



MEETING MINUTES FOR KICKOFF SESSION W/DESIGN TEAM – A1

Held Wednesday, March 18, 2010
7:00 PM – 9:00 PM
Vashon High School Library



Attendees:

- | | |
|-------------------------|----------------------------|
| Michael Soltman, VISD | Greg Nespor, Community |
| Eric Gill, VISD | Bob Katica, Community |
| Dave Wilke, VISD | Jim Coulson, Community |
| Susan Hanson, VHS | Robb Courtney, Community |
| Susan Bakker, VHS | John(Oz)Osborne, Community |
| Eric Heffelfinger, VHS | Molly Reed, Community |
| Colleen Carlson, VHS | Betty Edwards, Community |
| Elisabeth Jellison, VHS | Anne Atwele, Community |
| Kristine Nelson, VHS | Cynthia Pringle, Community |
| Emily Wiggley, VHS | Brian Carter, INTEGRUS |
| | David Van Galen, INTEGRUS |
| | Jeff Middleton, INTEGRUS |
| | Loretta Sachs, INTEGRUS |

The following is a record of the author’s understanding of comments made and direction given. Written clarifications or corrections should be directed to INTEGRUS Architecture within seven days of the date of publication of this memo.

I. INTRODUCTIONS

- A. Introductions were made by the Vashon High School Design review Committee, including members from:
- School/District Administration
 - School & Extended Community Members
 - Vashon High School Staff & Students
 - Architectural Design Team

II. OPENING GROUP EXERCISE: “BLINK”

- A. Based on the book “Blink” by Malcolm Gladwell, a series of school-related images were shown for only a few seconds a piece. Each image was scored as shown as: Really Like, Like, Neutral, Dislike, or Really Dislike. Scores were tallied, and the top and bottom five images were presented at the end of



the meeting. The purpose of this exercise was to reveal common likes and dislikes amongst the Committee, which will help give insight to the Educational Specifications process. The bottom five images were all photos of the existing school. The top five images included these three below:



II. REVIEW PROJECT SCHEDULE

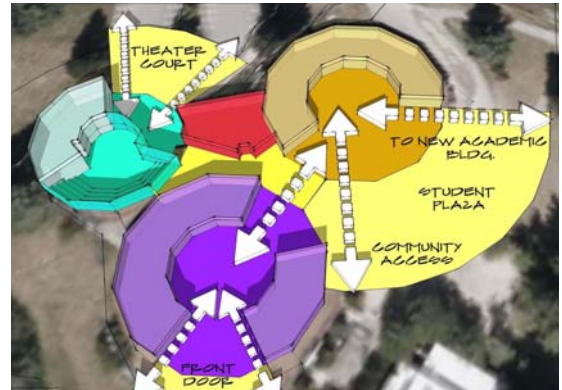
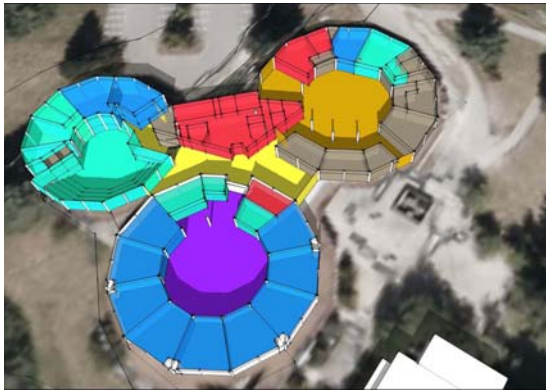
- B. Before reviewing the project schedule, expectations for the Committee were discussed. These expectations include:
- Be Here
 - Be Engaged
 - Be Fair
 - Be Ambassadors
- C. Next, the Committee was asked to mark their year of retirement on a calendar that represented the 50 year lifespan of the new and remodeled Vashon High School. The purpose of this exercise was to gain perspective of everyone's involvement in the building planning vs. the entire lifespan of the facility. The results of this exercise revealed:
- No one on the Design Review Committee plans to be retired by the time construction is complete.
 - 88% of the Committee plans to be retired by the time the new building & renovations reach half their lifespan (25 years old)
- D. Finally, a detailed meeting schedule was reviewed, highlighting in particular the eight meeting times for the Design Review Committee. Then, an overview of the design and construction timeline from the VISD Master Plan was given to help explain why the Ed Spec process was occurring now before the bond is passed. Completing the Ed Specs now allows the design & document period to begin immediately after the bond is passed. This time savings results in an estimated \$1.6 million saved by avoiding further escalation costs.

