

MERCER INTERNATIONAL MIDDLE SCHOOL /

SCHOOL DESIGN ADVISORY TEAM MEETING #1

AGENDA

- + Welcome and General Intro
- + Introductions
- + School Design Advisory Team (SDAT) Orientation
- + Mercer Aspirations and Identity
- + Neighborhood and Community Identity
- + Next Steps and Followup Questions



SEATTLE PUBLIC SCHOOLS

- + Sarah Pritchett, Executive Director of Schools
- + Vince Gonzales, Senior Project Manager
- + Deborah Northern, Equity and Engagement Manger

SHIELS OBLETZ JOHNSEN - Project Management

- + Brad Tong, Principal in Charge
- + Justine Kim, Senior Project Manager
- + Paige McGehee, Program Coordinator
- + Cheri Hendricks, Educational Planner
- + Jerome Hunter, Seattle School for Boys Founder

BASSETTI ARCHITECTS - Design Team Lead

- + Caroline Lemay, Principal in Charge
- + Michael Davis, Design Principal
- + Lorne McConachie, Educational Planner
- + Amanda (Clausen) Hoehn, Project Manager
- + Manika Bhagra, Project Architect
- + Edward Arreola, Project Designer





MERCER INTERNATIONAL MIDDLE SCHOOL

- + Cindy Watters, Principal
- + Sherri Encarnacion, Assistant Principal
- + Katie Humphreys, Special Education Teacher
- + Aaron Hennings, Music Teacher
- + Sue Monroe, Librarian
- + Janet Bautista, 7th Grade Science and Stem Teacher
- + Emily Elasky, 8th Grade Science and Stem Teacher
- + Matt Kochevar, Teacher
- + Virginia Andrews, ~~Teacher~~ school counselor
- + Katie Badillo Wright, Teacher
- + Tracy Kolner, Attendance Specialist
- + Rumi Takahashi, Parent
- + Erin Okuno, Parent
- + Grace Floyd, Parent
- + Azi Brannock, Student
- + Logan Neil, Student





