

School Design Team Meeting Minutes

Garfield High School

Meeting No. 10 / November 5, 2003 / 2:30 p.m. / Garfield Library

1. Additions to Minutes from Previous Meeting

None requested.

2. Introductory Comments

Larry Matsuda reminded attendees that a community meeting will be held at Garfield's library on November 13 from 6:30 to 8:00 p.m., with an EIS scoping meeting held afterwards at 8:15 p.m. He encouraged everyone to come at 6:30 p.m.

Q: Where is the paperwork for the environmental review?

A: Don Gillmore noted that it has not been written yet. Data are being gathered by Adolfsen.

Q: Will someone from Parks Department attend the public meeting?

A: If they are available, but not necessary.

Don introduced Larry Samuelson, who will assume duties as project manager from Ralph Rohwer.

3. Review of Square Foot Allocation

Tom Bates explained the need to examine programmed areas for relevancy and square footage in order to reduce overall building area and, hence, the total cost. He introduced Sue Robertson, interiors planning consultant, who will lead the exercise on area reduction.

Sue confirmed that the programmed student capacity was 1,600 students. Susan Dersé indicated that actual capacity was now 1,673 students. Sue explained that actual capacity was about 80% to 90% of maximum building capacity.

A definition of the teaching station was given as places where instruction is performed, excluding resource rooms.

Sue wrote down a table in front of the audience, which showed planned classrooms per period compared to current capacities as follows:

	Students per Period	
	Current	Planned
General Purpose (Math, Language, Arts, History)	672-740	744
Individual Education	75-54	100
Science	231-279	232
World Language	63-127	163
Visual & Performing Arts	54-127	169
Tech	74-123	170
PE/Health	85-116	144

Sue pointed out the need to evaluate the number of teaching stations. She indicated that the total was based upon six periods for everybody. She commented that there may not be enough expertise present to decide who gets smaller classrooms.

Q: Is it possible to group Individual Education and World Language with General Purpose and then divide it up later?

A: Tom indicated that it might be possible, but the load is less than typical for General Purpose classes and the organization plan shows these spaces broken out separately. Sue said it could be done if the spaces are generic.

Q: Might Performing Arts be pitted against Visual Arts for space allocation?

A: Sue suggested that instead of thinking about competing for resources, consider the complete program and how to work together.

Sue pointed out that there were too many total teaching stations and the exercise was to determine which classrooms can be eliminated or reduced in size. Attendees broke up into small departmental groups to try to reduce the square footage. She indicated that, at the next meeting, they will perform a similar exercise in heterogeneous groups across departments. An example of space sharing would be the way West Seattle High School used Woodshop downtime for set production with Drama. She noted a need to justify use of spaces by sharing and maximizing resources, and that there cannot be single-use spaces that are not scheduled for full-time use.

Q: Clarify teaching station?

A: Sue answered that a teaching station had instruction scheduled during an entire day. Seminars and resource spaces are not teaching stations.

Q: Can we add up support spaces and reduce those areas if teachers each have a classroom?

Q: Is it necessary to know the grade requirements in order to understand class count?

A: Sue said that this information is available and can be shared.

Q: Will teachers have to move around or will they have their own classroom?

A: Don pointed out that shared spaces with separate offices will produce greater efficiency. Tom said that, at this point, it should be assumed that every teacher has a room. It would be the job of this group to decide a utilization factor.

A concern was expressed for the problems resulting from sharing, which includes storage and cabinets for resources. Storage can reduce classroom sizes. It is inconvenient for teachers to have to carry around materials when floating among spaces. If teachers don't have their own classrooms, then there should be better utilization of office spaces. Teachers should only have to float between a maximum of two classrooms. Offices will reduce classroom areas. Don indicated that each office would be about 8' x 8' in a common space. Tom said that these offices were included in the original plan.

Q: Would there be partitions in teachers' offices?

A: Don stated that it would be up to SDT participants.

