SPOKANE	Design Review Board September 25, 2019
	5:30-7:30 PM City Council Briefing Center
TIMES GIVEN ARE AN ESTI	MATE AND ARE SUBJECT TO CHANGE
Board Briefing Session:	
1) Chair Report	Steven Meek

5:30 - 5:45	 2) Secretary Report Urban Designer board candidate (Chad Schmidt) Update on Design Guideline Crafting Process 	Steven Meek Dean Gunderson
Board Business:		
5:45 – 6:15	 3) Approve the <u>August 28st minutes</u>. 4) Old Business 5) New Business <u>Presentation on North River Overlay Sub-area Plan</u> 6) Changes to the agenda? 	Steven Meek Melissa Wittstruck
Workshop:		
6:15 – 7:30	7) <u>Collaborative Workshop for Glover Middle School</u>	Taylor Berberich
	Adjournment:	
The next Design Review Board meeting is scheduled for October 9th, 2019.		

The password for City of Spokane Guest Wireless access has been changed: Username: COS Guest Password: Z6q7Gxks

AMERICANS WITH DISABILITIES ACT (ADA) INFORMATION: The City of Spokane is committed to providing equal access to its facilities, programs and services for persons with disabilities. The Council Briefing Center in the lower level of Spokane City Hall, 808 W. Spokane Falls Blvd., is wheelchair accessible and also is equipped with an infrared assistive listening system for persons with hearing loss. Headsets may be checked out (upon presentation of picture I.D.) through the meeting organizer. Individuals requesting reasonable accommodations or further information may call, write, or email Human Resources at 509.625.6363, 808 W. Spokane Falls Blvd, Spokane, WA, 99201; or <u>jjackson@spokanecity.org</u>. Persons who are deaf or hard of hearing may contact Human Resources through the Washington Relay Service at 7-1-1. Please contact us forty-eight (48) hours before the meeting date.

Meeting Rules of Procedure - Spokane Design Review Board

Call to Order

- Chair calls the meeting to order, noting the date and time of the meeting.
- Chair asks for roll call for attendance.

Board Briefing

- Chair Report Chair gives a report.
- Secretary Report Sr. Urban Designer gives a report.

Board Business

- Meeting Minutes Chair asks for comments on the minutes of the last meeting; Asks for a motion to approve the minutes.
- Chair asks is there any old business? Any old business is discussed.
- Chair asks is there any new business? Any new business is discussed.
- Chair asks if there any changes to the agenda.

Board Workshop

- Chair announces the first project to be reviewed and notes the following: a) the Board will consider the design of
 the proposal as viewed from the surrounding public realm; b) the Board does not consider traffic impacts in the
 surrounding area or make recommendations on the appropriateness of a proposed land use; c) it is the
 applicant's responsibility to meet all applicable code requirements regardless of what might be presented or
 discussed during workshops.
- Chair asks for a staff report.

Staff Report

• Staff report on the item, giving findings of fact. Presentation will be kept to 5-10 minutes.

Applicant Presentation

• Chair invites the applicant(s) to sit at the table and invites the applicant to introduce the project team and make a 10-15 minute presentation on the project.

Public Comment*

- Chair asks if there are comments from other interested parties comments shall be kept to 3 minutes, and confined to the design elements of the project.
- Chair reads any written comments submitted by interested citizens.
- * Contact Planning Department staff after the meeting for additional opportunities to comment on the proposal.

DRB Clarification

• Chair may request clarification on comments.

Design Review Board Discussion

- Chair will ask the applicants whether they wish to respond to any public comments, after their response (if any) they are to return to their seats in the audience.
- The Chair will formally close public comments.
- Chair leads discussion amongst the DRB members regarding the staff recommendations, applicable design criteria, identification of key issues, and any proposed design departures.

Design Review Board Motions

- Chair asks whether the DRB is ready to make a motion.
- Upon hearing a motion, Chair asks for a second. Staff will record the motion in writing.
- Chair asks for discussion on the motion.
- Chair asks the applicant if they would like to respond to the motion.
- After discussion, Chair asks for a vote.

Design Review Board Follow-up

- Applicant is advised that they may stay or leave the meeting.
- Next agenda item announced.

<u>Other</u>

Chair asks board members and audience if there is anything else.

<u>Adjourn</u>

• Chair asks for a motion to adjourn. After the motion is seconded, and approved by vote, Chair announces that the meeting is adjourned, noting the time of the adjournment.

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Design Review Board - Meeting Minutes Draft

August 28, 2019

City Council Briefing Center Meeting called to order at 5:34PM Quorum: Yes

<u>Attendance</u>

- **Board Members Present:** Anne Hanenburg, Chuck Horgan, Grant Keller, Steven Meek (Chair), Kathy Lang (Vice-Chair & CA Liaison), Ted Teske, Mark Brower
- Board Members Not Present: None
- Quorum present: Yes
- Staff Present: Dean Gunderson (Senior Urban Designer), Taylor Berberich (Urban Designer)

Briefing Session:

- 1. Chair Report: None
- 2. Secretary Report:
 - Brief update on Urban Designer/Planner Staffing provided by Dean Gunderson. Civil Service has approved a more-expansive recruitment for this vacancy in the wake of Alex Mann's departure.
 - The Downtown Plan Update Design has now been assigned to Nathan Gwinn, Assistant Planner, with Mr. Gunderson undertaking a more active role in overseeing the Downtown Plan's continuity.
 - Mr. Gunderson discussed his presentation to the Urban Experience Committee of City Council, where staff discussed temporarily modifying the list of projects subject to design review in order to craft design guidelines for all projects subject to such review.
 - Mr. Gunderson spoke of incentivizing the Design Review due process for developers who request design
 departures, including possibly modifying and/or streamlining the Review process, and possibly the
 financial impact, for applicants who are merely seeking advice on proposed design variance, and to
 empower designers to present innovative architectural alternatives and ideas which may fit the purpose
 statement, but are not be on the Design Standards list.
 - Urban Designer/Planner board member interview update. There are currently 4 applicants. Mr. Gunderson is still in the process of vetting applicants. Grant, Kathy, Anne and Steve expressed desire to participate in the interview process. Questions and answers, and discussion ensued regarding the nomination process/timeline, and the applicants' comparative experiences.

Board Business:

- 3. Approval of Minutes: Chuck Horgan motioned to approve meeting minutes for August 19th. Unanimously approved (6/0)
- 4. **Changes to Agenda:** Old Business will be moved to later in the meeting. Ratification vote for the West Havermale Island recommendations will be moved under Old Business.
- 5. **Old Business:** Board member Ted Teske arrived. Three members recused themselves (Anne Hanenburg, Mark Brower, and Grant Keller), as they are under contract with the applicant for the West Havermale Island project.

Based on review of the materials submitted by the applicant and discussion during the August 19, 2019 Recommendation Meeting the Design Review Board recommends the approval of the project subject to the following conditions:

1. The applicant shall consider utilizing a more durable material, such as Corten steel, in the sliding gate on the north side of the O&M facility to better sustain wear and tear over time.

Please see the following Downtown Design Guidelines: A-1 Respond to the Physical Context and B-3 Reinforce the Urban Form & Architectural Attributes of the Immediate Area.

 The applicant shall consider exploring a two-sided approach to the architectural aesthetics of the restroom facility- the walls facing riverfront park reflecting the adjacent character, while the side facing the playground reflects the nature/river theme. The board discourages the use of a CXT standard restroom, or anything of a similar appearance.

Please see City of Spokane Comprehensive Plan Goals and Policies: LU 2.1 PUBLIC REALM FEATURES, LU 5.1 BUILT AND NATURAL ENVIRONMENT, TR GOAL F: ENHANCE PUBLIC HEALTH & SAFETY, DP 2.5 CHARACTER OF THE PUBLIC REALM, DP 2.6 BUILDING AND SITE DESIGN, and PRS 2.1 AMENITIES WITHIN CITY BOUNDARIES Please see the following Downtown Design Guidelines: A-1 Respond to the Physical Environment, B-1 Respond to the Neighborhood Context, B-3 Reinforce the Urban Form & Architectural Attributes of the Immediate Area, B-5 Explore Opportunities for Building Green, and D-7 Design for Person Safety and Security.

Please see Downtown "Fast Forward Spokane" Plan Goals: 2.2 BUILT FORM AND CHARACTER and 2.6 ENVIRONMENTAL STEWARDSHIP.

3. As the board perceives conflict between the O&M yard and the Stepwell Sculpture, the applicant shall provide screening of the O&M yard as indicated (15'-18' trees at time of planting, berm, 10' fence). If the proposed mitigation efforts are not installed, the Stepwell Sculpture shall be installed at the artist's second preferred location.

Please see City of Spokane Comprehensive Plan Goals and Policies: LU 1.13 Parks and Open Space, LU 2 PULIC REALM ENHANCEMENT, LU 2.1 Public Realm Features, TR GOAL A: PROMOTE A SENSE OF PLACE, TR 2.1 Physical Features, DP 1.3 Significant Views and Vistas, DP 2.3 Design Standards for Public Projects and Structures, and DP 2.5 Character of the Public Realm.

Please see the following Downtown Design Guidelines: A-1 Respond to the Physical Context, C-1 Promote Pedestrian Interaction, D-1 Provide Inviting & Usable Open Space, D-4 Provide Elements That Define The Place, and E-3 Minimize the Presence of Service Areas.

Please see Downtown "Fast Forward Spokane" Plan Goals: 2.2 BUILT FORM AND CHARACTER and 2.4 OPEN SPACE, PUBLIC REALM AND STREETSCAPES

4. The Design Review Board is concerned about the proposed zipline on the Avistaowned portion of the site. Any such proposed improvement would be subject to design review, whether the structure is viewed as temporary or permanent.

Please see the following Downtown Design Guidelines: A-1 Respond to the Physical Environment, D-1 Provide Inviting and Usable Open Space, D-3 Respect Historic Features that Define Spokane, and D-7 Design for Personal Safety and Security.

Motion to approve the final recommendations for the West Havermale Island project was made by Chuck Horgan. Unanimously approved 4/0.

6. New Business: None

Workshop:

- 7. Collaborative Workshop for The Downtown Library
 - Staff Report: Presented by Tayler Berberich
 - **Public Comments:** Alan Chatham (Chair for the Riverside Neighborhood Council) inquired where the public might locate information on the proposed designs, and was informed this information is available on both spokanelibrary.org and the DRB webpage.
 - Questions were asked and answered.
 - Discussion ensued.

Based on review of the materials submitted by the applicant and discussion during the August 28, 2019 Collaborative Workshop the Design Review Board recommends the following advisory actions:

5. The applicant is encouraged to continue discussion with City Engineering to resolve and prioritize pedestrian circulation issues between the site and the CSO Plaza. In keeping with the City's Comprehensive Plan, the Design Review Board is highly in favor of prioritizing pedestrian flow over vehicular flow at this location (up to and including the future elimination of vehicle travel lanes).

Please see the following Comprehensive Plan Goals and Policies:

LU 1: CITY-WIDE LAND USE, LU 1.12 Public Facilities and Services, LU 2: PUBLIC REALM ENHANCEMENT, LU 2.1 Public Realm Features, LU 4: TRANSPORTATION, LU 4.1 Land Use and Transportation, LU 4.4 Connections, LU 5: DEVELOMENT CHARACTER, LU 5.3 Off-Site Impacts, LU 5.5 Compatible Development, TR GOAL B: PROVIDE TRANSPORTATION CHOICES, TR GOAL F: ENHANCE PUBLIC HEALTH & SAFETY, TR 1 Transportation Network For All Users, TR 2 Transportation Supporting Land Use, TR 13 Infrastructure Design, TR 20 Bicycle/Pedestrian Coordination, DP 1 PRIDE AND IDENTITY, DP 1.1 Landmark Structures, Buildings, and Sites, DP 1.3 Significant Views and Vistas, DP 2 URBAN DESIGN, DP 2.3 Design Standards for Public Projects and Structures, DP 2.5 Character of the Public Realm, DP 2.6 Building and Site Design, DP 2.11 Improvements Program, DP 4 DOWNTOWN CENTER VIABILITY, DP 4.2 Street Life, NE 13 CONNECTIVITY, NE 13.1 Walkway and Bicycle Path System, and NE 13.2 Walkway and Bicycle Path Design.

Please see the following Downtown Plan Goals:

2.2 BUILT FORM AND CHARACTER, 2.3 MULTI-MODAL CIRCULATION AND PARKING, and 2.4 OPEN SPACE, PUBLIC REALM AND STREETSCAPES.

Please see the following Spokane Municipal Code(s):

SMC 17C.124.550 Ground Level Details – Building Design, and SMC 17C.124.570 Treating Blank Walls – Building Design.

Please see the following Downtown Design Guidelines:

A-1 Respond to the Physical Environment, B-1 Respond to the Neighborhood Context, B-3 Reinforce the Urban Form & Architectural Attributes of the Immediate Area, C-1 Promote Pedestrian Interaction, C-4 Reinforce Building Entries, C-7 Install Pedestrian-Friendly Materials at Street Level, D-1 Provide Inviting & Usable Open Space, D-2 Enhance the Buildings with Landscaping, D-4 Provide Elements That Define the Place, and D-7 Design for Person Safety and Security.

6. The applicant shall return to the board a further detailed design for the enhancement of pedestrian realm elements along the building's base, along all sides of the building.

Please see the following Comprehensive Plan Goals and Policies:

LU 1: CITY-WIDE LAND USE, LU 1.12 Public Facilities and Services, LU 2: PUBLIC REALM ENHANCEMENT, LU 2.1 Public Realm Features, LU 4.4 Connections, LU 5: DEVELOMENT CHARACTER, LU 5.5 Compatible Development, TR 20 Bicycle/Pedestrian Coordination, DP 1 PRIDE AND IDENTITY, DP 1.1 Landmark Structures, Buildings, and Sites, DP 1.3 Significant Views and Vistas, DP 2 URBAN DESIGN, DP 2.3 Design Standards for Public Projects and Structures, DP 2.5 Character of the Public Realm, DP 2.6 Building and Site Design, DP 2.11 Improvements Program, DP 2.15 Urban Trees and Landscape Areas, DP 4 DOWNTOWN CENTER VIABILITY, DP 4.1 Downtown Residents and Workers, DP 4.2 Street Life, DP 4.3 Downtown Services, NE 12 URBAN FOREST, NE 12.1 Street Trees, NE 13 CONNECTIVITY, NE 13.1 Walkway and Bicycle Path System, NE 13.2 Walkway and Bicycle Path Design, SH 3: ARTS AND CULTURAL ENRICHMENT, SH 3.4 One Percent for Arts, and SH 3.7 Support Local Artists.

Please see the following Downtown Plan Goals:

2.2 BUILT FORM AND CHARACTER, and 2.4 OPEN SPACE, PUBLIC REALM AND STREETSCAPES.

Please see the following Spokane Municipal Code(s):

SMC 17C.124.550 Ground Level Details – Building Design, and SMC 17C.124.570 Treating Blank Walls – Building Design.

Please see the following Downtown Design Guidelines:

A-1 Respond to the Physical Environment, B-1 Respond to the Neighborhood Context, B-3 Reinforce the Urban Form & Architectural Attributes of the Immediate Area, C-1 Promote Pedestrian Interaction, C-4 Reinforce Building Entries, C-7 Install Pedestrian-Friendly Materials at Street Level, D-1 Provide Inviting & Usable Open Space, D-2 Enhance the Buildings with Landscaping, D-4 Provide Elements That Define the Place, D-5 Provide Adequate Signage, D-6 Provide Attractive and Appropriate Lighting, D-7 Design for Person Safety and Security, E-1 Minimize Curb Cut Impacts, and E-3 Minimize the Presence of Service Areas.

7. The Design Review Board is supportive of the West Bosque and the applicant is encouraged to further develop the concept.

Please see the following Comprehensive Plan Goals and Policies:

LU 1: CITY-WIDE LAND USE, LU 1.12 Public Facilities and Services, LU 2: PUBLIC REALM ENHANCEMENT, LU 2.1 Public Realm Features, LU 4.4 Connections, LU 5: DEVELOMENT CHARACTER, LU 5.5 Compatible Development, TR 20 Bicycle/Pedestrian Coordination, DP 1 PRIDE AND IDENTITY, DP 1.1 Landmark Structures, Buildings, and Sites, DP 1.3 Significant Views and Vistas, DP 2 URBAN DESIGN, DP 2.3 Design Standards for Public Projects and Structures, DP 2.5 Character of the Public Realm, DP 2.6 Building and Site Design, DP 2.11 Improvements Program, DP 2.15 Urban Trees and Landscape Areas, DP 4 DOWNTOWN CENTER VIABILITY, DP 4.2 Street Life, DP 4.3 Downtown Services, NE 12 URBAN FOREST, NE 12.1 Street Trees, NE 13 CONNECTIVITY, NE 13.1 Walkway and Bicycle Path System, NE 13.2 Walkway and Bicycle Path Design, SH 3: ARTS AND CULTURAL ENRICHMENT, SH 3.4 One Percent for Arts, and SH 3.7 Support Local Artists.

Please see the following Downtown Plan Goals:

2.2 BUILT FORM AND CHARACTER, 2.3 MULTI-MODAL CIRCULATION AND PARKING, and 2.4 OPEN SPACE, PUBLIC REALM AND STREETSCAPES.

Please see the following Spokane Municipal Code(s):

SMC 17C.124.550 Ground Level Details - Building Design.

Please see the following Downtown Design Guidelines:

A-1 Respond to the Physical Environment, B-1 Respond to the Neighborhood Context, B-3 Reinforce the Urban Form & Architectural Attributes of the Immediate Area, C-1 Promote Pedestrian Interaction, C-4 Reinforce Building Entries, C-7 Install Pedestrian-Friendly Materials at Street Level, D-1 Provide Inviting & Usable Open Space, D-2 Enhance the Buildings with Landscaping, D-4 Provide Elements That Define the Place, D-6 Provide Attractive and Appropriate Lighting, D-7 Design for Person Safety and Security.

8. The applicant is encouraged to further develop the Primary Building Entry's proposed treatment (located at the facility's southeast corner). The Design Review Board considers this an opportunity to fully realize the creative potential of the existing facility in a fully integrated manner.

Please see the following Comprehensive Plan Goals and Policies:

LU 1: CITY-WIDE LAND USE, LU 1.12 Public Facilities and Services, LU 2: PUBLIC REALM ENHANCEMENT, LU 2.1 Public Realm Features, LU 5: DEVELOMENT CHARACTER, LU 5.5 Compatible Development, DP 1 PRIDE AND IDENTITY, DP 1.1 Landmark Structures, Buildings, and Sites, DP 1.3 Significant Views and Vistas, DP 2 URBAN DESIGN, DP 2.3 Design Standards for Public Projects and Structures, DP 2.5 Character of the Public Realm, DP 2.6 Building and Site Design, DP 2.11 Improvements Program, DP 4.2 Street Life, SH 3: ARTS AND CULTURAL ENRICHMENT, SH 3.4 One Percent for Arts, and SH 3.7 Support Local Artists.

Please see the following Downtown Plan Goals:

2.2 BUILT FORM AND CHARACTER.

Please see the following Spokane Municipal Code(s):

SMC 17C.124.550 Ground Level Details – Building Design, and SMC 17C.124.570 Treating Blank Walls – Building Design.

Please see the following Downtown Design Guidelines:

A-1 Respond to the Physical Environment, B-1 Respond to the Neighborhood Context, B-3 Reinforce the Urban Form & Architectural Attributes of the Immediate Area, C-1 Promote Pedestrian Interaction, C-4 Reinforce Building Entries, C-7 Install Pedestrian-Friendly Materials at Street Level, D-1 Provide Inviting & Usable Open Space, D-2 Enhance the Buildings with Landscaping, D-4 Provide Elements That Define the Place, D-5 Provide Adequate Signage, and D-6 Provide Attractive and Appropriate Lighting. 9. The applicant is encouraged to continue discussion with City Engineering to resolve bus turning movements (northbound on Lincoln onto westbound Main), and the potential for a widened public realm along Main Street.

Please see the following Comprehensive Plan Goals and Policies:

LU 1: CITY-WIDE LAND USE, LU 1.12 Public Facilities and Services, LU 2: PUBLIC REALM ENHANCEMENT, LU 2.1 Public Realm Features, LU 4: TRANSPORTATION, LU 4.1 Land Use and Transportation, LU 4.4 Connections, LU 5: DEVELOMENT CHARACTER, LU 5.5 Compatible Development, TR GOAL A: PROMOTE A SENSE OF PLACE, TR GOAL B: PROVIDE TRANSPORTATION CHOICES, TR GOAL C: ACCOMMODATE ACCESS TO DAILY NEEDS AND PRIORITY DESTINATIONS, TR GOAL F: ENHANCE PUBLIC HEALTH & SAFETY, TR 1 Transportation Network For All Users, TR 2 Transportation Supporting Land Use, TR 13 Infrastructure Design, DP 1 PRIDE AND IDENTITY, DP 1.1 Landmark Structures, Buildings, and Sites, DP 1.3 Significant Views and Vistas, DP 2 URBAN DESIGN, DP 2.3 Design Standards for Public Projects and Structures, DP 2.5 Character of the Public Realm, DP 2.6 Building and Site Design, DP 2.11 Improvements Program, DP 4 DOWNTOWN CENTER VIABILITY, DP 4.2 Street Life, DP 4.3 Downtown Services, NE 13 CONNECTIVITY, NE 13.1 Walkway and Bicycle Path System, and NE 13.2 Walkway and Bicycle Path Design.

Please see the following Downtown Plan Goals:

2.2 BUILT FORM AND CHARACTER, 2.3 MULTI-MODAL CIRCULATION AND PARKING, and 2.4 OPEN SPACE, PUBLIC REALM AND STREETSCAPES.

Please see the following Spokane Municipal Code(s):

SMC 17C.124.550 Ground Level Details - Building Design.

Please see the following Downtown Design Guidelines:

A-1 Respond to the Physical Environment, C-1 Promote Pedestrian Interaction, C-4 Reinforce Building Entries, C-7 Install Pedestrian-Friendly Materials at Street Level, D-1 Provide Inviting & Usable Open Space, D-4 Provide Elements That Define the Place, and D-7 Design for Person Safety and Security.

The Advisory Actions were approved by unanimous vote of the Design Review Board (7/0)

Steve Meek called for a brief recess at 8:00.

Meeting resumed at 8:10 PM.

8. Collaborative Workshop for the Shadle Library

- Staff Report: Presented by Dean Gunderson
- Questions were asked and answered.
- Discussion ensued.

Based on review of the materials submitted by the applicant and discussion during the August 28, 2019 Collaborative Workshop the Design Review Board recommends the following advisory actions:

1. The applicant shall further develop the idea of a community garden (perhaps at a different location).

Please see the following Comprehensive Plan Goals and Policies:

LU 1: CITY-WIDE LAND USE, LU 1.12 Public Facilities and Services, LU 2: PUBLIC REALM ENHANCEMENT, LU 2.1 Public Realm Features, LU 5: DEVELOMENT CHARACTER, LU 5.1 Built and Natural Environment, LU 5.5 Compatible Development, LU 6 ADEQUATE PUBLIC LANDS AND FACILITIES, LU 6.9 Facility Compatibility with Neighborhood, DP 1 PRIDE AND IDENTITY, DP 1.2 New Development in Established Neighborhoods, DP 2 URBAN DESIGN, DP 2.3 Design Standards for Public Projects and Structures, DP 2.5 Character of the Public Realm, DP 2.6 Building and Site Design, DP 2.11 Improvements Program, DP 2.15 Urban Trees and Landscape Areas, NE 6 NATIVE SPECIES PROTECTION, NE 6.1 Native and Non-native Adaptive Plants and Trees, NE 12 URBAN FOREST, NE 12.1 Street Trees, SH 4 DIVERSITY AND EQUITY, SH 4.1 Universal Accessibility, SH 6 SAFETY, SH 6.1 Crime Prevention Through Environmental Design Themes, SH 6.3 Natural Surveillance, N 3 NEIGHBORHOOD FACILITIES, and N 3.1 Multipurpose Use of Neighborhood Buildings.

Please see the following Spokane Municipal Code(s):

SMC 17C.110.515 Buildings Along the Street, SMC 17C.110.525 Landscaped Areas, and SMC 17C.110.545 Transition Between Institutional and Residential Development.

2. The applicant shall return with a further developed concept for the landscaping and monument signage along the north and northwest frontage; which should capitalize on the relationship between this outdoor space and the adjacent interior glazed library space.

Please see the following Comprehensive Plan Goals and Policies:

LU 1: CITY-WIDE LAND USE, LU 1.12 Public Facilities and Services, LU 2: PUBLIC REALM ENHANCEMENT, LU 2.1 Public Realm Features, LU 5: DEVELOMENT CHARACTER, LU 5.1 Built and Natural Environment, LU 5.5 Compatible Development, LU 6 ADEQUATE PUBLIC LANDS AND FACILITIES, LU 6.9 Facility Compatibility with Neighborhood, DP 1 PRIDE AND IDENTITY, DP 1.2 New Development in Established Neighborhoods, DP 2 URBAN DESIGN, DP 2.3 Design Standards for Public Projects and Structures, DP 2.5 Character of the Public Realm, DP 2.6 Building and Site Design, DP 2.11 Improvements Program, DP 2.15 Urban Trees and Landscape Areas, NE 6 NATIVE SPECIES PROTECTION, NE 6.1 Native and Non-native Adaptive Plants and Trees, NE 12 URBAN FOREST, NE 12.1 Street Trees, NE 13 CONNECTIVITY, NE 13.1 Walkway and Bicycle Path System, NE 13.2 Walkway and Bicycle Path Design, SH 3: ARTS AND CULTURAL ENRICHMENT, SH 3.4 One Percent for Arts, SH 3.7 Support Local Artists, SH 4 DIVERSITY AND EQUITY, SH 4.1 Universal Accessibility, SH 6 SAFETY, SH 6.1 Crime Prevention Through Environmental Design Themes, SH 6.3 Natural Surveillance, N 3 NEIGHBORHOOD FACILITIES, N 3.1 Multipurpose Use of Neighborhood Buildings, N 4 TRAFFIC AND CIRCULATION, and N 4.9 Pedestrian Safety.

Please see the following Spokane Municipal Code(s):

SMC 17C.110.515 Buildings Along the Street, SMC 17C.110.525 Landscaped Areas, and SMC 17C.110.545 Transition Between Institutional and Residential Development.

3. The applicant is encouraged to continue discussions with City Engineering and the Street Department to further pursue the development of a safe pedestrian crossing of Belt Street between the western entrance/exit and the adjacent shopping center (with its continuous sidewalk).

Please see the following Comprehensive Plan Goals and Policies:

LU 1: CITY-WIDE LAND USE, LU 1.12 Public Facilities and Services, LU 2: PUBLIC REALM ENHANCEMENT, LU 2.1 Public Realm Features, LU 4 TRANSPORTATION, LU 4.4 Connections, LU 5: DEVELOMENT CHARACTER, LU 5.1 Built and Natural Environment, LU 5.5 Compatible Development, LU 6 ADEQUATE PUBLIC LANDS AND FACILITIES, LU 6.9 Facility Compatibility with Neighborhood, TR GOAL A: PROMOTE A SENSE OF PLACE, TR GOAL F: ENHANCE PUBLIC HEALTH & SAFETY, TR 7 Neighborhood Access, TR 14 Traffic Calming, TR 20 Bicycle/Pedestrian Coordination, DP 1 PRIDE AND IDENTITY, DP 1.2 New Development in Established Neighborhoods, DP 2 URBAN DESIGN, DP 2.3 Design Standards for Public Projects and Structures, DP 2.5 Character of the Public Realm, DP 2.6 Building and Site Design, DP 2.11 Improvements Program, NE 12 URBAN FOREST, NE 12.1 Street Trees, NE 13 CONNECTIVITY, NE 13.1 Walkway and Bicycle Path System, NE 13.2 Walkway and Bicycle Path Design, SH 4 DIVERSITY AND EQUITY, SH 4.1 Universal Accessibility, SH 6 SAFETY, SH 6.1 Crime Prevention Through Environmental Design Themes, SH 6.3 Natural Surveillance, N 4 TRAFFIC AND CIRCULATION, N 4.1 Neighborhood Traffic Impact, N 4.3 Traffic Patterns, and N 4.9 Pedestrian Safety.

Please see the following Spokane Municipal Code(s):

SMC 17C.110.545 Transition Between Institutional and Residential Development.

4. The applicant shall further develop the plazas at the east and west entries.

Please see the following Comprehensive Plan Goals and Policies:

LU 1: CITY-WIDE LAND USE, LU 1.12 Public Facilities and Services, LU 2: PUBLIC REALM ENHANCEMENT, LU 2.1 Public Realm Features, LU 5: DEVELOMENT CHARACTER, LU 5.1 Built and Natural Environment, LU 5.5 Compatible Development, LU 6 ADEQUATE PUBLIC LANDS AND FACILITIES, LU 6.9 Facility Compatibility with Neighborhood, DP 1 PRIDE AND IDENTITY, DP 1.2 New Development in Established Neighborhoods, DP 2 URBAN DESIGN, DP 2.3 Design Standards for Public Projects and Structures, DP 2.5 Character of the Public Realm, DP 2.6 Building and Site Design, DP 2.11 Improvements Program, DP 2.21 Lighting, NE 13 CONNECTIVITY, NE 13.1 Walkway and Bicycle Path System, NE 13.2 Walkway and Bicycle Path Design, SH 3: ARTS AND CULTURAL ENRICHMENT, SH 3.4 One Percent for Arts, SH 3.7 Support Local Artists, SH 4 DIVERSITY AND EQUITY, SH 4.1 Universal Accessibility, SH 6 SAFETY, SH 6.1 Crime Prevention Through Environmental Design Themes, SH 6.3 Natural Surveillance, N 3 NEIGHBORHOOD FACILITIES, N 4 TRAFFIC AND CIRCULATION, N 4.1 Neighborhood Traffic Impact, N 4.3 Traffic Patterns, and N 4.9 Pedestrian Safety. Please see the following Spokane Municipal Code(s): SMC 17C.110.515 Buildings Along the Street, SMC 17C.110.525 Landscaped Areas, SMC 17C.110.540 Pedestrian Connections in Parking Lots, and SMC 17C.110.545 Transition Between Institutional and Residential Development.

