



MEETING MINUTES DAG MEETING #4

OH PLANNING+DESIGN, ARCHITECTURE

Oh Project No.: 90031

Project Name: Portland Public Schools - Kellogg Middle School Replacement

Date & Location: 12/07/17 @ Franklin High School

Prepared by: Tim Ayersman

Present: DAG: (*: Present, A: Absent)

*Michael Burton (MB)	* Danielle Meyer (DM)
A Alicia O'Brien (AO)	* Kara Mortimer (KM)
*Scott Morris (SM)	*Lisa Kensel (LK)
* Christy Thomas (CT)	*Chuck Billedeaux (CB)
* Kathryn Schmidt (KS)	*Brian Harper (BH)
A Stephen Karmol (SK)	*Hannah Back (HB)
A Maija Anderson (MA)	* Kyla Tanaka (KT)
*Sarah Richardson Green (SR)	*Rick Toth (RT)
* Sarah Toth (ST)	*Collin Cordoza (CC)
A Aron Goffin (AG)	*Nathan Junkert (NJ)
*Tina Kimmey (TK)	A Kieran O'Donnell (KO)
A Noelle Harding (NH)	*Erin Telford (ET)
*Shelley Rouleau (SR)	A Ben Wixon (BW)
A Judy Hilsenteger (JH)	A Jaime Cale (JC)
A Pam Joyner (PJ)	A Toby Nicastro (TN)
*Ana Munoz (AM)	

PPS: Mike Rosen (MR) – PPS Board Member
Scott Bailey (SB) – PPS Board Member
Stephen Effros (SE) – Project Manager

TDR: Tamara DeRidder (TD) – Community Outreach Consultant

OHP+D: Deb France (DF) Tim Ayersman (TA)
Bryan Thompson (BT) Christine Nelson (CN)
Juan Carlos Garduno (JG) Samantha Aleo (SA)
Colin McNamara (CM) Sheena Hewett (SH)

Distribution: Attendees; Dan Jung – PPS; John Hinds – PPS; Scott Perala – Heery; file

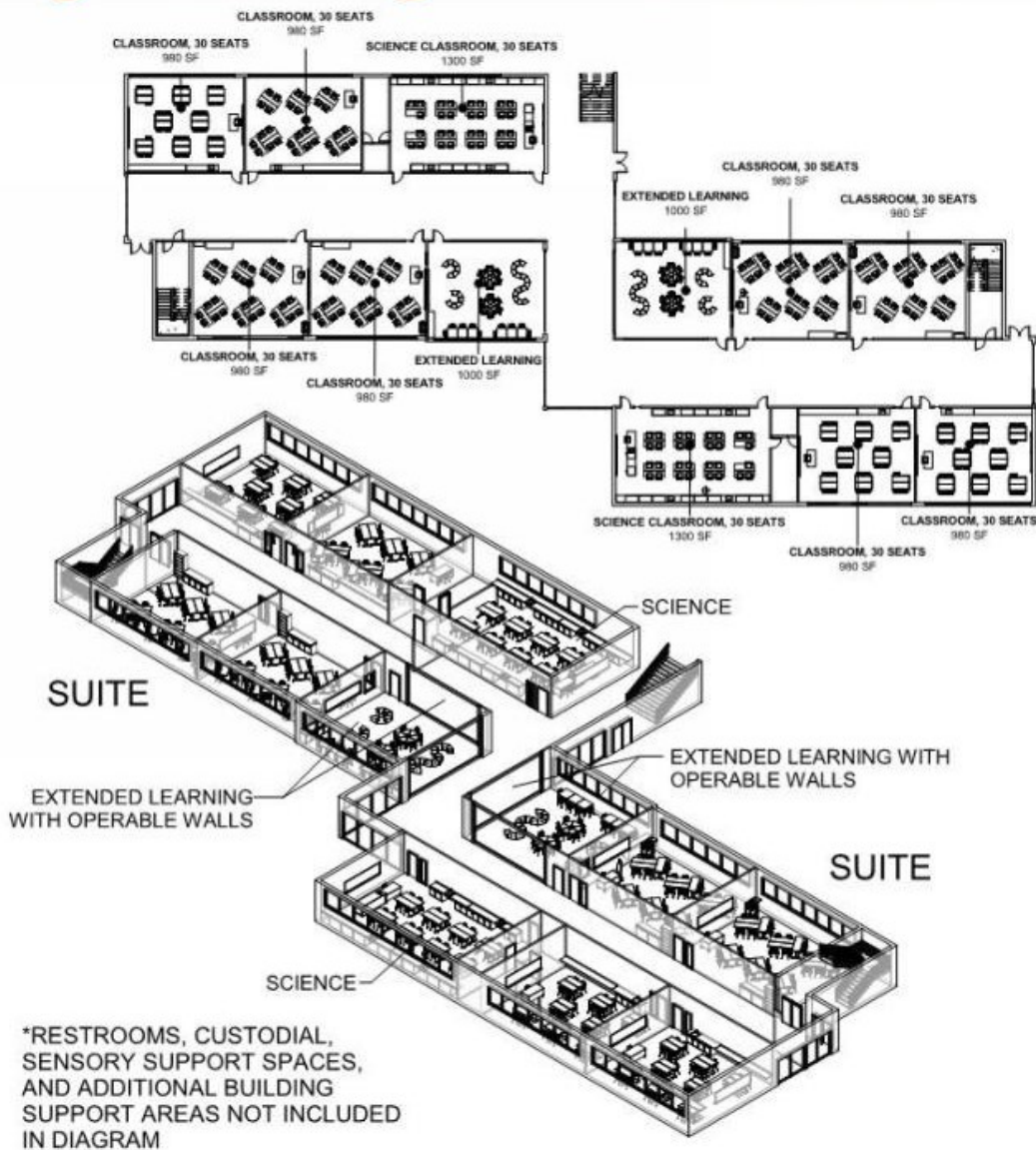
The purpose of the meeting is to review the updated floor plans and building massing with the Design Advisory Group (DAG).

