

MEETING MINUTES FOR DESIGN ADVISORY COMMITTEE - MEETING #6

Tuesday, January 31, 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	Teacher	Susan Dekreon	Teacher	Nora Wilson	Paraeducator
Randy Steinman	Teacher	Leann McComb	Teacher	Sarah Methner	School Board
Steven Methner	PACAC	Kristen Lunt	Principal	Kelsey Orgler	Teacher
Nolan Duce	Dir. of Maint. & Fac.	Marty Brewer	PASD Superintendent	Craig Fulton	Vanir, PM
Susan Dekreon	Teacher	Jennie Wilson	Exec. Asst. to Supt.	Sam Schafer	Integrus, PM
Mike French	PACAC	Melissa McBride	Behav. Intervention	TJ Hoving	Integrus, Exper. Design
Darren Mills	Teacher	Sean Worthington	PACAC	Amy Vanderhorst	Integrus, PIC
Sandy Long	PACAC				

1. RECAP OF DAC PROCESS

As the last of six in the Design Advisory Committee (DAC) process, the meeting began with a summary of the concepts, discussions, and exercises, up to this point. Highlights from this work are listed below, grouped loosely into three categories.

Listening:

- Placemaking as a way of connecting the school to the larger community and environment of Port Angeles, the Olympics, and the Salish Sea. This conversation was supported by discussions, site visits, image-selections exercises, and student engagement.
- On-site observation of students and staff in their daily use of the building, as well as in-depth assessments of the facilities.
- A series of dedicated listening stations where students, staff, and the Port Angeles community provided input.
- A discussion with the DAC of hopes and concerns for the new project.
- An exploration of a day in the life of four hypothetical school users representing a diverse group of students, staff, and parents.
- Guiding principles as a touchstone for the entire design and construction process.

Understanding:

- Learning styles and how the building should accommodate them.
- Conversations about emerging adolescence and the spaces that support this period of development.
- Presentation of different approaches to the organization of grade levels, core-instruction, and elective spaces.

Site Studies:

- Site analysis describing challenges and opportunities of the school's physical environment.
- Site and program explorations to better understand Stevens Middle School's values and goals.



DAC members providing and clarifying a vision over the course of six meetings

2. UPDATED SITE SCHEMES

Building on the feedback provided in the previous meeting, Integrus presented three building and site concepts for discussion. Because the project is not yet in a design phase these schemes served to prompt conversation and clarify values, not as specific proposals. Each scheme shows the fields to the west and entry from the north-east, but within those parameters they explore different layouts, each of which had its own pros and cons as discussed by the DAC. The three schemes are shown on the following pages. The discussion is summarized below.

GENERAL

- The location of fields, to the west, works well in all the schemes.
 - Restrooms accessible from field are desired.
 - PE classes will use fields.
 - Soccer and football are played during the same season.
- General location of parking and drop-off to the north-east works well.
- Safety is a key concern, and there are various aspects of daily use--not just extreme events--that are critical to consider:
 - Limiting need to go outside when circulating.
 - Wide, comfortable corridors.
 - Supervision throughout the facility.
 - Restroom supervision and visibility.
- Music came up in discussions of all the schemes:
 - The location of the music program at the opposite end of the building from the entry in all three schemes does not work well for picking up and dropping off instruments, which many students do at the beginning and end of each day.
 - Furthermore, as a critical part of the school curriculum and identity, music should be integral in the experience of the school.
 - Possibility of locating back-of-house services in current music building and relocating music to a part of the building that makes more sense with a new layout.
 - Accommodate Band, Choir, Orchestra.
 - A space for music teachers to meet and collaborate is desired.
- Science should be organized by department and be on the ground floor.
- Space for all-school assembly is desired. This could be in a gym space if bleachers could fit everyone--even if they had to be opened past the court game lines. This could also happen with an operable partition between two of the three large spaces (Gym, Aux Gym, Commons).
- Commons should accommodate three lunch periods.

SCHEME 1

- Compact presence on site is good.
- Supervision of the courtyard opening to the north and west could be a challenge if not fenced.
- Supervision of the courtyard is relatively easy in this scheme, because it can be viewed from a single location.