5. The applicant shall further develop the book drop and vehicular queuing to reduce pedestrian circulation conflicts (provide multiple views to demonstrate the refined condition).

Please see the following Comprehensive Plan Goals and Policies:

LU 1: CITY-WIDE LAND USE, LU 1.12 Public Facilities and Services, LU 2: PUBLIC REALM ENHANCEMENT, LU 2.1 Public Realm Features, LU 4 TRANSPORTATION, LU 4.4 Connections, LU 5: DEVELOMENT CHARACTER, LU 5.1 Built and Natural Environment, LU 5.5 Compatible Development, TR GOAL A: PROMOTE A SENSE OF PLACE, TR GOAL F: ENHANCE PUBLIC HEALTH & SAFETY, TR 7 Neighborhood Access, TR 14 Traffic Calming, TR 20 Bicycle/Pedestrian Coordination, DP 1 PRIDE AND IDENTITY, DP 1.2 New Development in Established Neighborhoods, DP 2 URBAN DESIGN, DP 2.3 Design Standards for Public Projects and Structures, DP 2.5 Character of the Public Realm, DP 2.6 Building and Site Design, DP 2.11 Improvements Program, DP 2.21 Lighting, NE 13 CONNECTIVITY, NE 13.1 Walkway and Bicycle Path System, NE 13.2 Walkway and Bicycle Path Design, SH 4 DIVERSITY AND EQUITY, SH 4.1 Universal Accessibility, SH 6 SAFETY, SH 6.1 Crime Prevention Through Environmental Design Themes, SH 6.3 Natural Surveillance, N 3 NEIGHBORHOOD FACILITIES, N 4 TRAFFIC AND CIRCULATION, N 4.1 Neighborhood Traffic Impact, and N 4.9 Pedestrian Safety.

Please see the following Spokane Municipal Code(s):

SMC 17C.110.540 Pedestrian Connections in Parking Lots, and SMC 17C.110.545 Transition Between Institutional and Residential Development.

The Advisory Actions were approved by a unanimous vote of the Design Review Board (7/0)

Meeting adjourned at 9:20 PM

Next Design Review Board meeting is scheduled for September 11th, 2019.

CITY OF SPOKANE **Preliminary Draft** North Bank Plan



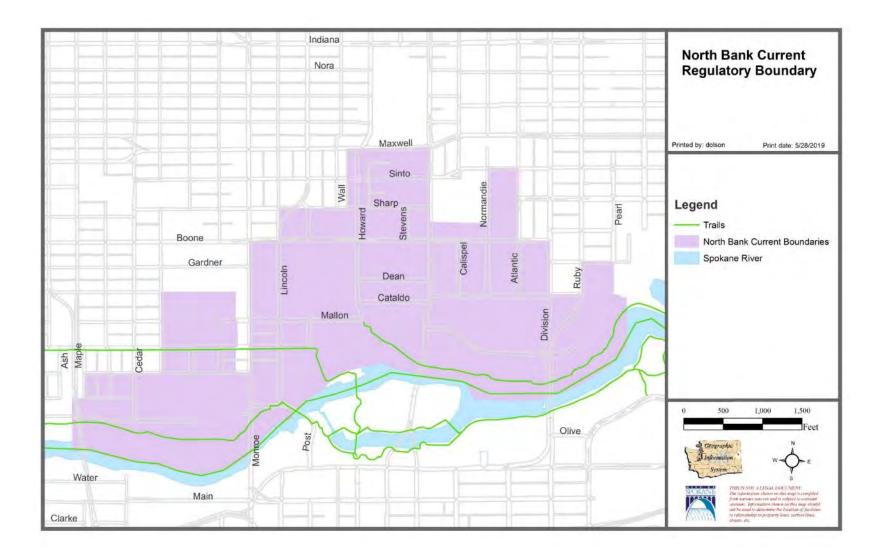
Community Assembly Land Use Committee September 19, 2019

Melissa Wittstruck Danielle Olson Neighborhood and Planning Services North Bank Subarea Plan Initiation Draft Vision Statement Key Draft Focus Areas

- Overlay, Zoning, and Development Standards
- Policy Framework/Action Plan
- Next Steps



Development Standards Overlay – Existing Boundary



Current North River Overlay Standards

Section 17C.160.010 North River Overlay (NRO) (2005)

Purpose.

This special overlay addresses the public's value of the views and access to the Spokane River Gorge, Riverfront Park, and the Downtown core from the north side of the Spokane River. The amenity of the river and the public investment in the Spokane River Gorge should be widely shared, not limited to those properties immediately adjacent. The intent of these visual and pedestrian access standards and guidelines are to ensure that buildings and other constructed objects do not create barriers that wall off the Spokane River Gorge, Riverfront Park, or the Downtown Core.

North River Overlay Standards.

The North River Overlay development standards are the same as the underlying zone except for the following standards:

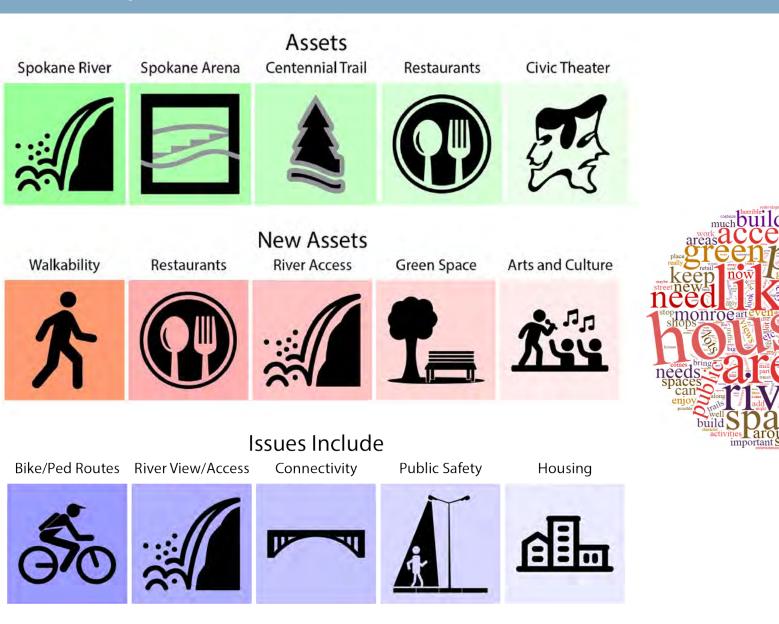
Maximum FAR.

The maximum nonresidential FAR allowed in the North River Overlay is 4.5. If the underlying zone allows an FAR greater than 4.5, then the maximum FAR is the same as the underlying zone. The FAR is calculated the same as in the underlying zone. **Maximum Building Site Coverage and East-West Building Width.**

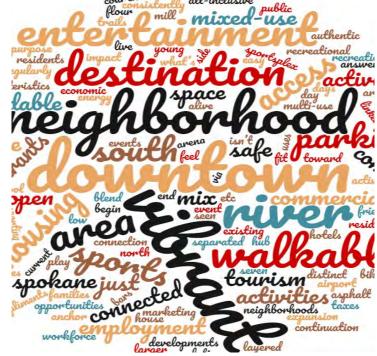
On sites over twenty thousand square feet in size or with a width greater than one hundred fifty feet wide in an east-west dimension the following conditions apply:

The maximum building site coverage of all structures is seventy-five percent. The maximum east-west dimension of all structures is eighty percent of the east-west dimension of the site.

Survey

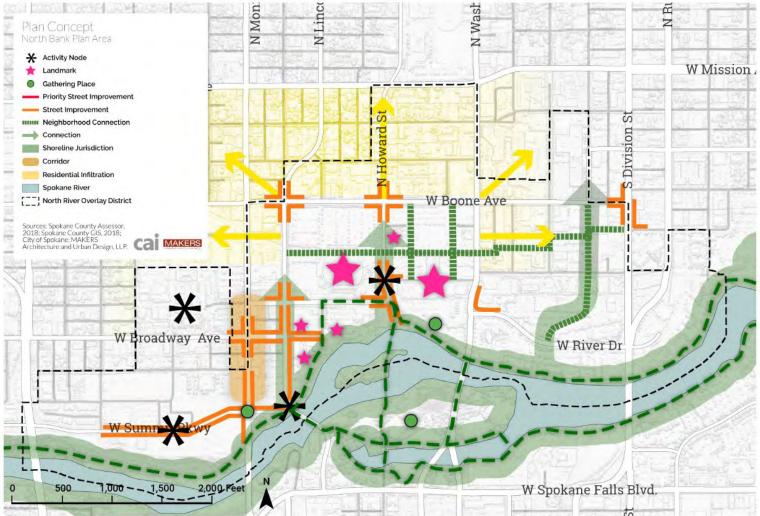


The North Bank is a vibrant, walkable and truly authentic urban neighborhood with a wide range of housing, complemented by shopping, dining, entertainment and recreation on the Spokane River, and intuitive connections to Downtown and surrounding neighborhoods.



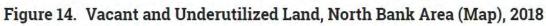
Preferred Development Scenario Concept – March 2019 Workshop

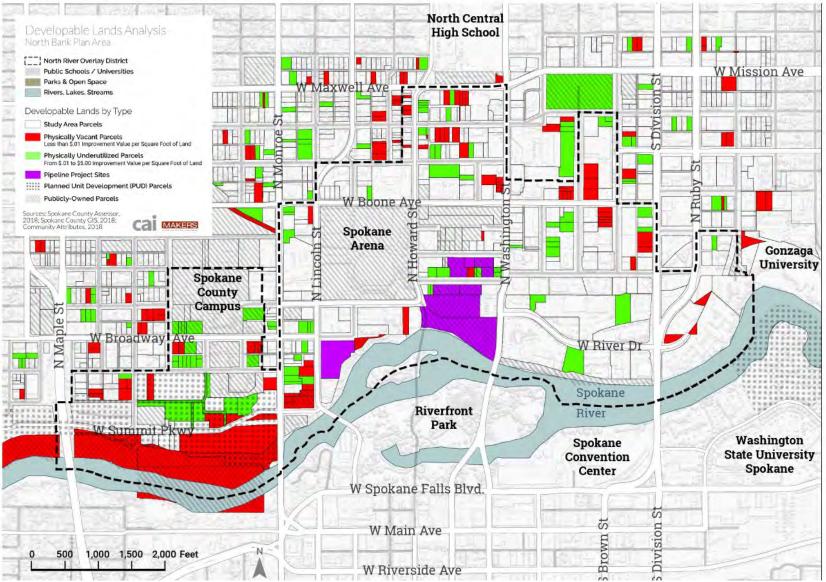
Figure 28. Preferred Development Concept



Participants at the March workshop sessions selected the preferred concept as a synthesis that drew on the most important elements of A, B, and C concepts.

Draft Market Analysis – Vacant/ Underdeveloped Land





North Bank Context



North Bank Context – N of Boone, W of Howard















Policy Framework/ Action Plan - Context photos





Policy

- Encourage the production of a range of housing choices.
- Ensure the North Bank of Downtown continues to support event venues and their patrons by providing needed amenities.
- Improve east-west and north-south connectivity and multimodal circulation to a variety
 of destinations including Downtown core, neighborhoods, Spokane River gorge, and
 Riverfront Park.
- Create public spaces and places that make the North Bank a livable Downtown neighborhood and an attractive destination.

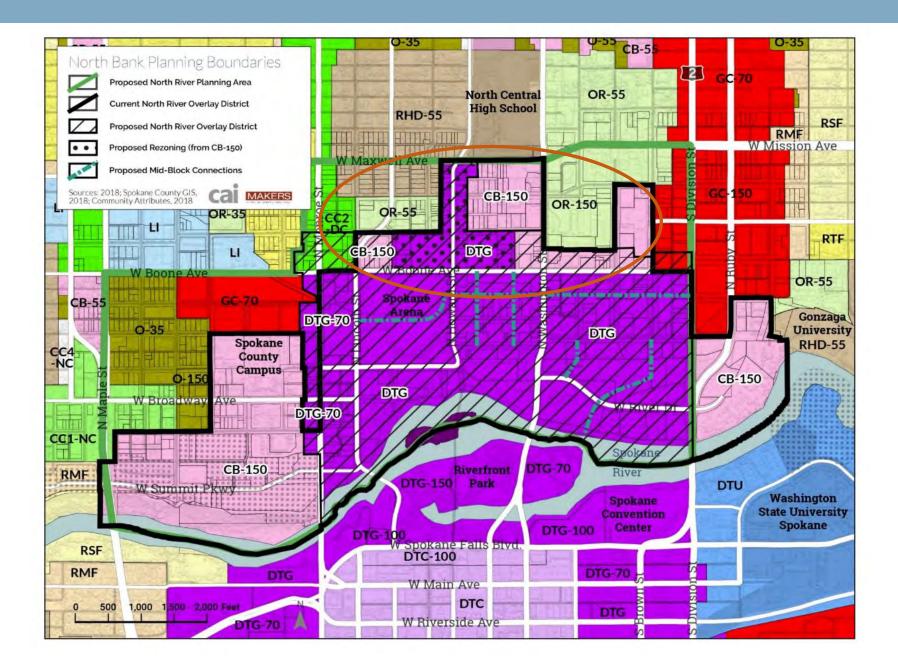
Development Standards to support and implement a common vision for the North Bank.

- The concept improves North Bank connectivity to the Downtown core
- The concept provides an appropriate mix of housing types
- The concept sufficiently expands shopping and dining choices
- The concept creates an accessible and safe walkable and bikeable place

Recommendations for Downtown Planning (Appendix strategies)

 Revise current Complete Street (Type I-IV) design standards and/or adopt two additional Complete Street Types V and VI to improve outcomes.

Preliminary Draft Proposed Boundary, Zoning, and Standards



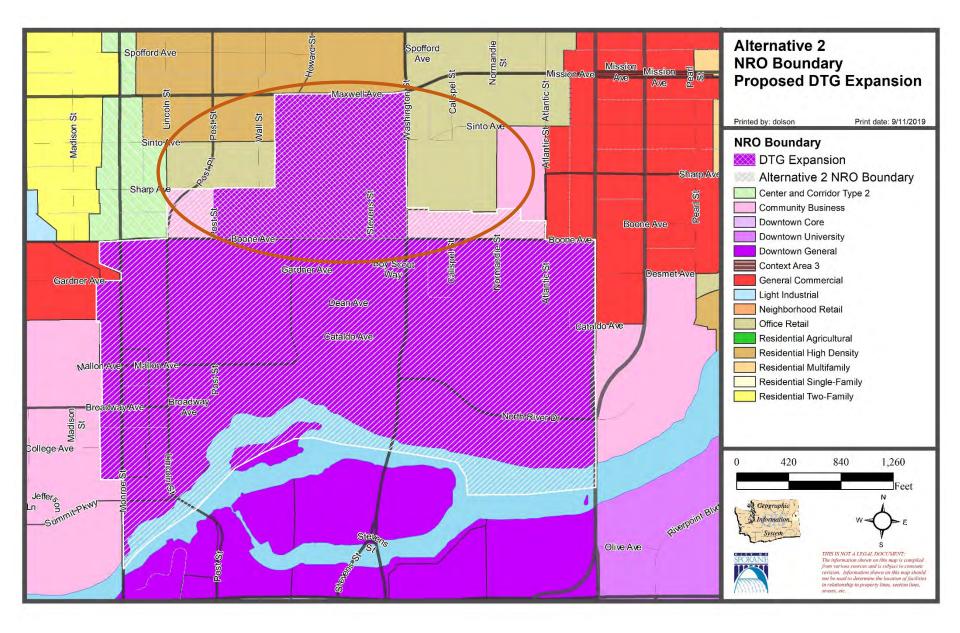
Area Context – Boone South







Alternative - Proposed Zoning and Standards Implementation



Approach: Policies, Strategies, Actions

Policy 1: Tailor regulations to support and implement a common vision for the North Bank.

- Maintain an overlay zone for views and physical access to river gorge, as well as improving circulation both north/south and east/west to connect to existing pathways. Normalize the boundary and align with current and proposed zoning.
- Rezone CB-150 parcels within the revised NRO to DTG, consistent with parcels south of Boone. Retain DTG-70 zoning in the Monroe St Corridor and include in the NRO.

Policy 2: Encourage the production of a diverse range of housing types in the North Bank, including affordable housing.

- Communicate the residential vision to property owners and developers and link them with available resources and incentives for housing development.
- Extend the boundary for no minimum required parking provisions to match the revised NRO boundary to reduce development costs.
- Evaluate Citywide policy to ensure that regulations and incentives are aligned with the community's desire for new housing units that area affordable to a range of income levels, including levels far below the area median income (AMI).

Policy Framework/ Action Plan

Approach: Policies, Strategies, Actions

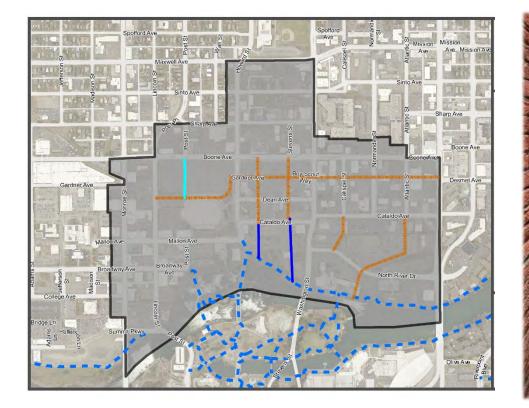
Policy 3: Ensure that the North Bank continues to support event venues and their patrons and residents alike by providing needed amenities.

 Concentrate retail activity in strategic, neighborhood-and event serving areas. Consider revising complete streets standards or other regulations to require limits and strategic active frontages. Work with Downtown Spokane Partnership (DSP) to align efforts to support retailers in the North Bank.

Policy 4: Improve East-West and North-South Connectivity and multimodal circulation to ensure physical and visual connectivity to a variety of destinations including Downtown Core, Riverfront Park, the River Gorge, and nearby neighborhoods.

- Consider revising Complete Streets standards during the Downtown Plan update. The existing standards should be strengthened to create a hierarchy of pedestrianfriendly block frontages with character, identity, and livability. Consider extending current Complete Streets designations to select streets in the North Bank, consistent with stakeholder vision for North Bank development.
- Create a dedicated bike lane or cycle track on Mallon; focus investments on pedestrian amenities on Boone; restripe Lincoln with bike lanes; construct continuous sidewalks on N River Dr; require through block connections on certain identified blocks.

Draft Policy and Action – Through block pathways





Mizuna/Steelhead Passage on Bennett Block

Policy Framework/ Action Plan

Approach: Policies, Strategies, Actions

Policy 4 (cont):

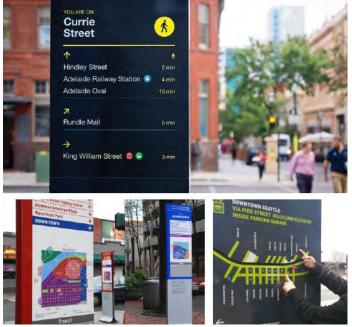
- Evaluate the feasibility of public/private partnerships to redevelop surface parking and develop structured parking; avoid further street vacations in the North Bank as growth and development occurs to re-establish the street grid consistent with SMC 17C.124.035 and current regulations for block lengths.
- Work with STA to identify, evaluate, and implement route adjustments or service additions to improve east-west connections.
- Consider expanding the Downtown commercial standalone surface parking limited area in the North Bank, where significant surface parking capacity already exists.
- Design and deploy a branded wayfinding system for North Bank, possibly partnering with the Downtown core project, nearby neighborhoods, and destination locations.

Policy Framework/ Action Plan

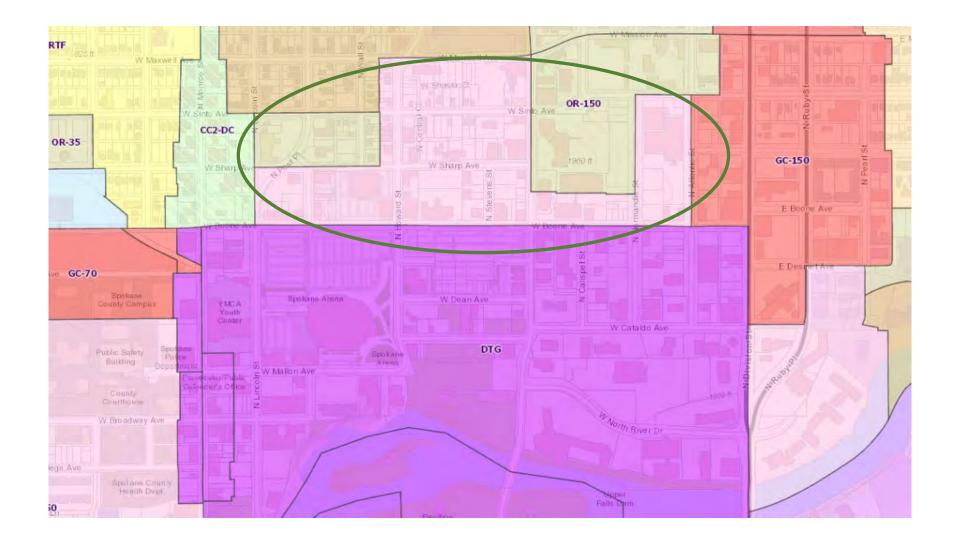
Approach: Policies, Strategies, Actions

Policy 5: Create public spaces and places that make the North Bank a livable neighborhood and an attractive destination.

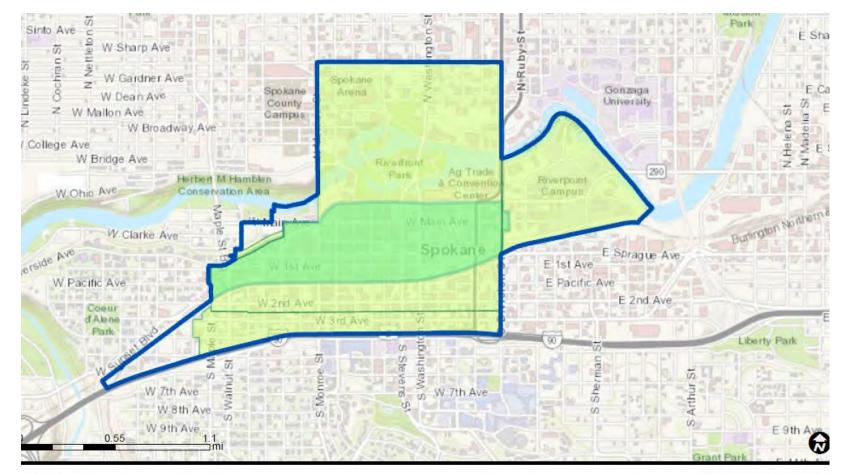
- Retain and enhance the North bank's historic character and strategic importance. While there is broad support for new development, stakeholders also wish to preserve places and historic structures that give this area unique character.
- Provide infrastructure and utility capacity sufficient for urban development; partner with utility providers to develop and finance underground utilities.
- Connect parks and open spaces with other green and pedestrian infrastructure, incorporating lowimpact development techniques where possible in the North Bank's geotechnical environment (such as basalt outcroppings).



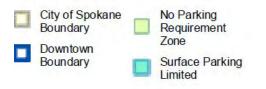
Current Design Review Threshold Map



Draft Policy Framework and Action Plan – Current Parking Maps



egend







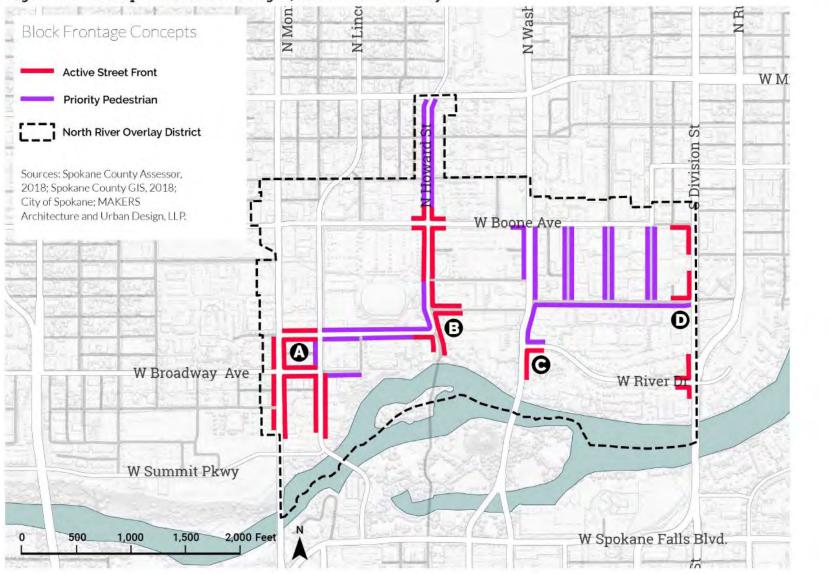
THIS IS NOT A LEGAL DOCUMENT: The information shown on this map is compiled from various sources and is subject to constant revision. Information shown on this map should not be used to determine the location of facilitie in relationship to property lines, section lines, streets, etc.

Actions for Subarea Plan Approval & Adoption

- Final Draft Policy Document to Plan Commission and City Council
- State Environmental Policy Act (SEPA)
 - If approved, amendment to 2008 Downtown Plan/Comprehensive Plan
 - Land Use and Zoning maps amended concurrently
- If approved,
 - Rescind current SMC 17C.160 North River Overlay (NRO)
 - Adopt new SMC for NRO boundary and standards, including through block pathway standards
 - Amend Design Review Threshold Map boundary*
 - Amend No Minimum Required Parking Area Map SMC 17C.230-M1*
 - Amend Limited Standalone Commercial Surface Parking Lot Map*

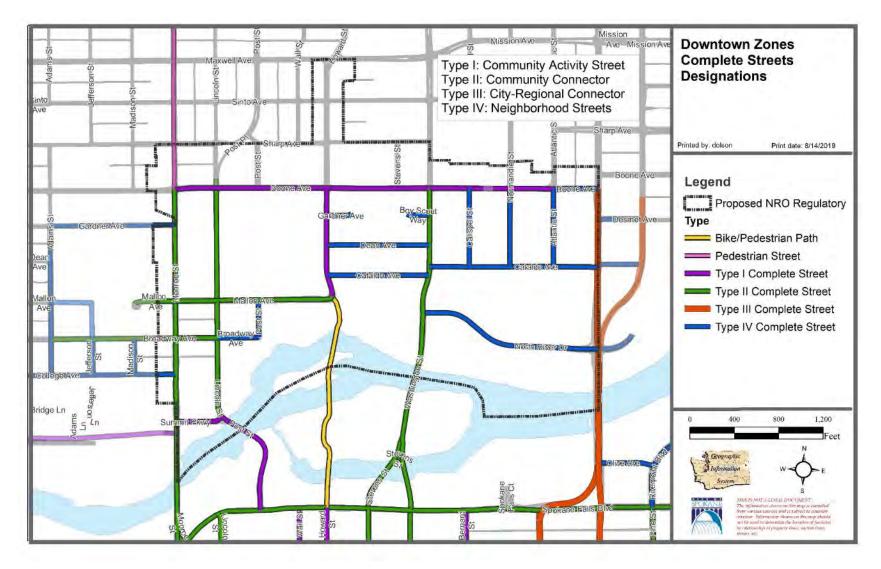
Draft Policy Framework and Action Plan – Policy 4 Active Street Frontages

Figure 30. Conceptual Block Frontages, North River Overlay



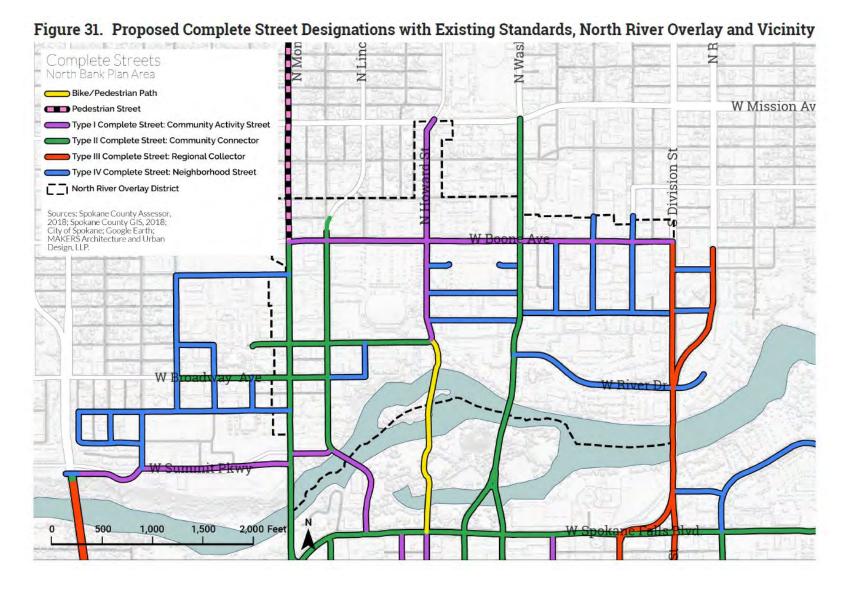
Draft Policy Framework and Action Plan – Design Standards-Guidelines

Current Complete Streets map



Draft Policy Framework and Action Plan – Complete Streets Extension

Extend Complete Streets



Next Steps

Now –

- September 5 Revised Preliminary Draft N Bank Subarea Plan online
 - September 20 Emerson-Garfield Farmers' Market outreach
 - September 25 Continued Plan Commission Workshop
 - Through Block Pathways Policies
 - Compile comments for Consultant Team integration
 - October Continue outreach to Neighborhoods, stakeholder team and technical team review.
 - Tentative November 5 Plan Commission Hearing

Thank you!



