

MEETING MINUTES

Project	Roosevelt High School	Project No	PPS:ARCH 60117, BA: 13910
Subject	Design Advisory Group (DAG) #13	Meeting Date	5/1/2014
From	Michael Davis, Bassetti	Date	5/5/2014
Attending			
Greg Neuman	RHS Vice Principal	Joseph Purkey	RCIC
Ted Wolf	Community/PPS LRF	Mike Verbout	RHS DAG
Donna Cohen	Community	Dennis Phillips	Community
Jo S Lane	RHS DAG	Jenni Villano	RHS DAG
Andrew Beyer	Lease Crutcher Lewis	Herman Greene	RHS DAG
Anthony Vandenberg	Heery	Paul Anthony	Community
Bobbie Regan	PPS Board Member	Michelle Platter	PPS OSM
Sarah Oaks	PPS OSM	Tom Peterson	Community
Kevin Spellman	PPS BAC		
CJ Sylvester	PPS		

Discussion – RHS Design Update

Commencement of Meeting:

1) STEM grant review: Charlene Williams:

- Roosevelt High School and George Middle School teachers collaborated to receive a \$647,000 STEM grant
- Goal to create neighborhood schools with more opportunities to prepare students for the future
- Staff wants to integrate STEM thinking throughout curriculum, rather than just offering individual classes
- Integration with middle school curriculum so students start earlier
- The grant to be for staff training, curriculum and program development; not for capital project expenses like the remodel

2) Added classroom review: CJ Sylvester

- During the master planning process, a building capacity conversation ran parallel. This expanded Roosevelt to a 1350 capacity / 1700 core space size.
- Through conversations with Office of Schools, teaching and learning, and external stakeholders: determination made to explore adding additional classrooms to design program.
- Overviewing criteria for this determination:
 - o Current programming provides for 100% utilization of teaching space during the school day; this does not provide much flexibility for scheduling. It requires that all teachers share their classrooms so every classroom is used for all teaching periods of the day. Additional flexibility is needed.
 - o Current programming would allow students access to 6.8 credits per year; increasing the classrooms would increase access to 7.6 credits
 - o Adding more classrooms will allow for a reduction in the student to teacher ratio
 - o Adding classrooms will help ensure that shared rooms have shared subjects/classroom content; ex. two math teachers will be sharing so display materials in classroom will be relevant vs. a humanities and a math teacher needing to share a room

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- Adding more classrooms will allow for unique equipment (like art supplies and science instruments) to remain in static locations.
- Increasing the number of classrooms will also increase the amount of flex space and support space.
- This is purely added space. Adding these classrooms will not take away square footage from other currently programmed spaces.
- A recommendation will be made to the Board on 5/12/2014

3) Design review: Lorne McConachie

- Major design developments:
 - CTE Space Expansion
 - Square footage of both the Maker's Shop and STEM lab have been increased; Maker's Space is now roughly the size of a basketball court and increased from 2000 s.f. to 3300 s.f. STEM Lab was increased from 2000 s.f. to 2200 s.f.
 - (2) Small group learning areas have been added to the STEM lab; these can be separated or joined to make one larger space
 - (1) Small group learning area is adjacent to the Maker's shop
 - STEM and Maker's Space both have outdoor workspace and access through rolling garage doors
 - STEM lab still adjacent to Science classrooms for curriculum integration; Maker's shop still adjacent to Theater space for dual use for set production. Separated currently by a 150 foot courtyard.
 - Added Classrooms per new capacity criteria
 - The added classrooms as suggested by the capacity conversation have been added around the Maker's Space & Theater to form a complete Learning Community; this includes (3) additional classrooms, flex space and a teacher planning area.
 - Athletics
 - Efficiencies found in building the gymnasium new, rather than renovating the existing 1950s gymnasium
 - Auxiliary gym increased from 5700 SF to 6150 SF and now allows for bleacher seating for 100 during tournament play
 - New layout of athletics support spaces like weight room, aerobics/dance room, etc.
 - Pedestrian plaza now connects gymnasium to Roosevelt TRAC (track and football field) with restrooms and concessions that have both indoor/outdoor access

