



Dull Olson Weekes - IBI Group Architects, Inc.  
 907 SW Stark Street  
 Portland OR 97205 USA  
 tel 503 226 6950  
 fax 503 273 9192



# Meeting Notes

**From** Tonie Esteban **Date** January 30, 2014  
**Project** Franklin HS Modernization **Project No.** 13-023  
**Subject** Design Advisory Group (DAG) #8  
 Franklin HS Library  
 January 23, 2013 5:00 – 7:00 PM

## INVITEES

(Attendees in Bold)

### Project Team

**Debbie Pearson, PPS OSM**  
 CJ Sylvester, PPS OSM  
**Jim Owens, PPS OSM**  
**Rolando Aquilizan, PPS OSM**  
 Jenn Sohm, PPS OSM  
**David Mayne, PPS Communications**  
**Kimm Fox-Middleton, PPS Communications**  
**Karina Ruiz, DOWA-IBI Group**  
 Steve Olson, DOWA-IBI Group  
**Marc Nordean, DOWA-IBI Group**  
**Tonie Esteban, DOWA-IBI Group**

Shay James, FHS Principal  
 Marshall Haskins, FHS Vice Principal  
 Ivonne Diblee, FHS Vice Principal  
 Dennis Joule, FHS Vice Principal  
**Steve Mathews, FHS Business Manager**

### Design Advisory Group (DAG)

**Greg Belisle, School Board Representative**  
 Leigh Brown, SPED Representative  
 Maria Carlsen, Student Representative  
**Joyce Gago, Community Representative**  
 Jeff Hammond, Neighbor & Local Business Rep  
**Roger Kirchner, Parent Representative**  
 Pam Knuth, FHS Alumni President  
**Heidi Leineweber, Teacher Representative**  
**Amber McGill, SUN School Representative**  
 Dana Vinger, Teacher Representative  
**Lisa Zuniga, Parent Representative**

Tom Peterson, Bond Accountability Committee  
 Kevin Spellman, Bond Accountability Comm

2 Members of the Public

## SUMMARY

The following is a brief summary of the discussions that took place at this meeting. Action items will be specifically noted.

Debbie Pearson reviewed PPS process to date:

- Master Planning document approved
- PPS Board is in the process of reviewing Educational Specifications (Ed Spec) for Comprehensive High Schools across the District.
- Adjustments have been made to the FHS floor plan since the shift towards 1700/1700 capacity discussed at our last meeting.



Karina Ruiz reviewed the team's process & updates to the design:

- Program adjustments to fit specific needs at FHS
  - Shift from Master Planning Design to Schematic Design level development – more detail
  - Overall project schedule review – April 16<sup>th</sup> Schematic Design Presentation to PPS Board.
  - Review of Guiding Principles – see slide
  - Review of Program Summary – see slide
- CTE & Enhanced Electives
  - Studied how these areas will work specifically for students and staff at FHS.
  - PPS Ed Spec included area program for the CTE and enhanced electives spaces at 6000 SF, but FHS has a history of more robust CTE/Shop spaces programs.
  - Team is identifying areas to expand CTE at FHS by using greater efficiency and joint use of programs. Strategies that were discussed with FHS staff & PPS include:
    - Marginally smaller classrooms that are able to use extended learning areas for teaching
    - More efficient gymnasiums
    - Modified black box classroom (drama)
  - Karina reviewed the proposed Enhanced Electives / CTE - breakdown - see slide
  - “Maker’s Space” – large shared space for project based learning is being developed in the STEM/CTE wing. See attached handout for a description.
- Current Design Schemes
  - Site Plan - see slide
  - Floor plans (all levels) - see slides
    - Front atrium was removed and replaced with an interior student center.
    - Currently an area where the students hang out but create a higher volume and reconfigure stairs.
    - From the 2nd level create a view to the field from Brain Bar
    - East Wing - locate after school programs and kitchen there so that it can be open after hours while the rest of the building is locked
  - New Student Commons
    - New volume against the old historic exterior wall
    - Counseling is adjacent to student commons
    - Creating the feel of a student union
    - What is entry of parents to counseling? - explanation of admin entry off of admin.
  - Media Center
    - Law Classroom located - as was suggested in Focus Groups
    - Several levels to deal with - Architects still developing that - elevators will be provided
  - Classroom Wing Design
    - Explanation of joint teaching and combining different classroom combinations
    - Shared spaces for teacher desks/office and team collaboration between teachers
    - Extended learning areas are configured so that students can use them for work spaces while teachers can observe.
    - Furnishings will make a big impact on how the space gets used
    - Daylighting - studying the best configuration for natural daylight in all classroom configurations
- Introduction of John Wilhelmi - Educational Liaison
  - John has a background in Education, former VP at FHS
  - He has been hired by PPS to address important concerns on how the shared teaching/learning spaces work.
  - He hopes to tour other schools in the area that are at this model along with FHS staff.
- Questions & Comments:

- Question Lisa: Is the instructional model being implemented at all high schools? Concern that some teachers are not accepting of this new configuration.
  - Response Debbie: yes, schools across the district are adopting this model in some form or another.
- Question Lisa: Skyview HS (Vancouver) had shared learning areas and teacher areas - Lisa has toured and it was a "disaster" from their perspective. Why then are we going to this model?
- Comment Heidi: The science classrooms need more materials storage & can't easily share. There are prep areas and lockable cabinets are in each science classroom
  - Response Karina: Digital communications will be used to connect teachers with students.
  - Response Heidi: Digital is good for some kids but not all.
- Comment Gordon: The design should be sensitive to teacher's needs to take a break in a private space.
- Question Roger: Is there a private space now for teachers to go?
  - Response Joyce: yes there are two makeshift private areas for teachers in the building now.
- Question: Lisa Students often go to classrooms during the teacher's prep period for support and interaction. I'm afraid this ability will be lost.
  - Response Debbie: There will be other spaces in the building for gathering.
  - Response Karina: Current building does not have group gathering areas outside of classrooms - design is trying to create multiple group areas in the building.
  - Response Lisa: But will these places be hard to schedule?
- Comment Heidi: There are some classrooms which cannot be shared just logistically. Example 2D & 3D Art Classrooms. But there are other classroom spaces that can be shared.
  - Response Karina: There may be specialized classrooms that do not make sense to share. This is still being reviewed and determined in conjunction with FHS Admin team.
- Question Lisa: Is this model happening at all HS at PPS?
  - Response Karina: Yes as part of the PPS Visioning Work
  - Response Jim: During the bond and the Long Range Facilities Planning this idea was discussed at length as part of greater conversation about education for a 21st century school. This is a paradigm shift. Ed Spec is a resource document for all schools in Portland.
  - Response Jim: Other High Schools that have adopted this model: Beaverton HS, Merle Davies Annex & Westview HS
- Debbie & Karina clarified: the new Ed Spec says that Classrooms will be used 100% whereas the current utilization model has classrooms being utilized at 75%. The new area program does not support the current utilization rate. Some teachers will not have their classrooms available for prep time. They will use their offices during these prep times which will allow them to collaborate with colleagues in their learning neighborhood.
- Marc Nordean reviewed the overall design, building massing & exterior
  - Marc shared a fly through of a digital model of the campus – see attached images
  - Exterior Windows - looking at proportions of openings in the existing building compared to the new as a way to interpret and relate to the historic architecture – see sketches
  - Trying to find a rhythm or vocabulary that is similar to the historic exterior
  - Exploring the possibility of using new brick that is similar to the original brick on the existing building
  - Question Roger: Is the tall part the fly loft? Yes
  - Student center commons is located adjacent to an exterior courtyard
  - The plan is to include provisions for a covered walk from existing building to new athletic complex.

- One of the driving forces of the design is to maintain the original architect's vision for a symmetrical plan.
- Maintaining the view looking south from Division - field at center of existing main building.
- New parking and bleachers on the west side of the field.
- Performing arts wing has a fly loft that is approximately 50 ft tall, so we will need to be sensitive to the pedestrian scale of the houses across the street.
- Create gathering places/activity centers throughout the campus that bring students together to learn in different ways/styles.
- Questions & Comments
  - Question: Where are the baseball fields? Karina explained, see site plan
  - Comment Shop Teacher: Be aware the CTE will be loud so make it sound proof. Operable windows might want to be careful with those at they let in sound from CTE.
  - Question Joyce : How many parking spaces?
    - Response Karina: Code does not require any except as required through the conditional use process. Traffic study is being done by PPS' consultant to help determine what the appropriate number of parking spaces would be to serve the campus. The goal is to maintain the number of spots currently on campus and increase that if possible. Staff parking lots will have security gates to better manage parking.
  - Question: Are other high schools looking at expanding CTE like FHS?
    - Response Jim: Yes, CTE space is a point of conversation for all schools. The Ed Specs require a minimum of 6000 SF at all comprehensive high schools.
  - Comment Shop Teacher: Concern that Maker's Space won't get used (Heidi agrees). Just because it is used does not mean that it will work.
    - Response Karina: In response to concern that shop spaces were too small in the program they have been adjusted to 3500 SF total . Maker's Space concept is not new. There are schools that have had Maker's Space in full use for 10+ years in San Diego as an example.
- Debbie Pearson explained current process for gathering input:
  - Focus Group meetings are scheduled with staff & students to learn concerns. Debbie then works with design team to adjust the plan/program etc.
  - Now is the time to engage John Wilhelmi in the process as well.
  - Upcoming Saturday workshops to allow for public comments.
  - At end of each project phase cost estimates take place followed by another Open House for public comment before it goes to the Board for final approval.
  - Karina encourages teachers and the community to engage in the process and participate in open house, focus group meetings because this project needs to be a reflection of the joint voices. So far, there has not been great participation from teachers in the focus groups so anything we can do to encourage their participation and input would be welcome.
- Debbie explained the CMGC process & gave an update:
  - Skanska was awarded the CMGC contract and is currently in contract negotiations. They will provide pre-construction services.
  - Having the contractor on board early will help in keeping the project on budget.
- General Comment Gordon: It would be useful to understand the background about the change in the instructional model - why this teaching model and not something else? It is necessary to know these things in order to give an opinion. It's hard to make a decision about a concept that we only partially understand. It was recognized that this direction can't come from the design team, but should come from PPS instruction and curriculum folks.
  - Response Jim: John will provide this background and info.
- Comment Roger: It would be helpful to understand the Ed Spec process as well.
- Comment Heidi: I'm really happy that John is involved as former FHS educator.

- General Comment John: He did not make the decision to go to this model, but he will work to find people to come and speak to how the model works. John referenced two schools where he has seen the new model implemented:
  - Urban Academy - New York
  - High Tech High - San Diego, CA
  - New Tech High – Napa, CA
- Comment Roger: Reminder there is a PTA Meeting on February 12<sup>th</sup> where Karina & Debbie will be presenting the update.
- Question Student from Hillsboro: Will everything move to Marshall HS temporarily? Even the shop?
  - Response Karina & Debbie - yes
- Comment Student from Hillsboro: It's important the students in the transition don't miss any opportunity during the transition. They should have the same services as when FHS is in full operation
  - Response Karina – yes that is important and the design team will work with the contractor to ensure that Franklin students can remain engaged with the Franklin campus even while they are at the Marshall campus.

These meeting notes are a record. If there are any errors and/or omissions in the foregoing notes, please advise our office immediately; otherwise these notes will be considered correct and complete as written.

Submitted by,  
Dull Olson Weekes – IBI Group Architects Inc.

