

MEETING MINUTES

Project	Mercer Int'l Middle School	Project No	2002
Subject	SDAT Meeting #7 Eco Charrette	Meeting Date	9/21/2021
From	Bassetti Architects	Date	6/25/2021

Attending

+ Attended in person

* Attended by Phone

x Did not Attend

* Justine Kim Project Manager	Shiels Oblatz Johnson	* Cheri Hendricks Design Manager	Broadview Associates
* Paige McGehee Program Coordinator	Shiels Oblatz Johnson	* Lorne McConachie Educational Planner	Bassetti Architects
* Kristian Kicinski Director of Sustainability	Bassetti Architects	* Caroline Lemay Principal in Charge	Bassetti Architects
* Manika Bhagra Architect	Bassetti Architects	* Edward Arreola Design Architect	Bassetti Architects
* Amanda Hoehn Project Manager	Bassetti Architects	* Michael Davis Design Principal	Bassetti Architects
* Ian Brown SPS Resource Conservation	Seattle Public Schools	* Vince Gonzales Senior Project Manager	Seattle Public Schools
* Rina Fa'amoe-Cross SPS Resource Conservation	Seattle Public Schools	* Colleen Weinstein Project Manager	Seattle Public Schools
* John Goodman SPS Resource Conservation	Seattle Public Schools	* Mike Kennedy MEP Coordinator	Seattle Public Schools
* John McLennan CEO, Designer	McLennan Design	* Jason Wilkinson Project Architect	McLennan Design
* Phaedra Svec Director of Regenerative Design	McLennan Design	* Sadie Carlson Designer	McLennan Design
* Galen Carlson Designer	McLennan Design	* David Parker Science Teacher	Mercer Int'l Middle School
* Sherrie Encarnacion Principal	Mercer Int'l Middle School	* Sue Monroe Librarian	Mercer Int'l Middle School
* Aaron Hennings Music Teacher	Mercer Int'l Middle School	* Emily Elasky Science and STEM Teacher	Mercer Int'l Middle School

* Janet Bautista Science and STEM Teacher	Mercer Int'l Middle School	* Erin Okuno Parent	Mercer Int'l Middle School
* Matt Kochevar Teacher	Mercer Int'l Middle School	* Joshua Teuscher Grounds Supervisor	SPS Facilities
* Kevin Van Meter Landscape Designer	Site Workshop	* Vinita Sidhu Landscape Designer	Site Workshop
* Scott Richardson MEP Coordinator	SPS Capital Projects	* Brigid Addanki Ass't Principal	Mercer Int'l Middle School
* Lindsey Alade Teacher	Mercer Int'l Middle School	* Bernadette Dickson Ass't Principal	Mercer Int'l Middle School

Notes

This was the seventh 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

- All participants provided their name and role in the team's chat.
- Schedule updates: Completed the landmarks process and our project has not been nominated.
- Project is scheduled to begin construction in 2023 and complete in 2025.

2. ECO CHARRETTE: SUSTAINABILITY WORKSHOP AND KICKOFF

- Phaedra – Started with a land acknowledgment that our site was traditionally the land of the first people of Seattle - the Duwamish Tribe.
- Place based research – Understand the history of our site and we also engaged with a geologist to understand the history of this area.
 - Duwamish word aWatSeecH which means greenish-yellow spine represents the hilltop locations through this region of Seattle.
- Biophilia – an emerging issue
 - “Biophilic design is not about greening our buildings or simply increasing their aesthetic appeal through inserting trees and shrubs. Much more, it is about humanity's place in nature, and the natural world's place in human society.”
 - Connect people to living systems.
 - Nature in Space
 - Visual Connection w/nature
 - Non-visual connection w/nature
 - Non-rhythmic sensory stimuli
 - Thermal & airflow variability
 - Presence of water
 - Dynamic and diffused light
 - Connection to natural systems
 - Natural analogues
 - Biomorphic forms and patterns
 - Material connection with nature

