
Date	By
07/19/2018	Becca Cavell

Subject	Project Name	Project Number
Design Advisory Group Meeting 4	Lincoln HS Replacement	17011

Present		
<u>DAG Members:</u>		
Dana Bach Johnson	Amy Kohnstamm	Naomi Tsurumi
Ben Brandenburger	Caleb Kono *	Mary Valeant *
Petyon Chapman	Sean Madden (Co-Chair) *	Mary Ann Walker *
Randall Edwards	Karen Marrongelle *	Andrew Wilk
Steve Ewoldt *	Christy Marten *	
Genevieve Fu	Raja Moreno	<u>Other</u>
Gerald Gast *	Mark New	Erik Gerding / PPS
David Goldwyn	Tiffani Penson	Chris Linn / Bora
Jim Hanson*	Lee Rahr *	Christopher Almeida / Bora
Julie Hays *	Esperanza Rodriguez *	Nancy Hamilton /NHC
Jennifer Hill	Jill Ross *	Carol Mayer-Reed / Mayer/Reed
Jeremy Holden *	Jessica Russell *	Ryan Carlson / Mayer/Reed
Tiffani Howard *	Scott Schaffer	Richard Manning / RWDI
Eleni Kehagiaras	Eric Switzer	
	Jason Trombley (Co-Chair)	* not present

Distribution	
Erik Gerding	file

Minutes

1. WELCOME AND INTROCUSSIONS
2. DAG RULES OF ENGAGEMENT & PARTICIPATION
 - A. Erik Gerding (PPS) and Nancy Hamilton reminded attendees of the role of the Design Advisory Group and its rules of engagement
3. BOARD OF EDUCATION / MASTER PLAN APPROVAL UPDATE
 - A. The group was updated on the recent Board of Education meeting, where Lincoln's program, budget and schedule were discussed.
4. SITE DESIGN REPORT
 - A. Ryan Carlson (Mayer/Reed) summarized the outcomes of the previous DAG meeting in June, noting a variety of themes and variations that arose in the workshop:
 1. Plaza & Commons Courtyard - near the student commons
 2. Entry Plazas - connected to Salmon & Jefferson St.
 3. Track & Field - centered on site

4. Practice Field - variety of locations
5. Grandstands - south of track & field
6. Staff Parking - south of track & field
7. Bicycle Parking - near a major site entry point
8. Gardens and Learning Landscapes - near plaza and/or heritage tree
- B. Ryan shared a diagram showing the proposed organization of the site based on this feedback and other factors. He noted the suggestion to place the track and field at an angle has been intriguing and the team has explored it in more detail, finding that the geometry isn't quite working, and there are very high retaining walls necessary to approximate a solution.
 1. The proposed practice field mediates a significant elevation change at the SE corner of the site – site retaining walls will be required in this location
 2. The “Athletic Building” will include a batting facility, restrooms, and concessions.
 3. There is no longer a plan to include a future Middle School or partner program on the site – there isn't enough room for all the uses that have been proposed.
- C. Ryan shared a visual history of the Lincoln High School site, showing its early days as a lowlands area with Tanner Creek running through it, with “Chinese Shanties” and other early uses gradually adding to the Sanborn map. The history explains the odd topography of the site, and the odd street geometry at 18th and Salmon, at the former bridgehead of Chapman Bridge.
5. INTERACTIVE DESIGN EXERCISE – SUSTAINABILITY/STUDENT ENGAGEMENT
 - A. Richard Manning (RWDI) gave some background information, reviewing the report from the January 12, 2018 Integrative Design Workshop that focused on sustainability measures for the new school. A large part of the workshop was focused on small group discussions. The topics of these small groups were:
 - a. Energy, Resiliency & Climate
 - b. Site, Land & Water
 - c. Learning Environment
 - B. DAG members were then asked to take a deeper dive into *Learning Environment* strategies. The DAG broke into 3 groups to spend about 15 minutes focused on coming up with ideas that will promote each of following goals with a specific focus on the Learning Environment: Health & Wellness, People & Nature, and Student Engagement. The sub-groups then reported back to the entire room:
 1. HEALTH & WELLNESS

Prompt: “Students spend a large amount of time in school and much of the time is spent sitting at desks. Identify strategies that encourage a healthy lifestyle at school. This could include opportunities for physical activity, peaceful meditative spaces, dining options, Information about health & wellness. Can this become part of the school culture?”

