



REIMAGINING FRANKLIN HS



COMMUNITY DESIGN WORKSHOP
OCTOBER 26, 2013

AGENDA

PPS INTRODUCTION 9 AM

- WELCOME
- LOGISTICS
- DISTRICT UPDATE
- AGENDA REVIEW

WHAT WE'VE LEARNED 9:15 AM

- PUBLIC PROCESS TO DATE
- DUE DILIGENCE WORK
- REVIEW OF HISTORICALLY & CULTURALLY SIGNIFICANT ELEMENTS
- REVIEW OF SCHEMES DEVELOPED AT 9/21 COMMUNITY DESIGN WORKSHOP
 - COMMON THEMES
 - UNIQUE IDEAS

SUSTAINABILITY REVIEW 9:45 AM

- REVIEW OF SUSTAINABILITY DESIGN WORKSHOP
- SUSTAINABILITY NEXT STEPS

BREAK 10:15 AM

MASTER PLANNING SCHEME REVIEW 10:30 AM

- PRESENTATION OF SCHEMES B, C, D & E
- STATION REVIEW
- REPORT BACK & GROUP DISCUSSION

CONCLUSIONS & NEXT STEPS 11:45 AM

- KEY TAKEAWAYS
- NEXT STEPS



PUBLIC PROCESS TO DATE

June 13, 2013 – Design Advisory Group (DAG) Kick-off

July 25, 2013 – DAG Meeting #2

August 8, 2013 – DAG Meeting #3

August 19, 2013 – DAG Meeting #4

September 11, 2013 – DAG Meeting #5

September 21, 2013 – Community Design Workshop

October 2, 2013 – DAG Meeting #6

October 4, 2013 – Sustainability Design Workshop

October 9, 2013 – Latino Parents Presentation

October 9, 2013 – PTSA Presentation

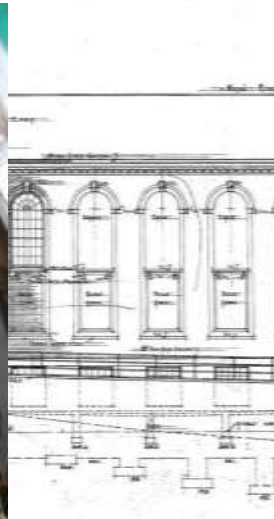


Dull Olson Weekes – IBI Group Architects
Portland Public Schools – Franklin HS Modernization

21st Century Learning in an Historic Building
October 26, 2013



DUE DILIGENCE



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HISTORICALLY & CULTURALLY SIGNIFICANT ELEMENT PRIORITIZATION

Franklin High School

5405 SE Woodward St, Portland OR, 97206

[View Site in Google Maps](#)

Building Periods

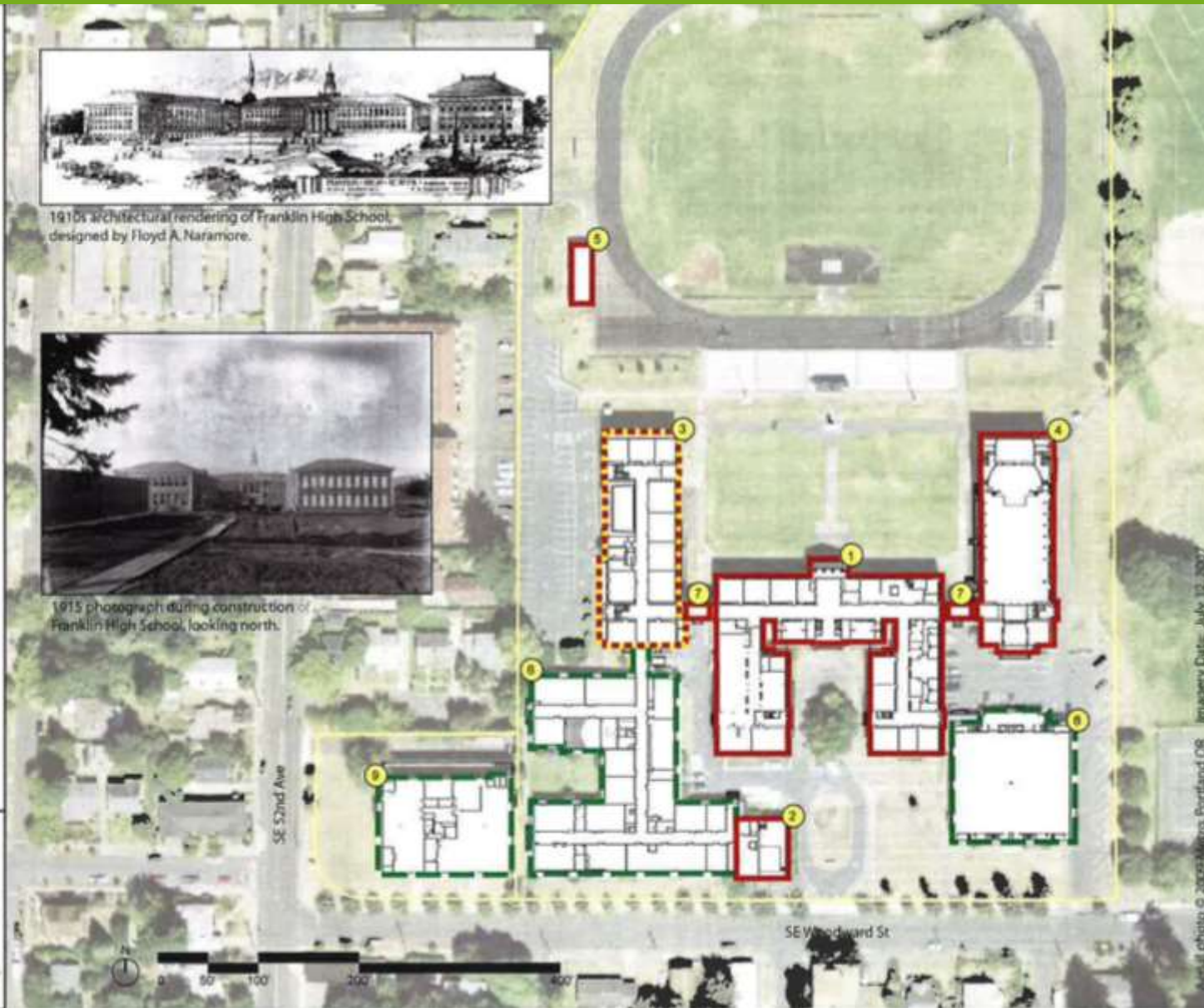
1. Original Building (215A), 1915
2. Boiler Building (215D), 1915
3. Gymnasium Building (215B), 1916 (remodeled to classrooms in 1986)
4. Auditorium Addition (215C), 1924
5. Field House, 1950
6. Classroom Wing (215D), 1950
7. Connecting Addition (215C), 1954
8. Gymnasium (215E), 1954
9. Shop Building (215F), 1970



1910s architectural rendering of Franklin High School, designed by Floyd A. Naramore.



1915 photograph during construction of Franklin High School, looking north.



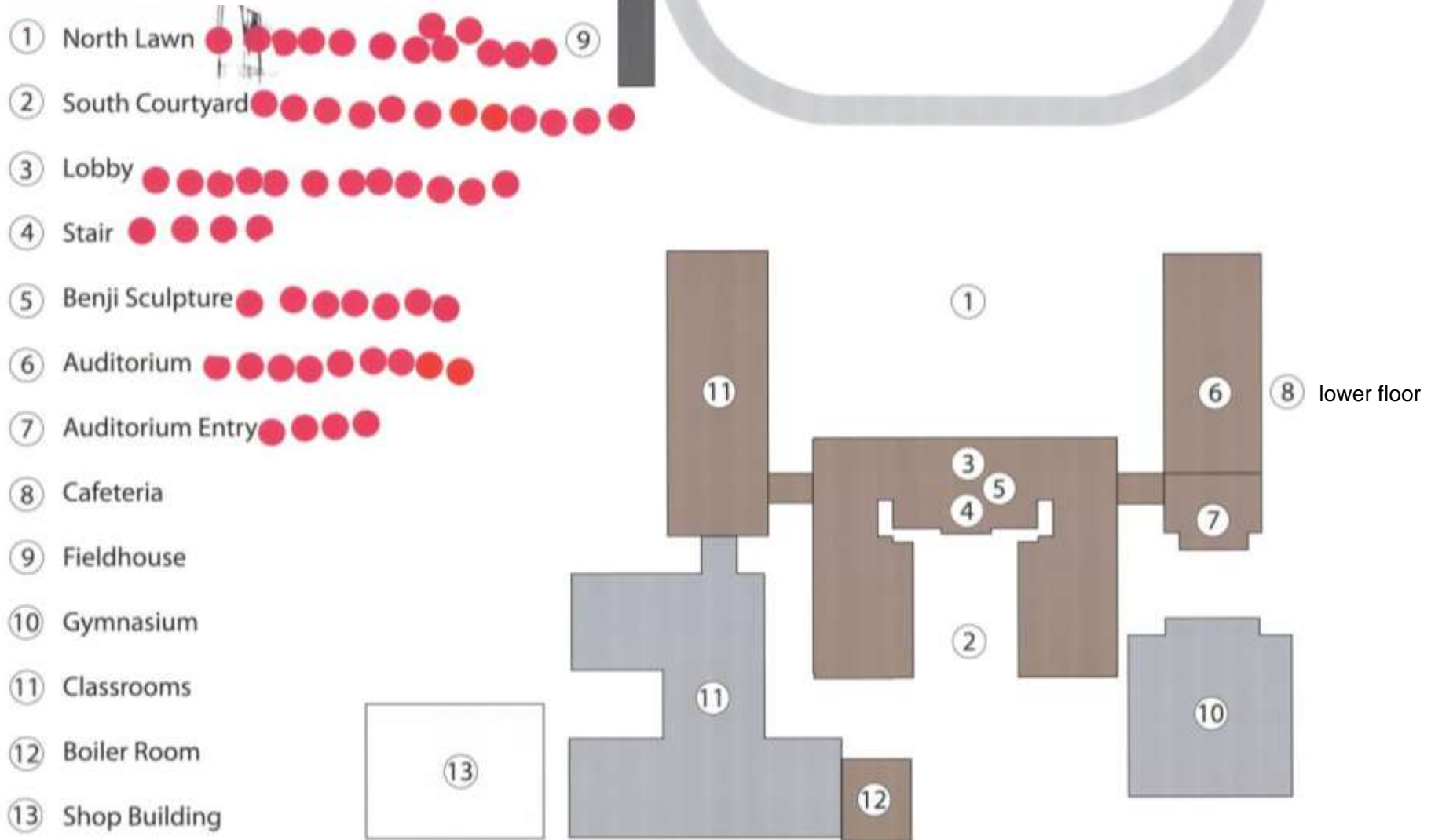
Historical Significance and Building Integrity

- Contributing High Significance
- Contributing Moderate Signif.
- Non-Contributing



Aerial photo © 2009 MapInfo, Portland OR Imagery Date: July 12, 2007

HISTORICALLY & CULTURALLY SIGNIFICANT ELEMENT PRIORITIZATION



HISTORICALLY & CULTURALLY SIGNIFICANT ELEMENT PRIORITIZATION

① North Lawn

② South Courtyard

③ Lobby

④ Stair

⑤ Benji Sculpture

⑥ Auditorium

⑦ Auditorium Entry

⑧ Cafeteria

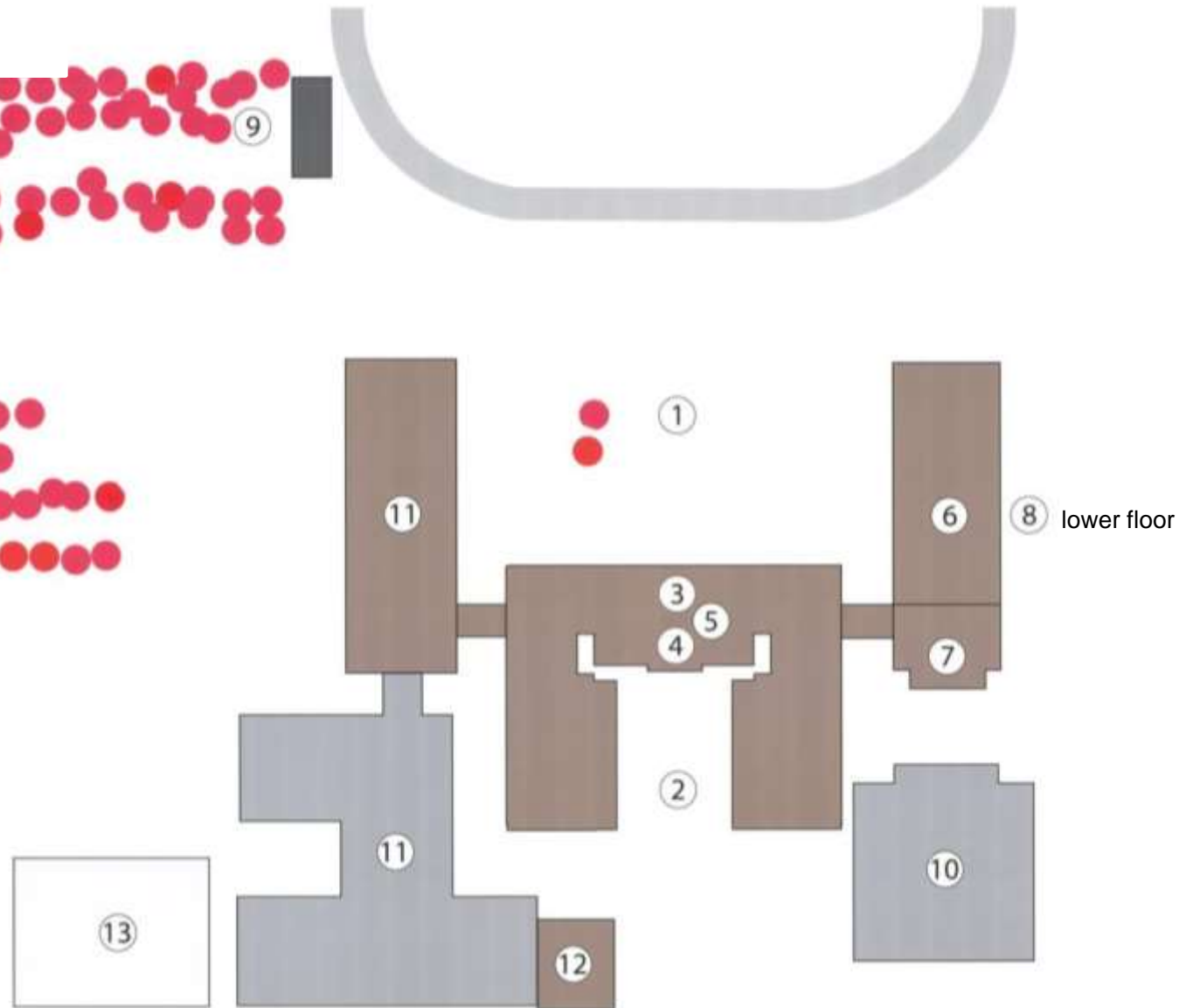
⑨ Fieldhouse

⑩ Gymnasium

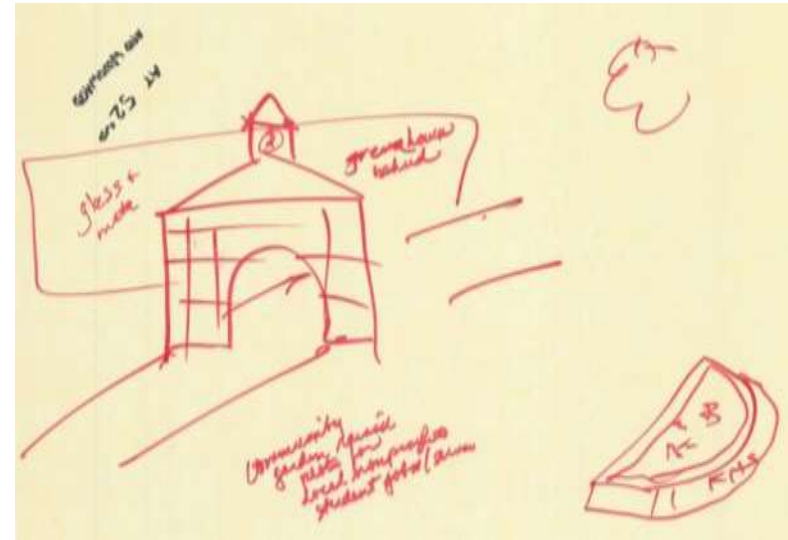
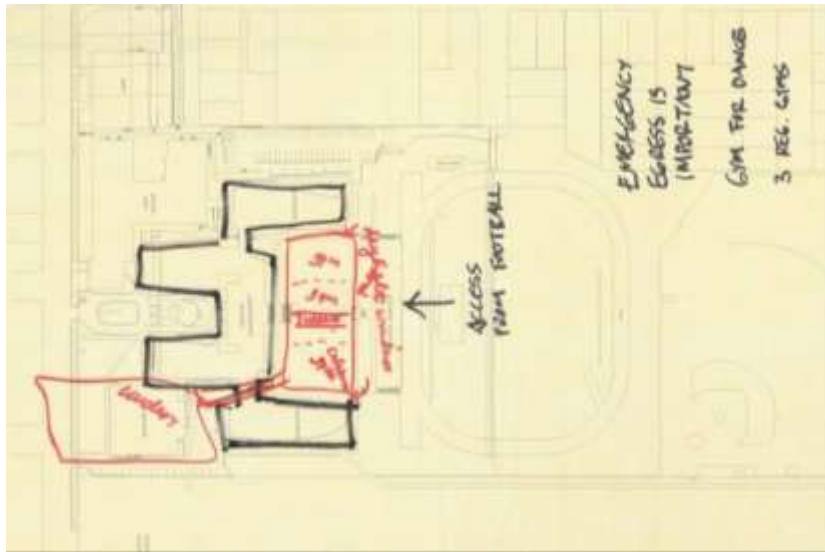
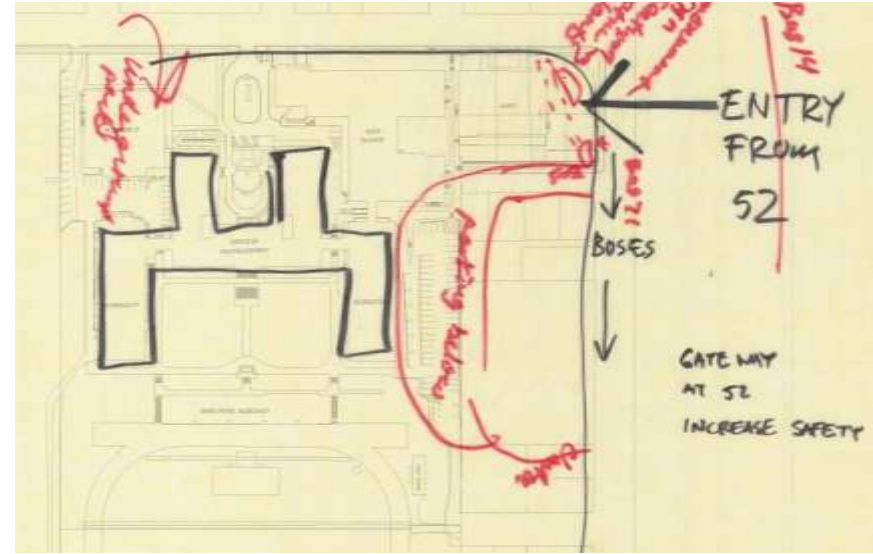
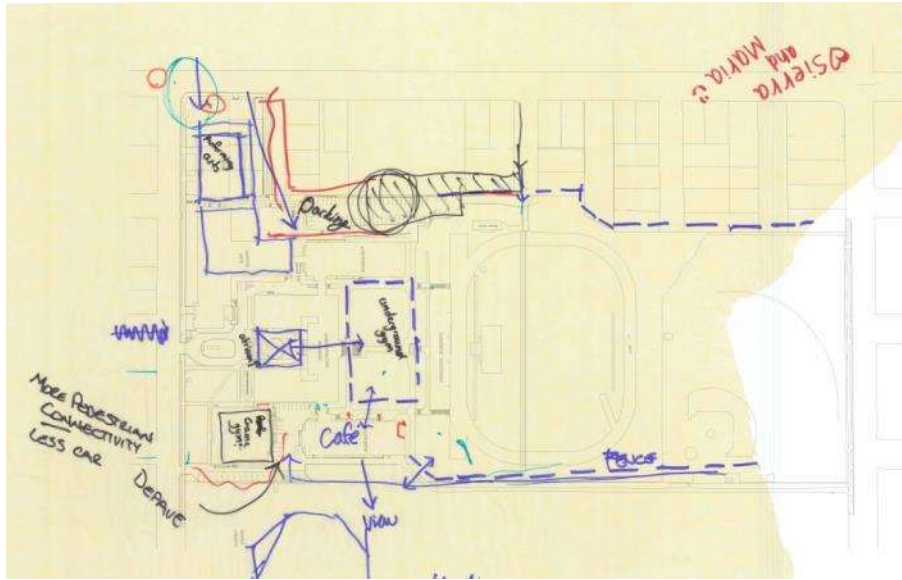
⑪ Classrooms

⑫ Boiler Room

⑬ Shop Building



FRANKLIN HS – DAG DESIGN WORKSHOP



FRANKLIN HS – COMMUNITY DESIGN WORKSHOP

COMMUNITY FEEDBACK

WHAT ARE THE KEY VALUES AND CHARACTERISTICS THAT ARE ESSENTIAL TO EMBED IN THE REIMAGINED FRANKLIN HS?

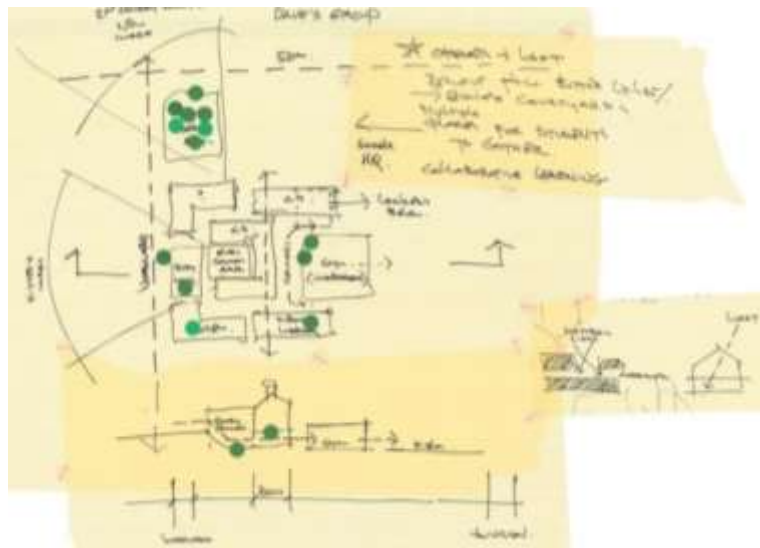
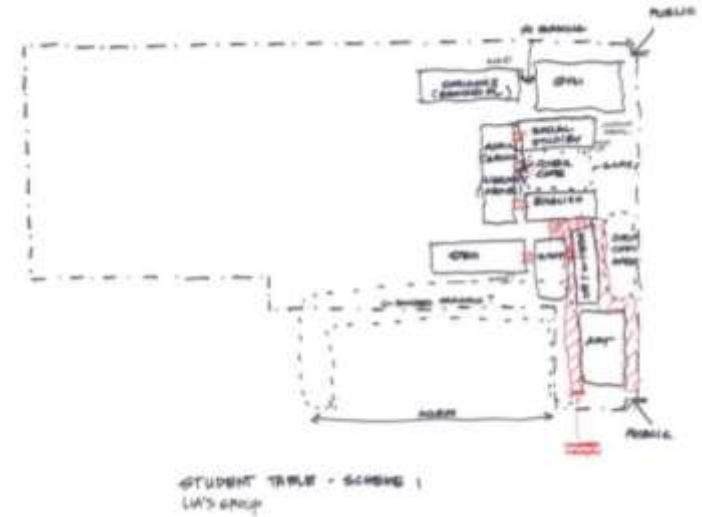
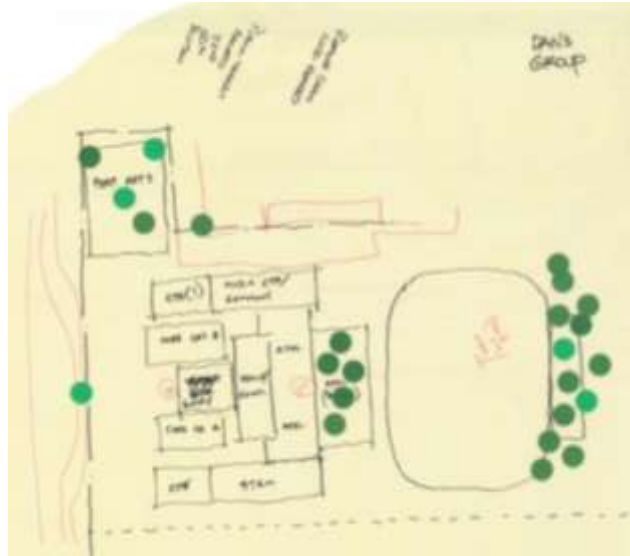
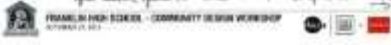
- connection to community
- safe / great access
- energy activating both to location / permeability, etc or an available opportunity

WHAT BUILDING OR SITE ELEMENTS ARE CULTURALLY SIGNIFICANT TO YOU? PLEASE NAME IN ORDER OF MOST SIGNIFICANT TO LEAST SIGNIFICANT

- North Lawn
- South Courtyard
- Lobby
- Star
- Key Sculpture
- Auditorium
- Cafeteria
- Footbridge
- Gymnasium
- Classrooms (1991)
- Ruler Room
- Shop Building
- Other?

FURTHER COMMENTS / IDEAS?

- 1) Add building extension of steel / aluminum
- 2) Trade location of steel to outdoor deck in exchange for study / lounge area with outdoor furniture - that has a great view of the site of the building - not just trees, but a view of the site
- 3) Add 3rd level outdoor walkway for trees of main school site - this would open to the courtyard that is open to the lawn



COMMUNITY FEEDBACK

Key Comments: 10/15/13

WHAT ARE THE KEY VALUES AND CHARACTERISTICS THAT ARE ESSENTIAL TO EMBED IN THE REIMAGINED FRANKLIN HS?

- all elements must have a clear purpose & value to the school
- all new elements must be integrated into the existing building
- all new elements must be designed to be energy efficient
- all new elements must be designed to be sustainable
- all new elements must be designed to be resilient

WHAT BUILDING OR SITE ELEMENTS ARE CULTURALLY SIGNIFICANT TO YOU? PLEASE NAME IN ORDER OF MOST SIGNIFICANT TO LEAST SIGNIFICANT

- North Lawn
- South Courtyard
- Lobby
- Star
- Key Sculpture
- Auditorium
- Cafeteria
- Gymnasium
- Classrooms (1991)
- Ruler Room
- Shop Building
- Other?

FURTHER COMMENTS / IDEAS?

- Add outdoor walkway to connect to lawn
- Add outdoor seating area with outdoor furniture
- Add outdoor lighting to courtyard area
- Add outdoor water features to courtyard area
- Add outdoor fire pit to courtyard area
- Add outdoor grill to courtyard area
- Add outdoor storage to courtyard area
- Add outdoor trash to courtyard area
- Add outdoor recycling to courtyard area
- Add outdoor compost to courtyard area
- Add outdoor rainwater harvesting to courtyard area
- Add outdoor solar panels to courtyard area
- Add outdoor wind turbines to courtyard area
- Add outdoor geothermal heating/cooling to courtyard area
- Add outdoor green roof to courtyard area
- Add outdoor vertical garden to courtyard area
- Add outdoor living wall to courtyard area
- Add outdoor air purifier to courtyard area
- Add outdoor dehumidifier to courtyard area
- Add outdoor humidifier to courtyard area
- Add outdoor air conditioner to courtyard area
- Add outdoor heater to courtyard area

FRANKLIN HS – COMMUNITY DESIGN WORKSHOP

COMMUNITY FEEDBACK

WHAT ARE THE KEY VALUES AND CHARACTERISTICS THAT ARE ESSENTIAL TO EMBED IN THE REIMAGINED FRANKLIN HS?
 Historic Building, New buildings should blend in and coordinate with symmetry

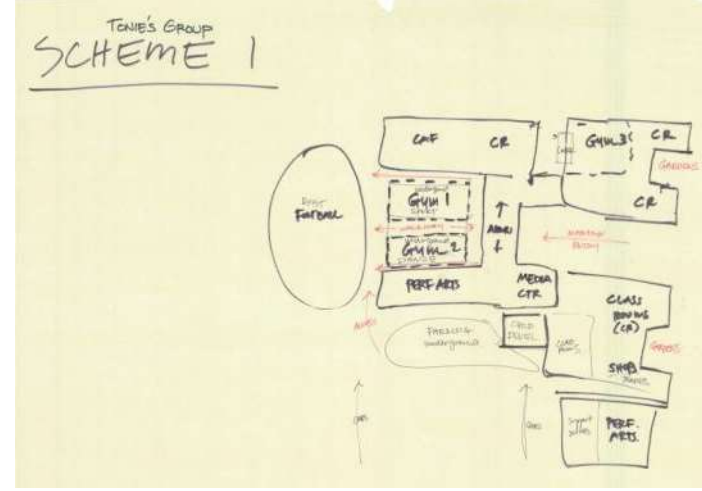
WHAT BUILDING OR SITE ELEMENTS ARE CULTURALLY SIGNIFICANT TO YOU?
 PLEASE MARK IN RED OR PINK (OR BOTH) SIGNIFICANT TO YOUR ANSWERS

- North Lawn
- South Courtyard
- Lobby
- Star
- Open Auditorium
- Auditorium → To think old auditorium beauty, but it doesn't function
- Classrooms
- Synagogue
- Classrooms (1991)
- Boiler Room
- Shop Building → Not, but want it to be fully loaded with no access
- Other?

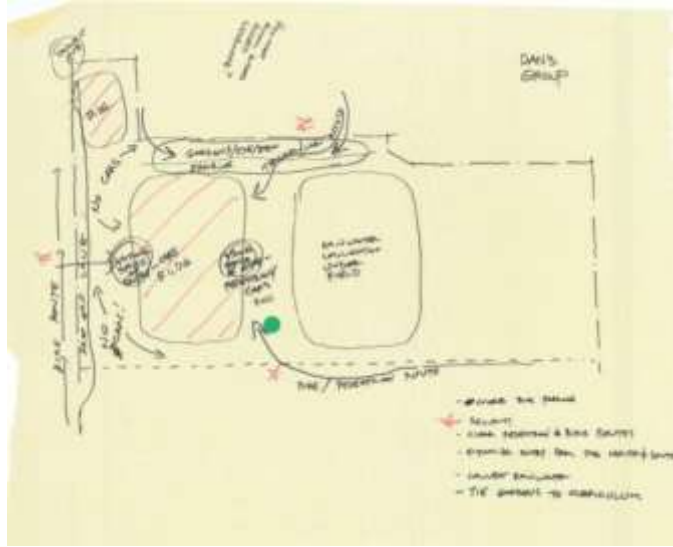
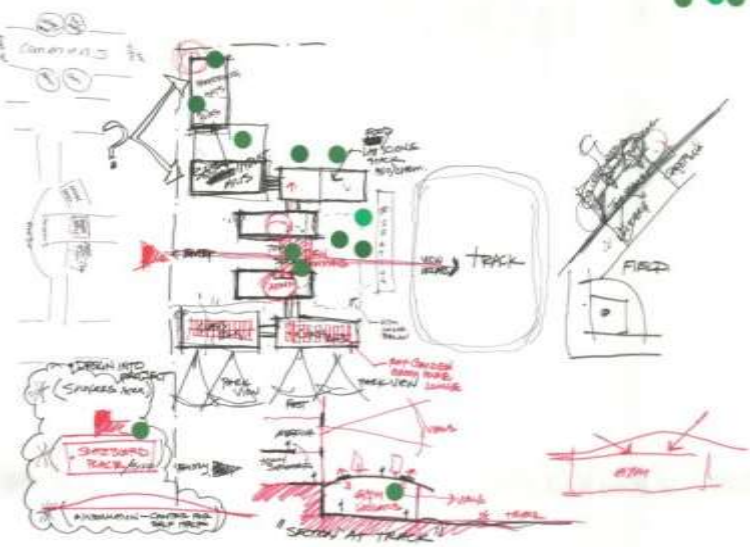
FURTHER COMMENTS / IDEAS?

- We talked in our group but did not respond, underground parking (checking more parking, but not on surface parking)
- LOVE the idea of collecting our abundant rainwater & using it
- The HVAC system takes a lot of vertical room. Could use to build the radiators - maybe using colored water under windows to heat them?

