



MEETING MINUTES

PROJECT: Mercer Island School District
Long-Range Facility Plan

PROJECT NO: 2019911.00

DATE: 29 January 2020

FILE NAME: M003_FPC3_20200127

SUBJECT: **Facility Planning Committee Meeting 3: Plan Development**

MEETING DATE: 27 January 2020

TIME: 5:30 - 8:30 pm

LOCATION: Quiet Dining Room, Northwood Elementary School

ATTENDEES:

Facility Planning Committee

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

MISD Support Team

X Donna Colosky

— Fred Rundle

— Erin Battersby

X Andreeves Rosner

— Craig Degginger

X Tony Kuhn

X Ty Bergstrom

X Brandy Fox

Mahlum Team

X LeRoy Landers

X Jennifer Lubin

X JoAnn Wilcox

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 January 27, 2020, the Facility Planning Committee (FPC) held its third meeting. This session included an introduction and brief review of the planning goals and needs from FPC 1 and 2, presentation of new information (in response to committee member questions at the last meeting), reconfirmation of planning committee goals, and a series of initial planning exercises. A PDF copy of the presentation, along with the video recording, can be found on the district website.

MEETING OBJECTIVES & REVIEW

- :: LeRoy Landers reviewed the evening's agenda, provided a schedule update, and provided objectives for the meeting:
 - High-level discussions regarding various approaches to facility management / planning
 - Begin to understand similar and differing opinions in the room
 - Set the stage for more detailed discussions
- :: A brief review of goals and needs included district and FPC goals, educational program need, capacity and enrollment need, and facility condition / educational adequacy need.
 - Educational programs: needs in various areas based on District goals and initiatives
 - Capacity and enrollment: not a driver for the long-range plan
 - Facility condition: Island Park Elementary School and Islander Middle School 100/200 Building are in the worst condition, as well as significant roof issues at Lakeridge Elementary School and Crest Learning Center
 - Educational adequacy: specific needs at each facility, with some common themes

NEW INFORMATION

- :: Comparison of actual versus projected enrollment was provided from 2008 through 2019, in response to a committee member request, including data from 2008, 2002 and 2017 enrollment projection reports.
 - The comparison shows the largest variation of about 200 students districtwide (with the 2008 projection data); this is not "spot on," but not enough to have a significant impact districtwide
 - Subsequent projections are quite accurate (2012 and 2017 projections)
 - The district also does enrollment tracking and projections on an annual basis
- :: Analysis of low, mid, and high projections for 2019-2029 and existing capacity was provided, in response to a committee member request.
 - The mid-range projection is typically used, but all three projections from the 2019 enrollment projection report have analyzed as compared to existing facility conditions.
 - The only small issue is at the high school, where the high growth projection exceeds capacity by a small amount. This is not a big issue because of the scale of the facility.
 - Other district facilities can accommodate even the highest projections within the existing capacity (including portables).
- :: A summary of additional input from staff, students, and community was provided.
 - The district held outreach meetings with each of the three groups during the month of January to communicate the long-range planning process and needs and garner input on additional goals and needs. Meeting minutes and goal summaries from these meetings were distributed to committee members prior to tonight's meeting for review and will also be posted on the district website.

- A committee member asked if there would be more outreach to district staff, since there were a limited number of staff at the outreach meeting, and does the team feel that we have gotten enough staff input from staff at this point. LeRoy noted that yes, the team does have enough input.
- It was suggested that a survey or other strategy could garner wider staff input.
- :: Additional district maintenance/capital improvement information was provided, in response to a committee member request.
 - Information included a chart showing where money has been spent in the district over the last 10 years (significant projects).
 - Total capital improvements included \$78.2 million in major projects (Northwood ES, Islander MS, and MIHS additions) and \$5.7 million in smaller work in facilities across the district.
 - A committee member asked how maintenance decisions are made. Tony Kuhn responded that student safety and security is highest priority. Budget also impacts the choices, and the district tries to process teacher requests as much as possible.
 - It was also asked how bigger ticket items are addressed. Tony responded that there are larger levy items that are dealt with separately and typically contracted out. District staff typically do day-to-day maintenance / handy man work. Donna Colosky noted that the list of levy items is updated for the Board twice a year, although there are sometimes shifts in priorities.
- :: JoAnn Wilcox reviewed additional examples of current design for learning environments, in response to committee member requests. Images included districts and facilities that were recently completed in the region.
 - Early learning (elementary) environments, illustrating flexibility, operable walls, and shared learning outside of classroom
 - Intermediate (middle school) environments, illustrating circulation and shared learning, commons / congregation, and connectivity / flexibility, and hands-on maker spaces
 - High school environments, illustrating specialized programs / CCR (more shop spaces and more connections to technology), performing arts spaces (including flexibility between a black box and a traditional theater), and shared learning components

