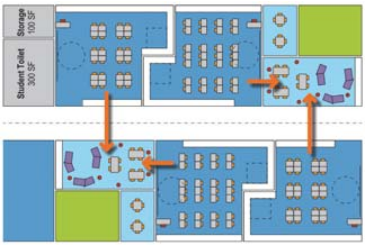
Blakely Elementary School – Workshop 04 Notes
Project No. 1622400

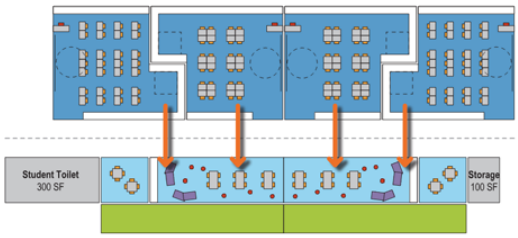
- 4th classroom adds to flexibility in interim during times with less students
- Storage space limits sightlines through to outdoors and between classrooms and shared space

D



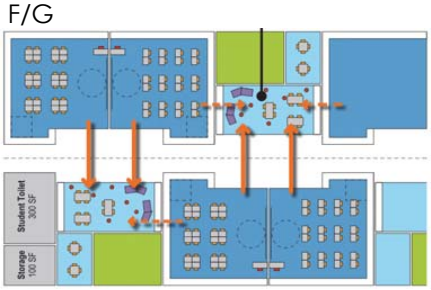
- Like the L's, works well with older kids and works well with creating reading nooks / introspective spaces within the class
- Like accessibility of exterior spaces
- As long as there is visibility, across the hall doesn't matter
- Like the interval of open spaces to classrooms
- Doesn't lend itself to combining the shared spaces, could be fine with the other common spaces available
- Shared space integrated with rooms?
- Trio is possible

E



- Different proportions could be studied to get equity between the classrooms
- Outdoor areas would be easier to maintain like this
- Small group spaces into middle of shared to shift it more towards the end classes. This might work best with one room, movable partitions would be great to make the small spaces disappear.

F/G



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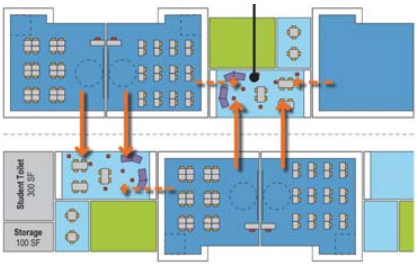
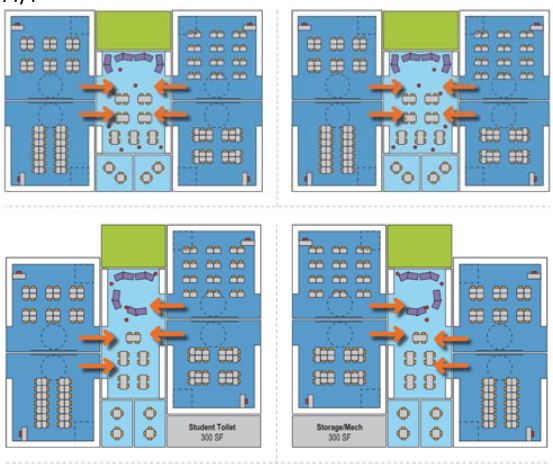
Blakely Elementary School – Workshop 04 Notes
Project No. 1622400



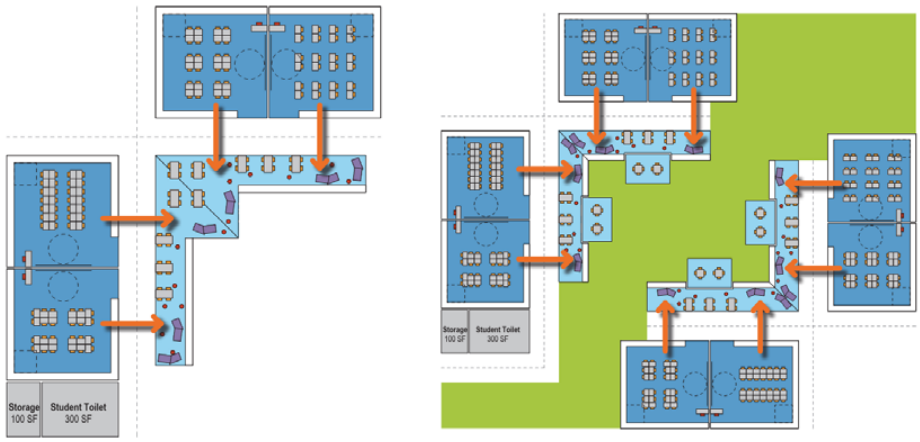
- Maybe not enough of a nook
- Operable partitions are available
- Love visual of hallway, nooks could be used to hide things

H/I



- Concerns of the usability of the interior shared space, and what it might become (storage?)
- Seems very closed off

J/K



- Landscape spaces would be amazing
- Very equitable

- Potential for operable partitions between classrooms
- J better from landscaping perspective, K better educationally. Corner could be a covered outdoor space
- Narrow not problematic for group study
- Big operable doors to the exterior
- Very thought provoking and had the strongest reaction (Positive)
- Lot of opportunity for variation

Misc / Voting
- Continue to think about how to make the small group really flexible
- Eliminate H/I
- Of A/B/C, B is favorite eliminate A/C
- Of D/E, D is better eliminate E
- F like, keep
- G
- Of D/F, small group not love, takes up territory adjacent to exterior space
- Operable partitions make sense only in certain areas…would make a lot of sense to have operable partition between art/stem, especially because it could be used when art/stem are not happening
- K is by far the favorite

Whole Building Adjacencies

Group 1 (Susan)
- Like steam up front publically accessible
- Love library accessible from the outdoors at the end of the wing
- K w/ proximity to special ed
- Parking cut in half

Group 2 (Rich)
- Focused on adjacencies at the entry
- Special ed in a field of other classrooms
- Library up front, not necessarily drawn to having the library up front. The heart doesn't have to be centralized
- Dispersed outdoor learning

Group 3 (Michael)
- Split fields
- Gated bus entry to fields
- Outdoor ramble view corridor

Misc
- Amphitheater outside of library for teaching outdoor lessons
- What is the statement / first impression?
- Want people to walk in and feel drawn to the outdoor elements
- Steam lends itself to being up front because it is loud, active, messy, serves as an exhibit almost, seems like an elementary school

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Meeting Note Summation

Project:	Blakely Elementary School	**Project #:**	1622400
Subject:	**Workshop 05 – Ed Spec Draft Preview**	**Date/Time:**	08/08/2016
Attendance:		**Location:**	Mithun
		Submitted by:	Susan Olmsted
		Meeting No.	05

- As the last workshop in the Ed Spec series, Mithun provided a recap of the Ed Spec process and the previous workshop, describing how the information was integrated into the draft Ed Spec. The committee agreed with the summary.
- Mithun and BISD described the next steps in the design process, highlighting upcoming interactions with the Ed Spec committee and the community. Members of the Ed Spec committee expressed interest in helping to resolve specific issues and answer questions as the design evolves.
- Mithun provided a walk-through of the entire draft Ed Spec. There were no issues with the presented content, but the committee requested some independent time to further review the draft. (Mithun subsequently posted an electronic version of the draft document.)
- Mithun expressed strong appreciation for the time, energy and input from the Ed Spec committee. The Ed Spec is a valuable compilation of the school's functional and programmatic needs, but also the learning philosophy and culture. The document serves as a platform for schematic design, as program will be further explored within the context of the site.
- Everyone was appreciative of the Ed Spec process and outcome, and excited about the upcoming design phases.

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SHADOW DAY SCHEDULE

Mithun Shadow Schedule

May 6, 2016

Rich, Susan, Brendan and Michael

You will need to catch the 6:20. Let the good times begin!

