

MERCER INTERNATIONAL MIDDLE SCHOOL /

SCHOOL DESIGN ADVISORY TEAM MEETING #6



AGENDA

- + Welcome
- + SDAT #5 Design Recap
- + Building Character Discussion
- + Performance Commons
- + Learning Commons
- + Updated Design Options
- + Concept Design Evaluation
- + Next Steps and Follow up Questions

 DIVERSE 

 INCLUSIVE 

 ACCEPTING 

 WELCOMING 

 SAFE SPACE 

 FOR EVERYONE 

SDAT #5 DESIGN RECAP



FIRST FLOOR

SDAT FEEDBACK OPTION 1

- + 3-story scheme is easier to layout grade levels.
- + Nice entry plaza.
- + Great solar orientation and daylighting.
- + Seems limited on outdoor space.
- + Would like a rooftop outdoor area on the 3rd level.
- + Good sightlines in the corridors.
- + Good for accessibility from parking lot to the building.
- + This option seemed favorable.



FIRST FLOOR

SDAT FEEDBACK OPTION 2

- +3-story scheme is easier to layout grade levels.
- +Would like rooftop outdoor area on the 3rd level.
- +Good direct connection to outdoor learning areas.
- +Easy site supervision.
- +Building feels stretched out and it would be a long walk from end to end.
- +Good variety of sizes for outdoor spaces.
- +Classrooms feel too close to the busy arterial.
- +Daylighting seems compromised in some of the classrooms with SW exposure.
- +Doesn't seem to capture the good views.



FIRST FLOOR

SDAT FEEDBACK OPTION 3

- + Larger field size seems more usable.
- + Worried the outdoor space between the wings would be distracting and not used.
- + The outdoor space between wings would be good hiding spots.
- + Some members felt this option had the best classroom groupings and others felt like the groups were too isolated.
- + Good entry plaza.
- + Bus loop around the back is not safe for students walking from Jefferson Park.



FIRST FLOOR

SDAT FEEDBACK OPTION 4

- + Do not like the library on the main level.
- + It feels like this option has a lot of entry points.
- + Good access to the outdoors.
- + Concerned breakout spaces could be disruptive to the classrooms.
- + Good daylighting for the classroom areas.
- + Good sightlines in the corridors.
- + This option seemed favorable.

BUILDING AND SITE CHARACTER

MERCER INT'L MIDDLE SCHOOL SDAT MEETING #6 / BUILDING CHARACTER



Students gave us the following feedback for the building characteristics:

- + Modern Aesthetic
- + Clear and Welcoming Entry
- + Strong Indoor / Outdoor Connections
- + Bring the Natural Environment into the interiors through use of natural elements.



MERCER INT'L MIDDLE SCHOOL SDAT MEETING #6 / BUILDING AND SITE CHARACTER



SDAT committee gave us the following feedback for the building characteristics:

- + **Transparency:** Provide bright and open indoor / outdoor places as well as provide connections to green spaces from the inside.
- + **Colors:** Use cheerful colors to brighten experiences and soften spaces.
- + **Texture, Color:** Provide stimulating, multi-sensory environments.
- + **Bold shapes, natural materials, muted colors:** Provide some areas that are vibrant/dynamic and others that are muted/calming with an emphasis on natural materials.
- + **Showcasing a Sustainable Feature:** Use displays that demonstrate the environmental impacts of activities/choices.



MERCER INT'L MIDDLE SCHOOL SDAT MEETING #6 / BUILDING AND SITE CHARACTER



What are other site characteristics do we need to understand?

- + Benches and Green Space?
- + Large Open Areas?
- + Strong Entry Feature?
- + Easy Drop Off?
- + Covered Space?
- + Features that Support Student Performance?



PERFORMANCE COMMONS

MADISON MIDDLE SCHOOL



HOW DOES A PERFORMANCE COMMONS FUNCTION?

- + Utilize the commons during the day for seating up to 500 students for meals or presentations.
- + Utilize the space after hours for presentations or performances.
- + Acoustical separation will be provided to minimize distraction.
- + Variation in acoustical treatments can support either voice presentations or music performances.
- + Simple stage lighting and sound enhancement systems will be provided.
- + Generous ceiling height provides the spatial volume needed for large music performances.