FRANKLIN HIGH SCHOOL - COMMUNITY DESIGN WORKSHOP
 OCTOBER 21, 2013



MARC'S GROUP



COMMUNITY FEEDBACK Sat. Oct. 12

WHAT ARE THE KEY VALUES AND CHARACTERISTICS THAT ARE ESSENTIAL TO EMBED IN THE REIMAGINED FRANKLIN HS?
 modernize, open, light learning spaces
 build up and open spaces

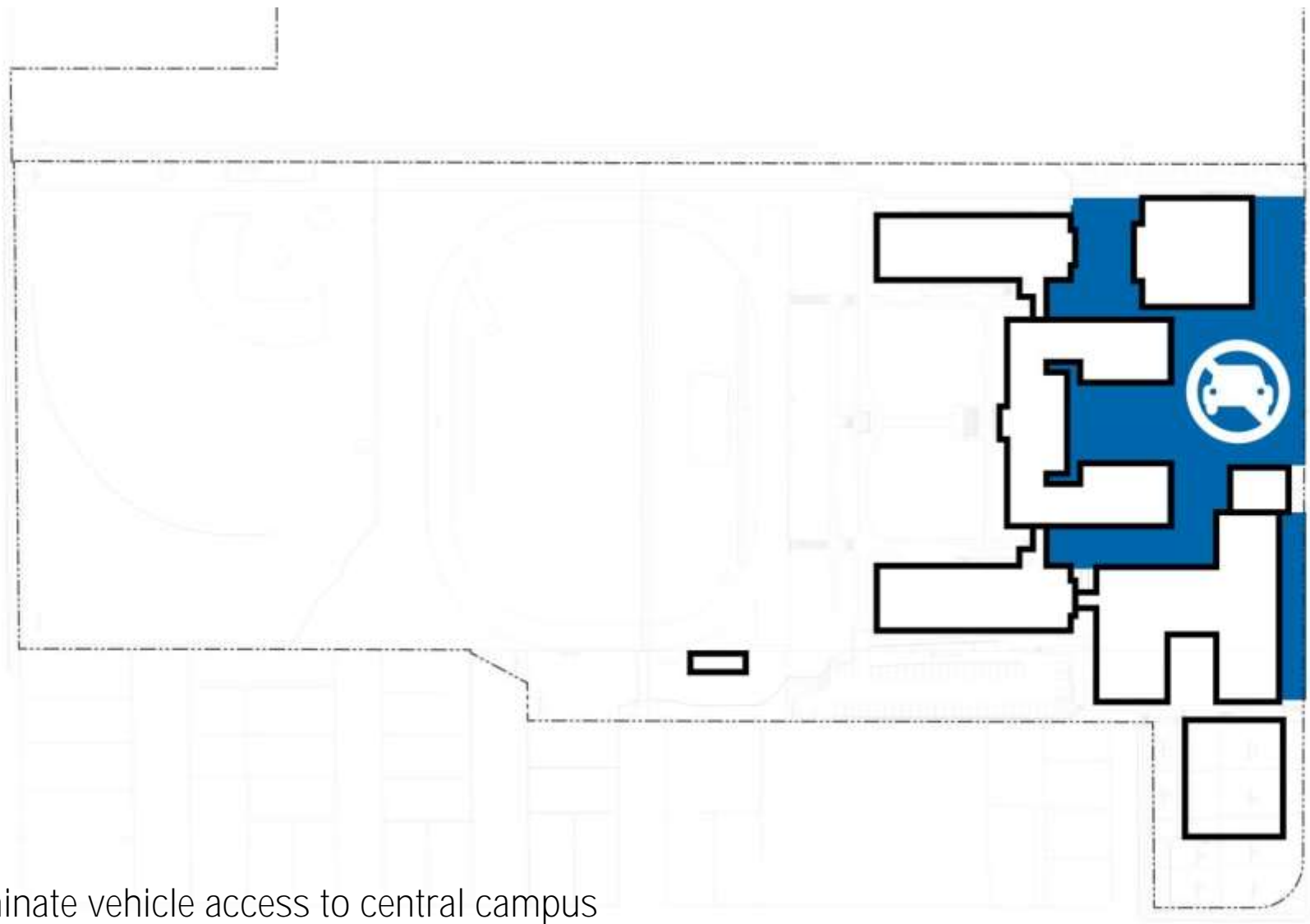
WHAT BUILDING OR SITE ELEMENTS ARE CULTURALLY SIGNIFICANT TO YOU?
 PLEASE MARK IN RED OR PINK (OR BOTH) SIGNIFICANT TO YOUR ANSWERS

- North Lawn
- South Courtyard *improved upon, expanded*
- Lobby
- Star
- Open Sculpture
- Auditorium
- Galleries
- Fitness
- Synagogue
- Classrooms (1991)
- Boiler Room
- Shop Building
- Other?

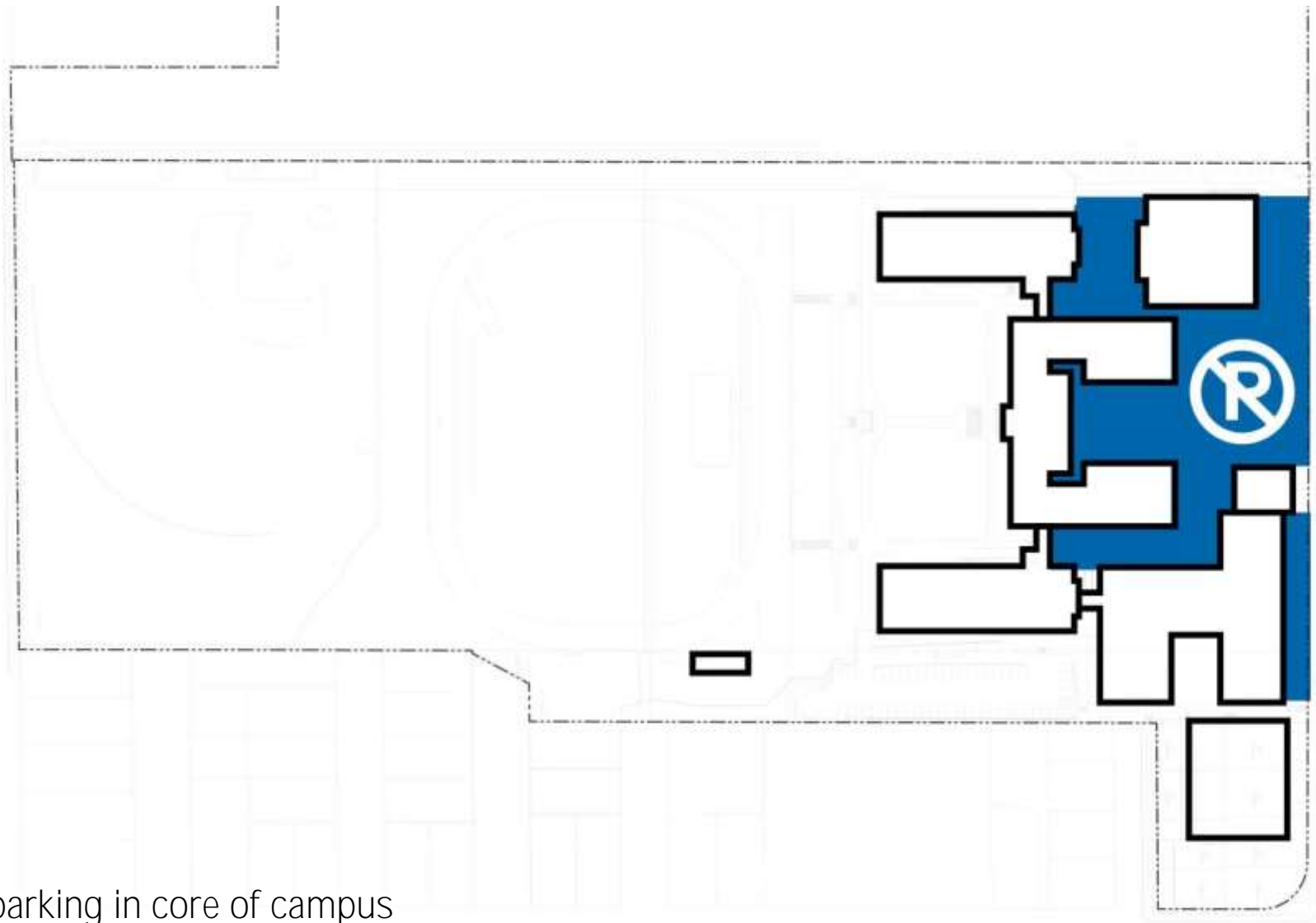
FURTHER COMMENTS / IDEAS?

- expand the field
 - expand the open courtyard
 - expand upon the existing lawn
 - expand sculpture
 - the approach to modernization
- open community spaces
 bike lanes / more access
 focus on 52nd - community focus
 modern, eco-friendly, responsive learning environment*

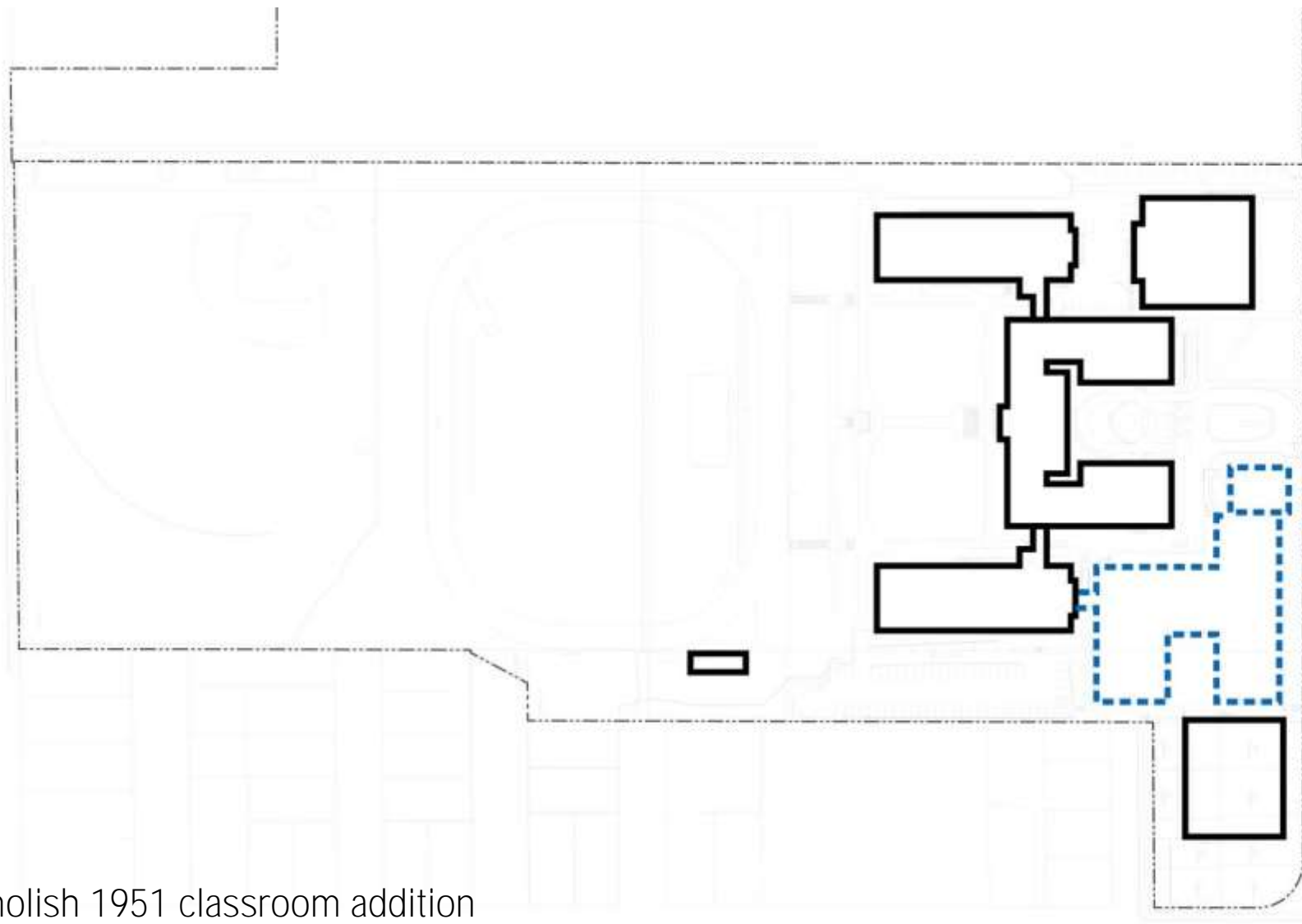
FRANKLIN HIGH SCHOOL - COMMUNITY DESIGN WORKSHOP
 OCTOBER 21, 2013



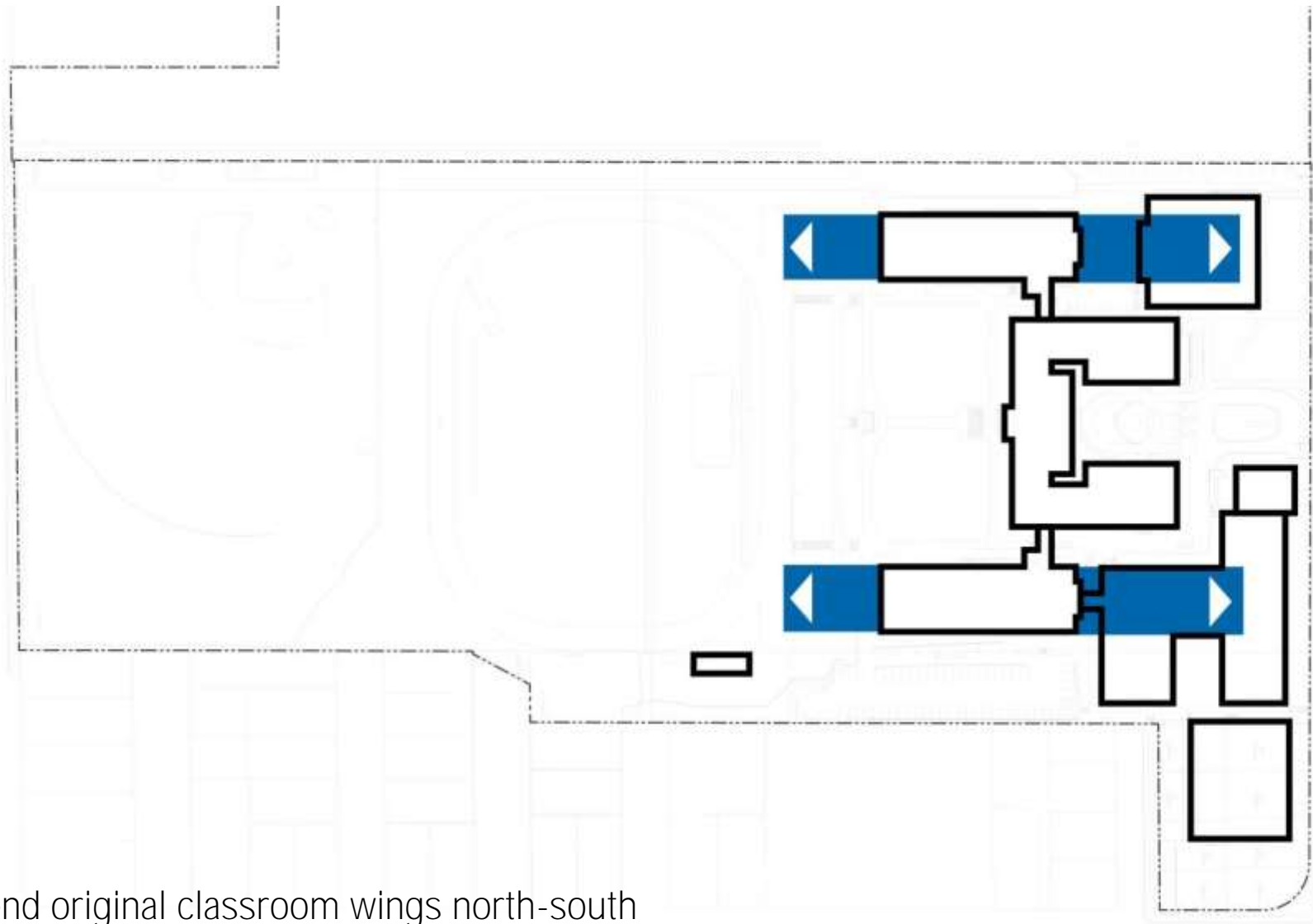
eliminate vehicle access to central campus



no parking in core of campus

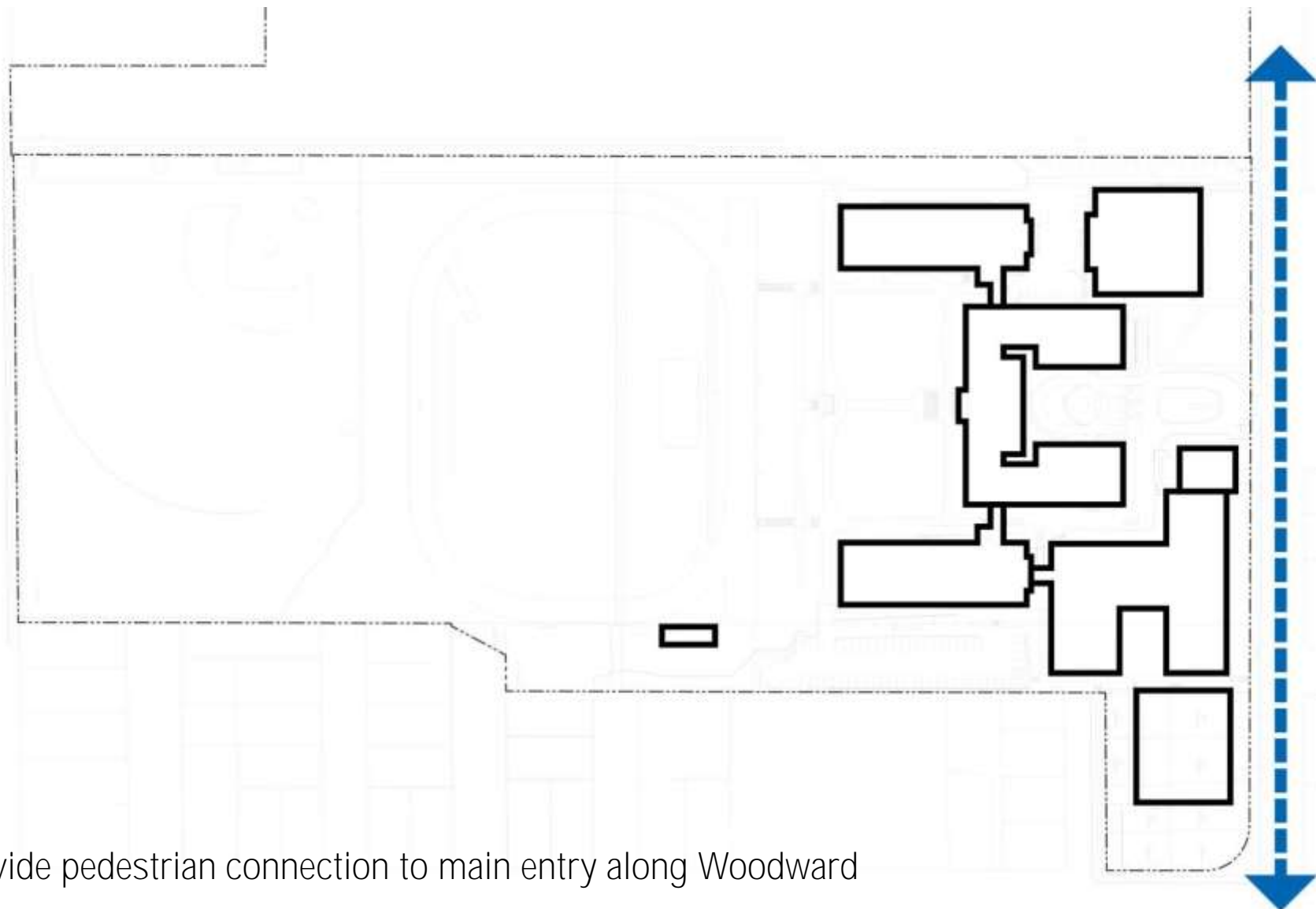


demolish 1951 classroom addition



extend original classroom wings north-south

FRANKLIN HS – COMMON THEMES



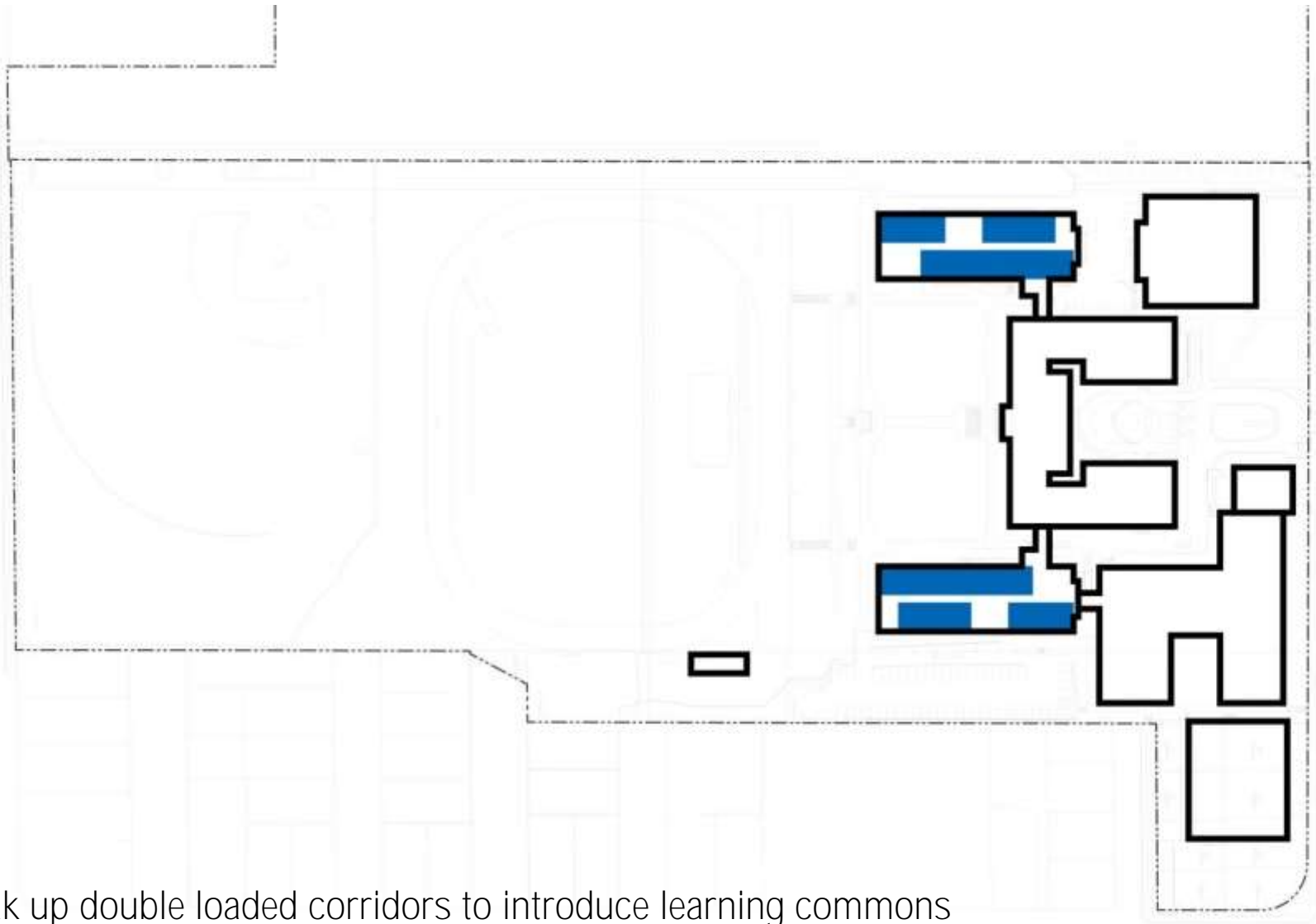
provide pedestrian connection to main entry along Woodward



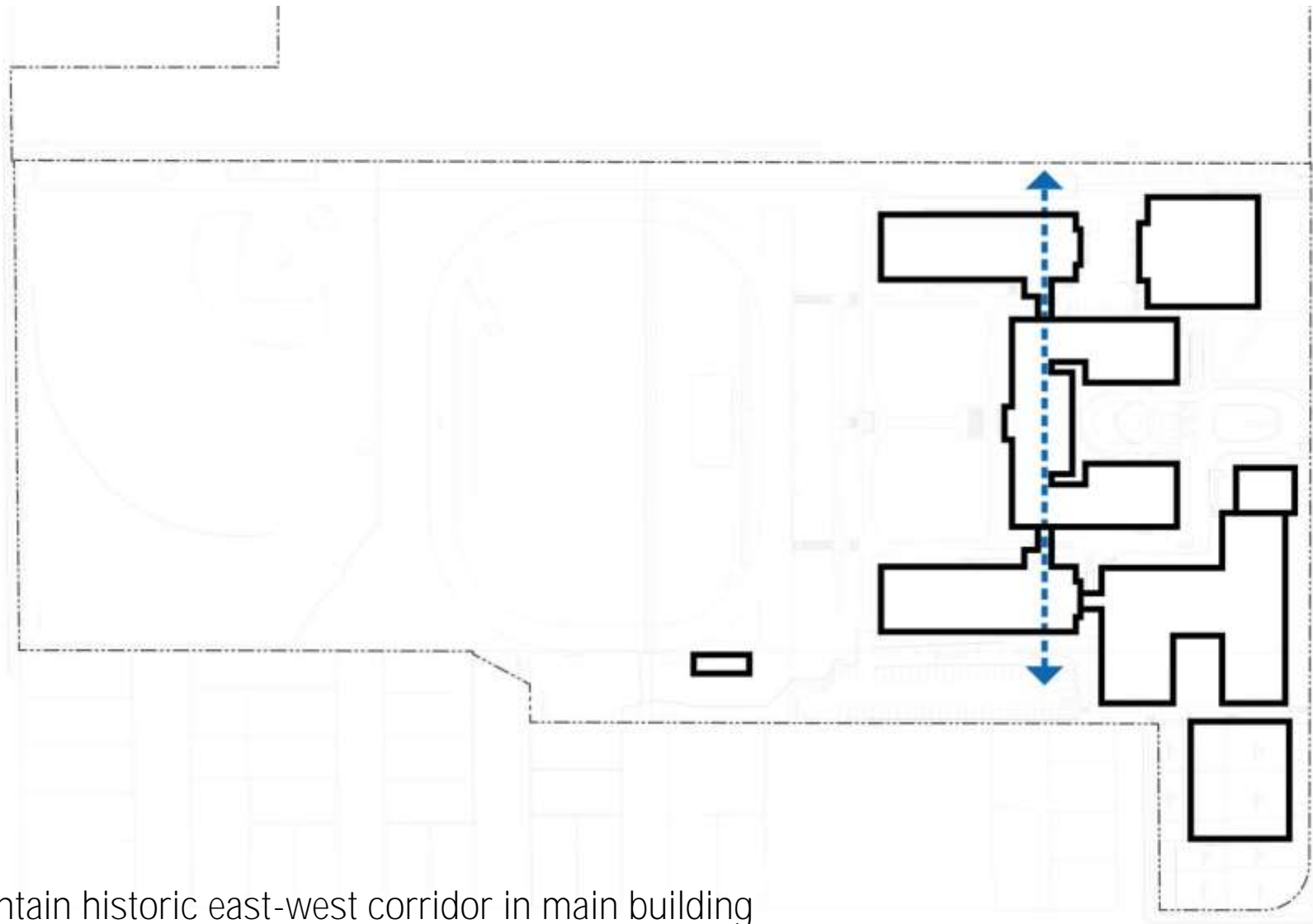
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October 26, 2013

