

School Design Team Meeting Minutes

Garfield High School

Meeting No. 8 / October 9, 2003 / 2:30 p.m. / Garfield Library

1. Additions to Minutes from Previous Meeting

None requested.

2. Introductory Comments

Larry Matsuda provided review of the agenda for today's meeting.

3. Community Input Meeting

Don Gillmore noted a previous request for a community meeting to allow the School Design Team to present the project discussions to date for community information. Don reiterated the need for the SDT to provide the presentation to the community.

4. Schedule Review

Ralph Rohwer provided a handout of the overall project schedule and made reference to available copies of the permit schedule for attendees' review as desired.

5. Setting Community Meeting Date

Attendees concurred with a November 5th community date after the SDT meeting (note: the community meeting date has been changed to November 13 at 6:30 p.m. in the Garfield library). People who can attend include Bonnie Hungate-Hawk, Ross Hungate-Hawk, Roxanne Trees, Susan Brierley, Mark Guy, Lou Ernst, Joanna Cullen, Yvonne Dowell, and Robert Stephens.

6. Review of Last SDT Meeting

Larry Matsuda noted that the group toured the building at the last meeting. He requested impressions or comments from the committee based on their observations from the tour.

The following is a summary of comments made:

- Appalled at the gym condition serving so many students.
- Poor facilities for school store and professional programs.
- Small classes, understand the square footage needs better.
- Amazed at space currently for computers, drafting, and engineering technology space.
- Did not see the family consumer science areas; however, know that they are totally inadequate spaces.
- Strive to have space that is not predictable by racial use.
- Lots of little spaces that didn't previously know about such as area in the boiler room.
- Lots of potentially large spaces on the second floor and above at roof levels.

Larry noted that today's agenda is to look at the spaces and the architect's square footage allocation (after reviewing the seven themes) and provide feedback to the SDT from last week's tour and input.

7. Review of Program Area Square Footage Proposal

Tom Bates provided a handout, which he noted was a preliminary draft, in order to discuss proposed square footage of spaces. The numbers are based upon comments received in the surveys and review of the building at the last meeting.

Tom also noted that they have looked at the feedback and the master schedule of classes currently in generating this preliminary draft program area handout.

At the next meeting the SDT will look at the accuracy and need to do the hard work to start paring down the total square footage, which is currently (per the last sheet) at 280,000 square feet and more than we can afford. The total square foot without the Teen Life Center should be 240,000 square feet. The existing square footage is approximately 179,000 square feet in the 1923 and 1929 building and the gymnasium is approximately 40,000 square feet, for a total of approximately 220,000 existing square feet.

Learning Community. The existing comparison for general classroom square footage is an average of the different sizes of classrooms with portables being the largest. Typical classroom size in the building without the portables is about 500 square feet. Each learning community has eight general purpose classrooms, two labs, plus an additional two science labs for the academic areas. There are also four seminar/small group rooms and one tech lab. Existing computer lab of 449 square feet is again an average of the spaces.

Q. Is there workroom area in the learning communities?

A. Tom noted that the staff office area has a small workroom provided with the offices.

Comment: Copy machine causes a lot of noise, may want to separate the work room area from the staff offices.

Comment: There is a copy center at the student store.

Tom also noted that they have allocated a large copy area in the administration area.

Comment: Also need to consider small copying demand versus large copying demands at the work areas adjacent to the teacher office areas.

Q. Does this plan allow for teachers to have their own classrooms, or does this require teachers to move?

A. General discussion followed, and Tom noted that it does not need to be decided today but that a 1,600-student capacity would have enough teaching stations for every teacher so as not to have to go to an office during their planning time.

Q. What is the efficiency in that model?

A. Tom noted approximately 80% and actually less if including all the stations that are used for instruction; however, that is not practical, such as the gym being considered as two teaching areas.

Tom clarified that their analysis was based on 25 students per classroom, but could be evaluated at a higher student count per class. The evaluation will need to look at square footage and number of classes.

Bilingual Classrooms. Bilingual classrooms are the general classroom size currently figuring five world language classrooms. Master schedule showed six.