Tonie Esteban, AIA



## REIMAGINING FRANKLIN HIGH SCHOOL



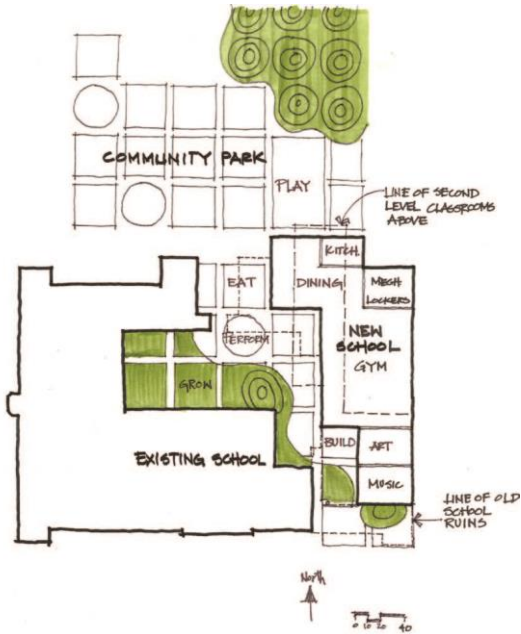
+



DAG MEETING  
JANUARY 23, 2014



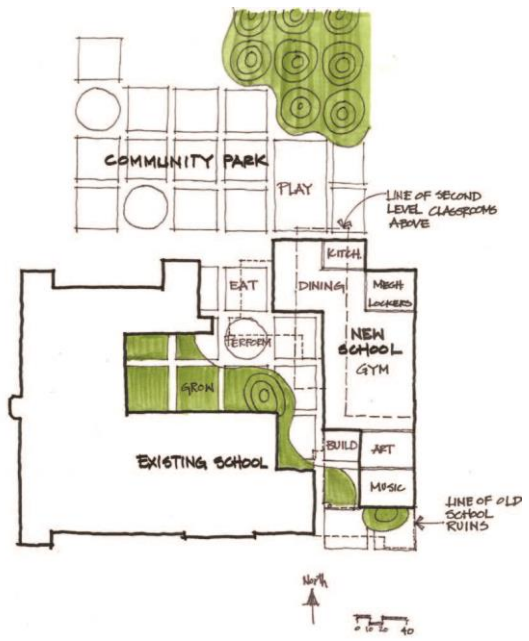
# 1. Master Planning



schedule & process



## 2. Schematic Design

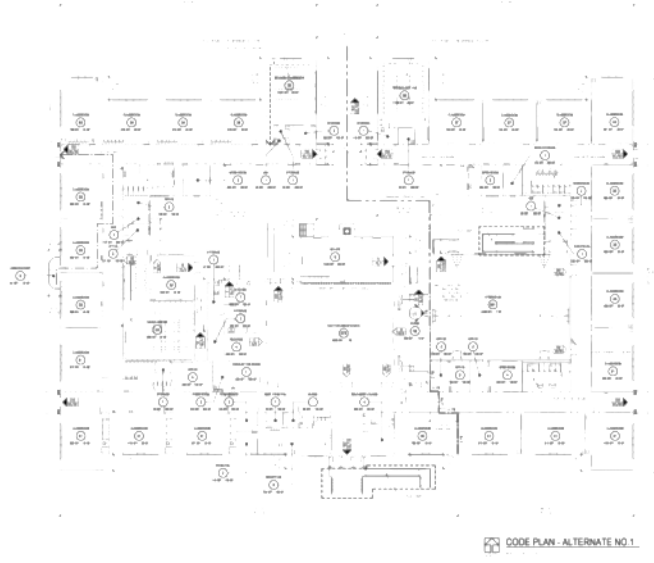
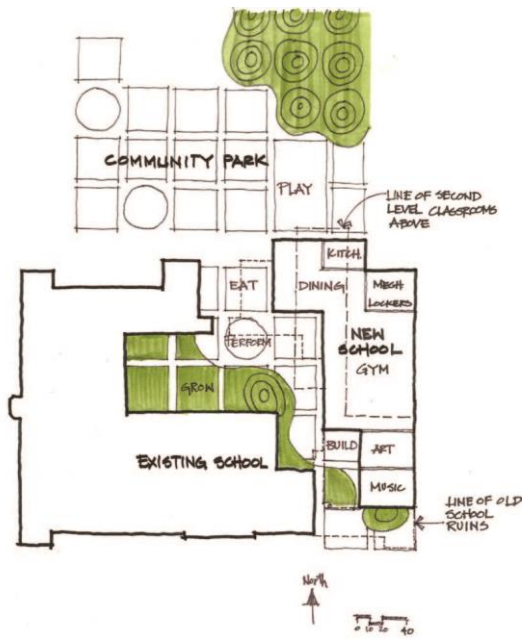


**schedule & process**





### 3. Design Development & Construction Documents



schedule & process

# 21<sup>st</sup> Century Learning in a Historic Setting

- Nurture children's innate curiosity
- Independent and self-directed learners
- High-quality education accessible to every student
- Inspiration to students, staff and community
- Foster personal relationships
- Center of its neighborhood
- Rigorous course offering in a state of the art facility



guiding principles

# Franklin HS – 1,700 Students

General Ed Classrooms	Proposed	48,882 SF
Science & Math Classrooms:		37,873 SF
Enhanced Electives / CTE:		25,545 SF
Fine & Performing Arts:		31,037 SF
Athletics:		44,129 SF
Admin & Counseling:		13,560 SF
Media Center / Library:		17,710 SF
Student Center / Commons:		19,775 SF
Partner / Wrap-Around Services:		6,768 SF
<b>Total Gross Program Area:</b>		<b>245,279 SF</b>

area program





# Enhanced Electives / CTE:

25,545 SF

## STEM | CTE

14,560 SF

- (2) Shops
- (3) Lecture / Lab Classrooms
- Maker Space
- 3D Printer / CNC
- Support Space