 - a. Opted to focus on common space
 - b. Air quality
 - c. Air cleaning plants
 - d. Light
 - e. Seasonal Affected Disorder (SAD) Light boxes
 - f. School Character
 - g. Loss of patina in new schools
 - h. Allow students to put their mark on the school
 - i. Murals
 - j. Healthy choice messaging
 - k. Small Gathering / Social Spaces
 - l. Mitigate large cafeteria stress
 - m. Quiet nooks
 - n. Need opportunity for reflective time
 - o. Incentivize Activity
 - Install bike meters like those on the bridges, to record bike trips
 - Meters at water fountains to track bottle saved
 2. PEOPLE & NATURE

Prompt: *“Some studies have shown a cognitive improvement when students have contact with nature and access to daylight. What are some opportunities to incorporate nature into an urban campus like Lincoln High School?”*

- a. Natural materials
- b. Stone, wood, brick
- c. Stormwater
- d. Exposed
- e. Terraced Gardens
- f. Living walls
- g. Atrium
- h. To connect floors
- i. Bring daylight to the interior
- j. Tanner Creek
- k. Express Tanner creek similar to terrazzo Columbia River at PDX.
- l. Heritage Tree
- m. Create restful area
- n. Quiet peaceful space

3. STUDENT ENGAGEMENT

Prompt: *“How can the building itself contribute to learning opportunities for students? How can the building inspire students to be engaged in the environmental and cultural aspects of the location?”*

- a. How can students become involved in the design and construction process?”
- b. Materials should be legible
- c. How was the building made?
- d. CTE - Half-finished classroom, Open wall to demonstrate construction
- e. Integrate with the design / construction process
- f. Internships
- g. Site opportunities
- h. Bureaucratic Process – learning opportunity
- i. City Process
- j. How do you set up a building built in a big city
- k. Documentation of the process
- l. Use the old LHS as a teaching / learning tool
- m. Deconstruction process
- n. Asbestos!!
- o. See the skeleton of the building
- p. Reuse materials
- q. Art
- r. Designate halls to the grades to take ownership / build culture

C. Richard summarized some COMMON THEMES, which were then discussed in more detail by the group

1. Light
 - a. Daylighting
 - b. Atrium to connect floors
 - c. Bring daylight to the interior
 - d. Seasonal Affective Disorder (SAD) Light boxes
2. Materials
 - a. Natural materials
 - b. Stone, wood, brick
 - c. Materials should be legible
 - d. How was the building made?
3. CTE - Half-finished classroom, Open wall to demonstrate construction

- a. Integrate with the design / construction process
- b. Internships
4. Site opportunities
 - a. Storm water
 - b. Exposed
 - c. Terraced Gardens
 - d. Living walls
 - e. Tanner Creek
 - f. Express Tanner creek similar to terrazzo Columbia River at PDX.
 - g. Heritage Tree
 - h. Create restful area / Quiet peaceful space
5. School Character
 - a. Loss of patina in new schools
 - b. Allow students to put their mark on the school
 - c. Murals
 - d. Healthy choice messaging
 - e. Art
 - f. Designate halls to the grades to take ownership / build culture
 - g. Small Gathering / Social Spaces
 - h. Mitigate large cafeteria stress
 - i. Quiet nooks
 - j. Need opportunity for reflective time
6. UPCOMING DAG MEETINGS
 - A. Future DAG meetings are planned as follows:
 1. August 30
 2. September 27
 3. October 18 [to be confirmed]
7. PUBLIC COMMENT PERIOD
 - A. A community member shared that the parent group who funded the batting cage are keen to see it reused. The facility could be deconstructed and re-built elsewhere; a volunteer group would be happy to do this. Chris Linn noted that the equipment in the existing facility can be reused and noted that other site features will also have future lives at the new school – for example, the Tom Hardy bird sculpture.
 - B. Question: How can the master plan be approved in the next week or so, while the budget remains uncertain? Answer (various voices): The approval will include a budget range; a significant VE exercise is ongoing, and the Board is reviewing many options while also scrutinizing its other HS projects as references. LHS is \$40-\$50M over its earlier budget, and this is similar to projects around the region. Escalation in materials and the scarcity of labor is driving project costs up. Erik outlined VE concepts at the recent Board of Education meeting, including program cuts. There is strong interest in adding a woodshop to the project.
 - C. A DAG member commented that the Board presentation included a list of items that have increased costs since the Due Diligence phase, such as the Central City Plan changes. The itemized list that was shown in the presentation was very helpful in explaining the cost changes.
 - D. Question: Will other new buildings in the neighborhood effect this project? Answer: We're tracking other planned projects; it's a very fluid process, but this project has to meet its projected opening date. There will be significant pressure in the neighborhood with so much simultaneous construction underway.
8. MEETING ADJOURNED AT 8:00 PM

END OF MEETING MINUTES