4) DAG questions and public comment

- Audience members noted the need to listen to community and use professionals with expertise to inform the design of the career related learning spaces in the same manner than spaces like the theater and athletics were developed in conversation with RHS staff
 - CTE groups comprised of RHS teachers and other district CTE professionals will be convening to help develop the spaces through the next phase of design (Design Development)
- An audience member inquired about the square footage of Franklin High School career related learning space.
 - Lorne indicated he didn't have those numbers.
- An audience member asked if there is currently any CTE certified staff members at RHS.
 - Charlene responded there is currently not.
- A few audience members brought up concern about separation of Maker's Lab and STEM Lab.
 - This decision was made through discussions with the community, as well as coordination and input with RHS staff and administration as far as how these spaces would be used for teaching and learning at Roosevelt. Many strong opinions from both sides but a decision needed to be made to advance the project. It was noted that the separate spaces distribute the project based learning opportunities around the school to better connect with classroom programs.
- Audience members asked if the design of spaces were set.

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- Lorne explained that we are currently at the end of the Schematic Design phase, and there is still Design Development and Construction Documents phases to go. Design Development is the phase where the boxes are fleshed out with equipment and fixtures; typical for the process and industry. Still flexibility to add/removed doors and move around small spaces (closets, support rooms) as needed.
 - He further explained that the majority of the design of the space will take place in the Design Development phase but that its general location is set at this point.
- A member of the audience inquired if anyone was familiar with the International Technology and Engineering Educators Association.
 - One audience member said yes. It is one of several educational related professional associations, particularly for technology education.
- A DAG member inquired on why the culinary program was not integrated into the design and whether this had to do with smoke/fire suppression.
 - Michelle noted that culinary program did not advance in the design process due a lack of popularity and community support in comparison to the STEM lab, the Maker's Shop, and the Writing/Small Business and Social Justice center. It would have required special equipment such as industrial cooking hoods and equipment that would have come at a cost, but this would have been comparable to furnishing the lab and shop.
- A DAG member commented on the need for a larger community voice, and felt that there wasn't enough involvement from the community CTE advocates present.
 - Charlene described her experience with the design process that had taken place. She said the many conversations and voices that have been present, and that while the current design may not make everyone happy, it reflects the necessary compromise and decision making it took to appeal to as many interests as possible and be a school that can support Roosevelt's curriculum. She noted that even RHS admin and staff have had to compromise.
 - Charlene also noted that significant history exists that have made many in the community distrustful of both the school district and Roosevelt High School, but that the two spaces under conversation (the Maker's Shop and STEM Lab) will not resolve that history.
 - Michelle described how the design process has responded to the community advocates present. The Maker's shop would not exist, the STEM lab and Maker's Shop would not have expanded, significant community programming had been incorporated into the plan. Choosing the CTE programs had to be done in concert with the community and with RHS staff because RHS teachers are the ones that will be teaching in the space. She expressed that she felt the design did reflect the community voices, but it has required compromise. She also noted that CTE groups are being convened to further define these spaces. The design process has not been at the stage for those conversations yet.
- An audience member expressed that she did not feel that the design reflected best practices in education and that best practice would have the Maker's Space and STEM lab together to better support STEM curriculum. She said that some equipment may need to be replicated in both spaces and that this was not efficient.
 - Sarah noted that separating the space allowed the Maker's Space to maintain a connection the visual arts and that, as designed, reminded her of her own architecture education and the shop space that supported her college program. Locating the STEM lab near the science classrooms allowed for two different types of labs, one "messy" and one clean—more similar to something that would be familiar to an Intel engineer.
 - Michelle said that it may be necessary to replicate some equipment such as a laser cutter in both spaces, but that these small inefficiencies would be outweighed by the benefits of each space activating more of the school.
- DAG member commented on the desire to have a 2nd level bridge between the 1921 building wings.
 - Michelle responded that this is still a desired addition to reduce student class transfer time. But we will need to determine if there will be funds available after the cost estimate takes place.
- School Board member inquired about where future expansion could take place.

