



MEETING MINUTES FOR DESIGN ADVISORY COMMITTEE - MEETING #4

Tuesday, January 3, 2023

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
Sarah Methner	PACAC	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	Craig Fulton	Vanir, PM
Brian Gundersen	Teacher	Marty Brewer	PASD Superintendent	Sam Schafer	Integrus, PM
Susan Dekreon	Teacher	Terra Horton	PACAC	TJ Hoving	Integrus, Exper. Design
Mike French	PACAC	Jennie Wilson	Exec. Asst. to Supt.	Will Crothers	Integrus, Designer
				Amy Vanderhorst	Integrus, PIC

1.RECAP OF PREVIOUS MEETING AND DISCUSSION OF OTHER CONCURRENT EFFORTS

Integrus highlighted key items from the previous meeting's discussion, including activity types, space needs, and organizational approaches to learning communities, classroom wings, and grade levels. Integrus also described ongoing activities outside the scope of the Design Advisory Committee (DAC) meetings. These include building condition assessments on facilities throughout Port Angeles, a community listening station at the high school holiday concert, and detailed photography and as-built verification at Stevens Middle School.

2.GUIDING PRINCIPLES DISCUSSION

The DAC reviewed the draft Guiding Principles and provided comments. The group agreed that the draft encompassed the key values of Stevens and captured the spirit of the conversations up to that point. Three areas were brought up for refinement and confirmation:

- a. Incorporating the idea of "creativity." One specific suggestion was to modify one statement to read "Provide a safe, secure, inclusive, and welcoming environment for all to learn and create."
- b. Clarify that "Technology-rich" does not mean that the technology is the focus, but rather that the school is capable of supporting whatever the technological needs of the school are. A specific suggestion was to modify "technology-rich," to "technology-ready," although there were reservations with this wording as well.
- c. Integrus will follow up with Marty to confirm the appropriate language in reference to the Lower Elwha Klallam Tribe, in particular, whether it should be specific or more broadly include the Coast Salish Tribes.

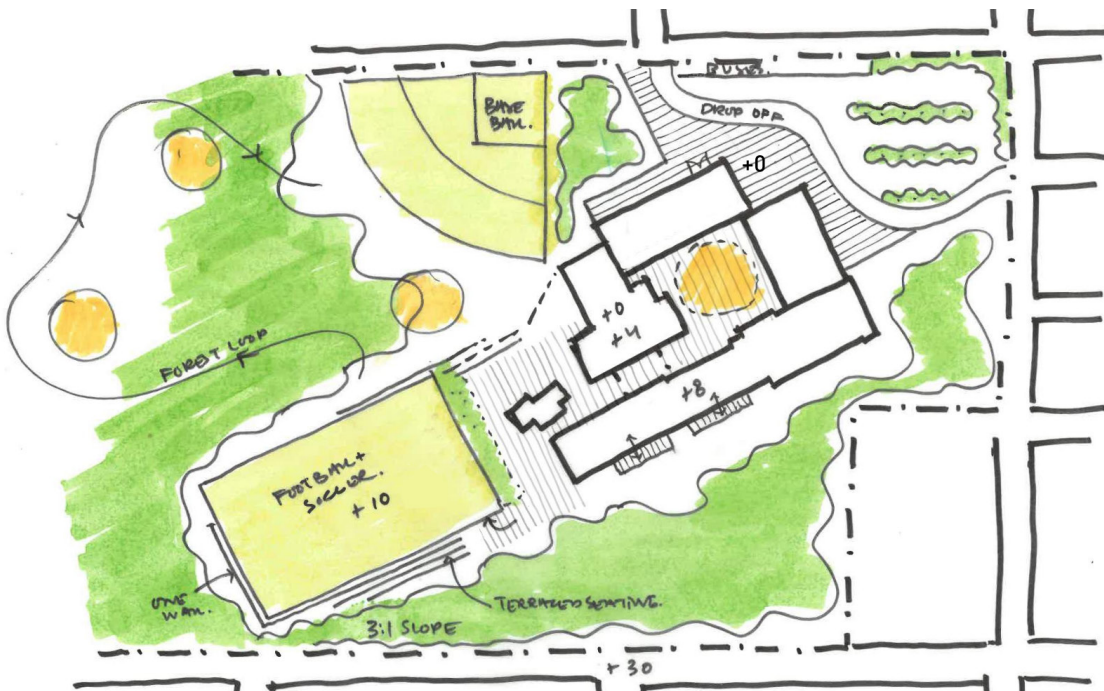
Integrus committed to reviewing the comments and providing an updated draft incorporating them.