 DIVERSE 

 INCLUSIVE 

 ACCEPTING 

+ Memo for creating a safe space

 WELCOMING 

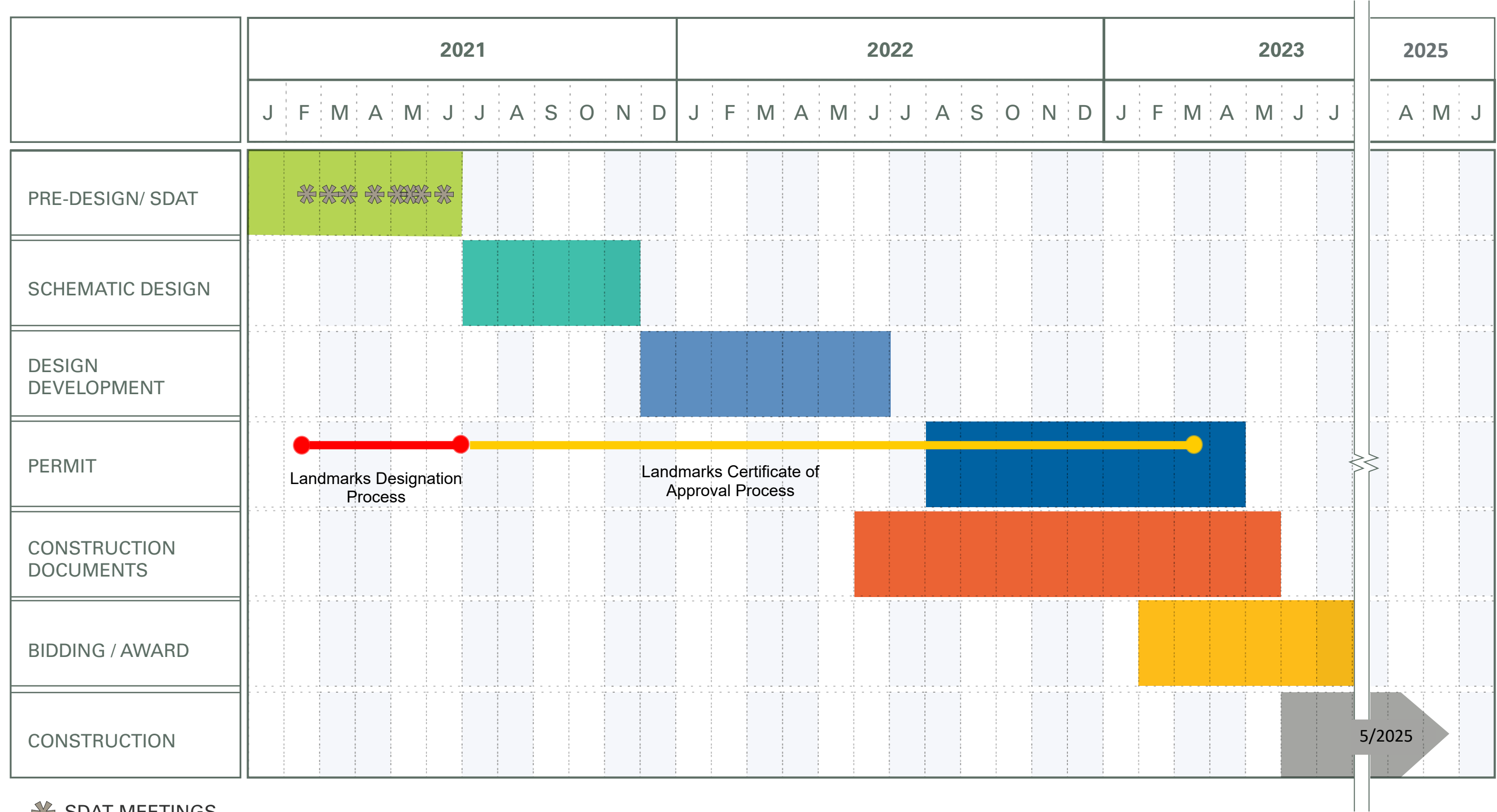
 SAFE SPACE 

 FOR EVERYONE 



- + Understand the purpose, roles, and timeline for this SDAT
- + Understand the general parameters for the SDAT process
- + Introduce the **Strategic Plan and Equity Priorities**
- + Begin to develop **Site-Specific Design Goals** for the project
- + Understand the **opportunities and constraints** of the Mercer Middle School facility and site

SCHOOL DESIGN ADVISORY TEAM (SDAT) ORIENTATION



Strategic Plan Priorities



High-Quality Instruction and Learning Experiences



Predictable and Consistent Operational Systems



Culturally Responsive Workforce



Inclusive and Authentic Engagement



- + **Provide Input:**
 - + Vision and goals for the Mercer Int’l School
 - + What’s unique about your school
 - + Represent diverse perspectives
- + **Evaluate Design Options**
- + **Make Recommendations** that align with Strategic Plan, Racial Equity Policy, the SPS Guiding for Design, and the Project Budget.
- + **Communicate Key Decisions** to your constituencies



- + Be respectful
- + Value differences
- + Cooperate and share information
- + Bring suggestions and alternatives
- + Keep commitments
- + Listen to others
- + Revisit issues/decisions only if new information surfaces
- + **Have fun!!!!**





- + SPS Strategic Plan
- + SPS Racial Equity Policy 0030
- + SPS District-wide Educational Specifications
- + Mercer Continuous School Improvement Plan (CSIP)
- + Green Resolution and other Energy Measures
- + Technical Building Standards
- + Landmarks Reviews

DN

Deborah Northern

Seattle Public Schools: Focus on Racial Equity & Anti-Racism

START COURSE

DETAILS

▼

+ **Seattle Public Schools: Focus on Racial Equity & Anti-Racism - Overview | Rise 360**
(articulate.com)

Welcome to Seattle Public Schools! This is an opportunity to take a few minutes to learn more about our commitment to racial equity and anti racism reflected in the Seattle Excellence Strategic Plan.

