



MEETING MINUTES

PROJECT: Portland Public Schools – Grant High School Modernization
PROJECT NO: 2015909.00
DATE: 23 November 2015
FILE NAME: DAG04.docx
SUBJECT: Design Advisory Group (DAG) 04

MEETING DATE: 5 November 2015
TIME: 5:30-7:25pm

LOCATION: Grant High School Library

ATTENDEES (shown in **bold**)

Project Team:

| | |
|-----------------------------------|----------------------------------|
| Michelle Chariton, PPS OSM | Katie Davidson, GHS DAG |
| Kristie Moore, PPS OSM | Pam Knowles, GHS DAG |
| Rene Berndt, Mahlum | Jack Kolze, GHS DAG |
| Emi Day, Mahlum | Connor Kolze, GHS DAG |
| Alyssa Leeviraphan, Mahlum | Heather Leek, GHS DAG |
| Diane Shiner, Mahlum | M. Taylor Matsushima, GHS DAG |
| JoAnn Wilcox, Mahlum | Monique McClean, GHS DAG |
| Renee Anderson, GHS DAG | Zack Olson, GHS DAG |
| Scott Bailey, GHS DAG | Jim Regan-Vienop, GHS DAG |
| Jason Blumklotz, GHS DAG | Michael Tom, GHS DAG |
| Carol Campbell, GHS DAG | Tess Waxman, GHS DAG |
| Doug Capps, GHS DAG | Daniel Weidman, GHS DAG |
| Miriana Clark, GHS DAG | Abby Williams, GHS DAG |
| Bill Dickey, GHS DAG | |

Members of the Public:

Kim Fox-Middleton
Sydney Fox-Middleton
Zoe Henderson
Mary Rodeback
Kevin Spellman
Craig Williams

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.

ITEM # DISCUSSION ITEM

DAG 4.01 Historic Renovation ≠ Compromise – Cost (See PowerPoint slides)

- :: Comparative cost per square foot
 - New construction average of \$325/SF (higher costs for construction of specialized spaces)
 - Modernization average of \$225/SF (higher costs for construction of specialized spaces)
 - Very general comparative analysis based on escalated cost to mid construction 2018 (based on comparable construction and information from our cost estimator)
 - Costs were not based on any drawings
 - Based on this analysis, modernization is typically less expensive than new construction
- :: The Power to Collaborate
 - The qualities of collaborative environments – places where people are naturally drawn together, flexible spaces, transparent so people can see and want to get involved, comfortable, active, spacious, mix of program and un-programmed space, connected
 - Principles of collaborative learning where different activities and pedagogy can occur
- :: Spatial Models – Review of different sizes and types of spaces
- :: Planning Concepts - Reflective thinking, study spaces, small and large group spaces, student owned vs. teacher owned spaces, portable technology, moveable walls
- :: Planning Concepts in Historic Context – Test existing structure/floorplans against these ideas to look at this question about compromise. Explore concepts that illustrate that modern learning can be accommodated in historic context.

DAG 4.02 Cost Questions

- :: Question: For Saturday workshops, are DAG members supposed to be observers and provide assistance, or participants in activities?
- :: Response: For clarity DAG members will have name tags to identify them as such. DAG members should participate in activities, but make it known if there is an agenda item they are carrying from the DAG or if responses or comments are personal. This will let the community know if the DAG member is speaking for the group or on their own behalf. DAG members should try to be open listeners rather than biased commenters.
- :: Question: When do costs get locked down?
- :: Response: Final costs will be locked down when the general contractor gets their final bids, however the guaranteed maximum price (GMP) will be established by the contractor before then. Typically this occurs at the completion of 100% Design Development, but can occur later in the process in order to have more definition around the design. Cost models will be prepared by a cost estimator and the general contractor at key points throughout the design process.
- :: Question: Is there anything in the ed spec that addresses that we are the third project in the bond over 6 years?
- :: Response: Escalation should be built into bond planning. We are required to meet the ed spec and will need to build a program that serves 1700 students for \$81M.
- :: Question: Will Grant HS have more renovation than new construction because we are the last project in the bond and it is more expensive to build now than when the other high schools were doing their design?
- :: Response: Grant is projected to have more modernization than new construction because it is larger than Roosevelt and Franklin.