Time	Team 1(Susan)	Team 2(Rich)	Team 3(Brenden/Michael)
7:25-7:30	Meet staff	Meet staff	Meet staff
7:40-7:55	Drop Off and Transition to Classroom and Office	Drop Off and Transition to Classroom and Office	Drop Off and Transition to Classroom and Office
7:55-8:15	K-Jan Colby	K-Karen Keller	K-Christine Marion
8:15-8:35	1-Terra Claiborne	1-Toya Chavez	STEM(4th Grade)
8:35-8:55	2-Teresa Ball	2-Carrie Holloway	2-Leslie Mirkovich
8:55-9:20	3-Paige Palmer	3-Susan Claesson	1-Meagan Greiwe
9:20-9:35	K-1 Recess	K-1 Recess	K-1 Recess
9:35-9:45	Bathroom Break	Bathroom Break	Bathroom Break
9:45-10:15	Music	STEM	PE
10:15-11:00	4-Cameron	4-Wilson	Library
11:00-11:15	Lunch Recess	Lunch Recess	Lunch Recess
11:15-12:15	Lunch with Staff	Lunch with Staff	Lunch with Staff
12:15-12:30	Resource Rm	Title	Differentiation Specialist
12:30-1:00	3-Lisa McCassey	PE	4-Melissa Mann
1:00-1:15	STEM	Music	Speech
1:15-1:20	Fire Drill	Fire Drill	Fire Drill
1:20-1:35	PM Recess	PM Recess	PM Recess
1:35-1:45	Bathroom Break	Bathroom Break	Bathroom Break
1:45-2:15	Debrief with Reese	Debrief with Reese	Debrief with Reese
2:20-2:30	Bus/Pick Up	Bus/Pick Up	Bus/Pick Up

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COMMUNITY MEETING

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Meeting Note Summation

Project:	Blakely Elementary School	**Project #:**	1622400
Subject:	**Community Meeting**	**Date/Time:**	05/31/2016
Attendance:		**Location:**	Blakely Elementary School
		Submitted by:	Michael Everett
		Meeting No.	

Words to describe Blakely
Caring
Comprehensive
Connection to nature
Big sports field
Fouls in soccer
Warm
Academics
Welcoming
Passionate
Cozy (& the 3 R's)
Routine (wishes summer)
Committed
Community – unique with both personality + academic dev.

Comments/Discussion
Baseball diamond with backstop – little league
Grassy field
Not enough room on island for sports, in general
Field space in front of school provides community opportunity
Basketball and rope-skipper practice after school
Not a lot of after school use of building
Evening classes
Beacon Neighborhood School in Canada (public school as community center)
Gym, meeting rooms, multi-purpose, events and wedding receptions (pretty common throughout the district
Need for a south end meeting space
Girl Scout troop meetings – Just need a space for 4-20/30
Multipurpose/Cafeteria will lend itself to community access
At Wilkes – gym and cafeteria with different floors, different sizes = different vibe
Performing arts, summer movies, summer camps
Outdoor gathering/amphitheater

- Spaces with natural light, but covered

Connection to nature – inside/outside, daylight
Kids like the mature trees
Agricultural program – community P-Patches always

- Have waiting list
- IslandWood partnership
- Can design low-maintenance garden – start small and expand
- BISD would have to contact out the managements
- Ordway, Commodor successful, Wilkes hasn't taken off
- Would need to be curriculum-driven
- P-Patch plot if donate hours to the school
- Part of STEM curriculum with handbook
- At Madrona – special committee with staff and parents
- At Heyday, can't get anyone to weed
- Can't be an extra thing, integrate into the curriculum
- District commitment to farm-to-table idea
- Kids <3 to dig in the dirt

Loose parts play
Unstructured area in outside space
Spaces for introverts – inside and outside
Educulture partnership
Adventure playground idea (e.g. Berkely)

- Partner with retired woodworkers

Grow food → eat in cafeteria
Welcoming, inviting entry. Efficient for vehicles, but with some other landscape elements
Approachable, human-scaled entry. Kids like small spaces
Covered space with rocks at entry, place for parents to linger
What would help you linger?

- Covered space
- Informal seating boulders (kids can climb)
- Parking
- Inside space where parents can also feel welcome
- Espresso bar?

Things that help people connect
Art integration
Treehouse/fort in library @ Commodore
Experiences – inside and outside

- Though about lighting, details, materials
- Art display at entry

Safe, observed entry
Need kid space at entry, so parents can chat for a minute
Cars/busses shouldn't be 1st impression of school
Variety of sport space – great to share among multiple uses
Surface – safe for kids, good drainage, good use
Turf implies community, grassy field implies Blakely
Biggest priority = Blakely kids, but also work for community

MITHŪN

Blakely Elementary School – Community Meeting Notes
Project No. 1622400

Problems with crumb rubber fields
Field drainage
Places to wash hands outside of the bathroom
Connection for Fort Ward
Lynnwood Center
IslandWood
Hills
Windows at Wilkes – great for natural light, but balance with safety
History – mill, Fort Ward (1880-60/70's)
Ichville – Polish, Czech, eastern European housing

- Multi-cultural part of island
- Japonese American connection

Views of nature without excessive glazing
Check with historical museum
Farms
Like trees, but some visibility is important
Live in the trees, but its dark in January
Express systems + infrastructure
Express educational concepts

- Building as a teaching tool

Wildlife meadow where kids can look out at different levels of forest
Faultline
Security – safe environment, but still welcoming landscape as physical barrier

The above notes are Mithun's interpretation of the items discussed. If there are corrections, clarifications, or additions to these minutes, please send them to Mithun within seven calendar days, or submit them at the next meeting. Otherwise, these notes will be considered an accurate record of the meeting.

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DETAILED PROGRAMMING INTERVIEWS

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Meeting Note Summation

Project:	Blakely Elementary School	**Project #:**	1622400
Subject:	**Detailed Programming Interviews**	**Date/Time:**	05/31/2016 – 06/01/2016
Attendance:		**Location:**	Blakely Elementary School
		Submitted by:	Michael Everett
		Meeting No.	

Kindergarten Teachers
Jan, Kristine, Karen

General questions:

What's working well in your existing space?

- Jan has a big classroom, and that's the predominantly wonderful thing about it. Multiple areas – reading, art, circle area, etc. Four activities going at once. Kristine has a smaller/regular room: simplicity of the space, big windows, entire back of the room as cork board. Sink in the room. Kristine does all the things the other teachers do, but it's a tighter squeeze.
- Sometimes do activities together. Kristine sometimes shares her kids with Karen's class, because Karen has more space.
- Loves having two sinks. Low counters that are appropriately sized
- Bathroom with one toilet.
- Everything works in Karen's room. Cubbies, natural light, low shelves, ability to manipulate the furniture. Storage is important. Jan doesn't have any complaints about her room either.
- Could easily have Pre-K in their rooms

What is not working? (What are the impediments to teaching, or bottlenecks throughout the day?)

What would be your ideal space?

- Would like a shared space.
- Kids can come in through the front door. Nice to have K classrooms near front drop-off.
- Would like direct access to outside for bus access. If you don't have the dedicated space, then you have to figure out how to make due.

More detailed questions - please describe:

Key program/teaching goals

Your ideal mix of instructional delivery: Full class instruction, small groups, individual projects or study…?

What technology do you currently use? What do you anticipate using/needing in the future?

Are there educational trends that you would like to explore?
Any activities, lessons or ideas regarding environmental stewardship
Student/staff flow and transitions
Important spatial needs – Size of student groups for activities, "spaces within the space"
Equipment / materials needs
Adjacencies between elements within your space
Would you rather have an adjacent shared space (learning commons), or a slightly larger classroom?

- Would rather have slightly larger classroom (Karen)! But would use the breakout room for parent volunteer/tutors. Kristine would really like a shared space, but hard to design for so many uses. If shared space, like the idea of some visibility, but not floor-to-ceiling glass.

Would you use an adjacent outdoor space? If so, what types of activities would you use it for?

- Would love access to an outdoor space. Access to outdoor – to main space – is fine. Doesn't have to be segregated or fenced in. But could be bounded by something like a hedge. K doesn't want its own play area, but Preschool does. Special needs preschool will need safe, dedicated play space.

Important relationships between your space and other spaces/programs within the school
How do you develop character or sense of identity with your class?

Specifics:

What is your typical class size? Maximum class size?

- 19-23. 22 is an average class size recently

Describe any special materials, finishes or preferences for floors, walls, ceilings, doors, and/or windows
What is your ideal combination of furnishings?

- Like tables in Karen's room. Everyone wants them; very flexible. Don't want typical desks. Chairs that can easily pick up, but enough heft to be stable. Do need alternative seating options, but K kids get to move a lot anyway. Wobbly chairs would be great. Balls are too bouncy. Standing would be great. Fair amount of working on the floor. Need to make sure all furnishings and fixtures are sized appropriately for little kids.