SPOKANE NORTH BANK SUBAREA PLAN

for the City of Spokane, Washington

August 2019 PRELIMINARY DRAFT

https://my.spokanecity.org/projects/north-bank-plan/



Glover Middle School

1 - Program Review/Collaborative Workshop

Design Review Staff Report



S t a f f : Dean Gunderson, Senior Urban Designer

Taylor Berberich, Urban Designer

Neighborhood & Planning Services 808 W. Spokane Falls Blvd. Spokane, WA 99201 FILE NO.DRB 1919

September 19, 2019

A p p l i c a n t s : Kris Jeske, AlA NAC Architecture

Spokane School District

Design Review Board Authority

Spokane Municipal Code Chapter 04.13 Design Review Board

A. Purpose. The design review board is hereby established to:

1. improve communication and participation among developers, neighbors and the City early in the design and siting of new development subject to design review under the Spokane Municipal Code;

2. ensure that projects subject to design review under the Spokane Municipal Code are consistent with adopted design guidelines and help implement the City's Comprehensive Plan.

3. advocate for the aesthetic quality of Spokane's public realm;

encourage design and site planning that responds to context, enhances pedestrian characteristics, considers sustainable design practices, and helps make Spokane a desirable place to live, work and visit.
 provide flexibility in the application of development standards as allowed through development standard departures; and

6. ensure that public facilities and projects within the City's right of way:

- a. wisely allocate the City's resources,
- b. serve as models of design quality

Under SMC <u>Section 17G.040.020</u> Design Review Board Authority, all public projects or structures are subject to design review. Recommendations of the Design Review Board must be consistent with regulatory requirements per <u>Section 17G.040.080</u> Design Review Board

Advisory Actions.

Advisory Actions of the Design Review Board will be forwarded to the Planning Director, Development Services, and the chair of the affected Neighborhood Councils.

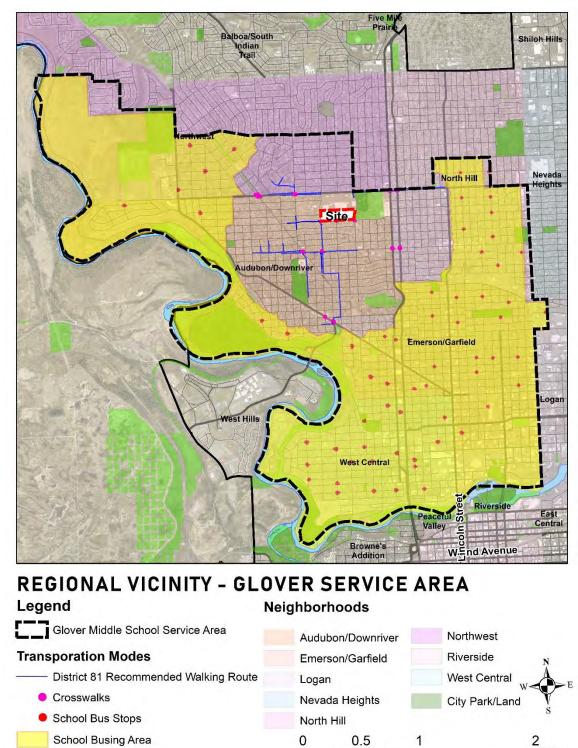
Project Description

Please see applicant's submittal information.

Location & Context

The site is located at 2404 W Longfellow Avenue in the Audubon/Downriver neighborhood. The Shadle Shopping Center is located along the entire north boundary, and single family residential borders the site to the west and south. Shadle Park and Shadle High School are located across Belt Street to the east. The nearest STA bus stops are along Wellesley Avenue (at Wellesley and Alberta and Wellesley and Belt) and service the 33 bus line. Belt Street is a designated city bike route on the Spokane Regional Bike Map, specifically a commuter/recreation route. The school draws students from six of Spokane's neighborhoods- Audubon/Downriver, Emerson-Garfield, Logan, Nevada Heights, Northwest, Riverside, and West-Central.

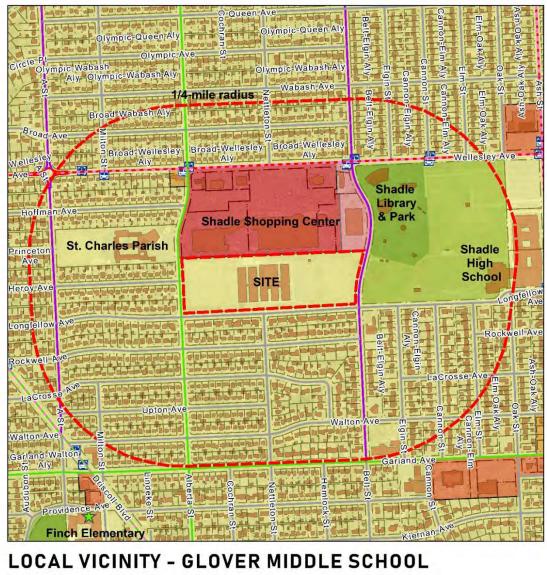
It should be noted that the Audubon/Downriver neighborhood is currently developing their neighborhood plan, which envisions an extensive redevelopment of the Shadle Area.



Map 1- Greater Vicinity (Glover Attendance Boundary)

Miles

Map 2- Area Context (Quarter Mile Radius)



Legend



Character Assets

The site is generally flat, with a sharp grade change along the north edge between the school and the shopping center and a gradual slope towards Alberta Street to the south and west. Belt Street is a collector arterial, Longfellow Avenue is a local access street (with the only continuous public sidewalk, running from Alberta to Belt), and Alberta Street is a minor arterial.

According to the Spokane Pedestrian Master Plan, the northeast corner of Shadle Park (adjacent of Wellesley) is considered a priority pedestrian area.

Map 3- Site Context



SITE CONTEXT - GLOVER MIDDLE SCHOOL Legend



Regulatory Analysis

Zoning Code Requirements

The site is located in the Single Family Residential Zone. The applicant will be expected to meet zoning code requirements. Applicants should contact Current Planning Staff with any questions about these requirements.

Recommendations of the Design Review Board must be consistent with adopted regulations. The DRB may not waive any code requirements.

Please see the pre-development notes from City of Spokane Development Services, Spokane Health District, and City of Spokane Urban Forestry (attached at the end of this document).

Institutional Design Standards: Design standards in the code appear in the form of Requirements (R), Presumptions (P), and Considerations (C). Upon request of the applicant, the board may offer some flexibility from certain eligible code "design standards" if the board recommends that the proposed solution is equal or better than what is required, and still meets the purpose of the standard.

Section 17C.110.500 Design Standards Implementation:

The design standards and guidelines found in SMC 17C.110.510 through SMC 17C.110.565 and 17C.110.575 follow <u>SMC 17C.110.500</u>, Design Standards Administration. All projects must address the pertinent design standards and guidelines. Design standards are in the form of Requirements (R), Presumptions (P), and Considerations (C). Regardless of which term is used, an applicant must address each guideline. An applicant may seek relief through <u>chapter 17G.030 SMC</u>, Design Departures, for those eligible standards and guidelines contained in the zoning code.

<u>SMC 17C.110.515</u> Buildings Along the Street: The applicant's narrative notes that there is no parking between the street and the building, however it does not address design standards 2 (windows and doors facing the street) and 3 (Gardens, plazas shall meet L3 landscaping requirements).

<u>SMC 17C.110.520</u> Lighting: The applicant's submittal has indicated lighting will be provided in the parking lot, along pedestrian walkways and accessible routes of travel in accordance with this requirement. Special attention should be given to meeting the light pole height standards.

<u>SMC 17C.110.525</u> Landscaped Areas: The applicant's narrative states the parking lot and required setbacks will meet the required L3 landscaping standards. The narrative does not mention perimeter landscaping-since the north property line faces the service area for the Shadle Shopping Center, L1 screening may be required to visually separate the two uses.

<u>SMC 17C.110.530</u> **Street Trees:** The site will need to include separated sidewalks with a landscape strip, which will be impacted by the street tree landscaping requirements for this section.

SMC 17C.110.535 Curb Cut Limitations: the narrative states that curb cuts will not exceed 35 feet in width, however the maximum width allowed for curb cuts per this section is 30 feet. The purpose of this section is to "provide safe, convenient vehicular access without diminishing pedestrian safety." Since Longfellow Avenue is excessively wide (40 feet FOC-to-FOC) there may be an opportunity to enhance pedestrian safety through bulb-outs at Longfellow and Alberta as well as Longfellow and Belt. Pedestrian safety can also be addressed by separating the parent drop-off zone from the pedestrian crossing at Nettleton.

<u>SMC 17C.110.540</u> Pedestrian Connections in Parking Lots: Since the proposed parking lot is over 30 stalls, it will need to include clearly defined pedestrian routes. There may be an opportunity to provide North/South sidewalks at the landscape islands, which would permit pedestrians to move to the wider sidewalk next to the Bus/Fire Drive.

SMC 17C.110.545 **Transitions between Institutional and Residential Development**: the code requires the structure to include two of the following- 1) Architectural Details (projecting sills, canopies, plinths, containers for seasonal plantings, tilework, or medallions), 2) Pitched Roof Form, 3) Windows, or 4) Balconies. At this stage, it appears that only one of these required elements has been met (item 3, Windows).

<u>SMC 17C.110.560</u> **Massing**: The purpose of this section is "to reduce the apparent bulk of the buildings by providing a sense of 'base' and 'top.'" The current building may need to be revised to meet this provision.

City of Spokane Comprehensive Plan

<u>Comprehensive Plan link</u>

CHAPTER 1: LAND USE

LU 1 CITYWIDE LAND USE

LU 1.1 Neighborhoods: Utilize the neighborhood concept as a unit of design for planning housing, transportation, services, and amenities.

LU 1.12 Public Facilities and Services: Ensure that public facilities and services systems are adequate to accommodate proposed development before permitting development to occur.

LU 4 TRANSPORTATION

LU 4.1 Land Use and Transportation: Coordinate land use and transportation planning to result in an efficient pattern of development that supports alternative transportation modes consistent with the Transportation Chapter and makes significant progress toward reducing sprawl, traffic congestion, and air pollution.

LU 4.4 Connections: Form a well-connected network which provides safe, direct and convenient access for all users, including pedestrians, bicycles, and automobiles, through site design for new development and redevelopment.

LU 5 DEVELOPMENT CHARACTER

LU 5.1 Built and Natural Environment: Ensure that developments are sensitive to the built and natural environment (for example, air and water quality, noise, traffic congestion, and public utilities and services), by providing adequate impact mitigation to maintain and enhance quality of life.

LU 5.2 Environmental Quality Enhancement: Encourage site locations and design features that enhance environmental quality and compatibility with surrounding land uses.

LU 6 ADEQUATE PUBLIC LANDS AND FACILITIES

LU 6.1 Advance Siting: Identify, in advance of development, sites for parks, open space, wildlife habitat, police stations, fire stations, major stormwater facilities, schools, and other lands useful for public purposes.

LU 6.2 Open Space: Identify, designate, prioritize, and seek funding for open space areas.

LU 6.3 School Locations: Work with the local school districts to identify school sites that are located to serve the service area and that are readily accessible for pedestrians and bicyclists.

LU 6.4 City and School Cooperation: Continue the cooperative relationship between the city and school officials.

LU 6.5 Schools as a Neighborhood Focus: Encourage school officials to retain existing neighborhood school sites and structures because of the importance of the school in maintaining a strong, healthy neighborhood.

LU 6.9 Facility Compatibility with Neighborhood: Ensure the utilization of architectural and site designs of essential public facilities that are compatible with the surrounding area.

CHAPTER 4: TRANSPORTATION

TR GOAL A: PROMOTE A SENSE OF PLACE: Promote a sense of community and identity through the provision of context-sensitive transportation choices and transportation design features, recognizing that both profoundly affect the way people interact and experience the city.

TR GOAL B: PROVIDE TRANSPORTATION CHOICES: Meet mobility needs by providing facilities for transportation options – including walking, bicycling, public transportation, private vehicles, and other choices.

TR GOAL C: ACCOMMODATE ACCESS TO DAILY NEEDS AND PRIORITY

DESTINATIONS: Promote land use patterns and construct transportation facilities and other urban features that advance Spokane's quality of life.

TR GOAL E: RESPECT NATURAL & COMMUNITY ASSETS: Protect natural, community, and neighborhood assets to create and connect places where people live their daily lives in a safe and healthy environment.

TR GOAL F: ENHANCE PUBLIC HEALTH & SAFETY: Promote healthy communities by providing and maintaining a safe transportation system with viable active mode options that provides for the needs of all travelers, particularly the most vulnerable users.

TR 1 Transportation Network For All Users: Design the transportation system to provide a complete transportation network for all users, maximizing innovation, access, choice, and options throughout the four seasons. Users include pedestrians, bicyclists, transit riders, and persons of all abilities, as well as freight, emergency vehicles, and motor vehicle drivers. Guidelines identified in the Complete Streets Ordinance and other adopted plans and ordinances direct that roads and pathways will be designed, operated, and maintained to accommodate and promote safe and convenient travel for all users while acknowledging that not all streets must provide the same type of travel experience. All streets must meet mandated accessibility standards. The network for each mode is outlined in the Master Bike Plan, Pedestrian Master Plan, Spokane Transit's Comprehensive Plan, and the Arterial Street map.

TR 2 Transportation Supporting Land Use: Maintain an interconnected system of facilities that allows travel on multiple routes by multiple modes, balancing access, mobility and place-making functions with consideration and alignment with the existing and planned land use context of each corridor and major street segment.

TR 5 Active Transportation: Identify high-priority active transportation projects to carry on completion/upgrades to the active transportation network.

TR 7 Neighborhood Access: Require developments to have open, accessible, internal multi-modal transportation connections to adjacent properties and streets on all sides.

TR 14 Traffic Calming: Use context-sensitive traffic calming measures in neighborhoods to maintain acceptable speeds, manage cut-through traffic, and improve neighborhood safety to reduce traffic impacts and improve quality of life.

TR 20 Bicycle/Pedestrian Coordination: Coordinate bicycle and pedestrian planning to ensure that projects are developed to meet the safety and access needs of all users.

CHAPTER 8: URBAN DESIGN AND HISTORIC PRESERVATION

DP 1 PRIDE AND IDENTITY

DP 1.2 New Development in Established Neighborhoods: Encourage new development that is of a type, scale, orientation, and design that maintains or improves the character, aesthetic quality, and livability of the neighborhood.

DP 2 URBAN DESIGN

DP 2.3 Design Standards for Public Projects and Structures: Design all public projects and structures to uphold the highest design standards and neighborhood compatibility.

DP 2.4 Design Flexibility for Neighborhood Facilities: Incorporate flexibility into building design and zoning codes to enable neighborhood facilities to be used for multiple uses.

DP 2.6 Building and Site Design: Ensure that a particular development is thoughtful in design, improves the quality and characteristics of the immediate neighborhood, responds to the site's unique features - including topography, hydrology, and microclimate - and considers intensity of use.

DP 2.15 Urban Trees and Landscape Areas: Maintain, improve, and increase the number of street trees and planted areas in the urban environment.

CHAPTER 9: NATURAL ENVIRONMENT

NE 12 URBAN FOREST

NE 12.1 Street Trees: Plant trees along all streets.

NE 13 CONNECTIVITY

NE 13.1 Walkway and Bicycle Path System: Identify, prioritize, and connect places in the city with a walkway or bicycle path system.

NE 13.2 Walkway and Bicycle Path Design: Design walkways and bicycle paths based on qualities that make them safe, functional, and separated from automobile traffic where possible.

CHAPTER 11: NEIGHBORHOODS

N 2 NEIGHBORHOOD DEVELOPMENT

N 2.1 Neighborhood Quality of Life: Ensure that neighborhoods continue to offer residents transportation and living options, safe streets, quality schools, public services, and cultural, social, and recreational opportunities in order to sustain and enhance the vitality, diversity, and quality of life within neighborhoods.

N 4 TRAFFIC AND CIRCULATION

N 4.1 Neighborhood Traffic Impact: Consider impacts to neighborhoods when planning the city transportation network.

N 4.2 Neighborhood Streets: Refrain, when possible, from constructing new arterials that bisect neighborhoods and from widening streets within neighborhoods for the purpose of accommodating additional automobiles.

N 4.3 Traffic Patterns: Alter traffic patterns and redesign neighborhood streets in order to reduce nonneighborhood traffic, discourage speeding, and improve neighborhood safety.

N 4.5 Multimodal Transportation: Promote a variety of transportation options to reduce automobile dependency and neighborhood traffic.

N 4.6 Pedestrian and Bicycle Connections: Establish a continuous pedestrian and bicycle network within and between all neighborhoods.

N 5 OPEN SPACE

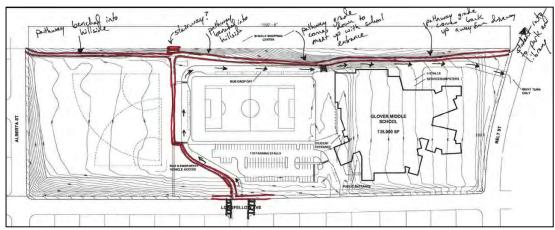
N 5.3 Linkages: Link neighborhoods with an open space greenbelt system or pedestrian and bicycle paths.

Topics for Discussion:

Staff have prepared topics for discussion for the September 25th collaborative workshop. (Applicant's responses to the topics are in *red*, Staff comments are in *blue*):

Neighborhood

- 1. Is there an opportunity to establish safe pedestrian and micro-mobility routes between the school, the surrounding neighborhood, Shadle Park, Shadle Library, and the Shadle Shopping Center?
- 2. Is there an opportunity to work with the Shadle Planning efforts to ensure the proposed pedestrian improvements tie into Glover Middle School's pedestrian and bicycle routes?



Shadle Sub-Area Planning - Proposed Neighborhood Connections

- *i.* <u>Applicant Response</u>: A major concern of the school and the school district is safety and security. This is a board priority. Unfortunately, it is not possible secure a school site if pedestrian and micro-mobility pathways are available through the school site. Shadle Park is a wonderful amenity. But it also draws a significant amount of undesirable activities that are of great concern to staff and administration. The Shadle Shopping area brings similar activities up to the site's edge in close proximity to school children. There is a clear need to secure the site.
- *ii.* Further Staff Comments: Referencing the Facility Design Principles: For Spokane Public Schools New Middle Schools (Page 32) submitted by the applicant, "**Community**: The new middle school facilities should support a variety of community layers. They should support the greater needs of the entire Spokane community through programs, access, and support. They should support the specific needs of the neighborhood in which they reside. Reinforcing its unique characteristics and needs."
- 3. Is there an opportunity to coordinate with SRTC and the City of Spokane Bicycle Advisory Board to improve the bicyclist experience along Belt Street, given its designation as a commuter/recreation bicycle route? (Please see below for recommended configuration)



Proposed Belt Street Improvements for Pedestrians and Cyclists.

Site

- 4. Is there an opportunity to establish a landscape buffer between the school and the commercial use to the north of the site?
 - i. <u>Applicant Response</u>: There is a significant grade change between the Shadle shopping area to the north and the Glover site. This grade change alone obscures views to the Shadle shopping area. Shadle Park and the Shadle shopping area are very prone to undesirable activities. CPTED principles would discourage providing additional areas for unwanted activities to occur unnoticed. Extensive planting on this steep hillside would be a maintenance issue. The proposed design is to simply plant the hillside with dryland grass for easy maintenance with possible addition of a few trees.

The elevations in the submitted drawings show windows on the south and east elevations facing Longfellow and Belt Streets. The landscape plan shows, and the design narrative says, the landscape buffers as required by code will be incorporated into the project including at all setbacks and within the parking lot. Please let us know if there are additional requirements beyond those shown on the submitted landscape plan.

- *ii.* Further Staff Comments: Does the board feel the proposed landscaping along the north boundary (adjacent to the Shadle Shopping Center) is sufficient?
- 5. Is there an opportunity to improve the pedestrian experience along the adjacent streets, through additions such as improved sidewalks and street trees?
 - *i.* <u>Applicant Response</u>: The pedestrian experience along Belt and Longfellow adjacent to the new building and parking will be significantly improved for pedestrians with the addition of the L2 and L3 landscape buffers and trees as shown on the planting plan in the application.
- 6. Is there an opportunity to improve pedestrian safety at intersections and mid-block crossings?
- 7. Is there an opportunity to improve pedestrian connections in the parking lot, such as adding a north/south sidewalk through the landscape islands?
 - *i.* <u>Applicant Response:</u> The design team will study adding north/south pedestrian connections within the parking lot for the final DRB meeting.
- 8. What provisions for micro-mobility parking (bicycles and scooters) can be provided on site?
 - *i.* <u>Applicant Response</u>: Bike racks will be provided in the Student Entry Plaza.

Additional Site Comments from Applicant:

[Regarding] Street Trees: We'd like to continue this conversation with the City of Spokane. It was our understanding from the Pre-development meeting that street trees would not be required at parent dropoff curb areas which will occur along Longfellow. Evergreen and deciduous trees will be incorporated into the landscape between the sidewalk and building to accentuate the design vocabulary of the building and to provide a transition to the adjacent neighborhood. Locating the trees within the landscape without the restriction of the planter strip provides an opportunity add larger, longer living trees to the urban forest over time. We also understood the city was willing to consider not removing and replacing existing perimeter sidewalks along Belt. A mature grouping of ponderosa pine trees at the northeast corner of the site along belt are planned to be preserved and protected. This grouping of pines serves as an example of the approach to tree plantings that the design team is developing. There are no upgrades to the frontage along Alberta so we were not anticipating any work to the west edge of the site.

Further Staff Comment: Per the notes from Urban Forestry at the July 5th Pre-development meeting (included in the board packet), street trees are required as follows: "New street trees will be required along the frontage of Longfellow, and may be required along Belt St also, whether the existing trees are removed or retained to screen the parking lot and bring the site up to code conformance. In planting strips that are 5-8' wide, a Class II tree species is required. In areas wider than 8', a Class III tree species is required. Please choose from the appropriate class of trees on the City of Spokane Approved Street Tree List and include the species on your landscape plans for review."

[Regarding] Curb Cut Limitations: We will meet the requirement of not having curb cuts exceed 30 feet wide.

Building

- Has the applicant provided design details equal to or better than the criteria stated for SMC 17C.110.545 Transitions between Institutional and Residential Development? (The applicant has met one of the criteria (windows) where the provision calls for the project to meet two.
 - <u>Applicant Response</u>: It appears we responded incorrectly to this requirement in our previous application. We believe the design as presented in the report meets these requirements by 1) stepping the building mass such that a significant portion of the building facing Longfellow is only 1-story, 2) incorporating large amounts of window area, 3) incorporating the concept of either "tile work" or "medallions" by introducing colored

accent panels in a manner that is true to the design metaphor of the "Bowl and Pitcher", and 4) incorporates canopies at the main entrance and at the ends of the academic neighborhoods. Lastly it should be noted the building's location on site exceeds the minimum required setbacks to ease the transition to the residential neighborhood across Longfellow, a broader than normal street.

ii. Further Staff Comment: Given this information, can the board provide any further advice on how the design may further meeting the requirement of this design standard (e.g. is an excess setback preferable)?

Additional Building Comments from Applicant:

[Regarding] Massing: The SMC language regarding base, middle and top is a presumption, not a requirement. We believe the design as presented is better than the SMC presumption of providing a base, middle and top and ask for the DRB's review and agreement on this issue.

- The concept desired by the school staff was to create a sense of discovery which the design team then translated in the architectural metaphor of the "Bowl and Pitcher" as outlined in detail in the original application.
- The Bowl and Pitcher metaphor provides wonderful architectural opportunities to create a sculpted, varied, colorful and exciting building. The Bowl and Pitcher concept does not lend itself to references of historic architecture that are expressly proposed and illustrated in the presumption of providing a base, middle and top.
- The exterior design submitted has been developed as a series of darker "boulder" masses mixed with lighter masses as background.
- The SMC Standard states the purpose is to "reduce the apparent bulk of buildings…" The building's mass as submitted is anything but bulky due to its many different rotated masses, varied colors, extensive windows, and additive canopies.

Further Staff Comment: It isn't staff's assertion that the proposed building assemblage's top lacks a "distinct outline", rather that its ground level lacks a "distinct base". It should be noted that per the city's Unified Development Code (<u>SMC 17G.030.010 Design Departures</u> and <u>SMC 17G.030.020 Applicable</u> <u>Standards</u>) a Design Departure would be required to modify or waive either a design Requirement (R) or a design Presumption (P).

Note

The recommendation of the Design Review Board does not alleviate any requirements that may be imposed on this project by other City Departments including the Current Planning Section of Planning and Development Services.

Policy Basis

Spokane Municipal Codes City of Spokane Comprehensive Plan



Planning and Development www.spokanecity.org

Pre-Development Conference Notes

Project Name: Glover Middle School Replacement

То:	Kris Jeske NAC Architecture 1203 W Riverside Spokane, WA 99201 kjeske@nacarchitecture.com	Phone: 838-8240
From:	Mike Nilsson, Facilitator	Phone: 625-6323
Project Nan Permit No.:	ne: Glover Middle School Replacement B19M0064PDEV	

Permit No.:B19M0064PDEVSite Address:2404 W LongfellowParcel No.:25012.0002Meeting Date:Thursday, June 20, 2019

Thank you for attending a Pre-Development meeting with the City of Spokane. Below are notes summarizing the information that was presented to you at your meeting on Thursday, June 20, 2019. These notes are broken down into three sections:

- Section 1: This section describes those proposed items specific to the building improvements with directives for code compliance addressed by the Building and Fire Departments as well as Spokane Regional Health District when warranted.
- Section 2: This section describes all issues outside of the building within the property boundaries including landscaping, parking requirements and accessibility, utilities, traffic, and refuse addressed by Planning, Engineering, Traffic, and Solid Waste Departments.
- Section 3: This section contains information for permit submittal, our intake process, and general information.

Please be advised that these notes are non-binding and do not constitute permit review or approval. The comments were generated based on current development standards and information provided by the applicant; therefore, they are subject to change. Comments on critical items will be highlighted in **bold** text.

Project Information:

- A. Project Description: New/replacement middle school.
- B. Scope and Size: The scope of work is a new middle school building with one floor and no basement.
- C. Special Considerations: SEPA (in progress-school district lead), CUP, Design Review.
- D. Estimated Schedule: Construction Spring 2020-Summer 2021
- E. Estimated Construction Cost: \$43,500,000

Section 1 – Comments Specific to the Building

Dean Giles - Building Plans Examiner (625-6121):

- 1. A Non Residential Energy Code (NREC) review is required
- 2. SEPA is required.
- 3. Contact SRCAA regarding the demolition of the existing building and abatement requirements. A Demolition permit is required.
- 4. Structural design must use Risk Category III
- 5. Kitchen design will have special considerations, such as Type 1 hoods.
- 6. The buildings must be accessible for persons with disabilities. An accessible path, including restroom areas, is required from the public way, to parking, to the entry, to all primary function areas.
- 7. Provide safeguards during construction per IBC Chapter 33

Tami Palmquist – Associate Planner (625-6157):

- 1. Development Standards:
 - a. Front yard setback: 15 feet from front property line
 - b. Side yard setback: 5 feet
 - c. Rear yard setback: 25 feet
 - d. Lot Coverage: 2,250 sq. ft. +35% for portion of lot over 5,000 sq. ft.
 - e. FAR: 0.5

2. Design Standards: Per SMC 17C.110.500

This project must address Institutional Design Standards. Please refer to *17C.120.500* for institution design standards, which address:

- 1. Transition between Institutional and Residential Development
- 2. Buildings Along the Street
- 3. Lighting
- 4. Treatment of Blank Walls
- 5. Prominent Entrances
- 6. Massing
- 7. Roof Form
- 8. Historic Context Considerations
- 9. Screening

Dave Kokot – Fire Prevention Engineer (625-7056):

- 1. The scope of work is a new middle school building with one floor and no basement.
- 2. The total area of the project is approximately 135,000 square feet. The occupancy is E. The construction type was not noted, and is assumed to be Type IIA.
- 3. Construction and demolition shall be conducted in accordance with IFC Chapter 33 and NFPA 241.
- 4. The building will be required to be provided with fire sprinklers. (IFC 903)
- 5. Where the highest occupied floor level is more than 30 feet above the lowest lever of Fire Department access, Class I standpipes are required in each stairwell (IFC 905 amended by SMC 17F.080.030.B.11). Multiple standpipes in a building shall be connected to a common Fire Department connection (IFC 905 amended by SMC 17F.080.030.B.11) and no more than 150 feet from a fire hydrant along an acceptable path of travel (SMC 17F.080.310). A minimum of one outlet is required on the roof (IFC 905.4). The standpipe outlet pressure at the roof manifold shall be at least 100 PSI provided by a building fire pump for buildings exceeding 5 floors in height above the lowest level of Fire Department access (IFC 905.2 amended with SMC 17F.080.480).

