

MEETING MINUTES FOR DESIGN ADVISORY COMMITTEE - MEETING #1

Tuesday, November 15, 2022

3:30 PM - 5:30 PM

Stevens Middle School Library

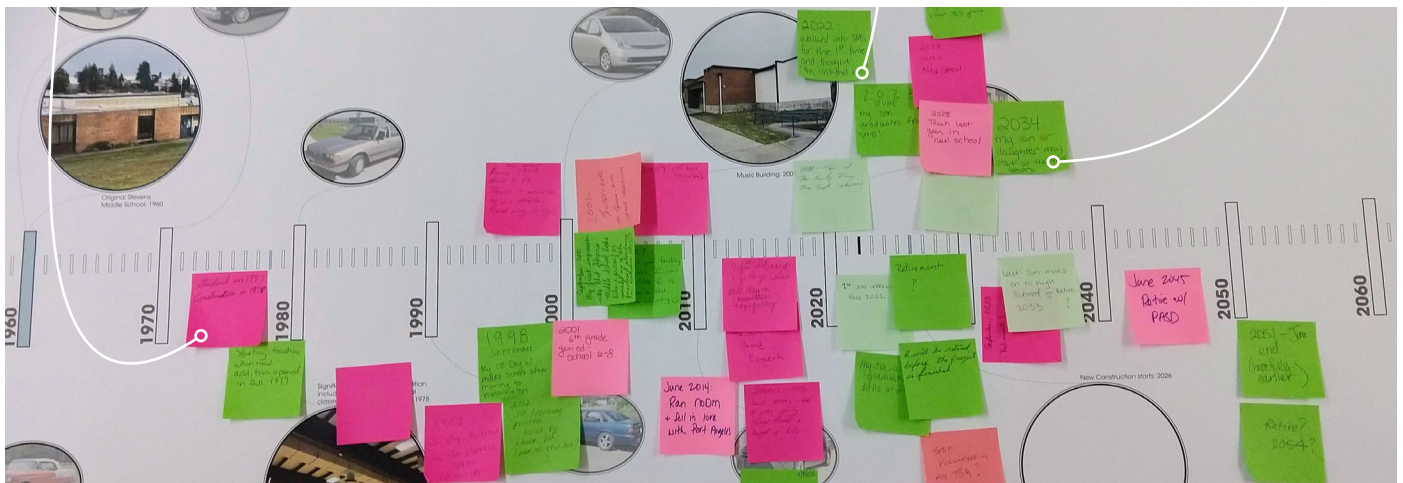
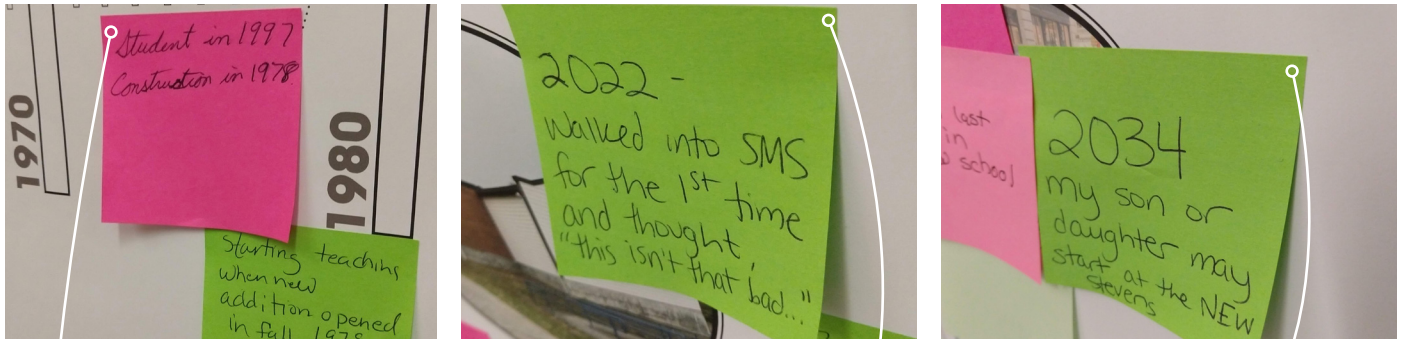
The following is a record of presentations and group discussions at the workshop above. Written clarifications or corrections should be noted at the next workshop, to be included in the final educational specifications document.