What is your ideal setup for casework?
What are your daily/weekly storage needs? What are your longer-term storage needs (things that may only need to be accessed once a quarter or once a year)?
Describe needs for:

- Power
- Computers
- Phone
- Lighting
- Enhanced sound
- Audio / visual
- Other

- Would like the ability to make cookies, etc. So would like an oven in the warming kitchen.

Grade 1
Meegan, Toya, Terra

- Operable windows – immediate access. Possible egress. (emergency escape)
- Closet doors – closeable, use of doors on exterior.
- Space for display for student work, posting. Display in room and hall.
- Hallway use- frequent, with parent volunteers.
- Like storage space amount.
- Shelving important.
- Team storage – remote. Science kits. Testing materials.
- Day to day storage – classroom libraries, math manipulatives, individual book boxes. Choice time. Clip boards white boards, iPad's, computers, plugs.
- Don't like desktop classrooms. More mobile devices in future.
- Tackable surfaces – important.
- Cabinet doors – writeable or tackable. Magnetic preferred.
- Some lockable drawers – assessments, personal belongings, tech.
- Small group instruction. 5 kids average + some individual work. A lot of parent volunteers.
- Visual access to different stations – including shared learning space.
- Presentation work in small groups not needed…use smart board or whiteboard.
- Whole group instruction.
- Need to move around in the classroom – play games on floor,
- Small storage bins at work tables.
- Nooks. Zones. Niches. Partner/individual
- Standing ok – encouraged.
- Outdoor space – deck – reading buddies, quiet time. Buffered spaces…extension of the classroom. Avoid distractions.
- Walk-to model.
- Bathrooms – access for staff restrooms.
- Phone/data jacks.
- Water fountains.
- Outlets.
- Blinds, door hardware.
- Dimmer. Lights.
- Grade 1 – JUMP IN LEARNING – READING, WRITING, MATH – FOUNDATION YEAR…expectations. Biggest amount of growth in one year…a lot of pressure to put on 6 year old, needs space. Sensory breaks.

Grade 2
Carrie and Teresa (Leslie is sick today, but she's retiring)

General questions:
What's working well in your existing space?

- Carrie likes the furniture, the couch, the nooks, big pillows. Use the hall a lot, because near the end of the hall, so not a lot of traffic. 4-6 kids in the hall.

What is not working? (What are the impediments to teaching, or bottlenecks throughout the day?)

- Just not enough space right now. Double desks might be limiting. Don't like the technology space (laptop).

What would be your ideal space?

- Places where kids can get away from each other. Teresa created a little space that the kids who needed it found.

More detailed questions - please describe:

Key program/teaching goals
Your ideal mix of instructional delivery: Full class instruction, small groups, individual projects or study…?
What technology do you currently use? What do you anticipate using/needing in the future?
Are there educational trends that you would like to explore?
Any activities, lessons or ideas regarding environmental stewardship
Student/staff flow and transitions
Important spatial needs – Size of student groups for activities, "spaces within the space"

- 4-6 students per group. Table groups of 4-6, with one of 2. Need small group space for 6 kids sitting around a table.

Equipment / materials needs
Adjacencies between elements within your space
Would you rather have an adjacent shared space (learning commons), or a slightly larger classroom?

- For shared space, could probably send a group of 6, and another class could send a group of 6…. Also a quiet area for kids who need some separation. Parent volunteers are here almost every day, and sometimes more than one volunteer a day. Visual connection to shared space is really important. Wouldn't want the space to be on a busy hallway, because then the visual access can be distracting. Would not want floor-to-ceiling glass… mid-height is fine.

Would you use an adjacent outdoor space? If so, what types of activities would you use it for?

- Teresa loves the outdoor access. Carrie would use more often if better visual access. Would love to have a covered outdoor deck space off of the shared learning space.

Important relationships between your space and other spaces/programs within the school
How do you develop character or sense of identity with your class?

- Nooks and crannies and small spaces. Still small kids, 7-8 years old. 2nd graders need to be active and move.

Specifics:

What is your typical class size? Maximum class size?

- Mid-twenties is typical these days. Never had 28 (highest Carrie has had is 27). Low is 20. 22 really reasonable.

Describe any special materials, finishes or preferences for floors, walls, ceilings, doors, and/or windows.

- Carrie's old carpet is really old, and quite dirty. Flooring that would be more inviting than rubber… and then have some rugs on top. Like to gather on the floor, and do a lot of teaching that way. 2nd graders don't do instruction well from their desks.

Acoustics: separation from classrooms, hall, internal class acoustics
What is your ideal combination of furnishings?

- Would love to try some different furnishings. Green balls… (Killer chairs, hard plastic, and chairs on the tables fall off, hit the kid on the head, really heavy.) Seating options, standing desks (maybe a couple in each room). Bike and read at the same time. Body break space and activities. Counter space by the window is great for standing. Flexible space and furniture options. Would love a big long counter space.

What is your ideal setup for casework?
What are your daily/weekly storage needs? What are your longer-term storage needs (things that may only need to be accessed once a quarter or once a year)?

- Paper cart on wheels, movable bookshelf, nooks. For storage, Carrie hates that they don't have any cupboard doors. Coat closet is open, so messy. Backpacks/coats in classrooms – no strong opinion. Access backpacks during snack and lunch. Desks have daily storage, which is good. Extra rooms with shared storage (in existing school). Don't want cabinetry taking up class space. Could rotate math manipulatives – don't need all at one time. Tubs in bookshelves.

Describe needs for:

- Power
- Computers

  Carrie doesn't have enough room for all the iPad's (have 12-13 currently). Fine to have a couple iPad carts with a computer lab… works fine now. Need charging stations. For presentation, generally use the iPad's for sharing. Use apple TV. Fine to have one main presentation area. If shared space also had presentation capability, that would definitely be enough.
- Phone
- Lighting
- Enhanced sound
- Audio / visual
- Other

Teresa likes the idea of team teaching setup with acoustically separated, movable partition. But would rather have more square footage if she had to choose between smaller classroom and team teaching.
Equity? Choice would be great, with each room having something nice. But hard to move often, so there's a balance.
Love having the grade levels close together.

Walk-to: grouping based on ability
General need for visual calmness.
Don't like Wilkes colors. Bright pink, apple green, etc. Timeless colors, muted, calm.

Grade 3
Paige and Lisa

General questions:

What's working well in your existing space?

- Like the windows. Like lots of light. Good size room. Storage is adequate. For small group work, just use two tables grouped together.

What is not working? (What are the impediments to teaching, or bottlenecks throughout the day?)

What would be your ideal space?

- Would like closet doors that are a white board, but with shelving/storage behind it. Would be nice to have a small group area with good visibility… ability to check in on them.

More detailed questions - please describe:

Key program/teaching goals

Your ideal mix of instructional delivery: Full class instruction, small groups, individual projects or study…?

- Quite a bit of small group activity throughout the day. In Lisa's class, overwhelmingly, kids are doing independent work. Utilize the entire classroom pretty well. Beanbag chairs, desks, computers. Sometimes kids need to be outside the classroom, but visual site lines would be important. Group sizes 4-8. Tables for 6-8 people for small groups would be great. Kidney shaped tables are interesting, because you can stand at one side – easier to see what they are all doing at one time. Lisa likes having several groupings of desks, so that there's a little breathing room in the classroom… calm. A shared space big enough for multiple small groups to be doing activities… would be fine to be using the hall space.

What technology do you currently use? What do you anticipate using/needing in the future?

Are there educational trends that you would like to explore?

Any activities, lessons or ideas regarding environmental stewardship

Student/staff flow and transitions

Important spatial needs – Size of student groups for activities, "spaces within the space"

Equipment / materials needs

Adjacencies between elements within your space

Would you rather have an adjacent shared space (learning commons), or a slightly larger classroom?

Would you use an adjacent outdoor space? If so, what types of activities would you use it for?

- Group activities under a covered outdoor space would be nice. Protection from wind. Would definitely use on a nice day. Sometimes take classes out to back

hill to eat lunch. Would be nice to have grade-level entries, e.g. fourth graders enter here, and first graders enter here. Lisa thinks an outdoor space would get used a lot, especially if covered.

Important relationships between your space and other spaces/programs within the school

How do you develop character or sense of identity with your class?

Specifics:

What is your typical class size? Maximum class size?

Describe any special materials, finishes or preferences for floors, walls, ceilings, doors, and/or windows.