- 6. An emergency voice/alarm system is required for this building (IFC 907 amended with SMC 17F.080.110).
- 7. Smoke and carbon monoxide detection is required in classrooms.
- 8. Duct smoke detectors (if required) shall be wired to a supervisory zone only, not an alarminitiating zone, as per Spokane Fire Department policy and as provided in NFPA 90A. The codes require duct detection only on return air.
- 9. The Fire Department requires annual operating permits for specific operations for buildings and sites in accordance with Section 105 of the Fire Code.
- 10. Where a kitchen is provided with equipment that will produce grease vapors, a Class I kitchen hood is required and will be protected with a wet-chemical suppression system (IFC 609.2). In addition, a Class K fire extinguisher will be located no more than 30 feet from the area of grease cooking (IFC 906.1). The type of equipment that is considered to generate grease vapors is established by the International Mechanical Code.
- 11. Carbon dioxide systems are required to be reviewed and permitted with the Fire Department if the system has more than 100 pounds of CO2.
- 12. Fire extinguishers are required for A, B, E, F, H, I, M, R-1, R-2, R-3 and S occupancies in accordance with IFC 906 Table 906.3(1).
- 13. Address numbers or other approved signs are required to be provided on the building in a visible location (IFC 505).
- 14. If the building is equipped with a fire protection system, a Fire Department key box will be required (IFC 506).

Eric Meyer – Spokane Regional Health District (324-1582):

Please see attached letter.

Section 2 – Comments Specific to the Site

Tami Palmquist – Associate Planner (625-6157):

- 1. A Type II Conditional Use Permit for the new school will be required to be approved prior to any construction.
- 2. Design Review will be required prior to building permit submittal
- 3. Landscaping and Sidewalks:
 - a. Separated Sidewalk with planting zone are required. We can take a look at keeping the existing sidewalks in the loading zone areas.
 - b. Sidewalks, including interior pathways, shall have the minimum dimension of five feet. This dimension shall be applied to the clear, unobstructed pathway between the planting zone for street trees per SMC 17C.200.050 and building facades or parking lot screening.
 - c. Irrigation is required as per 17C.200.100.
 - d. A six-foot wide planting area of L2 landscaping, including street trees as per 17C.200.050 are required along street frontages.
 - e. Building setbacks and all other portions of a site not covered by structures, hard surfaces, or other prescribed landscaping shall be planted in L3 open area landscaping until the maximum landscape requirement threshold is reached (see *SMC 17C.200.080*).
- 4. Parking:
 - a. Please show parking calculations on your building plans when you submit for permit. Minimum and Maximum parking ratios are per *SMC 17C.230*.

- i. Minimum Ratio for junior high schools: one parking stall per classroom
- ii. Maximum Ratio for junior high schools: 2.5 parking stalls per classroom
- 5. Any new fencing will require a separate permit.

Patty Kells – Traffic Engineering Assistant (625-6447):

- With 110 parking stalls proposed for the parking lot, two driveway approaches are needed for ingress and egress. The bus and emergency vehicle driveway approach must be relocated so it is not directly aligned with Nettleton St. Driveways must be offset to any intersection to avoid conflicts in the intersection. With this approach relocated, this can open an area for a second driveway approach for the parking lot. The bus/emergency driveway approaches must be signed "Enter Only' and "Exit Only" appropriately for the one way direction of this access.
- 2. The plans submitted for this meeting do not show any crosswalks for safe routes to the school. A separate signing/striping plan for all existing and proposed signage is required with the building plan review submittal.
- 3. Separation of the existing school and construction areas must be clearly defined and maintained throughout construction.
- 4. All required parking, landscaping and onsite stormwater designs must be within the property lines and not in the public right-of-way.
- 5. Please dimension the parking stalls, accessible stalls and access aisles, travel lanes and driveway approaches on the site plan.
- 6. With parking proposed onsite, the parking stalls must be striped to current City standards and accessible barrier free parking spaces and aisles are required and must be shown and comply with the current City of Spokane Standard Plan G-54 & B-80A. An accessible route of travel connecting to the nearest accessible building entrance and to the public sidewalk is required with a marked accessible route of travel. All barrier free spaces and aisles need to be drawn, referenced, and add as details on the plans per these standards. Note on the site plan the van-accessible stalls and the sign locations. The access aisle for van accessibility must be eight feet wide.
- 7. Adequate access and maneuvering for refuse/emergency vehicles is required per the City Standards and must be maintained during construction.
- 8. Maintain clear view at intersections, pedestrian ways, and driveways. Please add the clear view triangle to all intersection in both directions on the site and landscaping plans to verify any conflicts.
- 9. Pavement cut policy will be applicable. Confine illumination lighting to the site.
- 10. "The City shall collect impact fees, based on the schedules in SMC 17D.075.180, or an independent fee calculation provided for in SMC17D.075.050, from any applicant seeking development approval from the City." A transportation impact fee will be assessed for the difference in building size (28,863sf) of the existing (106,137sf) and proposed school (135,000sf) in the Northwest Service Area. The estimated fee is \$7,948.58 + \$238.46 admin fee = \$8,187.04. This fee must be paid with the other permit fees prior to issuance of the building fee permit.

Mike Nilsson – Engineer (625-6323):

- 1. Nettleton is under a pavement cut moratorium until October 22, 2021. Alberta Street is designated as a Tier 3 roadway under the adopted Pavement Cut Policy.
- 2. Our records indicate existing school building is connected to a private sanitary sewer onsite. The private sewer system connects to the public sanitary main in Longfellow Avenue. There may be three sanitary connections to the public main based on the blueprint drawing dated 1957. Sewer cards were provided to the applicant.

- 3. A new commercial side sewer shall be at least six inches in diameter, have a minimum slope of two percent, and 3.5 feet of cover where vehicular traffic passes over, two feet minimum in other areas. Sewer and Water services separation requirements are 18 inches minimum vertical and five feet minimum horizontal. Sewer cleanouts shall be installed at every 100 feet and every angle 45 degrees or greater. See the City of Spokane Design Standards Section 4 for additional information on Sewers. Any abandoned sewers will need to be capped at the property line.
- 4. The proposed project is not within the General Facility Charge (GFC) Waiver Zone, so GFCs will be assessed for this project for new sewer/water service connections. GFC rates can be found in <u>SMC 13.03.0732</u>.
- 5. All storm water and surface drainage generated on-site must be disposed of on-site in accordance with SMC 17D.060.140 "Storm Water Facilities". Stormwater requirements can be found in the Spokane Regional Stormwater Manual (SRSM) and the City of Spokane Design Standards Section 6. In general, any new impervious surface will require a geotechnical site characterization (report) and drainage report/plan. Please include a detailed Site Plan or Civil Plans, which show and clearly delineate existing and proposed sewer, water, drainage structures, drywell types, swale bottom areas, and property lines. Show proposed and existing pavement. Geotechnical reports, drainage reports, and civil plans must be stamped and signed by an engineer licensed in the State of Washington.
- 6. Combining landscape and stormwater treatment areas per Eastern Washington Low Impact Development (LID) Guidance Manual is allowed. The link to DPE LID resources can be found at: <u>https://ecology.wa.gov/Regulations-Permits/Guidance-technical-</u> assistance/Stormwater-permittee-guidance-resources/Low-Impact-Development-guidance
- 7. Any drywells and subsurface drainage galleries (existing and proposed) for the site must be shown on the plans and registered with the Washington State Department of Ecology (DOE). Please send a copy of the completed registration form to the City of Spokane Development Services Center. See the following link at the Department of Ecology (DOE) website for information about the Underground Injection Control (UIC): https://ecology.wa.gov/Regulations-Permits/Guidance-technical-assistance/Underground-injection-control-program
- 8. Most land-disturbing activities require an Erosion and Sediment Control (ESC) plan. Land-disturbing activities are activities that result in a change in existing soil cover (vegetative or non-vegetative) or site topography. Land-disturbing activities include, but are not limited to, demolition, construction, clearing and grubbing, grading, and logging. An ESC plan detailing how erosion and other adverse stormwater impacts from construction activities will be handled must be submitted to the Development Services Center for review and acceptance prior to construction of said phase. See Section 9 of the SRSM for ESC requirements and applicability. The following link provides information on ESC training and certification programs: https://ecology.wa.gov/Regulations-Permits/Permits-certifications/Certified-erosion-sediment-control
- 9. Include a note stating that the Contractor is responsible for designating a location where concrete trucks and equipment can be washed out. This area shall not be located near or draining into a storm drainage area, treatment area, or facility.
- 10. Include the following note on the plans: "All broken, heaved, or sunken sidewalk, curbs, and driveway approaches adjacent to the project will be replaced or repaired whether caused by construction or not."

Dave Kokot – Fire Prevention Engineer (625-7056):

- 1. An approximate site fire flow (obtained from IFC Table B105.1 and Table C105.1) is 5,250 GPM without automatic sprinklers throughout and requires six fire hydrants. Site fire flow is 1,500 GPM with automatic sprinklers throughout and requires one fire hydrant.
- 2. There are three existing fire hydrants in the area that meet the code requirements for this

project.

- 3. Site fire flow will be required to be maintained or provided during construction.
- 4. Fire hydrant spacing shall not be more than 500 feet (along an acceptable path of travel), within 500 feet of the property line for non-sprinklered buildings and 750 feet of the property line for fire sprinklered buildings (SMC 17F.080.030).
- 5. For commercial buildings, fire hydrants are required to be along an acceptable path of travel within 400 feet to all points around the building without fire sprinklers (IFC 507.5.1), and 600 feet for commercial buildings with fire sprinklers (IFC 507.5.1, exception 2).
- 6. Fire Department Connections for new fire sprinkler system installations shall be located no more than five hundred feet from a fire hydrant along an accessible path of travel unless where approved by the fire official.
- 7. Fire Department Connections for new standpipes shall be located no more than one hundred feet from a fire hydrant along an accessible path of travel unless where approved by the Fire Code Official.
- Fire Department approved all-weather access must be provided to within 150 feet of any point around the outside of a building (IFC 503.1.1). For fully sprinklered buildings, this is extended to 165 feet (IFC 503.1.1, exception 1). Dead-end roads longer than 150 feet need approved fire apparatus turn-arounds (IFC 503.2.5). Fire apparatus turning radius is 50 feet external, 28 feet internal (SMC 17F.080.030.D.3). Minimum height clearance is 13 feet-6 inches (IFC 503.2.1). Fire lanes will have a maximum slope of 10 percent (based on IFC 503.2.7).
- 9. Minimum width for fire access is 20 feet, unobstructed (IFC 503.2.1). <u>Buildings exceeding</u> <u>30 feet in height and will be required to have a Fire Aerial Access lane of 26 feet wide</u> <u>along at least one side of each building (IFC D105.2).</u>
- 10. The proposal does not appear to meet the requirements of the Fire Code for fire access. Access could be utilized from Shadle Shopping Center if stairs were provided due to the steep grade. Belt St. can also be used for fire access. There are two indentations in the building that have exterior walls more than 165' from where fire apparatus can setup. The proposed plan would not meet the requirements for a fire aerial access lane if the building is more than 30' in height.
- 11. Fire access will be maintained during construction. The fire lanes will be maintained with an all-weather surface (IFC 3310.1).
- 12. The installation of security gates or barriers on fire access roads shall be approved by the Fire Department (IFC 503.6). If access to the site is required to comply with the distances around the building, at least one access gate will be setback a minimum of 48' from the edge of pavement. Gate openings will be a minimum of 14' wide, and open gates will not obstruct access to structures.

Mathias Bauman – Water Department (625-7953):

- 1. Our records show two existing four inch water irrigation services and a four inch domestic water service running to this parcel. After the demo of the existing building, if any existing services are not utilized, they must be disconnected at the main.
- 2. There is a 12-inch cast iron water distribution main in Longfellow Ave and a 10-inch cast iron main located in Belt St available for the project.
- 3. The City of Spokane Water Department Cross Connection Control and Backflow program rules and regulations shall be followed in accordance with Washington Administrative Code (WAC 246-290-490) and the City of Spokane Municipal Code 13.04.0814.
- 4. This parcel falls outside of our General Facilities Connection Waiver zone, therefore, General Facilities Charges will apply if new water taps are made. See Section 13.04.2042 in the Spokane Municipal Code.
- 5. Calculated static water pressure is approximately 72-78 psi at the surrounding hydrants.

- 6. A utility site plan illustrating new water lines and/or services to be installed shall detail the location of new tap(s) and meter(s) prepared by a Professional Engineer licensed in the State of Washington. Water Department plan reviewers and inspectors will ensure that any new water line(s) and Service line(s) needing backflow assemblies are installed in accordance with applicable rules and regulations. Water Department Water Service Inspectors, (north side) Harry Ward (509) 625-7845, (south side) Ryan Penaluna (625-7844) will review submitted plans and inspect on-site construction. Water Department Cross Connection Control Specialists, Donovan Aurand (509) 625-7968 and Lance Hudkins (509) 625-7967, will review any backflow assemblies where required.
- 7. Taps and meters can be purchased at Developer Services Center, located on third floor of City Hall -Spokane. Size of service(s) shall comply with International Plumbing Code. Tap, meter, and connection fees will comply with section 13.04 of SMC. Tapping of the water main and installation of new meters shall be done by City forces. All excavation and restoration is the owner's responsibility. All trenches and/or excavations must comply with current W.A.C. #296-155 part N. No City of Spokane employee will be permitted into any trench and/or excavation without proper shoring or sloping, no exceptions. Please see Water Department Rules and Regulations for information about tap and meter sizes and sewer/water separation requirements.

Rick Hughes – Solid Waste (625-7871):

To meet the City of Spokane's requirements for pick-up, a commercial dumpster enclosure must include:

- At least a 12' wide gate opening by 10' deep clear width for garbage only, or 17' wide--with a 12' wide gate opening and separate 5' gate opening for recycling--by 10 feet deep with a 2 yd recycling bin;
- The surface pad must be a firm pad of either concrete or asphalt and 3 inches thick (concrete is recommended and for restaurants concrete is required along with a drain to the sanitary sewer);
- an enclosure which is 6 feet tall with sturdy gates;
- Gates that when **OPENED** have a 12 foot clearance;
- A mechanism that ensures the gates will rest open and will not close upon City equipment or personnel;
- A sturdy, reliable backstop to prevent damage to the back enclosure wall;
- Adequate lighting and nothing else, other than city-owned containers may be stored in the enclosures, including grease buckets, loose cardboard, and pop or milk crates. (See Municipal Code Section 13.02.0352)

Becky Phillips – Urban Forestry (363-5491):

Please see attached document.

Section 3 – General Information and Submittal Requirements

1. Site plan requirements are as shown on the attached "Commercial Building Permit Plan Checklist". For the permit intake submittal, please provide three (3) **Full Building Plan Sets** and an electronic copy of the **Site Sets**. *Full Building Plan Sets* shall include all plans created for this project: cover sheet, architectural, structural, plumbing, mechanical, electrical, civil engineered plans, landscaping and irrigation drawings. *Site Sets* shall include: cover sheet, overall site plan (either architectural or civil engineered), all civil engineering plans, landscaping and irrigation plans, and building elevations. Plans are required to be stamped and sealed by an architect, landscape architect, or engineer licensed

to do business within the State of Washington. All reports and supporting documentation noted in departmental comments will also be required for the permit intake submittal (i.e. NREC, drainage report, geotechnical site characterization, etc.)

- 2. Please provide an electronic copy of site plans showing dimensions, *property lines, and City Limits*, relative topography, all on-street signs and street markings, any new and existing frontage improvements, all structures, on-street storm drainage facilities, sidewalks, curbs, parking calculations and dimensions, dimension existing roadway, new and existing driveways and their locations, and other relative information. Show all existing topography in the public right-of-way such as street signs, water valves, hydrants, etc. All required landscaping must be within the property lines and not in the public right-of-way.
- 3. An Intake Meeting handout was provided to you in your packet at the Pre-Development meeting. Please call (509) 625-6300 to schedule an Intake Meeting to submit plans for a new commercial/industrial building, an addition to an existing building, a change-of-use, or a parking lot. Appointments must be made at least 24 hours in advance and can be scheduled for Monday through Thursday.
- 4. Please provide a complete set of plans to Spokane Regional Health District if food and/or beverage handling business is planned.
- 5. If you would like a full Certificate of Occupancy on any portion of the permit prior to completion of the other phases, it is required to file separate permits for each phase. An additional \$250 fee will be assessed for a Temporary Certificate of Occupancy and/or a Temporary Certificate of Occupancy extension per SMC <u>8.02.031M</u>.
- 6. For additional forms and information, see <u>my.spokanecity.org</u>.

PRE-DEVELOPMENT CONFERENCE COMMENTS

June 17, 2019

Kris Jeske NAC Architecture 1203 W. Riverside Ave. Spokane, WA 99201

Project Description: Glover Middle School Replacement

Project No: B19M0064PDEV Parcel No: 25012.0002 Location: 2404 W. Longfellow Ave. Health District Tracking No: SR0005695



1101 West College Avenue Spokane, WA 99201-2095

509.324.1500 | TEL 509.324.1464 | TDD www.SRHD.org

Spokane Regional Health District (SRHD) has completed a preliminary review of the above-referenced project. Based on the review, the following comments are offered for consideration by both the City of Spokane and the project sponsor prior to issuance of a building permit.

Food Safety Program Comments

The following items shall be submitted for review and determination of permit requirements for the main kitchen, any concession stands and any other areas where foods are offered to the student body such as DECA, home-economics, etc.:

- 1. Private clubs or organizations may be exempt from permit requirements if food or beverages are provided without compensation to members and invited guests.
- 2. A complete set of project construction plans and specifications, including an equipment list and surface finish list, must be submitted for review and approval prior to issuance of the building permit. Food service establishment plans can be submitted in hard copy or electronically. Electronic plans can be submitted to foodsafetyprogram@srhd.org. If plans will be submitted in both formats, a statement must be included indicating both sets are identical, or any differences must be itemized. The final plan submittal shall include a plumbing plan showing all sinks and drainage, including the method used for indirect drainage of equipment such as ice machines, ice bins, dishwashers, produce preparation sinks, etc. as required by WAC 246-215-05410.
- 3. A food menu and food preparation steps must be included in the plan submittal. Note: All necessary paperwork for obtaining a food service establishment permit can be obtained at https://srhd.org/programs-and-services/food-establishment-permits.
- 4. The final plan submittal shall include a plumbing plan showing all sinks and drainage, including the method used for indirect drainage of equipment such as ice machines, ice bins, dishwashers, produce preparation sinks, etc. as required by WAC 246-215-05410.
- 5. Lighting shall comply with WAC 246-215-06240 and 06340.
- 6. If the operation will include off-site catering, the final plan submittal shall include an equipment list and procedures for all off-site food transport, preparation, set-up and service. Catering includes the

set-up and/or service of food at another location and requires a separate food establishment permit.

- 7. A written statement of intent as to method of refuse containment is to be provided, along with a description of how the containment will be maintained in a sanitary manner. The refuse containment area surface must be constructed of nonabsorbent material and shall be smooth, durable, and sloped to drain. Location, construction and maintenance of the refuse containment area shall comply with WAC 246-215 PART 5 Subpart E.
- 8. All areas used for storage of food products, single service items, utensils and equipment shall have surfaces that are smooth, durable and easily cleanable. Exterior storage structures (e.g., storage buildings for espresso operations) are subject to the same requirements and shall be pre-approved by the Health District prior to being located on the site.
- 9. A complete submittal must be received and approved prior to release of Health District interest in the building permit. A complete food service establishment plan submittal may take up to 14 days to review.
- 10. Once the project is complete and ready for inspection, please contact the Health District at least three (3) days prior to the projected date of opening.

School Program Comments

Any publicly financed or private or parochial school or facility used for school instruction, from kindergarten through twelfth grade, must submit the following information for review:

- A complete set of building construction plans and specifications must be submitted for review and approval prior to issuance of the building permit. The *K-12 School Construction Project Submittal* form is on the SRHD website at <u>https://srhd.org/programs-and-services/school-health-safetyprogram</u>. Plans can be submitted electronically, but a paper copy, including specification books and manuals, is required for school project plan review. An electronic copy of the final plans and specification books is required for archival purposes.
- 2. A letter must be submitted stating that the drawings and specifications for the project are designed in accordance with the following *Primary and Secondary School Regulation* WAC sections:
 - WAC 246-366-080 Ventilation
 - WAC 246-366-090 Heating
 - WAC 246-366-100 Temperature Control
 - WAC 246-366-110 Sound Control
 - WAC 246-366-120 Lighting

Note: Sound and light levels will be measured for compliance during the pre-occupancy inspection conducted when construction is completed.

3. The plan submittal must include a letter from the architect or engineer stating that the building ventilation system is designed in compliance with the *International Mechanical Code* and *American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) Standard 62.1,* unless waived by SRHD. This requirement does not apply to relocatable classrooms.

- 4. In new construction, the actual background noise at any student location within the classroom shall not exceed 45 dBA (Leqx), where x is thirty seconds or more. Compliance is determined with the ventilation system and the ventilation system's noise generating components in operation (e.g. condenser, heat pump, etc.).
- 5. A plan review meeting with the SRHD School Health and Safety Program will be required to discuss plan review of the proposed site, facility design and construction, and curriculum related to the school facility. This includes office areas, restrooms, locker rooms, gymnasiums, custodial rooms, classrooms, science rooms, science preparation rooms, shops, art rooms, auditoriums, interior lighting, ventilation, food service and playgrounds. Please contact Sandy Phillips at 324-1560, extension 4, to schedule this meeting. To improve the efficiency of the plan review process it is preferred that this meeting takes place prior to final plan submittal (e.g. at the 50% plan stage).
- 6. Safe motor vehicle (parent and bus) drop-off and pick-up design and locations must be provided for student arrival and departure. For assistance developing safe routes to school, refer to the Feet First handbook *Improve Your School Arrival and Departure Procedures* <u>http://www.feetfirst.org/wp-content/uploads/2013/12/Arrive-Depart-Handbook-FINAL-for-FF-website.pdf</u> . *Also, please provide information about how the students will be provided a safe route to the existing school during the project. Include vehicle drop-off and pick-up, walk routes, and bike routes.*
- 7. Light intensities shall be provided as measured 30-inches above the floor or on working surfaces as follows:
 - General instruction areas (study halls, lecture rooms, libraries) 30 foot-candles
 - Special instruction areas (sewing rooms, labs, chemical storage areas, shops, drafting rooms, art and craft rooms) 50 foot-candles
 - Non-instructional areas (auditoriums, lunchrooms, assembly rooms, corridors, stairs, storerooms, and toilet rooms) 10 foot-candles
 - Gymnasiums (main and auxiliary spaces, shower rooms and locker rooms) 20 footcandles
- 8. Any classrooms used for science, shops or art curriculum may require:
 - Submittal of a planned curriculum and Safety Data Sheets for chemicals
 - Fume hood, eyewash and emergency shower
- 9. Any classrooms where metals will be soldered (shops, robotics, etc.) will require local ventilation to remove contaminants.
- 10. Ground fault interrupter (GFI) devices shall be provided on all electrical receptacles within six feet of sinks, water fountains and other grounding sources.
- 11. Soap and single-service towels shall be provided at all handwashing facilities.
- 12. Changes to playground equipment location or installation of new playground equipment require plan review per Primary and Secondary School Regulations WAC 246-366-040. The K12 School Playground Project Submittal form is located on the SRHD website at: <u>https://srhd.org/school-construction-documents</u>. Layout drawings detailing the distance between equipment and

boundaries, copies of manufacturer's equipment cut sheets and a letter from the manufacturer stating that the equipment complies with the current Consumer Product Safety Commission (CPSC) Handbook for Public Playground Safety, and the American Society for Testing and Materials (ASTM) Standard Consumer Safety Performance Specification for Playground Equipment for Public Use must also be submitted for review prior to equipment purchase.

Liquid Waste/Water Program Comments

The site is currently served by public sewer and water. No changes to these utilities are required by the Health District.

Solid Waste Program Comments

- 1. All demolition/construction debris must be transported to a licensed solid waste disposal facility. No on-site burning or burying of debris will be allowed.
- 2. If the site of the proposed project requires fill or grading, and clean soil or rock are used, no action is required by the Health District. If the fill will include inert waste such as concrete or asphalt, it shall not exceed 250 cubic yards without obtaining an inert waste landfill permit. Sites requiring an inert waste landfill permit shall comply with section 1.06.040 of the Spokane Regional Health District 2004 *Solid Waste Handling Standards*. Any other regulated solid waste placed on the site shall meet the requirements of the Spokane Regional Health District 2004 *Solid Waste Handling Standards*.

General

- 1. These comments are based on the project as proposed and reflect requirements in place at the time of submittal. There may be additional requirements at the time of formal application submittal if there have been changes to the proposal or revisions to the regulations have occurred since the original submittal.
- 2. The Health District is a separate reviewing agency from the Building Department. To assist in an efficient review of your project please submit final project plans and all information requested in these comments directly to the Health District.
- 3. Plan review for projects that require a permit or approval from the Health District is billed at \$130 per hour including time spent reviewing the project at the pre-application phase. Projects that are considered new construction (e.g., new structures, change of use, building additions, etc.) are charged a 1.5-hour minimum, to be paid at the time of plan submittal. Additional time spent reviewing plans and conducting pre-occupancy inspections is billed at the standard plan review rate of \$130 per hour. Plan review and pre-occupancy inspections for projects that begin construction without written Health District approval is charged at 1.5 times the standard hourly rate. Review of submittals begins only after all required documentation and fees have been received.

Thank you for the opportunity to review your project. For general questions regarding these comments call 324-1582.

Sincerely,

5. D. Muyer 0

Eric D. Meyer, R.S. Technical Advisor Environmental Public Health Division

EDM/lh



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PRE-DEVELOPMENT NOTES

Date Delivered: July 5, 2019

PROJECT: Glover Middle School Replacement B19M0064PDEV 2404 W Longfellow Ave (Parcel 25012.0002)

To: Kris Jeske, NAC Architecture

Cc: Dermott Murphy, Deputy Building Official, City of Spokane Tami Palmquist, Associate Planner, City of Spokane

Dear Mr. Jeske,

I am enclosing a packet of information from Urban Forestry that will be beneficial to you should you decide to proceed with plans to develop the above property.

Although I have not conducted a site visit, our Street Tree Inventory does not have any trees showing in the public right of way along either Longfellow Ave, Alberta St, or Belt St. There are mature trees near the right of way along Longfellow Ave and one on Belt St. If the intent is to retain these trees, we would recommend the installation of Tree Protection fencing prior to any demolition or excavation activities and to remain in place throughout all phases of construction. I am including the City of Spokane Tree Protection Specifications and Detail for your convenience. Please include these on your landscape and civil plans.

If your plans include removing these trees, please hire a certified arborist from the attached list and have him/her submit a Street Tree Permit prior to any work being done on these trees.

New street trees will be required along the frontage of Longfellow, and may be required along Belt St also, whether the existing trees are removed or retained to screen the parking lot and bring the site up to code conformance. In planting strips that are 5-8' wide, a Class II tree species is required. In areas wider than 8', a Class III tree species is required. Please choose from the appropriate class of trees on the City of Spokane Approved Street Tree List and include the species on your landscape plans for review.

You will be required to hire a licensed certified arborist and a separate Tree Permit will need to be submitted for the installation of new street trees so I am supplying you with a list of city approved arborists for that work. The arborist you choose will be familiar with Street Tree permitting process. This permitting process could take up to 10 business days so please plan with this time requirement in mind.

You will also be required to install landscaping on the interior of your property, including trees. While a licensed certified arborist is not required to plant interior trees, the planting standards are the same as street trees, so I recommend you have a certified arborist plant the interior trees as well. All trees onsite will be inspected to ensure they are of quality nursery stock and are planted correctly before a Certificate of Occupancy is issued.

Please also consider tree placement, school signs, and street signage to prevent visibility issues as the trees mature. This will lessen tree maintenance in the future.

Please let me know if I can be of any assistance to you.

Respectfully,

Becky Phillips Urban Forestry Specialist City of Spokane



www.spokaneurbanforestry.org

PRE-DEVELOPMENT PACKET

Date Delivered: July 5, 2019

PROJECT: Glover Middle School Replacement B19M0064PDEV 2404 W Longfellow Ave (Parcel 25012.0002)

To: Kris Jeske, NAC Architecture

Cc: Dermott Murphy, Deputy Building Official, City of Spokane Tami Palmquist, Associate Planner, City of Spokane

Dear Mr. Jeske,

The purpose of this Pre-Development Packet is to provide general information needed to meet Street Tree requirements in the City of Spokane. If the project includes planting, pruning (crown or roots), protecting or removing street trees then the information in this packet will assist you in meeting the requirements and avoiding delays in your project.

Urban Forestry also performs final landscape inspections for the interior of the property during the Certificate of Occupancy review. This includes making sure the landscape matches the approved design, and that design elements are installed in accordance with City of Spokane Municipal Codes. A licensed certified arborist is only required for the planting of street/public trees, but the planting standards and specifications are the same for interior trees, so please use the V-101 & V-102 as planting standards for all trees and shrubs on this site.

