

MEETING MINUTES

Project	Mercer Int'l Middle School	Project No	2002
Subject	SDAT Meeting #4	Meeting Date	4/27/2021
From	Bassetti Architects	Date	4/28/2021

Attending

+ Attended in person

* Attended by Phone

x Did not Attend

* Brad Tong Managing Director	Shiels Oblatz Johnson	* Cheri Hendricks Design Manager	Broadview Associates
* Justine Kim Project Manager	Shiels Oblatz Johnson	* Lorne McConachie Educational Planner	Bassetti Architects
* Paige McGehee Program Coordinator	Shiels Oblatz Johnson	x Caroline Lemay Principal in Charge	Bassetti Architects
* Jerome Hunter Founder of Seattle School for Boys	Partnered with SOJ	* Michael Davis Design Principal	Bassetti Architects
* Vince Gonzales Senior Project Manager	Seattle Public School	* Amanda Clausen Project Manager	Bassetti Architects
x Deborah Northern Equity and Engagement Manager	Seattle Public School	* Edward Arreola Project Designer	Bassetti Architects
* Sarah Pritchett Executive Director	Seattle Public School	* Cindy Watters Mercer Principal	Mercer Int'l Middle School
* Sherrie Encarnacion Mercer Assist. Principal	Mercer Int'l Middle School	* Katie Humphreys SpEd Teacher	Mercer Int'l Middle School
* Aaron Hennings Music Teacher	Mercer Int'l Middle School	* Sue Monroe Librarian	Mercer Int'l Middle School
* Janet Bautista Science and STEM Teacher	Mercer Int'l Middle School	* Emily Elasky Science and STEM Teacher	Mercer Int'l Middle School
* Matt Kochevar Teacher	Mercer Int'l Middle School	* Virginia Andrews School Counselor	Mercer Int'l Middle School
* Katie Badillo Wright Teacher	Mercer Int'l Middle School	* Tracy Kolner Attendance Specialist	Mercer Int'l Middle School
x Azi Brannock Student	Mercer Int'l Middle School	x Logan Neil Student	Mercer Int'l Middle School

* Rumi Takahashi Parent	Mercer Int'l Middle School	x Erin Okuno Parent	Mercer Int'l Middle School
x Grace Floyd Parent	Mercer Int'l Middle School	* Richard Best Director of Capital Projects	Seattle Public Schools

Notes

This was the fourth SDAT (School Design Advisory Team) Meeting for the Mercer Int'l Middle School Project. Statewide restrictions to “stay home” in an effort to combat the spread of COVID-19 had us use videoconferencing to conduct this meeting. These notes do not substitute for the contents of the presentation; rather they supplement it by capturing context and comments made during the meeting, so please reference page numbers within the presentation.

1. WELCOME AND AGENDA

- + Amanda welcomed the group to SDAT #4. She gave an overview of today's agenda and reiterated that this meeting was a safe space for all. (page 1-4)

2. RECAP OF THE SITE-SPECIFIC DESIGN PRINCIPLES

- + Amanda explained that we will review the Site-Specific Design Principles from SDAT #3, and she will highlight the newly added items from our last SDAT. At the end of each slide, she will pause to see if there are comments, additions, or concerns. This will help us to make connections between the District's Design Principles and site-specific additions of the SDAT committee.
 - o Learner Centered Environment (page 6)
 - A learner centered environment focuses on the needs of students first. Making sure spaces are welcoming, well lit, vary in scale, etc. The newly added bullets include:
 - Provide acoustics that allow for quiet and focus within primary learning spaces.
 - Provide plenty of places for display of student work.
 - o Personalizing Environment (page 7)
 - A personalized environment should reflect the students, staff and community. It provides spaces for small to large gathering and portrays the identity of the school. The newly added bullets include:
 - Provide small nooks where students can connect with friends before classes start.
 - Provide outdoor small-group gathering areas with inviting seating, preferably near green space.
 - Provide outdoor places students can use after hours without adult supervision.
 - o Program Adaptability (page 8)
 - Program adaptability allows for a variety of spaces than can change and adapt over time. This allows flexibility for technology changes, curriculum changes, and teaching and learning styles. The newly added bullets include:
 - Provide defined outdoor spaces directly accessible from classroom areas.
 - The SDAT clarified that they don't want to reduce sinks, they commented that if we only put sinks at certain spaces that will limit what we can put in those rooms.
 - o Community Connection (page 9)

