



## MEETING MINUTES FOR PROGRAMMING WORKSHOP–A4

Held Wednesday, April 14, 2010  
2:45 PM – 4:45 PM  
Vashon High School Library



Attendees:

- |                          |                            |
|--------------------------|----------------------------|
| Michael Soltman, VISD    | Bob Katica, Community      |
| Eric Gill, VISD          | Jim Coulson, Community     |
| Dave Wilke, VISD         | Robb Courtney, Community   |
| Susan Hanson, VHS        | John(Oz)Osborne, Community |
| Colleen Carlson, VHS     | Molly Reed, Community      |
| Elisabeth Jellison, VHS  | Bettie Edwards, Community  |
| Hunter Mask, VHS Student | Brian Carter, INTEGRUS     |
|                          | David Van Galen, INTEGRUS  |
|                          | Jim Petrich, INTEGRUS      |
|                          | Jeff Middleton, INTEGRUS   |
|                          | Loretta Sachs, INTEGRUS    |

*The following is a record of the author’s understanding of comments made and direction given. Written clarifications or corrections should be directed to INTEGRUS Architecture within seven days of the date of publication of this memo.*

### I. SCHEDULE UPDATE

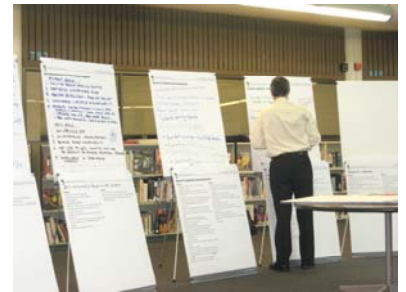
- A. Brian Carter reviewed recent changes in the Ed Spec schedule. The Student Workshops have been rescheduled to occur on 4/28/10 and 5/26/10. The Staff Listening Stations have been rescheduled to occur on 4/28/10.
- B. Eric Gill noted that there is a workshop with the School Board tonight at 7:00 PM. The workshop will review and discuss two contract options with the General Contractor: GC/CM and Low-Bid. An approval process is required by OSPI for the GC/CM option.



## II. COMPLETE GOALS & VISION EXERCISE

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- A. At the end of the last meeting, the Design Committee began a small group exercise to create goals and vision for the Vashon High School project. Each small group was assigned a topic about school design. The topics, pulled from comments made during the “Hopes & Fears” exercise, were:
- Quality Learning Environments
  - Durability / Long Life
  - Safety and Security
  - School Identity / Center of Community
  - Flexible Environment
  - Environmentally Responsible Campus
- B. Each group was to list goals for their assigned topic from the perspective of different stakeholders. The stakeholders represented were:
- Students
  - Teachers & Staff
  - Parents
  - VISD/VHS Administration
  - Vashon Island Community
- C. The whole group reviewed each topic together and the goals created during the last meeting. Additional goals reflecting views from the different stakeholders were then added by the entire group. Integrus will consolidate the goals listed and work to create a final set of goals and vision that reflects the values set by the Design Committee for the Vashon High School project.



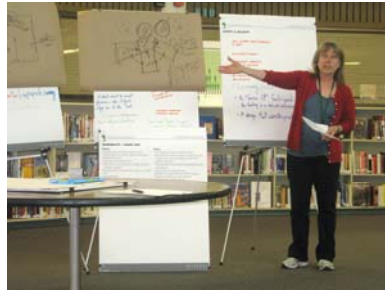
## III. GROUP EXERCISE: ENVIRONMENTS OF CORE SPACES

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- A. The purpose of this group exercise is to begin envisioning ideal environments for different core spaces. The spaces examined included:
- Science
  - Commons/Cafeteria
  - Classrooms
  - Library
- B. The Design Committee broke into four groups of three people each and selected the space they were most interested in. Each group then visited the space for 10 minutes and considered the following questions about the space:
1. What is good about this space?
  2. What is NOT good about this space?
  3. What works in this space?
  4. What does NOT work in this space?
  5. What activities occur in this space?
  6. What activities COULD occur in this space if it were different?
  7. What furniture and other features are needed for this space?
- C. The four groups returned to the Library and worked on butcher paper to capture their thoughts about the spaces in both images and words.

