
Date	By
03/08/2018	Becca Cavell

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

Present		
<u>DAG Members:</u>		
Dana Bach Johnson *	Amy Kohnstamm *	Naomi Tsurumi
Ben Brandenburger *	Caleb Kono	Mary Valeant
Peyton 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	Becca Cavell / Bora
Julie Hays *	Esperanza Rodriguez *	Christopher Almeida / Bora
Jennifer Hill	Jill Ross *	Nancy Hamilton /NHC
Jeremy Holden	Jessica Russell *	Kevin Spellman / BAC
Tiffani Howard	Scott Schaffer	
Eleni Kehagiaras *	Eric Switzer	* not present
	Jason Trombley (Co-Chair)	

Distribution	
Erik Gerding	file

Minutes

1. WELCOME AND INTRODUCTION OF DAG CHAIRS
 - A. Erik Gerding opened the meeting and introduced the DAG co-chairs, Sean Madden and Jason Trombley. Erik briefly discussed their roles, as a point of contact for the DAG members and a sounding board for the design team as it prepares for presentations to the group.
2. LINCOLN HIGH SCHOOL'S MISSION AND GOALS
 - A. Peyton Chapman gave an overview of Lincoln's mission; with its IB program and an emphasis on a mission of Peace and Social Justice, Lincoln aspires to be a community of "Inspired. Global. Thinkers". Its students are active citizens and leaders, and the school hires its staff with this in mind. Lincoln has a strong reputation as a college prep school; it also offers robust hands-on learning opportunities. Through the district's CTE program Lincoln plans to expand and add new project-based learning programs including construction management, allied with its business classes.

- B. Peyton updated the DAG on an upcoming research trip to Finland, where PPS staff, students and school design team members will be visiting innovative schools. The team will create a report it plans to distribute statewide after its investigations are complete. The report will investigate the intersections between teaching and learning, and design.
- 3. THE ED SPECS AND THE PROGRAM
 - A. Chris Linn explained the role of the district’s Education Specification, and outlined its various categories. Sharing photographs of existing spaces in Lincoln, and aspirational images of the types of spaces that the team hopes to bring to the new Lincoln High School, Chris explained how under-served the existing school currently is. The Education Specification is intended to be a starting place – a guide, rather than a rigid list – and each school is charged with developing a program that is specifically tailored to its needs.
 - B. Chris reported that the team has been meeting with educators at Lincoln to talk about their spaces in more detail, and an aspirational program has been developed. The total area that is requested exceeds the Ed Spec size of 281,000 SF, and the next step will be to find opportunities to reduce or eliminate certain spaces in the program.
 - C. A committee member asked if the Orchestra would have space in the new Theater, noting that the current production of *Into The Woods* has the orchestra in a remote room. Chris explained that this is an ongoing discussion, and noted that Broadway orchestras routinely perform from remote locations.
 - D. Chris clarified that the existing athletics spaces at Lincoln currently include extremely large and underutilized locker rooms.
- 4. PROGRAM ACTIVITY AND REPORT
 - A. The DAG participated in an activity designed to establish programmatic priorities. It formed a series of smaller groups, each of which worked with an identical deck of Program cards. The cards represented various Program spaces, and each card was assigned a points value. The total value of the cards was 150 points. The teams were asked to select cards with a total value of 120 points; this exercise required each team to consider the relative value of each program component, and to prioritize some spaces over others. Each team then assembled its cards and presented its recommendations to the room:
 - 1. Team One opted for a smaller Theater (425 seats rather than 500), noting that this would still accommodate an entire class. The group chose to remove from the deck the teen parent center and health clinic, the wrestling room, both photography spaces (digital and traditional), and the Product Design and Journalism/Communication spaces.
 - 2. Team Two also opted to retain the smaller Theater with 425 seats. Deleted spaces included the Health Clinic, Clothing/Food closet, Wrestling, Movement/Yoga, Journalism/Communication, Graphic Art & Design, Product Design, Robotics and one Science Lab.
 - 3. Team Three opted for the larger Theater, keeping the 500-seat Theater in the program. However, later discussions showed that many, and perhaps a majority, of this group favored the smaller Theater. Spaces selected to be discarded included: the Choir Room, Wrestling, Culinary Arts, Teen Parent Center, Traditional Photography/Dark Room, the Health Clinic and the Journalism/Communication space.
 - 4. Team Four retained the 425-seat Theater. It deleted the Auxiliary Gym, Movement & Yoga, Health Clinic, Teen Parent Center, extra Science Lab, and the Journalism/Communication classroom.
 - 5. Team Five also retained the 425-seat Theater. It deleted the Wood Shop, Dark Room/Photography, Flex Spaces and extra Science Lab. This team also proposed a series of space-sharing strategies: Movement/Yoga paired with Wrestling; Digital Photography paired with Journalism/Communication; and Product Design Teamed with Maker Space.
 - B. The teams discussed why certain program elements had been placed in the “discard” list:
 - 1. Many of these program offerings could potentially be offered in shared spaces – wrestling in another PE space, for example. And graphic arts, journalism and communication.
 - 2. The Culinary Arts program could be offered offsite at a neighboring Culinary school.
 - 3. The Health Clinic made little sense to the group, once it was understood that a nurse would still be located on-site. It was noted that there are many clinics in the neighborhood.