- Paige doesn't really want carpet. Lisa feels that the dirt drops down into the fibers, so doesn't necessarily feel as dirty. If didn't have carpet, Lisa would probably buy one for the front of the class, and one for the reading nook.

Acoustics: separation from classrooms, hall, internal class acoustics

What is your ideal combination of furnishings?

- Like to provide options for kids to stand or sit. Rocking stools. Window sill is perfect for kids to stand. Great counter space in front of the window, with shelving underneath.

What is your ideal setup for casework?

- Bookshelves to create a reading nook. Generally store books on the bookshelves. Low shelving for math manipulatives. Wall-to-ceiling glass takes up important storage space. At Wilkes, lost too much floor space by putting in so much casework. Paige and Lisa would like backpacks out of the room… they are messy.

What are your daily/weekly storage needs? What are your longer-term storage needs (things that may only need to be accessed once a quarter or once a year)?

- Important to have display space for student work (not for information). Lisa uses the big display space on the back wall for teaching.

Describe needs for:

- Power
- Computers:
  Kids to work on their own, and in groups, with some type of device. Still need a big smart board. Lisa has 5 laptops, but plug-ins are a problem. Don't yet do group presentations within small groups.
- Phone
- Lighting
- Enhanced sound
- Audio / visual
- Other

Lisa is not excited about lunchroom, but Paige is. Lisa would like to be able to use the lunch space when it's not otherwise in use (e.g. multi-purpose).
Would love to have a team teaching setup, so that classrooms could work on projects together.
Important for grade levels to be near each other. Would not want to give up square footage in order to be able to connect.

Desks work fine for making.
Use the floor for manipulatives.
3rd grade moving away from concrete and into more abstract thinking.
Great to have flexibility to be able to work independently to small groups.
3rd grade transition… more student focused, more internal. 3rd grade workload is much higher.
Menu of items, move through menu at own pace.
Lisa thinks equity is really important. But could rotate among classrooms.
Courtyard – HUGE resource. Space to send small groups…3 groups of 5.
Some space like a back patio…enclosed/safety concerns. Open, useful, but safe.
Visual access to breakout spaces. And outdoor space.
Inside/outside essential.
Start with whole class – 10-20 minutes long, rest of hour with small groups or individual focus.
Stand up station or desks…circular standup desk with lever. Balance boards, fidget.
Kids sitting at seats 20-25% of time.
Tippy stools – 12 stools + 12 regular chairs. – switch.
Classroom size – keep similar, but need breakout space.
Wilkes feels small – need corners and niches, etc.
Leave desk – stand up and work.
Bulletin boards – a burden. Great to show student work, but happy if those weren't there.
Smartbaord + writeable space…whiteboard or magnetic.
Storage – current is adequate.
Shared storage – use non-daylight conditions.
Coats and backpacks out of classroom. Individual cubbies. LICE!!!!
Some walking distance ok…kids need movement. Walking time.
Reading buddies – K/3 combo. Kids go to K classrooms.
3rd and 4th – a lot of keyboarding. Final drafts at computer….computer lab time.
Ability to word process in classroom…chrome books? Word doc compatible? More than 3. 6-8 available.
Like computer lab – journey to another space.
Playground…big tree, clusters. Fairy houses. Ugga Bugga forest, etc.

Grade 4
Sam Cameron and Maureen Wilson, Melissa Mann

General questions:

What's working well in your existing space?
What is not working? (What are the impediments to teaching, or bottlenecks throughout the day?).

- Sometimes use the hallway for breakout space, which has some drawbacks. Maureen doesn't use the hall at all. Too distracting.

What would be your ideal space?

- Natural light. Area for small group work (current area is small, but works reasonably well.) 6-8 students in a small group. L-shaped rooms have some advantages in terms of small group space. Nice to have a space that isn't right

in the middle. 4th graders can be very independent, but direct visibility probably more important for the younger kids.

More detailed questions - please describe:

Key program/teaching goals

Your ideal mix of instructional delivery: Full class instruction, small groups, individual projects or study…?

- Fall and winter, spend about 3 days a week, one hour a day, in small groups (4 groups of 6-8). Different activity centers throughout the classroom. Would work better if the space was a little friendlier to that method of working. Students work at their desks/tables, or on the floor.

What technology do you currently use? What do you anticipate using/needing in the future?

- Desktop computers going away in about 3 weeks. IPads, Chromebooks, etc.

Are there educational trends that you would like to explore?

Any activities, lessons or ideas regarding environmental stewardship

Student/staff flow and transitions

Important spatial needs – Size of student groups for activities, "spaces within the space"

Equipment / materials needs

Adjacencies between elements within your space

Would you rather have an adjacent shared space (learning commons), or a slightly larger classroom?

- If had a shared space, then would want a parent volunteer to be out there with them. Outside the classroom, kids would need additional supervision. Productivity is better with supervision. Shared space for small group learning would be more important than having a team teaching setup. Shared space more important than having a larger classroom.

Would you use an adjacent outdoor space? If so, what types of activities would you use it for?

- Sam would love a gardening space. Quiet reading outside, or spelling. Great for science activities – small group project activities.

Important relationships between your space and other spaces/programs within the school

How do you develop character or sense of identity with your class?

Specifics:

What is your typical class size? Maximum class size?

Describe any special materials, finishes or preferences for floors, walls, ceilings, doors, and/or windows

Acoustics: separation from classrooms, hall, internal class acoustics

What is your ideal combination of furnishings?

- Stools help. More mobile. Maureen has about 16 stools, and 12-16 is probably fine (wouldn't want more). Sam just bought 7-8 stools. Almost every teacher has a big square carpet in the front. Soft seating/beanbag area can be a problem with lice. Even with the rubber flooring over radiant floor, would still want some carpet (to Sam, Wilkes still feels cold, not comfortable enough, likes carpet).

Maureen likes carpet for the noise issue, but she's not really a big fan of the carpet… dirty all year long. Carpet cleaning smell is bad. Can't write on the carpet – need a clipboard.

What is your ideal setup for casework?

- Backpacks and coats in classrooms or hallway? Doesn't really matter. Generally don't allow kids to get into their backpacks except for snack time. Everything the kids have/need is in their desks – books and supplies. If the coats and backpacks were in the hall with just a hook, kids wouldn't easily be able to forget their belongings.

What are your daily/weekly storage needs? What are your longer-term storage needs (things that may only need to be accessed once a quarter or once a year)?

- Biggest choke point is where the children store their coats/backpacks. Surprised that children don't hit their fingers in the doors. Would like to have more flexible space around the walls. Surfaces that are tackable, writeable, all in one. Maureen would give up display space in a heartbeat in order to have more teachable space. Display is still important – largely in the halls – projected media for changeable, interactive display. Kids won't look at the work in the classroom, but they look at it in the halls. Keep science kits in the hall – don't need them in the classroom. Like having a teacher closet for teacher books, manuals… can keep some things that are private. Private area doesn't need to be very big.

Describe needs for:

- Power
- Computers

  2 IPad carts. 10 iPads in classroom. 3 macs. 2 half-classrooms Chromecards. Google classroom. Kids are on devices all the time. One-to-one device? Currently have ample technology without going 1-to1. Currently have a lot of technology. Don't needs more devices, but just want to be more creative with the programs, etc. Analog is still important. Pretty soon will be wireless charging. (in the sci-fi future).
- Phone
- Lighting
- Enhanced sound
- Audio / visual:

  Would like a setup where several small groups can have small presentation devices/areas. Kids use google slides, frog rock at home. Would like a big projector that swivels. Want a place where kids can project and be in charge of it. Short throw projectors.
- Other

  In-classroom library is important. Math manipulatives (protractors, fraction tiles, counting tubes, dominoes…) are important to have in the classrooms.

Team teaching: would be great at times, and not so great at other times. So good to have the possibility for at least some of the rooms.
Because of 4th grade independence, just don't have the spatial flexibility to give them the freedom to explore.

4th grade is also a jump in efficiency. The ability of the students to truly be independent and not be hampered by inefficient workspace, supplies, etc.

STEM and STEAM

General questions:

- What's working well in your existing space?
- What is not working? (What are the impediments to teaching, or bottlenecks throughout the day?)
- What would be your ideal space?

