



Mercer Island School District Long-Range Facility Plan

24 February 2020

WELCOME!

- > Please sign in
- > Grab a drink and snack
- > Turn off your cell phones or place on “stun”
- > Introduce yourself to someone you don’t know

MERCER ISLAND
SCHOOL DISTRICT
STUDENTS ARE THE PRIORITY

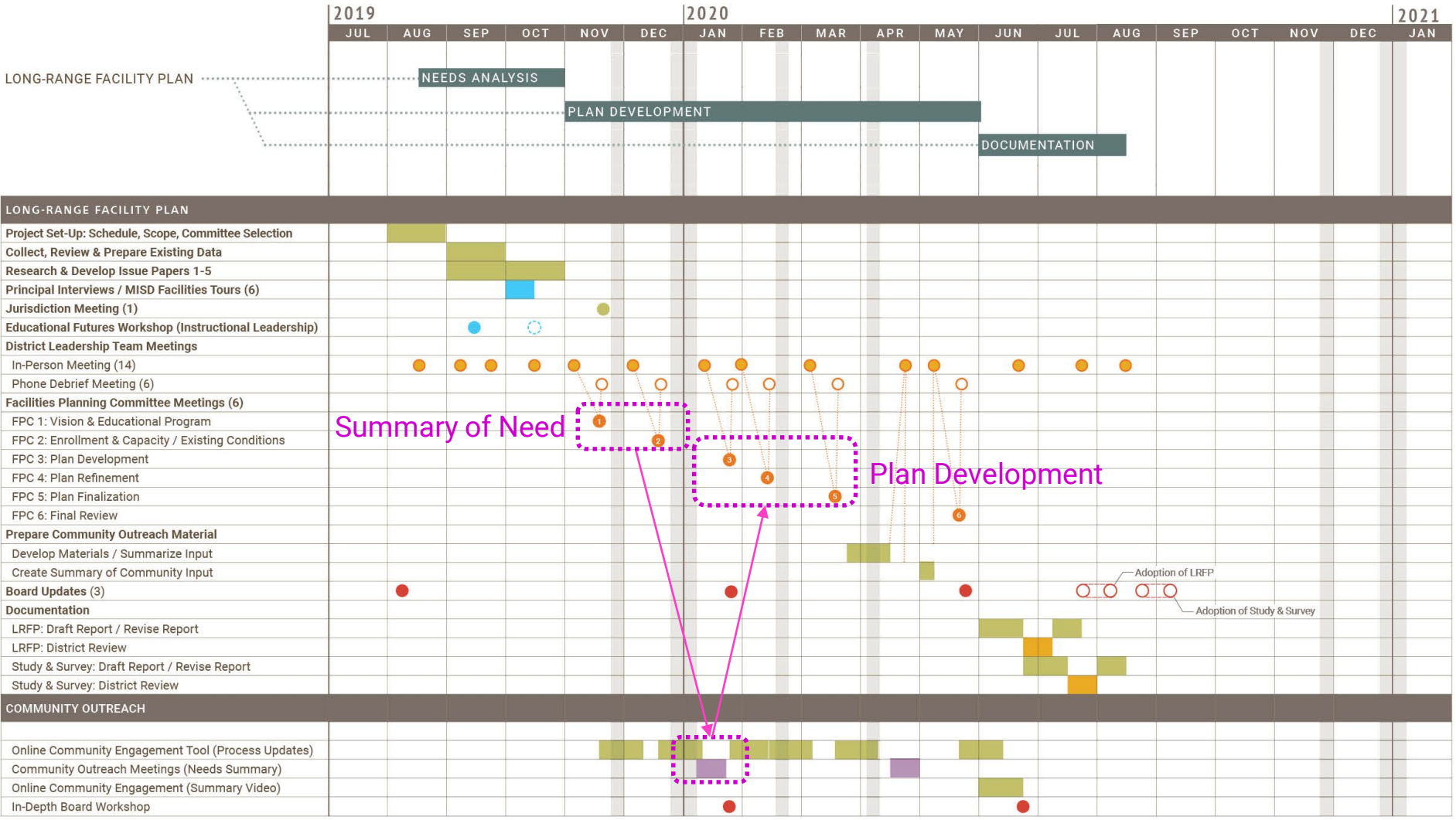
FPC Meeting 4: Plan Development #2

Agenda

24 February 2020

Introduction & Objectives	5 min	5:30
Review of Need	5 min	5:35
FPC 3 Findings	10 min	5:40
New Information	5 min	5:50
Prioritization Exercise: Round 1	70 min	5:55
Break	5 min	7:05
Group Discussion	15 min	7:10
Prioritization Exercise: Round 2	60 min	7:25
Next Steps & Questions	5 min	8:25

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Objectives

1. Begin to prioritize District need over time and understand the rationale
2. Understand short-term implications of long-term replacement

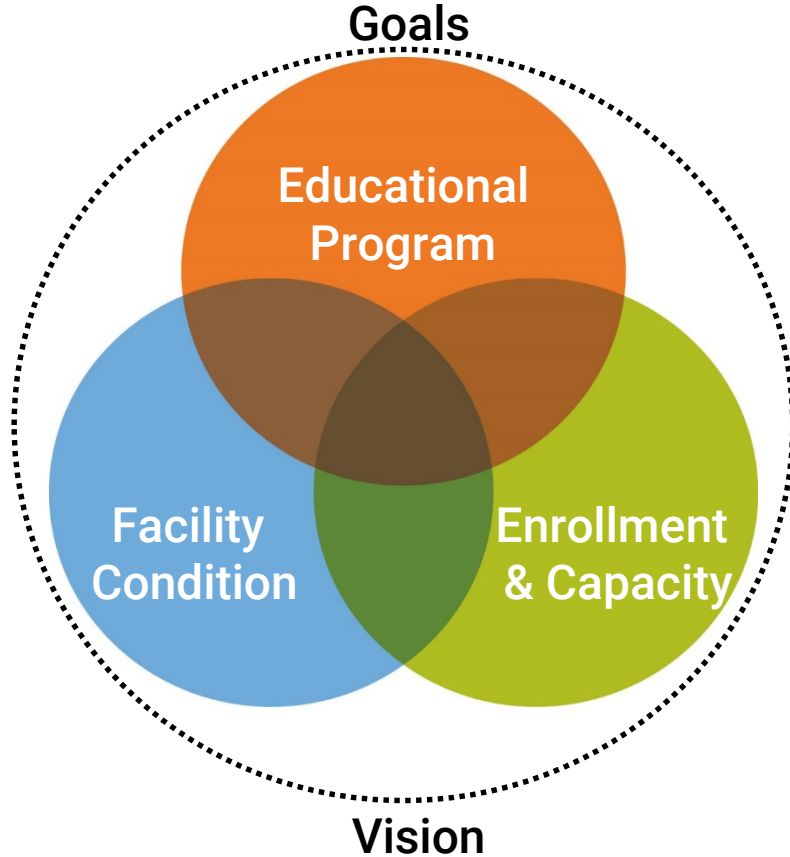
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Review of Need

5:35 – 5:40

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Comprehensive Summary of Need



Goals & Vision

Educational Program

Education Specification
Kindergarten / Pre-K
PE / Athletics / Fields
STEM | STEAM
Special Education
College & Career Readiness
Technology
Target Capacities

Enrollment & Capacity

Growth
Utilization
Boundaries
Consolidation

Facility Condition

Health and Safety
Accessibility (ADA)
Infrastructure
Sustainability / Resilience
Life Expectancy
Academic Suitability

MISD Education Programs



Learning Standards (ELA, Math, Science, Environment and Sustainability, Social Studies, Fine Arts, Health and Physical Education, Financial Education, Computer Science, Educational Technology)

Special Education Services (Pre-K - Adult Transition)