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- Lorne noted location at North of the Performing Arts addition, at the southeast corner of the site, and west by Auxiliary Gym.
- School board member commented on security concerns regarding low glazing.
 - Lorne noted that glazing should start at 4'-0" above floor level for student safety.
- A community member asked about the location of the wrestling room.
 - Lorne noted that wrestling would need to take place in Aerobic Room or Auxiliary Gym, and there wasn't a wrestling specific space in the program.
- A DAG member asked if there was a Choir Room.
 - Lorne indicated there currently is not one within the program. Choir classes are expected to share space in either the Band Room or the Theater Stage.
- A DAG member inquired about the flexibility of change spaces in the future once design is complete.
 - Michael noted that we use infrastructure planning to locate 5, 10, and 50 year walls so we can have the spaces be flexible and adaptable for future remodels.
- A DAG member asked if there was distributed admin throughout the building.
 - Lorne indicated it had been discussed but as the design has evolved, it has become more centralized.
- An audience member noted the need to review federal teen parenting guidelines.
 - Sarah said that a meeting with the Albina Head Start administrators will be taking place in the coming weeks to review all requirements for the Head Start childcare space.
- A DAG member noted the need for a close relationship of kitchen items, such as a sink and food prep area, and conference rooms.

4) Next Steps: Michelle Platter

Meetings will be held with Teaching and Learning Staff as well as CTE planning groups. A DAG member asked if the contacts they had sent to participate in Community Services conversations had been contacted. Michelle indicated that contact had been made with requests for those individuals to participate in future conversations. The next DAG meeting was planned for May 22, but this is not good for many of the DAG members. A poll will be sent out to confirm a better date. Thursdays are not good meeting days.

The Community Open House has not been scheduled yet, but is planned for early June prior to the School Board Design Presentations.

The schedule for Schematic Design presentation to the Board is June 16 for presentation with June 23 anticipated for approval.