The documents included in this packet are as follows:

- Certified & Licensed Arborists in the City of Spokane
- Tree and Shrub Planting Details Diagram
- A Clear View: Vegetation & Traffic Safety Diagram
- Existing Sidewalk Retrofit Diagram
- Tree Protection Specifications & Detail

In addition, the documents below may be helpful to you as well and can be found at the corresponding websites:

Street Tree Permit Application available online at <u>www.aca.spokanepermits.org</u> Approved Street Tree List available online at www.spokaneurbanforestry.org

Please pay particular attention to the following as these are the most common concerns:

- 1. Please use the City's standard tree and shrub planting details V-101 & V-102 (Attached)
- No tree shall be planted within fifteen (15) feet of any driveway, alley, streetlight, utility pole, non-safety street sign (ex. parking, street name) or fire hydrant. No tree shall be planted within twenty (20) feet of a critical street safety sign (stop, yield, or pedestrian crossing). The potential placement of street signs, street lights and utility poles shall be evaluated to lessen the conflict with the growth of existing street trees.

- 3. Any substitutions or revisions to the final approved plant schedule and planting plan must have written approval from Urban Forestry and the Landscape Architect prior to installation.
- 4. Please have a licensed Certified Arborist from the attached list submit a complete Street Tree Permit Application 10 days prior to tree work for this project.

The documents provided are also available on our website: www.spokaneurbanforestry.org or if you have any questions please contact Katie Kosanke at 509.363.5495 or kkosanke@spokanecity.org. Our intent is to provide guidance and assistance early in this process to ensure your project is successful; please do not hesitate to contact us.

Respectfully,

Katie Kosanke Urban Forester, City of Spokane



Certified & Licensed Arborists in the City of Spokane

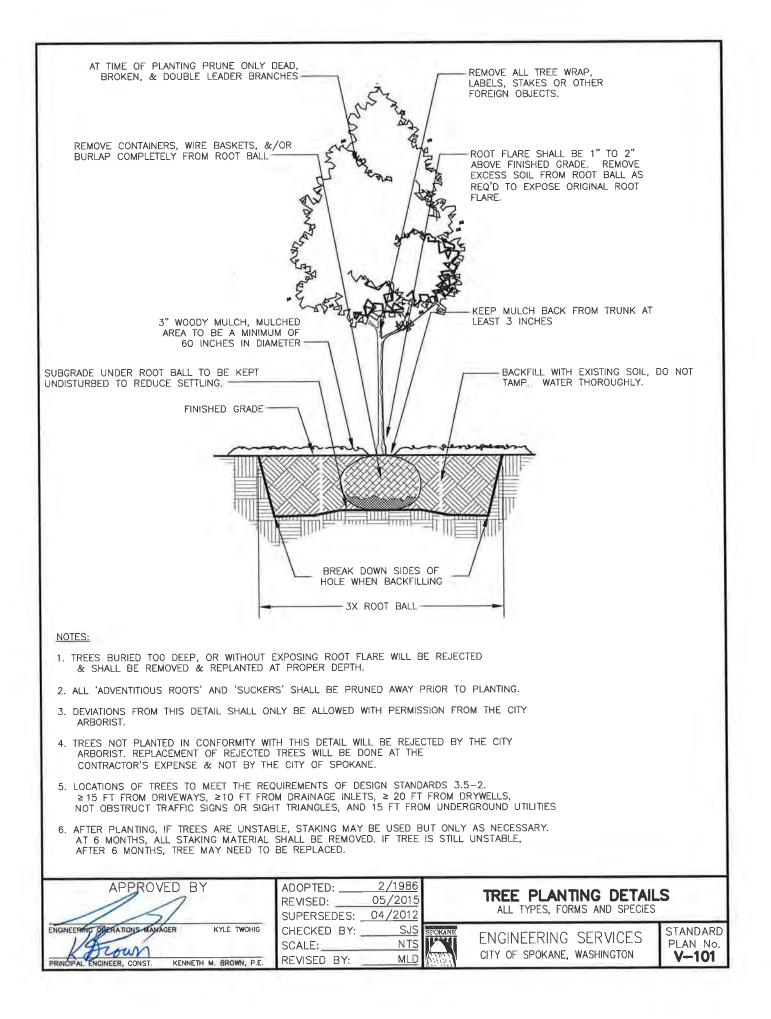
www.spokaneurbanforestry.org

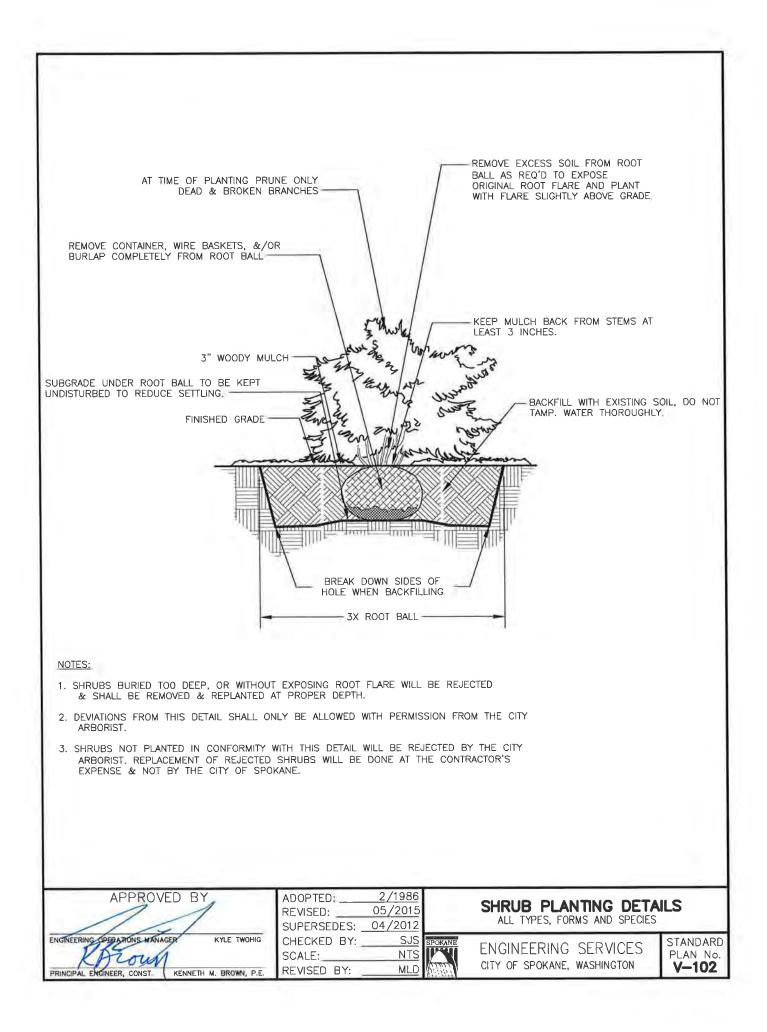
Company Name	Phone	Email/Website		
A1 Tree Service*	509-623-0344	a1stumpremovalspokane@gmail.com		
A.B.C. Consulting Arborists LLC*	509-953-0293	daniel@abcarborist.com		
Aardvark Tree Service	509-891-7650	aardvarktree@live.com		
Affordable Arborist Tree Care Inc	509-879-0577	evangeline_david@ymail.com		
All Seasons Tree Service	208-660-7461	office@allseasonstreeservice.contractors		
Bluebird Tree Care Inc*	208-651-3959	benlarsontree@gmail.com		
Budget Arbor & Logging LLC	509-458-0838	mike@budget-arbor.com		
C & C Yard Care Inc*	509-482-0303	chrisc@candcyardcare.com		
Clearwater Summit Group Inc	509-482-2722	rnee@clearwatersummitgroup.com		
Community Forestry Consultants, Inc.*	509-954-6454	cfconsults@comcast.net		
Dan Dengler	970-401-0412	dandenglerlongboards@yahoo.com		
Deep Roots Gardens & Landscaping	509-216-4835	christopher.re78@gmail.com		
Frontier Tree Service	509-487-8733			
Greenleaf Landscaping Inc	509-536-2885	Info@greenleafwa.com		
Heindl Tree Care Inc*	509-475-9135	arborpaul@hotmail.com		
Land Expressions	509-466-6683	frontdesk@landexpressions.com		
Little Tree INW LLC	509-212-4972	clarkrjacob@gmail.com		
Miller Tree Care LLC	509-981-4208	millertreecarellc@gmail.com		
Northwest Plant Health Care, a division of F.A. Bartlett Tree Experts	509-892-0110	shogan@bartlett.com		
Sam's Tree & Landscape LLC	509-467-3801	sam@samscapes.net		
Selkirk Landscape Services	509-536-1919	selkirklandscape@gmail.com		
Senske Services	509-891-6629	sjones@senske.com		
Skyline Tree Service LLC	509-496-9793	crendall1@hotmail.com		
Spirit Pruners LLC*	509-979-3496	k@spiritpruners.com		
Spokane Tree Pro	509-998-2771	spokanetreepro@gmail.com		
Tall Tree Service	509-747-8733	talltreeservice@gmail.com		
The DRB Company	509-701-3100	drbcompany@comcast.net		
Treescapes Inc	509-992-8733	treescapes@roadrunner.com		

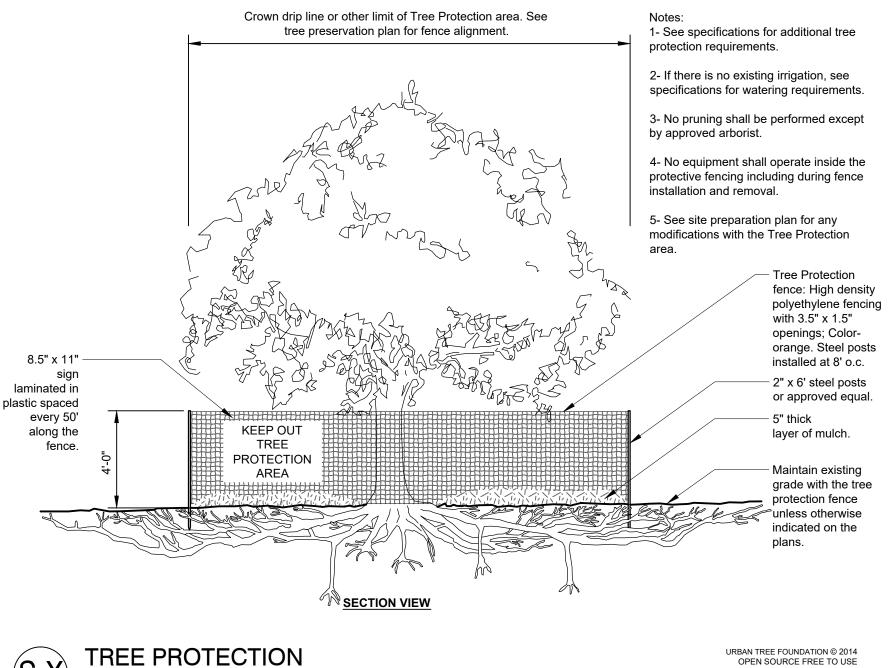
*Currently qualified to provide Risk Assessments

~as of July 2019

808 W. Spokane Falls Blvd., Spokane, Washington 99201-3317 Ph.: 509.363.5495 • FAX: 509.625.6205







URBAN TREE FOUNDATION © 2014 OPEN SOURCE FREE TO USE



www.SpokaneUrbanForestry.org

Tree Protection Specifications for Development in the City of Spokane

1. <u>General</u>

The City of Spokane's Municipal Code requires that tree pruning, planting, or removal work within the public right-of-way and on public property must be performed by a person or entity with a commercial tree license. (SMC 10.25.010)

Additionally, all tree pruning (crown or root) and tree removal work must be performed by an International Society of Arboriculture (ISA) certified arborist or certified tree worker. Tree planting must be directly supervised by an ISA certified arborist or certified tree worker.

The term "Contracted Arborist" shall be used in the remainder of this document to refer to the licensed tree company.

All equipment to be used and all work to be performed must be in full compliance with the most current revision of the American National Standards Institute Z-133-2017, or as amended.

2. <u>Tree Protection Zone (TPZ)</u>

For the purpose of protecting trees in the right of way during development, the contractor/developer may install the TPZ in accordance with the standards below.

The tree protection zone (TPZ) will either be determined in the field by Urban Forestry staff or established by the Contracted Arborist for approval by Urban Forestry staff prior to any excavation or work by the following method. The minimum TPZ shall be equal to the Critical Root Zone (CRZ) as defined by the International Society of Arboriculture (ISA): an area equal to 1 foot radius from the base of the tree's trunk for each 1 inch of the tree's diameter at 4.5 feet above grade (referred to as diameter at breast height or dbh). TPZ modifications may be made due to construction objectives and site infrastructure only with prior authorization by Urban Forestry staff.

Mulch: The area within the TPZ shall be mulched with 1-2 inches of untreated wood chips, leaving a 1 foot radius from the trunk free of mulching materials, unless otherwise pre-approved by Urban Forestry staff.

Water: All trees designated for protection shall receive 5-10 gallons of water per caliper inch every seven days throughout the construction period. The amount and frequency of irrigation may be adjusted as needed due to temperature fluctuations and site conditions.





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Temporary Fencing: Install temporary fencing, 3' tall minimum, orange plastic construction fencing per manufacturer's specifications, located as indicated or outside the TPZ of trees to protect remaining vegetation from construction damage. Fencing must be maintained at all times during construction. Alternative or modified fencing material may be permitted with prior authorization by Urban Forestry staff.

Removal of Hardscapes: Where equipment is necessary to remove hardscapes in proximity of a protected tree, construction personnel must exhibit due care to ensure no damage occurs to the existing roots. If roots are encountered in the demo area, consultation with Urban Forestry staff or a Contracted Arborist is required to determine best management practice to meet construction and tree preservation objectives.

Protect tree root systems from damage due to noxious materials caused by runoff or spillage while mixing, placing, or storing construction materials. Protect root systems from flooding, eroding, or excessive wetting caused by dewatering operations.

Do not store construction materials, debris, or excavated material within the TPZ of remaining trees. Do not permit vehicles or foot traffic within the TPZ; prevent soil compaction over root systems.

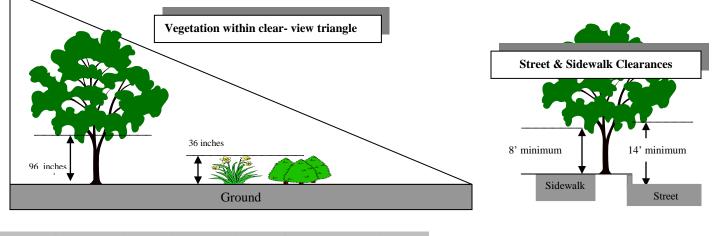


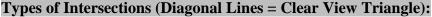
City of Spokane, Washington

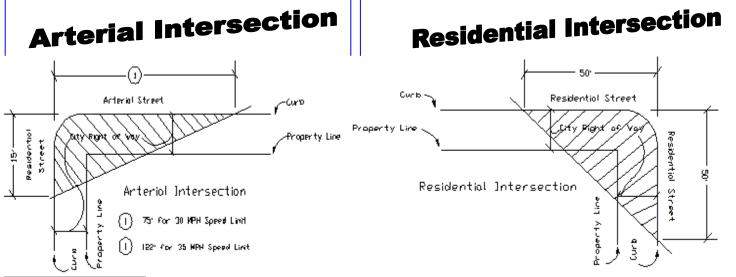
A CLEAR VIEW: VEGETATION & TRAFFIC SAFETY

A way To Make Our Streets Safer:

Overgrown vegetation impedes the safe flow of traffic when it blocks our view of traffic signs, pedestrians and other vehicles. If vegetation is blocking visibility in the street or an intersection, it is your responsibility as the adjacent property owner or resident to trim the vegetation. Below are the City vegetation standards as they apply to visibility.



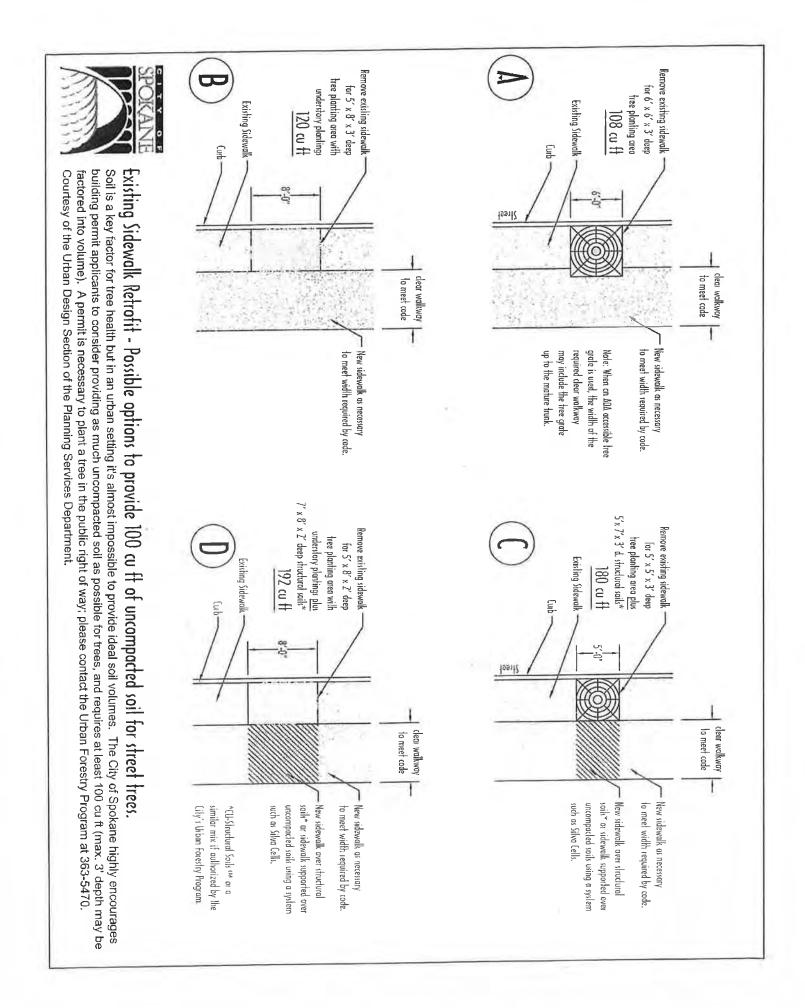


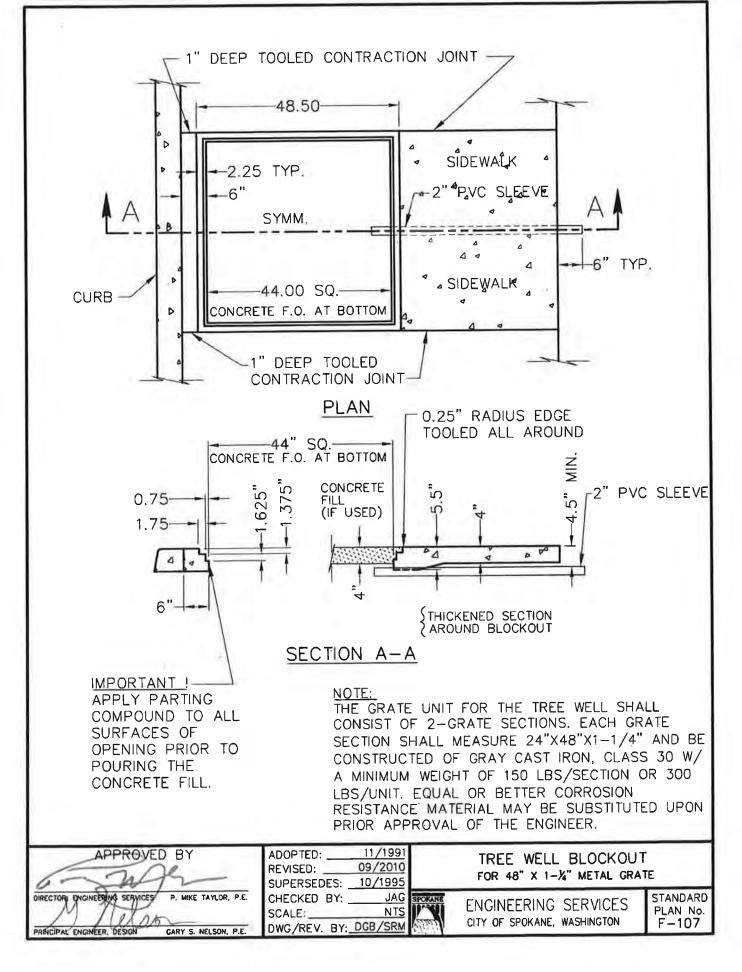


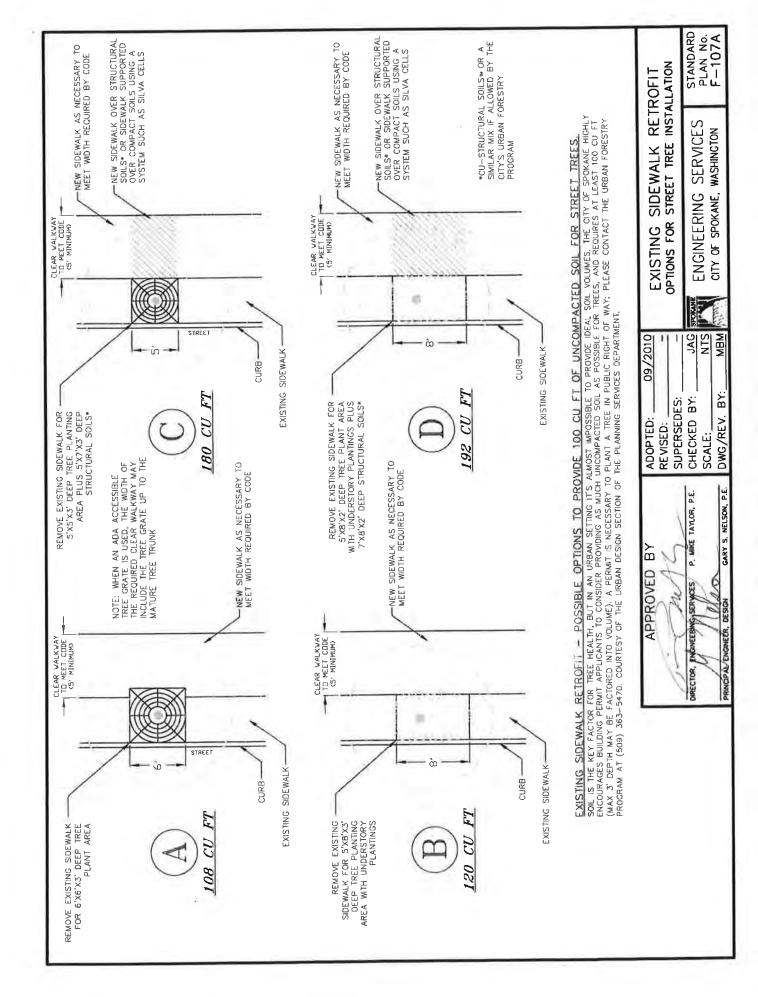
Visibility Standards:

	Description of Existing Vegetation	Vegetation Requirements	Reference in City Codes
1.	Shrubs/Hedge/Plants existing in Clear Triangle.	Trim Shrubs/Hedge/Plants to 36 inches in height.	17C.200.050
2.	Tree branches and any vegetation overhanging in Clear Triangle (no sidewalk).	Remove all tree limbs/vegetation existing from ground level to minimum height of 96 inches.	17C.200.050
3.	Tree branches and any vegetation overhanging sidewalk (in and outside Clear Triangle).	Remove all branches/vegetation existing from sidewalk level to minimum height of 8 feet.	12.02.0202
4.	Tree branches and any vegetation overhanging street (in and outside Clear Triangle).	Remove all branches/vegetation existing from street level to a minimum height of 14 feet.	12.02.0202

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Back to Section F - TOC



DESIGN REVIEW BOARD AUGUST 28, 2019

GLOVER MIDDLE SCHOOL SPOKANE PUBLIC SCHOOLS



Spokane Public Schools





DEVELOPMENT OBJECTIVES:

Middle School Goals: In 2018, Spokane voters approved a \$495 million bond to build six new middle schools in the Spokane Public School (SPS) district. Subsequent to the bond approval, SPS facilitated a middle school planning process that included a community forum to establish goals for a refreshed middle school experience. Over 120 people representing school administrators, teachers, staff, parents, and students, community leaders, and architects participated in the two day event. Through the community forum process, the following design principles were identified:

- Community
- Connectivity
- Creative Curiosity/Variety
- Multiplicity
- Plugged/Unplugged
- Inside/Outside
- Comfort
- Center

Glover Middle School will be one of the first middle schools replaced under the 2018 bond designed to meet the above goals of the Community Forum. The replacement middle school will be built on the site of existing Glover Middle School. Construction of the new school will occur while the existing school remains in use. Upon completion of the new middle school, the existing school will be demolished and replaced with athletic fields, parking lots and bus lanes to serve the new school. Construction of the new school is scheduled to be complete in August, 2021.

DESIGN GOALS:

While all of the six new middle schools will be of a similar size with similar programs, an important SPS goal is that each school is designed to meet the unique needs of the individual schools' community and culture. During the pre-design/ed spec phase of Glover Middle School's process, the following goals were identified:

- Position extra-circular activities and elective programs strategically to promote a sense of discovery by students
- Create academic neighborhoods that foster student to student, student to teacher and teacher to teacher engagement and collaboration
- Provide flexible learning spaces beyond classrooms to promote student collaboration, project-based learning and self-directed learning
- Reduce travel time and distances between classes
- Promote collegiality and collaboration between teachers and staff
- Strengthen Glover's unique school culture of student support and intervention

Program: The Glover program contains 46 teaching spaces. These spaces vary from general classrooms, flex classrooms, and science rooms to Career & Technical Education (CTE) classrooms, an art room, gyms and fitness rooms, performing arts classrooms, and a learning commons (library). The building program also includes offices for administrative, counselors and itinerants, a student commons and kitchen for preparation, serving and eating meals, and a Community & Family Resource Center to help the school connect families to services. The total building area is targeted at 135,000 gross square feet and will optimally serve 750 students.

Building Site: The existing Glover Middle School is centered on a long narrow site bounded by Belt Street to the east, Longfellow to the south and Alberta to the west. North of the site is a large retail shopping center that includes a Safeway and Walmart. The surrounding site conditions are as follows:

- North: There is large, steep grade change with the shopping center several feet above the school site. The back, service side of the shopping center faces south to the school site.
- East: Shadle Park is lies to the east of Belt Street and beyond Shadle Park is Shadle Park High School. A baseball field and track/stadium are due east of the site. To the • north of the baseball field is the Shadle Park Library and water tower.
- South: The site slopes downward from east to west creating a large grade change from one end of the Longfellow street frontage to the other. The front yard of single • family residences line the south side of Longfellow.
- West: The west side of the site is significantly elevated above Alberta Street. Alberta Street is a well-traveled arterial. The landmark St. Charles Church, a noted mid-Century building with a beautiful sculptural form, is to the northwest of the school site.

GLOVER MIDDLE SCHOOL SPOKANE PUBLIC SCHOOLS





okane Public Schools

The design team has proposed using Spokane's iconic Bowl and Pitcher of Riverside State Park as a metaphor for the new Glover Middle School. A river winding its way through forest and compressed by boulders creating varied conditions of water both active and at rest. For Glover Middle School, the Food Commons and Learning Commons (library) become the river with extra-circular and elective teaching/learning spaces becoming the boulders engaging the river of students that runs between.

Site Design: The building is positioned on the east side of the site and will be constructed while the existing school remains in use by students and teachers. Positioning the school to the east better engages it with the Shadle Park and Shadle Park High School. The east side of the school will be predominately lawn area. Parking is located west of the school. A bus and fire lane wraps around the parking and school building connecting Longfellow to Belt. A student promenade located between the parking lot and bus lane will connect to the buildings main student entry located on the west side of the site. From this student entrance, one flows directly into the Commons where the building's interior "discovery along the river" begins. Glover's new "front door" is located separately on Longfellow. Here visitors will enter the building during the school day via a secure vestibule. The schools administrative front door is located strategically between the student and public front door entrances for optimum supervision and control. An after-hours/ events entry that leads to the gymnasium is locate on the west side of the school with easy access to the parking lot. A new athletic field will be developed immediately west of the new school (where the existing school now sits) and the existing athletic field adjacent to Alberta Street will remain as is. Building services and a utility yard will all be located on the north side of the building adjacent to the backside of Walmart.

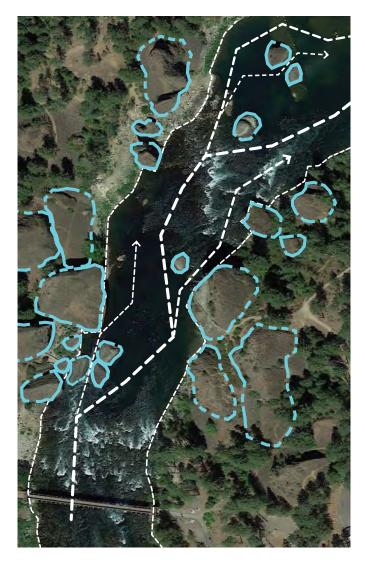
Building Design: The exterior design of the building continues the Bowl and Pitcher metaphor. The very large building mass is broken down into smaller, rotated elements. The rotated masses vary in color and texture with darker masses taking on the feel of boulders in the landscape. Building materials are still being developed, but the exterior is seen as predominantly varied colors of masonry. A facetted roof over the Learning Commons and Commons representative of the river cascades downward from east to west as the building transitions from two stories to the east down to one story on the southwest corner of the building at the building's two main entries. The one-story section of the building was strategically located on the south side of the site to better relate to the single-story residences along Longfellow.



