

# Glenview Elementary

## Notes from Meeting for Immediate Neighbors about the Glenview Plan

Date: September 11, 2014	Time: 7:00pm - 8:30pm
Meeting Purpose	To ensure neighbors have current information about the Glenview Plan and provide a forum for sharing ideas and concerns about the project.
Meeting Objectives	<ul style="list-style-type: none"> <li>✓ To share information about the current status of the project</li> <li>✓ To hear the hopes and concerns of immediate neighbors</li> <li>✓ To establish processes for communications and participation going forward</li> </ul>
In attendance	Jacqueline Minor, General Counsel, OUSD William Newby, Project Manager, OUSD Dara Youngdale, Architect, HKIT Jeff Evans, Architect, HKIT Heather Imboden, Community Engagement Consultant Fifteen immediate and nearby neighbors of the school site, with representation from all four sides of the school site

### Minutes

**Community Forum: Hopes for and Concerns about Project**

The majority of the meeting time was used for airing neighbor hopes for and concerns about the project. One participant summarized many of the hopes beautifully when she said:

*The goal is an improved quality of life for everyone: students, teachers, and neighbors alike.*

More specific hopes included:

- A beautiful and well-designed school that increases property values
- A safe and high-quality learning environment
- Green construction (project is planned to be net zero, meaning it will generate as much power as it uses)
- Adequate mitigation of construction impacts and an on-time construction process
- Pre-assessment of existing conditions of neighboring properties and protection of those properties
- A more inclusive process and the opportunity to influence the design
- Holistic design that takes into account traffic patterns, neighborhood context, and neighbors' privacy and sight lines
- Preservation of the existing building
- A strong design that is not watered down
- Positive consensus, good communications, and accountability

One participant summed up the overarching goal of the project as an improved quality of life for all stakeholders: students, teachers, and neighbors alike.

Concerns fell largely into three categories:

### 1. Construction and mitigation of construction impacts

The majority of neighbor concerns and hopes related to mitigation of construction impacts.

- Noise: Many neighbors (more than half those present) work from home and will have difficulty conducting business during the course of construction. What mitigation can be provided? Temporary sound barrier? Temporary off-site office space?
- Environmental hazards: airborne and hazardous materials. What is the plan to protect neighbors and their property?
- Traffic: how will construction equipment access the school site? From lower playground or along side of building?
- Rodents: How will rats, gophers, and other vermin displaced by demolition be dealt with so they don't invade neighboring yards and homes?
- Property damage to structures and landscaping: Will there be a pre-construction assessment of existing conditions? Want assurances that property, including foundations, mature trees, and established plantings
- Privacy: for many, the fence along the property line (and the vines on it) afford privacy and aesthetic value. How will fence and vine (and privacy) be preserved or replaced with something of equal or better value?
- Drainage: Concern about run-off from site (already a problem for some neighbors). Architects believe this should be improved when new facility is complete as regulations about controlling run-off are now quite strict.
- Construction worker behavior: Want to establish agreements about behavior (particularly work hours, noise, foul language) and have one point of contact for immediate reporting and correction of violations.
- Schedule: Stick to construction schedule and communicate clearly if schedule changes.

Neighbors pointed out that most of these concerns have been aired at previous community meetings. Neighbors were clear that they want assurances from OUSD and contractor that these concerns will be addressed, and that neighbors will have recourse if assurances are not met. Neighbors want to meet directly with the contractor and decision-makers (OUSD staff and school board representative) to have this conversation directly and to memorialize agreements.

#### *Next steps*

- As soon as general contractor is hired, schedule meeting for immediate neighbors with decision-makers present. Anticipated date: mid-October.
- After that meeting, memorialize agreements and establish point of contact for construction problems
- Conduct site survey prior to developing construction drawings.

### 2. Design and effect of design on neighbors and the neighborhood

- Effect of new or taller building on sightlines and sunlight for neighbors.
- Aesthetic fit with neighborhood
- Ensuring continued privacy for neighbors
- Minimizing additional light pollution from new facility
- Minimizing alley ways and forgotten spaces at edge of property that will invite debris
- Protecting neighboring properties from objects thrown from schoolyard or school buildings

#### *Next steps*

- Schedule meeting with architects and nearest neighbors to review plans, concerns, and ideas

in greater detail.

### 3. Communication and participation

- Communication: a need for timely, regular information
- Accountability: a need for direct access to decision-makers, clear assurances from district and recourse when assurances are not met
- Participation: a need for opportunities to share input and express concerns.