- Community connections are important to support family outreach as well as encouraging outside resources and services to students. The newly added bullets include:
 - Provide a range of partner/mentor spaces dispersed through the school, with varying degrees of privacy to suit different types of activities.
- Aesthetics (page 10)
 - Aesthetics should create a warm and inviting environment through the use of natural materials, cheerful colors, and green space. The newly added bullets include:
 - Provide imagery of leaders from our Mercer communities to celebrate our diverse heritage.
 - Consider using a universal theme of “Journey” to honor where we are from.
- Safety (page 11)
 - Safety is number one, we want to know when we send our kids to school they are safe and protected. We want the school to not only be safe, but to feel welcoming. The newly added bullets include:
 - Provide a generous entryway where adults can greet students, but not so large as to seem institutional.
- Collaboration (page 12)
 - Collaborative environments are important to foster communication, teaming, and to support school tradition. There were no additional bullet points added to this slide.
- Sustainability (page 13)
 - We have heard loud and clear from the SDAT committee and students the importance that their new building use sustainable materials and have sustainable teaching features. This is in alignment with the District goals as well. The newly added bullet points include:
 - Use displays that demonstrate the environmental impacts of activities/choices.
 - Incorporate covered areas for outdoor learning activities, while mindful of airplane and traffic noise.

3. RECAP OF THE STUDENT WORKSHOP

- + Mike provided a recap of what we observed by participating in the student workshop. We had two sessions with the students, that were led by the Advisory Group teachers. We provided the teachers with several questions. The teachers used a program called Padlet to get live feedback from the students.
- + The questions from the first session were:
 - What would make you feel welcome at a new school? How does it look? How does it feel?
 - What would make you excited and inspire you at school? How does it look? How does it feel?
 - How could your school interact with your family? How does it look? How does it feel?
- + The questions from the second session were:
 - In what ways could a school building reflect the cultural identities and values of students? What would it look like? What would it feel like?
 - What types of spaces would make you feel safe? What would it look like? What would it feel like?
 - How should outdoor learning spaces be used? What would it look like? What would it feel like?
- + All students had the opportunity to respond to these questions in their advisory sessions, and we received an extensive number of comments and images from them. From this information we were able to observe the emergence of themes. We have taken a large quantity of the images provided by

the students and grouped them into themes, and took the liberty of crafting a design principle to summarize those themes for your feedback.

- Theme: Outdoor gathering for small to medium groups. (page 15)
 - Many of the images included classroom sized outdoor classrooms with a teaching wall or a stage area. Other images have soft or casual seating for 2-5 students.
 - **Design Principle:** Provide a variety of flexible outdoor spaces with seating opportunities for different sized groups.
- Theme: Outdoor gathering for small groups and individuals. (page 16)
 - These images are quiet benches for individual study time or small soft seating areas.
 - **Design Principle:** Provide a variety of flexible outdoor spaces with seating opportunities for different sized groups.
- Theme: Covered outdoor space. (page 17)
 - Many people love being outside in the pacific northwest but we don't always have the best weather. Many images showed covered outdoor learning or outdoor gathering areas.
 - **Design Principle:** Provide covered spaces to support teaching, learning, and socializing outdoors.
- Theme: Protected outdoor areas. (page 18)
 - There were many images that had strong images of nature. Images included a variety of plants and trees, and water.
 - **Design Principle:** Provide meaningful connections to the natural environment.
- Theme: Biophilia and connection to the outdoors. (page 19)
 - These images looked at bringing nature inside the building through the use of plants, but also through plant imagery with graphics and fabrics.
 - **Design Principle:** Bring the natural environment into the interior through use of natural elements and strong indoor/outdoor connections.
- Theme: Safe, welcoming, and calm spaces. (page 20)
 - These images used furniture to help create small, customized spaces. Some areas were cozy with soft seating, some offered quiet areas to escape, and some offered areas for prayer.
 - **Design Principle:** Provide small nooks and spaces where students can use movable elements to create their own safe/welcoming space.
- Theme: Non-traditional classroom settings. (page 21)
 - These images looked at classrooms and informal learning environments and how they used non-traditional furniture and furniture layouts. These images showed small groups at tables, soft seating, areas for hands-on messy activities.
 - **Design Principle:** Create non-traditional classroom spaces that use flexible furniture to support a variety of teaching and learning activities.
- Theme: Powerful architectural presence. (page 22-23)
 - Many students provided images of schools that had a strong entry and a strong modern architectural style.
 - **Design Principle:** Create a building with a clear entry and a strong presence that enhances the school's identity.
- Theme: Cultural connection through art. (page 24)
 - These images showcased art that represented people of importance to this community, as well as tapestries and patterns, and colorful art that inspires.
 - **Design Principle:** Provide places for students to display art that reflects their community and culture.