Bowl & Pitcher



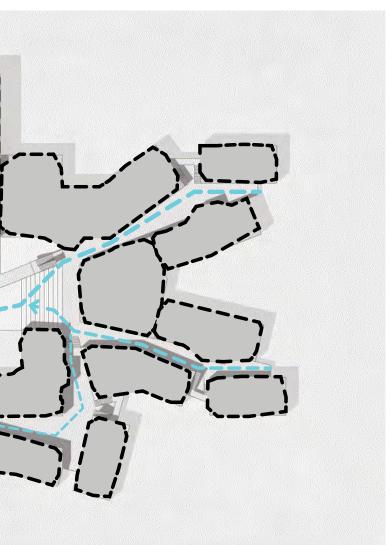
Proximity of site to Bowl & Pitcher



Flow of river

Flow of students

GLOVER MIDDLE SCHOOL SPOKANE PUBLIC SCHOOLS









ADDRESS COMPREHENSIVE PLAN, DOWNTOWN PLAN AND DESIGN GUIDELINES:

Residential Zone Design Standards SMC Section 17C.110: See accompanying renderings illustrating the following:

Section 17C.110.515 Buildings along Street: No parking occurs between the street and the building. All parking is west of the building adjacent to new and existing athletic fields.

Section 17C.110.520 Lighting: Lighting will be included in the parking lot, along pedestrian walkways and accessible routes of travel in accordance with these requirements.

Section 17C.110.525 Landscape Areas: The required building setbacks will be landscaped with an L3 buffer. The parking lot will also meet the requirements for internal landscaping.

Section 17C.110.535 Curb Cut Limitations: No vehicle curb cuts will exceed 35 feet and the sidewalk pattern will continue across all curb cuts in accordance with these standards.

Section 17C.110.540 Pedestrian Connections in Parking Lots: Minimum 5 feet wide pedestrian connections will be provided from the Longfellow Street right-ofway to the parking lot and to all three building entrances. The pedestrian connections will be clearly defined per the requirement of this section.

Section 17C.110.545 Transition between Institutional and Residential Development: The exterior of Glover Middle School is designed to include a large number of windows along both the ground and upper floors; and includes varied exterior materials and colors as well as additional architectural detailing of the exterior for added interest as required by this section.

Institutional Design Standards SMC Section 17C.120: See accompanying renderings illustrating the following:

Section 17C.120.510.A Ground Floor Windows: There will be ample windows on the ground floor.

Section 17C.120.510.B Required Amounts of Window Area: Item 2 applies where the building is more than 20' but less than 60' from an arterial. Alberta and Belt Streets are designated as arterial streets in Spokane. Because both facades are more than 60' from these two property line arterials, this requirement does not apply. Never-the-less, there are ample windows on all street facades of the building in an effort to create building interest and transparency.

Section 17C.120.520 Base/Middle/Top: The applicant is proposing an alternative design in lieu of this presumption that requires a base, middle and top. We have developed a concept relating the new Glover Middle School to the Bowl and Pitcher and are developing the exterior as a series of rotated masses of varying color and materials to add interest to what could otherwise be a large, bulky, institutional feeling building. The requirement for a base/middle/top with its inherent historical references is in conflict with the Bowl and Pitcher concept that links to the schools desired learning environment and culture of discovery. See explanation of proposed design concept in the Project Summary and illustration of the concept included herein.

Section 17C.120.530 Articulation: The building has been designed with very irregular, rotated masses to breakdown what could otherwise be a very institutional building. With the building's varied masses, the elevations take on a faceted quality when viewed from the street because very few walls are parallel to the streets. There is not a sense of monolithic walls as viewed from Longfellow and Belt. See elevations for further explanation and illustration of this concept. (Show an illustration on the elevations.)

Section 17C.120.540 Prominent Entrance: The entrances to the building are each delineated by large storefront and door entrance systems with an overhead canopy for weather protection.

Section 17C.120.550 Ground Level Details: The building will have visual interest at the ground floor including large windows, kick plates at storefront windows, and canopies at entrances.

GLOVER MIDDLE SCHOOL SPOKANE PUBLIC SCHOOLS

DESIGN REVIEW BOARD AUGUST 28, 2019







Section 17C.120.560 Roof Expression: The building design has a distinctive cascading, faceted roof representing the river in the Bowl and Pitcher concept. This roof reveals itself at various points around the building including at the building entrances per the standard.

Section 17C.120.570 Treating Blank Walls: There are no blank walls without windows adjacent to the streets.

Section 17C.120.580 Plazas and Other Open Spaces:

Section 17C.120.580.B, Items 1&2: The new Glover Middle School will have an entrance plaza at the student entry that will be a minimum of 1,350 square feet to meet this presumption.

Section 17C.120.580.B, Item 3: Landscape will include pedestrian scale accent lighting, seating and a play structure designed to meet the interests of middle school students.

City of Spokane Comprehensive Plan, (Adopted June, 2017)

LU 1.12 Public Facilities and Services: Ensure that public facilities and services systems are adequate to accommodate proposed development before permitting development to occur.

Discussion: The existing school has out-lived its useful life and has been slated for replacement. The new school will meet the school district and community's new vision for the middle school experience, be more sustainable, and accommodate updated teaching technology.

LU 2.1 Public Realm Features: Encourage features that improve the appearance of development, paying attention to how projects function to encourage social interaction and relate to and enhance the surrounding urban and natural environment. Discussion: The new school is designed to foster connections to the families and the community it serves and includes a Family and Community Resource Center for this purpose. The school's location on the existing site relates well to Shadle Park and Shadle Park High School east of the site.

LU 5.1 Built and Natural Environment: Ensure that developments are sensitive to the built and natural environment (for example, air and water quality, noise, traffic congestion, and public utilities and services), by providing adequate impact mitigation to maintain and enhance quality of life.

Discussion: The intent of the design is to create a place that interacts with the outdoor athletic fields and brings the exterior daylighting and landscaping to the interior of the building via clerestory windows and an exterior courtyard while creating a safe and secure learning environment for students and teachers.

LU 5.2 Environmental Quality Enhancement: Encourage site locations and design features that enhance environmental quality and compatibility with surrounding land uses.

Discussion: The new school is being built on the same site as the existing school. The school's location on the site is closer to Shadle Park and Shadle Park High School enhancing those connections.

LU 5.3 Off-Site Impacts: Ensure that off-street parking, access, and loading facilities do not adversely impact the surrounding area. Discussion: Bus drop-off and pick-up will occur interior to the site rather than on the street as it is today, decreasing street congestion. The new parking lot is strategically located on a portion of the site that is above the street elevation of Longfellow mitigating its impact on the surroundings, and also provides better access to the athletic fields for after school and weekend events. The loading and service area is located on the north side of the building where it won't be seen.

GLOVER MIDDLE SCHOOL SPOKANE PUBLIC SCHOOLS



kane Public Schools





LU 6.3 School Locations: Work with the local school districts to identify school sites that are located to serve the service area and that are readily accessible for pedestrians and bicyclists. Discussion: The new school is being built on the same site as the existing school. The school's location on the site is closer to Shadle Park

and Shadle Park High School enhancing those connections.

LU 6.5 Schools as a Neighborhood Focus: Encourage school officials to retain existing neighborhood school sites and structures because of the importance of the school in maintaining a strong, healthy neighborhood.

Discussion: The new school is being built on the same site as the existing school.

LU 6.6 Shared Facilities: Continue the sharing of city and school facilities for neighborhood parks, recreation, and open space uses. Discussion: The new school is being built on the same site as the existing school. The school's location on the site is closer to Shadle Park and Shadle Park High School enhancing those connections. The school's athletic fields will be fully accessible to the public.

LU 6.9 Facility Compatibility with Neighborhood: Ensure the utilization of architectural and site designs of essential public facilities that are compatible with the surrounding area.

Discussion: The intent is that the addition will enhance the neighborhood.

LU 7.3 Historic Reuse: Allow compatible residential or commercial use of historic properties when necessary to promote preservation of these resources.

Discussion: Glover Middle School is not a historic structure.

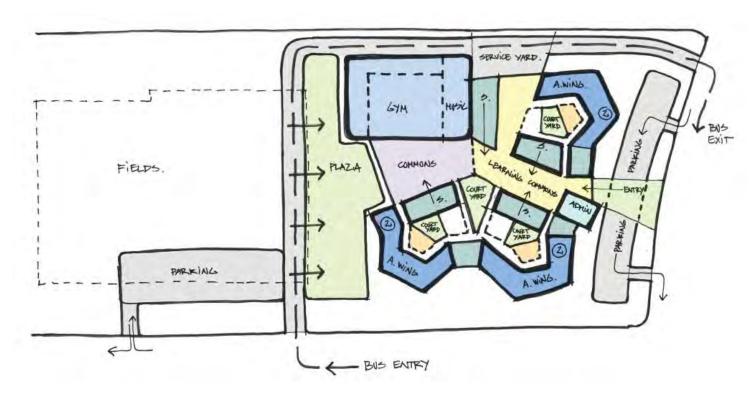


okane Public Schools



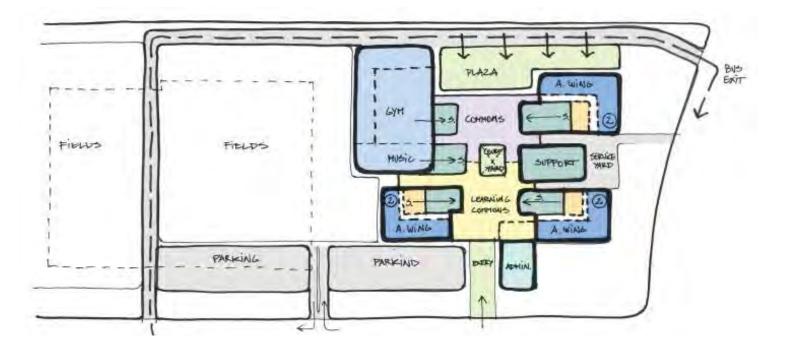
PROJECT SUMMARY - DESIGN EVOLUTION

Given the existing building placement and site conditions, the location of the new school was established very early in the process. The primary question was how the building would be orientated to address entry, playfields and the surrounding neighborhood. Several options were studied with SPS and after a series of community design forums to discuss new SPS middle schools specifically. Shown below and on the following page are a sample of the various options that were studied.



CONCEPT: East Entry

Orienting the entry toward Belt St. on the east could shift some traffic off of Longfellow. Although this was an interesting option, it posed several challenges and was eventually rejected. Problems included: Supervision and security concerns about having the main entrance on the opposite side of playfields and student arrival and on the second floor, grade challenges and the fact that the overall building height would be much taller, and traffic congestion along the busier Belt St.



CONCEPT: South Entry

Turning the entry toward Longfellow on the south was also studied. While this alleviated traffic conflicts along Belt St., it still posed challenges with grading and having an accessible entrance toward the south. It would have also required more lineal feet of asphalt and parking located along Longfellow and the neighboring residences. These shortcomings prompted further study.

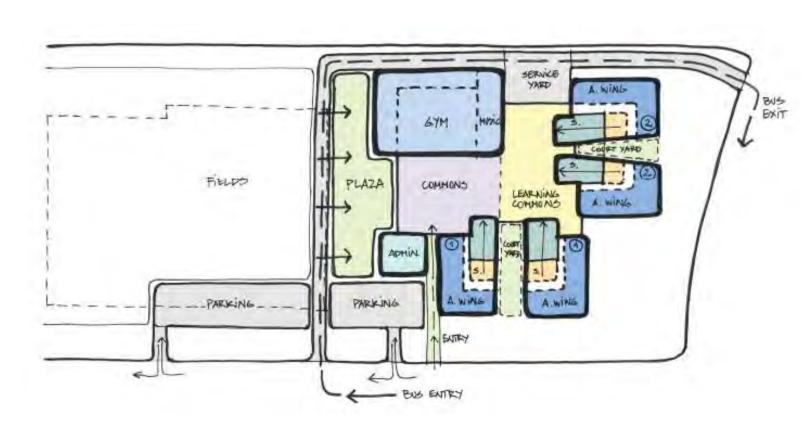
GLOVER MIDDLE SCHOOL SPOKANE PUBLIC SCHOOLS







PROJECT SUMMARY - DESIGN EVOLUTION



CONCEPT: Southwest Entry

Given the existing grading, playfield location and neighborhood adjacencies, the southwest entry option was the strongest candidate. This orientation allowed for the following:

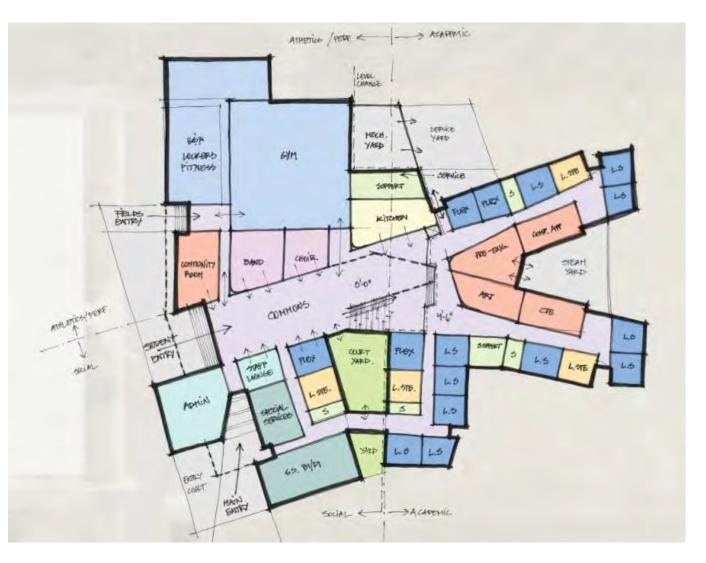
- Minimize traffic congestion and utilize existing traffic patterns that the neighborhood is familiar with.

- Minimize the building height by working with existing grades.

- Increased supervision capability by close proximity of public and student entries, located near admin.

- Convenient location of parking that can be screened from neighborhood properties.

- Creating the most compact building footprint and minimizing site disturbance.



REFINEMENT of Southwest Entry Option

As the building orientation was established, the internal arrangement and adjacencies began to be refined. This work was done in close collaboration with SPS and Glover MS staff. A core concept was to minimize student travel distances while maximizing the benefit of learning neighborhoods. Combined with a "student discovery" model, individual wings were developed to create learning neighborhoods where students will spend time within classrooms as well as shared learning spaces outside of the classrooms.

As students enter the building from the west, they will travel through the school on their journey of discovery through the commons, past art, beyond an internal courtyard, up the learning stair and eventually into their individual learning neighborhoods. This arrangement dictates a compact floor plan with wings branching off of a central commons.





CONTEXT ANALYSIS

Glover Middle School is located in the Audubon/Downriver neighborhood in the northwest quadrant of Spokane. It is immediately south of Shadle Park Shopping Center, West of Shadle Park and Shadle Park High School and is bounded by Alberta St. to the west, Longfellow to the south, and Belt St. to the East.

The site slopes gently down to the west and south and is bordered by a distinct bank to the north, separating it from the shopping center.

Primary views into the site are from the east and south. Views out of the site are to the west and south toward the river gorge and surrounding basalt rimrock.



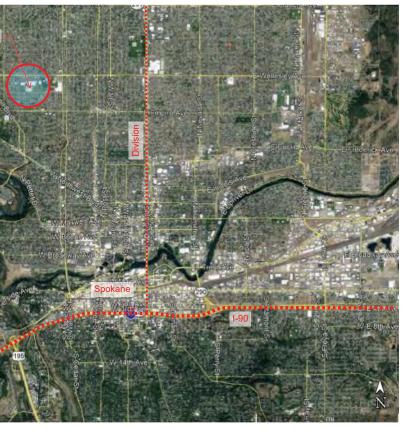
View of site from Longfellow, looking NE

View from NW corner, looking NE





GLOVER MIDDLE SCHOOL SPOKANE PUBLIC SCHOOLS









CONTEXT ANALYSIS: ADJACENT PROPERTIES & STREETSCAPES





View to NE -Bank and south side of Shadle Park Shopping Center



View to East -Existing grade at Longfellow, below exist playfields





GLOVER MIDDLE SCHOOL SPOKANE PUBLIC SCHOOLS View to NE -Looking toward Shadle Park

View to NE -Near entry of new school





CONTEXT ANALYSIS: ADJACENT PROPERTIES & STREETSCAPES



Looking north from NE corner at Belt



Looking NE from Belt (Shadle Park)



Looking north along Belt



Looking east from Longfellow



Residential character looking south at Lonfellow



Looking east from corner of Longfellow and Alberta



Looking south along Alberta



Looking northwest from NW corner of site (St Charles Church).



Looking northeast from Alberta toward Shadle Park Shopping Center

GLOVER MIDDLE SCHOOL SPOKANE PUBLIC SCHOOLS



Looking east at corner of Belt and Long-fellow



Looking northeast from Longfellow (Existing Glover Middle School)



Looking north from existing parking lot (back side of Shadle Park Shopping Center)





Spokane Public Schools

SITE ANALYSIS: SITE PHOTOS



Location of front entry from Longfellow



Looking east along Longfellow



Existing Glover MS to be demolished, location of new playfields.



Existing Glover MS as seen from Long-fellow



Existing plaque at Glover MS



Location of new school, looking east toward Shadle Park High School



Looking east from existing parking lot



Looking NE toward at sloped bank and Shopping Center



Looking NE toward sloped bank and Shadle Park

GLOVER MIDDLE SCHOOL SPOKANE PUBLIC SCHOOLS



Existing entrance to Glover MS



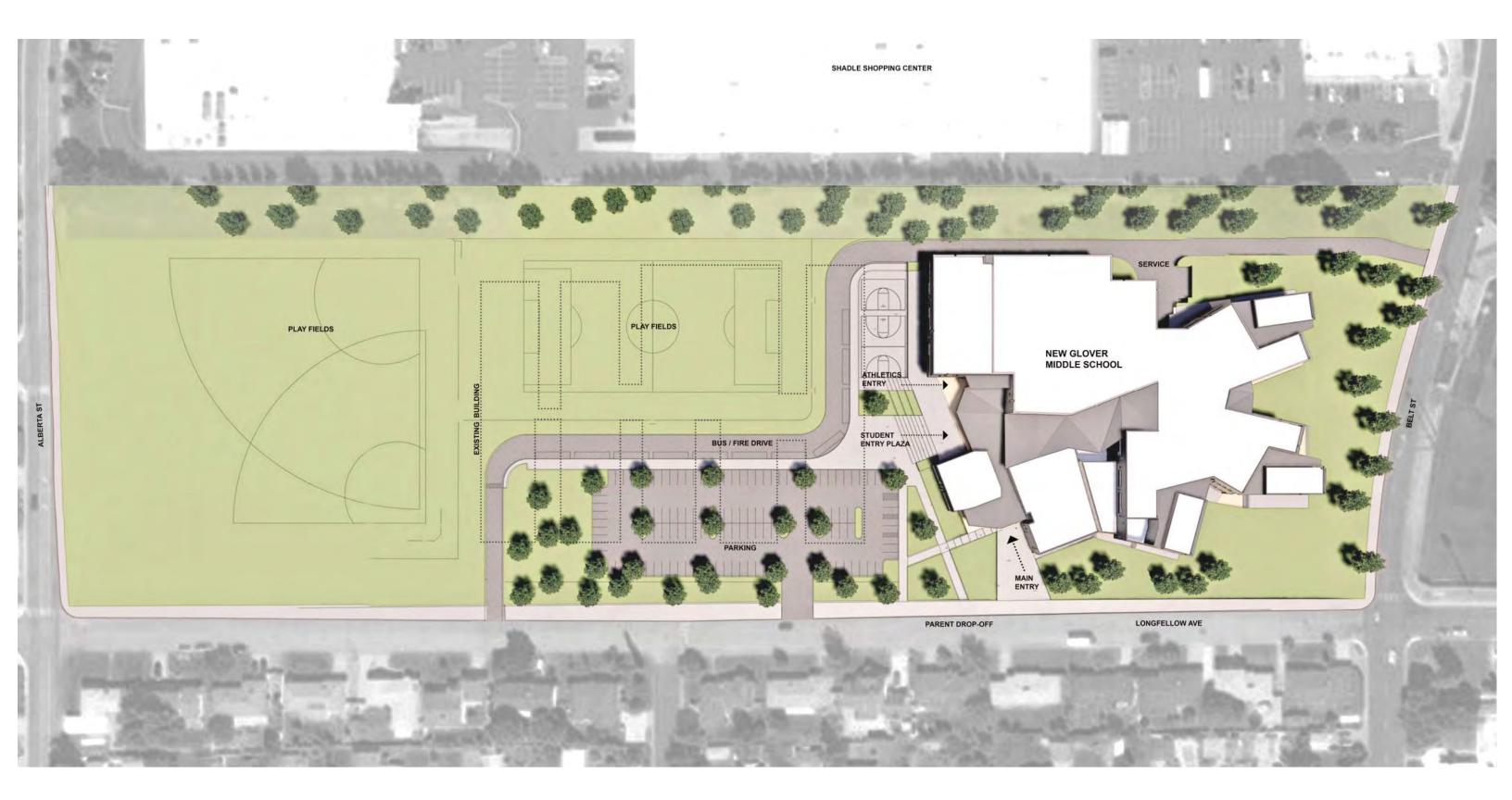
Location of new school, looking southeast toward residentail neighborhood



Looking north at existing sloped bank







DESIGN REVIEW BOARD AUGUST 28, 2019 GLOVER MIDDLE SCHOOL SPOKANE PUBLIC SCHOOLS







(A) GLOVER MIDDLE SCHOOL - LANDSCAPE CONCEPT

DESIGN REVIEW BOARD AUGUST 28, 2019

GLOVER MIDDLE SCHOOL SPOKANE PUBLIC SCHOOLS

INI SCHEDULE							
		BOTANICAL / COMMON NAME	CONT	SIZE			
	AF	Acer x freemanii `Jeffsred` / Autumn Blaze Maple	2" Cal.	50-60'H X 40'W			
	AR	Acer rubrum `Bowhall` / Bowhall Maple	2" Cal.	40'H X 15'W			
)	GB	Ginkgo biloba Presidential Gold` / Presidential Gold Maldenhair	2" Cal.	50'H X 40'W			
	LO	Larix occidentalis / Western Larch	7-8' Tall	60-80'H X 20-30'W			
)	MS	Magnolia stellata `Royal Star` / Royal Star Magnolia	2" Cal	10-15'H X 10-12'W			
	PA	Pinus nigra 'Arnold Sentinel' / Arnold Sentinel Austrian Black Pine	15 gal	25'H X 7'W			
Þ	PD	Pseudotsuga menziesii / Douglas Fir	7-8' Tall	65-100'H X 30-40'W			
	PF	Pinus flexilis 'Vanderwolf's Pyramid' / Vanderwolf's Pyramid Pine	7-8' Tall	20-25'H X 10-15'W			
ŧ.	PG	Picea pungens 'Glauca' / Colorado Blue Spruce	7-8' Tall	40-60'H X 10-20'W			
	РМ	Pinus monticola / Western White Pine	7-8` Tall	75-100'H X 30-40'W			
Þ	РР	Pinus ponderosa / Ponderosa Pine	7-8' Tall	75-100'H X 30-40'W			
	тс	Tilia cordata 'Corzam' / Corinthian Littleleaf Linden	2" Cal.	45'H X 15'W			
)	TS	Tilia tomentosa `Sterling` / Sterling Silver Linden	2" Cal	45'H X 35'W			



MICHAEL TERRELL - LANDSCAPE ARCHITECTURE, PLLC 1421 N. MEADOWWOOD LANE, SUITE 150 LIBERTY LAKE, WA 99019 PHONE (509) 522-7449





CONCEPT RENDERINGS





DESIGN REVIEW BOARD AUGUST 28, 2019 GLOVER MIDDLE SCHOOL SPOKANE PUBLIC SCHOOLS

South View from Longfellow Ave at Main Entry

East View from Student Plaza toward Student Entry





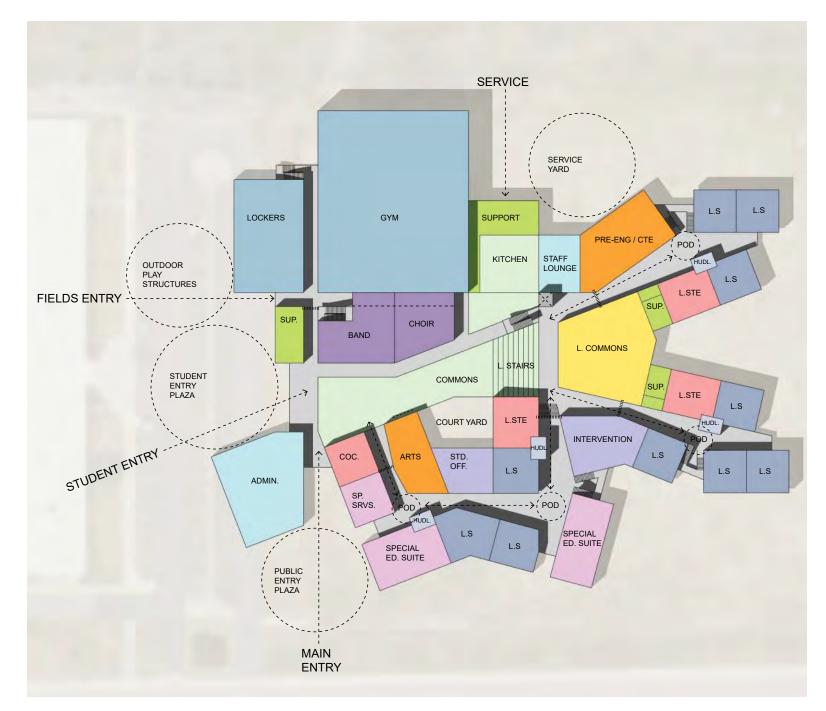


DESIGN REVIEW BOARD AUGUST 28, 2019

GLOVER MIDDLE SCHOOL SPOKANE PUBLIC SCHOOLS South Aerial View



CONCEPT FLOOR PLANS





Main Floor Plan

Upper Floor Plan





Facility Design Principles For Spokane Public Schools New Middle Schools









Facility Design Principles For Spokane Public Schools New Middle Schools



Prepared by John Weekes, FAIA March 20, 2019

I want to encourage people to have experiences outside their understanding...

MANDY MANNING, FERRIS HIGH SCHOOL 2018 NATIONAL TEACHER OF THE YEAR



C This is a once in a lifetime opportunity to serve our community.

MARK LUND, PRINCIPAL GLOVER MIDDLE SCHOOL

When you stretch...and keep stretching...amazing things happen.

GLOVER DESIGN TEAM



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The skills required for our children today are much different than when I was their age.

JEREMY OCHSE, PRINCIPAL SACAJAWEA MIDDLE SCHOOL

Introduction

Prelude

Spokane Public Schools (SPS) District located in Spokane Washington serves almost 30,000 students in grades K-12 with 34 elementary schools, 6 middle schools, 8 high schools and 5 special schools.

It is the largest school district in eastern Washington and the second largest in the state. SPS offers a portfolio of school options so that families have the freedom to choose the school that is right for their child. The best fit may be their neighborhood school, or one with a certain focus or different way of learning.

In 2016-2017 the school district launched a Grade Configuration Study.

Due to recent student enrollment growth in Spokane Public Schools (SPS), statewide class size reduction legislation for kindergarten through third grade, and implementation of full day kindergarten, SPS began planning for a facility improvement bond to address the need for additional classrooms and schools.

The original long-range plan, developed in 2003, was designed to simply replace or modernize the school district's oldest schools while keeping others well maintained. To address the new facility demands, several broad-based committees made up of staff, parents and community members participated in a long-range facility planning process.

In the fall of 2016, SPS appointed a Grade Configuration Committee that reviewed several possible grade configurations, shared pros and cons of each configuration, and developed conclusions to share with the SPS School Board and Superintendent's Leadership Team.

The Committee, facilitated by the Associate Superintendent, Mark Anderson, and Teater-Crocker facility planning consultants, met monthly through May 2017. In the first meetings, three school grade configurations emerged as those to study in more depth:

- K-6 elementary school, 7-8 middle school, 9-12 high school (the current configuration in SPS)
- K-5 elementary school, 6-8 middle school, 9-12 high school
- K-8 and 9-12 high school

The Committee reviewed research on these three grade configurations, listened to several educational leaders from the SPS and other school systems regarding grade configurations issues, and studied the grade configuration patterns of other Washington school systems. The Committee identified pros and cons of each grade configuration and developed a summary of initial findings. The Committee then sought the opinions and thoughts of all staff and parents in SPS through six community forums and an online engagement process.

Around 100 people attended the forums and nearly 4,000 participated in the online process, sharing 9,243 thoughts about various grade configurations.

Based on its study of various grade configurations and input from parents, staff, and community members, the Committee developed its final findings.

