

Design Steering Committee - Meeting #1, March 28, 2018

### Meeting Attendees:

Jonathan Shearer, Puesta del Sol, Principal  
Angelie Duimovic, Puesta del Sol, Assistant Principal  
Liz Baze, Puesta del Sol, Parent  
Jessica Smiddy, Puesta del Sol, Parent  
Jeanine Medina, Puesta del Sol, Teacher  
Monica R Wilson, Puesta del Sol, Teacher  
Rocio Lara, Puesta del Sol, Teacher  
Mario M Palacios, Puesta del Sol, Teacher

Jess Torres, Puesta del Sol, Teacher  
Stacey Brody, Puesta del Sol, Teacher/Librarian  
Jack Mcleod, BSD Capital Projects  
Kyle Mcleod, BSD Capital Projects  
Carlos Sierra, SMA  
Jason Romine, SMA  
Thomas Wadkins, SMA

### Workshop Objectives

- Understanding the physical site environment and context
- Come out with one or two site circulation system ideas
- Come out with one or two ideas of what would be the best placement of the major components of the school in relation to the site, circulation system, and what would be the best experience to enter the new Puesta del Sol building.

### Meeting Opening

The meeting began with team introductions followed by SMA and BSD reviewing the overall design process, design schedule, and upcoming workshops. SMA distributed and reviewed the “Puesta del Sol Educational Specification Guide” that was prepared to provide the staff with detail of the process and expectations for the next six months. We discussed the importance of establishing the Design Guiding Principles (Values) as we continue through the workshops with the goal of having them firmly established by the fourth workshop.

### Site Walk

The Design Team collectively walked the entire site with SMA providing commentary on specific characteristics for observance. The walk started on 151st Place NE (one of the two site entrances) about a block south of the campus. As the group approached the campus we pointed out the scale of the neighborhood, feeling of entry/arrival to the site, and scale of the existing school. We wanted to start our walk from the south main street because experiencing architecture is fundamental to a successful project. We pointed out that presently one can only barely perceive the roof of the existing building. However, if we were to image a two story building, the school building would be visible from Main Street if located in a similar vicinity as the existing building. A teacher asked, “Can the new school be a three-story building?” We responded that with the slope of the site a three-story building could be possible.

The group proceeded walking toward the main entrance of the school and we pointed out that presently the school has a flag pole that gives a hint of the location of the main entry of the school, but one cannot find the entry nor the office unless one reads a sign. We shared with the committee that these principles, such as building entrance and safe circulation, are essential for a successful school project. SMA encouraged every member to think while we walked along the existing parking of how the parents will drop off and pick up the students before and after the school. Also, SMA asked the committee to visualize the position of the sun and to observe the essential features of the site that are important to them.

SMA heard that the present location of the parking and circulation is logical, but some teachers wanted dedicated staff parking. We shared with the committee that the City of Bellevue requires to have a minimum of 100 stalls for cars in addition to area for buses. It was also noted that the City cares highly about parents queuing in line as they enter the site and while waiting. Also, having separate circulation systems for the buses and the parents allow for safe operation operate safely design and is also very important to the City - as well as to us. Everyone agreed with this fundamental premise.

SMA shared that presently parents and buses come in from the north east entry and all exit the site via Main Street. However, it is being contemplated to bring buses from Main Street and parents from the northeast entry and allow the crossing of both systems via a turn around isle at the south end. This will allow for vehicular separation and will control buses entering while parents are leaving the site. We discussed that this idea will have to be approved by the City. We heard from the committee that the buses and parents should come from the northeast site entrance. We shared that the idea having buses circulate parallel to the parents dropping or picking up zone would be a challenge from the point of view of safety and students crossing, but that this idea is worthy to study.

We heard the existing wall of trees along the west and north site of the property should be preserved and potentially be used as a focal point or site feature.

A member of the committee asked why not locate the parking area along the north side of the property with a drive loop running around the perimeter, but other members of the committee shared that such idea will be in conflict with the play fields and play grounds if such areas are placed closer to the trees.

Kyle mentioned that a survey and geotechnical study as well as a wetland study has started. He indicated that at the north end of the site may be a wetland, but we clarified that if the field is located near the north end of the site we will not have an issue.

