



MEETING MINUTES FOR DESIGN ADVISORY COMMITTEE - MEETING #5

Tuesday, January 17, 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	Leann McComb	SMS Teacher	Nora Wilson	Paraeducator
Steve Methner	PACAC	Carmen Geyer	Comm. & Community Rel.	Sandy Long	PACAC
Randy Steinman	SMS Teacher	Kristen Lunt	SMS Principal	Abbey Riordan	SPED Teacher
Nolan Duce	Dir. of Maint. & Fac.	Marty Brewer	PASD Superintendent	Craig Fulton	Vanir, PM
Brian Gundersen	Teacher	Jennie Wilson	Exec. Asst. to Supt.	Sam Schafer	Integrus, PM
Susan Dekreon	Teacher	Daniel Shyles	Teacher	TJ Hoving	Integrus, Exper. Design
Mike French	PACAC	Carmen W Charles	Native American Liaison	Will Crothers	Integrus, Designer
Darren Mills	SMS Teacher	Melissa McBride	Behav. Intervention	Amy Vanderhorst	Integrus, PIC

1. RECAP OF LISTENING STATION AND PREVIOUS MEETING

Integrus described the listening station they conducted with Stevens MS staff and students during the day (see notes at the end of this document for more information). The listening-station comments reinforced priorities established by the DAC, and provided additional context. Integrus presented updates to the Guiding Principles, based on the previous meeting's conversation and received confirmation that these captured the spirit of the DAC conversations thus far.

Integrus then re-capped the site schemes from the previous week (see DAC #4 Meeting notes for more information on these schemes).

Below are the updated guiding principles, based on feedback in meeting #4. The updates are underlined.

Provide a safe, secure, inclusive, and welcoming environment for all to learn, create, and grow.

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 spaces, supported by adaptable building systems and infrastructure.

Provide the latest technology for educational program enhancement.

Embrace and welcome the larger Port Angeles Community.

Root the building in place by recognizing Port Angeles' cultures and communities, including those of the Lower Elwha Klallam, as living, thriving forces.

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

2. REFINED SITE SCHEMES

To allow more concrete conversations about DAC values around site and program-adjacencies, Integrus took the four explorations from the previous meeting and distilled key drivers of those approaches into three schemes. Integrus stressed that these schemes are not proposed layouts for the future school; rather, they are tools to discuss values and priorities. Because the project is not yet in a design phase, there are numerous unknowns around cost, jurisdictional requirements and engineering constraints. Therefore, none of these schemes represent specific proposals.

After Integrus presented the schemes, DAC members used dots to identify aspects of the schemes they thought should be prioritized (green dots) or questioned (yellow dots). After the dot exercise, the group discussed each of the three schemes to identify pros and cons of each. Detailed notes are below, but two key conclusions were that the entry should be from the north-east quadrant of the site (as in Scheme #3 *The Sea*) and that the entry should have a strong civic character and provide a clear sense of arrival and place.

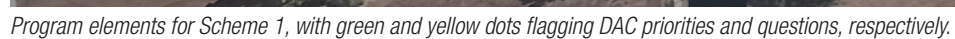


DAC members discussing the schemes and placing dots on items for further discussion