More detailed questions - please describe:

- Key program/teaching goals
- Your ideal mix of instructional delivery: Full class instruction, small groups, individual projects or study…?
- What technology do you currently use? What do you anticipate using/needing in the future?
- Are there educational trends that you would like to explore?
- Any activities, lessons or ideas regarding environmental stewardship
- Student/staff flow and transitions
- Important spatial needs
- Equipment / materials needs (e.g. tools, parts, games, supplies, etc.)
- Maker Bots, 3D printing, stationary tools – safety considerations
- Adjacencies between elements within your space
- Would you use an adjacent outdoor space? If so, what types of activities would you use it for? With whom could you share it?
- Important relationships between your space and other spaces/programs within the school
- Would a stronger sense of identity be helpful to your program?

Specifics:

- What is your typical class size? Maximum class size?
- Describe any special materials, finishes or preferences for floors, walls, ceilings, doors, and/or windows
- What is your ideal combination of furnishings?
- What is your ideal setup for casework?
- Acoustics: Too noisy? Reverberation? Equipment noise
- What are your daily/weekly storage needs? What are your longer-term storage needs (things that may only need to be accessed once a quarter or once a year)?
- Describe needs for:
    - Power
    - Computers
    - Phone
    - Lighting
    - Enhanced sound
    - Audio / visual
    - Other

Shelving is good
Sink area is good.
Front area for gathering at start of class – circle, smart board
Individual tables – surround to review project.
Elevated teacher station works
3 Days/week – K-4, entire day.
Table groups – 2-4. (6 is too big) 4 ideal, or in pairs, with 2 pairs/table. Teamwork focused.
Standing almost always. Or stools under table.
Separate area for power tool access "safety zone" taped off at edge of room, tools on display for kids to see what's available. Hammers, saws, glue-guns, some power tools.
Step from high to low from K-4.
Separate sink area from tool area.
Mop-able, smooth flooring.
Testing ramps, cars, smooth surface for wheels/projects.
High contrast with black.
Project storage for teams – notebooks, and anything fits in project box on shelf.
Shelving: solid for project boxes.
Possible display for projects.
Power drops?
Hand tools, clamps, etc.
Cart with computers.
External users? 2 other days/week? After hours – teacher use.
Art + STEM – teaming, with some shared storage/operable wall, etc.? Shared glue guns, etc.
Shared outdoor space – visible from both spaces. Outside hammering, rockets, testing area. Not buffered necessarily.
STEM – science kits (a lot of boxes for different grade levels).
Double door opening maybe needed some of the time. Small door ok 98% time.
Visual access to parts and pieces – bins.
Cardboard stack area. Odd shapes.
More absorbent sound – acoustic treatment.
More floor space.
Maker space at Exploratorium at SF. Tinker lab.
Table with see through surface, flip top, etc.
Large sheets of paper – shared storage with art. STEM to STEAM.
STEM + ART – shared stools + chairs
Table – handle cleaning, banging. Durable. Adjustable height wise. Fixed
Proximity to cafeteria – good.
Maker fair – spill out to outdoors. BIG DEAL. Science exhibits, etc.
Public access after ours.
Lockable storage if used by community (VEX pieces, technology, etc.)
ART/STEM/MP/Shared storage – public access.
Tackable/writeable + display area.
NGSF alignment?
Apple TV – sharing with group. Demonstrate design.

Pulley points in ceiling – attachments points.
Exposed systems and finishes.
Earthquake resistant buildings. Dematerialization of finishes.
Workshop – visualizing. Visible measurement.
Ceiling tiles – numbers.
Parent volunteers – tool zone.
Lighting – dark-out space. "cave testing". Adjustable light.
3D printers – tried to get grant.

Gym/PE
Brittany

General questions:

What's working well in your existing space?

- Teach a lesson in the gym, then take outside for the actual game, or inside.

What is not working? (What are the impediments to teaching, or bottlenecks throughout the day?)

What would be your ideal space?

- Like the Wilkes setup. Nobody eats in there. Works well next to the cafeteria. Like that the cafeteria turns into a stage room. Assemblies, etc. won't displace PE, when the cafeteria is there. Putting the rock wall on the stage, with a curtain attached to the back of the stage would be fine (if stage has to be attached to the gym).
- Cayenne schedules after-school activities. Brittany wants to be able to lock up equipment easily for after school. Want visual access to drinking fountains.
- Not a problem to have a full-size gym, but existing size is really good.
- Lines in the gym are really important. Big lines down the middle to split into four boxes.
- Gaga ball court would be awesome
- Daylight would be a big positive

More detailed questions - please describe:

Key program/teaching goals

Your ideal mix of instructional delivery: Full class instruction, small groups, individual activities.

- Lots of ball games, gymnastics, climbing…. Brittany is fine with 2 basketball hoops.

What technology do you currently use? What do you anticipate using/needing in the future?

Are there educational trends that you would like to explore?

Any activities, lessons or ideas regarding environmental stewardship

Student/staff flow and transitions

Important spatial needs

Equipment / materials needs (e.g. fitness gear, basketball hoops, etc.).

- Mat storage room as a separate room off of the gym hallway. (Could also be good for special ed – quiet space). Would like fitness space for teachers. Would like bike/reading space. Auxiliary room with fitness area.

Adjacencies between elements within your space
Compatibility with adjacent floors when connected to Dining/Stage area?
Would you use an adjacent outdoor space? If so, what types of activities would you use it for? With whom could you share it?

- Direct access to outdoor space would be great. PE doesn't have a designated field, but Brittany lets the recess teachers know where they are going to be, so recess can avoid. Covered play with visual access.

Important relationships between your space and other spaces/programs within the school

- Would like a little cubby/storage area for coats, etc. (26 cubbies, numbered)

Would a stronger sense of identity be helpful to your program?

Specifics:

What is your typical class size? Maximum class size?
Describe any special materials, finishes or preferences for floors, walls, ceilings, doors, and/or windows
Evening Use: Any league requirements?
Acoustics: Talking, Music, Reverberation:

- Brittany plays music all the time. Bought a new system this year. Wireless headset, with Bluetooth from iPad. Loves her system right now. Portable system works well – can take outside for field day. Charges and doesn't need a cord. But cart of death is an issue. So an alcove or docking station would be great. Alcove opens, then slide door into the wall

Do you need bleachers?

- No

Describe your storage needs

- Recess equipment storage could be a separate area within the main gym/equipment storage. At Wilkes, also separate space for parks and rec. storage.

Describe needs for:

- Power
- Computers:
- Phone
- Lighting
- Enhanced sound
- Audio / visual
  Do need projection with white board space.
- Other
- Dividing Curtain
  Wouldn't need
- Basketball: height/variability/upfold/sidefold/stationary
- Floor lines: Which sports
- Volleyball: in floor setup?
- Climbing wall relocation
- Wall mats: Extents
  (more important for after school sports)
- Removable Mats: Storage and extents

- Movable equipment

Counselor
Karen (.8 FTE, so not in on Fridays, and her office is used for other purposes that day)

General questions:

What's working well in your existing space?

- Really like existing space, next to nurse's office. A lot of people come for stress-related issues. Karen knows when she needs to pop in or out. Like being close to Kyanne and Reese – talk all day long. Work very closely together. Good location for interaction with parents. Have a fairly big office with a table that seats 7 - need this (at least 5). Also have a desk. Lots of cabinets, files, books.

What is not working? (What are the impediments to teaching, or bottlenecks throughout the day?)

What would be your ideal space?

- Would like to have a beanbag chair, or sit on floor. Need locked cabinets, because confidential and testing materials. Migrating to electronic, but for now, files are used.
- In other schools, located in middle of building, right near sped, but not really accessible to adult component, and didn't really result in being more accessible to students.
- Door directly into hallway? Not 'bad' to be on Karen's end of the hall, rather than the principal's office. Kyanne helps with being a gatekeeper, so kids don't just come wandering in.
- Don't really need adjacency to resource room, sped.
- Karen really works with the general population. Don't co-teach with sped. But good to be nearby.
- Don't like being next to copy machine and all the teachers chatting outside.
- Karen does a lot of work with the parents, too, so being in the main office – front hall – helps.
- With 600 students, would need additional counselor, resource room, etc.
- Need little study area for student in the office area. Two seats with a divider.
- Mental health therapists use Karen's office, as well as conference space.
- Karen likes the half-window in the door, so that kids can look in to see if she's there.