The principal also stated that having classrooms facing the trees along the north will be desirable. We heard that the sloping portion of the site could be taken as an opportunity to place lower classrooms tiering down the hill. Other opinions indicated locating the classrooms at the top of the slope. And another member said that perhaps we should have the entry of the school along the east side so that parents can drop the students near an entrance. We shared that schools have different entrances - a main entry and other secondary entrances.

After the site walk the group went back to the existing library and SMA proceeded to ask about the first impressions about the site.



## Site Circulation

We heard the following:

- The entrance from main street has a feeling of arriving to a school and the northeast entrance has a feeling of entering through the back door of the school
- Circulation pattern with same entry and exit points for parent circulation could contribute to students walking through automobile traffic. This led to the conclusion that the parents should come from the northeast and exit at main street. Buses should do the same, although some members indicated that this will contribute students crossing through bus traffic if both buses and cars travel parallel to each other. "One way flow is much safer."
- Parents drop students from the passenger side and it seems to work at Puesta site
- After the review of the current major circulation paths- along the south and east sides of the site - it was determined this was the most logical way to lay out the vehicular circulation due, in large part, to both site entry points being at these edges.
- We discussed the possibility of locating the parking at the north edge of the site with a drive loop along the north and west edges. This was ultimately dismissed by the group because it would bring cars all the way through the site and would place asphalt/parking in the most visibly desirable area of the site.
- Current Puesta del Sol bus drop off is safe as kids exit on the passenger side of the bus and do not have to walk across traffic.
- There may be potential left turn issues from Main Street. This was initially raised as a concern for utilizing 151st Place NE as an entry point, but it was discussed that the left turns onto 151st and 153rd have a similar condition.
- The question was raised if staff parking could be off-site? SMA told the Team the City has specific requirements regarding parking and all parking will be provided on-site. Secure staff parking is desired.

### Overall Building Placement

#### We heard the following:

- The school building should take advantage of the south sun and north orientation facing the trees.
- All agreed with enthusiasm that the natural tree areas to the north and west provided view opportunities that must not be missed. Must capture the tree views!
- Secure entrances are important. We shared all exterior entrances will have card readers
- Site lines across site are critical for security, but major gradient change between viewer and observed can pose issues for intervention. One major entry point only for visitors, but staff should be able to access building from multiple points.
- We heard the harsh morning and afternoon sun at Puesta is an issue and they end up pulling the blinds every day. They orientation of Puesta is north south facing all classrooms east and public areas such as administration and commons west.
- Major entry point for the school should be prominent and have presence. School entry is the first thing you should see.
- Main entry point at the south east corner near the parents / buses drop area with secondary entrances would work. Secondary entrances for ELP program and staff access are necessary.
- Site design should include a garden area with good sun exposure.

### School Layout/Adjacencies

- Playfield should not be near driving automobiles and buses.
- Classrooms should look to the north and have views of trees to the north and west.
- Specialists and Resource Room should be centrally located and directly adjacent to the classrooms.
- Preference for LRC to be on main level.
- Psychiatrists and interventionists should be integrated into proximity with the classrooms.
- Travel distance from classrooms to gym is important as this will be traveled daily by students.
- Grouping of all classrooms together could lead to noise and foot traffic issues.
- Administration area should be located for site observance of parking areas, drive access, and pedestrian access.

### Major Building Components on Site Plan

After the committee shared with us their first impressions about site circulation and building placement, we asked everyone to think about where the major components of school should be located based on Puesta del Sol culture and how they teach.

We shared with the committee a site plan with blocks representing the major programmatic elements of a typical BSD elementary school and asked them to start arranging them based on their site and program knowledge.