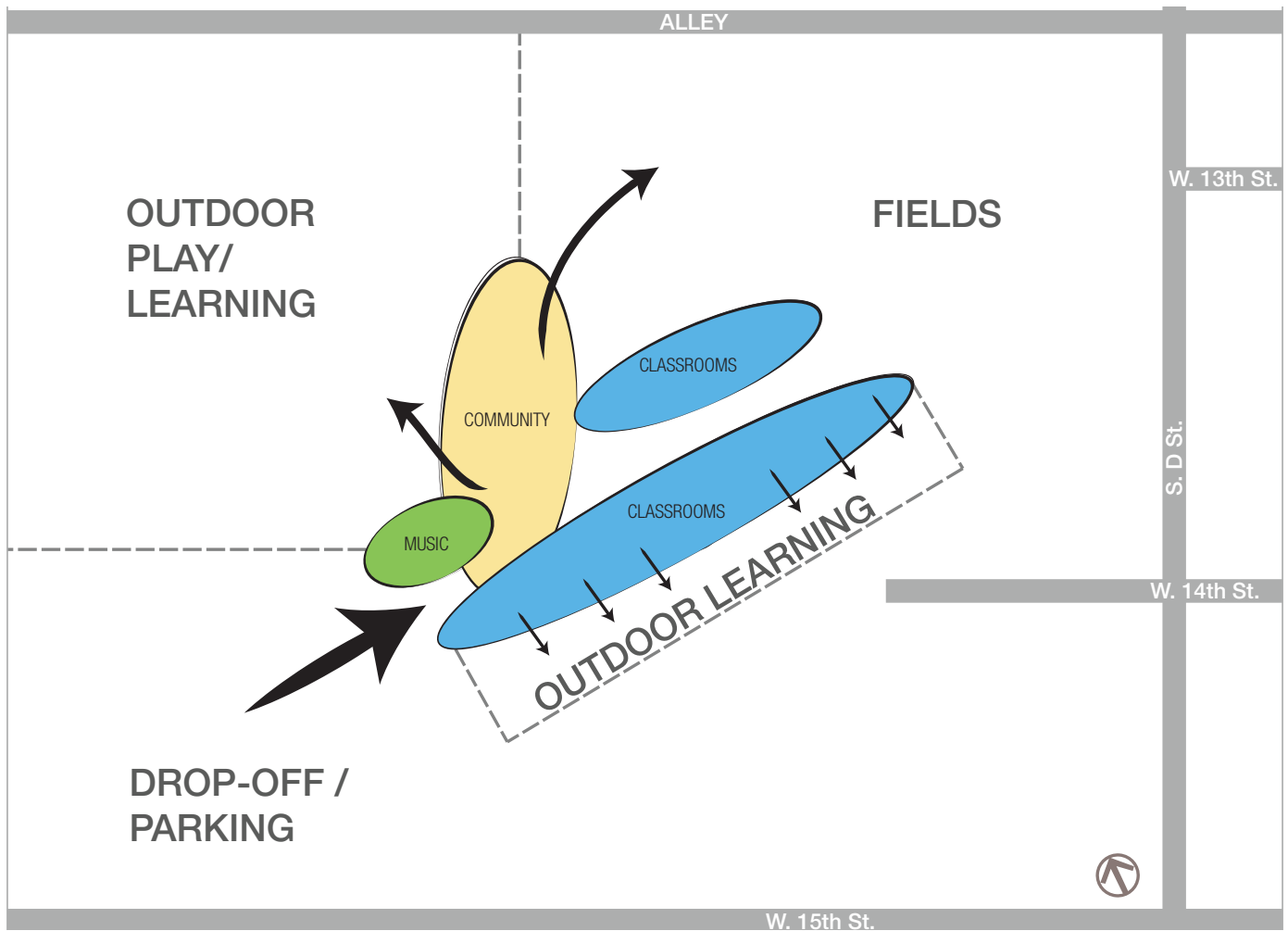
Integrus leading a discussion of the schemes, building on the DAC's dot exercise

The first scheme Integrus presented maintains and expands the existing configuration of the Stevens MS site and program.

