Thornton Creek Elementary
Kick-off and Visioning
15 May 2013

Agenda

Introductions
Project Overview
  Schedule and Budget
  SDAT Process
What We Have Heard
Schools That Thrive
Visioning
Next Steps
Project Overview

New school for Thornton Creek Elementary
New fields, playground and sitework
Existing Decatur building to remain
Schedule and Budget
Project Budget

**Construction**
- New construction
- Site improvements
- Offsite improvements
- Contingency and sales tax

**Project “soft costs”**
- New furniture and equipment
- Classroom technology
- Network and phones
- Professional services
- Permit and utility fees

SDAT Process
Design Process

Pre Design :: Educational Specification
Schematic Design :: Concepts and Options
Design Development :: Building Systems and Integration
Construction Documents :: Coordination and Details
What are Ed Specs?

**Definition**

The purpose of educational specifications is to define and communicate the district’s goals and requirements for what a given facility should be to accommodate their program.

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**SDAT Outcome**

*Site Specific Educational Specification*  
*Concept Design*
What is our Process?

Site Specific Educational Specifications

Visioning (Starts with District Vision)
  School Tours (Physical and Virtual)
  21st Century Learning
  Goals
Needs Assessment (Numeric and Narrative Program)
  Organizational Diagrams
Eco-Workshop|Site Assessment

Concept Design

Visioning

Where does elementary education want to go?

Over-riding guiding principles

Looking Ahead

Educational Futures|Trends

What if we dream big and are bold?
Needs Assessment | Programming

Goals
- Educational
- Organizational
- Environmental

Instructional Delivery
- Current Methods
- Future Trends
- Technology

Functional and Space Needs
- Number of students/staff
- Schedule
- Flow
- Groupings

Design Criteria
- Spaces
- Equipment
- Adjacencies
- Character

Eco Workshop | Site Assessment

Envision a sustainable school
Establish sustainability goals
Identify opportunities and strategies
Identify educational opportunities
Conceptual Design

Relationship/Adjacency Diagrams
Plan Test Diagrams
Concepts|Massing
Design Direction Established

Organizational Model
# BEX IV Guiding Principles

<table>
<thead>
<tr>
<th>Planned to match the district’s educational needs in the short, intermediate and long term</th>
<th>Maintain and improve physical condition</th>
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<tbody>
<tr>
<td>Based on enrollment projections, building capacity, building condition and functional adequacy</td>
<td>Flexible to meet changing needs</td>
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<tr>
<td>Responsive to urban context of schools</td>
<td>Advances in technology</td>
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| Not tailored to the specific needs of any one program to the detriment of future flexibility | Address increase and changes to student enrollment |
| Reduce operating costs, carbon emissions and impacts to the environment | Invest in technology (classroom and systems) |
| Replace athletic turf fields where needed | Reduce dependency on temporary structures |
SDAT Ground Rules

Be respectful
Value differences
Cooperate and share information
Bring suggestions and alternatives
Revisit an issue/decision only if new information surfaces

SDAT Role and Responsibilities

Attends meetings and field trips
Serves as representative and reports back to constituencies
Provides input

Team members do not function in the role of “Designer”
Be honest with one another
Follow the Ground Rules

Keep commitments
Listen to each other
Have fun!
SDAT Operating Framework

District vision, goals and policies
Generic Educational Specifications
Technical Building Standards
OSPI State Assistance Program (e.g. Washington Sustainable Schools Protocol)

Regulatory:
State environmental (SEPA)
Agencies Having Jurisdiction:
City of Seattle (DPD), SDOT, Public Health, L&I, Utilities
Federal Policies (e.g. ADA)
Change

Schedule

SDAT :: kick-off and visioning 15 may
User group meetings 16 and 17 may
SDAT :: school tours 21 may
Town Hall Meeting 28 may
SDAT :: tour de-brief, goals|facts|needs 29 may
SDAT :: eco workshop 04 june
SDAT :: site options and analysis 11 june
Community meeting mid-june
SDAT :: building options 18 june
What We Have Heard

One school – one playground?
24-26 students per classroom?
Building site location – a new portable in the same space
Bus and parents drop-off and pick-up site? Parking for staff?
The Hawthorne-Hagen placement doesn’t work.
What We Have Heard

Where is the school entrance?
What will the pick-up and drop-off flow look like both in terms of safety and parking?
How will the flow of foot and auto traffic take into account the larger population expected at the school?