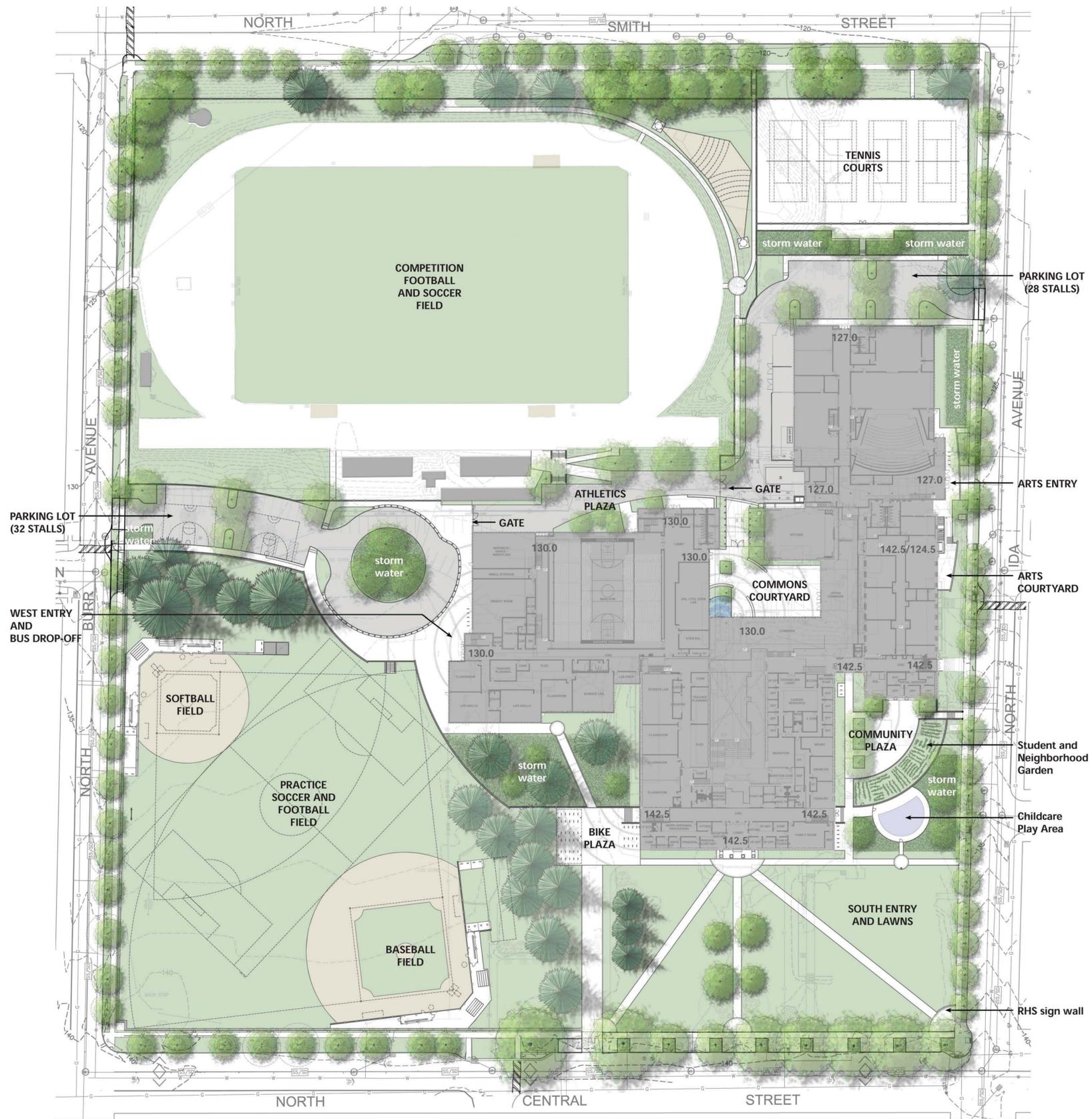
END OF MEETING 05.01.14 MINUTES

Next DAG Meeting: TBD

Attachments: 140501 DAG Presentation

Meeting minutes composed by: Michael Davis, Bassetti Architects

Bassetti Architects believes these meeting minutes accurately convey the discussions and decisions that occurred during the meeting. These minutes will become part of the project record unless comments pertaining to the accuracy of these minutes are received from attendees within 5 calendar days of issuance of minutes.

