

MEETING MINUTES FOR DESIGN ADVISORY COMMITTEE - MEETING #3

Tuesday, December 6, 2022

3:30 PM - 5:30 PM

Stevens Middle School Library

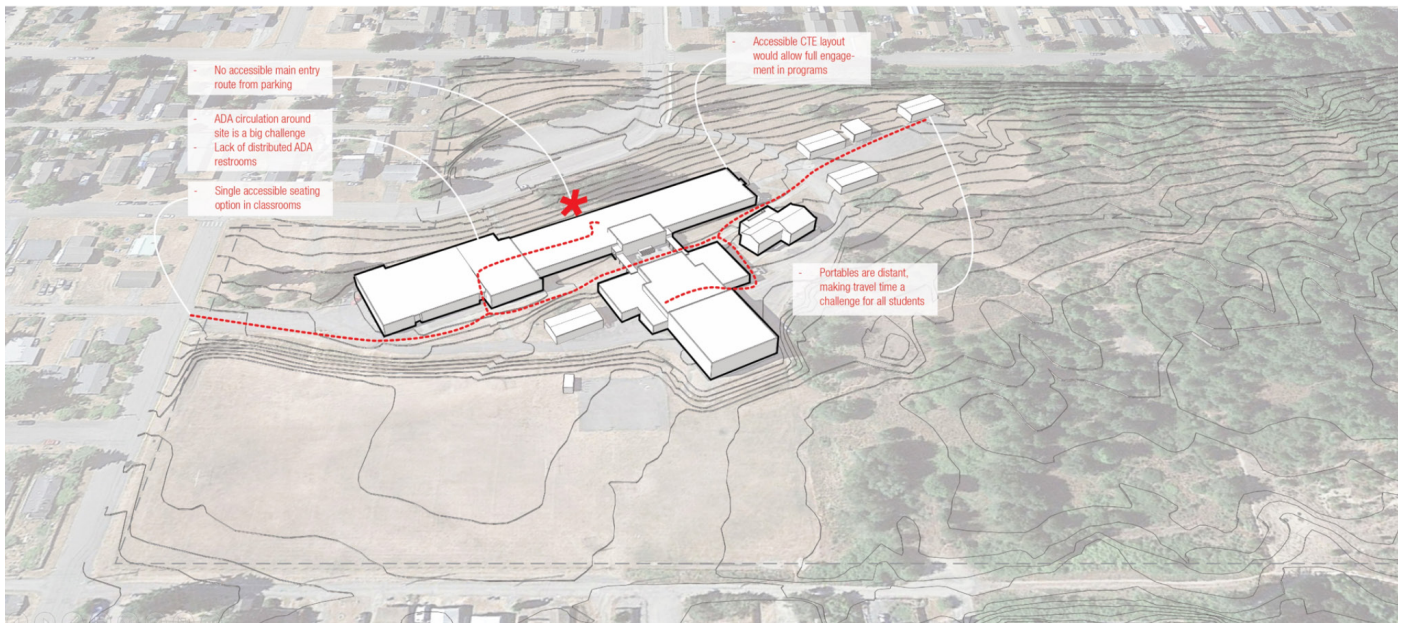
The following is a record of presentations and group discussions at the workshop above. Written clarifications or corrections should be noted at the next workshop, to be included in the final educational specifications document.