4. SPS MIDDLE SCHOOL ED SPEC

- + Cheri explained that the District is in the process of finalizing their updated SPS Middle School Ed Spec. Cheri showed examples of groupings of the major programmatic spaces, desired adjacencies, and typical support spaces.
 - **Academic Neighborhoods** – 5 Typical Classrooms organized around a shared Learning Commons, 1 Science with a shared prep, 1 Small Group collaboration space, and 1 Book/Tech storage room. (page 26)
 - Key adjacencies: neighborhoods linked along a main hallway, learning commons adjacent to outdoor learning.
 - Examples in the District that have successfully used these neighborhoods include Denny Int'l MS and Robert Eagle Staff. (page 27-28)
 - **Special Education** – A pair of intensive services classrooms with a shared toilet, a pair of moderate intensive services classrooms with a shared toilet, Social emotional learning, access services, resource services, and OT/PT and offices. (page 29)
 - Key adjacencies: SEL, Access, and Resource classroom distributed throughout the academic neighborhoods.
 - Intensive and moderate intensive services classrooms located adjacent to one another.
 - **World Language** – 3 Full size classrooms.
 - **Other General Education Classrooms**: the total number of general education classrooms proposed for Mercer will depend upon the District Registrar's analysis of middle school master schedules and target capacity utilization rates established with Capital Planning. (page 30)
 - **Electives: Visual and Performing Arts** – Includes a large visual arts classroom with a kiln, art supply, and project storage. Band, orchestra, and choir classrooms and performing arts with instrument storage, a music library, and practice rooms. (page 31)
 - Key adjacencies: Music rooms near commons/stage for performances but segregated from academic areas that need quiet focus.
 - Visual arts should have great daylight, near outdoor learning.
 - A comment in the chat said natural light is good for reading music as well.
 - **Electives: Career & Technology Education** – 2 CTE classrooms sized the same as science labs. (page 32)
 - Key adjacencies: Near other typical classrooms.
 - **Physical Education** – Double court gymnasium with two teaching stations, a fitness room with a third teaching station, student locker rooms, separate storage rooms for PE and Athletics. (page 33)
 - Key adjacencies: Proximity to outdoors playfield and/or hard surface play, near parking for community access.
 - **Library** - Large space with various activity zones, adjacent conference rooms, and information & tech storage. (page 34)
 - Key adjacencies: Central location that provides ready access to all students and with excellent daylight.
 - **Dining Commons** - The commons can accommodate up to 500 people, has a Stage sized to accommodate Band or Orchestra. The Commons also provides a Kitchen and Servery. (page 35)
 - Key adjacencies: Dining Commons to outdoor gathering area(s), Kitchen to Central Receiving/loading Dock, Stage to Band & Orchestra rooms.
 - **Administration & Health Services** - Central Admin which includes Reception, Office Manager/Secretary, Attendance & Registrar, Admin offices & Workroom, and Conference

rooms. There is also a decentralized Admin which includes an Assistant Principal's office, a Counselor's Office, and a Conference room. A Health Services area includes a School Nurse Office with Treatment and Cot Room as well as a School Based Health Center (staffed by outside provider). (page 36)

- Key adjacencies: Central Admin adjacent to a secure entry vestibule, visual connection to student dropoff & parking, Central Admin supervision of Cot Room, Decentralized Admin distributed among academic neighborhoods where Assistant Principals and Counselors can more readily interact with students.
- **Family & Community Partner Support** - The family engagement suite will include a Family Engagement Room, PTA/Volunteer Storage, Clothing, backpack, and supply storage, and All Gender Toilet Rooms. The Community Partner Support area will include a conference room/workroom and 3 Community Partner Offices. (page 37)
 - Key Adjacencies: Family engagement where accessible to students and families, and visible to adults, but not directly supervised by the Admin.
- **Custodial & Facilities** - This includes Custodial Workroom and Office, Central Receiving and Loading Dock, equipment, furniture, and facility storage, and Mechanical and Electrical rooms. (page 37)
 - Key Adjacencies: Central Receiving and Loading Dock near the Kitchen and Custodial Office near the main Mechanical Room.

BREAK OUT GROUPS – SITE ORGANIZATION ACTIVITY

- + Mike explained our breakout activity which includes taking large program pieces and laying them out on the site to get a better understanding of the SDAT's desired adjacencies and program priorities. The group facilitator will be asking questions such as, "Does that space need direct connection to green space?" and "what program pieces would you like students and visitors to see when they first arrive?" (page 30)
 - See the attached documents for layouts created by the SDAT members.

MIDDLE SCHOOL ENROLLMENT PROJECTIONS

- + Ashley, Director of Enrollment Planning, met with our SDAT to address concerns about Mercer opening and being overcrowded. Ashley explained that through their research they determined that too many elementary schools were filtering into Mercer and a boundary change was necessary. Students from two of these elementary schools will now be assigned to Aki Kurose Middle School and Washington Middle School. This will drop the Mercer Enrollment well below the planned facility capacity of a 1000 students.
- + Ashley also explained that they do five-year projections and they are showing that the Mercer numbers will continue to be below 1000 students.
 - A question was asked what does 10 years out look like and Ashley explained that there are too many variables to accurately predict that and if the population increases they would re-evaluate boundary changes again.
- + Ashley is happy to provide the data they used for their student enrollment counts and future projections.

7. NEXT STEPS

- + Next SDAT #5 will be May 11th. (page 27)
 - + Bassetti will provide meeting minutes to the group as well as links to the mural boards
- See attached documents from meeting: (Presentation slide show)

END OF MEETING MINUTES