Item 1. DAG Roles Recap.

- A. The DAG role is to bring in ideas and concerns from the community, and share information from DAG meetings with the community.
- B. Eco charrette overview – OH to update DAG at meeting 5 with eco charrette information.
- C. DAG chair – to reach out to other member and chairs after meeting to address additional questions - there is no time to review all comments during the meeting in order to keep to the scheduled time for the evenings agenda (DF)

Item 2. Building Overview

- A. The new Kellogg Middle School is designed for 675 students with the ability to expand to 810 students.



- B. Learning spaces contributing to the 675 capacities are as follows;
 - I. 22 standard classrooms
 - II. 5 science classrooms
 - III. 1 ESL classroom
 - IV. 2 gymnasium classes (within 1 gym)

- C. The non-capacity contributing instructional spaces included;
 - I. 6 exploratory learning spaces (2 per floor for floors 2,3,4)
 - II. 1 music room
 - III. 1 dance room
 - IV. 1 art room
 - V. 1 computer lab
 - VI. 1 STEAM lab
 - VII. 1 SPED learning center
 - VIII. 1 SPED intensive skills & psychology office
 - IX. 3 SPED sensory support rooms
 - X. Media center
 - XI. Cafeteria / commons

Item 3. Third and Fourth Plan Review

- A. The Learning Suites are located in the south “tower” on the second thru fourth floors. This is where the general classrooms are located.

- B. There is a central corridor and stair that is located at the center point of the Learning Suites. At this location are the Extended Learning spaces across from each other. These spaces are typically open but are intended to have folding partition walls that can close them off as needed. These spaces will typically be checked out by a teacher for a day or two.
 - I. A DAG member commented that the extended learning will be great for community/partnership use after hours. It will allow for flexibility and will give a full-size classroom space.

- C. Each floor has a west and east wing that houses a 1200 square foot science classroom located across from the Extended Learning space and four class rooms spaces that are 980 square feet.
 - I. A DAG member asked if the windows shown in the Extended Learning partitions would be likely to cause distraction and were there windows in the classroom. There will not be direct windows between classes but enough to allow for connection to nature. At the extended learning this space is typically open to the corridor. OHP+D will look at how much glazing should be in the partitions.