ATTENDEES

Mike French	PACAC	Darren Mills	SMS Teacher	Melissa McBride	Behav. Intervention
Rob Edwards	SMS Teacher	Brian Gundersen	SMS Teacher	Susan Dekreon	Science Teacher
Steve Methner	PACAC	Leann McComb	SMS Teacher	Nora Wilson	Paraeducator
Allie Schroeder	Secretary	Zane Laughbon	Asst. Principal	Abbey Riordan	SPED Teacher
Jennie Wilson	Exec. Asst to Supt.	Gunnar Thomason	SMS Teacher	Amy Vanderhorst	Integrus, PIC
Randy Steinman	SMS Teacher	Kelsey Orgler	CTE Teacher	Sam Schafer	Integrus, PM
Sarah Methner	PACAC	Carmen Geyer	Comm. & Community Rel.	TJ Hoving	Integrus, Exper. Design
Terra Horton	PACAC	Kristen Lunt	SMS Principal	Will Crothers	Integrus, Designer

1. INTRODUCTIONS TO TEAM, ICEBREAKER, AND OVERALL BOND AND LEVY STRATEGY

The superintendent, Marty Brewer, outlined the district's development vision for the next decade. He described the role of the educational specifications (Ed Specs) for Stevens Middle School (Stevens) in the context of their long-term strategy for levies and the 2025 bond. The teams from Integrus, Vanir, and the Design Advisory Committee (DAC) introduced themselves. As an ice-breaker, the DAC members used sticky notes to locate various personal landmarks on a timeline. Examples included when they first came to Stevens and when they expected to retire.



1. OVERVIEW OF PROJECT SCHEDULE AND ED SPECS PROCESS

Integrus outlined the design and construction schedule for the Stevens MS project and how the Ed Spec process fit within that. Marty Brewer explained the schedule gap between construction documents and bid as a time when a potential downturn in the economy could lead to a favorable bid environment; this flexibility has the potential to allow the project to bid before all the levy dollars are collected. Integrus outlined the key goals of the Ed Specs as follows:

ESTABLISH A VISION

- Set Priorities
- Develop Guiding Principles

DEVELOP THE DESIGN

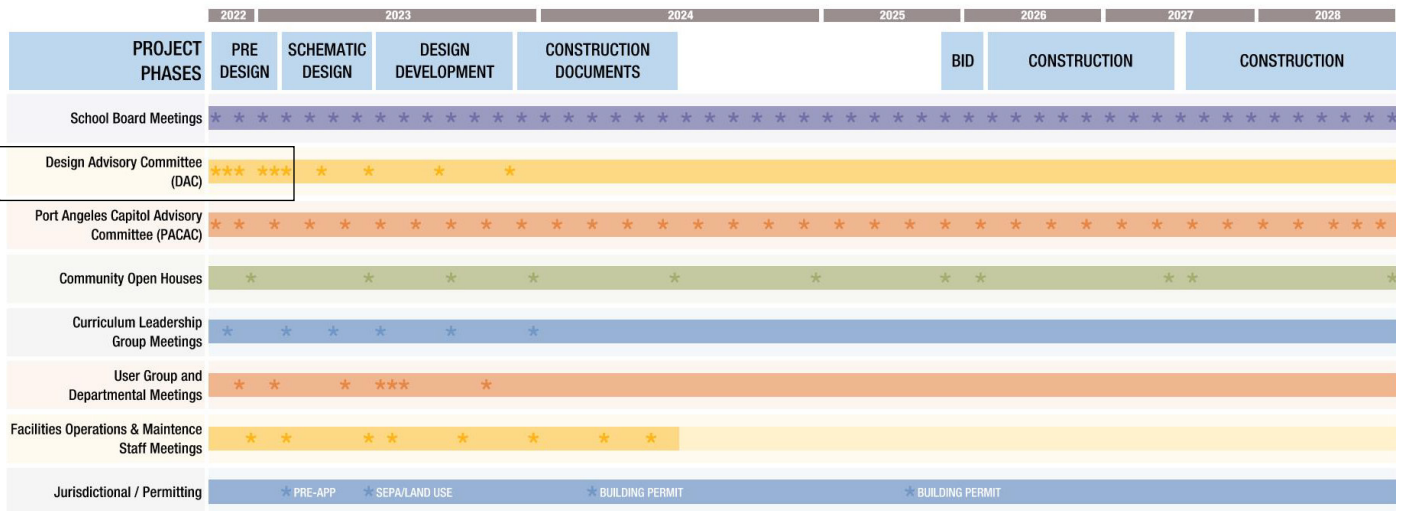
- Explore site elements
- Establish key adjacencies