Building Technology – Computer Lab Teacher
Lisa Jowise

- Doesn't matter where the technology is. Use the labs for instruction and testing. Quiet spaces, but don't have to be close to anyone.
- Have two computer labs. Used a ton. Used pretty much all day long, except a little in morning, and lunchtime.
- VDI – virtual desktop interface (changing over to this)
- Wilkes voice amplification had some problems.
- Blakely tech dept. will be good to plan with in thinking about projection, voice, etc.

- A lot of people feel that everything should be mobile, and everyone should have Chromebooks. Labs are popular, because the equipment is there and ready to go, and you don't have to spend extra time to get everything set up, logged in, etc.
- Could have different setups for group work with diff. furniture. Could sit in rings, so can't see each other's screens as easily.
- Need a space for Lisa (who is not the teacher) – fixing things, tracking things, keeping database up to date. Tech space. Need a desk or a counter to fix things. Teacher is always there with their class, using the teaching station.
- Lisa is retiring, so things might change.
- No longer need desktops for testing, but everything needs to be charged up, equal connectivity, etc. So wired helps.
- Internet ports by projection station. Elsewhere? ??
- Have containers now that can charge both Chromebooks and iPad's. Easy to see if they're all there and charged.
- Don't know that you'd want to build two labs into a new building, but convertible classroom-sized space would be great. Multi-purpose space could be used for testing in April and May (with Chromebooks), but other purposes throughout the year.
- Now, have some retrofit modification with an old table for a couple students with learning challenges.
- Hard to fit furniture to all sizes of kids.
- Do use Chromebooks for testing. But desktops tend to be more reliably charged, connected etc.
- One computer lab would be great.
- Testing in the library wouldn't work, because you'd have to take a month out of the library program.
- Lab could be next to the library, but able to be closed off. Can't have distraction.
- Also want to talk about the office: not very pretty, and looks inefficient, but thinks it's why the staff gets along so well. Open workroom forces camaraderie.
- Head of technology and network will help us know about connectivity/outlets for every classroom.

Special Ed, Special Services, Counselor, SLP, OT/PT, Psychologist
Margi, Tina, Kerri, Kelly, Diane, Nancy

General questions:

What's working well in your existing space?

- Nancy's current space has mostly disadvantages. No white board, smart board… Small space, so no role playing. No temperature control. No storage, no access to storage (too deep). Want round table for 4-6 people. Will have a preschool component, so different furniture needs.
- Kelly (OT) out in trailer right now. Like big and open space, good for variety of motor activities. Metal strips on carpeting is a problem. Storage is a big issue… swings, balls, need quick access, then put away. More deep storage.

Suspended equipment… need a variety of attachments, far enough apart so that you could put up multiple swings at one time.

- Kerri (resource room): Central portion of the school – lovely for Special Ed. Hard to find a place for a boy who needs sensory breaks. Would like to have some visual barriers for some separate spaces. Would love a safe access to the outdoors to a separate playground. Sometimes have 9-10 kids with grownups, with 3 different things going on. Quiet outdoor space, calming, natural, not too many bushes (kids hide and run, climb). Would be great to have a separate office (for Special Ed teachers), rather than the office resources being in the resource room.
- Storage is awful. It's exposed, so it's not safe. (Can become a flying object) Some lockable storage would be good.

What is not working? (What are the impediments to teaching, or bottlenecks throughout the day?)
What would be your ideal space?

- See Nancy's write-up
- For OT: softer flooring. Multiple connections for sensory equipment. 6-9 attachment points. Attachment points from the wall, too. Storage – deep enough for balls. Shatter proof mirror that can be moved. For fine motor, need easily adjustable tables. Variety of sensory seating options. Kitchen, sink, refrigerator, for therapeutic cooking classes.
- Special Ed often uses OT room. But unplanned encounters can be problematic.
- Small room next to resource room. Often used for academics, but good for motor break, too.
- How much interconnection? OT and resource room adjacent, but Speech not as necessary.
- OT room visibility can be distracting, because so cool.
- Speech, OT, resource teachers like being able to lean out from doors to talk with each other.
- Would like outdoor space for OT – access to main playground space. Like being able to see kids en route to the playground and playing on the playground – for observation.
- Not anti-ligature level.
- Safe room with minimal furniture with storage that can be closed off.
- Do computer testing in the resource room, so still need desktops for now (maybe laptops future).
- Desire to be seen as a normal classroom.
- Want to be conveniently located, because so many kids going in and out, making transitions.
- Calm room
- Rugs and beanbags.
- Acoustics is really important. Important to have some surfaces that can deaden sound.
- One smart board would be used. Several (e.g. Wilkes) would be potentially helpful.
- Teacher ergonomics for small group arrangements are important. Kidney tables don't work well, unless presentation setup.

- Need the mirror for pre-k but not other rooms.
- Universal design – inside and outside. Play equipment. (Stairs at Wilkes are problematic for falling)

More detailed questions - please describe:

Key program/teaching goals
Your ideal mix of instructional delivery: Full class instruction, small groups, individual projects or study…?
What technology do you currently use? What do you anticipate using/needing in the future?
Are there educational trends that you would like to explore?
Any activities, lessons or ideas regarding environmental stewardship
Student/staff flow and transitions
Important spatial needs – Size of student groups for activities, "spaces within the space"
Equipment / materials needs
Adjacencies between elements within your space
Would you use an adjacent outdoor space? If so, what types of activities would you use it for?
Important relationships between your space and other spaces/programs within the school
Would a stronger sense of identity be helpful to your program?

Specifics:

What is your typical class size? Maximum class size?

- 9 children + 3 staff

Describe any special materials, finishes or preferences for floors, walls, ceilings, doors, and/or windows
What is your ideal combination of furnishings?
Acoustics: Separation from hallway and other classrooms
What is your ideal setup for casework?
What are your daily/weekly storage needs? What are your longer-term storage needs (things that may only need to be accessed once a quarter or once a year)?
Describe needs for:

- Power
- Computers
- Phone
- Lighting
- Enhanced sound
- Audio / visual
- Other

TITLE
Robyn

Intervention groups. Tier 1,2,3
6:1, 8:1 max – get them out as quick as possible.

Wilkes – miserable with space, no ability to split kids up.
Each group 4-5 days/week.
80% contract, comes in at 8:30.
Don't see sharing space as working. Focus issues with kids.
Ideal space – no visual sight of other kids working.
1/3 classroom size – kids can be in different zones. Flexibility.
Most kids – K,1,2.
Possible to share 8:1 space with ELL?
Headphones, focus issues.
Avoid visual nodes.
District – MTSS committee (multi-tiered system of support).
Proximity to support programs essential.
Proximity to primary (1st). Most of populations.
NO SHARED SPACE. Can't have other kids/teachers in space.
Natural light – important.
Strong internal focus.
Acoustics essential.
Avoid stigma – don't display student work. Discretion and privacy.
Shelving for books – reading club, library like.
Manipulatives – math.
Nooks for children.
WILKES – not good model – too conference like.
Cozy seat for reading-
Adjacencies to LIBRARY.
Flexible space.
Work time – focus – kids only in for 20 minutes.
Smartboard essential.
iPads – 6 for space. Need outlets for charging.
No need for desktops.
TITLE = LAP (depends on funding source).
Translucency – privacy? Eye – level down. Balanced.
Use FF+E, etc.
Proximity to outdoor space – could be important.
Open window – blast of fresh air important.
Special Ed – security issues…runners (proximity to front door problematic).
PRIMARY WING – close to little kids, older kids can travel.
Evolving district Special Ed standards – will affect space A LOT.

Differentiation Specialist
Jen Ledbetter

General questions:
What's working well in your existing space?
What is not working? (What are the impediments to teaching, or bottlenecks throughout the day?)
What would be your ideal space?

- Jen is going to teach 4th grade next year.

