

# Client Meeting

**PROJECT:** WOODLIN ELEMENTARY SCHOOL  
219-20-00

**DATE:** 16 Jun 2020

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**ATTENDEES:** MCPS / Woodlin Elementary School:  
Ken Futch, Project Manager, MCPS  
Craig Jackson - Principal  
Dennis Cross, MCPS  
DJ Connelly – MCPS, Educational Planner  
David Cox – Neighborhood Association President

ADTEK:

Douglas Ostazeski, Civil Engineer

Design Collective:  
Fred Marino, Architectural Principal  
Scott McGovern, Project Manager  
Scott Vieth, Project Designer  
Brock Scarborough, Project Architect  
Jennifer McLaughlin, Interior Designer  
Brian Reetz, Landscape Architect  
Anna Dennis, Landscape Architect

See Sign-in Document For Community Attendees

**CC:** Cassandra Scott, WES  
Katherine Manzanares, MCPS  
Ashley Beesam, ADTEK

**COMMENTS:** Notes

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## MEETING MINUTES

- 1) The design team reviewed the goals for the school as established at the kickoff meeting. These include:
  - Bright, daylight learning spaces
  - Safety and security
  - Green space and outdoor learning spaces
  - Collaboration spaces for students and teachers
  - Adequate storage
  - Inclusion of special education students
  - Easy and intuitive access and flow
  - Deign to respect the context of the neighborhood
  - Resolve traffic issues
- 2) The team reviewed Woodlin and MCPS diagrams from Meeting #1 & #2
  - Site diagrams and preferred schemes
  - Program diagrams and preferred schemes
- 3) The most current Scheme D was presented.
  - a. 2D Diagrams and 3D diagrams

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## COMMUNITY QUESTIONS AND FEEDBACK

### 1) Site Discussion

- How will pedestrians access these schemes north of Brookville?
- Is it possible to have the parking lot also access Brookeville to reduce traffic in the neighborhood?
- Scheme C seems closer to Brookville. What setback are you considering?
- What was the soil percolation rate and would it allow rain gardens swales?
- Are there any plans for the space inside the bus loop?

### 2) TRAFFIC

- Many parents drop off at child development by parking off of Warren where Wider Circle is located
- Salisbury and Brookville could allow a pedestrian crossing to this scheme
- How are you looking at safe routes issues so that the kids across Brookville can walk to school? That would be great! Will you address how the traffic study will happen if there is a modified school attendance this fall?
- when you do the traffic analysis, it would be great if you could figure out how to get parents to drive to the parking lot past Woodlin taking Luzerne down — and leave the school taking a right out of the lot. Luzerne's just a really narrow street and when people park on one side, there's barely room for cars to pass one another.
- Just get the buses off Luzerne!
- We would LOVE walkers to have access across Brookville.

### 3) LANDSCAPE

- I love the green space - what is the idea for the space- any veggie/fruit gardens or compost for the school?
- Increased play space has direct impact on the ability of kids to learn. I've seen a lot of very wiggly and inattentive elementary school children over the years and recess in big spaces really helps!
- Can you add a patio outside of the art room placed on the berm?
- Inside the open space at the loop will there be a new tree buffer?
- There is currently a separate playground for the daycare. Where will it be in the new space?
- As a parent who lives in the neighborhood, I really like the location of the planned green space.
- Are there plans for the green spaces? In terms of playgrounds, fields, etc.? Or does that come later?

### 4) BERM

- How much of the land above the berm is Woodlin's?
- In another meeting, MCPS officials said that Woodlin owns up the hill to 1/2 of the Yeshiva parking lot.

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- So are we using any of the Yeshiva field that Woodlin owns?
- If there is consideration of making the land above the berm usable for Woodlin, are there any plans on how the space will be separated from the private school?
- Playing room has been extremely limited so you want to use as much of that land above the berm as possible.
- Could the berm be used for assemblies?
- Just saying, but the "berm" = local sledding hill
- Can the building be built into the berm to be able to access above and below?
- Any conversation about the berm should probably recognize the 'sacred' label of "the sledding hill" for the neighborhood
- But the love of the sledding hill is probably still secondary to the neighborhood's desire to get the busses off Luzerne - so THANK YOU!
- Using/building on the Bern to allow the space behind it to be used also a GREAT thing.
- I like the comment on "testing the limits" — when my kid was sledding, somehow the kids were ALWAYS able to hit poles that were extremely rare in the landscape. You can't safety proof everything. Youth will find a way.
- Will the hill be used for school gatherings?
- One cool thing you could do with part of the berm is a series of raised beds for growing projects by students and by parent-student groups. j

## 5) BUILDING

- Original capacity was approved as 740, I believe the plan is to allow for expansion to that capacity when needed although only building out for 635 for now. What would it look like to expand to 740 later?
- On Warren, several small restaurants produce rather aromatic exhaust. Will you look at prevailing winds on how best to orient windows, and mechanical air intake?
- Am liking scheme C the flex space inside and the entry is fairly prominent
- Daycare question - there are currently two separate providers on site. A full-day daycare/aftercare center in separate building, plus a second aftercare provider. Do the designs assume both organizations will move forward?
- Apologies if I missed the answer to the question, but I second Cheryl's question on daycare providers. Are both moving into the daycare space identified there?
- So to clarify - you are counting daycare (currently Woodlin CDC) separate from the before/aftercare (currently Kids After Hours)
- Agree that the possibility of keeping daycare open throughout would be extremely helpful, if possible.
- One nice thing about the current shape of the school is that at the end furthest away from the parking lot, there is a loop of hallways. The kids all move in lines through the building and this has meant that they aren't backed up at moments when everybody's leaving classrooms. Hope this makes sense. I know this is harder in a more compact shaped building.
- I like the loop for hallways! Omit earlier comment!

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- Traditionally, the multipurpose room is used as a polling space, for concerts and presentations, community presentations, etc. Will placing the MPR far from the entrance create issues?
- Will there be a shell?
- Or room FOR an addition? I wasn't clear by the last statement.
- If they go to 740, where in this diagram would those classrooms go if it isn't a shell?
- Exterior access would be great for security, limiting access to the rest of the building would be easier.
- You can use the gym for election polling place, yes?
- What type of structural system is being considered?
- We are assuming a structural steel structure.
- Who would we need to contact to advocate to get something like a teaching kitchen added to the design?
- Will you make the roof solar ready?
- Will you be using building performance tools like Safaria or Cove Tool?
  
- I think these changes are great and the sooner it is built out, the more children are impacted. Is funding already allocated for the full scope of work? If not, given that a lot of communities are currently cutting costs, are there concerns that this could be delayed?
- Consider a skylight in the open space in the middle of the space to bring in natural light
- Ok light shelves
- How many elevators are being considered?
- In years past, reading specialists and small meetings with students have worked essentially in closets - will there be spaces for that built in?
- Does construction phasing allow the daycare center to stay until the parking lot is needed? Or does it have to be demolished early in the phasing?

## **Next Steps & Follow-Up Items:**

1. Move forward with scheme D

**Next Meeting:** Community Meeting July 14<sup>th</sup>, Design meeting TBD

The above is the author's interpretation of the items discussed. Any corrections or discrepancies should be brought to the author's attention within seven days, or the minutes will stand as written.