## Health Science | Biomedical

4,225 SF

- Science Lab
- (2) Health Classrooms
- Training Room



## Culinary Arts

2,400 SF

- Culinary Arts Classroom

## Law | Constitution | Mock Trial

1,500 SF

- Courtroom Classroom

## Business | Information Technology

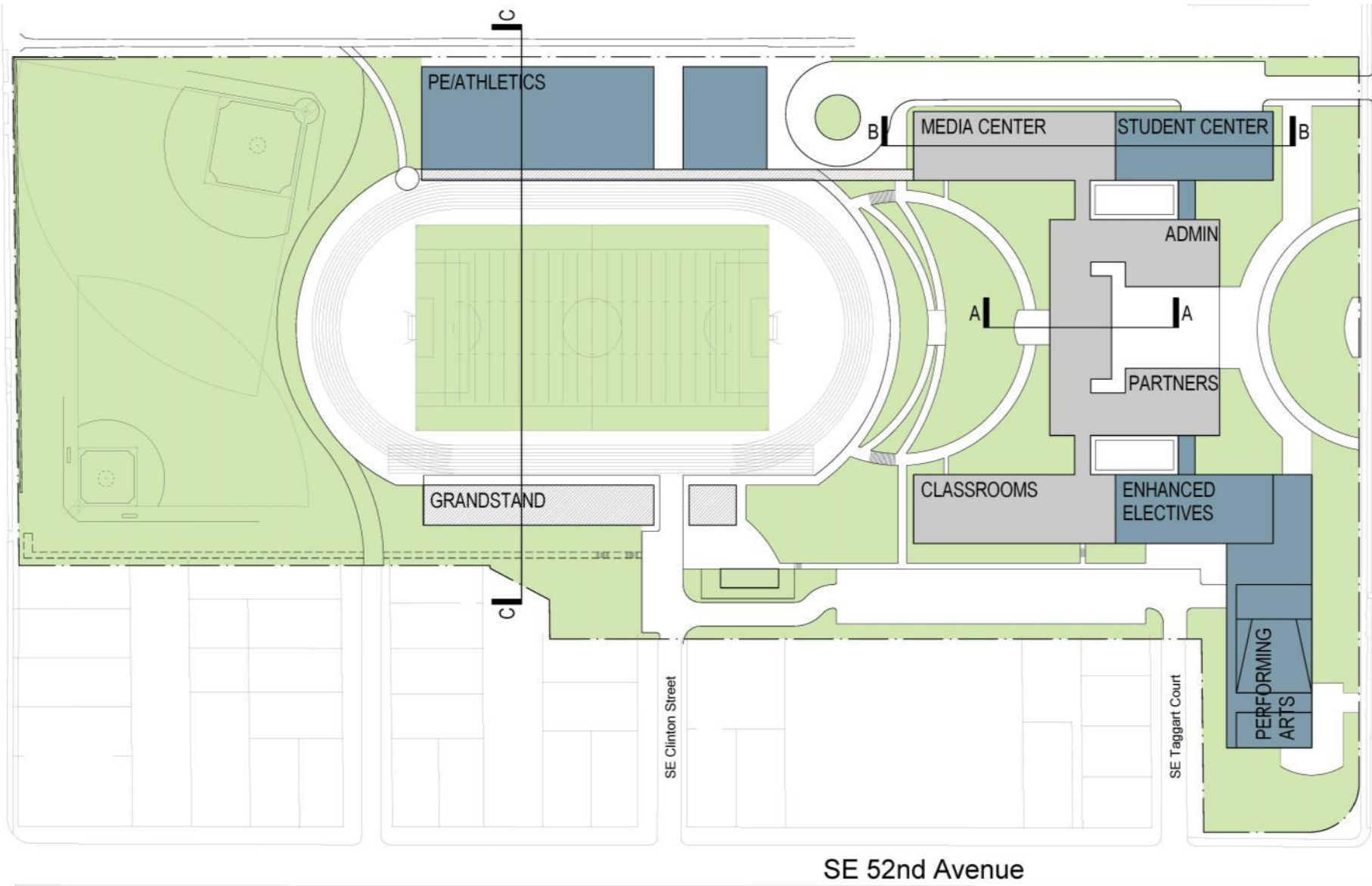
2,860 SF

- Business / Marketing Classroom
- Digital Media / Journalism

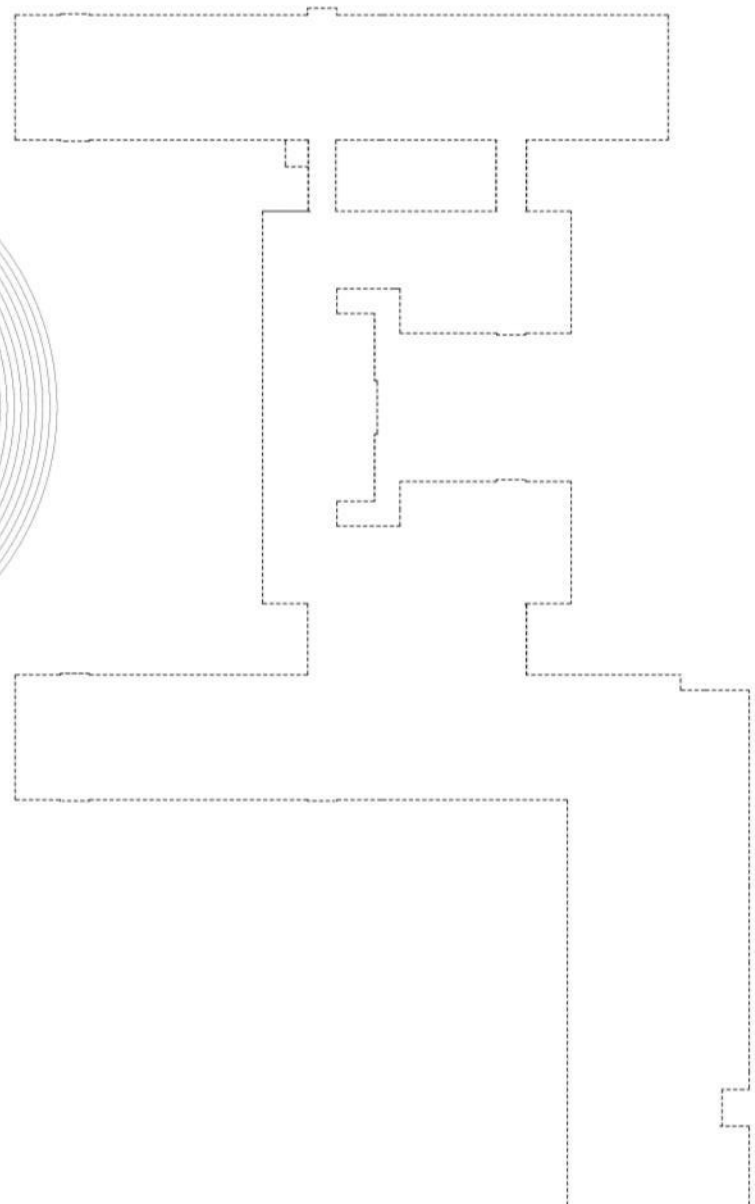
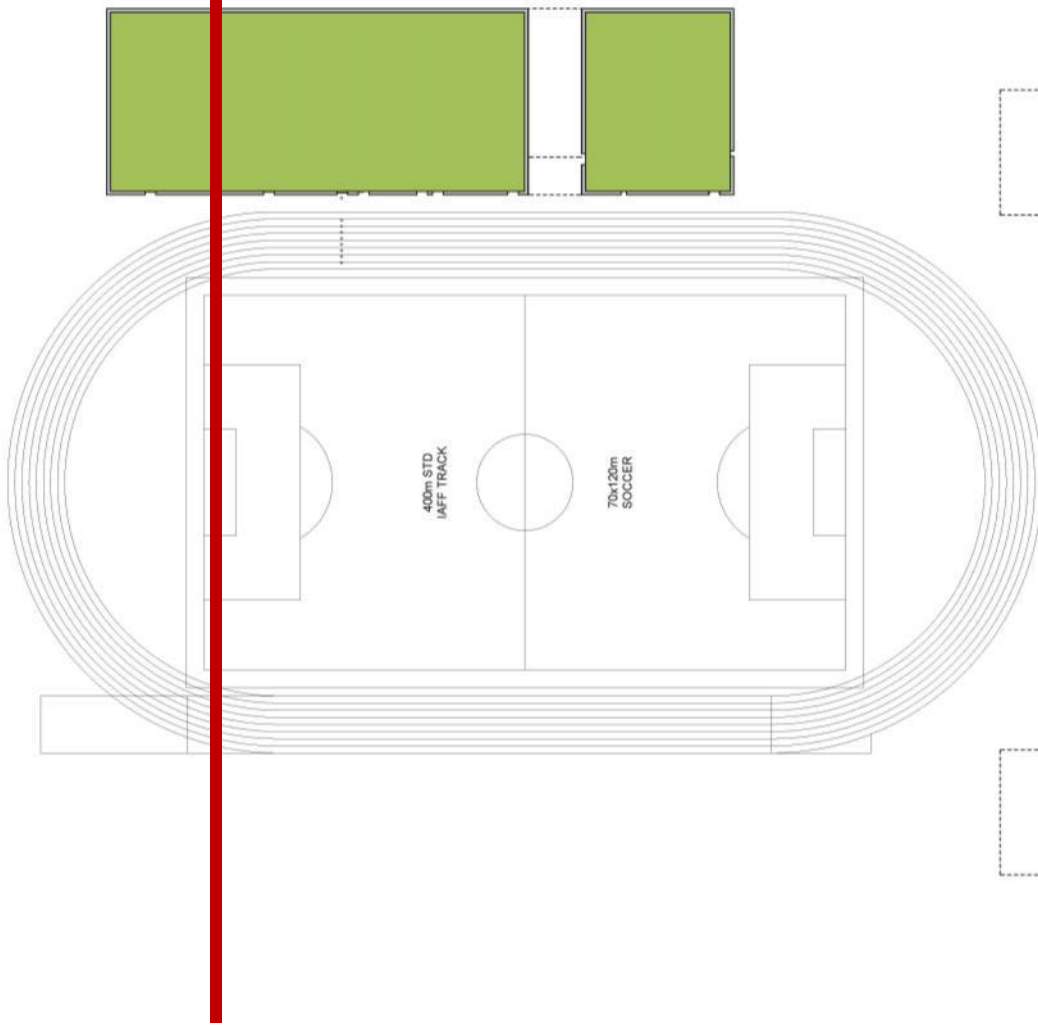