MERCER INT’L MIDDLE SCHOOL SDAT MEETING #6 / SPS PRECEDENTS

MADISON MIDDLE SCHOOL



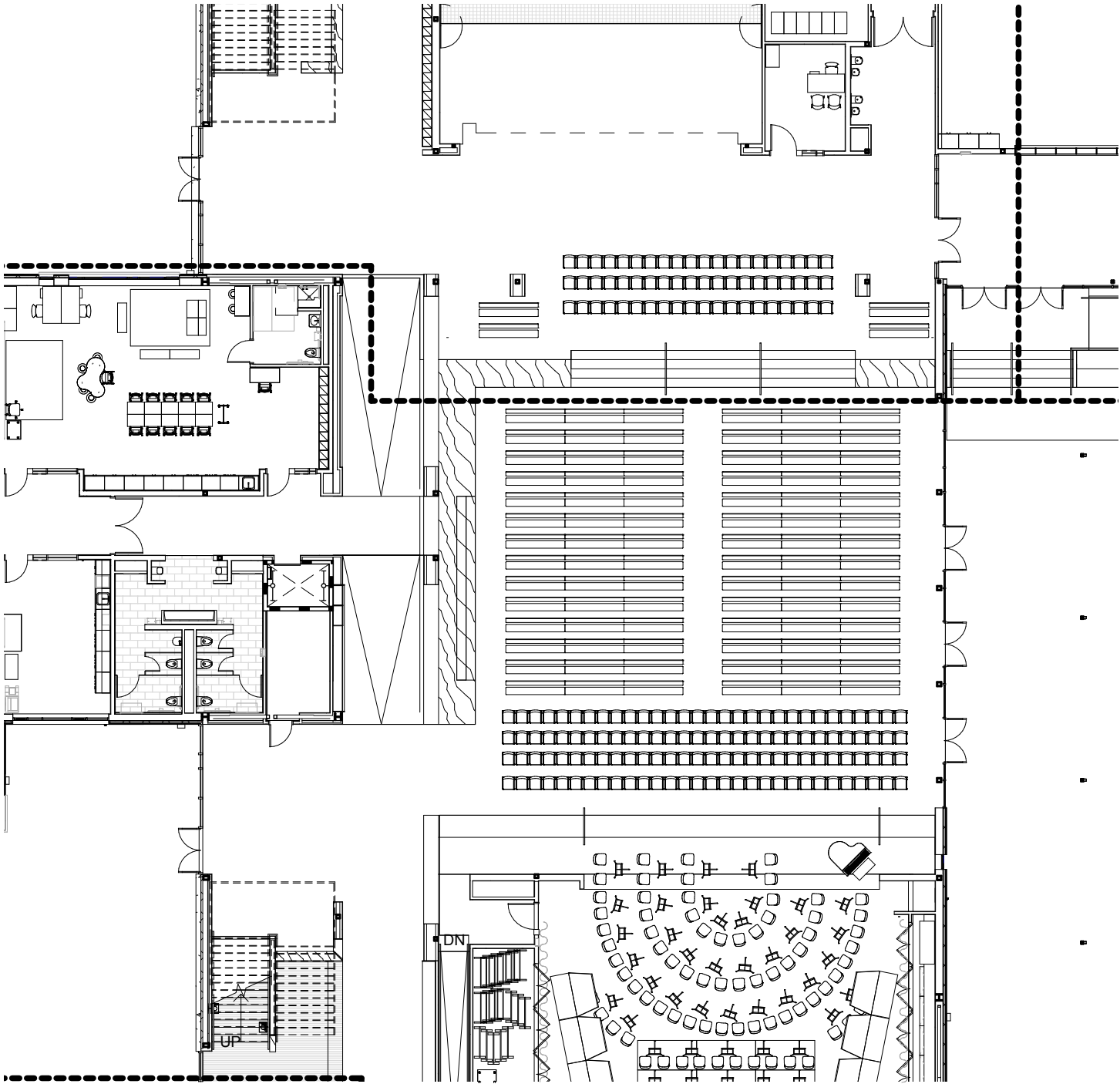
FEEDBACK:

+ “Acoustics are good for both class meetings and musical performances. We hold assemblies in our gym. No other problems or issues.”