Susan gave advantages of having separate offices in a shared space with conference areas, especially if near classrooms. A preference for 90% space utilization efficiency was indicated.

Tom broke the attendees up into the following five groups:

1. Academic
2. Visual and Performing Arts
3. Career & Technical Programs
4. PE/Athletics
5. Administration
 - a. Student Services
 - b. Commons
 - c. Library

The charge to each group was to reduce their respective areas as detailed on the area work sheet by 10%.

A review of the results of each group's efforts was presented to the total group, with area reductions as follows:

Administration Department

<u>Counseling/Student Services</u>	<u>Reduction Amount (in Sq. Ft.)</u>
Waiting room	20
Reception	20
Psychologist	140
Traveling offices	160
Conference room	40
Career center	100
Internal circulation	74
<u>Administration Center</u>	
Attendance office	20
Keep larger conf. rm.	
Eliminate smaller conf. rm.	
<u>Commons</u>	
Vending machine alcove	200
Health clinic	40
Central staff support (Lounge seating for 50)	800
Reduce reception	
Two smaller restrooms	
Space for nurse - slightly bigger	

Q: Will there be provision for stove, sink, refrigerator for staff?

A: Don indicated that normally space is provided for appliances.

Susan indicated that Staff Lounge and Staff Work Room would be larger than current facilities and large enough for prep period meetings.

Q: Will the Staff Lounge be similar to the one at Kent Lake HS?

A: Yes.

Q: Will there be restrooms in the admin space?

A: Yes.

Performance/Visual Arts

Performance & Visual Arts	<u>Reduction Amount (in Sq. Ft.)</u>
Eliminate orchestra pit	640
Remove woodworking Room	
Material storage	20
Piano & keyboard	220
School instrument & orchestra storage	80
Choir robe storage	160

Susan suggested that it would be more efficient to have one large space rather than three smaller spaces for storage areas.

Career and Tech Ed

Input provided by the small group:

Some existing spaces not shown on table.

Existing Auto Lab is off-site.

Commercial Food Lab not shown due to fire code problem because of inadequate ventilation.

Having larger space with flexibility is more cost effective.

Combine EMT and Computer Repair in one space.

PE/Athletics	<u>Reduction Amount (in Sq. Ft.)</u>
Wrestling and storage	400
Eliminate aux. gym	8,740
Add area to gym like Jackson HS	4,140
Net reduction	5,000

Library

Need to keep same gross area at 5,223 sf.

Need to have a breakdown of spaces within gross Library area.

General Classrooms

Utilization factor of 83%.

Each class is five periods with teacher prep in class.

Sharing issue has not been settled.

Shared conference and resource rooms.

Sue indicated the need for variety of size of spaces and infrastructure.

Science wants to add additional class.

Q: Can the two turntables be incorporated into teaching station?

Comment: Concern was expressed that Garfield not wind up like South Shore HS with its open concept.

Don explained the importance of the ed spec is establishing the basis for design and use of the school facilities for current and future users.

Sue reassured participants not to be discouraged because they did not finish since they will be continuing this process in the next meeting with heterogeneous groups.

Q: Has provision been made for increases in cost as we proceed through design and construction?

A: Don explained that escalations have been built into budget numbers.

4. Community Meeting

Invited community members to the November 13 community meeting from 6:30-8:00 p.m.

5. Adjournment

The meeting adjourned at approximately 5:00 p.m.

6. Next Meeting

The next meeting will be held on Thursday, November 20, from 2:30 to 5:00 p.m. at Garfield High School.

The preceding Minutes are the Construction Manager's interpretation of the items discussed and decisions reached at the above referenced meeting. Any persons desiring to add to or otherwise change the Minutes are asked to put their comments in writing to the Construction Manager not later than November 25, 2003; otherwise the Minutes will stand as written.

The preceding Minutes were prepared by Larry Samuelson, Project Manager.