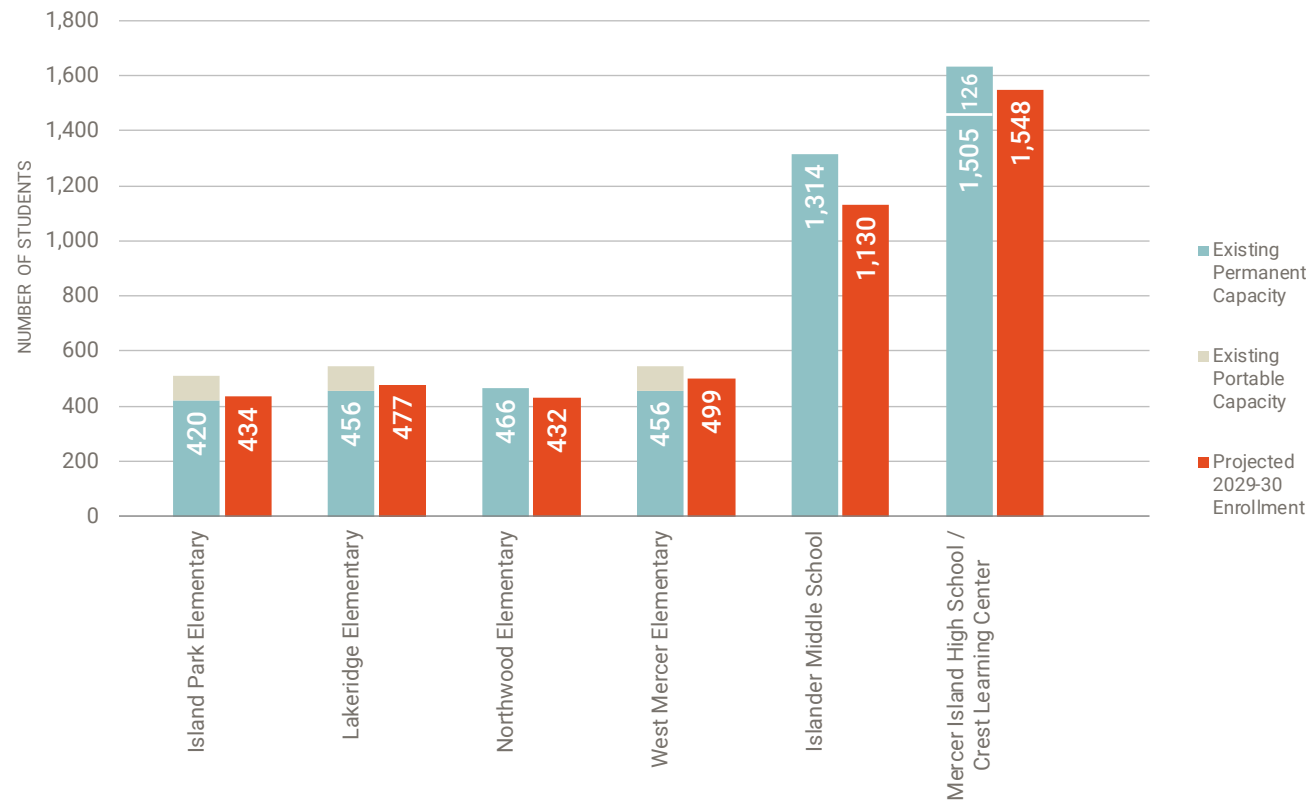
College & Career Readiness (CCR)

Alternative Education (including online learning)

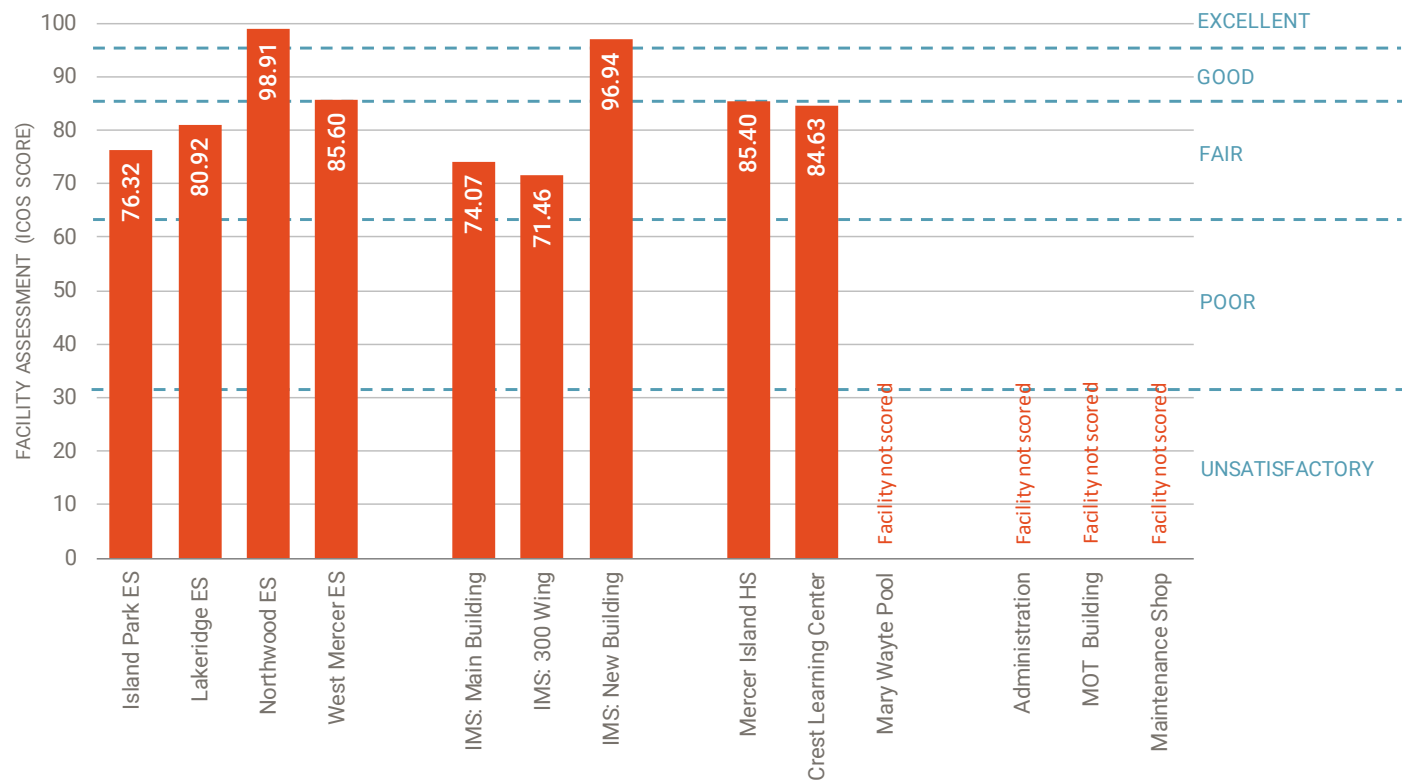
Before and After School Care

Athletics/Extra-Curriculars

Capacity & Enrollment (Mid. Projection)