REFLECT ON POSSIBILITIES

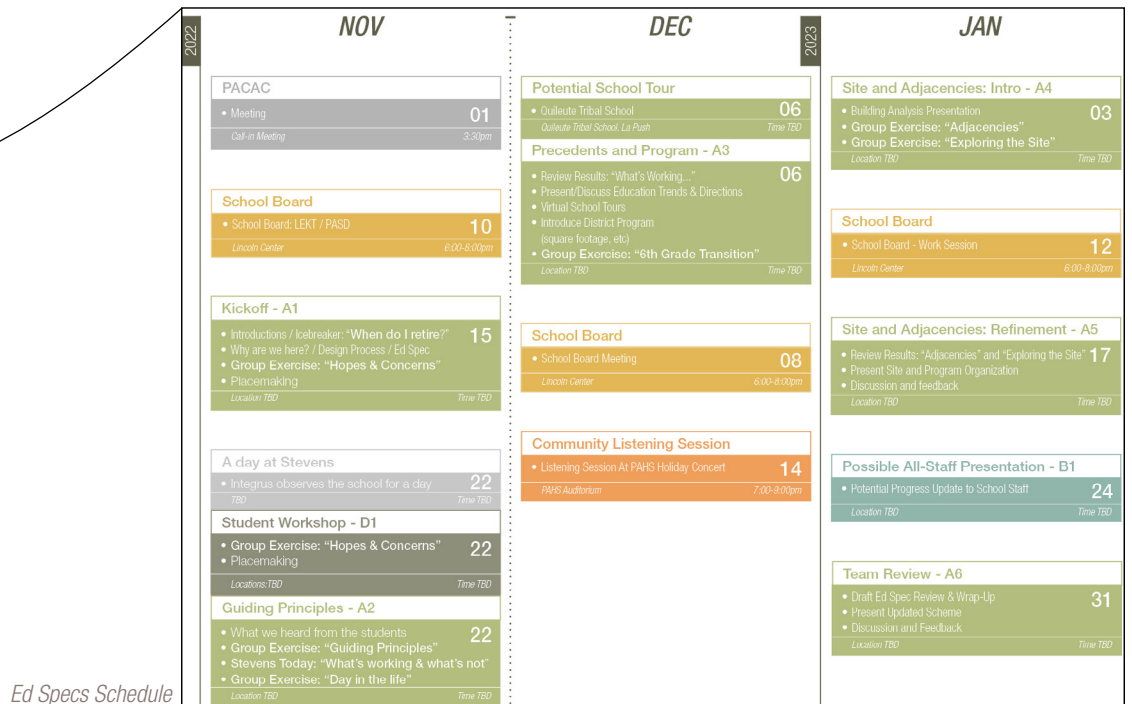
- Discuss recent design trends
- Experience other schools
- Program opportunities