- Complexity and order
 - Nature of the Space
 - Prospect
 - Refuge
 - Mystery / Risk / Peril
 - Nature relationship
 - Gardens
 - Design for pets
 - Relatable landscapes
 - Connection with specific life
 - Nature / Culture Interactions
 - Nature interdependency
 - Circadian Health
 - Vitamin D and daylight exposure
 - Thermal variation
 - Microbiome and immune systems
 - Air and nutrient interaction
 - Nature Immersion
 - Measured “doses” of nature
 - Bringing people outside
 - Exposure to quality habits
- Research – School
 - Natural Daylight
 - Better test scores
 - Presence of Water
 - Improved concentration and memory
 - Higher Ventilation Rates
 - Improvement in math test scores
 - Improved Outdoor Space
 - Improvement in standardized test scores
 - Visual Connection to Nature
 - Improved mental engagement and attentiveness
 - Non-Visual Connection to Nature
 - Improved cognitive performance
- High Level Sustainable Building Goals
 - Outdoor learning
 - Occupant Engagement
 - Thermal Mass or Phase Change Material
 - Ecological Landscape
 - Tunable LEDs
 - Water Conservation
 - Plug Loads
 - Embodied Carbon
 - Net Zero Ready and Demonstration PV
- Question: Have kinetic tiles been used in any school projects?

- Not sure, this would be interesting to research.
- Questions: What trees will be remaining on site?
 - Amanda showed the location of exceptional trees and an existing grove. These will be a high priority to save.
- Question: Are edible trees acceptable?
 - We will review this question with the District.
- The SDAT broke into small groups to focus on Biophilia, Behavior, and Learning Opportunities. Below are the results from these conversations.

Biophilia

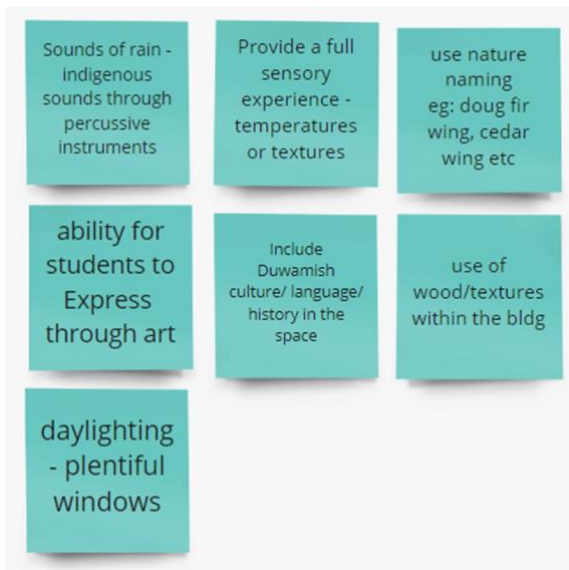
Nature in the Space

Outside the Building



- Native / Wild Landscaping
 - Outdoor spaces that are more varied, like a natural habitat
 - Cross country loop with trees + learning spaces in the middle?
 - More organic playground area – chances to jump from place to place
- Indigenous Learning
 - Include rain drums – indigenous examples of drums that make subtle interactive music during rainy weather
- Year-Round Learning
 - Provide covered spaces + decks to enjoy outdoor time even during rain
- Water
 - Kinetic sculptures along walkways?
 - Ways to observe water traveling from rooftops to gardens?
 - Highlight the ways water travels through site – don't hide water flows

Inside the Building



- Indigenous Learning
 - Include Duwamish culture / language / history in learning spaces
 - Use “nature naming” – Doug Fir Room, Cedar Room, etc.
- Sensory Learning
 - Provide a full range of sensory experiences inside the building – different temperatures, textures, smells, etc.
 - Use different varieties of wood + textures in the building
- Art
 - Provide opportunities for students to express themselves through art
 - Exhibits on indigenous art

Nature of the Space Outside the Building



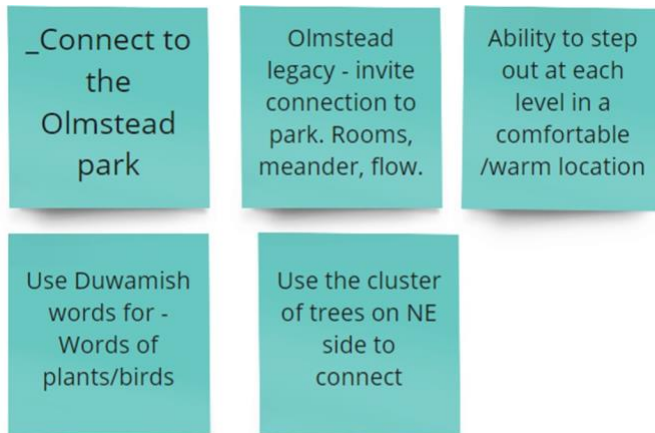
- Site
 - Understand the topography and geological history of the site
 - Site diagram currently feels a little urban + flat, with not enough nature
 - Provide a mix of structured outdoor places and looser, movement-oriented spaces
 - Invite students to experience the outdoors acoustically – wind, rain, etc.