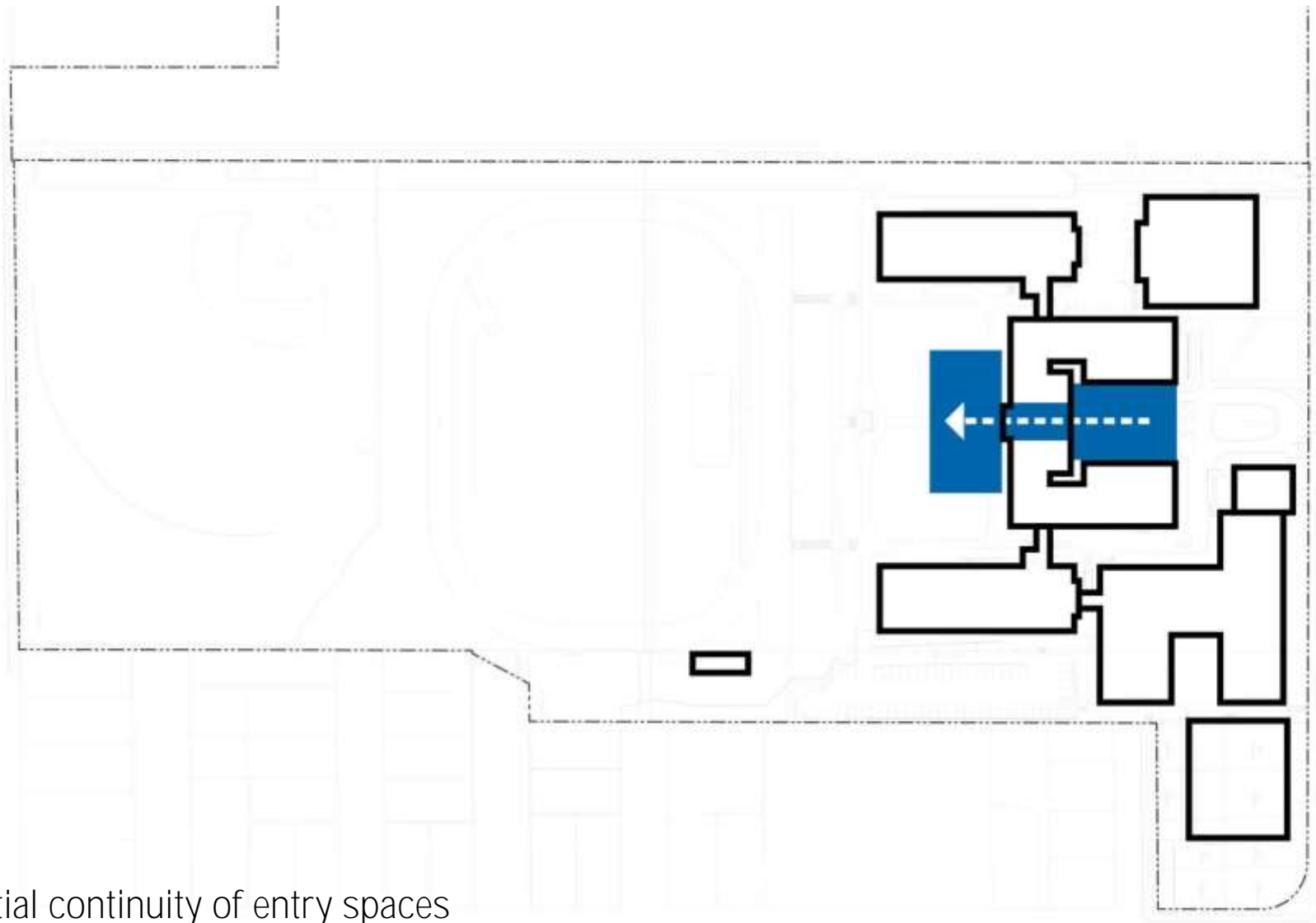




break up double loaded corridors to introduce learning commons

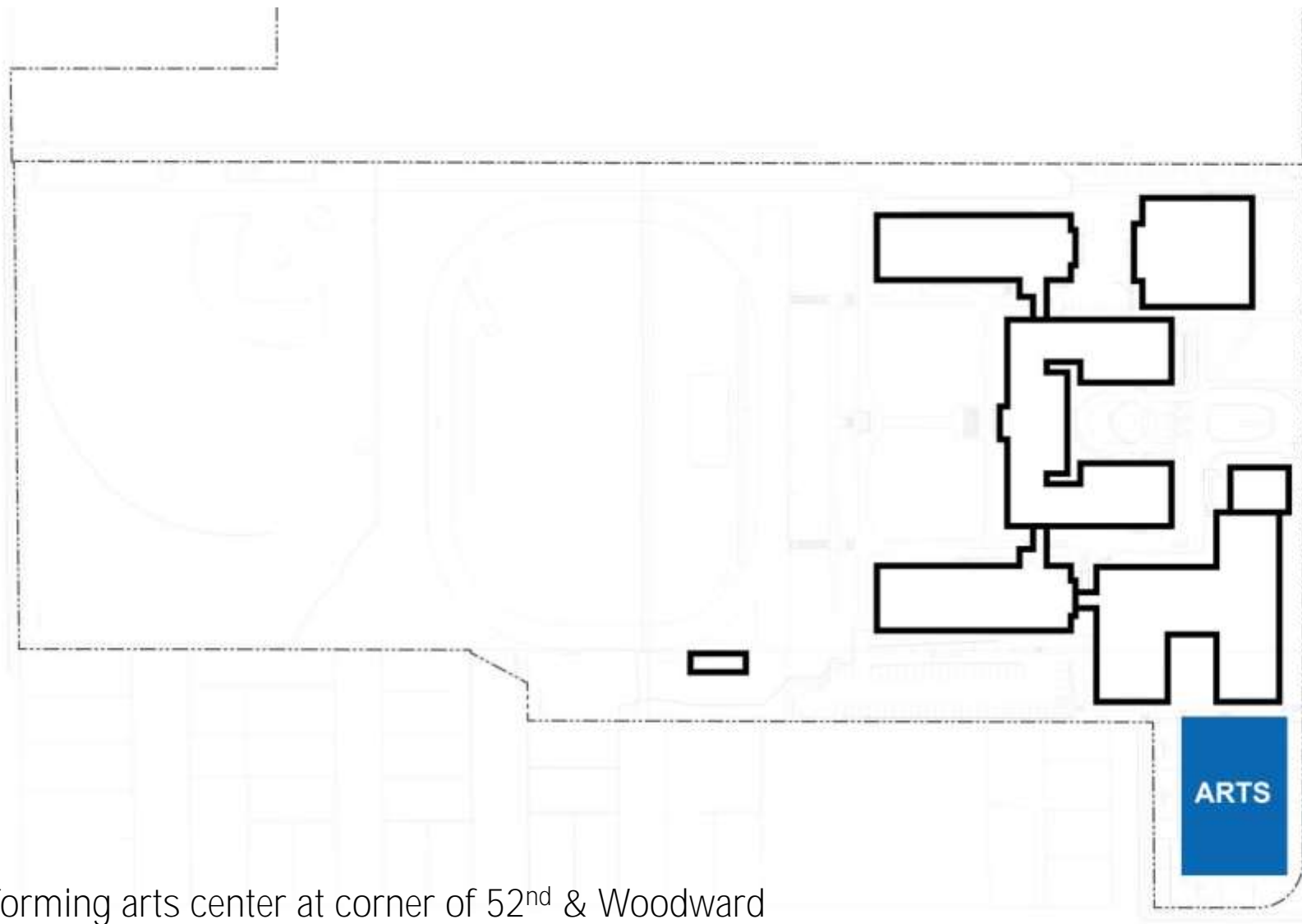


maintain historic east-west corridor in main building



spatial continuity of entry spaces

FRANKLIN HS – COMMON THEMES



performing arts center at corner of 52nd & Woodward

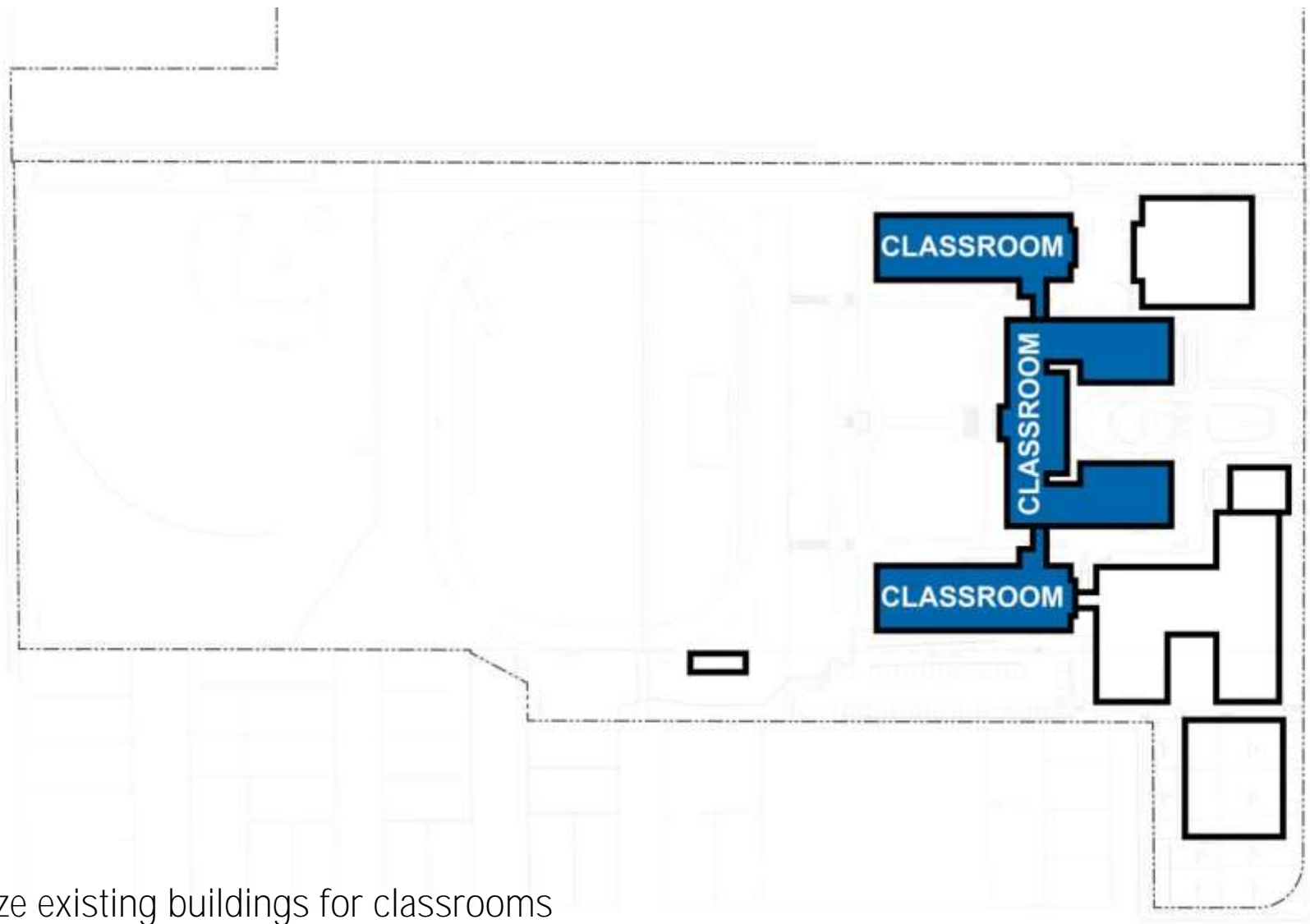


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FRANKLIN HS – COMMON THEMES



utilize existing buildings for classrooms

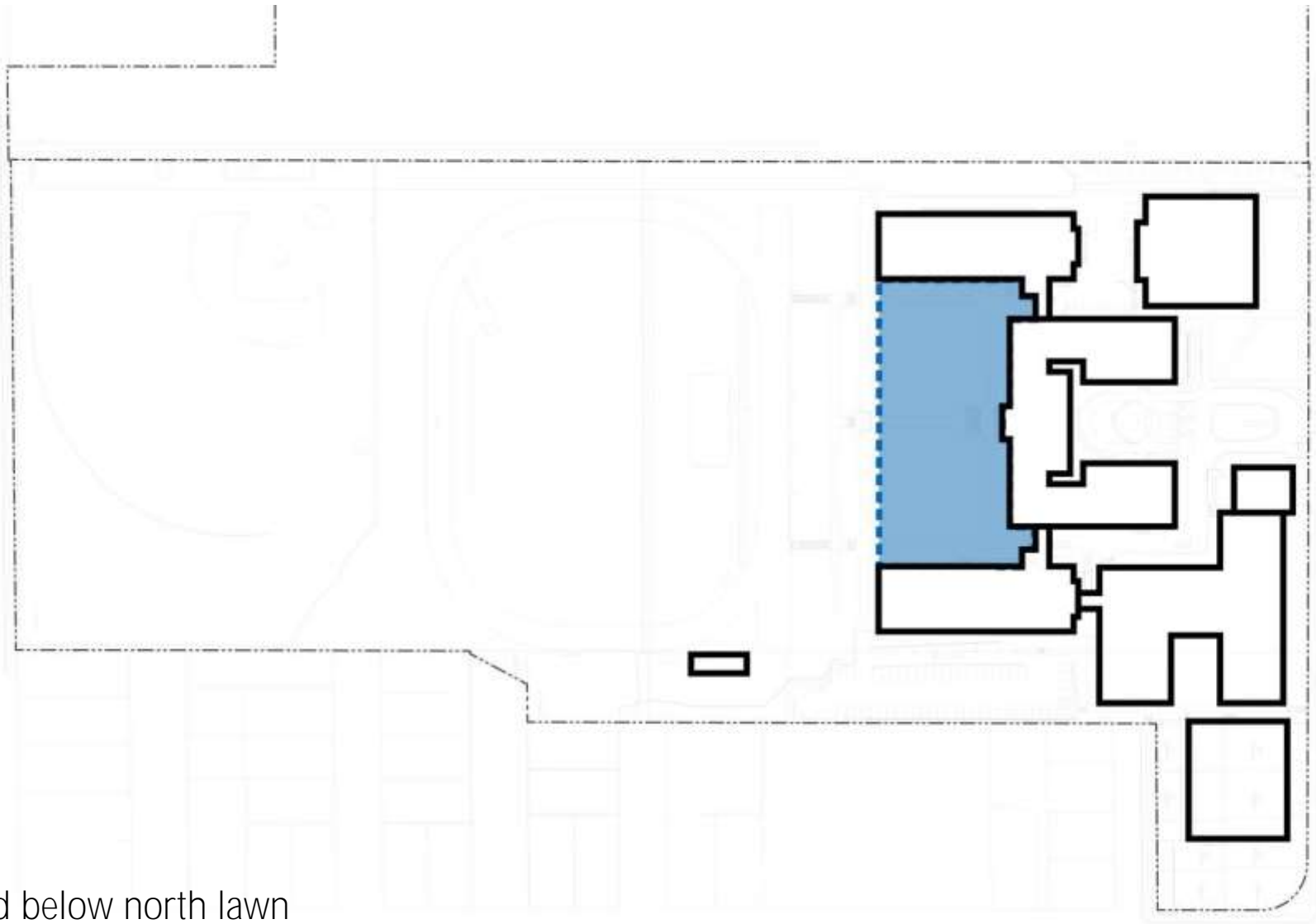


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FRANKLIN HS – COMMON THEMES



build below north lawn

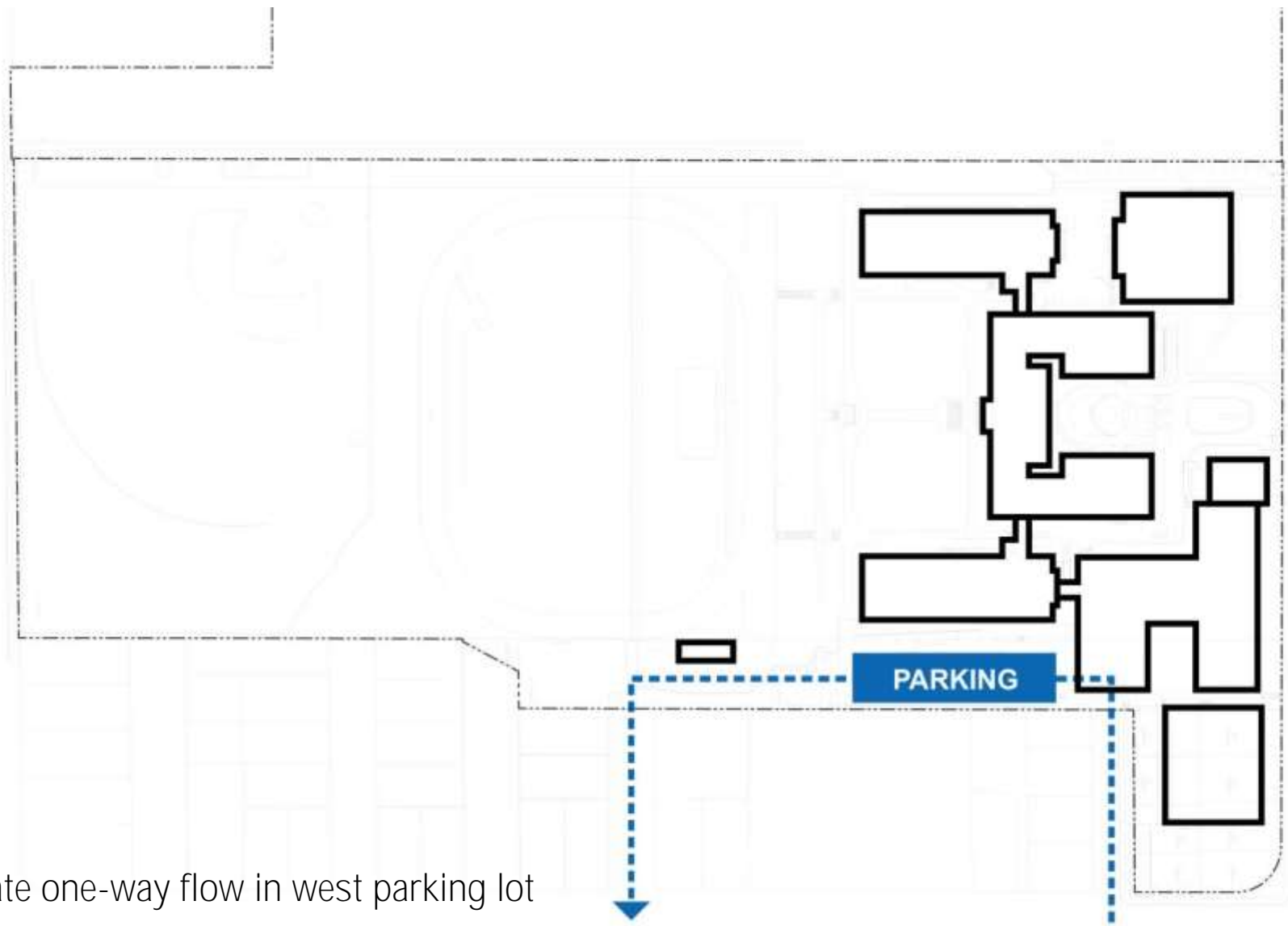


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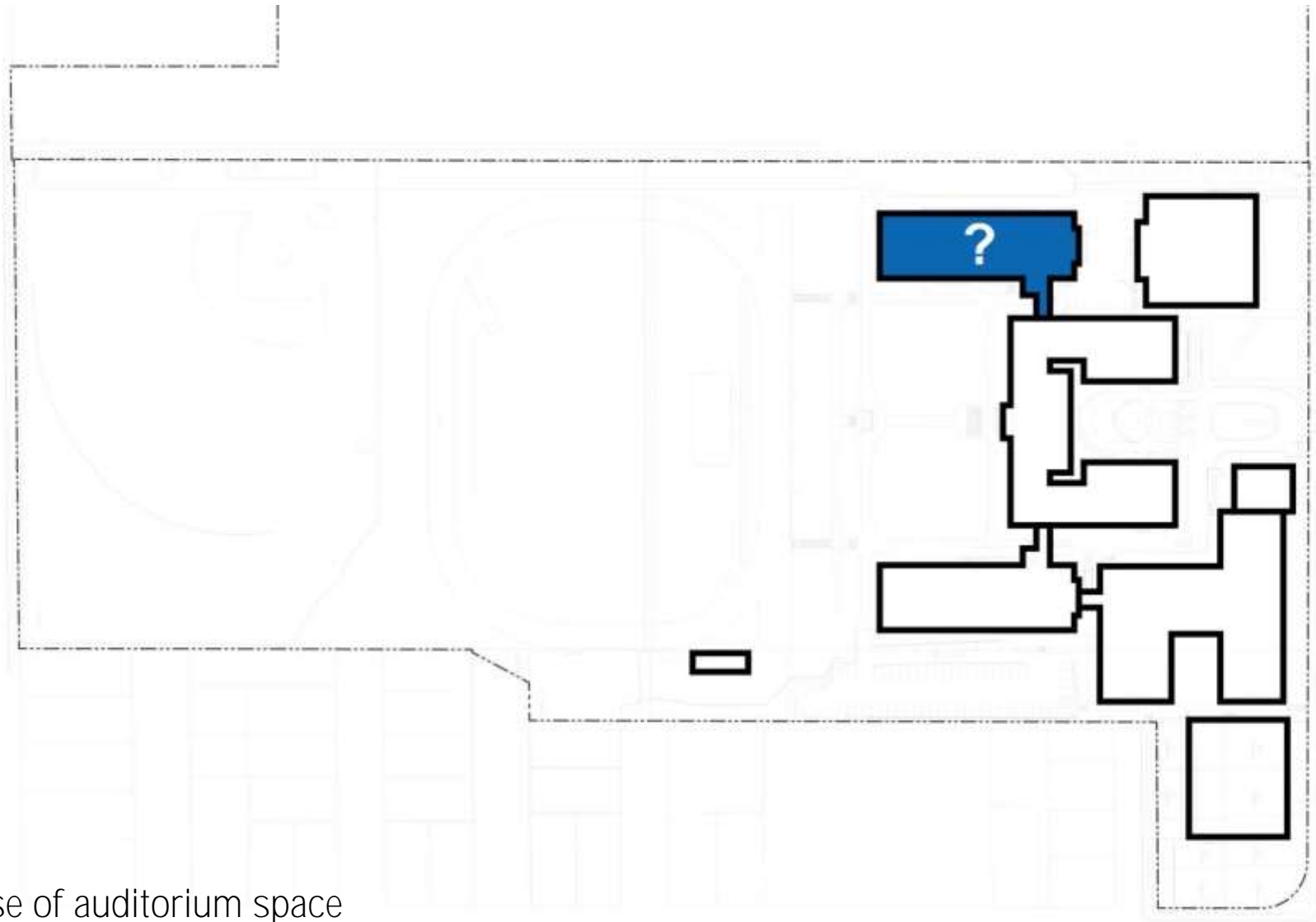
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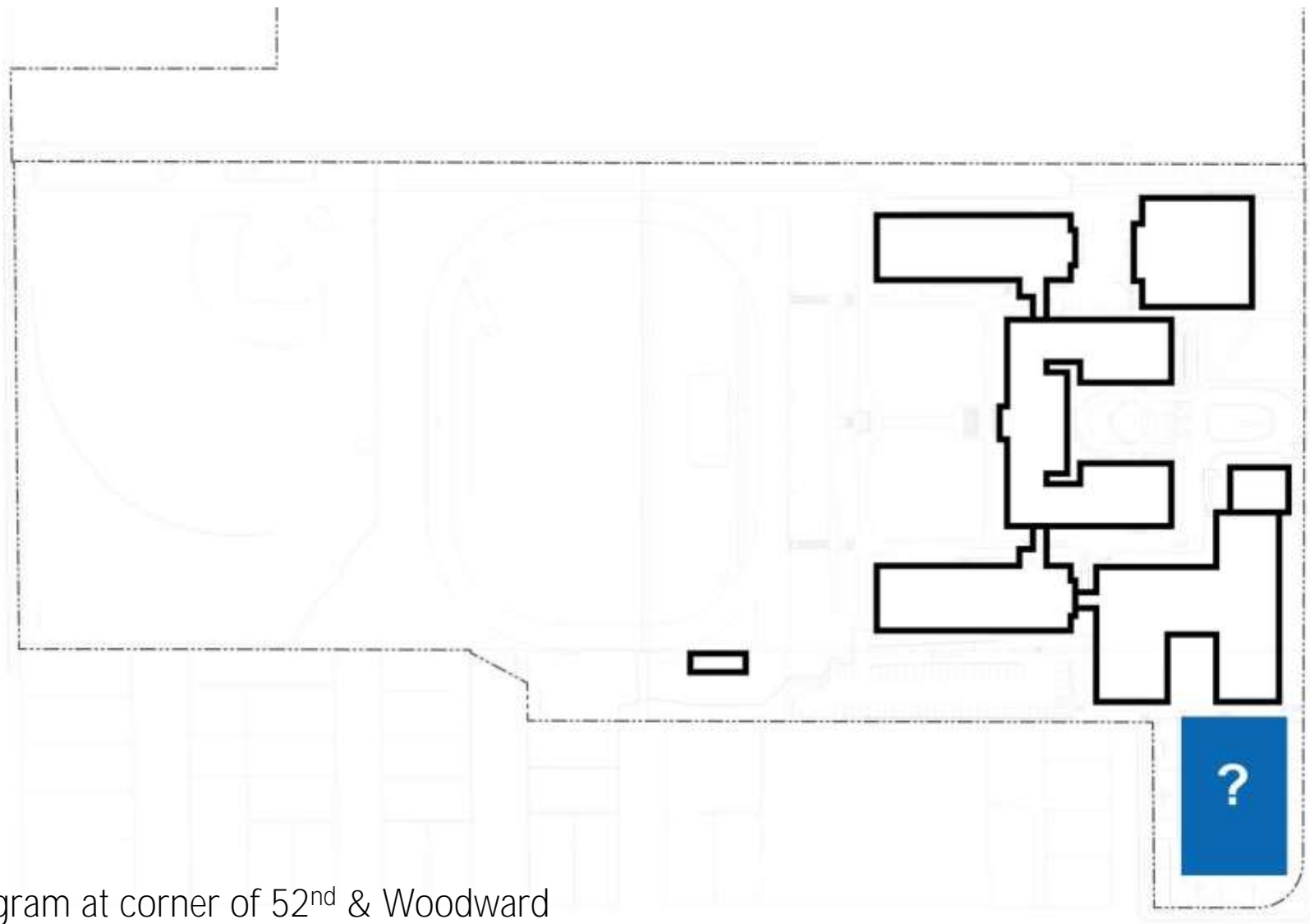
FRANKLIN HS – COMMON THEMES



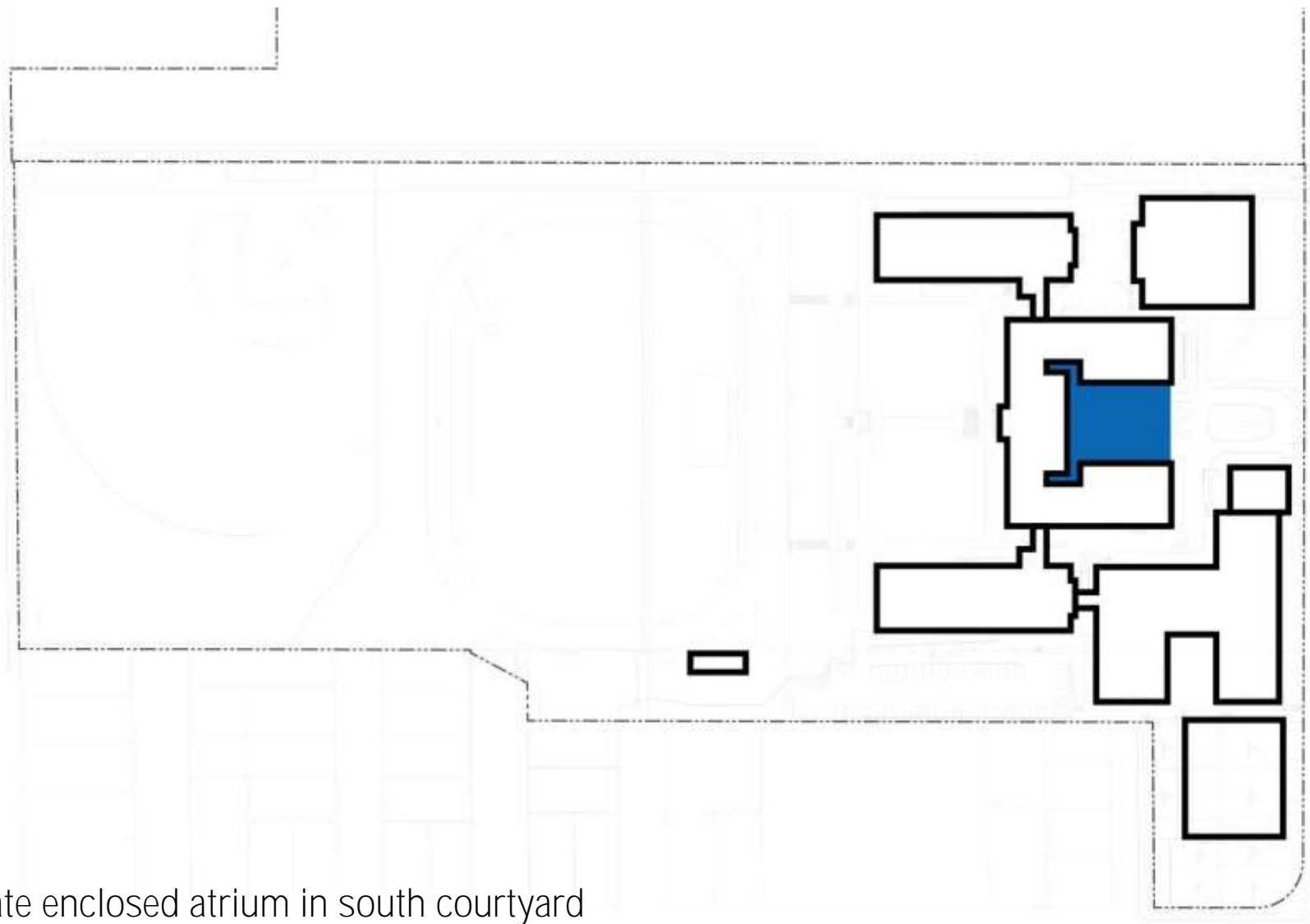
create one-way flow in west parking lot



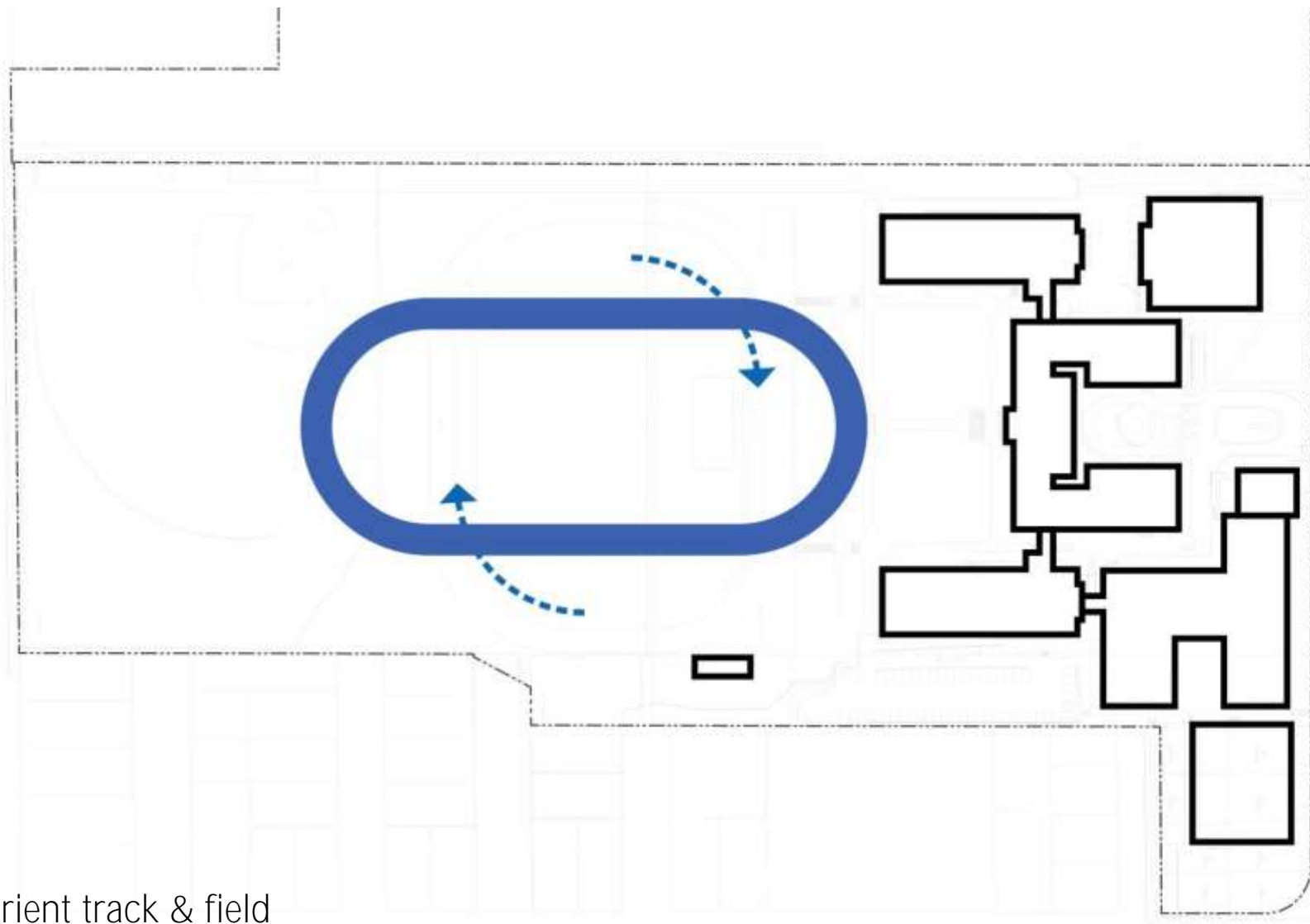
reuse of auditorium space



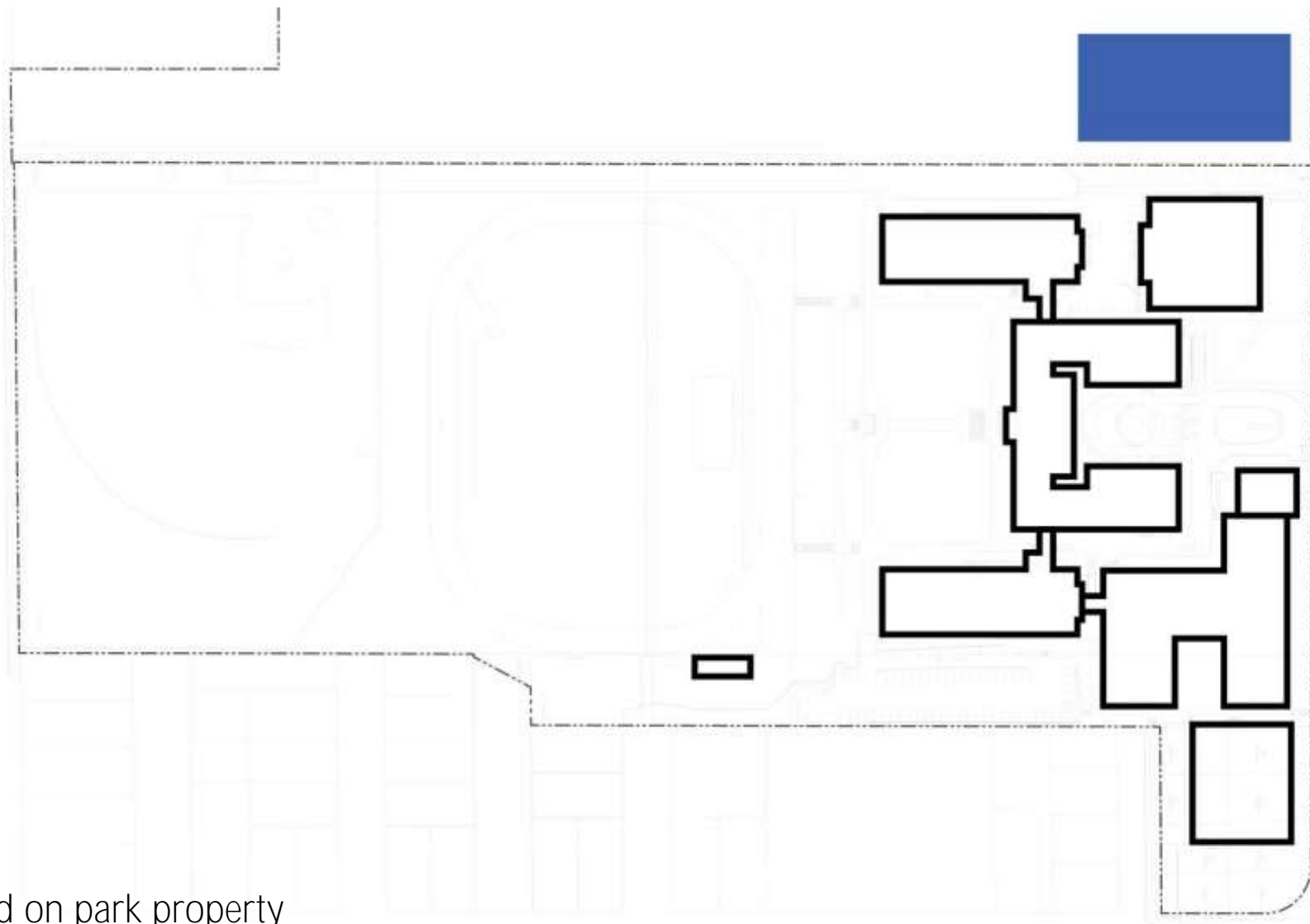
program at corner of 52nd & Woodward



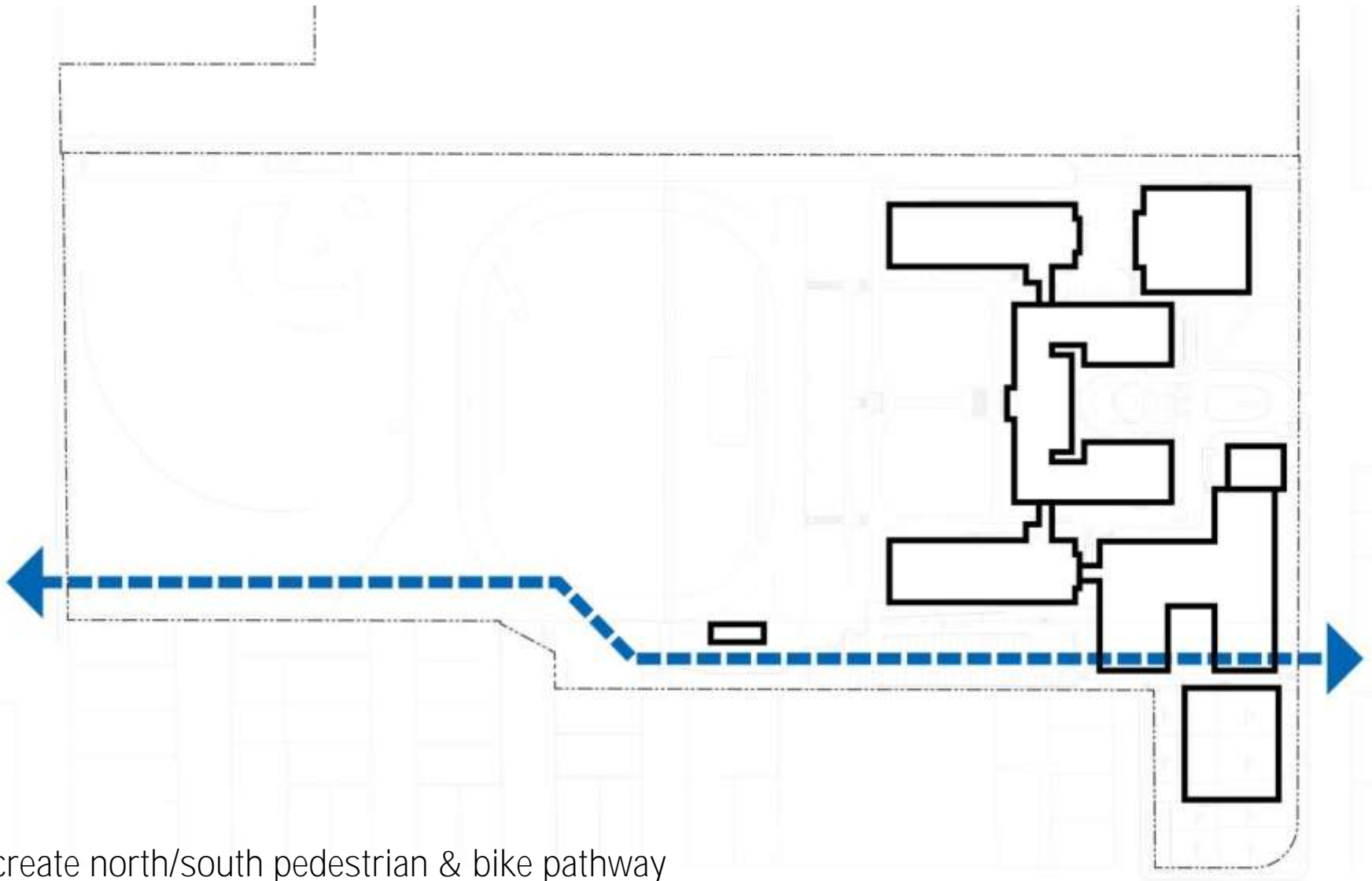
create enclosed atrium in south courtyard