COMMUNICATE OUR PROCESS

- To other teachers and staff
- To the broader community



Overall project schedule



Ed Specs Schedule

2. HOPES AND CONCERNS

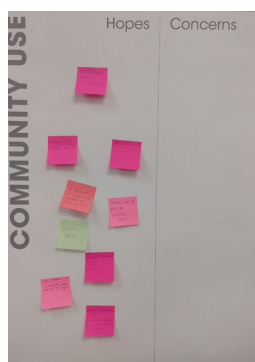
The team used sticky notes to record their key hopes and concerns for the project in reference to the following five categories:

Teaching and learning | Community use | Resource stewardship | Quality of space | Safety and security

The sticky notes were put on boards for each category and Integrus facilitated a conversation about the themes that emerged. Through the discussion, DAC members verbally clarified and expanded on their written comments. Integrus committed to summarizing the input at the next DAC meeting, where it will become a foundation for establishing guiding principles.

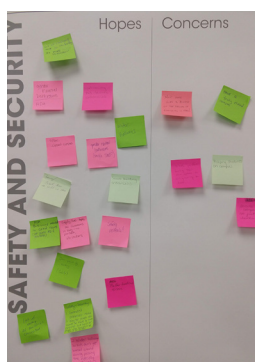


Hopes and Concerns exercise



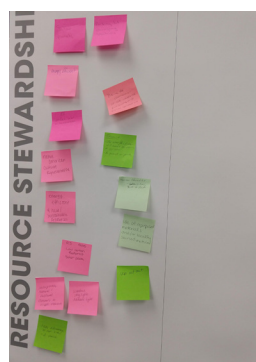
COMMUNITY USE

- Gym, fields, and meeting space available to community.
- "A Node for the community..."



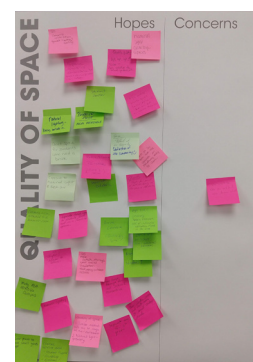
SAFETY AND SECURITY

- ADA Accessibility
- No portables
- Inclusive restrooms
- Secure campus
- Keep students on campus
- Avoid creating a bunker



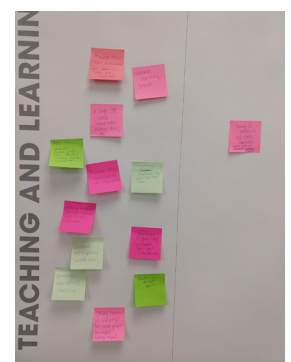
RESOURCE STEWARDSHIP

- Electric vehicle charging
- PV
- High-efficiency
- Low carbon footprint
- Local materials
- Natural light and views



QUALITY OF SPACE

- Flexibility
- Views
- Natural light
- Connection to nature
- Functional mechanical systems, including AC
- Spaces for gathering
- "Build up not out"

