
Date
06/28/2018

By
Kate Feiertag

Subject
Design Advisory Group Meeting 3

Project Name
Lincoln HS Replacement

Project Number
17011

Present

DAG Members:

Dana Bach Johnson*
Ben Brandenburger
Petyon Chapman
Randall Edwards*
Steve Ewoldt
Genevieve Fu
Gerald Gast *
David Goldwyn
Jim Hanson*
Julie Hays*
Jennifer Hill
Jeremy Holden*
Tiffani Howard *
Eleni Kehagiaras
Amy Kohnstamm

Caleb Kono*
Sean Madden (Co-Chair)
Karen Marrongelle*
Christy Marten*
Raja Moreno*
Mark New*
Tiffani Penson*
Lee Rahr*
Esperanza Rodriguez*
Jill Ross*
Jessica Russell *
Scott Schaffer
Eric Switzer
Jason Trombley (Co-Chair)
Naomi Tsurumi*
Mary Valeant

Mary Ann Walker*
Andrew Wilk*

Other

Erik Gerding / PPS
Dan Jung / PPS
Chris Linn / Bora
Kate Feiertag/ Bora
Christopher Almeida / Bora
Nancy Hamilton /NHC
Kevin Spellman / BAC
Carol Mayer-Reed / Mayer/Reed
Ryan Carlson / Mayer/Reed
Emily Kuo / Mayer/Reed

* not present

Distribution

Erik Gerding file

Minutes

1. WELCOME AND DAG CHARTER

- A. Nancy Hamilton introduction
- B. DAG Charter:
 - 1. Guidelines
 - a. Arrive on time, be prepared
 - b. Civility respect
 - c. Don't interrupt
 - d. Everything is a public record
 - e. Role is to hear what other committee members are saying and bring it back to your constituents

- f. Share credit
- g. Support committee outcomes
- h. Lots of architects on the DAG – you are not here in professional capacity
- i. Encourage public comment, but not in group activities

2. WHAT HAS HAPPENED SINCE DAG 2

- A. Erik Gerding discussed:
 - 1. After DAG 2 we received the project hard cost estimate which came in significantly over the current Bond budget.
 - 2. We've undergone a budget reconciliation process with the Board of Education including a series of Board work sessions and Board meetings to review the building program and proposed Master Plan. The Madison High School project went through a similar process prior to Master Plan approval by the Board.
 - 3. We have undergone internal work with project team to align costs.
 - a. Fine tuning the project down to base requirements of the Ed Specs.
 - b. The work has been coordinated with the Madison project team as well.
 - c. We have been directed to maintain the Ed Spec requirements and not cut program space.
 - d. Madison HS went forward with approval by the board, and Lincoln is next on the agenda.
 - e. Schematic Design started in June to maintain the project schedule while budget issues are being addressed concurrently.
- B. Dan Jung (Director of OSM) added:
 - a. Lincoln is not unique; it is part of the entire Bond program. As we have begun planning and design on the Bond projects and cost estimates have come in higher than expected. Teams, leadership and the BOE need to decide what to do. Reduce scope or increase budget?
 - b. More public meetings will occur with the BOE.

3. DESIGN PROCESS UPDATE

- A. All projects are designed based on PPS standards. There are minor modifications, but we need parity with other schools.
 - 1. The DAG is not venue to add anything to the scope of work. The Board has to hear those suggestions.
 - 2. There are PPS Technical standards that we have to adhere to.
 - 3. For Sustainability, PPS has a standard of LEED Gold for new buildings.
- B. Basic organization
 - 1. Building location is set
 - 2. Entry location is set
 - 3. Basic program pieces are set.
- C. What we need advice on is Site Access and Security. Goose Hollow neighbors would like access through the site.
- D. Architectural character will need further input.
- E. Alignment of costs and priorities require input from the DAG.
- F. LHS must go through a City of Portland Design Review process.
 - 1. First step is a Design Advise Request (DAR) scheduled for July 26th at 1:30pm. .

4. PROJECT SCHEDULE AND CONTRACTOR SELECTION

- A. Where we are with schedule and projected timeline to bring contractor on board.
 - 1. RFP for contractor coming out in next couple of weeks.
 - 2. Parallel cost estimator – with engineer's estimate as we wrap up schematic design.
 - 3. Even though we had a delay, we are on track in the overall schedule.

5. SITE DESIGN STATUS

- A. Carol Mayer-Reed outlined the current status of the site design:
 - 1. Mayer/Reed is working on all High School modernization projects for the Bond.
 - 2. Design commissioners will question what we do along the way.
 - 3. It is important that the DAG has helped us work on this.
 - 4. The goal is to have a fully accessible campus on a complicated sloped site.
 - 5. Main entry plaza is at SW 17th and Salmon.
 - 6. A commons courtyard will extend outside from the building commons area.
 - 7. The city will allow school busses to remain on the street for student drop off and pick up.
 - 8. Surface parking for 100 spaces on site has been approved by the city.
 - 9. Covered bike parking is a city requirement.
 - 10. Site furnishings will help create outdoor gathering areas.
 - 11. Landscape elements will enhance the outdoor spaces and provide a great amenity to the community.