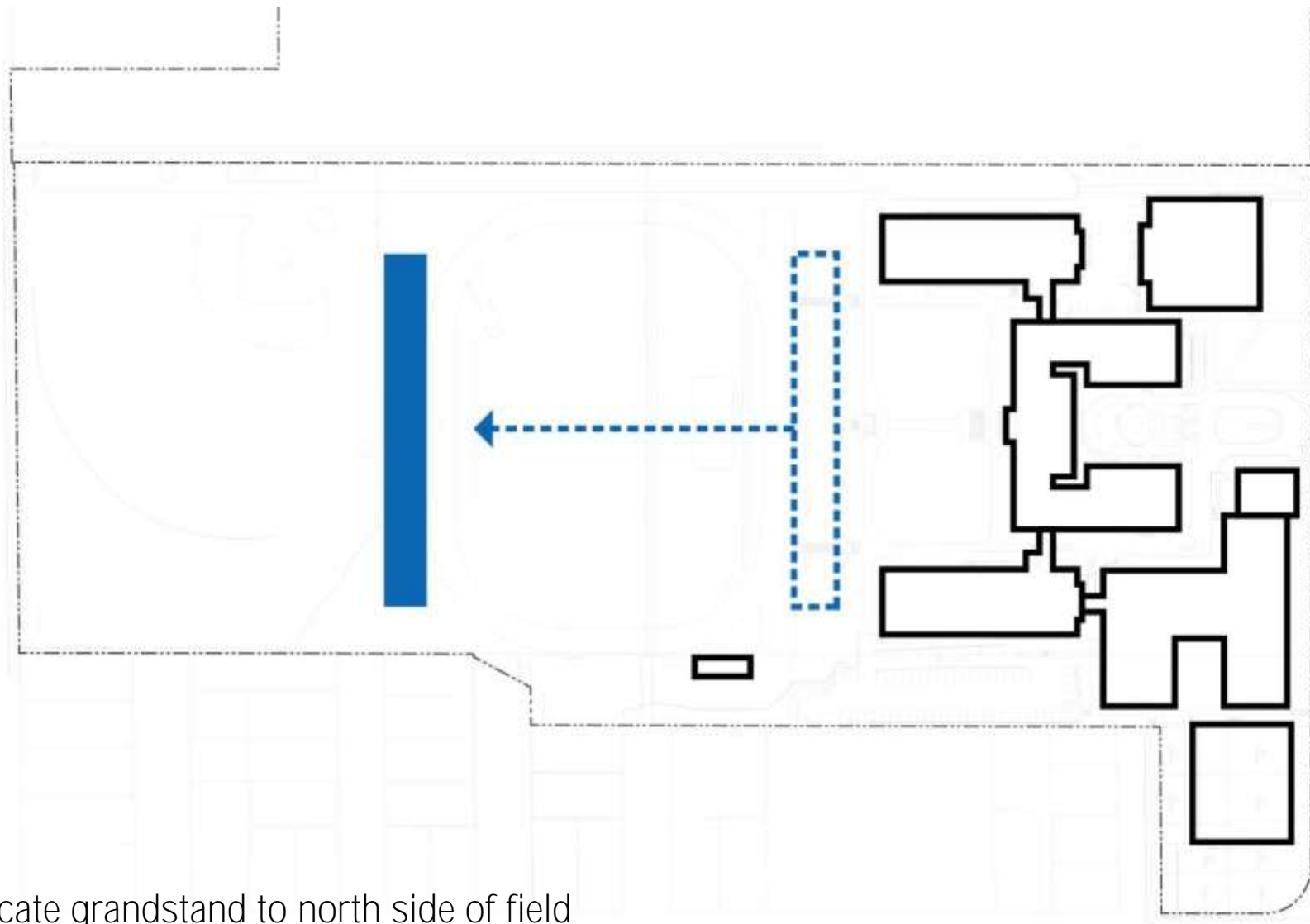
re-orient track & field



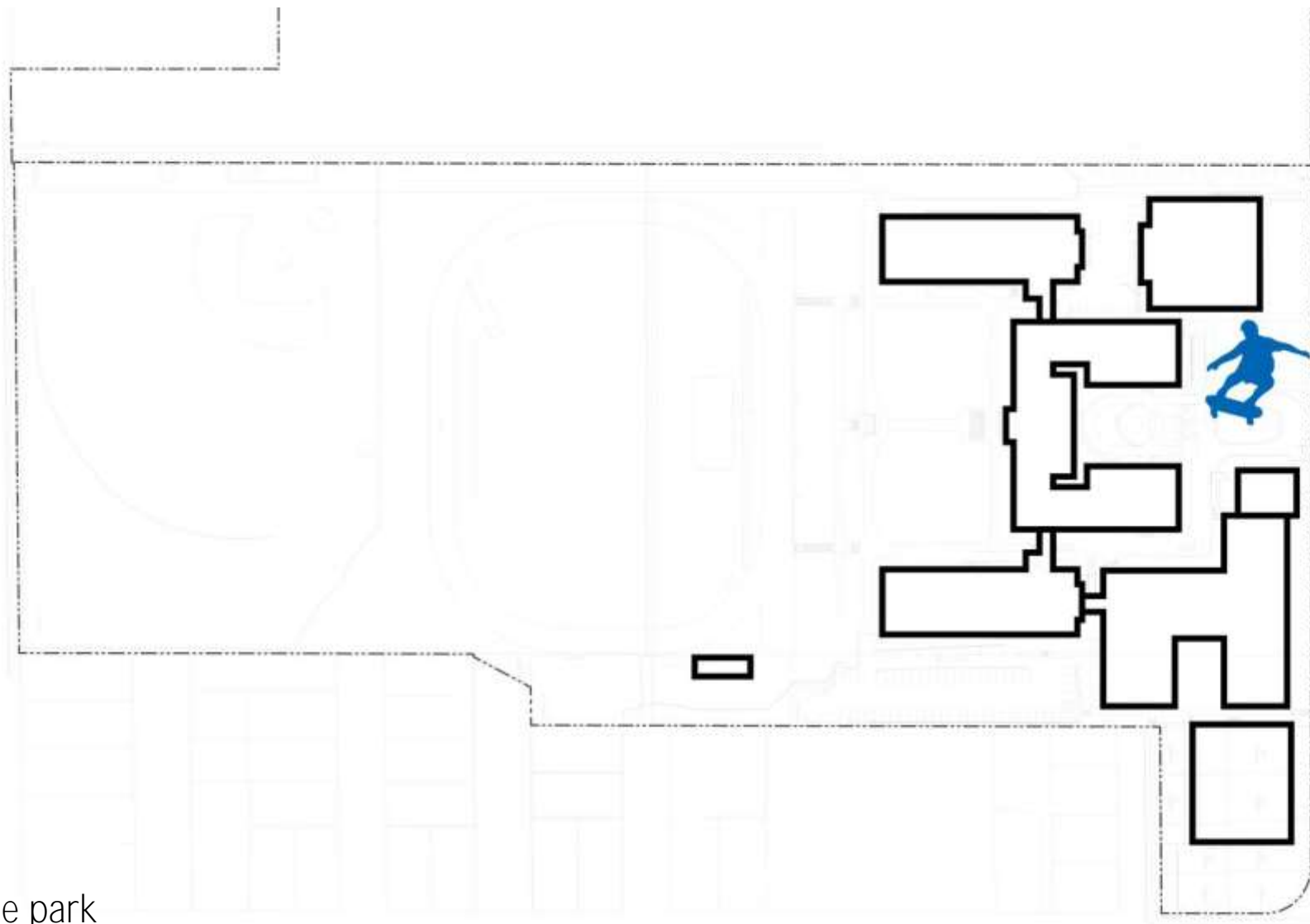
build on park property



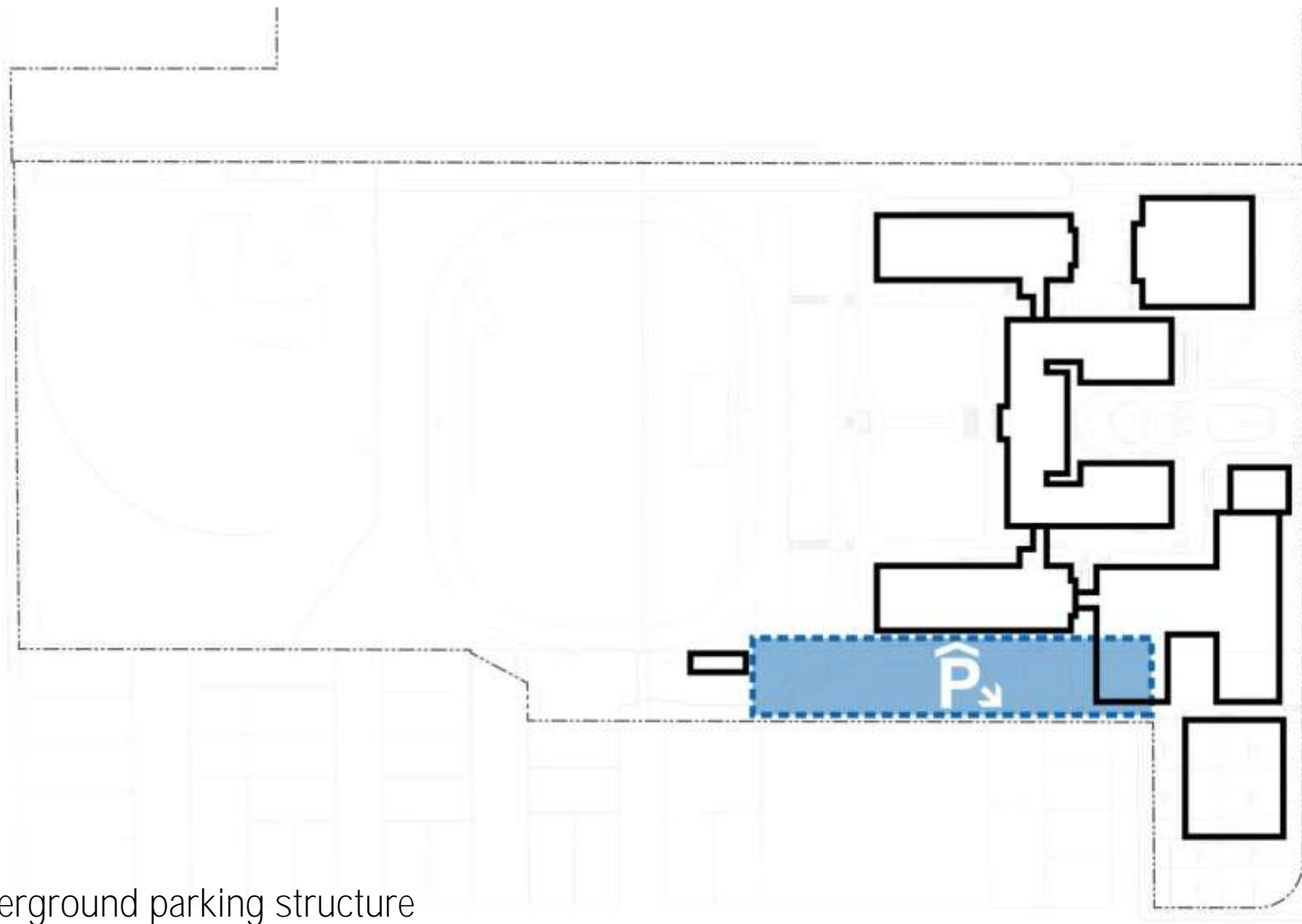
create north/south pedestrian & bike pathway



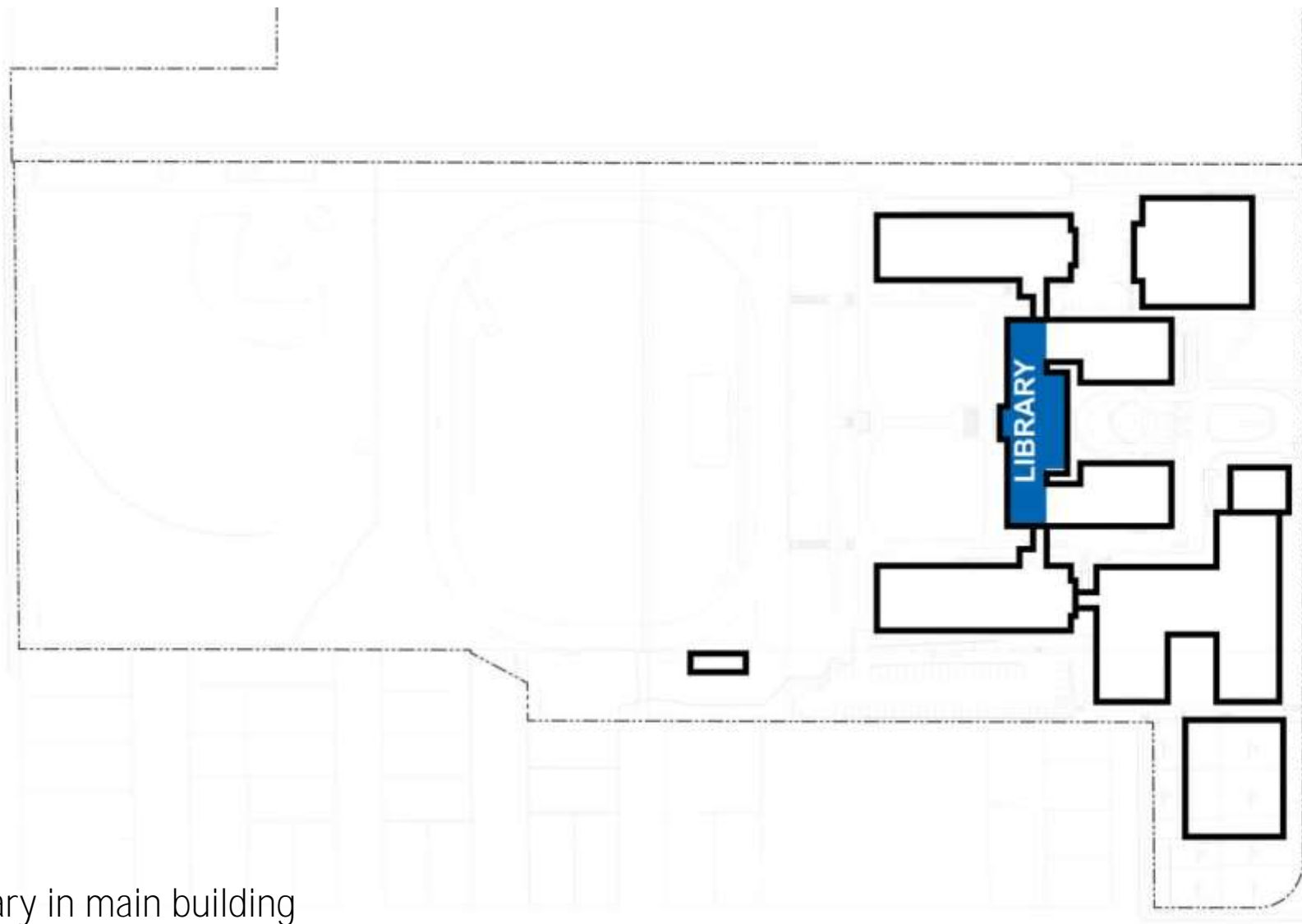
relocate grandstand to north side of field



skate park



underground parking structure



library in main building

SUSTAINABILITY CHARRETTE

- Franklin HS Modernization
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- October 4, 2013



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Operations and maintenance / durability

Operations and maintenance / cost over time

Wise use of bond resources to deliver goals

Resource efficiency (energy, water, etc.)

How systems contribute as 21st century teaching and learning tools

Human health and comfort

Preserving existing historic building asset

Acoustics

Aesthetics (general)

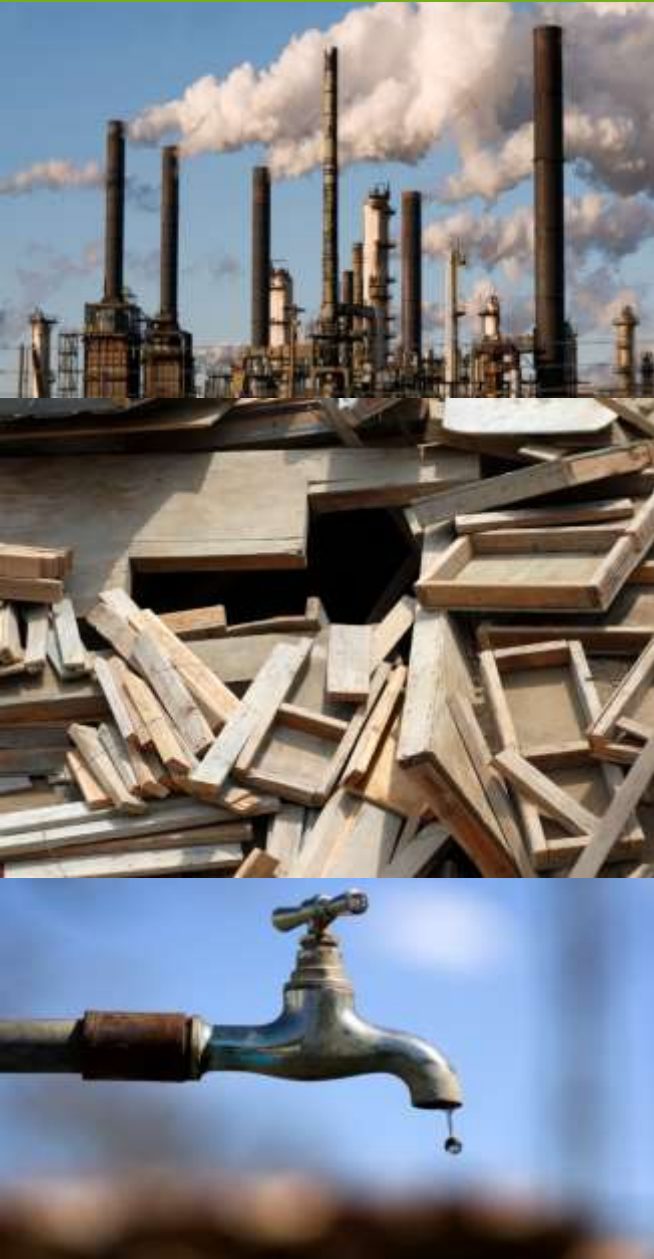
WHY BUILDINGS?



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In the U.S. alone, buildings account for:



38% of all CO₂ emissions



40% of raw materials use



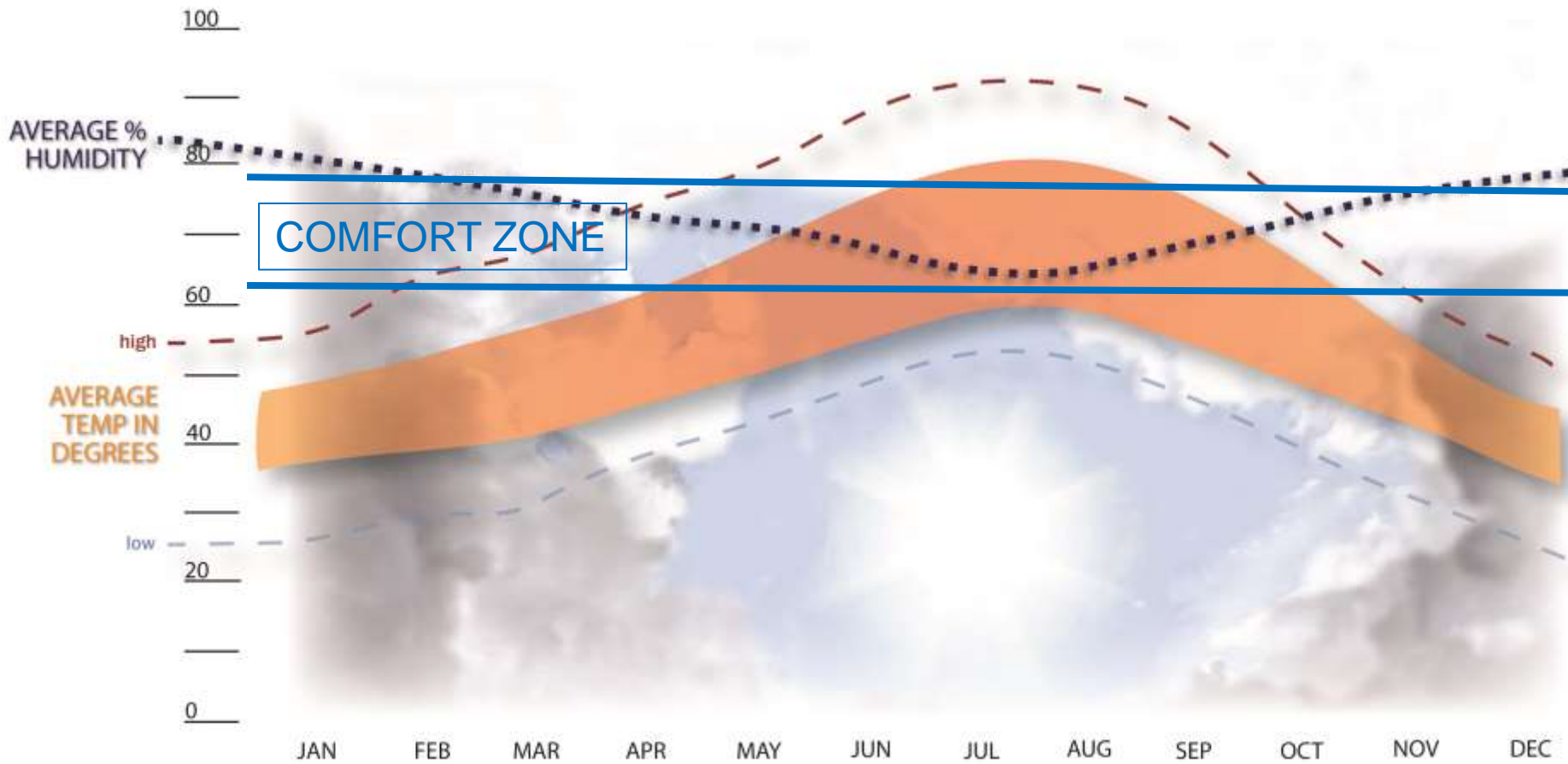
30% of waste output



14% of potable water consumption

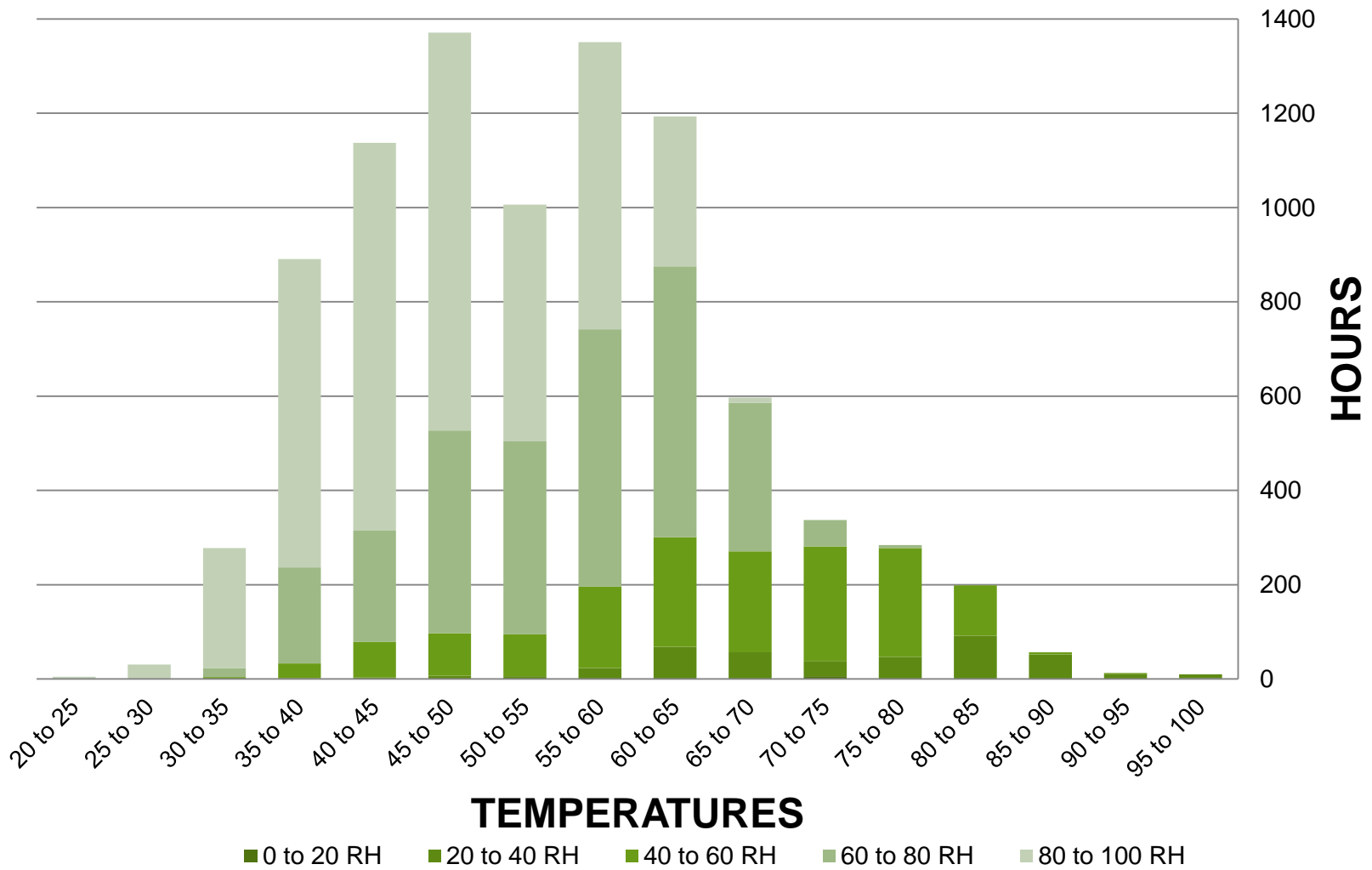
Source: U.S. Green Building Council

CLIMATE – PORTLAND TEMPERATURES



Data Source: TMY3 726980 WMO Station Number
Location: Portland Intl. Airport

TEMPERATURE AND HUMIDITY PLOT – ALL HOURS

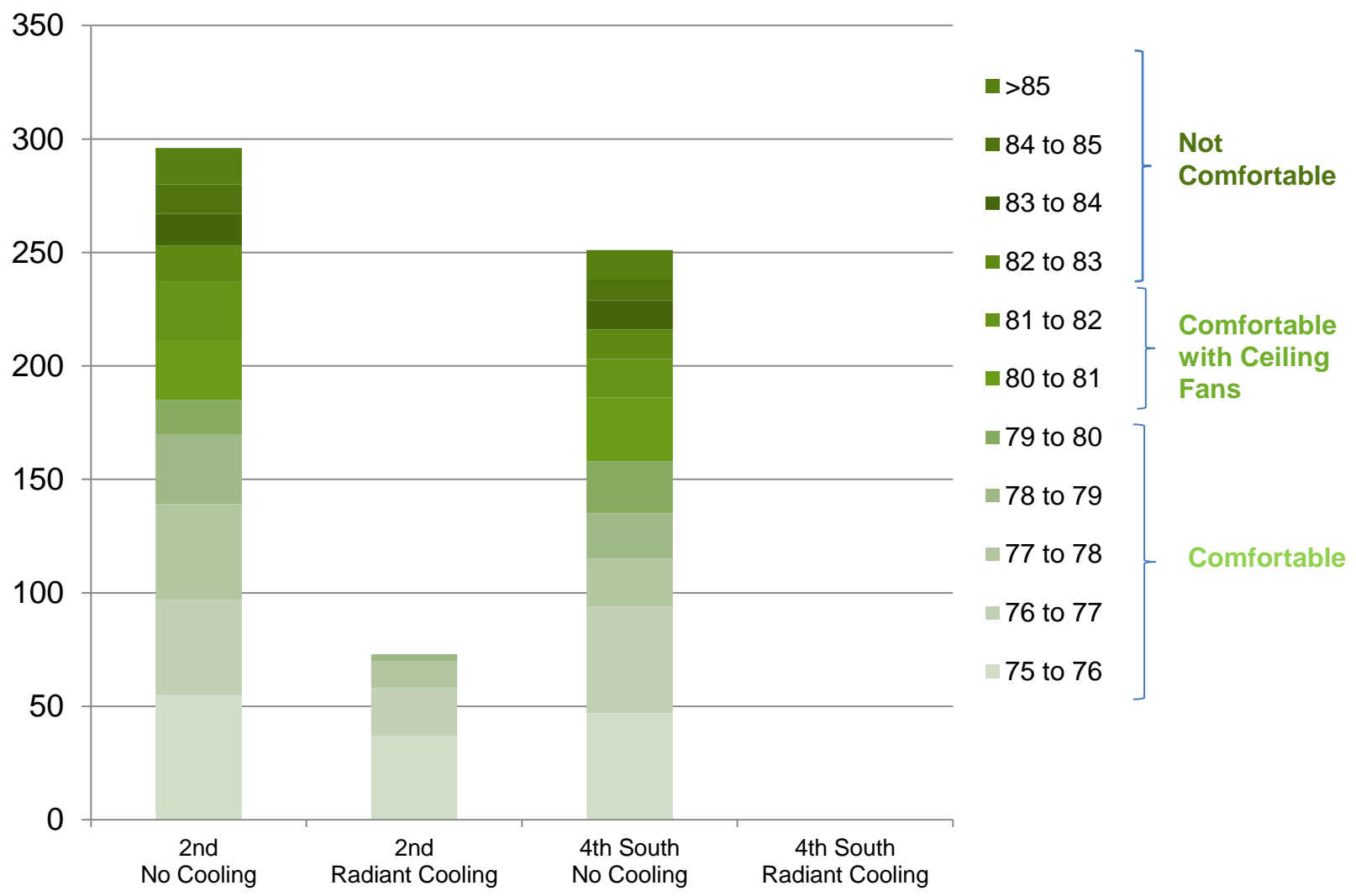


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BULLITT CENTER – NATURAL VENTILATION EVALUATION



PPS HIGH SCHOOLS - 3-YEAR AVERAGE ENERGY USE INDEX



FRANKLIN
237,027 SF



WILSON
326,062 SF



JEFFERSON
360,911 SF



ROOSEVELT
271,306 SF



GRANT
269,350 SF



BENSON
402,846 SF



LINCOLN
233,293 SF

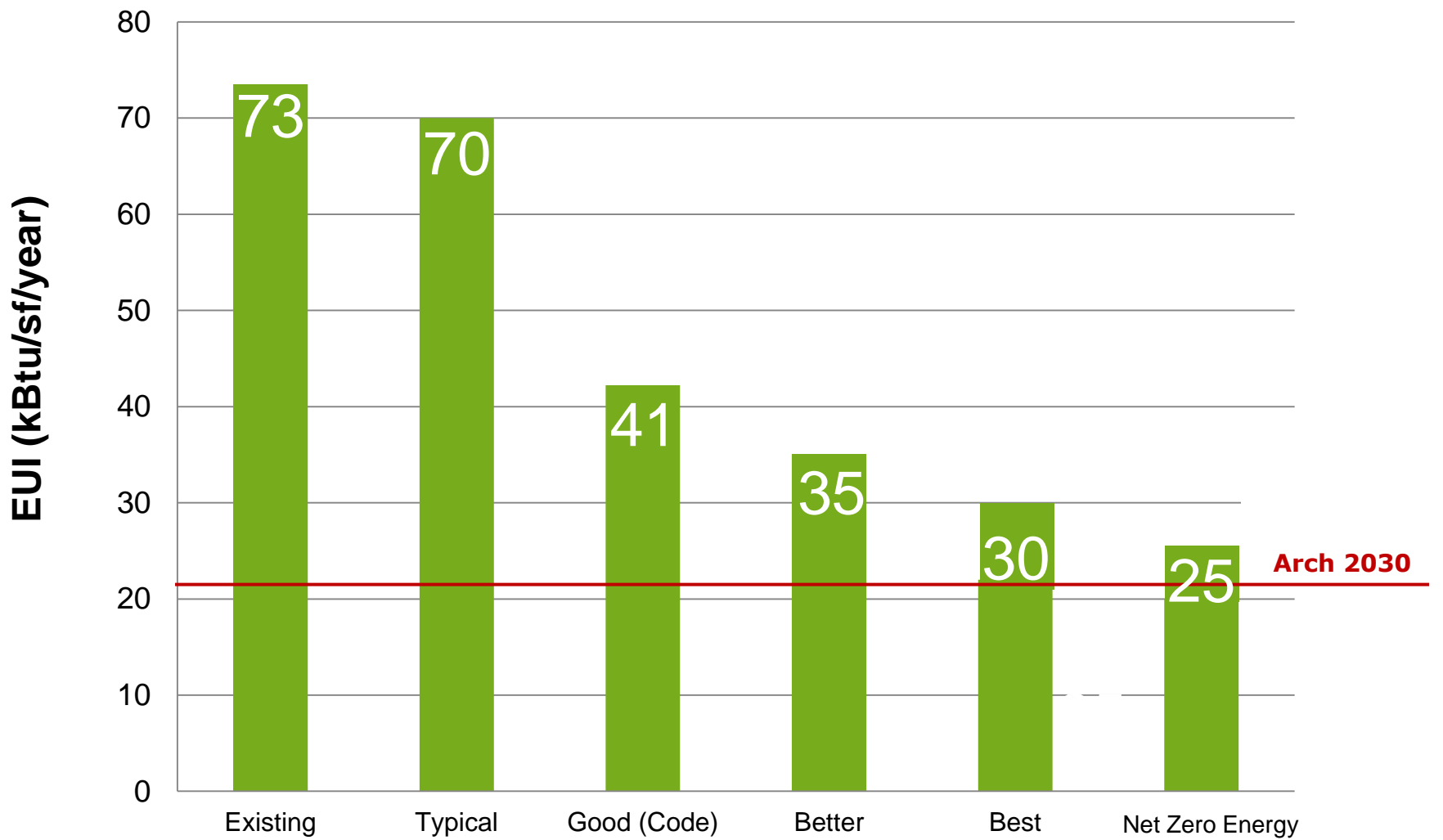


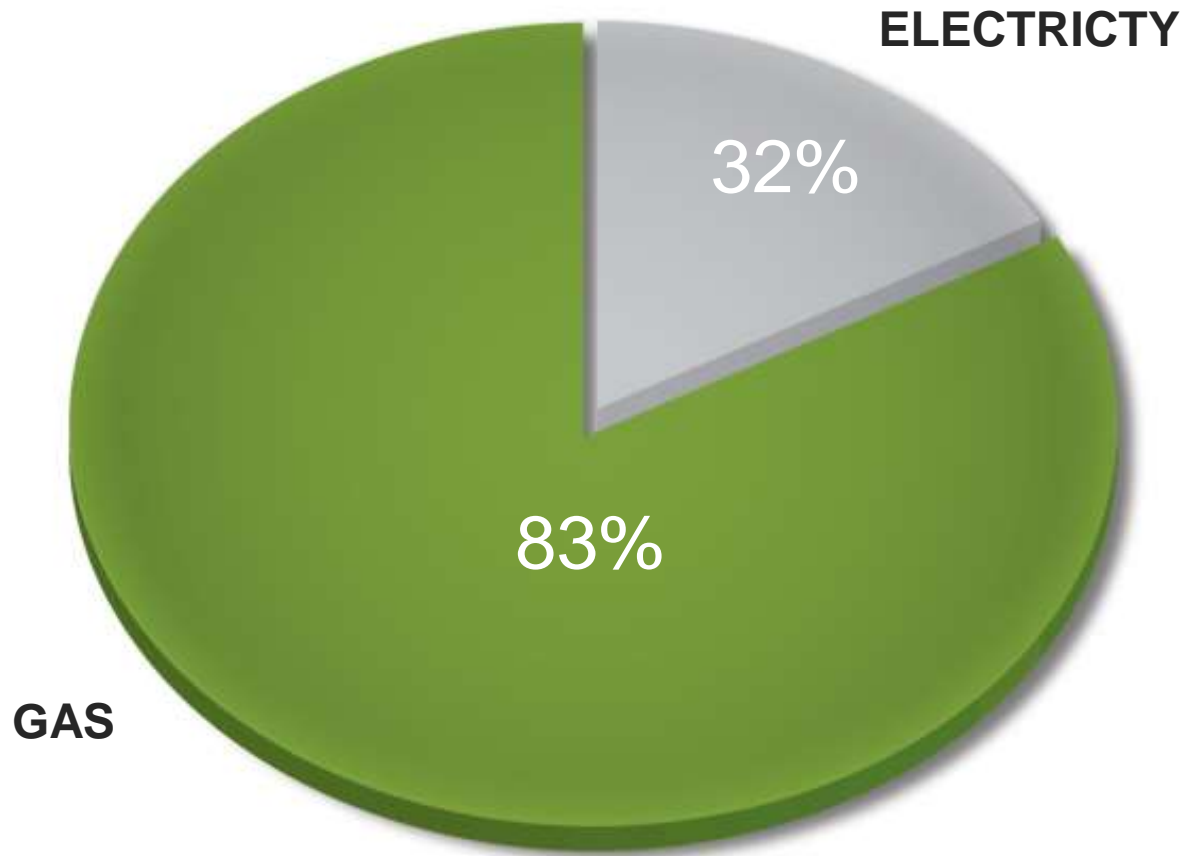
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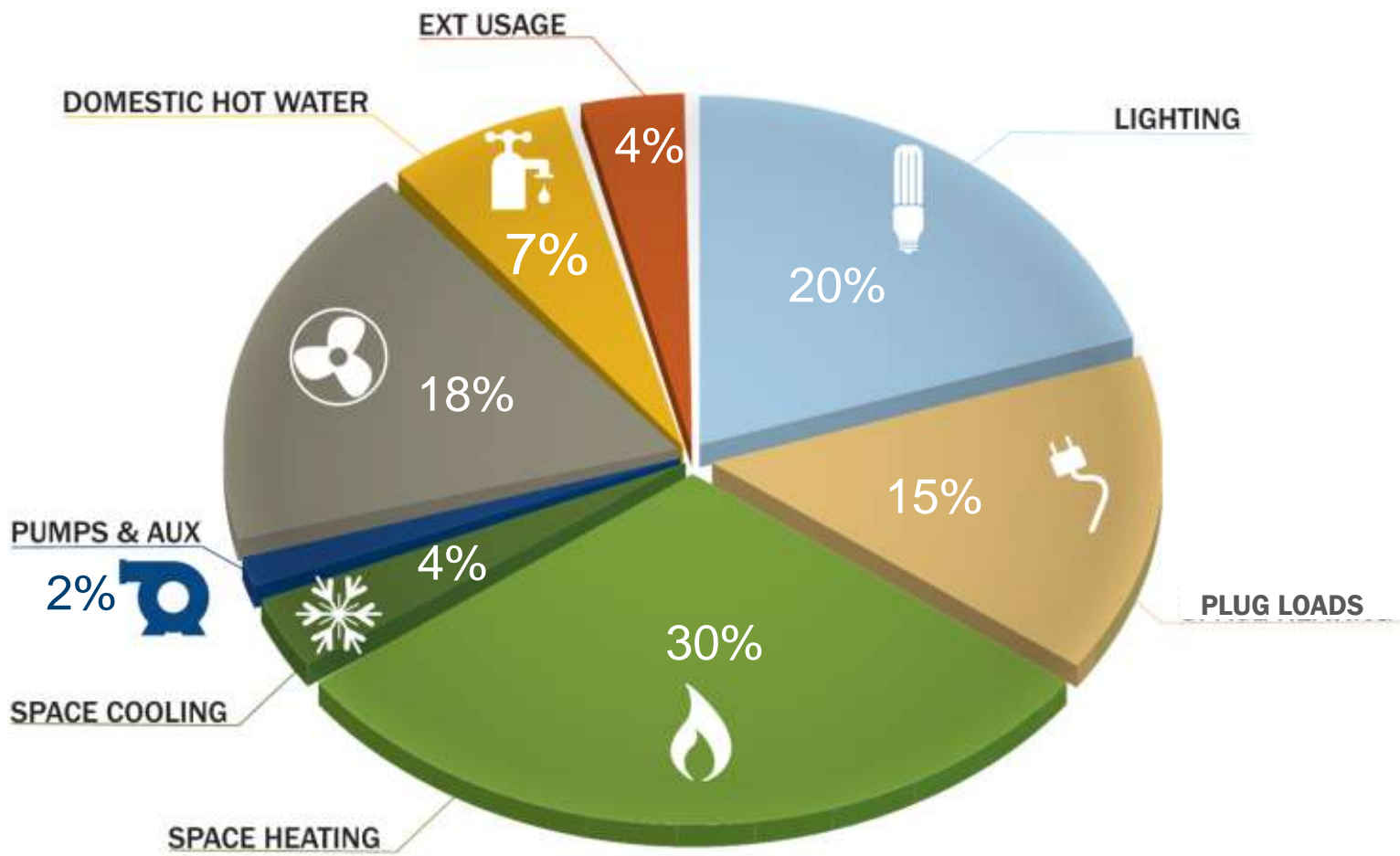


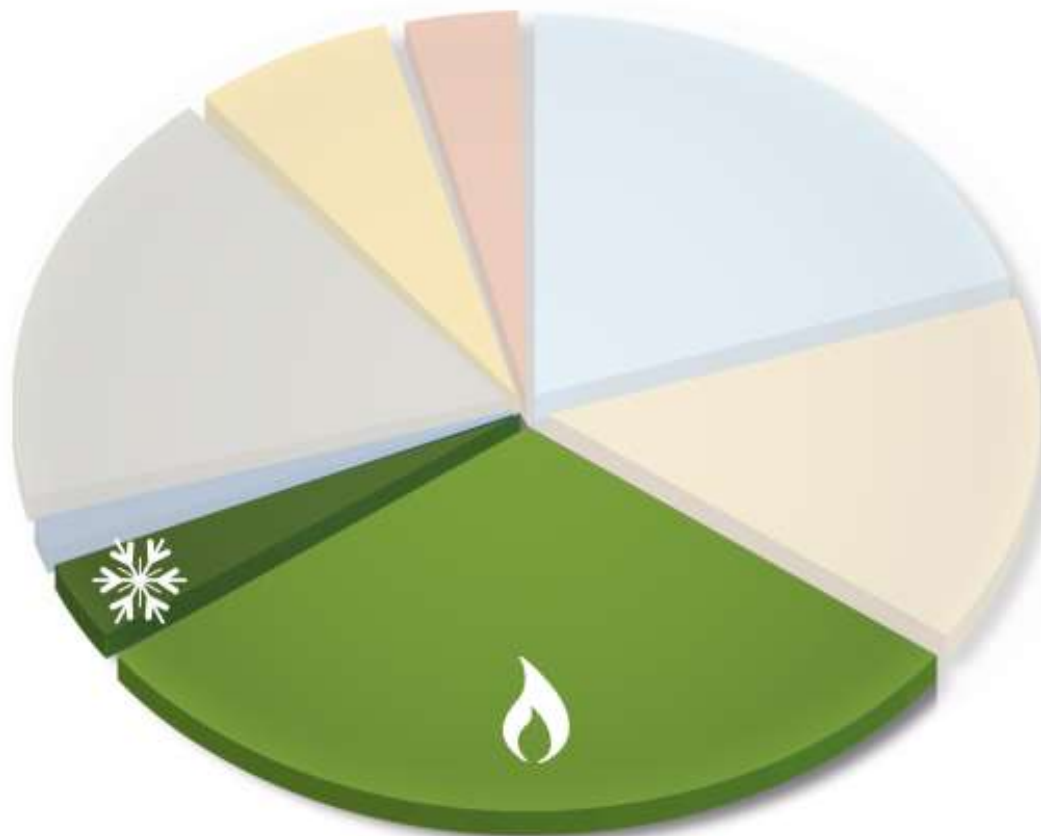
ENERGY USE GOAL SETTING AND SOLAR RESOURCE



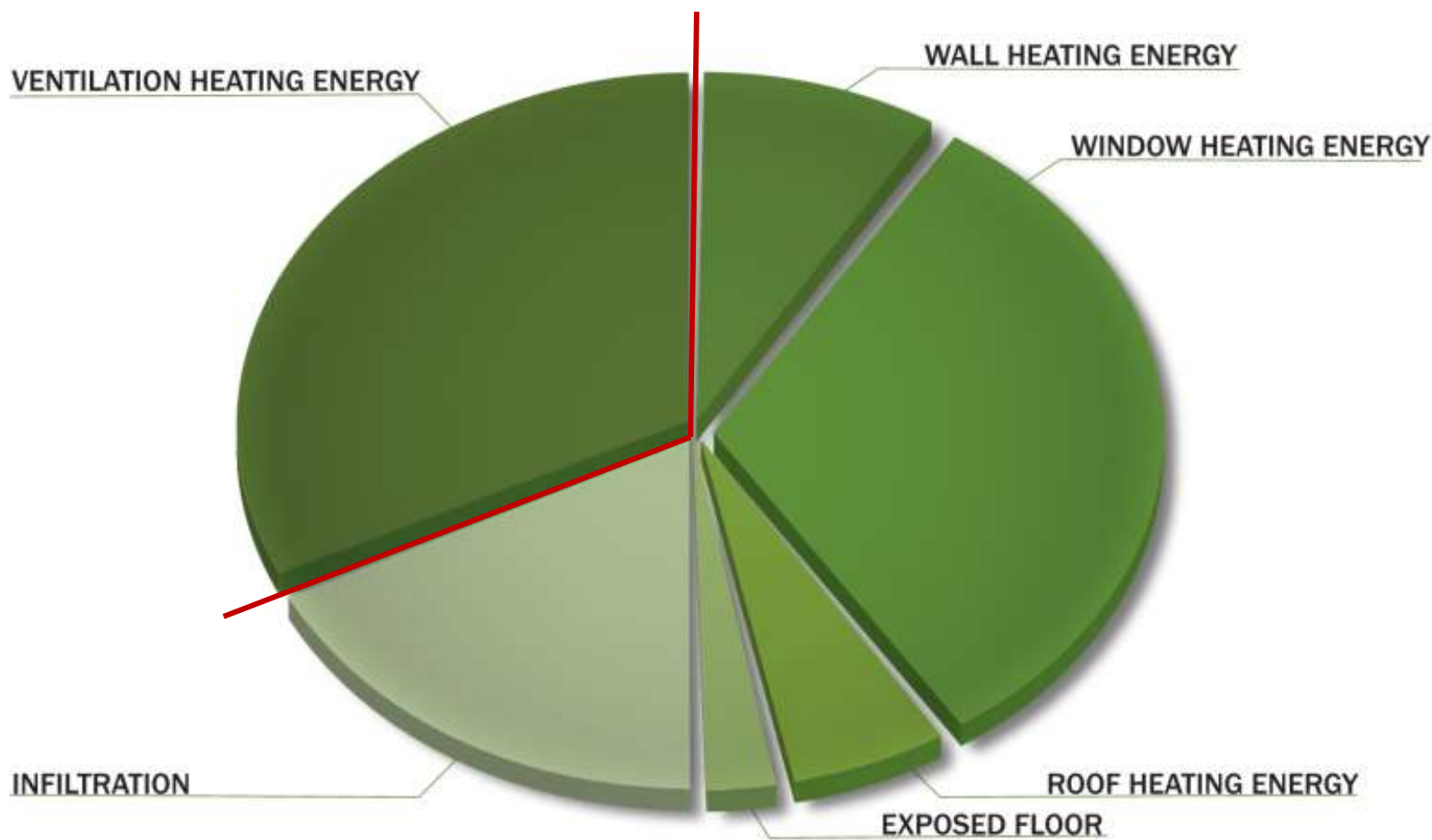


ENERGY USE BREAKDOWN

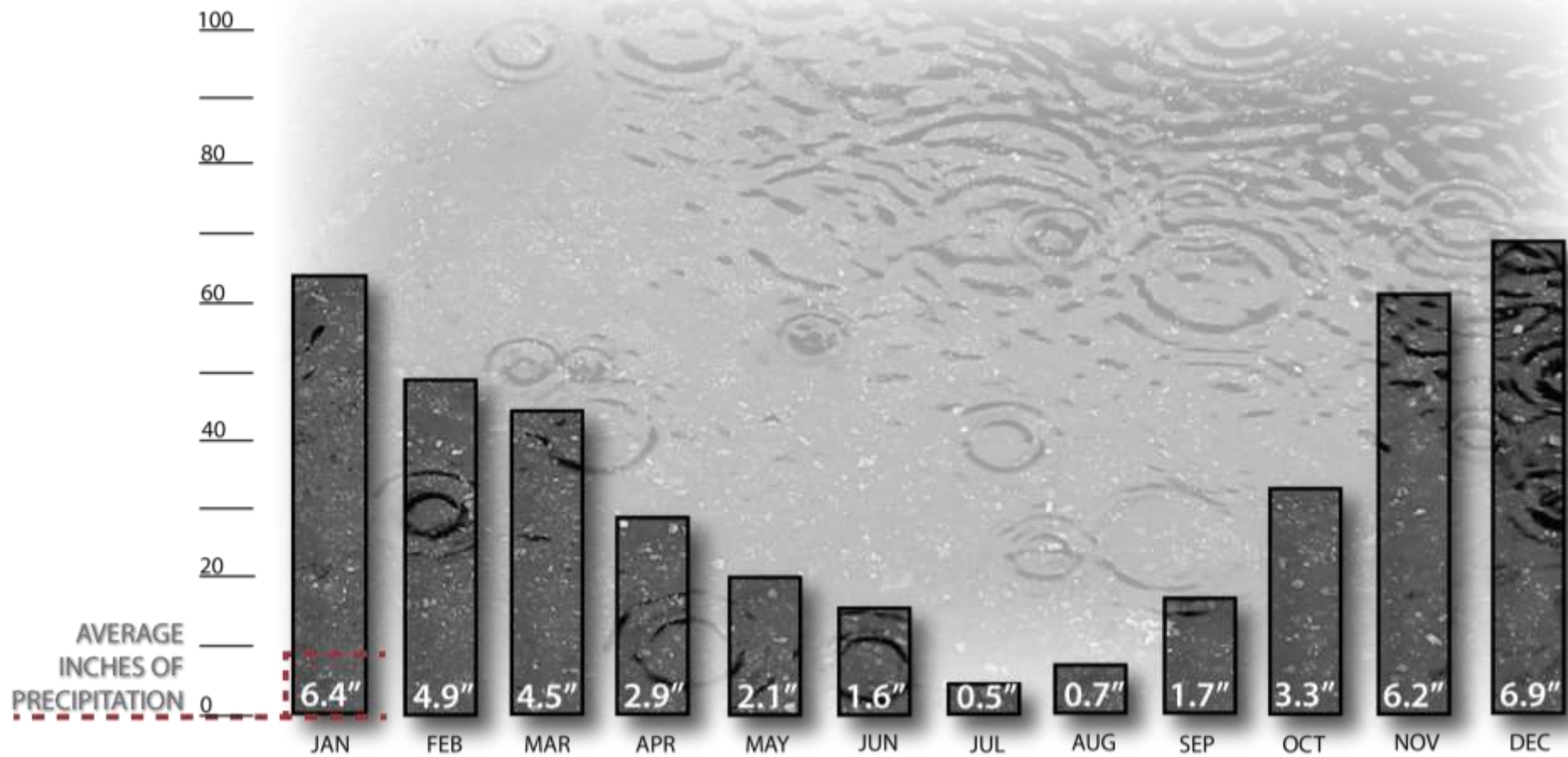




HEATING ENERGY BREAKDOWN



CLIMATE – PORTLAND RAINFALL



Data Source: TMY3 726980 WMO Station Number
Location: Portland Intl. Airport

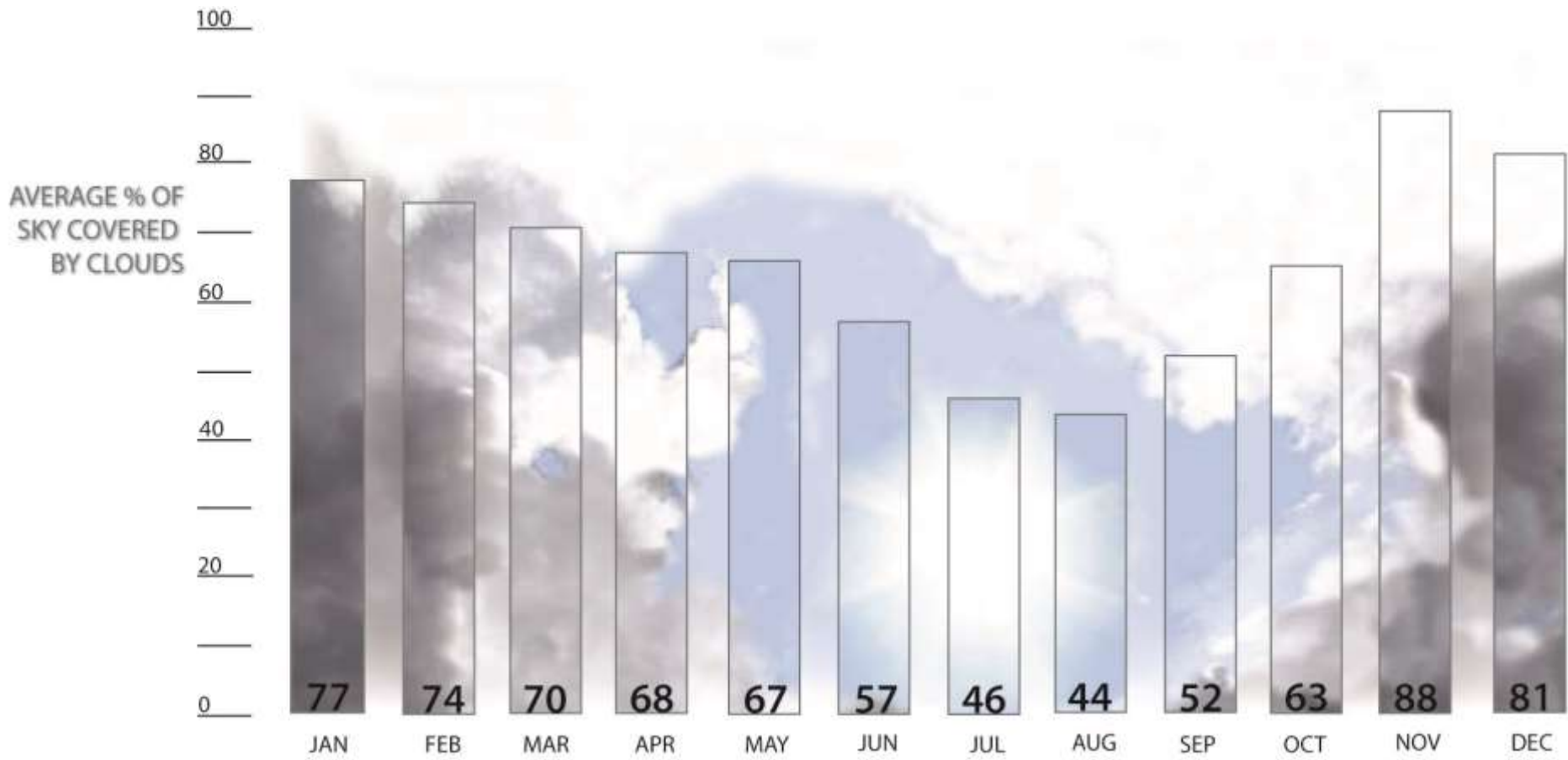


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CLIMATE – PORTLAND CLOUD COVER



Data Source: TMY3 726980 WMO Station Number
Location: Portland Intl. Airport

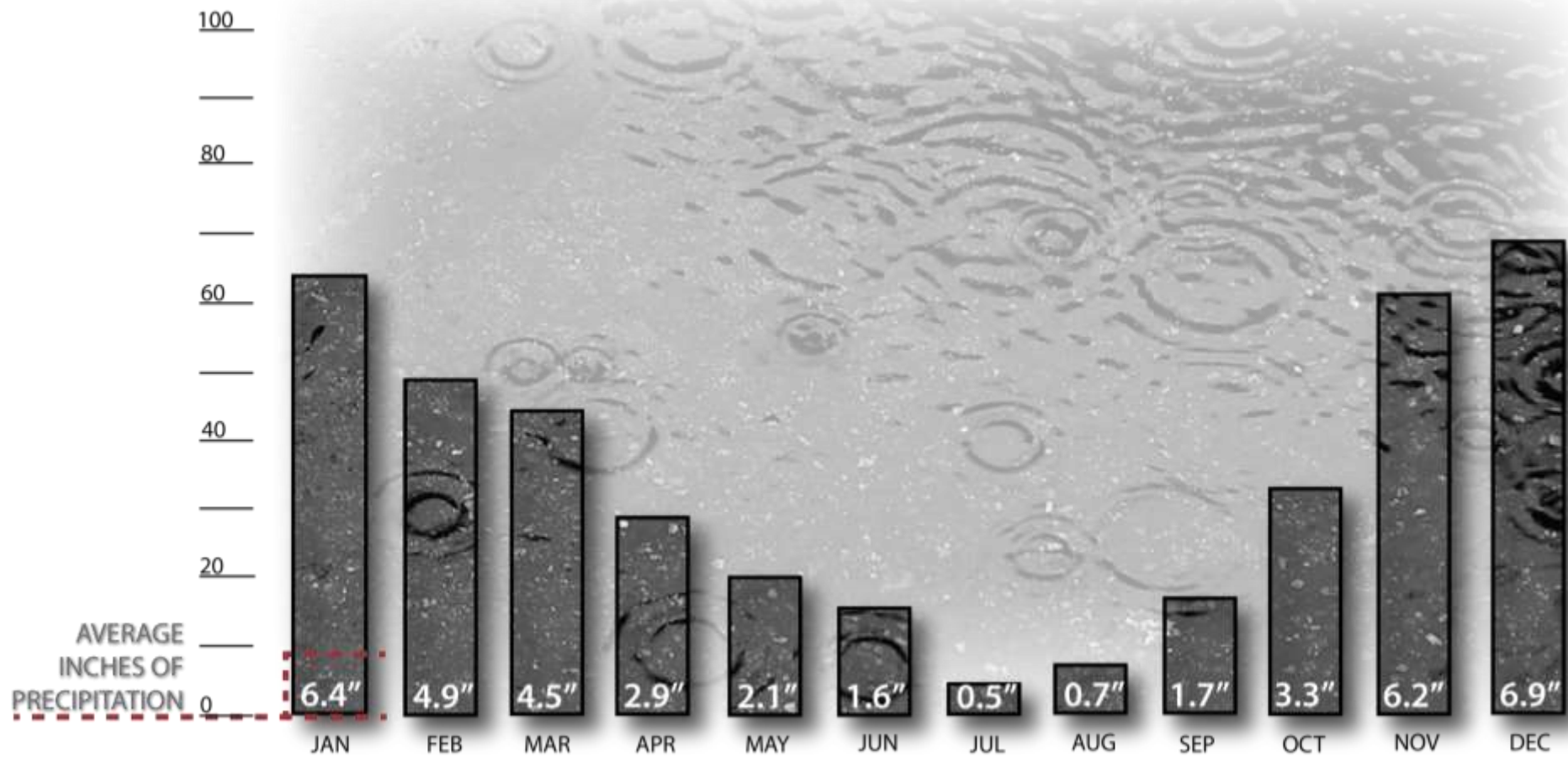


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CLIMATE – PORTLAND RAINFALL



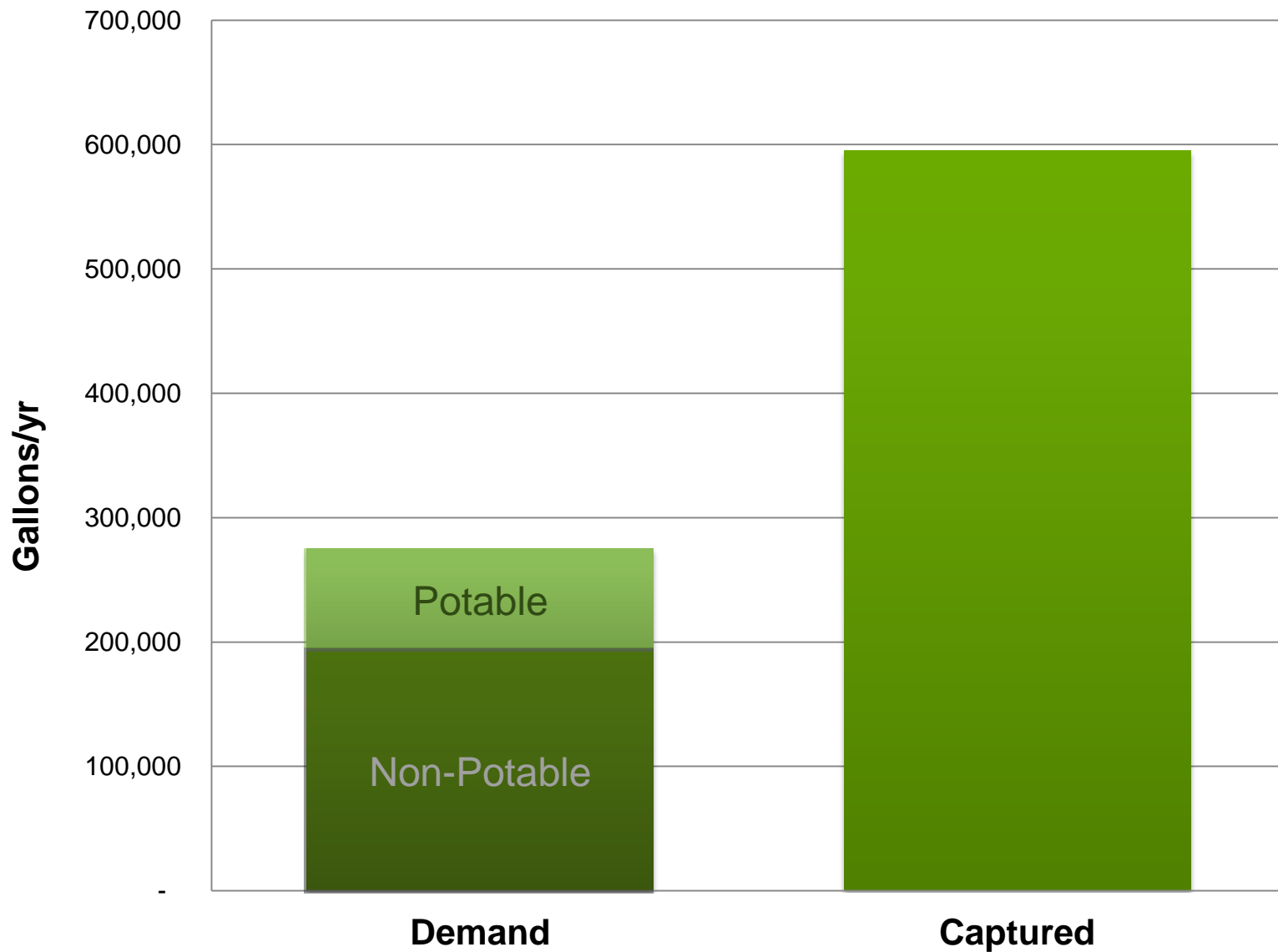
Data Source: TMY3 726980 WMO Station Number
Location: Portland Intl. Airport



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EVALUATION CRITERIA

Operations and maintenance / durability

Operations and maintenance / cost over time

Wise use of bond resources to deliver goals

Resource efficiency (energy, water, etc.)

How systems contribute as 21st century teaching and learning tools

Human health and comfort

Preserving existing historic building asset

Acoustics

Aesthetics (general)



WINDOW ALTERNATIVES – HISTORIC BUILDINGS

	historic character / divided lights	durability & maint.	thermal insulation	solar control	overall energy use	cost
A repair & repaint existing windows	best / original	min. acceptable	min. acceptable	interior VB	min. acceptable	\$
B repair & repaint existing windows + interior storm w/ single pane glazing	best / original	min. acceptable	good	cavity VB	good	\$\$
C repair & repaint existing windows + interior storm w/ double pane glazing	best / original	min. acceptable	best	cavity VB	better	\$\$\$
D repair & repaint existing windows + exterior storm w/ single pane glazing	good / original behind storm	good	good	cavity VB + low-e glass	good	\$\$
E replace windows with historic replicas in aluminum w/ double glazing	good / aluminum replica	best	better	interior VB + low-e glass	best	\$\$\$\$
F replace windows with historic replicas in high perf wood w/ double glazing	good / wood replica	good	better	interior VB + low-e glass	best	\$\$\$\$
G replace windows with hybrid windows: single pane historic replicas in alum at ext. + double pane wood int.	good / aluminum replica	best	best	cavity VB + low-e glass	best +	\$\$\$\$\$

NOTES

- 1 existing windows: double-hung, single-pane, wood windows with 12 over 12 divided lights
 - 2 all storm windows would be permanent and operable
 - 3 repair includes operability where beneficial and improved air tightness
 - 4 thermal insulation of windows provided in part by low-e glazing for all alternatives
- VB venetian blinds



WINDOW ALTERNATIVES – NEW BUILDINGS

	durability & maint.	thermal insulation	solar control	overall energy use	cost
A code min. aluminum windows, operable	best	good	low-e glass	good	\$
B improved aluminum windows, operable	best	better	low e glass + fixed ext shading at S, E, W	better	\$\$
C advanced aluminum windows, operable	best	best	low e glass + fixed ext shading at S, E, W	best	\$\$\$
D hybrid operable windows: single pane in aluminum at ext. + double pane wood at interior	best	best	low e glass + operable VB in cavity	best +	\$\$\$\$

NOTES

1 thermal insulation of windows provided in part by low-e glazing for all alternatives

VB venetian blinds

ROOF INSULATION ALTERNATIVES – HISTORIC BUILDINGS

	total ceiling thermal insulation	air infiltration control	thermal comfort	overall energy use	cost
A no added insulation - patch and paint only	R-5	poor	poor	min. acceptable	\$
B add R-38 blown-in insulation above ceiling, reduce air infiltration	R-43	better	better	better	\$\$
C add R-38 SPF to underside of roof sheathing and rafters, reduce air infiltration	R-43	best	better	better +	\$\$\$
D add R-50 blown-in insulation above ceiling, reduce air infiltration	R-55	best	best	best	\$\$\$



ROOF INSULATION ALTERNATIVES – NEW BUILDINGS

	total ceiling thermal insulation	air infiltration control	thermal comfort	overall energy use	cost
A code minimum: R-38 batt insulation above ceiling, attic ventilated to exterior	R-43	good	good	good	\$
B code minimum: R-40 rigid insulation above roof sheathing, attic (if any) ventilated to interior	R-45	better	better	better	\$\$
C R-50 rigid insulation above roof sheathing, attic (if any) ventilated to interior	R-55	best	best	best	\$\$\$



EXTERIOR WALL INSULATION ALTERNATIVES – HISTORIC BUILDINGS

	total wall thermal insulation	space implications	air infiltration control	thermal comfort	overall energy use	cost
A no insulation - patch and paint only	R-3	existing	poor	poor	min. acceptable	\$
B remove interior finish, add R-14 insulation + gyp.bd	R-17	lose 4" at exterior	better	better	better	\$\$
C remove interior finish, add R-40 insulation + gyp.bd	R-43	lose 8" at exterior	best	best	best	\$\$\$



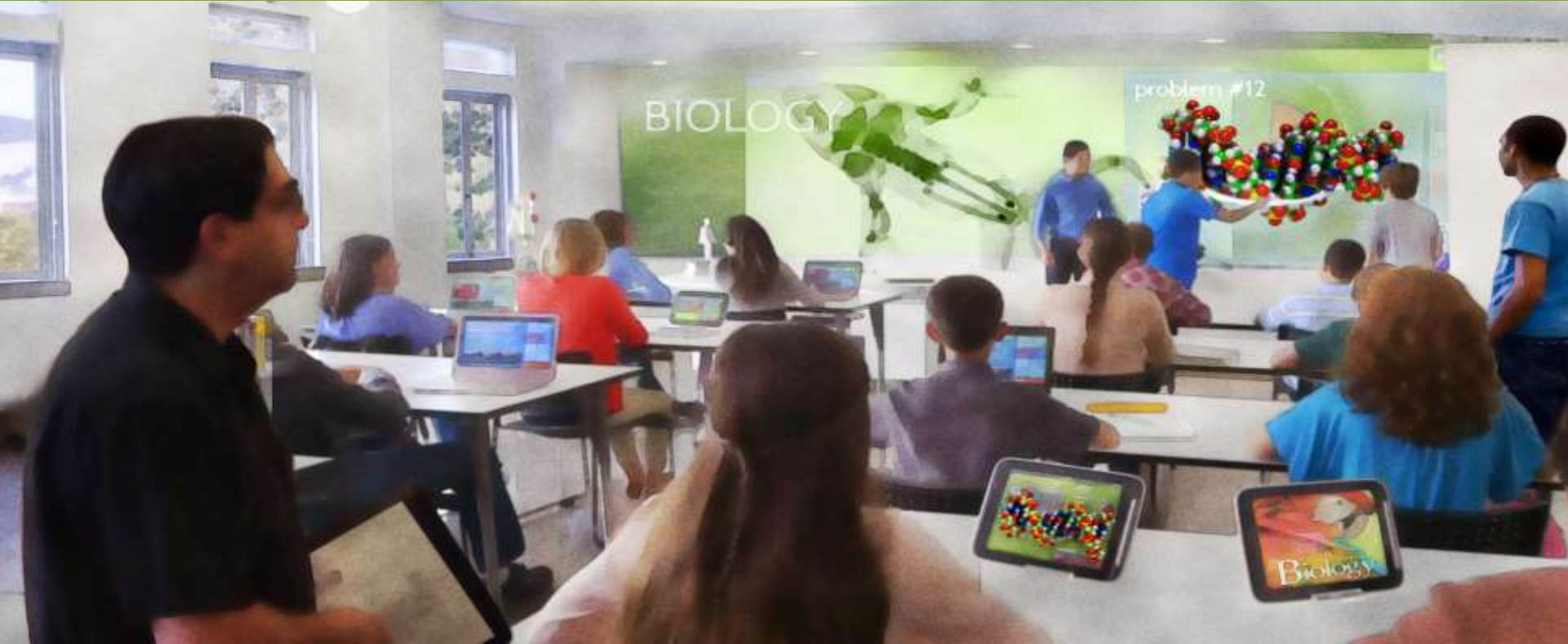
EXTERIOR WALL INSULATION ALTERNATIVES – NEW BUILDINGS

	total wall thermal insulation	space implications	air infiltration control	thermal comfort	overall energy use	cost
A code min: R-13 wall insulation in wall cavity + R-7.5 continuous exterior insulation over sheathing	R-17	n/a	good	good	good	\$
B R-13 wall insulation in wall cavity + R-20 continuous exterior insulation over sheathing	R-30	n/a	better	better	better	\$\$
C R-13 wall insulation in wall cavity + R-30 continuous exterior insulation over sheathing	R-40	n/a	best	best	best	\$\$\$





HOW CAN BUILDINGS IMPACT HUMAN HEALTH?



