
Date
10.23.2024

By
Becca Cavell

Subject
DAG5 Meeting Notes

Project Name
IBW Modernization

Project Number
30210

Present

DAG Members

Niko Fisque
Jane Eichenberger
Jason White
Nick Caldwell
Annaleah Wonder
Hillary Brown
Don Baack
Lisa VanNatta
Martin Osborne
Andy Lesch
Kelly Milford
Marie Pearson

Jamie Miller
Ayesha Coning
Sebastian Evens
Amanda Brohman
Lacey Waldon
Matt Regonini
Tori Halligan
Kristin Kolasinski
Danny Bradach
Lisa Newlyn
Mike Nolan

Community Members

Matt Bray - parent

OSM Team

Donna Bezio
Rolando Aquilizan

Design Team

Stefee Knudsen
Amelie Reynaud
Abigail Strong
Becca Cavell
Ryan Fukuda

Distribution

Posted to the DAG project website

Minutes

1. INTRODUCTIONS AND AGENDA REVIEW

2. BOND UPDATE

A. Andrew Scott shared some updates from the Board of Education's recent meetings:

1. There has been a lot in the press. Will share what he knows and doesn't know, and what the next steps will be.
2. Andrew chairs the Board's School Facilities Improvement Oversight Committee.
At Monday's meeting, five board members expressed support for a bond proposal that funds Wells as well as CHS and JHS extra funding - around \$1.5 -1.8B
3. Commissioners Hollands and Greene are sceptics about this strategy- support a larger bond; and have expressed doubt about supporting a smaller bond measure that focuses on high schools
4. Bond polling suggests a no tax increase, \$1.5 to \$1.8B bond, has strong support but if taxes are increased the support plummets. Director Scott does not want PPS to go out with a bond, run a campaign, and fail at the polls.

5. There are options for raising more money while keeping the tax rate low, but these require paying additional interest and place limits on future bonds – Director Scott’s preferred strategy allows another bond in 8 years.
6. A larger bond request also wouldn’t necessarily speed anything up – it takes time to do this work, and PPS can’t take it all on at once.
7. In Director Scott’s opinion, the smaller bond [it’s not small!] and continuing to fund HS projects is the best approach. The Board will vote will be in later December or early January.

B. Questions

1. What would additional funds be used for, in the larger bond requests?
 - a. Director Hollands is asking if K-8 schools might benefit more from funding - many are in really bad shape.
 - b. Director Scott prefers to wait for a future bond for the K-8 schools, undertaking retrofit work. Do retrofit work in the meantime for K-8 properties.
2. What can the DAG do to help?
 - a. Show up at Board Meetings; sign up for 2-3 mins of testimony - but there’s no need to overreact. An e-mail campaign can help; recognize this is zero sum game in the short term [to retain funding for the HS projects], but PPS can begin to identify the highest priorities for the next bond cycle [including a review of the long-term facilities plan.]
 - b. Once the bond is referred, PPS will need lots of help campaigning. Bond campaigns need to be funded with fundraised dollars, not general funds. The Board would look to CHS and IBW to help support the campaign – asking each to raise \$100-\$150K.
3. When are you voting on this?
 - a. Director Scott: Monday was the first Schools Improvement Facilities Committee meeting; [with five Board Members in support there seems to be agreement] on range, and HS allocation. The remainder of the bond funds will be used for technology and curriculum improvements, with an allocation for remediation projects.
 - b. The Committee focus on bond language; this needs to remain fairly generic to retain flexibility.
4. Where is the new Superintendent on all this?
 - a. The Staff Recommendation is the Superintendent’s recommendation
 - b. See Staff Memo that’s posted on line!
 1. <https://meetings.boardbook.org/Documents/WebViewer/915?file=d867d750-d1f9-4680-89ea-2dfd0777e23d>
5. When will [the public] vote be?
 - a. Probably May 2024; possible delay to November but that would likely delay the construction start for IBW and CHS due to funding gap for the design efforts.
 - b. Schools typically open at the beginning of new school years, so any delay would result in a full year delay in opening the school. However, May elections are tricky - more conservative voters and lower turnout.
6. What is your long-term thinking about demographics?
 - a. Director Scott: enrollment is forecasted to decline, but PPS sometimes sees increased enrollment at renovated schools
 - b. IBW is currently at around 1,700; this could spike at opening up to 2,000 but will likely ebb back to 1,500-1,700
7. Why is school being designed for 1,700 if enrollment is increasing to 2,000?
 - a. Stefee: the school will easily flex up to 1,900; at 2,000 things will begin to get tighter
 - b. Director Scott: overbuilding is not great if the school is projected to be undercapacity in the near future - that would be over-spending public dollars.
 - c. Director Scott: PPS can also change school boundary lines to address differential enrollment between schools but that’s rarely popular.
8. What are the demographics of support?