ROBERT EAGLE STAFF

COMMONS | PERFORMANCE



CAPACITY :: 352 ADULTS / 440 CHILDREN S
180 STACK CHAIRS
532-620 TOTAL



T16\c
T16\D
CAPACITY :: 4 ADULTS PER TABLE
CAPACITY - 352

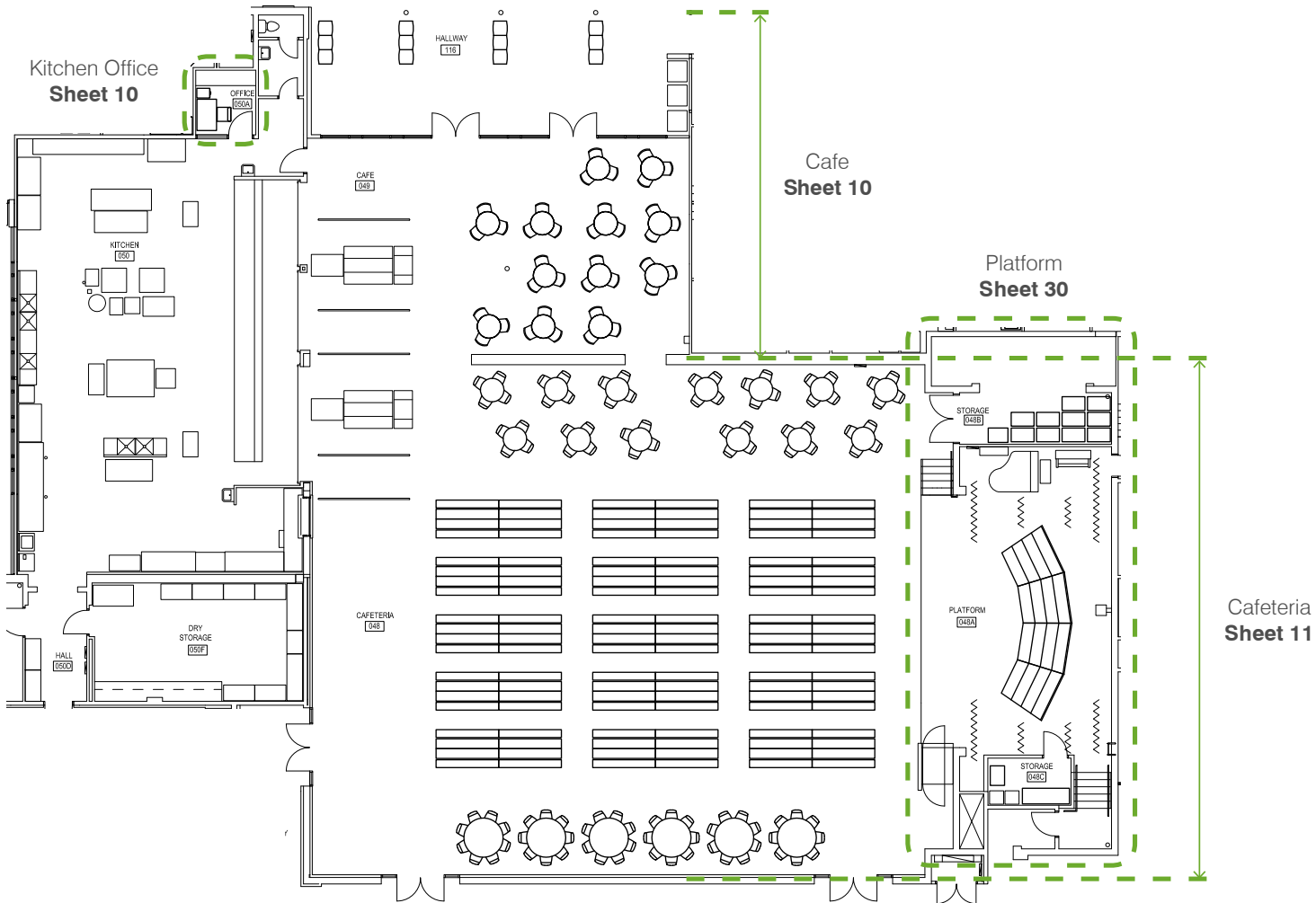


5 CHILDREN PER TABLE
CAPACITY - 440

FEEDBACK:

+ “The design of the balcony overlooking the commons is brilliant as it allows students who can get sensory overload to be present, while a bit removed, for assemblies and performances. The openness of the commons is challenging because there are distractions from people who circulate along the main hallway during a performance.”

MEANY MIDDLE SCHOOL



Area Key Plan for Student Dining
Meany Middle School Furniture Plans
03/23/17
Miller Hayashi Architects LLC

FEEDBACK:
“The Commons has acoustical treatments and performed well when students used it to produce a musical.”