ATTENDEES

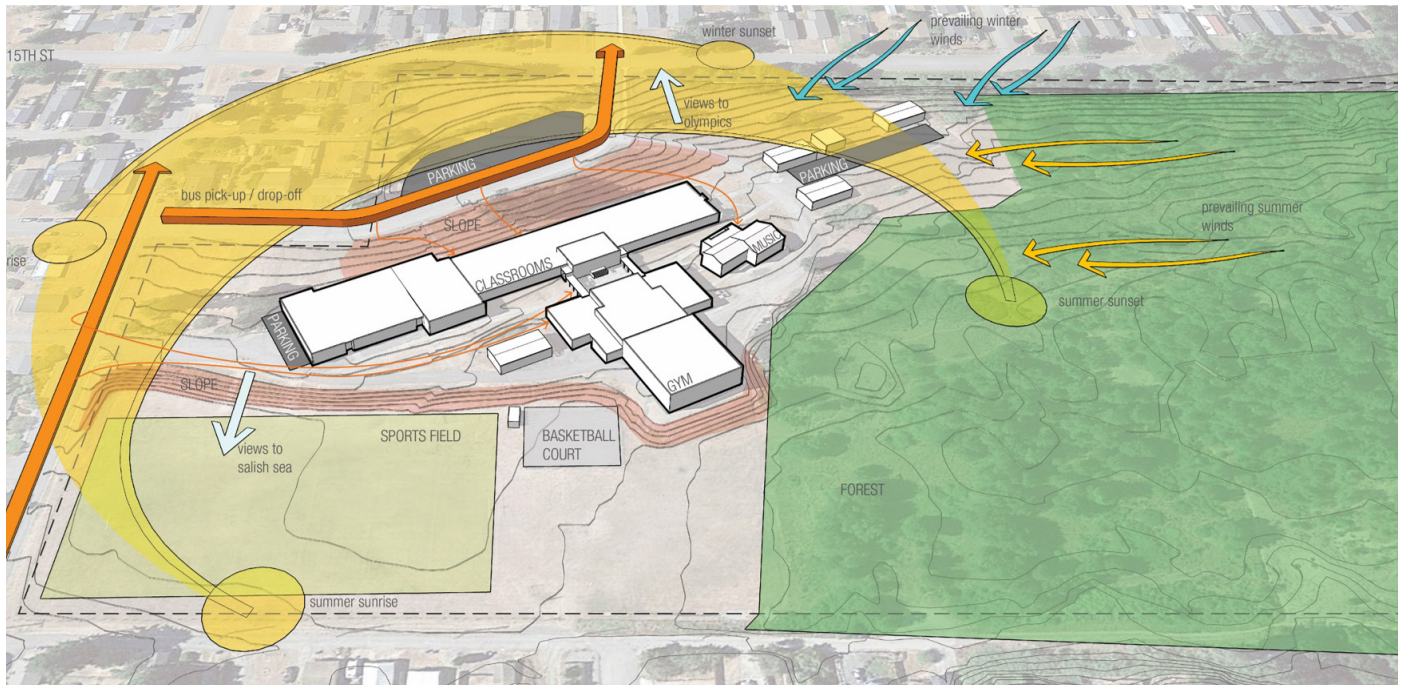
Rob Edwards	SMS Teacher	Darren Mills	SMS Teacher	Melissa McBride	Behav. Intervention
Steve Methner	PACAC	Leann McComb	SMS Teacher	Nora Wilson	Paraeducator
Allie Schroeder	Secretary	Kelsey Orgler	CTE Teacher	Sandy Long	PACAC
Randy Steinman	SMS Teacher	Carmen Geyer	Comm. & Community Rel.	Abbey Riordan	SPED Teacher
Nolan Duce	Dir. of Maint. & Fac.	Kristen Lunt	SMS Principal	Sam Schafer	Integrus, PM
Brian Gundersen	Teacher	Carmen W Charles	Nat. Amer. Liason	TJ Hoving	Integrus, Exper. Design
Susan Dekreon	Teacher	Marty Brewer	PASD Superintendent	Will Crothers	Integrus, Designer

1.RECAP AND ANALYSIS OF PREVIOUS MEETING AND OBSERVATION DAY

Integrus reviewed key take-aways from their day of site observations as well as the *Day in the Life* exercise. To add a spatial dimension to the *Day in the Life* conversation, Integrus presented diagrams on a massing model of the property, showing where each of the observations discussed would impact the site and building. There was also a brief presentation of some of the natural features of the site, such as wind and solar angles.



Example slide from the graphic summary of the Day in the Life exercise



Site analysis slide capturing select natural features of the site

To summarize and advance the conversation on the guiding principles, Integrus presented a draft set of six statements synthesizing the various sets of principles the Design Advisory Committee (DAC) teams penned at the previous meeting. These six statements are below. As homework, the DAC will review these in detail and propose alternatives or changes as needed. Integrus stressed that this was a first pass at distilling the many concerns of the DAC, and that the guiding principles should authentically reflect the thinking of the DAC, and the Stevens community.