The largest amount of staff and community feedback relative to grade configuration involved discussions in support of changing to a K-5, 6-8, 9-12 configuration. The main findings of this configuration include:

- Additional and broader academic opportunities can be provided for 6th grade students in the core courses, such as math and science as well as in electives like music and foreign language, in a 6-8 middle school configuration.
- This configuration will help better align the District's grade configuration with current curriculum and learning standards for vertical planning and collaboration by 6-8 teachers.
- A 6-8 grade configuration provides opportunities for social growth differently than at the elementary level.
- Most 6th graders are more aligned with 7th and 8th graders in maturity and interests than with lower elementary age students.
- A 6-8 grade configuration extends time between transitions for students, removing the feeling of "always transitioning" which occurs in the current 7-8 middle school configuration.
- Parent involvement and support in middle schools is more likely if students are in a school for three years versus just two years.
- Fewer boundary changes will be required compared to other configuration options.
- From a facilities standpoint, if many of the District's middle schools are nearing the end of their useful life, this may provide an opportunity to refresh/remodel/rebuild these schools specifically for a 6-8 configuration.
- From an economic standpoint, the District will need to build fewer new facilities than with other configuration options.
- Fewer transportation changes may be required compared to other configuration options.
- Fewer land (school site) purchases will be required compared to other configuration options.
- With this configuration, other school choice options will remain in place (e.g., Montessori, TEC, Odyssey, 7-12 IST, etc.).

Grade Reconfiguration Conclusions

After reviewing grade configuration research, examining statewide grade configuration patterns, hearing from national experts, reviewing community input from the middle-school forums and the online ThoughtExchange engagement, the SPS Grade Configuration Committee reached the following conclusion:

The K-5, 6-8, 9-12 grade configuration is the preferred school system grade configuration option for the future of SPS for the reasons outlined in the findings.

In June 2017, the SPS Board approved the committee's recommendation to realign to a K-5, 6-8, 9-12 grade configuration when additional middle schools are built to accommodate moving sixth graders into the 6-8 middle school configuration.

The implications of converting from a K-6, 7-8, 9-12 grade configuration to a K-5, 6-8, 9-12 grade alignment required the addition of 3 new middle schools. After consideration the district proposed to replace 3 existing middle schools, build 3 additional new middle schools, replace Joe Albi Stadium, create a new school for the On-Track Academy on the Shaw Campus, provide additional space for option-programs at Libby Center and upgrade safety/technology districtwide.

This also created an opportunity with the City of Spokane who was considering expanding and upgrading its Library System. Through careful analysis with the city opportunities emerged to partner and in November of 2018 the School District and City proposed Capital Bond Measures to expand and upgrade their schools and library system. Voters approved both measures.

Designing for the future

In support of this change the District launched a series of steps to create a studentcentered experience for middle schools. The first step was a district wide middle school educational program initiative to develop Guiding Principles that will frame and support a new 6-8 middle school program platform. The second step was to utilize the programming principles and engage in a Community Visioning process to develop Facility Design Principles that all middle schools should incorporate.

Summary of Middle School Educational Program Guiding Principles

CORE ACADEMIC PRINCIPLES

- Prioritize grouping 6th grade students together for core classes with a limited number of teachers serving each group.
- Develop student-centered schedules that prioritize proximity between classrooms, minimizes the number of transitions, and supports teacher collaboration.
- Support accelerated course options, classroom differentiation, and additional minutes for literacy and math interventions.
- Emphasize classroom experiences that are active, engaging, rigorous, and promote project-based learning opportunities.

ELECTIVE OFFERINGS PRINCIPLES

- Use school-day and after-school extended learning opportunities to support student access to both elective experiences and academic interventions.
- Provide course offerings that reflect a wide variety of elective experiences and are aligned to high school opportunities.
- Focus elective course curriculum design on attributes of healthy lifestyles, college awareness, and career exploration.

SCHOOL CULTURE & ENVIRONMENT PRINCIPLES

- Provide ongoing classroom and school experiences that promote community building, engagement, developmental needs, diversity, civic engagement, and a sense of belonging.
- Support student success by using consistent and engaging structures to each expectations and encourage positive inclusive, social, and academic behaviors.
- Offer a variety of opportunities in 5th grade and during 6th grade to help students transition and adjust to middle school.
- Encourage parent engagement by providing a wide range of activities for parents to learn about and participate in their student's middle school experience.
- Emphasize social emotional learning and whole-child supports through counseling, wellness services, community partnerships, and staff training specific to the developmental characteristics of middle school students.

ACTIVITIES & ATHLETICS PRINCIPLES

- Offer activities that promote community, leadership, and participation among diverse populations.
- Ensure equitable access by utilizing community partnerships and school support structures to address factors such as transportation, medical assistance, supplies and materials, and equipment.
- Foster activity participation that supports social emotional learning and physical development through an emphasis on teamwork, self-esteem, and grit.
- Promote programming that encourage and welcomes all students to participate in a wide variety of inclusive traditional and nontraditional activities.

In January 2019 the Facility Design Visioning effort was launched.

Over a number of weeks, students, teachers, administrators, parents, and community members met, and developed key physical attributes new and/or replaced middle schools should embody. These facility Design Principles grow from the school district's 2003 Thinking and Planning Conference that identified common ground design standards all schools in SPS should include.

Summary: Thinking & Planning Conference

On June 17 and 18, 2003, Spokane Public Schools held a conference entitled, "Building Spokane's Future: A Thinking and Planning Conference for New Schools," facilitated by internationally respected futurist Glen Hiemstra. The purpose of the conference was to begin the planning effort for the new construction and renovation projects funded in the 2003 Capital Improvements Bond Issue approved by the Spokane voters on March 11, 2003. A report, sent out to conference participants detailing the progress and outcomes of the conference, handed off work done at the conference to various architecture teams and district staff who began a more formal planning effort. The conference developed a list of planning goals and criteria using input from the speakers, who are recognized experts in their fields, and the attendees who were architects, engineers, district staff, parents, students and representatives from area colleges, the City of Spokane and other community organizations.

The conference consisted of presentations by speakers and subsequent group discussions by attendees arranged at tables in groups of 5 of 7 persons, facilitated by futurist Glen Hiemstra. The topics covered by speakers included future technology in schools, the future of teaching and learning, sustainability in building design ("green" buildings), and schools which are integrated into the community. Discussions were interspersed between talks but were primarily concentrated during the last day. Discussions led to design criteria which will be used in the planning the eventual design of next generation school facilities in Spokane Public Schools.

The presentations were designed to inspire users of these facilities to develop common ground design standards and strategic issues in their implementation. During the conference, groups were asked to consider potential major developments in the District in the next 27 years, to consider preferred future scenarios for the new schools, to develop common ground design standards, and finally to generate a list of strategic issues anticipated in implementing these standards. The group discussions resulted in an initial planning document to be used as the basis for future capital improvements.

The comments generated resulted in a set of planning directions, listed on page 10.

You can't expect children to learn 21st century skills in buildings from the 1950s. We need schools designed for 21st century success.

CHAD WICK, PRESIDENT/CEO KNOWLEDGEWORKS FOUNDATION



Thinking & Planning Conference Common Ground Design Standards

INTEGRATED BETWEEN SCHOOL AND COMMUNITY

This represents an expansion of education in people's lives and a greater sharing between educational and other community facilities such as libraries, health centers, parks and recreation, etc.

FLEXIBILITY

Schools must accommodate current programs and future changes in the educational program. Infrastructure and the physical configuration of space in a school should be able to be rearranged to accommodate those programs. Flexibility allows greater integration into community activities.

TECHNOLOGY

We know live in the Information Age and technology is the driver. The pace of change in technology makes lifelong education mandatory for success in the workplace. Schools must accommodate technology as a teaching tool and ensure that a robust and adaptable infrastructure is incorporated into school facilities.

IDENTITY/DESIGN

The physical appearance of the new schools should provide an identity for students and the neighborhood. They should embody an image of the culture of the neighborhood and serve as a community icon.

SOCIAL

Students, parents and others should feel welcome in the schools. Socialization is also a part of the educational process. There should be spaces both inside and outside the school which facilitate large and small group social interaction.

SUSTAINABILITY

The schools' design should incorporate green building technology. In a larger sense, sustainable design also means buildings which last. Buildings which last embody many qualities listed above. They have worth to students, staff, and the entire community. They embody timeless design.

SAFETY/SECURITY

Design to ensure a safe working and learning environment for students and staff.

Middle School Facility Guiding Principles

In January of 2019, Spokane Public Schools commenced a community visioning process to identify Facility Guiding Principles that should be embedded in the designs of all new middle school buildings. These "Principles" are intended to augment the Common Ground Design Standards that were developed in 2003 at the Thinking & Planning Conference for all schools within the district. The distinction being that the Community Visioning Process which commenced in 2019 focused on key facility planning and design characteristics for middle schools within the district.

The process involved four steps:

- Student Voice
- School Visitations
- Community Facility Design Forum
- Design Summit

STEP 1: STUDENT VOICE

The Student Voice initiative involved gathered representatives of all Spokane's existing middle schools and current 9th graders who have recently been students at the middle school level. In a facilitated format, these students focused on their experiences at school; their likes, dislikes, and interests. They defined for themselves what success entails and key learning attributes they would like to see emerge as Spokane moves to a 6-8 middle school model.

Additionally, these students spent time identifying physical characteristics they collectively felt should be incorporated into the new middle schools for Spokane. Reviewing over 60 images of current schools located throughout the world, they consolidated and edited down to 20 spaces and places that represented key facility design attributes from a student lens. These became the foundation on which future visioning activities proceeded.

STEP 2: SCHOOL VISITATIONS

The second activity involved a group of Spokane Public School staff visiting contemporary school facilities that were recently opened. Located in the Portland, Oregon Metropolitan areas, these facilities were selected to provide a cross-section of design and planning ideas and concepts from which Spokane could draw as it began the design process for its schools.

STEP 3: COMMUNITY FACILITY DESIGN FORUM

The third step was a Community Facility Design Forum facilitated by John Weekes, FAIA. This gathering took place over two days and consisted of more than 90 community members, parents, district staff, administrators and students. The forum was organized to create a series of planning concepts (Facility Design Principles) desired for Spokane's new middle schools. Four provocateurs challenged participants to envision the school of the future. District administrators and students augmented the presentations with concepts and ideas they identified through the Student Voice process and school visitations.

Through table discussions, group design exercises and large group discussions, the participants in the Community Facility Design Forum identified nine Facility Design Principles future middle schools designs should include. These principles are aspirational in nature and are intended to provide a framework for future planning efforts, along with the outcomes of the 2003 Thinking & Planning Conference. They are intended to encourage schools to think through a future lens and develop compelling design and planning responses that represent the highest ideals of each school and the District at large. While each "Principle" speaks to a specific outcome, they are related and interrelated to one another and each are envisioned to be implemented throughout the whole school.





Facility Design Principles:

- Wholeness
- Community
- Connectivity
- Creativity, Curiosity, Variety
- Multiplicity
- Plugged / Unplugged
- Outside / Inside
- Comfort
- Center

STEP 4: DESIGN SUMMIT

The last step in the process was to test the Facility Design Principles at three existing school sites: Glover, Sacajawea, and Shaw Middle Schools. The National Design Alliance—funded by the Schmidt Futures Foundation—through its Reimagine Schools initiative, brought six leading educational design and planning professionals to Spokane for a two-day charrette to develop design schemes based on the Facility Guiding Principles developed at the Community Facility Design Forum. Teams of 8-10 teachers, students, parents, administrators, and Design Fellows (from Reimagine Schools), developed conceptual ideas for each school site. These concepts confirmed that the Facility Design Principles provide a strong foundation on which new middle school designs could be created as Spokane Public Schools begins to develop its Middle School Educational Program and new school designs.

The rest of this document outlines the outcomes from the Student Voice process, Facilities Design Principles, and the nature and implications for future new school designs developed at the charrette.

SUMMARY

Subsequent to the Design Summit information gathered from the Student Voice, School Visitations, Community Facility Design Forum, and Design Summit was collected. Over 1,000 ideas, desires, and possibilities were consolidated and organized. This information became the basis of the Facility Design Principles Report, dated March 20, 2019. The rest of this document summarizes that work and the nature and physical implications for new middle school facilities to be designed.

> It represents beliefs and expectations that are foundational to future new middle school designs for Spokane Public Schools.

Acknowledgments

Spokane Public Schools Board of Directors

Susan Chapin - President Jerrall Haynes - Vice President Michael Wiser - Co-Legislative Liaison Deana Brower - Board Member Brian Newberry - Co-Legislative Liaison Cheyenne Jones - student advisor Dylan Pearson - student advisor

Spokane Public Schools Leadership Team

Dr. Shelley Redinger - Superintendent Dr. Mark Anderson - Associate Superintendent, Capital Projects and Planning Dr. Linda McDermott - Associate Superintendent, School Support Services Dr. Adam Swinyard - Associate Superintendent, Teaching and Learning Rona Williams - Director of Elementary Schools Jennifer Keck - Director of Elementary Schools Shawn Jordan - Supervising Director of Secondary Programs and Special Services Gwen Harris - Director, Option Schools & Program Support Brian Coddington - Director, Community Relations and Communications Ramon Alvarez - Executive Director, Human Resources Kevin Morrison - Acting Director, Safety/Security/Transportation

FACILITIES/OPERATIONS

Phil Wright - Executive Director, Facilities and Planning Greg Forsyth - Director, Capital Projects and Planning Terri LeFors - Executive Assistant, School Support Services

Student Voice

CHASE MIDDLE SCHOOL

KC Stenson-Oakely Cadence Peroff

GARRY MIDDLE SCHOOL

Tucker Holmes Nwannediya Kalu

GLOVER MIDDLE SCHOOL

Damien Jackson Nur Khetijah Binti Mohammad Salim (known as Khetijah Mohammad Salim)

SACAJAWEA MIDDLE SCHOOL Nathan Cochran

Piper Warren

SALK MIDDLE SCHOOL

Ava Casteal Spencer Zuidema

SHAW MIDDLE SCHOOL Zhontay Davis Draven Carter

FERRIS HIGH SCHOOL

Mark Mueller Kacey Spink

LEWIS & CLARK HIGH SCHOOL

Noah Paulson Angelica Huerta

NORTH CENTRAL HIGH SCHOOL

Jacob Gannon Emily Richardson

ROGERS HIGH SCHOOL

Gabby Harkness Anthony Giron

SHADLE PARK HIGH SCHOOL

Cameron Picicci Annie Lindsey

THE COMMUNITY SCHOOL

Samantha Dickens Lydia Miller

MS Facility Design Community Forum

TABLE 1

- 1. Shelley Redinger
- 2. Mark Lund
- Khetijah Mohammad Salim
- 4. Lorri Slauson
- 5. Phil Helean
- 6. Ken Murphy

TABLE 2

- 1. Gwen Harris
- 2. Alexis Orellana
- 3. Tyler Troutman
- 4. Chuck Horgan
- 5. Julie Ancona-Shepard
- 6. Kelly Fukai

TABLE 3

- 1. Jennifer Keck
- 2. John O'Dell
- 3. KC Stenson-Oakley
- 4. Tommi Palm
- 5. Lacie Magin
- 6. Margee Chambers

TABLE 4

- 1. Shawn Jordan
- 2. Lisa Kaiser
- 3. Marian Evenson
- 4. Caris O'Malley
- 5. Tay Vue
- 6. Tami Palmquist

TABLE 5

- 1. Stephanie Splater
- 2. Jon Swett
- 3. Draven Carter
- 4. Ashley Coulson
- 5. Molly Merkel
- 6. Tim Kestell

TABLE 6

- 1. Rona Williams
- 2. Janet Van Gundy
- 3. Dana Harbaugh
- 4. Alicia Benson
- 5. Francell Daubert

TABLE 7

- 1. Dean Gunderson
- 2. Matthew Henshaw
- 3. Angela Smith
- 4. Jennifer Papich
- 5. Cassie Morgan
- 6. Susan Vandergriend
- TABLE 8
 - 1. Linda McDermott
 - 2. Cheryl McLean
 - 3. Katy Henry
 - 4. Kelly Hendrickson
 - 5. Ryan Lund

TABLE 9

- 1. Becky Ramsey
- 2. Sue Unruh
- 3. Heather Kaluza
- 4. John Traynor
- 5. Charles Gartner
- 6. Trena Wanless

TABLE 10

16 Facility Design Principles for Spokane Public Schools New Middle Schools | Prepared by John Weekes, FAIA

- 1. Kevin Morrison
- 2. Melissa Perier
- 3. Doug Joslyn
- 4. Al Vorderbrueggen
- 5. Heather Bybee
- 6. Ambur Anderson

TABLE 11

- 1. Adam Swinyard
- 2. Kevin Selland
- 3. Josh Reynolds
- 4. Michelle Widner
- 5. Rhiannon Nilson
- 6. Kris Jeske

TABLE 12

- 1. Greg Forsyth
- 2. Wendy Watson
- 3. Nwannediya Kalu
- 4. Steven Clark
- 5. Karissa Silva
- 6. Amanda Johnson

TABLE 13

- 1. Phil Wright
- 2. Karen Krantz
- 3. Jodi Kittel
- 4. Dave Stenersen
- 5. Jessica Silvernail
- 6. Brian Coddington

TABLE 14

- 1. Jeremy Ochse
- 2. Piper Warren
- 3. Ty Miller
- 4. Brandi Horton

TABLE 15

SUPPORT

- 1. Aubrie Christensen
- 2. Corina Fletcher

5. Cliff Hansen

Mark Anderson, Host

Jonathan Steel, Technical

Terri LeFors, Host

- 3. Matt McFarland
- 4. Emily Richardson

Middle School Design Summit Teams

TEAM 1

- 1. Amy Yurko
- 2. Leo Gonzales
- 3. Mark Anderson
- 4. Heather Bybee
- 5. Mark Lund
- 6. Laura Treece
- 7. Angela Smith
- 8. Melissa Perier
- 9. Emily Richardson
- 10. Margee Chambers
- 11. Trena Wanless

TEAM 2

- 1. John Pfluger
- 2. Caroline Lobo
- 3. Shawn Jordan
- 4. Phil Wright
- 5. Ashley Coulson
- 6. Jeremy Ochse
- 7. Heather Kaluza
- 8. Jessica Silvernail
- 9. Tim Kestell
- 10. KC Stenson-Oakley

TEAM 3

- 1. Gaylaird Christopher
- 2. Jason Meyering
- 3. Gwen Harris
- 4. Greg Forsyth
- 5. Janet Van Gundy
- 6. Cheryl McLean
- 7. Jon Swett
- 8. Nwannediya Kalu
- 9. Molly Merkle
- 10. Tami Palmquist





OBSERVERS/PARTICIPANTS

Deana Brower Brian Newberry Michael Wiser Shelley Reddinger Adam Swinyard

ARCHITECTS/OBSERVERS

Marian Evenson Mark Dailey Dana Harbaugh Indy Dahl Chuck Horgan

DESIGN TEAM ADVISORS

Ron Boyle Kerry Leonard John Weekes

Resumes

Community Facilities Design Forum Provocateurs

AITHAN SHAPIRA MFA PHD, FOUNDER + CEO, MAKING TO THINK

Aithan advises Fortune 100s on how to 'lead by seeing and listening differently. His work using the arts to accelerate people and the processes in uncertainty has guided international governments' innovation and entrepreneurship initiatives, business and arts education curricula, and global corporate cultures in the shift from building tools to creating cultures of innovation as their competitive advantage in a rapidly changing world. Aithan has supported NASA's future mission teams with creative strategies, developed empathy workshops for Google using sculpture, and directed long-developed initiatives for developing cultures of innovation in the business and academic sectors for the US embassy in New Zealand. He is currently leading three international university initiatives integrating their business schools and arts colleges and is pioneering progressive curricula at the edge of leadership and future of work for MIT Sloan's Innovation Period, Harvard iLab, Stanford d School, and Berklee Institute for Creative Leadership.

Aithan began his career as a professional artist exhibiting and collected at museums internationally, spending 10-hour days, 6 days a week working in his studio, for 15 years. His painting mentor was a student of Picasso. He pioneered PhD research on the creative process at the Royal College of Art & Design, lived for three years with Aboriginal Australians studying innovation in cultures of survival, has directed world-class creative teams in music and visual art, and served as a visiting critic/professor at the Royal College of Music, and Yale-NUS.

MAKING TO THINK is an innovation consulting firm that helps leading global organizations develop cultures of innovation in an increasingly changing, fast-paced, competitive, and complex world. Its global network of people and process experts believe in human potential to unblock the limits and barriers to innovation and collaboration and work with clients to transform their organizations into the most powerful incubators possible for the development of talent.

RACHEL DEWITT, M.ED., LEARNING+

Rachel leads Learning+. An interdisciplinary collaboration of educators, planners, and architects focusing on learning and the built environment.

A former 5th & 6th grade teacher, nominated for Teacher of the Year in South Carolina Ms. DeWitt is particularly interested in the impact space and place has on student cognition.

Passionate about the future of education and the relationship between instruction and construction, Rachel is serving as the Global Education Lead for IBI Group. As an award winning educator, Ms. DeWitt brings a firsthand experience in the classroom, coupled with a M.Ed. specializing in cognition, creativity, instruction, and development, which has led her to be a key facilitator in district visioning sessions.

Adamant about research, Rachel believes that evidence-based design can drive change in today's shifting education market.

Rachel is a national speaker with experience in leading workshops on design thinking and creative problem solving for both architects and educators alike. Her particular skillset lies within facilitating these workshops alongside local communities. Known for pushing the boundaries of learning, Rachel believes that each community is unique and should be treated as such when planning and designing a new learning facility to impact the next generation.

BOB STEWART, MPA, SUPERINTENDENT, GLADSTONE SCHOOLS DISTRICT

Bob has been superintendent of Gladstone School district since 1999. Prior to 1999, he held a variety of positions in Gladstone School District since 1980. Overall, he has been in education for 44 years.

He graduated from Warner Pacific College and completed a Masters of Public Administration at Portland State University.

He serves in multiple leadership capacities. He is Past-President of the non-profit "Family Stepping Stones" which is the first Relief Nursery in Clackamas County; he is also a former member of the Clackamas County Commission for Children and Families; he was a member of Governor Kitzhaber's Early Learning Transition Team, and a member of the Early Learning Design Team; he is chairman of the Warner Pacific College Board of Directors and a CareOregon board member; Secretary of the Gladstone Education Foundation, a member (past president) of the Gladstone/ Oak Grove Rotary Club and a member of the Oregon Educators Benefit Board. He is a former president of the Oregon Association of School Executives (public School superintendents).

Bob has been married to Diana since 1973 and they have five children and nine grandchildren.



RON BOGLE, FOUNDER & CEO, NATIONAL DESIGN ALLIANCE

A native of Oklahoma City, Ron started his career in education, serving as the President of the Oklahoma City Board of Education before becoming the President & CEO of the American Architectural Foundation, a position he held for 16 years.

At the Foundation, Ron launched Design for Learning, and with funding for the Bill & Melinda Gates Foundation, worked directly with school districts across the country to examine how the learning environment can be reimagined to support personalized learning and improved student achievement. With generous support from the Schmidt Futures Foundation. Ron founded the National Design Alliance and Reimagine Americas Schools Initiative in 2018 to support design professionals and educators as they create a new model for learning environments in American public schools that support progressive educators and learners as they move forward in the 21st Century!

Ron's experience has included but not limited to:

- Director, National Commission for the United Nation Education, Science and Cultural Organization (UNESCO). Initial appointment by Secretary of State Colin Powell.
- Richard Morris Hunt Fellowship for Historic Preservation
- National Summit on School Design, Chair (Washington DC, 2005 & Chicago 2015) National Mayors Summit on City Design, Co-Chair, 2011
- National Summit on Green Schools, Chair, 2009
- White House Summit on Next Generation Schools, Speaker
- Civic Leadership Design Initiative for City Managers, Chair, Dallas 2015

JOHN M WEEKES, FAIA, PRINCIPAL EMERITUS, DOWA

A native of Spokane, Washington (Adams ES, Sacajawea MS, Ferris HS) John graduated from Washington State University, Summa Cum Laude where he received the American Institute of Architects (AIA) Gold Metal for Educational Excellence. He began his professional career with Skidmore Owings & Merrill Architects, Portland Oregon's office, before forming his own firm, DOWA, in 1986.

DOWA grew to become regionally, nationally & internationally recognized for educational facility planning & design excellence. John's educational design and planning work has received every national design award multiple times including the James McConnell Award for Planning & the AIAs Honor Award for Educational Design. He has served on over 15 regional & national design juries, and had his worked published in books and in regional and national publications.

He has lectured and keynoted multiple conferences including the British Council of School Environments National Summit, The National School Boards Annual Convention, The State of Montana's Energy Summit and Virginia's Educational Facility Planners Annual Conference.

He consulted with the US Department of Defense Education Activity (DODEA) to develop guidelines to redevelop, their 130 school facilities, New York City's Public Schools School of One, the Australian International School in Indonesia and Jillin University's K-12 Campus Development in Changchun, China.

He serves as President for two nonprofit organizations and is the father of two great young women who both are educators. In 2015 John began teaching design at the University of Oregon's Graduate School of Architecture. That same year he was elevated to the College of Fellows by the American Institute of architects.

Design Team Fellows

AMY YURKO, AIA

Amy is the founder and President of BrainSpaces, Inc. As both a licensed architect and educator, she applies brain-based strategies to the planning and design of learning environments. Incorporating a growing body of research, her firm's unique approach blends education and architecture, promoting the allocation of physical resources where they will yield the maximum educational value. Through an extensive body of work, Amy had earned recognition as expert in her field, and is consistently invited to teach, speak, write and participate in design juries. Amy has a keen understanding of the challenges in education today, reinforced through faculty positions held at Harvard University, the University of Southern California, Illinois Institute of Technology, and within Chicago Public Schools.

Amy is known for a straightforward style and no-nonsense approach and has a proven talent for bringing people and ideas together in new ways. She is accomplished at leading school systems and their teams, groups, committees and communities through innovative, inclusive and consensus-building processes. Insightful, fun, and challenging, these processes are designed to ensure that investments in school facilities are meaningful for diverse interest groups, to incorporate proven strategies for supporting brain-based learning, and to embrace change with agility and grace.



Design Fellow Caroline Lobo

LEONARDO GONZALES

Over the last fifteen years, Leonardo has dedicated his career to the design of educational environments in both the K-12 and Higher Education realms. Grounded in his belief that educational spaces are of paramount importance in the successful future of our society, he has worked passionately to create unique learning environments that are memorable for the students and teachers who experience them. As a talented conceptual thinker, he is able to analyze big-picture parameters and make connections amongst seemingly unrelated notions to uncover hidden potential in project challenges. In his role of regional design director of Education at HKS, Leonardo leads project teams in the conceptualization and implementation of design for a wide range of projects. From this role, he has also partnered with clients to go beyond the status quo, and design with a vision for the future of the industry. Whether it is imagining Personalized Learning labs or building community through connective student commons; Leonardo's efforts are aimed at advancing the building typology in education and creating spaces that enable new pedagogies and support progressive educational opportunities. Leonardo has been a speaker on these topics most notably at the Association for Learning Environments winter conference in 2015, at the 2017 Florida Educational Facilities Planners Association and ACN Conference in London, England.

CAROLINE LOBO, AIA, PHD

Caroline is the founding Principal of suoLL architects. Her firm practices a design sensibility that transcends time, is experimental, experiential, sustainable and well rooted in its local environment. Caroline brings over twenty years of experience in architecture with a project portfolio that includes Residential, Healthcare and Educational projects in the US & India. She has led and designed a wide range of public and private projects, keenly interested in the role of design in shaping communities. Over the years, she has led several workshops and research initiatives that have informed the design of learning environments. She is an avid hiker and traveler, having traveled to over 60 countries, using travel opportunities to research and understand the complexity of natural, man-made and culture rich environments that continues to inform her firm's work. She has served on several City of Phoenix Boards and Commissions, Environmental and Community organizations. She is the Past-President of AIA-Arizona and Past-Chair of AIA's National Committee on Architecture for Education. She has been a speaker at local, national and international conferences, has chaired design juries and has been widely published.

JOHN PFLUGER, AIA, NCARB, LEED AP

John is a Principal at Cuningham Group Architecture, Inc. and serves as a Design Principal in the firm's education studio. Central to John's design approach is his personal commitment to achieving creative, sustainable design results that enhance our clients' goals through a highly inclusive process. John is a skilled collaborator and believes strongly that creativity and innovation are better served through a collaborative process of design—a model that welcomes clients, consultants, and contractors to the creative table. This is especially true regarding educational design where John has been instrumental in creating exceptional learning environments that enhance the educational process and break ground for new methods of educational delivery.

John's reputation as a designer has led him to national recognition in school design including the award-winning Pathways Innovation Center in Casper, Wyoming and the Alexandria Area High School in Alexandria, Minnesota. John also helped author the book, Schools That Fit, which tells the story of Cuningham Group's philosophy and process of tailoring the design of educational projects to uniquely fit the communities they serve.

GAYLAIRD CHRISTOPHER, FAIA

Founding Principal Architecture for Education, Gaylaird is a recognized innovator in the planning and design of educational facilities. A founding Principal of the firm Wolff/ Lang/Christopher (WLC) Architects, he served as President & leader of the Education practice. He opened Perkins & Will's first Southern California office and served as national leader of their K-12 Education Studio. His practice experience includes the design/renovation of individual buildings and campuses, and institutional master plans that delineate strategies for future change and growth. Foundational to his work is a passion to inspire learning, through the educational facilities designed under his direction.

Mr. Christopher lectures regularly to numerous educational/architectural organizations; he has authored many papers highlighting innovations in educational facilities architecture and the creative funding strategies necessary to build them. As a member of the State Allocation Board of the Legislative Implementation Committee, he played a major role in developing California's regulations concerning school funding distribution. Familiar with the latest educational technologies, Mr. Christopher is always prepared to assist clients in selecting technology systems and upgrades, appropriate to their school needs. He taught a class at the University of California, Riverside, entitled "Schools for the Future" for twenty years.