enhanced electives / CTE

SE Division Street

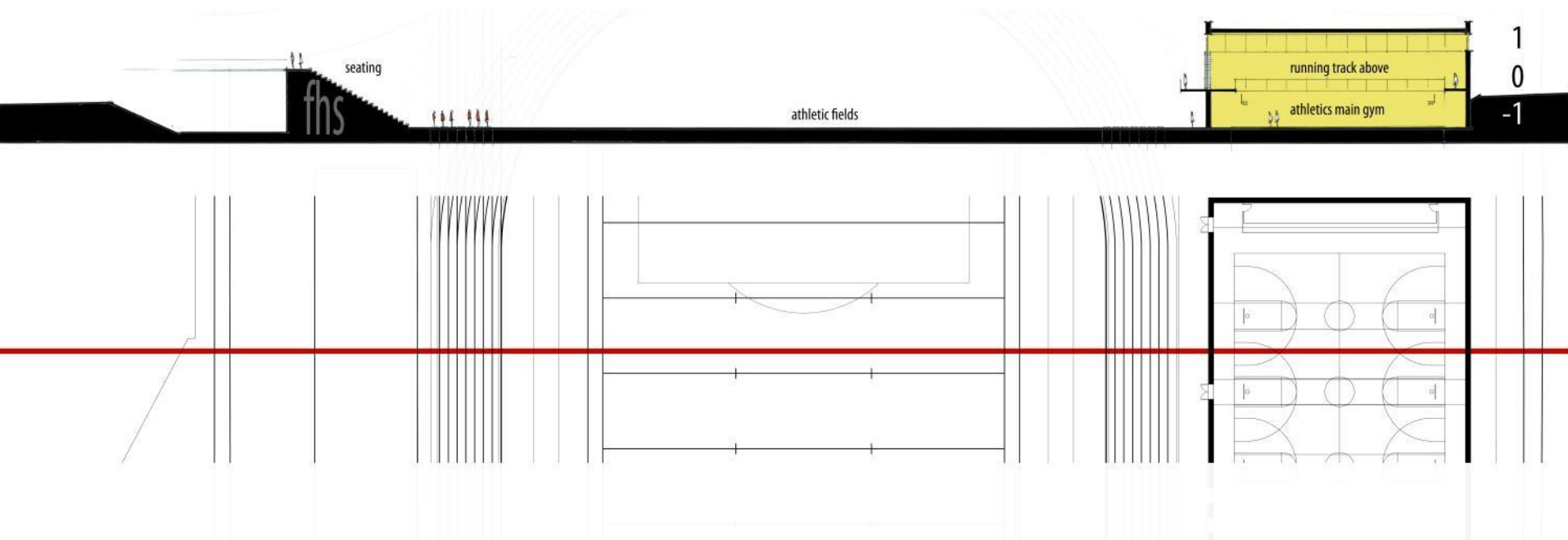


preferred master plan – scheme C – site plan

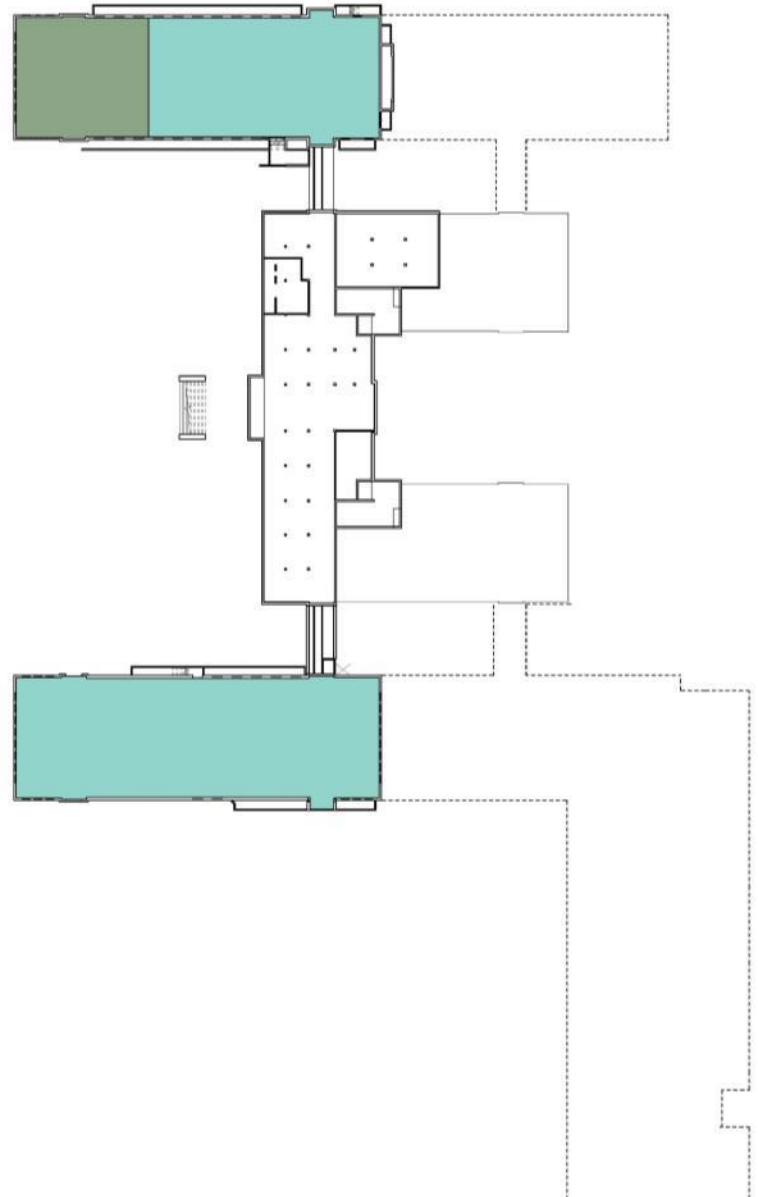
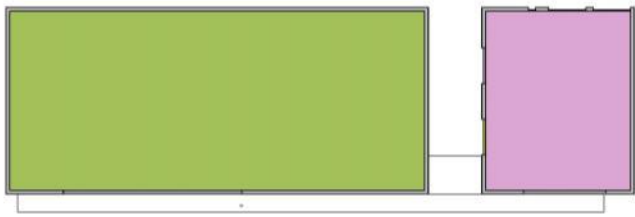