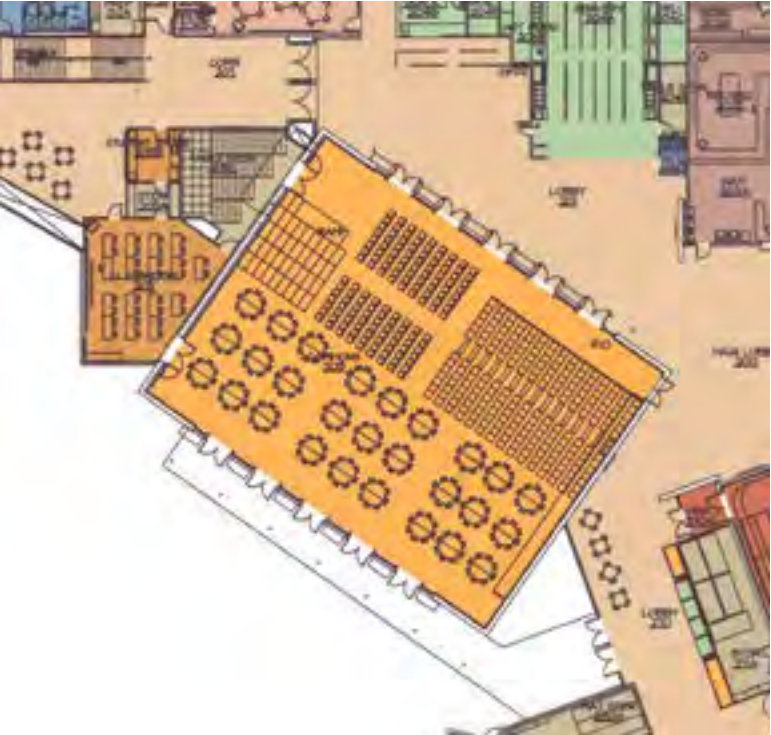


MERCER INT’L MIDDLE SCHOOL SDAT MEETING #6 / HIGH SCHOOL EXAMPLES

MEADOWDALE HIGH SCHOOL



TODD BEAMER HIGH SCHOOL



EDMONDS WOODWAY HIGH SCHOOL



LEARNING COMMONS



Klahowya Middle School



Raisbeck Aviation High School



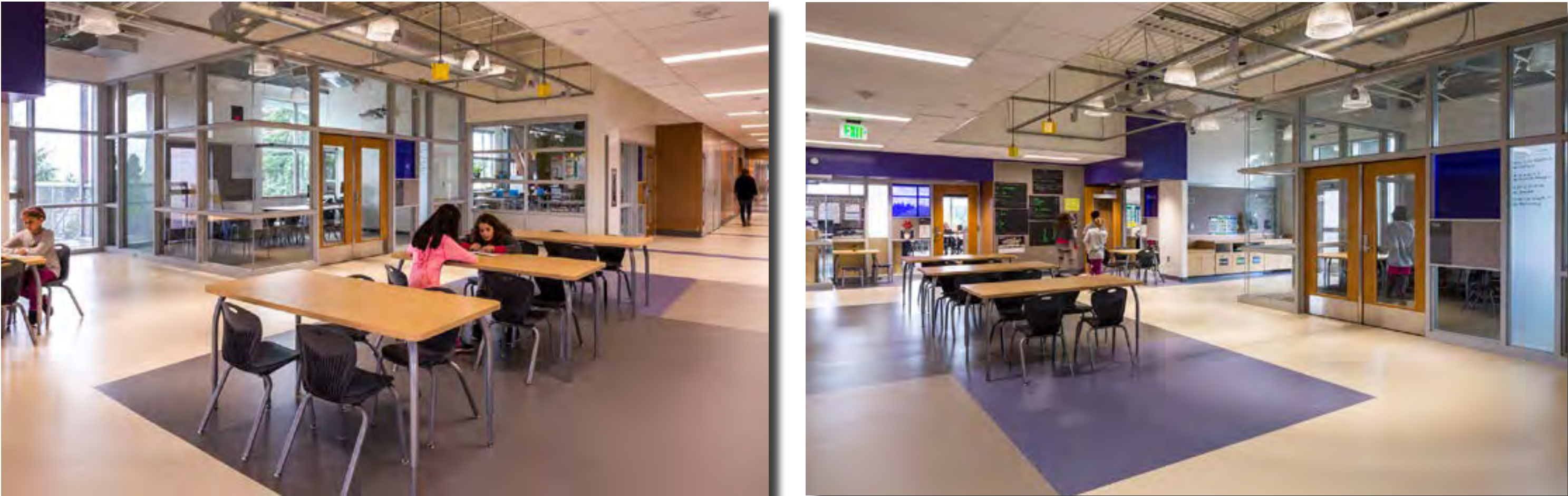
Rose Hill Middle School



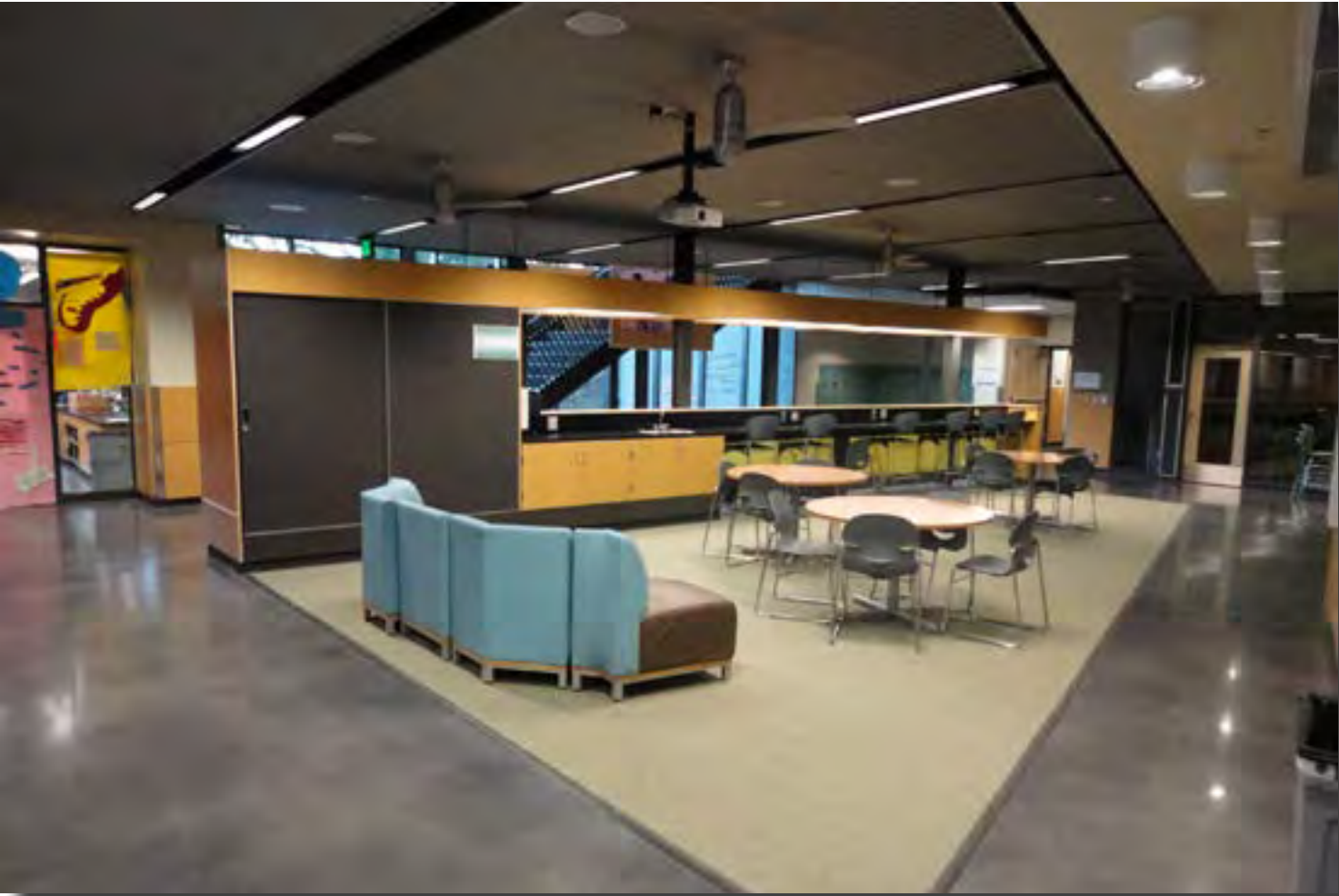
Jefferson Park Elementary School

Key Characteristics of a Successful Learning Commons.

- + **Good Sightlines** from at least two and preferably more adjacent classrooms.
- + Proportions that allow at least two **small groups to work independently**, as well as one larger group to convene.
- + **Destination** rather than pass-thru space to minimize distraction.