Figure 1

The committee started by placing the classrooms (light blue blocks) along the west side of the site with the gym (purple block) located at the north side and the play field located on the east (adjacent to the parents drop area). The administration (yellow block) was placed facing east near the classrooms and the ELC (dark blue block) was located at the southwest corner of the site adjacent to what could be staff parking. (See Figures 1 & 2)



Figure 2

Photo by Kyle McLeod



The committee next tried a different arrangement by placing the classrooms (light blue blocks) along the east side adjacent to the parent drop off areas and locating the gym (purple block) in the center of the site at the lower elevation. The administration (yellow block) and LRC (orange block) were located at the north east corner - near the second site entrance. The ELC (dark blue block) is located at the southwest corner. The play field is located at the north end of the site - between the trees and the gym. (See Figure 3 & 4)



Figure 3



Figure 4





Figure 5

After discussion the team tried a third arrangement (Figures 5 & 6). This arrangement locates the LRC in the first floor along with the support classrooms and offices located near the main entrance and classrooms. The gym is moved toward the top of the slope and the art, music, and science are located between the classrooms and gym. The ELC is located near the gym and at the northeast corner of the building. In each of these layouts the white block represents the garden which is an important requirement for Puesta del Sol

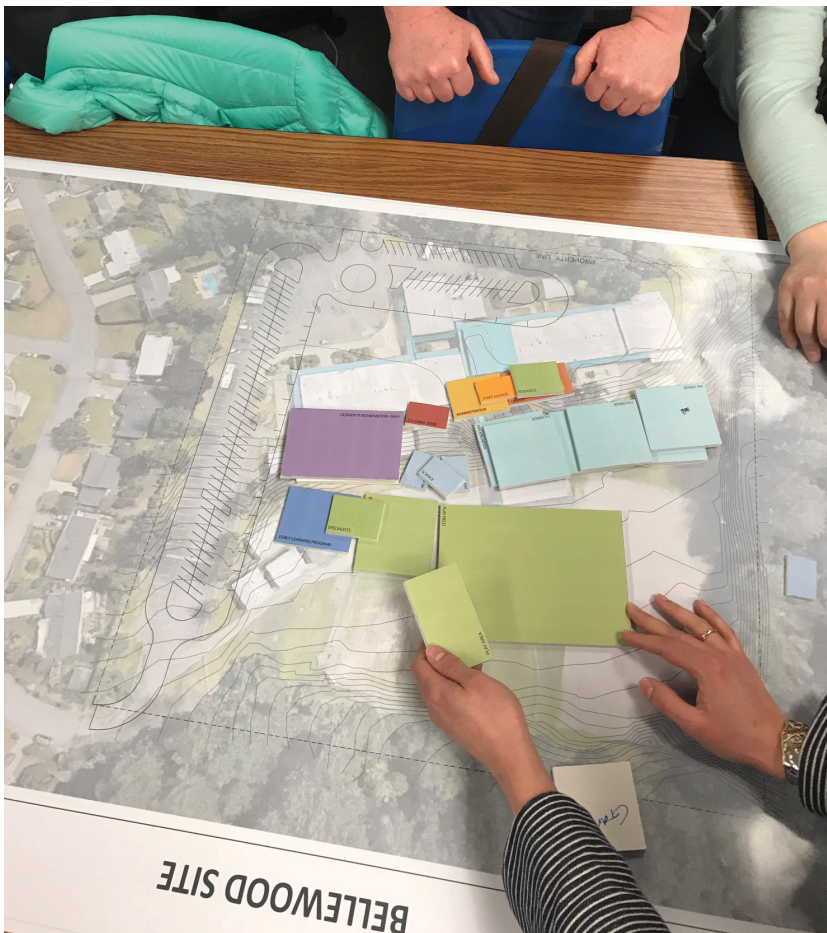


Figure 6



The team then moved to a refined variation on this scheme (Figures 7 & 8). This arrangement locates the classrooms at the top of the slope with the gym located at the northeast side near the parents drop off area. The playfield is located at the northwest corner of the site near the location of the current field. The ELC is located along the east and near the gym. Next to the ELC is the administration area which is positioned to define a central point of entry for the school. The art, music, and science classrooms are located centrally, opposite the classroom wing. These images indicate the classrooms stack on a two floor layout facing north and south to connect to the trees and capture the south sun.

