

MEETING MINUTES FOR DESIGN ADVISORY COMMITTEE - MEETING #2

Tuesday, November 22, 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	Leann McComb	SMS Teacher	Nora Wilson	Paraeducator
Steve Methner	PACAC	Zane Laughbon	Asst. Principal	Sandy Long	PACAC
Allie Schroeder	Secretary	Gunnar Thomason	SMS Teacher	Abbey Riordan	SPED Teacher
Randy Steinman	SMS Teacher	Kelsey Orgler	CTE Teacher	Amy Vanderhorst	Integrus, PIC
Terra Horton	PACAC	Carmen Geyer	Comm. & Community Rel.	Sam Schafer	Integrus, PM
Traci Tyson	Orchestra Teacher	Kristen Lunt	SMS Principal	TJ Hoving	Integrus, Exper. Design
Nolan Duce	Dir. of Maint. & Fac.	Carmen W Charles	Nat. Amer. Liason	Will Crothers	Integrus, Designer

1. RECAP OF PREVIOUS MEETING, STUDENT ACTIVITY, AND SCHEDULE REVIEW

Integrus reviewed key take-aways of Meeting #1, including summarizing the “Placemaking,” and “Hopes and Concerns” exercises, as well as the schedule. See previous meeting notes for more information on these exercises.

The team also reviewed two activities they did with students in the library, earlier in the day. The activities were “Placemaking,” which explored students thoughts on the identity of Port Angeles, and “Favorite Place,” which looked at the identity of Stevens in particular.

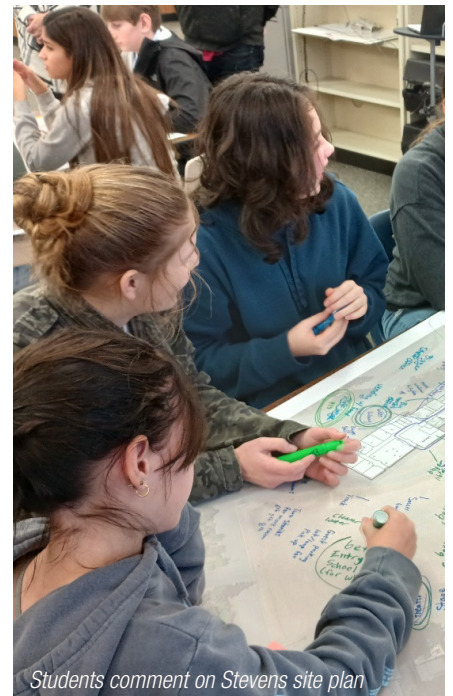
The Placemaking discussion largely echoed what the Design Advisory Committee (DAC) voiced about what made Port Angeles unique, with particular focus on the natural world, including water, whales, forests, mountains, hiking, and skiing. Students identified the downtown area with Port Angeles, but did not express a personal relationship to downtown. There were also comments on the importance of timber in the region’s history.



Students present placemaking photos



Students discuss photos in placemaking activity



Students comment on Stevens site plan

The "Favorite Place" activity highlighted a number of student aspirations for the new school. Bold comments are ones made repeatedly:

SAFETY / CAMPUS

- "More Lighting Everywhere"
- Establish key adjacencies
- **"Not separate buildings"**
- **Better ADA access around the site**
- Many unsupervised areas
- "Always late [getting to and from far west portable]"
- **better drop off / more parking**

ATHLETICS

- "Baseball fields"
- "Soccer goals"
- **"Track"**
- Bottle filler at gym
- Bleachers on both sides of gym

ENLARGE/IMPROVE SPACES

- **More / Better bathrooms**
- **"Wider hallway"**
- "Bigger Library"
- "Wider hallway [in admin]"
- "Staff Lounge"
- "Separate Cafeteria"
- **Bigger staff offices**
- Improve lockers (showers, ventilation)
- "Bigger engineering room"
- Separate wing for 6th graders
- Lighter colors
- More decorations
- Bigger classrooms
- **"TSA Room please"**
- "Big nurse's office"
- Vending Machines with food
- More drinking fountains