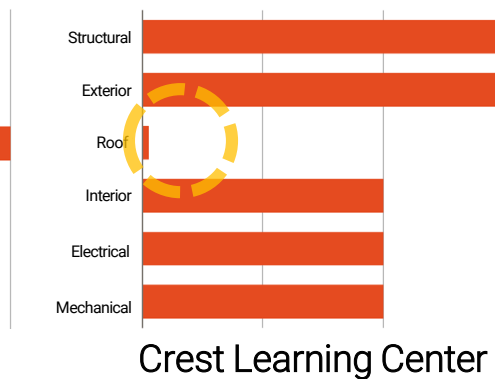
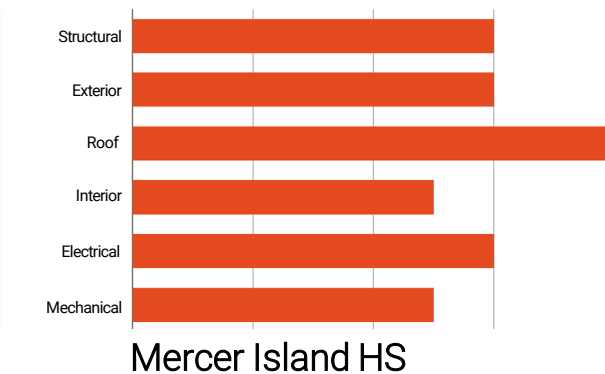
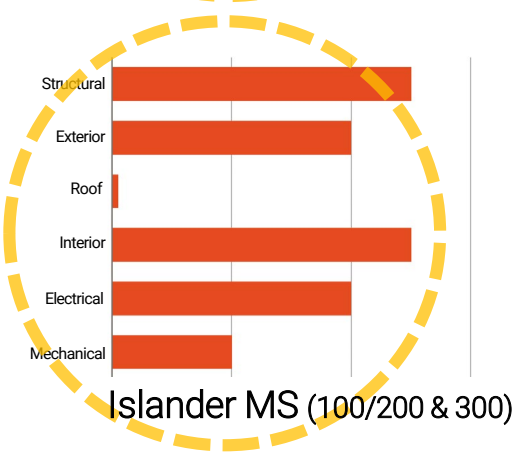
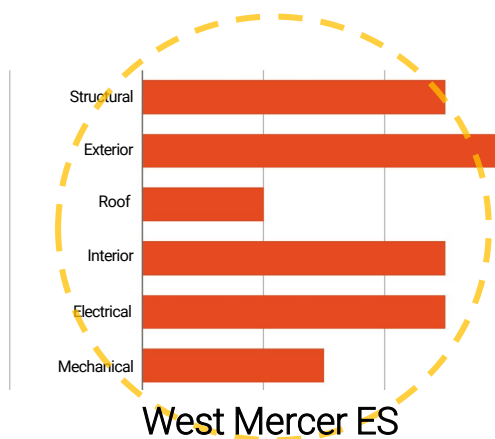
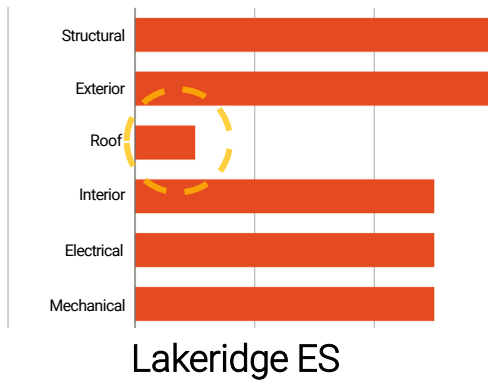
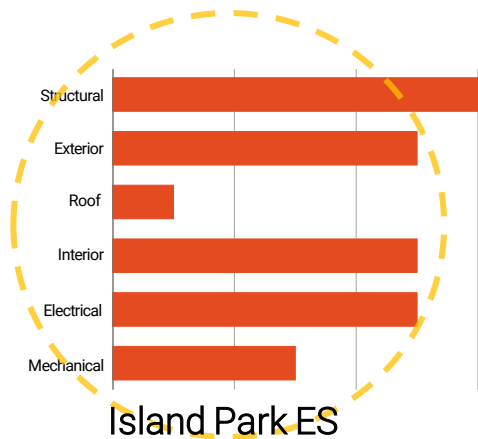


Facility Condition

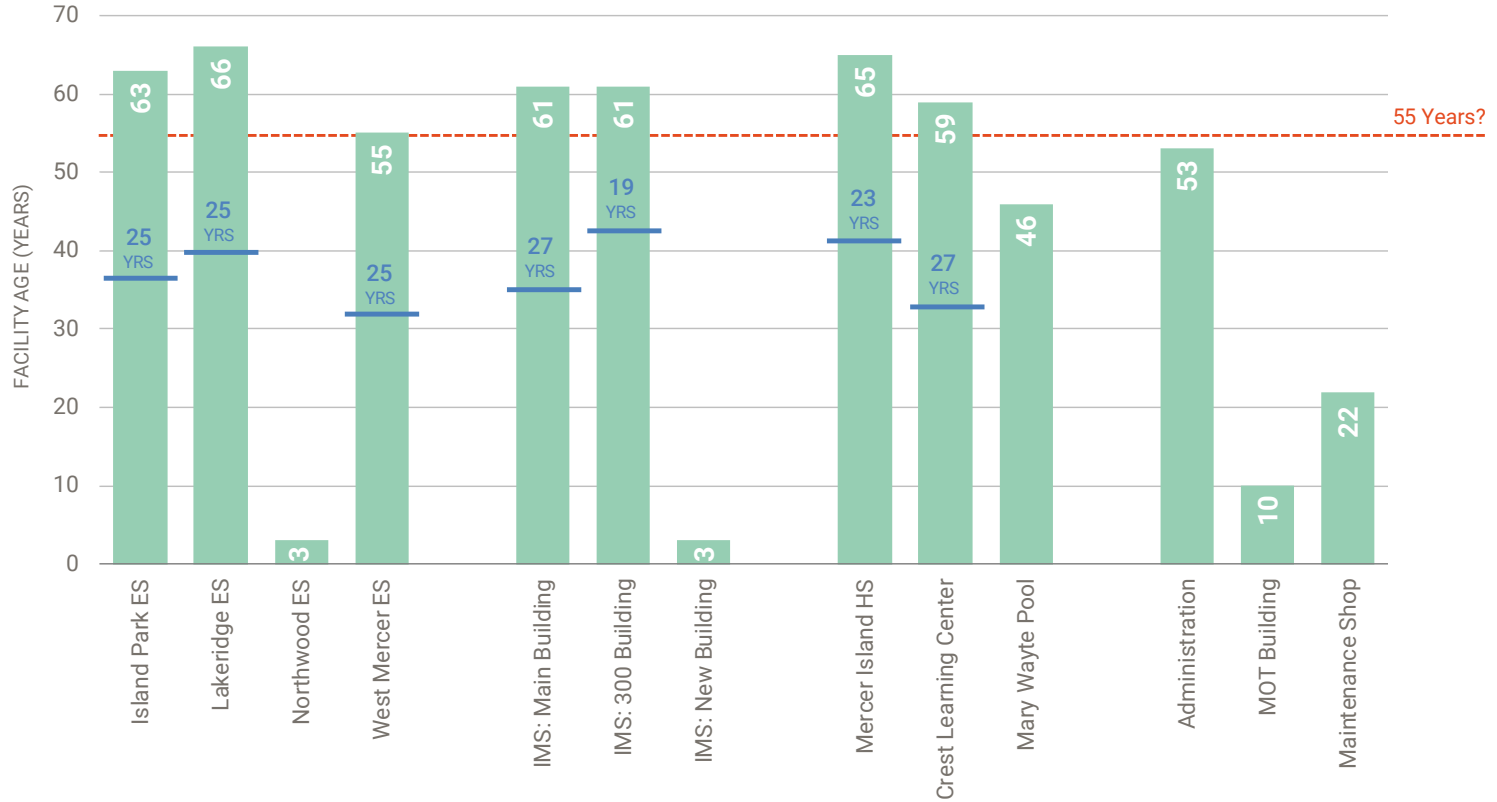


Source: Mercer Island School District
Study and Survey Update, September 2018

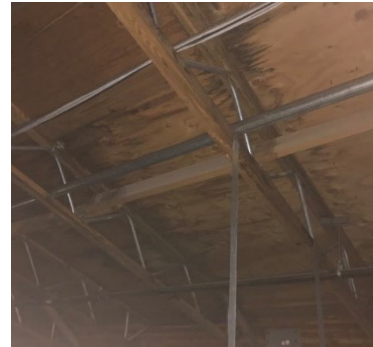
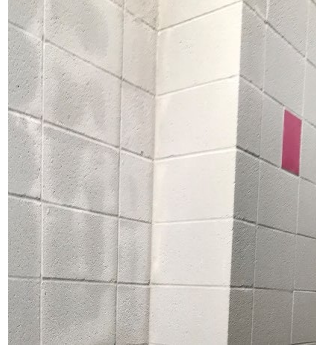
Facility Condition



Age of Facilities



Facility Condition: Islander MS



Significant Maintenance Needs

Roof replacement (critical at 100/200 Building)

Toilet partition replacement / reconfiguration

Fencing to create secure campus

Bus loop asphalt replacement (grind/overlay)