People spend **90%** of their time indoors.



Indoor pollutant levels may be **2–5** times higher than outdoor levels.

Source: U.S. EPA

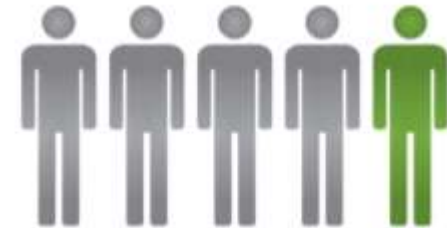


HOW CAN BUILDINGS IMPACT HUMAN HEALTH?

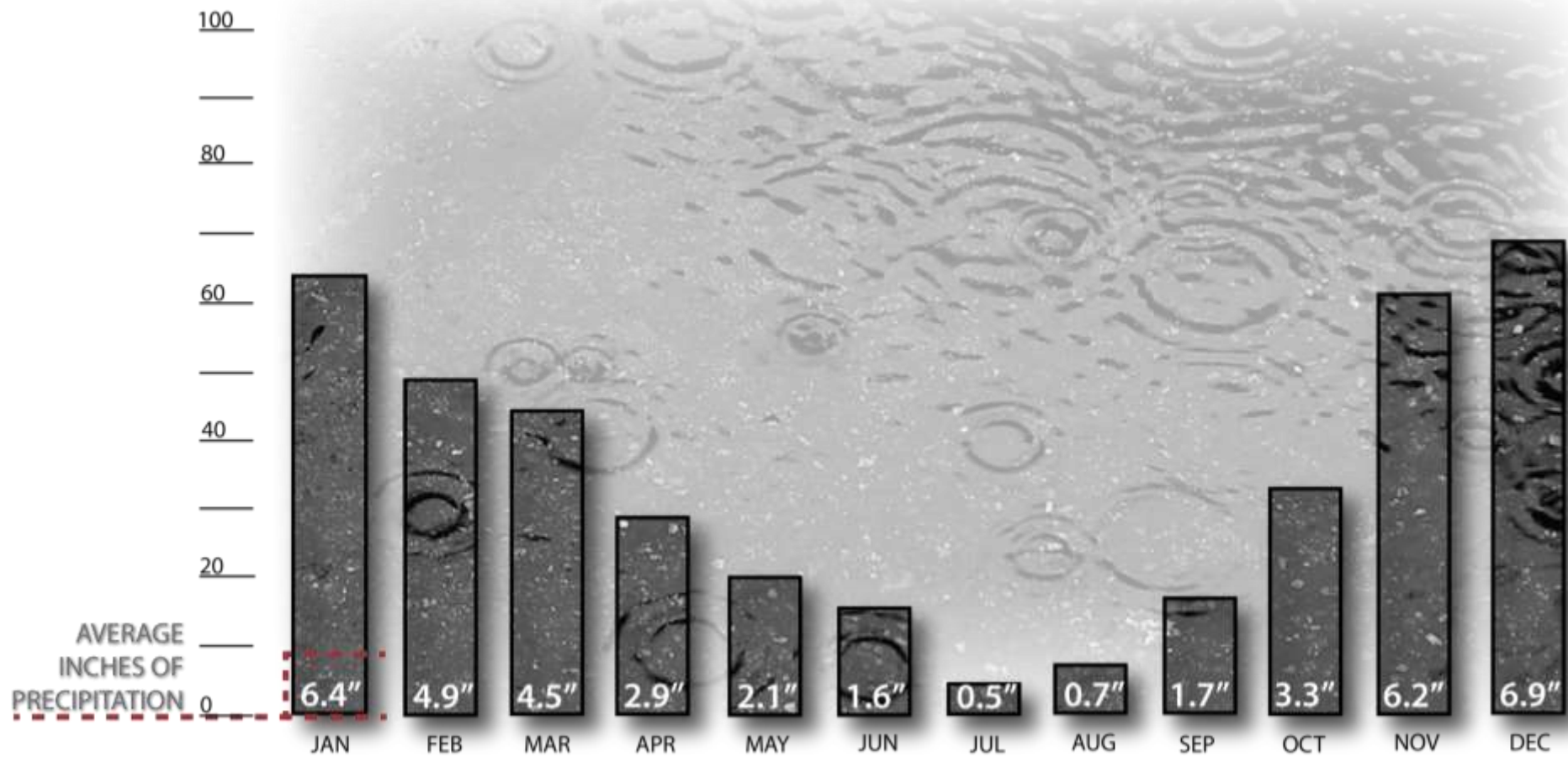


Poor indoor air quality is one of the **top 5 environmental risks to public health** in the U.S. today.

Source: U.S. EPA



CLIMATE – PORTLAND RAINFALL



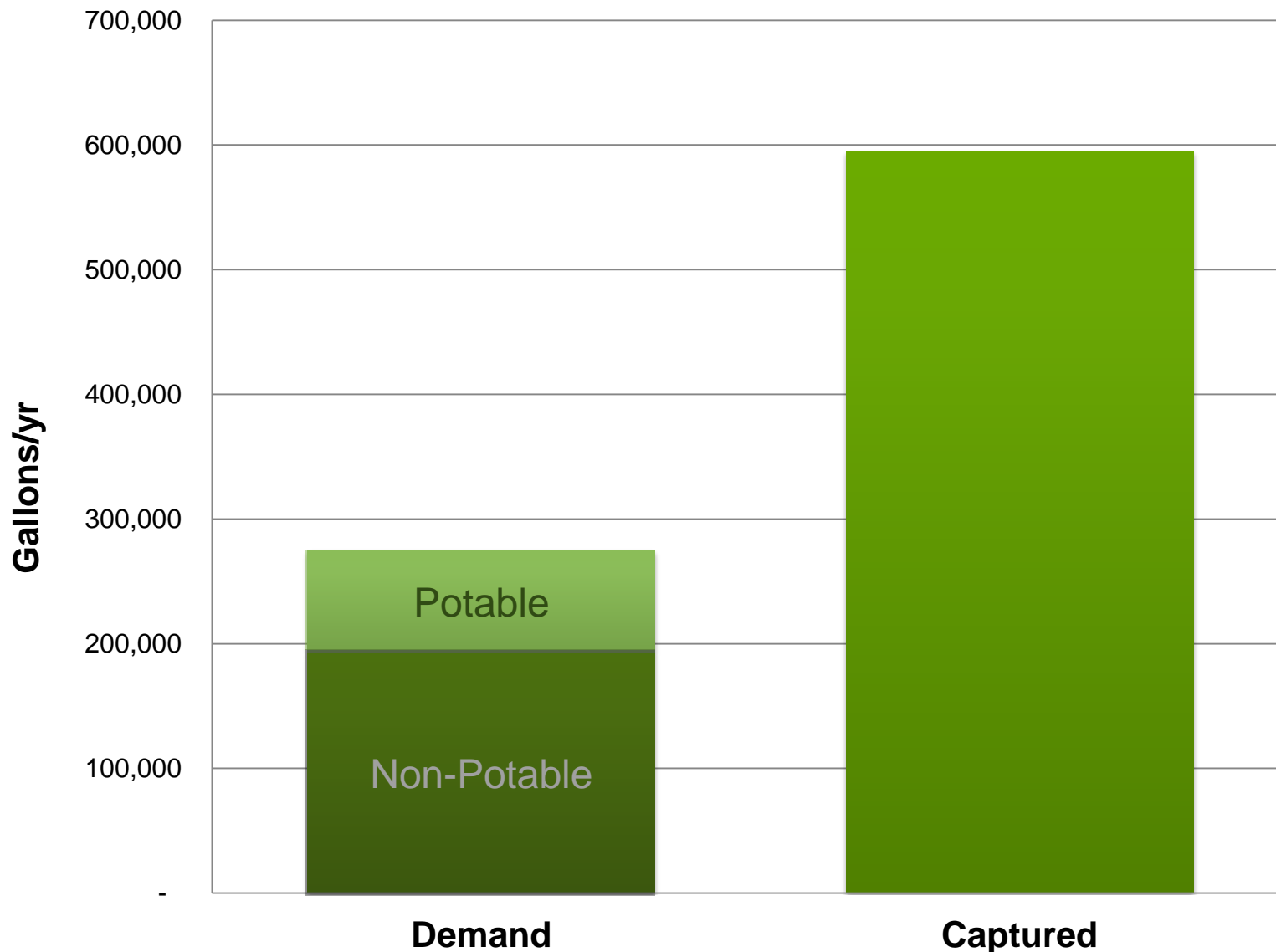
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Location: Portland Intl. Airport



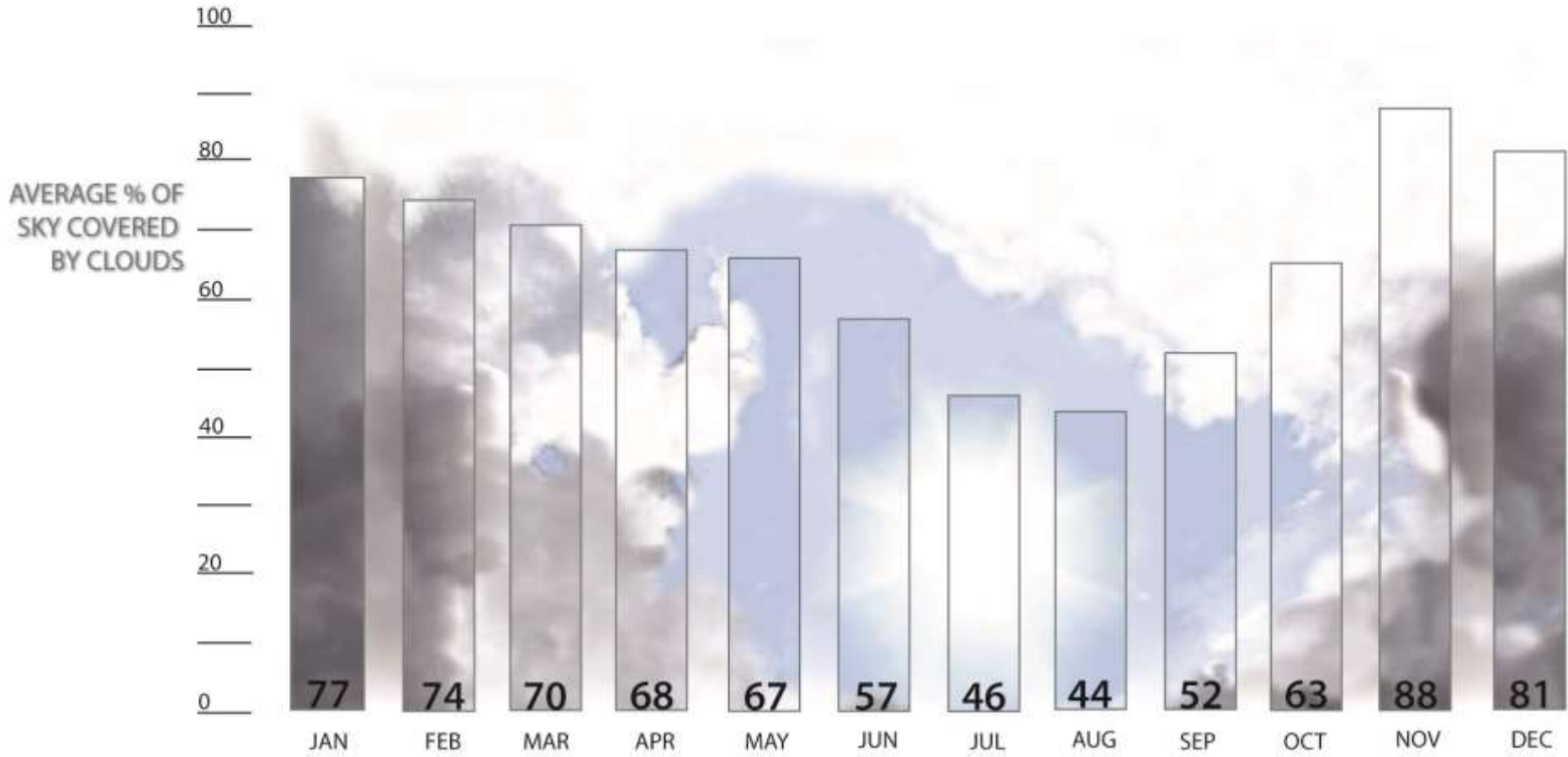
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CLIMATE – PORTLAND CLOUD COVER



Data Source: TMY3 726980 WMO Station Number
Location: Portland Intl. Airport



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The electrical lighting needs to be integrated with daylighting to reinforce the intended use of space, physically and physiologically while also optimizing energy use.

DESIGN GOAL:

Create a quality daylit environment that responds to our bodies' physiological needs for time of day, orientation, weather, and location. Provide the highest level of visual comfort .

KEY COMPONENTS

- Maximize Daylight Access
- Integrate Electric Lighting with Daylighting
- Energy Conservation
- Space Color / Reflectivity
- Prevent Glare
- Manage Contrast
- Control Surface Illumination (Visual Comfort)



Reducing students exposure to both outdoor and indoor pollutants improves their health and productivity.

DESIGN GOAL:

Provide exceptional indoor air quality by minimizing occupant's exposure to pollutants, ventilating occupied spaces with quality air, and ensuring fresh air is delivered to all occupants.

KEY COMPONENTS

- Healthy Materials Selection
- Mitigate VOCs
- Air Filtration
- Current Best Practices:
 - Optimize Ventilation Rates and Control
 - High Quality Filtration
 - Pollutant Source Control
 - Managing Construction Practices



- *The building and its systems needs to best support occupants' thermal comfort.*

DESIGN GOAL:

Enhance perceived thermal comfort by maintaining the proper combination of operative temperature, air speed, and humidity in all occupied spaces while allowing occupants to control their environments.

KEY COMPONENTS to CONSIDER

- Efficiency
- Longevity
- Access
- Energy Conservation
- Automation / Controls
- Maintenance
- Passive or Low Energy



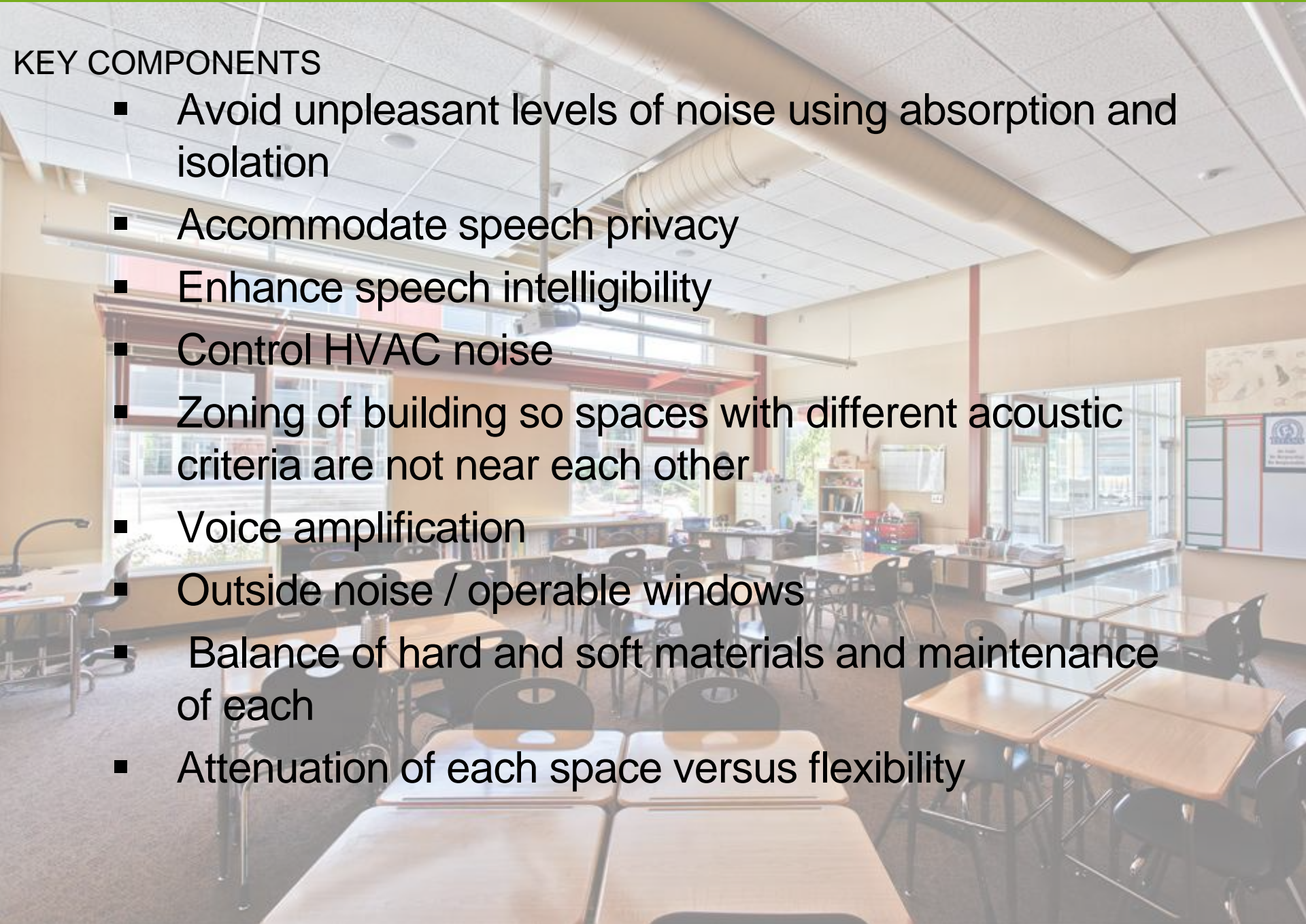
We need to provide proper areas for conversation and interaction while balancing the need for peace and quiet.

DESIGN GOAL:

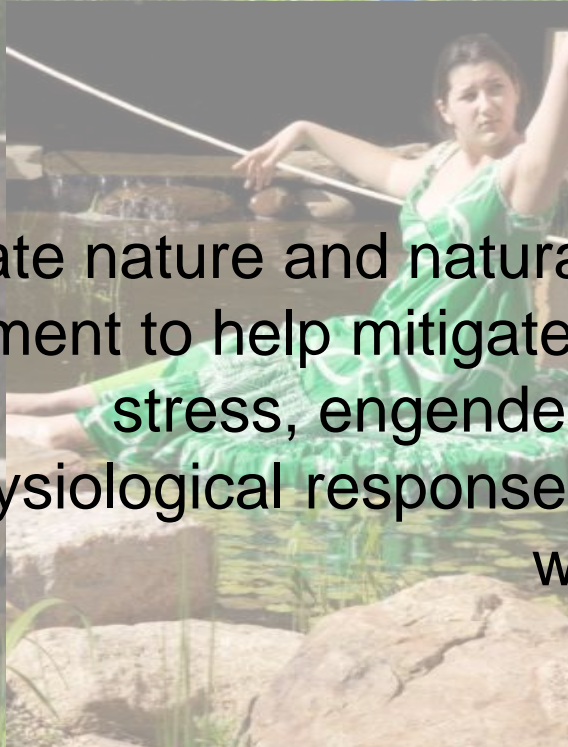
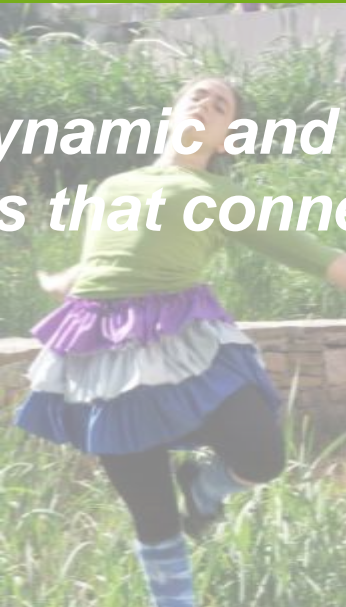
In the school, acoustical conditions should provide opportunities for conversations where appropriate, while also optimizing for concentration and focus.

KEY COMPONENTS

- Avoid unpleasant levels of noise using absorption and isolation
- Accommodate speech privacy
- Enhance speech intelligibility
- Control HVAC noise
- Zoning of building so spaces with different acoustic criteria are not near each other
- Voice amplification
- Outside noise / operable windows
- Balance of hard and soft materials and maintenance of each
- Attenuation of each space versus flexibility



- *Schools need to be dynamic and welcoming learning environments that connect the student to nature.*



DESIGN GOAL:

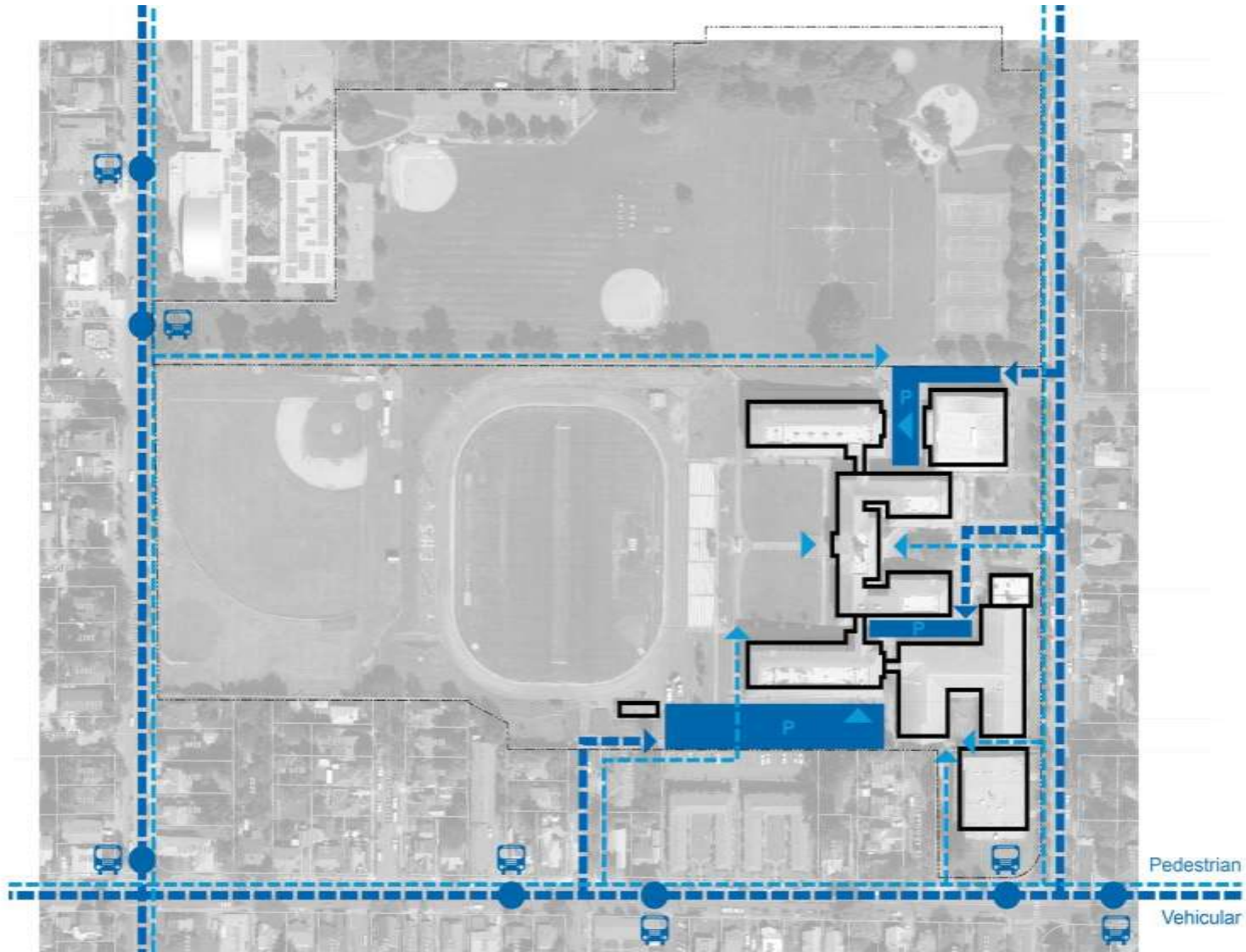
Incorporate nature and natural systems into the built environment to help mitigate the negative impact of stress, engender positive cognitive and psychophysiological responses, and contribute to the well-being of occupants.

CONNECTION TO NATURE

- **Nature in the Space**
 - Visual connections to nature
 - Physical connections to nature
 - Non-rhythmic sensory stimuli
- **Nature of the Space**
 - Prospect
 - Refuge
 - Mystery / Enticement
- **Natural Analogues**
 - Biomorphic Forms and Patterns



FRANKLIN HS – CIRCULATION

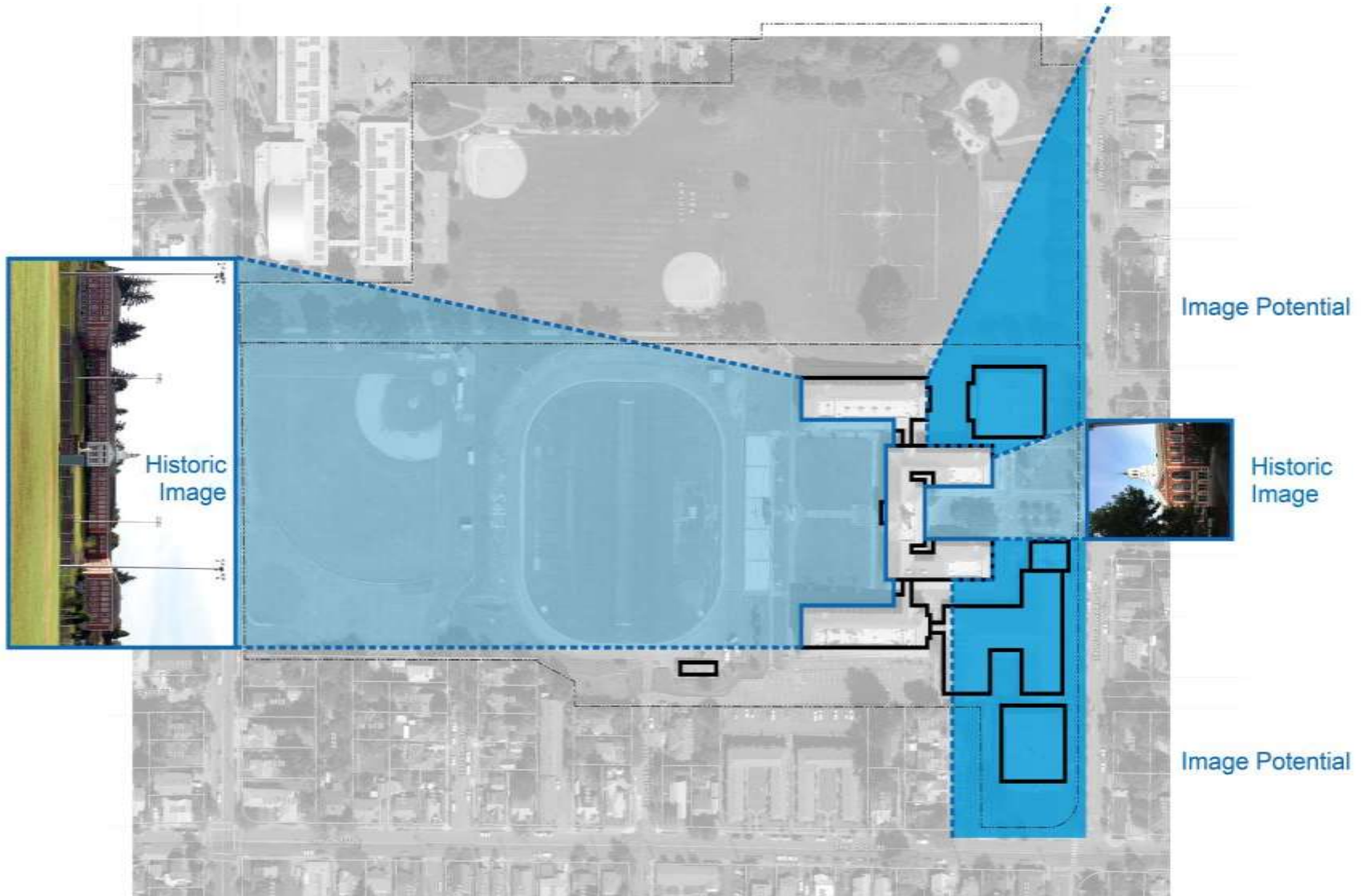


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FRANKLIN HS – HISTORIC PRESENCE