Inside the Building



- Structure
 - Trees trunk columns to evoke forest feeling indoors
- Outdoor Access
 - Multiple levels of outdoor decks and access from upper floors

Nature Relationships Outside the Building



- Landscaping
 - Connect to the Olmstead legacy of the adjacent park
 - Use Olmstead principles of outdoor rooms, meander, flow, etc.
 - Provide physical connection to Jefferson Playfield
 - Use cluster of trees on NE side to connect
- Indigenous Learning
 - Indicate Duwamish words for plants / birds / etc. encountered outside

Inside the Building



- Indigenous Learning
 - Use Duwamish words for signage
- Patterns
 - Pattern of tree canopy reflected onto wall or glass – to evoke feeling of trees where they have been removed

Behavior Outside the Building



- **Waste**
 - Encourage proper waste sorting by having garbage / recycle / compost bins easily accessible, identifiable, and close to each other
- **Site**
 - The south parking lot area is an opportunity to reimagine the usual asphalt lot – impervious paving, trees, bioswales, walking paths?
- **Maintenance**
 - Each school currently only gets 16 man-hours per month for maintenance of grounds
 - Need to find solutions that can meet site biophilia goals but require little maintenance

Inside the Building



- **Energy**
 - In current facilities, teachers often bring personal refrigerators, heaters, fans, etc. to their own classrooms
 - Building systems need to provide thermal comfort for all seasons, to discourage energy-intensive personal appliances
- **Waste**
 - Encourage proper waste sorting by having garbage / recycle / compost bins easily accessible, identifiable, and close to each other
 - How can food service become more efficient and reduce waste?
 - Food service + utensils compostable or recyclable only
 - Make a commitment to durable goods
 - Establish a food recovery + leftovers program, to be bagged and donated
 - Commit to compostable items – paper towels in restrooms

Learning Opportunities Outside the Building

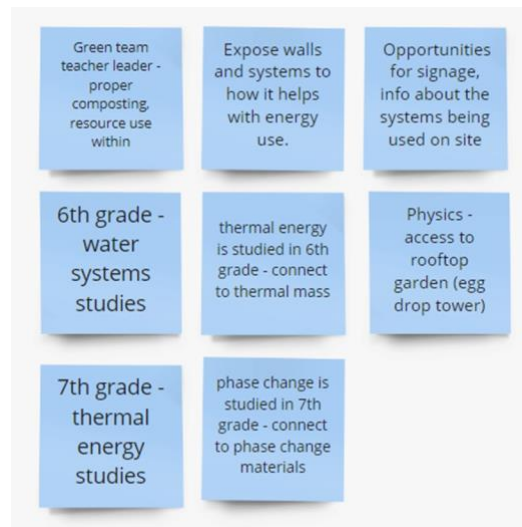


- Outdoor Learning
 - Space should be open to encourage connection to nature, but also have places that are somewhat contained to create a sense of class space
 - Space for 20+ kids to sit and read, with shelter from wind
 - Provide comfortable sunny places for reading
 - Places to pin up work during outdoor class time
 - “Structured meandering” – allow places for kids to wander less supervised during some outdoor class times, to encounter nature more independently
 - Storage for tables / chairs / clip boards / etc. for teachers when outdoors
 - Provide varied seating heights for all students to be able to see
 - Provide an acoustically designed shelter, to limit site noises
 - Moveable tables for outdoor collaborative work
 - Small group tables that can combine to form a bigger workspace
 - Connect to water story – water movement, off buildings, water as barriers + pathways, natural edges in lieu of fencing
- Safety
 - Site needs to allow students to move around freely, while remaining within a contained, safe campus
- Natural Features
 - Bioswales, buffers, water features in parking areas
 - Native plants – medicine plants for students to learn about plants indigenous peoples use

- **Site Features**

- Lots of kids hold hands and walk + talk during lunch – provide places throughout site for this sort of lunchtime activity
 - Facilitate the social + emotional connection of students while outdoors
- Permanent storage / tool shed for garden, with access to hose / water and a wash off area
- Strive for less overall parking required
 - Biking + walking trails that connect to neighborhoods and encourage students to walk / bike to school
 - Provide covered bike parking area so bikes are out of weather – students often complain of rain on their bikes
- Underground parking with trees on top?
- Big obvious bike parking zones
- Incorporate physical learning into student's daytime activities – climb trees, rocks, walls!