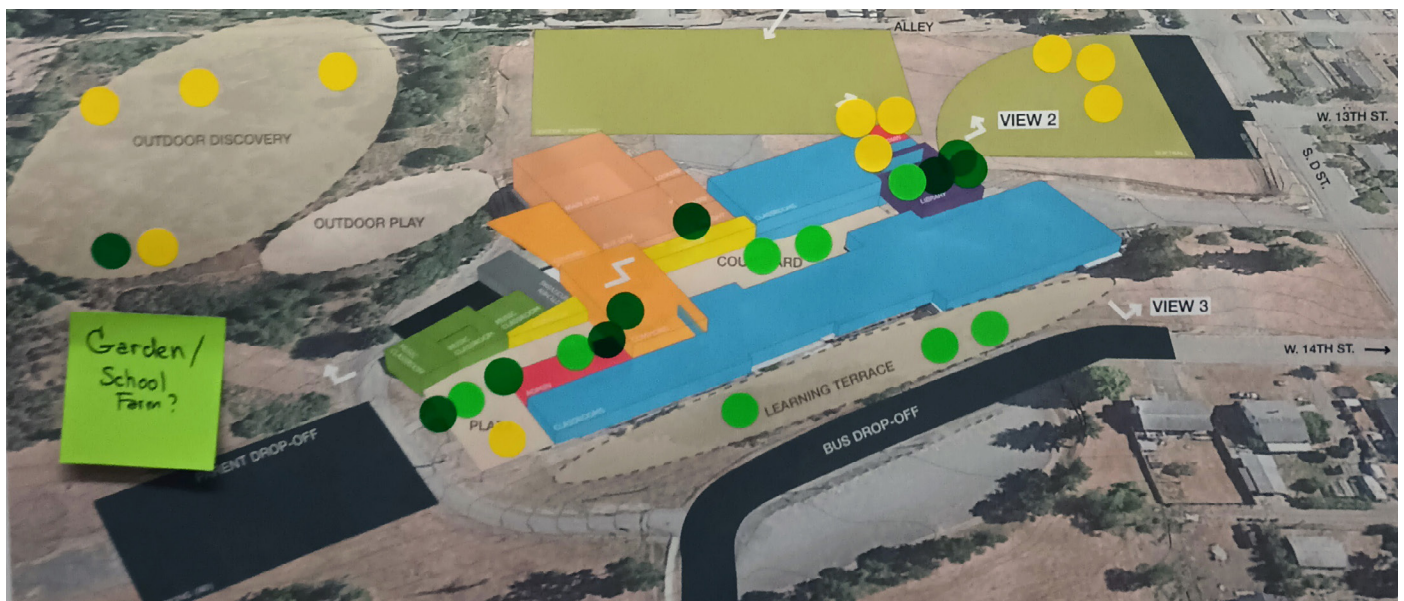


SCHEME 2 - THE FOREST

The second scheme moves the entry to the west, and uses the southern slope as terraced outdoor learning.