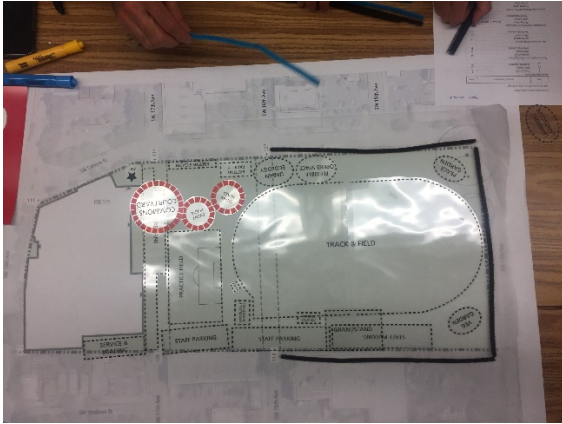
6. ACTIVITY

- A. Carol Mayer-Reed introduced an activity for DAG members:
- B. Each group worked with a template to propose a site design. Criteria to consider:
 - 1. The School must remain on the west end.
 - 2. Desirable to have access through the superblock.
 - a. The neighborhood is used to it since the site is four blocks long.
 - 3. Keep track of trees –
 - a. We will have to pay into a fund for trees that are removed or put trees back on site.
 - b. In old photos trees weren't there – Peyton.
 - 4. Ed Specs call for athletic amenities that we cannot accommodate on this site such as baseball, tennis, softball, and a dedicated soccer field.
 - 5. Utility easements can include paved components.
 - 6. Questions –
 - a. Q: is bike parking for students or staff? A: Both
 - b. Q: Some DAG members are not here such as the athletic director. How do we get their perspectives? A: Team will meet with LHS/PPS athletics leadership and report back.
 - c. Q: Do any schools have skate parks? A: Madison has one but it's part of Portland city park.
 - d. Q: Regional love for climbing. Do any have a climbing wall?
 - e. Almost every high school has an adjacent public park but not dedicated climbing walls.
- C. Templates explained;
 - 1. Various plastic shapes are provided that represent pieces of the exterior site elements such as the track & field, bleachers, covered bike parking, concessions stand, practice field, etc.
 - 2. Pipe cleaners represent fencing: There are two types of fences. One color is a security fence, which is not climbable. Smaller fences will create low barriers. "Help us understand where you draw those lines."
 - 3. The primary task is to discuss the different site elements and design a site plan based on your group's discussion.
- D. Consider the challenges of maintenance regarding your choices for the site. Anything that needs to be clipped, etc. is sensitive to do that.

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7. REPORT BACK

A. Group 1



1. Want an open campus
 - a. More concerned with issue of entrapment if an emergency were to occur. Would not want students trapped on the campus.
 - b. Want to allow access on 16th and 17th.
 - c. Ticketing can be thought of in another way besides fencing the whole field.
2. Concern for the Teen Parent Center play courtyard. Having that right on the street with exhaust and people walking by is not a good place for it.
 - a. The Teen Parent Center needs an entry on street and a play area.
3. Want Peace Garden under heritage tree

B. Group 2

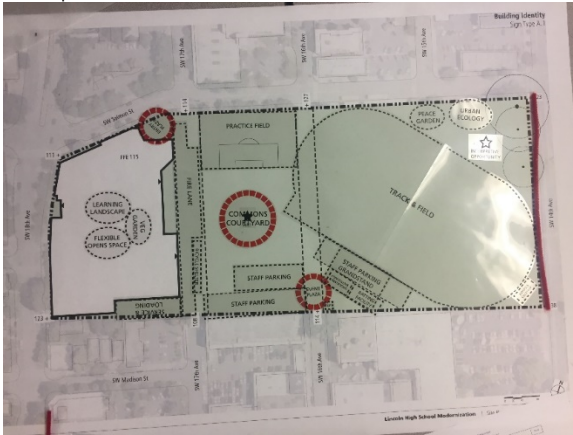


1. Want to have a fence.
 - a. Need security on site.
 1. Have panic hardware on gates.
 2. Not concerned about entrapment as much.
 3. Think of site as more secure the further away it is from school.
2. Want pedestrian access though 17th street open all the time.
3. 16th should have more control – only open at night and off hours.
4. Event plaza coming in from west and having ticket booth then funnel people into track and field.
5. Commons courtyard should be for students only.
6. Staff parking under Grand Stand
7. Community space for students on roof.