- + **Natural Light** to encourage use.
- + **Outdoor Access** when feasible.

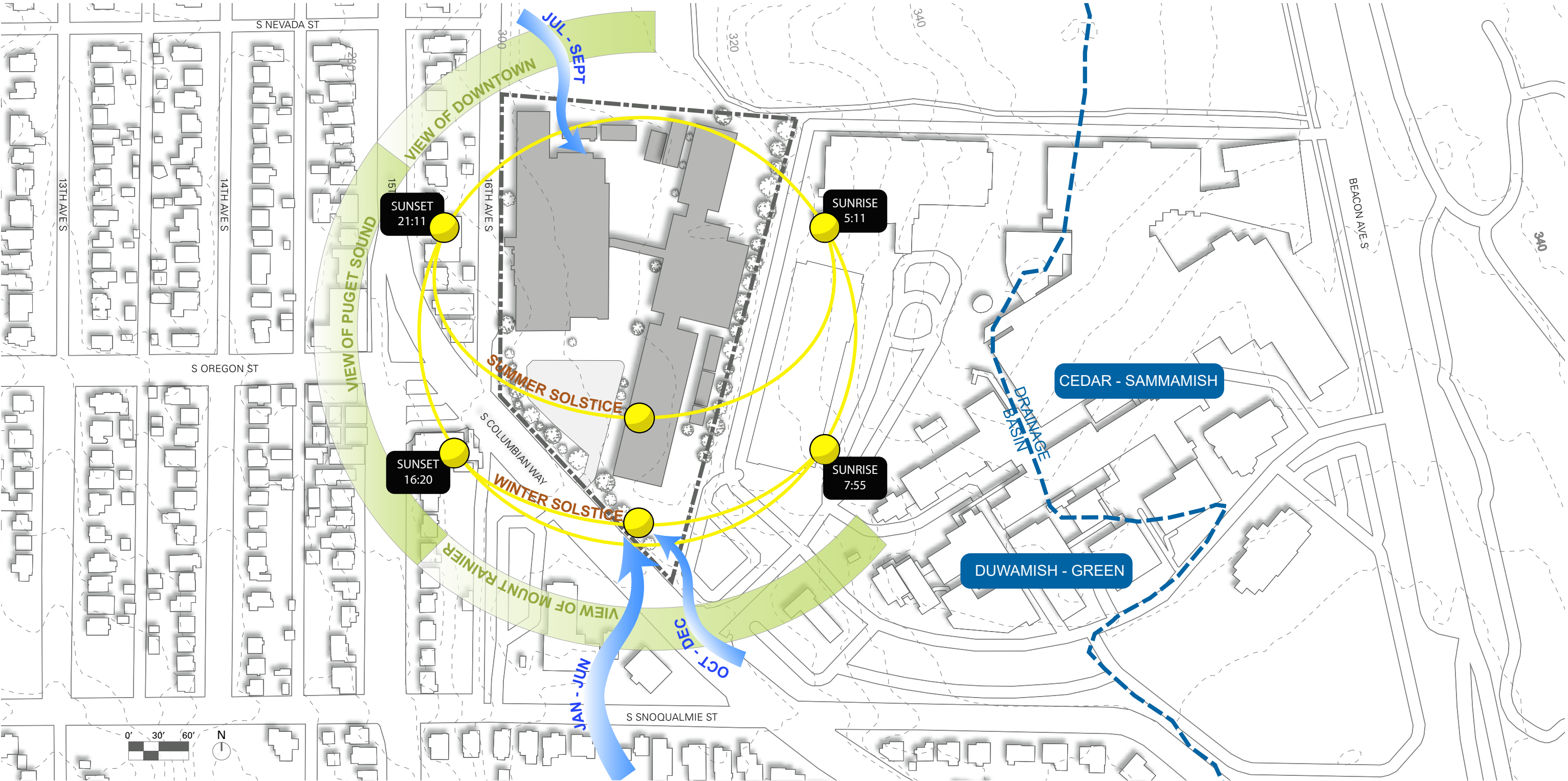


ARBOR HEIGHTS MODEL	YES	NO
+ Good Sightlines from at least two and preferably more adjacent classrooms.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
+ Proportions that allow at least two small groups to work independently, as well as one larger group to convene.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
+ Destination rather than pass-thru space to minimize distraction.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
+ Natural Light to encourage use.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
+ Outdoor Access when feasible.	<input checked="" type="checkbox"/>	<input type="checkbox"/>