#### *Next steps*

- Follow through on meeting commitments and memorialize agreements as detailed above
- Establish an email list and single website to make public meeting announcements and minutes, project details, and project updates.
- Establish a standing neighbor committee, if desired, to ensure regular opportunities to share input, express concerns, and receive updates, in person

### Project Status

Wil Newby, OUSD project manager, shared the project timeline, which showed:

#### **Design**

Schematic design: September – December 2014

Design development: January – May 2015

Construction document development: June – October 2015

#### **Review**

Department of State Architect review: November 2015 – May 2016

#### **Construction**

Move-out: June 2016

Hazmat and removal: July – August 2016

Construction: September 2016 – April 2018

Commissioning/installation of furniture, fixtures, and equipment: May – June 2018

Move-In: July – August 2018

Dara Youngdale, of HKIT architects, reviewed the current status of the project as well as images of the massing of the design. Some of the details shared:

- The design meets state standards for classroom sizes and amenities, which classrooms do not currently.
- The design will provide accessibility in compliance with the ADA.
- The new facility will replace all existing portable classrooms (“relos”) on the campus.
- The program includes classrooms for the same number of students that the school currently holds.
- The program provides dedicated space for special education classrooms.
- The program includes a multipurpose room – that will serve as cafeteria and auditorium for students.
- The school will retain the entry façade and entrance stairways and courtyard of the existing building. The remaining facility will be new construction.
- The design strives to follow the massing of the existing buildings in an effort to minimize long-term impact on neighbors.

The presentation included the current plans for the new building in comparison with the existing school buildings, and massing studies that showed the proposed new building in comparison with the mass of the existing school buildings.

Questions relating to the design included:

Q: Where will storage area, currently on the play-yard, be in the final design?

A: Within the new building, but exactly where is not yet determined.

Q: Will there still be a playground in the front?

A: This is not yet decided.

Q: What happens to the space where the portables (“relos”) were on the yard?

A: This space becomes part of the playground

Q: How wide will the access roadway next to the building (on the Wellington side) be?

A: Exact width will be determined by current codes. It will be wider than the existing access road.

Q: What about drainage?

A: Current regulations about managing water run-off are quite stringent. This will be dealt with in the design process.

**Transcription of notes from white boards**

**Hopes**

- Beautiful, new, fabulous modern facility that will increase property value
- Strong design that is not watered down
- Green construction
- Pre-assessment of adjoining properties to understand and document existing conditions
- Safe school – seismically and structurally
- That there is still time for input and for plans to change
- Good learning environment
- Technology
- Preservation of existing building
- Holistic design that takes into account privacy, traffic patterns, sight lines
- Be kept informed about project, including entry road at base of playground
- Protection of property
- Project stays on schedule during construction
- Good communication and accountability
- Have the project start on time
- Positive consensus
- Preserve property line fence with vines
- Participatory process – that we are able to receive valuable information
- To have an office provided by the District (to escape construction noise)
- That the district will live up to its promises of more input and inclusion (build trust)
- Talk to power brokers – not just talk

**Concerns**

- Construction impacts: traffic, noise, environmental (air quality, dust)
- Mitigation of airborne and hazardous materials, dust
- Noise mitigation – temporary sound barrier
- Rats displaced when building is demolished
- If construction will impact foundations or other parts of neighboring property: what happens if there is damage to my home caused by construction?
- Noise during construction
- Rodents – rats, gophers
- Glenview plan will impact my property (damage to home/property)
- Concern about sight lines, especially from new kindergarten wing
- Current plan creates an alleyway – could become home to debris, not be maintained
- Drainage
- Kids throwing things from top of buildings into neighboring property
- Construction worker behavior, including bad language
- Preserving and protecting neighbors plants and trees
- Concern school access roads
- Protection of large tree on Wellington
- Vines on chainlink fence should be preserved
- Kindergarten wing will be above property height, will block light and sun
- How will mitigation be memorialized? What assurances will district provide? What recourse will neighbors have?
- Noise impact on neighbors who work from home (8 neighbors – half of those in attendance)

And from a direct neighbor, who was unable to attend, via email:

1. Tree: we have a very tall tree in our back yard. What are you planning to do to ensure that no harm is done to the tree during the project? Are you planning to do a pre-construction and post-construction assessment by a qualified expert?
2. Fence: currently there is a chain-link fence which affords us little privacy and is easy to climb over. Can the fence be changed to something that gives us more privacy and security?
3. Please assure us that there will be no damage to our property. We retrofitted our home four years ago at great expense.
4. Please assure us that there will be no construction activity outside of week days during standard business hours.
5. Please give us a contact or contacts who will be immediately available 24 hours, 7 days per week should we have any complaints. In the past we've had a lot of trouble with the school alarm going off at all hours, for hours on end, and there was nobody to contact.
6. We would appreciate it if any new buildings not be taller or closer to our back yard.