MERCER ASPIRATIONS AND IDENTITY

Centering the indigenous community and history. Making the outside and inside feel like it belongs to the communities of color. Outdoor space and grounding and how that is included in Middle School
-Erin

Flexibility to change spaces in the future and capable to adapt to the technology. Would like this in classroom and community spaces. Having the outdoor space connect to the community.
-Sue



A place where students have a voice, choice, and agency. They are valued members of our community and are heard. They can show how smart they are and showcase their passions.
-Cindy

Community members (parents and friends) as well as students feel safe to congregate. A space that can be used by more than just students and staff, but also community people.
-Janet (athletic coordinator)

Flexibility and future proofing so when educational styles, population, and technology change the building can evolve with all these changing circumstances. Does not want to see the site littered with portables in the future. Equity, inclusion for the whole community.
-Rumi

Community is steeped in cultural wealth with linguistics. Would like to see spaces that are moveable and not permanent. Large groups and small groups to perform. Space to express themselves within the wealth of their community. Presentations, performance, etc.
-Sherrie

Mindfulness center at MMS where students can deescalate and calm down.
-Virginia

Honor joyful noise. Places to sing, dance, basketball, play music, play instruments. Space for kids to express themselves and be goofy.
-Sherrie



Two social hubs are the library and cafeteria and it is not enough! There are not enough spaces for kids to be without being in a huge group. This makes it hard to be a library with this large of a group. More space for kids to gather.
-Sue

Covered outdoor spaces. Students can still play basketball but not be affected by the weather. The students also use the fields.
-Janet

Spaces that are moveable, changeable, and flexible. These can be used for community, adults, students and can be used for small groups. These can be adaptable in the future to additional classroom space.
-Cindy

Cultural events happen in their current cafeteria because they can serve food and have space to perform. This activity will continue in the new space.

-Janet

African American and black students to recognize their identity and affirming them in the new building and design.

-Erin

STEM classes are crowded into classroom, but in the future a bigger space that was not so crowded

-Emily

This would be great to get student input. Creating relationships beyond a room or building.

-Katie

Music program is very important and having places to practice and perform is hugely important

-Emily

Rich cultural community with student body and neighborhood. Multi lingual is a real treasure and should be recognized in the new building. The most special aspect of the school is the dedication of the people who work there. Celebrating them and putting them at the front.

-Rumi

Teachers can look left and right down a hallway and can see students and colleagues. There are no spaces to hide and not be seen.

-Sherrie

Seeing down the hallway allows teacher to connect with each other.

-Janet

Teachers are waiting for students to arrive at the door. Students are greeted as they come in to welcome them. Helps to start the day right.