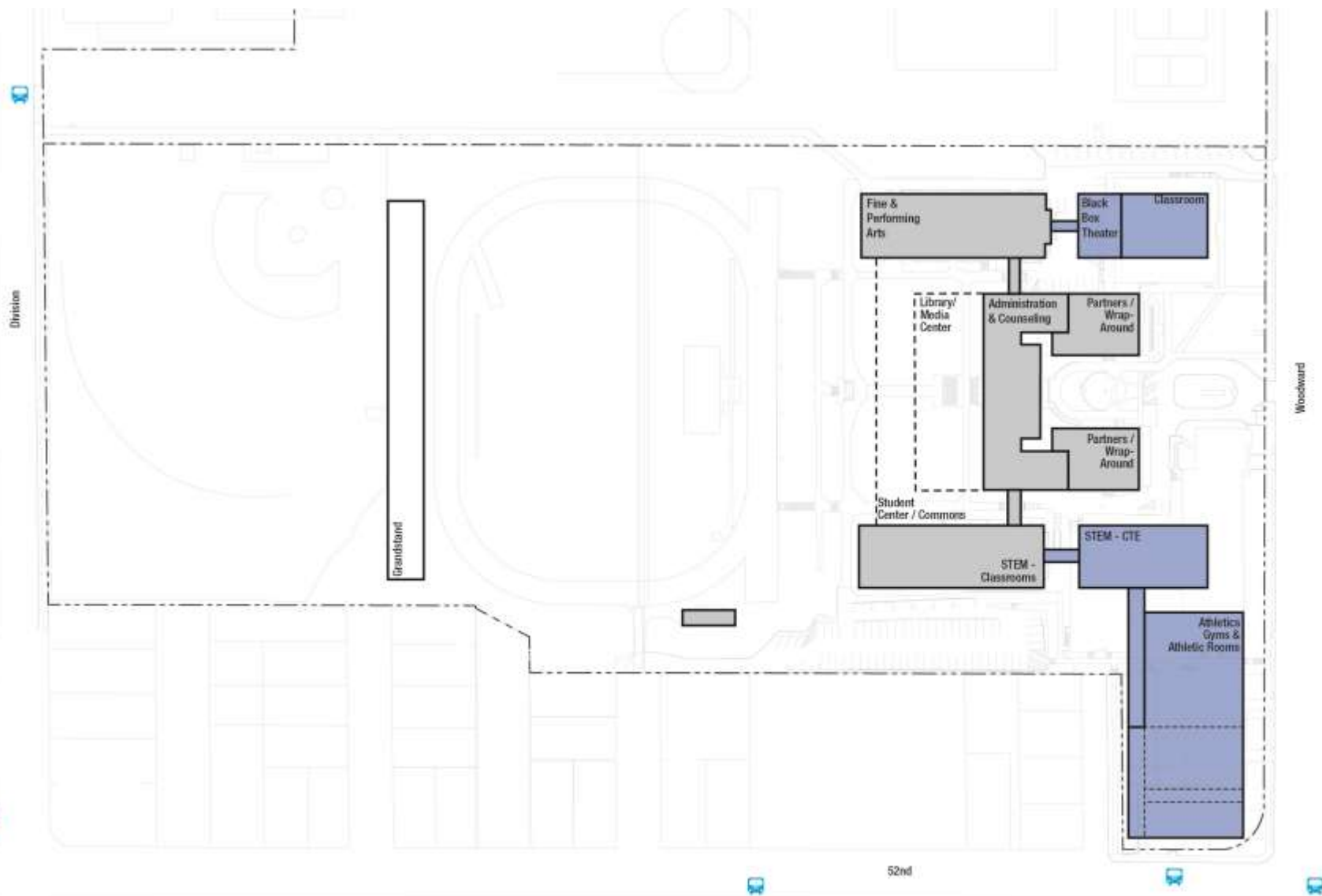


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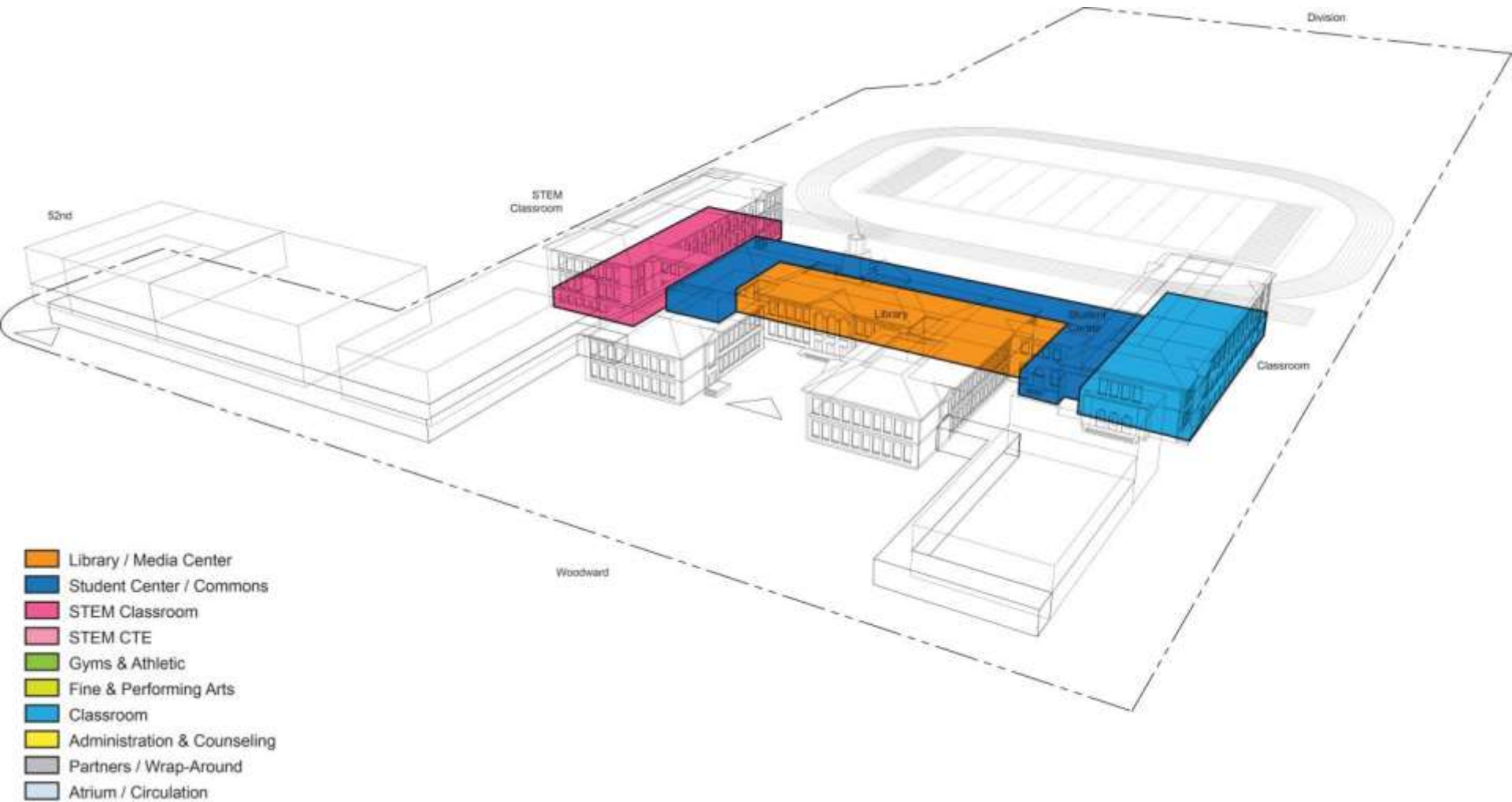
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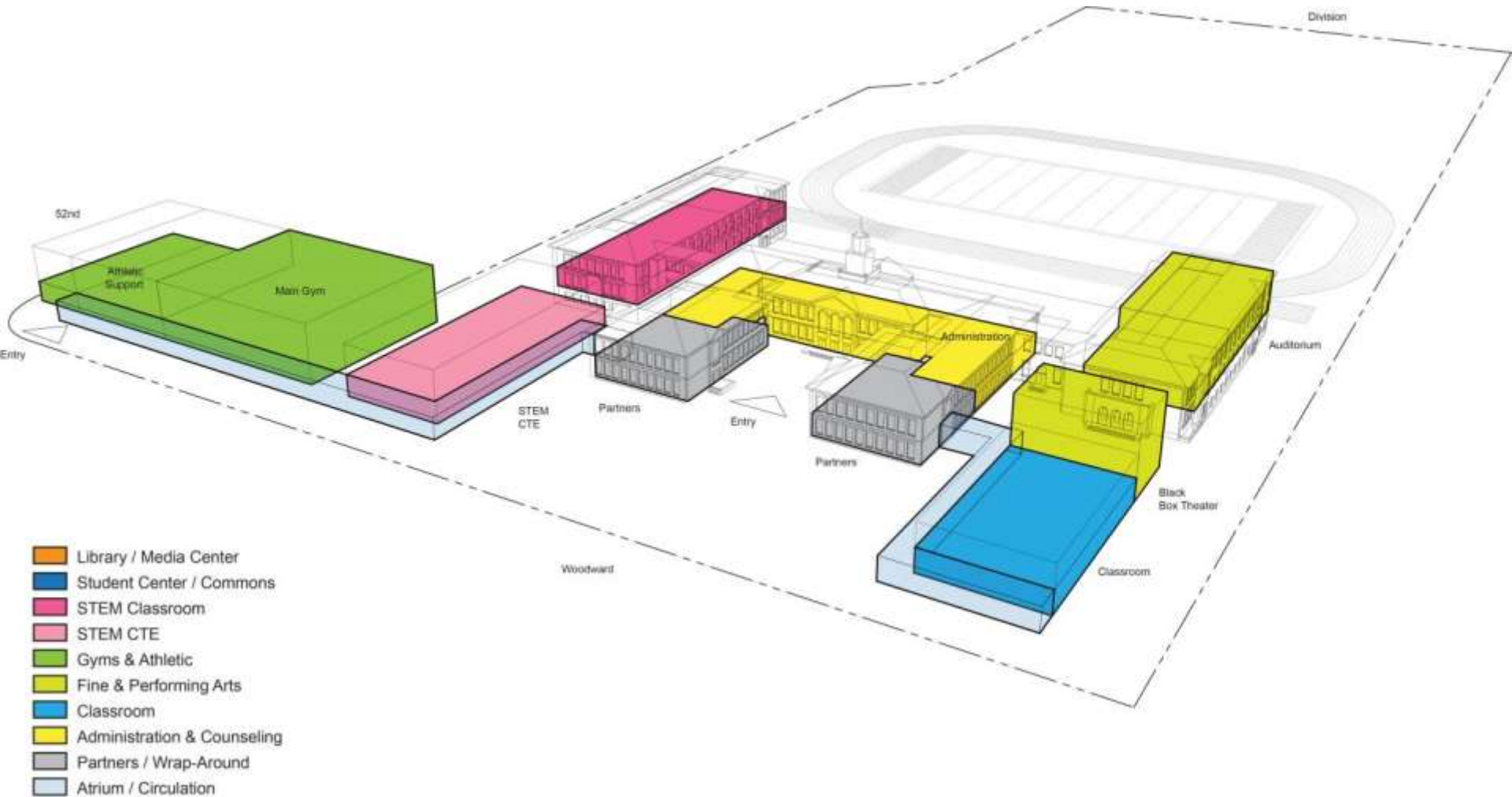
FRANKLIN HS – MASTER PLAN OPTION B