- D. The floor restrooms are located near the main stairs in the center of each suite.
 - I. A Dag member asked if there were gender inclusive restrooms. The intention is the single use restrooms will be used for this purpose.

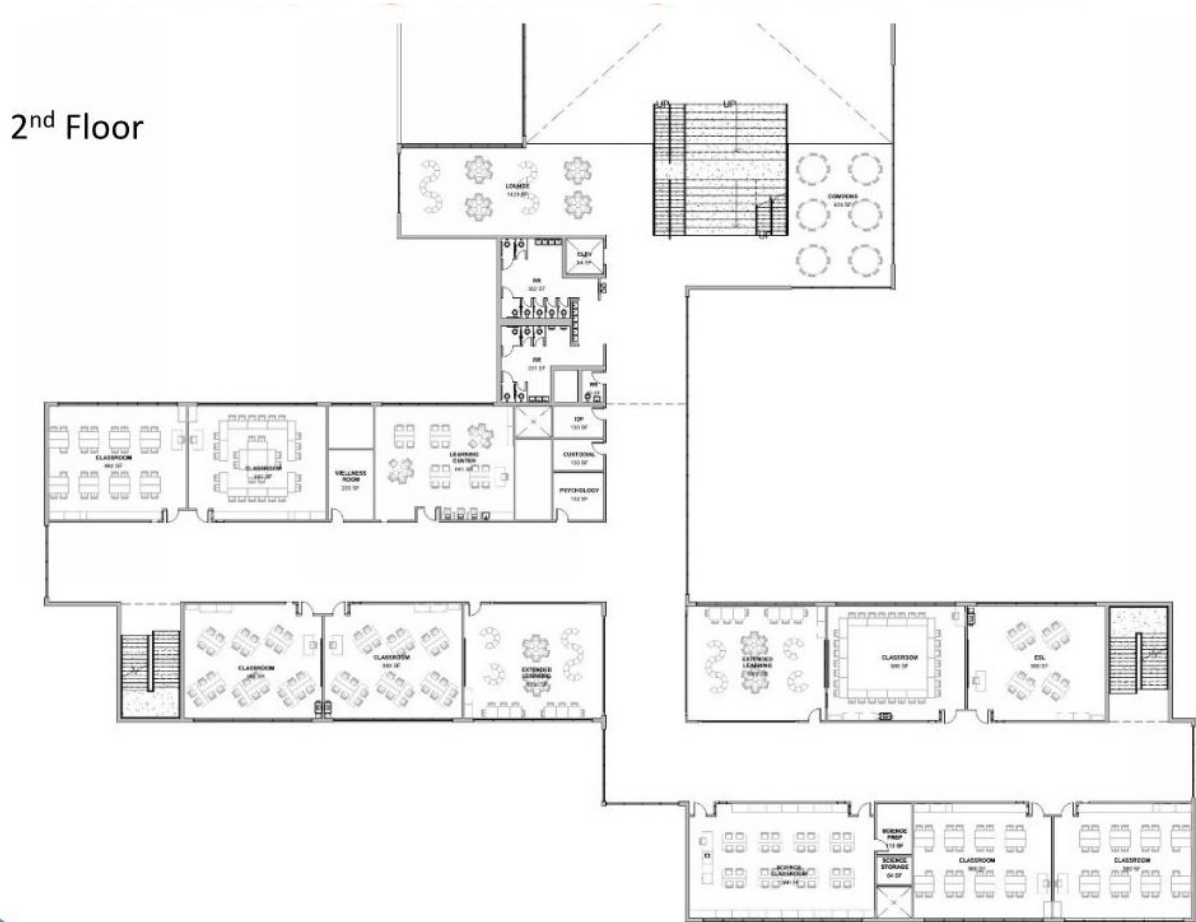


- E. The lockers have been discussed as being removed and having enough day lockers for 20% of the student capacity for those who want to use one.
 - I. DAG member commented that 25% of their high school students do not use lockers
 - II. DAG member/teacher comment: Love not having lockers, cubbies in the rooms sound great
 - III. DAG member/teacher comment: No lockers removes the excuse for being late to class
 - IV. DAG member/teacher comment: By taking away lockers are we taking away the students' responsibility and feeling of ownership?
 - V. DAG member commented that having to carry all their books is difficult for students.
 - VI. The DAG members were split on keeping the lockers or removing them.
 - VII. This is an important topic and the discussion will continue. (DF)