CONFIRMING COMMITTEE PLANNING GOALS EXERCISE

- :: Committee members were asked to review the planning goals previously developed at the first meeting and confirm their top three priority goals. These could be the same goals that were voted for before, or a different goal. There was also an opportunity to add new goals if desired.
- :: The top three vote-getters were:
 - Provide built-in, flexible, and adaptable spaces (10 votes)
 - Provide more opportunities for occupational learning (8 votes)
 - Provide visible sustainability (7 votes)
- :: A complete list of the reprioritized goals is attached.

SPECTRUM EXERCISE

- :: Committee members participated in an exercise to evaluate how well existing district facilities are meeting the established planning goals. The exercise asked the question: Does the facility meet the planning goals that have been established?
- :: Based on their review of the FPC planning goals and what is known about each building, members were asked to place one dot on each facility where they felt it falls on the spectrum.

- :: Overall, results indicated that the two new facilities (Northwood and IMS) are considered to be meeting the goals and the district's older facilities are not, with Island Park, West Mercer and IMS 100/200 Building meeting the least. Complete results are attached.

GROUP WORK SESSIONS

- :: The Committee engaged in a series of exercises intended to provide a very high-level look at facilities and open the conversation about broad thinking and approaches to each of the grade levels.
- :: Members were randomly divided into five table groups of five people and each group nominated a scribe and reporter. The groups discussed, recorded, and reported back on a series of "watershed" questions related to long-range planning at each educational level.
- :: Elementary schools: *In the context of the 30+ years (long term), what makes most sense to you regarding management of your existing elementary schools: continual renovation, modernization, or prioritized replacement of existing schools over time?*
 - Table 1: Four votes for replacement and one vote for modernization. Current elementary schools are structurally inadequate and need to be brought up to the standard. The only way is to replace over time. The one vote for modernization was due to cost implications and the history of levies that have previously failed on the Island.
 - Table 2: All five votes for replacement. The district needs to start planning now to replace elementary schools. Older elementary schools are in need of significant work. Replacement also improves educational adequacy and other goals and provides a lot of "wins."
 - Table 3: All five votes for full modernization, including educational adequacy. Renovation is going on anyway. The group agreed that if educational goals can be met with full modernization for less cost than replacement, then they would choose that option, noting that it is harder to get community support for a replacement facility.
 - Table 4: Four votes for replacement and one vote for full modernization with educational adequacy. There is a need to do renovations anyway. If do a replacement, there is an opportunity to make sustainability improvements at the same time. The existing facilities are grim and need to be replaced. It would be hard to modify the existing interior layout.
 - Table 5: Four votes for replacement and one vote for full modernization with educational adequacy. Consider the land constraints with each elementary site.
- :: Middle school: *The district has previously studied options to fully replace the middle school rather than continually renovate / modernize the existing older buildings (100/200 and 300). Does this approach make sense to you? Why or why not?*
 - Table 1: Two votes for replacement, two votes for modernization, and one "in between." It was felt that there was not enough information to decide and there was a desire to know how each option compared in terms of cost.
 - Table 2: All five votes for replacement. The completed Phase 1 building was successful and want to continue that. Phase 2 should connect the buildings. Replacement of middle school facilities impacts every student in the district.
 - Table 3: All five votes for replacement. The 100/200 building is old and needs to be replaced. It was felt that the community would support it because all kids go through the school. It is important that everyone gets something. Consider providing all new gym/cafeterias at all elementary sites, along with the middle school replacement, in the first phase of work and providing special education improvements at all elementary sites in the next phase.