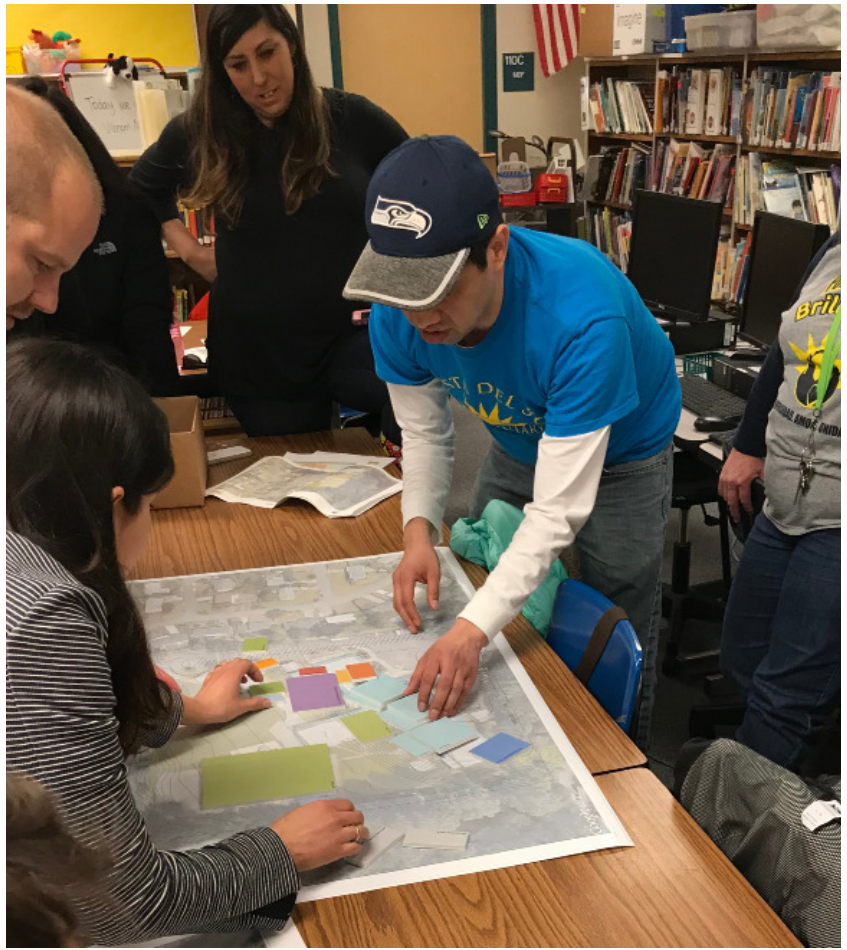


Figure 7



Figure 8





Scheme 2:



Scheme 3:





Scheme 4:



The commonalities between the design committee ideas and these schemes are numerous:

- Traffic and parking along the east and south sides of the site.
- Main entry located at the apex of the south and east circulation routes.
- Classrooms located at the south-west quadrant of the site with access to views.
- Public spaces (gym, LRC, music, art) located along the east side of the building.
- Integration of specialists and resource classroom into classroom zone.
- Field and playspaces located in north-west quadrant with separation from vehicular traffic.

## SUMMARY

At the beginning of the workshop SMA listed three objectives for the workshop:

- Understanding the physical site environment and context
- Come out with one or two site circulation system ideas
- Come out with one or two ideas of what would be the best placement of the major components of the school in relation to the site, circulation system, and what would be the best experience to enter the new Puesta del Sol building.

With the hard work of the design committee we were able to accomplish all of these objectives.

We also discussed creating a series of Design Guiding Principles that we will continue to refine as we move through these workshops. The principles we heard from you at the conclusion of this workshop are:

- A school with presence and visibility from the street.
- A site with safe, efficient circulation.
- A building that takes advantage of the site's natural features -the trees to the north and west and the sloping grade.

Please let us know if you have anything to add that we did not include.

## Closing Comments and Schedule Ahead

Before closing the group worked to establish the day and time for Workshop #2. The specific times for the field trips were e-mailed to the committee by Kyle Mcleod after the meeting.

Design Steering Committee Workshop #2 (Field Trips): April 5th, 8:30 am – 2:30 pm





# Meeting Sign-up Sheet

Project: Puesta del Sol

Meeting Date: March 28, 2018

Meeting Place: Bellewood Elementary – Future School Site

ROLE	NAME	EMAIL ADDRESS
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