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- a. Director Scott: have always assumed the future bonds will pass - the campaigning, voting, and approving bond measures /increasing taxes has been based on this belief/promise. High schools benefit the most students
- C. Stefee: all the meetings are on YouTube!!
 - 1. October 21 Schools Improvement Facilities Committee meeting:
<https://www.youtube.com/watch?v=4nKXb1MRx44>
- 3. **COMMUNITY AGREEMENTS**
 - A. Quick reminder / posted at each table
- 4. **WHERE ARE WE NOW?**
 - A. We are now in the Design Development phase! Bora's Design Team issued the 100% Schematic Design [SD] set on 10/11. A full estimate is underway by a cost estimator and the contractor. The two estimates will be complete by mid-November. The team has been doing a lot of coordination and technical development.
 - B. Building Program and Size
 - 1. Target gross area was 316,000 GSF
 - 2. Previous GSF at 50% SD was 340,000 GSF; team has managed to squeeze things down to 324,000 GSF.
 - 3. Some program reductions
 - a. Metal shop: current teacher is teaching woods and metals in two different spaces. IBW has prioritized the wood shop. Can't budget for two teachers for woods and metals.
 - b. Independent health clinic: PPS has not had success finding an operator partner for a health clinic
 - 4. Question with no health clinic on the west side, students have to go to CHS for health services. CHS has a TPC too. What if each school provided one of these two spaces
 - 5. Comment: considering the number of students who'd access a health clinic versus a Teen Parent Center, the need seems greater for a health clinic.
 - 6. Comment: Robert Grey students would also benefit from a health clinic
 - 7. Donna: PPS put out RFP in the past and had not been successful finding a partner. Principal Coning is a big advocate for this program.
 - 8. Question: what would a flexible space look like?
 - 9. A: the LHS model identifies space in the counseling suite that could be adapted
 - 10. Rumor: at Grant, teachers don't have classrooms.
 - 11. Rumor that IBW has fewer classrooms is untrue
 - 12. Classrooms will be larger than others in the district
 - 13. Architects will check count to confirm proposed
 - 14. Have spaces to support mental health challenges increased?
 - 15. Will get info.
 - 16. Site Plan Development
 - 17. Boards available at the back; not many changes yet
 - 18. There is a student garden on the north side of the site
 - 19. Community concerns and others about pick up and drop off, traffic movement through the site
 - 20. Working with PPS's traffic engineer to understand what team can do to improve the situation
 - 21. Plan is to come to 12/4 DAG with more answers
 - 22. Question: game day is bad; stadium capacity is about 1/2 of what's needed; no visitor seating
 - 23. A: designed for 1,700 [LHS is at around 1,350]
 - 24. Ed spec is silent about capacity
 - 25. Berm / landscape might allow folks to sit

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26. Student: in-slope seating might be able to support students eating lunch as well as game-day seating