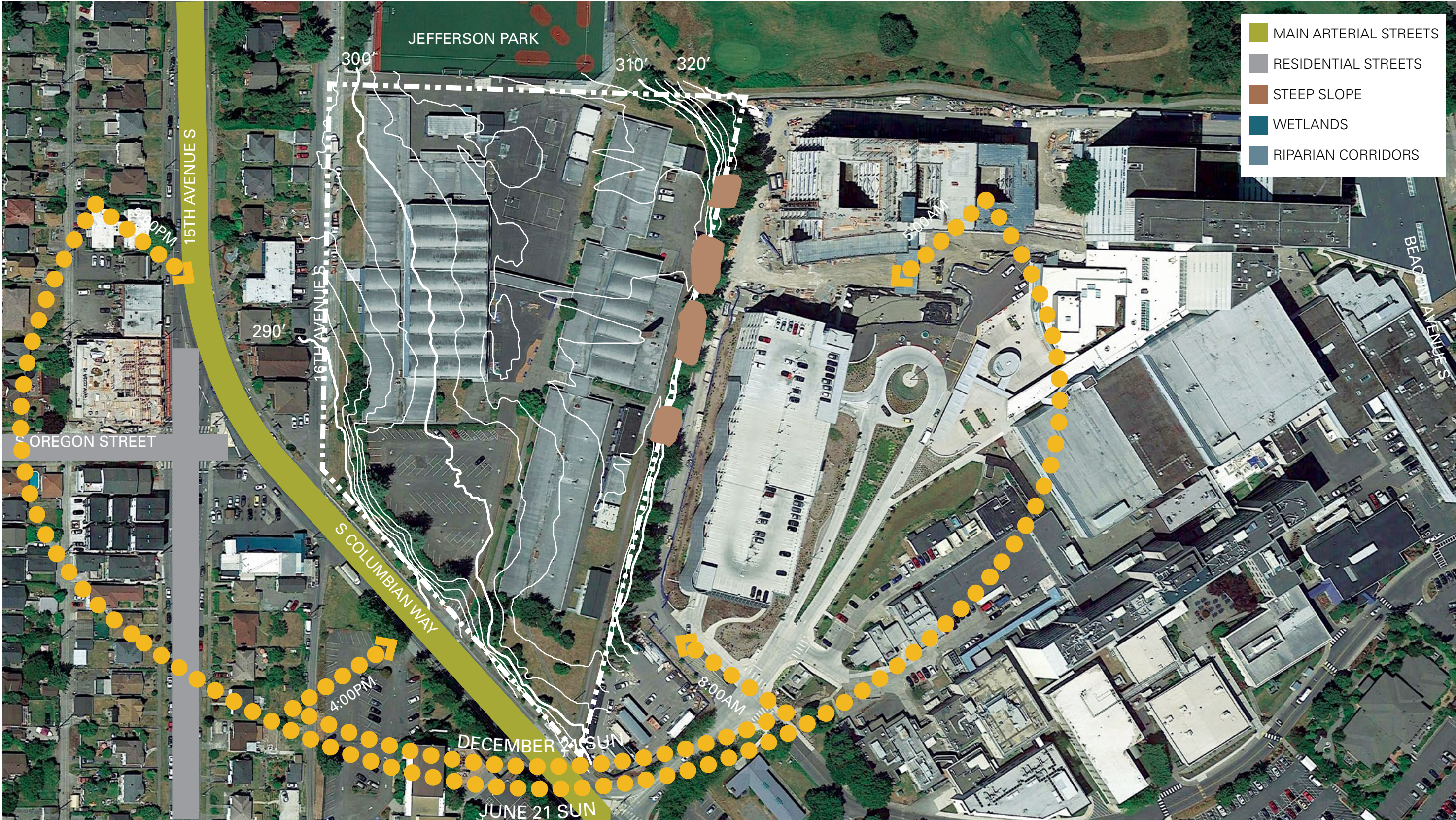
-Rumi

Mercer does monthly recognition for students and staff. This would require a large space to gather.

-Sherrie



NEIGHBORHOOD & COMMUNITY IDENTITY



MERCER MIDDLE SCHOOL CONTEXT MAPS

TRANSITION TO SMALL GROUP CHAT ROOMS.

PLEASE PULL UP YOUR EMAIL AND CLICK ON THE MURAL BOARD LINK

SOCIAL

- JEFFERSON COMMUNITY CENTER
- JEFFERSON PLAYFIELD

GARDENS

- BEACON FOOD FOREST

INSTITUTIONAL

- VA PUGET SOUND

GROCERY & RETAIL

- MACPHERSON'S PRODUCE
- FOULEE MARKET
- SEATTLE SUPER MARKET
- URBAN FEED & GARDEN

CULTURAL

- NAZARENE CHURCH

SOCIAL

- EL CENTRO DE LA RAZA
- ASIAN COUNSELING/REFERRAL SERVICE
- JEFFERSON COMMUNITY CENTER
- RAINIER COMMUNITY CENTER
- SOUTHSIDE COMMONS
- FILIPINO COMMUNITY CENTER

INSTITUTIONAL

- BEACON HILL PUBLIC LIBRARY
- COLUMBIA CITY PUBLIC LIBRARY

GROCERY & RETAIL

- COLUMBIA CITY FARMER'S MARKET

CULTURAL

- ST. PETER PARISH
- BLAINE MEMORIAL UNITED METHODIST
- TRINITY LIFE CENTER
- CO LAM PAGODA

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architects

SEATTLE PUBLIC SCHOOLS



What We Learned

- + We discussed the goals and purpose of the SDAT Team and SDAT process
- + We discussed the responsibilities of the SDAT Team
- + We discussed the timeline for the SDAT process and project schedule
- + We reviewed the foundation principles of the Strategic Plan and Racial Equity
- + We discussed Mercer Middle School's unique identifying features and aspirations.
- + We did a community mapping exercise to understand the context of neighborhood.



Next session

- + SDAT #2 will be March 9th from 6-7:30pm
- + Orientation/Preparation for the Next Workshop

Homework

- + Photo Safari #1
 - Identify exemplary spaces within the Mercer community.
- + Photo Safari #2
 - Bring examples of inspiring places of powerful learning.