- Table 4: All five votes for replacement. Currently there are three middle school buildings and only one is nice and new. It was felt it would not be too difficult to house students during construction. The new building is a weird environment now because the buildings are so different and separated. One of biggest issues during middle school was the division of students, which was exacerbated by having buildings that are so different. Plus, the school is already halfway done.
- Table 5: All five votes for replacement. The middle school experience is very different in each facility. It was felt that modernizing the old building might exceed the cost of new because of the extent of need. The old building feels separated and isolated, has long hallways, and is underutilized. Just connecting the two existing buildings wouldn't be a good solution, as they are too different.
- :: High school level (comprehensive): *Should management of high school facilities focus solely on renovation and modernization of building systems when needed, or should need associated with educational adequacy also be included? If so, what educational adequacy need should be addressed and why?* (Note: An assumption was made that replacement would be highly unlikely for the high school in the scope of this long-range plan (30-40 years), due to the high facility condition score.
- Table 1: All five votes for modernization, including all the educational adequacy projects. It was noted that given the need to prioritize, the group would rather replace elementary schools than the high school. Consider collaboration with the City and MICA for the theater and black box.
- Table 2: All five votes for modernization with educational adequacy. Crest. Consider creating a new building with one floor for CCR spaces, a second floor for Crest and a third floor for district administration. There is still the stigma of going to Crest, and it would be better if co-locate other programs with it. All students take a CCR class, so all would go there, but Crest would still have smaller space. It could be done without impacting the rest of the high school and would solve a lot of different problems.
- Table 3: All five votes for renovation plus educational adequacy (partial rather than full modernization). For example, don't want to do full seismic upgrade to the entire high school. This would free up funds to do educational adequacy projects, such as CCR, flexible spaces, and library reconfiguration.
- Table 4: All five votes for educational adequacy, but not modernization. Do not want the wholesale replacement of systems. Educational improvement priorities include teacher offices, counseling, stadium bleachers, and CCR. Want to improve how the high school is used but not implement full-scale modernization.
- Table 5: All five votes for modernization, with focus on educational adequacy. Question of utilization of existing space – is there not enough or is it just not well used? CCR and library improvements are most important because they would benefit the entire student body and be visible improvements.
- :: High school level (Crest): *Do you support continued renovation and modernization of building systems when needed, or do you also support addressing capacity and educational adequacy at Crest? If so, and assuming ATP (Adult Transition Program) is not part of Crest, what would be the best approach for adding capacity: renovate and expand the existing building or remodel a larger building on the high school site and relocate Crest there, for example, the existing administration building)?*
- Table 1: All five votes for location in or near the high school. The idea of integrating Crest within the high school area is valuable. If Crest remains in the existing location, do not want to spend a lot of money upgrading such a deficient existing building and would support only partial modernization as needed. Don't know if it should be a new facility or the existing building.

- Table 2: Similar to previous question response, integrate Crest with CCR, black box, and other programs. Would like one new building to house all of the programs together, on the high school site.
 - Table 3: Crest needs to be relocated. The group was not opposed to it being connected to the high school, but it still needs to feel separate. It was felt that the atmosphere at Crest is important: students like being separate and in a small community. If it is combined with the high school, it still needs a separate entrance and feel. Crest should be relocated because it is now too far from the high school and students lose class time.
 - Table 4: Crest should not be part of the high school but should be closer. It should be designed to have flexible spaces and more individualized learning. Consider swapping the pool and Crest, which would provide better proximity and quick access to the high school and put the pool next to PEAK. Crest could be part of administration, if there were separate entrances.
 - Table 5: Provide a new multistory facility for Crest, to better utilize space. It should be closer to the high school but have a separate identity. Consider reconfiguring the field and parking space around the high school to move Crest closer.
 - It was noted that the district should raise community awareness about what Crest is all about and how valuable it is.
- :: Comments on support facilities (pool, administration, and other support)
- It was noted that Mary Wayte Pool was mentioned a lot during the outreach meetings. It is felt that there is a desire in the community for a community pool on the Island, as everything else is private.
 - Consider if the maintenance buildings and bus area can that be relocated to a different site to allow development that area for school facilities. The busses aren't even used by high school students. A much nicer sports/pool facility could be built in that area.
 - Think long-term and have a graded-level plan that considers land use utilization at a high level.
 - The Administration Building is inadequate. There are not enough small conference rooms, offices, or project spaces, and it is not ADA accessible. The facility should be fully replaced, perhaps in a different/better location.
 - Consider a master planning effort that looks at all the sites holistically. LeRoy noted that there are a lot of pieces at play on the high school site. All are "big moves," and none but Crest are associated with educational programs. How much support would there be in the community for these projects (Pool, administration, transportation)? It was commented that if the district presents a long-term plan of what will happen and why it's connected so people have a clear picture, then they are more likely to be supported. It was also suggested that non-school projects should be paired with a school or the community won't support them.
 - The idea of partnerships was brought up. LeRoy noted that if partnerships are going to be considered, now is the time to bring them to the table. There needs to be a strong commitment if it is to be counted on. In the context of long-range facility planning, the focus should be on partnerships that will be significant moves, rather than smaller ones.
 - A bus barn that would cover up the busses would be more palatable to the community and extend the life of the busses.

NEXT STEPS

- :: The next FPC meeting, scheduled for February 24th, will be the second planning meeting. The Committee will continue to refine planning questions and issues, including looking at prioritization and how it relates to the short-term needs.
- :: It is very important that all Committee members come back for the next two planning meetings.