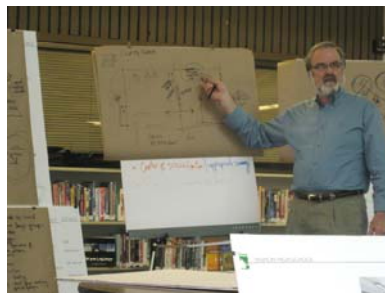


## Science



- D. There is a lot about the existing Science classrooms that is liked and hoped to be maintained in the new high school. Most notable is the shared teacher space that connects to all three Science classrooms. The common space allows ease of collaboration between the Science teachers. Two of the Science classrooms have windows into the teacher space for easy supervision. The Science Prep Room is off the teacher space and can be easily accessed. The Science shared teacher space could be a model for all classrooms to support their collaboration as well.

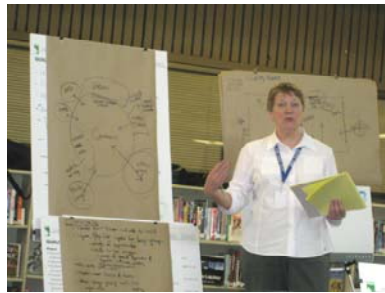
## Classrooms



- E. Much of the conversation about general classrooms focused on how the space can be differentiated, flexible and personalized. Classrooms should be large enough to support being subdivided into smaller spaces, such as  $\frac{2}{3}$  &  $\frac{1}{3}$  or  $\frac{1}{2}$ ,  $\frac{1}{4}$  &  $\frac{1}{4}$ . Classrooms need designated spaces for work by individuals, small gathering places with soft furniture, and designated small group presentation areas (“Murphy stations”). Portable storage, such as bookshelves, would support subdividing the classroom and also allow teachers to share their shelving with others, getting maximum use out of the furnishings provided. Finally, teachers would like to bring some personality to the classroom, either by adding color or designating a teacher “expression wall,” supporting the teacher’s pride of ownership in the classroom.

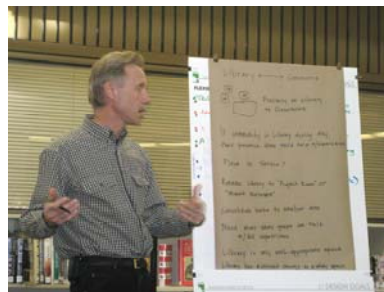


### Commons/Cafeteria



F. One of the primary features of the Commons/Cafeteria is its multi-use nature. The current Commons is used not only for eating and recreation (rec area with ping pong tables, etc.) but also as a student studying and testing area. In addition to these uses, the group would also like to see the Commons work better as a community meeting place and presentation area. One idea is to provide telescoping seating that could easily pull out and be used for events like “Open Mic,” ideally accommodating whole-school assembly (500 seats). The kitchen functions as a District kitchen and prepares food for the middle & elementary schools as well. The new Commons should support helping students make healthier choices during lunch, and should also have an outdoor connection with outdoor seating.

### Library



G. Much of the conversation about the Library focused on what a Library will be like in the next 10-15 years and how a Library is different than a Commons. Currently, you will find at least 20-25 students in the Library at any given time, and the school’s 51 independent study students use the Library as their home-base. If housing stacks of books is not the primary function of future libraries, then how do you maintain a literacy-focused environment without all the paper around you? At the high school level, a library functions more like a project room, where students need “connectivity” spaces, not “technology” spaces, to hook their technology up to. Students also need spaces more like conference rooms with A/V capabilities and where discussion is allowed to work on small group projects.

## IV. NEXT STEPS

A. The next Design Committee meeting will focus on space adjacencies, including adjacency diagrams that will be developed and discussed.

**End of Minutes**