5. ENGAGEMENT AND OUTREACH

- A. Bora has started a Design Club at Wells, which meets every other Tuesday at lunch.
 - 1. Great participation.
 - 2. Repeated survey for comfortable/welcoming spaces – will bring report back to the DAG soon.
 - 3. Asked "if you could change one thing in your school what would it be":
 - A. AC! (air conditioning). None now. Asked on a hot day.
 - B. Color scheme, chairs, less repetitive
- B. After Bruce has been leading Listening Sessions, focused on asking questions about student experience. Knee deep right now and will bring a summary back to the next DAG. Groups include:
 - 1. Affinity Group leaders and student leaders of color
 - 2. Gender Sexuality Alliance (GSA) club
 - 3. Muslim Student Association & Arab students
 - 4. Special Education teachers, staff, parents and caregivers
 - 5. Indigenous Alliance
 - 6. Parents of Color
 - 7. All After Bruce-led audiencesEmail rhonda@afterbruce.com to sign up!
- C. Question: when will GSA meeting be?
 - 1. A: soon, Ryan hopes! Some scheduling challenges but actively working on it.

6. WHAT WE HEARD AT DAG 4

- A. Amelie summarized some key takeaways from the DAG 4 feedback exercise around Welcoming and Comfortable Spaces:
 - 1. Incorporate Warm and Natural Elements
 - 2. Emphasize Natural Light
 - 3. Use Varied Seating Options
 - 4. Prioritize Human Scale and Proportions
 - 5. Ensure Accessibility
 - 6. Integrate Art and Color Thoughtfully
 - 7. Provide Inclusive Signage and Communication
 - 8. Create Flexible Spaces
 - 9. Balance Aesthetics with Functionality
- B. Amelie offered more insights into what Bora learned while considering this feedback:
 - 1. Warmth and Natural Materials
 - a. The warmth of the **exposed wood** structure was generally loved. **Artwork**, especially student art, makes the space feel brighter and more personal.
 - 2. Connection to the outdoors:
 - a. The **covered outdoor seating** area is seen as a major plus. The visual **connection** between the patio, the commons, and the courtyard is loved
 - 3. Daylight
 - a. The access to daylighting was both praised and criticized. Some people felt the **darker spaces** (upstairs) were more comfortable by being **cozy** and creating variety, others thought the materials should be **lighter to brighten** the space. Several people thought more **skylights** in the space would improve the daylight access
 - 4. Seating Variety and Flexibility
 - a. More diversity in the types of seating and atmosphere of seating is desired. Movable, flexible furniture is very important, but there is also a desire for more built-in furniture to create zones within the larger space. The slightly darker/smaller upstairs space felt cozy and quiet providing some seating variety.