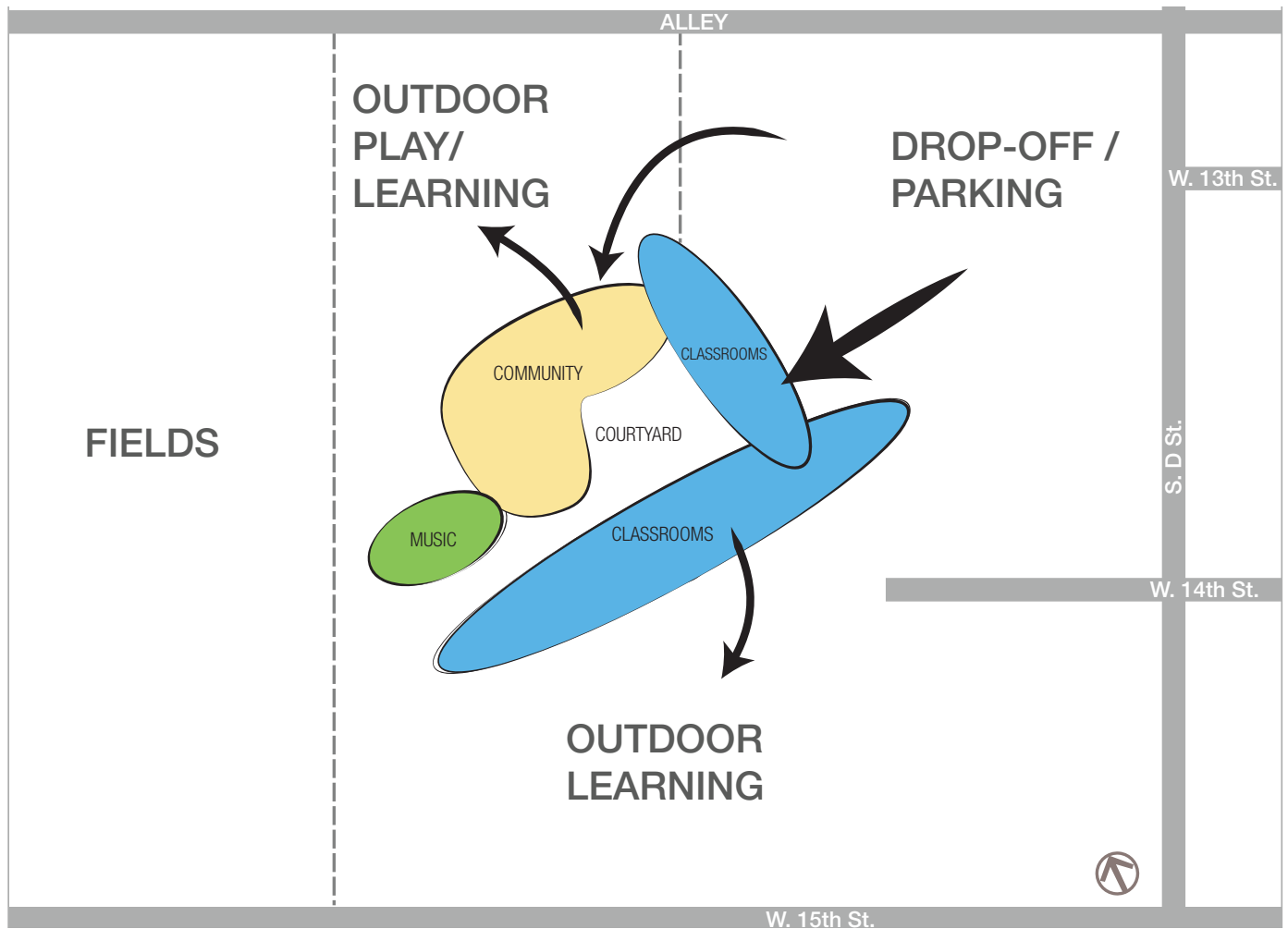
Site zoning for Scheme 2



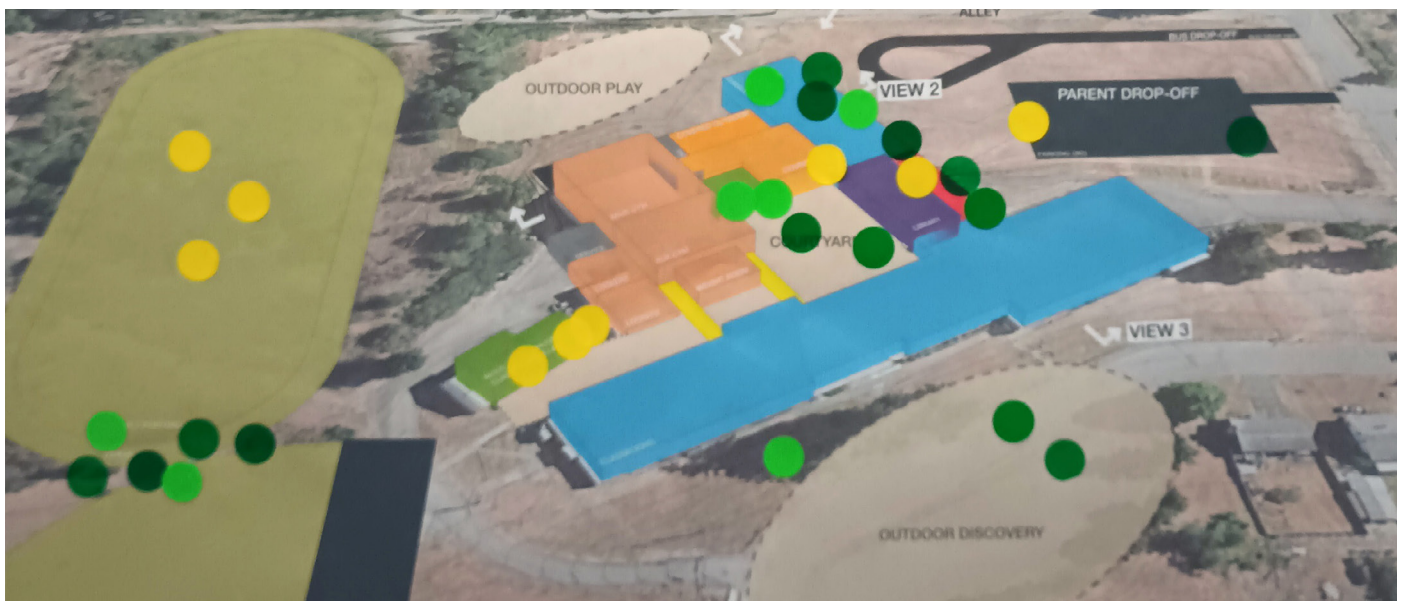
Program elements for Scheme 2, with green and yellow dots flagging DAC priorities and questions, respectively.