 PE/ATHLETICS

# preferred master plan – scheme C – level -1



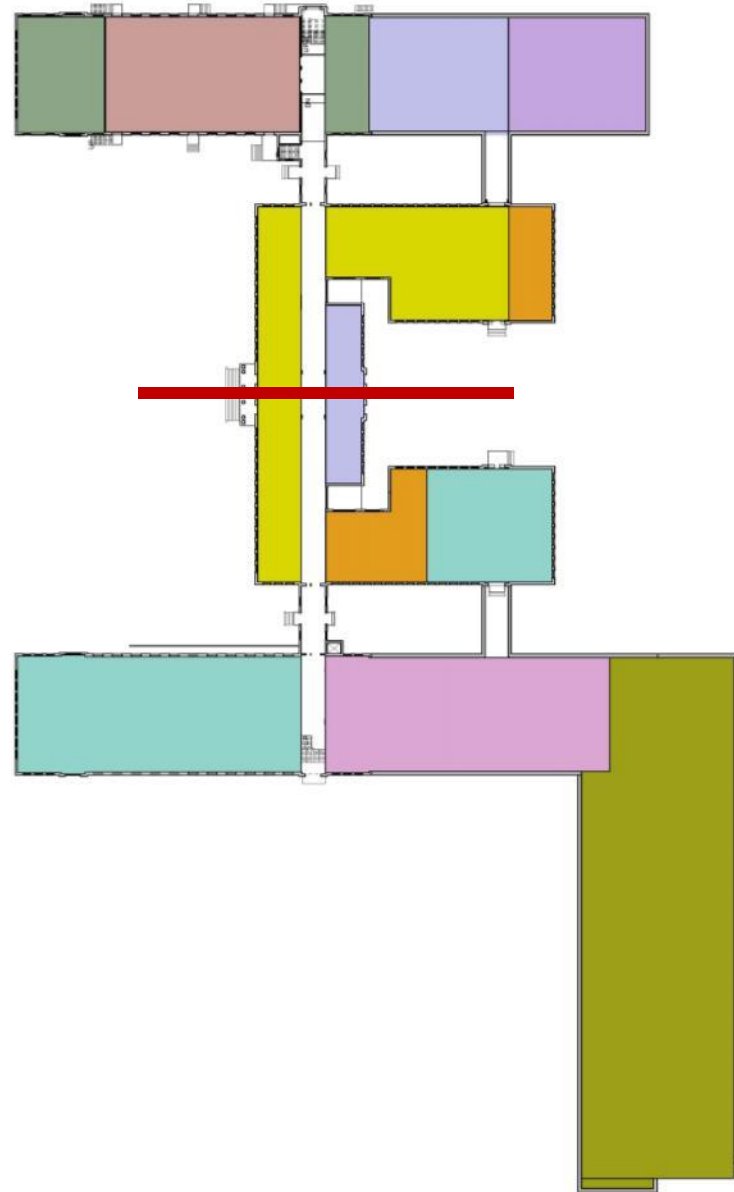
**preferred master plan – gym section**












- ACADEMIC
- ADMINISTRATION/COUNSELING
- PE/ATHLETICS
- SPED
- STEM CTE

**preferred master plan – scheme C – level 0**

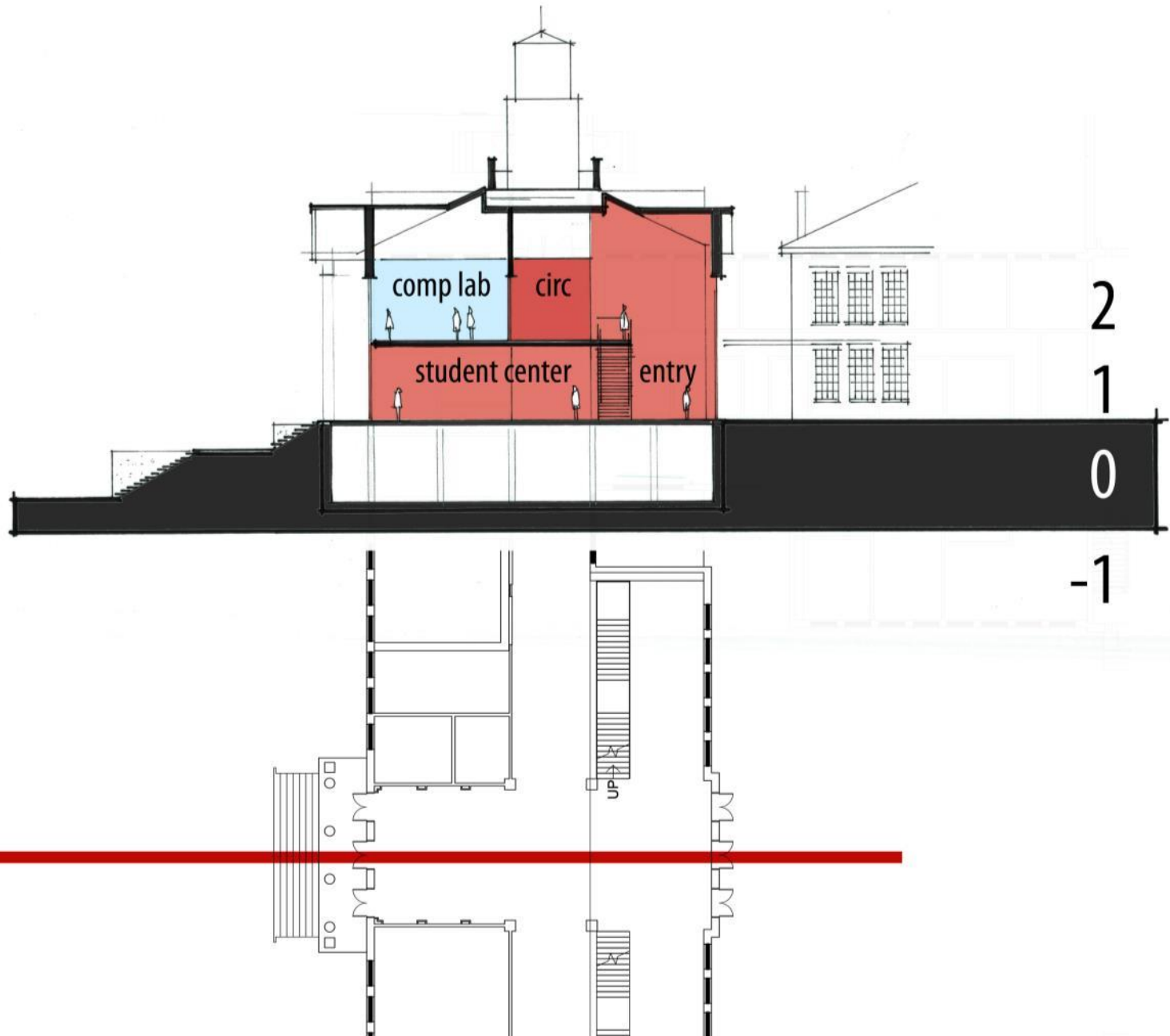




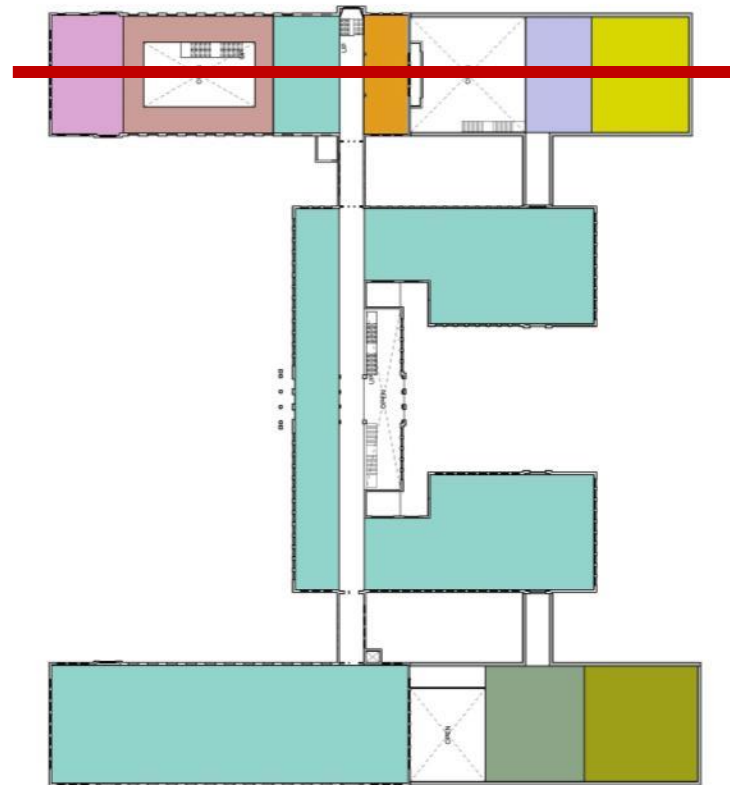
-  ACADEMIC
-  ADMINISTRATION/COUNSELING
-  FINE & PERFORMING ARTS
-  FOOD SERVICE
-  LIBRARY
-  SPED
-  STEM CTE
-  STUDENT CTR/COMMONS
-  WRAP AROUND SERVICE PROVIDER