- F. Orientation of plan allows for security during lockdown situations. A security door can be located at the entrance halls to the classroom suites.

Item 4. Second Floor Plan Review

- A. The Second floor is laid out the same as third and fourth. The main difference is that it will have the learning stairs extending down into the commons and has an extra learning space next to these stairs on the north-west side and additional seating on the north-east balcony side.



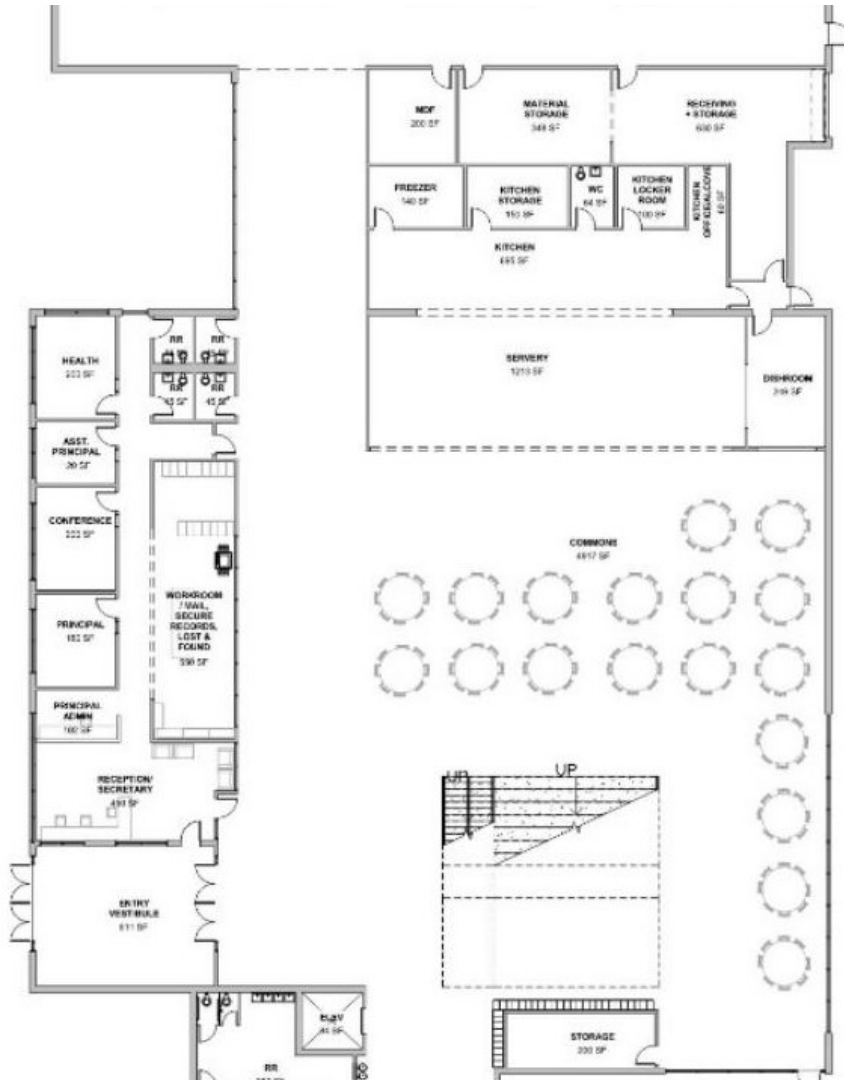
Item 5. First Floor Review

- A. The Intensive Skills classroom is located within the classroom tower centrally located near the media, arts, STEAM, and commons. It will have a direct access to the outside.
- B. The media center main access will be located at the west end (at the cross corridors). It is adjacent to the art and STEAM lab.
 - I. A DAG member asked if their will be a dedicated art teacher and STEAM instructor. At this time the staffing for the art spaces has not been determined. The STEAM lab is intended to be checked out by teachers as needed. PPS will consider the staffing for these spaces in the new school.