Provide a safe, secure, inclusive, and welcoming environment for all

Connect to nature and inspire students through local materials, graphics, daylight, views to the Olympics and Salish Sea, and access to the outdoors

Build for the future with large, flexible, adaptable, technology-rich spaces

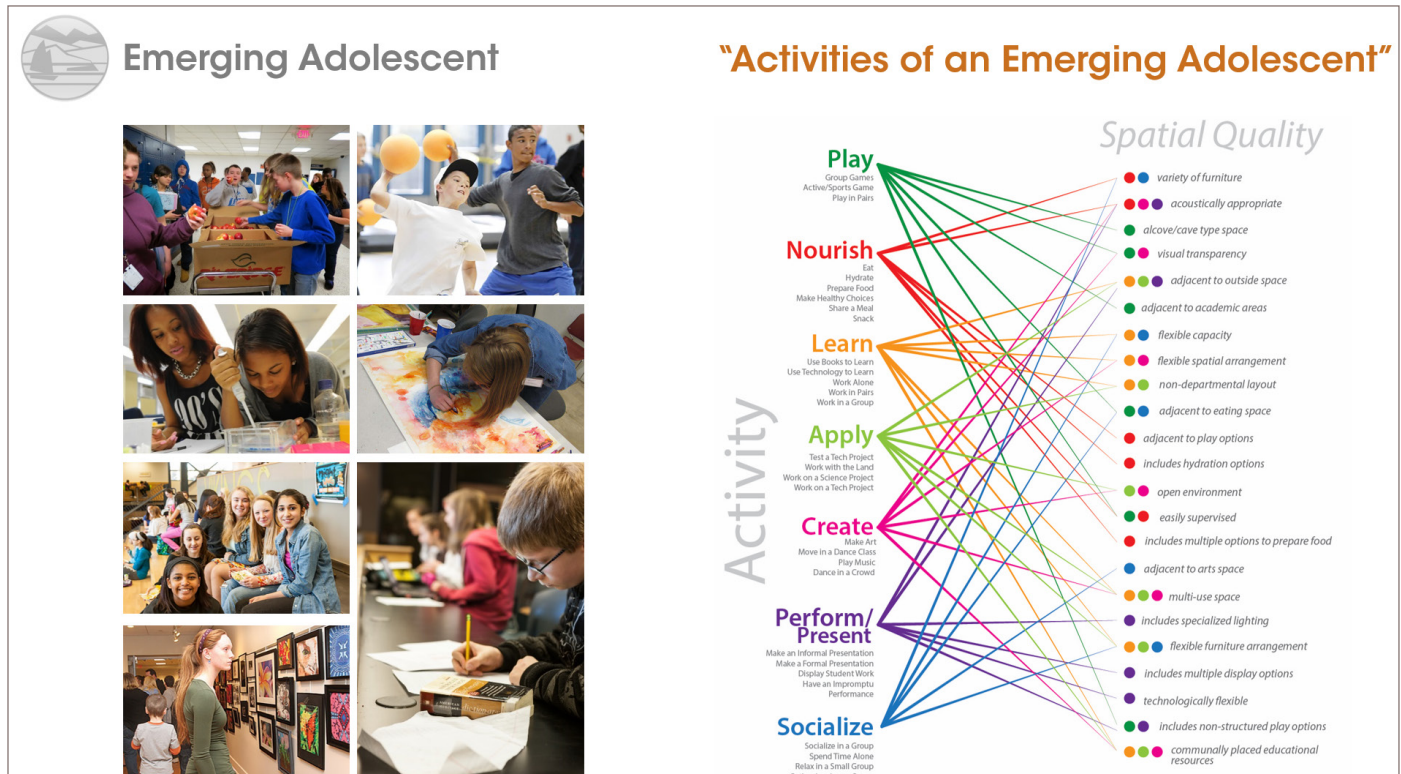
Embrace and welcome the larger Port Angeles Community

Root the building in place by recognizing Port Angeles' cultures and communities, including those of the Coast Salish, as living, thriving forces

Create a healthy and high-performing building through efficient systems, durable materials, and local resources

2. PRESENTATION AND DISCUSSION OF MIDDLE SCHOOL ACTIVITIES

Integrus provided a brief overview of the evolution of thinking in middle school design as well as a discussion of adolescence more broadly. Following this, Integrus presented a set of seven key activities that a middle school supports. This prompted a conversation about students at Stevens and how they use the building. The seven activities and the conversation related to each are below.



