

MEETING MINUTES

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|----------------|--------------------------------|---------------------|-----------|
| Project | Roosevelt High School | Project No | 13910.00 |
| Subject | Community Design Workshop | Meeting Date | 9/21/2013 |
| From | Joseph Echeverri, AIA, LEED AP | Date | 10/2/2013 |

Attending

| | | | |
|----------------------|------------------|---------------------|---------------------|
| Lorne McConachie | Bassetti | Michelle Platter | PPS OSM / Proj Team |
| Glen Pak | Bassetti | Sarah Oaks | PPS PSM / Proj Team |
| Dan Miles | Bassetti | Kimm-Fox Middleton | PPS OSM |
| Michael Davis | Bassetti | Dennis Phillips | ALC |
| Joe Echeverri | Bassetti | Julie Condon | Neighbor |
| Renée Roman | Bassetti | Dave Stanffer | RHS Graduate |
| Jim Owens | PPS OSM | Joe Purkey | RHS |
| Jason Brainard | RHS | Meggan McEvoy | RHS |
| Steffan Ledgerwood | | RHS | Bobbie Regan |
| Barb Anderson | Community Member | Kaia Biittner | RHS |
| Jakson Biittner | RHS | Veronica lanslidger | Parent |
| Julie Ocken | | Roberto Siquina | |
| Gabe Hunter Berstein | PCC | Teresa Oiwig | |
| Leonard Cral | | Neil Sullivan | |
| Tom Dyke | | Paul Anthary | |
| Jennifer Brainard | RHS/Cesar Chavez | Shane Endicott | RHS/Astor |
| Jeremy Biittner | RHS/Astor | Neftaly | PCC |
| Maria Correa | RHS | | |

Discussion:

1. Opening remarks by Michelle of PPS. Introduction of Bassetti Team by Lorne.
2. Themes:
 - a. Lorne introduced the themes developed by PPS and added to during the DAG meetings.
 - b. Bassetti team members reviewed each theme board.
 - c. Input from the community included:
 - Providing mindful places for student reflection.
 - Concern over students being exposed to too much technology. Concern with not enough person to person socialization.
 - Interest in fitness center for community with hot and cold baths.
 - Interest in balance between hands-on learning and academic approaches.
3. Neighborhood Context
 - a. Glen reviewed the 'Neighborhood View', including vehicular patterns, pedestrian patterns, and environmental overlays.
4. Campus History

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- a. Joseph reviewed construction history of major buildings on campus.
5. Design Charrette
- a. The community members were split into 3 groups for design working sessions: site scale, building scale, classroom wing scale. *See attached diagrams of different ideas generated.*
 - b. Building Session Notes:
 - CTE has changing demands
 - RHS – Publishing – Business
 - Culinary Arts – link to Cafeteria. Foster collaboration on hunger issues, making social justice a part of the culinary program.
 - Community use after school – college classes? Zoned for after school use. Provide storage for community use.
 - Key adjacencies – Science/CTE/Art, overlap for collaboration
 - Dedicated space for club activities, near central commons
 - How can we best support childcare or resources for pregnant teens?
 - Design for 20-year vision, not where we've been. Building for the future: flexible, adaptable.
 - c. Site Session Notes:
 - Maximize opportunities for green spaces: roof gardens, community gardens, and/or bio swales.
 - Photo voltaic panels attached to the new building or out of south view on the 1921 building is acceptable.
 - Secure bicycle parking is needed, in covered area or overhang next to building preferred.
 - Minimize impact on existing trees on-site.
 - Dedicated on-site parking needed for large events, i.e. sporting events, theater, gym. NE corner of site potential location.
 - Need a practice field. Sharing fields not ideal but other options were limited on site. Idea of using nearby fields &/or parks discussed as an alternate.
 - d. Classroom Session Notes:
 - CTE as part of integrated model – in close proximity to other curriculum. Breaking the “loser” stereotype of CTE students.
 - STEM partnerships for community use of labs, classes, and other resources
 - With state-of-the-art facilities, students can leverage their assets in the greater community, fostering potential partnerships with Univ. of Portland, Intel, or others

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- “Partnerships” implies exclusivity – looking for collaborative approach to obtain not just money, but expertise, facilities, etc. from the community
- Developing technical skills to make students attractive to local employers
- Formal apprenticeships – pursue opportunities during construction and after completion
- Survey of local resources that might shape some of the curriculum
- Strength of graphic arts and publishing at this school – integrate these departments so they feed off each other
- Look for opportunities to leverage project for supplies/materials with vendors and manufacturers to get better materials for a lower cost
- Design for flexibility of technology systems so they can be expanded or adapted in the future. Recently completed Portland Habilitation Center as an example, where systems are accessed from the exterior for easy access.

6. Conclusion

- a. A member from each group provided highlights of their respective workshop sessions (which are documented in above notes.)
- b. Closing remarks from attendees included:
 - interest in interface between high school, college, and community college,
 - interest in lab spaces that lead to modern science,
 - interest in colleges coming to Roosevelt,
 - disruption during construction discussed and treating construction as an opportunity for students to learn from the construction process also noted.

END OF MEETING MINUTES 9/21/13
Next Community Design Meeting: 10/19/13

Attachments: Charrette Results pdf file

Meeting minutes composed by: Joseph Echeverri, Project Architect

Bassetti Architects believes these meeting minutes accurately convey the discussions and decisions that occurred during the meeting. These minutes will become part of the project record unless comments pertaining to the accuracy of these minutes are received from attendees within 5 calendar days of issuance of minutes.