Bus loop lighting replacement

Drainage improvements

Stucco repair

Exterior and interior paint

HVAC equipment replacement

HVAC controls upgrade

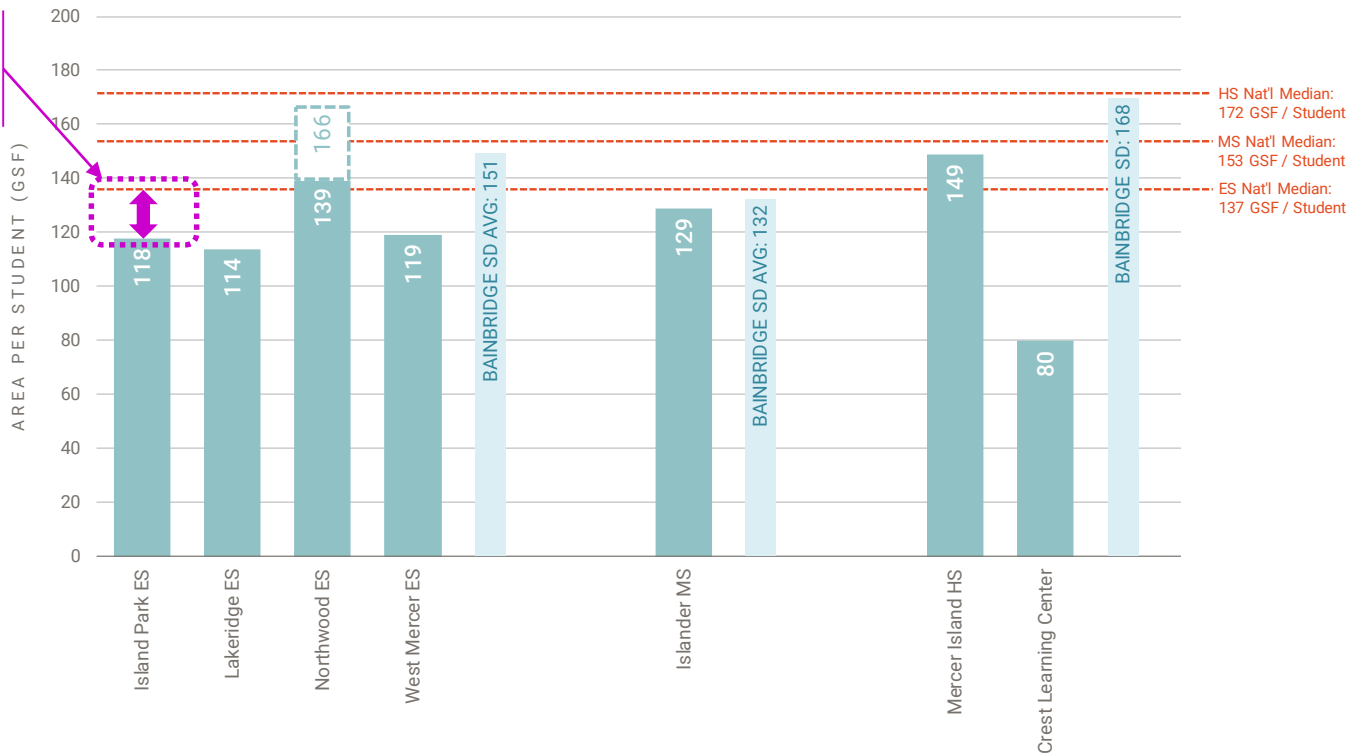
Track and field replacement

* This information is provided for all MISD facilities and is shown in Issue Paper 3. One facility is included here as an example.

Educational Adequacy

EXISTING AREA PER STUDENT
(Permanent Capacity)

R.O.M. Impact
Adds a gym plus
5 – 7 sf/student



Educational Adequacy: Island Park ES

- > Need for separate gym and cafeteria (1hr 20min / day)
- > “Flex spaces” and small group learning areas
- > Centralized SPED area with new special education classroom and OT/PT therapy room
- > General education classrooms are small and do not have sufficient storage; acoustic separation is poor
- > Multiple distributed sensory rooms or “safe spaces”
- > Multiple disconnected buildings
- > Administration area improvements
- > Dedicated art/science classroom(s)
- > Student restroom adjacent to kindergarten classrooms
- > Hard surface play too close to classrooms



* This information is provided for all MISD facilities and is shown in Issue Paper 3. One facility is included here as an example.

FPC 3 Findings

5:40 – 5:50

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Confirm Committee Planning Goals

Place one dot each on what you currently think are the three most important planning goals.

- > Place on a goal you voted for previously or a different goal
- > Add a new goal if needed

FPC Planning Goals 1

SAFETY [33 VOTES]

- > Improve traffic impact around schools [12 votes]
- > Locate all students under one roof [9 votes]
- > Plan for safer pedestrian / bike access to school [6 votes]
- > Improve pedestrian safety / crosswalks [2 votes]
- > Create an environment where students, teachers, and staff feel safe but not under threat [2 votes]
- > Reconfigure sites for more functional use and safer traffic [2 votes]
- > Provide contextualized safety and security [1 vote]
- > Provide more welcoming exterior and interior lighting (for health / wellness and safety) [1 vote]
- > Disguise safety features
- > Consider safety with regard to both exterior and interior threats
- > Provide structurally sound schools

FLEXIBILITY & ADAPTABILITY OF SPACES [26 VOTES]

- > Provide built-in, flexible, and adaptable spaces [10 votes]
- > Rethink libraries [9 votes]
- > Plan for future enrollment and flexible use in the interim [7 votes]
- > Reduce physical boundaries
- > Consider if lockers are needed at the high school
- > Repurpose old computer labs

DIVERSITY OF SPACE TO SUPPORT LEARNING [21 VOTES]

- > Provide small, collaborative spaces throughout the schools [11 votes]
- > Support the whole student [5 votes]
- > Preserve quiet study spaces in the high school [1 vote]
- > Accommodate different learners (not only special needs) [1 vote]
- > Purpose-build spaces and limit multipurpose space [1 vote]
- > Provide more small, private work spaces

ATHLETICS [18 VOTES]

- > Improve gymnasium / athletic spaces and fields [13 votes]
- > Provide for safe and controllable community use [4 votes]
- > Add more gymnasium space [1 vote]

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2

- > Provide speech therapist, psychologist, other similar support spaces
- > Consider a second silent library to provide quiet study space
- > Provide more accessible mental health care at the high school

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3

- > Foster well-rounded kids
- > Provide diverse program options in all schools
- > Provide a high-needs program at every school
- > Integrate the Adult Transition Program (ATP) out in the community, rather than school facility

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FPC Long-Range Planning Goals

FIRST ROUND FPC Prioritization (18 November 2020)				Change	SECOND ROUND FPC Prioritization (27 January 2020)			
			% of Votes					% of Votes
1	ATHLETICS	Improve gymnasium / athletic spaces and fields	8%		1	ADAPTABILITY	Provide built-in, flexible, and adaptable spaces	13%
2	SAFETY	Improve traffic impact around schools	7%		2	CCR	Provide more opportunities for occupational learning	11%
3	DIVERSITY OF SPACE	Provide small, collaborative spaces throughout the schools	7%		3	SUSTAINABILITY	Provide visible sustainability (and explain why)	9%
4	ADAPTABILITY	Provide built-in, flexible, and adaptable spaces	6%		4	SAFETY	Improve traffic impact around schools	5%
5	ADAPTABILITY	Rethink libraries	5%		5	PROGRAM	Provide next-generation project-based learning labs for science	5%
6	SAFETY	Locate all students under one roof	5%		6	CHARACTER & FEEL	Create spaces that students are excited to be in	5%
7	OUTDOOR SPACE	Rethink outdoor spaces (for use during the rainy season)	5%		7	DIVERSITY OF SPACE	Provide small, collaborative spaces throughout the schools	5%
8	ADAPTABILITY	Plan for future enrollment and flexible use in the interim	4%		8	SAFETY	Plan for safer pedestrian / bike access to school	4%
9	CCR	Provide more opportunities for occupational learning	4%		9	TEACHER SUPPORT	Provide support spaces for teachers	4%
10	TEACHER SUPPORT	Provide support spaces for teachers	4%		10	ATHLETICS	Improve gymnasium / athletic spaces and fields	4%
11	PROGRAM	Provide next-generation project-based learning labs for science	3%		11	OUTDOOR SPACE	Rethink outdoor spaces (for use during the rainy season)	4%
12	PROGRAM	Dedicate space for art	3%		12	TECHNOLOGY	Create adaptable environments that accommodate future technology needs	4%

Spectrum Exercise

Do district facilities meet the Committee's long-range planning goals?