Common activities of middle-schoolers and the overlapping spatial qualities that support them

NOURISH

- There are three bottle-filling stations in the school, but students have mentioned wanting more.
- Dispersed food stations would be beneficial to students who need a snack or who missed breakfast. Having multiple locations avoids stigmatizing students who might need the food. A similar approach to distributing warm winter clothing would be appreciated by many students as well.
- Access to washer / dryer.
- Access to showers, ideally distributed, not just in admin.
- Food provides an opportunity to gather.
- A small kitchen in the cafeteria area, separate from food services for sports teams, parties, and other community gatherings. This could just be a counter, ample receptacles, and microwaves.
- Garden and a covered wash station for cleaning produce.
 - Practical challenges associated with gardening.
 - Could there be a greenhouse/hydroponics to address short growing season?

- Community kitchen, ideally adjacent garden, could be used for teaching life skills to students and community. Consideration of whether anyone would be available to teach/lead this space.
 - Challenges with specialized spaces adopting to change
- Importance of food to culture and community.
- Food prep as career-readiness.
- Currently students who need a quiet or less stimulating environment eat in library and classrooms.
 - A commons with more variety of spaces could potentially accommodate these students.
- Dedicated cafeteria, or a *Commons* would provide a flexible open space for numerous activities and also free up other spaces to be used more effectively.

PLAY

- Currently happens in the Gyms, fields, and, through clubs, in classrooms.
- Games, such as foosball are popular when available.
 - Need to be in dedicated, supervised space to be effective.
- Basketball court would be a welcome asset for community.
- Provide lighting for outdoor community spaces.
- A play structure that doesn't feel like a playground would be popular among students, particularly something incorporating natural elements, such as logs and boulders.
- Separating the cafeteria from the gyms would make both spaces work better.
 - Flexibility in athletics spaces to accommodate diverse activities (e.g. wrestling).

LEARN

- Flexible spaces with easily-movable furniture.
- Ample power outlets.
- Good Acoustic design, both within and between rooms.
- High-quality lighting.
- Common spaces / shared areas would be welcome addition
 - Library is used currently for Para-education
- Outdoor learning is popular, more space/access desired
 - Covered areas critical for shade in warmer months
 - Video production

APPLY

- Garden or greenhouse desired.
- More storage.
 - Open / Common storage is desired.
 - Shared between departments would be beneficial.
 - Separate storage building outside is an option if that saves money.

CREATE

- Additional music storage needed.
- Level orchestra floor would be improvement vs current stepped space
- Theater or some kind of performance space desired
 - Challenge of having someone to teach drama class.
 - Stage could be raised area for concerts and other small-scale performances adjacent the Commons.
- Sound-proof room for audio recording would be ideal.

PERFORM

- More display cases and opportunities.
 - Secure, so art work isn't damaged or taken.
 - Department-specific display.
 - Digital display at entry for announcements.