- DAG 4.03** Historic Renovation ≠ Compromise – Program & Planning Concepts (See PowerPoint slides)
- :: Important to note that historic renovation does not equal compromise. 21st century learning can happen within buildings of historic context. Plan tests and examples were presented.
 - :: The Power to Collaborate
 - The qualities of collaborative environments – places where people are naturally drawn together, flexible spaces, transparent so people can see and want to get involved, comfortable, active, spacious, mix of program and un-programmed space, connected.
 - Principles of collaborative learning where different activities and pedagogy can occur.
 - :: Spatial Models
 - Review of different sizes and types of spaces
 - :: Planning Concepts
 - Reflective thinking, study spaces
 - Small and large group spaces
 - Student owned vs. teacher owned spaces
 - Portable technology, moveable walls
 - :: Planning Concepts in Historic Context
 - Explore concepts that illustrate modern learning in historic context
 - Flexible group work and breakout spaces
 - Study spaces woven throughout building
 - What happens if we move towards a collegiate model?
 - Individual classrooms with more breakout areas
 - Gentle widening allows for a greater collaborative space while preserving history

- DAG 4.04** Program & Planning Concept Questions:
- :: Question: Carol likes the concept that adds additional classrooms to the west side of the building and adds flexible collaborative space in between, however wonders if there is adequate circulation space for the entire student body during periods of class change.
 - :: Response: Space in the middle is mainly permeable and will allow students to flow through
 - :: Comment: Appreciates that some of the concepts show we can push outside of the existing footprint. This will be important information to share at the community workshop.

- DAG 4.05** Tour Shareback (See PowerPoint slides)
- :: Nathan Hale High School
 - Liked the glassed in areas adjacent to classrooms where teachers could still keep an eye on students for supervision
 - Transparency – Can work on something but still be aware of what’s going on
 - Some teachers concerned about students leaving the classroom – lack of supervision
 - Cafeteria – most flexible space design, lunch is cohesive, all spaces different yet connected and worked together
 - Connection to courtyard – Liked outdoor spaces, hub of the school, pass through to get from one side to the other.
 - :: Garfield High School
 - Didn’t like location of built-in/retractable bleachers in gym – divided the space
 - Historic proscenium in new Commons felt out of place
 - Liked walking through the front door into a community space
 - Historic fabric is hard to keep, didn’t do a very good job

- Hallways were tight, hard to get around when students were let out of class
- Liked windows with benches, places to sit
- Liked stairways with windows and landings to provide more usable space – liked the way it boxed out, could eat on landings, felt less crowded
- New space did not fit in with aesthetic of old space
- Liked CTE spaces
- :: Cleveland High School
 - Art department couldn't utilize spaces upstairs
 - make multipurpose space, program shift doesn't work
 - Multipurpose spaces good for flexibility
 - Disjointed - no flow, historic entry is never seen
 - Liked high North clerestory light in gym
 - Liked the library the most
- :: Aviation High School
 - Favorite part was the student tour guides
 - Retractable seats for 90% of time it's not used as black box
 - Cutouts for air conditioning
 - Program is driving the design, not the other way around, even the mentorship piece was figured out, maximize usefulness of spaces
 - Strong mission of teaching engineering
 - Flexible spaces at end of corridors – interior and exterior space
 - Mini offices on main level did not seem well used – may have been because it was after hours
 - Liked nooks at the end of the halls
- :: PSU Shattuck Hall
 - Liked rotating glass walls
 - Most genuine approach to modernization – most authentic, roughness, historic
 - Allowance of rough
 - Historic/natural feel
 - Genuine
 - Heating and cooling system (however it is the largest installation in the US and Grant is several times larger)
 - Efficiency of HVAC, cost effective and energy efficient
 - Exposed concrete for thermal mass
 - Programmatic structure – 160 people, \$60M
 - Open spaces
 - Well thought-out design

DAG 4.06 Masterplanning Workshop 1 Shareback (See PowerPoint slides)

- :: Listening Station 1: Historic Analysis
- :: Listening Station 2: Transportation and Parking
- :: Listening Station 3: Parks & Fields
- :: Listening Station 4: Partnerships

DAG 4.07 Masterplanning Workshop 1 Questions & Comments:

- :: Listening Station 1 Questions – Historic Analysis

- Frontyard as historic importance
- Long yard is used for peewee soccer – Likes idea of intergenerational connection
- Lawn is critical to community
- Homework at front yard
- :: Listening Station 2 – Transportation & Parking
 - Security is important
 - Fields feel like part of school, used by PE
 - Park to the north doesn't feel inviting – dark, shaded, people lurking waiting to steal bikes
 - If there was soccer field with more activity, may feel more a part of the school
 - Park does not feel welcoming, feels dark, not the place to be, maybe if there were fields there would be more activity, may feel more a part of the school, connection would have to be light and visible
 - People don't maximize parking on 36th Street – If it were one way, could there be angled parking? Or perhaps striped or marked parallel spaces? Will be up to City of Portland.
- :: Listening Station 3 – Parks & Fields
 - We will show softball field at north parks site
 - Is there any PPS land that parks would want to swap that would give us a way to consolidate fields on PPS site for a more cohesive campus?
 - Zoning for parks versus PPS land is different (R3 & R5), easiest to share with parks.
 - If fields are on Grant's property then we do not have to pay for use.
- :: Listening Station 4 – Partnerships
 - (No questions or comments)