III. REVIEW OF INTEGRUS INTERVIEW PRESENTATION

- A. While going through the selection process, a group of ideas were developed by Integrus, exploring potential spatial opportunities and relationships while honoring the existing VISD Master Plan. It is important to note that none of the ideas explored are considered final solutions for Vashon High School. New design themes will be developed resulting from the Ed Spec process.
- B. Three themes were explored for Building A:

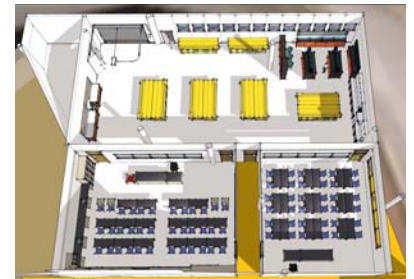
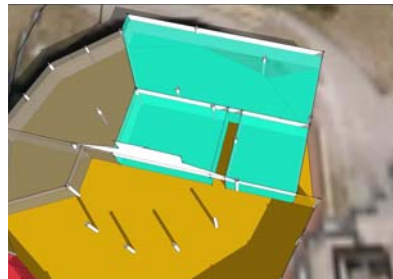
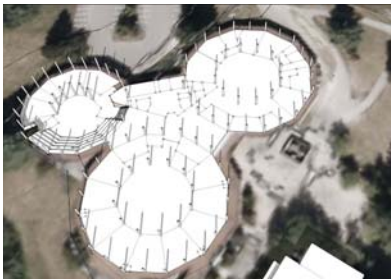


1. Embrace A: Open it up!



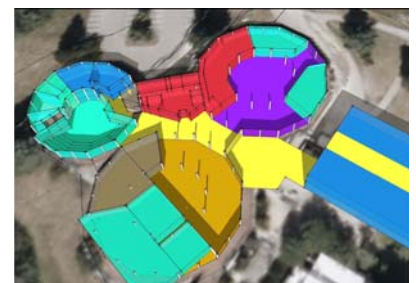
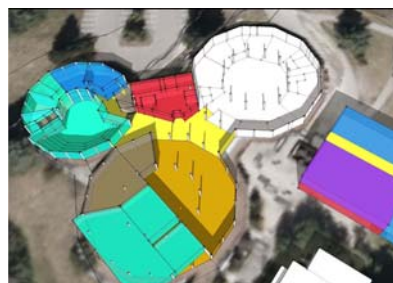
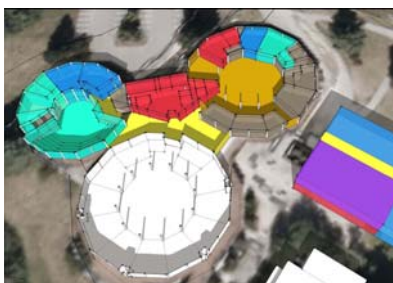
Circular buildings can have an inward focus. This theme explored how an outward focus can be developed by creating a recognizable front door, a student plaza and a theater court.

2. Embrace A: Straighten it up!



The existing building has a “surplus of strength.” Existing columns can likely be removed, straightening up new walls and in essence fitting a square peg in a round hole.

3. Embrace A: No Interruptions



This theme explores phased construction. The new Classroom/Lab Building would be built first and include temporary Library and Admin spaces. Then, the existing Library could be renovated into the new Kitchen and Commons. The existing Commons would be renovated into the new Library and Admin spaces. Finally, the temporary Library and Admin spaces in the new building would be renovated into classrooms.



C. Next, three schemes based on themes were developed for the new Classroom/Lab Building:

1. Linkage



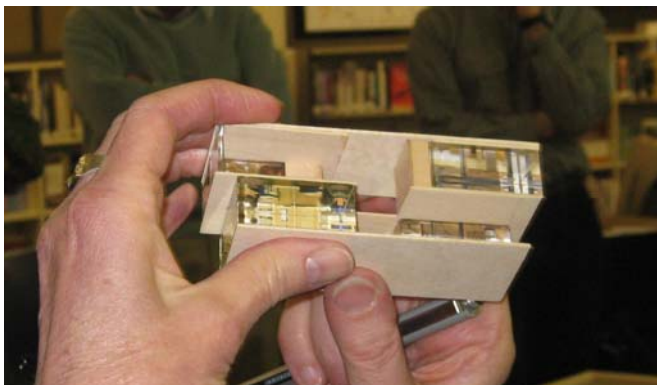
Theme explored how new Classroom/Lab Building could connect Building A with Gymnasium building.

2. Scale



Theme explored how new Classroom/Lab Building could blend with scale of existing buildings by having one-story wings off a two-story core.

3. Variety



Theme explored how new Classroom/Lab Building could create a variety of internal spatial connections within a simple-looking shell.



IV. CLOSING GROUP EXERCISE: “HOPES & FEARS”



- A. The evening concluded with the Committee participating in a “Hopes & Fears” exercise. Five categories were pinned up on the walls, one section for “hopes” and another for “fears.” The Committee was asked to write on post-its their hopes and fears for the new Vashon High School. After, everyone was given three green dots and three red dots to use to “vote” on other people’s hopes and fears. If they agreed, a green dot was added. If they disagreed, a red dot was added. The comments and votes will be documented by Integrus and used at the next Design Review Committee meeting to help the group establish Visions and Goals for the new school.

The five categories included:

- Space Needs
- School Culture
- Changing Trends in Education
- Community Use
- Maintenance

End of Minutes