SCHEME 2

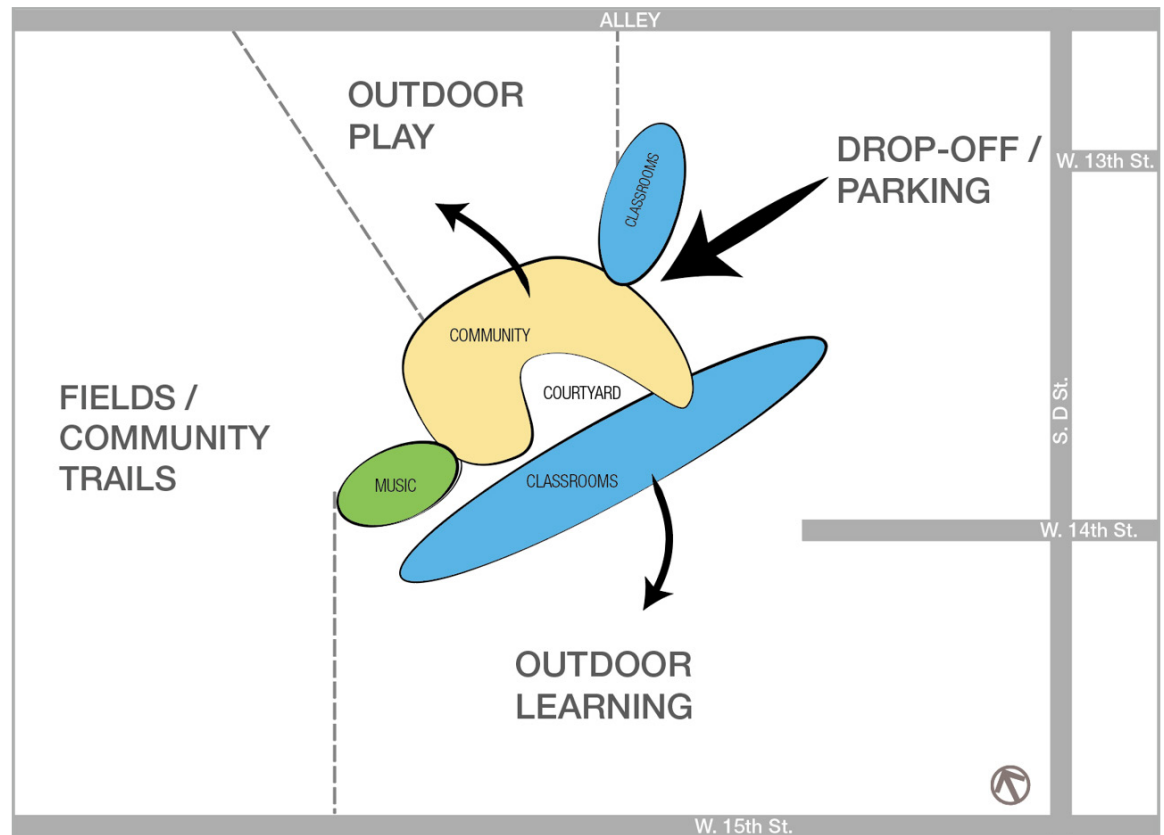
- Courtyard supervision a challenge if shaped like an "L" because it requires more staff to oversee.
- Classroom wings being connected gives good flexibility in organizing grades, learning communities, and electives.
- Having a long facade facing the exterior provides flexibility in egress and would help avoid bottle-necks.
- Combining fields into a larger single field is a reasonable approach.

SCHEME 3

- Gym feels too isolated from the entry and the rest of the school. When it is connected to the commons, as in the other schemes, it has more flexibility and generally functions better.
- The tall commons makes for a strong entry, but it is too remote from the rest of the school.
- Outdoor play adjacent classrooms would be disruptive.
- Learning terrace is a good use of existing topography.