UPDATED: FPC Planning Goals

1

FLEXIBILITY & ADAPTABILITY OF SPACES [12 VOTES]

- > **Provide built-in, flexible, and adaptable spaces** [10 votes] [10 votes]
- > **Rethink libraries** [2 votes] [9 votes]
- > Plan for future enrollment and flexible use in the interim [7 votes]
- > Reduce physical boundaries
- > Consider if lockers are needed at the high school
- > Repurpose old computer labs

SAFETY [10 VOTES]

- > **Improve traffic impact around schools** [4 votes] [12 votes]
- > **Plan for safer pedestrian / bike access to school** [3 votes] [4 votes]
- > **Reconfigure sites for more functional use and safer traffic** [2 votes] [2 votes]
- > **Locate all students under one roof** [1 vote] [9 votes]
- > Create an environment where students, teachers, and staff feel safe but not under threat [2 votes]
- > Improve pedestrian safety / crosswalks [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

OCCUPATIONAL LEARNING [8 VOTES]

- > **More opportunities for occupational learning** [8 votes] [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

SUSTAINABILITY [8 VOTES]

- > **Provide visible sustainability (explain why)** [7 votes] [3 votes]
- > **Address heating, cooling, and sound control in existing buildings** [1 vote]
- > Provide visible solar strategies
- > Reduce the carbon footprint of facilities [2 votes]
- > Consider future transportation access options (including new light rail) [1 vote]

UPDATED: FPC Planning Goals 2

PROGRAM [7 VOTES]

- > **Provide next-generation project-based learning labs for science** [4 votes] [5 votes]
- > **Dedicate space for art** [2 votes] [5 votes]
- > **Provide more, and well-distributed, unisex bathrooms** [1 vote] [2 votes]
- > Provide spaces that stimulate creativity [2 votes]
- > Provide surfaces to display art and express community identity [1 vote]
- > Provide speech therapist, psychologist, and other similar support spaces
- > Consider a second silent library to provide quiet study space
- > Provide more accessible mental health space at the high school

CHARACTER & FEEL [6 VOTES]

- > **Create spaces that students are excited to be in** [4 votes] [2 votes]
- > **Prioritize aesthetics and beauty in the design of facilities** [1 vote] [2 votes]
- > **Provide ergonomic seating** [1 vote] [1 vote]
- > Prevent noise cross-contamination [1 vote]
- > Accommodate standing in classrooms
- > Foster appreciation of place
- > Provide age-appropriate environments in school facilities
- > Provide natural lighting
- > Consider appropriate use of color and use non-institutional colors

DIVERSITY OF SPACE TO SUPPORT LEARNING [5 VOTES]

- > **Provide small, collaborative spaces throughout the schools** [4 votes] [11 votes]
- > **Preserve quiet study spaces in the high school** [1 vote] [3 votes]
- > Support the whole student [5 votes]
- > Accommodate different learners (not only special needs) [1 vote]
- > Purpose-build spaces and limit multipurpose space [1 vote]
- > Provide more small, private work spaces

TEACHER SUPPORT [4 VOTES]

- > **Provide support spaces for teachers** [3 votes] [6 votes]
- > **Improve space design to help teacher retention** [1 vote]
- > Prioritize the needs of teachers and support staff [2 votes]
- > Provide small collaborative spaces for teachers [1 vote]
- > Provide teacher adaptability for spaces
- > Provide flexibility for teachers to adjust lighting

UPDATED: FPC Planning Goals 3

ATHLETICS [3 VOTES]

- > **Improve gymnasium / athletic spaces and fields** [3 votes] [13 votes]
- > Add more gymnasium space [1 votes]
- > Provide for safe and controllable community use [4 votes]

OUTDOOR SPACE [3 VOTES]

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

TECHNOLOGY [3 VOTES]

- > **Create adaptable environments that can accommodate future technology needs** [3 votes]
- > Dedicate space for mobile technology (storage and charging)
- > Distribute student technology (quiet spaces) [1 vote]
- > Be mindful of technology impacts on quiet spaces
- > Plan for future technology changes

LEARNING FOR ALL [3 VOTES]

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

FOOD, DINING, & SOCIAL AREAS [3 VOTES]

- > **Recognize that the cafeteria is a place for social / emotional learning; and consider noise impact** [2 votes] [4 votes]
- > Improve common assembly space
- > Replace lockers with social nodes for students [1 vote] [1 vote]
- > Provide snack stations around school
- > Explore options around food delivery

FPC3: Spectrum Exercise Results

Does the facility meet **long-range planning** goals?

Place one dot on each line to indicate where you feel the facility falls on the spectrum.