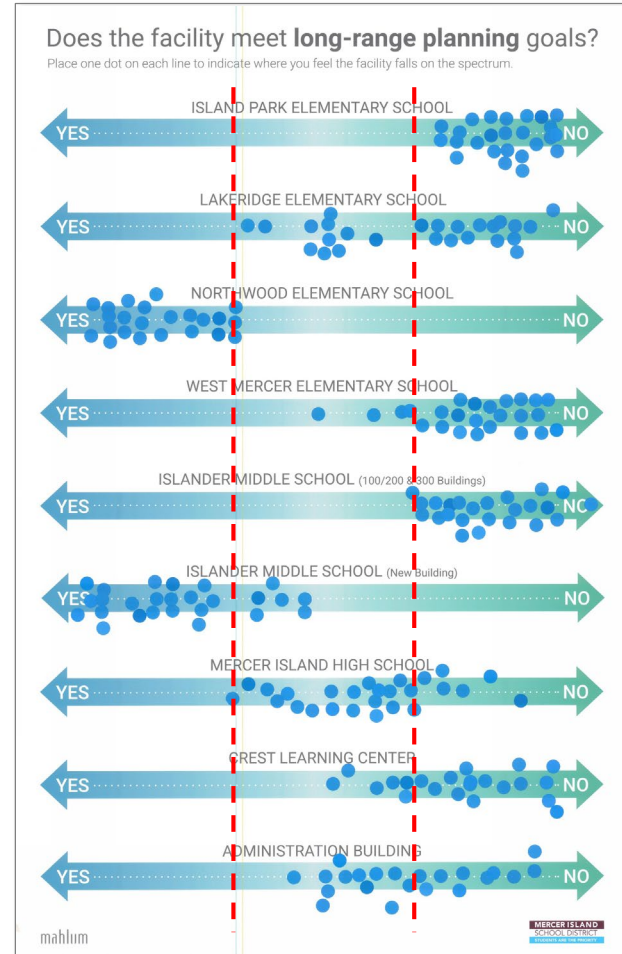
Does the facility meet **long-range planning** goals?
Place one dot on each line to indicate where you feel the facility falls on the spectrum.

Facility	YES	NO
ISLAND PARK ELEMENTARY SCHOOL		
LAKERIDGE ELEMENTARY SCHOOL		
NORTHWOOD ELEMENTARY SCHOOL		
WEST MERCER ELEMENTARY SCHOOL		
ISLANDER MIDDLE SCHOOL (100/200 & 300 Buildings)		
ISLANDER MIDDLE SCHOOL (New Building)		
MERCER ISLAND HIGH SCHOOL		
CREST LEARNING CENTER		
ADMINISTRATION BUILDING		

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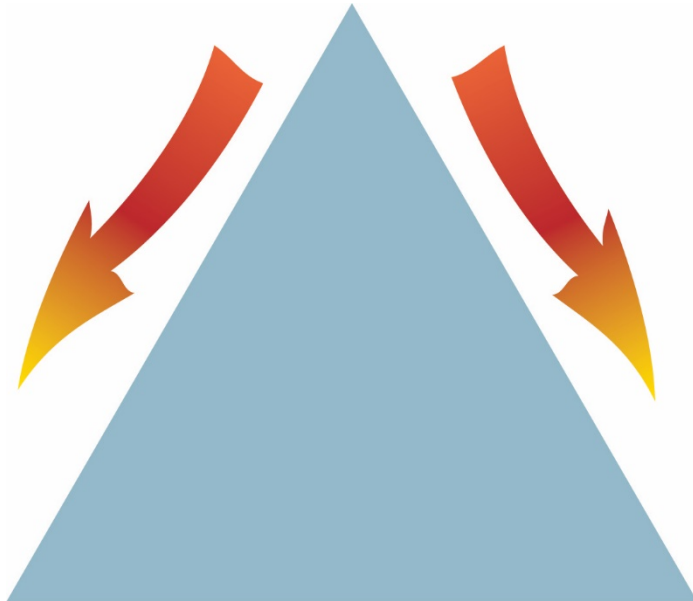
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SCHOOL DISTRICT
COMMUNITY ENGAGEMENT

Spectrum Exercise



Exercise 3: High-Level Approach

What are your initial thoughts related to a few high-level questions regarding the management of Mercer Island School District facilities?



FPC 3 Exercise Results: Elementary School Level

In the context of 30+ years (long-term) what makes most sense to you regarding management of your existing elementary schools: continual renovation, modernization, or prioritized replacement of existing schools over time? Why?



RENOVATION (\$ - \$\$)

Significant Maintenance

- > Roof replacement
- > Fencing repair / replacement
- > Parking lot grind / asphalt
- > Drainage improvements
- > ADA interior improvements
- > ADA exterior improvements
- > Stucco and CMU repairs
- > Interior and exterior paint
- > Flooring replacement
- > Toilet partition replacement
- > Furniture replacement
- > Boiler replacement
- > Fire alarm replacement
- > HVAC controls upgrade
- > Kitchen equipment replacement
- > Kitchen hood replacement

MODERNIZATION (\$\$\$ - \$\$\$\$+)

Potential 70-Year Building

- > Full seismic upgrade
 - > Full energy efficiency upgrade
 - > Full plumbing replacement
 - > Full HVAC replacement
 - > Full electrical replacement
 - > Full technology upgrade
- > Educational adequacy improvements:
- Conversion / decompression
- 
- Add program area(s)
- 

REPLACEMENT (\$\$\$\$)

New

- > Alignment with educational specification
- > Alignment with District standards
- > Meets or exceeds current building code
- > Case-by-case potential for site improvement opportunities

Elementary school replacement is preferred by a majority of the committee.

THEMES

- > Full modernization was chosen by Table 3 due to lack of clarity around relative cost.
- > Existing elementary schools need significant work and should be brought up to the district standard.
- > Facility replacement provides the potential for increased opportunities to improve sustainability, educational adequacy, and building components (such as structure), and provides a lot of "wins."

TABLE 1



TABLE 2



TABLE 3



TABLE 4



TABLE 5



FPC 3 Exercise Results: Middle School Level

The district has previously studied options to fully replace the middle school rather than continually renovate / modernize the existing older buildings (100/200 and 300). Does this approach make sense to you? Why or why not?

RENOVATION (\$ - \$\$)

Significant Maintenance

- > Roof replacement (100/200 critical)
- > Toilet partition replacement / reconfiguration
- > Fencing to create a secure campus
- > Bus loop asphalt replacement
- > Bus loop lighting replacement
- > Drainage improvements
- > Stucco repair
- > Interior and exterior paint
- > HVAC equipment replacement
- > HVAC controls upgrade
- > Track and field replacement

MODERNIZATION (\$\$\$ - \$\$\$\$+)

Potential 70-Year Building

- > Full seismic upgrade
- > Full energy efficiency upgrade
- > Full plumbing replacement
- > Full HVAC replacement
- > Full electrical replacement
- > Full technology upgrade

Educational adequacy improvements:

- Connect buildings



- Conversion / decompression



REPLACEMENT (\$\$\$\$)

New

- > Alignment with educational specification
- > Alignment with District standards
- > Meets or exceeds current building code
- > Site improvement opportunities

Replacement of older middle school buildings is preferred by a majority of the committee.

THEMES

- > The older middle school buildings have significant deficiencies.
- > The existing middle school environment feels disjointed, due to the extreme differences between the new and old facilities, and the physical separation between buildings.
- > The completed Phase One middle school building was successful and there is a desire to continue/complete this process. Phase Two should connect the buildings.
- > Replacement of middle school facilities will impact every student in the district and therefore is expected to receive broad community support.

TABLE 1



TABLE 2



TABLE 3



TABLE 4



TABLE 5



FPC 3 Exercise Results: High School Level (MIHS)

Should management of high school facilities focus solely on renovation and modernization of building systems when needed, or should need associated with educational adequacy also be included? If so, what educational adequacy need should be addressed and why?

RENOVATION (\$ - \$\$)

Significant Maintenance

- > Locker replacement in locker rooms
- > Toilet partition replacement / reconfiguration
- > Theater lighting / seat replacement
- > Furniture replacement
- > Stucco repair
- > Brick cleaning and sealing
- > Exterior paint
- > HVAC controls upgrade
- > Exhaust fan replacement
- > Kitchen equipment replacement
- > Kitchen hood replacement
- > Gym bleacher replacement

MODERNIZATION (\$\$\$ - \$\$\$\$+)

Potential 70-Year Building

- > Full seismic upgrade
- > Full energy efficiency upgrade
- > Full plumbing replacement
- > Full HVAC replacement
- > Full electrical replacement
- > Full technology upgrade

Educational adequacy improvements:

- Science remodel
- CCR addtns / improvements
- Add athletic practice space
- Counseling improvements
- Add team rooms
- Theater impr. & black box
- Library improvements
- Miscellaneous

REPLACEMENT (\$\$\$\$)

New

- > Alignment with educational specification
- > Alignment with District standards
- > Meets or exceeds current building code
- > Case-by-case potential for site improvement opportunities

Modernization of the high school, with an emphasis on educational adequacy is unanimously preferred.

THEMES

- > There is a desire to improve how the high school can be used, but not implement full-scale modernization.
- > Several groups preferred a combination of renovation and educational adequacy, with full modernization only occurring on an as-needed basis.
- > A range of educational adequacy improvements were supported, including CCR spaces, counseling, and library improvements, because they would be visible and benefit all students.