- C. The community space is in the west wing on the north and south side, also on the south side is the counseling and mechanical spaces next to the outdoor courtyard.
 - I. It was asked if all the community spaces could be together on the north side.
 - II. A DAG member asked if there is a dedicated PTA space and storage for PTA? Currently the community space is designed to accommodate uses such as the PTA but no names have been given to these rooms for community partners yet. OHP+D will add community names to some of these spaces.
 - III. A DAG member suggested teaching spaces could benefit from being directly adjacent to the south courtyard. OHP+D will consider alternative learning environments that may go here.

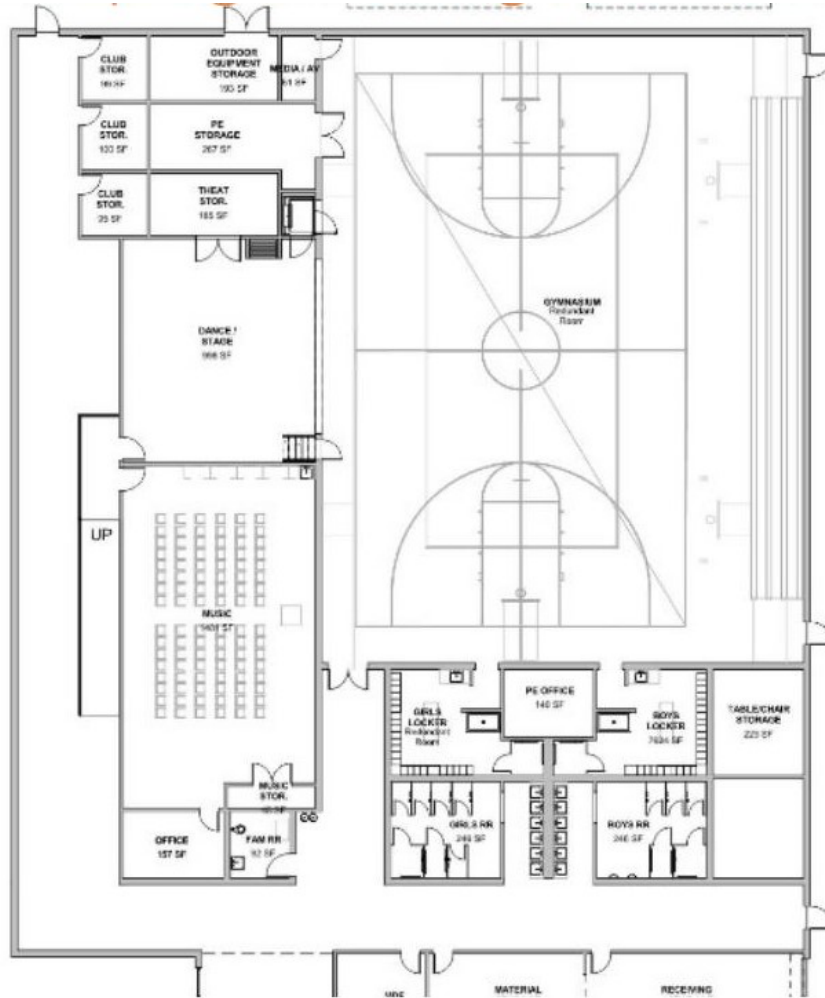
- D. The computer lab is located on the first floor. This space will most likely be going away based on the Districts desire to have computers in all the classrooms. The space where the computer lab was may have the building overhang it at that location, creating opportunity for expansion if needed in the future.