With the proposed location is a largeish area that would be difficult to monitor effectively with limited staff to the southwest, and again to the southeast if the current building is demolished. The current setup allows staff to have a more territorial view across the play space during outside time.

There needs to be sidewalks added around the property for safety (currently the only sidewalks are on the east side).
What We Have Heard

Will the school continue to be in session and located at Decatur during construction? How will that affect safety and the ability to concentrate for the classrooms and particularly the portables nearby?

How will our storage space for emergency supplies be accommodated in the new plans?

There needs to be an area planned for covered play for our many rainy days.

What We Have Heard

Where are the exits planned? Only in the front or rear-facing as well? Current paths are partially noted but none are indicated for the new building.

Specific Building Designs:

There needs to be natural light in each classroom.

The classrooms need to be large enough to have enough room to do project centers and not be wedged into corners or rows of seats.
What We Have Heard

There needs to be classroom space for an art studio and music programs as supported at TC.
There needs to be a space for computer testing that doesn’t interrupt ongoing activities.
There needs to be space to do small reading groups besides the hallway.
Does there need to be a performance space besides the lunch room or gym?

What We Have Heard

Will the Decatur building be demolished? If so, when? If not, what is the plan for use and when?
Schools That Thrive

US Department of Education Guidelines

- Enhance teaching and learning and accommodate the needs of all learners
- Provide for health, safety, and security
- Allow them to serve as centers of the community
- Make effective use of all adaptable resources
- Result from a planning | design process involving all stakeholders
- Allow for flexibility and adaptability to changing needs
### SPS Attributes for High Achieving Schools

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### Schools That Thrive

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1. Engage All Stakeholders

Teachers
Administrators
Parents
Students

Facilities Personnel
Community Members
Community Organizers
Technology Leaders
2. Maximize Site Connection to Community

- Locate public resources to facilitate community access during non-school hours
- Support diverse user groups and ongoing relationships with community groups
- Maximize the potential for shared facilities by meeting complementary needs of both organizations
- Strengthen neighborhood
3. Seek Educational Partnerships & Joint Use

Augment School Programs
Provide Educational Opportunities
Before and After School
Potential Funding Source, Grants
Shared Sites
(Parks & Recreation, others)
4. Utilize Neighborhood & World as Campus

Use Technology to Foster Connections Locally and Internationally

Utilize Neighborhood and City Venues

Expand Learning by Creating Social, Collaborative, and Meaningful Connections that are Relevant and Empowering

Citizens of the World
5. Embrace Sustainable Design

Program Enrichment
Environmental Responsibility and Engagement
Resource Conservation
Healthy Environments
Educational Outcomes
Beyond LEED|WSSP - Living Building Challenge
6. Facilitate Learning Everywhere

- Corridors
- Collaboration Spaces
- Outdoor Spaces
- Connected
- Breakout Spaces
- Transparent
- Presentations Spaces – Scaled
- Large & Small
6. Facilitate Learning Everywhere

Engaging  Flexible | Adaptable |
Safe      Convertible
Healthy   Durable | Enduring
Challenging Celebrates Culture
Supportive Inspirational

Courageous
7. Integrate Technology Throughout

Not Only about
Computer Literacy
Collaboration
Visual Literacy
Storytelling
“We shape our buildings, thereafter they shape us.
- *Winston Churchill*
Visioning

Seattle Public Schools Vision
At Seattle Public Schools, we see a city where:
…All students achieve at high levels, receive the support they need and leave high school prepared for college, career and life;
…Every school is a high quality school;
…District leadership and staff model excellence and accountability; and
…The whole community is engaged as partners in supporting and strengthening the school system

Thornton Creek Mission
The staff, administration, and families of Thornton Creek work cooperatively to meet the diverse needs of our students. We support and encourage the development of a school community that:
… Addresses the social, emotional, and intellectual needs of the child.
… Supports a collaborative, multicultural, experiential educational philosophy.
… Promotes the active involvement in school activities of parents and community.
… Extends our students’ learning to the world beyond the school’s classroom.
What is an ideal learning environment?

What does a powerful learning experience look like?

What else should we know from you?

What is most important about this school/community and should be reflected in this facility?
Next Steps

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