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8. Want skate-able features.
9. Want to create great spaces so students want to stay on campus.
10. Community will own LHS – there is more security with more eyes.
 - a. Flip side is if a big group of people can become a target.
11. Urban ecology on roof – interpretive opportunity.

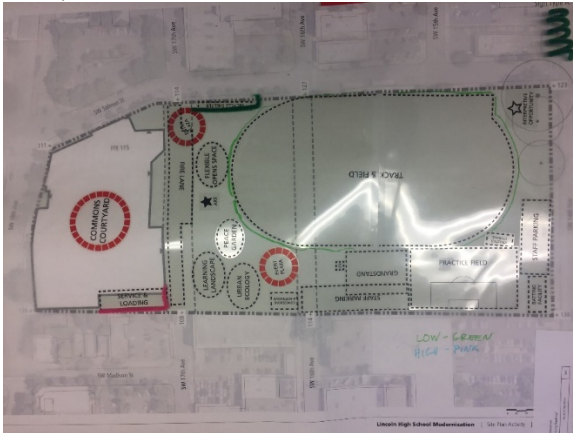
C. Group 3



1. Tilted Track and Field Plan
 - a. Make it feel different.
 - b. Grand Stand centered on field.
2. Big retaining wall could be a video display wall on 14th or have banners.
3. Picnic blankets by heritage tree.,
4. Practice field along Salmon.
5. Staff parking along South.
6. Jefferson is a neighborhood main street.
 - a. People will be coming from that direction.
7. Rooftop space safe for students.
 - a. Prom on roof?
 - b. View from classrooms looking down on roof garden
 - c. Open area courtyard.
8. Not a big fan of fencing.
 - a. Want people to have emotional connection to school.
 - b. Fences make bad neighbors.
- 9.

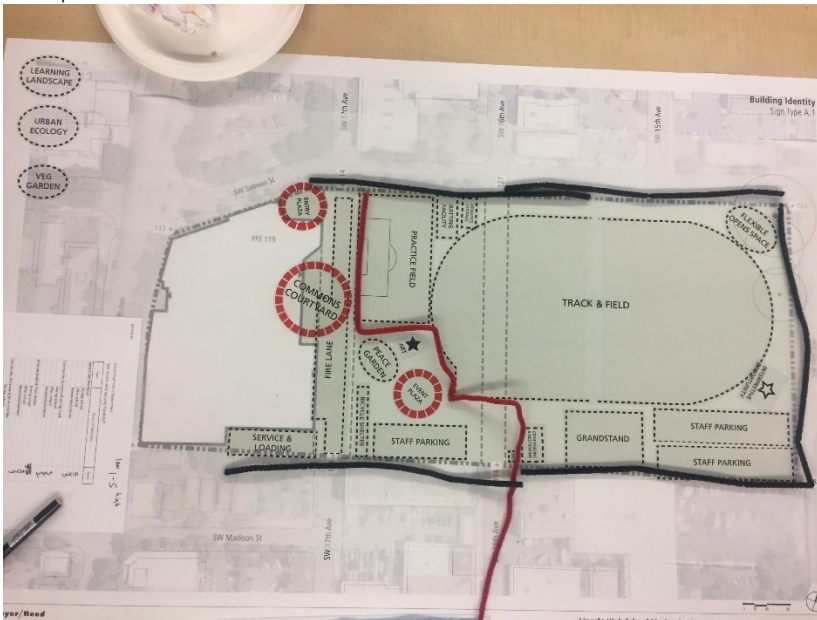
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D. Group 4



1. Focus on great school
2. Courtyard inside school
3. Have small garden spaces between school and fields.
4. Not a big fan of fences
 - a. Only fence around service and loading
5. All athletics down in SE corner.
6. Heritage Tree has interpretive opportunity.
7. Parking on 14th because it is a busy street.
 - a. Broke it down into two lots
 - b. 16th lot for athletics.

E. Group 5



1. We fenced the entire perimeter of the site.
 - a. It should be a permeable fence.
 - b. Sensitive to security issue and dealing with transients

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- c. Fencing makes Peyton more nervous about evacuation rather than barriers to entry
- d. Staff parking needs to be secure
- e. Need security for concessions and ticketing and bathrooms
- 2. Parking drawn on south edge.
- 3. Practice Batting on Salmon
- 4. Flexible open space on 14th.
- 5. Peace Garden, Interpretive, entry plaza near building.
- 6. More activation coming from Jefferson side vs. Salmon as neighborhood grows.

8. NEXT STEPS

- A. The Design Team will take back the ideas and input from the DAG and look at the site design. The team will report back at the next DAG meeting on July 19th.

END OF MEETING MINUTES