- Differentiation is different each year
- Highly capable, 2-15 at a grade level
- 4th graders get 4 hours per week. At Wilkes, you only get one hour, because only 5 students at a time.
- Serve grades 1-4; K in winter and spring.
- Current room gets used after school a lot
- Standard classroom with 15 desks. If there were more than 15, Jen would find a way to fit them in. How many would be a maximum, and still be effective? 15 would probably be the most.
- 99% students
- Projects in the room.
- Students in the room about 16 hours per week. .4 highly capable (10 hours of contact time), .6 instructional coaching.
- 4 days a week, 4 hours per day
- Project based learning for younger kids. Core math for older kids. Ideally, project-based learning for everyone, rather than pulling kids out every day at math.
- K=2, 1st=4, 2nd=8, 3rd=7, 4th=15. Possibility to combine a couple grades at a time.
- For Kindergarten, you can do a lot sitting around a table. 2-day projects
- Kids like the smart board. They like the window.
- IPad's, Chromebooks
- Jen would like to use the outdoors more, but time is an issue. She's pretty hand's on.
- In essence, Jen is sharing students with other teachers, serving as a coach. When serving as a coach, Jen just needs a place to dock when she's working with other teachers/classes.
- Jen sometimes does professional development with teachers. Uses conference room for that. Needs conference/meeting from for 7-8, 8-10. (We'll probably need 2 conference rooms for about 10 people +/-.)
- Right now, centrally located. Good visual to hallway. No transitions – back-to-back kids.
- Would like to continue to see kids coming and going.
- Close to art and STEM would work well.
- Furnishings need to be really flexible. Stools would be good. Wide range of kid sizes.

Library and District Technology

General questions:

What's working well in your existing space?

- Kids still love books. No worries about the need for a collection, but will probably be smaller. Kathleen probably won't take the reference books with her. Librarians are front-and-center in terms of technology. Maker space movement started with librarians. Librarians are tasked with being advocates for libraries.

What is not working? (What are the impediments to teaching, or bottlenecks throughout the day?)

- Kathleen doesn't like the technology setup right now. Chrome books and iPad's work well. Almost everything Kathleen teaches has a follow up with an online resource. Kathleen teaches, then kids disperse. Kathleen compiles all kinds of web resources. Libraries will be one-on-one, but Kathleen doesn't really like 1-on-1; prefers two kids together, because they are more engaged and talk.

What would be your ideal space?

- Would like more soft reading space. Currently have reading space for about 6 kids, and use the nook, but would like more supported space. Staff meeting space where the staff can see each other. Staff meetings happen in the library. Evening meetings in the library. Library is the heart, or the brain, of the school. Would like more natural light.

More detailed questions - please describe:

Key program/teaching goals

Your ideal mix of instructional delivery: Full class instruction, small groups, individual projects or study…?

- This year switched into flex scheduling model. Teach lessons embedded into each classroom's curriculum. Currently collaborating with 2nd grade on marine science. Kids use the library to find resources to find info about their animals, and turn it into an iPad project… Still teach classes where kids come in, share a story, and discuss. Some sessions where kids can browse after a literary session. Volunteers come in on one day. Conference room with about 10-12 people is used constantly… people fight over it. Story time group should be sized for 30.

What technology do you currently use? What do you anticipate using/needing in the future?

Are there educational trends that you would like to explore?

Any activities, lessons or ideas regarding environmental stewardship

Student/staff flow and transitions

Important spatial needs – Size of student groups for activities, "spaces within the space."

- Good visual access is critical. Circulation in the middle is important. Kathleen loves to greet kids as they walk in the door. Curved circulation desk at Riverview is ideal. Kathleen at her circulation desk about 70-80 % of the time. Would love to have some more spaces with the space, such as window seats. Novel, distinctive spaces for reading. Playful treehouse type of thing. Space to be able to lay on the floor, e.g. Riverwoods.

Equipment / materials needs (e.g. copier, book drop etc.)

Adjacencies between elements within your space

Would you use an adjacent outdoor space? If so, what types of activities would you use it for? With whom could you share it?

Important relationships between your space and other spaces/programs within the school.

- Not adjacent to the gym or cafeteria. Need work room adjacent to library. Need storage room, but not huge.

Would a stronger sense of identity be helpful to your program?

Specifics:

What is your typical class size? Maximum class size?
Describe any special materials, finishes or preferences for floors, walls, ceilings, doors, and/or windows.

- Kathleen likes the library to be carpeted.

What is your ideal combination of furnishings?
What is your ideal setup for casework?
What are your book storage needs?

- Small amount of storage. That's a dated idea. Don't need all of that equipment storage any more.

What are your daily/weekly storage needs? What are your longer-term storage needs (things that may only need to be accessed once a quarter or once a year)?
Describe needs for:

- Power
- Computers
  Big monitors are important
- Phone
- Lighting
- Enhanced sound
- Audio / visual
- Other

John Muir library is ideal in terms of location. Work closely with Cayenne.
Kathleen is .75 time, but would only go up if more students. If Kathleen is not there, the library is closed one day per week.

Teach older children at the tables. One smart board or main teaching wall works fine. 2 smart boards at Wilkes, but the second one is really cramped (in the story nook). Way too much storage given up to computers. Just not inviting enough. Echoes. Too many hard surfaces.

How many lineal feet of shelving will be needed? Loves having shelving on the perimeter of the room, because it can be higher. (mid-room shelving needs to be lower)

A lot of school are abandoning Dewey Decimal system and moving to more of a bookstore model. The notion of classification is still really fundamental to teaching children. Would like to have a lot more face-forward shelving. Like the basket system, too (more curated).

Would like shelving with some type of integrated labeling system.

Library as information center. Kids need to know the difference between google search and research.

Office, Health, Entry, Administrative Assistant, Nurse, Principal
Tina, Kyanne, Robin, Reese, Erin (health)

General questions:

What's working well in your existing space?

- Office is a central hub for a lot of connections, staff. Place where people connect and hang out throughout the day.
- Office staff is able to work within chaos – elementary school ☺
- Noise of pencil sharpening and copier can be annoying and hard on hearing
- A lot of volunteers are in and out
- More protected sight lines for computer screens
- Principal, administrator with direct visual lines. Important for counselor to be right there, and health.
- Like proximity of health room to office at Wilkes.
- Reese needs a bigger office. Needs a meeting space within his office for 2-4 people.
- 5-10 people congregate within the office.
- Kyanne, Robin, and Tina share open office, but Robin and Tina's barriers are higher, so people don't always know they are there. Important for people to feel welcome, and that someone is there to help them.
- Trying to accomplish both welcoming, community, greeting, etc. But also actual work.
- Amy's office at Wilkes is a really nice design.
- By sitting in the hallway, Robin takes congestion out of the office, enables efficient collection of lunch money. But don't have a laptop.
- Kyanne looks forward to being more involved with beginning and ending of each day.
- K likes the counter at Wilkes – helps to spread people out.
- Erin enjoys the setup at Wilkes and feels it runs pretty well – e.g. morning.
- Office as a destination, or within the main flow? Kyanne likes the idea of being in the main flow.
- Probably more parent lingering at the end of the day, but the entry gets congested as people try to exit and meet up with their kids.
- Office is more of a place for staff. (less about parents). Parents can linger outside the office.
- Great to have a small space for PTO, similar to Wilkes. Separate from office, except when volunteering in the work room.
- Wilkes setup for work room could be good, but would be nice to have a window or visual connection.
- Reese: not sure Wilkes is the right model for Blakely. Blakely has to be open.
- Can the copier be in a separate space for acoustics? And pencil sharpener?
- Counter space with greater depth is needed.
- Desk depth is not enough.
- Current mail slots are a bottleneck.
- Restrooms in the office are a little too visible, but like the proximity
- Counseling is best in main office, even if there was a larger Special Ed population.
- Erin doesn't need direct access outside. Have bathroom closer to entry, so that you don't have to walk through health to go to bathroom. Laundry and shower are handy. Counter height… would much rather have a desk height for

computer, but otherwise high counters are good. An additional sink would be nice, like a hand-washing sink (because sometimes need a sink if someone is in the bathroom). 2 beds, with privacy screen in-between. Fresh air window would be nice. Storage closet would be good (extra clothes, etc.). Locking cabinet for meds. Mini-fridge for meds. Need a filing cabinet. Current sink is right next to the computer… doesn't work well. Sink is too high for kids.

- Office has storage, but maybe not optimized. Storage is scattered throughout the office. Still use hard copy files, so still need a locking file cabinet.
- Paper storage. Needs to be in an obvious place, centralized.
- Outdoor space shared with faculty would be nice
- Security issues at main office is really important. Need to force people to go past main office.
- Records storage… right now in boxes on top of casework. But could be in a small closet down the hall, in a records room. Closet with shelves.
- Kindergarten could be closer to main office
- Library could be closer.
- Sped staff – helpful to be somewhat close
- Office needs to have a bigger conference room – 12-14 people. Could share with library if close by.
- Need some flexible work space to plug and play, for people who don't have a space. Maybe 1 or 2 work stations. Could also be used by students who need a quiet space to work. (Often see little pods of kids outside the office at recess.)
- Plug-and-play spaces are one way to manage needs for office space – for people who aren't there full time.
- Main entry: Blakely pictures, student art work. Aviation high school example with electronic display. Daily schedule…. Place where flyers go. Bulletin board.
- At Wilkes, have some tack surfaces outside of main entry for information.
- Temporary play areas at Wilkes were dangerous: barriers set up created hazards. Unfamiliarity. The edge treatments were too high.

