

## MEETING MINUTES

FROM: Andrew Thies

DATE: February 12, 2024

SUBJECT: **SWSD – Inclusive Playground Meeting #1**

Held February 12, 2024

Integrus Project No. 22221.00

### Parties In Attendance:

Nels Berquist

Michael Swenson

Dr. Jo Moccia

Susie Richards

Dan Pullman

Kristin Codda

Nick Hagen - FORA

Callie Roberts - FORA

Rebecca Baibak – INTEGRUS

Jeff Luedeman – INTEGRUS

Andrew Thies - INTEGRUS

The following is a record of the author's understanding of comments made and direction given, corrections should be directed to the author.

- I. Desire to pursue an inclusive playground design at South Whidbey Elementary School to create a playground that goes beyond minimum ADA requirements and have a space where students are not separated from their peers. "If you're going to build it, build it right".
- II. Tenants of inclusive play include:
  - A. Shift emphasis away from personal disability and more towards an environment which is accommodating for all.
  - B. Non segregation of uses, intermixed challenge and ability levels.
  - C. Safe environments for all.
  - D. Engage physically, emotionally, mentally, tactility.
- III. Playground Surfacing
  - A. Poured in place surfacing, synthetic turf, wood chips, modular tiles. The group would like to know more about each material option.
  - B. Maintenance, longevity are major drivers.
  - C. Wood chips are not desired as they perform poorly for accessibility and maintenance.
  - D. Poured surface seems the most appropriate pending more information.
  - E. The ability to have raised areas and terrain is engaging for students of multiple abilities. Contours, hills, mounds.

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- F. Colored defined landscapes, paint, change in material for games and play. Game board.
- IV. Playground will serve 450 K-5 Students divided in two recess sessions a day.
  - A. Currently there is a separate play area for Pre-K
- V. Play Equipment
  - A. A large play structure is desired where students can get into and above. Easily accessible while remaining active and dynamic.
  - B. Small refuge spaces are promising but must be balanced with the ability to supervise.
  - C. Spinners are dynamic elements that engage students.
  - D. School motto is Farm Forest and Sea. How does outdoor learning weave into the design?
  - E. Design should be challenging enough and thrill students. Long term engagement. Learn as they play.
  - F. Gaga pits are being installed.
  - G. Students play handball under the covered play. Basketball area is less used.
  - H. Playground storage should be addressed in larger planning study.
- VI. The inclusive playground upgrades are desired early summer work as it would help demonstrate to the community the upgrades and positive work that is happening.
  - A. Playground upgrades could be phased so that not all the work happens this summer.
- VII. Next Steps
  - A. Student and community engagement can happen ASAP. FORA has experience with circulating surveys. This process can happen within a 1 month timeframe.
  - B. Engage with play equipment vendors to provide layouts, visualizations and cost info. FORA to recommend vendors.
  - C. The district would prefer to receive feedback on playground design proposals from school and community groups rather than to leave it open ended.

Attachments: PDF Presentation

CC: file

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