SCHEME 3 - THE SEA

The final scheme flips the school orientation to front on the north-east, and creates a large courtyard.



Site zoning for Scheme 3



Program elements for Scheme 3, with green and yellow dots flagging DAC priorities and questions, respectively.

DISCUSSION OF SCHEMES 1-3

GENERAL

- The front of the school should face the north-east quadrant of the site, which is where most of the population, and the views to the Salish Sea are.
- The best views should be for students
- The entry should have a strong civic presence. All the schools in district have nice views, but very few have a great entry
- Preserve natural habitat on site for learning opportunities where possible
- Music rooms would be improved by having flat floors
- Courtyard in Schemes 2 and 3 could be used for circulation
- West part of site is potential growth zone, as well as an area that could be used for a cross-country loop or other activities. However it is used, this area should be very clearly delineated as not for student use, except as part of a supervised group led by an adult. Having a fence or other demarcation is critical
- Commons should have good views
- To a limited extent, students are allowed to eat outside as long as they are careful to clean up their food. However, the resident seagull population makes having a large number of students eating outside undesirable

SCHEME 1

- Parking approach does not improve current entry sequence
- Centralized location for covered play for supervision is valuable
- Commons connecting buildings is positive
- This would be an improvement to status quo; it would be the "safe" option.

3. HEART OF THE SCHOOL

To provide the DAC with a clearer picture of what some of the program boxes from the previous exercise could become, Integrus presented four precedents for the *Heart of the School*. This is the idea that certain spaces form the core of a school's daily life and identity. The way these key spaces are organized fundamentally shapes both the function and the spirit of a place.

By seeing diagrams and photos of built projects, DAC members were better able to make connections and understand the potential of different program configurations.

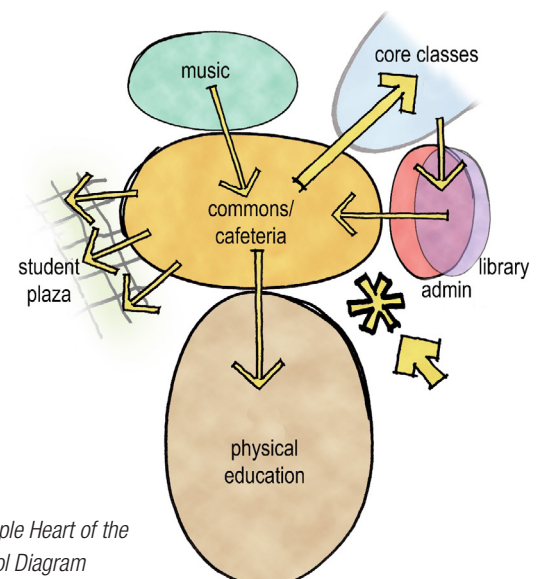
In the discussion following this presentation, DAC members commented positively on configurations that connect different wings, provide clear way-finding, and suggest a strong sense of arrival. There was also interest in a library on the second floor, connected to, but outside of, the most active spaces.

SCHEME 2

- Play area needs to be easy to supervise--don't want students leaving the site
- Development to stay east of pump station
- Covered area by entry would be a great addition to this scheme
- Softball field location will lead to too many balls in neighbors' yards
- Learning Terrace is a great idea
- 2-story Commons at entry is a good focal point
- 2nd-floor library with views to the Sea is nice
- This scheme is strong, but should be mirrored to face east

SCHEME 3

- Good location for fields
- Clear location for school entry
- Most of town will have to drive around the school to get to the fields. The location is ideal despite this
- Potential for 6th grade or CTE to go in north wing
- Music should have enclosed/secure connection
- Fields moving to west is expensive, but being zoned separate from the rest of school is beneficial. There could be restrooms associated with them, and a walking path for the public to the west
- Consider flipping parking to west side of fields
- Challenge of split supervision for staff if students are inside courtyard and outside in the outdoor play area at the same time during lunch
- Music room in Commons is a good idea, but needs to be confirmed with music team
- Outdoor learning to the south is a good use of that area