SCHEME 1 - HUB

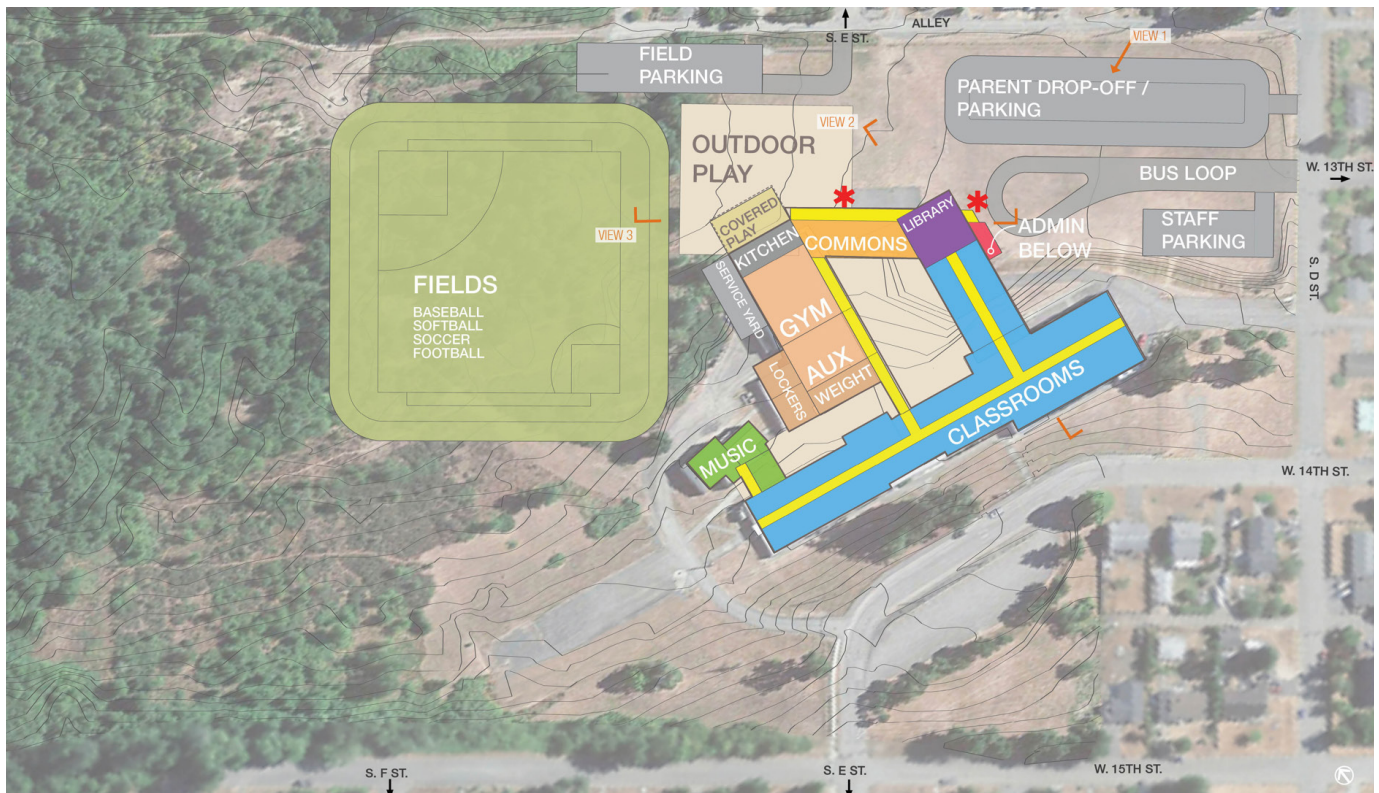
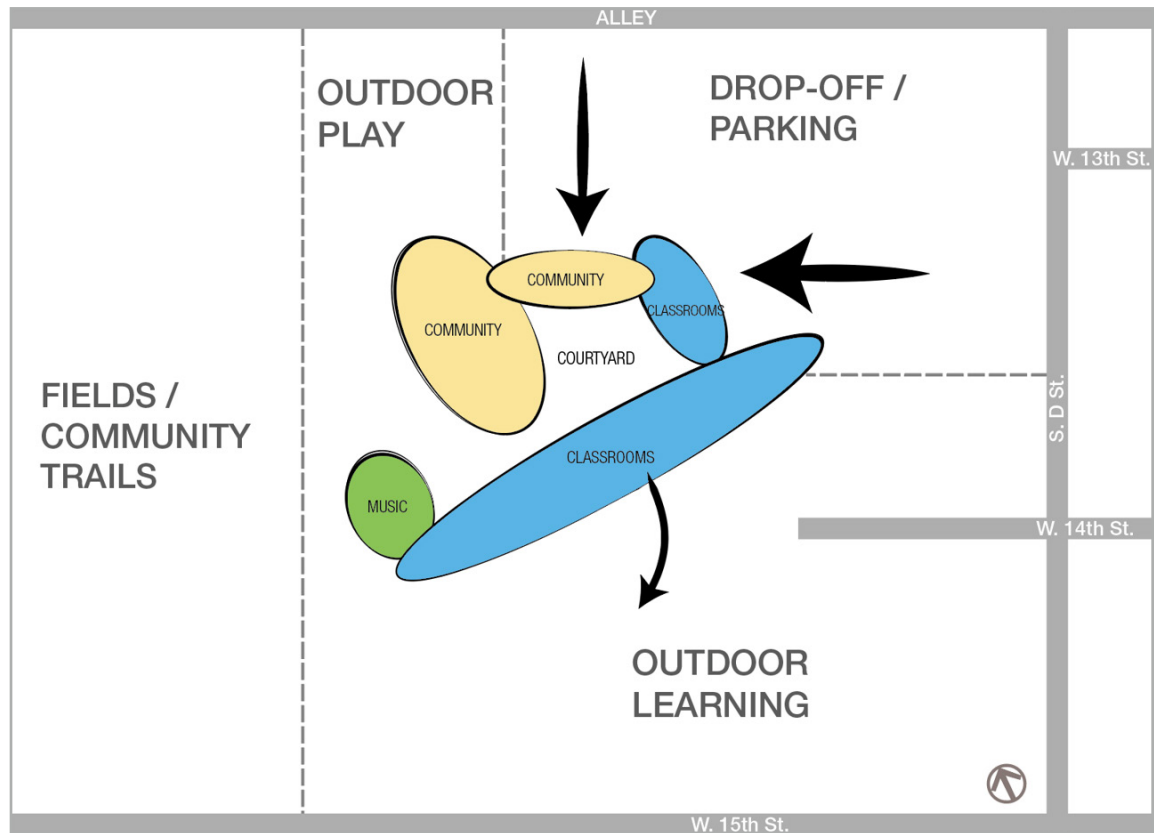
The first scheme Integrus presented creates a central hub of active spaces, including commons, gym and library, to which other wings connect.