SOCIALIZATION

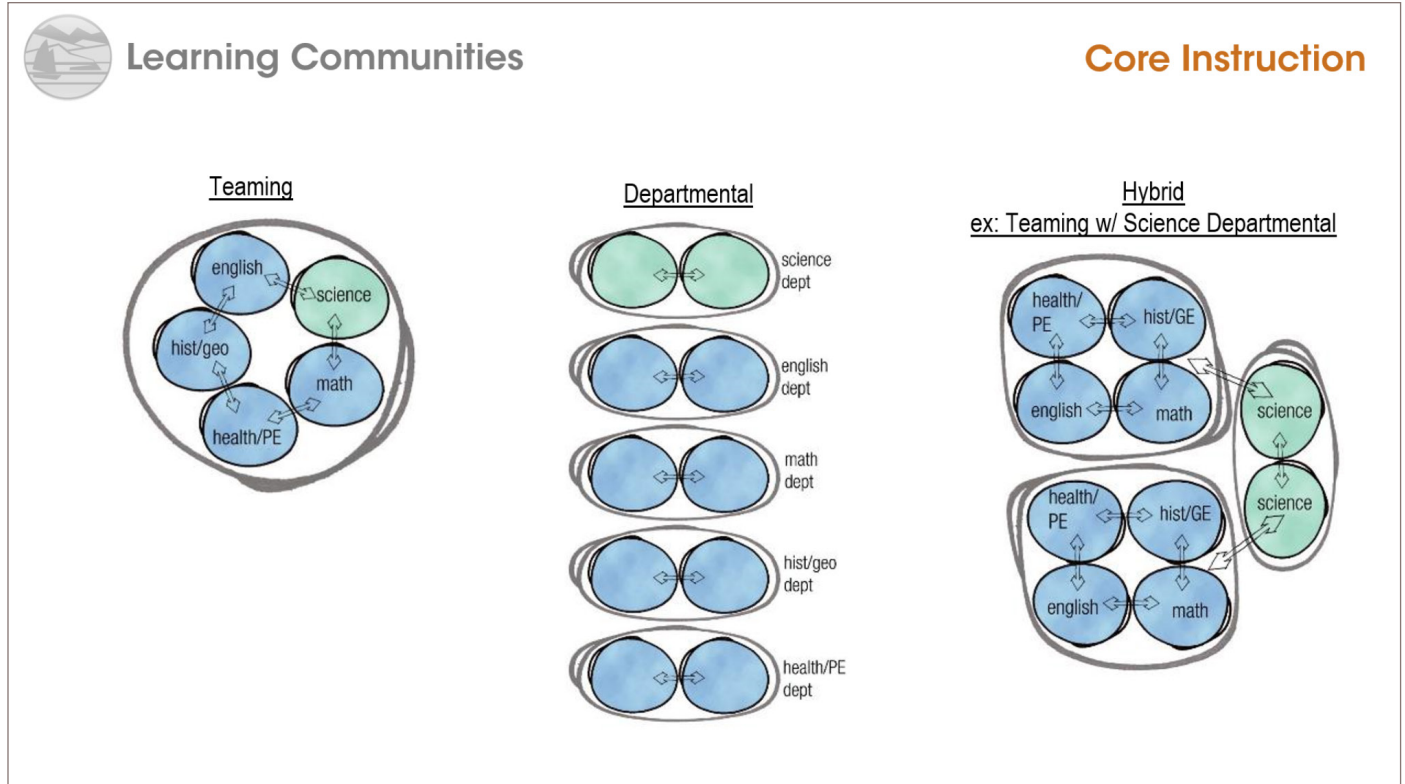
- Having a space large enough for all-school gathering is desired. Current gym is too small to accommodate this, so assemblies are done by grade.
- Soft-seating in library.



DAC discussing activity types

3. LEARNING COMMUNITIES

Integrus led a discussion on three aspects of school organization, both to understand how Stevens operates and to provide examples of alternative approaches. The three organizational scales discussed are below, along with the DAC comments related to each.



Examples of learning community arrangements

CORE AND ELECTIVE ADJACENCIES

- A departmental model has pros and cons for SPED. One of the benefits is that being grouped fosters a sense of community within the SPED teachers, making it easier for them to support each other and share resources. On the other hand, having them isolated from other parts of the school can feel stigmatizing and distancing for the students who they serve.
- Currently support spaces are disbursed throughout the school, with storage and meeting spaces anywhere space can be found. Ideally, these would be centralized to provide better resources such as privacy for student conversations, storage, and a calming room. "Support Services" in this context means support for behavior, academics, attendance, and mental health.

ELECTIVES AND GRADE LEVEL

- Science classrooms should have access to outdoors.
- Centralizing CTE spaces within the overall school would be beneficial in reducing travel distances.
- Stevens has a professional learning communities approach, rather than a teaming model, due to number of staff.
- Generally, departmental model was well-received, specifically by allowing shared resources.

LEARNING COMMUNITIES

- Shared areas of some kind would be useful, especially where there is access to natural light.