



MEETING MINUTES

**PROJECT:** Mercer Island Schools District  
Long-Range Facility Plan  
**PROJECT NO:** 2019911.00  
**DATE:** 21 November 2019  
**FILE NAME:** M001\_FPC1\_20191119  
**SUBJECT:** Facility Planning Committee Meeting 1: Vision & Educational Program

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**MEETING DATE:** 18 November 2019  
**TIME:** 5:30 - 8:30 pm  
**LOCATION:** Quiet Dining Room, Northwood Elementary School

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**ATTENDEES:**

**Facility Planning Committee**

X David D'Souza	Jim Stanton
X Deborah Lurie	Bob Olson
X Julie Ogata Ciobanu	Toby Suhm
X Janelle Honeycutt	X Anne Hritzay
X Kristina Mehas	X Kathy Morrison
X Steve Duncan	X Pat Turner
X Amanda Stoffer	X Lena Hardisty
X Kim Thomas	X Will Atkinson
X Susan Conrad-Wang	X Lin Hao
X Kate Wise Knecht	X Robin Li
X Dave Cutright	X Gus Poole
X Carrie Beckner Savage	X Sandra Levin
X Colin Brandt	X Becky Shaddle
X Vickie Cleator	X Zach Houvener
X David de Yarza	X Tiffin Goodman
X Debbie Hanson	X Sgt. Ryan Parr

**MISD Support Team**

X Donna Colosky  
X Fred Rundle  
Erin Battersby  
X Andreeves Rosner  
X Craig Degginger  
X Tony Kuhn  
X Brandy Fox

**Mahlum Team**

X LeRoy Landers  
X Jennifer Lubin  
X JoAnn Wilcox  
X Marijana Misic



The following represents the architect's understanding of discussions held and decisions reached in the meeting. Anyone with amendments to these minutes should notify the author within five (5) days of the minutes date in order to amend as appropriate.

## INTRODUCTION

On November 18th, the Facility Planning Committee (FPC) held its first meeting. This kick-off session included an overview presentation describing the long-range planning process, the role of the committee, and educational program needs. This was followed with a presentation about the District's vision and mission, and a visioning session to identify goals and needs for District facilities that are important to committee members. A copy of the presentation can be found on the District website, for additional information.

## COMMITTEE ROLE & SCHEDULE

- :: The Facility Planning Committee can have a profound impact on school facilities in your community. The role of the committee is to attend and participate in every meeting, work with the "big picture," ask questions, express your opinion, be open to others, and have fun! The District cares very much about your input. This committee and the work it is doing is a continuation of the legacy for public education and caretaking for the Mercer Island community.
- :: The committee is scheduled to meet five more times between now and the end of the process. It is critical that committee members commit to attending all of the meetings, so everyone is working from a shared knowledge base. Meetings are from 5:30 – 8:30 pm and future meeting dates are as follows: December 16, January 27, February 24, March 30, and June 1.

## LONG-RANGE PLANNING PROCESS

LeRoy Landers presented an overview of the long-range planning process.

- :: A long-range plan is a high-level look at what makes the most sense for the next 10 years and beyond, in terms of facilities, and the ability of facilities to support learning.
- :: The three basic elements of the plan are the educational program, enrollment and capacity, and facility condition. Decision-making around the facts and needs in these three big "buckets" are guided by the District's vision.
- :: Ideally, plan development will happen in a strategic, phased manner, through a process of discussion and prioritization. It is a balance of the amount of community support and prioritizing the needs of the District.

## DISTRICT VISION & EDUCATIONAL PROGRAM

Donna Colosky and Fred Rundle talked about how the District delivers on their core values, vision and mission. Their presentation further included:

- :: Seven Student-Focused Fundamentals within the policy of the Operational Expectations 1800 OE-1.
- :: Superintendent Focus Priorities: Teaching and Learning funnels everything needed to be achieved by the district; no departmentalizing programs but creating connected systems.
  - Educational Program for Students: programs serving toddlers in prekindergarten through students up to age 21 preparing for college and jobs.
  - Multi-Tier Systems of Support: academic development and social / emotional support are connected; available to every child across the district. This program has been in existence for two years and is continuing to be developed.

- Inclusive and equitable child-centered education for each student: focus on functionality of the whole system working and supporting all the students; ensuring students' voices are heard.
- Professional Learning: focus on all staff in the school district (not just teachers), to promote continuing learning and growth.

## PROGRAM SUMMARY & INTERVIEW THEMES

LeRoy Landers presented an overview of potential areas of improvement for each educational facility within Mercer Island School District. The input presented was based on interviewing principals of each school. Some common themes across the District included:

- :: Provide more inclusivity around special education programs, allowing for inclusive educational experience for all students.
- :: Address the current challenges of multi-use spaces, specifically gymnasium and cafeteria.
- :: Provide for more adaptability of spaces, such as shared instructional areas and reconfigured libraries to create learning clusters and small group areas.
- :: Consolidate programs under one roof.
- :: Modernize existing spaces to better accommodate current technologies.
- :: Expand alternative education programs.

## LEARNING ENVIRONMENTS

JoAnn Wilcox showed examples of successful learning environments. The examples shown reflected MISD's core values and ways the educational spaces can be responsive to students' strengths and learning styles.

- :: In addition to reflecting MISD's core values, the examples were showing how to address multiple types of intelligences:
  - Verbal / Linguistic
  - Mathematic / Logical
  - Spatial
  - Bodily / Kinesthetic
  - Musical / Auditory
  - Interpersonal
  - Intrapersonal
  - Naturalist
- :: Key components in schools that thrive include:
  - Facilitate learning everywhere
  - Support multiple modes of delivery
  - Offer opportunities for social learning
  - Integrate technology throughout
  - Maximize connections to community
  - Seek educational partnerships and joint use
  - Embrace sustainable design
  - Inspire!