5. Safety
 - a. Safety was brought up in light of two design features - the **large glass** windows into classrooms, and the railing at the double height space. **High tables** and chairs were generally seen as a safety concern.
 6. Accessibility
 - a. The comments on accessibility emphasize the need for wheelchair access and **clear pathways** to ensure equitable navigation throughout the space. The density is also a concern with keeping wide circulation space available for accessibility. The **elevator should be easily visible** as a main connector between the two levels
 7. Functional Flexibility
 - a. This space should support the **everyday needs** of the school in addition to **special events**. Furniture and layout need to accommodate both. The space should have plenty of **outlets** for charging personal devices **audio-visual** accommodations for events.
- C. Amelie then reviewed the images of the Commons that were shared at DAG4, summarizing how do these images align or not align with the key takeaways from committee member's feedback at that meeting:
1. Aligning:
 - a. Warmth and Natural Materials
 - b. Connection to the Outdoors
 - c. Daylight
 2. Not Aligning:
 - a. Flexible and Varied Seating
 - b. Daylight
 3. Concerns:
 - a. Safety
 - b. Accessibility
 - c. Functional Flexibility
- D. Question: will the glass be able to survive a Columbus Day Storm?
1. A: yes!
- E. Comment: glass is expensive to replace and is often graffitied
- F. Comment: would like a presentation on how the school will function in the event of a disaster
7. **SUSTAINABILITY PRIMER: INDOOR AIR QUALITY - DESIGNING HEALTHY INDOOR AIR**
- A. Corey Squire, Bora's Director of Sustainability, and sustainability lead for this project, gave a primer on Indoor Air Quality [IAQ]
 - B. Background: the pandemic has changed thinking about IAQ; and, new research around student learning outcomes have been evolving. PPS is committed to the best practices, and team has already incorporated into the design.
 - C. A letter has been circulated to PPS and the design team, written by parents and community members, regarding IAQ for new schools. The proposed design for IBS meets or exceeds the request of that letter.
 - D. How do we measure IAQ?
 1. Definition: air changes per hour [ACH] is the rate at which new air replaces old air - amount of exchange is ACH
 2. ACH is sometimes used as a proxy for IAQ but it does not account for quality; it's important to focus on quality, and not just quantity
 - a. Diet can be a good analogy – lots of calories doesn't necessarily represent a healthy, balanced diet.
 - E. One measure of Air Quality is control of pollutants: indoor and outdoor
 1. Outdoor pollutants [smoke, exhaust fumes, pollen] are filtered with MERV14 filters
 2. Indoor pollutants [CO₂, pathogens, odors] are controlled by replacing indoor air with filtered fresh outdoor air

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- F. Carbon Dioxide [CO₂] is a holistic air quality metric:
 - 1. Greater than 1,000 PPM [parts per million] CO₂ effects student performance/ experiences
 - 2. Reducing CO₂ below 700 PPM is unnecessary since it will increase energy use without offering additional health benefits.
 - 3. Team is therefore aiming for around 800 PP CO₂
[see slides for more information about ASHRAE 62.1 metric]
- G. Question: is there a gradient in a room?
 - 1. No, CO₂ mixes very quickly in a space
- H. The proposed mechanical design for IBW does the following:
 - 1. Decouples heating system from ventilation system
 - 2. Uses energy recovery ventilators to flush stale exhaust air out and exchange the heat
 - 3. Provides CO₂ monitors in classrooms to confirm air quality and to increase the ventilation rate if CO₂ rises
- I. Air scrubbers will no longer be needed, even in a future pandemic scenario
- J. AChE metric note:
 - 1. This metric, [Equivalent Air Changes per Hour] is referenced in the letter received from parents and community members. AChE focuses on filtration, but more filtration can't provide more oxygen
 - 2. All classrooms will have operable windows, which can also decrease CO₂ and interior airborne pathogens further, as needed
- K. Q&A:
 - 1. What are the maintenance costs for this system?
 - a. No increase in costs; filters are changed at the same rate; energy costs will be reduced
 - b. Energy Use Intensity measure [EUI] - typical new design is around 75; current school is likely around 100; target for IBW is 35 and current model suggests performance in the 20s
 - 2. Solar panels?
 - a. Yes
 - 3. Will you be using UBC lights?
 - a. [UV radiation in the ductwork] – this is not in this design and would be redundant as MERV14 filters do this work
 - 4. There are more stink bugs and box elder beetles these days - what about a massive influx of bugs?
 - a. NO problem! Pollen can't get in because of the MERV14 filters so neither can bugs!
 - 5. Will the system be flexible to support future changes?
 - a. MERV14 used to be a hospital standard and we're using those. HEPA filters in the future would not be feasible
 - 6. What is the plan to mitigate off gassing from wood shop and maker space
 - a. Dedicated exhaust, dust collection, and no recirculated air in these spaces
 - 7. CO₂ monitor in each room - so individual control?
 - a. Demand response system; may be zoned with a suite of rooms