POTENTIAL SECOND STORY

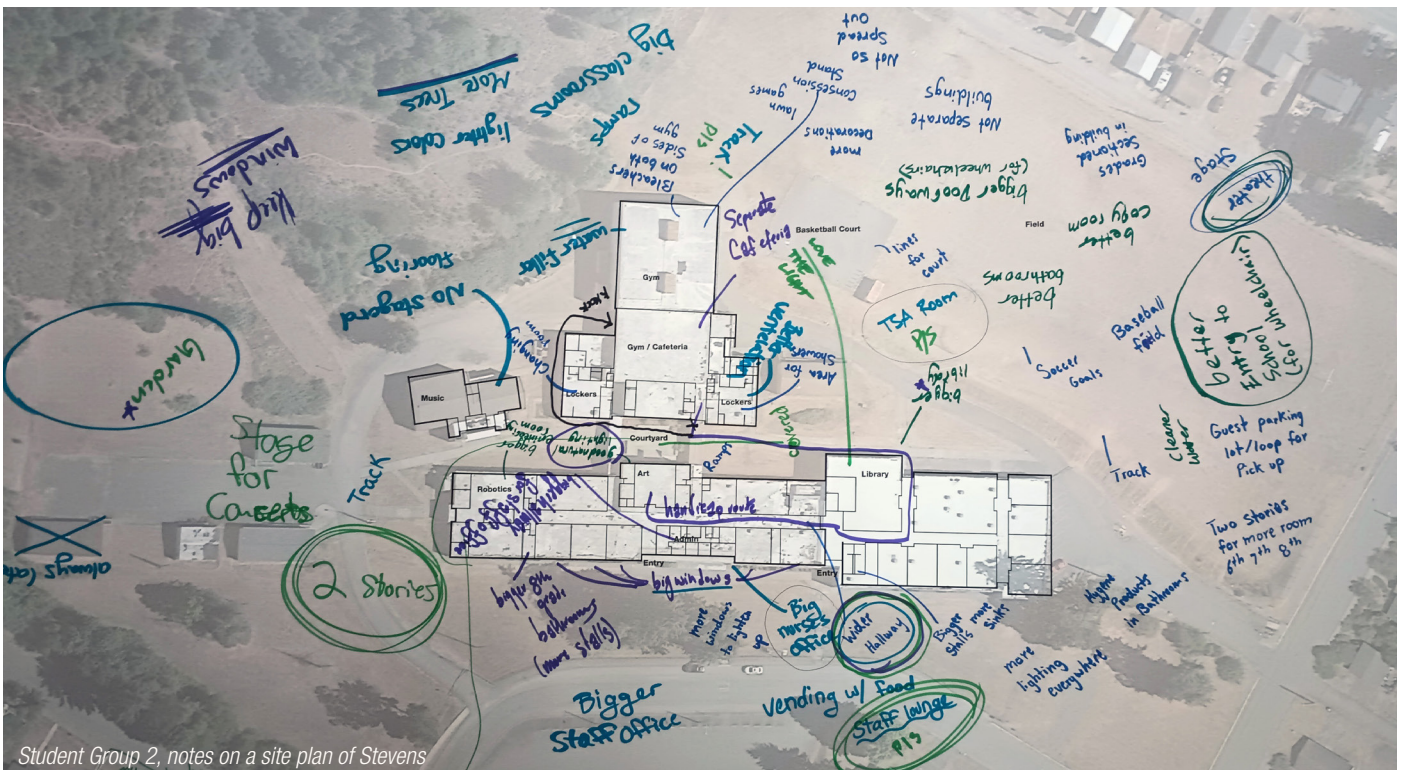
- Provides more room
- Is more compact
- Stairs could present safety issues with students pushing each other