Comment: A number of classes were cut this year due to funding, and the master schedule may not reflect actual demand. Therefore, use caution in building the school model off of the master schedule.

Regarding the 1,600 student capacity issue, Tom noted that the model and capacity for 240,000 square feet is 1,600 students. There is flexibility as you increase from 25 students per classroom, then you add population to the building. To gain efficiency, the number of teaching stations can be recalculated.

Q. If you give up teaching office space, this would provide more space in the learning communities.

Comment: Generally, we are not sure of the future enrollment projections but it seems to always be increasing so therefore we want to be wise with planning.

Comment: Currently, there are seven-and-a-half world language teachers; recently added one additional staff person for all periods.

Q. Do we need to discuss allocation of spaces in music that we currently don't have, such as band, uniform storage, and keyboard space?

A. SDT member noted that the SDT needed to be looking forward and planning for the future. It is desired to have a piano lab in the future.

Comment: Final schematic design square footage allocation will be a horse trading exercise with details to follow. Tom noted that at the next meeting they will start tackling the actual square footage needed for the school.

Auditorium. Tom noted that they had added square footage based on the needs expressed by the SDT and staff.

Arts. Three teaching stations for visual arts.

Music. Three teaching stations.

Q. Loft height of the existing auditorium.

A. Tom noted that it was less than a $\frac{3}{4}$ height fly loft, and that they are planning for $\frac{3}{4}$ height in the new building.

Q. Is auditorium going to be in the addition?

A. Tom noted that if the turntables were still desirable, that it would have to be in the addition. Also, from the organizational diagram provided by the SDT, it would require it to be in the addition.

Q. What do the five and one mean next to the darkroom numbers?

A. Tom noted that there are presently five darkroom spaces. BLRB would be proposing one larger darkroom in the new building.

Q. Can the full school population be seated in the auditorium for an assembly?

A. Tom noted that that would not be possible.

Q. Is a 600-student auditorium planned?

A. Tom noted that is the approximate size, which is normal for a high school.

Q. Has class space been provided for costume work and backdrop for construction?

A. Tom noted that there is a shop of about 1,000 square feet provided.

Q. Is there space for the theater teacher to have instructional space for lecture?

A. Tom noted that the turntable would provide needed space for the theater teacher.

Q. In the music area, the band has more than 75 students; it should be planned to have more than 75 students in future planning.

Comment: Don noted that music input will be provided by the music staff. Tom added that the SDT will need to define the number of students participating in the band to size the band room. Tom also added that they need input at the next meeting on the size for the choir.

Comment: Orchestra currently shares with band room now. Tom requested further information on the orchestra program.

Comment: Suggest putting the choir in the keyboard lab and allow orchestra and band to share a room.

Q. Existing square footage for the band room has shrunk slightly.

A. Tom noted that the existing band room included space for practice rooms, which has been shown as a separate square footage requirement in the new building.

Q. A small stage is needed for instruction; if working on a large stage, it becomes too big for instructional time.

A. Tom suggested that the turntable space, which will seat up to 150, could be used for that instructional space.

Comment: Suggest putting up at least half the school in the auditorium, which would make seating size of 800.

Tom reiterated that the program areas worksheet was just a draft and not a hard and fast allocation.

Q. Is there one book storage room versus book storage spread out through the building?

A. Tom noted that he has allowed for book storage in each learning community. This is something that the SDT needs to provide additional input on.

Career and Technical Programs

Family Consumer Sciences comment: Career/Tech Ed Team provided a template to Ron Tjerandsen to see what square footage needs would be.

Tom noted that they will look at this in two weeks.

Tom noted that he does not suggest looking at cutting space in order to get back into the budgeted square footage, but instead to think in terms of multi-use space as opposed to singular purpose space.

Tom added that, based on standards for these spaces and safety needs, they have tried to allocate square footage to each room per standards.

Tom noted that the program should drive the space and in the program provided to Ron there are four teaching stations requested, but looking at the master schedule there are only two noted.

Comment: Photography and outdoor programs are considered part of the VocTech program. Storage will be needed for same.

Business and Tech. Tom noted the square footage included the auto shop to be relocated back on site and the EMT space reduced.