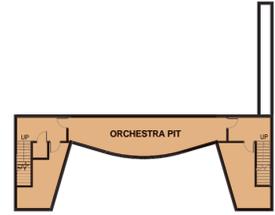
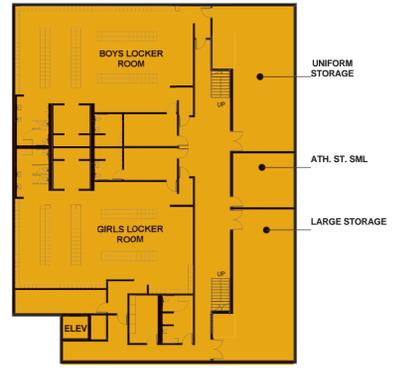
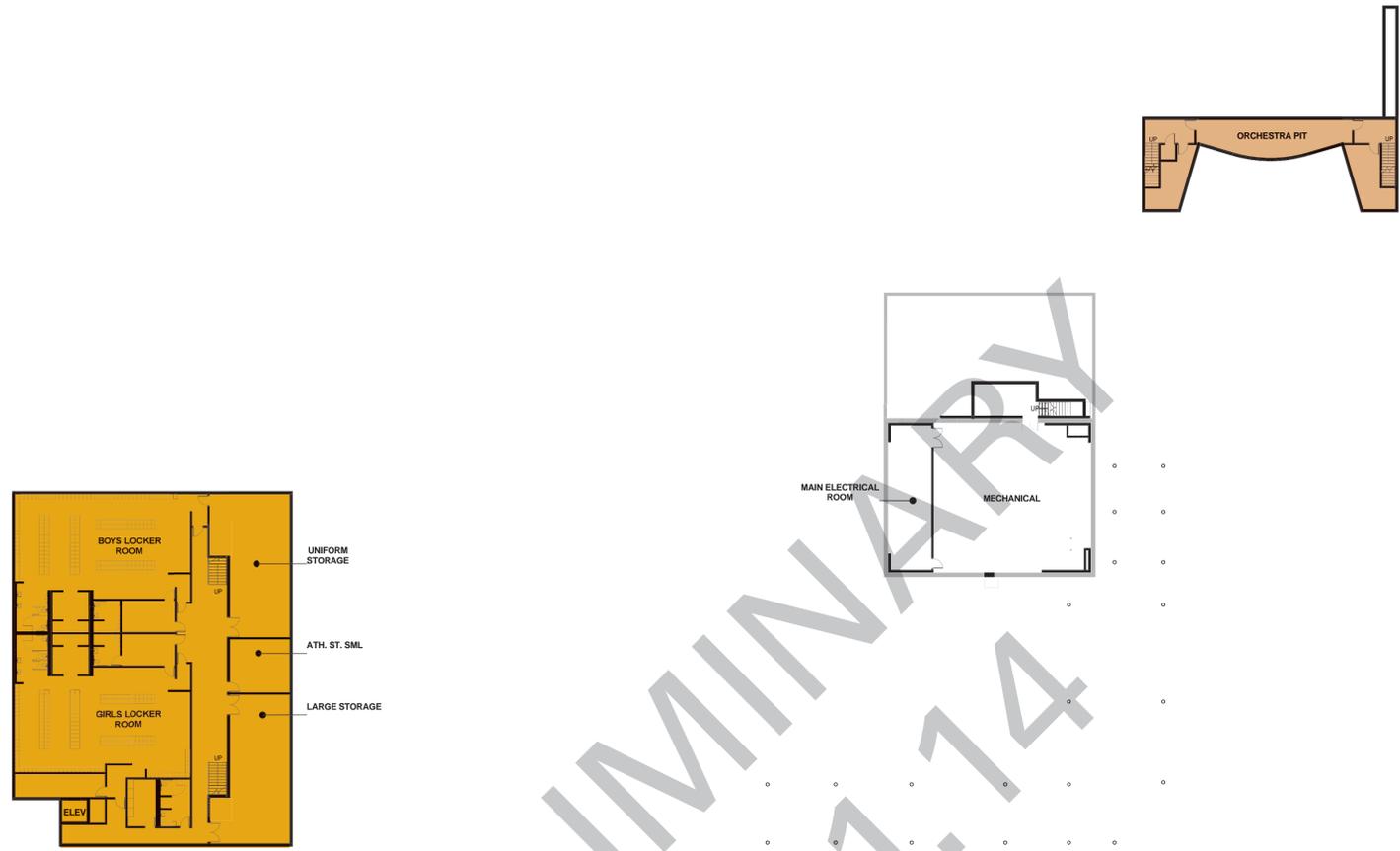


ROOSEVELT HIGH SCHOOL

SITE PLAN

DAG Meeting: May 1, 2014





PRELIMINARY
05.01.14

LEGEND

	LEARNING CLUSTER
	COMMONS
	PE / ATHLETICS
	ENHANCED ELECTIVES / CTE
	THEATER ARTS
	VISUAL ARTS
	WRAP-AROUND SERVICES
	ADMIN / COUNSELING / STUDENT SERVICES
	MEDIA CENTER / LIBRARY

BASEMENT FLOOR PLAN 

ROOSEVELT HIGH SCHOOL

SCHEMATIC BASEMENT FLOOR PLAN (1350/1700)

