

MEETING MINUTES

PROJECT: Queen Anne Elementary School
Seattle Public Schools

PROJECT NO: 2015917.00

DATE: 8 April 2016

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SUBJECT: School Design Advisory Team (SDAT) Meeting 03 - Integrated Design Workshop

MEETING DATE: 3 March 2016 **TIME:** 12:30-4:30

LOCATION: John Stanford Center - SPS

ATTENDEES:

X	Joe Bailey -Fogarty	QAES	X	Frank Griffin	SPS
X	Nancy Buran	QAES, Nutrition	X	Mike Kennedy	SPS
X	Jenny Brailey	Parent	X	Bruce Skowyra	SPS
X	Gloria Chambers	Neighbor	X	Patty Maxfield	SPS
X	Julie Colando	QAES	X	Bonnie Meyer	SPS
X	Elena Damm	Parent			
X	John Leary	Parent			
X	Jenny Lee	Parent			
X	Patty Maxfield	Neighbor			
X	Amy Jessee	QAES			
X	Megan Palumbo	QAES			
	Ted Panton	Parent			
X	Geness Reichert	Neighbor			
X	Jeffrey Riley	QAES			
X	Jeff Rothenberg	QAES, PE teacher			
X	Mark Stewart	Parent			
X	Vince Gonzales (VG)	SPS			
X	David Mount (DM)	Mahlum			
	JoAnn Wilcox (JW)	Mahlum			
X	Forest Payne (FP)	Mahlum			
X	Kas Kinkead (KK)	Cascade Design Collaborative			
X	Laurie Pfarr (LP)	LPD Engineering			
X	Brian Cannon (BC)	Hargis Engineers			
X	Mark Humiston (MH)	Hargis Engineers			

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

CORRECTIONS TO PREVIOUS MEETING

:: n/a

ITEM	DISCUSSION	ACTION BY
3.1	Agenda :: DM presented the agenda for the meeting and made introductions of the consultant team and district staff in attendance	
3.2	Integrated Design - Overview :: DM described Integrated Design, who it involves, and what the objectives are	
3.3	Workshop Objectives :: Envision a sustainable school :: Identify and prioritize sustainable strategies :: Identify educational opportunities - :: Develop Queen Anne's Sustainable Story -	
3.4	Framework for the discussion and activities :: Benefits of high-performance schools :: Reduce the environmental impact of buildings :: Reduce operating costs :: Enhance occupant comfort and health :: Support environmental education :: SPS Guiding Principles :: SPS Natural Resources Policies and Procedures :: Washington Sustainable Schools Protocol :: Green Resolution and Passive Design Principles :: Budget and Schedule :: Living Building Challenge (LBC) :: DM introduced LBC and how it relates to other green building standards :: DM explained that it is a very rigorous standard to meet, but useful as a framework for the design team to guide decision making throughout the design process	
3.5	Water efficiency & stormwater treatment :: DM described strategies for reducing water consumption, rainwater harvesting and greywater reuse. :: DM described stormwater treatment and retention strategies including green roofs, rain gardens, pervious paving and bioswales	
3.6	Site Analysis :: DM showed site context maps showing where QAE students live and commute from, and main vehicle and pedestrian routes at the top of Queen Anne Hill in the neighborhood surrounding QAE. :: DM showed site analysis diagrams showing various factors that will influence how the site plan gets developed. :: DM introduced Kas Kinhead to discuss Sustainable Site Design	