JASON MEYERING, AIA, IIDA, LEED AP BD+C

Jason began his career initially working in healthcare and having the opportunity to develop an understanding of the intricacy, complexity, and detail required for those types of projects, Jason transitioned to educational design which became an intense area of study. Leveraging this interest, and applying the knowledge and skills learned in healthcare, Jason's practice focused exclusively on education projects and the opportunity to immerse himself in the rapidly changing world of education and educational design. Over a 14-year career, Jason has had the opportunity to be a valued member of several world-renowned educational architecture firms, including OWP/P Architects, Cannon Design, and DLR Group. Jason's passion for architecture is reflected in his designs at every scale, from the campus to the smallest construction detail. This enables him to create designs that are highly functional, simple, and beautiful. Craftsmanship and sustainability are additional core expressions of his work, supporting designs that will be relevant into the future.

In 2018, Jason launched his own studio named Jason Meyering Architecture. Jason believes that through the support of professional connections, a new economy connecting individual thinkers, designers, and makers in new and collaborative ways, he will be able to apply his unique skill set to educational architecture and design. Jason's goal for his new practice is always to seek and create harmony between living, working, and learning with architecture.

RON BOGLE, HON AIA

Reimagining America's Schools is led by Ron Bogle, Founder & CEO of the National Design Alliance.

A native of Oklahoma City, Ron started his career in education, serving as the President of the Oklahoma City Board of Education for ten years before becoming the President and CEO of the American Architectural Foundation, a position he held for 16 years.

At the Foundation, Ron launched Design for Learning, and with funding from the Bill and Melinda Gates Foundation, worked directly with school districts across the country to examine how the learning environment can be reimagined to support personalized learning and improved student achievement.

KERRY LEONARD, AIA

Kerry is the Architectural Consultant to the Reimagine America's Schools program. For over ten years he served as a Senior Fellow and Architectural Advisor to the American Architectural Foundation on the Design for Learning program. Kerry is a past chair of the AIA Committee on Architecture for Education (CAE) and a founding board member of the CAE Foundation.

For over 35 years Kerry worked for Chicago based K-12 design firms. Since 2016, as an Educational Facility Adviser, he provides facility planning and architectural consulting services to schools, architects, and organizations. Kerry advances a culture of continual improvement to create, maintain, improve, and enhance educational facilities in the service of students, staff, and the community.

In addition to speaking and teaching activities, Kerry participated in the planning and creation of the book "The Third Teacher - 79 Ways You Can Use Design To Transform Teaching & Learning" a collaborative project of OWP/P Architects, VS Furniture, and Bruce Mau Design. He is also a contributor and reviewer of the publication "Good School Maintenance" published by Illinois Association of School Boards (IASB).

Kerry believes we have the responsibility to make better places of learning through design. He is an expert in creating leading edge places of learning using inclusive and inventive planning techniques.



Community Design Forum

We have a unique opportunity to step away from "what was," avoid hanging on to "what is" and consider "what should be."

AUTHOR UNKNOWN

Middle School Facility Design Principles

Middle School Facility Design Principles

The following are Facility Design Principles to guide the design and construction of Spokane Public Schools new Middle Schools. They are intended to be applied to all replacement and/or new Middle Schools envisioned to be developed in the next six years.

These Principles emerged from a series of activities, community conversations, and input. Activities included:

- Thinking and Planning Conference
- SPS Middle School Educational Program Principles
- Student Voice Gathering
- Visitations to relevant existing school facilities
- Community Facilities Design Forum for Middle Schools
- Design Summit

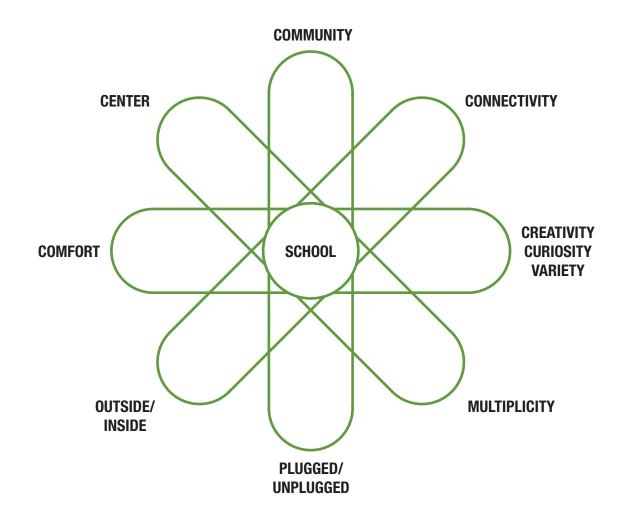
The following pages describe these Facility Design Principles.

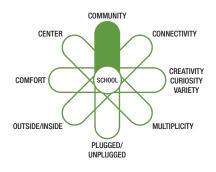
Logic will get you from A to B. Imagination will take you everywhere.

ALBERT EINSTEIN, THEORETICAL PHYSICIST

Wholeness

New Middle Schools Facility Design Principles are related and interrelated. Rather than stand alone, they should be applied throughout the entire facility. Creating an environment that accommodates, supports, and reinforces the future culture of learning.





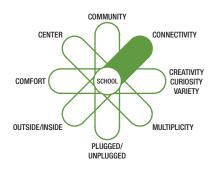
Community

The new middle school facilities should support a variety of community layers. They should support the greater needs of the entire Spokane community through programs, access, and support. They should support the specific needs of the neighborhood in which they reside. Reinforcing its unique characteristics and needs.

They should create a strong sense of community within. The facility should be organized and arranged to support a feeling of safety and belonging for all. The facility should support a strong sense of place and cohesion.

> Unless you have the most amazing schools it doesn't matter what else you do.

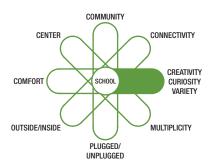
> > MAYOR DAVID CONDON



Connectivity

New middle schools should be internally connected through views, transparency, spatial arrangements, and excitement.

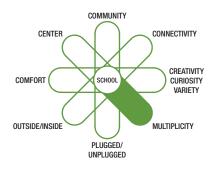
By supporting close proximity of all within the facility travel distances should be minimized, space size should support a variety of learning modalities, and all should encourage collaboration between students, between teachers, and between teachers and students.



Creativity | Curiosity | Variety

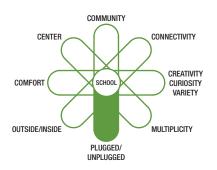
New middle school facilities should support a culture of creativity. All spaces should have a multitude of learning possibilities and inspire students and teachers to explore and create. They should avoid traditional names. Rather, they should represent their possibilities.

New middle school facilities should have a variety of spatial shapes, arrangements, and use. All surfaces, places, and spaces should be used for learning activities. They should encourage curiosity, be active, engaging, and promote exploration, problem solving, and project-based learning.



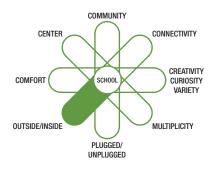
Multiplicity

New middle school facilities should support the unique needs of all students. Careful attention to these needs should be accommodated and diversity supported.



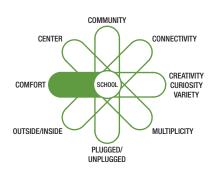
Plugged / Unplugged

New middle school facilities should be sensitive to how students learn and provide for diverse learning and teaching styles. They should be student-focused from formal to casual; large to small group; active to static; they should provide for the learning community as a whole; and/or the unique learning needs of the individual.



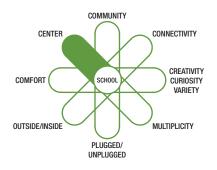
Outside / Inside

New middle school facilities should bring the outside in. They should be healthy, light-filled, acoustically appropriate, colorful, open, and spacious. Views should be encouraged. Access to fresh air should be abundant. They should be arranged to allow easy and safe access to the exterior to expand the learning environment and to support outdoor learning.



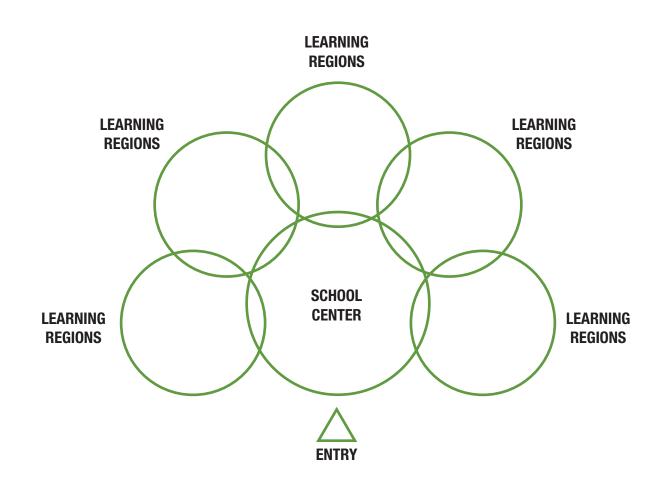
Comfort

New Middle School facilities should be home like. Drawing from the amenities and feeling often most familiar to students. Facilities should create a sense of home through scale, furniture, placemaking, multi-use, and special arrangements. They should also reflect the neighborhood in which they reside drawing references from other places, spaces, organization, and institutions nearby.



Center

New middle school facilities should have a center or group of centers interconnected. They should be those functions that are used by all. Open and accessible, the center(s) should represent the school's highest ideals, support all the school's needs, and connect the school at large.



C The spaces they were showing us were limiteless in their potential to serve. I began to envision my students in this new space. A space where students could authentically investigate, inquire, collaborate, and learn together. A space that provided comfort and choice. A space that was not a one-size fits all. It was a game changer.

HEATHER KALUZA, TEACHER SHAW MIDDLE SCHOOL

When have we ever had a time to do something like this in Spokane. To celebrate our kids, with all the potential of who they are and what they can become.

SHAW DESIGN TEAM

Student Perspective

Student View

The following pages summarize input and discussions by middle school students. This section outlines student views of the current middle school experience and possibilities for the future. Pictures selected by these students—and corresponding explanations—suggest physical attributes they would like included in new middle school designs.

BE SENSITIVE TO HOW WE LEARN

We are not the same, we are kinetic, visual and auditory. We are introverts and extroverts. The spaces we learn best in have variety and support us all.

BE SENSITIVE TO HOW WE WORK

For most of us we do not like sitting in rows of desks. We work best in teams and collaboratively. We find that at times, doing is helpful. That creating, discovering and learning requires appropriate space and time to accommodate.

WE HOPE THE SCHOOL IS OURS

If you ask we will tell you the only thing we "own" in a school is our backpack. We should feel like all areas of a school is ours. That we have ownership in the school at large and pride in the place.

WE LIKE VARIETY

One size does not fit all. We like variety in our spaces and places. From small areas where one can be individually. To large places that have multiple uses and functions.

WE WANT TO BELONG

We find comfort and satisfaction in belonging. Being welcomed and supported.

WE ARE CONNECTED

We enjoy our friends, colleges and teachers. We want to socialize and interact. The facility should create and support those needs. We also recognize that what we learn and how we learn and where we learn are connected. Learning flows from one activity to the next and that interconnection should be supported by how at schools are physically arranged.

WE LIKE THE OUTSIDE

The natural environment should be inside. Fresh air, abundance of natural light, views and color should be predominant in the school.

SUCCESS

For us success is personnel. For some it comes through sports, the arts, music, solving problems, helping others, or being valued. My school should physically support these and find a way to represent that success.

EVERY SPACE

We use all places in school: some call them classroom, science labs, gym, cafeteria, corridors, library, etc, in a variety of ways all spaces are used for all activities. They should be useable, multiuse, a variety of shapes and sizes to support our learning.



C I learn best in a collaborative environment.

STUDENT SPOKANE PUBLIC SCHOOLS









I am a visual learner. I like variety and interesting places.

STUDENT SPOKANE PUBLIC SCHOOLS





I learn best in a comfortable environment with sunlight and different areas to gather and sit.



STUDENT, SPOKANE PUBLIC SCHOOLS





I learn best
 in a big open
 environment with
 lots of windows
 and natural light.

STUDENT, SPOKANE PUBLIC SCHOOLS





L I like color.

STUDENT SPOKANE PUBLIC SCHOOLS

L I learn best by seeing what I'm learning...using my brain and hands.

STUDENT, SPOKANE PUBLIC SCHOOLS



I feel most successful when I'm involved in sports or doing hands on activities.

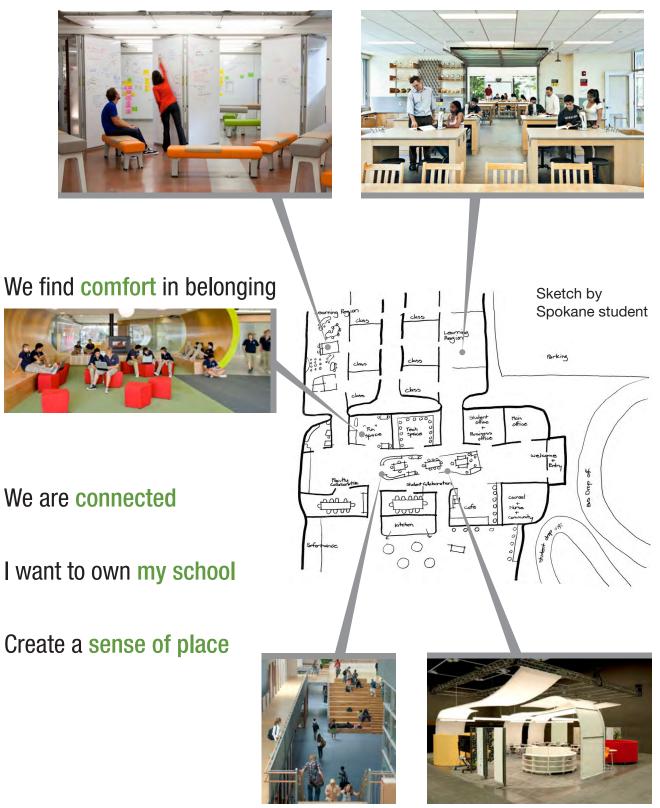
> STUDENT SPOKANE PUBLIC SCHOOLS





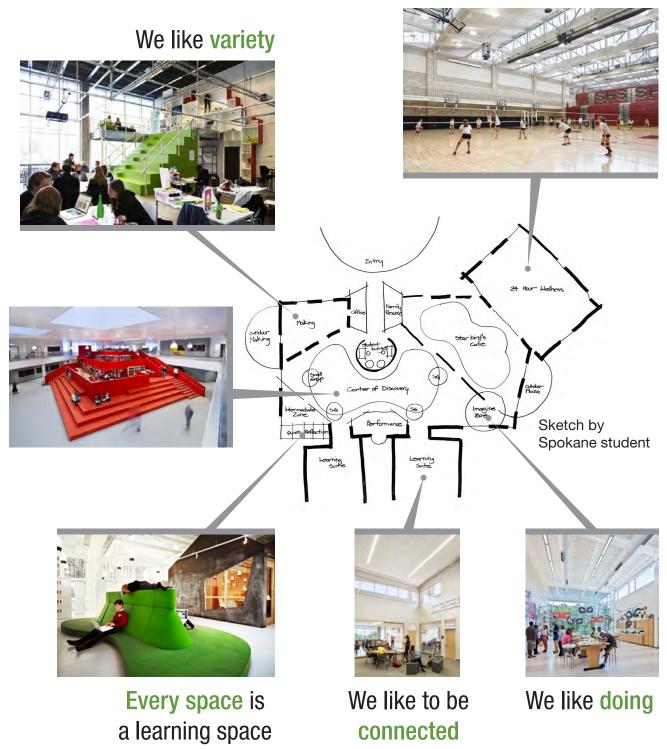


Be sensitive to how we learn



I like to socialize

For us, success is personal



[These goals] can be achieved if we are willing to think outside the box, think of the WHOLE student's need and create not just a "school" but a "learning studio"...and always being open to change and listening to what our children want, as well as what will benefit the staff and administrators.

We have a lot of work to do and we all have to be willing to be "ALL IN" to make this crucial change.

JESS SILVERNAIL, PARENT OF MIDDLE SCHOOL STUDENT

I have been so encouraged by the work we have done. It has been truly inspiring to work with a variety of people that agree we can serve middle school scholars better.

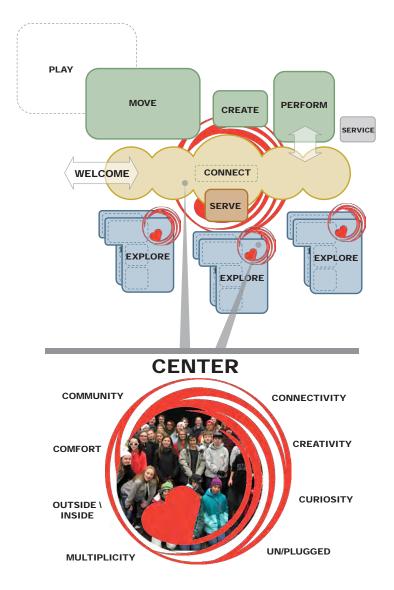
> HEATHER KALUZA, TEACHER SHAW MIDDLE SCHOOL

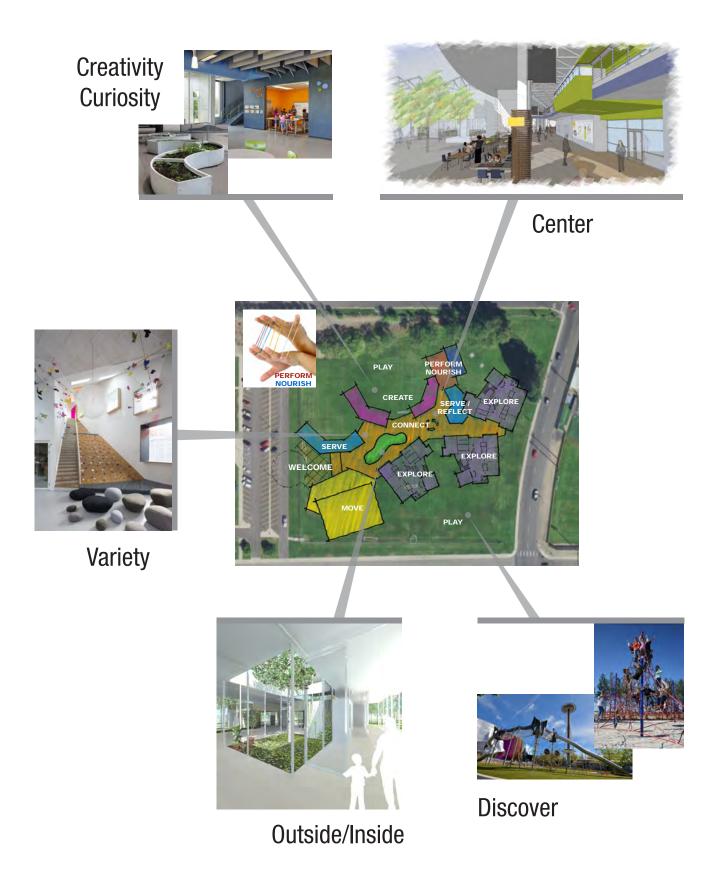
Design Implications

Design Implications

The following sketches and diagrams tested the Facility Design Principles at three sites: Glover, Sacajawea, and Shaw Middle Schools. They were developed by teams of parents, students, teachers, administrators, and architects. Pictures were provided by the Design Fellows (architects) and/or the information developed at the Student Voice gathering and are included to reinforce the concepts that each team developed.

Learning from Glover Middle School









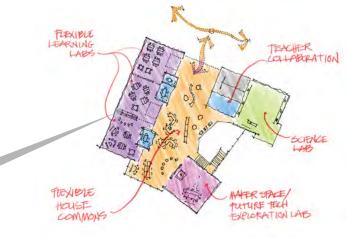
FLEXIBLE

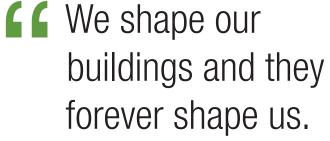
Ability to reconfigure space

TEACHER COLLABORATION

FRSACE

FUTURE FEEL EXPLORATION LAB





WINSTON CHURCHILL, UK PRIME MINISTER

Learning from Sacajawea Middle School



A center for families and community to connect and access resources and look into options to volunteer. This zone also promotes multiplicity as it meets the needs of all students and our community through a variety of offerings.



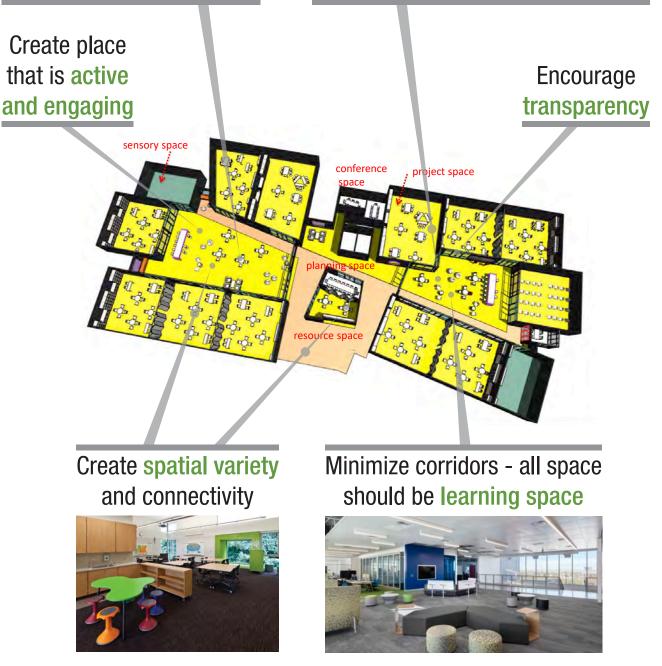
A place to keep families and the community plugged in to events, staff, student body, and all things related. Promoting diversity, while embracing individualism help the Community Engagement Zone gain popularity.

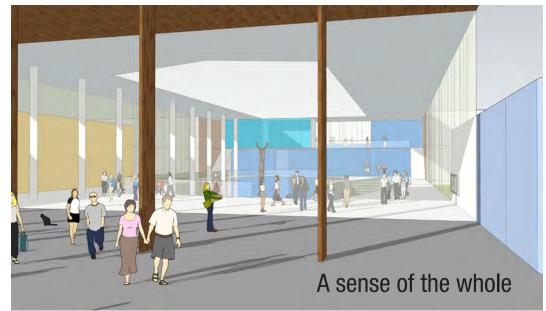


Arrange Learning Studios into Learning Suites to support collaboration, connectivity, and proximity

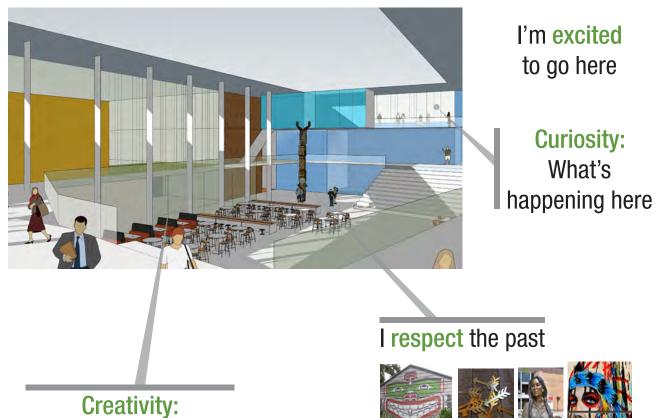


Create space that is comfortable





The Center "The Hub"



Design Implications 57

Creativity: I can see the maker and music spaces and want to participate Natural light, native materials, intentional colors and layout. The Community Engagement Zone effortlessly promotes creativity between community, staff, and students.



Outside /



Inside

Variety

More than one "thing" happens here. Performance, socialization, nourishment, community, comfort.



Learning from Shaw Middle School

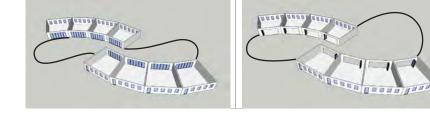


- A community with a <u>unique identity</u>
 <u>Sense of Ownership</u> and Belonging
 Co-curricular but maintain departmental relationships
 A <u>dynamic space</u> for Science, Math, English, and Social Studies

 Only limited by the creativity of the team
 Spaces for small group <u>collaboration</u>
- Accommodations for interventions

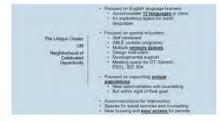
















September 19, 2019

Dean Gunderson Neighborhood & Planning Services 808 W Spokane Falls Blvd. Spokane, WA 99201

Re: SPS Glover Middle School Replacement 111-19027 – 04_P

Dear Dean,

I offer the following in response to the Design Review Board (DRB) Staff Report as additional information and/or clarification in preparation for our upcoming DRB Workshop meeting on September 25.

Design Standard Implementation, Pages 5-6:

- <u>Buildings Along the Street</u>: The elevations in the submitted drawings show windows on the south and east elevations facing Longfellow and Belt Streets. The landscape plan shows, and the design narrative says, the landscape buffers as required by code will be incorporated into the project including at all setbacks and within the parking lot. Please let us know if there are additional requirements beyond those shown on the submitted landscape plan.
- <u>Landscaped Areas</u>: There is a significant grade change between the Shadle shopping area to the north and the Glover site. This grade change alone obscures views to the Shadle shopping area. Shadle Park and the Shadle shopping area are very prone to undesirable activities. CPTED principles would discourage providing additional areas for unwanted activities to occur unnoticed. Extensive planting on this steep hillside would be a maintenance issue. The proposed design is to simply plant the hillside with dryland grass for easy maintenance with possible addition of a few trees.
- <u>Street Trees</u>: We'd like to continue this conversation with the City of Spokane. It was our understanding from the Pre-development meeting that street trees would not be required at parent drop-off curb areas which will occur along Longfellow. Evergreen and deciduous trees will be incorporated into the landscape between the sidewalk and building to accentuate the design vocabulary of the building and to provide a transition to the adjacent neighborhood. Locating the trees within the landscape without the restriction of the planter strip provides an opportunity add larger, longer living trees to the urban forest over time. We also understood the city was willing to consider not removing and replacing existing perimeter sidewalks along Belt. A mature grouping of ponderosa pine trees at the northeast corner of the site along belt are planned to be preserved and protected. This grouping of pines serves as an example of the approach to tree plantings that the design team is developing. There are no upgrades to the frontage along Alberta so we were not anticipating any work to the west edge of the site.
- <u>Curb Cut Limitations</u>: We will meet the requirement of not having curb cuts exceed 30 feet wide.
- <u>Connections in Parking Lots</u>: The design team will study adding north/south pedestrian connections within the parking lot for the final DRB meeting.



- <u>Transitions between Institutional and Residential Development</u>: It appears we responded incorrectly to this requirement in our previous application. We believe the design as presented in the report meets these requirements by 1) stepping the building mass such that a significant portion of the building facing Longfellow is only 1-story, 2) incorporating large amounts of window area, 3) incorporating the concept of either "tile work" or "medallions" by introducing colored accent panels in a manner that is true to the design metaphor of the "Bowl and Pitcher", and 4) incorporates canopies at the main entrance and at the ends of the academic neighborhoods. Lastly it should be noted the building's location on site exceeds the minimum required setbacks to ease the transition to the residential neighborhood across Longfellow, a broader than normal street.
- <u>Massing</u>: The SMC language regarding base, middle and top is a presumption, not a requirement. We believe the design as presented is better than the SMC presumption of providing a base, middle and top and ask for the DRB's review and agreement on this issue.
 - The concept desired by the school staff was to create a sense of discovery which the design team then translated in the architectural metaphor of the "Bowl and Pitcher" as outlined in detail in the original application.
 - The Bowl and Pitcher metaphor provides wonderful architectural opportunities to create a sculpted, varied, colorful and exciting building. The Bowl and Pitcher concept does not lend itself to references of historic architecture that are expressly proposed and illustrated in the presumption of providing a base, middle and top.
 - The exterior design submitted has been developed as a series of darker "boulder" masses mixed with lighter masses as background.
 - The SMC Standard states the purpose is to "reduce the apparent bulk of buildings…" The building's mass as submitted is anything but bulky due to its many different rotated masses, varied colors, extensive windows, and additive canopies.

The proposed building's design is rooted in a deeper design concept of discovery along with a unique architectural design metaphor & aesthetic that reinforces the concept. This was the desire of school staff – to create a uniquely "Glover Experience." The proposed design goes beyond the prescriptive, formulaic requirements of the simple rote requirement of base, middle and top. The submitted design goes beyond simple application of these elements to an otherwise rectangular (as shown in the SMC Standards). Like neighboring St. Charles Church, the deeper design concept for Glover Middle School creates a more inspiring, exciting architecture for Spokane students, teachers and staff.

Topics for Discussion, Pages 8-9:

- A major concern of the school and the school district is safety and security. This is a board priority. Unfortunately, it is not possible secure a school site if pedestrian and micro-mobility pathways are available through the school site. Shadle Park is a wonderful amenity. But it also draws a significant amount of undesirable activities that are of great concern to staff and administration. The Shadle Shopping area brings similar activities up to the site's edge in close proximity to school children. There is a clear need to secure the site.
- Bike racks will be provided in the Student Entry Plaza.
- The pedestrian experience along Belt and Longfellow adjacent to the new building and parking will be significantly improved for pedestrians with the addition of the L2 and L3 landscape buffers and trees as shown on the planting plan in the application.

We look forward to continued discussion at the upcoming DRB Workshop.

Sincerely, aug Dana Harbaugh Principal L

Cc: Greg Forsyth, Aubrie Christensen, SPS

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