DAG Meeting: May 1, 2014





- LEGEND**
- LEARNING CLUSTER
 - COMMONS
 - PE / ATHLETICS
 - ENHANCED ELECTIVES / CTE
 - THEATER ARTS
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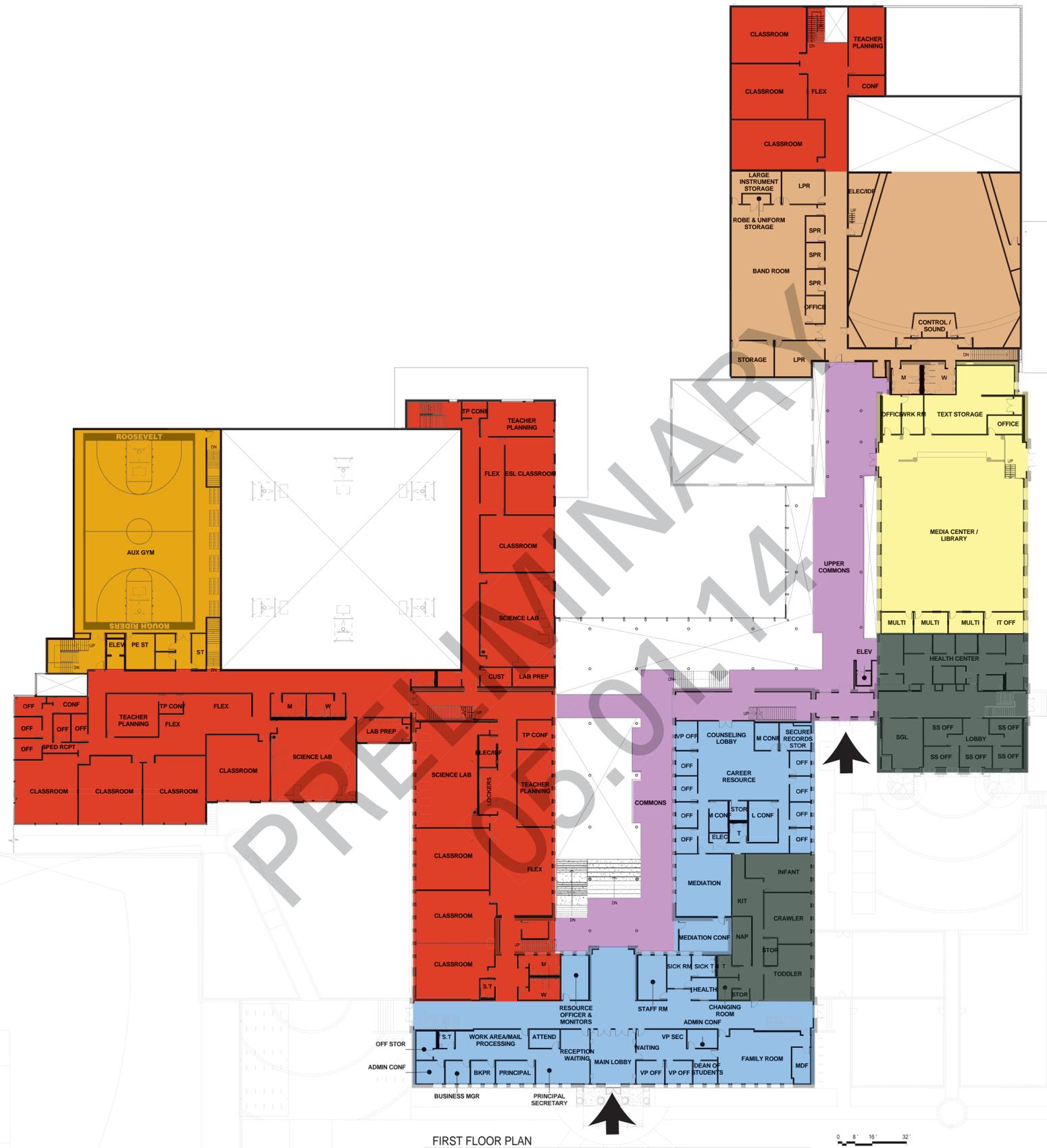
GROUND FLOOR PLAN 0 8' 16' 32'

ROOSEVELT HIGH SCHOOL

SCHEMATIC GROUND FLOOR PLAN (1350/1700)