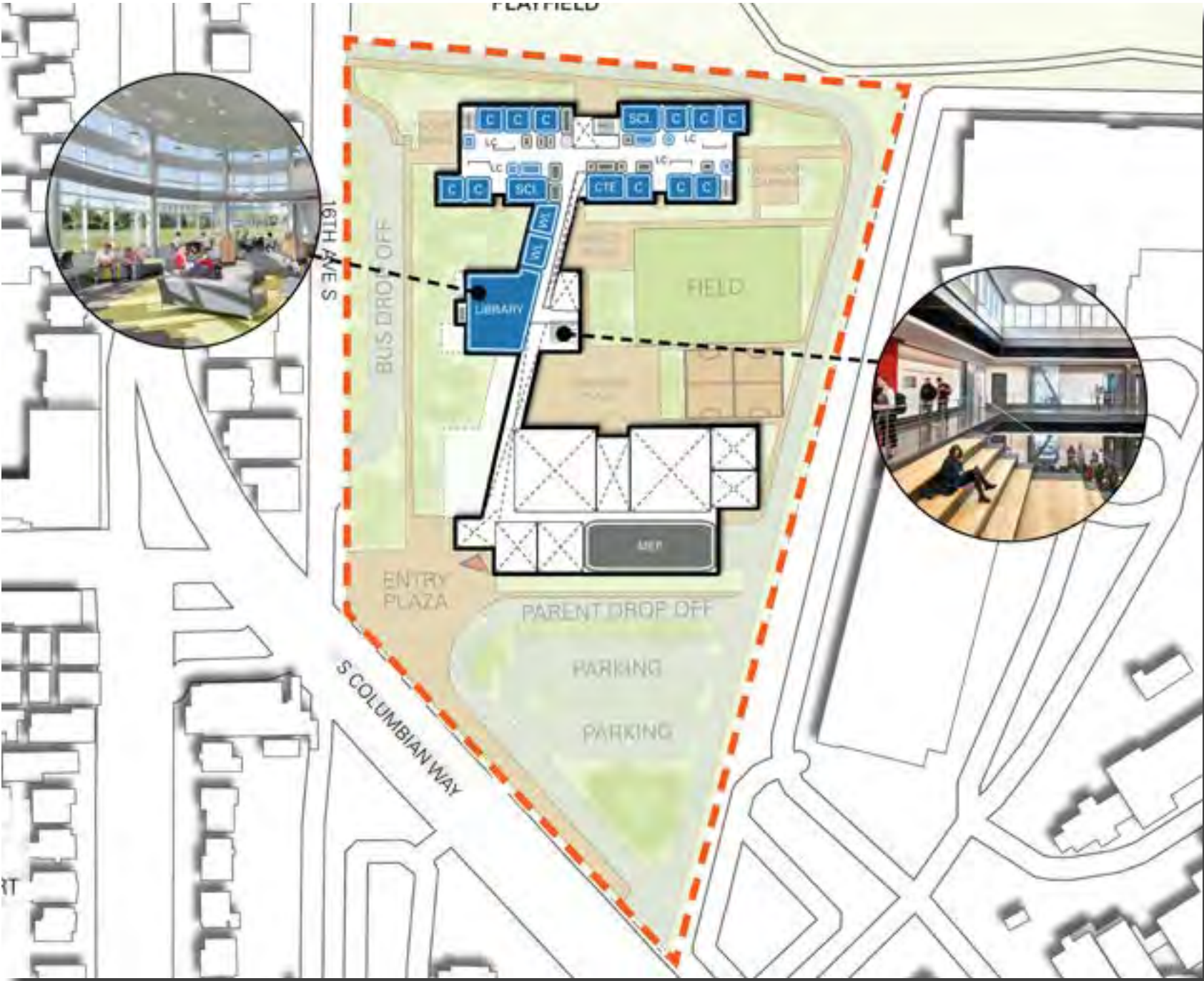
MEADOWDALE MODEL	YES	NO
+ Good Sightlines from at least two and preferably more adjacent classrooms.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
+ Proportions that allow at least two small groups to work independently, as well as one larger group to convene.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
+ Destination rather than pass-thru space to minimize distraction.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
+ Natural Light to encourage use.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
+ Outdoor Access when feasible.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