Comment: The EMT operates as two teaching stations, with guest teachers helping the instructor. Tom noted that he has included more teaching stations in the breakdown than the school currently has.

Q. Does computer repair area need to be increased in square footage as shown on spreadsheet?

A. Tom noted that the overflow is into the courtyard now and will need a room of this size in order to accommodate the amount of repair that this class goes through.

Physical Education Space. Tom noted there are three full-size basketball courts side by side; they are high-school regulation size and do not have the longer court.

Q. Are these full-size courts with the 2,000 seating capability over the two side courts?

A. Tom noted that was correct.

Comment: If there are 1,600 students plus parents and friends, that does not appear to be big enough for seating.

Tom noted the current seating at Garfield is approximately 1,300 to 1,500 bleachers as he understands it from the athletic director.

Q. What is standard for high schools?

A. Tom noted that usually the number of seats is based on the student body. A seating capacity of 2,000 is toward the high end for high schools. Student body size usually accommodates athletic events in the gym.

Comment: There are two high schools here within Garfield. One is the academics and the other is the high-achieving sports high school, with two worlds trying to accommodate in the same space.

Comment: Want the longer courts for other gym usages.

Tom requested feedback on the number of seats needed for the gymnasium.

Tom requested assistance from the athletic director for information on the capacity needs of each locker room.

Comment: Desire to have individual team rooms independent of the regular locker rooms for meetings and storage. Tom noted they would have separate storage rooms per team, and there are three classes provided within the PE general space areas.

Library. Tom noted there is square footage to provide space for three classes simultaneously seated in the library.

Q. Is the library space landmarked?

A. Tom noted that the current one is not; however, the original one on the north end of the building is.

Q. Is there another space as large as the library for holding meetings?

A. Tom answered they could reallocate space based on how the space is desired to be cut up.

Commons. Tom noted the Commons area square footage area has been determined for this exercise based on half of the student body eating lunch at a time. Tom requested the SDT to think about how big the space should be.

Comment: The ASB space should be large enough to be the same as a standard class size.

Tom noted that it currently is shown as large as the present ASB room but could be increased to 900 square feet, which is the standard generic classroom size.

Food Services. Food Services has been proposed to be larger in order to accommodate to serving areas that the current school does not have.

It is tied to the number of people trying to feed per lunch and is adjacent to the eating area.

The kitchen is not a full production kitchen as there is now a new central kitchen.

High-school standards for kitchen needs to be forwarded to the architect.

Central Staff Support. Tom noted a central staff eating and lounge area is provided as well as a central copy and supply room.

Admin Area. It was requested for the principal to go through the space. Tom to contact her to get comments regarding space allocation in the administration area.

Comment: Make sure there is square footage provided for the entry/reception desk.

Teen Health Center.

Q. Is this part of this building?

A. Separate clinic and teen center.

Comment: Two separate funding sources.

Comment: Need coordination between the spaces.

Comment: Parks agreement says share facilities. Conversation to take place with Parks to discuss the issue.

Q. Parking count?

A. Just the building square footage is provided in the spreadsheets.

Comment: May want to do underground parking, which affects the building design.

Tom noted that they haven't gotten to the site yet.

Q. Lockers in hall alcove?

A. Tom noted this has not been determined yet.

Q. Having lockers in the hall?

A. Tom noted he did not know.

8. Revisit of the Community Meeting

Larry – Community Meeting Discussion

Comment: Go with 7:00 p.m. to allow families time for dinner.

Comment: Suggest being on the agenda with Director Mary Bass' monthly meeting, fourth Friday of the month at 6:30 p.m.

Comment: Pick a day/time to get most of community to the meeting.

Comment: Do the SDT part first. October 24th (23rd & Union Casey Foundation Center) in the next Director Bass monthly meeting.

Who can make October 24th? Mark/Lou can't make it. Ben, Lanie, Shellise, Karen and Wayne can make it.

Q. Community publication?

A. Ralph Rohwer to contact District communications.

9. Adjournment

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

10. Next Meeting

The next meeting will be held on Thursday, October 23rd 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 October 23, 2003; otherwise the Minutes will stand as written.

The preceding Minutes were prepared by Ralph Rohwer, Project Manager.