OUTDOOR SPACES

- **"More trees"**
- **"Garden"**
- **Covered Area**

WINDOWS

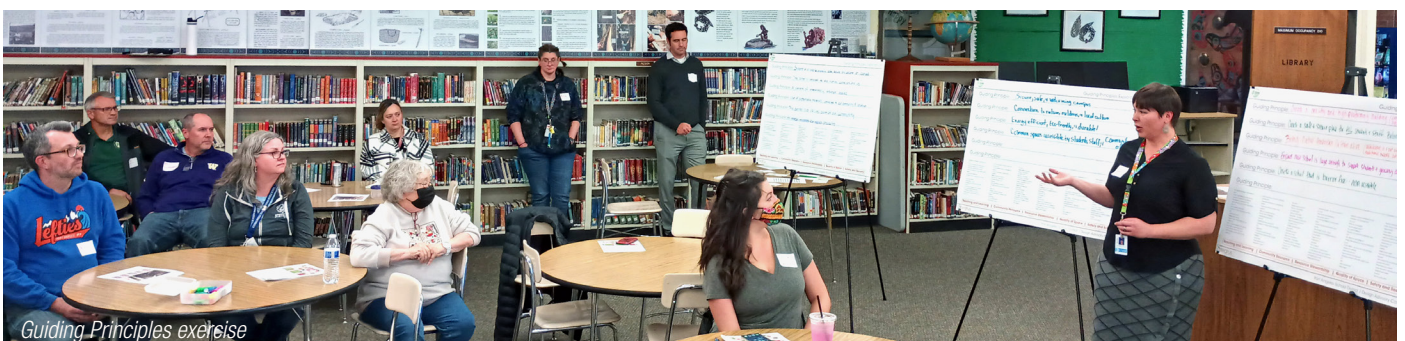
- **Current, large windows are good**
- **"More windows..."**



2. GUIDING PRINCIPLES


The DAC worked in teams and built on the previous week's "Hopes and Concerns" exercise to draft Guiding Principles. Drafts from the four groups are below. The groups felt that the various drafts shared the same essential ideas and that Integrus could craft the next draft of the principles, capturing the following themes: connecting to nature, serving community, creating appropriate spaces, reflecting Native American culture, being broadly inclusive, being adaptable. The one large category that was felt to be missing was robust technology infrastructure, which the group agreed could be incorporated under the idea of adaptability.

- Create a healthy and high-performing building (HVAC systems, lighting, energy efficient)
- Create a safe and secure place for all students and staff. Belonging/Inclusive
- Bring Native American culture alive. (Architecture in and out of building, traditional totems, artwork - Coast Salish)
- Ensure new school is large enough to support students and growing community need
- Create a school that is barrier free - ADA accessible
- Students of all kinds feel physically safe, secure and welcome on campus
- The school is connected to the natural world around us
- A variety of intentionally designed spaces
- Use of sustainable materials, connected to our community and location
- The school is a valued part of our community
- An immersive environment that inspires students
- Develop spaces with a strong connection to nature
- Create functional/multi-purpose spaces for school and community
- Design safe, open, inclusive, and welcoming spaces
- Use local and durable materials that reflect our sense of place
- Secure, safe, and welcoming campus
- Connection to nature, outdoors, and local culture
- Energy-efficient, eco-friendly, and durable
- Common Spaces accessible by students, staff, and community alike



3. LEARNING STYLES

Integrus presented a series of slides on eight distinct learning styles, using Howard Gardner's Theory of Multiple Intelligences as a basis. The types are: Naturalistic, Intrapersonal, Interpersonal, Music, Body-Kinesthetic, Logical-Mathematical, Verbal-Linguistic, and Visual Spatial.



Learning Styles


Musical Intelligence

Strengths: Rhythm and music


People who have strong musical intelligence are good at thinking in patterns, rhythms, and sounds. They have a strong appreciation for music and are often good at musical composition and performance.

Characteristics:

- Enjoys singing and playing musical instruments
- Recognizes musical patterns and tones easily
- Good at remembering songs and melodies
- Rich understanding of musical structure, rhythm, and notes



Example learning style slide



Learning Styles


Intrapersonal Intelligence

Strengths: Introspection and self-reflection

Individuals who are strong in intrapersonal intelligence are good at being aware of their own emotional states, feelings, and motivations. They tend to enjoy self-reflection and analysis, including daydreaming, exploring relationships with others, and assessing their personal strengths.