- 3.7 Site Sustainability
- :: KK presented ideas for advocating more participation in walking or biking to school.
 - :: KK discussed how the site/landscape can be designed for outdoor learning, both as space for teaching and as teaching content, as in edible gardens and soil/plant science.
 - :: Designing for multiple intelligences (learning types)
 - :: KK discussed stormwater treatment requirements and the design of natural stormwater facilities, like rain gardens, pervious paving and rain water collection
 - :: LP showed a system for collecting rainwater as part of a stormwater detention system and using it for flushing toilets in the building.
- 3.8 **Site Sustainability - Project Goals**
- :: DM conducted an activity for the SDAT participants to narrow down their highest priority sustainable site design goals for the project, which were:
 - :: **Stormwater design as teaching tool**
 - :: **Passive, natural water retention**
 - :: **Playable soft surface & gathering place**
 - :: **Design for easy maintenance and limited operations budget**
 - :: **Recruit a designated garden coordinator to maintain it during the summer months**
- 3.9 Energy Efficiency
- :: BC introduced the terms Net Zero (producing as much energy as the building uses on an annual basis), and EUI (annual energy use per square foot of building area). The key to net zero readiness is reducing energy demand as much as possible.
 - :: BC showed a graph illustrating typical school EUI related to other building types and a pie graph showing the typical break down of energy uses in school buildings per the energy code
 - :: BC discussed energy efficient lighting, plug load controls, heat recovery ventilation, displacement ventilation, envelope insulation values
 - :: BC discussed photovoltaics and solar hot water collection
 - :: BC discussed having an resource usage dashboard system that could be displayed prominently in the school to show real time and historic resource consumption and also be integrated with the curriculum
- 3.10 **Energy Systems - Project Goals**
- :: DM conducted an activity for the SDAT participants to narrow down their highest priority energy systems goals for the project, which were:
 - :: **Integration of energy savings strategies with curriculum (solar panels, dashboard, "world learning")**
 - :: **Ease of use, especially during off-hours**
 - :: **Displacement ventilation**
 - :: **Balance sustainability strategies with all project priorities**
 - :: **Plug load reduction**

- 3.11 Healthy Environment
 - :: FP discussed the main requirements for healthy environment as outlined in the LBC
 - :: Daylight and views
 - :: Maximize northern & southern exposure
 - :: Preserve views of natural areas
 - :: Reduce glare, diffuse and distribute daylight (balance)
 - :: Historic vs current daylight design methodology
 - :: Healthy air
 - :: Natural ventilation and cooling
 - :: Mechanical ventilation
 - :: Filtration & walk-off mats
 - :: Thermal comfort and control – users operate the building
 - :: Non-toxic materials
- 3.12 Materials
 - :: FP discussed the healthy material requirements in the LBC
 - :: Red list
 - :: Embodied Carbon Footprint
 - :: Responsible Industry (FSC-certified wood, industry specific green and/or healthy product certification standards)
 - :: Appropriate sourcing (Consider distance for resources)
 - :: Conservation + Reuse
- 3.13 **Healthy Environment & Sustainable/Healthy Materials - Project Goals**
 - :: FP conducted an activity for the SDAT participants to narrow down their highest priority Health & Materials goals for the project, which were:
 - :: **Plentiful access to fresh air**
 - :: **Daylighting with effective and easy control strategies**
 - :: **Natural, non-toxic materials**
 - :: **Ease of cleaning with non-toxic cleaning methods**
 - :: **Avoid dust collecting surfaces (pendant lights, etc)**
- 3.14 Equity & Beauty
 - :: DM discussed design equity, as defined by LBC:
 - :: Human scale + humane places -
 - :: Child-sized spaces -
 - :: Support for special education -
 - :: Universal Access to Nature & Place -
 - :: Universal Design -
 - :: Community access -
 - :: Rights to nature -
 - :: DM discussed design beauty, as defined by LBC:
 - :: Design features intended solely for human delight and the celebration of culture, spirit and place
 - :: Inspiration and education

3.15

Sustainable Story

- :: DM conducted an activity to imagine a headline describing the sustainable strategies and increased student achievement at Queen Anne Elementary three years after the school is reopened. The stories are:
 - :: Sustainable campus is living classroom empowering students to shape their environment
 - :: Sustainable, healthy campus is a living classroom empowering students to shape their future
 - :: Green school makes global connections: The new design allows for learning everywhere. Classes fully utilize all of the new learning spaces thoughtfully designed by Mahlum Architects. Students Skype with classes in Iceland and elsewhere, sharing their energy sources and outputs.
 - :: Queen Anne Elementary Reigns as Super School, a shining example of incorporating features of sustainability, grace and healthy, reliable products and design. Teachers and students understand that they are stewards of their school and rejoice in their low 19 EUI. The community uses the school for a variety of activities and prefers the bright cheery rooms and open concept playground for meetings & celebrations.
 - :: Kids connect globally by learning and living green.