## preferred master plan – scheme C – level 1

fhs

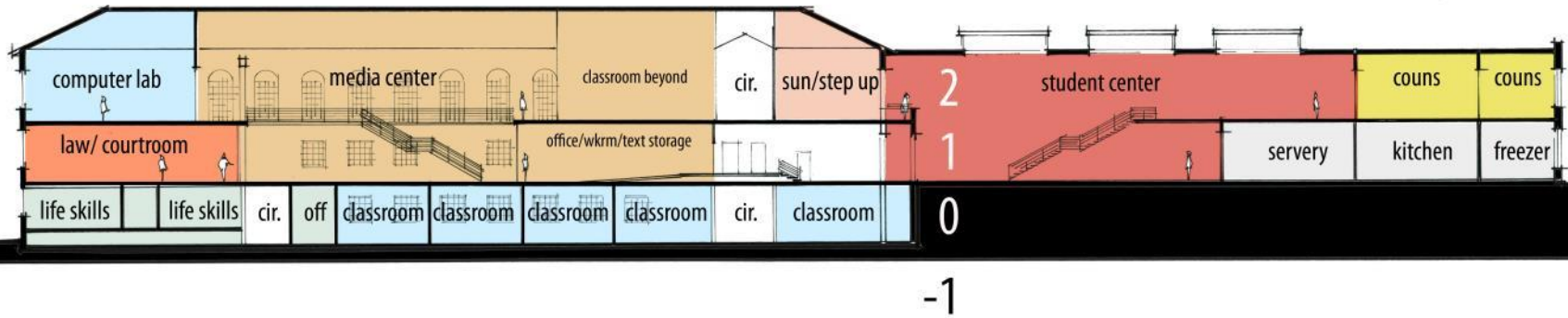


**preferred master plan – student center entry section**

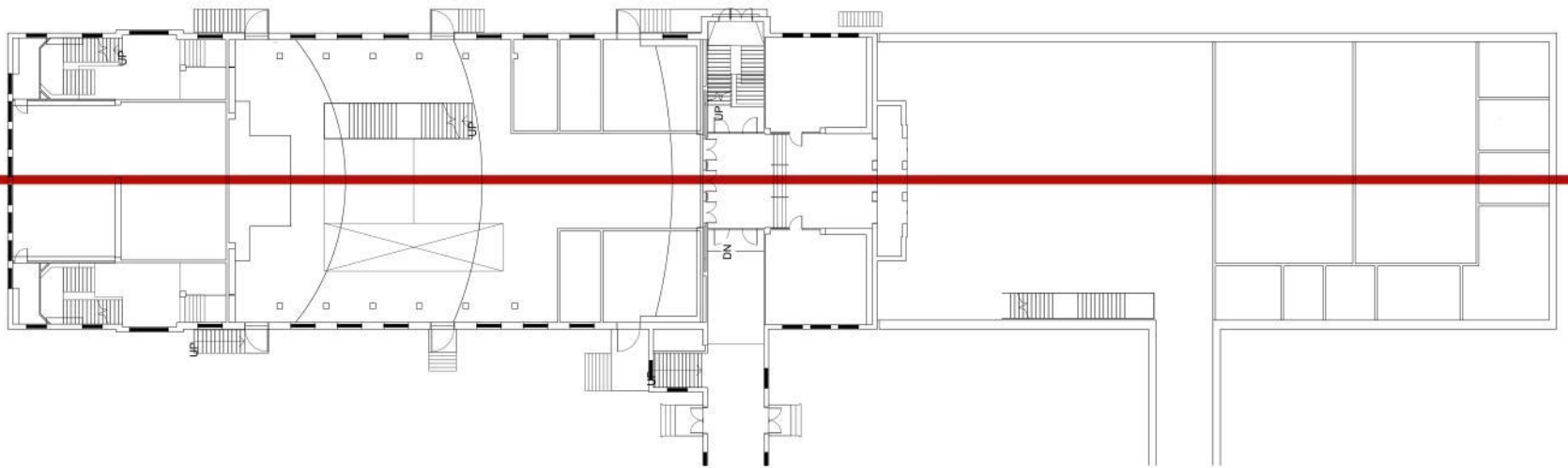


- ACADEMIC
- ADMINISTRATION/COUNSELING
- FINE & PERFORMING ARTS
- LIBRARY
- STEM CTE
- STUDENT CTR/COMMONS
- WRAP AROUND SERVICE PROVIDER

## preferred master plan – scheme C – level 2



-1



**preferred master plan – scheme C – student center / media center section**



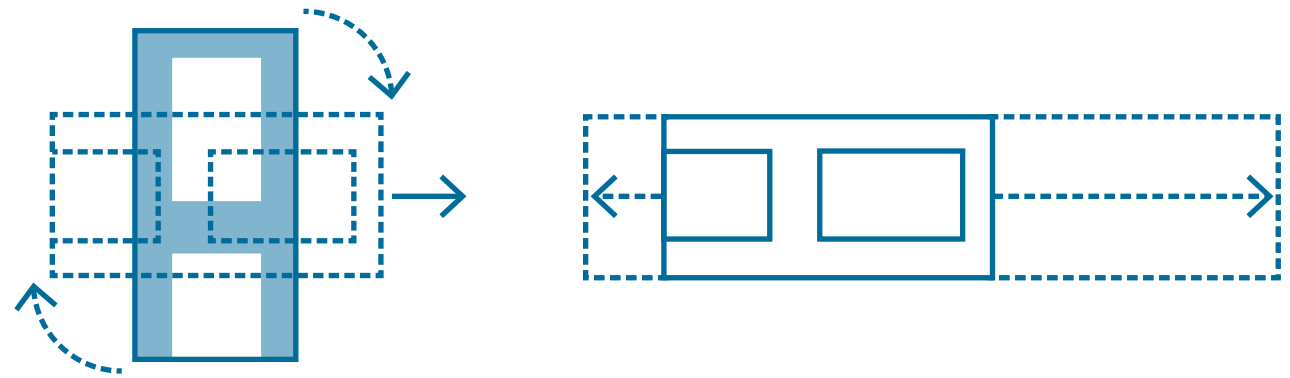
- **Distributed vs. Departmental**
- **Teacher Planning Areas**
- **Extended Learning Areas / Learning Commons**
- **Learning Center – Brain Bar**



**educational specifications concepts**







Transformation