What is not working? (What are the impediments to working, or bottlenecks throughout the day?)
What would be your ideal space / entry setup?

More detailed questions - please describe:

Key functions of the main office
How many staff members work in the main office? How many of them need enclosed, private offices? How many could use an open office, assuming a private meeting space was also available?
What technology do you currently use? What do you anticipate using/needing in the future?
Student/staff flow and transitions
Important spatial needs
Equipment / materials needs (e.g. copier, paper cutter, mail cubbies, etc.)
Adjacencies between elements within your space
Would you use an adjacent outdoor space? If so, what types of activities would you use it for? With whom could you share it?

Important relationships between your space and other spaces/programs within the school
Would a stronger sense of identity be helpful to your program?

Specifics:

Describe any special materials, finishes or preferences for floors, walls, ceilings, doors, and/or windows
What is your ideal combination of furnishings?
What is your ideal setup for casework?
What are your daily/weekly storage needs? What are your longer-term storage needs (things that may only need to be accessed once a quarter or once a year)?

- Nurses Room:
  Storage of medicine, access and locking
  Medical needs
  Equipment, sink, furniture, lighting
  Sound isolation
  Adjacency to exterior for emergency responders

Describe needs for:

- Power
- Computers
- Phone
- Lighting
- Enhanced sound
- Security
- Audio / visual
- Other

Custodial and Maintenance

Dane – head of all custodial activities

General questions:

What aspects of the school help your work flow?
What aspects of the school make your staff's work more difficult?
What ideas do you have to help improve work flow in the future?
Are there products or materials that could be incorporated in the new school that might contribute to greater environmental sustainability from your perspective? (e.g. composting bins, recycling stations, or certain materials?)
What are your equipment needs?
What are your indoor storage needs?
Equipment
Supplies
Chemicals and cleaning
What are your outdoor storage needs?
Equipment
Supplies
Chemicals, fertilizer, etc.
How are the grounds maintained?

How many people are on the maintenance staff?
Number of Maintenance and Cleaning closets sink types, etc.

- Less carpet, the better. Nora flooring is the standard. Rubber, with less off gassing. Low maintenance.
- Need to figure out a standard for rugs, so that we can avoid maintenance problems, stringing, etc.
- Carpet can impact the efficiency of the radiant floor.
- Maybe carpet tiles on top of nora.
- Polished concrete. No sealer. (when installed, did use a sealer, but now clean with electrically charged water)
- Gym: maple with acrylic finish at Wilkes. For elementary, prefer a rubber composite or vinyl composite, because easier to maintain and repaint the lines.
- Polished concrete doesn't work in restrooms because disinfectant. Prefer tile with epoxy mortar. Do not like stainless partitions. Go with PLam.
- 2.5" tile or larger, the bigger the better. Prefer full height tile on wet walls, or at least 6'
- Cheryl noticed a drop in absence with new school at Wilkes.
- Janitor Closet size is important, and locations – distributed. Closets in every wing.
- 2500 lb elevator. (have had some problems with dover. Thyssen Krupp has been problematic)
- Monthly cleaning uses the bigger equipment. Adequate storage is needed. Large floor scrubber. Restroom cleaning machines, vacuum cleaners, preferably 2 scrubbers (one large and one small),
- Lighting is always a problem. The more LED, the better. Try to keep it limited to about 15 bulb types per building.
- Genie lift on site. Max height is 45'. (Don't have a lift at Wilkes, but usually bring one in). Would like one at Blakely.
- Waterless urinals didn't work well – stay away.
- Wilkes kitchen works well
- Wilkes delivery works well – completely separate from playground
- Drywall in high traffic areas can be a problem.
- More tackable surfaces would be great. At Wilkes, used some tackable materials. At the 200 building, outside the photo lab and conference rooms – sturdy tackable surface – almost more like a tight-knit carpet.
- Dane likes MDF base. Holds up better to abuse.
- Aluminum corner guards. About 4.5 or 6'. Could probably be a little lower.
- Scuffmarks in hallways at painted walls. Wood walls at Ordway still works, but not very attractive.
- Dane does not like wood in contact with the floor. But the wood is beautiful. Wood base molding in front office is hard to maintain.
- Never a fan of exposed concrete on exterior. Hard to clean concrete pavement, because of moss… Exposed aggregate is also hard to maintain. Pervious concrete works well – generally just have to blow it off. But in general, concrete with a broom finish is fine.

- Dane likes the backpack hooks in the hallway. They were anchored to the wall, but not strong enough. Needed extra anchoring with wood behind. The hooks themselves were problematic. Function for hooks with backers and supports.
- Polished concrete in multi-purpose room is best.
- Dane likes the big wall that can open between gym and multi-purpose. Great for access.
- Like walk-off carpet tiles in entry, from maintenance standpoint.

Parent Teacher Organization
Anna, Erin, Smiley, Lee, Lara
Every parent is a part of the PTO

General questions:

Would a PTO space (or shared multi-purpose) be beneficial? If so, describe what the space(s) would be used for, and how often.

- PTO drawer and closet now (existing)

What would be your ideal space?

- PTO space at Wilkes got commandeered. Equipment storage for popcorn machine, art supplies, toys for meetings (for when people bring little kids). Small table for 3-4 people.
- Parent space for people to feel comfortable. Project table.
- Maybe some benches
- Ideal adjacency would be the office.
- Not a volunteer lounge.
- Sometimes volunteers are at the school all day, with a half hour break and nowhere to go.
- Adjacent to office and lobby would be ideal.
- Use the photocopier in the office all the time.
- Rarely do anything after hours. Wouldn't need to access when office isn't open.
- Would be nice to be able to lock up PTO space after office closes.
- Family bingo night or game night – Reese will speak, then go home. He'll lock his office, then the custodian will lock everything up after the event.
- Currently have about 15 tutors who are community volunteers, retired teachers and parents. Usually end up sitting out in the hallways, so would be great to have other space with privacy, quiet, non-distracting. But also need it to be a space where it's visible and observed by other teachers. A space that's glazed and visible. Wilkes setup would work well.
- Small group space for a committee
- Information station, so you can know what's going on.
- Auction basket space. Space for magnets, etc.
- PTO feels that philosophically it feels weird to be sharing the staff lounge
- We should ask about Wilkes: with the PTO space, has it changed their behavior.
- Close access to office/staff is really important.
- So many events that people bring donations/baskets, etc. in for, would be nice to get it out of her space.
- Storage can be separate from the work/meeting space.
- Temporary storage: countertop about 10-12' long. For about a month.

- Current cabinet is about 4' wide, ceiling to floor.
- Gym big enough for assemblies parents can attend too
- Cool library (Wilkes is a little too sterile). Library closer to the front is an interesting idea.
- Display box would be nice.
- Alcove with some counters would be nice, rather than an actual room.
- Coffee corner with a sink, so don't need to go into the staff lounge.
- Parking is crazy. (per Tamela, it will always be. The city drives the parking requirements)
- Blacktop could be used for overflow parking, if sited advantageously.
- Work space behind Cayenne is really awkward.
- Really important to have the main receptionist be the first point of contact.
- Sign-in behind Cayenne's desk is not convenient. Not sure if Wilkes is better. Should be obvious where you are supposed to sign in.
- Office at Wilkes feels like a satellite, but at the currently Blakely, with on big circle, feels more accessible and communal.

More detailed questions - please describe:

- Key activities of the PTO
- How many PTO members would use a potential PTO space (or shared space)?
- Equipment / materials needs (e.g. copier, paper cutter, popcorn machine, etc.)
- Storage needs
- Important relationships between your space and other spaces/programs within the school
- Would a stronger sense of identity be helpful to your organization?
- In general, how could the new school be more welcoming to parents?

The above notes are Mithun's interpretation of the items discussed. If there are corrections, clarifications, or additions to these minutes, please send them to Mithun within seven calendar days, or submit them at the next meeting. Otherwise, these notes will be considered an accurate record of the meeting.


long
height
MARION
Bug