Scheme 1 - Hub

SCHEME 2 - COURTYARD

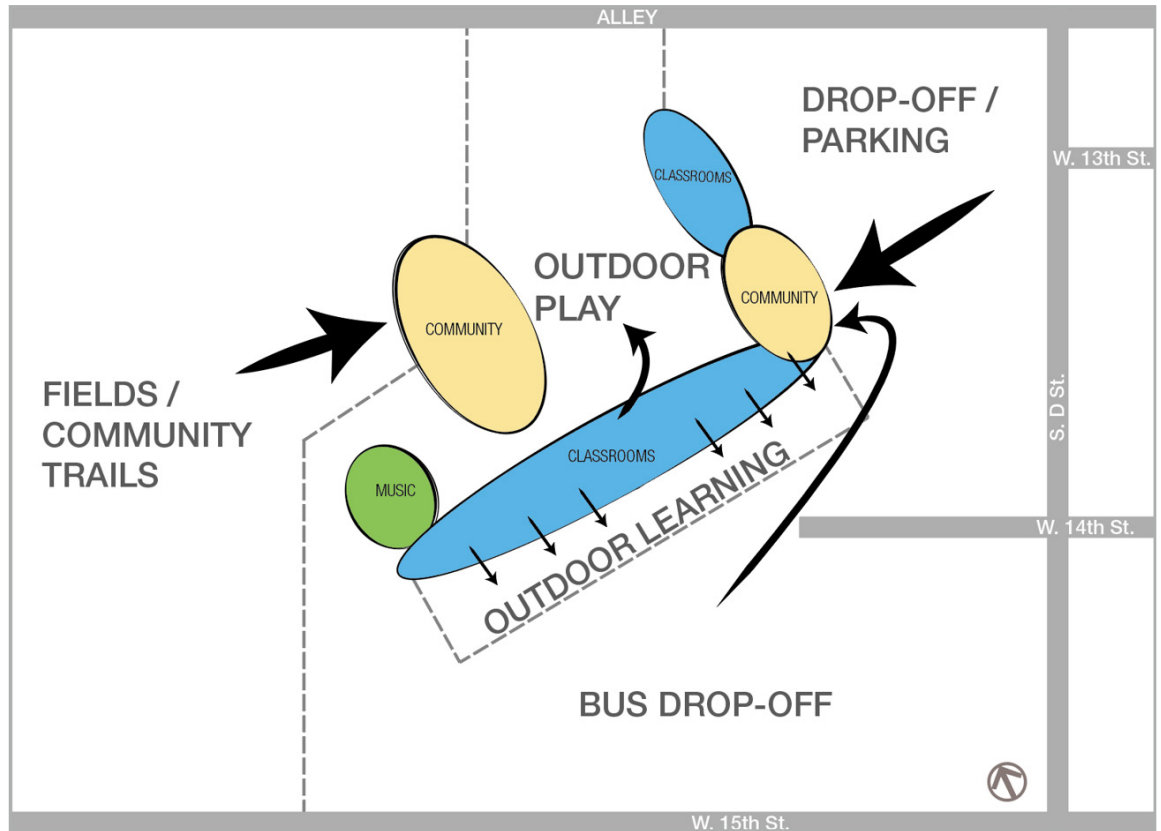
The second scheme emphasizes a central courtyard and groups common-use spaces around it. This creates opportunities for multiple entry points along the north bar of the Commons. The scheme also limits site impacts by clustering parking and condensing fields.



Scheme 2 - Courtyard

SCHEME 3 - WINGS

The final scheme creates a semi-enclosed courtyard space by separating the gym from the heart of the school spaces and has a second, separate entry for community gym access.



Scheme 3 - Wings