DAG Meeting: May 1, 2014





- LEGEND**
- LEARNING CLUSTER
 - COMMONS
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FIRST FLOOR PLAN

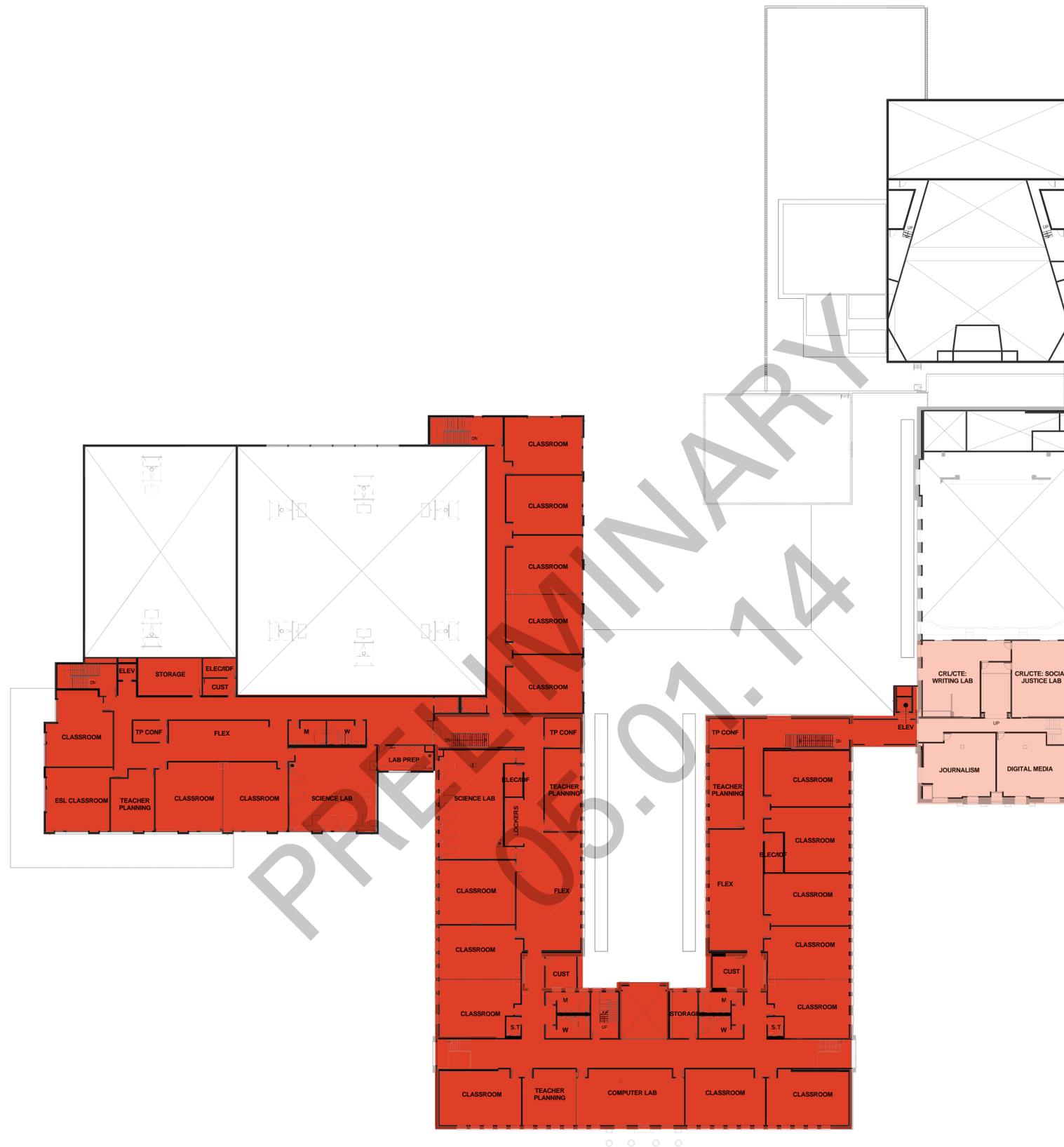
0 8' 16' 32'



ROOSEVELT HIGH SCHOOL

SCHEMATIC FIRST FLOOR PLAN (1350/1700)

DAG Meeting: May 1, 2014



- LEGEND**
- LEARNING CLUSTER
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SECOND FLOOR PLAN 0 8' 16' 32'



ROOSEVELT HIGH SCHOOL

SCHEMATIC SECOND FLOOR PLAN (1350/1700)