## VISIONING EXERCISE

:: Committee members brainstormed about goals for long-range planning in the District. Goals were recorded on cards and then voted on by committee members. Goals are listed below, grouped into like categories and prioritized based on the number of votes. It is important to note that all goals will be carried forward to inform the planning process.

### Rethink spaces (36 votes total)

- Built-in flexible adaptable spaces (10 votes)
- Re-think libraries (8 votes)
- Plan for future enrollment and flexible use in the interim (7 votes)
- Support for teachers (spaces) (6 votes)
- Prioritize needs of teachers and support staff (2 votes)
- Provide small collaborative spaces for teachers (1 vote)
- Purpose build spaces and limit multipurpose space (1 vote)
- Replace lockers with social nodes for students (1 vote)
- Consider if lockers are needed in high school?
- Repurpose old computer labs
- Consider a second silent library to provide quiet study space
- Provide teacher adaptability for spaces
- Improve space design to help teacher retention
- Reduce physical boundaries

### Safety (29 votes total)

- Improve traffic impact around schools (10 votes)
- Locate all students under one roof (9 votes)
- Plan for safer pedestrian / bike access to school (2 votes)
- Improve pedestrian safety / crosswalks (2 votes)
- Reconfigure sites for more functional use and safer traffic (2 votes)
- Create an environment where students, teachers, and staff feel safe but not under threat (2 votes)
- Provide contextualized safety and security (1 vote)
- Provide more welcoming exterior and interior lighting (for health / wellness and safety) (1 vote)
- Disguise safety features
- Consider safety with regard to both exterior and interior threats
- Provide structurally sound schools

### Flexibility and adaptability of spaces (20 votes total)

- Provide small, collaborative spaces throughout the schools (11 votes)
- Support the whole student (5 votes)
- Preserve quiet study spaces in the high school (3 votes)
- Accommodate different learners (1 vote)
- Provide more accessible mental health space at the high school
- Provide more small, private work spaces

### Character and feel (16 votes total)

- Create flexible and adaptable spaces (10 votes)
- Prioritize aesthetics and beauty in the design of facilities (2 votes)
- Create spaces that students are excited to be in (2 votes)
- Prevent noise cross-contamination (1 vote)
- Provide ergonomic seating (1 vote)
- Accommodate standing in classrooms

- Foster appreciation of place
- Provide age-appropriate environments in school facilities
- Provide natural lighting
- Provide flexibility for teachers to adjust lighting

#### Program (15 votes total)

- Provide next-generation project-based learning labs for science (5 votes)
- Dedicate space for art (5 votes)
- Provide more well-distributed unisex bathrooms (2 votes)
- Provide spaces that stimulate creativity (2 votes)
- Provide surfaces to display art and express community identity (1 vote)

#### Outdoor space (14 votes total)

- Rethink outdoor spaces (for use during rainy season) (8 votes)
- Provide diverse opportunities at recess (active / passive; play / learning) (3 votes)
- Develop more covered outdoor areas (2 votes)
- Provide connections to usable outdoor space (1 vote)
- Maintain some separation of grades at recess

#### Occupational learning (9 votes total)

- More opportunities for occupational learning (6 votes)
- Integrate occupational learning / pathways (2 votes)
- Provide equity and a common experience for students across all schools (1 vote)
- Develop more CCR (CTE) programs on campus
- Provide visual access to engineering, science, and CCR programs

#### Special Education / Learning for all (7 votes total)

- Cross-pollinate spaces and programs to reduce stigma (3 votes)
- Provide a highly capable program at every school (2 votes)
- Reduce segregation of the highly capable program (1 vote)
- Create opportunities to see learning happening (transparency) (1 vote)
- Help foster well-rounded kids
- Provide diverse program options in all schools
- Provide a high needs program at every school
- Locate the Adult Transition Program (ATP) out in the community rather than in a school facility

#### Sustainability (5 votes total)

- Provide visible sustainability (as to why) (5 votes)
- Provide visible solar strategies
- Reduce the carbon footprint of facilities

#### Food / Dining / Social areas (4 votes total)

- Recognize that the cafeteria is a place for social / emotional learning; and consider noise impact (4 votes)
- Improve common assembly space
- Provide snack stations around school
- Explore options around food delivery

## Technology (1 vote total)

- Distribute student technology (quiet spaces) (1 vote)
- Dedicate space for mobile technology (storage and charging)
- Be mindful of technology impacts on quiet spaces
- Plan for future technology changes
- Create adaptable environments that can accommodate future technology needs

## ADDITIONAL COMMENTS & QUESTIONS

- :: Sustainable and structurally-sound buildings were assumed to be a priority by members of the committee, and may not be reflected in the prioritization of above goals.
- :: The Committee asked if the District will pursue LEED certification. The District is not planning on pursuing LEED certification, but will obtain WSSP as appropriate.
- :: Previous LRFP work should be considered as part of this process.
- :: Adaptability of existing buildings should be considered: can they accommodate future needs; do their condition allow modernization?
- :: Heating and cooling, as well as sound control, are big issues that should be addressed in existing buildings.
- :: It is important to interview teachers to get their perspective.
- :: Don't forget to provide speech therapist, psychologist, and other similar support spaces.
- :: Consider future transportation access options (new light rail may be used by future teachers).

## NEXT STEPS

- :: A copy of the presentation materials and meeting minutes will be posted on the District's website. Committee members are encouraged to share and discuss with other community members and convey their input back to the group in the upcoming meetings.
- :: The next meeting will be held in the same location (Northwood Elementary School) on Monday, December 16 at 5:30 pm.