TABLE 1



TABLE 2



TABLE 3



TABLE 4



TABLE 5



FPC 3 Exercise Results: High School Level (Crest)

Do you support continued renovation and modernization of building systems when needed, or do you also support addressing capacity and educational adequacy at Crest? If so, and assuming ATP* is not part of Crest, what would be the best approach for adding capacity: renovate and expand the existing building or remodel a larger building on the high school site and relocate Crest there (for example, the existing Administration Building).


RENOVATION (\$ - \$\$)	MODERNIZATION (\$\$\$ - \$\$\$\$+)	OTHER APPROACH (\$\$\$ - \$\$\$\$)
Significant Maintenance <ul style="list-style-type: none"> > Roof replacement > Site ADA improvements > CMU and brick repair > Brick cleaning / sealing > Flooring replacement > Furnace replacement > Furniture replacement > HVAC controls upgrade > Exhaust fan replacement > Fire alarm upgrade / replacement > Greenhouse upgrade / replacement 	Potential 70-Year Building <ul style="list-style-type: none"> > Full seismic upgrade > Full energy efficiency upgrade > Full plumbing replacement > Full HVAC replacement > Full electrical replacement > Full technology upgrade Educational adequacy improvements: <ul style="list-style-type: none"> - Add capacity (50% increase)  <ul style="list-style-type: none"> - Add program area - Larger greenhouse 	Options <ul style="list-style-type: none"> > Relocate into another existing facility? (likely requiring renovation of both buildings) > Relocate into an entirely new facility? (site to be determined, such as new building on Administration Building site)

TABLE 1



TABLE 2



TABLE 3



TABLE 4



TABLE 5



* Table 2 also preferred 'Other Approach' but did not complete form.

Expansion and relocation of Crest was supported by a majority of the committee. Separation of ATP and Crest was also supported.

THEMES

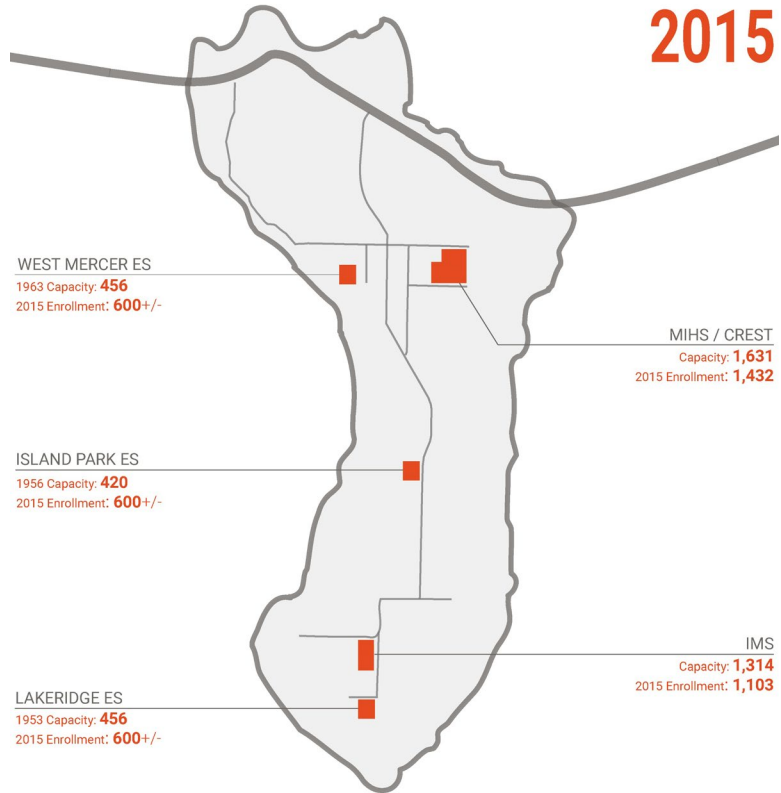
- > The existing Crest facility does not meet the needs of the program and is not in good condition. It should be relocated, either closer to or connected to the high school.
- > Crest should maintain a separate identity as a smaller-scale learning environment, with flexible spaces and individualized learning.
- > It was suggested that Crest could be co-located with other programs, such as CCR and/or a black box theater, to reduce stigma and create a stronger proximity to programs that would benefit Crest students.
- > It is important for the district to raise community awareness about Crest and how valuable it is.

New Information

5:50 – 5:55

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Planning for the Long Term



ELEMENTARY SCHOOL CAPACITY

Pre-2016 1,350

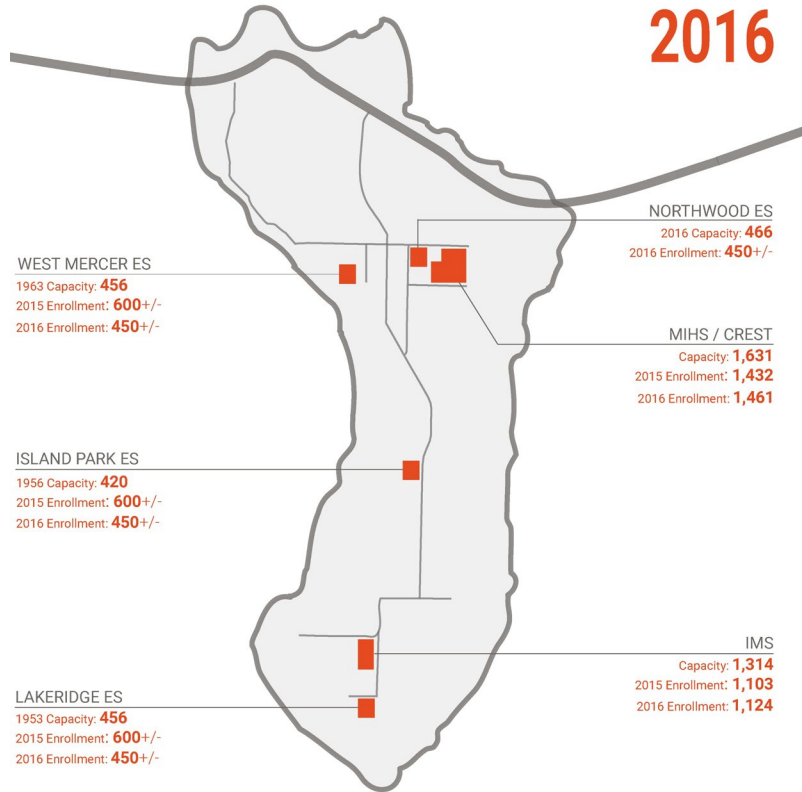
MIDDLE SCHOOL CAPACITY

Pre-2016 1,300

HIGH SCHOOL CAPACITY

Pre-2016 1,600

Planning for the Long Term



ELEMENTARY SCHOOL CAPACITY

Pre-2016	1,350
2016	1,800

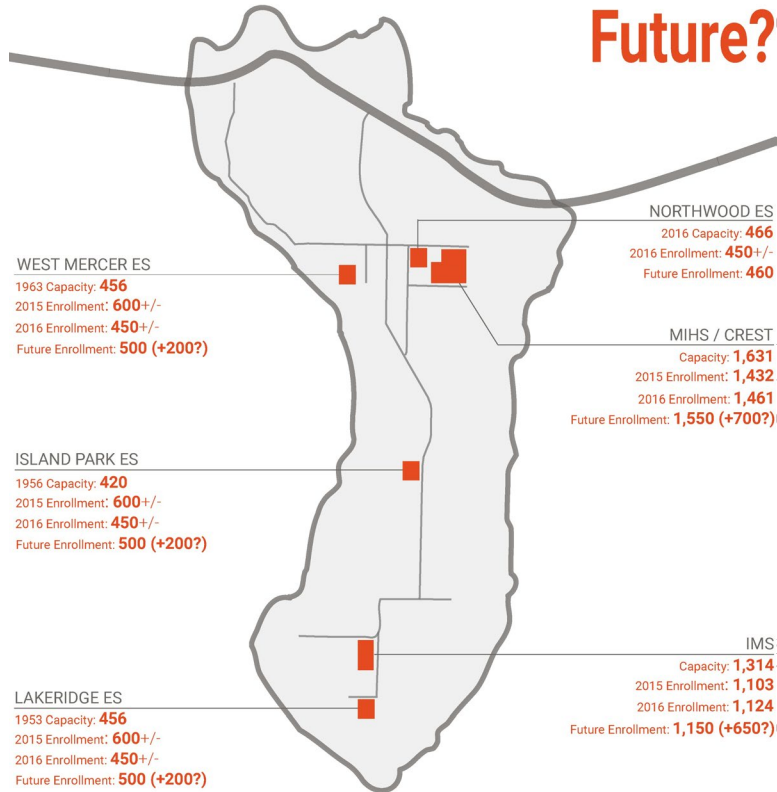
MIDDLE SCHOOL CAPACITY

Pre-2016	1,300
2016	1,300

HIGH SCHOOL CAPACITY

Pre-2016	1,600
2016	1,600

Planning for the Long Term



ELEMENTARY SCHOOL CAPACITY

Pre-2016	1,350
2016	1,800
Future	1,950 – 2,250?