DAG Meeting: May 1, 2014



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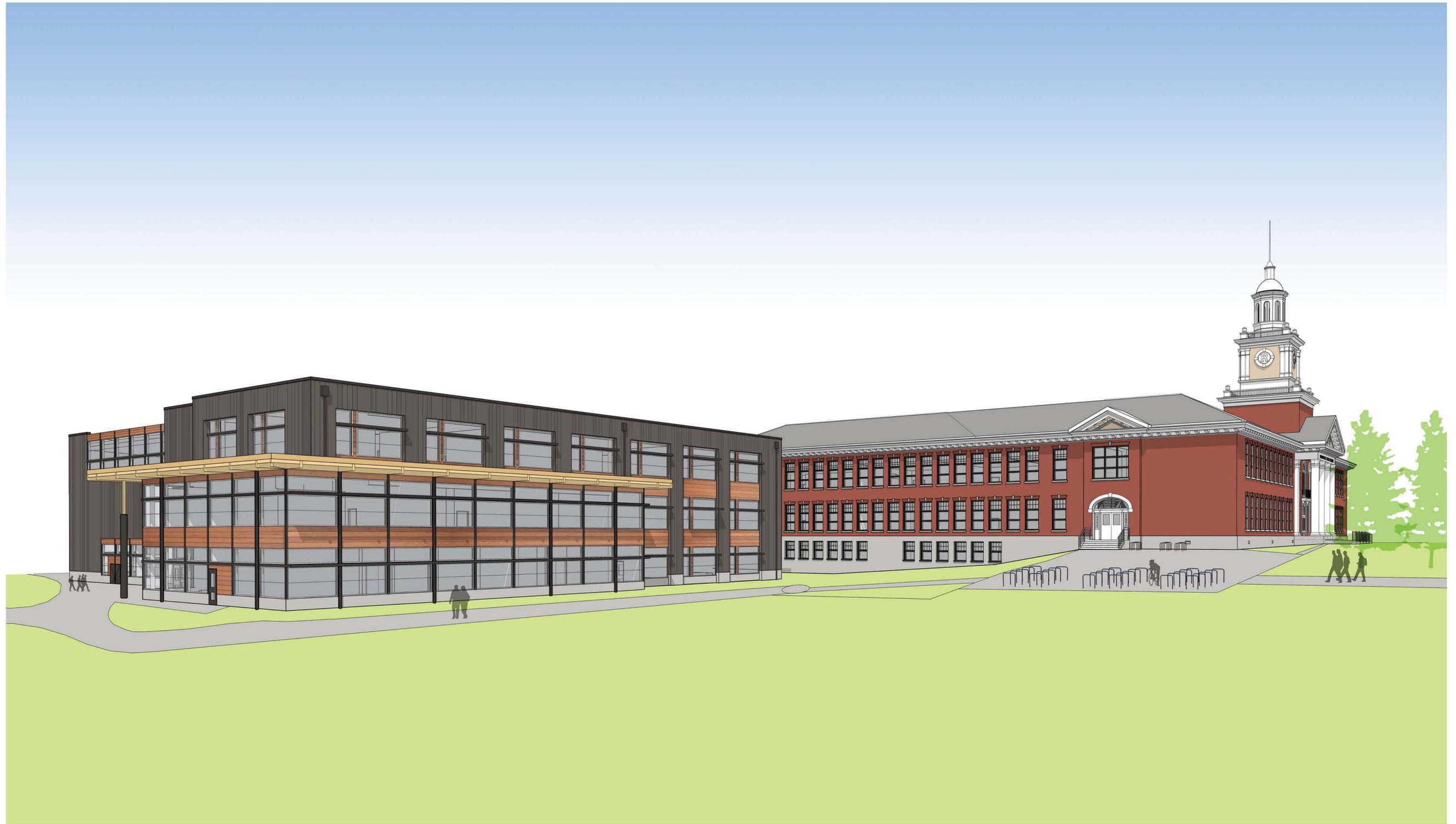
VIEW FROM CENTRAL AND IDA

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VIEW FROM SW

DAG Meeting: May 1, 2014



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ROOSEVELT HIGH SCHOOL

VIEW FROM COURTYARD

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ROOSEVELT HIGH SCHOOL

VIEW FROM IDA

DAG Meeting: May 1, 2014



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