- E. DAG Question – which classes to be staffed? STEAM will not have a full-time staff but will be checked out when the space is needed for an entire class. Other classes to be determined as staffing has not started yet. TOSA meetings will help determine class requirements (SE)
- F. DAG member asked if the Special education location on the first floor would feel isolated from the other students. The current location provides students the best access to resources in the building such as the STEAM, art, media center and commons. This space also requires an exterior door.



- G. A DAG Member asked what are the expected starting enrollment numbers for Kellogg and is 810 a realistic maximum number. At this time the feeder schools have not been determined and as such the exact number of students for the first years is not established. PPS believes that 810 is an appropriate number for the maximum number of students to be designed for at this time.
- H. There was a concern with privacy for girls on the stairs. OHP+D will review this as the design progresses and address any issues.



- I. Middle school is not required to have an auditorium. We will be including a gymnasium which will be able to hold all students in assembly (DF)
- J. DAG question – who/when will a principal get assigned? Brenda is active planning principal at this time and will make decisions and give direction until a principal is determined. Roseway Heights is an example of the current process for hiring a principal and the development of a curriculum. Kellogg is likely to follow their example (Steve)

Item 6. Group Question, “In 10 years Kellogg will still be successful because...”

- A. Refer to the attached ‘DAG Meeting #4 Comment Cards Response to question.’

Item 7. Action Items

- A. The Next meeting is December 7th at Franklin High School.
- B. PPS to consider speaking with advocates for special education outside the District staff.
- C. OHP+D to show bleachers pulled out for use with the stage and sight lines.

- D. Comment Cards were distributed to the DAG members and will be reviewed and responded to by OHP+D and the District.

END OF MEETING MINUTES

DAG MEETING #4

COMMENT CARDS

RESPONSES TO QUESTION, "IN 10 YEARS KELLOGG WILL BE SUCCESSFUL BECAUSE..."

- "Creating goals for the building, actualizing those goals, and establishing new goals."
- "Have a building that continues to flow, encouraging, motivating learning."
- "School is a point of pride for whole neighborhood. School fulfills the 'good old days' function of being a place that anchors the community and feels like 'ours' to everyone. Physically, the materials are aging well and the spaces inside and out feel purposeful."
- "10 years from now success would be if the building is efficient and functional while avoiding issues of obsolescence (ie, computer rooms, lighting controls, HVAC system type, etc)."
- "After 10 years, having the space turn out to be able to accommodate the changes in technology, curriculum and other needs that seem to change so rapidly. Also, a place that has been able to serve the surrounding community, with partnerships like SUN or YMCA, outdoor, and indoor sports, etc."
- "In 2031, students achieving, maximum learning, excitement of learning by students."
- "In 2031, high graduation rates for alumni."
- "In 10 years, great innovation happening within the school with students because of the functionality of the school, and flexibility to new needs."
- "in 2031, the project is wildly successful and is demonstrated by how much the re-opening of Kellogg has spurred the growth and beautification of Powell Blvd. Student enrollment is steady and at capacity. High success that continues on to high school and college. The flexibility of the spaces allows for learning environments that were barely a whisper during the planning sessions way back in 2017.
- "In 2031, it is wildly successful if it works and adapts well to new learning methods."
- "A space that serves students, teachers, community well as needs change."
- "Having community/school environment encouraging/teaching people to respect each other, different economic or racial statuses. Community building from the students."
- "We will be wildly successful in 10+ years, this is a building that is absolutely cared for and enjoyed by students, faculty and the community."
- "If this was seen as a model for middle school design."
- "Not overcrowded, having to use portables, technology not broken or obsolete (for example, I'm wary of interactive touch screen displays detailing electrical or solar grid)."
- "Energy efficient, flexibility of functional spaces, inclusivity and learning spaces for different needs, the design was created by those who care (DAG team)."

- “Flexibility for changing spaces and accepting new technology for innovative teaching.”
- “Durable surfaces not feeling dirty and degraded (old), open connections and multi-use spaces, feels healthy and fresh, both for user and environment, room for personalization (care + involvement).”
- “In 10 years, if educators say they’ve been easily able to adapt to changing curriculum, technology, teaching practices that will be great.”