Thornton Creek Elementary
Town Hall 28 May 2013
Agenda

Introductions
Project Overview
Schools That Thrive
Visioning
Project Overview
A design that includes a 500 student with a 650 student capacity core base bid with an alternate for an addition that includes 150 seats. The existing school would remain to provide additional enrollment capacity if needed.

Board Action will not be required since this is the version that the School Board has approved and the voters passed.
Criteria for Alternate Options

Enrollment Projections
Interim Site Capacity
Maintain Existing Budget
Maintain Existing Schedule

Board Action will be required for any deviations from the Board and Voter approved project scope
Site
Schedule
Draft Project Schedule

<table>
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<tr>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
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<tbody>
<tr>
<td>JAN</td>
<td>JUNE</td>
<td>JAN</td>
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<tr>
<td></td>
<td>2013</td>
<td>2014</td>
<td>2015</td>
<td>2016</td>
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<tr>
<td>School begins</td>
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<tr>
<td>Design</td>
<td>Permitting</td>
<td>Construction</td>
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<td>Completion Sept 2016</td>
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Integration of SDAT Role

SPS
School Board

SPS
BEX Oversight Committee

SPS
District Leadership

SPS
Teaching and Learning

SPS
Operations and Maintenance

SDAT
School Design Advisory Team

Community

SPS
Capital Projects

Architects and Consultants

Seattle School Board Approval
SDAT Team

John Miner
Liz McCormack
Debbie Kosman
Katie Zisserman
Ginny Allemann
Rae Keyes
Jenny Evans
Nova Herzog

Kim Whitworth
Kellie Larue
Louisa Rose
Dave Jobs
Brendan Gamb
Edward Schwartz
Cathy Liermann
Martin Liermann
Kevin Graham
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
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

Learner Centered Environment
Personalizing Environment
Program Adaptability
Community Connections

Aesthetics
Safety
Collaboration
Sustainability
Schools That Thrive

Engage All Stakeholders
Maximize Site Connections to Community
Seek Educational Partnerships & Joint Use
Utilize Neighborhood and World as Campus

Embrace Sustainable Design
Facilitate Learning Everywhere
Integrate Technology Throughout
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
Outdoor Spaces
Breakout Spaces
Presentations Spaces – Large & Small

Collaboration Spaces
Connected
Transparent
Scaled
6. Facilitate Learning Everywhere

Engaging
Safe
Healthy
Challenging
Supportive

Flexible | Adaptable | Convertible
Durable | Enduring
Celebrates Culture
Inspirational
Courageous
7. Integrate Technology Throughout

Not Only about Computer Literacy
Collaboration
Visual Literacy
Storytelling
Visioning
Visioning

“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
Visioning

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