MEETING MINUTES FOR LISTENING STATION - STEVENS MS

Tuesday, January 17, 2023
8:00 AM - 3:00 PM
Stevens Middle School Library

1. PURPOSE AND DESCRIPTION OF LISTENING STATION

In order to gain broad feedback about values and goals from as much of the Stevens Middle School staff as possible, Integrus set up and staffed a *listening station*: a series of boards from the DAC process, a site model, a large notepad, and a comment box. Throughout the school day, staff came into the library, where the station was, and discussed their vision, hopes, and concerns for the new facility. Integrus recorded this input on the notepad and invited further input via the comment box. In addition to numerous teachers, there was representation from custodial, nursing, admin, and library staff. During the lunch hour, students also participated in the conversation.

2.INPUT FROM LISTENING STATION

Many of the ideas, priorities, hopes, and concerns voiced at the listening station echoed conversations from the DAC meetings. Notes from the input are below. Feedback is grouped by subject area

SITE

- Garden or landscaped area that is secure
- Rainy-day recess. Many students will play outside, even in pouring rain. Covered outdoor space would be valuable
- Ensure bus drop-off is not too steep for school buses in icy weather
- Volleyball court
- Greenhouse
- Better lighting
- Covered walk to classes
- Teacher Shirlene Fitzwater is a teacher at the PA High School leading an effort use outdoor classroom spaces and do ecological restoration district-wide. Suggest reaching out to her to coordinate efforts at Stevens
- End-of-school bus wait can be as long as 45 minutes (student advocating for better student- waiting spaces)

HEALTH AND WELLNESS

- Physical Wellness Center, could incorporate the following: Dedicated washer/dryer (not used for custodial), lost and found, food and clothes pantry, ice machine, potentially nurse.
- School nurse: idea above is great, but the nurse's office should be included in the admin suite as the secretary often has to cover for the nurse.
- Nurse's office needs two cots with privacy curtains. Current room is inadequate. The space needs a toilet and sink. Including a shower would be ideal. An ice machine is needed.
- Could unclaimed lost and found items be cleaned and given away at clothes pantry?

INDOOR ENVIRONMENT

- Acoustic separation is key, especially adjacent spaces where students need the freedom to be loud, such as music, life skills, and classrooms with microphones
- Windows are essential
- Windows need to be replaced
- Heaters are loud

ADJACENCIES AND CONNECTIONS BETWEEN SPACES

- Good connection between floors, if a second story is added, to accommodate students with mobility challenges
- Library located near admin ideal for the support functions the library serves. However, having it more distant from the center of the school might be more conducive to quiet study.
- Interior connection to music
- Connection to music building should be secure. Having cover would also be good. Does not need to be a corridor
- Reducing travel times throughout the school

TOILETS

- Currently, many students hang out in restrooms, which are a hotbed of mischief
- Single-occupant restrooms ideal
- More staff restrooms needed
- Need more privacy and quantity, especially for women

NEW PROGRAM OR ACTIVITIES

- 2nd-floor lounge for staff, with views.
- Roof observatory
- Football team
- Lacrosse team
- Volleyball
- A place for students to hang out and be supervised would be valuable
- Suite with padded calming room, occupational therapy, speech, toilet room, shower
- Dedicated space for in-school suspension (ISS). Currently, the conference room is used, which does not work well.
- Separate workroom from staff break room. Having the laminator and copier in the staff break room is loud, smelly, hot, and disruptive. Staff room needs sink. Also, no one would say no to a Jacuzzi and BBQ pit.

KLALLAM LANGUAGE AND CULTURE

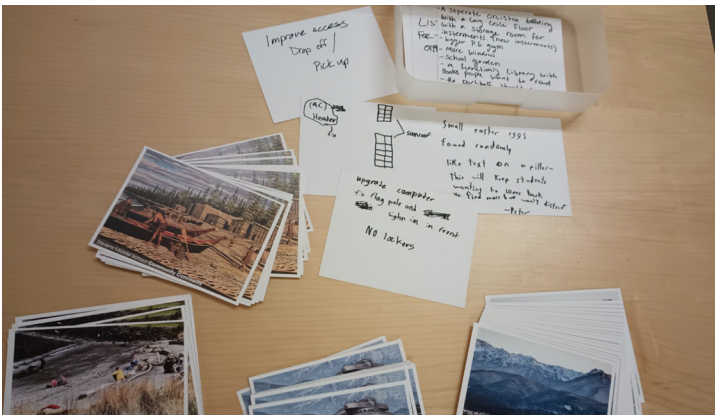
- Suggest reaching out to Wendy Sampson, the Klallam Language teacher at Stevens for input on wayfinding and design, especially where there are opportunities to connect

this experience to the High School.