DAG 4.08 Sketching Exercise (See PowerPoint slides)

- :: Common Themes

DAG 4.09 Goal Setting Exercise

- :: When we are done, we will know we are successful if we have met these goals.
- :: DAG members reviewed top goals selected from school tour bus ride.
- :: DAG members were asked to confirm/refine the top goals and break into five groups to create a mission that captures the spirit of the goals
- :: The following five mission statements were created and voted on by the DAG members:
 1. The Grant High School modernization will result in an inclusive learning environment that fosters productive relationships among students and teachers and the community, inspiring the future while valuing the history and ensuring students' success in college, career, and life. (10 votes)
 2. The Grant High School modernization will result in inspiring and flexible spaces that bring students, teachers and community members together to meet the ever-changing needs and challenges of evolving education systems and career pathways. (5 votes)
 3. We will design a space that will support teachers, meet all students; educational needs and aspirations while creating a center for community involvement. This will include state of the art facilities that foster learning through both classroom and experiential education to support students' college, career, and life. (0 votes)
 4. As the Grant DAG, we want to create an inspiring building that meets students and teachers where they are at and allows the community to be brought inside, as we look into the future. (0 votes)

5. Grant High School is a place that inspires belonging and connection between students, teachers, and community; it encourages community participation in supporting public education, and fosters deep and ongoing relationships. (0 votes)
- :: A single DAG mission statement for the project will be developed based on votes.

DAG 4.10 Public Comment

- :: Slightly distressed by lack of people of color and students at public workshops. Is there another way to get student participation (offer extra credit)?
- :: Suggestion to take the community meeting to those communities that cannot easily make it to the workshops.
- :: PPS will look into moving the venue for the open house (Beaumont?).
- :: Is there a way to have a student workshop?
- :: Carol Campbell will make an announcement at the student assembly tomorrow about the workshop on Saturday.
- :: Every DAG member should bring two people to the workshop - perhaps reach out to a student.
- :: Teacher has heard that it is inconvenient for students to come on a Saturday morning.
- :: Potentially add another meeting and make ourselves available for students.
- :: FHS carved out a part of their school day. Meet kids where they are at.

DAG 4.11 Educational Specification with a focus on flexibility, or options (See PowerPoint slides)

- :: Percent Utilization Discussion
 - Core Learning Mix of class sizes
 - Teacher does not like the lab model, prefers mobile carts, maybe 750 SF with carts
 - 750 SF loss of storage, accessibility becomes tight, PAT contract would not have an average of more than 28 but could be 35 to 20 (average load)
 - For Core Learning the DAG found comfort in the 850 SF and 750 SF space – Maybe 800 SF.
 - Represents future capacity of students
 - Some programs like admin and counseling are not listed
 - Square feet are averages
 - Anything over 75% utilization is a shared space (staff collaboration)
 - Flexibility of one period/day
 - Proposed program – ed spec modification
 - Reduction in organization
 - Career/technology readiness - additional ~ 12,000sf
 - Average of 90% utilization
 - Additional teaching stations
 - Keep target square footage the same
 - 54 spaces required, brings classrooms to 650sf
 - Classroom square footage is a big factor
 - More students – more teachers
 - Pros and cons to high utilization (inequity/friction)
 - Generality in numbers have to exist due to complexity
 - Flexibility, space to breakout
 - Sometimes students with disabilities have aids = extra people in class
 - Furniture is a huge component in the space
 - We will take programs further, understand ripples

- :: Staff Collaboration
 - Teacher office space – more staff mixing/collaboration
 - Amount of teachers per department defines workspace square footage
 - If you want to see your teachers you go to the classroom or their office
 - Staff meetings, breakout sessions – need space for this, mixture of meeting spaces
 - Variety of spaces allows interplay of open or shut
 - Storage comes into play between 50% SD and Design/Build
 - Teachers and users – separate conversation
 - Generic plan testing, understanding the space
 - Carol likes Alt 2a – good for team meetings, mixture of different types of meeting spaces
 - Teacher Comment: Smaller spaces are important, shared between 2 to 4
 - Teacher Comment: Has lots of books – personal professional libraries. How do I get my stuff from here to there?
 - Teacher Comment: Collaborative space doesn't necessarily make folks collaborate
 - Shattuck hall likes the hallway, display, work up, can learn from others – this is where collaboration happens, it's organic
- :: Science
 - Smaller lecture areas, larger labs
 - Each science teacher with their own space
 - Lecture at 975sf, Science lab at 1500sf, STEM lab at 3000sf
- :: Performing Arts
 - Black box – smaller performance space, non-traditional
 - Great opportunity/possibility in old gym for experimental theater
 - Theater with less seating – intimacy
 - Think about the size of the new theater – whole discussion on Saturday

END OF MINUTES