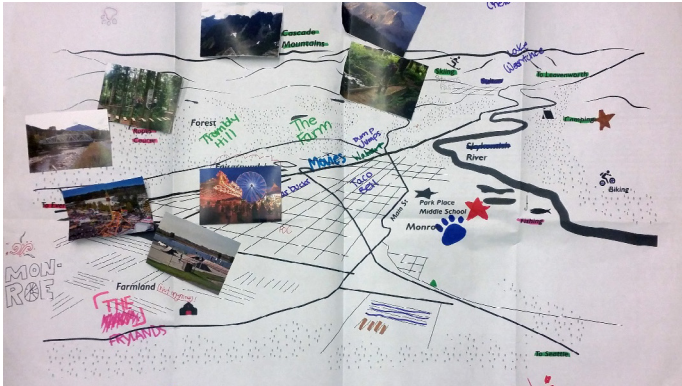


TEACHING AND LEARNING

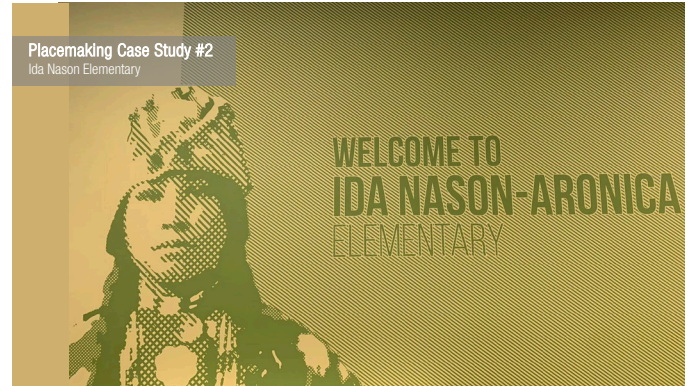
- Outdoor learning space
- Maker/Vocational spaces
- Avoid students from all three grades in single class at once
- Flexible learning spaces outside classroom

3. PLACEMAKING

Integrus introduced the idea of placemaking, the act of crafting spaces that are an expression of their particular location and community. To illustrate these ideas, Integrus presented a series of precedent projects. Key ideas included stakeholder engagement, reflection of natural environment, unified imagery, and sensitive incorporation of history.



Student workshops reveal important local qualities



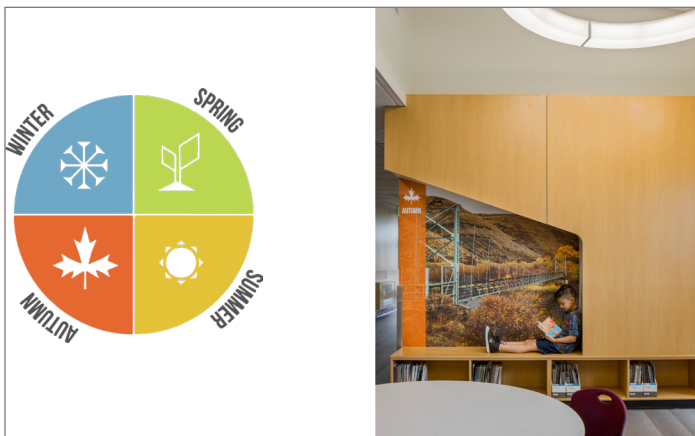
A school name resulting from an inclusive stakeholder-engagement process



Unified graphics support identity



Local topography informs integrated building graphics



A connection to the natural world and local landmarks connects project to place



Meaningful connection to site results from school community's input

DAC members, working in teams, used a series of images to identify and describe key characteristics and aspirations of the Stevens and Port Angeles communities. The images were a combination of abstract and specific, and the teams grouped them based on whether they were broadly representative of Port Angeles, or more specifically Stevens. This helped Integrus better understand the community's identity. Key conversations included the following topics:

- Port Angeles is where the Olympic Mountains meet the Salish Sea. This is how tourists and locals alike understand the town. "Salish Sea," it was noted, is generally preferred to "Straight of Juan de Fuca" because of the latter's connection to European oppression. Additionally, "Salish Sea" suggests a larger connection to Seattle, Tacoma, and the broader region, which many in Port Angeles, particularly in younger generations, associate with.
- The timber industry and its history are a critical, but complicated part of Port Angeles' history. While the town was largely built around timber and its processing, many in the town still remember the economic hardship that accompanied the industry's decline. While the natural beauty and ecology of the region are an essential part of making people visit, and in many cases move to Port Angeles, environmental regulations that helped preserve this beauty also hamstrung the local timber industry. Consequently, issues of land and resource stewardship are sensitive and complex. This extends to the material expression of the building as well. Wood is a beautiful material and a reflection of the place, but it is also a reminder of a fraught history.
- Understanding the role of Indigenous peoples in the regions past and present is critical. For instance, Ediz Hook is a beloved local landmark and important to the harbor's function. However, the forced removal of Klallam families from Ediz Hook, as well as the desecration of the graves at Tse-whit-zen, the village at the hook's base, undermine its value as an icon.
- Other key ideas discussed were unity, curiosity, connection to the outdoors and gardening, joy, welcoming environment, flexible spaces, music, athletics, and technology.



Lastly, the DAC used green and red dots to note the images that most resonated with them. The images below show some of the most frequently selected images, as well as the results of the exercise.