Characteristics:

- Good at analyzing his or her strengths and weaknesses
- Enjoys analyzing theories and ideas
- Excellent self-awareness
- Clearly understands the basis for his or her own motivations and feelings



Example learning style slide

4. DAY IN THE LIFE EXERCISE

Working in groups, the DAC imagined the experiences of two students, a teacher, and a parent as they went through a day at Stevens. In addition to thinking about the emotional and physical states of the characters at key times throughout the day, the teams considered the design implications of these activities. Each character had a list of attributes that make the exercise specific and detailed. This conversation helped Integrus understand how the design of the building might better support the individuals who use it. The architectural impacts are listed below:

6TH GRADE STUDENT

- Safe and dry exterior gathering space (a place to hang out)
- Streamlined cafeteria, supporting good flow of students
- Seating choices
- Sufficient classroom storage designated for teachers and students
- Secure instrument storage
- In the CTE spaces: Secure material storage, safe layout, intentional design
- Navigation aides/wayfinding
- Wider hallways
- No Blind spots

PARENT

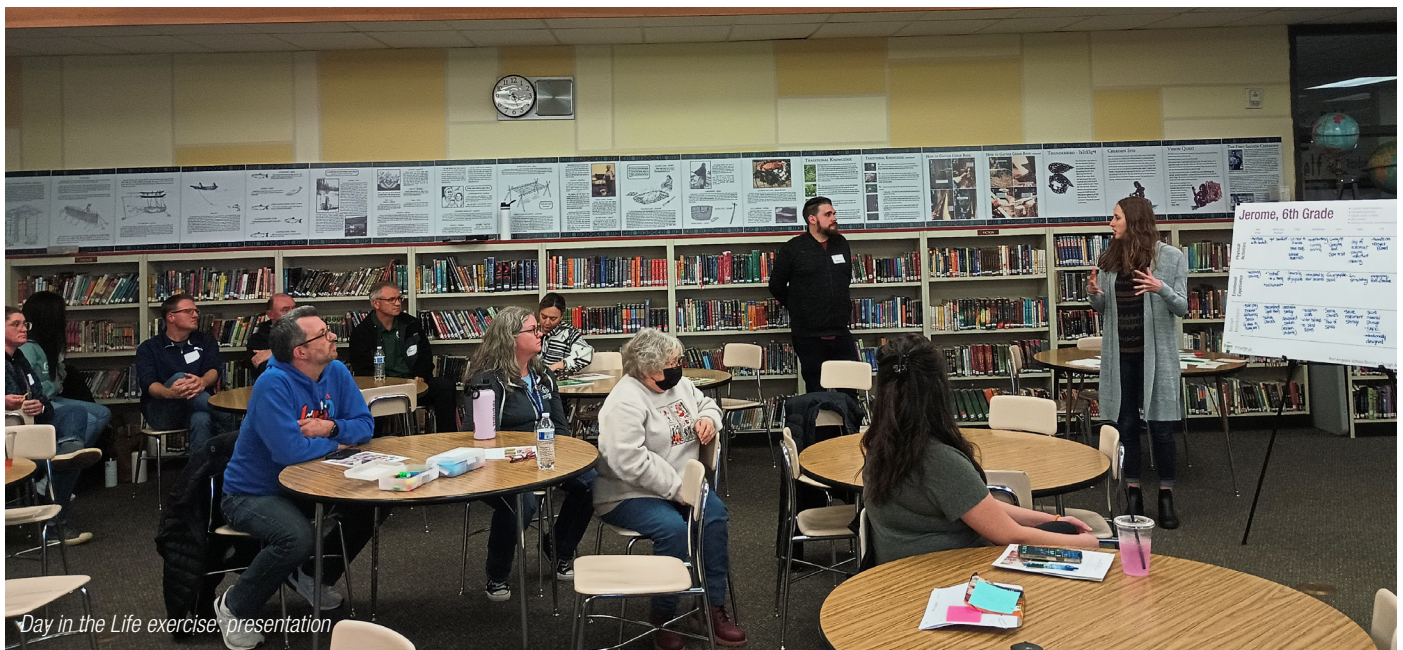
- Create safe, efficient flow for buses and parents
- Create lunch room space where parents can join children
- Signage to help navigate building
- Welcoming and well-lit entry
- Convenient ADA parking
- For events, create more spaces for after-school programs, including: family restroom and food/concessions
- Need for well-lit and easy parking adjacent field
- Play area for younger kids near field