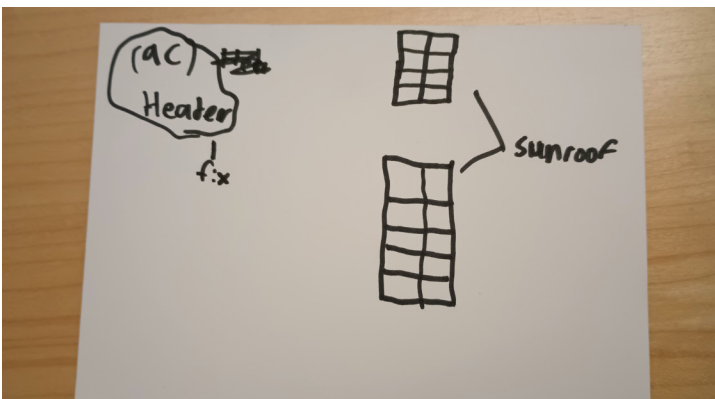
- A Healing Circle is a common activity in the school, usually done with a single class. This could be daily or weekly. A space to accommodate it should be indoors (out-door healing circles can happen anywhere), in a space not used for circulation. A connection to the outdoors is important, and views to the mountains or sea would be ideal. Healing circles emphasize egalitarian relationships and are common across various tribes.
- Look at the Peninsula College at the Longhouse and at the PUB tribal flags for inspiration.

MISC

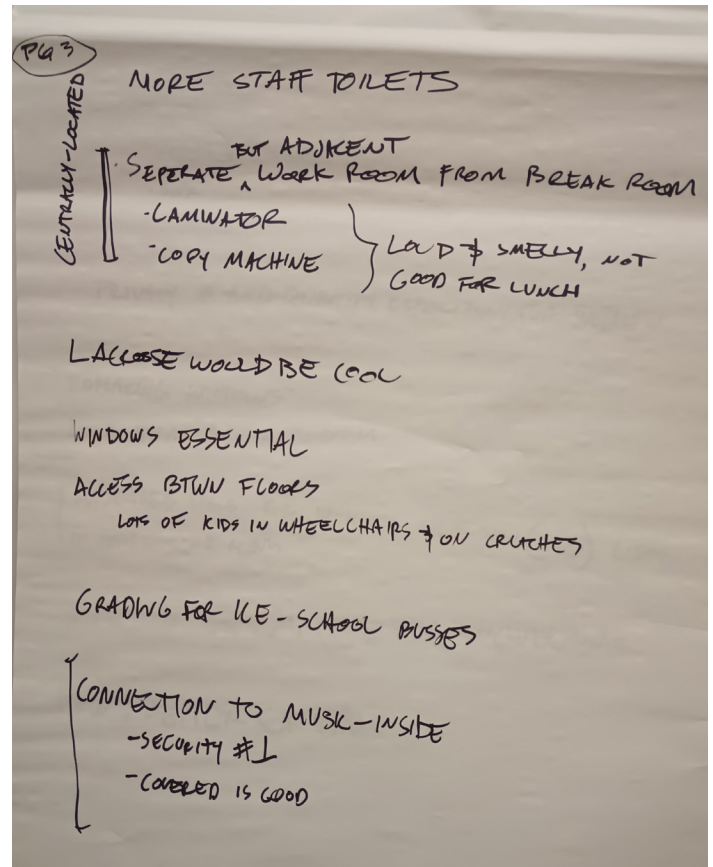
- Better and more cameras
- Separate copy machine for engineering
- Lots of tackboard
- More privacy in locker rooms
- Less gym space (student arguing that too much area is dedicated to athletics)
- Solar panels
- Easter eggs--provide hidden notes or graphics that spark curiosity and identification with the school



A comment box provided an opportunity for anonymous feedback



A student comment card suggesting modifications to building systems



Integrus recorded conversations in real time on a large notepad