UPDATED DESIGN OPTIONS





FIRST FLOOR

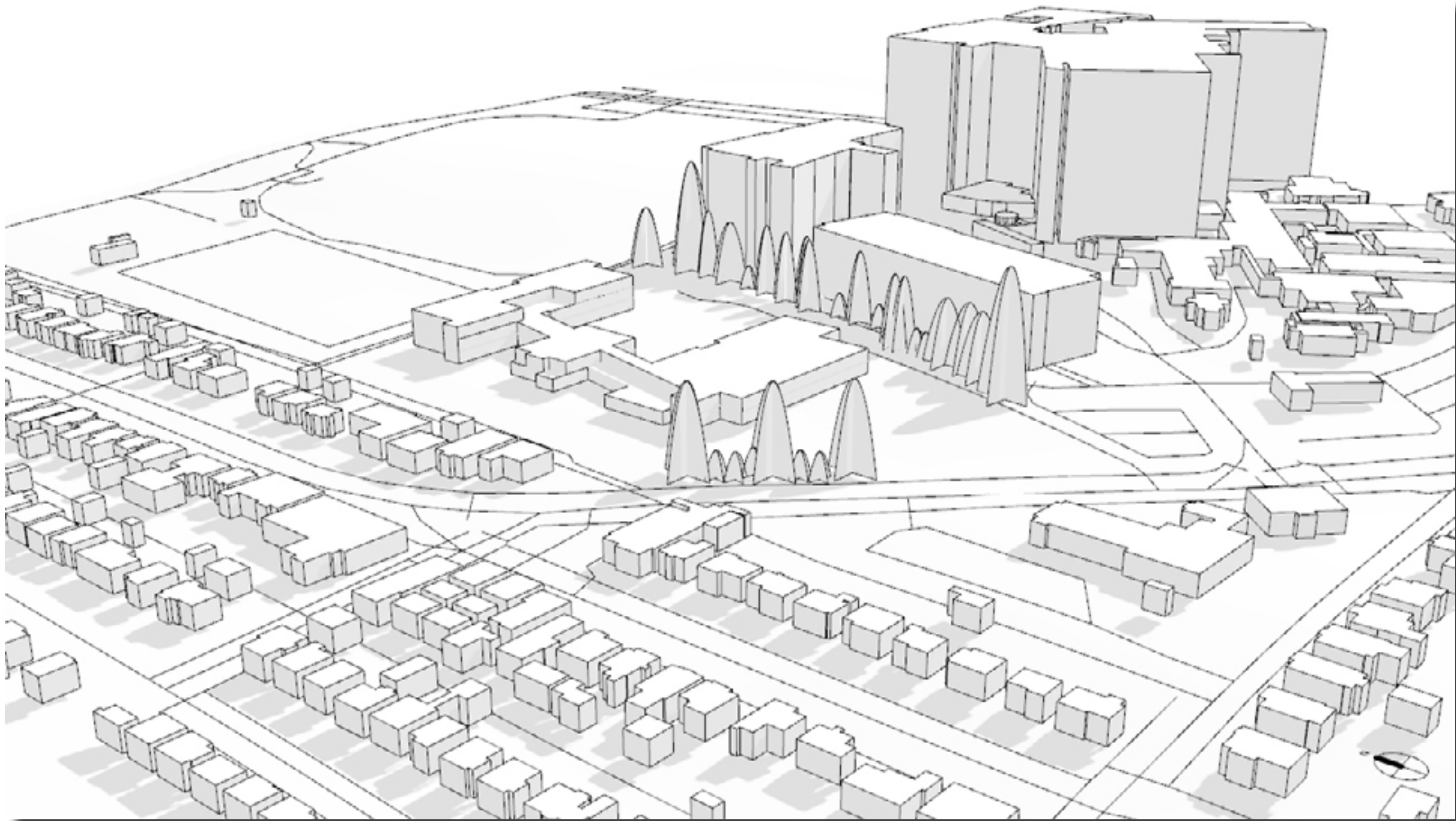


SECOND FLOOR



THIRD FLOOR





DECEMBER



9:00 AM



12:00 AM



3:00 PM

SEPTEMBER



9:00 AM



12:00 AM



3:00 PM

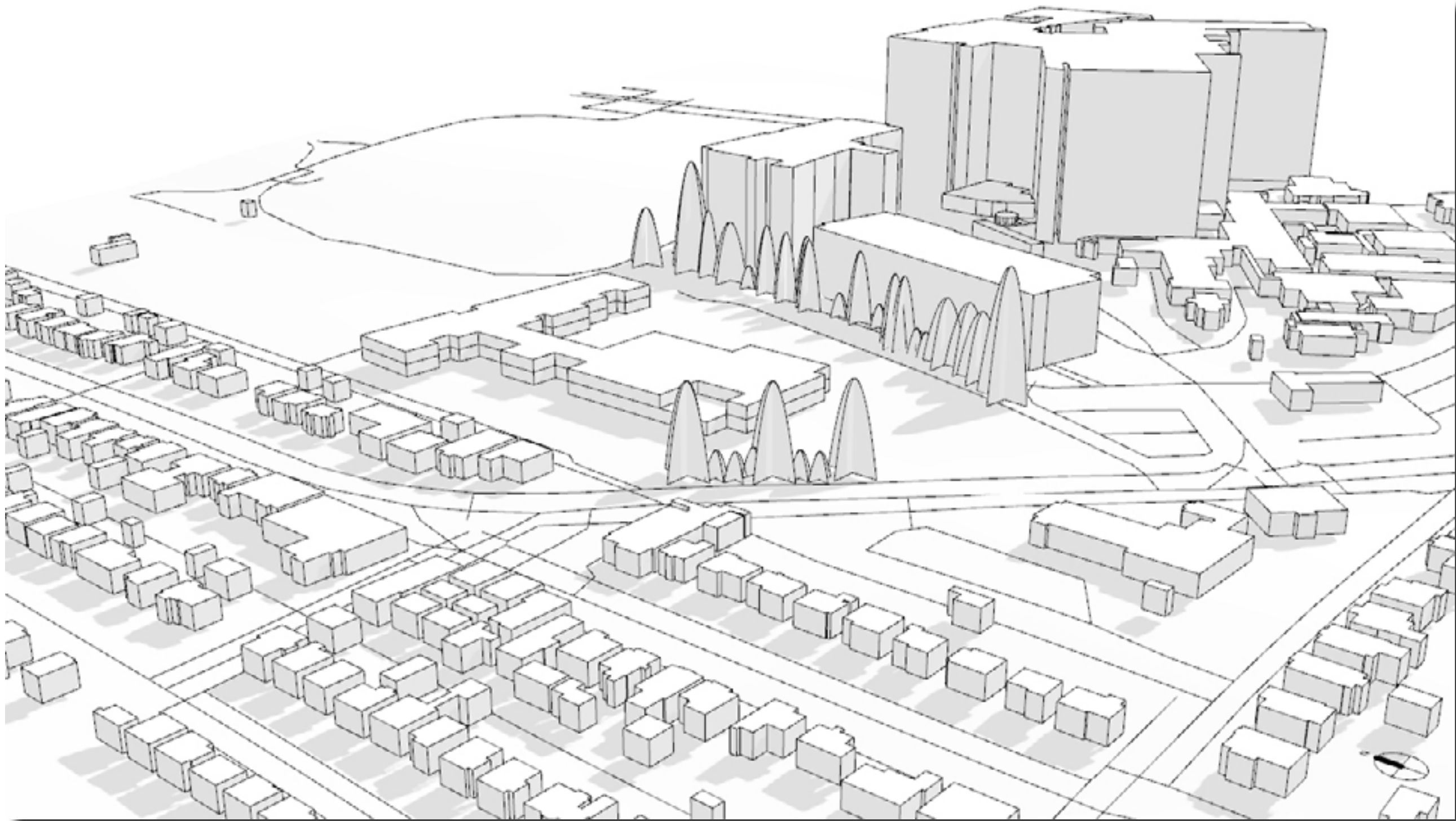


FIRST FLOOR



SECOND FLOOR





MEANINGFUL OUTDOOR CONNECTIONS

DECEMBER



9:00 AM



12:00 AM



3:00 PM

SEPTEMBER



9:00 AM



12:00 AM



3:00 PM



Concept Design Evaluation



CAPTURE THE SUN



MEANINGFUL OUTDOOR CONNECTIONS

SITE-SPECIFIC DESIGN PRINCIPLES DISTRICT DESIGN PRINCIPLES / MERCER SDAT PRINCIPLES / MERCER STUDENT PRINCIPLES	CONCEPT DESIGN	PERSONALIZING ENVIRONMENT		COMMUNITY CONNECTIONS	
LEARNER-CENTERED ENVIRONMENT		+ Smaller groupings of classrooms.	<input type="checkbox"/>	+ A clear entry and a strong presence to enhance school identity.	<input type="checkbox"/>
+ Students' needs placed first.	<input type="checkbox"/>	+ Comfortable, attractive dining area with small-group eating spaces.	<input type="checkbox"/>	+ Zone the building for after hours use.	<input type="checkbox"/>
+ Library as open academic heart.	<input type="checkbox"/>	+ Space where SpEd students can be a community.	<input type="checkbox"/>	AESTHETICS	
+ Attractive places for kids to sing, dance, play & perform.	<input type="checkbox"/>	+ Outdoor places students can use after hours.	<input type="checkbox"/>	+ The building provides generous daylight, and a stimulating multi-sensory environment.	<input type="checkbox"/>
+ Meaningful connections to the natural environment.	<input type="checkbox"/>	PROGRAM ADAPTABILITY			
+ Bright and open indoor and outdoor gathering places.	<input type="checkbox"/>	+ Non-traditional classroom spaces that enhance opportunities for student leadership & voice.	<input type="checkbox"/>		
+ Variety of outdoor learning spaces, including covered.	<input type="checkbox"/>	+ Make it future-proof.	<input type="checkbox"/>		



CAPTURE THE SUN



MEANINGFUL OUTDOOR CONNECTIONS

SAFETY	
+ The school should feel like a safe haven.	<input type="checkbox"/>
+ Provide a generous entryway where adults can greet students.	<input type="checkbox"/>
+ The main office should be next to the entry, and should be open & transparent with comfortable seating & student art.	<input type="checkbox"/>

COLLABORATION	
+ Provide spaces that promote group work and that invite non-Western ways that support educational justice.	<input type="checkbox"/>
SUSTAINABILITY	
+ Encourage a culture of conservation and environmentally responsible behaviors.	<input type="checkbox"/>
+ Use renewable energy.	<input type="checkbox"/>
+ Provide a sense of refuge.	<input type="checkbox"/>



Next session

- + SDAT #7 will be 8/18 and will be focused around sustainability.