TEACHER

- Safe, accessible pathway to building
- Path doesn't cross bus traffic
- Lighting!
- Accessible and convenient access to restrooms for adults
- Flexible furniture
- AC or operable window in classroom
- Complete control of environment for safety
- Larger lunch room would allow all students to eat and teachers would not have to use advisory for lunch
- Dedicated staff lunch room
- Better flow in lunch room
- Teacher community space with attached outdoor space
- Intentional bus and parent pick up design to use fewer staff
- Traffic cleared by 3:50pm

8TH GRADE STUDENT

- ADA drop-off / pick-up area
- ADA entrance providing access for all
- ADA seating in classrooms
- ADA doorways
- ADA restrooms throughout the school, not just in one place
- ADA access for robotics, including tools and table heights



Day in the Life exercise presentation

MEETING MINUTES FOR DESIGN TEAM OBSERVATION DAY

Tuesday, November 22, 2022

7:30 AM - 3:30 PM

Stevens Middle School

The following is a record of observations made by the design team over the course of a morning and afternoon spent on site to better understand the daily operation and flow of the school.

ATTENDEES

Sam Schafer - Integrus, PM

TJ Hoving - Integrus, Experiential Design

Will Crothers - Integrus, Designer

1. OBSERVATIONS OF STUDENTS AND SPACES DURING A TYPICAL SCHOOL DAY

Arriving on site before students and staying through the school day, Integrus team members gained valuable insights into the daily activities of Stevens Middle School. See below for observations grouped by time of day and activity type. Note: Based on conversations with teachers and staff, attendance was approximately 80% of a typical day, as many students were out sick.

ARRIVAL

- The majority of students arrive by bus, but many are dropped off by parents on S. D Street
- Students are forced to cross traffic on S. D street when they are dropped off by northbound cars
- Staff members are put in the dangerous position of being traffic guards, preventing parents from driving onto school property to get closer to the building
- Some cars cut through the bus drop-off area, despite direction not to
- As students arrive, they wait to get into the building in numerous locations, scattered around the site. Locations include the south side overhang of the classroom building, the breezeway, and the music room entry. Students are allowed to enter the gym at 8:05am and the classroom building at 8:20am. Classes start at 8:35am
- Some students eat breakfast in the cafeteria, where five tables are set out on the east side of the room. Two or three staff supervise, sometimes assisted by the custodian
- Another portion of the waiting students congregated on the west side of the room in small groups
- Other students waited in the main gym and played volleyball and basketball.
- Due to the number of staff and layout of the building and site, many areas are not possible to supervise



CLASSES

- Corridors are mostly empty; occasionally, staff will use a corridor as a calm-down area for students
- Many teachers leave classroom doors open to the corridor

PASSING PERIOD

- Corridors are full of students, some of whom are rushing to make it to their next class
- The lockers are not used (some classrooms have student cubbies, which are effective)
- Staff, including Principal Lunt are in the corridors supervising, greeting, and generally encouraging students
- Limited toilet rooms are heavily used during these periods
- Students were friendly, often greeting and sometimes engaging Integrus team members in conversation



Students during passing period

LUNCH

- There are two, 30-minute lunch periods, one per grade
- After a set period of time for eating, students are released to the main gym. This is highly anticipated by students, some of whom rush to the main gym as soon as they are allowed
- Tables need to be set up and then stowed repeatedly through the day so that the cafeteria is available for PE classes-- between breakfast and lunch, and then again after lunch.
- The flow of the cafeteria is challenging during the lunch period as students enter the south side of the room, and then walk to the north side to queue. Here they enter one of two lines, one moving south for the cafeteria window for hot food, and one following the north wall or for sandwiches and quicker foods.
- 19 tables are used for lunch. On a typical day, they are all full



Students rush into main gym after being released from eating



Students eating lunch



Students form two queues for lunch