3. DISCUSSION OF VARIOUS SITE APPROACHES

To initiate a conversation about site layout, Integrus presented six site approaches. Rather than being proposed solutions each of the schemes was a prompt for conversation and a jumping off point for exploration. Two of the six schemes are shown below.



This scheme shows a re-orientation of the approach to the school, while maintaining the location of the entry



This scheme illustrates flipping the front of the school to the north and providing parking and drop-off at the north-east corner

4. SITE AND BUILDING LAYOUT EXERCISE

Building on the site-scheme conversation, the DAC worked in four teams to locate program elements on a site model. This generated ideas about overall site approaches as well as helping the design team to understand key adjacencies and priorities of the group.



DAC members working in small groups



Scheme 1

Entry remains in its current location.

Existing parking lot is enlarged. New parking lot provided at east end of site.

At the center of the school, clearly visible from admin and the entry, are Library, the Commons/Cafeteria, and the gyms. This provides clear delineation of public space for after hours use.

Classroom wing expands or is reconfigured to provide shared areas / breakout spaces.

CTE is integrated, rather than being in separate wing.

Kitchen and service side of the building is to the west, cleanly demarcating an area where students don't need access.

All buildings on the school are connected by interior space.

Mobile health clinic at west end of site.



Scheme 2

Entry is maintained in current location and is connected to new west parking with a covered walkway.

Separate bus and parent drop-off/parking. Bus drop off at north end of site, potentially connecting through to the south.

Commons/Cafeteria, Library, and CTE are at the “heart of the school.” The shape of the Commons allows it to stitch together other buildings on the site, possibly including the music classrooms.

Weight room has strong connection to the gym with large glass wall allowing views between the spaces.

CTE has access to loading zone.

Administration is separated into two areas, with the remote, west admin block containing a counselor at a minimum so that conflicts can be handled close to the source. Potentially, other admin staff that are internal to the work of the school, rather than public facing, could be located here as well to get better coverage of staff throughout the school.



Scheme 3

Entry on west side of site, near new parking lot. No change to bus drop-off location.

New parking by fields, especially important for community event use.

Commons and Library at the center of the school, used to connect the different existing buildings. Covered play is immediately adjacent the commons for easy access to students after lunch.

Classrooms organized by department.

Outdoor learning adjacent science and CTE classrooms.

Faculty room added near admin.

Operable partition between gyms to allow for all-school assembly.



Scheme 4

Orientation of school flips so that entry is from the north. Parking added in north-east corner of site where current field is. Field moves to the west side of the school. Being separate from the rest of the school provides clear delineation for after-hours or summer events.

Bus drop-off is to the south, at the other end of the site from parent drop-off, making a clear separation. Students can enter the building from the west at the beginning of the day.

Library is on the second floor above the Commons, transitioning to a bar of classrooms. This two-story volume allows for the grade transition from the existing classroom building down to the new building entry at the level of the existing field.

Outdoor covered play and admin complete the courtyard, creating for an outdoor, supervised space for students.

SPED is embedded throughout the school, rather than being in a separate area.

Following the working session, the groups came together around each of the four tables to look at the schemes, hear from the teams that developed them, and provide comments and questions.



The group listens as one of the teams presents their scheme

COMMONS THEMES AND COMMENTS

- Entry should be clear and accessible.
- Community use areas should be easily identified and accessed from parking.
- Site should be zoned for easier supervision.
- Bus and parent drop off need to be separate.
- More parking, particularly with community in mind, is essential.
- If the challenges associated with parking/grade/first-impressions can be solved, there are benefits to keeping the admin and the entry where they are currently for their central location. On the other hand, there are also good reasons to consider flipping the orientation of the school to face north, especially if the Commons/Cafeteria can still be centrally-located.
- Providing outdoor space for students other than the fields is important both to maintain the fields, and to provide students outdoor access, particularly at the beginning of the day and after lunch.
- Visibility between spaces and a feeling of connection is critical to a welcoming, navigable building.
- There is interest in continuing to explore both a departmental organization and a grade-level organization.
- The school should be zoned on the interior such that during public events after hours, the rest of the school can be closed off.