Inside the Building

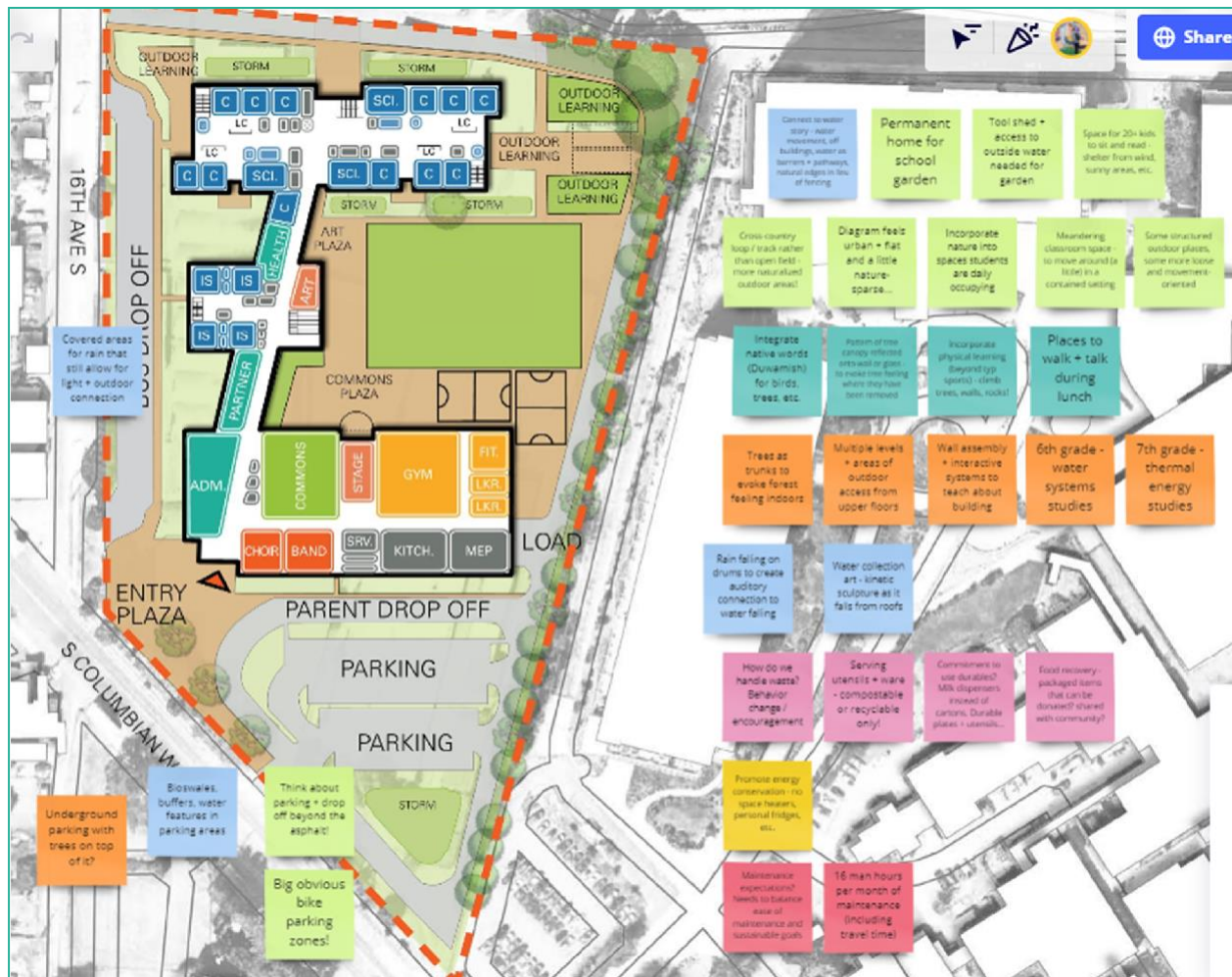


- **Curriculum Integration**

- Each grade studies an element of the site – provide opportunities within the building itself to enhance these studies
 - 5th grade studies water systems
 - 6th grade studies thermal energy
 - 7th grade studies phase changes
- Physics class would love access to rooftop for their egg drop projects
- Green Team teacher needed to encourage composting, resource efficiency, etc.
- Provide access to mechanical systems and wall assemblies to discuss insulation and energy use

- **Building as Exhibit**

- Opportunities for signage to provide info about the systems being used on site



3. NEXT STEPS

- Bassetti will provide meeting minutes to the group.
- SOJ to work with the school on curriculum champions to move some of these ideas forward.

END OF MEETING MINUTES