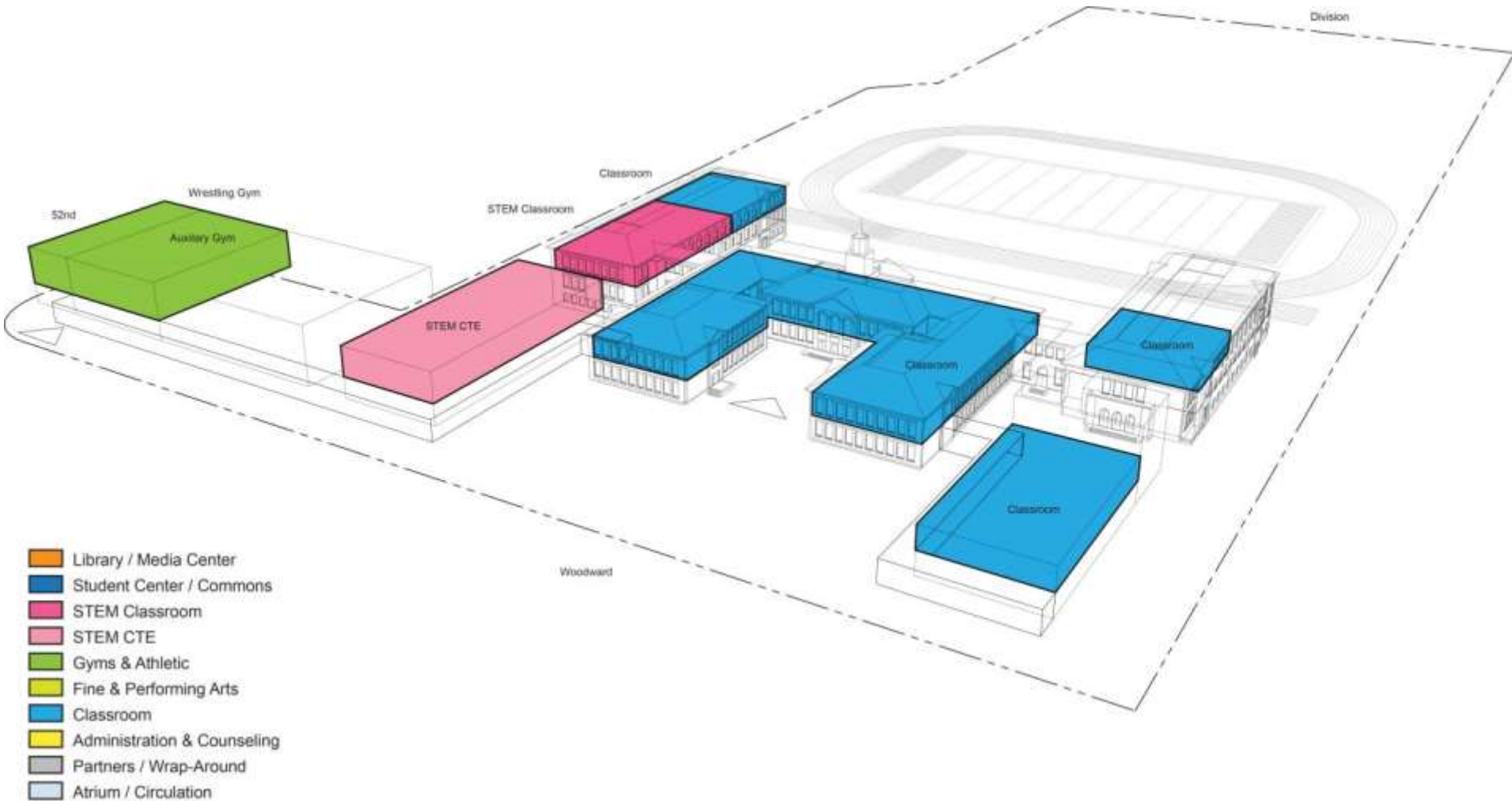
FRANKLIN HS – MASTER PLAN OPTION B – BASEMENT LEVEL



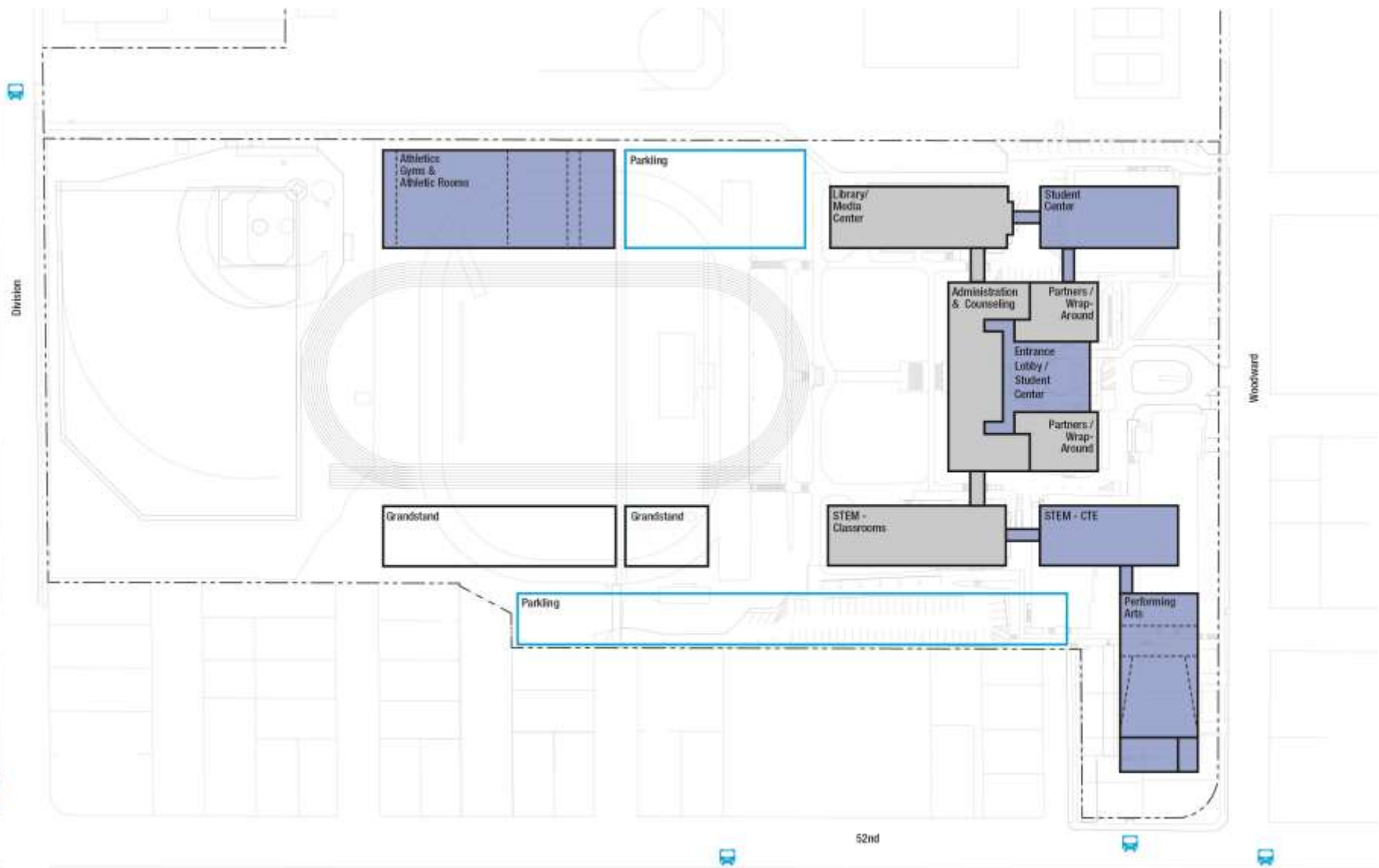
FRANKLIN HS – MASTER PLAN OPTION B – FIRST FLOOR



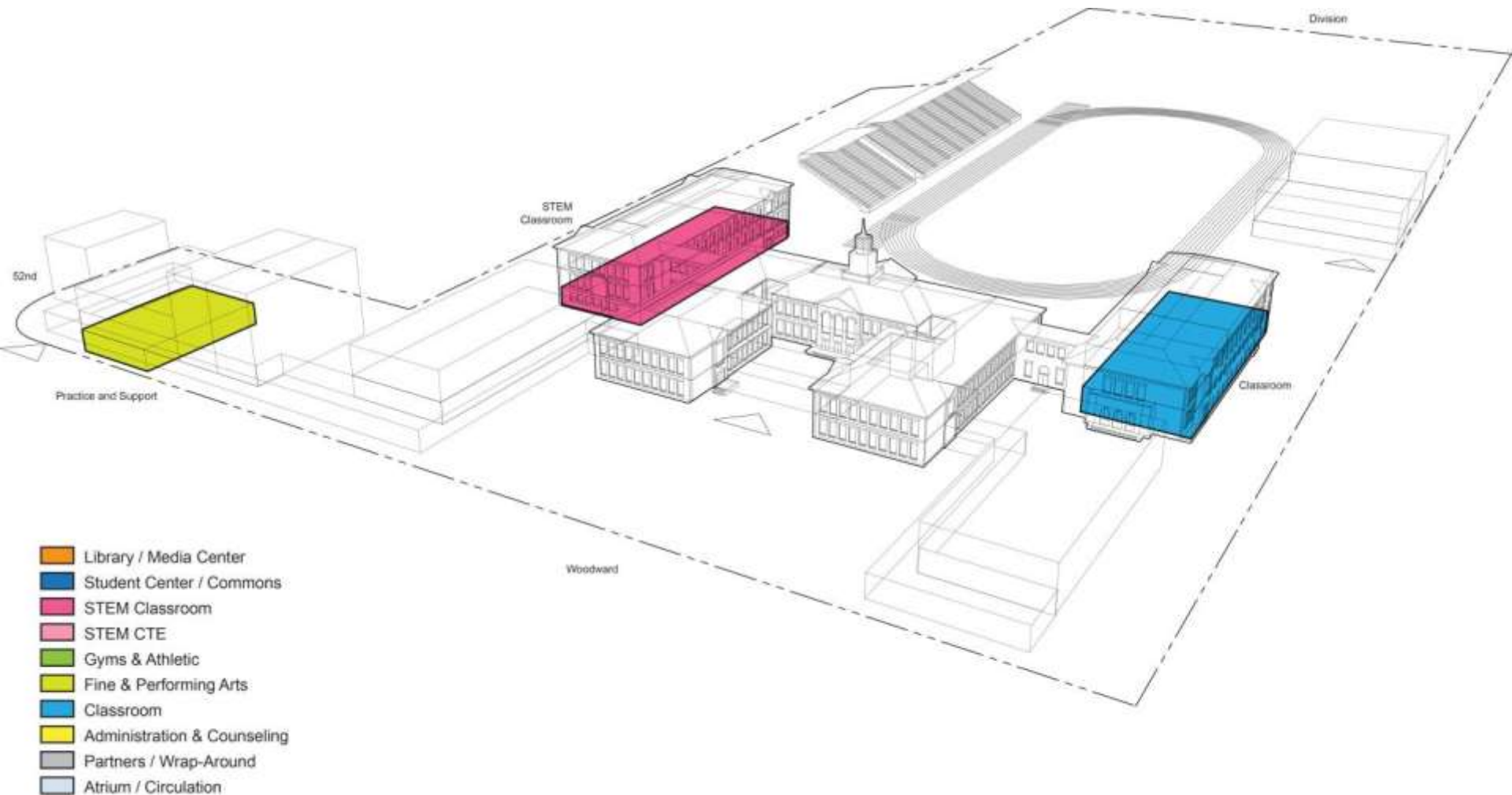
FRANKLIN HS – MASTER PLAN OPTION B – SECOND FLOOR



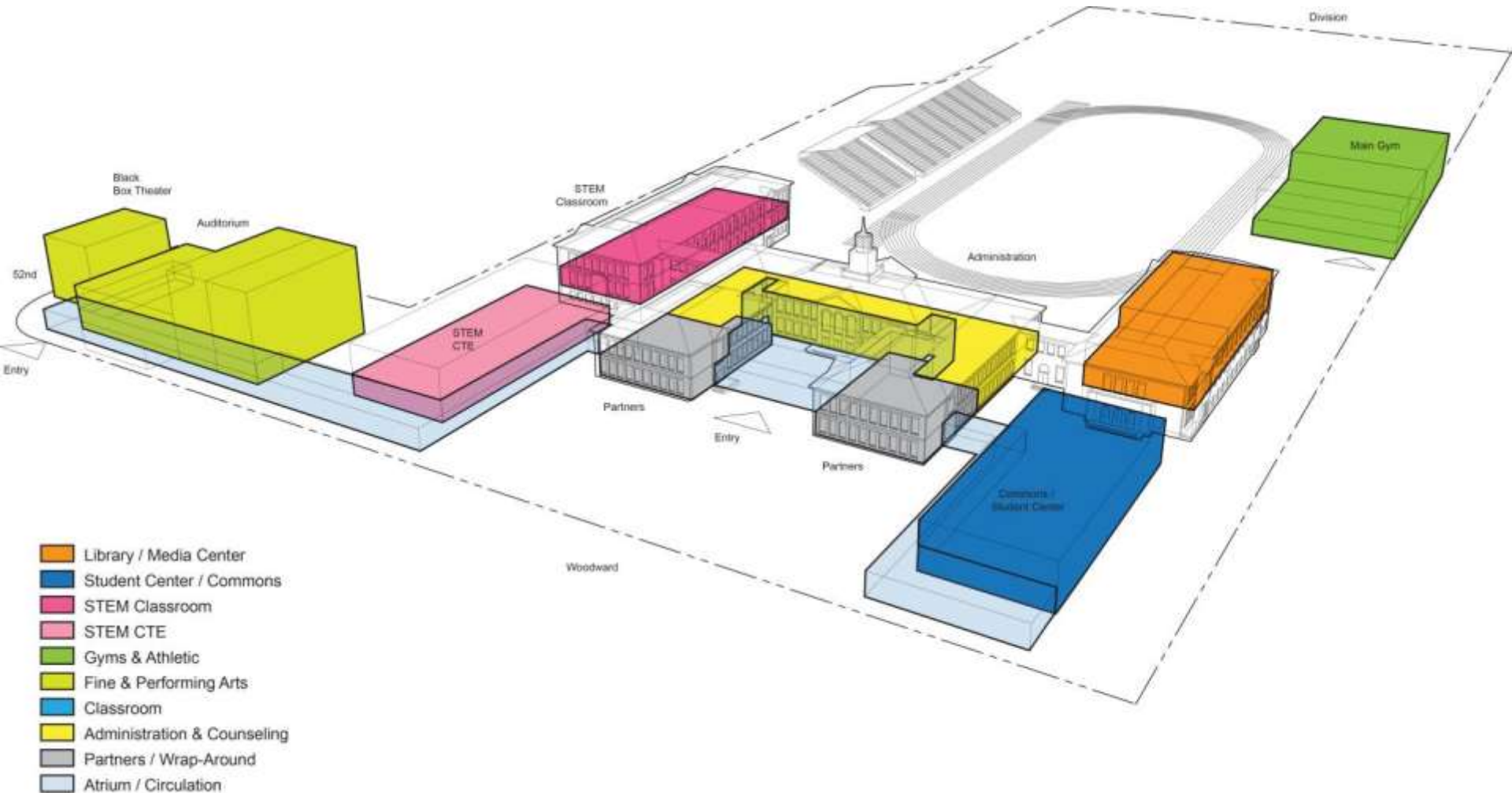
FRANKLIN HS – MASTER PLAN OPTION C



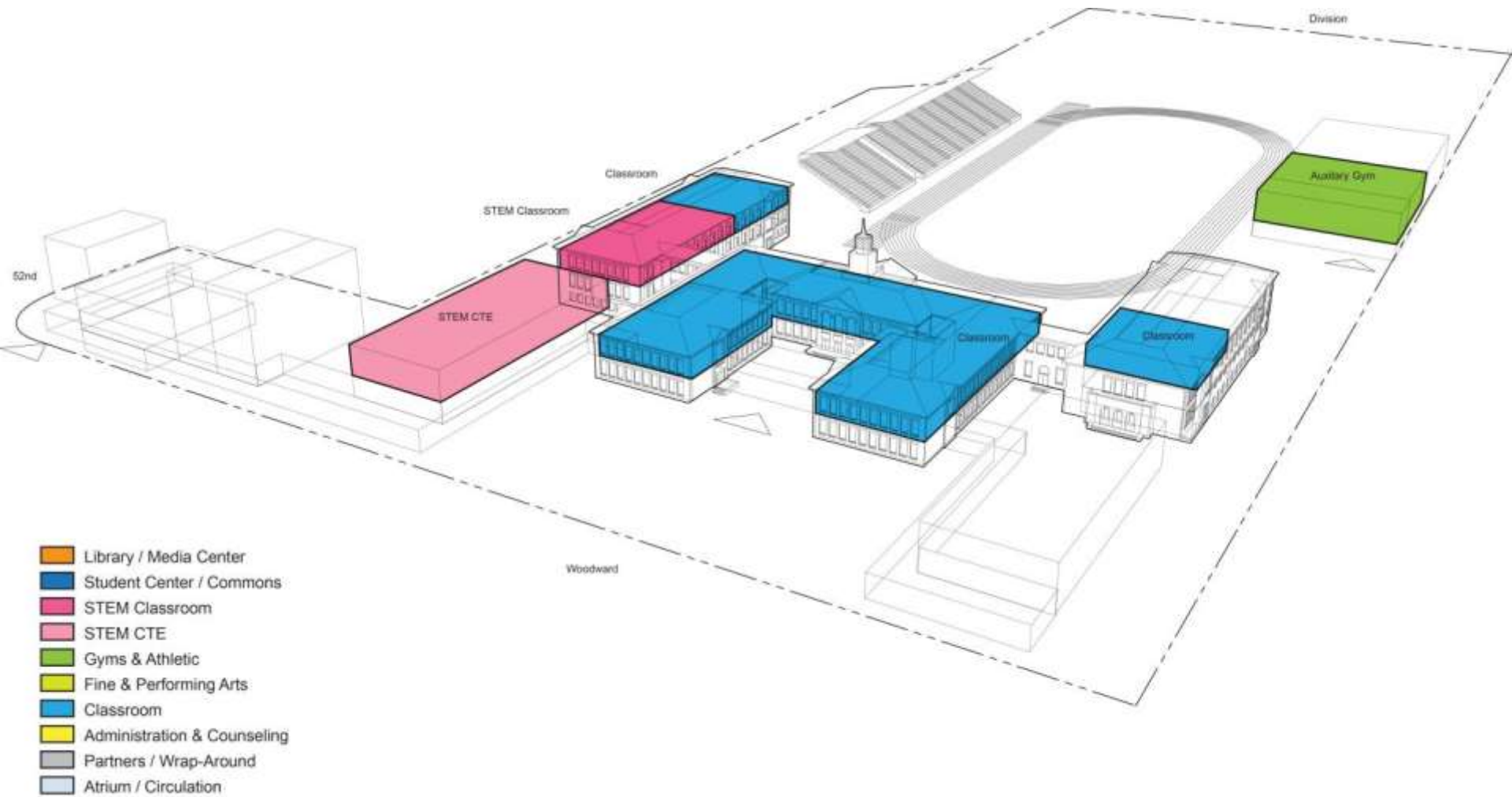
FRANKLIN HS – MASTER PLAN OPTION C – BASEMENT LEVEL



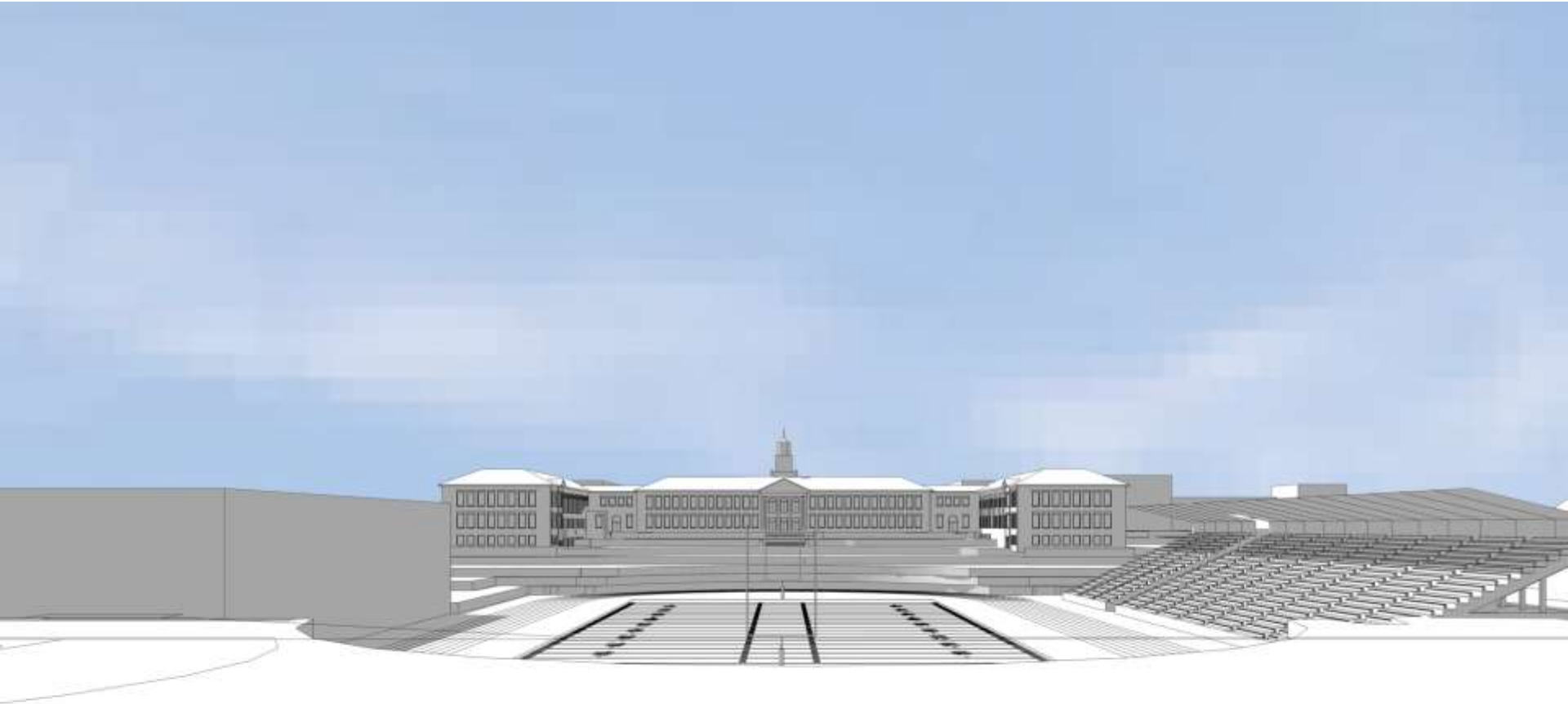
FRANKLIN HS – MASTER PLAN OPTION C – FIRST FLOOR



FRANKLIN HS – MASTER PLAN OPTION C – SECOND FLOOR



FRANKLIN HS – MASTER PLAN OPTION C - VIEW FROM DIVISION

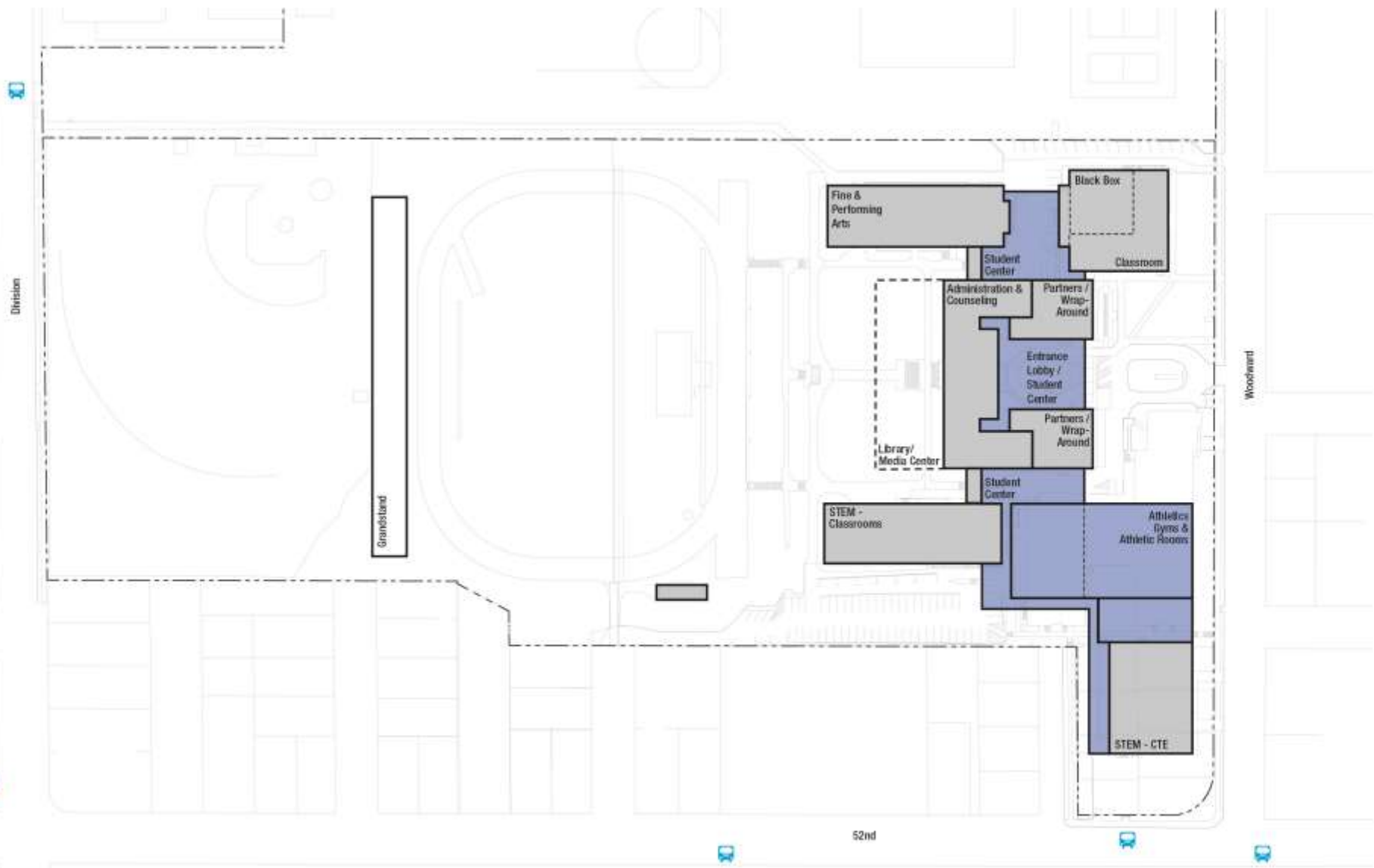


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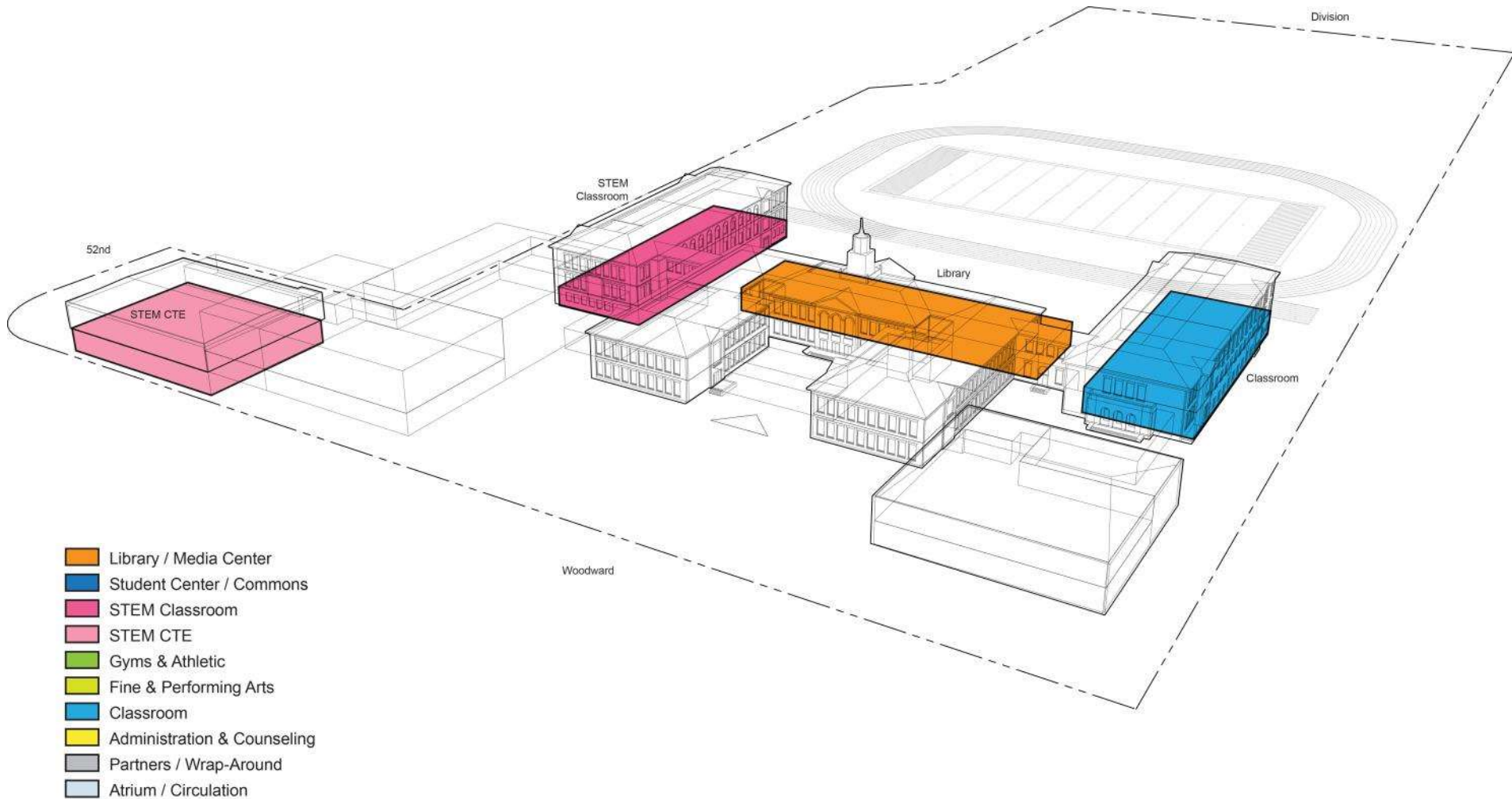
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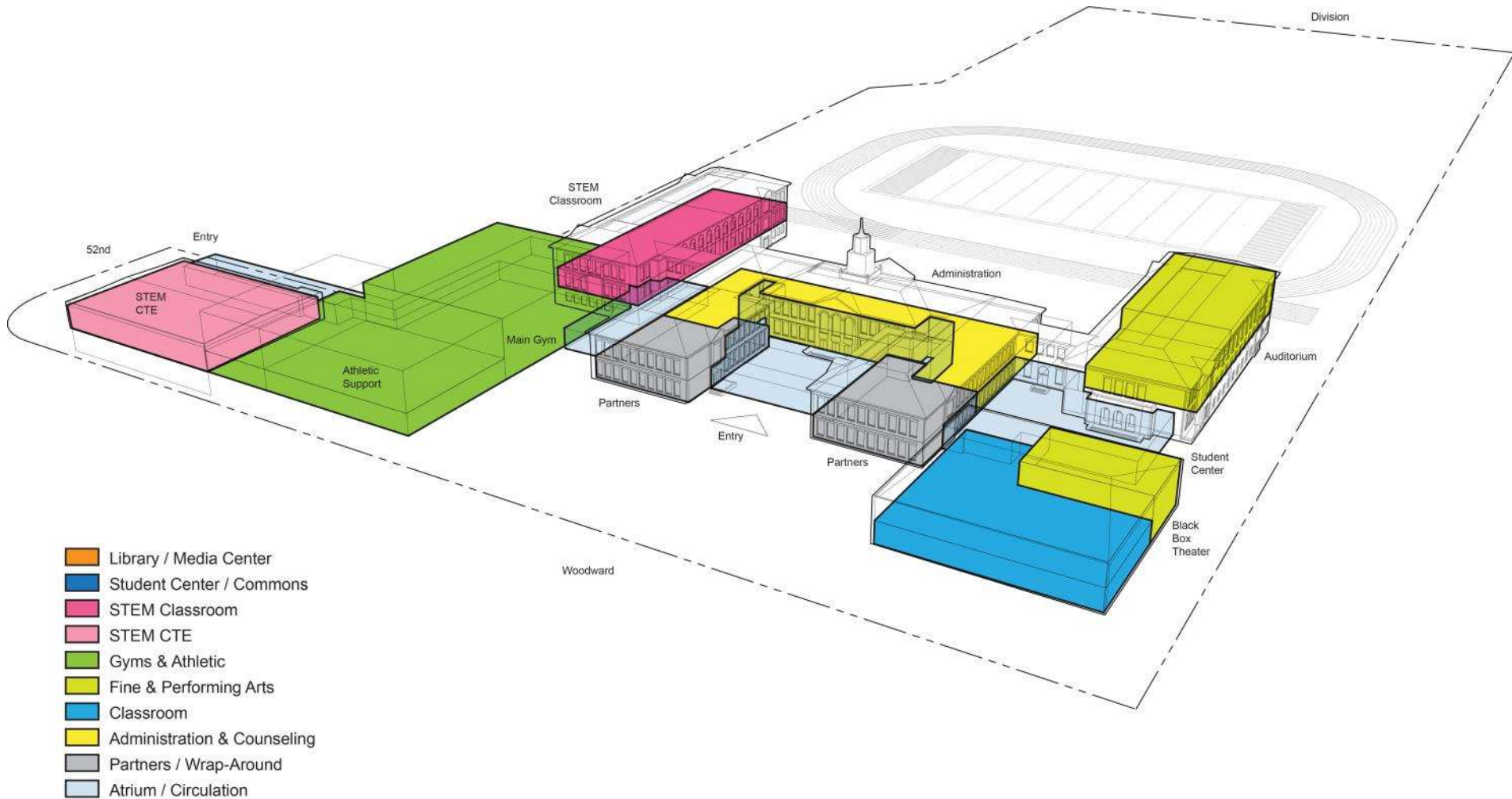
FRANKLIN HS – MASTER PLAN OPTION D



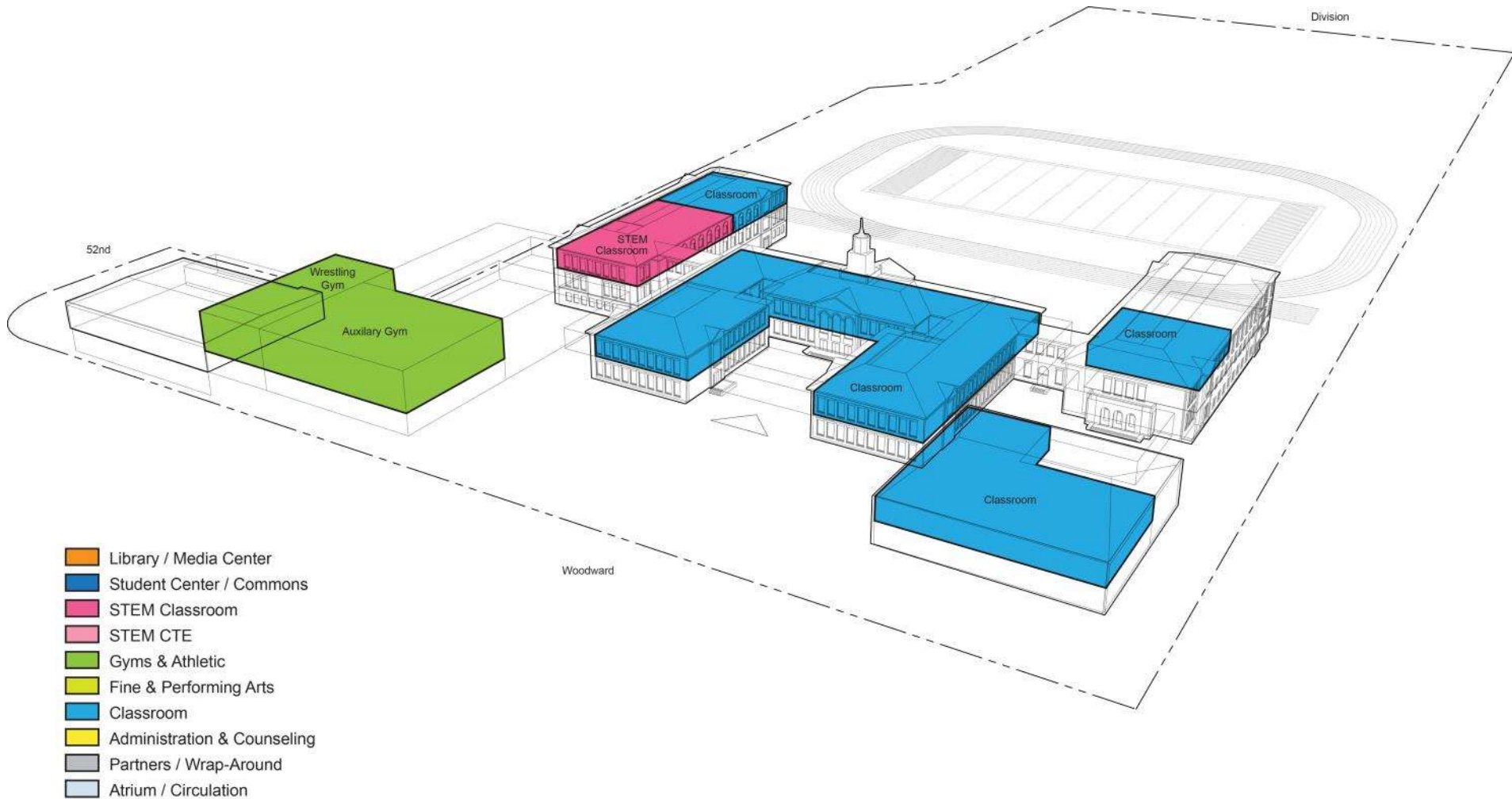
FRANKLIN HS – MASTER PLAN OPTION D – BASEMENT LEVEL



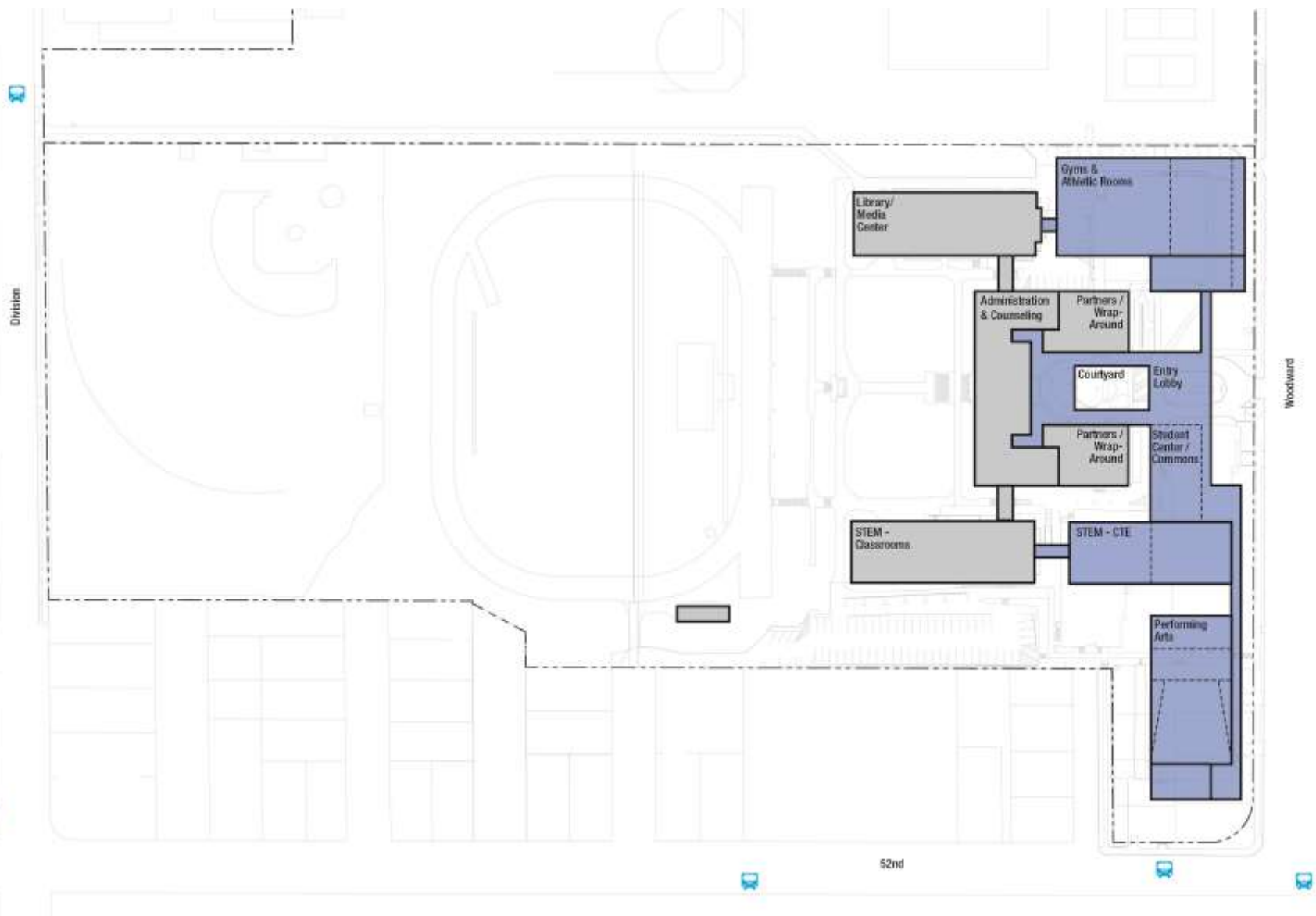
FRANKLIN HS – MASTER PLAN OPTION D – FIRST FLOOR



FRANKLIN HS – MASTER PLAN OPTION D – SECOND FLOOR



FRANKLIN HS – MASTER PLAN OPTION E

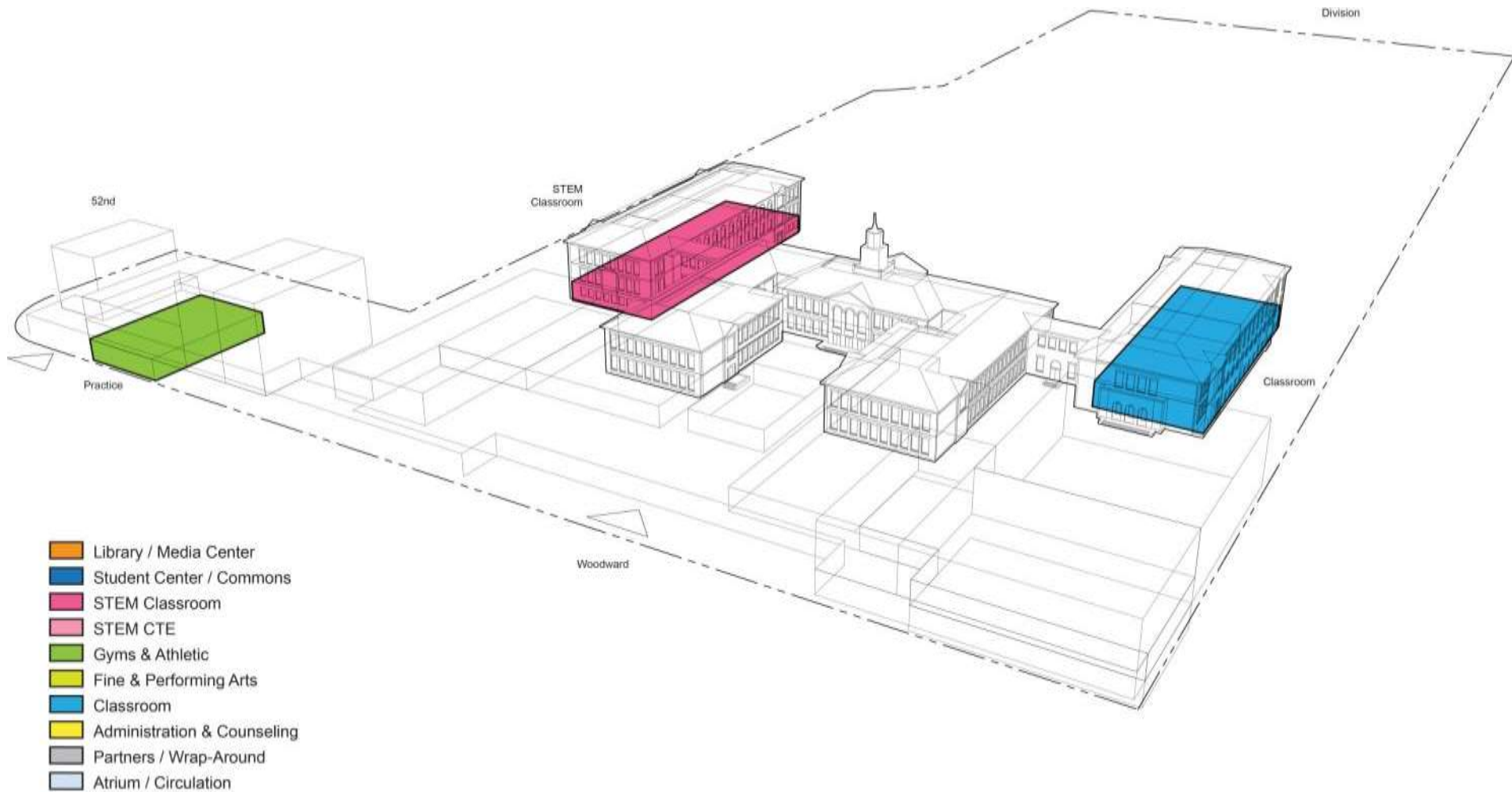


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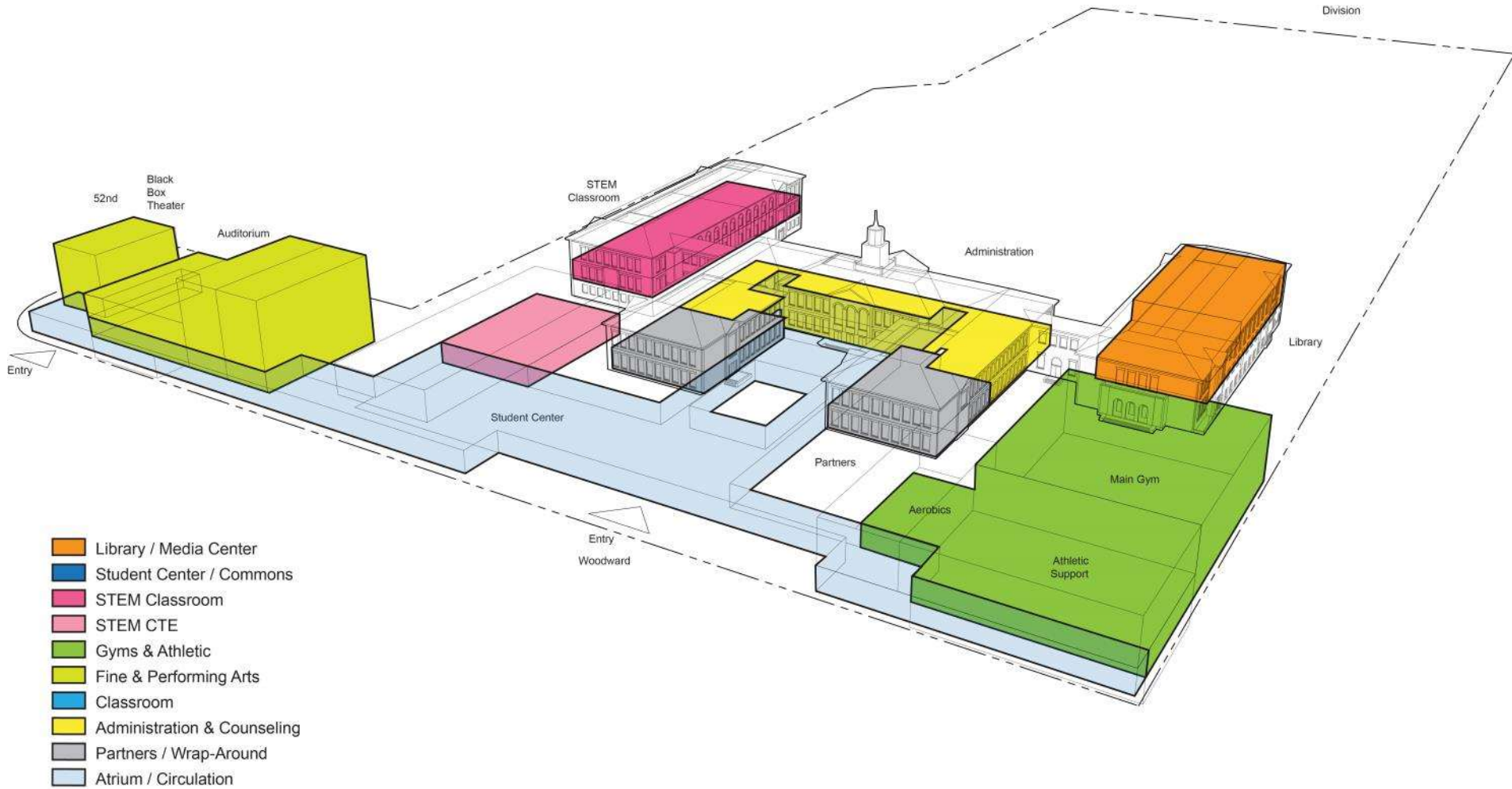
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FRANKLIN HS – MASTER PLAN OPTION E – BASEMENT LEVEL



FRANKLIN HS – MASTER PLAN OPTION E – FIRST FLOOR

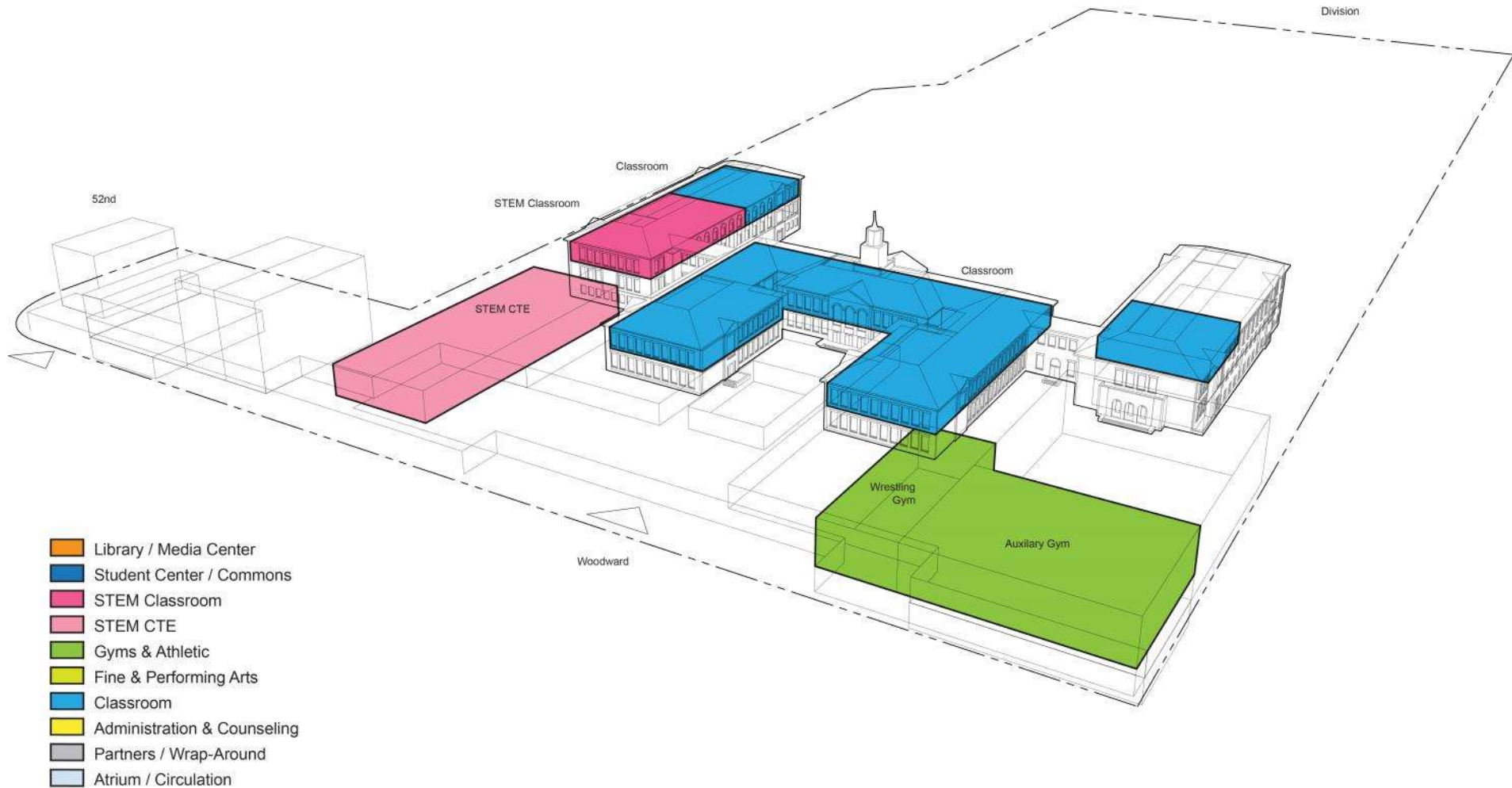


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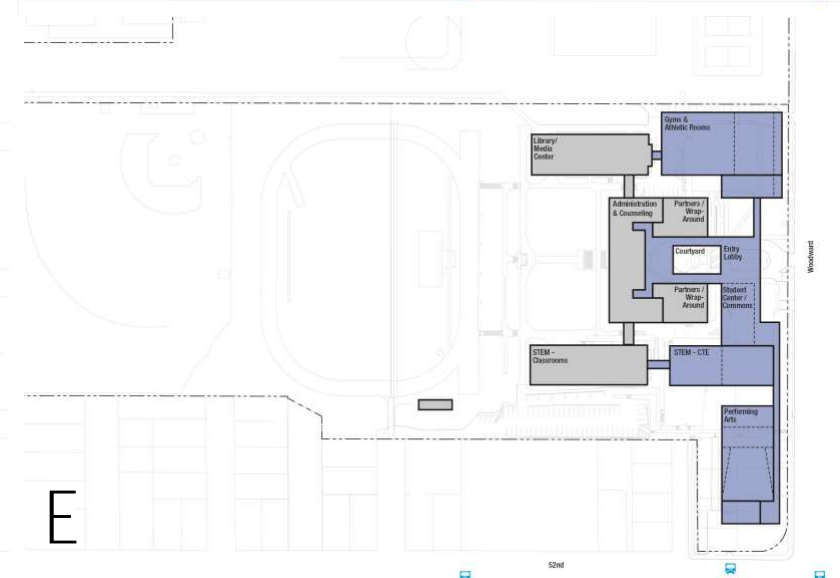
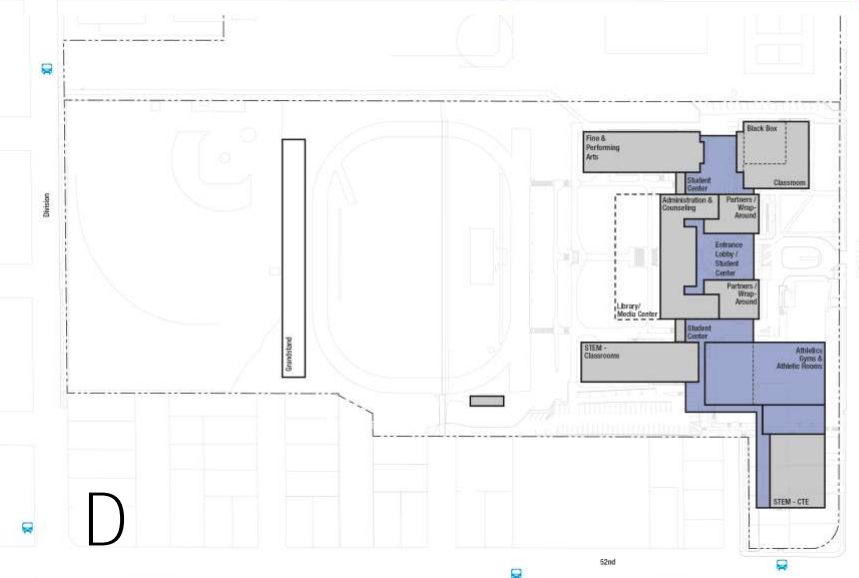
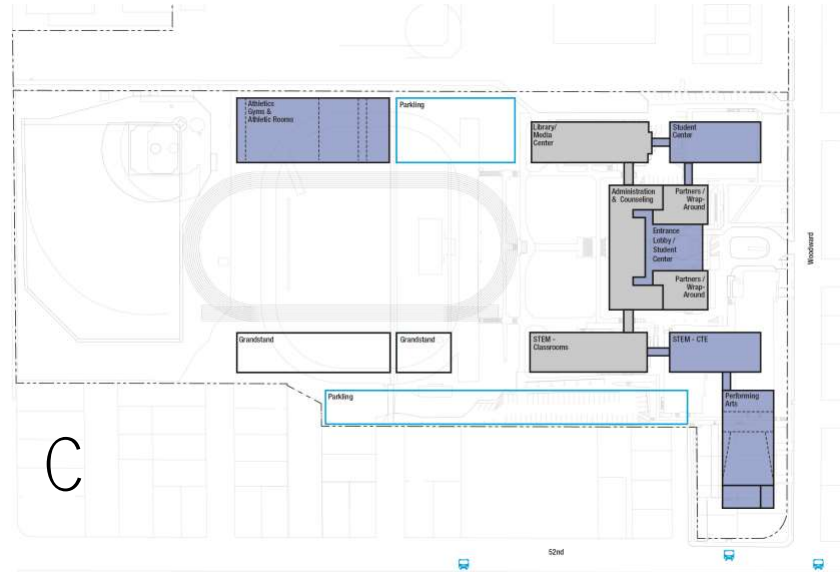
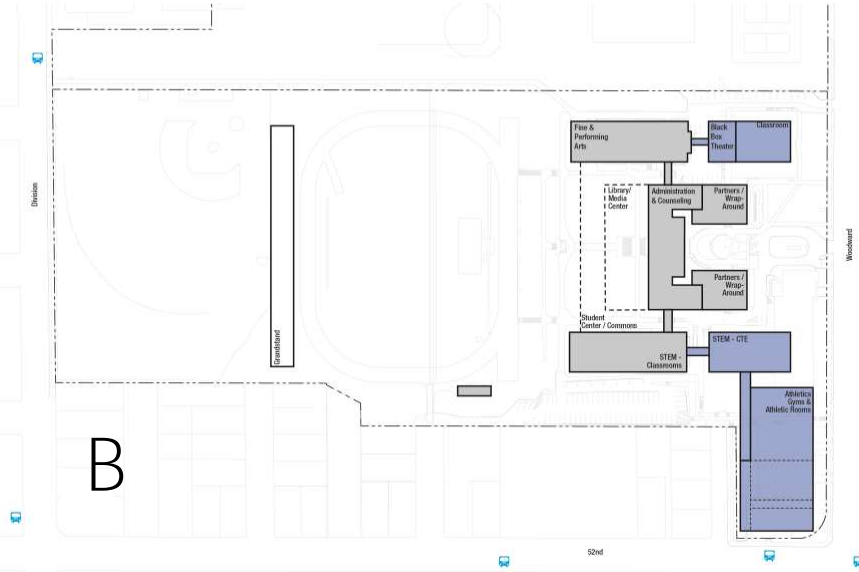
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FRANKLIN HS – MASTER PLAN OPTION E – SECOND FLOOR



FRANKLIN HS – MASTER PLAN OPTIONS



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PPS General Bond Info:

<http://www.pps.k12.or.us/bond/>



Franklin HS Bond Info:

<http://www.pps.k12.or.us/bond/8495.htm>