MIDDLE SCHOOL CAPACITY

Pre-2016	1,300
2016	1,300
Future	1,400 – 1,850?

HIGH SCHOOL CAPACITY

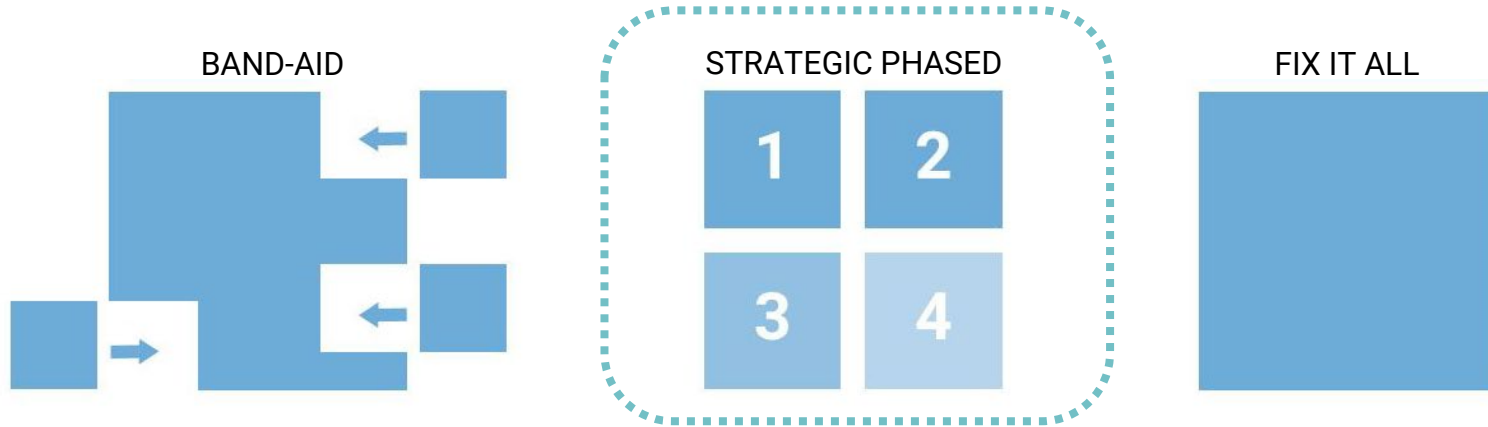
Pre-2016	1,600
2016	1,600
Future	1,750 – 2,300?

Prioritization: Round 1

5:55 – 7:05

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Strategic Management of Facilities



Prioritization: Round 1

In what order should projects be completed?

LONG-TERM PLAN														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
NOTES (THE "WHY")														



Prioritization: Round 1

Projects

Elementary Schools

ISLAND PARK ES

Replacement of existing elementary school

- > 450-500 student capacity
- > Plan flexibility for future expansion

WEST MERCER ES

Replacement of existing elementary school

- > 450-500 student capacity
- > Plan flexibility for future expansion

LAKERIDGE ES

Replacement of existing elementary school

- > 450-500 student capacity
- > Plan flexibility for future expansion

IMS

IMS PHASE 2

Replacement of remaining older middle school buildings (100/200 & 300) to complete middle school facility

- > 1,300 student capacity (including Phase 1)
- > Plan flexibility for future expansion

MIHS

MIHS: CCR

Additions/improvements to College and Career Readiness program areas that may include:

- > New hands-on (STEM/ maker space/life skills) lab(s) and support
- > Robotics lab expansion
- > Broadcast studio expansion
- > Art room expansion
- > New journalism classroom
- > Other specialized learning areas

MIHS: SCIENCE

Improvements to older existing science labs:

- > Equivalency to newer science labs

MIHS: PERFORMING ARTS

Additions/improvements to performing arts areas that may include:

- > Theater upgrade and/or expansion
- > New dedicated teaching space for drama, dance, and performances (black box theater)

MIHS: PE / ATHLETICS

Additions/improvements to PE/athletics program areas that may include:

- > Expansion to create equitable practice space, locker rooms, and team rooms
- > Dedicated PE classroom
- > Gym improvements
- > Field improvements

MIHS: GENERAL EDUCATION

Improvements to existing general classrooms:

- > Technology and aesthetic upgrades
- > Shared learning/study areas
- > Increase flexibility and opportunities for collaboration
- > Other improvements

MIHS: SHARED / SUPPORT AREAS

Other improvements that may include:

- > Library modernization
- > Counseling improvements
- > Teacher offices/support
- > New gender-inclusive restrooms
- > Parking improvements

Crest



Improvements to the existing Crest facility that may include:

- > Classroom addition to increase capacity (30-50% of existing GSF)
- > Science lab improvements
- > New second large greenhouse

CREST (NEW)

Replacement of the existing Crest facility that may include:

- > 200 student capacity (150% of existing GSF)
- > Add a second large greenhouse

Other

ATP

Relocation of the Adult Transition Program out of the Crest facility

ADMIN. BUILDING

Replacement of existing Administration Building

POOL

Replacement of existing Mary Wayne Pool facility

Prioritization: Round 1

Directions & Ground Rules

1. Take 5 minutes and review the list of programmatic improvements that may fall within each of the gaming piece categories.
2. Place all colored pieces on the timeline in the order of your group's prioritization. Use the white ("Other") pieces if needed, adding the name of the project.
 - Use ONLY ONE of the two Crest options (either large or small, not both).
 - Larger gaming pieces (elementary schools, middle school, large Crest, Administration, and Pool) cannot be stacked. Smaller gaming pieces (high school, small Crest, and ATP) can be stacked up to 4 high.
3. Below each gaming piece, or stacked grouping, briefly summarize the top 1-3 reasons why your group placed the gaming piece(s) in that position.

Prioritization: Round 1

In what order should projects be completed?

LONG-TERM PLAN														
NOTES (THE "WHY")	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	Reason # 1	Reason # 1												
	Reason # 2	Reason # 2												
	Reason # 3	Reason # 3												

Prioritization: Round 1

Review the list of programmatic improvements	5 min.
Discuss prioritization, place gaming pieces, and note the reasons/rationale	40 min.
Share back from each table group (5 min. each) (prioritization, reasons why, concerns)	25 min.



Break

Please be back at your tables and ready to start again in **5** minutes.

Thank You!

7:05 – 7:10

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Prioritization: Group Discussion

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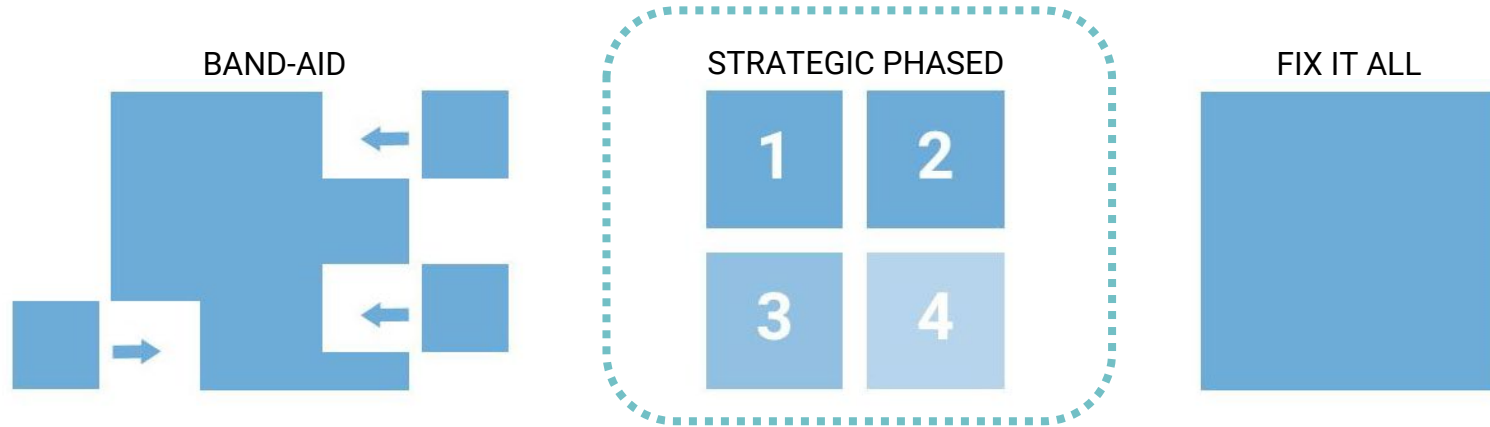
7:10 – 7:25