8. FEEDBACK ACTIVITY - A DAY IN THE LIFE

- A. The DAG was asked to divide into groups, with teachers and students distributed between groups. Eight tables ensured. Each table was given two of four “scenarios”, and were asked to read through these carefully and then consider the floor plans for IBW and what might support that student’s experience at the new school.
- 1.
- B. Scenario 1: *“My family came to the US when I was in elementary school and I’m currently a sophomore at IBW. I speak English fluently but with an accent, so sometimes I feel judged for it. It can be hard to relate culturally, so I’m most at ease when I’m attending meetings with my affinity group or hanging out with fellow members because I don’t feel like I have to explain myself – I can just be. I’m still getting used to being at this school and finding my way around. The layout can be confusing and I don’t always feel comfortable asking adults for help directly. The ones I do feel safe around aren’t always in the same place throughout the day and it can be challenging to track them down. My prayer practice is very important to me and is intrinsic to my family’s cultural identity. The other day I was trying to find a space that’s clean and appropriate for me to practice my prayers. I couldn’t access the spaces I normally use because they were being used by other groups and I missed the timing, which was really tough to bear. When my family came to discuss the situation with the school, they had a hard time finding the office they were supposed to go to.”*
1. Questions for DAG Members: What about the building might be contributing negatively to this experience? How might you identify how to get the help you need and who might be able to help you with any of these challenges? How do you know where to go, especially if navigating – literally and figuratively – a high school in the US is a new experience?
- a. First Table:
1. Having signage and maps in key locations in multiple languages
 2. Incorporate into art, murals in the cafeteria, entrances, offices
 3. Use color coding to help folks navigate
 4. Have kiosks
 5. More developed maps on your phone, on websites
 6. Make sure common spaces have lots of different groups represented
 7. Lots of space for student artwork
- b. Second Table:
1. Signage, many languages
 2. Internationally recognized symbols
 3. Clear pathways / wayfinding
 4. Multicultural center as place for prayer
 5. Ask affinity groups what they need too
 6. Intuitive design might eliminate need for student to ask for help
 7. Directory would be good
 8. For new students, a virtual tool for a walk through of classes
- c. Third Table:
1. Signage using icons /images - longer lasting than language as populations change
 2. Color coded, or texture [tapestry] to define zones
 3. Prayer space - multicultural rooms - but consider privacy. Will student feel comfortable? Is it quiet enough? Will folks peek in? Maybe move windows higher. Storage for prayer mats
- C. Scenario Two: *“Our affinity group is made up of people whose backgrounds are from different regions but we all share a common holiday. The group wants to host a celebration for an upcoming special holiday to reflect the things we’ve learned about all of the different ways we’ve learned how it’s celebrated. Members also want to host smaller cultural events throughout the year. The special holiday will be a bigger event, possibly over the course of multiple days and we*

hope to get a lot of visibility and school-wide attendance. The smaller events will happen more often and take over a day or a block of hours, so the goal won't be to accommodate as many people, we're planning to include food for both events. For the special holiday, we're thinking of possibly inviting some speakers or community leaders to lead workshops or activities. We have equipment and supplies we want to use for these events and need a place to keep them."

1. Qs for DAG Members: What kind of space might you want to host these events? Would they be the same space or different? Describe the space and what else might be nearby. How is the space potentially used during other times of the year or by other groups?
 - a. Table 1
 1. Cafeteria and auditorium foyer and drama classroom and currently used for this.
 2. Having a dedicated gallery space that can have many uses - college visits, etc - bring community together
 3. Rooms that are designed for specific events; AV systems; storage.
 - b. Table 2
 1. Smaller events in MC space inc storage
 2. Larger events - lobby and Aux Gym
 - c. Table 2
 1. Upper commons and media center space; close by elevator to the kitchen
 2. Maybe kitchen space for community use on first floor
 3. Digital signage throughout the school to communicate about events
- D. Scenario Three: *"My parent got into a bad health situation that had a big impact on us financially. Our housing situation is impermanent at the moment. Mornings are difficult because we're both getting ready to leave and the bathroom we have access to is very small. I don't always have a shower or laundry available, so having those at school is helpful because sometimes I feel self-conscious when I access them. I also use resources from the student food pantry and clothing closet from time to time. I try to get to school early before the other kids because I'm worried about being stigmatized and bullied if I'm seen accessing these resources."*
 1. Qs for DAG Members: What location or placement of resources like a student food pantry or clothing closet might feel safer for people who need them? How does the location of shower and laundry facilities influence whether people experience stigma when using these resources? How might design help normalize or destigmatize? What other resources or services might be helpful to have nearby?