4. The Teen Parent Center would require accredited staff and would be costly to run; however, it would also be a place where teachers could perhaps find childcare, and students could perhaps get job experience.
5. Wrestling Rooms could be used for yoga and for tumbling.
6. The need for dedicated Science Labs was debated; some science instruction may not need a fully equipped “Lab” but could instead be taught in conventional classrooms.
7. Many teams questioned the need for a traditional dark room.
- C. A committee member suggested reviewing forecasting requests to develop a stronger sense of which classes were oversubscribed.
5. SUSTAINABILITY WORKSHOP REPORT
 - A. Erik noted that he’s heard from Genevieve Fu since the last meeting, asking about the sustainable design work that the team had done. He gave a quick overview of a Workshop that was held at the end of January, sharing some slides that addressed analytics, energy issues and some reporting from Small Group breakout sessions.
 1. A committee member asked how the 1.5% Green Energy budget would be spent, and the needs associated with Resiliency; the design team discussed its plans to provide solar panels and green roofs. PV panels may also be a good strategy aligned with the project’s resiliency goals.
 2. A committee member asked if photovoltaic panels might be installed on a roof over the grandstand; while this is certainly a possible strategy, the project budget is unlikely to be able to afford the cost of a roof structure. A discussion about battery storage ensued, with a committee member suggesting the team engage with a local manufacturing company to explore possible storage strategies.
 3. A committee member asked if it might be possible to generate power using microturbines in Tanner Creek; the team will look into this, but is concerned that the water flow may be too low and/or intermittent.
6. DESIGN GOALS
 - A. Chris Linn summarized a series of design goals that have, and will continue to influence the project. This includes concepts that arise from the DAG itself, criteria established in the earlier Master Planning efforts, and goals that are outlined in the Education Specification. The Design Team is also proposing a series of Design Goals for the project:
 1. “Achieve a Visible Expression of Movement”: the tall urban structure can be enlivened by highlighting the stairs and movement of students through the building, making activity visible inside and out.
 2. “Create an Active Urban Edge”: the building is located at a key urban intersection; it will engage with its civic community through active ground floor uses with views into the building and careful site design. The Central City Plan will require this of the project.
 3. “Create a Cohesive and Singular Building Expresses in Form and Materiality” – the building has two distinctly different program types and distribution – large, long-span spaces such as the auditorium and the gym, and smaller elements such as the classrooms. The design will create a sense of a singular building through consistent materials and design expression, accommodating areas of many and few windows, and differing heights and massing. The intent is to avoid a disjointed and “collage” approach to architecture.
 4. “Create a Clear Central Public Space” reflects the Education Specification goal of making a building “Heart”; for Lincoln this will be its Commons space.
 5. “Establish Learning Suites at Main Vertical Circulation Zones” reflects another Education Specification goal, to create “Learning Suites”. At Lincoln the team plans to leverage the Flex spaces and locate them near vertical circulation zones and teacher planning areas.
7. DESIGN UPDATE
 - A. Christopher presented an overview of the project design status. [see attached presentation].

Discussion:

 1. Q: Is the Gym on top of other spaces? A: Yes, it’s over areas that should be least affected by possible noise: kitchens, locker rooms and the scene shop.

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2. Q: are there going to be flexible walls between classrooms? A: probably not; the drawings are diagrammatic at the moment.
 3. Q: will the DAG be shown other design options? A: yes, but the design team will develop variations based on the outcomes of the two years of work done during the Due Diligence phase. The massing of the building has already been established, but the final spatial organization and the architectural design will continue to be developed, and the DAG will be engaged in this conversation.
 4. Observation: placing the Theater in the center of the building fails to create an active central area. Response: the Commons should be seen as the active central area, with the Theater as a backdrop to that, with plenty of opportunities for gallery and other display space.
8. DISCUSSION
- A. The Co-Chairs are happy to be collectors and conduits for comments from the DAG. Erik Gering will share the Co-Chair's preferred contact information with the entire committee.
 - B. Parents of Lincoln Cluster elementary schools are concerned about the capacity that LHS is being designed for.
 - C. A committee member asked if PPS would offer a tour of Lincoln. Erik Gerding will organize this, as well as a tour of Beaverton's Mountainside HS (a recently completed Bora project). Both tours will be optional.
9. SCHEDULE REVIEW
- A. Becca reviewed the overall project design and construction schedule and a more focused look at the DAG meetings that will occur over the next few months.
10. PUBLIC COMMENT PERIOD
- A. Q: Will there be an opportunity for design critique at future meetings? A: The team has been focused on sharing a lot of project information with the committee; the next DAG meeting will include a more design-focused activity.

Attachments

- A. DAG Meeting 2 presentation

Next Planned Meeting

Thursday April 12, 6:00 – 8:00 PM, LHS Library

The foregoing is the writer's interpretation of the issues discussed. Please report any discrepancies or omissions to Bora within three business days of receipt of this document.

END OF MEETING MINUTES