Prioritization: Round 2

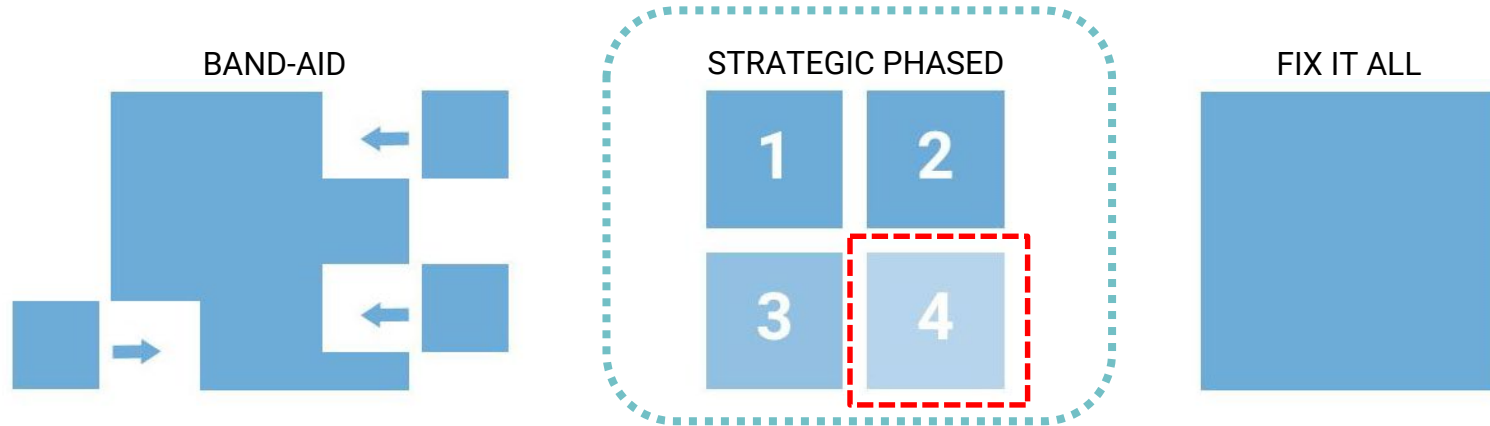
7:25 – 8:25

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Interim Projects



Interim Projects



Prioritization: Round 2

Potential Interim Projects

Elementary (Interim)



Addition of a new elementary-sized gymnasium or cafeteria/dining area to the existing school to provide separate, dedicated space for each function



Classroom addition and decompression/improvements in existing building to provide shared learning areas outside of classrooms



Addition/improvements to existing elementary school facilities that may include:

- > Special education
- > Library
- > Counseling/administration
- > De-escalation spaces
- > Dedicated art / science classroom
- > Dedicated/adjacent restrooms for K-1
- > Dedicated space for mobile technology

IMS (Interim)



Addition to provide a connection between the 100/200 and Phase 1 middle school buildings



Improvements to shared learning areas outside of general classrooms at the 100/200 Building to create learning communities and break-out spaces




Additions/improvements to existing 100/200 Building that may include:

- > New broadcast studio and editing room
- > Dedicated drama space for teaching and performances
- > New voice booths for student voice recording
- > Improvement to existing science classrooms (300 Building)

Prioritization: Round 2

In what order should projects be completed?

LONG-TERM PLAN														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
NOTES (THE "WHY")														



Prioritization: Round 2


Directions & Ground Rules

1. Place Round 1 pieces either in your group's original prioritized sequence, OR, now that you have heard what other's groups have proposed, you may re-prioritize gaming pieces.
2. Discuss and answer the targeted question(s) and determine which, if any, interim projects should be included in your group's prioritization. ONLY ONE interim project gaming piece may be selected per school.
3. Add the chosen interim project gaming piece(s) to the timeline in order of your group's prioritization and in combination with pieces from Round 1.
4. Below each added interim gaming piece(s), or below other change(s) your group made to Round 1 prioritization, briefly summarize the top 1-3 reasons why you added the interim gaming piece(s) or made the change(s).

Prioritization: Round 2

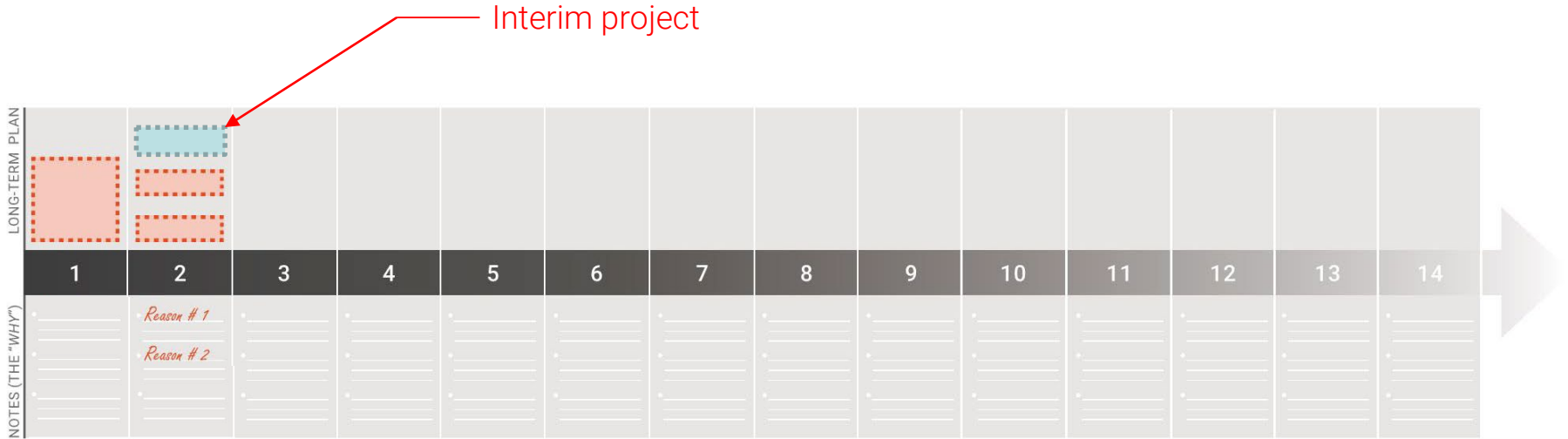
What interim projects are needed?

LONG-TERM PLAN														
NOTES (THE "WHY")	1	2	3	4	5	6	7	8	9	10	11	12	13	14



Prioritization: Round 2

What interim projects are needed?



Prioritization: Round 2

Discuss and revise chart 25 min.

Share back from each table group (3 min. each) 15 min.

Group discussion 15 min.

Prioritization: Round 2

Targeted Question: ELEMENTARY SCHOOLS

If one or more elementary schools are not the first project for your group, which one (if any) of these key areas should be considered as a critical improvement in the interim? Why?

- > Add a gymnasium or cafeteria (eliminate shared use of gymnasium)
- > Classroom decompression / shared learning areas
- > Miscellaneous projects (special education, library, counseling / administration, art / science, restrooms, etc.)

If interim improvements are implemented, what is the least amount of time that should elapse between interim improvements and full replacement of the school?

Prioritization: Round 2

Targeted Question: MIDDLE SCHOOL

If the middle school is not the first project for your group, which one (if any) of these key areas should be considered as a critical improvement in the interim for the “classic” buildings? Why?

- > Improvements to learning spaces outside of general classrooms (shared learning)
- > Connection between the old and new buildings
- > Miscellaneous projects (science classroom improvements, new broadcast studio, black box theater, voice booths, etc.)

If interim improvements are implemented, what is the least amount of time that should elapse between interim improvements and full replacement of the school?

Next Steps & Questions

8:25 – 8:30

MERCER ISLAND
SCHOOL DISTRICT
STUDENTS ARE THE PRIORITY