*Structural and systemic inequities are the personal, interpersonal, institutional, and systemic factors —such as, racism, sexism, classism, able-ism, xenophobia, and homophobia — that drive disparities in wealth, health, resources, opportunities, and privileges as a result of discriminatory practices deeply ingrained within the structures and institutions of society

 - a. Table 3
 1. Having it in the basement area - more private - is maybe better
 2. Showers in the basement area would be better if individual and gender neutral; personal privacy
 3. Early opening would require access, or student could use space at the end of the day
 4. Staff direction would be needed; pantry would need staff assistance; private shower would need staff assistance; there would always need to be a point person; pantry can't be 24/7.
 5. Grouping with TPC would be good
 - b. Table 4
 1. Similar to ^^
 2. Some students do arrive early before school so access to shower might be available
 3. Laundry, pantry, showers: all required gatekeeping.

4. Counterintuitive: social worker services are spread in opposite corners of the building design - TPC and food pantry are too far apart from one another
- E. Scenario Four: *"I'm a special education parent and it's the first day of school for my kid. Fall arrived early this year, so it's particularly cold and wet outside today. Even though we've gone over the plan to get my kid safely to their classroom, I'm still a bit anxious about challenges when they arrive at school. My kid has a couple of special mobility needs and I drop them off and pick them up from school. Going through the drop-off and pick up process seems overwhelming because I don't know how the traffic will be on a rainy day and if there's enough parking spaces. I'm also concerned that I won't know where the appropriate entrances and exits are or how my kid will get to other spaces in the school like during a student assembly. All of my kids are really into basketball and like to attend school games. When we go to any sporting event, we are always thinking about where we should sit and how to enter the gym just in case there's an emergency."*
 1. Qs for DAG Members: What would you need in order to feel confident that your kid could navigate entrances and exits of the school whether it's on their own or with support? What other challenges or needs might be helpful to address in order to understand how they might find their way into different spaces throughout the school on any given day or time?
 - a. Table 4
 1. SPED parent - lots of policies and procedures rather than building design
 2. Managing traffic flow and parking spaces, and getting to the building
 3. Maybe there's a side door that would work for access, adjacent to parking
 4. Drive around to figure out routes
 5. Gym and auditorium: is there special wheelchair seating
 6. Signage to help folks find the space
 7. Covered outdoor space
 8. To get to the gym, there is a bottleneck at the stair by the door
 9. Consider homecoming assembly and how the entire student body will access the room including special needs
 - b. Table 5
 1. Door hardware - bars, buttons and no knobs
 2. Gym: doors without center post or wide enough to accommodate wheelchairs
 3. ADA spaces need to be near entry; flow is important
 4. Multiple entry access to the auditorium - being stuck in the back is not a great choice
 5. Wayfinding: can't rely on language; need clear, simply coded signage. Multiple colors to support navigation. Good font choices, well sized for vision impairment. Consider decoding.
 6. Need enough locations for service to eliminate need to run cords/protectors across floors [trip hazard]
 7. Comment: if using color, consider challenge of color blindness
9. **NEXT STEPS**
 - A. Schematic Design Documents Cost Estimate - Completed mid-November
 - B. Listening Session Recruitment - Ongoing
 - C. DAG Meeting #6 December 4 (Changed to DEC 5 due to 8th Grade Night, Guardian Showcase)
 - D. Community Design Workshop - December 8, 2024

END OF MEETING MINUTES